AIM/ARM, VT-ERIC MICROFICHE SET

Microfiche Set of Documents Announced In

Abstracts of Instructional and Research Materials in

Vocational and Technical Education (AIM/ARM)

Volume 7, Number 4

1974

Compiled by

The Center for Vocational Education

The Center for Vocational Education
The Ohio State University
1960 Kenny Road, Columbus, Ohio 43210

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INTRODUCTION

This set of microfiche consists of the documents which are announced in Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), Volume 7, Number 4, 1974. The documents from this volume and issue of AIM/ARM are grouped in VT-number sequence and filmed continuously as a microfiche set (AIM/ARM, VT-ERIC SET).

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TITLE	AUTHOR	VT NR.	CARD FR.
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[illegible], ROGER	UNIT BUDGETS FOR MAJOR CROP AND LIVESTOCK ENTERPRISES.	100 647	57 A13

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ERIC

ACCESSION NUMBER: VT100601

PUBLICATION DATE: 71

TITLE: TRANSCRIBING TRAINING TECHNIQUES. TEACHER'S MANUAL AND STUDENT MANUAL.

PERSONAL AUTHOR: REENSTJERNA, SWANNEE R.

DESCRIPTOR: *TEACHING GUIDES; *TRAINING TECHNIQUES; TEACHING PROCEDURES; BUSINESS SKILLS; *OFFICE MACHINES; OFFICE PRACTICE; *BUSINESS SUBJECTS; BUSINESS EDUCATION

IDENTIFIER: *TRANSCRIBING

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 540

ABSTRACT: DEVELOPED TO ASSIST TEACHERS OF MACHINE TRANSCRIPTION CLASSES, THIS MANUAL CONTAINS INSTRUCTIONAL POINTERS AS WELL AS A COURSE RATIONALE, STUDENT PREREQUISITE REQUIREMENTS, AND ILLUSTRATIONS OF TRANSPARENCIES DEPICTING THE VARIOUS MACHINES TO BE USED IN THE COURSE. IN ADDITION, EVALUATIVE CRITERIA AS WELL AS TRANSCRIPTION SUGGESTIONS AND A LIST OF MASTERY WORDS ARE PROVIDED. THE MACHINES TO BE UTILIZED INCLUDE: (1) THE CASSETTE TYPE UNIT RECORDER, (2) THE REEL TYPE UNIT RECORDER, (3) THE MINIATURE AND REGULAR CASSETTE TYPE UNIT, (4) THE BELT TYPE UNIT RECORDER-TRANSCRIBER, AND (5) THE DISPOSABLE BELT TYPE UNIT TRANSCRIBER. (SN)

SPONSORING AGENCY NAME: SOUTH CAROLINA STATE DEPT. OF EDUCATION, COLUMBIA. OFFICE OCCUPATIONS SECTION.; CLEMSON UNIVERSITY, SOUTH CAROLINA. VOCATIONAL EDUCATION MEDIA CENTER.

VT 100601

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TEACHER'S MANUAL

TRANSCRIBING TRAINING TECHNIQUES

BEST COPY AVAILABLE

ED 300 631

TRANSCRIBING TRAINING TECHNIQUES

Teacher's Manual

Developed by

Swannee R. Reenstjerna
Wilson Area Vocational Center
Columbia, South Carolina

1971

In cooperation with

STATE DEPARTMENT OF EDUCATION
Office Occupations Section
Columbia, South Carolina 29201

VOCATIONAL EDUCATION MEDIA CENTER
Clemson University
Clemson, South Carolina 29631

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Classroom Procedure

At the outset of machine transcription classes, a copy of letter forms, inter-office memo, and manuscript form should be given the student. (Refer to 7/3/68/500 publication by the Vocational Education Media Center, Clemson University for copies of overhead transparencies for use here.) Telegram forms are also helpful here and can be duplicated very simply.

Refresh the student's memory as to how to use carbon. Usually compare setting the carbon pack up like a sandwich. The paper is the bread and the carbon is the filling! Hence, the carbon goes between the sheets of paper and the "shiny" side (or glossy side) of the carbon goes down. As the paper and carbon set goes through the machine, the carbon glossy side faces the typist, but after the pack goes around the roller, the dull side of the carbon faces the typist. It is a good habit to always check this because much time can be saved by doing the job correctly the first time! (Also, it is a surer way to promotion up the ladder!)

Instructions on addressing envelopes--both sizes--is time well spent. Be sure to stress the ZIP and try to have a ZIP directory handy. (If you will ask a representative from a first-class Post Office to come, quite often he will come and discuss good mailing procedures with the class.)

Specialized legal and medical belts are available; and if they are to be used, legal typing forms should be reviewed.

In all instances the emphasis must be on mailability. However, we must never forget that waste of materials is frowned upon by employers, too. Hence, we must not forget to show "how" to make mailable corrections. We suggest Ko-rec-type, White-out, Liquid Paper, and clean erasers. We have found that a small piece of sandpaper can be attached underneath the desk, or in one of the drawers, for cleaning erasers. All of these should be demonstrated.

Care should be exercised so that the most important messages are arranged so that they are given priority. This should be demonstrated to the class by having several kinds of letters for mailing. Clip the envelope over the original for the employer's signature--the employer will be signing the letter, of course, not the envelope--and place the letters in the order of most importance with the most important on top.

One can never overemphasize the need for constant checking of spelling, punctuation, grammar, similar-sounding words, etc. The secretary must make sure that the content makes sense or the secretary will soon be making fewer "cents."

Rat

[illegible] must not discount the incr[illegible]ed [illegible]emand for efficient [illegible]ine machine operators. Kn[illegible]ledge of such operation [illegible]ing th[illegible] door of employment [illegible]ny young ladies today.

[illegible] [illegible]aining classes we a[illegible] to show that the typi-cal [illegible] unit is compact and [illegible]t most of them will fit on top [illegible] (There are some portable models, however, which wa[illegible] t[illegible]

The [illegible] of time plus the convenience to the boss make [illegible]atin[illegible] [illegible] effective and increasingly popular with many busines[illegible]s. Traveling executives are especially bene-fitte[illegible] [illegible]his equipment. Some are even connected to the telep[illegible] [illegible] convenience. All of these types will be intro-[illegible] the [illegible]-trained, future secretary. That which we do no[illegible] have for use in class will at least be viewed on field trips to local businesses.

Employment in this field is very good. Starting salaries are usually in excess of $80 per week.

Prerequisite

Prior to enrolling in machine transcription classes, it is suggested that a student score 75% or better on a Business English test which includes various forms of office correspondence, spelling, sentence structure, word division, etc. An excellent test is the Tedens or the Odell test. Failure to score 75% does not mean that a student cannot achieve job-entry skills in transcription, but it does mean that there is a weakness which will require "extra effort" and more often consulting the "Lexicon" and handbooks!

Teachers' Note: The Tedens and Odell tests are furnished free from

Education Services
Dictaphone Corporation
120 Old Post Road
Rye, New York 10580

A Look at Some Machines

"Do You Hear What I Hear?" is a popular song we hear around Christmas. However, in business correspondence we change this to "Do You Hear What I Say?" And even more important, "Can you type correctly what I say?"

All of you are familiar with tape recorders. Well, the transcription machine is merely a tape recorder with a few attachments to facilitate typing that which has been recorded.

There are several ways of recording: disc (or record), tape, cartridge, or belt. There are many manufacturers, but the same principles apply to all. That is, listen and then type in mailable form the business correspondence that is recorded. Belts and discs are easily mailed, stored, filed, or erased and reused. Tape and wire recorders are especially useful to record long meetings, hearings, etc.

Let us look at some of the transcribing machines in use in South Carolina today. A survey has been made, companies contacted, and herewith you will find brochures and transparencies introducing at least one of each of the most-often used machines in our area. We are not trying to "sell" you any particular machines, but we are trying to "show" you that each is basically the same and that there is a great thrill awaiting you out "yonder" in the WONDERFUL WORLD OF MACHINES--some are even in color!

To the Teacher:

Perhaps the best thing to do the first day in the class is to look at the different machines available for use. Select from pictures and/or transparencies attached. After you have shown these, you might like to supplement with pictures of some of the other popular ones on the market. All the companies are very accommodating in furnishing brochures, if you will write them on school stationery.

Transparency No. 1

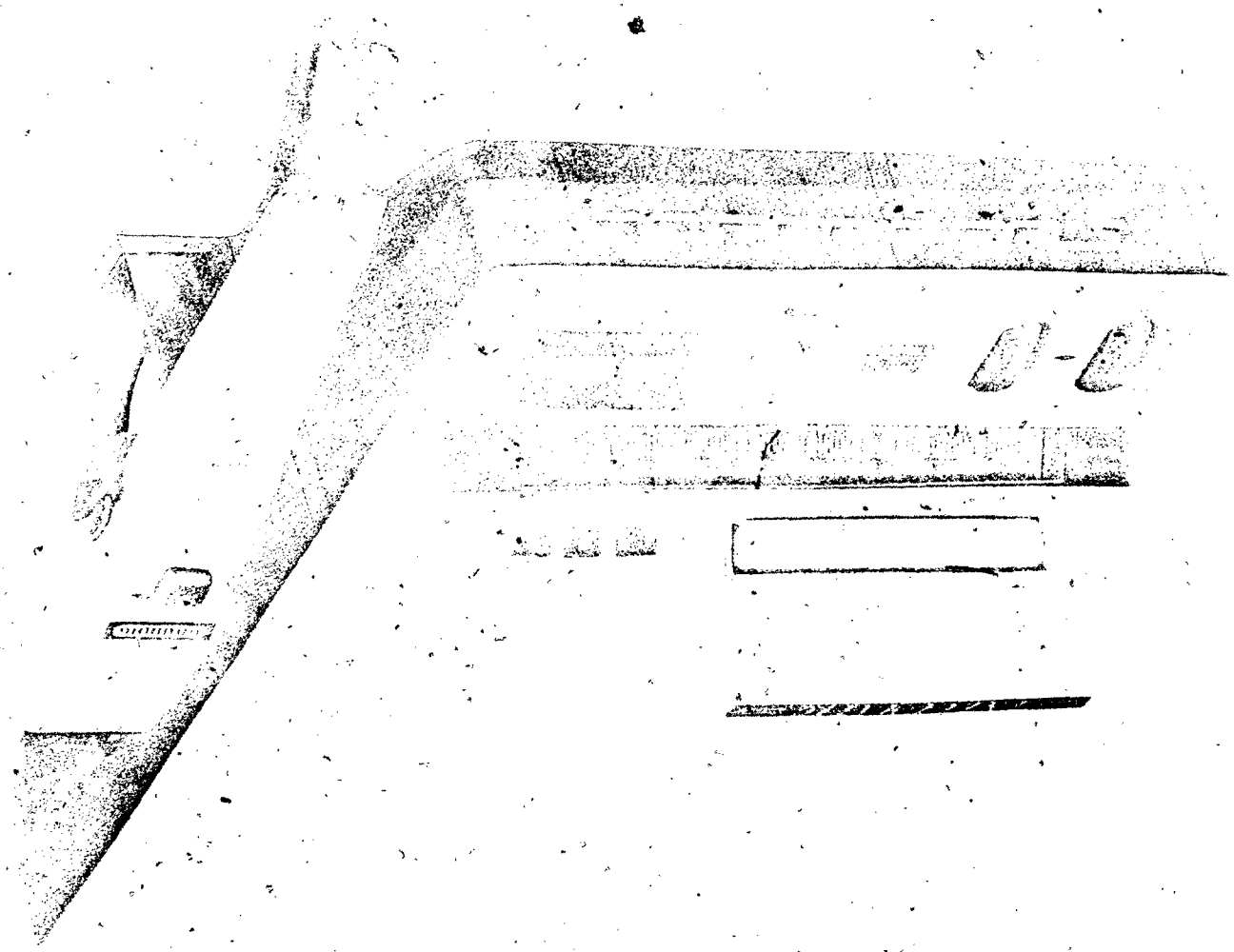

CASSETTE TYPE UNIT RECORDER

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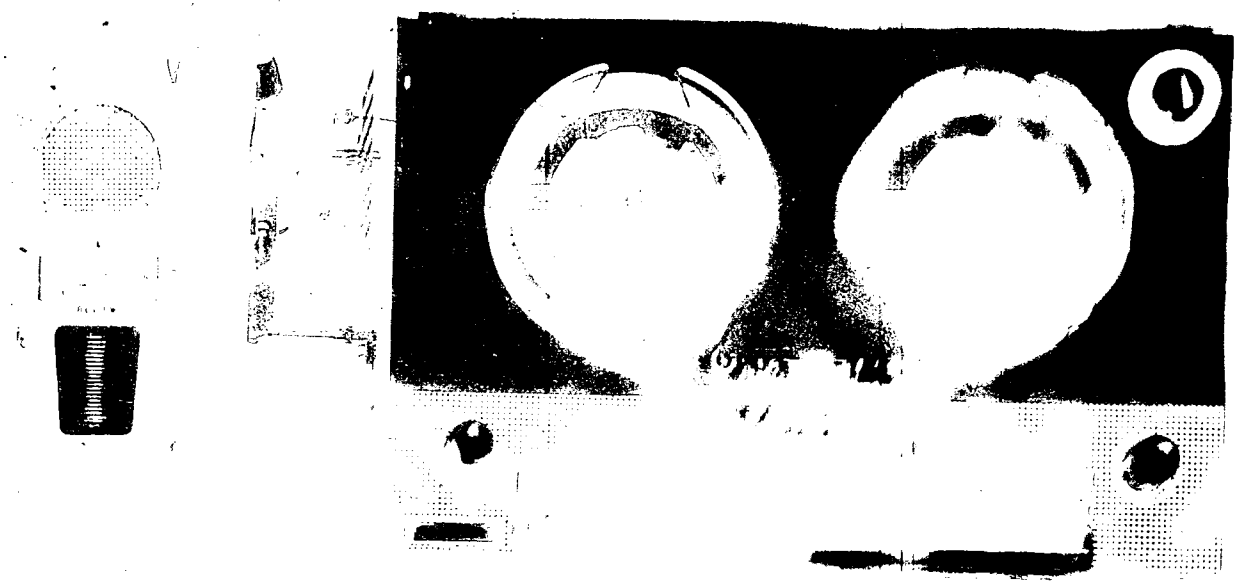

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MINATURE AND REGULAR CASSETTE TYPE UNIT

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MINATURE CASSETTE RECORDER

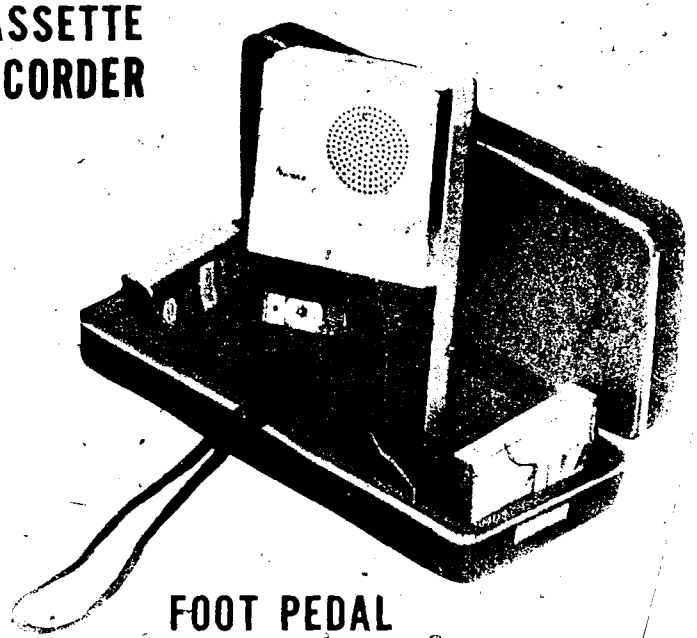

FOOT PEDAL

HEADSET

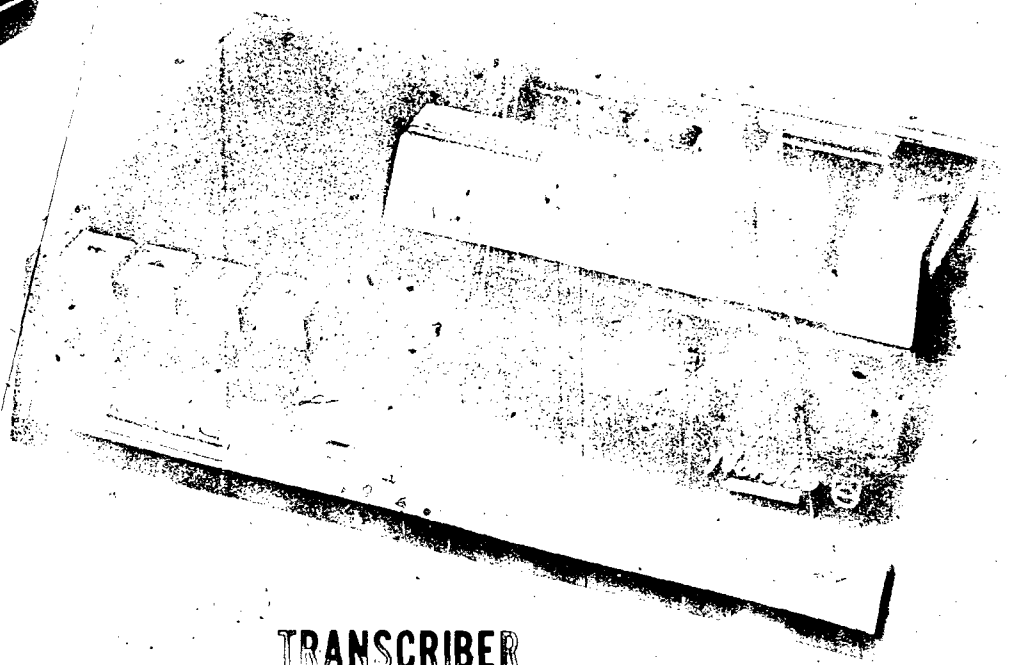

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Transparency No. 4

BELT TYPE UNIT RECORDER TRANSCRIBER

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RECORDER

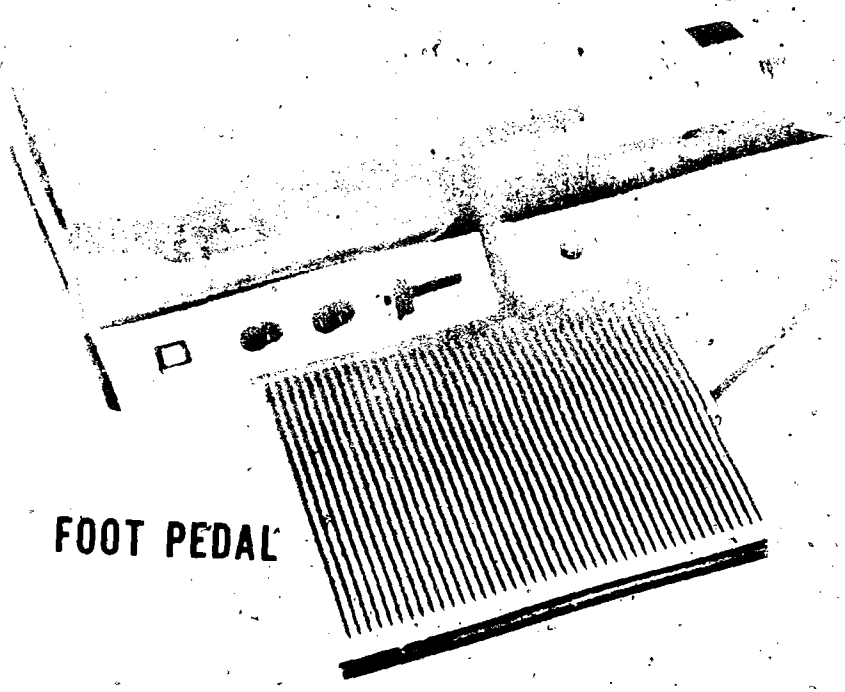

FOOT PEDAL

TRANSCRIBER

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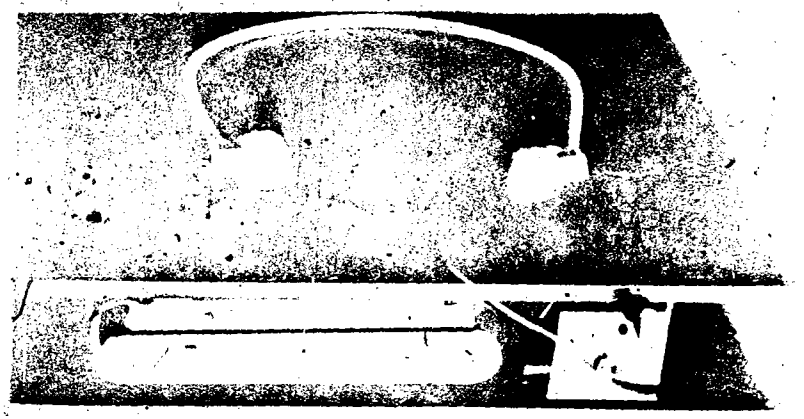

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DISPOSABLE BELT TYPE UNIT TRANSCRIBER

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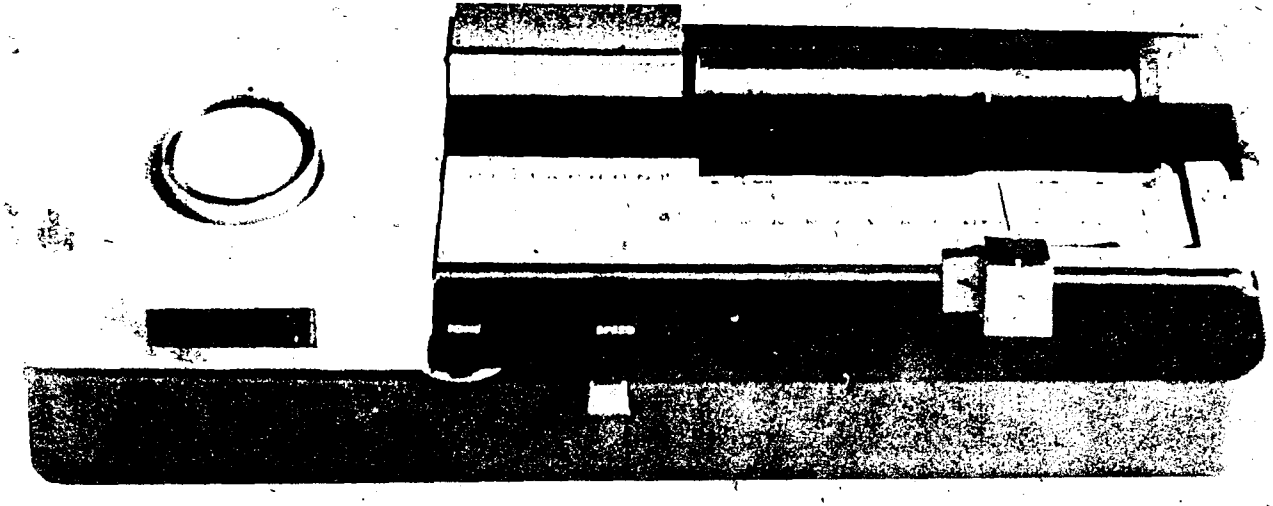

After showing all the transparencies and other pictures gathered from various office machines companies (any of the companies will furnish all kinds of brochures if the instructor will only ask for same), the instructor should demonstrate the machines available for class use.

To avoid embarrassment, the instructor should prepare in advance the machine(s) to be used for demonstration. The machine(s) should be working properly and she should be familiar with all the adjustments on the machine. Do not be fooled; there is no more embarrassing teaching experience than to attempt to demonstrate a machine only to find that you do not know how to operate it yourself! So, for a good start, prepare for war in time of peace by making sure that your machine is "behaving properly."

Once the voice is coming through the machine, let each student sit down with the earphones in place and foot on pedal. Demonstrate volume control, tone control, speed, etc. as the student sits at the machine. Once the student hears and understands what is happening, here are a few good check rules to employ every day for maximum results:

(We usually tell the students that putting on the earphones is the way we play "airplane." Truly the typist is the pilot of the plane. Only she decides what kind of landing she will have!)

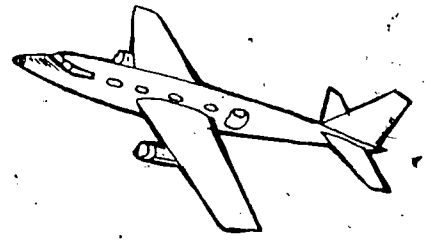

The Solo Flight

You have seen pictures of and demonstrations of transcribing units. Your flight has been called, we have tower clearance, and you are off on your own "trip."

Let us recap quickly what you are seeing and doing on your flight now. You will note that earphones are used to listen so that only the typist hears what she is typing. Foot pedals control the movement of the record, disc, or tape. (Some machines have the control attached to the space bar of the typewriter; please note that this is not very popular and is usually more awkward to use.) The machines are equipped with a back-spacer, too, so that we can enjoy "instant replay"! Each machine has adjustments to regulate speed, volume, and tone. Since these controls vary from machine to machine, it behooves every operator to read the instructions first! There is an indication slip which accompanies the records and belts and a log which accompanies the tapes. This is necessary because you are told the length of the item as well as any corrections or other special instructions which the dictator deems important.

One of the big advantages of the dictation equipment is that the boss can dictate wherever and whenever he cares to do so, leaving you free to take care of other duties in the office. There are portable units now transistorized so that they can even be taken on planes, etc. Some are just pocket size and some doctors even wear them around the neck and record patient history as findings are made. This mobility enables the boss to keep up even when it is necessary for him to be away, for he can mail belts, etc. back to the office for transcribing and the doctor can record his findings as he checks the patient, adding to the accuracy of his records.

Please note in some of your brochures and/or field trips that in some offices there is a transcription-pool and the employer simply dials a telephone and dictates directly into the telephone. The transcriber sends mailable copy to the dictator and neither sees the other!

Here is a list of 12 "do's" for a successful flight each time. Post this list, and refer to it often. Adherence to these suggestions can truly 'make you happy', Miss Secretary!

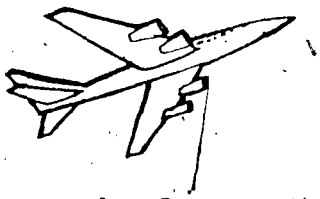

Transcription Flight Suggestions

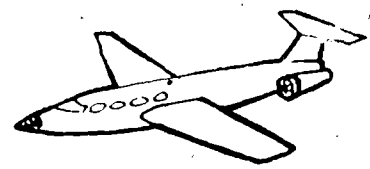

1. Be sure that machine is uncovered and plugged into outlet; check earphones and foot pedal connections.

2. Place record, belt, or tape on unit. Note that the "groovy" side of the record is up; the Dictaphone belt is inserted with the writing edge in last; the IBM belt is inserted with the writing edge in first; and the tape must wind on the take-up reel.

3. Move the transcribing head (or needle) to starting position, and turn the machine to "on."

4. Check the indication slip (or log of tape) to see if there are special instructions. If so, move the needle over to listen through the instructions or corrections. You will have decided on the length line to use from checking the length indicator on the indicator slip or log.

5. Adjust the volume and check the tuning. If you hear two voices, you must "tune out" one of them.

6. Be sure that you are comfortably seated at the typewriter, etc.

7. Make sure that you know the style that the dictator prefers used for a particular instrument.

8. Be sure that you have a dictionary and reference manual handy. If there is any doubt at all as to the correct spelling, word division, punctuation, etc., BE SURE TO LOOK IT UP. Don't guess--your dictionary will be your best friend; it will tell you, but no one else!

9. Proofread all work BEFORE removing from typewriter. One can never overemphasize the need for constant checking of spelling, punctuation, grammar, similar-sounding words, etc. The secretary must also be familiar with postal information, travel information, grammar and style, general information and statistics. Along with her dictionary and reference manual she should always keep a telephone directory, a ZIP CODE directory, a thesaurus, and even a Bartlett's quotations. (These can be purchased inexpensively from the paperback book departments.)

10. The secretary must recognize when the employer dictates punctuation. If he does, use it. If he does not, know how to insert it! When he does dictate punctuation, be sure that you know what he is saying; i.e., "paren" simply means to begin a parenthesis and "cap" means to capitalize, etc.

11. The secretary must be able to know exactly what the boss means whether he says it or not. She must truly be Houdini.

12. When satisfied that copy is mailable, turn off machine and remove disc or belt and file properly. Always cover the machine at the end of the day and double check to see that the power is off.

Here is a list of commonly misspelled words. Mastery of these can go far in increasing the efficiency of any secretary.

abbreviate
absence
absorption
absured
accept
accidentally
accommodate
accomplish
accumulate
accustom
achievement
acknowledge
acquaintance
acquitted
across
additionally
address
aggravate
all right
alley
allies
always
almost
although
amateur
among
amount
analysis
angel
angle
annual
answer
apartment
apology
apparatus
appearance
appropriate
arctic
argument
arrangement
artillery
ascend
association
athlete
athletics
attendance
audience
auxiliary
awkward
bachelor

balance
balloon
becoming
beggar
begging
beginning
believing
benefited
brilliant
Britain
bureau
burglar
business
busy
cafeteria
calendar
candidate
career
certain
changeable
changing
chaperon
characteristic
chauffeur
choose
chose
clothes
column
coming
commission
committee
comparative
compelled
competitive
complement
compliment
conference
conferred
conscience
conscientious
conscious
consciousness
continuous
controlled
convenient
courteous
criticism
criticize
curiosity
deceive

definite
describe
description
desert
dessert
dictionary
difference
dining room
disagree
disappear
disappoint
disastrous
discipline
dissatisfied
doctor
during
eighth
eliminate
embarrass
employee
encouraging
engineer
enthusiastic
equipped
erroneous
especially
exaggerated
exceed
existence
experience
explanation
familiar
fascinate
February
finally
foreign
formally
formerly
forty
fourth
ghost
generally
government
grammar
grievous
guard
guidance
having
height
hoping

hospital
horror
humorous
imaginary
immediately
incredable
independence
inoculate
laboratory
liable
lightning
likely
loneliness
loose
lose
maneuver
marriage
mathematics
meant
merely
minute
mischievous
misspelled
muscle
necessary
ninety
ninth
noticeable
occasion
occur
occurred
omit
omitted
paid
pamphlet
parallel
participle
partner
pastime
peaceable
perform
permissible
personal
personnel
picnicking
planning
pleasant
possession
practically
prairie

precede
preference
preferred
prejudice
preparation
presence
privilege
probably
proceed
professor
quantity
quiet
quite
really
receive
recognize
recommend
religious
restaurant
rhythm
ridiculous
sacrilegious
sandwich
schedule
secretary

seize
sense
separate
sergeant
similar
soliloquy
sophomore
speech
stationary
stationery
stopping
stretch
strictly
studying
successful
superintendent
surprise
syllable
temperament
temperature
their
there
they're
thorough
throughout

together
tragedy
tries
truly
Tuesday
unanimous
undoubtedly
unnecessary
until
using
usually
vacuum
village
villain
weather
weird
whether
writing
wholly
you're
autumn
breath
breathe
bulletin
captain

catalog
chocolate
college
condemn
hymn
crystal
defense
delicious
doubt
excellent
gingham
grateful
guarantee
ignorant
ineligible
kindergarten
leisure
license
lovable
mortgage
mysterious
opposition
pheumonia
psychology
scissors

Evaluation

Grading in any course is always a problem. However, in transcription, it seems to be one of the lesser problems, since the transcribed material is either mailable or not. As we say in the classroom, you either go to heaven or to the other place!

The first three lessons should not be graded--at least, the grade should not be recorded. We feel that it takes about four days to adjust to the listen and type technique which makes for good transcription. We usually tell this story:

Suppose you are a woodsman going out into the woods to cut timber. The first trip out you just look at the size of the woods; the second trip out you look at the different kinds of timber; the third trip out, you begin to notice the quality of the timber; and the fourth trip out, you decide to buy it and cut it, or just forget the whole thing. So it is with transcription. The first day, we just listen; the second day we just listen and type; the third day we check for mailability; and the fourth day we hand it in for grading which is the same as submitting the correspondence for mailing.

We think the suggestion of Dr. William Pasewark, Texas Tech, Lubbock, Texas, has the best concept of grading transcribing machine results:

Perfect	A
Slightly Noticeable Corrections	B
Anything Else	F

Examples:
- Misspelled word
- Incomplete sentence
- Poor correction
- Poor placement
- Strikeover
- Incorrect hyphenization

We have found from our experience that all work handed in should be checked--certain lessons more carefully than others. All errors detected should be marked, letters returned, corrections made, and the corrected copy stapled to the original and both copies returned to the folder. Each student should be required to keep her work for a six-weeks or other designated grading period. Each student should also be encouraged to keep a "spelling list" so that he can help himself improve.

To the Teacher:

Dictaphone Corp. furnishes an examination belt (#20) and on page 120 of their Teacher's Manual gives requirements for Proficiency Certificate. This is a good criterion for final evaluation of student's achievement.

ACCESSION NUMBER: VT100602

PUBLICATION DATE: NOV69.

TITLE: WASHINGTON DECA HANDBOOK.

DESCRIPTOR: *GUIDES; *ORGANIZATIONS (GROUPS); *YOUTH CLUBS; POST SECONDARY EDUCATION; PUBLICATIONS; SECONDARY GRADES

IDENTIFIERS: *DISTRIBUTIVE EDUCATION CLUBS OF AMERICA; WASHINGTON; DECA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: VIN V.7NO.4(1974)PP. 540

ABSTRACT: UNDERLYING THE DEVELOPMENT OF THIS DISTRIBUTIVE EDUCATION CLUBS OF AMERICA (DECA) HANDBOOK, ARE THESE OBJECTIVES: (1) TO CLARIFY AND PROMOTE THE EDUCATIONAL VALUE OF DECA ACTIVITIES, (2) TO OUTLINE PROCEDURES AND PROVIDE MATERIAL FOR LOCAL CHAPTER IMPROVEMENT AND DEVELOPMENT, (3) TO PROVIDE FOR INDIVIDUAL (MEMBER GROWTH AND) DEVELOPMENT, AND (4) TO HELP CHAPTERS FUNCTION BEST IN THEIR ROLE OF SUPPLEMENTARY DISTRIBUTIVE EDUCATION PROGRAMS. SPECIFICALLY PREPARED FOR USE BY THE WASHINGTON DECA CHAPTER, THE HANDBOOK CONTAINS A TOTAL OF 23 CHAPTERS WHICH SPEAK TO EACH OF THE BROAD ISSUES LISTED ABOVE. TO STIMULATE FURTHER INTEREST AND FACILITATE GREATER EASE IN LOCATING INFORMATIONAL TOPICS, A COMPLETE INDEX IS PROVIDED. (SN)

AVAILABILITY: COORDINATING COUNCIL FOR OCCUPATIONAL EDUCATION, DIV. OF VOCATIONAL EDUCATION, P.O. BOX 248, OLYMPIA, WA 95801

SPONSORING AGENCY NAME: WASHINGTON STATE COORDINATING COUNCIL FOR OCCUPATIONAL EDUCATION, OLYMPIA.

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DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

DEVELOPING FUTURE LEADERS IN MARKETING AND DISTRIBUTION

DECA HANDBOOK

ERIC

WASHINGTON DECA HANDBOOK

NOVEMBER 1969

Coordinating Council for Occupational Education
Division of Vocational Education
Post Office Box 248
Olympia, Washington 98501

PREFACE

The W-DECA Handbook has been prepared for and is dedicated to the members of the High School and Post-Secondary Divisions of the Washington Association of Distributive Education Clubs of America. All materials contained herein are included with the following purposes in mind:

1. To clarify and promote the educational value of DECA activities.
2. To outline procedures and provide material for local Chapter improvement and development.
3. To provide for individual member growth and development.
4. To help Chapters function best in their role of supplementing Distributive Education programs.

Materials contained within this Handbook are not all inclusive and there may be errors or omissions. It is hoped that W-DECA members and chapter advisors will read and study the W-DECA Handbook with one of their objectives being that of making constructive criticisms and suggestions which will bring forth improvement in the contents.

Appreciation for the development of this Handbook must go to those student members, chapter advisors and state associations who contributed materials and ideas. Special appreciation must go to K. Otto Logan, Director of Distributive Education, for his encouragement and support in the development and completion of this project. It is hoped that this Handbook will further the aims and purposes of DECA and contribute to the "Development of Future Leaders for Marketing and Distribution."

Dennis D. Coplen
W-DECA State Advisor

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THE NATIONAL SCENE and GENERAL INFORMATION

ERIC

DECA - GENERAL INFORMATION

WHAT IS DECA?

The Distributive Education Clubs of America - otherwise known as DECA - is an organization whose program of leadership and development is designed specifically for students enrolled in Distributive Education. DECA is the only National Youth Organization operating in the Nation's schools to attract young people to careers in marketing and distribution.

DECA is a non-profit, non-political, non-sectarian youth organization composed of voluntary members, with DE teacher-coordinators acting as Advisors. DE students elect their own chapter officers and delegates who have direct vote in their State Association of DECA and in their National program. All chapters are self-supporting of members paying local, state and national dues.

DE students have common objectives and interests in that each is studying for a specific career objective. DECA activities have a tremendous psychological effect upon the attitudes of students and many have no other opportunity to participate in social activities of the school or to develop responsibilities of citizenship. DECA members learn to serve as leaders and followers, and have opportunity for state and national recognition that they would not have otherwise. The chapter is the "show window" for student achievement and progress, and is the public relations arm of the DE instructional program.

PURPOSES OF DECA

DECA chapters are to DE class members what a civic or professional organization is to a group of businessmen. Chapter activities are recognized as a part of the total educational program because of their development of leadership ability, professional attitudes, better citizenship characteristics, and social growth of the individual. Specifically, DECA activities:

1. Develop a respect for education in marketing and distribution which will contribute to vocational competence.

2. Promote the growth and development of DECA.

3. Promote understanding and appreciation for the responsibilities of citizenship in our free, competitive enterprise system.

4. Develop progressive, competent, self-reliant, aggressive and cooperative leadership in the field of distribution.

5. Provide a thorough study of the opportunities in the field of distribution thereby assisting the student in making an intelligent choice of occupation.

6. Create personal satisfaction with one's choice of occupation through an appreciation of the opportunities it affords.

7. Encourage the use of high ethical standards in business.

8. Establish a sense of responsibility - through business - to the civic, social and moral welfare of society.

9. Give each student an awareness of vocational education and what it can contribute to business through use of the training facilities it offers.

10. Engender an understanding of, and an appreciation for, an economic system of free, competitive enterprise.

WHY JOIN DECA?

Because all DECA members have the opportunity:

1. To participate in an organization specifically designed for a Distributive Education student.

2. For local, State, and National exchanges of chapter ideas.

3. Of meeting new friends in other states.

4. Of inspiration by belonging to a National organization.

5. For wearing official DECA insignia (emblem, jewelry, blazer).

6. To publicize Distributive Education throughout the community and State.

7. Of participating in regional conferences throughout the State.

8. Of representing the chapter at the State DECA Leadership Conference.

9. To represent the State at the National DECA Leadership Conference.

10. To compete for State recognition at the State Leadership Conference.

11. To compete for National recognition at the National Conference.

12. Of being elected to National office or State office.

13. For participation in National and State competitive events of their own vocational interest.

14. Of being recognized for outstanding accomplishment during the year.

15. To meet outstanding business leaders in areas of marketing and distribution.

16. Of representing DECA as a National Officer over the United States.

17. For participation in National Leadership Training Conferences.

18. To receive assistance for chapter operation from National DECA Headquarters.

19. To receive all issues of The Distributor - the official publication of National DECA.

20. To receive all issues of the W-DECA Reporter - the official publication of Washington DECA.

21. Of contest surveillance by national organizations seeking outstanding students in distributive education for employment.

22. Of individual and school recognition by DECA.

23. Of pride in belonging to a highly respected, growing, National organization of youth activity.

GOALS OF DECA

1. To assist State Associations in the growth and development of DECA.

2. To further develop a respect for education in marketing and distribution which will contribute to vocational competence.

3. To promote understanding and appreciation for the responsibilities of citizenship in our free, competitive enterprise system.

DECA TAGLINE

"Developing Future Leaders for Marketing and Distribution".

DECA COLORS

The colors of DECA are BLUE and GOLD. BLUE is the color which suggests sincerity and genuiness. It is the color of the heavens above us. It encourages us to reach ever upward, continually trying to improve ourselves and our services. It suggests that we should be true to ourselves.

This above all, to thine own self be true.
And it must follow as the night the day
Thou canst not then be false to any man.

GOLD to us suggests the crowning success which comes to one who lives usefully and wisely. We are all seekers after success, not only because of the wealth it brings, but mainly because of the satisfaction which attends it. It is a good thing for a man to know that he has done well.

THE DECA EMBLEM

The National emblem of DECA is attractive, significant and meaningful. This emblem is diamond shaped with the words "Distributive Education Clubs of America" surrounding the wrapped package, symbolic of a job well done and the close cooperation of school, parent, student and business in preparing for a well-rounded education basic for success in a career in marketing and distribution.

The four points of the DECA Emblem symbolize:

VOCATIONAL UNDERSTANDING -
The Distributive Education student has acquired a first-hand knowledge of merchandising, salesmanship and the opportunities available to his chosen career which makes him well prepared to take his place in the business world.

CIVIC CONSCIOUSNESS -

Through both class and Chapter work, the Distributive Education student learns to recognize his obligations to the community in which he lives.

SOCIAL INTELLIGENCE -

Through social events held during the year, the DECA member is given an opportunity to develop poise, and to gain a knowledge of the social graces necessary in our society.

LEADERSHIP DEVELOPMENT -

Through DECA activities, the DE student is given an opportunity to participate in many activities designed to teach him to be not only a leader but also a follower.

Diamond in design and gold in appearance, the DECA Emblem symbolizes those intrinsic values one must possess to become a leader in marketing and distribution.

LEADERSHIP DEVELOPMENT

CIVIC CONSCIOUSNESS

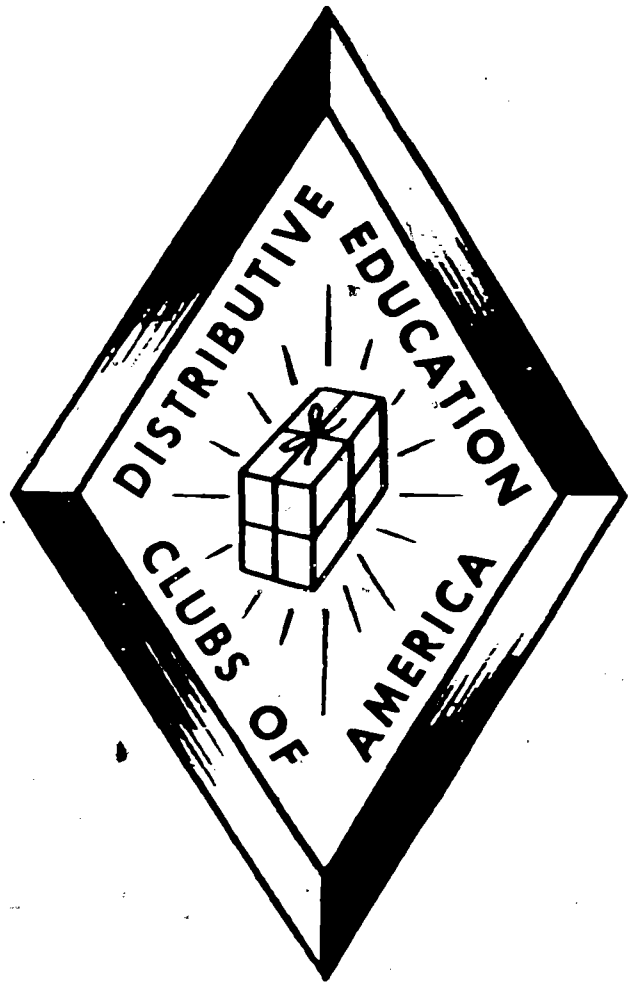

SOCIAL INTELLIGENCE

VOCATIONAL UNDERSTANDING

THE DECA CREED

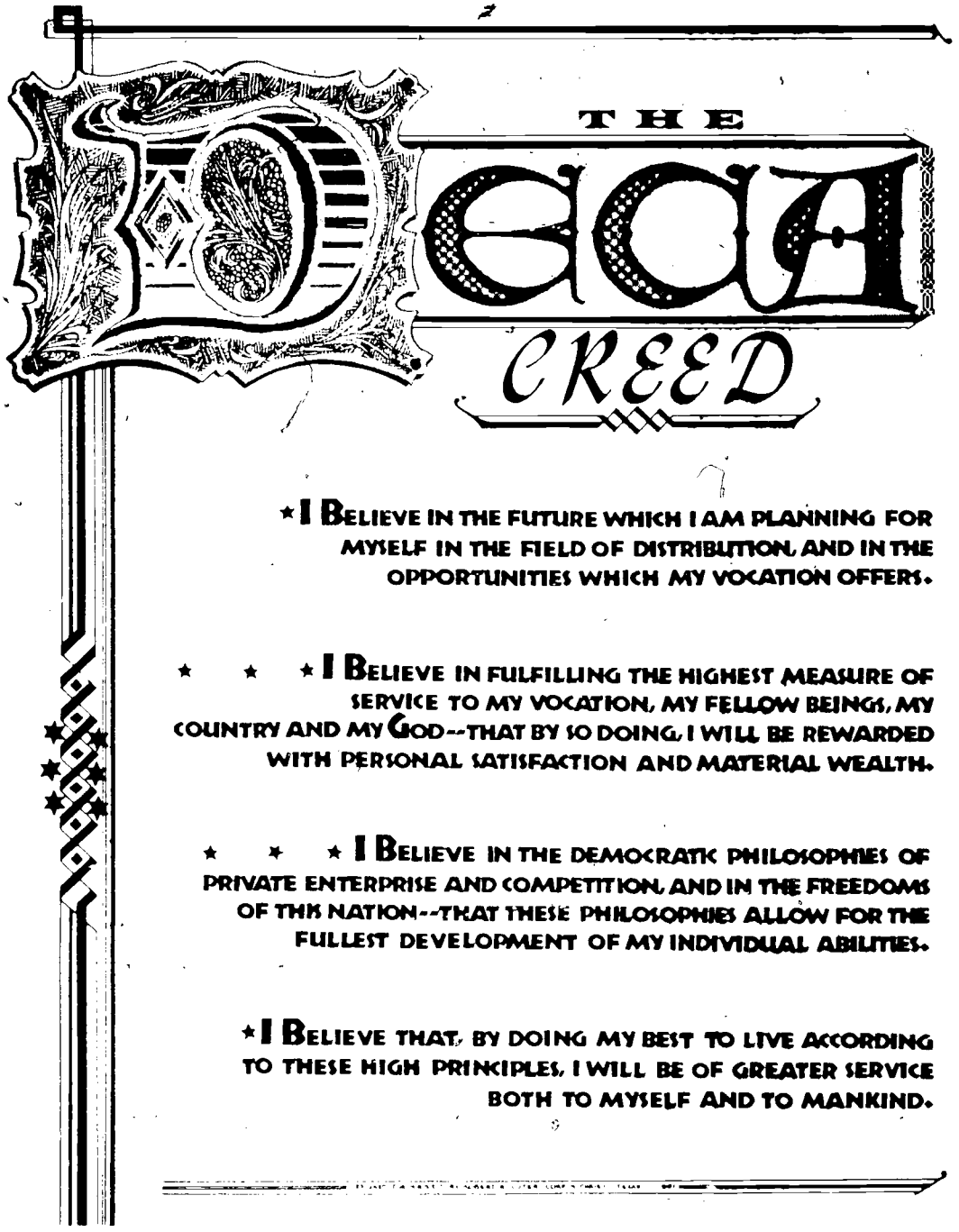

THE NATIONAL DECA HANDBOOK

Although National DECA's program aims to motivate rather than dictate any specific functions of a local chapter, frequent requests have indicated a need for a National DECA Handbook. This Handbook gives information about the various areas of DECA including the competitive activities of the high school and post-secondary divisions at the National level.

Copies of the Distributive Education Clubs of America, Inc. Official Handbook, 1967 Edition, may be purchased from DECA Headquarters, 200 Park [illegible], Falls Church, [illegible], for [illegible] per copy.

DECA AND W-DECA TERMINOLOGY

1. DECA, INC.--legal identity of adult group responsible for the youth program of DECA. Chartered in 1946. Meets annually.

2. DECA--term used in referring to the student club organization: local, state, or national.

3. THE DECA FOUNDATION--created to assist and encourage DECA members to continue career study in marketing and distribution.

4. BOARD OF DIRECTORS--members of DECA, Inc. elected to set policy for national DECA and The DECA Foundation.

5. NATIONAL ADVISORY BOARD--representatives from organizations contributing financial support to The DECA Foundation. Serves in the advisory capacity to Directors. Meets as necessary.

6. NATIONAL LEADERSHIP CONFERENCE--annual climax of year's DECA activity. Purposes: recognize outstanding individual ability and classroom achievement; inspire individual and group leadership. Approved by the National Association of Secondary School Principals.

7. NATIONAL DELEGATES--student representatives elected by states to conduct the official business of the student organization. National officers are elected by and from these delegates.

8. COMPETITIVE EVENTS AND AWARDS--one phase of the National Leadership Conference. All competitive activities serve to enhance DE instruction.

9. THE DISTRIBUTOR--official magazine published by DECA.

10. DECA HEADQUARTERS--national offices of DECA, DECA, INC., and The DECA Foundation, housed at 200 Park Avenue, Falls Church, Virginia 22046.

11. STATE ASSOCIATIONS--state units of the Distributive Education Clubs of America who have been chartered as a member state of DECA. State associations, in turn, must grant charters to individual chapters before they are considered a part of the state association.

12. DIAMOND CLUB PROGRAM--a program through which state associations may obtain financial support for DECA activities on local, state and national levels in the following areas: Awards and Recognition, Leadership Conferences, Program Development, Public Information, Leadership Training, and Scholarship Loans.

13. W-DECA--the state association affiliated with DECA and referred to as the Washington Association of the Distributive Education Clubs of America.

14. POST-SECONDARY DIVISION--local chapters of W-DECA working through vocational-technical institutes and community colleges offering a Distributive Education program.

15. HIGH SCHOOL DIVISION--local chapters of W-DECA working through high schools offering the Distributive Education cooperative program.

16. W-DECA ADVISORY COMMITTEE--a committee of five individuals consisting of three teacher-coordinators who also serve as chapter advisors, the W-DECA State Advisor, and the State Director of Distributive Education. There is a separate advisory committee for each division of W-DECA and it is the committee's responsibility to advise and rule on all matters concerning DECA activities in the State.

17. EXECUTIVE COUNCIL--composed of the W-DECA State Officers. Each division of W-DECA has an executive council.

18. BOARD OF DIRECTORS--made up of State officers of the Post Secondary Division of W-DECA and a representative from each local post secondary chapter of W-DECA. It is the purpose of this group to make recommendations concerning W-DECA policies, procedures, and activities of their division.

19. BOARD OF GOVERNORS--made up of the State officers of the High School Division of W-DECA and a representative from each local high school chapter. It is the purpose of the Board of Governors to elect the State Officers of the High School Division for the coming school year and to make recommendations concerning policies, procedures, and activities of their division.

20. VOTING DELEGATES--student representatives elected or appointed by the local chapters to vote on the official business of W-DECA.

21. W-DECA OFFICER TRAINING CONFERENCE--the training of W-DECA State Officers so they may effectively fulfill their role as leaders of their given divisions.

22. STATE LEADERSHIP CONFERENCE (SLC)--annual climax of the year's W-DECA activities, the purpose of which is to recognize outstanding individual ability and classroom of chapter achievement at the State level and to inspire individual and group leadership.

23. ADE (ALUMNI OF DISTRIBUTIVE EDUCATION)--the purpose of this association is to provide a means by which Distributive Education graduates can maintain an association with DECA and assist and support W-DECA and its local chapters.

24. W-DECA REPORTER--the official publication of the Washington Association.

HISTORY AND ORGANIZATIONAL STRUCTURE OF NATIONAL DECA

HISTORY

DECA, the Distributive Education Clubs of America, is truly a "grass roots" organization. During the period between 1937 and 1942, when cooperative programs in DE were becoming established, the class members in many schools organized clubs.

One of the basic reasons for the formation of such clubs lay in the fact that students attended training stations in the afternoons and missed many regular school activities. The common interests of these students, their need for social and professional growth, and the need to "belong" were basic reasons for the early widespread formation of local clubs in many sections of the country. Various names for the clubs were adopted: "Future Retailers," "Future Distributors," "Future Merchants," and "Distributive Education Clubs."

Between 1941 and 1944, a few States held Statewide meetings of Distributive Education Clubs, and by 1945, several States had organized State clubs and were holding State conferences. About the same time, the idea of a National Organization began to take definite form and plans were developed for a National Conference. In 1946, the United States Office of Education invited a representative committee of State Supervisors of Distributive Education to meet in Washington, D. C., with representatives of the U. S. Office of Education to develop further plans for the National Organization and to prepare a tentative constitution and organization chart.

The National Organization was initiated in Memphis, Tennessee in April, 1947, at the first Interstate Conference of Distributive Education Clubs. At that meeting, delegates from twelve States unanimously adopted a resolution to form a National Organization. The organization was officially endorsed by the National Association of State Directors of Vocational Education, meeting at the same time in Chicago. Officers were elected and committees were appointed to prepare a charter and a constitution for consideration at the next year's conference.

The second National Leadership Conference, held in St. Louis, Missouri, in 1948, saw the adoption of the constitution and the official name, The Distributive Education Clubs of America, designated, DECA, and the acceptance of 17 charter member States. These charter member States were: Arkansas, Georgia, Indiana, Kansas, Kentucky, Louisiana, Michigan, Missouri, North Carolina, Ohio, Oklahoma, South Carolina, Tennessee, Texas, Utah, Virginia and Washington. Washington has been represented by delegations to every National Leadership Conference since accepting its charter in 1948.

In order to provide interim leadership, the President of the National Association of State Supervisors of Distributive Education appointed a National Advisory Committee to serve in lieu of an Executive Secretary. In 1949, an incorporation meeting, made up of State Supervisors and sponsors of affiliated clubs, elected the Board of Trustees of the Distributive Education Clubs of America, Inc., to serve as the policy-making body for DECA. DECA was officially chartered under the laws of the Commonwealth of Virginia in 1950.

The American Vocational Association, by vote of the House of Delegates, became an official sponsor of the Distributive Education Clubs of America on December 1, 1950.

In 1953, a national headquarters for DECA was established and set up at 1010 Vermont Avenue, N. W., Washington, D. C., in the same building as the American Vocational Association was housed.

The first issue of DECA DISTRIBUTOR, the national publication of DECA, was presented during the second annual convention in St. Louis, with financial assistance of the first donor to the DECA Foundation--the Sears-Roebuck Foundation. This same donor made possible the employment of DECA's first full-time staff person, the first Executive Secretary of DECA was employed in July, 1953.

Initially, funds and moral support cam primarily from the Sears-Roebuck Foundation. Other business organizations learned of DECA and they became vitally interested. Several gave financial aid. In 1957, donors to the DECA Foundation made it possible for DECA to add a Member Service Division to its national headquarters plus the employment of a Member Service Director. In addition, a National Leadership Training Conference for the DECA National Officers was begun during 1958.

It was also in 1958 that some states began sending delegates from post-secondary institutions to the National Leadership Conference in an effort to establish DECA chapters in such institutions. In 1961, this effort resulted in an amendment to the National DECA Constitution which allowed the Post-Secondary Division to be established. DECA continued to grow and progress. By 1969, the National DECA staff expanded to include not only an Executive Director (formerly the Executive Secretary), and Member Service Director but also a Public Relations Director and Publications Director. The week-long training conference for national officers was expanded to three weeks. State Presidents were allowed to attend a week-long national training seminar put on by the national officers and DECA staff. A National DECA Week was established and expanded to DECA Month and National Headquarters were moved to Falls Church, Virginia.

In addition, by 1969, DECA received contributions from not one donor company, as in the beginning, but over sixty including:

Allied Stores Corporation
American Institute of Cooperation
American Oil Company
American Petroleum Institute
American Vocational Association
The Great A & P Tea Company, Inc.
Arizona Diamond Club
Arkansas Diamond Club
Atlantic Richfield Company
Balfour Supply Service
California Diamond Club
Carver Foods Company
Chain Store Publishing Corp.
H. Childs & Co., Inc.
The Coca-Cola Company
Connecticut Diamond Club
Continental Oil Company
Edison Brothers Stores, Inc.
Endicott Johnson Corporation
The Firestone Tire & Rubber Co.
Fix-Play, Inc.
Florida Diamond Club
General Electric Company
General Motors Corporation
The B. F. Goodrich Tire Company
The Goodyear Tire & Rubber Co.
The Grant Charitable Trust
W. T. Grant Company
Gulf Oil Corporation
Humble Oil & Refining Company
Jewel Box Stores Corporation
Kinney Shoe Corporation
S. S. Kresge Company
S. H. Kress and Company
Marathon Oil Company
The Maytag Company Foundation, Inc.
McCrory-McLellan-Green Stores
Mobil Corporation
Montgomery Ward & Co.
G. C. Murphy Company
National Association of DE Teachers
National Association of Direct Selling Co.
The National Cash Register Company
National Home Furnishing Rep. Assoc.

National Office Products Assoc.
National Restaurant Association
National Retail Merchants Assoc.
National Student Marketing Corp.
J. J. Newberry Company
New York Diamond Club
J. C. Penney Company, Inc.
Phillips Petroleum Company
Retail Jewelers of America, Inc.
Rose's Stores, Inc.
Safeway Stores, Incorporated
Sales & Marketing Executives, Intl.
Walker Scott Company
Sears, Roebuck and Co.
The Sears-Roebuck Foundation
Selrite Store Equipment, Inc.
Shell Oil Company
Shoe Corporation of America
The Sperry and Hutchison Company
Standard Oil Co. of California
The S & H Foundation
The Store Kraft Manufacturing Co.
Thom McAn Shoe Company
Union 76 Division
United Air Lines
Volume Footwear Retailers Assoc.
Washington Diamond Club
Winn-Dixie Stores, Inc.
Wisconsin Diamond Club
Wohl Shoe Company
F. W. Woolworth Co.

Membership in DECA continually increased. From 793 members representing 12 state associations in 1947, DECA has grown to over 100,000 members representing 52 state associations, including Puerto Rico and the District of Columbia, by 1969.

ORGANIZATIONAL STRUCTURE

Any student enrolled in a Distributive Educational instructional program in the nation is eligible for membership in his DECA Chapter, his State DECA organization and National DECA. Each DECA Chapter elects its own student officers and the DE Teacher Coordinator serves as DECA Chapter Advisor. All Chapters within a state comprise a state association of DECA which is under the leadership of the State DECA Advisor. Local chapters elect student officers to lead the State association.

National DECA is composed of state associations. Student delegates elected by each state in turn elect their own national officers. DECA, Inc., which is the legal sponsoring unit of this national youth movement, elects a Board of Directors, which is the policy making unit of DECA. This Board in turn employs an Executive Director as administrator of the National DECA Headquarters to carry out the DECA program of youth activity as approved by the Board of Directors, and which is for the benefit of each state association, each chapter, and each individual member.

A pictorial organization chart is shown on the following page. You will find the following definitions of abbreviations helpful in your interpretation of the chart.

NASSDE--National Association of State Supervisors of Distributive Education
NASDVE--National Association of State Directors of Vocational Education
NAB--National Advisory Board
CDTE--Council for Distributive Teacher Education
NADET--National Association of Distributive Education Teachers
AVA--American Vocational Association
USOE--United States Office of Education

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

Pictorial Organizational Chart

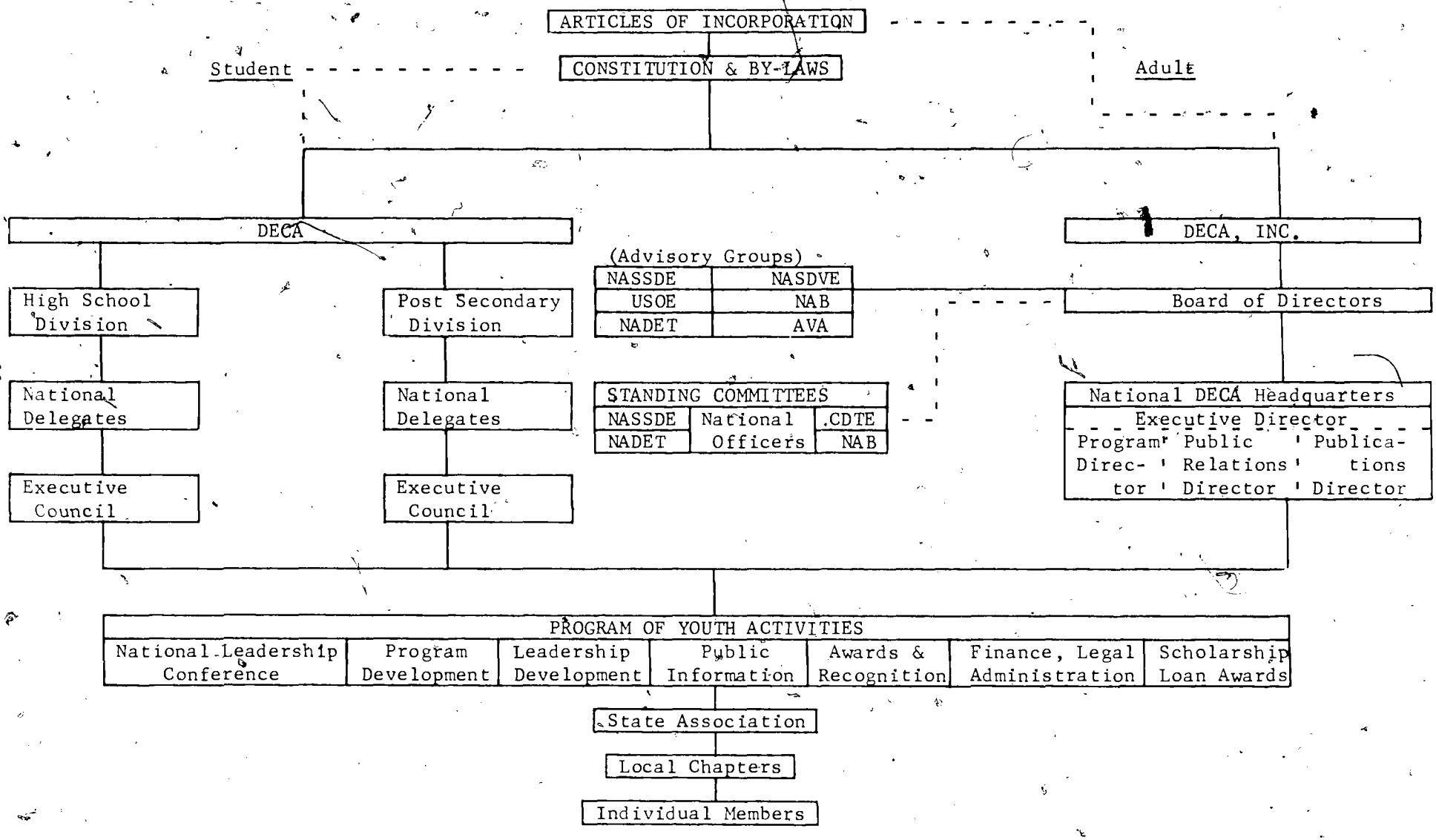

As noted in the organization chart, the Board of Directors are advised by various advisory groups and by standing committees. The standing committees are: Awards Committee, Conferences Committee, Finance Committee, Program Development Committee, Planning Committee and Public Relations Committee. All committees are chaired by a member of the Board of Directors as designated by the President of the Board and all committees have at least one other member of the Board on the committee to serve as Alternate Chairman. In addition, each committee consists of members representing NASSDE, NADET, CDTE, NAB, and the National DECA Officers. All committee members are appointed by the President of the Board for one-year terms.

The duties and responsibilities of each committee are as follows:

AWARDS COMMITTEE

1. To study and evaluate all aspects of the present Awards Program, and make recommendations necessary for desired improvement of all aspects of the Awards presented in the name of DECA.

2. To serve as a screening committee for all Award candidates, and make specific Award nominations to the Board of Directors.

3. To lend guidance and counsel to any proposed changes and/or additions to the present student Contest & Awards Program of DECA (youth group).

4. To study, evaluate and promote the development and improvement of the Scholarship Loan Awards Program.

5. To be responsible for selecting recipients for the National Scholarship Loan Awards.

6. To lend guidance, counsel, and approval of all Awards made in the name of DECA, Incorporated.

7. To identify the Committee's financial needs for an effective Awards Program.

8. To serve as directed by the President.

CONFERENCES COMMITTEE

1. To develop Conferences designed to insure maximum educational and professional benefit to participants.

2. To consider proposals submitted by State Associations which may affect Conference operations.

3. To evaluate annually, all competitive events of DECA and make recommendations necessary for improvement and/or change.

4. To recommend new policy or policy changes as deemed necessary including conference conduct rules for participants.

5. To identify the Committee's financial needs for all DECA Conferences of a National or Regional nature, as well as financial needs of the Committee.

6. To aid in long-range planning necessary for holding National, Regional and/or Officer Training Conferences including site selection and dates.

7. To plan for involvement of all age groups of each DECA Division, including Advisor and Alumni interests.

8. To offer counsel in the selection of National Conference sites as may be necessary.

9. To serve as directed by the President.

PUBLIC RELATIONS COMMITTEE

1. To develop a Public Relations Program for the mutual benefit of Distributive Education and DECA for Chapters, State Association and National DECA.

2. To do preliminary and/or basic research as may be necessary for an effective public information program.

3. To offer guidance and counsel on the preparation and distribution of all DECA publications utilized for national image purposes.

4. To plan and coordinate the activities of all events having national significance such as National DECA Month.

5. To offer guidance to the Board of Directors in long-range program and activities planning.

6. To evaluate existing programs or activities and make recommendations necessary regarding desired change and/or improvement.

7. To work in close liaison with other committees of DECA as may be necessary to assure good public relations.

8. To serve as directed by the President.

POLICY AND PLANNING COMMITTEE

1. To coordinate the efforts of all appointed Committees.

2. To identify the Annual Program of Work.

3. To study, evaluate, and identify trends to aid in making recommendations necessary to the Board of Directors regarding policy and/or procedures.

4. To identify needs of DECA Headquarters including Staff needs, equipment needs, Employee Benefits, and counsel to the Executive Director.

5. To make an annual review of the Employment Contract of the Executive Director and to serve as liaison between the Executive Director and the Board in matters of Employment.

6. To serve as liaison with all professional organizations including the AVA, USOE, NASSDE, CDTE, NADET, and the National Advisory Board.

7. To evaluate and recommend any changes necessary for the (a) Articles of Incorporation; (b) the DECA Constitution and By-Laws; and (c) the Articles of Inc. of The DECA Foundation.

8. To select nominees for membership on the Board of Directors.

9. To provide for the orientation of all new Directors.

PROGRAM DEVELOPMENT COMMITTEE

1. To develop programs of mutual benefit for Chapters, State Associations and National DECA.

2. To do preliminary and/or basic research as may be necessary in DECA development.

3. To identify methods and/or procedures for the suitable documentation and utilization of items having historical significance.

4. To evaluate existing programs or activities and make recommendations necessary regarding desired change and/or improvement.

5. To offer guidance to the Board of Directors in long-range program and activities planning.

6. To coordinate Divisional program development including the High School Division, the Post-Secondary Division, and Alumni development.

7. To plan and coordinate the activities of National DECA programs of activity and other special projects as may be approved.

8. To offer guidance in developing member services including nationally approved fund raising projects.

9. To serve as directed by the President.

FINANCE COMMITTEE

1. To provide periodic financial reports to the Corporate Membership as may be directed by the President.

2. To prepare and present all necessary budgets.

3. To coordinate financial requests of all Committees.

4. To recommend policy and/or guidelines in all DECA financial interests including: contributions, solicitations, fund raising projects, investments, trusts, sale of publications, dues, royalties, registration fees, and Diamond Club Programs.

5. To oversee the handling of funds in DECA Headquarters.

6. To provide for financial counsel as necessary.

7. To direct the annual audits.

8. To serve as directed by the President.

The Board of Directors acts on all recommendations brought before it by the Standing Committees. All recommendations approved are implemented by National DECA Headquarters. The chief administrator for National DECA Headquarters, as stated previously, is Mr. Harry A. Applegate. Mr. Applegate employees a professional DECA staff consisting of Mr. Ivan W. Perkinson, Program Director, Mr. A. Dale Clark, Public Relations Director and Mr. James M. Smith, Publications Director. The areas of responsibility for each of these individuals, including Mr. Applegate, are shown on the following page.

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

AREAS OF RESPONSIBILITY

Publications	Program Development	Public Relations	Policy & Finance
James M. Smith Publications Director	Ivan W. Perkinson Program Director	A. Dale Clark Public Relations Director	Harry A. Applegate Executive Director
Membership	Awards & Scholarships	Suppliers	Administration
Computer Development	Competitive Events	Exhibitors	Finances
Mailing Lists	National Officers	Advertising	Diamond Clubs
Information Requests	CADET Training	Conference Facilities	Donor Contacts
DISTRIBUTOR	Leadership Development	Conference Sponsorships	DECA Headquarters
Dateline	Divisional Development	Fund Raising	Regional Development
General Publications	Constitution	DECA Month	Special Projects
General Printing	Conference Programs	Public Relations	Governing Documents

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DECA

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

PREP

DIVISION

ERIC

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WASHINGTON ASSOCIATION
DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

FUTURE LEADERS FOR MARKETING AND DISTRIBUTION

COMPETITIVE ACTIVITIES PROGRAM

PREP DIVISION

ERIC

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DECA

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

HIGH SCHOOL DIVISION

ERIC

INTRODUCTION

It is important that a local chapter of the High School Division of the Washington Association of the Distributive Education Clubs of America be successful in its activities. This is true because the program of chapter activities carried on at the local level is the most important phase of the entire structure of DECA. Why? Because:

1. Both the State and National organizations originated from the grass roots of isolated, individual, local chapters.

2. It is at the local level that the greatest amount of member participation takes place.

3. Both State and National organizations are dependent upon the local chapters. The total organizational chart should be viewed as a pyramid with the local chapters providing the firm foundation that supports the State Association which, in turn, is one of the blocks supporting National DECA. Authority passes from local to State and from State to National.

However, success in chapter activities is more than a statement of fact. Success is evaluated by finding out at the end of the year whether your chapter has truly served the purposes of DECA. Will your chapter activities:

Develop leadership in the field of distribution?

Develop a sense of individual responsibility?

Provide opportunities for intelligent career choice in distribution?

Allow practical application of Distributive Education through competition?

Encourage use of ethical practices in business?

Allow opportunity to appreciate and implement the unenforceable obligations of citizenship?

Provide for mental and physical health through satisfactory social and recreational activities?

Engender a healthy respect for education?

Create and nurture an understanding of our free competitive enterprise system?

Develop an appreciation of civic and social obligations of those engaged in distribution?

The answer is a profound YES, provided the six essential elements of a good local chapter are present:

--Interested members.

--Capable officers and leaders.

--A challenging program of work.

--Distributed responsibility shared by all members.

--Proper equipment and records.

--A knowledge of W-DECA on the part of every member.

First State Leadership Conference held in Seattle on May 5, 1947

HIGH SCHOOL DIVISION
WASHINGTON ASSOCIATION
DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

HISTORY

The Distributive Education Clubs in the State of Washington originated in various communities. Although it had no official constitution to operate by, Aberdeen was the first center to have a retailing club under the direction of Mr. Kenneth Flora, the coordinator at that time. Evidence shows that in the fall of 1945, several centers offering cooperative training programs in DE had established local Distributive Education clubs. These clubs were organized to fill a need that was felt in these separate communities.

Because many students were working in the afternoons when other school clubs and activities were meeting, they were deprived of that phase of school life, consequently they organized their own club and held their meetings in the evenings or mornings.

The idea of a State club organization was discussed at a coordinators' conference in the fall of 1945 at Olympia, Washington, but definite action was not taken. It was in the fall of 1946 that Mrs. Margaret Gould's club of Bremerton invited clubs within easy traveling distance to meet with them at Bremerton to discuss the possibilities of forming a State association. Student and faculty representatives from Tacoma and Aberdeen were able to attend. Club organization was the center of warm discussion and committee action at the coordinator's conference at the Edmond Meany Hotel in Seattle, Novembmer, 1946. It was decided to foster the formation of a State club organization.

A meeting of student representatives from all known active local centers--including Aberdeen, Bellingham, Bremerton, Centralia, Kirkland, Lincoln of Tacoma, Longview, Mount Vernon, Pasco, Puyallup and Stadium of Tacoma--was called at the State Office in Olympia, January 11, 1947, and the Washington Retailer's Club came into existance.

Officers were elected that afternoon and a program of work for the year was laid out. The latter entailed many executive committee meetings which fell on Saturdays and even Sundays in order to start the organization on a sound foundation. These officers met the challenge of unknown horizons and did a fine job of formulating a proposed constitution which was acceptable to the representatives when they and other members of the local clubs met at their first annual convention meeting on May 5, 1947, at Condon Hall, University of Washington, Seattle. This meeting was known as the first annual convention.

State officers and advisors sought and received the aid of Miss Jean Lovejoy of the Sears-Roebuck Foundation in planning and carrying out a successful convention. Students from twelve centers in the State were welcomed by the President of the University of Washington. Following a business meeting, students toured one of Washington's newest "small-town" shopping centers, inspected a huge department store, and enjoyed a splendid banquet. The expenses of one delegate from each club and the banquet were paid through the State club by a donation of the Sears-Roebuck Foundation. The first convention sold the State club-association idea to coordinators in whose minds doubts had remained. It was a success financially, educationally, and socially. Some constructive criticism was made in planning for the future.

Coordinators who advised the DE club program during the school year of 1946-47 were shocked at the lack of carry-over from one year to the next. Except for the written constitution and rich experience which was theirs, there was no overlapping into the school year of 1947-48. Even the officers of the previous year were unable to attend the first Governors' meeting held in the Fall of 1947 to hand over the gavel to the incoming President.

Profiting by the previous year's experience, an improved system for the election of officers was inaugurated through a nominating committee, and officers for the new year were chosen to lead the organization for the year of 1947-48 at the Board of Governors' meeting in Olympia. The serious-minded executive committees seemed to be confronted with as many problems as had their predecessors. Interpretation of the constitution, club finance, and long-range planning for the State convention claimed their attention and allowed leadership growth which they had not experienced before.

Such committees as the convention committee, committee on publications, constitution committee, membership committee and public relations committee were appointed by the State President who considered interests, abilities, areas and previous assignments in his selections of committee heads. The functioning of these committees in their local centers were the essential achievements of the organization for this school year.

In February the first issue of the Washington Retailer's Club Reporter was mailed to all the clubs. This was followed by several issues published by the committee on publications, located at the West Seattle High School, tying together a loosely-woven, Statewide organization.

The membership committee of Yakima reported at the second annual convention that seven more centers were eligible for charters. The constitution committee of Puyallup brought its recommendations for amendments to the constitution for the convention's consideration. Several amendments were made to the State Constitution. The convention committee of Bellingham laid plans and carried out the second annual Washington Retailer's Convention there on April 15-16, 1948, which was a decided success.

Every fall since its first meeting in 1947, with the exception of 1958, the Board of Governors has met in Olympia for the organizational meeting and election of officers. On October 10, 1958, due to planning for the DECA Leadership Conference, the meeting was held in Tacoma. That meeting also brought forth the motion that the name of the State organization be changed from the Washington Retailer's Club to Washington Association, Distributive Education Clubs of America (W-DECA). Action was taken at the State Leadership Conference in Everett, March 7, 1959, and the Washington Retailer's Club became Washington Association, Distributive Education Clubs of America. The next month, April 1-4, 1959, the 13th Annual DECA National Leadership Conference was held in Tacoma, Washington.

By 1960, thirty-five local W-DECA Chapters were affiliated with National DECA. Among the general activities of these local chapters were fund raising projects so that chapters could contribute to worthy charitable projects and finance their annual employer appreciation banquets. The banquets not only honored the employers but provided an opportunity to inform guests of the objectives and accomplishments of the Distributive Education program.

From 1960 to 1969, Washington DECA showed a tremendous growth. Membership increased from 658 members to over 1900 members. This period saw the establishment of a W-DECA Diamond Club, the largest State Leadership Conference in W-DECA history with over 700 persons in attendance, establishment of Alumni of Distributive Education (ADE) chapters, the establishment of a Post-Secondary Division, and the establishment of a scholarship loan awards program. Changes in terminology also took place during this period of time. The local club became known as a local chapter and the term contest was changed to competitive event or activity. These changes were in keeping with the maturing of the organization.

W-DECA has become an organization recognized for its activities which "Develop Future Leaders for Marketing and Distribution". Past accomplishments by those involved in W-DECA have provided a base for future progress.

ORGANIZATIONAL STRUCTURE

The Washington Association of DECA exists due to its charter granted by National DECA. In addition, the association exists because of the support it receives from the State Director of Distributive Education. The State Director is in the end responsible for the activities of the organization and its progress. However, the State Director confers with his staff as is indicated in the organization chart by the dotted line between the State DE Director and the State DE Supervisors. In addition, the Director has assigned an individual to be responsible for State DECA activities. This person is called the W-DECA State Advisor, formerly called the State Club Sponsor. The State Advisor is a member of the State Staff and serves as the representative of the State Director of Distributive Education in all matters pertaining to DECA and affecting the State Division of Distributive Education. Some of the duties and responsibilities of the State Advisor are to:

1. Ensure that the student leadership of the High School Division of W-DECA is maintained by duly elected officers in accordance with the constitution and by-laws.

2. Organize and direct annual leadership conferences for high school students, available to all W-DECA members who meet the attendance criteria.

3. Consult with the State Director of Distributive Education in the development of significant policy and procedural innovations.

4. Promote DECA and its philosophy and ideals throughout the State's business, industrial, governmental, and educational communities.

5. Maintain an open line of communication with national headquarters and where applicable, with representatives of National DECA Headquarters.

6. Act as Washington State's representative member of DECA, INC. and consult with the State Director of DE on national and regional trends and proposals.

7. Help and advise in the organization and coordination of inter-chapter meetings within localized geographic areas, involving both teacher-coordinators and DECA members.

WASHINGTON ASSOCIATION
HIGH SCHOOL DIVISION
DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

Organization Chart

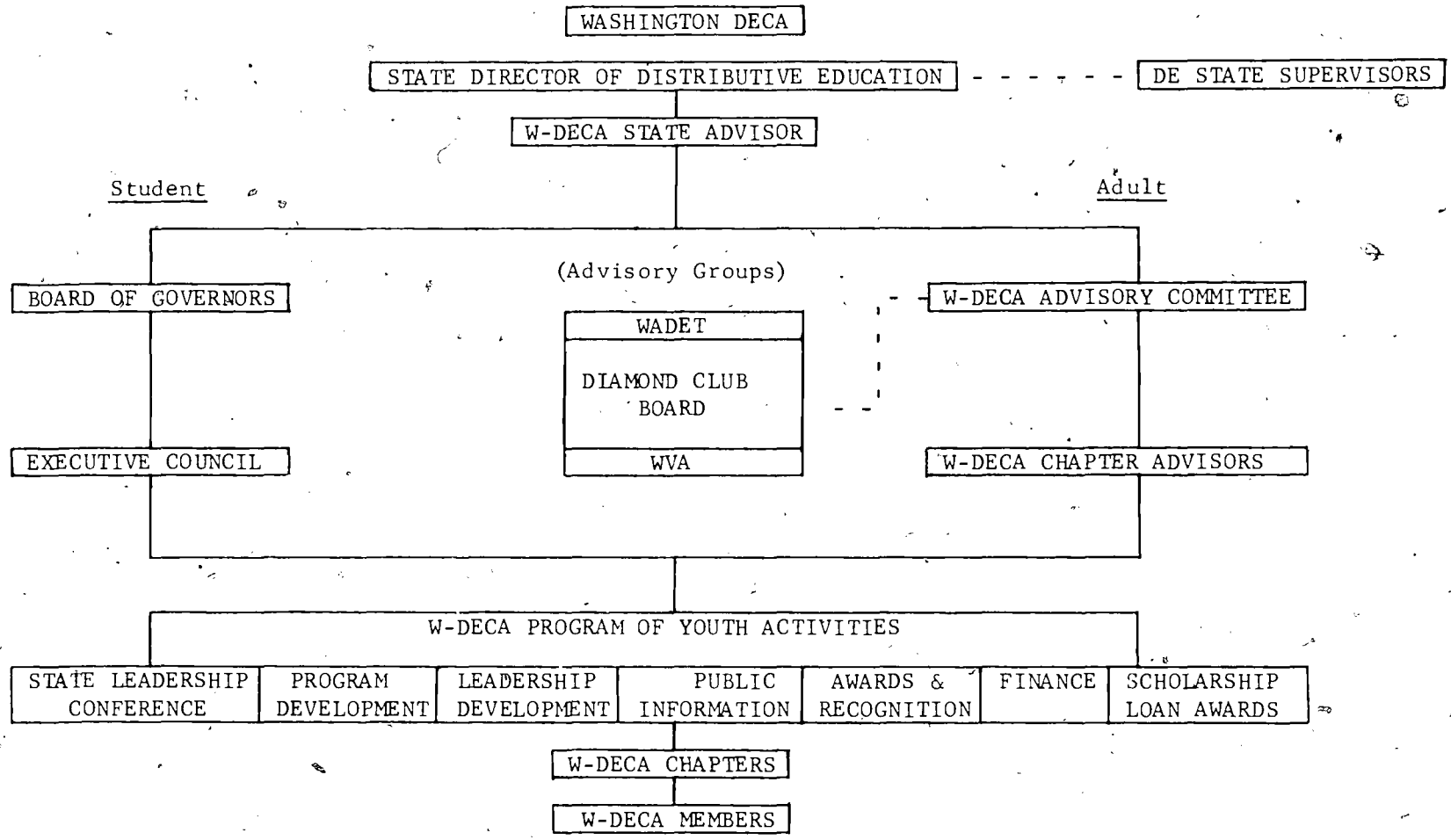

You will note in the chart that the High School Division consists of two groups, one adult group and one student group. The student group is represented by the Board of Governors which consists of one duly elected or appointed student representative from each local W-DECA chapter. It is the responsibility of the Board of Governors to elect a set of qualified state officers and to make recommendations concerning W-DECA policies, procedures, and activities. It is also the responsibility and duty of the Board to see that the state officers fulfill their duties and responsibilities.

The Executive Council consists of the six duly elected W-DECA State Officers: President, Vice President, Secretary, Treasurer, Parliamentarian and Historian. The Executive Council represents the Board of Governors and in turn the local chapters and their members in matters concerning the operation of the State Association. The Executive Council may make recommendations concerning the policy and procedures governing W-DECA but all recommendations must have the approval of the Board of Governors.

All recommendations as approved by the Board of Governors are reviewed by the W-DECA Advisory committee before adoption. The W-DECA Advisory Committee consists of a chairman, outgoing member and incoming member. In addition, the State Director of Distributive Education and the W-DECA State Advisor are members of this committee and other professional DE Staff members are ex-officio members. Members of the Advisory Committee, other than the State Director and State Advisor, are appointed by the State Director to serve a three year term. Each appointed member serves as an incoming member his first year, chairman his second year, and as the outgoing member his third year. All members appointed must be teacher-coordinators who are also local chapter advisors. Consultants may be appointed to the committee from the field of distribution.

The Advisory Committee also represents the local chapter advisors and reviews recommendations by the chapter advisors concerning any of the areas of the W-DECA program of youth activities. In addition, the Advisory Committee may meet with representatives of three organizations. These organizations include WADET (Washington Association of Distributive Education Teachers), WVA (Washington Vocational Association) and the W-DECA Diamond Club Board which is made up of Diamond Club members of the W-DECA Diamond Club. It is also the purpose of the "advisory groups" to make recommendations which will enhance W-DECA activities.

It is the purpose of all individual and group participants shown in the organization chart, to further the instructional value of W-DECA's program of youth activities in addition to fulfilling their duties as may be outlined in the Constitution, By-Laws and Handbook.

LOCAL CHAPTERS

Below are shown local chapters and the year each became affiliated with the State Association of DECA. All of the chapters listed are not active but as of June, 1969, there were 89 active chapters of the High School Division of W-DECA.

Charter Clubs of 1946-47

Aberdeen
Bellingham
Bremerton, West
Centralia
Kirkland
Lincoln, Tacoma(#1)
Longview
Mount Vernon
Olympia(#1)
Pasco
Puyallup(#1)
Stadium, Tacoma(#1)

Other Affiliated Chapters

1948
Renton (#1)
Shelton
Spokane
Walla Walla
Wenatchee
West Seattle
Yakima (#1)

1949
Bellevue (#1)
Richland
Vancouver (Ft. Van.)

1950
Clarkston
Highline (#1)
Highline (#2)

1951
Auburn
Lincoln, Tacoma (#2)
Olympia (#2)
Renton (#2)
Port Angeles

1952
Bellevue (#2)
Port Orchard

1953
Foster
Walla Walla (#2)

1954
Chehalis
Clover Park
Moses Lake

1955
Stadium, Tacoma (#2)
Yakima (#2)

1956
Bremerton, East
Everett (#1)
Hudson's Bay, Vancouver

1957
Central Valley
Edmonds
Shoreline

1958
Evergreen, Highline (#1)

1959
Mt. Rainier, Highline
Renton (#3)
Wilson, Tacoma

1960
Glacier, Highline (#1)

1961
Mt. Tahoma, Tacoma
No. Central, Spokane (#1)
J. Rogers, Spokane (#1)
Sammamish, Bellevue (#1)

1962
Cascade, Everett (#1)
Glacier, Highline (#2)
Mountlake Terrace, Edmonds
Selah

1963
Continuation, Spokane
Evergreen, Highline (#2)
Highline (#3)
Kent (#1)
Lakes, Clover Park
Lewis & Clark, Spokane
J. Rogers, Spokane (#2)
Sammamish, Bellevue (#2)
Shadle Park, Spokane (#1)
Shorecrest, Shoreline (#1)

1964
Colville
Enumclaw
Grandview
Meadowdale, Edmonds
Wenatchee
West Valley

1965
Auburn (#2)
Camas
Eisenhower, Yakima
Ferris, Spokane (#1)
Inglemoor, Northshore
Kennewick
Kent (#2)
Newport, Northshore (#1)
Sunnyside
Tyee, Highline

1966
Bothell, Northshore
Cheney
Clarkston
Ellensburg
Goldendale
Olympia (#3)
Pullman
Puyallup (#2)
Shorecrest, Shoreline (#2)

1967
Eastmont
Ferris, Spokane (#2)
Marysville
Omak
Rainier
Shadle Park, Spokane (#2)
South Kitsap

1968
Anacortes
Arlington
Cascade, Everett (#2)
Columbia River, Vancouver
Everett (#2)
Franklin Pierce, Tacoma
Ingraham, Seattle
Interlake, Bellevue
Kettle Falls
Mercer Island
Newport, Northshore (#2)
No. Central, Spokane (#2)
No. Thurston, Lacey
Puyallup (#3)
Richland (#2)

PAST WRC and W-DECA STATE OFFICERS

1946-47
President - Beverly Haywood, Stadium, Tacoma
Vice President - Auden Sherberg, Bremerton
Secretary - Marian Matta, Puyallup
Treasurer - Marvin Axtell, Longview

1947-48
President - Robert Randich, Aberdeen
Vice President - Gale Moran, Mount Vernon
Secretary - Lorraine Isaacson, Longview
Treasurer - Catherine Corum, Lincoln, Tacoma
Parliamentarian - Willard Mercer, Pasco
Historian - Beverly Bamber, Bellingham

1948-49
President - Les Willett, Olympia
Vice President - Ken Carlson, Pasco
Secretary - Betty Lou Cochran, Centralia
Treasurer - Donna Haywood, Longview
Parliamentarian - George Buchlnoff, Bellingham
Historian - Phyllis Crabtree, Kirkland

1949-50
President - Eddie Paul, Pasco
Vice President - Claudette Kment, Vancouver
Secretary - Beverlee Haxton, Olympia
Treasurer - Shirley Silva, Aberdeen
Parliamentarian - Bob Yeaker, Walla Walla (elected, resigned to enter college). Pat Ferguson, Walla Walla (appointed to fill unexpired term).
Historian - Jan Parks, Puyallup

1950-51
President - Robert Johnson, Stadium, Tacoma
Vice President - Shirley Hignett, Walla Walla
Secretary - Lillie Huls, Mount Vernon
Treasurer - Chester Lattimer, Bellevue
Parliamentarian - Claude Pugh, Bremerton
Historian - Laralee Rinehart, Olympia

1951-52
President - William Koehler, Spokane
Vice President - Kenneth Stormans, Olympia
Secretary - Loretta Caniparoli, Renton
Treasurer - Darlene King, Bremerton
Parliamentarian - Clayton Stone, Clarkston
Historian - Suzanne Mason, Aberdeen

1952-53
President - Larry Suelzle, Olympia
Vice President - Paul Hawkins, Puyallup
Secretary - Darlene Butkovich, Renton
Treasurer - Donna Sheffield, West Seattle
Parliamentarian - Roy Ingram, Pasco
Historian - Ron Christoffer, Aberdeen

1953-54
President - Wayne Kuhn, Walla Walla
Vice President - Don Sundene, Olympia
Secretary - Sandra Creamer, Stadium, Tacoma (resigned) Salli Harris, Stadium, Tacoma (appointed to fill unexpired term).
Treasurer - Robert Wall, Yakima
Parliamentarian - Roger Gregory, Bellevue (resigned) Bob Frost, Vancouver (appointed to fill unexpired term).
Historian - Ramon Messegee, Olympia

1954-55
President - Lew Herndon, Bremerton
Vice President - Clive Honey, Olympia
Secretary - Joan McAllister, Puyallup
Treasurer - Jack Pringle, Renton
Parliamentarian - Coea Patterson, Clover Park
Historian - Shirley Dufresne, Stadium, Tacoma

1955-56
President - Robert Wick, Olympia
Vice President - Gail Pirvis, Lincoln, Tacoma
Secretary - Jackie Pettet, Olympia
Treasurer - Mike Steele, Bellevue
Parliamentarian - Karen Wheeler, Richland
Historian - Judy Nelson, Puyallup

1956-57
President - Bruce Birkland, Stadium, Tacoma
Vice President - Roger Stauffer, Bellevue
Secretary - Ileen Richardson, Olympia
Treasurer - Janice Bland, Bellingham
Parliamentarian - Dick Carr, Olympia
Historian - Linda Bache, Aberdeen

1957-58
President - Mike Severson, Franklin Pierce
Vice President - Dave Purchase, Stadium, Tacoma
Secretary - Elsie Smith, Walla Walla
Treasurer - Norma Veal, Puyallup
Parliamentarian - Wally Russell, Bellevue
Historian - Jean Dufresne, Stadium, Tacoma

1958-59
President - Robert Mitchell
Vice President - Ernie Lyle, Franklin Pierce
Secretary - Sharon Maher, Renton
Treasurer - Sue Paul, Longview
Parliamentarian - Jackie Shramm, Puyallup
Historian - Carole Baker, Lincoln, Tacoma

1959-60
President - Ralph Markham, Foster
Vice President - Jim Winters, Highline
Secretary - Nancie Mohler, Lincoln, Tacoma
Treasurer - Connie Bacon, Olympia
Parliamentarian - Clark Drummond, Renton
Historian - Pat Barney, Vancouver

1960-61
President - Jim Saul, Stadium, Tacoma (resigned)
Jim Barron, Bellevue (succeeded to Presidency)
Vice President - Jim Barron, Bellevue (resigned) Dennis Coplen, Everett (elected to fill VP vacancy and served as President in the absence of Jim Barron)
Secretary - Dolly Jean Zier, Evergreen (resigned) Virginia Walker, Highline (elected to fill vacancy)
Treasurer - Bill Colgan, Yakima
Parliamentarian - Janet Stahl, Bellevue
Historian - Susan Clausen, Lincoln, Tacoma

1961-62
President - Chuck Clark, Lincoln, Tacoma
Vice President - Larry King, Puyallup
Secretary - Celeste Kristovich, Wilson, Tacoma
Treasurer - Ellen Goodland, Bellingham
Parliamentarian - Mary Thompson, Olympia
Historian - Kathy Grout, Mt. Tahoma, Tacoma

1962-63
President - Leo J. Morand, III, Olympia
Vice President - Linda Hackney, Evergreen, Highline
Secretary - Cheryl Tuttle, Olympia
Treasurer - Joe Paget, Mt. Rainier, Highline
Parliamentarian - William Lucke, Pasco
Historian - Linda Hageness, Clover Park

1963-64
President - Dave Swanson, Everett
Vice President - Margie Stanley, N. Central, Spokane
Secretary - Ruthanne Hayes, Shadle Park, Spokane
Treasurer - Alice Lee, Fort Vancouver
Parliamentarian - Hilary Webster, Bellevue
Historian - Pam Gilbert, Shoreline

1964-65
President - Paul Whitfield, Sammamish, Bellevue
Vice President - Donna Wilson, Shorecrest, Shoreline
Secretary - Sabine Pollak, Shoreline
Treasurer - Pat Lewis, Bellevue
Parliamentarian - Paul Brubaker, Lakes, Clover Park
Historian - Roberta Fortin, Stadium, Tacoma

1965-66
President - Milan Novick, Shadle Park, Spokane
Vice President - Linda Espinosa, Highline
Secretary - Marla Lockhart, J. Rogers, Spokane
Treasurer - George Burns, Everett
Parliamentarian - Gary Zettle, Everett
Historian - Barbara Morgan, Renton

1966-67
President - Bill McGowan, Ferris, Spokane
Vice President - Bill Peterson, Highline
Secretary - Linda French, Newport, Bellevue
Treasurer - Ken Grandlund, West Valley
Parliamentarian - Gary Zettle, Everett
Historian - Barbara Morgan, Renton

1967-68
President - Lynda Thur, Lewis & Clark, Spokane
Vice President - Ford Bankson, Bellevue
Secretary - Gail Mileski, Puyallup
Treasurer - Nancy Mae Cowgill, Newport, Bellevue
Parliamentarian - Arthur Watson, Wenatchee
Historian - Bonnie Joelle Harris, Renton

1968-69
President - Jay Knott, Shadle Park, Spokane
Vice President - Roger Lewis, Bellevue
Secretary - Kathi Stinson, Puyallup
Treasurer - John Viger, Shadle Park, Spokane
Parliamentarian - Marsha Ader, J. Rogers, Spokane
Historian - Jennifer Brannon, Colville

PAST NATIONAL DECA OFFICERS - HIGH SCHOOL DIVISION

1955-56
Western Regional Vice President - Jack Pringle, Renton

1956-57
Western Regional Vice President - Robert Wick, Olympia
Bruce Birkland, Stadium, Tacoma (served as Western Regional VP in absence of Robert Wick).

1958-59
National Vice President - Dave Purchase, Stadium, Tacoma

1960-61
National Vice President - Ralph Markham, Foster

1961-62
Western Regional Vice President - Dennis Coplen, Everett

PAST WRC and W-DECA ADVISORY COMMITTEES

1948-49
Gordon Simmons, Chairman, Aberdeen
Mrs. Wilhelmina (Moody) Freeth, Bellingham
J. W. Shollenberger, Olympia

1949-50
J. W. Shollenberger, Olympia
Everett Wadsworth, Stadium, Tacoma

1950-51
Everett Wadsworth, Chairman, Stadium, Tacoma
Vernon K. Harmon, Clarkston
Mrs. Margaret Guenther, Walla Walla

1951-52
James D. Miller, Vancouver

1952-53
Mrs. Louise Banks, Chairman, Highline
Robert Crown, Bellevue
Frank Culbertson, Kirkland
J. W. Shollenberger, Olympia

1953-54
Robert Crown, Chairman, Bellevue
Mrs. Louise (Banks) Cochnauer, Highline
Frank Culbertson, Kirkland
K. Otto Logan, Chief State Supervisor

1954-55
Frank Culbertson, Chairman, Kirkland
Robert Crown, Bellevue
Archie G. Breslin, Renton

1955-56
Archie G. Breslin, Chairman, Renton
Frank Culbertson, Kirkland
Mrs. Virginia Larsen, Bellingham

1956-57
Mrs. Virginia Larsen, Chairman, Bellingham
Archie G. Breslin, State Office, State Club Sponsor
Ben A. Yormark, Foster

1957-58
Ben A. Yormark, Chairman, Foster
Mrs. Virginia Larsen, Bellingham
Everett Wadsworth, DE Supervisor, Tacoma
Archie G. Breslin, State Club Sponsor

1958-59
Ben A. Yormark, Chairman, Foster
Mrs. Virginia Larsen, Bellingham
Everett Wadsworth; Tacoma (National Leadership Conference held in Tacoma)

1959-60
Everett Wadsworth, Tacoma, Chairman
Ben A. Yormark, Foster
LeRoy A. McCartney, Aberdeen

1960-61
LeRoy A. McCartney, Chairman, Aberdeen
Everett Wadsworth, Tacoma
Mrs. Wilhelmina Freeth, Yakima
Rudy Sanderson, Olympia

1961-62
Mrs. Wilhelmina Freeth, Chairman, Yakima
James L. Blue, Everett

1962-63
James L. Blue, Chairman, Everett
Mrs. Wilhelmina Freeth, Yakima
Mrs. Loismarie Nadeau-Doerner, Lincoln, Tacoma

1963-64
Loismarie Doerner, Chairman, Lincoln, Tacoma
Floyd Ashcraft, Highline

1964-65
Floyd Ashcraft, Chairman, Wenatchee
Mrs. Loismarie Doerner, Lincoln, Tacoma
Mrs. Katharine A. Bush, Stadium, Tacoma

1965-66
Mrs. Katharine A. Bush, Chairman, Stadium, Tacoma
Floyd Ashcraft, Wenatchee
Gerald Ziebeck, Clover Park

1966-67
Gerald Ziebeck, Chairman, Clover Park
Mrs. Katharine A. Bush, Stadium, Tacoma
Fred Rexus, Olympia

1967-68
Fred Rexus, Chairman, Olympia
Gerald Ziebeck, Clover Park
Miss Ruth Westerhuis, Edmonds

1968-69
Miss Ruth Westerhuis, Chairman, Edmonds
Fred Rexus, Olympia
Mrs. Flora Gibbs, Lewis & Clark, Spokane

THE BOARD OF GOVERNORS - FUNCTION & SELECTION

The Board of Governors is the official governing body of the High School Division of W-DECA. The Board of Governors consists of one (1) representative from each local chapter. The chapter representative or "Governor":

1. Represents the local chapter at the Fall Governors' Conference.

2. Is spokesman for the local chapter at the State Leadership Conference.

3. Helps elect officers for the State Association.

4. Is the voting delegate for the local chapter at all W-DECA functions.

5. Serves as a committee chairman upon appointment by the President of W-DECA.

The method of selecting a "Governor" to represent your chapter is a local matter. However, the "Governor" must possess all of the characteristics of a good officer. He must also possess the special qualifications necessary to carry out the duties of any W-DECA office to which he is nominated. To insure that the chapter member who becomes "Governor" meets the necessary criteria, some chapters use the following methods of selection:

1. The chapter President is automatically the Governor.

2. The Chapter Advisor selects the Governor.

3. The method is established in the local chapter Constitution, By-laws or Statement of Operating Procedure.

4. The chapter's Executive Council is the slate from which the Governor is elected or selected.

The last method of selection has been found to be the best by many chapters, and the following procedure is used:

1. The Chapter Officers become the candidates from which the Governor is chosen.

2. The officers function for about two weeks in order to give the members an opportunity to see them in action.

3. A discussion is held on the characteristics of a good officer, with special emphasis on being an outstanding representative of the organization--both in and out of school. The discussion includes consideration of the Governor being a candidate for a State office, which officer is best qualified for his office, and whether these qualifications are those necessary for a State position. (A person who functions extremely well as President, Vice-President, or Parliamentarian, could well be a poor candidate for Secretary, Treasurer, or Historian.)

4. Each member designates, in writing, the person he believes should be the Governor, with a list of specific reasons for naming that particular person.

5. These papers are turned in, unsigned, to the coordinator.

6. Guided by these statements, considering both the soundness of the reasons and the frequency with which a person is named the coordinator selects the Governor.

7. The announcement of the selection is made the following school day, with all, or a sampling, of the students' reasons accompanying it.

THE W-DECA GOVERNORS' CONFERENCE

1. When and where held.

   a. Traditionally held in Olympia.

   b. Usually held the third Friday in October.

   c. Held simultaneously with the annual Fall Teacher-Training meetings for coordinators and supervisors.

2. Who may attend.

   a. W-DECA Officers.

   b. The official Governor (one only) from each local chapter.

c. Members of the W-DECA Advisory Committee.

d. Other active or associate members (by invitation only from the Advisory Committee).

3. Seating the Governors of established chapters:

a. In order for a Governor to be officially seated, his chapter's DECA Membership Roster must have been completely filled out and received by the W-DECA State Advisor. In addition, the State Advisor must have received State and National dues for each person listed on the Chapter's Membership Roster.

b. Cities or school districts will be called alphabetically, as will schools within a district and chapters within a school.

4. Procedure for electing W-DECA Officers:

a. Nominations from local chapters:

(1) Every Governor is eligible to run for office if officially nominated by the local chapter he represents.

(2) Every chapter is sent a packet of materials by October 1 including:

(a) "Point System and Information for Selecting Officer Candidates"

(b) "Information-Nomination Form"

(c) "Employer's Confidential Rating Form"

(d) "Teacher's Confidential Rating Form"

(3) Governors not seeking a state office are to fill in the top portion of the "Information Nomination Form" and check "none" where it asks for office being sought. The form is then sent to the W-DECA State Advisor.

(4) All chapter nominations must be approved by the chapter and the Chapter Advisor.

(5) Governors seeking office are to fill in the "Information Nomination Form" completely, with attachments, as indicated on the instruction sheet entitled "Point System and Information for Selecting Officer Candidates".

(6) Completed nomination forms are to be received by the W-DECA State Advisor before the Tuesday preceding the Governor's Conference. Any governor whose nomination form has not been received by that time will automatically be ineligible to run for office.

POINT SYSTEM AND INFORMATION FOR SELECTING OFFICER CANDIDATES

1. Grade point.

   a. Candidate will receive points equal to 2.0 times his grade point for the first semester of his Sophomore year.
   b. Candidate will receive points equal to 2.5 times his grade point for the second semester of his Sophomore year.
   c. Candidate will receive points equal to 3.0 times his grade point for the first semester of his Junior year.
   d. Candidate will receive points equal to 3.5 times his grade point for the second semester of his Junior year.

2. Employment.

   Candidate must have been employed in an acceptable training station for a minimum of 45 hours during the period between September 1 and October 10.

3. Employer's Rating.

   a. Candidate will receive points equal to the number of points he receives on the Employer's Confidential Rating Form.
   b. The Employer's Confidential Rating Form will accompany the Nomination Form.

4. Teacher Ratings.

   a. Candidate must be rated by three former teachers in whose classes he spent at least a full semester during his Sophomore or Junior year. (Exception: If a student has spent less than a full semester in the school he is representing, he will be rated by three of the teachers in whose class he spent the greatest amount of time).
   b. Candidate will receive points equal to the average number of points received from the three Teacher's Confidential Rating Forms.
   c. The <u>three</u> Confidential Teacher's Rating Forms will accompany the Nomination Form.

5. Candidate must have total of 65 local nomination points (items 1 through 4 above) to be eligible as a candidate.

6. Principal's Endorsement.

   a. Principal affirms candidate's good school citizenship.
   b. Principal endorses candidacy for office.

7. Certificate of Eligibility.

   a. Coordinator affirms the correctness of the information.
   b. Coordinator affirms his recommendation of the candidate on the basis of ability, qualifications and character.

8. Candidate's Statement of Intent

   a. Candidate affirms his recognition of the responsibilities of a State Office.
   b. Candidate recognizes his increased obligations beyond the local chapter and State Association and the school as a result of being elected to a State Office.

9. Parliamentary Procedure and DECA Information Requirement:

   a. A Parliamentary Procedure and DECA Information Test of 70 parts will be given to all Governors.
   b. All questions will be taken from the W-DECA Handbook, the National DECA Handbook and Roberts Rules of Order.

10. Candidate must have a total of 105 points from all sources to be eligible for office.

11. Nominations for each office will be based upon total points received from all sources.

12. Only candidates who have been declared eligible by the Nominating Committee may be nominated and/or declared eligible for each office.

13. Nomination Forms must be received by the W-DECA State Advisor, P. O. Box 248, Olympia, on or before the Tuesday immediately preceding the Governors' Conference.

First Governors' Conference held in Olympia in 1946

INFORMATION-NOMINATION FORM

Candidate _____ Office Sought (Check one):

Name of Chapter _____ President/Vice President _____

School _____ District _____ Secretary _____ Treasurer _____

Parliamentarian ____ Historian ____

None ____

Grade Point:

First Semester, Sophomore	_____	x 2.0=	_____
Second Semester, Sophomore	_____	x 2.5=	_____
First Semester, Junior	_____	x 3.0=	_____
Second Semester, Junior	_____	x 3.5=	_____

Total Points_____

Employment:

Place _____ Kind of Business _____

Hours employed, September 1 through October 10 (Maximum 50)_____ x .2=_____

Employer Rating:

(Attach rating sheet to form sent to State Office) _____

Teacher Ratings:

(Attach rating sheets to forms sent to State Office)

Teacher #1 _____

Teacher #2 _____

Teacher #3 _____ Average Points _____

TOTAL LOCAL NOMINATION POINTS _____

Parliamentary Procedure and W-DECA/DECA Information Test (One point for each correct answer) Test Points _____

GRAND TOTAL POINTS RECEIVED (Local Nomination points, plus test points) _____

Organization membership:

Organization	Length of membership	Office Held, If Any

Honors Received:

_____

_____

_____

_____

Other Significant Information:

_____

_____

_____

_____

_____

Principal's Endorsement:

The above-named student has displayed punctuality, good attendance, responsibility and over-all good citizenship while a member of the high school student body. I, therefore, endorse (him) (her) for the office being sought.

_____
Principal

Certificate of Eligibility:

This candidate is a member in good standing of the local chapter, W-DECA and DECA and, to the best of my knowledge, all information submitted on, with, or attached to this form is correct and valid. It is my considered judgment that this candidate has the ability, qualifications, and integrity necessary to do an outstanding job in the offices for which (he) (she) has been nominated.

_____
Coordinator

Candidate's Statement of Intent:

If elected, I shall attend the Officer's Training Meeting, the W-DECA Leadership Conference, and the Governors' Conference next year. I shall make every effort to attend the DECA National Leadership Conference.

I fully understand the responsibilities and obligations of the office I seek, and if elected, will carry them out to the best of my ability. I further understand that if, in the opinion of a majority of the Advisory Committee, I fail to fulfill my responsibilities and obligations of office, I can be removed from State office and from any National office to which I might be elected.

_____
Candidate

TEACHER'S CONFIDENTIAL RATING FORM

_____, who will represent the Distributive Education Chapter of _____ High School at the forthcoming State Governors' Conference, will also be the candidate for the office of _____ of the Washington Association, Distributive Education Clubs of America. For that reason, we are requesting your evaluation of the student on the basis of your observation in the classroom.

Please circle the word or phrase that, in your judgment, most nearly describes the student in relation to each of the characteristics listed.

CHARACTERISTICS	DESCRIPTIVE WORD OR PHRASE			
	3 points	2 points	1 point	0 points
1. Learning Ability	Very rapid	Good	Average	Below Average
2. Coverage of Work	Complete	Good	Average	Lax
3. Concentration on Work	Unusual	Good	Average	Poor
4. Ability to Work with Others	Very Good	Good	Average	Low
5. Others' Attitude Toward Him	Sought Out	Well Accepted	Accepted	Tolerated
6. General Knowledge	Unusual	Good	Average	Poor
7. Maturity	Very Mature	Well Adjusted	Average	Erratic
8. Self-Confidence	Confident	Good	Average	Low
9. Written Reports	Outstanding	Good Coverage	Routine	Unsatisfactory
TOTALS				

Please make any special observations about this student which are not covered on this form: _____

TOTAL POINTS RECEIVED _____

SIGNED _____

EMPLOYER'S CONFIDENTIAL RATING FORM

_____, a Distributive Education trainee in your firm, will be a candidate for the office of _____ of the Washington Association, Distributive Education Clubs of America, at the forthcoming State Governors' Conference. We are requesting your evaluation of the trainee based on your observations on the job.

Please circle the word or phrase that, in your judgment, best describes the trainee in relation to each of the characteristics listed.

CHARACTERISTICS	DESCRIPTIVE WORD OR PHRASE			
	3 points	2 points	1 point	0 points
1. Learning Ability	Very Rapid	Good	Average	Below Av.
2. Coverage of Work	Complete	Good	Average	Lax
3. Initiative	Unusual	Good	Average	Poor
4. Ability to Work with Others	Very Good	Good	Average	Low
5. Others' Attitude Toward Him	Sought Out	Well Accepted	Accepted	Tolerated
6. Maturity	Very Mature	Well Adjusted	Average	Erratic
7. Self-Confidence	Confident	Good	Average	Low
8. Judgment	Unusual	Good	Average	Poor
9. Acceptance of Criticism	Responds Favorably	Accepts It	Average	Indifferent
TOTALS				

Please make any special observations about this trainee which are not covered on this form:

_____

_____

_____

TOTAL POINTS _____

Signed _____

Name of Business _____

(7) A candidate will only be allowed to run for that office designated in the "Information-Nomination Form".

b. Campaigning by candidates:

(1) Each officer candidate may duplicate the "Information-Nomination Form" he fills out and may send copies to all local chapters.

(2) Each officer will be allowed to bring copies of his "Information-Nomination Form" to the Governors' Conference. These copies will be passed out to other Governors by the Advisory Committee. No other campaign material will be allowed at the Conference and the "Information-Nomination Form" will be the absolute extent of campaigning.

c. Pre-election procedure:

(1) All candidates without a cumulative grade point average of 2.5 for the four semesters preceding the Governors' Conference will be disqualified.

(2) All candidates not employed in a distributive occupation will be disqualified.

(3) All candidates not receiving a minimum of 65 points at the local level, as shown on the "Information-Nomination Form" will be disqualified.

(4) All eligible candidates will take a Parliamentary Procedure and DECA Information Test. Contents for this test will be taken from W-DECA Handbook, National Handbook, and Roberts Rules of Order.

(5) Test score points will be added to local nomination points.

(a) The five candidates for president and vice president with the greatest number of points will be declared nominated for president since there will be a single nomination for president and vice president.

(b) The candidates declared nominated for president, except for the candidate elected to that office, will be candidates for vice president.

(c) For all other W-DECA offices, the three candidates with the greatest number of total points will be nominated for each office.

(d) If a tie should extend the number beyond five, in the case of president/vice president candidates, or beyond three, in the case of the other offices, enough candidates will be declared nominated to break such ties.

(6) All candidates nominated will be asked three questions which they will answer before the Board of Governors. All nominated candidates for a given office will be asked the same questions.

d. Election procedure.

(1) The election of officers will be by secret ballot.

(2) A majority of the votes cast is required in order that a candidate be elected to office.

(3) If there are more than two candidates for a given office, and there is not a majority, a re-ballot will take place between the two candidates with the greatest number of votes.

(4) If one candidate has a plurality, but not a majority, and there is a tie for second place, the tie will be broken and the winner will re-ballot against the high candidate.

(5) Ballots will be counted by the Advisory Committee and any W-DECA State Officers present.

e. Installation of officers.

(1) Installation will be conducted by the outgoing W-DECA Officers.

(2) Installation will be conducted before the assembled governors and coordinators.

(3) The newly-installed officers will continue in office until they have installed their successors at the next Governors' Conference.

5. Advisory Committee Responsibilities.

a. Advisory Committee Chairman.

(1) Invite W-DECA officer and national leadership conference delegates to the meeting and introduce them.

(2) Explain the procedures and activities at the State and National Leadership Conferences.

(3) Explain the State and National program of competitive events and awards.

(4) Explain State and National conduct rules.

(5) Guide and advise the meeting.

(6) Take over all responsibilities of any other advisory committee member unable to attend.

b. Outgoing advisor

(1) Explain and discuss the importance and values of State and National participation on the part of students.

(2) Explain the responsibilities of the Board of Governors at the State Conference.

(3) Explain the responsibilities of a delegate to the State and National Conferences.

(4) Conduct and supervise Parliamentary Procedure-DECA Information Test.

c. Incoming advisor

(1) Conduct the election.

(2) Instruct newly elected officers on installation ceremony.

(3) Explain the attendance criteria for the State and National Leadership Conferences.

OFFICER TRAINING CONFERENCE AND SLC PLANNING MEETING

1. When and where held:

a. Usually held the second weekend in January.

b. Site determined after Governor's Conference.

2. Who may attend:

a. W-DECA Executive Council

b. Advisors of Executive Council

c. Members of the Advisory Committee

d. Student State Leadership Conference Chairman

e. Advisor to the student conference chairman

3. Typical agenda:

a. President's report.

(1) Explanation of committee assignments.

(2) Explanation of future communications from President.

(3) Clarifications of purposes of W-DECA Leadership Conference.

b. Reports by:

(1) Secretary

(2) Treasurer

(3) Historian

(4) Others

c. Transportation report.

d. Determination of Leadership Conference theme.

e. Discussion of Leadership Conference agenda.

f. Conference Committee report and discussion.

(1) Headquarters.

(2) Housing arrangements.

(3) Reservations.

(4) Registration fees and costs.

(5) Meetings and workshop arrangements.

(6) Meals and banquet arrangements.

(7) Competitive events arrangements.

(8) Due-date of Merchandise, Area of Distribution, Creative Marketing, and Studies in Marketing entries.

(9) Manual entry address.

(10) Sunday evening program.

(11) Invitations and guests.

(12) Other special items.

g. Explanation of workshops to be held.

h. Explanation of conduct arrangements.

i. State Office report.

j. National Conference information.

k. Instruction of officers as to specific duties and responsibilities at the State Leadership Conference.

4. Responsibilities of Advisory Committee in connection with the Officer Training and Conference Planning Meeting.

a. Chairman.

(1) Prepare a tentative list of specific coordinator duties in connection with the State Leadership Conference.

(2) Confirm appointments at meeting.

(3) Work with the conference committee to work out details in connection with competitive events, publicity, registration, etc.

(4) Take over all responsibilities of any other advisory committee members unable to attend.

b. Outgoing advisor.

(1) Give instructions to secretary, treasurer and historian.

(2) Explain workshops to be held at State Leadership Conference.

(3) Arrange for report on transportation to and from State Leadership Conference.

c. Incoming advisor.

(1) Give instructions to president, vice president and parliamentarian.

(2) Present information concerning National Leadership Conference.

(3) Explain conduct arrangements for State Conference.

THE W-DECA STATE LEADERSHIP CONFERENCE

1. When and where held:

a. Held in March and usually starts the third Sunday of the month.

b. Site determined prior to the beginning of the school year by the Advisory Committee, with advice from Chapter Advisors.

c. Sites considered are those issuing invitations.

d. Past SLC sites have included the following:

Seattle, May 5, 1947
Bellingham, April 15, 1948
Aberdeen, March 28-29, 1949

Walla Walla, March 27-29, 1950
Tacoma, March 19-21, 1951
Spokane, March 20-April 1, 1952
Longview, March 15-17, 1953
Yakima, March 28-30, 1954
Bellingham, March 27-29, 1955
Pasco, March 18-20, 1956
Tacoma, March 24-26, 1957
Yakima, March 9-11, 1958
Everett, March 7, 1959
Walla Walla, March 13-15, 1960
Aberdeen, March 12-14, 1961
Yakima, March 25-27, 1962
Tacoma, March 24-26, 1963
Yakima, March 8-10, 1964
Yakima, March 28-30, 1965
Spokane, March 18-20, 1966
Yakima, March 19-21, 1967
Olympia, March 10-12, 1968
Yakima, March 15-17, 1969

2. Who may attend:

a. Any member in good standing of W-DECA who meets the criteria for attendance.

(1) An active member of W-DECA and DECA. (Exception: one junior student representative per chapter).

(2) Approval of employer

(3) Approval of school administration

(4) Approval of parents

(5) Approval of local chapter advisor

b. All local chapter advisors.

c. Any former W-DECA members invited by the Advisory Committee.

d. Any adult invited by the Advisory Committee.

e. Any educator who is interested.

f. One high school junior student, committed to DE for the following year, with each chapter delegation.

3. The worthy W-DECA delegate:

a. Puts forth a maximum effort in all classes.

b. Conducts himself at all times so as to be a credit to his local chapter, his school and the entire DE program.

c. Conducts himself on the job in such a way that he is considered a distinct attribute to the business.

d. Has taken an active, productive part in local chapter activities.

e. Has a thorough understanding of DE and DECA.

f. Wants to attend because of the professional growth that will take place.

4. Purposes and objectives of the W-DECA Leadership Conference.

a. To develop and encourage:

(1) High ethical standards in business and public relations.

(2) Active leadership ability.

(3) The acceptance of responsibilities in the local community.

(4) Excellence of character and citizenship.

(5) Cooperation with others.

(6) Wider student chapter participation and association.

(7) The feeling of unity.

(8) Further social growth, grace, and confidence.

b. To provide:

(1) An opportunity to exchange ideas between local chapters, thus supplying the vital link between these organizations.

(2) Leadership training.

c. To make possible:

(1) Student participation in a democratic way, promoting democracy in action through parliamentary procedures.

(2) Discussion of mutual problems on a Statewide basis.

(3) The gaining of greater knowledge of the business world.

(4) Discussion of the problems of the State organization.

(5) Statewide competition, thus giving recognition for individual and group achievement.

d. To promote:

(1) Student participation in group activities.

(2) An increased enthusiasm for W-DECA and DECA.

(3) The total Distributive Education program.

(4) The judging and evaluation for achievements of chapters, groups and individuals against State and National standards.

e. To build:

(1) Character.

(2) Self-confidence.

(3) High standards.

(4) Sound public relations for W-DECA.

(5) Even stronger purposes and objectives.

5. A typical agenda.

a. First day.

(1) Registration.

(2) W-DECA Executive Council Meeting.

(3) W-DECA Student Government and Coordinators' Meeting.

(4) Opening Fellowship Meeting with Keynote Address.

(5) Competitive Event Instructions.

b. Second day.

(1) Morning.

--Business meeting.
--Student competitive events program.

(2) Luncheon.

(3) Afternoon.

--Competitive Event finals.
--Career Workshops.

(4) Evening.

--W-DECA Awards Banquet.
--Awards Presentation Ceremony.
--Annual Awards Dance.

c. Third day

(1) Morning.

--Final business session
--NLC delegates meeting
--Adjournment

(2) Afternoon - return home.

6. Official high school delegate conduct practices and procedures.

a. The term "delegate" shall mean any W-DECA member attending the National and/or State Leadership Conference.

b. Delegates shall abide by rules, practices and procedures of W-DECA at all times, from the time they leave home until they return home.

c. Delegates shall keep their adult advisors informed of their activities and whereabouts at all times.

d. Delegates shall stay at designated hotels, not with friends or relatives, while attending the Conference; except that delegates from the host city may be assigned to other accomodations by their coordinators.

e. Delegates shall not use their own cars or ride in cars belonging to others during the Conference unless accompanied by an authorized advisor.

f. Transportation to and from the Conference shall be by public carrier only, unless an authorized adult is driving.

g. Dates shall be permitted to authorized activities only, and only between official delegates.

h. Delegates are not permitted in public dance halls, bars, or night clubs.

i. No alcoholic beverages in any form shall be possessed by delegates at any time or under any circumstances.

j. Delegates shall respect and abide by the authority and prerogatives vested in the Executive Council, the Student Government Committee, Presiding Officers, Committee Chairmen, Coordinators, and any authorized representatives of the above-mentioned.

k. All delegates shall be registered and shall attend all workshops, competitive events, committee meetings, etc., for which they are registered as well as all scheduled business sessions and other activities unless specifically excused by the W-DECA State Advisor.

l. Curfew each night will be one hour after the adjournment of the official activity and shall be absolutely enforced.

m. Dress regulations established for the Conference shall be adhered to. (Boys: Suits or Sport Coats. Girls: Dresses or Skirts, Hose.)

n. Delegates are not allowed on floors assigned to the opposite sex unless accompanied by an official advisor.

o. Delegates who violate or ignore any of the above rules subject themselves and/or their entire delegation to being unseated and sent home and any honors or offices being cancelled and withdrawn from all members of their delegation.

7. SLC Workshops

a. Workshops are designed so that groups of students are able to discuss current problems and issues in the areas of marketing, merchandising and distribution. The workshops are led by experts in the particular area being discussed.

b. The workshop sessions may include areas such as retail advertising, food distribution, and local chapter activities.

8. Competitive Events and Awards Program.

a. General purposes and objectives:

(1) To coordinate the various chapter activities with the course work carried on in and outside of the classroom.

(2) To recognize outstanding individual and chapter achievements.

(3) To add interest and enthusiasm to regular class work.

b. General Rules and Regulations:

(1) Because the Competitive Events and Awards Program is annually analyzed and evaluted to insure that each competitive activity is educationally sound, specific information as to purposes, specifications, judging, etc. is given in the following pages on competitive events.

(2) All contestants and entries must meet the SLC attendance criteria and the specifications as set forth for each competitive event.

The Business Community.

a. Each year the businessmen, from the community hosting the conference and the surrounding communities, take time out from their jobs to participate in the State Leadership Conference.

b. These men and women, who are experts in their respective fields, serve as workshop leaders, judges for the competitive events, and conference speakers. They bring to the conference a true-to-life picture of the business world and help to establish a friendly relationship among the students, advisors and the business community.

10. Responsibilities of local chapter advisors:

a. Attend all scheduled meetings.

b. Assist with and supervise student delegates in attendance.

c. Assist with and supervise workshops and discussion groups.

d. Assist with and supervise competitive events and other conference activities.

11. Responsibilities of the Advisory Committee in connection with the W-DECA State Leadership Conference.

a. Chairman.

(1) Work with Adult Conference Chairman in whatever capacity requested.

(2) Attend meeting of prospective delegates to National Conference and advise.

(3) Take over all responsibilities of any other advisory committee member unable to attend.

b. Outgoing advisor.

(1) Serve as General Workshop Chairman.

(2) Assist other advisors whenever needed.

c. Incoming advisor.

(1) Serve as General Competitive Events Chairman

(2) Conduct meeting of prospective delegates to the National Conference.

PUBLICITY RELEASES

The following are sample publicity releases which pertain to the promotion of the Governors' Conference and State Leadership Conference. Do not attempt to use these samples until you have read that section of the Handbook entitled Public Relations.

GOVERNORS' CONFERENCE
PRE-CONFERENCE SAMPLE NEWS RELEASE

(Full name)	Distributive Education Chapter	For release:
(Full name)	High School	(day, date)
(Full name)	Coordinator	
Phone:		

On (Day), (Month and date), Distributive Education students from over (Number) high schools will be attending the (Year) W-DECA Governors' Conference in (City).

Representatives attending will elect state officers for the High School Division of the Washington Association of Distributive Education Clubs of America. The Conference will also enable local DECA chapter representatives from throughout Washington to atten eadership Development Seminars.

The retiring state officers of the High School Division of W-DECA will be: (Name), President, (School); (Name), Vice President, (School); (Name), Secretary, (School); (Name), Treasurer, (School); (Name), Historian, (School); and (Name), Parliamentarian, (School).

DECA serves to supplement instruction which DE students receive in the classroom and on the job. Through its many activities and leadership development conferences, DECA helps to develop various capabilities among its members which attribute to the acquisition of desirable knowledges, skills, and attitudes of those engaged in the occupational fields of marketing and distribution. Over (Number) Washington students comprise the membership of Washington DECA. This is a program of instruction designed to prepare high school students for more productive careers in distributive occupations and to develop future leaders for marketing and distribution.

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GOVERNORS' CONFERENCE
POST-CONFERENCE SAMPLE NEWS RELEASE

(Full name)	Distributive Education Chapter	For release:
(Full name)	High School	(day, date)
(Full name)	Coordinator	
Phone: _____		

Miss (or Mr.) (Student's name) is one of six newly elected state officers of the Washington Association of Distributive Education Clubs of America (W-DECA). At a recent meeting in Olympia, representatives of (Number) DECA Chapters from throughout Washington elected (Student's first name) (State Office). As a state officer, she (or he) will be an official representative for (Number) high school members of Washington DECA.

A Distributive Education student at (Name of school), (Student's first name) will be promoting the main purposes of DECA. She (or he) will be working to develop a respect for education in marketing and distribution which will contribute to vocational competence, and to promote understanding and appreciation for the responsibilities of citizenship in our free competitive enterprise system.

# # # # # # #

GOVERNORS' CONFERENCE
POST-CONFERENCE SAMPLE NEWS RELEASE

(Full name)	Distributive Education Chapter	For release:
(Full name)	High School	(day, date)
(Full name)	Coordinator	
Phone:		

At a recent meeting in Olympia, Governors from (Number) DECA Chapters in Washington elected (Student's name) from (City), Washington, (State office) of W-DECA. (Student's first name), as a state officer, will represent the (Number) high school members of the Washington Association of the Distributive Education Clubs of America until next October.

(Student's last name), who attends (Name of school), stated that one of the main goals as a state officer will be to inform the public about Distributive Education and DECA.

In (City), as elsewhere in Washington, the local chapters of the Distributive Education Clubs of America, or DECA, are a vital part of the total Distributive Education instructional program. This student-directed activity is an effective part of the learning and training process in developing future leaders for marketing and distribution.

Through leadership sessions, research projects and recognition events, the activities of Washington DECA bring into sharper focus the various instructional parts of the Distributive Education or DE program taught at (Name of school) High School.

Many of (City) business leaders are involved in the activities of DECA. First, as the employer, these business firms provide training stations in which the student tests, observes, and applies concepts and skills learned in the DE class in school. Second, through supervised training, the student gains experience in the occupation which frequently is the first step toward his or her career goal. Third,

(MORE)

DE students learn right from the start the basics of business in our free enterprise system. This in itself is highly commendable because nowhere in our educational system is free enterprise demonstrated so adequately as in the Distributive Education curriculum and DECA program. This approach to education not only develops competent personnel for merchandising, marketing, and management, but also prepares our youth for better citizenship.

# # # # # #

STATE LEADERSHIP CONFERENCE

PRE-CONFERENCE SAMPLE NEWS RELEASE

(Full name)	Distributive Education Chapter	For release:
(Full name)	High School	(day, date)
(Full name)	Coordinator	
Phone:		

A (Name of school), (Senior, junior), (Name of student) will leave (Day) for (City) to attend the (Year) Annual State Leadership Conference of the Washington Association, Distributive Education Clubs of America (W-DECA).

(First name of student) is among (Number) (High school) students selected to participate in the Conference, which is designed to help develop future leaders for marketing and distribution. It will be held at the (Name of hotel) in (City) from Sunday, (Month & Date) through Tuesday, (Month & Date) and is expected to draw more than 650 young leaders of DECA and faculty advisors from throughout the State.

The (Son, daughter) of Mr. and Mrs. (Father's name), (Address), (First name of student) is (Mention office in local DECA Chapter or other DECA affiliation). (He, she) is employed by (Name of training station) as part of (his, her) Distributive Education studies.

(Here, if appropriate, mention competitive event or other activity at State Conference in which student will represent chapter.)

A special feature of the Conference will be the presentation of Honor Awards to a number of outstanding W-DECA Chapters for outstanding achievement and support of DECA through chapter activities.

Nationally known leaders from the fields of marketing and distribution, education and government will speak at the Conference, serve as competitive event judges and consultants, and take part in workshop and seminar sessions.

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STATE LEADERSHIP CONFERENCE

PRE-CONFERENCE SAMPLE NEWS RELEASE

(Full name)	Distributive Education Chapter	For release:
(Full name)	High School	(date, date)
(Full name)	Coordinator	
Phone:		

The (Year) Annual State Leadership Conferences of the Washington Association, Distributive Education Clubs of America (W-DECA) will bring together, in (City), some 700 outstanding students and advisors from the organization's (Number) high school chapters. All areas of Washington will be represented at this, the (Number) Annual Conference to be held on (Month and dates).

Students will participate in activities to assist them in becoming future leaders in marketing and distribution by furthering their development of vocational understanding, social intelligence, civic consciousness, and leadership qualities. This objective will be reflected throughout the conference as delegates participate in workshop and seminar sessions and the State competitive activities and project competition.

The workshops and seminars, featuring State and Nationally-known leaders in marketing and distribution, will reflect the purposes of DECA: to develop a respect for education in marketing and distribution which will contribute to vocational competence and promote understanding and appreciation for the responsibilities of citizenship in a free, competitive, enterprise system.

Chapter winners in the high school DECA chapter competitive activities will compete for state honors during the conference. The competitive events program is designed to recognize individual and group accomplishments. Also its aims are to be realistic and helpful as an educational experience for participants.

(MORE)

Criteria for establishing the individual competition dictate that it provide learning experiences which contribute to vocational competence for careers in marketing and distribution, co-curricular activity relating to classroom instruction and contributing to Distributive Education and its educational objectives.

Some of the competition involves the development of a manual to display the findings and accomplishments of a research project. W-DECA chapter winners in such competitive events, such as Merchandise Information Manual and Area of Distribution Manual, will submit their materials for judging in advance. These and similar projects are designed to give the student experience in research, study, organization of information, and decision-making in his area of interest.

Chapter winners in participative competition will also compete during the conference for State honors. These events will also require the students to put to use what they have learned from their on-the-job training and classroom instruction. For example, contestants in the job interview competition will be interviewed by receptionists and personnel directors of several of the major companies in downtown (City). In addition, each contestant will fill out an application form and the interviewers will rate the contestant on an official W-DECA rating form.

High school competitors in the display competition will judge the display windows of three (City) stores, and their ratings will be compared with those of the professional display men who will act as judges. The students will also take a written test on the fundamentals of display.

Two of the most coveted High School awards in DECA's competitive activities and awards program are "Student of the Year" and "Honor Club Award". Competition for "Student of the Year" will also be conducted in (City). Students entering the "Student of the Year" event will be interviewed and judged on over-all achievement in all DE program activities and the total school program.

(MORE)

The documentation submitted by the high school DECA chapters for Honor Club Award will be judged before the conference. Honor Club Awards will be given to those those chapters ~~which~~ planned a yearly program of activity most in keeping with the goals and creed of DECA and which have fulfilled these aims and purposes to the highest degree.

Other participative competition will include public speaking, sales demonstration, impromptu speech, situation handling, and merchandise mathematics.

# # # # # #

STATE LEADERSHIP CONFERENCE

POST-CONFERENCE SAMPLE NEWS RELEASE

(Full name)	Distributive Education Chapter	For release:
(Full name)	High School	(day, date)
(Full name)	Coordinator	
Phone:		

(Name of student), son (or daughter) of Mr. and Mrs. (Father's name), (Address), was one of the (Number) jubilant Washington DECA members who returned yesterday from the (Year) Annual Washington Distributive Education State Leadership Conference just concluded in (City), Washington.

A delegate from (Name) High School, (Student's last name), himself, was awarded (Number) place in the (Name of event) competitive event. A (Number) place trophy was brought back to (Student's name), also of (Chapter's name), for his Merchandise Manual on (Product category). In addition, the (Name) chapter received the highest recognition awarded by the Washington DECA, the Special Honor Club Award.

The (Chapter name) delegates traveled to the State Leadership Conference with their Chapter Advisor, (Advisor's name), as the official representatives of the (Chapter's name) Chapter of the Washington Association, Distributive Education Clubs of America.

# # # # # #

STATE LEADERSHIP CONFERENCE

DELEGATE EVALUATION SHEET

1. Which activity did you enjoy most? _____

_____

2. Which activity did you enjoy least? _____

_____

3. Suggestions for over-all Conference improvement:

(a) Opening Leadership Session _____

_____

(b) Awards Banquet _____

_____

(c) Other Leadership Sessions _____

_____

(d) Workshops & Project Sessions _____

_____

(e) Awards Ball _____

_____

(f) Competitive Events _____

_____

(g) Keynote Speaker _____

_____

4. What suggestions can you offer to IMPROVE future State Leadership Conferences?

_____

_____

5. What is your general reaction to the entire Conference? _____

_____

_____

_____

CONSTITUTION OF THE WASHINGTON ASSOCIATION
DISTRIBUTIVE EDUCATION CLUBS OF AMERICA
Accepted March 22, 1965

Article I - Name

Section 1. The official name of this organization shall be the Washington Association, Distributive Education Clubs of America.

Section 2. It may also be officially referred to, and designated, by the initials W-DECA.

Article II - Purpose

Section 1. This club is an organization of students enrolled in vocational cooperative part-time Distributive Education classes functioning through comparable local chapters and has as its purpose furthering the welfare of its members in the following ways:

a. By encouraging and developing character, useful citizenship and patriotism among the membership.

b. By creating desire and initiative within the membership of this association that will help them and their fellow businessmen raise the standards in the field of distribution.

c. By developing competent, aggressive, and professional leadership in business.

d. By encouraging the development of Distributive Education.

e. By developing contacts with various business associations.

f. By encouraging Distributive Education classes to organize clubs and affiliate with the state and national organization.

Article III - Organization

Section 1. Washington DECA is an association of chartered local Distributive Education chapters affiliated with the Distributive Education Clubs of America, each maintaining a local constitution and by-laws.

Section 2. The overall administrative organization shall be the Board of Governors which shall be responsible for the functional operation of Washington DECA.

Section 3. The Board of Governors is empowered to operate through the Executive Board, consisting of the officers of the state association.

Section 4. The authority for the administration and operation of W-DECA shall be vested in the office of the State Director of Distributive Education for the State of Washington who will appoint a State Club Sponsor to administer and operate the program.

Article IV - Membership

Section 1. Membership in Washington DECA shall consist of the individual members of its chartered chapters who have paid their state and national dues and who shall hold the same membership status as they hold in their respective local clubs.

Section 2. The following are the classes of membership that shall be recognized:

a. Active Members. Vocational cooperative part-time Distributive Education students who are enrolled in a federally reimbursed class and who are making passing grades in Distributive Education shall be eligible for active membership.

b. Associate Members. Graduates of vocational cooperative part-time Distributive Education training classes who have been members of local clubs, and students enrolled in preparatory DE classes. Associate members will pay state and national dues, but may not vote or hold office, except as stated in Article VI, Section 4.

c. Sustaining Members. Individual business firms and trade associations who have made valuable contributions to the support of Washington DECA may be elected to sustaining membership by the Board of Governors.

d. State Honorary Members. Honorary members of the local clubs are eligible to be a "State Honorary Member" to the state organization upon recommendation of the local club and approval of the Board of Governors.

Section 3. Voting:

a. Members shall exercise franchise in the state organization through duly elected representatives of the Board of Governors.

b. Each chartered local club shall have one vote. Such votes shall be cast by the locally elected delegate of the local club or his representative to the Board of Governors.

Article V - Meetings

Section 1. At the annual governors' conference each club shall be considered to be an active club upon the payment of State and National dues.

Section 2. A state leadership conference will be called each year by the state office and this state leadership conference shall be the official annual meeting of Washington DECA.

Section 3. The executive council with the approval of the Advisory Committee shall be empowered to call special meetings.

Article VI - Officers

Section 1. The officers of Washington DECA shall be the president, a vice president, a secretary, a treasurer, a parliamentarian, and a historian.

Section 2. The Board of Governors shall be composed of one chapter representative from each local chapter holding a state charter.

Section 3. The officers of W-DECA shall be elected by a majority vote of the Board of Governors. Setting up procedures for such elections shall be the responsibility of the Advisory Committee.

Section 4. Officers shall be elected at the first meeting of each school year of the Board of Governors and are to continue in office until the first meeting of the Board of Governors of the following school year, even though they may have become associate members in the meantime.

Article VII - Advisors

Section 1. There shall be a State Advisory Committee which shall consist of the State Director, the State Club Sponsor, a Chairman, an Incoming Advisor, and an Outgoing Advisor. All state staff members shall be ex-officio members.

Section 2. The State Director shall appoint the members of the Advisory Committee from among the coordinators who are advisors to local chapters. Term of office shall be three (3) years.

Section 3. Leaders from the field of distribution may be appointed to the State Advisory Committee, by the State Director, to serve as consultants.

Article VIII - Dues

Section 1. State dues for each local chapter member are payable at the first meeting of the Board of Governors each school year.

Section 2. The State Treasurer shall report on or before January 15 of the current school year to the executive council the local chapters whose membership dues are paid. These chapters shall then be designated as being in good standing.

Section 3. Honorary, Associate, and Sustaining Members shall be the same as Active Members.

Article IX - Emblem and Colors

Section 1. The state emblem shall be the DECA Diamond with a gold silhouette of Washington State as a guard with the year engraved on the guard.

Section 2. The Board of Governors shall establish standards which will protect and lend meaning to the emblem.

Section 3. The colors of the association shall be blue and gold.

Article X - Amendments

Section 1. This constitution may be amended by a 2/3 vote of the Board of Governors, provided that such amendments are submitted in written form to all local chapters at least 30 days prior to the annual state conference.

Section 2. Only such amendments shall be made as are in keeping with the purposes stated in Article II of this constitution.

Section 3. The Board of Governors shall establish annually a committee of not less than 3 and not more than 5 clubs for the purpose of studying the constitution and submitting any recommended revisions to the annual conference. This appointment shall be made not later than February 1.

Article XI - By-Laws

Section 1. State Administration

a. State Officer's Duties.

1. President. It shall be the duty of the President to preside over the Executive Board Meetings. The President shall call one state conference on such days, and at such place as shall be fixed by the state office.

2. Vice-President. In case the office of President becomes vacant by resignation or otherwise, the Vice-President shall assume the duties of the President.

3. Secretary. The Secretary shall keep the permanent record of the meetings of the Executive Board and the Board of Governors. Copies of same shall be distributed to the members. The Secretary shall perform the duties common to such an office.

4. Treasurer. The Treasurer shall act as custodian of the funds of the organization. He shall set up an accounting system to keep the record of all clubs and establish a budgetary system to govern expenditures for such items as are of concern to W-DECA and payments of money when such expenditures have been approved by the State Officers. He shall plan to keep other records required to make monthly statements of balance in the treasury, and arrange for a yearly audit.

5. Parliamentarian. It shall be the duty of the parliamentarian to advise the officers of correct parliamentary procedure according to Roberts Rules of Order (Revised).

6. Historian. It shall be the responsibility of the Historian to keep a record of the activities of Washington DECA.

b. Vacancies.

1. In the event that a vacancy occurs in any state office, with the exception of the President, the Executive Officers shall nominate two candidates to be voted upon by each club through the mail. The candidate securing the highest vote shall be duly elected to fill the vacancy.

2. In the event the Presidency should be vacated, the Vice President will succeed to the Presidency and a new Vice President will be elected.

c. Executive Board.

1. The Executive Board shall consist of the State Officers.

2. The Executive Board shall assume leadership of all planned activities and set up a list of projects, contests, problems, etc., which might be accepted by local chapters desiring to compete on an equitable basis with other chapters.

d. Board of Governors' Duties.

1. To provide for acceptance of supporting or contributing memberships and scholarships and use of the funds for the scholarships as directed by the donors.

2. To provide leadership at the State-wide conference to accomplish necessary action within the meaning of the State Constitution and By-Laws.

3. To establish and maintain high standards of scholarship and satisfactory work experience as a pre-requisite for approval of application received from local seeking membership in the state organization.

4. The Board of Governors shall make provisions for the publication of a state handbook to be distributed to local clubs and which shall inform and guide local clubs and the state organization as to the purpose, scope, and operation of the state club program including the rules and regulations governing conferences, club activities, contests and other duties of the officers.

Section 2. Order of Business

a. Call meeting to order.

b. Introduce prominent guests.

c. Roll call and Seating of Governors (determine if quorum is present).

d. Reading of minutes.

e. Reports of committees and treasurer.

f. Unfinished business (new main motions or amendments in order).

g. New business (new main motions or amendments in order).

h. Election of officers (Governors' meeting only).

i. Adjourn or postpone meeting.

Section 3. Delegates to Conferences

a. It is the responsibility of all members of the delegation to a conference to attend all meetings, unless excused by their coordinator.

b. Attendance at the State Conference.

1. Criteria for attendance at the State Conference will be determined by the Advisory Committee.

2. One Junior from each club may attend the State Conference as one of the delegates. They may participate in all conference activities except contests.

c. Attendance at the National Conference.

1. Only those members who have attended the State Leadership Conference are eligible to attend the National Conference.

2. Delegates to the National Conference of the Distributive Education Clubs of America shall be selected according to merit and recommended by their coordinators from the following and in this order: President, Vice President, Secretary, Treasurer, Parliamentarian, Historian, Contest Winners, others eligible.

3. Delegates to the National Conference must receive permission from their local school authorities, meet the requirements set up by the National organization, and arrange their own expenses.

4. Students other than delegates to the National Conference may attend if they meet the requirements of the National organization and have the recommendations of the state and local advisors

Conferences

a. Awards Program

1. The Contests and Awards Program shall be the responsibility of the State Advisory Committee.

2. The locations of the State Conferences will be determined by the Advisory Committee.

b. The Governors' Conference shall be the responsibility of the Executive Board.

Section 5. Authority for Business Meetings of Washington DECA shall follow Robert's Rules of Order (Revised).

BEST COPY AVAILABLE

WASHINGTON ASSOCIATION
DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

FUTURE LEADERS FOR MARKETING AND DISTRIBUTION

COMPETITIVE ACTIVITIES PROGRAM

HIGH SCHOOL DIVISION

ERIC

WASHINGTON ASSOCIATION OF DISTRIBUTIVE EDUCATION CLUBS OF AMERICA
High School Division
COMPETITIVE ACTIVITIES AND AWARDS PROGRAM

CRITERIA

Every effort has been made to keep the competitive events practical and to make them realistic and helpful as an educational experience for contestants. The following criteria are used in analyzing and evaluating the competitive activities program:

Provides learning experiences which contribute to vocational competence for careers in marketing and distribution.

Provides co-curricular activity relating directly to classroom instruction.

Contributes to Distributive Education and its educational objectives.

Since 1954, DECA competitive activities have been approved by the National Association of Secondary School Principals. DECA is extremely proud of this endorsement and will constantly strive to maintain this approval.

GENERAL RULES AND REGULATIONS

1. All contestants shall be active members of the High School Division of Washington DECA with the current year's dues paid.

2. All contestants and entries in a specific competitive event shall have been authorized for entry by that chapter and teacher/coordinator.

3. All contestants and entries must meet specifications set forth for each competitive event.

4. A contestant may enter only one of the Participation Contests as all are conducted at the same time during the State Leadership Conference.

5. Each delegate, other than junior representatives, must have been employed in a qualified training station a minimum of 200 hours by March 1.

6. Each delegate, other than junior representatives, must participate in one of the competitive events conducted at the conference.

7. Spectators, photographers, reporters, and chapter advisors will not be permitted to attend contests while in progress except by prior approval from the conference chairman.

Pre-Conference Creative Contests
- Creative Marketing Project
- Area of Distribution Manual
- Merchandise Information Manual
- Studies in Marketing Project

Special Chapter Awards
- Honor Club Award
- Special Honor Club Award

Conference Participation Contests
- Public Speaking
- Impromptu Speech
- Do-It-Now Speech
- Mathematics of Distribution
- Window Display
- Situation Handling
- Job Interview - Boys
- Job Interview - Girls
- Sales Demonstration - Hard Goods
- Sales Demonstration - Soft Goods
- Sales Demonstration - Intangibles
- DECAthon

WASHINGTON ASSOCIATION
DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

High School Division
(Year) STATE LEADERSHIP CONFERENCE

PROJECT SUMMARY FORMAT

Competitive Activity -

Title of Entry -

Name of DE Student or DECA Chapter -

Name of Chapter Advisor -

School -

City - State - Zip Code -

PURPOSE

OUTSTANDING FEATURE(S) -

ONE PAGE MAXIMUM

SUMMARY -

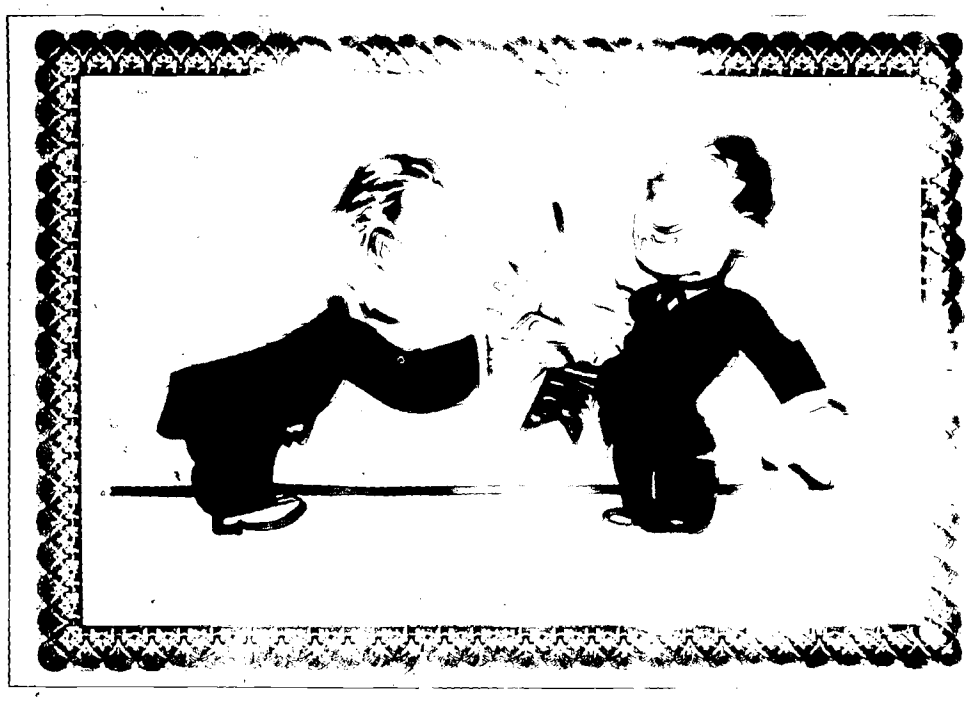

Title: Honor Club Award

Type: Combination of Chapter Activitie

Level: State

Awards: State

Special Honor Club Certificates
Honor Club Certificates

recognition for a comprehensive program [illegible] chap- ac[illegible]vities designed to develop [illegible] leaders [illegible] all local [illegible] members.

[illegible]NS: [illegible]wards will be made to all chapters receiving [illegible] 0 po[illegible]

[illegible] will be pr[illegible]nted to chapters [illegible]

[illegible] ten areas of activity (includ[illegible] 3 and [illegible] under Award Points", following page [illegible] be represe[illegible] to qualif[illegible] [illegible]ward.

[illegible]evidence of each activ[illegible] must be in the form of p[illegible]hed [illegible]r some other concrete e[illegible]ce, to be included in the Chapte[illegible] [illegible]ities Manual. Evidence o[illegible] activities may be:

Clippings from
--Local Paper
--School Paper
--W-DECA Reporter
--DECA DISTRIBUTOR

B. Minutes o[illegible] Chapter Meetings
C. Letters from [illegible]hairmen or Organizations
[illegible]ritten Reports o[illegible]ty by Students
E. Identified Photos
F. Original Correspon[illegible] co Chapter Concerning Activities; and Ca[illegible] of Corres[illegible]dence from Chapter

5. Points claimed fo[illegible]ach category, and reference to page in scrapbook where evidence ca[illegible] be found, will be put on Entry Blank.

6. Only those activities from the beginnin[illegible] of the school year to one week prior to the Leadership Confe[illegible] may be submitted for points, with the exception of the Employe[illegible]mpl[illegible]ee Banquet and the radio or TV show.

7. If the Employer-Employee Banquet is to [illegible] held after the State Leadership Conference, an outline of the plans for the banquet must be presented, which will include the followin[illegible] information:

A. Name of Chapter, school, and community
B. Type of Program
C. Purposes of Program
D. Details of planning and executing
E. Number of Chapter members participating and what they are doing or will do
F. Printed program, if any
G. Pictures, if any
H. Local and school publicity
I. Local evaluation of value of program to Chapter members, DE program, school and community
J. Other materials or information which will aid the committee in evaluating the program such as guest list, menu, committees, etc.

8. No points will be counted if all correspondence is not read at the chapter meetings, recorded in the minutes and answered within the deadline date in the correspondence. Minutes of meetings and carbon copies of answers will appear in the scrapbook.

9. Entry blanks will be turned in, with the Chapter Activities Manual, at the registration desk at the State Leadership Conference.

JUDGING: The judges will be the W-DECA Advisory Committee and the W-DECA State Advisor.

HONOR AWARD POINTS

AREAS OF ACTIVITIES	Maximum Points
1. OFFICERS & MEMBERS	Required

The chapter is organized, with 100% membership and has active officers, with a list of the members mailed to the W-DECA State Advisor prior to the Governor's Meeting or presented at the Governor's Meeting in Olympia.

2. STANDARDS	Required

Standards of chapter meeting place (one point each). Picture of clubroom will appear in scrapbook showing the following:

American Flag	Gavel
Wrapped Package or Emblem	DE Banner (of textile, Minimum size 24" x 30")
Framed Charter	

3. RECORDS	Required

The chapter has developed an activities manual (scrapbook) which contains newspaper clippings and pictures and other publicity for a permanent record. (Activities manual will be used as a reference in judging points for Honor Club Award and must include minutes of meetings and treasurer's report.)

4. EMPLOYER-EMPLOYEE BANQUET OR RECEPTION	Required
a. Formal Banquet	30

(1) A definite program is provided.
(2) Guests are invited, pay nothing, are specially received, and are individually introduced.
(3) A full meal is served to the guests.
(4) The location is isolated from other diners and activities.

b. Semi-Formal Banquet	20

(1) All members and guests eat together.
(2) A full meal is available.
(3) It takes place outside the classroom.
(4) It is not held in conjunction with another school function.

c. Informal Reception	10

(1) A limited menu is offered (coffee and doughnuts, etc.).
(2) It is held in conjunction with other school activities.
(3) Guests are informally received and introduced.

5. DECA PROMOTIONAL PROGRAM	40

a. The 40 points are based on two programs per year, 20 points maximum per program.
b. Program must present a phase of DE to a group of 50 or more non-DE students, or 20 or more faculty members. They may be from your school or another school.

AREAS OF ACTIVITIES | Maximum Points

c. Written report must be submitted, including information and materials such as the following:

(1) Name of Chapter, school, and community
(2) Type of Program
(3) Purposes of Program
(4) Details of planning and executing
(5) Number of Chapter members participating and what they did
(6) Printed program, if any
(7) Pictures, if any
(8) Local and school publicity
(9) Local evaluation of value of program to Chapter members, DE program, school and community
(10) Other materials of information, where pertinent, such as guest list, menu, committees, etc.

6. INSTALLATION CEREMONY FOR LOCAL OFFICERS---------- 10

a. Written report of project must be submitted, giving some type of information and materials called for in Item 5.c.

7. PROFESSIONAL MEETINGS---------- 21

a. The 21 points are based on 3 points per meeting. Credit given only for seven meetings.
b. Professional meetings include a meeting other than a regular business meeting, at which time a feature is planned for the purpose of promoting professional growth. However, when the program of a regular business meeting includes a special feature of the nature described above, in addition to regular business, this meeting may be counted for points toward the Honor Club Award.
c. Written description of each meeting must be submitted. Minutes are acceptable but completeness is important.
d. Some examples of activities are:

Outside Speakers	Sales Executives
Chamber of Commerce	Union Meeting
Tours, Field Trips to Businesses	Visiting Other Chapters
Retail Trade Committee	

8. NATIONAL SERVICE---------- 30
(1 point for each 15 hours of student participation)

The chapter has actively participated in National Projects, such as:

Red Cross	CARE
Safety Campaigns	Crippled Children
Muscular Dystrophy	Christmas Seals
Adoption of Orphan	Heart Campaign
March of Dimes	Others
Adoption of Armed Forces Unit	

(No credit for straight monetary donations without work involved.)

SCHOOL & COMMUNITY SERVICE---------- 30
(1 point for each 15 hours of student participation)

AREAS OF ACTIVITIES | Maximum Points

The chapter has participated in school and community projects, such as:

--DE Day
--Clean-up Campaign
--United Good Neighbors
--Registration & Voting Campaigns
--Follow-Up Surveys for School
--Ticket Sale for Service Club
--Children's Christmas Party
--Vocational Education Week
--Publish W-DECA Reporter
--Shopping Surveys
--Needy Family
--DE Week
--School Store
--DE Downtown Display
--Coordinated Work with Community Organizations
--Dollar Days Promotion
--Others

10. SOCIAL & FINANCIAL ACTIVITIES---------- 22
(1 point for each 15 hours of student participation)

Social or money-making activities, such as:

--Planning and Hosting an Exchange Meeting
--Concessions at School Events
--Selling Cards (Personal and Special Holiday)
--Picnics
--Sponsor Dance
--Selling School Rings and Pins
--Faculty Socials
--Christmas Socials
--Others

11. PARENT PARTICIPATION EVENT---------- 30

a. Ten points for having the event.
b. The remaining 20 points to be determined by the percentage of parents who attend.

12. RADIO PROGRAM OR TV SHOW---------- 20

a. The 20 points may be claimed for one or the other. Credit given for one only.
b. Must present some phase of DE.
c. Written report must be submitted, giving same type of information and materials called for in Item 5.c.

13. APPEARANCE BEFORE CIVIC OR TRADE GROUPS---------- 30

a. The 30 points are based on 10 points for each appearance. Credit given only for three.
b. Must be done by chapter members.
c. May be done by one or more chapter members and may be any type such as a talk or demonstration.
d. Description of each appearance must be submitted, giving information of the type called for in Item 5.c.

14. CHAPTER NEWSLETTER---------- 25

a. Distributed to faculty members, employers, potential employers and the State Office.
b. Five points for each publication.

AREAS OF ACTIVITIES | Maximum Points

15. CHAPTER CREATIVE MARKETING OR OTHER PROFESSIONAL PROJECT---------- 20

a. The 20 points are based on one project for the year.
b. Written report of project must be submitted, giving same type of information and materials called for in Item 5.c.
c. Recreational activities cannot be counted for project points.

16. PARTICIPATION IN THE STUDIES IN MARKETING PROGRAM AT THE CURRENT YEAR'S STATE LEADERSHIP CONFERENCE---------- 35

The 35 points are based on 5 points for each area in the Studies in Marketing Program in which the chapter participates at the current year's State Leadership Conference. The areas involved in this program are:

--Oil Industry
--Service Industry
--Variety Store Merchandising
--Department Store Merchandising
--Food Industry
--Home Furnishings Industry
--Specialty Store Merchandising

17. ALUMNI ACTIVITIES---------- 20

a. The 20 points are based on the following:

(1) A maximum of 10 points may be earned if the Alumni is active all year; if not active all year but present for a minimum of 3 chapter meetings, 5 points may be earned.
(2) Five points may be earned for follow-up survey made of members of last year's chapter.
(3) Five points may be earned for follow-up survey made of members completing DE program three years ago.

b. A copy of the results of the surveys must be submitted.
c. Written description and other evidence of points claimed must be submitted.

18. PARTICIPATION IN COMPETITIVE ACTIVITIES PROGRAM AT CURRENT YEAR'S STATE LEADERSHIP CONFERENCE---------- 32

a. The 32 points are based on 2 points for each competitive activity in which the chapter participates in the current year's State Leadership Conference, plus 10 additional points if the chapter has a DECAthon participant.
b. Competitive activities, in addition to the DECAthon, for which points may be claimed through participation by a chapter are:

--Area of Distribution Manual
--Merchandise Manual
--Public Speaking
--Do-It-Now Speech
--Impromptu Speech
--Situation Handling
--Display
--Merchandise Mathematics
--Sales Demonstration (Soft, Hard, & Intangible)
--Job Interview (Boy and Girl)
--Creative Marketing Project

Total Possible Points 425

CHAPTER _____

SCHOOL _____

ENTRY BLANK FOR HONOR CLUBS

AREA OF ACTIVITY		REFERENCES
1. OFFICERS & MEMBERS		
2. STANDARDS		
3. RECORDS	POINTS	
4. EMPLOYER-EMPLOYEE BANQUET OR RECEPTION		
5. DECA PROMOTIONAL PROGRAM		
a.		
b.		
6. INSTALLATION CEREMONY		
7. PROFESSIONAL MEETINGS		
a.		
b.		
c.		
d.		
e.		
f.		
g.		
8. NATIONAL SERVICE		
a. Hours _____		
b. Hours _____		
c. Hours _____		
d. Hours _____		
e. Hours _____		

AREA OF ACTIVITY	POINTS	REFERENCES
9. SCHOOL & COMMUNITY SERVICE		
a. Hours_____		
b. Hours_____		
c. Hours_____		
d. Hours_____		
e. Hours_____		
10. SOCIAL & FINANCIAL ACTIVITIES		
a. Hours_____		
b. Hours_____		
c. Hours_____		
d. Hours_____		
e. Hours_____		
11. PARENT PARTICIPATION		
a. Total parents _____		
b. Parents present _____		
c. $\frac{b}{a}$ X 20		
12. RADIO PROGRAM OR TV SHOW		
13. APPEARANCE BEFORE Civic or Trade Group		
a._____		
b._____		
c._____		

AREA OF ACTIVITY	POINTS	REFERENCES
14. CHAPTER NEWSLETTER		
a. Publication date _____		
b. Publication date _____		
c. Publication date _____		
d. Publication date _____		
e. Publication date _____		
f. Publication date _____		
15. CHAPTER CREATIVE MARKETING OR OTHER PROFESSIONAL PROJECT		
Title _____		
16. STUDIES IN MARKETING		
a. Oil _____		
b. Service _____		
c. Variety Store _____		
d. Department Store _____		
e. Food _____		
f. Home Furnishings _____		
g. Specialty Store _____		
17. ALUMNI ACTIVITIES		
a. Active all year? _____		
b. Present at 3 meetings? _____		
c. Follow-up survey of last year's members? _____		
d. Follow-up survey of members completing DE three years ago? _____		

AREA OF ACTIVITY	POINTS	REFERENCES
18. CONTESTS		NAMES OF ENTRIES (Title, If Manual)
Area of Distribution Manual		
Merchandise Manual		
Public Speaking		
Do-It-Now Speech		
Impromptu Speech		
Display		
Merchandise Mathematics		
Sales Demonstration		
Sales Demonstration		
Sales Demonstration		
Situation Handling		
Job Interview (Male)		
Job Interview (Female)		
DECAthon		
Creative Marketing Project		
		GRAND TOTAL HONOR POINTS

Title: DECAthon

Type: Combination of the following events which are separate from those same regularly scheduled events: Mathematics of Distribution, Job Interview, Impromptu Speech, Intangible Sales Demonstration, and Situation Handling

Level: State and National
(National event entitled Student of the Year)

Awards: State

Trophies - 1st, 2nd and 3rd Place Winners
State Honor Awards - 4th and 5th Place Winners
Honorable Mention Ribbon - 6th Place Winner

Individual Events: Plaques will be awarded to 1st, 2nd and 3rd Place Winners of each event which goes to make up the DECAthon

National

Trophies - 1st, 2nd and 3rd Place Winners

DECAthon

PURPOSE: To provide an arena in which outstanding DE students have the opportunity to show their ability in a variety of activities directly related to their program of instruction in the field of distribution.

SPECIFICATIONS:

1. Each contestant will compete in five events:

   a. Impromptu Speech
   b. Situation Handling
   c. Job Interview
   d. Intangible Sales
   e. Merchandise Mathematics

2. The DECAthon will be a separate contest. DECAthon contestants will not compete with contestants in comparable contests.

3. All rules for contests making up the DECAthon will be the same as those for comparable contests.

4. DECAthon contestants will not displace regular contestants from any contest.

JUDGING:

1. Judges will have the same qualifications as in comparable contests.

2. There will be a first, second and third place for each contest making up the DECAthon. No honorable mentions will be given.

3. The winner of the DECAthon will be the person with the greatest number of total points from all judges.

ENTRIES:

1. Shall be limited to one DECAthon entry from each chapter.

2. Screening shall take place prior to the State Leadership Conference and a total of 30 contestants will be allowed to participate in the DECAthon.

3. The DECAthon Candidate Information Form will be used for screening and the 30 local chapter DECAthon entries with the largest total of local nomination points will be allowed to participate in the contest.

DECATHON CANDIDATE INFORMATION FORM

Candidate _____

Name of Chapter _____

School _____

District _____

Grade Point:

First Semester, Junior _____ x 2.0 = _____
Second Semester, Junior _____ x 3.0 = _____
First Semester, Senior _____ x 4.0 = _____

Total Points _____

Employment:

Place _____ Kind of Business _____
Hours employed, September 1, through February 1 (Maximum 400)
_____ x .15 _____

Employer Rating:
(Attach rating sheet to form sent to W-DECA State Advisor)

Total Points _____

Teacher Ratings (Not to include coordinator):
(Attach rating sheets to forms sent to State Office)

Teacher #1 _____
Teacher #2 _____

Teachers must have had student in class during semester for which grades are reported above.

Average Points _____

TOTAL LOCAL NOMINATION POINTS _____

Certificate of Eligibility:

This candidate is a member in good standing of the local chapter, W-DECA and DECA and, to the best of my knowledge, all information submitted on, with, or attached to this form is correct and valid. It is my considered judgment that this candidate has the ability and integrity necessary to represent the State of Washington at the National Leadership Conference as student-of-the-year entry should he win first place in the State Leadership Conference DECAthon Contest.

_____
Coordinator

DECATHON CONTEST

EMPLOYER'S CONFIDENTIAL RATING FORM

(Should be filled out by owner or local manager of employing firm)

_____, a Distributive Education trainee in your firm, will be a candidate for entry as a contestant in the DECATHON contest at the State Leadership Conference of Washington Association, Distributive Education Clubs of America. We are requesting your evaluation of the trainee based upon your observations of his job performance.

Please circle the word or phrase that, in your judgment, best describes the trainee in relation to each of the characteristics listed.

CHARACTERISTICS	DESCRIPTIVE WORD OR PHRASE			
	3 points	2 points	1 point	0 points
1. Responsibility Consider: Student's desire for it, acceptance of it, performance of it	Above Average	Average	Fair	Indifferent
2. Coverage of Work	Complete	Good	Average	Lax
3. Initiative	Unusual	Good	Average	Poor
4. Ability to Work with Others	Very Good	Good	Average	Low
5. Others' Attitude Toward Him	Sought Out	Well Accepted	Accepted	Tolerated
6. Maturity	Very Mature	Well Adjusted	Accepted	Erratic
7. Self-Confidence	Confident	Good	Average	Low
8. Judgment	Unusual	Good	Average	Poor
9. Acceptance of Criticism	Responds Favorably	Accepts It	Average	Indifferent
TOTALS				

TOTAL POINTS _____

Signed _____
(Name)

_____
(Title)

DECATHON CONTEST

TEACHER'S CONFIDENTIAL RATING FORM

_____, who will represent the Distributive Education Club of _____ High School at the forthcoming State Leadership Conference, will also be a candidate for entry as a contestant in the DECATHON Contest. For that reason, we are requesting your evaluation of the student on the basis of your observation in the classroom.

Please circle the word of phrase that, in your judgment, most nearly describes the student in relation to each of the characteristics listed.

CHARACTERISTICS	DESCRIPTIVE WORD OR PHRASE			
	3 points	2 points	1 point	0 points
1. Learning Ability	Very Rapid	Good	Average	Below Average
2. Coverage of Work	Complete	Good	Average	Lax
3. Concentration on Work	Unusual	Good	Average	Poor
4. Ability to Work With Others	Very Good	Good	Average	Low
5. Others' Attitude Toward Him	Sought Out	Well Accepted	Accepted	Tolerated
6. General Knowledge	Unusual	Good	Average	Poor
7. Maturity	Very Mature	Well Adjusted	Average	Erratic
8. Self-Confidence	Confident	Good	Average	Low
9. Written Reports	Outstanding	Good Coverage	Routine	Unsatisfactory
TOTALS				

TOTAL POINTS _____

Signed _____

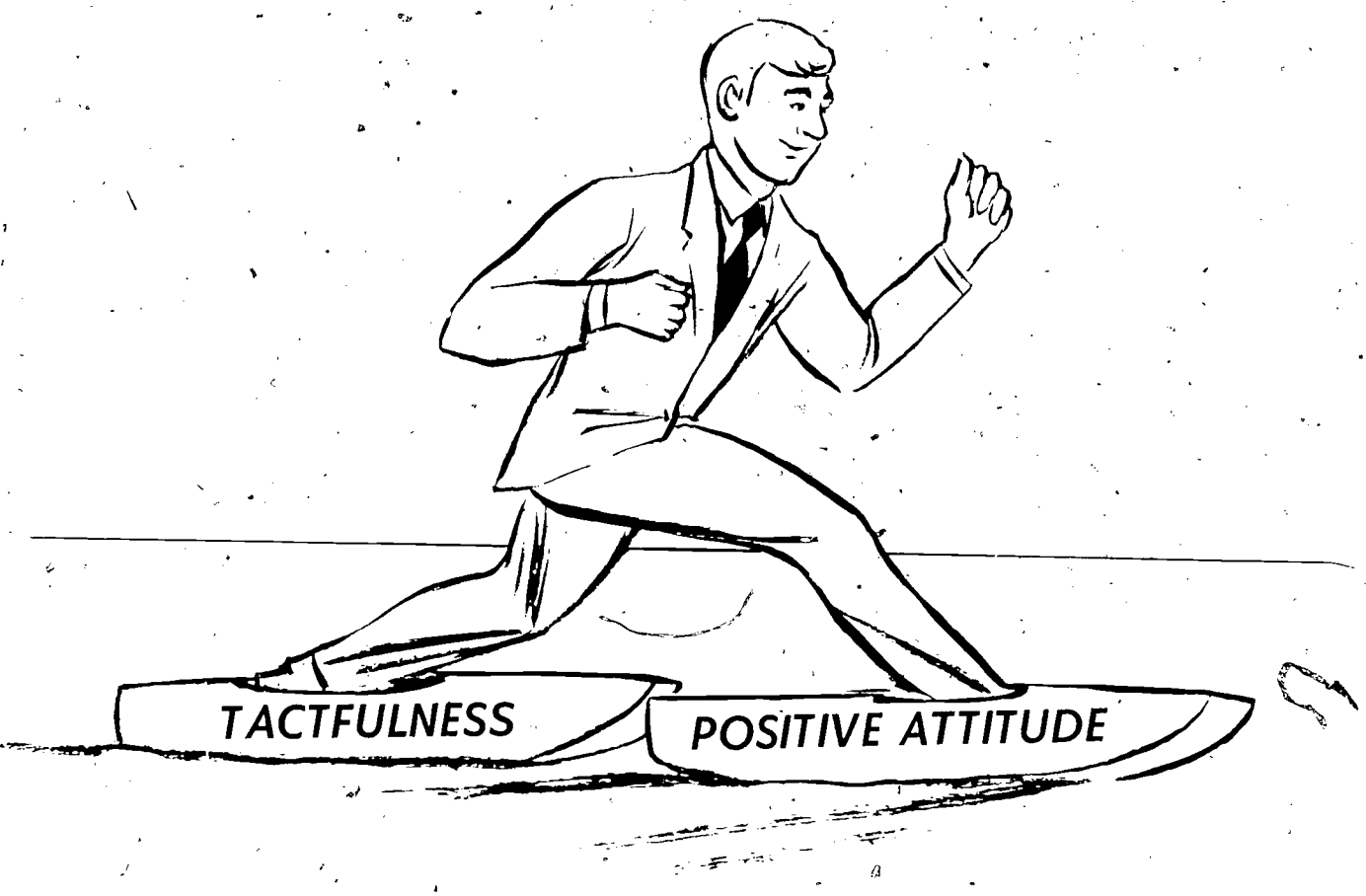

Title: SITUATION HANDLING

Type: On-the-job problem solving

Level: State

Awards: State

Trophies - 1st, 2nd and 3rd Place Winners
State Honor Awards - 4th and 5th Place Winners
Honorable Mention Ribbon - 6th Place Winner

SITUATION HANDLING

PURPOSE: To develop in contestants judgment in handling situations that arise in marketing and distribution.

SPECIFICATIONS:

1. At least six weeks before the Leadership Conference, each chapter will be mailed a copy of a business situation similar to the example shown below. This situation will consist of detailed description of a given business setting (store-type, location, personnel situation, and other pertinent facts).

BUSINESS SITUATION EXAMPLE

The contestant is employed by a department store with a prominent location in a shopping center of a community with a population of 55,000. The contestant will play the role of a full-time sales person (a DE graduate), age 20, charged with more than the usual amount of responsibility. Although the sales person does not, as yet, hold a supervisory or managerial position, there are great possibilities for advancement. Problems are typical of those that occur during any busy hour of any day.

2. At the conference, each contestant will be given two problems he must solve. The problems will be based on the setting previously mailed to each chapter. The sample problems appearing below are listed in brief and the actual problems given the contestant will contain more detail.

SAMPLE PROBLEMS

a. A customer returns defective merchandise ten days after the warranty has expired, and demands his money back.

b. Two employees have a personality conflict and you are the department manager.

c. You are the manager, and you catch a good employee stealing a minor article. What do you do?

3. Problems to be solved will be the same for all contestants.

4. Each contestant will have ten minutes to develop his solutions to the two problems.

5. Contestants will be allowed to use whatever notes they make during the ten-minute preparation period. Pencil and paper will be provided.

6. Each contestant will give his answers orally to the judges at the conference.

7. No notes, or brochures, or other materials of any kind may be used, either during the judging or the ten-minute study period, with the exception of those notes the contestant writes during this ten-minute study period.

8. Each contestant will be allowed 5 minutes to give his two solutions to the two problems. (A warning signal will be given at 2 minutes, 2½ minutes, 4½ minutes and the contestant will be stopped at the end of five minutes.)

JUDGING:

1. Judges shall consist of three persons from business who have had experience as managers or owners of a business.

2. There will be preliminaries as needed, depending upon the number of contestants.

3. If preliminaries are necessary, the top six contestants or top two from each preliminary (whichever is the larger number) will appear before different judges in the finals.

4. Different problems will be given for the finals, but the business situation will remain the same.

5. The winners will be those scoring the most total points when all the judge's scores are added together.

6. The finals will be regulated in the same manner as the preliminaries.

ENTRIES: Shall be limited to one contestant from each local chapter.

SITUATION HANDLING RATING SHEET

CONTESTANT_____ CHAPTER_____

SCHOOL_____

Directions: The statements with each main heading are to be used as a guide in determining the judged points for that particular heading. Circle one (1) number behind each heading listed.

PROBLEM #1

DEPTH OF ANSWER: Consider - Has the contestant considered all the implications of his solution?	25	20	15	10	5
PRECISENESS: Consider - Has the contestant stated his ideas explictly so that his solution is clear in all details?	25	20	15	10	5
PRACTICALITY: Consider - Is the contestant's solution realistic? Would it work? Does it solve the problem?	25	20	15	10	5
PRESENTATION: Consider - Is the contestant poised? Is his speech fluent? Does he show excessive nervousness?	25	20	15	10	5
	____	____	____	____	____

Total for Problem #1 _____

PROBLEM #2

DEPTH OF ANSWER: Consider - Has the contestant considered all the implications of his solution?	25	20	15	10	5
PRECISENESS: Consider - Has the contestant stated his ideas explicitly so that his solution is clear in all details?	25	20	15	10	5
PRACTICALITY: Consider - Is the contestant's solution realistic? Would it work? Does it solve the problem?	25	20	15	10	5
PRESENTATION: Consider - Is the contestant poised? Is his speech fluent? Does he show excessive nervousness?	25	20	15	10	5
	____	____	____	____	____

Total for Problem #2 _____

GRAND TOTAL _____

Title: PUBLIC SPEAKING
Type: Fully Prepared Speech

Title: IMPROMPTU SPEECH
Type: Semi-extemporaneous Speaking

Title: DO-IT-NOW SPEECH
Type: Extemporaneous Speaking

Level: State and National

Awards:	State	Trophies - 1st, 2nd and 3rd Place Winners State Honor Awards - 4th and 5th Place Winners Honorable Mention Ribbons - 6th Place Winners
	National	Trophies - 1st, 2nd and 3rd Place Winners in Public Speaking. Public Speaking is the only speech event on the National level.

DO-IT-NOW SPEECH

PURPOSE: To encourage students to demonstrate poise when called upon for unplanned presentations, and to evaluate the students' understanding of basic distributive principles.

SPECIFICATIONS:

1. The speech topic will be the same for all contestants. Topics will center on basic knowledge of distribution.

2. Each contestant will walk to the front of the room, turn and face the audience, and then he will be handed his topic which will be written on a 3" x 5" card. He should begin talking within a few seconds.

3. Each speech will be a minimum of 1½ minutes and a maximum of 3 minutes. (A warning signal will be given at 1½ minutes, 2½ minutes, and 2-3/4 minutes. There will be a penalty of one point for every second under 1½ minutes, and no contestant will be allowed to continue beyond 3 minutes.)

4. No notecards or materials of any kind may be used during this speech.

JUDGING:

1. Judges shall consist of three persons knowledgeable in speech and business, in each preliminary.

2. There will be as many sections of preliminary speeches as needed, depending upon the number of contestants.

3. If there are preliminaries, the top six contestants (or top two from each preliminary, whichever is the larger number) will be given a second topic for the finals.

4. The winners will be those scoring the most total points when all the judge's scores are added together and penalty points have been subtracted.

5. The finals will be regulated in the same manner as the preliminaries.

6. Finalists will give a different speech to three different judges.

ENTRIES: Shall be limited to one contestant from each local chapter.

SAMPLE TOPICS:

"The Future of Personal Selling"

"Fundamentals of Display"

"The Value of Competition in Business"

"Value of Public Relations"

IMPROMPTU SPEECH

PURPOSE: To encourage students to quickly organize and present ideas, and to evaluate the student's understanding of basic distributive fundamentals.

SPECIFICATIONS:

1. The speech topic will be the same for all contestants. Topics will center on basic principles of distribution.

2. Each contestant will have 10 minutes to prepare his speech.

3. Each speech will be a minimum of two (2) minutes and a maximum of 2½ minutes. (A warning signal will be given at 2 minutes, 2¼ minutes, and 2½ minutes. There will be a penalty of one point for every second under two minutes, and the judge will not allow any participant to continue beyond 2½ minutes.)

4. The student will be allowed to use only blank paper and pencil to organize his speech. No reference materials of any kind are allowed. The students will be provided with pencil, paper, and a 3" x 5" card.

5. The student may use only the notes on his 3" x 5" card during his speech.

JUDGING:

1. Judges shall consist of three persons knowledgeable in speech and business, in each preliminary.

2. There will be as many sections of preliminary speeches as needed, depending upon the number of contestants.

3. If there are preliminaries, the top six contestants (or top two from each preliminary, whichever is the larger number) will be given a second topic for the finals.

4. The winners will be those scoring the most total points when all the judge's scores are added together and penalty points have been subtracted.

5. The finals will be regulated in the same manner as the preliminaries.

6. Finalists will give a different speech to three different judges.

ENTRIES: Shall be limited to one contestant from each chapter.

SAMPLE TOPICS:

"What are four (4) main principles of good salesmanship?"

"Does Retail Advertising Pay?"

"What benefits are derived from keeping a running inventory?"

"What has DE done for me?"

PUBLIC SPEAKING

PURPOSE: To develop the contestant's ability to organize and present information in an effective manner to an individual or a group.

SPECIFICATIONS:

1. A list of topics will be sent to all local chapters at least six weeks before the conference.

2. Contestants may elect to speak on any topic listed.

3. Each speech will be a minimum of six (6) minutes and a maximum of eight (8) minutes. (A warning signal will be given at 5 minutes, 6 minutes, 7½ minutes and 8 minutes. There will be a penalty of five (5) points for every 30 seconds or portion thereof under 6 or over 8 minutes. Judges will not allow any participant to continue beyond ten (10) minutes.)

4. Only those notes contained on one side of three, 3" x 5" cards may be used.

5. Contestants will be assigned their speaking positions at random.

JUDGING:

1. There will be three judges, knowledgeable in speech and business, in each preliminary.

2. There will be as many sections of preliminary speeches as needed, depending upon the number of contestants.

3. If there are preliminaries, the judges will select the top six contestants (or top two from each preliminary, whichever is the larger number) for the finals.

4. Topics for the finals will be the same as for the preliminaries.

5. Finalists will give their speech in front of three new judges.

6. The finals will be regulated in the same manner as the preliminaries.

7. The winners will be those scoring the most total points when all the judges' scores are added together and the penalty points have been subtracted.

NOTE: <u>There will be no preparation period at the conference in the Public Speaking Contest</u>.

ENTRIES: Shall be limited to one contestant from each chapter.

SPEECH RATING SHEET

(For all Speech Contests)

CONTESTANT _____ CHAPTER _____

SCHOOL _____ CITY OF _____

LENGTH OF PRESENTATION: _____ MINUTES _____ SECONDS

Directions:
1. Fill out a separate sheet for each contestant.
2. Please circle one (1) number behind each point listed.
3. Total the points that have been circled and record opposite "Gross Points."

1. OPENING -- appearance, introduction	5	4	3	2	1
2. VOICE -- pitch, tempo, volume, and enthusiasm	5	4	3	2	1
3. PLATFORM DEPORTMENT -- gestures, poise, eye-contact, mannerisms	10	8	6	4	2
4. ORGANIZATION -- logic, clarity, suitability, coherence	20	16	12	8	4
5. MECHANICS -- diction, grammar, pronunciation, word picture	10	8	6	4	2
6. CLOSE -- summary, conclusion	5	4	3	2	1
7. CONTENT -- facts, value of ideas, validity of ideas	25	21	17	12	9
8. DELIVERY -- naturalness, effectiveness, emphasis	20	16	12	8	4

TOTAL GROSS POINTS _____

SPECIAL REMARKS: _____

FOR CONTEST CHAIRMAN'S USE ONLY:

Total of Gross Points received from all judges _____

Minus Penalty Points _____

TOTAL NET POINTS _____

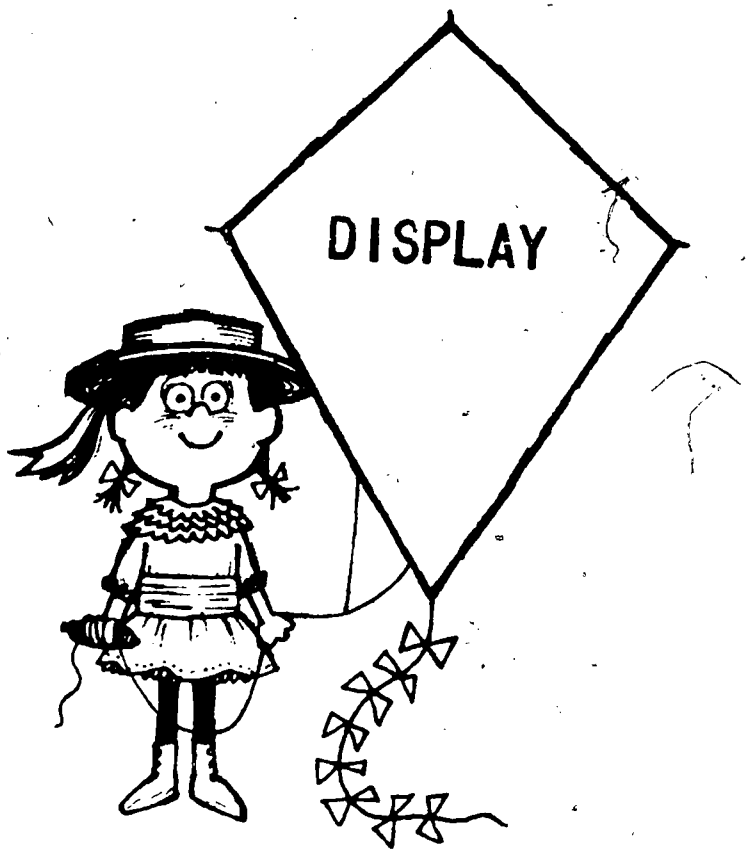

Title:	DISPLAY	
Type:	Written and window judging	
Level:	State and National	
Awards:	State	Trophies - 1st, 2nd and 3rd Place Winners State Honor Awards - 4th and 5th Place Winners Honorable Mention Ribbons - 6th Place Winners
	National	Trophies - 1st, 2nd and 3rd Place Winners

WINDOW DISPLAY

PURPOSE: To enable the student to use his knowledge of display by evaluating several window displays set up by professionals in the advertising and display field. To create an awareness of the importance of evaluation and to give practice and experience in this important process.

SPECIFICATIONS:

1. Students participating will do so on an individual basis.

2. This event consists of a written test on display and the judging of three (3) retail store windows in the conference city. (Participants will be divided into three groups.)

3. One window at each of the three retail establishments--which will be identified--will be judged by the contestant. The windows selected will display different types of merchandise and the windows being judged will not be perfect.

4. Score sheets will be completed as each window is judged and turned in at that time to the person in charge of the group.

JUDGING:

1. Official judging will be done by three (3) professionals in the field of advertising and display.

2. Each judge will record an individual score for each criterion.

3. When each judge has viewed all displays, the three judges and the W-DECA Advisor and/or the competitive event advisors will meet to arrive at a composite score for each criterion. The composite scores will be recorded on a separate sheet for each window.

4. The deviation (points above or below the composite score) for each criterion will be recorded for each display in the designated space on the contestant score sheets and the contestant's deviations on all windows totaled.

5. The total deviation on all three windows will be combined with the number of <u>wrong</u> answers on the written test. The individual with the <u>lowest</u> combined score will be judged the winner.

ENTRIES: Entries are limited to one contestant from each chapter.

DISPLAY JUDGING

Composite Judging Sheet

(Judges complete a separate composite judging sheet for each window)

Window Number_____ Store_____

Merchandise Displayed_____

_____

_____

JUDGING CRITERIA	DESCRIPTION OF CRITERIA	POSSIBLE POINTS	SCORE
POWER TO ATTRACT ATTENTION	Movement or other attention-getter; appropriate color; theme well-executed; attractive props; a crowd-stopper.	20	
ARRANGEMENT	Neither crowded nor empty; props do not distract; related mdse. displayed together; major items complement each other; appropriate dealer helps, show cards; eyes travel naturally to primary merchandise.	20	
CLEANLINESS	Glass, merchandise, floor, ceiling, background, forms, fixtures, props.	10	
TIMELINESS	Mdse. well chosen; appropriate color; theme right for season; show cards seasonal.	10	
SELLING POWER	Props call attention to mdse. but are not distracting; primary features of mdse. evident; show cards point out selling points; theme aids selling features of mdse; primary mdse. stands out; invites action.	20	
LIGHTING	Lighting enhances colors; no shadows, except for effect; lighting directed toward primary mdse.; fixtures do not detract from mdse.; no reflections that detract from merchandise.	5	
TECHNICAL EXCELLENCE	Unusual or unique idea or theme; unique use of common items; unusual props; arrangement adds to appearance; mdse. well-folded, draped, placed, suspended, etc.	15	
		TOTAL POINTS	

DISPLAY JUDGING

Contestant Score Sheet

CONTESTANT _____ SCHOOL _____

CHAPTER NAME _____

STORE NAME: #1. _____ MDSE. DISPLAYED: #1 _____

#2. _____ #2 _____

#3. _____ #3 _____

JUDGING CRITERIA	Possible Points	Window #1	Window #2	Window #3
POWER TO ATTRACT ATTENTION: Movement or other attention-getter; appropriate color; theme well-executed; attractive props; a crowd-stopper.	20			
ARRANGEMENT: Neither crowded nor empty; props do not distract; related mdse. displayed together; major items complement each other; appropriate dealer helps, show cards; eyes travel naturally to primary merchandise.	20			
CLEANLINESS: Glass, merchandise, floor, ceiling, background, forms, fixtures, props.	10			
TIMELINESS: Mdse. well chosen; appropriate color; theme right for season; show cards seasonal.	10			
SELLING POWER: Props call attention to mdse. but are not distracting; primary features of mdse. evident; show cards point out selling points; theme aids selling features of mdse.; primary mdse. stands out; invites action.	20			
LIGHTING: Lighting enhances colors; no shadows, except for effect; lighting directed toward primary mdse.; fixtures do not detract from mdse.; no reflections that detract from merchandise.	5			
TECHNICAL EXCELLENCE: Unusual or unique idea or theme; unique use of common items; unusual props; arrangement adds to appearance; mdse. well-folded, draped, placed, suspended, etc.	15			
CONTESTANT SCORE TOTALS	100			
JUDGE'S COMPOSITE SCORE TOTALS				
	DEVIATION			

Title:	JOB INTERVIEW - BOYS AND GIRLS	
Type:	Personal Interview for a Distributive Occupation	
Level:	State and National	
Awards:	State	Trophies - 1st, 2nd and 3rd Place Winners State Honor Awards - 4th and 5th Place Winners Honorable Mention Ribbon - 6th Place Winners
	National	Trophies - 1st, 2nd and 3rd Place Winners

JOB INTERVIEW

PURPOSE: To help the student develop a knowledge and understanding of proper job application.

SPEGIFI-CATIONS:

1. There will be two contests--one for girls and one for boys.
2. Contestant must apply for a distributive job.
3. Contestant must apply for a job for which he is qualified.
4. Contestant should bring appropriate clothing to be worn for the job interview.
5. Contestant may use a resume during his interview.

NOTE: The national level, contestants are not permitted to use resumes or any other similar material prepared in advance, during the interview.

INTER-VIEW: Every student that is entered in this competitive event will be applying for a position in DECOR's Department Store.

DECOR'S DEPARTMENT STORE BACKGROUND

A large store carrying all classifications of merchandise, an independently owned operation. The company has one main store and two branch stores operating in outlying shopping centers. DECOR has been in Seattle for the past 25 years and has built an excellent reputation as a leader in fashion, soft and hard line merchandising. The store has its own grocery operation in each of the two branch locations. In addition, each branch has a completely modern service station operation. DECOR has built excellent customer relations through its many customer services, and the high level of its employees. The company plans to expand greatly in the next ten years. This expansion program will, in ten years, see the addition of three full line stores and two branch stores located in other Washington cities.

DECOR has always held with a policy of promotion from within and has an excellent training program in operation both at the employee and management levels. DECOR maintains its own advertising, display, credit, and service departments. The company foresees the need for training many new people to meet their expanding needs.

JUDGING: 1. The judges will be professionals from the field of personnel.

2. Judging will be done both by receptionist and personnel director.

3. The procedure will be:

   A. The contestant will first be interviewed briefly by a receptionist.

   B. The receptionist will give the applicant an employment application to complete.

   C. The contestant will then be interviewed by a personnel director.

4. There will be as many preliminaries in each section as needed.

5. If there are preliminaries, the top six contestants (or top two from each preliminary, whichever is the larger number) will have a final interview.

6. The final interviews will be conducted in the same manner as the preliminary interviews.

7. The finals will be regulated in the same manner as the preliminaries.

ENTRIES: Shall be limited to one contestant from each local chapter.

APPLICATION FOR EMPLOYMENT

osition applied for_____ Date_____

ame_____

eight_____ Weight_____ Age_____

ddress_____
(Street or RFD) (City) (State)

Telephone No._____

revious address_____ Social Security No._____

irth date_____ Birthplace_____
(Month) (Day) (Year) (City) (State)

HECK ALL THAT APPLY:

____Female
____Male
____Single
____Married
____Widowed

____Own Home
____Rent
____Board
____Live (Parents)
____With (Relatives)
____Purchasing Home

Number and age of dependents_____

Relationship of dependents_____

Business or occupation of father_____

(or mother)_____

nterested in -- Temporary work_____ Full-time_____ Part-time_____

aturday only_____ Salary expected_____

re you responsible for your entire support_____? Others who are dependent on you for their support:

umber_____ Ages_____

ature of any physical defects_____

ecent illnesses_____

ate of last physical examination_____

Education	Circle Grade Completed	Name of School	Location	Major Subject	Year Graduated
lementary	1 2 3 4 5 6 7 8				
igh School	1 2 3 4				
usiness or Vocational	1 2 3 4				
ollege or University	1 2 3 4 5 6				
ight or Correspondence	1 2 3 4				

ails of any other educational training_____

What are your hobbies? _____

In case of illness or emergency, notify: Name _____

Address _____

Relationship _____

Telephone _____

Why do you feel qualified for the position for which you are applying?

PREVIOUS EMPLOYMENT
(Last Employment First)

From	To	Name and address of employer	Department--position duties--salary	Reason for leaving
Month ____ Year ____	Month ____ Year ____			
Month ____ Year ____	Month ____ Year ____			

PERSONAL REFERENCES
(Do not give names of relatives)

	Name	Address	Occupation
1.			
2.			
3.			

--Do Not Write in Space Below--

Interviewed by: _____

Other remarks:

Personality _____
Attitude _____
Ambition and initiative _____
Calmness _____
Physical qualities _____
Intelligence _____
Leadership _____
Appearance and Grooming _____
Work best suited for _____

JOB INTERVIEW RATING SHEET

NAME _____ CHAPTER _____

Directions: The statements under each main heading are to be used as a guide in determining the judged points for that particular heading. The receptionist or secretary will score only the first two parts.

RECEPTIONIST:

PRE-INTERVIEW:						
The applicant's greeting, introduction, and general impression made.	10	9	8	7	6	5
APPLICATION BLANK:						
The application's neatness, legibility, and completeness.	15	14	13	12	11	10

INTERVIEWER:

PERSONAL APPEARANCE:						
The applicant's neatness, grooming, and attire.	20	18	16	14	12	10
ACTUAL INTERVIEW:						
The applicant's greeting, introduction, bearing, courtesy, knowledge, attitude, Interest, confidence, personality, initiative, sincerity.	50	45	40	35	30	25
POST-INTERVIEW:						
The applicant's manner and skill in terminating the interview.	5	4	3	2	1	0
	___	___	___	___	___	___

TOTAL JUDGED POINTS _____

Special Remarks: _____

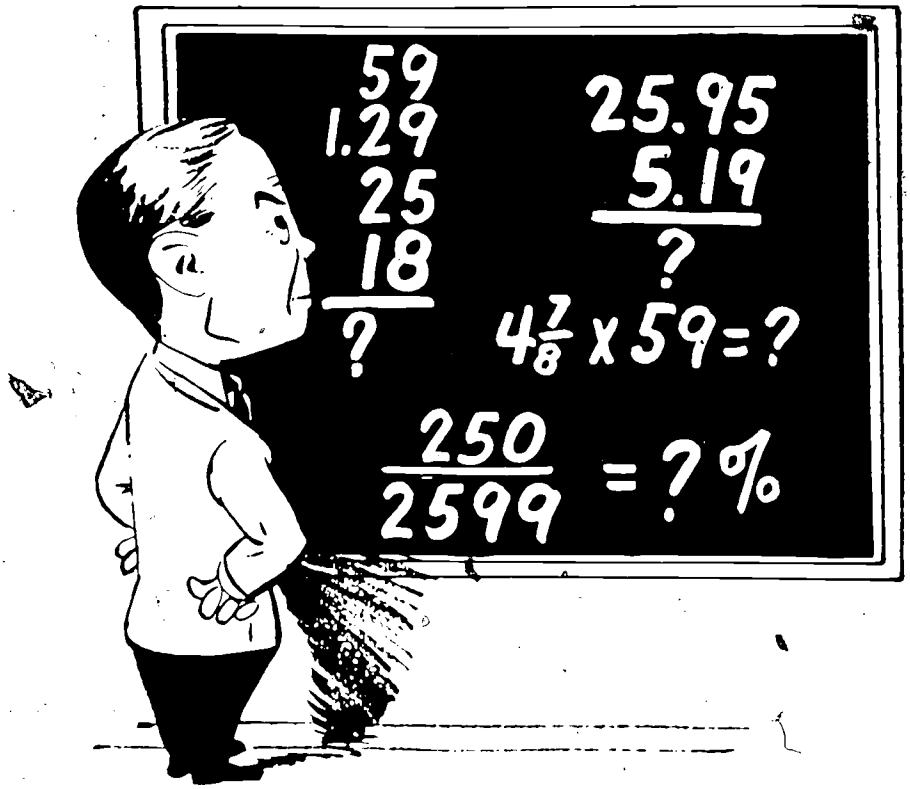

Title: MATHEMATICS OF DISTRIBUTION

Type: Written

Level: State

Awards: State

Trophies - 1st, 2nd and 3rd Place Winners
State Honor Awards - 4th and 5th Place Winners
Honorable Mention Ribbons - 6th Place Winners

MATHEMATICS OF DISTRIBUTION

PURPOSE: To emphasize the importance of basic mathematics as a foundation for good business training. To develop the skill of accuracy and speed in business mathematics.

SPECIFICATIONS:

1. A timed test of an hour and a half will be given.

2. The test will be made of sufficient length that no contestant will be expected to complete the entire test.

3. Problems will be presented from several of the following areas:

--Sales Ticket Extensions
--Determining Average Price
--Trade Discounts
--Cash Discounts
--Quantity Discounts
--Seasonal Discounts
--Employee Discounts
--Pricing Goods - Retail Price Basis
--Pricing Goods - Cost Price Basis
--Sales Returns
--Sales Averages
--Sales Dealing with Fractions
--Finding Per Cent of Increase and Decrease
--Determining Taxes on Goods
--Determining Salaries
--Auditing Check Book Stubs
--Bank Reconciliation Statement
--Borrowing Money to Take Advantage of a Discount
--Installment Selling
--Taking Inventory
--Balance Sheet
--Profit and Loss Statement
--Determining the Cost of Goods Sold
--Determining Pay-Roll
--Preparing Bank Deposit Slips
--Handling Exchanges of Merchandise
--Change-Making
--Employee Selling Costs
--Invoice Terms
--Open-to-Buy
--Stock Turnover Rate
--Multiple Pricing

JUDGING:

1. Winners will be determined based upon highest number of correct answers.

2. In case of a tie: Ties will be broken by dividing the total number of correct answers by the total number of problems attempted.

ENTIRES: Shall be limited to one contestant from each local chapter.

MATHEMATICS OF DISTRIBUTION

SAMPLE PROBLEMS

1. 6.37 / 691,145 = _____

2. 36½ less 12-6/8 = _____

3. $127 is what percent of $238? = _____ %

4. Figure the total, including Washington State sales tax.

   2 tubes toothpaste @ $.39; 3 tubes shaving cream @ $.69; 1 bottle Cod Liver Oil @ $1.85; 1 fingernail brush @ $.29; 1 hot water bottle @ $2.49. = $ _____

5. A merchant purchased aluminum screen doors at $37.35. If he plans to sell them at a markup of 33-1/3% of the cost, what will the selling price of the doors be? = $ _____

6. Determine the cost prices given the following list price and trade discount: $5,000 less 30%, 10%, 2%. = $ _____

7. How many shirts can be made from 12-3/8 yds. of flannel if it takes 1½ yds. per shirt? = _____ yds.

8. Merchandise invoiced at $1,086.30 is purchased in February at terms 2/10 E.O.M. net 30.

   a. What is the final date on which the bill must be paid? = _____

   b. What is the date by which the bill must be paid to get the discount? = _____

   c. How many days were allowed before discount date? = _____

9. Find the average inventory:
April 1--$14,602; April 15--$12,665; April 30--$15,105 = $ _____

10. As a birthday gift, Ted Arvin bought an electric frying pan for his mother at $2.95 down and 5 monthly payments of $4.50 each. Had Ted had the cash, the pan would have cost him only $22.95. What yearly rate of interest did Ted have to pay on this purchase? = _____ %

11. A hardware store had $180,000 in merchandise on hand on January 1, and $174,962 in goods on hand December 31. If the store bought $489,600 worth of goods during the year, what was the cost of the merchandise sold? = $ _____

12. A manufacturer closed out model F-17 of his floor lamps and offered them to dealers at a trade discount rate of 66-2/3% off the list price of $57.36. How much would a merchant have to pay for each of these lamps? = $ _____

13. If inventory at retail totaled $50,000 on February 1, $65,000 on July 31 and $56,000 on January 31, what was the yearly stock turnover if sales were $143,750? = _____

14. Mr. Wiley was a partner in a business enterprise that made a profit of $120,000 last year. His share was 3/20 of this amount. If Mr. Wiley saved 2/9 of his share and used the remainder for living expenses, how much did he save last year? = $ _____

Title:	SALES DEMONSTRATION HARD LINE, SOFT LINE, INTANGIBLES	
Type:	A Student Demonstration	
Level:	State and National	
Awards:	State	Trophies - 1st, 2nd, and 3rd Place Winners State Honor Awards - 4th and 5th Place Winners Honorable Mention Ribbons - 6th Place Winners
	National	Trophies - 1st, 2nd, and 3rd Place Winners

SALES DEMONSTRATION: HARD GOODS-SOFT GOODS-INTANGIBLES

PURPOSE: To enable the student to use his knowledge of good selling techniques by performing a sales demonstration.

SPECIFICATIONS:

1. There are three (3) sections of the Sales Demonstration Contest--Hard Goods; Soft Goods; Intangibles.

2. All three sections of the Sales Demonstration Contest will be conducted at the same time.

3. Each contestant is to bring his own merchandise and the related items for the contest to the conference.

4. Nothing will be provided by the Conference Committee for the contest except a table to be used as a counter.

5. Money and sales slips will not be used in the contest.

6. The products to be demonstrated will be announced at least six weeks prior to the State Leadership Conference. The product announcement will specify the product class only--camera, radio, men's and women's apparel, blankets, etc.--and will not limit the contestant as to type, brand, etc.

7. In the Soft Goods and Hard Goods sections of the contest, the specific item to be sold by the contestant must actually sell for $50 or less, and the retail prices of the related items shall total $50 or less.

8. In the Intangible section of the contest, there will be no dollar limit on the specific item. Also, there will be no related items in the Intangible section of the Sales Demonstration Contest.

9. In all sections, each initial sale must be less than 10 minutes in length.

10. The customer will be a person familiar with the merchandise or service.

11. Each demonstrator (contestant) in each section will sell to the same customer.

12. The customer will do no planning of the demonstration with the contestants.

13. No notes, prop, brochures, film strips, or material of any kind--other than the labels, price tags, and information cards normally attached to the merchandise--may be used in the Soft Goods and Hard Goods sections of the contest.

    This same rule will also apply to the Intangible section of the contest except, paper materials such as pictures, charts and brochures may be used.

14. Contestants in each section will be assigned demonstration positions at random.

JUDGING:

1. There will be 3 judges for each section of the Sales Demonstration Contest. The customer will not be a judge.

2. There will be preliminaries in each section as needed, depending on the number of contestants.

3. The Intangible contestant will not be rated by the judges concerning SUGGESTION SELLING since there will be no related item.

4. If preliminaries are necessary, the top six contestants or top two from each preliminary of a given section (whichever is the larger number) will appear before different judges in the finals.

5. The winners in each section will be those scoring the most total points in their section when all the judges' scores are added together.

6. If finals are necessary, they will be regulated in the same manner as the preliminaries.

ENTRIES: Shall be limited to one contestant in each of the three sections from each local chapter. (A total of 3 entries per chapter.)

SALES DEMONSTRATION RATING SHEET

CONTESTANT_____ CHAPTER_____

MERCHANDISE_____

Directions:
1. Fill out a separate rating sheet for each contestant.
2. Please circle one (1) number behind each point listed.
3. Total the points that have been circled and record at bottom.

1. APPROACH a. Alertness b. Sincerity c. Approached the customer correctly for the selling situation d. Used an appropriate greeting	10	9	8	7	6
2. PRESENTATION a. Was presentation clear? b. Were benefits shown? c. Was customer given an opportunity to talk and ask questions? d. Was sufficient merchandise information given? e. Was presentation too rapid or too slow?	20	18	16	14	12
3. HANDLING OBJECTIONS a. Was each objection answered? b. Was tact used in handling objections? c. Was customer given an opportunity to voice objections?	20	18	16	14	12
4. VOICE a. Was volume too loud or too soft? b. Was voice clear? c. Was tone varied or monotonous?	10	9	8	7	6
5. CLOSE a. Was close smooth and natural? b. Did contestant take advantage of opportunities to close?	20	18	16	14	12
6. SUGGESTION SELLING a. Was this a smooth and natural part of the sale? b. Did contestant select a proper related item to suggest? c. Was the timing proper for the suggestions of a related item?	20	18	16	14	12
	___	___	___	___	___

TOTAL POINTS _____

SPECIAL REMARKS:_____

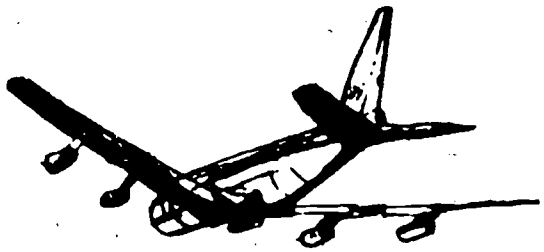

Title:	AREA OF DISTRIBUTION MANUAL	
Type:	Research and manual preparation	
Level:	State and National	
Awards:	State	Trophies - 1st, 2nd and 3rd Place Winners State Project Awards - 4th and 5th Place Winners Honorable Mention Ribbons - 6th Place Winners
	National	Trophies - 1st, 2nd and 3rd Place Winners

AREA OF DISTRIBUTION MANUAL

PURPOSE: To give experience in searching out and collecting information on an area or phase of distribution and putting it into a practical form to achieve the purpose for which the manual is being written.

SUBJECT: Manual may be on one of the broad areas of distribution, such as retailing, wholesaling, or service; a phase of these broad areas, such as supermarket operation, regional shopping areas; or, an activity within one of these broad areas, such as fashion, credit, personnel, advertising, etc.

SPECIFICATIONS:

1. Manual must be limited to a maximum of 100 pages.

2. The title page, table of contents, glossary, introduction, summary, etc. will be considered as part of the manual in determining the 100 pages maximum.

3. A page will consist of one sheet of paper (8½" x 11" or smaller) containing any typed, printed, written, photographed, illustrated or prepared material presented on one side.

4. Manual must be typed or in ink.

5. Manual must be contained in not more than one official three-ring DECA Notebook in unaltered form.

6. Both art work and pictures will be acceptable as illustrations.

7. Purpose of manual must appear in the Preface.

8. If the material is presented in sheet protectors, both sides of the sheet protector must be used (therefore, two pages will be presented in one sheet protector).

9. Manual must be the work of the individual student.

10. Grades and awards received locally should not appear on the manual.

11. A small typed card in a plain, sealed envelope must be securely attached to the inside back cover, giving the following information:

    a. Title of manual
    b. Name of student
    c. Name of Chapter
    d. Name of Coordinator
    e. Name of School
    f. Name of City

    Student's name and school must not appear at any other place in the manual.

12. Manuals must be received by the Conference Committee two (2) weeks prior to the beginning of the conference.

13. The author of the manual is to prepare 200 one-page summary sheets and they are to be brought to the conference. (They are not to be pre-mailed to the State Office.)

NOTE: Project manuals will be carefully screened and those not meeting the above specifications will be eliminated before judging begins.

JUDGING:

1. Manuals to be judged will be identified by number only.

2. The identification card on the manual will be replaced by a card carrying a number, this same number to be entered on the identification card.

3. The identification cards will then be filed confidentially until judging is completed, at which time they will be referred to for the names of winners.

4. Judging shall be done by representatives from the field of distribution, preferably from merchandising, advertising, and management.

ENTRIES: Entries shall be limited to one Area of Distribution Manual from each local chapter.

AREA OF DISTRIBUTION MANUAL RATING SHEET

ENTRY NO._____ TITLE OF MANUAL_____

Directions: 1. Fill out a separate rating sheet for each manual.
2. Circle one number behind each main point.
3. Total the numbers that have been circled.

1. INSIDE COVER: Title is indicative of business or area of distribution; inside cover appearance creates immediate interest.	5	4	3	2	1
2. INTRODUCTION and/or PREFACE: Indicates purpose of manual; indicates importance of area of distribution to the customers served and the community.	5	4	3	2	1
3. PREPARATION: Education; training; experience. (How much and where to get it.)	5	4	3	2	1
4. NATURE OF BUSINESS: Qualifications of management and employees; career opportunities; advantages and disadvantages; functions; who served.	10	9	8	7	6
5. JOBS: Kinds; work done; working conditions; pay; security; advancement; etc.	10	9	8	7	6
6. OPERATION: Establishing business; financing; organization; legal considerations; record keeping and control, etc.	10	9	8	7	6
7. POLICIES AND PROCEDURES: Merchandising; promotion; personnel selection and training; services; etc.	10	9	8	7	6
8. IMPORTANCE TO THE ECONOMY.	10	9	8	7	6
9. BIBLIOGRAPHY AND GLOSSARY: Accuracy; completeness.	5	4	3	2	1
10. EFFECTIVENESS OF ILLUSTRATIONS, GRAPHS, TABLES, Etc.	10	9	8	7	6
11. SPELLING, GRAMMAR, CONSTRUCTION, GENERAL APPEARANCE, etc.	10	9	8	7	6
12. GENERAL USABILITY and PRACTICALITY OF MANUAL: Written and organized so an interested individual can find and use all information necessary to understand the specific area of distribution.	10	9	8	7	6

TOTAL POINTS _____

Special Remarks:

_____

_____

Title:	MERCHANDISE INFORMATION MANUAL	
Type:	Research and manual preparation	
Level:	State and National	
Awards:	State	Trophies - 1st, 2nd and 3rd Place Winners State Project Awards - 4th and 5th Place Winners Honorable Mention Ribbon - 6th Place Winners
	National	Trophies - 1st, 2nd and 3rd Place Winners

MERCHANDISE INFORMATION MANUAL

PURPOSE: To give experience in searching out and collecting merchandise information, organizing such material, and putting it into a practical form for use on the job.

SUBJECT: Manual must be on a specific item of merchandise and not one brand or one material. (EXAMPLE: A manual on men's shirts would not be confined to just Arrow shirts or nylon shirts.)

SPECIFICATIONS:

1. Manual must be limited to a maximum of 100 pages.

2. The title page, table of contents, glossary, introduction, summary, etc. will be considered as part of the manual in determining the 100 page maximum.

3. A page will consist of one sheet of paper (8½" X 11" or smaller) containing any typed, printed, written, photographed, illustrated or prepared material presented on one side.

4. Manual must be typed or in ink.

5. Manual must be contained in not more than one official three-ring DECA Notebook in an unaltered form.

6. Both art work and pictures will be acceptable as illustrations.

7. Purpose of manual must appear in the Preface.

8. If the material is presented in sheet protectors, both sides of the sheet protector must be used (therefore, two pages will be presented in one sheet protector).

9. Manual must be the work of the individual student.

10. Grades and awards received locally should not appear on the manual.

11. A small typed card in a plain, sealed envelope must be securely attached to the inside back cover, giving the following information:

    a. Title of manual
    b. Name of student
    c. Name of Chapter
    d. Name of Coordinator
    e. Name of School
    f. Name of City

    Student's name and school must not appear at any other place in the manual.

12. Manuals must be received by the Conference Committee two (2) weeks prior to the beginning of the conference.

13. The author of the manual is to prepare 200 one-page summary sheets and they are to be brought to the conference. (They are not to be pre-mailed to the State Office).

NOTE: Project manuals will be carefully screened and those not meeting the above specifications will be eliminated before judging begins.

JUDGING:

1. Manuals to be judged will be identified by number only.

2. The identification card on the manual will be replaced by a card carrying a number, this same number to be entered on the identification card.

3. The identification cards will then be filed confidentially until judging is completed, at which time they will be referred to for the names of the winners.

4. Judging shall be done by representatives from the field of distribution, preferably from merchandising, advertising, and management.

ENTRIES: Entries shall be limited to one merchandise manual from each local chapter.

MERCHANDISE INFORMATION MANUAL RATING SHEET

ENTRY NO._____ TITLE OF MANUAL_____

Directions: 1. Fill out a separate rating sheet for each manual.
2. Circle one (1) number behind each main point.
3. Total the numbers that have been circled.

1. INSIDE COVER: Title is indicative of merchandise; inside cover appearance creates immediate interest.	5	4	3	2	1
2. INTRODUCTION and/or PREFACE: Indicates purpose of manual; indicates importance of mdse. knowledge to customer, salesperson and store (accurate, complete, understandable).	5	4	3	2	1
3. MERCHANDISE INFORMATION: Tells what product is, who uses it, purposes for which used, how used, outstanding features, colors, styles, sizes available, how used with other products, etc.	20	18	16	14	12
4. SELLING THE MERCHANDISE: Tells how to present the features of the product as benefits to the customer as salesperson goes through various steps of the sale (approach, presentation of mdse., meeting objections, closing the sale, suggestion selling).	20	18	16	14	12
5. DISPLAYING AND ADVERTISING THE MERCHANDISE: Media used, most effective media used, examples and illustrations.	10	9	8	7	6
6. SUMMARY AND GENERAL INFORMATION: Manufacture; common questions asked; answers to questions; etc.	5	4	3	2	1
7. BIBLIOGRAPHY AND GLOSSARY: Accuracy; completeness.	5	4	3	2	1
8. EFFECTIVENESS OF ILLUSTRATIONS, CHARTS, GRAPHS, TABLES, etc.	10	9	8	7	6
9. SPELLING, GRAMMAR, CONSTRUCTION, GENERAL APPEARANCE, etc.	10	9	8	7	6
10. GENERAL USABILITY AND PRACTICALITY OF MANUAL: The manual should be written and organized so that a new salesperson, unfamiliar with the merchandise, can find and use the information necessary to sell the product.	10	9	8	7	6

TOTAL POINTS _____

SPECIAL REMARKS:

_____

_____

Title:	CREATIVE MARKETING PROJECT	
Type:	Research and documentation	
Level:	State and National	
Awards:	State	Trophies - 1st, 2nd & 3rd Place winners
	National	Regional Winners (Nationwide) $100.00
		National Winners $500.00

CREATIVE MARKETING PROJECT

PURPOSE: To develop in students an analytical and creative approach to the marketing process, to actively engage students in the marketing activity of their community and to provide an opportunity for experienced executives to guide and help the marketing leaders of tomorrow.

PROJECT: Chapters may undertake either an Activity or a Research project.

An Activity project is completed within the school year and results in a measurable improvement in the economy of the community, state or nation. This improvement may be increased sales, better services, more employment, increased income, better shopping facilities, etc.

A Research project is a study in the marketing field, planned, conducted and reported by a DECA Chapter, the use of which would measurably improve the economy of the community, state or nation. Such a project might concern itself with finding new markets for local products, promoting the community's resources, increasing the trade area of facilities, etc.

SMEI: The Creative Marketing Project is sponsored by the Distributive Education Clubs of America in cooperation with Sales & Marketing Executives-International. It is designed to encourage DECA Chapter members to recognize marketing as a force for the economic and social good of the community.

Because the Creative Marketing Project is sponsored by DECA and SMEI, it is highly desirable that it be conducted jointly with SMEI members acting as advisors and consultants. Where this is impractical due to distance, or in areas where there are no SMEI Clubs, or in certain other circumstances, the project may be conducted solely by the DECA Chapter.

The chapter president and advisor should contact a local SMEI officer or the chairman of the Youth Education Committee of the nearest Sales & Marketing Executives International Club at the beginning of the school year.

SPECIFICATIONS:

1. Project must be limited to a maximum of 100 pages.

2. The title page, table of contents, glossary, introduction, summary, etc. will be considered as part of the project in determining the 100 page maximum.

3. A page will consist of one sheet of paper (8½" X 11" or smaller) containing any typed, printed, written, photographed, illustrated or prepared material presented on one side.

4. Project must be typed or in ink.

5. Project must be contained in not more than one official three-ring DECA Notebook in an unaltered form.

6. Both art work and pictures will be acceptable as illustrations.

7. Purpose of project must appear in the Preface.

8. If the material is presented in sheet protectors, both sides of the sheet protector must be used (therefore, two pages will be presented in one sheet protector).

9. Project must be the work of the W-DECA Chapter and its members.

10. Grades and awards received locally should not appear on the manual.

11. A small typed card in a plain sealed envelope must be securely attached to the inside back cover, giving the following information:

    a. Title of Project
    b. Name of Chapter
    c. Name of Coordinator
    d. Name of School
    e. Name of City

Identification of school or chapter must not appear at any other place in the project report.

12. Project manuals must be received by the Conference Committee two (2) weeks prior to the beginning of the conference.

13. Each chapter will be responsible for supplying 400 copies of a project summary of their entry. The project summary format is illustrated. The Chapter's Project Summary will be placed with the entry during its display at the conference.

NOTE: Project manuals will be carefully screened and those not meeting the above specifications will be eliminated before judging begins.

JUDGING:

1. Project manuals will be identified to be judged by number only.

2. The identification card on the manual will be replaced by a card carrying a number, this same number to be entered on the identification card.

3. The identification cards will then be filed confidentially until judging is completed, at which time they will be referred to for the names of winners.

4. Judges will consider neatness and accuracy in spelling. If possible, confine data, tables, charts, samples, etc., in an appendix separated from the text. Also, be sure to include a summary of the findings, or a conclusion. Show how the project was or will be used, if an Activity project; how it could be used if a Research project.

ENTRIES: Entries shall be limited to one Creative Marketing Project from each chapter.

CREATIVE MARKETING PROJECT RATING SHEET

ENTRY NO._____ TITLE OF PROJECT_____

Directions:
1. Fill out a separate rating sheet for each manual.
2. Circle one number behind each main point.
3. Total the numbers that have been circled.

ORIGINALITY

TOPIC: Is subject or problem of current interest? Future interest?	10	9	8	7	6	5
METHOD: Any innovations in questionnaire or interview methods?	10	9	8	7	6	5
PRESENTATION: Does it show creativity? Imagination? Language lively? Show interest in Project?	10	9	8	7	6	5

ECONOMIC AND SOCIAL CONTRIBUTION

APPLICATION: Is it clearly indicated? (If Research Project, is there a real need?)	10	9	8	7	6	5
LOGIC: Is there enough data to validate the application? Are alternatives possible? Suggested?	10	9	8	7	6	5
COMPARATIVE VALUE: Is the application practical? Does it benefit few or many? Ordinary or extraordinary benefit?	10	9	8	7	6	5

TECHNIQUE

METHOD: Is it sound? (Would you have chosen this method for this topic?)	10	9	8	7	6	5
DOCUMENTATION: Enough? Well organized? Appropriate to topic?	10	9	8	7	6	5
EFFORT: Involve adequate number of students? Reasonable number of hours? Evidence of planning?	10	9	8	7	6	5
PHYSICAL REQUIREMENTS: Is it neat? Spelling and grammar correct? Carefully presented?	10	9	8	7	6	5

TOTAL POINTS: _____

SPECIAL REMARKS:

_____

_____

_____

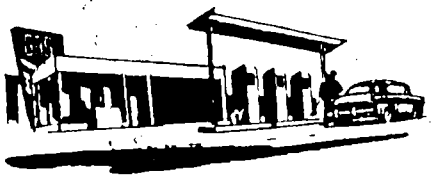

Oil Industry

Service Industry

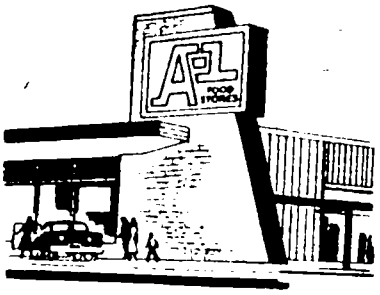

Food Industry

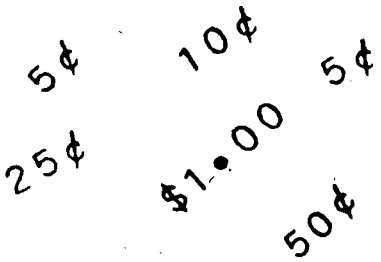

Variety Store

Home Furnishings

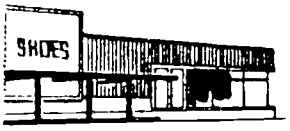

Specialty Store

Department Store

Title:	INDIVIDUAL STUDIES IN MARKETING	
Type:	Research and Documentation	
Level:	State and National	
Awards:	State	Trophies - 1st, 2nd and 3rd Place Winners
	National	Trophies - 1st, 2nd and 3rd Place Winners

STUDIES IN MARKETING

Purpose: To improve, expand or evaluate marketing principles and practices in a selected industry of the business economy and to provide an opportunity for individual study and research by a Distributive Education student in his career objective area.

Advisory Committee: Each DECA member participating in this program must have an Advisory Committee with a minimum of three (3) members. The chairman must be a businessman from the industry area of the student's project or career objective.

The Chapter Advisor serves as an ex-officio member. School Administrators should be encouraged to serve on the committee. The purpose of the Advisory Committee is to serve as a consulting group.

Three meetings are recommended with the first being an orientation to the Program and consideration of project topics; the second, a progress report; the third, an evaluation of the Study. During the course of conducting the project, the student may find it necessary to consult with members of his committee individually.

Procedure: After orientation by the Chapter Advisor, the student will select his Advisory Committee. Upon forming this committee, call the first meeting. Primary purpose is to orient the committee in its functions, to review suggested project topics, to learn of other possible topics the committee feels would be appropriate, and to make final selection of a topic.

Next, prepare a rough draft of the written materials that will be necessary to obtain the data needed for the study. Have one or two members of this committee review the materials for possible suggestions. After the preliminary draft of materials has been approved and sufficient copies made for the research, the student will then devote whatever time is necessary to compiling the information.

The student may wish to meet with his Advisory Committee to make a progress report and to seek information on how best to prepare the materials to enable the industry involved to secure maximum benefit.

Following the specifications for the project, the student will compile the documentation. The documentation should be presented to the Advisory Committee for its evaluation of the project.

Areas of Study:

Oil Industry
Food Industry
Service Industry
Home Furnishings Industry
Variety Store Merchandising
Specialty Store Merchandising
Department Store Merchandising

SPECIFICATIONS:

1. Study must be limited to a maximum of 100 pages.

2. The title page, table of contents, glossary, introduction, summary, etc. will be considered as part of the study in determining the 100 page maximum.

3. A page will consist of one sheet of paper (8½" X 11" or smaller) containing any typed, printed, written, photographed, illustrated or prepared material presented on one side.

4. Study must be typed or in ink.

5. Study must be contained in not more than one official three-ring DECA Notebook in an unaltered form.

6. Both art work and pictures will be acceptable as illustrations.

7. If the material is presented in sheet protectors, both sides of the sheet protector must be used (therefore, two pages will be presented in one sheet protector).

8. Project must be the work of the student.

9. Studies in Marketing Manual should include the following:

   (a) A first page which includes:
      (1) Title of Project
      (2) Name of Student
      (3) Name of Chapter
      (4) Name of School
      (5) City and State
      (6) Industry Area of Project

   (b) Table of contents

   (c) Statement of purpose of the project

   (d) Reasons for selecting the project

   (e) Scope of the project

   (f) Explanation of procedures

   (g) Evidence, data and statistics

   (h) Results, recommendations and/or conclusions of project by the student

   (i) Resulting benefits to the selected marketing (geographical) area

   (j) Resulting benefits to the industry involved

   (k) Evaluation of project by Advisory Committee Chairman

   (l) Roster and identity of Advisory Committee

   (m) Details of Advisory Committee involvement

10. Grades and awards received locally should not appear on the manual.

11. Studies in Marketing manuals must be received by the Conference Committee two (2) weeks prior to the beginning of the conference.

12. The author of the manual is to prepare 400 one-page summary sheets and they are to be brought to the conference. (These are not to be pre-mailed to the State Office.)

NOTE: Manuals will be carefully screened and those not meeting the above specifications will be eliminated before judging begins.

JUDGING: Entries in one industry area will be judged by businessmen from that industry, thus seven groups of judges will participate.

AWARDS: First, second, and third place State Awards will be given in each of the seven industry areas.

ENTRIES: Each local chapter will be allowed to submit one entry in each of the seven industry areas of the program.

STUDIES IN MARKETING RATING SHEET

ENTRY NO. _____ TITLE OF MANUAL _____

INDUSTRY AREA OF PROJECT _____

Directions:
1. Fill out a separate rating sheet for each manual.
2. Circle one number behind each main point.
3. Total the numbers that have been circled.

ORIGINALITY AND PURPOSE: Does the project show evidence of originality? Does the project follow through with the initial purposes as expressed?	20	18	16	14	12	10
DEPTH OF STUDY: Does the project show evidence of initiative and creativity in seeking sufficient material, data, and/or evidence in conducting the project and working toward some conclusion?	20	18	16	14	12	10
DOCUMENTATION, ORGANIZATION & PRESENTATION: Does the material presented clearly show evidence that substantiates the conclusions? Is material and data in logical order? Does the material and data contribute to the understanding of the project?	40	35	30	25	20	15
BENEFIT TO THE SELECTED MARKETING INDUSTRY: Will the industry involved benefit as a direct result of this project? Will the selected marketing area benefit as a result of this project?	20	18	16	14	12	10

TOTAL POINTS _____

SPECIAL REMARKS: _____

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DECA

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

POST SECONDARY DIVISION

ERIC

INTRODUCTION

It is important that a local chapter of the Post Secondary Division of the Washington Association of the Distributive Education Clubs of America be successful in its activities. This is true because the program of chapter activities carried on at the local level is the most important phase of the entire structure of DECA. Why? Because:

1. Both the State and National organizations originated from the grass roots of isolated, individual, local chapters.

2. It is at the local level that the greatest amount of member participation takes place.

3. Both the State and National organizations are dependent upon the local chapters. The total organizational chart should be viewed as a pyramid with the local chapters providing the firm foundation that supports the State Association which, in turn, is one of the blocks supporting National DECA. Authority passes from local to State and from State to National.

However, success in chapter activities is more than a statement of fact. Success is evaluated by finding out at the end of the year whether your chapter has truly served the purposes of DECA. Will your chapter activities:

Develop Leadership in the Field of Distribution?

Develop a sense of individual responsibility?

Provide opportunities for intelligent career choice in distribution?

Allow practical application of Distributive Education through competition?

Encourage use of ethical practices in business?

Allow opportunity to appreciate and implement the unenforceable obligations of citizenship?

Provide for mental and physical health through satisfactory social and recreational activities?

Engender a healthy respect for education?

Create and nurture an understanding of our free competitive enterprise system?

Develop an appreciation of civic and social obligations of those engaged in distribution?

The answer is a profound YES, provided the six essential elements of a good local chapter are present:

--Interested members.

--Capable officers and leaders.

--A challenging program of work.

--Distributed responsibility shared by all members.

--Proper equipment and records.

--A knowledge of W-DECA on the part of every member.

POST SECONDARY DIVISION
WASHINGTON ASSOCIATION
DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

HISTORY

The existance of a Post Secondary Division of W-DECA developed and grew as the post-secondary schools initiated Distributive Education Programs. Starting in 1958 representatives from mid-management programs within the state attended the State Leadership Conference of the High School Division of W-DECA. By 1961 the first two post-secondary or mid-management chapters were established. This took place when the Post Secondary Division was established and Yakima Valley College and Columbia Basin College of Pasco received their charters and became affiliated with W-DECA. The first official constitution for the Post Secondary Division was drawn up by Yakima and Columbia Basin and passed in March, 1962.

The Post Secondary Division of W-DECA was one of the first such divisions in the United States. It automatically received recognition at the national level due to the enthusiasm and activities of its members. However, the membership remained small for some years and the delegates of the Post Secondary Division held their State Leadership activities with the High School Division.

Between 1961 and 1969 the membership grew from less than thirty members to over 600 members and in 1966 the first separate Post Secondary State Leadership Conference was held in Yakima. In 1969 there were over 14 chapters, and over 200 delegates were in attendance at the Seventh Annual State Leadership Conference of Washington DECA.

Due to the rapid growth in membership and geographic location of chapters, the number of state officers was expanded so that there would be a regional coordinating chairman in that region of the State not receiving representation on the Executive Council by the position of President or Vice President. In 1969 the Constitution and By-Laws were amended creating an Eastern Vice President and a Western Vice President of the Post Secondary Division.

The W-DECA Post Secondary Division has become identified on its own merits due to the program of activities its officers and members have developed through the years and it is still one of the leading Post Secondary Divisions at the national level.

ORGANIZATION STRUCTURE

The Washington State Association of DECA exists due to its charter granted it by National DECA. In addition, the association exists because of the support it receives from the State Director of Distributive Education. The State Director is in the end responsible for the activities of the organization and its progress. However, the State Director confers with his staff as is indicated in the organization chart by the dotted line between the State DE Director and the State DE Supervisor. In addition, the Director has assigned an individual to be responsible for State DECA activities. This person is called the W-DECA State Advisor, formerly called the State Club Sponsor. The State Advisor is a member of the State

WASHINGTON ASSOCIATION
POST SECONDARY DIVISION
DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

Organization Chart

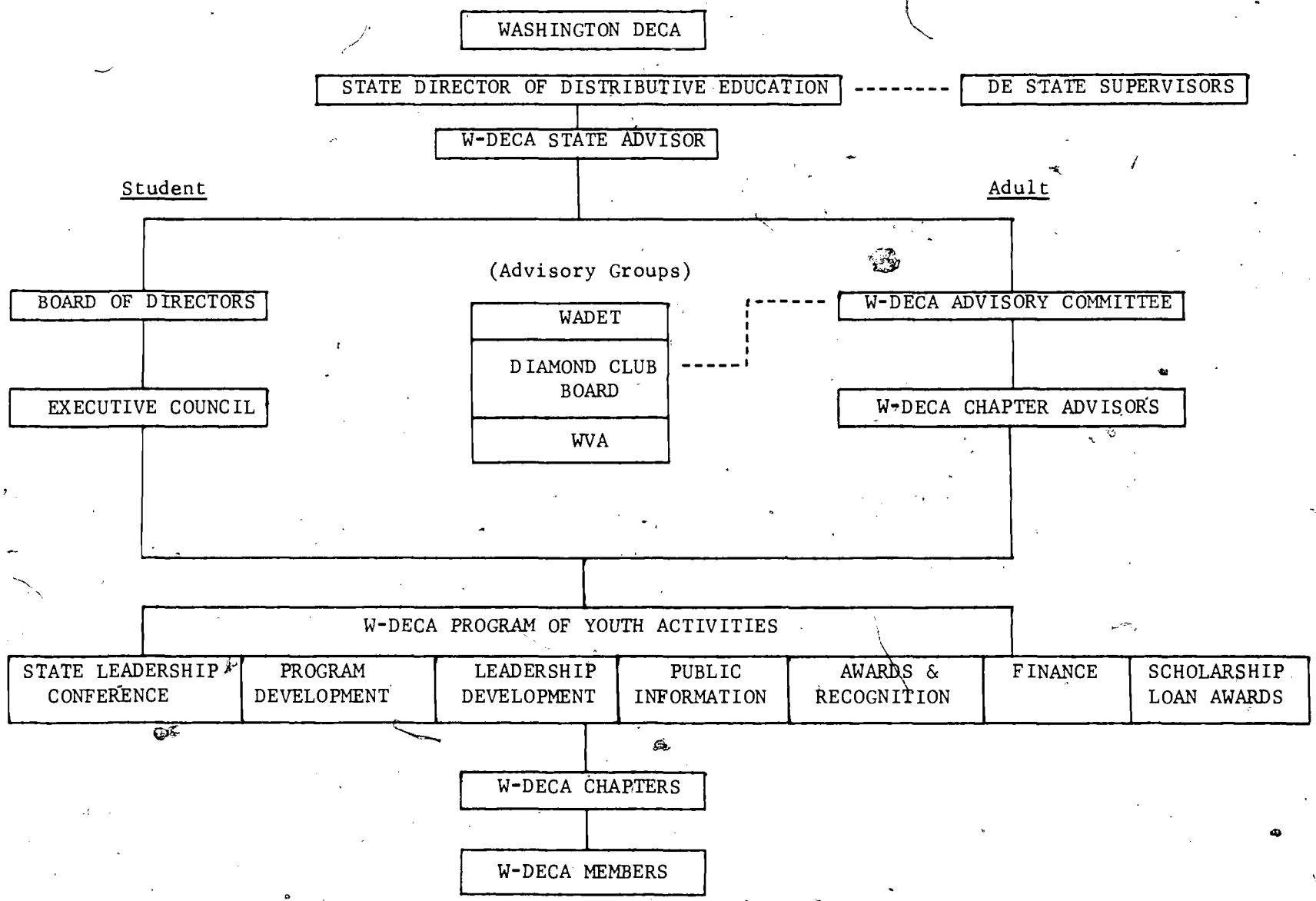

Staff and serves as the representative of the State Director of Distributive Education on all matters pertaining to DECA and affecting the State Division of Distributive Education. Some of the duties and responsibilities of the State Advisor are to:

1. Ensure that the student leadership of the Post Secondary Division of W-DECA is maintained by duly elected officers in accordance with the constitution and by-laws.

2. Organize and direct annual leadership conferences for post secondary students, available to all W-DECA members who meet its attendance criteria.

3. Consult with the State Director of Distributive Education in the development of significant policy and procedural innovations.

4. Promote DECA and its philosophy and ideals throughout the State's business, industrial, governmental, and educational communities.

5. Maintain an open line of communication with national headquarters and where applicable, with representatives of National DECA headquarters.

6. Act as Washington State's representative member of DECA, INC. and consult with the State Director of DE on national and regional trends and proposals.

7. Help and advise in the organization and coordination of inter-chapter meetings within localized geographic areas, involving both teacher-coordinators and DECA members.

You will note in the chart that the Post Secondary Division consists of two groups, an adult group and a student group. The student group is represented by the Board of Directors which consists of one duly elected or appointed student representative from each local W-DECA chapter plus the W-DECA State Officers. It is the responsibility of the Board of Directors to vote on all recommendations concerning policies, procedures and activities of the Post Secondary Division brought before them. Those matters or recommendations receiving the approval of the Board of Directors concerning revisions of the Constitution and/or By-Laws are then voted upon by the Voting Delegates from each chapter. The number of voting delegates a chapter has is expressed in the Constitution and By-Laws for the Post Secondary Division.

It is also the responsibility of the Board of Directors to see to it that the W-DECA State Officers of their division fulfill their responsibilities after having been duly elected by the Voting Delegates at the State Leadership Conference.

The Executive Council consists of nine state officers, five of whom are duly elected and four of whom are appointed by the W-DECA President. Those members of the Executive Council who are elected to office are: President, Western Regional Vice President, Eastern Regional Vice President, Recording Secretary, and Treasurer. The four state officers of the council who are appointed by the President are: Parliamentarian, Reporter, Historian, and Corresponding Secretary.

The Executive Council represents the Board of Directors and in turn the local chapters and their members in matters concerning the operation of the State Association. Members of the Executive Council may make recommendations concerning policy and procedures of the Post Secondary Division of W-DECA. However, all recommendations of the Executive Council will be passed upon by the Board of Directors and in turn by the Voting Delegates when necessary.

All recommendations, as approved by the student group, are reviewed by the W-DECA Advisory Committee before officially being adopted. The W-DECA Advisory Committee consists of a chairman, outgoing member, and incoming member. In addition, the State Director of Distributive Education and the W-DECA State Advisor are members of this Committee and other professional DE Staff members are ex-officio members. Members of the Advisory Committee, other than the State Director and the State Advisor, are appointed by the State Director to serve a three year term. Each appointed member serves as an Incoming Member his first year, Chairman his second year, and as the Outgoing Member his third year. All members appointed must be teacher-coordinators who are also local chapter advisors. Consultants may be appointed to the committee from the field of distribution.

The Advisory Committee also represents the local chapter advisors and reviews recommendations by the chapter advisors concerning any of the areas of the W-DECA program of youth activities. In addition, the Advisory Committee may meet with representatives of three organizations. These organizations include WADET (Washington Association of Distributive Education Teachers), WVA (Washington Vocational Association) and the W-DECA Diamond Club Board which is made up of Diamond Club Members of the W-DECA Diamond Club. It is also the purpose of the "advisory groups" to make recommendations which will enhance W-DECA activities.

It is the purpose, of all individuals and group participants shown in the organization chart, to further the instructional value of W-DECA's program of youth activities in addition to fulfilling their duties as may be outlined in the Constitution, By-Laws, and W-DECA Handbook.

LOCAL CHAPTERS

Below are shown local chapters and the year each became affiliated with the State Association of DECA. All of the chapters listed are not active but as of June, 1969, there were 14 active chapters of the Post Secondary Division of W-DECA.

1961
Columbia Basin College (Pasco)
Yakima Valley College

1962
Everett Junior College
Skagit Valley College (Mount Vernon)

1963
Clover Park Vocational-Technical Institute

1964
Big Bend Community College (Moses Lake)
Edison Technical School (Seattle)
Highline Community College
Spokane Community College

1965
Green River Community College (Auburn)
Shoreline Community College
Wenatchee Valley College

1966
Olympic Community College (Bremerton)

1967
Centralia Community College
Walla Walla Community College

1968
Fort Steilacoom Community College (Lakewood)
Grays Harbor College (Aberdeen)
Peninsula College (Port Angeles)

PAST W-DECA STATE OFFICERS

1959-60
Post Secondary Representative - Robert Leingang, Yakima Valley College

1960-61
Post Secondary Representative - Ron Cooper, Columbia Basin College, Pasco

1961-62
President - Rod Bloom, Yakima Valley College
Vice President - Ron Cooper, Columbia Basin College
Secretary - Karen Cooper, Yakima Valley College
Treasurer - Bob Reese, Yakima Valley College

1962-63
President - John Richardson, Columbia Basin College, Pasco
Vice President - Roland Jones, Yakima Valley College (resigned) Don Bottom, Columbia Basin College (appointed to serve unexpired term).
Secretary - Janet Otis, Columbia Basin College (resigned) Julie Caron, Columbia Basin College (appointed to serve unexpired term).
Treasurer - Toni Barr, Yakima Valley College (resigned) William Underwood, Yakima Valley College (appointed to serve unexpired term).
Parliamentarian - Bryan Nye, Yakima Valley College (resigned) Martha Bell, Yakima Valley College (appointed to serve unexpired term).
Historian - Les Jasper, Columbia Basin College (resigned) George Skinnell, Columbia Basin College (appointed to serve unexpired term).
Reporter - Caroline Zeutenhorst, Yakima Valley College

1963-64

President - Preston Brown, Yakima Valley College
Vice President - John Firlotte, Everett Junior College
Secretary - Julie Caron, Columbia Basin College, Pasco
Treasurer - Keith Alderman, Yakima Valley College
Parliamentarian - Ray Matteson, Columbia Basin College
Historian - Joyce Coppersmith, Columbia Basin College
Reporter - Frank Howell, Everett Junior College

1964-65

President - Jeff Waidner, Yakima Valley College
Vice President - Frank Sebens, Skagit Valley College
(resigned) John Bockenmuehl, Skagit Valley College
(appointed to serve unexpired term)
Recording Secretary - Teri Easterwood, Columbia Basin College
Treasurer - Marilyn Londo, Everett Junior College
Parliamentarian - Dick Nordness, Columbia Basin College
Historian - Jim Hosach, Clover Park Education Center
Reporter - Don Mahardy, Everett Junior College
Corresponding Secretary - Karen Combs, Yakima Valley College

1965-66

President - Mark Osborn, Highline College
Vice President - Tom Schillar, Everett Junior College
Recording Secretary - Laura Wade, Highline College
Treasurer - Mary Lou Turgeon, Columbia Basin College
Parliamentarian - Dave Broce, Everett Junior College

1966-67

President - Mike Smith, Highline College
Vice President - Paul Whitfield, Columbia Basin College
Recording Secretary - Carolyn Soot, Shoreline College
Treasurer - Pat McShane, Highline College
Parliamentarian - Don Laufenberg, Everett Junior College
Reporter - Steve Hendricks, Green River Community College
Corresponding Secretary - Doris Atwater, Highline College

1967-68

President - Richard Anderson, Everett Community College
Vice President - Gary Ehler, Green River Community College
Recording Secretary - Sandee Rogers, Green River Community College
Treasurer - Ron Cooper, Highline College
Parliamentarian - Scott Frasier, Shoreline Community College
Historian - Russel Robinson, Highline College
Reporter - Sharlene Smith, Clover Park Education Center

1968-69

President - Ray Shaw, Highline College
Vice President - Tom Allen, Shoreline Community College
Recording Secretary - Chris Stowe, Green River Community College
Treasurer - Alvin Fisher, Highline College (resigned) Lindsay Gilbreath, Everett Community College (appointed to serve unexpired term).
Regional Coordinating Chairman - John Mosby, Wenatchee Valley College
Parliamentarian - Mike Buchanan, Shoreline Community College
Historian - Linda Riley, Spokane Community College
Reporter - Margaret Lindauer, Clover Park Education Center
Corresponding Secretary - Marilyn North, Highline College

PAST NATIONAL DECA OFFICERS - POST SECONDARY DIVISION

1960-61

Western Region Representative - Robert Leingang, Yakima Valley College

1961-62

National Vice President - Ron Cooper, Columbia Basin College, Pasco

1962-63

National President - John Richardson, Columbia Basin College, Pasco

1963-64

National Secretary-Treasurer - Keith Alderman, Yakima Valley College

1964-65

National President - John Firlotte, Everett Junior College

1965-66

National Western Regional Vice President - Marilyn Londo, Everett Junior College

1966-67

National President - Mark Osborn, Highline College
National Western Regional Vice President - Tom Schillar, Everett Junior College

1968-69

National President - Richard Anderson, Everett Community College
National Western Regional Vice President - Roy Wiseman, Highline College

PAST W-DECA ADVISORY COMMITTEES

1964-65

Richard J. Passage, Yakima Valley College
Howard Kiehlbauch, Columbia Basin College, Pasco

1965-66
Jack Turley, Chairman, Skagit Valley College, Mt. Vernon
Richard J. Passage, Green River Community College, Auburn
Edward Hagenau, Clover Park Vocational-Technical School

1966-67
Edward Hagenau, Chairman, Clover Park Voc.-Tech. School
Jack Turley, Skagit Valley College, Mt. Vernon
Henry Bauer, Wenatchee Valley College

1967-68
Henry Bauer, Chairman, Wenatchee Valley College
Edward Hagenau, Clover Park Vocational-Technical School
Ralph Titchenal, Highline College

1968-69
Ralph Titchenal, Chairman, Highline College
Henry Bauer, Wenatchee Valley College
Richard Leith, Columbia Basin College

THE BOARD OF DIRECTORS - FUNCTION AND SELECTION

The Board of Directors is the official governing body of the Post Secondary (Mid-Management) Division of W-DECA. It is made up of the elected officers (elected at the annual State Leadership Conference): President, Western Regional Vice President, Eastern Regional Vice President, Recording Secretary, Treasurer and the persons appointed by the President to the office of Historian, Parliamentarian, Reporter, and Corresponding Secretary, plus one representative from each active post secondary chapter. This local chapter representative is referred to as a "Chapter Director" and is the official chapter representative at all state functions.

Directors of the Board will:

--attend state, planning, and membership meetings.
--elect replacements of state officers.
--have equal vote on state activities.
--plan and carry out state meetings.

The method of selecting the Chapter Director is a local matter. However, in some chapters:

--The Director is an elected officer.
--The local chapter president is the Director.
--The chapter advisor selects the Director
--The Director is elected from the local Executive Board.

Regardless of how the chapter Director is selected he must:

1. Possess all the characteristics of a good officer.

2. Meet all of the criteria as outlined in the Post Secondary Division By-Laws for representatives to the Board.

POST SECONDARY DIRECTOR
EVALUATION FORM

NAME _____

NAME OF CHAPTER _____

NAME OF SCHOOL _____

- -

1. Employment:

   a. Place of Employment _____

   b. Kind of Business _____

   c. Career Objective _____

2. Confidential Ratings:

   a. Employer - _____

   b. Teacher #1 - _____

   c. Teacher #2 - _____

3. Certificate of Eligibility: This is to affirm that this representative

   a. Is a paid-up member of the Post-Secondary Division of W-DECA.
   b. Is enrolled in the Mid-Management Semínar.
   c. Is presently enrolled as a full-time student.
   d. Is performing satisfactorily in all classes.
   e. That all of the information on this form is correct.

_____
Coordinator

4. Director's Statement of Intent: As a member of the Board of Directors, I shall attend the Fall and January Board of Directors' Meetings and the W-DECA State Leadership Conference. I shall make every effort to attend the DECA National Leadership Conference. I fully understand the responsibilities and obligations of this position, and will carry them out to the very best of my ability. I further understand that if, in the opinion of the majority of the Advisory Committee members, I fail to fulfill my obligations and responsibilities as a Director, I can be removed from the Board of Directors and from any State office to which I might be elected or appointed.

_____
Chapter Director

POST SECONDARY DIRECTOR
EMPLOYER'S CONFIDENTIAL RATING FORM

_____, a Distributive Education Mid-Management trainee has been nominated as a representative to the Board of Directors of the Post Secondary Division, Washington Association, Distributive Education Clubs of America. We are requesting your evaluation of the trainee based on your observations of his performance on the job.

Please circle the word or phrase that, in your judgment, best describes the trainee in relation to each of the characteristics listed.

NAME _____

NAME OF BUSINESS _____

CHARACTERISTICS	DESCRIPTIVE WORD OR PHRASE			
	3 points	2 points	1 point	0 points
1. Learning Ability	Very Rapid	Normal	Below Average	Dull
2. Coverage of Work	Complete	Adequate	Lax	Poor
3. Initiative	Unusual	Average	Unsatisfactory	Poor
4. Ability to Work With Others	Above Average	Average	Fair	Low
5. Others' Attitude Toward Him	Sought Out	Accepted	Tolerated	Rejected
6. Maturity	Well Adjusted	Average	Low	Erratic
7. Self-Confidence	Confident	Average	Low	None
8. Judgment	Unusual	Average	Below Average	Poor
9. Acceptance of Criticism	Responds Favorably	Accepts It	Indifferent	Belligerent
TOTALS				

Please make any special observations about this trainee which are not covered on this form:

_____

_____

_____

TOTAL POINTS RECEIVED _____

POST SECONDARY DIRECTOR
TEACHER'S CONFIDENTIAL RATING FORM

_____, a Mid-Management student and member of the local DECA chapter, has been nominated as a representative to the Board of Directors of the Post Secondary Division, Washington Association, Distributive Education Clubs of America. For that reason, we are requesting your evaluation of the student on the basis of your observation in the classroom.

Please circle the word or phrase that, in your judgment, most nearly describes the student in relation to each of the characteristics listed.

CHARACTERISTICS	DESCRIPTIVE WORD OR PHRASE			
	3 points	2 points	1 point	0 points
1. Learning Ability	Very Rapid	Good	Average	Below Average
2. Coverage of Work	Complete	Good	Average	Lax
3. Concentration on Work	Unusual	Good	Average	Poor
4. Ability to Work with Others	Very Good	Good	Average	Low
5. Others' Attitude Toward Him	Sought Out	Well Accepted	Accepted	Tolerated
6. General Knowledge	Unusual	Good	Average	Poor
7. Maturity	Very mature	Well Adjusted	Average	Erratic
8. Self-Confidence	Confident	Good	Average	Low
9. Written Reports	Outstanding	Good Coverage	Routine	Unsatisfactory
TOTALS				

Please make any special observations about this trainee which are not covered on this form: _____

TOTAL POINTS RECEIVED _____

SIGNED _____

3. Submit, with attachments, the "Post-Secondary Director Evaluation Form" to the W-DECA State Advisor by the Tuesday preceding the Board of Directors' Meeting.

FALL BOARD OF DIRECTORS' MEETING

1. When and where held.

   a. Traditionally held in Olympia.

   b. Usually held the third week in October.

   c. Held simultaneously with the annual High School Governors' Conference and the fall meeting of coordinators and supervisors.

2. Board od Directors' Attendance -- Attendance at Board of Directors' Meeting will be restricted to the following:

   a. The W-DECA State Officers.

   b. One Director, who meets the same work and academic requirements as previously mentioned, from each active chapter.

   c. One alternate Director from each chapter.

      (1) Does not have any voting power.

      (2) Must meet the same criteria as outlined for the Director.

      (3) Must submit "Post-Secondary Director Evaluation Form".

   d. One representative from each Mid-Management Group (either a vocational-technical school or community college) interested in immediate affiliation or further information about the Post Secondary Division of W-DECA.

      (1) Does not have any voting power.

      (2) Must submit "Post-Secondary Director Evaluation Form" and Confidential Rating Sheets to W-DECA State Advisor.

   e. Members of W-DECA Advisory Committee.

   f. Chapter Advisors of Directors.

   g. Guests sent invitations by Advisory Committee.

3. Seating of Directors of established Chapter.

   a. In order for a Director to be officially seated, his chapter's DECA Membership Roster must have been completely filled out and received by the W-DECA State Advisor. In addition, the State Advisor must have received State and National dues for each person listed on the chapter's Membership Roster.

b. Schools will be called alphabetically as will chapters within a school.

4. Agenda will include but not limited to the following:

a. General Session.

b. Chapter Progress Reports.

c. Leadership Development Seminars.

d. State Leadership Conference Proposals.

e. Establishment of Committees.

f. W-DECA State Officer Appointments.

5. Advisory Committee responsibilities

a. Chairman.

(1) Invite W-DECA officers and national leadership delegates to the meeting and introduce them.

(2) Explain the procedures and activities at the State and National Leadership Conferences.

(3) Explain the State and National Program of competitive activities and awards.

(4) Guide and advise the meeting.

(5) Take over all responsibilities of any other advisory committee member unable to attend.

b. Outgoing advisor.

(1) Explain State and National Conduct Rules.

(2) Explain and discuss the importance and values of State and National participation on the part of the students.

c. Incoming Advisor

(1) Explain the responsibilities of the Board of Directors during the year.

(2) Explain the responsibilities of a delegate to the State and National Conferences.

JANUARY BOARD OF DIRECTORS' MEETING

1. When and where held.

   a. Usually held the fourth Saturday in January.

   b. Site to be determined after Fall Board of Directors' Meeting.

2. Who may attend - same as Fall Meeting.

3. Seating of Directors - same as Fall Meeting.

4. Agenda will include but not limited to the following:

   a. Chapter reports.

   b. DECA Month.

   c. State Leadership Conference Details.

   d. Committee Reports.

   e. National Leadership Conference.

5. Advisory Committee responsibilities -- The members shall guide and advise the meeting.

THE W-DECA STATE LEADERSHIP CONFERENCE

1. When and where held.

   a. Held in March and usually starts the last Sunday of the month.

   b. Site determined shortly after the Fall Board of Directors' Meeting by the Executive Council with the approval of the Advisory Committee.

   c. Sites considered are those issuing invitations or proposed by local chapters.

   d. Past SLC sites have included the following:

      Yakima, March 25-27, 1962 (Held concurrently with High School Division)

      Tacoma, March 24-26, 1963 (Held concurrently with High School Division)

      Yakima, March 8-10, 1964 (Held concurrently with High School Division)

      Yakima, March 29-30, 1965 (Held concurrently with High School Division

Yakima, March 27-29, 1966

Yakima, April 2-4, 1967

Yakima, March 24-26, 1968

Spokane, March 23-25, 1969

2. Who may attend.

   a. Any member in good standing of W-DECA who meets the criteria for attendance.

      (1) An active member of W-DECA and DECA.

      (2) Approval of employer.

      (3) Approval of school administration.

      (4) Approval of parents (if under 21 years of age and not married).

      (5) Approval of local chapter advisor.

   b. All local chapter advisors.

   c. Any former W-DECA member invited by the Advisory Committee.

   d. Any adult invited by the Advisory Committee.

   e. Any educator who is interested.

3. The Worthy W-DECA Delegate:

   a. Puts forth a maximum effort in all classes.

   b. Conducts himself at all times so as to be a credit to his local chapter, his school and the entire DE program.

   c. Conducts himself on the job in such a way that he is considered a distinct attribute to the business.

   d. Has taken an active, productive part in local chapter activities.

   e. Has a thorough understanding of DE and DECA.

   f. Wants to attend because of the professional growth that will take place.

4. Purposes and objectives of the W-DECA Leadership Conference.

   a. To develop and encourage:

      (1) High ethical standards in business and in public relations.

      (2) Active leadership ability.

(3) The acceptance of responsibilities in the local community.

(4) Excellence of character and citizenship.

(5) Cooperation with others.

(6) Wider student chapter participation and association.

(7) The feeling of unity.

(8) Further social growth, grace, and confidence.

b. To provide:

(1) An opportunity to exchange ideas between local chapters, thus supplying the vital link between these organizations.

(2) Leadership training.

c. To make possible:

(1) Student participation in a democratic way, promoting democracy in action through parliamentary procedures.

(2) Discussion of mutual problems on a Statewide basis.

(3) The gaining of greater knowledge of the business world.

(4) Discussion of the problems of the State Organization.

(5) Statewide competition, thus giving recognition for individual and group achievement.

(6) Election of W-DECA State Officers.

d. To promote:

(1) Student participation in group activities.

(2) An increased enthusiasm for W-DECA and DECA.

(3) The total Distributive Education program.

(4) The judging and evaluation for achievements of chapters, groups, and individuals against State and National standards.

e. To build:

(1) Character.

(2) Self-confidence.

(3) High standards.

(4) Sound public relations for W-DECA.

(5) Even stronger purposes and objectives.

5. A typical agenda

a. First day

(1) Registration.

(2) W-DECA Board of Directors' Meeting

(3) Parliamentary Procedure & DECA Information Test for Officer Candidates.

(4) General Business Session.

(5) Nominating Committee Meeting.

(6) Keynote Business Meeting.

(7) Competitive Event Instructions.

b. Second day

(1) Morning

--Student Competitive Events Program

(2) Luncheon

(3) Afternoon

--Competitive Events Finals
--Career Workshops

(4) Evening

--W-DECA Awards Banquet
--Awards Presentation Ceremony
--Entertainment

c. Third day

(1) Morning

--Final Business Session
--Election of W-DECA State Officers
--Installation of Newly Elected Officers
--NLC delegates meeting
--Adjournment

(2) Afternoon - Return home.

6. Official Post Secondary Delegate conduct practices and procedures.

a. The term "delegate" shall mean any Mid-Management member of W-DECA attending the National and/or State Leadership Conference.

b. Delegates shall abide by rules, practices and procedures of Mid-Management at all times, from the time they leave home until they return home.

c. Delegates shall keep their adult advisors informed of their activities and whereabouts at all times.

d. Delegates shall stay at the designated hotel or motel, not with friends or relatives while attending the Conference; except that the delegates from the host city may be assigned to other accomodations by their coordinator.

e. Delegates shall not use their own cars or ride in cars belonging to others during the Conference unless authorized by their advisor.

f. Dates shall be permitted to authorized activities only.

g. Dates must be between official delegates, unless authorized by the W-DECA State Advisor.

h. Delegates are not permitted in public dance halls, bars, or night clubs.

i. No alcoholic beverages in any form shall be possessed by delegates at any time or under any circumstances.

j. Delegates shall respect and abide by the authority and prerogatives vested in the Board of Directors, Coordinators, and any authorized representatives of the above-mentioned.

k. All delegates shall be registered and shall attend the workshop, competitive event, committee meetings, etc., for which they are registered, and shall attend all scheduled business sessions and other activities unless specifically excused by the W-DECA State Advisor or his designated representative.

l. Curfew, as shown on the agenda, shall be absolutely adhered to.

m. Dress regulations established for the Conference shall be adhered to. (Men: Suits, Sport Coats or Blazers. Women: Dresses or Skirts and Blazers, Hose.)

n. Delegates will not be allowed in the rooms assigned to the opposite sex unless accompanied by an official Conference Advisor.

o. Delegates violating or ignoring any of the above rules subject their entire delegation to being unseated, its candidates being disqualified, any honors or offices being cancelled and withdrawn from members of the delegation, and the entire delegation being sent home.

7. Procedure for electing W-DECA Officers:

a. Nominations from local chapters.

(1) Every chapter is sent a packet of materials by March 1, including:

(a) Candidate Information-Nomination Form

(b) Employer's Confidential Rating Form

(c) Teacher's Confidential Rating Form

(2) All chapter nominations must be approved by the chapter and the chapter advisor.

(3) Officer candidates are to have Chapter Advisors complete the Candidate Information-Nomination Form including the obtaining of necessary signatures and ratings.

(4) Completed Information-Nomination Forms, including confidential rating sheets, are to be received by the W-DECA State Advisor no later than March 15. Any candidate whose forms are not received by that date will automatically be ineligible to run for office.

b. Campaigning by candidates.

(1) The entire campaign expenditure shall not exceed a cash value of $25. Donated materials and work must be assigned a cash value. Candidates should be prepared to substantiate campaign expenses if requested by the State Advisory Committee.

(2) Only Mid-Management Leadership Conference official delegates may campaign in behalf of a candidate. An "official delegate" is one who is registered as a conference participant.

(3) Use of commercially prepared campaign material is prohibited.

(4) Place for posting campaign materials and posters must be cleared by the State Advisory Committee or its assigned representatives. (The Committee will have worked with the hotel management to determine its restrictions on posting of materials).

(5) Posted materials for any one candidate may not exceed 32 square feet.

(6) The State Advisory Committee will have the final word on the use of material that might be open to question as to its appropriateness.

(7) Any infraction of the above rules may subject the candidate to disqualficiation.

POST SECONDARY DIVISION
CANDIDATE INFORMATION-NOMINATION FORM

Candidate _____ Position Sought _____

Name of Chapter _____ School _____

---

1. EMPLOYMENT. Career Objective _____

   Place of Employment _____

   Kind of Business _____

2. EMPLOYER'S RATING (1) ATTACHED.

3. TEACHERS' RATINGS (2) ATTACHED.

4. CERTIFICATE OF ELIGIBILITY. It is my considered judgment that this candidate has the ability, qualifications, and integrity necessary to do an outstanding job in the position for which he (she) has been nominated. I also affirm that this candidate:

   a. Is a paid-up member of the Post-Secondary Division of W-DECA.
   b. Is enrolled in the Mid-Management Seminar.
   c. Is presently enrolled as a full-time student.
   d. Is performing satisfactorily in all classes.
   e. That all of the information on this form is correct.

_____
Coordinator

5. CANDIDATE'S STATEMENT OF INTENT. If elected, I shall attend the Officers' Training Conference and the W-DECA Leadership Conference. I shall make every effort to attend the DECA National Leadership Conference. I fully understand the responsibilities and obligations of the position I seek and, if elected, will carry them out to the very best of my ability. I further understand that if, in the opinion of the majority of the Advisory Committee members, I fail to fulfill my responsibilities and obligations of office, I can be removed from State office and from any National office to which I might be elected.

_____
Candidate

_____
Date

POST SECONDARY DIVISION
EMPLOYER'S CONFIDENTIAL RATING FORM

_____, a Mid-Management trainee in your firm, will be a candidate for the office of _____ of the Washington Association, Distributive Education Clubs of America, at the forth-coming State Leadership Conference. We are requesting your evaluation of the trainee based on your observations of his performance on the job.

Please circle the word or phrase that, in your judgment, best describes the trainee in relation to each of the characteristics listed.

CHARACTERISTICS	DESCRIPTIVE WORD OR PHRASE			
	3 points	2 points	1 point	0 points
1. Learning Ability	Very Rapid	Good	Average	Below Av.
2. Coverage of Work	Complete	Good	Average	Lax
3. Initiative	Unusual	Good	Average	Poor
4. Ability to Work with Others	Very Good	Good	Average	Low
5. Others' Attitude Toward Him	Sought Out	Well Accepted	Accepted	Tolerated
6. Maturity Rating	Very Mature	Well Adjusted	Average	Erratic
7. Self-Confidence	Confident	Good	Average	Low
8. Judgment	Unusual	Good	Average	Poor
9. Acceptance of Criticism	Responds Favorably	Accepts It	Average	Indifferent
TOTALS				

Please make any special observations about this student which are not covered on this form: _____

_____

_____

_____

TOTAL POINTS RECEIVED _____

SIGNED _____

NAME OF FIRM _____

POST SECONDARY DIVISION
TEACHER'S CONFIDENTIAL RATING FORM

_____, a Mid-Management student, will be a candidate for the office of _____ of the Washington Association, Distributive Education Clubs of America, at the forthcoming State Leadership Conference. We are requesting your evaluation of the student based on your observations of his performance in your class.

Please circle the word or phrase that, in your judgment, best describes the student in relation to each of the characteristics listed.

CHARACTERISTICS	DESCRIPTIVE WORD OR PHRASE			
	3 points	2 points	1 point	0 points
1. Learning Ability	Very Rapid	Normal	Below Average	Dull
2. Coverage of Work	Complete	Adequate	Lax	Poor
3. Initiative	Unusual	Average	Unsatisfactory	Poor
4. Ability to Work with Others	Above Average	Average	Fair	Low
5. Others' Attitude Toward Him	Sought Out	Accepted	Tolerated	Rejected
6. Maturity	Well Adjusted	Average	Low	Erratic
7. Self-Confidence	Confident	Average	Low	None
8. Judgment	Unusual	Average	Below Average	Poor
9. Acceptance of Criticism	Responds Favorably	Accepts It	Indifferent	Belligerent
TOTALS				

Please make any special observations about this student which are not covered on this form: _____

_____

_____

_____

TOTAL POINTS RECEIVED _____

SIGNED _____

c. Pre-election procedure.

(1) All eligible candidates will take a Parliamentary Procedure and DECA Information Test. Contents for the test will be taken from the W-DECA Handbook, National DECA Handbook and Roberts Rules of Order.

(2) All eligible candidates will appear before and be interviewed by a nominating committee consisting of the W-DECA Regional Vice Presidents, Parliamentarian, and the Historian, and an Advisor not associated with a chapter that has a candidate for office.

(3) The nominating committee shall put into nomination those two most qualified candidates for each elective office -- President, Western Regional Vice President, Eastern Regional Vice President, Recording Secretary, and Treasurer. The nominating committee will post, the first evening of the Conference, a list of candidates nominated by the committee for each office and a list of candidates eligible to be nominated from the floor for each office. The test score and nominating committee rating for each candidate shall appear on the lists posted.

d. Election procedure.

(1) Active members of each local W-DECA Chapter shall exercise their voting privileges through the elected chapter voting delegates. Each chapter shall have one voting delegate per vote. The number of votes per chapter will be determined as stated in the Constitution and By-Laws of the Post Secondary Division.

(2) The election of officers will be by secret ballot. Ballots will be counted and votes totaled on an overhead screen visible to all delegates.

(3) A majority of the votes cast is required in order that a candidate be elected to office.

(4) If there are more than two candidates for a given office, and there is not a majority, a re-ballot will take place between the two candidates with the greatest number of votes.

(5) If one candidate has a plurality, but not a majority, and there is a tie for second place, the tie will be broken and the winner will re-ballot against the high candidate.

(6) Ballots will be counted and tallied by the W-DECA Officers present.

e. Installation of officers.

(1) Installation will be conducted by the outgoing W-DECA officers.

(2) Installation will be conducted before the assembled delegates and advisors.

ERIC

POST SECONDARY DIVISION
NOMINATING COMMITTEE CONFIDENTIAL RATING FORM

Candidate _____

Circle the word or phrase that best describes the candidate, as you observed him, in relation to each characteristic listed.

CHARACTERISTICS	DESCRIPTIVE WORD OR PHRASE			
	3 points	2 points	1 point	0 points
1. Appearance	Very Appropriate	Neat	Indifferent	Untidy
2. Knowledge of DE	Unusual	Good	Fair	Poor
3. Knowledge of W-DECA & DECA	Unusual	Good	Fair	Poor
4. Career Objective	Strong Direction	General Idea	Vague	No Direction
5. Job Knowledge	Unusual	Good	Fair	Poor
6. Self-Confidence	Pleasantly	Good	Low	Overly or None
7. Poise	Unusual	Good	Low	Not
8. Ability to Respond	Unusual	Good	Fair	Poor
9. Courtesy	Unusual	Normal	Below Av.	Poor
10. General Impression	Appealing	Good	Indifferent	Repulsive
TOTALS				

NOTES AND COMMENTS: _____

GRAND TOTAL POINTS _____

(3) The newly installed officers will continue in office until they have installed their successors at the next State Leadership Conference.

8. SLC Workshops.

a. Workshops are designed so that groups of students are able to discuss current topics or problems and issues in the areas of marketing and distribution. The workshops are led by experts in the particular area being discussed.

b. The workshop sessions may include areas such as retail advertising, transportation, public relations, communications, local chapter activities and Distributive Teacher Education.

9. The Competitive Events and Awards Program.

a. General purposes and objectives.

(1) To coordinate the various chapter activities with the course work carried on in and outside the classroom.

(2) To recognize outstanding individual and chapter achievements.

(3) To add interest and enthusiasm to regular class work.

b. General Rules and Regulations.

(1) Because the Competitive Events and Awards Program is annually analyzed and evaluated to insure that each competitive activity is educationally sound, specific information as to purposes, specifications, judging, etc. is given in the following pages on competitive events.

(2) All contestants and entries must meet the SLC attendance criteria and the specifications as set forth for each competitive event.

10. The Business Community.

a. Each year, the businessmen from the community hosting the Conference and the surrounding communities take time out from their jobs to participate in the State Leadership Conference.

b. These men and women, who are experts in their respective fields, serve as workshop leaders, judges for the competitive events and conference speakers. They bring to the conference a true-to-life picture of the business world and help to establish a friendly relationship among the students, advisors and the business community.

11. Responsibilities of local chapter advisors:

a. Attend all scheduled meetings.

b. Assist with and supervise student delegates in attendance.

c. Assist with and supervise workshops and discussion groups.

d. Assist with and supervise competitive events and other conference activities.

12. Responsibilities of the Advisory Committee in connection with the W-DECA State Leadership Conference.

a. Chairman.

(1) Work with Adult Conference Chairman in whatever capacity requested.

(2) Attend meeting of prospective delegates to National Conference and advise.

(3) Advise and guide the election of State Officers.

(4) Take over all responsibilities of any other advisory committee member unable to attend.

b. Outgoing Advisor.

(1) Serve as General Workshop Chairman.

(2) Instruct newly elected officers on installation ceremony.

(3) Conduct and supervise parliamentary procedure and DECA information test given officer candidates.

c. Incoming Advisor.

(1) Serve as General Competitive Events Chairman.

(2) Conduct meeting of prospective delegates to the National Conference.

OFFICER TRAINING CONFERENCE

1. When and where held.

a. Held in the month of June or August.

b. Held in Olympia.

2. Who may attend.

a. W-DECA Executive Council.

b. Advisors of the Executive Council Members.

c. Members of the Advisory Committee.

3. Typical Activities.

a. Orientation and Challenges.

b. Leadership.

--Duties and Responsibilities
--Parliamentary Procedures
--Creative Thinking
--Human Relations

c. Publications.

--Distribution
--W-Reporter

d. Public Relations.

--Oral presentations
--Speech preparation
--Use of audio-visuals

e. Program Development.

--Board of Director Meetings
--State Leadership Conference

f. Awards and Competitive Events.

PUBLICITY RELEASES

1. The following are sample publicity releases which pertain to the promotion of the Board of Directors' Meetings and the State Leadership Conference.

2. Do not attempt to use these samples until you have read that section of the Handbook entitled Public Relations.

BOARD OF DIRECTORS' MEETING
PRE-CONFERENCE SAMPLE NEWS RELEASE

(Full Name)	Distributive Education Chapter	For release:
(Full Name)	School	(Day, Date)
(Full Name)	Coordinator	
Phone:		

On (Day), (Month and Date), Distributive Education (or Mid-Management) students from (Number) community colleges and vocational-technical centers will be attending the (Year) W-DECA Fall Board of Directors' Meeting in Olympia.

Representatives attending the meeting will participate in leadership development training sessions and in the establishment of activities and goals for the coming year.

State officers of the Post-Secondary Division of the Washington Association of Distributive Education Clubs of America are: (List names of officers, office and school. Offices are President, Western Regional Vice President, Recording Secretary, Treasurer, Parliamentarian and Corresponding Secretary). At the Board of Directors' Meeting persons will be appointed to the W-DECA State Offices of Reporter and Historian.

DECA serves to supplement instruction which post-secondary and high school DE students receive in the classroom and on the job. Through its many activities and leadership development conferences, DECA helps to develop various capabilities among its members which attribute to the acquisition of desirable knowledges, skills, and attitudes of those engaged in the occupational fields of marketing and distribution. Over (Number) Washington students comprise the membership of Washington DECA. This is a program of instruction designed to prepare students for more productive careers in distributive occupations and to develop future leaders for marketing and distribution.

# # # # # #

STATE LEADERSHIP CONFERENCE
PRE-CONFERENCE SAMPLE NEWS RELEASE

(Full Name)	Distributive Education Chapter	For release:
(Full Name)	School	(day, date)
(Full Name)	Coordinator	
Phone:		

(Name of student), son (or daughter) of Mr. and Mrs. (Father's name), (Address), will leave Sunday for the (Year) Annual State Leadership Conference of the Washington Association, Distributive Education Clubs of America (W-DECA). The Conference will be held at the (Name of hotel) in (City), Washington from March (Dates).

(Student's last name) is (Chapter office) of the (Chapter name) Chapter. He will represent his chapter in the State (Name of event) Competitive Event and will participate in a professional work group on (Subject of workshop), and other activities. Also entered from the (Chapter name) Chapter is the Training Manual on the (Subject matter) by (Student's name) and the Individual Marketing Improvement Project on (Subject matter) by (Student's name).

(Student's last name) is one of twelve (Chapter name) delegates who will be traveling to (City) with (Advisor's name), (Chapter name) Chapter Advisor. The Conference is expected to draw over (number) young leaders of the State youth organization representing (number) chapters.

Designed to develop leadership among youth dedicated to careers in the field of marketing and distribution, DECA will have the services of many leaders from state and nationally known businesses and professional organizations who will contribute their experience and knowledge as workgroup consultants, competitive event judges and evaluation observers.

# # # # # #

THE LEADERSHIP CONFERENCE
POST-CONFERENCE SAMPLE NEWS RELEASE

(Full name) Distributive Education Chapter For release:
(Full name) School (day, date)
(Full name) Coordinator
Phone

(Name of student, son or daughter) of Mr. and Mrs. (Father's name), was one of the (Number) chapter delegates to jubilant Washington DECA members who returned yesterday from the (Number) Annual Washington Distributive Education Student Leadership Conference just concluded in (City), Washington.

According to (Name of school) (Student's last name) reports that the (Chapter name) delegation brought home several awards won in competition with (Number) (or Mid-Management) students from (Number) chapters throughout Washington. (Student's last name), himself, was awarded (Number) place in the (Name of event) competitive event. A (Number) place award was brought back by (Student's name) also of (Chapter's name), for his Training Manual (or Individual Marketing Improvement Manual) on (Subject matter). In addition, the (Chapter name) Chapter was given recognition as a member of Washington DECA and received its chapter charter.

The (Chapter name) delegates traveled to the State Leadership Conference with their Chapter Advisor (Advisor's name), as the official representatives of the (Chapter name) of the Washington Association, Distributive Education Clubs of America.

# # # # # #

STATE LEADERSHIP CONFERENCE
DELEGATE EVALUATION SHEET

1. What activity of the State Leadership Conference made the most favorable impression on you? _____

2. What was your impression of the general business sessions? What changes would you make, if any? _____

3. Were you satisfied with the way your particular competitive event was handled and/or conducted? What were the good and bad points? What suggestions would you make concerning the operation of that competitive event next year? What suggestions would you make concerning the preparation one needs before entering and competing in such a competitive event? _____

4. What comments do you have concerning the Awards Banquet? _____

5. Did you like or dislike the seminar sessions with the businessmen who represented various phases and/or fields in the areas of marketing and distribution? _____

6. What was your impression of the W-DECA Leadership Conference as a whole? For example:
   a. Did it help you to understand DECA more thoroughly?
   b. Was the conference a learning experience and if so why?
   c. Would you attend the conference again if given an opportunity next year?
   d. Would you urge your fellow DECA members to attend next year? What would you tell your fellow DECA members who did not attend the conference this year so that they might attend next year?

7. Additional Commen

WASHINGTON DECA CONSTITUTION
MID-MANAGEMENT DIVISION
1969 Revised

ARTICLE I. NAME: The official name of this organization shall be: The State Mid-Management Division of Washington DECA.

Definition: The State Mid-Management Division of Washington DECA (commonly referred to as the Post-Secondary Division, W-DECA) is an affiliate of the Distributive Education, Clubs of America, a national organization of students preparing for leadership in distributive occupations.

ARTICLE II. PURPOSES:

1. To encourage and develop within the membership the qualities of character, useful citizenship, and a high standard of professional business ethics which will assure each individual the fullest possible development of himself and his personal goals.

2. To promote competent and aggressive leadership in business through training and executive development.

3. To promote professional contacts with various organizations and associations concerned with the development of future leaders in business and industry.

ARTICLE III. ORGANIZATION:

Section 1. The State Mid-Management Division of Washington DECA, a division of the Washington Association, Distributive Education Clubs of America, is made up of the local Mid-Management DECA organizations, each operating in accordance with the charter granted by DECA, Inc., to the Washington Association, Distributive Education Clubs of America and the Charter granted by the Washington Association, Distributive Education Clubs of America.

Section 2. The Administration of the Mid-Management Division of Washington DECA shall be vested in the office of the State Director of Distributive Education for the State of Washington.

Section 3. The operation of the Mid-Management Division of Washington shall be the responsibility of the Washington DECA Advisory Committee, consisting of three Mid-Management Coordinators appointed by the State Director of Distributive Education. The members of the committee shall serve terms of three years, with one new and one retiring member each year. The

chairman shall be the mem[illegible] second [illegible] members [illegible] tor to serve out [illegible] vaca[illegible]

ARTICLE IV. MEMBERSHIP:

Section 1. The me[illegible] Divisi[illegible] dual m[illegible] associ[illegible] membe[illegible]

Section 2. The [illegible] nized [illegible]

a. ACTI[illegible] Manage[illegible] or uni[illegible] status. He must be a[illegible] local and state standa[illegible] dues on the local, state [illegible]

b. ASSOCIATE MEMBER: Students who are [illegible] but not now enrolled in the Mid-Management [illegible] gram. They must pay local, state and [illegible] dues. They may not hold office on the [illegible] or national level or participate in [illegible] on the state and national level [illegible] participate actively in local chapter [illegible] but cannot hold office in the local [illegible]

c. HONORARY MEMBER: Honorary membership may be extended to any individual making an outstanding contribution to the field of marketing and distribution, or to State Mid-Management Division of Washington DECA; approval of the Advisory Committee is necessary.

ARTICLE V. VOTING:

Active members of each local W-DECA chapter shall exercise their voting privileges through the elected state delegates. These delegates represent their local chapter(s) at the State Leadership Conference. Each school shall receive two (2) votes for active W-DECA members. In addition for every 10 members one additional vote will be given to the school up to 30 members (3 votes). For additional members one vote will be allocated for each additional 50 members. Votes may be cast as a block or divided singularly. Absentee votes shall not be accepted, and the chapter shall in no case be entitled to more votes than the number of delegates it has in attendance at the State Leadership Conference.

hall be two Board of Directors meeti
ld annually with the time and
ted by the Advisory Committee o
agement Division of Washington DE
ate President shall presi meetin

on officers Washington DECA, Post-Secondary
sion s be President Western Regional
, astern Regi l Vice-Presi-
ng Secretary, C esponding Sec-
Tr surer, Pa iamentarian, Histor
er. An individual who has been
or appointed to a State office
forfeit their loca hapte tio
position is held. shall decline
er to hold a local cha office, i
opportunity is presente them.

Board of Directors sha mpose
esentatives from each af chapter
the duly elected and appointe e
ficers.

The qualifications and duties of the state officers and Board of Directors shall be spelled out in the laws of this constitution.

ICERS: 0

ion 1. The following officers shall be elected by a majority vote of voting delegates at the State Leadership Conference of Washington DECA: President, Western Regional Vice-President, Eastern Regional Vice-President, Recording Secretary, and Treasurer.

The offices of Corresponding Secretary, Historian, Parliamentarian and Reporter shall be appointed by the newly-elected President. Appointive officers, other than Corresponding Secretary, shall not be filled by members from chapters having two or more elected and/or appointed officers.

Section 2. Officers elected at one annual meeting will continue to hold office through the next annual meeting.

Section 3. Vacancies occurring in any of the elected state officer positions will be filled by a majority vote of the members of the State Board of Directors at the time the vacancy occurs.

Appointive offices which are vacated will be filled by a member of the Board of Directors appointed by the President.

Section 4. No one person may be elected to any one office for two consecutive years.

ARTICLE IX FINANCE

Section 1. State and National dues shall be payable at the fall conference and state dues will be determined by the voting delegates at the annual State Leadership Conference.

Section 2. Dues for students entering organizations during the mid-year will be payable on or before the National Leadership Conference or quarter, whichever is earlier.

ARTICLE X AMENDMENTS: To amend this constitution, the proposed amendment must be presented by State Association voting delegate, at any conference, to the Vice President, who will in turn present it to the Board of Directors. The amendment must be passed by three-fourths majority vote of the present Board members. The amendment will then be presented at the next general meeting of the State Conference of the voting delegates who may adopt it by a three-fourths majority of the voting delegates present.

ARTICLE XI. RULES, REGULATIONS, AND BY-LAWS: The division will adopt any such rules, regulations, and by-laws as are deemed necessary by the voting delegates and the Washington DECA Advisory Committee to operate the Division.

WASHINGTON DECA CONSTITUTIONAL BY-LAWS
MID-MANAGEMENT DIVISION
1969 Revised

Section 1: A. QUALIFICATIONS FOR EACH OFFICE SHALL INCLUDE THE FOLLOWING:

1. President: A candidate for the office of president should be familiar with the structure of the state organization. He should have a working knowledge of the state constitution and the by-laws; and parliamentary procedure. He should have an ability to speak and express himself before the Board of Directors, as well as other groups.

2. Vice President:
   (a) The Senior Vice-President shall be that Vice-President, Eastern or Western, whose local chapter is located on the opposite side of the State from that of the elected President. The Senior Vice-President shall assume the responsibilities when he is unable to do so.
   (b) The Senior Vice-President shall follow up on the activities of all committees by communicating with the committee chairmen.

3. Recording Secretary: A candidate for the office of recording secretary should be capable of keeping minutes of meetings that are well written and up-to-date. He should have the ability to write neatly, as well as to organize and express thoughts well in writing. He should keep in touch with the corresponding secretary, so both are aware of all issues and events.

4. Corresponding Secretary: A candidate for the office should be able to take dictation from the president, and be proficient in typing. He should be able to keep accurate records of all correspondence written, as well as received.

5. Treasurer: A candidate for treasurer must have a reputation for honesty. He should have an understanding of the fundamentals of bookkeeping and be able to record financial transactions neatly and legibly.

6. Parliamentarian: A candidate for the office of parliamentarian must have a working knowledge of the constitution and by-laws and accepted parliamentary procedures as outlined in Robert's Rules of Order. He should be able to make mature decisions concerning any questions having to do with parliamentary law.

7. Historian: A candidate for historian should have an ability to keep neat, well-organized records. He should be able to make clear and interesting reports and have an interest in preserving a record of the organization's activities through words and pictures.

8. Reporter: A candidate for the office of reporter must have a facility for written communications. He must be interested in getting the clubs in the organization in every type of news release available to him. He should be able to recognize feature material and be able to present it in an original manner. In addition, he should be willing and have the ability to meet people, such as newspaper reporters and broadcast announcers. He must be able to instill in the local chapter reporters a willingness to contribute news items which can be published in the state publications as well as in the national publications.

B. In addition to other qualifications, officer candidates shall meet the following criteria, evidence of which shall be submitted to the State Director during the month of March and before the State Leadership Conference, for the consideration of the Board of Directors in determining eligibility for candidacy.

1. Scholarship:
   a. In order to qualify, a mid-management student must present adequate evidence of satisfactory academic achievement.

2. Employment:
   a. Candidate must be employed in a school approved training station.

3. Instructors' Ratings:
   a. Candidate must be recommended by at least two instructors in whose class he is presently enrolled or under whom he has spent at least a full quarter, or by one instructor and the training station sponsor.

4. Enrollment:
   a. Candidate must be enrolled as a full-time student.
   b. Candidate must be enrolled in Mid-Management seminar.

5. Certificate of Eligibility:
   a. Coordinator affirms the correctness of the information.
   b. Coordinator affirms his recommendation of the candidate on the basis of ability, scholarship, qualifications, and character.

6. Candidate's Statement of Intent:
   a. Candidate affirms his recognition of the responsibilities of a member of the Board of Directors.
   b. Candidate recognizes his increased obligations beyond the local and state clubs and the school, as a result of being a member of the Board of Directors.

Section II. DUTIES OF STATE OFFICERS:

1. President: Conduct all meetings according to parliamentary law as outlined in Robert's Rules of Order. Prepare a definite program of work for each meeting.

Call and plan special meetings which are deemed necessary. Appoint needed committees and serve as ex-officio member on each of them. Delegate duties to the Vice President, such as ex-officio chairman of each committee. Keep abreast of current activities by communicating with all other officers.

2. Vice President: Assume the responsibilities of the president when he is unable to do so. Follow up on the activities of all committees by communicating with the committee chairmen. Assist the president in every way possible to provide effective activity leadership.

3. Recording Secretary: Prepare and read the minutes of the meetings. Keep an attendance report of all members present at the meetings. Assume charge of the meeting in the absence of the president and vice president. Keep accurate information in regard to any motions pending before the Board of Directors. Supply any information contained in the minutes which is requested by the president, other officers and representatives, and members. Make available to the president a list of any unfinished business and announcements prior to the meetings. Count and record riding votes on any issue during the meeting.

4. Corresponding Secretary: Take dictation from the president and type any correspondence requested by him. Personally answer any correspondence received, if so authorized by the president.

5. Treasurer: Take receipt of and care for all funds received from the local chapters, and any other organizations. Actively participate in preparing the budget. Pay any bills as so designated by the president. Keep accurate records of all dues from local chapters. Prepare an accurate and up-to-date report of the financial status of the organization and present it at the meeting when requested to do so.

6. Parliamentarian: Know parliamentary law and use it effectively. Make rulings on any matters which are questionable when requested to do so.

7. Historian: Collect all news stories and feature articles pertaining to the State organization and its local chapters. Keep a scrapbook or other means of permanently preserving these articles and pictures. Give an annual report to the Board of Directors, or the entire organization at the State Conference, summarizing the activities and accomplishments of the organization during the past year. Make the scrapbook available for the general membership perusal. Make sure that the scrapbook and all other information is passed on to the next historian.

8. Reporter: Keep the public (colleges, civic and business organizations and the general public) informed of all activities of the state and national DECA organization. Write news articles for publication in state and national DECA publications and in the public news media of the state.

Section III. BOARD OF DIRECTORS

A. The Board of Directors of Washington DECA Mid-Management Division shall consist of the elected and appointed officers and one director from each local chapter. One alternate director may be present at the board meetings. The alternate may participate in the meetings at which the regular directors are present but shall not be considered as being an active board member and shall be vested with the power to vote only in the absence of the director.

B. The criteria to be met by the director and alternate director of each chapter before appointment to the Board of Directors of the Mid-Management Division of Washington DECA shall be the same as those for the elected and appointed state officers, as outlined in Section I B, 1 through 6 of these BY-LAWS.

Responsibilities of the Board of Directors:

a. To attend state, planning, membership meetings.
b. To elect replacements of state officers.
c. To have equal vote on state activities.
d. To plan and carry out state meetings.

Section IV. ELECTIONS AND CAMPAIGNING

1. W-DECA voting delegates of the Post Secondary Division will elect a complete panel of officers at the State Leadership Conference. The nominating committee, consisting of the Western Regional Vice-President, the Eastern Regional Vice-President, the Parliamentarian, and the Historian, will screen applicants for candidacy. An advisor shall be appointed by the state office to sit in on the nominating committee, the only qualifications being that he not be associated with a school that has a candidate for office. In the event that no such school exists a member of the advisory board shall be the advisor.

2. Qualified candidates will be nominated from the floor with introductory speeches not to exceed one and one-half minutes, which may be followed by a two-minute speech from the nominee.

3. Voting will be by open ballot and in accordance with Article VIII of the main body of this constitution.

4. Campaigning is permissible prior to the conference by mail or visitation. Campaigning at the State Conference should be conservative.

BEST COPY AVAILABLE

OPING FUTURE LEADERS FOR MARKETING AND DISTRIBUTION

WASHINGTON ASSOCIATION
DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

COMPETITIVE ACTIVITIES PROGRAM

POST SECONDARY DIVISION

ERIC

WASHINGTON ASSOCIATION DISTRIBUTIVE EDUCATION CLUBS OF AMERICA
Post Secondary
COMPETITIVE ACTIVITIES AND AWARDS PROGRAM

CRITERIA

The Competitive Activities Program for the Post Secondary Division of W-DECA is designed to recognize the members and their local chapters. In the development of this program, each activity has been analyzed and evaluated from the standpoint of being educationally sound. Every effort has been made to keep the competitive events practical and to make them realistic and helpful as an educational experience for the participants. The following criteria are used to analyze and evaluate the program of activities.

Provide learning experience which will contribute to vocational competence for careers in marketing, merchandising and management.

Provide co-curricular activity relating directly to classroom instruction.

Contribute to Distributive Education and its educational objectives.

GENERAL RULES AND REGULATIONS

1. All participants shall be active members of the Post Secondary Division of Washington DECA with the current year's dues paid.

2. All student participants will be bonafide mid-management students enrolled in a mid-management seminar and employed in an acceptable training station.

3. All participants and entries in a specific competitive activity shall have been authorized for entry by that chapter and teacher/coordinator.

4. All contestants and entries must meet specifications set forth for each competitive event.

5. A contestant may enter only one of the Participation Contests as all are conducted at the same time during the State Leadership Conference.

6. Spectators, photographers, reporters, and chapter advisors will not be permitted to attend contests while in progress except by prior approval from the conference chairman.

CONFERENCE PARTICIPATION CONTESTS

TRAINING MANUAL
INDIVIDUAL MARKETING IMPROVEMENT
MARKETING-PROBLEM SOLVING
MANAGEMENT DECISION MAKING IN HUMAN RELATIONS
PUBLIC SPEAKING
IMPROMPTU SPEECH
MANUFACTURER SALES REPRESENTATIVE
ADVERTISING AND PROMOTIONAL PLAN

WASHINGTON ASSOCIATION
DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

Post Secondary Division
(Year) STATE LEADERSHIP CONFERENCE

PROJECT SUMMARY FORMAT

Competitive Activity -

Title of Entry -

Name of DE Student or DECA Chapter -

Name of Chapter Advisor -

School -

City - State - Zip Code -

PURPOSE -

OUTSTANDING FEATURE(S) -

ONE PAGE MAXIMUM

SUMMARY -

Title:	ADVERTISING AND PROMOTIONAL PLAN	
Type:	Team planning and presentation	
Level:	State	
Awards:	State	Trophies - 1st, 2nd and 3rd Place Team Winners State Honor Awards - 4th Place Team Winners

ADVERTISING AND PROMOTIONAL PLAN

PURPOSE: To develop the contestants' ability to organize and present information in an effective manner to a group and to develop the participants' ability to plan an advertising campaign for a service, product, company, or a retail business.

SPECIFICATIONS:

1. A team of two people will prepare the entry and will make the oral presentation. (If extenuating circumstances preclude the attendance of one of the team members at the conference, one person may make the oral presentation. Written notice of this deviation from the rules must be signed by the coordinator and given to the contest chairman prior to presentation time.)

2. The team will play the role of an advertising agency in selling a promotional campaign to a prospective client-advertiser.

3. Contestants must prepare examples (in the form of a prospectus) of all forms of advertising media necessary for the campaign. (A copy of the prospectus must be in the hands of each judge for evaluation.)

4. There will be a fifteen-minute time limit for the oral presentation and judges' questioning. Judges will be given an additional five minutes for evaluation and may, at their discretion, request the team to remain for further questioning. In no case will total elapsed time exceed twenty minutes.

5. The business or product will be of students' own choice.

6. Material must be original and prepared by contestants.

JUDGING:

1. Judges shall consist of three persons in each preliminary who are versed in the field of advertising.

2. There will be as many preliminary contests as needed, depending upon the number of contestants.

3. Judging will be based on originality and completeness.

4. Judges will use the prospectus as a guide in following the team's oral presentation.

5. Total presentation, including prospectus, will be considered in judging.

6. If there are preliminaries, the top six contestants (or top two from each preliminary, whichever is the larger number) will participate in the finals before three different judges.

7. The winners will be those with the highest total point score.

8. The finals will be regulated in the same manner as the preliminaries.

ENTRIES: Chapters with membership of twenty or more - two (2) entries.

Chapters with membership less than twenty - one (1) entry.

ADVERTISING AND PROMOTIONAL PLAN RATING SHEET

CONTESTANTS' NAMES: _____ and _____

CHAPTER _____ SCHOOL _____

BUSINESS, PRODUCT OR SERVICE BEING PROMOTED _____

Directions: 1. Fill out separate rating sheet for each team of contestants.
2. Circle one (1) number behind each main point.

	Excellent	Very Good	Good	Fair	Poor	Inadequate
1. OPENING: Consider - Personal introduction; opening statement; confidence.	10	8	6	4	2	0
2. PRESENTATION: Consider - Was presentation clear? Was client given opportunity to talk and ask questions? Was presentation too rapid or too slow?	20	18	16	12	10	5
3. VISUAL AIDS: Consider - Logical order of presentation of audio-visual aids; use of prospectus as a selling tool.	15	12	9	6	3	1
4. USE OF MEDIA: Consider - Effectiveness of audience selection by suggested media; cost of media used compared with potential gain.	15	12	9	6	3	1
Consider - Probable effectiveness of copy and/or illustrations; originality; media continuity, quality of examples.	15	12	9	6	3	1
5. ORGANIZATION OF PRESENTATION: Consider - Neatness and organization of material; order of presentation.	10	8	6	4	2	1
6. CLOSE: Consider - Summary and conclusion of presentation; opening for future interview.	15	12	9	6	3	1
7. APPEARANCE, POISE AND CONFIDENCE	5	4	3	2	1	0
8. TEAM EFFORT: Consider - Evidence of a team effort in development and presentation of plan.	5	4	3	2	1	0
		TOTAL POINTS				

Judge's Comments: _____

INVENTORY TROUBLE.

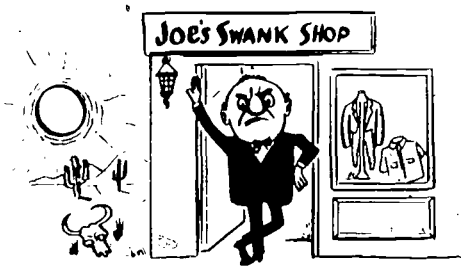

POOR LOCATION

INADEQUATE SALES

COMPETITIVE WEAKNESS

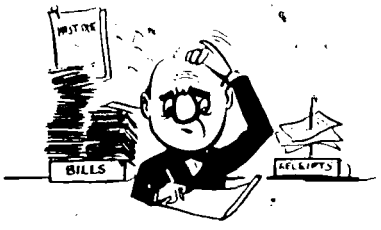

POOR COLLECTIONS

Title:	MARKETING PROBLEM-SOLVING	
Type:	Team problem analysis and presentation	
Level:	State and National (National event entitled Management Decision Making in Merchandising)	
Awards:	State	Trophies - 1st, 2nd and 3rd Place Team Winners State Honor Awards - 4th Place Team Winners
	National	Trophies - 1st, 2nd and 3rd Place Winners. (The National event is not a team event)

MARKETING PROBLEM-SOLVING

PURPOSE: To encourage the student to conceive and to propose plans of action affecting the future of a given business enterprise; then to discover and critically analyze inherent problems and advantages of such proposals.

To acquaint the student with the "team approach" to the solution of marketing problems affecting the long-run direction of an enterprise.

SPECIFICATIONS:

1. A team of two people will prepare the solution and recommend action concerning a problem in marketing and distribution.

2. The team will play the role of partners in, or top management for, one of the three kinds of business designated.

3. Problems will be from the fields of (a) Retailing, (b) Wholesaling, and (c) Distributive Services.

4. Each team will be assigned the problem related to the field it selects.

5. The problem will be provided to the teams at the Competitive Event Instruction Meeting.

   a. Preparation may begin immediately upon receipt of the problem.
   b. Preparation must be completed by presentation time.
   c. Contestants may use any printed reference materials available but may not discuss the problem verbally or in writing with <u>anyone</u> other than the team partner. Any infraction of this rule will result in immediate disqualification.

6. There will be a fifteen-minute time limit for oral presentation of a solution and decisions necessary for implementing the solution. Judges will be given an additional five minutes for evaluation and may, at their discretion, request the team to remain for further questioning. In no case will total elapsed time exceed twenty minutes.

7. Contestants shall provide their own materials: rulers, pencils, charts, reference materials, etc.

JUDGING:

1. Judges shall consist of three persons (one of whom is involved in the management of each of the three fields of business designated for competition) in each preliminary.

2. There will be as many preliminary contests as needed depending upon the number of contestants.

3. If there are preliminaries, the top six contestants (or top two from each preliminary, whichever is the larger number) will participate in the finals before three different judges.

4. The winners will be those with the highest total point score.

5. The finals will be regulated in the same manner as the preliminaries.

ENTRIES: Chapters having twenty members or more - two (2) team entries.
Chapters having less than twenty members - one (1) team entry.

MARKETING PROBLEM-SOLVING RATING SHEET

CONTESTANTS _____ and _____

CHAPTER _____ PROBLEM FIELD _____

Directions: 1. Fill out a separate rating sheet for each team of contestants.
2. Circle one (1) number behind each main point.

	Excellent	Very Good	Good	Fair	Poor	Inadequate
STATEMENT OF THE PROBLEM						
A. Exhibits clear-cut understanding of the basic problem	8	6	4	3	1	0
B. Exhibits recognition that related problems exist	6	4	3	2	1	0
SOLUTION						
A. Shows effective use of logic	9	6	5	3	1	0
B. Shows strong evidence of ultimate improvement of company's market position	8	5	3	2	1	0
C. Indicates recognition and realistic treatment of allied problems	8	5	3	2	1	0
D. Anticipates nature of and suggests probable solutions to problems resulting from action, or lack of action, taken	10	8	6	4	1	0
PRESENTATION						
A. Clarity of expression	5	4	3	2	1	0
B. Organization of ideas	8	6	4	3	1	0
C. Presentation shows evidence of a team effort	5	4	3	2	1	0
D. Judge's weighted, subjective evaluation of total performance--a general impression	8	6	4	3	1	0
	___	___	___	___	___	___

TOTAL POINTS _____

Judge's Comments: _____

Title:	PUBLIC SPEAKING	Title:	IMPROMPTU SPEECH
Type:	Fully Prepared Speech	Type:	Semi-extemporaneous Speaking
Level:	State		
Awards:	State	Trophies - 1st, 2nd, and 3rd Place Winners State Honor Awards - 4th Place Winners	

PUBLIC SPEAKING

PURPOSE: To provide an opportunity for the contestants to develop poise, confidence, and ability to organize and present a prepared presentation to an individual or a group.

SPECIFICATIONS:

1. A list of topics will be sent to all local chapters at least six weeks before the conference.

2. Contestants may elect to speak on any topic listed.

3. Each speech will be a minimum of five (5) minutes and a maximum of six (6) minutes. (A warning signal will be given at 4½ minutes, 5 minutes, 5½ minutes and 6 minutes. There will be a penalty of five (5) points for every thirty (30) seconds or portion thereof under 5 minutes or over 6 minutes. The judges will not allow any contestant to continue beyond eight (8) minutes.)

4. Only those notes contained on one side of three (3), 3" x 5" cards may be used.

5. Contestants will draw numbers for speaking positions.

JUDGING:

1. There will be three judges, knowledgeable in speech and business, in each preliminary.

2. There will be preliminary contests as needed, depending upon the number of contestants.

3. If there are preliminaries, the judges will select the top six contestants (or top two from each preliminary, whichever is the larger number) for the finals.

4. Topics for the finals will be the same as for the preliminaries.

5. Finalists will give their speech in front of three new judges.

6. The finals will be regulated in the same manner as the preliminaries.

7. The winners will be those scoring the most total points when all the judge's scores are added together and the penalty points have been subtracted.

NOTE: There will be no preparation period at the conference in the Public Speaking Contest.

ENTRIES: Shall be limited to two (2) contestants from each local chapter.

IMPROMPTU SPEECH

PURPOSE: To develop students' ability to quickly organize ideas and to present those ideas in an effective manner to an individual or a group.

SPECIFICATIONS:

1. The speech topic will be the same for all contestants. Topics will center on the principles of marketing and distribution.

2. Each contestant will have 10 minutes to prepare his speech.

3. Each speech will be a minimum of four (4) minutes and a maximum of 5 minutes. (A warning signal will be given at 4 minutes, 4½ minutes and 5 minutes. There will be a penalty of five (5) points for every thirty (30) seconds, or portion thereof, under four minutes or over five minutes. The judges will not allow any contestant to continue beyond 5½ minutes.)

4. The contestant will be allowed to use only blank paper and pencil to organize his speech. No reference materials of any kind are allowed. The contestants will be provided with pencil, paper, and a 3" x 5" card.

5. Only those notes written during the ten minute preparation period on 3" x 5" cards may be used by the contestant during his presentation.

6. Contestants will draw numbers for speaking positions.

JUDGING:

1. Judges shall consist of three persons knowledgeable in speech and business.

2. There will be preliminary contests as needed, depending upon the number of contestants.

3. If there are preliminaries, the top six contestants (or top two from each preliminary, whichever is the larger number) will be given a second topic for the finals.

4. The winners will be those scoring the most total points when all the judges' scores are added together and the penalty points have been subtracted.

5. The finals will be regulated in the same manner as the preliminaries.

6. Finalists will give a different speech in front of new judges.

ENTRIES: Shall be limited to two (2) contestants from each local chapter.

SAMPLE TOPICS:

"What is the value of public relations?"
"Does Advertising Pay?"
"What is Profit?"

SPEECH RATING SHEET

(For all Speech Contestants)

CONTESTANT_____ CHAPTER_____

LENGTH OF PRESENTATION: _____ Minutes _____Seconds

DIRECTIONS: 1. Fill out a separate rating sheet for each contestant.

2. Circle one (1) number behind each point listed.

	Very Good	Good	Average	Fair	Poor
1. OPENING -- appearance, introduction	10	8	6	4	2
2. VOICE -- pitch, tempo, volume and enthusiasm	10	8	6	4	2
3. PLATFORM DEPORTMENT -- gestures, poise, eye contact, mannerisms	10	8	6	4	2
4. ORGANIZATION -- logic, clarity, suitability, coherence	20	16	12	8	4
5. MECHANICS -- diction, grammar, pronunciation, word picture, emphasis	10	8	6	4	2
6. CONTENT -- facts, value of ideas, validity of ideas	30	24	18	12	6
7. CLOSE -- summary, conclusion	10	8	6	4	2

TOTAL GROSS POINTS: _____

JUDGE'S COMMENTS: _____

(FOR CONTEST CHAIRMAN'S USE ONLY)

Total of Gross Points Received from all Judges _____

Minus Penalty Points (_____)

TOTAL NET POINTS _____

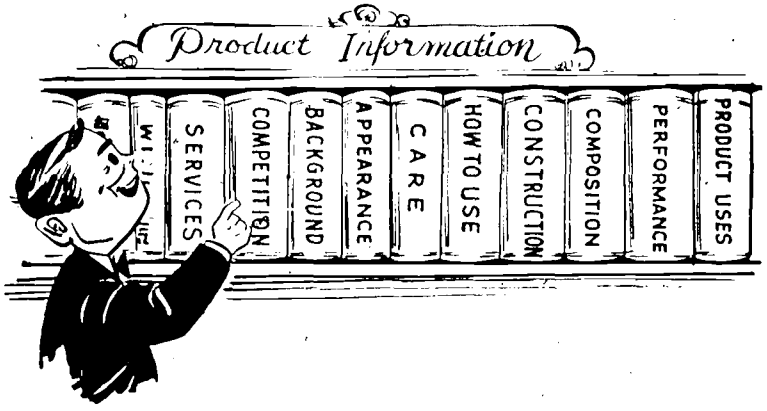

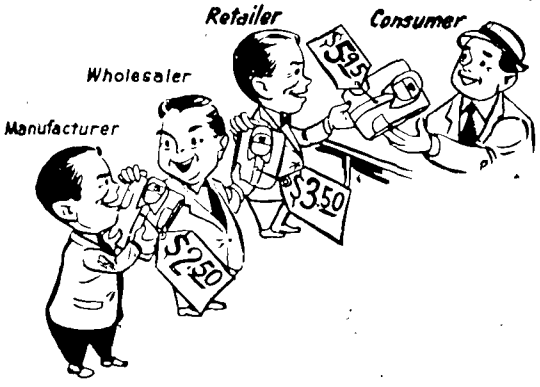

Title: MANUFACTURER'S SALES REPRESENTATIVE

Type: A Sales Demonstration

Level: State and National
(National event entitled Sales Manager Meeting)

Awards: State — Trophies - 1st, 2nd and 3rd Place Winners
State Honor Award - 4th Place Winner

National — Trophies - 1st, 2nd and 3rd Place Winners

MANUFACTURERS' SALES REPRESENTATIVE

PURPOSE: To provide an opportunity for a student to demonstrate his ability to organize and give a persuasive sales presentation.

SPECIFICATIONS:

1. Contestant will assume the role of a manufacturer's sales representative, making a presentation to a committee of three buyers (purchasing agents).

2. Contestant will have a choice of making a presentation on:
   a. An item or items to be used by the company represented by the buyers.
   b. An item or items to be sold at retail by the company represented by the buyers.

3. All materials including audio and/or visual aids, used by the contestant in his presentation, may be commercially prepared.

4. Each contestant is to furnish his own materials for the contest including merchandise or facsimile, or pictures of same; audio and/or visual aids; and other materials including orderbook, pen and pencil, and notepaper. Nothing will be provided at the contest except a table to be used as a counter or display table.

5. Contestants will draw for order of presentation.

6. Contestants will have 10 minutes to complete the sales presentation and an additional 5 minutes will be allowed for the buyers to question the contestants. Total time allowed, including contestant's presentation and buyer's questions, shall not exceed 15 minutes.

JUDGING:

1. Judging will be done by three representatives, preferably purchasing agents, in each preliminary.

2. There will be as many preliminary contests as needed, depending upon the number of contestants.

3. If there are preliminaries, the top six contestants (or top two from each preliminary, whichever is the larger number) will participate in the finals before three different judges.

4. The winners will be those with the highest total point score.

5. The finals will be regulated in the same manner as the preliminaries.

ENTRIES: Chapters having twenty members or more - two (2) entries.
Chapters having less than twenty members - one (1) entry.

MANUFACTURER'S SALES REPRESENTATIVE RATING SHEET

CONTESTANT_____ CHAPTER_____

TYPE OF MERCHANDISE BEING SOLD (Fill in one blank):

_____ to be used by the company represented by the buyers.
(Item)

_____ to be sold at retail by the company represented by the buyers.
(Item)

Directions: 1. Fill out separate rating sheet for each contestant.
2. Circle one (1) number behind each main point.

	Excellent	Very Good	Good	Fair	Poor	Inadequate
1. OPENING: Consider personal introduction; opening statement; Confidence.	10	8	6	4	2	0
2. PRESENTATION: Consider content, benefits shown; presentation clear; too rapid or too slow; vocabulary and grammar.	20	18	16	12	10	5
3. VISUAL AIDS: Consider handling of product or facsimile by both buyer and salesman; logical order or presentation of other audio-visual aids.	15	12	9	6	3	0
4. ORGANIZATION OF PRESENTATION: Consider neatness and organization of material; order of presentation.	15	12	9	6	3	1
5. CLOSE: Consider summary and conclusion of presentation; opening for call-back.	10	8	6	4	2	0
6. VOICE: Consider pitch, tempo, volume; enthusiasm; enunciation and pronunciation.	5	4	3	2	1	0
7. APPEARANCE, POISE AND CONFIDENCE	10	8	6	4	2	1
8. REACTION UNDER PRESSURE: Consider handling objections; answering questions, etc.	15	12	9	6	3	0
	___	___	___	___	___	___

TOTAL POINTS _____

Judge's Comments:_____

Title:	MANAGEMENT DECISION MAKING IN HUMAN RELATIONS	
Type:	Problem Analysis and Presentation	
Level:	State and National	
Awards:	State	Trophies - 1st, 2nd and 3rd Place Winners State Honor Awards - 4th Place Winner
	National	Trophies - 1st, 2nd and 3rd Place Winners

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MANAGEMENT DECISION MAKING IN HUMAN RELATIONS

PURPOSE: To develop the student's ability to make decisions based on evidence and to develop maturity and understanding of supervisory human relations.

SPECIFICATIONS:

1. The contestant will be given a supervisory problem in case form concerning human relations in business. A sample problem is given below:

PROBLEM SITUATION

It would soon be time for the annual awards banquet held for employees of the Eastern Affiliated Insurance Company, and plans were being made for the gala event. Those employees with five years or more of service were scheduled to receive pins. Susan Hendershot, an employee with 35 years of service, was to be the guest of honor and was to sit at the head table with the president and other company officials. Public relations had sent out news releases, banquet programs were being printed, and the word was being spread throughout the community and the company that Susan with her 35 years of service was the pride of Eastern.

Three days before the award dinner the personnel manager and the executive vice-president were going over some problem areas in the company. They came to the conclusion that Susan had too many old-fashioned ideas that did not fit in with company policy and that the department of which she was manager was being operated in a manner that was not consistent with other departments. They decided to call Susan in that day and talk over these matters with her. The longer they talked with Susan, the more disagreeable she became until finally she stormed out of the room with the exclamation that she would see what could be done to improve her department operations but that she was not going to attend the awards banquet.

How would you handle this situation?

2. The actual problem will not be known by the contestant until contest time.

3. Each contestant will work with the same problem.

4. Each contestant will be given 15 minutes to prepare his solution to the problem and 10 minutes to make his presentation. The judges will have an additional 5 minutes for questions.

5. The contestant will not be allowed to use reference materials during the 15 minute preparation period. However, the contestant may take the problem description sheet and the notes he has prepared during the preparation period into the contest or presentation room.

JUDGING:

1. Judging will be done by three (3) professional people, who deal with personnel problems as a recurring part of their job, in each preliminary.

2. The judges should be selected from three different types of commercial or industrial firms.

3. There will be as many preliminary contests as needed, depending upon the number of contestants.

4. If there are preliminaries, the top six contestants (or top two from each preliminary, whichever is the larger number) will be given a different problem for the finals.

5. The winners will be those with the highest total net point score when all the gross points have been added and penalty points subtracted.

6. The finals will be regulated in the same manner as the preliminaries and the finalists shall appear before three different judges.

ENTRIES: Chapters having twenty members or more - two (2) entries.
Chapters having less than twenty members - one (1) entry.

HUMAN RELATIONS DECISION MAKING RATING SHEET

CONTESTANT_____ CHAPTER_____

Directions: 1. Fill out a separate rating sheet for each contestant.
2. Circle one (1) number behind each main point.

	Excellent	Very Good	Good	Fair	Poor	Inadequate
STATEMENT OF THE PROBLEM						
A. Exhibits clear-cut understanding of the problem	7	6	4	3	2	0
B. Exhibits recognition that related problems could exist (personal and/or environmental)	5	4	3	2	1	0
SOLUTION						
A. Shows sensitivity to feelings of persons involved (considered possible emotional factors in background)	5	4	3	2	1	0
B. Shows sensitivity to logic (use of apparent facts)	5	4	3	2	1	0
C. Improves or enhances company (employee) morale	5	4	3	2	1	0
D. Probability of effective implementation	5	4	3	2	1	0
PRESENTATION						
A. Clarity of expression	5	4	3	2	1	0
B. Exhibits forceful determination in carrying out decisions	5	4	3	2	1	0
C. Weighted, subjective evaluation of total performance - a general impression	8	7	5	3	2	0

TOTAL GROSS POINTS _____

PENALTY (Note reverse of numbers)						
A. Degree of emphasis on assumption of facts not apparent in the case as stated	0	1	2	3	4	5
B. Degree to which solution seems to create probable feeling of insecurity on the part of other employees	0	1	2	3	4	5
C. Degree to which solution seems to create outside problems such as poor relations or union problems	0	1	2	3	4	5

LESS TOTAL PENALTY POINTS _____

TOTAL NET POINTS _____

Judge's Comments: _____

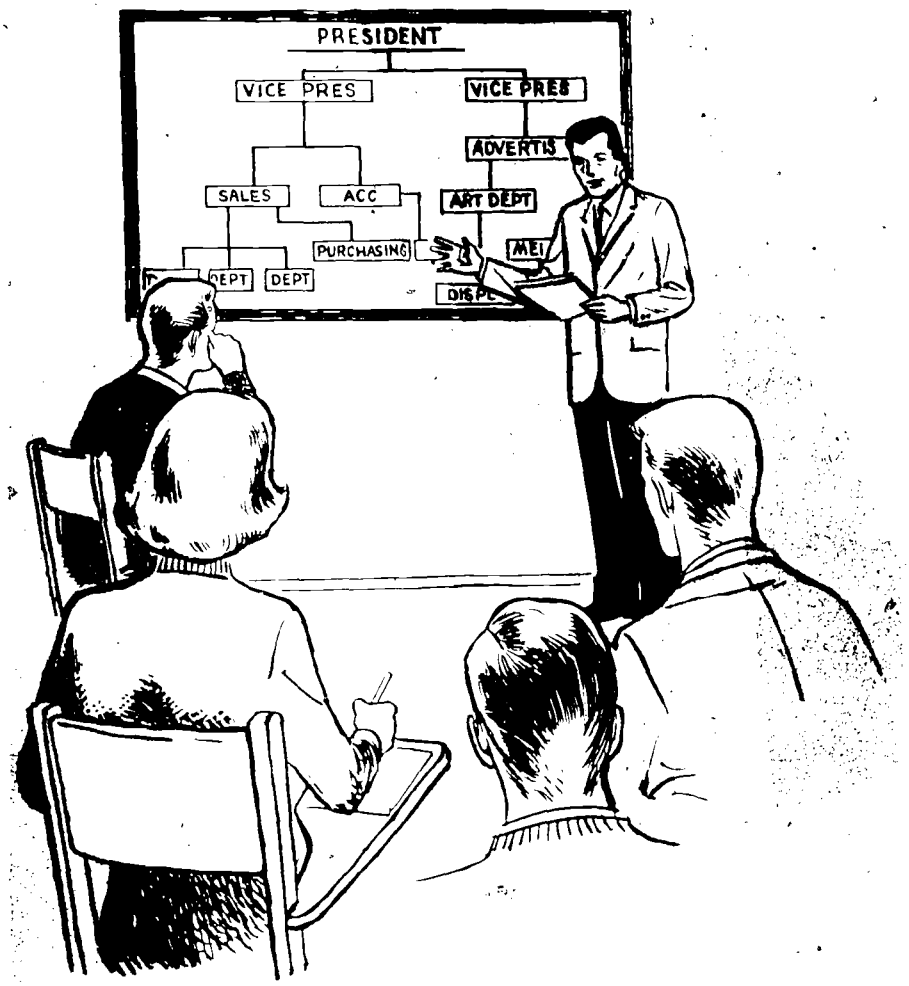

Title: TRAINING MANUAL

Type: Research, Documentation and Presentation

Level: State and National

Awards: State — Trophies - 1st, 2nd, and 3rd Place Winners
State Project Award - 4th Place Winner

National — Trophies - 1st, 2nd and 3rd Place Winners

TRAINING MANUAL

PURPOSE: To provide the student with experience in research, and in the selection and organization of materials pertinent to the improvement of employee job performance on a specific distributive business activity.

SPECIFICATIONS:

1. The training manual must detail the training and/or instructional sequence of a specified employment activity that would logically lead an employee into improved occupational effectiveness.

2. The manual must be related to an occupation in the field of marketing or distribution.

3. The manual must be the work of the individual member.

4. Each entry will be limited to a maximum of 100 pages.

5. A page will consist of one sheet of paper (8½" x 11" or smaller) containing any typed, photographed, illustrated or prepared material presented on one side. (Documentation must be typed and pictures, graphs, art work or any other descriptive material may be submitted in the documentation.)

6. Each documentation must contain the following, and they will be considered as part of the manual in determining the 100 page maximum: title page, table of contents, introduction or preface, summary and a bibliography.

7. The purpose of the project must be specified in the preface.

8. If material is presented in sheet protectors, both sides of the sheet protector must be used. (Therefore, two pages will be presented in one sheet protector).

9. Entry must be contained in not more than one official 3-ring DECA notebook in an unaltered form.

10. An oral presentation of the project must be made during the State Leadership Conference by the individual writing the manual. This presentation will be limited to eight minutes and audio-visual aids may be used. Following the oral presentation, judges, if they choose, will be allowed to ask questions for two minutes. The oral presentation is to be a condensation or synopsis of the written work and not a verbatim reiteration of the manual.

11. A small, typed card must be paper-clipped to the upper right-hand corner of the first page giving the following information: title of manual, name of participant, chapter, school, city and state.

12. Grades and awards received locally should not appear on the manual.

13. Each contestant will be responsible for supplying 200 copies of a project summary sheet of their entry. The Project Summary Sheet is illustrated. Summary sheets will be placed with the contestant's entry during its display at the conference. (Summary sheets are to be brought to the conference and turned in at time of conference registration and are not to be mailed to the W-DECA State Advisor.)

JUDGING:

1. Manuals and oral presentations will be judged by three competent representatives from the field of marketing and distribution, preferably from merchandising, advertising and management.

2. The identification card on the manual will be replaced by a card carrying a number, this same number to be entered on the identification card.

3. The identification cards will then be filed confidentially until judging is completed, at which time they will be referred to for names of winners.

4. Manuals will be judged prior to the conference.

5. Manuals will be carefully screened and those not meeting the above specifications will be eliminated before judging begins.

6. The score an entry receives during the oral presentation will be added to the manual score to determine the winners.

ENTRIES: Chapters having twenty members or more--two (2) entries.

Chapters having less than twenty members--one (1) entry.

NOTE: Winning entries must be approved by the W-DECA Advisory Committee before submission as a national contest entry. The Advisory Committee will confer with the contest winner's coordinator.

TRAINING MANUAL RATING SHEET

Manual Evaluation

ENTRY NO. _____ TITLE OF MANUAL _____

DIRECTIONS: 1. Fill out a separate rating sheet for each entry
2. Circle one (1) number behind each main heading.

	Excellent	Very Good	Good	Fair	Poor	Inadequate
PURPOSE: Consider -- Is the purpose expressed clearly in the preface and does the manual achieve this purpose?	10	8	6	4	2	0
ORGANIZATION: Consider -- Preface and Table of Contents; arrangement of information; continuity of thought; bibliography; originality	20	16	12	8	4	0
APPEARANCE: Consider -- Appropriateness of illustrations; layout; neatness	15	12	9	6	3	0
USE OF WORDS: Consider -- Grammar and spelling; appropriate vocabulary	10	8	6	4	2	0
SUBJECT COVERAGE: Consider - Clarity, conciseness and completeness of information.	30	25	20	15	10	5
USABILITY: Consider -- Effectiveness as a teaching devise; sequence of learning experiences.	30	25	20	15	10	5
	___	___	___	___	___	___

MANUAL EVALUATION SCORE _____

Judge's Comments: _____

TRAINING MANUAL RATING SHEET

Oral Presentation

Contestant _____ Manual Title _____

Chapter _____

DIRECTIONS: 1. Fill out separate rating sheet for each contestant.

2. Circle one (1) number behind each main point.

	Excellent	Very Good	Good	Fair	Poor	Inadequate
OPENING: Consider - Appearance; introduction	10	8	6	4	2	0
VOICE: Consider - Pitch; tempo; volume; enthusiasm; diction; grammar	10	8	6	4	2	0
PLATFORM DEPORTMENT: Consider - Poise; gestures; eye contact; mannerisms	10	8	6	4	2	0
ORGANIZATION: Consider - Logic; clarity; suitability; coherence	15	12	9	6	3	1
PROJECT DESCRIPTION: Consider - Was the project effectively described; adequately summarized	15	12	9	6	3	1
CLOSE: Consider - Summary of oral presentation; conclusions	10	8	6	4	2	0
GENERAL PRESENTATION: Consider - To inform and persuade user; achievement of purpose; effective use of visual aids	15	12	9	6	3	1
SUBJECTIVE EVALUATION OF TOTAL PRESENTATION	15	12	9	6	3	1
	___	___	___	___	___	___

ORAL PRESENTATION SCORE _____

MANUAL EVALUATION SCORE _____

TOTAL SCORE _____

Judge's Comments: _____

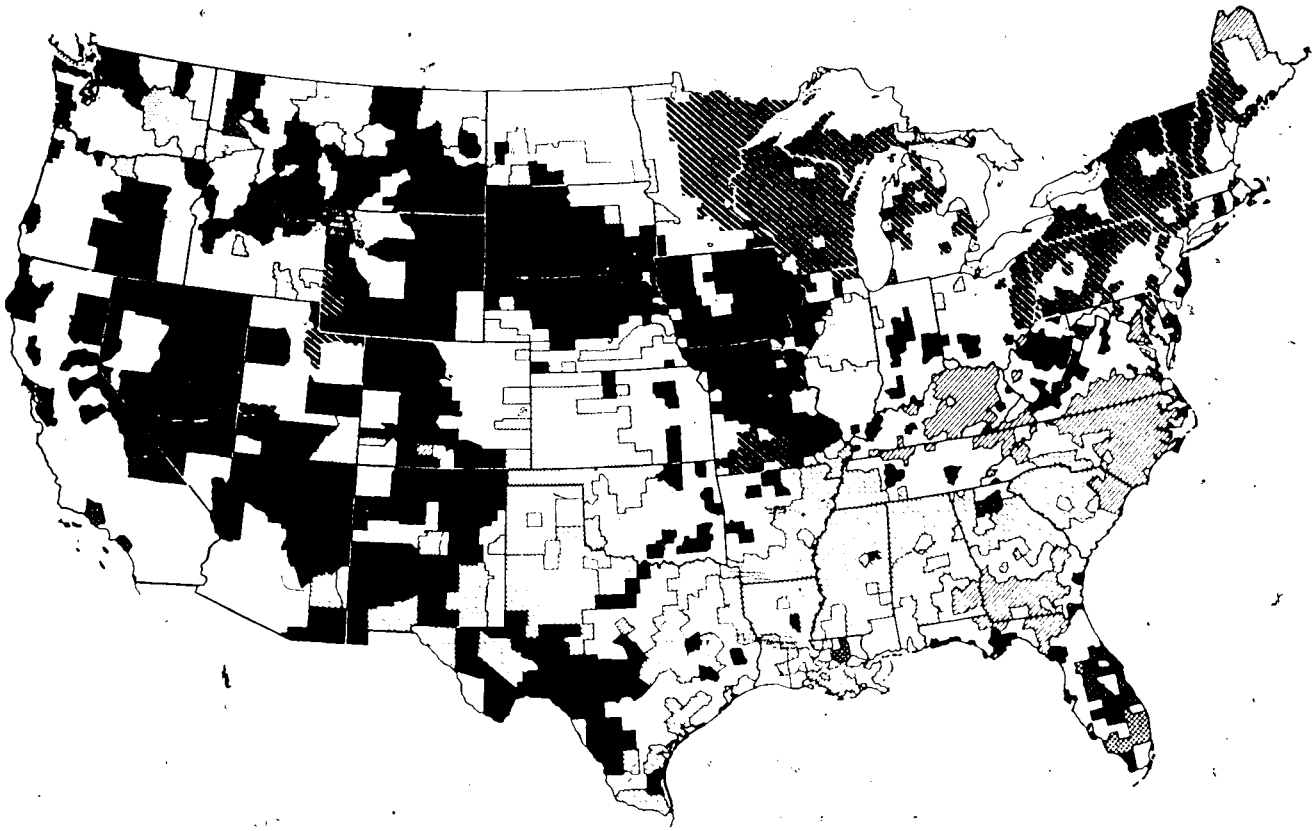

Title:	INDIVIDUAL MARKETING IMPROVEMENT PROJECT	
Type:	Research, Documentation, and Presentation	
Level:	State and National	
Awards:	State	Trophies - 1st, 2nd and 3rd Place Winners State Project Award - 4th Place Winner
	National	Trophies - 1st, 2nd and 3rd Place Winners

INDIVIDUAL MARKETING IMPROVEMENT PROJECT

PURPOSE: To improve a phase of marketing or distribution in the business community and to assist in the development of a mid-management or management level of creativity or decision making.

SPECIFICATIONS:

1. This project might be a group service to some phase of marketing, a research survey and analysis, a business employment project or a project relating to mid-management or management. The project may be structured around one of the broad areas in marketing and distribution such as retailing, wholesaling, manufacturing sales and service, a phase of one of these broad areas such as supermarket operation, regional shopping concepts or an activity within one of the areas such as credit, personnel, sales promotion, etc., and customer mobility, business district parking, how to reach a specific market segment, isolation and study of a market segment with reference to the improvement of market share, etc.

2. The project must be the work of the individual member.

3. Each entry will be limited to a maximum of 100 pages.

4. A page will consist of one sheet of paper (8½" X 11" or smaller) containing any typed, photographed, illustrated or prepared material presented on one side. (Documentation <u>must be</u> typed and pictures, graphs, art work or any other descriptive material may be submitted in the documentation.)

5. Each documentation must contain the following, and will be considered as part of the manual in determining the 100 page maximum: title page, table of contents, introduction or preface, summary, and a bibliography.

6. The purpose of the project must be specified in the preface.

7. If material is presented in sheet protectors, both sides of the sheet protector <u>must be used</u>. (Therefore, two pages will be presented in one sheet protector.)

8. Entry must be contained in not more than one official 3-ring DECA notebook in an unaltered form.

9. An oral presentation of the project must be made during the State Leadership Conference by the individual conducting the project. This presentation will be limited to eight minutes and audio-visual aids may be used. Following the oral presentation, judges, if they choose, will be allowed to ask questions for two minutes. The oral presentation is to be a condensation or synopsis of the written work and not a verbatim reiteration of the manual.

10. A small typed card must be paper-clipped to the upper right-hand corner of the first page giving the following information: name

of project, name of participant, chapter, school, city and state.

11. Grades and awards received locally should not appear on the manual.

12. Each contestant will be responsible for supplying 200 copies of a project summary sheet of their entry. The project summary is illustrated. Summary sheets will be placed with the contestant's entry during its display at the conference. (Summary sheets are to be brought to the conference and turned in at time of conference registration and are not to be mailed to the W-DECA State Advisor.)

JUDGING:

1. Manuals and oral presentations will be judged by three competent representatives from the field of marketing and distribution, preferably from merchandising, advertising and management.

2. The identification card on the manual will be replaced by a card carrying a number, this same number to be entered on the identification card.

3. The identification cards will then be filed confidentially until judging is completed, at which time they will be referred to for names of winners.

4. Manuals will be judged prior to the conference.

5. Manuals will be carefully screened and those not meeting the above specifications will be eliminated before judging begins.

6. The score an entry receives during the oral presentation will be added to the manual score to determine the winners.

ENTRIES: Chapters having twenty members or more--two (2) entries.

Chapters having less than twenty members--one (1) entry.

NOTE: Winning entries must be approved by the W-DECA Advisory Committee before submission as a national contest entry. The Advisory Committee will confer with the contest winner's coordinator.

INDIVIDUAL MARKETING IMPROVEMENT PROJECT RATING SHEET

Documentation Evaluation

ENTRY NO. _____ TITLE OF PROJECT _____

DIRECTIONS: 1. Fill out a separate rating sheet for each entry.
2. Circle one (1) number behind each main heading.

	Excellent	Very Good	Good	Fair	Poor	Inadequate
PURPOSE & ORIGINALITY: Consider -- Does the purpose, as described in the introduction show a need for this type of project? Does the project show evidence of originality? Does the completed project indicate the purpose has been carried out?	25	20	15	10	5	0
DEPTH OF STUDY: Consider -- Does the project show evidence of initiative and creativity in seeking sufficient material, data, and/or evidence in conducting the project and working toward some conclusions?	30	25	20	15	10	5
ORGANIZATION & DOCUMENTATION: Consider -- Does the material presented clearly show evidence that substantiates the conclusions? Are material and data in logical order? Do the material and data contribute to the understanding of the project?	25	20	15	10	5	0
BENEFITS TO MARKETING: Consider -- Does the project make a definite contribution to the field of marketing and distribution?	20	16	12	8	4	0

DOCUMENTATION EVALUATION SCORE _____

Judge's Comment: _____

INDIVIDUAL MARKETING IMPROVEMENT RATING SHEET

Oral Presentation

CONTESTANT _____ PROJECT TITLE _____

CHAPTER _____

DIRECTIONS: 1. Fill out separate rating sheet for each contestant.
2. Circle one (1) number behind each main point.

	Excellent	Very Good	Good	Fair	Poor	Inadequate
OPENING: Consider - Appearance; introduction	10	8	6	4	2	0
VOICE: Consider - Pitch; tempo; volume; enthusiasm; diction; grammar	10	8	6	4	2	0
PLATFORM DEPORTMENT: Consider - Poise; gestures; eye contact; mannerisms	10	8	6	4	2	0
ORGANIZATION: Consider - Logic; clarity; suitability; coherence	15	12	9	6	3	1
PROJECT DESCRIPTION: Consider - Was the project effectively described; adequately summarized	15	12	9	6	3	1
CLOSE: Consider - Summary of oral presentation; conclusions	10	8	6	4	2	0
GENERAL PRESENTATION: Consider - To inform and persuade user; achievement of purpose; effective use of visual aids	15	12	9	6	3	1
SUBJECTIVE EVALUATION OF TOTAL PRESENTATION	15	12	9	6	3	1
	___	___	___	___	___	___

ORAL PRESENTATION SCORE _____

DOCUMENTATION EVALUATION SCORE _____

TOTAL SCORE _____

JUDGE'S COMMENTS: _____

BEST COPY AVAILABLE

DECA

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

ALUMNI DIVISION

ERIC

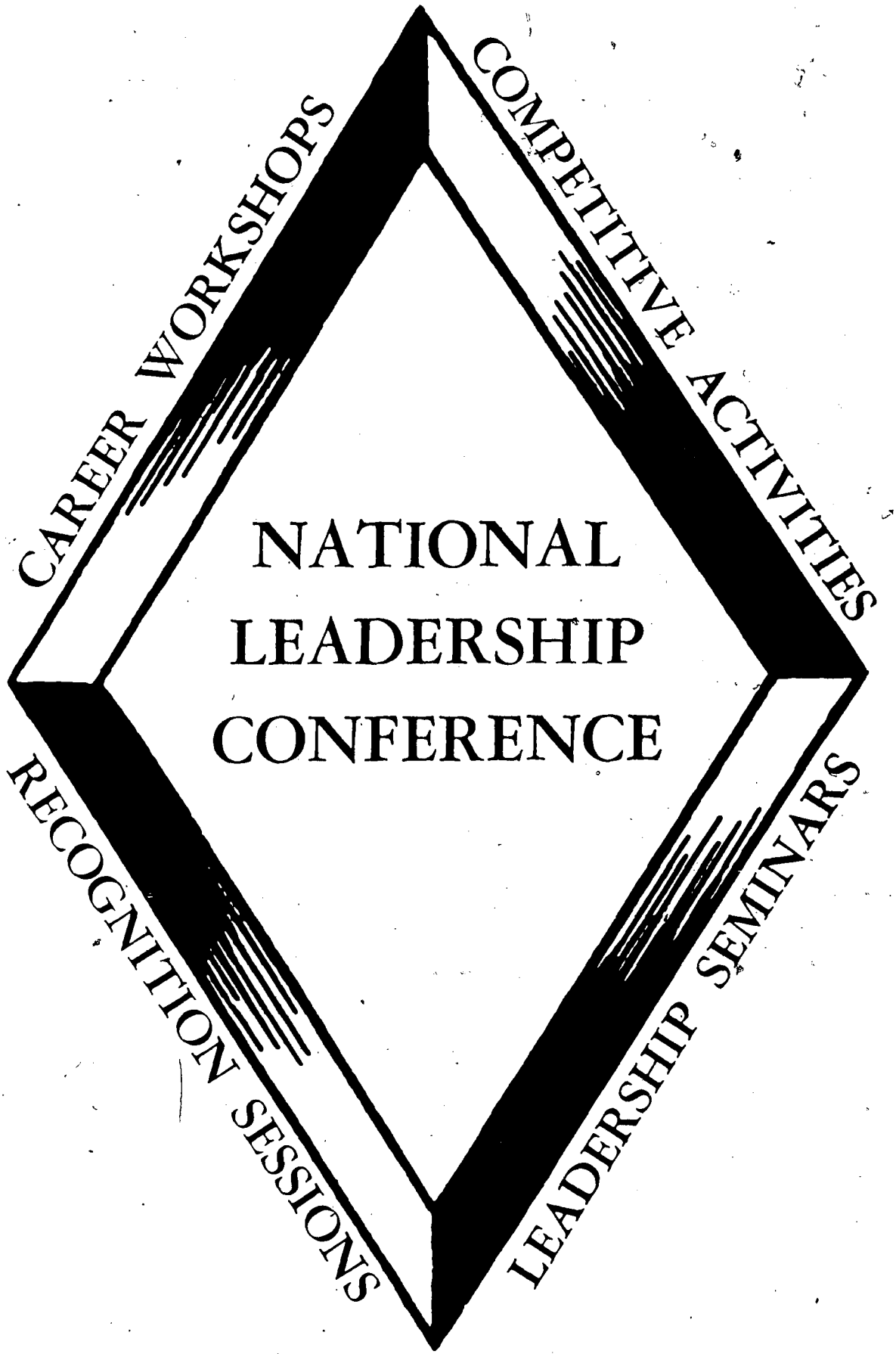
CAREER WORKSHOPS
COMPETITIVE ACTIVITIES
NATIONAL
LEADERSHIP
CONFERENCE
RECOGNITION SESSIONS
LEADERSHIP SEMINARS

NATIONAL DECA LEADERSHIP CONFERENCE

GENERAL PROCEDURE

National DECA Headquarters will inform the W-DECA State Advisor as to the number of students who may attend the National Leadership Conference. In addition, there must be one teacher-coordinator or adult advisor for every five W-DECA members attending the NLC. Since these provisions will limit the number of student delegates who may attend, eligibility for attendance is specified as follows:

1. Delegate must be an active member of W-DECA and DECA.

2. Delegate must have approval of
   a. School Administration
   b. Chapter Advisor
   c. Parents or Guardian (if under 21 years of age and not married)
   d. W-DECA State Advisor

3. Delegates must have attended the W-DECA State Leadership Conference.

4. Priority for attendance will be given in the following order:
   a. W-DECA State Officers
   b. Competitive Event and Award Winners
   c. Other Delegates

All persons, students and adults, wishing to attend the National Conference must submit the form National Leadership Conference - Request to Attend by the deadline set by the W-DECA State Advisor. Delegates and advisors will be selected, according to attendance criteria, from the Request Forms received by the State Advisor.

TENTATIVE PLANS

Transportation schedules, travel plans and costs plus additional information will be sent to those who are eligible to attend after Request Forms have been received. Each student and adult who is eligible will confirm their attendance at the NLC by forwarding a check to the State Advisor, payable to W-DECA, in an amount which will cover their transportation costs to and from the NLC site and their NLC registration fee.

After attendance has been confirmed, student delegates and advisors will receive additional information on their duties and responsibilities as they relate to the National Leadership Conference. All students and adults who attend the NLC will be assigned certain duties. National DECA Headquarters will inform the W-DECA State Advisor of the duties which the Washington delegation should assume, and the State Advisor will make these assignments to the representatives who will be attending.

All reservations for the conference will be made by the W-DECA State Advisor.

GENERAL INFORMATION

Estimated Expenses:

1. Transportation is usually by plane and cost will run from $170 to $200.
2. NLC registration fee will be approximately $30.

3. The approximate cost of hotel accomodations will be $6 per night per person for students, with three to four to a room, and $12 single to $18 double per night per person for advisors.
4. Meals will cost approximately $20 and delegates and advisors should allow for limousine fares, personal expenditures, etc.

LUGGAGE

1. A small, easily handled piece of hand luggage, packed with everything you will need in transit.
2. One larger piece to be checked through for everything you will need at the conference.

CLOTHING-RECOMMENDATIONS

1. Girls: Wrinkle resistant suits or one-piece dresses for traveling; lightweight wool dark skirts, white blouse and DECA Blazer for most conference occasions; formal, either length, for Awards Banquet and dance; a lightweight coat or raincoat would be wise.
2. Boys: Comfortable, conservative sportswear for traveling; coats, preferably the DECA Blazer, dark slacks, white shirt and tie required for all sessions; a lightweight coat or raincoat is recommended.
3. A business-like appearance ia appropriate for all delegates at all times.

HOTEL REMINDERS

1. There are never enough keys for each person to have one, so be kind to your roommates and leave the key at the desk located near the elevator. Each floor has a desk where you will turn in and pick up your key as well as any mail that might be sent to you.
2. Tipping is a personal matter, but it is customary. This is particularly true when you ask for and receive special consideration such as room service. Minimum tip - 10%; average tip - 15%; above average tip - over 15%.
3. In most cases you will share a room with a minimum of two other people. In the hotel will be many persons not participating in the conference. To put it simply - BE COURTEOUS.
4. Room service is usually available in the hotel, but is expensive and you will be expected to tip in addition.
5. All hotel rooms have telephones for your convenience, but they should be used only when necessary. Calls from your room are more expensive than those from the phone booths in the lobby or elsewhere. Each call you make will appear on your hotel bill.

NON-CONFERENCE ACTIVITIES AND ENTERTAINMENT

Activities will be planned for all delegates during the conference dates. Delegates will not plan non-conference activities and entertainment during these dates.

DELEGATE CONDUCT PRACTICES AND PROCEDURES

1. The term "delegate" shall mean any DECA member attending the National Leadership Conference.

2. Delegates shall abide by all Conference rules.

3. Delegates shall keep their adult Advisors informed of their activities and whereabouts at all times.

4. Delegates shall stay at the designated hotel, not with friends or relatives, during the conference.

5. Delegates shall not use their own cars or ride in cars belonging to others during the conference unless accompanied by an authorized Advisor.

6. Dates shall be permitted to authorized activities only, and between official delegates only.

7. Delegates are not permitted in public dance halls, bars, or night clubs.

8. No alcoholic beverages in any form shall be possessed by delegates at any time under any circumstances.

9. Delegates shall respect and abide by the authority delegated to the Board of Directors of DECA, Inc., to the Executive Committee, the Student Government Committee, presiding officers, committee chairmen, and any Advisor or any authorized representative of the aforementioned.

10. Delegates shall attend all general sessions and activities assigned, including workshops, contest committee meetings, etc. for which they are pre-registered unless engaged in some specific assignment taking place at the same time.

11. Curfew each night will be designated on the program, and all delegates will be in their rooms by curfew.

12. Dress regulations established for the conference shall be adhered to by all delegates.

13. Identification badges must be worn at all times.

14. The hotel will be asked to make every effort to assign male and female delegates to different floors. Delegates will not be permitted on any floor except that of their assigned sleeping rooms and/or those where National Conference activities are scheduled unless accompanied by an official Conference Advisor.

15. Delegates violating or ignoring any of the above rules subject their State's entire delegation to being unseated, its candidates being disqualified, and any honors or offices being cancelled and withdrawn from members of the delegation.

LOCAL AND REGIONAL PRESS COVERAGE

National DECA Headquarters is anxious to have a copy of all newspaper clippings concerning chapter or state association participation in the NLC. For pre-conference and post-conference articles, please paste all clippings and/or pictures on an 8½" x 11" sheet of paper and note the name of the publication and date. Mail them directly to the W-DECA State Advisor. Every effort is being made to evaluate the press coverage and publicity the NLC receives and your cooperation is vitally important.

ADVISORY COMMITTEE RESPONSIBILITIES

1. The W-DECA State Advisor will assume or delegate duties assigned by National DECA.

2. Both the state advisory chairman and the incoming advisor of the High School and Post Secondary Divisions will attend the NLC. Expense coverage will be as follows:

   a. Advisory committee chairmen: The school or college district will be reimbursed 100%, 50% coming from State travel funds and 50% coming from the W-DECA treasury.

   b. Incoming members: The school or college district will be reimbursed 50% from State travel funds. The local district will be asked to cover the other 50%. Incoming member will be appointed by August 15 of each year.

3. For the NLC, the Chairmen of the State Advisory Committees will assume the duties and responsibilities of the Chief Advisor to the Washington delegates from their given divisions. Those duties may include, but are not limited to the following and relate to the Chairman's given division of W-DECA.

   a. Arrangement of all transportation details, which includes transportation from the Airport to the Hotel and return.

   b. Collection of all necessary information and money from all delegates.

   c. Establishment and communication of information deadlines for delegates and their coordinators.

   d. Dissemination to coordinators and delegates of information relating to:

      --Mode of transportation
      --Departure and arrival times
      --Expenses: travel, meals, insurance, lodging, registration, etc.
      --Priorities for delegate attendance
      --Criteria for delegate attendance
      --Nominations for national office
      --Delegate conduct and individual responsibilities in the conference city
      --Arrangements for special delegation meetings and/or caucuses in the conference city

e. Make provision for pre-conference assignments for the student delegates and adult advisors.

f. Responsibility for delegate conduct and individual assumption of conference responsibilities.

g. Assume complete responsibility for the student delegates.

NATIONAL LEADERSHIP CONFERENCE
REQUEST TO ATTEND

NOTE: All persons, adults and students, who wish to attend the National Leadership Conference should complete the following form and return it to the W-DECA State Advisor. Please type or print in the desired information asked for.

* * * *

SIGNATURE OF SCHOOL PRINCIPAL OR COLLEGE PRESIDENT APPROVING REQUEST:

(Name) (Title)

SIGNATURE OF COORDINATOR APPROVING REQUEST:

SIGNATURE OF PARENT OR GUARDIAN APPROVING REQUEST:
(If Applicable)

MAIL TO:
W-DECA STATE ADVISOR

PLEASE NOTE:
Attach (Head and Shoulders) Black-and-White, Glossy Photograph in this Corner

PLEASE TYPE OR PRINT

NATIONAL LEADERSHIP CONFERENCE
DELEGATE INFORMATION SHEET

Name _____ Age _____ Year in School (Circle) 10 11 12 13 14

Home Address _____
(Street or Box Number) (City) (State)

Father's Name _____ Occupation _____

Mother's Name _____ Occupation _____

School _____

School Address _____
(Street) (City)

Teacher - Coordinator _____

Training Station (Company Name) _____

Training Station Address _____

Training Station Supervisor _____

Type of Business _____

Briefly describe work you do _____

List all DECA offices you hold or have held, and year _____

_____

_____

List local, state, and national contests you have entered, designate those you have won (1st, 2nd, 3rd), and year entered: _____

_____

_____

What are your plans for the summer? _____

_____

If in high school, do you plan to enter college upon graduation? _____

If so, where? _____
(Name of college) (City & State)

Have you made your plans for your life's work? _____ If so, briefly describe what you intend to do _____

_____

Hometown Newspaper _____

Address _____ Editor _____
(Street & City)

Describe briefly some of the activities in which you have participated as a DECA member this year.

_____

_____

_____

_____

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_____

_____

_____

_____

From: (Name)
(School)
(Address of school)
Phone: (of school)

To: (Name of paper, radio or TV station)

FOR RELEASE: (Day, Date)

LOCAL STUDENT TO ATTEND
CONFERENCE IN (CONFERENCE SITE)

A (name of school) (senior, junior), (name of student) will leave (day) for (NLC site) to attend the Annual National Leadership Conference of the Distributive Education Clubs of America (DECA).

(First name of student) is among (number) (state) students selected to participate in the conference, which is designed to help develop future leaders for marketing and distribution. It will be held at The (name of hotel) in (NLC site), (day), (month and date) through (day), (month and date), and is expected to draw more than (number) young leaders of DECA and faculty advisors from throughout the country.

The (son, daughter) of Mr. and Mrs. (name), (address), (first name of student) is (mention office in local DECA Chapter or other DECA affiliation). (He, she) is employed by (name of training station) as part of (his, her) Distributive Education studies.

(Here, if appropriate, mention contest or other activity at National Conference in which student will represent state.)

A special feature of the conference will be the presentation of scholarships to a number of outstanding Distributive Education students for advanced study in marketing, management or Distributive Education.

Nationally known leaders from the fields of marketing, education and government will speak at the conference, serve as contest judges and consultants, and take part in workshop sessions.

# # # # # #

From: (Name)
(School)
(Address of school)
Phone: (of school)

To: (Name of paper, radio or TV station)

FOR IMMEDIATE RELEASE

WASHINGTON DISTRIBUTIVE EDUCATION STUDENTS TO ATTEND

NATIONAL LEADERSHIP CONFERENCE IN (City and State of NLC Site)

A delegation of _____ Distributive Education students and their
(number)

Adult Advisors will represent _____ this (month and dates) in
(your state)

(NLC site) as part of the (year) National Leadership Conference of the Distributive Education Clubs of America, Inc.

Included in this delegation are students who have won state recognition as winners in sales demonstration, public speaking, window display, job interview, and Studies in Marketing. Also in this group will be candidates for National Office to represent DECA and its 150,000 plus membership during the coming school year, as well as contestants for the coveted Student-of-the-Year award.

These students are representing _____ DECA Chapters in Washington
(number)

which have a total membership of _____ youths who are preparing them-
(number)

selves for careers in marketing and distribution by way of programs administered in many high schools and junior colleges which provide on-the-job training and classroom instruction. The Washington delegation will be competing against

_____ other youths who are also state winners and representing all
(number)

of the 50 states and District of Columbia and Puerto Rico.

What makes the youth organization unique is that, while promoting the nation's system of free enterprise, its student members return a significant part of the state and federal funds appropriated to pay for their education!

(MORE)

This is accomplished through the training program of DE students, who spend part of their time in the classroom and part at their on-the-job training stations in business establishments. Last year DE students in Washington earned a total of $_____ in wages and
(amount earned by DE students)
their income taxes indirectly paid for part of their classroom training.

Donor companies provide part-time employment for the students and contribute funds for the support of DECA scholarships and activities.

The DECA scholarship program, however, is set up to be self-supporting. The scholarship loans are awarded annually to enable outstanding students to continue their education in marketing, merchandising and management beyond high school. While scholarship winners are under no legal obligation to repay loans, they accept a moral obligation to repay when they are employed full-time and in a financial position to do so. Their repayments go into a fund to provide scholarships for more DE students.

This unique educational program actually had its origin in 1936 with passage of the George-Deen Act, authorizing matching funds to states for training in distributive occupations. DECA came into being in 1947, largely to provide a social program for students who were unable to participate in school sports and other extra-curricular activities because time outside the classroom was spent away from the school campus.

At the outset there were 793 student members of DECA. Membership has grown to approximately _____ members in more than _____
(number) (number)
chapters in high schools and post secondary schools in 50 states, Puerto Rico and the District of Columbia.

About _____ of these students and their adult Advisors will con-
(number)
verge on _____ for the _____ National Leadership Conference. The
(NLC site) (year)
Post Secondary Division conference will be held _____ and the High
(month and dates)

(MORE)

School Division, _____.
(month and dates)

In many ways the conference is an exercise in national politics. The competition for national offices is keen. Delegates come prepared with slogans, banners and replicas (orange juice from Florida, peanuts from Virginia, cheese from Wisconsin) to win votes for their favorite-son candidates. There are also competitive activities in which state winners compete for national awards in sales demonstrations, window displays, job interviews and other areas of marketing and distribution careers.

This state will be well represented at the conference and students will have a large interest in the various events. Among DE students from the state competing for national recognition will be:

(list the students from your chapter who will be competing, with a brief description of their candidacy, entry or activities.)

####

GUIDE FOR CHAPTER

LEADERSHIP DEVELOPMENT

ERIC

A GUIDE FOR LOCAL CHAPTER LEADERSHIP DEVELOPMENT

Inasmuch as you are or may be in a position of leadership, it will be your responsibility to promote and encourage the adoption of the areas of DECA's Program of Youth Activity whenever and wherever you have an opportunity.

Your Chapter President is the President, but he needs your support and assistance to develop leaders and to draw out of each student talents and abilities which can be used to produce accomplishments within DECA. If he is not doing his job, don't hesitate to tell him so, because if he is doing his job, he wouldn't hesitate to tell you that as a chapter officer and/or chapter member, you have a big obligation to serve other members. If your chapter will depend on you to provide leadership during the year, this could take 20 hours of work a week--so be prepared to sacrifice.

During your membership in DECA you undoubtedly will be corresponding and talking with businessmen and educators interested in DECA on the local, state, and national level. Handle yourself in a very professional way, because you are the "DECA" image.

You will be a major part of local chapter meetings, and when you participate you should be concerned with the welfare of DECA. You will discover that by using tact, together with consideration and understanding of other people's viewpoints, your contributions and ideas will be more effective. Also, the contribution you make will be measured in direct proportion to what you know, your understanding of the fundamentals of DECA, your use of good judgment, your enthusiasm and the dignity you hold as a DECA member.

As a member of this youth organization, your greatest challenge will be to exhibit qualities of leadership that will make a contribution to the growth of DECA through the individuals with whom you have personal contact. Throughout the year, you will inspire membership only to the degree that you, personally, give leadership. As you reach for higher goals in self-improvement and the attainment of higher goals for this organization. You are charged with the responsibility of developing enthusiasm whenever you speak officially for DECA during the year.

To help you develop your leadership abilities so that you may fulfill your responsibility to your chapter and its members, the following information on leadership development has been included in the W-DECA Handbook.

REVIEW ON LEADERSHIP

What is a Leader? Leadership is the ability in a well adjusted person to handle people, to inspire, or influence the actions of others to make decisions or move a group to action.

What are the Qualities of Leadership? A good leader must have certain qualities which can be learned by the average person if he works on them intelligently. These qualities are also highly desirable in everyday life.

1. A leader believes in and understands the principles of democracy.

2. A leader respects the rights and dignity of others. He realizes that every person can make worthy contributions.

3. A leader is willing to accept responsibility and do his part through work within the group.

4. A leader is able to work and get along with people in a friendly and peaceful manner. He must be straight forward, agreeable, and industrious. The leader praises where praise is due, and he has sensitivity to the basic trends and moods of the group.

5. A leader is able to communicate his thoughts and feelings in a clear and understandable manner as well as verbalize the ideas of the group.

6. A leader is well informed on matters which concern the group. He arrives at a decision only after he has had an opportunity to secure and study pertinent information.

7. A leader is confident in himself, he possesses integrity and also shows trust for his fellow group members.

8. A leader is optimistic and enthusiastic; he believes that group action can overcome obstacles and solve problems. He works within the group with "zest" and enjoyment.

9. A leader is open-minded. He does not claim to have all the answers; he seeks the opinions of the group and accepts and supports them if they seem best for the group. However, he is willing to compromise on issues.

10. A leader has strength of conviction. He will "take a stand" and be counted, yet he can be convinced otherwise if evidence is presented that leads him to know he is in the wrong.

11. A leader will show initiative in getting the group started through sound and careful planning. He proceeds with the group discussion with knowledge rather than with reckless abandon.

12. A leader is public spirited, thus he will not help one individual achieve a selfish end. The leader will desire and work for those things that will benefit the group.

13. The leader will restrain his own desires for self-expression, but when he does express facts or offer possible solutions, he should never make a statement which may commit him to partisanship.

First Official Post-Secondary Officer Training Conference held September, 1969

CHARACTERISTICS OF LEADERS

THE GOOD LEADER	THE POOR LEADER
Has faith in people and wants to work with them.	Takes the job for the "honor" that he can get out of it.
Has poise and confidence. Speaks in a clear voice and enunciates words clearly.	Fails to understand what his example means to the other DECA members.
Carefully pre-plans his program so the meeting moves with dispatch.	Lets everything go until the last minute, then just hopes everything will work out.
Shows interest and alertness by his own attitude, mind, body and countenance.	Seems bored, is not alert, whispers to other members and appears disinterested.
Is democratic in dealing with DECA members.	Dominates, imposes opinions, and forces others to depend upon him.
Is fair and impartial -- doesn't take sides when he is presiding.	Shows what side he is on before getting the facts into the open.
Is patient, optimistic and gives credit for work done.	Is impatient, sarcastic, pessimistic, critical and takes the work of others for granted.
Is sensitive to the individual and recognizes individual differences.	Doesn't notice a loss of interest and fails to watch the group to detect boredom and weariness.
Acts as a helper, umpire and moderator so that all are encouraged to share in the work of DECA.	Cares about the business in general and does not consider individual differences.
Shows a sense of humor to relieve the tension of a serious meeting.	Has no humor in a meeting. The business is the most important thing, not the people.

Realizes that to serve DECA as a leader, his responsibility is to let others share responsibilities.	Takes advantage of his leadership position to show his importance.
Believes in the DECA Chapter and has a sincere desire to serve it to the best of his abilities. Wants to be a team member.	Doesn't like the idea of giving anything extra to the organization; but does want to be the big voice.

WHICH ONE ARE YOU?

HOW DO I RATE MYSELF?

The inventory below, developed by a group of store leaders, provides you with a means of self-evaluation as a W-DECA member. Since no one else will see this self-appraisal form, try to be as objective as possible in rating yourself. Circle the number after each criteria which you feel best describes you. After you complete the form, review your answers to see if you can discover which leadership qualities you need to develop. Then, go to work!

AM I A SELF-RELIANT WORKER?	Excellent	Good	Average	Fair	Poor
1. Am I a self-starter. Do not need to be driven.	5	4	3	2	1
2. Have confidence in own judgment. Do not hesitate to act on my own, nor am I over-confident.	5	4	3	2	1
3. Solve own problems without referring unnecessarily to others.	5	4	3	2	1
4. Defend own point of view. Do not immediately back down when met with opposition, nor display obstinacy.	5	4	3	2	1
5. Set a definite goal and plan to achieve.	5	4	3	2	1

DOES MY WORK SHOW EVIDENCE OF PLANNING?					
1. Work in an organized fashion, not by spurts.	5	4	3	2	1
2. See difficulties ahead and prepare to meet them, instead of complaining of hard luck.	5	4	3	2	1
3. Have a sense of what is important. Do not putter nor overlook necessary details.	5	4	3	2	1
4. Get things done in the shortest possible time.	5	4	3	2	1

AM I A GOOD TRAINER?	Excellent	Good	Average	Fair	Poor
1. Can express ideas clearly, Talk to the point and not too much.	5	4	3	2	1
2. Am consistent in training. Do not do a good job one minute, and a poor job the next.	5	4	3	2	1
3. See that information is reliable, not guess work.	5	4	3	2	1
4. Am specific in training and make its application evident.	5	4	3	2	1
5. Get results.	5	4	3	2	1

AM I EMOTIONALLY STABLE?					
1. Have a generally cheerful outlook. Do not constantly complain or fear the worst.	5	4	3	2	1
2. Keep my temper under control.	5	4	3	2	1
3. Have fairly constant moods. Do not get very depressed one minute and elated the next.	5	4	3	2	1
4. Am free from excessive nervousness, not constantly irritated over little things.	5	4	3	2	1
5. Am alert and energetic.	5	4	3	2	1
6. Am free from over-sensitiveness, not constantly on the alert for slights.	5	4	3	2	1

DO I SHOW GOOD JUDGMENT?					
1. Consider all factors in making a decision. Do not jump to conclusions.	5	4	3	2	1
2. Make quick decisions.	5	4	3	2	1
3. Am consistent in my judgment.	5	4	3	2	1
4. Do not limit my point of view to just my chapter.	5	4	3	2	1

AM I OUTSTANDING IN ANY DEFINITE RESPECT?	Excellent	Good	Average	Fair	Poor
1. Show originality in suggesting new methods of procedures.	5	4	3	2	1
2. Am able to inspire unusual amount of interest and enthusiasm.	5	4	3	2	1
3. Take interest in finding out what is going on beyond scope of my job.	5	4	3	2	1
4. Have unusual insight in handling problems.	5	4	3	2	1
5. Am successful in handling people.	5	4	3	2	1
6. Am recognized as a leader.	5	4	3	2	1

AM I AN INTELLIGENT WORKER?					
1. Adapt plans to circumstances, if necessary. Do not insist on own way.	5	4	3	2	1
2. Cooperate with others.	5	4	3	2	1
3. Accept new ideas. Do not immediately oppose a suggestion because it is unfamiliar.	5	4	3	2	1
4. Grasp the real meaning. Am not content with just generalities.	5	4	3	2	1

AM I A GOOD DELEGATOR?					
1. Make a practice of delegating work. Don't do things other can do for me.	5	4	3	2	1
2. Am able to get others to carry out details.	5	4	3	2	1
3. Am able to give directions, and allow individuals to carry them out independently.	5	4	3	2	1
4. Select the right people to carry out work.	5	4	3	2	1

AM I AN INTELLIGENT SUPERVISOR?	Excellent	Good	Average	Fair	Poor
1. Am respected by those under me.	5	4	3	2	1
2. Carry authority well. Do not laud it over others nor lack dignity.	5	4	3	2	1
3. Am liked by those I supervise.	5	4	3	2	1
4. Am considered fair-minded. Do not show personal preference.	5	4	3	2	1
5. Know how to give criticism. Show people how to improve, not merely blame them.	5	4	3	2	1

SELF ANALYSIS RATING FORM *

Read each statement below carefully, and score each as follows:

4 points if statement is always true
3 points if statement is usually true
2 points if statement is sometimes true
1 point if statement is rarely or never true

1.	I am intelligent. I grasp instructions quickly and accurately. I comprehend directions instantly.	
2.	I possess initiative. I attempt work beyond that required. I volunteer contributions to class or school activity. I am a leader in extra-curricular affairs.	
3.	I am dependable. I am reliable at all times; I do routine duties without being told; I am on hand when I am needed. I am reticent about confidential matters entrusted to me.	
4.	I am punctual. I complete assignments on time and keep appointments on time.	
5.	I am obedient. I observe the rules of my school, of my employer, and of my community.	
6.	I cooperate with others. I work harmoniously in group activities. I consider the interest of the group of paramount importance.	
7.	I possess good judgment. I have good common sense. I distinguish the important from the unimportant in class work. I consider all phases of a situation before deciding on a course of conduct. Others ask my opinions and advice.	
8.	I am tactful. I say and do the right thing when dealing with others. I never give offense to others.	
9.	I am neat and clean. My person and attire are neat and clean. I keep my surrounding for which I am responsible neat and clean.	
10.	I display good taste in attire. My grooming is in the best of taste.	
11.	I have habits of good posture. When I walk, sit, or stand, I create a favorable impression because of my bodily posture.	
12.	I speak well. The words I speak and my enunciation create a favorable impression.	
13.	I show consideration for others. In making decisions, I am mindful of the effect my future conduct will have on others.	
14.	I am well mannered. I show a refinement of manner and a natural grace in my contact with others.	
15.	I am healthy. I am practically never ill.	

16.	I have tireless energy. Even after a day's work, my energy is not exhausted.	
17.	I am accurate. I get information correctly. I keep records properly in order.	
18.	I am speedy. I lose no time in doing my work. I get my work done quickly.	
19.	I am honest. I do not tell falsehoods. I do not steal money, time, supplies, or ideas.	
20.	I am adaptable. I turn from one task to another. I am not confused by changes. I adjust myself to people, places and things.	
21.	I have a good memory. I remember the names of persons, telephone numbers, addresses. I remember facts and incidents that have a bearing on a question of the moment.	
22.	I am industrious. I am happy when I am busy. I find work to do at all times.	
23.	I am loyal. I feel strongly the ties that bind me to ideals, institutions, and to people, both those who depend upon me and those upon whom I depend.	
24.	I have executive ability. I plan work with system and with efficiency, and I assign tasks to others with understanding. I manage people, and they like to work for me.	
25.	I have business-like attitudes. I realize the importance of the work to be done. I am not a "clock watcher." I realize the value of time and the importance of giving a day's work for a day's pay.	
	Total Score	

A perfect score is, of course, 100; but few are likely to score at that level. Consider a score above 90 as excellent; from 80 to 89 as very good; from 70 to 79 as fair; and from 60 to 69 as poor. Then go back to your ratings and check items you marked with a (2) or (1). These are the areas where you can begin to work for improvement. If you scored 90 or more you should go back over the ratings to make sure you have been objective in your self analysis.

* Taken from Russon's "Business Behavior" published by Southwestern.

WHAT ABILITIES DO YOU NEED TO DEVELOP?

ABILITY	HOW I WILL DEVELOP IT
How to:	
1. Handle a motion and other parliamentary procedure	
2. Develop an agenda	
3. Organize the executive committee	
4. Use the gavel	
5. Develop speaking ability	
6. Coordinate chapter activities with state and national program	
7. Schedule meetings	
8. Make introductions	
9. Accept introductions	
10. Properly use humor in speeches and meetings	
11. Properly recognize special events such as National DECA month	

12. Properly cooperate with other officers and chapter members

13. Set up a calendar of events

THE DECA OFFICER*

A DECA officer's job is to plan and supervise the work of others, to think for more than one, to multiply himself through others.

He puts first things first and makes decisions promptly and clearly when problems arise.

He is primarily a teacher and a leader, who directs, with personal touch, inspiring energetic loyalty.

He shows workers how to do things easily, better, at less cost.

He goes to his fellow members to make suggestions, express appreciation, get information.

He invites them to confer with him and be perfectly at ease; then encourages enthusiasm, initiative, thinking, and is receptive to new ideas whatever their source.

He gives clear-cut instructions, and delegates authority with responsibility.

He trains those under him to think and decide for themselves; he avoids giving assignments beyond recipients' capacity to execute.

He is paid in personal satisfaction for what he gets done as well as for what he does.

A DECA officer is good to the extent of his ability to recognize, accept, and act upon good advice. When wrong he admits it, and thereby grows in the eyes of his associates and others. His most prized possession is judgment, and judgment is the faculty for making right decisions most of the time.

* Adopted from "How to Be an Executive" by Paul Talbot.

CHARACTERISTICS OF A GOOD OFFICER

1. He should be a good speaker -- able to adapt remarks to any situation.
2. He should have a good personality.
3. He should have exceptional morals and be honest.
4. He should have good manners.
5. He should be reliable and punctual.
6. He should be a hard worker and cooperative.
7. He should have a good knowledge of Distributive Education and DECA.
8. He should have poise and be confident of himself.
9. He should be stimulating in everything he says and does.
10. He should be proud to be a DECA member and a Local Officer.
11. He should always dress to fit the occasion -- Personal neatness is a must.
12. He should wear his blazer with distinction.
    a. Smoking while wearing the DECA Blazer is highly undesirable.
    b. The DECA Blazer should be kept in the best possible condition.
13. He should be humble, not a "glory grabber."
14. He should have a personal code of ethics.
15. He should conduct himself as a good distributive education student first and last, with DECA Blazer on or off.
16. He should know the proper method of meeting people.
17. He should know proper methods of correspondence.
18. He should be a good conversationalist.
19. He should be courteous. The words "Please" and "Thank You" pay dividends. Use them often.
20. He is careful of what he says and how he says it.
21. He does his level best at all times. He makes the most effective use of time and money.

22. He does not commit himself orally or in writing until he is sure he is right.

23. He is prompt in all appointments. He plans ahead - arrives a little ahead of schedule.

24. He makes a special effort to remember people's names. He keeps records of people he meets.

25. He uses good table etiquette at all times.

26. He avoids "smutty" or off-color jokes or stories.

27. He has knowledge of parliamentary procedure.

28. He has a desire and willingness to serve the local chapter and has enthusiasm for his work.

29. He has the ability to get along with other members.

REMEMBER -- the eyes of many people will be upon you. What you do and how you do it should leave a favorable impression. Watch your conduct, avoid anything that may be questioned.

CHARACTERISTICS OF A GOOD MEMBER

1. He is always prompt.

2. He is proud of his organization.

3. He accepts his share of responsibility for the business at hand.

4. He is anxious to hear ideas and opinions of others.

5. He gives constant attention to the activities of the organization.

6. He knows the purpose of each meeting and activity and works for its accomplishment.

7. He carries out all assignments to the best of his ability.

8. He is constantly thinking and acting for the benefit of the organization.

9. He acts in the school and the community in a manner that reflects favorably on the organization.

ACTIVITIES WHICH PROVIDE LEADERSHIP TRAINING

* Being proficient in the use of parliamentary procedure.
* Giving officer reports and committee reports to your chapter.
* Giving talks before groups outside of Distributive Education.
* Learning the opening and closing ceremony.
* Studying the history, aims, and purposes of DECA.
* Learning the Constitution and by-laws of the chapter.
* Becoming acquainted with the responsibilities of each officer.
* Assisting in developing the chapter program of work.
* Participating in other school organizations.
* Thinking clearly. Acting in good taste.
* Getting the facts and analyzing them before you draw conclusions.
* Getting the habit of cleanliness and orderliness.
* Establishing reasonable goals.
* Taking advice, but doing your own thinking.
* Encouraging the other fellow as you go along.
* Never admitting to yourself that you are permanently beaten.
* Making friends and keeping them.
* Dreaming on what you would like to accomplish.
* Being proud of what you do.
* Taking pride in being a chapter officer, but earning it.

HUMAN RELATIONS

AND

THE W-DECA CHAPTER MEMBER

Regardless of what your future aspirations may be, success or failure will be affected by your human relations skills. This will be true whether you are a student or businessman. As a W-DECA member you should be aware of the art of good human relations.

WHY are other people so important?

Did you ever stop to think that your ability to gain happiness, prestige, and financial success depends on your ability to get many other people to help you? The way other people feel about you is vitally important, because they usually have a choice between helping or not helping you.

Good human relations are a matter of give-and-take situations in which both parties are satisfied and wish to continue the relationship. Techniques designed to exploit other people are self-defeating. The instant anyone discovers he is being "used" the relationship ceases.

As an ambitious salesperson, you are interested in good human relationships, because conflicts with other people cause inner tension which lessens your ability. When other people feel good about you, you tend to feel good about yourself, and vice versa.

It's important to help people to like themselves.

You, the salesperson, should strive for a personality that makes people have a better opinion of themselves. Good human relations involve not only causing people to like you, but helping them to like themselves.

LET other people be themselves.

A most important rule in good human relations is to let other people be themselves, whether or not you agree with how they act, what they say or what

they believe. The person who is skilled in human relations is permissive. Other people feel at ease around him. They feel safe in saying whatever comes to their minds.

Remember to talk in a positive, optimistic manner.

Make it a habit to avoid depressing topics that only make other people feel less optimistic: Don't forget that chronic complainers are seldom welcome. Further, give people a good name to live up to.

Always imply that the other person is competent, trustworthy, dependable and efficient. The other person will be apt to live up to the reputation which you give him.

WITH DISCRETION compliment people in the presence of others.

As in the case with everyone else, you like compliments, but you like them best when other people hear them too. After all, you can hardly go around repeating compliments you receive.

SHOW people that you have confidence in their ability.

If you do, you literally increase their competence. When other people show their confidence in you, they improve your morale and your ability to motivate yourself for effective action.

BUT, remember to show your appreciation.

Is there anything more disheartening than going out of your way to do something thoughtful for another person and then not receiving even a simple "thank you"? A lack of appreciation easily terminates a friendship, or keeps a new one from starting. You should go out of your way to express appreciation for anything done for you.

However, discretion being the better part of valor, it's best to avoid pointing out other people's faults.

Let someone else do this! Try to forget other people's faults - all of us have them - and concentrate on their assets.

Remember, trying to "make people over" is a thankless business. People want to be accepted as they are right now. They don't want approval conditioned on "if" they do something.

COURTESY is important.

The major psychological value of courtesy is that it shows respect for the other person. It indicates that you feel he is important enough to deserve your courteous behavior toward him. Not only do other people appreciate courtesy from you, but it gives you a feeling of well-being that increases your ability to motivate and persuade other people.

NOTICE how you affect other people.

When you talk to other people, do you get a visual and auditory feedback from them that tells you whether you are influencing them, and in what way? Such a feedback tells you whether you should talk faster or slower, repeat what he just said, or change to another topic.

AND don't bruise egos.

Every customer identifies himself with various objects, attitudes, values, groups and what have you. Criticizing these is the same as directly criticizing the customer, because his personality is now literally tied-up with these various things. Remember the phrase: "He who insults my dog, insults me."

AVOID arguments and ego-involvement.

You can't win an argument, because in winning an argument you deflate the customer's ego. You can show by logic that a man is wrong, dead wrong, but he will dislike you for it. Even though you may have made him "see the light," you have robbed him of something precious - a part of his self-esteem.

ALSO remember that forcing people usually backfires.

No one likes to be forced to do anything. Crude attempts to manipulate people by direct orders, loud arguments or criticism arouse resentment and causes them to do just the opposite from what you want. It makes a person feel cheap to be "manipulated" or "used" by someone else.

It is easier to take the friendly initiative.

Some people simply don't give others a chance to like them. Their approach is hostile, or lukewarm; they don't "extend the hand of friendship". A good policy for you is to compliment other people.

Ask yourself this question, "How many people did I compliment on something last week?" All people like to receive praise and honest appreciation. It makes them feel more adequate, it gives them a good feeling about themselves, and it tends to reduce their worries. To be most effective, praise or appreciation should be specific in nature; it should point out the specific job that the person did very well, or the award he won.

BE HELPFUL

Everyone appreciates help given without any strings attached. It doesn't matter whether the assistance is large or small. The important thing is that the person appreciates this as a friendly gesture and as an indication that he's important enough for you to go out of your way to help him. Few things improve a personal relationship more than eagerness to assist a person.

LET me now sum-up the principles and techniques which you can apply in a wide variety of situations to improve your human relations.

1. Use other people's name frequently. Nothing is sweeter than the sound of a man's name.

2. Remember that appreciation and praise bring out the best in people,

while criticism tends to bring out their worst.

3. Pass on to other people any compliments which are paid to them by third parties.

4. Don't burden people with your problems. Remember that other people have their own problems, most of which you are completely unaware.

5. Be a comfortable person to be with, by attempting to be cheerful and pleasant at all times. Act cheerful, even if you don't feel cheerful.

6. When you are tempted to argue with other people, remind yourself that everyone looks at any person, object or situation in a different way. Give people the right to be different because they are different.

7. Don't startle others or make them nervous by discussing topics which are depressing or make them feel threatened. Make it a habit to confine your remarks to topics which you can discuss with a reasonable degree of optimism.

8. Give people the benefit of the doubt when your feelings have been hurt. It's rare for people to insult you deliberately. Instead, they may be merely trying to boost their egos and solve their own problems, and occasionally you may be in the way.

9. Be sensitive to the moods of other people. Choose what to do and say partly on the basis of the way you notice how the other person feels at the moment.

10. Make people feel more capable and adequate by showing that you have full confidence in their ability.

11. Avoid discussing controversial topics like politics and religion.

12. Be certain to show your gratitude for anything which others do for you.

13. Give the other person a good name to live up to. Never attribute an unworthy motive to another person. No one is perfect, but few people appre-

ciate having their faults pointed out to them.

14. Go out of your way to be helpful to others.

15. Greet people cordially. Act happy to see them.

16. Practice being a good listener.

17. Go out of your way to show others that you recognize their importance. Asking their advice or opinion is one simple way to do this.

18. Develop and exercise your sense of humor by seeing the amusing elements in an apparently serious situation and by learning to take a joke on yourself.

19. Avoid noticing or calling attention to the mistakes and shortcomings of others.

20. Keep confidential information to yourself.

21. Show resepect for the peculiarities of other people. We all have a few.

22. Be tactful, sympathetic and understanding with the person who looks to you for help.

23. Suppress any feeling of irritability toward other people.

24. Be dependable. Never make a promise that you can't fulfill.

25. Be generous in recognizing and praising the accomplishments of others.

THE GROUP MEMBERS AS THE LEADER SEES THEM

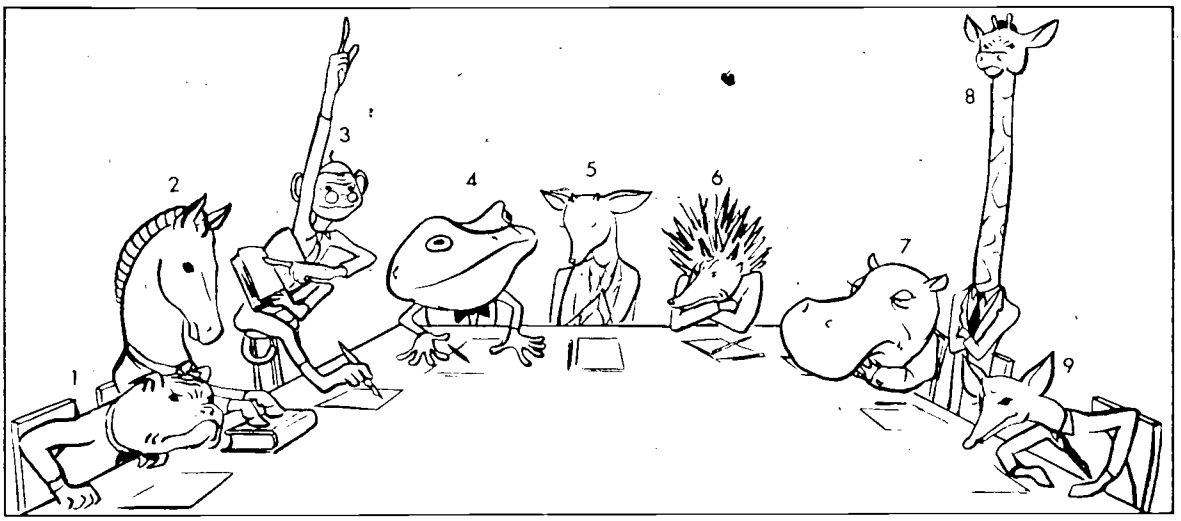

1. THE QUARRELSOME TYPE
   Stay quiet, don't get involved, use the conference method. Stop him monopolizing.

2. THE POSITIVE TYPE
   A great help in discussion. Let his contributions add up. Use him frequently.

3. THE KNOW-ALL TYPE
   Let the group deal with his theories.

4. THE LOQUACIOUS TYPE
   Interrupt tactfully. Limit his speaking time.

5. THE SHY TYPE
   Ask him easy questions. Increase his self-confidence. Give credit when possible.

6. THE UNCOOPERATIVE "REJECTING" TYPE
   Play on his ambitions—recognize his knowledge and experience and use them.

7. THE THICK-SKINNED UNINTERESTED TYPE
   Ask him about his work. Get him to give examples of the work he is interested in.

8. THE HIGHBROW TYPE
   Don't criticize him. Use the "yes-but" technique.

9. THE PERSISTENT QUESTIONER
   Tries to trap the Group Leader. Pass his questions back to the group.

PARTICIPATING IN A GROUP DISCUSSION

Everyone should learn to participate in a group discussion. Unless young people learn to participate in making decisions and in determining policies and procedures, each succeeding generation of adults will be cheated out of a portion of its heritage as citizens.

1. Prepare for the discussion. Find out ahead of time the topic to be discussed. Read reference material on the topic and discuss it with others. Your preparation will make it easy for you to enter into the discussion and to make worthwhile contributions.
2. Listen carefully. Think of what each speaker says. Wait until a speaker has finished before you speak. Relate your remarks to what others have said on the topic.
3. Think straight. Watch for errors in thinking. Be quick to detect weak arguments or errors in facts. Be careful not to misrepresent what another member of the group says.
4. Speak up for your opinions. Feel free to express your opinions or ideas, even though they may represent a minority viewpoint. Don't, however, monopolize the discussion. Speak clearly. Enunciate distinctly.
5. Give facts, examples, or opinions of authorities on the subject to support your statements. Quote authorities accurately. Draw on your own experience for examples. Stick to the subject.
6. Watch the group for signs of boredom and inattention when you are speaking. Arouse interest by giving examples or illustrations. Get the opinions of others on your point -- ask for the opinion of a member who seems not to be interested. Sense the feeling of the group

as to how the points you are making are going over.

7. Be courteous and self-controlled. Don't take an I-know-I'm-right attitude. Listen carefully to points discussed by other members of the group. Earnestly seek the truth -- the best answer to the problem under discussion.

8. Accept, as a good sport, the decision of the group. When the group has arrived at a decision through democratic action, be ready and willing to support it even though it may differ from your opinion.

LEADING A GROUP DISCUSSION

The leader of a discussion should be fair, courteous, tactful, and efficient.

1. He prepares for the discussion. He learns all he can about the topic to be discussed -- he talks with other people and reads reliable references in books, magazines, etc. He makes out in advance a list of points to consider that may be used as a guide in leading the discussion -- to keep the group on the subject and the discussion moving along.

2. He organizes the group when they assemble. He arranges the group so that each member can see what is put on the chalkboard. The leader gets a member to volunteer as the chalkboard "scribe," and may designate one or two members, at beginning of the discussion, to summarize the major decisions at the close of the period.

3. He introduces the topic. He should put the topic or problem on the board early in the discussion period to help keep the group on the subject being discussed. He may explain the importance of the topic or problem or have members of the group explain its importance. He may define terms and limit the scope of the discussion. If the discussion is

slow in starting, the leader may arouse the interest of the group by asking significant questions.

The leader stands erect, maintains eye contact -- looks at the group, not at the trees. He speaks in a clear, strong, and distinct voice and encourages members of the group to speak up so that all can hear.

4. He keeps the discussion on the topic. It is usually good procedure to get out and list on the board the points to consider, then go back and discuss them one at a time. As each point is discussed, the leader should see that significant or major decisions are reached before moving on to the next point. He uses illustrations or examples in getting out certain points to consider. When a member wanders away from the topic, the leader courteously reminds him of the topic under discussion.

5. He keeps the discussion moving forward. The leader who has clearly in mind what he wants to come out with and has made good preparation will be able to keep the discussion moving. He will ask questions to bring out certain points. He may ask the group such questions as, "How do you handle this in your chapter, Joe?" "How many of you handle it in a different way?" "What results did you get?"

6. He gives all a chance to contribute. If a member talks too long -- more than two minutes -- or too often, the leader tactfully reminds him that some members have not had a chance to speak. He calls on members who have not entered into the discussion.

7. He keeps the discussion from becoming too heated. Let there be light and no heat. There may be more than one way of doing a particular thing--some ways good and some not so good. The leader will need to tactfully guide the group to see that there may be several good ways of

performing a given duty or carrying out a particular activity.

8. He stimulates discussion. The leader should avoid answering questions; questions asked by an advisor or member of the group should be skillfully directed to the group for answering. After asking a question, there should be a pause of a few seconds before calling on a member to answer. A good leader guides the group to compare the good and the bad points suggested and to arrive at good decisions. From time to time, the leader may list or have listed decisions arrived at by the group.

9. He summarizes the discussion at the end of the meeting. At the close of the discussion the leader may sum up the decisions--conclusions reached--and mention points which have not yet been settled. The leader may call on a member of the group to summarize the discussion. If there is an advisor or resource person in the group, the leader may call on him to add to the summary.

10. He should bring out the next topic for discussion. If there is to be another meeting of the group, the leader should list the points that have not yet been settled. Also, he should block out the next topic to be discussed. It would be well to put the topic on the chalkboard so that all members of the group will understand the next topic to be discussed and have opportunity to prepare for the discussion.

HOW TO GET MORE OUT OF CONFERENCES

I. THE ROLE OF THE CONFERENCE LEADER:

Before the Meeting

PLANNING

1. Think over the main problem.
2. Get foundation facts and information on the problem.
3. Arrange for someone to take notes.

ARRANGING

1. Get most suitable room.
2. See that chairs, long table, blackboard and paper are arranged.

At the Meeting

INTRODUCING

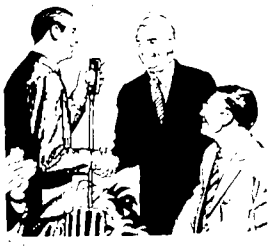

1. See that members are acquainted.
2. Introduce yourself and see that your position is understood.
3. Explain purpose of conference.

GUIDING

1. Work out sequence of topic headings.
2. Summarize frequently and keep group on main tract.
3. Work for agreement of the group.

LEADING

1. Handle personal antagonism without fail.
2. Avoid letting one man talk others into flash decisions.
3. Don't let a few do all the talking.
4. Keep a friendly spirit.
5. Pull ideas out of the group rather than out of your head.

ADMINISTERING

1. See that groups' responsibility is aroused.
2. See that what needs to be accomplished is thoroughly understood.
3. If final action has been taken, see that those responsible for notifying and carrying out are aware of their duties.

LISTENING

After the Meeting

1. Review the meeting, noting what has been accomplished and what needs to be done.
2. Check and make preparations for follow-up meetings.
3. See that notices and actions are carried out.

II. THE ROLE OF THE MEMBERS OF CONFERENCE:

COOPERATING

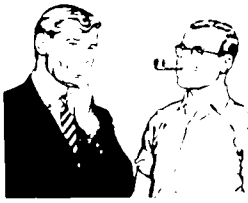

Before the Meeting

1. Investigate for evidence of experience that will be useful.
2. Review what you know about the problem.
3. Draw up proposals you may wish to offer.

THINKING

At the Meeting

1. Remember that a good listener is as important as a good talker.
2. Follow the trend of the discussion.
3. Try to understand the man who is talking.
4. Think before speaking.
5. Keep in mind the interest of the group you are representing.
6. Don't be discouraged if time goes. The conference is a slow but solid process.

DUTIES AND RESPONSIBILITIES OF CHAPTER OFFICERS

PRESIDENT

As an officer of your DECA chapter you have the opportunity to serve not only your chapter, W-DECA and National DECA, but also yourself. Your chapter is offering you a chance to make use of a fine training ground and prepare yourself to be president of other organizations. You can learn best by "doing", so here are some helps to assist you in being a good president. Should any of these duties conflict with your chapter by-laws, remember that your by-laws take precedence.

Be sure that files given to you by your predecessor include the following:

1. Copy of your local chapter constitution, by-laws and standing rules.
2. Up-to-date copies of by-laws and standing rules of W-DECA and National DECA.
3. Roster of Executive and Advisory Committee and local presidents of DECA chapters.
4. "DECA Handbook".

Before your first meeting you should:

1. Check through the DECA material given to you and familiarize yourself with it.
2. Have an agenda prepared. Study it and follow through during meeting.

As the president your duties are to:

1. Preside at all chapter meetings. (If you are on the program, chapter custom or by-laws may provide that the vice-president take the chair during the program.)
2. Preside at Executive Board meetings.
3. Know whether there is any unfinished business, and what committees are ready to report. Allow time for new business that must be taken up.
4. Make all appointments as specified in the by-laws and be sure that appointees are instructed in their duties.
5. Be an ex-officio member of all committees except the nominating committee, if this is provided in your chapter by-laws.
6. Know basic parliamentary law, DECA policies, and protocol.
7. Become familiar with by-laws and standing rules of chapter, state, and National.
8. See that all information sent to you as president is trasmitted to the chapter members. (Bring to chapter, do not put it away and forget it.)

9. Cooperate with other chapters so that DECA work may advance.

10. Study the "DECA Handbook" so that you will carry on the work of your chapter according to the aims of the organization.

11. Represent your chapter at civic organizations, service clubs, state and national conferences, and at other such places or events when the chapter should be represented.

12. Discover ways in which chapters can give service.

13. Be familiar with duties of all officers.

14. Give copies of all speeches to your coordinator before presentation.

15. Keep complete files of material to be given to the new president, along with a written report of work accomplished during your term and written suggestions to help the new president.

To be a successful president, you should:

1. Be gracious and friendly at all times.

2. Be courteous, remembering that each member has a right to express his or her opinion whether this opinion is popular or not.

3. Arrive at the meeting early so that you will have time to meet and talk to members and guests.

4. Try to give each member something to do so that each will feel important to the organization.

5. Be a leader, not a dictator.

6. Remember you are supposed to carry out the wishes of the group, even when they conflict with your own ideas.

7. Listen with an open mind to all suggestions and criticisms.

8. Be sure that your chapter has a copy of "Robert's Rules of Order (Revised)".

9. Help to develop and promote a program that will be a challenge to all members.

10. Be alert to ways of creating and maintaining chapter interest.

VICE PRESIDENT

As the vice president your duties are to:

1. Accept and meet those general responsibilities of the president.

2. Assist the president whenever possible.

3. Conduct meeting in the absence of the president.

4. Supervise and serve as ex-officio member of major committees.

SECRETARY

As an officer of your DECA chapter, you have the opportunity to serve your chapter and the State and National organization. You, too, are important and may serve yourself by taking advantage of an opportunity to make use of a fine training ground. Most of us learn best by "doing". To make your doing more simple, some of the requirements of your office, and suggestions are set forth here to assist you in your "service". Should any of these duties conflict with your chapter by-laws, such duties would be disregarded.

As secretary your duties are to:

1. Secure from your predecessor the files and minute book with minutes up to date, immediately upon taking office.

2. Keep copies of the by-laws and standing rules of your chapter, State and National, making and dating notations of amendments.

3. Keep an up-to-date roster of the chapter members with addresses.

4. Keep a list of names and addresses of the Executive and Advisory Committee.

5. Keep a roster of chapter officers, committee chairmen and committee members for ready reference. Provide committee chairmen and members with instructions for committee functioning as stipulated in motions or as provided in by-laws.

6. Call the meeting to order in the absence of the president and vice president. Ask for nominations for a chairman pro tem, and conduct the vote. (Vote taken by voice, ballot not necessary.)

7. Take roll at each meeting (may be silent) keeping record of both absent and present members, and advise the president if there is a quorum.

8. Keep a complete and accurate record of all chapter meetings and Executive and Advisory Committee meetings and read minutes of meetings.

9. Advise treasurer of expenditures authorized by the chapter, as recorded in the minutes.

10. Prepare for the president a notation of the unfinished business (anything unfinished or postponed from the previous meeting) and a list of committees instructed to report. At least a week before the meeting date, send the president a copy of the minutes of the previous meeting.

If your duties include those of corresponding secretary, you should:

1. Read to chapter such communications as are pertinent to DECA activity, giving writer's name and name of organization. (You may report only the highlight of a long communication.)

2. Acknowledge correspondence promptly, and reply in accordance with instructions of chapter. Make a copy for the president and a copy for your correspondence file.

3. Be responsible for correspondence at direction of the president or chapter.

Suggestions:

1. The minutes should be recorded in a bound book. They should be captioned for ready reference, using marginal annotation form. Uniformity is very important and necessary.

2. Be sure the motion is recorded exactly as it is adopted. Do not hesitate to ask the president to have the motion repeated if necessary. The name of the maker of the motion is entered in the minutes, but not the name of the person who seconds. Debate is not recorded - only the action taken. (Avoid adjectives or personal opinions or comments.) Business is recorded in the order in which it comes up.

3. Any corrections made to the minutes should be entered and dated in the margin and errors should not be erased.

4. The secretary, as a member of the assembly, has all the rights and privileges of any member. She may vote, debate, or make motions.

5. Ask the president before each meeting, if there is correspondence to be read. All correspondence should be read carefully before the meeting in order that names may be pronounced correctly.

6. Letters should be neat and well organized as to content. A well-written letter reflects credit upon the chapter.

7. Use the DECA Chapter Secretary's Book and choose the form of keeping minutes you desire. However, the form in which minutes are kept should remain the same for the entire term of office.

TREASURER

The treasurer's files should contain the following:

1. Copy of chapter by-laws and standing rules with sections marked authorizing disbursements for W-DECA dues, National dues, and other items.

2. Copy of budget adopted by chapter.

3. Receipt book to acknowledge money received by the treasurer.

4. Check book to disburse chapter funds as authorized.

5. Treasurer's books in which to keep the financial records of the chapter.

6. Names and addresses of the Executive and Advisory Committee.

7. Up-to-date roster of chapter members.

Upon taking office you should:

1. Check the files and records received from the retiring treasurer. Ask about missing records at once.

2. Familiarize yourself with the duties outlined in the chapter by-laws.

3. Check to see that signatures of new officers and coordinators authorized to sign checks have been filed with the bank.

As treasurer your duties are to:

1. Be custodian of the chapter funds.

2. Collect members' dues and other monies received by the chapter, and issue receipts for such monies received.

3. Disburse chapter funds as authorized.

4. Keep accurate records of the chapter receipts and disbursements. File all bills as support for money paid.

5. Report the financial status of the chapter whenever requested. This report is usually given at each meeting.

6. Pay all bills as soon as they are authorized.

7. Take reservations (unless there is a reservations chairman).

8. Notify members of unpaid dues. Notify president if dues are still unpaid at delinquency date.

9. Serve and assist other chapter officers.

As treasurer you should:

1. Be thoroughly familiar with rules of State and National DECA pertaining to dues of members and of the chapter.

2. Keep the bookkeeping procedure simple. Set up records for budget items.

3. Check expenditures against the budget and notify the chapter before they overspend a budget item.

4. Keep the records neat and accurate.

5. Checks should be carefully written (they may go through many hands before

being paid by the bank), and must be counter-signed by the coordinator if written by the chapter treasurer.

6. Keep books and records available for inspection of the auditing committee.

7. Give receipts for any money received as a means of accounting for money desposited in the bank.

8. Deposit any money received as promptly as possible. (Do not keep chapter and personal funds together.)

9. Remit State and National dues in the required amount by the dates due.

Before relinquishing office you should:

1. Balance the books to be ready for audit. Books should agree with bank balance; outstanding checks plus cash on hand.

2. Prepare a financial report covering term of office and file a copy with the W-DECA State Advisor.

3. Arrange for transfer of funds to the new treasurer. Obtain signature cards from the bank so that the new treasurer may draw on funds without unnecessary delay.

4. Complete files and records promptly to deliver to the newly elected treasurer.

REPORTER and/or HISTORIAN

The duties and responsibilities are to:

1. Gather and classify all DECA news.
2. Prepare news notes and articles for publication.
3. Contact local newspapers, provide them with a mat of the DECA emblem. and supply them with DECA news.
4. Send news to the chapter in charge of publishing the W-DECA Reporter.
5. File clippings, pictures, etc., of all DECA activities and maintain a scrapbook.
6. Serve as the chairman of the Publicity Committee.
7. Provide news and materials for bulletin board.
8. Supply materials for the reports on activities of the DECA Chapter.
9. Assist in planning and arranging Chapter exhibits.
10. Assist as director of photography.
11. Send W-DECA State Advisor copies of publicity received from your community and school newspapers.

PARLIAMENTARIAN

The duties of the chapter parliamentarian are to:

1. Assist chapter members in understanding the fundamental purposes of parliamentary procedure.

2. Be prepared to advise the presiding officer and other chapter members on points of parliamentary procedure.

3. Have reference material pertaining to parliamentary procedure available for each meeting.

4. Watch for significant irregularities in parliamentary procedure and call them to the attention of the chair.

5. Be prepared to explain any irregularity and its effect on the rights of all chapter members.

HELPFUL HINTS FOR CHAPTER OFFICERS

1. As a Chapter Officer, you represent the only organization attracting youth to careers in marketing and distribution.

2. Wherever you may go, people will be watching you. What you do and how you do it must leave a favorable impression. You must be mindful at all times that your conduct must never be questioned.

3. When appearing as a Chapter Officer before any group, regardless of size, your DECA Blazer must be worn. Your hair must always be neat and well groomed. Your shoes must be shined. A white blouse or white shirt is a necessity. For the women, a matching skirt, heels and hose; for the men, dark plain tie, matching trousers and dark socks.

4. The words "please" and "thank you" are to be used often. You will find they pay liberal dividends.

5. Be careful what you say and how you say it.

6. Always make the most effective use of your time and money. It is most important that you do your very best at all times.

7. Never commit yourself orally, or in writing, unless you are certain that you are right, or that you keep the commitment.

8. If you have an appointment, plan to arrive before the appointed time.

9. If you must smoke, use good judgment in doing so. Conduct rules of some chapters may not allow smoking during DECA sessions.

10. Make a special effort to remember the names of the people you meet. It might be helpful to keep a written record of these individuals for future

reference, particularly if you want to send them a "thank-you" note. Always be sure you have their name spelled correctly.

11. Be prompt in handling your correspondence. As a Chapter Officer, you are obligated to give a carbon copy of all correspondence to your Chapter Advisor. The Chapter Secretary should set up a correspondence file for each Officer at your school.

12. Make it a point to know as much as you can about all the areas of vocational education in your state, particularly, some of the activities of the other vocational education youth organizations.

13. If you have the opportunity to visit another Chapter, find out as much as possible about the group before you visit, and always recognize the outstanding activities conducted by the group. At all times, you must avoid sarcasm and outright criticism. Make it a point to meet the individuals in charge and compliment them on their work. You should make an effort to be helpful to the members and officers wherever possible.

14. If you make a speech as a Chapter Officer during your term of office, here are some helpful suggestions:

    a. Be sure to bring greetings from the rest of your Chapter's Officers.

    b. Express appreciation for being invited to participate in the activity.

    c. Let the audience know you are aware of some of the outstanding activities the group is doing.

    d. Be sure to express appreciation for the efforts of the "VIPs" in promoting and assisting the group in its activities.

    e. In making any kind of a presentation before a group, never start a sentence with "I think." Discuss some of your Chapter or State Association activities, some of the outstanding accomplishments by DECA members and other topics which you know will be of interest to those whom you are addressing.

    f. Do not talk too long. A five-to-eight-minute talk that is well planned in advance and presented effectively will serve the purpose. Remember that banquet programs particularly have a tendency to last too long.

    g. If you use jokes or stories in connection with your presentation, make certain that they offend no one.

    h. Check your speech over with the chapter advisor before you present it.

15. Be sure you know what you are talking about. You should make every effort to refrain from discussing topics which may be controversial.

16. Stay out of arguments. No one ever won an argument. You should avoid any discussions relating to Distributive Education instruction, government policies, political issues, racial situations, etc.

17. It always pays to be a good listener but at the same time, be a good conversationalist. It has been said that the secret of success lies in the ability to get the other person's point of view and see things from his viewpoint as well as your own.

18. It is imperative that you never make a statement which can be interpreted as endorsement, or implied endorsement, by DECA of any activity unless that activity has been officially approved by the Executive Council.

19. Always refer to fellow DECA members as "Distributive Education students" or "DECA members." If possible, it is always desirable to call fellow students by their first name.

20. When speaking with or about important or older people, they are always referred to as "Mr.," "Mrs.," or "Miss."

21. When you are talking with other officers in public places, never be critical of anyone and avoid all "griping."

22. It is always fitting to find something good to say or talk about when discussing items or activities referring to Distributive Education or DECA. You should avoid the remark, "My Chapter does it this way...etc."

23. Make it a point to act interested, to be friendly and smile. The words "Sir," "Thank you" and "Pardon me" are never out of place.

HINTS ON HOLDING DECA CHAPTER MEETINGS

In order to surround the formal planned business and professional meeting with the dignity that it is entitled to, a few suggestions are given here which, it is hoped, will assist the officers of the W-DECA chapter in developing and improving the procedures currently used.

CONDUCTING THE DECA CHAPTER MEETING:

Every chapter should have an established order of business and follow it at all regular meetings. Members then know what to expect and can participate more effectively. The following order is suggested for regular meetings but is, of course, subject to modification and change to better fit the needs of any particular chapter.

1. Call the meeting to order
2. Repeat the DECA Creed
3. Roll call (by W-DECA Chapter Secretary)
4. Reading of the minutes of the previous meeting (to be read by the secretary and passed upon by the group).
5. Treasurer's report.
6. Special report from chapter officers.
7. Standing committee reports.
8. Special committee reports.
9. Business from the floor by members:

    a. Unfinished business
    b. Reading of communications and correspondence
    c. New business

10. Program
11. Adjournment

Procedure in a Typical Meeting

President: "The meeting will please come to order. The secretary will read (With three taps of the gavel) the minutes of the last meeting."

Secretary: (Standing) Reads the minutes so that they may be clearly heard by all members of the chapter.

President: "Are there any corrections?" (Pause) "There being none, the minutes stand approved as read (or as corrected)."

At this point, the officer or chairmen of standing committees may be called upon to give reports. For example:

Program Committee Chairman: "Mr. President, the Program Committee reports that it has secured permission from the Crystal Company for a chapter tour of its glass factory on Wednesday, November 9. The committee recommends that the chapter accept this privilege and that a letter of appreciation and acceptance be immediately to the Crystal Company. I move the adoption of this report."

(Recommendation for acceptance of the report may be made by the committee chairman; if not, president says, "You have heard the report of the Program Committee. What is your pleasure?")

Member A: "Mr. President, I move that the report be accepted."
Member B: "I second the motion."

President: "You have heard the motion and its second. As many as are in favor of the motion that the committee report be accepted, signify by raising your right hand...Those opposed by the same sign...The "ayes" have it; the motion is carried." The rest of the chapter business is carried on in the same manner.

Three taps with gavel--(Members stand)

OPENING CEREMONY FOR W-DECA CHAPTER MEETINGS

President: "I now declare the _____ Chapter of the Distributive Education Clubs of America duly opened for transaction of business." (Or for any other reason the chapter is assembled.)

(Raps once with the gavel and proceeds with Order of Business).

CLOSING CEREMONY FOR W-DECA CHAPTER MEETINGS

(After all business has been transacted).

President: "Mr. Secretary, have you a record of any further business which should be transacted at this time?"

Secretary: (Rises) "I have none, Mr. President." (Secretary sits)

President: "Does any member know of any other new or unfinished business which should properly come before this meeting?"

(If not) "Are there any announcements?" (All special announcements can be made at this time, i.e.: refreshments to be served, etc. Also, guests should be thanked for their attendance at this particular meeting, and should be invited back for future meetings.)

President: "I now declare this meeting adjourned until our next regular meeting or until the need arises for a special meeting."

(Raps once with the gavel.)

HINTS TO OFFICERS

The Presiding Officer

1. Begin the meeting on time. (Members will be there if they know the meeting will begin at the specified time.)
2. Be sure a quorum is present before beginning the business portion of the meeting.
3. Always keep the meeting under control. Limit the debate on the part of any one individual in the interest of keeping the meeting on the subject. Use the gavel of authority when necessary.
4. Conduct your meeting according to parliamentary law.
5. Refer to yourself as "the chair".
6. Be impartial at all times.
7. Always stand when presenting business or directing the group in action. It is permissible to sit down while the business is being transacted or matters are under discussion on the floor.
8. When you want to enter the debate, leave the chair and do your talking from the floor.
   If you want to make or discuss a motion personally--and occasionally this may be necessary--you should leave the chair and do so from the floor. (You may give information, but not opinions, while in the chair.)
9. Always remember that when you leave the chair the meeting must be turned over to the Vice President or other person whom you designate.
10. If some member wants to suspend the regular order of business, it must be done by formal motion and be carried by a 2/3 vote. This helps many times to keep the members "on the ball".
11. Recognize any member who wishes to speak.
12. Do not permit discussion until a motion is made, seconded, and stated by the chair.
13. Sit down after granting the floor to a member and remain seated while the member discusses the question.
14. State motion clearly and, before taking a vote, be sure that all understand what the question is upon which they are voting.
15. Announce the vote and the result of the vote.
16. Vote when the vote is by ballot. When other methods of voting are used it is better to refrain from voting and thus remain impartial.
17. Require all remarks to be addressed to the chair. (Don't permit members to discuss the question among themselves nor address questions or remarks to each other.)
18. Permit the vice-president, or maker of the motion, to put a question to vote if the question concerns the president alone.
19. Close the meeting on time, but not too abruptly.

THE SECRETARY:

1. Be sure and take down the minutes of ALL meetings--formal, informal and called meetings. Your record is important.
2. Record in your minutes what is DONE not what is SAID.
3. Always record the exact wording of motions, whether they are carried or lost in the voting, and make a record of who made the motion.

4. If you can't get the exact wording of the motion, you have every right to halt the proceedings long enough to do so by requesting the presiding officer to have the motion repeated slowly enough for you to make a record of it.
5. Your minutes should always show the names of members who have been appointed to committees--with the name of the chairman if any was designated.
6. If the Treasurer's report is not spread upon your minutes as read, you should have a copy of the same attached to your minutes.
7. Minutes are important enough to be written in a permanent minute book, not on small pieces of paper. Any corrections which are made in the minutes as read should appear in the margin.
8. The signature of the presiding officer on the minutes, with any approved corrections, is important. It completes the record.

THE TREASURER:

1. Keep your records in ink, in a permanent type of book.
2. Record all receipts by name of member or from what other source.
3. List all money paid out by dates and to whom paid.
4. Never pay out any of the chapter's money except on proper authority, and obtain a receipt from the person to whom paid EVERY TIME.
5. Keep your records right up to the minute at all times. Don't put off making the entries in your book.
6. Be in position to make an accurate report to the members at every regular meeting.

VICE PRESIDENT AND COMMITTEES

The chapter vice president is in charge of committee work in general and therefore will be working closely with all programs of work committees. In order to coordinate the program the vice president may find the following committee report form and suggestions helpful.

W-DEC CHAPTER COMMITTEES

Big events or [illegible]grams [illegible]lly headed up b[illegible] becomes his job to appo[illegible]ssary sub-commi[illegible] fic duties and [illegible]hen fo.low the[illegible] out of the tasks [illegible] Chapter Pres[illegible] eral chair[illegible]at can do those things [illegible] making the [illegible] practice to out.ine th[illegible]ties [illegible]ponsi- bilities [illegible] chairman. The general chairman [illegible]uld, [illegible] out- line the [illegible]esponsibilities [illegible] the sub-committee [illegible] the specific [illegible]asks to w.ch [illegible]re assigned.

As [illegible]example [illegible]e Sample Form [illegible]) the over-all [illegible]es [illegible]responsi- bilities [illegible]gene[illegible]airm[illegible] and the [illegible]ral dut[illegible] [illegible]espons.bilities of the cha[illegible] [illegible]ommitt[illegible]ow, [illegible]nments [illegible] respons[illegible]es [illegible]ub-com[illegible]ee ch[illegible]up a DF[illegible] Employee [illegible] se[illegible]elsew[illegible]dica[illegible] far down the line [illegible]make an al[illegible] of [illegible]es [illegible]ped that thes[illegible] samples wil ass[illegible]he W-[illegible]g a [illegible] of how [illegible] set up these matters for any [illegible]pe of e[illegible]ted d[illegible]ng the [illegible] and thus assure for them a greater measur[illegible]

THE GENERAL [illegible]MAN

RESPONSIBILITIES	
1. Appoint sub-committee chairmen and call them together in a meeting. Call the meeting to order.	1. Be sure all [illegible] com[illegible]ee chairmen [illegible] name.
2. Appoint a secretary of the general committee to take notes of meetings.	2. The general ch[illegible]irma[illegible] have time to [illegible]ake [illegible]es meetings.
3. Explain the over-all task or problem to be handled by the committee.	3. Every member must know the total problem faced.
4. Ask for suggestions from the group.	4. Everybody should have a part.
5. After suggestions are made summarize each and have same fully discussed.	5. Discussion promotes understanding and brings out many new ideas.
6. Have group reach a decision.	6. Leadership calls for this function, as discussion without action is a waste.
7. Be sure the group understands what has been decided upon by summarizing.	7. This is important to future concerned effort on part of committee.

RESPONSIBILITIES	NOTES
8. Thank members of group for their help and participation. Adjourn meeting.	8. Their effo[illegible] to think [illegible] problem through warra[illegible] recognition.
9. Review notes on the meeting with committee secretary.	9. Memory o[illegible] what has taken [illegible]ace will corre[illegible] many errors at t[illegible] point.
10. Make up report of committee [illegible] duplicate and turn in one [illegible]y to the DECA Chapter Vice President or Secretary as directed when appointed.	10. This is in pa[illegible]al fulfil[illegible]ment of the [illegible] assigned
11. Be prepared (if called upon) at a subsequent mee[illegible] of the W-DECA Chapter to make a[illegible] ORAL report on what has been accomplished unless a lot of figures are involved that require reading.	11. A general cha[illegible] is expected to have [illegible] command all of th[illegible]etails of his assigned ta[illegible] to the degree that no[illegible] are not necessary.

COMMITTEE ASSIGNMENT SHEET

Assignment Sheet For _____

To: Chairman, _____ Sub-Committee

From: General Chairman, _____

Subject: Duties and Responsibilities Assigned to Your Committee

SPECIFIC ASSIGNMENTS	SUGGESTIONS FOR CARRYING OUT

COMMITTEE REPORT FORM

Club Name _____

Committee Name _____ Date _____

The _____ (Committee) (Sub-Committee) met on _____ and on _____ to discuss: _____

The following points were considered: _____

It is the recommendation of the committee that the following action be taken: _____

Signed by: _____ Member

_____ Member

_____ Advisor or Consultant

_____ Chairman

I move that this report be accepted. (Or:)

As a result of the committee's recommendations, I move that (Specific wording of the motion) _____

HELPFUL SUGGESTIONS

1. Set up a committee meeting schedule with the committee chairman.

2. See that committee meetings are scheduled on the calendar and that all committee members have a calendar.

3. Meet with the committees to promote accomplishment.

4. See that committee reports are specific.

5. See that committee resolutions record the committee's reason for making them.

6. Make sure the committee chairmen know the proper form for drawing up resolutions. For example:

(Sample)

RESOLUTION COVERING A CHANGE IN THE DECA CHAPTER CONSTITUTION

Whereas this chapter is organized and operates under a formal constitution, and

Whereas in Article VIII. Meetings--Section 2 of said constitution it is required that this chapter's meetings be held under Robert's Rules of Order, (Revised), and

Whereas in Article VII. Officers--Section 1 of said constitution no provision is made for the election of a parliamentarian to guide the decisions of the chapter in matters of parliamentary law

Whereas it is believed that the best interest of the chapter can be better served by having such an officer elected by the members of the chapter

BE IT THEREFORE RESOLVED that: Article VII. Meetings--Section 1 of the constitution of this chapter be so amended to include the office of Parliamentarian as one of the regularly elected officers of this chapter, and

BE IT FURTHER RESOLVED that, the word "parliamentarian" be now inserted in said article and section immediately after the word "treasurer" in the constitution of this chapter as it is now written, and

BE IT FURTHER RESOLVED that, immediately upon the adoption of this resolution by the chapter, a parliamentarian be elected by the members to serve for the remainder of this semester or until the next formal election of the regular complement of officers of the chapter.

(_____

Committee on Resolutions (_____

(_____

INVOCATIONS

As a Chapter Officer, you may be asked to give an Invocation at certain Seminars and Conferences. Here are some examples:

1. Heavenly Father, bless we pray, this Thy food which Thou hast provided for us. Remember with Thy blessing all who are dear to us by the ties of kinship and friendship. Teach us ever to be thankful to home and its comforts, and for our opportunities for service to others. Forgive us our wrongs and watch over us for Jesus' sake. Amen.

2. We thank Thee, O Lord, for the food given us this day, and we pray that it may strengthen and sustain us in body and mind to serve Thee by doing our daily tasks faithfully and well. Grant that we may be ever grateful for all Thy blessings ~~to us~~ through Christ our Lord. Amen.

3. Accept our thanks, O Heavenly Father, for all the expressions of Thy goodness and mercy toward us. We thank Thee for this food received from Thy bounty. May Thy protecting care and watchfulness be over each of us as we carry on for God and country. Amen.

4. Give us grace to be grateful for the blessings which Thou hast so bountifully spread before us this day in Jesus' name. Amen.

5. Gracious God, we meet tonight with the realization Thou are our Creator. Not only of our physical being, but also of our mental faculties. We realize that all of our being comes from Thee. Bless us, Oh God, as we are assembled. May these hours (or days) spent together stimulate and help us as we are called upon to lead others in our community. Bless now the gifts set before us for the nourishment and strengthening of our bodies. In His name we pray. Amen.

6. Our Father in Heaven, we pause for these moments and to give Thee praise for Thy guidance and unfailing love. As we consider the selection of new leaders of the _____ W-DECA Chapter, grant us clear thinking and guidance in choice. Let none be fearful of losing and none be fearful to lead if chosen. Lead us, guide us and walk with us as we offer Thee praise in His Holy Name. Amen.

7. Our Heavenly Father, we pause in reverence and thanksgiving for the many privileges that have been ours during the events of this year. We thank Thee for the responsibilities that have helped to reveal us to ourselves. We realize our example is evident to those about us. Help us, Our Father, to keep our contacts with Thee and with our fellowman alive and happy, so that we may contribute the best that is in each of us, for His Glory. Amen.

8. We thank Thee, O Lord, for this food and all the blessings so generously provided. We thank Thee in Jesus' name. Amen.

DECA CHAPTER SECRETARY'S BOOK

D E C A

Name of Chapter

School and Location

Period Covered--(Month and Year)

DECA—Developing Future Leaders for Marketing and Distribution

INFORMATION AND INSTRUCTIONS

A good Secretary contributes much toward efficiency in a DECA Chapter. The responsibilities of a DECA Chapter Secretary include those of both a recording and a corresponding secretary. He not only keeps temporary and permanent records, but also conducts correspondence under the direction of the DECA Chapter President and the guidance of the DECA Chapter Advisor. He is also the reading clerk for each DECA Chapter meeting. A DECA Chapter Secretary, therefore, should be able to write rapidly and legibly and should also be a good reader. He must be accurate and should be familiar with parliamentary procedure.

The minutes of a DECA Chapter Meeting should include a concise account of what actually took place. Notes should be taken during the meeting by the Chapter Secretary and then the minutes should be written up on a sheet of plain paper. The minutes in this form are read by the Secretary at the following meeting where necessary changes and corrections are made in order to secure approval. Minutes in the approved form should then be copied in longhand or typed in the DECA Chapter Secretary's Book.

1. Write the date and place of meeting at the top of the opening page in the space provided.

2. Start a new right hand page for each meeting; insert extra pages if needed.

3. Allow margins on each page.

4. Write minutes in the third person.

5. State in the opening paragraph the name of the chapter; whether a regular, special, or professional meeting; who called meeting to order and who presided.

6. Indicate in the second paragraph the attendance giving names and titles of any visitors present.

7. Indent each paragraph and make a new paragraph for each item of business.

8. In case the Secretary was absent, give name of member who was the Acting Secretary. (In such instances, the Acting Secretary should also sign the minutes.)

9. If minutes of previous meeting were not read, tell why.

10. Record each motion, the name of the mover and how it was disposed of (carried, lost, referred to committee, etc.).

11. Avoid abbreviations; punctuate minutes correctly and use quotation marks where appropriate.

12. Sign the last page of the minutes of each meeting.

Although minutes should be brief, they should include essential facts. The opinions of the Secretary should not be confused with facts. Good minutes can be understood by anyone, regardless of whether or not they were present at the meeting. Minutes of previous meetings which have not been approved should be read and acted upon in order of the occurrence of meetings. Committee reports and resolutions should be included or inserted at appropriate places in this book. The same is true of additional records desired by a Chapter. The loose leaf form makes this an easy matter.

The suggested "order of business" found in the Washington DECA Handbook will be of assistance to the Secretary in preparing for each meeting. Business to be discussed should be listed in the proper order.

All correspondence should be answered promptly and copies of both the letter and the reply should be filed for future reference. Important correspondence may need to be read during a meeting. The Secretary keeps in touch with other Chapter Secretaries and is constantly alert for any information which will contribute to the improvement of the Chapter.

It is very important that the DECA Chapter Advisor read and approve all DECA Chapter correspondence.

NATIONAL DECA OFFICERS FOR THE PRESENT YEAR

President_____ State_____

Vice President_____ State_____

Secretary-Treasurer_____ State_____

V. Pres. S. Reg._____ State_____

V. Pres. C. Reg._____ State_____

V. Pres. W. Reg._____ State_____

V. Pres. NE Reg._____ State_____

WASHINGTON DECA OFFICERS FOR THE PRESENT YEAR

President_____, _____DECA Chapter

Vice President_____, _____DECA Chapter

Secretary_____, _____DECA Chapter

Treasurer_____, _____DECA Chapter

Parliamentarian_____, _____DECA Chapter

Historian_____, _____DECA Chapter

Advisor Dennis D. Coplen, Olympia, Washington

DECA CHAPTER OFFICERS FOR THE PRESENT YEAR

President_____ Vice President_____

Secretary_____ Treasurer_____

Reporter_____ Parliamentarian_____

Historian_____ Advisor_____

Others_____

_____

WASHINGTON DECA VOTING DELEGATES TO THE PAST NATIONAL DECA LEADERSHIP CONFERENCE

1. _____, _____ DECA Chapter

2. _____, _____ DECA Chapter

3. _____, _____ DECA Chapter

4. _____, _____ DECA Chapter

5. _____, _____ DECA Chapter

6. _____, _____ DECA Chapter

7. _____, _____ DECA Chapter

8. _____, _____ DECA Chapter

9. _____, _____ DECA Chapter

10. _____, _____ DECA Chapter

DECA CHAPTER VOTING DELEGATES TO THE FORTHCOMING WASHINGTON DECA LEADERSHIP CONFERENCES

GOVERNORS' CONFERENCE

1. _____, _____ DECA Chapter

STATE LEADERSHIP CONFERENCE

1. _____, _____ DECA Chapter

STANDING COMMITTEES FOR THE YEAR

Committee: _____
Chairman: _____
Members: _____

Committee: _____
Chairman: _____
Members: _____

Committee: _____
Chairman: _____
Members: _____

Committee: _____
Chairman: _____
Members: _____

Committee: _____
Chairman: _____
Members: _____

Committee: _____
Chairman: _____
Members: _____

Committee: _____
Chairman: _____
Members: _____

Committee: _____
Chairman: _____
Members: _____

DECA CHAPTER MEMBERSHIP ROLL AND RECORD

Name of DECA Chapter Member	Type of Member--Professional, Associate, Active, Honorary	Years of Membership	Amount Dues Paid
1.			
2.			
3.			
4.			
5.			
6.			
7.			
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10.			
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18.			
19.			
20.			

DECA CHAPTER MEMBERSHIP ROLL AND RECORD

Name of DECA Chapter Member	Type of Member--Professional, Associate, Active, Honorary	Years of Membership	Amount Dues Paid
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			
31.			
32.			
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37.			
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39.			
40.			

ATTENDANCE RECORD

	Dates of Meetings																		
1.																			
2.																			
3.																			
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15.																			
16.																			
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18.																			
19.																			
20.																			

ATTENDANCE RECORD

	Dates of Meetings																		
21.																			
22.																			
23.																			
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36.																			
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38.																			
39.																			
40.																			

MINUTES OF DECA CHAPTER MEETING

Date _____ Place _____

SAMPLE MINUTES

The regular meeting of the Essex DECA Chapter was held at 7:00 a.m., Thursday, March 3, at the Essex High School, with the President presiding, and the Secretary in attendance. Nineteen members were present. The minutes of the previous meeting were read and approved as corrected.

The report of the Treasurer showed receipts from dues, $38.00. For disbursements: postage and stationery, $6.00; leaving a balance of $32.00.

The report of the Standing Committee on Programs was received and approved and a copy of the report is filed with the minutes of this meeting.

Under new business, a discussion of ways and means of paying the expenses of delegates to the State Conference was brought up. On motion made by Member A, seconded by Member B, that the chapter sponsor a Spring Carnival in the school gym, and that a committee of three be appointed by the Chair to make all arrangements and report at the next meeting. Motion carried and the Chair appointed Members A, B, and C, to serve on this special committee.

On motion of Member Q, duly seconded by Member O, the meeting was adjourned at 9:30 a.m.

Signed: _____
DECA Chapter Secretary

MINUTES OF DECA CHAPTER MEETING

Date _____ Place _____

MEETING	The regular meeting of the Qurtown Chapter of the Washington Association of DECA, held in the D. E. Conference Room, was called to order at 7:30 a.m., by the President, Dewey Diamond, September 14.
INVOCATION PLEDGE	Invocation was given by Randy Smith. Pledge of Allegiance to the Flag was led by May Lee.
GUESTS	The following guests were introduced: Mr. K. Otto Logan, State Director, Distributive Education and Mr. Le Roy McCartney, State Supervisor, Distributive Education, and also State Advisor of W-DECA.
ROLL CALL	Fifteen members were present. Harold Owens, Jane Scott, and Ruth Terrell were absent.
MINUTES	Minutes of the meeting of (blank date) were approved as read.
TREASURER'S REPORT	The treasurer reported a balance on hand of $84.75.
BILLS	The following bills were presented: Stationery $2.00; additional copy of "DECA Handbook" $2.00. On motion by Art Ray the bills were ordered paid.
COMMITTEE REPORT	Membership Chairman, Alice Rowe, reported two new members, Bess Slim and Charles Warren.
CORRESPONDENCE	An invitation was read from the Othertown Chapter to attend their installation on October 8. Those planning to go will make reservations with Mary Brown by September 24.
NEW BUSINESS	The motion by Grant Alton "that a new timer be purchased by the treasurer at the prevailing price" was adopted.
PROGRAM	(Give details of program if one is presented--title, name of speaker, etc.)
ANNOUNCEMENTS	Meeting of all officers was announced for September 23, D. E. Conference Room, 7:00 a.m.
ADJOURNMENT	Meeting adjourned at 8;30 a.m.

Signed: _____
DECA Chapter Secretary

DECA CHAPTER TREASURER'S BOOK

D E C A

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

Name and Number of Chapter

School and Location

Period Covered--(Month and Year)

DECA—Developing Future Leaders for Marketing and Distribution

INFORMATION AND INSTRUCTION

A good treasurer contributes much toward the efficiency of the chapter. He keeps various temporary and permanent financial records, receiving and paying out chapter funds from time to time. A treasurer, therefore, should be "good at figures" and interested in finances. He must be accurate, prompt and resourceful.

Attention is called to the fact that this book lends itself to securing a balance at any time for reporting purposes.

This book is designed for keeping a complete record of all monies which belong to the chapter as a whole. This includes primarily the income from the dues and chapter sales projects on the one hand and expenditures for chapter indebtedness on the other.

MEMBER DUES AND FEES RECORD

For Period _____ To _____

Name of Member	Date	Nat'l Dues	State Dues	Local Dues	Special Fees	Total Dues & Fees Paid
1.						
2.						
3.						
4.						
5.						
6.						
7.						
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17.						
18.						
19.						
20.						

MEMBER DUES AND FEES RECORD

For Period _____ To _____

Name of Member	Date	Nat'l Dues	State Dues	Local Dues	Special Fees	Total Dues & Fees Paid
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
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32						
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39.						
40.						

CHAPTER CASH RECEIPTS AND DISBURSEMENTS

For Period _____ To _____

Date	Item	Received From or Paid To	Check Rec. No.	Receipts	Disbursements	Balance
	Total Brought Forward					

INVENTORY SHEET

Item	Beginning Inventory Date		Closing Inventory Date	
	Resources	Liabilities	Resources	Liabilities
	$	$	$	$
TOTAL				

GAIN OR LOSS ----------$

NET WORTH ----------$

DECA CHAPTER FINANCIAL SUMMARY

_____ DECA Chapter _____ High School

For the Period _____

Chapter Receipts:	Member Dues & Fees	$
	Chapter Projects	
	Other Fund Raising Activities	
	Contributions	
	Other Chapter Income:	
	Total	$
Disbursements:		$
	Total	$

TOTAL RECEIPTS . . . . . $_____

TOTAL DISBURSEMENTS . . . . . _____

BALANCE ON HAND . . . . . $_____

Approved: _____

DECA Chapter Treasurer

_____

DECA Chapter Advisor

CHAPTER ACCOUNTS

For Period_____ To_____

Treasurer_____ Address_____

Assistant Treasurer_____ Address_____

FINANCE COMMITTEE

_____ Chairman

_____ _____

_____ _____

_____ _____

AUDITING COMMITTEE

_____ Chairman

_____ _____

_____ _____

_____ _____

REPORT OF AUDITING COMMITTEE

We the members of the Auditing Committee certify that we have this _____ day of _____, 19____, audited the accounts of the _____ Chapter of Distributive Education Clubs of America and find them complete, well kept, and accurate.

_____
Chairman

W-DECA CHAPTER CEREMONY
FOR
INSTALLATION OF OFFICERS

FUTURE LEADERS FOR MARKETING AND DISTRIBUTION

INTRODUCTION

RETIRED CHAPTER PRESIDENT:

"It is my privilege as past President of the _____ _____ Chapter of Washington DECA to officially install the newly elected officers. You will notice the officers insignia (DECA Diamond) representing lights of leadership. As each officer is officially installed, one leadership light will turn on. Each light in itself will contribute to a brighter future, but when the entire insignia is lighted it will represent the power achieved by a strong team of leaders. Your new officers are your leaders. Their strength will depend on your complete support."

We are proud of our organization and of its high purpose to which all who become members commit themselves. That purpose is seven-fold.

1. We seek to develop leadership in the field of distribution. This leadership must be competent and progressive, self-reliant and cooperative.

2. We provide for an intelligent choice of occupations in distribution through exploration of opportunities in the field.

3. We attempt to create in each member an abiding interest in his chosen occupation by emphasizing the contribution he can make through his work to the betterment of his home and community.

4. We encourage the use of high ethical standards in business.

5. We foster a deep feeling of responsibility for contributing through business activities to the civic, social and moral welfare of our community.

6. We try to develop an appreciation of the influence of the fine arts, both in business and in personal life.

7. We seek to develop a respect for vocational education and to encourage the utilization of its facilities in keeping

alert and progressive in our chosen occupations.

These purposes determine the character of the chapter's activities. In our recreational and social life, we further develop the sense of friendship and unity which permit us to help and encourage one another in the pursuit of our common ideals.

Basic is the design of our insignia--the diamond. The DECA members wear the emblem proudly. Through our DECA program we are meeting human needs and making possible the satisfaction of desires.

INSTALLATION

RETIRED CHAPTER: The newly elected president will now come forward for installation. (Wait till newly elected president arrives at the podium.)

As newly elected president of the _____ Chapter of the Washington Association of Distributive Education Clubs of America, it shall be your duty to promote the objectives of this chapter and of the state organization. (Name of officer), you have been vested with the leadership and inspiration to carry on. It shall be your duty to preside over the local chapter and in general, be the spokesman of this organization. Do you accept this responsibility and promise to fulfill the position as President to the best of your ability?

NEW CHAPTER PRESIDENT: I do.

RETIRED CHAPTER PRESIDENT: We light your leadership candle, may it burn continually bright. (The new chapter president then moves over to the sides, but remains standing.)

(Pause)

The newly elected Vice-President (Name of Officer) will now come forward for installation. (Wait till newly elected Vice-President arrives at the podium.) As Vice President of this Chapter it shall be your duty to take charge in the absence of the President and to assist and counsel with the President on all matters concerning the chapter. Do you promise to do all within your power to fulfill this position?

NEW CHAPTER VICE-PRESIDENT: I do.

RETIRED CHAPTER PRESIDENT: "We light your leadership candle, may it burn continually bright." (Vice-President moves over next to the new President, and remains standing.)

(Pause)

The newly elected Secretary will now come forward for installation. (Wait till newly elected secretary arrives at podium.) (Name of Officer), as Secretary of the _____ Chapter it shall be your duty to keep an active record of the minutes and activities. You are to carefully study all minutes and confer with the President whenever the need arises. You will also be responsible for all correspondence. Do you promise to uphold the confidence which your fellow members have placed you in?

NEW CHAPTER SECRETARY: I do.

RETIRED CHAPTER PRESIDENT: I, therefore, present to you for your possession the minutes of the previous meeting. (The new Secretary takes his place next to the Vice-President.)

We now light your leadership candle and may it burn continually bright.

(Pause)

The newly elected Treasurer will now come forward for installation. (Wait till newly elected Treasurer arrives at the podium.)

As Treasurer of this Chapter you will receive and disburse all money by order of the proper authority, making sure a strict account of all transactions is kept. Do you, (name of Officer), promise to uphold the faith and trust placed in you, as the newly elected Treasurer, by your fellow members.

NEW CHAPTER TREASURER: I do.

RETIRED CHAPTER PRESIDENT: May I then present you the Treasurer's books and the balance of the treasury account to be entrusted to you for the coming year.

(The new Treasurer takes his place next to the new Secretary and remains standing with all the other newly elected officers.)

We now light the fourth candle which represents your leadership. May it also burn continually bright.

(Pause)

You, the members of the _____ Chapter, have witnessed and heard your officers promise faithfully to fulfill the offices to which you have elected them. A true leader can do only as much as faithful followers permit. Do you, therefore, pledge to your officers your hearty support, and assistance, as they work with you in the activities of your chapter?

GROUP: We do.

RETIRED CHAPTER PRESIDENT: You now have all witnessed this ceremony. May I, as out-going President of this Chapter, present to you the new President, this gavel as a symbol of your authority. May I extend to you congratulations and best wishes for a most successful administration.

I now declare the installation ceremony closed.

NOTE: Whenever possible, each newly elected officer should receive his DECA Officer Pin after he has pledged to uphold his office.

W-DECA CHAPTER CANDIDATE
INITIATION CEREMONY

CANDIDATE PREPARATION

The initiation ceremony is a very vital factor in the life of the DECA member. No local DECA Chapter should consider itself well organized until each member has been officially initiated. Careful plans should therefore be made to insure an impressive ceremony by carefully studying all data concerning the initiation ceremony as set forth in the Washington Association and/or National DECA Handbook.

Each chapter candidate should be prepared well in advance of the initiation. The following is a list of items which must be taken into consideration and passed upon by the Chapter Advisor before the candidate is permitted to take part in the ceremony:

1. The candidate must know the DECA CREED and the DECA TAGLINE.

2. W-DECA and National DECA dues must have been paid for the current year.

3. Attendance record of the candidate at chapter meetings must meet the standards set up by the W-DECA Chapter. This record is the responsibility of the W-DECA Chapter Secretary.

HOW TO STAGE THE INITIATION CEREMONY

Normally staged in September or early October, the initiation ceremony offers the local chapter an opportunity to draw attention to its fundamental philosophies. It can be conducted at night with parents, school officials, and merchants attending; at school assemblies; in the privacy of a "members only" meeting; or jointly with a neighboring chapter.

The ceremony is adaptable either to a stage, or the center of a large room with the audience seated around the outer area. The diagram shows the positions of the participants.

The table of the president's position should be draped with a white sheet with lighted candles standing at each end. If available, a "stand-up" emblem may stand in the center, or a DECA banner may be hung behind the table.

The diamond is merely a line often indicated by blue and gold crepe paper taped to the floor.

A rostrum should be placed at the three remaining points of the diamond. They are usually available from the school or a local church, but music stands can be used if necessary.

The center table should be draped with a white sheet. It should contain at least one lighted candle with sufficient candles for the lighting ceremony arranged around the top.

The ceremonial team is composed of the pledge master (or pledge mistress), president, vice president, and two speakers. The pledge master is often an alumni member, but another person can be appointed when desired.

In two-year programs, the remaining team members are second-year students, in one-year programs, they are either alumni or current students who have taken the vows in advance from the other chapter members.

In two-year programs, second-year students stand at the center table, facing outward. As the new members step inside the diamond, the second-year students light candles both for themselves and for the new members. It is not recommended that old members hold lighted candles during the entire ceremony due to its length.

In one-year programs, DE alumni or merchants may stand in the center. However, the area is often left vacant, and the lighting ritual is conducted by the ceremonial team.

The parts are usually read from scripts, but are obviously more effective when recited from memory. Spotlights and background music are commonly used for effect.

FLOOR PLAN FOR INITIATION CEREMONY

A — President

B — Vice President

C — First Speaker

D — Second Speaker

E — Candidates for membership stand outside diamond, facing inward

F — Second Year members and alumni face outward

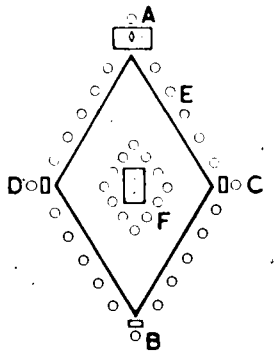

INITIATION CEREMONY

PRESIDENT: The _____ Chapter of the Washington Association of the Distributive Education Clubs of America is now in session. The purpose of our meeting is to receive into our organization a number of new members. These candidates have been under the direction of the Pledge Master who will now report the result of his instructions.

PLEDGE MASTER: Mr. President, it is a pleasure to report that all candidates have met the conditions for membership in our chapter. I certify to you that each is satisfactorily completing at least one semester of school work, is satisfactorily performing his employment functions, and has maintained a cooperative attitude on all matters pertaining to chapter membership.

PRESIDENT: You have heard the report of the Pledge Master. Let us proceed with the ceremony.

PLEDGE MASTER: The candidates who have so qualified for membership are: (Read list of candidate's names.)

PLEDGE MASTER: Mr. President, I recommend that these candidates be formally granted the rights and privileges of full membership in our chapter.

PRESIDENT: You are about to take an important step. Your qualifications have been examined, and you have been recommended for membership in our organization. This is an important occasion for you and for us. It is one which we shall all cherish in memory because it focuses our attention on thoughts and purposes which are central in our lives.

VICE PRESIDENT: Our organization exists becuase it has a high purpose to which all who become members commit themselves. This purpose is eight-fold: First to develop leadership in the field of distribution that is competent, progressive, self-reliant, and cooperative. Second, to provide for an intelligent choice of occupations in distribution through exploration of opportunities in the field. Third, to create in each member an abiding interest in his chosen occupation by emphasizing the contribution he can make through his work to the betterment of his home and community. Fourth, to encourage the use of high ethical standards in business. Fifth, to provide for physical and mental health through satisfactory social and recreational activities. Sixth, to foster a deep feeling of civic, social, and moral responsibilities of business to society. Seventh, to develop an appreciation of the influence of the fine arts, both in business and in personal life. Finally, to develop a respect for vocational education and to encourage the use of its facilities in keeping alert and progressive in our chosen professions.

These purposes determine the character of our chapter activities. In social, professional, civic, and benevolent activities, we further develop the sense of friendship and unity which permit us to help and encourage one another in the pursuit of our common ideals.

PRESIDENT: In view of this statement of the purposes of the Distributive Education Clubs of America, will you accept the responsibilities and obligations of membership in our organization, and receive the meaning of the symbols by which we express to one another our common purposes?

CANDIDATE: I will.

VICE PRESIDENT: Basic in the design of our insignia and to the meaning of our organization is the diamond. The diamond means value. Our business activities evolve from a recognition of value, even as value evolves from human needs and desires. In our distributive professions, we are meeting human needs and making possible the satisfaction of desires. In this way we recognize the principle of value.

FIRST SPEAKER: The first point of the diamond represents vocational understanding. The Distributive Education graduate is prepared to take his place in the business world with an understanding of the operation of distributive businesses, the types and kinds of merchandise sold, the work of the salesman, and the opportunities of further accomplishment in the field of distribution.

SECOND SPEAKER: The second point represents civic consciousness. The Distributive Education student learns to recognize his obligations to the community in which he lives through studying community needs, planning worthwhile projects, and serving to create a better place to live.

FIRST SPEAKER: The third represents social intelligence. The Distributive Education student has an opportunity to develop socially. Many social events during the year provide ample opportunity for the student to gain an understanding of what is socially acceptable.

SECOND SPEAKER: The fourth point represents leadership development. The Distributive Education student has an opportunity to participate in many activities in which he can learn to assume responsibility and serve in the capacity of both follower and leader.

VICE PRESIDENT: At the center of our insignia you will observe the package. This is the symbol of the distinctive character of our organization. We are engaged in the task of transferring the finished product of our research laboratories and factories to the customer. Our part is no less essential than that of the scientist and manufacturer. Let us then value our vocation as a high calling, worthy of our best effort and capable of yielding to us genuine satisfaction. This package signifies the care we must use in handling the merchandise we sell, the courtesy we must use in dealing with our customers, and the confidence we must build in the minds of our customers, so that our world of business will be progressively better. It is a continual reminder to us of the high standards of our organization.

PRESIDENT: Vocational understanding, civic consciousness, social intelligence, leadership development - these four points surround the package of satisfaction, a job well done.

VICE PRESIDENT: The colors of this organization are blue and gold. These have their symbolical meanings also.

FIRST SPEAKER: Blue is the color which suggests sincerity and genuineness. It is the color of the heavens above us. It encourages us to reach upward, continually trying to improve ourselves and our services to mankind. It suggests that we should be true to ourselves.

SECOND SPEAKER: Gold to us suggests the crowning success which comes to one who lives usefully and wisely. We are all seekers after success, not only because of the wealth it brings, but mainly because of the satisfaction which we derive from it. It is a good thing for a man to know that he has done well.

VICE PRESIDENT: You have heard the explanation of our insignia. As members of the Distributive Education Clubs of America, you are expected to support the activities of our chapter, to carry out the duties assigned to you, to promote the best interests of your organization, and by diligent attention to your work, to qualify for leadership by meeting the high standards set in work experience, in school work, and in personal character.

PRESIDENT: You are now prepared to take the vows of membership in our organization. As you repeat these vows, think of the meaning of the words you say and resolve to do your best to live by them. Please repeat after me:

"I solemnly pledge myself to carry out to the best of my ability all of the duties and responsibilities of membership in the Washington Association of the Distributive Education Clubs of America. I fully accept the purposes of this organization, and promise to uphold its ideals in my personal life and in my business activities. I realize the importance of working cooperatively. I will so conduct myself that I shall reflect honor upon the organization, and I will at all times endeavor to maintain high standards of personal integrity."

As a symbol of your induction into our organization, you will now take your places in the diamond, where your fellow-members will light your candles as a token of your acceptance. (pause)

I now declare you to be members of the _____ Chapter of the Distributive Education Clubs of America, with all the rights and privileges of membership. Let us repeat in unison The DECA Creed. (Read DECA Creed.)

BEST COPY AVAILABLE

PARLIAMENTARY

PROCEDURE

ERIC

PARLIAMENTARY PROCEDURE

. Basic Parliamentary Practices

1. Parliamentary Considerations - correct form

   a. Obtaining the floor - "Mr. Chairman" (recognition) "I move that----."
   b. Introducing business - "Mr. Chairman" (recognition) "I move that----."
   c. Voting - "All those in favor say aye. All those opposed say no." (Result) "The motion is carried (or lost)."
   d. Requesting information - "Mr. Chairman, I rise to a request for information."
   e. Point of order - "Mr. Chairman, I rise to a point of order." Point then given. Chairman answers: "Mr. Member, your point is (or is not) well taken----."

2. Presenting Motions

   a. The purpose of presenting a motion is to offer a proposal for consideration and action by the club.
   b. When presenting a motion it is necessary for the member to complete the following steps:

      (1) Rising and addressing the chair.
      (2) Recognition of member by the chair.
      (3) Making the motion.
      (4) Second by another member.
      (5) Statement of the question.

   c. The only correct terminology when introducing a motion is "I move that----."

3. Discussion or Debate

   a. Order of precedence to the floor.

      (1) Member who made the motion.
      (2) Member who has not spoken.
      (3) Member opposed to question.

   b. Rules of Discussion or Debate

      (1) All remarks addressed to chair.
      (2) All remarks must be of impersonal nature.
      (3) Member may speak no longer than time granted by the By-Laws.

   c. Closing the Discussion or Debate

      (1) Vote of 2/3 of members not needed if the chairman declares it closed.
      (2) The chairman may call for the group to stop discussion by asking if they are ready for the question. If a majority cry "question" then the subject is put to a vote.

4. Voting

   a. Methods of Voting

      (1) Voting by saying "aye" or "nay," "yes" or "no" or any other suitable words. This method is often referred to as vote by "acclamation".

(2) Calling for a show of hands or standing is general method in close voice decision.
(3) General consent - Chair calls for objections.
(4) Ballot - used when secrecy is desired.
(5) Roll Call - Chair asks secretary to call the roll and members answer "yes" or "no" on the prevailing question.

b. Kinds of Votes

(1) Majority vote - One more than half of the votes cast constitute a majority. This is used for general business procedure.
(2) Two-thirds vote - A two-thirds majority of votes is needed for extraordinary business. (A quorum, which is a majority of the active members, must be present.) EXAMPLE: To amend the constitution.
(3) Plurality vote - The greatest number...when the total votes cast are divided three or more ways. This is used in elections when more than two are nominated for office.

c. Rules of Voting

(1) Member may change his vote before result is announced, unless it is a ballot vote.
(2) In ballot vote - ballot once collected cannot be changed.
(3) No voting by proxy - one member cannot cast a ballot or vote in any manner for an absent member.

5. Order of Business

a. Call to order.
b. Roll call - determine if quorum is present.
c. Reading of minutes - if secretary is absent - an appointer reads.
d. Reports:

(1) Standing committees' reports.
(2) Treasurer's reports.
(3) Select committees' reports.

e. Unfinished business - motions taken from table, etc.
f. New business - new main motions or amendments in order.

B. Precedence and Classification of Motions

1. Precedence Rules. Precedence means the rank of importance a motion has over another as determined by the rules of parliamentary procedure.

2. Classification:

a. Main Motions. A motion that brings an item of business before the chapter in such form that the chapter may act upon it. (Only one main motion.)

b. Subsidiary Motions. Motions that modify or dispose of the main motion.

(1) Lay on the table.
(2) Previous question.
(3) Refer to a committee.
(4) Amend.
(5) Postpone indefinitely.

c. Incidental motions are ones that arise from a pending question.

(1) Point of order.
(2) Appeal from the decision of the chair.
(3) Suspension of the rules.
(4) Division of the assembly.
(5) Nominations, to close.
(6) Nominations, to reopen.
(7) Parliamentary inquiry.
(8) Leave to withdraw a motion.

d. Privileged motions are motions that affect the convenience of the assembly or one of its members.

(1) Adjourn (unqualified).
(2) Question of privilege.

Main Motion

1. The purpose of a main motion is to bring an item of business before the chapter in such a form that the chapter may act upon it. (Only one main motion on the floor at a time.)

2. The main motion -

a. Does:

(1) Require a second.
(2) Require a majority vote.
(3) Rank last in precedence.

b. Cannot:

(1) Interrupt a speaker.
(2) Be applied to other motions.

c. Can:

(1) Be debated.
(2) Be amended.
(3) Have applied to it all subsidiary motions and withdrawals.
(4) Be reconsidered.

3. Example:

Member: The member rises, remains standing, waits for recognition, and addresses the chair. "Mr. President."

Chairman: Recognize member. "The chair recognizes (member's name, if known)."

Member: State the motion. "I move that ..." or "I move the adoption of the following resolution."

Member #2: "I second the motion." Seconding member need not address the chair or be recognized.

Chairman: State the motion. "It has been moved and seconded that ... Is there any discussion?" Members wishing to speak for or

against the motion must rise, address, and be recognized. Members generally speak only once, and limit their remarks to pertinent comments. When there seems to be a lull in the discussion the chairman may ask, "Are you ready for the question?" If no one objects, the chairman puts the motion to a vote.

4. Summary: Any member may make a motion after securing the floor, and being recognized by the chairman. A motion is out of order if other business is on the floor. A second is needed. The motion is debatable, can be amended, and needs a majority to carry.

D. Subsidiary Motions

1. The subsidiary motion does in some way alter or change the disposition of the main motion. They are always acted upon before the main motion.

2. Each subsidiary motion may be acted upon in the order which follows. The farther down the list, the higher the priority.

a. Postpone indefinitely

1. "I move the matter be postponed indefinitely." This motion gives the opponents of a motion an opportunity to test their strength without risking a vote on the main motion. If they carry the motion, they can in effect, kill the motion. If they lose, they still have a chance on the main motion.

2. The motion to postpone indefinitely -

(a) Does:

(1) Require a second.
(2) Open the main question to debate for those members who have exhausted their right to debate.
(3) Require a majority vote.

(b) Cannot:

(1) Be amended.
(2) Interrupt a speaker.

(c) Can:

(1) Be debated.
(2) Take precedence over nothing but a main motion.
(3) Be applied to main motions only.
(4) Have applied to it, motions to withdraw and to vote immediately.
(5) Be reconsidered (an affirmative vote only).

b. Amend Motion

1. A motion to amend is made to change to a more satisfactory form the motion or resolution that is being considered by the chapter. An amendment to a motion may be made by deleting and/or adding to the main motion. "I move to amend the motion by striking out the word(s) ..."

2. The motion to amend -

(a) Does:

(1) Require a second.
(2) Require a majority vote even though the motion to which it applies requires a two-thirds vote.

(b) Cannot:

(1) Be debated if the amendment applies to a motion that can be debated.
(2) Be made before, during or following debate.
(3) Be amended if it is of the first rank. (An amendment of the second rank cannot be ammended.)
(4) Have applied to it motions to limit or extend limits of debate.
(5) Be reconsidered.
(6) Be made by adding or inserting words, striking-out words, or by striking out and inserting words.

c. Substitute Motion: A substitute motion ranks as an amendment to the main motion. Its purpose is to strike out the entire motion and insert in its place a more satisfactory motion. The procedure is the same as for an amendment and cannot refer to any part of the main motion. "I move the following substitute motion: (state the substitute motion)."

d. Amend Amendment: In general, the same procedure as for an amendment to the main motion; however, it is not amendable. It only pertains to the original amendment and cannot refer to any part of the main motion not included in the original amendment.

e. Refer to Committee

1. Generally, the motion to refer is made to a committee. The following steps show how to refer a motion to a committee.

(a) Form

Member, after being recognized: "I move to refer the question (motion or item of business) before the chapter to a committee of three to be appointed by the chairman."

(b) Second

Member: "I second the motion."

(c) Restate & Discussion

Chairman: "It is moved and seconded to refer the question (state question) to a committee of three to be appointed by the chairman. Is there any question?"

(d) Question

Chairman: "Are you ready for the question?"
Member: "Question"
Chairman: "Since there is no more discussion on the motion we will proceed to vote."

(e) Vote

Chairman: "All who favor the motion . . ."
"All who oppose the motion . . ."

(f) Result

Chairman: "The motion is carried. The chair appoints _____, _____ and _____ as a committee to consider the motion." "The motion is lost. Is there any further discussion?" (Get a vote on the original motion.)

2. A motion may be referred to a committee for the purpose of:

(a) Securing more detailed information relevant to the item of business.
(b) Ensuring privacy when considering a delicate matter.
(c) Securing recommendation from a smaller group.
(d) Permitting a more informal consideration of a motion.

3. The motion to refer to committee -

(a) Does:

(1) Require a second.
(2) Require a majority vote.
(3) Take precedence over the motion to amend and postpone indefinitely.

(b) Cannot:

Be laid on the table or postponed except in connection with the main motion.

(c) Can:

(1) Be debated only in regard to the propriety of referring the motion to a committee.
(2) Be amended.
(3) Be reconsidered.
(4) Be applied to main motions.
(5) Have applied to it only the motion to amend, to close or limit debate, or to withdraw.

f. Postpone to Set Time: "I move that we postpone consideration of this motion until (state time)." A second is required, it is debatable and amendable, and a majority vote is needed.

g. Previous Question -

1. The purpose of this motion is to close debate and vote immediately on any and all pending questions. "I move the previous question, namely the main motion" or "I move that we limit debate on this question to (time)."

(a) Does:

(1) Require a second.
(2) Require a two-thirds vote.
(3) Take precedence over all subsidiary motions except "table."
(4) Yield to privileged and incidental motions, and to the motion to lay on the table.

(b) Cannot:

(1) Be debated.
(2) Be amended.
(3) Have any other subsidiary motions applied to it.

(c) Can:

Be reconsidered before the affirmative vote has been taken under it.

h. Lay on the Table

1. The purpose of this motion is to dispose of troublesome questions, or those questions which will need long debates, in order to deal with more important matters. "I move that we postpone consideration of this motion until (state time)" or move the question be laid on the table. A second is required, it is not debatable or amendable and requires a majority vote.

2. The motion to lay on the table

(a) Does:

(1) Require a second.
(2) Require a majority vote.

(b) Cannot:

(1) Be debated.
(2) Be amended.
(3) Have any subsidiary motion applied to it.
(4) Interrupt the speaker.
(5) Be reconsidered.

(c) Can:

Be applied to main motions, appeals that do not adhere to the main question, and to the motion to reconsider them immediately pending.

E. Incidental Motions: Incidental motions concern matters of procedure arising out of business, and must be settled at once. Each incidental motion may be acted upon in the order which follows. The farther down the list, the higher the priority.

1. Division of the assembly

a. Verifies by a standing vote, the just taken by voice or hand. "I call for a division of the house." Chairman decides and proceeds. If abused, the chair may declare the speaker out of order.

b. A division of the assembly -

(1) Does Not:

(a) Require a second.
(b) Require a vote.

(2) Does:

Take precedence as an incidental motion over all motions except privileged motions.

(3) Cannot:

(a) Be debated.
(b) Be amended.
(c) Be made after another motion has been made.
(d) Have subsidiary motions applied to it.
(e) Be reconsidered.

(4) Can:

(a) Interrupt a speaker.
(b) Be made without obtaining the floor or rising.

2. Appeal from the decision of the chair

a. Used when it is thought that the chair made a wrong decision. Must be made immediately after decision and settled by vote. "I appeal from the decision of the chair (state appeal)."

b. The motion to appeal from the decision of the chair -

(1) Does:

(a) Require a second.
(b) Require a majority vote.

(2) Cannot:

(a) Be debated when it relates to indecorum, to priority of business, or to deviation from the rules of speaking: it cannot be made during a division of the assembly.
(b) Be amended.
(c) Be applied to a motion, but it applies to any decision of the president.

(3) Can:

(a) Be debated, when the question is the business of the club.
(b) Be reconsidered and tabled.
(c) Interrupt a speaker.
(d) Be made only immediately after the decision has been rendered. (An appeal is out of order after other business has intervened.)

3. Parliamentary inquiry

a. A parliamentary inquiry is made for the purpose of obtaining information from the presiding officer concerning some question relating to the pending motion.

b. A parliamentary inquiry -
   (1) Does not:
      (a) Require a second.
      (b) Require a vote.

   (2) Does:
      Take precedence as an incidental motion over all motions except privileged motions.

   (3) Cannot:
      (a) Be debated.
      (b) Be amended.
      (c) Have subsidiary motions applied to it.
      (d) Be reconsidered.

   (4) Can:
      (a) Interrupt a speaker.

4. Point of order

a. A point of order is made for the purpose of calling attention to a violation of the rules or to a mistake in procedure.

b. A point of order -
   (1) Does not:
      (a) Require a second.
      (b) Require a vote.

   (2) Does:
      Take precedence over the pending question out of which it arises.

   (3) Cannot:
      (a) Be debated unless the president refers it to the chapter.
      (b) Be amended.
      (c) Be brought up later (after business has been transacted following the mistake) except when the error involves a violation of the constitution or by-laws.

   (4) Can: Interrupt a speaker, since a point of order must be raised immediately after the violation or mistake.

5. Object: This is used to avoid consideration of an embarrassing, irrelevant, or contentious motion. Must be made before any debate. "I object to the consideration of this motion." It is permissible to interrupt the speaker. A second is not required, it is not debatable, and a two-thirds negative vote is needed.

6. Permission to withdraw a motion

a. Withdrawing a motion is done for the purpose of permitting the proposer of a motion to remove it from consideration by the chapter. Request for withdrawal is made in the following manner:

(1) The person who made the motion must request its withdrawal.

"Mr. Chairman" (Recognition) "I would like to withdraw my motion that....."

(2) The chairman requests the consent of the member who seconded the motion.

(3) The chairman asks the consent of the members.

"Mr. Member wishes to withdraw his motion that..... Are there any objections?"

(4) If there are no objections --

The chairman instructs the secretary to strike the motion and the second from the record.

(5) If there are objections -- A vote is required.

"All those in favor of withdrawing the motion that ....." "Opposed"

b. Permission to withdraw a motion -

(1) Does not:

(a) Require a second.

(2) Does:

(a) Require a majority vote.
(b) Take precedence as an incidental motion over all motions except privileged motions.

(3) Cannot:

(a) Be debated.
(b) Be amended.
(c) Interrupt a speaker.
(d) Have subsidiary motions applied to it.
(e) Be withdrawn after voting has commenced.

(4) Can:

(a) Be applied to any motion.
(b) Be reconsidered if it was a negative vote.

7. Suspend the rules

a. An agreement to temporarily waive the rules of order for a specific reason. "I move to suspend the rules in order to ..." A second is required, and it requires a two-thirds vote. It is not debatable or amendable.

b. The motion to suspend the rules:

(1) Does:
(a) Require a second.
(b) Require a two-thirds vote except for standing rules which require a majority vote. (A standing rule is one that may be adopted without previous notice by a majority vote at any club meeting.)

(2) Cannot:
(a) Be debated.
(b) Be amended.
(c) Have subsidiary motions applied to it.
(d) Be reconsidered.

F. Privileged motions

1. Privileged motions are of such importance or urgency that they outrank all other motions.

2. Rank Order: The following rank order is suggested. The farther down the list, the higher the priority.

a. Orders of the day: The purpose of this motion is to bring the group back to the agenda or planned program. "Mr. Chairman, I call for the order(s) of the day," or "I move the consideration of the item on the agenda, namely, (state)." A second is not required, it is not debatable or amendable, a majority vote is needed.

b. Questions of privilege

(1) A question of privilege is for the purpose of permitting a member to secure immediate action upon a matter that concerns the right and comfort of the chapter, another individual, or of himself as a member of the chapter.

(2) A question of privilege when not a pending question -

(a) Does not:
(1) Require a second.
(2) Require a vote.

(b) Does:
Take precedence over all motions except those to adjourn, to recess, or to fix the time to which to adjourn.

(c) Cannot:
(1) Be debated.
(2) Be amended.
(3) Be reconsidered.

(d) Can:
(1) Interrupt a speaker.
(2) Have no other motions applied to it.

c. Recess: The purpose is to adjourn to a fixed time or until the next regular or special meeting. "I move we adjourn." A second is required, it is not debatable, but it is amendable. A majority vote is needed.

d. Adjourn

(1) The purpose is to adjourn to a fixed time or until the next regular or special meeting. "I move we adjourn until (state date, time, place)," or "I move we adjourn."

(2) The motion to adjourn when unqualified -

(a) Does:

(1) Require a second.
(2) Require a majority vote.
(3) Have the highest precedence of any motion except to fix the time to which to adjourn.

(b) Cannot:

(1) Be debated.
(2) Be amended.
(3) Interrupt a speaker.
(4) Be made when voting or verifying the vote.
(5) Be reconsidered.

(c) Can:

Have no other motions applied to it except to withdraw.

G. Samples of specific main motions:

1. Take from the table

a. The motion to take from the table is for the purpose of permitting further consideration of the tabled motion.

b. The motion to take from the table -

(1) Does:

(a) Require a second.
(b) Require a majority vote.

(2) Cannot:

(a) Be debated.
(b) Be amended.
(c) Interrupt a speaker.
(d) Be reconsidered.
(e) Have subsidiary motions applied to it.

(3) Can:

Be applied to any motion that has been tabled.

2. Reconsider

a. The purpose of the motion to reconsider is to permit the chapter to rescind the vote previously taken on a motion and to again consider the items of business. This motion must be made by a person who voted with the prevailing side of the motion. "I move to reconsider the motion that ..."

b. The motion to reconsider -

(1) Does:

(a) Require a second.
(b) Require a majority vote.

(2) Cannot:

(a) Be amended.
(b) Be reconsidered.

(3) Can:

(a) Be debated if the question to be reconsidered is debatable.
(b) Interrupt a speaker.
(c) Be applied to the final vote of a main motion, an amendment, a referral to committee, or an appeal if, as a result of the vote, nothing has been done which can't be undone.
(d) Be made only on the day the vote was taken or on the next business day of a convention.

H. Nominations and elections

a. A nomination is for the purpose of presenting to the club the name of a candidate for the office to be filled.

b. A motion to close nominations -

(1) Does:

(a) Require a second.
(b) Require a two-thirds vote.
(c) Yield to privileged motions.

(2) Cannot:

(a) Be debated.
(b) Be reconsidered.
(c) Have subsidiary motions applied to it.

(3) Can:

(a) Be amended. (Time only)
(b) Be accomplished by general consent or by the passage of a motion.

c. A motion to reopen nominations -

(1) Does:

(a) Require a second.
(b) Require a majority vote.
(c) Yield to privileged motions.

(2) Cannot:

(a) Be debated.
(b) Have subsidiary motions applied to it.

(3) Can:

(a) Be amended. (Time only)
(b) Be reconsidered if it was a negative vote.

NOTE: Additional information may be obtained from Robert's Rules of Order and Mister Chairman. Mr. Chairman may be obtained by writing:

ASWSU Activities Center
Washington State University
Pullman, Washington

SAMPLE PARLIAMENTARY PROCEDURE
AND
DECA/W-DECA INFORMATION TEST QUESTIONS

DECA/W-DECA INFORMATION

1. What is DECA?
2. What is DE?
3. What are the three main purposes of DECA?
4. What are the four points of the DECA Diamond?
5. What is DECA's tagline?
6. What is the official State publication of W-DECA?
7. What is the official National publication of DECA?
8. What is the purpose of National DECA Month?
9. What is the purpose of the Diamond Club Program?
10. What is DECA, Incorporated?
11. Who supplies official DECA Jewelry?
12. What is the purpose of ADE?
13. Who is the W-DECA State Advisor?
14. Who is the Chairman of the W-DECA Advisory Board?
15. Who is the Executive Director of National DECA?
16. Who is the Member Service Director of National DECA?
17. Who is the Public Relations Director of DECA?
18. Who is the Publications Director of DECA?
19. When is National DECA Month?
20. Who is the Director of Distributive Education in Washington?
21. List five of the National DECA donors.
22. List three of the organizations who are members of the W-DECA Diamond Club.
23. What is the offical name of W-DECA?
24. List the elected officers of W-DECA.
25. List five methods of voting.

What are five items that should be present in a local W-DECA meeting place?

PARLIAMENTARY PROCEDURE

1. Match the following motions with the rules governing them:

Appeal	a. Opens main question to abbate.
Close debate	b. Undebatable and cannot be amended.
Orders of the day	c. Cannot be amended, but opens debate on the main question.
Refer	d. Undebatable but requires a two-thirds vote to adopt.
Suspend rules	e. Undebatable, cannot be amended or reconsidered, and requires a two-thirds vote.
Lay on table	f. Cannot be amended and is in order when another has the floor. The chair is sustained if the vote results in a tie.
Postpone indefinitely	g. Undebatable and cannot be amended, does not require a second. Is in order when another has the floor.

2. In voting what constitutes a quorum?

3. What are the four classes of motions?

4. What class of motions is used the most?

5. In voting, what constitutes a majority?

6. What classes of motions may be debated?

7. What motions require a second?

8. What motions require a vote?

9. What class of motion can interrupt a guest speaker?

10. What is a privilege motion?

11. Indicate which of the following statements are "True" and which are "False".

T F In case of an infraction of the rules by the chairman or other member, the one who detects the error rises while another has the floor and states, "Mr. Chairman, I rise to a point of order."

T F After a motion has been made and seconded, it is necessary for the chairman to restate the motion twice before voting on the motion.

T F The person who made the motion may withdraw the motion with only the consent of the person who seconded the motion.

T F A quorum is a plurality of active members.

T F The chairman may require motions and amendments to be made in writing.

T F A member of the same local club may vote for an absent governor at the Governors' Conference.

T F A ballot vote once collected cannot be changed.

PLANNING AND FINANCING

CHAPTER ACTIVITIES

ERIC

CHAPTER ACTIVITIES AND PROJECTS

Chapter activities and projects may be classified in five broad areas: Professional, Financial, Civic, Service, and Social.

Professional

Professional activities are those that contribute to the professional improvement of the student. Chapters provide professional meetings at least monthly at which guest speakers, demonstrations, panel discussions, films, and similar presentations relating to distribution are featured. Field tours are frequently conducted in connection with topics studied in class.

Competitive events are also professional activities. Designed primarily to stimulate student interest in improving career-related knowledge and skill, competitive activities emphasize the importance of learning through preparation and participation. Individual achievement is recognized in a sequence of local, state, and national competitive events.

Business meetings and chapter ceremonials are often conducted in connection with professional meetings. When details are satisfactorily handled by committees, time-consuming business sessions can be held to a minimum, thus permitting chapter matters to be integrated with professional programs.

Financial

Financial activities involve raising funds to support the financial obligations of the chapter. These obligations often include expenses for items such as travel funds for delegates and committee members, field trips, professional and social meetings and communications. Individual chapters determine the number and type of financial activities in which they wish to participate. Many chapters assess membership dues, but a major proportion of local chapters' revenue comes from financial activities and projects. All fund raising projects must be approved by the local school administration. Some administrative units in Washington prohibit chapters from conducting fund raising projects.

Civic

Civic activities are conducted by many chapters to serve the school and the community. Projects range from campus improvement campaigns to participation in fairs, trade shows, and other communitywide events. These activities are frequently conducted in cooperation with local business organizations, school organizations, and civic groups.

Service

Service activities are undertaken in many chapters to emphasize the need for sharing with others. Frequently projects are designed to coincide with Thanksgiving and Christmas. Many of the projects are so conceived that they involve student participation as well as gifts and contributions.

Social

Social activities are a major requisite of the program. Many social connotations are connected with the annual employer-employee banquet although the primary purpose and character of the function is professional in nature. Social

activities also become an important finishing touch to professional meetings, particularly when community leaders are invited to participate in the program.

Local Projects and Activities

In determining projects and activities consideration should be given to the value that the project or activity will have for each individual member. A local chapter program of activities should meet the needs of the individual, for it is in the local program that each individual enrolled may find an opportunity to participate. As the program is extended to state, and national levels, the opportunity for individual student participation becomes more limited. Many projects or activities will be of a group nature, but every effort should be made, even in group activities to allow for individual activities that are in keeping with each member's interests and abilities.

The activities or projects of your chapter should provide an opportunity for:

1. The development of a spirit of cooperation.
2. An understanding of competition.
3. A recognition of social values.
4. An ability to communicate.
5. Individual recognition.
6. Realization of the responsibilities of leadership and fellowship.

DEVELOPING A PROGRAM OF WORK

A. A Program of Work Should be Set up, Annually, by Each Local Chapter

1. It is an outline of activities covering a definite period.
2. It includes specific goals, ways and means of reaching them, and adequate provision for checking on accomplishments.
3. It should be well planned and carefully worded.
4. It should be based primarily on the needs of the members and the organization, with consideration given to the needs of the school and the community.
5. It should represent the combined thinking of a majority of the members.
6. New chapters should not undertake too elaborate a program the first year; however, it must present a challenge to the members.

B. Steps for Building a Program of Work for a New Chapter (or Chapter That has not Previously Set Forth a Program of Work).

1. Review as a total chapter the possible activities in which the chapter might participate.
2. Secure copies of programs of work of other chapters and review for ideas.
3. Decide on two or three activities that will definitely be included.
4. Develop a "laundry list" of possible activities.
5. Appoint a program of work committee, if one is not already designated, with subcommittees for each section of the program and turn over the preliminary materials as listed to this group. It should be the duty of this committee to further survey and check needs, study suggestions already offered, and to set up a tentative program of work, including goals and ways and means.
6. Have the committees on program of work report back to the chapter.
7. Put the total program of work in writing.
8. Check the program of work with school authorities and others concerned.
9. Adopt the program when satisfactory, appoint permanent committees to be responsible for each major division, assign duties to them and set to work on it.

C. Steps for Building a Program of Work for an Established Chapter

1. Review last year's program of work at chapter meetings. Try to find out why certain items were successful and others were not successful. Discuss also the present needs of the chapter, its membership and the needs of the community.
2. Select from last year's program and list the items which should be continued for the present year. Add suggestions on new items offered by members.
3. Secure copies of other chapter programs and get ideas on other suitable program items.
4. Steps 5 through 9 same as for new chapters (B above).

SUGGESTIONS FOR PROGRAM OF WORK FOR HIGH SCHOOL W-DECA CHAPTERS

September

- Orientation
- Collect local dues
- New chapters developed - Constitutions written, approved or revised
- Elections for local chapter
- Preparation for chapter's participation in Governors' Conference
- State and National dues sent to State Advisor

October

- Plan fund-raising program for the year
- Establish Speaker-Information Bureau made up of businessmen
- Select chapter projects for the year
- Regional Conferences -- plan for attending Governors' Conference - Election of W-DECA State Officers

November

- Speak at a civic or business club and publicize achievements
- Initial planning for Employer-Employee Banquet
- Money-Raising project

December

- Needy Family Project
- Sponsor School Dance or DECA Christmas Party

January

- Washington DECA Executive Board Meeting and Officer Training Session
- Start planning for National DECA Month promotion
- Money-Raising Project
- DECAthon contestant entry forms sent to State Advisor

February

- Preparation for State Leadership Conference
- Continue with local publicity on SLC activities and select competitive event and award entries
- Return SLC forms to W-DECA State Advisor
- Applications for W-DECA Diamond Scholarship Loan Award sent to State Advisor
- Competitive event projects mailed to SLC judges
- DECA month promotion

March

DECA month promotion
State Leadership Conference
National DECA Scholarship Loan Applications sent to State Advisor

April

Fund-Raising project
Clear National DECA Leadership Conference participants
Employer-Employee Banquet

May

National DECA Leadership Conference
Social event to welcome next year's class
Plan ADE (alumni) activities for summer and coming year.

SUGGESTIONS FOR PROGRAM OF WORK FOR POST-SECONDARY W-DECA CHAPTERS

August

Post-Secondary W-DECA Officer Training Conference

September

Orientation
Collect local, state, and national dues
New chapters developed - constitutions written, approved or revised and application sent to W-DECA State Advisor
Preparation for chapters participation in October Board of Director's Meeting
State and National dues sent to State Advisor

October

Plan a program for raising funds during the year
Establish a Speakers' Bureau made up of Businessmen
Select chapter projects for the year
Board of Directors' Meeting

November

Initial planning for a management clinic
Speak at civic or business club and publicize achievements
Initial planning for an employer recognition activity
Set plans for attending regional workshops

December

Needy Family Project
Fashion Show

January

Washington DECA Board of Directors Meeting
Start Planning for National DECA Month Promotion
Collect Dues from new members and send roster and state and national dues to State Advisor

February

Applications for W-DECA DIAMOND Scholarship Loan Award sent to W-DECA State Advisor
Local publicity on State Leadership Conference
Select competitive event and award entries for SLC
DECA Month Promotion

March

Preparation for State Leadership Conference
Return SLC forms to W-DECA State Advisor
Competitive event projects mailed to SLC Judges
DECA Month Promotion
State Leadership Conference
National DECA Scholarship Loan Applications Sent to State Advisor

April

Chapter Management Clinic
Clear National DECA Leadership Conference Participants
Employer Recognition Activity

May

National DECA Leadership Conference
Election of Some of Next Year's Officers
Plan ADE (Alumni) Activities for Summer and Coming Year

PROGRAM OF WORK FORM

ACTIVITY & BEGINNING DATE	COMMITTEE RESPONSIBLE	GOAL	WAYS & MEANS	ACCOMPLISHMENTS	DATE COMPLETED

FINANCING CHAPTER ACTIVITIES

Many chapters prefer, either from choice or because of local school policy, to pay local dues that will take care of chapter responsibilities rather than participate in activities which will finance chapter functions. However, other chapters prefer to supplement their dues with funds that members earn through a cooperative endeavor--A Sales Laboratory Project.

A Sales Laboratory Project benefits every participating DECA Chapter in at least four ways, as it ---

- Provides a practical method for selling experiences
- Provides for planning and conducting a sales promotion event
- Provides funds to carry out a beneficial Chapter program
- Provides an avenue to promote the school's DE program

To assist Chapters in financing chapter activities and to give national identity to this function, the Board of Directors of DECA, Inc. has given approval to fund raising programs.

In selecting a product to be sold, a Chapter should insist on quality and an acceptable margin of profit as well as an item that will have maximum acceptance by the buying public. Each of the approved DECA fund raising items meets this criteria.

Each company supports the total DECA program in direct proportion to the use of their respective products by Chapters throughout the country. Listed below are those companies which supply approved products for the DECA program:

FANNY FARMER CANDY - Fanny Farmer Candy Shops, Inc., 545 Main Street, Technology Square, Cambridge, Massachusetts 02139.

MRS. CARVER'S FRUIT CAKES - Carver Foods Company, P. O. Box 2101, Houston, Texas 77001.

DECA CALENDAR TOWELS - Town & Country Linen Corporation, 325 Fifth Avenue, New York, New York 10016.

16-MONTH DECA POCKET CALENDAR - Fuller Fund Raising Company, 3734 Madison Avenue, P. O. Box 3396, Montgomery, Alabama 36109.

DECA MILK CHOCOLATE ALMOND BAR - Joyce Sales Company, 8614 Michener Avenue, Philadelphia, Pennsylvania 19150.

DECA BLAZERS CHRISTMAS ALBUM - Melrose Record Agency, P. O. Box 4033, Philadelphia, Pennsylvania 19118.

DECA PECAN ROLL - Betty Benson Fine Candies, P. O. Box 902, Augusta, Georgia 30903.

CHERRYDALE FARMS CANDY - Cherrydale Farms, 5230 Baltimore Avenue, Philadelphia, Pennsylvania 19143.

PAUL BUNYAN LAWN RAKE - Paul Bunyan Backscratcher Company, 1031 Minnesota Street, Hancock, Michigan.

BARTON'S CANDY - Barton's Candy Corporation, 80 DeKalb Avenue, Brooklyn, New York 11201

When you direct a Ways and Means Program for your chapter, you are going into business. It may be for only a few hours or several days, or it may be year-round.

First, ask yourself and your members two questions: "How much money do we need to raise?" and, "What are we raising it for?" Answers to these questions are important. Examine your sales laboratory goal first. Do you think it is realistic to expect your chapter to raise the amount set? (If the goal should be changed, now is the time to do it.)

How much money will be raised in routine ways (dues and the like) from the membership? How much money will you need to raise in other ways? How many workers can be counted on to give their time and talent if you stage a big event? Would a number of small projects carried through the year be a better solution for your chapter?

It is better to achieve several modest goals than to fail on a big one!

Look for projects your "public" will enjoy. This rule applies to members-only money makers, as well as large benefits that need broad community support. Let the tastes and spending habits of people in your area guide you.

You may decide to repeat a successful benefit. If so, be sure to add some new features. Improve and upgrade the entire project as much as possible.

As you move toward deciding on sales laboratory projects, keep these things in mind: What are all the costs involved? Will the people in your community support your project at the price you have to charge in order to make a reasonable profit? Does your chapter have the manpower needed to do the job well?

Before you present ideas to the Executive Committee or the membership, be sure to check your arithmetic. Have fairly accurate cost and profit estimates for the project.

Check out possible dates in advance, so the timing of the event can be part of your presentation. If there's a community calendar, check it. Otherwise, consult other leaders of other organizations to see what they have planned. A conflict with another big event, or a duplication of the project itself can spell failure for both.

Clear suggested projects with members. Even if the final decision is yours, take an opinion poll of active members and get their reaction to your proposed Ways and Means Program. Their backing and support is of prime importance to your success. Besides, they'll contribute ideas and suggestions you and your committee might never have thought about.

Once your Sales Laboratory is decided upon, the General Chairman is selected. The Ways and Means Chairman often fills this job. The Chairman should be a person of drive, enthusiasm, and diplomacy who can keep a lot of people working together happily and productively.

The General Chairman decides what committees are needed and appoints a chairman for each. Working together, this group develops a plan for accomplishing all the necessary tasks.

Many chapters have found that a calendar for each committee chairman, teamed with check lists of committee jobs are excellent work guides. The Chairman keeps a master production calendar and checks progress regularly.

When the benefit to be staged is a big one, explore every possible avenue of help--ask people to give of their time, talents, merchandise and materials. Follow the advice of Ben Franklin, and overlook no possibility. The more people you can interest in your project, the more it will be talked about and the greater its potential profit.

Now is the time to make certain "all systems are Go!" Double check through all those checklists of jobs and responsibilities you developed earlier.

In addition to checking everything that is planned, make sure of provisions for what isn't planned--emergencies. Be sure extra people are available to fill in for last minute illnesses and other unavoidable absences, and to run errands.

If possible, have a telephone manned during your entire event. Be sure the number is posted in important spots and is given to people likely to need it. Have a few basic first-aid items on hand, and tell the workers where they are. If something goes wrong, don't collapse in confusion. Try to cope with it calmly. It probably looks a lot more serious to you than it does to others.

After the benefit is over, clean-up well. Leave the premises as neat and orderly as you found them. Return borrowed and rented equipment. Write thank-you notes to major contributors and committee chairmen. These courtesies are minimum good manners. They also may serve to open doors to you next time around.

Provide complete and accurate records of your project for the future. Ask each committee chairman to prepare a report. Complete the record with a summary from the General Chairman and suggestions for improvements and new attractions to consider next time.

ADDITIONAL MEANS OF FINANCING CHAPTER ACTIVITIES

1. Handling concessions at ball games.
2. Operating school canteen.
3. Selling magazines.
4. Selling school pins with year guard.
5. Sponsoring entertainment programs, talent shows.

6. School dances.

7. Securing advertisements and subscriptions for the school yearbook and/or newspaper.

8. Sponsoring a Valentine's Party.

9. Wrapping packages at Christmas time in shopping mall.

10. Selling Christmas cards, etc.

11. Decorating and selling Easter eggs.

12. Selling souvenir school plates.

13. Putting on a dog show.

14. Faculty-student basketball game.

15. Quiz show.

16. Taking orders for and delivering barbecue dinners.

17. Sponsoring popularity contest.

18. Selling T-Shirts and sweatshirts with name of school.

19. Sponsoring school dance.

20. Selling school and personal stationery.

21. Selling student directories.

22. Sponsoring movie show.

23. Work projects.

24. School carnivals.

25. Pie suppers and box suppers.

26. Yearbook covers.

27. Queen contests.

28. Style shows and merchandise shows.

29. Selling football banners and badges.

30. Candy and Bake sales.

NOTE: The Finance Committee Chairman may desire to obtain a copy of WAYS AND MEANS HANDBOOK, A Chairman's Guide to Money Making Projects (by request) from Consumer Relations, the Sperry and Hutchinson Company, 3003 East Kemper Road, Cincinnati, Ohio 45241.

SALES LABORATORY HINTS

GENERAL CHAIRMAN'S CHECKLIST

As General Chairman, you will be responsible for planning and staging your chapter's sales laboratories. Choose dependable, enthusiastic workers as committee--members who can interest others in working and who will work well with them.

Have a few general committee meetings to keep committee chairmen aware of progress. Adjust and change your plans as necessary. Work with the Publicity Chairman every step of the way to develop all potential publicity.

Your job will be a lot easier and you will have more peace of mind if you list each committee's responsibilities in detail. Write down everything to be done before, during and after the event, and a deadline for completing each one. Give the original to the committee chairmen, and keep a carbon for your own use.

Here are some suggestions to guide you in setting up your check lists.

SITE:	Indoors or outdoors. Book for date of event, either free or rented. Check: stage, decorations, checkroom, restrooms, dressing rooms, parking.
FACILITIES:	Regular and special lighting, sound equipment, signs, telephone.
REGULATIONS:	Fire, safety, police, health, license, legal tax, insurance, contracts.
EQUIPMENT:	Chairs, tables, props, score cards, tally cards, programs, maps.
MERCHANDISE:	Price tickets, pricing, packaging supplies, salesbooks, pencils.
TICKETS:	Copy for printer, numbered, stubs needed? Distribution for selling, reports, cash turned-in, sales at event. Same check list for changes.
MONEY:	Cash boxes, necessary change, ticket table or booth, chairs, ticket sellers.
TIME:	Confliction with other organizations or school activities?
PEOPLE:	Ushers, hostesses, models, artists, actors, waitresses, errand runners, extra helpers, drivers.
FOOD SERVICE:	Food, serving supplies, decorations, china, silver, glassware, paper.
AWARDS:	Prizes, trophies, place for prominent display. Time and person to award them.
EXTRA ATTRACTIONS:	Tie-in attractions, details of their placement and operation.
PUBLICITY:	Press passes, arrangement for interviews, pictures, promotion materials, advertising.

LEFTOVERS: Who will handle, how to sell to members, others; or donate to charity. Return consigned goods to owners.

CLEAN UP: List things clean up committee has to do; where to take lost and found items. Return borrowed items.

FINANCE: When and where to turn all money in, how to account for ticket sales. Pay all bills, complete records, turn profit over to "cause" with suitable publicity.

THANKS: List who to receive special thank-you notes, how to thank others in publicity and chapter reports.

RECORDS: What reports wanted, from whom, and due date.

PROMOTION

Second in importance to the General Chairman is the Publicity Chairman of your benefit. Unless you are staging a members-only sales laboratory, public support is of great importance to your success. Effective publicity and good advertising help draw crowds. Your Publicity Chairman will need your close cooperation.

Use of your event, its theme, goal, and the cause it will support for every bit of publicity they are worth.

Sit down with your Chairman and go over the step-up-step chain of events that start with the original announcement of the project and lead up to the benefit itself. Look for news angles, newsworthy names in every job that is to be done. Be alert for ideas that will make good news copy or pictures.

Make a list of possible feature stories, spot news items, special work sessions that offer picture possibilities. Jot down every idea that you think might work. Talk these over with media people. They may accept some, suggest others. They will reject those they cannot use.

Make up your final publicity schedule after you have talked to newspapers and radio--know what they can use. Note carefully when it must be in their hands, and observe these deadlines.

Budget some money for pictures. Make quick processing of the prints a basis of your agreement with the photographers. Offer the pictures to newspapers who cannot send their people to cover your story.

Send copies of your news releases and othe print materials to local industrial plants and their publication editors. Plant bulletin boards and house organs are very well read.

BASIC GUIDELINES

1. Be practical: Set a Sales Laboratory forecast and goal which your group can achieve.

2. Be careful: Don't ask the public to contribute toward something that benefits only your members.

3.	Be informed:	Be sure members know what cause you are raising funds for and how the money will be used.
4.	Be enthusiastic:	It will help attract workers and contributors.
5.	Be realistic:	Choose a project your "public" will enjoy.
6.	Be wise:	Clear the proposed project with chapter membership.
7.	Be alert:	Avoid possible conflict with a competing event.
8.	Beware:	Check for possible local, state, federal, or union regulations.
9.	Be sensible:	Choose responsible committee chairmen.
10.	Be organized:	Develop a plan, a calendar and check lists.
11.	Be brave:	Ask anybody you can think of to contribute.
12.	Be business-like:	Price your product, service or entertainment sensibly.
13.	Be professional:	Publicize and advertise your event. Use every promotional tool at your disposal.
14.	Be prepared:	Double check every detail. Provide for emergencies.
15.	Be neat:	Clean-up, leave no mess.
16.	Be appreciative:	Send prompt thank-you's to helpers and donors.
17.	Be a record-keeper:	Ask committee chairmen to submit brief summaries, and your own, plus complete treasurer's report on cost and profits. These records are valuable.

BEST COPY AVAILABLE

Public ? Relations

ERIC

INTRODUCTION

You may not have realized it before, but every DECA member is a public relations representative for his DE class and DECA chapter, not only in the community but in the state and nation as well. Every business and school contact, every employer and customer relationship reflects on your training in Distributive Education. Hence, it is very important that you be conscientious, industrious, pleasant and tactful. The DECA organization and its activities provide the best opportunity, however, for keeping the DE and Mid-Management programs before the public in general. Every chapter should make use of its activities for promoting community understanding of the privileges made possible through Distributive Education and DECA.

WHAT ARE YOU DOING TO BUILD A STRONG DE-DECA PUBLIC RELATIONS PROGRAM IN YOUR AREA?

It is YOUR job to present to the general public the importance and significance of your DE-DECA training program. You will want to use the various public relations media available in your community. You may want to use one, or perhaps several, depending on the importance of your activity and the effectiveness desired.

PERSONAL CONTACT

The "personal" touch through speeches to community groups, personal letters, and assemblies is an extremely effective means of reaching the public. You or your students could speak before some of the following, or similar, groups on behalf of your program.

- Advisory Committee
- Rotary Club
- Secretary of the Chamber of Commerce
- School Board members (if permissible)
- Parent-Teachers Association
- Employment Service
- Lions Club
- Kiwanis Club
- Business & Professional Women's Club
- School Assemblies
- Hobby Groups
- Religious Groups
- Administrators
- Social agencies
- Teachers
- Parents
- Managers
- Owners
- Supervisors
- Employees
- Students
- Newspaper and magazine editors
- Managers of local radio and TV stations
- Faculty meetings
- Veterans groups
- Youth organizations

After you have contacted some of the various organizations, you should be able to develop a list of available speakers who have expressed a real interest in your activities. You can work with these speakers so that they can speak to other groups to further publicize your program. The use of effective exhibits, such as: charts, graphs, pictures, student projects, posters, flip charts, and some recent publicity coverage from newspaper and magazines will give their speeches more appeal and more interest and make them much more informative.

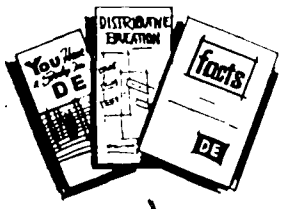

EXHIBITS

1. Use pictures comparison rather than charts and graphs where possible. Audience can grasp meaning faster.

2. Avoid complicated displays which discourage people from trying to figure it out.

3. Make the display simple through the use of PHOTOGRAPHS, COLOR and ACTION.

4. HIT the highlights. Do NOT try to show every little detail.

5. Do NOT use too many photographs, this causes confusion, but those you do use should have meaning. Use photographs showing the members in action, some projects accomplished, business people who are participating, etc.

6. You might use the local advertising clubs, the art teacher, or the local graphic arts group to help you with the exhibit.

7. You may not be able to use all ideas immediately from the chapter members; but if your exhibit has a long time to run, you might want to make changes in it, and you will have all of these ideas available.

8. In your display you might want to use the theme of the group you are exhibiting with.

9. You might have to close off areas, or put up caution signs to protect your exhibit.

10. Use a simple background with good lighting - you could even use colored lighting.

11. If possible, try to secure some pass-out materials to further explain the exhibits.

12. You could use some of your top members to explain the exhibits.

13. Use animation where possible.

Public Relations includes not only personal contacts, but the publicity enjoyed through newspaper articles, radio programs, speeches made to groups, institutes, and open-hour programs. The wide-awake chapter, therefore, plans its calendar well in advance and uses all media possible for interpreting its DECA activities and Distributive Education training to the public.

The following material is provided to help you - in accomplishing this objective:

SUGGESTED AREAS FOR PUBLICITY RELEASES

Class organization
Enrollments increase
Advisory Committee organization

Students seek training stations
All placements completed
Student employer ratings disclosed
Student earns a raise
Student earns a promotion

Chapter holds employer-employee banquet
DECA Chapter is organized
Chapter holds first event
Businessmen address students
Pictures taken of students on the job with their employers
Chapter officers elected
Chapter delegates elected for state conference
Merchant participation stories
Outstanding achievement by students
Student officers (could tie together both their Chapter leadership, local employment experiences, and/or their general scholastic activities)
Classes visit other communities

Graduate follow-up is made
Employment survey is made of community
Graduates visit class
New equipment added in school
Students attend district, state & national leadership conferences
Chapter votes on a distributive project
National DECA Month
National Leadership Conference
State Leadership Conference

District Meetings
Officers' Training Meeting
Services provided in community by DE-DECA
Awards to be presented to individuals or concerns who contribute to the development of DE-DECA
Advisory Committee decisions

Student wins national DECA scholarship
Students complete DE-DECA Project
Students interview businessmen
Students win awards
Students survey business needs
Students learn laws for workers
Students learn job analysis
Students gross part-time earnings
Students tested for aptitude
Students evaluate displays downtown
Students analyze merchandise
Students arrange store displays
Students give training skit
Students attend store training meetings

Coordinator addresses civic group
Coordinator participates in state conference
Coordinator acts as advisor for a contest at state conference
Coordinator attends national meeting
Coordinator broadcasts on local radio station
Coordinator on TV

* Include school administrators' names in public relation releases.

NEWSPAPERS

GENERAL HINTS

A newspaper is a business operated for profit; it is not a public institution or a charity. Its editors must present an appealing and interesting product to a wide cross-section of the community's readers and advertisers, a product that has a balance of international, national and local news, editorial opinion and entertaining features.

A newspaper receives many more requests for its space than it is economically or physically possible to grant. You are competing with hundreds of organizations, institutions and individuals for very limited space. Although it is impossible to use everything submitted, you can improve your chances by using standard journalism guidelines and practices.

As a publicity chairman, you can be a valuable information channel, IF that information is timely, accurate, interesting and well presented.

As a publicity chairman, you also must fill a public-relations role, cooperating when asked to make photo arrangements, obtain additional information, set up appointments or perform other such chores. This role also includes educating your chapter members, if necessary, so they also will be cooperative and knowledgeable when working with the press. Chapter officers and members should leave relations with the newspapers to the publicity chairman -- that's his or her job. Duplication causes confusion and wastes time.

About contacting the newspaper ... it is best done in writing. Newspapers prefer a written story or memo (which includes your name and daytime telephone number) for all except important immediate news; some community newspapers will accept phone calls, however.

Don't phone to ask:

if you can submit a story (just send it in)
if the story arrived
when it will be used (it is almost impossible to answer these questions on larger papers)
to speak to the editor (he's busy and the person who answers the phone can usually help you)

*to complain because all of your story wasn't used (rarely is)

If you must call, be brief.

SOME BASICS

No newspaper expects a volunteer publicity chairman to be a polished reporter. Adherence to newspaper style helps, but it is more important that the facts be given clearly, honestly and in a way that makes their use convenient.

SELECTION

*Use only information of interest to a large part of the newspaper's readership; eliminate items that concern only your group. Some items are better suited for community publications.

*Don't go into exhaustive detail; some detail is necessary, but too much buries pertinent facts. However, don't hesitate to include unusual or even "corny" bits of information.

*Find out the type of information a newspaper used by reading the paper; be guided by what it prints.

CONTENT

*Use the "5 W's" as a guide: Who, What, Why, When, Where (and sometimes How). Make sure all are included in the story.

*Localize your story, particularly for metropolitan weeklies. Identify persons by address or city where they live.

*Use the sample stories in this kit (one is a sample release to be used before an event; the other, one to be used after an event) as a guide to content and form. A simple list of facts can serve the same purpose.

*Do not attempt to be clever or cute in your writing. Use just the facts.

*Do not use any but the most common abbreviations.

ACCURACY

*There is no excuse for inaccuracy. All facts, including names, titles and addresses, should be verified before a story is submitted to a newspaper or any other medium.

*Get the facts from the person concerned. Hearsay is not an acceptable source.

*Use names properly and correctly. Spelling and usage of names should be checked with the person himself or the telephone directory (the most accurate readily available source). Chapter rosters often are inaccurate.

*Men's names: use a minimum of two initials and always use "Jr." or "3rd" if applicable. (A variety of proper usuages is given in the sample news stories.)

*Women's names: Always use Miss or Mrs. to clarify marital status. A married or widowed woman is Mrs. John T. Married-name; a divorcee is either Mrs. Mary Married-name or Mrs. Maiden-name Married-name; a woman in business or show business sometimes is known as Mary Professional-name, but only in the latter connections--socially, she is Mrs. John T. Married-name.

RELEASE DATE

*A story may not be used BEFORE a release date specified, but may be used anytime afterward, at the discretion of the editor. It usually is not necessary to give a release date on routine matters; if one is given, it must be the same date for all media.

DEADLINES

*A newspaper prints news, not history; timeliness is essential. Generally, a story should be submitted at least one week before the release date; however, certain special departments or sections of some newspapers may require more time. Immediate or "spot" news of major importance should be submitted immediately, of course. Stories about routine events are seldom used after the event is over.

WHERE TO SEND IT

*Lists of publications in the area are obtainable from your local Chamber of Commerce. Do not submit the same story to more than one department of a newspaper--such duplication is likely to result in no story the next time.

ABOUT FEATURES

*An idea for an UNUSUAL story or feature should be given to only one newspaper. (A routine story may be sent to all.) Either find different features for other publications or give them a feature another time. If the first newspaper is not interested in what you have offered, you then are free to offer it elsewhere.

MECHANICS OF PREPARATION

*Type with a good ribbon on white paper. Double or triple space, with margins and placement shown on the samples.

*Include your name, address and daytime telephone number, as shown.

*Number the pages and staple or fasten them if your story is more than one page.

PHOTOS

Editors are always interested in unusual, cute or lively pictures, so be on the alert for them.

*Query well in advance by memo, giving pertinent details, if you think you have a good photo idea. Most daily newspapers prefer to take their own photos. Before hiring your own photographer, check to see if the newspaper will be interested in a picture.

*Select photogenic or dramatic-appearing persons for photographs. The purpose of the photo is to further your cause, not to reward your faithful workers.

*Plan on different people doing something different for each newspaper. Don't use small or tiny props. Consider renting props if necessary.

*Follow instructions exactly if the newspaper is taking the picture. Be on time. Do not substitute people, clothing or props without consultation. Your newspaper contact has experience in setting up pictures; you may not.

*Newspaper photos in color still are not generally used and are arranged only in special instances, much in advance.

*Identify persons in pictures from left to right, AS YOU LOOK AT THE PHOTO; attach the identification firmly to the glossy print, taking care not to deface the photo with fingerprints or by writing on the back with ballpoint, etc. When mailing, protect the print with cardboard.

*Be prepared to relinquish pictures you submit--they cannot always be returned.

Submit only black-and-white glossy prints, no smaller than 5 x 7 inches. Many newspapers cannot use Polaroid prints, color prints or colored transparencies for regular reproduction. (Offset newspapers sometimes have a wider latitude in what they can use--inquire.) There usually is no objection to amateur photographs; however, they must be of a quality and size suitable for reproduction.

MISC. NOTES

Most organizations clear publicity for all units through the overall publicity chairman or director. Individuals should not send material directly to the newspaper if there is an overall chairman.

BINGO ETC.

Since most newspapers send a portion of their circulation through the mails, newspapers will not run notices or mention of door prizes, raffles, games of chance such as Bingo, and other forms of lotteries which are prohibited by Postal Regulations.

SAMPLE

FROM: Anthony J. Smithson
1234 Main Street
Seattle, Wash.
GR 5-4321 (office)
MI 1-2345 (home)

FOR RELEASE:

Sunday, December ~~15,~~ 1969

The annual meeting of the Seattle Businessmen's Club will be held at 7 p.m. Friday, December 20, at the Olympic Hotel. The social hour will begin at 5:30 p.m.

Speaker will be Dr. John Anthony Johnsen, Jr.,** assistant professor of speech at the University of Washington. His topic will be "Are Your Speeches Pointless?"

Also on the program will be election of officers and announcement of the club's Businessman of the Year.

Reservations may be made at the club offices through Wednesday.

#

**This is the universal newspaper symbol to indicate that the odd spelling is correct as given.

SAMPLE

FROM: Anthony J. Smithson
1234 Main Street
Seattle, Wash.
GR 5-4321 (office)
MI 1-2345 (home)

FOR RELEASE:

Friday, December 20, 1969
After 8 p.m.

Josephus R. Quantro, president of Quantro Industries, Inc., this evening was named the Businessman of the Year of the Seattle Businessmen's Club. The club's annual meeting was held at the Olympic Hotel.

Quantro was selected for the honor because he developed a new auditing procedure applicable to most businesses, loaned the facilities of his metal-working concern for the training of disadvantaged teenagers in a job skill and provided leadership in the recent successful school levy campaign.

Alfred R. Maguire, Jr., was re-elected president of the club. Other officers elected include J. R. Jones, vice president; Michael John Anderson, secretary, and C. Robert Green, 3rd, treasurer.

Richard Hoffman, the retiring president, reported that the club had raised $32,650 during the year for the Needy Children's Fund.

#

RADIO & TV

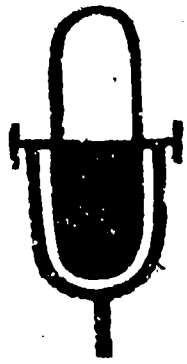

GENERAL HINTS

The broadcasting industry, linked intimately with the largest audience known to man, offers unparralled opportunities for organizations working for the public good.

Broadcasting is under no obligation to grant time to any specific group. There is no law which says a station must devote a fixed amount of time to community organizations. But stations pride themselves on being alert to their community needs.

To be successful, you should be acquainted with the various ways a station can be of assistance. Basically, public service programming falls into two broad categories:

PROGRAMS

Specials: Interviews, panel or group discussions, demonstrations, etc., in either a series or in a one-time-only presentation.

Segments: Similar but shorter presentations inserted as "participating" features of other programs.

OTHER ON-AIR EXPOSURE

Spots: Brief announcements made at various times during a broadcast day.

Personality Spots: Announcements by on-the-air personalities such as disc jockeys, farm directors, or directors of women's features.

News Items: Short stories which are included in regular local newscasts and give briefly the who, what, when, and where and why of a newsworthy event.

Editorials: Statements prepared at the station which present the station management's viewpoint on community programs and projects.

SELECTION

Before you contact your local station, you should have the answers to these key questions, if your public service appeal is to be effective.

WHAT is your message? Are you sure of the basic idea you want to get across?

WHO should receive your message? Is it of general interest to a large segment of the listening and viewing audience? Can it be tailored to those you want most to reach?

HOW can you best put your message across? Does it have enough general interest for a special program? Would a brief announcement serve as well?

Your answers on these three questions, particularly on the WHAT of your message, will determine largely your success in getting free air time.

REMEMBER:

Public service announcements carried on radio and television MUST be on behalf of nonprofit organizations. No time can be given to bingo parties or lotteries in any form. Remember, DECA is a nonprofit organization.

CONTACT

Time and avilable facilities vary widely from station to station. The person to contact will be the program producer and/or director or the station's education or public affairs director.

Call the contact person and find out if public service time is available and, if so, the types of programming the station offers. Offer to visit the station for further discussion, if this seems advisable (be sure to make an appointment!).

Know your stations and their programs. Listen to or watch local shows first so you will know what you are talking about when you call.

COMPETITION

Competition is tough! Broadcasters face a tremendous demand for free public service time, and not all appeals can be honored.

Radio and television stations provide millions of dollars worth of time and facilities each year for many worthwhile community programs, but there just aren't enough hours in a day to satisfy every request received. A broadcast station's "product" is its air time, and air time cannot be expanded (like a newspaper) if some extra material turns up.

Remember, too, that you will be competing with many other groups which believe as firmly as you do that their own projects and programs deserve attention.

To enhance your own chances of getting public service time, make certain that:

Your message is important and of widespread interest.

It is presented in the best possible form.

COOPERATE

All types of programming, from 90-minute spectaculars to brief spot announcements, require planning in cooperation with the station.

*Be prepared to submit specific facts and workable ideas. Don't waste the station's time on a fishing expedition with vague generalities.

*Accept suggestions. You will be working with experts in a field that probably is alien to you.

*Know your limitations. A 30-minute interview might seem ideal for your purpose, but spot announcements, if well done, are much better than a long program which is inadequately prepared.

*Don't expect radio or television stations to change formats and/or habits just to suit you.

*Check with the station first if you plan an appeal for funds. Many stations have a policy against it.

TAPE AND FILM

Go modern. Don't overlook the possibility and flexibility of tape and film. Ask your contact person about possibility of its use.

*An interview can be recorded, taped or filmed when it is mutually convenient, then aired at a more desirable time.

*Spot announcements, if recorded or taped, can be aired a number of times.

*If less air time than planned actually becomes available, a taped or filmed program can be edited to fit the available time.

BE PROMPT!

Once an interview or an on-the-air appearance is arranged, be on time! An appointment or appearance that must be cancelled because you were late, might well be the last one you get.

PROMOTE

Don't forget the value of promotion...spread the word among members of your organization and their friends of your radio and television activities.

Publish the time and place of each presentation in your regular publications or in special bulletins. Include the when and where in your newspaper releases. Announce each event at meetings, and ask those who attend to pass the word along to other members and their friends.

THANKS

After your presentation has been made, you should send letters of thanks to station personnel in appreciation of the help they have given you. Also let the station know of any reactions you receive. The station is vitally interested in the response to your program.

SOME SPECIFIC DO'S

DEAD-LINES

DO...Make your first contact 4 to 6 weeks ahead of event.

DO...Submit all program copy to the contact person as far in advance as possible. Ten days is not too soon.

DO...Get news releases to the news director as early as you can... a week in advance, if possible.

COPY PREPAR-ATION

DO...Type all copy triple space on 8½ x 11 inch paper, using one side only. Start a third of the way down the first page. Leave ample margins.

DO...Use a clean ribbon for legible copy. Provide extra copies as requested.

DO...Put the name of your organization, and your own name, address and daytime telephone number at the top of each item.

DO...Give all the facts . . . the what, when, where, who and why of your event. Be sure to give specific starting and ending dates, such as ("Use between July 4 and July 7," not "Monday through Thursday.")

DO...Write all copy for the voice--a bit more informal in style than copy written only for the eye. If you normally use "don't" in oral conversation, write it that way in your script. Use "let's" instead of "let us." A good rule: Be informal, but don't be breezy.

DO...Provide a biographical sketch of any person to be interviewed, along with six or eight points to be covered. If the name is difficult to pronounce, give the phonetic spelling.

FOR RADIO

DO...Time spot announcements to run 10 seconds (25 words), 20 seconds (50 words) or 60 seconds (150 words).

DO...Use simple, descriptive words that form pictures, give dimension and color. Radio reaches only the ear and the listener must be able to sketch in his own mind the picture you are trying to create.

DO...Submit several copies of all material on paper that doesn't rattle...and make sure the last one is as legible as the first.

FOR TELE-VISION

DO...Check with the program or news director on slides, films and photographs which can be used to "demonstrate" your message.

DO...Make sure copy written to accompany such visual aids "fits" with the slide, film or photo shown.

DO...Time your copy at a slightly slower pace than for radio. Standard announcements for television run 10 seconds (about 12 words), 20 seconds (35 words) and 60 seconds (120 words).

DO...Provide one slide or photograph for each 10-second spot; two for a 20-second spot, etc.

DO...Keep in mind that slides are preferable in most cases to photographs. They can be made professionally at a minimum cost. When photographs are used, matte or dull-surfaced prints are preferable since glossy prints reflect studio lights. Ask the Production Department of TV station about the production of slides.

DO...Request return of your visual material if you want to preserve it. Otherwise, it may be thrown away.

ON THE AIR

WHEN YOU ARE ABOUT TO GO ON THE AIR...the station will want you to sound and look your best. Whether your appearance is live or recorded, you will be given helpful suggestions to that end, and your cooperation will be appreciated.

<u>ON RADIO</u>: You will recieve instructions as to:

The proper distance from the microphone.
How to handle your copy or script with the least noise.
Ways to avoid extraneous noise, as by removing bracelets.

WHAT TO WEAR

ON TELEVISION: Personal appearance will be of vit[illegible]e to the success of your presentation.

You should wear a DECA blazer but if this is no[illegible]le, wear suits or dresses in color. (Neither black nor white photographs well.) Avoid contrasting patterns.

Keep jewelry simple and uncluttered.

Men may require a little powder on a bald head, or if the skin is exceptionally oily. Pancake makeup is advisable for a heavy beard or shadows around the eyes.

Women should avoid heavy makeup and over-use of lipstick.

Don't worry about glasses. If your eyes are used to glasses, they will react unnaturally if you try to appear without them. The studio crew will arrange lighting to avoid any glare.

Cooperate with the director and floor managers during your appearance. They may find it necessary to give you hand signals during the show to guide the speed of your presentation.

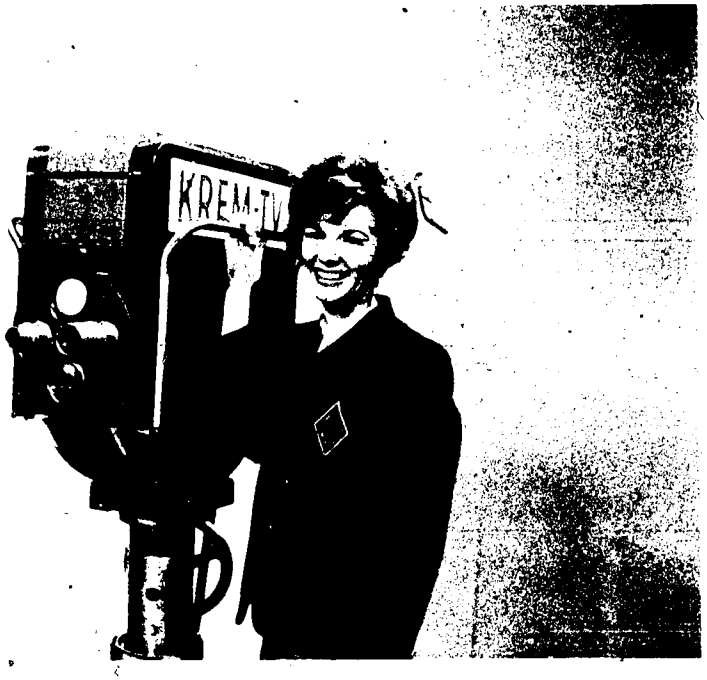

SAMPLE RADIO ANNOUNCEMENT . . . 30 seconds

FROM: King County Teachers Association

Subject: AMERICAN EDUCATION WEEK - WASHINGTON

Contact: Frank W. Edwards, Publicity Chairman
Issaquah High School
Issaquah, Washington
Exbrook 2-6418

Time: 30 seconds

Run: Monday, February 17 through Friday, February 21, 1969

Kill: February 22

Spot # One

Drive by a school. Watch the faces of the hundreds of students as they come and go. These are the faces of the men and women who one day will govern this nation. During American Education Week, the teachers of Washington invite you to watch this vital form of freedom in action. Visit your local school and observe techniques of instruction that help prepare our children for tomorrow. This is American Education Week.

(SEND SEVERAL COPIES OF EACH SPOT TO EACH STATION USED.
MIMEOGRAPH OR TYPE LEGIBLY . . . NO FADED CARBONS, PLEASE!)

SAMPLE RADIO ANNOUNCEMENT . . . 60 seconds

From: Queen City Garden Clubs

Subject: ANNUAL PLANT SALE

Contact: Mrs. John Smith, President
BAyview 3-4321

or

Mrs. Tom Jones, Publicity
GReen 5-1234

Time: 60 seconds

Run: Sunday, April 13 through Saturday, April 19

Kill: April 19, 4 p.m.

Spot # One

Rhododendron bushes to Iris bulbs . . . small birch trees to chrysanthemum plants. These and many more will be available at the Queen City Garden Clubs' annual plant sale (this Friday and Saturday) (today and tomorrow) (today) at Exhibition Hall in the Civic Center. Members of the Queen City Garden Clubs are offering some of their unusual and select plants, as well as a large variety of more familiar plants and bushes. Proceeds from the sale will benefit the Seattle Children's Society. Whether your yard just needs a bit of filling-in or a large addition of greenery and color, you'll want to take advantage of the variety and values at this increasingly popular garden sale. Remember, when you buy you will be helping the youngsters at the Seattle Children's Society. Attend the Queen City Garden Clubs' annual plant sale . . . open 10 a.m. to 6 p.m. . . . (this Friday and Saturday, April 18 and 19) (today and tomorrow) (today) . . . at Exhibition Hall . . . in the Civic Center.

(SEND SEVERAL COPIES OF EACH SPOT TO EACH STATION USED.
MIMEOGRAPH OR TYPE LEGIBLY . . . NO FADED CARBONS, PLEASE!)

SAMPLE FACT SHEET

From: Enumclaw Garden Club

Contact: Mrs. Edwin B. Whittlesey
2034 Jensen Street
Enumclaw, Washington 98022

Phone: TAylor 5-2212

FACT SHEET

WHO: The Enunclaw Garden Club

WHAT: A Garden Show in conjunction with the King County Fair

WHEN: Wednesday through Sunday, August 14th through 18th, from 1:00 to 10:00 P.M. on August 14th and from 10:00 A.M. to 10:00 P.M. on the 15th, 16th, 17th, and 18th.

WHERE: Floral Hall, King County Fair Grounds, 284th Avenue S. E. and Highway 410 (Highway to Mt. Rainer and Crystal Mountain) Enumclaw, Washington

FACTS: No extra admission to attend our show.

Over 10,000 persons visited the Floral Hall last year and many more are expected this year with the additional two days of the fair. The show this year will present both indoor and outdoor stagings with special exhibits on conservation and arrangements, a horticultural display, and many invitational exhibits as well as the competitive displays in the decorative division.

SAMPLE TV ANNOUNCEMENT . . . 30 seconds

From:

Frank W. Edwards
Publicity Chairman

King County Teachers Association
Issaquah High School
Issaquah, Washington
Exbrook 2-6418

AMERICAN EDUCATION WEEK

For use Monday, February 17
through Friday, February 21, 1969

AMERICAN EDUCATION WEEK IN WASHINGTON
February 17 - Feburary 21

Time: 30 seconds
Words: 66

VIDEO	AUDIO
Slide No. ..... (School with many students walking alongside it)	ANNCER: Our nation's schools are home to millions of our children for 17 years of their lives.
Slide No. ..... (Lincoln Memorial with two children looking at statue)	America looks to these future citizens for the maintenance of the free world, and these students look to the great men of the world for guidance to keep it free.
Slide No. ..... (American Education week. Visit Your Schools)	During American Education Week, visit your local school. Washington teachers urge all of you to participate in this observance.

(NOTE: The blank following "Slide No." is for the station to insert its own identifying number of your slide.)

YOUR OWN NEWSLETTER

A newsletter can be the ideal medium for communicating information to your own membership or a special mailing list. It is especially appropriate for items that need to be announced to these groups, perhaps with special interpretation, but that may not be of interest to the general public. Like a letter to your family, your newsletter's appeal is in its personal touch.

Human Interest Translate facts into human terms. Slip them into profile and feature articles about people. You might appoint a "calling committee" to check on the activities of members because nothing makes a straying member return like seeing his or her name in print.

Readability Make articles as concise and easy to read as possible. Just because your space is limited, don't be tempted into crowding every inch of space with words. Allow adequate space for generous margins, headlines and setting off important items.

Appearance Don't let a small budget make your project so unattractive that your newsletter goes unread and even that investment is wasted. Get bids on a professional printing job. Offset* process makes extensive picture usage economically feasible. Even amateur polaroid snapshots can look amazingly professional. An attractive front-page heading, which an artist in your group might provide, can be pre-printed in color at low cost.

For an inexpensive mailing, a number of sheets mimeographed and stapled together is the least expensive, especially if the chairman cuts her own stencil. An eyecatching, yet simple heading drawn with a stylist pencil, dresses the page as well as identifies the publication.

*see glossary

PHOTOGRAPHY

Very often pictures are worth a thousand words - use them wherever possible for your coverage. A good source of photographs is: the commerical photographer, newspaper photographer, student photographer, or the photography class of students, if your school has such a class, or your own photographs.

1. Glossy picture 5½" wide by 3-4" deep - and 5" x 7" are preferred. Black and white glossies in this size will get the most usage.

2. Check with your editor as to the type of picture he prefers to use. Very often the newspaper will provide you with their photographer to give your activity picture coverage, however, this is usually limited to but a few pictures, and it might be necessary for you to supply some of your own.

3. Submit the correct size photos. If they are the wrong size, they must be cropped or reduced and the papers don't like to take this kind of time. If the picture is too small, it can be blown up rather than cropped, and so a picture too small is better than too large.

4. Where possible use an action-type picture rather than a head. The picture should have a center interest. Avoid pictures that are too "busy" with people and objects: a photograph of an individual can be more effective than a crowded shot. Select photos that tell the story without long wordy captions, but always supply an identifying "caption". You can supply a paragraph under the picture.

5. Select photographs that tell the story, identify a person, or illustrate a point. Look for "natural" shots, and avoid that "just posed" look.

6. Photographs must have contrast and sharpness and should run the full tonal scale. If you have a light background, use dark subjects, and if a dark background, use light subjects.

7. Do not use paper clips on your prints unless you slip them over cardboard. The print is soft, and the clip mark might show up in the lithographic process.

8. A publicity file can be maintained with the photographs of those people whom you feel will be consistently working with your pgoram and whom you feel will be making "news" all the time. These pictures will then be available at a moment's notice.

9. When you have a group photo, prepare a list for the photographer giving the names and addresses reading from left to right and row to row of those in the picture - proper spelling please.

10. DO NOT write or paste on the back of your photographs. Write your information on a plain piece of white paper and scotch tape it to the lower back half of the photo. It is most important not to scratch the print; therefore, scotch tape is strongly recommended.

11. Mail your photo in a photomailer or in an envelope between two pieces of cardboard. Don't mail or handle prints face to face. Dirt particles between the prints will scratch the surfaces. Fingerprints can also damage a print. The oil from the hand will remain on the print and show up in the final process.

12. DO NOT attach an identification to a negative. If a description is needed, include it on a separate piece of paper, but do NOT attach to negative. Always handle negatives by their edges.

13. If you wish your print or negative returned to you, please so indicate. It will not be returned to you just as a matter of course - you must request it.

14. Before using any photo, get a written release from the owner granting permission to use the picture. In some cases this may not be necessary, but if in doubt, get a signed release.

"THANK YOU" LETTERS

A thank you letter should always be written to everyone who has contributed anything at all to your DECA activities, especially to someone who has given you publicity. To assure that proper appreciation is given to those individuals and/or organizations who support your public relations efforts, a special certificate has been initiated. For a deserving individual and/or organization to receive this certificate, have your coordinator send a letter to the W-DECA State Advisor stating:

1. Name of recipient or organization's representative.
2. Name of organization or company.
3. Address.
4. Contribution to Chapter's Public Relations effort.

GLOSSARY

Ad: Newspaper space or broadcast time purchased by a person or group to publish a specific message.

Art: Photos or drawings illustrating a news event.

Caption (or cutline): A brief description under a news picture, listing names and titles of persons in the picture and the occasion.

Cut (engraving): The metal form into which a picture is made before it can be printed.

Copy: Information or photos submitted to news media.

Deadline: Day and hour news copy must be in hands of editor or program director.

Editorial: An expression of the views of the editor or persons who make the policy of the newspaper or Radio-TV station.

Exclusive: A story given only to one newspaper.

Fact Sheet: Listing of pertinent facts for news story or radio "spot."

Glossy: A shiny print of a photo required to make a newspaper engraving.

Head (headline): Title given your news story by a newspaper editor.

Kill: Date (and/or time) when radio or TV announcement no longer should be on the air.

Mat: A papier mache mold of a cut or type. One of the steps in letterpress printing.

Media: All of the channels through which a story can be told to the public. Newspapers, radio, television, magazines, billboards, bulletin boards, posters, direct mail.

News Peg: The specific news value around which your story will be built; focus of your publicity which will attract readers or listeners.

News Release: Publicity copy in finished form.

Offset (lithography): Printing method in which a whole page is photographed and could include typing, printing, illustrations or photos. Metal engravings for art are not used.

Publicity: Information with news value, designed to advance the interests of an organization, usually appearing in print or broadcast.

Public Relations: The art of interpreting the aims and activities of an organization to the public.

Release Date: Day and hour after which your news may be printed or broadcast.

Run: Radio-TV term meaning the period of time spots may be broadcast.

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W DECA

REPORTER

ERIC

W-DECA REPORTER AND CHAPTER NEWS

The W-DECA Reporter is the official publication of the Washington Association of the Distributive Education Clubs of America. The news of this publication is dependent upon the efforts put forth by the chapter reporters or correspondents. W-DECA Reporter coverage is only effective when cooperation is received from its readers in the form of submitted news articles.

The editors of the W-DECA Reporter are always interested in receiving reports about the activities of your Chapter as well as about individual members or former members. The following suggestions are listed to help assure that the stories you submit will meet the requirements for publication in a paper with state circulation.

First - Is your proposed story newsworthy?

The following definition of "news" will help you answer this question. News is accurate and timely information which is of wide interest.

In other words, your story must be factually correct; it must be concerned with a current event or be an announcement of a future event, and it must be about something of interest to a majority of all DECA members (not just those involved in it).

Ask yourself the question: "If I were a DECA member who lives in another county or city, would I be interested in reading this story in the W-DECA Reporter?" If your answer is not "yes", then it is very doubtful that the editors of the W-DECA Reporter could use it.

Preparation of News Articles

If your proposed report passes the test for being newsworthy, the next step is the preparation of the story:

(1) In submitting news, be sure to cover these points: WHAT, WHERE, WHEN, WHY, WHO, and HOW. It is important that you include all of these relevant facts because the editors can seldom write contributors for missing information in order to make a story acceptable from the standpoint of completeness.

(2) Your copy must be typewritten and double spaced.

(3) Refer to that section of the Handbook entitled "Public Relations".

One final word: Remember, the three rules for being a good reporter: (1) Be accurate, (2) Be accurate and (3) Be accurate. The spelling of names, dates, etc., should be double-checked. Never guess at the spelling of a person's name.

Photographs

Please try to send with your article photographs which help to tell the story. Photographs should be accompanied with an explanatory caption. Make sure that all persons are clearly identified. Send only clear, sharp prints. Dark snapshots and prints with little contrast will not reproduce satisfactorily. quently, they will not be published regardless of how well they illustrate tory. All photographs submitted will not be returned.

Reporting Chapter News

A report of outstanding or unusual Chapter activities is needed by the editorial staff. Here are a few examples of activities that make the news:

- Civic or school betterment projects or programs
- Unusual DECA professional meetings
- Involvement of business and civic groups
- Special awards and recognition either given or received by a Chapter or members
- Outstanding marketing project reports
- Fund raising projects
- Advisory committee activities
- DECA promotional events
- Observance of National DECA Month by your Chapter

Deadlines

If you have occasion to submit an article for publication in a particular issue of the W-DECA Reporter, make sure you observe the copy deadline. The following schedule lists the closing dates for receiving copy.

Issue	Final Copy Deadline
Fall	October 31
Winter	January 31
Spring	April 30

Submitting Chapter News

You are to submit all news articles on the "Chapter News Report Form." This form may be obtained from your chapter advisor.

Washington Association
Distributive Education Clubs of America
Chapter News Report for W-DECA Reporter

Chapter_____ Reporter's Signature_____

City_____ Coordinator's Signature_____

Copy deadlines are as follows: Fall Issue------October 31
Winter Issue----January 31
Spring Issue----April 30

This form is to be used and the suggestions listed below followed so the staff can give the best possible service.

1. Each chapter is to prepare a typed double spaced story if they so desire.
2. The story is to be less than 100 words.
3. The story must be approved by the coordinator's signature, and must be ready for print as sent.
4. Each story needs a headline caption, and needs to be written in third person. (They, Mr. Smith, etc.)
5. Pictures are to be in black and white, and they will be returned. Less than 25 words can be used to explain the picture. Use clear tape to attach pictures to the back of the story form.
6. Mail news and pictures directly to: W-DECA Reporter; Lakes High School, 10320 Farwest Drive, Lakewood, Washington 98498.

Headline ----

Begin Here **

End Story ---

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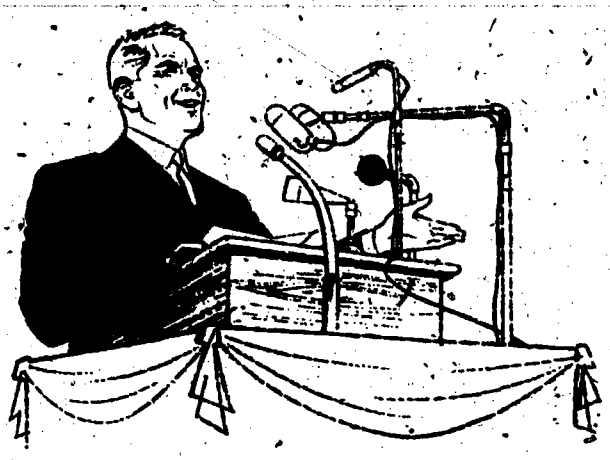

W-DECA

SPEAKERS

BUREAU

ERIC

YOU OUGHT TO BE A SPEAKER!

"Who Me? Give a speech? Why you couldn't push me up on that platform with a bulldozer!"

Maybe you have said or thought words to that effect when the subject of speechmaking came up. If so, you may have slammed the door on one of the best opportunities you have ever had to promote your business, your chapter, and yourself.

But don't be too depressed, because you have a lot of company. The fact is that most people - even top business executives - are afraid to put themselves on display before an audience. Sometimes they are just plain modest. Sometimes they are unsure of their subject - afraid that it will lull the audience to sleep, or perhaps that somewhere out in those rows of faces is a world authority on the speaker's topic just waiting to leap down his throat.

Yet, ask yourself this: how many times have I sat through a dull, listless speech and told myself that I could do better?

And you can!

But maybe your trouble is that you still lack faith in your subject. Perhaps you feel that others won't find Washington DE and DECA as stimulating as you do.

But that again depends on how you look at it. Haven't you heard a speaker bludgeon to death what should have been an exciting topic? And haven't you heard a spellbinder take a lump of common substance and shape it into a fascinating discourse? Certainly you have!

So it is not necessarily the subject. Any facet of this wide world is exciting if only the right person will make it so.

A Good Speech Pays Dividends

"All right," you may say: "I'm not particularly stage-shy, but is making really worth all the effort it takes?".

You bet it is. The fact is that a well-delivered speech can [illegible] more pounds of good per ounce of e[illegible] than any single type [illegible] relations work. Let's look at some of the reasons why. A good speec[illegible]

1. Works as subtle ad[illegible] chapter or fir[illegible]

2. Builds you[illegible] munity as a civic leader

3. Improves [illegible] your company with the consuming pu[illegible]ic.

4. Helps promo[illegible] within your own company, within your own chapter, and as a le[illegible] in your school

In addition [illegible] are [illegible]ertain [illegible]al adv[illegible]aking as a form of communica[illegible] egin [illegible] a spe[illegible]posur[illegible] If you issue a press release, it ma[illegible] un in [illegible] that is all - one exposure. However, when you deliver the [illegible] stand to make an initial impact with your live audience plus the added advan[illegible]e of having your talk reported in the written press, or on radio and t[illegible]ision.

A speech is also one of the only forms of communication [illegible] captive audience. A newspaper item is surrounded by other [illegible] all competing for the reader's eye. But in a crowded auditorium, the only barrier between a speaker and the undivided attention of his audience [illegible]e quality of his performance.

Finally, a speech gives you a rare opportunity to sample public response to your views and the way you present them. When you rely on the printed word to carry your message, your only way of testing reaction is if the publication happens to print a letter from a reader.

Not so with a speech. During your delivery you can sense audience reaction from such indicators as nods of approval, murmurs of unrest, interruptions for applause, etc. And, if your talk is followed by a question and answer session, you have an even better gauge for sampling audience response. The question and answer session can also produce material that can be used in future speeches.

The big thing is to start now with that first big step. Invest your time researching a good speech about a subject you know. Like a good Scout - Be Prepared. Before long, you will get a call. You may never be a Cicero or a Mark Anthony, but you will win new respect and new laurels in your company, your chapter, and your school!

Following are materials which will help you in gaining ideas for the various speeches you will make during the year. You will also note that a collection of overhead transprency masters are included in case you chose to use visual aids with your talk. Also, (1) check with your chapter advisor as to the making and use of visual aids for a more effective speech and, (2) check with your state advisor to find out what slide presentations and film strips on DE and DECA are available.

REPRESENT DE AND DECA. JOIN THE W-DECA SPEAKERS' BUREAU NOW!

W-DECA SPEAKERS' BUREAU QUALIFICATIONS

To qualify for the W-DECA Speakers' Bureau, a W-DECA member must give a minimum of three oral presentations, each of which must be given to a different group or organization other than the members of his own chapter or the DECA organization.

The three presentations must be verified by the Chapter Advisor and a copy of each presentation, along with a list of visual aids used, must accompany the member's application.

SUGGESTED AUDIENCES

1. Members of a given civic or service organization.
2. A group of junior high school students (highly recommended).
3. A group of high school students (sophomores and juniors).
4. A group of high school seniors -- recommended for post-secondary members.
5. A group of post-secondary freshmen.
6. Members of the local DE Advisory Committee.

SPEAKERS' BUREAU APPLICATION

Student's Name: _____ Chapter: _____

School: _____ Address: _____

Home Address: _____
(Street No.) (City) (State) (Zip)

I hereby certify that _____ has made a minimum of three
(Student's Name)

(3) oral presentations each of which was to a different group or organization, and is thereby qualified to become a member of the W-DECA Speakers' Bureau. Attached are copies of the student's presentations and a list of visual aids used.

PRESENTATIONS MADE TO:	NUMBER IN ATTENDANCE
1. _____	_____
2. _____	_____
3. _____	_____

Signed: _____

Title: _____

Mail to:

W-DECA State Advisor
P. O. Box 248
Olympia, Washington 98501

OUTLINE FOR THE PREPARATION OF A D. E. TALK TO A CIVIC OR SERVICE CLUB

GENERAL INFORMATION: In any talk that you attempt to give, after the talk is developed, you must be able to answer several questions for yourself. First of all, is your introduction sufficient and applicable? Second, is the body of the talk effective and does it do what you want it to do? Last, is there a summary and close of the speech or talk? A good talk must contain these three things.

THE INTRODUCTION: Principally, there are three methods of an introduction that will allow you to start your talk under any condition.

#1 On a few rare occasions, you might be introduced only by name and then the floor is yours. Under this setup you should begin by telling something about yourself, your school (its legends and honors), and also why you are there that day - to tell them about DE and DECA in their community.

#2 A second method would be where you have been formally introduced by the host or hostess and you merely thank them for the nice introduction and then go directly into the body of the talk.

#3 Since your are talking to a civic or service group, ask some form of the following question, "Do you have a need for additional part-time qualified employees in your business?" A question of this nature will arouse most of the people, because for most of the businesses this is a real need. If so, it gives you an excellent opportunity to tell them how the DE Program will fit this need. Of course this would be the body of the talk.

THE BODY: In preparing the body of the talk there are many souces that you can use but the following three are suggested as most beneficial. First, is the "Facts" booklet that your coordinator should have in sufficient quantity. This is a booklet with all of the questions and their answers that might be given in relation to the DE Program.

Second would be the W-DECA Handbook that tells much about DE and DECA and especially the conferences (state and national) that are held each year.

Third is the Coordinator's Guide. This gives a lot of very good information that will help you in preparing your talk.

From these three and many more sources you should be able to compose the body of your talk. In doing so, if you will adhere to the following five points you will tell a complete story, and give a complete picture of Distributive Education.

1. WHAT is DE & DECA
2. WHERE is it
3. WHO is DE
4. WHEN is DE
5. WHY is DE

If accurately followed you will have no trouble with your talk.

THE SUMMARY: Again, here are three suggested methods of closing your talk.

#1 Thank them for the opportunity to speak to them on the subject of D. E., for the meal (if there was one), and tell them that you would like to answer any questions that they might have, after the meeting.

#2 This method would be to briefly review the points of the talk that you have given, then close with something rather important that will stick in their minds. (D.E. students are, therefore, young people who are interested in your place of business and want to work with you to learn this business). A word of caution, don't ever close with a joke, (good or bad) because they will remember this joke and not what you wanted to tell them.

#3 If you use a question to start your talk, repeat it again, with emphasis, and very briefly go over your more important points, using them as the answer to this question. Thereby, rapidly you have given them the question and the answer quickly and it will likely impress them.

Remember one important thing in relation to any talk, and this list comprises the principles that most important speakers in the world use:

1. STAND UP
2. SPEAK UP
3. SHUT UP
4. SIT DOWN

It is hoped that this outline will be of some help to all of you in preparing a talk to give to a civic service club in your own community.

SUGGESTED PRESENTATIONS

SPEECH #1

Mr. Chairman, Honored Guests, Ladies and Gentlemen:

It is indeed an honor for me to be with (name of group) today to discuss a program that is preparing youth for careers in marketing, management and distribution.

Distributive Education is a program of instruction which teaches marketing, merchandising and management. The Distributive Education Clubs of America - DECA - is a Program of Youth Activity which supplements Distributive Education. DECA's goals are (1) to develop a respect for education which will contribute to vocational competence and (2) to promote understanding and appreciation for the responsibilities of citizenship in our free, competitive enterprise system.

In the classroom as DE students, we learn many of the fundamentals of marketing and distribution such as sales promotion, display, salesmanship, employee-employer relations, advertising, etc. In addition to this classroom instruction, a DE student may be placed in a retail, wholesale or service firm under supervised training programs. The training program, worked out by the employer and the DE Teacher-Coordinator, affords the student an opportunity to put into practice many of the fundamentals learned in the classroom and to develop additional skills in each of these areas.

Students who are placed in training stations for practical experience usually are away from the school campus during the afternoon to work under the training plan. The teacher-coordinator has the responsibility of coordinating the training of the student working with the employing firms.

In addition to classroom instruction and on-the-job training, a student participates in the activities of his local Chapter of the Washington Association of Distributive Education Clubs of America. All DECA activities are designed to develop leadership and good citizenship qualities.

Let me describe briefly some of the activities of my Chapter. (Describe some of the activities of your local Chapter and show how they develop both leadership and followership.)

Our State Association - W-DECA - which is affiliated with DECA, holds a State Leadership Conference. (Describe some of the activities. You may wish to supplement your talk with some colored slides on SLC.)

DECA members believe in competition. The free enterprise system has been the key to the growth of our great American economic system. Under this system we have a free choice, free market, the right to compete, and rewards for work. On the employment fronts of America, every worker has the right to decide for himself the nature of his vocation based upon his ability. He has the right to compete with others whose objectives are similar, and he is entitled to compensation for his effort. This is the American way. These have been the guiding principles in America's business.

Those whose vocational choice may be in the field of marketing and distribution realize that this is a portion of the economy that serves both production and consumption. As this nation works toward expanding domestic and world markets and toward full employment, distribution becomes more and more an important factor. Our economy is consumer dominated and continued growth will demand new and improved practices. Successful performance of those employed in marketing and distribution depends upon the ability of the individual to work with people, to be cognizant of the proper motives, and to be knowledgeable of products and services offered by his employer.

Through my Distributive Education Program, I have learned that the American free enterprise system has always had, and will continue to have, unlimited opportunity for the individual who aspires to better himself. One of the ways that will guarantee the growth of our economic system is to be sure that ample educational opportunities are afforded to youth who are desirous of careers in marketing and distribution. There is no better way to prepare for this challenge than beginning with a Distributive Education program. Through this program of instruction, supplemented with DECA activities, young people will be better prepared to take their rightful place in a growing America.

Perhaps I can best express my feelings by reading to you the DECA Creed which has been a part of my life since I enrolled in DE and which I think expresses the philosophy of opportunity already known by students of Distributive Education.

I believe in the future which I am planning for myself in the field of distribution, and in the opportunities which my vocation offers.

I believe in fulfilling the highest measure of service to my vocation, my fellow beings, my country and my God -- that by so doing, I will be rewarded with personal satisfaction and material wealth.

I believe in the democratic philosophies of private enterprise and competition, and in the freedoms of this nation -- that these philosophies allow for the fullest development of my individual abilities.

I believe that by doing my best to live according to these high principles, I will be of greater service to myself and to mankind.

Thank you for the opportunity of being with you today.

SPEECH #2

Mr. Chairman, Honored Guests, Ladies and Gentlemen:

It is indeed an honor for me to be here in behalf of the Chapter Officers of the Local Chapter of Distributive Education Clubs of America. This meeting brings to mind our State Leadership Conference last spring at which I had the honor of being (give example of what happened to you).

Former President of the United States, John F. Kennedy, said, "Ask not what your country can do for you. Ask what you can do for your country." This is a challenge all should consider. What can we do as future leaders

in marketing and distribution to assure the continuance of the free enterprise system? We can and must use every available means to develop our capabilities. We are indeed fortunate to be a part of a youth organization dedicated to developing future leadership. If we fail, we have only ourselves to blame since W-DECA provides many opportunities for our professional growth. As one of your Chapter Officers, I am happy to report that the youth enrolled in Distributive Education throughout this state are seeing the opportunity for leadership which W-DECA provides. This past year was the largest growth year in our history. Without a doubt, we are destined to become one of the largest educational youth organizations in the history of this state and country.

National DECA represents you, the Washington Association of DECA, and the other 50 State Associations which comprise this great youth movement. Today, there are almost _____ Chapters with a total membership of approximately _____ young leaders. The Washington Association is comprised of _____ Chapters with membership of over _____. We are now in our _____ year of operation and rapidly growing. _____ years ago, the (high school or post-secondary) DECA Program was initiated, they now have over _____ Chapters. Although we cooperate and have many of the same goals, we operate separately.

I'm sure you experience the same feeling I do when I think that we, as young adults, must assume the responsibility of promoting and preserving our greatest possession. . . The American Way of Life. This way of life, with all of its many opportunities for young people, could not be possible without an economic system based on free, competitive enterprise.

As your Chapter Officer, I would like to call to your attention the four points of the DECA Diamond. They represent Vocational Understanding, Civic Consciousness, Social Intelligence and Leadership Development. In discussing these, I would like to point out that it is not the policy of National DECA and the State Association to dictate what Chapters should do, but rather to assist their efforts by suggesting and motivating through examples of sound education activities. Let me mention a few. DECA attempts to promote Vocational Understanding through its publications of The DECA DISTRIBUTOR and W-DECA Reporter. The DECA DISTRIBUTOR is the only publication on the National level devoted exclusively to DECA. It offers many suggestions for professional improvement and shows proof of the success of the DE Program of instruction by its Success Stories. The W-DECA Reporter provides information to keep you abreast on state association and chapter activities. Civic Consciousness is encouraged by suggesting participation in activities such as the Individual and Chapter Marketing Improvement Projects. This creates an awareness of the problems of a community and affords an opportunity to make suggestions for improvement. School betterment projects call attention to the Social Intelligence required for success. National DECA Month promotion, which was conducted throughout Washington and the United States last March, is an excellent example of efforts in this direction. In helping to further Leadership Development, we recognize the importance and value of working with others. We hold a State Leadership Conference to recognize outstanding students from each chapter and to inspire by example. Last year over _____ members entered competitive events.

The success of our state program comes from interested individuals. And from the enthusiasm and interest I have seen here from delegates, advisors, educators, and business people, DECA will continue to provide the necessary leadership in this great youth program--the likes of which is possible only in a free world.

In closing, may I relate to you a story that was passed on to me last year that I think of every day. It seems that in a certain Indian village there was a wise old man who provided a great deal of leadership and words of wisdom for the members of his tribe. And in this tribe there were two young braves who tried many ways to prove the old man wrong and make fun of him. One day one of the young braves said to the other, "I know a way we can prove him wrong. We will take a bird and place it in our hands so the old man cannot see. We will go to him and ask him if the bird is dead or alive. If he says the bird is alive, we will crush it with our hands and let it fall to the ground. If he says the bird is dead, we will open our hands and let it fly away." The other brave agreed that this certainly was a foolproof way of proving the old man wrong.

So the young braves got a bird and went to the old man and one of them said, "Old man, I have a bird in my hand and if you are so smart, tell us if the bird is dead or alive." The old man thought and remained silent for a long time and then he said, "You hold the answer to that question in your hands." Yes, my friends, you and I hold in our hands the answer to the success or failure of our American Way of Life.

Thanks again for letting me be a part of your program.

SPEECH #3

Mr. Chairman, Honored Guests, Ladies and Gentlemen:

In order to understand fully the youth organization which I represent, it should first be made clear that we represent a phase of education -- Distributive Education to be specific. Distributive Education, usually referred to as DE, is one of the areas of vocational education and is conducted in over _____ public schools across the United States and its territories.

Distributive Education identifies a program of instruction which teaches marketing and distribution. It is taken as an elective subject. It requires class time for school instruction, and a laboratory period which is spent away from the school campus where students gain marketing experience in the business establishments of their community.

I am a Chapter Officer of the _____ Chapter of W-DECA, an affiliation of DECA or Distributive Education Clubs of America. This is the post high school division having _____ Chapters and over _____ members. _____ years ago a state high school DECA association was formed. They have over _____ Chapters in their association. We cooperate and have many of the same goals but do operate separately.

Perhaps you are familiar with our sister vocational education organizations: (1) the Future Farmers of America, representing vocational agriculture; (2) the Future Homemakers of America, representing Home Economics, and (3) the Vocational Industrial Clubs of America, representing trade and technical education. A like comparison can now be made. The Distributive Education Clubs of America, usually referred to as DECA, represents vocational Distributive Education.

DECA is designed to develop future leaders for marketing and distribution. We have two main purposes: (1) to develop a respect for education

in marketing which will contribute to vocational competence, and (2) to promote understanding and appreciation for the responsibilities of citizenship in our free, competitive society.

DECA is organized on a local, state and national basis. Our individual members comprise a local Chapter, local Chapters comprise a State Association and our State Associations voluntarily support a national Program of Youth Activity: Distributive Education is taught in every state and territory of the United States, and DECA Chapters are located in 50 states, Puerto Rico and the District of Columbia.

According to the U. S. Department of Commerce, more than 54% of all persons employed are engaged in some form of distribution. We know that production alone will not satisfy our dependence on goods and services, that these goods and services must have ways and means of reaching the consumer.

This, then, is where DE enters the picture. To sustain our position of world leadership, together with freedom enjoyed by this nation, effective merchandising of goods and services becomes a vital necessity. We are in great need of leaders in this age of marketing, and it was in this concept that DECA was born not too many years ago.

Our Program of Youth Activity is designed to attract capable young people to marketing and distribution as a career. It is the only youth organization in existence which operates in the public schools with this stated purpose. Our youth activity program is centered around the four points of our diamond-shaped emblem symbolizing (1) Vocational Understanding, (2) Civic Consciousness, (3) Social Intelligence and (4) Leadership Development.

Are these four areas important to today's business world? Over 60 of our giant corporations are making financial investments in this youth movement to insure its development. In addition, 35 major oil companies have appointed a DE Coordinator within their own company, while many trade associations representing business are lending active support. Projects of DECA Chapters which contribute to the economic well being of their communities are attracting more and more attention from leaders in business and industry. We have every reason to believe it will continue.

This then, is DECA--public school activity designed to develop future leaders for marketing and distribution. I appreciate your invitation to make this brief appearance. On behalf of the student members of DECA, please accept our best wishes for a most successful program.

Thank you.

POINTERS ON EFFECTIVE SPEECH WRITING

1. Before you write your speech, learn a little bit about your audience. In this way, you can anticipate the information they will be interested in having.

2. Make available some pass-out material for your audience to pass on to their friends, if it has value. Do not pass out material just to be passing out materials. It is suggested that the brochure "DECA - What It Is, What It Does" be used whenever possible.

3. Know your subject well, so that you can speak with authority.

4. Come to the point with what you have to say, yet get the message across to your audience.

5. Use an easy-to-follow outline, including a good beginning and ending.

6. Some of the best speeches are written in a short time when you know your subject well and can sit down and jot it out. It is not necessary to work hard and long on a good speech -- the most important factor is to know your subject.

7. Irvin S. Cobb once said, "No speech can be entirely bad if it is brief enough!"

8. Make your speech interesting! How can this be done? Use plenty of examples and exhibits.

9. Put a touch of humor in your speech, if you have a flair for it. A long, dull speech has a tendency to make the audience's attention drift. A touch of humor brings the audience's attention back to the speech. However, do not attempt to be out-and-out "funny." By this we mean, do NOT tell "funny" jokes. Not everyone can put jokes across.

POINTERS ON GOOD SPEECH MAKING

1. Know your subject well.

2. Be relaxed -- this will relax your audience.

3. Speak directly to your audience as though you are carrying on a personal conversation with a good friend.

4. DON'T make distracting motions or display distracting mannerisms.

5. If you have enthusiasm, the audience is almost certain to catch it.

6. Don't READ your speech.

7. Use language they will understand. They are there in the first place because they want to know something about your subject, therefore, be concise and informative so they can easily grasp your message.

8. Do NOT make personal references to your own accomplishments. They do not want to hear about YOU.

9. Be prepared to speak a little longer if called upon.

10. Memorize your endings--if you don't, you won't be able to sit down.

11. Close your speech with a happy ending, or ask for action on the part of your audience.

After your speech, rewrite your material and put it in your speech file so that at a moment's notice you are prepared to give a new speech. Build your file with ideas you may have from time to time, unusual happenings, good stories you hear, newspaper publicity, magazine publicity, notes from TV and radio shows you have viewed, the personal comments from the business people you contact everyday.

BEST COPY AVAILABLE

VISUAL COMMUNICATION

ERIC

VISUAL COMMUNICATION

Man's success on earth has been related to his ability to communicate. Animals have changed to suit their environment, but man has changed his environment to suit his special needs. These changes have been possible because of his ability to communicate ideas----Remove the ability to communicate ideas and our civilization would perish.

We all know that ideas are transmitted through sensory experiences; sight, sound, taste, smell, and touch. Many forget however that 90 percent, more or less, of the ideas that man communicates are through visual sensory communication techniques.

Leadership is in a large measure the ability to generate ideas

Leadership is the ability to communicate ideas

Leadership requires communication skills

Leadership with real impact demands visual communication skills

Visual presentations include symbolic materials such as words, figures, and graphs, and pictorial materials such as pictures and drawings. Pictorial materials are the most realistic and the most effective. Good visual presentations depend on:

1. presenting one idea at a time
2. reducing each idea to its essential features
3. using a well organized layout and design, and
4. making it visible to all of the audience

HOW TO USE AND EVALUATE VISUAL MATERIALS

Visual communications devices get the message across, however, the effectiveness of the presentation depends on how well they are used.

The leader must use them not just show them. They must emphasize and communicate in the form of a clear mental image the important ideas in the presentation.

The visuals should complement rather than detract from the presentation. Visual materials that are poorly designed should not be used. If it cannot be seen or read don't use it.

The room and the materials should be checked out ahead of the meeting. Be sure that materials are in order, properly adjusted and ready to go. Have a spare lamp for projectors - or better still have a spare projector available.

If assistants are used have a dry run before the meeting. Watch the heat, light and ventilation. Air out the room ahead of time. If necessary arrange chairs or get extra chairs.

A number of speakers are interested in designing and producing visual aids. The following list indicates a few criteria for the evaluation of a visual aid.

1. Does it explain an abstract idea, show a relationship or present a sequence of procedure that cannot be clarified without it?

2. Is it large enough to be clearly visible to everybody in the group?

3. Is the lettering large and bold to avoid eyestrain from any point in the room?

4. Is the amount of lettering limited to terminology within the comprehension of the audience?

5. Are the important parts accentuated by the use of color, and does the emphasis on the essential parts enhance the value of the aid?

6. Is it constructed of good materials; will it stand constant usage?

7. Does it show evidence of good workmanship; is it carefully finished in good taste?

8. Is it portable so that it can be used in more than one location?

THE DESIGN OF VISUALS

The following information offers suggestions for the design and layout of visuals.

The Layout

The layout is the small scale plan whereby you try a number of sketches on scrap paper. Gain layout ideas from magazine and newspaper advertisements and highway billboards.

Optical Center

The optical center is the center of interest. It is at a point slightly above the mathematical center - about two-fifths of the distance from the top, and equal distance from each side.

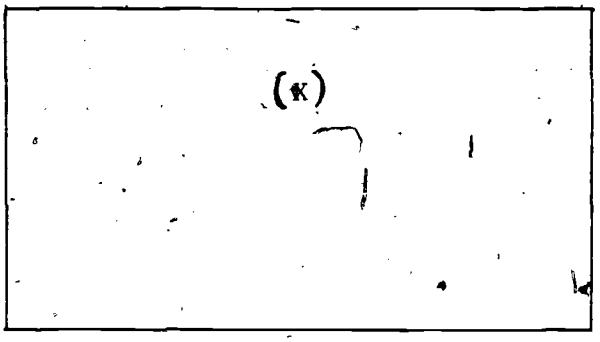

Balance

Formal balance places all elements of the layout or design symmetrically about the vertical center line.

Informal balance places the elements of the layout on both sides of an imaginary fulcrum placed on the vertical center line. The idea is the same as a large and small boy balanced on a teeter totter.

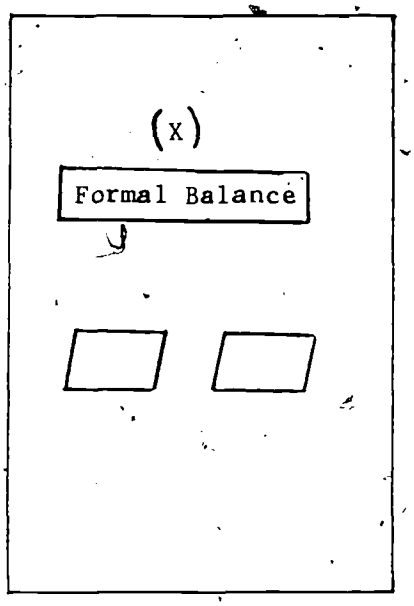

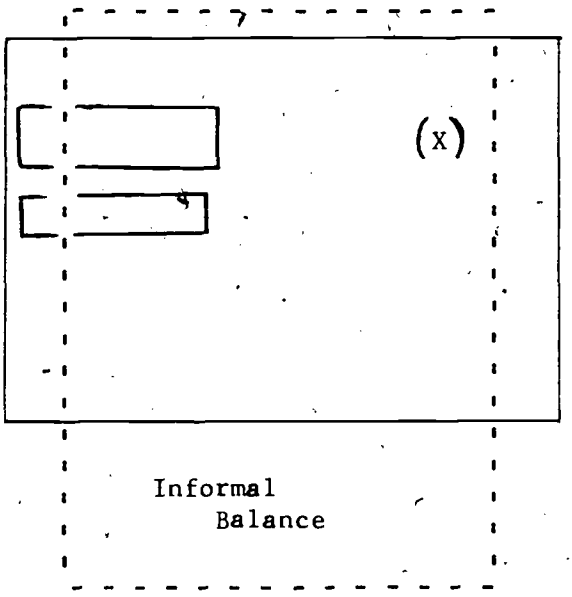

Spacing

Most people tend to crowd layouts. Be generous with margins. Allow at least a space equal to the height of the letters between lines of lettering. Double space between separate statements and ideas.

Letter Size

The most common fault of visuals is lettering that is too small for the audience to read.

The following page provides a chart that will help you determine the proper letter size for a visual aid.

Inch and one-quarter high lettering is the minimum size for most locations. Larger lettering is desirable.

Contrast

The utilization of contrast in the design of a visual increases interest. Contrast can be achieved through the use of different size letters with larger lettering for titles, headings and points of emphasis.

Color sparingly used provides contrast.

The different shape of design elements provides a contrast.

Simplicity

Keep the design simple. Present only one understandable idea at a time. Avoid "busy" or cluttered designs.

Design Accessories

Arrows, stars, lines and other ornaments can be used to add interest and give emphasis.

LETTERING METHODS

A variety of lettering methods are available for making visuals. The selection of the method varies with the type of visual being used and the skill and experience of the person producing the materials.

Typed Lettering

Special typewriters with large type can be used for overhead projector slides. The regular typewriter type size is too small for overhead projector slides. Remember if they can't see it - it is useless.

Freehand Lettering

Freehand lettering is a simple and quick way to letter flip charts. Large crayons, felt pens, Speedball pens and lettering brushes can be used.

To begin with use vertical capital letters. With a little practice a presentable job can be done. A section of the classified ads turned sideways makes a good practice sheet.

Inch and a quarter is the minimum letter height for most rooms. Use twice this or two and one-half inch letters for titles, headings, and points of emphasis. The above sizes are minimum, use larger sizes if the material will permit or if it is for a large audience in a large room.

L EG IBIL ITY OF CHARTS

IF THIS LOOKS LIKE AN EYE CHART, your're right, it is. However, this chart is designed to aid you in determining what can be read rather than what cannot be read.

Here's how it works--The next time you make a chart, a flannel board, a project board, or other visual aid that requires labels, hold this sheet at the maximum distance your audience will be. Then select one of the sizes of letters that can be read. Remember that typewriter capitals are only one-eighth inch high and can be read at a maximum distance of only five feet.

NOTE: Legibility is cut down when colors are used (instead of black and white) and when your students have poorer eyesight than you do. It is a good rule to select at least the next larger size letter to the minimum size you can read at the maximum distance just to make sure.

Lettering Guides

Lettering guides can be used for lettering all of the visual materials discussed. They come in a variety of sizes and require a minimum amount of practice to achieve professional results.

Although colors are available with these guides black (india ink) is the most practical medium.

Centering lines of lettering can be accomplished by lettering the line on a separate strip of paper and using this line as a guide line above the desired location of the permanent line. The same effect can be accomplished on hard charts by lettering on a strip of cardboard and gluing the line in position on the poster board chart.

Cold Type

A number of manufacturers produce sheets of pressure sensitive letters, ornaments, and shading material. This material is called cold type. These materials can be used to prepare transparency masters but be sure to select heat resistant materials or the adhesive might come loose during the printing.

A small kitchen spoon makes an excellent burnishing tool to press cold type in place.

The problem of centering and spacing lines of lettering on the master can be simplified by placing the lettering on strips of acetate and then fastening the strips in place on the master with "Scotch Magic Transparent Tape". Other clear tape may show on the printed transparency.

Cold type in large sizes can be used for charts but the cost is high compared to other lettering methods.

Cardboard Letters

A large variety of pre-cut cardboard letters is available through most supply houses. However, satisfactory letters can be traced from a pattern and cut from colored paper such as construction paper or cover stock.

Cardboard or paper letters can be pasted in place on hard charts, pinned to flannel boards (use bank pins) or used with spray cans of paint to produce interesting reverse lettering for titles, charts and display lines.

Although the commercial letters come white, they can be sprayed any desirable color.

DRAWINGS

Most amateurs shy away from the use of art work such as drawings and other illustrations in visual presentations. Some people have the ability to do a satisfactory job or freehand drawing but most of us have to rely on other devices.

Establish a Clipping File

Be on the lookout for useable art work and store it in a clipping file. Newspapers, magazines, catalogs and advertising material are a source of material. The drawings can be modified, copies or enlarged to suit a variety of art needs.

Copying Art Work

Two useful methods can be used to copy art work. One is the opaque projector method and the other is the method of enlarged squares.

The procedure for the opaque projector is as follows:

1. Place the art work to be copied in the projector.

2. Tape the chart paper or poster board approximately in place on a wall.

3. Project the image on the chart material and move the projector back or forth to adjust the image to the desired size.

4. Move the chart material to get the image in the desired location.

5. Trace the image with a soft lead pencil. Do not try to copy lettering.

6. Remove the chart material from the wall and ink in the image with a suitable medium.

The following procedure is used when copying a drawing by the enlarged squares method:

1. Pencil a grid of small squares over the art work.

2. Determine the degree of enlargement required.

3. Pencil a light lined grid in the location for the drawing on the poster board or chart paper. The spacing for the lines is determined by the enlargement required. If the squares on the original are, for example, one-fourth inch and the copies drawing is to be four times as large as the original, the lines will be spaced one inch apart on the chart paper.

4. The intersections of the grid lines and the drawing gives a series of location points to transfer the drawing to the chart. This method is easier than it sounds.

SUGGESTIONS FOR MAKING FLIP CHARTS

Flip charts are an effective means of presenting information in the form of drawings and pictures or symbols such as words, figures, graphs, or diagrams.

Flip Charts can be used to:

1. Present an outline of a talk
2. Outline a preview of a film or set of slides
3. Visualize abstract ideas
4. Present drawings of objects too small to see, reduced drawings of objects too large to get into a room such as shop plans
5. Present step-by-step procedure in doing a job

A well planned set of flip charts should include:

1. A blank cover sheet
2. A title chart
3. An introduction or outline chart
4. Detail charts
5. An end chart
6. A method of displaying and storing the set of charts

Points to remember when using flip charts:

1. Use an adequate size (30 x 40 is a good standard size)
2. Have them accessible for the time you need them
3. Have them in the right order
4. Keep the title chart covered with a blank chart until the charts are to be used
5. Display them only while they are being used
6. Use them - not merely show them
7. Use them if appropriate to supplement other visuals

The best materials for flip charts include papers and cloth durable enough to stand constant use and long storage. Some materials become brittle with age. Good temporary charts can be made of wrapping paper or newsprint. The following is a list of chart materials:

1. Wrapping paper

2. Sign writer's bond (it comes in colors and is durable)

3. Sign painter's cloth

4. Newsprint

5. Window shade paper and cloth

6. Shelf paper (check it to see that it will take ink)

Chart materials that can be used for lettering and coloring:

1. Lumber making crayons (get the kind that will write on paper)

2. India Ink

3. Poster paints (Speedball ink will work in pens or with a brush)

4. Pastels (if sprayed with a fixative)

5. Spray paint cans

6. Chart tape can be used to make a line or spot of color

A variety of lettering devices can be used. The following list will be found useful:

1. Freehand lettering with felt-type pens, crayon, Speedball pens, or lettering brushes

2. Wrico lettering guides

3. Outline letters made by tracing around cardboard letters

4. Cut-out letters pasted to the chart

SUGGESTIONS FOR MAKING FLANNEL BOARD DISPLAYS

A flannel board, easel, and some flannel board displays can make presentations more attractive and effective. When properly planned they increase communication because they:

1. Focus attention on the presentation and leader

2. Add novelty to the presentation

3. Present ideas and information through a developmental approach

4. Provide illustrations

In addition to the regular flannel board presentation, flannel boards can be used for a variety of things such as:

1. A flip chart holder

2. A substitute chalkboard

3. A place to display posters and photographs

4. A portable bulletin board

5. A method of holding and displaying objects during a presentation

6. A place to post announcements

7. A place to exhibit small projects

A properly developed flannel board display should:

1. Have a title

2. Present only one idea at a time

3. Utilize a step-by-step approach

Flannel board presentations should be constructed in such a manner that they will be durable, simple to use and attractive. Use a heavy quality illustration board backed up with a medium to heavy sandpaper. Fifty to seventy-five percent of the back of the display should be covered with sandpaper. Use a glue that will not warp the illustration board and store the display flat until the glue dries. Contact cement is ideal.

Plan carefully. Avoid small pieces that are hard to handle. Use color but keep the color scheme simple.

Two important factors in the use of flannel board displays are to:

1. Store the materials flat so that they will not warp

2. Be sure that the materials are in the right order before making a presentation

The Thermofax Process

Thermofax slide making materials can be used to produce slides on the Thermofax copying machine directly from written, typed, drawn, or printed copy in just a few seconds. Illustrations or tables from a book or magazine page can be copied on a slide for classroom use. Unwanted details on the original can be masked out on the copy with a sheet of paper so that it will not appear on the slide.

The advantages of this process are:

1. No special training is needed to operate the equipment

2. The material is not light sensitive. The process can be carried out in a lighted room

3. The supplies will not deteriorate with age

4. The process requires no chemicals or solutions.

5. Transparencies are ready for immediate projections.

It should be pointed out that some copy such as lines drawn with ball-point pens and adhesive letters and symbols will not reproduce by the process.

The following are illustrations which may be used with the Thermofax Process to make transparencies. They may also be used to make a flip chart flannel board presentation, and/or bulletin board display.

NOTE: Information on visual aids is from Clifford Dobson's presentation entitled "Visual Communication: An Effective Leadership Tool."

BEST COPY AVAILABLE

TRANSPARENCY MASTERS

ERIC

introducing . . .

Distributive Education

ERIC

427 / 428

DISTRIBUTIVE EDUCATION

"TRAINING FOR CAREERS IN DISTRIBUTION"

WHAT is Distributive Education?

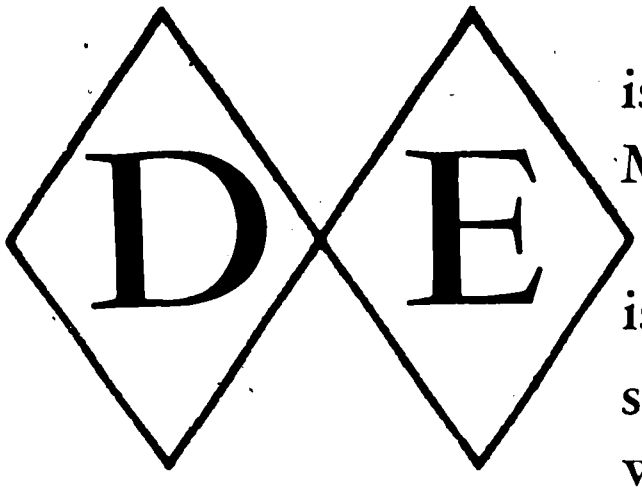

is a program of instruction in Merchandising, Marketing and Management.

is carried on under the supervision of the school board and the school administration with the help and cooperation of the local business community.

offers vocational training in marketing and merchandising goods and services leading to occupations in:

retailing	financing	transportation
risk bearing	wholesaling	manufacturing
advertising	storing	

- 431 - /432

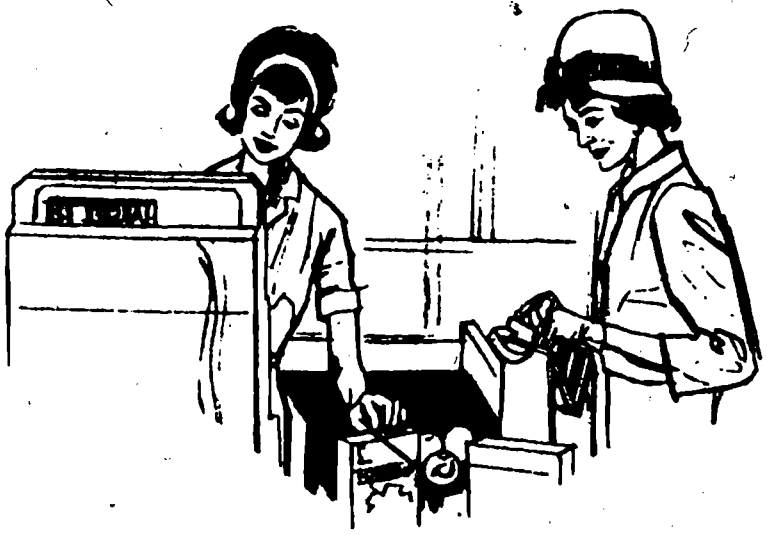

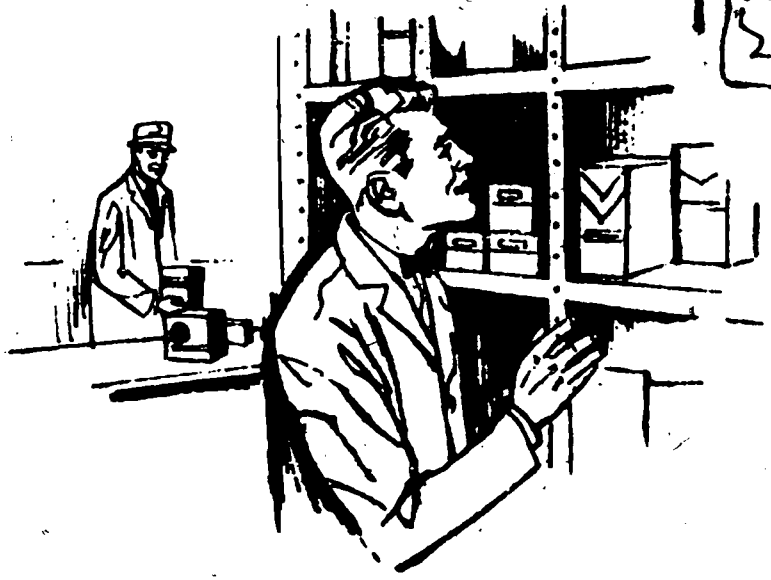

- 433 -/434

WHY is the DE program necessary?

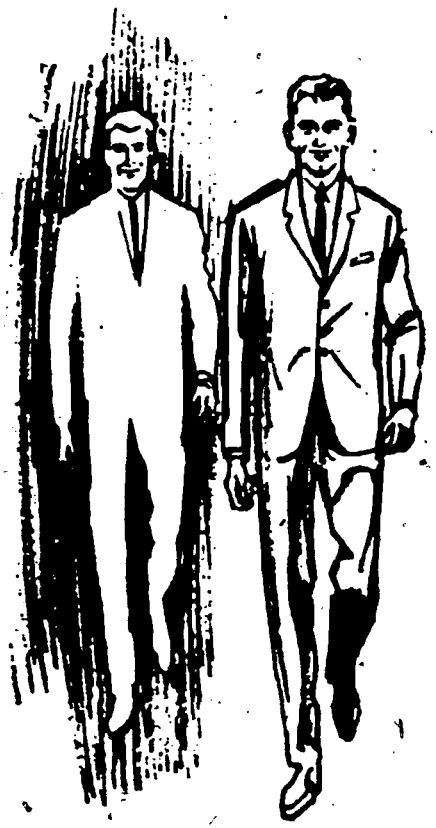

One out of every two employed Americans works in distributive occupations.

New business methods . . . advancing technology . . . increasing competition . . . require more SPECIALIZED TRAINING for employees and managers of distributive and marketing businesses.

435 1/4 36

HOW does the DE program work?

On the job

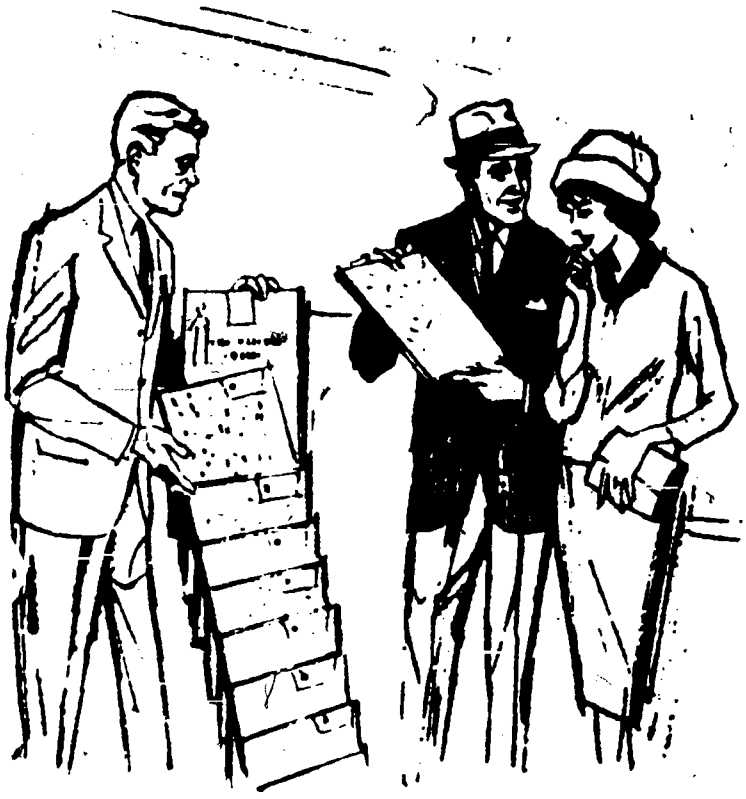

Qualified high school or junior college students work part time and receive on-the-job instruction in an approved distribution occupation—a minimum of ..... hours a week, major portion of which is during the normal school day—at beginner's pay.

In the classroom

During school hours students enroll in one or more DE classes in which they receive group instruction in general marketing and distribution and individual instruction in specific areas such as ready-to-wear, shoes, credit, advertising, display, personnel, etc.

½ Day in School.

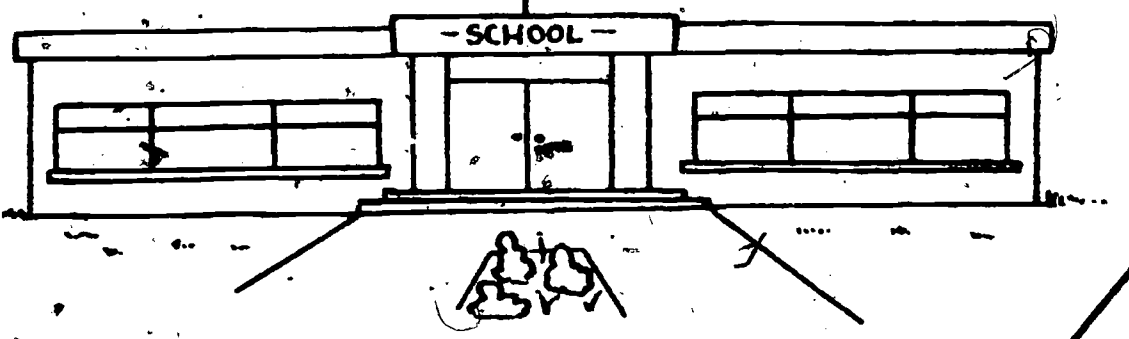

- Merchandise information
- Salesmanship
- Store operation
- Advertising
- Display
- Economics of Distribution
- Buying
- Management principles

- ON-THE-JOB TRAINING
- EXPERIENCE WITH . . . SUPERVISED INSTRUCTION

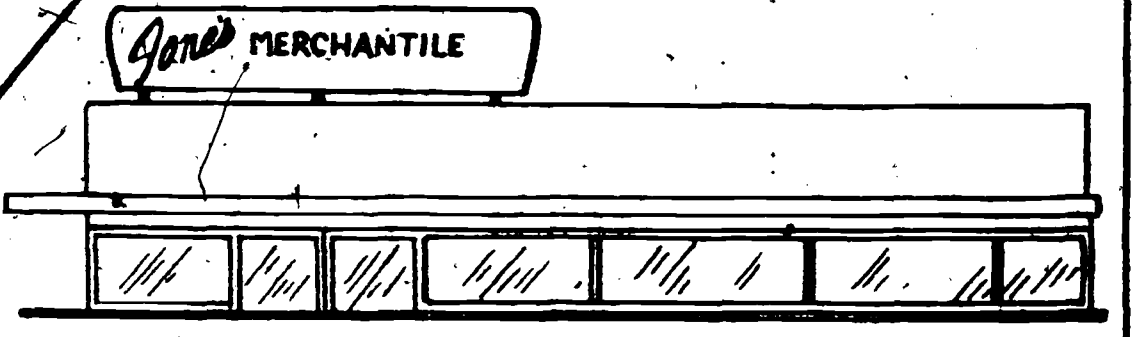

½ Day in a Business Establishment.

What SUBJECTS are covered in a typical DE program?

ERIC

ALL STUDENTS

Marketing functions
- Selling
- Pricing
- Buying

Factors affecting marketing
- Advertising
- Visual merchandising
- Customer Services
- Personnel

Financial marketing
- Capital
- Credit
- Records

Economics

Organization of distributive functions

ERIC

INDIVIDUAL STUDENTS

Product knowledge

- Textiles
- Shoes
- Hardware
- Et cetera

Business procedures

- Service station
- Super market
- Restaurant
- General merchandise
- Et cetera

Preparation for job assignments

Social Skills

- Customer relations
- Employee relations

ERIC

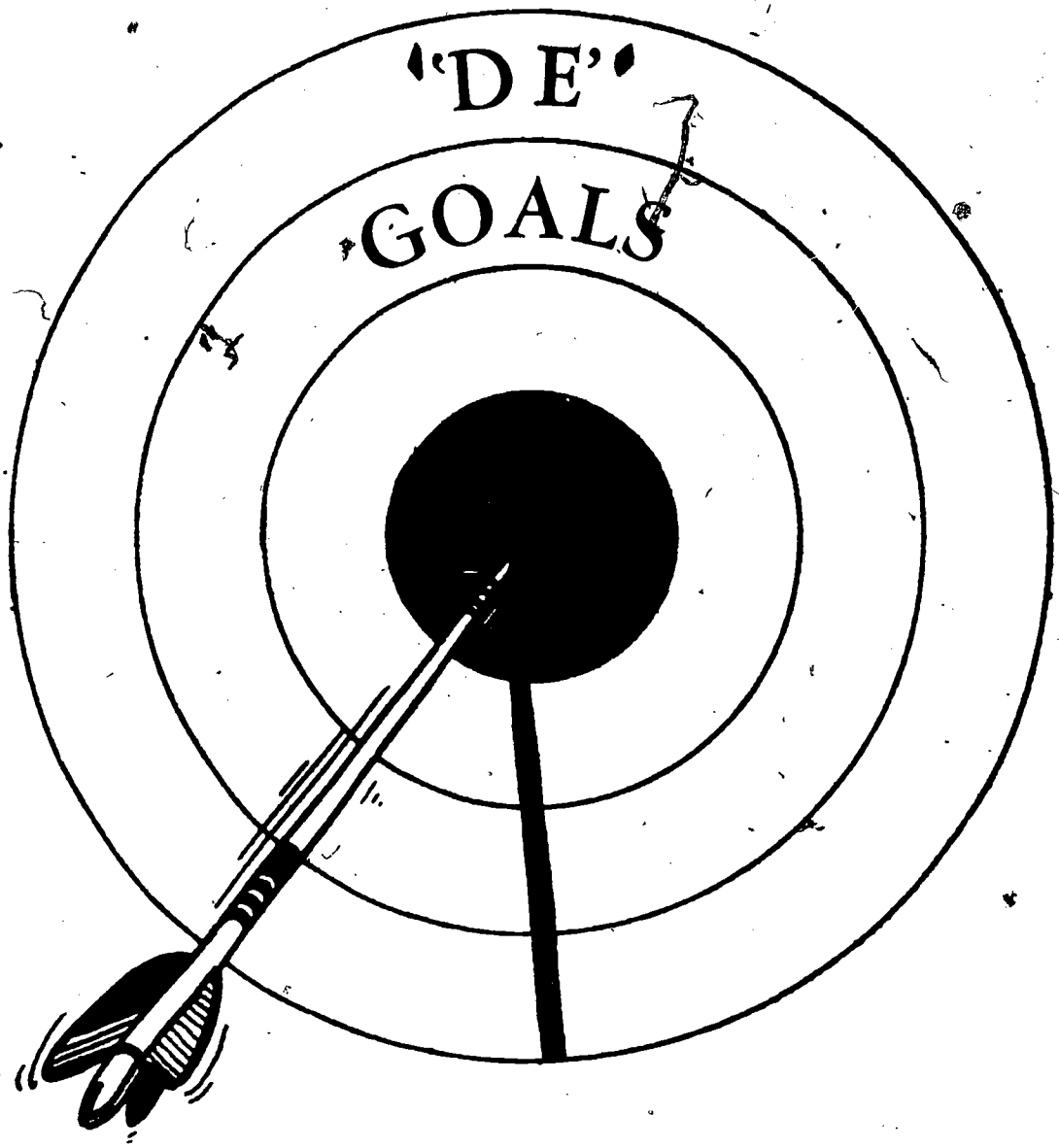

- ★ Introduce students to field of distribution & marketing.
- ★ Aid in improving the techniques of distribution
- ★ Make students aware of varied opportunities in distribution.

For what types of business do DE students qualify?

General merchandise stores
Restaurants
Service stations
Automotive dealers
Specialty stores
Grocery and meat markets
Warehouse wholesalers
Manufacturers' sales-jobbers
Agents and brokers
Insurance
Advertising
Hotel and motel
Real estate
Transportation
Specialty service store
Banking

What is DECA?

DISTRIBUTIVE
EDUCATION
CLUBS OF
AMERICA

453-1454

DECA—a vital part of the local DE program—

is a national youth organization of Distributive Education

students with local chapters in each state.

DECA'S program is designed to:

develop future leaders for marketing and distribution

provide incentives and recognition for DE students

build status in public schools for careers in marketing and distribution

ERIC

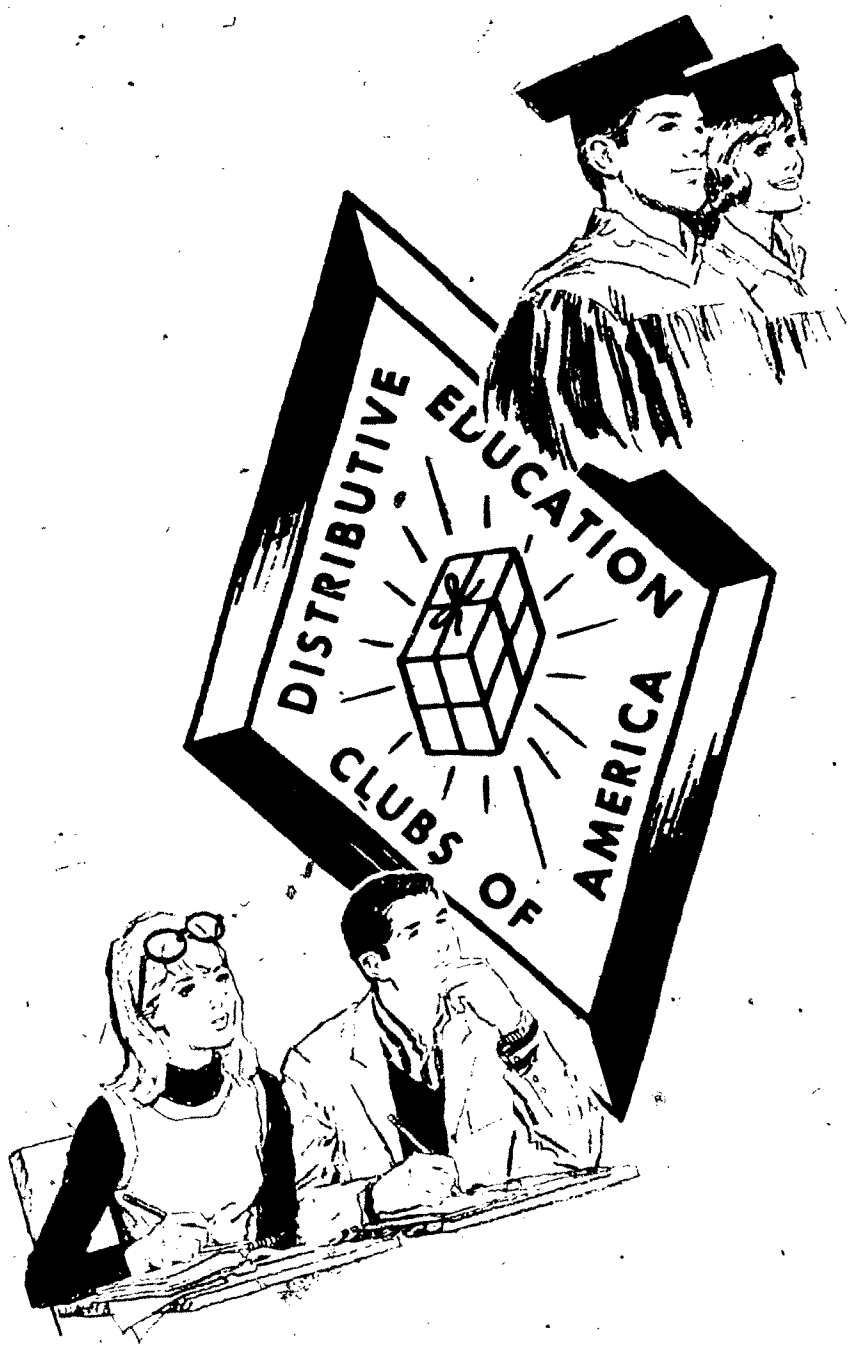

457-1458

DECA Membership Growth Record

School Year	Membership	% Gain
1957-58	15,235	12%
1958-59	17,213	13%
1959-60	19,122	13%
1960-61	22,183	16%
1961-62	24,939	12%
1962-63	29,885	20%
1963-64	36,889	27%
1964-65	47,359	28%
1965-66	59,260	25%
1966-67	72,426	22%

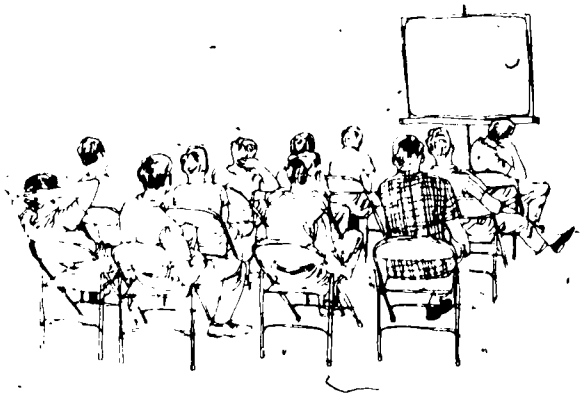

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1959-60	19,122	13%
1960-61	22,183	16%
1961-62	24,939	12%
1962-63	29,885	20%
1963-64	36,889	27%
1964-65	47,359	28%
1965-66	59,260	25%
1966-67	72,426	22%
1967-68	83,783	16%
1968-69	97,931	17%
1969-70	?	?

Projected DECA Membership Growth

(Through School Year 1975-1976)

School Year	Lowest Annual Growth Rate Past 10 Years 12.2%	Average Annual Growth Rate Past 10 Years 18.8%	Average Annual Growth Rate Past 5 Years 24.4%
1967-68	81,000	86,000	95,000
1968-69	91,000	102,000	121,000
*1969-70	102,000	121,000	150,000
1970-71	114,000	144,000	185,000
1971-72	128,000	171,000	240,000
1972-73	143,000	203,000	300,000
1973-74	160,000	242,000	375,000
**1974-75	179,000	287,000	465,000
1975-76	201,000	341,000	575,000

* USOE 277,500 (30% of 925,000)

** USOE 405,000 (30% of 1,350,000)

DECA Membership Projections

Estimated School Year Projections	13.1% Lowest Annual Growth Rate Past 10 Years	19.6% Average Annual Growth Rate Past 10 Years
1969-70	111,000	117,208
1970-71	125,430	140,181
1971-72	141,861	167,656
1972-73	160,445	200,517
1973-74	181,463	239,818
1974-75	205,235	286,515
1975-76	232,123	342,673
1976-77	262,531	409,837
1977-78	296,923	490,165
1978-79	335,820	578,137
1979-80	379,812	691,452

Projected DECA Membership Growth

(Through School Year 1976)

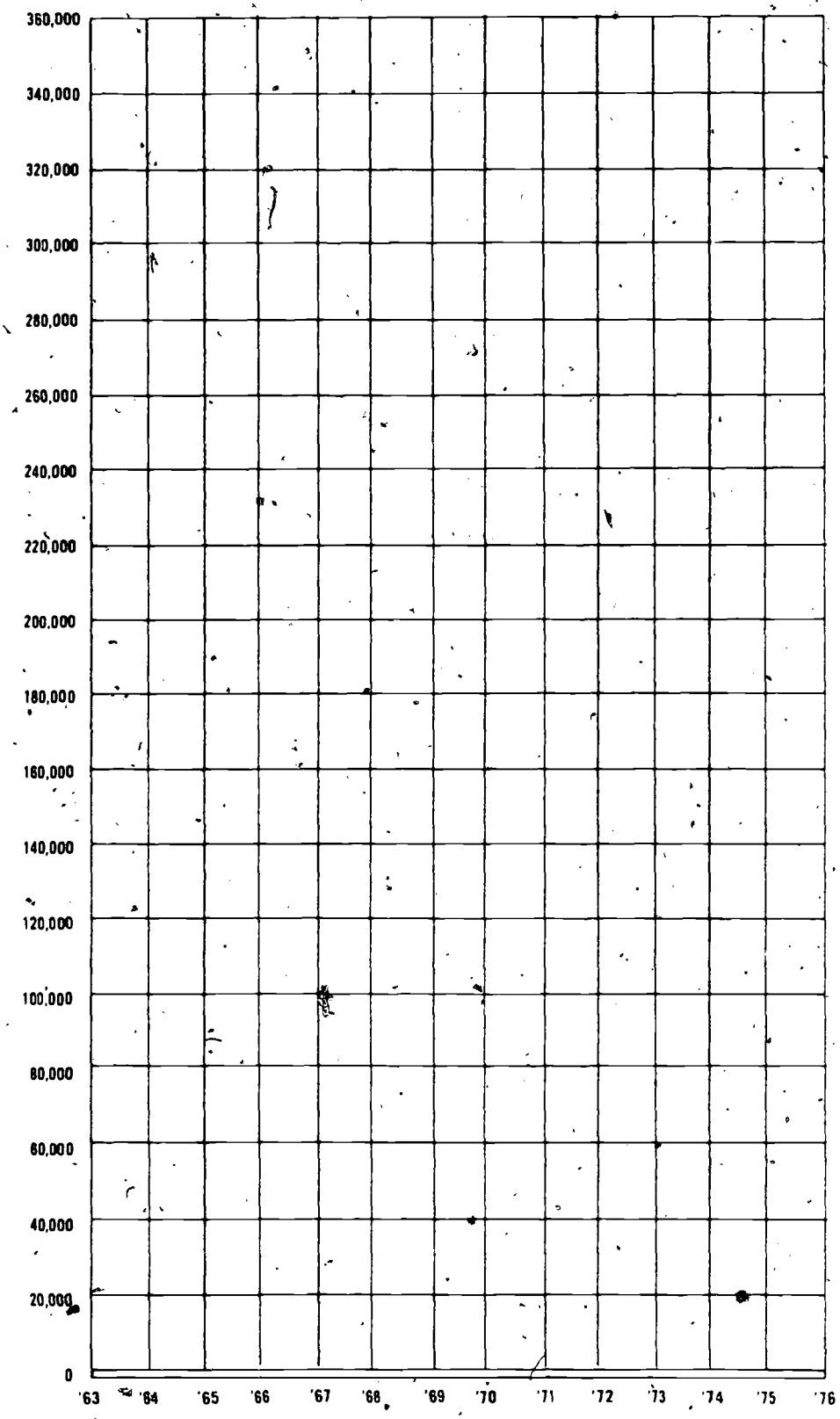

Lowest Annual Growth Rate Past 10 Years

Average Annual Growth Rate Past 10 Years

Average Annual Growth Rate Past 5 Years

DECA INCOME SUMMARY

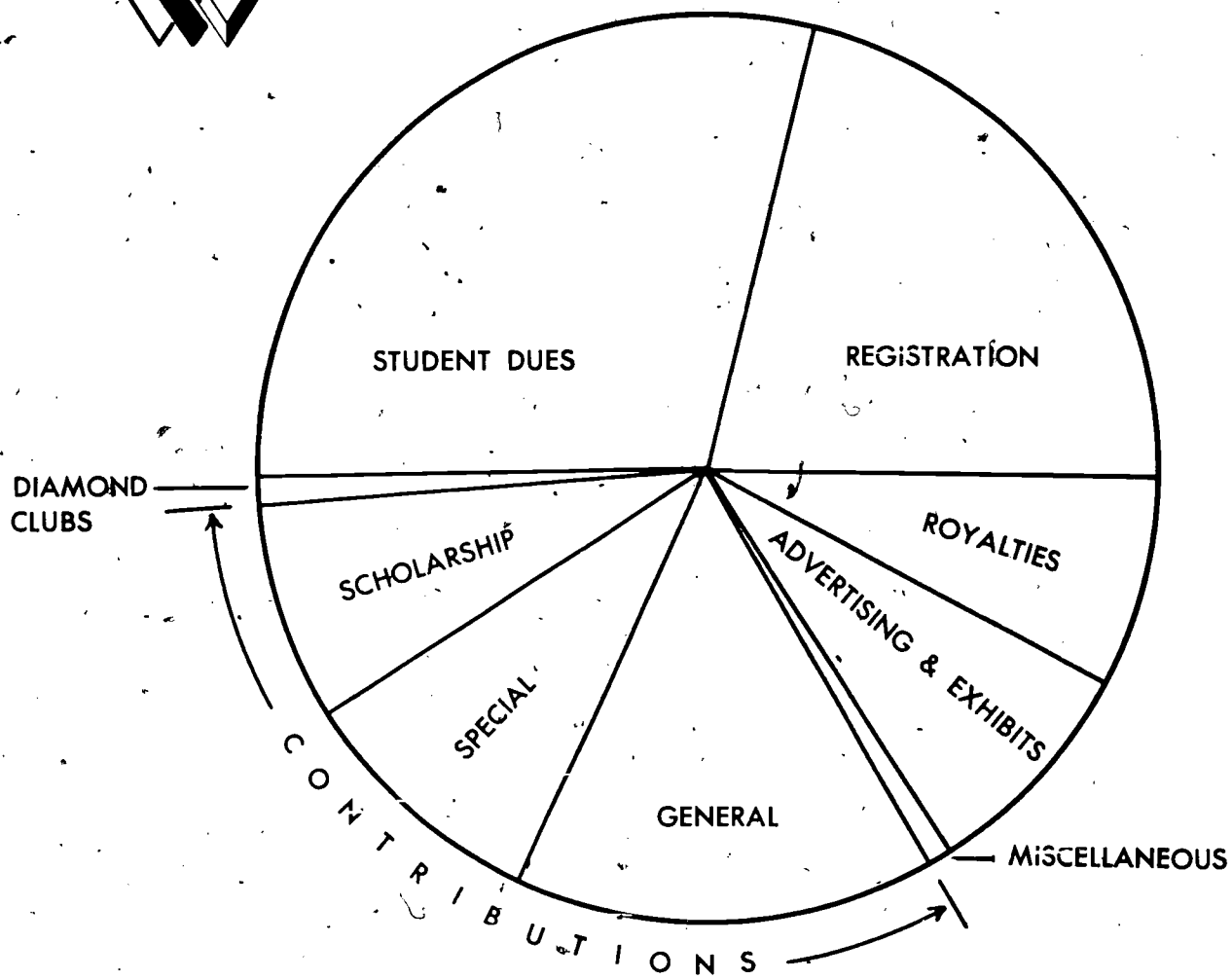

STUDENT DUES **$110,000**	CONTRIBUTIONS
REGISTRATION **$81,000**	GENERAL **$55,000**
ROYALTIES **$32,000**	SPECIAL **$32,500**
ADVERTISING & EXHIBITS **$30,000**	SCHOLARSHIP **$27,500**
MISCELLANEOUS **$2,500**	DIAMOND CLUBS **$3,500**

TOTAL INCOME $374,000

DECA EXPENSE SUMMARY

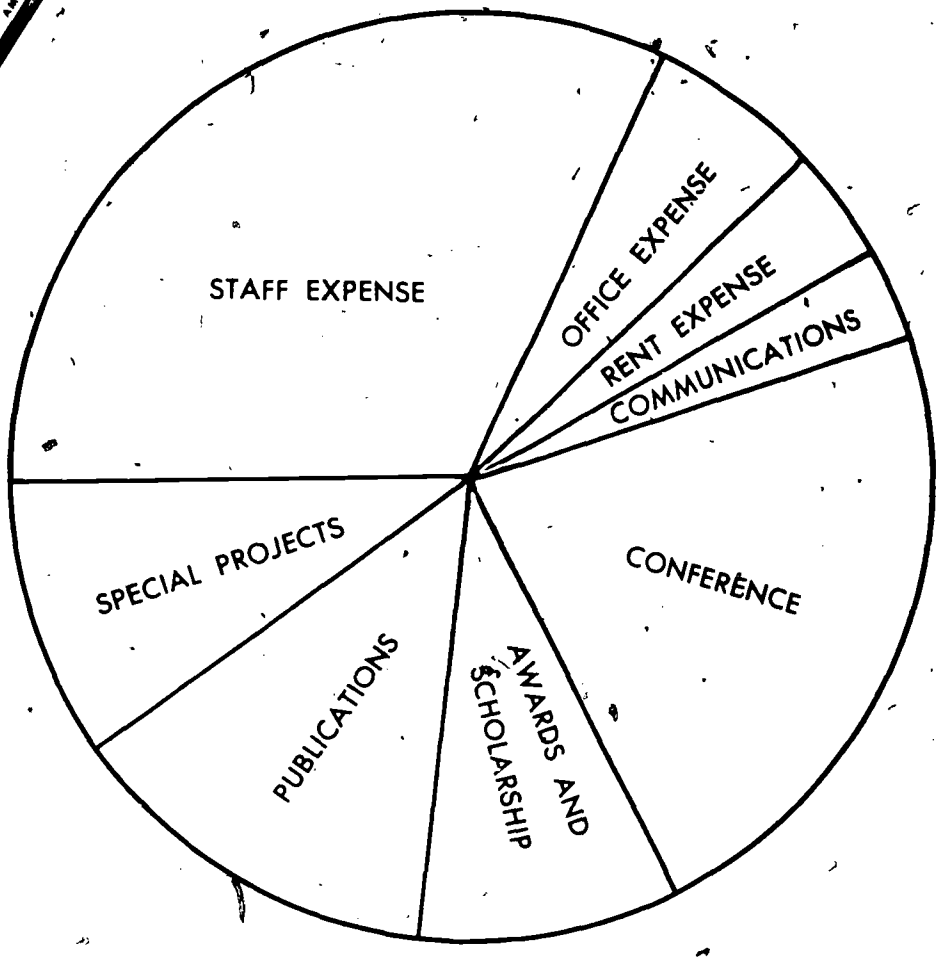

STAFF EXPENSE **$112,300**	CONFERENCE **$87,500**
OFFICE EXPENSE **$21,200**	AWARDS AND SCHOLARSHIP **$35,000**
RENT EXPENSE **$13,500**	PUBLICATIONS **$51,500**
COMMUNICATIONS **$11,500**	SPECIAL PROJECTS **$41,500**

TOTAL EXPENSE $374,000

CHALLENGES

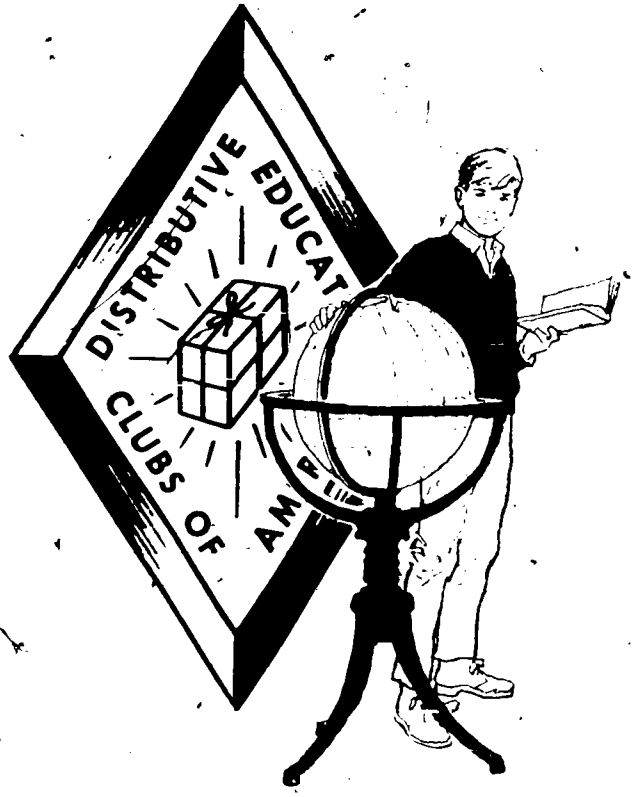

Organization

- *Project*
- *Co-op*
- *Post Secondary*
- *Alumni*
- *Professional*
- *Collegiate*

Conferences

- *Format of NLC*
- *Divisional Meetings*
- *Financing—Fees*
- *Location*
- *NLC Exhibits*
- *Training Conferences*

Communications

- *Publications*
- *Public Information*
- *Public Relations*
- *Other Media*
- *Promotional Brochures*
- *Chapter and State Aids*

Program Development

- *Awards Expansion*
- *Scholarships*
- *Full-Time Advisors*
- *National Staffing*
- *DECA Headquarters*
- *Membership Potential*

Finances

- *Diamond Clubs*
- *Advertising*
- *Exhibits*
- *Donors*

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MARCH

IS

NATIONAL DECA MONTH

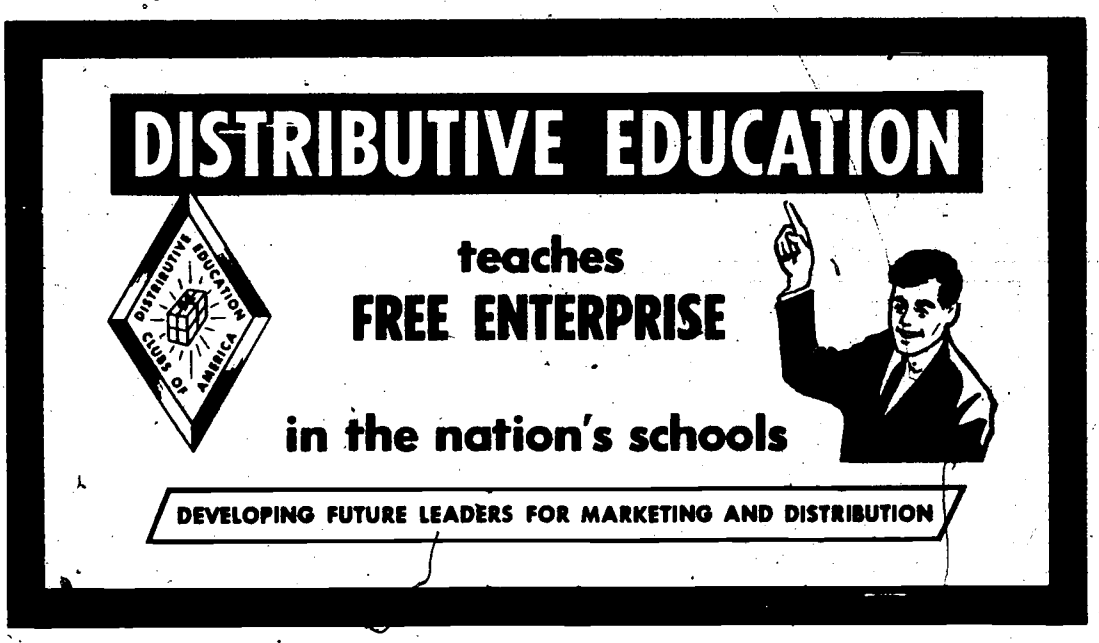

ERIC

NATIONAL DECA MONTH

The month of March is NATIONAL DECA MONTH.

This annual observance provides another opportunity for you to highlight the Distributive Education program and DECA Chapter activities in your school and community. Distributive Education and DECA annually provide thousands of future leaders for marketing and distribution. Observance in your community of NATIONAL DECA MONTH is another avenue of communication in telling of the important contribution this program is making to the local, state and national economy.

The following NATIONAL DECA MONTH promotional materials are provided to assist your efforts in promoting this important occasion. Through effective planning and the use of the materials provided, NATIONAL DECA MONTH in your school and community will be an important part of your Chapter's Program of Activities.

Remember . . . it takes advance planning for a successful NATIONAL DECA MONTH observance. SO START EARLY IN THE SCHOOL YEAR.

SUGGESTED CHAPTER ACTIVITIES

IN-SCHOOL PROGRAM

1. Participate in your school assembly program and speak on DE and DECA.
2. Provide speakers to participate in classroom and/or chapter meetings.
3. Put up a DECA Month display in your school.
4. Have members dress in good business fashion during the month and wear DECA blazers.
5. Send out a DECA Month announcement to all teachers and administrators at your school.
6. Have your high school principal or college president sign a school proclamation declaring DECA Month.

IN-STORE ACTIVITIES

1. Set up tour programs for students and adult groups.
2. Set up window and in-store displays at your training station promoting DECA Month.
3. Wear your "Ask Me About DECA" button.
4. Distribute "Cooperating Firm" signs to employer-training sponsors.
5. Obtain readerboard space from your employer to promote DECA Month.

COMMUNITY ACTIVITIES

1. Set up a special meeting or luncheon with members of your local Chamber of Commerce and have a panel discussion centered around DECA.
2. Write letters to people in your community telling them about your DE activities and plans for DECA Month.
3. Distribute "DECA - What It Is, What It Does."
4. Obtain a DECA Month Proclamation from the mayor of your community.
5. Obtain readerboard and billboard space from business organizations in the community, other than employers.
6. Distribute "DECA Month Posters."
7. Have local restaurants and cafeterias use DECA Place Mats during the Month.
8. Pass out DECA Bumper Strips.

9. Speak at civic and service club meetings and tell the members about Distributive Education and DECA.

PUBLICITY STORIES FOR NEWSPAPERS

1. Story announcing the appointment of your local chairman for National DECA Month.

2. Story calling attention to DECA Month and local events commemorating the observance.

3. Picture of Governor or Mayor signing proclamation and story about what the proclamation states.

4. Story reviewing history and accomplishments of your Chapter since it was organized.

5. Story built around Chapter's current program of work.

   a. Officers and committee chairmen
   b. Number of members
   c. Present activities
   d. Plans for the rest of the year

6. Features about members at their training stations, with pictures.

7. Success stories of past chapter members.

SUGGESTED PROGRAM IDEAS FOR RADIO AND TV

There are two types of air time to consider in planning radio and television publicity. One is sponsored time, when air time is paid for; the second is public service time, which the station provides free.

Public service announcements and program time MUST be on behalf of non-profit organizations. You will want to keep this in mind as you develop ideas to present to your local stations in your effort to publicize National DECA Month. Public service time gives you an opportunity to stress the education values in Distributive Education. Spot announcements, interviews with educators, interviews with DECA Chapter groups involved in a project of general public interest are possibilities you may want to pursue.

The ideas below are suggestive of the kinds of air publicity available. Determine which are most successful in your locality, what sort of air programs are popular in your town, and then tailor your suggestions to fit local needs.

1. Radio interview shows. Teen-age, adult, women's programs. Listen to the shows, key your suggestions to them. Suggest students, DE Supervisors or others who can tell what local students are accomplishing through their education, chapter and work programs.

2. Feature shows. Does a local DECA Chapter have a project that would interest a wide segment of your community? (Is the downtown business section being studied for ways to increase business, solve parking problems, improve display areas?) Look for subjects that will interest many people of all ages, then present a careful outline of how you think one, or several DECA members could discuss this with a station "personality" to tell listeners what DECA is doing for the community.

3. Spotlight individuals. Do you have a DECA scholarship winner in your town? Be sure he or she is given a special news "spotlight" sometime during DECA week. Try to arrange interviews by a local TV or radio newsman. This may have to be taped in advance, to be run sometime during National DECA Month.

4. Interview local leader. Suggest that the local Chamber of Commerce president interview the local DECA Chapter president on radio or TV. Subjects discussed could range from what is taught in DE at local schools, to how local merchants are looking to DE for future business leaders of the community.

5. Sponsored shows. If local DE employers sponsor radio or TV programs on home town stations, suggest they salute National DECA Month on their commercials the month of March. If you suggest this, be sure you're ready to supply the details their advertising department may need to prepare its copy. Be prepared, you may find that they will also ask for data on number of DE students in local schools, how many DE students are employed locally (by their firm and others) and how many DE-trained students have followed into full-time careers in marketing and distribution in your town.

DON'T FORGET TO SEND OR PRESENT CERTIFICATES OF APPRECIATION TO THOSE INDIVIDUALS AND ORGANIZATIONS WHO GIVE OF THEIR TIME AND EFFORT IN HELPING YOU AND YOUR CHAPTER IN PROMOTING DECA MONTH.

WASHINGTON ASSOCIATION
DISTRIBUTIVE EDUCATION CLUBS OF AMERICA (W-DECA)

FACT SHEET

WHAT IS DECA?

The only national youth organization operating through the public schools of the nation to attract young people to careers in marketing and distribution.

WHO ARE ITS MEMBERS?

Students enrolled in the Distributive Education instructional program.

HOW DOES IT WORK?

By encouraging free enterprise and economic awareness through individual and group activities, Studies in Marketing Projects, Creative Marketing Projects, and exposure to successful business leaders.

WHAT IS ITS PURPOSE?

To develop future leaders for marketing and distribution.

WHAT ARE ITS GOALS?

To develop a respect for education in marketing and distribution which will contribute to vocational competence, and to promote understanding and appreciation for the responsibilities of citizenship in our free, competitive enterprise system.

THROUGH WHAT METHODS?

A) Encourages civic responsibility through professional conferences, Chapter activities, school improvement projects and support of community activities.

B) Maintains a series of competitive projects and activities, all designed to stimulate and motivate classroom interest, career encouragement and vocational competence.

C) Recognizes and awards student members for outstanding accomplishment in competition with other members.

D) Maintains its own Scholarship Loan Program to assist and encourage its members toward higher education.

HOW IS IT MAINTAINED?

DECA pays its own way. Its National Headquarters and staff are maintained entirely by student dues and other internal income. All funds contributed are used directly for student benefit through the following Program of Youth Activity:

Awards and Recognition
Leadership Conferences
Program Development
Public Information

Leadership Development
Scholarship Loans

HOW HAS IT GROWN?

DECA had its beginning in 1947 with only 800 students in 17 charter states. By 1969, it had grown to over 100,000 students in 50 states, Puerto Rico, and the District of Columbia.

DECA FUNCTIONAL GROUPS AND FEATURES

DECA, INC.

Legal identity of adult group responsible for the youth program of DECA. Chartered in 1946. Meets annually.

DECA

Term used in referring to the student youth organization: local, state or national.

THE DECA FOUNDATION

Created to assist and encourage DECA members to continue career study in marketing and distribution.

BOARD OF DIRECTORS

Members of DECA, Inc., elected to establish policy for national DECA and The DECA Foundation.

NATIONAL ADVISORY BOARD

Representatives from organizations contributing financial support to The DECA Foundation. Serves in advisory capacity to Directors. Meets as necessary.

NATIONAL LEADERSHIP CONFERENCE

Annual climax of year's DECA activity. Purposes: To recognize outstanding individual ability and classroom achievement; inspire individual and group leadership. Approved by National Association of Secondary School Principals.

NATIONAL DELEGATES

Student representatives selected by states to conduct the official business of the student club organization. National officers are elected by and from these delegates.

CONTESTS AND AWARDS

One phase of the National Leadership Conference. All contests serve to enhance DE instruction.

DECA HEADQUARTERS

Headquarters of the Washington Association of DECA are located at

P. O. Box 248, Olympia, Washington 98501.

NATIONAL DECA MONTH

WHEN

March 1-31

PURPOSE

To call attention to the Distributive Education Program, to enhance the educational facilities of the school and to highlight the activities of DECA.

DECA MONTH

PROCLAMATION

WHEREAS, The marketing and distribution of goods and services are essential to the well-being of the citizens of this City, and

WHEREAS, Distributive Education students of our community are engaged in these vital tasks through part-time, on-the-job training in retailing, wholesaling and service businesses, and

WHEREAS, These young men and women are members of the DISTRIBUTIVE EDUCATION CLUBS OF AMERICA,

NOW, THEREFORE, I, _____, Mayor of the City of _____, proclaim March 1-31, , As DECA MONTH in _____, and commend this occasion to the citizens of our City.

Dated this _____ day of _____, , A. D.

(Signed) _____
Mayor

(Suggested Announcement)

it's coming . . . . .

DECA MONTH - - MARCH 1-31

it's proclaimed . . . . .

by_____
(name of person or persons issuing school proclamation)

and_____

Students and faculty members are urged to join with DISTRIBUTIVE EDUCATION students of this school, members of the DISTRIBUTIVE EDUCATION CLUBS OF AMERICA, in this Special observance.

DISTRIBUTIVE EDUCATION students are beginning careers in the field of marketing and distribution, essential to our economy and our way of life.

Chapter President	Division Chairman or Department Head
Chapter Advisor	High School Principal or College President

School Proclamation

WHEREAS, This school is concerned with the education and training of students for productive, satisfying careers, and

WHEREAS, Distributive Education students of this school are engaged in the essential tasks of providing goods and services to the consumers of this community, and

WHEREAS, These students, members of the DISTRIBUTIVE EDUCATION CLUBS OF AMERICA, have chosen to pursue careers in the fields of marketing and distribution,

NOW, THEREFORE, I, _____, _____, of _____ _____ in the City of _____, hereby proclaim MARCH 1-31, _____, to be DECA MONTH and encourage students and faculty members to observe this event in an appropriate manner.

Dated this _____ day of _____, _____, A. D.

(Signed)_____

FROM: (Name)
(Name of DECA Chapter)
(Address)
(City, State)

Phone: _____

FOR RELEASE: (Day, Date)

(Full name), a Distributive Education student at (name of school), has been named chairman of National DECA Month in (name of city), March 1-31.

National DECA Month honors the Distributive Education Clubs of America, the only national youth organization operating through public schools to attract young people to careers in marketing and distribution.

(Last name of chairman) said the purpose of the observance is to point out the many and varied careers available within the field of merchandise distribution. Special programs will be conducted during the month by members of the (name of DECA Chapter) at schools and service club meetings.

The (name of Chapter) conducts a continuing program to develop leadership among Distributive Education students. Its (number) members study a half day in school, and work part time in jobs which complement their classroom training.

Nationally there are (number) DECA chapters with over (number) members. The national organization is supported by leading American business firms. It conducts a scholarship program, makes awards to outstanding students, and conducts student leadership conferences.

(Last name of chairman) said details of DECA Month programs will be announced soon.

# # # # #

FROM: (Name)
(Name of DECA Chapter)
(Address)
(City, State)

PHONE: _____

FOR RELEASE: (Day, Date)

Beginning in 1947 with only 800 students in 17 charter states, the Distributive Education Clubs of America (DECA) has grown to approximately (number) members from 50 states, the District of Columbia and Puerto Rico, according to (Name of Chapter Advisor), (Name of School), DECA Chapter Advisor.

Although the official name of Distributive Education Clubs of America was adopted at the second National Leadership Conference held in St. Louis, Missouri in 1948, DE Chapters were being formed a decade earlier, (Name of Chapter Advisor) said. Cooperative programs in Distributive Education were created between 1937 and 1942. It was during this period that student clubs were started throughout the country.

From this early beginning, local Chapters sprang up all over the nation. These early clubs adopted many names such as Future Retailers, Future Distributors, Distributors, Future Merchants, and Distributive Education Clubs.

State-wide meetings were held between 1941 and 1944 as the local Chapters grew and felt the need to communicate with each other. By 1945, state conferences and associations were organized. About this time, the idea of a national organization was born.

In 1946, the U. S. Office of Education called a meeting of state DE supervisors to develop plans for a national organization. The first conference that lead to the adoption of a resolution to form a national organization was held in Memphis, Tennessee in 1947.

The 17 charter member states were Arkansas, Georgia, Indiana, Kansas, Kentucky, Louisiana, Michigan, Missouri, North Carolina, Ohio, Oklahoma,

(MORE)

South Carolina, Tennessee, Texas, Utah, Virginia and Washington.

"The growth and development of DECA has been rapid," according to (Chapter Advisor). "Many interested educators and business organizations have given their advice, their cooperation and their support. Past growth and plans for the future give every indication that DECA is destined to become one of the leading youth organizations of our time," he added. Although the first to offer financial support was the Sears-Roebuck Foundation, today DECA's development is closely followed by the support of many national, state, and local business organizations. (Attach a list of organizations who are donors to DECA and/or who are DE training sponsors.)

# # # # #

FROM: (Name)
(Name of DECA Chapter)
(Address)
(City, State)

PHONE: _____

FOR RELEASE: (Day, Date)

National DECA Month -- honoring the Distributive Education Clubs of America, the only national youth organization operating through public schools to attract young people to careers in marketing and distribution -- will be observed in (name of city) from March 1-31.

A proclamation designating the local observance was issued today by Mayor _____. Chairman of the week-long program is (full name), (title) of the (number)-member (name of school) Chapter of DECA.

(Last name of chairman) announced that highlights of the local program will include: (Select appropriate paragraphs or add others of your own.)

. . . A reception for businessmen, Distributive Education instructors, and students interested in retailing careers at (time), on (day, date) in the (location).

. . . A careers-in-retailing assembly at (time), on (day, date) at (name of school).

. . . Appearances by DECA members before civic club meetings. (Full name of student) will address the (name of club) on (day, date); (repeat same information for all students making such appearances).

. . . An employee-employer breakfast at (time) on (day, date) at (location) during which Distributive Education students will host their bosses. Students in the program study a half day in school and work part-time at jobs which complement their marketing training.

(Last name of chairman) said the primary goal of DECA is to develop leadership among students planning to make their careers in retailing and distribution.

Nationally, there are (number) DECA chapters in 50 states, Puerto Rico

(MORE)

and the District of Columbia, with a membership exceeding (number) students. All are enrolled in Distributive Education courses in their schools.

DECA, formed in 1947, is supported by leading American business firms. The national organization conducts a program including scholarships, awards to outstanding students, and an annual student leadership conference.

The local Chapter, formed in (year), draws its members from the (number) students enrolled in the Distributive Education program at (name of school).

(Add paragraph explaining local Chapter program and school's Distributive Education curriculum).

# # # # #

SUGGESTED EDITORIAL FOR NATIONAL DECA MONTH, MARCH 1-31.

National DECA Month is being observed this month in more than 4,000 cities where Distributive Education is taught in the public school system.

In our state, as elsewhere, the local Chapter of the Distributive Education Clubs of America, or DECA, is closely associated with the instructional program. This student-directed activity is an effective part of the learning and training process in developing future leaders for marketing and distribution.

Through research projects and recognition events, the activities of the local DECA Chapter bring into sharper focus the various instructional parts of the DE program taught in our local post secondary school (or high school).

Many of our business leaders are involved in the activities of DECA. First, as the employer, these business firms provide laboratory environment in which the student tests, observes, applies concepts and skills learned in the DE class in school. Second, through supervised training, the student gains experience in the occupation which frequently is the first step toward his career goal. Third, DE students learn right from the start the basics of business in our free enterprise system. This in itself is highly commendable because nowhere in our educational system is free enterprise demonstrated so adequately as in the Distributive Education curriculum.

This approach to education not only develops competent personnel for merchandising, marketing, and management, but also prepares our youth for better citizenship. We congratulate and salute both school administrators and businessmen on the observance of National DECA Month.

# # # # # #

FROM: (Local DE Coordinator)
School
Address
Telephone

NATIONAL DECA MONTH -- MARCH 1-31

RADIO SPOTS

THE STATE OF WASHINGTON IS OBSERVING NATIONAL DECA MONTH, MARCH 1-31. THIS IS THE TIME FOR YOUNG PEOPLE TO INVESTIGATE THE MANY REWARDING CAREERS AVAILABLE IN MARKETING AND DISTRIBUTION. CHECK WITH YOUR DISTRIBUTIVE EDUCATION TEACHER-COORDINATOR AT (Name of School) TO LEARN HOW YOU CAN COMBINE CLASSROOM LEARNING, CLUB ACTIVITIES AND PRACTICAL BUSINESS EXPERIENCE FOR A SUCCESSFUL CAREER IN MARKETING.

****

YOUNG PEOPLE WHO ARE WONDERING WHAT CAREER TO PURSUE SHOULD CHECK INTO DE TRAINING. DISTRIBUTIVE EDUCATION IS THE POPULAR HIGH SCHOOL COURSE THAT OFFERS TRAINING IN MARKETING AND DISTRIBUTION AND OPPORTUNITY FOR ON-THE-JOB TRAINING. CHECK WITH DISTRIBUTIVE EDUCATION TEACHER AT SCHOOL TO LEARN MORE ABOUT THIS EXCITING PLAN. DO IT NOW -- DURING NATIONAL DECA MONTH, MARCH 1-31.

****

IF YOU LIKE TO WORK WITH PEOPLE, YOU SHOULD INVESTIGATE DE TRAINING. DE STANDS FOR DISTRIBUTIVE EDUCATION -- THE SCHOOL COURSE THAT PREPARES YOU FOR CAREERS IN MARKETING AND DISTRIBUTION. ASK THE DE INSTRUCTOR AT YOUR SCHOOL HOW THIS INTERESTING SUBJECT WILL HELP YOU TRAIN FOR A SATISFYING, WELL PAID CAREER. D-E-C-A . . . THAT SPELLS DECA, THE DISTRIBUTIVE EDUCATION CLUBS OF AMERICA. OVER ONE HUNDRED THOUSAND YOUNG PEOPLE ARE MEMBERS OF DECA CHAPTERS TODAY. THEY ARE STUDYING PART TIME AND WORKING PART TIME, AS THEY PREPARE FOR CAREERS IN MARKETING AND DISTRIBUTION. ASK THE MID-MANAGEMENT COORDINATOR AT YOUR LOCAL COMMUNITY COLLEGE HOW YOU CAN GET IN ON THIS EXCITING PROGRAM.

****

(MORE)

IT'S DECA MONTH. LOOK INTO YOUR FUTURE THIS MONTH -- MARCH 1-31. PLAN FOR AN EXCITING CAREER IN MARKETING AND DISTRIBUTION. DO IT TODAY.

****

THIS WEEK STATION _____ IS HAPPY TO SALUTE NATIONAL DECA MONTH. D-E-C-A -- THAT STANDS FOR THE DISTRIBUTIVE EDUCATION CLUBS OF AMERICA. DECA IS AN EDUCATIONAL YOUTH ORGANIZATION WHICH PLAYS A VITAL PART IN THE SCHOOL'S DISTRIBUTIVE EDUCATION PROGRAM. DECA MEMBERS ARE PLANNING CAREERS IN MARKETING AND DISTRIBUTION. IF YOU ARE INTERESTED IN AN EXCITING AND REWARDING CAREER -- CHECK WITH THE DE TEACHER-COORDINATOR AT YOUR LOCAL HIGH SCHOOL, VOCATIONAL-TECHNICAL EDUCATION CENTER OR COMMUNITY COLLEGE.

****

BEST COPY AVAILABLE

W-DECA CHAPTER

EMPLOYER-EMPLOYEE

BANQUET

ERIC

THINKING OF A DECA EMPLOYER-EMPLOYEE BANQUET?

One of the best means for putting good public relations to work is the annual employer appreciation event, usually given by the local DECA Chapters. This occasion is planned by the membership to show appreciation to their employers for the cooperation and helpfulness of the latter in providing training in an actual work situation. Whatever form the event may take, whether it be a dinner, a luncheon, or a breakfast, certain fundamental rules should be followed if it is to achieve the purposes for which it is planned.

The DECA Chapter as a whole, of course, should be sure of what these purposes are before they begin to plan the event, and then expend every effort toward making it a success by hard work and harmonious teamwork. If it is worth doing at all, it is worth doing well. A poorly planned and awkward affair is no asset to the reputation of the DECA Chapter, or its members.

I. BENEFITS OF THE EVENT

A. For the benefit of the DECA Chapters who have not held an employer-employee banquet, here are some things you have been missing:

1. Opportunity to express sincere appreciation to employers.

2. A more friendly and "human" relationship between employers and students by helping them become better acquainted in a social way.

3. Learning by Doing -- Opportunity for every DECA member to participate in the planning and execution of the various phases of such an event.

4. Better understanding by employers of the entire Distributive Education program.

5. Demonstration of the ability of the DECA members to plan and organize an affair of some magnitude on a comparable basis with adult affairs.

6. Experience in correct social behavior and "host" responsibility -- all work and no play makes Jack a dull boy or employee.

7. Opportunity for widespread publicity leading to better public understanding of the distributive education program.

8. Better relations and cooperation between school administrators and the business people of the community through closer acquaintance.

9. Importance of distributive education impressed upon school administrators and others.

II. WHAT TYPE OF EMPLOYER APPRECIATION EVENT SHALL WE HAVE?

A. Most DECA Chapters have found that they prefer to give a banquet in the form of a dinner, although some are in favor of a luncheon or breakfast.

B. Advantages advanced for the breakfast and luncheon types.

1. Makes for a happy combination of business-social relationships.

2. Avoids possibility of awkward social relationships of evening affairs.

3. It can be planned to begin and end on time for business reasons and thus will eliminate superficial or unimportant parts of a program.

4. Less expensive

C. Advantages advanced for the dinner type of event.

1. More time is allowed for a program.

2. Most employers can more conveniently attend at that time.

3. It provides a more sociable atmosphere when work is over.

4. It is a good social experience for student.

5. More impressive

III. WHAT COMMITTEES SHALL WE SET UP?

A. The number of committees will vary and be governed by the number in the DECA Chapter, the type of program planned, and the needs involved. This is very flexible but one rule is strongly recommended, namely, that <u>every DECA member</u> choose or be appointed to serve on some committee. Here are some committees you may wish to use:

1. Program
2. Invitation
3. Decoration (hall and table)
4. Transportation
5. Publicity
6. Music
7. Entertainment
8. Display
9. Planning
10. Reception
11. Financial
12. Speakers
13. Clean-up

Cities with several DECA Chapters usually have a joint banquet since many employers have students from each school. In these cases, committees should be distributed among these various DECA Chapters.

IV. WHEN SHALL WE HOLD IT?

A. Fall -- Some DECA Chapters prefer fall of the year because:

1. Students can get acquainted with the bosses earlier in the year.

2. Employers get better understanding of the cooperative part-time distributive education program early in the year.

3. Less conflict with other school activities.

4. Some DECA Chapters use Thanksgiving week because they feel it is an appropriate time to give thanks to their bosses.

5. Good time to put on initiation teremony of local DECA members.

B. January-February -- The following reasons were given:

1. Dull season at the stores

2. Before district DECA meetings

3. Before Junior-Senior events

4. Before Easter rush

5. Semester exams over

C. April-May -- Majority of DECA Chapters hold their program at this time of the year for the following reasons:

1. Easter rush over

2. Serves as year's climax

3. Good public relations for coming school year

4. State DECA Leadership Conference is over

5. Sufficient time to raise funds

6. Appropriate time to present vocational diplomas or certificates to seniors

7. More time for planning

8. Serves as a graduation event

9. Opportunity to express thanks for entire year's help

10. Better time to give recognition to contest and activity winners, outstanding students, and employers.

11. Students more experienced and better prepared

12. Informal meetings are more appropriate early in the year, such as Open House, Bar-B-Q, Fish Fry, or Morning Coffee.

Plan early in the school year. After the tentative date is set, check it with the school administration and the distributive education advisory committee, composed of cooperating business establishments and school administration, to see that there are no conflicts with the school calendar or community affairs.

V. WHAT SHALL BE USED AS A THEME?

A. The choice of a theme to follow which can be used in decorations, programs, speeches, skits, and favors, will simplify many problems as well as dramatize the whole affair. It is suggested that the DECA Chapter as a whole discusss several possible themes and select the one which seems most attractive and workable to all. In some instances, a committee may be appointed to submit ideas, but the final selection should be approved by the DECA Chapter advisor and the membership. It is wise to choose a theme as early in the planning as possible. All speakers, as well as guests who may be called on to give a few extemporaneous remarks, should be informed of the theme well in advance, to help them in preparing material. This often avoids much embarrassment, should the speakers speak on something totally unrelated to the theme. Keep in mind that the DECA Emblem and DECA Banner are most appropriate for this occasion and should be utilized.

B. Suggestions for a Theme

1. "Set Your Sales," nautical decorations

2. "Changes in the Air," pennants with required qualities for success written on them, speakers on trends in distribution.

3. "Our Town", tables formed in miniature streets, speakers on opportunity in our town, display of local products.

4. "What's Buzzin" or "Spring to Success", modernistic, large bees, spring flowers, foliage.

5. "Cruise to Happiness", conducted tour of places such as "Loyalty, Dependability".

6. "Nautical Theme", sailors, ships, come aboard ship, etc.

7. "DE Key to Success", gold keys with words, "health", "skills", etc., written on them.

8. "Retailing -- Then and Now"

9. "Hands Across the Table", cooperation between stores and schools or employers and employees.

10. "Selling America", merchandise and patriotic symbols, speakers on Free Enterprise.

11. "Our Year in Review", activities of each month.

12. "Wrap It Up in 19__", DECA emblem talks on Better Salesmanship

13. Thanks -- Boss!

14. Boss Goes Back to School -- Contests with bosses fit in appropriately, school days decorations, songs.

15. LaFiesta -- Como Esta Usted (How Do You Do, Mr. Boss) Buenas Dias (Welcome), Mexican Menu, Decorations.

16. Learning by Doing -- Ties in nicely with displays of students work and statements of students about what distributive education has meant

17. Valentine, St. Patrick's, April Fool, Easter Parade, Thanksgiving, or other special holiday themes

5. Take No Chances (Friday 13th) -- Witches Brew, Eight Balls, Wishbone with Superstitious Filling on menu. Under the witches tent, Luck with a number, Gypsy Stew -- for program titles, appropriate costumes.

VI. WHOM SHALL WE INVITE?

A. The making up of the invitation list is one of the most important points in all your planning. Most DECA members agree that this must be a cooperative project, perhaps with conferences between the DECA Chapter Advisor, the school principal, the chairman of the distributive education advisory committee (in some instances), and the invitation committee. The final list should be submitted to the entire DECA Chapter for approval against omissions. The number of guests will be controlled by money available.

You should very carefully guard against omitting anyone closely connected with your class or DECA Chapter. It should also be remembered that the banquet is an excellent time for promotion of distributive education, so that it provides a fine opportunity to invite important people in the community who know little

about your program or are openly skeptical. By all means, send invitations to members of the State Legislature who represent your community. It may even be possible to secure the attendance of a congressional representative if you have the right contacts and his time is available.

Perhaps your advisory committee could help with this selection and contact.

Do not be afraid to invite critics of the distributive education program if you have a well-planned event. It may convert them to your point of view!

Many DECA Chapters invite their alumni to attend -- as paying guests. It is a nice gesture and many alumni turn out in a reunion spirit. Very often distributive education alumni are in a job situation that may be helpful in the promotion of the distributive education program.

Besides the employers of the members, here are some of the people suggested from which to select:

1. School Board President and members
2. Superintendent of Schools
3. School Principal
4. Assistant Principal
5. Local Director or Supervisor
6. Deans or Teachers connected with the program
7. Counselors
8. A representative from the State Department of Distributive Education (State Director or Supervisor)
9. State Director of Vocational Education
10. President and Secretary of Retail Merchants Organization
11. President and Secretary of Chamber of Commerce
12. Representatives of all local newspapers
13. Distributive Education Advisory Committee members
14. Executives of firms employing D.E. students
15. Immediate Supervisors of D.E. students
16. Ministers
17. Parents of distributive education students
18. Husbands and Wives of all guests
19. Neighboring DE coordinators and DECA Chapter Presidents
20. City Officials
21. A W-DECA State Officer
22. Other influential businessmen and women

VII. WHAT SHOULD BE INCLUDED IN OUR PROGRAM?

A. Following are listed some ideas:

1. Invocation
2. Welcome by DECA Chapter President
3. Toast of Employers
4. Response (by a representative of the employers)
5. Introduction of Employers (by his DE trainee)
6. Introduction of Alumni

7. Introduction of special guests
8. DECA Creed (could be used on the front, back or inside of program cover)
9. Introduction of DECA Chapter Officers
10. Remarks by important guests
11. Speeches by principal speakers
12. Special awards (if any given)
13. Music or singing by group
14. Entertainment
15. DECA Emblem Ceremony (Explanation of the DECA Emblem)
16. Closing remarks

B. The printed programs contain certain information for the enlightenment of guests. The usual information includes:

1. Theme -- Explanation of Theme
2. Menu
3. Program
4. Names of DECA Chapter Officers
5. Names of Committee Members
6. Acknowledgements
7. DECA Chapter Membership list and places of employment
8. Names of school administrators
9. School Board members
10. Distributive Education Advisory committee
11. Date, place, name of the city, time
12. DECA Tagline - "DECA - DEVELOPING FUTURE LEADERS FOR MARKETING AND DISTRIBUTION"
13. Songs for group singing
14. History of the DECA Chapter
15. Objectives and purposes of distributive education
16. DECA Creed
17. Accomplishments of the Year
18. Utilize the DECA Emblem on the front cover

The actual form of the programs may be mimeographed, typed, handpainted, or printed. This depends upon talent, funds, and time. Most DECA Chapters are not trying to have their programs printed, but copy must be ready in good time in order to read, proof and catch errors well before the event. Neatness, completeness, and free from spelling errors is important. Elaborate hand painted covers are not recommended if they are to be a strain on the time and energy of the DECA Chapter, or too much class time must be taken, or if the burden falls on one or two people.

NOTE: Some DECA Chapters have a large number of program covers printed that may be used over a period of several years. The program is then inserted in these covers.

VIII. WHERE SHALL WE HOLD THIS EVENT?

A. Community facilities will govern where to hold the event. School facilities are less expensive and get employers into

the school. You will have to estimate as nearly as you can the number of people to be served, and this will probably limit the number of places to be considered. Availability of dates is another factor, and the hall, hotel, or restaurant should be reserved as early in the year as possible for your preferred date. Exact number of reservations can be turned in as late as the day before in many places, but should not be too far from the number originally given. Early planning is again stressed.

B. Attractiveness of the hall is another factor, and good acoustics is very important. A public address system is essential, because no matter how good the program is, if no one can hear it, the program might as well not be given. Checking of the public address system sometime during the day before the banquet is necessary because mechanical devices often fail you, and this will upset the whole program. It is a good idea to have a rehearsal for those students with speaking responsibilities. Suggested Places for Banquets:

1. Country or private clubs
2. Churches
3. Legion Huts
4. YMCA
5. YWCA
6. School cafeterias or gymnasiums
7. Restaurants or hotels
8. Company club rooms
9. Community halls

IX. HOW SHALL WE PAY FOR IT?

A. A common practice is to have distributive education students pay for themselves and their employers. It is suggested, however, that it is a DECA Chapter activity and should be paid for with funds raised through dues or money raising activities such as concessions, school store, sales of Christmas cards, and auctions.

X. WHAT SHALL WE DO ABOUT DECORATIONS?

A. It is generally more satisfactory to appoint a special committee of some artistic ability and ingenuity to take care of table and room decorations. Better have a member with muscles and brawn on this committee, too, to carry heavy materials, climb ladders, etc. The decorations should carry out the chosen theme of the banquet, and should be gay and colorful. Table decorations should tie in closely with that used in the hall. Decorations should not be so elaborate that they are going to be time-consuming enough to wear everyone out before the affair. This type of overdoing is in the "busy-work" class, and defeats the purpose of the banquet. On the other hand, do not slight this phase, as a few tasteful and clever decorations add much to the festivity of the

whole event, and establish a setting and atmosphere, which gives people something to talk about while the ice is being broken. Following are a few decoration tips given by some of the chapters:

1. Tables arranged in diamond shape (utilizing the DECA diamond-shaped emblem idea).

2. Colored paper or crepe paper (remember DECA colors -- blue and gold)

3. Garden flowers, native greenery or wild flowers

4. Brilliant colors

5. Balloons

6. Place cards, favors and napkins - (good place to utilize small DECA emblem stickers).

7. Display department material

8. Candles or flowers on table

9. DECA Chapter Banner

10. Pasteboard and wooden decorations carrying out theme

11. Doll-like figures for tables

12. Streamers

13. Merchandise displays

14. Advertising banners of various businesses

15. Miniature representations of various businesses

16. Welcome boss sign at front

17. Student manuals

18. Specials such as valentine, Easter eggs

19. Chapter display pointing out the purposes and/or benefits of Distributive Education

20. Wagon wheel in club colors. Type of work and pictures on spokes and rim

21. DECA Creed

22. Rainbow

23. Maypole

24. Pictures of distributive education students on the job

25. DECA Tagline, "DECA - DEVELOPING FUTURE LEADERS FOR MARKETING AND DISTRIBUTION" could be printed on place mats or large printing for backdrop use. Napkins and place mats may be ordered from the L. G. Balfour Company.

26. Map of city showing distributive education training stations.

XI. SHOULD ANY SPECIAL PLANS BE MADE FOR WELCOMING THE GUESTS?

A. The success of the whole employer appreciation event can hinge on the way guests are treated when they arrive. An easy standard by which to be guided is to consider how you would greet a guest in your home. By all means avoid letting the guests come in and stand around alone without being approached.

It is suggested that each DECA member be early and make it his responsibility to greet his employer when he arrives. He should be introduced to as many people as possible. (Good experience for D.E. students to learn how to meet and greet others.)

The reception committee should check over the guest list before the affair and see that every guest is assigned to be greeted by a D.E. student. Some students may have to take more than one guest in tow, but this can be easily managed.

Seating arrangements should be made with this in mind, too, for mixing the group well. People with like interests may be seated near each other, or arrangements may be made so that business people may become acquainted with educators, etc. D.E. students should sit with their employers, but two students may sit together, then two employers.

XII. WHO WILL BE AT THE HEAD TABLE?

A. Number to be determined by DECA Chapter membership, but will usually vary between seven and fourteen.

Again it is wise to let the membership decide who should be seated at the head table. A committee report suggesting names of those who should be included in this group should precede the decision.

The program will largely determine who should be at the head table. Your DECA Chapter president, master of ceremonies, any other students participating in the program proper, any special guests might be in this group. Try to have as many students as adults at the speaker's table. Good common sense is all that is necessary for determining who should be placed at this table. Most D. E. Coordinators prefer to stay in the background to give the students the opportunity to run the program, however, the D.E. Coordinator needs to be near the head table to assist the master of ceremonies, if necessary.

XIII. WELCOME AND RESPONSE

A. Practically all DECA Chapters have a welcome or toast of appreciation to the employers which is given by the DECA Chapter President or toastmaster.

The response is usually given by the chairman of the D.E. advisory committee or one of the influential employers who can speak effectively. This is an important feature of the program, because this person can give Distributive Education a good "pat on the back".

XIV. WHO SHALL INTRODUCE THE GUESTS?

A. Employers

NOTE: The toastmaster should always ask that applause be held until all introductions are made.

The most common method of introducing employers is for the toastmaster to introduce each student and ask him to introduce his guests. Students should practice or agree on opening statements to see that everyone doesn't say, "May I present my employer, Mr. _____." Always speak loudly when introducing a guest, as others want to hear, too.

B. Special Guests

These are usually introduced by the toastmaster, or DECA Chapter President. Some use a school official or chairman of the advisory committee to make these introductions.

Caution: Be sure a complete list is made and that pronunciation of names and titles are correct.

XV. WHO SHALL WE GET AS A SPEAKER?

A. Some DECA Chapters use no formal speakers, but ask for statements from each employer or D.E. student. This idea helps to give a big boost to D.E. Others use a panel of people similar to those below.

1. Superintendent of Schools
2. State Director of Vocational Education
3. State Director of Supervisor of Distributive Education
4. Outstanding employers
5. DE Alumni
6. Business leaders
7. City officials
8. Chamber of Commerce officials
9. Commissioner of Education or State Superintendent of Public Instruction

10. College presidents and professors
11. Radio commentators
12. Newspaper editors
13. Washington DECA President
14. Senator or Representative

The selection of the speaker should fit into the theme of the program. He should be invited as early as possible. He should be sent any information (pamphlets, booklets, brochures, etc.) that would aid in explaining D.E. and DECA. He should be given the theme of the banquet and amount of time allotted. Generally, twenty minutes is ample time. Keep in mind that banquets should not be too lengthy.

XVI. WHAT TOPICS SHOULD BE SUGGESTED FOR SPEAKERS?

A. This should depend on the general theme of the program. The following types of topics have been found to hold interest:

1. Responsibilities of Employees and Employers in Distributive Education
2. What employers expect of employees
3. You have a stake in Distributive Education
4. Appreciation speeches by students and employers
5. New developments in retailing
6. Employer-Employee Relations
7. Our community depends on its youth
8. Where Do We Go From Here? (Future in distribution)
9. Thirteenth Doughnut (Extra service)
10. Opportunities in Marketing and Distribution
11. Accomplishments of Great People
12. The American Free Enterprise System
13. DE - Key to Success
14. Cooperation between Business and Education
15. DE - Opportunities Unlimited
16. Distribution's Responsibility to the American Free Enterprise System

17. The Importance of the Free Enterprise System to our Nation's Economy

NOTE: Always know, ahead of time, the topic of your speakers address. The reason is obvious.

XVII. WHAT ENTERTAINMENT SHALL WE HAVE?

A. Some DECA Chapters have a meal and go home, with the idea that people do not want to stay long. However, most DECA Chapters assume that the employers have taken the evening off and that a real effort should be made to express appreciation and entertainment.

Employers appreciate entertainment by the students. The length of the program is not the most important thing. It's what goes into it from opening to ending. Perhaps these ideas will help you:

1. Style show
2. Music -- solo, duets, trios, quartets. Western music seems to be popular, as well as barber shop quartets.
3. Orchestra, organ, or other music during early part of dinner helps to make everyone relax
4. "Gates of Heaven" -- St. Peter stands at the gate and tells why each member can or cannot enter, with clever references to type of work.
5. Group singing
6. Skits -- pertaining to selling
7. Readings, dances, pantomimes, magicians, comedians
8. Demonstration -- applying for a job
9. Colored slides of year's activities
10. Attempt to utilize the talents of D.E. students

XVIII. WHAT SPECIAL AWARDS OR RECOGNITION SHOULD BE GIVEN?

A. The following is a list of several forms of recognition which may be desirable:

1. Honorary membership in the local DECA Chapter to members of D.E. advisory committee or others who have helped D.E. (may include Employers, School personnel, parents, or D.E. Alumni).

2. Certificates of appreciation to all employers

3. Certificates of appreciation to newspapers, radio, and T.V. stations

4. Presentation of vocational diploma or certificates

5. Awards to outstanding D.E. Students

6. Presentation of scholarships

7. Award winners of competitive events held at a regional, state or national DECA Leadership Conference

B. At the end of an employer appreciation banquet, what remains to be done?

1. It is a good idea to have a "clean-up" committee, who will take the responsibility of seeing that the hall is left in good condition, that properties are taken down and returned to their owners or preserved for a future use, and that lights are out, etc.

2. Be sure to write thank-you letters to those who helped with music, service of any kind, and to the speakers who were gracious enough to address your group. (Some DECA Chapters present the speaker with a token gift such as DECA cuff links or tie tack.)

3. One of the most important parts of the function is the evaluation afterwards. The D.E. class should sit down the next day and offer constructive criticism, which should be put into writing to help the next year's DECA Chapter in planning their banquet.

4. All mementos, publicity, favors, programs, invitations, place cards should be mounted in the DECA Chapter Activities Manual (scrapbook). Don't pull your punches on criticism. We learn by doing.

IN SUMMARY

Just to collect your thoughts and pack all the instructions into one compact set of steps, the following points are listed:

1. General DECA Chapter meeting; discuss date, place, purpose, and aims

2. Get approval of school on date, etc.

3. Get arrangements made for place

4. Select committee members and appoint chairman

5. Select theme

6. Meeting of committee chairmen, president and DE Coordinator (discuss informally)

7. Plan menu according to theme. Notify caterer or organization. (Stress quietness in removing dishes and noise from kitchen during program after meal has been served).

8. Approximate cost figures

9. Guest list

10. Invitations composed and mailed (at least 10 days prior to banquet date)

11. Entertainment planned, parts assigned and rehearsed

12. Guest speaker chosen

13. Decorations planned according to theme

14. Work on place cards, etc. (Utilize DECA emblem stickers - order from L. G. Balfour Company)

15. Invitation list converted to "reservation" list and notify caterer. (Be sure arrangements are made for some leeway in number).

16. Seating chart made up

17. Program planned in rough form, discussed and final preparation made. (Proof read each page before final printing).

18. D.E. Class instruction in etiquette of clothes, introductions and table manners

19. Decorations completed

20. Photographer arranged for and news write-up prepared

21. Event

22. Arrange for someone to count number of plates served

23. Make payment for plates

Good Luck!!!

ASSIGNMENT OF DUTIES & RESPONSIBILITIES

TO

CHAIRMEN OF SUB-COMMITTEES

As A Sample

(THE EMPLOYER - EMPLOYEE BANQUET)

Date: _____

TO: Chairman, Program Committee

FROM: General Chairman, Employer-Employee Banquet

SUBJECT: Duties and Responsibilities Assigned to Your Committee

ASSIGNMENT	A FEW SUGGESTIONS
1. Select theme for banquet	Music during the dinner.
2. Secure toastmaster, notify him as to time, theme, purpose, etc., of banquet.	Honored guests introduced and given a few words of welcome.
3. Invite guest speakers and honored guests.	Best wishes given to any member of the class who might be graduating in the immediate future.
a. Notify speaker of his topic.	
4. Make up a draft on the program.	Decide which guests will not have to pay for their tickets, if any.
a. See that persons making up the official programs get a copy of the draft.	
5. Arrange to meet the honored guests at the door; introduce them to the DECA chapter president and to any other honored guests.	Keep record of all money spent, check with general chairman to find out the amount available.
6. Thank all honored guests and speakers for their participation in the banquet.	

Date: _____

TO: Chairman, Reservation and Tickets Committee

FROM: General Chairman, Employer-Employee Banquet

SUBJECT: Duties and Responsibilities Assigned to Your Committee

ASSIGNMENT	A FEW SUGGESTIONS
1. Select place for banquet. a. Approximately _____people. b. Maximum cost allowance $_____each.	Divide up the DECA chapter membership into teams and have them work out the number of tickets they will have to have for themselves and their guests.
2. Have tickets printed. a. Have each ticket numbered. b. Maximum number tickets _____.	Keep in close touch with the Program Committee Chairman _____ to find out who has been approved as a non-paying guest.
3. Assume charge of selling tickets. a. Keep record of ticket number and to whom sold. b. If ticket is for guest, record name of the guest. c. Give duplicate list of sales, etc., to general chairman from time to time.	Keep constantly behind all DECA members to see that all tickets are paid for and distributed at least two days before the banquet. Check back with the manager of the facility selected for the banquet to be sure there are no "hitches" in the original arrangement.
4. Collect tickets at the door.	Keep Decoration Committee Chairman _____ posted on the number of tickets sold for place cards, etc.
5. Pay bill to the management for the meals served.	
6. Make up complete statement of receipts and expenditures for the treasurer.	

Date: _____

TO: Chairman, Publicity and Invitation Committee

FROM: General Chairman, Employer-Employee Banquet

SUBJECT: Duties and Responsibilities Assigned to your Committee

ASSIGNMENT	A FEW SUGGESTIONS
1. Prepare invitations for all DE Alumni members, all employer guests, honored guests and speakers.	Make the invitations distinctive.
2. Give the banquet proper notices in the school paper and the local press in advance of the affair.	Carry out the DECA emblem as far as possible in the invitations.
3. Post a sample invitation on the DE classroom bulletin board.	Check and recheck the names and addresses of those invited before mailing.
4. Use any pictures taken at the banquet in follow-up publicity in the papers at school and town.	Write out the names and the addresses in pen and ink -- DO NOT TYPE.
5. Save a full set of the publicity including pictures, press notices, etc., for the DECA activities manual.	Check with the General Chairman for allotment of expense money.
	Keep an accurate account of all money spent.

Date: _____

TO: Chairman, Reception Committee

FROM: General Chairman, Employer-Employee Banquet

SUBJECT: Duties and Responsibilities Assigned to Your Committee

ASSIGNMENT	A FEW SUGGESTIONS
1. Meet all guests and other DECA members at the door.	Get to the banquet hall well in advance.
2. Introduce DECA members to guests and the guests to other guests. Mix and mingle with the group at all times.	Locate the seating arrangement of the guests and be prepared to seat any of them promptly.
3. Give special attention to the honored guests and the speakers. See that they meet the officers of the DECA Chapter, members of the school administration, teachers, and other guests.	Have hat-check personnel on hand well before the first guest arrives.
4. Assist the honored guests and others in locating their places at the tables. Be sure that they know the persons who are seated next to them or nearby.	Keep the committee stirring about -- avoid little groups forming and not mingling.
5. Give particular attention to the matter of checking and protecting the coats and hats of those in attendance if this service is not rendered by the organization where the banquet is held.	Check with the general chairman for allocation of expense money.
6. Do not leave the banquet hall until all guests have gone.	Keep an accurate account of any expense incurred -- and money spent.

Date: _____

TO: Chairman, Decoration Committee

FROM: General Chairman, Employer-Employee Banquet

SUBJECT: Duties and Responsibilities Assigned to Your Committee

ASSIGNMENT	A FEW SUGGESTIONS
1. Build the decorations for the banquet around the theme selected. (Check with the chairman of the program for same.)	Make the decorations as colorful as possible without overdoing it.
2. Make up place cards for each person who will attend. Name tags can be used.	Place cards should be as small as is consistent with the general plan There is usually not too much room on the table Utilize DECA emblem stickers on place cards and napkins.
3. Give prominence to the DECA Banner in planning the over-all decorations.	Try to be different -- don't follow an ol set motif if it can be avoided. Mix up t guests in arranging the place cards...and the members, too.
4. Make flags or banners covering every organization which acts as a training agency for members of the chapter.	Check with the general chairman for an allotment of expense money.
5. Provide favors, door prizes, etc., if these are made a part of the plan of the committee.	Keep an accurate account of all money spent.
6. Put up and take down all decorations which are a part of the plan and see that any borrowed materials are returned to their owners promptly with thanks in appreciation for use of such materials. (Some managers do not permit wall decorations to be used -- check with the manager of place selected to find out. This may alter the over-all plan of decorating.)	
7. Utilize as many DECA members as may be necessary to insure that all materials are ready and in place in good time.	Use DECA members on program in all possib places. This is an important phase of leadership development.

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HONORARY

LIFE

MEMBERSHIP

ERIC

W-DECA HONORARY LIFE MEMBERSHIP

An Honorary Life Membership in the Washington Association of the Distributive Education Clubs of America is the highest award W-DECA can bestow upon an individual. The first W-DECA Honorary Memberships were awarded in March of 1969.

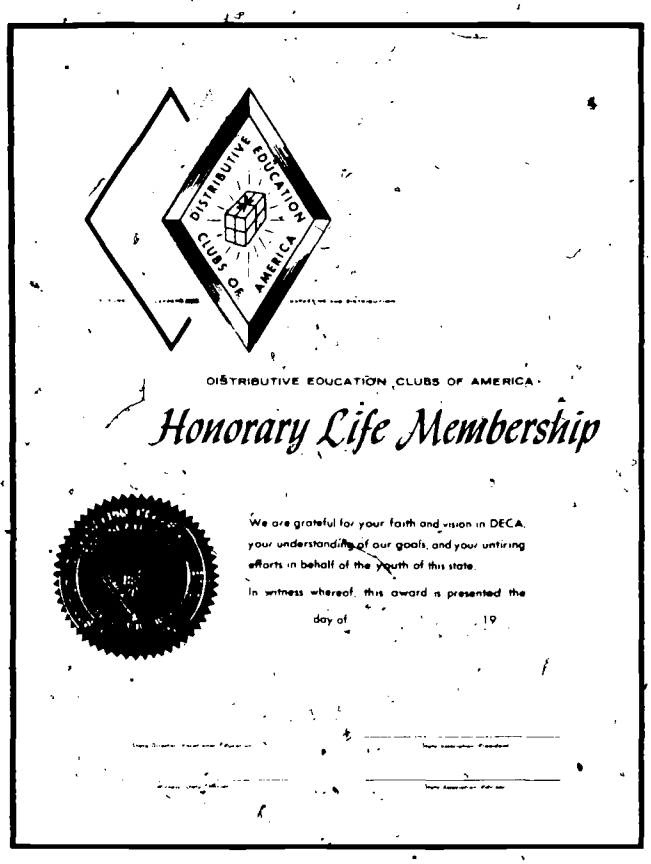
DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

Honorary Life Membership

We are grateful for your faith and vision in DECA, your understanding of our goals, and your untiring efforts in behalf of the youth of this state.

In witness whereof, this award is presented the day of 19

1969 RECIPIENTS

Mr. K. Otto Logan
State Director, Distributive Education

Mrs. Wilhelmina Freeth
DE Coordinator, A. C. Davis High School - Yakima, Washington

Mr. Al Haase
DE Coordinator, Walla Walla Community College, Walla Walla, Washington (Retired)

Mr. Archie Breslin
Past W-DECA State Advisor and DE Supervisor. Presently State Director of Professional Services, Division of Vocational Education

In order to receive a W-DECA Honorary Life Membership Award, an individual must first be recommended by a person or persons in the field of Distributive Education. Recommendations are to be made by filling out the "W-DECA Honorary Life Membership Resume" and forwarding it to the W-DECA State Advisor. Once recommendations are received by the State Advisor, they must then be approved by the Executive Committees of W-DECA. However, not more than two Honorary Life Membership Awards will be awarded per year.

W-DECA HONORARY LIFE MEMBERSHIP

W-DECA Honorary Life Membership is the highest honor an DECA Association can give. The recipient should be a distinguished outstanding persona[illegible] DECA during one or more years. This form must be submitted [illegible] or on or before February [illegible] each year.

* *

[illegible]: _____ _____ _____
Title First Middle

Title _____

[illegible] or Sc[illegible] _____ _____

_____ _____ _____ _____
(Street [illegible] City State Zip Code

1. List service contributions t[illegible] and/or Washington DECA

2. List past accomplishments con[illegible] DE a[illegible]

3. Cite accomplishments in community activities that are significant [illegible] award:

4. What is the present scope of his or her DE and DECA activities:

5. Put additional data in this space or attach to the page:

6. Nominated by _____ chapter.

Signed _____

Title _____

School _____

(Mail to: W-DECA State Advisor)

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WASHINGTON

DE CA

DIAMOND CLUB

— TODAY'S PROMISE OF TOMORROW'S PROFITS —

WASHINGTON DECA DIAMOND CLUB

Developing future Leaders for Marketing and Distribution is DECA's tagline. That tagline lays down a challenge--a challenge that calls for creation of the skills and attitudes that will perpetuate and improve upon a free enterprise system that has given our nation its strength among nations--a challenge that creates within young people a measure of pride in being a part of a system that sees personal integrity and the incentive of profit as compatible objectives.

During the fifteen years following it's birth in 1948, W-DECA experienced a steady orderly growth. During the five years between 1963 and 1968, membership grew from 1,000 to 2,500. There is every reason to believe that membership will more than double again in the five-year period 1968 to 1973. There have been additional and expanded activities for greater and greater numbers. While the formative years were financed from two sources of income--student members' dues and the Sears-Roebuck Foundation--it became more and more apparent that a broader income base was necessary if DECA would continue to meet the challenge of developing future leaders for marketing and distribution. As the marketing of goods and services continues to expand, so does the need for greater numbers of trained personnel continue to expand. For these reasons, the W-DECA DIAMOND CLUB was established.

The W-DECA Diamond Club is an answer to a need for funds that can no longer be met on the narrow income base that has traditionally supported the only youth program in the nation operating through local schools to attract young people to careers in marketing.

The Diamond Club provides the needed, sound, long-range financing by opening an avenue for business interests to invest in a youth program designed to benefit both the world of commerce and our youth of today.

In order to provide a wide range of businessmen with an opportunity to invest--commercial and industrial firms, trade associations, fraternal orders, service clubs, and interested individuals, there are three separate and distinct types of membership.

First, there is a Supporting Membership category. The Supporting Membership recognizes those individuals and business interests who support the Diamond Club Program through the contribution of $10 to $99. A supporting Membership entitles the contributor to a personalized membership card, a membership certificate, and such recognition by the Washington Association of DECA as may be appropriate.

The second type of membership of the W-DECA Diamond Club is the Sustaining Membership. The sustaining Membership is a recognition of those individuals and business interests who desire to support the Diamond Club Program of Washington through a contribution of $100 to $499. A Sustaining Membership entitles the contributor to a personalized membership card, an inscribed membership certificate, a subscription to the W-DECA publication, and publicity releases by W-DECA in cooperation with the contributor.

Finally, there is the Diamond Club Membership. This type of membership is an exclusive recognition by DECA for those individuals, groups, and business interests giving maximum support toward student members of DECA in Washington State. This membership entitles the contributor to participate as a member

of the Board of the W-DECA Diamond Club, to personal recognition on the Diamond Club Membership Roster, a personalized membership card, an inscribed membership certificate, a subscription to all state and national publications of DECA, publicity releases by W-DECA in cooperation with the contributor, and other recognition by the Washington Association of the Distributive Education Clubs of America as may be appropriate. A contribution of $500 or more entitles the organization or individual to Diamond Club Membership.

A purchase of membership in support of the W-DECA Diamond Club Program may be counted as a Tax Exempt Contribution. More important, however, is the fact that a purchase of membership is an investment--an investment in tomorrow's profits--an investment that pays in people. This investment will provide our young people with an opportunity to develop knowledge and skills that will promote productivity and self-satisfaction in their chosen careers--careers in the field of marketing and distribution.

March of 1969 marked the birth of the DECA Diamond Club in Washington. The Washington Association of DECA takes pride in announcing the following organizations as charter members in this program and thanks them for their support.

DIAMOND CLUB MEMBERS

The Sears-Roebuck Foundation

SUSTAINING MEMBERS

Olympia Retailers

Capitol City Retailers

SUPPORTING MEMBERS

Mr. K. Otto Logan

"TODAY'S PROMISE OF TOMORROW'S PROFITS"

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Washington DECA

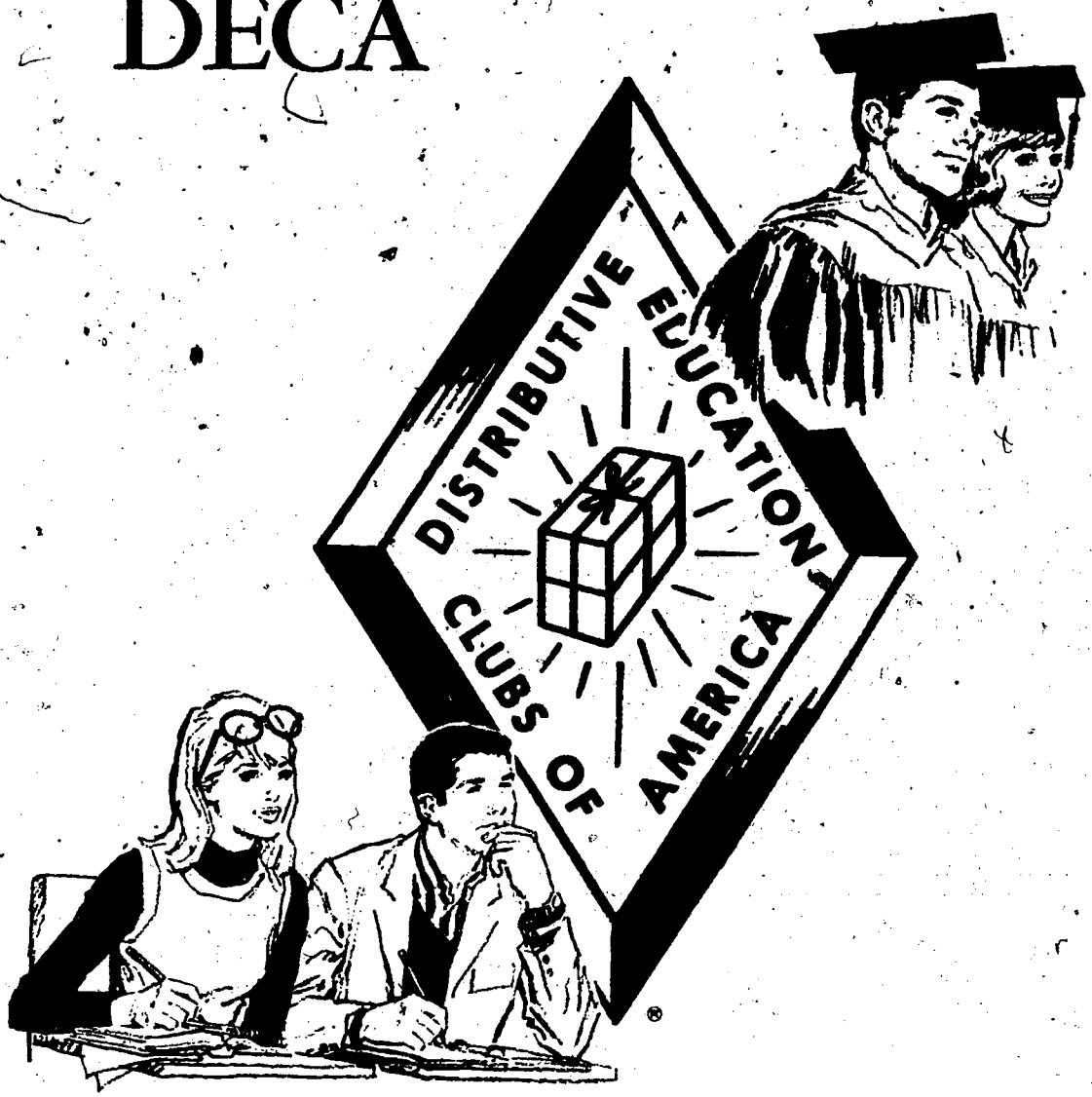

Diamond Scholarship

ERIC

THE WASHINGTON DECA DIAMOND SCHOLARSHIP PROGRAM

THE AWARDS PROGRAM

The W-DECA Diamond Scholarship Program was initiated in 1969-70 for the benefit of past, present and future W-DECA members. This scholarship program is designed so that eventually two classes of scholarships will be awarded: (1) the DECA Diamond Scholarship and (2) the W-DECA Diamond Scholarship Loan Award. However, presently the Washington DECA Diamond Scholarship Program only features the scholarship loan award.

W-DECA SCHOLARSHIP LOAN AWARD

This awards program is made possible by gifts and contributions from interested individuals, organizations and by the award recipients themselves. The program is administered by the W-DECA State Advisor and the contributing members of the W-DECA Diamond Club.

It is the hope of Washington DECA and the members of the W-DECA Diamond Club that this Awards Program may be continued from year to year, but the Diamond Club Members reserve the right to alter or discontinue it as circumstances may warrant.

WHAT IS THIS AWARD?

The Scholarship Loan Award of the W-DECA Diamond Club is a program whereby worthy members of the Washington Association of Distributive Education Clubs of America may have the opportunity to further their education in marketing and distribution, or to prepare themselves for careers in Distributive Education.

HOW MANY AWARDS ARE MADE?

The Washington DECA Diamond Club reserves the right to determine the number of awards to be made in any given year and will provide as many awards as funds will permit.

HOW ARE AWARDS PROVIDED?

Funds for Scholarship Loan Awards depend on two sources. One source of funds is provided by the contributions of individuals and interested business organizations who desire (1) to create an awareness of careers in marketing and distribution, and (2) to encourage higher education among those deserving students whose ability and need merit assistance.

The second source of funds is most unique, and is the reason for the dual name of the award: SCHOLARSHIP LOAN. This source is provided by those who win the awards.

In accepting a Scholarship Loan, you will not be asked to pay any interest or to sign any obligation for return of the funds. However, you will be asked to accept a moral responsibility to the effect that, as your ability permits, you will make a contribution or a series of contributions to the Washington DECA Diamond Club in an amount at least equal to the amount of your award, in order that a similar award may be made available to another DECA member. There is no time limit to this contribution. However, the more readily you can return the assistance provided to you, the more you and Washington DECA can assist another member.

WHO IS ELIGIBLE?

1. Any high school senior or graduate who is or has been an Active Member of DECA, who intends to pursue a full-time, two-year or four-year course of study in marketing, distribution, or Distributive Education.

2. Any post-secondary DE student or graduate who is or has been an Active Member of DECA, who intends to complete, on a full-time basis, the two-year Mid-Management program or who intends to continue his education and pursue a four-year course of study in marketing, distribution, or Distributive Education.

HOW ARE THE AWARDS PAID?

Scholarship Loan Award amounts will be determined on the basis of the recipient's need and funds available. The amount of the award will be paid to the school of the student's choice and the funds will be allotted in equal portions on a semester or quarter basis. The recipient must maintain satisfactory scholarship and other requirements as specified by the school being attended in order to remain eligible for the scholarship during the following semester or quarter.

DO AWARDS VARY IN AMOUNT?

Yes. The amount of your award will depend on the following items:

(1) the amount of funds you request
(2) the costs at the school you select
(3) the amount of help available from your family and/or other sources; and
(4) the amount of earnings which you can reasonably expect from part-time and summer employment

The amount of your award will not be a substitute for effort on your part.

WHAT SCHOOL OR COLLEGE MAY BE CHOSEN?

You may select any recognized post-high school institution or four-year college offering courses designed to prepare individuals for careers in marketing and distribution, or Distributive Education.

HOW ARE AWARDS DETERMINED?

All Awards are given on the basis of scholastic ability and financial need, together with the following items being considered:

(1) Your Scholastic Record. You must furnish an official copy of your high school transcript. Any work completed beyond high school must also be documented.
(2) Your Scholastic Aptitude as determined by the results you score on the Scholastic Aptitude Test of the College Entrance Examination Board.
(3) Your DECA Participation and accomplishments on a local, state and/or national basis.
(4) Your Leadership Record as evidenced in any other youth, civic, social, school or church group.
(5) Your Personal Statement in 100 words or less as to your own desires for an Award.

(6) Your Training Record attested by your training station owner or manager and/or Your Training Progress Report by your DE Teacher-Coordinator.
(7) Your Statement of Intent regarding the study you intend to pursue, your career goal, and your ambitions upon receipt of this Award.

WILL INFORMATION BE KEPT CONFIDENTIAL?

All information requested of you will be seen only by the Scholarship Loan Committee. No unauthorized persons will have access to it at any time.

HOW IS APPLICATION MADE FOR AN AWARD?

In order for you to be considered for a Scholarship Loan Award, three important steps are necessary:

1. Arrange to take the Scholastic Aptitude Test in your school or community at the earliest possible date. The results of this must appear on your application.

2. Apply for admission to the college of your choice. Your application for a DECA Award is not the same as an application for your admission to college. Also, you should apply for admission to more than one college because your first choice may not be available.

3. Obtain an application form for this award through your Distributive Education teacher-coordinator, or any other Distributive Education official.

HOW IS SELECTION MADE?

When your application form has been completed and you have produced the necessary substantiating information, it will be reviewed on a date specified by your local Scholarship Committee. If approved, it will be ranked in order of merit with other local applications and forwarded to your W-DECA State Scholarship Committee, in care of the W-DECA State Advisor, for a second rating review.

CHECKLIST OF ITEMS:

_____Official Transcript of Grades
_____Scholastic Aptitude Test Score
_____Explanation of Financial Need
_____Estimate of College Expenses
_____Letters of Recommendation
_____Names for Character Reference
_____Teacher-Coordinator Approval and Supplement #1
_____College Transcript and Letter of Recommendation (if you have been enrolled in college at any time.)
_____Statement of Intent
_____Your Principal's or President's Evaluation
_____Rank in your Present Class
_____Photograph, if available
_____Application Form complete in every detail
_____Employer Recommendation, or, your training progress report - Supplement #2
_____Any supplemental information that you believe would be useful to the selection committees

WASHINGTON ASSOCIATION

Distributive Education Clubs of America

APPLICATION FOR A W-DECA SCHOLARSHIP LOAN AWARD

In the amount of $_____ per year for _____ years.

ATTACH YOUR PHOTO HERE (If Available)

1. Name _____
(Last) (First) (Middle)

Date of Birth _____ Sex _____ U. S. Citizen? _____

Height _____ Weight _____ Disability, if any _____

_____

Home Address _____
(Street or Number) (City) (State & Code)

2. Name and address of your School _____

Name of your DE Teacher-Coordinator in School _____

3. Inclusive dates you were an active DECA Member _____

Your activities in DECA (offices held, committees served, honors won, chapter participation, etc.) _____

_____

_____

_____

_____

_____

4. Your activities in any other youth, civic, social, class, or church group _____

_____

_____

_____

_____

5. Name, address, and type of Training Station while in DE if you were employed _____

_____

In your own words, state how this employment has helped you _____

_____

_____

6. Are you or will you be an applicant for, or a recipient of, any other scholarship awarded from any other source? _____ If so, list below.

Year	Name of Scholarship	Amount

7. What do you think are the most important things you have learned by being enroll in Distributive Education? _____

8. Give the names and complete mailing addresses of three personal references.

9. Name and address of the institution or college you plan to attend _____

Have you made application? _____ Have you been accepted? _____

Explain your planned program of study you plan to pursue, your educational aims, career objective and ambitions you hope to realize. _____

10. Explain in your own words your need for scholarship aid and your over-all plan for financing your college education. Tell exactly why you are applying for aid; describe your efforts to work and save money and any future plans you may have for employment to further your educational aims; include in this statement any pertinent information about any unusual circumstance or extra financial obligation which has affected your ability or your family's ability to defray your college expenses. _____

(Items 1-10: If you believe any additional information would be helpful to the scholarship committee, please enclose.)

11. I certify that the information given on this application is correct. Should I be awarded a Scholarship Loan, I agree to give strict attention to my studies and the regulations of the college. If I should fail to make a satisfactory record in my college work, change my course objective from marketing, distribution, or Distributive Education, or willfully violate college regulations, I agree to surrender all rights of ownership to the unused portion of the scholarship. It is my understanding that if this application is accepted, and if I am granted a Scholarship Loan Award from Washington DECA, there is no interest charge on the funds received. However, I will accept, with no time limit on repayment, the moral responsibility that, as I judge my ability will permit, I will make a contribution or a series of contributions to the W-DECA Diamond Club in an amount at least equal to the amount of my award, in order that another member of W-DECA may be the benefactor of an award similar to mine.

_____ _____

Date Signature of Applicant

NOTE: Include the written evaluations requested from your Principal or President, your DE Coordinator (supplement #1), and your Training Station Employer (supplement #2). Include a transcript of your high school grades, and college grades if applicable, together with an explanation on the grading system used. List separately, any academic honors received by you, plus any leadership recognition and/or merit awards from any other source. IMPORTANT: prepare a list of your anticipated expenses for your next year in college for tuition, room and board, fees, books, etc., and a list of your estimated resources including savings, income from summer work, family assistance, etc. This information must accompany your application.

THIS SPACE RESERVED FOR SCHOOL PRINCIPAL OR GUIDANCE OFFICIAL

_____ _____

Name of School Address of School

Scholastic and Test Record of: _____

(Full Name of Applicant)

a. Applicant ranks _____ in school class of _____ (numerical rank).

b. Scholastic Aptitude Test Score (SAT) _____

(or)

c. American College Test Score (ACT) _____

(or)

d. General ability as indicated by any other tests: _____ _____

_____

e. Do you recommend this student for college entrance? Unreservedly _____

With Reservations _____ My written evaluation is attached

f. Average grades (all subjects) achieved by applicant (convert to figures):

10th grade _____ 12th grade _____

11th grade _____ Other _____

_____ _____ _____

Signature of School Official Title Date

(Principal: Written evaluation should include character, potential, and other pertinent information.)

THIS SPACE RESERVED FOR DECA ADVISOR

I _____, do hereby certify that the information supplied
Name

by this applicant is true and accurate to the best of my knowledge. My written evaluation is attached.

_____ _____

Date Signature of DECA Advisor

ACTION BY LOCAL CHAPTER SCHOLARSHIP LOAN COMMITTEE

The DECA Scholarship Loan Committee of _____
School or City

composed of the individuals listed below _____ this applicatio
approves/disapproves

in the amount and for the period of time requested. This application has been ranked

_____ from a total of _____ applications:

_____ _____

Date Signature of Local Committee Chai

Local Committee Members: (name, address, occupation)

_____ _____ _____

_____ _____ _____

_____ _____ _____

NOTE: Approval of this application by this committee MUST be received by the W-DECA State Advisor no later than March 1.

ACTION BY W-DECA SCHOLARSHIP LOAN COMMITTEE

The W-DECA Scholarship Loan Committee of _____ composed of the
State

individuals listed below approves this application and ranks it _____ in a total of _____ applications.

_____ _____
Date Signature of State Committee Chairman

State Committee Members: (name, address, occupation)

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

Applicant extended a Scholarship Loan Award in the amount of $_____

_____ _____
Date Signature of W-DECA State Advisor

WASHINGTON ASSOCIATION

Distributive Education Clubs of America

Supplementary Statement #1

DECA SCHOLARSHIP LOAN APPLICATION

Coordinator's Statement

This statement is a part of the application of the student named below for a DECA Scholarship. You are requested to give an objective evaluation of this student.

1. Full Name of Applicant _____

2. Applicant was/is enrolled in Distributive Education during the school years of (please specify):

_____

3. List activities as DECA member: _____

_____

_____

_____

4. How has applicant shown effectiveness on the job? _____

_____

_____

5. How has applicant shown definite interest in Distribution, Marketing, or Distributive Education as a career? _____

_____

_____

_____

_____ Date

_____ Teacher-Coordinator's Signature

(This statement must accompany completed Application Form.)

WASHINGTON ASSOCIATION

Distributive Education Clubs of America

Supplementary Statement #2

DECA SCHOLARSHIP LOAN APPLICATION

Employer's Statement

This statement is a part of the application of the student named below for a DECA Scholarship. You are requested to give an objective evaluation of this student.

1. Full Name of Student _____

2. Dates of employment in your firm:

   From _____ To _____

3. How do you rate this student?

   a. As an employee: _____

   b. In terms of promotional potential: _____

   c. In terms of ability to profit by post-high school (2-year program) or college study in distribution and marketing: _____

_____ Employer's Signature

_____ Date

_____ Name of Firm

_____ Firm Address

(This statement must accompany completed Application Form.)

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THE ETERNAL AUDIT

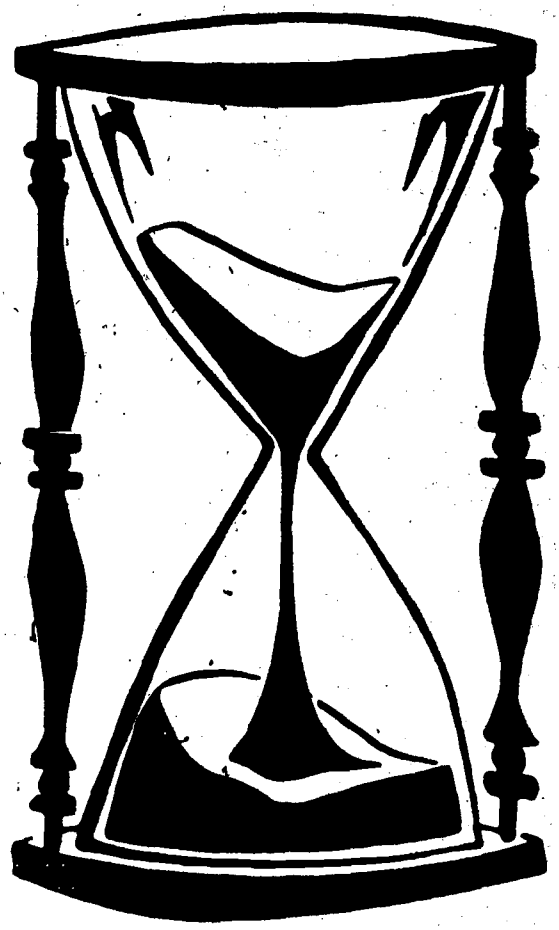

Success or Failure

ERIC

WASHINGTON DECA CHAPTER

ANNUAL REPORT

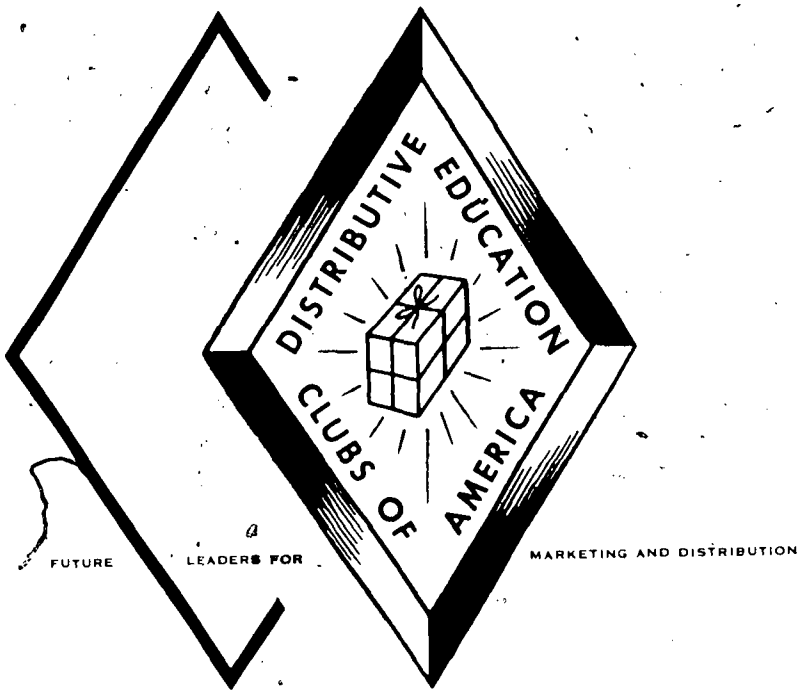

For the School Year

19__ to 19__

_____ DECA CHAPTER, _____ SCHOOL

_____, WASHINGTON

I. ORGANIZATION OF THE DECA CHAPTER

A. Date of organization meeting_____.

B. Date of election of officers_____. Was a full complement elected?_____

C. What officers does your DECA Chapter have? President_____ Vice President _____ Secretary_____ Treasurer_____ Parliamentarian_____ Reporter_____ Historian_____ Others _____

D. Date of filing membership rosters, DECA Form 103, with State DECA office. _____

1. DECA Form 103, Membership Roster
Number of active members shown_____. Number of professional members shown_____. Number of honorary members added this year_____.
Names of honorary members and positions held_____
_____
_____
_____

Note: All DE students regardless of time of membership should pay dues.

E. Does your DECA Chapter have a constitution?_____

1. What name appears (in the file copy of the same) for your Chapter?____
_____

2. Is a correct copy of the Chapter constitution on file at the State DECA Office?_____

a. Was the Chapter constitution revised during the past year?_____

b. If the Chapter constitution was revised, did you send a copy to the State DECA Advisor?_____

II. PROGRAM OF WORK FOR THE DECA CHAPTER

A. DECA Chapter program of work for the school year

1. Date completed_____.

2. Was this the work of a committee?_____ How many DECA members obtained experience in its development?_____

3. Was this program of work planned for the entire school year?_____
If not, for what period?_____

B. Analysis of the program of work

1. How many formal meetings (other than regularly scheduled business meetings) were planned? _____

   a. Number of outside speakers provided _____.

   b. Number of topics covered in the plan _____.

   c. Were these meetings spread over the entire school year? ____

2. What Chapter projects were planned for the year?

   a. _____ b. _____

   c. _____ d. _____

   e. _____ f. _____

   g. _____ h. _____

3. Was any project of THRIFT or SAVINGS planned for members during the year? _____ Describe _____

III. DECA CHAPTER AT WORK

A. Conduct of meetings

1. How many members have had an opportunity to study the Washington Association and National DECA Handbook Material? _____

2. Are Secretary's minutes read at each regular business meeting?_____

3. Are Treasurer's reports read at each regular business meeting?_____

4. Check the materials for formal meetings now in possession of your Chapter

   a. American Flag____ b. School colors____ c. Wrapped package____
   d. Gavel and block ____ e. DECA Banner ____ f. Charter in frame____
   g. DECA Creed and frame____ h. Rostrum or Lectern ____
   i. Purposes ____.

5. Does your Chapter make full use of these materials in formal meetings? _____

6. Is the emblem (diamond shape) method of meeting for formal meetings, as shown in the National DECA Handbook, used by your Chapter?

7. Are your formal meetings conducted under accepted parliamentary procedure? _____

8. Does your Chapter hold regular formal meetings? ____ How often?____ _____

9. How many formal meetings have been held this year?_____

B. Attendance Record

1. What percentage of your members have been recorded as present at regular meetings?_____%

2. What percentage of your members have been recorded as present at special meetings?_____%

3. Do you have any penalty in your Chapter Constitution or By-Laws for non-attendance at meetings?_____

4. How many of your members have 100% attendance records for the year?_____

C. DECA Chapter files and records

1. Does your Chapter maintain accurate, complete and neat minutes of each meeting?_____

   a. Are these minutes transcribed in a permanent, cumulative minute book?_____

   b. Are all corrections to minutes so indicated in the margin and initialed?_____

   c. Do all minutes bear the signatures of both the Chapter Secretary and the President?_____

   d. What disposition is made of formal written committee reports?

      (1) Copied into the formal minutes_____

      (2) Attached to minutes of meeting at which the report was made_____

      (3) Reports mentioned or gist thereof included in the minutes and the reports filed elsewhere_____; separate report file_____; or in general files_____.

   e. Is the number of members present at each meeting recorded in the minutes?_____

   f. Does the Chapter Secretary call the roll at each meeting?_____

2. Does your Chapter keep up-to-date correspondence files?_____

   a. Is all correspondence kept in one general file?_____

   b. How is correspondence filed? Date_____ Name_____ Otherwise_____

   c. Is a carbon copy (or other copy) of all outgoing mail kept in file?_____

   d. Does your Chapter make a practice of asking your Chapter Advisor to read and initial all incoming mail and carbon copies of all outgoing mail?_____

e. What file record is kept of reports, invitations, lists, rosters, etc.?_____

f. Who has access to the files of the Chapter?_____

g. Where are the files of the Chapter kept for safekeeping?_____

3. Does your Chapter Treasurer keep an accurate, balanced record of your funds?_____

a. Where are Chapter funds deposited? Bank_____ School bank_____ With school funds_____

b. Who signs checks in disbursing Chapter funds?_____

c. Are receipts kept for all cash purchases or bills paid in cash?_____

d. Does your Chapter have an auditing committee?_____ How often does it function?_____

e. How often does the Treasurer report receipts and disbursements to the Chapter?_____

f. Are the Treasurer's reports written into the minutes of the meeting at which the report is made?_____ If not, what record is made of the report?_____

g. Are the thrift or savings accounts of your members kept in a separate record and are the funds so derived kept in a separate bank account?_____

h. Are the Treasurer's records kept in a permanent Treasurer's book and passed on each year to the succeeding Treasurer?_____

i. What disposition does your Chapter usually make of any surplus funds on hand at the end of the year?_____

j. Has your Chapter contributed to the DE classroom facilities, equipment or supplies this year?_____ If yes, in what way?_____

Publicity -- Reporting -- Public Relations

1. News reports of the Chapter activities

a. Has your Chapter maintained a consistent policy of reporting its activities to the local newspapers?_____ If so, at about what intervals?_____

b. Have any pictures of your Chapter activities or members been published in the local newspapers?_____

c. Has your Chapter developed a "calendar of activities" which would include planned publicity (news articles, etc.)?_____

ATTACH PUBLISHED COPY OF PUBLICITY RELEASE

ERIC

d. Has your Chapter participated in any: Radio programs_____ How many?_____; TV Programs_____ How many?_____.

e. Did any editorial(s) appear in your local newspapers regarding DE or your program in particular?_____ Did you save copies?_____

f. Did any DE student appear before educational and/or civic groups in behalf of DE?_____

2. Local newsletter and local Chapter news reporting

a. Does your Chapter publish a newsletter?_____ If so, how often?
_____

b. Does your Chapter have a "column" or other feature in your school paper?_____

c. Did your Chapter have editorial recognition in your school paper? _____ Have you discussed this possibility with the sponsor of the school paper?_____

d. Has your Chapter maintained a consistent policy of reporting your activities to your local school paper?_____How often?_____

e. Have any pictures of your Chapter's activities or members appeared in your school paper?_____ How many?_____

3. DECA Chapter activities manual

a. Does your Chapter maintain an activities manual?_____

b. Check items which are included therein: Newspaper clippings_____ Clippings from school paper_____ Pictures_____ Formal invitation to events_____Place cards_____Radio scripts_____ Scripts of assembly programs_____News of honors won by members_____News of alumni _____ Others_____

4. School annual or yearbook

a. Did your Chapter membership have its picture in this year's annual or yearbook?_____

b. Were there any statements describing or explaining the DECA Chapter and/or DE program in this year's annual or yearbook?_____

c. Were there any pictures of DE students on their jobs in this year's annual or yearbook?_____

d. Were there any pictures of Chapter functions in this year's annual or yearbook?_____

E. Execution of program planning

1. Has your Chapter followed its program of work?_____ Were changes necessary?_____

2. Have all projects planned been completed?_____ How many have been completed?_____ How many projects have been dropped?_____

F. DECA Chapter Employer-Employee functions

1. Has your chapter held an employer-employee banquet?_____ Date held_____.

2. Did your Chapter hold any other type of function for employers?_____ Date_____ Describe_____

3. If any such function has been held, how many committees were used to handle it properly?_____

4. How many of your members gained experience in matters of this sort in working on or for a committee in the planning, setting-up, and execution of those plans in making any such function possible?_____

5. Did you send a copy of the Program to the State DECA Advisor?_____

IV. THE DECA CHAPTER IN WASHINGTON AND NATIONAL DECA ACTIVITIES

A. Handling of required records

1. Did your Chapter pay its members' Washington and National DECA dues before the stated deadline (March 7)_____

2. Were DECA membership cards received from National DECA?_____

3. Did all of your Chapter members receive the DECA Distributor?_____

4. Did you discuss each DECA DISTRIBUTOR during DE class to gain new ideas for your chapter?_____

B. Participation in DECA Leadership Conferences

1. Did your Chapter have an official voting delegate at the Washington DECA Governors or Leadership Conference?_____

2. Indicate the number of Washington DECA offices held by members of your Chapter._____

3. How many of your Chapter members were registered as in attendance at the Washington DECA State Leadership Conference?_____

4. Was your Chapter represented in every competitive event and/or activity? _____

a. Did any members of your Chapter win recognition or honors in any competitive and/or activity held for individuals?_____ Number so recognized._____

b. Did your Chapter win recognition or honors in Competitive events and/or activities held?_____How many events?_____

C. Publicity -- Reporting

1. Has your Chapter consistently sent news, clippings, pictures, etc., to the State DECA Advisor? _____

2. Has your Chapter sought out and reported a news story for the DECA DISTRIBUTOR?_____

a. Was the story accepted for publication?_____What Issue? _____

3. Has your Chapter furnished materials for a State DECA scrapbook?_____

D. Ownership of DECA pins or emblems

1. How many of your active members possessed DECA pins or emblems at the time of the Washington DECA State Leadership Conference?_____

2. How many of them have obtained them since?_____

3. What percent of your Chapter officers wear the DECA officer's emblem? _____

4. How many DECA Blazers have been purchased by your Chapter members?_____

E. DE alumni participation

1. How many DE alumni members did your Chapter have this year?_____

a. How many of this number were last year's graduates?_____

b. How many of this number graduated before last year?_____

2. Number of DE alumni who attended the Washington DECA State Leadership Conference._____

F. Participation in the National DECA Leadership Conference

1. Did any of your Chapter members attend the National DECA Leadership Conference this year?_____Were they delegates by virtue of being:

a. Washington DECA Officers_____

b. Representing Washington DECA in a National DECA Contest_____

c. Washington DECA Delegate_____

2. Have any members of your Chapter ever held a National DECA Office?_____ What office?_____What year?_____

V. THE DECA CHAPTER IN THE TOTAL SCHOOL PROGRAM

A. Scholarship

1. Did your Chapter provide any stimulus to its members to improve their total scholarship standing during the year?_____

2. Did any members of your Chapter gain recognition or honors for their scholarship standing in the school? How many?

3. What percent of your Chapter members won a place on the honor roll? _____%

4. List any special awards for scholarship won by members of your Chapter. _____

B. Participation in general school activities

1. Were members of your Chapter active in any other school activities? (List) _____

C. Leadership

1. How many of your Chapter members held offices in other school activities? _____

2. List activity and office held _____

_____

SUMMARY STATEMENT

The foregoing annual report of our DECA Chapter is herewith submitted as complete and accurate as it is possible to make it. It is understood that the information contained in this report is to be used in the evaluation of our DECA Chapter.

_____, DECA Chapter Secretary

Approved: _____, DECA Chapter President

_____, DECA Chapter Advisor

Date: _____

APPENDIX A

STATEMENT OF RECEIPTS AND DISBURSEMENTS

_____ DECA Chapter _____ High School

For the Period _____

Chapter Receipts: Member Dues & Fees $_____
Chapter Projects
Other Fund Raising Activities
Contributions
Other Chapter Income:

Total. . . . . $_____

Disbursements: $_____

Total. . . . . $_____

TOTAL RECEIPTS. . . . . $_____
TOTAL DISBURSEMENTS . . . . . _____

BALANCE ON HAND . . . . . _____

The balance shown above as Total on Hand is subject to the following final disposition by the end of the year:

Approved _____
DECA Chapter Treasurer

_____
DECA Chapter Advisor

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ADE for DECA

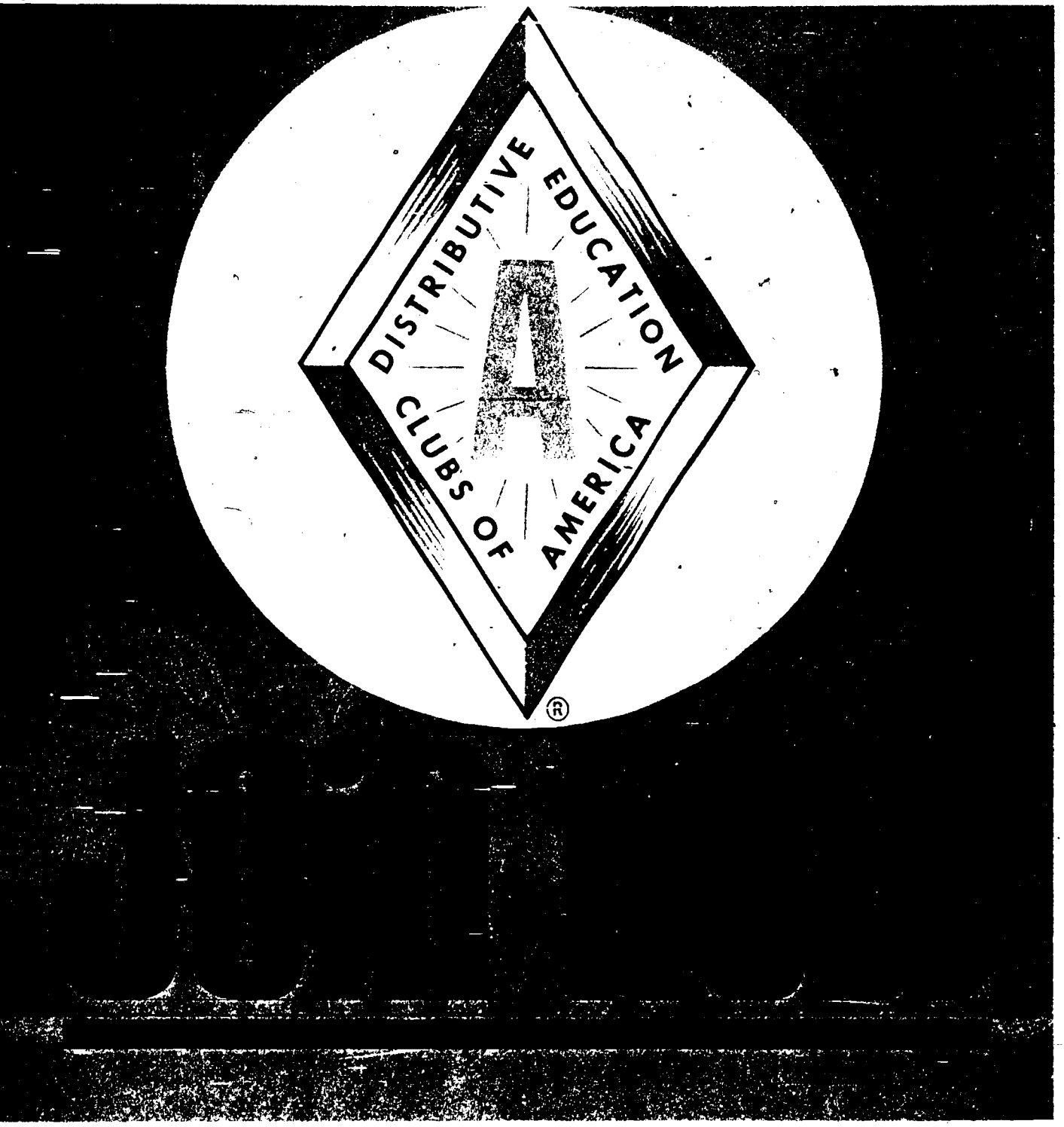

ADE FOR DECA

DECA chapters provide a unique association for their members in experiences, friendships, and activities. Thus, when active members graduate, there is usually a strong desire to continue this association and identify with DECA. Recognizing this desire, many chapters have formed alumni groups for their schools. Recognizing these efforts across the nation and observing the helpful assistance alumni interests can render, two former DE students, in 1964, offered to lend the financial backing of their companies to inaugurate a national program designed for "Alumni of Distributive Education for DECA - ADE for DECA". These two former DE students are Gerald H. "Jerry" Carver, President of Carver Foods Company, Houston, Texas, and Daryl Milius, Senior Vice President of J.J. Newberry Company, New York City. As a result of the interest of these co-founders of the ADE for DECA program, any former student of Distributive Education can now maintain an association with his former chapter and State Association as well as National DECA.

ADE for DECA was envisioned by the founders to serve DECA in a supporting capacity. It has three purposes:

1. To provide a means by which Distributive Education students can maintain association with DECA.
2. To encourage support for DECA programs of youth activity on a local, State and/or National basis.
3. To promote the purposes of DECA.

Members of ADE for DECA can assist in the growth and development of Distributive Education and DECA by aiding in the placement of DE students, promoting the W-DECA Diamond Club Program, assisting with chapter public relations efforts, encouraging National DECA Month activities, promoting the growth and goals of DECA, and in many other areas. Membership in ADE for DECA also provides an opportunity for any graduating DE student or any former DE student to assist in and keep abreast of the activities of DECA. It provides for continued professional growth through varied alumni services and continued professional association with active DECA chapters. Each member will receive a 1-year subscription to The DECA Distributor and will be entitled to all other alumni services. Membership provides continued association with the DE and DECA program. Membership provides DECA Scholarship support.

Membership in ADE for DECA is available to any former Distributive Education student or any current member of DECA in either a high school or post-secondary institution who is completing his last semester or quarter prior to graduation. Membership is available through an ADE for DECA chapter or by direct membership (member-at-large). Complete ADE for DECA membership roster form by securing a minimum of fifteen members for recognition as an ADE chapter, and mail roster to the W-DECA State Advisor together with your check for membership dues. Membership dues are $3.00 per year. National ADE dues are $2.00, per member, per year, and State dues are $1.00 per member, per year. Individual membership may be obtained by submitting a charter membership application to the State Advisor. ADE for DECA membership roster forms and charter membership applications may be obtained from your Chapter Advisor.

FOUNDERS

J. J. Newberry Company. He moved from Omaha where he was an assistant divisional manager, to the home office in New York City and became vice president of personnel. His responsibilities included establishment of personnel policies for the company. He recently was promoted to senior vice president of the company.

[illegible] in high school he [illegible] fruitcakes baked by his [illegible] own kitchen, and [illegible] college selling his [illegible] "Distributive Education [illegible] first experience in the [illegible] which started me [illegible] and a successful [illegible] explains Jerry.

ADE for DECA

How to start a Charter Chapter

Plan an organized alumni membership campaign. Include a detailed timetable of all planned activities.

1. Start your campaign by signing up the graduating seniors in your DECA Chapter. Your Chapter Advisor can also provide you with the names of former DE students from whom you will want to seek charter membership. Even though only fifteen Charter Members are required for obtaining the official Charter Chapter certificate, the more DE alumni you involve, the better your chapter will progress.

2. Submit the names of Charter Members together with complete mailing address on the official ADE for DECA roster to your State DECA Advisor as soon as possible to begin alumni services. The fiscal membership year begins July 1 and ends on June 30.

3. Establish temporary ADE for DECA officers. Appoint a nominating committee, a constitution and by-laws committee, and any others you feel necessary to do the required job.

4. Gain appropriate approval of your ADE for DECA constitution and by-laws and elect your necessary officers.

5. Necessary committees should be appointed and a program of alumni activities should be tentatively planned for the year.

6. After your program of activities has been finalized, make whatever appointments and or arrangements necessary to put it into operation.

7. Charge every member you get for ADE with some responsibility, if he is willing to give of his time and talents.

To assure the success of your ADE for DECA Chapter, close liaison must be maintained with the DECA Chapter Advisor. This individual can give counsel and guidance which may best carry out the purposes of the ADE for DECA programs. The Chapter Advisor can identify areas of activity in the DECA Chapter where alumni members can be of significant assistance in the growth of his Distributive Education program.

ALUMNI OF DISTRIBUTIVE EDUCATION
MODEL CONSTITUTION FOR LOCAL CHAPTERS

ARTICLE I - Name

Section 1. The official name of this organization shall be the _____ Chapter of the Washington Distributive Education Alumni Association.

Section 2. It may also be officially referred to, and designated, by the initials _____.
(word)

ARTICLE II - Purpose

Section 1. The purpose of _____ is to further the welfare of its members in the following ways:

a. To provide a means by which past Distributive Education students can maintain an association with W-DECA and/or DECA.

b. To encourage support for Distributive Education and the DECA program of youth activities on a local, state and national level.

c. To promote the purposes of Distributive Education Clubs of America -- to develop future leaders for marketing and distribution.

ARTICLE III - Organization

Section 1. _____ is an official chapter of the Washington Association, functioning under the established policies and procedures of said association.

Section 2. _____ functions under a charter issued by the Washington Distributive Education Alumni Association.

ARTICLE IV - Membership

Section 1. Those eligible for membership shall include all individuals who are past Distributive Education students or past members of the Distributive Education Clubs of America.

Section 2. Membership shall not be available to those currently enrolled in a Distributive Education program except for students who are in their last semester or quarter of the program.

ARTICLE V - Meetings

Section 1. _____ will hold its meetings each _____.

Section 2. The Executive Committee is empowered to call special meetings.

ARTICLE VI - Officers

Section 1. The officers of the _____ Chapter shall be president, vice president, secretary, and treasurer.

Section 2. Qualifications of officers shall be in accordance with Article IV.

Section 3. Election of officers shall be held between _____ and _____ and the term of office shall be for one year.

Section 4. The officers of this chapter shall be elected by a majority vote of the membership.

Section 5. Duties of the elected officers shall be those set forth in the most current edition of Roberts' Rules of Order (Revised).

Section 6. No member shall hold any given office for more than one consecutive year.

ARTICLE VII - Advisor

Section 1. There shall be one accredited Distributive Education teacher-coord nator appointed by the general membership in closed session to ac in an advisory capacity to the chapter.

Section 2. The advisor shall be given written notice in the event of his ter nation by the membership.

Section 3. The advisor may be appointed and removed by a simple majority of membership.

ARTICLE VIII - Dues

Section 1. (Amount and when payable)

Section 2. (Reporting on treasury)

ARTICLE IV - Amendments

Section 1. This consitution may be amended by a majority vote of the membership.

Section 2. Only such amendments shall be made as are in keeping with purpose stated in Article II of this constitution.

ADE for DECA

Suggestions for Consideration

Assist in the growth and development of the Diamond Club Program for your State Association.

Provide programs for DECA Chapter meetings as may be requested.

Serve your DE program by seeking needed training stations for DE students.

Aid DECA Chapter efforts in necessary fund raising projects.

Serve, as requested, on DE or DECA Chapter advisory committees.

Plan to assist as needed in DECA Chapter initiation and officer installation ceremonies.

Assist with career clinics for potential Distributive Education students.

Assist local DECA efforts in National DECA Week promotions.

Consider methods for expanding your local DECA Awards Program for worthy DECA members.

Support programs in your community emphasizing the importance of our Free Enterprise system.

Work with your local DECA Chapter toward effective public relations programs.

Identify one or two major projects annually that will assist DE-DECA locally.

Maintain close liaison with the DE teacher-coordinator(s) in your area at all times.

ALUMNI DUES

How much?

Why?

How used?

20% = $.60
PUBLIC INFORMATION

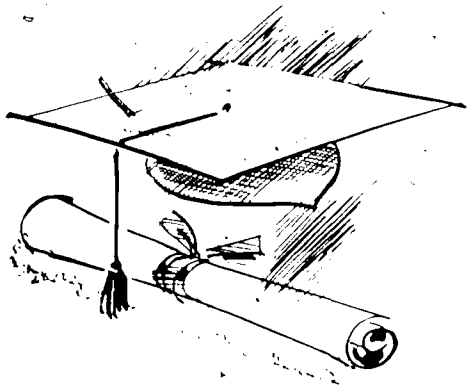

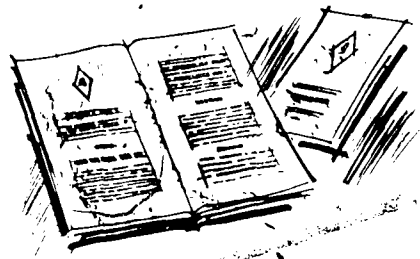

34% = $100
SCHOLARSHIP,
LOAN AWARDS

12% = $.30
PROGRAM DEVELOPMENT

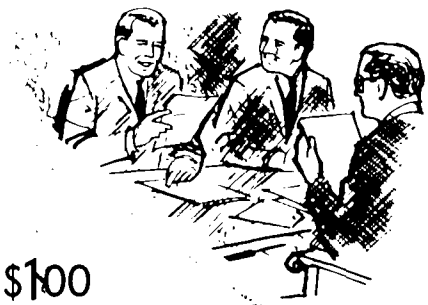

34% = $100
ALUMNI SERVICES

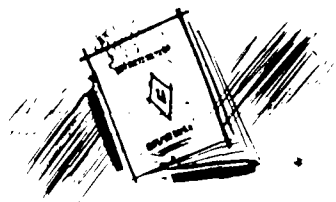

ADE
for
DECA

Membership Benefits

Attractive permanent Charter Membership card
Direct alumni services to each ADE member
Expanded opportunities to be of service to your school

Foster student/school-centered support of DECA
One-year subscription to The DECA DISTRIBUTOR
Retain association with all DECA interests

Diamond Club Program support in your state
Expanded DECA Scholarship Awards Program
Continued social and professional contacts
Allow *your* talents to serve others

—JOIN NOW—

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APPROVED

DECA, Inc.

MEMBER SERVICE AND SALES PROJECT ITEMS

APPROVED

DECA, Inc.

ERIC

MEMBER SERVICE AND SALES PROJECT ITEMS

The following booklet contains information on items which may be purchased by a chapter and/or chapter member. There is no obligation on the part of the DECA chapter or DECA member to purchase the items illustrated. National DECA has only approved the items illustrated and described in the following booklet so that such items are easily available for your convenience if purchase is desirable. The National DECA seal of approval also promises that the suppliers are reputable companies offering quality products.

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REVIEW

As a member of DECA, you will be asked many questions by individuals who are not knowledgeable about DECA or its activities. It is most important that you be familiar with the fundamentals of DECA so that you can give good intelligent answers based upon sound judgment. If you do not know the answer, be frank and simply say "I don't know." Listed below are some questions that are often asked of members. Do you have the answers? If you don't, review your W-DECA Handbook again.

1. If a chapter is not a one-hundred percent chapter, what encouragement can you give distributive education students to join DECA?
2. What is the difference between DE and DECA?
3. What is the Distributor?
4. What are the approved fund-raising activities for DECA chapters?
5. What are the qualifications for being a good chapter officer?
6. Why did you join DECA?
7. Explain your training station activities.
8. What is your career objective?
9. What methods could be used to get more members to participate in discussions at various chapter meetings?
10. What suggestions can you give a chapter to improve its employee-employer banquet?
11. What are the purposes of the State and National Leadership Conferences?
12. What advice would you give a defeated candidate running for a chapter, state or national office?
13. What is DECA's tagline?
14. What is the value of DECA to the schools, the community and the nation?
15. What are the goals of DECA?
16. Describe briefly the history of DECA and W-DECA.
17. How is DECA related to Distributive Education?
18. Name and describe the competitive events in your division.
19. What is the significance of the DECA Diamond?
20. How can a chapter effectively promote DECA Month?

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"Facts"

THAT SHOULD BE KNOWN BY YOUR PUBLIC . . .

The Distributive Education Cooperative Program, known as "DE," is a vocational education program operated on the high school and post secondary level offering instruction in marketing, merchandising and management. The Program is concerned with training needed for purposes of updating, upgrading, career development, and operational management.

The Distributive Education Cooperative Program uses the word "cooperative" to indicate the liaison between the school, parent, and the distributive businesses.

Distributive occupations are those followed by proprietors, and managers or employees engaged primarily in marketing or merchandising goods and services. Such occupations may be found in various business establishments; including, without being limited to, retailing, wholesaling, manufacturing, storing, transporting, financing, and risk bearing.

Distributive Education Clubs of America, known as "DECA," is the National organization for students enrolled in distributive education classes. This program of Youth Activities is an integral part of the instructional program. It provides opportunity for leadership, scholastic development, vocational understanding, organizational training, and further develops a professional attitude toward careers in retail, wholesale, and service occupations.

Developing Future Leaders for Marketing and Distribution

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ACCESSION NUMBER: VT100603

PUBLICATION DATE: 73

TITLE: CURRICULUM INSTRUCTIONAL MATERIALS FOR DISTRIBUTIVE EDUCATION. A NATIONAL STATE OF THE ART STUDY. VOL. I.

PERSONAL AUTHOR: HIRSHFELD, MARVIN; LEVENTHAL, JEROME I.

DESCRIPTOR: *ANNOTATED BIBLIOGRAPHIES; *DISTRIBUTIVE EDUCATION; *INSTRUCTIONAL MATERIALS

EDRS PRICE: NOT AVAILABLE IN VT-ERIC SET.

ISSUE: SIM.V.7NO.4(1974)PP. 540

ABSTRACT: GROUPING OF ALL MATERIALS IN THIS BIBLIOGRAPHY WAS MADE ACCORDING TO THE U.S. OFFICE OF EDUCATION CLASSIFICATION OF INSTRUCTIONAL PROGRAMS FOR DISTRIBUTIVE EDUCATION. THE MATERIALS ARE ALPHABETIZED BY TITLE UNDER EACH SUBJECT AREA. A FURTHER CLASSIFICATION INDICATES WHETHER THE MATERIAL IS A BOOK, SLIDE, FILM, TAPE, RECORD, TRANSPARENCY, BOOKLET, OR KIT. THE ANNOTATION INCLUDES, WHEREVER POSSIBLE, THE GRADE LEVEL OF MATERIAL (SECONDARY, COLLEGE, ADULT), LENGTH, COST, DATE PUBLISHED, PUBLISHER, SUGGESTED TIME OF USE, SUMMARY DESCRIPTION, AVAILABLE INSTRUCTOR MATERIAL AND TESTS, AND OBJECTIVES. THIS FIRST VOLUME INCLUDES TITLES IN THE FOLLOWING CATEGORIES: (1) ADVERTISING SERVICES, (2) APPAREL AND ACCESSORIES, (3) AUTOMOTIVE, (4) FINANCE AND CREDIT, (5) FLORISTRY, (6) FOOD DISTRIBUTION, (7) FOOD SERVICES, AND (8) GENERAL MERCHANDISE. VOLUME II IS AVAILABLE AS VT 100 604. (AUTHOR/MU)

CONTRACT NUMBER: OEG-0-72-4639

AVAILABILITY: TEMPLE UNIVERSITY, DISTRIBUTIVE EDUCATION DEPT., DIV. OF VOCATIONAL EDUCATION, PHILADELPHIA, PA

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. DIV. OF VOCATIONAL EDUCATION, RESEARCH AND DEVELOPMENT.

VT 100603

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CURRICULUM INSTRUCTIONAL MATERIALS for DISTRIBUTIVE EDUCATION

a national state of the art study

HIRSHFELD-LEVENTHAL

volume 1

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A NATIONAL STATE OF THE ART STUDY OF CURRICULUM INSTRUCTIONAL MATERIALS FOR DISTRIBUTIVE EDUCATION

Dr. Marvin Hirshfeld
Dr. Jerome I. Leventhal

Temple University
Distributive Education Department
Division of Vocational Education
Philadelphia, Pennsylvania

Grant No. OEG-0-72-4839

Developed under a grant from the Office of Education (Department of Health, Education and Welfare), Office of Adult, Vocational and Technical Education, Division of Vocational Education, Research and Development

June 26, 1972 to December 31, 1973

VOLUME I

ERIC

The project presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

INTRODUCTION

There has been a proliferation of manuals, books, packages, learning units, and audio-visual materials for curriculum and instruction in Distributive Education. A more contemporary perspective dictates that the emphasis be placed on the learner. Therefore, relevant and meaningful curricula and instructional techniques must be developed.

To facilitate curriculum development in Distributive Education, research was conducted to initiate an annotated reference of instructional materials. Teacher-coordinators of distributive education have pre-determined schedules for teaching and coordinating. Finding enough time to examine existing publications and materials that would be helpful to their program, is usually impossible. These same teacher-coordinators are expected to adapt their State curricula to the specific needs of all their students and to the needs of the specific program. The annotated directory which has been compiled should save much reviewing time for teacher-coordinators so that they can better utilize their existing curricula and to assist in developing new curricula.

This report is the result of a pilot effort to assess the existing situation of curriculum instructional materials.

THE PROJECT

An Advisory Committee representing the various regions throughout the United States was utilized for the purpose of assisting in the development of the project. The Advisory Committee members were:

Mrs. Vivian K. Ely, Virginia Commonwealth University

Dr. Mary Klaurens, University of Minnesota

Mr. Todd Sagraves, Central Connecticut State College

Mr. Edwin Nelson of the U.S. Office of Education, Dr. Marvin Hirshfeld and Dr. Jerome I. Leventhal of Temple University served as ex-officio members of the committee.

An annotated list of available materials for curriculum and instruction enrichment was developed from selected materials that were obtained from publishers, audio-visual producers, trade associations, business-industrial organizations, professional groups, and miscellaneous sources. The Distributive Education Materials Centers at Virginia Commonwealth University, Ohio State University and Trenton State College were also consulted. Suggestions and materials furnished by Miss Blanche Curran of the Pennsylvania Department of Education, Mr. Wayne Harrison of the Wisconsin Department of Education and Mr. Ralph Bregman, E.P.D.A. fellow at U.C.L.A. were utilized. State Education Department curricula were not reviewed.

All collected materials were examined and reviewed for subject matter classification, grade level, objectives, size, and cost. In most cases, materials developed since 1959 used at the secondary, collegiate or adult levels were included.

Conclusions and Recommendations

1. The number of materials available for Distributive Education from publishers, organizations, and individuals is overwhelming. Although many materials were not prepared for Distributive Education per se, but rather for specific areas such as advertising or transportation, they are included since they have value for curriculum and instruction.
2. The vast number of materials which may be utilized for Distributive Education suggests that a specific study be conducted for each aspect of the curriculum such as human relations or consumer motivation.
3. Voids exist in the categories of available materials. Deficiencies in the areas of automotive, finance and credit, floristry, food services; hardware, building materials, farm and garden supplies and equipment; home furnishings, hotel and lodging, industrial marketing, insurance, international trade, personal services, petroleum, real estate, recreation and tourism, transportation, other retail trade, and wholesaling were quite apparent. Materials and packages should be developed for these areas.

4. The great numbers of trade association materials warrants a study that deals exclusively with examination and review of their publications and packages.

5. The National Network of Curriculum Management Centers for vocational-technical education under the coordination of a liaison person in each State Education Department should be utilized by Distributive Educators to keep abreast of new and relevant materials. Active use of centers by Distributive Education Personnel would indicate the necessity for the Centers to have ample supplies of all types of material available.

6. An on-going national project to assess and review curriculum instructional materials should be the basic source of continuous information directed to State Supervisors and Teacher Educators of Distributive Education who then could pass this information on to pre and in-service teacher-coordinators.

7. There is a dearth of curriculum materials written in behavioral terms.

The Future

Immediate assistance to help in curriculum development to all on-going distributive education programs at all educational levels should be available for the improvement of instruction.

In the absence of a formal state plan to offer such assistance for curriculum development, states should determine the needs of all their distributive educators so that a mechanism may be developed to fill existing curriculum and instructional voids.

Distributive Education's role as the training program for the field of marketing and distribution must be recognized as an up-to-date activity. Meeting current needs may only be done by continuous development and revision as changes in students, business, and society take place.

Dr. Marvin Hirshfeld
Dr. Jerome I. Leventhal
Project Directors

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FORMAT OF BIBLIOGRAPHY

Grouping of all materials in this bibliography was made according to the U.S. Office of Education Classification of Instructional Programs for Distributive Education. The materials are alphabetized by title under each subject area. A further classification indicates whether the material is a book, slide, film, tape, record, transparency, booklet or kit.

The annotation includes, wherever possible, the grade level of material (secondary, collegiate, adult), length, cost, date published, publisher, suggested time of use, summary description, available instructor material and tests, and objectives. While every effort has been made to verify the cost of any materials listed herein, it should be noted that these costs could be subject to change. The categories General Merchandise (04.08) and Other Instructional Programs (04.99) were further divided into more specific sub-topics because of the plethora of material.

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ADVERTISING SERVICES

04.01 00 00

Organized subject matter and learning experiences related to planning, development, placement, and evaluation tasks performed by distributive employees and management personnel in demand creation, and sales promotion activities utilizing displays, merchandising aids and mass media in such enterprises as advertising agencies, display houses, retail and wholesale establishments, and production industries.

ERIC

Title ADVERTISING

Author William Antrim *Date* [redacted] 1970

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520 [redacted]

Teacher or Student Material Student *Cost* $2.67 *Length* [redacted]ges

Grade Level High School *Suggested Time of Use* 1 sem.

OBJECTIVES: A job-oriented approach based on behavioral goals. The author studied the most common basic-and career-level jobs in advertising and with this information constructed intermediate and terminal performance goals from the advertising course.

SUMMARY DESCRIPTION: Designed to develop the skills, attitudes, and knowledge necessary for entry-level jobs in advertising.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Teacher's Key & Manual
Objective Tests
General Methodology Manual

Title ADVERTISING

Author C. A. Kirkpatrick and James E. Littlefield *Date Pub.* 1970

Publisher Houghton Mifflin Co., Boston, MA

Teacher or Student Material Student *Cost* _____ *Length* 544 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Helps those preparing for careers in marketing communications appreciate the rationale and strategies behind promotional campaigns, in depth knowledge of the operations of advertising institutions, and the characteristics of media which are the basic requisites for achieving professional competency in the field.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ADVERTISING

Author C. A. Kirkpatrick and James E. Littlefield *Date Pub.* 1970

Publisher Houghton Mifflin Co., Boston, MA

Teacher or Student Material Teacher *Cost* _____ *Length* 115 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Attempts to give the instructor some of the important points concerning the items listed at the end of each chapter. Hopes to help teachers and students achieve better results in courses based on the book. Also includes objective questions useful for testing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ADVERTISING

Author Maurice I. Mandell *Date Pub.* 1968

Publisher Prentice-Hall, Inc., Englewood Cliffs, NJ 07632

Teacher or Student Material Student. *Cost* _____ *Length* 656 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem

OBJECTIVES:

SUMMARY DESCRIPTION: This book is designed as an introductory overview of advertising. It is intended for those who are interested in careers in advertising and those who have an interest in advertising in varying degrees, but who are not planning advertising careers.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ADVERTISING

Author _____ *Date Pub.* 1969

Publisher D. E. Department, University of Texas, Austin, TX

Teacher or Student Material Student *Cost* _____ *Length* 30 pages

Grade Level High School *Suggested Time of Use* 1 sem.

OBJECTIVES: The purpose of this manual is to present the fundamental principles and practices of advertising that should be understood by students in retail, wholesale, and service selling occupations.

SUMMARY DESCRIPTION: The author has attempted to present the material in such a way that it will help the student to understand the planning and executing of effective advertising, stimulating him to seek further information through advanced work.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ADVERTISING

Author D. S. Warner, W. L. Winter and J. S. Wright *Date Pub.* 1971

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* _____ *Length* 816 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: The objective is to interest students in any academic area and at the same time to stimulate further study and to lay the groundwork for those interested in advertising as a career.

SUMMARY DESCRIPTION: This edition is organized into five sections, and ordered in a manner that is unique among advertising texts. It deals with the characteristics of media before exploring the creation of advertising because most students understand the problems of copy, art, and production more readily if they are familiar with the media that are used to distribute the message.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ADVERTISING AGENCY AND STUDIO SKILLS: A GUIDE TO THE PREPARATION OF ART AND MECHANICALS FOR REPRODUCTION

Author Tom Cardamone *Date Pub.* 1970

Publisher Watson-Guptill, 165 West 46 Street, New York, NY 10036

Teacher or Student Material Student *Cost* $7.50 *Length* 160 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Revised and enlarged edition of the one book that fully explains the many complicated procedures required by most art and production departments.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ADVERTISING IN AMERICA: THE CONSUMER VIEW

Author Raymond A. Bauer and Stephen A. Greyser *Date Pub.* 1968

Publisher Division of Research, Harvard University, Boston, MA

Teacher or Student Material Student *Cost* $5.00 *Length* 474 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES: The purpose of this book is to present an objective, comprehensive, and systematic examination of public attitudes toward advertising and advertisements and the reasons for these attitudes.

SUMMARY DESCRIPTION: The current study sought broad coverage of advertising's many facets (e.g., its economic, social, and content impacts). It also aimed to link analysis of more general attitudinal reactions to more specific behavioral reactions, i.e., to specific ads encountered by respondents in the course of their own normal daily activities.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ADVERTISING AND DISPLAYING MERCHANDISE

Author Harland E. Samson *Date Pub.* 1967

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $3.92 *Length* 218 pages

Grade Level High School *Suggested Time of Use* 1 sem.

OBJECTIVES: This book presents fundamental principles and practices of merchandising through advertising and display, and provides meaningful project experiences in a variety of basic tasks necessary for effective merchandising.

SUMMARY DESCRIPTION: The text is written from a business point of view, and assumes that the reader is or soon will be engaged in a business occupation.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ADVERTISING FUNDAMENTALS

Author Philip W. Burton and J. Robert Miller *Date Pub.* 1970

Publisher International Textbook Co., Scranton, PA 18515

Teacher or Student Material Student *Cost* _____ *Length* 796 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This book discusses the work of the advertising men, what they do, and how they do it. The overall objective of the book is to make it useful to the student who is studying advertising as a consumer exposed to this powerful influence, as a person interested in advertising as an important part of the marketing process, and as a person considering advertising as a career.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ADVERTISING FUNDAMENTALS

Author Philip W. Burton and J. Robert Miller *Date Pub.* 1970

Publisher International Textbook Co., Scranton, PA 18515

Teacher or Student Material Teacher *Cost* _____ *Length* 173 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES: To aid the teacher using the text "Advertising Fundamentals."

SUMMARY DESCRIPTION: Contains a chapter by chapter outline of "Advertising Fundamentals," which aids in class preparation, planning group discussions, choosing topics for term papers and making up essay questions for exams.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ADVERTISING GRAPHICS

Author H. William Bockus *Date Pub.* 1969

Publisher MacMillan Company, New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 100 pages

Grade Level Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This text is designed to be used by the advertising artist. It shows the tools, design elements and production processes that concern an advertising designer. Philosophies of art, economics and education are discussed and related to the advertising field.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ADVERTISING: ITS CULTURAL AND POLITICAL EFFECTS

Author Giancarlo Buzzi Translator: B. David Garmize *Date Pub.* 1968

Publisher University of Minnesota Press, 2037 University Ave., S.E., Minneapolis, MN 55455

Teacher or Student Material _____ *Cost* $5.50 *Length* 147 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: An Italian marketing director probes into the political, social, and cultural questions raised by advertising.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ADVERTISING AND MARKETING

Author _____ *Date Pub.* _____

Publisher The Center for Cassette Studies, Inc. 8110 Webb Avenue, N. Hollywood, CA 91605

Teacher or Student Material Student *Cost* $12.95 *Length* 28 minutes

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Experts discuss the importance of advertising to the economy and ways to increase productivity. They speak of the spadework advertising does for the salesman, of its ability to reach thousands of people at low cost. The importance of strong management out of test marketing is emphasized, and determination of the advertising budget is discussed.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ADVERTISING AND THE OPEN MIND

Author William Beinecke *Date Pub.* 1960

Publisher Sperry & Hutchinson Co., 114 Fifth Avenue, New York, NY

Teacher or Student Material _____ *Cost* _____ *Length* 15 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES: To change people's views of advertising.

SUMMARY DESCRIPTION: Mentions new ideas concerning advertising. Reprint of a talk that was given before the Boston Advertising Club.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ADVERTISING PROCEDURE

Author Otto Kleppner *Date Pub.* 1969

Publisher Prentice-Hall, Inc., Englewood Cliffs, NJ 07632

Teacher or Student Material Student *Cost* _____ *Length* 619 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: Deals with advertising; its planning, creation and use.

SUMMARY DESCRIPTION: Some areas covered are: developing advertising strategy out of marketing problems, media, careers in advertising, legal and moral aspects of advertising, and the future of advertising.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ADVERTISING AND PROMOTION FOR RETAILING

Author Laurence W. Jacobs *Date Pub.* 1972

Publisher Scott, Foresman and Co., 1900 E. Lake Street, Glenview, IL 60025

Teacher or Student Material Student *Cost* $3.95 *Length* 240 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: Designed to help retailers and future retailers create the best possible combination of advertising and promotion.

SUMMARY DESCRIPTION: This book offers a decision-making approach to the problems faced by the retailer in the promotional areas of his business. The book gives the "Why To Do It" as well as the "How To Do It." Emphasis is placed upon the selection, design, and evaluation of promotional forms within varied retail situations, based upon the needs and desires of consumers. Practical selection, message preparation, and evaluation, as parts of an overall strategy for choosing the best combination of promotional forms is included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's guide with case analysis, role-playing instructions, and suggested test questions.

Title ADVERTISING AND THE PSYCHOLOGY OF BUYING

Author Scheuing, Carpenter and Walsh *Date Pub.* 1971

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Teacher *Cost* $295.00 *Length* 105 transparencies

Grade Level High School/Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Set of four volumes together with teacher's guide notes offering visual insights into every facet of advertising and related marketing concepts. Vol. I, Consumer Behavior, contains 25 multi-color transparencies covering consumer demand, consumer motivation and consumer habits. Vol. II, Marketing Research, contains 30 multi-color transparencies covering informal research, formal research, experimentation and packaging research techniques. Vol. III, Advertising Principles, contains 32 multi-color transparencies covering advertising strategies, the role of advertising in selling, the selection of media and the allocation of the advertising dollar. Vol. IV, Creating the Advertisement, contains 23 transparencies depicting the entire cycle of the creation of advertising including a do-it-yourself ad that students create at the projector.

Title ADVERTISING - RETAIL STORES

Author J. Wade Rice *Date Pub.* 1966

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material _____ *Cost* Free *Length* 7 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: The effectiveness of a retailer's advertising program can be enhanced by a better understanding of the basic principles of advertising. The bibliography on the succeeding pages of this pamphlet lists U. S. Government and nongovernment publications that should assist prospective and current owners of business to plan, organize, direct, coordinate, and control their business.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ADVERTISING THEORY AND PRACTICE

Author Vernon Fryburger and C. H. Sandage *Date Pub.* 1967

Publisher Richard Irwin, Homewood, IL

Teacher or Student Material Student *Cost* _____ *Length* 710 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: This book is intended to give the student a broad perspective and penetrating understanding of advertising; its functions in our culture, its role in business, how it works, how it is planned and created and its challenges and opportunities.

SUMMARY DESCRIPTION: The basic philosophy of this book is that advertising should interpret want-satisfying qualities of products in terms of consumer wants. This becomes the unifying theme for a logical progression through all stages of the advertising process. It gives the student a creative approach to thinking through and solving advertising problems.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

ERIC

Title THE ANATOMY OF A TELEVISION COMMERCIAL

Author Lincoln Diamant *Date Pub.* 1970

Publisher Hastings House Publishers, 10 East 40 Street, New York, NY

Teacher or Student Material Student *Cost* $12.50 *Length* 190 pages

Grade Level Collegiate *Suggested Time of Use* 1 month

OBJECTIVES: To show an overall view of what goes into the making of a T.V. commercial. Runs from the creative end of the commercial to the technical end of producing it.

SUMMARY DESCRIPTION: Text examines and explains each phase of the commercials complicated development from market planning through agency creation and presentation. Also discussed is pre-production, casting, filming, editing, soundtrack and music, printing and distribution.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ART IN ADVERTISING

Author David K. Stone *Date Pub.* 1961

Publisher Pitman Publishing Corporation, 6 East 43 Street, New York, NY 10017

Teacher or Student Material _____ *Cost* _____ *Length* 30 pages

Grade Level Collegiate *Suggested Time of Use* 1 month

OBJECTIVES:

SUMMARY DESCRIPTION: This book offers valuable aids and facts for the young man or woman hoping to become an advertising artist. This book discusses frankly the many pitfalls and direction of our business.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A BI OGRAPHY OF THEORY AND RESEARCH TEC QUES IN THE FIELD OF HUMAN MOTIVATION

Author Advertising Research Foundation *Date Pub.* 1956

Publisher Greenwood Press, 51 Riverside Avenue, Westport, CT 06880

Teacher or Student Material _____ *Cost* $8.25 *Length* 117 pages

Grade Level _____ *Suggested Time of Use* _____

OBJECTIVES: A bibliography of theories and techniques.

SUMMARY DESCRIPTION A reference book of theory and research techniques in human motivation.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CASES IN PROMOTIONAL STRATEGY

Author J. F. Engel, C. M. Larson and W. W. Talarzyk *Date Pub.* 1971

Publisher Richard Irwin, Homewood, IL

Teacher or Student Material Student *Cost* _____ *Length* 382 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Designed to provide a cross-section of an actual promotional situation. The collection of cases presented in this volume meets the growing demand for relatively current materials for case discussion. All the cases are based on actual problem situations, and, in order to provide the student with diversity, the focus is on industrial products and retail stores as well as consumer products and services.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CO-OP AD MAT SERVICE

Author _____ Date Pub. _____

Publisher National Retail Hardware Association 964 North Pennsylvania Street, Indianapolis, IN 46204

Teacher or Student Material Student Cost $25.00 Length _____

Grade Level _____ Suggested Time of Use _____

OBJECTIVES:

BEST COPY AVAILABLE

SUMMARY DESCRIPTION: A metal file case containing over 200 product and heading mats. Leading manufacturers offer 50% rebate for use of their mats.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title DIRECT MAIL ADVERTISING BY RETAIL STORES

Author _____ Date Pub. 1967

Publisher National Retail Merchants Association, 100 West 31 Street, New York, NY 10001

Teacher or Student Material _____ Cost $2.75 Length 44 pages

Grade Level _____ Suggested Time of Use _____

OBJECTIVES:

SUMMARY DESCRIPTION: The most comprehensive study ever conducted on retail use of direct mail. Covers use and costs of DM advertising, operating procedures, compiling and maintaining lists, planning promotions, designing, measuring results and much more.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

ERIC

Title DIRECT MAIL ADVERTISING FOR SMALL RETAILERS

Author R. M. Lovejoy *Date Pub.* 1965

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material _____ *Cost* _____ *Length* 65 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Direct mail, like all other advertising, must be well done to be effective. This booklet is designed to help small marketers avoid the dangers and reap the benefits of direct mailing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title EFFECTIVE ADVERTISING

Author Small Business Administration *Date Pub.* 1965

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Teacher *Cost* $1.25 *Length* 52 pages

Grade Level Adult *Suggested Time of Use* 45-60 min.

OBJECTIVES:

SUMMARY DESCRIPTION: This publication, one of a series, is directed toward teaching management skills to the small businessman. The lecture is designed to be presented to the businessman in non-technical language. The basic format of the lecture is flexible enough to alter to the personal background of the instructor or to take into account the training or special needs of the class participants.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: The complete set of subject presentations (17) may be obtained on loan from the nearest Small Business Administration office or purchased from the Superintendent of Documents, Washington, DC 20402.

Title ENCYCLOPEDIA OF ADVERTISING

Author Irwin Graham *Date Pub.* 1969

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Both *Cost* $20.00 *Length* 494 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: This edition reflects in coverage, definition and emphasis, the new terminology of communications made necessary by the two-decade leap forward in technology and marketing. Here one will find the world of computers, and all contemporary advertising, journalism, marketing and printing terms that play a role in today's world of communications.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title GMA BOOK OF GROCERY ADVERTISING AND SELLING

Author Zola Vincent *Date Pub.*

Publisher GMA, 205 East 42 Street, New York, NY 10017

Teacher or Student Material *Cost* $1.00 *Length* 207 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES: To provide phrases and sentences for use in newspapers and all other display advertising.

SUMMARY DESCRIPTION: The book lists pertinent, authoritative and descriptive phrases and sentences for the retail grocers general information as well as for specific use in newspaper advertisements and in other display advertising.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title GIMMICKS MAKE MONEY IN RETAILING

Author Betty Jane Minsky *Date Pub.*

Publisher Fairchild Publications, Inc., 7 East 12 Stree[illegible] New York, NY 10003

Teacher or Student Material Student *Co[illegible]* $4.[illegible] *[illegible]ngth* 100 pages

Grade Level Collegiate/Adult *S[illegible]* *[illegible]se*

OBJECTIVES:

SUMMARY DESCRIPTION: Describes ov[illegible] test[illegible] [illegible]immic[illegible] for profi[illegible]ble retailing. Includes ideas for every [illegible] sto[illegible] n ever[illegible] [illegible]eld, h[illegible] successful contests in a store, how t[illegible] [illegible]ces and [illegible]ales m[illegible] how to take advantage of special events [illegible] rac[illegible] boomi[illegible] [illegible]ark[illegible] and many others.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A HANDBOOK TO RADIO ADVERTISING

Author Martin Padley *Date Pub.* 1969

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $3.00 *Length* 48 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A primer for radio advertisers. Clearly and simply explains the major concepts of radio advertising. Features an excellent glossary by logical categories and important aspects including problem areas which confront most local business people when they begin to advertise, such as: how often, what time of day, how many stations, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A HANDBOOK OF TELEVISION ADVERTISING

Author Martin Padley Date Pub. 1969

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student Cost $3.00 Length 56 pages

Grade Level Collegiate/Adult Suggested Time of Use

OBJECTIVES:

SUMMARY DESCRIPTION: Presents the basic concepts of television advertising. An excellent guide for first-time advertisers and communications students. Contains glossary grouped by categories so that terms are brought together in a meaningful way. Discusses four important issues of television advertising: the value of research, production and item versus image.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO BUDGET ADVERTISING FOR BIGGER VOLUME, MORE PROFITS

Author Budd Gore Date Pub. 1967

Publisher Retail Department, American Newspaper Publishers Association

Teacher or Student Material Student Cost Length 68 pages

Grade Level Adult Suggested Time of Use 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This booklet was prepared to help the retailer obtain a better understanding of the full selling power of newspaper advertising. This is a basic how-to-do-it primer. It will prove particularly useful to retailers embarking on their first advertising program.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO DESIGN EFFECTIVE STORE ADVERTISING

Author M. L. Rosenblum *Date Pub.* 1964

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $18.00 *Length* 199 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Covers every store problem from omnibus ads to where to get a staff, how to set type, how to schedule and plan, and how to communicate internally.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO PLAN AND PREPARE NEWSPAPER ADS

Author _____ *Date Pub.* _____

Publisher National Retail Hardware Association
964 North Pennsylvania Street, Indianapolis, IN 46204.

Teacher or Student Material Student *Cost* Free *Length* 6 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A detailed bulletin on the techniques of preparing a good ad for a hardware store

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO SELL ADVERTISING TO MANAGEMENT

Author Richard H. Stansfield *Date Pub.* 1969

Publisher Dartnell Corporation, Chicago, IL

Teacher or Student Material Student *Cost* *Length* 47 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: This booklet is designed to help the advertising man sell management on the advertising program and budget. This copy shows the ad man how he can present an ad program in detail and to show why it will benefit the company.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO WRITE BETTER RETAIL ADVERTISING COPY

Author *Date Pub.*

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $1.50 *Length* 77 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A primer covering how to write newspaper advertising copy that sells, the principles and practices of direct mail copy, the five commandments of good radio copy, writing television commercials, writing sign copy that informs and sells.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title INTRODUCTION TO ADVERTISING

Author Chester Mills *Date Pub.* 1966

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $2.00 *Length* 58 pages

Grade Level High School *Suggested Time of Use* 4 weeks

OBJECTIVES: To provide technical material and activities to assist a teacher in preparing a teaching unit on advertising.

SUMMARY DESCRIPTION: An informative manual for the D. E. coordinator who wants a complete picture of the advertising function. This unit gives many practical student assignments and has a concise approach to the area.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title INTRODUCTION TO MASS COMMUNICATIONS

Author Warren Agee, Phillip Ault, and Edwin Emery *Date Pub.* 1973

Publisher Nodd, Mead & Co., 79 Madison Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* _____ *Length* 464 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: The text gives the reader a full description of the mass communications industry and introduces him to all the areas of professional work in journalism. It also discusses current problems in the media.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: The instructor's manual explains each chapter. A set of true and false questions covering each chapter is also vided.

Title INTRODUCTION TO PROMOTION

Author _____ *Date Pub.* _____

Publisher D. E. Materials Lab 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $5.00 *Length* 18 slides

Grade Level High School *Suggested Time of Use* 1 week

OBJECTIVES:

SUMMARY DESCRIPTION: An explanation of the function of promotion as part of the distribution process is cleverly done with the aid of a cartoon figure. A script is provided which supplements this series.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ISOLATING AND MEASURING THE EFFECTS OF MAGAZINE ADVERTISING

Author _____ *Date Pub.* 1972

Publisher Magazine Publishers Assn., 575 Lexington Avenue, New York, NY 10022

Teacher or Student Material Teacher *Cost* Free *Length* 38 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: An effectiveness study project dealing with four survey brands that places a research yardstick on what happens when magazine advertising meets a prospect.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MAGAZINE ADS

Author *Date Pub.* 1971

Publisher D. E. Materials Lab 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $6.00 *Length* 25 slides

Grade Level High School *Suggested Time of Use* 1 week

OBJECTIVES:

SUMMARY DESCRIPTION: Brilliantly colored magazine advertisements have been photographed (close-up copy) to show students a wide variety of national ads. Each ad is critically appraised and the ads were carefully selected so that the integral parts are easily distinguishable. A script is also included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE MANAGEMENT OF PROMOTION

Author Edward L. Brink and William T. Kelley *Date Pub.* 1963

Publisher Prentice-Hall, Inc., Englewood Cliffs, NJ 07632

Teacher or Student Material Student *Cost* *Length* 417 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: The purpose of this book is to provide the reader with an understanding of reasons why goods are promoted in a free enterprise economy. The management of any business activity is basically concerned with the strategy of the activity, as well as the direction and coordination of the various means the manager has at his disposal.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE MYTH OF TRADE ADVERTISING

Author Ernest Obermeyer *Date Pub.* _____

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $1.00 *Length* 100 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Compares sound advertising as opposed to what the author calls the "mythology" of trade advertising. Well-documented with case studies, opinion polls, sales figures, sample letters and analyses of sales objectives.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title NRMA INSTANT PORMOTIONS

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Teacher *Cost* $15.00 *Length* _____

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Outstanding retail promotions in full color. 35mm eye viewer included. Filmstrip can be cut apart for individual slides.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE NEWSTADT RED BOOK OF SEASONAL PATTERNS

Author George Newstadt *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $20.00 *Length* 102 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Guidebook for right-time buying and promoting of 90 commodities most important to profit in retail stores. Gives 1966 lineage figures for 9 major markets with graphic comparison to previous 5-year average. Records aggregate lineage for last 20 years with price centers. Space for drawing your own promotional patterns on graph. A valuable aid for manufacturers, ad agencies, consultants and students.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title NEW SALES PROMOTION IN THE TEXTILE INDUSTRY

Author James C. Cumming *Date Pub.* 1955

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $2.50 *Length* 232 pages

Grade Level Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This book is composed of selected examples of promotion techniques that may guide and inspire others in the industry who are interested in broader markets for their products. Analyzes the promotional techniques used by leading advertisers in the textile and apparel industry. Covers the advertising campaigns of yarn manufacturers, textile mills, converters, selling agents and men's and women's apparel manufacturers.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title 1969 NRMA-RAB AWARD WINNING RADIO COMMERCIALS

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Teacher *Cost* $3.00 *Length* 2 records

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: 26 top retail radio commercials on two 8" plastic records.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title 1970 NRMA-RAB AWARD WINNING RADIO COMMERCIALS

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Teacher *Cost* $3.00 *Length* 1 record

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Top retail commercials chosen in national competition.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title 1973 MERCHANDISING PLANBOOK AND SALES PROMOTION CALENDAR

Author Murray Krieger *Date Pub.* 1973

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $8.90 *Length* 96 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: This planbook has been designed to enable every manager to organize the work so that things will get done on time. Includes standard and 4-5-4 planning calendars, sales percentages of stores by type and in selected metropolitan areas, publicity expenses for department stores and mass merchandisers, master budget planning spread, monthly worksheet and many other important retailing facts to make more effective sales promotion plans.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PLANNING THE ADVERTISING CAMPAIGN

Author Jenkins Tif *Date Pub.* 1971

Publisher MacMillan Company, New York, NY

Teacher or Student Material Teacher *Cost* *Length* 171 pages

Grade Level Collegiate/Adult *Suggested Time of Use* 4 weeks

OBJECTIVES:

SUMMARY DESCRIPTION: This is a series of simulations in marketing management. Contains players roles, committee assignments, the sequence of simulation and various other aspects designed to better acquaint the reader with the company

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PROMOTION AND ADVERTISING

Author _____ *Date Pub.* 1957

Publisher National Retail Hardware Association
964 North Pennsylvania Street, Indianapolis, IN 46204

Teacher or Student Material Student *Cost* $2.50 *Length* 54 pages

Grade Level Collegiate/Adult *Suggested Time of Use* 2 weeks

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses the one element that must be present if any retail establishment is to succeed--store traffic. Through advertising and promotion a retail store virtually holds out its hand to greet those who do not know the store and welcomes old friends back for another visit.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:
Teacher test book

Title PROMOTION EXCHANGE

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Teacher *Cost* $11.00 *Length* 4 to 6 pages per issue

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: An informative newsletter for Sales Promotion, Advertising, Publicity and Display Managers geared to retail marketing in the 70's. There are promotion ideas, tips and important information for every size store from item featuring to total store image in each issue.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PROMOTION: AN INTRODUCTORY ANALYSIS

Author W. P. Dommermuth, J. B. Kernan and M. S. Sommers *Date Pub.* 1970

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* ____ *Length* 367 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This book is an introductory text that serves to acquaint the reader with promotion and place it in perspective. It gives the reader a thorough treatment of the behavioral processes and structures that form the foundation for promotion.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PROMOTION: PERSUASIVE COMMUNICATIONS IN MARKETING

Author C. A. Kirkpatrick and Rollie Tillman *Date Pub.* 1968

Publisher Richard Irwin, Homewood, IL

Teacher or Student Material Student *Cost* ____ *Length* 477 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: An introduction to the field of promotion management. It is an up-to-date and balanced treatment of an exciting, challenging and dynamic area of marketing management.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PROMOTIONAL BEHAVIOR

Author Sidney Levy *Date Pub.* 1971

Publisher Scott, Foresman and Co., 1900 East Lake Street, Glenview, IL 60025

Teacher or Student Material Student *Cost* $2.35 *Length* 100 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES: Deeper understanding of the behavioral character and effects of promotion, especially television advertising.

SUMMARY DESCRIPTION: Discusses promotion in a somewhat unconventional manner, focusing on the promotional activities of buyers and sellers as a rich, dynamic human behavior rather than a technical process, and suggesting some of the characteristic subjective significance that accompanies it. It is an excellent contribution to the qualitative content of marketing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PROMOTIONAL STRATEGY

Author J. F. Engel, H. C. Wales and M. R. Warshaw *Date Pub.* 1971

Publisher Richard Irwin, Homewood, IL

Teacher or Student Material Student *Cost* $11.80 *Length* 651 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Built on a base of consumer psychology and then proceeds to treat advertising, reseller stimulation, personal selling, and other communication tools as part of an overall promotional mix. Problems are viewed through the eyes of the promotional manager in the business firm, and major emphasis is placed on an understanding of the factors that affect his decisions and mold managerial strategy.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Cases in Promotional Strategy by James Engel, Carl Larson, and Wayne Talarzyk

Title PUBLICITY HANDBOOK

Author _____ *Date Pub.* 1965

Publisher Sperry & Hutchinson Co., 114 Fifth Avenue, New York, NY

Teacher or Student Material Student *Cost* Free /*Length* 24 pages

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This publicity handbook is written for the thousands of men and women whose job it is to publicize the activities and projects of their clubs. It contains step-by-step directions for developing good publicity techniques in writing and in channeling a club's news most effectively.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE PUBLICITY PROCESS

Author Editor: James W. Schwartz *Date Pub.* 1966

Publisher Iowa State University Press, Ames, IA 50010

Teacher or Student Material Student *Cost* $4.50 *Length* 286 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: To provide non-journalism majors with an understanding of publicity methods and means.

SUMMARY DESCRIPTION: Presents practical advice on everything from writing a news release and using broadcasting facilities to responsibilities of the writer and the history of media.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PUBLICITY FOR YOUR STORE

Author _____ *Date Pub.* _____

Publisher National Retail Hardware Association
964 North Pennsylvania Street, Indianapolis, IN 46204

Teacher or Student Material Student *Cost* Free *Length* 2 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A brief, 2 page bulletin on how to get free publicity for your hardware store.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PUTTING IT TOGETHER

Author Jimmy G. Koeninger *Date Pub.* 1972

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $3.00 *Length* 109 pages

Grade Level High School *Suggested Time of Use* 1 sem.

OBJECTIVES: The student will be able to evaluate and develop effective ads for newspapers.

SUMMARY DESCRIPTION: An instructional package to aid the coordinator in teaching basic procedures and techniques of newspaper advertising layout and design. The entire 109 page unit includes an instructional outline, references for further investigation, student handouts, and transparency masters. In addition, 60 35mm slides may be purchased separately which illustrate each of the ads and concepts covered. Although not essential to the unit, the slides add greatly to the acceptance and retention of the material.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PUTTING IT TOGETHER

Author _____ *Date Pub.* 1972

Publisher D. E. Materials Lab 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $15.00 *Length* 80 slides

Grade Level High School *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: These 80 slides tie in directly with the manual by the same name. The slides are not essential to teaching the advertising unit, but add greatly to the understanding and retention of each of the advertising principles covered.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title READINGS IN ADVERTISING AND PROMOTION STRATEGY

Author Arnold M. Barban and C. H. Sandage *Date Pub.* 1968

Publisher Richard D. Irwin, Homewood, IL

Teacher or Student Material Student *Cost* _____ *Length* 301 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: The book is applicable to those courses where the sole focus is advertising, as well as in those instances where advertising is treated as a part of a broader conceptual field. The readings are located within a conceptual framework that provides a unifying approach for all material.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title REDISCOVERING MAGAZINES

Author _____ *Date Pub.* 1972

Publisher Magazine Publishers Association, 575 Lexington Avenue, New York, NY 10022

Teacher or Student Material Both *Cost* Free *Length* 32 pages

Grade Level Collegiate *Suggested Time of Use* 1 day

OBJECTIVES:

SUMMARY DESCRIPTION: A pocket-piece covering facts about magazines. Research, statistics, and perspective are presented in a way calculated to be helpful to both buyers and sellers of magazine advertising.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RETAIL ADVERTISING COPY: THE HOW, THE WHAT, THE WHY

Author Judy Young Ocko *Date Pub.* 1971

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Both *Cost* $4.95 *Length* 96 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: An up-to-date book that tells not only how to write better copy but also explains the thinking behind it. Covers every facet of retail advertising from posters, storewide sales, direct mail, broadcasting. Tells how to work with art departments and gives hundreds of examples in simple, direct and vivid language.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RETAIL ADVERTISING AND SALES PROMOTION

Author Russell A. Brown and Charles M. Edwards *Date Pub.* 1959

Publisher Prentice-Hall, Inc., Englewood Cliffs, NJ 07632

Teacher or Student Material Student *Cost* _____ *Length* 705 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This book deals with the advertising practices in both large and small stores. However, more attention is paid to the practices of the large stores primarily since it enables the presentation of a more complete account of sales promotion methods and procedures.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RETAIL BROADCASTER RADIO AND/OR TELEVISION EDITION MONTHLY

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* Radio or TV Edition $11.00/Combination $19.00 *Length* 4 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Features the latest developments, success stories and ideas of retail broadcasting in radio and TV. Includes excerpts from important speeches, trade talk and information on how best to use radio and TV as an advertising media.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE RIGHT ANGLES

Author Babette Hall *Date Pub.* 1965

Publisher Ines Washburn, Inc., New York, NY

Teacher or Student Material Student *Cost* *Length* 160 pages

Grade Level Collegiate/Adult *Suggested Time of Use* 1 month

OBJECTIVES:

SUMMARY DESCRIPTION: The purpose of this book is to present a close-up of the publicist. It shows what he does, how he goes about his trade, his relationship with the press, TV, radio, and his clients, and his ethics.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SALES PLANNER

Author *Date Pub.*

Publisher National Retail Hardware Association 964 North Pennsylvania Street, Indianapolis, IN 46204

Teacher or Student Material Student *Cost* free *Length*

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A complete, 12 month advertising and promotion calendar for the hardwareman. Contains work sheets, promotion ideas, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

ERIC

Title SALES PROMOTION ENCYCLOPEDIA VOLUME II

Author *Date Pub.* 1963

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Both *Cost* $20.00 *Length* 532 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: The Sales Promotion Encyclopedia Volume II is designed to make available case histories on all types of sales promotion activities which have been assembled since 1958 in the NRMA Loan Library in New York. Actual case histories of how stores have staged back-to-school campaigns, Christmas promotions and events, clubs, community and downtown promotions, contests, Easter, Father's Day, Mother's Day, exhibits and fashion shows, institutional advertising, openings, customer service programs, etc. are included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE STORY OF THE YELLOW PAGES

Author *Date Pub.* 1972

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $15.00 *Length* 80 slides

Grade Level Secondary *Suggested Time of Use* 1 day

OBJECTIVES:

SUMMARY DESCRIPTION: An unusual but much used aspect of advertising is the telephone directory yellow pages. This is the subject of this presentation which features 80 color 35mm slides and a taped narrative available in a choice of reel-to-reel or cassette. An accompanying booklet also gives the script for the tapes presentation so that the user can easily insert his own ideas. This presentation was developed through the courtesy of Ohio Bell with the idea that more D. E. students will someday be involved in writing ads for the yellow pages rather than national TV or magazines.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title STRATEGY IN ADVERTISING

Author Leo Bogart Date Pub. 1967

Publisher Harcourt, Brace & World, New York, NY

Teacher or Student Material Student Cost $2.85 Length 336 pages

Grade Level Collegiate Suggested Time of Use 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Concentrating on the qualities of mass communications that lend themselves to marketing purposes, the author focuses sharply on media strategy--how much to spend, where, in what kind of message units, how often, aimed at particular targets--areas where he feels the advertiser can exercise rational controls.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SUCCESSFUL STORE ADVERTISING

Author Kenneth Collins Date Pub. 1959

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student Cost $1.75 Length 52 pages

Grade Level Collegiate/Adult Suggested Time of Use

OBJECTIVES:

SUMMARY DESCRIPTION: A detailed study of retail store promotion, with particular emphasis on writing good copy. Discusses institutional copy for the store, vender-paid advertising and the writing of compelling headlines.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TELEVISIONS CLASSIC COMMERCIALS

Author Lincoln Diamant *Date Pub.* 1971

Publisher Hastings House Publishers, 10 East 40 Street, New York, NY

Teacher or Student Material Student *Cost* $14.50 *Length* 305 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: The purpose of this book is to show the social impact of these commercials. Each was judged on longevity, memorability and influence on latter technique.

SUMMARY DESCRIPTION: A study of the 69 "classic" commercials aired on U. S. television between 1948 and 1958. This book assesses not only their sales impact, but also their overall marketing and sociological significance.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TV COMMERCIALS - HOW TO CREATE SUCCESSFUL TV ADVERTISING

Author Charles Anthony Wainwright *Date Pub.* 1971

Publisher Hastings House Publishers, 10 East 40 Street, New York, NY

Teacher or Student Material Student *Cost* $8.95 *Length* 316 pages

Grade Level Secondary/Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Examines the total commercial from original idea to finished film. Specific subjects examined include costs, research, local and foreign commercials, commercials for children and teenagers, and the creativity process that goes into the idea of the commercials.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title 256 TESTED PROMOTION IDEAS FOR MEN'S WEAR RETAILERS

Author Neal Fahy *Date Pub.* 1959

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Both *Cost* $1.00 *Length* 56 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Designed to provide stores with the benefit of Madison Avenue-thinking. The promotional experience of more than 250 stores of all types--small, medium and large stores--independent, department and chain stores--are reviewed and included. For example, ideas for reactivating accounts, Father's Day, credit plans, cooperative promotions, give aways and premiums, fashion shows, and public relations guarantees.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title UNIPAC: ADVERTISING MATH

Author Ira Martel *Date Pub.* 1971

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Student *Cost* $1.50 *Length* 30 pages

Grade Level Secondary *Suggested Time of Use* 6 hours

OBJECTIVES: To give the distributive education student a basic understanding of the mathematical concepts most often used in advertising.

SUMMARY DESCRIPTION: An individual student package of 6 lessons designed to give a basic understanding of the mathematical concepts most often used in advertising. This booklet includes a pre-test, post-test, and practice exercises or projects for each section.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title YOU BE THE JUDGE: ADVERTISING

Author Jimmy G. Koeninger *Date Pub.* 1973

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $3.00 *Length* 40 pages

Grade Level Secondary *Suggested Time of Use* 10 hours

OBJECTIVES: The student will be able to identify effective advertising layout practices in actual newspaper advertisements.

SUMMARY DESCRIPTION: This booklet includes ten 35mm slides of newspaper ads and the materials necessary to help a student judge the ad in the same terms used in the National DECA advertising competition. This would be used to round out a unit in advertising and comes complete with 10 transparencies of the expert judges' rating of each of 10 ads.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Transparencies

APPAREL AND ACCESSORIES

04.02 00 00

Organized subject matter and learning experiences related to the variety of sales, fashion coordination, and sales-supporting tasks performed by distributive employees and management personnel in retail and wholesale establishments primarily engaged in selling clothing of all kinds, including related articles for personal wear and adornment.

Title AFIA FACT SERVICE

Author _____ *Date Pub.* 1973

Publisher AFIA, Suite 900, 1611 North Kent Street, Arlington, VA

Teacher or Student Material Teacher *Cost* $45.00 for schools or libraries/$75.00 for individuals *Length* 200 pages

Grade Level Collegiate *Suggested Time of Use* 1 week

OBJECTIVES: To provide all the important data about the footwear industry and to enable market research, projections, and statistical analysis.

SUMMARY DESCRIPTION: Shows how statistics are used in the footwear industry to analyze market, location of a plant site, projection of sales, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ABOUT CARE AND KODEL

Author _____ *Date Pub.* _____

Publisher Educational Dept. Eastman Chemical Products, Inc., 260 Madison Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* _____ *Length* 6 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A review of factors involved in the production and use of merchandise made with this fiber.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ALL THE NATURAL WONDERS OF WOOL

Author _____ *Date Pub.* _____

Publisher Wool Education Center
American Wool Council, Suite 520, 909 Seventeenth Street, Denver, CO 80202

Teacher or Student Material Teacher *Cost* Free *Length* _____

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This booklet contains a scientific analysis of wool fiber, information on recent technological developments, machine-washability, permanent creasing, pleating, rain-and-stain repellency.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title APPAREL AND ACCESSORIES FOR WOMEN, MISSES AND CHILDREN

Author Karen R. Gillespie *Date Pub.* 1965

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* Free *Length* 19 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This pamphlet has been prepared for those persons interested in any phase of this industry. It describes and gives references pertaining to advertising, Better Business Bureau rulings, distribution of products, fabrics, fashions, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ARNEL

Author _____ *Date Pub.* _____

Publisher Celanese Fibers Co., 522 Fifth Avenue, New York, NY 10036

Teacher or Student Material Student *Cost* _____ *Length* 3 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Briefly reports on this fiber's features. Details what Arnel looks like in different forms, how it is made, and how to take care of it.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BASIC FASHION TRAINING

Author _____ *Date Pub.* 1969

Publisher Texas Education Agency and The University of Texas, Austin, TX

Teacher or Student Material Student *Cost* _____ *Length* 76 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: To prepare people for the sale of women's apparel.

SUMMARY DESCRIPTION: Introduction to fashion, fabrics, color, basic figure types, and knowledge of design-line-form are some of the topics covered.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BEST OF NEW YORK

Author _____ *Date Pub.* 1972

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Teacher *Cost* $80.00 *Length* 86 slides

Grade Level Secondary/Collegiate *Suggested Time of Use* 2 weeks

OBJECTIVES:

SUMMARY DESCRIPTION: A slide series of fashions from the designer houses in New York: de La Renta, Blass, Brooks, Beene, etc. Commentary, summary and a glossary of key terms are included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BEST OF NEW YORK FALL 1972

Author _____ *Date Pub.* _____

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Teacher *Cost* $80.00 *Length* 45 slides

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: The design houses of New York: their designers and creations for the Fall of 1972. Commentary, summary and a glossary of terms are included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BOUTIQUES

Author _____ *Date Pub.* 1968

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $64.00 *Length* 34 slides

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 week

OBJECTIVES:

SUMMARY DESCRIPTION: The impact of the boutique across the nation. Also shows different boutiques.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Commentary and discussion questions are included.

Title BUYING CLOTHES WISELY

Author _____ *Date Pub.* _____

Publisher Home Economics Dept. Pendleton Woolen Mills, 216 S. W. Jefferson Street, Portland, OR 97201

Teacher or Student Material Student *Cost* _____ *Length* 4 pages

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Draws attention to the merits of wool. Describes quality, tells you to look for such extras as moth-proofing, and consider how much it will cost to take care of. Gives directions for pressing wool using a cotton-lined wool press cloth.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CAN YOU IMAGINE?

Author _____ *Date Pub.* _____

Publisher American Textile Manufacturers Institute, Modern Talking Picture Service, 1212 Avenue of the Americas, New York, NY 10036

Teacher or Student Material Student *Cost* _____ *Length* 13½ min.

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A color movie that illustrates the role that textiles play in daily life--at home, in sports, in industry and in national defense.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A CAPSULE COURSE ON CORDUROY

Author _____ *Date Pub.* _____

Publisher Corduroy Council of America, 15 East 53 Street, New York, NY 10022

Teacher or Student Material Teacher *Cost* _____ *Length:* Chart

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Introdues one to the members of the corduroy family: pinwale, novelty weaves, combed corduroy, prints, mid-wale, wide-wale, and thickset. Offers a sample of each, tells what it is used for and why. Also gives washing and ironing instructions.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CELANESE ACETATE

Author _____ *Date Pub.* _____

Publisher Celanese Fibers Co., 522 Fifth Avenue, New York, NY 10036

Teacher or Student Material Student *Cost* _____ *Length* 3 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Outlines the fiber's advantages, tells how it is made from trees, and describes its wide range of uses in knits, lingeries, and home furnishings. Also specifies how to wash and iron fabrics containing acetate.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CELANESE ON YOUR SALES FORCE

Author Advertising Dept. *Date Pub.* _____

Publisher Celanese Fibers Co., 522 Fifth Avenue, New York, NY 10036

Teacher or Student Material Student *Cost* _____ *Length* 35 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Introduces the textures, patterns, performance qualities, colors, clothing and home furnishing fashions made of the company's synthetic fabrics. Describes consumer education activities, such as a fabric library where designers, manufacturers, editors, and retailers can preview next season's fashions and fabrics, performance tests and identification, and staff members who can be consulted on special problems.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CHEMSTRAND CORPORATION HAS A WAY WITH NYLON

Author _____ *Date Pub.* _____

Publisher Chemstrand Corp., 350 Fifth Avenue, New York, NY. 10001

Teacher or Student Material Student *Cost* _____ *Length* 11 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Tells how fabrics were developed, made, and are used in light and heavy upholstery, camping clothes, car seat-covers, carpets, stretch fabrics for sportswear, and silklike fabrics used by high-fashion designers. Describes the company's plant and how nylon is controlled automatically during spinning and drawing "to produce uniform denier and unbroken yarn." Illustrates nylon used in Monsanto's Plastic Home of the Future.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CHROMSPUN ACETATE: ESTRON ACETATE

Author _____ *Date Pub.* _____

Publisher Education Dept. Eastman Chemical Products, Inc., 260 Madison Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* _____ *Length* 4 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes properties of these man-made fibers.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CLOTHES AND YOU: LINE AND PROPORTION

Author _____ *Date Pub.* _____

Publisher Coronet, c/o Film Library, New York State College of Home Economics Roberts Hall, Cornell University, Ithaca, NY 14850

Teacher or Student Material Teacher *Cost* $2.00 Rental *Length* 11 min.

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This film shows a high school class considering how to select clothes: how to analyze body type and good features, the importance of line on width and height, proportion and skirt length, and choosing the right accessories.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE CLOTHES WE WEAR

Author _____ *Date Pub.* _____

Publisher National Education Association Dept. of Home Economics, 1201 Sixteenth Street, N.W., Washington, DC 20036

Teacher or Student Material Student *Cost* _____ *Length* 32 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Offers help in building a personalized, coordinated wardrobe. Practical information on the psychological and social implications of clothing as well as cost, daily, weekly and seasonal care and proper storage.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title COLOR FOR JOY

Author _____ *Date Pub.* _____

Publisher Rit Dye Corn Products Co.
order from Association Films, Inc., 600 Madison Avenue, New York, NY

Teacher or Student Material Teacher *Cost* _____ *Length* 15 minutes

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A movie that gives step-by-step techniques on dyeing with color.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's guide and student booklets.

Title COLOR, LINE, AND DESIGN

Author _____ *Date Pub.* _____

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $5.48 *Length* 152 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Fashion drawing and sketching for the non-artist. Covers color theory, psychology and application related to apparel, sales promotion and advertising. Reviews history of costumes with text and illustrations to teach historical influence on modern dress. Discusses accessories, basic silhouettes, clothing details, size ranges, and categories. A jointed fashion figure and full color chart are included with the text.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual ($5.00)

ERIC

Title CONSUMER BUYING GUIDES

Author _____ *Date Pub.* _____

Publisher Education & Consumer Relations
J. C. Penney Co., 1401 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Teacher *Cost* $.05 *Length* _____

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Gives complete information needed for wise buying for shoes, men's dress shirts, fabrics, foundation garments for teens, swimwear, sweaters, slips, men's and boy's sport coats, gloves, hosiery, young men's slacks.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CORDUROY, FROM WORK CLOTHES TO GLAMOUR

Author _____ *Date Pub.* _____

Publisher Corduroy Council of America, 15 East 53 Street, New York, NY 10022

Teacher or Student Material Student *Cost* _____ *Length* Folder

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A brief history of corduroy from the 18th Century to its popularity today as a fabric for sports clothes, maternity wear, and home furnishings.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title COTTON

Author _____ *Date Pub.* _____

Publisher National Cotton Council of America, P. O. Box 12285, Memphis, TN 38112

Teacher or Student Material Teacher *Cost* _____ *Length* Poster

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Paintings show cotton being planted, cultivated, sprayed, picked mechanically, processed and ginned, woven, finished, sewn, and used in industry.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title COTTON FACTS ABOUT FIBER AND FABRIC

Author _____ *Date Pub.* _____

Publisher National Cotton Council of America, P. O. Box 12285, Memphis, TN 38112

Teacher or Student Material Student *Cost* _____ *Length* 14 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes current research to develop new cotton stretch fabrics and cottons with more luster and different kinds of finishes--and for a cotton fabric for cold climates. Includes shopping tips.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title COTTON FROM FIELD TO FABRIC

Author _____ *Date Pub.* _____

Publisher National Cotton Council of America, P. O. Box 12285, Memphis, TN 38112

Teacher or Student Material Teacher *Cost* Free *Length* 28 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Covers the phases of the cotton industry from planting to the latest methods for finishing the cloth. Explains the technical points of knitted and bonded cotton fabrics. Lists the memorable dates in the history of cotton from 5000 B.C.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CREATIVE MEN'S WEAR RETAILING

Author S. Thomas Saltz *Date Pub.* 1961

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $1.50 *Length* 84 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* 2 weeks

OBJECTIVES:

SUMMARY DESCRIPTION: A series of 69 articles, reprinted from Daily News Record, explaining all phases of men's wear retailing including decor, display, pricing, advertising, sales training, credit and collection and location selection.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A DEFINITIVE GUIDE TO PERMANENT PRESS

Author _____ *Date Pub.* _____

Publisher Celanese Fibers Marketing Co., 522 Fifth Avenue, New York, NY 10036

Teacher or Student Material Student *Cost* _____ *Length* 20 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses the "technology, processes, and end uses" of this process. Gives "a simple explanation of creases versus wrinkles" and describes in detail the two basic types of permanent press finishes. Answers common questions on the process and promises that from now on "it will have a permanent place in textiles." Lists "the range of end uses for PP fabrics," with examples. Includes a dictionary of terms and shows samples of the manufacturers' guarantee tags on all PP fabrics made with Fortrel.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE DEPENDABLE FIBER

Author _____ *Date Pub.* _____

Publisher Product Information, Public Relations Dept., American Viscose Div. FMC Corp., 1617 John F. Kennedy Boulevard, Philadelphia, PA 19103

Teacher or Student Material Student *Cost* _____ *Length* 12 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Illustrates garments and other uses of Avril: blended with cotton, rayon acrylics, polyesters, or alone.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A DICTIONARY OF TEXTILE TERMS

Author _____ *Date Pub.* _____

Publisher Dan River Mills, Inc., 111 West 40 Street, New York, NY 10018

Teacher or Student Material Both *Cost* _____ *Length* _____

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A pocket-size compilation of terms in the Language of Textiles that includes a selection of the more basic terms. Also lists textile organizations that aim to improve the textile industry.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE DO'S AND DON'TS OF BRA AND GIRDLE BUYING

Author _____ *Date Pub.* _____

Publisher The Lovable Co., 200 Madison Avenue, New York, NY 10016

Teacher or Student Material Teacher *Cost* _____ *Length* Wall chart

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A wall chart that illustrates points to consider in fitting undergarments.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title DRESS - THE CLOTHING TEXTBOOK

Author Bess V. Oerke, as revised by Eleanor J. Gawne *Date Pub.* _____

Publisher Charles A. Bennett Co., Inc., 809 West Detweiller Drive, Peoria, IL 61614

Teacher or Student Material Student *Cost* $6.96 *Length* 672 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Applies concepts of color, design, fabric selection and the many meanings of dress to personality. Uses history as a guide to current fashions and sets up sound values and principles of style and fashion. Keys to trends and cycles are included. A variety of projects develops skills and sound consumer practices.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Guide free

Title EUROPEAN COUTURE I

Author _____ *Date Pub.* 1971

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Teacher *Cost* $80.00 *Length* 45 slides

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 week

OBJECTIVES:

SUMMARY DESCRIPTION: Slides of great European Couture Houses, their designers and creations.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Commentary, summary and a glossary of terms are included.

ERIC

Title EUROPEAN COUTURE II

Author _____ *Date Pub.* 1971

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Teacher *Cost* $80.00 *Length* 41 slides

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 week

OBJECTIVES:

SUMMARY DESCRIPTION: Shows European Couture Houses, their designers and creations.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Commentary, summary and a glossary of terms are included.

Title EUROPEAN COUTURE - FALL '72

Author _____ *Date Pub.* 1972

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Teacher *Cost* $120.00 *Length* 75 slides

Grade Level Secondary/Collegiate *Suggested Time of Use* 2 weeks

OBJECTIVES:

SUMMARY DESCRIPTION: Slides on great European Couture Houses, their designers and creations.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Commentary, summary and a glossary of terms are included.

Title EUROPEAN COUTURE - SPRING 72

Author *Date Pub.* 1972

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Teacher *Cost* $120.00 *Length* 75 slides

Grade Level Secondary/Collegiate *Suggested Time of Use* 2 weeks

OBJECTIVES:

SUMMARY DESCRIPTION: Slides on great European Couture Houses, their designers and creations.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Commentary, summary and a glossary of terms are included.

Title EUROPEAN READY-TO-WEAR

Author *Date Pub.* 1971

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Teacher *Cost* $80.00 *Length* 45 slides

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 week

OBJECTIVES:

SUMMARY DESCRIPTION: Shows the trend away from the haute couture to the ready-to-wear fashions for women.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Commentary, summary and a glossary of terms are included.

Title EUROPEAN READY-TO-WEAR - FALL '72

Author _____ *Date Pub.* 1972

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Teacher *Cost* $60.00 *Length* 45 slides

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 week

OBJECTIVES:

SUMMARY DESCRIPTION: Slides on European ready-to-wear for Fall '72.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Commentary, summary and a glossary of terms are included.

Title EVOLUTION OF FASHION

Author _____ *Date Pub.* _____

Publisher Milady Publishing Corporation, 3839 White Plains Road, Bronx, NY 10467

Teacher or Student Material Teacher *Cost* $160.00 *Length* 106 slides

Grade Level Secondary/Collegiate *Suggested Time of Use* 2 weeks

OBJECTIVES:

SUMMARY DESCRIPTION: An audio-visual teaching aid consisting of 106 full-color slides and a compact cassette tape, tracing the development of fashion from earliest times to the present.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Manual contains suggestions for 10 lessons, exam reviews, and the complete script with a commentary.

Title FMC FIBERS AND FILMS

Author _____ *Date Pub.* _____

Publisher Product Information Services, Fibers Operations American Viscose Div., FMC Corp., 350 Fifth Avenue, New York, NY 10001

Teacher or Student Material Student *Cost* _____ *Length* 20 minutes

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A 16 mm movie showing rayon, acetate, and cellophane being manufactured and used in clothing, home furnishings, and in industry.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FABRIC ALMANAC

Author Marvin Klapper *Date Pub.* 1971

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Both *Cost* $4.95 *Length* 148 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: To help those concerned with textiles to keep pace with the many changes taking place.

SUMMARY DESCRIPTION: A glossary of important textile terms. Includes analysis of trends in technology, description of natural fibers, charts production areas, shows key industry statistics and lists general and trademark names for all leading fiber houses.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FABRIC DICTIONARY

Author _____ *Date Pub.* _____

Publisher Educational Dept., The Butterick Co., Inc., P.O. Box 1752, Altoona, PA

Teacher or Student Material Student *Cost* $ .05 *Length* 6 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Shows swatches and describes 73 fabrics from alpaca to voile, telling what each is made of and its use.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FABRIC FACTS

Author _____ *Date Pub.* _____

Publisher National Institute of Drycleaning, Silver Spring, MD 20910

Teacher or Student Material Teacher *Cost* $2.00 for 2 years *Length* 12 issues

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A bulletin service that offers technical information about fabrics and fibers for retail stores, educators, Extension personnel, and Better Business Bureau.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FABRICS FOR CLOTHING

Author Eleanor J. Gawne *Date Pub.* 1973

Publisher Charles A. Bennett Co., Inc., 809 W. Detweiller Drive, Peoria, IL 61614

Teacher or Student Material Student *Cost* $1.77 *Length* 128 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Gives complete information on textiles from fiber to finished fabrics, history, sources and production, varieties, properties of fibers, manufacturing methods, yarns, weaves, color and design, dyes, printing, uses and care for each fabric. Covers new consumer laws for care, labeling and flammability.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FACTS ABOUT MERCHANDISE

Author William B. Logan and Helen M. Moon *Date Pub.* 1967

Publisher Prentice-Hall, Englewood Cliffs, NJ 07632

Teacher or Student Material Student *Cost* $6.57 *Length* 372 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Presents a description and analysis of the products most frequently bought and sold in department stores. Stresses buying benefits.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual and Film Lists ($2.20)

Title FACTS ABOUT ZEPEL FABRIC FLUORIDIZER

Author _____ *Date Pub.* _____

Publisher E. I. DuPont De Nemours & Co., Inc. Organic Chemicals Dept., Dyes and Chemicals Div., Wilmington, DE 19898

Teacher or Student Material Student *Cost* Free *Length* 7 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes the new finish, how it works, how to recognize it in home furnishings and wearing apparel.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE FACTS SPEAK FOR THEMSELVES

Author _____ *Date Pub.* _____

Publisher Marketing Div., Koratron Co., Inc., 617 Mission Street, San Francisco,

Teacher or Student Material Student *Cost* Free *Length* _____

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Presents information about the Koratron Company's patented process for permanent press fabrics and the quality control program initiated by the company.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FAIRCHILD'S DICTIONARY OF TEXTILES

Author Edited by Isabel B. Wingate *Date Pub.* 1970

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Both *Cost* $35.00 *Length* 670 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Includes more than 15,000 definitions relating to the textile industry. Covers producers, converters and distributors of textile products, manufacturers of equipment, selling and promotion agencies and researchers. Contains historical background as well as current information on fabrics, fibers and finishes, including trademarks.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FASHION BUYING

Author *Date Pub.*

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student - *Cost* $3.75 *Length* 121 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Covers the different types of buying jobs in large departmentalized units, chain stores, and resident offices. Provides insight into the principles of fashion buying and merchandising. Contents include fashion merchandising, understanding fashion, customers of fashion, the buyer's job, what and how much to buy, inventory, past sales records, placing merchandising orders.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual ($5.00)

Title FASHION COORDINATION

Author _____ Date Pub. _____

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student Cost $5.48 Length 156 pages

Grade Level Secondary/Collegiate/Adult Suggested Time of Use 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Covers the various levels and diversification of activities for the fashion coordinator. Includes: fashion, consumer, trade and retail calendars; sources of information and market activities; planning and production of fashion shows, merchandising seminars and clinics; planning for a new fashion season; working with buying offices, manufacturers, retail stores, and textile firms; the fashion stylist handbook, functions, activities, checklist and report forms.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual ($5.00)

Title FASHION DESIGN FOR MODERNS

Author Rosalie Kolodny Date Pub. 1970

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student Cost $5.95 Length 128 pages

Grade Level Secondary/Collegiate Suggested Time of Use 1 month

OBJECTIVES:

SUMMARY DESCRIPTION: View of the fast-paced fashion industry. Gives the inside story on fabrics and buyers; on how a sample is made and a collection organized through pricing decisions, preview, "opening day" and the practical follow-through.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FASHION IN THE MAKING

Author _____ *Date Pub.* 1970

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Teacher *Cost* $100.00 *Length* 35 slides

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 week

OBJECTIVES:

SUMMARY DESCRIPTION: Shows all steps in fashion making from concept through production to the customer.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Commentary and discussion questions are included as well as a sample test and suggested projects.

Title FASHION MERCHANDISING

Author _____ *Date Pub.* 1969

Publisher University of New York, Albany, NY

Teacher or Student Material Teacher *Cost* Free *Length* 57 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES: To broaden the student's knowledge of fashion merchandising.

SUMMARY DESCRIPTION: Contains lessons on how to sell fashion, color, design, textiles and other aspects of fashion merchandising.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FASHION MERCHANDISING

Author Judelle and Troxell **Date Pub.** 1971

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student **Cost** $7.00 **Length** 406 pages

Grade Level Secondary/Collegiate **Suggested Time of Use** 1 sem.

OBJECTIVES: To prepare the student for employment as an assistant buyer, buyer, or fashion coordinator. It enables the student to develop the skills needed to fulfill job requirements.

SUMMARY DESCRIPTION: Organized into 3 parts. Part One: "The Dynamics of Fashion," describes the environment in which fashion thrives--terminology, sociological, economic, psychological factors, historical perspective and movement of fashion. Part Two: "Marketers of Fashion," explores organization and operation and current marketing trends--producers of textile fibers, how consumer product is manufactured, and types of retail organizations. Part Three: "Retail Merchandising of Fashion,"--customer demand, merchandise plan, the market trip, advertising and display, and fashion coordination. Two appendixes, a glossary and a bibliograph

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:
Instructor's Manual and Key ($2.00)

Title FASHION MERCHANDISING INTERNSHIP PROGRAM WORKBOOK

Author **Date Pub.**

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student **Cost** $7.50 **Length** 130 pages

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** 1 sem.

OBJECTIVES: To build knowledge, understanding and confidence while the student is employed in a Work/Study program.

SUMMARY DESCRIPTION: Every phase of retail store activity is covered with charts and forms and questions to be filled out. Explains store policies and rules, employment and training, merchandising information, organization, sales promotion and merchandising activities, supervision, systems and procedures.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual ($5.00)

Title FASHION SALES PROMOTION

Author Stanley Goodman and Arthur A Winters *Date Pub.* _____

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $4.20 *Length* 128 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Deals with the concepts and terminology which are relevant to the sales promotion of fashion in each of its selling levels.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual ($5.00)

Title FASHION TEXTILE KIT

Author Lillian Kushel *Date Pub.* _____

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $6.98 *Length* _____

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Contains over 50 fabric swatches, selected for fiber content, construction, methods of coloring and finishing. Swatches are keyed to illustrate technical information described in the Text-Workbook as well as for use in the laboratory section of the Workbook. Professional pick glass and Textile Dictionary is included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FASHION TEXTILES AND LABORATORY WORKBOOK

Author Lillian Kushel *Date Pub.*

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $7.50 *Length* 245 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES: To enable the student to determine which articles of clothing are more durable or more serviceable.

SUMMARY DESCRIPTION: By means of standardized tests and procedures, the student will learn to identify fabrics, judge how they were constructed or manufactured, and to determine the various finishes of cloth. Contents include terminology, textile fibers, textile yarns, fiber identification tests, fabric construction, finishing fabrics, fabric ads, fabric swatches, using the pick glass, determining work from filling, fabric coloring, face and backs of cloth and widths.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual ($5.00)

Title FASHION VOCABULARY AND DICTATION

Author *Date Pub.*

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $3.96 *Length* 144 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A text for the fashion secretarial student or the professional fashion writer. Offers specialized dictation and transcription practice relating to correspondence, reports, and other secretarial duties in the fashion industry. Contents include grammar, carbon copies, dictation hints, dictionary usage, fashion terminology, interoffice correspondence, transcript guides, manuscript preparation, postal information, preparation of minutes, proofreading, transcription hints, public relations, and integrated student skill-building activities.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual ($5.00)

Title FASHION WRITING

Author Polly Guerin *Date Pub.* _____

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $7.50 *Length* _____

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Covers the special language of fashion writing as used in the industry. Describes and illustrates fashion reports, press releases, news stories, fashion and trade magazines, fashion show scripts, special events, radio and TV advertising and promotion, mail order catalogs, teens and boards, and bridal promotions. Student projects suggested for each type of writing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual ($5.00)

Title FIBER FACTS, 1967-1968

Author _____ *Date Pub.* _____

Publisher American Viscose Div. FMC Corp., 1617 John F. Kennedy Boulevard, Philadelphia, PA

Teacher or Student Material Student *Cost* Free *Length* 89 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A pocket guide to man-made fibers. Lists them by trademark and describes the merits and uses of nylon, acetate, saran, polyester, etc. Describes the company's fibers, their strength, shrinkage, wrinkle recovery, appearance after tumbling dry, washing, and hanging, resistance to fading, etc., and the test methods used. Includes a denier conversion table, spinning twist calculator, and a glossary of textile terms.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FIBER PRIMER

Author _____ *Date Pub.* _____

Publisher Fibers Div., American Cyanamid Co., 111 West 40 Street, New York, NY 10018

Teacher or Student Material Student *Cost* Free *Length* 4 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A guide to the new official generic terms in natural and man-made fibers. Defines 17 fibers from acetate to wool: where they come from, how they are made, their trademarks; uses; and features.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FIBERS AND FABRICS

Author _____ *Date Pub.* _____

Publisher Educational Dept., Vogue Pattern Service
The Butterick Co., Inc., P.O. Box 1752, Altoona, Pa

Teacher or Student Material Student *Cost* Free *Length* _____

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes 91 natural fibers and the generic names and characteristics of 10 man-made fiber families so you can "judge the kind of performance you'll get from any fabric you buy." Shows an example of each one.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FIBERS AND FABRICS

Author _____ *Date Pub.* 1967

Publisher Instructional Materials Services
Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Student *Cost* $5.50 *Length* 275 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Product specifications and information on all natural and many of the synthetic fibers; also includes finishes, care, construction, weaves, and uses of fabrics.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Answer Book ($3.00)

Title FIGURE PERFECT

Author _____ *Date Pub.* _____

Publisher The Corset and Brassiere Council, 180 Madison Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* Free *Length* _____

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A comprehensive guide to selection, wear and care of foundation garments.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FIGURE TYPES AND HOW THEY DIFFER

Author _____ *Date Pub.* _____

Publisher Educational Dept., Vogue Pattern Service
The Butterick Co., Inc., P.O. Box 1752, Altoona, PA

Teacher or Student Material Student *Cost* $ .05 *Length* Poster

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Tells how to find your size, choosing from seven types of patterns. Explains that pattern sizes are determined by body measurements, never by age or ready-to-wear clothes. Tells how to measure yourself and diagrams subteen, teen, young junior, junior, miss, woman's and half-size figures.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FIT IS FUNDAMENTAL TO FASHION

Author _____ *Date Pub.* _____

Publisher Educational Dept., The Butterick Co., Inc., P.O. Box 1752, Altoona, PA

Teacher or Student Material Student *Cost* Free *Length* Folder

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Helps find your figure type by comparing the measurements for different types of figures. Explains how to measure yourself and shows how to pick your pattern size. Sketches directions for adjusting patterns at waistline, hips, bodice, back, shoulders, and sleeve.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FLEECE TO FABRIC

Author Wool Education Center *Date Pub.*

Publisher American Wool Council, Suite 520, 909 Seventeenth Street, Denver, CO 80202

Teacher or Student Material Student *Cost* $2.00 *Length* Chart

Grade Level Secondary/Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A processing chart with actual samples at each stage of the processing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FOOTWEAR

Author Karen R. Gillespie *Date Pub.* 1965

Publisher Small Business Administration U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Teacher *Cost* Free *Length* 16 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A bibliography of references dealing with the footwear industry. A general summary of the industry and its requirements is given preceding the actual bibliography of materials dealing with the field.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE FOOTWEAR INDUSTRY: PROFILES IN LEADERSHIP

Author Edited by Richard I. Cohen *Date Pub.* 1967

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Both *Cost* $6.95 *Length* 250 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 month

OBJECTIVES:

SUMMARY DESCRIPTION: A series of interviews with key footwear executives. Tells what qualities they have that have made them a success. Some examples are executives from Genesco, Melville Shoe Corp. and Hush Puppies.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FORUM

Author *Date Pub.*

Publisher Educational & Consumer Relations J. C. Penney Co., Inc., 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Teacher *Cost* $1.00 *Length*

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Features information developed in depth for teaching purposes. A consumer buying guide inserted in each magazine.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FUNDAMENTALS OF MEN'S WEAR RETAILING

Author _____ *Date Pub.* 1972

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Teacher *Cost* $80.00 *Length* 39 slides

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 week

OBJECTIVES:

SUMMARY DESCRIPTION: Explains new trends in men's wear: new textile developments, distribution, merchandising, and marketing of men's wear.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Commentary, glossary of terms and discussion questions are included.

Title GLOVE LIFE--THE COMPLETE GLOVE MANUAL

Author _____ *Date Pub.* _____

Publisher National Association of Glove Manufacturers, 52 South Main Street, Gloversville, NY 12079

Teacher or Student Material Teacher *Cost* $1.00 *Length* _____

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A teacher's manual.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title GLOVES--FASHION & ETIQUETTE

Author _____ *Date Pub.* _____

Publisher Hansen Glove Corp., 500 Fifth Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* Free *Length* 24 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Traces the history of gloves and tells what length of gloves to wear with various kinds of clothes, how to judge workmanship and fit, how to store gloves and how to wash leather gloves. Tells when to leave gloves on and when to take them off, and ways to get children and teenagers to wear gloves.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE GOOD HOUSEKEEPING GUIDE TO DURABLE PRESS

Author _____ *Date Pub.* _____

Publisher Good Housekeeping Bulletin Service, Eighth Avenue at 57 Street, New York, NY 10019

Teacher or Student Material Student *Cost* $ .10 *Length* 12 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A comprehensive report on Durable Press. Presents tested standards for Durable Press and explains how it differs from wash and wear. Gives tips on how to use the washer and dryer to handle it successfully, and "Ten Commandments for the Care of Durable Press" that are followed by the industry. Covers water temperature, soaps, detergents, bleaches, water conditioners and fabric softeners, ironing for touch ups, and home sewing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title GREAT DEVELOPMENTS IN FASHION Set I - The Dome Skirt, Set II - The Peg Skirt

Author _____ *Date Pub.* 1971 1972

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Teacher *Cost* $95.00 *Length* 40 slides

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 week

OBJECTIVES:

SUMMARY DESCRIPTION: Presentation of the 2 great developments in fashion: the dome skirt and the peg skirt

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Commentary, glossary of terms and discussion questions are included.

Title GUIDE TO FASHION MARKETING AND MERCHANDISING

Author _____ *Date Pub.* 1974

Publisher Milady Publishing Corporation, 3839 White Plains Road, Bronx, NY 10467

Teacher or Student Material Student *Cost* _____ *Length* _____

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Contains the following topics: personal selling, fashion promotion, retailing, the buyer, merchandise arithmetic and executive leadership.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title GUIDE TO FASHION MERCHANDISE KNOWLEDGE - VOLUME I

Author _____ *Date Pub.* _____

Publisher Milady Publishing Corporation, 3839 White Plains Road, Bronx, NY 10467

Teacher or Student Material Student *Cost* $7.00 *Length* _____

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Contains the following topics: evolution of fashion; history architecture; furniture and decorative details; textiles; accessories; and design, color and good taste.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title GUIDE TO MAN-MADE FIBERS

Author _____ *Date Pub.* _____

Publisher Man-Made Fiber Producers Assn., Inc. Educational Director, 350 Fifth Avenue, New York, NY 10001

Teacher or Student Material Student *Cost* Free *Length* 8 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes the characteristics of various man-made fibers such as acetate, nylon, polyester and recommended uses of each.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title GUIDE FOR PERMANENT CARE LABELING

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $ .10 *Length* 12 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Illustrates recommended type of labels; suggests where they should be placed on garments; gives wording of care instructions for 14 most commonly used labels; also proposes procedures and details for over-the-counter piece goods.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE HISTORY OF THE MEN'S WEAR INDUSTRY: 1890-1950

Author _____ *Date Pub.* _____

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Both *Cost* $12.50 *Length* 404 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: History of the men's fashion industry as it emerged in America beginning with the sailor's slop-shop of the 1790's and ending with World War II and the years just following the War. The book delineates significant fashion trends and influences over the 100 year period.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOSIERY INFORMATION

Author _____ *Date Pub.* _____

Publisher Burlington Hosiery Co. Advertising Dept., 666 Fifth Avenue, New York, NY 10019

Teacher or Student Material Teacher *Cost* Free *Length* _____

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A teacher's lesson plan.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Quiz sheets and booklets for students.

Title HOW TO BUILD AN INFANTS', CHILDREN'S & SUB-TEENS' BUSINESS

Author R. Duffy Lewis and Dorothy Stote *Date Pub.* 1956

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Both *Cost* $4.95 *Length* 112 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 month

OBJECTIVES:

SUMMARY DESCRIPTION: A manual on children's wear retailing. Gives a practical outline for merchandising each department and training sales help for this specialized selling. Includes nationally-tested and proven staple stock lists for each department, measurement tables for sizes 1-14, sales techniques, display ideas and sales meeting information.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO GIVE A FASHION SHOW

Author Frieda S. Curtis *Date Pub.* 1972

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Both *Cost* $4.50 *Length* 104 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 month

OBJECTIVES: To answer all questions concerning a fashion show for the fashion coordinator, merchandise manager, buyer, retailer, designer or student.

SUMMARY DESCRIPTION: Deals with every facet of organizing and producing a fashion show. Includes: evaluating the audience, choosing the kind of show, the merchandise, models, location, cost, theme, commentator, lighting and time.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO JUDGE VALUE IN RAYON FABRICS

Author *Date Pub.*

Publisher Lit Brothers Department Store, 8th & Market Streets, Philadelphia, PA

Teacher or Student Material Student *Cost* *Length* Folder

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Describes characteristics and explains the differences between viscose, cuprammonium rayons and cellulose acetate rayons. Gives tips on laundering and cleaning rayon.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO JUDGE VALUE IN WOOLEN FABRICS

Author _____ *Date Pub.* _____

Publisher Lit Brothers Department Store, 8th & Market Streets, Philadelphia, PA

Teacher or Student Material Student *Cost* Free *Length* Folder

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Gives points to remember about quality, characteristics, labels and grades, and describes tests for wool. Includes shrinkage instructions, and tips on care, cleaning and laundering.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO PROMOTE AN INFANTS' & CHILDREN'S WEAR STORE

Author Murray Raphael *Date Pub.* 1960

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Both *Cost* $2.75 *Length* 66 pages

Grade Level Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Description of the steps to take in setting up a children's wear store. Included are advertising, displays, direct mail promotion, window trimming, building a store image in the community, budgeting, meeting discount store competition and other proven special services.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO SELL FASHION

Author Annalee Gold *Date Pub.* 1968

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $7.95 *Length* 256 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: A book for all fashion merchants, merchandisers, buyers and store owners. It puts into perspective all the ingredients that make for successful fashion selling--the sales staff, the promotion, the merchandise selection, the economics, and the consumer.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO SELL FOOTWEAR PROFITABLY

Author John Pareti, Jr. *Date Pub.* 1967

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $6.50 *Length* 170 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This book outlines the history of the industry, gives a background on shoe construction and styling, and investigates the particular problems of men's and women's footwear, along with the exploding potential of the young people's market. It also contains a large section devoted to the young salesman, including chapters on the basics of selling, good customer relations, and the art of fitting shoes.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO SELL THE WHOLE STORE AS FASHION

Author Budd Gore *Date Pub.* 1969

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $3.00 *Length* 32 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A book on the importance of fashion and how to sell it regardless of the merchandise or product. Includes 10 rules to tempt with fashion. Notes price is not a primary factor and the impetus of accessorizing to sales.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title IS THE FASHION BUSINESS YOUR BUSINESS?

Author Eleanor L. Fried *Date Pub.* 1970

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $6.95 *Length* 300 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: To help a person decide whether to enter the fashion business.

SUMMARY DESCRIPTION: Detailed survey of the entire field including profiles-in-depth of each type of job, covering all the up-to-the-minute requirements, potentials, advantages and drawbacks as well as earning figures and analyses, turnover rates and complete programs of functions for each. The "first job" of job-hunting is discussed as well as new trends at all levels of distribution and the changing structure of the industry.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title JEWELRY, FACTS YOU SHOULD KNOW ABOUT IT

Author . *Date Pub.*

Publisher Contact your local Better Business Bureau

Teacher or Student Material Student *Cost* Free *Length*

Grade Level Secondary/Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Explains the differences in sterling, silver-plated, Sheffield plate, platinum, palladium and related metals. It points out that there are well-defined grades of quality and established market prices for minerals, but not for gems. The characteristics of a variety of precious stones are offered and consumers are advised to rely on a capable and well-informed dealer for such purchases.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title JEWELRY RETAILING

Author Arthur E. Wienslaw *Date Pub.* 1965
Small Business Administration

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* Free *Length* 12 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: This bulletin has been prepared for the experienced retail jeweler as well as the individual who has recently entered the trade.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title JEWELRY SALES TRAINING KIT

Author _____ *Date Pub.* 1968

Publisher Instructional Materials Services Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Student *Cost* $30.00 *Length* 12 books

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Contains six manuals entitled Watches and Clocks, Precious Gems and Metals, Fashion Jewelry, Flatware and Holloware, Crystal, China, and Giftware, and The Jewelry Store of Today. Everything a jewelry salesman needs to know about his products and how to sell them.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Answer books for each manual are included.

Title THE KORATRON AFFAIR

Author _____ *Date Pub.* _____

Publisher Koratron Co., Inc. Order from Sterling Movies, Inc., 43 West 61 Street, New York, NY 10023

Teacher or Student Material Student *Cost* _____ *Length* 15 minutes

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A movie that explains how clothes treated with the Koratron Process can be worn as they come out of the clothes dryer.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title LAUNDERING

Author _____ Date Pub. 1973

Publisher Procter & Gamble, P.O. Box 14009, Cincinnati, OH 45214

Teacher or Student Material Student Cost Free Length 20 visuals 25 pages

Grade Level Secondary Suggested Time of Use 2 weeks

OBJECTIVES:

SUMMARY DESCRIPTION: Sections on: knowing fibers, basic steps to good laundering, soaps and detergents, bleaches, fabric softeners, starches, drying, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title LEATHER SALES TACTICS

Author _____ Date Pub. _____

Publisher Leather Industries of America, 411 Fifth Avenue, New York, NY 10016

Teacher or Student Material Teacher Cost Free Length Folder

Grade Level Adult Suggested Time of Use _____

OBJECTIVES:

SUMMARY DESCRIPTION: Selling tips on how to know and sell value in leather shoes; how to recognize which types of American leather are used in different kinds of shoes; how to double sales by knowing leather, and how to know what makes a quality shoe.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A LESSON IN WOOL FABRICS

Author _____ *Date Pub.* _____

Publisher American Wool Council
520 Railway Exchange Building, 909 Seventeenth Street, Denver, CO 80202

Teacher or Student Material Student *Cost* $1.00 *Length* _____

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Kit contains three charts with samples of wool tweed, worsted, jersey, boucle; a four-page "Glossary of Wool Fabric Terms"; a four-page description of the "Characteristics of Woolen and Worsted Fabrics"; a folder, "Job Sheet" to help students fill in the fabric charts; and a folder illustrating the steps that turn raw wool into material.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MAKE FASHION WORK FOR YOU

Author _____ *Date Pub.* _____

Publisher Educational Dept., Vogue Pattern Service
The Butterick Co., Inc., P.O. Box 1752, Altoona, PA

Teacher or Student Material Student *Cost* $ .05 *Length* Poster

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Shows how to use color, line, and texture to give an impression of bulk, height or reduce height and slenderness. Advises that "the size of print should be in proportion to the size of the wearer."

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MAKEUP AS A FASHIONABLE ACCESSORY WITH EMPHASIS ON COLOR COORDINATION

Author _____ *Date Pub.* 1974

Publisher Milady Publishing Corporation, 3839 White Plains Road, Bronx, NY 10467

Teacher or Student Material Teacher *Cost* _____ *Length* _____

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Slide series that explains the basic principles of color coordination of makeup, hair and costume. A makeup selection guide and color selection guide for various skin tones, lightest to darkest, are included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MAKING FASHION & TEXTILE PUBLICITY WORK

Author James [illegible] *Date Pub.* 1971

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Students *Cost* $5.95 *Length* 144 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 month

OBJECTIVES: To create effective publicity strategies for fashion and textiles.

SUMMARY DESCRIPTION: A step-by-step guide on such publicity efforts as: creating the long-range publicity plan; preparing the news release; planning and selling the news feature, and developing a press kit. Also included are training aids, discussion questions and student projects.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title: MAN-MADE FIBER FACT BOOK

Author _____ *Date Pub.* 1967

Publisher Man-Made Fiber Producers Assn., Inc., 350 Fifth Avenue, New York, NY 10

Teacher or Student Material Both *Cost* Free *Length* 82 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Deals with the significant place that man-made fibers occupy in the textile industry, affording new values in function, aesthetics and economy. Man-made fibers have provided new values in established industrial textiles such as tire cord, fire hose, cordage, filters and belting.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MAN-MADE FIBERS

Author _____ *Date Pub.* _____

Publisher Man-Made Fiber Producers Assn., Inc., 350 Fifth Avenue, New York, NY 10

Teacher or Student Material Student *Cost* Free *Length* 48 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Details the way fibers are made from the simple elements found in coal, air, petroleum, salt and water. Describes fiber characteristics, uses, and care. Lists chemical definitions of textile fiber products, the companies which produce man-made fibers--and the trademark names they give their Acrylic, Acetate, Rayon, Nylon, Polyester, Saran, and Modacrylic fibers.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MAN-MADE FIBERS

Author _____ *Date Pub.* _____

Publisher Industry on Parade Series, National Association of Manufacturers c/o Film Library, New York State College of Home Economics, Roberts Hall Cornell University, Ithaca, NY 14850 $1.50

Teacher or Student Material Student *Cost* Rental *Length* 15 minutes

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A 16mm movie that traces the way modern synthetic fibers are manufactured, and "how this industry has been able to develop and produce better fibers and fabrics for man's use."

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETING TEXTILES

Author Herman D. Ruhm, Jr. *Date Pub.* 1970

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $5.95 *Length* 144 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Covers all the bases in Marketing Textiles. The marketing disciplines consist of product development, advertising and sales promotion, selling, quality control, credit, marketing research, converting, financial control and scheduling. In addition, the author discusses advancement, remuneration, training programs, and the impact of computers on job security in the textile field.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MEN'S AND BOYS' CLOTHING

Author Elizabeth Janezeck *Date Pub.* 1965

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Teacher *Cost* Free *Length* 11 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: This bibliography is a compilation of basic sources of information. It attempts to meet the requirement of merchandise information and includes material on the management level dealing with the areas of change in this field.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MEN'S CLOTHING INDUSTRY: COLONIAL THROUGH MODERN TIMES

Author Harry A Cobrin *Date Pub.* 1970

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $12.50 *Length* 390 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: A history of the clothing industry from the colonial through the modern times. The three central forces--labor, management and economics are analyzed in depth. The industry's growing pains are shown through every peak and low of development.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MEN'S FURNISHINGS

Author Richard Everhardt *Date Pub.* 1971

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $3.00 *Length* 148 pages

Grade Level Secondary *Suggested Time of Use* 4 weeks

OBJECTIVES:

SUMMARY DESCRIPTION: A course in men's clothing designed to give a salesman background on specific styles of items currently in fashion for men including their important features and necessary know-how for fit.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Includes 67 additional pages of transparency masters and an 81 page teaching outline.

Title MENSWEAR

Author *Date Pub.* 1970

Publisher Instructional Materials Services
Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Student *Cost* $6.00 *Length* 95 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Product and selling information related to men's fashions, including fabrics, weaves, construction features, styling details, fitting, alterations, sportswear, outerwear, and formal wear.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MODERN FOOTWEAR MATERIALS AND PROCESSES

Author Walter E. Cohn *Date Pub.* 1969

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Both *Cost* $15.00 *Length* 384 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This book deals with the problems of modernization in the shoe industry. It also describes techniques that are needed for the new synthetic materials. Offers an explanation of design, styling and construction of footwear.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title NEW DIMENSIONS IN WOOL

Author *Date Pub.*

Publisher The Wool Bureau, Inc., 360 Lexington Avenue, New York, NY 10017

Teacher or Student Material Teacher *Cost* Free *Length* Wall chart

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Illustrates how dimensional patterns and textures are achieved in wool fabrics. Photographs of sample fabrics illustrate freedom of expression and choice. A column on the chart offers interpretation of pattern, weave and color and how dimension is achieved by skillful combination of these elements.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title NEW SALES PROMOTION IN THE TEXTILE INDUSTRY

Author James C. Cumming *Date Pub.* 1955

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $2.50 *Length* 232 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Analyzes the promotional techniques used by leading advertisers in the textile and apparel industry. Covers the advertising campaigns of yarn manufacturers, textile mills, converters, selling agents, men's and women's apparel manufacture

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ONE WORLD OF FASHION

Author M. D. C. Crawford Revised and edited by Josephine Ellis Watkins and Beatrice Zelin *Date Pub.* 1967

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Both *Cost* $25.00 *Length* 192 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES: To be used as a reference and inspiration for designers, manufacturers, dressmakers and fashion publications.

SUMMARY DESCRIPTION: An omnibus of fashion covering such varied areas as wearing apparel and accessories, fabrics, jewelry, handbags, lace design, buttons and other ornamental fasteners. Traces the interpretive use of costume arts from other lands in American fashion; illustrated with plates of the new and the old.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PARIS COUTURE I & II

Author _____ *Date Pub.* 1970

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Teacher *Cost* Each set $120.00 *Length* 79 slides - Set I, 75 slides - Set II

Grade Level Secondary/Collegiate *Suggested Time of Use* 2 weeks

OBJECTIVES:

SUMMARY DESCRIPTION: A slide series of fashions by Paris Couture designers. Included are: Bohan of Dior, Cardin, Chanel, Givenchy, St. Laurent and Ungaro.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: A commentary, a summary and a glossary of key terms are included.

Title PERMANENT PRESS--DELIVERS THE PROMISE OF WASH AND WEAR

Author _____ *Date Pub.* _____

Publisher Association of Home Appliance Manufacturers, 20 North Wacher Drive, Chicago, IL 60606

Teacher or Student Material Teacher *Cost* Free *Length* _____

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Information on the manufacture and performance of permanent press fabrics.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A PERMANENT PRESS PRIMER

Author _____ *Date Pub.* _____

Publisher Home Service Department, Whirlpool Corp., Benton Harbor, MI 49022

Teacher or Student Material Student *Cost* Free *Length* 6 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Offers information about washing time, temperature and rinsing garments made of permanent press fabrics in automatic laundry appliances.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PRESSLEY MEETS PERMANENT PRESS

Author _____ *Date Pub.* _____

Publisher Home Service Department, Whirlpool Corp., Benton Harbor, MI 49022

Teacher or Student Material Teacher *Cost* _____ *Length* 13½ minutes

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A color movie that describes how permanent press garments are made and how to take care of them with automatic laundry appliances.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PROFITABLE CORSET & BRASSIERE MERCHANDISING

Author Jean Gordon Goldman *Date Pub.* 1963

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $1.75 *Length* 60 pages

Grade Level Secondary/Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses selling, advertising, public relations and fashion shows. Includes all the facets on fibers, fabrics and fittings.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PROFITABLE STOCK CONTROL FOR THE SMALL MEN'S WEAR STORE

Author Herbert Blueweiss *Date Pub.* 1957

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Both *Cost* $1.50 *Length* 22 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 week

OBJECTIVES:

SUMMARY DESCRIPTION: Reprints of articles from the Daily News Record dealing with stock control for retailers. The articles consider the need for basic stock control, the advantages of such a system and how it can be set up and maintained.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PROGRESSIVE APPAREL PRODUCTION

Author Bertrand Frank *Date Pub.*

Publisher Fairchild Publications, 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $4.50 *Length* 176 pages

Grade Level Secondary/Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Examines the strong trend toward diversification of products in manufacturing. Using case histories, explores problems of small lot production and offers specific methods for improving management of the diversified apparel plant. Shows how limited runs differ from mass production techniques, how to make quick style shifts economically.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE PROGRESSIVE SEWING ROOM

Author Bertrand Frank *Date Pub.*

Publisher Fairchild Publications, 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $6.50 *Length* 254 pages

Grade Level Secondary/Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A simplified, contemporary analysis of the largest single factor in garment production--the sewing room. Based on studies of over 300 plants, this book presents methods for improving quality, cutting costs by revamping older methods and speeding deliveries.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE RIGHT UNDERFASHION

Author _____ *Date Pub.* _____

Publisher Formfit-Rogers, 400 South Peoria Street, Chicago, IL 60607

Teacher or Student Material Teacher *Cost* Free *Length* _____

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Lesson sheets about proper fitting undergarments.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SALES BUILDERS FOR FOOTWEAR RETAILERS

Author Compiled by the editors of Footwear News *Date Pub.* 1961

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Both *Cost* $1.25 *Length* 48 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES: To increase sales in the footwear industry.

SUMMARY DESCRIPTION: One hundred fifty ideas about sales builders that have been used by shoe retailers over the years. Outlines are given as a platform upon which to create a merchandising promotion, and good-will builder. Helpful ideas on training salespeople, premiums and contests, creative promotion and cultivating children's and teens' trade.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SCIENTIFIC FUR SERVICING

Author Gaetan J. Lapick and Jack Geller *Date Pub.* 1952

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $2.00 *Length* 142 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 month

OBJECTIVES:

SUMMARY DESCRIPTION: Methods for scientific planning and servicing of fur garments. Sections on the storing, cleaning, repairing and restyling of furs.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SELECTED CASES IN FASHION MARKETING

Author Nathan Axelrod *Date Pub.*

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $5.48 per volume *Length* 2 Volumes

Grade Level Secondary/collegiate/adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Since most students learn primarily by doing, the case study method, as used in the classroom, is the closest and one of the most effective ways of helping students to learn how to approach and solve business problems. When a student analyzes a case in sales promotion or merchandising, he simulates what must be done by the proper executive in a business organization. The student is put into the role of an executive and must make responsible decisions since all cases combined in these volumes are presented from the Management's point of view. Volume I deals with buying and selling. Volume II deals with management problems.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Teacher's Manual ($5.30 Both volumes)

Title SELECTING FASHIONS

Author _____ *Date Pub.* _____

Publisher Consumer Information Services; Sears, Roebuck and Co., Chicago, IL 606

Teacher or Student Material Student *Cost* Free *Length* 15 pages

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Offers help in deciding the figure category that best describes a woman's silhouette, with do's and don'ts for each figure type. A size chart for each body type, and helpful suggestions for getting the most from one's fashion dollar are included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SELLING FASHION APPAREL

Author Eleanor W. Mullikin *Date Pub.* 1971

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $3.76 *Length* 212 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Consists of six sections of textual material followed by six sections of projects which are directly related to the content of the textual material. Pages in the project section are perforated at the left margin so that projects can easily be removed from the book as assigned. The projects include activities requiring both in-class study as well as contact with the business community.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title 75 YEARS OF MEN'S WEAR FASHION: 1890 to 1965

Author Compiled by the editors of Men's Wear Magazine *Date Pub.*

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Both *Cost* $10.00 *Length* 274 pages

Grade Level Secondary/Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Men's wear fashions from 1890-1965, as well as the brief history of man-made fibers; both serious and comic aspects of the neckwear story; sportswear's transition from utilitarian to fashionable and the emergence of the "American Look."

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SHORTHAND FASHION SKETCHING

Author Patricia L. Rowe *Date Pub.*

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $10.00 *Length* 102 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A guide to sketching, from drawing a basic figure to creating a sophisticated fashion drawing. Illustrated with plates showing each step, from the unclothed figure to complete outlines of basic apparel styles and fabric textures.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SIXTY YEARS OF FASHION

Author Compiled by the staff of Women's Wear Daily *Date Pub.*

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $2.75 *Length* 40 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A view of the evolution of women's styles, from the ankle-length fashions of the turn of the century to the Jet Age mini-skirt. More than 150 authentic fashion drawings--from formal wear to ski clothes--each with detailed explanation.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A STOCKING YARN

Author *Date Pub.*

Publisher Modern Talking Picture Service, 1212 Avenue of the Americas, New York, NY 10036

Teacher or Student Material Teacher *Cost* *Length* 18 minutes

Grade Level Secondary/Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A movie that gives a behind-the-scenes story of testing laboratories at McCall's Magazine and the research center of Bur-Mil Cameo Stockings and Chemstrand Corp. Also offers information on correct care of nylon hose.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SWIMWEAR MERCHANDISING

Author _____ *Date Pub.* _____

Publisher National Education Association
Dept. of Home Economics, 1201 Sixteenth Street, N.W., Washington, DC 20036

Teacher or Student Material Student *Cost* Free *Length* 15 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Prepared for retail sales personnel about helping customers select the right style swim suit. Illustrations show basic figure types, how to put on a suit, how to check the fit, basic bodice and skirt-designs, kinds of knits and characteristics of each and facts on elastic yarns. "Swim Suit Style Selector" a rotating disc that helps in locating figure types and offers advice on fitting, how to put on and take care of a bathing suit.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TECHNIQUES OF FASHION MERCHANDISING

Author _____ *Date Pub.* _____

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $5.48 *Length* 206 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This text-workbook presents information and student activities dealing with the retailing language of numbers and how it is used as a means of forecasting and communication. Includes review of mathematics, fractions and decimals, percentages, profit and loss; inventory, retail reductions, price lines and markup, planning dollar purchases, terms of purchase, student problems and involvement activities.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE TEXTILE ARTS

Author Vera Birrell *Date Pub.*

Publisher Schocken Books Inc., 200 Madison Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* $7.95 *Length* 530 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: All phases of fabric structure and design are covered with step-by-step instructions for the beginner given for each procedure. Numerous fibers and yarns are discussed as are the traditional weaves, looms and weaving methods of various countries, with accent on the traditional weaves of Central and South America. The directions and description of the several knots in rug making and instructions for braiding, knitting, lace making, embroidery and needlework are also included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TEXTILE FABRICS

Author Isabel Wingate *Date Pub.* 1953

Publisher Educational Book Division, Prentice-Hall, Englewood Cliffs, NJ 07632

Teacher or Student Material Student *Cost* *Length* 640 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: The purpose of this book is to present the facts about textiles that make for satisfaction in use. It outlines pertinent facts that will guide the customer in making the best selection; it interprets the terms found on tags and labels affixed to textile fabrics sold in stores, as well as the terms found in factual advertisements; and it emphasizes the selling points of textile fabrics that will help a retail salesman.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TEXTILE WORKBOOK

Author _____ *Date Pub.* 1968

Publisher Pitman Publishing Corporation, 6 East 43 Street, New York, NY 10017

Teacher or Student Material Student *Cost* $2.50 *Length* 136 pages

Grade Level Secondary *Suggested Time of Use* 6 weeks

OBJECTIVES:

SUMMARY DESCRIPTION: A series of simple lessons in elementary textiles suitable especially for beginners in high school in the field of distributive education. This workbook does not attempt to develop textile experts. Its purpose is to provide basic information for textile sales people on the retail level. A dictionary of textiles is included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Each group of topics is followed by a review section summarizing the new information and quizzing students on it.

Title TEXTILES: FIBER TO FABRIC

Author M. David Potter and Bernard P. Corbman *Date Pub.* 1967

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* $6.80 *Length* 495 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Places stress on the comparison, selection, usage, and care of fabrics and merchandise items as well as on the theory and process underlying their manufacture and development. Special attention is given to the growing acceptance of fabric constructions other than weaving. Knitting is treated independently and in great detail. Nonwovens, tufting, and the new mali constructions are also covered. The authors compare fabrics of all types.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Key

Title TEXTILES: FROM SOURCE TO CONSUMER Set I: Introduction to Textiles

Author _____ *Date Pub.* 1971

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Teacher *Cost* $100.00 *Length* 32 slides 18 samples

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 week

OBJECTIVES:

SUMMARY DESCRIPTION: Shows use of textiles in today's fashions, home furnishings and other areas.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Commentary, summary, glossary of terms and discussion questions are included.

Title TEXTILES: FROM SOURCE TO CONSUMER Set II: Yarns Used in Making Cloth

Author _____ *Date Pub.* 1972

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Teacher *Cost* $100.00 *Length* 32 slides 22 samples

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 week

OBJECTIVES:

SUMMARY DESCRIPTION: Aspect of textiles from a consumer viewpoint--fibers, blends, yarns, construction, finishes, coloring and care.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Commentary, summary, glossary terms and discussion questions are included.

Title TEXTILES: FROM SOURCE TO CONSUMER Set III: Construction of Cloth

Author _____ *Date Pub.* 1973

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Teacher *Cost* $100.00 *Length* 30 slides 20 samples

Grade Level Secondary/Collegiate *Suggested Time of Use* 1 month

OBJECTIVES:

SUMMARY DESCRIPTION: Explains all the steps involved in the construction of cloth from source to consumer.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Commentary, summary, glossary of terms and discussion questions are included.

Title THERE'S NOTHING LIKE A DRESS

Author _____ *Date Pub.* _____

Publisher International Ladies Garment Workers Union 275 Seventh Avenue, New York, NY 10001

Teacher or Student Material Student *Cost* Free *Length* 10 pages

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses lengths, fabrics, and colors of a dress.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title UNDERSTANDING TODAY'S TEXTILES

Author _____ *Date Pub.* _____

Publisher Educational and [illegible]lations J. C. Penney Co., Inc., [illegible] Avenue of the Americas, New York, NY 10019

Teacher or Student M[illegible] [illegible]uce *Cost* $.10 *Length* Folder

Grade Level Seconda[illegible] le[illegible] *Suggested Time of [illegible]* _____

OBJECTIVES:

SUMMARY DESCRIPTION [illegible]lines th[illegible] variet[illegible] [illegible] clothing and home furnishings, expla[illegible] the characteristics of eac[illegible]pe, [illegible] guidelines for judging fabric b[illegible]ds, explains fab[illegible] finis[illegible] and la[illegible] procedures.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS

Title UNDERSTANDING TODAY'S TEXTILES

Author _____ *Date Pub.* 19[illegible]

Publisher Educational and Consumer Relations J. C. Penney Co., Inc., 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Teacher, *Cost* _____ *Length* 23 frame filmstrip

Grade Level Secondary *Suggested Time of [illegible]* _____

OBJECTIVES:

SUMMARY DESCRIPTION: The wise selection and use of textiles depends on a basic understanding of generic family characteristics, and a knowledge of how natural and synthetic fibers react to various care practices.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title VEREL

Author _____ Date Pub. _____

Publisher Eastman Chemical Products, Inc. Subsidiary of Eastman Kodak Co., 260 Madison Avenue, New York, NY 10016

Teacher or Student Material Teacher Cost Free Length _____

Grade Level Secondary/Collegiate Suggested Time of Use _____

OBJECTIVES:

SUMMARY DESCRIPTION: Gives the background of a modacrylic fiber. Kit includes a folder containing "what it is, where you will find it and its care," and outlines its properties. A Fact Sheet illustrates how Verel is made. Includes a sample of Verel.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WHAT EVERY WOMAN SHOULD KNOW ABOUT MEN'S FASHIONS

Author _____ Date Pub. _____

Publisher Home Economics Service Bureau The Van Heusen Co., 417 Fifth Avenue, New York, NY 10016

Teacher or Student Material Student Cost Free Length 11 pages

Grade Level Secondary/Collegiate Suggested Time of Use _____

OBJECTIVES:

SUMMARY DESCRIPTION: Focuses on the total wardrobe concept and points out that women purchase 75% of all men's furnishings and most of men's wear is cared for by women. Includes sketches and information about fashions currently in style and helpful hints on how to care for a man's wardrobe.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: A teacher's supplement and quiz on men's fashions, their selection and care is also available.

Title WHAT IS SILK?

Author _____ *Date Pub.* _____

Publisher International Silk Association, 185 Madison Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* Free *Length* 24 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION Answers commonly asked questions about silk. Also defines the kinds of weaves used for silk fabrics and a pocket dictionary of terms often used in relation to silk fabrics.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WHAT'S IN A NAME?

Author _____ *Date Pub.* _____

Publisher National Cotton Council of America, 350 Fifth Avenue, New York, NY 1000

Teacher or Student Material Student *Cost* Free *Length* 4 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Spells out 18 terms--and selling points--for cotton fabrics, such as "nonchlorine retentive", pima, "vat-dyed", and others.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE WINNERS

Author _____ **Date Pub.** _____

Publisher Bates Fabrics, Inc. Order from Association Films, Inc., 600 Madison Avenue, New York, NY

Teacher or Student Material Teacher **Cost** _____ **Length** 13½ minutes

Grade Level Secondary/Collegiate **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: A movie about three college students, winners of the Bates Dream Room Contest. They discuss their winning room designs and explain how they created individual decorating schemes on a limited budget. A brief visit to a fabric mill shows how weaving, dyeing and finishing processes are done.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WOMEN'S READY-TO-WEAR, 1970

Author _____ **Date Pub.** 1970

Publisher Instructional Materials Services Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Student **Cost** $6.50 **Length** 167 pages

Grade Level Secondary **Suggested Time of Use** 6 weeks

OBJECTIVES:

SUMMARY DESCRIPTION: Sales and merchandise information related to fashions, fabrics, and quality features that make selling an art rather than routine duty.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Answer Book ($2.50)

Title WONDERFUL WORLD OF COTTON

Author _____ *Date Pub.* _____

Publisher National Cotton Council of America, P.O. Box 12285, Memphis, TN 38112

Teacher or Student Material Student *Cost* Free *Length* 6 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes cotton's merits in terms of appearance, performance, and comfort, and new developments textile researchers are working on: a heavy cotton tweed for a topcoat that can be thrown into the washing machine and tumbled dry, and fabrics for blankets.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WOOL AS AN APPAREL FIBER

Author Giles E. Hopkins *Date Pub.* 1953

Publisher Rinehart & Company, Inc., New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 110 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Intended to sketch briefly the technical background of wool production, manufacture and use.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WOOL FABRIC TERMS

Author _____ *Date Pub.* _____

Publisher Wool Education Center
American Wool Council, Suite 520, 909 Seventeenth Street, Denver, CO 80202

Teacher or Student Material Student *Cost* Free *Length* _____

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A Glossary of Processing Terms, and a Glossary of Wool Fabric Terms.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WOOL FIBER IN THE MAKING

Author _____ *Date Pub.* _____

Publisher Home Economics Dept.
Pendleton Woolen Mills, 218 S.W. Jefferson Street, Portland, OR 97201

Teacher or Student Material Teacher *Cost* Free *Length* Poster

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Shows the eight main steps in producing wool fabrics, with samples of raw wool, scoured wool, lanolin, dyed wool, wool after carding, wool yarn, unfinished fabric, and finished fabric.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WOOL MARK OF QUALITY, QUESTIONS AND ANSWERS

Author _____ *Date Pub.* _____

Publisher The Wool Bureau, Inc., 360 Lexington Avenue, New York, NY 10017

Teacher or Student Material Student *Cost* Free *Length* Folder

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes the new Mark, explaining that it means a garment or wool product meets the quality standards of the Wool Bureau, such as strength and color fastness, as well as fiber content. Also points out that wool is the only textile raw material with a worldwide quality certification mark and explains how it is used.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE WOOL STORY, FROM FLEECE TO FASHION

Author _____ *Date Pub.* _____

Publisher Home Economics Dept. Pendleton Woolen Mills, 218 S.W. Jefferson Street, Portland, OR 97201

Teacher or Student Material Teacher *Cost* Free *Length* 36 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Gives the chemical composition and advantages of wool, processing, washing, dyeing, mixing, carding, spinning, weaving, fulling and finishing with illustrations of each step. Also describes Wool Products Labeling Act of 1939.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WOOL IN THE UNITED STATES

Author _____ Date Pub. _____

Publisher National Association of Wool Manufacturers
386 Park Avenue, South, New York, NY 10016

Teacher or Student Material Student Cost Free Length 34 pages

Grade Level Secondary/Collegiate Suggested Time of Use _____

OBJECTIVES:

SUMMARY DESCRIPTION: Covers the historical background of wool; wool growing in the U. S.; marketing, selection and grading; world wool supply; and information about the Wool Products Labeling Act; and the national importance of the wool textile industry.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WOOLENS SHRINKABLE? UNTHINKABLE?

Author _____ Date Pub. _____

Publisher Stevenson's, USA, Inc., 1006 Charles Street, North Providence, RI

Teacher or Student Material Student Cost Free Length Folder

Grade Level Secondary/Collegiate/Adult Suggested Time of Use _____

OBJECTIVES:

SUMMARY DESCRIPTION: Introduces a chemical process "that means woolens can go right into the washing machine without fear of shrinking or matting."

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE WORD IS IDENTIFICATION

Author _____ **Date Pub.** _____

Publisher Celanese Fibers Co., 522 Fifth Avenue, New York, NY 10036

Teacher or Student Material Student **Cost** Free **Length** 21 pages

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: Explains how the tag protects the consumer and guards the reputation of fibers such as Arnel, Fortrel, Celanese Acetate, Celaperm and Celacloud. Includes a glossary of fabric and fiber terms.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE YOUNG CONSUMER LOOKS AT TEXTILES

Author Alvin Garblik **Date Pub.** 1973

Publisher Bamm Publishing Co., 410 Township Lane, Cherry Hill, NJ 08034

Teacher or Student Material Both **Cost** $2.25 per book/Transparencies $250.00 Complete set **Length** 252 pages

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** Variable

OBJECTIVES: The student will be able to:

1. identify natural and man-made fibers.
2. apply standard methods of naming fibers according to FTC regulat
3. demonstrate proper methods of labeling textile products.
4. identify the classes of textile fabrics.
5. explain the method of producing fabrics.
6. explain how fabrics are finished and their uses.

SUMMARY DESCRIPTION:

The student workbook is written in simple language and in cartoon form for illustrating concepts. Each concept is explained and several questions are asked for each. At the end of each unit, activities relating to that unit have been developed. The entire program can be purchased in set form consisting of 50 workbooks, a teacher's guide, and 233 transparencies. The material is the outgrowth of Dr. Garblik's doctoral dissertation and has been tested at all stages of its development.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: The workbook is supported by a complete set of transparencies in color accompanied by a teacher guide which contains the answers to questions in student workbook.

AUTOMOTIVE

04.03 00 00

Organized subject matter and learning experiences related to the variety of sales and sales-supporting tasks performed by distributive employees and management personnel in retail, wholesale, and service establishments engaged in selling, renting, storing or caring of cars and trucks, and in selling automotive parts, accessories, and equipment.

Title AUTO PARTS KIT

Author _____ *Date Pub.* _____

Publisher Instructional Materials Services
Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Student *Cost* _____ *Length* 5 Books

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: These lesson assignments are a tool to be used in easing the student's entry into the automotive service industry by providing specific information.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Answer Book

Title AUTOMOBILE FACTS & FIGURES

Author _____ *Date Pub.* 1972

Publisher Motor Vehicle Manufacturers Association
320 New Center Building, Detroit, MI 48202

Teacher or Student Material Student *Cost* Free *Length* 88 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes interesting facts about the automobile industry including methods of production.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title AUTOMOBILES OF AMERICA

Author _____ *Date Pub.* 1970

Publisher Motor Vehicle Manufacturers Association 320 New Center Building, Detroit, MI. 48202.

Teacher or Student Material Student *Cost* Free *Length* 277 pages

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes American automobiles with specific information on models, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FACTS FOR STUDY

Author _____ *Date Pub.* 1970

Publisher Motor Vehicle Manufacturers Association 320 New Center Building, Detroit, MI 48202

Teacher or Student Material Student *Cost* Free *Length* 29 pages

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes facts concerning the automobile industry such as differences in models, etc., helpful to salespeople.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO BUY A USED CAR

Author Charles R. Jackson *Date Pub.* 1967

Publisher Chilton Book Company, 401 Walnut Street, Philadelphia, PA 19106

Teacher or Student Material Student *Cost* $2.75 *Length* 90 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A former used-car salesman and manager offers guidance to the relatively inexperienced purchaser of a used car. He covers dealers and their advertising, used car conditions and guarantees, shopping, negotiating, buying, and financing the purchase.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MOTOR TRUCK FACTS

Author *Date Pub.* 1971

Publisher Motor Vehicle Manufacturers Association 320 New Center Building, Detroit, MI 48202

Teacher or Student Material Student *Cost* Free *Length* 60 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Describes facts concerning motor trucks helpful to salespeople.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RECREATIONAL VEHICLE FACTS & TRENDS

Author _____ **Date Pub.** 1973-

Publisher Recreational Vehicle Institute
2720 Des Plaines Avenue, Des Plaines, IL 60016

Teacher or Student Material Student **Cost** $1.00 **Length** 30 pages

Grade Level Collegiate **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: Marketing and statistical information on motor homes, travel trailers, truck campers, camping trailers and pick-up truck covers.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE SECRETS OF CURLY McADAMS

Author _____ **Date Pub.** _____

Publisher Thompson-Mitchell & Associates
2996 Grandview Avenue, N.E., Roberts Building, Atlanta, GA 30305

Teacher or Student Material Student **Cost** 35mm Filmstrip $296.25/Audiscan $326.00 **Length** _____

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: Ten films with records or cassettes on how to manage a service station. How to Manage Service Station Facilities, Manpower, Money, Sales, Advertising and Sales Promotion, and Salesmanship.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Leader's Guide

Title SERVICE STATION - JOB INTRODUCTION AND SALESMANSHIP

Author _____ **Date Pub.** _____

Publisher Thompson-Mitchell & Associates 2996 Grandview Avenue, N.E., Roberts Building, Atlanta, GA 30305

Teacher or Student Material Student **Cost** 35mm Filmstrip $14.00 each/Complete set $130 **Length** _____

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: A series of 12 films with cassette tapes on the introduction. Meet Your New Job, Meet Your Customers, How to D-I-G for Sales, How to Discover Sales on the Driveway, How to Discover Sales Under the Hood, How to Discover Sales in the Service Bag, How to Involve the Customer in More Sales, How to Get the Customer's Agreement to Buy, How to Sell by Making a Good Impression, the Profit Picture, the Secret of Salesmanship, and a Professional Salesman.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SERVICE STATION OPERATION AND MANAGEMENT

Author Fritz **Date Pub.** 1968

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student **Cost** $3.21 **Length** _____

Grade Level Secondary/Collegiate **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: A kit for those interested in the operation and management of service stations. All operations discussed.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual and Key ($1.60)

Title SERVICE STATION RECORDKEEPING

Author Fritz **Date Pub.** 1968

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student **Cost** - **Length**

Grade Level Secondary/Collegiate **Suggested Time of Use**

OBJECTIVES:

SUMMARY DESCRIPTION: Practice set for the operation of a service station including forms.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual and Key ($1.60)

Title THE WORLD MAKES AN AUTO

Author **Date Pub.** 1970

Publisher Motor Vehicle Manufacturers Association 320 New Center Building, Detroit, MI 48202

Teacher or Student Material Student **Cost** Free **Length**

Grade Level Secondary **Suggested Time of Use** 2 days

OBJECTIVES:

SUMMARY DESCRIPTION: Describes the materials used in making automobiles.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

FINANCE AND CREDIT

04.04 00 00

Organized subject matter and learning experiences related to the tasks performed by distributive employees and management personnel in institutions engaged in deposit banking and related services, extending credit in the form of loans, services allied with the exchange of securities and commodities, or consumer credit and collections.

Title BANK HOLD-UP AND SECURITY SERIES

Author _____ **Date Pub.** _____

Publisher Thompson-Mitchell & Associates 2996 Grandview Avenue, N.E., Atlanta, GA 30305

Teacher or Student Material Student **Cost** Each in Audiscan $70.00/Complete program $350.00 **Length** _____

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: Five programs: 1) Employees, 2) Management, 3) Identification, 4) Security and 5) Bomb Threats

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BANK TELLER TRAINING PROGRAM

Author _____ **Date Pub.** _____

Publisher Thompson-Mitchell & Associates 2996 Grandview Avenue, N.E., Atlanta, GA 30305

Teacher or Student Material Student **Cost** Each in Audiscan $70.00/Complete program $910.00 **Length** _____

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: Series of 13 includes: Qualification and Duties, Customer Relations, The Teller's Job, Handling of Money, Counting Money, Characteristics of a Check, Check Cashing--Faces and Frauds; Endorsement, Withdrawals, Deposits and Payments, Balancing at Closing, Cross-Selling, Truth-in-Lending, and Telephone Impression.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE BANKING MANAGERIAL SKILLS SERIES

Author _____ *Date Pub.* _____

Publisher Thompson-Mitchell & Associates 2990 Grandview Avenue, N.E., Atlanta, GA 30305

Teacher or Student Material Student *Cost* Filmstrip $175.00/Audiscan $350.00 *Length* _____

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Set includes 5 films: 1) Organizing and Planning Skills, 2) Effective Management Skills, 3) Decision-Making Skills, 4) Leadership and 5) Perception

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BEFORE YOU BUY: A COURSE IN CONSUMER CREDIT

Author _____ *Date Pub.* _____

Publisher Universal Education and Visual Arts, 221 Park Avenue South, New York NY 10003

Teacher or Student Material Student *Cost* $85.00 *Length* _____

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A mini-course describing credit available for consumers.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Guide, 30 Student Workbooks and 4 cassettes

Title CONSUMER CREDIT AND THE AMERICAN FAMILY - A PERSPECTIVE ANALYSIS

Author National Consumer Credit Conference **Date Pub.** 1956

Publisher Bureau of Business Research, University of Michigan, Ann Arbor, MI

Teacher or Student Material Student **Cost** _____ **Length** 139 pages

Grade Level Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: Recorded minutes of the 1956 Consumer Credit Conference held at the University of Michigan. This conference was planned as a forum for the discussion and exchange of opinion, the testing and criticism of ideas, and the expression of varying attitudes and points of view, all with the aim of obtaining a better understanding of consumer credit as an integral and important segment of our national economy.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CONSUMER CREDIT IN THE SIXTIES

Author National Consumer Credit Conference **Date Pub.** 1960

Publisher Washington University, St. Louis, MO

Teacher or Student Material Student **Cost** _____ **Length** 94 pages

Grade Level Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: The theme of the 1960 Conference, "Consumer Credit in the Sixties" proved to be a provacative and highly significant subject and one which was dealt with most effectively and efficiently by the speakers and panel members. It was designed to deal with some of the more broad social and economic implications relevent to the current and future developments in the field of consumer credit.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CREDIT & COLLECTION KNOW-HOW

Author Allyn M. Schiffer and Robert J. Schwartz *Date Pub.* 1960

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $5.00 *Length* 254 pages

Grade Level Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: A primer on credit operations for retail and non-retail organizations. Answers puzzling questions on reference checking, collection methods, credit exchange information and tracking down the ulcer-producing "skip." Contains a glossary of legal terms.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CREDIT COLLECTION TECHNIQUES AND TERMS

Author Bernard H. Glaser *Date Pub.* 1972

Publisher D.E. Materials Lab, 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 432

Teacher or Student Material Teacher *Cost* $2.00 *Length* 61 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: This course outline was designed to improve adult business management of credit but is equally good for introducing students to collection problems and techniques.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Includes 29 pages of handouts and transparency masters including credit forms.

Title CREDITS AND COLLECTIONS

Author _____ **Date Pub.** 1960

Publisher MEG Sales Education, The National Cash Register Company
NCR Education Center - Sugar Camp, Dayton, OH 45479

Teacher or Student Material Student **Cost** Free **Length** 35 pages

Grade Level Adult **Suggested Time of Use** _____

OBJECTIVES: To point out the scope and importance of retail credit and its possibilities for the merchant.

SUMMARY DESCRIPTION: Suggestions are provided for establishing sound procedures and correct policies, and for maintaining a profitable credit business. It is done in the form of questions and answers.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CREDITS AND COLLECTIONS

Author Donald Kohns **Date Pub.** 1968

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student **Cost** _____ **Length** 134 pages

Grade Level Collegiate **Suggested Time of Use** 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This book presents fundamental principles and practices of credit and collections. Consists of six sections of textual material followed by six sections of projects which are directly related to the content of the textual material. The projects include activities requiring both in-school study as well as contact with the business community. The projects within a section, as well as in total, provide for a range of student interests and abilities.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CURRENT CONSUMER CREDIT PROBLEMS

Author _____ *Date Pub.* 1957

Publisher College of Business Administration, University of Denver, Denver, CO

Teacher or Student Material Student *Cost* _____ *Length* 92 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This National Consumer Credit Conference dealt with 3 major areas of consumer credit: 1) the size and continued growth of consumer debt and money market operations, 2) the changing consumer attitudes toward buying and borrowing, and 3) the important elements of consumer credit education.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CUSTOMER SERVICE SERIES

Author _____ *Date Pub.* _____

Publisher Thompson-Mitchell & Associates 2996 Grandview Avenue, N.E., Atlanta, GA 30305

Teacher or Student Material Student *Cost* Each in Audiscan $50.00/Complete program $250.00 *Length* _____

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Five programs: 1) Trusts, 2) History of banking, 3) Savings Account, 4) Checking Account and 5) Loans

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FAIRCHILD'S FINANCIAL MANUAL OF RETAIL STORES

Author . *Date Pub.* 1971

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material both *Cost* $25.00 *Length*

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Gives authoritative financial data on over 275 publicly-owned retail organizations, representing thousands of department and general merchandise stores, supermarkets, shoe, drug, specialty, home furnishings and major discount stores. Includes corporate officers and directors; divisions with addresses; transfer agent and stock exchange; acquisitions; number of retail units; income account; assets and liabilities; 10-year summaries of sales and earnings; stock information and equity; important ratios; financial charts on leading corporations. Cross-referenced index includes retail divisions, subsidiaries.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FINANCIAL TERMINOLOGY

Author *Date Pub.*

Publisher MeG Sales Education, The National Cash Register Company
NCR Education Center - Sugar Camp, Dayton, OH 45479

Teacher or Student Material both *Cost* *Length* 49 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A glossary of over 950 terms. It was originally prepared to assist financial personnel in becoming better acquainted with the terms used in their daily routine; however, it is valuable as a classroom reference in the study of money, banking and other related subjects. Since automation has become an integral part of today's financial operations, related EDP terms have been included. Formulas and mathematical models are used to clarify any technical terms that are difficult to describe in pure narrative.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FINANCING BUSINESS FIRMS

Author Charles L. Prather and James E. Wert *Date Pub.* 1971

Publisher Richard D. Irwin, Inc., Homewood, IL 60430

Teacher or Student Material Student *Cost* _____ *Length* 611 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses the differences between a business corporation from a proprietorship and a partnership, financial statements, leasing instead of purchasing equipment, all aspects of financing, and the differences between recapitalization and reorganization.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FINANCING ... SHORT AND LONG TERM NEEDS

Author Small Business Administration *Date Pub.* 1965

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Teacher *Cost* $1.50 *Length* 75 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Reviews pertinent financial terminology, ways of improving the financial management of small businesses, various types of capital and the determination of the sources of capital funds.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: A set of 8"x10" colored transparencies available from the nearest Small Business Administration regional office.

Title FRONTIERS OF FINANCIAL MANAGEMENT

Author W. J. Serraino, S. S. Singhvi and R. M. Soldofsky *Date Pub.* 1971

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $5.90 *Length* 450 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Thirty-four articles covering financial management. Included are: Perspectives in Financial Management, Capital Budgeting, Capital Structure and Cost of Capital, Dividend Policy and Valuation, Long-Term Financing, Working Capital Management, Financial Side of Mergers and Acquisitions, New Approaches to Financial Analysis, Financial Impact of Accounting Practices, Principles, and Disclosure; and International Financial Management.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title GROWTH IN IMPORTANCE OF THE CREDIT FUNCTION

Author *Date Pub.* 1962

Publisher Dun & Bradstreet, Inc., 99 Church Street, New York, NY

Teacher or Student Material Student *Cost* Free *Length* 8 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES: This book tries to show that there has been a disturbing rate of growth in credit losses between 1950 and 1962.

SUMMARY DESCRIPTION: Contains many charts and statistics to explain the importance of credit.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO BUY STOCKS

Author _____ **Date Pub.** _____

Publisher Merrill Lynch, Pierce, Fenner & Smith, Inc. 70 Pine Street, New York, NY 10005

Teacher or Student Material Student **Cost** _____ **Length** 209 pages

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: Tells what investment means, explains the types of stocks, regulating issues, government and municipal bonds, investing, how to read financial news, the whys of investing, knowing when to sell and folklore of the market.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title INVESTMENT DECISIONS IN SMALL BUSINESS

Author Solomon **Date Pub.** 1963

Publisher University Press of Kentucky, Lexington, KY 40506

Teacher or Student Material Student **Cost** $3.00 **Length** 160 pages

Grade Level Collegiate/Adult **Suggested Time of Use** 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Two theoretically sound formulas are compared with simpler techniques in the context of small business. This study aims to fill a neglected area in managerial economics. It discusses the prescriptions which theory has made and points out the assumptions which are involved in them. It compares the methods of the businessman with the prescriptions of theory. It assesses the usefulness of various theoretical tools for investment analysis within the framework of small business practice, recognizing the limitations imposed by assumptions of theory and the time bind in which the small businessman appears to find himself.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MONEY AND BANKING

Author Banking Education Committee **Date Pub.**

Publisher American Bankers Association, 90 Park Avenue, New York, NY 10016

Teacher or Student Material Both **Cost** Free **Length**

Grade Level Secondary **Suggested Time of Use**

OBJECTIVES:

SUMMARY DESCRIPTION: Lists materials for teachers and students. Includes motion pictures, filmstrips, and visual aids.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MONEY AND BANKING

Author Eugene S. Klise **Date Pub.** 1972

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student **Cost** $11.00 **Length** 850 pages

Grade Level College Intro **Suggested Time of Use** 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses: (1) The theory of money in all its aspects, credit money, the effect of investment and savings, marginal efficiency of capital and interest rates, and inflationary and deflationary pressures are thoroughly covered. (2) Monetary policy used as a tool to control the business cycle and to promote growth is discussed in depth. (3) Fiscal policy--the impact of government spending and taxes on the real world--is analyzed with the aid of national income and monetary theory. (4) Practical aspects of bank operations, other financial institutions, and international banking are presented to complete the picture.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Instructor's Manual and Tests (Free,

Title MONEY AND BANKING

Author P. W. Park *Date Pub.* 1966

Publisher Educational Systems Development, Howard & Smith, Inc., Detroit, MI

Teacher or Student Material Student *Cost* Free *Length* 38 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses the complete operation of banks and their various services. Provides self-evaluating diagnostic tests and exercises on the topic of each section.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MONEY AND BANKING IN OUR EVERYDAY LIVING

Author _____ *Date Pub.* _____

Publisher Banking Education Committee
American Bankers Association, 90 Park Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* Free *Length* _____

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A brief treatment of the nature and function of banks; the dual banking system; clearing and collecting checks and operations of commercial banks.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MONEY MANAGEMENT AND BANKS

Author _____ *Date Pub.* 1966

Publisher University of the State of New York, Albany, NY

Teacher or Student Material Student *Cost* _____ *Length* 51 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES: To contribute to a better understanding of the effective use of money, credit, and banking services.

SUMMARY DESCRIPTION: Describes the various aspects of finance, credit, capital, budget, inflation, banking systems, use of credit and investment.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MORTGAGE BROKERAGE I

Author _____ *Date Pub.* 1960

Publisher Vocational Instructional Material Laboratory
Lindsey Hopkins Education Center, Miami, FL

Teacher or Student Material Teacher *Cost* _____ *Length* 9 pages

Grade Level Adult *Suggested Time of Use* 72 hours

OBJECTIVES: To train the student in various activities involved in operation of a mortgage brokerage business and to teach the handling of mortgages affected by various Federal and State laws.

SUMMARY DESCRIPTION: Consists of a course outline. This course is related to other courses concerning the field of real estate training, giving more comprehensive coverage to the mortgage business. Also, there is a bibliography which lists the supplementary references used by the teacher in presenting the material.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title NATIONAL CONSUMER CREDIT CONFERENCE FOR 1951

Author Fredrick M. Stanford **Date Pub.** 1951

Publisher College of Business Administration, Lehigh University, Bethlehem, PA

Teacher or Student Material Student **Cost** _____ **Length** 165 pages

Grade Level Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: This conference concentrated its efforts and discussions in the areas of consumer credit courses in colleges and high schools, selective credit controls that had been instituted by the Federal government at that time, and materials of continuing and permanent interest to consumer credit executives.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title NATIONAL CONSUMER CREDIT CONFERENCE FOR 1952

Author Carroll W. Meiers and Albert Haring **Date Pub.** 1952

Publisher School of Business, Indiana University, Terre Haute, IN

Teacher or Student Material Student **Cost** _____ **Length** 196 pages

Grade Level Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: The general theme of the conference was the function of consumer credit as a "moving force in mass distribution."

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title NATIONAL CONSUMER CREDIT CONFERENCE FOR 1959

Author _____ **Date Pub.** 1959

Publisher College of Business Administration, University of Florida, Gainesville, FL

Teacher or Student Material Student **Cost** _____ **Length** 154 pages

Grade Level Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: This conference dealt with new perspectives in consumer financial management and new innovations in consumer credit.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title NATIONAL CONSUMER CREDIT CONFERENCE FOR 1961

Author Leon M. Cohen **Date Pub.** 1961

Publisher College of Business Administration
Louisiana State University, Baton Rouge, LA

Teacher or Student Material Student **Cost** _____ **Length** 94 pages

Grade Level Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: This review of consumer credit serves to point out that the various types of credit have shown marked differences over the past several decades.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title OKLAHOMA INSTITUTE OF CONSUMER CREDIT MANAGEMENT

Author *Date Pub.* 1960

Publisher School of Business
Oklahoma City University, Oklahoma City, OK

Teacher or Student Material Student *Cost* *Length* 63 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Conference proceedings. The conference provided the means for various segments of the consumer credit industry to investigate management programs of cost control and problems of cost control.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PRINCIPLES OF FINANCIAL MANAGEMENT

Author Ward S. Curran *Date Pub.* 1970

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* *Length* 621 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Designed for use in an introductory course in business finance. The book is divided into six parts dealing with the development of the principles of financial management, microfinancial theory, financial risk, capital markets, corporate mergers and reorganization in bankruptcy.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PROFITABLE USE OF CREDIT IN SELLING AND COLLECTING

Author Allyn M. Schiffer **Date Pub.** 1962

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Both **Cost** $7.95 **Length** 290 pages

Grade Level Collegiate/Adult **Suggested Time of Use**

OBJECTIVES:

SUMMARY DESCRIPTION: Reviews practical methods for dealing with customers through sales and credit departments. Discusses the methods for selling on credit and collecting the balances due. Includes charts, tabulations and sample credit forms.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RETAIL CREDIT FUNDAMENTALS

Author Clyde W. Phelps **Date Pub.** 1952

Publisher National Retail Credit Association, St. Louis, MO

Teacher or Student Material Student **Cost** **Length** 375 pages

Grade Level Secondary/Collegiate **Suggested Time of Use** 1 sem.

OBJECTIVES: To prepare the credit man for further study in the principles and practices of retail credit.

SUMMARY DESCRIPTION: An analysis of the credit cycle organized under the three logical phases of (a) securing, (b) controlling and (c) collecting the account. The method used is the functional approach. It not only explains the "what" and "how" but the "why" of management of credit sales.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SELLING BANKING SERVICES

Author William E. Johnson and H. E. Ruppert **Date Pub.** 1968

Publisher Vocational Curriculum Development and Research Center, Natchitoches, LA 71457

Teacher or Student Material Student **Cost** _____ **Length** 95 pages

Grade Level Adult **Suggested Time of Use** 1 sem.

OBJECTIVES: To show the necessity for salesmanship training in banking, to acquaint personnel with the services they have to offer, and to guide the employees in formulating methods of appealing to buying motives.

SUMMARY DESCRIPTION: This book contains information on developing the sales personality, meeting customers, and handling different types of customers related to the banking field.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE SHAREOWNER

Author _____ **Date Pub.** _____

Publisher New York Stock Exchange Order from Coronet Films Movies, Inc., 43 West 61 Street, New York, NY 10023

Teacher or Student Material Teacher **Cost** _____ **Length** 12 minutes

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: A color movie that demonstrates what a share of stock represents.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: A teacher's guide and poster are available to use with the film.

Title THE STOCK AND BOND BUSINESS, WHAT EVERYONE SHOULD KNOW ABOUT IT

Author _____ **Date Pub.** _____

Publisher Merrill Lynch, Pierce, Fenner & Smith, Inc. 70 Pine Street, New York, NY 10005

Teacher or Student Material Student **Cost** Free **Length** 30 pages

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: Defines stocks and bonds, tells how to buy them, how a stock exchange operates and the role of a broker.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title 10 KEYS TO BASIC CREDITS AND COLLECTIONS

Author _____ **Date Pub.** 1964

Publisher Dun & Bradstreet, Inc., 99 Church Street, New York, NY

Teacher or Student Material Student **Cost** $1.00 **Length** 41 pages

Grade Level Adult **Suggested Time of Use** _____

OBJECTIVES: To describe what goes into a Dun & Bradstreet report and rating for maximum use of the service.

SUMMARY DESCRIPTION: Includes 10 keys that are actually the fundamental or basic instructions given to their reporters. Each key is a fundamental element in credit and collection work. Almost any credit problem has at its core ownership, operations, payments, or collections.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title UNDERSTANDING FINANCIAL STATEMENTS

Author John Myer **Date Pub.** 1964

Publisher New American Library, 1301 Avenue of the Americas, New York, NY

Teacher or Student Material Student **Cost** $1.25 **Length** 206 pages

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use**

OBJECTIVES:

SUMMARY DESCRIPTION: Provides the necessary knowledge of the form, content, nature and use of financial statements, and the accounting process without requiring the student to learn the techniques of keeping the accounting records.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title USING CREDIT INTELLIGENTLY

Author William J. Cheyney **Date Pub.** 1963

Publisher National Foundation for Consumer Credit 1411 K Street, N.W., Washington, DC

Teacher or Student Material Student **Cost** **Length** 54 pages

Grade Level Secondary **Suggested Time of Use** 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Written for young people who in the years ahead will accept responsibility for family income and its expenditure and who will be the users of consumer credit. It should prove helpful to those who today budget and plan to make family income meet their particular budget.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WOMEN AND RETAIL CREDIT

Author _____ **Date Pub.** _____

Publisher J. C. Penney Co., Inc., Educational & Consumer Relations Dept. 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Teacher **Cost** Free **Length** Packet of materials

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: Issues, background information, laws, etc., on retail credit for women.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Cassette, visuals and summary sheets.

Title YOU AND THE INVESTMENT WORLD

Author _____ **Date Pub.** _____

Publisher New York Stock Exchange Manager School and College Relations, 11 Wall Street, New York, NY 10005

Teacher or Student Material Student **Cost** _____ **Length** 52 pages

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes how investing promotes economic growth, how stocks and bonds are bought and sold, the structure, history and function of the American Corporation and the New York Stock Exchange.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: A "Portfolio of Teaching Aids" sent automatically with orders for 20 or more copies.

FLORISTRY

04.05 00 00

Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management personnel in retail and wholesale establishments engaged in selling floral arrangements, cut flowers, growing plants, artificial plants, and related items for ornamental use.

Title FLORISTRY MERCHANDISING AND SERVICES

Author _____ **Date Pub.** 1954

Publisher Instructional Materials Services
Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Student **Cost** $3.50 **Length** 96 pages

Grade Level Secondary **Suggested Time of Use** 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Information for the retail florist trainee, covering all aspects of buying, selling, merchandising, display, services, care of flowers and plants, designing, constructing arrangements, and preparation of customer orders.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Answer Book ($2.50)

Title THE NURSERY BUSINESS

Author Thomas F. Cannon **Date Pub.** 1966

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student **Cost** Free **Length** 6 pages

Grade Level Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: Bibliography intended primarily for the small nursery proprietor, the wholesaler or retailer with manifold problems to solve on plant propagation, sources of supply, care, marketing, and other questions of plant growing or merchandising.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE YEARBOOK OF AGRICULTURE

Author U. S. Department of Agriculture *Date Pub.* 1954

Publisher U. S. Government Printing Office
Superintendent of Documents, Washington, DC 20402

Teacher or Student Material Student *Cost* $1.75 *Length* 506 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES: To help the farmer attain an efficient operation.

SUMMARY DESCRIPTION: A handbook for farmers. Explains to the farmer laws of intrastate trade, marketing, central markets, food retailers, transportation, and pricing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

FOOD DISTRIBUTION

04.06 00 00

Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management personnel in establishments primarily engaged in selling food for home preparation and consumption, or selling a general or commodity line of food products at wholesale.

Title ACCEPTANCE OF NEW FOOD PRODUCTS BY SUPERMARKETS

Author Neil H. Borden, Jr. **Date Pub.** 1968

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student **Cost** $3.00 **Length** 248 pages

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** 1 month

OBJECTIVES:

SUMMARY DESCRIPTION: A summary of new food products and their acceptance by supermarkets. Included are: the introductory process, research design and actual cases within the industry from chains such as A & P, Grand Union, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BAGGING

Author **Date Pub.**

Publisher Thompson-Mitchell & Associates 2996 Grandview Avenue, N.E., Roberts Building, Atlanta, GA 30305

Teacher or Student Material Student **Cost** Audiscan $55.00 **Length**

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use**

OBJECTIVES:

SUMMARY DESCRIPTION: Techniques of proper bagging.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CHECKER-CASHIER

Author Judith E. Edison and Kenneth H. Mills **Date Pub.** 1969

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student **Cost** _____ **Length** 136 pages

Grade Level _____ **Suggested Time of Use** 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Designed to teach personnel the efficient use of the cash register and the importance of developing a favorable store image in the minds of customers. The textual material discusses the role of the checker-cashier in the self-service store.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual

Title THE CHECKOUT GIRL

Author _____ **Date Pub.** _____

Publisher Thompson-Mitchell & Associates
2996 Grandview Avenue, N.E., Roberts Building, Atlanta, GA 30305

Teacher or Student Material Student **Cost** Filmstrip $100.00/Audiscan $100.00 **Length** _____

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: Proper handling of merchandise, money and customers.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CHECKOUT MANAGEMENT

Author Edward M. Harwell *Date Pub.* 1965

Publisher Chain Store Publishing Corp., 2 Park Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* $9.75 *Length* 270 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Shows the store operator how to separate the checkout from traditional retail thinking. Designed to help reduce operating costs and improve customer service through:

1. Using the right amount of the best equipment for operation.
2. Using the best methods of operating equipment.
3. Improving employee morale, accuracy and productivity.
4. Improving techniques of training, scheduling and supervising employees.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE CONVENIENCE FOOD STORE

Author *Date Pub.* 1970

Publisher The Quaker Oats Company
Customer Programs, Merchandise Mart, Chicago, IL 60654

Teacher or Student Material Student *Cost* $5.95 per set *Length* 1 Set includes 50-70 pages per unit

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 month

OBJECTIVES:

SUMMARY DESCRIPTION: Several units to help reader learn about the food store, duties, management, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Self test at the end of each unit.

Title THE COURTESY CLERK

Author _____ *Date Pub.* _____

Publisher Thompson-Mitchell & Associates 2996 Grandview Avenue, N.E., Roberts Building, Atlanta, GA 30305

Teacher or Student Material Student *Cost* Filmstrip $100.00/Audiscan $100.00 *Length* _____

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Duties of the courtesy clerk and proper bagging techniques.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CUSTOMER RELATIONS

Author _____ *Date Pub.* _____

Publisher Thompson-Mitchell & Associates 2996 Grandview Avenue, N.E., Roberts Building, Atlanta, GA 30305

Teacher or Student Material Student *Cost* Filmstrip $100.00/Audiscan $100.00 *Length* _____

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses employees attitude in dealing with customers.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CUSTOMER SERVICE: THE ROAD TO GREATER PROFITS

Author Lloyd W. Koeeley **Date Pub.** 1972

Publisher Chain Store Publishing Corp., 2 Park Avenue, New York, NY 10016

Teacher or Student Material Student **Cost** $12.50 **Length** 320 pages

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: By following a comprehensive program maximizing the potential of customer service, the student can help to set up a store personality that will set it apart from its competitors and win the repeat business of customers so vital to a store's future growth. Includes suggestions relating to every area of supermarket operations showing how to achieve total customer satisfaction.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE DARLINGS: THE MYSTIQUE OF THE SUPERMARKET

Author Robert F. Chisholm **Date Pub.** 1970

Publisher Chain Store Publishing Corp., 2 Park Avenue, New York, NY 10016

Teacher or Student Material Student **Cost** $10.00 **Length** 204 pages

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: The Darlings refers to the object of every marketing man's affection--the "average housewife." This book sets out to shatter some of the time-honored myths surrounding the techniques of marketing to housewives. It deals with boycotts, games and gimmicks, buying and bureaucracy, brand burglary, profit margins, store locations, and private labels. It's an instructive book for the student of marketing that does not want to go out into the field surrounded by the old myths and misinterpretations that might be hurting some retailers today.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FOCUS ON THE FOOD MARKETS: TRADING STAMPS AND YOU

Author Carlton E. Wright *Date Pub.* 1966

Publisher Food Marketing Information for Consumers
Cornell University, Warren Hall, Ithaca, NY

Teacher or Student Material Student *Cost* Free *Length* 4 pages

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Contains basic questions and answers pertaining to trading stamps. For example: What are they? Do they affect prices? How much are trading stamps worth?

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FOOD MARKETING & DISTRIBUTION

Author Charles A. Mallowe and Daniel J. McLaughlin, Jr. *Date Pub.* 1971

Publisher Chain Store Publishing Corp., 2 Park Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* Paper $8.50/Cloth $12.50 *Length* 391 pages

Grade Level Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Contains 41 articles which reflect the best thinking of the industry's leading spokesmen on such subjects as: manufacturing, distribution, market research and marketing strategies, pricing and promotions, and private brands, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FOOD STORE HOUSEKEEPING

Author _____ **Date Pub.** 1955

Publisher Instructional Materials Services
Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Student **Cost** _____ **Length** 25 pages

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: The organization of housekeeping duties is followed by a look at various housekeeping equipment, and the nature of exterior as well as interior housekeeping. In the area of interior housekeeping, which is given the greatest emphasis, the individual areas of floors, lighting, walls and ceilings, cleansing of glass surfaces, checkstand upkeep, housekeeping of the back room or ware-room, and the idea of a store personality rating chart are examined.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FOOD STORES

Author Edward L. Christensonn **Date Pub.** 1966

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student **Cost** Free **Length** 8 pages

Grade Level Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: Bibliography lists U. S. Government and nongovernment publications that should assist prospective and current owners of business to plan, organize, direct, coordinate and control their foodstore businesses.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FOODSTORE ORGANIZATION - Part I

Author _____ *Date Pub.* 1956

Publisher Instructional Materials Services
Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Student *Cost* _____ *Length* 80 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* five 2-hour sessions

OBJECTIVES: To meet the need for training in all fields of distribution and to provide the needed efficient methods of management made necessary by the competition between foodstores today.

SUMMARY DESCRIPTION: Suggestions to the instructor are followed by an analysis of store personality, the concepts of modernization and departmentalized self-service, practical layout planning, and good housekeeping and its relation to successful business management.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FOODSTORE OPERATING PROCEDURES - Part II

Author _____ *Date Pub.* _____

Publisher Instructional Materials Services
Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Student *Cost* _____ *Length* 60 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* five 2-hour sessions

OBJECTIVES: To meet the need for training in all fields of distribution and to provide the needed efficient methods of management made necessary by the competition between foodstores.

SUMMARY DESCRIPTION: The nature of profits and recordkeeping are accompanied by an examination of the credit practices of grocers, grocery advertising, and expense control. An inserted pamphlet, "Easy Steps to Better Ads," describes the mechanics of retail grocery advertising.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title GROCERY MERCHANDISING

Author _____ **Date Pub.** 1955

Publisher Instructional Materials Services
Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Student **Cost** Free **Length** 41 pages

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** _____

OBJECTIVES: To give a complete explanation of the objectives, the policies, functions and the personal qualities necessary to merchandising.

SUMMARY DESCRIPTION: Discusses self-service store, nutrition, food preservation, commercially canned foods, layout and equipment, proper stock arrangement, display, merchandising dairy products, handling miscellaneous food and merchandising principles.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title GROCERY WORK METHODS

Author _____ **Date Pub.** _____

Publisher Thompson-Mitchell & Associates
2996 Grandview Avenue, N.E., Roberts Building, Atlanta, GA 30305
Filmstrip $100.00/Audiscan

Teacher or Student Material Student **Cost** $100.00 **Length** _____

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes methods of handling grocery items and other work activities of a grocery department.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title GUIDELINES FOR SUPERMARKET MANAGEMENT

Author William C. Haynes **Date Pub.** 1968

Publisher American Association of Junior Colleges
1315 Sixteenth Street, N.W., Washington, DC 20036

Teacher or Student Material Teacher **Cost** $1.50 **Length** 32 pages

Grade Level Collegiate/Adult **Suggested Time of Use** 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Provides guidance for those junior colleges presently involved in the development of occupational education curriculums.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title INSTRUCTIONAL OUTLINE ON MEAT DEPARTMENT MANAGEMENT

Author **Date Pub.**

Publisher National Association of Retail Grocers
360 North Michigan Avenue, Chicago, IL

Teacher or Student Material Teacher **Cost** **Length** 22 pages

Grade Level Collegiate/Adult **Suggested Time of Use**

OBJECTIVES:

SUMMARY DESCRIPTION: A general section on various phases of management of meat departments is offered, along with material on sales building and displays, self-service meat departments, and some discussion of special products.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE MODERN FOODSTORE

Author _____ **Date Pub.** 1955

Publisher Instructional Materials Services
Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Student **Cost** _____ **Length** 25 pages

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: Descriptions of frontal foodstore arrangement, lighting and flooring, wall and ceiling decor, arrangement of foods and general layout, along with the revision (periodically) of such layout design. There is a discussion of heating and ventilating the stores in addition to general problems of parking and modernization.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MODERN SUPERMARKET OPERATION

Author Edward A. Brand **Date Pub.** 1968

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Both **Cost** $15.00 **Length** 268 pages

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: In the great rapid growth process of this industry, efficient organization and well-chosen techniques of operation have been instrumental in every success; from small operation to largest chain. This book covers the current scene and explores all phases of food retailing. Concerned with are people in the industry and the functions each department in the store performs. Includes principles of pricing, advertising techniques, display, ordering, receiving, stocking procedures and servicing the customer.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title AN OPERATIONS MANUAL FOR THE MODERN PRODUCE DEPARTMENT

Author _____ *Date Pub.* 1962

Publisher Super Market Institute, 200 East Ontario Street, Chicago, IL 60611

Teacher or Student Material Student *Cost* _____ *Length* 93 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Produce offers the biggest challenge to a supermarket operator to set standards by which the entire store will be judged favorably by every homemaker who enters. This handbook discusses challenges and opportunities and defines the average performance that must be exceeded for outstanding profitability. It presents, in handy reference form, the tools needed for a better-than-average produce operation.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PERSONNEL MANAGEMENT & TRAINING

Author Edward M. Harwell *Date Pub.* 1969

Publisher Chain Store Publishing Corp., 2 Park Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* $12.50 *Length* 416 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Dispels the myth that high personnel turnover is a necessary supermarket evil and tells how this money-wasting syndrome can be dramatically curbed. Other chapters focus on recruiting, training, motivating, evaluating performance, goal setting, customer relations, wage and salary administration and union relations.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PRICE MARKING

Author _____ *Date Pub.* _____

Publisher Thompson-Mitchell & Associates 2996 Grandview Avenue, N.E., Roberts Building, Atlanta, GA 30305

Teacher or Student Material Student *Cost* Filmstrip $100.00/Audiscan $100.00 *Length* _____

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes method of price marking to obtain more efficiency and fewer mistakes.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PRINCIPLES OF FOOD MERCHANDISING

Author Theodore W. Leed and Gene A. German *Date Pub.* 1973

Publisher Chain Store Publishing Corp., 2 Park Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* $12.00 *Length* 384 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: A basic foundation on the principles of food merchandising, including groundwork information on the background of food merchandising and what made it what it is today, buying, pricing, advertising and promotions, display, store layout, profit planning and control, merchandising in the future in the light of the consumerism movements, and the government regulations that affect or will affect food merchandising. Designed for the student of retail food merchandising, it was written to fill the gap between the classroom and the store.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PRODUCE HANDLING

Author _____ **Date Pub.** _____

Publisher Thompson-Mitchell & Associates 2996 Grandview Avenue, N.E., Roberts Building, Atlanta, GA 30305

Teacher or Student Material Student **Cost** Filmstrip $100.00/Audiscan $100.00 **Length** _____

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes proper methods of handling produce.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PRODUCE MERCHANDISING

Author _____ **Date Pub.** _____

Publisher Thompson-Mitchell & Associates 2996 Grandview Avenue, N.E., Roberts Building, Atlanta, GA 30305

Teacher or Student Material Student **Cost** Filmstrip $100.00/Audiscan $100.00 **Length** _____

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes methods of merchandising produce for best results.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PRODUCE MERCHANDISING

Author _____ **Date Pub.** 1955

Publisher Instructional Materials Services
Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Student **Cost** Free **Length** 75 pages

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** 4 weeks

OBJECTIVES: To develop an appreciation for proper handling of vegetables.

SUMMARY DESCRIPTION: How to prepare, care, display, and sell each individual item, if excessive losses and dissatisfied customers are to be avoided. Each study on vegetables or fruits is prefaced by a declaration of the subject, references and questions, care, quality and food values are discussed.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Study questions and problems.

Title THE QUAKER OATS COMPANY'S SELF STUDY
PROGRAM IN RETAIL FOODSTORE OPERATIONS

Author _____ **Date Pub.** 1965

Publisher The Quaker Oats Company
Customer Programs, Merchandise Mart, Chicago, IL 60654

Teacher or Student Material Student **Cost** $4.95 per set **Length** approx. 30 pages in each unit

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: Thirteen self-study units covering the grocery industry; past, present and future.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Self tests at the end of each unit.

Title QUANTITY FOOD PURCHASING

Author Lendal Kotschevar **Date Pub.** 1961

Publisher John Wiley & Sons, 605 Third Avenue, New York, NY

Teacher or Student Material Both **Cost** _____ **Length** 619 pages

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: A complete summary of all the information needed by the quantity food buyer, this handbook describes important considerations in purchasing; lists grades of food and the corresponding factors that determine them. Points out waste factors in the preparation of many foods. The entire range of foods purchased by quantity buyers is covered in the book. Also contains a chapter on alcoholic beverages.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SELF-STUDY PROGRAM IN GROCERY HEADQUARTERS AND WAREHOUSE OPERATIONS

Author _____ **Date Pub.** 1968

Publisher The Quaker Oats Company
Customer Programs, Merchandise Mart, Chicago, IL 60654

Teacher or Student Material Student **Cost** 1 set (8 units) $4.95/ Each unit $ .85 **Length** 30-35 pages each unit

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: 8 units make up 1 set of materials covering the area of warehouse operations for grocery products.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SHOPLIFTING

Author _____ *Date Pub.* _____

Publisher Thompson-Mitchell & Associates 2996 Grandview Avenue, N.E., Roberts Building, Atlanta, GA 30305

Teacher or Student Material Student *Cost* Filmstrip $100.00/Audiscan $100.00 *Length* _____

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Preventing loss before it happens in the supermarket.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title STOCKING, MARKING & DISPLAYING FOR FOOD STORES

Author _____ *Date Pub.* 1966

Publisher Instructional Materials Services Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Student *Cost* _____ *Length* 2 books

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Describes correct stocking, marking and displaying procedures in order to produce more profits for food stores.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SUPERMARKET ARTICLES OF 1969

Author _____ *Date Pub.* 1970

Publisher Super Market Institute, 200 East Ontario Street, Chicago, IL 60611

Teacher or Student Material Both *Cost* $3.00 *Length* 70 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES: To guide supermarket operators, their suppliers, and other students of the supermarket industry to recently published articles about many phases of the industry.

SUMMARY DESCRIPTION: Lists over 650 single articles and series of articles published in 1969 in 27 periodicals, including food retailing, general business and marketing, and SMI's own publications. The articles listed were selected for their comprehensiveness, timeliness, and long-term value. The index groups the listings under 73 major subject categories. In addition, there is an extensive cross-section reference index. The references are in reverse chronological order; the most recently published article is mentioned first. Where the titles do not seem self-explanatory, there are supplementary descriptions.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SUPERMARKET CHECKER EDUCATION

Author _____ *Date Pub.* _____

Publisher MEG Sales Education, The National Cash Register Company
NCR Education Center - Sugar Camp, Dayton, OH 45479

Teacher or Student Material Student *Cost* _____ *Length* 8 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: The program: (1) provides a low-cost but effective checker training program, (2) creates a ready supply of well-trained checkers, cashiers and potential front-end managers, and (3) removes the burden on the food store operation of employing untrained people and then training them on the job at a great expense not only in terms of time and money, but also in customer confidence.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SUPERMARKET CHECKER KIT

Author _____ *Date Pub.* 1968

Publisher MEG Sales Education
National Cash Register Education Center - Sugar Camp, Dayton, OH 45479

Teacher or Student Material Student *Cost* _____ *Length* 25 pages

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Course on supermarket checker education which covers both supermarket operation and the operation of a cash register.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SUPERMARKET OR FOOD STORE (UNIT): GROCERY DEPARTMENT

Author Gilbert Chancey *Date Pub.* 1966

Publisher Instructional Materials Library, University of Kentucky, Frankfort, KY

Teacher or Student Material Student *Cost* _____ *Length* 30 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: The nature of grocery department organization and layout is discussed, as well as the concepts of inventory, stock, profit margin, product arrangement, customer awareness, knowledge of products, sales promotion, and the various problems of grocery departments.

AILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SUPERMARKET MERCHANDISING AND MANAGEMENT

Author _____ **Date Pub.** 1967

Publisher University of the State of New York, Albany, NY

Teacher or Student Material Student **Cost** _____ **Length** 75 pages

Grade Level Secondary/Collegiate/Adult **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: Topics covered include food consumption, production, processing and distribution. Supermarket development, location, layout, personnel are examined; the various departments within a supermarket are then individually examined. This is followed by an analysis of the checkout operation, customer services, investment requirements and fiscal controls, and a look at opportunities in the food industry.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SUPERMARKET STRATEGY

Author E. Orbock, I. Ayal and J. Zif **Date Pub.** 1971

Publisher MacMillan Company, New York, NY

Teacher or Student Material Student **Cost** _____ **Length** 125 pages

Grade Level Secondary **Suggested Time of Use** 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Recreates in the classroom conditions similar to those that exist in the food retail market. The simulation is aimed at facilitating the students' understanding of the concepts of marketing mix and merchandising strategy. It has been developed and tested for use by students in a variety of introductory marketing courses.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A SYSTEMATIC GUIDE TO SUPERMARKET LOCATION ANALYSIS

Author Bernard Kane *Date Pub.* 1966

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $7.95 *Length* 188 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Describes techniques for evaluating the potential of a given area in selecting supermarket sites. Included are: methods which use demography, topography and geography to estimate sales volume potential; case histories on seasonal population problems; the impact of population growth, downtown and suburban area studies.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TODAY'S FOOD BROKER: VITAL LINK IN THE DISTRIBUTION CYCLE

Author Daniel I. Padberg *Date Pub.* 1971

Publisher Chain Store Publishing Corp., 2 Park Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* $10.00 *Length* 216 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Covers structure of the food industry, food broker business, elements of retail food merchandising, managing the broker business, and the place of the food broker in American Society. It places the broker's function in its proper perspective and concentrates on his major responsibility--introducing new product lines while developing existing ones.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TRADING STAMPS AND THEIR IMPACT ON FOOD PRICES

Author U. S. Department of Agriculture *Date Pub.* 1958

Publisher Agricultural Marketing Service, Research Division, Washington, DC

Teacher or Student Material Student *Cost* $ .30 *Length* 42 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: This report includes the scope of the trading stamp industry, how trading stamp plans operate, the legal aspects, cost of trading stamps and impact on price, volume, and profits.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title UNDERSTANDING TODAY'S FOOD WAREHOUSE

Author S. O. Kaylin *Date Pub.* 1968

Publisher Chain Store Publishing Corp., 2 Park Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* $11.95 *Length* 240 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: In addition to basic warehouse source information, it details a complete, nontechnical approach to how a good food distribution center functions. Included is practical advice on location, design, materials-handling systems, and data processing. There are also special sections on fresh meats, produce, frozen foods, dairy, and other product categories.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title VOLUNTARY AND COOPERATIVE FOOD CHAINS

Author Edward L. Christensen *Date Pub.* 1966

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* Free *Length* 8 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Both the voluntary and cooperative group chains attempt to operate in a manner and volume that provides an economical and competitive wholesale operation. The publications cited are books and pamphlets issued as a public service by Federal agencies.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WELCOME TO THE FOOD INDUSTRIES

Author *Date Pub.*

Publisher Thompson-Mitchell & Associates
2996 Grandview Avenue, N.E., Roberts Building, Atlanta, GA 30305

Teacher or Student Material Student *Cost* Filmstrip $100.00/Audiscan $100.00 *Length*

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses the food industry in terms of jobs, duties, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

FOOD SERVICE

04.07 00 00

Organized subject matter and learning experiences related to the sales and sales-supporting tasks performed by distributive employees and management personnel in establishments serving prepared foods and drinks for consumption on their own premises or at a place designated by the customer.

Title FOOD AND BEVERAGE COST CONTROLS

Author Bruno Maizel *Date Pub.* _____

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $6.94 *Length* 216 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES: To prepare students to understand management's attitude toward cost controls through the analysis of every aspect of a food service operation.

SUMMARY DESCRIPTION: Contents include: facilities classifications; accounting; food and beverage controller; goods sales control; storeroom management and control; inventory, records, and systems; meat inventory; purchasing; receiving; menu costing and pricing; daily production controls; ratios in food control; production methods and systems; periodic controls and tests; banquet procedures; budgets; break-even point analysis.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Student's Workbook ($3.26)
Teacher's Manual ($5.00)

Title FOOD AND BEVERAGE PURCHASING

Author Bruno Maizel *Date Pub.* _____

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $6.94 *Length* 256 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES: To develop an understanding of the operation and market so the buyer can deliver the right merchandise without compromise.

SUMMARY DESCRIPTION: Contents include: food and beverage purchasing; fresh fruits and vegetables; processed fruits and vegetables; dairy products; baked goods and cereal products; fish and shellfish; poultry and eggs; beef and veal; pork products; lamb, mutton, and variety meats; coffee and tea; general groceries; specialty items; convenience foods; wines, beers, spirits; storage facilities; receiving procedures and controls; storage and refrigerated storage; records.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Student's Workbook ($3.26)
Teacher's Manual ($5.00)

Title FOOD SERVICE

Author Melvin S. Hatchett *Date Pub.* 1970

Publisher Instructional Materials Services
Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Student *Cost* $5.00 *Length* 140 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Gives basic entry-level information on waiter/waitress training in food service establishments; covers all aspects of front-of-house operations, plus some basics on food preparation.

AVAILABLE INSTRUCTOR MATERIALS AND TESTS: Answer Book ($1.50)

Title FOOD SERVICE SELLING

Author *Date Pub.* 1952

Publisher Instructional Materials Services
Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Teacher *Cost* $3.00 *Length* 56 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Analyzes the food service salesperson's duties in terms of the best accepted practices in food service establishments.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A GUIDE TO BETTER MEAT DEPARTMENT OPERATIONS

Author _____ *Date Pub.* 1960

Publisher Super Market Institute, 200 East Ontario Street, Chicago, IL 60611

Teacher or Student Material Student *Cost* _____ *Length* 63 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: The material is largely from presentations made by SMI members and retail meat experts at regional meetings for managers. Other data came from the packers, from special studies conducted by SMI's Research Division, and from the National Livestock and Meat Board. These pages have been reviewed by members of the Meat Productivity Committee; the result is a comprehensive review of the essentials of good meat department operation.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title INCREASING LODGING REVENUES AND RESTAURANT CHECKS

Author Bruce H. Axler *Date Pub.* _____

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $1.99 *Length* 96 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Emphasis is on methods that convert all employees into sales personnel. Numerous potential sales markets are discussed, including opportunities for increased food and beverage sales, special promotions, selling for repeat business, utilization of vacant space for retail sales, concession sales. Presents proven methods for building checks and revenues 20 to 30 percent higher.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MENU PLANNING AND FOODS MERCHANDISING

Author _____ *Date Pub.* _____

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $6.45 *Length* 160 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Summarizes the principles and practices of merchandising the restaurant product to the public by way of the menu.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual ($5.00)

Title PLANNING AND OPERATING A SUCCESSFUL FOOD SERVICE OPERATION

Author William Kahrl *Date Pub.* 1973

Publisher Chain Store Publishing Corp., 2 Park Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* $12.50 *Length* 256 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: A book for practicing and future restaurateurs that deals with their industry today. Offers tips and guidelines for the selection of restaurant sites, layout, equipment, automation, making the most of manpower, and other aspects of back-of-the-house operations where proper planning in all kinds of food services can increase productivity and profits.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PRACTICAL WINE KNOWLEDGE

Author _____ *Date Pub.* _____

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $1.99 *Length* 96 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Presents the essentials of wine knowledge. Material has been chosen on a "need to know" basis for restaurateurs, emphasizing wine purchasing, wine available in the United States, storage, service, and profitable sales. Enough information to allow the operator to hold his own with the suppliers, and to allow the waiter to tackle the most pretentious customer.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PROFITABLE CATERING

Author Bruce H. Axler *Date Pub.* _____

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $1.99 *Length* 96 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A manual of off-premises and on-premises catering operations that offers new insights and industry-tested comprehensive procedures both to the experienced operator and to the restaurateur contemplating catering operations. Discusses in-plant and in-office feeding, coffee services, catering truck routes. Traditional catering is considered in all its aspects, with special emphasis on catering markets for restaurants and catering from limited kitchen facilities with limited investment.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PUT PROFIT ON THE MENU

Author Leo Dardarian *Date Pub.* 1957

Publisher Ahrens Publishing Co., New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 96 pages

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Description of the restaurant business. Summary of how to make a profit from this type of establishment.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RESTAURANT MENU PRICING CHARTS

Author _____ *Date Pub.* _____

Publisher MEG Sales Education, The National Cash Register Company
NCR Education Center - Sugar Camp, Dayton, OH 45479

Teacher or Student Material Both *Cost* $ .50 *Length* 16 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Simplifies price determination considering true food costs and management profit objectives.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RESTAURANT TRAINING

Author _____ *Date Pub.* _____

Publisher Thompson-Mitchell & Associates 2996 Grandview Avenue, N.E., Roberts Building, Atlanta, GA 30305

Teacher or Student Material Student *Cost* Each filmstrip $30.00/Audiscan $60.00; Complete program Filmstrip $240.00/Audiscan $480.00

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Color filmstrips with records or cassettes. Titles include: Accidents Don't Happen, It Can Happen Here (food poisoning), The Customer, Ladies and Gentlemen in Waiting, You Gotta Face People, One for the Money, The Counter Code, and Behind the Line.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RESTAURANTS AND CATERING

Author John W. Robinson *Date Pub.* 1965

Publisher Small Business Administration U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* Free *Length* 24 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Gives a list of publications which assists in determining restaurant operating costs, financial and operating ratios, and net profit position relative to the respective averages of similar establishments in the national and local areas.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SERVING WINE

Author Dean A. Hawley *Date Pub.* 1973

Publisher Instructional Materials Services
Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Both *Cost* $2.00 *Length* 40 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: An outline designed to build knowledge and skill in restaurant selling of wine to customers. The manual includes a definition of terms and resources for additional information.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SHOWMANSHIP IN THE DINING ROOM

Author Bruce H. Axler *Date Pub.* _____

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $1.99 *Length* 96 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Makes every food operator aware of the profit potential in showmanship, no matter what the present check averages. Suggests display cooking ideas, special food treatments and effects, practical in almost every operation, with almost any personnel. Countless ideas for atmosphere restaurants and restaurants featuring a "dining experience." Includes step-by-step techniques, and easy-to-follow procedures. Guidance for merchandising, equipment lists, and ideas for custom effects.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SUCCESS IN THE RESTAURANT BUSINESS

Author _____ *Date Pub.* _____

Publisher MEG Sales Education, The National Cash Register Company
NCR Education Center - Sugar Camp, Dayton, OH 45479

Teacher or Student Material Student *Cost* _____ *Length* 44 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: The steps to be taken in planning and opening a restaurant.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TABLESERVICE TECHNIQUES

Author Bruce H. Axler *Date Pub.* _____

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $1.99 *Length* 96 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Emphasizes "how to serve" in most service circumstances, including fast food tableservice, banquets, gourmet restaurants, private parties, and room service. Complete discussion of techniques involved in French, Russian, Buffet, and American (Plate) Service. Useful, direct summaries of service personnel's duties, ordering procedures, laying tables, guest relations, and guidelines for serving specific foods.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TODAY'S BUSBOY

Author Bolt, Beranek & Newman *Date Pub.* 1971

Publisher Chain Store Publishing Corp., 2 Park Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* $1.90 *Length*

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Programmed instruction packet teaches how to perform the busboy job functions, how to maintain the proper attitudes, and how to maintain the personal hygiene necessary for this job. Each instructional frame builds in difficulty, keeping the student involved and motivated.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual

Title TODAY'S DISHWASHING MACHINE OPERATOR

Author Bolt, Beranek & Newman *Date Pub.* 1971

Publisher Chain Store Publishing Corp., 2 Park Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* $1.90 *Length*

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Programmed instruction packet teaches how to perform the dishwashing machine operator job functions, how to maintain the proper attitudes, and how to maintain the personal hygiene necessary for this job. Each instructional frame builds in difficulty, keeping the student involved and motivated.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual

Title TODAY'S WAITRESS

Author Bolt, Beranek & Newman *Date Pub.* 1971

Publisher Chain Store Publishing Corp., 2 Park Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* $1.90 *Length*

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Programmed instruction packet teaches how to perform the waitress job functions, how to maintain the proper attitudes, and how to maintain the personal hygiene necessary for this job. Each instructional frame builds in difficulty, keeping the student involved and motivated.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual

Title TRAINING FOOD SERVICE PERSONNEL

Author U. S. Department of Health, Education and Welfare *Date Pub.* 1969

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Teacher *Cost* $ .65 *Length* 146 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Provides vocational educators, as well as industry management, with an appropriate guide for training food service personnel. At the same time, sales workers in the hospitality industry should be better able to build satisfying careers in food service operations as a result of training programs developed cooperatively between vocational distributive education and the hospitality industry.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TRAINING RESTAURANT SALES PERSONNEL

Author Ruth Lusby *Date Pub.* 1972
U. S. Office of Education
Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Teacher *Cost* $ .35 *Length* 274 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Manual for use in the vocational training of restaurant sales personnel.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WAITER AND WAITRESS TRAINING

Author Dean A. Hawley *Date Pub.* 1973
D. E. Materials Laboratory
Publisher 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $3.00 *Length* 130 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: An outline for a restaurant training seminar. Covers the attitudes and skills necessary for efficient restaurant service in four sections.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

GENERAL MERCHANDISE

04.08 00 00

Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management personnel engaged primarily in selling various types of merchandise at retail in department stores, junior department stores, variety stores, general merchandise stores, discount stores, and catalog houses.

ERIC

Title ANNUAL EDP CONFERENCE PAPERS

Author _____ *Date Pub.* 1964-1968

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Both *Cost* 1964-1966 $3.75 each; 1967 $5.20; 1968-1972 $6.00 each

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A compilation of the papers delivered at the Annual EDP Conferences for Retailers for the years 1964, 1965, 1966, 1967, 1968, 1969, 1970, & 1971, 1972. Each year these papers cover every phase of computer use and application expertise. Each year covers the expanding and profitable use of systems and equipment.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BASIC STOCK LISTS - INFANTS' AND CHILDREN'S WEAR

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $2.50 *Length* 18 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Guideline for store adoption. Includes a complete list, by items, of the staples to carry.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BASIC STOCK LISTS - NOTIONS

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $2.50 *Length* 5 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Organizes the hundreds of items to be carried in the Notions Department. Contains sample forms for unit control records, sewing notions items to be carried adjacent to or in the Piece Goods Department.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BASIC STOCK LISTS - STATIONERY

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $2.50 *Length* 19 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Lists all the items considered basic in this department. Gives percentage contribution of classifications to total department volume. Sample forms for unit control and reorder.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BASIC TRADE PROVISIONS

Author *Date Pub.*

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $ .05 *Length*

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Eight basic trade provisions adopted by the NRMA and 29 manufacturers' associations. Lays down the fundamental principles of mutually helpful vendor-retailer relations.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BUYER ATTITUDE AND BRAND CHOICE BEHAVIOR

Author George S. Day *Date Pub.* 1970

Publisher The Free Press, New York, NY

Teacher or Student Material Student *Cost* $7.95 *Length* 219 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Concerned with the application and verification of attitude theory. Describes a theory of the attitude-behavior relationships that is particularly relevant to choice decisions. This theory is incorporated into an interpretive model which is used to appraise the influence of the environment on the brand-choice decision process.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE BUYER'S MANUAL

Author *Date Pub.* 1970

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $12.00 *Length* 450 pages

Grade Level Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: The handbook of retailing. A basic text directed to the upcoming generation of retail leaders. Forty-three chapters, each written by a retailer summarizing his knowledge of a specific area of store operation integrating the buyer's role.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE BUYER'S MANUAL - ASSIGNMENT PROJECT WORKBOOK

Author Murray Krieger *Date Pub.* 1970

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $12.00 *Length* 353 pages

Grade Level Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: A workbook of specific lesson assignments based on the 43 chapters of The Buyer's Manual. Each assignment is broken into several parts which include word definitions, supplying the appropriate word in an incomplete sentence, multiple choice questions, an essay, statements for classroom discussion, primary principles, problem solving in which the student examines real work problems and a research project.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Answer Book (Free)

Title BUYING FOR RETAIL STORES

Author Isabel B. Wingate *Date Pub.* 1967

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 12 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses buying for retailing. It includes duties of buyers, personal qualification of buyers, and choosing a buyer.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CASH MANAGEMENT IN RETAIL BUSINESS

Author *Date Pub.* 1968

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $3.90 *Length* 43 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A reference source detailing cash planning and forecasting and how expense and merchandise budgets are converted into cash flow forecasts. Chapters deal with employment of temporary surplus funds, cost borrowing and uneconomic use of cash.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CHILDREN'S WEAR MERCHANDISER

Author Herbert S. Walker and Nathaniel H. Mendelson *Date Pub.*

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $9.00 *Length* 305 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Includes such topics as merchandising problems and practices, concepts and principles of merchandise selection, stock control, mathematics of retailing, setting up a children's specialty shop and many others.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title COMPUTERIZING THE CREDIT-ACCOUNTS RECEIVABLE OPTION

Author *Date Pub.* 1965

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $3.00 *Length* 143 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Provides an outline of the procedures to be used in achieving the objectives of a computer-based system. Gives information which will assist in the determination of equipment requirements and systems provisions necessary for an efficient operation. Individual attention is given to feasibility studies, peripheral card and tape housing equipment, and systems provisions. Discusses in detail account numbering, new accounts, accounting and credit controls.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A CREDIT MANAGEMENT DIVISION REPORT ON BANK CREDIT CARD PLANS

Author _____ *Date Pub.* 1969

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $1.50 *Length* 17 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A report on the pros and cons of bank credit card plans for those who operate a credit program. Includes list of options for retailers to employ to offset bank credit card impact.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CREDITALK MONTHLY

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* Annual subscription $7.50 *Length* _____

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This monthly newsletter is designed to provide the retail credit fraternity with a synopsis of the credit happenings on an up-to-date basis. Includes articles such as current Federal and State legislation, credit technology, new methods and techniques with the credit department.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CUSTOMER SERVICES PROVIDED BY DEPARTMENT AND SPECIALTY STORES

Author *Date Pub.* 1964

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $1.50 *Length* 170 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Report describing store practices by volume group in regard to more than 80 customer services. This study gives details of restrictions on store services. Covers: shopping services, merchandising, advisory services, instruction courses, physical facilities, public relations services, rental services, check-cashing, delivery, repair and customer services.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CUTTING COSTS IN WOMEN'S ALTERATION WORKROOMS

Author *Date Pub.* 1961

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $ .75 *Length* 27 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A report on how to establish production standards and controls in the women's alteration department. Covers basic alteration standards, facts about the alteration workroom, alteration losses real or paper, composition of operating costs, the need for standards in the women's alteration department, alteration production, stock worrk, and operating forms.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE DECLINE OF THE STORE BUYER

Author E. B. Weiss *Date Pub.* 1961

Publisher Doyle, Dane, Bernback, Inc., 20 West 43 Street, New York, NY 10036

Teacher or Student Material Student *Cost* Free *Length* 55 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: This report deals with the decline of the individual store buyer as a result of committee and electronic buying which is growing rapidly.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title DEPARTMENT STORE AND SPECIALTY STORE MERCHANDISING AND OPERATING RESULTS OF 1969

Author *Date Pub.*

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* Vol. I $15.00; Vol. II $12.00 Vol. III $9.00; Vol. IV $13.50

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Presents 1969 data by department, volume size, store size, size of cumulative markon, average sales transaction size, by geographical area and type of selling service. Information by classification and selling department; sales, margins, markdowns, return on investment in inventory and selling space, turnover, newspaper and selling costs. Vol. I - Women's and Children's Apparel and Accessories; Vol. II - Men's, Boys' and Children's Wear; Vol. III - Street Floor Traffic Merchandise, Home Sewing and Recreation; Vol. IV - Home Furnishings, Appliances, Domestics and Goods.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ECONOMIC CHARACTERISTICS OF DEPARTMENT STORE CREDIT

Author Robert W. Jonnson *Date Pub.* 1969

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $5.50 *Length* 105 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A study reflecting existing costs incurred by department stores in conjunction with maintaining their credit operations. This book is two separate studies: 1. economic analysis of credit revenues and costs in department stores; 2. economic characteristics of revenues and costs in department stores. It answers such major questions as: what a credit operation costs to maintain; how do individual costs stack up against national figures; how can the retailer cope with possible rate control?

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title EDP INFORMATION SERVICES SERIES

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $25.00 *Length* 8 volumes

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A selected set of presentations made at the annual EDP Conference. The latest developments, techniques and analysis of future trends for all levels of retail management.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title EFFECTIVE COLLECTION METHODS AND CONTROL

Author _____ *Date Pub.* 1962

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $4.00 *Length* 90 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Includes chapters on organization, regular charge accounts, installment accounts, extended payment plans, coupon accounts, fixed and chart plan revolving accounts, charge account with option terms, how to handle errors on sundry charges.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ESTABLISHED CASH DISCOUNTS TO RETAILERS

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $ .05 *Length* 8 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Explains why any attempt to reduce or eliminate standard cash discounts should be resisted by retailers.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title EXECUTIVE COMPENSATION IN RETAILING

Author James T. Powers *Date Pub.* 1966

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $7.50 *Length* 110 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A confidential report detailing the amount of salary, bonus and total compensation for each of 21 different executive positions from President through Branch Store Manager, Buyer and Credit Manager for approximately 140 stores ranging in size from under $1 million to over $50 million.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE FASHION BUYER'S JOB

Author Beatrice Judelle *Date Pub.* 1971

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $13.50 *Length* _____

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A primer of what every young buyer in a women's fashion department needs to know to insure success as a competent merchandiser. Tells how a buyer should handle--himself in the market, in the store with salespeople, how to work with the fashion coordinator, the merchandise manager, advertising and display people, and top management.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FINANCIAL AND OPERATING RESULTS OF DEPARTMENT AND SPECIALTY STORES 1969

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $18.75 *Length* 77 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Annual report provides expense details by function for all major expense categories by store volume, size and type for payroll, real estate costs, supplies, merchandise control, receiving, marking, selling, delivery, accounting, buying office expense, repairs, etc. Includes profit and financial ratios in relation to net worth, leased department commissions, credit and bad debt data, personnel space and productivity and operating ratios. All data is detailed for 10 department and specialty store volume groups.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FUNDAMENTALS OF BUYING

Author Jessie Stocking *Date Pub.* 1967

Publisher Kent State University, Kent, OH

Teacher or Student Material Teacher *Cost* _____ *Length* 45 pages

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A unit plan for teaching buying. Objectives are stated before each section. Methods of presentation are included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Set of Transparencies and Tests

Title GETTING MERCHANDISE READY FOR SALE

Author Carol W. Moffet *Date Pub.* 1969

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* *Length* 154 pages

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES: A job skill manual with its primary objective to prepare qualified workers for jobs in receiving. Its learning activities are interrelated; cumulatively they provide the learner with the skills needed to move from the classroom to the job with a measure of self-confidence.

SUMMARY DESCRIPTION: The book is a text-workbook for self-pacing. The style is conversational but direct, and its reading level is carefully controlled. The student is introduced to the technical vocabulary of the field. Every effort is made to minimize reading comprehension problems and to engage the student in the learning process.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOUSEKEEPING MANUAL FOR RETAIL STORES

Author *Date Pub.* 1963

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $1.50 *Length* 87 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Tells how to arrive at housekeeping needs and man-hour requirements; how to organize and schedule the housekeeping force. Includes essential planning and scheduling forms.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO KEEP MERCHANDISING RECORDS

Author R. Duffy Lewis *Date Pub.*

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $1.95 *Length* 64 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: The records explained in this book are a source of information upon which to base plans for present and future buying. These records are the means for knowing how to stock the right items, in the right quantities, at the right time and at the right ranges, and they prevent old stock from accumulating.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO IMPROVE YOUR RETAIL FASHION FABRICS BUSINESS

Author Nat Appelbaum *Date Pub.* 1970

Publisher National Retail Merchants association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $6.00 *Length* 120 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Explores in depth the over-the-counter piece goods business and its successful merchandising methods. Examines how to improve markon, handle resources, work the market, facts on display and advertising, training sales people, practicalities of expense control and markdowns. Includes step by step sales promotion calendar and advertising illustrations.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title INCOME PRODUCING SERVICES

Author Bernard Codner *Date Pub.* 1967

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $1.50 *Length* 88 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A study of the status of services offered by department stores. Covers: the history of trends, sales and profit performance, the ownership choice, frequency in branches, location, promotion, staff administration, the future of services.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title INTERNAL AUDIT MANUAL

Author Paul W. Wilson *Date Pub.* 1969

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $15.00 *Length* 158 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses every facet of retail internal audit programs. It is liberally documented with illustrations, suggested approaches and checklists. Thirteen chapters include: audit approaches, operational auditing, functional auditing, the audit of EDP installations, statistical samplings, flow charting, modern concepts of internal auditing, organization and operation of the department, relationships of internal and external auditors. Special chapter on suggestions for the smaller store.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title INTERNAL CONTROL AND DOCUMENTATION OF EDP

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $8.75 *Length* 56 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Contains many guides, details, and checklists for use by every company utilizing EDP whether it is through their own EDP equipment or employment of a service bureau. The unique problems as to specifications, programming, documentation, implementation and program maintenance are included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title LEASED DEPARTMENTS' RATES, POLICIES AND EXPENSES IN DEPARTMENT AND SPECIALTY STORES

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $10.00 *Length* 64 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A report on leased department commission rates, advertising production charges, rates paid for branch departments and other contract and operating data for over 100 leased departments; an analysis of lessee/lessor expense responsibility; details of essential and special arrangements in lease contracts, a detailed lease negotiation checklist of pertinent points to be discussed when negotiating leased departments, leased department operating problems and policies.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title LET THE EXPERTS TELL YOU ABOUT ELECTRONIC DATA PROCESSING

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $3.00 *Length* 88 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION Includes: feasibility studies, computer utilization, programming and software selection, comparison of technology and equipment in timing and operational speeds plus data transmission of sales statistics over phone lines.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title LEWIS MERCHANDISE CONTROL KIT

Author R. Duffy Lewis *Date Pub.* _____

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $5.00 100 for *Length* _____

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES: To help the retailer increase sales and profits and operate more efficiently.

SUMMARY DESCRIPTION: Includes several weeks' supply of the ten basic forms described below.
Form 1 - Six Month Merchandising Operation Record, Form 2 - Weekly Dollar Open-to-Buy Control, Form 3 - By Classification and Price Daily Sales Record, Form 4 - By Classification and Price Weekly Sales Record, Form 5 - Unit Control Record, Form 6 - Staple Stock Record, Form 7 - Required in-Stock Form, Form 8 - Staples Stock Record, by Size and Color; Form 9 - Customer's Request for Merchandise Not in Stock, Form 10 - Old Stock List.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MASS MERCHANDISING: REVOLUTION & EVOLUTION

Author Robert Drew-Bear Date Pub.

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student Cost $20.00 Length 512 pages

Grade Level Collegiate Suggested Time of Use 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: An examination of the huge discount and self-service boom and its impact on modern retailing. Traces the growth of discounting from the pioneers of the 1930's to today's giants, using detailed case histories to illustrate the movement's progress. Discusses the expansion of discounting into every important merchandise field: fashion, furniture and appliances, toys, food, drugs and cosmetics and even gasoline. Explores the problems of discount operations, their impact on "traditional" retailers and methods the traditional retailer employs to fight back.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MEASURING MERCHANDISING PERFORMANCE IN DEPARTMENT STORES

Author Douglas J. Dalrymple Date Pub. 1964

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student Cost $4.50 Length 85 pages

Grade Level Collegiate/Adult Suggested Time of Use

OBJECTIVES:

SUMMARY DESCRIPTION: In-depth study covering such areas as: relative importance of control factors used by merchandising executives, differences in controls and emphasis among firms, differences in usage between job levels, executive attitudes toward markon, turnover, return on investment and other control factors. The report is based on interviews with 111 merchandising executives and buyers in eleven firms.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MERCHANDISE ASSORTMENT PLANNING

Author Charles G. Taylor *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $15.00 *Length* 100 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Analyzes the latest assortment planning techniques of successful stores. Covers every phase of the subject, disclosing the principles of successful merchandise assortment planning. Includes the use of computerized unit planning, computerized unit controls and useful forms.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MERCHANDISE CONTROL & BUDGETING

Author Harold S. Meyer and Edwin L. Harling *Date Pub.* 1969

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $7.50 *Length* 111 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Explains the fundamentals of merchandise control, planning and budgeting. Includes formulas to maintain proper ratios between stocks and customer demand. Illustrated with all necessary forms for maintaining profitable inventories and shows how to figure open-to-buy.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MERCHANDISING

Author _____ *Date Pub.* 1964

Publisher Instructional Materials Services
Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Teacher *Cost* $3.50 *Length* 114 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Material includes the changing scope of retailing, merchandising in our economy, what to buy, how to buy, where to buy the right merchandise at the right time in the right place, and selling and sales promotion.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Problems and suggested projects are included for each unit.

Title METHODS OF EVALUATING RETAIL INFORMATION SYSTEMS

Author Allan B. Joseph *Date Pub.* 1964

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $2.10 *Length* 166 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A research approach on how to evaluate the installation, implementation and analyses of systems. It covers expected versus downtime performances, accounting techniques to be used, analysis of data with a formula.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TO MULTIPLY A BUYER

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $30.00 or $180.00 rental fee *Length* 20 minutes

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A 16mm color movie that presents a comprehensive approach to electronic data processing where the buyer is in the driver's seat. Shows how EDP can save the buyer's time, gives him the information he needs and can release him for more profitable activity. The film approaches the subject from a buyer's viewpoint aiming to prepare the buyer and merchandising executive to become involved in the development of information requirements.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title 195 WAYS OF CONTROLLING MARKDOWNS

Author _____ *Date Pub.* 1970

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $7.50 *Length* 58 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Features the many causes and prevention checklist of controlling markdowns. Lists 45 leading causes, 70 widely ranging means of prevention, 27 explicit methods of correction, store practices, 47 money making ideas, model summary and helpful forms.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ORANGE BLOSSOM OPPORTUNITY

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $6.00 *Length* 93 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: How to operate a successful bridal registry based on the experience of 55 stores. Includes forms, letters, follow-up practices, records, special leaflets, invitations, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ORDERING GUIDELINES--BUYERS AID FOR BETTER INVENTORY CONTROL

Author _____ *Date Pub.* 1968

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $5.50 *Length* 22 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Aid to buyers in determining order-up-to quantities of staple and basic merchandise to improve in-stock positions and inventory turnover while minimizing out-of-stock situations. Separate tables for different customer service levels and inventory review periods. Within each table are suggested order-up-to quantities presented according to delivery lead time, weekly rate of sale and item turnover objectives.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE PRICING UMBRELLA

Author Richard Everhardt *Date Pub.* 1972

Publisher Instructional Materials Services
Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Teacher *Cost* $2.00 *Length* 25 pages

Grade Level Secondary/Adult *Suggested Time of Use* 10 hours

OBJECTIVES:

SUMMARY DESCRIPTION: A mini-course covering the philosophy and skills of retail pricing including mark-up and markdowns and cost analysis.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Transparencies

Title PRINCIPLES OF PROFITABLE IMPORTING

Author Giacomo Zanetti *Date Pub.* 1971

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $15.00 *Length* 250 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Information and instruction on every aspect of importing for retail selling. Covers the planning, supervision, execution and promotion of imported merchandise.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PRODUCT CONTROL INVENTORY

Author Erwin Raush *Date Pub.* 1968

Publisher Science Research Associates, 259 East Erie Street, Chicago, IL 60611

Teacher or Student Material Student *Cost* _____ *Length* 36 pages

Grade Level Adult *Suggested Time of Use* 2 hours

OBJECTIVES: The objective of each participant is to help his "inventory management team" to be more effective than the others.

SUMMARY DESCRIPTION: A didactic game. Offers the training director a controlled situation in which to observe the decision-making skills of his trainees. It helps to expose those areas in which the effectiveness of each trainee can be improved. As each participant thinks through his approach to the problems, develops strategies, and tests them in an environment that resembles a real situation, he has the opportunity to observe the behavior of others in the group.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PROFITABLE MERCHANDISING OF MEN'S CLOTHING

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $7.50 *Length* 427 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Covers the entire gamut of successful men's clothing retailing. Includes analyses of fabrics and their identification, how to buy, promote, merchandise fashions in main and branch stores, how to keep alteration costs down, discusses the elements of style, inventory, evaluation of performance and sales promotion techniques.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PURCHASING

Author Erwin Raush *Date Pub.* 1968

Publisher Science Research Associates, 259 East Erie Street, Chicago, IL 60611

Teacher or Student Material Student *Cost* _____ *Length* 38 pages

Grade Level Collegiate/Adult *Suggested Time of Use* 2 hours

OBJECTIVES:

SUMMARY DESCRIPTION: A didactic game. The participants receive some practice in evaluating quantity discounts and vendor reliability. They also evaluate risks, set standards for the purchasing department, and develop policies designed to reduce the cost of purchasing in general. In doing so, they are expected to keep in mind the effect of their actions on cost in other areas of the company they are serving.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PUTTING CLASSIFICATION MERCHANDISING TO WORK

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $6.00 *Length* 66 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Eight experts in this field give the fruit of their experience in this how to do it book.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title READINGS IN EDP

Author _____ *Date Pub.* 1967

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $3.75 *Length* 427 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes the basic know-how needed by a retailer at all sales levels to get involved with EDP systems and computers. Controls, numbering codes, personnel training, organization, equipment and merchandising systems are among the topics covered.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RECEIVING DEPARTMENT OPERATIONS MANUAL

Author Leonard F. Mongeon *Date Pub.* 1960

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $4.50 *Length* 371 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Covers every phase of receiving, checking, marking, and reserve stockkeeping. Discusses personnel, layout and equipment, procedures and other receiving department functions. Includes illustrations and diagrams.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title REDUCING EXPENSE RATIOS

Author _____ *Date Pub.* 1966

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $1.50 *Length* 134 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A collection of expense-saving ideas within important operating areas such as communications, delivery, customer service, stockkeeping, transfer hauling, workrooms, wrapping and packing, and many others.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RETAIL ACCOUNTING MANUAL

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $25.00 *Length* 257 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Contains streamlined chart of expense accounts for single stores and companies with branches. Enables a meaningful determination of main and branch store profits. Includes chapters on report presentation, workroom accounting, leased department accounting, return on investment, gross margin determination and many other basic retail accounting topics.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE RETAIL BUYER

Author Jimmy G. Koeninger and Glen Koeninger *Date Pub.* 1972

Publisher Instructional Materials Services Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Teacher *Cost* $3.00 *Length* 51 pages

Grade Level Secondary/Adult *Suggested Time of Use* 12-18 hours

OBJECTIVES:

SUMMARY DESCRIPTION: This teaching outline contains the necessary materials for a short course in retail buying.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RETAIL CONTROL

Author *Date Pub.*

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $12.00 *Length* 10 issues a yr.

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Pocket size magazine with many informative articles for keeping up to date on department store systems, procedures, financial management, control and inventory management developments, and legal and tax matters affecting retailing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RETAIL INVENTORY METHOD MADE PRACTICAL

Author _____ *Date Pub.* 1971

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $6.00 *Length* _____

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Presents the fundamental operation involved in establishing and maintaining accurate inventories. Explains what the Retail Method of Inventory is and how it differs from the cost method, its advantages and disadvantages. Includes sample forms for recording merchandise transfers, sales, price changes, departmental merchandise statements, open-to-buy and many more.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RETAIL OPERATIONS NEWS BULLETIN

Author _____ *Date Pub.* Published Quarterly

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $10.00 *Length* approximately 28 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A quarterly magazine devoted to the many aspects of store operations. The latest developments, trends and tips on topics such as security, delivery, communications, safety, wrapping and packing, maintainence, customer service and food services are featured regularly.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A RETAILER VISITS THE MARKET

Author _____ *Date Pub.* _____

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Teacher *Cost* $80.00 *Length* 36 slides

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES: Behavioral objectives achieved in this program include a minimum of seven duties required for preparation of a buying trip and a minimum of nine merchandising decisions that must be made while in the market.

SUMMARY DESCRIPTION: Made for those students who aren't able to experience the real thing. It brings the market to the classroom to give students a feel for what it's like to buy for a store. Follows a small retailer on her trip to the market, since the majority of students headed toward careers in buying will eventually find jobs in either small or medium size stores.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructional package that includes a printed commentary for each slide, sample tests and a series of student projects.

Title RETAILERS' FEDERAL TAX MANUAL

Author _____ *Date Pub.* 1965

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $10.00 each / $15.00 set *Length* _____

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Gives tips on minimizing the impact of Federal taxes on retailers, includes discussions of Federal income, retailers' excise tax, estate tax planning for retailers and pointers on all payroll taxes. Three volumes: Vol. I - Installment method; method of doing business, depreciation, use of investment credit. Vol. II - Estate taxes planning, pension and profit sharing, inventories, bad debts. Vol. III - Retail excises, payroll taxes, travel and entertainment deductions.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RETAILERS' GUIDE TO MERCHANDISE CLASSIFICATION CONTROL

Author Albert I. Schott and Herbert A. Turetzky *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $3.00 *Length* 48 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A step by step guide for store conversion from departmental to classification merchandising. Designed to help balance stocks, raise turnover, and increase profit. Special section on EDP service bureaus.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RETAILING MERCHANDISING AND MANAGEMENT WITH ELECTRONIC DATA PROCESSING

Author Harold Garber and Seymour Helfant *Date Pub.* 1966

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $7.50 *Length* 209 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Covers costs, approaches, and the important utilization of merchandise classification.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE ROLE OF THE BUYER IN MASS MERCHANDISING

Author Don Belden *Date Pub.* 1971

Publisher Chain Store Publishing Corp., 2 Park Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* $10.00 *Length* 254 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Examines the buying function. It runs the gamut from the basic importance of good communications to the buyer-vendor relationship, merchandise assortments and replenishment, display and sales promotion, model stocks, private brands and direct importing, right through to modern computer techniques.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RUNNING AN EFFICIENT BUSHELING WORKROOM

Author *Date Pub.* 1963

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $ .75 *Length* 34 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Covers the three phases of busheling, the control of the busheling dollars, the measure of productivity, the fitting standards, busheling workroom equipment, combining men's and women's alteration workrooms.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SAFETY SECOND

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $75.00 *Length* 97 frames

Grade Level Collegiate/Adult *Suggested Time of Use* 13 minutes

OBJECTIVES:

SUMMARY DESCRIPTION: A 35mm color filmstrip designed to present the basics of safety to new employees and remind old ones.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title STATUS OF EDP IN RETAILING

Author _____ *Date Pub.* 1969-1970

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $7.50 *Length* 209 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A thorough analysis of all applications on various types of manufacturers' computers. The use of service bureaus, leased versus rental, rental versus purchase.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title STOCK SHORTAGE CONTROL TECHNIQUES OF THE SAN FRANCISCO BAY AREA STORES

Author *Date Pub.* 1961

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $2.25 *Length* 85 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A study prepared by the Golden Gate Retail Controller showing how San Francisco Bay Area stores go about combating inventory shortages. Gives detailed plans and training procedures. Includes a shortage credit program as well as a proven set of security rules.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title STORE SHRINKAGE: EMPLOYEE PILFERAGE/CUSTOMER THEFT

Author Alice Schiller *Date Pub.* 1973

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $80.00 *Length* 34 slides

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: This story, Store Shrinkage: Employee Pilferage/Customer Theft, was prepared by an experienced journalist who knows the retailing scene and has specialized in writing about drug addiction and rehabilitation. A sampling of headings are: Store Shrinkage: Scope & Cause; Learning Store Procedures; Flushing Out Thieves; Nerve Center of Security Operations; Eye on the Main Floor; Point of Sale--Point of Theft; Creating A Store Attitude: From Top to Bottom; Supporting A Habit; Getting Caught; The Penalties Are Real; Helping to Solve the Problem.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title 314 WAYS TO RUN A BETTER MORE PROFITABLE STORE

Author _____ *Date Pub.* 1964

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $3.00 *Length* 41 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Covers such areas as: policy and management, planning and budgeting, merchandising, competition, pricing, selling, advertising and display, control, personnel, operations, traffic, credit, Federal Trade Regulations, community relations.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TOYS

Author R. P. Willet and J. R. Grabner *Date Pub.* 1965

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* Free *Length* 11 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This is an extensive list of references covering the more important aspects of the toy industry. Many of the sources cited are useful in appraising and improving the general management of firms operating in the industry. In addition, a number of statistical sources have been included. Also, sources dealing specifically with toy industry problems and their solution.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TURNOVER: THE MANY WAYS TO IMPROVE IT

Author _____ *Date Pub.* 1965

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $6.00 *Length* 38 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: The best thinking of 300 retailers on the subject of turnover is summarized. Special chapter on the mechanics of a reorder program.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title USING STANDARDS TO INCREASE PRODUCTIVITY

Author _____ *Date Pub.* 1960

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $1.50 *Length* 54 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A guide to establish production standards to schedule work flow as a means of controlling payroll expense. Covers women's alterations, mail order, wrapping and packing, production, warehouse, selling, adjustments, mail and telephone orders and the role of the supervisor.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title VARIETY STORES

Author Pearce C. Kelley *Date Pub.* 1965

Small Business Administration

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* Free *Length* 8 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A bibliography of references selected to help those interested in variety store retailing. It provides an understanding of the recent changes in this field as well as some basic knowledge about it.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title VERBATIM REPORT: HAS THE BASEMENT A FUTURE

Author *Date Pub.*

National Retail Merchants Association

Publisher 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $4.50 *Length* 55 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Covers the many aspects of basement store problems. Discusses trading up, increasing the basement store's share of the market, the place of the basement in suburban stores, the prospects and volume in free standing budget stores.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title VERBATIM REPORT: HOW WE DO IT

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $4.50 *Length* 69 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Information to help management in the day to day merchandise investment problems. Includes information from actual merchandise managers on how companies handle sales forecasting, automatic reordering, inventory control and many other suggestions on how to improve total store performance.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title VERBATIM REPORT: SUCCESSES TO DATE IN CLASSIFICATION MERCHANDISING

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $4.50. *Length* 68 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Recounts how two large stores and a number of small stores went about the business of getting set in classification merchandising.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WRAPPING METHODS MANUAL

Author *Date Pub.* 1968

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $4.50 *Length* 90 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A specialized manual covering the accepted methods of preparing hard to wrap items for delivery. Based on the practice of over 60 stores. Contains 90 illustrations, definitions of wrapping terms, mechanical wrapping aids, basic wrapping techniques, individual wraps such as lamps and shades, mirrors and pictures, figurines, toys, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WRAPPING SUPPLY MANUAL

Author *Date Pub.* 1957

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $1.50 *Length* 141 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A standarization program for store wrapping supply purchase and usage. It points the way to very substantial savings in store supply costs. This manual reflects the practice and experience of 250 stores representing 2500 retail units. Chapters cover paper bags, general information on boxboard, set up boxes, folding boxes, folding gift boxes, corrugated boxes, corrugated rolls, kraft paper, tissue, twine, controlling supply expense, worksheets.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

DISPLAY

Title BASIC PRINCIPLES OF DISPLAY

Author _____ *Date Pub.* _____

Publisher General Aniline & Film Corp., 140 West 51 Street, New York, NY 10020

Teacher or Student Material Teacher *Cost* _____ *Length* Transparencies

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Shows various types of displays with advantages and disadvantages of each.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title DISPLAY FUNDAMENTALS

Author Frank A. Rowe *Date Pub.* 1970

Publisher Display Publishing Co., Cincinnati, OH

Teacher or Student Material Student *Cost* _____ *Length* 149 pages

Grade Level Collegiate *Suggested Time of Use* 1 quarter

OBJECTIVES:

SUMMARY DESCRIPTION: This manual is designed to provide, with a minimum of research and study, the basic techniques needed to display merchandise effectively.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title DISPLAY MADE EASIER

Author Karen Kitsteiner *Date Pub.* 1971

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $3.00 *Length* 115 pages

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A unit on teaching display. Simply written for student comprehension, it thoroughly covers the field of display illustrating the different principles involved. Copy may be separated and individual pages used to produce transparencies or spirit master handouts.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title DISPLAY ROUNDUP

Author _____ *Date Pub.* 1968

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Teacher *Cost* $126.00 *Length* 75 slides

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A collection of 75 examples of displays from stores across the nation--and a few outside the nation--ranging from a supermarket highway sign to a Tiffany window. Points up the value of effective display and provides a wealth of examples of displays both simple and elaborate, expensive and inexpensive.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title DISPLAY SELLING

Author _____ *Date Pub.* 1959

Publisher MEG Sales Education, The National Cash Register Company
NCR Education Center - Sugar Camp, Dayton, OH 45479

Teacher or Student Material Student *Cost* _____ *Length* 200 pages

Grade Level Secondary/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses interior display principles and their application in the retail store.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title INTERIOR DISPLAY: A WAY TO INCREASE SALES

Author Gabriel M. Valenti *Date Pub.* 1965

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* Free *Length* _____

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses four ingredients which are necessary for building a display: fixtures, color, signs, and lights. It points out that the differences between a commonplace display and an outstanding one is often slight. Many times that difference consists of the right decorative touch, one which, like frosting on a cake, helps to tempt buying appetites.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MERCHANDISE DISPLAY

Author Melvin Hatchett *Date Pub.* 1972

Publisher Instructional Materials Services
Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Student *Cost* $6.00 *Length* 221 pages

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: All aspects of merchandise display principles, techniques, arrangement, design, lighting, color, and signing. It is a how-to approach for beginning display personnel and includes information vital to DECA contest participants.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Answer Book ($2.00)

Title MODERN DISPLAY TECHNIQUES

Author Emily M. Mauger *Date Pub.* 1972

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $8.50 *Length* 128 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A guide to the "how" and "why" of effective display, from the mechanical aspects of area size and lighting to the subtler techniques of creating atmosphere, drama and excitement. Discusses the use and importance of store display as a means of enticing the customer to buy. Considers future trends and the potential the field holds for the trainee. Special chapter on suggested copy themes, a large selection of photos showing prize-winning displays, a list of source materials and a comprehensive bibliography.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MODERN INTERIOR DISPLAY

Author G. R. Fazakerley *Date Pub.* 1966

Publisher English Universities Press
St. Paul's House, Warwick Lane, London, England

Teacher or Student Material Student *Cost* _____ *Length* 176 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A new psychological approach to shopfitting that combines all the varied attractions of lighting, decor, furnishing, fittings and point-of-sale display, and concentrates them all upon the single specific aim of rousing the customer's buying impulses.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RIGGING AND FORMING MEN'S WEAR FOR DISPLAY

Author Lloyd L. Buzan *Date Pub.* 1965

Publisher Display Publishing Co., Cincinnati, OH

Teacher or Student Material Student *Cost* _____ *Length* 106 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: The illustrations in this manual show methods rather than personal skills in order to gradually develop superior techniques.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title STORE ARRANGEMENT AND DISPLAY

Author Elizabeth G. Janezeck *Date Pub.* 1966
Small Business Administration

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* Free *Length* 7 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: The references given in this book should assist the small business manager in two ways: first, by providing a list of basic sources of information on general principles; and second, by providing a list of specific store arrangement and display techniques.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

MANAGEMENT

Title ACCOUNTS RECEIVABLE AUTOMATION BEGINS ON THE SELLING FLOOR

Author *Date Pub.* 1969

Publisher MEC Sales Education, The National Cash Register Company
NCR Education Center - Sugar Camp, Dayton, OH 45479

Teacher or Student Material Student *Cost* Free *Length* 8 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: This brochure has been prepared to explain a new approach to accounts receivable automation that captures the customer's account number at the point of sale. Discusses the type of credit card used, 2 paths to electronic customer billing, disposition of media at the end of the day, sales audit procedures, data imput procedures, master file adjustments, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ADMINISTRATIVE OFFICE MANAGEMENT

Author J. J. W. Neuner, B. L. Keeling and N. F. Kallaus *Date Pub.* 1972

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $10.95 *Length* 864 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: Designed to meet the changing needs of today's college students and of those executives and first-line supervisors currently in administrative management work who desire to update their knowledge and experience in a rapidly changing social, political and business environment.

SUMMARY DESCRIPTION: Covers the following five basic areas of administrative office management: administrative office management in modern business, organizing and planning administrative office services, leadership and human relations, controlling office administrative operations, and business information processing systems. Underlying these five areas is a constant emphasis on two basic concepts of successful business management--satisfactory human relations and continuous cost reduction.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual

Title ADMINISTRATIVE STRATEGY AND DECISION MAKING

Author Clyde T. Hardwick and Bernard F. Landuyt *Date Pub.* 1966

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $9.70 *Length* 642 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Administrative problems and decision making on all levels of management are discussed in detail.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ADVANCED CASES IN MULTINATIONAL BUSINESS OPERATIONS

Author S. Prakash Sethi *Date Pub.* 1972

Publisher Goodyear Publishing Co., Inc. 15113-15 Sunset Boulevard, Pacific Palisades, CA

Teacher or Student Material Student *Cost* $12.95 *Length* 512 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Covers the major functional operating areas such as: environmental operating conditions--business government interface; organization and management; long range planning; finance, investment, and operative controls; and marketing management. Includes a variety of industries in the fields of consumer goods, producers' goods, and services (banking, market research). The products include electronics, fertilizers, food grains, shipbuilding, tractors, synthetic fibers, television sets, petroleum products, and milk products. The regions covered are the U.S.A., Asia, Western Europe, New Zealand, Africa, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual

Title THE AMERICAN BUSINESS ENTERPRISE

Author Jerry B. Poe *Date Pub.* 1969

Publisher Richard D. Irwin, Homewood, IL

Teacher or Student Material Student *Cost* _____ *Length* 560 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Provides an introduction to the field of business administration through a combination of text and cases designed to illustrate the breadth of decision making required in the management of today's business enterprises. Analyzes the organization of our economic system and the role of the profit motive in stimulating the flow of goods and services to consumers.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title AMERICAN BUSINESS - AN INTRODUCTION

Author David J. Schwartz and Ferdinand F. Mauser *Date Pub.* 1970

Publisher Harcourt, Brace & World, Inc., 750 Third Avenue, New York, NY 10017

Teacher or Student Material Student *Cost* _____ *Length* 790 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Written and organized with the beginning student in mind. It presents the fundamentals of American business operations, and at the same time relates business to the community and to society as a whole.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Guide, Student Guide and Manual of Student Assignments.

Title APPRAISING RETAIL EXECUTIVE AND EMPLOYEE PERFORMANCE

Author _____ *Date Pub.* 1968

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $9.75 *Length* 178 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A study analyzing what constitutes a successful appraisal program and recommending how such a program may be implemented. Appraisal procedures for both executive and non-supervisory employees are analyzed and summarized in 12 tables with 27 examples illustrating selected appraisal forms in current use by stores.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ARBITRATION: PEACEMAKER IN SMALL BUSINESS

Author Morris Stone *Date Pub.* 1968

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* Free *Length* 7 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses arbitration as a way for small business owners to settle business disputes without going through formal court procedures.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A BASIC BIBLIOGRAPHY FOR DOWNTOWN DEVELOPMENT

Author *Date Pub.* 1969

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $6.00 *Length* 31 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A guide to sources of broad conceptual thinking about central business districts, a source of specific ideas, examples and references leading to deeper investigation. Covers: urban affairs and downtown parking, traffic, transit, transportation, downtown urban design, historical preservation, and urban renewal.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BASIC LIBRARY REFERENCES SOURCES

Author Elizabeth G. Janezeck *Date Pub.* 1966

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* Free *Length* 8 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES: The purpose of this bibliography is to acquaint the small businessman with the wealth of business information available through library research. It points out that a good business library should be regarded as a source of information similar to the businessman's trade association, bank, accountant, lawyer and supplier.

SUMMARY DESCRIPTION: A list that contains the most basic business directories, guides and references available in many libraries.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BEHAVIORAL DECISIONS IN ORGANIZATIONS

Author Alvar O. Elbing *Date Pub.* 1970

Publisher Scott, Foresman, and Co., 1900 East Lake Street, Glenview, IL 60025

Teacher or Student Material Student *Cost* $11.25 *Length* 884 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES: To provide a systematic and rational approach to decision making, offering the utmost flexibility in dealing with problems unique to an organization, while at the same time providing a general framework of guidelines applicable to every decision situation.

SUMMARY DESCRIPTION: Examines the decision process step by step while referring to behavioral science concepts specifically chosen. The use of reading and cases provides both a theoretical and practical basis for analyzing the decision process.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BEHIND THE EXECUTIVE MASK

Author Alfred J. Marrow *Date Pub.* 1964

Publisher American Management Association, New York, NY 10020

Teacher or Student Material Student *Cost* $6.00 *Length* 143 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES: To help the executive discover the personal image he projects and how people react to it.

SUMMARY DESCRIPTION: Topics covered are: The Executive Dilemma, What is Laboratory Training?, The Important First Meeting, I'm A Stranger Here Myself, A Change of Pace and As Others See Us.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BIRTH OF A BUSINESS (STARTING A BUSINESS OF YOUR OWN)

Author _____ *Date Pub.* _____

Publisher Thompson-Mitchell & Associates
2996 Grandview Avenue, N.E., Roberts Building, Atlanta, GA 30305

Teacher or Student Material Student *Cost* $60.00 *Length* 12 cassettes

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A series of 12 cassette tapes with worksheets teaching the basic principles and concepts of business. Ideal for persons interested in starting their own business. The titles are: 1) From Dream to Reality, 2) Planning and Research, 3) Market Survey and Forecast, 4) Business Outline, 5) Business Organization, 6) Funding--Capital Outlay, 7) Accounting and Legal, 8) Volume, Margin, Cash Flow, 9) Terms--Credit, 10) Inventory, Buying, Payables, 11) Hiring Employees, Benefits, and 12) Expansion--Problems and Solutions.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Tests and Worksheets

Title THE BRANCH MANAGERS' MANUAL

Author Beatrice Judelle *Date Pub.* 1968

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $16.50 *Length* 276 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Pertinent information for every branch store manager. Covers such topics as How Management Looks at the Branch, Leadership in the Branch, Maintaining Effective Communications, Public Relations, The Shopping Center, Merchandising, Managing Basic Stocks, The Use of Classification Dates, Improving Merchandising Results Services, Leased Departments and Profits, Branch Store Advertising, Credit, Sales Productivity and Employee Relations, Stock Shortages, Security, Housekeeping and extensive charts, forms and exhibits.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE BUSINESS CONFERENCE: LEADERSHIP AND PARTICIPATION

Author Harold P. Zelko *Date Pub.* 1969

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* _____ *Length* 289 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Covers such topics as: the methods and principles behind the successful conference; how to obtain desired results through planning, leadership, and participation; how to analyze the dynamics of the conference and thus discover values, limitations, and procedures; and how to apply the total discussion process of the conference to settings outside the business environment.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BUSINESS AS A GAME

Author Alfred Z. Carr *Date Pub.* 1969

Publisher The New American Library, Inc. Educational Division, 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Student *Cost* $ .95 *Length* 295 pages

Grade Level Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Evaluation of top-level business in terms of game strategy.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BUSINESS: ITS NATURE AND ENVIRONMENT

Author R. E. Glos and Harold A. Baker *Date Pub.* 1972

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $10.00 *Length* 774 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Each facet of business, such as ownership, organization, productions, personnel, finance, quantitative control, and government regulations, is described and related to the basic principles of management and to economic fundamentals.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual, Tests, Transparency Masters and Student Supplement.

Title BUSINESS POLICY - CASES IN MANAGERIAL DECISION MAKING

Author C. R. Klasson, F. S. Brandt and E. D. Bennet *Date Pub.* 1970

Publisher Charles E. Merril Publishing Co., Columbus, OH

Teacher or Student Material Student *Cost* *Length* 757 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Designed to provide material for a complete course in business policy. The conceptual framework within which these cases were collected and organized constitutes an approach for involving business students as well as practicing executives in the managerial processes used in solving problems.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BUSINESS PRINCIPLES AND MANAGEMENT

Author B. A. Shilt, K. E. Everard and J. M. Johns *Date Pub.* 1973

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $6.84 *Length* 672 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Emphasizes basic business principles, business management, and business procedures. Instead of presenting the theory of business organization and management, attention is given to the actual details of operating a business.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual, Study Guides and Problems; and Tests.

Title BUSINESS PRINCIPLES, ORGANIZATION AND MANAGEMENT

Author E. C. McGill, S. Simon, and H. Tonne *Date Pub.* 1963

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* $5.40 *Length* 502 pages

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: The chapters are covered in the sequence in which the events would probably happen in real life. The realistic setting allows for natural treatment and discussion without special effort or contrivance on the teacher's part. It explores the major aspects of business operations, and reflects the trends in the policies and procedures of business management.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Student Activity Guide ($6.98), Objective Tests ($ .42 each), and Teacher's Guide & Key ($2.40)

Title BUSINESS, SOCIETY AND ENVIRONMENT: SOCIAL POWER AND SOCIAL RESPONSE

Author Robert L. Blomstrom and Keith Davis *Date Pub.* 1971

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* _____ *Length* 460 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Relates business to the whole society. It takes a system point of view relating business to ecology, pluralism, and social power. Presents illustrations, problems, and cases to make ideas more meaningful and practical.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE BUSINESS WORLD - INTRODUCTION TO BUSINESS READINGS

Author Borji O. Saxberg and R. Joseph Monsin *Date Pub.* 1972

Publisher Houghton Mifflin Company, Boston, MA

Teacher or Student Material Student *Cost* _____ *Length* 379 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: The thirty-nine articles in this book give a broad overview of our economy's ground rules for business, of the specific areas of business, and of the problems business faces.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CAN A SMALLER STORE SUCCEED?

Author Jane Cahill *Date Pub.* 1966

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $4.95 *Length* 96 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A guide to efficient management for the smaller store owner or the retailer contemplating expansion into new merchandising fields. Covers every department in women's fashion. Explores location analysis, audit and collection, advertising and image-building as well as the new retailing trends which are influencing the future of the smaller store--especially the boutique, teen and casual shop.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CASE HISTORIES IN SALES MANAGEMENT

Author Edward M. Mazze and Milton Alexander *Date Pub.* 1965

Publisher Pitman Publishing Corporation, 6 East 43 Street, New York, NY 10017

Teacher or Student Material Student *Cost* $3.25 *Length* 145 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Allows the student to use the analytical tools that he has learned in other courses to solve sales management problems.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CASE STUDIES - SET I

Author Richard Everhardt *Date Pub.* 1973

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $4.00 *Length* 258 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A unique approach to analyzing marketing problems in this collection of cases. Covers: retail buying, employee relations, business letter writing, management decision making, credit and collections. Each title comes in a separate file folder. Each case is on a separate sheet for ease in duplicating and student answers. Following each case is a list of notes to the coordinator on that case. At the end of each file is a list of references for the cases.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructional Summary Booklet

Title CASE STUDIES - SET II

Author Richard Everhardt *Date Pub.* 1973

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $4.00 *Length* 312 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A unique approach to analyzing marketing problems in this collection of cases. Covers: sales promotion, advertising, retail mathematics, and personal selling. Each title comes in a separate file folder. Each case is on a separate sheet for ease in duplicating and student answers. Following each case is a list of notes to the coordinator on that case. At the end of each file is a list of references for the cases.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CASES IN SALES FORCE MANAGEMENT

Author Derek A. Newton *Date Pub.* 1970

Publisher Richard Irwin, Homewood, IL

Teacher or Student Material Student *Cost* $10.95 *Length* 682 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: To provide the student with a framework for analyzing the cases in this book and to acquaint him with some of the major issues in managing a sales force so that he may easily recognize such issues as well as the alternatives involved. Accordingly, he should become a more effective decision maker.

SUMMARY DESCRIPTION: The case situations include problems in marketing, both consumer and industrial goods, as well as service industry problems, but excludes sales problems confined to retailing organizations. The cases represent "verbal photographs" of actual business decisions.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CHANNELS OF DISTRIBUTION

Author William Munro *Date Pub.* 1968

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $2.00 *Length* 40 pages

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: This unit describes the distribution phase and its importance in providing the consumer with goods and services. Functions of distribution, including wholesaling, retailing and service type operations are discussed in detail.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Set of 14 transparency originals.

Title CHECKLIST OF DEVELOPING A TRAINING PROGRAM

Author Leonard J. Smith *Date Pub.* 1967

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 7 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Designed to help small businessmen who need to set up a systematic program for training their employees. The questions are designed to provide a step-by-step approach to the task of organizing and conducting a successful program of employee training.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CHOOSING A FORM OF BUSINESS ORGANIZATION

Author *Date Pub.* 1965

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* $1.50 *Length* 62 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Examines the various forms of business organization and calls attention to the importance of a proper selection. Also shows the need for proper legal guidance in the selection process.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CLARIFYING THE COMPUTER: A PRACTICAL GUIDE FOR RETAILERS AND MANUFACTURE

Author Kevin McLoughlin *Date Pub.* 1968

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $12.50 *Length* 272 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Covers such subjects as an analysis of the "myths about computers"; the applications of Electronic Data Processing (EDP) for smaller firms; EDP personnel development; understanding costs and the role of middle management. Contains a glossary of EDP terms geared to retail-manufacturer management.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title COMMUNICATION FOR MANAGEMENT

Author Norman B. Sigband *Date Pub.* 1969

Publisher Scott, Foresman and Co., 1900 East Lake Street, Glenview, IL 60025

Teacher or Student Material Student, *Cost* $10.95 *Length* 762 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES: To develop skill in written business communications.

SUMMARY DESCRIPTION: Contains practical material on good business report and letter writing organized around the theme of management control through effective communication. The development of report-writing skills in research, planning, organizing, and the process of writing is clearly demonstrated. The up-to-date treatment of business-letter writing differentiates types of letters by purpose to encourage students to think about the communication effect of business letters. Integrated throughout the text are many comparative examples of effective and ineffective writing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Guide, Quizzes and Exams.

Title COMMUNICATION IN MANAGEMENT

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $23.50 *Length* 4 audio lessons

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: How to increase your effectiveness in giving instructions verbally and in writing. "Feedback"--how to precondition responses you want, how to interpret it, follow-up action. Misinterpretation--what to do about it and guard against it. Channeling emotions for best results. The value of small meetings--some basic pointers in conducting them.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title COMMUNICATIONS IN DISTRIBUTION

Author Thomas Applegate and Everett DeVaul *Date Pub.* 1970

Publisher D. E. Materials Lab 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $3.00 *Length* 110 pages

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A two-part manual featuring written and oral communications. Examples and handouts apply to distributive occupations.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Transparency originals are [illegible]ed.

Title COMMUNICATIONS--DOWNWARD AND UPWARD

Author _____ *Date Pub.* 1967

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $6.00 *Length* 92 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: The problems of face-to-face communications are covered from a number of angles in this report. Covers the essentials of a sound communications program; what management can learn by listening; a top management view of the problem; getting sales-supporting personnel on the management team; actual communications techniques utilized by stores; practical tips on how supervisors should communicate with employees; and the steps involved in conducting an employee morale survey.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title COMPARATIVE MANAGEMENT AND MARKETING

Author J. Boddewyn *Date Pub.* 1969

Publisher Scott, Foresman and Co., 1900 East Lake Street, Glenview, IL 60025

Teacher or Student Material Student *Cost* $2.00 *Length* 302 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES: To understand the differences and similarities between systems of marketing and management used in various nations.

SUMMARY DESCRIPTION: Creates an outline for contemporary studies in international as well as comparative management. It appraises comparative management and marketing in terms of rationale, concepts and frameworks; methodology; product and potential. It analyzes the nature, the development, and the present state of comparative studies with an inquiry into why systems should be compared, what should be compared among them, how this should be done, what already has been accomplished, and what remains to be done.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A COMPUTERIZED, MULTIPURPOSE RETAIL MANAGEMENT GAME

Author Robert Earl Schellenberger *Date Pub.* 1963

Publisher University of North Carolina, Chapel Hill, NC

Teacher or Student Material Student *Cost* _____ *Length* 295 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES: The purpose of the study is to provide a training device to be used at all levels of retail management in order to illustrate the operation of a retail store in a complex environment subject to oligopolistic competition.

SUMMARY DESCRIPTION: This paper describes a model of a retail market. This model has been used as a basis for presenting a multipurpose retail management game built around a men's retail clothing market.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title COMPUTERS, MANAGERS, AND SOCIETY

Author Michael Rose *Date Pub.* 1969

Publisher Pelican Books, 7110 Ambassador Road, Baltimore, MD 21207

Teacher or Student Material Student *Cost* $1.65 *Length* 267 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: An account, part technical, part sociological, and part philosophical, of the computer revolution. Computerization presents managers with new opportunities on a structural scale unmatched since the industrial revolution. Many of the standard managerial functions which can be programmed are discussed.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE CONCEPT OF THE CORPORATION

Author Peter F. Drucker *Date Pub.* _____

Publisher The New American Library, Inc. Educational Division, 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Student *Cost* $1.25 *Length* 255 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A study of General Motors which reveals the managerial principles which have had such a dramatic effect upon the American corporate system, which fostered the emergence of a new class of "knowledge" workers, and which permitted the development of large-scale business enterprise as a central institution of social and economic achievement.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CONCEPTS OF MANAGEMENT

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $23.50 *Length* 4 audio lessons

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Covers understanding the three levels of direction: managerial, administrative, supervisory. Effectively coping with human nature--finding the approach most likely to succeed with each individual. Handling uncooperative employees and employee friction. Developing capabilities in anticipation of promotion. Why many management opportunities are missed--what to do about them. Your own management success--"insurance" steps everyone should take.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CORPORATIONS IN CRISIS

Author Richard A. Smith *Date Pub.* 1966

Publisher Anchor Books, Garden City, NY

Teacher or Student Material Student *Cost* $1.45 *Length* 267 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Composed of a series of stories written for Fortune magazine during the fifties and early sixties. Each is a case history of a corporation in the middle of a crisis.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title DECISION THEORY AND INFORMATION SYSTEMS

Author William T. Greenwood *Date Pub.* 1969

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $11.00 *Length* 818 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Presents those theories, methods, and processes of decision making, as well as prevailing decision practices, which are an integral part of the preparation of future business managers. Ties in 47 articles.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title DEVELOPING THE RETAIL EXECUTIVE

Author Sy Lazarus *Date Pub.* 1971

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $6.00 *Length*

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A detailed, step-by-step, "how to" approach to retail management development building from the basic training for newly hired managers to more sophisticated development for senior level management.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title DEVELOPMENT OF MANAGERIAL PERFORMANCE...A RESEARCH APPROACH

Author Mahoney, Jerdee and Carroll *Date Pub.* 1963

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* Free *Length* 67 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES: To seek improved utilization of managerial abilities through improved identification of management potential; improved training and development of this potential, and improved placement and motivation for effective performance.

SUMMARY DESCRIPTION: Management development is discussed. Numerous problems are faced in achieving maximum utilization of management potential. The booklet provides the knowledge and information necessary for improved management organization and development.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title DISTRIBUTION CHANNELS: BEHAVIORAL DIMENSIONS

Author Louis W. Stein *Date Pub.* 1969

Publisher Houghton Mifflin Company, Boston, MA

Teacher or Student Material Student *Cost* _____ *Length* 305 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This volume of original essays and related readings contains discussions of four important behavioral dimensions of social systems: role, power, conflict, and communication. As demonstrated early in the book, the channel of distribution can and should be viewed as a social system; thus, the transfer of these dimensions to a channel context has been made here.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title DISTRIBUTION COST ANALYSIS

Author Fred W. Kniffin *Date Pub.* 1966
Small Business Administration

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* Free *Length* 8 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This is a bibliography of publications dealing with distribution costs which are all those marketing and administrative expenses of the business firm that arise from making goods available for sale. The publications cited in this section are books and pamphlets issued as a public service by federal agencies.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title DISTRIBUTION DILEMMA

Author _____ *Date Pub.* 1965

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Teacher *Cost* $80.00 *Length* 38 slides

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes changes in distribution and how alert retailers are capitalizing on new distribution patterns. Key themes include the sophistication of discounting, impact of electronics, growth of franchising, advent of the "merchandise scramble." Also discussed: catalog selling, the major discount chains, changes in food, drug and variety stores, importance of consumer testing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Commentary and discussion questions are included.

Title DOWNTOWN REVIVED: 22 CASE HISTORIES

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $48.75 *Length* 35mm slides

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Depicts 22 examples of successful downtown renewal projects. Includes cities of all sizes. Explains why and how the results were achieved. Covers parking, beautification, public transportation, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Script included.

Title EFFICIENT DRUG STORE MANAGEMENT

Author Frank Ferguson *Date Pub.*

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $12.50 *Length* 264 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Covers every aspect of drug store management, offers advice from site selection to store operation; from financing, personnel, promotion to store layout and the prescription department. Contains a section on merchandising non-drug items; stimulating views on more modern management. Sample forms, for leases, applications, etc., are included, as are many photos of successful displays and arrangements.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ELEMENTS OF BUSINESS ENTERPRISE

Author Charles A. Taff and Dwight L. Gentry *Date Pub.* 1966

Publisher The Ronald Press Co., New York, NY

Teacher or Student Material Student *Cost* *Length* 624 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: To provide the beginning student with the basic knowledge of the field of business.

SUMMARY DESCRIPTION: The scope of business activities, the types of business organizations, the relationships of business, business ethics, and the interdisciplinary approach to the management of business are discussed. The student is also introduced to the concepts of the quantitative and behavioral areas of business management.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title EMPLOYEE RELATIONS BULLETIN

Author _____ *Date Pub.* Monthly

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* Subscription $15.00 *Length* approximately 4 pages each issue

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Current information in employee relations. Regular features include reviews of new union contracts, results of union campaigns, new labor relations legislation, special government agency decisions like Wage-Hour and EEOC, plus current and proposed Federal legislation that relates to employee welfare.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE ENVIRONMENT OF BUSINESS: PERSPECTIVES AND VIEWPOINTS

Author James H. Bearden *Date Pub.* 1969

Publisher Holt, Rinehart & Winston, New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 558 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Designed to supplement standard textbooks used in Introduction to Business courses and Personal Finance/Consumer Economics courses. These readings place emphasis upon both "firm-oriented" problems and issues and "consumer-oriented" problems and issues.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE ESSENTIAL CHALLENGE - THE SOURCES OF MANAGEMENT FOR RETAILING

Author _____ *Date Pub.* 1967

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $1.50 *Length* 41 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Details the present climate of the manpower market and the challenges to be met in the 1970's and possible solutions.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ESSENTIALS OF MERCHANDISING

Author _____ *Date Pub.* 1966

Publisher University of the State of New York, Albany, NY

Teacher or Student Material Teacher *Cost* _____ *Length* 18 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES: To assist directors and teachers of adult education programs.

SUMMARY DESCRIPTION: Includes a brief consideration of such factors as basic merchandising principles, terminology, budgeting, merchandising mathematics, terms of sale, organization and staffing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ESTABLISHING AND OPERATING A NEW BUSINESS

Author Vocational Instructional Materials Laboratory *Date Pub.* 1966

Publisher Lindsey Hopkins Education Center, Miami, FL

Teacher or Student Material Teacher *Cost* Free *Length* 5 pages

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Consists of a course outline entitled Inventory, Buying and Cost Controls. A bibliography which lists supplementary references is included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ESTIMATING ECONOMIC CAPACITY

Author Richard Gift *Date Pub.* 1968

Publisher University of Kentucky Press, Lexington, KY

Teacher or Student Material Student *Cost* $3.00 *Length* 56 pages

Grade Level Collegiate *Suggested Time of Use* 1 week

OBJECTIVES:

SUMMARY DESCRIPTION: Designed to cope with and establish a framework within which a meaningful interpretation of the many concepts of economic capacity can be understood.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE EXCEPTIONAL EXECUTIVE

Author Harry Levinson *Date Pub.* 1968

Publisher The New American Library, Inc. Educational Division, 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Student *Cost* $1.50 *Length* 336 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Examination of the true role of top management in fostering corporate and personal growth and vitality. Examines the qualities a successful executive must develop within himself.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title EXECUTIVE COMPENSATION IN RETAILING

Author *Date Pub.* 1971

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* *Length*

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A look at the seventies and new compensation policies for executives. What are the trends in bonuses? What do the base rates look like at various management levels? Is there a geographic differential? These questions and many more are answered.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title EXECUTIVE DECISIONS

Author Rossall J. Johnson *Date Pub.* 1970

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $10.45 *Length* 640 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Contains 49 cases which present decision-making situations faced by top management. In addition to the traditional policy and control cases, emphasis is given to situations involving leadership, organization, communication, ethical behavior, and social responsibility.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual

Title FINDING AND HIRING THE RIGHT EMPLOYEE

Author Rudolph Raphelson *Date Pub.* 1964
Small Business Administration

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* Free *Length* 4 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Presents the tools needed for gathering information which the employer needs when he screens job applicants.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE FOLKLORE OF MANAGEMENT

Author Charles B. Randall *Date Pub.*

Publisher The New American Library, Inc. Educational Division, 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Student *Cost* $ .75 *Length* 128 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A book that takes issue with a number of myths and stereotypes at the management level.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FRANCHISING

Author Jack Strietelmeier *Date Pub.* 1972

Publisher D. E. Materials Lab 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $2.00 *Length* 30 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES: Students will understand the operation of a franchise and conduct a project applicable to their community.

SUMMARY DESCRIPTION: This study provides background information for the coordinator to develop a unit or for the individual instruction of a student. The manual includes a detailed outline for a student project on franchising and references.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE GENESIS OF MODERN MANAGEMENT

Author Sidney Pollard *Date Pub.* 1968

Publisher Pelican Books, 7110 Ambassador Road, Baltimore, MD 21207

Teacher or Student Material Student *Cost* $1.95 *Length* 400 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: A study of the early British managerial revolution; of the problems which confronted the first generation of managers and of the complex interactions of mass-production technology and human organization. Analyzes the historical factors which continue to condition the present-day practices of British management.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title GETTING CHANGE THROUGH COMMUNICATIONS

Author *Date Pub.*

Publisher Classroom World Productions. Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $33.50 *Length* 4 audio lessons

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Why communications through argument seldom works. "Facts" vs. "Opinions". The use of "Permissive Conversation" in better communications. The one big reason why some people fail to solve problems. Enthusiasm and its relationship to problem-solving. The right way to go about sharing and solving problems with employees.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title GUIDE TO PERSONAL SUCCESS IN MANAGEMENT

Author Fred DeArmond *Date Pub.* 1961

Publisher Prentice-Hall, Inc., Englewood Cliffs, NJ 07632

Teacher or Student Material Student *Cost* _____ *Length* 226 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Teaches the five basic skills of management: reading, remembering, writing, speaking, and a faculty in using facts and figures. The object of developing these skills and working methods is to mature the manager's judgment and to increase his skill in the decisions he makes and the actions taken at his direction.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title GUIDE TO STORE LOCATION RESEARCH

Author William Applebaum *Date Pub.* 1968

Publisher Addison-Wesley, Reading, MA.

Teacher or Student Material Student *Cost* _____ *Length* 259 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:
(1) To evaluate the sales potential of individual supermarket locations.
(2) To develop a long range store location strategy plan involving a number of stores in a metropolitan area or larger region.

SUMMARY DESCRIPTION: Describes a sound, workable program in store site evaluation and location strategy. Since store location research is complex, there is no simple magic formula and no substitute for informed judgment.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HANDICRAFTS AND HOME BUSINESS

Author J. Wade Rice *Date/Pub.* 1966
Small Business Administration
Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 19 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Bibliography lists U. S. Government publications that should assist prospective and current owners of handicrafts and home businesses to plan, organize, direct, coordinate, and control their business.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO ANALYZE YOUR OWN BUSINESS

Author Howard Ellsworth Sommer *Date Pub.* 1962
Small Business Administration
Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 6 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Outlines business conditions which typically are progressive, average, or weak.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW DO YOU MANAGE?

Author Samuel Feinberg *Date Pub.* 1968

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $7.95 *Length* 288 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Deals with the inability of many managers to manage. It discusses the universality of managerial problems and solutions. The traits that make a good manager are described.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW DOWNTOWNS GET ACTION ON TRAFFIC, PARKING AND TRANSIT

Author *Date Pub.*

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $82.50 *Length* 35mm slides

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Shows examples of how downtown areas around the country have solved their traffic, parking and transit problems in downtown shopping areas. Provides ideas which can be adapted everywhere.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Script included.

Title HOW TO GET ACTION ON SUPPLYING DOWNTOWN PARKING

Author _____ *Date Pub.* 1969

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $7.50 *Length* 64 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: The results of an NRMA Supplying Downtown Parking Seminar presenting up-dated, factual information and sound and practical ideas on how to get parking action downtown. Covers such topics as Computing Parking Demands, Designing Garages, Techniques of Parking Finance.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO PROMOTE YOUR SHOPPING CENTER

Author John H. Fulweiler *Date Pub.* 1973

Publisher Chain Store Publishing Corp., 2 Park Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* $7.95 *Length* 224 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: A promotion primer explaining how shopping centers with up to 400,000 square feet of leasable area can set up and carry out an effective advertising and promotion program to increase center sales. Includes chapters on budgeting, program planning and direction; advertising and media; the promotion calendar; community involvement; and merchants' association organization. Valuable reference material, including sample programs and bylaws are included in appendices.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO SUPERVISE (PART I) AND HOW TO TRAIN (PART II)

Author _____ *Date Pub.* 1957

Publisher Instructional Materials Services
Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Teacher *Cost* $5.00 *Length* 60 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: How to Supervise includes what it means to be a supervisor, how to induct an employee, how to follow up with an employee, how to handle correction and grievances, and a check-up on supervision. How to Train covers the four basic steps in training, how to get ready to train, demonstrations of skill training, demonstrations of training in factual information, and demonstrations of attitude training.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HUMAN FACTORS IN SMALL BUSINESS

Author _____ *Date Pub.* 1965

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* $1.50 *Length* 82 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Develops an awareness of the human factors in managing a business.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HUMAN RELATIONS IN MANAGEMENT

Author S. G. Huneryager and I. L. Heckmann *Date Pub.* 1967

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $9.75 *Length* 880 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: To present human relations as an emerging scientific discipline of study.

SUMMARY DESCRIPTION: Structured readings designed for the basic course in human relations or for the course dealing with the dynamics of organization. The subject matter provides basic or supplementary material for courses in industrial psychology, industrial sociology, and business policies. The 53 articles were selected because they: (1) were written by leading authorities in the field, (2) represent the latest thinking, and (3) provide provocative statements that challenge the reader's thinking.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title AN INTRODUCTION TO THE AMERICAN BUSINESS ENTERPRISE

Author Jerry B. Poe *Date Pub.* 1972

Publisher Richard D. Irwin, Homewood, IL 60430

Teacher or Student Material Student *Cost* *Length* 652 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: Designed to provide students with a balanced approach to business.

SUMMARY DESCRIPTION: Organized so that section one covers the external environment of business. Section two discusses the internal management and control of the business enterprise. Section three covers the vital human elements of business. Section four discusses the key areas of marketing and production. Section five consists of accounting and finance. Section six concludes the book with the dynamic area of computers.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Review Guide & Workbook

Title INTRODUCTION TO BUSINESS IN A DYNAMIC SOCIETY

Author Donald J. Hart *Date Pub.* 1970

Publisher Collier-Macmillan, Toronto, Ontario, Canada

Teacher or Student Material Teacher *Cost* _____ *Length* 524 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: The purpose of this book is to provide an optimal background for the subsequent study of business and economics within the stimulating framework of challenging curricula.

SUMMARY DESCRIPTION: The orientation and content of the text are directed to the internal and external environments of business enterprise. Accordingly, aspects of business analysis and operations are treated within the realistic framework of continuous environmental change, for this is the context within which actual business problems are encountered.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Study Guide

Title INTRODUCTION TO BUSINESS ENTERPRISE

Author Carlo E. Gubellini and Lyman A. Keith *Date Pub.* 1971

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* _____ *Length* 613 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Provides a general background to the elements and characteristics of business. By surveying the structure of business, its principal activities, and its typical problems, the text gives a broad understanding of the nature of the business world and a preliminary idea of the various areas of business specialization.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Study Guide

Title INTRODUCTION TO BUSINESS ENTERPRISE

Author F. L. Schwartz, J. M. Hartley and W. L. McNaughton *Date Pub.* 1970

Publisher John Wiley & Sons, New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 480 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: To give the student a well-rounded, comprehensive view of the business enterprise.

SUMMARY DESCRIPTION: The chief focus of this book is on the enterprise system, but consideration has been given to the purpose for which the enterprise exists; the economic and social environment; legal, governmental, and ethical relationships.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Student Workbook

Title INTRODUCTION TO MODERN BUSINESS

Author Eugene H. Hughes and Vernon A. Musselman *Date Pub.* 1959

Publisher Prentice-Hall, Englewood Cliffs, NJ

Teacher or Student Material Student *Cost* _____ *Length* 630 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Presents in useful form and understandable language the manner in which business functions and provides the student a wide vocabulary and broad background in business practices, principles, and economic concepts. It shows how to interpret and analyze business through the use of actual business cases, and acquaints the student with up-to-date career information about occupations in business so that he may choose his business career intelligently.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title INVENTORY CONTROL

Author Kenneth Nathaniel Sherman *Date Pub.* 1965

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 12 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: This is a comprehensive list of reader references on the general subject of inventory control. The literature ranges from articles which describe the advantages of inventory control to highly mathematical papers which are of use only to the theoretician.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ISSUES IN BUSINESS AND SOCIETY

Author William T. Greenwood *Date Pub.* 1971

Publisher Houghton Mifflin Co., Boston, MA

Teacher or Student Material Student *Cost* *Length* 547 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Presents a variety of contemporary opinions as a catalyst for debate. Whenever possible, both sides of controversial issues have been presented and many of the articles within each section represent the best "pro" and "con" positions from the wealth of periodical literature that is available. Intended to serve as a resource for courses in business and society; business ethics, and business and government.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title JOURNAL OF SMALL BUSINESS MANAGEMENT

Author National Council for Small Business Management *Date Pub.* 4 times per yr.

Publisher Bureau of Business Research College of Business & Economics, West Virginia University, Morgantown, WV

Teacher or Student Material Both *Cost* $5.00 (1 yr.) $8.00 (2 yrs.) *Length*

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Articles concerning consumerism and market demand.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title LABOR RELATIONS HANDBOOK

Author *Date Pub.* 1971

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* *Length*

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Labor relations highlights written by leaders in the field.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title LABOR UNIONS IN AMERICA

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $300.00 *Length* 3 filmstrips 23 minutes each

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: The History of Unionization presents a picture of violence in the attainment of improvements of the workers' welfare. Legislation that has affected labor relations over the years is also reviewed. Union Structure provides a message on how unions operate--by illustrating their potential nature. Indicates what it means to a supervisor--showing that he no longer has control when the union steward assumes some of his basic functions. Do's and Don'ts covers what to do in an organizing drive and how to recognize the union's techniques. It illustrates specific danger spots and helps the supervisor devise a plan for action.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Leader's Guide and Script

Title MAJOR COLLECTIVE BARGAINING AGREEMENTS - ADMINISTRATION OF NEGOTIATED PENSION, HEALTH, AND INSURANCE PLANS

Author George P. Schultz *Date Pub.* 1970

Publisher U. S. Department of Labor, Washington, DC

Teacher or Student Material Student *Cost* $ .60 *Length* 53 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This study is concerned with the administration of collectively bargained single and multiemployer pension, health, and insurance plans.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MAJOR COLLECTIVE BARGAINING AGREEMENTS - MANAGEMENT RIGHTS AND UNION MANAGEMENT COOPERATION

Author W. W. Wirtz *Date Pub.* 1966

Publisher U. S. Department of Labor, Washington, DC

Teacher or Student Material Student *Cost* $ .70 *Length* 68 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Two collective bargaining issues are combined in this bulletin: management rights provisions and union-management cooperation provisions. Both deal with the exercise of essentially managerial functions, but with markedly different principles.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MAKING MANAGEMENT DECISIONS

Author Powell Niland and C. William Emory *Date Pub.* 1968

Publisher Houghton Mifflin Co., Boston, MA

Teacher or Student Material Student *Cost* *Length* 306 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: To provide a thorough theoretical background for business decision making by examining both the behavioral and quantitative factors.

SUMMARY DESCRIPTION: The first part of the book develops a general approach; a model for making business decisions. The second part presents basic mathematical techniques useful in business decisions in the analysis stage. It also includes an explanation of each technique and the problems often encountered in using it. The third part of the book summarizes the preceding materials, generalizes on the use of quantitative techniques, and relates decision making to the task of implementing and controlling decisions.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MAKING TOOLS FOR MANAGERS

Author Edward Bursk and John Chapman *Date Pub.* 1963

Publisher The New American Library, Inc. Educational Division, 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Student *Cost* $1.25 *Length* 413 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Explains the basic theory behind the new mathematical procedures that have revolutionized business administration. Case histories, charts and illustrations are included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGEMENT AIDS ~~FOR SMA~~LL BUSINESS - NO. 1

Author Wilford L. White and Edward L. Anthony *Date Pub.* 1955

Publisher Small Business Administration U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* $1.25 *Length* 184 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: The subject matter falls into three classes: business-government relations, internal general management, and external sources of help, advice, and guidance.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGEMENT AIDS FOR SMALL BUSINESS - NO. 2

Author Wilford L. White and Edward L. Anthony *Date Pub.* 1956
Small Business Administration
Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* $1.00 *Length* 146 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: The subject matter falls into three classes: business-government relations, internal general management; and external sources of help, advice, and guidance.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGEMENT AIDS FOR SMALL BUSINESS

Author Wilford L. White and Edward L. Anthony *Date Pub.* 1957
Small Business Administration
Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* $ .60 *Length* 80 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: The scope of the chapters is broad, ranging over a diverse assortment of subjects of importance to small firms. The philosophy and statistics have been largely omitted in favor of fundamental concepts and real-life illustrations.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGEMENT AIDS FOR SMALL MANUFACTURERS

Author Frank M. Cruger *Date Pub.* 1970

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 8 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES: To show the owner-manager how to develop a handbook for employees.

SUMMARY DESCRIPTION: Points out that a successful handbook should include what employees need to know as well as what the owner-manager wants them to know.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGEMENT AIDS FOR SMALL MANUFACTURERS

Author C. Howard Mann *Date Pub.* 1967

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* Free *Length* 4 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: One of the most important factors in successful business competition is originality in meeting customers' needs and wants. A new application, a new approach, or a whole new concept very often is necessary. Fortunately, for the businessman, new "ideas" are circulated around the business world all the time. Some large concerns have specialists whose main job is to deal with new ideas. However, most small business operators can't afford that kind of staff assistance. This aid has been written to help meet their needs.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGEMENT: THE BASIC CONCEPTS

Author Henry H. Albers *Date Pub.* 1972

Publisher John Wiley & Sons, Inc., New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 328 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: To provide a basic background and foundation for management development programs in business and other fields.

SUMMARY DESCRIPTION: The book discusses: management: past and present, planning, organizing, directing, controlling and the responsibility of management.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGEMENT DEVELOPMENT PROGRAM

Author Small Business Administration *Date Pub.* 1968

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Teacher *Cost* $1.25 *Length* ~~1~~ page

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Subject presentations and a set of transparencies for the following are available on loan from SBA Regional Offices. The topics are: Success and Failure Factors, Records and Credit in Profitable Management, Managing to Sell, The Why and What of Bookkeeping, Financing Long and Short Term Needs, Personnel Management, Special Aspects of Sales Promotion, Taxation: A Key Factor in Business Decisions, Communication and Control, Human Factors in Small Business, Choosing a Form of Business Organization, Safeguarding Your Business and Management Succession, Small Business Location and Layout, Effective Advertising, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGEMENT: ENDS AND MEANS

Author R. W. Morell *Date Pub.* 1969

Publisher Science Research Associates, Inc. 259 East Erie Street, Chicago, IL 60611

Teacher or Student Material Student *Cost* _____ *Length* 256 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A discussion of the ends of organizations and the means by which managers can effectively achieve these ends. The ends and means of management are presented in their social, ethical, psychological, philosophical, and economic contexts. Deals with the personal and social goals of businessmen, human relations in business, decision-making, and organization theory. It contains capsule descriptions of leading theories and techniques of management, useful diagrams, questions for discussion, suggestions for further reading, and a model for decision making based on a particular case problem.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGEMENT FUNCTIONS AND MODERN CONCEPTS

Author Clayton Reeser *Date Pub.* 1973

Publisher Scott, Foresman and Co., 1900 East Lake Street, Glenview, IL 60025

Teacher or Student Material Student *Cost* _____ *Length* 524 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: To summarize and integrate the central concepts of management.

SUMMARY DESCRIPTION: Discusses the functions and concepts of modern day management in a rapidly changing business society.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE MANAGEMENT GAME: SIMULATED DECISION MAKING

Author J. S. Seiler, J. L. McKenney and F. W. McFarland *Date Pub.* 1970

Publisher Macmillan, 866 Third Avenue, New York, NY 10022

Teacher or Student Material Student *Cost* _____ *Length* 153 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This management simulation game is designed to provide an experience in business decision making under uncertainty. It involves the student in the problems of developing and implementing an economic strategy in an ongoing business.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGEMENT INFORMATION SYSTEMS

Author Paul Frankenberg *Date Pub.* 1968

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $3.00 *Length* 54 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Covers planning, personnel, equipment selection and how to indoctrinate store management.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGEMENT MANUAL FOR INDEPENDENT STORES

Author Seymour Helfant and Beatrice Judelle *Date Pub.*

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $12.00 *Length* 312 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Presents a scientific approach to better management techniques for the smaller independent store. Contains practical and profitable ideas and suggestions. Covers every phase of store management, merchandise control, buying, merchandising, sales promotion, financial analysis, data processing, display, credit, personnel.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGEMENT BY OBJECTIVES

Author P. J. Sihora and L. C. Michelon *Date Pub.* 1970

Publisher Republic Industrial Education Institute, Cleveland, OH

Teacher or Student Material Student *Cost* *Length* 32 pages

Grade Level Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This is a basic approach to management which accomplishes the greatest results with a minimum of resources and within the shortest period of time.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGEMENT BY OBJECTIVES IN RETAILING.

Author _____ *Date Pub.* 1967

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $6.00 *Length* 118 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Presents a general background on this management technique which is important to all retail executives. Also reflects the actual experiences and results of four organizations in regard to the realization of this management process and its challenge to management.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGEMENT AND ORGANIZATION

Author Henry L. Sisk *Date Pub.* 1973

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $10.75 *Length* 768 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Combines the familiar and traditional analysis of the management process and the presentation of management principles with the newer systems concept of management to make it truly a systems approach to the management process. The process of management is described and analyzed in the usual temporal sequence of planning, organizing, directing, and controlling. Questions and cases are included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual, Examinations Booklet, Achievement Tests and Student Study Experiences ($3.00)

Title MANAGEMENT AND ORGANIZATIONAL BEHAVIOR THEORIES--AN INTERDISCIPLINARY APPROACH

Author William T. Greenwood *Date Pub.* 1965

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $9.95 *Length* 890 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: To aid in the development of a general theory and philosophy of administration.

SUMMARY DESCRIPTION: Structured reading consisting of 52 articles divided into seven parts: management theories and philosophies, planning, decision making, organizing, staffing-personnel, direction and leadership; and controlling.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGEMENT OF THE PERSONAL SELLING FUNCTION

Author Charles S. Goodman *Date Pub.* 1971

Publisher Holt, Rinehart & Winston, New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 494 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Focuses on the problems of sales managers with particular concern for problems likely to be critical in a consumeristic society. In the treatment of each problem area, the nature of the problems which confront the sales manager are examined. Thereafter, the types of tools which may be useful for resolving those problems are reviewed.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGEMENT PRINCIPLES AND PRACTICES

Author Dalton E. McFarland *Date Pub.* 1970

Publisher Macmillan, 866 Third Avenue, New York, NY 10022

Teacher or Student Material Student *Cost* _____ *Length* 715 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: To describe the elements of the managerial process that are fundamental to the successful operation of various types of enterprises.

SUMMARY DESCRIPTION: Presents a rational synthesis of research and concepts which brings together the mass of detail constituting the subject matter of management. It utilizes a behavioral science point of view that will help the student develop his own approach to management.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual

Title THE MANAGEMENT OF RETAIL BUYING

Author Joseph J. Friedlander and John W. Wingate *Date Pub.* 1963

Publisher Educational Book Division Prentice-Hall, Englewood Cliffs, NJ 07632

Teacher or Student Material Student *Cost* _____ *Length* 420 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: A study of the principles and methods that determine successful merchandise selection. An analysis of the proven methods of successful practice and the theories and techniques being developed by leading thinkers in the field.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGEMENT SCIENCE

Author Stafford Beer *Date Pub.* 1967

Publisher Doubleday Science Series, Doubleday & Co., Inc., Garden City, NY

Teacher or Student Material Student *Cost* $2.45 *Length* 192 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Elaborates on the tools used in management science and the application of scientific methods to a whole management problem.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGEMENT SOURCE PUBLICATIONS FOR SMALL BUSINESS

Author *Date Pub.*

Publisher Dun and Bradstreet, Inc., 99 Church Street, New York, NY 10007

Teacher or Student Material Both *Cost* Free *Length* 44 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Provides a list of publications of special value for the modern business manager. The titles have been listed in alphabetical order by subject matter. Each listing contains the title, source, cost (if any), date of issue and address of publisher.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGEMENT AND SUPERVISION OF A SALES FORCE

Author _____ *Date Pub.* 1961

Publisher Syracuse University, Syracuse, NY

Teacher or Student Material Student *Cost* _____ *Length* 325 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This is a training manual designed for executives of developing countries. Written in such a way that it can be adapted to the changing needs of developing countries throughout the free world.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGEMENT: A SYSTEMS ANALYSIS

Author Stanley Young *Date Pub.* 1966

Publisher Scott, Foresman and Co., 1900 East Lake Street, Glenview, IL 60025

Teacher or Student Material Student *Cost* $4.00 *Length* 436 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES: To develop a systems awareness of management practices and techniques.

SUMMARY DESCRIPTION: An investigation of the design and maintenance of organizational problem-solving systems. Provides the tools required to convert accepted principles or theories of management into an operating reality. The primary focus of the text is upon the problem of integrating the new managerial techniques, or sciences, into a single, effective operating system--not only for the individual manager, but also for the organization as a whole.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGEMENT THEORY AND PRACTICE

Author Ernest Dale *Date Pub.* 1969

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* _____ *Length* 786 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Equips the reader with a solid background of management knowledge that will make it possible for him to evaluate realistically both current theories and practices and those that may be introduced in the future. The approach is to assume no previous knowledge on the part of the reader but to lead gradually from the simple concepts to the more difficult ideas and techniques and to illustrate abstractions by practical examples.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGEMENT TRAINING

Author Robert Thomas *Date Pub.* 1970

Publisher D. E. Materials Lab 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Student *Cost* $2.00 *Length* 61 pages

Grade Level Adult *Suggested Time of Use* 6 one-hour sessions

OBJECTIVES:

SUMMARY DESCRIPTION: Techniques of efficient management including concepts, communication skills, performance goals and supervision are covered in a practical case-study format.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGEMENT USES OF THE COMPUTER

Author Irving I. Solomon and Laurence O. Weingart *Date Pub.*

Publisher The New American Library, Inc. Educational Division, 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Student *Cost* $1.25 *Length* 222 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Provides practical guidelines by which management can make informed decisions on computer usage to serve specific business needs and goals.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGERIAL ECONOMICS

Author Edited by G. P. E. Clarkson *Date Pub.* 1968

Publisher Penguin Books, 7110 Ambassador Road, Baltimore, MD 21207

Teacher or Student Material Student *Cost* $1.95 *Length* 430 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: This text deals with the process of decision-making within the firm. It uses the economist's concept of utility and maximizing of profit to analyze with mathematical and statistical techniques a wide range of problems of finance, marketing and production.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGERIAL EFFECTIVENESS - THE IMPACT OF MANAGEMENT STYLE ON STORE PERFORMANCE

Author J. Sterling Livingston *Date Pub.* 1969

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $1.50 *Length* 52 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses the style of leadership in relation to its effectiveness, characteristics and success on store performance, how the store manager handles levels of performance, communications, management climate, problem solving, individual differences.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGERIAL PLANNING AND CONTROL

Author Glen A. Welsch and Bernard H. Sord *Date Pub.* 1964

Publisher Instructional Materials Services Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Student *Cost* $4.00 *Length* 237 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A picture of the problems of managerial planning and control as viewed by lower levels of supervision. Since the authors have directed this volume to those concerned with the many human problems which arise in managing, this book should prove useful to managers at all levels.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGERIAL PROCESS AND ORGANIZATIONAL BEHAVIOR

Author Allan C. Filley and Robert J. House *Date Pub.* 1969

Publisher Scott, Foresman and Co., 1900 East Lake Street, Glenview, IL 60025

Teacher or Student Material Student *Cost* $11.20 *Length* 499 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES: To synthesize existing theory and research from many disciplines by reviewing a selected set of management and behavioral science theories and the empirical evidence relevant to them.

SUMMARY DESCRIPTION: This text is concerned with management as a general process, applied in many different types of organizations, and is based on the conviction that management can be approached, at the outset, by integrating descriptive and prescriptive material with theoretical analysis and empirical evidence.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Guide

Title THE MANAGERS: A NEW EXAMINATION OF THE ENGLISH, GERMAN, AND AMERICAN EXECUTIVE

Author Roy Lewis and Rosemary Stewart *Date Pub.*

Publisher The New American Library, Inc. Educational Division, 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Student *Cost* $ .75 *Length* 256 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A perceptive and candid study of the "boss" in modern industry: who he is, what he does, how he got where he is, how he sees himself, and how others see him.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGERS FOR TOMORROW

Author Charles D. Flory *Date Pub.* _____

Publisher The New American Library, Inc. Educational Division, 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Student *Cost* $ .95 *Length* 288 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A staff of management psychologists analyzes the training, personality, philosophy and strategy of the successful executive. Bibliography included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGING THROUGH INSIGHT

Author Charles D. Flory *Date Pub.* 1968

Publisher The New American Library, Inc. Educational Division, 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Student *Cost* $1.25 *Length* 222 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Explains how psychology and the behaviorial sciences can help you identify men with talent, develop their creativity and move them up through your organization.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MATHEMATICS IN MANAGEMENT

Author Albert Battersby *Date Pub.* 1968

Publisher Pelican Books, 7110 Ambassador Road, Baltimore, MD 21207

Teacher or Student Material Student *Cost* $1.75 *Length* 225 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Provides a sound basis of knowledge about the methods of operational research now being applied in public industries and services to save resources and prune expenditures. Among the topics covered are network analysis, simple functions, linear programming, simulation, and electronic computers.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MEN, WAGES, AND EMPLOYMENT

Author George Soule *Date Pub.* _____

Publisher The New American Library, Inc. Educational Division, 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Student *Cost* $ .50 *Length* 140 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Analyzes trends in wages, employment, labor, and management in the modern United States economy.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MODERN BUSINESS ADMINISTRATION

Author R. I. Hartman, T. P. Hogan and J. T. Wholihan *Date Pub.* 1968

Publisher Scott, Foresman and Co., 1900 East Lake Street, Glenview, IL 60025

Teacher or Student Material Student *Cost* $3.95 *Length* 421 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: The articles contained in this book have been selected from a variety of sources to include representative selections of varying degrees of difficulty and to create a natural blending of both theoretical and practical approaches to business administration. Each section of the book is prefaced by a concise introduction that summarizes and highlights the aspect of business under consideration.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MODERN MANAGEMENT METHODS

Author L. C. Michelon and Ernest Dale *Date Pub.* 1967

Publisher The World Publishing Co., 2231 West 110 Street, Cleveland, OH

Teacher or Student Material Student *Cost* *Length* 211 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Features important techniques as value analysis, payoff tables and decision trees, PERT and critical path analysis, and operations research. Also covers new developments in human relations, organization, and communications. It considers such vital subjects as computers, government relations with business, and economic forecasting.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MODERN PROCUREMENT MANAGEMENT

Author Wilbur B. England *Date Pub.* 1970

Publisher Richard D. Irwin, Inc., 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* $12.50 *Length* 904 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Includes those recent developments which provide new tools and concepts to further the evolution of the procurement and materials acquisition function from essentially a clerical service oriented business role to a dynamic decision making oriented function with the capacity of contributing directly to the profits of the firm.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MOTIVATE FOR PROFIT

Author Pauline W. Burbrink *Date Pub.* 1967

Publisher Instructional Materials Services Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Teacher *Cost* $3.50 *Length* 91 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES: To train the supervisor to become aware of the productiveness of each employee.

SUMMARY DESCRIPTION: Included are units on man and his work, motives and motivation, job attitude factors, motivation techniques, demonstrations of motivation techniques, and a complete bibliography.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MOTIVATION FOR MANAGERS

Author _____ Date Pub. _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student Cost $23.50 Length 4 audio lessons

Grade Level Secondary/Collegiate/Adult Suggested Time of Use _____

OBJECTIVES:

SUMMARY DESCRIPTION: Understanding others--what motivates them and how to turn these facts to your advantage. How the adequacy of assumptions determines the adequacy of management. Behavior and its relationship to the satisfaction of needs. Ego needs--what they are and how to satisfy them. Physiologic well-being security, social relationships--what they mean to motivation. Goals--how to set them for yourself and others. Dealing with unmotivated employees. Attitudes--reading them, when and how to change them to your advantage. The gentle art of "persuasion." Authority--its responsibilities. The "Ham-In-The-Sandwich System."

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE NATURE AND SCOPE OF MANAGEMENT

Author Maneck S. Wadia Date Pub. 1966

Publisher Scott, Foresman and Co., 1900 East Lake Street, Glenview, IL 60025

Teacher or Student Material Student Cost $9.25 Length 349 pages

Grade Level Collegiate Suggested Time of Use _____

OBJECTIVES:

SUMMARY DESCRIPTION: Organized around the functions of the management process. Brings together fifty-two selected readings which provide a look at management and administrative science, reflecting all the major trends in the study of management.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title NEW DECISION-MAKING TOOLS FOR MANAGERS: MATHEMATICAL PROGRAMMING AS AN AID IN THE SOLVING OF BUSINESS PROBLEMS

Author Edited by Edward C. Bursk and John F. Chapman *Date Pub.*

Publisher The New American Library, Inc. Educational Division, 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Student *Cost* $ .95 *Length* 413 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Twenty-five experts explain the basic theory behind the new mathematical procedures that have revolutionized business administration. Features actual case histories as well as hundreds of examples, charts, and illustrations.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE NEW LOOK ON MAIN STREET

Author *Date Pub.*

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $67.50 *Length* 100 slides

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Contains 35mm slides showing how malls, pedestrian ways, greenery, street furniture, lighting, building front improvements, etc., are being used to put a New Look on Main Street in cities and towns of all sizes.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

tle NEW PRODUCTS & DIVERSIFICATION

thor Peter M. Kraushar Date Pub. 1969

blisher Auerbach Publishers, Inc., 121 North Broad Street, Philadelphia, PA 19107

acher or Student Material Student Cost $9.95 Length 213 pages

ade Level Collegiate Suggested Time of Use 1 sem.

JECTIVES:

MMARY DESCRIPTION: Discusses the internal development of new products and how compares to new products born of diversification through mergers and acquisitions. ase histories are presented. Their reasons for success and failure are discussed. e simple and practical guidelines for new-product development and diversification. kes this text a valuable primer for executives who are thinking of diversifying.

AILABLE INSTRUCTOR MATERIAL AND TESTS:

tle ORGANIZATION OF BRANCH STORES

thor Samuel V. Smith Date Pub. 1969

blisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

acher or Student Material Student Cost $4.50 Length 88 pages

ade Level Collegiate/Adult Suggested Time of Use

JECTIVES:

MMARY DESCRIPTION: A collection of detailed case studies on multi-unit store rganizations, each with a special aim such as strong central control, autonomy, n organization in transition, and a giant chain.

VAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ORGANIZATIONAL BEHAVIOR AND THE PRACTICE OF MANAGEMENT

Author Hampton, Summer and Webber *Date Pub.* 1968

Publisher Scott, Foresman and Co., 1900 East Lake Street, Glenview, IL 60025

Teacher or Student Material Student *Cost* _____ *Length* 758 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Sets forth powerful conceptual tools drawn from theories of motivation, social exchange, interaction, functional analysis, and government. It applies these tools to a detailed examination of individual and group behavior, organizational structure and stress, and the nature of authority. It then offers applications of these discoveries in terms of direct influence, political behavior, and the modification of organizational structure.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Guide

Title ORGANIZATIONAL RELATIONS AND MANAGEMENT ACTION - CASES AND ISSUES

Author William V. Haney and Garret L. Bergen *Date Pub.* 1966

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* _____ *Length* 756 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Describes management decision making and action in dealing with organizational behavior and the organizational relations of the manager. The cases in this book are designed to help the student test and apply knowledge, insight, skills, and values in making business decisions and taking action. They represent the heterogeneity of facts, opinions, inferences, unknowns, and imponderables which the manager must learn to weigh.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Case Notes

Title PATTERNS FOR SUCCESS IN MANAGING A BUSINESS

Author _____ *Date Pub.* 1967

Publisher Dun & Bradstreet, Inc., 99 Church Street, New York, NY 10007

Teacher or Student Material Student *Cost* $1.95 *Length* 103 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes the techniques, the methods, the inner spirit found in successful business men and women.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PERSONAL QUALITIES NEEDED TO MANAGE A STORE

Author Irving Schwartz, Small Business Administration *Date Pub.* 1970

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* Free *Length* 8 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES: To enable the small businessman to manage a store.

SUMMARY DESCRIPTION: Points out that the best approach is for the person to be himself. He should build on his strong points and try to improve his weak spots where he can.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

ERIC

Title PERSONALITY AND SUCCESS

Author Hal B. Pickle *Date Pub.* 1964

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* Free *Length* 84 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES: To determine those personality traits of a successful business manager which have contributed measurably to the success of an enterprise.

SUMMARY DESCRIPTION: The results of this study show that certain personal characteristics are important contributors to success and have certain implications for the business community.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PERSONNEL ADMINISTRATION

Author *Date Pub.* 1956

Publisher Instructional Materials Services
Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Teacher *Cost* *Length* 118 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This course has been developed to meet the needs of small and medium-sized organizations and to supplement practices in organizations with well-established personnel and training departments.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PERSONNEL ADMINISTRATION - GROUP DISCUSSION MANUAL

Author *Date Pub.* 1956

Publisher Instructional Materials Services
Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Teacher *Cost* *Length* 25 pages

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES: 1. To serve as a guide for introducing the trainee to the functions of the personnel department. 2. To differentiate between the operation of the personnel department in large and small stores. 3. To point out the various welfare activities handled by the personnel department. 4. To give trainees information regarding new trends in personnel training.

SUMMARY DESCRIPTION: Provides an outline for instruction of trainees and an insight into the operation of the personnel department.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A PERSONNEL CHECKLIST FOR: RETAIL TOP MANAGEMENT

Author *Date Pub.* 1971

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $1.50 *Length* 24 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Designed to reflect an overall approach to both personnel and labor relations problems. No one procedure is viewed without consideration of procedures elsewhere in a company. Covers Employee Selection, Supervision, Communications, Personnel Policies, Training, Management Development and Organizational Planning, Wage and Hour Administration, Working Conditions, Grievance Procedure, Benefits, Hours, Morale, Federal, State and Local Laws, and Union Organization.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PERSONNEL MANAGEMENT

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $142.80 *Length* 24 audio lessons

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Job descriptions--their importance, how to construct them. Employment questionnaires and forms--designing the best ones to meet your needs. Aptitude tests--what they do and do not tell you. Setting the stage for the interview. "Screening" and "appraisal" interviews--what to ask, probe for and how to interpret job applicant's responses. The best way to assess references. How to sharpen your personal judgment capabilities. Employment techniques to attract men for managerial positions. The all-important answer to the problem of getting results from people. The impact of firm but fair discipline.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PERSONNEL MANAGEMENT

Author Larry L. Cummings *Date Pub.* 1965

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 16 pages

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This bibliography describes personnel management as an art.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PERSONNEL MANAGEMENT

Author D. E. McFarland *Date Pub.* 1971

Publisher Penguin Books, 7110 Ambassador Road, Baltimore, MD 21207

Teacher or Student Material Student *Cost* $3.95 *Length* 407 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A collection of articles focusing on current and coming problems in personnel management as well as on new horizons emerging from both social concern and technical research. Twenty-nine readings are offered, including The Personnel Department and Business Objectives, Ethics for Recruiting Employees and Executives, Eight Ways to Motivate Plant Employees, Strikes in a Contemporary Context, and Yardsticks for Measuring Personnel Departments.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PERSONNEL MANAGEMENT - DEVELOPING GOOD EMPLOYEES

Author *Date Pub.* 1965

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Teacher *Cost* $1.25 *Length* 87 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Designed to be presented to the businessman in nontechnical language. It is one approach to teaching personnel development.

'LABLE INSTRUCTOR MATERIAL AND TESTS:

Title PERSONNEL MANAGEMENT AND HUMAN RELATIONS

Author John R. Zabka *Date Pub.* _____

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $6.45 *Length* 224 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This book will equip the student manager with the fundamental knowledge of employee behavior patterns thereby enabling him to deal effectively with recruitment, employment, and staffing problems.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Student Workbook ($3.26) Teacher's Manual ($5.00)

Title PERSONNEL - THE MANAGEMENT OF PEOPLE AT WORK

Author Edward Richard DeHaan *Date Pub.* By-Monthly

Publisher American Marketing Association, 135 West 50 Street, New York, NY 10020

Teacher or Student Material Student *Cost* $4.50 *Length* _____

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Magazine published by-monthly by the American Marketing Association dealing with the problems of personnel administration.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PERSONNEL NEWS & VIEWS QUARTERLY

Author National Retail Merchants Association *Date Pub.* Quarterly

Publisher 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $12.00 *Length* Approximately 32 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A quarterly magazine providing retail personnel administrators and training directors with an overview of activities as reported by member stores. Areas covered include new interviewing techniques, management development programs that are productive, sales training, labor relations, compensation programs, new training films and literature. Articles contributed by retailers and non-retailers touch on other problems such as minority hiring and training and the affect of Distributive Education on retailers of the future.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PERSONNEL POLICIES GUIDEBOOK

Author National Retail Merchants Association *Date Pub.* 1972

Publisher 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $12.00 *Length* 176 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Helps set policy; gives actual samples of how others set policy; determines procedures for implementing policies plus gives many sample forms and other specifics.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PLANNING YOUR STORE FOR MAXIMUM SALES AND PROFITS

Author Charles S. Telchin and Seymour Helfant *Date Pub.* 1969

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $21.00 *Length* 165 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: In a practical view it covers: where to locate, negotiating a lease for a non-center store, construction costs and leases in shopping centers, the store architect, programming the project, getting bids and awarding contracts, the new store front, the interior plan, selling fixtures, floors, walls, and ceilings, color, interior and exterior lighting, how to read blueprints, the use of visuals, and a glossary of store planning terms. Includes illustrations, charts and floor plans.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title POINTERS ON USING TEMPORARY HELP SERVICES

Author William Olsten *Date Pub.* 1970

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* Free *Length* 8 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Explains temporary help services, points out some of their advantages, and outlines some steps that can be taken to ensure getting the best results.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A PORTFOLIO OF MANAGEMENT STYLES

Author Patrick Haggerty, Milton Klein and Richard Morse *Date Pub.* 1970

Publisher Innovation, 265 Madison Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* *Length* 23 pages

Grade Level Collegiate *Suggested Time of Use* 1 day

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses the rapid change which is taking place in the technology that dominates our age and the change in management style. Patrick Haggerty, Milton Klein, and Richard Morse are three managers whose profiles are the subject of this portfolio.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PRICE THEORY AND ITS USES

Author Donald S. Watson *Date Pub.* 1963

Publisher Houghton Mifflin Company, Boston, MA

Teacher or Student Material Student *Cost* $6.50 *Length* 420 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Price theory as the economic keystone. Components of an economy, industry and firm's function via price theory.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PRICING DECISIONS

Author Mark I. Alpert *Date Pub.* 1971

Publisher Scott, Foresman and Co., 1900 East Lake Street, Glenview, IL 60025

Teacher or Student Material Student *Cost* $3.10 *Length* 145 pages

Grade Level Collegiate/Adult *Suggested Time of Use* —

OBJECTIVES:

SUMMARY DESCRIPTION: Reviews common pricing techniques as background for presenting recent developments in decision models, demand-curve estimation, and psychological pricing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PRINCIPLES OF MANAGEMENT

Author George R. Terry *Date Pub.* 1970

Publisher Learning Systems Co., 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* $2.95 *Length* 177 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES: Communicating concepts that will give the reader an understanding of the management discipline.

SUMMARY DESCRIPTION: A programmed learning aid designed to supplement basic textbooks in the subject area, or to be used as core or essential material in courses or programs of management.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PRINCIPLES OF MANAGEMENT - A MODERN APPROACH

Author Henry H. Albers *Date Pub.* 1969

Publisher John Wiley & Sons, New York, NY

Teacher or Student Material Student *Cost* *Length* 702 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: The core of this book is concerned with the basic elements of managerial action-planning, communication, and motivation, with an organized managerial structure. This edition gives more consideration to the systems concept and its relationship to the management process. It draws upon many fields of learning and concerns itself with the functional areas of management, social and environmental forces.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PROFITABLE COMMUNITY RELATIONS FOR SMALL BUSINESS

Author Robert W. Miller *Date Pub.* 1961
Small Business Administration

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* $ .30 *Length* 36 pages

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES: To provide practical and pointed information on how to build and maintain sound community relations.

SUMMARY DESCRIPTION: Deals with the importance and way to build better community relations in the small business.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PROGRESS OF MANAGEMENT RESEARCH

Author Edited by Nigel Farrow *Date Pub.* 1969

Publisher Pelican Books, 7110 Ambassador Road, Baltimore, MD 21207

Teacher or Student Material Student *Cost* $1.45 *Length* 157 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Contains ten articles which originally appeared as a series in "Business Management." Contributors include professors of marketing, business administration, industrial psychology, operational research, and industrial and engineering management, as well as economists and consultants.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PURCHASING MANAGEMENT

Author I. V. Fine, J. H. Westing and G. J. Zenz *Date Pub.* 1969

Publisher John Wiley & Sons, New York, NY

Teacher or Student Material Student *Cost* *Length* 538 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Reflects the role of purchasing in corporate operations and organization. It suggests the movement toward the more comprehensive administration of "materials in motion" without implying more than is factually correct.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title READINGS IN MANAGEMENT

Author William A. Nielander and Max D. Richards *Date Pub.* 1969

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $8.95 *Length* 972 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Provides a comprehensive explanation of the management process as it is viewed by management practitioners and scholars. The book is organized into six sections. In the first section, the elements of management that are basic to all management functions are explained. Each succeeding section is devoted to the study of one of the functions of management: planning, directing, controlling, organizing, and staffing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title READINGS IN SALES MANAGEMENT

Author Harper W. Boyd and Robert T. Davis *Date Pub.* 1970

Publisher Richard D. Irwin, Inc., 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* _____ *Length* 456 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Explores the new challenge of sales management created by today's changing environment. The selected readings in this book clarify the new and expanded role of the sales manager. The sales manager cast in this new role of planner can no longer be the old drummer type of salesman; he must now orientate his thinking and his efforts toward the marketplace with its ever-shifting costs and opportunities.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title READINGS IN SALES MANAGEMENT

Author Robert Olsen and Thomas R. Wotruba *Date Pub.* 1971

Publisher Holt, Rinehart & Winston, New York, NY

Teacher or Student Material Student *Cost* *Length* 394 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: The readings are organized around the sales process framework of planning, selection, training, motivation, supervision, and evaluation; a framework which is particularly helpful to students and sales managers. Discussion, general questions and suggestions for further readings are included in each major section of the book.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RECEIVING CONTROLS

Author Fred K. Palcho *Date Pub.* 1971

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $2.00 *Length* 53 pages

Grade Level Secondary/Adult *Suggested Time of Use* 10 hours

OBJECTIVES:

SUMMARY DESCRIPTION: A manual covering store control procedures and methods. Reinforces control concepts and indicates clearly the relationship of controls to the retail flow of merchandise and the mechanics involved in the prevention of common control problems.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RECRUITING AND DEVELOPING STORE EXECUTIVES

Author _____ *Date Pub.* 1967

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $3.00 *Length* 74 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Covers tips on successful campus recruiting; what the junior college graduate has to offer; a description of Filene's college recruiting film and trainee program; how Bamberger's "Prep Squad" for high school graduates works, a thorough analysis of the components of leadership and how to achieve it; Carson's unique executive training program; and the use of work simplification as a training device.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SALES FORCE MANAGEMENT

Author Fredrick E. Webster and Kenneth R. Davis *Date Pub.* 1968

Publisher Ronald Press, 79 Madison Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* _____ *Length* 764 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Structured to highlight the classical problems faced by sales force management. Drawn from a wide variety of sources to provide a better understanding of how the sales executive should approach his job. Wherever possible, relevant concepts, theories, principles, and research results have been related to the sales force management problem under consideration.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SALES MANAGEMENT

Author George D. Downing *Date Pub.* 1969

Publisher John Wiley & Sons, New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 392 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Based on the premise that the success of the selling operation--which determines the success of the firm--depends significantly on the effectiveness of its management. Develops a managerial and strategic framework for thinking about the sales manager's job. It proposes that as a manager of people, money and things, he must think and behave as a manager.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SALES MANAGEMENT: CONTEMPORARY PERSPECTIVES

Author I. Allison Barnhill *Date Pub.* 1970

Publisher Scott, Foresman and Co., 1900 East Lake Street, Glenview, IL 60025

Teacher or Student Material Student *Cost* _____ *Length* 492 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: The articles are intended to provide innovative ideas, information, and techniques which will prove useful to future problem solving and decision making by the sales manager. The introduction focuses on the nature of the sales and marketing environment, with change as the central theme.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SALES MANAGEMENT: DECISIONS, POLICIES AND CASES

Author Edward W. Cundiff and Richard B. Still *Date Pub.* 1969

Publisher Educational Book Division Prentice-Hall, Englewood Cliffs, NJ 07632

Teacher or Student Material Student *Cost* *Length* 698 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Analyzes the field of marketing management from the standpoint of one major class of marketing executives; those known as sales executives. Represents an application of the management approach to an analysis of the sales executive's job, his duties and responsibilities, and the various roles he plays as an important participant in making marketing decisions.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SALES MANAGEMENT FOR MANUFACTURERS

Author O. Hoyt Gibson *Date Pub.* 1966

Publisher Small Business Administration U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 8 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: This is a bibliography of basic sources of information on the subject of sales management for small manufacturers. Special emphasis is placed on periodical articles. This is not intended to be a complete listing of the information available but is composed of literature helpful in the understanding of sales management.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SALES MANAGEMENT: PLANNING, ACCOMPLISHMENT, AND EVALUATION

Author Thomas R. Wotruba *Date Pub.* 1971

Publisher Holt, Rinehart & Winston, New York, NY

Teacher or Student Material Student *Cost* - *Length* 564 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: (1) To organize the sales management task within a clear and logical framework.

(2) To reflect a widespread and thorough examination of research reports, company experiences, and significant opinions concerning sales management topics.

SUMMARY DESCRIPTION: Develops an overall model of the sales force management process. The chapters reveal each part of the model in a systematic and analytical fashion. Several new tools for sales management are discussed in nontechnical terms from the viewpoint of their applicability to real problem-solving situations.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SALES MANAGEMENT: THEORY AND PRACTICE

Author Milton Alexander and Edward M. Mazze *Date Pub.* 1965

Publisher Pitman Publishing Corporation, 6 East 43 Street, New York, NY 10017

Teacher or Student Material Student *Cost* $9.25 *Length* 550 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Integrates salesmanship with sales management and planning. Applying the general functions of management to the selling structure of the organization, the book treats sales management as a subsystem within the total marketing framework. Based upon an analytic, managerial orientation, the book examines the interdisciplinary approach to selling, communications, and motivation; managerial problems in selling; and management applications to diverse selling situations.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual ($ .50)

Title SHOPPING CENTERS

Author _____ *Date Pub.* 1968

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* Set I: $20.00 Set II: $22.00 *Length* Set I: 10 slides Set II: 12 slides

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: The student visits by proxy shopping centers of all types and sizes across the nation and gives him background information on operational details as well. Set I focuses on the range of types of stores being drawn to shopping centers while Set II explores the special merchandising and promotion techniques and esthetic features unique to shopping centers.

AVAILABLE INSTRUCTOR MATERIALS AND TESTS:

Title SMALL BUSINESS MANAGEMENT

Author H. N. Bloom and J. G. Longenecker *Date Pub.* 1971

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $10.75 *Length* 752 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Covers small business operations with balance between business functions (sales, production, procurement, personnel, and finance) and managerial functions (planning, organizing, actuating, and controlling). Examples of actual business situations used to emphasize important principles.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual and Tests, Student Supplement ($4.05)

Title SMALL BUSINESS MANAGEMENT

Author A. C. Cooper, W. A. Hosmer and F. L. Tucker *Date Pub.* 1966.

Publisher Richard D. Irwin, Inc., 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* _____ *Length* 605 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses small business management with detailed information for every phase of operation.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SMALL BUSINESS MANAGEMENT

Author William Hailes, Jr. and Raymond T. Hubbard *Date Pub.* 1967

Publisher Delmar Publishers Inc., Albany, NY 12205

Teacher or Student Material Student *Cost* _____ *Length* 303 pages

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Points for successful small business management, problems and how to solve them.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual & Key, Student's Workbook

Title SMALL MARKETERS AIDS NO. 127

Author Robert E. Levinson *Date Pub.* 1970
Small Business Administration
Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* Free *Length* 2 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Describes how the manager can increase his store's potential.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SMALL STORE PLANNING FOR GROWTH

Author Seymour Helfant and John W. Wingate *Date Pub.* 1966
Small Business Administration
Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* $ .50 *Length* 99 pages

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses the nature of growth and the management skills required in small stores. The pros and cons of physical expansion and the various methods and sources of financing that the small business owner can call upon are described.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

ERIC

Title SOURCES OF ASSISTANCE AND INFORMATION

Author Irving Maness, Wendell O. Metcalf, Anthony S. Stasio and George C. Willman *Date Pub.* 1965

Publisher Small Business Administration U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Teacher *Cost* $1.50 *Length* 68 pages

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A study in the ways of meeting the small business management needs of the small communities and very small businesses in poverty areas. It includes lesson plans, lectures, visual aids, case studies, and handout material.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title STARTING AND MANAGING A SMALL BUSINESS OF YOUR OWN

Author Wendell O. Metcalf *Date Pub.* 1962

Publisher Small Business Administration U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* $ .35 *Length* 49 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Guidelines for those interested in starting a new business or buying existing ones. Risks as well as opportunities are considered. It provides insights into the special requirements of a business such as: laws and regulations involved, taxes, and types of insurances.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title STOCK CONTROL FOR SMALL STORES

Author Edwin L. Harling *Date Pub.* 1969
Small Business Administration
Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* Free *Length* 8 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES: To acquaint the small businessman with effectively controlling stock.

SUMMARY DESCRIPTION: The kind and amount of paperwork necessary for effective stock control depends largely on the type of merchandise. Emphasizes unit control rather than control by merchandise classification. Unit control provides information about breadth of assortment, depth of assortment, number of brands stocked, and quality of line stocked.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title STORE LOCATION

Author John E. Mertes *Date Pub.* 1966
Small Business Administration
Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 8 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This bibliography is presented with a view toward providing a central listing of sources--Federal and commercial, trade and educational--which can in some way assist the established retailer, or the newcomer, with his location problems.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title STORE ORGANIZATION AND OPERATION

Author Norris B. Brisco and O. Preston Robinson *Date Pub.* 1955

Publisher Educational Book Division, Prentice-Hall, Englewood Cliffs, NJ 07632

Teacher or Student Material Student *Cost* *Length* 581 pages

Grade Level Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: The basic principles and accepted practices of successful store organization are presented in such a way as to make them useful, both to store operating executives and to classroom students of the subject. The material on store organization has been carefully analyzed and condensed to bring it into better balance with current practices and developing trends.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title STRATEGY, POLICY AND CENTRAL MANAGEMENT

Author William H. Newman and James P. Logan *Date Pub.* 1971

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $11.00 *Length* 771 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Recent management concepts are woven into the basic analytical framework of the book. The central theme is "corporate strategy." Attention is given to the impact of computers, changing technology, and new products. Chapters on social responsibility and central management, selecting company strategy, research and development, mergers and acquisitions, multinational business and managing conglomerates. Cases are used throughout.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual

Title STORES AND SHOPPING CENTERS: AN ARCHITECTUAL RECORD

Author James S. Hornbeck *Date Pub.* 1962

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* _____ *Length* 181 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes the latest developments in the design of stores and their interiors, as well as shopping centers; both suburban and urban. This book is a compact and orderly reference to the latest in store and shopping center design.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title STUDIES IN MANAGERIAL PROCESS AND ORGANIZATIONAL BEHAVIOR

Author Turner, et. al. *Date Pub.* 1971

Publisher Scott, Foresman and Co., 1900 East Lake Street, Glenview, IL 60025

Teacher or Student Material Student *Cost* $6.50 *Length* 544 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Provides material relevant to consideration of both classical theory and certain aspects of organizational behavior. Reflects the diversity of the study and practice of management by presenting both introductory and advanced readings. Opportunities are presented for in-depth analyses as a logical extension of fundamentals.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TO STUDY ADMINISTRATION BY CASES

Author Andrew R. Towe *Date Pub.* 1969

Publisher Harvard University, Boston, MA

Teacher or Student Material Teacher *Cost* $7.00 *Length* 340 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Based on a report of the Visiting Professors Case Method Program, which brought together professors and deans from schools of business administration for 8 weeks each summer from 1955 through 1965. This book focuses on the use of cases. Its greatest usefulness will be to those who wish to begin or to improve their own use of case materials.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SUCCESSFUL LABOR RELATIONS

Author Noel Arnold Levin *Date Pub.* 1967

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Teacher *Cost* $12.00 *Length* 348 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Offers effective techniques for achieving a good working relationship with labor, from conditions before any union exists, through election and contract negotiation, to the daily problems of negotiation, arbitration and settling grievances. Includes a controversial study of joint funds and fringe benefits and chapters on subcontracting and plant relocation.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SUPERVISION: CONCEPTS AND PRACTICES OF MANAGEMENT

Author Theodore Haimann and Raymond Hilgert *Date Pub.* 1972

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $4.85 *Length* 429 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES: To demonstrate to the potential supervisor that proficiency in management will better equip him to contribute more effectively to the overall goals of his organization.

SUMMARY DESCRIPTION: Deals with the first-level supervisor as a manager with applications to all supervisory positions. The five managerial functions--planning, organizing, staffing, directing and controlling--are presented. A separate unit on labor relations is included. Case problems of actual situations are used.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual

Title SUPERVISORY SKILLS

Author Erwin Raush *Date Pub.* 1968

Publisher Science Research Associates, Inc., 259 East Erie Street, Chicago, IL 60611

Teacher or Student Material Student *Cost* *Length* 38 pages

Grade Level Collegiate/Adult *Suggested Time of Use* 2 hours

OBJECTIVES: To develop specific supervisory skills.

SUMMARY DESCRIPTION: Gives practice in and exchanges ideas about skills of goal and priority setting and of communications with superiors. A didactic game.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TECHNIQUES OF JOB ANALYSIS

Author Natalie Kneeland *Date Pub.* 1969

Publisher Instructional Materials Services Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Teacher *Cost* $4.50 *Length* 88 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES: 1. To promote consideration of job study in distributive occupations.
2. To promote effective job analysis.

SUMMARY DESCRIPTION: A leader's guide for use in training executive and supervisory personnel in the technique of job analysis. It may also be used as a reference by consultants in job analysis. It has been developed to meet the needs of small and medium organizations as well as large ones.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TOOLS AND SKILLS OF MANAGEMENT

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $23.50 *Length* 4 audio lessons

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Beneficially interpreting employee feelings, expressed and unexpressed. The art of delegation--how to use it, controls and safeguards. The decision-making process. Getting more time to develop new ideas. Personnel counseling, programmed instruction and other training vehicles. What you must know to select and train employees. Disciplinary actions--what, where, when and how.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TOWARD THE LIBERALLY EDUCATED EXECUTIVE

Author Robert Goldwin and Charles Nelson *Date Pub.* 1960

Publisher The New American Library, Inc. Educational Division, 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Student *Cost* $ .95 *Length* 142 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Twenty-one top business executives and teachers discuss what liberal education can do to develop present and future executives for high level management positions.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TRAINING AND DEVELOPMENT HANDBOOK

Author Edited by Lester R. Bittel and Robert L. Craig *Date Pub.* 1967

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Both *Cost* $16.95 *Length* 650 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A standard reference source, discussing all levels of training from apprentices to top executives.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Publisher Macmillan, 866 Third Avenue, New York, NY 10022

Teacher or Student Material Teacher *Cost* _____ *Length* 354 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Uses a systems approach. Objectives are first defined a then training theories and techniques are used to reach them. Economic and behavioral aspects of training are discussed and many new techniques such as sensitivity training, motivational training, and human relations training are criti evaluated.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title UNIPAC: BUSINESS ORGANIZATION

Author Ira Martel *Date Pub.* 1971

Publisher D. E. Materials Lab 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Student *Cost* $1.50 *Length* 51 pages

Grade Level Secondary *Suggested Time of Use* 9 hours

OBJECTIVES: To give the student a basic understanding of the three main types of business organizations.

SUMMARY DESCRIPTION: An individual student package of 9 lessons designed to give a basic understanding of the three main types of business organization. Tl 51 page booklet has practice exercises or a project for each section.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WALTER DILL SCOTT: PIONEER IN PERSONNEL MANAGEMENT

Author Edmund C. Lynch *Date Pub.* 1968

Publisher Instructional Materials Services
Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Student *Cost* $1.50 *Length* 51 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Walter Dill Scott is recognized as the man, who during World War I, first conceived the idea of using psychology in the classification and assignment of the millions of men taken into the army. The first section of this book is concerned with the development of personnel management prior to World War I, with consideration of its scope, acceptance and quality. The second section details Dr. Scott's cumulative experience in applying psychology to business problems over the same period.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WHAT MAKES FOR JOB SATISFACTION

Author Reed Harvey *Date Pub.* 1971

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $6.00 *Length*

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Need satisfaction in retail management during initial years of employment is the topic of this study. A detailed survey of 4 major department stores and their executives results in some interesting and thought provoking statistics.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WHAT MAKES SHOPPING CENTERS TICK

Author Samuel Feinberg *Date Pub.* 1968

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Both *Cost* $2.50 *Length* 121 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A detailed analysis of the tremendous growth of shopping centers during the 1950's, and its potential for the business world. Using actual case histories, it delves into the planning, promotions and operation of a shopping center.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WHAT PART-TIMERS THINK ABOUT THEIR JOB

Author William E. Clark *Date Pub.* 1962

Publisher National Retail Merchants Association 100 West 31 Street, New York NY 10001

Teacher or Student Material Student *Cost* $1.50 *Length* 39 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: The results of an opinion survey given to personnel executives, part-time store employees, full-time store employees and a comparison of their answers. This includes their reasons for working, their opinion of their fellow workers, of store management, and recommendations for improving the relationship between these groups.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE YOUNG EXECUTIVES

Author Walter Guzzardi *Date Pub.* 1965

Publisher The New American Library, Inc. Educational Division, 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Student *Cost* $ .95 *Length* 190 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A description of the new young executive of today. Explains who he is and what characteristics he has.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title YOUR FIRST BRANCH STORE

Author *Date Pub.* 1967

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $4.50 *Length*

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Provides basic checklists on market analysis and site selection, financing and leases, planning and building the store, keeping branch store figures, the branch store staff, branch store promotion, credit promotion and credit control, transfers and communications, and a bibliography of source material on branch store construction, design and management.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

ACCESSION NUMBER: VT100604

PUBLICATION DATE: 73

TITLE: CURRICULUM INSTRUCTIONAL MATERIALS FOR DISTRIBUTIVE EDUCATION: A NATIONAL STATE OF THE ART STUDY. VOL. 2.

PERSONAL AUTHOR: HIRSHFELD, DR. MARVIN; LEVENTHAL, DR. JEROME I.

DESCRIPTOR: *ANNOTATED BIBLIOGRAPHIES; *DISTRIBUTIVE EDUCATION; *INSTRUCTIONAL MATERIALS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: MIM V.7NO.4(1974)PP. 540

ABSTRACT: GROUPING OF ALL MATERIALS IN THIS BIBLIOGRAPHY WAS MADE ACCORDING TO THE U.S. OFFICE OF EDUCATION CLASSIFICATION OF INSTRUCTIONAL PROGRAMS FOR DISTRIBUTIVE EDUCATION. THE MATERIALS ARE ALPHABETIZED BY TITLE UNDER EACH SUBJECT AREA. A FURTHER CLASSIFICATION INDICATES WHETHER THE MATERIAL IS A BOOK, SLIDE, FILM, TAPE, RECORD, TRANSPARENCY, BOOKLET, OR KIT. THE ANNOTATION INCLUDES, WHEREVER POSSIBLE, THE GRADE LEVEL OF MATERIAL (SECONDARY, COLLEGE, ADULT), LENGTH, COST, DATE PUBLISHED, PUBLISHER, SUGGESTED TIME OF USE, SUMMARY DESCRIPTION, AVAILABLE INSTRUCTOR MATERIAL AND TESTS, AND OBJECTIVES. THIS SECOND VOLUME INCLUDES TITLES IN THE FOLLOWING CATEGORIES: (1) MARKETING, (2) HARDWARE AND BUILDING MATERIALS, (3) HOME FURNISHINGS, (4) HOTEL AND LODGING, (5) INDUSTRIAL MARKETING, (6) INSURANCE, (7) INTERNATIONAL TRADE, (8) PERSONAL SERVICES, (9) REAL ESTATE, (10) RECREATION AND TOURISM, (11) TRANSPORTATION, (12) OTHER RETAIL TRADE, (13) OTHER WHOLESALE TRADE, AND (14) OTHER INSTRUCTIONAL PROGRAMS. VOLUME 1 IS AVAILABLE AS VT 100 603. (AUTHOR/MU)

CONTRACT NUMBER: OEG-0-72-4839

AVAILABILITY: TEMPLE UNIVERSITY, DISTRIBUTIVE EDUCATION DEPT., DIV. OF VOCATIONAL EDUCATION, PHILADELPHIA, PA

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. DIV. OF VOCATIONAL EDUCATION, RESEARCH AND DEVELOPMENT.

VT 100 604

CURRICULUM INSTRUCTIONAL MATERIALS for DISTRIBUTIVE EDUCATION

a national state of the art study

HIRSHFELD-LEVENTHAL

volume 2

ERIC

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A NATIONAL STATE OF THE ART STUDY OF CURRICULUM INSTRUCTIONAL MATERIALS FOR DISTRIBUTIVE EDUCATION

Dr. Marvin Hirshfeld
Dr. Jerome I. Leventhal

Temple University
Distributive Education Department
Division of Vocational Education
Philadelphia, Pennsylvania

Grant No. OEG-0-72-4839

Developed under a grant from the Office of Education (Department of Health, Education and Welfare), Office of Adult, Vocational and Technical Education, Division of Vocational Education, Research and Development

June 26, 1972 to December 31, 1973

VOLUME II

ERIC

The project presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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ERIC

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Films and Slides

Kits

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Transparencies

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Films and Slides	675, 680, 681
Kits	674
Tapes and Records	674, 675, 676, 678, 681, 682, 683
Transparencies	

Personality Development

Books	686, 687
Booklets	688
Films and Slides	
Kits	
Tapes and Records	685, 686, 688
Transparencies	687

Public Relations

Books	689, 690, 691
Booklets	
Films and Slides	
Kits	
Tapes and Records	
Transparencies	

ERIC

Miscellaneous

Books 693, 694

Booklets 692

Films and Slides

Kits

Tapes and Records

Transparencies

ERIC

MARKETING

Title ADVERTISING & MARKETING

Author _____ *Date Pub.* _____

Publisher The Center for Cassette Studies, Inc. 8110 Webb Avenue, North Hollywood, CA 91605

Teacher or Student Material Student *Cost* $12.95 *Length* Cassette 28 minutes

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Experts discuss the importance of advertising to the economy. The importance of strong management and of test marketing is emphasized, and determination of the advertising budget is discussed.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title AMERICAN MARKETING

Author William J. Shultz *Date Pub.* 1961

Publisher Wadsworth Publishing Co., San Francisco, CA

Teacher or Student Material Student *Cost* _____ *Length* 655 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This book covers the "whys" of marketing as well as its "whats" and "hows." Besides gaining an understanding of marketing activities, one learns about the business organizations that perform these activities.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ANALYSIS FOR MARKETING DECISIONS

Author John M. Ivancevich and James H. Donnelly *Date Pub.* 1970

Publisher Richard D. Irwin, Inc., 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* $9.50 *Length* 397 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This book has been written for use as an introductory textbook for college and university courses in marketing problems, marketing policy, marketing management, quantitative analysis for marketing and marketing planning. It is oriented toward the factors in marketing decision making that can be qualified.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual

Title ANALYTICAL MARKETING

Author Marshall Freime and Leonard S. Simon *Date Pub.* 1970

Publisher Harcourt, Brace & World, Inc., 750 Third Avenue, New York, NY 10017

Teacher or Student Material Student *Cost* _____ *Length* 346 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Analytical Marketing is not intended to be merely a survey of management science applications in marketing, although a great many applications are covered. Rather, it is designed for the student who wishes to investigate the structure of representative marketing models, to determine the critical factors in their design and application, and to assess their adequacy.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title APPLICATION OF MANAGEMENT SCIENCE IN MARKETING

Author David B. Montgomery and Glen L. Urban *Date Pub.* 1970

Publisher Educational Book Division, Prentice-Hall, Englewood Cliffs, NJ 07632

Teacher or Student Material Student *Cost* _____ *Length* 481 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Interprets a variety of examples involving the newest and most promising models of management science applications. The book is problem-centered rather than technique-centered, and encourages new and imaginative ideas. It emphasizes marketing problems and the development of models to solve them.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ATTITUDE MEASUREMENT FOR MARKETING STRATEGIES

Author G. David Hughes *Date Pub.* 1971

Publisher Scott, Foresman and Co., 1900 East Lake Street, Glenview, IL 60025

Teacher or Student Material Student *Cost* $3.95 *Length* 177 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Applications and limitations of attitude measurement are presented to aid the marketing strategist in becoming a sophisticated consumer of attitudinal research, able to intelligently contract for research, and evaluate data collected by others before making a decision. The text lends insight into the problems of planning attitudinal research.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A BASIC BIBLIOGRAPHY ON MARKETING RESEARCH

Author *Date Pub.* 1963

Publisher American Marketing Association 230 North Michigan Avenue, Chicago, IL

Teacher or Student Material Both *Cost* $6.00 *Length* 182 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES: To provide an up-to-date annotated set of references in the area of marketing research.

SUMMARY DESCRIPTION: Includes not only references pertaining directly to marketing research, but also references dealing with concepts and methods in related areas directly applicable to marketing problems. Accordingly, this bibliography attempts to bring together the principal literature of current interest from a wide variety of sources.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BASIC MARKETING - CONCEPTS, DECISIONS AND STRATEGIES

Author Richard R. Still and Edward W. Cundiff *Date Pub.* 1971

Publisher Educational Book Division, Prentice-Hall, Englewood Cliffs, NJ 07632

Teacher or Student Material Student *Cost* *Length* 627 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Offers a solid foundation in marketing concepts and a complete explanation of marketing problems and research. The interpretations are lucid and logical, with many discriptive examples based on recent marketing procedures. Provides complete coverage of the broad subject of basic marketing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BASIC MARKETING: A MANAGERIAL APPROACH

Author E. Jerome McCarthy and A. A. Brogowicz *Date Pub.* 1971

Publisher Richard D. Irwin, Inc., 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* _____ *Length* _____

Grade Level Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses marketing from the managerial point of view.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual, Objective Tests, and Workbook

Title BASIC MARKETING - A STRATEGIC SYSTEMS APPROACH

Author George D. Downing *Date Pub.* 1971

Publisher Charles E. Merrill, Columbus, OH

Teacher or Student Material Student *Cost* _____ *Length* 434 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This book is about marketing and the modern business firm viewed from a new and exciting perspective. It deals with the ways our ever-changing world affects the firm. It views marketing from the firm's viewpoint, and from a managerial, strategic perspective.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE BEGINNING OF MARKETING THOUGHT IN THE UNITED STATES

Author Paul D. Converse *Date Pub.* 1959

Publisher Bureau of Business Research
The University of Texas, Austin, TX 78712

Teacher or Student Material Student *Cost* $1.50 *Length* 89 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A short history of the early field of marketing. Introduces the men who made the early studies and who wrote the first books, articles, and pamphlets.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BIBLIOGRAPHY FOR MARKETING, DISTRIBUTION & DISTRIBUTIVE EDUCATION 1968-71

Author Jerome Leventhal *Date Pub.* 1971

Publisher Epsilon Delta Epsilon, Distributive Education Department
Temple University, 316 Seltzer Hall, Philadelphia, PA 19122

Teacher or Student Material Both *Cost* Free *Length* 121 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Contains resources in the areas of marketing and distribution.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BRADFORD'S DIRECTORY OF MARKETING RESEARCH AGENCIES

Author Ernest S. Bradford *Date Pub.* 1971

Publisher Bradford's Directory of Marketing Research Agencies
P. O. Box 276, Fairfax, VA 22030

Teacher or Student Material Both *Cost* _____ *Length* 288 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Provides manufacturers, advertising agencies, and others with a list and description of reliable market research agencies in the U. S. and abroad. Every effort has been made to insure correct and up-to-date information about the facilities available from each organization.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BRAND STRATEGY IN U.S. FOOD MARKETING

Author William Applebaum and Ray A. Goldberg *Date Pub.* 1967

Publisher Graduate School of Business Administration, Harvard University, Boston, MA

Teacher or Student Material Student *Cost* $2.00 *Length* 86 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Booklet containing two papers dealing with related aspects of the brand problem in the United States. The Applebaum paper presents in historical perspective the role of food manufacturers' and distributors' brands in the United States. The other paper, entitled "Dynamic Brand Strategies," is based on a broad study by Ray A. Goldberg of agribusiness coordination in three commodity systems.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CASE STUDIES IN MARKETING: AN ANNOTATED BIBLIOGRAPHY AND INDEX

Author Linda and Barry Berman *Date Pub.* 1971

Publisher Scarecrow Press, Metuchen, NJ

Teacher or Student Material Teacher *Cost* _____ *Length* 211 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES: To aid the user in selecting relevant case studies for his particular need.

SUMMARY DESCRIPTION: Approximately 1400 case studies from 28 texts in marketing have been indexed and annotated, making available a variety of material in one volume.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CASE STUDIES IN MARKETING AND DISTRIBUTION

Author Ralph Mason, Gerald Topp and Patricia Rath *Date Pub.* 1965

Publisher Interstate Printers & Publishers, Danville, IL

Teacher or Student Material Student *Cost* _____ *Length* 179 pages

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES: The objectives of these cases are to encourage students to: single out the important and salient facts; organize them in logical relationships; recognize issues and current developments; consider alternatives and weigh them; and develop a pattern of arriving at business decisions.

SUMMARY DESCRIPTION: These 25 case studies in marketing and distribution are taken from actual experience. The purpose of these studies is to assist distributive education and other marketing students in making valid decisions based on sound judgments.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CASES IN MARKETING

Author C. J. Dicksen, A. Kroeger and L. C. Lockley *Date Pub.* 1971

Publisher Allyn and Bacon, Boston, MA

Teacher or Student Material Student *Cost* *Length* 374 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: The cases in this book are based on business problems that the authors and their graduate research assistants have collected. The authors believe that the cases are succinct enough to be analyzed without an extensive background.

AVAILABLE INSTRUCTIONAL MATERIAL AND TESTS:

Title CASES IN MARKETING MANAGEMENT

Author Edward C. Bursk *Date Pub.* 1965

Publisher Educational Book Division, Prentice-Hall, Englewood Cliffs, NJ 07632

Teacher or Student Material Student *Cost* *Length* 116 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Incorporates the results of recent research and developments in the study and practice of marketing.

AVAILABLE INSTRUCTIONAL MATERIAL AND TESTS: Instructor's Manual

Title CASES AND READING IN MARKETING

Author Richard H. Buskirk *Date Pub.* 1970

Publisher Holt, Rinehart & Winston, New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 329 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Contains readings on all aspects of marketing. They are outlined and pertinent questions are answered.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual

Title COMMUNICATIONS FOR LEADERSHIP

Author Edward E. Scannell *Date Pub.* 1970

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* $3.00 *Length* _____

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Contains six chapters. The first 3 deal with the general aspects of communications that the student will use in performance of most of his day-to-day activities. Remaining chapters deal with communications in 3 specific situations each one of which is vital to every businessman: business meetings, public speaking and written communications.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual and Key ($1.60)

ERIC

Title COMMUNICATIONS IN MARKETING

Author Hallie C. Jimerson and Ken L. Rowe *Date Pub.* 1971

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material [illegible] *Length* 124 pages

Grade Level Secondary *Suggested Time of Use* [illegible]

OBJECTIVES:

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SUMMARY DESCRIPTION: Designed to prepare students for sales-supporting jobs in virtually all occupational areas. These marketing-oriented jobs cut across the vocational grid and include such diversified work as retail store selling, service station operations, agricultural supply store selling, and restaurant management.

AVAILABLE INSTRUCTOR MATERIALS AND TESTS: Teacher's Manual & Key ($2.00), Objective Tests, General Methodology Manual, and Occupational Manuals & Projects in Marketing

Title COMPETE: A DYNAMIC MARKETING SIMULATION

Author A. J. Faris, D. C. Johnstone and [illegible] *Date Pub.* 1973

Publisher Business Publications, Inc. 4347 South Hampton Road, [illegible], Dallas, TX 75232

Teacher or Student Material Student *Length* [illegible]

Grade Level Collegiate *Suggested Time of Use* [illegible]

OBJECTIVES:

SUMMARY DESCRIPTION: Involves the marketing operations of hypothetical companies in an industry that produces and markets sound systems (hi-fis, stereos, etc.). The varied marketing decisions that must be made involve the companies (teams) in the decision-making processes which vividly bring alive the marketing "tools" previously developed by students. Each industry consists of five teams. Each team ideally consists of three to five students. A [illegible] industries if are necessary can be formed to accommodate individual teachers. Any computer with a full FORTRAN compiler can accommodate the program [illegible]

AVAILABLE INSTRUCTOR MATERIALS: [illegible] Teacher's Manual

Title COMPETITION IN THE MARKETPLACE

Author Stern and Grabner *Date Pub.* 1970

Publisher Scott, Foresman and Co., 1900 East Lake Street, Glenview, IL 60025

Teacher or Student Material Student *Cost* $3.10 *Length* 160 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Written from a marketing-oriented perspective, it examines the strengths and weaknesses of currently applied industrial organization analysis so that present and future business managers can recognize the functional properties of such analysis. It also reviews and re-evaluates the efforts of federal agencies charged with the task of enforcing antitrust legislation.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CONSUMER BEHAVIOR AND MARKETING MANAGEMENT

Author James H. Myers and William H. Reynolds *Date Pub.* 1967

Publisher Houghton Mifflin Company, Boston, MA

Teacher or Student Material Student *Cost* *Length* 336 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: (1) To select from the vast body of knowledge about human behavior those concepts and principles which seem to have particular relevance to the understanding of consumer buying behavior; and (2) To illustrate the relevance and application of these basic behavior principles to the buying situation by examples from current marketing practice.

SUMMARY DESCRIPTION: Concepts pertaining to sensory and perceptual processes, learning, memory, and cognition; motivation and emotion; cultural and social group interaction; and family characteristics are reviewed and interpreted in a marketing concept. This book bridges the gap between selected aspects of the behavioral sciences and decision making in marketing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CRITERIA TO ASSIST USERS OF MARKETING RESEARCH

Author *Date Pub.* 1962

Publisher American Marketing Association, 230 North Michigan Avenue, Chicago, IL

Teacher or Student Material Student *Cost* $2.00 *Length* 21 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A basic guide primarily for the buyer of research services to whom marketing research practices are new. Covers both methodological and ethical considerations. Presents questions buyers should ask and the type of answers they should receive.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title DATA PROCESSING IN MARKETING

Author Merle Wood *Date Pub:* 1971

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* $2.13 *Length* 132 pages

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Before the young worker can begin to perform data processing activities, he must first understand its concepts and principles. The first two chapters of this text-workbook provide the conceptual foundation. The student recognizes and identifies his role in the origination, input, manipulation, or output stages of the data processing cycle.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual and Key ($2.00), General Methodology Manual

Title DEVELOPMENT OF MARKETING THEORY

Author George Schwartz *Date Pub.* 1963

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $4.50 *Length* 152 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Analyzes a number of approaches to the development of marketing theory to determine: (1) the progress achieved in the development of empirically valid marketing theory, and (2) how empirically valid marketing theory can best be developed in the future.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE ENVIRONMENT OF MARKETING BEHAVIOR

Author Robert S. Hancock and Robert J. Holloway *Date Pub.* 1969

Publisher John Wiley & Sons, New York, NY

Teacher or Student Material Student *Cost* *Length* 442 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This book is a selection of readings. The criteria for selections are as follows: (1) that the article contributes to the basic framework and knowledge of marketing, (2) that the article be more or less timeless insofar as the concepts expressed, and/or (3) that the article be one around which discussion or controversy could evolve in the classroom setting.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ESSE[illegible] MARKETING MANAGEMENT

Author Joe [illegible] Date Pub. 1970

Publisher Sou[illegible] Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or St[illegible] Cost $10.75 Length 696 pages

Grade Level Suggested Time of Use 1 sem.

OBJECTIVES:

BEST COPY AVAILABLE

SUMM[illegible] [illegible]lopment of analytical/patterns of th[illegible] [illegible]type of problem he will encounter in mo[illegible] [illegible]an understanding of the decision-mak[illegible]

AV[illegible] [illegible]: Instructor's Manual and Exam-[illegible]

Title [illegible]

Author [illegible] Date Pub. 1966

Publi[illegible]

Teache[illegible] Cost Length 140 pages

Grade [illegible] Suggested Time of Use

Obje[illegible]

SUMM[illegible] [illegible]ents the best efforts of an authority w[illegible] [illegible]nd/or engages in consulting work in the area [illegible] [illegible]erial presupposes some knowledge of marketing [illegible] [illegible] institutions or treatment of functions. It [illegible] [illegible]ive with fact and argument intended to st[illegible] [illegible]ide in developing solutions.

AVAILAB[illegible] [illegible]

Title EXECUTIVE ACTION IN MARKETING

Author Alfred R. Oxenfeldt *Date Pub.* 1966

Publisher Wadsworth Publishing Co., Belmont, CA

Teacher or Student Material Student *Cost* _____ *Length* 817 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Aims at a substantially different mix of materials dealing with marketing management. Its main stress is on applicable concepts and research techniques; it also develops models or organizational frameworks that lend form to subjects usually treated as catalogs of diverse activities. This is especially the case with the subjects of product planning, sales management, and marketing channels.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FACTS FOR MARKETERS

Author U. S. Department of Commerce *Date Pub.* 1966

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* $ .50 *Length* _____

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Published in 9 regional volumes, this is a series of 100 Standard Metropolitan Statistical Area market studies. Designed to bring together useful marketing information in a standard format for use in market analysis, each of the SMSA studies presents selected data from Government sources on population and housing, characteristics, employment, income, industry sales by retail, wholesale and selected service trades.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title 50 YEARS OF MARKETING IN RETROSPECT

Author Paul D. Converse *Date Pub.* 1959

Publisher Bureau of Business Research
The University of Texas, Austin, TX 78712

Teacher or Student Material Student *Cost* $1.50 *Length* 104 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: The story of business and particularly of market distribution.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FUNDAMENTALS OF MANAGERIAL MARKETING

Author Dwight L. Gentry and Donald R. Shawver *Date Pub.* 1964

Publisher Simmons-Boardman, New York, NY

Teacher or Student Material Student *Cost* *Length* 557 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Covers the fundamentals of managerial marketing. Bridges the gap between the traditional study of marketing and the broader interdisciplinary approach that is now emerging.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FUNDAMENTALS OF MARKETING

Author William J. Stanton *Date Pub.* 1971

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* _____ *Length* 729 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: The central theme of this book is that marketing is a total system of business action rather than a fragmented assortment of functions and institutions. While some attention is directed to the role of marketing in our socioeconomic system, the book is written largely from the viewpoint of management in an individual firm.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual

Title FUNDAMENTALS OF MARKETING: ADDITIONAL DIMENSIONS, SELECTIONS FROM THE LITERATURE

Author James F. Robb and Jack L. Taylor *Date Pub.* 1971

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* _____ *Length* 561 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Provides additional insights, views, and concepts of basic marketing subjects.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title INNOVATIONS IN MARKETING

Author Theodore Levitt *Date Pub.* 1962

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* _____ *Length* 253 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Conceives of marketing not as a business function but as a profit-building view of the entire business process. The book clearly distinguishes between selling and marketing and suggests that a strictly sales-oriented approach to doing business can be suicidal.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title INTRODUCTION TO MARKETING

Author Robert A. Grayson and Reynold A. Olsen *Date Pub.* 1971

Publisher Appleton-Century-Crafts, New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 427 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Provides a basic understanding of what marketing is and how it is used in our business environment. It is action oriented. After covering the fundamental concepts that apply to a particular function of marketing, the author has attempted to indicate the course of action that should be followed.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual, Study Guide and Workbook

Title INTRODUCTION TO MARKETING: AN ADMINISTRATIVE APPROACH

Author John H. Darling and Harry A. Lipson *Date Pub.* 1971

Publisher John Wiley & Sons, New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 848 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: To introduce students to the broad field of marketing and to the basic responsibilities held by marketing executives in business firms.

SUMMARY DESCRIPTION: Describes and analyzes the complex subject matter by using concepts and illustrations that readily facilitate an understanding of the material.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Study Guide and Casebook

Title INTRODUCTION TO MARKETING MANAGEMENT

Author S. H. Rewoldt, J. D. Scott, and M. R. Warshaw *Date Pub.* 1969

Publisher Richard D. Irwin, Inc., 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* _____ *Length* 718 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Designed for a first course in marketing management. It introduces students to the approaches and problems of marketing decision making under conditions of uncertainty. In general, an analytical rather than descriptive approach is taken. Only essential descriptive material necessary to marketing decision-making is provided.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title INTRODUCTION TO THE MARKETING SYSTEM

Author Robert W. Frye *Date Pub.* 1973

Publisher Canfield Press, New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 340 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This text covers all topics necessary to the student's introduction to marketing as a system and product life cycle. This technique avoids traditional compartmentalization of the subject matter, thereby easing the instructor's burden in demonstrating that marketing is an integrated whole rather than a collection of separate topics.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title INTRODUCTION TO MODERN MARKETING

Author Karl A. Elling *Date Pub.* 1969

Publisher Macmillan Co., New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 431 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This book is intended as a practical guide to a field of business administration that is rapidly becoming the central managerial function, namely, marketing. Its substance is reflected in the already familiar concepts of systems management, the total approach, the marketing concept, as well as new and original concepts such as directive production-consumption, the product model, and others that provide the frame of reference for this book.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual and Study Guide

Title INTRODUCTORY MARKETING

Author Smykay and Breibart *Date Pub.* 1971

Publisher Macmillan Co., New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 298 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES: To help the student better understand the field of marketing through personal involvement in marketing decision making.

SUMMARY DESCRIPTION: Programmed instruction. Each chapter of this program consists of a short introductory statement, frames, a case study, a pre-and post-test, test answers and panel material.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title LEGAL ASPECTS OF MARKETING

Author Marshall C. Howard *Date Pub.* 1964

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* _____ *Length* 173 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Explores the significant ways in which the law impinges upon the marketing process and, consequently, upon the decision making of the marketing manager. It summarizes the basic laws with which students and marketers should be aware of.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title LESSONS IN MARKETING FROM ABROAD

Author *Date Pub.* 1970

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $80.00 *Length* 36 slides

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A collection of color slides from Western Europe, Asia and from behind the Iron Curtain relating merchandising and marketing techniques employed elsewhere to the American experience. Emphasis is on developments in the Youth Market, creative promotions and displays, on insights into selling, personnel and merchandising practices that have relevance to the American experience.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGEMENT PERSPECTIVES IN MARKETING

Author Louis E. Boone *Date Pub.* 1972

Publisher Dickenson Publishing, 16561 Ventura Boulevard, Encino, CA 91316

Teacher or Student Material Student *Cost* *Length* 452 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Encompasses a total framework for the marketing decision maker. Emphasis is placed on material from the behavioral sciences and from the quantitative areas. The selections represent a blend of timeless classics and recently published articles analyzing the emerging areas of marketing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

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Title MANAGERIAL [illegible] IN MARKETING

Author Frederick [illegible], et al *Date Pub.* 1970

Publisher Scott, [illegible], 1900 [illegible] Lake Street, Glenview, IL 60025

Teacher or Student [illegible] Student *Cost* $10.95 *Length* 756 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: To develop [illegible] in managing consumer and industrial marketing activities.

SUMMARY DESCRIPTION: [illegible] comprehensive foundation in marketing management analysis written by a distinguished group of specialists. A multi-authored text which gives in-depth [illegible] topics that are vital to a comprehensive understanding of marketing, [illegible] within the firm and within the contexts of society and the [illegible].

AVAILABLE IN [illegible] Instructor's Manual

Title MANAGERIAL [illegible] MARKETING

Author Eugene [illegible] *Date Pub.* 1962

Publisher Richard D. Irwin, [illegible] Road, Homewood, IL 60430

Teacher or [illegible] *Length* 717 pages

Grade Level [illegible] *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY [illegible] This book is intended to be used in educating students and administrators [illegible] marketing problems in the face of an increasing rate of business [illegible] interpretive managerial focus, emphasize problem [illegible] approach to the management of marketing [illegible].

AVAILABLE [illegible]

Title MANAGERIAL MARKETING: POLICIES AND DECISIONS

Author Taylor Meloan, Samuel Smith and John Wheatley *Date Pub.* 1970

Publisher Houghton Mifflin Co., Boston, MA

Teacher or Student Material Student *Cost* *Length* 585 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: The book is divided into 10 parts: (1) the nature and scope of marketing; (2) the marketing environment; (3) international markets; (4) behavioral concepts; (5) marketing planning and strategy; (6) new perspectives on the functions of marketing management; (7) facilitating marketing decision making; (8) societal aspects of marketing; (9) legal issues in marketing; and (10) success and failure in the marketplace. The ten parts of this book correspond to the topical coverage of most major texts in marketing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGING THE MARKETING FUNCTION

Author John M. Rathmell *Date Pub.* 1969

Publisher John Wiley & Sons, New York, NY

Teacher or Student Material Student *Cost* *Length* 636 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Focuses on the process of management in marketing. It also deals with the issues and considerations dealt with when decisions are made and the analytical tools and procedures that are useful in improving the likelihood that the right decisions are made. The coverage of the book is limited to marketing in manufacturing enterprises.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKET SEGMENTATION: CONCEPTS AND APPLICATIONS

Author M. A. Cayley, J. F. Engel and W. F. Fiogillo *Date Pub.* 1972

Publisher Holt, Rinehart & Winston, New York, NY

Teacher or Student Material Student *Cost* *Length* 486 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Deals with market segmentation. The readings are organized in a logical sequence and aided by essays and editorial introductions of considerable merit in themselves. The readings reflect the economic segmentation--a topic which is becoming increasingly viewed as a key concept in marketing science.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETING

Author Theodore N. Beckman and William R. Davidson *Date Pub.* 1967

Publisher Ronald Press, New York, NY

Teacher or Student Material Student *Cost* *Length* 872 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: (1) To present a clear-cut picture of the development and present status of the marketing system in the U. S.; (2) To analyze critically the totality of the marketing process, the various essential functions performed, and the numerous and varied types of institutions performing them; and (3) To examine the major policies that underlie the various activities of marketing institutions, with emphasis on the business and social implications of such policies.

SUMMARY DESCRIPTION: Emphasizes the social and economic aspects of marketing and their many implications. At the same time, a balanced treatment of marketing management is offered, providing the student with an understanding of and regard for the problems of marketing management without resorting to a technical discussion of decision-making processes.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETING

Author Delbert Duncan and Charles F. Phillips *Date Pub.* 1965

Publisher Richard D. Irwin, Inc., 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* *Length* 865 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: The topics discussed are: 1) marketing: nature, scope and importance; 2) market for consumer goods; 3) retailing consumer goods; 4) wholesaling consumer goods; 5) marketing industrial goods; 6) marketing policies and practices; and 7) marketing activities and the government.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETING IN ACTION - A DECISION GAME

Author Ralph L. Day *Date Pub.* 1968

Publisher Richard D. Irwin, Inc., 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* *Length* 125 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Focuses on marketing problems without completely eliminating other aspects of the firm. This enables the participants to feel that they are operating a business firm in which marketing plays a major role, rather than operating a marketing department out of context.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETING ASPECTS OF CAPITAL - EQUIPMENT LEASING

Author Peter D. Bennett *Date Pub.* 1961

Publisher Bureau of Business Research
The University of Texas, Austin, TX 78712

Teacher or Student Material Student *Cost* $1.00 *Length* 76 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: The effect that a leasing program has upon the marketing organization of a lessor of equipment is the focal point of this study. Leasing only as practiced by marketers of capital equipment is considered.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETING IN BUSINESS MANAGEMENT

Author C. McFerron Gittinger and Steven J. Shaw *Date Pub.* 1963

Publisher Macmillan Co., New York, NY

Teacher or Student Material Student *Cost* *Length* 472 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Describes and discusses many of the most significant developments in the practice of modern marketing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETING IN A CHANGING ENVIRONMENT

Author Robert S. Hancock and Robert J. Holloway *Date Pub.* 1968

Publisher John Wiley & Sons, New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 498 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: To explain why marketing exists in this and other economies ~~and~~ why it adjusts and changes to meet social and economic needs.

SUMMARY DESCRIPTION: In this book marketing is conceived as a social/economic phenomenon. It adjusts and adapts to needs through the set of forces generated by its environment.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETING CHANNELS: A SYSTEMS VIEWPOINT

Author William G. Moller and David L. Wilemon *Date Pub.* 1971

Publisher Richard D. Irwin, Inc., 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* $5.95 *Length* 393 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Selected to present a broad overview of channel systems, the readings in this volume show the historic and evolutionary aspects of distribution channels, the environment factors that cause channel evolution, and the current viable concepts and theories of distribution channel systems.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETING: CONCEPTS AND STRATEGIES

Author Martin Bell *Date Pub.* 1972

Publisher Houghton Mifflin Co., Boston, MA

Teacher or Student Material Student *Cost* - *Length* 961 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This book bridges the gap between traditional elements of the marketing discipline and the dynamic conceptual and strategic aspects of modern marketing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual

Title MARKETING: A CONTEMPORARY ANALYSIS

Author Robert D. Buzzell, Theodore Levitt, John B. Matthews and Robert E. M. Nourse *Date Pub.* 1972.

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* *Length* 786 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Primary emphasis is placed on viewing the marketing process from the perspective of the decision maker. The book begins with a discussion of the nature of marketing and the need for a careful and systematic analysis of customer behavior. It proceeds to an examination of the institutional system of marketing; then it outlines the types of problems involved in marketing management. Finally, it concludes with a discussion of major public policy issues related to marketing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual

Title MARKETING: CONTRIBUTIONS FROM THE BEHAVIORAL SCIENCES

Author Gerald Zaltman *Date Pub.* 1965

Publisher Harcourt, Brace & World, Inc., 750 Third Avenue, New York, NY 10017

Teacher or Student Material Student *Cost* *Length* 167 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: To apply the findings of the basic disciplines in the behavioral sciences to marketing. It is intended to help bridge the gap between the research of the behavioral scientist and the practical concerns of the businessman.

SUMMARY DESCRIPTION: The studies and concepts presented in this book suggest various ways in which the flow of influence from producer to consumer may be improved. The research cited casts light on a variety of problems in advertising, distribution and product policies. Particular emphasis is placed upon the diffusion and adoption of innovations.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

BEST COPY AVAILABLE

Title MARKETING COOPERATION

Author *Date Pub.*

Publisher The Center for Cassette Studies, Inc. 8110 Webb Avenue, North Hollywood, CA 91605

Teacher or Student Material Student *Cost* $12.95 *Length* Cassette 27 minutes

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Are the goals of the manufacturer and of the retailer who sells his products different? Representatives of top marketing management and of National Analysts, Inc., discuss this important and provocative question. The manufacturer, it is alleged, concentrates on greater volume, and too often ignores the demands of the consumer. The retailer, it is agreed, is the link between the manufacturer and the consumer. He can, for example, totally negate a costly promotional campaign. The experts agree that the manufacturer has to compete for his right to the retailer's shelf space, and discuss whether or not the retailer is overdependent on the manufacturer for the selling of goods.

Title MARKETING DECISION MAKING: A MODEL BUILDING APPROACH

Author Philip Kotler Date Pub. 1971

Publisher Holt, Rinehart & Winston, New York, NY

Teacher or Student Material Student Cost _____ Length 720 pages

Grade Level Collegiate/Adult Suggested Time of Use 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Assumes that the reader has an elementary acquaintance with the basic ideas of calculus, linear programming, and probability theory. It then uses these tools in the process of developing and solving mathematical statements of marketing problems and processes.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETING AND DISTRIBUTION

Author Mason, Ross and Rath Date Pub. 1974

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student Cost _____ Length _____

Grade Level Secondary Suggested Time of Use 1 sem.

OBJECTIVES: To provide a foundation of economic and marketing concepts. In addition, it is designed to be the core of a distributive education program, since it emphasizes specific job opportunities that occur as a product moves from its point or origin to its point of use.

SUMMARY DESCRIPTION: Offers an introduction to all areas of marketing and distribution. Includes performance objectives for each chapter, marketing projects, case studies, and a discussion of the marketing of services.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual, Key and Project Activity Guide

Title MARKETING AND DISTRIBUTION: AN OVERVIEW

Author Daniel S. Warner *Date Pub.* 1969

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* _____ *Length* 497 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: (1) To give the student a realistic appreciation of what marketing is, and of its importance to society and the individual; (2) To stimulate the student's interest toward further, more concentrated study in specialized areas; and (3) To provide the broad basic knowledge of marketing and distribution so important to securing a viable job with a manufacturer, wholesaler, retailer, or service firm.

SUMMARY DESCRIPTION: The content focuses on domestic marketing. A balance has been maintained between small and large markets, between current marketing practice and advanced management concepts, and between different major institutions and areas of specialization. The emphasis has been placed on such fundamentals as a conceptual framework, customer orientation, personal and nonpersonal selling, channels of distribution, and marketing planning.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual

Title THE MARKETING ECONOMY: AN ANALYTICAL APPROACH

Author John C. Narver and Ronald Savitt *Date Pub.* 1971

Publisher Holt, Rinehart & Winston, New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 432 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES: To create an understanding of a marketing economy.

SUMMARY DESCRIPTION: Analyzes the processes and implications of buyers and sellers seeking satisfaction in markets. The analysis is of buyer and seller structure and the private and social aspects and implications of buyer and seller behavior.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETING: THE FIRM'S VIEWPOINT

Author S. F. Otteson, W. G. Panschar and J. M. Patterson *Date Pub.* 1964

Publisher Macmillan, New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 718 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Presents a middle ground which is analytic in nature, without prematurely involving the beginning student in the superficial solution of businessmen's problems. This should occur before he has developed either a substantive knowledge of the field or certain basic analytic skills.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETING HANDBOOK

Author Albert Wesley Frey *Date Pub.* 1965

Publisher Ronald Press, New York, NY

Teacher or Student Material Both *Cost* _____ *Length* 1,000 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Designed to provide a useful guide for every person concerned with the problems of selling and marketing goods and services. It covers not only the various aspects of marketing in domestic and foreign markets, but also the relation of those to questions of management responsibility and company organization.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETING INFORMATION GUIDE

Author U. S. Department of Commerce *Date Pub.* Monthly

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* $ .15 *Length* Approximately 27 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: An annotated bibliography of current governmental and non-governmental materials. It is designed to serve the domestic and foreign marketing informational needs of those engaged in or concerned with the sale or purchase of industrial or consumer products and business or personal services.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETING - AN INTEGRATED, ANALYTICAL APPROACH

Author Roy T. Shaw and Weldon J. Taylor *Date Pub.* 1969

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $11.00 *Length* 834 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: To encourage the student to adopt analytical patterns of thinking regarding marketing problems.

SUMMARY DESCRIPTION: The subject matter is this book builds a conceptual view of marketing as a process that is completely integrated with all business activities. Marketing is pictured as a separate study but not as a function apart from the total business firm.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual and Tests

Title MARKETING MANAGEMENT

Author Joe Kent Kerby *Date Pub.* 1970

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* _____ *Length* _____

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: The emphasis is on development of analytical patterns of thinking on a managerial level. Acquaints the student with the type of problems he will encounter in modern-day marketing and gives the student an understanding of the decision-making process and its utilization.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual

Title MARKETING MANAGEMENT

Author D. Maynard Phelps and J. Howard Westing *Date Pub.* 1968

Publisher Richard D. Irwin, Inc., 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* _____ *Length* 925 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Presents a comprehensive discussion of the problems encountered by top marketing executives (directors of marketing, vice presidents, sales managers) in modern business concerns. Considers the policies and procedures that may be followed in their solution.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETING MANAGEMENT & ADMINISTRATIVE ACTION

Author Harper W. Boyd and Stewart Britt *Date Pub.* 1968

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* _____ *Length* 754 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes the many marketing activities of the business firm so that the student can gain an understanding of marketing management and administrative action.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETING MANAGEMENT CASEBOOK

Author Harper W. Boyd and Robert T. Davis *Date Pub.* 1971

Publisher Richard D. Irwin, Inc., 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Teacher *Cost* _____ *Length* 736 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: A selection of cases designed to cover a variety of marketing areas.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETING MANAGEMENT CASES

Author William M. Weilbacher *Date Pub.* 1970

Publisher Macmillan Co., New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 358 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Deals with the formulation and execution of marketing strategy. In developing the cases, a major emphasis has been placed on giving them a sense of reality. The cases are long rather than short because reality is dense and ambiguous; short cases miss these central characteristics.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual

Title MARKETING AND MANAGEMENT SCIENCE: A SYNERGISM

Author William A. Clark and Donald E. Sexton *Date Pub.* 1970

Publisher Richard D. Irwin, Inc., 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* _____ *Length* 451 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This book is structured along problem lines rather than under technique headings. It assumes minimal previous exposure to computers and mathematics. The focus is on the application of computers and mathematics to marketing problems.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETING: MANAGEMENT AND SOCIAL CHANGE

Author Robert F. Hartley *Date Pub.* 1972

Publisher Intext Educational Publishers 257 Park Avenue South, New York, NY 10010

Teacher or Student Material Student *Cost* $11.95 *Length* 716 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This is a basic book in marketing directed to a new socially-concerned generation. It offers the student a thorough understanding of the environmental forces and the interdisciplinary aspects of marketing. A balanced view of marketing and its role in society is provided throughout; and a discussion of ethical and socially-responsible conduct is included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual

Title MARKETING MANAGEMENT VIEWPOINTS - COMMENTARY AND READINGS

Author S. G. Walters, M. L. Sweet and M. D. Snider *Date Pub.* 1970

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $5.90 *Length* 551 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES: To provide the reader with a framework for integrating the many diverse elements which, when skillfully combined and implemented, lead to successful marketing management.

SUMMARY DESCRIPTION: Forty-one articles on the following topics: The Marketing Environment; Assessing, Planning, and Organizing Marketing Goals and Strategy; Developing and Implementing Tactical Programs; and Measurement and Control.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETING A NEW PRODUCT

Author Eliezei Orbach, Igal Ayal and Jay Jehiel Zif *Date Pub.* 1971

Publisher Macmillan Co., New York, NY.

Teacher or Student Material Student *Cost* *Length* 96 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Deals with the information analysis, strategy planning, and tactical decision making of four firms entering the market with a new class of frequently purchased consumer products.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETING PRINCIPLES

Author Scheuing *Date Pub.* 1972

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Teacher *Cost* $80.00 per volume or $295.00 per set *Length* 113 transparencies 4 volumes

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Provides an overview of the range, depth, and meaning of marketing in modern business. The titles of the 4 volumes are: Vol. I - Fundamentals of Marketing; Vol. II - Channels of Distribution; Vol. III - The Product; and Vol. IV - Pricing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher guide notes and a Flipa-Viewer Stage is included with the complete set.

Title MARKETING - PRINCIPLES AND METHODS

Author Delbert J. Duncan and Charles F. Phillips *Date Pub.* 1968

Publisher Richard D. Irwin, Inc., 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* _____ *Length* 925 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Provides not only a description, analysis, and evaluation of our present marketing system, but also an explanation of the changing environment of marketing and the responses of marketing institutions to these changes.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETING PROJECTS AND ACTIVITIES

Author Kay B. Brown, J. K. Stoner and G. Henry Richert *Date Pub.* 1970

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* $3.06 *Length* 152 pages

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A text-workbook that provides a source of projects and activities from which a student can select those learning experiences that are appropriate for his career development.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual and Key ($1.60), Project Training Records ($1.17)

Title MARKETING RESEARCH

Author Jimmy G. Koeninger *Date Pub.* 1972

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $3.00 *Length* 71 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Presents a step-by-step analysis of the methods used in market research to produce a marketing study for entry in National DECA competition. Includes a teaching outline and 31 transparency masters of pages from an award-winning manual.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETING RESEARCH - INFORMATION SYSTEMS AND DECISION MAKING

Author Bertram Schoner and Kenneth P. Uill *Date Pub.* 1969

Publisher John Wiley & Sons, New York, NY

Teacher or Student Material Student *Cost* *Length* 338 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Deals with obtaining information for both recurring and nonrecurring marketing problems.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETING RESEARCH AND INFORMATION SYSTEMS: TEXT AND CASES

Author Rex V. Brown, Robert D. Buzzell and Donald F. Cox *Date Pub.* 1969

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* *Length* 788 pages

Grade Level Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES: To provide a basis for learning about the problems involved in the use of marketing information, and about some of the concepts and methods that can be used in resolving these problems.

SUMMARY DESCRIPTION: Deals with the use of marketing information in business management. It is intended to aid marketing managers and students preparing for managerial careers in developing their skills for using information effectively.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETING RESEARCH - PRINCIPLES AND READINGS

Author Parker M. Holmes *Date Pub.* 1966

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $9.45 *Length* 662 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES: To give the student a broad perspective of marketing research by providing challenging material for intensive study, evaluation, and discussion.

SUMMARY DESCRIPTION: All major areas of marketing research are presented with an attempt to maintain balance in accordance with the importance of each area in its practical application to the marketing problems of the business enterprise. Fundamental principles of marketing research are presented in condensed form at the beginning of each chapter. These principles are immediately followed by extensive readings on research methods, techniques, and applications as presented by leading authorities and companies throughout the United States.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE MARKETING RESEARCH PROCESS

Author Keith Cox and Ben Enis *Date Pub.* 1972

Publisher Goodyear Publishing Co., Inc. 15113-15 Sunset Boulevard, Pacific Palisades, CA

Teacher or Student Material Student *Cost* $13.95 *Length* 544 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES: To teach the student how to "use" market research information rather than "how" to do market research work.

SUMMARY DESCRIPTION: The text employs an information/decision model to present the marketing research process in a managerial perspective.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual and a Set of Readings ($5.95)

Title MARKETING RESEARCH - TEXT AND CASES

Author Harper W. Boyd and Ralph West Fall *Date Pub.* 1972

Publisher Richard D. Irwin, Inc., 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* $12.95 *Length* 828 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This book is divided into three parts. Part I introduces the student to marketing research. Part II traces a research project from its inception to the final report on the results. Part III is devoted to a discussion of the application of marketing research in four specific areas: motivation, advertising, product, and sales control.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual

Title MARKETING, SALES PROMOTION, AND ADVERTISING

Author Nolan and Warmke *Date Pub.* 1965

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $7.12 *Length* 613 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES: (1) To acquaint the reader with a basic understanding of marketing, sales promotion, and advertising. (2) To relate marketing to the total economy. (3) To familiarize the reader with marketing principles and to provide some practice in applying these principles. (4) To promote the ability to distinguish between mediocrity and excellence in marketing, sales promotion, and advertising.

SUMMARY DESCRIPTION: Develops an understanding of accepted tools, plans, and procedures in marketing, sales promotion, and advertising in addition to promoting creative thinking and breadth of perspective.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Workbook ($2.36), Tests and Examination ($ .36)

Title MARKETING AND SOCIAL ISSUES

Author Stephen H. Gamble and John R. Wish *Date Pub.* 1971

Publisher John Wiley & Sons, New York, NY

Teacher or Student Material Student *Cost* *Length* 382 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Readings that view the most important influences on the marketing system in the United States and describe the problems, solutions, and future direction of marketing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETING AND SOCIETY: A CONCEPTUAL INTRODUCTION

Author Ronald R. Gist *Date Pub.* 1971

Publisher Holt, Rinehart & Winston, New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 556 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This book emphasizes a societal approach to marketing. In this age, when concerned people are searching for meaningful values to guide their lifestyle, it is most appropriate for students to be introduced to the subject of marketing in terms of the social and public policy questions raised by the marketing system.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETING: THEORY AND APPLICATION

Author Gerald I. Eyrich and Walter B. Wientz *Date Pub.* 1970

Publisher Harcourt, Brace & World, Inc., 750 Third Avenue, New York, NY 10017

Teacher or Student Material Student *Cost* _____ *Length* 689 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Presents the beginning student with the solid theoretical underpinning necessary for conceptualizing resource-allocation problems, and relating the subject of marketing to courses in economics and quantitative methods.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETING AND TRADE ASSOCIATIONS RELATED TO DISTRIBUTIVE EDUCATION

Author Bob Burk *Date Pub.* 1969

Publisher D. E. Materials Lab 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Both *Cost* *Length* 50 pages

Grade Level Secondary/Collegiate/Adult. *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A listing of national organizations related to distributive occupations in the areas of manufacturing, transportation, communications, wholesale and retail trade, finance, insurance, real estate, and services.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKETS AND MARKETING - AN ORIENTATION

Author Lee E. Preston *Date Pub.* 1970

Publisher Scott, Foresman and Co., 1900 East Lake Street, Glenview, IL 60025

Teacher or Student Material Student *Cost* *Length* 248 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Provides a basis for understanding the character and role of marketing activity in the economy and in the firm. It offers an orientation and is not a comprehensive description or a handbook of current marketing practices.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MEASURING MARKETS

Author U. S. Department of Commerce *Date Pub.* 1966

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* $ .50 *Length* 94 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Describes some of the more important Federal and State government statistics useful in market measurement, and gives examples of typical marketing problems and their solutions.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MODERN MARKETING MANAGEMENT

Author Edited by R. J. Lawrence and M. J. Thomas *Date Pub.* 1971

Publisher Penguin Books, Inc., 7110 Ambassador Road, Baltimore, MD 21207

Teacher or Student Material Student *Cost* $3.95 *Length* 413 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Twenty-one articles on modern marketing management. The opening section looks at the marketing concept in its various dimensions. Part Two deals with information as an input to the marketing system. Product mix and considerations affecting plans to extend, develop, or cut back the product launch are discussed in Part Three. The final Part examines management of the outward flow from the company to its environment and particularly to its customers.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MODERN MARKETING STRATEGY

Author Edited by Edward C. Bursk and John F. Chapman *Date Pub.* 1964

Publisher The New American Library, Inc. Educational Division, 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Student *Cost* $1.25 *Length* 360 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Explains how management can meet the increasing challenge of today's rapidly-changing market. Covers such subjects as brand loyalty, pricing policy, market research, quality control, and advertising. Case histories, examples, charts, and diagrams are included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MODERN MARKETING THOUGHT

Author Gerald Albaum and J. Howard Westing *Date Pub.* 1969

Publisher Macmillan Co., New York, NY

Teacher or Student Material Student *Cost* *Length* 533 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This book reflects the concept that marketing managers are continually involved in adapting their firms to the economic, social, and political environment within which they operate.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title NATIONAL DIRECTORIES FOR USE IN MARKETING

Author Lloyd M. DeBoer *Date Pub.* 1964

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 11 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: In this selected listing, emphasis is placed on directories of business establishments who buy for resale. However, directories of some professions and establishments that purchase goods for their own use are also included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title OPPORTUNITIES IN MARKET RESEARCH

Author John H. Platten *Date Pub.* 1966

Publisher Universal Publishing & Distribution Corp.
235 East 45 Street, New York, NY

Teacher or Student Material Student *Cost* $1.95 *Length* 118 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: This book examines the principle methods of market research to enable the beginner to plan his education and training along lines that will qualify him to take a place in market research. The book also examines the field from the standpoint of the person now active in some other field and will show how to adapt experience and training in other fields to the work of market research.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PERSPECTIVES IN CONSUMER BEHAVIOR

Author Harold H. Kassarjian and Thomas S. Robertson *Date Pub.* 1968

Publisher Scott, Foresman and Co., 1900 East Lake Street, Glenview, IL 60025

Teacher or Student Material Student *Cost* _____ *Length* 568 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Presents an overview of some of the basic perspectives on consumer behavior, a topic now emerging as a distinct area of study within the field of marketing. The selections of the book, drawing from economics, marketing, psychology, sociology, and anthropology, are presented in relation to that framework. Whenever possible, theoretical materials, marketing applications, and research findings are included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PRINCIPLES OF MARKETING

Author Richard H. Buskirk *Date Pub.* 1970

Publisher Holt, Rinehart & Winston, New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 605 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This book is interested mainly in marketing problems of the individual firm. Focusing on the problems faced by today's marketing manager, this text discusses the impact of environmental forces on marketing decisions. Every basic marketing principle discussed is illustrated with examples from industry, thereby easing the student's transition from theory to practice.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual

Title PRINCIPLES OF MARKETING

Author Eugene Clark, Fred E. Clark and Rayburn D. Tousley *Date Pub.* 1962

Publisher Macmillan Co., New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 716 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: The aim of this book is to emphasize the functional approach, to point up the dynamic character and the complexity of marketing, and to provide an analytical basis for the study of the subject.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PRINCIPLES OF MARKETING

Author William Ryan *Date Pub.* 1971

Publisher Learning Systems Company, 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* $2.95 *Length* 152 pages

Grade Level Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES: To provide the reader with a quick, efficient, and effective means of grasping the essential subject matter.

SUMMARY DESCRIPTION: A programmed learning aid designed to supplement basic textbooks in the subject area, or to be used as core or essential material in courses or programs.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PRINCIPLES OF MARKETING

Author Martin Zober *Date Pub.* 1971

Publisher Allyn and Bacon, Boston, MA

Teacher or Student Material Student *Cost* *Length* 626 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Retains the benefits of the descriptive approach along with balanced coverage of managerial analysis, systems, and the behavioral sciences as they relate to marketing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PRODUCT PLANNING

Author Bernard C. Nye *Date Pub.* 1970

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* $1.89 *Length* 124 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Develops job skills and knowledge that are important to the great majority of marketing workers. The marketing manager needs these skills and knowledge to guide his company in the development of products that will be accepted by consumers and that will earn a fair profit.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual and Key ($2.00)

Title PRODUCT PLANNING

Author A. Edward Spitz *Date Pub.* 1972

Publisher Auerbach Publishers, Inc., 121 North Broad Street, Philadelphia, PA

Teacher or Student Material Student *Cost* $11.95 *Length* 423 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This book includes a description of the step-by-step product innovation process and articles dealing with the organization, consumer and government responsibilities, new trends in product development, new techniques for evaluating the progress of new product introduction in the marketplace, and the role of research and development.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PSYCHOLOGY AND HUMAN RELATIONS IN MARKETING

Author Donald D. Hiserodt *Date Pub.* 1969

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* $1.89 *Length* 108 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: This textbook is a self-contained unit of instruction. It may be used alone and studied as an independent module, or it may be included as a 20 to 30 hour portion of a broader course in marketing and retailing. When used as a part of a broader course, it will serve to highlight the contributions of effective human relations to specific areas of work.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual and Key ($2.00)

Title READINGS IN MARKETING

Author C. J. Dirksen, A. Kroeger and L. Lockley *Date Pub.* 1968

Publisher Richard D. Irwin, Inc., 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* _____ *Length* 673 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: A selection of readings covering a wide span of time in the major areas of marketing. In each area, selections from significant writers are included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title READINGS IN MARKETING

Author M. D. Snider, M. L. Sweet and S. G. Walters *Date Pub.* 1962

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* _____ *Length* 832 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Cuts across and integrates a number of subject categories. The readings differ considerably in their levels of abstraction, and they sometimes represent conflicting if not contradictory points of view. These readings, therefore, are not unlike the variety of evidence the decision-maker in an imperfect business environment must weigh and upon which he must select a course of action.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title READINGS IN MARKETING INFORMATION SYSTEMS: A NEW ERA IN MARKETING RESEARCH

Author R. H. Brien, S. V. Smith and J. E. Stafford *Date Pub.* 1968

Publisher Houghton Mifflin Co., Boston, MA

Teacher or Student Material Student *Cost* _____ *Length* 399 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This book synthesizes literature germane to business information and intelligence systems, and relates it to marketing planning and strategy formulation. Selections are also included which stress the embryonic state of information systems development, plus the pitfalls involved in managing such networks and utilizing data emanating from them.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title READINGS IN MARKETING: THE QUALITATIVE AND QUANTITATIVE AREAS

Author Philip A. Cateora and Lee Richardson *Date Pub.* 1967

Publisher Appleton-Century-Crofts, New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 462 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES: To present to the reader contributions to the field of marketing made by both the behavioral scientist and mathematician.

SUMMARY DESCRIPTION: This book incorporates two major sources of contributions into the marketing management framework. The first source is made up of a variety of behavioral concepts developed in anthropology, sociology, social psychology, psychology and related disciplines. Mathematical and statistical techniques, the second source, are similarly found useful for many tasks of marketing managers.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title READINGS: MARKETING AND SOCIETY

Author Ronald R. Gist *Date Pub.* 1971

Publisher Holt, Rinehart & Winston, New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 489 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This book has two basic purposes: the first is concerned with social and environmental dimensions of our market system; the second with the introduction and/or development of some promising analytical concepts.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title READINGS IN PHYSICAL DISTRIBUTION MANAGEMENT: THE LOGISTICS OF MARKETING

Author D. J. Bowersox, B. J. LaLonde and E. W. Smykay *Date Pub.* 1969

Publisher Macmillan Co., New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 376 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This book consists of a collection of articles which depict the past, present, and apparent future direction of the physical distribution concept. As a group of individual contributions, the articles have been selected to supplement and expand text treatments of physical distribution.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SOCIAL ISSUES IN MARKETING

Author Lee E. Preston *Date Pub.* 1968

Publisher Scott, Foresman and Co., 1900 East Lake Street, Glenview, IL 60025

Teacher or Student Material Student *Cost* $3.95 *Length* 308 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Illustrates the relation between marketing activities and the larger social and economic environment in which those activities operate. The selections present several analytical methods and approaches. The readings are drawn from a broad range of journals in marketing, management, sociology, and economics, as well as excerpts from books.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SOCIETY AND MARKETING

Author Norman Kangun *Date Pub.* 1972

Publisher Harper & Row, New York, NY

Teacher or Student Material Student *Cost* *Length* 445 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES: To provide the user with a vehicle for thinking greatly of marketing functions and practices.

SUMMARY DESCRIPTION: This book makes available to potential users a collection of essays that deal with significant issues, that present views which, in some cases, challenge existing orientations and practices, and that hopefully, will enhance the user's understanding of the social significance of marketing actions.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title STRATEGIC MARKETING

Author R. D. Blackwell, D. T. Kollat and J. F. Robeson *Date Pub.* 1972

Publisher Holt, Rinehart & Winston, New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 548 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Attempts to present an analytical orientation to the major marketing problems facing senior corporate and marketing executives. The authors have attempted to present a practical framework that links corporate objectives and strategies to master marketing objectives and strategies, and then to objectives and programs for individual marketing activities.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SYSTEMS ANALYSIS FOR MARKETING PLANNING AND CONTROL

Author Stanley F. Stasch *Date Pub.* 1971

Publisher Scott, Foresman and Co., 1900 East Lake Street, Glenview, IL 60025

Teacher or Student Material Student *Cost* $5.95 *Length* 512 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES: To understand and use computerized information and data systems for allocating money and effort to various marketing activities.

SUMMARY DESCRIPTION: Describes system concepts in a manner easily understood by marketing students and practitioners. Utilizing marketing theories as a starting point, the book develops an overall marketing control and planning system supported by sub-systems designed to forecast market demand and to control the individual marketing activities of distribution, personal selling and advertising.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Guide

Title VERTICAL MARKETING SYSTEMS

Author Louis P. Bucklin *Date Pub.* 1970

Publisher Scott, Foresman and Co., 1900 East Lake Street, Glenview, IL 60025

Teacher or Student Material Student *Cost* $5.75 *Length* 218 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES: To develop an awareness of current analysis of marketing channel systems.

SUMMARY DESCRIPTION: This collection of essays, growing out of a symposium on vertical marketing systems held at Northwestern University, features authoritative writers who have published influential work in the field. The topics include a major portion of the significant questions at both the micro and macro level. An extensive list of questions and suggestions for student projects follows each article.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE YOUTH MARKET

Author Melvin Helitzer and Carl Heyel *Date Pub.* 1970

Publisher Media Books, New York, NY

Teacher or Student Material Student *Cost* $12.50 *Length* 356 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: The youth market is a phenomenon of vital importance to every executive and every company in the field of consumer goods and services. Its dimensions include $50 billion per year in market value. This book is a guide to the exciting new world of the youth market.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

RETAILING

Title BASIC RETAILING AND DISTRIBUTION

Author Edward Reich, Robert Q. Feldman and Leon Levy *Date Pub.* 1970

Publisher Pitman Publishing Corporation, 6 East 43 Street, New York, NY 10017

Teacher or Student Material Student *Cost* $6.95 *Length* 446 pages

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Explains the function of distribution in the American economy. Discusses the various types of retailing enterprises as well as manufacturing, wholesaling, and transportation industries. Emphasis on skills and functions of basic jobs and exploration of advanced positions. Each chapter is followed by exercises, questions, activities, problems for discussion, and arithmetic problems.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Key ($1.20), Workbook ($2.40)

Title BOOKSTORE OPERATION

Author Ruth E. Valentine *Date Pub.* 1963

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 8 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: This is a bibliography of references which will provide adequate information for effective organization and operation of a retail bookstore. Particular emphasis is given to the selling function--advertising, display, and personal selling.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CAUGHT

Author *Date Pub.* 1970

Publisher National Retail Merchants Association
100 West 31st Street, New York, NY 10001

Teacher or Student Material Teacher *Cost* $230.00 *Length* 24 minutes

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A film with a dramatic message for teenagers: "teenage shoplifters and thieves [illegible]!" Produced in cooperation with educators, security experts, law enforcement agencies and retail stores. The film depicts a teenage shoplifter, the [illegible] understanding of the seriousness of an act of theft, her reactions and those of parents and community.

AVAILABLE INSTRUCTIONAL MATERIAL AND TESTS:

Title CHAIN STORES IN AMERICA 1859-1962

Author Godfrey M. Lebhar *Date Pub.* 1963

Publisher Chain Store Publishing Corp., 2 Park Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* $9.95 *Length* 448 pages

Grade Level College *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Reviews the early history of chain stores and then traces their development in this country.

AVAILABLE INSTRUCTIONAL MATERIAL AND TESTS:

Title CHANGES IN BOSTON'S RETAIL LANDSCAPE

Author Eileen Schelf *Date Pub.* 1964

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $4.50 *Length* 141 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A geographical study of 14 years change in retail distribution patterns. Includes analysis of changes in three selected shopping districts.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE COMPLETE GUIDE TO RETAIL MANAGEMENT

Author Alan Siber *Date Pub.* 1972

Publisher Penguin Books, Inc., 7110 Ambassador Road, Baltimore, MD 21207

Teacher or Student Material Student *Cost* $1.95 *Length* 320 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Covers all aspects of retail management, all sizes of shop, all forms of organization, and all the retail trades.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title COURSE OUTLINE FOR RETAIL INDUCTION INTO SELF-SERVICE STORES

Author George Curtis and John Mattingly *Date Pub.* 1970

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $2.00 *Length* 95 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES: Designed to prepare the student to enter into gainful employment in a self-service store.

SUMMARY DESCRIPTION: A manual developed by a Distributive Education workshop group of coordinators. This manual orients well the student and the coordinator interested in concepts relating to the self-service operation. Transparency originals to supplement the teaching outline are included.

AVAILABLE INSTRUCTION MATERIAL AND TESTS:

Title CREATIVE MARKDOWN PRACTICES FOR PROFIT

Author Murray Krieger *Date Pub.* 1971

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $5.95 *Length* 208 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: This book advocates "control of the markdown as a positive tool for profit." It shows how changed attitudes by buyers, merchandisers and store owners can create new sales possibilities and heighten store traffic. Chapter titles include: Controlling Markdowns to Achieve a Mark-on; Evaluation of the Sources of Supply; Reducing Losses Through Employee Reminders; Effect of Markdown on Shrinkage or Shortage; and Markdowns as a Sales Developer.

AVAILABLE INSTRUCTION MATERIAL AND TESTS:

Title CREATIVE MEN'S WEAR RETAILING

Author S. Thomas Saltz *Date Pub.* 1961

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $1.50 *Length* 84 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Covers every phase of men's wear retailing, including decor, display, pricing, advertising, sales training, credit and collection and location selection.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title DECISION-MAKING IN RETAILING & MARKETING

Author Murray Krieger *Date Pub.* 1969

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $12.50 *Length* 352 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES: To stimulate the thinking process which is important in today's complex business world.

SUMMARY DESCRIPTION: Ninety real and contemporary case histories selected from the nation's key retailing centers. Covers every conceivable dilemma in the retailing/marketing arena. It combines a number of tested training techniques which direct and sharpen the ability--of student or "old pro"--to absorb, analyze, reason and arrive at effective conclusions; to act with assurance in the increasingly complex areas of merchandising, from management and control to personnel and promotion.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual

Title DIRECT MAIL ADVERTISING BY RETAIL STORES

Author *Date Pub.* 1967

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $2.75 *Length* 44 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Covers use and costs of direct mail advertising, operating procedures, compiling and maintaining lists, planning promotions, designing, and measuring results.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title DYNAMICS OF RETAILING

Author Edward B. Gold *Date Pub.* 1969

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $4.75 *Length* 106 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Spells out the new merchandising trends in the United States, with emphasis on the fast-paced fashion, hard lines and food industries. Explores the "survival of the fittest" trend which is revolutionizing today's retailing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title AN ECONOMIC EVALUATION OF RETAILING'S FUTURE

Author *Date Pub.* 1968

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $3.00 *Length* 64 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Outlines future economic patterns as seen through the eyes of a Department of Commerce representative, investment counsellor, a banker, site location expert and economist.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title EFFECTIVE RETAIL AND MARKET DISTRIBUTION

Author Robert D. Entenberg *Date Pub.* 1966

Publisher World Publishing Corp., New York, NY

Teacher or Student Material Student *Cost* *Length* 591 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: (1) To prepare persons to meet and to understand company objectives and the executive decision processes under conditions of uncertainty.
(2) To develop a better understanding of the administrative processes, executive action within the firm, and buyer behavior in the market place.

SUMMARY DESCRIPTION: Designed for a broad course in the economics of retail management and effective market distribution. The framework in which the text is developed is the changing milieu of competitive innovations and growing complexities found in the total business environment.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FACTS ABOUT DEPARTMENT STORES

Author Helen Mulhern *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $1.50 *Length* 40 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A short review of what department stores do to earn their money. Contains chapters on retail profits, what the retailer does in the merchandise market and selling merchandise. Includes tables on the size of retail business in the U. S., and cost of retail distribution.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FOR GRACIOUS GIVING

Author Harold G. Cole *Date Pub.* 1959

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $4.95 *Length* 120 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Gives the basic principles of establishing an outstanding custom gift-wrapping service. Detailed discussion of space allocation, stock requirements, display and promotional media. Contains illustrations of gift wrapping methods and photographs of unusual accessorized wraps.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title GOVERNMENT STATISTICS HANDBOOK

Author *Date Pub.* 1969

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $3.00 *Length* 57 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Includes using census bureau data, retailers use of census of population, manufacturing and business census, merchandise line for marketer and many other helpful statistical data areas.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title GRASS ROOTS RETAILING

Author Ben Projan *Date Pub.* 1962

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $1.00 *Length* 44 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 week

OBJECTIVES:

SUMMARY DESCRIPTION: A discussion of men's wear retailing. Advice is given on fashion buying, resources, customer and employee relations, meeting competition, and public relations in the community.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title GREAT SHOPS OF EUROPE

Author Jerome S. Klein and Norman Reamer *Date Pub.*

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Both *Cost* $24.00 *Length*

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Reviews in detail and illustrates over 200 of the most interesting retail establishments on the continent, in the British Isles and in Scandinavia. There is also an additional listing of 700 shops for the guidance and reference of travelers. Gives an interesting account of special services, merchandise and general appeal of each store.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO GIVE A FASHION SHOW

Author Frieda S. Curtis *Date Pub.* 1968

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $4.50 *Length* 104 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Deals with every facet of organizing and producing a fashion show; evaluating the audience, choosing the kind of show, the merchandise, models, location, cost, theme...even down to the commentator, lighting and time.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW RETAIL BUYING DECISIONS ARE MADE

Author Neil McNeill *Date Pub.* 1962

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $1.80 *Length* 27 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A study of decision making processes and flow of information within a retail organization and a comparison with industrial buying procedures based on personal interviews. Includes informal information flows, use of organizational manuals, buyer goals, the decision making process, comparison with industry, conclusions and recommendations.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO SELL THE WHOLE STORE AS FASHION

Author Budd Gore *Date Pub.* 1969

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $3.00 *Length* 32 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: The importance of fashion and how to sell it regardless of the merchandise or product. Includes 10 rules to tempt with fashion. Notes price is not a primary factor and the impetus of accessorizing to sales.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO WRITE BETTER RETAIL ADVERTISING COPY

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $1.50 *Length* 77 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A primer covering how to write newspaper advertising copy that sells, the principles and practices of direct mail copy, the five commandments of good radio copy, writing television commercials, writing sign copy that informs and sells.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HUMAN RELATIONS IN RETAILING

Author _____ *Date Pub.* 1966

Publisher University of the State of New York, Albany, NY

Teacher or Student Material Student *Cost* _____ *Length* 15 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: The emphasis is on the roll of the supervisor, supervisor-employee relationships, customer relationships and human relations problem solving.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE INDEPENDENT RETAILER AND THE SHOPPING CENTER

Author _____ *Date Pub.* 1968

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $20.00 *Length* 176 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses successful promotions, operations, financing and selection of store sites and locations in shopping centers for maximum profitability. Presents practical criteria for independent merchants to consider in viewing a shopping center location.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title IN-STORE SECURITY

Author Prepared by Communications & Training Division *Date Pub.* _____

Publisher Independent Grocers' Alliance, Chicago, IL

Teacher or Student Material Student *Cost* _____ *Length* 15 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This pamphlet shows how crime today has been characterized as a growth industry. Shows how crime has increased 30 to 40 percent nearly every year for the past 5 years. Takes a look at robbery protection.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title LET ME PUT IT THIS WAY

Author E. B. Weiss and D. D. Bernbach *Date Pub.* 1968

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $2.75 *Length* 48 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Twenty-five articles concerning the forward scene of the retail world.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGING THE RETAILING EMPLOYEE

Author *Date Pub.* 1972

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Student *Cost* $2.00 *Length* 53 pages

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES: To assist in solving current and future employee problems and to encourage employee productivity.

SUMMARY DESCRIPTION: Explains how employees should be interviewed, trained and counseled. Uses role playing situations.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MEASURING MARKETS

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $35.00 *Length* 35mm slides

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes methodology, tools, media, and government sources to be used to open your market and promote new sales strategies.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MERCHANDISING GROUP INSTRUCTION

Author Robert F. Johnson and Roy P. Roberson *Date Pub.* 1965

Publisher Department of Industrial Education
College of Education, University of Missouri, Columbia, MO

Teacher or Student Material Student *Cost* _____ *Length* 41 pages

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Contains an analysis of merchandising together with assignment sheets designed for group instruction covering the related information taught in preparatory distributive education programs.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual.

Title MISSION: LOSS PREVENTION

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $325.00 ($90.00 to rent) *Length* 16mm sound film 25 minutes

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A supervisory training aid for retail inventory shortage control. Filmed in a retail setting.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MODERN MERCHANDISING SERIES

Author _____ *Date Pub.* _____

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $370.00 *Length* 174 slides 191 minutes

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Merchandising fundamentals plus several programs covering trends in important retailing and fashion areas are covered in this series, which contains 14 units in six programs. Fundamentals are discussed in three programs, Basic Rules of Selling, Display Roundup and Shopping Centers. They can be used for basic training in each of these vital aspects of the merchandising scene. Contemporary trends are stressed in the variety of new shops in the Boutiques program, New Store Directions and Profile of A Modern Store. These latter programs show how exciting retailing can be when colorful and creative talents are put to work to enhance the shopping experience.

Title MODERN RETAILING MANAGEMENT - BASIC CONCEPTS & PRACTICES

Author D. J. Duncan, C. F. Phillips and S. C. Hollander *Date Pub.* 1972

Publisher Richard D. Irwin, Inc., 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* $11.75 *Length* 722 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Outlines the many elements of change occuring in this field, with emphasis on the new techniques and managerial measures required for successful retail operation in the new environment. Many forces that are inducing change in retail structure and methods receive considerable attention. These forces include such things as market changes, consumerism, horizontal and vertical merger movements, and new informational and control technology.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE NATURE AND CHARACTERISTICS OF MIDDLE MANAGEMENT IN RETAIL DEPARTMENT STORES

Author Harland Samson *Date Pub.* 1969

Publisher University of Wisconsin, Madison, WI

Teacher or Student Material Student *Cost* Free *Length* 176 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Presents an exploratory study of those factors influencing the nature and characteristics of middle management in the retail department store. The findings provide new insights and important clues concerning the characteristics, educational needs, duties, and projected needs for retail middle managers.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title OLD MASTERS OF RETAILING

Author Philip J. Reilly *Date Pub.* 1967

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Both *Cost* $7.95 *Length* 224 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Tells the story of fifty pioneer-merchants whose efforts paved the way for today's multi-billion-dollar industry. Reveals classic solutions to timeless business problems, and places retailing in its historical perspective.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title OPERATIONS RESEARCH IN RETAILING: CASE STUDIES

Author *Date Pub.*

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $1.50 *Length* 34 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A series of actual case studies, using the principle of operations research, is presented. Contains measuring advertising effectiveness, finding how to make field sales operations meet top management and a glossary

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PEOPLE, PROFITS, PLACES - A BLUEPRINT FOR RETAILING

Author Homer Hoyt *Date Pub.* 1969

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $15.00 *Length* 104 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A research monograph of the location of additional retail stores in the United States in the last one-third of the twentieth century.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PICKETING - A CONCISE REVIEW FOR RETAILING

Author Louis Jackson *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $1.50 *Length* 12 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Explains in concise form and in the language of the retailer, the various forms of picketing, the simple steps which a retailer should take when confronted by them and the pitfalls he should avoid so as not to run afoul of the law.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title POTENTIAL GROWTH LOCATIONS FOR DEPARTMENT STORES

Author Milton Leontiades *Date Pub.* 1968

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $3.00 *Length* 46 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Gives the view of an economist as to economic, demographic and locational factors to be weighed in choosing a store site in consideration of projected economic growth activities of the Federal Government and inter-industry development.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PRACTICAL PROBLEMS IN RETAIL MERCHANDISING

Author Murray Krieger *Date Pub.* 1969

Publisher Laboratory Institute of Merchandising
12 East 53 Street, New York, NY 10022

Teacher or Student Material Student *Cost* *Length* 168 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: The problems contained in this book are all taken from real-work situations. They are the kind of problems merchandising personnel must deal with on a day-to-day basis.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PRINCIPLES OF RETAILING

Author _____ *Date Pub.* 1963

Publisher Vocational Instructional Material Laboratory
Lindsey Hopkins Education Center, Miami, FL

Teacher or Student Material Teacher *Cost* Free *Length* 9 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 96 clock hrs.

OBJECTIVES: The purpose of the course is to teach the student the basic principles and techniques of present-day merchandising, the language of merchandising, and the possibilities and potentials of a career in the field.

SUMMARY DESCRIPTION: Consists of a course outline entitled Merchandising Techniques. A bibliography is also included which lists the supplementary references used throughout the course by the instructor.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PROFIT AND COST ANALYSIS

Author _____ *Date Pub.* 1966

Publisher Teaching Systems Corp., 334 Boylston Street, Boston, MA

Teacher or Student Material Student *Cost* _____ *Length* 150 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Gives the retailing executive trainee the basic tools of analysis which enables him to understand how and why his department functions as it does, and which will eventually enable him to make his contribution to store profitability.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PROFITABLE MERCHANDISING TECHNIQUES

Author _____ *Date Pub.* 1970

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $76.00 *Length* 34 slides 42 minutes

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Pinpoints important merchandising areas where a retailer can succeed or fail. Discusses store services as a goodwill and money-making device; unique department merchandising combinations and layouts; and effective in-store and out-of-store promotional gimmicks. Offered in four sections: Set I: Important Service Ideas; Set II: Imaginative Store Department; Set III: Effective Retailing Gimmicks; and Set IV: Winning Combinations of Merchandise.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Commentary and discussion questions are included.

Title A PROGRAMMED SOLUTION FOR ESTIMATING RETAIL SALES POTENTIALS

Author Larry Blue and David L. Huff *Date Pub.* _____

Publisher University of Kansas, Lawrence, KS

Teacher or Student Material Student *Cost* _____ *Length* 64 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES: To present a computer programmed solution for estimating sales of a proposed retail development.

SUMMARY DESCRIPTION: Centered around a simple yet important probability model for estimating sales of prospective retail firms. The nature of the program as well as the steps in using it are discussed. Three cases have been included that exemplify the use of the program, and can also be used as test cases.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PROMOTING NEW MERCHANDISE AREAS

Author _____ *Date Pub.* 1971

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $80.00 *Length* 38 slides 21 minutes

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Shows how retailing meets its merchandising responsibilities in two specific store events--both particularly relevant to today's shopping habits. Case histories cover a wide range of subject areas including window and in-store display, signage, mannequins, selling techniques, merchandising presentation, departmental coordination, retailer-resource coordination and advertising. Topics include: Reaching the Consumer, Designs that Drew Crowds, Loom of Fashion, Appeal to Youth, Customers Get Involved, Advertising Sets the Tone, Traffic is Created, Selling at the Fair, and Trend to Individuality.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Resource List. Commentary and discussion questions are included.

Title PROMOTION EXCHANGE

Author _____ *Date Pub.* Monthly

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Teacher *Cost* $11.00 *Length* 4 to 6 pages per issue

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A newsletter for Sales Promotion, Advertising, Publicity and Display Managers geared to retail marketing in the '70's. There are promotion ideas, tips and important information for every size store from item featuring to total store image in each issue.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title QUALITY AND TASTES AS SALES APPEALS

Author Robert M. Myers *Date Pub.* 1967

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* Free *Length* 4 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses some of the things which small retailers can do to satisfy the demand for good quality and taste in products.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title READINGS IN MODERN RETAILING

Author *Date Pub.* 1969

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $12.00 *Length* 483 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: An anthology of 37 classic statements on important facets of retailing by noted store heads, administrators, merchandisers, economists, researchers, manufacturers, consultants and creative critics. Sections deal with the new retailer, the new customer, marketing, company organization, scientific merchandise management, the shop concept, fashion impact, vendors and brands.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A REPORT OF A STUDY OF ORGANIZATION IN A MULTI-UNIT DEPARTMENT AND SPECIALTY STORE

Author _____ *Date Pub.* 1961

Publisher National Retail Merchants Association, 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $1.50 *Length* 70 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes current multi-unit organization practices, their advantages and disadvantages as well as recommendations for improving such organizations. Explores history and development of organization, single unit stores, advent of branches, main store plus branches, organizational objectives, and effective implementation of organization changes.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RETAIL BUSINESS MANAGEMENT

Author Karen Gillespie and Joseph Hecht *Date Pub.* 1970

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* $9.75 *Length* 596 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:
(1) To identify the classification of retail businesses and the laws and governmental activities that affect retailing.
(2) To sharpen skills in communications, mathematics, and record-keeping.
(3) To help formulate and implement effective merchandise and inventory control plans.

SUMMARY DESCRIPTION: Provides a comprehensive, up-to-date presentation of retailing principles and practices.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual and Key ($2.75), Projects and Activities

Title RETAIL MANAGEMENT

Author William J. Davidson and Alton F. Doody *Date Pub.* 1966

Publisher Ronald Press, New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 905 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Divided into 4 parts. Part I provides an orientation to the managerial study of retailing by giving attention to its distinctive features and by relating the marketing concept to the retailing process. Part II - concepts of organization have been broadened to emphasize shiftability of functions among levels of distribution channels and to other agencies. Part III - discussion of certain topics which are normally handled by technical staff specialists. Part IV contains cases and problems in the field.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RETAIL MANAGEMENT CASES

Author Douglas J. Dalrymple and Donald L. Thompson *Date Pub.* 1969

Publisher Free Press, New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 296 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Contains 41 cases that set forth the facts surrounding particular business situations occurring in various sizes and types of business organizations. The cases, for which the student must provide analyses and develop solutions, are divided into 10 categories representing such major retailing problems as store location, personnel, customer relations, expense control, and allocation of space.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RETAIL MANAGEMENT CASES

Author Houston G. Elam and David J. Rachman *Date Pub.* 1969

Publisher Educational Book Division Prentice-Hall, Englewood Cliffs, NJ 07632

Teacher or Student Material Student *Cost* *Length* 113 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: The cases offered are divided into three major areas: goods and services, physical distribution, and communication. However, all of the management problems considered in these areas are related to the firm's external environment and particularly to the consumer.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RETAIL MERCHANDISING

Author Harland E. Samson and John W. Wingate *Date Pub.* 1968

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $7.08 *Length* 643 pages

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Covers all phases of retailing such as: financing, buying, selling, pricing, display, stock control, stock organization, advertising, and government regulation.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual, Study Guides and rojects ($2.36), and Tests and Examination ($ .36)

Title RETAIL MERCHANDISING AND PROMOTION

Author A. Hamilton Chute *Date Pub.* 1966

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 16 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A bibliography dealing with the broader concepts of merchandising in line with the typically broader authority and accountability of buyers or department managers in independent retail establishments. The list includes both U. S. Government and nongovernmental publications and some of the names of the national retail trade associations.

AVAILABLE INSTRUCTIVE MATERIAL AND TESTS:

Title RETAIL ORGANIZATION

Author *Date Pub.* 1966

Publisher University of the State of New York, Albany, NY

Teacher or Student Material Teacher *Cost* *Length* 18 pages

Grade Level College/Adult *Suggested Time of Use*

OBJECTIVES: To assist directors of adult organizations and teachers of courses in retail organization.

SUMMARY DESCRIPTION: Describes the various aspects of store organization, identification of personnel to perform required activities, assignment of responsibility and provision for control and harmonious working relationships.

AVAILABLE INSTRUCTIVE MATERIAL AND TESTS:

Title RETAIL REVOLUTION SERIES

Author *Date Pub.* 1965

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $220.00 *Length* 135 slides 149 minutes

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A collection of black & white and color 35mm slides, divided into four programs, showing important retailing changes of the 1960's, and taking a look at likely developments in the early 1970's. The programs focus on four main themes: the impact on retailing of suburban development, new competitive selling techniques, the challenge of meeting the modern customer's needs and wants, and the problems of keeping up with distribution and technological advances.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Printed script, discussion questions, and tape commentary are included.

Title RETAIL SALES PROMOTION ENCYCLOPEDIA, VOL. III

Author *Date Pub.* 1972

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Both *Cost* $40.00 *Length* 300 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Retail sales promotion ideas with actual case histories. Covers any and all types of promotions for all occasions.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RETAIL STORE SECURITY

Author *Date Pub.* 1958

Publisher New Jersey Retail Merchants Association, P.O. Box 22, Trenton, NJ 08601

Teacher or Student Material Student *Cost* *Length* 16 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES: To provide some of the established procedures stores should follow for attaining maximum store security.

SUMMARY DESCRIPTION: Provides information on problems of shoplifting, bad checks, and store security.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RETAILERS' GUIDE TO GUARANTEES

Author *Date Pub.* 1969

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $1.50 *Length* 16 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A guide for retailers who have anything to do with guarantees. Includes how to meet FTC requirements for guarantees, how to write guarantees that sell merchandise, how to develop advertisable guarantees, how to tie guarantees to the "consumer information" trend, and how to make guarantees improve store image.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RETAILING

Author Delbert J. Duncan and Charles F. Phillips *Date Pub.* 1963

Publisher Richard D. Irwin, Inc., 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* $8.50 *Length* 785 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Topics include: the retail revolution, careers in retailing, the retail store, retail organization, buying, receiving, pricing, sales promotion, customer services, and retail control.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RETAILING

Author Elizabeth Heidbreder *Date Pub.* 1966

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 8 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Bibliography that lists U. S. Government and nongovernmental publications that should assist prospective and current owners of small retailing businesses to plan, organize, direct, coordinate, and control their business.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RETAILING: AN ECONOMIC VIEW

Author Douglas J. Dalrymple and Donald L. Thompson *Date Pub.* 1969

Publisher Free Press, New York, NY

Teacher or Student Material Student *Cost* *Length* 389 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Presents a new approach to the study of retailing. It makes effective use of economic analysis rather than the traditional descriptive treatment so that the reader may gain a deeper and more enduring understanding of the fundamentals of retailing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RETAILING INTERNATIONAL 1969-1970

Author *Date Pub.* 1969

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $10.00 *Length* 163 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A volume on international retailing, covering topics such as management planning for EDP, credit in the world's economy, trends in retailing, retailing of the future around the world, management communication and sales training, and developments in low margin mass merchandising. Each topic is broken down into sub-categories and reported on by a successful international retailer.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RETAILING: MODERN CONCEPTS AND PRACTICES

Author Delbert J. Duncan and Roger H. Hermanson *Date Pub.* 1970

Publisher Learning Systems Company, 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* $3.25 *Length* 184 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This Programmed Learning AID is organized into seven major divisions: (1) the retail revolution; (2) the major requirements for starting and successfully conducting a retail enterprise; (3) the store itself; (4) store organization and personnel management; (5) merchandise management; (6) sales promotion and customer service; and (7) retail control.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Two sets of review questions and a final examination of multiple-choice questions, all with answers, are included.

Title RETAILING OPPORTUNITIES IN FEDERAL URBAN RENEWAL PROJECTS

Author Mary Alice Hines *Date Pub.* $4.50

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $4.50 *Length* 118 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Explores the current stage of retail redevelopment with government assistance. Chapters include: Descriptions of Retailing in Federal Urban Renewal Projects, Federal Legislation, Locational Factors Associated with Retailing in Federal Urban Renewal Projects. Extensive tables giving characteristics, percentages, sizes, etc., of retail redevelopment are included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RETAILING PRINCIPLES AND PRACTICES

Author Richert, Meyer, Haines, and Harris *Date Pub.* 1974

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* _____ *Length* _____

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Reflects changes affecting retail merchandising including the impact of fashion, changing social standards, and new technology in communications and data processing. Divided into 72 parts to facilitate lesson planning, the content is presented in levels paralleling students' career advancement. Twenty-four end-of-unit case studies plus problems and projects are included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual and Key, Problems and Projects (Units 1-7; 8-14), and Objective Tests

Title THE RETAILING REVOLUTION REVISED

Author James R. Lowry *Date Pub.* 1969

Publisher Ball State Teachers College, Muncie, IN

Teacher or Student Material Student *Cost* _____ *Length* 30 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Reviews the discount store industry and the revolutionary character of the retail structure in the United States during the 1960's.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SECURITY CONTROL: EXTERNAL THEFT

Author Bob Curtis *Date Pub.* 1971

Publisher Chain Store Publishing Corp., 2 Park Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* $15.00 *Length* 384 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Every conceivable cause of external loss is examined in depth: riots, robbery, shoplifting, pilferage, bad checks, credit frauds, etc. The problems are explored and advice is given on how to solve them and plug the profit drain.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SECURITY CONTROL: INTERNAL THEFT

Author Bob Curtis *Date Pub.* 1973

Publisher Chain Store Publishing Corp., 2 Park Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* $15.00 *Length* 384 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses why employees steal, how to spot the high-risk employee, the methods of theft used by employees, how to investigate and interrogate employees; and, most important, how to create a working environment that will minimize employee thefts.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE SILENT CRIME

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $375.00 ($105.00 to rent) *Length* 16mm sound film 17 minutes

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Shows how thieves operate and how salespeople can counter attack shoplifting attempts by professionals and amateurs.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Discussion Leader's Manual

Title SMALL BUSINESS BIBLIOGRAPHY

Author William B. Logan *Date Pub.* 1968

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Teacher *Cost* Free *Length* 8 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES: To provide a list of places for information concerning training of retail salespeople

SUMMARY DESCRIPTION: This list of publications and trade associations provides materials and sources of interest to small retailers who want to train their salespeople.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SMALL BUSINESS BIBLIOGRAPHY

Author [illegible] Date Pub. 1970
Small Business Administration
Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student Cost Free Length 8 pages

[illegible] Adult Suggested Time of Use

[illegible] small businessman with drugstores and to give him a [illegible] can obtain.

[illegible] bibliography lists books and other publications, [illegible] information on retail drugstore management.

[illegible] TESTS:

[illegible] HAIR CAUSES AND PREVENTION

Date Pub. 1959
[illegible] Merchants Association
[illegible] New York, NY 10001

[illegible] Student Cost $1.50 Length 66 pages

[illegible] Adult Suggested Time of Use

[illegible] A report reflecting a concerted analysis of stock shortages [illegible] merchandising and operating executives as well as [illegible] causes and suggests effective means for their

[illegible] TESTS:

Title STOP THE SHOPLIFTER

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $25.95 *Length* 4 audio lessons

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Detailed descriptions of the many methods shoplifters use which will enable one to spot them quickly before they get started. How to stop shoplifters and associated crooks without personal risk and without exposing your employer to lawsuits.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title STOP THE SHORT CHANGE ARTIST

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $45.00 *Length* 2 sound filmstrips (Audio version w/o filmstrips $12.95)

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: How to spot the short change artist and the step-by-step methods they employ. How to stop these crooks without personal or business risk.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title STORE CHOICE - A CASE STUDY OF CONSUMER DECISION MAKING

Author H. Lawrence Isaacson *Date Pub.* 1966

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $3.00 *Length* 83 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A study of women customers which discloses the motives involved in where they shop and their reaction to different types of stores: Discount, Specialty, Neighborhood, Basement, and Department. In addition, it discloses their reaction to advertising, where they are apt to shop for what and their reactions as compared to store management predictions.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title STORE SECURITY: CHECK CASHING PROCEDURES & CASH HANDLING CONTROL

Author Dean A. Hawley *Date Pub.* 1972

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $3.00 *Length* 64 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* four 2-hour sessions

OBJECTIVES: The student should be able to: identify payroll, personal, government, and bank checks; to become aware of the reasons for being careful and conscientious in cashing customers' checks; to be able to identify as unacceptable counter checks or checks without required MICR encoding; to be able to identify properly and improperly filled out checks; to be able to determine if an endorsement is required, and if so, to examine the endorsement to see that it is correct; and to be able to courteously and properly handle suspicious checks and customers.

SUMMARY DESCRIPTION: A program to train employees about the problems with handling checks in a retail store, including a section on short change artists.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Handouts and transparency masters are included.

Title STORE SECURITY: INTERNAL SHRINKAGE CONTROL

Author Richard Everhardt *Date Pub.* 1973

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $3.00 *Length* 100 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* ten 1½-hour sessions

OBJECTIVES: The student should be able to: define and explain what internal shrinkage is; explain why internal shrinkage is such a big problem; discuss the three major areas which contribute to internal shrinkage; list other areas of shortages which contribute to shrinkage; and understand the relationship between the three major areas of shrinkage and the overall shrinkage problems.

SUMMARY DESCRIPTION: A ten-session training plan to alert managers to the problems of losses from within the retail store.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Transparency masters, handouts, film resources and student activities are included.

Title STORE SECURITY: REDUCING SHOPLIFTING

Author Jerry Garman and Robert Minsel *Date Pub.* 1973

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $3.00 *Length* 58 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES: The student should be able to: identify the nature of the shoplifting crime; to explain and contrast the various psychological motives emerging in our society; to identify the two types of shoplifters and differentiate activities of each; to list the major factors that contribute to shoplifting; and to identify the methods retail personnel [illegible] in reducing shoplifting losses.

SUMMARY DESCRIPTION: Designed to pinpoint the methods used by shoplifters, their motives, how to deal with them, and how to protect a business against them.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Handouts, case studies, tests and complete teaching outline are included.

Title STORE SHRINKAGE: EMPLOYEE PILFERAGE/CUSTOMER THEFT

Author _____ *Date Pub.* 1973

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Teacher *Cost* $80.00 *Length* 34 slides

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Explains the problems of store shrinkage and how they can be prevented.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Commentary and discussion questions are included.

Title STORES, THE RETAIL MANAGEMENT MAGAZINE

Author _____ *Date Pub.* Monthly

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $10.00 1 year *Length* _____
Single copy $1.50

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: The official NRMA publication for retail management. Contains feature stories on the industry, trends and fashions, and "how to" items. Ideas for independent stores, viewpoints, executive report, legal briefs, and listing of NRMA current conferences and publications are included in each issue.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE STORY OF SEARS, ROEBUCK & CO.

Author *Date Pub.* 1961

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $1.00 *Length* 94 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: The story of the growth of the world's largest general merchandise retailer. Discusses its successful methods of promotion, labor relations, selling, advertising display and telephone sales.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title STRATEGY PROBLEMS OF MASS RETAILERS AND WHOLESALERS

Author M. P. Brown, W. Applebaum and W. J. Salmon *Date Pub.* 1970

Publisher Richard D. Irwin, Inc., 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* $12.00 *Length* 847 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Covers selected major strategy problems of large-scale retail and wholesale enterprises. These problems center on issues of growth and expansion, marketing, merchandising, promotion, and matters of long-range planning.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A STUDY OF CONSUMER FRUSTRATIONS

Author Charles J. Collazzo, Jr. *Date Pub.* 1963

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $3.00 *Length* 148 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Study on what consumers think about stores. Consumers are carefully defined by income, occupation and other important characteristics. Includes factors influencing shopping behavior, retail institutions and practices, store choice and clerk service, attitudes to merchandise selection, shopping frustrations, a statistical analysis of demographic influences on shopping attitudes.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TEENAGE SHOPLIFTING: WHAT ONE COMMUNITY DID ABOUT IT

Author *Date Pub.*

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $5.25 *Length* 40 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Case study of how one community turned words into actions and successfully campaigned to serve their children and retail community by reducing juvenile pilferage.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

BEST COPY AVAILABLE

Title TEENAGERS BEWARE: SHOPLIFTING IS STEALING

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* 100 for $5.00 *Length* 8 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Illustrated pamphlet designed to impress children and their parents with the serious consequences of shoplifting.

AVAILABLE INSTITUTIONAL MATERIALS: Two Anti-Teenage Shoplifting Posters prepared for display in conjunction with the distribution of the pamphlet. ($ .75 each)

Title TERMS OF SALE

Author _____ *Date Pub.* 1966

Publisher Teaching Systems Corp., 334 Boylston Street, Boston, MA

Teacher or Student Material Student *Cost* _____ *Length* 176 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Designed to instruct retail management trainees in the meaning and practical [illegible] of cash discounts, transportation costs, and dating terms.

AVAILABLE INSTITUTIONAL MATERIALS:

Title 3 STUDIES IN RETAIL RESEARCH

Author *Date Pub.* 1965

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $3.00 *Length* 149 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Provides study in the areas of personnel management and administration, effectiveness of sales training programs and the allocation of resources in department stores such as the assignment of funds for merchandise inventory and promotion.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title 256 TESTED PROMOTION IDEAS FOR MEN'S WEAR RETAILERS

Author Neal Fahy *Date Pub.* 1959

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $1.00 *Length* 56 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A guide with tested promotions for every business day of the year. Ideas for reactivating accounts, Father's Day, credit plans, co-operative promotions, giveaways and premiums, fashion shows, and public relations guarantees. Contains illustrative examples of successful promotional ideas.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title UNDERSTANDING INVENTORY

Author _____ *Date Pub.* 1967

Publisher Teaching Systems Corp., 334 Boylston Street, Boston, MA

Teacher or Student Material Student *Cost* _____ *Length* 180 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Introduces retail management to the accounting methods used to evaluate the merchandise on hand and to determine the cost of the merchandise sold during a specific period. Shows how the value of the inventory affects the monthly statements.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title VARIETY STORES

Author Pearce G. Kelley *Date Pub.* 1965
Small Business Administration

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 8 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: References cited were selected to help those interested in variety store retailing to gain an understanding of these changes as well as basic knowledge of the field.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WATCH OUT FOR THAT THIEF

Author _____ *Date Pub.* 1969

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $1.50 *Length* 28 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A booklet on: who are the shoplifters, what a lifter looks like, when and where they operate, what they steal, how merchandise is stolen, professional devices used, how to stop shoplifters, and other types of store thieves--pickpockets, short-change artists and fraudulent charge plate users.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WATCH OUT FOR THAT THIEF

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Teacher *Cost* $18.00 *Length* 12 posters

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A series of posters showing the shoplifter at work.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WATCH OUT FOR THAT THIEF

Author _____ *Date Pub.* 1971

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* _____ *Length* 40 slides

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Illustrates the methods commonly used by shoplifters and how an alert sales force will be able to thwart thieves to reduce shoplifting losses.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WHAT EVERY RETAILER SHOULD KNOW ABOUT THE LAW

Author R. Duffy Lewis and J. Norman Lewis *Date Pub.* 1969

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Both *Cost* $5.00 *Length* 100 pages

Grade Level Secondary/Collegiate/adult *Suggested Time of Use* _____

OBJECTIVES: To inform retailers concerning laws that pertain to their particular business.

SUMMARY DESCRIPTION: Deals with the problems, restrictions and rights of retailers under the law. Covers the retailer and his customer, problems concerning orders and deliveries, government restrictions, and the retailer and his employee.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

SALESMANSHIP

Title APPLIANCE SALES TRAINING KIT

Author _____ *Date Pub.* 1970

Publisher Instructional Materials Services Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Student *Cost* $45.00 *Length* 8 manuals

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Kit consists of eight manuals covering the sale of various appliances. The titles of the eight manuals are: Cooling and Heating Equipment, Dishwashers and Disposers, Home Entertainment Equipment, Home Laundry Equipment, Ranges and Cooking Units, Refrigerators and Freezers, Small Electric Appliances, and Selling and Management in Appliance Retailing. Manuals are also sold separately.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Appliance Answer Book ($7.00)

Title APPROACH

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $23.50 *Length* 4 audio lessons

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: How to properly dramatize your sales approach to gain attention from the start. Sales call notes. The powers of curiosity and creativity --how to arouse them. Anticipating objections. Applying imagination in the selling process.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BASIC RULES OF SELLING

Author _____ *Date Pub.* 1968

Publisher Fairchild Publication, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $27.00 *Length* 14 slides 18 minutes

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A dramatization of a sale starting with the customer's initial interest in a window display. Uses a traditional selling relationship between a customer and a salesperson--with both the right and the wrong approach demonstrated--to point up the importance of neatness, politeness, knowing the merchandise, handling the merchandise with respect, avoiding oversell[illegible] suggestion selling, and knowing how to close the sale.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE BASICS OF SUCCESSFUL SALESMANSHIP

Author Willard Mead Thompson *Date Pub.* 1968

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* _____ *Length* 291 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Programmed text to help the student master the eleven key elements of salesmanship which have been thoroughly tested by salesmen in all fields. This new kind of salesmanship stresses customer-oriented selling.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual

Title THE BENEFIT APPROACH TO SALES TRAINING

Author _____ *Date Pub.* _____

Publisher Bevin Enterprises, P. O. Box 85, Moraga, CA 94556

Teacher or Student Material Student *Cost* _____ *Length* 60 slides or 60 transparencies

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Emphasizes the basic principle that the salesman who learns how to sell benefits effectively will be more successful than he was before.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BETTER CUSTOMER RELATIONS SERIES

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Teacher *Cost* Single unit $235.00 $645.00 for series *Length* 3 films

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Three package units, each including a 16mm sound color motion picture. The three subjects are: Welcome, Stranger, the magic of a smile explained, how to show friendliness, reflect your best self, use the customer's name, etc.; Promises, Promises, how to use warranties, brochures, booklets, handle time promises; Thank you, Mrs. X, the why's and wherefore's of developing a good sales closing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Six full color posters and 15 pocket reminders are included.

Title BULLETIN BOARDS: SALESMAN'S APPEARANCE

Author Cathy Ashmore *Date Pub.* 1973

Publisher D. E. Materials Lab 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $1.00 *Length* 21 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Using cartoon animals to illustrate appearance problems, this is a set of bulletin board illustrations and headlines which could be used individually or on a bulletin board or in a display window. There are 11 animals with sub-heads and a major headline which reads, "Do Good Looks Count in Selling? Most of What the Customer Sees is You."

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CARE AND FEEDING OF CUSTOMERS

Author *Date Pub.*

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $23.50 *Length* 4 audio lessons

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Four prime objectives of follow-up calls. The most effective and economical method of advertising. How to obtain leads from a satisfied customer. How to avoid losing prospects and alienating customers. How to deal with people who pressure you for unrealistic delivery dates. How to deliver a product with showmanship. The date reminder system.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CASHIERING FOR SALES PEOPLE

Author *Date Pub.* 1968

Publisher Vocational Teacher Education Service
Lindsey Hopkins Education Center, Miami, FL 33132

Teacher or Student Material Student *Cost* *Length* 15 pages

Grade Level Secondary *Suggested Time of Use* 90 hours

OBJECTIVES: (1) To assist the student in becoming a more responsible representative of the retail food store industry; (2) To explore the retail food industry, its problems, limitations, merchandising techniques, and needs of consumers; and (3) To acquaint the student to the overall function and operation of the check-out stand.

SUMMARY DESCRIPTION: Discussion of the history and development of the retail food industry is accompanied by a study of the various operational and departmental functions of a retail food store. The student is taught to become a courteous, conscientious worker, one with efficient and accurate checker-cashier skills. The mechanics of operating a modern check-out stand and cash register are examined, as well as how to handle specific customers and register errors and adjustments.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CHANGE MAKING DRILLS

Author Merle W. Wood *Date Pub.*

Publisher Western Tape
Box 69, 2273 Old Middlefield Way, Mountain View, CA 94042

Teacher or Student Material Student *Cost* $30.00 *Length* 2 tapes 24 lessons

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Sixty change making problems which become progressively more complex. All conceivable change situations are presented and students receive complete exposure to change making procedures. Solutions to problems are given.

AILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's guide and key and spirit ster set of change analysis sheets are included.

Title [illegible] RETAIL SALES

Author [illegible] Date Pub. 1959

Publisher [illegible] Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or [illegible] Material Student Cost $1.00 Length 34 pages

Grade Level [illegible] Secondary/Adult Suggested Time of Use

CONTENTS:

[illegible] A training manual for men's wear salesmen, covering sales [illegible] initial greeting to the final sale. Advice on determining [illegible] proper fitting, suggestion selling, building a store image.

MATERIAL AND TESTS:

[illegible]OSE

[illegible] Date Pub.

[illegible]orld Productions, Order from Associated Educational [illegible]panies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

[illegible]erial Student Cost $23.50 Length 4 audio lessons

[illegible] Collegiate/Adult Suggested Time of Use

Three important "qualifications" of every prospect. [illegible]ral part of sales presentations. How and when to apply [illegible]mediate buying decision. How to use the "Impending [illegible] the averages. The value of careful listening. When [illegible] to say "No" and why you should not stop selling if he does.

MATERIAL AND TESTS:

Title COLLEGE SALESMANSHIP

Author Robert E. Hampton and James B. Zabin *Date Pub.* 1970

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* $7.00 *Length* 530 pages

Grade Level Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES: To prepare the student for occupational competency at either the management or mid-management level in sales and sales-related positions.

SUMMARY DESCRIPTION: Although the major emphasis is on selling, other marketing activities are included such as: advertising, market research, product research and development. The text explains how these and other marketing activities interact and how personal selling is supported by these other marketing activities.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual and Key ($2.20)

Title COMMUNICATIONS

Author *Date Pub.*

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $23.50 *Length* 4 audio lessons

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Improving sales results by improving communications--how to do it. Roadblocks to better communications--overcoming them. Eliminating unnecessary words and phrases. Influencing people to act the way you want. Overcoming "people problems".

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title COMPETING FOR THE MODERN SHOPPER

Author _____ *Date Pub.* _____

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $60.00 *Length* 32 slides 37 minutes

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A look at the changing characteristics of the modern shopper--her increased level of education, sophistication, independence. Covers new retail merchandising techniques, and changing resource patterns. Emphasis placed on the multi-billion-dollar leisure market, the service-for-profit field, "culture" merchandise, the "shop concept", and importance of imports.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE "CRACKERJACK" SALESMAN

Author _____ *Date Pub.* _____

Publisher The Center for Cassette Studies, Inc. 8110 Webb Avenue, North Hollywood, CA 91605

Teacher or Student Material Student *Cost* $12.95 *Length* cassette 28 minutes

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Experts discuss proper incentive for motivating the sales force. Some of the questions discussed are: What motivates a salesman? How does a company's competition affect the salesman's attitude? Is advertising important to the motivation of a salesman? How are salesmen, who may be lonely and frustrated, kept motivated? What is low-pressure selling? Is the salesman more important to the customer than the product?

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CREATIVE SALESMANSHIP

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $23.50 *Length* 4 audio lessons

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: What it means in improving sales. A step-by-step formula for stimulating creativity. A major key to developing creative [illegible]-building ideas. How to turn failures into successes.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CREATIVE SELLING

Author H. Webster Johnson *Date Pub.* 1966

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $4.92 *Length* 368 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Develops the kind of sales techniques that will convince the customer of the integrity of the salesman and his product.

AILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual

Title CUSTOMER SERVICE PEOPLE

Author _____ *Date Pub.* Weekly

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* per copy $ .30 *Length* approx. 4 pages per issue

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A newsletter designed to serve as the trade journal of salespeople to help them rediscover the importance of their job, better understand the consumer of today, and to provide a medium of exchange for their thoughts, ideas and problems.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CUSTOMERS DON'T BITE: SELLING WITH CONFIDENCE

Author Jules Steinberg *Date Pub.* 1972

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $5.95 *Length* 192 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Deals with the essentials of successful selling as perceived through logic, psychology and experience.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE D-I-C METHOD OF SELLING

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $5.95 *Length* 1 audio lesson

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A practical, simplified system for persuading prospects and customers to say "yes."

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title DARTNELL SALES AND MARKETING SERVICE

Author _____ *Date Pub.* _____

Publisher Dartnell, 4660 Ravenswood Avenue, Chicago, IL 60640

Teacher or Student Material Student *Cost* _____ *Length* _____

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES: To supply one with the material he can use to increase the effectiveness of his sales force.

SUMMARY DESCRIPTION: Reference file that covers 12 major classifications of sales and marketing activities. Covers all the functions from hiring salesmen through sales policy.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ESSENTIALS OF MERCHANDISE INFORMATION: NONTEXTILES

Author L. Levy, R. Q. Feldman and E. Corenthal *Date Pub.* 1968

Publisher Pitman Publishing Corporation, 6 East 43 Street, New York, NY 10017

Teacher or Student Material Student *Cost* $7.60 *Length* 336 pages

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Deals with specific non-textile items: how materials and manufacturing processes affect quality, pricing and appearance; care and maintenance; quality features; selling information and techniques. A Salesman's Glossary is included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual and Key ($1.00), and Workbook ($1.50)

Title FACTS ABOUT MERCHANDISE

Author William B. Logan and Helen M. Moon *Date Pub.* 1962

Publisher Educational Book Division Prentice-Hall, Englewood Cliffs, NJ 07632

Teacher or Student Material Student *Cost* $6.57 *Length* 304 pages

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES: Provide up-to-date information about products sold in the retail market.

SUMMARY DESCRIPTION: Presents a description and analysis of the products most frequently bought and sold in department stores.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual and Film Lists ($2.20)

Title FUNDAMENTALS OF SELLING

Author John Wingate and Carroll Nolan *Date Pub.* 1969

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $6.68 *Length* 595 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES: (1) To help the student give intelligent consideration to the possibility of making selling a career; (2) To train the student to evaluate sales appeals and sales techniques; (3) To give the student an appreciation of the key place of selling in the marketing of goods and services; and (4) To develop interest in and knowledge of the general principles of selling.

SUMMARY DESCRIPTION: Basic principles of effective selling are emphasized and applied to all types of sales activities with attention given to retail selling and selling as a career.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual, Workbook ($1.88), and Tests 1-4 ($ .36)

Title HOW TO KEEP CUSTOMERS BUYING

Author *Date Pub.* 1961

Publisher MEC Sales Education, The National Cash Register Company
NCR Education Center - Sugar Camp, Dayton, OH 45479

Teacher or Student Material Student *Cost* 25 for $5.00 *Length* 24 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES: To discuss the salesperson's duties and responsibilities in a self-service store.

SUMMARY DESCRIPTION: Deals with the new terminology in mass merchandising, store layout, the idiosyncrasies of today's self-service shopper, and the sales person in this relatively new retail environment. Also discussed are handy tips on self-service selling as well as the key points to be constantly practiced by the salesperson in a mass-merchandising store.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title JINGLE BELL PRE-CHRISTMAS TRAINING

Author R. James Rich, Jr. *Date Pub.* 1971.

Publisher D. E. Materials Lab 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $2.00 *Length* 62 pages

Grade Level Adult *Suggested Time of Use* four 2-hour sessions

OBJECTIVES:

SUMMARY DESCRIPTION: A complete outline of the necessary elements in establishing and teaching a pre-Christmas sales training program. This includes the author's promotional efforts, a teaching outline, handouts, and suggestions for success.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title KNOW YOUR MERCHANDISE

Author I. A. Wingate, K. R. Gillespie and B. C. Addison *Date Pub.* 1964

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* $6.72 *Length* 672 pages

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Explains the composition of various products and how these products can be used most effectively by the consumer.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual and Key ($2.40), Laboratory Manual ($2.67), and Key for Laboratory Manual ($1.60).

Title LISTENING/PROSPECTING

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $23.50 *Length* 4 audio lessons

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: The important first step in prospecting. Where to concentrate your sales efforts and how to correctly identify your best sales prospects. Getting referrals. Why some salesmen are afraid to sell. "Cold" canvassing. How to pick up important buying clues. The problem of faked attention and how to recognize it. What you should listen for when the buyer is talking. Deaf spots in your listening ability--recognizing them, what to do to correct them.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MAKING COURTESY WORK FOR YOU

Author _____ *Date Pub.* 1965

Publisher Teaching Systems Corp., 334 Boylston Street, Boston, MA

Teacher or Student Material Student *Cost* _____ *Length* 82 pages

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Programmed manual designed to furnish the retailer with an inexpensive, self-instructional and effective method of training sales personnel. It teaches the retail sales person the basic techniques of courteous selling.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MAKING SUGGESTIONS TO INCREASE SALES

Author _____ *Date Pub.* _____

Publisher Teaching Systems Corp., 334 Boylston Street, Boston, MA

Teacher or Student Material Student *Cost* _____ *Length* 82 pages

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Teaches the retail sales person the basic techniques of selling effectively through suggestions. Shows how this leads to more sales and to greater customer satisfaction.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MODERN APPLIED SALESMANSHIP

Author Allan Reid *Date Pub.* 1970

Publisher Goodyear Publishing Co., Inc. 15113-15 Sunset Boulevard, Pacific Palisades, CA 90272

Teacher or Student Material Student *Cost* $10.95 *Length* 463 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Globally-oriented book on selling which has a goal-setting, management-oriented principles approach. Presents principles, problems, and solutions with the needs of the beginner always in mind. Organized into topic paragraphs, with headings and subheadings underlining the topics covered.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MODERN SALES TECHNIQUES

Author *Date Pub.* 1968

Publisher D. E. Materials Lab 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $2.00 *Length* 31 pages

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: An outline for sales training which takes the instructor and students through the five selling steps in a concise organized manner.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MONEY UNLIMITED FOR RETAIL SALESMEN

Author Paul Rosenthal *Date Pub.* 1967

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $1.75 *Length* 64 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Describes selling methods that promise greater earnings and includes material and psychological rewards for good performance.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE MONTGOMERY WARD PRE-CHRISTMAS TRAINING MANUAL

Author Fred Palcho and John D. Mattingly Date Pub. 1969

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher Cost $3.00 Length 90 pages

Grade Level Secondary Suggested Time of Use 16 hours

OBJECTIVES:

SUMMARY DESCRIPTION: A manual directed specifically to those who are preparing for employment with Montgomery Ward. Deals only with procedures and techniques of Montgomery Ward. A large audiovisual supplement is included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MYSTERY OF SELLING TO WOMEN

Author Elizabeth Ann Toth Date Pub. 1973

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher Cost $3.00 Length 89 pages

Grade Level Secondary Suggested Time of Use 16 hours

OBJECTIVES: To help salespeople increase sales volume by the use of the techniques of motivation, communication, and human engineering.

SUMMARY DESCRIPTION: Salesmanship manual with the emphasis on dealing with the woman customer. Contains a brief teaching outline.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE NAME OF THE GAME IS SELL

Author Budd Gore *Date Pub.* _____

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $3.00 *Length* 48 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Points up the need for belief in selling, faith gained in making enough calls, for honesty and what it produces, for enthusiasm and its contagious value, for helpfulness, for curiosity wisely employed and many other attributes to employ to be a successful sales person, regardless of product or service.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title OBJECTIONS

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $23.50 *Length* 4 audio lessons

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: How to discover hidden objections--beating objections to the punch. What to do when you have handled an objection and it still stands in the way of a sale. Different kinds of objections--how to handle each of them. The emotional impact of money--how to use it to your selling advantage. What to do if your product does not answer a customer's objections.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PERSON-TO-PERSON SELLING

Author Seymour Helfant *Date Pub.* 1969

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $6.00 *Length* 64 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Consists of 13 lessons in salesmanship for sales people from welcoming the customer to the clerical part of the sales transaction.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE PERSONAL TOUCH

Author *Date Pub.*

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $110.00 *Length* 15 minutes

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A visual training program to instruct sales personnel on the value of "personal touch" for customers. Gives examples of the effects of a smile from the girl at the wrapping desk to the effort of a salesgirl tracking down an unusual item. Available in the following formats: 35mm slides or 35mm filmstrip, tape cassette, reel-to-reel tape or 33 1/3 rpm record.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE POWER OF PROPOSAL SELLING

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $34.00 *Length* 6 audio lessons

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: The philosophy of proposal selling and how to use it to greatly increase sales. How to develop written and verbal proposals which dramatize needs and benefits, close the sale and get the order.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PRE-APPROACH

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $23.50 *Length* 4 audio lessons

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: The importance of words and ideas in selling--how to find the right ones. How to turn objections to advantage. Overcoming doubts. Prospecting for customers--different methods and how best to use them. The importance of "qualifying" the prospect as a first step in selling.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PRINCIPLES OF PERSONAL SELLING

Author _____ *Date Pub.* _____

Publisher [illegible] Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $3.75 *Length* 133 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A sales training manual for junior executive trainees. Provides [illegible] simulations to speed the learning of best ways to sell. Defines roles of the sales person and personal selling in fashion distribution.

AVAILABLE [illegible] MATERIALS AND TESTS: Teacher's Manual ($5.00)

Title [illegible] OF SALESMANSHIP

Author [illegible] *Date Pub.* 1972

Publisher [illegible] Co., 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* $3.25 *Length* 151 pages

Grade Level [illegible]/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: [illegible] programmed learning aid designed to supplement basic textbook [illegible] major source material for studying the principles and techniques of selling.

AVAILABLE [illegible]

Title PROFITABLE SALESMANSHIP

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $5.95 *Length* 1 audio lesson

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: It's not enough just to make sales. The salesman should also make sure his sales are profitable to his company.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PROGRAMMED INSTRUCTION COURSE FOR THE D. E. STUDENT

Author Millicent Alter and John W. Blyth *Date Pub.* 1967

Publisher Argyle Publishing Co., 200 Madison Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* _____ *Length* 272 pages

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: A "how to" course on: greeting every prospect in a friendly manner; using an approach most likely to make the prospect your customer; determining the prospects wants and preferences; selecting the appropriate merchandise; and presenting it effectively.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PROSPECT ANALYSIS NO. 1

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $23.50 *Length* 4 audio lessons

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Observation and interrogation, important first sales steps. The secret of a good presentation. The problem-solving approach to selling. How to ask questions and interpret feedback.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PROSPECT ANALYSIS NO. 2

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $23.50 *Length* 4 audio lessons

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: How to handle different types of prospects and increase their desire to buy. How to decide on selling strategy. Reinforcing the sale.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RETAIL SALESMANSHIP

Author _____ Date Pub. 1968

Publisher Addison-Wesley, Reading, MA

Teacher or Student Material Student Cost _____ Length 82 pages

Grade Level Collegiate Suggested Time of Use _____

OBJECTIVES: To teach essential skills for successful retail selling.

SUMMARY DESCRIPTION: Programmed instruction which offers a basic foundation of selling techniques for the beginner in the retail field, and supplements and strengthens the experienced salesman's existing skills. All the important areas of retail selling are covered, including approaching the customer, finding out customer needs, selecting and showing specific merchandise, helping the customer make a purchase decision, and closing the sale.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RETAIL SALESMANSHIP

Author F. E. Hartzler Date Pub. 1970

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student Cost $2.73 Length 122 pages

Grade Level Secondary/Adult Suggested Time of Use _____

OBJECTIVES:

SUMMARY DESCRIPTION: A programmed text. At the beginning of each chapter of the text the student is given specific learning objectives. These objectives center around the performance requirements of the job. Introductory stories also appear in narrative form which involve the student with selling problems commonly faced by the beginning salesman.

VAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual and Key ($ .80)

Title RETAIL SELLING

Author Bodle and Corey *Date Pub.* 1972

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* $5.85 *Length*

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Preparation for retail selling including: selling, stock-keeping, completing sales slips, cashiering, wrapping, and maintaining a work station.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual and Key ($2.40), Laboratory Manual ($2.37), and Key to Laboratory Manual ($1.80).

Title SALES HORIZONS

Author Kenneth B. Haas and Enos C. Perry *Date Pub.* 1968

Publisher Educational Book Division Prentice-Hall, Englewood Cliffs, NJ 07632

Teacher or Student Material Student *Cost* $5.61 *Length*

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Trains students for both consumer buying and careers in selling. Covers all aspects of modern selling and marketing using popular language in narrative style.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Guide to Text, Workbook, Chapter Tests ($1.65), Guided Projects ($1.86), and Chapter Tests ($ .87).

Title SALES MANAGEMENT, CONTEMPORARY PERSPECTIVES

Author J. Allison Barnhill *Date Pub.* 1970

Publisher Scott, Foresman and Co., 1900 East Lake Street, Glenview, IL 60025

Teacher or Student Material Student *Cost* $5.75 *Length* 500 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Introduces contemporary material on such subjects as: buyer behavior, communication, international marketing, industrial selling, and technology of sales management.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SALES AND MARKETING

Author K. O. Meyers *Date Pub.* _____

Publisher Pitman Publishing Corporation, 6 East 43 Street, New York, NY 10017

Teacher or Student Material Student *Cost* $119.00 *Length* 70 transparencies

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES: To help students increase their skills and marketing knowledge.

SUMMARY DESCRIPTION: Helps students learn the art of selling and the techniques of marketing. Included are worksheets to further involve the student.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SALES STRATEGY - CASES AND READINGS

Author Robert F. Givinner and Edward M. Smith *Date Pub.* 1969

Publisher Appleton-Century-Crofts Meredith Corp., 440 Park Avenue, South, New York, NY 10016

Teacher or Student Material Student *Cost* _____ *Length* 558 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Focuses attention on the dynamic area of sales strategy as it is planned, implemented, and controlled in the business enterprise. The view of salesmanship and sales management presented in this volume is clearly a departure from the traditional view. As presented here, the sales field is not a collection of discrete activities, but rather a unified effort.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE SALE THAT TURNED THE TIDE

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $37.50 filmstrip w/o filmstrip $5.95 *Length* 1 filmstrip

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: How extra sales are often lost. How to employ more suggestive sales techniques and "sell up."

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SALESMAN'S WORKSHOP

Author _____ *Date Pub.* _____

Publisher National Sales Development Institute, Waterford, CT 06385

Teacher or Student Material Student *Cost* _____ *Length* 8 pages

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Each lesson is designed to help salesmen do a better job.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SALESMANSHIP

Author _____ *Date Pub.* _____

Publisher National Book Company, 1119 S.W. Park Avenue, Portland, OR 97205

Teacher or Student Material Student *Cost* $164.25 *Length* 15 tapes

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A complete program. Major units include knowledge for selling; personality and personal traits; the selling process; using special media; selling policies, and goodwill.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Student Syllabus ($5.25)

Title: SALESMANSHIP

Author _____ Date Pub: 1972

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student Cost _____ Length 302 pages

Grade Level Collegiate Suggested Time of Use 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: In this book the systems approach offers the student a quick grasp of the essential elements of professional salesmanship and the ways to use them in a logical, meaningful, and related manner. This approach tells the student how close the customer is to actually buying, and what selling activity parallels this progression.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SALESMANSHIP

Author H. R. Chesire Date Pub. 1967

Publisher Colonial Films, Inc., 70 Fairlie Street, N.W., Atlanta, GA 30303

Teacher or Student Material Teacher Cost _____ Length 21 transparencies

Grade Level Secondary/Collegiate/Adult Suggested Time of Use _____

OBJECTIVES:

SUMMARY DESCRIPTION: Covers such topics as: What is selling? the sales flow; opening the sale; and overcoming objectives.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SALESMANSHIP

Author Marvin W. Hempel *Date Pub.* _____

Publisher Western Tape Box 69, 2273 Old Middlefield Way, Mountain View, CA 94042

Teacher or Student Material Student *Cost* $199.95 *Length* 30 lectures 15 tapes

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Covers the entire field of selling from earliest times to the present. All aspects of business, as it relates to selling, are discussed and analyzed.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Additional student syllabus ($5.25), and Additional Key with tests ($2.95)

Title SALESMANSHIP

Author W. J. E. Crissy and R. M. Kaplan *Date Pub.* 1969

Publisher John Wiley & Sons, New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 366 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: A conceptually oriented treatment in depth of the dynamics of the selling-buying process.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SALESMANSHIP

Author G. A. Kirkpatrick *Date Pub.* 1971

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $10.45 *Length* 540 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Presents professional selling based on studying customer needs and customer satisfaction. The basic philosophy of the book is an understanding of the salesman's obligation (1) to himself, (2) to his company, and (3) to his customer.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SALESMANSHIP FUNDAMENTALS

Author Richard D. Ashmun and John W. Ernest *Date Pub.* 1973

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* $5.97 *Length* 470 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Principles of salesmanship as well as specialized topics such as outside selling, industrial sales, and route selling. The end-of-chapter activities are suited to either the cooperative or simulated plan for vocational training.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual and Key ($2.40) Student Activity Guide ($2.25)

Title SALESMANSHIP: HELPING PROSPECTS BUY

Author C. A. Kirkpatrick *Date Pub.* 1961

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* _____ *Length* 532 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Written for individuals who must influence or persuade, actuate or lead other individuals, now or in the future. Since this book is a combination of principles and techniques, it recognizes "why" as well as "what," "how," and "when." The principles which receive emphasis are basic and lasting; they are the principles which students will apply in business. Techniques include practices to adopt and practices to avoid.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SALESMANSHIP: PRINCIPLES AND METHODS

Author Carlton A. Pederson and Milburn D. Wright *Date Pub.* 1966

Publisher Richard D. Irwin, Inc., 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* $9.50 *Length* 756 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: To provide practical and effective educational materials which will make it possible for students to obtain a broad foundation in the field of selling and to prepare them for future careers in selling.

SUMMARY DESCRIPTION: Emphasis is placed upon the service type of selling, where the salesman is expected to act in the capacity of an advisor, a consultant, an expert, and as one who is sincerely interested in the welfare of the buyer. Recognition is provided for the contributions selling has made, and must continue to make, to insure a healthy economy and a continued high standard of living for Americans.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SALESMANSHIP: SUGGESTED GUIDE FOR A TRAINING COURSE

Author _____ *Date Pub.* 1967

Publisher U. S. Department of Health, Education and Welfare, Washington, DC

Teacher or Student Material Teacher *Cost* _____ *Length* 56 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 10 weeks

OBJECTIVES:

SUMMARY DESCRIPTION: This guide has been developed to assist administrators and teachers in developing content for courses to be used in preparing persons who wish to develop the abilities necessary for competence in the area of salesmanship. Provides for 10 weeks of instruction divided into ten major divisions or units. The sequence of instructional material and the time assigned are suggestive. Both time and content may be changed to better meet local needs.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE SECRET OF LOW PRESSURE SALESMANSHIP

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $75.00 *Length* 2 sound filmstrips

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: What low pressure salesmanship is. How it can win customer confidence and respect, build sales volume with repeat business. The importance of change-of-pace in successful selling.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE SECRETS OF "SELL-A-MILLION SAM"

Author Samuel A. Gross *Date Pub.* 1961

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $2.95 *Length* 72 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Offers advice on better buying, choosing resources, motivating salespeople and speeding up slow merchandise. A special section gives 100 steps to sales success.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SELLING

Author *Date Pub.*

Publisher Universal Education and Visual Arts, 221 Park Avenue South, New York, NY 10003

Teacher or Student Material Student *Cost* Complete set $68.00 $6.00 each filmstrip/ind. records $5.00 ind. cassettes $5.50 *Length* 8 filmstrips

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Topics covered are: Selling As A Career, The Economics of Selling, Your Person and Personality, Know Your Product, Why People Buy, Techniques in Selling, Objectives and Objections, Law, and Horizons in Selling.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SELLING: A BEHAVIORAL SCIENCE APPROACH

Author Joseph W. Thompson *Date Pub.* 1966

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* *Length* 384 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: (1) To provide the practicing salesman a general theory of selling and to help him understand the "why" of the sales process. (2) To provide the marketing student an accurate picture of what personal selling is and to help him better comprehend the role of selling within the broad concept of marketing.

SUMMARY DESCRIPTION: Analysis and application of the behavioral sciences in selling. It draws heavily from the disciplines of communications, economics, marketing, and management for concepts, ideas, and principles that are basic to the selling function as it exists today.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SELLING: A GOOD WAY TO EARN A LIVING

Author Wesley Caldwell and Porter Henry *Date Pub.* 1971

Publisher Olcott Forward, Inc., Pleasantville, NY 10570

Teacher or Student Material Student *Cost* $73.00 *Length* 128 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Describes realistic, entry-level jobs in widely varying fields and awakens students to what employers are looking for and expect from apprentice salesmen. An LP containing open-onded dramatizations, two filmstrips, spirit masters, picture cards, role-play dialogs, posters, 24 student copies of readings, bibliography, suggested assignments, and catalog card kit are included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Guide

Title SELLING INSIDE THE OFFICE PRODUCTS STORE

Author Homer Smith *Date Pub.* 1972

Publisher National Office Products Association
1500 Wilson Boulevard, Arlington, VA 22209

Teacher or Student Material Student *Cost* $25.00 *Length* 6 booklets 3 cassettes

Grade Level Secondary/Collegiate *Suggested Time of Use* 6 hours

OBJECTIVES: To provide basic selling skills to sales personnel who work inside the typical office products and stationery stores.

SUMMARY DESCRIPTION: Topics covered are: This is Your Business, Opening the Sale, Presenting the Merchandise, Overcoming Resistance, Closing the Sale, and Increasing the Sale.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Leader's Guide

Title SELLING BY MAIL ORDER

Author Richard D. Millican *Date Pub.* 1965

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* Free *Length* 12 pages

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses mail-order selling as an operation, rather than a kind of business. Describes its use by many organizations in trade and industry.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SELLING AND SERVICING MECHANICAL REFRIGERATION AND AIR CONDITIONING

Author William G. Flewellen *Date Pub.* 1965

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 8 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A limited bibliography of some principal sources of information on refrigeration and air conditioning.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SERVICE STATION JOB INTRODUCTION AND SALESMANSHIP

Author *Date Pub.*

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* 12 sound filmstrips $127.50 silent $60.00/ Audio w/o filmstrip $10.95 *Length*

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Because of training and job orientation deficiencies, many service station employees don't live up to their boss's expectations and find their work dull, unrewarding. This series has been developed to remedy that situation.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Guide, quiz and review aids.

Title SOCRATIC TECHNIQUE

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $23.50 *Length* 4 audio lessons

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: How to apply an ancient skill in selling. Guiding a prospect to flag his wants and needs. Selling creativity. The one element in sales that is most changeable. Buying motives and the prospect's mind.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title STORE SALESMANSHIP

Author O. P. Robinson, W. R. Blackler and W. B. Logan *Date Pub.* _____

Publisher Educational Book Division Prentice-Hall, Englewood Cliffs, NJ 07632

Teacher or Student Material Student *Cost* $4.98 *Length* _____

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Uses the job analysis approach and thoroughly covers the selling process in stores. Employee qualifications, including personality traits are set forth, actual cases and problems are included. Merchandise information is emphasized.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual and Key ($1.65), Workbook ($1.80), and Teacher's Key to Workbook ($ .66).

Title SUCCESSFUL COSMETIC SELLING

Author Joan Degenshein and Naomi Manners Stern *Date Pub.* 1971

Publisher Chain Store Publishing Corp., 2 Park Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* $6.50 *Length* 192 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Aims at upgrading the cosmetician and explains how to boost cosmetic sales in all types of outlets. Products, selling principles, customer advice, counter arrangements, and how the problems involved in selling cosmetics can be solved are some of the topics covered in this book.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SUCCESSFUL RETAIL SALESMANSHIP

Author Garland D. Wiggs *Date Pub.* 1967

Publisher Argyle Publishing Co., 200 Madison Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* *Length* 30 pages

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Programmed instruction for the development of retail salespeople. Includes all phases of retail selling.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SUCCESSFUL SALES MANAGING

Author _____ *Date Pub.* 1967

Publisher Business Education Division, Dun & Bradstreet, Inc., New York, NY 10019

Teacher or Student Material Student *Cost* $1.95 *Length* 185 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES: To help sales managers build the skills they need to meet the responsibilities of their job.

SUMMARY DESCRIPTION: Discusses the three vital areas of (1) the man in sales management; (2) building a sales organization; and (3) managing manpower.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE SUCCESSFUL SALESMAN

Author Ronald L. Bern and Herbert M. Greenberg *Date Pub.* 1972

Publisher Auerbach Publishers, Inc., 121 North Broad Street, Philadelphia, PA 19107

Teacher or Student Material Student *Cost* $8.95 *Length* 160 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Offers advice and insights on the nature of selling.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SUCCESSFUL SELLING IDEAS

Author _____ *Date Pub.* 1965

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $60.00 *Length* 31 slides 31 minutes

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Shows how conventional retailers of all sizes are meeting the challenge of mass merchandising techniques including discounting and self-service. Focuses on selling ingenuity and shopping convenience. Covers such topics as cost-cutting on the selling floor, brand selling, stock shortages, private label, management decisions on selling hours and selling approaches.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Commentary and discussion questions are included.

Title TAKE A GOOD LOOK

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Teacher *Cost* $95.00 *Length* filmstrip 13 minutes

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Spells out the ABC's of a wardrobe, cleanliness and dressing for the occasion and the importance of good grooming in dealing with the public. A fact sheet is included which outlines ways to implement a store-wide better grooming campaign.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Take A Good Look Booklet (Minimum 10. $ .40 each)

Title TEN STEPS OF A PLANNED SALES PRESENTATION

Author *Date Pub.* 1972

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $2.95 *Length* 33 RPM record

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Presents 10 selling tips to motivate sales trainees.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Script booklet.

Title TEXTBOOK OF SALESMANSHIP

Author F. H. Beach, R. H. Buskirk and F. A. Russell *Date Pub.* 1969

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* *Length* 596 pages

Grade Level Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Reflects the changes that have affected the role of selling and of the salesman. More attention is paid to industrial selling and the attention given to door-to-door selling has been reduced.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE THREE KEYS

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $23.50 *Length* 4 audio lessons

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Why a salesman's knowledge of his products, their benefits and basic information about his products are vital to effective salesmanship. The value of putting excitement and enthusiasm into sales presentations. How to overcome price objections, appeal to individual desires and needs. Pride, what it means in selling. Why sales are frequently lost.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TOP DOG

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $18.75 *Length* 1 sound filmstrip 33 frames
Audio w/o filmstrip $5.95

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Provides a touch of humor for sales meetings and sales training programs, giving the audience a welcome change of pace.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TRAINING RETAIL SALESPEOPLE

Author William B. Logan *Date Pub.* 1966
Small Business Administration

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 8 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: This bibliography lists U. S. Government and non-governmental publications that should assist prospectives and current owners of small retail businesses in training their retail salespeople.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title 200 ON ALFRED

Author *Date Pub.*

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $256.50 *Length* 6 sound filmstrips
Audio w/o filmstrips $34.00

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Teaches the basic fundamentals and fine points of selling. Attention holding story treatment deals with taking the most unlikely candidate and showing how what he learns turns him into a polished, professional salesman.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Guide, quiz, review aids and Salesmanship diploma

Title WHAT IT TAKES TO MAKE 'EM BUY

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $23.50 *Length* 4 audio lessons

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: The "V.I.P." and "YOU" approaches. Unrecognized wants--how they can lead you to more sales. The use of trial questions in closing. How to prove a benefit.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE WINNING WORDS OF WILBUR POE

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $257.00 *Length* 6 sound filmstrips
Audio w/o filmstrips $34.50

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: How to inject enthusiasm and sincerity into sales letters. How to put ideas in writing that hold attention, make prospects want to do business with you. A simple, tested formula for quickly planning a letter, organizing the subject matter for greater impact and maximize its action appeal. The "W-I-N System" --What it is and how it can work for you. How to most effectively use letters to handle inquiries, to get the order, to pave the way for sales calls. How to write better letters: for collection purposes, to straighten out customer complaints, create goodwill, enlist cooperation, develop a friendly atmosphere and ask a favor.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Guide, quiz, review aids — Diploma

Title WRITING LETTERS THAT SELL: YOU, YOUR IDEAS, PRODUCTS & SERVICES

Author Patrick Monaghan *Date Pub.* 1968

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Both *Cost* $6.95 *Length* 208 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Shows how to write letters that result in sales, from the "sell yourself" to the "sell a growth image to stockholders" letter. Provides a basic formula applicable in all letter-writing situations. Essential pointers, strategies, marketing concepts are offered, plus a chapter on "Things to Avoid."

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title YOU ARE THE PUBLIC RELATIONS EXPERT IN YOUR STORE

Author Jerome E. Klein *Date Pub.* _____

Publisher National Retail Merchants Association, 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* Minimum order 10 $ .15 each *Length* 24 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: An elementary course in public relations for store sales people.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title YOU THE SALESPERSON

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $60.00 *Length* filmstrip 10½ minutes

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Covers the seven important steps toward successfully completing a sale.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: You The Salesperson Booklet and a hand out pencil imprinted with "You are My Salesperson" is supplied with each booklet (Minimum order 10. $ .75 each)

Title YOUR INTIMATE GUIDE TO SUCCESSFUL SELLING

Author Jerome E. Klein *Date Pub.* _____

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* Minimum order 10 $ .15 each *Length* 24 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Illustrated primer to encourage salespeople to dress well reminding them that good grooming and neatness is an aid to selling.

LABLE INSTRUCTOR MATERIAL AND TESTS:

Title YOUR STORE AWAY FROM HOME

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $ .15 each Minimum order 10. *Length* 16 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A training primer to help store people do a better customer relations job at the most important point, contact with the public. Outlines the importance of good housekeeping, emphasizes neatness in the selling areas.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

HARDWARE, BUILDING MATERIALS, FARM AND GARDEN SUPPLIES AND EQUIPMENT

04.09 00 00

Organized subject matter and learning experiences related to various sales and sales-supporting tasks performed by distributive employees and management personnel in establishments engaged primarily in selling one or more of the following product lines at retail, at wholesale, or to contractors: hardware, paint, wallpaper, lumber, building materials supplies and equipment for home construction, or farm and garden supplies and equipment.

Title BUILDING MATERIALS TECHNOLOGY AND SELLING

Author _____ *Date Pub.* 1972

Publisher Instructional Materials Services Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Student *Cost* $21.95 *Length* 500 pages

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Product information and specifications for 16 different categories of lumber and building materials.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Answer Book $3.50

Title FARM, HOME, AND GARDEN SUPPLIES

Author _____ *Date Pub.* 1969

Publisher Instructional Materials Services Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Student *Cost* $7.50 *Length* 209 pages

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Technical product information on animal feeds, fertilizers and soil amendments, farm chemicals, and seeds.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Answer Book ($2.00)

Title FEED AND FARM SUPPLIES

Author _____ *Date Pub.* 1966

Publisher Instructional Materials Services
Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Student *Cost* _____ *Length* 155 pages

Grade Level Secondary/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This manual serves as a valuable tool in training and guiding the student's job assignments when on cooperative training.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HARDWARE RETAILING

Author Dorothy Ritter *Date Pub.* 1966

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 8 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: The publications cited in this bibliography are books and pamphlets issued by Federal agencies and listed under the issuing agency. All deal with hardware as a retail enterprise.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HARDWARE SALES TRAINING KIT

Author _____ Date Pub. 1966

Publisher Instructional Materials Services
Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Student Cost $25.00 Length 16 books

Grade Level Secondary Suggested Time of Use 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Four students may work from kit simultaneously. Discusses hardware merchandise, selling, advertising, merchandising, and management.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title LUMBER AND BUILDING MATERIALS

Author _____ Date Pub. 1968

Publisher Instructional Materials Services
Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Student Cost _____ Length 3 books

Grade Level Secondary/Adult Suggested Time of Use 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Emphasis upon basic information and jobs which D.E. students perform in this field.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PLUMBING, HEATING AND AIR CONDITIONING

Author Donald L. Weast *Date Pub.* 1964

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 7 pages

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A limited bibliography of some principal sources of information on plumbing, heating, and air conditioning. Concerns problems of sales, installation and service, rather than those of equipment design and technical developments. Sales aids and merchandising suggestions are included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SELLING FARM AND GARDEN SUPPLIES

Author Norman Hoover, Robert Joy and Lawrence Walsh *Date Pub.* 1971

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* $2.55 *Length* 140 pages

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Job skill manual designed to prepare students for employment in the agricultural sales and service occupations since it is estimated that between 20 and 25 percent of the off-farm agricultural occupations involve selling farm supplies to the professional farmer, the industrial user and the homeowner.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual and Key ($2.20)

HOME FURNISHINGS

04.10 00 00

Organized subject matter and learning experiences related to various sales and sales-supporting tasks performed by distributive employees and management personnel in retail and wholesale establishments engaged primarily in selling home furnishings such as furniture, household appliances, floor coverings, draperies, and specialized lines of home items.

Title ACCENT DECOR

Author _____ *Date Pub.* _____

Publisher Scott Paper Co., Classroom Service Dept., Modern Talking Picture Service, 1212 Avenue of the Americas, New York, NY 10036

Teacher or Student Material Student *Cost* _____ *Length* color movie 10 minutes

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Features interior designer, William Pahlman, creating room designs from English Regency to exotic Oriental.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BEFORE YOU BUY...WHAT YOU SHOULD KNOW ABOUT UPHOLSTERY FABRICS

Author _____ *Date Pub.* _____

Publisher Textile Fibers Dept. E. I. du Pont de Nemours & Co., Inc., Wilmington, DE 19798

Teacher or Student Material Student *Cost* _____ *Length* 28 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes Du Pont's Antron nylon flat and pile fabrics that are used to cover furniture cushions, padding, and webbing. Sums up the types of fabric, patterns and colors suitable for French, Chippendale, Hepplewhite, and other traditional furniture; American, French, and Italian Provincial; and contemporary furniture. Tells how to check nylon upholstery for quality and comfort and how to keep it clean. Contains a few rules for choosing colors.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CHINA AND GLASSWARE MERCHANDISER

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $6.00 *Length* 161 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A sourcebook of information on china and glassware. Includes history, glossary of trade terms, merchandising plans and sales planning aids. Analyzes the scope and responsibility of the buyer's job, cites numerous successful sales promotion techniques including opportunities in the bridal market and in table settings.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title COLOR IN HOME FURNISHING

Author _____ *Date Pub.* _____

Publisher Educational & Consumer Relations
J. C. Penney Company, Inc., 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Teacher *Cost* $10.00 *Length* Teaching kit

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A teaching kit with 2 full color filmstrips, a room color coordinator with 450 pieces of paper furniture.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Guides

Title COLOR NEWSREEL

Author _____ *Date Pub.* _____

Publisher National Paint, Varnish and Lacquer Assn., Classroom Service Dept. Modern Talking Picture Service, 1212 Avenue of the Americas, New York, NY 10036

Teacher or Student Material Teacher *Cost* _____ *Length* 28 minutes

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A movie featuring 7 rooms by internationally known interior designers. The role of paint and colors in modern home decoration is dramatized.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CREATIVE FURNITURE ARRANGMENTS

Author _____ *Date Pub.* _____

Publisher Broyhill Furniture Factories, Lenoir, NC 28645

Teacher or Student Material Student *Cost* Free *Length* Folder

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A chart plus gummed stickers labeled "chest," "bed," "dresser," buffet," "room divider," "chair," "sofa," "desk," etc. for planning a room.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title DECORATING KIT

Author _____ *Date Pub.* _____

Publisher Tell City Chair Co., Tell City, IN

Teacher or Student Material Teacher *Cost* Material for 50 students $6.00 *Length* 96 pages

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A Teaching Kit that contains a 96-page "Primer of Early American Home Decorating," fabric swatches, six stencils including room planning graph, how to achieve the Early American look, window treatments, estimating yardage and decorating hints.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title DECORATIVE WAYS TO REFINISH FURNITURE

Author _____ *Date Pub.* _____

Publisher Women's Activities, Pittsburgh Plate Glass Co. One Gateway Center, 10 North, Pittsburgh, PA 15222

Teacher or Student Material Teacher *Cost* _____ *Length* Program kit

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Focuses on how wood paneling and furniture can be protected with stain and beautiful with color.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Includes a set of color slides, narration script, program guide, and booklets.

Title FAIRCHILD'S DICTIONARY OF HOME FURNISHINGS

Author E. Hoffman, B. F. Buck, and V. Small *Date Pub.* 1972

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Both *Cost* $15.00 per volume *Length* Vol. I 300 pages Vol. II 250 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A two-volume set covers every practical retailing aspect of home furnishings. Vol. I covers styles, periods, designers, makers, components, materials, manufacture and finishings of Contemporary, Traditional and Antique Furniture. Included are the latest terms on: plastics and synthetics; lesser-known imported woods; machinery and manufacturing; the latest selling and retailing methods. Volume II covers resilient and soft surface floor coverings; fabrics and fibers; lamps and decorative accessories. Included are the latest terms on: important machinery used in manufacturing; the production and molding of raw materials.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FASHIONS FOR THE BEAUTIFUL BEDRROM

Author *Date Pub.*

Publisher Education Dept. Bates Fabrics, Inc., 112 West 34 Street, New York, NY 10001

Teacher or Student Material Student *Cost* Free *Length* 45 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Catalogs Bates bedspreads and tablecloths, and sketches ways to make headboards, canopies, curtains or draperies, also cover walls, folding screens, or open-work doors of cabinets.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FASHIONS FOR FLOORS

Author _____ *Date Pub.* _____

Publisher Bigelow-Sanford, Inc., 140 Madison Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* _____ *Length* 26 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Shows how different carpets set off a room. Shows tweedy carpets in casual rooms, pale carpets in traditional settings, and textured carpets in modern rooms. Sketches accent rugs for brightening a room.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FINE HARDWOODS MAKE FINE FURNITURE

Author _____ *Date Pub.* _____

Publisher Fine Hardwoods Assn., 666 Lake Shore Drive, Chicago, IL

Teacher or Student Material Teacher *Cost* Available on loan *Length* Program kit

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: The history of furniture and samples of hardwood.

VAILABLE INSTRUCTOR MATERIAL AND TESTS: Includes 34 color slides, script, nd a spiral-bound booklet.

Title FINE HARDWOODS SELECTORAMA

Author _____ *Date Pub.* _____

Publisher Fine Hardwoods Assn., 666 Lake Shore Drive, Chicago, IL 60611

Teacher or Student Material Student *Cost* $1.20 *Length* 60 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Charts physical properties of hardwoods, tells how modern technology changes hardwood into new forms and offers a selection guide with definitions of terms associated with hardwoods.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Twenty samples of rare woods, 8 by 10 inches, also available for $7.50.

Title "501" COLOR WHEEL COORDINATOR

Author _____ *Date Pub.* _____

Publisher Carpet Marketing
E. I. du Pont de Nemours & Co., Inc., Wilmington, DE 19898

Teacher or Student Material Student *Cost* Free *Length* Folder

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Contains 10 color schemes for carpet, wall, and accent colors in a room.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FURNITURE CHART

Author _____ *Date Pub.* _____

Publisher Good Housekeeping Bulletin Service 57 Street at Eighth Avenue, New York, NY 10019

Teacher or Student Material Student *Cost* $ .35 *Length* 38 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Compiles 270 examples of chests, commodes, dressers, lowboys, highboys, four-posters, canopy beds, upholstered beds, side chairs, armchairs, dining tables and small tables, cupboards and wardrobes, desks, bookcases, cabinets, breakfronts, love seats, sofas and mirrors. Shows how their designs evolved from the late 15th century to the middle 19th century, and points out design details for identifying and appreciating them. Includes a glossary.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FURNITURE INFORMATION

Author _____ *Date Pub.* _____

Publisher Consumer Education Div., Kroehler Manufacturing Co., Naperville, IL

Teacher or Student Material Student *Cost* $ .25 each *Length* 3 booklets

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses furniture styling, fabrics, quality and construction.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FURNITURE RETAILING

Author J. Wade Rice *Date Pub.* 1967
Small Business Administration
Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 8 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A bibliography of resources dealing with the furniture retailing field. A brief summary of the elements involved in this field is given preceding the bibliography.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title GIFT AND ART SHOPS

Author John W. Robinson *Date Pub.* 1965
Small Business Administration
Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* Free *Length* 8 pages.

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Concerned with small shops that sell moderately priced merchandise of sound quality. Provides a bibliography of some principal sources of information on gift and art shops.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title GREAT BEGINNINGS

Author _____ *Date Pub.* _____

Publisher Bigelow-Sanford, Inc., 140 Madison Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* _____ *Length* 23 pages

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Tells how color creates warm and cool moods and how it can be used to make a room seem larger or a ceiling seem lower. Describes different styles of furniture and carpets; presents tips for making a room interesting.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOME FURNISHINGS SLIDES

Author _____ *Date Pub.* _____

Publisher American Viscose Div. FMC Corp., 1617 John F. Kennedy Boulevard, Philadelphia, PA 19103

Teacher or Student Material Teacher *Cost* Available on loan *Length* 10 sets of slides

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Illustrates Avisco fibers used in home settings.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOME FURNISHINGS SALES TRAINING KIT

Author _____ *Date Pub.* 1980

Publisher Instructional Materials Services Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Student *Cost* _____ *Length* 8 books

Grade Level Secondary/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This kit has been compiled to teach prospective and present home furnishings salespeople how to sell effectively.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Handbook

Title HOW TO BUY SHEETS & PILLOW CASES

Author _____ *Date Pub.* _____

Publisher Consumer Buying Series, 1301 Avenue of the Americas, New York, NY 10036

Teacher or Student Material Student *Cost* Free *Length* _____

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses things to look for in order to get the best quality when purchasing sheets and pillow cases.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO SELL DOMESTICS AND LINENS

Author Albert R. Levine *Date Pub.* 1962

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $1.50 *Length* 56 pages

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A guide to selling domestics and linens properly, profitably and in volume. Provides basic information on various departments, such as bedding, bath accessories and linens for dining and kitchen use.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO SELL FURNITURE

Author Stanley Slom *Date Pub.* 1971

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $5.95 *Length* 188 pages

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A training guide for the retail furniture salesman. Covers the broad new areas and challenges in furniture selling: the results of a new emphasis on leisure living, the "second home," and of the influence of both fashion and science. Interpreted for the salesman is the new importance of casual and summer furniture; of plastic furniture as well as plastic parts and decorations; of the use of color, the "superfinishes," the new fabrics; of selling environment--the Total Look; and of the Youth Market's requirements. New credit rulings are discussed, the techniques of credit-backed big ticket selling and the role of service as an aid to sales. Includes a survey of furniture styles and illustrated sections on furniture.

Title HOW TO SELL HOME EQUIPMENT

Author Patrick Monaghan *Date Pub.* _____

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $1.00 *Length* 168 pages

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A step-by-step guide to selling home equipment. Discusses the human aspects of salesmanship, from arousing interest to building a steady clientele. Several chapters provide advice for the salesman who wants to start his own store.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO SELL AT RETAIL: TV, APPLIANCES & HOME IMPROVEMENTS

Author Patrick Monaghan *Date Pub.* 1968

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $7.95 *Length* 192 pages

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Contains the latest product, merchandising and marketing information and a broad range of pointers for successful salesmanship; the art of "high-end" selling against discount items, home selling, gaining customer confidence.

LABLE INSTRUCTOR MATERIAL AND TESTS:

Title INTERIOR DECORATING

Author Herbert M. Jelley *Date Pub.* 1965
Small Business Administration
Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 8 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A bibliography that presents some of the principal sources of information on interior decorating. They include U. S. Government publications, non-governmental publications, and trade associations. The books and pamphlets listed deal with such topics as: space and shape in interiors, design problems, relating to period and modern styles, and history of furniture design.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title KEEPING UP WITH CRESLAN

Author *Date Pub.*

Publisher American Cyanamid Co., Berdan Avenue, Wayne, NJ

Teacher or Student Material Student *Cost* *Length* 66 pages

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Checks off the merits of this man-made fiber and lists the ways it is being used in carpets, clothing, draperies and wall coverings that are easy to keep clean.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title LET'S TALK ABOUT CARPETS

Author _____ *Date Pub.* _____

Publisher Product Information Section, Textile Fibers Dept., E. I. du Pont de Nemours & Co., Inc., Centre Road Building, Wilmington, DE 19798

Teacher or Student Material Student *Cost* Free *Length* 6 pages

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Presents some basic facts about various fibers and illustrates Du Pont's "501" Nylon, its various colors and textures.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title LIVE IN COLOR

Author _____ *Date Pub.* _____

Publisher Fibers Division American Cyanamid Co., 111 West 40th Street, New York, NY 10018

Teacher or Student Material Student *Cost* Free *Length* 6 pages

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Depicts the practical qualities of carpets made with Creslan: color fastness, soil resistance, durability, and nonallergenic properties.

ILABLE INSTRUCTOR MATERIAL AND TESTS:

Title NEW FASHION IDEAS FOR BATHROOMS

Author _____ *Date Pub.* _____

Publisher Plumbing and Heating Division American Standard, 40 West 40 Street, New York, NY 10018

Teacher or Student Material Student *Cost* Free *Length* 31 pages

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Offers different styles for decorating a bathroom with sunken tubs, carpeting, striped tile patterns, wallpaper, antiques, plants, murals, draperies and color. Includes a color chart for floors, tiles, paint, counter tops, curtains, and towels.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title NEW ROOMS FOR OLD

Author _____ *Date Pub.* _____

Publisher Celanese Fibers Co. Consumer Relations, 522 Fifth Avenue, New York, NY 10036

Teacher or Student Material Teacher *Cost* Available on loan *Length* slides

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A teacher's manual plus color slide programs on home furnishings.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PROFITABLE FURNITURE RETAILING: FOR THE HOME FURNISHINGS MARKETS

Author Stanley Slom *Date Pub.* 1967

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $7.95 *Length* 240 pages

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: The new trends which are revolutionising the home furnishings industry, creating fierce competition, endangering small-to-medium-volume dealers. Gives advice on efficient advertising, buying, warehousing, credit and collection.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RETAILERS' GUIDE TO BUYING APPLIANCES

Author _____ *Date Pub.* 1969

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $1.50 *Length* 16 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Provides information on consumer information, dealer information and product service. Tells how to buy so that one will get his money's worth, protect customers and himself, tie in with the "consumer information trend" and make customers come back to buy again.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RUGS AND CARPETING, FACTS YOU SHOULD KNOW

Author _____ *Date Pub.* _____

Publisher Contact your local Better Business Bureau

Teacher or Student Material Student *Cost* Free *Length* _____

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Points out that it is as important to know how the fiber is used, how much of it is used, how it is built into the fabric and whether the carpeting is well made, as well as what kind of fiber goes into a rug.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SELLING AND SERVICING HOUSEHOLD APPLIANCES AND RADIO-TV

Author Small Business Administration *Date Pub.* 1966

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 11 pages

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A bibliography concerning the sale and service of household appliances, TV's, and radios. The references cover data on all types and sizes of electrical and gas appliances, radio and television sets, as well as some high fidelity sound reproducing equipment. It is concerned with merchandising management of the selling and servicing aspects rather than those of equipment development.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE SENG DECORULE

Author _____ *Date Pub.* _____

Publisher The Seng Co., 1450 North Dayton Street, Chicago, IL 60622

Teacher or Student Material Student *Cost* $ .50 *Length* _____

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A guide to furniture periods that charts the wood, related furniture styles, wall and floor coverings and fabrics for period rooms.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SENG FURNITURE FACTS

Author _____ *Date Pub.* _____

Publisher The Seng Co., 1450 North Dayton Street, Chicago, IL 60622

Teacher or Student Material Student *Cost* $1.00 *Length* 200 pages

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Illustrates a history of furniture design and function, and explains details of construction, upholstering, protection from moths, etc. Describes furniture woods, plastics, fabrics, and other materials and defines furniture names and technical terms. Covers decorating rules, including advice on curtain and draperies, carpets and rugs, and flooring materials. Contains a section on office furniture, sleeper sofas, mattresses, and bedframes.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WONDERFUL WORLD OF HARDWOODS

Author _____ *Date Pub.* _____

Publisher Fine Hardwoods Association, Hardwood Plywood Manufacturers Assn. Modern Talking Picture Service, 1212 Avenue of the Americas, New York, NY 10036

Teacher or Student Material Student *Cost* _____ *Length* 13½ minutes color movie

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Shows how hardwood plywood is made and how it is bringing fine cabinet woods within the budget of the average family.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

HOTEL AND LODGING

04.11 00 00

Organized subject matter and learning experiences related to the tasks performed by distributive employees and management personnel in establishments which provide lodging, lodging and meals, convention facilities, and other services on a year-round or seasonal basis to the general public or to an organization's membership.

Title ACCOUNTING PRACTICE FOR HOTELS, MOTELS, AND RESTAURANTS

Author Paul Ditthmer *Date Pub.*

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $8.93 *Length* 224 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Applies general accounting principles to the hospitality industry; practice in bookkeeping methods; the "Uniform System of Accounts for Hotels"; basic cost control tenets; food, beverage, and labor cost; specialized journals and ledgers; financial statements; voucher systems; budgeting and credit systems.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual ($5.00), and Student's Workbook ($4.95)

Title BE OUR GUEST

Author Edited by John O. Perreault *Date Pub.*

Publisher Education Institute of the American Hotel-Motel Association 221 West 7 Street, New York, NY

Teacher or Student Material Student *Cost* *Length* 50 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: This bulletin points to the hotel-motel industry as a huge educational resource, describes career opportunities, varied services, and the scope of their business. It outlines a variety of means for showing what hotels and motels really are, and how they operate the training they offer for continual advancement of individual employees.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE BELLMAN - THE 10-MINUTE AMBASSADOR

Author _____ *Date Pub.* _____

Publisher Thompson-Mitchell & Associates 2996 Grandview Avenue, N.E., Roberts Building, Atlanta, GA 30305

Teacher or Student Material Student *Cost* $25.00 *Length* 1 filmstrip

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: One color filmstrip with cassette tapes on the bellman's role as a "salesman."

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title EXPENSE & PAYROLL DICTIONARY

Author Horwath and Horwath *Date Pub.* 1962

Publisher Hotel Association of New York, 1 1 West 51 Street, New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 74 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Information which assists the hotel auditor to classify, in accordance with the Uniform System of Accounts for Hotels, the numerous expense and payroll items which he comes across in his daily work. Serves as a reference for the executive, the manager and the purchasing agent.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FRONT OFFICE OPERATION

Author Jaseph J. Haszonics *Date Pub.* _____

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $6.45 *Length* 192 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Offers those entering the hotel business the basics and principles of the front office operation. It discusses the front office's significance to hotel keeping and describes the roles and functions of the office staff as well as the paperwork and procedures for an efficient operation.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual ($5.00), and Student's Workbook ($3.26)

Title FRONT OFFICE PROCEDURE

Author _____ *Date Pub.* 1960

Publisher American Hotel Institute
Michigan State University, Kellogg Center, East Lansing, MI

Teacher or Student Material Student *Cost* _____ *Length* 100 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES: To acquaint the student with the more important steps or phases in the operation of an efficienly functioning front office.

SUMMARY DESCRIPTION: Working with others is the important topic covered. Receiving and checking out guests, general information on front-office tactics, procedures for hotel organization, registration, and rooming facilities are included. There is further discussion on the subject of credit, recordkeeping, transcripts, and explanations of various front-office forms.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Progress tests and final examination.

Title FUNCTIONAL HOUSEKEEPING IN HOTELS AND MOTELS

Author John T. Fales *Date Pub.*

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $6.45 *Length* 192 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: This book will enable the student to review the state of the art of hotel and motel housekeeping as it exists today and to assist in its further progress.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual ($5.00), and Student's Workbook ($3.26)

Title HOSPITALITY INDUSTRY COOPERATIVE TRAINING

Author Seymour Hertzson *Date Pub.*

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $6.94 *Length*

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: This is a text-workbook in which students read about and record their own observations about actual hotel, motel and restaurant operation through a work-cooperative program.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual ($5.00)

Title HOTEL ACCOUNTING

Author *Date Pub.* 1961

Publisher American Hotel Institute
Michigan State University, Kellogg Center, East Lansing, MI

Teacher or Student Material Student *Cost* *Length* 110 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES: To review basic arithmetic skills; to become acquainted with the principles of accounting; to present accounting terminology; to provide practice in preparing a complete set of accounts; to be able to read financial statements accurately; and to understand the relationship between the accounting and other departments of the hotel.

SUMMARY DESCRIPTION: A review of basic math and general accounting procedures is followed by a discussion of credit, sales and cash records, journals, work sheets, adjustments, formal statements, error detection, and voucher register. A se

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: A series of four progress tests is given, as well as practice problems with answers, and instructions for a final examination.

Title HOTEL FRONT OFFICE MANAGEMENT

Author Peter Dulsas *Date Pub.* 1960

Publisher Wm. C. Brown Co., 135 South Locust Street, Dubuque, IA

Teacher or Student Material Student *Cost* *Length* 173 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Divided into 4 parts: (1) an introduction to the hotel field; (2) description of forms used in the various departments of the hotel and the front office inparticular; (3) a hotel problem section to let the reader put into practice what he has learned; and (4) a glossary of terms, laws and regulations affecting the industry.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOTEL HOUSEKEEPING

Author _____ Date Pub. _____

Publisher Vocational Instructional Materials Laboratory Lindsey Hopkins Educational Center, Miami, FL

Teacher or Student Material Student Cost _____ Length 20 pages

Grade Level Secondary/Adult Suggested Time of Use 120 hours

OBJECTIVES:

SUMMARY DESCRIPTION: A basic orientation is provided, as is a discussion of responsibilities, issuing and ordering requests, passkeys, vacancy slips, special equipment and cleansing agents, and hotel linens. In addition, the issuance and repair of uniforms, keeping laundry records, linen records, room inspection, and work experience are touched upon.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOTEL LETTERS THAT SELL

Author Leonard Hick, Jr. Date Pub. 1959

Publisher Hotel Sales Management Association, 1325 Boardwalk, Atlantic City, NJ

Teacher or Student Material Student Cost _____ Length 340 pages

Grade Level Secondary/Adult Suggested Time of Use _____

OBJECTIVES:

SUMMARY DESCRIPTION: Examples of a variety of letters utilized in the hotel business to encourage people to make reservations.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOTEL-MOTEL AUDITING AND POSTING MACHINE

Author *Date Pub.* 1967

Publisher Vocational Instructional Materials Laboratory
Lindsey Hopkins Educational Center, Miami, FL

Teacher or Student Material Student *Cost* *Length* 15 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 100 hours

OBJECTIVES: To help the student develop habits and attitudes of self-direction, self-reliance, independence, good workmanship, dependability, cooperation, and thoroughness. To teach the proper use of NCR 4200.

SUMMARY DESCRIPTION: A section on orientation is followed by a section dealing with the operation of the NCR 4200 posting and auditing machine, recording charges and credits on guest accounts, balancing the cash at the end of the watch, and handling unusual transactions on guest accounts. Also discussed are correcting errors in guest accounts, night auditing of guest accounts, and the supervision of guest accounts and the value of outlying features in connection with the NCR 4200 posting machine.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOTEL-MOTEL FRONT OFFICE PROCEDURES

Author *Date Pub.* 1960

Publisher Vocational Instructional Materials Laboratory
Lindsey Hopkins Educational Center, Miami, FL

Teacher or Student Material Student *Cost* *Length* 15 pages

Grade Level Secondary/Adult *Suggested Time of Use* 240 hours

OBJECTIVES: To develop proper work habits and attitudes and to attain self-assurance and pride.

SUMMARY DESCRIPTION: Following an orientation, the subjects of registration and post-registration procedure are examined. The need to understand vouchers, guest departures, reservations, advanced payments, night audit, and work experience are covered.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOTEL-MOTEL MARKETING

Author David Hertzson *Date Pub.* 1971

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $6.45 *Length* 208 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: To help students of marketing to understand and become functional in hotel-motel marketing.

SUMMARY DESCRIPTION: Contents include: Role of marketing; Sales department organization; Salable products; Program planning; Direct mail advertising; Display advertising; Selling techniques; Public relations and publicity; Promotional aids; Developing room sales, food and beverage sales; Convention and meeting market; Marketing-management team.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual ($5.00), and Student's Workbook ($3.26)

Title INTRODUCTION TO THE HOSPITALITY INDUSTRY

Author Nathan Malt *Date Pub.* _____

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $6.45 *Length* 168 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This book is designed to equip the student with a strong basic knowledge of what transpires behind the gleaming facade of hotels and the many new motels.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title LEGAL ASPECTS OF HOTEL, MOTEL, AND RESTAURANT OPERATION

Author Nathan Kalt *Date Pub.* 1971

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $9.94 *Length* 352 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Introduces the substantive law of contracts, agency, and partnerships and laws affecting the hospitality industry; the nature and scope of union contracts, insurance coverage, fire prevention, guest protection, and routines for public safety.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MODERN HOTEL-MOTEL MANAGEMENT METHODS

Author Herbert K. Witzky *Date Pub.* 1964

Publisher Ahrens Book Co., Inc., Div. of Hayden Publishing Co., New York, NY

Teacher or Student Material Student *Cost* $9.95 *Length* 278 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES: To state the results of research and the application of tested and applied techniques as well as methods and concepts that have proved themselves in countless situations.

SUMMARY DESCRIPTION: The book discusses management techniques for hotel-motel executives. It covers: communicating more directly and effectively in writing; labor relations; sales and promotion effectiveness; and executive development and compensation.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MOTELS

Author Howard Morgan, Small Business Administration *Date Pub.* 1964

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 8 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A bibliography dealing with the financial aspects of motel investment and operation, and with the location and building of motels. In addition, a brief summary of motel industry trends and factors of importance in planning and operating a motel is given.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ROOM CARE FOR HOTELS AND MOTELS

Author Bruce E. Axler *Date Pub.*

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $1.99 *Length* 96 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Comprehensive "how to" book of room care and cleaning, offering step-by-step procedures and explanations. A complete, in-depth routinization of room housekeeping with guidelines, do's and don'ts, model checklists, equipment lists, supply lists. Productivity-improving suggestions that benefit even experienced workers.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE ROOM CLERK - "I LIKE PEOPLE"

Author _____ *Date Pub.* _____

Publisher Thompson-Mitchell & Associates 2996 Grandview Avenue, N.E., Roberts Building, Atlanta, GA 30305

Teacher or Student Material Student *Cost* Complete program $50.00 *Length* _____

Grade Level Secondary/Adult *Suggested Time of Use* Spanish edition $60.00/with records $10.00 less

OBJECTIVES:

SUMMARY DESCRIPTION: Two color filmstrips with cassette tapes on the role, duties and procedures of a room clerk.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SANITATION, SAFETY, AND MAINTENANCE MANAGEMENT

Author Bruce H. Axler *Date Pub.* _____

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $6.95 *Length* 280 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Provides in-depth discussions of all aspects of sanitation, safety, and maintenance for the manager. It provides practical suggestions, discussions of the manager's responsibilities, and tips on safety for both employees and the public. The importance of maintenance and sanitation is emphasized, and methods for implementing the suggested procedures are included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual ($5.00), and Student's Workbook ($3.38)

Title SECURITY FOR HOTELS, MOTELS, AND RESTAURANTS

Author Bruce H. Axler *Date Pub.*

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $1.99 *Length* 96 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Complete discussions of all aspects of security and protection from the hospitality perspective. Up-to-date discussions of modern methods of physical security, detection and prevention of embezzlement and fraud, protection of guests, organization of the security department. An important contribution toward reducing mounting hospitality industry losses because of theft, pilferage, riot, and vandalism.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title UNIFORM SYSTEM OF ACCOUNTS & EXPENSES FOR MOTELS, SMALL HOTELS & MOTOR HOTELS

Author *Date Pub.* 1963

Publisher American Hotel-Motel Association, 221 West 57 Street, New York, NY

Teacher or Student Material Student *Cost* $7.50 *Length* 128 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A manual of financial statements to assist owners and operators of motels, small hotels, and motor hotels.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title UNIFORM SYSTEM OF ACCOUNTS FOR HOTELS

Author _____ *Date Pub.* 1961

Publisher Hotel Association of New York, 141 West 51 Street, New York, NY 10019

Teacher or Student Material Student *Cost* $4.50 *Length* 102 pages

Grade Level Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: A manual of instructions for preparing standard financial statements and schedules of the various operating and productive units which make up a hotel. The manual was prepared in a form adaptable to all hotels, larger or small, including European plan, American plan, apartment and resort types.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title YOUR HOTEL AND ITS ECONOMY

Author Robert W. McIntosh *Date Pub.* 1960

Publisher American Hotel Institute, Michigan State University, Kellogg Center, East Lansing, MI

Teacher or Student Material Student *Cost* _____ *Length* 76 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Emphasis is placed on hospitality as a necessity; the hotel market is examined, as well as the growth of the industry, and the meaning of a hotel career.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Progress tests and final examination.

INDUSTRIAL MARKETING

04.12 00 00

Organized subject matter and learning experiences related to the tasks performed by sales and management personnel in establishing market potentials and selling goods and services to business and institutional buyers for use in their operations.

Title HOW TO SELL AND MARKET INDUSTRIAL PRODUCTS

Author Wilbert H. Steinkamp *Date Pub.* 1970

Publisher Chilton Book Company, 401 Walnut Street, Philadelphia, PA 19106

Teacher or Student Material Student *Cost* $7.95 *Length* 167 pages

Grade Level Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Focuses on how to sell capital goods to industry and government rather than selling consumer goods and services. The first sections discuss the successful salesman and his make-up, how the sales manager can lead him, the helpful selling tools and the creative build-up steps to an accomplished sale. A section on marketing and management covers topics such as territory analysis, communications, and reports. The home office marketing functions are clarified in the final section, with chapters on organization, customer service, remuneration, advertising, and sales promotion.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title INDUSTRIAL MARKETING

Author H. Robert Dodge *Date Pub.* 1970

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* _____ *Length* 467 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: (1) To provide a better understanding of the workings of the industrial marketing complex and its vital role in our national economy; (2) To present the reader with data techniques, and ideas that represent current thinking in each of the major functional areas; and (3) To describe the industrial marketing environment as it exists by including specific examples from actual business experiences.

SUMMARY DESCRIPTION: The proper management organization for the most effective planning, organizing, and control of industrial marketing activities. Special emphasis is placed on the concept that all marketing activities should be controlled and measured.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title INDUSTRIAL MARKETING

Author Lawrence Fisher *Date Pub.* 1970

Publisher Auerbach Publishers, Inc., 121 North Broad Street, Philadelphia, PA 19107

Teacher or Student Material Student *Cost* $9.95 *Length* 270 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Covers industrial marketing in action. The first few chapters include the principles of managerial analysis and the concepts and attitudes that make up the philosophy of marketing. The reader will learn how to develop policy and plans through systematic decision-making. The remaining portion of the book explains how industrial marketing evolves and adapts, how it adds to the nation's wealth, how it satisfies the demand for goods, how it meshes neatly with consumer marketing, and how it fits into the overall business world.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MODERN INDUSTRIAL MANAGEMENT

Author Edited by S. Benjamin Prasad *Date Pub.* 1967

Publisher Science Research Associates, Inc. 259 East Erie Street, Chicago, IL 60611

Teacher or Student Material Student *Cost* $4.50 *Length* 352 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Exemplifies the nature of industrial management today, spotlighting the many changes that have taken place in the theory and practice of management in industry. Includes an annotated bibliography.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TECHNOLOGY AND THE WORKER: TECHNICAL DEMANDS AND SOCIAL PROCESSES IN INDUSTRY

Author Martin Meissner *Date Pub.* 1969

Publisher Science Research Associates, Inc. 259 East Erie Street, Chicago, IL 60611

Teacher or Student Material Student *Cost* _____ *Length* 448 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Examines the nature of industrial technology and the demands it makes on the performance of its users. It describes what factory workers have to do in order to make the design of production operations work. The analysis puts into focus how strikingly different forms of cooperation, influence, and communication are found among men working at the various levels of technical conditions.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

INSURANCE

04.13 00 00

Organized subject matter and learning experiences related to the tasks performed by sales and management personnel for insurance carriers of all types, or by agents representing carriers and brokers dealing in the sale or placement of insurance contracts with carriers.

Title DECADE OF DECISION

Author _____ *Date Pub.* _____

Publisher Institute of Life Insurance, 277 Park Avenue, New York, NY 10017

Teacher or Student Material Teacher *Cost* $ .15 *Length* 55 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses life and health insurance.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A FAMILY GUIDE TO PROPERTY AND LIABILITY INSURANCE

Author _____ *Date Pub.* _____

Publisher Insurance Information Institute, 110 William Street, New York, NY 10038

Teacher or Student Material Teacher *Cost* Free *Length* 24 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A non-technical presentation of home and car insurance.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HANDBOOK OF LIFE INSURANCE

Author _____ *Date Pub.* _____

Publisher Institute of Life Insurance, 277 Park Avenue, New York, NY 10017

Teacher or Student Material Teacher *Cost* _____ *Length* 95 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Gives background information on such topics as "The Social Aspects of Life Insurance," describes industrial, ordinary life, group life, credit life; participating and nonparticipating policies; different types of insurance companies; individual policies and their uses; "How Annuities Provide Security," "How Life Insurance Operates"; what happens if you stop paying premiums; policy dividends; and "Buying Life Insurance." Tells how to obtain a policy and discusses "Adjusting Your Life Insurance Program."

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title INSURANCE SUCCESS IN THE 70'S

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $79.00 *Length* 12 audio lessons

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A highly specialized course of study of advanced insurance sales mass marketing concepts. A total of approximately three hours of mind-stretching ideas.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title LIFE INSURANCE BOOKS

Author _____ *Date Pub.* _____

Publisher Institute of Life Insurance, 277 Park Avenue, New York, NY 10017

Teacher or Student Material Teacher *Cost* _____ *Length* 48 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A catalog listing of books currently available on life insurance and closely related subjects.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title LIFE INSURANCE--WHAT IT MEANS AND HOW IT WORKS

Author _____ *Date Pub.* _____

Publisher Institute of Life Insurance, Modern Talking Picture Service, 1212 Avenue of the Americas, New York, NY 10036

Teacher or Student Material Student *Cost* _____ *Length* color movie 13 minutes

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Uses animation to tell the story of insurance effectively.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title [illegible] INSURANCE

Author [illegible] Date Pub. 1969

Publisher [illegible] Agency Management Association, Hartford, CT

Teacher or Student Material Student Cost [illegible] Length [illegible]

Grade [illegible] Suggested Time of Use 1 sem.

[illegible]

[illegible] first unit of study discusses the ways in which life [illegible] the hazards of a) dying too soon and b) living too [illegible] the establishment of rates, reserves, types of com- [illegible] and annuities. Unit VII describes the life insurance [illegible] The last four units cover types of insurance (ordinary, [illegible] information concerning legal and ethical aspects of life

AVAI[illegible] AND TESTS:

INTERNATIONAL TRADE

04.14 00 00

Organized subject matter and learning experiences related to the tasks performed by distributive employees and management personnel in a variety of business establishments concerned with export sales, trade controls, foreign operations, attitudes, monetary problems, and other elements in international marketing.

Title THE COMMON MARKET AND INTERNATIONAL TRADE

Author Jack Stietelmeier *Date Pub.* 1971

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $1.50 *Length* 37 pages

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A narrative manual explaining the characteristics of the countries making up the common market; their importance to world trade and their relationships with the United States are detailed.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Student assignments are given at the end of each section.

Title EXPORT & IMPORT PRACTICES

Author *Date Pub.* 1961

Publisher Vocational Instructional Materials Laboratory
Lindsey Hopkins Educational Center, Miami, FL

Teacher or Student Material Student *Cost* *Length* 13 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 72 hours

OBJECTIVES: To acquaint the student with the use of market surveys and international banking practices involved with this type of business.

SUMMARY DESCRIPTION: Consists of a course outline entitled Advanced Export and Import Practices. An analysis is made of the export and import business in a number of Central and South American countries. A bibliography which lists the references used by the student throughout the course is enclosed.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title EXPORT MARKETING FOR SMALLER FIRMS

Author The International Marketing Institute *Date Pub.* 1966
Small Business Administration

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* $1.00 *Length* 80 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES: To set forth a practical, low cost, self-administered system of market research to enable small business concerns to determine appropriate means for entry into or expansion of export operations.

SUMMARY DESCRIPTION: The manual outlines for the owner or manager of smaller firms the sequence of steps necessary to determine whether and how to utilize foreign markets as a source of immediate and future profits. It describes the problems facing smaller firms engaged in, or seeking to enter, foreign trade and the many types of assistance available to help them cope with these problems. The study also provides a step-by-step guide to the appraisal of the sales potential of foreign markets, and to understanding the requirements of local marketing practices and procedures in those markets.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title INTERNATIONAL BUSINESS MANAGEMENT

Author David B. Zenoff *Date Pub.* 1971

Publisher Macmillan Co., 866 Third Avenue, New York, NY 10022

Teacher or Student Material Student *Cost* *Length* 320 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Explores the nature of involvement in international business by highlighting many of the important areas of activity required of a company when it decides to move into the international field. The discussion is intended to review why and how a company might become involved internationally, how foreign opportunities can be identified, what problems and risks might be encountered in international commerce, and how proper perspective can provide the basis for profitable operations.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title INTERNATIONAL MARKETING

Author Philip R. Cateora *Date Pub.* 1971

Publisher Richard D. Irwin, Inc., 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* $12.50 *Length* 934 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: The objective of this book is to present a conceptual framework for marketing in all foreign countries and provides concrete, action-oriented benefits to marketing managers and students of marketing the world around.

SUMMARY DESCRIPTION: The basic premise of this book is that in today's world of global enterprise, the approach of teaching the dynamic subjects of international marketing and international business from the narrow viewpoint of ocean transportation or export trade mechanics is not adequate.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title INTERNATIONAL MARKETING

Author Roland L. Kramer *Date Pub.* 1970

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $10.75 *Length* 638 pages

Grade Level Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses the financial and economic aspects of international marketing, as well as the social, political, legal, ethical, and environmental considerations involved in worldwide business. It presents a balanced treatment of subject matter--one that gives the student a broader and more accurate picture of marketing as a profession. For example, it presents both import and export information and both the theory and practice of marketing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual

Title INTERNATIONAL MARKETING ADMINISTRATION

Author Edward M. Mazze *Date Pub.* 1967

Publisher Science Research Associates, Inc. 259 East Erie Street, Chicago, IL 60611

Teacher or Student Material Student *Cost* $2.75 *Length* 160 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Studies the international marketing operations of multinational firms from a managerial point of view. Chapter I discusses the environment for international business using an economic framework; Chapter II analyzes the foreign-buying decision; Chapter III discusses organization and planning for international marketing; Chapter IV is concerned with the management of product, place, promotion, and price policies of the multinational firms, and Chapter V develops guidelines for international marketing administration.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title INTERNATIONAL MARKETING - A COMPARATIVE SYSTEMS APPROACH

Author David Carson *Date Pub.* 1967

Publisher John Wiley & Sons, New York, NY

Teacher or Student Material Student *Cost* *Length* 539 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This book is an initial effort to focus on comparative marketing as a whole, rather than on individual segments. Discusses domestic marketing systems in various parts of the world.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title INTERNATIONAL MARKETING MANAGEMENT

Author Michael J. Thomas *Date Pub.* 1969

Publisher Houghton Mifflin Co., Boston, MA

Teacher or Student Material Student *Cost* _____ *Length* 496 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Covers the very basics of international marketing all the way through the development of the international corporation.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title INTERNATIONAL TRADE AND INVESTMENT: THEORY, POLICY, ENTERPRISE

Author Franklin R. Root *Date Pub.* 1973

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $10.95 *Length* 688 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Explains and relates two aspects of international trade and investment--the national perspective and the enterprise perspective. The national perspective deals with the description and analysis of national economics while the enterprise perspective deals with the role of multinational enterprise in the world economy and its relations with national governments.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual and Examination Booklet.

PERSONAL SERVICES

04.15 00 00

Organized subject matter and learning experiences related to the tasks performed by sales and management personnel in establishments primarily engaged in providing services. Generally, these services are concerned with personal improvements and the care of a person or his apparel. Included in this category are laundries and drycleaning establishments, shoe repair shops, funeral homes, photographic studios, and dance or art studios.

Title DRY CLEANING SALES AND SERVICE

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $187.50 *Length* 5 filmstrips
Audio w/o filmstrips $28.00

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Covers such points as: how to build door-to-door sales, selling from behind the counter, the importance of personal appearance, pre-planning, how to locate prospects, how to appeal to the five senses, six things to do and say in stopping complaints, specific dry cleaning procedures and operations, different types of soils and fabrics and how to handle each in the dry cleaning process, removing wrinkles and creases, garment inspection.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title DRY CLEANING - SALES & SERVICE

Author _____ *Date Pub.* _____

Publisher Thompson-Mitchell & Associates
2996 Grandview Avenue, N.E., Roberts Building, Atlanta, GA 30305

Teacher or Student Material Student *Cost* $187.50 *Length* 5 filmstrips

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Five color filmstrips with cassette tapes. Topics covered are: 1) Bright Future - Chapter 1; 2) Bright Future - Chapter 2; 3) Bright Future - Chapter 3; 4) The Professional Dry Cleaning Story; and 5) Seven Keys to Fabric Service.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title LAUNDRY AND DRYCLEANING

Author R. R. Willett *Date Pub.* 1966

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 8 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: This bibliography provides a selected list of references covering the more important facets of the laundry and drycleaning industry. Material covering coin-operated, self-service establishments has been included as have references pertinent to the operation of laundry and drycleaning plants.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title STARTING AND MANAGING A SMALL DRYCLEANING BUSINESS

Author Noel Grady *Date Pub.* 1966

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* $ .35 *Length* 80 pages

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A number of the problems that enter into starting and managing a small drycleaning business are discussed, and some helpful suggestions are made.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

REAL ESTATE

04.17 00 00

Organized subject matter and learning experiences related to tasks performed by persons who act for themselves or as agents for others in real estate brokerages or other firms engaged in buying, selling, appraising, renting, managing, and leasing of real property.

ERIC

Title REAL ESTATE AND INSURANCE

Author R. A. Hedges, F. B. Stubbs, R. L. Racster, H. C. Smith, and R. E. Valentine *Date Pub.* 1964

Publisher Small Business Administration U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 16 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: This bibliography is divided into three principal sections: I. U. S. Government Publications; II. Nongovernmental Publications; and III. Trade Associations. Insurance and real estate brokers and agents will find both theoretical and applied materials from the resources listed.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title REAL ESTATE LAW - INSTRUMENTS AND DOCUMENTS

Author *Date Pub.* 1960

Publisher Vocational Instructional Materials Laboratory Lindsey Hopkins Educational Center, Miami, FL

Teacher or Student Material Teacher *Cost* *Length* 5 pages

Grade Level Collegiate/Adult *Suggested Time of Use* 36 hours

OBJECTIVES:

SUMMARY DESCRIPTION: A course outline entitled Real Estate Instruments and Documents which includes a bibliography.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title REAL ESTATE PRINCIPLES AND PRACTICES

Author _____ *Date Pub.* 1960

Publisher Vocational Instructional Materials Laboratory
Lindsey Hopkins Educational Center, Miami, FL

Teacher or Student Material Teacher *Cost* _____ *Length* 5 pages

Grade Level Adult *Suggested Time of Use* 36 hours

OBJECTIVES:

SUMMARY DESCRIPTION: Consists of a course outline entitled Real Estate Brokers Training which includes a bibliography which lists several supplementary references used throughout the course.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Lectures and group discussions as well as periodic tests for evaluation purposes are given.

RECREATION AND TOURISM

04.18 00 00

Organized subject matter and learning experiences related to the variety of sales, counseling, and sales-supporting tasks performed by distributive employees and management personnel in establishments primarily engaged in providing amusement, recreation, entertainment, recreational supplies and equipment, or travel services. This instructional program also is designed for employees and management personnel engaged in other travel-serving businesses who assume responsibilities for stimulating the local economy through tourism.

Title ACCOUNTING FOR THE TRAVEL AGENT

Author Donald Madden *Date Pub.* 1973

Publisher University Press of Kentucky, Lexington, KY 40506

Teacher or Student Material Student *Cost* $11.00 *Length* 201 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES: To provide those without training in accountancy a clear and concise introduction to the basic concepts of accounting.

SUMMARY DESCRIPTION: Provides a clear, concise introduction to the basic concepts of accounting; outlines the design of an accounting system, and shows how to analyze the flow of data in such a system and how to generate statements and reports from that data. Shows how accounting should function in planning and control; how the manager can analyze his cash flow, control operating expenses, and formulate long-range profit plans. On the basis of extensive investigation of the travel industry, the author proposes a uniform system of account classifications, which is outlined in detail.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SPORTING GOODS

Author R. P. Willet and J. R. Grabner *Date Pub.* 1966
Small Business Administration

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 17 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A bibliography of the sporting goods industry which encompasses producers, wholesalers, and retailers of a wide variety of recreational equipment. It lists selected U. S. Government and nongovernmental publications relating to subjects of interest to the sporting goods industry.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TRAVEL AGENCY PROCEDURES

Author _____ *Date Pub.* 1960

Publisher Vocational Instructional Materials Laboratory
Lindsey Hopkins Educational Center, Miami, FL

Teacher or Student Material Teacher *Cost* _____ *Length* 7 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES: To acquaint the student with the activities involved in operating a travel agency and with arranging domestic and foreign travel by various types of carriers.

SUMMARY DESCRIPTION: The outline is composed of 14 blocks of instruction which are further broken down into several units each. There is a bibliography which shows the various guides used in the industry for making up travel arrangements and computing tariffs.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TRAVEL AGENCY AND TICKETING PROCEDURES

Author _____ *Date Pub.* 1967

Publisher Vocational Instructional Materials Laboratory
Lindsey Hopkins Educational Center, Miami, FL

Teacher or Student Material Teacher *Cost* _____ *Length* 13 pages

Grade Level Secondary/Adult *Suggested Time of Use* 72 hours

OBJECTIVES: To teach the student the procedures involved in handling reservations and making out tickets for travel by airlines in the U. S. and foreign countries.

SUMMARY DESCRIPTION: This course outline entitled Airline Reservations and Ticketing is useful as an advanced course for students who have taken the course in travel agency procedures as it covers, to a greater extent, the reservation and ticketing procedures used in a travel agency. Included is a bibliography which lists other references.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TRAVEL AGENCY AND TICKETING PROCEDURES.

Author _____ *Date Pub.* 1963

Publisher Vocational Instructional Materials Laboratory
Lindsey Hopkins Educational Center, Miami, FL

Teacher or Student Material Teacher *Cost* _____ *Length* 11 pages

Grade Level Secondary/Adult *Suggested Time of Use* 72 hours

OBJECTIVES: To show where and how necessary information may be obtained to handle the various types of customers encountered in ticketing.

SUMMARY DESCRIPTION: Consists of a course outline entitled Airlines Reservations and Ticketing - Intermediate. This course covers a wide range of rules, regulations, and tariffs encountered in ticketing passengers on international flights to various countries, and on different airlines throughout the country.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

TRANSPORTATION

04.19 00.00

Organized subject matter and learning experiences related to the physical movement of people, personal effects and products, and the sales, storing, and sales-supporting tasks performed by distributive employees and management personnel in enterprises engaged in passenger and freight transportation, public warehousing, and services incidental to transportation.

ERIC

JKJH

Title CONTAINERIZATION: THE NEW METHOD OF INTERMODAL TRANSPORT

Author Lawrence J. Rinaldi *Date Pub.* 1972

Publisher Sterling Publishing Co., Inc., 419 Park Avenue South, New York, NY 10016

Teacher or Student Material Student *Cost* $6.95 *Length* 96 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses the new field of containerization in detail.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ECONOMICS OF TRANSPORTATION

Author M. T. Farris *Date Pub.* 1971

Publisher American Society of Traffic and Transportation, Inc. 547 West Jackson Boulevard, Chicago, IL 60606

Teacher or Student Material Both *Cost* $5.00 *Length* 60 pages

Grade Level Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Guideline for study or instruction in the field of transportation economics. Complete bibliography and sample questions and answers for the certification program of the professional "AST & T."

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGEMENT TOOLS & CONCEPTS

Author Warren Rose *Date Pub.* 1971

Publisher American Society of Traffic and Transportation, Inc. 547 West Jackson Boulevard, Chicago, IL 60606

Teacher or Student Material Both *Cost* $5.00 *Length* 49 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Guideline for study or instruction in the general business areas of accounting, finance, statutes, marketing and management principles as related to transportation. Complete bibliography and sample questions and answers for the certification program of the professional "AST & T."

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MATERIALS HANDLING: TRAFFIC AND TRANSPORTATION

Author Tyler and Corenthal *Date Pub.* 1970

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* $5.37 *Length* 299 pages

Grade Level Secondary/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Focuses attention on how initial positions in the field of physical distribution can become a foundation for careers in mid-management.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual and Key ($2.40), Student Activity Guide ($3.06), and Tests ($ .72)

Title A MINI TRAFFIC COURSE

Author Dorothy E. Geiss *Date Pub.* 1969

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Both *Cost* $6.50 *Length* 22 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Provides a thorough understanding of the responsibilities, functions and terminology of the Traffic Department. Includes chapters on regulation of transportation, responsibilities of Traffic Manager, transportation costs, routing, modes of transportation, minimum shipments, F.O.B. terms of sale, freight allowance and equalization, chargebacks, tracing, expediting, returns to vendors and carrier claims.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MODERN TECHNIQUES IN MATERIALS HANDLING

Author *Date Pub.* 1966

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $4.50 *Length* 74 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Provides guidelines for reducing the substantial costs incurred in those areas of operations commonly designated as "materials handling." Covers the importance and implementation of a total merchandise handling program, better planning and programming for materials handling, new techniques in merchandise sortation, modernizing in the smaller store, new installation and equipment, planning, building and equipping a new warehouse.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE NEW WORLD OF PUBLIC WAREHOUSING

Author _____ *Date Pub.* _____

Publisher American Warehouseman's Association, 222 West Adams Street, Chicago, IL

Teacher or Student Material Student *Cost* Free *Length* 10 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes how AWA can be of value to businesses during changing conditions in market and during other economic factors.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PHYSICAL DISTRIBUTION

Author Lawrence Walsh *Date Pub.* 1969

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* $1.89 *Length* 124 pages

Grade Level Secondary/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Prepares the student for work in physical distribution: the field of transporting, warehousing, and handling merchandise. The demands of the jobs in physical distribution are the basis of the chapters organization.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual and Key ($2.00)

Title PHYSICAL DISTRIBUTION MANAGEMENT

Author D. J. Bowersox, B. J. LaLonde, and E. W. Smykay *Date Pub.* 1968

Publisher Macmillan Co., New York, NY

Teacher or Student Material Student *Cost* ____ *Length* 469 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Provides an integrated, modern study of all functional areas of physical distribution. Part I establishes the scope and character of physical distribution management. Part II is devoted to the five primary activity centers and their relationship to efficient product movement within a logistical system. The student is thus shown how an effective systems design integrates all activity centers into a network of physical facilities.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TRAFFIC TOPICS

Author ____ *Date Pub.* Monthly

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $13.50 *Length* Average issue 12 to 14 pages

Grade Level Adult *Suggested Time of Use* ____

OBJECTIVES:

SUMMARY DESCRIPTION: This bulletin serves Traffic and Operations Managers with complete coverage on the latest traffic, receiving, reserve stockkeeping, transportation information, and matters of legislation affecting traffic operations. Money-saving tips and successful systems and procedures of particular stores are included.

LABLE INSTRUCTOR MATERIAL AND TESTS:

Title TRAFFIC, TRANSPORTATION AND PHYSICAL DISTRIBUTION MANAGEMENT

Author R. D. Pashek *Date Pub.* 1971

Publisher American Society of Traffic and Transportation, Inc. 547 West Jackson Boulevard, Chicago, IL 60606

Teacher or Student Material Both *Cost* $5.00 *Length* 50 pages

Grade Level Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Guideline for study or instruction in the field of traffic, transportation and physical distribution management. Complete bibliography and sample questions and answers for the certification program of the professional "AST & T."

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TRANSPORTATION LAW & REGULATION

Author J. J. Broz *Date Pub.* 1971

Publisher American Society of Traffic and Transportation, Inc. 547 West Jackson Boulevard, Chicago, IL 60606

Teacher or Student Material Both *Cost* $5.00 *Length* 89 pages

Grade Level Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Guideline for study or instruction in the field of Transportation Law and Regulation with emphasis on practice before the Interstate Commerce Commission. Complete bibliography and sample questions and answers for the certification program of the professional "AST & T."

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TRANSPORTATION: A SERVICE

Author John de S. Coutinho *Date Pub.* 1972

Publisher Gordon and Breach Science Publishers, Inc., 440 Park Avenue South, New York, NY 10016

Teacher or Student Material Student *Cost* *Length* 638 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Contents include: The Role of Government in Transportation, Research and Priorities, Predicting the Demand for Transportation, Predicting the Effects of Advances in Transportation on Economic and Social Activities, The Role of Competition in Improving Transportation, Sociological Considerations, Historical Considerations, Transportation Planning for the Northeast Corridor, The Great Lakes Megalopolis and the Canadian Corridor, Urban Transportation: Concepts and Techniques; Overseas Transportation, Military Transportation, Mechanical Transportation Versus Human Mobility, Future Directions of Aircraft Utilization, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TRANSPORTATION: A VITAL LINK IN DISTRIBUTION

Author *Date Pub.* 1972

Publisher D. E. Materials Lab, 1885 Neil Avenue, 115 Townsbend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $2.00 *Length* 34 pages

Grade Level Secondary/Adult *Suggested Time of Use* 10 hours

OBJECTIVES:

SUMMARY DESCRIPTION: A brief study in narrative form to introduce the varieties of carriers of raw materials and finished goods. Covers water, rail, truck, and air carriers with some of the advantages and disadvantages of each. Included are transparency masters and a list of additional references.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WAREHOUSING

Author Leland L. Howell *Date Pub.* 1961
Small Business Administration

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 8 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: The basic information sources listed in this bulletin are representative of the warehousing literature which will assist the small firm in planning and implementing the physical handling aspects of its marketing program.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

OTHER RETAIL TRADE

04.20 00 00

Include here other organized instructional programs and learning experiences, emphasized in sales and sales-supporting tasks performed by distributive employees and management personnel in establishments engaged in selling merchandise purchased for resale to customers for personal, household, business or farm use, which are not listed above.

Title THE ROUTE SALESMAN'S YEAR

Author Fred DeArmond *Date Pub.* 1969

Publisher Mycroft Press, Springfield, MO 65804

Teacher or Student Material Student *Cost* _____ *Length* 96 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This booklet is divided into 12 sections. Each section is a different month. Each month is a different aspect of salesmanship. Each section has a portion of questions pertaining to it, a vocabulary list, and an area of discussion.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SELLING THROUGH ROUTE SALESMAN

Author _____ *Date Pub.* 1965

Publisher Mycroft Press, Springfield, MO 65804

Teacher or Student Material Student *Cost* _____ *Length* 330 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Confined to areas of sales management that are of common interest to marketers in all the various route selling industries. It is necessary to make only one distinction and that appears in two chapters. The distinction is between wholesale and retail. Every other section relates to interests common to all. Size of operation is not an important distinction.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

BEST COPY AVAILABLE

OTHER WHOLESALE TRADE

04.31 00 00

Include here other instructional programs and learning experiences emphasized in sales and sales-supporting tasks performed by distributive employees and management personnel in places of business engaged primarily in selling goods to retailers, industrial, commercial, institutional and professional users, or bringing buyer and seller together, which are not listed above.

Title HOW TO SELL THE SUPERMARKETS: FOR NON-FOOD MANUFACTURERS & DISTRIBUTORS

Author Julian H. Handler *Date Pub.* 1966

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $7.95 *Length* 226 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A study of the booming multi-billion-dollar non-food market in the supermarket field. Focuses on the seven merchandise categories dominating non-food volume in supermarkets: aparel; health and beauty aids; housewares; magazines and books; phonograph records; stationery and toys. Discusses the problems of distribution, pinpointing seasonal-value merchandise, defining rapid-turnover items, providing for impulse buying areas and employing well-designed, appealing packaging. Includes charts, photos, statistical breakdowns, three directories and actual promotional and merchandising programs.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title OPERATING COSTS AND RATIOS - WHOLESALING

Author Richard M. Hill *Date Pub.* 1965
Small Business Administration

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* Free *Length* 8 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Outlines the use of operating ratios for internal analysis, and for comparison with other firms.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PROFIT BY YOUR WHOLESALERS' SERVICES

Author Richard M. Hill *Date Pub.* 1970

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* Free *Length* 6 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses such services as: financing, recordkeeping, administrative practices, location, insurance, and personnel. Points out that the range of assistance varies according to the individual wholesaler and the line of merchandise. Some of the services are free, but others carry a fee.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title UNDERSTANDING WHOLESALING

Author *Date Pub.* 1971

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Student, *Cost* $8.00 *Length* 30 slides

Grade Level Secondary *Suggested Time of Use* 1 hour

OBJECTIVES:

SUMMARY DESCRIPTION: A tour through a large hardware wholesaler's warehouse and office facilities. This series shows the merchandise arriving from the manufacturer and follows it out the door as it is delivered to the retailer. It features the order-packing procedure, data processing equipment for billing and various other wholesale functions.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WHOLESALING

Author Small Business Administration *Date Pub.* 1966

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 18 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A bibliography of selected basic sources of information on the subject of wholesaling. Current information on wholesaling as well as additional fundamental knowledge may be obtained from the periodicals, services, and associations listed.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WHOLESALING

Author Kenneth Ertel *Date Pub.* 1970

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* $2.13 *Length* 124 pages

Grade Level Secondary/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This manual prepares students for entry-level work in 1) selling and promotion occupations, and 2) merchandise-handling occupations. It also provides skills and knowledge on which the student can develop his buying and managerial specialty, for wholesaling is a field where specialization pays.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual and Key ($1.60)

BEST COPY AVAILABLE

OTHER INSTRUCTIONAL PROGRAMS

04.99 00 00

Include here other organized instructional programs and learning experiences, emphasized in marketing functions performed by employees, managers, and/or proprietors in establishments engaged in selling products or providing services to individuals and business establishments which are not classifiable as either retail or wholesale in nature and function.

ACCOUNTING AND RECORDKEEPING

Title ACCOUNTING FUNDAMENTALS

Author Fritz and Hoffman *Date Pub.* 1971

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* $5.00 *Length* Text-Kit

Grade Level Adult *Suggested Time of Use*

OBJECTIVES: To give a basic understanding of accounting principles.

SUMMARY DESCRIPTION: Contains 28 chapters, each covering a specific aspect of accounting, with a Key Points section at the end and a variety of problem material.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Solutions Manual ($2.00)

Title AN ACCOUNTING PRIMER

Author Elvin Midgett *Date Pub.* 1969

Publisher The New American Library, Inc. Educational Division, 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Student *Cost* $ .95 *Length* 175 pages

Grade Level Secondary/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Information on: correcting and reversing entries, payroll tax accounting, buying and selling on credit, discounts, savings, bad debts, depreciation, partnerships, division of profits, expansion and liquidation, stock, bonds and dividends.

ILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ACCOUNTING IN SMALL BUSINESS DECISIONS

Author James Gibson and Warren Haynes *Date Pub.* 1963

Publisher University Press of Kentucky, Lexington, KY 40506

Teacher or Student Material Student *Cost* $3.00 *Length* 147 pages

Grade Level Collegiate/Adult *Suggested Time of Use*

OBJECTIVES: To provide a large-scale empirical examination of how small firms actually use accounting data in making operating decisions.

SUMMARY DESCRIPTION: Although accounting has a major role in motivating small business decisions, this study of the actual practices of approximately one hundred firms reveals that insufficient use is made of the data provided by accounting in making the decisions themselves. Within the limitations of time and revenue common to small business, the authors recommend simple ad hoc systems that may be derived from regular accounting procedures, which, together with flexibility and sound interpretation, will assist the businessman in making operating decisions. Special emphasis has

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BOOKKEEPING

Author *Date Pub.*

Publisher National Book Company, A Division of Educational Research Associates, 1119 S.W. Park Avenue, Portland, OR 97205

Teacher or Student Material Student *Cost* 1st or 2nd sem. $238.80 Complete set $429.60 *Length* 48 tapes 96 lessons

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Correlated with South-Western Text, 23rd Ed. Careful presentation of each bookkeeping concept.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title 20TH CENTURY BOOKKEEPING AND ACCOUNTING

Author Boynton, Carlson, Forkner, and Swanson *Date Pub.* _____

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $6.00 *Length* 500 pages

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Covers basic bookkeeping and accounting principles, types of business organizations, and automated data processing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual, Achievement Tests, Working Papers, Practice Sets, and Bookkeeping Charts.

Title BOOKKEEPING FUNDAMENTALS

Author Fritz and Hoffman *Date Pub.* 1965

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* _____ *Length* 103 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES: To provide bookkeeping fundamentals to those who do not have time for formal education.

SUMMARY DESCRIPTION: A programmed learning aid that covers the basic theory of bookkeeping and the applications of this theory to the recording of business transactions.

ILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BUSINESS PRACTICE

Author *Date Pub.* 1969

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $1.89 *Length* Practice set

Grade Level Secondary *Suggested Time of Use* Approx. 4 weeks

OBJECTIVES:

SUMMARY DESCRIPTION: In this practice set, the student will keep the records for a retail business that deals in office supplies and equipment. Activities include: recording in the journals; posting the customers' accounts; and using business forms pertaining to sales, purchases, bills, checks, and other business transactions.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CENTURY 21 ACCOUNTING

Author Boynton, Swanson, Carlson, and Forkner *Date Pub.* 1972

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* *Length* 750 pages

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Presents the accounting cycle in its simplest form. Includes payroll systems, automated data processing, sales tax, bad debts, depreciation, and partnerships and corporations.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CLERICAL PAYROLL PROCEDURES

Author Fuller and Pendery *Date Pub.* 1974

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $2.24 *Length* Text-workbook

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Involves the students with the Crown Toy Company as general office clerks who are responsible for the preparation of the weekly payroll. Students are given a variety of payroll applications ranging from payroll preparation for workers on an hourly basis to employees working on a piece-rate basis.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual

Title CLERICAL RECORD KEEPING

Author Harold Baron and Solomon Steinfeld *Date Pub.* 1971

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $6.52 *Length*

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Materials are provided to train students in the handling of business papers and records up to the point where double-entry bookkeeping takes over.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS;

Title DICTIONARY OF ACCOUNTING TERMINOLOGY

Author _____ *Date Pub.* 1972

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* _____ *Length* 30 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Presents accounting terminology in alphabetical order with definitions and cross references.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title GENERAL RECORDKEEPING

Author Huffman, Stewart, and Schneider *Date Pub.* 1971

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* $5.49 *Length* _____

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES: (1) To prepare students for office and related occupations; (2) To teach students how to become intelligent consumers; and (3) To provide students with groundwork for continuing study.

SUMMARY DESCRIPTION: While the personal-use applications of recordkeeping are presented, this edition focuses on the vocational aspects. Students are provided with a sound preparation for office employment and a foundation for further study. Projects for family and small business operations are included to add realism and provide application materials.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Source Book and Key ($7.60), Student Activity Guide and Working Papers (Part One or Two - $1.74), and Tests (I or II - $ .54).

Title PROJECTS IN CLERICAL RECORD KEEPING

Author Rosenberg *Date Pub.* 1968

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $2.82 *Length* 377 pages

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This combination text and workbook contains six projects for a retailer selling to the home, a wholesale bakery, a general insurance agency, a retail credit store, a department store, and a supermarket. The projects provide training for such clerical duties as preparing monthly statements, making out payroll records, filling out sales slips, preparing daily and periodic summary sheets, keeping accounts receivable records, figuring sales taxes and markup, making out checks and deposit slips, and many other clerical activities. Each project may be ordered separately.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual

Title YOUR BUSINESS RECORDS

Author *Date Pub.* 1971

Publisher Educational Book Division Prentice-Hall, Englewood Cliffs, NJ 07632

Teacher or Student Material Student *Cost* *Length* 23 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses what business records one must keep and how long to keep them.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

BEST COPY AVAILABLE

BUSINESS LAW

Title APPLIED BUSINESS LAW

Author McKee Fisk, Norbert Mietus, and James Snapp *Date Pub.* 1972

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $6.36 *Length* 681 pages

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES: (1) To teach preventive law, law and the minor; and (2) To learn about contracts, commercial paper, torts and criminal law, and the rights and responsibilities of citizenship.

SUMMARY DESCRIPTION: Presents personal, social, consumer, and business law. Examples are used throughout the text to emphasize particular points of law or to clarify difficult concepts. The influence of the Uniform Commercial Code is recognized and emphasis is placed on preventive law.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual, Workbook ($1.96), Tests 1-12 and Final Examination ($ .36), Textbook, Abridged ($5.28), Workbook, Abridged ($1.40), and Tests 1-9 and Final Examination ($ .28).

Title BUSINESS LAW SERIES

Author *Date Pub.*

Publisher Thompson-Mitchell & Associates
2996 Grandview Avenue, N.E., Roberts Building, Atlanta, GA 30305

Teacher or Student Material Student *Cost* $325.00 *Length* 30 cassette tapes 60 lectures

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Key points of business law are emphasized through use of appropriate illustrations and exercises in the workbooks.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Workbook I (lessons 1-32; $5.65), Workbook II (lessons 33-60; $5.65), and Key to Workbooks ($2.50)

Title THE LAW OF CONTRACTS

Author K. O. Myers *Date Pub.* 1972

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $3.00 *Length* 97 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: An unusual approach to a unit on the legal problems of contracts. It can be reproduced on overhead transparencies, shown on an opaque projector, or used as an individualized packet.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TODAY'S BUSINESS LAW

Author Kennard E. Goodman *Date Pub.* 1966

Publisher Pitman Publishing Corporation, 6 East 43 Street, New York, NY 10017

Teacher or Student Material Student *Cost* $4.47 *Length* 640 pages

Grade Level Secondary/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Latest information on the Uniform Commercial Code. A programmed preview study furnishes an overview of each section followed by multiple choice exercises. The preview study presents new legal principles, definitions and terms.

ILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Key and Manual ($1.50), tbook ($1.60), and Tests ($ .60).

Title WHAT EVERY RETAILER SHOULD KNOW ABOUT THE LAW

Author R. Duffy Lewis and J. Norman Lewis *Date Pub.* 1963

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $5.00 *Length* 100 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES: To give the retailer a simple and workable knowledge of the law.

SUMMARY DESCRIPTION: Deals with the problems, restrictions and rights of retailers under the law. Covers the retailer and his customer, problems concerning orders and deliveries, government restrictions, the retailer and his employee.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

BUSINESS MATH

Title APPLIED MATHEMATICS - AN INTRODUCTION

Author Chris A. Theodore *Date Pub.* 1971

Publisher Richard D. Irwin, Inc., 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* _____ *Length* 722 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: The book discusses: Boolean Algebra; sets and logic; elements of algebra and analytic geometry; functions and their application to business operations; and elements of calculus with applications.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BASIC MATHEMATICS FOR MANAGEMENT AND ECONOMICS

Author Lyman C. Peck *Date Pub.* 1970

Publisher Scott, Foresman and Co., 1900 East Lake Street, Glenview, IL 60025

Teacher or Student Material Student *Cost* $9.25 *Length* 323 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: With emphasis on applications in the business world, the text covers the basic mathematical processes--linear equations and matrices, linear inequalities, linear programming, finance, probability, differential calculus, and integral calculus. A step-by-step presentation stresses method rather than abstract proof.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BUSINESS MATH/30

Author Rosenberg *Date Pub.* 1968

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* $1.95 *Length*

Grade Level Secondary *Suggested Time of Use* 30 hours

OBJECTIVES:

SUMMARY DESCRIPTION: A text-workbook for a 30-hour module of instruction that provides high school Vocational Office Education students with the basic arithmetic skills needed for office occupations. It follows the U. S. Office of Education's guidelines for the required 30-hour course in "Fundamentals of Business Arithmetic" and "Business Mathematics."

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Key ($1.80)

Title BUSINESS MATHEMATICS

Author Rosenberg and Lewis *Date Pub.* 1968

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* $5.22 *Length*

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Specifically designed to stress the need for understanding why certain fundamental operations are employed rather than the mere employment of them. Emphasis is placed on business applications to provide a background for the understanding of recordkeeping, accounting, machine operation, and other allied subjects.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Edition ($6.20), Teacher's Key to Workbook and Tests ($2.40), Workbook ($2.22), and Tests ($ .72)

Title COLLEGE MATHEMATICS: WITH APPLICATIONS IN BUSINESS AND ECONOMICS

Author Robert Mason *Date Pub.* 1971

Publisher Learning Systems Company, 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* $3.25 *Length* 182 pages

Grade Level Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: A programmed learning aid designed to supplement basic textbooks in the subject area or to be used as core or essential material in courses or programs.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title INTRODUCTION TO BUSINESS MATHEMATICS

Author John Ernest and Herbert Stein *Date Pub.* 1969

Publisher Glencoe Press, Beverly Hills, CA

Teacher or Student Material Student *Cost* *Length* 378 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Fundamentals of business mathematics for business administration students.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MATHEMATICS SKILL BUILDER

Author J. Robert Briggs and Loyce C. Gossage *Date Pub.* 1969

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $1.96 *Length* 162 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES: To provide a thorough review of fundamentals of mathematics

SUMMARY DESCRIPTION: Provides an effective review of the fundamental mathematical operations and applications. It is designed as a basic text for an intensive course or as a supplement to any basic mathematics textbook. This workbook is ideal for remedial situations and can be used effectively as a supplement to courses in clerical practice, general business, record keeping, distributive education, and business arithmetic. Model script is used throughout the book to help develop correct numeral construction. Frequent application problems encourage the student to master the fundamental arithmetic facts.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MARKUP MATHEMATICS

Author *Date Pub.* 1967

Publisher Teaching Systems Corp., Boston, MA

Teacher or Student Material Student *Cost* *Length* 116 pages

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Teaches what markup is, how to calculate it, and why it is so important. The teaching approach is aimed at understanding--not just rote memorization of formulas.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MERCHANDISING ARITHMETIC FOR RETAIL TRAINING

Author _____ *Date Pub.* 1971

Publisher National Retail Merchants Association 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $3.00 *Length* 35 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Presents a thorough understanding of the arithmetic principles and procedures in buying and pricing goods through a specific and organized plan for training executive trainees and retailing students. Contains charts, review problems and questions. Chapters include profit and loss statement, methods of determining closing inventory at cost, features of the retail method of inventory, the retail method and buying plans, the merchandise budget and open to buy, price lines and markon, orders, invoices and vendors' discounts.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MERCHANDISING MATH FOR PROFIT: AN EXECUTIVE HANDBOOK

Author Murray Krieger *Date Pub.* 1972

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Both *Cost* $2.95 *Length* 96 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Helps anyone in merchandising to solve the most intricate of retail math problems. Includes formulas for every conceivable retailing situation, essential definitions, markup charts. Covers inventories, purchases, profit, turnover, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MERCHANDISING MATHEMATICS

Author Patrick A. Carlo and Dennis H. Murphy *Date Pub.* 1967

Publisher Delmar Publishers, Mountainview Avenue, Albany, NY 12205

Teacher or Student Material Student *Cost* $2.25 *Length* 136 pages

Grade Level Secondary *Suggested Time of Use* 20 weeks

OBJECTIVES: To teach the student how to work the problems in mathematics which are encountered in the fields of distribution, retailing, merchandising and selling.

SUMMARY DESCRIPTION: Begins with a review of the fundamentals vital to success and leads through arithmetic which is required knowledge for retailing and merchandising employees. No higher mathematics is involved, only basic understanding and formulas which, when applied, are nothing more than an extension of the fundamentals of addition, subtraction, multiplication and division. The functional approach is used.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Guide ($1.00) and Test Booklet

Title MERCHANDISING MATHEMATICS

Author Edwin L. Piper *Date Pub.* 1967

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $2.08 *Length* 92 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES: (1) To provide an effective review of the fundamental mathematical operations involving whole numbers, fractions, decimals, and percents; and (2) To present some of the common mathematical problems faced by the salesperson, the buyer, the merchandise manager, and the business owner.

SUMMARY DESCRIPTION: This text-workbook is divided into five parts to present the mathematics of sales transactions, employee earnings, purchasing, profits and pricing; and the mathematics needed by the small business manager. These five parts are divided into a total of 34 sections. The first 19 sections present fundamental operations and the subsequent sections deal with more advanced merchandising problems.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual

Title PRACTICAL PROBLEMS IN RETAIL MERCHANDISING

Author Murray Krieger *Date Pub.* 1969

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $6.00 *Length* 168 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A math workbook of real merchandising situations that store personnel must deal with on a day to day basis. Includes chapters on markon --based on retail price, based on cost price, initial markon, cumulation, average and maintained markon, markdowns, sales, shortages, gross margin, turnover, inventories, stock-sales ratios, profit, purchases, transactions, discounts, terms and dating.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PROGRAMMED BUSINESS MATHEMATICS

Author Harry Huffman and June Schmidt *Date Pub.* 1968

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* $3.16 *Length*

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Designed to enable each student to move through the text at his own pace, to master the materials in a step-by-step sequence that is psychology sound, and to obtain constant reinforcement of what he has learned.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

CAREERS

Title THE BIG QUESTION

Author _____ *Date Pub.* _____

Publisher New York Life Insurance Co. Order from Association Films, Inc., 600 Madison Avenue, New York, NY 10022

Teacher or Student Material Student *Cost* _____ *Length* movie 28 minutes

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Focuses on the story of two high school students and how they decide on a career. It emphasizes the importance of evaluating personal aptitudes and matching these with the demands and requirements of various careers.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CAREER DEVELOPMENT ACTIVITIES

Author Larry J. Kenneke *Date Pub.* _____

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $3.38 *Length* 144 pages

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This manual has ten sections containing 124 student activities designed to facilitate career development. Employment opportunities, understanding work, understanding yourself, career profiles, describing the worker, organized labor, starting a business, career preparation, getting a job, and holding a job are included in the contents.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Guide $2.00.

Title CAREER DEVELOPMENT STANDARDS FOR VOCATIONAL AUTOMOTIVE SERVICE INSTRUCTION

Author _____ *Date Pub.* 1973

Publisher Motor Vehicle Manufacturers Association 320 New Center Building, Detroit, MI 48202

Teacher or Student Material Teacher *Cost* Free *Length* _____

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses career development in the automotive service industry by describing standards for various positions.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CAREER EDUCATION PROGRAM VOLUME III

Author H. Eugene Wysong *Date Pub.* 1973

Publisher Houghton Mifflin Company, 110 Tremont Street, Boston, MA 02107

Teacher or Student Material Both *Cost* $15.00 *Length* _____

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Consists of a sequence of detailed lesson plans accompanied by duplicating masters and transparencies. The duplicating masters and transparencies that accompany the volume encourage a variety of student activities and reinforce the material in the lessons. Emphasizing small group discussions and individual research, these activities include: taking field trips, interviewing people in different careers, taking part in occupational role play, inviting parents to participate as role models, using resource persons, preparing displays, developing individual and group presentations, and maintaining workbooks.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CAREER EXPLORATORY KIT

Author _____ *Date Pub.* _____

Publisher Houghton Mifflin Company, 110 Tremont Street, Boston, MA 02107

Teacher or Student Material Student *Cost* $75.00 *Length* _____

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes over 450 different careers. Also included is one year's subscription to the updating Exploratory Service, with over 100 additions.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Exploratory Service ($20.00 per year)

Title CAREER INFORMATION: MARKETING & DISTRIBUTION

Author Teresa Walton *Date Pub.* 1970

Publisher Americal Vocational Association Publication Sales, 1510 H Street, N.W., Washington, DC 20005

Teacher or Student Material Teacher *Cost* $ .80 *Length* ~~31 pages~~

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This publication was prepared in an attempt to assist guidance and distributive education personnel in their task of securing relevant published career information.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CAREER OPPORTUNITIES FOR YOUR IN THE FABULOUS WORLD OF FABRICS

Author _____ *Date Pub.* 1973

Publisher Textile Distributors Association, Inc. 1040 Avenue of the Americas, New York, NY 10018

Teacher or Student Material Student *Cost* Free *Length* 12 pages

Grade Level Secondary *Suggested Time of Use* 1 day

OBJECTIVES:

SUMMARY DESCRIPTION: Presents the career opportunities in the field of textile marketing and distribution. Includes a flow chart showing the steps involved from raw fiber to finished textiles.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CAREER RESOURCE BIBLIOGRAPHIES

Author _____ *Date Pub.* _____

Publisher National Career Information Center NPCA, 1607 New Hampshire Avenue, N.W., Washington, DC 20009

Teacher or Student Material Teacher *Cost* $ .75 each *Length* _____

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A series of career education bibliographies. Each bibliography lists print and non-print materials for career clusters. Materials are available from trade and professional associations, governmental and educational agencies, commercial publishers and producers and special career information projects. The following bibliographies pertain to distributive education: Careers in Advertising, Marketing and Public Relations, Careers in Agriculture and Agribusiness, Careers in Business, Office and Information Processing, Careers in Public Services Careers in Transportation, Careers in Social Services, and Careers in Hospitality, Recreation and Personal Services.

Title CAREERS IN AUTOMOTIVE SERVICE AND REPAIR

Author _____ *Date Pub.* 1974

Publisher Pathescope Educational Films, Inc. 71 Weyman Avenue, New Rochelle, NY 10802

Teacher or Student Material Student *Cost* $40.00 with records with cassettes $44.00 *Length* 2 filmstrips 30 minutes

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Explores the wealth of occupations available in the automotive service industry and gives practical suggestions to students on how to get started and what the work is like.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CAREERS IN FASHION

Author _____ *Date Pub.* 1973

Publisher Fairchild Publication, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Both *Cost* $80.00 *Length* 34 slides

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES.

SUMMARY DESCRIPTION: Focuses on three career areas: design/production, retailing and communications. Some of the highlights are: Preparing for a Career in Fashion, The Textile Designer, The Fashion Illustrator, Many Facets to Modeling, Home Sewing as a Career, and Fashion Promotion: A Lot of Possibilities

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Commentary and discussion questions are included.

Title CAREERS IN FASHION AND TEXTILES

Author _____ *Date Pub.* 1974

Publisher Pathescope Educational Films, Inc. 71 Weyman Avenue, New Rochelle, NY 10802

Teacher or Student Material Student *Cost* with records $40.00 with cassettes $44.00 *Length* 2 filmstrips 30 minutes

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Takes a look at people who provide one of the nation's most important services by designing, manufacturing and selling the clothes we wear and the cloth we need for countless other uses. Interviews disucss the personal satisfactions derived while showing the variety of jobs and the necessary skills, aptitudes and personality traits needed. People at work in the fashion and textile industry talk about how they got started, the opportunities for advancement, what kinds of people they work with, and what they like and dislike about working in this field.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CAREERS IN FOOD SERVICE

Author _____ *Date Pub.* 1973

Publisher Pathescope Educational Films, Inc. 71 Weyman Avenue, New Rochelle, NY 10802

Teacher or Student Material Student *Cost* with records $40.00 with cassettes $44.00 *Length* 2 filmstrips 30 minutes

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES

SUMMARY DESCRIPTION. Defines the wide range of jobs and opportunities involved in distributing, preparing and serving food in a variety of places from ice cream parlors and gourmet restaurants to large institutions and franchises. The food service opportunities, satisfactions, challenges and types of work involved are covered in interviews. People working on the job discuss both the advantages and disadvantages of their work to help students make realistic choices.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CAREERS IN HOME FURNISHINGS

Author _____ *Date Pub.* 1973

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Both *Cost* _____ *Length* 32 slides

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes the opportunities in the field and how to prepare for the various jobs.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Commentary and discussion questions are included.

Title CAREERS IN HOTELS AND RESTAURANTS

Author Gerald W. Lattin *Date Pub.* 1967

Publisher Henry Z. Walck, Inc., New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 107 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Emphasis is on careers in hotels and restaurants, the two largest elements of an even larger industry--mass housing and feeding. The other businesses involved offer many opportunities to train people in hotel or restaurant work.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CAREERS IN INSURANCE

Author _____ *Date Pub.* _____

Publisher Insurance Information Institute, 110 William Street, New York, NY 10038

Teacher or Student Material Student *Cost* Free *Length* 14 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Offers a brief description of the career opportunities in property and liability insurance.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CAREERS IN MARKETING

Author _____ *Date Pub.* _____

Publisher International Film Bureau, Inc. 332 Michigan Avenue, Chicago, IL 60604

Teacher or Student Material Both *Cost* _____ *Length* 5 filmstrips

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES: To present an overall picture of careers in marketing.

SUMMARY DESCRIPTION: Focuses primarily on retail distribution and sales clerk procedures.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CAREERS AND OPPORTUNITIES IN RETAILING

Author Harriet Wilinsky *Date Pub.* 1970

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $6.75 *Length* 251 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Covers what kind of people suit what kind of retail situations, special preparation for retailing, what kind of stores are there, what kind of jobs, the various divisions from merchandising to operations, how to get the job and where to go for more information about retailing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CAREERS IN RETAILING

Author Peter F. Drucker *Date Pub.* 1969

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $1.50 *Length* 61 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Covers people and their employment, the direction the retailers must go, and the buyer for the customer.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CAREERS IN RETAILING & MARKETING SERIES

Author *Date Pub.* 1972

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Both *Cost* Each program $80.00 *Length* Program I 28 35mm slides; Program II 32 slides

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Consists of 2 programs. Program I - Careers in Department Stores covers every type of position from stock clerk and salesperson right up through top store management. An emphasis on fashion, selling, advertising, display, management, operations and home furnishings dramatizes the ever-increasing opportunities in this field. Program II - Careets in Food Merchandising deals with a representative group of jobs, ranging from stockmen to checker to departmental specialists to management. Each of the key managerial categories--meat, groceries, produce, dairy, non-food are covered.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Commentary and discussion questions are included.

Title CAREERS IN SALES

Author *Date Pub.*

Publisher Pathescope Educational Films, Inc. 71 Weyman Avenue, New Rochelle, NY 10802

Teacher or Student Material Student *Cost* with records $40.00, with cassettes $44.00 *Length* 2 filmstrips 30 minutes

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Demonstrates the vast variety and scope of careers in sales, recounting the vital role of salesmen in history, and assessing the prestige of sales in today's world. Discussion of desirable personality traits and of the opportunities, challenges and rewards of sales careers. Interviews suggest some ways of entering the field; outline qualifications, skills and knowledge needed; and stress sales as a career of freedom, creativity and opportunity.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CAREERS IN SERVICE STATIONS

Author _____ *Date Pub.* 1973

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Both *Cost* $80.00 *Length* 37 slides

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Covers all aspects of careers in this area from attendant to owner. Some of the highlights are: Learning the Basics, You're Also a Sales Promoter, Supervisory Skills--On Your Way Up, Opportunities Unlimited, How Much Can You Make?, and Women on the Job.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Commentary and discussion questions are included.

Title CAREERS IN TRANSPORTATION

Author _____ *Date Pub.* _____

Publisher Pathescope Educational Films, Inc. 71 Weyman Avenue, New Rochelle, NY 10802

Teacher or Student Material Student *Cost* $40.00 with records *Length* 2 filmstrips 30 minutes with cassettes $44.00

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Depicts the role of the transportation industry in everyone's life--moving people, goods and materials for short distances and long. Investigates the five major areas--air, railroads, trucking, merchant marine, municipal public transportation--describing types of occupations at all levels and the advancement opportunities, showing something of the duties and responsibilities in various kinds of jobs. The skills, aptitudes, personality traits and physical qualifications advantageous to this field are summarized.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CAREERS IN THE U. S. DEPARTMENT OF AGRICULTURE

Author _____ *Date Pub.* 196[illegible]

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* $3.25 *Length* [illegible]

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Career opportunities, employment benefits, salaries, and description of jobs in the U. S. Department of Agriculture.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CONCISE HANDBOOK OF OCCUPATIONS

Author Editors: Joan M. Costello and Rita P. Wolfson *Date Pub.* 1970

Publisher Doubleday/Ferguson, 150 Franklin Avenue, Garden City, NY 11530

Teacher or Student Material Both *Cost* _____ *Length* 320 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Over three hundred jobs varying in educational requirements. Each job description is complete on one page and includes: job definition, description of type work done, necessary personal employment outlook, earnings, working conditions, license or certification requirements. Each description is accompanied by a photograph of an actual job situation.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CUSTOMER SERVICE

Author Leroy M. Buckner *Date Pub.* 1971

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* $1.89 *Length* 108 pages

Grade Level Secondary *Suggested Time of Use* 20-30 hours

OBJECTIVES: To prepare students for customer service jobs by using a behavioral approach. Behavioral goals, stated at the beginning of each chapter, tell exactly what is expected of the student after he finishes the chapter, the learning activities, and the chapter project.

SUMMARY DESCRIPTION: The customer-service field offers beginning workers a wide range of rewarding career opportunities. This text-workbook points out these career opportunities in the discussions on the nature and importance of entry-level jobs.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual and Key ($2.00)

Title CAREERS UNLIMITED

Author *Date Pub.*

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* Complete program $168.80 *Length* 6 units Unit price $32.20/Individual tape-cassette

Grade Level Secondary/Adult *Suggested Time of Use* $5.20

OBJECTIVES:

SUMMARY DESCRIPTION: Familiarizes students with the demands, requirements and rewards of 36 high interest career opportunities. On-the-job interviews with leaders in each field adds enrichment and enhances understanding.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title DISTRIBUTIVE CAREER SERIES

Author Faye Gold and Raymond J. Grandfield *Date Pub.* 1972-1973

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $1.75 to $2.25 *Length* Approx. 100 pages each

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A five-part series. Each book is sequential but can be used independently, and is adaptable to any local geographic or business community. The development of basic skills, desirable work attitudes, and social contacts are emphasized throughout the series. The titles are: Book I - Distribution and Distributive Careers; Book II - Working In A Store; Book III - Working In A Service Industry; Book IV - Working For A Wholesaler; and Book V - Working In The Transportation Industry.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title INTRODUCTION TO SUPERMARKET OCCUPATIONS

Author C. Butt, W. D. Hailes, Jr., and W. Hemenway *Date Pub.* 1967

Publisher Delmar Publishers, Albany, NY

Teacher or Student Material Student *Cost* _____ *Length* 210 pages

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Basic information on the food distribution industry as a basis for advancement. Presents keys to success in supermarket occupations.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Test Booklet

Title IS A CAREER IN FINANCE, INSURANCE OR REAL ESTATE FOR YOU?

Author _____ *Date Pub.* 1972

Publisher Counselor Films, Inc., 1728 Cherry Street, Philadelphia, PA 19103

Teacher or Student Material Student *Cost* $200.00 *Length* movie 15.5 minutes

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES: (1) To acquaint young people with the many occupations in the three areas; and (2) To make a wise choice of a career area for themselves and to plan and prepare for it while still in school.

SUMMARY DESCRIPTION: Similarities in the basic nature of occupations in the three areas of finance, insurance and real estate. Discusses the duties of various occupations, the education and training required, where people in the industry work, how they are paid, the prospects for advancement, the employment outlook and where to obtain further information.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Guide

Title IS A CAREER IN THE HOTEL OR MOTEL BUSINESS FOR YOU?

Author _____ *Date Pub.* 1972

Publisher Counselor Films, Inc., 1728 Cherry Street, Philadelphia, PA 19103

Teacher or Student Material Student *Cost* $200.00 *Length* movie 14 minutes

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES: (1) To acquaint young people with the various occupations in hotels and motels; and (2) To make a wise choice of a career area for themselves and to plan and prepare for it while still in school.

SUMMARY DESCRIPTION. Four categories of occupations found only in the lodging industry--those in housekeeping, in guest services, such as doormen and bellmen; in the front office, including various kinds of clerks, and those who are managers and their assistants.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Guide

Title IS A CAREER IN RADIO OR TELEVISION FOR YOU?

Author _____ *Date Pub.* 1972

Publisher Counselor Films, Inc., 1728 Cherry Street, Philadelphia, PA 19103

Teacher or Student Material Student *Cost* $200.00 *Length* 15 minutes

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES: (1) To acquaint young people with the various occupations in radio and television; and (2) To make a wise choice of a career area for themselves and to plan and prepare for it while still in school.

SUMMARY DESCRIPTION: Four main career areas in broadcasting--engineering, sales, business and programming. The film surveys the education and training needed for jobs in broadcasting and discusses where the jobs are, the employment outlook, the rewards, advancement and other important job aspects.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Guide

Title IS A CAREER IN THE SERVICE INDUSTRIES FOR YOU?

Author _____ *Date Pub.* 1971

Publisher Counselor Films, Inc., 1728 Cherry Street, Philadelphia, PA 19103

Teacher or Student Material Student *Cost* $200.00 *Length* 15 minutes

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES: (1) To acquaint young people with the various service occupations and to motivate them to learn about all the career areas; and (2) To make a wise choice of a career area for themselves and to plan and prepare for it while still in school.

SUMMARY DESCRIPTION: Eight different categories: lodging, building, personal services, domestic, amusement and recreation, apparel, protective, and the preparing and serving of food.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Guide

Title IS A SALES CAREER FOR YOU?

Author _____ **Date Pub.** 1971

Publisher Counselor Films, Inc., 1728 Cherry Street, Philadelphia, PA 19103

Teacher or Student Material Student **Cost** $200.00 **Length** 14.5 minutes

Grade Level Secondary **Suggested Time of Use** _____

OBJECTIVES: (1) To acquaint young people with the great variety of sales careers throughout the spectrum of business and industry; and (2) To make a wise choice of a career area for themselves and to plan and prepare for it while still in school.

SUMMARY DESCRIPTION: Discusses the nature of the work in a variety of sales occupations, the temperament and capabilities sales people should have, the required education and training, the outlook for employment, the jobs available, the rewards, the prospects for advancement and the future.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Guide

Title JACKSON'S TREE

Author _____ **Date Pub.** _____

Publisher Audio Visual Dept. General Mills, Inc., 9200 Wayzata Boulevard, Minneapolis, MN 55440

Teacher or Student Material Student **Cost** _____ **Length** 15½ minutes

Grade Level Secondary **Suggested Time of Use** _____

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses food industry careers.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title JOBS FOR YOU: IT'S HAPPENING IN HOME ECONOMICS

Author _____ *Date Pub.* _____

Publisher Guidance Associates, 41 Washington Avenue, Pleasantville, NY 10570

Teacher or Student Material Student *Cost* $19.50 *Length* 1 filmstrip
(Add $2.00 for audio in cassette form)

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Interviews with working professionals describe careers in the hospitality industry, Extension Service, child development and fashion.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title KNOWLEDGE AND SKILLS

Author _____ *Date Pub.* _____

Publisher The Sears Roebuck Foundation
Order from Association Films, 600 Madison Avenue, New York, NY 10022

Teacher or Student Material Student *Cost* _____ *Length* 21 minutes

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Illustrates the growing need for young people with technological skills and know-how. It offers a survey of the vocational training courses available in high schools.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MULTINATIONAL BUSINESS

Author Virgil Salera *Date Pub.* 1969

Publisher Houghton Mifflin Company, 110 Tremont Street, Boston, MA 02107

Teacher or Student Material Student *Cost* _____ *Length* 460 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Introduction to the field of international business and its pace-setting. Form of corporation organization, and multinational company.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ON THE JOB

Author Editor: Joseph L. Norton *Date Pub.* 1970

Publisher Doubleday/Ferguson, 150 Franklin Avenue, Garden City, NY 11530

Teacher or Student Material Student *Cost* _____ *Length* _____

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVE:

SUMMARY DESCRIPTION: A collection of 65 actual work diaries. Each shows the many facets of a job that a worker experiences day-by-day. Shows not only what a person must be equipped to do to get a job, but what he must be prepared to do once he gets it.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title OPPORTUNITIES IN ADVERTISING CAREERS

Author George T. Clarke *Date Pub.* 1968

Publisher Vocational Guidance Materials
Universal Publishing & Distributing Corp., 235 East 45 Street, New York, NY 10017

Teacher or Student Material Student *Cost* $1.95 *Length* 96 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A specific career book designed to provide young men and women with all the facts needed to choose and plan their careers.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title OPPORTUNITIES IN CLOTHING

Author Irene E. McDermott and Jeanne L. Norris *Date Pub.* 1972

Publisher Charles A. Bennett Co., Inc.
809 West Detweiller Drive, Peoria, IL 61614

Teacher or Student Material Student *Cost* $5.88 *Length* 350 pages

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Major emphasis is on wage earning occupations in clothing's world of fashion, merchandising and industrial sewing. Covers fibers, fabrics, color design, construction, fitting, and alteration--everything from receiving and handling merchandise to the world of fashion.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title OPPORTUNITIES IN MANAGEMENT

Author Irene Place and Leonard Robertson *Date Pub.* 1969

Publisher Vocational Guidance Materials
Universal Publishing & Distributing Corp., 235 East 45 Street, New York, NY 10017

Teacher or Student Material Student *Cost* $1.95 *Length* 104 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Answers important career questions and introduces new career fields. It is designed to provide young men and women with all the facts needed to choose and plan their careers intelligently.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title OPPORTUNITIES IN PERSONNEL MANAGEMENT

Author David Mack *Date Pub.* 1970

Publisher Vocational Guidance Materials
Universal Publishing & Distributing Corp., 235 East 45 Street, New York, NY 10017

Teacher or Student Material Student *Cost* $1.95 *Length* 132 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION Discusses all pertinent aspects of the personnel workers job, providing an in-depth insight into the many opportunities to work with and for people.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title OPPORTUNITIES IN RETAILING

Author _____ *Date Pub.* _____

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $ .30 *Length* 20 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Depicts the merchandising store operation, control and credit, sales promotion, personnel and employee relations areas of retailing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PEOPLE & CHOICES: CAREER FOLIOS

Author Watson, et. al. *Date Pub.* 1970

Publisher Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, NY 10017

Teacher or Student Material Student *Cost* _____ *Length* _____

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Consists of ten sets of Career Folios, each set focusing on a career group.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PEOPLE WHO INFLUENCE OTHERS

Author *Date Pub.*

Publisher Guidance Associates, 41 Washington Avenue, Pleasantville, NY 10570

Teacher or Student Material Student *Cost* $37.50 *Length* 4 filmstrips
(Add $2.00 for audio in cassette form)

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Introduces a model and cosmetics demonstrator who talks about selling products she believes in; an advertising executive who's working on a public service campaign for a city zoo; a county agent who invites students to a dairy farm where he helps farmers improve their farming methods. Program emphasizes qualities of gregariousness, self-confidence, sensitivity, empathy, leadership.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PUBLIC RELATIONS CAREERS: IN BUSINESS & THE COMMUNITY

Author Patrick Monaghan *Date Pub.* 1972

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $7.95 *Length* 180 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Considers PR from three functional viewpoints: management, personnel and marketing. It defines and analyzes the relationship between companies and communities; the path a maturing PR man will follow; the best businesses for PR careers. All aspects of putting knowledge and techniques to work for career progress, as well as the tools, affiliations and other attributes of the PR function, are discussed. Also examined are non-profit and volunteer PR.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title REVOLUTION IN RELEVANCE

Author _____ Date Pub. _____

Publisher Datafilms, 2625 Temple Street, Los Angeles, CA 90026

Teacher or Student Material Both Cost $225.00 Length 16mm movie 20 minutes
Rental $15.00 per week

Grade Level Secondary/Adult Suggested Time of Use _____

OBJECTIVES:

SUMMARY DESCRIPTION: For concerned students approaching their career decisions. The comprehensive story of how Vocational Education provides Relevance, Opportunity, Security, and Responsibility.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SALES TRAINEE JOB GUIDE

Author _____ Date Pub. _____

Publisher Educational & Consumer Relations
J. C. Penney Co., Inc., 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Student Cost $ .05 Length leaflet

Grade Level Secondary Suggested Time of Use _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes opportunities and responsibilities of a job, grooming, and how to prepare for an interview.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE SALESMAN - AMBASSADOR OF PROGRESS

Author Donald Robinson *Date Pub.* 1967

Publisher Sales & Marketing Executives International, 630 Third Avenue, New York, NY 10017

Teacher or Student Material Student *Cost* Free *Length*

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Describes the job of the salesman and its numerous advantages as a career.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SO YOU WANT TO BE A HOME APPLIANCE SERVICE TECHNICIAN

Author *Date Pub.* 1971

Publisher Houghton Mifflin Company, 110 Tremont Street, Boston, MA 02107

Teacher or Student Material Student *Cost* $150.00 Rental $15.00 *Length* 1 film

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Shows students the world of home appliance service through the experiences of a young trainee in the field. Offers an overview of the opportunities home appliance service offers.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TEXTILES FOR YOU

Author _____ *Date Pub.* _____

Publisher Public Relations Division, American Textile Manufacturers Institute, 1501 Johnston Building, Charlotte, NC 28202

Teacher or Student Material Student *Cost* Free *Length* 12 pages

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Illustrates the variety of fibers and processes involved in the manufacture of textiles. A list of schools specializing in textiles is also included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TOMMY LOOKS AT CAREERS

Author _____ *Date Pub.* _____

Publisher B. F. Goodrich Co. Order from Sterling Movies, Inc., 43 West 61 Street, New York, NY 10023

Teacher or Student Material Student *Cost* _____ *Length* _____

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A series of movies examining a variety of careers. For example, transportation, marketing, management, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE WORLD OF MARKETING AND DISTRIBUTION

Author _____ *Date Pub.* 1973

Publisher Career World, 1560 Verta Drive, Harrisburg, PA

Teacher or Student Material Student *Cost* $80.00 *Length* 160 slides

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Includes sections on retailing, sales promotion, industrial sales, real estate, insurance, service trades, physical distribution, finance, credit, and buying.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title YOUR CAREER IN THE HOTEL-MOTEL INDUSTRY

Author _____ *Date Pub.* _____

Publisher American Hotel and Motel Assn., 221 West 57 Street, New York, NY 10019

Teacher or Student Material Student *Cost* Free *Length* 14 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes the hotel business and lists 15 jobs for beginners, 18 jobs for people with special training or experience, and 10 jobs for people with extensive training and experience. Outlines training and education requirements--details on scholarships available.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title YOUR CAREER IN TEXTILES

Author _____ *Date Pub.* _____

Publisher The American Textile Manufacturers Institute, Inc. 1501 Johnston Building, Charlotte, NC 28202

Teacher or Student Material Student *Cost* Free *Length* 20 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes many kinds of jobs in the textile industry.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title YOUR FUTURE IN RETAILING

Author _____ *Date Pub.* 1971

Publisher D. E. Materials Lab 1805 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Student *Cost* $15.00 *Length* 54 35mm slides

Grade Level Secondary *Suggested Time of Use* 1 hour

OBJECTIVES:

SUMMARY DESCRIPTION: A trip through a large modern department store showing all the different jobs available.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title YOUR FUTURE, CAREERS IN CONSUMER FINANCE

Author _____ *Date Pub.* _____

Publisher Educational Services Division, National Consumer Finance Assn., 1000 Sixteenth Street, N.W., Washington, DC 20006

Teacher or Student Material Student *Cost* Free *Length* 24 pages

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes personal attributes, education and training for careers in consumer finance.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title YOUR FUTURE - ARCO-ROSEN CAREER GUIDANCE SERIES

Author _____ *Date Pub.* _____

Publisher Career World Book Service, 501 Lake Forest Avenue, Highwood, IL 60040

Teacher or Student Material Student *Cost* Complete set $59.95 Single titles $1.95 *Length* 40 books

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: All of the books in this series are written by prominent men and women who are successful in their chosen fields. The series covers all the major careers in practical terms for the young man or woman who is interested in more than "just a job."

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title YOUR JOB IN DISTRIBUTION

Author Beaumont and Langan *Date Pub.* 1968

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* $4.17 *Length*

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses the different kinds of retail stores and studies businesses that sell services at retail. The role of the wholesaler and other kinds of businesses that sell their services to the public and to industrial consumers.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual and Key ($1.60), and Job Activity Guide I and II ($1.62 each)

Title YOUR OPPORTUNITIES IN RETAILING

Author *Date Pub.*

Publisher National Retail Merchants Association
100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $ .25 *Length* 12 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: An explanatory brochure of the opportunities in retailing. Includes questions for an applicant to first ask himself to decide if retailing is for him. Gives data on the industry and explains different types of retailing operations and positions available.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

CONSUMER EDUCATION

Title ADVERTISING: INFORMATION, PERSUASION, OR DECEPTION

Author _____ *Date Pub.* 1973

Publisher Journal Films, Inc., 909 Wesy Diversey Parkway, Chicago, IL 60614

Teacher or Student Material Student *Cost* _____ *Length* 16mm sound motion picture 13 minutes

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This film allows the viewer to consider the purpose of contemporary advertising and to distinguish between the informational and manipulative uses of advertising. Using current advertisements in various media as examples, the film highlights the fact that all advertising is self-serving. There is an implicit message cautioning consumers to analyze advertisements based on an emotional appeal, to read between the lines in order to ferret out facts, and to avoid the "gullibility trap."

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BASIC PRINCIPLES IN FAMILY MONEY AND CREDIT MANAGEMENT

Author Carl F. Hawyer *Date Pub.* 1968

Publisher National Consumer Finance Assn., 1000 16th Street, N.W., Washington, DC 10036

Teacher or Student Material Student *Cost* _____ *Length* 12 pages

Grade Level Secondary *Suggested Time of Use* 2 weeks

OBJECTIVES: To provide background information about the type of financial institution which specializes in and provides the largest volume of cash installment credit.

SUMMARY DESCRIPTION Information about consumer finance prepared as background reading for classroom discussions and projects.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CLOTHING COMMUNICATES

Author _____ *Date Pub.* _____

Publisher Educational & Consumer Relations J. C. Penney Company, Inc., 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Student *Cost* $3.50 *Length* 6 minutes

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Developed to awaken the observer to some of the possible reasons why we dress as we do. Clothing is a means of communication by which we convey, more or less consciously, silent messages to the world around us. This filmstrip illustrates several ~~ways~~ our personalities influence our clothing and ...how our clothing may affect our personality.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title COLOR CONCEPTS

Author _____ *Date Pub.* _____

Publisher Educational & Consumer Relations J. C. Penney Company, Inc., 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Teacher *Cost* $10.50 *Length* 2 filmstrips

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A teaching unit on color. Planned to provide a basic introduction to color, this teaching supplement includes two filmstrips: I. Color Concepts--how eyes and mind see color. II. Looking For Color--seeing color ideas everywhere and translating them into use.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title COLOR, TEXTURE, DESIGN IN SPACE

Author _____ *Date Pub.* _____

Publisher Consumer Relations The Sperry and Hutchinson Company, 3003 East Kemper Road, Cincinnati, OH 45241

Teacher or Student Material Student *Cost* Free *Length* _____

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: The basic concepts of color, texture, design and space and their inter-relationship. Manual includes colorful diagrams and interesting assignments to help interpret the facts presented.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE CONCERN FOR QUALITY

Author _____ *Date Pub.* _____

Publisher National Association of Manufacturers, New York, NY

Teacher or Student Material Student *Cost* Free *Length* 2 pages

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION. Discusses ways to contact businesses where goods have been purchased but must be returned.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CONSUMER BEHAVIOR

Author Edited by A. S. C. Ehrenberg and F. G. Pyatt *Date Pub.* 1971

Publisher Penguin Books, Inc., 7110 Ambassador Road, Baltimore, MD 21207

Teacher or Student Material Student *Cost* $3.95 *Length* 380 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A collection of readings on the ways in which the consumer's behavior varies in response to products and brands, distribution channels, pricing policies, and promotion. The first two Parts deal with the buying of non-durable goods and with consumer motivation. Part Three covers consumer durables, with an emphasis on forecasting demand. Part Four looks at some of the modern forms of economic analysis of demand, supply, and price.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CONSUMER BEHAVIOR

Author Thomas S. Robertson *Date Pub.* 1970

Publisher Scott, Foresman and Co., 1900 East Lake Street, Glenview, IL 60025

Teacher or Student Material Student *Cost* $3.10 *Length* 169 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Explores the sources of and influences on consumer action. It discusses the principal areas of consumer behavior investigation based on the psychological dimensions of perception, learning, motivation, personality, and attitudes, and on the social and cultural dimensions of group processes, personal influence, culture, and social class.

ILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CONSUMER BUYING GUIDE FILMSTRIP KIT

Author _____ *Date Pub.* _____

Publisher Educational & Consumer Relations J. C. Penney Company, Inc., 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Teacher *Cost* $4.00 *Length* Kit

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses how to buy sheets and pillowcases. Unit includes packet of labels, 20 printed buying guides, filmstrip, commentary, and wall chart.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CONSUMER BUYING GUIDE REPRINTS

Author _____ *Date Pub.* _____

Publisher Educational & Consumer Relations J. C. Penney Company, Inc., 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Student *Cost* $ .06 Each *Length* _____

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Includes information on men's dress shirts, shoes, pillows, towels, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CONSUMER CREDIT (FACTS FOR YOU)

Author Mors *Date Pub.* 1959

Publisher Bureau of Business Research, Western Reserve University, Cleveland, OH

Teacher or Student Material Student *Cost* $ .30 *Length* 32 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Reasons for use of credit, paying old debts, and the main sources of credit. Answers the following questions: 1. Are consumer credit charges excessive? 2. How to tell what rate you pay?

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE CONSUMER DECIDES

Author _____ *Date Pub.* _____

Publisher Educational & Consumer Relations J. C. Penney Company, Inc., 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Student *Cost* $3.50 *Length* 6 minutes

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This filmstrip relates consumer rights and responsibilities to consumer satisfaction with purchases.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

BEST COPY AVAILABLE

Title CONSUMER DECISION MAKING - GUIDES TO BETTER LIVING

Author Warmke, Wyllie, Sellers *Date Pub.* 1972

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $6.20 *Length* 482 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES: (1) To introduce students to economic processes; (2) To explain the student's role as a consumer; and (3) To teach wise money management.

SUMMARY DESCRIPTION: Emphasis is placed on the application of economic principles to the everyday problems of individuals in society rather than on economic theory. Introduces the student to a broad-based understanding of the economic process and its relationship to the student's personal role as a consumer.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual

Title CONSUMER ECONOMIC PROBLEMS

Author Wilson, Eyster, Warmke and Wyllie *Date Pub.* 1971

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $6.68 *Length* 665 pages

Grade Level Secondary/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Deals with the essentials of economic principles and business relations woven into a fabric of experience that moves from student experiences to the responsible experiences of an adult life of earning, spending, voting, and managing money.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual, Workbook ($1.92), Tests ($ .36), and Consumer Guides for Buying ($1.48)

Title CONSUMER EDUCATION BIBLIOGRAPHY

Author _____ Date Pub. 1969

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both Cost _____ Length 170 pages

Grade Level Secondary/Collegiate/Adult Suggested Time of Use _____

OBJECTIVES:

SUMMARY DESCRIPTION: This bibliography is a listing of over 2,000 books, booklets, pamphlets, films, filmstrips, etc., in the field of consumer interests and education.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CONSUMER EDUCATION PROGRAMMED INSTRUCTION UNITS

Author _____ Date Pub. 1970

Publisher Delti Pi Epsilon, Inc. National Office, Gustovus Adolphus Collete, St. Peter, MN

Teacher or Student Material Teacher Cost _____ Length 274 pages

Grade Level Collegiate Suggested Time of Use 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Covers the areas of buying services, housing, making use of insurance, buying goods, general principles of consumer purchasing, budgeting and managing money, using consumer credit wisely, buying goods (clothing, household furnishings and appliances), purchasing and maintaining automotive products and services, using leisure time, and energy and money.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CONSUMER LAW - RIGHTS AND RESPONSIBILITIES

Author _____ *Date Pub.* 1971

Publisher Austin H. Kiplinger, 1729 H Street, N.W., Washington, DC 20006

Teacher or Student Material Student *Cost* _____ *Length* 4 packets

Grade Level Secondary/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Presents information about the law--case studies, records, simulation, etc. Focuses on the relationship between the law and consumers' right.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Guide, and a recording to introduce the study of consumer law.

Title THE CONSUMER LOOKS AT DECEPTIVE PACKAGING

Author Warne *Date Pub.* 1961

Publisher Council on Consumer Information, Colorado State College, Greeley, CO

Teacher or Student Material Student *Cost* $ .50 *Length* 34 pages

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses the methods and laws concerning deceptive packaging, cost of packaging to the consumer, and how the consumer can protect himself.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE CONSUMER IN THE MARKETPLACE

Author Leon Levy, Robert Q. Feldman and Simpson Sasserath *Date Pub.* 1970

Publisher Pitman Publishing Corporation, 6 East 43 Street, New York, NY 10017

Teacher or Student Material Student *Cost* $7.84 *Length* 320 pages

Grade Level Secondary/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: The consumer's influence and problems managing money, using credit, techniques of consumer purchasing, insurance, consumer laws and protection, and a guide to social living.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CONSUMER MATHEMATICS

Author Lankford *Date Pub.* 1971

Publisher Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, NY 10017

Teacher or Student Material Student *Cost* *Length* 1 year

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Mathematics for everyday living especially for persons who do family shopping.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CONSUMER - SEARCH FOR THE CONSUMER INTEREST

Author David A. Aaker and George S. Day *Date Pub.* 1971

Publisher Free Press, New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 442 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Articles dealing with the activities of government, business, and independent organizations in the field of consumer interest. Selections come from a variety of sources, with particular emphasis on the legal and business aspects of consumer protection.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE CONSUMER IN SOCIETY

Author Leonard T. Kreisman *Date Pub.* 1964

Publisher The Odyssey Press, Inc., New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 246 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: To help gather the information that a well-informed consumer should have in order to make intelligent decisions in our modern society.

SUMMARY DESCRIPTION: Discusses: budgeting and marketing; checking accounts; insuring your health; insuring your life; where to save; the stock market, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CONSUMERISM: GETTING YOUR MONEY'S WORTH

Author Annalee Gold *Date Pub.*

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Both *Cost* $100.00 *Length* 48 color 35mm slides

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES: To help everyone involved in consumerism act fairly and intelligently in a wide variety of real-life situations.

SUMMARY DESCRIPTION: Contents include: appealing to a store head; budgeting sensibly; buying a car; buying clothing; buying food; buying home furnishings; buying a major appliance; dealing with salespeople; determining product value; interpreting guarantees; investing in a business; maintaining a savings account; purchasing by mail; reading an ad effectively; seeking professional counsel; selecting a reliable store; signing a contract; taking out a loan; understanding repair estimates; and writing checks.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Commentary and discussion questions are included.

Title THE CONVENIENCE-ORIENTED CONSUMER

Author W. Thomas Anderson, Jr. *Date Pub.* 1971

Publisher Bureau of Business Research
The University of Texas, Austin, TX 78712

Teacher or Student Material Student *Cost* $5.00 *Length*

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES: To meet the needs of the consumer by discussing the behavior limits the marketer faces in his efforts to meet the demands of the rapidly expanding convenience-goods market.

SUMMARY DESCRIPTION: This is a study concerning problems, research and findings on various types of consumers at different socio-economic levels and the motivation factors in purchasing.

LABLE INSTRUCT MATERIAL AND TESTS:

Title CREDIT: A CONSUMER RESOURCE

Author _____ *Date Pub.* _____

Publisher Educational & Consumer Relations J. C. Penney Company, Inc., 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Teacher *Cost* $8.00 *Length* 1 filmstrip

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This unit has been designed to focus on such major ideas as: attitudes and their effect upon the use of credit; different types of credit; reasons for and against buying on credit; and shopping for credit. Case studies, transparencies are included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Guide

Title THE DARKSIDE OF THE MARKETPLACE

Author Jean Carper and Warren Magnuson *Date Pub.* 1968

Publisher Educational Book Division Prentice-Hall, Englewood Cliffs, NJ 07632

Teacher or Student Material Student *Cost* $1.75 *Length* 240 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This book discusses consumer deception and those who perpetrate it. Describes laws that aid and abet the deceivers, and the need for other laws to protect consumers. With facts, figures, and case histories, the authors make known the tricks of the trade.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title DECISION MAKING FOR CONSUMERS

Author Educational & Consumer Relations *Date Pub.*

Publisher J. C. Penney Company, Inc., 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Teacher *Cost* $11.50 *Length* Kit

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Provides a tool for teaching the intellectual approach to decision making. Theories about decision making as well as actual models are provided to help consumers understand the steps involved in making a decision.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Guide

Title DO YOU KNOW YOUR ECONOMIC ABC'S?

Author *Date Pub.* 1968

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* $.30 *Length* 46 pages

Grade Level Secondary *Suggested Time of Use* 2 weeks

OBJECTIVES:

SUMMARY DESCRIPTION: Story of our free enterprise marketing system as it works through the producer, the distributor, and the consumer. The marketing functions which in their constant interplay makes possible the delivery of goods to the American household when and where they are needed is explained.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FAMILY FINANCIAL MANAGEMENT

Author Finch and Roman *Date Pub.* 1970

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $2.64 *Length* Practice set

Grade Level Secondary/Adult *Suggested Time of Use* Approx. 4 weeks

OBJECTIVES:

SUMMARY DESCRIPTION: The student will learn to keep the records for an average family of four during a three-month period, and should also learn how to compare a budget with actual expenditures and to plan a budget for future expenditures. The materials consist of: a narrative of transactions, business papers, a family records of receipts and payments, a checkbook, and a file.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual

Title FANTASTIC JOURNEY

Author *Date Pub.*

Publisher Consumer Relations
The Sperry and Hutchinson Company, 3003 East Kemper Road, Cincinnati, OH 45241

Teacher or Student Material Student *Cost* Free *Length* 15 minutes

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: This film traces the adventures of a talking coffeemaker as it makes its way through the S & H Chicago distribution center. Via amusing comments on his computerized, conveyor-belted environment, the coffeemaker gives a serious lesson on modern merchandise distribution technology.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FASHIONS & FABRICS

Author _____ *Date Pub.* 1970

Publisher Educational & Consumer Relations
J. C. Penney Company, Inc., 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Teacher *Cost* $1.25 *Length* _____

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: The fiber covered is polyester. Included are swatched pages, pattern envelopes, a Textile Newsletter on polyester, and a fashion information sheet.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Also available in Spanish.

Title FINANCING A NEW PARTNERSHIP

Author _____ *Date Pub.* _____

Publisher Educational & Consumer Relations
J. C. Penney Company, Inc., 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Teacher *Cost* $1.25 *Length* Unit

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Includes reference sheets on the following subjects: understanding your income (including deductions); adding a new member to the family (including suggested minimum layette and maternity wardrobe); and financing major purchases (including information on credit). Also included is a game which was developed to use the backgrounds, income, values and goals of couples and information from the reference sheets in problems solving situations.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title GUARANTEES & WARRANTIES

Author _____ *Date Pub.* 1970

Publisher Educational & Consumer Relations J. C. Penney Company, Inc., 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Student *Cost* Free *Length* 4 pages

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A complete explanation of guarantees and warranties. Explains what they cover and how they protect the consumer.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A GUIDE TO BUDGETING FOR THE FAMILY

Author _____ *Date Pub.* 1965

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* $ .10 *Length* 13 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Gives steps in making a budget--determining goals, estimating income and expenses, setting up a budget, debt payments, regular monthly payment, day-to-day expenses; carrying out the budget--keeping records and evaluating the plan. Basic information about how to use consumer credit wisely is included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOMES ARE FOR PEOPLE

Author _____ *Date Pub.* _____

Publisher Educational & Consumer Relations J. C. Penney Company, Inc., 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Student *Cost* $8.00 *Length* 3 filmstrips

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Filmstrips I and II - The psychological and sociological needs home can fulfill. These two filmstrips have a recording as well as a printed commentary. Filmstrip - This filmstrip has been planned for individual use by students in a self-teaching situation, although it may be used as a classroom lesson. Shows the importance of beauty in the home.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO BE A BETTER SHOPPER

Author _____ *Date Pub.* _____

Publisher Consumer Relations The Sperry and Hutchinson Company, 3003 East Kemper Road, Cincinnati, OH 45241

Teacher or Student Material Student *Cost* Free *Length* 12 pages

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Includes theory of buying, shopping lists, supermarket layout, comparing, using wall charts, reading labels, purchase plans, consumer attitudes, and commonly used terms.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Guide

Title HOW TO FURNISH A FIRST HOME

Author _____ *Date Pub.* _____

Publisher Educational & Consumer Relations J. C. Penney Company, Inc., 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Teacher *Cost* $3.25 *Length* Kit

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Designed to help think through basic values and needs for furnishing a first home. It is divided into three sections: Think Through Your Values; Think Through Your Needs; and Gather Ideas.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO FURNISH A PRIVATE WORLD FOR TEENS

Author _____ *Date Pub.* _____

Publisher Educational & Consumer Relations J. C. Penney Company, Inc., 1301 Avenue of the Americas, New York

Teacher or Student Material Student *Cost* $ .35 *Length* 12 pages

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Ideas for bedroom decorations for young women.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO PLAN YOUR SPENDING

Author _____ *Date Pub.* _____

Publisher The Connecticut Mutual Life Insurance Co., Hartford, CT

Teacher or Student Material Student *Cost* Free *Length* 32 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses money management, determining net income, where does money go, planning your spending, and keeping track of your plan.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO SELECT FABRICS FOR GARMENTS

Author _____ *Date Pub.* _____

Publisher Educational & Consumer Relations
J. C. Penney Company, Inc., 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Teacher *Cost* $3.50 *Length* 1 filmstrip

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Basic information about fabric selection as well as twenty Consumer Buying Guides for use by students.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW TO USE CONSUMER CREDIT WISELY

Author Blake *Date Pub.* 1962

Publisher International Consumer Credit Association, St. Louis, MO

Teacher or Student Material Student *Cost* Free *Length* 30 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Encourages broadest use of consumer credit consistent with sound business principles and the welfare of the community.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MANAGING YOUR MONEY

Author *Date Pub.* 1964

Publisher U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Student *Cost* $ .10 *Length* 12 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Tips on how to budget money wisely.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MONEY MANAGEMENT - YOUR SHOPPING DOLLAR

Author Money Management Institute *Date Pub.* 1972

Publisher Household Finance Corporation, Chicago, IL

Teacher or Student Material Student *Cost* $ .25 *Length* 32 pages

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES: To help the shopper get the most value from the dollars he spends.

SUMMARY DESCRIPTION: Organized into sections pertaining to the shopper, purchasing agent, customer, and citizen. The purchaser 1) learns to define values; 2) plans spending; 3) develops shopping skills. A customer learns how to obtain buying information, know stores, plan use of cash or credit, follow shopping etiquette, and communicate with businesses.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MONEY TREE

Author Catherine DeCamp *Date Pub.* 1972

Publisher The New American Library, Inc. Educational Division, 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Student *Cost* $11.50 *Length* 352 pages

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Presents vital information needed to stay solvent, shop for value, and make money grow. Hundreds of ways to avoid being tricked by the sharp practices common in our society.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PEOPLE AND CREDIT

Author Cronin *Date Pub.*

Publisher Illinois Consumer Finance Assn., 111 West Washington Street, Chicago, IL

Teacher or Student Material Student *Cost* Free *Length* 11 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: The 3 ways of borrowing money which are common among families for personal needs and wants: charge accounts, installment sales credit, and cash credit.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PERSONAL FINANCE

Author *Date Pub.* 1972

Publisher Learning Systems Co., 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* $3.50 *Length* 196 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: A programmed learning aid designed to supplement basic textbooks in the finance area, or to be used as core or essential material in courses or programs.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PERSONAL MONEY MANAGEMENT

Author _____ *Date Pub.* 1967

Publisher American Bankers Assoc. 1180 Raymond Boulevard, Newark, NY 07102

Teacher or Student Material Student *Cost* Free *Length* 59 pages

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES: To help increase financial competence and the kind of financial independence that will contribute to better living.

SUMMARY DESCRIPTION: How to get more out of a dollar. What people should know about saving, spending, housing, insurance, investing, using credit. Determining net worth. Planning an estate.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PERSPECTIVES IN CONSUMER BEHAVIOR

Author Kassarjian and Robertson *Date Pub.* 1973

Publisher Scott, Foresman and Co., 1900 East Lake Street, Glenview, IL 60025

Teacher or Student Material Student *Cost* $7.95 *Length* 512 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Examines the basic theoretical foundations of consumer behavior, the relevant applications to marketing management and public policy, and the comprehensive models for consumer behavior analysis.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PROBLEMS IN CREDITS AND COLLECTIONS

Author Hedwig Reinhardt and William J. Shultz *Date Pub.* 1967

Publisher Dun & Bradstreet, New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 332 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: The cases are actual problems faced by various credit men and women in recent years. All the cases have been placed in the present to give uniformity of time.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PROFITABLE USE OF CREDIT IN SELLING AND COLLECTING

Author Allyn M. Schiffer *Date Pub.* 1962

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $7.95 *Length* 290 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses the methods for selling on credit and collecting the balances due. The author explains how to decide when a sale should be made on credit, simply, stating the method for making this decision, striping it of perplexing terminology.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title REPORT TO CONSUMERS

Author _____ *Date Pub.* _____

Publisher Modern Picture Service, 2323 New Hyde Park Road, New Hyde Park, NY 11040

Teacher or Student Material Student *Cost* available free of charge *Length* 16mm movie 28 minutes

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Examines many facets of retailing including both career opportunities and consumerism. Using the example of a national chain store, the film introduces the viewer to the world of retailing both from the point of view of employee and customer. Interviews with employees show their attitudes toward their jobs and how they deal with customers. The process of designing clothes and merchandise testing laboratories are two of the other areas covered briefly. Career opportunities for women, students, and ethnic minorities are discussed and interviews with employees are used to highlight various considerations.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A RESOURCE KIT FOR TEACHING CONSUMER EDUCATION

Author _____ *Date Pub.* 1970

Publisher Kiplinger Washington Editors, Inc., Editors Park, MD 20782

Teacher or Student Material Teacher *Cost* _____ *Length* 5 packets

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES: (1) Each of the five units begins with the statement of a main goal for the unit; (2) The unit goal in each case is reinstated as a performance objective or behavioral objective.

SUMMARY DESCRIPTION: Presented with a wide range of exciting materials--cartoons, wall charts, transparencies, forms, quotations, resource lists--that can stimulate them to reach new levels of thinking and motivate the students to raise urgent questions about how effectively they will function as workers and consumers and about what their own lives will be.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A RESOURCE KIT FOR TEACHING CONSUMER EDUCATION - THE [redacted]

Author _____ *Date Pub.* 1971

Publisher Kiplinger Washington Editors, Inc., Editors Park, MD 20782

Teacher or Student Material Teacher *Cost* _____ *Length* 3 packets

Grade Level Secondary/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES: (1) Immediate benefits and the long-range values that are inherent in consumer education

SUMMARY DESCRIPTION: Immediate benefits and the long-range values that are inherent in consumer education. Each section begins with the st tement of a main goal for the unit. The goal statement proposes a major guideline to the teacher for the directions in which the unit ought to go. The components of each unit and the related teaching ideas have been listed in sequence. Course emphasis and key questions are presented at the end of each section.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RESOURCE SUPPLEMENT TO CONSUMER EDUCATION.

Author _____ *Date Pub.* 1971

Publisher D. E. Materials Lab 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $2.00 *Length* 60 pages

Grade Level Secondary *Suggested Time of Use* 10 hours

OBJECTIVES: (1) To provide information that will better enable the students to identify and establish their values and goals as they relate to economic competence; (2) To supplement the distributive education curriculum with information that will prepare the student to become a more informed, skillful consumer; and (3) To help the marketing career oriented student better visualize his customers' buying problems, and to make the student aware that all consumer alternatives can be a sophisticated decision-making process.

SUMMARY DESCRIPTION: Includes consumer knowledge which directly relates to the Distributive Education field covering 19 major objectives.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title RETAILING SERVES THE CONSUMER

Author _____ *Date Pub.* _____

Publisher Educational & Consumer Relations
J. C. Penney Company, Inc., 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Student *Cost* $3.50 *Length* 1 filmstrip

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Planned to help young people see how the jobs they might hold in a retailing organization are an important part of a service in the community.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SEARS HIDDEN VALUE SERIES

Author _____ *Date Pub.* _____

Publisher Sears Roebuck and Co., 7401 Skokie Boulevard, Skokie, IL 60076

Teacher or Student Material Student *Cost* $2.50 *Length* 15 pages each

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES: (1) To inform young consumers about the hidden values to be found in today's goods; (2) To insure reliable performance through proper care; and (3) To show how intelligent use of these purchases can bring the most personal satisfaction.

SUMMARY DESCRIPTION: Series includes 9 sets of booklets on various subjects including: fashions in dining and use of tableware; kitchen "how" and "why" planning with an actual construction of a kitchen; decorating made easy interprets the elements of design in terms of current decorating trends; bathroom decoration; window treatment discusses purchase and care of each type of material; selecting fashions; how to select paint and wall coverings; how to select floor coverings; and how to select major home appliances.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE SUPERMARKET

Author _____ *Date Pub.* _____

Publisher Consumer Relations Sperry and Hutchinson Company, 3003 E. Kemper Rd., Cincinnati, OH 45241

Teacher or Student Material Student *Cost* Free *Length* 16mm movie

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A color film observing what-not-to-do shopping habits of customers through the eyes of a supermarket manager. Reveals how such shoppers actually add to the cost of supermarket operations.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TEACH PERSONAL ECONOMICS IN THE BUSINESS CURRICULUM

Author Roman Warmke, Editor *Date Pub.* 1971

Publisher Joint Council on Economic Education 1212 Ave. of Americas, New York, NY 10036

Teacher or Student Material Teacher *Cost* $2.50 *Length* 92 pages

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES: Designed to help teachers include more basic economics and consumer economics in the existing business curricula.

SUMMARY DESCRIPTION: Units on Tools of Analysis, Income, Spending, Using Credit, Saving, Investing, and Making Economic Decisions As Citizens

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Test of Understanding in Personal Economics available.

Title TEACHING A COURSE IN PERSONAL ECONOMICS

Author James Canfield *Date Pub.* 1971

Publisher Joint Council on Economic Education, 1212 Ave. of Americas, New York, NY 10036

Teacher or Student Material Teacher *Cost* $2.50 *Length* 69 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES: Designed to help teachers develop a separate course in consumer economics.

SUMMARY DESCRIPTION: The Structure of Personal Economics, followed by 22 lessons on such topics as the development of capitalism, the structure and flow of personal economics, finding a job, consumer spending and borrowing, saving, insurance, and government's role.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Test of Understanding in Personal Economics available separately. Norming data available for this test.

Title TIPS HANDBOOK

Author *Date Pub.* 1968

Publisher National Association of Manufacturers, 277 Park Ave., New York, NY 10017

Teacher or Student Material Teacher *Cost* Free *Length* 124 pages

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Contains a listing of various references and resources pertaining to the related fields in clothing and grooming, food, health and leisure, home furnishings, and money management. Each section is accompanied by an introduction of the various sections covered and a listing of additional informational resources.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TLC FOR TEXTILES

Author _____ *Date Pub.* _____

Publisher Educational & Consumer Relations
J. C. Penney Company, Inc., 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Student *Cost* $3.50 *Length* 1 filmstrip 6 minutes

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Illustrates some of the problems faced by consumers in providing TLC (tender loving care) for the textile products in their homes. It reviews care problems and their causes; suggests ways for solving them.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TO MARKET, TO MARKET

Author _____ *Date Pub.* _____

Publisher Consumer Relations.
The Sperry and Hutchinson Company, 3003 East Kemper Road, Cincinnati, OH 45241

Teacher or Student Material Student *Cost* Free *Length* slides

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Shopping know-how for today's consumer. Includes a suggested publicity release and 12-page guide, "How to Be a Better Shopper."

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Leader's Guide

Title TRADING STAMP INDUSTRY

Author _____ *Date Pub.* _____

Publisher Consumer Relations
The Sperry and Hutchinson Company, 3003 East Kemper Road, Cincinnati, OH 45241

Teacher or Student Material Student *Cost* Free *Length* Booklets

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Information on today's trading stamp industry. Included are authoritative reports, analyses and speeches prepared by independent research organizations, economists and government specialists; questions and answers about trading stamps and their place in a competitive economy.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title UNDERSTANDING TODAY'S TEXTILES

Author _____ *Date Pub.* 1969

Publisher Educational & Consumer Relations
J. C. Penney Company, Inc., 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Student *Cost* $5.75 *Length* 1 filmstrip

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Describes generic textile families. Includes cartoons of textile families, a "textile newsletter" with information to supplement the unit.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Available in Spanish

Title USING INSTALLMENT CREDIT

Author Phelps *Date Pub.* 1959

Publisher Commercial Credit Co., Baltimore, MD

Teacher or Student Material Student *Cost* Free *Length* 80 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Answers problems of how to use installment credit wisely.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WHO PUT THE CON IN CONSUMER?

Author David Sanford *Date Pub.* 1972

Publisher Liveright, 386 Park Avenue South, New York, NY 10016

Teacher or Student Material Student *Cost* $2.95 *Length* 166 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: From children's toys to "harmless" drugs, shows how big business plays on public weaknesses, current fads, and the consumer's lack of factual, precise information in order to sell its products.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title YOUR GUIDE FOR TEACHING MONEY MANAGEMENT

Author _____ *Date Pub.* 1965

Publisher Money Management Institute of Household Finance Corporation Prudential Plaza, Chicago, IL 60601

Teacher or Student Material Student *Cost* booklets $ .25 each $10.00 Set of 5 filmstrips *Length* 30 pages

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES: (1) To provide the fundamentals for teaching money management; (2) To organize the subject matter into major concepts and generalizations.

SUMMARY DESCRIPTION: Describes building a framework of money management concepts; determining understandings and attitudes in the area of money management; choosing suitable learning experiences for each money management concept; selecting appropriate outside resources; and evaluating progress in money management.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

DATA PROCESSING

Title AN ORIENTATION COURSE OF STUDY IN DATA PROCESSING OF DISTRIBUTIVE EDUCATION

Author Albert Sternberg *Date Pub.* 1971

Publisher Curriculum Laboratory, Rutgers - The State University Building 4103, Kilmer Campus, New Brunswick, NJ

Teacher or Student Material Teacher *Cost* Free *Length* 60 pages

Grade Level Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This book contains general information to give the student a basic understanding of data processing in relation to distributive education.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CLARIFYING THE COMPUTER

Author Kevin M. McLoughlin *Date Pub.* 1968

Publisher Fairchild Publications, Inc., 7 East 12 Street, New York, NY 10003

Teacher or Student Material Student *Cost* $12.50 *Length* 272 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Covers such subjects as an analysis of the "myths about computers," the applications of Electronic Data Processing (EDP) for smaller firms; EDP personnel development; understanding costs and the role of middle management. Contains a glossary of EDP terms geared to retail-manufacturer management.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title DATA PROCESSING - A COURSE OF STUDY

Author William J. Wolf *Date Pub.* 1967

Publisher Curriculum Laboratory, Rutgers - The State University
10 Seminary Place, New Brunswick, NJ

Teacher or Student Material Teacher *Cost* Free *Length* 40 pages

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES: (1) To introduce students to the concept of and the need for data processing; and (2) To survey the various input media and their codes.

SUMMARY DESCRIPTION: A manual to help teachers learn about, then plan and prepare their own course of study. It is a basic guide for those who are responsible for implementing such a program in their school.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title FUNDAMENTALS OF DATA PROCESSING

Author E. E. Wanous, S. J. Wanous and G. Wagner *Date Pub.* 1971

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $5.48 *Length* 408 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: To help prepare students for careers in which they need to understand automated data processing, even though their jobs may not be directly connected with electronic computers.

SUMMARY DESCRIPTION: Emplains and illustrates the different kinds of instructions that can be carried out by the computer and the code in which these instructions must be written. Color is used in the book to stress important points and to enhance its appearance.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Practice Set ($3.88), Test 1-2 (Package of 4 - $ .64); and Transparencies ($180.00 for 100).

Title INFORMATION SYSTEMS, DATA PROCESSING AND EVALUATION

Author Gene Dippel and W. C. House *Date Pub.* 1969

Publisher Scott, Foresman and Co., 1900 East Lake Street, Glenview, IL 60025

Teacher or Student Material Student *Cost* $9.95 *Length* 500 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES: To develop conceptual awareness and general familiarity with EDP equipment and processes in a context of the overall information system represented.

SUMMARY DESCRIPTION: An introductory data processing text which emphasizes the concepts and techniques of data processing common to most applications. The authors stress the human aspects of data processing by blending general communication theory, cybernetics, and history into a broad conceptual development of information systems.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title INTRODUCTION TO TERMINOLOGY, EQUIPMENT & CONCEPTS OF COMPUTERS

Author Roger L. Grant *Date Pub.* 1971

Publisher Lockwood Publishing Co., 551 Fifth Avenue, New York, NY 10017

Teacher or Student Material Student *Cost* $7.50 *Length* 152 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Basic instruction in language of computer science, the range of computer equipment, and the concepts and practice of computerized control, especially for industrial processing. Practical application of the theory is illustrated by specific reference to the pulp and paper industry. Cross-referenced glossary of computerization terms is provided.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

DISTRIBUTIVE EDUCATION

Title ADULT PUBLIC RELATIONS

Author Dale L. Bowman *Date Pub.* 1973

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $2.00 *Length* 20 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: The necessary steps in effectively promoting the adult training potential in an area including specific public relations ideas for the D.E. coordinator.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ADULT TRAINING TRANSPARENCY MASTERS

Author *Date Pub.* 1972

Publisher D. E. Material Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $ .50 *Length* 14 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: These overhead transparency masters are part of the Adult Operations Manual which may be ordered separately. Good backup in promoting an adult class with business management.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BASIC AMERICAN GOVERNMENT FOR DISTRIBUTIVE EDUCATION

Author Roy E. Palmer, Jr. *Date Pub.* 1971

Publisher D. E. Materials Lab, 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $2.00 *Length* 97 pages

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Designed to pinpoint specific areas of knowledge in order to understand the problems of the business community, specifically in the area of marketing.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A BIBLIOGRAPHY OF PERIODICALS

Author G. L. Williams, T. S. Jones and J. G. Koeninger *Date Pub.* 1973

Publisher D. E. Materials Lab, 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $1.00 *Length* 11 pages

Grade Level Secondary/Collegiate *Suggested Time of Use*

OBJECTIVES: To help D. E. teachers order magazines necessary for D. E. classes.

SUMMARY DESCRIPTION: Listing of 156 magazines which relate to all aspects of the field of marketing. The booklet lists the name of the periodical, its price, publisher, address and how often it is published.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BIG BOARD

Author William F. Wibbing and Jimmy G. Kennemer *Date Pub.* 1973

Publisher D. E. Materials Lab 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $1.00 *Length* 16 pages

Grade Level Secondary/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: This introduction to the ideas of the stock market gives students an opportunity to decide how to spend $100,000 when given periods with specific economic character. The booklet includes the instructions for the game and 6 overhead transparencies showing how prices fluctuate.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BULLETIN BOARDS FOR D.E.

Author Karen Kitsteiner *Date Pub.* 1970

Publisher D. E. Materials Lab 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $3.00 *Length* 49 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A manual of bulletin board layouts specifically for D.E.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BULLETIN BOARDS: MEET OUR DECA WINNERS

Author Cathy Ashmore Date Pub. 1973

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher Cost $1.00 Length 37 pages

Grade Level Secondary Suggested Time of Use

OBJECTIVES:

SUMMARY DESCRIPTION: This is a collection of illustrations and signs which could be used on a bulletin board or display window to announce either entries or winners in DECA competition. It includes materials for all competitive events and comes packed in a file folder for handy storage.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A COLLECTION OF OVERHEAD TRANSPARENCY ORIGINALS FOR D.E. - I

Author Date Pub. 1967

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher Cost $2.00 Length 80 pages

Grade Level Secondary Suggested Time of Use

OBJECTIVES:

SUMMARY DESCRIPTION: Transparency originals (black and white images) are assembled into one packet. These include six subject areas commonly covered in DE. These originals are easily made into transparencies.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A COLLECTION OF OVERHEAD TRANSPARENCY ORIGINALS FOR D.E. - II

Author _____ *Date Pub.* 1968

Publisher D. E. Materials Lab 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $1.50 *Length* 45 pages

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This series includes 45 black and white "originals" in the following areas: buying fundamentals, business location, business organization, and personal budgeting.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title CURRICULUM GUIDELINES FOR DISTRIBUTIVE EDUCATION

Author James D. Walters *Date Pub.* 1970

Publisher D. E. Materials Lab 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $2.00 *Length* 97 pages

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: This curriculum outline places major emphasis on fundamental application of marketing principles. It includes curriculum for the Senior Distributive Education program and the Junior-Senior program.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A DIRECTORY OF MARKETING AND TRADE ASSOCIATIONS

Author Bob Burk *Date Pub.* 1969
D. E. Materials Lab

Publisher 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $2.00 *Length* 45 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A listing of sources of merchandise and industry information in the distributive field.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title DISTRIBUTIVE EDUCATION

Author *Date Pub.*

Publisher Colonial Films, Inc., 752 Spring Street, Atlanta, GA 30308

Teacher or Student Material Student *Cost* $240.00 *Length* 82 transparencies

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Transparencies on the following areas: Good Grooming, Orientation to D.E., Job Application and Job Interview; Basic Salesmanship and D.E.C.A.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title DISTRIBUTIVE EDUCATION

Author _____ *Date Pub.* _____

Publisher D. C. A. Educational Products, Inc. 4865 Stenton Avenue, Philadelphia, PA 19144

Teacher or Student Material Teacher *Cost* $207.60 *Length* 36 transparencies

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Thirty-six multi-colored transparencies and overlays in: display, merchandising math, marketing channels, advertising, packaging, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title D.E. GUIDELINES FOR TRAINING PLANS

Author _____ *Date Pub.* 1967

Publisher D. E. Materials Lab 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $3.00 *Length* 105 pages

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Twenty-two sample training plans are given in training plan form to serve as a guideline for D.E. coordinators. The guidelines are not complete in the sense that each individual student may vary in his job assignments. The final plan is, of course, a culmination of effort involving the student, coordinator, and employer. These guidelines are invaluable to the coordinator who is establishing the all-important individual job training plans.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE D.E. STORY

Author *Date Pub.* 1971

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $10.00 *Length* 40 slides with tape

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Explains the concept of D.E. showing students on the job, explains job duties, attempts to answer all questions concerning the classroom-job training concept.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title DISTRIBUTIVE EDUCATION TRAINING GUIDES

Author Haines and Tedder *Date Pub.* 1963

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $2.79 *Length* 202 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES: To relate classroom instruction more meaningfully to each trainee on his job.

SUMMARY DESCRIPTION: One hundred training guides are included in this manual to provide individual instruction for cooperative trainees. This series of assignment sheets will encourage each trainee to think of his training station as an extension of the classroom.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual

Title DISTRIBUTIVE EDUCATION WORK-EXPERIENCE MANUAL

Author P. A. Carlo, D. H. Murphy and W. R. Scott *Date Pub.* 1970

Publisher Delmar Publishers, Mountainview Avenue, Albany, NY- 12205

Teacher or Student Material Student *Cost* $3.15 *Length* 220 pages

Grade Level Secondary *Suggested Time of Use* 40 weeks

OBJECTIVES: To present numerous opportunities to relate the students actual on-the-job activities with classroom instruction.

SUMMARY DESCRIPTION: Takes the trainee from the first days in the program through the complete school year, providing those units of instruction and records which are necessary to accomplish goals of the work experience. There are 40 units. Specially designed forms and letters are included in the Appendix to assist the coordinator in initiating the work-experience program.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Guide ($ .50)

Title FILMS FOR DISTRIBUTIVE EDUCATION

Author *Date Pub.* 1965

Publisher Instructional Materials Services Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Teacher *Cost* *Length* 70 pages

Grade Level Secondary/Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION. Provides the teacher with a list of films for teaching Distributive Education in every subject area.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A GUIDE FOR MEMBERSHIP CHAIRMEN

Author Consumer Relations *Date Pub.*

Publisher The Sperry and Hutchinson Company, 3003 East Kemper Road, Cincinnati, OH 45241

Teacher or Student Material Student *Cost* Free *Length* 25 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Written to help membership chairmen recruit new members and help them become active; and to stimulate active participation on the part of every member. It contains step-by-step directions for examining present membership, setting a campaign goal, and suggests some practical ways to achieve it.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title GUIDELINES FOR STUDENT TEACHERS

Author Evelyn Barnes *Date Pub.* 1972

Publisher D. E. Materials Lab, 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $ .50 *Length* 13 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A guideline of activities for student teachers which is designed for preparation for all the activities they should be involved in during the student teaching of Distributive Education. It is written in evaluation form which may be filled out by the cooperating teacher or merely used for discussion purposes.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title HOW D.E. HELPS SMALL BUSINESS

Author John A. Beaumont *Date Pub.* 1968

Publisher Small Business Administration
U. S. Government Printing Office, Washington, DC 20402

Teacher or Student Material Both *Cost* Free *Length* 4 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Instruction, both high school and adult; individualized consultation; specialized clinics or institutes; selction and dissemination of current distributive information.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title KNOW YOUR TRAINING STATION

Author *Date Pub.* 1966

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Student *Cost* $.25 *Length* 17 pages

Grade Level Secondary *Suggested Time of Use* 8 hours

OBJECTIVES:

SUMMARY DESCRIPTION: Individualized workbook for students to acquaint them with beginning rules and regulations of their jobs. Supplements greatly teacher orientation and serves as excellent lead into units such as advertising, layout, personal grooming, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A LIBRARY FOR D.E.

Author Jeff Hommel *Date Pub.* 1970

Publisher D. E. Materials Lab, 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $2.00 *Length* 34 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A current listing of books in marketing and distribution. It is current and includes paperback selections.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MEMBERSHIP HANDBOOK

Author *Date Pub.*

Publisher Consumer Relations The Sperry and Hutchinson Company, 3003 East Kemper Road, Cincinnati, OH 45241

Teacher or Student Material Student *Cost* Free *Length*

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: An organization leader's guide to successful fund raising for ways and means chairmen. Detailed discussion of proven methods for planning exciting, effective projects.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE NEWSPAPER AS A TEACHING DEVICE

Author *Date Pub.* 1967

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $2.00 *Length* 31 pages

Grade Level Secondary *Suggested Time of Use* 12 hours

OBJECTIVES:

SUMMARY DESCRIPTION: Several unique approaches to using the newspaper in teaching such Distributive Education units as: applying for a job, advertising, business communications, display, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title OHIO DECA'S NUMBER ONE

Author *Date Pub.* 1973

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $15.00 *Length* 70 slides with tape

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Explains in detail the events at Ohio's Fall Delegates Conference.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title OHIO DECA'S TOPS IN MARKETING

Author *Date Pub.* 1973

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $15.00 *Length* 80 slides with tape

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Explains the state competitive events and gives a coordinator material to motivate a group of students as they begin to think about state competition. Also proves to be good public relations material for showing to parents, business people or for recruiting.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PROJECTS FOR JUNIOR STUDENTS

Author Ronald Seman *Date Pub.* 1971

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $2.00 *Length* 39 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Ten group projects are outlined for Junior Distributive Education students. Student work forms are included along with explanations for the teacher.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PUBLICITY HANDBOOK

Author _____ *Date Pub.* _____

Publisher Consumer Relations The Sperry and Hutchinson Company, 3003 East Kemper Road, Cincinnati, OH 45241

Teacher or Student Material Student *Cost* Free *Length* _____

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A step-by-step guide to the effective use of communica- Prepared especially for those in charge of publicizing the activities nization.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A SELECTED, ANNOTATED BIBLIOGRAPHY FOR RESEARCHERS IN BUSINESS AND DISTRIBUTIVE EDUCATION

Author Kenneth E. Everard *Date Pub.* 1969

Publisher Trenton State College, Trenton, NJ

Teacher or Student Material Both *Cost* _____ *Length* 11 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A bibliography of indexes, general and special, general research sources in education, selected miscellaneous references, general selected periodicals in professional business and distributive education, yearbooks, and monographys, and microfilm studies.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SIMULATIONS AND GAMES

Author Jimmy G. Koeninger *Date Pub.* 1972

Publisher D. E. Materials Lab 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $3.00 *Length* 77 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A basic guide to marketing and business oriented games. The manual explains the game and lists the name and address of the source and price.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title SUGGESTED PROGRAM OF STUDY FOR THE TWO YEAR HIGH SCHOOL D.E. PROGRAM

Author *Date Pub.* 1967

Publisher D. E. Materials Lab 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $2.00 *Length* 21 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A program of study developed to be used in the junior and senior year D.E. Topic areas are dealt with on a general basis with important sub-topics listed.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THIRTY-HOUR TRAINING PROGRAM

Author James H. Casey and Ramen H. MacFarlane *Date Pub.* 1972

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $1.00 *Length* 42 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A training program devised to help the student make necessary adjustments to the world of work.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TOLEDO TITLE SLIDES

Author *Date Pub.* 1971

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $5.00 *Length* 20 slides

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Developed by the Toledo Public Schools as a D.E. promotional slide presentation.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS

Title TRAINING FILM PROFILES

Author _____ Date Pub. 1972

Publisher Olympic Film Service, 161 West 22 Street, New York, NY 10011

Teacher or Student Material Teacher Cost _____ Length 15 pages

Grade Level Secondary/Collegiate/Adult Suggested Time of Use _____

OBJECTIVES:

SUMMARY DESCRIPTION: A catalog on films for guidance, human relations, business administration, labor, salesmanship, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title UNIPAC: DISTRIBUTIVE EDUCATION

Author Ira Martell Date Pub. 1971

Publisher D. E. Materials Lab 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Student Cost $1.50 Length 26 pages

Grade Level Secondary Suggested Time of Use 4 hours

OBJECTIVES:

SUMMARY DESCRIPTION An individual student package of 4 lessons designed to give a basic understanding of Distributive Education before a high school student decides to enroll in the program. Consists of a pre-test, post-test, and practice exercises for each section.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title WAYS AND MEANS HANDBOOK

Author *Date Pub.* 1964

Publisher Consumer Relations
The Sperry and Hutchinson Company, 3003 East Kemper Road, Cincinnati, OH 45241

Teacher or Student Material Both *Cost* Free *Length*

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A complete and practical guide to successful fund raising for ways and means chairmen. Detailed discussion of proven methods for planning exciting, effective projects.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title YOU BE THE JUDGE: DISPLAY

Author Jimmy G. Koeninger *Date Pub.* 1973

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $8.00 *Length* 35 slides

Grade Level Secondary *Suggested Time of Use* 6 hours

OBJECTIVES:

SUMMARY DESCRIPTION: Features all types of display--both exterior and interior.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title YOU BE THE JUDGE: DISPLAY MANUAL

Author: Jimmy G. Koeninger *Date Pub.* 1973

Publisher D. E. Materials Lab, 1885 Neil Avenue, 115 Townshend Hall, Columbus, O. 43210

Teacher or Student Material Teacher *Cost* $2.00 *Length* 5 slides, 22 pages

Grade Level Secondary *Suggested Time of Use* 10 hours

OBJECTIVES: (1) Student will be able to judge windows in DECA competition successfully; and (2) Student will be able to evaluate the qualities of a good and a poor display.

SUMMARY DESCRIPTION: Designed as a project for students of display, this packet includes a 22-page teaching outline on principles of display, student handout rating sheets (based on the National DECA competitive event), five 35mm slides of display windows rated by professionals, and 5 overhead transparencies of the composite scores.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

ECONOMICS

Title AMERICAN BUSINESS AND ITS ENVIRONMENT

Author Scott Walton *Date Pub.* 1966

Publisher The Macmillan Co., New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 654 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Contents include: Business and its Economic Environment; The Social Environment of Business; Examination of Constitutional Laws, Government Agencies and Officials; and Business and its Environment in The Future.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title BASIC ECONOMICS

Author Thomas J. Hailstones *Date Pub.* 1972

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $10.00 *Length* 672 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Includes: The Nature and Scope of Economics; Process of Economizing; Our Free Enterprise Economic System; Our Income System; Money, Credit, and Banking; Production, Income, and Employment; and Business Fluctuations.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual and Tests, Workbook ($3.05)

Title CASES AND PROBLEMS IN ECONOMICS

Author James Duesenberry and Lee Preston *Date Pub.* 1960

Publisher Educational Book Division Prentice-Hall, Englewood Cliffs, NJ 07632

Teacher or Student Material Student *Cost* $4.50 *Length* 195 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Gives a variety of problem situations to which the concepts and techniques of economic analysis may be usefully applied. Emphasis is upon the employment of tools which have been presented in abstract form in textbook readings or lectures and upon the development of economic policies to deal with current problems.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ECONOMICS

Author Campbell R. McConnell *Date Pub.* 1966

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* $8.95 *Length* 792 pages

Grade Level Secondary *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION. The crucial topic of economic growth in the overall selection of topics. Considerable care has been exercised to include only those which have significant bearing upon the twin problems of full employment and allocative efficiency.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Study Guide for Students

Title ECONOMICS FOR DISTRIBUTIVE EDUCATION

Author Jack Strietelmeier *Date Pub.* 1969

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $2.00 *Length* 46 pages

Grade Level Secondary *Suggested Time of Use* 9 -19 hours

OBJECTIVES:

SUMMARY DESCRIPTION: Basic introduction to the study of economics. The emphasis is on the economic functions as they affect marketing and distribution. Supply and demand, prices, production and basic concepts are explored. A comparison of economic systems and how they influence and affect distribution is included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ECONOMICS IN THE BUSINESS CURRICULUM

Author George L. Fersh, et. al. *Date Pub.* 1972

Publisher Joint Council on Economic Education
1212 Avenue of the Americas, New York, NY 10036

Teacher or Student Material Teacher *Cost* $2.50 *Length* 94 pages

Grade Level Secondary/Collegiate *Suggested Time of Use*

OBJECTIVES: To aid business teachers in including more economics in their curricula.

SUMMARY DESCRIPTION: Twenty articles on such topics as The Emerging Role of the Business Teacher in Economic Education, Economic Concepts for Understanding Everyday Business Activities, and Teaching Economic Concepts in Consumer Economics.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ECONOMICS IN THE CURRICULUM

Author J. D. Calderwood, J. D. Lawrence, and J. E. Maher *Date Pub.* 1970

Publisher John Wiley and Sons, New York, NY

Teacher or Student Material Teacher *Cost* *Length* 221 pages

Grade Level Secondary/Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses economic ideas and concepts and grade placement of economic concepts.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ECONOMICS - PRINCIPLES AND APPLICATIONS

Author John Kennedy and Arthur Olsen *Date Pub.* 1972

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $7.04 *Length* 611 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Relates economic principles to current social phenomena and provides students with a broad-based understanding of the American economic system. Sections on price determination; distribution of national income; money and banking; economic growth and stability; and fiscal policy.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Study Guides and Applications ($2.32), Tests 1-6 and Examination ($ .40), and Transparencies (50 for $110.00)

Title ECONOMIC THEORY OF REGULATORY CONSTRAINT

Author Elizabeth E. Bailey Date Pub.

Publisher Lexington Books, D. C. Heath and Company
125 Spring Street, Lexington, MA 02173

Teacher or Student Material Student Cost $15.00 Length 192 pages

Grade Level Collegiate Suggested Time of Use

OBJECTIVES:

SUMMARY DESCRIPTION: The models in this study demonstrate why regulatory constraints can cause unwanted economic incentives and at the same time support the view that some forms of regulation cause more harm than good. The study concerns itself with the extension of traditional economic theory of the firm to include regulatory constraint on the firm's behavior and analysis of the effects of regulation. It provides an important link between literature on regulation of industry which is purely theoretical and that which strictly is issue- or company-oriented.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title ESTIMATING ECONOMIC CAPACITY

Author Gift Date Pub. 1968

Publisher University Press of Kentucky, Lexington, KY 40506

Teacher or Student Material Student Cost $3.00 Length 70 pages

Grade Level Secondary/Collegiate/Adult Suggested Time of Use

OBJECTIVES:

SUMMARY DESCRIPTION: The author develops a conceptual framework within which a meaningful interpretation of these many definitions and measures of productive capacity can be made.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE EVOLUTION OF ECONOMIC THOUGHT

Author W. E. Kuhn *Date Pub.* 1970

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $10.20 *Length* 451 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: The value and distribution theory, macroeconomics, complementary avenues of theoretical advance, retrospect and prospect. Designed to acquaint students with the theorists who have exerted a strong influence on economics as a body of scientifically developed propositions.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Instructor's Manual and Examination Questions

Title FREE MEN AND FREE MARKETS

Author Robert Theobald *Date Pub.* 1965

Publisher Doubleday, New York, NY

Teacher or Student Material Student *Cost* $ .95 *Length* 175 pages

Grade Level Collegiate *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: A view of today's technological society and the problems of abundance, automation, and falling demand.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE NEW INFLATION: CAUSES, EFFECTS, CURES

Author G. L. Bach *Date Pub.* 1973

Publisher Brown University Press, 129 Waterman Street, Providence, RI 02912

Teacher or Student Material Student *Cost* $6.00 *Length* 103 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES: To enable the reader to understand the special nature of today's inflation and to help him to cope with it.

SUMMARY DESCRIPTION: In nontechnical terms defines inflation, shows how the effects of today's inflation differ from those of previous inflations, indicates the probable future trends of inflations, and considers solutions to the problem of inflation in a democratic society.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title STATISTICAL TECHNIQUES IN BUSINESS AND ECONOMICS

Author Robert D. Mason *Date Pub.* 1970

Publisher Richard D. Irwin, Inc., 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* *Length* 538 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: This book discusses: role of statistical methods, collection of business and economic data, presentation of data, frequency distributions, measures of central tendency, measures of dispersion and skewness, a survey of probability concepts, probability distributions, an introduction to sampling methods, sampling and sampling distributions, tests of hypotheses, and an introduction to decision making under uncertainty, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Tests

Title TEACHING A COURSE IN PERSONAL ECONOMICS

Author James Canfield *Date Pub.* 1971

Publisher Joint Council on Economic Education
1212 Avenue of the Americas, New York, NY 10036

Teacher or Student Material Teacher *Cost* Free *Length* 60 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Curriculum for high school consumer economics.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TEACHING PERSONAL ECONOMICS IN THE BUSINESS EDUCATION CURRICULUM

Author *Date Pub.* 1971

Publisher Joint Council on Economic Education
1212 Avenue of the Americas, New York, NY 10036

Teacher or Student Material Teacher *Cost* Free *Length* 82 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: "Recipe book" for curriculum suggestions for teaching personal economics. Education about business and education for business.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Interpretive Manual, Discussion Guide and Tests.

ECOLOGY

Title ECOLOGY

Author Paul R. Oberst *Date Pub.* 1972

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $2.00 *Length* 31 pages

Grade Level Secondary *Suggested Time of Use* 10 hours

OBJECTIVES: To structure an environmentally aware citizen.

SUMMARY DESCRIPTION: A teaching outline with the objective of incorporating outside projects to acquaint students with ecological problems in their own community. Several related films are listed as well as many printed references.

AVAILABLE INSTRUCTION MATERIAL AND TESTS: Polution Quiz

Title HOW TO MAKE ECOLOGY WORK FOR YOU

Author David Pinto *Date Pub.* 1972

Publisher Chain Store Publishing Corp., 2 Park Avenue, New York, NY 10016

Teacher or Student Material Student *Cost* $4.95 *Length* 160 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION Examines the controversial ecological issues from the point of view of the retailer, who is often caught in the middle of consumer attitudes and problems affecting manufacturers and environmentalists alike. Shows how these problems apply to retailing and what can be done by the retailer about them. Focusing on such areas as detergents, packaging of beer, soft drinks, perishables, and private-label products; and recycling, the author analyzes each issue and recommends programs that can be followed to cope with it. Includes appendices on environmental agencies and trade associations, and a glossary of terms.

AVAILABLE INSTRUCTION MATERIAL AND TESTS:

EXECUTIVE DEVELOPMENT

Title EXECUTIVE DYNAMICS

Author _____ *Date Pub.* _____

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $5.02 *Length* 200 pages

Grade Level Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Speechpower, salesmanship, and telephone techniques for today's executive.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title EXECUTIVE FUNDAMENTALS

Author _____ *Date Pub.* _____

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $5.02 *Length* 200 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES

SUMMARY DESCRIPTION: Leadership and memory training for today's executive.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title EXECUTIVE IMAGE

Author _____ *Date Pub.* _____

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $5.02 *Length* 200 pages

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Wardrobe and grooming for today's executive.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title EXECUTIVE LEADERSHIP

Author Nathan Axelrod *Date Pub.* _____

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student *Cost* $4.50 *Length* _____

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Written for the student or junior executive in the merchandising, advertising, and business management fields.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual ($5.00)

Title EXECUTIVE PERSONALITY

Author _____ Date Pub. _____

Publisher ITT Educational Publishing, 4300 West 62 Street, Indianapolis, IN 46206

Teacher or Student Material Student Cost $5.02 Length 200 pages

Grade Level Collegiate/Adult Suggested Time of Use 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Developing the mind and body for today's executive.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title LEADERSHIP TRAINING

Author _____ Date Pub. 1972

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher Cost $2.00 Length 81 pages

Grade Level Adult Suggested Time of Use 16 hours

OBJECTIVES:

SUMMARY DESCRIPTION: Supervisory skills are stressed in a functional outline discussing qualities of a leader, working with people, and efficiency as it applies to leadership.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

JOB ORIENTATION

Title APPLYING FOR A JOB

Author Patricia Rath, Ralph Mason and Lloyd Phillips Date Pub. 1968

Publisher

Teacher or Student Material Student Cost Length file cards

Grade Level Secondary Suggested Time of Use

OBJECTIVES: To allow the student to teach himself some of the fundamentals of applying for a job.

SUMMARY DESCRIPTION: This self-study guide for students is a set of questions relating to applying for a job.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE DISCIPLINARY INTERVIEW

Author John D. Staley Date Pub. 1969

Publisher American Management Association, 135 West 50 Street, New York, NY 10020

Teacher or Student Material Student Cost Length 1 record

Grade Level Secondary Suggested Time of Use

OBJECTIVES:

SUMMARY DESCRIPTION: This record demonstrates how to: 1) assure that employees know what the rules are and why they exist; 2) assure that employees observe rules; 3) inform employees what the performance standards are and how they are judged; and 4) follow-up consistently to insure that employees are complying with the rules.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title EFFECTIVE COMMUNICATION ON THE JOB

Author _____ *Date Pub.* 1963

Publisher American Management Association, 135 West 50 Street, New York, NY 10020

Teacher or Student Material Student *Cost* $7.50 *Length* _____

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Face-to-face communications, employment interviewing, orientation and training, order giving, discipline, wage and salary policies, and written communications.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE EFFECTIVE OFFICE WORKER SERIES

Author _____ *Date Pub.* _____

Publisher Thompson-Mitchell & Associates
2996 Grandview Avenue, N.E., Roberts Building, Atlanta, GA 30305

Teacher or Student Material Student *Cost* $225.00 *Length* Each filmstrip $50.00 5 filmstrips with cassettes Audiscan $350.00

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Titles of the filmstrips are: The Role of the Office Worker, Managing Your Time, Mapaging the Job, Making the Boss Look Good, and Improving Your Communications Skills.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE EXIT INTERVIEW

Author P. W. Maloney Date Pub. 1963

Publisher American Management Association, 135 West 50 Street, New York, NY 10020

Teacher or Student Material Student Cost _____ Length 1 record

Grade Level Secondary Suggested Time of Use _____

OBJECTIVES:

SUMMARY DESCRIPTION: The correct technique of conducting an exit interview.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title GETTING THE RIGHT JOB

Author James R. Rich, Jr. Date Pub. 1970

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher Cost $1.50 Length 40 pages

Grade Level Secondary Suggested Time of Use 10-15 hours

OBJECTIVES: The student will be able to apply for a job successfully.

SUMMARY DESCRIPTION: Unit of instruction designed to aid the student in techniques of locating sources for jobs, applying for the job, job interviews, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Transparency originals and handouts.

Title GOOD JOB HABITS - APPLYING FOR A JOB

Author John M. McKee *Date Pub.* 1966

Publisher Rehabilitation Research Foundation of Alabama, Elmore, AL

Teacher or Student Material Student *Cost* Free *Length* 21 pages

Grade Level Collegiate *Suggested Time of Use* 2 hours

OBJECTIVES:

SUMMARY DESCRIPTION: This lesson is divided into three parts: I. Getting Along with your Supervisor; II. Being Dependable; and III. Doing a Good Job.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Tests are included

Title HOW TO FIND AND APPLY FOR A JOB

Author Helen Keily and R. G. Walters *Date Pub.* 1960

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $1.80 *Length* 84 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Personal inventory, first step in selling yourself, discovering opportunities, selling yourself in a personal interview, the application blank, and how to sell your services by a letter of application.

AILABLE INSTRUCTOR MATERIAL AND TESTS:

Title INTERVIEWING THE POTENTIAL EMPLOYEE

Author P. W. Maloney and D. Thomas *Date Pub.* 1961

Publisher American Management Association, 135 West 50 Street, New York, NY 10020

Teacher or Student Material Student *Cost* _____ *Length* 1 record

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: The correct way to conduct an effective interview.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title JOB ORIENTED SKILLS FOR HIGH SCHOOL STUDENTS

Author _____ *Date Pub.* 1970

Publisher Research Institute of Programmed Education
American Management Association, 135 West 50 Street, New York, NY 10020

Teacher or Student Material Student *Cost* _____ *Length* 210 pages

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A programmed text to prepare students for basic entry-level jobs. General information on basic math, filing, banking procedures, payroll, money management procedures and business communications.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title OCCUPATIONAL ESSENTIALS

Author David J. Richter *Date Pub.* 1965

Publisher H. C. Johnson Press, Inc., Rockford, IL 61110

Teacher or Student Material Student *Cost* _____ *Length* 195 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES: To help students attain skills and attitudes necessary in finding and maintaining a job.

SUMMARY DESCRIPTION: Who Am I? Where Should I Look For Job Openings? How Can I Most Effectively Secure A Job? What Must I Do To Succeed On The Job?

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PERSONALITY DEVELOPMENT FOR BUSINESS

Author Russon *Date Pub.* _____

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $4.40 *Length* _____

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Human relations, business psychology and personality development are emphasized.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PREPARING FOR AN INTERVIEW

Author _____ *Date Pub.* _____

Publisher Educational & Consumer Relations J. C. Penney Company, Inc., 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Student *Cost* $3.50 *Length* filmstrip 6 minutes

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Presents information on how to evaluate personal qualifications for a job, what types of questions might be asked at an interview, appropriate dress, etc.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE RIGHT WAY TO FIND AND GET THE RIGHT JOB

Author Robert Snelling *Date Pub.* 1971

Publisher The New American Library, Inc. Educational Division, 1301 Avenue of the Americas, New York, NY 10019

Teacher or Student Material Student *Cost* $ .95 *Length* 302 pages

Grade Level Secondary/Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Tells how to evaluate oneself, planning a career, looking for a job, resumes and interviews, aptitude tests and employment services.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE TEENAGER AND THE INTERVIEW

Author John Keefe *Date Pub.* 1971

Publisher Richards Rosen Press, Inc., New York, NY 10010

Teacher or Student Material Student *Cost* _____ *Length* 188 pages

Grade Level Secondary *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A description of jobs--how to find them. Included are sections on employment applications, resumes, the interview, tests, summer and part-time jobs, and sections on different types of jobs.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TELEPHONE TECHNIQUES

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials, Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $60.00 *Length* 2 sound filmstrips
Audio w/o filmstrips $5.95

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: How to handle telephone equipment properly. What to say when answering incoming calls and placing outgoing calls. How to use the telephone to: increase goodwill, build sales, improve relations with customers, prospects and friends. How to tactfully screen telephone callers, take messages effectively, be a good listener and end calls graciously.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TELEPHONE TECHNIQUES

Author Sam Guarino, *Date Pub.* 1971

Publisher D. E. Materials Lab
1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Student *Cost* $3.00 *Length* 72 pages

Grade Level Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: This manual is directed to adult students who wish to learn the business-like manner of handling different types of phone calls. Telephone personality improvement and selling skills are covered in depth.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE WORLD OF WORK - CROSS-VOCATIONAL SKILLS & INFORMATION

Author *Date Pub.*

Publisher Educational Resources Div.
Educational Design, Inc., 47 West 13 Street, New York, NY 10011

Teacher or Student Material Student *Cost* $175.00 *Length* 15 tape cassettes

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: The basic understanding of how businesses operate, their vocabulary and customs.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Also includes: 12 overhead projector transparencies, 24 student record booklets, Instructor's Guide.

Title THE WORLD OF WORK - GETTING A JOB

Author _____ *Date Pub.* _____

Publisher Educational Resources Div. Educational Design, Inc., 47 West 13 Street, New York, NY 10011

Teacher or Student Material Student *Cost* $131.00 *Length* 12 tape cassettes

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Teaches the all-important skills necessary in getting a job.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Also includes: 24 student record booklets, Instructor's Guide.

Title THE WORLD OF WORK - ON THE JOB

Author _____ *Date Pub.* _____

Publisher Educational Resources Div. Educational Design, Inc., 47 West 13 Street, New York, NY 10011

Teacher or Student Material Student *Cost* $229.50 *Length* 20 tape cassettes

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses the interpersonal skills that will increase confidence, forestall impulse quitting, and enable students to cope with work environment problems.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title YOU AND YOUR JOB

Author Blackledge, Blackledge and Keily *Date Pub.* 1967

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* $2.12 *Length* 103 pages

Grade Level Secondary *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: Chapters on job opportunities, pick your goal, summer employment, selling your talents, how to write a letter of application, and personal interviews.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

PERSONALITY DEVELOPMENT

Title ART OF LISTENING

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $23.50 *Length* 4 audio lessons

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: How good listening makes for better decisions. Interpreting what you hear. Cultivating your ability to remember what you hear. How emotions color what you hear or think you hear. Determining possible hidden meanings. How to discover how well you listen and how to improve your listening ability.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title DISCOVER YOUR HIDDEN TALENTS

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $23.50 *Length* 4 audio lessons

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION. The importance of having a good self-image. How to achieve success by setting specific goals. Enthusiasm--how to develop it to best serve your interests. How to turn shortcomings into advantages. How to double your chances of success. How to rid yourself of bad habits and acquire good ones. The link between creativity and problem-solving. How to develop a more positive attitude. Selling yourself and your company.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title MEMORY

Author _____ *Date Pub.* _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $23.50 *Length* 4 audio lessons

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Techniques for remembering different kinds of information. How you can advance yourself socially and in business by developing a good memory.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PATHWA[illegible]TO SELF-IMPROVEMENT

Author Evelyn S. Barnes *Date Pub.* 1972

Publisher D. E. Materials Lab 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $2.50 *Length* 83 pages

Grade Level Secondary *Suggested Time of Use* 12 hours

OBJECTIVES:

SUMMARY DESCRIPTION: An outline for developing attitudes about a student's personality, personal appearance, and ability to communicate. It includes measurable objectives, teaching content and projects which will help the student learn to be more successful.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PERSONAL DEVELOPMENT TRANSPARENCIES SERIES

Author Hanson and Parker *Date Pub.* _____

Publisher South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227

Teacher or Student Material Student *Cost* Complete set $180.00 Each set $18.00 *Length* 10 sets of transparencies

Grade Level Secondary/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Each set contains eight two-color transparencies devoted to the development of a specific personal trait or work habit.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PERSONALITY DEVELOPMENT FOR ADULTS

Author _____ *Date Pub.* 1965

Publisher D. E. Materials Lab 1885 Neil Avenue, 115 Townshend Hall, Columbus, OH 43210

Teacher or Student Material Teacher *Cost* $2.00 *Length* 37 pages

Grade Level Adult *Suggested Time of Use* six 2-hour sessions

OBJECTIVES: To help students to better understand themselves and others.

SUMMARY DESCRIPTION: A unit developed primarily for adult training in the human relations area. This unit can also be successfully used at any level for beginning workers in distribution. It covers personality traits, voice, appearance and several other areas involved in personality development.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title TIPS & TRENDS

Author _____ Date Pub. 1969

Publisher National Consumer Finance Corporation 1000 Sixteenth Street, N.W., Washington, DC

Teacher or Student Material Student Cost _____ Length 20 pages

Grade Level Secondary/Collegiate/Adult Suggested Time of Use _____

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses the art of being understood.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title VOICE, VOCABULARY AND DELIVERY

Author _____ Date Pub. _____

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student Cost $29.50 Length 4 audio lessons

Grade Level Secondary/Collegiate/Adult Suggested Time of Use _____

OBJECTIVES:

SUMMARY DESCRIPTION. The impact of poor grammar and bad diction on listener reactions. The difference between "talk" and "communication." How to break a bad speech habit. The first step to take in improving your voice. How to develop the type of voice most pleasing to the ear. Pronouncing words properly. How to make sure the words you use convey the meaning you want for different types of listeners. Words and phrases you should avoid. How to pace your delivery most effectively. The "KISS" rule.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

PUBLIC RELATIONS

Title COMMUNICATIONS FOR LEADERSHIP

Author Edward E. Scannell *Date Pub.* 1970

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* $2.80 *Length*

Grade Level Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Written for the employee who wants a brief, practical method of improving his communication skills. Organized into six chapters, each of which develops one of those topics relating directly to the major communication problems of a manager.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Manual and Key ($1.60)

Title COMMUNICATIONS AND PUBLIC RELATIONS

Author Edward J. Robinson *Date Pub.* 1966

Publisher Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, OH 43216

Teacher or Student Material Student *Cost* *Length* 618 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Treats public relations practitioners as social behavioral scientists. The author spells out a communication theory model into which public relations problems can be translated. An examination of social and behavioral science research methods is included.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE NATURE OF PUBLIC RELATIONS

Author John E. Marston *Date Pub.* 1963

Publisher Gregg/McGraw-Hill Book Company, Hightstown, NJ 08520

Teacher or Student Material Student *Cost* _____ *Length* 393 pages

Grade Level Collegiate *Suggested Time of Use* 1 sem.

OBJECTIVES:

SUMMARY DESCRIPTION: Approaches its study primarily through theory and historical description. The contents of this book are drawn from the files of many publications and companies and are arranged so as to enable the reader to arrive at the fundamental principles of successful public relations by seeing how most competent practitioners in the field handle problems.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title THE PRACTICE OF PUBLIC RELATIONS

Author L. Roy Blumenthal *Date Pub.* 1972

Publisher The Macmillan Co., New York, NY

Teacher or Student Material Student *Cost* _____ *Length* 278 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: Discusses the many areas of public relations in detail.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PUBLIC RELATIONS - PRINCIPLES, CASES AND PROBLEMS

Author Bertrand R. Canfield *Date Pub.* 1968

Publisher Richard D. Irwin, 1818 Ridge Road, Homewood, IL 60430

Teacher or Student Material Student *Cost* _____ *Length* 627 pages

Grade Level Collegiate/Adult *Suggested Time of Use* 1 sem.

OBJECTIVES: To familiarize the general management of corporations, nonprofit organizations, and unions with the functions and areas of public relations so that they may better understand the role which public relations should play in improving the public image of their organization.

SUMMARY DESCRIPTION: This book is intended to serve as a basic text in courses of public relations for students planning to major in this subject and become practitioners of public relations.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title PUBLIC RELATIONS FOR RETAIL EMPLOYEES

Author _____ *Date Pub.* 1968

Publisher Instructional Materials Services Division of Extension, The University of Texas, Austin, TX 78712

Teacher or Student Material Student *Cost* _____ *Length* 107 pages

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES

SUMMARY DESCRIPTION: Emphasizes that the entire staff of a store must be imbued with the idea that the degree of customer good will is the direct result of employees putting into practice good public relations.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

MISCELLANEOUS

Title CITIZENS, CONSUMERS & COMMUNICATIONS

Author _____ *Date Pub.* 1972

Publisher Magazine Publishers Association, 575 Lexington Avenue, New York, NY 10022

Teacher or Student Material Teacher *Cost* Free *Length* 40 pages

Grade Level Collegiate *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: The nation's adults, in their dual role as citizens and consumers, interact constantly with communications media. The "climate for learning" from both the editorial programming and the advertising is probed.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title A DEPARTMENT STORE IN THE CLASSROOM

Author _____ *Date Pub.* 1969

Publisher Sears, Roebuck & Co., 3301 West Arthington Street, Chicago, IL 60607

Teacher or Student Material Student *Cost* $1.00 *Length* 39 pages

Grade Level Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION. Provides objectives for using catalogs in consumer education classes, concepts and learning experiences, teaching techniques, community resources, guidelines for use of newspapers, criteria for judging educational value of outside materials and listing of additional sources.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

Title OFFICE PRODUCTS KNOWLEDGE COURSES

Author Homer Smith *Date Pub.* 1973

Publisher National Office Products Association 1500 Wilson Boulevard, Arlington, VA 22209

Teacher or Student Material Student *Cost* $99.00 One course at $9.50 *Length* Set of 12 courses 6 hours per course

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES: To provide office products salesmen with information about the basic product lines sold to offices.

SUMMARY DESCRIPTION: Self-administered courses, each with standard 60 or 90-minute tape cassette plus matching workbook.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Leader's Guide

Title THE SMILE OF SUCCESS

Author *Date Pub.*

Publisher Classroom World Productions, Order from Associated Educational Materials Companies, Inc., Glenwood at Hillsborough Street, Raleigh, NC

Teacher or Student Material Student *Cost* $169.50 *Length* 14 lessons

Grade Level Secondary/Collegiate/Adult *Suggested Time of Use*

OBJECTIVES:

SUMMARY DESCRIPTION: The right kind of training and educational background ~~only--~~opens the door to better opportunities! It does not insure them. This series provides a proven success formula--showing and telling, step-by-step, how to chart the path to a brighter, more financially rewarding and personally satisfying future.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS: Teacher's Guide and 30 Student Books with 12 Personal Evaluation/Success Planning Charts are included.

Title STORE CORRESPONDENCE COURSE

Author _____ *Date Pub.* _____

Publisher NRMA STORE Correspondence Director, National Retail Merchants Association, 100 West 31 Street, New York, NY 10001

Teacher or Student Material Student *Cost* $275.00 *Length* 20 lessons

Grade Level Collegiate/Adult *Suggested Time of Use* _____

OBJECTIVES:

SUMMARY DESCRIPTION: A home study course for personnel now in the ranks with ability and motivation to perform greater responsibilities than their present position permits. Provides retail training without infringing on store time, space or executive personnel.

AVAILABLE INSTRUCTOR MATERIAL AND TESTS:

ACCESSION NUMBER: VT100605

PUBLICATION DATE: SEP72

TITLE: TEACHING THE DISADVANTAGED. A CURRICULUM GUIDE FOR CLASSES OF DISADVANTAGED STUDENTS IN AGRICULTURAL EDUCATION PROGRAMS.

PERSONAL AUTHOR: CRUNKILTON, JOHN R.

DESCRIPTOR: *AGRICULTURAL EDUCATION; *AGRICULTURAL OCCUPATIONS; *DISADVANTAGED GROUPS; *AGRICULTURE; CURRICULUM GUIDES; *SLOW LEARNERS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 541

ABSTRACT: THIS GUIDE IDENTIFIES A WIDE ASSORTMENT OF TASKS THAT CAN BE USED IN AGRICULTURAL CLASSES TO TEACH STUDENTS WHO ARE DISADVANTAGED IN EDUCATIONAL OR CULTURAL BACKGROUND, HAVE FAILED IN SCHOOL, ARE CLASSIFIED AS SLOW LEARNERS, OR ARE NOT RESPONDING TO THE USUAL SCHOOL CURRICULUM. THE GUIDE PROVIDES A SIMPLE LISTING OF TOPICS WITHIN EACH TASK THAT CAN HELP THE STUDENT UNDERSTAND AGRICULTURAL WORK. OBJECTIVES OF THE PROGRAM ARE TO HELP THE STUDENT UNDERSTAND HIMSELF, ADAPT TO FAMILY, SCHOOL, AND COMMUNITY LIFE, DEVELOP ELEMENTARY SKILLS AND PROPER WORK ATTITUDES, AND BECOME AWARE OF THE EMPLOYMENT OPPORTUNITIES IN AGRICULTURE IN THE LOCAL COMMUNITY. (MU)

INSTITUTION NAME: VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. DEPT. OF EDUCATION.

SPONSORING AGENCY NAME: VIRGINIA STATE DEPT. OF EDUCATION, RICHMOND. AGRICULTURAL EDUCATION SERVICE.

VT 100 605

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TEACHING THE DISADVANTAGED

A Curriculum Guide for Classes of Disadvantaged Students in Agricultural Education Programs

Prepared by
John R. Crunkilton

Agricultural Education
College of Education
Virginia Polytechnic Institute
and State University
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in cooperation with

the Agricultural Education Service,
State Department of Education

VT 100 605

September, 1972

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FOREWORD

Teaching the Disadvantaged

This guide was developed to assist teachers in conducting educational programs for the disadvantaged. In order to use this guide effectively, several observations should be made concerning the teaching of the disadvantaged.

One of the first problems a teacher may face is the selection of disadvantaged students who should enroll in the program. Students possessing one or more of the following characteristics would benefit the most by participating in a program designed specifically for the disadvantaged:

1. Students with a poor educational background
2. Students who have failed one or more grades in school
3. Students who lack a basic cultural background which would enable them to take advantage of educational programs available
4. Students from families existing on a poverty level income
5. Students who are classified as slow learners, but who are not mentally retarded
6. Students who have experienced continual failure with the present school program in meeting their needs.

Once disadvantaged students have been selected to participate in a program designed especially for them, the task of stimulating the students and developing desirable behavior within the students becomes that of the classroom teacher. One of the most profound qualifications of a successful teacher of the disadvantaged is having the right attitude. The teacher's attitude must project an acceptance of the students, a caring for the [illegible]s, and an ability to work with the students in a positive manner.

ERIC Full Text Provided by ERIC

Teaching methods and instructional activities must reflect the teacher's creativity, flexibility, and personal dynamism to a high degree of professionalism.

Instruction in the classroom or laboratory must be student oriented, activity oriented, and needs oriented. Instruction which incorporates a high degree of reading and listening on the part of the students should be avoided. Learning activities such as demonstrations, field trips, supervised study, supervised practice, and individual projects should be used to a great extent. The use of colored transparencies, suitable workbooks, slides, film strips, models, specimens, and other teaching aids which require the students to see, hear, feel, taste, and smell during the learning activity will enhance the students' abilities to learn and to retain what has been learned.

The following "don'ts", based upon observation of instructors teaching the disadvantaged for the first time, will serve to provide further direction in planning and conducting an effective classroom situation.

1. Do not use the same lesson plans in teaching the disadvantaged which were developed and used for the regular instructional classes.
2. Do not expect the disadvantaged to learn at the same rate or achieve at the same level as other students in the vocational program.
3. Do not hurry the disadvantaged during supervised study or other learning activities.
4. Do not assume that disadvantaged students understand unexplained or unfamiliar terms or possess the basic knowledge required for various subject areas.

5. Do not criticize disadvantaged students for things beyond their control.

6. Do not expect disadvantaged students to cover as much material as classes in the regular program have covered.

7. Do not expect the disadvantaged to comprehend the theory and philosophy underlying many agricultural instructional units.

8. Do not classify the disadvantaged as "dummies," as "second-rate citizens," or as unimportant in the instructional program.

A dedicated teacher utilizing student-oriented learning activities focusing upon the needs and interests of the students will provide an instructional program which will be of great value for developing useable skills and desirable behavior in disadvantaged students.

Objectives of the Program

The specific objectives of a program designed for the disadvantaged must be determined by the local teacher; however, several general objectives are identified here to help assist the teacher in developing program objectives and day-to-day objectives. The objectives of this program are to assist the student to:

1. Understand himself
2. Adapt to group living -- family, school, community
3. Develop personal traits for good citizenship and job success
4. Develop elementary manipulative skills and job entry skills
5. Develop effective communications and mathematics skills
6. Develop an understanding of the importance of good health
7. Understand personal money management
8. Understand the concept of work and the satisfactions found in work

9. Develop proper attitudes toward work and society as a whole

10. Acquire a knowledge of occupational fields in the industry of agriculture

11. Evaluate future occupational choices

12. Explore employment opportunities in the industry of agriculture in the local community

13. Appraise his own interests, aptitudes, and achievements as related to occupational goals

Using the Curriculum Guide in Teaching the Disadvantaged

The enterprises, units, and problem areas presented in this outline are intended to give teachers ideas and directions in selecting instructional units for classes of disadvantaged students. The instructional areas presented in this outline are not intended to be taught within the scope of one school year. The teacher should review this guide and select those enterprises, units, or problem areas which serve to meet the needs of the students in the local community.

To assist teachers in using this guide, several points should be made. Throughout this guide, some instructional areas are broken into enterprises and problem areas, while other instructional areas are divided into enterprises, units, and problem areas. The selection and teaching of each of these instructional areas are discussed below.

A. Enterprises and Problem Areas

The outline of problem areas developed under these headings provide maximum opportunity for flexibility in the instructional program. Once a teacher decides that an enterprise should be taught, only those problem areas which will help students meet their needs should then be selected. For example, a teacher

identifies masonry (page 6) as an enterprise that should be covered with the students. In surveying the community and students' interests and needs, the teacher might select the following problem areas to teach:

1. Identifying tools, equipment, materials, and masonry units
2. Fitting and/or caring for tools, equipment, and materials
8. Developing safety habits
3. Preparing concrete and mortar mixtures
6. Laying blocks

   APPLICATION - constructing a masonry project

   a. laying a cinder block wall
   b. cleaning tools
   c. mixing concrete and/or mortar mixture

B. Enterprises, Units, and Problem Areas

With instructional areas under this format, the teacher should teach all problem areas identified under the specific unit for maximum learning efficiency. For example, the teacher selects Farm Power and Machinery (page 11) as an enterprise and identifies the Unit, Operating a Tractor as an important segment of the instructional program. Thus, all four problem areas under the Unit on Operating a Tractor should be covered in one time span.

Regardless of which topical breakdown a teacher may select, each instructional segment should provide students the opportunity to practice what they have learned. These learning activities may take place in the shop, in the classroom, on school farms, in laboratories, during field trips, or in supervised occupational experience programs.

Enterprise Instructional Topics

Enterprise: Masonry

Problem Areas:

1. Identifying tools, equipment, materials, and masonry units
2. Fitting and/or caring for tools, equipment, and materials
3. Preparing concrete and/or mortar mixtures
4. Constructing concrete forms and footers
5. Pouring concrete
6. Laying blocks
7. Estimating materials and costs
8. Developing safety habits

APPLICATION - Constructing a masonry project

a. preparing concrete and/or mortar mixtures
b. building forms and footers
c. pouring walks, platforms, ramps
d. laying a cinder block wall or a brick wall
e. calculating a bill of materials
f. cleaning tools
g. building a footscraper or mailbox post
h.

Enterprise: Electrification

Problem Areas:

1. Understanding electrical terms
2. Identifying tools, equipment, and materials
3. Fitting and/or caring for tools, equipment, and materials
4. Drawing simple wiring diagrams

5. Beginning wiring

6. Estimating materials and costs

7. Developing safety habits

APPLICATION - Constructing an electrical project

a. sketching a wiring diagram

b. repairing an extension cord, light cord, cord on electric clock, or cord on any electrical equipment

c. wiring a 2-way switch

d. making wire splices

e. making an electrical cord

f. making a lamp, trouble light

g. calculating a bill of materials

h.

Enterprise: Plumbing

Problem Areas: 1. Identifying tools, equipment, pipes, fittings, and supplies

2. Fitting and/or caring for tools, equipment, and supplies

3. Fitting pipe

4. Maintaining the plumbing system

5. Estimating materials and costs

6. Developing safety habits

APPLICATION - Constructing a plumbing project

a. threading pipe

b. cutting pipe

c. laying a water pipe

d. calculating a bill of materials

e. replacing faucet washers

f. unclogging drains

g.

Enterprise: Woodworking

Problem Areas: 1. Identifying tools, equipment, and wood

2. Fitting and/or caring for tools, equipment, and supplies

3. Sketching wood project plans

4. Estimating materials and costs

5. Developing safety habits

APPLICATION - Constructing a wood project

a. sketching the project

b. calculating a bill of materials

c. building a mailbox, toolbox, nailbox, miter box, coatrack, sawhorse, doghouse, fairbox, gunrack, picnic table, meat board, bookcase, duck boxes, book ends, tool cabinet, biltmore stick, or other small projects usable by the student

d.

Enterprise: Cold Metal

Problem Areas:

1. Identifying tools, equipment, metal, and supplies
2. Fitting and/or caring for tools and equipment
3. Sketching the metal project
4. Estimating materials and costs
5. Developing safety habits

APPLICATION - Constructing a metal project

a. sketching the project

b. making a chisel, chipping hammer, or other small projects usable by the student

c. calculating a bill of materials

d.

Enterprise: Soldering and Sheet Metal

Problem Areas:

1. Identifying tools, equipment, metal, and supplies
2. Fitting and/or caring for tools and equipment
3. Sketching the metal project
4. Estimating materials and costs
5. Using fluxes and cleaning materials
6. Bending, shaping, and riveting
7. Developing safety habits

APPLICATION - Constructing a metal project

a. sketching the project

b. making a feed scoop, dust pan, or other small projects usable by the student

c. calculating a bill of materials

d.

Enterprise: Arc Welding

Problem Areas:

1. Identifying tools, equipment, metals, and supplies
2. Fitting and/or caring for tools and equipment
3. Sketching the welding project
4. Estimating materials and supplies needed
5. Developing safety habits
6. Preparing metals
7. Operating the welder

APPLICATION - Constructing a welding project

a. sketching the project

b. making a boot scraper, water trough, car ramps, wheel blocks, tree planting bar, animal feeding trough, hose hanger, towing bar, backstop goal, hitching pin, tractor bumper guard, or other small project usable by the student

c. calculating a bill of materials

d.

Enterprise: Gas Welding

Problem Areas:

1. Identifying tools, equipment, metals, and supplies
2. Fitting and/or caring for tools and equipment
3. Sketching the welding project
4. Estimating materials and supplies
5. Developing safety habits
6. Preparing metals
7. Operating the welder and cutting tip

APPLICATION - Constructing a welding project

a. sketching the project

b. cutting metal

c. cutting welding pads

d. making a small project usable by the student

e. calculating a bill of materials

f.

Enterprise: Painting

Problem Areas:

1. Identifying tools, equipment, paints, and supplies
2. Fitting and/or caring for tools and equipment
3. Developing safety habits
4. Estimating materials and costs
5. Painting wood and metal

APPLICATION - Painting a project

a. calculating a bill of materials

b. painting projects built by the students

c. painting fences, buildings, or other structure

d. cleaning brushes

e.

Enterprise: Farm Power and Machinery

Unit A: Operating a Tractor

Problem Areas:

1. Developing safety habits
2. Identifying control levers and operation gauges
3. Attaching mounted or drawn equipment
4. Operating the tractor

APPLICATION

a. starting the engine

b. driving the tractor

c. attaching plows, wagons, or other equipment

d. reading operating gauges

e. qualifying for tractor operator's permit

f.

Unit B: Maintaining a Tractor

Problem Areas:

1. Lubricating a tractor
2. Fueling a tractor
3. Servicing the radiator
4. Checking or replacing ignition system parts
5. Adjusting the brakes
6. Servicing the tires
7. Troubleshooting tractor problems

APPLICATION

a. greasing a tractor

b. changing oil and oil filters

c. changing water in radiator

d. filling a gas tank

e. setting spark plug gaps

f. replacing spark plugs

g. putting air in tires

h. winterizing a tractor

i.

Unit C: Operating Agricultural Equipment (such as lawn mowers, chain saws, garden equipment, and farm machinery)

Problem Areas: 1. Developing safety habits

2. Identifying control levers

3. Operating the equipment

APPLICATION:

a. starting a lawnmower, power saw, or other engines

b. operating lawnmowers, garden tractors, or other equipment

c. qualifying for machinery operator's permit

d.

Unit D: Maintaining Agricultural Equipment

Problem Areas: 1. Lubricating equipment

2. Servicing chains and belts

3. Servicing tires

4. Servicing other parts (such as shear pins and replacing twine)

APPLICATION:

a. greasing equipment

b. oiling chains

c. tightening belts

d. changing tires

e. replacing shear pins

f. setting up equipment - plows, discs, and other equipment

g.

Unit E: Maintaining Electric Motors

Problem Areas: 1. Lubricating motors

2. Cleaning motors

3. Servicing belts and pulleys

APPLICATION

a. lubricating electric motors

b. cleaning electric motors

c. tightening belts

d. changing pulleys

Unit F: Repairing Small Engines

Problem Areas:

1. Identifying types of engines
2. Identifying engine parts
3. Identifying tools and equipment
4. Fitting of and caring for tools
5. Replacing engine parts

APPLICATION

a. disassembling a small engine

b. overhauling a small engine

c. tuning up a small engine

d.

Unit G: Maintaining Small Engines

Problem Areas:

1. Lubricating the engine
2. Fueling the engine
3. Cleaning the cooling system
4. Checking the ignition system
5. Checking the fuel system
6. Troubleshooting engine problems

APPLICATION

a. changing the crankcase or air breather oil

b. cleaning an engine

c.

Enterprise: Farm Buildings

Unit A: Planning and Constructing Farm Fences

Problem Areas: 1. Determining type of fences

2. Locating gates and fences

3. Selecting fence materials

4. Locating corner and line posts

5. Estimating material needed

APPLICATION

a. calculating a bill of materials

b. constructing woven wire fences

c. constructing barbed wire fences

d. constructing electric fences

e. constructing moveable fences

f. constructing board fences

g. constructing cattle guards

h.

Enterprise: Large or Small Animals (Select kind of livestock appropriate for class members and community)

Unit A: Feeding Animals

Problem Areas: 1. Weighing and measuring feed

2. Reading labels and directions

3. Feeding the animals

4. Watering the animals

5. Keeping feed records

APPLICATION

a. feeding and watering animals

b. reading labels

c. keeping a feed record book

d.

Unit B: Caring for Animals

Problem Areas: 1. Cleaning animal pens

2. Disinfecting animal pens

3. Bedding the animals

4. Recognizing animal pests and diseases

5. Exercising animals

6. Grooming animals

APPLICATION

a. making a rope halter and tying knots

b. caring for an animal

c. grooming animals

d. disinfecting an animal pen

e.

Enterprise: Crops (Select crop appropriate for class members and community)

Problem Areas: 1. Selecting the seed

2. Preparing the seedbed

3. Planting the seed

4. Fertilizing at planting time

5. Recognizing pests and diseases

6. Applying supplemental fertilizer

7. Operating and maintaining equipment

8. Practicing safety in operation of equipment

9. Harvesting the crop

10. Storing the crop

APPLICATION

a. preparing test plots or experimental plots (plowing, preparing soil, and fertilizing)

b. running germination tests

c. fertilizing crops

d.

Enterprise: Soil and Water Management

Problem Areas: 1. Understanding need and value of erosion control

2. Identifying types of erosion

3. Recognizing effects of erosion

4. Controlling erosion

5. Locating ponds

6. Securing technical advice

7. Maintaining a pond

8. Developing safety precautions around a pond

APPLICATION

a. preparing test plots or experimental plots

b. assisting in the construction of a pond

c. seeding the dam

d. establishing safety devices around the pond

e.

Enterprise: Forestry

Unit A: Importance of Forests

Problem Areas: 1. Identifying parts of a tree

2. Identifying trees

3. Understanding value of forest

4. Planting trees

APPLICATION

a. identifying trees around the school building, home, or in a local forest

b. planting pine trees, hardwoods, or other trees

c. identifying soil erosion caused by an absence of trees

d.

Unit B: Managing the Forest

Problem Areas: 1. Selecting trees for intermediate cuttings

2. Selecting trees for harvest cuttings

APPLICATION

a. identifying trees that have market value

b. identifying trees that should be removed

c. cutting mature trees

Unit C: Measuring Trees and Logs

Problem Areas: 1. Understanding units of measurement

2. Measuring trees

APPLICATION

a. estimating lumber in standing trees

b. estimating lumber in cut logs

c. marking logs for sawing

d. making a biltmore stick

e.

Unit D: Protecting the Forest

Problem Areas: 1. Controlling forest fires

2. Recognizing insects and diseases

3. Recognizing damage done by animals

APPLICATION

a. designing and constructing forest fire prevention devices

b. identifying unhealthy trees

c. becoming a member of KVG (Keep Virginia Green)

d.

Unit E: Growing and Marketing Christmas Trees

Problem Areas: 1. Selecting sites

2. Selecting varieties

3. Planting Christmas trees

4. Pruning and shaping

5. Harvesting

6. Tying and marketing

APPLICATION

a. planting Christmas trees

b. pruning Christmas trees

c. shaping Christmas trees

d. cutting Christmas trees

e. preparing Christmas trees for marketing

f. selling Christmas trees

g.

Enterprise: Conservation

Unit A: Conserving Wildlife and Their Habitats

Problem Areas: 1. Identifying fish and their habitats

2. Identifying birds and their habitats

3. Identifying animals and their habitats

APPLICATION

a. identifying fish, birds, and/or animals around their homes

b.

Unit B: Controlling Pollution

Problem Areas: 1. Controlling air pollution

2. Controlling water pollution

3. Controlling land pollution

APPLICATION

a. identifying pollution around the community

b. correcting pollution sources

c.

Unit C: Managing Wildlife Populations

Problem Areas: 1. Stimulating populations

2. Propagating wildlife by artificial methods

3. Understanding and obeying game regulations

4. Trapping of live animals

5. Tagging animals, birds, and fish

6. Controlling predators

7. Recognizing diseases and pests

APPLICATION

a. trapping rabbits and fish

b. tagging pigeons

c. building wildlife shelters

d. building wildlife feeding patches

e.

Enterprise: Outdoor Recreational Area Opportunities

Unit A: Maintaining Camp Grounds and Parks

Problem Areas: 1. Maintaining rest rooms

2. Maintaining refuse disposal

3. Checking water supplies

4. Maintaining cooking facilities

5. Caring for park or campground area

APPLICATION

a. testing water

b. cleaning up a campground

c. taking a camping trip

d.

Unit B: Operating and Maintaining Hiking and Riding Trails

Problem Areas: 1. Marking and clearing trails

2. Bridging creeks or ravines

3. Constructing rest rooms

4. Developing safety habits

APPLICATION

a. constructing trails

b. building bridges

c. building rest rooms

d.

Unit C: Operating and Maintaining Riding Stables

Problem Areas: 1. Maintaining riding equipment

2. Constructing and maintaining trails

3. Developing camping sites and setting up equipment

4. Housing and feeding stock

5. Developing horsemanship

6. Developing safety habits

APPLICATION

a. servicing riding equipment

b. constructing riding trails

c. building a camp site

d. riding horses

e.

Unit D: Operating and Maintaining Marinas

Problem Areas: 1. Maintaining docks

2. Developing launching sites

3. Launching boats

4. Developing safety habits

5. Understanding laws governing operation of boats

APPLICATION

a. painting boat docks

b. building a launch site

c. launching a boat

d.

Enterprise: Horticulture (Select plants appropriate for class and community)

Unit A: Propagating Horticulture Plants

Problem Areas:

1. Identifying tools and equipment
2. Producing plants from seed
3. Reading labels
4. Germinating seed
5. Planting the seed
6. Caring for the seedlings

APPLICATION

a. planting marigolds

b. reading a seed package label

c. testing germination of seeds

d. planting a test plot

e.

Unit B: Producing Plants from Cuttings

Problem Areas:

1. Identifying types of cuttings
2. Understanding factors which affect success of cuttings
3. Making various cuttings
4. Preparing cuttings for rootings
5. Placing cuttings in rooting media

6. Caring for the cuttings

7. Preparing cuttings

APPLICATION

a. performing various cuttings

b. rooting plants

c. planting a test plot

d. growing geraniums

e.

Unit C: Producing Plants by Layerage

Problem Areas: 1. Understanding difference in layerage and cuttings

2. Identifying kinds of layerage

3. Caring of new plants before planting

APPLICATION

a. starting a grapevine or forsythia

b.

Unit D: Producing Plants by Budding and Grafting

Problem Areas: 1. Understanding methods of budding

2. Grafting of plants

3. Caring for grafted plants

APPLICATION

a. budding a rose

b. grafting a peach tree

c.

Unit E: Constructing Plant Propagation Containers and Equipment

Problem Areas: 1. Constructing flats and planting boards

ERIC
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2. Identifying and using types of heat

3. Identifying and using air cooling systems

4. Operating plant growing equipment

APPLICATION

a. watering plants

b. regulating temperature

c.

Enterprise: Landscaping

Unit A: Establishing Lawns and Turf

Problem Areas: 1. Identifying tools and equipment

2. Preparing the seed bed

3. Understanding the difference in lawn grasses

4. Seeding lawns

5. Transplanting turf

6. Transplanting shrubs

7. Caring for and maintaining tools and equipment

APPLICATION

a. raking and leveling a lawn

b. sowing lawn grass seed

c. growing bluegrass, fescue, or other grasses in a test plot or planter

d. cleaning lawn tools

e. transplanting shrubs or sod

f.

Unit B: Maintaining Lawns and Turfs

Problem Areas: 1. Identifying tools and equipment

2. Mowing the lawn

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3. Fertilizing the lawn

4. Aerating the lawn

5. Watering the lawn

6. Controlling pests of lawn

7. Caring for and maintaining tools and equipment

APPLICATION

a. Mowing a lawn, section of a school ground, or other area

b. Fertilizing a test plot

c.

Unit C: Repairing or Renovating Lawns

Problem Areas: 1. Identifying causes of deterioration

2. Identifying tools and equipment

3. Repairing or renovating lawns

4. Caring for and maintaining tools and equipment

5. APPLICATION

a. Identify areas of poor lawns around school grounds

b. Renovate an area identified in (a) above

Enterprise: Personal Development

Problem Areas: 1. Developing oneself

2. Applying for a job

3. Interviewing for a job

4. Managing money

5. Developing human relations

6. Living a budget

7. Understanding purposes of the FFA

APPENDIX

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Enterprise [illegible] Business Sc[illegible]

Product Area [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[

ERIC
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Enterprise: Gardening

Problem Areas:

1. Understanding needs and values of home garden
2. Selecting location of garden
3. Selecting crops, varieties, seeds, and plants
4. Estimating seed and fertilizer
5. Preparing the soil
6. Fertilizing the soil
7. Planting the seeds
8. Controlling the pests
9. Watering the plants
10. Harvesting the vegetables
11. Constructing and using hotbeds and cold frames

APPLICATION

a. planting sweet corn

b. planting a garden

c. preparing the seedbed

d.

Enterprise: Home Beautification

Problem Areas:

1. Maintaining driveways
2. Maintaining walks
3. Maintaining the house and general repair

APPLICATION

a. grading a driveway

b. repairing a walk

c. replacing windows

d. repairing roofs

e. repairing eaves and downspouts

f. adjusting latches and doors

g.

Occupations for the Disadvantaged

In this section of the curriculum guide, several occupations have been identified which could possibly provide successful employment for the disadvantaged student. In reviewing these occupations, you may find some which you feel would be too advanced for a disadvantaged individual. We must realize, however, that there are various levels or degrees to which an individual is disadvantaged. Thus, any occupation identified below may be desirable and attainable for some individuals and not for others.

Masonry Helper
Brick Layer
Concrete Truck Driver
Electrician's Helper
Plumber's Helper
Carpenter's Helper
Agricultural Machinery Sales and Service Helper
Welder (Arc and Gas)
Painter's Helper
Painter
Farm Laborer
Pulp Wood Cutter
Machinery Set-up Man
Machinery Service Man
Small Engine Repairman
Farm Building Construction Worker
Veterinarian Animal Caretaker
Campground Caretaker
Park Caretaker
Riding Stable Employee
Marina Employee
Nurseryman's Helper
Greenhouse Helper
Landscape Employee
Golf Course Employee
Salesman
Gardener
Self-Employed

Relating Occupations to the Curriculum Guide

Assume that you as a teacher determine a need in your community for carpenter's helpers. In conducting the classes for the disadvantaged, you stimulate interest in the students concerning woodworking and occupations relating to woodworking.

A review of the Table of Contents gives direction to possible instructional topics. These are:

Woodworking
Painting
Personal Development
Agri-business Skills.

Once these are identified, the teacher must then select which problem areas would best serve to prepare the students for an occupational opportunity. In addition to reviewing the woodworking section, additional topics may be identified under other areas, such as painting. Problem areas included under personal development and agri-business skills would also need to be considered in teaching any topic to the disadvantaged.

ACCESSION NUMBER: VT100606

PUBLICATION DATE: 72

TITLE: A GUIDE FOR TEACHING FAMILY ECONOMICS: GRADE 11 OR 12.

PERSONAL AUTHOR: MASTIN, MARY HELEN, AND OTHERS

DESCRIPTOR: *CONSUMER EDUCATION; *HOME ECONOMICS EDUCATION; *CURRICULUM GUIDES; *TEACHING GUIDES; *CONSUMER ECONOMICS

IDENTIFIER: *WICHITA PUBLIC SCHOOLS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 541

ABSTRACT: THIS GUIDE PROVIDES A 1-SEMESTER CONSUMER EDUCATION CURRICULUM FOR THE HOME ECONOMICS TEACHERS OF THE WICHITA PUBLIC SCHOOLS. A 3-COLUMN TEACHING GUIDE DETAILS GENERAL CONCEPTS, LEARNING ACTIVITIES, AND RESOURCES FOR SEVEN BROAD TOPICS. TITLES OF THE CONCEPTS MAKING UP THE COURSE OF STUDY ARE: (1) THE CONSUMER IN OUR ECONOMY, (2) VALUES AND GOALS, (3) RIGHTS AND RESPONSIBILITIES OF CONSUMERS, (4) MANAGEMENT OF RESOURCES AND BUDGETING, (5) CONSUMER BUYING, (6) CONSUMER CREDIT, AND (7) ECONOMIC SECURITY.

INSTITUTION NAME: WICHITA PUBLIC SCHOOLS, KANS.

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FAMILY ECONOMICS-Grade 11-12
Course No. 7722

Wichita Public Schools
Unified District No. 259
CURRICULUM DIVISION
Department of Home Economics

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A GUIDE FOR TEACHING

FAMILY ECONOMICS

GRADE 11 or 12

COURSE #7722

CURRICULUM SERVICES DIVISION

HOME ECONOMICS DEPARTMENT

Wichita Public Schools
Educational Services Building
640 North Emporia
Wichita, Kansas 67214

1972

PREFACE

Any curriculum guide is only as good as it is applied in the classroom. It is a tool to be used in the process of teaching. To what use it is put and how effective the teaching and learning process is depends a great deal on the sincere enthusiasm, effectiveness, and basic philosophy of the teacher and her/his ability to cause the student to want to become involved in the process of learning.

This guide has been designed to involve the student in learning experiences which will develop the necessary basic skills for managing her own clothing needs, as well as some knowledge of clothing and textiles for the home and family. It is very important that the teacher avail herself of current resources in textiles and clothing and supplement or alter the suggested outline to keep abreast of the inevitable changes.

We believe that consumer education with its enriching principles of economics can be one of the most beneficial, exciting and needed courses in the entire curriculum. It should be an integral part of the school curriculum K through 12, but home economics must give it special emphasis. Consumer Education is one facet of education that affects every individual regardless of social status, income level, age, sex, or race. It is practical! We are all consumers of goods and services!

"In Society today, many consumers are striving for a better quality of life and fundamental to this is an understanding of the consumer's role. Individuals need to enrich their image of the kind of life they want to lead. For those who are willing to discipline themselves and work, there is enormous opportunity for choices to live well in this rich free land of ours."*

One of the purposes of home economics is to equip the student with the skills necessary to recognize and to make intelligent use of personal, family, and community resources in setting her/his values and achieving her/his goals. The concepts in this guide are designed to accomplish this objective.

*Shoemaker, Bryl R., Consumer Education Curriculum Guide for Ohio, Grades K - 12, Vocational Education Division, State Department of Education, Columbus, Ohio

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ACKNOWLEDGEMENTS

This guide was developed through the combined efforts of a committee of Wichita Home Economics teachers through paid workshops during the school year of 1970. Curriculum revisions were made from suggestions of the total teaching staff. During the summer of 1971 a new committee of Home Economics teachers were employed to edit and revise the pilot guide and prepare it for implementation at the secondary level.

1970 CURRICULUM COMMITTEE

Mary Helen Mastin	Wichita High School North
Marian Thomas	Wichita High School North
Jeanne Belew	Wichita High School North

1971 CURRICULUM COMMITTEE

Pilot Program reviewed by the original committee - then revised by

Jeanne Belew	Wilbur Junior High School

Under the direction of

Helen Frieze - Director of Home Economics Education

Carolyn Comfort - Coordinator of Home Economics Related Occupations

Dr. Floyd M. Farmer, Assistant Superintendent -- Curriculum

Dr. Alvin E. Morris
Superintendent of Schools

PHILOSOPHY OF HOME ECONOMICS IN THE SECONDARY SCHOOL

Before any effective curriculum can be developed, the educational purposes of the public school and those of each specific discipline must be identified and agreed upon. They become the criteria by which the teaching materials are selected and organized. In general, the purposes to which home economics should address itself that were accepted by those who prepared this curriculum guide were: (1) to prepare the pupil for her/his roles and responsibilities in society; (2) to develop his potentialities; and (3) to help her/him think rationally.

After considering theories of curriculum development, the concept of structure of the discipline was selected by the group for several reasons. Bruner lists four of the advantages of teaching structure. These are:

1. ...that understanding fundamentals make a subject more comprehensible...

2. ...that perhaps the most basic thing that can be said about human memory, after a century of intensive research, is that unless detail is placed in a structured pattern it is rapidly forgotten...

3. ...that an understanding of fundamental principles and ideas appears to be the main road to adequate "transfer of training"...

4. ...that by constantly re-examining material taught in elementary and secondary schools for its fundamental character, one is able to narrow the gap between "advanced" knowledge and "elementary" knowledge.[1]

The home is the primary unit of the society in which one lives. The home exerts a primary influence on the individual who in turn carries this influence out into the society. If the teaching of home economics to junior and senior high school pupils can equip them to understand themselves, establish and maintain effective interpersonal relationships, establish realistic goals for themselves, use the resources available to attain goals in the most efficient manner possible, and foster nutrition and health as well as artistic standards in their lives, surely such a contribution is a societal one as well as an individual and family one. It is further believed that home economics should make a contribution to the education for gainful employment of pupils through the use of home economics

knowledge and skills.[2] This guide, however, does not attempt to present material for this aspect of the home economics curriculum but does include some learning experiences in orienting students to the world of work. Some simulated classroom and project-type learning experiences are suggested for the student which would acquaint her/him with home economics related occupations. Another responsibility of home economics education is to provide experiences for the student which will equip her for the dual role of homemaker and wage-earner.

Curriculum change must be a continuous process if it is to keep pace with the changing world. Not only does specific factual information change periodically, but the emphasis placed upon various aspects of a subject also changes. Home economics is particularly susceptible to change because of the nature of its basic components--the family which is influenced by a changing culture and the material goods related to the home which constantly change. Because this curriculum has attempted to identify basic concepts and generalizations which will remain constant within a changing world, it is hoped that this guide will prepare students for the changing world in which one lives.

---

[1] Bruner, Jerome S. The Process of Education. Cambridge: Harvard University Press. 1961.

[2] Lowe, Phyllis K. "Concepts, Products and Process." Unpublished mimeographed papers on file at Purdue University, Lafayette, Indiana. 1963.

SUGGESTIONS FOR USING THE GUIDE

Basic concepts relative to the subject matter have been identified in this guide, and generalizations which support these concepts have been stated. Resource materials from which the user may select those appropriate for the particular pupils to be taught and suggestive learning experiences which have been found to be successful are also included.

The concept of structuring curriculum upon its most basic or unifying concepts and stating broad generalizations for the concepts was used in developing the materials in this guide. They are teacher tools and are not to be given directly to the pupil.

Research indicates that the learner will learn more easily and retain more knowledge if the concepts are supported by learning experiences at all levels of learning. This is called inquiry learning. These experiences carry through so that the learner should be able to state in his own words the generalizations which have been taught.[1]

The sequence of inquiry learning used in this guide is as follows:

First Level: Provide orientation of introduction experiences to the concept to be taught.

Second Level: Provide manipulation experiences for concrete contact with the concept.

Third Level: Provide for experimentation to reinforce learning with the concept.

Fourth Level: Provide for application to any media to broaden the concept.

Fifth Level: Provide for validation experiences so that student can verify the meaning of the generalization.

Sixth Level: Provide for experiences to develop the generalizations encompassing the concept.

The following activities are listed to help the teacher carry out and identify inquiry learning:

O - Orientation: exhibits, demonstration, film, story, model, programmed material

M - Manipulation: discussion, laboratory, home experience, debate, role-play, brainstorm

E - Experimentation: laboratory, home experience, debate, role-play, brainstorm

A - Application: surveys, library research, discussion, field trip

V - Verification: resource people, supervised study, home experience, panels

G - Generalization: discussion, summaries, buzz groups

Objectives stated in the guide are generally from the cognitive domain of learning and are stated according to Bloom.[2] The teacher may wish also to teach some affective learnings.

The manner in which the guide is arranged does not necessarily mean the order in which learning experience should be planned in the classroom. It is important that each concept be explored with as many learning experiences as possible in order to provide the student with a broad background of knowledge and experiences on which to base his future decisions.

It is suggested that each teacher study the contents of the guide and then topically chart the program for the entire course term with time allocation indicated. Forms for this purpose are inserted at the back of the guide. By doing this, the objectives of the course will more nearly be accomplished. The student will also have been involved in those learnings and experiences deemed necessary at this particular level of development.

---

[1] Guidelines for Home Economics. Curriculum Guide. State Department of Education: Juneau, Alaska.

[2] Bloom, Benjamin A., Editor. Taxonomy of Educational Objectives, Handbook I, Cognitive Domain. David McKay and Company: New York. 1956.

CONCEPT: THE CONSUMER IN OUR ECONOMY

OBJECTIVES:
1) To determine the basic economic problem of scarce resources versus unlimited demands, and the ways in which this dilemma affects the consumer.
2) To determine the three major components (family, business, government) of the American economy in which the consumer must function effectively.
3) To identify the interrelationship of profit, competition, and labor supply in the American economy which determines the price of goods and services.

BROAD GENERALIZATIONS:
1) Consumers are constantly affected by the vital, dynamic forces of the American economy.
2) Basic economic decisions are made according to the governmental system under which the economy operates.
3) The desire for profit and competition, plus the amount of labor available, affects the prices paid for products in the American economy.

TIME: 2 weeks

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
BROAD GENERALIZATION: To determine the basic economic problem of scarce resources versus unlimited demands, and the ways in which this dilemma affects the consumer. The family economy affects and is affected by the larger economy.	Give the "Consumer Interest Inventory" to determine present student knowledge. The student is to write down the first word that comes to mind in connection with the following terms: consumer, money, trade, resources, wants, needs, consumer economics, values, goals, goods and services, profit, specialization of jobs, capitalistic society, capital goods, Gross National Product, conservation, prime interest rate, wealth. Evaluate personal interpretations, in terms of temporary text and booklet readings, through discussion. Pick out from the above terms, those requiring future work.	BOOKS Part One, pp. XIV-XV (28) Wilhelms, Unit 1 (64) Schoenfeld and Natella, Chapter 1 (55) PAMPHLETS H.F.C., "Guide to Teaching Money Management" (34) "Understanding and Using Economics" (6) "Money: Master or Servant" (21)

CONCEPT: THE CONSUMER IN OUR ECONOMY (continued)

GENERALIZATIONS	LEARNING ACTIVITES	RESOURCES
Money is a medium of exchange which is valuable only because of the goods and services it represents.	Show the filmstrip, "Our Role as Consumers".	FILMSTRIP BOE FS 0746 (4)
	Have the students write for five minutes on what money means to them. Read these aloud. Determine how the various connotations of money influence the consumer.	
	Show films on checks and the federal reserve bank.	FILMS "Story of a Check" BOE 0366 (4) "The Federal Reserve System" BOE 8843 (4)
	Discuss the pros and cons of having a checking account.	PAMPHLETS Federal Reserve Bank of New York, "Money: Master or Servant" (21) "The Story of Checks" (21) "You and Your Money" (21) "Money and Economic Balance" (21) Federal Reserve Bank of Kansas City, "Your Money Supply" (21)
	Discuss how checks are processed and handled through the local bank and federal reserve banks.	
	Discuss the use of checks instead of paper money or gold.	
	Discuss how families have become more dependent upon money income over the last 20 years.	BOOKS The Making of Economic Society, Heilbrones (27)
	Discuss the circular flow of money in order to better understand the relationship between money and the business cycle.	

CONCEPT: THE CONSUMER IN OUR ECONOMY (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
We always have a scarcity of resources and unlimited demands.	List some items desired by the students and the approximate cost of each. If these items were obtained, determine the difficulty of desiring other items. See how the purchase of one item might create the desire for other items.	FILMSTRIP "Controlling the Business Cycle", Vo-Tec. Library (28) TRANSPARENCY "Primer for Consumer Thinking--(Limited Funds--Unlimited Dreams)" (10)
	Show the film, "Law of Supply and Demand".	FILM BOE 8572 (4)
	Use the "Study Guide and Review" to introduce the basics of economics.	BOOKS Wilson and Eyster Workbook, pp. 1-2 (65)
	Have the students bring an article (from a newspaper or magazine) on conservation or ecology. Relate the current interest in conservation to its effect on the consumer.	Silent Spring, Carson (12)
	Assign committees to study and report on ways in which income is earned in the community.	Local employment service
	Discuss the pros and cons of consumerism.	BOOKS Consumerism: a Search for the Consumer, Aaker (1) The Consumer in American Society, Chap. 19, Troelstrup (59)
	Generalize through discussion.	BOOKLET "Cure for Consumeritis", Thiele (8) MAGAZINE "Meet Ralph Nader", Newsweek, January 22, 1968

CONCEPT: THE CONSUMER IN OUR ECONOMY (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
BROAD GENERALIZATION: Basic economic decisions are made according to the governmental system under which the economy operates.	Use the given questions to determine how America has met economic decisions in the past and in the present. Make predictions for the future. 1) What goods and services should the economy produce? 2) How will the goods and services be produced? 3) How will the goods and services be divided?	BOOKS The Consumer in American Society, Troelstrup (59) Wilhelms, Part 1 (64) Gordon and Lee, Chap. 1 (26) The American Market of the Future, Johnson (31) BOOKLETS "Economic Growth in the United States" (12) Better Homes and Gardens, "Understanding and Using Economics" (6)
	Use the film, "Voyage to Akimera".	FILM (1)
	Use the preceding questions to determine how a socialistic society makes economic decisions.	PAMPHLET National Consumer Finance Association, "Understanding and Using Economics" (40)
	View the filmstrip, "The World of Economics Series".	FILMSTRIP McGraw-Hill (16)
	Compare the probability of obtaining five consumer items in an American and a socialistic country.	BOOK Wilson, p. 30 (65)

CONCEPT: THE CONSUMER IN OUR ECONOMY (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Discuss the role the family plays in the economic system.	BOOKLETS "Some Concepts Essential to a Basic Understanding of Economics", Southwestern Publications (51) Eight Part Series, "Do You Know Your Economic ABC's, U.S. Dept. of Commerce (55)
When people want more services and benefits from the government, government costs and taxes become higher.	Discuss taxation as a means of dividing goods and services (question three on page three). Brainstorm how the government influences America's answer to the aforementioned economic questions.	
In a complex, urban society, government must supervise the production of goods and services.	View the film, "Government and the Market".	FILM BOE 9505 (4)
Inflation hurts all consumers, but it affects some more than others.	Have the students ask five people how inflation has affected them. Decide how it has hurt people the most.	PAMPHLETS Joint Council on Economic Education, "Inflation Can Be Stopped" (28) Federal Reserve Bank of Philadelphia, "The New Poverty" "Unemployment in Prosperity--Why" "Automation" "Your Money and the Federal Reserve System" (22)

CONCEPT: THE CONSUMER IN OUR ECONOMY (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
The goals and desires of people push the economy in certain directions.	Discuss the goals toward which America should strive and later relate these desired goals to taxation and the national income.	
Taxation is an essential ingredient in the promotion of mass economic and social benefits that are designed to facilitate living.	Question two people to determine what they think their taxes provide for them.	BOOK Schoenfeld, Chap. 13 (55)
	List the advantages and disadvantages if a town should discontinue the collection of all of its present taxes.	
The values held by the citizens of a community are reflected in the services provided within the community's economic structure.	Collect newspaper articles, and statements from legislators, on the subject of taxes and the use of public money.	
	Find current magazine articles which are concerned with the national economy, in order that the students may become aware of current economic problems. Report on these articles.	MAGAZINES Changing Times U.S. News and World Report Business Week Time Newsweek
	Prepare a chart showing government income and expenditures.	

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Prepare a circle graph that shows the Gross National Product for the past year, so that the student may become aware of the distribution of consumer income in the economy.	Public or school library
	Invite the county clerk to speak on "How the Standard of Community Living Is Improved Through the Use of Tax Money".	
	Write a paper answering the following questions (to determine whether the students understand the problems faced by consumers in a changing society). 1) In what ways are students an important economic force? 2) What problems do students face, as consumers? What problems do parents face, as consumers? 3) What can be done to eliminate these problems?	
The services that are provided by taxes contribute to the income of families.	Summarize.	
BROAD GENERALIZATION: The desire for profit and competition, plus the amount of labor available, affects the prices paid for products in the American economy.	Read and discuss booklet.	PAMPHLET Federal Reserve Bank of Philadelphis, "The Price System" (22)

CONCEPT: THE CONSUMER IN OUR ECONOMY (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Use the filmstrips, "The Value of Your Dollar" and "Consumers in the Market Place".	FILMSTRIPS "Current Affairs Film" (7) BOE FS 0746 (4)
	Select a popular consumer item and see how its price has changed because of competition. Decide whether it is now priced as low as it is likely to be with the producer still making a profit.	
	View the film, "Competition in Business".	FILM BOE 0632 (4)
	Select one consumer item and list the many capital goods that were required for its production.	
	Discuss three occupations in which a scarcity of workers has caused high wages. Discuss labor unions and their attempts to raise wages.	PAMPHLET Committee for Economic Development, "Economic Growth in the United States" (12)
The right to profit provides an incentive to enter and operate a business.	Have the students prepare reports explaining the steps involved in the marketing process.	BOOKS Consumer Choice in the American Economy, Bell (3) Gordon and Lee Chap. 11 (26) TRANSPARENCY "The Marketing Process" (29)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Examples of steps are: 1) Determining and developing products to be marketed 2) Assembling raw materials 3) Transporting goods 4) Processing or manufacturing 5) Standardizing, sorting, and grading of products 6) Packaging and labeling 7) Storing 8) Conducting research 9) Gathering, assembling, and using information about economic trends and market conditions 10) Financing and risk-taking 11) Determining prices 12) Selling 13) Communicating with different elements of the market system	
Competition acts as an automatic control on the quality and kinds of products or services and on the prices of goods and services that are offered by a business firm.	Use the game.	TEACHING AID "Marketplace" (9)

CONCEPT: THE CONSUMER IN OUR ECONOMY (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Have a buzz group on how labor supply and demand affects the price of goods.	
	Survey the community to determine how large businesses cause employment or unemployment.	Daily newspaper
	Find personal examples of a business slowdown or boom in this area and state. What are the reasons for this slowdown?	Local and statewide newspapers Newspaper column written by Sylvia Porter
	Invite a resource person from the personnel department of a large business, a labor leader, or an economic planner to visit the class.	
	Work the crossword puzzle on marketing terms to check understanding of marketing terminology.	BOOK Part Two, p. 290 (28)
	Consult additional references in a supervised study situation.	Consult the economics teacher for further references.
	Summarize, through generalizations formed in discussion.	

NOTES AND SUGGESTIONS

CONCEPT: VALUES AND GOALS

OBJECTIVE: To organize and list the values and goals that influence individual and family spending.

BROAD GENERALIZATION: Clearly-defined values and well-established goals give meaning to life and contribute to economic competence.

TIME: 1 week

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
BROAD GENERALIZATION: Clearly-defined values and well-established goals give meaning to life and contribute to economic competence.	Have the class discuss the difference between the following statements: 1) A family's level of living is based on income. 2) A family's level of living is based on its values and objectives. Take the forced-choice value test. Tabulate the results.	BOOKS Everything But Money, Levenson (33) Part Two, p. 4 (28)
Goals are specific aims and objectives that grow out of values (which are the ideals and principles by which we live).	Use the pretest. Think of two widely different goals that a person might like to reach. Explain, or show, how one can use different forms or combinations of resources to reach these goals. List some personal values and be able to tell how they affect a person's family life, education, work, friendships, use of money, and plans for marriage.	

CONCEPT: VALUES AND GOALS (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	View the filmstrips, "Directing Your Dollars" and "Marriage and Money".	FILMSTRIPS (1) (14)
	Develop bulletin boards to illustrate the typical goals of teenagers and some values on which these goals might be based.	
	Display clippings (from magazines or newspapers) of events that show different values in action.	
Values are transmitted to the individual from the culture, family, and peer group.	Use discussion to identify some sources of values. Use references such as records, etc.	A selection of current hit records
	Watch a current movie, TV show, or play and examine it for values. Write a short paper on the values held by one of the characters.	
	Compare the goals that are typical of different stages in the life cycle.	A chart on family life cycle
	Have the students list some of their goals and show how they relate to values. Have them set up plans for reaching three of their most important goals.	TRANSPARENCIES "Goals in Relation to Values" "Organizing Possessions to Achieve Goals" 3M (29) (Use the transparencies to set a mood.)

CONCEPT: VALUES AND GOALS (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Explore the goals of good friends or family members. How do they affect the way in which these people live and react to life?	
	Discuss the following questions: Does a society have values and goals? What are those of our country? Of our city?	
	Role-play how values might be expressed in different situations, such as: driving a car, taking care of a child, shopping in a crowded store, waiting for a bus, in a laundromat, etc.	
	Have the students list five things they have purchased recently. What values were they displaying? Have them define their goals.	
Standard of living is the term used to indicate the level at which families aspire to live (as represented by the quality and kinds of consumer goods they seek to enjoy).	Debate the following: A family's level of living is chiefly determined by the size of its income. A family's level of living is chiefly determined by values and goals.	
	Discuss how values and goals affect the aspirations one holds when applying for a job.	TEACHING AID "Earning" (2)

CONCEPT: VALUES AND GOALS (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
Level of living indicates the level at which families are actually living (according to their income).	Discuss such questions as: 1) What factors influence a standard of living? 2) What is the difference between level of living and standard of living? 3) What is the relationship between standards and standard of living? 4) How do certain standards originate? 5) What standards are traditional in this community? 6) What is meant by living on one standard of living but dreaming on a mental standard of living? 7) How can flexibility in standards help a family adapt to changing circumstances?	BOOKLETS "Expenditure Patterns of Low-Consumption Famil U.S. Dept. of Labor "Low Income Life Styles" Dept. of HEW (56)
Values and goals are different for each individual and family.	Use interviews with senior citizens and parents and have each student decide how values and goals for families have changed over the last two generations. Cite some so-called conflicting values, such as personal freedom and social order.	Tape record, if possible.

CONCEPT: VALUES AND GOALS (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Read articles on the various income levels of families and show how they reflect values and goals.	Current magazine and newspaper articles
	Have a resource person talk on the "Outward Sign of Personal Values and Goals by which a Person Is Appraised."	Telephone company Personnel department of large, local company MAGAZINE "Don't Lose That Job Before You Get It" Changing Times, May, 1970 (2)
	Listen to the taped story, "Family Secrets". Discuss the spending plan of each of the three families. Divide into three groups and become members of one of the three families. List the goals that these families seem to have. Point out the values that have contributed to these goals. Decide on at least two goals that might improve the spending habits of one's own family (using goals from the story). What values have contributed to these goals? Present ideas to the class. At the conclusion of the discussion, play the taped discussions from the beginning of the unit. Evaluate the knowledge gained in the unit.	MAGAZINE Patchett, June J., "Family Secrets", Illinois Teacher, Vol. XIII, No. 2, Nov.-Dec., 1969 (9)

CONCEPT: VALUES AND GOALS (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Generalize learnings.	

NOTES AND SUGGESTIONS

CONCEPT: RIGHTS AND RESPONSIBILITIES OF THE CONSUMER

OBJECTIVE: To help the students identify those concepts which will enable them to handle consumer matters, enjoy and protect their rights, and recognize and accept their responsibilities.

BROAD GENERALIZATIONS:
1) Consumers in the United States have the right to be informed, the right to safety, the right to choose, the right to be heard, and the right to be protected.
2) Consumers have responsibilities in relation to each of the above rights when planning their spending to meet important needs and wants.

TIME: 2 weeks

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
BROAD GENERALIZATION: Consumers in the United States have the right to be informed, the right to safety, the right to choose, the right to be heard, and the right to be protected.	Show "Consumers Union" film.	FILM "Consumers Union" (6)
	Show the slides, "The Law Behind the Label" to see the services provided by the Food and Drug Administration.	SLIDES FDA (12)
	View the filmstrip, "The Consumer Decides".	FILMSTRIP (9)
	Use the learning package, "Consumer Rights and Responsibilities".	TEACHING AID LP 47 (7)
	View the film, "A Reason for Confidence", to find out how the Food and Drug Act assures consumers of safe food and drugs.	FILM (1)
Consumers have certain rights under the laws of our different levels of government.	Prepare a bulletin board showing advertising gimmicks.	
	Discuss the essential elements of a contract.	BOOKS Fish (21) Schoenfeld, Chap. 4 (55)

CONCEPT: RIGHTS AND RESPONSIBILITIES OF THE CONSUMER (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Prepare a bulletin board showing the elements of a contract.	
	Discuss the meaning of Rousseau's words, "Never exceed your rights, and they will soon become unlimited."	
	Use the learning package, "Sources of Consumer Information".	TEACHING AID LP 35 (7)
	Read selected passages from current literature which apply to this topic.	BOOKS The Dark Side of the Marketplace, Maguson and Carpet (36) Wilhelms, Unit 7 (64)
	Make a list of the federal agencies that help the consumer. What would protect us if they didn't?	
	Discuss the following: What are some consumer rights? Explain what is meant by the rights to safety, to be informed, to choose, and to be heard.	Constitutional Bill of Rights
	Discuss the differences between a contract and a social agreement.	

CONCEPT: RIGHTS AND RESPONSIBILITIES OF THE CONSUMER (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Discuss food standards and the Food and Drug Administration services: 1) Standards of identity 2) Standards of quality 3) Standards of filling of the container	BOOKLET "What Consumers Should Know About Food Standards" (56)
	Discuss the need for consumer protection agencies. Point out the problems that are involved in enforcing consumer cooperation, and the action consumers should take when they believe laws have been violated.	
The Better Business Bureau provides an important service in each community it serves.	Discuss how the Better Business Bureau serves the consumer. Discuss other related service organizations, such as: chamber of commerce, attorney general's office, small claims court, legal aid society, post office department, etc.	BOOK Oppenheim, Chap. 17 (49) PAMPHLETS "Consumer's Look at Federal Protective Services" (15) "A Guide to Federal Consumer Services" (54)
Advertisement can be informative and helpful.	View the film, "Too Good to Be True". Use the learning package, "Advertising Awareness for the Consumer".	FILM (3) TEACHING AIDS LP 1 (2) "Creative Code of American Association of Advertising Agencies" (11)

CONCEPT: RIGHTS AND RESPONSIBILITIES OF THE CONSUMER (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Discuss the ways in which advertisement helps the consumer learn about a certain product.	BOOKS The Role of Advertising, Sandage and Fryberger (53) Consumer Economics, Wilhelms, Chap. 12-13 (64) MAGAZINE "Caution, These Products can Kill", Changing Times, Feb. 1970 (2) PAMPHLET Association of Better Business Bureaus, "Too Good to Be True" (3)
	Write, give, and react to a simple "commercial". Ask if this is an effective advertisement. Would the student buy the product because of the commercial?	
	List various advertising techniques, such as: appeals to conformity, imitation, fear, testimonials, and bait and switch ads.	Recent Ads LEAFLET "Wooing the Dimply Pimply", CU (14)
	Scour local advertising for misleading ads.	BOOKLET "Be Sharp! Don't Be Cheated" (23)

CONCEPT: RIGHTS AND RESPONSIBILITIES OF THE CONSUMER (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Prepare a scrapbook that contains at least one ad for each technique. Label each ad. Put in the scrapbook examples of ads that appeal to quality (but give no concrete information on product quality), to a desire to economize, to a sense of fear, and to social approval. Ads that decrease the personal desire for a product should also be included.	Newspapers and magazines BOOKLET "Some Basic Convictions About Advertising" (45)
	Discuss the different forms of advertising used to encourage consumer buying.	TRANSPARENCY "Evaluating Advertising" 3M (29)
	Have the students watch two hours of TV or listen to two hours of radio, then label and give the time of all commercials.	
	Help the students identify ways in which people can assume the responsibility for legislation affecting the consumer, for unfair business practices, and for customer services provided by business.	BOOK The Vulnerable Americans, Gentry (24)
	Brainstorm to determine the meaning of: "Dollars spent are the votes consumers cast for or against certain products of services, business organizations, and economic policies."	
	Debate the pros and cons of government services. Who pays for them?	

CONCEPT: RIGHTS AND RESPONSIBILITIES OF THE CONSUMER (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
Consumers protect their rights and responsibilities by knowing how they are served by various government agencies, business organizations, and private groups.	Assign committees to study and discuss: 1) Credit problems and how to avoid them 2) Laws that regulate consumer credit 3) The relationship of credit to the economic health of the nation	BOOKS The Hidden Persuaders, Packard (50) Consumer Economic Problems, Wilson and Eyster (65) Buyer Beware, Trump (60) Consumer Beware, Hunter (30 TRANSPARENCY "Consumer Protection Sources' 3M (29)
	Prepare a bulletin board on "Consumer Rights and Responsibilities".	BOOK Part Two, pp. 267-277 (28)
	Assign committees to report on private business organizations that serve the community. For example: AHEA, AMA, BBB, National Meat and Livestock Board, Home Laundry Manufacturers Assn., and AGA magazine (which does research and consumer testing). Describe the services each one provides.	BOOK The Consuming Public, McClellan (40) MAGAZINE "Is Protecting Consumers a Better Compaign Tactic than Kissing Babies?", Consumer Bulletin, Oct., 1968 (3) PAMPHLETS Public Affairs, "Buyer, Be Wary" (46) AFL-CIO Publication, "Consumer, Beware" (1)

CONCEPT: RIGHTS AND RESPONSIBILITIES OF THE CONSUMER (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Interview a foreign student and/or someone who has lived in another country to determine the consumer rights in other countries. Discuss. Tape the interview, if possible.	BOOK Rise of the Russian Consumer, Miller (42)
	Study and report on recent regulations for labeling and packaging. Discuss the advantages and disadvantages of new laws, and how they will help or hinder the consumer.	PAMPHLET American Medical Association, "Facts On Quacks" (2) Maytag, "How to Read a Hangtag" (32) MAGAZINE "Responsibilities Go with Consumer Rights", What's New in Home Economics, March, 1970, pp. 14-15 (17)
	Study independently and report on the problems that may result from the failure to understand consumer rights and accept consumer responsibilities.	NEWSLETTER "Consumer Protection Newsletter" (4) BOOKLETS "Help Yourself - a Handbook on Consumer Fraud" (44) "Guides Against Deceptive Pricing" (54) "Guides Against Debt Collection Deception" (54) "Guides Against Deceptive Advertising of Guarantees" (54) "Guides Against Bail Advertising" (54)

CONCEPT: RIGHTS AND RESPONSIBILITIES OF THE CONSUMER (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Make a checklist of the various ways in which a consumer may suffer a loss. Discuss the various forms by which remedial action may be taken.	
	Assign groups to study and report on the following legislation: Sherman Antitrust Act, Federal Trade Commission Act, Miller-Tydings Act, Clayton Act, Food and Drug Acts, Flammable Fabrics Act, Fur Products Act, Truth in Packaging Act, Wholesome Meat Act, Federal Meat Inspection Act, Truth and Lending Acts, Textile Fibers Identification Act. Identify the consumer rights and responsibilities in each act.	BOOKLETS "Rules, Regulations, Statement of General Policy or Interpretation" (54) "Fair Packaging and Labeling Act" (54) "Annual Report of the Federal Trade Commission, 1967" (54) Encyclopedias, reports of Congressional Hearings (obtained from local congressman and magazine articles)
	Use (as transparencies or for bulletin board) visuals concerning federal legislation and protection. (This gives a good capsule review of many of the acts listed in the previous learning activity.)	BOOK Part Two, pp. 246-249 (28) Part Two, pp. 250-253 (28)
	Ask a doctor to discuss "quackery".	

CONCEPT: RIGHTS AND RESPONSIBILITIES OF THE CONSUMER (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Have a representative of the Food and Drug Administration discuss health quackery.	Local FDA representative (See the telephone book "Yellow Pages".)
	Visit the Better Business Bureau or have a representative visit the class and explain its function.	
	Have an attorney visit the class to explain a mechanic's lien, assignment of contract, etc. State conclusions through a follow-up discussion.	
	Ask the students to read one of the books listed in "Resources" (or similar books) to familiarize themselves with the consumer problems in our society.	BOOKS The Spenders, Britts (9) The Tastemakers, Lynes (35) The Hidden Persuaders, Packard (50) The Wastemakers, Packard (50) The Status Seekers, Packard (50) The Naked Society, Packard (50)

CONCEPT: RIGHTS AND RESPONSIBILITIES OF THE CONSUMER (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
Consumers have the responsibility to look for and use all available information; and they must make their wants and needs, as well as their dissatisfactions, known to the retailers, manufacturers, producers, and agencies who protect them.	Read a consumer's letter of complaint that was received at the Better Business Bureau. Discuss its implications.	Local Better Business Bureau MAGAZINE US News and World Report, Jan. 22, 1968 (16)
	Use the learning package, "Trademarks as Seller Aids".	TEACHING AID LP 32 (7)
	View the filmstrip, "Consumers in Action".	FILMSTRIP BOE FS 0746 (4)
	Discuss consumer responsibilities. Compile a list. How many responsibilities do we fulfill?	
	Discuss the correct ways in which to make exchanges or receive refunds on merchandise.	BOOKLET "Refunds and Exchanges" (23)
	Discuss the responsibilities involved when one exercises free choice in buying goods and services.	MAGAZINE "New Behind the Ads" Changing Times (2)
	Use role-playing situations to dramatize fraud, quackery, and deception.	BOOK Part Two, pp. 259-264 (28)
	Use slides on quackery.	SLIDES "Dr. Quack's Clinic", FDA (12)
	Use transparencies or bulletin board to illustrate frauds, quackery, and deception.	BOOK Part Two, pp. 256-258

CONCEPT: RIGHTS AND RESPONSIBILITIES OF THE CONSUMER (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Make a study of the many types of promoters. Discuss their techniques and products. 1) "Doorbell doctors" (without medical qualifications) who sell "health cures" 2) Health lecturers on cooking utensils and types of food 3) "Quick-cure" advocates for cancer, arthritis, obesity, etc. 4) Pitchmen with reducing gimmicks 5) Companies with products to clear up "ugly blemishes" and "wipe away pimples" 6) Salesmen with "cures" or "remedies" for alcoholism 7) Radio or TV medical "authorities"	BOOKLET "Don't You Beleive It!" Schlink and Phillips (48)
	Discuss responsible versus irresponsible consumers. Who gets hurt? How can consumers protect their own interests?	
	Debate the following questions: Are consumers prey to business? Is business prey to consumers?	
	Brainstorm to determine the consumer's rights and responsibilities when he has been mistreated in a business transaction.	MAGAZINES "Five Common Frauds and how to Avoid Them", Readers Digest, Dec., 1967 (13)

CONCEPT: RIGHTS AND RESPONSIBILITIES OF THE CONSUMER (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
		"Got a Gripe? Here's Where to Complain", Changing Times, March, 1970, p. 31 (2) "Gripe to the Top Brass", Everybody's Money, Spring, 1970, p. 26 (7) "These Lawyers Work for Consumers", Changing Times, July, 1970, p. 17 (2) "Two Legal Reforms to Protect Shoppers' Rights", Changing Times, April, 1970, p. 23 (2) "When You Gripe to the Top", Everybody's Money, Summer, 1970, p. 23 (7)
Consumers protect their rights and responsibilities by understanding how and why business and consumers depend on each other for achieving mutual goals.	Divide the class into committees to report on: 1) The benefits of communication between consumers and business. 2) The roles of the producer and consumer in our economy. 3) Ways in which to make our own needs and wants better known to the business community. 4) Ways in which business could be more helpful to consumers. 5) Available agencies which aren't used too often and are relatively unknown. 6) Ways in which consumer behavior affects the economy.	BOOKS The Innocent Consumer Versus the Exploiters, Margolius (37) Consumer Demand in the United States, Houthakker and Taylor (29) Economics for Consumers, Part 5, Gordan and Lee (26)

CONCEPT: RIGHTS AND RESPONSIBILITIES OF THE CONSUMER (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Invite a representative from a government agency, or a local protection agent, to talk to the class concerning the specific problems in this area that are of interest to the class or are related to new legislation now pending.	Better Business Bureau Federal Trade Commission Credit Bureau
	Discuss mail frauds and the ways in which they can be effectively combated and prevented.	BOOKLET "Mail Fraud" (available from the local post office)
	State conclusions through the use of discussion.	

NOTES AND SUGGESTIONS

CONCEPT: MANAGEMENT OF RESOURCES AND BUDGETING

OBJECTIVES:
1) To list the resources which are available for obtaining goals.
2) To contrast the advantages and disadvantages of women in the world of work.
3) To plan a workable and believable spending plan for an individual, a couple, and a family of four.

BROAD GENERALIZATION: An individual's resources include money, skills, time, energy, talent, knowledge, attitudes, and possessions, plus the goods and services provided by his family and community.

TIME: 2 weeks

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
BROAD GENERALIZATION: An individual's resources include money, skills, time, energy, talent, knowledge, attitudes, and possessions, plus the goods and services provided by his family and community.	Brainstorm the following question: "What resources are available to teen-agers?"	BOOK Part Two, p. 100 (28)
	Use a transparency to introduce resources.	BOOK Part Two, p. 64 (28)
	Define management.	
	Find a cartoon illustrating the wise use of resources. Share it with the rest of the class. Collect several for a bulletin board display.	
	Read and discuss, "Identifying Your Resources".	
	Make a list of all the resources that are available to a person. Does the list include more than time, energy, and money? Look at the list and divide the resources into human and material categories.	BOOKS Wilhelms, Unit 2 (64) Time-Life, Chap. 1 and 6 (58) PAMPHLET Institute of Life Insurance, "A Date with Your Future" (26)

CONCEPT: MANAGEMENT OF RESOURCES AND BUDETING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Prepare a collage that expresses the feelings of women who work.	
The more knowledge and skill one accumulates, the more alternatives one has when making decisions.	Devise a list of goods and services produced within a family and those purchased (such as care of clothing).	
	Discuss questions in regard to resources, such as: Where can a family go for help when its home is destroyed by a tornado? Where can an older single person secure additional resources? What resources are available to a husband who is unemployed? What help is available to a family with a handicapped child?	PAMPHLET National Consumer Finance Association, "Money and Your Marriage" (40) TRANSPARENCY "Organizing Time to Achieve Goals" (29)
	Discuss the relationship between job prestige and earned income.	
	Use the chart to discuss "Hierarchy of Needs".	BOOK Part Two, p. 46 (28)
Psychic income has non-money and non-material returns, such as the pleasures and satisfactions which have economical value.	Hold buzz groups. What are some of the "good things in life" that money can and cannot buy?	MAGAZINES "Make Your Job Pay More Than Mere Money", Changing Times (2) 1969 Family Success Book (2)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Draw from a box a picture, or name of something a family might want or need. Some examples of these items are: a patio and outdoor barbecue facilities; a family vacation or outing; painting and refinishing the interior of the house; etc. Think of ways in which an item might be obtained without the use of money (or at a reduced cost because other resources were used). Share these ideas in class.	
	Survey the jobs of the parents in the class. See how much psychic income each student feels his parents derive from their jobs. How important is it to them?	
	Have the students relate personal experiences concerning any jobs they've had that provided a large amount of psychic income.	
	Generalize through discussion.	
Women who return to or enter the world of work have specific motives, responsibilities, and problems.	Present the situational problem in the pamphlet (26) and decide (through discovery techniques) what problems and advantages the woman would have if she returned to work. Would it be worth it? Discuss motives, problems, responsibilities, and how these differ from those of men.	PAMPHLET Institute of Life Insurance, "A Guide for Women Returning to the Job World" "Your Financial Worksheet", p. 4 (26)

CONCEPT: MANAGEMENT OF RESOURCES AND BUDGETING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Explore the fringe benefits that are available in the world of work for both women and men (health insurance, life insurance, etc.).	
	Discuss what would happen if all women left the world of work tomorrow.	
	Discuss the educational needs of women who plan to work, job discrimination against women, jobs open only to women, those open only to a few women, etc.	
	Debate or write a short paper on the following: "A woman's role is to raise a family and care for the home."	
	Use the statistical records in the library to determine the number of women in this state, county, and a nearby large city who are working. Group them at these age levels: 14-24, 25-45, 46-60.	School or public library - records for the Bureau of Statistics BOOK Time-Life, Book of Family Finance (58)
	Do research in the library and in other reliable sources to determine the jobs available to women. Record them graphically on a chart - from the highest paid to the lowest. Note the educational requirements.	

CONCEPT: MANAGEMENT OF RESOURCES AND BUDGETING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Find newspaper articles on Women's Liberation activities.	
	Interview women who work. Determine their reasons for working, their salaries, and the enjoyment derived from the work. Report back to the class.	
	Have a panel discussion on issues that are related to women working.	BOOKLET "Children of Working Mothers" (54) BOOK So You Want to Be a Working Mother, Benjamin (4) MAGAZINE "If Mother Works, Who Will Take Care of the Kids", Changing Times, May, 1970 (2)
	Generalize through discussion.	
	Use a bulletin board or a transparency as an introduction to this generalization.	BOOK Part Two, p. 3 (28)
The ability to manage money and other resources increases the needs, wants, and goals that can be satisfied with a given income.	Review types of spending plans and the meaning of the term "budget".	BOOKS The Macmillan Guide to Family Finance, Wilder (63) Sense With Dollars, Neal (45)
	Prepare and administer a budget questionnaire.	

CONCEPT: MANAGEMENT OF RESOURCES AND BUDGETING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Use the learning package: "Spending Plan", "Who Needs Money", and "Stretching Your Dollar".	TEACHING AIDS LP 74, LP 26, LP 4 (7)
	View the filmstrip, "You and Your Money".	FILMSTRIP (19)
	View the following transparency on decision-making, "The Rational Decision-Making Process".	AUDIO VISUAL - 3M (29) BOOK Part Two, p. 108 (28)
	Use the film, "Consumer Education: Budgeting".	FILM Available at BOE Audio-Visual Center (2)
	Discuss family life cycles in relation to budgeting and income levels.	BOOKS Accent Family Finances, 3 books and case studies (2) Schoenfeld, Chap. 8 (55) Wilhelms, Unit 2, Part 5 (64)
	Have the students write the first word that comes to mind when the following terms are spoken: bargain, rent, utilities, flexibility, planned spending, charge account, insurance, savings, fixed income, emergencies, budget, donations	

CONCEPT: MANAGEMENT OF RESOURCES AND BUDGETING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Have them put a star by each word that has an unpleasant association. Compare ideas. Why did some words have unpleasant associations?	
	Plan a bulletin board on the advantages of planned spending or prepare a transparency.	BOOK Part Two, p. 122 (28)
	Use the questionnaire and opinion poll as bases for a discussion.	TEACHING AID "Unique Zipper Packet" (5) MAGAZINE "A Resource Kit" "Income-Outgo Checklist #1", <u>Changing Times</u> (1)
	Discuss sales: kinds, seasonal sale items, ways to buy on sale, what to expect on a sale item, how to judge quality, models, etc.	BOOK <u>Knowing How to Budget and Buy</u>, Accent/Cons. Ed., p. 25 (8)
	Keep a record of the amount of money an individual spends and the amount of money a family spends in a week. Evaluate the places where less could be spent to allow more money in other areas.	PAMPHLET Institute of Life Insurance, "A Discussion of Family Money" (26)

CONCEPT: MANAGEMENT OF RESOURCES AND BUDGETING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
Poor money management may have far-reaching effects, and may also cause serious psychological and emotional problems for family members, as well as weakening entire economic and social systems.	Develop a spending plan for a family of four (two children in grade school) by using the discovery technique of questioning. Include: 1) Goals - all types 2) Income (decide on it as a group - yearly, monthly 3) Fixed expenses - monthly 4) Flexible expenses (Do the same for an individual or a larger family)	BOOKLETS "Managing Your Money, a Family Plan" (54) "Pennywise Teen-agers" "Budgets, Banking, and Credit" (29) PAMPHLETS "Money Management - Your Budget" (34) Superintendent of Documents, "Managing Your Money - a Family Plan" (54) MAGAZINE "What Every Young Wife Should Know About Money", Redbook, Sept., 1968 (14) TRANSPARENCY "Dollar Stretching Practices for the Family Buyer" (29) MAGAZINE "A Resource Kit" "Income-Outgo Checklists", Changing Times (2)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Develop, with the class, the financial situation of an imaginary family. The disposable income is _____ dollars per week or month. Food is _____, clothing is _____, shelter is _____, transportation is _____, recreation is _____, etc. Have the class discuss the possible courses of action when confronted with the varying problems which bear upon the budget. Examples: 1) Can they afford a new washing machine? 2) They need a larger apartment. 3) What expenses can be cut down or eliminated in order to pay for the additional room? 4) What kind of vacation, if any, can they take this year? 5) The family car is falling apart. Can they buy a new one or will it have to be a used one? 6) How much money is available in the budget for monthly credit payments? 7) What savings, if any, are possible?	BOOK Part Two, pp. 69-75 "Case Studies" "Analysis of Case Studies", pp. 85-87 (28) TRANSPARENCY - 3M "Stopping Leaks in Family Spending"
A successful family - spending plan must be flexible, and should be and designed to fit the family's changing conditions as evidenced through the stages of the family life cycle.	Work in small groups. Have the students decide, in actual figures, how the "Jones Family" spends its money. They can use their own families expenses as a guide.	BOOK Dollars and Sense, Gale (22) BOOKLETS "Making the Most of Your Money" (26) "Retired Couple's Budget" (54)

CONCEPT: MANAGEMENT OF RESOURCES AND BUDGETING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
		PAMPHLET "Family Budget Worksheet" (40) TEACHING AID "Divided Responsibility Family Budget Plan - Slide Guide" (8) MAGAZINE "A Resource Kit", Changing Times (2)
	Find pictures (in a magazine or book) that show as many stages of the family life cycle as possible and discuss how each stage affects people's wants and needs. Role-play. Discuss the pros and cons of the statement: "The family with a very low income cannot budget because there is no money to budget. If you can't afford the necessities, how can you budget?" Use "The Budgeting Game".	MAGAZINE "A Resource Kit", Changing Times (2)

CONCEPT: MANAGEMENT OF RESOURCES AND BUDGETING (continuted)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Use the following visuals from CO-ED: "Money Management, Basic Budgeting - Visual Masters".	TRANSPARENCY "Budgeting Folder" CO-ED (5)
	Participate in a role-playing situation that shows how different cultures influence individual and family needs and wants. Discuss the backgrounds, traditions, and goals of the individuals in each role-playing situation. Ask questions, such as: 1) What is the result when individual and family needs and/or wants differ? 2) How does your family influence your needs and wants?	BOOKLETS "Family Financial Education Program - Managing Personal Income" (51) "Youth and Money" (41) PAMPHLETS Superintendent of Documents, "A Guide to Budgeting for the Young Couple" (54) "A Miss and Her Money" (26) MAGAZINE "Better Deal for Ghetto Shoppers", Harvard Business Review (8)
	Discuss how outside economic factors, as well as other things, influence family budgeting.	BOOKS Knowing How to Budget and Buy, Accent/ Cons. Ed., p. 15 (8) Part Two, pp. 118-119 (28) TRANSPARENCY 3M "The Effect of Conditions Outside Family and Household on Management" (29)

CONCEPT: MANAGEMENT OF RESOURCES AND BUDGETING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
A periodic review and revision of a financial program is required to meet the changing situations that occur throughout life.	Role-play a couple planning for the cost of their first child. Evaluate, and add to or subtract from the cost, as necessary.	
	Play the game, "Management Roulette".	
	Debate the following: "Family spending should be controlled by the breadwinner."	
	Write a short paper agreeing or disagreeing with the above statement.	
	Debate this statement: "Two can live as cheaply as one".	BOOK Nuscio, Chap. 1,2,3 (47)
	Discuss the merits of the "envelope system" of budgeting.	
	Do research and report on planned family budgeting.	MAGAZINES Changing Times (2) "Dollars and Cents Basics for Newlyweds", June, 1970 "Is Your Family's Spending Out of Line?", April, 1970, p. 7 "Advice for the Family Treasurer" (99 Ideas), April, 1970, p. 3

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
		"How to Keep from Drowning in Debt" (99 Ideas), April, 1970, p. 6 "62 Ways to Beat the High Cost of Living", May, 1970 "Proven and Practical Ways to Handle Money Better", July, 1970 "Are You a Smart Money Manager? Take this Test", June, 1970 "One Family's Spending: the First Ten Years", Jan., 1970, pp. 25-30
	Read the article in Changing Times, Jan., 1970. Discuss it in terms of family values, goals, and standards, How did they use their resources to meet their goals? Did they involve the management process? If so, illustrate the steps showing that they used the management process. Would anyone else be able to copy their spending plan? Explain.	

CONCEPT: MANAGEMENT OF RESOURCES AND BUDGETING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Survey the class or some young married couples to ascertain who controls the family spending.	Current publications
	Listen to a symposium composed of people or couples who are at different stages in the life cycle. They should describe some of the problems and needs they have encountered at the different stages. Discuss such questions as: 1) At what stage in the life cycle does the homemaker have the most time? 2) When does she probably have the most energy? the least energy? 3) When does she probably have the most money? the least money? 4) Is it possible for families to be in several stages at the same time? If so, explain. 5) Is the life cycle the same for all families? Explain your answer. 6) How can families provide for their own welfare in each stage? 7) How does society help families provide for their needs and wants?	RESOURCE PEOPLE Senior citizens Young married couples New parents Parents of children 6-13 Parents of children of high school age Parents of children of college age Parents without children
	Invite a resource person on financial planning to discuss the money problems of individuals who fail to establish plans for managing their money.	Financial counselor from a bank, credit union, social service agency, etc.

CONCEPT: MANAGEMENT OF RESOURCES AND BUDGETING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Keep a budget for one month. Compare expenditures with those in the book.	BOOK Part Two, pp. 280-281 (28)
	Interview a case worker or someone who works with various families in the community. Find out what is being done to help families live within their incomes.	PAMPHLET Public Affairs, "How to Stretch Your Money" (46)
	Summarize.	
	Use the crossword puzzle, "Management Mix", to check learnings, or (as a class) develop a crossword puzzle.	MAGAZINE What's New in Home Economics, December, 1969, p. 27 (17)
Tax funds help to secure certain benefits for the citizens. These are in the form of property for public use, welfare services, and protection. The benefits can be provided more economically through the use of tax funds than from individual sources.	Give the students the pre-test on taxes to determine their tax IQ.	BOOK Part Two, p. 183 (28)
	Prepare a bulletin board called, "Tips on Taxes".	
	Find a cartoon, editorial, or quotation concerning taxes. Have the students write a short paper on what this means to each of them personally.	

CONCEPT: MANAGEMENT OF RESOURCES AND BUDGETING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Discuss the benefits citizens receive as a result of taxes, such as: recreational facilities, parks, libraries, protection, highways, and educational materials. Look at the various forms that are used to calculate federal income tax, and county and local taxes, to become familiar with the information that is on these forms. Discuss what items are included.	BOOKS Wilhelms, Unit 9 (64) Nuccio, Chap. 11 (47) Troelstrup, Chap. 15 (59)
Accurate records are necessary when filing income tax returns and for paying the tax.	Discuss why it's important to keep accurate records for tax purposes. Discuss the ways in which these records might be kept. Compile a list of ideas showing the different ways in which consumers can help reduce taxes. Make posters to convey these ideas to the rest of the student body and community. Write a short paper explaining why people should willingly accept the responsibility for paying taxes. Use the following questions as a guide for discussion on taxes and tax philosophy: 1) What are "Public Services"? List some of the important ones. Who pays for them? 2) Do all people share equally in the cost? Why not?	BOOKS Business and Consumer Arithmetic, Chap. 17 (48) Time-Life, Chap. 10 (58)

CONCEPT: MANAGEMENT OF RESOURCES AND BUDGETING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	3) How did your community arrive at last year's tax rate? 4) What kinds of taxes provide income for a community? 5) What proportion of the total tax bill pays for schools? 6) Who decides this? 7) Why do taxes always seem to go up? 8) What are other things that people share besides taxes? 9) Do you pay taxes on things you buy? 10) How does a person decide whether taxes are too high? 11) What does it mean to be "sold for taxes"? 12) Who loses when school property is destroyed? 13) Why should people with no children have to pay taxes for schools? 14) Should people without children be allowed to vote on school bond issues? 15) What public responsibilities, besides taxes, are shared by private citizens?	
	Use workbook problems to show how to compute taxes.	BOOK Workbook, Olson and McKelly, pp. 89-92 (48)
	Use the "Study Guide" and "Review on Taxation" to guide a discussion.	BOOK Workbook, Wilson and Eyster, pp. 51-54 (48)

CONCEPT: MANAGEMENT OF RESOURCES AND BUDGETING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Invite a person from the Internal Revenue Service to discuss factors one needs to know when filling out tax forms.	
	Interview adults who are paying taxes and ask them for their opinions concerning local and state taxes. Are they aware of the benefits they receive from taxes?	
	Have a panel discussion on the following: The various aspects of federal income tax as it affects the various groups in our society.	
	Use the chart on p. 166 to review learnings.	BOOK Council for Family Financial Education (17)
	Summarize.	

NOTES AND SUGGESTIONS

CONCEPT: CONSUMER BUYING

OBJECTIVES: 1) To recite the steps that are necessary in making decisions on goods and services that will best meet personal needs and fit budget requirements, so that satisfaction can be gained from the money that is spent.
2) To list personal priorities in using family resources to meet the budget essentials of housing, food, clothing, transportation, health, recreation, and education.

BROAD GENERALIZATION: Through a variety of learning experiences, individuals can develop concepts and generalizations to guide them in becoming self-directed shoppers and in making informed buying decisions in the marketplace.

TIME: 5-6 weeks

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
BROAD GENERALIZATION: Through a variety of learning experiences, individuals can develop concepts and generalizations to guide them in becoming self-directed shoppers and in making informed buying decisions in the marketplace.	View the filmstrip, "Umpteen Ways People Shop".	FILMSTRIP Penney's "Decision-Making for Consumers" (two filmstrips in the kit) (9)
	Use the slides, "Competing for the Modern Shopper".	SLIDES Fairchild, Vo.-Tec. Library (28)
	Use the activities in the Penney's kit.	
	Show the slides, "Buying in Supermarkets", from the "Be a Better Shopper" kit.	TEACHING AID Cornell Extension
	View the filmstrip, "The Family Goes Shopping".	FILMSTRIP Long Filmslide Service (28)

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	View transparencies to stimulate a discussion on the economic, psychological, and sociological pressures which influence buying decisions.	TRANSPARENCY - 3M "Consumers: Who? Why? How? (29)
	Plan a bulletin board from the "spending packet".	MAGAZINE "A Resource Kit" Changing Times (2)
	Plan another bulletin board on "Sales".	
	Discuss planning for buying.	BOOK Better Business Bureau, Consumer's Buying Guide (5) BOOKLET "Be a Good Shopper" (54) BOOK Wilhelms, Unit 4 (64)
	Use the transparency, "Consumer Behavior and Motivation".	TRANSPARENCY - 3M (29) BOOK Why People Buy, Cheskin (13)
	View the filmstrip, "Your Money's Worth in Shopping".	FILMSTRIP (19)
	Discuss the legal forms of business enterprise and how they affect the consumer.	BOOK Consumer Economic Problems, Wilson and Eyster, pp. 128-138 (68)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Have each student list the standards he has established for buying goods.	
	Discuss the meaning of "caveat emptor". Give examples.	
	List, from readings, the steps that were followed in making a consumer's decision.	TRANSPARENCY - 3M "The Decision-Making Process" (29)
	Discuss the "art of shopping". What does it include? Why is it necessary? How will it help a person? What is impulse buying? What is comparison shopping?	BOOK Yearbook of Agriculture 1965, Consumers ALB (67) BOOKLET Cornell University, "Be a Good Shopper" (31) PAMPHLET Superintendent of Documents, "Be a Better Shopper" (54)
	Discuss the advantages and disadvantages of buying from a door-to-door salesman, mail-order house, a solicitation by mail, etc.	

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Discuss how quality is determined. What is it? How does a person decide what quality of goods to buy? Discuss this in relation to economy. What is a standard?	BOOK Consumer's Buying Guide (5) The Intelligent Buyer and the Telltale Seller, Masters (39) Buying Guides, Wilson and Eyster (65)
	Is this statement true? "You get what you pay for."	
	Discuss the added consumer costs of fancy and unnecessarily expensive packaging.	
	Use appropriate games.	MAGAZINE "A Resource Kit" Spending Folder, Changing Times (2)
	Discuss the advisability of buying last year's television, camera, or other item, as opposed to the latest model.	
	Brainstorm on the "characteristics of an impulse buyer".	BOOK Time Life, Chap. 3 (58)
	Set up a study of consumer buying habits. Watch people buying. Do they seem to know what they want?	

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	List the factors to consider when using the services of a plumber, a baby sitter, a doctor, a lawyer, household help, an appliance repairman, an auto repair shop, etc.	BOOK Getting the Most for Your Money, Scaduto (54)
	What are some of the difficulties in determining whether they are real bargains?	
Product information may be available from any sources, such as: manufacturers, trade associations, non-profit consumer testing laboratories, and government,	List the types of quality standards that are commonly seen, and then arrange actual examples on a chart. Example labels: AGA, UL, Good Housekeeping, Parent's Magazine, etc. List the information given on each one and tell which ones are reliable sources and why.	MAGAZINE "Important Seals of Approval and What They Mean to the Consumer" Consumer Bulletin, July, 1963 (3)
	Select a product and find out what Consumer Reports and the Consumer Bulletin indicate about it. Which brand or model would each student would select. Why?	
	Write to one or two of the associations that utilize "seals" and ask what standards are used.	American Gas Association Underwriter's Laboratory Good Housekeeping Parent's Magazine
	Discuss the difference between implied and expressed warranties.	

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Discuss the following consumer-sponsored agencies: Consumers' Research, Inc. U.S., Consumers' Union of the U.S., Inc. American Council on Consumer Interests Consumer Cooperatives Cooperative League of the U.S.A.	BOOKS Wilhelms, pp. 234-237 (64) Schoenfeld, pp. 41-50 (55) Wilson and Eyster, pp. 399-400 (65)
	Use these questions as a guide for discussion: 1) What services are provided by each of these agencies? 2) What publications do they prepare? 3) What information is included in the publications? 4) Is advertising used in the publications? Why or why not? 5) How do manufacturers feel about Consumers' Research, Inc. and Consumers' Union. 6) How can their attitudes be explained? 7) Which type of information would be most reliable - a product evaluation published by CU, a test report issued by a manufacturer, or a testimonial given by a satisfied customer? Explain.	BOOKLET "Tips Handbook", NAM (37)
	Debate the following: Ratings from consumer-sponsored testing organizations are reliable. Clarify views on these agencies.	

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	If a guarantee of "satisfaction or your money back" is given, what responsibility does the consumer have? Should he return the purchased item simply because he has changed his mind?	
	Check the instruction booklets that come with appliances for information on guarantees and warranties. Make a list of the desirable information which should be included in these booklets.	BOOK If it Doesn't Work, Read the Instructions, Klankin (32)
	Discuss a recent court ruling that said: "Ordinarily the word guarantee or warranty is incomplete unless it is used in connection with other explanatory words. To say a product is guaranteed is meaningless. What is the guarantee? The answer to this question is all that gives meaning to the word 'guaranteed'."	
Collecting and studying information before buying contributes to the making of effective decisions.	Role-play situations on impulse buying, comparison buying, and buying incentives from newspaper or magazine ads. Determine the possible consequences and alternative steps one can take.	

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Present the skit, "Americans Spend Money on the Word 'Free'", as a basis for a discussion of the gimmicks used by merchants to encourage people to buy.	BOOK Part Two, p. 26 (28)
Retail outlets differ in their policies, merchandise, and service prices.	Shop for a specific item in several stores - comparing quality, prices, and store services. Discuss, in class, why there are differences, and the advantages and disadvantages of each store.	BOOKS The Great Discount Delusion, Nelson (46) How to Get 20-90 Percent Off on Everything You Buy, Brown and Kinney (10)
	Have one student act as a businessman and another as a consumer and discuss a "fair return".	
	Decide how to return an unsatisfactory purchase, issue a complaint, and show approval of a product.	Resource person from the customer services department or a local claims department.
	Discuss what determines the price of a product. Ask a local merchant (grocer, shoe repairman, gas station owner, etc.) why he changes prices.	
	Use magazine articles to find out what companies look into consumer complaints. Discuss.	MAGAZINE "Nice People to Do Business With", Consumer Report, June, 1967, pp. 332-333

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
Consumers protect their own interests by dealing with reliable merchants.	Make individual reports (from experiences or articles) on misrepresentation, frauds, quacks, gimmicks, etc.	
	Check the progress of the "Truth in Packaging" laws in Congress and in the state.	National and state senators or representatives Attorney general
	Invite a resource person to talk on "How a persuasive salesman can influence the decision-making process".	
	Interview three adults and evaluate their spending habits and shopping ability. Use the questionnaire and opinionnaire in the booklet. Discuss the responses.	BOOKLET A Department Store in the Classroom, p. 16 (49)
Attitudes toward salespeople, merchandise, and store services affect buying decisions and consumer satisfactions.	Have a local businessman explain how a person's relationships with salespeople and business organizations affects buying practices and prices.	Local businessman
	Invite a public relations person from a department store to explain the services that are available.	
	Write a department store to secure a statement of policy regarding store sales.	
	Plan a visit to a home show, trade fair, or exhibit to determine the type of information gained from this sort of advertising and the advantages of obtaining information in this manner.	

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Summarize	
	Show the filmstrip, "Homes are for People".	FILMSTRIP (9)
	View the film, "A House Is a Living Thing".	FILM (3)
The type of housing a family chooses depends on their location in the family life cycle, their needs and wants, and their financial position.	Review newspapers to determine the types of homes available, how they are sold, rented, or leased, and the approximate prices, restrictions, etc. Clarify new terms.	PAMPHLET Superintendnet of Documents, "Consumer's Guide to U.S.D.A. Services" (54) BOOKS Schoenfeld, Chap. 10 (55) Wilhelms, Unit 6 (64)
	View the film, "The House Hunters".	FILM (1)
	Develop a bulletin board of pictures and articles to show the current technological trends in housing.	
	Take a student poll to find out how many people live in homes their families rent and how many live in homes their families own. What major factor caused the family to rent or buy?	

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Have each student consider the homes in which he has lived. Each one should write a paper telling what he liked about each home and what he disliked about each one. Discuss the factors which influenced the family's housing choices. What future housing goals does each family have? What factors are responsible for helping to reach these goals? Compare the class responses. Identify the factors that are held in common.	
Housing is often the most expensive financial commitment.	Discuss what part of the family budget goes for housing. Determine the guidelines to follow in deciding what percentage of one's income can be spent for housing.	BOOKS Better Business Bureau, How to Get Your Money's Worth, Chap. 5-6 (5) Time Life, Chap. 7 (58) PAMPHLETS Superintendent of Documents, "An FHA Quick Guide for Buying a Home" (54) New York Life Insurance Company, "How Much House Can You Afford?" (42)
	View the filmstrip, "Your New Home - How to Finance It".	FILMSTRIP NAHB (20)
	Have each student examine his neighborhood and list the advantages and disadvantages. This information should be summarized and the housing wants determined.	

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Complete open-ended statements to help the students clarify their thinking and learn what is important in regard to housing.	BOOK Part One, pp. 94-95 (28)
	Determine the difference in the annual shelter costs for a person moving from an apartment which rents for $100 per month to a house that has payments of $120 per month.	
	Discuss the ways in which one can save money on housing.	BOOK Oppenheim, Chap. 6 (49) BOOKLETS "How to Get the Most for Your Money When You Buy a Home" (4) "Tenants' Rights: Legal Tools for Better Housing" (54) "Save Money on Housing" (20) "Home Buyer's Check List" (60) PAMPHLET "Money Management: Your Shelter Dollar" (29) MAGAZINES "Tactics for Tenants" Everybody's Money, Summer, 1970, p.8 (7) "Learn to Spot What's Wrong with a House" Changing Times, Feb., 1970 (2)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
		"How 'Points' Hike the Interest Rate on Your Mortgage", Changing Times, June, 1970 (2)
Housing is planned to meet the needs of the individual family who is to occupy it.	Devise a checklist of items to look for when buying or renting a house or apartment. Compare it with the one in the "Money Management" booklet. Prepare a checklist of the information to be secured and evaluated before signing a contract. Role-play "looking at an apartment to rent". What should be the guidelines for renting an apartment (based on one week's salary)? List all the expenses in addition to the rent. Distribute a sample lease and discuss the important basic conditions and agreements. Do most of the provisions favor the landlord or the tenant? Why?	BOOKLET "Home Buyer's Check List", United States Savings and Loan League (60)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Study the classified ads to secure the information outlined below: 1) Find the cost of renting three furnished and three unfurnished apartments that would be desirable for each student and a roommate. What services or restrictions are given? What features are appealing and make these apartments good choices? Which bills, if any, are paid? 2) Find the cost per month of water, electricity, gas, sewage, and garbage disposal for at least two couples whose rent does not include these costs. Share the findings in class and find the average cost of these services. 3) Compare the cost of renting an apartment with bills paid, and that of renting one for which a person pays his own bills. List the most essential items of equipment and furnishings one would have to have to live in an unfurnished apartment. How would the cost of these items affect the total cost involved in renting an unfurnished apartment?	

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Visit a local trailer or mobile home company and court. Investigate the costs of buying and living in a mobile home. List the advantages and disadvantages.	
	Have one group of students write a tenant's "Bill of Rights". Another group could write a similar document for the landlord. The two groups should compare the documents. A debate or role-playing situation may be developed.	MAGAZINES "For House Hunters: Sizing Up the Neighborhood", Changing Times, July, 1970, p. 45 (2) "The How and Why of Taking Over a Mortgage". Changing Times, Jan., 1970, p. 21 (2) "What Can You Afford to Pay for a House?" Changing Times (2) "Buy a Lot and Build a House", Changing Times (2) "Cooperatives and Condomiums" Changing Times, p. 69, (2) "Renting? Make Sure the Lease is Fair", Changing Changing Times, p. 72 (2)

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Discuss how pride of ownership is evident in the upkeep of dwellings. What are the types of housing available for ownership?	BOOK Condominiums and Cooperatives Clurman and Hebard (14)
	Show the film, "Revolution in Our Time".	FILM Modern Talking Pictures, Inc. (17)
The professional advice of experts should be secured before entering into a contract.	Survey to determine the types of mortgage arrangements and loans that are possible when one is purchasing a home. 1) Principal due at the expiration of mortgage 2) Partial payment mortgages 3) Package deals 4) Open-end mortgages 5) FHA and GI loans	BOOKS Business and Consumer Arithmetic, Chap. 13-14, Olson and McNelly (48) Workbook, Olson and McNelly, pp. 73-76 (48) BOOKLET "Buying a Home", Local Bank
	Determine how a mortgage works, what it includes, and what is paid. Make a list of the FHA requirements to look for in mortgages.	PAMPHLETS Public Affairs, "How to Finance Your Home" (46) FHA, "Estimating the Ability to Pay for a Home" (20) "An FHA Quick Guide to Buying a Home" (20)

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Discuss insurance in relation to shelter- including rental as well as purchased homes. What is a "Home Owner's Policy?"	BOOKLET "Money Management: Your Shelter Dollar" (34)
	Examine a title insurance contract. What protection does it give? How much does it cost?	Local Title Company
	Do research and have group reports concerning taxes on homes: 1) Types of taxes 2) How they are paid 3) Why they are going up 4) Areas of high and low taxes 5) Taxes on mobile homes	Recent magazine and newspaper articles
	Use the film, "At Home - 2001", housing in the 21st century.	FILM (22)
	Invite a resource person (a real estate broker, apartment manager, lawyer, architect, or home loan official) to discuss the problems that are most often encountered, and their roles, in providing for shelter for consumers. This information can also be gained through individual reports.	BOOK How to Avoid the Ten Biggest Home-Buying Traps, Watkins (21)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Ask an attorney to explain the similarities and differences of a conditional sales contract, bailment lease, and chattel mortgage.	
	Ask a Housing and Urban Development official to explain why the government is interested in co-operative housing programs.	BOOKLET FHA, "Cooperative Housing Program" (20)
	Have a landlord, banker, or savings and loan official discuss the relative costs of renting versus home owning.	
	Conduct a "housing search" by clipping (over a two week period of time) newspaper and magazine articles which tell about the current developments in housing for special groups: e.g., low income families, the disadvantaged, the aging, and other groups. Distinguish between the governmental and non-governmental agencies which are sponsoring the development.	MAGAZINES Newsweek U.S. News and World Report McCall's Changing Times American Home Better Homes and Gardens
	Discuss how urban renewal projects may make city living more desirable.	
	Discuss the new federal and state housing subsidy programs. Ex. 232 Plan.	
	Summarize.	
	Do the "Housing Crossword Puzzle".	BOOK Part Two, pp. 219-221 (28)

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
Since equipment and furnishings are durable and may be expected to contribute to the level of living in a household for a period of years, knowledge concerning these goods will yield greater satisfaction to the buyer after he has made his purchases.	Conduct pupil-teacher planning to determine the areas that are of the greatest interest to the pupil.	
	Ask the students to inventory all of the appliances in their homes.	
	Follow the equipment checklist.	
	Discuss the basic equipment and furnishings needed in a home or new apartment.	BOOKLET AND FILM "Furnishing a First Home" (9) "Homes Are for People" (9)
	Discuss the activities that are carried on in the home and relate them to the equipment that is needed.	BOOK Young Homemakers' Equipment Guide, Peet (51)
	Discuss the ways in which one can save money on appliances and utilities.	BOOKLET "Save on Appliances and Utilities" (29)
	Emphasize large equipment: freezers, ranges, refrigerators, dishwashers, washers, dryers, hot water tanks, etc. Discuss when they would need to be purchased, as related to the type of housing:	BOOK Consumer Buying Guide, Better Business Bureau, Chapter 4, (5) BOOKLET "Buying Appliances", Book 3, Consumer Education in Series (23) NEWSLETTER "Home Appliances Make News", March, 1970 (1)

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	1) Apartment living, newly marrieds 2) Small, four-room house 3) Mobile home 4) Farm home 5) Inner city home 6) Limited income families	
	Discuss the hidden costs in an appliance (maintenance, cost of operation, cost of installation).	
	Discuss the major considerations to be followed when buying large appliances. Use small buzz groups or individual reports and bring the information back to the group. Include: 1) Models available 2) Reasons for choosing models 3) What is being paid for 4) Need versus price 5) Service required 6) Who would buy them 7) Warranties and guarantees 8) How convenience balances with cost	BOOKLET "How to Select Major Home Appliances", Sears (49) MAGAZINES "Appliance Warranties and Service", Changing Times, Jan., 1964 (2) "Refrigerators: Buying Tips Plus Test Results", Changing Times, June, 1970 p. 35 (2) "Readers Sound Off About Home Appliances", Changing Times, Jan., 1970, p. 19 (2) BOOK Time-Life Book of Family Finance (58) Assorted extension bulletins (29) Magazine and newspaper articles

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Discuss the use of appliances in the home. Have the students determine ease of care, amount of servicing required, satisfaction, how purchased, and where purchased.	
	Discuss why the source of power of an appliance is an important factor.	
	Survey, in the department and community, the types of large equipment that are available, and the relative price ranges for the two general types.	
	Arrange a field trip to a large appliance store to see the newest lines of appliances. Engage a salesman to explain the newest features.	Local appliance stores
	Conduct supervised study research concerning the newest developments in large appliances.	Current magazines and specification sheets from various appliances
	Ask a resource person to come and tell about the annual sales, credit terms, life expectancies, and general buying rules that are used when purchasing appliances.	Utility company home economist Kansas Gas and Electric
	State conclusions through discussions.	
	Fill in the "Crossword Puzzle" to help the students review the terminology that is related to selecting and financing a home.	BOOK Part Two, p. 218 (28)

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Survey the group to determine the styles of furniture which they can recognize in their homes.	
The furniture of today recalls the past in graceful shapes, beautiful woods, and decorative design elements.	Use actual pictures of different furniture styles and discuss the characteristics of each of the following: Early American, Traditional, French Provincial, Modern, Italian Provincial, contemporary.	BOOKLET "Let's Talk About Furniture Style" (13) "How to Select Furniture", Sears' Hidden Values Series (49)
	Ask an interior decorator to talk to the class. This will help to develop an appreciation of the uses of furniture in reflecting personal tastes and in conforming to the space requirements and type of home.	
	Invite the woodworking teacher to talk to the class about woods.	Fellow teacher
	Conduct a field trip to a furniture store.	Local store
	Have a speaker from a furniture store discuss what to look for when buying furniture.	Ron Davis - Davis Furniture Store
	Invite an upholsterer to visit the class. Ask him to bring a partially upholstered chair. An alternative activity would be to visit his shop.	Upholstery shop owner
	State conclusions through discussion.	

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
Informed consumers, making rational and discriminating choices in the purchase of food, will manage food dollars successfully.	View the filmstrip, "Spending Your Food Dollars".	FILMSTRIP (18)
	Use the learning package, "Budget Meal Planning"; "Food Shopping Aids"; and "The Consumer in the Food Market".	TEACHING AIDS LP 3 (7) LP 42 (7) LP 45 (7)
Furniture and related items of household furnishings require a large portion of the household budget; therefore, knowledge pertaining to quality, features to look for, and materials available for purchase will aid the consumer in gaining the most from his money and the greatest satisfaction from his purchases.	Display samples of rugs, showing the different fibers and the types of construction used in their manufacture.	
	Use the learning package, "Selection of Furniture".	TEACHING AID LP 38 (7)
	View the film, "Once Upon a Carpet".	FILM (1)
	Make a list of the do's and don'ts for carpet care.	BOOK Homes with Character, Craig (18) BOOKLET "Rugs and Carpets", KSU Extension (29)
	Review the terms associated with this area: rug, carpet, broadloom, staple filament, pile, pad, etc.	BOOK What You Should Know About Carpet, Wagner (61)
	Discuss how to determine the carpet cost for various sizes of rooms.	

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Discuss how ~~to~~ determine the carpet cost for various sizes of rooms.	
	Discuss the materials from which rugs and carpets are made. Give the advantages and disadvantages of each one.	
	Role-play situations in which one would seek the advice of a salesman when buying a carpet.	
	Discuss the home areas where rugs and carpets would be used both indoors and outdoors. Match materials with uses.	
	Take a field trip to a carpet store.	Local business
	Have a carpet specialist talk to the class concerning carpet care at home and that done by a commercial cleaner.	
	Have a panel discussion on the types of appliances needed to care for the various types of carpets and rugs.	
	State conclusions through discussions.	
Furniture for the home can be constructed from a wide variety of materials.	View an exhibit that shows the various types of woods used in furniture, fabric upholstery samples, etc.	

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	View the film, "Miracle of Wood".	FILM (22)
	Discuss these new terms: veneer, hardwood, finish, laminated, suite, polyurethane foam, foam rubber (and other terms describing upholstery and wood furniture).	BOOKLETS "Your Home Furnishings Dollar Money Management" (34) "Let's Talk About Furniture Quality and Construction" (13) "Let's Talk About Upholstery Fabric", Kroshler (13)
	Discuss: 1) Woods used in furniture 2) Advantages and disadvantages of each type 3) Why veneers are used and when 4) Features that indicate quality 5) Springs, underconstruction, etc.	BOOK Consumer's Buying Guide, Better Business Bureau (5) BOOKLET "What's Good Furniture", Consumer Education Series, Book 4 (23)
	Discuss the specific construction features to look for when buying a chest of drawers, chair, cushioned chair, sofa, or bed. Carry on with small group discussions.	
	Discuss the types of stain repellents. How are they applied? What prices are they? How effective are they?	
	Role-play the questions one would ask a salesman to learn about various types of furniture. Evaluate the answers.	Specific pictures describing actual pieces of furniture.

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Use pupil-teacher planning to determine the areas of greatest interest. Review the "Basic Four Food Groups".	MAGAZINE "How to Teach Food Buymanship", What's New in Home Economics, March, 1968 (17)
	Show the following films: "Food Buying - Experts Comment on TV Viewers' Questions", "A Mark of Quality" (grading meat), "A Mark of Wholesome Meat".	FILM (6) FILM (19)
	Find out what changes have occurred in the food habits of individuals, during the past twenty years. Consider such factors as the change from rural to urban living, the increased education of the homemaker, and the availability of fruits and vegetables. Summarize by stating the factors that influence food choices today.	
	Read in Cote's book to see how man has always had to secure food for survival, to learn of the influences on food in the United States, and to find out about nutritional problems around the world.	BOOK People, Food, and Science, Cote, Chap. 1, 2, 3 (16)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Discuss how the food industry has changed over the past years.	BOOK Cote, Chap. 22 (16)
	Discuss decision-making in the market.	BOOK Cote, Chap. 23 (16)
	Choose one cultural group and find information on the eating habits and patterns of that group. Relate those habits and patterns to the values, goals, standards, and resources of the group. Discuss.	
	Discuss what percentage is usually spent on food in relation to the rest of the budget.	BOOK Oppenheim, Chap. 5 (49) Troelstrup, Chap. 7-8 (59)
	Ask the students to query their parents as to the percentage of "take home pay" spent on food. What happens if there is a surplus or deficit in this account?	
The "food dollar" can be divided so that certain amounts of each type of food for good nutrition are purchased.	Discuss the following food shopping hints: 1) Amounts to spend in each area 2) Consequences when all money is spent in one area 3) Areas to choose first 4) Ways to equalize buying	BOOKLETS "How to Buy Food" (54) "Your Money's Worth in Food" (54) "Family Food Budgeting" (54) "How to Be a Better Shopper" (52) "Food Shopping Sense" (35) "Your Grocery Dollar" (24) "How to Get the Most out of Your Grocery Dollar" (38) "The Mystery of the Food Price Spread" (38) "Eat for Less" (29)

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Relate the experiences of using store brands versus standard brands.	
	Debate the following: "Are labels necessary?"	BOOKLETS "F.D.A. "What FDA Does for the Food Shopper" (56) "It's on the Label" (39) "How Safe Is Our Food?" (54) BOOKLET AND FILMSTRIP "The How and Why of Packaging" (13)
	Discuss the various ways in which food can be purchased. Learn the advantages and disadvantages of each one, and then prepare a chart for reference.	
	Read articles. Review and criticize to determine ways in which one can save money in the supermarket.	MAGAZINE "Twenty Ways to Save Money in the Supermarket", Reader's Digest, May, 1970, pp.68-70
Modern processing, packaging, storage, and transportation have made changes in the foods available to us.	Compare the prices of convenience foods and those "made from scratch". What else is to be considered, besides the dollar cost?	BOOK Consumer's Buying Guide, Better Business Bureau, Chap. 9 (5)
	Assign individual reports on flavor, time, preparation, skill, cost, and quality of various products.	TEACHING AIDS May, 1971 (4) "Budget Gadget" (3)

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Brainstorm (in groups) problems of food storage for perishable items. Each group should then report its findings.	BOOKLET "Your Food Dollar: Money Management" (34)
	Compare the foods sold in various sizes of packages to determine the differences in dollar costs.	TEACHING AID "Comparison Shopping", Vol. 1, No. 3, Nov., 1969 (4) BOOK Accent/Family Finance Containers: How to Compare the Prices of Their Contents (2)
Nutritious and tasty meals can be planned to fit any budget.	Survey the class members to determine what foods they consider "expensive" and "inexpensive". Evaluate the choices. Plan meals which are expensive and inexpensive and have the class evaluate them. (This can be done by individuals in the class).	
	Survey recent magazines, booklets, and newspaper articles to determine new ways for saving money on food.	MAGAZINES "Supermarket Psychology", Everybody's Money, Spring, 1970, p. 4 (7) "Everyday Dishes", Spring, 1970, p. 13 "What's All the Fuss Over Additives", Spring, 1970, p. 28 "Let's Read Food Labels", Summer, 1970, p. 12 "Canning and Freezing: Is It Really Worth It?", Summer, 1970

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
		"How Much Do You Spend for Groceries?", (two parts), Jan., 1968, Feb. 1968 (2)
Eating away from home increases the food budget amount.	Survey the members of the class concerning their feelings about the cost of eating in restaurants. Do some actual food cost comparisons.	
	Ask a grocery store manager to talk to the class concerning the prices of fresh produce. He can also discuss shopping problems and perhaps contribute some "helpful hints for shoppers". Take part in the family weekly shopping for food. Notice any changes in the family's food budget. Why did they occur?	Local store manager
	Discuss ways in which consumers are being cheated in the supermarket.	BOOK The Thumb on the Scale, or the Supermarket Shell Game, Mowbray (43)
	Have a panel discussion on the types of food stores available in our town. Give advantages and disadvantages, locations, types of stores, price comparisons, and mention sales and advertising.	

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Discuss the advantages and disadvantages of health foods and food fads. Are they better than regular foods?	BOOK The Nuts Among the Berries, Deutsch (19) MAGAZINE "How Much Health in Health Foods?", Reader's Digest, May, 1963 (13)
	State conclusions through discussion.	
In order to make wise use of the clothing dollar, a clear picture of the present and future wardrobe needs is imperative.	Use teacher-pupil planning to determine the areas of greatest interest and need.	
	View the filmstrip, "The Psychological Importance of Clothing", to see the relationship of the social and psychological factors of clothing.	FILMSTRIP J.C. Penney (9)
	Show the filmstrip, "Managing Your Clothing Dollars". This filmstrip emphasizes all of the family's clothing needs.	FILMSTRIP (18)
Everyone is a consumer.	Discuss the following using Garrett's book: 1) What resources do you have available for meeting your clothing needs and wants? 2) Which resources do you use most often? Why? 3) What effect does this have on the resources available to the rest of the family? 4) Have your resources for meeting clothing needs changed any in the last two years? If so, how?	BOOK You Are a Consumer of Clothing (23)

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATION	LEARNING ACTIVITIES	RESOURCES
	Discuss the wardrobe needs of men, women, and children. What clothing is durable and what is nondurable?	BOOKLET "Dress Well for Little Money" (23)
	Speculate on the following question: With only enough money to buy one outfit, what type of clothes would it be best to buy?	Labels, hand tags, etc. from garments and wrappers
	Discuss these new terms in relation to fabrics: permanent press, wrinkle resistant, crease resistant, waterproof and repellent, Scotchgard, etc.	BOOKLETS "Consumers Look at Labels" (15 Sears Hidden Values Series, "Selecting Fashions" "How to Select Young Underfashions" "How to Select Infants' and Children's Clothing" (49) "Look for that Label" (54)
Discuss the following: Food and shelter expenses are relatively fixed, while clothing costs may vary from very little to a great deal. Buying clothes within the framework of a plan can save money.	Discuss the largest expenditures in each of these three areas - men, women, and children. Decide on the criteria to be used for purchasing clothing in each category.	BOOKLET "Dress for Less" (29)
	Debate the following: "Saving versus buying on time, in relationship to clothing expenditures." When is it necessary and when unnecessary?	

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
Buying decisions may vary when making different purchases.	Brainstorm (in groups of three or four) to determine what types clothing the students need to know more about - undergarments, shoes, formal wear, hosiery, cosmetics, casual clothes, men's suits, etc.	BOOKLETS Kansas State University (29) "Buying Jeans" "Men's Suits - How to Judge Quality" "Young Man Takes a Clothes Look" "Buying Children's Clothes" "Young Men's Woven Sport Shirts" "Young Men's Slacks" "Men's Dress Shirts" "Slips" "Men's and Boy's Sport Coats", No. r-10 "Hosiery", No. r-13
	Do research and then report to class concerning the brainstorming areas. Form small charts for each area to use as a guide for all.	
	Survey the ads, and stores in the area, for sales on clothing. Discuss the types of sales. Are they real sales? Examine merchandise that is on sale. Try to determine the reasons why it is on sale. Is it outdated? Soiled? Of poor quality?	BOOKLET "Sale Shopping" (29)
	Invite a resource person from a specialty shop to discuss men's, women's, or children's clothing.	

CONCEPT: CONSUMER BUYING (Continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Work in small groups, using a situation in which a family lost all of its clothing in a tornado. Plan what a teen-ager would need to purchase for herself. Her proportion of money to spend is $75.00. Itemize how she plans to spend her money.	
	Have a panel discussion on "Fads and Crazes in Clothing".	
	State conclusions through discussion.	
The purchase of an automobile is only the initial cost. Additional costs include financing the purchase, upkeep and repairs, insurance, and maintenance for operations.	Prepare a bulletin board which shows the many forms of transportation now available to the consumer.	BOOK Schoenfeld, pp. 125-138 (55)
	Use the learning package, "Auto Knowledge".	TEACHING AID LP 39
	Review the statistics concerning the use of the family automobile in the United States.	BOOK Oppenheim, Chap. 8 (49)
	Discuss the general ways in which one can save money on automobile maintenance.	BOOKLET "Car and Travel Bargains" (29)
	Hold a discussion on the general factors to consider when buying a car: type of car and model, horsepower, transmission, steering, brakes, time of year, foreign versus native, new versus used, price and extras, service available, depreciation, operating expense, etc.	BOOKS What You Should Know Before You Buy a Car, Till (57) Time-Life, Chap. 4 (58) BOOKLET "Your Automobile Dollar", (34) Money Management

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Discuss the purchase and care of automobile tires.	BOOKLET "How to Get the Most Out of Automobile Tires" (47) MAGAZINE "Tires - a Buyer's Jungle", Changing Times, May, 1969 (2)
	Debate this statement: "Used cars are an economical buy".	BOOKLET "How to Buy a Used Car" (14)
	Ask the students to query adults on their feelings about buying new versus used cars.	
	Role-play the following: A car salesman is giving a persuasive sales talk about a sporty new car. His customers are a young married couple. Hold a class discussion to elicit a list of common risks connected with car ownership. Indicate which of these risks may be covered by insurance. Discuss the general topic of "risk sharing".	BOOK Part Two, p. 225 (28) MAGAZINES "Train Travel", Everybody's Money, Summer, 1970, p. 4 (7) "A Buyer's Guide to Tires", Changing Times, Jan., 1970, p. 11 (2) "Here's a Book All Car Owners Should Read", Changing Times, Feb., 1970, p. 15 (2) "New Treats for the Travel-Hungry", Changing Times, March, 1970, p. 25 (2) "Track Testing the 1970 Cars - Results on 59 Models", Changing Times, April, 1970, p. 11 (2)

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
		Changing Times, (99 Ideas), "Where to Have the Car Fixed", p. 51 (2) "Seeing Europe by Car", p. 87 (2)
	Role-play bargaining for the best price on a car.	
	Have the students work in groups and study what it would cost (in terms of transportation) to buy a new car, a used car, a motorcycle, or to lease a car. Include: Purchase cost, taxes, optionals, maintenance, safety ratings, operation cost, license, trade-in value.	
	Brainstorm to determine the meaning of these terms: blue book price, retail price, special of the month prices, import price, etc.	
	Work in groups to determine whether it would be cheaper to buy a car or to lease one. Share the findings and discuss them, as a group.	
	Discuss the things to look for when going out to road test or look at a car on a car lot.	
	Write to AAA or other auto associations to get current information on driving costs. Discuss the findings.	BOOKLET "Cost of Operating an Automobile", U.S. Dept. of Transportation (58) AGENCIES American Motor Club AAA Auto Club Gulf Motor Club

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Discuss warranties and guarantees on new and used cars. What is a "good" warranty?	MAGAZINE "Quality Control, Warranties, and a Crisis of Confidence" Consumer Reports, April, 1965 (5)
	Compare the warranty on a foreign car with one on an American car.	
	Discuss what to do with a "bad" new car.	BOOK What to Do With Your Bad Car, Nader and Hotckkiss (44)
	Conduct a field trip to used and new car lots.	
	Work out the annual costs for operating a new and a used car. List the costs according to variable and fixed. Use a formula for reference.	BOOK Part Two, p. 224 (28) BOOKLET "Your Automobile Dollar", Money Management (34) TEACHING AID "Autos - Upkeep. Costs of New Car Problems", Vol. 1, No. 3, Nov. 1969
	Ask a qualified, independent mechanic or auto mechanics teacher to explain auto testing procedures.	

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Determine the community resource persons who would be helpful when purchasing a car.	
	Draw conclusions, through discussions.	
The price of a car varies from one dealer to another. The methods used to finance the loan will vary, also.	Prepare a bulletin board showing the ways of paying for a new car. Which is the least expensive?	PAMPHLET "Cost of Car Operation", Automobilist (5)
A thorough investigation should be conducted before financing a car.	Discuss credit sources. Which ones are available to most buyers? How can one determine which ones are the least expensive?	BOOK Business and Consumer Arithmetic, Chap. 12, Olson and McNelly (48) Workbook, pp. 67-70 (48)
	Review the interest formula.	
	Discuss how a trade-in affects the price of the car. How does a demonstrator model affect the price of the car?	
	Role-play the signing of a contract and the questions one would ask when signing a contract for a car.	
	Discuss repossession, and the requirements loan companies make.	
	Have a resource person from a car lot, or agency, discuss the financial proceedings that are used when a person buys a new or used car.	
	Draw conclusions through discussion.	

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
The right amount and kind of automobile insurance affords financial protection in case of accident.	Use the filmstrip and record, "Automobile Insurance".	FILMSTRIP AND RECORD (8)
	Use the learning package, "Buying Auto Insurance".	TEACHING AID LP 33 (7)
	Discuss the types of coverage provided in automobile insurance: liability, comprehensive, fire and theft, collision, medical, tow-in, uninsured coverage, etc.	BOOK Insuring Life Income and Property, Accent/Consumer Education, pp. 39-43 (8) BOOKLET "Automobile Insurance" (27) TEACHING AID April, 1971 (4)
	Discuss the meaning of "no-fault" insurance.	
	Discuss insurance rates. Why do they change; how do they differ, and why? What is a "risk"?	MAGAZINE "Auto Insurance Reform", Consumer Report, Jan., 1968 (5)
	Use sample insurance policies and evaluate each one, using the form in the workbook.	BOOK Workbook, Wilson and Eyster pp. 121-124 (65)
	Discuss the following: Where can auto insurance be purchased? What things are to be considered when choosing an auto insurance company?	

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Check at home to determine the methods of paying for auto insurance, coverage provided on policies, and amount paid yearly. Compare these in class and decide why differences exist.	Sample insurance policies
	Discuss what factors affect the price paid for auto insurance.	
	Invite a local auto insurance agent to discuss the problems of insurance for young couples, claims, prices, etc.	Local insurance agent
	Draw conclusions, through discussion.	
Health, education, and recreation are vital to physical, mental, emotional, and social fitness.	Discuss why health, education, and recreation must be provided for in the budget.	BOOK Phillips and Lane, Chap. 11 (52) BOOKLET "Your Health and Recreation Dollar", Money Management (34)
	View the films, "Dialogue with Life", and "The Health Fraud Racket".	FILM (17) FILM (Public Health Service) (24)
	Discuss the value of preventive health (including visits to the doctor and dentist and a good mental outlook).	BOOKLET Institute of Life Insurance, "A Date with Your Future" (26)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Discuss health "quackery" and the ways in which one can recognize it.	BOOK Troelstrup, Chap. 12 (59) BOOKLETS "The High Cost of Quackery" (56) "Facts on Quacks - What You Should Know About Health Quackery" (2)
	Discuss the factors to consider when planning health care and services for the family.	
	List the medical and dental costs of the class members for the past six months. How were these costs met? How important was insurance in meeting these costs?	BOOKLETS Health Insurance Institute, "Our Family's Health Insurance - Do We Know the Answers?" "The ABC's of Health Insurance" (25)
	Discuss the different types of health insurance, and the coverage provided.	BOOK Insuring Your Life Income and Property, Accent/Consumer Education, pp. 28-30 (8) BOOKLET (26)

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Have groups of students stop at various types of stores to compare the prices of drugs and cosmetics. Provide a list of items to check.	
	Debate this statement: "Good health is vital to success in a job and in marriage."	FILM Local Social Security Office, "The Long Haul" (25)
	Discuss Medicare, Medicaid, Social Security, etc.	BOOKLETS "Suggested Outline for Studying Social Security" (50) Booklets on Medicare (50) "Health and Insurance" (29)
	Do research on the ways in which medical bills might be met.	
	Write the New York State Insurance Dept., 123 Williams Street, for literature concerning their work and how it affects all states. Invite a resource person to come and talk on health insurance. He should explain: 1) Why it's needed 2) The consequences if none is available 3) Hospital feelings on insurance 4) Rates 5) Coverages	Local insurance agent State insurance department representative Hospital insurance handler MAGAZINE "Time to Check Over Your Health Insurance", Changing Times, June, 1970 (2) Changing Times, (99 Ideas) "Hospital Bills Go Up and Up", p. 74 (2) "Safe Ways to Cut Your Medical Bills", p. 85 (2)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
		BOOKS Consumer's Buying Guide, Better Business Bureau, Chap. 11 (5) Time-Life, Chap. 8 (58)
	Invite an insurance agent to discuss social insurance.	
	Generalize by drawing conclusions through discussion.	
Leisure time activities contribute to family togetherness and to physical, emotional, mental, and social fitness.	List the leisure activities that may be done at home, as opposed to those outside the home which cost too much or are inconvenient to reach.	
	Discuss the need of family recreation to maintain mental and physical health.	BOOKS Oppenheim, Chap. 14 (9) Nuccio, Chap. 7 (47)
	Contrast the costs of various types of recreation. Have the students make a list of the types of recreation they and their families enjoy and compare the costs.	
	Brainstorm the following statement: Leisure time has caused a boom in the "do-it-yourself" hobbies and in sports.	
	Devise a plan for family recreation and leisure-time activities when the mother is employed.	

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Survey the city for the various types of recreaion provided by groups and organizations. Are these seasonal? How much do they cost? Who can enjoy them?	YWCA AND YMCA, Park Board, etc.
	Do some research on home projects everyone could enjoy, that would enhance the home as well as fill the leisure hours.	
Education opens a world of wealth to consumers.	Collect the costs of various types of educational opportunities.	BOOK Planning for College, Margolius (38) BOOKLET "Paying for a College Education" (46)
	Survey the class members to determine what educational opportunities they consider suitable for themselves.	MAGAZINE "Schools That Teach Jobs", Changing Times, March, 1970, p. 37 (2)
	Use the above list and do research. Report to the class the cost of each one, for one year.	
	Discuss the value of education for the average citizen. What can be expected without one?	
	Study any findings which show the contribution of education to financial security.	BOOKLET Bureau of Census, "The Present Value of Estimated Lifetime Earnings" (7)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
		PAMPHLET N.A. Bank Women, Inc. "Money and the Young Wage Earner" (36)
	Discuss ways of financing the education which each student plans to pursue.	
	Discuss the types of on-the-job training that are available in this city. How does the cost compare with other forms of training in the same fields?	
	Discuss how education can help one to earn an income.	
	Prepare a chart showing the average annual income of various occupational groups.	
	Organize a panel to study unemployment trends, occupations, incomes of non-high school graduates, incomes of other, etc.	
	Have each student talk to someone who is unemployed to learn the complications caused by unemployment.	
	Role-play family situations that might be caused by unemployment.	
	Relate some personal experiences of job hunting.	
	Role-play job interviewing.	

CONCEPT: CONSUMER BUYING (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Scour the library for occupational information on various fields.	
	Invite a resource person from a college admissions or finance office to talk to the class about their problems. Another resource person might talk about the value of education.	Employment and personnel offices in a local business

NOTES AND SUGGESTIONS

CONCEPT: CONSUMER CREDIT

OBJECTIVE: To identify the various kinds of credit that are now available, to know the advantages and disadvantages of using credit, and to apply this knowledge in simulated life situations.

BROAD GENERALIZATION: Credit is a major part of our economic life, but requires knowledge and care in its use in order to use it wisely.

TIME: 2-3 weeks

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
BROAD GENERALIZATION: Credit is a major part of our economic life, but requires knowledge and care in its use in order to use it wisely.	Use the transparency on credit.	TEACHING AID "Borrowing Folder" (2)
	Have each student write a short paper explaining his personal philosophy on credit.	
Consumer credit permits the use of future income to satisfy present needs and wants.	Plan a bulletin board titled, "Credit - Genie or Jinx?"	
	Use the learning package, "Using Credit Cards Safely", "Take-off on Credit Cards", "The Use of Credit", and "What Is Credit?"	TEACHING AIDS LP 36 (7) LP 52 (7) LP 18 (7)
	Use transparencies to introduce credit concepts.	TRANSPARENCY "Using Credit with Understanding" (29)
	Plan a bulletin board of charts based on cartoons. One chart could be called, "Credit: When You Buy and Borrow Now and Pay Later".	TEACHING AID "Borrowing Folder" (2)
	Give the "Consumer Credit Quiz".	

CONCEPT: CONSUMER CREDIT (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Use the "Consumer Credit Pre-Study Inventory Test".	TEACHING AID National Consumer Finance Association, Consumer Kit (8)
	Use the self-study sheet, "How Do You Rate as a Borrower?"	TEACHING AID "Borrowing Folder" (2)
	Give a pre-test on credit.	BOOK Part Two, p. 139 (28)
	Discuss why it is impossible in today's world to follow the advice, "Neither a borrower nor a lender be."	
	Discuss the pre-tests as a general overview of this topic.	
	Discuss such questions as: 1) What is credit? 2) What are some examples of using credit wisely? Misusing credit? 3) Do all families have or use some kind of credit? If so, what kind? 4) How do people use credit? 5) Do you feel that credit is responsible for our high standard of living? Explain. 6) How does the family life cycle relate to the use of credit?	BOOKS Wilhelms, Unit 3 (64) Schoenfeld, Chap. 9 (55) PAMPHLET "Consumer Credit and You" (40)

CONCEPT: CONSUMER CREDIT (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Use the chart to evaluate some of the criteria for granting loans at various institutions.	BOOK Part Two, p. 144 (28)
	Use the chart to evaluate the credit costs on various types of loans.	BOOK Part Two, p. 145 (28)
	Discuss why families use consumer credit. What would happen to their levels of living without it?	FILMSTRIP AND BOOKLET "Financing a New Partnership" Penney's (9)
	Use the study guide, and review to stimulate discussion.	BOOKLET Wilson and Eyster, pp. 69-80 (65)
	Review any new credit terms: promissory notes, conditional sales contract, garnishment, installment, principal, balance, repossesion, cash, and sales credit.	BOOKLET "How to Choose and Use Retail Credit" (49) PAMPHLET National Consumer Finance Association, "Using Our Credit Intelligently" (40)
Sales credit and cash loan are the two basic types of consumer credit.	Discuss the different types of credit available: credit cards, installment plans, revolving charge, BankAmericard, bank notes. Have copies of installment sales contracts and chattel mortgages ready for examination.	BOOKS Oppenheim, Chap. 4 (47) Consumers All, pp. 157-161 (67)

CONCEPT: CONSUMER CREDIT (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
		BOOKLETS "Accepting Credit Responsibility" (51) "How to Borrow Wisely", local bank
The main sources of credit are banks, credit unions, sales and personal finance companies, insurance companies, merchants, and pawn shops.	Hold a discussion on this topic: "What Is Consumer Credit?"	BOOK Time-Life, Chap. 2 (58) MAGAZINE Changing Times, Resource Kit (2)
	Show the film, "King's X".	FILM Association Films (1)
	Discuss the film, "Consumer Education: Retail Credit".	FILM Bailey Film Association (2) (Available at BOE Film Center)
	View the film, "Credit - Man's Confidence in Man".	FILM (17)
	View the films, "The Littlest Giant" and "Wise Use of Credit and Personal Financial Planning".	FILM Association Films (1)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Discuss the differences and similarities, the operating policies, the specialties, and the services of the various sources of cash credit and sales credit: banks, finance companies, credit unions, insurance companies, pawn shops, department stores, oil companies, etc.	
	Role-play situations when money would be needed and decide if one would use credit, wait until the money was saved or do without the item. For example: clothes, college, doctor bills, car repairs, vacation, furniture, etc.	PAMPHLET "Your Guide for Teaching Money Management" (34) FILMSTRIPS "Credit Concepts" (27) "Charge It Please" (27) "Credit Sources" (27) "The Installment Contract" (27)
	Debate the following statement: "It is as important to shop for credit as to shop for other goods and services".	PAMPHLET National Consumer Finance Association, "Basic Principles in Family Money and Credit Management" (40)
	Collect and compare credit applications from a retail store, a bank, and a consumer finance company.	Local Businessmen

CONCEPT: CONSUMER CREDIT (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
An individual qualifies for credit because of capacity, character, capital, conditions, collateral, and common sense ("C's of Credit").	Collect and display different types of credit contracts. Discuss the terms in each, and the advantages and disadvantages each has.	BOOK Credit Cardmanship, Martin J. Meyer (41) PAMPHLETS University of Connecticut, "Credit Cards: Thirty Days to Reality" (59) National Consumer Finance Association, "Finance Companies" (40)
	Make a chart with the six "C's of Credit" and put appropriate adjectives under each one. An example of an adjective would be "responsible". Under which of the six C's would it fit?	BOOK Council for Family Financial Planning, p. 88 (17)
	Have a panel discussion on the topic, "Yesterdays, Todays, and Tomorrows".	TEACHING AID National Consumer Finance Association, "Consumer Kit" (8)
	Invite resource persons from credit departments in retail stores, lending agencies, and credit bureaus to come and talk about the types of credit available to young people in this area.	
	Assign magazine reports on current activity in the credit area.	MAGAZINES Changing Times (2) Consumer's Bulletin (3)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Have each student write a second paper explaining his philosophy on credit. He should then compare it with the one written at the beginning of this unit.	
	State learnings and conclusions.	
Credit bureaus and credit ratings are used to protect consumers and creditors (all users of credit).	View the film, "The Wise Use of Credit".	FILM (21)
	Plan a radio program on, "Who Gets the Credit?"	TEACHING AID National Consumer Finance Association, "Consumer Kit" (8)
	Discuss the following questions: What is a credit rating? How is it established? How can you lose it? What are the consumer's responsibilities when using credit?	
	Discuss these questions: What is a credit bureau? What does it do? Where is it located? Why is it necessary? Who does it serve? What is a credit union? Who belongs and who benefits from it?	BOOK Consumer's Buying Guide, Better Business Bureau (5) BOOKLET "Hi! I'm Mr. Moneywise. I'd Like to Tell You Why I'm a Credit Union Member" (54) MAGAZINE "Credit Bureaus Pry for Pay", Everybody's Money, p. 26 (7)

CONCEPT: CONSUMER CREDIT (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
In order to understand credit, and use it intelligently, one must know how to compute the amount one pays for its use.	Use ads from newspapers. Choose an article advertised under three different types of credit, and ask the students to determine the cost (in dollars) of the credit services. (Examine contracts.)	Local newspapers, mail order catalogs, etc.
The Truth-in-Lending Act protects consumers from fraudulent quoting of amounts of interest, and requires that the annual interest rate be stated.	View the filmstrip, "Truth-in-Lending".	FILMSTRIP Federal Reserve Board of Dallas (11)
	Use the learning package, "Truth-in-Lending".	TEACHING AID LP 48 (7)
	Use the film, "The Owl Who Gave a Hoot".	FILM (17)
	View the filmstrip, "What Consumers Should Know About Truth-in-Lending".	FILMSTRIP National Consumer Finance Association (11)
	Discuss the Truth-in-Lending Act and what it means to the consumer. Why did it take so long to get it enacted?	BOOKS The Consumer in the Marketplace, Levy, Feldman, Sarteth (34) Oppenheim, p. 60 (49) BOOKLETS "Truth-in-Lending" (29) "Shopping for Credit Truth-in-Lending" (10) PAMPHLET Federal Reserve Bank of Philadelphia, "Truth in Lending" (22) TEACHING AID Consumer Credit Calculator (3

CONCEPT: CONSUMER CREDIT (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
Methods of computing interest are: add-on, discount, and simple interest.	Introduce the formula for figuring rates of interest. Explain that the Truth-in-Lending Act now requires that true annual interest and dollar cost of credit be stated!	
Formula for computing interest: Rate of interest $= \frac{2mD}{p\ (n+1)}$ m=no. of payments n=no. of payments to discharge the debt D=charge for credit in dollars P=Amount of credit (cash price-down payment)	Discuss how interest rates are stated on loans. Are they required? When? Who or what requires them?	
	Compare monthly and annual interest rates as given in newspaper ads.	
	Calculate the dollar cost of credit, using actual problems.	BOOK Workbook, Olson and McNelly pp. 63-66 (48)
	Brainstorm why it is important to know "annual interest rates".	
	Compare the terms of the credit contracts collected earlier, as to the stated interest rate.	
	Have a resource person from a bank tell about the interest rates for the various types of loans.	
	State learnings and conclusions.	

CONCEPT: CONSUMER CREDIT (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
The advantages and disadvantages of using credit are closely related to the financial responsibility and resources of the consumer.	Retest with the pretests given at the beginning of the unit.	
	Use the film, "The Poor Pay More", and show who uses credit and why.	FILM NET Film Service, "The Poor Pay More" (23)
	View the films, "How to Handle $300.00 a Little at a Time", and "Consumer Education: Installment Buying".	FILM Association Films (1) Bailey-Film Association (Available at BOE Film Center) (2)
Individuals and families should select credit wisely, to avoid deceitful lending practices or the overextending of their ability to repay.	Study and report on the advantages and disadvantages of using consumer credit. Explain how the advantages for one may be disadvantages for another.	BOOKS Your Family and Its Money, Thal and Holcombe (Chapter on credit) (56) The Consumer and His Dollars, Schoenfeld and Natella, (Chapter on credit) (55) Understanding Consumer Credit, Accent/Consumer Education (8) No Money Down, Farnsworth (20)
	Organize (from the above discussion) a chart listing the advantages and disadvantages of credit for a young couple.	BOOKLET "Consumer's Quick Credit Guide" (54) MAGAZINE "Those One-Sided Credit Laws", Consumer Reports, March, 1966 (5)

CONCEPT: CONSUMER CREDIT (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
People in desperate financial circumstances may resort to loan sharks.	Discuss the reasons for the existence of loan sharks. Read case studies of consumers who overextended their credit. Discuss the possible ways of helping them out of this financial crisis.	BOOKS The Dark Side of the Marketplace, Magnuson and Carpet (36) The Poor Pay More, Caplovitz (11) MAGAZINE Reader's Digest, Jan., 1961, pp. 30-35 (13)
The dangers of credit are the tendency to overuse it, due to the relative ease of obtaining it; the lack of understanding of what credit really is; and the use of all "extra" money for credit payments.	Discuss why many merchants are more anxious to sell on credit terms rather than for cash. Read excerpts from the book, Buy Now, Pay Later, to find out about some of the different forms and abuses of consumer credit.	BOOK Buy Now, Pay Later, Black (7).
Credit can be used safely only when it involves an amount that can be comfortably repaid out of future income.	Brainstorm and then set up criteria for using credit wisely, emphasizing things to look for in credit contracts and the factors to consider when shopping for credit.	BOOK Levy, Feldman, and Sasserath, Chap. 3 (34)

CONCEPT: CONSUMER CREDIT (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Debate these two topics: 1) The federal government should control credit bureaus. 2) Saving in advance and paying cash for a specific item is better than buying on credit and making installment payments.	
The misuse of credit can cause financial distress for the debtor, the creditor, the community, and the economy.	Brainstorm the problems faced by consumers with poor credit ratings. Devise solutions and ways to improve their ratings. Are other sources of credit available to them on a low rating?	
	Discuss the following: A national retailing chain has publicly stated that it makes more money on credit than on the sale of merchandise. How is this possible?	
	Study and report on personal bankruptcy to determine its extent, causes, practices, consequences. Also, report on community debt-counseling services.	PAMPHLET Michigan State Univerisity, "Don't Get Garnisheed" (30)
The wise use of credit can help the growth of a mass production economy.	Do research in the library and report to the class (using articles assigned earlier) on: credit problems and how to avoid them; laws that regulate consumer credit; the relationship of credit to the economic health of the nation.	Current magazines and extension bulletins

CONCEPT: CONSUMER CREDIT (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Invite a resource person to explain the legal obligation assumed by a borrower when he signs a credit contract.	Resource people: Credit union employee Finance company employee Bank employee, etc.
	Research to find out how the following affect consumer credit costs: 1) Amount of credit used 2) Length of repayment period 3) Credit rating 4) Collateral offered 5) Cost of money to lender	
	State learnings through discussion. Use the following questions to guide in making generalizations: 1) What is credit? 2) Who uses credit? 3) Why do we use credit? For what do we use credit? 4) What do we pay for using credit? 5) When is it practical or impractical to use credit? 6) How much credit can be safely used? 7) What are the responsibilities of the borrower? Of the lender? 8) What is a good credit rating? 9) What are other charges for credit, in addition to interest?	

CONCEPT: CONSUMER CREDIT (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	10) Why are various institutions interested in lending money? 11) What are the consequences of failing to meet credit responsibilities?	

NOTES AND SUGGESTIONS

CONCEPT: ECONOMIC SECURITY

OBJECTIVES: 1) To identify savings as a future use of current income to provide for financial security.
2) To see insurance as a means of sharing the risks of living as well as a form of savings.
3) To differentiate between the types of investments that might produce current income and those that are a form of savings whose value reflects economic conditions.

GENERALIZATION: Financial security planning by individuals and families tends to be more realistic and effective when it is based on a knowledge of economic principles, conditions, and sources of protection.

TIME: 2 weeks

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
BROAD GENERALIZATION: Financial security planning by individuals and families tends to be more realistic and effective when it is based on a knowledge of economic principles, conditions, and sources of protection.		
Sound money management includes planning ahead to meet expected and unexpected events. This includes saving money, investing money, and insuring against risks.	View the filmstrip, "Dollars for Security".	FILMSTRIP (1)
	Plan a bulletin board on the topic, "Money Is the Seed of Money".	BOOK Wilhelms, Unit 5 (64)
	View the film, "Harvey Dilemma".	FILM Modern Talking Pictures (17)

CONCEPT: ECONOMIC SECURITY (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
Peace of mind, satisfaction, security, and stability, as well as national progress, are influenced by a family's systematic and carefully--executed savings plan.	Use transparencies to stimulate discussion.	TEACHING AID Changing Times, Resource Kit Savings Folder (1)
	Develop a list of the short and long term needs of students. Determine how much would have to be saved each week to achieve one or more of these goals.	
Saving involves making a choice between spending for immediate needs and wants or holding money in reserve for future use.	Conduct a student poll, using the following question: "If you had an income of $100 a week, how much would you save?"	BOOK Time-Life, Chap. 11 (58)
Saving and investing are methods of setting aside current income for future use.	Discuss the purposes of saving, methods of saving, and the considerations that are made when deciding where to save and how much to save.	PAMPHLET "Money Management: Your Savings and Investment Dollar" (34) BOOK Oppenheim, Chap. 10 (49) MAGAZINE Changing Times (99 Ideas, 1969), "Tricks to Help You Save" p. 14 (2)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Discuss such questions as: 1) What is the difference between savings and investments? 2) What is the difference between investing and speculating? 3) What is the difference between stocks and bonds? 4) What is a mutual fund? 5) Should one buy a mutual fund? 6) What are risky investments? Make a list of the reasons people might have for saving money. List the types of institutions where money might be saved or deposited. Make a chalkboard list of savings goals for teen-agers, young adults, newly-marrieds, growing families, and retired couples. Discuss the importance of depositors' insurance (FDIC and FSALIC insurance). Discuss the statement: Savings are the result of planning and may mean the renouncing of present desires.	

CONCEPT: ECONOMIC SECURITY (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Discuss the topic: "Priorities are established from among alternative needs".	
	Use buzz groups to discuss the quotes given on the cards in the kit, "A Quota of Quotes".	TEACHING AID Changing Times, Resource Kit Savings Folder (1)
	Debate the following: "Savings is a source of college funds".	
	Discuss the advantages and disadvantages of Government Savings Bonds. List the types. Discuss the savings plans involved with bonds.	BOOK Investing Your Savings, Accent/Consumer Education, pp. 22-24 (8)
	Brainstorm the advantages and disadvantages of savings accounts for teen-agers.	
	Use the situational story, "The Money Tree", and its questions, for discussion.	BOOK Part Two, pp. 136-138 (28)
Safety, return, and availability are important considerations in choosing a place to deposit savings.	Survey the different types of savings institutions in this area. Compare the interest rates, methods of withdrawing, types of accounts and etc.	MAGAZINES "The Small Saver Needs a Better Deal", Changing Times, May, 1970 (2) "Those Fancy Name Savings Accounts", Changing Times, Jan., 1970 (2) "Savings and Loan Association-the Basics to Know", Changing Times (99 Ideas, 1969) (2)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Read this situation and discuss the questions: Johnny Thomas has accumulated $2,700 during the three years he has worked since finishing high school. He has no immediate need for the money and foresees no need for it until sometime in the future, after he is married. Johnny has no marriage plans at the present time. The $2,700 is now in his checking account. a) Should he have all the money in his checking account? Why or why not? b) Discuss three places where he could keep his money. What are the advantages of each?	
	Invite a resource person from a savings and loan association or bank to discuss the services rendered to customers. Be sure to include the trust department and a brief discussion of wills and estates.	Local businessman
	Do research on the history of savings and investment institutions, and the legislation concerning these organizations.	
	Appoint a committee to visit a credit union in order to talk to the manager concerning its operation and policies.	BOOKLET "A Teachers Guide to Credit Unions" (17)
	Draw conclusions from discussion.	

CONCEPT: ECONOMIC SECURITY (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Give the insurance pretest.	BOOK Part Two, p. 161 (28)
Insurance protection is based on the principle of "sharing the risk".	View the film, "Life Insurance - Patterns for Protection".	FILM (8)
	Plan a bulletin board, using a life insurance policy. Label the important terms to remember.	BOOK Wilhelms, Part 16 (64)
	Use the learning package, "Inevitable Insurance: What, Why, When".	TEACHING AID LP 6 (7)
	View the film, "Life Insurance - What It Is and How It Works".	FILM (1)
	View the film, "The Invisible Force".	FILM (1)
	Give the pretest on insurance to determine the group's understanding of life insurance.	BOOK Part Two, p. 161 (28)
	Carry on a discussion of these questions: What is insurance? How does it provide financial protection? What kinds of life insurance can be purchased?	

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Discuss such questions as: 1) What are the major hazards a family faces? 2) How can insurance help provide security for families? 3) What are the psychological advantages of having adequate life and health insurance? 4) How can insurance provide security upon the death or disability of the family's breadwinner?	BOOKLETS "Blueprint for Tomorrow" (26) "Policies for Protection" (26) "Life Insurance Fact Book" (26 "Life Insurance - What it Means" (26) MAGAZINE Watkins, "What Every Young Couple Should Know About Life Insurance", Redbook, Feb., 1968
	Work in small groups to develop some guidelines that would help an inexperienced shopper in the wise selection of insurance.	BOOK The Consumer in the Marketplace, Levy, Feldman, Sasserath, Chap. 10, (34) BOOKLET "Life Insurance - Dollars and Sense; the Family Money Manager; and You and Your Family's Life Insurance", Canadian Life Ins. (9) BOOK Time-Life, Chap. 5 (58)
	Preview sample copies of life insurance applications to determine the information required.	
	Role-play the case studies in the pamphlet.	PAMPHLET "A Date with Your Future" (26)

CONCEPT: ECONOMIC SECURITY (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Discuss the importance of giving accurate information on an insurance application form.	
	View the films, "Medicare" and "You and Medicare".	FILMS Local Social Security Office (25) BOOK Wilhelms, Part 18 (64)
Different kinds of insurance protect against different types of risk.	Discuss the meaning of risk insurance.	
	Compare a straight-life policy with an endowment policy from the viewpoint of a young man, age 20, who is contemplating marriage.	BOOK Nuccio, Chap. 5 (47) MAGAZINE "Misunderstood Facts About Life Insurance", Better Homes and Gardens, May, 1967
	Investigate the ways in which insurance premiums can be paid. What are the advantages and disadvantages of each method of payment?	
	Discuss the following: What are the advantages of group life insurance to the employee? To the employer?	BOOK Workbook, Olson and McNelly pp. 85-87 (48) BOOKLETS "Group Life Insurance for Employees" (26) "Handbook of Life Insurance" (26)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Investigate the laws governing insurance requirements and payments.	
	Discuss the hazards involved in using mail order insurance companies.	BOOKLET "Pitfalls to Watch for in Mail Order Insurance Policies" (54)
	Assign groups to study and report on one of these: life insurance (term), health insurance, accident insurance, home insurance. Include coverages, sources, types, advantages, and disadvantages of each.	BOOK Investing Your Savings, Accent/Consumer Education pp. 16-21 (8) Insuring Your Life Income and Property (8) BOOKLET "Insurance for the Home" (27) PAMPHLETS "Helping You Plan Your Life Insurance Program" (15) "How to Choose Your Doctor, Hospital, Health Insurance" (15) "A Family Guide to Property and Liability Insurance" (27) MAGAZINES "When Is Term Insurance the Best Buy?", Changing Times, Mar., 1970 (2) "How Should Life Insurance Pay Off?", Changing Times, May, 1970 (2)

CONCEPT: ECONOMIC SECURITY (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
		"Insurance News You Ought to Know", Changing Times, July, 1970 (2) "Who Needs Insurance and How Much", Consumer Reports, Jan., 1967 (5)
	Work in small groups to analyze one of the types of life insurance. Be sure to identify the purpose of that particular type and the advantages and disadvantages. Compare the costs, length, and types of coverage. Report the findings to the rest of the class, using illustrative materials. As the reports are given, prepare a chart showing the major features of the various forms of life insurance. Use the following form for the chart: TYPES ADVANTAGES DISADVANTAGES WHO SHOULD BUY THIS TYPE?	
Government social insurance programs provide medical benefits and income to eligible citizens, usually after retirement.	Discuss the purposes, coverage, and terms of social security as a retirement and disability protection. Discuss what is included in the act and who it includes.	BOOK Nuccio, Chap. 6 (47) PAMPHLETS U.S. Dept. H.E.W. FDA, "Your Social Security" (56) Local Social Security Office, "Social Security Information for Young Families" (50) "Social Security in Your Financial Planning" (50)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
		TEACHING AID "Social Security Income Maintenance Kit" (IO)
	Find out how many students have a social security card. Discuss what this card means to them.	
Insurance programs may be offered by employers, unions, churches, and professional groups.	Investigate federal, state, and local insurance programs. Determine what they cost, how they are financed, who benefits from each plan, and how they benefit.	
	Have an insurance agent explain what he feels is the minimum amount of insurance a person needs to carry in the various stages of the family life cycle.	
	Invite a resource person to discuss the importance of property insurance.	Local insurance agent
	Invite a representative of a life insurance company to discuss the various phases of life insurance.	Local life insurance or bank agent
	Summarize.	

CONCEPT: ECONOMIC SECURITY (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
Investments usually refer to income-producing assets such as, stocks, bonds, real estate, and business.	View these films, "What Makes Us Tick" (story of New York Stock Exchange), "Mr. Webster Takes Stock", "How to Invest and Why", and "Working Dollars".	FILM (7) FILM (26) FILM (17)
	Discuss the following: 1) What does the word, "investing", mean? 2) What must be considered before one does any investing of money? 3) How does one determine whether investments are wise or unwise?	BOOKS Wilhelms, Part 7, Unit 2 (64) Wilson and Eyster, pp. 475-480, Chap. 25 (65) BOOKLET "How to Invest in Stocks and Bonds", Merrill, Lynch, Pierce, Fenner and Smith (33) MAGAZINE "Put Investments in a Child's Terms", Changing Times, Feb., 1970 (2) "It's a Good Time to Buy Stocks", Changing Times, Apr., 1970 (2) BOOK Time-Life, Chap. 12 (58)
	Have the students "clip" newspaper and magazine advertisements and articles pertaining to investments. Use them as a class discussion and for bulletin board displays.	

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Explain these terms: common stocks, mutual funds, bonds, social security, annuities, pensions, interest, dividends, capital gains, risk, and return. Follow with a more detailed report on each term through research in the library).	BOOKLETS "The World of Investing Test" (43) "You and the Investment World" (43) "The Language of Investing - a Glossary" (43) "Investment Facts" (33) "What Everybody Ought to Know About This Stock and Bond Business" (33) "Understanding the New York Stock Exchange" (43) "Portfolio of Teaching Aids", New York Stock Exchange (43)
	Discuss inflation. Elicit some explanations of how investments which increase in value may offset the decreased purchasing power of the dollar which results from price increases.	
	Discuss the advantages and disadvantages of investing through a monthly investment plan, and investment club, and an investment company.	MAGAZINE "Investment Clubs: Ways To Buy Stocks", Changing Times, (99 Ideas, 1969) (2)

CONCEPT: ECONOMIC SECURITY (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Learn to distinguish between preferred and common stocks, and between a bond and a stock. List the types and differences of the various bonds that are available for purchase.	Booklets on Series E & H Bonds (available free from the post office)
A net worth statement is a personal or family financial record which can be used, as agreed, in planning for economic security.	Explain how to figure a family's net worth.	PAMPHLET "Money Management: Your Investment and Savings Dollar" (34)
The making of a will is a part of family planning that can prevent unnecessary financial expenditures, save time and inconvenience, eliminate conflicts among family members, and ensure against unfair distribution of property.	Discuss wills and estate planning - their contribution to economic security, their advantages and disadvantages, and the important things to consider when drawing up a will.	
	Discuss cases which reveal the difficulties faced by families when their wage earners died without wills.	
	Use the form in the Appendix to develop the student's ability to read the stock market page in the newspaper. What other information is found on the financial page of the newspaper?	Local newspaper financial pages. BOOKLET "How to Read a Financial Report" (33)

CONCEPT: ECONOMIC SECURITY (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
Individual and family plans for financial investment affect, and are affected by, economic conditions.	Organize committees to discuss the ways in which family financial planning and security may be affected by changing family circumstances or by economic conditions.	BOOK Investing Your Savings, Accent/Consumer Education (8)
	Discuss the advisability of buying insurance as an investment. Is it a wise practice? Why?	
	Assign small groups the job of planning and reporting on the investing of a definite amount of money $500, $1000, $5000, etc. Include investment objectives, expected earnings, etc.	
Business expansion depends on the funds provided by the savings and investments of individuals and families.	Discuss the possibilities and risks of real estate investments.	
	Arrange a field trip to one of the organized stock exchanges.	
	Use magazine articles to devise a list of tips for investing money.	MAGAZINES "Tips of Buying Stocks and Bonds", Changing Times, Feb., 1970 (2) "Take Good Care of Those Stocks You Bought", Changing Times, (99 Ideas, 1969) (2)

CONCEPT: ECONOMIC SECURITY (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES
	Have each student select one company listed on the New York Stock Exchange. The student should report on the business of the company, quality of management, past earnings, growth potential, and yield. Use companies in this area.	BOOK The Money Game, Goodman (25)
	Invite a lawyer to discuss the making, filing, and probating of a will, and the state laws covering wills.	
	Encourage interested students to read publications about investments and report to the class.	
	Have a realtor, stock broker, or city official discuss sound investment procedures with the class.	
	Write to the New York Stock Exchange for copies of the test on "The World of Investing". Let the class members take the test to see how much they have learned.	
	Hold a panel discussion on the different types of investment plans.	
	State conclusions through generalizations. Do the crossword puzzle.	MAGAZINE April, 1970, p. 29 (17)

CONCEPT: ECONOMIC SECURITY (continued)

GENERALIZATIONS	LEARNING ACTIVITIES	RESOURCES

NOTES AND SUGGESTIONS

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ACCESSION NUMBER: VT100607

TITLE: OFFICE EMPLOYEES' PRACTICUM. STUDENT MANUAL.

DESCRIPTOR: *PRACTICUMS; *GOVERNMENT EMPLOYEES; *OFFICE OCCUPATIONS EDUCATION; *MANUALS; WORKSHOPS; WORK ATTITUDES

IDENTIFIER: *UNITED STATES CIVIL SERVICE COMMISSION

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 541

ABSTRACT: TO AID THE CIVIL SERVICE OFFICE WORKER IN ASSUMING RESPONSIBILITIES, A 3-DAY WORKSHOP WAS CONDUCTED TO ANALYZE THE DUTIES AND DIMENSIONS OF TODAY'S OFFICE WORKER, EXCHANGE INFORMATION, REINFORCE CONCEPTS, AND STIMULATE INTEREST IN STRIVING TOWARD INCREASING OFFICE EFFICIENCY AND JOB SATISFACTION. THE AGENDA INCLUDED THE FOLLOWING DIMENSIONS OF THOUGHT: (1) PERFORMANCE AND RESPONSIBILITY, (2) COMMUNICATIONS, (3) HUMAN RELATIONS, (4) APPLIED COMMUNICATIONS, AND (5) SUCCESS. THIS PARTICIPANT'S MANUAL USED IN THE SESSIONS PRESENTS OUTLINES OF THE MEETINGS, FORMS NEEDED, AND THE GENERAL CONCEPTS DISCUSSED. (MU)

INSTITUTION NAME: CIVIL SERVICE COMMISSION, WASHINGTON, D.C.

VT 100607

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U.S. CIVIL SERVICE COMMISSION
BUREAU OF TRAINING

COMMUNICATIONS AND OFFICE
SKILLS TRAINING CENTER
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OFFICE EMPLOYEES' PRACTICUM

VT 100 607

STUDENT MANUAL

P U R P O S E

The role of the office employee today is one of essential assistance. She no longer serves only as a scribe and a typist. The role is expanding into new dimensions of responsibility. The Office Employees' Practicum is designed to aid the office worker as she strives to master these new dimensions.

The purpose of this three-day workshop is to analyze the duties, responsibilities, and dimensions of today's office worker; exchange and present valuable office information; refresh and reinforce the essential office concepts; and stimulate an interest in striving toward increased efficiency, job satisfaction, and applied secretarial dimensions.

O F F I C E E M P L O Y E E S' P R A C T I C U M

AGENDA

Session #1

THE DIMENSION OF PERFORMANCE AND RESPONSIBILITY

- Looking at Today's and Tomorrow's Office Employee Role
- Previewing What Lies Ahead
- Organizing for Better Performance
- Receiving Visitors With Diplomacy
- Improving Your Telephone Image
- Setting New Goals for Ourselves

THE DIMENSION OF COMMUNICATIONS

- Listening to Hear and Understand
- Speaking to Communicate
- Communicating Through Appearance
- Reviewing Your Grammar and Punctuation

Session #2

THE DIMENSION OF HUMAN RELATIONS

- Putting the "U" in Human Relations
- Cooperating With Others
- Understanding Yourself and Others

THE DIMENSION OF APPLIED COMMUNICATIONS

- Presenting Myself Through Speech
- Writing for Your Boss
- Developing Your Information Sources (Resources)

Session #3

THE DIMENSION OF SUCCESS

- Evaluating Your Performance
- Using Your Knowledge, Talents, Skills, and Resources
- Responding With Professional Proficiency
- Adapting to the Boss, the Office, and to Progress
- Excelling With Excellence
- Striving to Improve

NO LEARNING LOST

"That time is never wasted in scholastic atmosphere
Which is intended to prepare for some worthwile career;
For even if we lack the means of opportunity
To carry out the aim of what we hope to do or be,
The knowledge that we gather will be helpful in some way
However indirectly to our progress of the day,
For nothing that we learn is lost to be of no avail
If we keep trying faithfully determined not to fail;
And always it is possible our tide of life will turn
And perseverance will attain the goal for which we yearn."

---James J. Metcalfe

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Dimension of Partnership and Responsibility

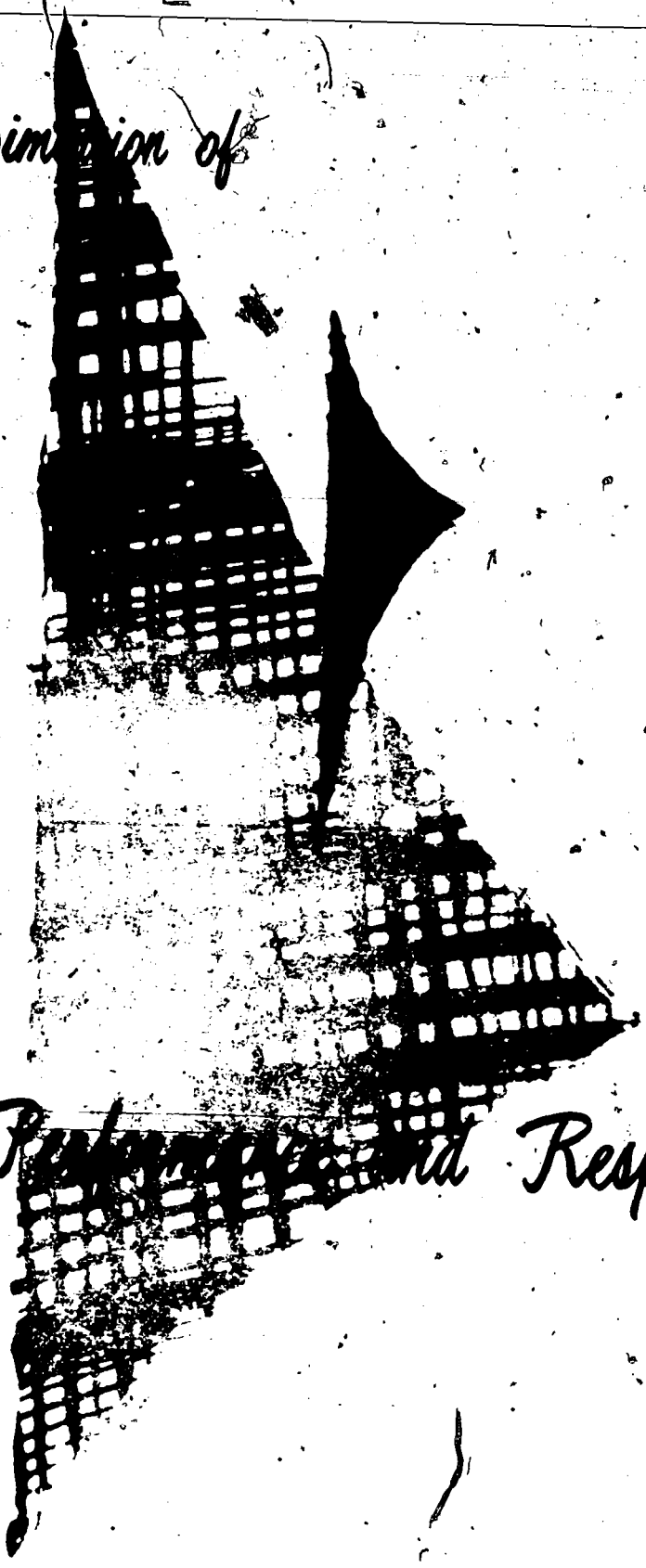

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TOMORROW'S OFFICE

The office of the future will reflect an ever more complex and fast-moving world. As we move closer to the next century, speedy communications will be even more essential, and the flow of information will surpass in speed, quantity, and complexity anything known today. The office of the future will utilize computers, computer interrogation methods, and data transmission devices of undreamed of sophistication.

Richard Kornblum, editor of BUSINESS AUTOMATION, predicts that tomorrow's secretary will be handling typewriters hooked up to paper tape readers or optical scanning devices. From such units she will read in "constant" data while her typewriter will allow her to add changing, "variable," information to the form or letter being typed. Tomorrow's secretary will communicate with large computers holding vital company data on sales, production,

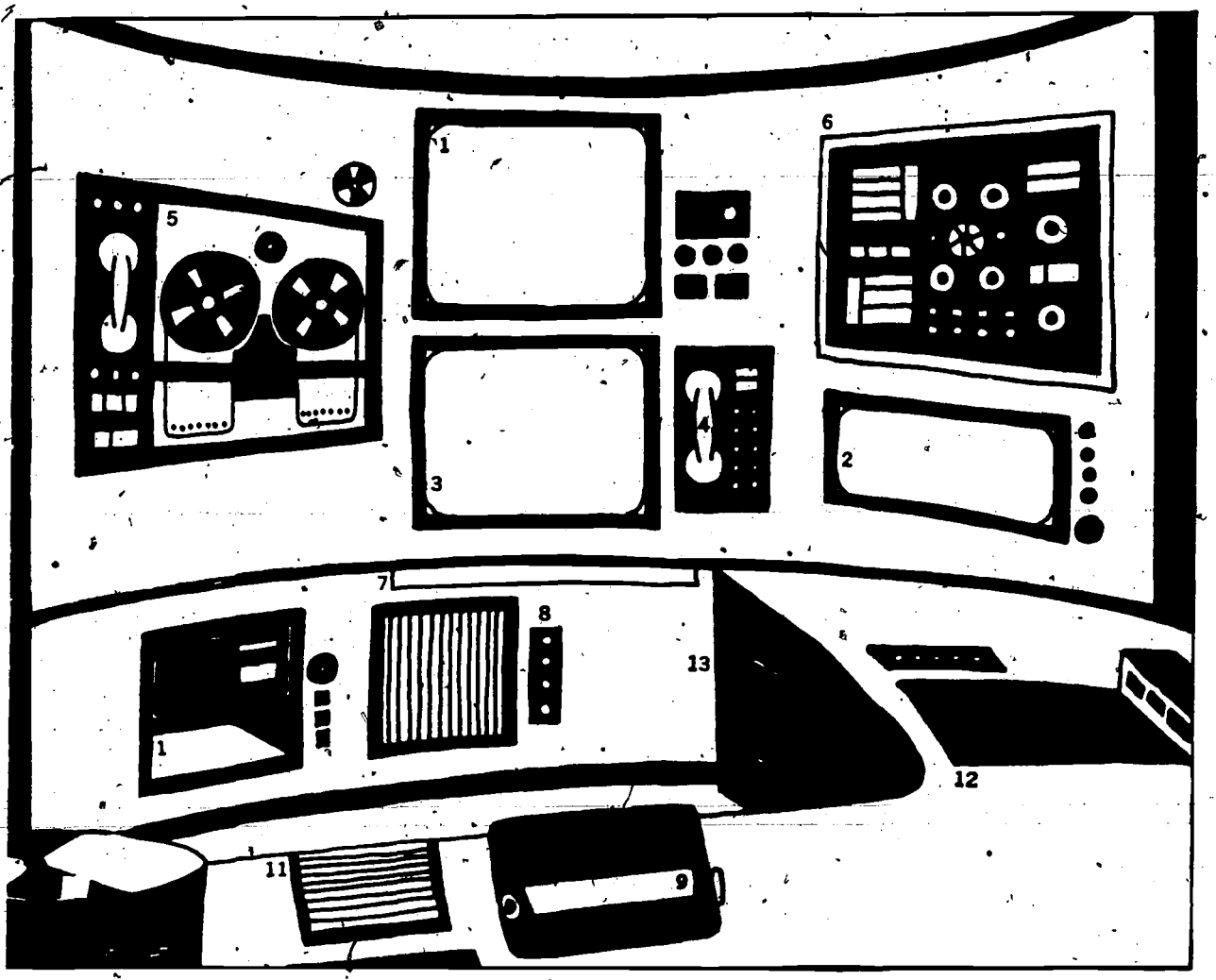

much business enroute as at their destinations. Whole staffs may be permanently based in the airborne executive suites which will operate like any branch office, but will have a largely liaison function, drawing the parts of great corporate enterprises more closely together. With office space becoming more expensive and parking space more scarce, corporations and small businesses will utilize offices on wheels, predicts Jay Doblin, director of the Institute of Design in Illinois. Advanced model "drive-offices" will have vertical take-off and landing ability for short air hops. All these and more are around the corner in the office of tomorrrow. And tomorrow's secretary? She'll be even more knowledgeable, more highly trained than today's. She will have her fingers on the corporate pulse, participating in business activity more fully than ever before.

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personnel, and purchasing. She will be expected to use a typewriter-type device to question the computer and to up-date departmental information stored in the computer. A television-like cathode ray tube will display some of her requested replies, while a small printer will provide longer answers. Other experts expect that a distinctive new addition to the office will appear as psychologists learn more about creative thinking. In a room programmed for particular problems, individuals will be bombarded with sensory stimuli to arouse sleeping memories to new associations and syntheses. Flashing images, sounds, even smells will be used to stimulate executive brains to the utmost in creative problem-solving. As the world grows smaller and more mobile, corporations will construct their own "aero-offices," flying offices that will do as

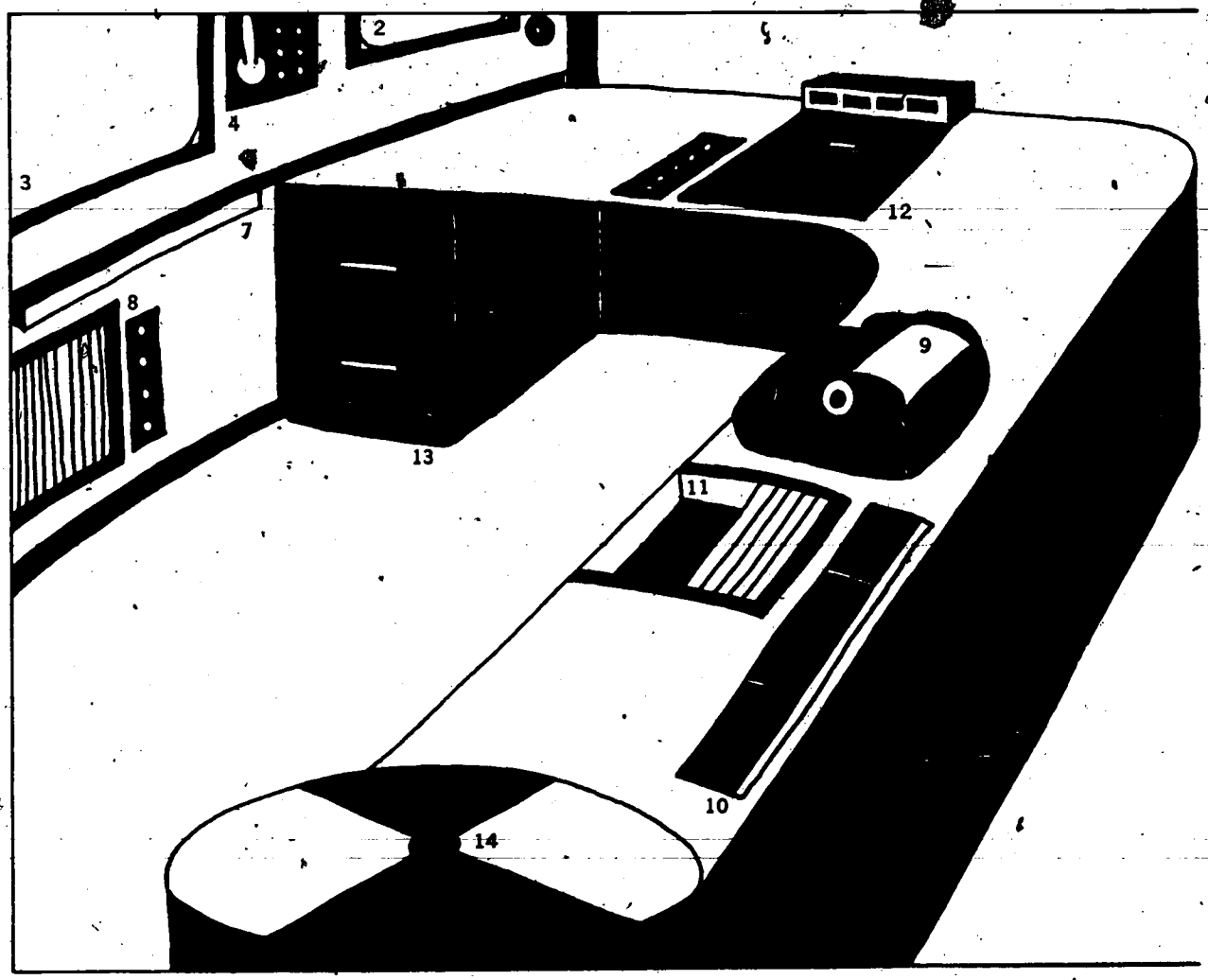

1. Microfilm reader for push-button access to central files, with print-out slot to produce working copies. **2.** Computer viewing screens for immediate answers from real time computers. **3.** Intercom with closed circuit TV screen. **4.** Cordless, ringless, wall telephone with button dial system can be programmed to place a series of calls, has viewing screen which flashes caller's name and image. **5.** Computer data input phone translates normal speech into computer language and enters message on tape. **6.** Control board for all systems, including computer and microfilm querying devices. **7.** Pull out writing surface. **8.** Movable file. **9.** Electric typewriter. **10.** Hanging file with tackboard cover for "must remember" notes. **11.** Stationery tray with rolltop holds supplies of tomorrow, like laser (high intensity light beam) eraser. **12.** Desk-top copying machine. **13.** Personal drawers with mirror, space for beauty aids, other necessities. **14.** Revolving coffee counter and bar with refrigerator and sonar (high frequency sound) clean-up compartment.

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-S 3-8 WERE NOT SUBMITTED TO EDRS.

you have all the necessary information to do the job? Do you have the necessary supplies? Are you thoroughly familiar with the way the job is to be done or do you need assistance?

Organization of your desk and tools is just as important as organization of your work. References used frequently should be placed in a convenient location. Attack one job at a time and keep your desk free of extraneous materials. Have you ever lost an important document from having an accumulation of papers on your desk that you were not using? It takes such a few seconds to replace materials in the proper folders so they will not be misplaced. TIME is priceless and you can't afford to spend a great deal of time looking for that MISSING paper.

First impressions are lasting ones upon the office visitor. Not only should the desk be well organized but also the general office appearance should be orderly. Good housekeeping in an office makes things run more smoothly and efficiently.

Government offers many opportunities to efficient secretaries. The secretary who plans ahead and is well organized in her work usually advances her career.

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DAILY WORK PLANNER

TO BE DONE	DETAILS	TIME

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GUIDELINES ON WORK ORGANIZATION

Each office should have a procedures manual as a guide to work organization. It is necessary for you to think through your job step by step while preparing it. It can be of tremendous help to a substitute or a new person in your office. Remember, the task that may seem routine to you may not be to someone else. The instructions could be prepared under the following headings:

OFFICE

What are the jobs in your office and who does them?
Who are the key people in your office, branch, or section?
Will she have to contact other offices? What are the telephone numbers, and where are the offices located?
What are the names of the secretaries, clerks, etc., with whom she will have contact?
What policy or instruction memorandums should she see?
Where are the instruction booklets for all the equipment used in the office?
What should she know about your reminder systems? (Complete details)

MAIL

What are the pickup and delivery times?
What type of information and material do you route to whom?
What is the purpose of the "buck" slip?
Does the supervisor answer all correspondence?
If you answer some correspondence, where are the samples of such materials?
Where do you keep follow-up materials?
You may want to include a page on franked mail, messenger envelopes, special messenger service.

FILING

What is the method of filing used? (Give complete details).
Who has access to the files?
Who does the filing?
Which files contain confidential material?
What filed material might your supervisor want during your absence and where is it?

TELEPHONE

In answering the phone, what special phrase is used?
Do you screen all incoming calls?
Is your telephone book up to date?
Do you have a list of frequently called numbers?
What should she know about making calls? (Explain the procedure preferred in your office.)
Is information frequently asked of you?
Special information about long distance calls and unique situations in your office?
What is your IDS number?

VISITORS

What is the routine for receiving callers?
How do you handle visitors who are waiting?
Do you have a list of frequent visitors in your office?
Can you refer visitors to any other office or person?
Who will make the appointments for the supervisor?
Do you remind him of his appointments?

SUPPLIES

Where are the supplies kept?
What procedure do you use for ordering and distributing supplies?
Have you samples of forms used with the information filled in for reference? Have you included necessary instructions about carbon copies?

OTHER OFFICE DUTIES

What dictation procedure do you use?
Do you take dictation at a certain time each day?
Do you have deadlines in getting material transcribed?
What should she know about the intercom system?
What specialized job, not already mentioned, should she know about?
Where are the reference sources used in the office?
What about duplicating facilities?

PERSONAL

What meetings or commitments should your supervisor be made aware of in your absence?
How does he like his coffee? What brand of cigars or cigarettes does he prefer?
When do you usually go to lunch? What facilities are available?
How much time do you have at lunch?

THE OFFICE EMPLOYEE AS A BUILDER OF GOOD PUBLIC RELATIONS

Good public relations is of even greater importance in Governmental service than in any other field, because of the people whom we serve.

In private industry, a company's services are aimed primarily at one goal--the potential customer. In the public service, we are dealing with not only a potential customer but with an even more important, three-sided entity. Our potential customer, John Q. Public, is also our employer, for it is his taxes which pay our salaries; at the same time we are, in an indirect sense, a representative for each one of us, since we as individual citizens are also a part of the employing body.

In private industry, Mr. Potential Customer has the option of refusing to buy--and to pay for--a company's goods, if he feels they are not what he wants. In our case, on the other hand, Mr. and Mrs. Public pay for our services whether or not they feel that they individually have any need for such services or that we are providing them with the best possible service. It is our duty, therefore, to make the instances in which Mr. and Mrs. Public have contact with us as helpful and courteous as possible.

Government secretaries are in a key position to build good public relations through their various contacts, which may include any or all of the following:

Personal callers	Telegrams
Telephone conversations	Reports
Correspondence	Magazines and periodicals
Press	Speeches
Radio or TV	Legislative contacts

However, establishing good public relations is an aspect of <u>every</u> civil service job.

OFFICE DIPLOMACY

You are the Ambassador for the Montgomery County Public Schools, your office, and your boss. It is your responsibility to give each caller the "Red Carpet" treatment. Proper treatment of all callers can win a reputation for helpfulness, courtesy and service. Visitors do remember how they are received and executives value a good personality and they appraise employees on how they meet, greet, and get along with others. Patience is the necessary requirement; service is your motto.

GREETING A CALLER:

Greet each person entering your office with a smile and a friendly attitude. A pleasant "Good morning" or "Good afternoon" may also be added. You will set the pace of the visit; the caller will probably judge the office by the manner of approach you use. If the visitor does not offer information about the purpose of his call, ask him, "May I help you?" If you are not near the visitor's point of entry, nod your head to acknowledge his presence and immediately join him. Do not shout or run. Never ignore the visitor.

FIND OUT THE PURPOSE OF THE CALL:

Tactfully ask the visitor why he wants to see your boss, and what service or agency he represents. If he fails to volunteer this information, you may say, "May I tell Mr. Boss what it is you wish to see him about?"

Learn and study names that are important to your office. When a person comes into your office, study his face and then learn the name which corresponds with the face.

Everyone likes to be known. The clerical assistant who wants to climb to the top of the success ladder will start by learning and remembering the names of the office callers.

MAKE THE CALLER FEEL COMFORTABLE:

Help free the visitor from coats, hats, umbrellas, and packages. Hang up his coat and place his hat and/or packages where they will not be disturbed.

If the visitor has to wait for any length of time to see your boss, see that he has a comfortable chair, a newspaper or magazine, perhaps a cup of coffee, an ash tray and matches if he smokes. Sometimes it is necessary to offer a bit of small talk to make the caller feel relaxed. Appropriate "small talk" could be about the weather, local sports events, or a forthcoming holiday. If the visitor has a point of view that does not agree with yours, don't argue or even indicate that you differ with him. Smile, as if in agreement, and casually refer to a related, non-controversial topic. Never discuss agency business or personal problems. A small amount of "small talk" is good; don't over do it. The visitor will realize that you have other duties to perform. After you have settled the visitor, you may excuse yourself and go on with your duties. At this point, you should stay in the room, and busy yourself with your formal tasks.

ESCORTING A VISITOR INTO YOUR BOSS' OFFICE:

If your boss has not met Mr. Visitor, it is your duty to escort him into your boss' office and perform the introductions. If you are not sure, ask him-- "Have you met Mr. Boss before?" If he says yes, then you may escort him into the office without making any formal introduction between the two gentlemen.

(Sometimes it is helpful to the boss if you casually drop the name of the visitor such as--"If I can be of further assistance, Mr. Visitor, please let me know," or "Mr. Visitor, go right in."

When making introductions, use the boss' name first. "Mr. Boss, this is Mr. Visitor." Say the names slowly and distinctly. There are exceptions to this rule. When introducing a Congressional person or a minister of a church, use their names first. Your boss also might have his own preferred way. In this case, always follow your boss' wishes. After making the proper introduction, leave quickly.

REFERRING THE CALLER:

If the visitor has the wrong office, politely tell him so, write on a small sheet of paper the number of the office and the name of the party he should see. Help give him directions.

THE CALLER WITH AN APPOINTMENT:

When a caller with an appointment arrives, greet him properly, and notify your boss (in the manner he has requested).

THE CALLER WITHOUT AN APPOINTMENT:

Many visitors do not have appointments. Treat them courteously while you tactfully find out if the boss can see him. Always make each visitor, with or without an appointment, feel welcome.

INTERRUPTING A CONFERENCE:

Try to avoid interrupting a conference; but if you have an understanding with your boss that it is to be interrupted for certain visitors, do so

quietly and unobtrusively. Enter the room without knocking and hand your boss a note and leave unless he signals you to wait.

WHEN THE CALLER LEAVES:

Both your greeting and farewell should be accompanied with a smile. Try to use the name again. You could say, "Goodby Mr. Visitor." Using his name will flatter him and also help you remember his name. Always be pleasant and of service. Remember you are an Ambassador representing your office.

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USE OF THE TELEPHONE

S Speak directly into the mouthpiece, with your lips close to the mouthpiece, in an ordinary conversational tone. The telephone is designed so that your voice is carried most clearly if you speak this way.

E Employ a friendly, interested tone of voice. Since your listener cannot see your friendly smile or interested expression, your voice takes on even more importance than in face-to-face contact.

R Refer caller to another person only if you are sure the person to whom you propose to transfer the call is the one who can best take care of it. Volunteering to call back with the requested information or to have someone who knows the entire story call back is the best procedure if you cannot take care of a caller yourself.

V Verify any important calls by writing a prompt letter of confirmation. In addition to making a record for your files, a confirming letter helps to prevent any misunderstanding of the spoken arrangement or agreement.

I Identify your office and/or yourself the first thing when receiving or placing calls. This saves the time and temper involved in the oral sparring which often follows an answer of "Hello".

C Choose your words as carefully as you would in face-to-face conversation or in a letter, avoiding those which sound bossy or have an unpleasant connotation. Be sure to ask any necessary questions tactfully, wording them so they do not sound prying or abrupt.

E End conversation clearly, and hang up carefully in order to guard against causing an unpleasant bang in the caller's ear.

Courteous treatment should be accorded everyone, including the telephone operators. Avoid wrong numbers, but if you should get one, be sure to apologize. Likewise, any apologies you receive on that score should be accepted graciously.

Answer your telephone promptly, after the first ring, if possible. Make some arrangements to have your phone answered while you are out, and always leave information as to when you will be back or where you may be reached.

Train yourself to recognize voices and to address people by name.

Save both your own and your listener's time by deciding what you want to say before making your call, perhaps jotting down in advance the points you wish to cover.

Avoid keeping people waiting on the line while you check information. If the checking will take more than a few seconds, ask if you may call back. Minutes spent waiting at the end of a telephone line seem very long and irritating. In addition, such waiting keeps your line tied up.

Keep an up-to-date list of frequently used telephone numbers in a handy place--card file, notebook, or any one of the devices seen on the market. If your boss places many of his own calls, a duplicate list for him will be helpful.

Always have a pencil and paper handy for jotting down messages or notes of calls. Then be sure to keep your notes in a prominent place and to follow up on calls whenever necessary. Also be sure to have handy any material to which you must refer often.

Maintain all the necessary directories and an up-to-date schedule of telegraphic, teletype, and telephone services and rates.

Save your employer's time whenever possible by anticipating what data might be needed when he asks you to place a call or whenever possible. Encourage people to dictate messages to you.

Keep personal calls to a minimum.

Be on a constant lookout for ways in which you can improve your telephone techniques. Listen to people about you--notice their best techniques and put them into practice yourself.

Always remember that to the person on the other end of the line YOU are your agency. He may form his impression of the whole department from the way you handle his call.

Problem #1

Your boss wants as much information as possible when receiving a telephone call. How can you get the information without offending the caller?

Problem #2

A caller has called several times for your boss and has been told that your boss is out. You have not given the caller a time that your boss will be in. The caller calls back late in the afternoon and wants to know why your boss has not returned his call. Your boss has returned to his office but has been extremely busy. How would you handle this situation? Remember the caller is angry.

Problem #3

Your boss is very busy. Throughout the day you have taken several telephone messages for him. At the end of the day, he still has not returned the calls. How can you help your boss, and what should you do?

Problem #4

You receive a telephone call from a secretary who is placing the call for her boss. She wants you to put your boss on the line first. What is the proper way to handle this situation?

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Problem #5

What would be the best procedure to follow when a person on the telephone becomes rude? Give some specific tips.

Problem #6

How do you handle a caller who has been given the "run-around treatment"? You cannot help him either. Your caller feels that the Government is very inefficient.

Problem #7

What are some accepted telephone phrases that the professional secretary can use? What are some of the phrases that should be avoided?

Problem #8

How do you interrupt a boss who is on the telephone or has left word that he is not to be disturbed? You have just received a very important telephone call that you are sure your boss would like to accept.

Problem #9

How do you correctly place a call for your boss? What should you say?

Problem #10

You have a new employee in your office. What long-distance procedures would you give her? Assume she is new in the Government.

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TELEPHONE PET PEEVES FROM THE BOSS' VIEWPOINT:

1. Failure to notify person called, who is calling and what about.
2. Interrupting conferences with unwanted calls.
3. Failure to notify person called, that the call is long-distance.
4. Failure to be pleasant when answering. (The indifferent "Hello.")
5. Failure to identify office when answering the telephone.
6. Failure to place calls correctly for the boss.
7. Failure to call right person to the phone. (Presses wrong buzzer.)
8. Leaves phone unattended.
9. Swearing out loud when phone rings.
10. Failure to "cover" for the boss.

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OFFICE EMPLOYEES--SUPERVISOR's QUESTIONNAIRE

As you know, your secretary is attending the Secretarial Techniques Workshop at the U. S. Civil Service Commission. This is being sent to you as a confidential report to be used as a collective opinion of supervisors for the points covered. Your questionnaire will be anonymous and will be used to compile a list of overall opinions. These opinions will be used during a discussion on "The Secretary Strives to Improve." We need to have this form returned to this office by Friday in the self-addressed envelope. Thank you for your assistance.

	Always	Usually	Sometimes	Never	Not applicable
1. Does your secretary project a pleasant, efficient, and enthusiastic image of your office?					
2. Are you satisfied with the way she handles your visitors when you are in or away from the office?					
3. Does your secretary have a positive attitude?					
4. Does she work well and have good rapport with her co-workers?					
5. Are you doing some office tasks that you think she could handle for you?					
6. Is your secretary accurate and prompt with her work?					
7. Does she have a good command of English in her oral and written communication?					
8. Does she show initiative in her work?					
9. Do outside interests interfere with her office work?					
10. Is she dependable and punctual?					
11. Does she provide you with the assistance that allows you to work on priority projects while she coordinates other tasks?					
12. Do you allow her to handle any written communications? If yes, what kind? a. b. c.					
13. Is she well organized in handling the work flow?					
14. Does she follow through with job assignments?					
15. Does she handle telephone calls efficiently and diplomatically?					
16. Does she scan the mail and provide you with necessary reference materials?					
17. Is she well groomed?					

	Always	Usually	Sometimes	Never	Not applicable
18. Are you well pleased with her ability to supervise other employees?					
19. Is she eager to learn new skills that will help her to be a better assistant to you?					
20. Is her typewritten work prepared neatly and accurately?					
21. Does she remain poised and even tempered when job pressures are high?					
22. My secretary and I have a good working relationship?					
23. Does she keep the office files up to date and have an efficient retrieval system?					
24. Does she research materials to assist you with special projects?					
25. Are you satisfied with her job performance?					

If you have additional comments, please add them here.

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Dimension of Communication

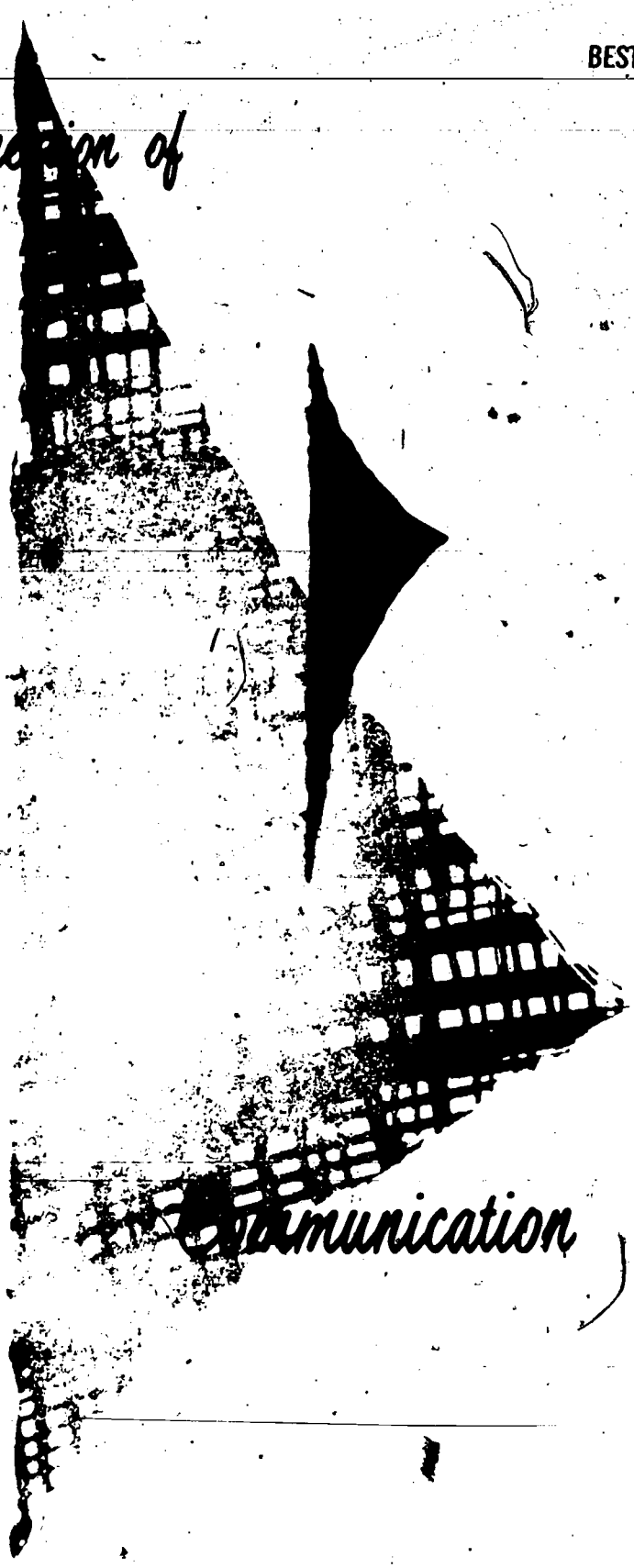

ERIC

SPEAK IMPRESSIVELY

I. BUILD A PLEASANT VOICE

A. *Maintain proper breathing control*
B. *Speak in a low-pitched happy tone*
C. *Project your words so that you may be heard*
D. *Deliver your words at a moderate pace*
E. *Enunciate your words distinctly*
F. *Pronounce your words correctly*
G. *Add variations to your sentences*

II. PRESENT A PLEASANT PICTURE

A. *Smile*
B. *Check you facial expressions*
C. *Be natural but poised*
D. *Eliminate distracting mannerisms*

III. DELIVER YOUR MESSAGE CORRECTLY

A. *Maintain eye contact with audience or person to whom you are speaking*
B. *Be enthusiastic*
C. *Talk to the audience or person*
D. *Use proper grammar*
E. *Use descriptive words*
F. *Use gestures if they will enhance the meaning*

IV. DEVELOP YOUR PRESENTATION

A. *Have a firm beginning--catch the listener's attention*
B. *Develop a logical sequence--guide the listener along*
C. *Give good examples--relate to the listener*
D. *Make a good conclusion*

TIPS FOR YOUR PRESENTATION

1. Choose your subject carefully
2. Analyze your audience
3. Prepare your presentation on 5" X 8" cards
4. Underline key words in your notes
5. Practice speaking out loud; use a mirror
6. Add natural pauses to your presentation
7. Project a positive attitude
8. Enjoy your opportunity

POLISHING YOUR SPEAKING

TONGUE TRIPPER TEST USED FOR APPLICANTS FOR TV-RADIO JOBS

I bought a batch of baking powder and baked a batch of biscuits. I brought a big basket of biscuits back to the bakery and baked a basket of big biscuits. Then I took a big basket of biscuits and the basket of big biscuits and mixed the big biscuits with the basket of biscuits that was next to the big basket and put a bunch of biscuits from the basket into a box. Then I took the box of mixed biscuits and a biscuit mixer and a biscuit basket and brought the basket of biscuits and the box of mixed biscuits and the biscuit mixer to the bakery and opened a can of sardines.

ALL THE SPEECH SOUNDS OF THE ENGLISH LANGUAGE

An old lighthouse keeper found an old map which he studied carefully and was able to decipher. From the peculiar lines and signs he was able to make it out only after a careful study. The directions were to dig four feet from the lighthouse and five feet underground for a rare chest of treasures. So with a new pick and shovel he was sure he could follow the instructions exactly. However, after several tries he dug through the earth and began lifting out the box of treasure. Suddenly he fell back as the treasure disintegrated into a thousand pieces and became nothing. That night he slept a wiser man.

CONSONANTS

s - When the fat's in the fire, it makes a hissing sound.

z - He's lazy but on holidays he zips around to see his friends.

f - Fred was rough on him, but he laughed it off.

v - Leaving the old stove was a victory.

k - Come on, Buck, wake up!

g - He begged her to go while she giggled.

th - Either thank both of them - or don't bother.

zh - One provision was to paint the garage beige.

l - Phil rolled up his sleeves and pulled in the line.

r - The four bars played by the brasses were recorded over again.

w - Now the waiter knows.

wh - Why the whisper when you can whistle?

m - That man was marooned during the oil boom.

n - Now the lining keeps the pine needles in.

ng - Sing that swinging song!

VOWELS

i - Sit up with Kitty.

e - I'll bet we met before.

a - That man ran off with the fan.

DIPHTHONGS

ai - I sighed near the fire.

ou - Mr. Brown is downtown.

oi - The boy boiled it in oil.

FOR PEOPLE WHO MUMBLE THE FINAL "G" SOUNDS

Gleaming and streaming and steaming and beaming,
And rushing and flushing and brushing and gushing,
And flapping and rapping and clapping and slapping,
And curling and whirling and purling and twirling,
Retreating and meeting and beating and sheeting,
Delaying and straying and playing and spraying.

FOR PEOPLE WITH LAZY LIPS

Betty Botter bought a bit of butter. "But," she said, "This butter's bitter. If I put it in my batter, it will make my batter bitter. But a bit of better butter will make by batter better." So Betty Botter bought a bit of better butter and made her batter better.

FOR PEOPLE WHO CONFUSE THE "D" AND "T" SOUNDS

Rats! They bite babies in their cradles,
They take cheeses out of vats
And lick the soup from cook's old ladles;
They split open the kegs of salted sprats,
Make nests inside man's Sunday hats
And even spoil the woman's chats
By squalling and squealing
In forty different sharps and flats.

FOR PEOPLE WITH TIRED TONGUES

Theophilus Thistle, the thistle sifter, sifted a sieve of unsifted thistles. If Theophilus, the thistle sifter, sifted a sieve of unsifted thistles, where is the sieve of unsifted thistles Theophilus Thistle, the thistle sifter, sifted?

FOR PEOPLE WITH CLOSED MOUTHS

Sarah Shuster said Susie Simpson, Sam Simpson's sister, shouted she saw seven short shivering soldiers sadly standing on the shining, sandy seashore, severely shaking six sick, shy, shorn sheep sold by the sheriff for sixty cents.

SPEAKING CORRECTLY

Here Are a Few Words and Phrases To Practice for Clearer Enunciation.

PRACTICE DRILLS

For Separating Words

	Say	Did It Sound Like?
1.	Did you ever pay him?	Djever payim?
2.	How are you today?	Howr youday?
3.	Do you understand?	Dyunnerstan?
4.	Won't you give me some?	Wontcha gimmesom?
5.	What did you do last night?	Whadjudo last night?
6.	I told you I'd go with you.	I toljuh I'd go with yuh.
7.	I heard you come in.	I heardjuh come in.
8.	Could you come at noon?	Couldya come at noon?
9.	I wrote you last week.	I wrotecha last week.
10.	Did you ever hear from Fred?	Jever hear from Fred?

For Pronouncing Syllables

		Wrong	Right
1.	extraordinary	ex-tra-or'di-nar-y	ex-trawr'di-nar-y
2.	mischievous	mis-chee'vee-us	mis'chi-vus
3.	camera	cam'ra	cam'er-a
4.	directory	dir-rec'try	dirrec'to-ry
5.	every	ev'ry	ev'er-y
6.	federal	fed'ral	fed-er-al
7.	environment	en-vi'ern-ment	en-vi'run-ment
8.	hundred	hun'derd	hun'dred
9.	prerogative	per-og'ativ	pre-rog'a-tiv
10.	applicable	ap-li'ka-bul	ap'li-ka-bul

GRAMMAR	TEXT
1. The executive's secretary's report was not completed.	14c
2. Give the letter to whomever answers the door.	12b
3. The books and records described below, as well as the attached signed affidavit, was furnished by the taxpayer.	18b
4. The committee has adjourned and returned to their offices.	16a, 17
5. Two-thirds of the employees in our office is on sick leave.	16b.
6. The National Office Evaluation Team has five trips scheduled for the third quarter.	16a
7. Most of the correspondence are routine.	16a, (1)
8. These memorandums have been signed.	16c
9. A person needs someone to turn to when they are in trouble.	17
10. Clearly visible on the desk was the reports he had asked us to file.	18a
11. The visitor stormed into the office, sits down beside my desk, and demands an explanation.	23a
12. She did not want a LWOP notation on her leave record.	38a
13. To record a telephone message, the revised form should be used.	44f
14. I would like a hot glass of chocolate.	47b
15. The report was lying on the secretary's desk.	
16. Give the letter to whomever wrote the draft.	12b
17. Whoever volunteers must stay until 5 p.m.	12b
18. Mr. Jones called him and I into his office for a brief chat.	13a
19. The analyses has been made and the data compiled.	16c
20. Everyone must turn in their annual leave schedule today.	16d
21. Virginia is one of those secretaries who are applying for the position.	16e

22. Our letters, like our speech, is an indication of our knowledge of English. 18b

23. During vacations many secretarial enjoy swimming, dancing sleeping, tennis, knitting and golf.

24. The secretary was cleaning the office with her supervisor.

PUNCTUATION

1. I have almost finished these letters; there are only three more on my desk. 56e

2. Your letter of January 10, 1970, explains the problem clearly. 66d

3. We submitted the project plans for the Director this morning, they were approved by noon. 66e

4. He asked, "Do you want to attend the meeting"? 66i

5. Addison remarked, "This phrase 'initiate any appropriate action' seems to leave a lot to the imagination." 66i

6. Give me a current statistical report. 41e

7. It was an involved, difficult case. 41e

8. He has not yet filed his report, for the investigation has not been completed. 61a

9. Mary bought notebooks, pencils, and file folders for the office. 65c

10. The Director publicly commend us for our report, however, he later asked us to rewrite the conclusion. 66e

11. We cannot give you a thorough evaluation of the training course, since not all of the trainees have submitted their evaluation questionnaires. 66d, 62b

12. We have written to Flowers, Inc. asking for information concerning Mr. Smith. 61c, 66e

GRAMMAR LETTER

Dear Gentlemen:

Your letter asking for a recommendation for Miss Ima Ladi for a secretarial position in your firm has been referred to me. Our legal council has been impressed with Ima.

Miss Ladi is one of the secretaries who is always punctual, loyal, and dependable. If I was you, I would hire her for the position. I sure feel badly about losing her, but you will be real lucky to have her on your team.

She is not only a fast typer but is accurate handling office callers, the office sincerely relies on Miss Ladi. She is the type of person who you can depend on to meet visitors graciously. None of the other secretaries is so efficient in meeting visitors as her. The boss' secretary's appointment book is always up to date.

Transcribing from machine dictation, accuracy was especially noted. She was able to transcribe rapidly and with ease. A number of the men on the staff is going to miss her ability in correcting their grammar and to proofread materials. Each of the men who she worked for have said they need help in grammar and punctuation. It is me who will miss her mostly.

Thank you for writing Mr. Smart and I for a recommendation on Miss Ima Ladi.

Speaking Evaluation Sheet

Directions: Competition of various kinds is a good stimulus for any of us. We do not see ourselves as others see us. This aspect of our secretarial dimensions will help others to evaluate us so we might look for areas in which we may need to improve. Score each speaker as realistically as you can with the following numerical categories:

1 = Excellent
2 = Very Good
3 = Good
4 = Fair

USE NUMBERS WHEN RATING BELOW

Student Number	DELIVERY (voice, diction poise, appearance)	MESSAGE (creative, interesting well organized)	PRESENTATION (total impression of speech)
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			
31			
32			
33			

LETTER #1

PLEASE WRITE AND ASK FOR 20 COPIES OF THE FOLLOWING BOOKLET:

"HOW TO BOOK THE BOSS: A SECRETARY'S GUIDE TO EXECUTIVE TRAVEL." HERTZ CORP., 660 MADISON AVENUE, NEW YORK, NEW YORK 10022

P.S. THE BOOKLET IS FREE!!!!!

LETTER #2

PLEASE ANSWER THE FOLLOWING REQUEST. I AM INTERESTED IN GETTING A COPY OF WHAT RESOURCES HE COMPILES.

DEAR SIR:

I AM PRESENTLY COMPILING A RESOURCE OF BUSINESS MATERIALS. COULD YOU PLEASE SEND ME A COPY OF "BETTER OFFICE SKILLS AND SERVICE" STUDENT MANUAL.

THANK YOU FOR YOUR INTEREST.

THOMAS JONES

WRITE FOR YOUR READER

Be sure you know what your correspondent is asking before you answer him. Study his letter carefully. If he is obscure, spare no trouble in trying to get at his meaning. If you conclude that he means something different from what he says (as he well may), address yourself to his meaning not to his words, and do not be clever at his expense.

Get into his skin and adapt the atmosphere of your letter to suit that of his. If he is troubled, be sympathetic. If he is rude, be specially courteous. If he is muddle-headed, be specially lucid. If he is pig-headed, be patient. If he is helpful, be appreciative. If he convicts you of a mistake, acknowledge it freely and even with gratitude. But never let a flavour of the patronising creep in.

-- Sir Ernest Gowers

PLANNING A REPLY

1. Read the letter carefully.
   a. Underline the main points.
   b. Make marginal notes.
2. Try to understand the problem. Look beyond the words.
3. What needs to be done? What should the reader do? What will we do?
4. How should the letter be organized to accomplish its purpose?

PLANNING AN ORIGINATING LETTER

1. Who is the reader?
2. How will he use the information?
3. How much does he already know?
4. How will he react?
5. What should he do or know after reading your letter?

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LETTER TYPES FOR BEST RESPONSE

YES

Beginning
Big idea. What reader wants to know.

Body
Necessary details.

Ending
Short punchline.

NO

Beginning
What you can do. Something on which you and reader can agree.

Body
Careful wording: tactful, fair. Natural transitions

Ending
Maintain goodwill. Pleasant, sincere

MAYBE

Beginning
Benefit to reader

Body
Persuasive details.

Ending
Action desired.

FOR A BETTER BEGINNING

DO

1. Plan your beginning when you plan your letter.
2. Plunge in.
3. Introduce subject or purpose.
4. Make a direct statement about subject.
5. Ask a question or make a request.
6. Focus on your reader.
7. Make beginning clear, concise, natural.
8. Set the tone of your letter.

DON'T

1. Belabor the date.
2. Rehash the incoming letter.
3. Use "Reference is made to your letter . . . " or "Receipt of your letter is acknowledged"
4. Stuff the first paragraph with too much detail.

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FOR AN EFFECTIVE ENDING

DO:

1. Maintain logical, connected progression to end.
2. Keep goodwill of reader.
3. Conclude letter in reader's mind.
   (a) Tell what writer will do
   (b) Tell what reader should do
4. Be specific
5. Be sincere

DON'T:

1. Use hackneyed endings.
2. Merge ending with complimentary close.
3. Use vague endings such as "as soon as possible"

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SECRETARIAL IN-BASKET

YOUR BOSS IS OUT OF TOWN:

Mr. Richard Cannon, your boss, is out of town. He is attending a conference in New York City and will be there for two weeks. Mr. Cannon has left the office in "your hands." You are to keep the office running smoothly and to take care of any correspondence that you can handle. Important letters and messages are to be forwarded to Mr. Cannon in New York City. Urgent problems can be called to the attention of Mr. Degn, who is Mr. Cannon's assistant.

Your boss, Mr. Cannon, is well liked by all. He enjoys working with people and is always open to new ideas, ways to handle problems, and new products. You have a very good working relationship with him and usually watch his calendar very carefully. You schedule his appointments and try to keep him free for his own work and yet available for people with new ideas and projects.

As you receive the attached letter, your calendar looks like this:

June

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	X	X	X	X	X	14
15	X	X	X	X	X	21
22	23	24	25	26	27	28
29	30					

At the present time you do not have any appointments scheduled for Mr. Cannon the first week of his return (23-27). You thought he might need this time to get caught up from his trip.

PLEASE ANSWER THE ATTACHED LETTER.
(See page 64)

Mr. Richard Cannon
XXXXXXXXXXX
XXXXXXXXX
Washington, D. C. 20415

Dear Mr. Cannon:

I will be in Washington, D. C. June 15 through June 24, 19XX. Our new project, Operation Success, will be out of the printing office by June 6 and I would like the opportunity to discuss the project with you.

Since you have expressed an interest in putting Operation Success into effect in your agency, I hope that you and I can have a brief meeting while I am in Washington.

Our office is very proud of our project. We are anxious for you to give us your comments.

Sincerely yours,

Jim Smith

James B. Smith
Director

SECRETARIAL IN-BASKET

YOUR BOSS IS OUT OF TOWN:

Your boss, Mr. Richard Cannon, is out of town for two weeks. In the morning mail, you receive this request for a booklet. This is routine correspondence. Your office distributes five free booklets. A record is kept of who receives the booklets, but your boss never sees the requests unless it involves large quantities or some other special problem.

PLEASE ANSWER THE ATTACHED LETTER.
(See Page 66)

Dear Mr. Cannon:

Would you please send me a copy of the latest edition of your free booklet entitled "Your Health and Your Future." I read about this booklet in the May issue of Progress and I thought it would be interesting as well as informative.

If there is any charge for mailing, please send me the bill. You may mail the booklet to my home address which is:

Mr. Charles Jordon
12295 Waterfront Avenue
Boston, Massachusetts

I would appreciate your prompt attention.

Sincerely yours,

Charles Jordon

Charles Jordon

SOURCES OF INFORMATION

It has been said that the next best thing to knowing everything about a given subject is knowing where to look for the information when you need it.

In the first place, you should have at your fingertips all the information to which you need to make frequent reference. This may be in the form of various publications or may be compilations of your own--in notebooks, loose-leaf binders, or files--depending on the nature of the necessary material.

Most secretaries will need only a few of the following publications at their desks for personal use, but all secreatries should be familiar with them and know where copies are available, whether on someone else's desk, in an office library, or in a public library:

1. Dictionary
2. Thesaurus, book of synonyms and antonyms
3. GPO Style Manual
4. U.S. Government Correspondence Manual
5. Grammar book
6. Agency telephone directory
7. FTS or AVTOVON Directory
8. U.S. Government Organization Manual
9. Congressional Directory
10. Telephone books, local and other, and area codes
11. Secretarial handbook
12. Shorthand Dictionary
13. Statutes governing functions of your agency and any related agencies
14. World Almanac
15. Hotel Guide
16. City Directory
17. Zip Code Directory
18. Official Air Line Guide

The material each of you will compile for yourself will vary with the requirements of your job, the diversity of your interests, and the amount of time you can devote to collecting information. One useful information source will be your own <u>notebook collection</u>, consisting of:

Part I--Vocabulary--words which you looked up more than once for spelling, pronunciation, division, or meaning

Part II--English language rules of grammar and punctuation which meet frequent needs and about which you are usually unsure. Try to include examples to illustrate the correct usage.

Part III--Collection of handy hints--everyday hints for secretarial work, whether devised by the secretary herself or by others.

Part IV--Reflections on secretarial experience--clippings from periodicals, copies of practical or inspirational extracts from books, which appeal as strengthening or as adding to efficiency; humor...cartoons...notes from lectures and courses of study about business procedure, personal appearance; ways of improving.

Your manual may contain all of these things or few of them. The object is to fit it to your own needs and interests.

How-to-do-its and Hints

A desk manual--service book, memory book, or whatever you wish to call it--will be helpful to you from the time you start it, and practically invaluable to anyone who has to take over your job on short notice. It might include samples of forms, letters, minutes, contract reports, or any other special material which you need, and step-by-step directions for particularly detailed jobs. If kept in loose-leaf form, such a book is the logical place for the bulk of the information the secretary needs from day to day, such as:

Mail schedules--office pick-ups, building pick-ups, post office handling, and air mail closing times--as well as a schedule of rates and classes of mail.

Teletype, and telegraphic services and rates.

Any sp[illegible] used:

- Proofreaders' marks
- Soundex code if used in any files to which you may need access at odd times
- Verify code for use in clarifying spelling of names and initials over the telephone or in dictating

Office Who's Who, listing the names, titles, addresses, and telephone numbers of agency officials, and main executives of your agency, together with information about their preferences in any matters which you may need to take care of from time to time

Organization chart

Reports, forms, or charts on which you need to make entries periodically

Salary scales

Schedules for trains, buses, and planes

Special decisions on how material is to be handled, whether determinations of policy or small details like uniform capitalization and punctuation

Special address book with telephone numbers of persons outside the agency with whom employer communicates frequently

Sources of Information

Good outside sources of general information which may be available to the public include:

The business and reference sections of any public library
Your local newspapers--especially those which maintain reader's service
The local Chamber of Commerce
Government publications--Information about them can be obtained from the Superintendent of Documents, Government Printing Office, Washington, D.C., or in the Monthly Catalog of U.S. Government Publications, also put out by the Government Printing Office, may be available at your library.

Then there are reference books of all sorts, and business, trade, and professional directories on everything from "A" to "Z". The enterprising secretary might do well to see what the nearest library has in the general reference area, although we are summarizing here the ones which most conceivably might be of use to secretaries in the Federal service.

Biographies: Who's Who--The Macmillan Co., N.Y.
Who's Who in America--The A,N. Marquis Co., Chicago, Illinois
Specialized "Who's Who's" on everything from Who's Who in American Art to Who's Who in the Major Leagues
Also, most dictionaries include a biographical section

Books: The United States Catalog, supplemented by The Cumulative Book Index--The H. W. Wilson Co., N.Y.
and specialized bibiographies

Cities and Towns: The U.S. Official Postal Guide. This book is particularly helpful in deciphering illegible addresses or completing fragmentary ones, as it lists every post office in the United States in various ways.

Maps and Atlases

City Directories. Although ordinarily used for looking up the names and addresses of individuals or firms, these often give local information concerning the city government, parks, churches, schools, fraternities.

Congress: Congressional Directory--Government Printing Office, Washington, D.C.
This contains biographies of the members of Congress, the cabinet and the Supreme Court; lists the members of congressional committees, executive departments, Federal courts, diplomatic and consular representatives to and from the U.S.

Directories: Directory of Directories--R. L. Polk & Co., N.Y.
Also special directories listing names of members of trade or professional associations.

Express: Official Directory of the Railway Express Company--gives the same information about express as the Postal Guide gives about post office service.

Hotels: The Official Hotel Red Book and Directory--American Hotel Association, New York, N.Y. In addition to listing the hotels, their managers, and room prices, this includes the Standard Code of American Hotel Association for use in making room reservations by telegraph, cable, or radio.
The guidebooks and hotel directories furnished by the various automobile associations, such as the American Automobile Association, are also good sources of up-to-date information.

Libraries: Find it Yourself, by E. Scripture and M. R. Greer--H. W. Wilson Co., N.Y.
Guide to the Use of Libraries, by Margaret Hutchins and others--H. W. Wilson Co., N.Y.
Instruction in the Use of Books and Libraries, by L. E. Fay and A. T. Eaton--F. W. Faxon Co., Boston
The Library Key: An Aid in Using Books and Libraries, by Zaidee Brown--H. W. Wilson Co., N.Y.

Magazine Articles: Readers' Guide to Periodical Literature--The H. W. Wilson Co., N.Y.--Indexes over 100 popular periodicals, with articles listed under name of author, title, or subject.
International Index to Periodicals--The H.W. Wilson Co., N.Y.--indexes over 240 periodicals of a scientific nature.
Magazine-Subject Index--F. W. Faxon, Co., Boston--indexes around 150 periodicals not included in the Readers' Guide, and in a sense is a continuation of Poole's Index to Periodical Literature, which was discontinued in 1906.
Special indexes, such as the Educational Index and the Industrial Arts Index, list articles from trade and technical journals.

Quotations: Bartlett, Familiar Quotations--Little, Brown & Co., Boston, Mass.

Benham, Putnam's Quotations--G. P. Putnam's Sons, N.Y.

Douglas, Forty Thousand Quotations--George Sully & Co., New York, N.Y.

Year Books: American Year Book--American Year Book Corp., New York

Information Please Almanac--Doubleday, Doran & Co., Inc., N.Y.

World Almanac and Book of Facts--World Telegram Corp., New York, N.Y.

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Division of

Human Relations

ERIC

THE ART OF GETTING ALONG

Sooner or later a man, if he is wise, discovers that life is a mixture of good days and bad, victory and defeat, give and take.

He learns that it doesn't pay to be a sensitive soul - that he should let some things go over his head like water off a duck's back.

He learns that he who loses his temper usually loses.

He learns that all men have burnt toast for breakfast now and then, and he shouldn't take the other fellow's grouch too seriously.

He learns that carrying a chip on his shoulder is the easiest way to get into a fight.

He learns that the quickest way to become unpopular is to carry tales and gossip about others.

He learns that most people are human and that it doesn't do any harm to smile and say "good morning" even if it is raining.

He learns that most of the other fellows are as ambitious as he is, that they have brains that are as good or better, and that hard work, and not cleverness, is the secret of success.

He learns that it doesn't matter so much who gets the credit so long as the business shows a profit.

He comes to realize that the business could run along perfectly without him.

He learns to sympathize with the youngsters coming into the Business because he remembers how bewildered he was when he first started out.

He learns not to worry when he does not make a hit EVERY time, because experience has shown him if he always gives his best, his average will break pretty well.

He learns that no man ever got to first base alone, and that it is only through cooperative effort that we move on to better things.

He learns that the fellows are not any harder to get along with in one place than another, and that "getting along" depends about 98 percent on himself.

--ANONYMOUS

James Stevens, a mid-level employee in our Division, continually walks into the Director's office without stopping at my desk first. He doesn't make an appointment or let me check to see if the Director really can see him at just that moment. The Director does not wish to close his door to employees, but does object to heavy traffic which absorbs most of his working day.

Mr. Stevens has been working extremely hard on a project for the Director. Word around the office has it that he works in the office until about 8 p.m. and then works at home on the project until 1 a.m. or 2 a.m. He has even asked some of us to stay and work overtime. We all have things to do at night so we have just been avoiding him lately.

As the office hostess, I just cannot allow Mr. Stevens to keep interrupting the Director with questions that he thinks are urgent at that moment. How can I handle this situation without causing friction or ill-will?

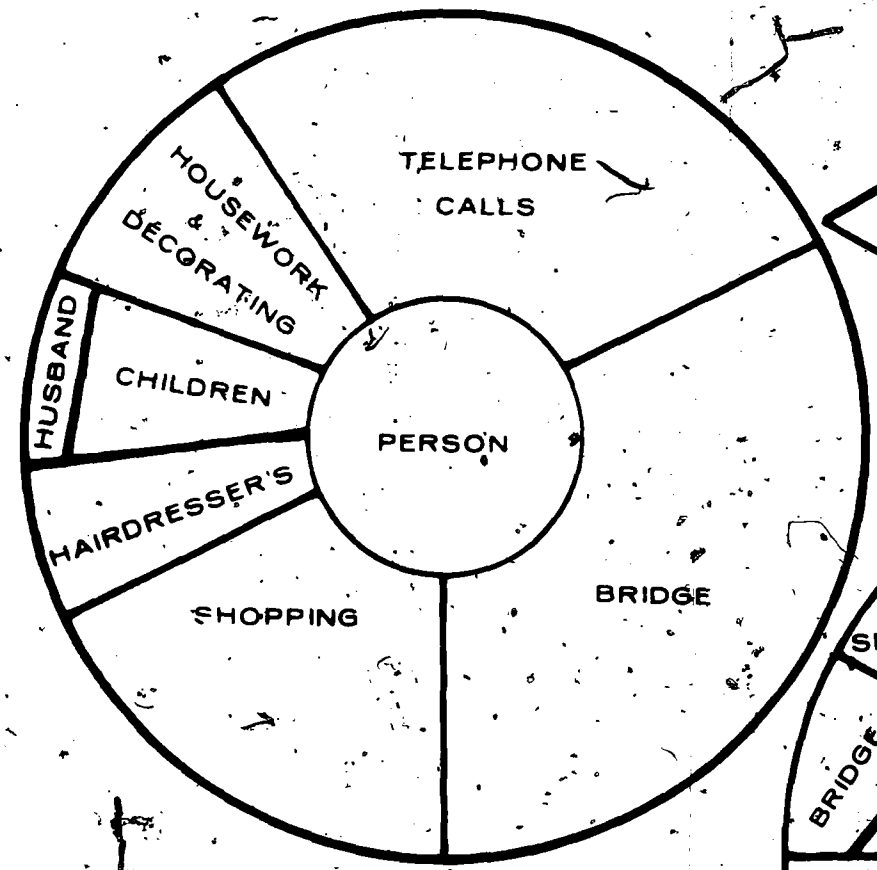

LIFE SPACE OF
WIFE
AS SEEN BY THE
WIFE

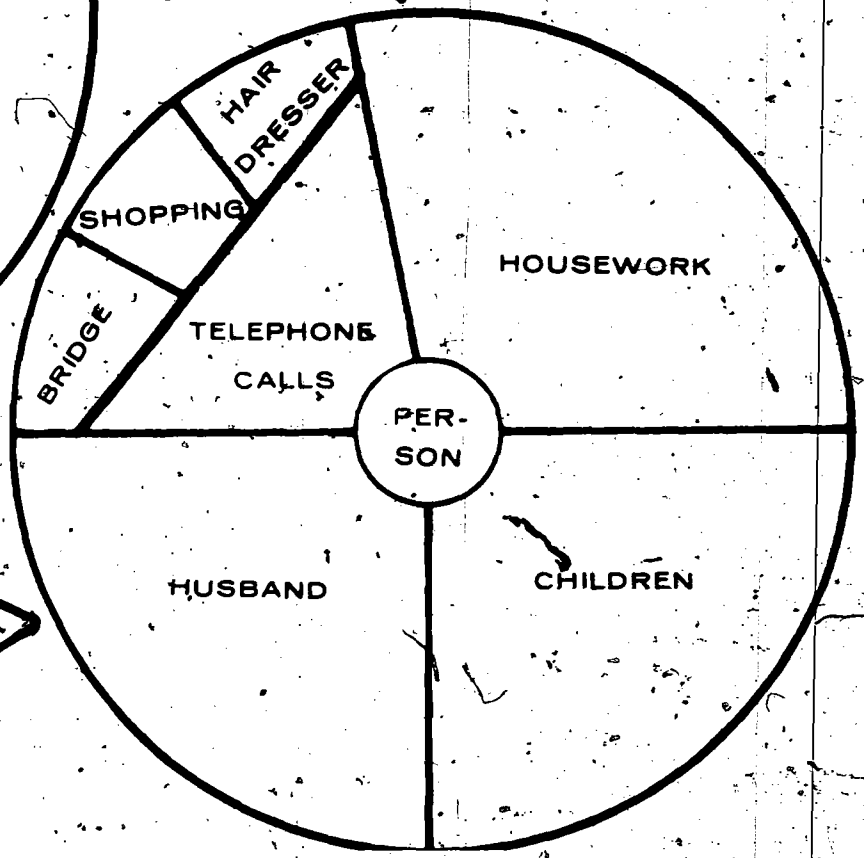

LIFE SPACE OF
WIFE
AS SEEN BY
HUSBAND

REACTING TO FRUSTRATION

Knowing and understanding frustrations can help you avoid problems and react in a mature manner.

Direct Attack is the best way to react to a problem. The problem is there; we look at it, analyze it, try to find a solution.

Direct attack is always the BEST attack. An individual may not see it in this light. As a result mechanisms are used by all of us. What are some of the Ego Defenses?

1. RATIONALIZATION - Assigning a reason for behaving a certain way but not the real reason. (Tennis player--poor racket)

2. PROJECTION - Unconsciously blaming other people or things outside ourselves for faults or errors. (Typist blames typewriter for misspelled word.)

3. REPRESSION - Keeping impulses repressed in sub-conscious mind. One method of repression is revealed through dreams or outbursts of temper.

4. SUPRESSION - Suppressing unpleasant tasks from our minds by refusing to openly discuss what has happened.

5. FANTASY - Avoiding an issue by day dreaming.

6. SUBLIMATION - Wanting something that is forbidden or impossible; trying to achieve the need in a socially acceptable way--pounding the typewriter instead of hitting a co-worker.

7. COMPENSATION - Trying to make up for a weak area by compensating with a strong area. (A short man who is bossy and domineering)

8. FIXATION - Asking for approval on details because of immaturity.

9. REGRESSION - Feeling threatened with a new situation and not knowing how to behave.

10. IDENTIFICATION - Unconsciously making a person or thing as part of oneself. (Boss calls down a co-worker so you get mad at the boss.)

11. ILLNESS - Getting attention or sympathy by being ill. Causes are emotional and not physical.

PROBLEMS IN THE OFFICE

(1) When a secretary works for nine men and they all want their work out at the same time, what is the best method of handling the situation?

(2) Quite frequently, a secretary is responsible to more than one boss. In this case, the secretary has one boss and the boss has two assistants. The secretary is the secretary to all three. The boss at the top is a very busy person with many important projects; the one assistant is demanding and the other assistant is quiet. Both men have responsible positions. How can the secretary keep all three men happy, maintain a pleasant working relationship, and perform to the best of her ability?

(3) When your main duty is to supervise the other girls in the office, how do you handle an older woman who resents a much younger girl supervising her and telling her what mistakes she makes and how to correct them?

(4) What can you do when you work closely with a "continual griper?" This secretary does not carry her load and makes your job more difficult physically and emotionally. What would you do to improve this situation?

(5) The newer secretaries do not seem to take as much pride in their work as is needed. It has been brought to their attention, and they retype the materials that are not considered mailable, but they do so grudgingly. It has reached the point that I would rather stay late or come in on the week-ends than listen to the griping. How can this situation be corrected?

ERIC

I. Supervisory Tips:

A. Let your assistant know the "why's" and "wherefore's."

B. Help your assistant develop a priority list.

C. Permit her some leeway in the methods she uses.

D. Avoid the temptation to do the job yourself.

E. Point out to the boss the jobs your assistant has done particularly well.

F. Spell out the limits of a girl's authority.

G. Be specific.

H. Guard against parceling out leftovers or work you personally dislike.

I. "Time-study" your jobs.

II. What I Like About My Supervisor:

A. She controls her temper.
B. She treats me as a human being and is interested in my welfare.
G. She gives me credit for work done.
D. She permits me to use my initiative as much as possible.
E. She is sincere and objective in appraising my work and never criticizes my intentions but only my methods.
F. She has the courage to admit her errors of decision.
G. She asks my opinion on matters that affect my work and keeps me informed of policies and plans.
H. She gives definite and clear instructions.

III. What I Dislike About My Supervisor:

A. She uses threats rather than persuasion.
B. She bawls me out before others.
C. She snoops.
D. She never talks to me about my work or interests.
E. She gives arbitrary orders without explaining reasons.

OFFICE TIPS AND SHORTCUTS

ERIC

WHILE YOU WERE AWAY

1. Kay Warman would like to know if you could take the next evening staff meeting - the date would be May 14.

2. Joe Freitas called and asked if I would arrange a time for you to have lunch with Mr. Wayne Horvitz, Vice President of Matson Aviation, who is a friend of John and Lorraine Frank. Mr. Freitas says he has spoken to you about this. We have tentatively set Thursday, April 18 at 12:30. Is this all right with you?

3. The Under Secretary is calling a meeting on Wednesday, 4:30 p.m. in his office regarding Acquisition of Sec. 221 (d) (3) FHA Projects for Low-Rent Use. Messrs. Janice and Brownstein will be present. The background material is on your desk.

4. The meeting with Dr. Stalkfisch of IDA has been set for Thursday, April 18, at 10:15 a.m.

5. The Milwaukee newspaper group and Cong. Steiger will be in your office on Monday, April 22, 9:30 a.m. I have notified Mr. Gross.

6. There will be a reception on Wednesday, April 24, 6 p.m. for the Regional Administrators at NAHRO Headquarters. The invitation is on your desk.

7. There are tentative plans for a reception for the Mexican-American group on May 1 by the Secretary of State.

(Sample of a creative idea)

MAIL HANDLING

"The secretary is guardian of her boss' most important commodity--time." Charles R. Hook, Chairman of the Board, Armco Steel Corp.

The secretary is more responsible for the managing of time than anyone in an organization. In managing time, you must first save your boss' time as well as your own.

You can lighten the reading load of your boss as much as 80 percent. Since the mail comes across your desk, you can SKIM and SCAN the materials to determine what will be of interest to your boss, what can be routed to others, and what you can handle yourself.

Screening the mail separates the important from the unimportant. some information can be thrown away as you can determine whether it would be of interest or value to anyone in the office.

Items of interest should be marked in colored pen for your boss' attention. This can save his valuable time as he does not have to read the material in its entirety.

With the increasing amount of paperwork coming and going into offices, efficient mail handling becomes more and more important to good office management.

Let's review some of the steps you follow in handling the incoming and outgoing mail.

1. Keep up to date on the pick up and delivery schedule for your office.
2. Date stamp the mail if your office uses this procedure.
3. Check envelopes carefully for enclosures and attach to communication.

4. Sort the mail into categories appropriate to your office. i.e. correspondence, inter-office memos, newspapers and periodicals, advertisements.
5. Read the mail and mark file designation to save double reading of the material.
6. Gather and attach reference materials from files before taking the mail into your boss.
7. Log in the mail if your office follows this procedure.
8. Arrange boss' mail in order of priority to save time for him.
9. Make a notation on any correspondence in which you have handled any part of a request.
10. Sort the mail to all "in" boxes of personnel.
11. Route any mail going to other person's attention with a routing slip.
12. Optional--Use file folders for keeping the mailing sorted for each individual. It serves as a confidential folder also.

OUTGOING MAIL

1. Proofread carefully all mail BEFORE getting the person's signature.
2. Gather enclosures to be sent.
3. Check accuracy of names and addresses on envelope against the letter.
4. Use messenger envelopes and RUN STOP number where possible.
5. Use window envelopes as a time saver.
6. Always include ZIP code. ZIP code number IDS ZIP information 177-7633 or 961-7633

7. Use labels for routine mailings. Prepare labels when time allows.
8. Save Government money by using the proper size of franked envelope. A large envelope for a single sheet of paper is expensive.
9. Do not use franked envelopes for personal mailing even if you use a stamp over the frank. You are subject to a $300 fine.
10. Make notations to yourself of any follow up that is necessary.
11. Use a water-filled tube for sealing envelopes. It can save time and help you seal many envelopes at a time.

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SHORTHAND TIPS

1. Keep separate notebooks for each dictator.
2. Date the dictation at the bottom of the page. If you file the notebooks, put the dates on the cover.
3. Leave the first column of the notebook blank for corrections or additions to the dictation.
4. Keep a small calendar on the back of the notebook as a ready reference.
5. Flag rush items with a colored pencil, paper clips, or by folding the bottom edge to extend beyond the side edge of the notebook.
6. Keep paper clips along the side of the cover to clip materials together.
7. Use interruptions or pauses in the dictation to fill in punctuation, spell out hard words, etc.
8. Code dictation and the materials given you for easy reference.
9. Phrase as much as possible for faster dictation speed.
10. Keep a shorthand notebook of technical, confusing or hard-to-spell words.
11. When transcribing the dictation, circle the last word of transcription if you have an interruption so you can proceed quickly.
12. When taking dictation, act interested in taking dictation. Your facial expression can affect the dictator.

SHORTHAND SPEED BUILDING TIPS

1. Read from shorthand plates regularly.

2. Take old shorthand notes, Read and write over the plates.

3. Shorthand speed records.

4. Practice your dictation by listening to radio or TV newscasts. The speed will be fast, but in time, you will be able to take more and more of the dictation.

5. Self-dictation is helpful. Dictate out loud at the fastest rate with which you can keep up.

6. Review brief forms and phrases.

7. Practice writing in shorthand from newspaper articles or from magazines.

8. If necessary, review principles from textbook.

FILING

Today's secretary may be regarded as a walking "computer." She needs to store all kinds of information in her brain. She should not be as concerned about having the memory system of a computer as she should be about quick retrieval of information when the boss asks for something immediately.

Don't let your filing reach the point of no return. The system should be one that is simple and easy to understand by everyone in the office. A good filing system should be one of FINDING not simply STORING materials. Is your present filing systems giving you the maximum chance of locating materials quickly and easily? Many filing systems have been started without thought or organization. How long has it been since the system was revised? Maybe a better system chould be devised. Contact the FILES DISBURSEMENT OFFICER in your agency if you need assistance or want to make changes in your present system. This person is a filing expert.

The principal filing systems are

1. Alphabetic
2. Encyclopedic
3. Geographic
4. Numeric
5. Continuous

Some DO's and DON'T's in FILING

1. Do file often--preferably daily.
2. Do file the current copy in the front of the folder in chronological order.

3. Do make file designations easy to be read. Be uniform.
4. Do keep a file index of file breakdowns in a notebook or an index file of some type. Keep up to date.
5. Do use color tabs or labels to key different types of materials. Colored tabs help to distinguish between similar groups of files.
6. Do pre-file. Designate the file categories when you read incoming mail. It saves time by not having to re-read it.
7. Do make pencil notes on materials where information may be needed in the future. Plan ahead.
8. Do allow four to five inches of work space per drawer to prevent tearing or jamming of materials.
9. Do keep files that are currently in use, close to your desk if possible.
10. Do work from side of the file cabinet to avoid fatigue.
11. Do lift each file folder partially from the file so materials are not misfiled or filed between folders.
12. Do transfer and clean file folders periodically.
13. Do keep a reminder file. A tickler file is a good memory jogger. It is a must as a good follow up. An accordian file set up in 31 days is a good solution.
14. Do develop charge-out system if files are removed from an office. Charge-out cards are necessary.
15. Do be selective in materials you file. Some items should never be filed.
16. Last but by no means least. Do OPEN ONLY ONE FILE DRAWER AT A TIME.

17. Do glue small items to be filed on to a standard size sheet of paper.

18. Don't use paper clips. Staple materials in the upper right hand corner.

19. Don't overload file drawers or file folders. For efficiency, no more than 75-80 letters in folders.

20. Don't let materials extend beyond the edge of folder.

21. Don't limit your system to a traditional one if you can develop a more logical one that will work better.

GPO 941-824

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ACCESSION NUMBER: VT100608

PUBLICATION DATE: 01APR71

TITLE: HOME ECONOMICS SEMINARS. FALL 1970.

PERSONAL AUTHOR: SCAVETTA, JOHN L.

DESCRIPTOR: *CONSUMER EDUCATION; *INSERVICE TEACHER EDUCATION; *HOME ECONOMICS TEACHERS; HOME ECONOMICS; *INTERMEDIATE GRADES; SEMINARS; *CONSUMER ECONOMICS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 542

ABSTRACT: THIS PROJECT NARRATIVE INCLUDES THE PURPOSE OF TWO 3-DAY SEMINARS HELD FOR MIDDLE AND JUNIOR HIGH SCHOOL HOME ECONOMICS TEACHERS, AS WELL AS THE PARTICIPANT SCHOOLS, PUBLICITY, AND INDIVIDUAL CONTRIBUTIONS. MATERIALS USEFUL IN CONSUMER EDUCATION FOR JUNIOR HIGH SCHOOL CLASSES ARE DISCUSSED AND A NUMBER OF LEARNING ACTIVITIES AND EDUCATIONAL GAMES ARE DESCRIBED. CONCEPTS COVERED IN THE CLASSROOM MATERIALS INCLUDE THE AMERICAN ECONOMY, MARKETING, CONSUMER BUYING AND CREDIT, HOME OWNERSHIP, CONSUMER TAXES, INSURANCE, SAVINGS, AND INVESTMENTS. LOCAL RESOURCES AND TEACHING AIDS, AVAILABLE FOR THE USE OF HOME ECONOMICS CLASSES IN CONSUMER EDUCATION ARE ANNOUNCED FOR THE USE OF THE PARTICIPATING SCHOOLS. (MU)

INSTITUTION NAME: MALONEY HIGH SCHOOL, MERIDEN, CONN.

SPONSORING AGENCY NAME: CONNECTICUT STATE DEPT. OF EDUCATION, HARTFORD, DIV. OF VOCATIONAL EDUCATION.

VT 100608

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"CONSUMER EDUCATION STUDY CENTER (L

MALONEY HIGH SCHOOL
121 Gravel Street
Meriden, Connecticut

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HOME ECONOMICS SEMINARS

FALL 1970

SPONSORED BY: STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION UNIT
MRS. GRACE HARRISON, CONSULTANT

HOST SYSTEM: MERIDEN PUBLIC SCHOOL SYSTEM
DR. GEORGE MAGRATH, SUPERINTENDENT
MRS. STELLA CURLEY, HOSTESS - MALONEY HIGH SCHOOL

ORT PREPARED BY: MR. JOHN L. SCAVETTA, DIRECTOR
VOCATIONAL EDUCATION PROGRAM

VT 100 608

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April 1, 1971

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FOREWORD

CONSUMER EDUCATION LABORATORY - HOME ECONOMICS

"WHAT IT IS ALL ABOUT!"

by Mr. John Scavetta, Director
Vocational Education, Meriden

The Audio/Visual technique provides a means or method of stimulating the student-learner into examining concepts and ideas. It could lead to motivation, for the learner, to enlarging his/her fund of knowledge and thus facilitating the learning process...but, the Value structure of the student must be utilized if learning is to lead to an educated person.

Values represent what people believe in...what they are committed to; and, what they cherish. Values are very close to the center of self; and, values give direction to behaviour. They cause students to pursue one goal rather than another, or to aspire to a given course of action as opposed to a different one. For example, young people who are motivated to learn in school value the abstract, the aesthetic, and the general; whereas students who are not motivated to learn in school tend to value the concrete and the particular.

Perception of time is another way in which students differ whose motivations differ. In general terms, students who are positively motivated tend to have a healthy or realistic perception of time. Those whose motivation to learn is negative have an unhealthy perception of time. That is, these students who dislike or hate school are likely to be obsessed with the present, afraid of the future, or preoccupied with the past; that is, they tend to "cling" to certain aspects of time and hold on to it in ways that are not especially desirable psychologically; or to avoid it.

Students whose motivations to learn are positive, however, are more y to be conscious of the present, aware of the future, or cognizant

of the past, but they draw upon all segments of time in positive realistic healthy ways.

Thus, in seeking to motivate our young wards through the Consumer Education Laboratory, we ought to devise situations in which values are examined.

We ought not to foster deliberately or inadvertently when we teach, through our speech or expression, "this is right, and that is wrong" concepts. For; sound educational techniques draws the student-learner into the teaching-learning situation or process so that they are a part of it... the process. And, this is what the laboratory is all about...since the Consumer Education subject matter is tied-in to the Home Economics Curriculum; and, geared to the developing concept of the individual's self-directed (or teacher guided) search for knowledge that has value for them. The teacher can now become a resource leader and (background) director of the individual's orchestrated search.

For example, your doubting youngster is shown, through their search, how to determine true interest cost, how to determine where the best place to borrow money from can be located, and if he/she has to have a car, how to avoid paying over thirty percent interest (30%); how to prove that the income tax has been taken from their pay; and, so-forth. They are helped, through Consumer Edudation, in dozens of ways connected with making themselves a more stable and discriminative person (producer, consumer, and citizen of our society).

In summary, Consumer Education in Home Economics through the utilization of audio/visualization and reflection (Laboratory) is "what it is out!"

ERIC

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CONSUMER EDUCATION STUDY CENTER

"Seminar"

At work during the Home Economic Teachers Seminar In Consumer Education held here are (standing, left to right) Mrs. Stella Curley, hostess; and Miss Ruth Cowles, consultant; and seated from left to right, Mrs. Esther Shoup, of Somers; Mrs. William Wendt and Mrs. John Medford, both of Wallingford; Mrs. Richard Belden, of Higganum; and Mrs. Kathryn Dunn, of Enfield. (Journal Photo)

Consumer Ed Seminar Held At Maloney

A seminar in consumer education for home economics teachers throughout the state is being held at Maloney High School for about 60 middle and junior high school teachers.

There are seven local teachers participating in the seminar.

An objective of the seminar is to promote the development of Consumer Education in Home Economics in Grades 6 through

Two of the seminars have already been held. They consisted of discussion of specific areas of consumer education as it relates to their courses of study, followed by a question and answer period, a demonstration, and a small group discussion period. The third seminar should consist of a summary.

Booklets covering specific subject areas are being distributed to participating teachers. Some of these are: Buy A Home, Home Financing, Don't Be Gypped, Credit Cards — Thirty Days Etc., Door To Door Selling, The Truth In Packaging Law, and Your Legal Rights.

Services were donated by the Meriden Board of Education. They consisted of John Scavetti, director of vocational education; Salvatore Pelio, audio visual director; and Mrs. Stella Curley, hostess.

HOME ECONOMICS SEMINARS
FALL 1970

CONSUMER EDUCATION STUDY CENTER
MALONEY HIGH SCHOOL
MERIDEN CONNECTICUT

INTRODUCTION

In August of 1970, following the completion of a Federal Project to set up a Model, Multi-Media Consumer Education Laboratory at Maloney High School, the Meriden Board of Education presented a second proposal offering three Seminars of Teacher-Training for sixty home economics teachers from Middle and Junior High School grades 6 through 8.

The Meriden Board of Education, in cooperation with Home Economics Education Services of the Connecticut State Department of Education announced this series of Seminars on September 15, 1970 inviting teachers of Consumer and Home Economics Education at the middle and junior high school level to choose from three opportunities given in Room 26, Maloney High School, 121 Gravel Street, Meriden, Connecticut. Seminar Dates were as follows:

Tuesday - First Seminar

September 29

October 6

October 13

Wednesday - Second Seminar

September 30

October 7

October 14

Thursday - Third Seminar

October 29

November 5

November 19

The time of meeting for all Seminars was 3:15 to 6:00 P.M.

The purpose of the Seminars was: To prepare educational leadership at the middle and junior high school levels in the area of consumer and home economics education. Believing that the Home Economics Curriculum makes a unique contribution to Consumer Education, by helping youth to establish goals appropiate to setting "personal values" which have meaning to their life styles, and will help youth to carry out intelligent decisions using personal, family and community resources, the objectives for the seminars were as follows:

1. To promote the development of Consumer Education from grades 6 through 8 by stimulating new modes of visualization and audio presentation.
2. To assist the teachers into recognizing and capitalizing upon their "key" role as resource people capable of stimulating students into independent study.
3. To help the teacher recognize the need for building lasting consumer values early in life of the student learner.
4. To provide opportunity for the student learner to develop consumer understandings and a growing level of "awareness" for consumer values of his own.
5. To structure for student change through their involvement a more conscious rationale in his/her decision making process.

6. To promote among Home Economics Teachers the positive realization of their unique contribution to the development of Consumer Education in Home Economics as a dynamic factor in the process of education for life; and, the enhanced stature its visability gives to the life of their school and themselves, as educational leaders.

Registration and Participation in the three Seminars were as follows:

Seminar	Registration	Sessions Attended
I	17	4 - one session
		2 - two sessions
		11 - full time
II	16	
		4 - two session
		12 - full time
III	24	4 - one session
		5 - two sessions
		16 - full time

See Appendix for names, schools and towns.

The towns represented were: Berlin, Branford, Bridgeport, Bristol, Brookfield, Cheshire, East Hartford, Enfield, Farmington, Haddam, Hamden, Hartford, Manchester. Middlefield, Middletown, New Britain, New Canaan, New Haven, Norwalk, Somers, Stamford, Stratford, Wallingford, Waterbury, West Hartford, West Haven, Westport, Wethersfield, Willimantic and Windsor.

Each participant was given a packet of free materials including:

Federal Truth in Lending Law

Credit Cards - Thirty Days to Reality

The Licensing and Regulations

Tax Relief for the Elderly Law

Door to Door Selling

The Sales Price Law

The Truth in Packaging Law

The Truth in Lending Law

The Wage Garnishment Law

Consumer Credit

Thirty Days to Reality

In addition, locally developed materials were supplied as well as commercial film catalogues from locally utilized resources. (See list in appendix)

Session I opened for Seminar I and II with an explanation of the Center by Mrs. Stella Curley, hostess and a demonstration by the Meriden Middle School teachers, Jane O'Brien, Marion Parrish, Barbara Rembis and Mary Valentine of special materials utilized in classroom teaching. With Seminar III, the group was first introduced to the Center, its equipment and its resources by Mrs. Curley and John Scavetta, Director of Vocational Education for Meriden. Other teachers from Meriden joined in the demonstrations - namely: Barbara Hiller and Connie Jerry.

The Consultant, Miss Ruth C. Cowles of Hartford, Connecticut then gave a brief explanation of philosophy of consumer education intergrated into general homemaking, recognizing the questions pupils ask and motivating to considerations of the Four Consumer Rights.

1. The right to safety
2. The right to choose
3. The right to know
4. The right to be heard

Facts regarding this session can be seen from the material distributed and given in the Appendix of this report.

The teachers were then given one hour to one hour and a half to experience the movies, the film slides, the transparancies and the flip charts available in the Center. Teachers were encouraged to discuss these, note the facts given in the instruction sheets and in the free bulletins given in the packets. The following meeting they were to be ready with their own curriculum in order to study with others and ask questions regarding placement of consumer in their own curriculum.

Each Seminar group responded to the second session in a different way. Many of the members of the group needed help with behavioral goals or concepts. At this point, group participation was wanted and then a questioning for selection of audio-visuals most helpful to grade level. The Consultant stressed the need for building values and the use of the decision-making process. Steps in problem-solving were given as follows:

1. Analyse the situation and set goals
2. Obtain information needed to achieve goals
3. Identify and assest resources
4. Consider alternative ways of reaching goals
5. Make the choice of the Plan

The Consultant offered individual help and accepted Curriculum from any school to do individual guidance and some written recommendations for the following and last lesson. As the use of the Model Multi-Media Consumer Education Laboratory for this Seminar was considered the vital help to all an hour of experiencing with the audio-visuals or with each other was maintained.

The third session was given to Curriculum writing and to special writing of contributions for possible publication-the amount of material contributed was considered remarkable for the time given and it is hoped it may be shared later in a State Department Publication.

Study sheets given out will show the facts stressed and the concrete help given during such a short period of time. The take-home value was definitely individual according to the use each teacher made of the materials.

Contributions of materials from the class members seemed very good and we submit these contributions as helpful in the development of middle school instruction. To catch the question which comes to the students mind, a question that may come from any homemaking lesson or may be motivated by the teacher; to excite the pupil to find the answer either individually or in group study; and to help that student or group of students to find and present the answer to the satisfaction of all is the ideal. To broaden the experience of the students at the middle school level so that they form values that will serve them in the market place and protect them from fraud and gypes is a worthy objective or goal. To open their eyes to the rights of the consumer so that they will seek protection and intelligently develop specific consumer information to meet their needs through life. To awaken the student to be curious and cautious in the market-place considering topics such as

What homemaking education has to offer to help consumers

Values for you and me

Management principles

Decision making through Problem-Solving

The Market Place and the variety of ways of Buying

Credit or Cash

Gypes

ERIC

PEARL BURNHAM
Plant Junior High School
West Hartford, Conn.

A JUNIOR HIGH CONSUMER PROJECT - 1 week

I. Motivation:

An invitation from our school PTA to participate in the annual money raising bake sale held in conjuction with Open House provided an opportunity for classes to make

II. Decision on:

a. What consumers buy at bake sales

b. What high profit items they were able to make

c. What could be made ahead and stored or frozen and baked on day of sale

d. Whether convenience items such as, mixes were as desirable as items made from "scratch"

Decision - Buttercrunch, Peanut Brittle, Fudge, Toll House Cookies, Brownies and Apple Pies

III. Data on:

a. Prices of baked products in stores and bakeries

b. How much their mothers would be willing to pay for home-made goods

c. Whether selling in small quantities would bring in more profit than larger quantities

d. Comparative costs of convenience and scratch recipes

e. Personal preferences for convenience and scratch foods

IV. Preparation of Bake Sale items:

a. Each class chose 1 or 2 of the 6 possible products to make

b. Time scheduling to have product ready by sale time

c. Joy at a chance to prepare foods not usually included in class projects.

d. Not all items were perfect enough for sale and many lessons were learned about why there were failures

V. Evaluation:

Results were most satisfactory. Several students were asked to wait on customers at Open House and were proud to report all items were sold quickly for high prices as PTA did the pricing. Nutrition knowledge about "empty calorie foods" was an important part of this lesson as we compared cost of these luxury items with cost of highly nutritious foods and a comparison of what we get for our money when we buy "empty calorie foods".

VI. Learnings:

Many by products of this brief unit were:

a. Realization that one can specialize in some goody that makes a treat for family, hostess or other gift when needed - a party activity and/or refreshment for friends.

b. Some luxury items can be more inexpensively made than purchased.

c. A homemade treat can sometimes be used to add the necessary touch to a stringet food budget.

d. Its fun to work together with others for a worthwile cause- this was the PTA scholarship fund presented annually to an ex-Plant student graduating from Hall and going on to

future study.

e. A realization that not many families these days are including "empty calorie foods" in family food purchases which may account for such a large portion of students own money going for poor snacks. (This came out in class discussion. Students' own observation.)

f. Awareness of importance of attractive packaging for sale items - also how items can be arranged to appear like one is getting more for his money.

ERIC

LIST OF "MOTIVATORS"

From the Community. Consult your Yellow Pages.

Frances Callahan, Manchester

Anderson-Little	newspaper - low factory prices open every night Monday through Saturday
Kings	flyer - Self-service Department Store open 10:00 A.M. - 10:00 P.M.
Dodge Material	Dodge dealer direct ad
Pyrex Ware	Magazine ad
Grand Union	Flyer - coupons and SSS stamps
Popular Club Plan	join - "paying almost seems to take care of itself"
Ekco State Fair Cookware	Magazine ad
Stop and Shop	book of coupons - sent through mail
Sealtest Foods	Halloween Special and placed in milk box with Plastic Can Liners bottles
Fisher-Price Play Family	Magazine ad - child learning aids
First National Stores	ad in newspaper - S&H Green Stamps
Stop and Shop	newspaper ad - no stamps - compare with grocery prices of other stores
Treasure City	Department Store - self-help - cut prices - charge - CAP and Master Charge
Grants	Flyer - coupons - grants' credit
Zayre	flyer - map - "Fabulous Department Stores where better quality costs you less or your money back". Master Charge and Bank Americard open 10:00 A.M. - 10:00 P.M.

SPECIAL STORES

Construction Services	Free estimates - Budget Plan Available
Wel-Shoe Company's Factory Store	1 pair regular - ½ price second pair
Ray's Tackle Shop	Opening Sale
E. A. Johnson Paint Company	Got a painting problem?
Prats' Cycle Shop	"Have it redone by Prat"
Hamilton's Shoes	Master Charge and CAP "The Pied Piper of Fashion by Socialites"
Munson's Candy Kitchen	Quality Candy
Birnbaum Furniture City	open 9:00 A.M. - 9:00 P.M. use your credit - budget - charge all bank credit cards accepted! "No time payments due til December" "Connecticuts' Bargain City since 1912"
Somersville Mill Salesrooms S - Sew M - More S - Save	"SMS is where the smart miss shops"
Fabric Cupboard	open Sundays

CATALOGUE MOTIVATORS

Spencer Gifts

Taylor Gifts

G. Fox and Company

Compare Prices

- Mail Charges -

To Shop is Human

To Save is Devine

WINF - Radio advertising

CONSUMER EDUCATION

SUGGESTED SCOPE AND SEQUENCE

KATHRYN DUNN

J. F. Kennedy Junior High
Enfield, Conn. 06082

I. Beginning Level Earning and Managing

1. Sources of Family Income
   - Earnings
   - Investments & Savings
   - Insurance
   - Public Assistance
   - Gifts
   - Income from rental property

2. Factors Influencing Distribution of Family Income
   - Attitudes
   - Values
   - Goals
   - Needs
   - Alternatives
   - Impulse Buying versus planned spending
   - Emergencies

3. Sources of Personal Income
   - Earnings
   - Allowance
   - Dole
   - Gifts

4. Factors Influencing Use of Personal Income
   - External influences
   - Values
   - Goals
   - Knowledge of consumer credit

5. Managing Personal Income
   - Establishing Priorities
   - Practicing Self Discipline
   - Buying Practices
   - Record Keeping

6. Maximize Value of Money Spent
   - Through Care and Maintenance
   - Care of Clothing
   - Care of Household Furnishings
   - Care of Home
   - Care of Toys, equipment used in leisure time

7. Services Which May Be Carried Out By Person for which Money Will Not Have to be Paid Out
   Alterations
   Dry Cleaning
   Sewing
   Hairdressing
   Food Preparation from Scratch Rather Than Convenience Foods

ERIC

9th Grade

Intermediate Level - Functions and Uses of Money in Our Economy

1. Money in our Society
   - Money and the price level
   - Money as a measure of relative values
   - Money as a medium of exchange
   - Money as a saving of wealth
   - Money as a standard of debts
   - The circular flow of money in the economy

2. Banking Services
   - Checking accounts
   - Savings accounts
   - Loans
   - Safe Deposits

3. Credits
   - Evaluation of credit
   - Savings accounts
   - Interest rates
   - Credit ratings
   - Guide lines for using credit
   - Influence of credit on National Economy

4. Buying Practices
   - Factors influencing buying decisions
   - Planning and making clothes
   - Planning and selecting gifts
   - Planning and selecting entertainment equipment
   - Utilizing consumer information
   - Balancing wants with resources

5. Consumer Taxes

KATHRYN DUNN
J. F. Kennedy Junior High
Enfield, Conn. 06082

Concept: Everyone is a Consumer

Generalizations:

Understanding the law of supply and demand helps one to be an intelligent consumer.

Abundance of consumer goods makes it difficult for one to be a good consumer.

The pressure of advertising makes it hard to make a wise choice.

The producer, merchant and consumer each have responsibilities.

The average consumer is not too well informed.

Classroom Experiences:

Students list eight consumer goods they and their family must have and consider where they are obtained in their town.

Students visit a large super market in town and list varieties of one chosen packaged food they often buy (each to choose a different one).

Do some comparative pricing of girls' clothes through visits to local stores and shopping centers.

Plan, cook, serve, eat luncheons restricted in price.

Use newspapers and store sales flyers to show abundance of choices.

Research in magazines to become better informed about one essential product.

Write rules for a good shopper, use these for week-end shopping and report to class.

Evaluate products used, calculate difference in cost.

Bring in labels from various consumer products to see what information is given.

Ask a local merchant to speak to the group.

Keep a record of consumer taxes paid out in the course of one month.

Bibliography

Garrett and Metzen; You Are a Consumer of Clothing -
Ginn and Company, Boston, Mass. 1967

Consumer's Buying Guide How to Get Your Money's Worth;
Rutledge Books Inc., N. Y., N. Y. 1969

Logan and Moon Facts About Merchandise;
Prentice-Hall Inc., Englewood Cliffs, N. Y. 1967

Nickell and Dorsey Management in Family Living;
John Wiley & Sons Inc., N. Y., 1967

Food For Thrifty Families - Federal Ext. Service

A Challenge of Success Fane-Fane
Ginn and Company, 1970

A Family - Fane-Fane
Ginn and Company, 1970

ALICE BAILEY
New Britain, Conn.

Two Units of Instruction - Foods

Worked out by research committee in New Britain. Two lessons from 7th grade Foods Unit. This follows introduction of Breakfasts into the 7th grade unit and leads into Luncheon presentation.

1. Lesson on packaging and labels: (minimum - 2 lessons)

A. Aims: To teach the 5 rights of the consumer.

1. A consumer has the right to be informed.
2. A consumer has the right to be protected.
3. A consumer has the right for safety.
4. A consumer has the right to choose.
5. A consumer has the right to be heard.

B. References:

1. Foods in Homemaking, by Cronan & Atwood. Chapter: "Shopping", "Where, When, How to Shop", "Foolers to Watch For", "Impulse Buying", "Food Labels". pp. 208 - 250.
2. Homemaking For Teen Agers, by Nicholass pp. 353 - 360.
3. Films: Betty Crocker, "The Why and How of Packaging" Swift, "Parties from Packages".

C. Procedure:

1. Pass out packages of food. Have students work in groups, listing all information found on packages.
2. Determine which information all packages or labels include.
3. Discuss why this information is required.
4. Show film, "The Hows and Whys of Packaging".
5. Discuss "safe" packaging and why ingredients are listed on packages.
6. Determine what part advertising plays in selection of a product.
7. Discuss how product "sells" itself.

8. Present case studies:

   a. If product is substandard, what should consumer do?

   b. Comparison lab, using and comparing similar product of different companies. Comparative practical research.

D. Assignment: Convenience Foods.

ERIC

MRS. ISABELLA BLACKMAN
Cloonan Junior High School
Stamford, Conn. 06902

HOMEMAKING IS FOR THE CONSUMER

TITLE: Housing

OBJECTIVE: To learn how to buy housing

MATERIALS: Newspaper advertisements

Realtors

Local Housing Authority

Apartment House Managers

Activities for Learning:

Cut ads from newspapers.

Consult realtors on available space both to rent and buy.

Call housing authority to learn how to qualify for public, subsidized and aged housing.

Contact apartment house managers to learn advantages of new over older buildings.

Discuss selling services as part of rent; i.e., caretaker, babysitter, cook.

Consider expenses relative to owning rather than renting.

Conclusion:

Discuss how you will be a more intelligent and better informed consumer regarding housing.

ERIC

Concept: The "Story" on the label is for you, the consumer.

Generalizations:

1. Shopping tests patience and judgement.

2. To spend wisely, one must read labels carefully.

3. It is important to read and use advertisements as a source of information before shopping.

4. Being informed leads to a more satisfactory purchase.

5. The sources for consumer information are many.

6. Consumer demands help lead to better labeling.

7. The labeling laws are made for the benefit of the consumer.

8. To save time, energy and money, the good manager plans her shopping needs in advance.

Teacher Activities:

1. Display a variety of articles for examination and study for comparison in value and cost.
   Examples used: Shampoos, Panty hose, cloth (corduroy), pens and canned tuna.

2. Bulletin boards and posters on hang-tags, labels, advertisements and articles from magazines and newspapers.

   The use of an overhead projector is very practical here.

3. Filmstrips to illustrate good buying practices, and the importance of the label.

4. Stimulate discussion on: Knowledge of the "Story" on the label leads to a happier consumer.
   a. When is a sale a sale?
   b. Why brand names?
   c. Which store is best for my purchase?
   d. What is my responsibility to the merchant? sales clerk?
   e. How do I know whether I can depend on the label information or not? What "pitfalls" should I watch out for?
   f. Where does my responsibility to become better educated as a consumer begin and end?

earning Experiences:

1. Through examination and study of displays and posters gain knowledge of the following:

   a. Type of information given on labels such as contents, quality of article, quantity in package, value and cost.
   b. Awareness of brand names.
   c. How to compare for content, quality and price.
   d. Better understanding for the need of becoming better informed.

2. The importance of good judgment in selecting a reliable store as well as in selecting the merchandise.

3. The responsibility the consumer has to the merchant and sales clerk as well as their responsibility to the consumer.

4. Gain awaremess and knowledge of the labeling laws and how they benefit the consumer.

5. To have a little better understanding of why you, the buying public need to be informed and need to "speak out" and be heard if you wish to get full value for your time, energy and money.

tudent Activities:

1. Study and compare the classroom displays and posters to better enable you to decide and choose the values to fit your needs and budget.

2. Watch T.V. programs on consumer education to become informed about new products, frauds, and things being done to help you, the consumer.

3. Watch the T.V. advertising commercials, note how they appeal to you and decide whether you consider the advertised product as good as the "story" used in trying to sell it.

4. Make a poster, exhibit, cartoon, story or game on, "Ways to Educate the Consumer". The "story" is on the label or a related subject of your own choice.

5. Report your findings on our present labeling laws and give your reasons for thinking they should be important to the education of the buying public.

LUCILLE BAVER - BRIDGEPORT, CONN.

CYNTHIA MORTON - BRIDGEPORT, CONN.

ELIZABETH - NORWALK, CONN.

SELECTION OF AUDIO VISUAL AIDS
FOR OUR CURRICULUM

Sixth Grade

Claastoons - Comprehensive Film Strips

Co-Ed, Forcast Incorporated

904 Sylvan Avenue

Englewood Cliffs, New Jersey 07632

The Family Goes Shopping - Film Strip

Long-Film Slide Service

7505 Fairmont Avenue

El Cernito, California 94530

Games

(as given in this report, pages 27 - 55)

Seventh Grade

The Consumer Decides - Film Strip

Decision Making for the Consumer - Film Strip

J. C. Penny Company

Department of Educational Relations

1301 Avenue of the America's

New York, New York 10019

Teenage Allowances - Film Strip

Your Retail Store - Film Strip

McGraw Hill Text Fjlms

330 West 42nd Street

New York, New York 10036

How to Buy Eggs - Film Strip

The Photo Lab Incorporated

3825 Georgia Avenue, N.W.

Washington, D.C. 20011

Consumer Education - Transparancies

Co-Ed, Forecast Incorporated

904 Sylvan Avenue

Englewood Cliffs, New Jersey 07632

Management in Dollars - Transparancies

3 M Company

P. O. Box 1962

New Haven, Connecticut

A Primer for Consumer Thinking - Transparancies

Consumers Union Incorporated

256 Washington Street

Mount Vernon, New York 10550

Eight Grade

What Makes People Buy - Film Strip

Joint Council on Economic Education

2 West 46th Street

New York, New York 10036

Our Role as Consumers - Film Strip

Consumer in the Market Place - Film Strip

Consumer in Action - Film Strip

Institute of Life Insurance

Park Avenue

New York, New York 10017

Managing Your Money - Film Stsip

Learning to Manage Money - Film Strip

So Your Budget Won't Budge - Film Strip

Yours for the Best - Film Strip

McGraw Hill Text Film

330 West 42nd Street

New York, New York 10036

What is Credit - Flip Chart

My Credit Contract - Flip Chart

Will and Won'ts of Credit - Flip Chart

Sources of Credit - Flip Chart

Credit Cards - Flip Chart

Truth in Lending - Flip Chart

Wage Garnishment - Flip Chart

University of Connecticut

Mrs. Elsie Fetterman

Extension Service

Storrs, Conn. 06268

MATERIALS, IDEAS GAMES TOWARD

INTEGRATION OF CONSUMER

IN

HOMEMAKING EDUCATION

GRADE 6, 7 and 8th

ERIC

SOME BASICS FOR GAMES

Before using a game for learning the students must build a vocabulary of consumer terms as used in the game or receive instruction in definitions of Consumer Education Terms. The following have been taken from Consumer Education Curriculum Guide for Ohio, Grades K - 12.

Aggregate: The sum total of similar units - Often used in connection with national totals of supply, demand or output.

Asset: Items that are owned. Also may include debt owed to and on which accounting or economic value may be placed.

Bond: Basically a long term loan. It is a certificate of indebtedness issued by the borrower to the purchaser. Governments and corporations issue bond.

Capitol: Property (machinery, tools, factories) which is uded in the production and distribution of goods and services. Often, also used for accumulated possessions calculated to bring an income.

Circular flow: The movement of goods, services and money between producers and consumers.

Collateral: Bargaining: The process of negotiations by unions and management for the purpose of establishing the terms and conditions under which labor is employed.

Commercial Bank: A bank including in its functions the acceptance of demand deposits subject to withdrawal by checks.

Competition: Competing for factors of production, goods and services in an economy, usually through a market mechanism.

Consumption: The use of goods and services to satisfy desires.

Consumer Goods: Goods which are used directly to satisfy human desires, as compared to capitol goods.

Credit: As usually used, any advancement of funds to be repaid later.

Credit Union: A cooperative loan society which pools funds to loan to members.

Deflation: A period of increasing value, in terms of goods and services resulting from a general fall in price levels.

Demand: The quantity of an economic good that will be bought at different prices.

Demand Deposit: A money deposit in a bank which may be withdrawn by a check.

Distribution: The division or apportionment of income and property among people and business in a country.

Disposable Income: That portion of personal income which the populace is essential free to allocate between consumption and savings.

Economics: The way in which a society allocates its productive resources in providing the needs and wants of its members.

Fair Trade Law: Laws permitting resale price maintenance by the manufacturer.

Full Employment: The full utilization of an economy's productive resources.

Fringe Benefits: Income and security benefits for a labor force beyond direct wage payments.

Federal Reserve System: The quasi government agency that includes the member banks and the governing bodies.

Garnishment: The legal notice used to attach property or wages to satisfy a debt.

Goods: Tangible merchandise used to satisfy human needs and wants.

Gross National Product (GNP): The money value of market prices of all finished goods and services within a country in a year.

Indirect Tax: A tax ultimately paid by someone other than the person of the organization required to remit the proceeds of government.

Interdependence: The need of each other of people, business, regions of the world and governments.

Interest: Payment for use of anothers' money.

Labor Force: The total number of individuals in the population who are working or seeking work.

Labor Union: An organization of workers recognized by employers as the bargaining agent for their members as employees.

Liability: In accounting, an obligation to pay; or a claim on assets.

Market: A place where the buyer and the seller meet. In an economy, it represents the total supply and demand to buy and sell goods and services.

Money: Any generally accepted medium of exchange. Its value lies in its ability to command goods and services, currency, checks and other commercial documents.

Mortgage: A statement held by a person allowing him to obtain possession of property should the buyer fail to repay money borrowed for its purchase.

Net Worth: The value of assets minus liabilities. Used by individuals and businesses to represent economic worth at a given time.

Product Market: Where buyers and sellers meet for exchange of final goods and services.

Producers Goods: Goods used in the production of other goods, as compared to consumer goods.

Profit: The net return to an economic unit after costs have been met. Earnings from an enterprise or the return on risk.

Procurement: To obtain, to get, to receive - as income procurement.

Real Income: Income in terms of what it will buy at a given time.

Resources: Computable wealth, available means of obtaining wealth or satisfactions or the immediate and possible source of revenue.

Satisfactions: The fulfillment of a need or want. Monetary and non-monetary results from consuming or producing goods or services.

Scarcity: (economic) Limited resources in relation to relatively unlimited wants.

Service: Productive act of labor which satisfies individual or group needs or wants without providing a tangible product.

Social Goods: (and services) Goods provided collectively, usually through governments by means of taxes and other assessments.

Social-economically Disadvantaged: Relates to individuals or areas that by cultural and economical circumstances experience under-employment and consequent lower standard of living in comparision to norms.

Standard of Living: A generally accepted normal amount of goods and services consumed by a group.

Supply: The amount of goods and services that will be for sale at different prices.

Transfer Payments: Payments made by governments for which it receives no productive services.

Utility: The effectiveness of a good or service to satisfy needs or wants.

Unemployment: Usually applied to idle workers seeking work. However, it also implies other idle productive resources.

Value Added: The difference between the value of goods and services purchased and the value as sold.

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Wage: The price paid for the use of labor.

Wealth: A stock of assets. Economic material of value.

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ESTHER W. SHOUP
Somers High School

GO SHOP

This game can be played following the rules of the game, Fish. You prepare 52 cards in 13 sets and it can be played by 3 - 5 students. To add appeal, the card could carry appropriate pictures. The catagories should be marked with Topic and 1,2,3,4 statements such as:

I. Advantages of Credit Cards

Simplified Bookkeeping

Take Advantage of Sales

Less Need to Carry Cash

Convenient Payment

(Four Cards - Topic I)

each with different sub-statements

II. Disadvantages of Credit Cards

May Pay More

Can Be Lost

Over Spend

Can Be Stolen

III. Stores

Boutique

Discount

Department

FACTORY OUTLET

IV. Refunds and Exchanges

Time Limit

Final Sale

Unused

Saleslip

V. Kinds of Credit

Cash Loan

Installment Plan

Regular Charge

Revolving Charge

VI. Budgets

Savings

Income

Fixed Expenses

Basics (food, clothing, housing)

VII. Shopping Methods

At Door

By Phone

By Catalogue

In Store

VIII. Pocket Money

Travelers Check

Cash

Check

Credit Card

IX. Use of Credit

Major Items

Necessities

Durable Goods

Meet Emergencies

X. Customer Satisfaction

Receipt

Perfect Condition

Written Guarantee

Repair Agreement

XI. Kinds of Sales

White

Going Out of Business

End of Season

Fire

XII. Sales Tricks

Pressure

Switch

Hurry

Approval

XIII. Ways to Save

Savings and Loan Associations

Commercial Bank

Mutual Savings Bank

U. S. Savings Bonds

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Topic

one

sub

statement

Therefore we have 4 cards under each main topic.

13 topics in all.

52 cards to play with.

To Play:

Seven cards are dealt to each player and the rest are placed in the center face down.

The first player "it" asks another player for a card for a set already represented in his hand. If the person asked has the card he must give it to "it". If the person asked does not have it he says "Go Shop" and "it" proceeds to take the top card from center pile. "It" may ask or shop until he does receive a match. The player to the left then becomes "it" and proceeds to ask - Shop, etc. When four matched are received they are placed face up in front of person getting them. The winner is the person who has the most sets.

MRS. BETSY BELDEN
Haddam Junior High School

MAYBE A BINGO

Each player make a sheet for themselves with empty squares. Put an x or o or some other symbol as you get right answer and check across or down as you fill spaces correctly. See answers.

CREDIT CARDS NO. 1	CREDIT CARDS NO. 2	CONSUMER CREDIT NO. 1	CONSUMER CREDIT NO. 2	TRUTH IN LENDING LAW
What is a credit card?	Why is a credit card convenient method of payment?	What is durable goods?	When should I use credit?	Does credit cost money?
Name the types of credit cards?	What is rate of interest charged on credit card?	What is a contract?	Where can I obtain credit?	How does this law affect you?
What do we mean by "bearer" instrument?	Do all credit cards spread payment over period of time?	What is credit?	Why do credit costs differ?	How is true annual interest figured?
What rate of interest is 1½% per month?	List 6 disadvantage of credit cards.	What is the cost of credit?	What is "credit" rating"?	What is revolving credit?
What is interest?	List 4 advantages of credit cards.	Name some sound uses of credit.	How is true annual interest determined?	What are obligations of seller?

ANSWERS

CREDIT CARDS NO. 1

A piece of plastic when presented to merchant enables consumer to charge.

Oil, travel, commercial banks, retail outlet.

Anyone who has card in his possession can use it.

1½% X 12 or 18%

Amount charged for credit privileges.

CREDIT CARDS NO. 2

Convenient to write only 1 or 2 large checks for items otherwise paid for by many small payments.

Currently it is 18%.

No, some bills are cue upon receipt.

May pay more.

Customer satisfaction.

Cost of credit.

Inflation.

Overspending.

Lost or stolen cards

Disadvantages

No need to carry lot of cash

Convenient payment

Simplify bookkeeping

Take advantage of sales.

Advantages

CONSUMER CREDIT NO. 1

Goods that can be used again and again.

Written agreement that says how you will pay.

Buying things and paying for them later.

Mainly interest but includes other charges such as cost of bookkeeping and investigation.

To meet emergencies - For necessities rather than luxuries - For major items only - For durable goods.

CONSUMER CREDIT NO. 2

Ask yourself - How much more will it cost?

Is having it now worth the added cost?

Can it be financed in any less expensive way?

Dealers, Commercial Banks, Savings Banks, Saving and Loan Associations, Credit Unions, Personal Finance Companies, Pawnbrokers.

Size of loan - Frequency of payment - Reason for loan - Collateral required - Number of payments - Additional charges - Consumer's credit rating.

Information about a person's ability to pay.

$$R = \frac{2PC}{A(N + 1)}$$

TRUTH IN LENDING LAW

Yes

Seller must show the true annual interest rate so you may save money.

$$R = \frac{2PC}{A(N+1)}$$

Credit that goes on and on.

Must tell you in writing true annual interest rate.

Mrs. Clara M. Medford
Roman Jr. High
Wallingford, Connecticut

BEST COPY AVAILABLE

Are you ready to go shopping in this store?

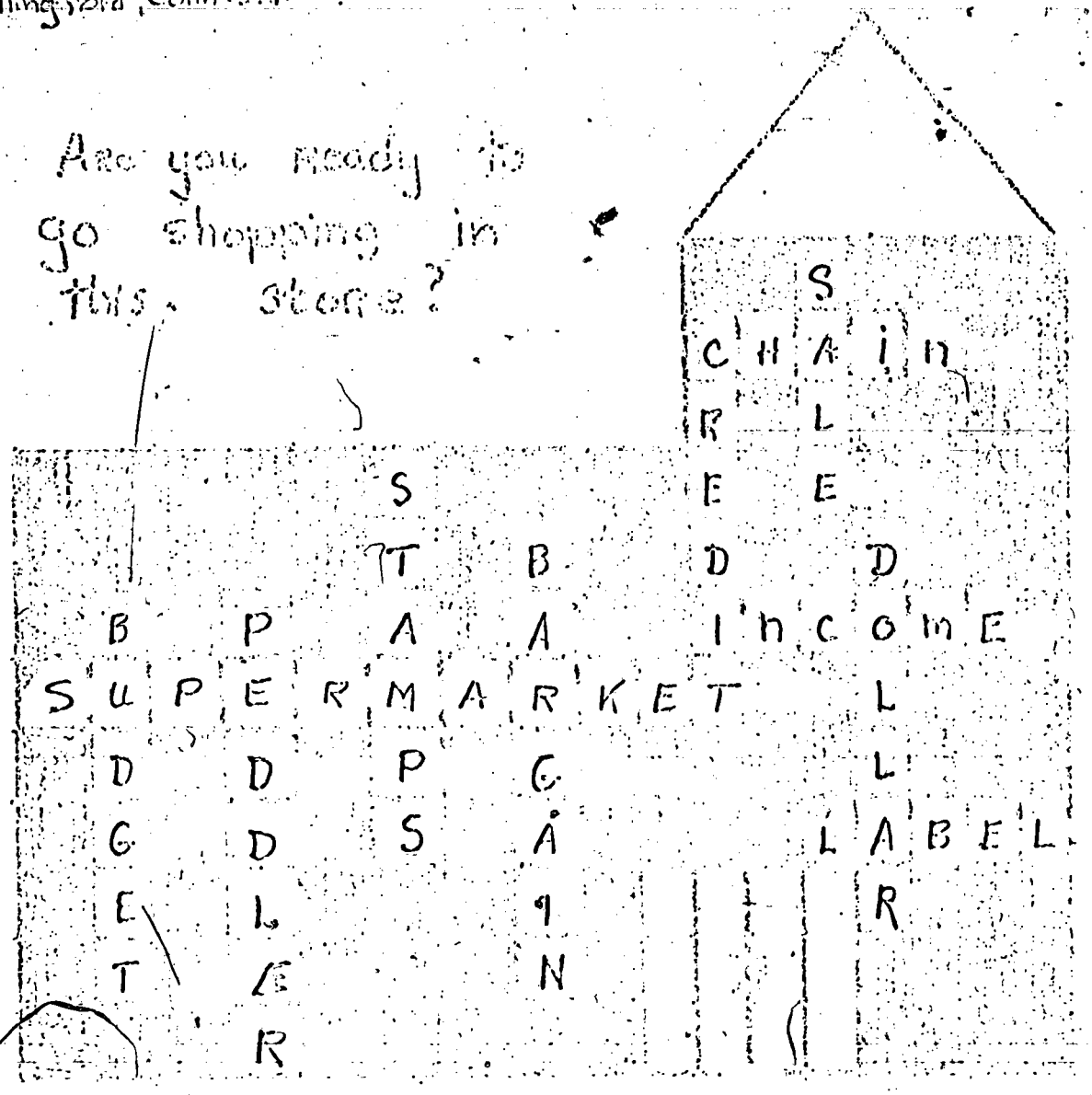

Across

[illegible] this is where the owner [illegible] money earned [illegible]
large store which sells many kinds of things
[illegible] tell you about it
the [illegible] you can buy

Down

1. special low price for a limited time
2. pay for item while you use it
3. [illegible] straight line for each [illegible]
4. [illegible] pennies
5. [illegible] amount of money [illegible] for [illegible]

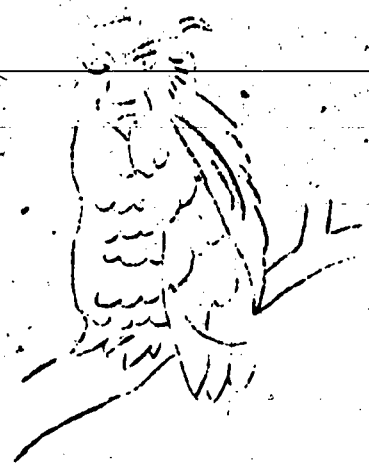

Wise Shoppers

Know these

definitions!

1. Advertisement - A notice intended to make something known to the public

2. Allowance - A definite amount of money given to a person at regular intervals to use for his wants or needs

3. Bargain - Something bought at a low price

4. Brand Name - A distinctive name adopted by a manufacturer or producer and impressed on his goods or labels to distinguish them from others

5. Budget - Planned spending of a fixed amount of money

6. Cash - Money on hand or readily available

7. Cash and Carry- Merchandise paid for in cash and carried from the store! no credit sales or delivery service

8. Chain Store - A series of stores located in different areas but with one owner

9. Charge Account- An agreement between a store and customer in which the customer promises to pay for things bought within a certain amount of time

10. Clearance Sale- Special price placed on goods by seller, usually to "clear the shelves" for new merchandise

11. Consumer - One who uses merchandise or services as distinguished from one sho produces or sells them

12. Credit - The selling of goods or services in confidence of future payment, giving buyer use of item while paying for it

13. Department Store - Usually a fairly large store which offers many different articles for sale and therefore is divided into sections; majority of items offered for sale are not edible

14. Discount - A sum deducted from the customary price of goods

15. Dollar - United States money in paper form which is equal to 100 cents

16. Exchange Purchase - Merchandise of equal value substituted by seller to buyer returning it' goods are usually exchanged for different model, size or color

17. Gross Weight - Total weight of goods and its packaging material

18. Guarantee - A promise or pledge that an article shall be as good or useful as its maker or producer says it is

19. Income - Amount of money earned from working

20. Installments - Regular payments for a specified time on money owed

21. Interest Charge - Extra money paid by buyer to seller for the privelege of installment buying

22. Lay-away Purchase - Merchandise reserved or kept by seller for buyer until buyer has completed payment

23. Label - A slip of paper or other material which is fastened to anything and which contains the name, title, address of maker and statement of the contents or material

24. Money - Coins or paper, stamped by public authority and used as exchange for goods or services

25. New Weight - Weight on contents only, without packaging material

26. Peddler - One who sells goods or services while traveling about

27. Price - The sum of money which a seller sets on his goods or merchandise

28. Receipt - Written evidence with authorized signature for money paid which protects the person making the payment

29. Refund - Money paid back to buyer for returned goods

30. Sale - Exposure of goods in store or market at a special price for a limited time

31. Self-Service - A customer finds merchandise in a store by himself, without aid of a sales clerk

32. Shopper - One who visits stores to buy goods or services

33. Supermarket - A large store which offers many kinds of household things for sale; majority of items offered are edible

34. Tax - A charge imposed by governmental authority on property, individuals, goods, or transactions to raise money for public purposes

35. Trading Stamps - Offered to customers by some stores for total cash paid for goods purchased; their value is usually one stamp for every 10 cents spent

36. Wholesale - Sale of goods by entire piece or in large quantity as distinguished from retail or sale in smaller amounts

To learn of the many kinds of stores on the Market Place, set up a game to the rules of Old Maid.

To prepare cards, cut cardboard to usual size of playing cards of cover face of old playing cards with white paper. Paste pictures, photographs of pen and ink sketches, two identical ones of each of the following: (19 selected stores and the Old Maid comprise the 39 cards used)

Appliance Store	Delicatessan	Jewelry Store
Bakery	Discount Store	Membership Store
Barber Shop	Food Store	Retail Store
Chain Store	Hardware Store	Specialty Store
Dairy	Hairdressing Parlor	Shoe Store
Department Store	Independent Grocery Store	Shoe Rapair Store
Tailor Shop		

(add an Old Maid Card)

Two or more can play the game following these rules:

Shuffle and deal cards to players as far as they will go.

Players must get, then discard markets in twos. That is two bakeries; two chain stores or two retail stores and not be stuck with Old Maid.

The dealer plays first and discards any pairs he may have. The player on his left chooses a card from the dealer. If it matches anything in his hand he discards. This continues around the group. Keep on playing until all cards except Old Maid are paired. Player holding this card is the Old Maid.

This is a simple way of building up knowledge through repetition.

R.C.C.

ALICE M. BLAKELY
Dodd Junior High School
Cheshire, Conn.

CONSUMER BUYING

A game for 2,3, or 4 players. Directions given on cards drawn for a process toward home. Draw diagram on large card board. Prepare cards with topics for moving forward or back toward home.

The following topics are examples that could be used on the cards:

Took advantage of remnant sale. (Move one space forward)

PRICES SLASHED! Save $100 on end of season sale. (Regular price not given). (Move forward one space)

Read the tags and labels carefully. (Move forward one space)

Read the guarantee carefully. (Move forward one space)

End of season sale. Save 40%. (Move forward one space)

Asked to see license of door to door salesman. (Go ahead 2 spaces)

Fire sale!!! 50% off. (Go forward one space)

Saved money by transporting own purchase. (Go ahead 2 spaces)

No charge for checking account. (If keep account above $300). (Ahead one space)

Pre-season sale. Save 15%. (Ahead one space)

Double green stamps on Wednesday. (Ahead one space)

Deposited $50 in bank. Receive free gift. (Ahead one space)

Regular price $2.98. Our price $2.29. (Ahead one space)

White Sale!!! Sheets $1.99 each. (muslin--60"x99") (Ahead one space)

Looked for seal of approval. (Ahead one space)

Used charge account. (interest 3% a month) (Go back 2 spaces)

Forgot to read the contract. (Go back 3 spaces)

Read instruction booklet carefully. (Go ahead 2 spaces)

Drug store 1¢ sale. Buy one at regular price, get another for 1¢.
(Go ahead one space)

Bought merchandise over phone. Did not see article. (Go back 1 space)

Did not save the receipt. (Go back 2 spaces)

No money down. Only $1 a week. (For how long?) (Go back 1 space)

You have won a free gift. (Provided you buy a subscription to magazine.)
Gift is another subscription. You pay weekly charges. (Go back 1 space)

Extra charge for store delivery. (Go back 1 space)

Easy terms. $1 a month. Did not ask how many months. (Go back 1 space)

Checked to see that appliance is made by well-known manufacturer.
3 for 29¢. Regular 10 for 99¢. SAVE! (Did you?) (Go back 1 space)

Dividend on stock. Received $5. (Go ahead 2 spaces)

SAVE!!! 2 quarts for 49¢ at store. Delivered 39¢ a quart. Free gift.
(First 100 customers) (Go ahead 1 space)

Grand opening!!! Free refreshments. (Go ahead 1 space)

Checked before buying to see if appliance will work on electric current in house. (Go ahead 1 space)

Buy 8 gallons of gas. Receive free spoon. (Go ahead 1 space)

Paid cash. Forgot to ask for receipt. (Go back 3 spaces)

Help the "tigers". Salesman on phone. Buy cards - 2 boxes for $3.
(Who are the tigers?) (Go back 1 space)

Did not save the guarantee. (Go back 2 spaces)

YELLOW START HERE
RED START HERE
HOME
GREEN START HERE
BLUE START HERE

ERIC

CAROL A. CASSARINO
SEMINAR 1970
Maloney High School

"CONSUMER CONCENTRATION"

Topic: Money Management

This game is based upon Television's Concentration. Attached is a list of words dealing with the topic of money management. These may be used on the gameboard. In constructing this game, use blocks with a number on one side and term on the second side. Have the picture drawn on a piece of paper. As the contestants match up terms, lift blocks off of the picture. Students are to define the term. ½ words - ½ definitions. Thus there would be a list of words and definitions. This game may be enlarged, mounted on bulletin board and played in class.

In preparation:

Give definitions of terms even more than to be used.

Goals	Employer
Money	Employee
Plan	Weight
Savings Account	Volume
Record	Discount
Knowledge	Lay-a-way
Choice	Label
Safety	Installment
Status	Debtor
Needs	Sale
Wants	Garnishment
Symbol	Repossession
Price	Master-charge
Cost	Contract
Quality	Balance
Borrower	Subscription
Lender	

ERIC

Packaging 1	Tax 2	Labeling 3	Loan 4	Consumer 5	Loan. 6
Budget 7	Income 8	Credit 9	Barter 10	Interest 11	Budget 12
Labeling 13	Truth-In-Lending 14	Bargain 15	Cash-On-Delivery 16	Credit Card 17	Finance 18
Interest 19	Cash-On-Delivery 20	Income 21	Tax 22	Finance 23	Truth-In-Lending 24
Consumer 25	Credit 26	Credit Card 27	Truth-In Packaging 28	Bargain 29	Barter 30

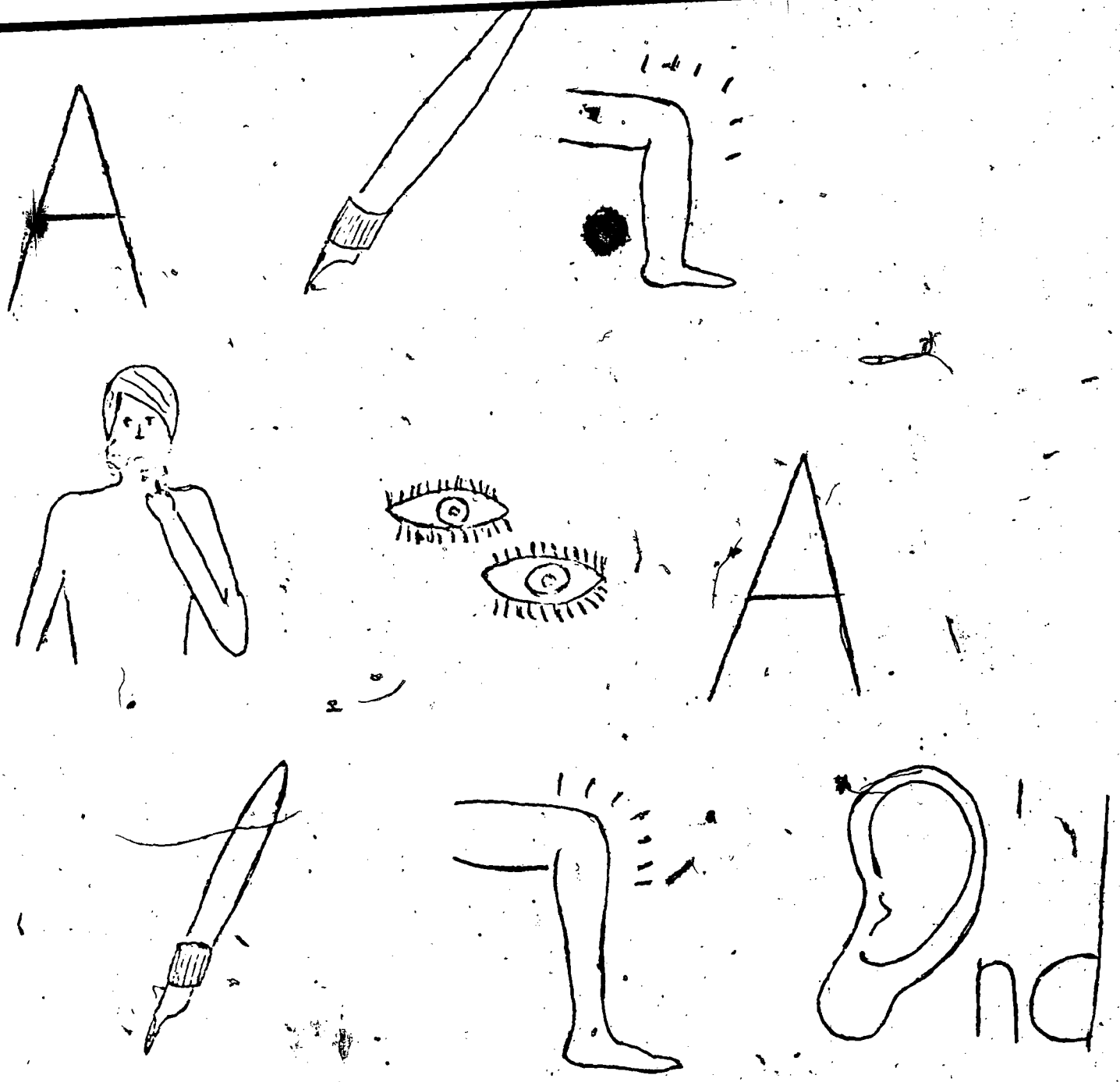

A penny saved is a penny earned.

RULES FOR PLAYING THE SECRET CODE:

The Set-up

1. For 2, 3, or 4 players.
2. Place Green counters (Kitty) within easy reach of players.
3. Place letters (Pool) FACE DOWN at one side of board and shuffle thoroughly.
4. Each player then draws 7 letters from the Pool and places his letters FACE UP before him.

Object of the Game

1. To spell out all words on the board by covering each letter with a matching letter.
2. To cover the letters in each word in order, beginning with the first letter and progressively covering all other letters.
3. To complete a word and thus earn a GREEN counter from the KITTY.
4. When all words are covered with tiles, player having the most GREEN counters WINS the game.

The Play

1. The first player selects any 2 of his 7 letters. He then covers the starting letters of 2 words OR he covers the starting letter of one word and the second letter of that SAME word.
2. Having thus started the game, the first player draws 2 letters from the Pool to replace those he has played, thus always having 7 letters before him. This completes his turn.
3. Play follows to the left, everyone in turn selecting 2 of his 7 letters, each of which he uses to cover either an open starting letter of any word or the next open letter of a word already started.
4. A player is not permitted to pass his turn if he has letters that can be played. If, however, he cannot play 2 letters, he plays only one or misses his turn if he cannot play any. (Remember there must always be 7 letters

before each player as long as there are letters to be drawn from the POOL.) If a player cannot play any of his 7 letters, he may use his turn to return 2 letters, FACE DOWN, to the Pool and draw 2 new ones. He then must wait for his next turn before he can play.

5. As the letters in each word are covered, each player tries to be the one to put down the last letter to complete a word and earn a counter.
6. A player may not hold back a letter, unless he can play at least 2 other letters on that turn.
7. When there are no more letters left in the Pool to draw, play continues until all letters are placed on the board. The player then having the most counters WINS the game.

				F									L						
			C	O	S	T			B			C	A	N					
		W		O					R				W				C		
	R	E	A	D				L	A	B	E	L	S				A		
		I							N								R		
		G		P			N		D	I	S	T	R	I	B	U	T	O	R
		H		A			E							O		O			
		T		C	O	N	T	E	N	T	S			X		N			
				K					A					B			P		
	D			E					M	A	U	F	A	C	T	U	R	E	R
	A	D	D	R	E	S	S		E					G			I		
	T								S								C		
R	E	C	E	I	P	T	S			S	A	V	E	M	O	N	E	Y	

You may have to use a magnifying glass to decipher!

ELIZABETH CARTA
Norwalk, Conn.

CONSUMER GAME
(FOR 7th or 8th GRADE)

Purpose - Pre-Test

Played like Bingo - call it "Consingo"

Each student has copy of game with squares of colored paper to cover name when they can identify it. Teacher reads definition. First student to cover four squares in any direction wins.

SERVICE	PROFIT	GROSS NATIONAL PRODUCT	GARNISHMENT
CONSUMPTION	CREDIT UNION	INTEREST	FAIR TRADE LAWS
LIABILITY	SATISFACTIONS	MARKET	CREDIT
RESOURCES	WAGE	MONEY	CONSUMER GOODS

List of definitions for teacher to read:

1. Goods which are used directly to satisfy human desires. (consumer goods)
2. Any advancement of funds to be repaid later. (credit)
3. A cooperative loan society which pools funds to loan to members. (credit union)
4. Laws permitting resale price maintenance by the manufacturer. (fair trade laws)
5. The legal notice used to attach property or wages to satisfy a debt. (garnishment)
6. The money value of market prices of all finished goods and services within a country for one year. (gross national product - GNP)
7. Payment for the use of another's money. (interest)
8. A place where buyer and seller meet. (market)
9. Any generally accepted medium of exchange. (money)

CONSUMER GAME DEFINITIONS (continued)

10. The net return after costs have been met. (profit)

11. The fulfillment of a need or want. (satisfactions)

12. Price paid for the use of labor. (wage)

13. Productive act of labor which satisfies individual or group needs. (service)

14. Use of goods and services to satisfy desires. (consumption)

15. An obligation to pay. (resources)

16. Available means of obtaining wealth or satisfactions. (resources)

EC/br

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BOARD OF EDUCATION

VOCATIONAL EDUCATION PROGRAM

MEMORANDUM

CITY HALL
MERIDEN, CONNECTICUT
TELEPHONE 238-2611

December 18, 1970

TO: Mrs. Grace Harrison, Consultant
Home Economics Education Unit
Bureau of Vocational Services
P.O. Box 2219
Hartford, Connecticut 06115

SUBJECT: LIST OF SEMINAR PARTICIPANTS: HOME ECONOMICS CONSUMER EDUCATION

1. Names and Schools of participants are:

Seminar I - Tuesdays: September 29, October 6, and October 13, 1970

Elizabeth Belden - Haddam Junior High, Haddam, Connecticut
Lsabelle Blackman - Cloonan Junior High, Stamford, Connecticut
Kathryn Dunn - J.F.Kennedy Junior High, Enfield, Connecticut
Margaret Hughes - Webb Junior High, Wethersfield, Connecticut
Anne H. Johnson - Fairhaven Middle School, New Haven, Connecticut
Clara Medford - Moran Junior High, Wallingford, Connecticut
Jane C. O'Brien - Washington Middle School, Meriden, Connecticut
Marion Parrish - Washington Middle School, Meriden, Connecticut
Dorothy Parker - Long Lots Junior High, Darien, Connecticut
Anne Raddar - Wooster Junior High, Stratford, Connecticut
Barbara May Smith - V. Carrigan Middle School, West Haven, Connecticut
Marion H. Smith - Silas Deane Junior High, Wethersfield, Connecticut
Karen Shorette - May V. Carrigan Middle School, West Haven, Connecticut
Esther W. Shoup - Somers High School, Somers, Connecticut
Donna Thulliez - Silas Deane Junior High, Wethersfield, Connecticut
(Mrs.) William Wendt - Moran Junior High, Wallingford, Connecticut
Marilyn Spino - Memorial Boulevard Junior High, Bristol, Connecticut

Seminar II - Wednesdays: September 30, October 7, and October 14, 1970

Alice L. Bailey - Slade Junior High, New Britain, Connecticut
Alice M. Blakely - Dodd Junior High, Cheshire, Connecticut
Frances W. Callahan - Bennett Junior High, Manchester, Connecticut
Betsey Hall Carrow - Whittier School, Bridgeport, Connecticut
Carol A. Cassarino - Pitkin School, East Hartford, Connecticut
Marion M. Cook - Bennett Junior High, Manchester, Connecticut
Emeline W. Corberi - Saxe Junior High, New Canaan, Connecticut
Edythe Dexter - Governor Wm Pitkin School, East Hartford, Connecticut
Eileen Fitzgerald - Sheridan Middle School, New Haven, Connecticut
Jane C. Leaf - Wilbur Cross High, New Haven, Connecticut
Frances O'Flynn - Central Grammar School, Milford, Connecticut
Constance T. O'Shaughnessy - Saxe Junior High, New Canaan, Connecticut
Joyce Osterhus - John Pettibone Junior High, New Milford, Connecticut
Barbara Rembis - Jefferson Middle School, Meriden, Connecticut
Roby Anne Rove - Cady High School, Long Lane, Middletown, Connecticut
Mary Valentine - Jefferson Middle School, Meriden, Connecticut

Seminar III (over)

Seminar III - Thursdays: October 29, November 5, and November 19, 1970

Mary Jane Barry - Branford Junior High, Branford, Connecticut
Lucille A. Baver - Blackham (K-8) School, Bridgeport, Connecticut
Barbara Bishop - Branford Junior High, Branford, Connecticut
Pearl D. Burnham - Plant Junior High, West Hartford, Connecticut
Ardessa Butlair - Center For Vocational Arts, Norwalk, Connecticut
Elizabeth Carta - West Rocks Junior High, Norwalk, Connecticut
Connie J. Jarry - Lincoln Middle School, Meriden, Connecticut
Barbara Hiller - Lincoln Middle School, Meriden, Connecticut
Elsa R. Kendall - Michael Whalen Junior High, Hamden, Connecticut
Marion Lakarczyk - Kramer Middle School, Willimantic, Connecticut
Mayme Page McLeod - Troup Middle School, New Haven, Connecticut
Arlene Mills - Katherine McGee School, Berlin, Connecticut
Elva B. McDougald - Troup Middle School, New Haven, Connecticut
Ruth Moore - Middlefield Memorial Middle School, Middlefield, Connecticut
Cynthia J. Morton - Blackham (K-8) School, Bridgeport, Connecticut
(Mrs.) A. H. Norton - Early Middle School, Wallingford, Connecticut
Barbara Overaa - Walsh Middle School, Waterbury, Connecticut
Mary Pacinda - McGee Middle School, Berlin, Connecticut
Carol Parks - Troup Middle School, New Haven, Connecticut
Millicent Reid - Sedgewick Junior High, West Hartford, Connecticut
Thelma Aldridge Roberson - Troup Middle School, New Haven, Connecticut
Linda Ann Shimmin - Sage Park Junior High, Windsor, Connecticut
Margaret E. Whidden - Brookfield Junior High, Brookfield, Connecticut
Audrey Zeisner - Michael G. Whalen Junior High, Hamden, Connecticut

NUMBERS (of) PARTICPANTS SIGNED-UP = 67
NUMBERS(of)PARTICIPANTS COMPLETING ALL SEMINARS = 57

John L. Scavetta
Director

HOME ECONOMICS SEMINAR
FALL 1970
CONSUMER EDUCATION STUDY CENTER
MALONEY HIGH SCHOOL
MERIDEN, CONNECTICUT

SEMINAR OBJECTIVES

An Educator's Proposal:

1. To promote the development of Consumer Education from grades 6 through 8 by stimulating new modes of visualization and audio presentation

2. To assist the teachers into recognizing and capitalizing upon their "key" role as resource people capable of stimulating students into independent study.

3. To help the teacher recognize the need for building lasting consumer valu early in the life of the student learner

4. To provide opportunity for the student learner to develop positive consume understandings and a growing level of "awareness" for consumer values of his own

5. To structure for student change through their involvement a more conscious rationale in his/her decision making processes

6. To promote among Home Economics teachers the positive realization of their unique contribution to development of Consumer Education in Home Economics as a dynamic factor in the process of educating for life; and, the enhanced stature its visability to the life of their school and themselves

Objectives cited by the Teachers from Consultant's procedures:

1. To encourage teachers to incorporate consumer education in homemaking grades 6 - 9 and make teachers aware of the important place of consumer questions

2. To be able to integrate instruction throughout grades 6 - 9

3. To have knowledge of consumer topics of primary concern at this level

4. To acquaint class with facts in the consumer field

5. To acquaint class with resources and materials

Home Economics Teachers' Own Objectives:

1. To increase knowledge of resources

2. To find out more information and how to incorporate in classes

3. To acquaint students with ideas, experiences and resources

4. To find what topics are best discussed at Middle School Level

5. To introduce consumer in Middle School Curriculum

HOME ECONOMICS SEMINAR
FALL 1970
CONSUMER EDUCATION STUDY CENTER
MALONEY HIGH SCHOOL
MERIDEN, CONNECTICUT 06450

NEW CURRICULUM GUIDES WITH CONSUMER EMPHASIS:

Alabama:
"State Course of Study in Home Economics Jr - Sr High Volume #3"
State Board of Education
Department of Education
Home Economics Division
Montgomery, Alabama — Price: $5.00

Delaware:
"Delaware Home Economics Curriculum Guide"
State Department of Public Instruction
Dover, Delaware — Price unlisted

New Jersey:
"Guide Lines for Home Economics Education in Secondary Schools"
State of New Jersey
Department of Education
Division of Vocational Education
Home Economics Unit
Buy from Curriculum Laboratory
Rutgers - The State University
10 Seminary Place
New Brunswick, New Jersey — Price unlisted

Oklahoma:
"Oklahoma Home Economics Consumer Guide"
Oklahoma State Department of Education
Vocational Education Division
Home Economics Section — Price unlisted

Kentucky:
"Consumer Education Curriculum Guide"
Cooperative Project
Home Economics Division
Bureau of Vocational Education
And University of Kentucky — Price unlisted

Ohil:
"Consumer Education Grades K to 12"
Vocational Education Division
State Department of Education
Home Economics Section - Columbus, Ohio
Buy from Instructional Materials Laboratory
Ohio State University
1885 Neil Avenue
Columbus, Ohio 43210 — Price unlisted

OTHER SOURCES

"Illinois Teacher"
342 Education Building
University of Illinois
Urbana, Illinois 61801 Subscription $5.00 per year (6 Vol.)
Single Copies $1.00

Consumer Reports - Magazine Monthly
Consumers Union
Mount Vernon, New York Subscription $6.00

American Home Economics Association
1600 20th Street N. W.
Washington, D. C. 20009
Affiliated with CHEA (Connecticut Home Economics Association)
Subscription $20.00

"What's New in Home Economics?"
466 Lexington Avenue
New York, New York 10017 Subscription $4.00

Forecast For Home Economics
Purchase thru Scholastic Magazine
50 W. 44th Street
New York, New York 10036
Subscription $6.00 per year

The Home Economics Teacher
National Education Association
1201 Sixteenth Street N. W.
Washington, D. C. 20036 Membership $5.00 per year

HOME ECONOMICS SEMINAR
FALL 1970
MALONEY HIGH SCHOOL
MERIDEN, CONNECTICUT

MOTIVATING INTEREST IN CONSUMER PROBLEMS

Consumer problems are best intergrated into the regular homemaking curriculum. It is good to introduce homemaking instruction as for the consumer. We are all consumers beginning with the young child who only has nickels and dimes to spend, to the aged who have to stretch their retirement money on which they live. A unit in Consumer Education is not as good at the 6th to 9th grade level for there will be no special interest in the consumer topic yet lessons in the market place, development of values and cautions concerning credit are basic learning experiences and can be motivated by the teacher as they occur or come out of the regular homemaking facts and experiences of the classroom.

Here are some ideas for motivating interest in good consumer practices:

Current Events
- Today, The consumer is big news in the local newspaper
  - Naders investigations
  - The Cereal Gontest
  - Detergents and Pollution
  - Good and Drug Actions
  - And there will be more each day!

Magazine Advertisements
- The relative values of soap and detergents
- A new Campbell Soup compared with old
- Pineapple canned in own juices - no sugar
- The ways of hamburg
- Hair dye versus the natural look
- Soaps for facial care
- and Everything you see that touches the facts taught

Newspaper Advertisements
- Not only for pricing but offers
  - Come-ons
  - False promises
  - Special Sales

Advertising fliers and supplements
- For the variety of stores in the Market Place

Bradleys	Popular Market
Treasure City	Stop and Shop
Stars	First National
Grants	Zayre
Woolworths	Durable
Jupiter	Caldor
Atlantic and Pacific	Two Guys

For the building of values in selection
- Catalogues
- Mail order booklets
- Special offers - free?

The student needs to ask the question. The teacher can arouse the question, help to set up the problem, follow through to a solution so the pupil can make a decision right for a personal solution.

The regular subject matter in a Homemaking Course can be enriched by the Consumer topic and the teaching of consumer rights.

The Right to Safety
The Right to Choose
The Right to know
The Right to be heard

HOME ECONOMICS SEMINAR
FALL 1970

CONSUMER EDUCATION STUDY CENTER
MALONEY HIGH SCHOOL
MERIDEN, CONNECTICUT

Name _____

PreTest
Answers: Correct _____
Incorrect _____
Total Possible _____

Session 2. Pre-Test

1. The consumer program at any grade level must be based on the student's own _____.

2. Consumer problems are to be _____ into the homemaking program, that is into the curriculum now being experienced.

3. The method, learning experience, and classroom activity at any grade level must be _____ planned or selected because of _____ questions.

4. The teacher can be the _____ interest.

5. The teacher may find learning experiences meaningful to pupils through _____ pictures, _____ from newspapers, _____ on bulletin boards or having pupils _____ audio-visual aids.

6. _____ have been found to be a good way to interest students at the 6th grade level.

7. The _____ experiences already in the Curriculum of the 7th and 8th grade should promote consumer _____.

8. The general consumer topic at the different grade levels may not change but the student _____ does change and must be recognized.

9. We must _____ the topic from _____ as it occurs in discussion and help a student carry through to a realistic _____.

10. Give the Four Basic Rights of the Consumer as given by President Kennedy.

_____
_____
_____
_____

HOME ECONOMICS SEMINAR

FALL 1970

CONSUMER EDUCATION STUDY CENTER
MALONEY HIGH SCHOOL
MERIDEN, CONNECTICUT

CONSUMER EDUCATION
SUGGESTED TOPIC ORDER

1. The American Economy
2. The Consumer
3. The Laws
4. Getting Your Money's Worth
5. Budgeting & Managing Money
6. Consumer Credit
7. What Makes People Buy
8. Consumer Buying for Better Living
9. Purchase and Maintenance of Automotive Products
10. Decision Making For Leisure Time & Energy
11. Renting or Owning A Home
12. Making Use of Insurance
13. Savings & Investments
14. Consumer Taxes

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Home Economics Curriculum Model

Present Grade Equivalent	Age	Basic Education for All	Depth Education for Some		
K	5	Planned study, informal in treatment of such topics as: relations with family and other persons, care of clothing, respect for others, consequences of acts, problem solving, group planning, personal responsibility for beauty in home and school, etc.	Very little at this point		
1	6				
2	7				
3	8				
4	9	Personal and family health Food habits and practices	From time to time, some students make special, but limited, studies of selected phases of these subjects to explore their personal talents and interest, and to motivate other students		
5	10	Care and selection of clothing Care of home and surroundings			
6	11	Safety and sanitation Table manners - services Duties of family members			
7	12	Personal and family finances The arts in the home, clothing etc.			
8	13	Food and nutrition Clothing and textiles			
9	14	Home management Child study and family relations			
10	15	Review, reinforcement, and updating: special presentations, discussions, and independent study	*Level 1* Student spends 25-50 hours on some topic: *e.g.* Survey of housing or Food habits in India	*Level 2* Individual or group works for a semester *e.g.* Planning and furnishing a new home, or Health and home nursing	*Level 3* Rigorous courses: *e.g.*, Foods, Clothing, Child Study, Principles of Design, or Consumer Economics
11	16				
12	17				
Adult Education		ESSENTIAL KNOWLEDGE	DESIRABLE KNOWLEDGE	ENRICHING KNOWLEDGE	

Note: During K-3 (primary period), "home base" teachers do most of the teaching with home economics teachers assisting and making some presentations - in a team teaching relationship. Grade 4 and above programs are taught by home economics teachers in teaching teams, using *large-group instruction* for presentations, films, television, and the like, and *small group discussion* for personal interaction, problem solving, and communication, and *independent study* in home economics laboratories.

FRAMEWORK FOR DEVELOPING CONCEPTUAL SEQUENCE

Exploratory Level-Homemaking	Senior High School Home Economics Sequence	Senior High School 11 & 12 Grade Specialization	Work Oriented Courses
Each individual is unique in his own growth patterns.	In the process of self development, the individual builds up a set of values which are important criteria for decision making.	Since every individual, every family and every society is unique, the process of socialization is different for each individual.	To the extent that an individual's developmental needs are met as they occur, he is free to move toward his full potential.
An understanding of emotional problems of adolescents can improve relationships within the family.	Each individual family member affects and is affected by his family.	There are more similarities in family patterns within a culture than there are within family patterns of different cultures.	Values are learned from early and continued experience in the family, with peer groups and in the community.
Housing provides the setting for the privacy, safety and social activities of all family members.	Making one's own home more livable and attractive to family and friends, affects the physical, psychological and social reactions of people.	The satisfaction derived from housing, depends upon the designing, selecting, building, financing, equipping and furnishing, managing and maintaining of that home in relation to the individual values and resources.	The resources for housing expended by each individual, reflect his social values and personal goals.
Food affects one's appearance and health.	Meal planning and food preparation contribute to satisfactory family living.	Economic and cultural backgrounds affect family choice of food.	Skill in food planning and preparation can be used to satisfy family values and goals and for gainful employment.

Exploratory Level Homemaking	Senior High School Home Economics Sequence	Senior High School 11 & 12 Grade Specialization	Work Oriented Courses
Health is a state of optional well-being dependent upon choice of nutritional food, healthful clothing, personal activities and the knowledge of effect upon body functions.	Family health needs are often maintained through care of the sick of all ages.	Health of the individual, the family and the community often depends upon action of competent individuals during emergency and disaster.	The Human organism has a great capacity for physical mental and social self repair.
Organization is the way in which individuals and families carry out activities.	Management of time, money and energy of individuals reflect differences in values, standards and goals.	Disadvantages as well as advantages are usually inherent in decision making, their alternatives are chosen or discarded.	The perception of available resources enhances the management potential of individuals and families.
Clothing may be a source of beauty and personal satisfaction.	As an individual matures, his clothing values are modified.	Clothing provides a medium through which one may satisfy his creative needs, provide an outlet for emotional expression and develop self mastery.	Clothing is the cue to personality; it conveys an impression of what one is, does and believes.
In all known societies, there is a recognized unit that assumes the functions of child-bearing, child-rearing, regulation of behavior and economic support.	There must be an understanding and acceptance of the uniqueness of each individual for unity of family purpose in order to achieve a successful marriage.	Families and communities share responsibility for offering children and youth opportunities for education, for maintaining physical and mental well-being, for recreation, for protection from danger and for developing religious faith.	The family, as a basic social institution, influences its members work capacity and profits by the relative success of each worker.

Exploratory Level Homemaking	Senior High School Home Economics Sequence	Senior High School 11 & 12 Grade Specialization	Work Oriented Courses
Understanding of the developing child can further self understanding.	The needs and values of parents and children are sometimes complementary and other times conflicting.	To the extent that an individual's developmental needs are met consistently and in an atmosphere of emotional warmth and love, he seems to develop a basic trust in himself and in the world around him.	Skill in understanding and guiding children can be used to satisfy family values and goals and for gainful employment.

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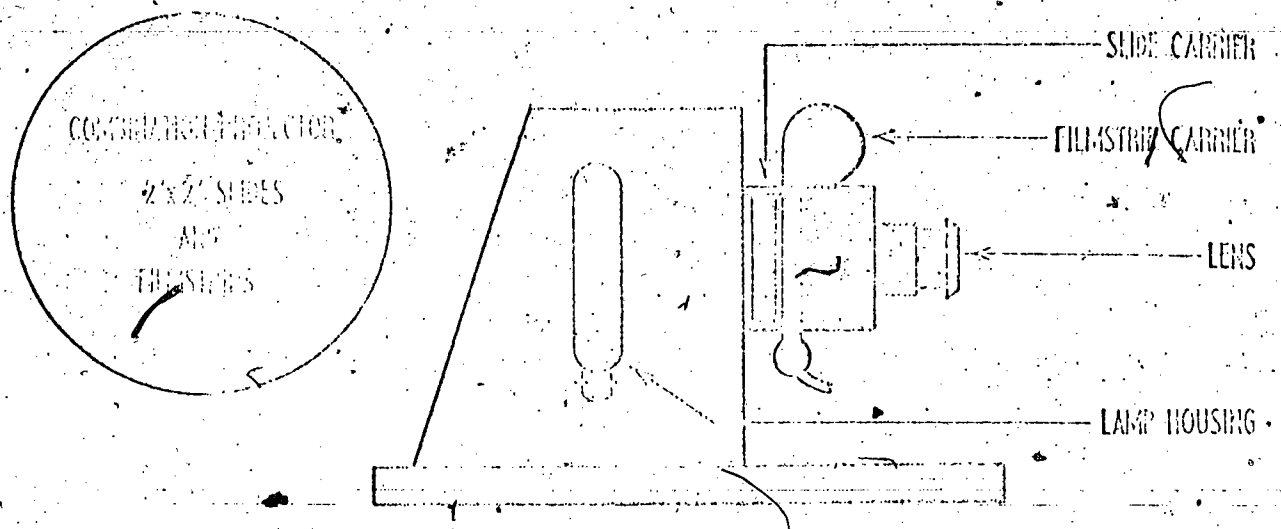

FILMSTRIP-SLIDE PROJECTOR

Because filmstrips and 2" × 2" slides are made from 35mm film, it is common to find "combination" projectors that handle both strips and slides. Projectors that handle each type of material exclusively are also available.

Projectors are comparatively small and lightweight. The *lamp* and *cooling fan* are housed in a boxlike structure at the rear. A wide space separates this housing from the *lens* at the front. In this wide space the *slide* and *filmstrip carriers* are placed during projection. Each of the carriers is removable, and, because of variations in frame size and shape, only one carrier is used at a time.

Filmstrip and slide projectors are direct projection systems. Light passes directly through the material and the lens to the screen. This means that the projectors are used at the rear of the classroom. Standing by the projector, the operator faces the screen and inserts all materials upside down in the projector. Placement of filmstrips for projection is aided by a characteristic curl in the strip. (See page 39.) Placement of slides is aided by *thumbspots*. (See below.)

First, slides are placed so that they may be "read" as a normal page of print, from left to right and top to bottom. In this position, the thumbspot (a dot of color) appears in the *lower left-hand corner* of the slide. To place the slide properly in the projector, the slide is rotated so that the spot appears in the *upper right-hand corner*. Facing the screen, the operator grasps the spot-corner of the slide between the thumb and the index finger of his right hand. The picture is now upside down as the slide is dropped into the carrier.

Because the longest dimension of any 2" × 2" slide may be *horizontal* or *vertical*, the screen size chosen must accommodate both types. To project 2" × 2" slides of mixed types, a square screen surface is needed. Color-film transparencies, similar to the film used for 35mm slides, have become available in larger film sizes. These larger films, with

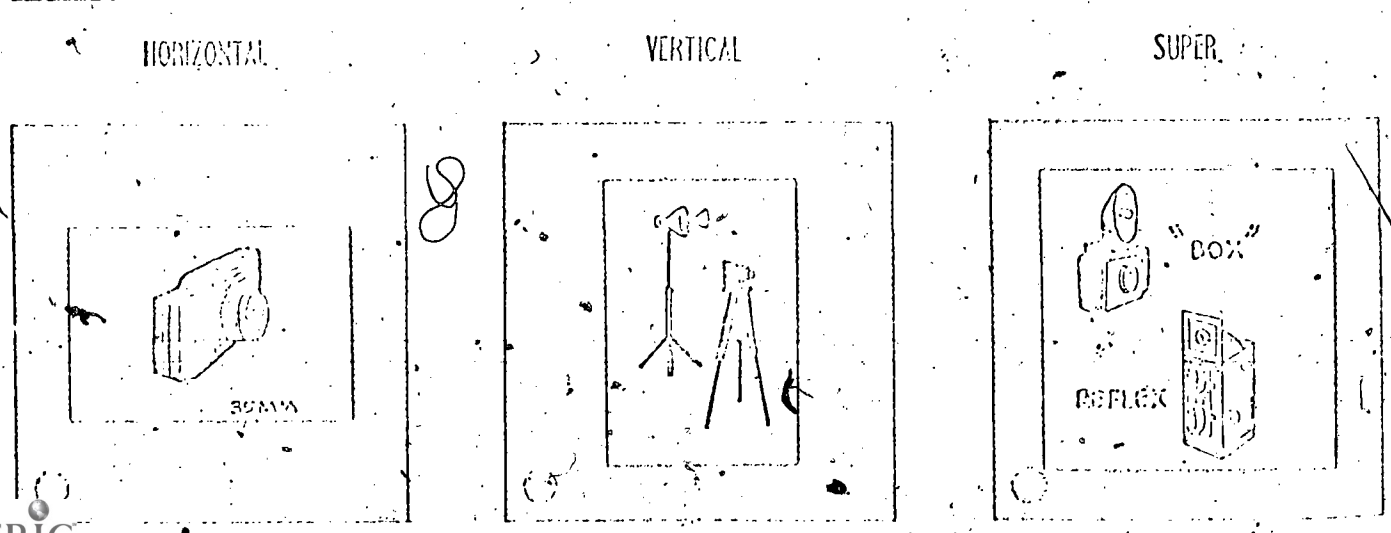

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some trimming and cropping, are mounted as so-called *super slides* and provide a larger frame area than the 35mm film.

Slides may be mounted in cardboard, metal, or plastic. More important than the mounting frame is the use of glass covers for the film. Glass cover plates on both sides of the film, in any type of mount, give great protection from dirt and added protection from lamp heat. As with motion picture film, a surface layer of chemical emulsion holds the picture to be projected. This thin layer can be permanently damaged by dirt, and prolonged projection heat will cause the flexible acetate to buckle. Slides not covered with glass will pop out of focus when left in the projector too long. Slides should be stored away from heat. Always handle slides by the mount.

Slide Carriers

Slide carriers are thin rectangular double boxes, one inside the other. The inner box, the *slide changer*, slides freely within the carrier. The outer box, the *carrier*, has a large *aperture* (hole for light) in the center of the two widest parallel sides. (See opposite.) When a slide is properly inserted in the changer and moved into position for projection, the slide rests between the two apertures of the slide carrier.

The entire carrier is placed between the lamp and the lens of the projector. The long side is parallel with the base of the projector and at right angles to the lamp and lens. When inserted in the projector, the slide carrier can be locked in position by a *stop-lock*, which will prevent it from sliding all the way through the projector. The lock holds the carrier firmly in place while the slide changer is adjusted to project slides.

Slide changers work in one of two ways. In the first, the slide and the carrier move together until the slide is behind the lens. After projection, the slide and the carrier are moved back to their original position. In the second, the changer pushes the slide into position behind the lens; then the changer alone returns to its original position. As the changer withdraws, the slide is exposed on the screen. When a new slide is inserted into the changer, it is used to push the first slide out of position. One type of changer pushes the slide and then pulls it back to the same position; the other pushes the slide in for projection, then out the other side of the carrier.

Some slide projectors use "cartridges" holding many slides at one time. The slides are organized in proper sequence and placed in the cartridge, which is then attached to the projector and becomes a *continuous push* changer. The cartridge may be operated manually, by remote control, by automatic timing devices, and even by "silent" signals on tape recordings.

The lens of slide projectors is focused by rotating the lens barrel, as in the motion picture projector, or by means of a adjusting knob that moves the lens forward or backward.

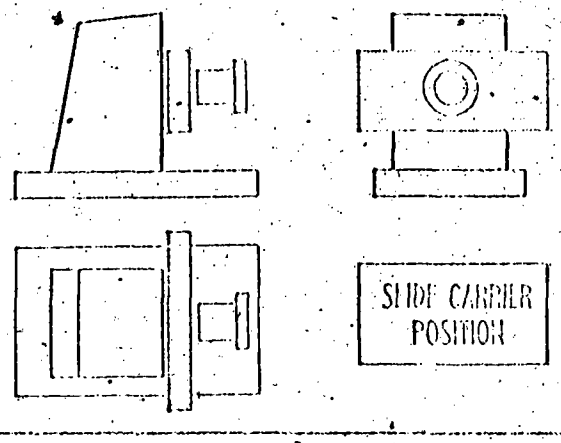

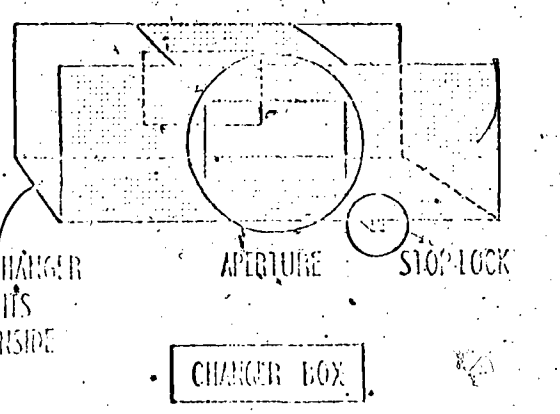

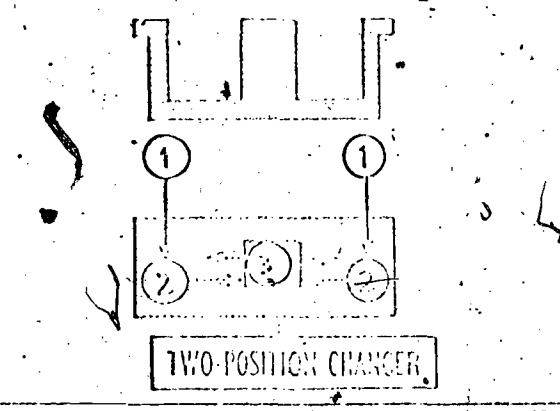

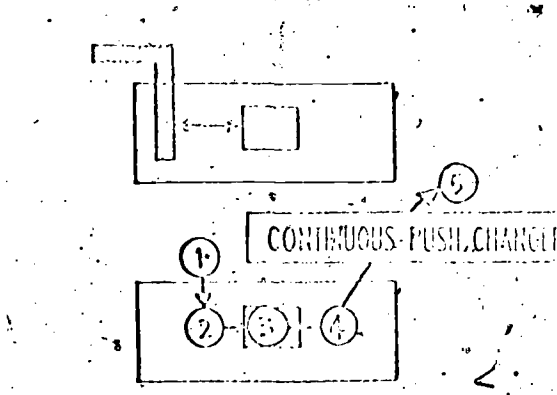

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FILMSTRIP CARRIER

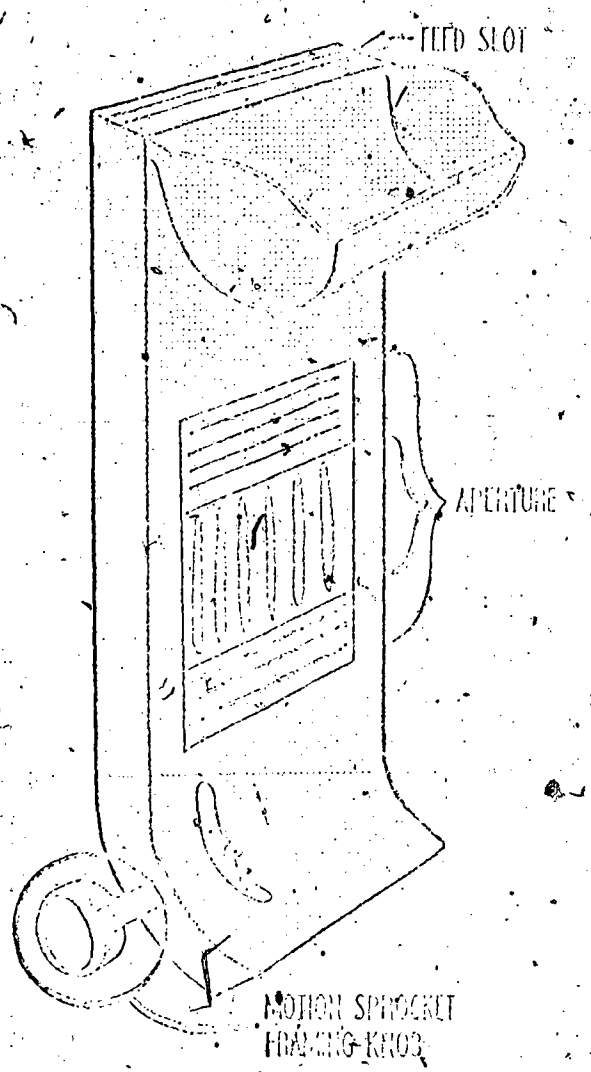

Filmstrip Carriers

Filmstrip carriers are rectangular tubes with cylindrical containers on either or both ends. Operators should note four parts of filmstrip carriers: channel or feed slot, two apertures, the motion-sprocket knob, and the framer.

The *feed slot* is a narrow opening between two very smooth steel or glass plates. This channel is under pressure and holds the filmstrip firmly in place between the lamp and the lens. The slot may be spread slightly at the top, where the filmstrip is "fed" into the space *between* the smooth plates.

Two *apertures* of standard size are available. The smaller opening is used with single-frame filmstrips. The larger opening is used with double-frame filmstrips. Usually, the mask for the double-frame opening is built into the carrier; the single-frame aperture is either adjustable or removable. The larger opening is used with the carrier in a horizontal position for the larger pictures. The smaller opening is used with the carrier vertical for the smaller pictures. When the filmstrip carrier is in the projector, it can be rotated to either position. Some projectors have a locking device that holds the carrier in vertical position until the lock is released.

The *motion sprocket knob* is at the bottom of the filmstrip carrier. This knob turns a sprocket wheel, which pulls the filmstrip through the carrier, past the apertures. The sprocket wheel turns the strip exactly one single-frame picture width. The knob is turned once for a single-frame filmstrip picture and twice for a double-frame filmstrip picture. The knob ro-

COMMON PROJECTION ERRORS AS SEEN ON THE SCREEN

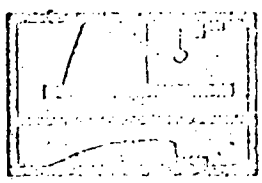

USE FRAMER

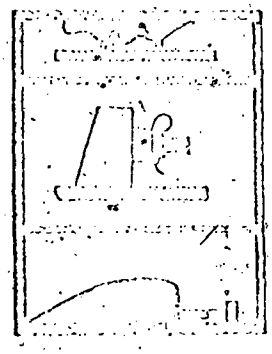

CLOSE APERTURE FOR SINGLE FRAME

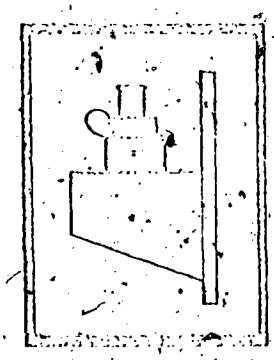

ROTATE CARRIER FOR DOUBLE FRAME

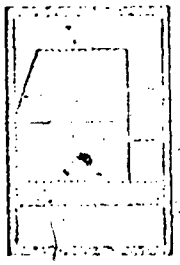

OPEN APERTURE FOR DOUBLE FRAME

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rates in either direction, so the strip may be moved back and forth. Because of this, however, it is possible, when inserting the strip, to push it against the sprocket teeth and turn the knob so that the teeth cut the film instead of pulling it through. To prevent damage to the filmstrip, check the direction of rotation before inserting the strip. If the filmstrip passes over the top of the sprocket wheel, turn the motion knob clockwise. If the filmstrip passes under the sprocket wheel, turn the knob counterclockwise.

The *framer* enables you to eliminate a split picture on the screen. Since there is no control of picture placement before the strip reaches the aperture, parts of two pictures may appear on the screen. The framer adjusts the filmstrip so that the frame area matches the carrier aperture precisely. Care must be taken in adjusting the framing device. Some projectors require holding the sprocket knob while adjusting the framer. Others require holding the framer while adjusting the motion knob. Still others require two actions, such as pressure and twisting, at the same time. Look for printed directions on the machine.

Proper insertion of the filmstrip is aided by a natural curl in the filmstrip. With the pictures upside down, the ends of the strip should curl toward the screen; the strip curves in a counterclockwise direction. The beginning of the strip is indicated by a frame marked "Focus"; this frame, usually containing a series of geometric lines, is used to obtain accurate focus before projecting the regular frames.

Filmstrips, like slides, may pop out of focus if projected too long, and may be permanently damaged by prolonged lamp heat. Even when rolled into their containers, they should be kept away from heat. In replacing strips in containers, start the roll small; handle the film by the edges; begin the roll at the end of the strip so that the focus frame is on the outside of the rolled strip. All the precautions about handling film (see page 7) apply to filmstrips. Exercise extreme care when handling filmstrips.

Projection Errors

Projection errors can be eliminated by observing the following:

1. Insert the strip properly. Pictures must be upside down, with both ends of the strip curling toward the screen. Insert the strip *between* the two smooth surfaces of the feed slot. If the film is loose behind the lens, constant refocusing is necessary.
2. Select the proper aperture and carrier position before inserting the strip. Single-frame strips use the smaller aperture in a vertical carrier. Double-frame strips use the larger aperture in a horizontal carrier.
3. Adjust the framing knob for one complete picture at the time you focus the lens. Once proper frame is set, it should remain accurate for the rest of the pictures.

PROJECTION POSITION

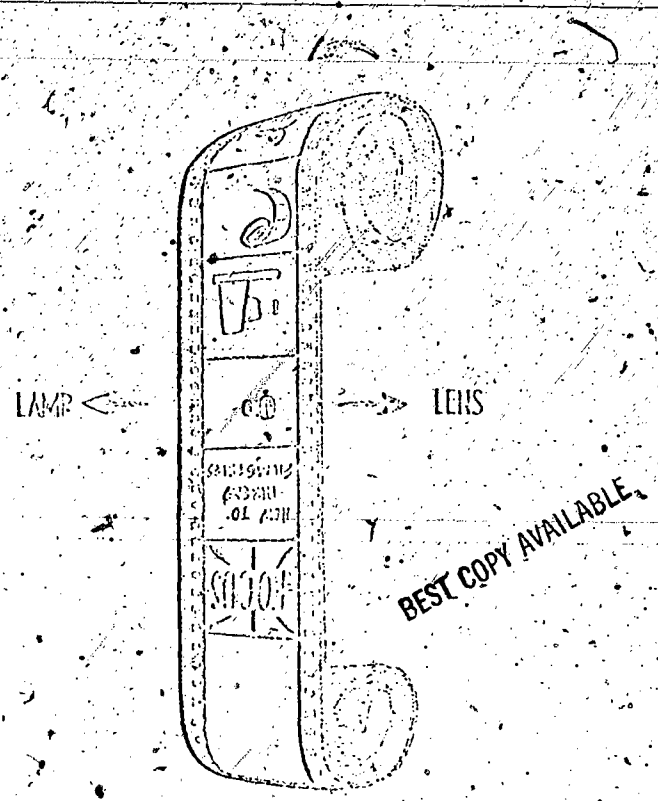

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FRAME AREAS

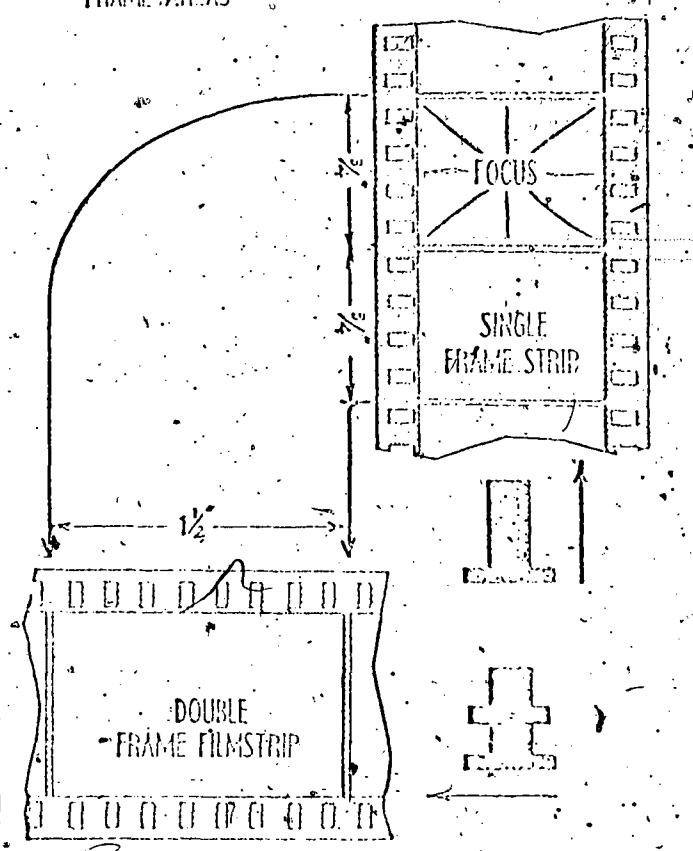

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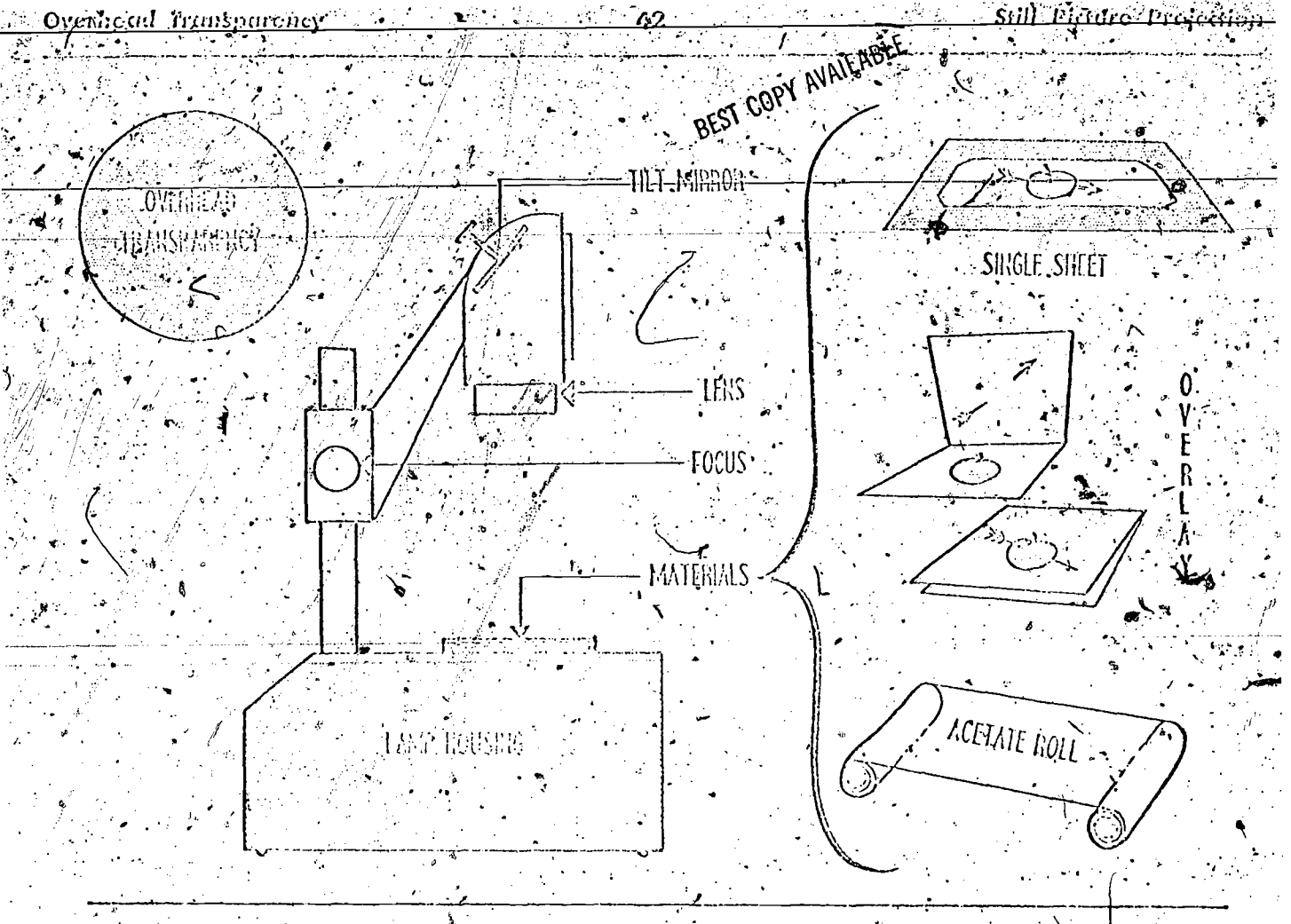

THE OVERHEAD TRANSPARENCY

The overhead transparency projector is a reflected projection system and is used at the front of the room. The operator sits beside the machine, facing the audience, the picture being "thrown" over the head of the instructor. One of the unique features of this projector is its effectiveness in a well-lighted room. Room darkening is not required.

As on the overhead slide projector, the lens-mirror unit is combined on this machine. To focus, the lens rotate the knob on the upright support post. This moves the entire lens-mirror unit up or down. The mirror is enclosed in the lens holder. It is adjusted by a control at the top rear of the unit. Tilting the mirror adjusts the image up or down on the screen. The projector itself does not tilt.

Materials are placed "as you read them" on the flat, open plate above the lamp housing, with the bottom edge of the material closest to the screen. The operator, facing the audience and looking down at the material on the projector, sees the material just as the audience sees the image on the screen.

Materials for this projector are large (up to 10" wide) clear acetate sheets or rolls. *Sheets* are usually prepared in advance, in any of the variety of media available. *Rolls* are used primarily as "continuous chalkboards." Grease pencils become "chalk" and a soft cloth serves as an eraser. The roll, in special holders on the machine, can be cranked forward or backward to develop new concepts or review the old.

Single sheets may be combined to form *overlays*—two or more sheets hinged together to create an increasingly complex illustration. Each sheet "laid over" the first sheet adds some new elements. Materials prepared on the separate sheets must match the size and shape of the basic illustration precisely. The sheets are hinged together with tape so that they will fall into place accurately.

Producing Transparencies

Single-sheet transparencies and overlays can be produced either by simple printing procedures or by direct copying on the surface of sheets.

The printing procedures involve variations of chemical and photographic processes. Special chemically treated "film," or transparency sheets, are needed. These sheets are exposed to light while covered with the material to be copied. The film is then "developed" by one of a variety of chemical processes. Sheets can be secured in a variety of colors, although any single sheet will reproduce only one color. Simple and relatively inexpensive printing and developing equipment is required.

The entire printing technique for these machines is undergoing rapid development. New processes and equipment are

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appearing at a rapidly increasing rate. Readers are urged to consult the references on Materials Production in the Appendix and to contact the manufacturers of the equipment for further information.

Drawings may be prepared on transparency sheets in a variety of ways. *Grease pencil* may be used and wiped off. Special inks may be used for more permanent and transparent color. Transparent *printed cellophane* sheets with adhesive backing are available. The printed cellophane is cut to the dimensions of the drawing, peeled off its protective backing, and pasted on the acetate transparency sheet.

Acetate transparency sheets with an adhesive surface are now available for a new *heat-lift* process. Some national magazines are printed on a clay-coated paper, which suspends the printing ink on the surface. When such pages are used in the heat-lift process, the printed picture is literally lifted off the paper and transferred to the transparent sheet.

The adhesive side of the transparent sheet is placed next to the magazine picture (Step A). Smoothed and pressed together, the two items are subjected to even heat and pressure (Step B). When they are firmly locked together, they are slipped into a water solution with a wetting agent, which, in a brief time, separates the paper from the acetate sheet (Step C). In this process, the printing ink has been lifted from the surface of the paper and now adheres to the once sticky surface of the transparency sheet.

The application of heat and pressure is best accomplished by means of a photographer's dry-mount press. It is advisable to let the pressed material separate in its own time. However, a little experimentation will prove what is best in your own circumstances. Test a few advertisements first before risking selected teaching illustrations.

Only clay-coated paper magazines are suitable for the heat-lift process. *Life*, *Time*, and *Holiday* are good examples; *National Geographic* is not suitable. You can test for the proper surface by rubbing the paper with a wet finger; clay surface will leave a thin white coating on your finger tips.

Sometimes the clay leaves a hazy white coating on the finished transparency. This can be cleaned by very careful swabbing with cotton. Too little heat and/or pressure may result in bubbles or pin points of white on the finished transfer. Separating the paper and the transparency too fast may strip the paper or peel the print from the transparency. Careful, methodical work is needed at every step, but anyone can learn the process in thirty minutes.

At the present time almost no commercially prepared materials are available in finished, printed transparency sheets. A few are available for mathematics, science, and business subjects. Locally produced materials are still distributed only from the major cities. However, the tremendous potential of the overhead transparency projector and its material makes it well worth the extra effort needed to use these tools.

DIRECT-SURFACE COPY FOR TRANSPARENCIES

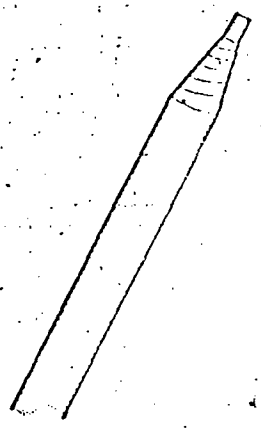

GREASE PENCIL

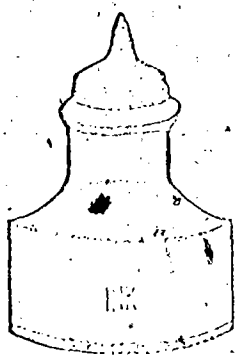

SPECIAL INK

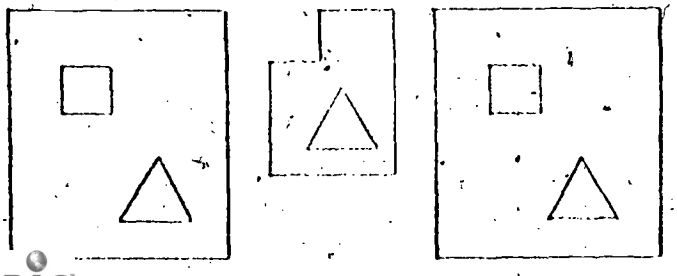

ADHESIVE PAPER CUT AND MOUNTED

ADHESIVE HEAT-LIFT

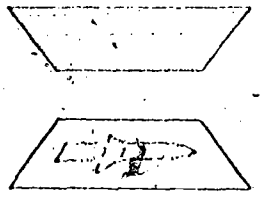

ADHESIVE SURFACED FILM PLACED ON PICTURE-SURFACE

STEP A

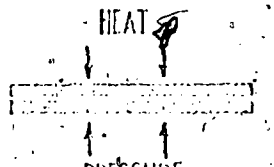

STEP B

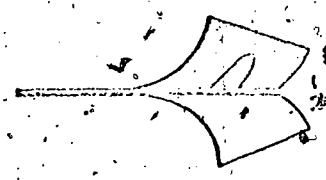

FILM AND PAPER SEPARATED IN WATER

STEP C

TERIALS: (continued)

Item No.	Description	Quantity	Estimated Unit Cost	Total
Booklets:				
#586-5209	American Economy	60	$1.00	$ 60.00
Buy A Home	(Checklist of factors to consider.)	60	.25	15.00
Home Financing	(How to arrange for a mortgage.)	60	.25	15.00
Buy a Car?	(Tests you can make & Tell-tale signs of Wear.)	60	.25	15.00
Don't Be Gypped	(Lists some of today's fraudulent sales practices.)	60	.25	15.00
The Law	(Important & interesting points of law you should know.)	60	.25	15.00
Your Legal Rights		60	.25	15.00
Federal Truth in Lending Law		60	.08	4.80
Credit Cards--Thirty Days, etc.		60	.15	9.00
The Licensing & Regulation, etc.		60	.05	3.00
The Tax Relief For The Elderly Law		60	.03	1.80
Door To Door Selling Law		60	.07	4.20
The Sale Price Law		60	.03	1.80
The Truth In Packaging Law		60	.03	1.80
The Truth In Lending Law		60	.09	5.40
The Wage Garnishment Law		60	.05	3.00
Consumer Credit		60	.20	12.00
Thirty Days To Reality		60	.09	5.40
			Total Cost.....	$202.20
Two Reams of Paper = FINAL REPORT ON SEMINAR(S).....				7.80
			GRAND TOTAL COSTS.....	$210.00

CONSUMER EDUCATION STUDY CENTER - RESOURCE LIST
(See Key* Last Page)

Item No.	Description/Title	Key*	Source	Purchased by State Grant	Meriden	Subject to Change Unit Cost
1	Buyer Beware 1965 author: Fred Trump	B	Abington Press 55 East 55th Street N. Y., N. Y. 10022	x		$ 3.50
2.	Consumer Choice in the American Economy 1966 author: Carolyn Bell	B	Random House 201 East 50th Street N. Y., N. Y. 10022	x		8.50
3.	Consumer in the Marketplace author: Levy, Leon et al	B	Pitman Company 20 East 46th Street N. Y., N. Y. 10017	x		6.00
4.	Consumer's Handbook author: Paul Farges	B	Hawthorne Company 75th Avenue N. Y., N. Y. 10011	x		5.95
5.	Innocent Consumer vs the Exploiter author: Sidney Margolis	B	Trident Press Company 630 5th Avenue N. Y., N. Y. 10020	x		4.95
6.	Consumer Problems & Personal Finance, 3rd Edition 1965 author: Arch W. Troelslnip	B	McGraw-Hill Book Company 330 West 42nd Street N. Y., N. Y. 10036	x		9.50
7.	Instructor's Manual (6)	Bg	ditto	x		1.50
8.	Enjoying Family Living #S-8554	B	NASCO Home Ec. Supplies Fort Atkinson, Wis. P.O. Box 3837		x	6.28
9.	Food Buying 1962 author: Carlton E. Wright	B	The Macmillan Company Riverside, N. J. 08075	x		7.95
10.	Buyer Attitude & Brand Choice Behaviour 1969 author: G.S. Day	B	ditto	x		8.50
11.	Consumer Buying for Better Living #R-3024H	B	NASCO Home Ec. Supplies P.O. Box 3837 Fort Atkinson, Wis.	x		9.95

CONSUMER EDUCATION STUDY CENTER - RESOURCE LIST
(See Key* Last Page)

Item No.	Description/Title	Key*	Source	Purchased by State Grant	Meriden	Subject to Change Unit Cost
2.	Choosing & Using Home Equipment #R-3072H	B	NASCO Home Ec. Supplies P.O. Box 3837 Fort Atkinson, Wis.	x		$ 3.95
3.	Heloise's House-keeping Hints	B	ditto		x	4.95
4.	Management in Family Living #SB-563H	B	ditto		x	9.95
5.	You Are A Consumer of Clothing (paperbound) #SB-543H	B	ditto	x		2.96
6.	Your Family & Its Money #S-8889H	B	ditto	x		5.20
7.	Family Record Book #B-763H	B	ditto	x		1.95
8.	Personal Finance	B	Ronald Press Company 79 Madison Avenue N. Y., N. Y. 10016		x	9.00
9.	How to Make the Most of Your Money	B	Meredith Press 250 Park Avenue N. Y., N. Y. 10017		x	10.00
20.	Facts About Mershandise	B	Prentice-Hall, Inc. Englewood Cliffs, N. J. 07632	x		6.95
21.	Managing Personal Finances	B	ditto	x		8.00
22.	Fashion & Fabrics	B	J.C. Penny Co., Inc. Ed. & Cons. Relations 1301 Ave. of the Americas N. Y., N. Y. 10019	x		12.00
23.	Consumers All Yearbook of Agriculture	B	Superintendent of Documents U.S. Government Printing Office Washington, D. C.	x		4.50

Item No.	Description/Title	Key*	Source	Purchased by State Grant	Meriden	Subject to Change Unit Cost
24.	Know Your Merchandise author: Wingate, Gillespie & Addison	B	McGraw-Hill Book Co. Box 404 Hightstown, N. J. 08520	x		$ 6.50
25.	Housing & House Management	B	The Macmillan Co. P.O. Box 2472 Church Street Station N. Y., N. Y. 10008	x		9.00
26.	Consumer Education Program	B	Ginn & Company 125 Second Avenue Waltham, Mass. 02154	x		5.12
27.	The Consumer of the Seventies	Bls	National Industrial Conference Board, Inc. 845 Third Avenue N. Y., N. Y. 10022	x		3.00
28.	American Economy #586-5209	Bls	Channing L. Bete Co., Inc Greenfield, Mass.	x		1.00
29.	Buy A Home?	Bls	ditto	x		0.25
30.	Buy A Car?	Bls	ditto	x		0.25
31.	Don't Be Gypped	Bls	ditto	x		0.25
32.	The Law	Bls	ditto	x		0.25
33.	Your Legal Rights	Bls	ditto	x		0.25
34.	Home Financing: How to Arrange A Mortgage	Bls	ditto	x		0.25
35.	Everybody's Money	ph	Credit Union; National Ass. Madison, Wisconsin	x		1.00
36.	Sense with Dollars	ph	Doubleday & Company Garden City, N. Y. 11530	x		1.45

Item No.	Description/Title	Key*	Source	Purchased by State Grant	Meriden	Subject to Change Unit Cost
37.	Overweight	Bls	Consumers Union Book Department Mount Vernon, N. Y. 10550	x		$ 2.00
38.	The Medical Messiahs	Bls	ditto	x		2.00
39.	The Dark Side of the Marketplace	Bls	ditto	x		1.75
40.	CU Report on Life Insurance	Bls	ditto	x		1.50
41.	Food For the Young Couple-	ph	Superintendent of Documents U.S. Government Printing Office Washington, D.C.		x	0.10
42.	Small Loan Laws	Bls	Bureau of Business Res. Western Reserve Univ. Cleveland 6, Ohio	x		0.35
43.	Consumer Credit Facts For You	Bls	ditto	x		0.30
44.	Credit Cards #67-83	ph	Agriculture Publications College of Agriculture University of Conn. Storrs, Conn. 06268.	x		0.15
45.	Tax Relief For the Elderly #67-87	ph	ditto	x		0.03
46.	Door to Door Selling Law #67-88	ph	ditto	x		0.04
47.	Sales Price Law #67-89	ph	ditto	x		0.03
48.	Truth in Packaging Law #67-90	ph	ditto	x		0.03
49.	Truth in Lending Law #67-81	ph	ditto	x		0.09
50.	Wage Garnishment Law #67-86	ph	ditto	x		0.05
51.	Consumer Credit Law #68-4	ph	ditto	x		0.15

CONSUMER EDUCATION STUDY CENTER -- RESOURCE LIST
(See Key* Last Page)

Item No.	Description/Title	Key*	Source	Purchased by State Grant	Meriden	Subject to Change Unit Cost
1.	Journal of Home Economics	m	American Home Ec. Assoc. 1600 20th Street N.W. Washington, D.C. 20009	x		$ 10.00
2.	U.S. News & World Report	m	Pinks Magazine Company 262 Lydale Place Meriden, Conn. 06450	x		12.00
3.	Changing Times	m	ditto	x		6.00
4.	Consumer Bulletin w/Annual	m	ditto	x		8.00
5.	Consumers Report w/Annual	m	ditto	x		6.00
6.	Better Homes & Gardens	m	ditto	x		4.00
7.	Good Housekeeping	m	ditto	x		5.00
8.	Look	m	ditto	x		5.00
9.	Ladies Home Journal	m	ditto	x		4.00
10.	McCall's	m	ditto	x		3.95
11.	American Council on Consumer Interests	m	American Council on Consumer Interests 238 Stanley Hall University of Missouri Columbia, Missouri 65201		x	3.00
12.	What's New in Home Economics	m	What's New In Home Economics 466 Lexington Avenue N. Y., N. Y. 10017		x	4.00

CONSUMER EDUCATION STUDY CENTER - RESOURCE LIST
(See Key* Last Page)

Item No.	Description/Title	Key*	Source	Purchased by State Grant	Meriden	Subject to Change Unit Cost
1.	State Course of Study in Home Ec. Jr-Sr High Vol. #3	Cg	State Board of Ed. Dept. of Education Attn: Home Ec. Div. Montgomery, Alabama	x		$ 5.00
SIMULATION GAMES:						
1.	Ghetto	ga	Western Pub. Co. School & Library Dept. 150 Parish Drive Wayne, New Jersey	x		20.00
2.	Economic System	ga	ditto	x		25.00
3.	Consumers	ga	ditto	x		30.00
4.	Life Careers	ga	ditto	x		35.00
1.	What Is A Contract	F	Coronet Film Sales Dept. 65 East-South Water St. Chicago, Ill. 60601	x		65.00
2.	Alice in Numberland 15 min color #51181	Fr	Educational Films Visual Aids Service University of Ill. Champaign, Ill. 61820	x		2.40
3.	Getting Your Money's Worth 10 min b/w #1 #52278	Fr	ditto	x		2.40
4.	Getting Your Money's Worth #2, 10 min b/w #52279	Fr	ditto	x		2.40
5.	Getting Your Money's Worth #3, 10 min b/w #52280	Fr	ditto	x		2.40
6.	Your Family Budget 10 min b/w #02961	Fr-	ditto	x		2.60

CONSUMER EDUCATION STUDY CENTER - RESOURCE LIST
(See Key* Last Page)

Item No.	Description/Title	Key*	Source	Purchased by State Grant	Meriden	Subject to Change Unit Cost
7.	Installment Buying 10 min b/w #01995	Fr.	Educational Films Visual Aids Service University of Ill. Champaign, Ill. 61820	x		$ 2.60
8.	Your Thrift Habits 2d Ed. b/w, #02974	Fr	ditto	x		2.60
9.	Preserving Foods 10 min b/w, #02507	Fr	ditto		x	2.60
1.	4-H Home Improvement Family Living Project Ideas #01651-508 (50 2x2's)	S	NASCO Home Ec. Supplies Fort Atkinson, Wis. 53538		x	22.50
2.	Planning & Time Management For Meal Preparation #021754 (30 2x2's)	S	ditto		x	12.00
3.	The How & Why of Packaging #02170H	S-	ditto	x		5.00
4.	Four Steps to Carpet Beauty #017984	S	ditto			
5.	Be A Better Shopper; Buying In A Super Market	S	Cooperative Extension College of Home Ec. Martha VanRensselaer H Cornell University Ithaca, N. Y. 14850		x	20.00
6.	Dr. Quack's Clinic	S	ditto		x	4.25
7.	What Is Consumer Credit? (H S Level)	S	ditto		x	2.50

CONSUMER EDUCATION STUDY CENTER - RESOURCE LIST
(See Key* Last Page)

Item No.	Description/Title	Key*	Source	Purchased by State Grant	Meriden	Subject to Change Unit Cost
1.	The Consumer Decides	fs	J.C. Penny Company Dept. of Ed. Relations 1301 Ave. of Americas N. Y., N. Y. 10019	x		$ 6.00
2.	Decision Making for the Consumer	fs	ditto	x		10.00
3.	The Family Goes Shopping	fs	Long Filmslide Service 7505 Fairmont Ave. El Cernito, Calif. 94530	x		5.00
4.	Consumer Filmstrip Series: 1. Our Role As Consumers 2. Consumer In the Marketplace 3. Consumer In Action	fs	Institute of Life Ins. Park Avenue N. Y., N. Y. 10017	x		10.35
5.	Dollar Series: 1. Dollars for Security 2. Directing Your Dollars 3. Dollars for Health	fs	ditto	x		10.00
6.	The Role of Consumers	fs	Joint Council on Ec Ed 2 West 46th Street N. Y., N. Y. 10036	x		7.00
7.	What Makes People Buy, H&C 1963, with 35mm & Record	fs	ditto	x		25.00
8.	Consumer Buying Guide Filmstrip Kits:	fs	J. C. Penny Company (See above)			
	1. How to Buy Shoes #42029			x		3.00
	2. How to Buy Sheets & Pillowcases #42031			x		3.50
	3. How to Buy A Sweater			x		3.00
9.	Clothing Techniques for Construction #83194	fs	ditto		x	35.00

CONSUMER EDUCATION STUDY CENTER - RESOURCE LIST
(See Key* Last Page)

Item No.	Description/Title	Key*	Source	Purchased by State Grant	Meriden	Subject to Change Unit Cost
10.	The American Economy Filmstrip Series	fs	National Ass. of Manufacturers 277 Park Avenue N. Y., N. Y. 10017	x		$110.00
11.	Value of Your Dollar #3833M	fs	Stanley Bowmar Co. 4 Broadway Valhalla, N.Y.10595	x		7.63
12.	Grooming for Girls	fs	ditto		x	31.50
13.	Cooking Series	fs	ditto		x	32.50
14.	Teen Guide to Homemaking	fs	ditto		x	53.30
15.	Consumer Ed. Series	fs	ditto		x	72.50
16.	Managing Your Money	fs	ditto		x	37.35
17.	New Room in Your Kitchen	fs	What's New In Home Ec 466 Lexington Ave. N. Y., N. Y.		x	2.50
18.	Small Wonders in Your Kitchen	fs	ditto		x	2.00
19.	How to Save Thirty Minutes a Day	fs	ditto		x	2.00
20.	Managing Your Money, Set	fs	McGraw-Hill Text Film 330 West 42nd St. N. Y., N. Y. 10036	x		37.00
21.	Learning to Manage Money	fs	ditto	x		6.00
22.	So Your Budget Won't Budge	fs	ditto	x		6.00
23.	Teenage Allowances	fs	ditto	x		6.00
24.	Your Retail Store	fs	ditto	x		6.00
25.	Yours For the Best	fs	ditto	x		6.00

CONSUMER EDUCATION STUDY CENTER - RESOURCE LIST
(See Key* Last Page)

Item No.	Description/Title	Key*	Source	Purchased by State Grant	Meriden	Subject to Change Unit Cost
26.	How to Buy Eggs	fs	The Photo Lab, Inc. 3825 Georgia Ave. N.W. Washington, D.C. 20011	x		$ 5.50
27.	Resource Kit for Teaching Consumer Education	misc	Changing Times Ed. Ser Suite G-82 1729 H Street N.W. Washington, D.C. 20006	x		22.50
28.	Understanding Today's Textiles (Record & Filmstrip)	fs	J.C. Penny Co., Inc. 1301 Ave. of the Americas N. Y., N. Y. 10019	x		5.00
29.	How to Select Fabrics for Garments (fs & Guides)	fs	ditto	x		3.00
30.	Homes Are For People, Set	fs	ditto	x		7.00
31.	How to Furnish A First Home (Teaching unit for 30)	misc	ditto	x		2.75
32.	Our Credit Economy, Set	fs	Guidance Associates, Inc. Pleasantville, N.Y. 10008	x		35.00
33.	Our Money System, set	fs	ditto	x		18.00
34.	Silhouettes of Fashion	fs	Consumer Information Services, Dept 703 7401 Skokie Boulevard Skokie, Ill. 60076		x	2.50
35.	Insurance with Guide	fs	International Film Bureau, Inc. 332 South Michigan Ave. Chicago, Ill. 60604	x		5.00

CONSUMER EDUCATION STUDY CENTER - RESOURCE LIST
(See Key* Last Page)

Item No.	Description/Title	Key*	Source	Purchased by State Grant	Meriden	Subject to Change Unit Cost
1.	Classtoons, Comprehensive Series Co-Ed/Forecast	T	Co-Ed Forecast, Inc. 904 Sylvan Avenue Englewood Cliffs, N.J. 07632	x		$ 22.50
2.	Management, VM & VT	T	ditto	x		26.50
3.	Consumer Education	T	ditto	x		22.50
4.	Basic Figure Problems #6901	T	ditto		x	10.00
5.	Basic Food Preparation Tech.	T	ditto		x	6.25
6.	Home Furnishings & Equipment #6903	T	ditto	x		6.25
7.	Fashion & Clothing Construction #6909	T	ditto		x	33.75
8.	Home Furnishings & Equipment #6910	T	ditto	x		20.75
9.	Balance Family Finances: #259-907 (Budgeting)	T	GAF Corporation Reprographic Services 140 West 51st Street N. Y., N. Y. 10020	x		5.90
	#259-908 (Planning Steps)	T	ditto	x		5.90
	#259-909 (Budget Book)	T	ditto	x		5.90
	#259-928 (Buying Bed Linens)	T	ditto	x		5.30
	#259-924 (Convenient Storage)	T	ditto		x	6.75
	#259-925 (Gen Storage Rules)	T	ditto		x	4.95
	#259-927 (Storage Suggest.)	T	ditto		x	6.20
10.	Food Guide Basic Four	T	ditto		x	5.35

CONSUMER EDUCATION STUDY CENTER - RESOURCE LIST
(See Key* Last Page)

Item No.	Description/Title	Key*	Source	Purchased by State Grant	Meriden	Subject to Change Unit Cost
1.	Daily Food Variety	T	ditto		x	$ 5.70
2.	Menu Planning-Decision	T	ditto		x	4.50
3.	Menu Planning-Sound Reasoning	T	ditto		x	4.20
4.	Planning A Menu	T	ditto		x	4.50
5.	Management in Dollars	T	3M Company P.O. Box 1962 New Haven, Conn.	x		35.00
6.	Management in Practice	T	ditto	x		35.00
7.	A Primer For Consumer Thinking #15 (Set of 10)	T	Consumers Union, Inc. 256 Washington St. Mount Vernon, N.Y.10550	x		15.00
1)	Consumer Color Chart #1602	misc	American Home Ed. Assn. 1600 Twentieth St. N.W. Washington, D.C. 20009		x	3.25
8.	Fashion Line, Design & Coordinated Acces.	T	Simplicity Pattern Co. 200 Madison Avenue N. Y., N. Y. 10016		x	1.00
2)	Budget Gadget	misc	Guides to Buying Gadgets P.O. Box 38161 Los Angeles, Calif. 90038		x	0.50

Item No.	Description/Title	Key*	Source	Purchased By: State Grant	Meriden	Subject to Change Unit Cost
	Overhead Projector, Beseler G-100SS, Roll Attachment, Roll	AV	H.B. Motion Pictures Service Audio Lane New Haven 11, Connecticut	x		$ 82.00
	Film Loop Projector, Technicolor 810-A	AV	Ditto	x		149.00
	Filmstrip Projector-Viewlex V-8, with 2" Lens	AV	Ditto	x		45.00
	Tape Recorder, Wollensak T-1520 AV, with Mikado headset	AV	Ditto	x		161.50
	Record Player, Caliphone 1430-A, with Mikado headset	AV	Ditto	x		68.85
	Carrals, CTL	AV/Eq	E & J Associates, Inc. Middlesex Turnpike, Old Saybrook, Conn.		x	139.00
	Furniture (Tables, Chairs Lamps, etc)	Fur.	Not Applicable*		x	NA*
	Rug, Pleateau, 88 2/3 yds. with fire resistant standards, Hill-Burton Act, Pad of hair and jute also meeting fire tests standards, all other materials & labor to lay.	R	McBride Wayside Furniture Co. 2585 Berlin Tnpk. Newington, Conn. 06111		x	525.00

Item No.	Description/Title	Key*	Source	Purchased By: State Grant	Meriden	Subject to Change Unit Cost
1	What Is Credit? Should I Use Credit?	FC	Univ. of Conn. Attn: Mrs. Fetterman, Phd Home Ec. Storrs, Conn. 06268	x		$ 4.25
2	My Credit Contract-Figuring the Cost of Credit	FC	Ditto	x		3.50
3	Will & Wont's of Credit	FC	Ditto	x		3.50
4	Sources of Credit	FC	Ditto	x		5.00
5	Credit Cards	FC	Ditto	x		5.25
6	Truth in Lending	FC	Ditto	x		3.50
7	Debt Pooling Law	FC	Ditto	x		3.75
8	Wage Garnishment	EC	Ditto	x		5.00
KIT:						
1	Babysitting	K	Harcourt, Brace & World, Inc. 757 3rd Avenue Pleasantville, New York 10570		x	35.00
2	Collegiate Nursing	K			x	18.00
3	Getting & Keeping Your First Job	K			x	35.00
4	If You're Not Going To College	K	Ditto		x	35.00
5	New Horizon-Food Careers	K	Ditto		x	18.00
6	New Look Home Economics	K	Ditto		x	18.00
7	Think of Others First	K	Ditto		x	35.00

KEY*

B = Book

Bls = Booklets

Bg = Book Guide

ph - Pamphlets

m = Magazines

Cg = Curriculum Guide

ga = Games

F = Film

Fr = Film Rental

S = Slides

fs = Film Strip

misc = miscellaneous/kit/teaching unit

T = Transparencies

AV/Eq = Audio-Visual Equipment

Fur = Furniture

R = Rug/Carpet

FC = Flip Chart

K = Kit

SOURCES OF EQUIPMENT AND AUDIO-VISUAL SOFTWARE AND OTHER MATERIALS
(Resources Utilized in Selection)
May/June 1970

ame of Publication	Source	Address	Zip Code
ssociation Films Catalogue	Association Films, Incorporated	347 Madison Ave. New York, New York	10017
oronet Films Catalogue	Coronet Instructional Films	65 East South Water St. Chicago, Illinois	60601
am Handy Film Catalogue	Jam Handy Organization	E. Grand Blvd. Detroit, Michigan	
cGraw-Hill Text-Film Catalogue	McGraw-Hill Book Company, Text-Film Div.	277 Park Avenue New York, New York	10036
odern Talking Pictures Catalogue	Modern Talking Pictures	3 E. 54th St. New York, New York	10022
ducational Motion Pictures Catalogue	Audio-Visual Center	Indiana University Bloomington, Indiana	47401
ducator's Guide to Free Films (30th Ed)	Educators Progress Service, Inc.	Randolph, Wisconsin	53956
ducational Films Catalogue	Visual Aids Service Div. of Univ. Ext. Univ. of Ill.	Champaign, Illinois	61820
aily-Film Associates Catalogue	Baily-Film Associates	11559 Santa Monica Blvd Los Angeles, Cal.	90025
atalog of Films	The University of Conn. Films, A-V Center	Storrs, Connecticut	06268
ree & Inexpensive Learning Materials" 13th Ed.	George Peabody College for Teachers	Nashville, Tenn.	37203
nstructional Films Catalogue	Conn. Dept. of Education	P. O. Box 2219 Hartford, Conn.	06115
S. Govt. Films Cir. #655 OE-34006	U. S. Dept. of HEW, Office of Educ.	Supt. of Documents Washington, D.C.	
inger Education & Training Catalogue	Singer Educ & Trng Products, Society for Visual Education, Inc.	1345 Diversey Parkway Chicago, Illinois	60614
e New York Times Film Division	The New York Times	Times Square New York New York	10036
anley Bowmar Catalogue	Stanley Bowmar Company	12 Cleveland St. Valhalla, New York	10595
erling Movies Catalogue	Sterling Movies USA, Inc.	43 West 61st St. New York, New York	10023

SOURCES OF EQUIPMENT AND AUDIO-VISUAL SOFTWARE AND OTHER MATERIALS

(Resources Utilized in Selection)
May/June 1970

Name of Publication	Source	Address	Zip Code
ARM Catalogue	ERIC Clearinghouse on V-T Educ., The Center for V-T educ. Ohio State University	1900 Kenny Road Columbus, Ohio	43210
AIM Catalogue	(see above)		
"Helping Familes Manage Their Finances: (Phamplet)	Home Economics Research Report #21, U.S. Dept. of Agric., 1968 Consumer & Food Economics Research Div., Agric. Research Serv.	Supt. of Documents U.S. Government Printing Office, Washington, D.C.	20402
"Consumer Credit For You"	Bureau of Business Research Western Reserve University	Cleveland, Ohio	
"Small Loan Laws"	(Phamplets)		
Co-Ed/Forecast	Co-Ed/Forecast,	904 Sylvan Ave. Englewood Cliffs New Jersey	07632 (visuals)

Better Business Bureau of Metropolitan New York, 220 Church St., New York, New York.
The straight pitch: Some facts about low balling and high balling in buying a car.

California State Consumer Council Office, State Capital Bldg., Sacramento, Calif.
Tomorrow's families.

Channing L. Bete Co., Box 112, Greenfield, Mass. 01301
The ABC's of home furniture.
The ABC's of life insurance; a scriptographic booket. 25¢.
About extended care. (Medicare)
Medicare and you; how it helps pay hospital and doctors' bills after 65. 1965. 25¢.
Social security and you.
What everyone should know about health insurance; a scriptographic booklet. 1966 25¢.
You and home health care. (Medicare)
You and your life insurance agent; a scriptographic booklet. 1966. 25¢.

SOURCES OF EQUIPMENT AND AUDIO-VISUAL SOFTWARE AND OTHER MATERIALS

(Resources Utilized in Selection)
May/June 1970

Name of Publication - Source - Address - Zip Code

Pamphlets

American Bankers Association, Banking Education Committee, 90 Park Ave., New York, New York 10016

A.B.A. film guide.
List of materials on money and banking for elementary and secondary schools.
The story of American banking. 1963.
Using bank services.

American Cancer Society, 219 E. 42nd St., New York, N.Y. 10017

I have a secret cure for cancer.

AFL-CIO, Industrial Union Department, 815 Sixteenth St., N.W., Washington D.C. 20406.

Consumer, beware! Pub. No. 47. 1965.
In your interest. Pub. No. 39. 1961.

Ameridan Home Economics Association, 1600 Twentieth St., N.W. Washington, D.C. 20009.
Send for educational materials.

American Medical Association, Dept. of Health Education, 935 N. Dearborn St., Chicago, Ill. 60610.

Beware of health quacks.
Defenses against quackery.
How teens set the stage for alcoholism.
Mechanical quackery.
Merchants of menace.
Nostrums and quackery.
Proceedings of the National Congress on Medical Quackery. October 25-26, 1963.
Resource unit for the senior high school.

Baltimore Urban League, 2404 Pennsylvania Ave., Baltimore 17, Myld.

Oeconomia: clothing, by S. L. Myers.
Oeconomia: family budgeting, by T.V. Winder.
Oeconomia: housing.

Better Business Bureau, Education Division, Chrysler Bldg., New York, N.Y. 10017
(or available from your local office.)

Automobiles on the installment plan.
Buying new or used cars.

SOURCES OF EQUIPMENT AND AUDIO-VISUAL SOFTWARE AND OTHER MATERIALS

(Resources Utilized in Selection)
May/June 1970

Name of Publication - Source - Address - Zip Code

Citizens and Southern National Bank, Atlanta, Ga.
Money management.

Colorado State College, Council on Consumer Information, Greeley, Colo. 80631
Consumers Look at labels, by J. V. Coles, 1964. 50¢

Cooperative League of the U.S.A., 59 E. Van Buren St., Chicago, Ill. 60605.
Free values in cooperative housing.

Council for Advancement of Secondary Education, 1201 Sixteenth St., NW.
Washington, D.C. 20036.

Money and banking in the American economy, by Weldon Welfling, 1960 (C.A.S.E. Economic Literacy Series No. 3.)

C.U.N.A. International, Inc., Public Relations Department, Box 431, Madison, Wis. 53701.
Help your child learn about money. (Consumer Facts Series.)
Money management for young couples. (Consumer Facts Series.)
A teacher's guide to credit unions.

Grocery Manufacturers of America, 205 E. 42d St., New York, N.Y. 10017.
The label tells the story.
What consumers think.
Your grocery dollar.

Hampton Roads Educational Television Association, 5200 Hampton Blvd., Norfolk 8, Va.
High school economics - personal finance.

Health Insurance Institute, Dept. W, 277 Park Ave., New York, N.Y. 10017.
A list of worthwhile health insurance books (an annual list)
The new abc's of health insurance.
Our family's health insurance - do we know the answers?

Household Finance Corporation, Prudential Plaza, Chicago, Ill. 60601.
The role of the consumer - and of consumer credit - in our economy, by Dr. E.A. Dauer.

Institute of Life Insurance, Educational Division, 277 Park Ave., N.Y., N.Y. 10017.
Blueprint for tomorrow; rev. ed. 1958.
Buying life insurance; a guide for members of the armed forces.
A date with your future; rev. ed. 1966.
Handbook of life insurance, by R.W. Kelsey & A.C. Daniels, 1943.
How budgets work and what they do.

SOURCES OF EQUIPMENT AND AUDIO-VISUAL SOFTWARE AND OTHER MATERIALS

(Resources Utilized in Selection)
May/June 1970

Name of Publication - Source - Address - Zip Code

How much life insurance is enough?
Life insurance fact book, 1966.
Making the most of your money; lessons in consumer education for adults. 1966.
Moderns make money behave.
The search for economic security.
Search for economic security.
Sharing the risk; an approach to family economic security; rev. ed. 1958.
Who is the man who sells life insurance?
You and your family's life insurance.
Your life insurance and how it works.

Insurance Field Company, Inc. The., Louisville, Ky.
The interest return on cash value life insurance - high or low?, by M. A. Linton.

Kansas State University, Department of Home Economics, Manhattan, Kans.
Truth in lending, by Richard Morse. 1966. 50¢.

Massachusetts Laws, Statutes. Boston, Mass. The Consumers Council.
An act regulating certain retail installment sales and services. 1966.

Medical Society of the State of New York, 750 Third Ave., New York, N.Y. 10017.
Proceedings of the New York State Congress on Health Quackery. April 7, 1965.

Merrill Lynch, Pierce, Fenner, and Smith, Inc., 70 Pine St., New York, N.Y.
About this stock and bond business; what everybody ought to know.
Questions and answers about the stock market.

Missouri, University. Council on Consumer Information, Columbia, Mo.
A guide to family financial counseling, by C.V. Neal Jr. 1962. 50¢.
Shopping for credit, by Dr. R.L.D. Morse, 1966. 50¢. (Pamphlet No. 16.)

Mobilization for Youth, Inc., 214 E. Second St., New York, N.Y. 10009.
A handbook of landlord-tenant procedures and law, by N. E. LeBlanc, Associate Director, Legal Services Unit.

Money Management Institute. Household Finance Corp., Prudential Plaza, Chicago, Ill. 60601.
Money Management: your automobile dollar. 1963. 15¢.
Money management: your budget; rev. ed. 1965. 15¢.
Money management: your equipment dollar. 15¢.

New York State Banking Department, 100 Church St., New York, N.Y.
Know your rights...when you buy on time or finance insurance premiums. nd.

New York State Bar Association, 99 Washington Ave., Albany, N.Y. 12210
Request pamphlets prepared by the Committee on Public Information.)

New York State College of Home Economics, Cornell University, Ithaca, N.Y.
Nutritional sense and nonsense.
Nutrition needs: a guide to their reliability.

New York State Department of Agriculture and Markets, State Campus, Albany, N.Y. 12226.
The new story of agriculture and markets.

New York State Department of Labor, Division of Labor Standards, 80 Centre St., New York, N.Y. 10013.
Laws governing the employment of minors.

New York State Department of Labor, Office of Public Information, State Campus, Albany, N.Y. 12226.
How the New York State Labor Law protects you. 1965.

New York State Department of Law, Bureau of Consumer Frauds and protection, Albany, N.Y. 12224.
10 point guide for the careful investor.

New York State Department of Motor Vehicles, 504 Central Ave., Albany, N.Y. 12226.
Driver's manual. (see section on financial security.)
Vehicle and Traffic Law; 1966 ed. Article 7.

New York State Department of Social Welfare, 112 State St., Albany, N.Y. 12201
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Public welfare in New York State. 1964.

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SOURCES OF EQUIPMENT AND AUDIO-VISUAL SOFTWARE AND OTHER MATERIALS

(Resources Utilized in Selection)
May/June 1970

Name of Publication - Source - Address - Zip Code

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F.H.A.'s cooperative housing program.
Mortgage insurance for urban renewal. (F.H.A. Bulletin No. 528.)

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Deception in the market place of the poor; the role of the Federal Trade Commission
Fight back: The ungentle art of self defense.
Guides against bait advertising.
Guides against debt collection deception.
Guides against deceptive packaging.
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Drugs and driving, some precautions for highway safety. Catalog No. FS 13,122:15. 1962. 15¢.
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Your money and your life; senior citizens and medical quackery. Catalog No. FS 13. 121:41. 1966.

U. S. Government Printing Office, Washington, D.C. 20402.
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Consumer protection foods. Catalog No. FS 13.102:C 76/pack-A. (Packet of 15 books.) 1.50.
Credit, master or servant? Catalog No. D2.14:PA-10. 1966. 25¢.
Facts for consumers, food additives. Catalog No. FS 13.111:10/2. 15¢.
F.D.A. approval of new drugs, facts for consumers. Catalog No. FS 13.111:21/2.10¢.
F.H.S. mortgage insurance for rental and cooperative housing for families of low and moderate income. Catalog No. HH 22:m 84/10/1966. 05¢.
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First facts about drugs. Catalog No. FS 13:111:21. 1966. 15¢.
Food for the young couple. Catalog No. A1,77:85, 10¢.
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SOURCES OF EQUIPMENT AND AUDIO-VISUAL SOFTWARE AND OTHER MATERIALS

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May/June 1970

Name of Publication - Source - Address - Zip Code

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Helping families manage their finances, by A.H. Jones, Catalog No. A1.87:21. 1963. 40¢.
Know your rights; what a working wife should know about her legal rights. Catalog No. L13:11:39. 15¢.
Managing your money. Catalog No. A1.77: 1964. 10¢.
Questions and answers on health insurance for the aged; about psychiatric and tuberculosis hospitals. Catalog No. FS 3:35:879. 1965. 10¢.
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Shopper's guide to U.S. grades for food. 1962. 10¢.
Things to know about Medicare. Catalog No. FS 3.35:877. 1966.
Understanding life insurance for the family. 1964.
When you use credit - for the family. 1965. 10¢.
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Health insurance for people 65 and over; hospital insurance and medical insurance. Catalog No. FS 3:35:883A. 1966. (OASI Ser. No. 883A.)

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(Resources Utilized in Selection)
May/June 1970

Name of Publication - Source - Address - Zip Code

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GENERAL

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Consumer bulletin. Consumers' Research, Inc., Washington, N.J. 07882. Monthly $5.

Consumer reports. Consumers' Union of the United States, Inc., 256 Washington St., Mount Vernon, N.Y. Monthly. $6.

Enforcement report--fraud, obscenity, extortion. U.S. Postal Inspection Service, Washington, D.C. Monthly.

Everybody's money. Credit Union National Association, Box 431, Madison, Wis. 53701. Quarterly.

Forbes magazine. Forbes, Inc., 70 Fifth Ave., New York, N.Y. 10011. Semimonthly. $7.50.

Home Furnishings daily. Fairchild Publications, 7 E. 12th St., New York, N.Y. 10003. Daily. $9.

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Motor trend. Peterson Publishing Co., Inc., Los Angeles, Calif. Monthly.

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Wall Street Journal. Dow Jones & Co., Inc., 44 Broad St., New York, N.Y. Daily except Saturday and Sunday. $24.

THIS BOOK HAS BEEN COLLATED AND BOUND BY
THE WORKSHOP PROGRAM INSTITUTED FOR THE
SPECIAL EDUCATION CLASSES AT THE MALONEY
HIGH SCHOOL, MERIDEN, CONNECTICUT.
FUNDED UNDER TITLE VI-A OF THE ELEMENTARY
AND SECONDARY EDUCATION ACT.
MR. FRANK PELLETIER - TEACHER IN CHARGE

ERIC

ACCESSION NUMBER: VT100609

PUBLICATION DATE: 71

TITLE: A CURRICULUM GUIDE FOR OCCUPATIONAL ORIENTATION AND EXPLORATION IN JUNIOR HIGH SCHOOL HOME ECONOMICS AND INDUSTRIAL ARTS.

PERSONAL AUTHOR: WILLIAMS, GRACE

DESCRIPTOR: *OCCUPATIONAL INFORMATION; *UNITS OF STUDY (SUBJECT FIELDS); *CURRICULUM GUIDES; *HOME ECONOMICS; *INDUSTRIAL ARTS; INDUSTRIAL EDUCATION; OCCUPATIONAL CLUSTERS; TEACHING GUIDES; VOCATIONAL EDUCATION

IDENTIFIER: *MEMPHIS CITY SCHOOLS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 542

ABSTRACT: AS PART OF PROJECT SPAN, THIS GUIDE CONTAINS A 3-WEEK UNIT OF STUDY FOR HOME ECONOMICS AND INDUSTRIAL ARTS CLASSES TO INTRODUCE CLUSTERS OF OCCUPATIONS IN THOSE FIELDS TO JUNIOR HIGH SCHOOL STUDENTS IN THE MEMPHIS SCHOOLS. AN ORIENTATION TO THE WORLD OF WORK AND DEVELOPMENT OF SELF-CONCEPT INTRODUCE THE UNIT. THE CONTENT OF EACH FIELD IS PRESENTED THROUGH GENERALIZATIONS, OBJECTIVES, EVALUATIONS, AND A 3-COLUMN TEACHING GUIDE OF CONCEPTS, ACTIVITIES, AND RESOURCES. OCCUPATIONS WITHIN EACH FIELD ARE PRESENTED BY JOB TITLE, JOB DESCRIPTION, EDUCATIONAL REQUIREMENTS, AND PERSONAL TRAITS NEEDED. AN APPENDIX CONTAINS MANY TEACHING AIDS INCLUDING CASE STUDIES, INVENTORIES, BULLETIN BOARD IDEAS, SAMPLE FORMS, LEARNING ACTIVITIES, BIBLIOGRAPHIES, AND SOURCES OF VISUAL AIDS. (MU)

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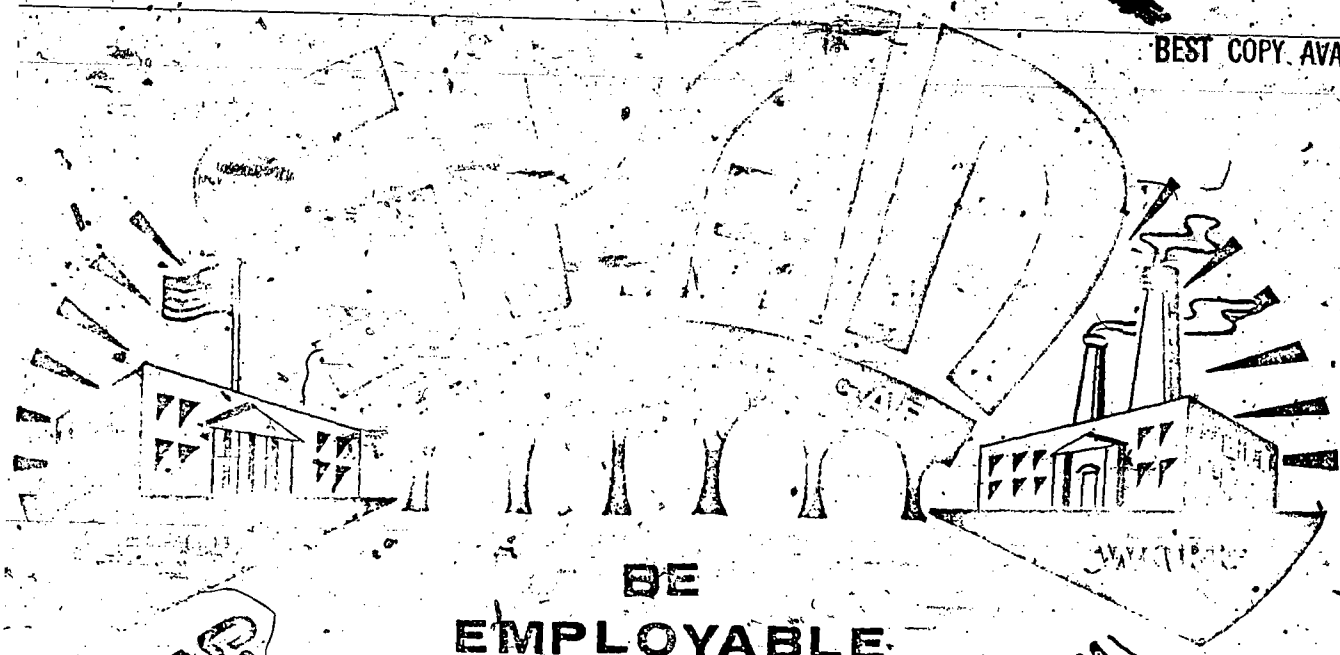

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A CURRICULUM GUIDE
FOR

OCCUPATIONAL ORIENTATION AND EXPLORATION

IN

JUNIOR HIGH SCHOOL

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HOME ECONOMICS
AND
INDUSTRIAL ARTS

VT 100 609

Division of Vocational Education
Memphis City Schools
1971

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A Curriculum Guide

for

OCCUPATIONAL ORIENTATION AND EXPLORATION

in

Junior High School

Home Economics
and
Industrial Arts

Division of Vocational Education
Memphis City Schools
1971

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FOREWORD

The specific purpose of this curriculum guide is for utilization in industrial arts and home economics classes as part of the junior high phase of the SPAN Project - An Accelerated Project for a Systems Program Approaching Non-Unemployment of Vocational Students. This exemplary project in Vocational Education is funded under Part D of Public Law 90-576, Project Number 0-361-0115 and Contract Number OEC-0-70-5181.

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INTRODUCTION

This curriculum guide is designed to assist the teacher in providing accurate occupational information to pupils so that they will be aware of the employment opportunities that are available to them and can select those high school courses that will prepare them for gainful employment.

Dr. Paul Briggs, superintendent of schools in Cleveland, has stated that a high school should have only two exits - one to higher education and the other to employment. The rationale for us who are primarily concerned with the junior high school pupil would be that there is only one exit from junior high school to high school. It is therefore, believed that an effective occupational orientation program in the junior high schools will close all exits except the one to high school. The middle school phase of Project SPAN proposes to help make the transition between junior high school and high school.

ORGANIZATION

This unit in occupational orientation is for junior high school students enrolled in industrial arts and home economics classes. Approximately three weeks may be allowed for this unit exclusively. However, various phases of the unit may be integrated into the current industrial arts and home economics curriculum. For example, as a culminating activity of the child care unit in home economics, the students may study job opportunities in the area of child care. Likewise, the industrial arts teacher may introduce or culminate a unit in woodwork by permitting the students to explore occupations in carpentry and related crafts. The laboratory activities suggested in the lesson guides are designed for ninth grade classes in home economics and industrial arts.

Guidance counselors and home room teachers may use parts of the unit for vocational and educational counseling and home room guidance. The unit is developed so that each part may be taught singularly.

SCOPE AND SEQUENCE

The teacher may use the curriculum guide in this unit in the sequence in which it is written or it may be adapted to the classroom situation.

The unit will cover the following concepts:

Orientation to the world of work
Understanding of self and others
Home economics related occupations
Occupations in distribution
Health occupations
Occupations in trades and industry
Office occupations

GENERAL OBJECTIVES

The ultimate purpose of this unit is to provide learning experiences to:

1. Foster the development of personal traits, attitudes, and habits that are necessary to success in the world of work.

2. Aid in developing an awareness of relevant factors, such as abilities, interests, values, goals and education and their relationship to occupational choices.

3. Familiarize students with a wide range of occupational areas to aid in formulating general vocational preferences.

4. Familiarize students with specific high school courses that offer training related to various desires, acquired skills, innate abilities and the projected demands of industry and business.

5. Help students acquire skills and the expertise that will facilitate decision making processes.

METHODS

Success in teaching an occupational orientation course depends primarily on the degree to which it is student-centered. Each student should be allowed to analyze his interests, talents, personal traits and abilities to see how he can fit into our vast economics system. Therefore, the students need to be "involved" from the very first day and throughout every phase of the course.

Questionnaires and/or pre-test may be used at the beginning of the course "to find" where the student is. A similiar instrument may be used at the end of the unit to measure the student's growth.

Case studies may be used to stimulate interest and to develop problem solving decision making techniques.

Students love to "get into the act". Socio-dramas may be used to teach many phases of this unit. This method along with other group activities is especially effective with the slow learner.

In working with the advanced or accelerated students, it is desirable to give them special projects that are more stimulating. Select learning experiences that will lead them to form concepts and generalizations independently. These students may be able to handle activities and projects that require outside research, study, and problem solving.

Artistic students in the class should be given special projects that will utilize their talent and give them a median for expressing their ideas and interest in the world of work. They may be asked to draw cartoons, set up displays, design posters, bulletin boards, and other visual aids.

Primary sources of occupational information are the worker and the employer. Therefore, students should have direct, personal contacts with employees and employers through personal interviews, field trips, and classroom symposiums. The students should be permitted to ask questions and discuss freely all aspects of the job.

"Learning by doing" is still considered the best educational method. Students should be permitted, when at all possible, to handle and use the tools and experience some activities of the workers. This can be achieved, to some extent, in industrial arts and home economics classes. In some cases, students may obtain part-time or summer jobs to earn money, and acquire some expertise in the world of work.

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ORIENTATION TO THE WORLD OF WORK

Generalizations:

1. An appreciation of the world of work in a democratic society helps one to understand the vital contribution made by each worker.

2. Knowledge of available job opportunities tends to help individuals plan for the achievement of goals.

3. Socio-economic and technical developments are continuing to require more skillfully trained people.

4. High school and post-high school vocational training offer preparation for a wide range of occupations.

Objectives:

Upon completion of this unit the students should be able to:

1. Identify three factors that affect the availability of jobs.

2. Discuss in written form or orally the value of work in a democratic society.

3. Relate in an essay the importance of vocational education as preparation for the world of work.

4. List the three primary sources of information regarding jobs.

5. Use objective criteria for examining various occupations.

6. Formulate clusters of occupations, when given a list of various jobs.

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CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
I. Relationship of employment to society A. Factors affecting today's job market B. National, State and local employment trends	Have resource person discuss employment trends, laws, regulations related to employment.	Chamber of Commerce or Tennessee Employment Security (see appendix)
C. Implications of employment trends for workers 1. Increased education	Class discuss new industries and businesses in Memphis area and affect on the community. Example: Schlitz Brewery	
2. Increased competition of workers	Class discuss businesses and industries that have closed. Considered closing or cut down on production and their affect on the community. Example: RCA.	Local newspapers
D. Benefits derived by individuals from work.		
II. Laws and regulations related to employment A. Child Labor Law B. Work hours C. Minimum wage D. Unemployment insurance and workmen compensation	Invite a person from the social security office to discuss social security. Have students get social security cards. Ask school guidance counselor to discuss child labor laws and working papers for minors.	Social Security Office Federal Office Building
E. Social security 1. Purposes 2. Coverage benefits 3. Eligibility contributions	Study references to determine laws and regulations, such as licenses, certificates, etc., pertaining to certain jobs. List on chalk board.	YOUR SOCIAL SECURITY, Superintendent of Documents, U. S. Printing Office
F. Fringe benefits of employment 1. Pension-bonus plan 2. Profit sharing	Have class committee survey local businesses to find out what fringe benefits they offer. (report to class)	Businesses in the community.

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
3. Vacations 4. Insurance 5. Unions	Discuss jobs which deal with "things", "people", or "ideas." How does one's personality affect choices of occupations?	"What Is A Job?" Singer Company
III. Factors affecting choice of job. A. Job preferences B. Job availability C. Job requirements D. Future prospects of job E. Nature of work F. Earnings	Define terms used in discussing occupations: white collar, blue collar, managerial service, professional, semi-professional, skilled, unskilled, clerical. Discuss kinds of education and their relationship to employability: general, vocational. Conduct a panel on the values of each.	FUTURE JOBS FOR HIGH SCHOOL GIRLS U. S. Department of Labor, pamphlet 7, Women's Bureau, U. S. Government Printing Office
IV. Preparation for a cluster of occupations A. Job trends B. Job location C. Job security	Discuss the meaning of job clusters. Invite vocational teacher from local high school to speak on preparation for job clusters. Groups participate in discussion to determine advantages of preparing for a job cluster. Each student identify the job cluster in the occupation in which he is interested.	"What Are Job Families?" Singer Company
V. Entrance into an occupation A. Methods of locating a job 1. Daily newspaper 2. Classified telephone directory	View film or filmstrip on getting a job. Summarize information presented.	HANDBOOK FOR YOUNG WORKERS Government Printing Office, Washington, 1965

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
3. Community services a. Tennessee Employment Security b. Chamber of Commerce c. Urban League d. School counselors		
B. Entrance on trial basis 1. Part-time work 2. Summer work 3. Co-op training	Interview students who have had part-time or summer jobs. Report to class how jobs were located.	
C. Methods of applying for a job.	Discuss contents of personal resume.	See appendix
1. Personal resume folder 2. Letters of application	Have English teacher work with students on writing a sample letter of application.	MAKING THE MOST OF YOUR JOB INTERVIEW New York Life Insurance Company
3. Application forms 4. Obtaining recommendations	Have pupils fill in sample application blanks from local employers.	THE JOB INTERVIEW Eye Gate House, Inc.
5. Personal interview a. Be punctual b. Dress appropriately c. Be well groomed d. Respond in a clear, concise and interested manner. e. Relax	Simulate a personnel office. Have students role play the right and wrong way to behave when being interviewed.	Sample application form in appendix HELPFUL HINTS APPLICATION FOR YOUNG JOB SEEKERS South Central Bell Telephone Company
D. Job analysis	Have each student do a job analysis on an occupation in which he is interested.	Sample form in appendix

E V A L U A T I O N

1. Note students' interest in resource person's presentation and questions asked.
2. Score individual projects using an objective rating device.
3. Confer with students individually to discuss their educational plans.
4. Note students' participation in panel discussion.
5. Note students' contribution to class discussion.
6. Check students' information obtained in interviews.
7. Observe students' attitude toward work.
8. Check students' understanding of concepts and attitudes toward work in written essays.
9. Use objective tests to determine retention of information.

UNDERSTANDING SELF AND OTHERS

Generalizations:

1. As a person improves his personal qualifications and acquires skills, his opportunities for employment tend to increase.

2. Both employers and employees make contributions to the job which can result in mutual satisfaction and effective job performance.

3. When one has an accurate concept of himself, he has a sound basis for making himself employable.

4. Continuous educational and vocational plans enable one to take advantage of educational and other opportunities for increasing employability.

Objectives:

Upon completion of this unit, the student should be able to accomplish the following objectives:

1. To demonstrate, through the ability to get along with others, increased maturity, self-understanding and understanding of others.

2. To list at least five personality traits that one must acquire to be successful at school and in the world of work.

3. To demonstrate, by improved personal appearance, the importance of being well groomed and the factors that affect it.

4. To demonstrate the ability to make independent and rational decisions when analyzing case studies.

5. To discuss orally or in written form the tangible and intangible advantages of personal efficiency.

6. To identify attitudes and characteristics which contribute to success in school and on the job.

7. Make a personal educational and vocational plan based on interests, skills and capabilities.

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
I. Identify personal goals, interests, and abilities	Pre-test to determine student's attitude toward self and work. Have students write an autobiography describing several factors that have influenced their lives and their plans for the future.	Sample test in appendix Filmstrip: "Who Are You?" Singer Education and Training Products
II. Employer's criteria of characteristics important to successful job performance	Have students complete open-ended statements. Example: When I finish high school I _____. In spite of my shortcomings, people like me because _____.	START GETTING THAT JOB NOW, Memphis Community Learning Laboratory
III. Employee's point of view concerning personal characteristics which contribute to efficiency and harmonious working relationships	Invite a personnel director from a local business, industry, or employment service to discuss characteristics that are important for successful job performance. Invite a worker to give his point of view on personal characteristics that contribute to efficiency and harmonious working relationships.	
IV. Characteristics of maturity that relate to employment A. Self-acceptance, understanding of basic personal needs and appropriate ways of meeting them. B. Consideration and respect for others, based on understanding C. Independent choices resulting from thoughtful exploration of alternatives; choices relating to friends, activities, time, study	Role-play conflicts between employer and employee: two or more co-workers. Divide into buzz sessions and discuss how problems could have been handled more effectively if more respect and consideration for each other had been shown by those involved. Define and discuss ethics.	BUILDING YOUR LIFE Landis, Landis

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
and use of energy		Filmstrip: "What Good is School?" Singer Educational and Training Products
V. Education and experiences as an opportunity for growth toward employability A. Vocational training B. Activities at school, home and in groups C. Wage earning experiences D. Acquaintances with a variety of people E. Management of personal resources 1. time 2. money 3. energy	Make a list of opportunities for vocational training in the Memphis Area.	
VI. Personal traits that influence employability A. Definition of personality B. Values: source and importance in determining one's future C. Independence vs dependence D. Self evaluation and self discipline E. Attitude and mental health F. Sense of humor	Class discuss what is meant by personality. Then list desirable personality traits which they admire in their friends, also list traits which employers might desire in employees, compare similiarities and relative importance in both categories. Either develop a personal appearance and attitude rating scale or use one already constructed. Students rate selves. Students analyze their rating plans which could be improved, discuss with teacher in private conference. Have students check their school attendance record, analyze from the	Sample copy in appendix

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
G. Hobby and interest H. Communication skills voice, speech, mannerisms	viewpoint of an employer, consider validity of excuses, and consider ways to improve record through habits or better health and medical care. Have students take and evaluate an interest inventory. Discuss the results in relation to vocational choice	
VII. Etiquette and ethics A. In the working world. 1. Respect and consideration for superiors 2. Respect and consideration for co-workers	Have students list two or three or a cluster of occupations they would be interested in entering and explain a few personal characteristics they will need to develop to be successful in them.	
B. The telephone C. Personal 1. At home 2. In public places 3. Social events	Role-play the correct use of a business telephone View film: "How to Use the Telephone" Make poster showing good manners in public places	FILM: "How to Use the Telephone" South Central Bell Telephone Company
VIII. Personal grooming A. Cleanliness B. Make-up (hair styles, haircuts, etc.) C. Posture and exercise D. Sleep and rest E. Clothing for various occasions F. Health	Share ideas about the meaning of "people communicate their feelings about themselves by their posture and walk." Discuss hairstyles and clothing for various occasions Review health rules learned in lower grades. Discuss how these affect success in the world of work.	Home Economics Resource Unit
IX. Management of personal resources	Have students make a time schedule, include time for study, recreation, etc. Form groups and discuss schedule.	Home Economics Resource Unit

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
A. Planning personal time schedule B. Plan for money management C. Plan for conserving energy	Make revisions if necessary. Next have students compare what they actually did with time schedule. Discuss budgeting. Using a case study of typical family in the community, set up a realistic budget. Invite a resource person to discuss methods of saving. Practice filling in deposit slips and writing checks. Have students report on types of credit.	
X. Personal assessment in relation to employability A. Assets and strengths B. Weakness and deficiencies C. Acceptance of strengths and limitations D. Explore occupational preferences 1. Identify interests 2. Analyze qualifications 3. Make tentative decisions	View film on occupational choice. Make a list of factors that affect one's choice of occupations. Each student review his interests, personality and attitude inventory. List several occupations: skilled, semi-skilled, etc., and divide into buzz sessions. Select an occupation to investigate. Locate information on the following: Physical requirements needed Personality characteristics necessary Interest and abilities and personal qualifications required View film or filmstrip on getting a job. Summarize tips presented. Each student evaluate himself in relation to information on film.	—CAN I GET THE JOB? Public Relations Staff, General Motors Filmstrip: WHAT DO YOU LIKE TO DO? Singer Educational and Training Products

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
XI. Use self-understanding to develop qualities that will lead to employability A. Change undesirable habits B. Develop new strengths C. Expand interests D. Broaden experiences E. Improve social relationships F. Change negative attitudes G. Plan vocational training	Have students study case examples of teenagers with problems in work situations. Propose ways of meeting each problem. Have students look at specific television show and then discuss such questions as "What occupations were shown?", "What impressions did you get regarding these occupations?", "Do these impressions truly represent the facts?", "What other facts would you want before choosing one of these occupations?" Have each student make a "picture story" of a worker engaged in work he is interested in. The students may draw or clip pictures of the workers engaged in all phases of his work.	Examples in appendix

E V A L U A T I O N

Note student's reactions to resource persons.

Personality check list score.

Judge whether student's proposals for meeting problems are mentally healthy or unhealthy.

Observe student's personal assessments.

Observe student's techniques in analyzing case studies and problem solving techniques used.

Note student's completion of open ended statements.

Objective test of personal traits that contribute to employability.

Observe student's portrayals in role playing scene.

Student's knowledge of opportunities for vocational training in the Memphis area.

Check student's ability to analyze job requirements.

Observe change of attitudes in students toward work.

Student's expression of occupation preference.

Discuss formula for achievement:

Aspirations (setting goals) + abilities (talents of various kinds) + action (effort with purpose and enthusiasm) = Achievement (reaching goals)

Discuss cases from newspaper of persons who have overcome obstacles to achieve goals. (Example in appendix).

Generalizations:

1. One's satisfaction in the choice of a vocation is influenced by his understanding of the related occupations.

2. Occupations differ in qualifications they require for successful performance.

3. There are socially acceptable jobs in home economics for a wide range of interests and capabilities.

Objectives:

Upon completion of the study of occupations that utilize skills and knowledge obtained in home economics courses, the student should be able to accomplish the following objectives:

1. From a list of occupations identify and classify those occupations that utilize home economics skills.

2. To discuss either in written essay or orally some personal traits and skills required for the broad areas of occupations in home economics.

3. To list the courses taught at the high school level in the Memphis area that train in home economics skills.

4. To identify the institutions, high schools and institutions of higher learning from which home economics training can be received.

5. To become aware of the demand for persons trained in home economics skills in our changing economy through the discussion of newspaper ads.

The laboratory activities suggested at the ninth grade level should enable the students to accomplish the following objectives:

1. To use acquired home economics skills to earn money for self and/or class activities.

2. To discover opportunities for part time jobs that require home economics skills and knowledge.

3. To decide if personal traits, interests, and skills meet the criteria for a major in home economics.

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
Occupational opportunities in home economics	Brainstorm - have students name occupations related to home economics. As students name occupations, teacher writes these on chalk board. During the course add to the list. At the end of the course compare original list with the completed list.	
	Clip help wanted ads that utilize home economics skills. Discuss the occupations in terms of educational requirements, personal traits, nature of work and opportunities for advancement.	Commercial Appeal Memphis Press Scimitar Tri-State Defender
Job success	As a class project make a scrapbook of successful people in the area of home economics. This should include people at all levels, professional to semi-skilled.	"What's New in Home Economics" "Forecast for Home Economics" "Ebony Magazine"
	Invite skilled and semi-skilled workers who use the various home economics skills and knowledge to the class to talk about their work.	
Job requirements	Have students develop an interview form: each student interview one worker in her community who used home economics knowledge and skills in her work. Report findings to class.	
Educational requirements	Show films and filmstrips on specific occupations related to home economics which require varying levels of vocational-technical and professional preparation.	"It's An Exciting Career--Home Economist in Business" (with record) J. C. Penney Co.

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
	Take a field trip to the nearest vocational high school. Observe the various home economics classes. (Note: Teacher make arrangements with home economics teachers in the high school to make the trip a special treat.)	"New Horizons in Food Service Careers" National Restaurant Assoc.
	Take a field trip to businesses and institutions employing people working at all levels in jobs using home economics skills and knowledge. Follow-up field trip with a discussion of the importance of the job that is being done at all levels: semi-skilled, skilled, technical and professional.	
	Have students make mobile showing job opportunities in home economics.	Line diagram of home economics opportunities (page 20)
Job descriptions	Have each student draw a cartoon or make line drawings representing a worker in the area of home economics. Write a brief description of his job. Use these to make transparencies for use on the overhead projector.	
	Have students read and discuss comic books describing occupations in the area of home economics.	
	Have a student committee plan and set up a "Career in Home Economics" display in the school's showcase or main foyer.	See appendix

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
Personal interests and traits	Discuss home economics occupations which deal with "things", "people", or "ideas." How does one's personality affect the choices of occupations in these categories?	
Job classes	Play a game - have students name as many home economics occupations that they can think of which would fall under the following headings: "white collar", "blue collar", "managerial", "service", "professional", "semi-professional", "skilled", and unskilled".	Dictionary of Occupational Titles
Job advancement	Select a typical entry occupation in the home economics area for a girl with a high school education. Figure the anticipated lifetime income of the individual. Compare the figures for anticipated lifetime income of an individual with specialized skill in an area of home economics. Example: compare salary of cook's helper with that of cook.	
Part-time work	Identify home economics related part-time and summer jobs. List steps in securing jobs.	
	Collect and display newspaper items and/or magazine articles concerning home economics related occupations.	Local newspapers, professional and women's magazines

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
Job titles	Play "What's My Line" with job titles related to home economics.	
	Discuss the meaning of job clusters or families.	
Job clusters or families	Invite a personnel representative to speak on preparation for job clusters or families. Participate in group discussion after presentation to determine advantages of preparing for job clusters.	Tennessee Employment Security
	Identify job clusters in home economics.	

ACTIVITIES FOR NINTH GRADE LABORATORY CLASSES

FOODS:

Plan and prepare tasting tea. Invite faculty, parents and friends. Let class decide on admission fee.

Simulate a tea room. Invite faculty, parents and friends to buy lunches.

Offer to cater parties for school clubs and faculty groups.

Individual students or student groups bake and sell holiday cookies and/or candy to faculty members and parents in the community.

CHILD CARE:

Simulate a child care center in the home economics department. Invite faculty members and parents in the community to bring pre-school children for one or two weeks.

Students babysit for neighbors. Keep accurate record of earnings and report to class.

Visit local child care center. Arrange to talk with workers about their jobs.

CLOTHING:

Make Christmas or other holiday gifts for sale.

Alter hemlines for faculty members or women in the neighborhood.

Cuff pants for men on the faculty or in the community.

Make scarves, vests and other accessory items to sell.

EVALUATION

At the end of the course each student should be able to discuss intelligently each home economics related occupation that is listed on the chalk board.

Note student's special occupational interests for guidance purposes.

Quiz students objectively to determine their knowledge of terms.

Observe committees at work and note individual contributions.

Confer with students individually to discuss their projects and educational-vocational plans.

Observe student's reactions to the presentations of resource people.

Check written information obtained in personal interview.

Observe interest and questions asked at interviews, symposiums and on field trips.

HOME ECONOMICS OPPORTUNITIES

CLOTHING AND TEXTILES

- Department Store Buyer
- Textile Designer — Fashion Designer
- Pattern Company Representative
- Personal Shopper
- Commercial Seamstress
- Alterationist
- Textile Laboratory Assistant

EDUCATION

- High School or College Teacher
- Home Economics Journalist — Home Economics Extension Agent
- Televison or Radio Home Economist

FOODS AND NUTRITION

- Dietitian
- Food Research Specialist — Public Health Nutritionist
- Home Economist For Utility Company
- Food Service Supervisor
- Hostess or Waitress
- Caterer
- Supervised Food Service Personnel

HOUSING AND HOME MANAGEMENT

- Interior Designer
- Equipment Home Economist
- Interior Design Assistant
- Homemaker in Homemaker Service
- Hotel-Motel Housekeeper

HUMAN DEVELOPMENT AND THE FAMILY

- Nursery School Educator — Family Counselor
- Nursery School Assistant
- Child Care Center Assistant
- Assistants in Homes For the Aging

OCCUPATIONS USING HOME ECONOMICS SKILLS AND KNOWLEDGE

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
PROFESSIONAL			
Dietitian	Plans nutritious, appetizing meals. Plans modified diets for medicine treatment. Supervises food service personnel. Arrange for buying of food, equipment supplies. Formulate departmental policies. Instructs patients on requirements of diet Teach medical students. Participate in research projects	Minimum: Bachelors degree with major in foods and nutrition or institution management. Registered dietitian Bachelors degree plus twelve to eighteen month internship.	Interest in and aptitude for the sciences. Ability to organize and implement programs. Ability to work well with others.
Teacher	Instructs classes in food, nutrition, clothing, textiles, child development, family relations, home furnishings, consumer education, home management.	Bachelors degree in home economics	Ability to work with people of various standards of living and background. Have capacity for leadership. Good grooming, poise, and an interest in people.

OCCUPATIONS USING HOME ECONOMICS SKILLS AND KNOWLEDGE

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Home Economist in Business	Develops, uses, and cares for specific home products. Research and test products. Prepare advertisements and booklets with instructional material. Plan, prepare, and present T. V. and radio programs. Serve as consultants. Study consumer needs and help manufacturers translate these needs into useful products. Work for pattern companies, department stores, etc.	Same as above	Same as above
Home Demonstration Agent (Extension service)	Conducts adult education programs for women and 4-H Club programs for girls	Same as above plus a masters degree to become a specialist.	Interested in people and able to understand, work with, and communicate freely with them.
Home Economist in Research	Study the buying and spending habits of families and develops budget guides. Research on space travel, working on such problems as food needs in outer space.	Bachelors degree plus masters degree and sometimes a doctorate degree in a special area.	Same as above plus aptitude for math and science.

OCCUPATIONS USING HOME ECONOMICS SKILLS AND KNOWLEDGE

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Home Economist in Health and Welfare	Acts as advisor and consultant on household budgets and improved homemaking. Supervise or train workers who proved temporary or part time help to household disrupted by illness.	Same as above	Relates well to people. Has empathy and possesses leadership qualities. Good grooming and poise.
Journalist	Writes copy on home economic subjects for newspapers, magazines, radio and television.	Bachelors degree in home economics, well versed in grammar and the mechanics of English expression. Typing ability is important.	Relates well to other people. Curious, observant, and tactful.

OCCUPATIONS USING HOME ECONOMICS SKILLS AND KNOWLEDGE

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
TECHNICAL			
Work in Test Kitchen	Assists in the development of new methods of food preparation. Prepares and arranges food displays for advertisement.	One or two year course in an area vocational technical school or in a community college and may lead to Associate Degree.	
Operator of Day Care Center	Works, plays with children. Guides and explores with them. Looks after physical needs.	College education is recommended. However, shorter periods of preparation may be obtained at many junior colleges.	Understanding, imagination, ingenuity, and a great deal of patience. Good health.
Executive Housekeeper	Supervises work activities of cleaning personnel in hospitals, hotels, etc. Inventories stock and investigates complaints.	High school education plus specialized training in an area vocational technical school or in a community college.	Ability to get along with people. Has leadership ability.
Equipment Demonstrator	Demonstrates textile products, food preparation, and operation of equipment.	Same as above	Communicates well. Gives neat well-groomed appearance.

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
	simple painting, drawing handwork, songs, etc. Directs children in eating, resting, and toileting, maintains discipline. Serves meals and refreshments to children.		
Dressmaker	Makes women's garments, such as dresses, coats, suits, according to customer specification and measurements. May draft standard pattern according to measurements of customer and adapt pattern to obtain specified style. May make garment according to picture furnished by customer.	High school and post high school courses in clothing and textiles. Post high school training at area technical school. On the job experience.	Artistic talent and creative imagination. Works well with hands. Tactful, relates well to people. Works with precision and accuracy.
Seamstress	Makes, alters, and repairs garments according to pattern or customer specifications. Repairs defects in garments, linens, curtains, and draperies. Rebinds cleaned blankets by hand or machine.	High school and/or post high school courses in clothing and textiles. Post high school training at area technical school. On the job experience.	Works well with hands. Good vision. Works with precision and accuracy.

OCCUPATIONS USING HOME ECONOMICS SKILLS AND KNOWLEDGE

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENT	PERSONAL TRAITS
Visiting Homemaker	Works in homes as needed to perform household duties for the ill, handicapped or disabled. Usually is employed by a welfare agency.	Same as above	Pleasant personality. Gets along well with people.
[illegible] Decorator	Makes draperies and curtains according to specifications.	Same as above	Works well with hands.
[illegible]	Assists and supervises food service in schools, hospitals and other institutions. May be responsible for inventory and replenishing stock.	High school diploma with major in home economics. Specialized courses at area vocational school.	Pleasant personality. Poise. Well with hands.
Home Furnishing Assistant	Assists with the making of custom home furnishings as draperies and slip covers.	High school diploma with major in clothing services.	Dependable. Follows instructions well. Works well with hands.
Window Decorator	Assembles prop and signs and arranges according to plans.	High school diploma with courses in home economics and art. Specialized courses at post high school level at area technical school.	Imaginative and creative. Skillful; dependable

OCCUPATIONS USING HOME ECONOMICS SKILLS AND KNOWLEDGE

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENT	PERSONAL TRAITS
Caterer	Plans details of menu with client. Plans arrangement of tables according to space available to facilitate service. Gives instructions to personnel engaged in preparing and serving food. May arrange for entertainment and decorations.	High school training in home economics and specialized classes at post high school level through an area technical school.	Ability to get along with people; creative with lots of imagination, innovative and dependable.
SEMI-SKILLED			
Child Care Aide	Helps care for children including handicapped and other children needing special care in an institution or school where special training is provided. Helps children with dressing, with transportation to classes, rooms, meals, etc., and other personal needs. Under professional supervision, she may assist with training and/or therapy.	High school education with major in home economics.	Pleasant personality. Understanding and a great deal of patience. Can deal effectively with emergencies.

OCCUPATIONS USING HOME ECONOMICS SKILLS AND KNOWLEDGE

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Clothing Alterer	Alters and repairs ready to wear clothing.	High school education with major in clothing service.	Pleasant personality. Works with precision and accuracy.
Food Service Worker	Take customers food orders, serve food, make out bills, and sometimes collect money. Clear and clean tables. May prepare salads and beverages, replenish supplies and set up table service.	High school graduates are preferred by most employers.	Good physical stamina, congenial temperament, patience, and the desire to please. Neat and immaculately clean.
Clothing Service Aide	Does minor clothing repairing. May press, fit, and assist with making of clothing.	High school education with major in clothing service.	Pleasant personality. Works with precision and accuracy.
Companion to Elderly	Does light housekeeping duties. Serves meals, may read, dress, and otherwise serve the elderly.	High school education preferred with major in home economics.	Relates well to others. Is versatile, patient and dependable. Has good health.
Housekeeping Aide	General cleaning duties in hotels, hospitals, etc. Duties include emptying trash, making beds, dusting, vacuuming.	High school education with major in home economics.	Good physical stamina. Congenial, friendly, and patient temperament. Has initiative and integrity.

OCCUPATIONS USING HOME ECONOMICS SKILLS AND KNOWLEDGE

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Cook's Assistant	Assist in the preparation of food in hospitals, restaurants and other institutions. Cleans kitchen.	High school education preferred with major in food service.	Works well with others. Follows instructions well. Has good health.

SERVICE OCCUPATIONS

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Cosmetologist or beautician	Performs personal services for customers to aid them in the improvement of their personal appearance. Primarily, the personal services rendered are concerned with the care and treatment of the hair, skin and nails.	High school education strengthens chances for success. Beauty culture training in private or vocational school.	Pleasant personality, liking for people, good manual dexterity.
Cooks and chefs	Cooks and chefs are employed in the preparation and cooking of food, usually in large quantities. They may be responsible for food purchasing, estimates of consumption, menu planning, and price rates. Cooks may be specialists in some one particular type of food preparation. Chefs are responsible for supervising and overseeing staffs of cooks and kitchen helpers.	High school education asset. Courses in vocational school. On-the-job training.	Keen interest in food preparation. Patience with themselves and others, works well with many types of people. Hand and finger agility. Good memory, artistic, creative.
Waiters and Waitresses	Take orders for and serve food and beverages, make out customers food checks, and some serve as cashiers in the smaller food establishments.	High school education preferred. Courses in home economics and food service are assets.	Congenial, patient, and desire to please, neat and clean.

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SERVICE OCCUPATIONS

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Building custodians	Responsible for the upkeep and maintenance of hotels, hospitals, office buildings, apartments and other buildings. Their jobs include the responsibility that heating and ventilating equipment function properly, that the building is kept clean and orderly, and they attend to many other tasks that maintain a building in good condition.	High school education preferred with courses in shop. On-the-job training.	Good physical health, good manual dexterity.
Shoe repairmen	Repair worn heels and soles, broken straps, and torn seams of all types of shoes. Restyle shoes by attaching ornaments. Highly skilled craftsmen may design, make, or repair orthopedic shoes in accordance with the prescription of orthopedists on podiatrists. They may also mend handbags, luggage, tents, boat covers, and other items made of leather, rubber or canvas.	Shoe repair course in vocational school. On-the-job training.	Good manual dexterity.

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CLERICAL AND RELATED OCCUPATIONS

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Electronic computer operating personnel	Operate computers and other types of machines used in electronic data processing.	High school diploma and in some instances, a college degree. Data processing courses at vocational school.	Good manual dexterity, mathematical ability, the ability to think and reason logically. Must be alert, able to work with extreme accuracy, and pay attention to the smallest details. Patience is a valued asset for these jobs.
Office machine operators	Office machine operating personel are clerical workers who operate various kinds of business machines.	Graduation from high school is a minimum requirement. Business arithmetic and some knowledge of typing is helpful. Special courses in office machines in high school or post high school at area vocational school.	Finger dexterity, eye-hand coordination and good vision. Some mechanical ability.
1. Billing machine operators	Use machines that both type and add while preparing statements relating to customer's purchases.		
2. Bookkeeping machine operators	Use office machines that record all the financial transactions of a business.		
3. Adding and calculating machine operators	Use manual and electrically operated machines to make the computations needed in preparing payrolls and invoices, and in doing other statistical work.		

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
4. Mail preparing and mail handling machine operators	Run automatic equipment which handles incoming and outgoing mail.	Same as above	Same as above
5. Duplicating machine operator	Handle equipment which produces copies of typewritten, printed, and handwritten documents more quickly and/or inexpensively than is possible by typing.		
Operators of tabulating machines and related equipment	Run machines designed to sort and count large quantities of accounting and statistical information.		
Keypunch operators	Use machines similiar to typewriter, to punch holes in the cards in such a position that each hole can be identified as representing a specific item of information.		
Sorting machine operator	Run the punched cards through sorting machines which automatically separate the cards according to the location of the holes and arrange them in any desired order.		

CLERICAL AND RELATED OCCUPATIONS

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Receptionists	Receive and give information to customers and other people who call. Determines the nature of each caller's business, and then directs him to those in the office who may be able to help him. Some may handle other office tasks, such as telephone inquiries, type, and sort and open mail. Also filing, keeping books or petty cash accounts may be among their additional responsibilities.	High school diploma, business courses, English, spelling, typewriting, elementary bookkeeping and business practices, are assets for a beginner.	Pleasant manner [illegible] and [illegible] position, attractive personal appearance, pleasant speaking voice, good judgment, punctuality, and the ability to [illegible] information [illegible]
Cashiers	Receive the payments made by customers for goods and services. Apart from these, duties may vary according to where they work. The job title of a cashier is usually dependent on the type of place of employment. In supermarkets they may be called checkout clerks or grocery checkers, in utility companies they may be called bill clerks or tellers. In theaters they may be called ticket sellers or box office cashiers.	High school graduate. High school students may find that courses in bookkeeping, typing, business machine operations, business arithmetic and related areas are assets in developing specific job skills. Academic training and practical experience may be obtained through distributive education in high school.	Personal appearance [illegible] and [illegible] [illegible] [illegible]

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
	Cashiers must usually keep very accurate records of amounts of money transacted during work shifts so that end-of-the-day balances can be computed. In some places the cashiers prepare the bank deposits for the management.		
Shipping and receiving clerks	Keep track of goods transferred from one place to another by wholesalers, manufacturers and other business firms. They prepare the invoices and other shipping forms needed, look up freight and postal rates, record the weight and cost of each shipment, and check to see that the shipment is properly addressed. They also keep records of the date and other details associated with each shipment.	High school graduates are preferred for beginning jobs in shipping and receiving departments. Business arithmetic, typing and other high school business subjects are helpful in preparing for the work. Distributive education helps to prepare students for this field.	Dependability, good judgement, aptitude for mathematical computation, [illegible] write well, [illegible] temperament, patience and ability to [illegible] well and get along with others. Good eyesight and hearing. Good physical condition.

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CLERICAL AND RELATED OCCUPATIONS

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Secretaries stenographers and typists	All are employed in the clerical field in jobs which are defined as "office work" occupations. Many areas of specializations are possible in this field, such as those of court stenographer, legal secretary, and clerk typist. The area of specialization usually defines the job duties. Business operations are greatly dependent upon the efficiency, productivity, and responsibility of the clerical worker. Stenographers, in addition to taking dictation and transcribing, may have various other duties, such as typing; operating addressograph, adding, duplicating, or photograph machines; answering telephones; performing receptionist's duties. Secretaries may perform some stenographic duties, however, they are responsible for numerous other routine office procedures and tasks. They may answer telephone, arrange appointments, distribute and answer mail, handle confidential business records, arrange business	High school education and in many instances advanced technical training in order to perform at a sufficiently high level of competency. High school courses in typing, shorthand, and business English are essential.	Clerical, math[illegible] and grammatical abilities. Good reading comprehension and spelling skills, as well as hand and finger dexterity. Some handicapped workers may perform well in this area. Pleasant disposition, ability to work with others. Neat attractive appearance and good taste in personal attire. Initiative, responsibility, dependability, integrity and [illegible] of ethics and good [illegible]

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JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENT	PERSONAL TRAITS
	entertainment details and they may take care of detail travel arrangements. Secretaries may be in charge of other clerical workers. Typists are generally employed with typing as their main responsibility. Clerk typists, in addition to typing duties, perform other types of general office work, such as the sorting of mail, filing, answering the telephone and other duties as the job demands.		
Telephone operators	Aid persons using telephone services, as well as other telephone operators. Various types of telephone operators are employed, including long distance, and private branch exchange (PBX) operators.	Women who have completed high school are preferred.	Normal dexterity, clear speaking voice, tact, patience, a desire to work with others and a pleasant speaking voice.

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HEALTH SERVICE OCCUPATIONS

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENT	PERSONAL TRAITS
Physicians	Physicians diagnose diseases and treat people who are ill or in poor health. In addition they are concerned with preventive medicine and with the rehabilitation of people who are injured or ill.	Three to four years of college training. Four years training in medical school and 1 year internship. To become a specialist, physicians must spend from 2-4 years in advanced hospital training.	Above average intelligence, and an interest in science. Good judgment, able to make decisions in an emergency and emotionally stable.
Dentists	Look for and fill cavities in the teeth, straighten teeth, take x-rays of mouth and treat gum diseases. Dentists also extract teeth and substitute artificial dentures especially designed for the individual patient.	Two years of predental college work followed by 4 years of professional dental school training.	Manual skill and high level of intelligence. Good visual memory, excellent judgment of space and shape, delicacy of touch, and a high degree of manual dexterity, as well as scientific ability, a liking for people and good business sense.
Dental Hygienist	Work under the supervision of a dentist; clean teeth, polish teeth and massage gums. Chart conditions of decay and disease for diagnosis by the dentist. Take and develop x-rays, mix filling compounds, apply solutions to the teeth for control of dental decay. Provide dental health education.	Graduation from an accredited dental hygiene school. Most schools provide a 2 year certificate or associate degree program. Some have 4 year programs leading to a bachelor's degree.	Ability to work well with people, patience, manual dexterity, and attentiveness to details.

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HEALTH SERVICE OCCUPATIONS

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Dental laboratory technician	Make artifical teeth, crowns, bridges, and other dental and orthodontic appliances prescribed by dentist.	High school diploma is an asset. Courses in art, ceramics and pottery, sculpturing, blueprint reading, plastics, and metal working are helpful. On-the-job training.	High degree of manual dexterity, good color perception, patience and a liking for detailed work.
Dental assistant	Work with dentists as they examine and treat patients. The assistants make patient comfortable, obtains records, hands proper instruments and materials to dentist. May prepare impressions and restoration materials for the dentists use. They sterilize and care for dental instruments.	Post high school dental assistant program in vocational and technical school, usually requiring one year of training.	Ability to work with others; patience, manual dexterity, and attentiveness to details; follows instructions well.
Registered nurses	Tend the sick and injured, using procedures requiring prescribed education, experience, and skill. May undertake any one of many specific jobs which answer the varied needs of patients. She may perform principally administrative duties as a head nurse, or concern herself with community education and disease prevention as a public health nurse. Or, she may work as an industrial nurse, private nurse, or doctor's office nurse.	Three year course provided by a hospital or four year course offered by a college or university. High school courses that are an asset are science courses, English, mathematics, and speech.	Good health and stamina. Even temperament and ability to keep head in emergencies. A liking and respect for all people.

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HEALTH SERVICE OCCUPATIONS

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Licensed practical nurse	Assist in the care, treatment and convalescence of physically and mentally ill persons. Work under the direct supervision of professionally trained medical personnel.	High school diploma. Practical nursing program is offered at vocational technical school.	Desire to be of service to others; emotional stability; even temperament; great patience; understanding; tact; maturity and sound judgment.
Auxiliary nursing workers	Perform unskilled jobs around the hospital in the care of the ill and the care of equipment used in the hospitals. Work may include bathing patients, watching over the care of a ward, running errands, delivering messages, moving equipment, etc.	High school education is an asset. On-the-job training.	Same as above
Medical laboratory workers 1. Medical technologists	Perform chemical microscopic, and bacteriological tests and procedures Make laboratory tests of urine, blood, animal parasites. infections, and animal inoculations.	High school education with science courses and mathematics. Three years of college in addition to a 12 month program in a school in medical technology.	Accuracy, patience, dependability, and the ability to work under pressure. Manual dexterity and good eyesight above average scholastic aptitude is also necessary.

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HEALTH SERVICE OCCUPATIONS

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Medical laboratory assistants	Assist the medical laboratory technologists by performing simple, routine tests and related work that can be learned in a relatively short time.	High school education with emphasis in mathematics and science. Laboratory assistants program in vocational school.	Accuracy; dependability; and ability to work with others. Manual dexterity.
Medical laboratory technician	Perform tasks that require, in general, a higher level of skill than is required for certain routine work done by assistants but which do not involve the technical knowledge of the highly trained technologists.	One or more years of post high school training in college or private school which offer 12-18 month programs.	Same as above
X-ray technicians	Operate x-ray equipment under the direction of physicians. Use x-ray equipment to take pictures of internal parts of the body which the doctor wishes to examine.	High school education with courses in physics, mathematics, chemistry, biology, and typing are desirable. x-ray training program in hospital or medical school.	Work well under supervision; thorough, accurate, cordial, flexible, and moderately assertive.
Inhalation therapists	Sets up and operates various types of oxygen equipment to administer oxygen and other gases to patients. Relays to attending nurse, physicians prognosis and instructions for procedure in event of adverse symptoms.	High school education with courses in mathematics and science. Twelve month inhalation therapy course at vocational school.	Same as above

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INDUSTRIAL ARTS

Generalizations:

1. One's satisfaction in the choice of a vocation is influenced by his understanding of the related occupations.

2. Occupations differ in the educational and personal qualifications they require for successful performance.

3. There are socially acceptable jobs in trades and industry for a wide range of interests and capabilities.

Objectives:

Upon completion of this unit, the student should be able to accomplish the following objectives:

1. Identify clusters of occupations in industrial arts, trades and industry, and state the educational requirements and personal characteristics required for success in these areas.

2. List vocational courses taught in the vocational/technical high schools in the Memphis area.

3. To identify schools, high schools and institutions of higher learning from which vocational/technical training can be received.

4. To become aware of the demand for craftsmen in our changing economy through the discussion of newspaper ads.

5. To develop a personal educational/vocational plan based on interests, capabilities and personal traits.

The laboratory activities suggested at the ninth grade level should enable the students to accomplish the following objectives:

1. To use acquired knowledge and skills to earn money for self and/or class activities.

2. To discover opportunities for part-time jobs in business and industry.

3. To decide if personal traits, interests and skills meet the criteria for becoming a skilled craftsman.

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
Occupations in industrial arts	Brainstorm. Have students name as many occupations as they can. As students name the occupations, teacher writes these on chalkboard.	
Personality and interests affect choices of vocation	Classify the occupations listed on chalkboard as to those which deal with "things," "people," or "ideas." Discuss how one's personality affects the choices of occupations in these categories.	Refer to occupational clusters
Occupations are classified according to the skill and ability required	Classify the occupations under the following headings: "white collar," "blue collar," "managerial," "service," "professional," "semi-professional," "skilled" and "unskilled."	
A cluster of jobs require similar knowledge and skills	View film strip, "What Are Job Families." Discuss filmstrip. Have each student select a job family or cluster of occupations. List all the occupations in the selected cluster. Arrange the occupations from lowest level (entry occupation or apprenticeship) to highest level of advancement.	Filmstrip: "What Are Job Families" Singer SVE
	Using the local newspaper, clip all the help wanted ads that would utilize skills and knowledge acquired in industrial arts or technical courses. Discuss the newspaper ads in terms of educational requirements, personal traits, nature of work and opportunities for advancement.	Commercial Appeal Memphis Press Scimitar Tri-State Defender
	As a class project, make a scrapbook, using trade magazines, industrial newsletters, and journals, of successful people in industrial arts.	Ebony Magazine

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CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
Occupations differ in educational requirements	Show filmstrips of occupations using skills that may be acquired in industrial arts and/or vocational courses. Discuss the educational and physical requirements necessary to obtain the job.	Job Attitudes (see appendix)
Occupations differ in physical requirements.	Have students read and discuss comic books describing occupations related to activities in industrial arts courses.	"The Job Scene" series
Knowledge about jobs aids in recognition of job opportunities.	Have each student draw a cartoon or make line drawings representing a worker in industrial arts. Write a brief description of his job. Use these to make transparencies for use on the overhead projector.	
	Have a student committee plan and set-up a "Careers" display in the school and/or at community fairs.	
Generally, education or training determines income.	Select a typical unskilled occupation related to activities in industrial arts courses. Figure the anticipated lifetime income of the worker. Compare with figures for anticipated lifetime income of a worker with a specialized skill. (Example: Compare income of a construction laborer with that of a journeyman carpenter.)	Occupational Outlook Handbook, U. S. Dept. of Labor
Vocational classes train for occupations	Take a trip to the nearest comprehensive high school. Observe the vocational classes.	

CONCEPTS	ACTIVITIES AND EXPERIENCES	RESOURCES
Sources of occupational information. Satisfaction of different work roles	Invite skilled and semi-skilled workers to the class to talk about their work. Invite business and industrial leaders to the class to talk about their businesses and industries.	Director of Black Businesses Chamber of Commerce
	Have students develop an interview form; each student interview one worker in the community. Report findings to class.	
Part-time jobs help in making vocational choice	Identify part-time and summer jobs. List steps in securing jobs.	
Jobs at all levels are essential	Take field trips to businesses and industries, follow-up field trips with rap sessions on the importance of the job that is being done at all levels - semi-skilled, skilled, technical and professional.	See appendix for list of businesses and industry
Vocational choice determines educational choice	Have each student make an educational-vocational plan.	Directory of Black Businesses Chamber of Commerce

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EVALUATION

At the end of the course each student should be able to discuss the job clusters in trades and industry and state generally the knowledge, skills, and personal traits necessary for success in the various occupations.

Observe students' special occupational interests for guidance purposes.

Test students objectively to determine their knowledge of occupational terms.

Observe students at work in committees and note individual contributions.

Observe students' reactions to the presentations of resource people.

Check written information obtained in interviews.

Observe interests and questions asked at interviews, symposiums and on field trips.

Confer with students individually to discuss their projects and educational-vocational plans.

OCCUPATIONS IN MECHANICS AND REPAIRING

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Air conditioning and refrigeration repairmen	Install, maintain, and repair equipment and accessory units used for conditioning air and cooling water on customer's premises.	High school education with courses in machine shop, mechanical drawing, mathematics and physics. Apprenticeship or on-the-job training.	Mechanical aptitude. Good physical condition. Tactful, courteous and neat.
Appliance servicemen	Install and service all types of electrical and gas appliances, such as washing machines, refrigerators, kitchen ranges, and vacuum cleaners in customer's house or establishment.	High school education with knowledge of physics and electricity. Vocational or technical school training or service school sponsored by manufacturers.	Must be able to work independently. Mechanical aptitude. manual dexterity, normal vision and hearing, patience and strength.
Automobile mechanics	Service and repair mechanical, electrical, and body parts of passenger cars, trucks, buses, and other types of gasoline powered equipment. After making the necessary inspections and tests to determine the causes of faulty operation, he then repairs or replaces defective parts to restore the vehicle to proper operating condition.	High school education with some understanding of automobile construction and operation. Courses in automobile repair work which are offered in the vocational high schools and area school are very valuable. Apprenticeship or on-the-job training.	Mechanical aptitude. Ability to deal with people. Can tolerate questions and criticism. Good physical condition.

OCCUPATIONS IN MECHANICS AND REPAIRING

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Automobile body repairmen	Remove dents in body of automobile and replaces any sections of the body which requires new sheet metal, glass, and trim.	Same as above	Same as above
Business (office) machine repairmen	Inspect, adjust, clean, and repair all types of office machines such as typewriters, tabulating machines, posting and mailing equipment, and so forth. They may be able to tell what is wrong with certain machines by operating them and listening for unusual sounds, or they may take the machines apart and examine the parts to detect wear or other cause of malfunctioning.	High school education with knowledge in electricity. Post high school mechanics or electronic training for more intricate electromechanical and electronic equipment.	Manual dexterity. Superior mechanical aptitude. Neat with a pleasant cooperative personality. Abstract reasoning abilities.
Maintenance electricians	Maintain and keep many different types of electrical equipment in good working order principally by detecting and repairing defective equipment before a breakdown occurs.	High school education with courses in algebra, trigonometry, physics, electricity, science and blueprint reading. Apprenticeship or on-the-job training.	Good health and good color vision. Manual dexterity and mechanical aptitude. Keen sense of responsibility. Self reliance and confidence.

OCCUPATIONS IN MECHANICS AND REPAIRING

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Television and radio service technicians	Service technicians are trained in the repair and maintenance of electronic equipment such as television sets, home, automobile and two-way mobile radios, phonographs, tape recorders and so forth. Most of their work involves diagnosing trouble in this equipment and making the necessary repairs.	High school education with courses in mathematics, physics, mechanical drawing, and electric shop. Basic courses in electronic theory, and appropriate laboratory experience can be obtained through technical schools, junior colleges, and vocational schools.	Average eye-hand coordination. Normal hearing and eyesight; good solar vision; clarity of oral expression; accuracy and neatness, patience and orderly work habits.
Technical draftsman	Prepares clear, complete and accurate working places and detailed drawings from rough or detailed sketches or notes prepared by engineers, architects and designers, to be used for engineering or manufacturing purposes, according to the specified dimensions.	High school courses in science and mathematics, mechanical drawing, wood, metal, or electrical shop. Post high school training through apprenticeship, junior college, or technical institute programs.	Average or above average in space visualization; form perception, ability to coordinate eye-hand-finger movement quickly and accurately. Good vision, no physical arm or finger impairment.
Craftsman-carpenters	Perform work entailing the cutting, shaping and fastening of wood or materials such as fiber board that is treated as wood. Perform two principal jobs of constructing and repair; employ the techniques of "rough" or "finish" carpentry. Erect wooden building frames, the installation	High school graduate with courses in carpentry, drafting, mathematics and woodshop. Four year apprenticeship program.	Works well with others. Good hand, foot, and eye coordination. Good physical stamina. Good vision.

OCCUPATIONS IN THE BUILDING TRADES

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
	of interior and exterior trim, the building of concrete forms, pouring chutes, wooden scaffolds, and the laying of floors.		
Cement masons	Smooth and finish surfaces of concrete on many different kinds of construction projects ranging from floors and sidewalks to highways, dams, and missile launching sites.	Completed eighth grade with good understanding of basic mathematics, apprenticeship program or on-the-job training.	Good physical condition. Manual dexterity.
Electricians	Construction electricians lay out, assemble, install, and test electrical fixtures, apparatus, and wiring used electrical systems on construction sites.	High school education and four year apprenticeship.	Good health, good eyesight with normal color vision; above average finger dexterity and mechanical aptitude.
Bricklayers or bricklasons	Construct and repairs walls, partitions, arches, fireplaces, chimneys and other structures from brick, concrete, cinder and gypsum block, or precast panels made of brick, terracotta, tile, cement, stone, and marble.	High school education with courses in building trades. Three year apprenticeship or on-the-job training.	Good health, manual dexterity and an eye for straight lines and proportions.

OCCUPATIONS IN THE BUILDING TRADES

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Glaziers	Cut, fit, and install plate glass, ordinary window glass, mirrors, and special items such as preassembled stained glass.	High school education with courses in building trades. Three year apprenticeship or on-the-job training.	Good health, manual dexterity.
Floor layers or floor covering installers	Install, replace, and repair resilient tile, linoleum, and other sheet goods and carpets on floors of private and public buildings.	High school education with courses in geometry, general mathematics, as well as shop courses. Two year apprenticeship program or on-the-job training.	Good health, high degree of manual dexterity. Work well with others and on his own. Like working outdoors.
Lathers	Install the support backings on ceiling, walls, and building partitions on which plaster, fireproofing or acoustical material are applied.	High school education with courses in geometry, general mathematics, as well as shop courses. Two year apprenticeship program or on-the-job training.	Good health, high degree of manual dexterity. Work well with others and on his own. Like working outdoors.
Marble setters, tile setters, and terrazzo workers	Cover interior or exterior walls, floors, or other surfaces with marble, tile or terrazzo. Craftsmen in each of these distinct trades work primarily with the material indicated by tile.	High school education with some courses in using hand tools, reading blueprints, art. Three year apprenticeship program or on-the-job training.	Good health, manual dexterity and sense of color harmony.
Operating engineers	Operate various types of power driven machines such as bulldozers, shovels, cranes, tractors, pile drivers, concrete mixers, and pumps in various industries, the most common	High school education. Three/four year apprenticeship program or on-the-job training.	Mechanical aptitude and skillful coordination of eye, hand, and foot movements. Sense of responsibility and seriousness on the job. Must be strong and healthy.

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OCCUPATIONS IN THE BUILDING TRADES

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
	of which is the ever-expanding construction industry.		
Painters and paperhangers	These are two separate skills, however, many trades craftsmen do both types of work. Painters apply coats of paint, varnish, stain, enamel, or lacquer to decorate and protect interior surfaces of buildings and other structures. Paperhangers cover room interiors with decorative wallpaper, fabric, vinyls, or other appropriate materials.	High school education preferred. Three year apprenticeship or on-the-job training.	Good physical condition. Manual dexterity and a good color sense. Not allergic to paint fumes or other materials used in trade.
Plasterers	Apply coats of plaster to interior walls, ceilings, and partitions of buildings to produce fire-resistant and relatively soundproof surfaces. They also work on exterior building surfaces or do ornamental forming and casting work.	High school education recommended with shop courses. Three year apprenticeship or on-the-job training.	Good physical condi[illegible] High degree of manua[illegible] dexterity

OCCUPATIONS IN THE BUILDING TRADES

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Plumbers and Pipefitters	Assemble, install, alter, and repair pipes and pipe systems which carry water, steam, air, or other liquids and gases for sanitation and industrial and other uses. They also install plumbing fixtures, appliances, and heating and refrigerating units.	High school education preferred with courses in mathematics, chemistry, physics and shop courses. Five year apprenticeship program or on-the-job training (license required).	Good physical condition. Mechanical aptitude. Ability to deal with people. Works well by himself or can direct the work of others.
Roofer	Apply composition roofing and other materials such as tile and plate to the roofs of buildings. They also waterproof walls, swimming pools and other surfaces.	High school education preferred, with courses in shop and mathematics.	Good physical conditions. Good sense of balance.
Stone masons	Build the stone exteriors of structures, and set ornamental and cut stone in comparatively high-cost structures such as hotels and churches.	High school education preferred with courses in general shop and brick laying and blueprint reading. Three year apprenticeship program or on-the-job training.	Good physical condition, not afraid of heights.

OCCUPATIONS IN THE BUILDING TRADES

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
SEMI-SKILLED			
Hod carriers and construction laborers	Move bricks, concrete, mortar or plaster in a hod to bricklayers, cement finishers, plasters, or stone masons where they are at work on a construction project. Loads and unloads construction materials. Stacks materials, including small units of machines and equipment, and carries them to building craftsmen as needed.	High school educations provide a better opportunity for advancement.	Good physical condition. Must be able to follow instructions. Good coordination.

OCCUPATIONS IN PRINTING (graphic arts)

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENT	PERSONAL TRAITS
COMPOSING ROOM:			
Compositors Typesetters Typographers	Set or compose type by hand or machine, selecting type size or style.	High school education is required for entering composing room occupations. Compositors should have a good knowledge of spelling, grammar, and arithmetic. Also, courses in printing and typewriting and graphic arts. On-the-job training or six years apprenticeship.	Artistic sense, good eyesight, above average physical strength and a high degree of manual dexterity. Mental alertness and speed combined with accuracy, neatness, patience and the ability to work with others. Ability to distinguish colors.
Linotype machine operators or linecasting machine operators	Use keyboard to select letters and characters which are automatically molded in a line.		
Monotype keyboard operators	Operate keyboard machine to produce a perforated paper tape which is later fed into the casting machine.		

OCCUPATIONS IN PRINTING (graphic arts)

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Monotype caster operators	Feed the perforated tape into the machine which casts letters automatically as the name implies. This machine casts type individually, which facilitates making corrections without setting the entire line.	Same as above	Same as above
Phototypesetting machine operator	The phototypesetting machine looks like other type setting machines but in this process the final product is a film or photographic impression of the type, not a metal slug.		
Makeup man	This man assembles type and cuts into their final form.		
Stonehand	Locks the arranged type into position in a metal case or frame in which it is portable and safe from vibration on the printing presses.		
Proof Reader	To detect errors in composing, the proof reader compares printing samples against original copy.		

OCCUPATIONS IN PRINTING (graphic arts)

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Electrotypers and stereotypers (one of the higher printing jobs)	Both make duplicate plates of type in metal, rubber, and plastic for letterpress. Electrotypers take type forms and make metal plates through the process of electroplating. These plates are used primarily for books and magazine printing. Stereotypers use heat and pressure to make less durable plates that are used in newspaper printing.	Same as above	Same as above
Photoengravers	Make metal printing plates of illustrations and other copy that cannot be set up in type. On these plates the printing surfaces stand out in relief over the non-printing spaces.	Same as above plus courses in chemistry, physics as well as training in art.	Keen interest in photography, good eyesight and a steady hand.
Printing pressman and assistants	Perform actual printing operation. Printing pressmen "make-ready" (prepare type forms and press plates for final printing and tend the pressers while they are in operation. The duties of press assistants range from feeding sheets of paper into hand-fed presses to helping pressmen make ready and operate large and complicated rotary presses.	High school education with emphasis on art, print shop, mathematics, chemistry, and physics. Two/six year apprenticeship program.	

OCCUPATIONS IN PRINTING (graphic arts)

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
LITHOGRAPHIC OCCUPATIONS			
Cameraman	Photographs copy to prepare a positive or negative.	High school education with course in printing, art, drafting, chemistry, and physics are helpful.	Good physical condition and mechanical aptitude, good eye-hand coordination, good eyesight and color perception, artistic sense.
Lithographic artist	Working by hand, this craftsman retouches negatives.		
Stripper	Makes layouts on paper, glass or film. He arranges film or prints on flat called "stir-ups".		
Transferrer or platemaker	Exposes press plates to photographic film, then develops the plate.	Same as above	Same as above
Lithographic pressman	Installs the plate on the press, adjusts the rubber blanket that transfers the image to be printed and generally makes ready the printing presses.		

SALES OCCUPATIONS

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Retail trade sales workers (sales clerks, retail clerks, or salesperson)	Assist customers with purchases by identifying their needs, demonstrating merchandising, receiving payment, recording sale, and wrapping purchase or arranging for its delivery.	High school graduates preferred. Subjects such as English, distributive education, and home economics provide good background.	Neat and well groomed, pleasant speaking voice, a natural outgoing friendliness, tact and patience.
Wholesale trade salesworkers	At regular intervals, the salesman visits buyers for retail, industrial and commercial firms, as well as, institutions. He shows samples, pictures, or catalogs listing the items his company stocks. His main objective is to persuade buyers to become regular customers of the wholesale form he represents. Some wholesale salesmen check the retailer's stock and prepare orders for items which will be needed before the next visit. They often advise about advertising, and sometimes give technical assistance.	High school education is minimum requirement. Courses in English, distributive education and home economics provide a good background. Salesmen selling technical or scientific products may need additional training.	Friendly outgoing personalities, self-confidence and understanding of human nature.

JOB TITLE	JOB DESCRIPTION	EDUCATIONAL REQUIREMENTS	PERSONAL TRAITS
Direct to consumer salesmen	Sell goods and services by direct, personal contact, usually in the consumers home. The seller arranges to contact the buyer in order to create a sale. Direct selling is sometimes called door-to-door selling, but not all direct salesmen ring doorbells, although that often is one of the best ways to find prospective customers.	Same as above	Same as above
Property and casualty insurance agents and brokers	Sell policies which help individuals and companies cover expenses and losses from such risks as fire, burglary, traffic accidents, and other emergencies.	High school diploma with background in economics, distributive education, and business are helpful.	Analytical mind, capacity for hard work. Resourceful, self-confident cheerful.
Real estate salesman	Executes orders from buyers or seller for the sale or rental of property. He receives listing of property for sale. Shows property to prospective buyers. Brings buyer and seller together at terms agreeable to both. Prepares formal sales contract, advises new owner regarding title search, title insurance and may arrange for a loan as a mortage against the property itself.	Minimum of high school education. Courses in distributive education are helpful. Pass real estate test.	Like people, enthusiastic, inspire confidence, good judgment, maturity, tactful, patient.

A P P E N D I X

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CASE STUDIES IN OBTAINING AND HOLDING JOBS

CASE I.

Sandra Z. first applies at an employment service office at the age of 16. She said she needed a job urgently because she was living with her sister. When she reported to the employer and was told her wages she immediately replied that friends advised her not to work for those wages and that she wasn't interested. The employer contacted the counselor and said that he would not hire this applicant under any circumstances. Her attitude and manner were so unsatisfactory that he felt she should not be referred again.

CASE II.

Mary S., 19, is tall and attractive. She went to art school in Cleveland for half a year, was dissatisfied and quit in February. The employment office referred her to a job that did not require experience but included Saturday work. She informed the employer that she wanted Saturdays free to visit friends in Cleveland.

When given the name of the person with whom she would be working, Mary exclaimed, "Oh her! I fought with her all through high school." Needless to say, Mary did not get the job. The employer reported that he did not consider her mature enough.

CASE III.

Lenore had excellent experience as an accounting clerk, stenographer, and general office clerk. She was also an efficient typist. She was, however, quite short; her hair was long and uncombed, and her clothing loud. She was referred to a large industrial plant for a job as accounting and payroll clerk.

The personnel manager said that he wished he could employ her, but because of her appearance he feared she would not fit in with the other girls in the office. Her lack of neatness and poor taste in clothing resulted in her not being hired.

CASE IV.

Mary wanted a job with hours like those she had while attending school. The job must also be in her neighborhood; she did not want to travel downtown; the working conditions must be just right with pleasant surroundings and congenial co-workers. Mary insists on these special requirements and is still unemployed.

CASE V.

Agnes was placed with a local newspaper. Her duties were proofreading and teletyping. After two days she quit without notice and reported to the counselor that she disliked the job because the major work was proofreading.

CASE VI.

June graduated from a high school commercial course and was sent to her first job as a stenographer at $45 a week. She worked about 10 days and then quit. Her duties, she said, were too varied; she wanted more stenographic work. The counselor found her another job at the same rate of pay per week. She worked only one day because the dictation was too heavy.

NOTE: THE TEACHER CAN MAKE UP SITUATIONS TO PINPOINT IDEAS TO INDIVIDUALS IN THE CLASSROOM WITHOUT EMBARRASSING THEM OR SINGLING THEM OUT.

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The following story clipped from a newspaper a few years ago illustrates how one man overcame various obstacles to achieve his goals.

CASE I. "Expert Who Saved Many from Cancer is Dead of Same Disease"

"Dr. Grant B. Ward, sixty-one, cancer expert of Johns Hopkins University, died today of the same disease from which he had saved countless patients."

"Dr. Ward overcame a tremendous handicap to continue his career after a tumor on the spinal cord of his neck in 1942. The tumor was noncancerous but its removal cut a nerve and deprived him of the power to raise his right hand and to bend his elbow."

"Although he could still use the fingers and forearm muscles of his right arm, Dr. Ward's career as a surgeon appeared ended. But with the help of experts in appliances, together with his own determination, Dr. Ward made a steel and leather harness equipped with springs to perform actions of his useless muscle."

"To win over his handicaps, Dr. Ward developed certain special skills with his left hand. He asked for no special adjustments in the operating room, except that the table be raised to a higher level. The internationally known expert on head and neck tumors continued performing very difficult and delicate operations."

Question: What were Dr. Ward's Aspirations? What special Abilities did he develop? What Action did he take?

CASE II "The Dropout Who Came Back"

"Joe Sorrentino has 25 scars on his hands to prove that he is a street fighter. By the time he was 20, he had flunked out of high school four times, had been booted out of the Marines, and had lost 30 jobs. The second oldest of seven children, Joe always wanted to be an 'achiever', and in his neighborhood an achiever had to be handy with his fists. A veteran of more than 100 rumbles, Joe was put on probation by juvenile court after one particularly bloody street fight. When he was in his first year of probation, he flunked out of high school. Not long after he enrolled in another high school at night -- he failed there also. In a third try at high school he didn't last a semester."

"At 14, Joe had begun trying his hand at various jobs, achieving a record for failing which was 'better' than even his school career. On his first day of work at a bleach factory, he attempted to carry 10 gallons of bleach to a truck he was loading and dropped all 10.

Joe later worked in a sweater factory, where he had the embarrassing experience of being awakened from a nap by the President of the company. Another job opportunity for Joe came through a furniture company's ad in the newspaper which read: 'Want ambitious young man who seeks responsibility.' After a month of aligning wheels of teacarts, he got tired of responsibility."

"Joe enlisted in the Marines when he turned 18 but could not stand the discipline, and rebelled. He fought with recruits, rioted in the mess hall, and tried to run away. Judged an 'incorrigible' by the Marines, he was sent packing with a General Discharge. Back home, he was a hero to his old street-gang buddies. But within himself, Joe felt ashamed. At 20, he came to realize that his only chance for a better life was through education. So he went back to high school, for the fifth time, at night, working days in a supermarket. After two years, he graduated with the highest average in the night school's history."

"Despite only fair results on college entrance exams, his grades got him admitted to the University of California. At first, Joe felt he had nothing in common with the college youths who talked about summer vacation and beach parties --- things he knew nothing about. But he stuck it out and in his senior year, was elected president of the student body. After graduating with honors, Joe went back into the Marine Corps for two years, feeling that he had to make up for his past record. He did. This time he became a platoon leader, highest scorer in athletic competition, and changed his General Discharge to an Honorable one."

"In June of last year, 30-year-old Joe Sorrentino was valedictorian at Harvard Law School. Joe has received several offers to work for major U. S. law firms. Instead, he wants to serve a term as an assistant U. S. or State Attorney in California."

Questions:

1. Identify some of the attitudes and values that Joe had before he finished high school, and compare them with his later outlook on life.
2. What can we learn from Joe's case about job opportunities and the economic rewards that are available in our economic system?

CASE III.

"I'm a die designer. We draw up the prints when somebody has a bright idea for a new die. Dies are tools that are used in the plant for shaping material for machine production. They come around to the planner and ask him whether or not we should work on it. They then give it to us and we have to design a die that will compete with one that they might have had designed outside the firm."

"I used to [illegible], that's how I got started. I came to XYZ [illegible] apprenticeship right out of high school. I had a friend whose father was a supervisor and this fellow started in here. In those days employment was tight and it wasn't easy to get a job, but I came in after my friend did. He told me about it and managed to get me in. But I wasn't doing tool and die work then. They started me on the assembly line. I worked on the line nights. But after I was in the plant for a while I looked around and I thought that I'd like to go into die work."

"You'd walk into the die shop and it was always so neat and clean. They clean the machines up every weekend. The floors were always clean. Well, one of the supervisors thought I could learn the work so he took me on as an apprentice. I had to take a cut in pay but it was worthwhile."

"So I started at the bottom. Along with your work on the job you were supposed to go to school at night. We started there by taking what they called a five year course. I finished it up in 2,800 hours. That meant something. They taught us all that an engineer learns, but from a practical standpoint."

"I'm always trying to do the best job I can. XYZ is my company. I'm going to stick with them until they cross me up. Until now they've been very good to me. If the work I do doesn't satisfy them, well, that's just too bad. I always do the best work I can."

"When I got back from the Army after the war I thought I should be in a higher position. I never said anything about it but one day the boss called me into his office and he asked me if I wanted to be a designer. I had never been any great shakes at drawing in school but I figured I'd have a go at it. Well, that's what I'm doing today and I'm one of eight in the whole plant. What I draw and design in eight hours makes enough work to keep production men busy for fifty or sixty hours."

"The engineers in our firm who are college graduates have to come to me to ask questions. I won't take anything away from them, they're smart. They know all about stresses and strains but when they want something done they have to come to me. That's something I'm very proud of."

Questions:

1. How would you describe this worker's attitude toward his job? Toward life?

2. Do you think this worker has achieved success? Why?

CAREER ORIENTATION - YOURSELF

Name_____ Date_____ Homeroom___

1. The three things in life that are most important:

   A.

   B.

   C.

2. The three things I wonder about most:

   A.

   B.

   C.

3. The three things about myself I need to improve:

   A.

   B.

   C.

4. The three things I think I'm good at:

   A.

   B.

   C.

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CAREER ORIENTATION - YOURSELF

Name_____ Date_____ Homeroom_____

1. The nicest thing about school is_____

_____

2. I wish teachers would_____

_____

3. To me eighth grade means_____

_____

4. To me ninth grade means_____

_____

5. Staying out of school means_____

_____

6. If something is called "school policy" it means_____

_____

7. When I finish junior high school_____

_____

8. I like to read about_____

_____

9. I would read more if_____

_____

10. My favorite recreation is_____

11. I have always wanted to be_____

_____

12. When I'm 25 I expect to be_____

_____

OPINION POLL* A Suggested Evaluation Instrument

DIRECTIONS: This opinion poll is concerned with your feelings about working situations. Check those statements with which you tend to disagree in the second column.

		Tend to Agree	Tend to Disagree
1.	Pay is the most important consideration when deciding upon a job.		
2.	If a typist gets her required work done ahead of time she should be able to leave the office early.		
3.	Being an "eager beaver" is the way to succeed on a job.		
4.	Supervisors have the right to criticize employees about their clothes.		
5.	Salespeople should be allowed to chew gum if they enjoy it.		
6.	It takes careful planning to be punctual.		
7.	Wearing metal hair clips to work is considered poor grooming.		
8.	One should attempt to establish close relationships with co-workers early in employment.		
9.	It should be permissible to make personal phone calls if work slackens.		
10.	A worker's criticism of a superior is harmless, providing it is done in private		
11.	Employees have the right to talk back to their superiors whenever they feel they have been treated unjustly.		
12.	Employees should be able to have inexpensive business supplies for personal use without feeling guilty.		
13.	Failure to notify an employer when absent from work is a major offense.		
14.	Getting along well with people is just as important as the ability to do a job well.		
15.	Griping is a harmless way of getting rid of unhealthy emotions.		
16.	Most jobs are boring.		
17.	During periods when work slackens it is wise to "look busy".		
18.	Education and training are over-estimated by employers.		

	Tend to Agree	Tend to Disagree
19. Workers should not attempt to do something unless they are specifically told to do so.		

*This device may be used as a pre-test of student attitudes. It could serve as a guide for class discussion.

Illinois Teacher, Vol. XI, No.5
Spring 1967-68

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PERSONALITY INVENTORY

Here [illegible] traits without which, though you may have ability, brains, skill, and information, you can hardly expect to succeed in competition with other people. Grade yourself:

Excellent	5 points
Good	4 points
Average	3 points
Fair	2 points
Poor	1 point

Those traits in which you score 3 points or below are the ones that you should improve.

1. IS SOCIABLE: Smiles a great deal; gets along with people; and has a keen sense of humor. _____

2. IS COURTEOUS: Considerate of other people; gives extra service; and says "Please" - "Thank you." _____

3. SPEECH IS EFFECTIVE: Expresses ideas clearly and convincingly; and speaks distinctly. _____

4. IS COOPERATIVE: Helps fellow workers and customers; is willing to assume responsibility; and works for the organization. _____

5. HAS INITIATIVE: Makes best use of time; thinks up new ideas; and makes suggestions for improvements. _____

6. IS AMBITIOUS: Wants the business to succeed; wants to see others succeed; and is a "doer," not a "dreamer." _____

7. IS TACTFUL: Says the right thing at the right time; does not argue; and makes the other fellow feel he is doing things his way. _____

8. IS ENTHUSIASTIC: Is not afraid of hard work; likes people; and does his job as if he owned the business. _____

9. IS CONSIDERATE: Makes an effort to see the other fellow's point of view; and is always on the alert to help others. _____

10. IS ORDERLY: Systematizes his work; keeps things in their proper place; and is a clean storekeeper. _____

11. IS HONEST: Must be held in highest confidence; takes responsibility for his own errors; and avoids temptation, bad companions, and bad personal habits. _____

12. IS DEPENDABLE: Is always on the job; observes company policies and procedures; and does what he is told to do. _____

13. HAS SELF-CONFIDENCE: Believes he can and will succeed; does not know it all: and never alibis. _____

14. IS LOYAL: Believes in the company for which he works; knows people who are qualified will be advanced; and observes company policies. _____

15. IS INTELLIGENT: Knows what he is doing: knows his merchandise; and makes an effort to learn new methods. _____

16. IS ADAPTABLE: Makes adjustments easily; welcomes changes; and judges new ideas on merit rather than by prejudices. _____

17. MEMORY: Remembers and can associate names and faces; is able to retain essential facts; and discards nonessentials. _____

18. IS ECONOMICAL: Saves time and effort by being efficient; watches use of supplies, equipment, etc. that are costly; and saves his own money as well as money for his employer. _____

19. USES JUDGMENT: Bases judgment on facts; makes decisions on merit; and is noted for sound judgment. _____

20. HAS PERSISTENCE AND PATIENCE: Does not lose patience easily: tries again and again, and is not easily discouraged. _____

TOTAL _____

WHAT ARE MY INTERESTS

INSTRUCTIONS TO STUDENT:

If you had to select one or more of the jobs below, which do you think would be most interesting? Check as many as you find of interest to you--numbering them in the order of your preference.

GROUP A	GROUP B	GROUP C
____ Auto Mechanic	____ Bookkeeper	____ Laboratory Technician
____ Handy Man in a "Fix It Shop"	____ Bank Teller	____ Analytic Chemist
____ Shop Apprentice	____ Timekeeper	____ Draftsman

GROUP D	GROUP E	GROUP F
____ Automobile Salesman	____ Stenographer	____ Musician
____ Sales Clerk	____ File Clerk	____ Commercial Artist
____ Household Appliance Demonstrator	____ Comptometer Operator	____ Clay or Wood Modeler

"Each group represents an INTEREST AREA. If you have checked a job in GROUP A, it probably would indicate that you have an interest in mechanical things--that you like to work with your hands and use tools and machinery.

GROUP B might indicate an interest in numerical work--a liking for figures and mathematical calculations.

GROUP C represents a few jobs which could be classified as "technical" and usually reflects an interest in work of a scientific or engineering nature.

GROUP D jobs show a preference for working with people--the selling and promotional occupations.

GROUP E jobs are clerical in nature--indicating an interest in office work and business procedures.

GROUP F indicates artistic interests--a liking for interpretive activities dramatic and literary jobs could also be listed in this group.

"When considering your job interest, keep in mind that interest alone does not necessarily spell success in a job. Thousands of boys are interested in baseball, but very few could make even the minor leagues as players. This is of special importance when considering the more unusual or glamorous fields, such as acting, opera singing or deep-sea diving. Remember that each job has its own special value, and that practically every job calls for some special skill, ability or talent. The job of draftsman, for example, requires ability to concentrate and visualize, along with a knowledge of mechanical drawing, shop techniques, blueprint reading and mathematics. Satisfactory grades in most of these subjects in high school are a MUST for the successful draftsman in today's industry.

"Similarly, an interest in the clerical field-particularly in stenographic and secretarial work-must be supported by many special abilities and talents. Typing requires a high degree of physical coordination, manual speed and an ability to read rapidly. The good secretary must have a keen memory, a good vocabulary, legible penmanship and a sound foundation in language, spelling and grammar. Good grades in high school English, arithmetic, bookkeeping, typing and shorthand are certainly valuable assets to the high school graduate looking for office work. Try to keep your interests within the practical limitations of your abilities and talents.

"Once you have discovered these real interests, however, you will probably have a fairly accurate estimate of your talents and aptitudes. Your high school grades are usually a good indication of both. Your parents, friends, teachers and counselors know you, and can be of help in determining your personal qualifications. Moreover, these people have a definite INTEREST IN YOU, and should be consulted before making your final occupational choice."

SUGGESTIONS FOR HIGH SCHOOL STUDENTS REGARDING JOB INTERVIEWS

Personnel executives have been asked in many studies to list the most important things the graduating senior can do in order to make a favorable impression during the job interview. One such study came from 153 companies whose findings were reprinted in Educational and Vocational Planning by William Martinson (Scott, Foresman & Co., 1959).

High on their list of priority were the following suggestions:

Know what field of work or job he is interested in and why.

Understand his interests and abilities.

Show a knowledge of the company and its products or services.

Read company literature in the placement office.

Dress properly--neatly. A good appearance.

Try to be relaxed--at ease. Act naturally.

Ask questions about the company or job which are sensible--intelligent--pertinent--discriminating--well thought out.

Display an interest in the company and the job.

Be sincere--forthright--frank.

Show an ability to express himself clearly; good use of English.

Have a scholastic record which is average or better.

Illinois Teachers of Home
Economics, Vol. VIII, No. 6

JOB ANALYSIS SHEET

1. Job Title: office clerk

2. Age (minimum and maximum) and sex: 18-65 female only

3. Working Hours: 8-5, 5 days per week (1 hr. for lunch)

4. Overtime or holiday work: none

5. Approximate salary range: $3,800 - $4,200

6. Job Hazards (accidents, special working conditions): none

7. Education background (high school, college, technical schools, apprenticeship, etc.): high school and business college preferred.

8. Special tools and equipment used on job: none

9. Supervision: department head

10. Health: reasonably good health

11. Experience: 1 year

12. Machines used: typewriter occasionally

13. Place of Work: office (air conditioned)

14. Briefly describe type of work and operations involved:

A. filing of letters and forms (20%)
B. sorting and distributing mail (10%)
C. filling out forms on typewriter or by hand (60%)
D. errands (10%)

Johnny Brown
(Name)

The above sheet may be modified or expanded at the discretion of the instructor or counselor. Students may wish to prepare their own sheets after a thorough discussion has taken place in class.

SUCCESSFUL DEVICES IN GUIDANCE AND COUNSELING
Rudolph F. Wagner

ERIC

PAGES 79-84 WERE NOT SUBMITTED TO EDRS.

Recent Photograph Trimmed To Fit This Space

CLASSIFIED PERSONNEL
An Equal Opportunity Employer

Application Form

Division of Classified Personnel
Memphis City Schools
Room 158, 2597 Avery
Memphis, Tennessee 38112

I. B. M. No._____

Do not write in this block

Instructions: This form is to be completed in ink in the applicant's own handwriting and signed in the space provided on the reverse side. The applicant should arrange for a personal interview.

A FALSE ANSWER TO ANY OF THE QUESTIONS BELOW MAY INVALIDATE THIS APPLICATION.

I. Personal Data

Name_____ (Last / First / Middle / Maiden) Date of Application_____

Address_____ Zip Code_____ Telephone No._____

List at least two schools near your home. 1._____ 2._____

Date of Birth_____ (Month / Day / Year) Place of Birth_____

Nationality_____ Sex M____ F____ Race_____ Height_____ Weight_____

General Health Last Two Years_____ Physical Defects_____ (Hearing, Speech, Vision or Other)

Marital Status_____ (S, M, W, D) No. of Children_____ No. Dependents_____ Soc. Sec. No._____

Name of Husband or Wife_____

Where Employed (Husband or Wife)_____

Names of Parents_____ Address_____

Where Employed (Parents)_____

II. Type(s) of job(s) for which you wish to be considered.

(1)_____ (2)_____ (3)_____

Can you type? _____words per minute. Use shorthand? _____words per minute.

III. Are you available for substitute work? ☐ Yes ☐ No Temporary Employment? ☐ Yes ☐ No

IV. Educational Preparation

	Name of School and State	Dates Attended From	To	Highest Grade or Level Completed	Year of Graduation	Degree or Diploma Rec'd.
Elementary						
High School						
College or Univ.						
Voc. School						
Special Courses						

V. Additional Personal Data

1. Are you a resident of Memphis?_____ If not, do you plan to establish residence in Memphis you are employed?_____

(Fill out reverse side completely)

85A

2. To what organizations do you belong? Social_____

Civic_____ Fraternal_____ Professional_____

Other_____

3. Have you ever been arrested?_____ If yes, attach explanation.

4. Are you now or have you ever been connected with any subversive or Communist organization?

_____ If yes, attach explanation.

5. Do you have your own means of transportation? ☐ Yes ☐ No Car ☐ Yes ☐ No Bus ☐ Yes ☐ No Other_____

6. Have you ever been discharged from any position?_____ If yes, attach explanation.

7. What was the cause for leaving your last position (or reason for desiring to leave your present one)?_____

8. In the event you are hired, give name, address, and phone number of person to notify in case of emergency._____ Phone_____
Name Address

9. May we contact your present (or last) employer?_____
Yes or No

10. Date you are available for employment._____

11. How much notice do you need to give your present employer?_____

12. Have you ever filed a written application for employment with the Memphis City School System prior to this date?_____
Yes or No

13. Church Affiliation_____

VI. Previous Work Experience (List Last Employer First)

Name of Employer(s)	Address of Employer	Type of Work	Dates Employed From Mo. & Yr.	To Mo. & Yr.
1.				
2.				
3.				
4.				

VII. References—List at least 3 people not related to you that have known you at least 1 year.

Name	Title	Address
1.		
2.		
3.		
4.		

Attach Photograph.
Arrange for a personal interview.

(Signed)_____

Return to: Memphis City Schools
Classified Personnel
Room 158
2597 Avery
Memphis, Tennessee 38112

DO NOT WRITE BELOW THIS LINE

Employed_____ Dept._____ Div._____ Location_____
Date

Substitute or Regular_____ Position_____ Step_____ Rate of Pay $_____per_____

Supplements_____ Terminated_____ Inactive_____ Reason_____
Date Date

ERIC

BUSINESSES AND INDUSTRIES THAT PERMIT STUDENTS TO TOUR THE FACILITIES

HARTS, INC.
4304 Summer Avenue
682-9681
Thomas S. Hartzog

HOLIDAY PRESS
3781 Lamar
362-4451
Charles R. Camp

ITT CONTINENTAL BAKING
400 Monroe Avenue
525-8407

J. M. SMUCKER COMPANY
4740 Burbank Road
362-3550
Eugene Coe

MEMPHIS PUBLISHING COMPANY
495 Union avenue
526-8311
W. Aycock

NATIONAL BEDDING FURNITURE
1700 Channel Avenue
942-4661
E. C. Patton

PLOUGH, INC.
3022 Jackson
458-3361
Warren Draffin

RICHARDS MANUFACTURING COMPANY
1450 E. Brooks
397-4483
Robert Moore

SHULTON, INC.
1725 Third
948-1633
L. Willis

WMC Stations
1960 Union
274-8515
Liddia Slentz

NOTE: Contact the name of the person indicated at each company to make arrangements.
Check Industrial Arts Course of Study for additional businesses and industries.

BULLETIN BOARD IDEAS

Use a large cartoon drawing of Snoopy (cartoon character from Peanuts) with caption: Happiness is ---------- working on a job that utilizes your interest and ability.

ABC'S OF AN INTERVIEW

Ask questions needed for job information

Be relaxed and alert

Consider the interviewer's time

Dress appropriately

Express interest in the work

Find ways to express appreciation for interview

FORMULA FOR ACHIEVEMENT

A spirations: setting goals

+

A bilities: talent of various kinds

+

A ction: effort with purpose and enthusiasm

= A chievement

Set-up industrial display. Show various phases of development of a product.
Example: Cotton from the raw stages to a completed garment.

BULLETIN BOARD IDEAS

A BOUQUET OF FORGET-ME-NOTS TO REMEMBER ABOUT INTERVIEWS

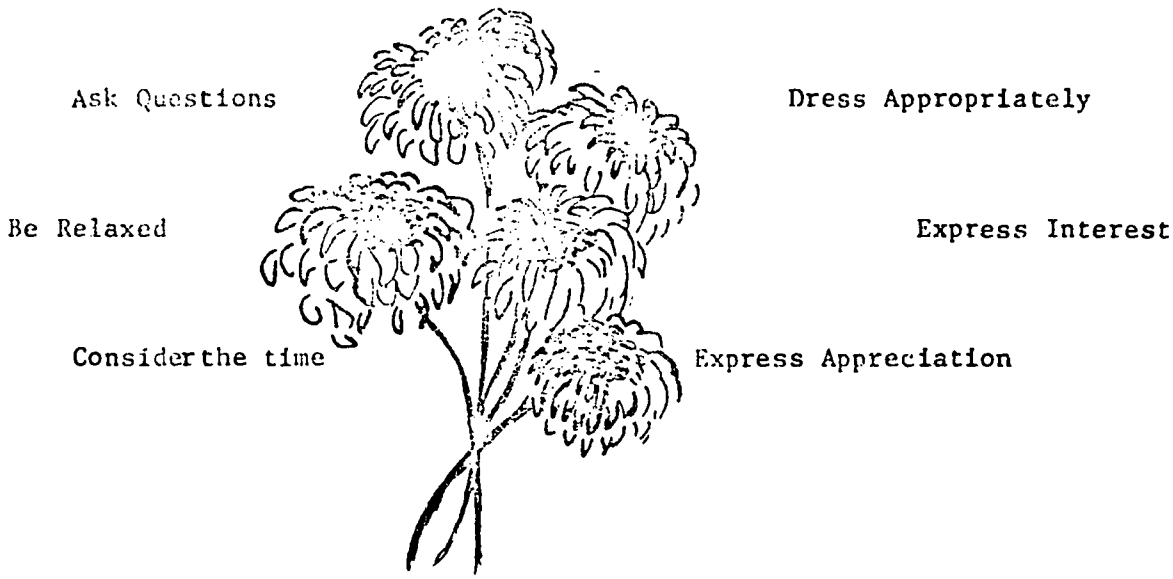

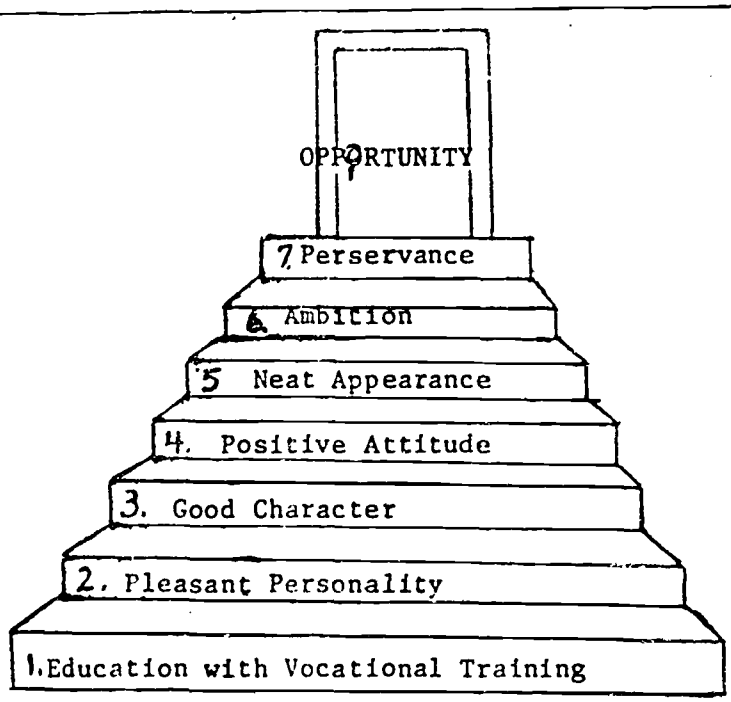

CLIMB THE STEPS TO A GOOD JOB

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FEATHER YOUR NEST
PREPARE FOR A JOB

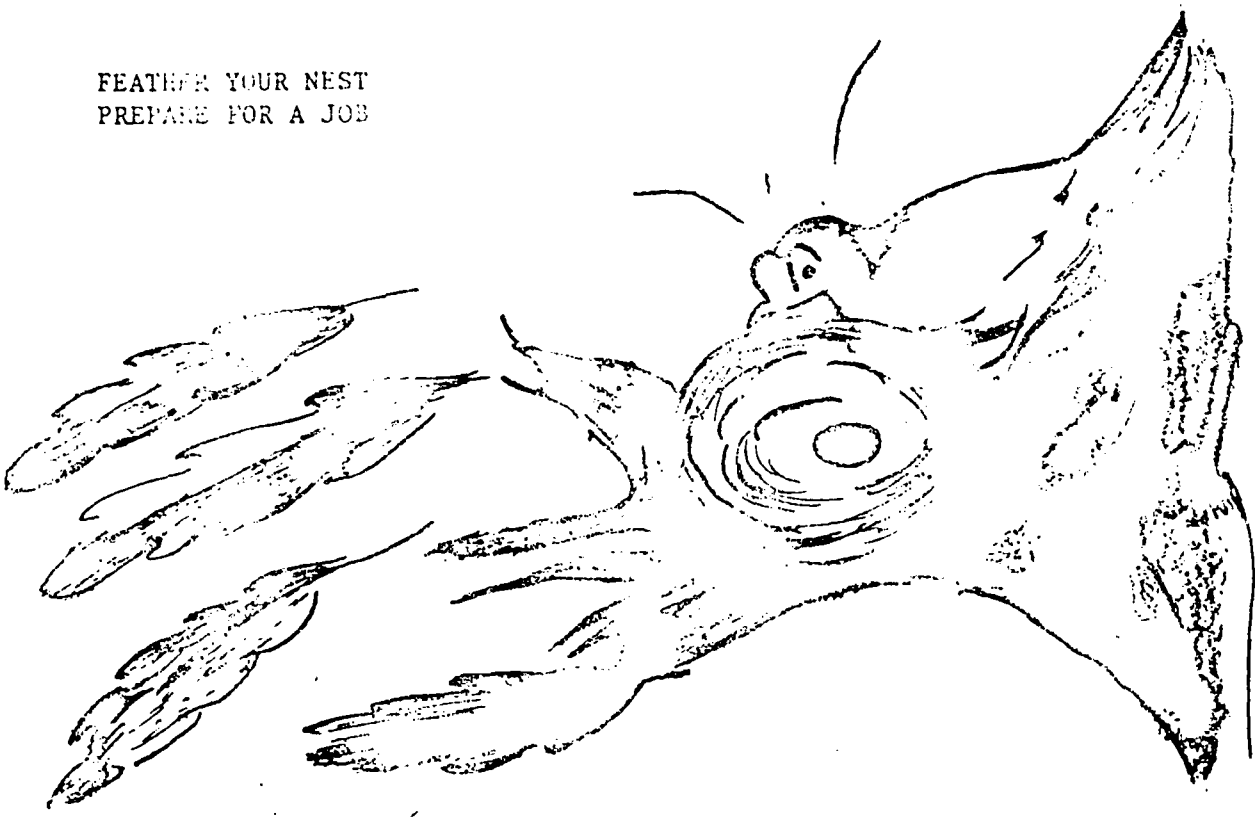

R E M E M B E R

Formula for Achievement:

A spirations: setting goals
+
A bilities: talent of various kinds
+
A ctivities: effort with purpose
and enthusiasm
A chievement

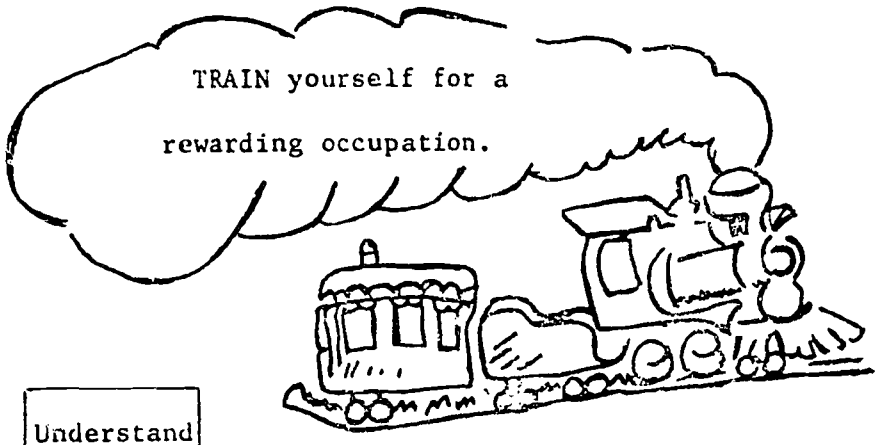

Understand Yourself

Learn to Get Along With Others

Develop Your Talents

Train for a Cluster of Occupations

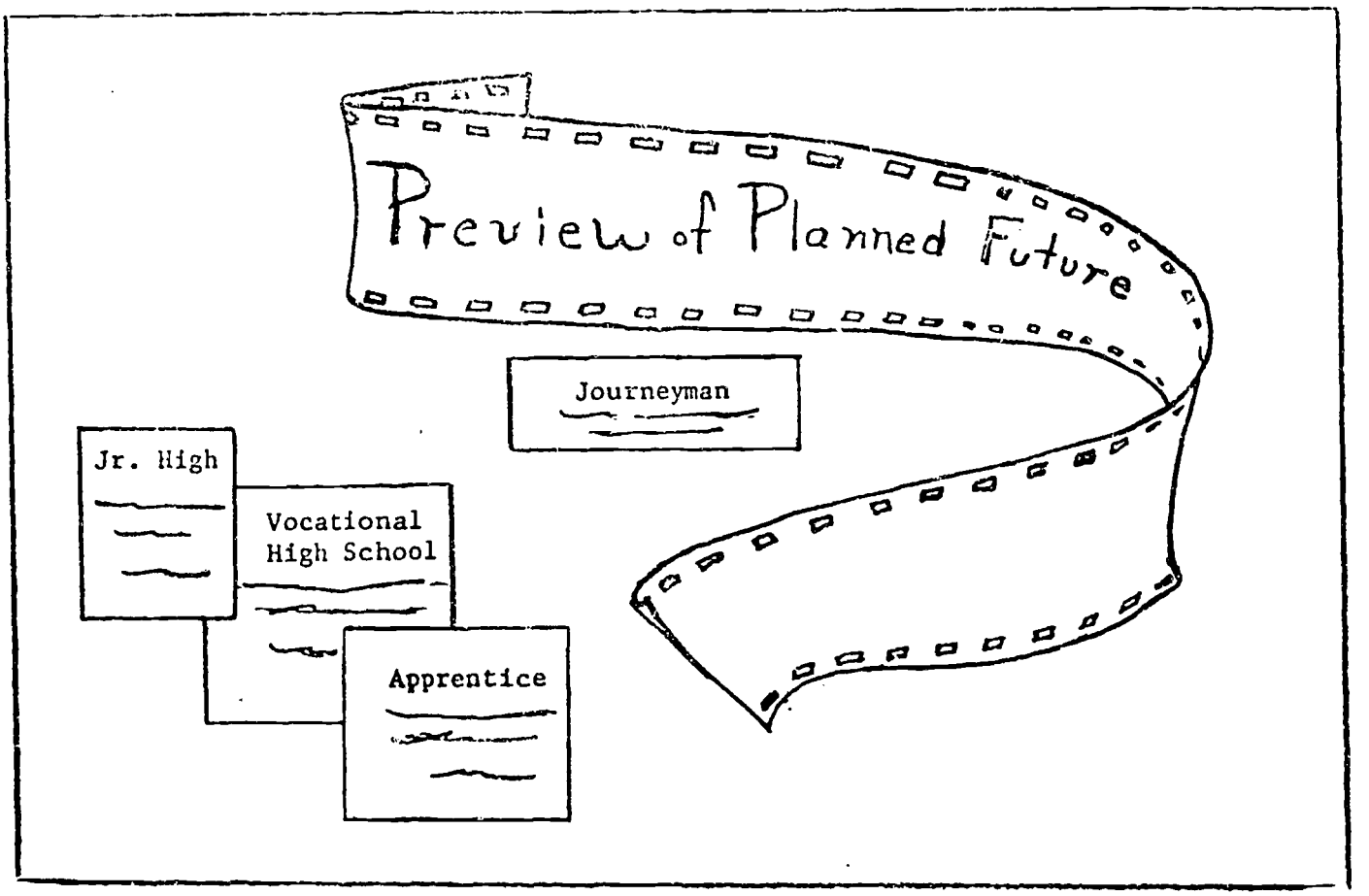
Preview of Planned Future
Journeyman
Jr. High
Vocational High School
Apprentice

VOCATIONAL FIELD TRIP REPORT

Name _____

Place visited _____ _____ Date _____

Department visited _____

Guide's name _____

List the various occupations you observed (use back of page if necessary):

1. _____

2. _____

3. _____

4. _____

List any health or safety hazards you observed:

_____

_____

List any skills that you observed in action:

_____

_____

_____

What did you find most interesting?

What did you find least interesting?

Opinions from workers about their jobs:

Did the workers seem happy?

How do you make application for a job here?

ERIC

"What's My Line?"

(A classroom learning activity that is played like the television game, "What's My Line?".)

Each student researches a job in which he is interested. He should be prepared to answer questions about his occupation. A panel of four, a timekeeper and a moderator are selected. The teacher may prefer to serve as moderator, because occasionally he will have to intervene and qualify answers.

Students volunteer to be questioned about their occupations. Each panel member questions for one minute, after which the timekeeper blows the whistle and the next panel member takes up the questioning where the last left off. In the event the panel does not guess the occupation in seven minutes, the student being questioned tells what he does. After the first panel has questioned the four volunteers, the four having been questioned serve as a panel member and as the guest with the job.

The game gets off to a good start when the panel is given some leading questions. The panel may start the questioning by finding out whether the job is of a manual, mechanic, etc., nature.

HOW I PLAN TO ACHIEVE MY VOCATIONAL GOALS

Name of Occupation _____

Description of duties _____

_____

Aptitudes Required	How I Rate My Aptitudes		
	Below Average	Average	Excellent
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Necessary Personality Traits	How I Rate In These Personality Traits		
	Below Average	Average	Excellent
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Education or Training Required	Further Education or Training I Need
_____	_____
_____	_____

Other Requirements	How I Can Fulfill These Requirements
_____	_____
_____	_____
_____	_____

OCCUPATIONAL BOOKS IN THE SCHOOL LIBRARIES

Cypress Jr. High School

American Dietetics Association, Your Future as a Dietitian, Richard Rosen Press, New York, 1964.

Bernays, Edward L., Your Future in Public Relations, Richard Rosen Press, Inc., New York, 1961.

Bibby, Dause L., Your Future in the Electronic Computer Field, Richard Rosen Press, New York, 1962.

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Detzen, Winfred, So You're in High School, McGraw Hill Company Inc., New York, 1958.

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Noyes, Nell Braly, Your Future As a Secretary, Richard Rosen Press, 1961.

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Can I Get The Job? Public Relations Staff, General Motors, Detroit, Michigan 48202.

Can I Be An Office Worker? Public Relations Staff, General Motors, Detroit, Michigan 48202.

Can I Be A Draftsman? Public Relations Staff, General Motors, Detroit, Michigan 48202.

Can I Make the Production Team? Public Relations Staff, General Motors, Detroit, Michigan 48202.

Can I Be a Technician? Public Relations Staff, General Motors, Detroit, Michigan 48202.

Your Social Security, Superintendent of Documents, U. S. Government Printing Office.

Start Getting That Job Now - A Vocational Guidance Handbook, Memphis Community Learning Laboratory.

Room To Grow

Should You Be a Salesman?

Should You Be A Printer?

Should You Go Into Electronics?

Computer Programming?

Should You Be A Draftsman?

Should You Go Into The Construction Business?

Should You Be A Dietitian?

Should You Be An Accountant?

Should You Go Into Advertising?

Should You Seek A Career In Life Insurance?

Should You Be A Purchasing Agent?

Should You Go Into Retailing?

Should You Be A Nurse?

Should You Be A Newspaperman?

Should You Be A Medical Technologist?

A Man's Guide To The Look Of Success

The seventeen booklets listed above may be obtained from the following address:

Career Information Service
New York Life Insurance Company
Box 51, Madison Square Station
New York, New York 10010

Your Telephone Personality, South Central Bell Telephone Company

Careers For Youth In The Food Service Industry, Director of Education, National Restaurant Association, 1530 North Lake Shore Drive, Chicago, Illinois 60610

*Free or inexpensive booklets

SOURCES OF AUDIO VISUAL AIDS

SPAN Office
ADULT EDUCATION CENTER-EAST
Phone 684-4846

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SOCIAL SECURITY NUMBER:

Everyone who works, regardless of age, must have a social security number. You must have a social security number before your employer can pay you. To obtain a number fill out an application at the Social Security Administration, 242 Federal Office Building, 167 N. Main St. or the office at 1796 S. Third St.

BIRTH CERTIFICATE

To obtain a work permit or to prove to an employer that you are old enough to work, you must have a copy of your birth certificate.

If you were born in Shelby County then go to the Shelby County Health Department, 814 Jefferson to receive a copy. There is a $2.00 fee.

If you were born outside of Shelby County but in Tennessee, write to the Division of Vital Statistics, Tennessee Department of Public Health, Cordell Hull Building, Nashville, Tennessee, 37219. If you were not born in Tennessee, write to the Bureau of Vital Statistics, State Board of Health, in the capital of the state in which you were born. Include your name, birthplace, date of birth, time of birth (if known), your mother's maiden name and your father's name. Be sure to enclose the $2.00 fee and the address where you presently live.

WORK PERMIT

If you are not 18 years old and have found someone who wants you to work for them, you must have a work permit.

If you live in the city you can obtain a permit at the Memphis Board of Education, 2597 Avery. If you live in the county a work permit can be obtained at the Shelby County Board of Education, 160 S. Hollywood. You must take a copy of your birth certificate with you. You will be given papers to have signed by your doctor, your prospective employer, and your parents or legal guardian. If you live in the county your parents must accompany you. As soon as these papers are returned you will be issued a work permit.

14 and 15 Year Olds ---- May work in many jobs before and after school hours and during vacations.

FOR EXAMPLE:

1. Office and clerical work
2. Cashiering, selling, art work, and window trimming

3. Price marking and tagging assembling orders, packing and shelving
4. Bagging and carrying out customer's orders
5. Some errand and delivery work by foot, bicycle, or public transportation
6. Clean up work, maintenance of grounds, but not including the use of power-driven mowers or cutters
7. Preparing and serving food and beverages
8. Delivering newspapers
9. Caddying
10. Working on a farm
11. Work in connection with cars and trucks if confined to the following:

    Dispensing gasoline and oil
    Courtesy service
    Car cleaning, washing, and polishing

    But NOT including work:

    Involving the use of pits, racks or lifting apparatus or involving the inflation of any tire mounted on a rim equipped with a removable retaining ring

12. Cleaning vegetables and fruits, and wrapping, sealing, labeling, weighing, pricing and stocking foods when performed in areas physically separated from areas where meat is prepared for sale and outside freezers or meat coolers
13. Cleaning, tending or assisting householders, as yard care, pet care, child care, cleaning yards, garages and attics

<u>A 14 or 15 year old may not be employed in any occupation declared hazardous.</u>

These include manufacturing, mining, processing, construction and warehouse occupations (except office or sales work in connection with these occupations). A 14 or 15 year old may not work in a freezer, load or unload goods, work for a public messenger service, operate any power-driven machinery, work as a baker, wash outside windows when a ladder is required, or work in a boiler room.

16 and 17 Year Olds --- May work full time in most jobs

FOR EXAMPLE:

Most manufacturing jobs
Most jobs in stores and restaurants
Most service jobs, such as in repair shops laundries, drycleaners, recreation services, and hospitals
Clerical and office jobs

18 years is the minimum age for some hazardous jobs

THESE INCLUDE:

1. Driver or helper on motor vechicles
2. Jobs invloving the operation of certain dangerous wood-working, metalworking, bakery, and paper products machines
3. Operating elevators and other powerdriven hoisting apparatus
4. Most jobs in connection with mining
5. Most jobs in logging or sawmill operations
6. Some jobs in slaughterhouses and meatpacking plants
7. Many jobs involved in the manufacture of brick, tile, and similiar products
8. All jobs in roofing, wrecking, and demolition operations
9. Jobs in explosive plants
10. Jobs involving exposure to radiation
11. Jobs where intoxicating beverages are manufactured, bottled, or served for consumption

MAXIMUM HOURS OF EMPLOYMENT

A 14 or 15 year old may not be employed during school hours. They may work no later than 7:00 P. M. or earlier than 7:00 A.M. during school months.

A 14 or 15 year old may not be employed:
*More than 3 hours a day--on school days
*More than 18 hours a week--in school weeks
*More than 8 hours a day--on nonschool days
*More than 40 hours a week--in nonschool weeks

A 16 or 17 year old may not work more than 8 hours in one day, 40 hours in one week, or 6 days in one week. They may work no later than 10:00 P. M. or earlier than 6:00 A.M.

ACCESSION NUMBER: VT100610

TITLE: MEAT DEPARTMENT MANAGEMENT TRAINING MANUAL.

DESCRIPTOR: MANUALS; *RETAILING; *MERCHANDISING; MANAGEMENT EDUCATION; *DISTRIBUTIVE EDUCATION; *FOOD STORES; *MEAT

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 542

ABSTRACT: THIS MANUAL CONTAINS THE TOPICS AROUND WHICH A COMPLETE MANAGEMENT TRAINING PROGRAM IN MEAT RETAILING CAN BE BUILT. NO ATTEMPT HAS BEEN MADE TO COVER ANY TOPIC IN DETAIL. TOPICS INCLUDE BUYING, CUTTING, AND PACKAGING MEAT AND CLEANLINESS, INVENTORY CONTROL, AND OPERATING COSTS OF MEAT DEPARTMENTS IN FOOD STORES. EMPHASIS IS GIVEN TO DISPLAYS AND TO THE PROBLEMS ASSOCIATED WITH SELF-SERVE MEAT DEPARTMENTS AND SPECIAL MEAT PRODUCTS. AN INSTRUCTIONAL OUTLINE FOR A COMPREHENSIVE TRAINING PROGRAM IS INCLUDED. (AUTHOR/MU)

AVAILABILITY: NATIONAL ASSOC. OF RETAIL GROCERS, 360 NORTH MICHIGAN AVE., CHICAGO, ILLINOIS 60601 ($2.00)

SPONSORING AGENCY NAME: NATIONAL ASSOCIATION OF RETAIL GROCERS, CHICAGO, ILL.

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MEAT DEPARTMENT MANAGEMENT

TRAINING MANUAL

VT 100 619

National Association of Retail Grocers

360 NORTH MICHIGAN AVENUE, CHICAGO, ILLINOIS 60601

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Training Manual

for

MEAT DEPARTMENT MANAGEMENT

This outline has been prepared with a view to assisting executives of state and local associations, teachers in colleges and universities, meat industry personnel, retailers and wholesalers, and other leaders who may be planning courses in retail meat department operation.

The main objective is to summarize points around which to build a complete management-training program. The individual instructor will want to revise the outline to suit requirements of his particular group.

This is not intended to be a text, for no attempt has been made to cover any topic in detail. More complete information on each aspect of meat department management is available from National Association of Retail Grocers, 360 North Michigan Avenue, Chicago, Illinois 60601.

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TRAINING MANUAL FOR MEAT DEPARTMENT MANAGEMENT

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MANAGEMENT

The economic and competitive environment within which the retail food store must operate is constantly changing, and in many ways becoming more complex.

There is no way of telling what the future holds. Success no longer comes to the meat department headed by the best "meat cutter", unless he knows how to adapt operations to those changes in business conditions which cannot always be forecast. The days are gone when management can operate completely by the trial and error method, for bitter experience has taught many operators that as little as 1/2% loss in net profit can mean as much as 75% reduction in return on investment.

Here is a 7-step guide to better management:

(a) Establish operating and sanitation procedures that minimize shrinkage and spoilage, and maintains quality.

(b) Reduce inventories as low as practicable over week-ends. In addition to reducing shrinkage and trim to increase gross profit, this eases financing, for the retailer will have sold the meat and received the money for it before bills from the packers become due.

(c) Do not speculate! Never tie up too much money in inventories of products that turn slowly. If the money tied up in inventory is too high, the retailer may find himself directly dependent on selling merchandise to raise cash.

(d) Keep sufficient records of performance to provide a sound basis for establishing operating goals and selecting featured items.

(e) Buy quantity and quality in direct relationship to customer demand and preference.

(f) Clearly understand the important relationship between sales mix and gross profit on each item handled.

(g) Keep up-to-date on the new management techniques by reading trade publications, attending educational meetings and experimenting in your own department.

BUYING

Confine purchases to as small a number of suppliers as practicable, possibly 3 or 4. This gives a retailer more than one source of supply, yet he is not wholly dependent on any one packer for his meats.

A good meat buyer will have knowledge of: normal price-making forces; seasonal price fluctuations; sources of market information; meat marketing structure; all products handled; the store's customers; top management's operating philosophy.

He will know how to determine accurate costs of retail cuts and smaller wholesale cuts from primal cuts, and when it pays to buy a carcass of beef made up of cuts rather than in straight carcass form. This requires frequent cutting tests.

He will realize the advantage of handling branded products on which the packer has spent money to create acceptance.

INVENTORY CONTROL

Inventory control is important, not only to reduce shrinkage but to ease financing of meat purchases. Efficient management will avoid having any of its own money tied up in meat inventory.

On the average, meat contains about 65% water, so every precaution must be taken to minimize carry-over to keep shrinkage down. A 1% dehydration weight loss on meat worth 50¢ per pound can mean a loss of 1/2 of one percent in gross profit.

How far a retailer can go in reducing week-end inventories will depend largely on competitive conditions, product mix and the supply situation. The retailer who is some distance from his major source of supply, and cannot get a shipment before late Monday or Tuesday, will naturally have to carry a larger stock than the retailer who can get supplies earlier on Monday.

The goal should be to carry as little meat as possible over the week-end without running short. Where possible, management should aim at a week-end inventory no more than 20-25% of the weekly dollar sales. For example, if the weekly sales volume is $8,000, the manager would do well to reduce his inventory to a point where he carries no more than $1,600 worth of meat over the week-end. Similarly, where a meat department has a weekly sales volume of $2,000, the meat supplies carried over should cost no more than $500.

With practice it is not difficult to control buying to a point where the Saturday night carry-over will be low, nor is it necessary to run out of any product. A management guide followed by some retailers is: a loss of 1% in gross profit results from each 5% carry-over in excess of 25% of weekly meat sales.

High volume on other than fresh meat items results in a higher than average carry-over figure. Money invested in heavy inventories of lard and canned hams brings little return unless, of course, management has had an opportunity to make a seasonable buy. Under normal operating circumstances this seldom happens more than once or twice a year, and the store will have a better financial record if money is kept turning over and not tied up in inventory.

A carry-over figure of 10% is given as a guide by some experts but many events take place in actual practice to make attainment of this goal difficult. For example, the retailer who orders extra poultry to take care of a special sale will naturally carry a heavier percentage inventory unless the personnel in the department do an exceptional selling job.

Reducing the amount of meat on hand over the week-end gives management much closer control over the meat department. As meats contain considerable moisture, the reduction in shrinkage alone makes the practice worth-while. A smaller inventory is not only taken more quickly and easily, but there is less work to do on Monday morning when meat cuts must be faced and trimmed. Trimming costs money, not only in terms of meat wasted but money spent for this labor is an expense for which no return is received. When meat inventories are reduced thefts are more easily discovered. In fact, reducing the supply on hand might, in itself, deter those who would be dishonest. Taking a physical inventory is not difficult nor will it take long if the inventory is low. The best time to take the inventory is on Saturday afternoon or early Monday morning. With proper organization of the work this is not too difficult, even in a one-man department.

In most stores there is a quiet spell in the cutting room on Saturday afternoon, whether the department is service or self-service. This is the ideal time to clean the cooler and replenish the sawdust, discard boxes and cartons, and hang the few remaining cuts on hooks. If the meats are then classified with all beef on one side of the cooler, all pork on the other, and lamb and veal at the rear, the taking of the inventory is greatly simplified. In taking stock, it is suggested the process start in one corner just inside the door. Then take each wall in turn until everything has been included. If a platform scale is used, it can be taken into the center of the cooler.

As for products in the display case, it is normal practice to "sell out" as much as possible within the last hour on Saturday. Cuts remaining in the case at the close of business can be inventoried very easily by passing the platters over the counter-scales on their way to the cooler. As the inventory in the cooler is normally completed by this time, the weights can be added directly to the inventory forms.

When inventory is taken by the head cutter or other person acquainted with prices and pricing systems, the prices can be written in at the same time as the weights. If inventory is being taken by a junior member, the prices can be filled in later. When two men are available for taking inventory, one can call weights while the second writes the figures in the proper spaces. This is a good way to train an employee for this work, and the practice is popular since it is good training for junior members in the department. In larger departments the job should be rotated from one

employee to another, so each can become acquainted with the problems to be met on jobs other than his own. This also develops flexibility of personnel so the absence of one or more is not so seriously felt.

Rotating personnel also helps overcome one of the most difficult problems encountered by many managers of large meat departments operated on a service basis. When it is difficult to get all cuts moving out evenly, the reason often lies in the fact that counter salesmen (whose knowledge of meat cutting is limited) tend to sell too many "center cuts" to the exclusion of first cuts. Where it is not practicable to give these men the cutting experience they need, the seriousness of the problem can be impressed on their minds by letting them assist in taking the weekly inventory.

Some retailers have their own inventory forms printed and list the items on the sheets in the order in which they appear in the cooler.

In pricing cuts on the inventory sheet, either cost or selling prices may be used. If selling prices are used, an arbitrary selling margin can be deducted from each cut, depending on its markup, or from total inventory. The experienced manager usually prefers to take inventory at cost, not only because it gives him a more accurate picture, but because he is accustomed to thinking in terms of costs.

Care must be taken not to "overtake" an inventory, for the manager who "pads" either weights or prices to improve his record for the current week, is only charging next week's business with product at a price that will be hard to realize. All products should be priced at current or replacement value, whichever is lower. For example, if the market on pork loins has dropped since the loins were purchased, they should not be priced at actual cost but at replacement cost, which might be two or three cents a pound less. If there is any doubt as to which of two prices to use as a cost, it is wise to use the lower of the two to be on the safe side.

There is some difference of opinion as to the advisability of taking meat inventories once a week. Although some managers work on a monthly or even quarterly basis, most successful managers use a weekly system for it gives much closer control. If trouble occurs or a practice develops that reduces profit, it will persist and may even grow to serious proportions unless inventories are taken weekly. In the same way, one error will show up as a larger percentage of a week's business, while it may represent such a small percentage of a quarterly figure as to go unnoticed.

MEAT CUTTING

There is no one correct way to cut meat. A good manager has a variety of ideas for merchandising every product. There are three advantages:

1. If sales of a cut of meat should drop off, it is an indication the cut is not appealing to homemakers as it is prepared. A new cutting or display idea may be all that is needed to move it again.
2. The manager with more than one cutting method has the "edge" on his competitors. When they cut prices to a level he does not wish to meet, he can remove himself from competition by putting that cut out in some other form.
3. Retailers should promote those cuts that are most profitable. When any cut of meat is profitable because it is in plentiful supply, the retailer with several cutting methods is in a better position to build volume than the retailer with but one merchandising idea.

CONDUCTING CUTTING TESTS

1. Weigh the original cut and compute its total cost.
2. Cut into retail cuts. Weigh each and compute selling prices.
3. Use weights that are sold .. not weights that are cut.
4. Weigh fats and bones as a mathematical check.

CONDUCTING CUTTING TESTS (Continued)

5. Compare total selling price with total cost.

6. Never over-price a cutting test. If in doubt as to which of two prices to use, always use the lower.

(Use "Nargus Meat Department System" cutting test forms.)

OPERATING COSTS

Whether or not a meat department can operate on the price spreads currently allowed by competition depends on the ability of management to know which meat products (if any) are not paying their share of the expense burden.

Compute all operating expenses on the basis of cents-per-pound-of-product-handled rather than percentages. To do this, it is necessary to know only the dollar expenses and the number of pounds of meat sold per week.

To determine the amount of meat sold per week, follow this method:

To the amount of meat on hand on Monday morning, add the amount received during the week. From this total subtract the amount on hand Saturday night. The final figure will be the number of pounds sold during the week. (Tonnage figures can be taken from invoices.)

To determine average operating cost per-pound-of-product, weekly operating costs are divided by the number of pounds of meat sold. For example:

Operating expenses for the week	$360
Number pounds meat sold	3000
Average operating cost per pound -- $360 ÷ 3000 = 12¢	

(These figures are examples only. Each manager should compute his own expenses on this basis.)

The first step is that 12¢ per pound becomes the dividing line in deciding whether or not to promote a product. On those products where competition permits 13¢ or even 14¢, it is accepted. (For example, no retailer would want to handle boiled ham on a 12¢ mark-up.) 12¢ only becomes a dividing line.

When sales of unprofitable items increase, there is a burden which must not only be carried by other products, but made up in the long run before any net profits can be realized. Since the total number of families from which every retailer draws his trade is relatively fixed, selling some products at a loss brings the same results as paying higher-than-necessary overhead costs.

(Use "Nargus Meat Department System" Manual and forms for best financial control.)

CLEANLINESS

If the meat department is to be successful, rules for cleanliness must be adhered to strictly. The work involved in tearing down and rebuilding the display each day can be costly, especially in self-service departments where packages may have to be rewrapped due to excessive handling. However, all products should be removed at least once a week and the case washed thoroughly with plenty of hot water.

When the temperature of the case is allowed to rise a few degrees, some fresh meats will bleed. Blood spots on display cases should be removed at once, for their presence is very distasteful to a homemaker. They can be removed easily with a cloth dipped in hot water.

Mirrors and glass partitions should be polished daily and thoroughly cleaned once or twice

CLEANLINESS (Continued)

a week. This must be done when there is no meat in the case, since the use of some glass-cleaning compounds causes a dust to settle on packages. Mirrors and glass should always be thoroughly cleaned before the bottom of the case is washed, so the dust will not be allowed to contact meat cuts. All traces of the cleaning agent must be removed from mirrors and glass in the case. In self-service, mirrors may become smeared by customers who rub packages against them, but these smears can be removed easily with liquid ammonia. Glass cleaning compounds in liquid form are practical when they can be sprayed on.

For polishing, a chamois is better than a cloth, for it leaves no lint. The front of the case below the glass needs a daily washing to remove shoe marks and children's fingerprints.

MEAT DEPARTMENT LAYOUT

As to case location in the market, there is no hard and fast rule; it depends on the overall layout of the store and the direction of traffic flow.

Display cases should be conveniently located for both stocking and selling. Most managers want them as near the cutting and wrapping operation as possible. Where the original cases run along the side or back of the store, rush hour traffic for demand items can be handled by placing an additional self-service case across the aisle from the regular display.

Where a store converts from service to self-service in the meat department, the same location may be used as long as the meat department gets its share of customer traffic. However, any changes in traffic patterns caused by alterations in other departments must be taken into consideration.

Basic layout of equipment in self-service departments will depend largely on the amount and shape of space available, and whether or not cuts are to be wrapped for self-service in the same room. Estimates are available as to the number of square feet of floor space required, but these are of little value apart from serving as a guide. In many instances a meat department must be reorganized for self-service, using as many of the facilities as possible, and in some cases within the same floor space used in the service operation.

SELF-SERVICE

Cases should not be placed where dust from the street or from incoming shipments of produce (for example, potatoes) will come in contact with the display. Neither should they be located near currents of warm air, for this may cause excessive condensation on the packages and discoloration, leading to a larger than necessary number of re-wraps.

If the air in the case is disturbed by electric fans, drafts from doors or the air conditioning system, the refrigeration load will be greater and operating costs higher. It would also be unwise to place the display case against a wall subjected to strong sunlight, unless the wall is well insulated.

CUTTING ROOM

The walk-in cooler should be so located as to be handy for receiving as well as being handy to cutters and counter men.

Where rails are used to transport quarters of beef and other heavy cuts to the cooler, they should also be designed to move these cuts to blocks for cutting.

Cutting blocks should be strategically located so cutters have ready access to the meats to be cut and to the racks for prepared cuts.

CUTTING ROOM (Continued)

Space around cutting blocks should be sufficiently large that each cutter will have complete freedom of movement without danger of being bumped by passing employees or neighboring cutters.

The cutting room should be equipped with a sink, and where practicable this should be out of the way of the cutters, yet readily accessible to all workers. As the sink becomes the focal point of activity near closing time when washing trays, etc., there should be plenty of room for stacking trays before and after washing.

Power saws can save money, as they reduce considerable unproductive labor. They should be close to the block, but away from lines of traffic, to eliminate accidents. Power saws give speed and uniformity to the operations.

Where a special cooler or a section of the main cooler has been set aside for blooming operations in self-service, it should be readily accessible to cutters and wrappers.

TEMPERATURE CONTROL

Temperature control in cooler, cutting and packaging areas, and display case, is of utmost importance if meats are to be kept fresh and bloom retained. Bacterial growth is retarded by lower temperatures. The rates of chemical reactions involved in meat spoilage increase with rising temperatures. The temperature should also be consistent, for variations over too wide a range will result in condensation of moisture which encourages bacterial growth.

The closer the temperature can be controlled near 30° F., the more satisfactorily can deterioration be prevented, but in an endeavor to get low temperatures fresh meats must not be allowed to freeze. Fresh meat if allowed to freeze at 26 to 28° F. becomes dark and unattractive in color.

Suggested Temperatures

Cooler	30-34° F.
Cutting and packaging areas	45-55° F.
Display case	29-30° F.

SPECIAL PRODUCTS

SMOKED AND READY TO SERVE MEATS

It has been fairly well established that light, regardless of source, induces fading of luncheon meats. The stronger the light the faster the reaction.

Some retailers have tried using colored bulbs in the display case, or covering the lights with paper of various colors. Some have even tried removing the bulbs from that section of the case devoted to hams, but the use of cool deluxe white, warm deluxe white fluorescent or incandescent lights seems best.

It is not so much the kind of light but the amount of light that counts. Light intensity over 60 foot candles can cause discoloration.

Arrangement of products in the display case should be dictated by the degree to which different items are susceptible to discoloration when exposed to light. As ham is probably the source of most difficulties, it can best be displayed in two or three short rows along the front of the case, instead of in one long row stretching from the back to the front of the case.

SMOKED AND READY TO SERVE MEATS (Continued)

In service meat departments, close control over the amount of products sliced ahead of time is the key to reducing the discoloration.

In self-service, cut surfaces may be protected from the effects of light by covering one or both of the exposed surfaces with backing boards or deli paper. These can be purchased in printed sheets, die-cut to suit the shape of the slice. Most managers, however, use this protection on one side of the package only, and display the package upside down so the cut surface is not exposed to the light.

If loaves of luncheon meats must be sliced ahead of time to prepare for rush hour traffic, the slices should be protected from the effects of light by storing in a dark place, or by covering with paper.

Slices should not be shingled unless turnover is exceptionally fast, for discoloration of that part of the slice exposed to the light will result in an uneven color pattern.

Where turnover is exceptionally fast, managers have been known to turn all cut surfaces up. This is an exception rather than a rule, for the product will still discolor slightly and will continue to do so after removal from the case, although at a slower rate.

Inventory control both in the cooler and in the display case will do much to eliminate discoloration at the source. Smaller displays should be built when traffic is slower, and replenished more frequently.

If the product is left in the case overnight (whether service or self-service) it should be covered with paper. This is particularly true if the case is in the range of one of the night-lights.

LUNCHEON MEATS

To build volume on luncheon meats, "first" slices should never be included with those from the center of the loaf.

In service departments, take a slice from loaves as soon as there is the slightest indication of their losing bloom. Facing not only keeps the display more appetizing, but there is less waste since the slice is removed in time to be used in salads and sandwich spreads. Under no circumstances should homemakers be given slices that have spoiled or even discolored.

SALES BUILDING

With operating costs as they are today, management must build sales to spread costs.

The important point is not the amount of profit made on each sale, but value-for-money-received so the customer will be encouraged to come back again and again. Repeat sales and inventory turnover is vital to success.

Homemakers are more interested in the cost-per-serving than the cost-per-pound. Stress the advantages of cooking all meats at low temperatures to reduce cooking shrinkage. (300 degrees for beef, lamb and veal, and up to 350 for pork.)

DISPLAYS

While no two meat departments have exactly the same problems, there are certain basic principles of display building which apply to every meat department, whether service or self-service.

DISPLAYS (Continued)

A full display is essential at all times. Customers who come in late in the afternoon should have as wide a range of items to choose from as those who can shop earlier. If an item is not on display a homemaker may not be reminded of it. She will usually do without it, or buy it at another store on the way home. Meals are built around meat, and the store that sells the meat has the "odds" on selling produce and related items. But if the homemaker fails to find the specific cut around which her menu is planned, she is likely to take her complete food order to another market.

Arrange meats by classes, with demand items last in the flow of traffic. For example, in warmer weather boiled ham should not only be near the end of the ready-to-serve section, but the ready-to-serve section should be last in the line of traffic. The customer who walks past the entire meat display to get to the luncheon meats can likely be enticed to pick up at least one fresh meat item if it has been attractively prepared.

While some managers display rows of meats that alternate in color, others display cuts according to cooking methods. If a meat department is doing considerable volume, it may be possible and practicable to combine these ideas and alternate colors of cuts in each section on the display. For example, in the steak and chop section beef steaks could be placed between cuts of pork and veal, since they differ in color. Some operators like to display cuts according to size, while some of the best volumes have been built by changing ideas from one day to the next, and from one time of day to another.

In arranging meats in their respective sections, two fast moving items should never be placed side by side, but place a more profitable slow-moving item between them. For example, if both frankfurters and cooked ham move exceptionally well, there would be little point in displaying them side by side. Instead, put an appetizing display of a profitable meat between them. If the display space devoted to luncheon meats is relatively large, these demand items can be spotted so customers see the whole display before leaving.

When fresh meat items slow up (for example pot roasts or roasts), the situation can be improved by moving the display of ground beef to the center of the roast display to draw attention to these cuts. "Arrange the case on a plan but change the plan often" say some of the most successful managers. Early morning customers often want stews, roasts or pot roasts, so these should be displayed near more profitable impulse items. When platters begin to empty during the morning, the pattern of the display can be changed to take advantage of other consumer shopping habits. Homemakers who shop just before lunch or late in the afternoon usually want quick-cooking or even ready-to-serve items, so these should be placed near less demanded items that carry a good margin.

In self-service, the display should be kept simple to minimize disarrangement and damage to the packages. Unless display space is limited, and a rush hour coming up, packages should never be piled more than two high. The less a customer has to "dig" in search of a cut which appeals to her, the easier it is to keep the display neatly arranged. When packages are piled too high, the weight will distort and cause excessive seepage in those on the bottom. As the temperature rises about two degrees for each physical rise of one inch in the display space, piles of cuts will lead to more unsightly packages and a higher than necessary number of re-wraps. In making displays, a garnish of any kind (rubber greens, for example), not only adds color but provides a breathing space between rows. It also helps keep products in line, for customers are more likely to return unpurchased packages to their proper places.

In checking self-service displays, it is not always necessary to look at the code date on each and every package. The experienced eye can detect the package starting to lose its bloom, especially if the package contains red meat. A cut of meat should be pulled from the display as soon as it starts to lose eye appeal, regardless of the code date. If removed immediately, a new wrap may be all that is required to sell it, but if left in the case too long it will not only have to be scrapped but will discourage the sale of neighboring packages in the meantime.

SELF-SERVICE MEAT DEPARTMENTS

Today, the major problem in meat retailing is not in the dollar cost of establishing and operating, but in the fact that most of the expenses must be met each and every week, regardless of the amount of meat sold. Under these circumstances a store must build volume so each pound of meat will have a smaller share of the expense burden to carry. The result is that one of the major trends in food retailing has been from small to large scale merchandising. Competition is no longer in terms of individual products, 'sirloin steak or pork chops', but for customer traffic. Once a market has traffic it can sell its products as long as customers are offered a wide selection of competitively priced quality merchandise with a minimum of delay and confusion. Self-service fits in so well with these developments that those who want to build and maintain volume use this method of merchandising.

Are self-service operating costs higher than in a service department? In some instances, dollar cost per week is somewhat higher. However the increase in volume enjoyed by most self-service departments usually offsets this. It is the opinion of most managers that self-service not only builds volume but enables a retailer to handle the increased volume more easily.

Recently, in an effort to be different from competitors and to improve customer relations some retailers have reverted back to a service operation after long experience in self-service. Then too, there still are many operators who successfully apply both types of merchandising in a single store. One point to keep in mind: it is easy to be sloppy regardless what style is used and another method of merchandising should never be used to escape from a poorly managed operation.

Must meats be trimmed more carefully?

Yes, control of cutting and trimming is more important than on a service counter, for too often the manager does not have a chance to explain to a dissatisfied customer. On the service counter, she may have complained on her next visit but with self-service she may take her business elsewhere without saying anything.

How much floor space is needed?

A self-service meat department requires a slightly larger room for cutting and wrapping than a service department. For maximum efficiency the equipment should be laid out so meats to be wrapped can flow from one operation to the next with a minimum of handling. If meats are to be displayed to best advantage, it requires an increase of from 10% to 20% in the number of linear feet of display case. Selling space however is used to much better advantage, for the space behind the display can be reduced or even eliminated by placing the case against a wall.

As a general rule it will be found that the installed cost per running foot will be slightly higher than the cost per foot of service cases, for a heavier compressor is needed to carry the increased refrigeration load. Most operators believe a 10 to 20% increase in linear feet of case is required if all products are to be shown to best advantage. As sales usually increase in self-service, the cost per pound of meat sold may be about the same or even lower. In comparing the cost of two or more cases, one should compare the cost per cubic foot of refrigerated display space. To find this figure, multiply the refrigerated display area by the height to which displays can be built, and divide the answer into the total dollar cost.

TRANSPARENT PACKAGING FILMS

Material cost, transparency, bloom retention quality, ease of handling, machinability, consistency of quality, effect on number of rewraps, label adhesion, ease of determining meat side, heat sealability and effect on product shelf life are all factors that must be analyzed when selecting a meat packaging film.

Several films are currently being used successfully for in-store meat packaging and each has its outstanding desirable characteristics. Each retailer must, therefore, judge, test and balance the assets of each film and use those that produce the best results for him.

Cellophane

Cellophane, a by-product of wood, is the most popular film because of its comparative low cost, ease of handling, adaptability to machines, heat sealability and preservative qualities. Numerous types are available but few are adaptable for use on fresh meats. Fresh red meat cellophane must be specially prepared to allow the right amount of oxygen to permeate the film so bloom will be retained, yet limit the amount of moisture transmission through the film to prevent dehydration.

Smoked and processed meats, poultry and seafood require a cellophane that keeps oxygen out of the package but permits a high degree of moisture transmission to prevent fading, sliming and molding. Cheese, on the other hand, requires a highly moistureproof cellophane.

Meat Department Cellophane Guide

To Wrap	Use			
Fresh red meats	MSAD-80 REO		MSAD-90 MSAT	MSBO OF-16
Smoked and Processed Meats Fish and Seafood	MS-1		LSAT	LSAD
Poultry	LSAT		DSB	LSAD
Ham	K	DSB	LSAT	LSAD
Cheese	MS-1	K	MSD	OX-511

Pliofilm

75-M

Natural rubber based Pliofilm produced specially for self-service meat packaging has an important convenience feature in that the shopper does not have to rewrap her purchases before freezing.

Pliofilm's excellent film-to-film heat sealing characteristic, stretch for economy, strength to prevent rewraps, color retention qualities, dimensional stability and smooth eye appealing surface are added values to in-store meat wrapping.

Some retailers apply Pliofilm on all meat packages while others just use it for tight wrapping of irregular shaped, bony cuts such as leg of lamb, ham, pork loin roast and rib roast.

Pliofilm is available in rolls or sheets and either side can be applied to meat surface.

SHEETS AND ROLLS

It is wise to paint drawers according to the type of film they contain. For example, drawers containing film for fresh meats can be painted red, for smoked and processed meats green, etc.

Each wrapper should have in front of her a chart containing all details as to the proper size and type of wrapping material to be used on every meat cut.

If roll stock is used for wrapping cuts irregular in size and shape, it will not be necessary to carry as wide a range of sizes of sheets. As a rule, five or six sizes are sufficient for fresh meat items, and three or four sizes for luncheon meats.

SHEETS AND ROLLS (Continued)

If the retailer decides to use sheets instead of rolls of wrapping material, he should make a series of tests to find the pre-cut sizes most suitable for his operation. The fact that the supplier of sheets will be cutting and stocking sizes in greatest demand by retailers in the area will aid the new self-service manager in purchasing his first supplies.

More space is needed for storing sheets, but the advantage of cost control should not be overlooked, since costs are more easily controlled with sheets than with rolls. Each manager should conduct his own tests and take into consideration the time and wages of wrappers. This additional cost must be added to the cost of roll film before a comparison can be made.

Managers who favor sheets over rolls claim there is less waste due to errors in human judgment when the sheet is being torn from the roll. Another important fact is that if the sheets have been pre-cut to the most practical sizes, the wrapping operation can be speeded up with less strain on the personnel.

BOARDS AND TRAYS

The backing board or tray has two functions. First, it gives the package rigidity and longer case life. Second, it provides a firm surface on which a heat-seal can be made without danger of searing the meat. Its use also enables wrappers to get a tighter wrap.

Boards and trays are available in a wide variety of sizes to suit cuts of various size and shape. Die-cut boards are most popular for luncheon meats and ham slices, although they are available for most fresh cuts as well.

Charts showing recommended applications of the various sizes and types of boards and trays are available at no charge from manufacturers. From these charts a retailer can easily select the type of package that best suits his needs and desires of his customers.

Smart meat merchandisers never try to fool customers by using the board or tray to hide an undesirable meat surface. They always place the worst appearing side up so it can be seen.

Boards and trays should be odorless and tasteless or they might impart undesirable qualities to the meat. They should not absorb more juices from the meat than would naturally flow during average case life under normal traffic conditions, for if too absorptive net weight of the meat will not only be reduced but sloppy packages will result.

CASE LIFE

The manager should aim at daily turnover on as many items as possible. The following is a representative list of meat items and the maximum length of case life, if homemakers are to be able to keep the product for an extra day or so.

Beef	
Ground Beef	1 day
Steak	1 to 2 days
Stew	2 days
Shanks	2 days
Short Ribs	2 days
Cube Steaks	2 days
Pot Roasts	2 days
Roasts	2 to 3 days
Pork	
Chops	3 days
Roasts	3 days
Salt Pork	7 days
Sausage Meat	2 to 4 days (depending on nature of raw material and packing method)
Link Sausage	2 to 4 days (depending on quality)

Lamb	
Kidney Chops	2 days
Stew	3 days
Shoulders	3 to 4 days
Rolled Shoulders	3 to 4 days
Legs	3 to 4 days
Veal	
Cutlets	1 to 2 days
Chops	2 days
Roasts	2 to 3 days
Smoked Meats	4 days
Poultry	3 days
Fish	2 days

SEALING PACKAGES

The transparent wrapping materials most suitable for meat cuts must be sealed with heat if the wrap is to be air tight.

This heat is usually applied in one of two ways -- with a hand-sealing iron, or with a plate imbedded in the wrapping table.

While the plate can reduce costs considerably in volume operations, the iron is more practical for small production runs, or for sealing packages that are somewhat irregular in shape. The iron is also more suitable for spot-sealing, and for repairing torn packages.

Most sealing irons can be used over a fairly wide range of temperatures, and are available with or without controls to regulate the flow of heat.

The iron with thermostatic control is to be preferred, as temperatures above 350 degrees Fahrenheit are seldom needed in the meat department. In fact, proper control of temperatures will prolong the life of the iron and reduce fire hazard. Too high a temperature may spoil the adhesive on cellophane and actually melt pliofilm.

An iron in constant use will sometimes accumulate a carbon deposit on the sealing surface, depending upon the nature of the wrapping material being used. This should be removed as it gathers, for it hinders the wrapper. Although a very fine sandpaper may be used to remove this coating, the use of a silica pad is recommended as it will remove the film without wearing away any of the metal on the sealing surface of the iron. This coating, if allowed to remain on the iron, may affect its ability to maintain a constant sealing temperature.

CODE-DATING

Most successful merchandisers have found it pays to code-date all packages as they are wrapped.

Coding procedures vary, and the package may be coded so customers may or may not understand the system. Customers soon learn to read the code unless it is changed frequently. Most modern label printing machines are designed so the retailer can set up a very efficient and flexible coding system with a simple turn of a dial.

When a code is used, managers have a choice between the date of wrapping, or the day on which the cut must be removed from the display if unsold.

In setting up the coding system, remember the homemaker does not always cook the meat on the day of purchase, so one or more "days of grace" should be allowed. The amount of time needed will vary with the type of meat. The more moisture the cut has, the shorter the time it should remain wrapped. Obviously, sliced bacon will have a longer case life than livers and some types of luncheon meats, so should be code-dated accordingly.

Systems for code-dating vary widely. The retailer can do some experimenting before choosing the system to be used permanently, but once a system has been chosen it should be adhered to strictly.

REDUCING RE-WRAPS

Here are 25 rules to follow to reduce re-wraps:

1. Keep the temperature low in the cooler, cutting room, wrapping room and display case. Higher temperatures encourage bacterial action and cause juices to flow more freely.

2. Do not allow temperatures to vary over too wide a range. Fluctuations in temperature will cause moisture to condense on the surface of the cut. Moisture encourages bacterial action.

REDUCING RE-WRAPS (Continued)

3. Control humidity in cooler and display case.

4. Store wrapping materials in a room where temperature and humidity are controlled.

5. Be sure the proper film is used on every type of meat.

6. When using a coated film, make sure the proper side goes next to the meat.

7. Use quality boards and trays. Poor quality boards and trays lose their rigidity and spoil appearance of the package.

8. Use the right kind and amount of light over display cases to prevent rapid discoloration.

9. Do not use a board or tray larger than needed to give the package rigidity.

10. Have meat cutters work closely with the person in charge of displays and prepare cuts in the order in which they are sold.

11. Prepare all packages as close to the time of sale as possible.

12. Do not carry more packages on hand than needed to keep the display full.

13. Remove sharp bones before passing cuts to wrappers.

14. Cover sharp bones with paper or transparent film before wrapping. Do not cover red meat with film, for it cuts off the supply of oxygen.

15. Allow rolled roasts to set until blood seepage has stopped.

16. Scrape bone-dust from cuts prepared on a power saw.

17. Wrap every package as tightly as possible.

18. Make every seal tight.

19. Do not stack packages immediately after sealing them. Heat from seal will cause meat in the package immediately below to discolor.

20. Wrap livers in a double wrapping of transparent film.

21. Rotate stocks in cooler and in display case.

22. Control buying to avoid excess inventories of any one product.

23. Reduce inventories over week-ends to as low a point as possible.

24. Thoroughly clean all equipment and work surfaces daily to reduce chance of meat contamination.

25. Allow ample time in cutting schedule to permit maximum blooming before wrapping.

MEASURING MEAT DEPARTMENT PERFORMANCE

There are several "rules of thumb" or "measuring sticks" in use for judging meat department performance. Here are the most popular ones with a brief discussion on the attributes of each:

1. Some managers, especially in self-service meat departments, aim for a minimum of $125 sales per week per linear foot of display case.

2. One multi unit Nargus member insists on sales of $27 per man-hour in self-service meat departments. Most units are running about $29 or $30, with a few as high as $41. But the manager whose sales drop below $27 is told to reduce his staff.

Figures based on dollar sales are rapidly losing their popularity, for meats sell at a much wider range of prices today than ever before. Dollar sales for any one week depend to a large degree on the price level of the products selling in largest volume. There can be wide fluctuations in dollar volume from one week to the next as management shifts its promotional efforts from one meat to another.

3. Some retailers feel the meat department should do 25% of the dollar volume of the store.

"Share of dollar volume" is also losing ground, for with recent developments in food store merchandising, stores are expanding the number of both food and non-food items handled. Meat departments can be expected to account for a smaller and smaller share of the store's total dollar volume as long as this trend continues. If a store has a bakery, or sells liquor and beer, the meat manager may be doing a good job if his sales account for only 20% of the store's dollar volume.

4. The best criterion of a meat department's performance is tonnage handled. The manager's goals are then set in terms of per capita consumption rather than dollar sales.

One large multi unit operation is working on share of consumption and they approach it this way. We eat approximately 150 pounds of meat per person per year on the basis of dressed weight, which is approximately invoice weight. This amounts to about 3 pounds per person per week.

The meat department selling 3,000 pounds of meat per week, invoice weight, is considered to be supplying the meat requirements of 1,000 people. The executives then ask themselves: "Is this enough?" If they feel they should be doing, say 10% of the total business in a trading area, they check this figure against 10% of total meat consumption.

It should be noted that top management may use a different set of figures for planning operations from head office than they give meat department managers. Suppose, for example, they have a store in a town (or a trading area) where they assess total consumption of meat to be in the neighborhood of 100,000 pounds a week, and that they want to do 10% of the business in that community. This 10% would amount to 10,000 pounds a week, invoice weight.

If there was only one store in the town, and the meat department in that store was selling only 8,000 pounds a week, the manager might be given a new quota in terms of:

(a) dollar sales
(b) sales per man-hour
(c) sales per foot of display case
(d) share of the store's dollar volume coming from the meat department

Operating Costs

In the national picture, operating costs are running from 8¢ to 15¢ a pound (invoice weight) with an average of from 11¢ to 12¢. Most of the stores at the lower end of this range are the larger stores, for the larger the volume, the smaller the share of the expense burden to be carried by each pound of meat.

Wrapping Costs

This is one of the most difficult costs to pin down in such a way that comparisons can be made between stores. Wrapping costs depend on:

(a) The kind of film used
(b) whether film is purchased in sheets or rolls
(c) the number of products packed on boards and trays
(d) share of luncheon meats, etc., bought prepackaged
(e) share of smoked meats bought packaged where no additional wrapping is needed.

Some managers include the wages of the wrapper, others do not. Where wages of the wrapper are included, wrapping costs are influenced greatly by the amount of traying done by the cutters.

Managers who compute costs of wrapping materials separately try to keep these costs below:

(a) 1-1/2% of dollar sales
(b) 1¢ per pound of product, invoice weight

What Volume is Needed for Self-Service?

Answers to this question vary over quite a wide range, for individual experiences have varied greatly.

Some managers have computed sales per linear foot of display case and have contended that a minimum of $85 to $90 per foot of case per week is required. Others who have computed sales per man-hour have said a minimum of $20 per man-hour is necessary.

Statements such as these imply that all meat departments have the same operating costs and competitive conditions. Actually, sales per man-hour will vary with union scales, number of hours worked, the number of products bought pre-packaged (like luncheon meats, sausage and bacon) the number of evenings the store is open, and so on.

Volume is no criterion of profitability. Some departments with high sales per man-hour or per foot of display case are losing money, while stores with lower ratios are showing substantial profits. It depends on the caliber of management more than anything else! A good manager can make a small department pay, but this kind of manager doesn't usually stay small very long. His volume usually grows.

Self-service is more difficult on smaller volume, but this is due to a situation that existed long before the introduction of self-service. The reason lies in the fact that with small volume, every sale has too large a share of the expense burden to carry. Hence the saying: "It is not competition that kills the small store, but its expense picture. The one and only way this kind of store can survive is to build volume and spread costs."

SUGGESTED INSTRUCTIONAL OUTLINE FOR MEAT DEPARTMENT MANAGEMENT TRAINING

A well trained meat merchandiser will know something about every point covered in this outline and will use it as a guide in setting up a comprehensive training program to fit the needs and desires of customers.

I - GENERAL INFORMATION ABOUT MEAT

A. Anatomy and physiology of meat
   1. Chemical composition, for knowledge of nutritional value, cooking and quality control.
   2. Physical construction, for better understanding of cutting methods.

B. Maintaining meat quality
   1. Temperature
   2. Humidity
   3. Sanitation
   4. Color control

C. Special handling practices
   1. Aging
   2. Tenderizing
   3. Freezing

D. The outlook
   1. Irradiation
   2. Freez-dry
   3. Antibiotics

II - FINANCIAL CONTROL OF THE RETAIL MEAT OPERATION

A. Value of operating goals
   1. Budgeting meat department goals
   2. Importance of "contribution to overhead" concept

B. Meat department records
   1. Value of records
   2. Basic requirements
   3. Review of record systems

C. NARGUS Meat Department System
   1. Cutting tests
   2. Invoice records
   3. Operational summary

D. Pricing meat for profit
   1. Principles of sound pricing
   2. Pricing methods

E. Comparative operating data
   1. Operating data -
      Least profitable - Average - Most profitable
   2. Setting standards of performance

III - THE BUYING FUNCTION

A. The buyer
   1. Characteristics of a good meat buyer
   2. What every buyer should know
      a. General meat marketing knowledge
      b. Product knowledge
      c. Consumer knowledge
      d. Principles of sound management

B. Buying records

C. The supplier
   1. Sources of supply
   2. Requirements of a good supplier
   3. Supplier relations

IV - RECEIVING, STORING AND HANDLING MEAT

A. Developing the work philosophy
   1. Determining the department's goals
   2. Equipment and cost factors
   3. Physical facilities
   4. Customer relations
   5. Services
   6. Competition

B. Receiving
   1. Scheduling deliveries
   2. Receiving policies
   3. Receiving methods and procedures
   4. Receiving area layout
   5. Control of temperature, humidity, sanitation and rotation
   6. Receiving equipment

IV - RECEIVING, STORING AND HANDLING MEAT (Continued)

C. Storing
   1. Control of temperature, humidity, sanitation and rotation
   2. Storage equipment and layout
   3. Storage methods and procedures

V - SELF-SERVICE MEATS

A. Advantages and disadvantages
   1. To consumer
   2. To retailer

B. Reasons for success in self-service meats

C. Layout for self-service meats
   1. Principles of good layout
   2. Layout examples

D. Packaging materials
   1. Films
   2. Boards and trays
   3. Miscellaneous packaging supplies
   4. Packaging cost control

E. Types of packages
   1. Requirements of a good package
   2. Examples of types of packages

F. Packaging methods
   1. By hand
      a. Individual station
      b. Team system
   2. Machine packaging

G. Production control
   1. Work methods
   2. Work scheduling

VI - CUTTING METHODS AND TECHNIQUES FOR GREATER PROFIT

A. The value of a variety of cuts
   1. To sales
   2. To competition
   3. To profits
   4. To customer satisfaction

B. Presentation of various cuts
   1. Pictures
   2. Cutting methods
   3. Cutting tests
   4. Labor cost
   5. Cooking methods
   6. Nomenclature

VII - THE ART OF MEAT DISPLAY

A. Principles of good display
   1. Variety
   2. Color
   3. Cooking method
   4. Lighting
   5. Cleanliness

B. Display management
   1. Space allocation
   2. Record of turn-over
   3. Knowledge of gross profits
   4. Placement of featured items
   5. Changing locations

C. Special displays
   1. Dump
   2. Island
   3. Related item

D. Measuring display effectiveness

E. Display quality control
   1. Code dating
   2. Shelf life
   3. Temperature control
   4. Sanitation
   5. Rotation practices

VIII - PERSONNEL PROGRAMMING

A. Outlining Personnel objectives
   1. Employer obligation to employee
   2. Employee obligation to employer

B. Job descriptions

C. Work scheduling

VIII - PERSONNEL PROGRAMMING (Continued)

D. Selecting good personnel

E. Personnel training program

F. Evaluating personnel performance

G. Remuneration
   1. Wages
   2. Incentive program
   3. Fringe benefits

H. Union-management relations

IX - ADVERTISING AND PROMOTION

A. Planning promotions and advertising
   1. Long range
   2. Short run
   3. Last minute adjustments

B. Developing a good meat department image
   1. Quality
   2. Service
   3. Variety
   4. Attractive display
   5. Price

C. Selecting items to feature
   1. Season
   2. Availability
   3. Quality
   4. Impact on gross profit
   5. Impact on customers
   6. Cost

D. Meat ad layout
   1. Mats
   2. Copy
   3. Space
   4. Location

E. Promotion ideas
   1. Seasonal - holiday
   2. Nutritional approach
   3. Menu and recipes
   4. Tie-in with regional and national promotions
   5. End use illustrations

F. Point-of-sale material
   1. Sources
   2. Handmade signs
      a. Design and size
      b. Copy
      c. Equipment

G. Selling words and phrases

X - CUSTOMER RELATIONS

A. How to satisfy customers
   1. Results of consumer surveys
   2. Psychological approach
   3. Government grades and the consumer
   4. Effective consumer education

B. Analysis of trade area and its effect on policy
   1. Race
   2. Religion
   3. Age group
   4. Family size
   5. Income status
   6. Geographical location

C. Customer contact
   1. Two-way communications
   2. Handling complaints
   3. Handling special orders

ACCESSION NUMBER: VT100611

TITLE: WHAT EVERY CLERK SHOULD KNOW.

DESCRIPTOR: *RETAILING; *WORK ATTITUDES; SALES WORKERS; *ENTRY WORKERS; MERCHANDISING; *FOOD STORES; *DISTRIBUTIVE EDUCATION; MANUALS

EDRS PRICE: NF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 543

ABSTRACT: THIS BOOKLET FOR THE BEGINNING RETAIL FOOD STORE EMPLOYEE IS ADDRESSED TO YOUNG MEN ENTERING THE TRADE TO ACCELERATE THEIR ORIENTATION TO THE VARIOUS JOBS FOR BEGINNERS. GENERAL PERSONAL APPEARANCE, MANNERS, WORK ATTITUDES, AND WORK TECHNIQUES ARE STRESSED. TIPS ON HOW TO SWEEP FLOORS, CLEAN AND RESTOCK SHELVES, BUILD DISPLAYS, AND MAINTAIN A CLEAN ATTRACTIVE STORE, INSIDE AND OUT, ARE INCLUDED. (MU)

AVAILABILITY: NATIONAL ASSOC. OF RETAIL GROCERS, SUITE 620, 2000 SPRING RD., OAK BROOK, ILLINOIS 60521 (75)

SPONSORING AGENCY NAME: NATIONAL ASSOCIATION OF RETAIL GROCERS, CHICAGO., ILL.

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WHAT EVERY CLERK SHOULD KNOW

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NATIONAL ASSOCIATION of RETAIL GROCERS
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VT 100 611

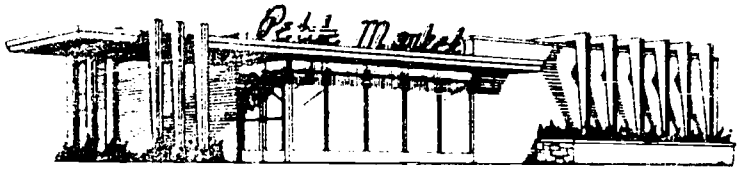

THIS STORE...

Represents a great deal more to its owners than a building filled with equipment, fixtures, foods and nonfood products. It represents a daily challenge—not only to operate and manage a profitable business enterprise, but to satisfy and please an ever-increasing number of customers.

To successfully meet these challenges, its takes knowledge, experience, hard work and teamwork between management and staff.

This book will assist in accelerating your training period and enable you to acquire knowledge more rapidly so you may be of greater value to the store and take an important place in its operation.

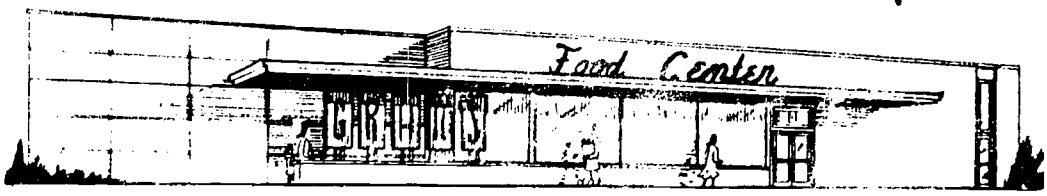

FOOD STORE POSITIONS AVAILABLE

FOR BEGINNERS	POSITIONS FOR WHICH PERSONNEL MAY BE TRAINED ON THE JOB				
CARRYOUT BOYS, [illegible]	**STOCK BOYS,** Assist in handling merchandise, stocking and [illegible]	**WRAPPERS,** Trays and wrap meat cuts. This job requires considerable finger dexterity and patience.	**APPRENTICES,** Cut and prepare wrap a variety of meat cuts. May be held responsible for merchandising cut a line of product [illegible] or luncheon meats from cooler to display case.	**PRODUCE PREPARATION PERSONNEL,** Produce preparation, pricing, packaging and clean-up duties.	**CHECKERS,** Greet and check out customers, prepare checkout area displays, bag merchandise.
Checker – Clerk	Clerk – Stockroom Clerk	Meat Cutter	Meat Cutter	Assistant Produce Manager Produce Manager	Assistant Head Checker – Head Checker
FOR THOSE WITH SOME EXPERIENCE OR TRAINING	**POSITIONS TO WHICH TRAINEES MAY ADVANCE**				
CLERKS [illegible]	**STOCK CLERKS** Receive merchandise, maintain stockroom and [illegible] inventory, [illegible] supplies, [illegible]	**BOOKKEEPER,** Maintains cash and inventory records and payroll, prepares statements and reports, makes bank deposits, substitutes on checkout duties.	**MEAT CUTTER,** Cuts (and in self service may wrap) steaks, roasts and chops. Must be a good knife man and should know how to receive cutting methods to meet different kinds of competitive problems.	**PRODUCE DISPLAY PERSONNEL,** Buy, receive, merchandise, arrange and maintain display, price, handle overnight care, clean up and package.	**HEAD CLERKS,** In addition to normal duties of clerk, serve in similar capacity in small departments or as assistant manager in larger departments.
Assistant Grocery Manager Grocery Manager	Assistant Grocery Manager Grocery Manager	Assistant Manager Manager Store Owner	Assistant Meat Manager Meat Manager	Assistant Produce Manager Produce Manager – Assistant other Departments	Assistant Department Manager – Department Manager
FOR THOSE WITH ADVANCED TRAINING AND EXPERIENCE	**POSITIONS FOR WHICH PERSONNEL MAY QUALIFY**				
STORE MANAGER, [illegible]	**ASSISTANT STORE MANAGER,** Manager's understudy, [illegible] specific assignments in the [illegible]	**DEPARTMENT MANAGERS,** In charge of ordering, receiving, pricing, merchandising, promotion, display, planning and supervision of department, including assistant department manager, clerks and stockroom clerks.	**ASSISTANT DEPARTMENT MANAGERS,** Understudy and assist department manager, fill displays, stock, price and help maintain stock. In charge of department in absence of manager.	**HEAD CHECKER,** Prepares work schedule, checks out customers, prepares checkout area displays and supervises checkers and carryout boys.	**ASSISTANT HEAD CHECKER,** In charge in absence of head checker, checks out customers, greets customers, prepares checkout area displays, assists in supervision of checkers and carryout boys.
Supervisor of Local Chain Store Owner – Other Positions in Food Industry	Store Manager Store Owner	Assistant Store Manager Store Manager, Store Owner	Department Manager – Assistant Store Manager Store Manager	Department Head Assistant Manager Store Manager	Head Checker, Assistant Store Manager – Department Manager

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ABOUT YOU . . . AND YOUR FUTURE

As you take up the duties and responsibilities assigned, you may ask such questions as: "What can I learn here that will benefit me?" "Where will this job lead?" These are perfectly natural questions, about which everyone should be thinking.

SOME ANSWERS . . .

About 20% of the nation's income is spent in food stores—15% for foods and the other 5% for nonfood products. Approximately 35% of the population is employed in work stemming directly or indirectly from some phase of the food industry. To meet the needs of millions of people requires over 200,000 retail food markets!

> The future in food retailing is unlimited! Sales volume grows directly in proportion to population and with the increase in population good business is assured for food stores for many years to come. To keep pace, retailers will double, triple or quadruple the number of items on their shelves and buildings will have to be expanded to accommodate this increase.

There are 260 different positions available ranging from stock assistants to store managers and from warehousing to advertising. Most food store operators make it a practice to fill top positions, when possible, from within the organization. If an employee shows aptitude he is likely to be promoted quickly "through the ranks!" Store ownership should be the goal of enterprising young people.

TO BE SUCCESSFUL . . .

Everyone must have experience in order to get along with fellow employees and customers, and to show aptitudes. To be a successful retailer also requires good working knowledge of other crafts and skills.

> Food merchants need to know best methods of employing and training personnel, accounting, advertising, salesmanship, promotion, public relations, a knowledge of foods and their preparation, and much more! Quite a few skills indeed and many more could be listed. This, however, points up many things which can be learned in food retailing.

The food store is the most interesting place to learn merchandising and marketing, because more people buy more products more often in food stores than anywhere else!

ABOUT APPEARANCE . . .

Personal pride in appearance goes a long way toward success!

Simple rules for men:

1. Have hair cut frequently and keep it combed
2. Shave as often as necessary
3. Wear fresh, clean shirt
4. Have clean hands with nails trimmed and clean
5. Wear trousers or slacks which are clean and well-pressed
6. Wear clean apron (or uniform) on duty
7. Be sure shoes are shined and well cared for.

Simple rules for women:

1. Have neat, cared for hair do
2. Don't overuse makeup
3. Have clean hands with well trimmed nails
4. Wear clean apron or uniform
5. Wear shined and comfortable shoes
6. Be sure hose are without runs or wrinkles.

WEAR A PLEASANT LOOK . . .

In dealing with the public a certain amount of "acting" is necessary to convey a business-like yet friendly look.

Keep in mind that under-acting is more de-

sirable than over acting. The latter can result in criticism or ridicule. Be as "natural" as possible.

Learn to control facial muscles and expressions. Demonstrate honesty and sincerity. Dropping of the eyes or gazing blankly distracts and robs you of convincedness.

Avoid frowning, furrowed forehead, mouth with corners down, "chip-on-the-shoulder" attitude.

Also avoid open-mouthed laugh; don't call attention to yourself or embarass a customer!

THERE ARE FEW "DULL" HOURS...

A retail food store is hard work! In comparison with many other jobs, there are few leisure minutes. Competition and low profit margins necessitate a full day's work for a full day's pay! Here are a few of the duties which must be accepted:

Sweeping and dusting; washing shelving, cases, fixtures and windows; sorting empty bottles; refilling shelves and displays with merchandise; item pricing; bagging at the check stands; keeping storage, work and preparation areas clean and neat.

ON SWEEPING...

There are good and bad techniques for sweeping. The object—to stir up as little dust as possible. This is accomplished by use of sweeping compounds, keeping the broom close to the floor, and going in one direction. Be careful about customers, wait til they pass before continuing. Sweep at times when there are few customers.

ON DUSTING...

Bottles, cans and packages should be dusted regularly; so should cases, fixtures and equipment. Clean and treated cloths tend to control the dust.

OUTSIDE JOBS...

The exterior of the store must be kept as tidy as the interior! Sidewalks need to be swept and hosed down (ice and snow removed in season), windows need washing regularly, parking area kept free of dirt and litter, parking lot lights checked for possible bulb replacement. Look at the outside of the store with a careful eye and do what has to be done to make it "ship-shape"!

ALLEYWAY OR RECEIVING AREA...

The areas where the garbage and trash cans are kept, around receiving doors, and alley or drive should be kept free of litter, too. In touring the outside of the store to see what must be done, do not neglect these places. In

touring the outside of the store to see what must be done, do not neglect these places. In many cases occupants of near-by homes or businesses have a view — be sure it is as pleasant as possible.

BACKROOM AND STORAGE CHECKUP...

Even though customers seldom see the backroom, there are certain duties which must be completed to make this safe, clean and a pleasant place to work! Duties include:

Care of store linens. See that smocks, aprons, coats and cleaning cloths are carefully stored in proper place. Soiled linens should be in a hamper or container. Wet linens should be dried.

Price marking equipment is expensive and necessary! Keep markers, rubber stamps and ink pads in top condition, return them to their proper storage place when not in use.

Store tools where they belong. If no tool box is provided, make one like the illustration. A strip of leather nailed to a board at intervals makes a dandy holder.

Stack merchandise with care! Keep identifying printing to the outside, and right-side up for ease of selection. Stack so cases will not fall and ruin contents. Stack high enough to conserve space but be removed with ease.

Cartons which have no re-use value should be flattened and tied with heavy cord.

Paper bags and packaging supplies stacked by size and/or type away from moisture and heat.

Temperature control should be maintained so foods will not freeze or spoil due to heat.

Damaged or leaking nonsalable items must be taken care of immediately. Place them in space provided!

Train yourself to lift properly and carefully. When lifting from the floor, kneel close to the object (or bend knees), balance weight against load with back straight as possible; then straighten knees and let the leg muscles do the work. If load slips from hands let it go! An attempt to catch it can cause serious personal damage.

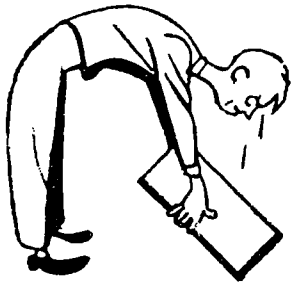

WRONG This can cause serious back and abdomen strain and possible permanent injury.

RIGHT Knees bent, weight of case balanced against body weight, so leg muscles do the work.

OPENING CARTONS...

Ask a trained member of the staff to demonstrate proper methods. Improper use of case cutters can damage packages and labels. When properly used, case cutters speed and simplify work. Many cartons have "zipper" openers or perforated strips, thus eliminating use of cutter.

FLATTENING CARTONS...

Depress one flap with thumb of one hand; insert fingers of other hand well under opposite flap; lift flap with quick pull. Turn carton and do same thing with other side. Then flatten carton by allowing it to collapse at corners. Stack flattened cartons and tie.

BUG AND ODOR CONTROL...

Main cause of odors and bugs are moisture and poor housekeeping! Constant effort is necessary to avoid: (1) loss of license for failure to comply with health laws; (2) loss of valuable merchandise; (3) loss of customers. When you find a damp place, call it to the attention of the manager. Clean up immediately food which is spilled and wash area if necessary.

Garbage and trash containers are usually equipped with covers—use them! If covers are

lost, temporarily use another covering method until replacement can be made.

CLEANING SHELVES...

One system is to wash shelving when restocking merchandise. Before adding stock, remove unsold packages or cans, wash shelf. Add new stock at the back and replace original stock to fill.

Another way is to take one section at a time, remove stock from one 4 to 6 foot section, wash shelf, replace and realign stock.

Generally, a good solution of detergent and warm water is sufficient to remove dirt, but it may be necessary to use scouring powder and/or scouring pads. Be careful of painted surfaces, avoid scratching. Dry well before replacing stock.

If price tags are used with shelving, wash them and moulding, too.

STOCKING SHELVES...

Much of a store's success depends on having well-filled shelves and displays, so it is important to replenish as fast as possible. Each store has its own method, so get instructions from the manager. There are many systems, perhaps you can improve on the one used, and suggestions are well received.

Many steps and much time can be saved in stocking shelves if location of merchandise in the store room is memorized. Then when a shelf area needs refilling it takes but a minute to get stock from inventory. When restocking a section (like canned meats, canned juices, etc.) use a note pad to jot down items needed before going to stockroom: collect all items and take out at one time, not one at a time.

Price stamping, which is part of stocking, is an important step. Learn the system used and follow directions carefully. Before restocking or replacing an item, check first to see if there has been a price change. If so, any stock on the shelf should be changed, too.

Never fill shelf to the point where it is almost impossible for customer to remove a can, bottle or package. Always allow space for "finger tip" selection.

When stocking glass pack goods, place a thin cardboard spacer between each layer to prevent glass from slipping. Cardboard acts as an extra shelf.

The top shelf of gondola or wall shelving must be stocked with care. The tendency is to stack too high and out of reach of most women shoppers. Also, if not carefully stacked when one unit is removed there is danger that several may fall on customer.

USING THE SCALE...

Persons using a scale should know how to read it and how to care for it. Incorrect weights and prices can result from scale being out of balance and in need of mechanical adjustment, or incorrect reading. Overweight costs the store profit, underweights are a loss to the customer. This may also result in distrust, causing the customer to stop shopping in the store.

Scales are delicate. They should be kept free of packaging materials, price tags, etc. It is recommended that new employees avoid weighing and pricing until they have had proper instruction in use of scale!

POINTERS ON PRODUCE...

The produce department is one of the more fascinating and one of the most profitable departments in the store. Profit comes from sales, and sales are deterred when produce is not fresh, or is damaged or bruised.

Careful handling, from receiving through preparation, packaging and displaying, and care while on display, is necessary. Storage is equally important! Seldom is all produce displayed at one time, thus some must be held in coolers and stored under the "right" holding conditions.

Most all products can be improved in appearance by washing and other preparation methods, including trimming and packaging. You will learn the steps of preparation and the importance of placing only the finest quality product in packages. Nothing is more harmful to present and future sales than "off-quality" in packages. A hint to remember: "Would I buy it if I were the customer?"

Be accurate in weighing, indicate prices on packages legibly. Most states and towns have definite requirements as to the information to

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THE MEAT DEPARTMENT.

SAFETY MEASURES

MEAT WRAPPING SUPPLIES.

CHECKROOMS AND CHECKUPS

ERIC

1. Learn to select the bag which will satisfactorily hold purchases (this takes practice). Must not be so small that items spill out or bag splits, nor so large it looks like store was without the proper size!

2. After bag is selected, place heavier items in the bottom. Then add lighter items and breakables and finally perishables.

3. Often frozen foods and meats are s rted and bagged separately.

SCIENCE OF SHELF DISPLAY...

Generally, small items are placed on a top [illegible] larger on second shelf, third [illegible] on the [illegible] bottom shelf. Some fixtures [illegible] shelves so it is up to man[illegible] stocking arrangement.

> Most food retailers prefer to place high [illegible] at eye level with [illegible] items on lower shelves, the theory being that items of normal purchases or [illegible] the shopping list will be found, regardless of their location. It is "impulse" items which are placed so customer cannot miss seeing them—at eye level.

Number of lineal feet of shelving; adjustable shelving, the number of shelves (horizontal) dictates stock arrangement. As a "learner" you will be shown various arrangements possible. If ever in doubt about what to do, ask the manager.

SPECIAL DISPLAYS...

At first you will hear some strange words which are normal food store terms and with which you will become acquainted. A few of these are:

1. "Mass Display". This is one containing a large number of cases of merchandise put up for 10 days to two weeks since building it is costly in time and labor. Items are generally on sale or advertised.

2. "Hot Spots". Those areas which have heavy consumer traffic. These are good places to build special displays because of the "exposure" merchandise gets, thus extra sales are expected.

3. "End Float" Displays. At the end of each gondola (shelves on both sides) is space for extra displays. These are often used for high profit items for when the consumer tours the aisles and goes around these ends to enter the next aisle she sees the displays.

4. "Island Displays". In many stores there is open area (often at the beginning of the shopping tour) where merchandise can be featured. These can usually be shopped from two, three or four sides. Very often more than one item will be featured on the "island."

5. "Combination Displays". Sometimes products which go together are featured like ham and eggs, sweet potatoes and pork, corned beef and cabbage, jams, jellies and peanut butter with crackers; snack items with beverages, etc. Products for an entire meal can be grouped together. Shoppers are always looking for new ideas in meal planning and promotion-minded retailers often use this combination display method.

ABOUT BUILDING DISPLAYS...

Avoid symmetrical or pyramid methods. They look "too pretty," are easily knocked over, and customers tend to avoid them.

> Displays stacked too high make selection difficult and increase the hazard of having cans or packages fall on customers.

Don't make displays "so beautiful" customers avoid buying from them.

Avoid displays in places where visibility of department or section is hampered or cut off. This encourages pilferage. Keep all areas visible.

Make displays easy for consumers to buy from. Be sure they are attractive and sales-stimulating.

> Place price card on display which names item and gives size and price. Adding effective "selling words" increases sales potential.

Signs reading: "As Advertised", "Today's Best Buy", "This Week's Special", and many others assist in directing customers' attention to the product.

Building good displays comes from practice and experience. Learn the best ways to handle the various sizes and shapes of packages and cans so attractive selling displays result!

LEARNING ABOUT PRICING...

As employee learns the various jobs and departments he will find that pricing is one of the most important factors in building sales and profit. Over pricing means loss of sales, while under-pricing means loss of profit.

Each department has items considered leaders or "demand" items. These are usually of lesser at a lower markup or margin of profit than many other items considered necessities.

Profit is figured on selling price and chart (this page) shows how profit margin is based:

No profit is realized until the item is sold! Profit is essential because

Operating expenses, wages, promotional expenses, rent, utilities, materials and other fixed costs must be covered.

There are always unexpected expenses or costs which must be considered.

Future expansion or remodeling, new fixtures and equipment, new departments and other expenses must be provided for.

COST		SELLING PRICE PER CAN FOR PROFIT OF:					
Doz.	Can	10%	15%	20%	25%	30%	33⅓%
$ .95	.08	.08¾	.09¼	.10	.10½	.11¼	.12
1.00	.08¼	.09¼	.09¾	.10½	.11¼	.12	.12½
1.05	.09	.09¾	.10¼	.11	.11¾	.12½	.13
1.10	.09¼	.10¼	.10¾	.11½	.12¼	.13¼	.13¾
1.15	.09½	.10¾	.11¼	.12	.12¾	.13¾	.14½
1.20	.10	.11¼	.11¾	.12½	.13½	.14¼	.15
1.25	.10½	.11½	.12¼	.13	.14	.15	.15¾
1.30	.11	.12	.12¾	.13½	.14½	.15½	.16¼
1.35	.11¼	.12½	.13¼	.14	.15	.16	.17
1.40	.11¾	.13	.13¾	.14¾	.15½	.16¾	.17½
1.45	.12	.13½	.14¼	.15¼	.16¼	.17¼	.18¼
1.50	.12½	.13¾	.14¾	.15¾	.16¾	.18	.18¾
1.55	.13	.14½	.15¼	.16¼	.17¼	.18½	.19½
1.60	.13½	.14¾	.15¾	.16¾	.17¾	.19	.20
1.65	.13¾	.15¼	.16¼	.17¼	.18½	.19¾	.20¾
1.70	.14¼	.15¾	.16¾	.17¾	.19	.20¼	.21¼
1.75	.14½	.16¼	.17¼	.18¼	.19½	.20¾	.22
1.80	.15	.16¾	.17¾	.18¾	.20	.21¾	.22½
1.85	.15½	.17¼	.18¼	.19¼	.20½	.22	.23¼
1.90	.16	.17¾	.18¾	.19¾	.21¼	.22¾	.23¾
1.95	.16¼	.18¼	.19¼	.20¼	.21¾	.23¼	.24½
2.00	.16¾	.18¾	.19¾	.20¾	.22¼	.23¾	.25
2.05	.17	.19	.20¼	.21½	.22¾	.24½	.25¾
2.10	.17½	.19½	.20¾	.22	.23½	.25	.26¼
2.15	.18	.19¾	.21	.22½	.24	.25¾	.27
2.20	.18½	.20½	.21¾	.23	.24½	.26¼	.27½
2.25	.18¾	.21	.22	.23½	.25	.26¾	.28¼
2.30	.19¼	.21¼	.22¾	.24	.25½	.27½	.28¾
2.35	.19¾	.21¾	.23	.24½	.26	.28	.29½
2.40	.20	.22¼	.23¾	.25	.26¾	.28¾	.30
2.45	.20½	.22¾	.24	.25½	.27¼	.29¼	.30½

COST		SELLING PRICE PER CAN FOR PROFIT OF:					
Doz.	Can	10%	15%	20%	25%	30%	33⅓%
2.50	.21	.23¼	.24¾	.26	.28	.29¾	.31¼
2.55	.21¼	.23¾	.25	.26½	.28¾	.30½	.32
2.60	.21¾	.24	.25½	.27	.29	.31	.32½
2.65	.22¼	.24½	.26	.27½	.29½	.31½	.33¼
2.70	.22½	.25	.26½	.28¼	.30	.32¼	.33¾
2.75	.23	.25½	.27	.28¾	.30¾	.32¾	.34½
2.80	.23½	.26	.27½	.29¼	.31¼	.33½	.35
2.85	.23¾	.26¼	.28	.29¾	.31¾	.34	.35¾
2.90	.24¼	.27	.28½	.30¼	.32¼	.34½	.36¼
2.95	.24¾	.27¼	.29	.30¾	.32¾	.35	.37
3.00	.25	.28	.29½	.31¼	.33½	.35¾	.37½
3.05	.25½	.28¼	.30	.31¾	.34	.36¼	.38¼
3.10	.26	.28¾	.30½	.32¼	.34½	.37	.38¾
3.15	.26¼	.29¼	.3[illegible]	.32¾	.35	.37½	.39½
3.20	.26¾	.29¾	.31½	.33¼	.35½	38	.40
3.25	.27¼	.30	.31¾	.33¾	.36	.38¾	.40¾
3.30	.27½	.30¾	.32½	.34½	.36¾	.39½	.41¼
3.35	.28	.31	.33	.35	.37¼	.40	.42
3.40	.28½	.31½	.33½	.35½	.37¾	40½	.42½
3.45	.28¾	.32	.34	.36	.38	.41	.43¼
3.50	.29¼	.32½	.34¼	.36½	.39	.41¾	.43¾
3.55	.29¾	.33	.34¾	.37	.39½	.42¼	.44½
3.60	.30	.33½	.35½	.37½	.40	.43	.45
3.65	.30½	.34	.35¾	.38	.40¾	.43½	.45¾
3.70	.31	.34¼	.36¼	.38½	.41¼	.44	.46¼
3.75	.31¼	.34¾	.36¾	.39	.41¾	.44¾	.47
3.80	.31¾	.35¼	.37½	.39¾	.42¼	.45½	.47½
3.90	.32½	.36¼	.38¼	.40¾	.43½	.46½	.48¾
4.00	.33½	.37	.39¼	.41¾	.44½	.47¾	.50
4.10	.34¼	.38	.40¼	.42¾	.45¾	.49	.51¼
4.20	.35	.39	.41¼	.43¾	.46¾	.50	.52½

PRODUCT KNOWLEDGE...

There are over 500 kinds of foods packed in glass and tin and more than 1,000 types and varieties. These products usually make up the major stock of a food store so it is important that personnel know as much as possible about them. Studying labels is a good way to learn about nutritional value, ways to serve, number of servings, size, etc. This knowledge can be helpful when customers ask questions.

Cans are made of steel covered with pure tin. Some are lined with enamel to protect contents from discoloration, for some foods (like beets) contain acids which darken nonenameled cans. Most canned foods stay wholesome indefinitely. When a can is not air-tight, gas from decomposition of the contents expands and causes can to swell. "Swells" should not be displayed or sold!

Some products are vacuum packed, meaning the can is sealed under vacuum and then sterilized.

Canned foods keep best when stored in a cool, dry place and should not be subjected to wide variations in temperature. Rust on labels indicates merchandise has been stored in improper place.

CANNED FRUITS...

There are three major grades of canned fruits —fancy, choice and standard. Grading is based on quality of fruit and sugar content of syrup. Top grade is fancy and contains the finest fruit available in texture, color, appearance and size. Syrup sugar content ranges from 30 to 60%. This variation is due to type of fruit in container. Most fancy grades have 55% sugar content.

CANNED VEGETABLES...

The three major grades of canned vegetables are fancy, extra standard and standard. Grading is based on quality of product, not brine or syrup. Fancy grade is used only for the finest vegetables available, uniform in size, color and maturity.

LEARNING ABOUT FROZEN FOODS...

Frozen foods require quick and careful handling. Quality breaks down rapidly so it is imperative that receiving, price marking and displaying be done with dispatch!

For examples: temperatures warmer than zero let frozen juices separate and deteriorate. When this happens, re freezing will not correct separation and flavor, color and sales are lost!

In receiving, personnel should:

1. Know items which are to go directly to display. This permits proper handling as order arrives.
2. All other items should be put in storage freezer immediately.
3. In freezer leave space between cartons to permit flow of cold air. Stack so marked ends of carton are out for easy reading.
4. When taking product from freezer to display, load cart so merchandise can be quickly opened and place in case.

In stocking case:

1. Use good marking equipment and price entire content of carton at once.
2. Combine rotation of stock in case with refilling operation: remove old stock, put in new stock, then old stock on top or in front.
3. Do not load case above "Fill Line" for temperature above line is not low enough to protect product.
4. Use both hands to get items in case as fast as possible!

NOTE: NEVER RE-FREEZE PRODUCTS WHICH HAVE BEEN ALLOWED TO THAW!

Certainly there is much more to learn about food retailing than can be included in this book. Knowledge will increase day by day, as well as terms and methods to simplify the work. Do not hesitate to ask questions!

Take pride in yourself—the work—and your store. Accept assignments given with grace and in the right frame of mind. Do what you are asked to do, and do it properly and well. Follow store rules and regulations. Treat customers and fellow staff members with dignity and respect and they will reciprocate. Approach each new day, duty and responsibility with determination to do your very best!

Write to:

NATIONAL ASSOCIATION OF RETAIL GROCERS
SUITE 620, 2000 SPRING ROAD
OAK BROOK, ILLINOIS 60521

for other publications on the food industry and food distribution. Ask for a NARGUS Catalog at no charge.

ACCESSION NUMBER: VT100612

TITLE: NARGUS PRODUCE TRAINING MANUAL.

DESCRIPTOR: *RETAILING; *FOOD STORES; *DISTRIBUTIVE EDUCATION; FOOD HANDLING FACILITIES; COURSE CONTENT; *SALES OCCUPATIONS; *MANUALS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: VIM V.7NO.4(1974)PP. 543

ABSTRACT: SUGGESTIONS FOR ORGANIZING A COURSE FOR TRAINING RETAIL FOOD STORE PRODUCE PERSONNEL ARE GIVEN WITH THE MATERIAL ORGANIZED IN RELATIVELY THE SAME SEQUENCE AS THE DAY'S WORK IN THE FRESH FRUIT AND VEGETABLE DEPARTMENT. INFORMATION IS OUTLINED FOR COURSES WHICH CONCERN THE FACILITIES AND OPERATIONS OF THE PRODUCE DEPARTMENT AND THE FUNCTIONS OF BUYING, RECEIVING, PRICING, DISPLAYING, AND ADVERTISING RETAIL FOOD STORE MERCHANDISE. DEPARTMENT ACTIVITIES THROUGHOUT THE DAY ARE OUTLINED AND RECORDKEEPING SYSTEMS ARE DISCUSSED. (AUTHOR/MU)

AVAILABILITY: NATIONAL ASSOC. OF RETAIL GROCERS, SUITE 620, 2000 SPRING RD., OAK BROOK, ILLINOIS 60521 ($2.00)

SPONSORING AGENCY NAME: NATIONAL ASSOCIATION OF RETAIL GROCERS, CHICAGO, ILL.

VT 100612

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NARGUS

PRODUCE TRAINING MANUAL

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Published by

NAL ASSOCIATION OF RETAIL GROCERS

620 • 2000 Spring Road • Oak Brook, Illinois 60521

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NARGUS PRODUCE TRAINING MANUAL

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RETAIL PRODUCE DEPARTMENT PERSONNEL TRAINING PROGRAM

For years various organizations have been sponsoring and conducting produce personnel training schools.

Presented here are suggestions for organizing a course. These suggestions are based on the experiences of and format developed by many groups.

OBJECTIVE

To organize and conduct a training course for retail produce personnel, courses may be conducted on one or more of the following subjects:

(a) Facilities
(b) Buying
(c) Receiving
(d) Preparation
(e) Pricing
(f) Merchandising
(g) Displaying
(h) Policing the department
(i) Record keeping
(j) Afternoon activities
(k) Overnight care
(l) Personnel
(m) Advertising

Classes may be conducted at any time. Daytime courses are usually held on Monday, Tuesday, Wednesday and/or Thursday. Evening classes may be scheduled for the same days.

ORGANIZATION

It is generally recognized that good quality fresh fruits and vegetables are among the best business builders in retail stores. For this reason, all suppliers have a definite stake in such a training program and their cooperation is desired. There are two types of training programs most frequently used:

1. Lecture with or without demonstration; and

2. Participation in which the retailer is "self taught" by following the discussion and repeating the demonstrations of the class leader or trainer. This program may be conducted on a continuing basis in a classroom resembling an actual produce department, or in the produce department of a retail store. The latter method is often used by the

merchandising department of supply organizations in training personnel of one food store, and such programs are conducted after store hours.

The training program outline which follows is designed for sessions in a classroom resembling an actual produce department in as much detail as possible. Lecture material can be used for any type of program. It is suggested the trainer:

1. Personally contact all wholesalers, produce and packaging material suppliers, equipment manufacturers and grocers association executives, discuss the program with them and outline its advantages.

2. Call a meeting of those indicating interest, point out their responsibilities, and make sure each understands what he is to do and agrees to do it.

3. Then begin steps to assemble materials and equipment needed and arrange for a classroom. Follow up with calls on those agreeing to assist, to be sure assignments are being covered.

4. Two weeks before beginning the course, hold a general retailer meeting to explain the value of attending. This requires diplomacy and salesmanship. A well informed and enthusiastic retailer, supplier or association executive can assist materially.

5. Use every possible means of stimulating retailer interest:
   (a) Association bulletins
   (b) Supplier bulletins
   (c) Articles in local press and trade magazines
   (d) Personal contacts with retailers

6. Where practical, it is good to have all salesmen, executives of suppliers and association take the course.

TRAINER RESPONSIBILITIES

1. Obtain all needed equipment.

2. Set up the classroom.

3. Schedule attendance. (Assign retailers and personnel to specific days, after they have indicated their wish to attend.)

4. Publicize the course in every way possible.

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5. Supervise the entire program to insure best value to those in attendance.

(NOTE: It may be possible to assign specific days or evenings to individual wholesalers, and for them to schedule retailers for those days.)

SUPPLIER RESPONSIBILITIES

1. Cooperate in getting as many retailers as possible to send one or more of their personnel to the classes.
   (a) Accept responsibility for a definite quota of "students" for each class.
   (b) Give salesmen the responsibility of lining up attending retailers and personnel.

2. Have salesmen and executives attend a full preview of the program prior to the first class, so they can, in turn, encourage attendance.

3. Supply merchandise needed each day.

FINANCING

1. Major costs, in addition to the expenses and wages of the trainer, are:
   (a) Merchandise
   (b) Equipment
   (c) Laundry
   (d) Refreshments (if any)

2. Depending on circumstances, enrollment fees may or may not be charged, to wholly or partially finance the programs.

OBTAINING INSTRUCTOR

Experience indicates that ability to teach in a practical fashion is even more important than wide knowledge of retailing fresh fruits and vegetables. There are several sources for instructors.

1. Colleges, universities and local schools.

   (a) State Agricultural Colleges are greatly interested in activity of this kind. The Dean of the School of Agriculture is the person to contact.

2. Vocational Education Departments.

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3. United Fresh Fruit and Vegetable Association.

4. Food Retailers Associations.

5. Individual or Multi-unit Retailers.

6. Produce Wholesalers.

GENERAL COMMENTS

1. The course may be open to all retailers and store personnel.

2. A simple, carpenter-built, mirror-backed display stand can be used. This avoids favoritism shown by using any one manufacturer's equipment.

3. No equipment should be lauded nor should any be disparaged.

4. It is important to plan means of checking results of training:

   (a) Trainer may spend Fridays and Saturdays checking stores.

   (b) Suppliers, from their records, may check sales to stores before and after customers have taken the course.

   (c) Trainer may supply forms for checking results in stores.

   (d) Request reports from retailers.

5. All students should actively participate in building displays, trimming, etc., for the course is planned to include participation.

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SUPPLIES, MATERIALS AND EQUIPMENT NEEDED FOR REGULAR PRODUCE TRAINING SCHOOL

Fruits and Vegetables suggested. (They can be re-packed and sold for almost full value.)

Apples	Asparagus
Grapefruit	Beans
Grapes	Beets
Lemons	Broccoli
Oranges	Cabbage
Pears	Cauliflower
	Carrots
	Celery
	Cucumbers
	Celery Cabbage
	Eggplant
	Endive
	Green Onions
	Green Peppers
	Head Lettuce
	Onions (dry)
	Parsnips
	Peas
	Potatoes
	Radishes
	Squash
	Tomatoes
	Turnips

(Major items change with season, location and availability.)

Size of Classroom and Amount of Equipment. Size and shape of classroom is determined by availability and types of training scheduled. Usually limited space is available and, therefore, the amount of equipment to be used is limited. It is best if a complete produce department can be set up but of course this may not be possible. An alternative is the use of equipment which demonstrates operating principles. Due to the need for continuing training in operations of all food store departments a classroom area can be used for instruction in meat, produce, dairy and grocery, by simply changing equipment. Due to the many variables indicated above, a listing of equipment is not practical until it is determined just what type of training is to be offered and the amount of space available.

OUTLINE FOR TRAINING PROGRAM

PURPOSE OF THE OUTLINE

It has long been evident that training food retailers and their personnel, who are willing and able to learn new methods and techniques of merchandising, will definitely increase sales. Increased sales means increased consumption -- better health for consumers -- increased profits for retailers, suppliers and growers.

The purpose of this outline is to serve as a guide for "trainers" in fresh fruit and vegetable merchandising. It is not complete, for it is not intended to be used as a text.

The material is organized in relatively the same sequence as the daily work in a retail fresh fruit and vegetable department.

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FACILITIES

A. Preparation and Storage Room

1. Location

Generally, three considerations should govern storage and preparation room location from the standpoint of efficiency. They are:

(a) convenience to display area;
(b) convenience to delivery door or dock;
(c) no interference with other departmental operations

In basement locations, consideration should be given to conveyors or lifts, whereas in first floor locations semi-live skids or four wheel trucks (depending on space available and layout) are most efficient for moving and/or storing merchandise.

2. Space

Storage area should be planned in relation to sales and deliveries. Fast turnover and daily delivery means less space. Slow turnover and less frequent delivery means more space for storage.

Allowing 50 square feet of space (plus refrigerated equipment) for every $500 per week of sales is a popular method of estimating proportion of back room space.

3. Equipment

Refrigeration in the form of a walk-in cooler (size varies with turnover and delivery schedule, but as a guide use 1 square foot for every $25.00 in sales); a sink with drain boards; a trimming table; packaging table; bagging equipment, garbage cans, disposal unit or incinerator, constitute the large pieces of backroom equipment.

In addition to ordinary employee and store equipment and that listed above, there should be provided heavy rubber aprons, crate hammers, length of hose with spray nozzle, containers and bags needed for unitizing and packaging, various films, sealing equipment and banding supplies, boxes, tills, trays, etc.

4. Summary

Preparation room space, equipment and location should be adequate for receiving, preparing and storing produce, with a minimum of handling and in the volume contemplated. See "NARGUS" General Produce Packaging Information" for back room organization, layout in existing establishments, and new construction.

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B. Display Area

1. Location

Although the location of produce departments varies from store to store, it should have these advantages: (1) good store traffic; (2) near the meat department; and (3) convenient to the preparation room.

2. Space

Space requirements may be determined by estimating expected sales volume. Stores having total weekly sales of $5,000 or less usually have produce sales amounting to $1.50 per square foot of produce sales area; $5,000 to $10,000 total weekly sales average $2.00 per square foot; $10,000 to $20,000, $2.75; and over $30,000 up to $4.50. Main aisles in the department should be five to seven feet in width.

3. Equipment

There are four types of permanent display equipment:

(1) mechanically refrigerated or iced racks (with or without canopy);
(2) wet racks;
(3) dry racks; and
(4) display tables which are dry, wet, iced or mechanically refrigerated.

Government research indicates the mechanically refrigerated or iced equipment will hold merchandise in better condition for longer periods of time than other types.

Minimum display equipment would consist of one refrigerated or iced rack (for highly perishable commodities) and one of the other racks listed above.

4. Summary

The display area should be provided enough space and equipment to handle the volume of merchandise in the variety and quality customers want. It should be located with sales and operational efficiency in mind. See "NARGUS Produce Packaging Information" for display area planning and equipment suggestions.

BUYING

A. Sources of Supply

Food retailers may buy from growers, shippers, brokers, commission merchants, auctions, specialty wholesalers, full line service wholesalers and truckers. Mainly they buy from the specialty and full line wholesalers, with some large organizations buying from all sources.

Regardless of buying source, retailers pay for the service suppliers render. For this payment they should expect the following from suppliers: (1) good, salable merchandise; (2) competitive prices; (3) advice on market conditions and trends; (4) assistance in merchandising; (5) regular and on-time delivery; (6) no overloading; (7) active cooperation with training organizations in establishment of fresh fruit and vegetable merchandising schools; and (8) a genuine effort made by the supplier to increase the efficiency of his organization so savings may be passed on to retail customers to aid their competitive position.

B. How to Buy

Consider turnover - quality - condition - quantity - variety - growing area - price - inventory - traffic - season - holidays - paydays - weather - unit sales in shipping containers. Some retailers plan buying from memory, experience and minimum records, while others have factual information on inventory or order forms and use experience and judgment to weigh each of the factors. The latter method is far more exact and the extra time required is small, if followed consistently. The assistant produce manager can check inventory if supervised, and can inventory and order packaging supplies, as well as order all merchandise, in the absence of the produce manager.

BUY QUALITY FIRST - PRICE SECOND. BUY TO SALES.... DO NOT TRY TO SELL FROM "GOOD BUYS." A 25 to 50¢ saving on a crate of lettuce or box of oranges often ends up costing much more than the small savings. Slow sales, added losses and markdowns result.

At least 50 different commodities are available to most retailers all year. To make sure the names of these are known, either make a list or get one from suppliers. Remember, a box of 288 size oranges contains only 24 sales of one dozen each. Similarly, a 100 pound bag of potatoes has but 9-1/2 sales of 10 pounds each, and a box of apples will serve about 10 customers 4 pounds each.

RECEIVING

A. Inspection

Where regular and on-time deliveries are made, the retailer should make every effort to arrange time so inspection is made. Advantages of arrival inspection are: (1) knowledge of condition and quality of merchandise; (2) checking on overs and shorts; and (3) aids in planning day's sales and work.

Receiving merchandise and inspecting for quality and quantity, checking prices can be performed by produce manager, assistant or designated produce employee, provided store policy is followed. Policy should provide: (a) that deliveries be anticipated and facilities readied in advance; (b) each container checked against invoice, and discrepancies noted on invoice immediately and reported to superior or other designated person; (c) off-quality returned to supplier at time of delivery with signature of deliveryman on return slip; (d) merchandise dated and moved to designated and cleared areas; (e) unit prices checked on invoice against unit prices on form used for ordering, discrepancies noted, invoice signed and passed to proper person.

B. Immediate Handling

Items needed for immediate display and items needing immediate sale are usually prepared with inventory items, or given attention soon after receipt. Reserve stocks for displaying later are stored.

C. Storage

In storing, be sure to code date and rotate older stock so it moves out of storage before the newer merchandise.

Providing air space of two or three inches between the bottoms of the containers and the floor, through the use of raised platforms (pallets), definitely aids in maintenance of quality and condition. Stack baskets so bottom of ones on top rest on edges of those beneath. Boxes should be stacked on sides and never on bulge, unless cleating strip assures separation and then make sure cleating is thick enough to protect the bulge. If space permits, do not stack sacks of potatoes on end over two high or on sides over four high. Allow for air space next to walls and between rows of containers.

In refrigerated storage, a good average "short run" working temperature is 45 degrees F. Items needing high humidity should be sprinkled or covered with finely crushed ice and/or covered with damp cloths, sacks or paper.

Inspection (Continued)

Do not refrigerate bananas or other items which need "conditioning" such as green tomatoes, firm or breaking pears, avocados, etc. Generally, such staples as potatoes and dry onions need no refrigeration if they are not sprouting, are not damp, and give no evidence of having been under refrigeration. New potatoes are often immature and generate heat rapidly, and refrigeration reduces the heat thus generated.

PREPARATION

A. Preparation by sorting and grading - trimming - washing - unitizing and packaging - rotation - storage. In charge of trimmer and packager.

1. Non-trim Items

Sort out bad merchandise and discard, while grading the balance on quality, size and condition. Where off-quality and condition are in evidence, it is a good idea to sell this separately from quality items. If both are displayed together, the off-quality items will ordinarily be last to move, whereas they probably should have been first.

Items needing washing should be washed. Husk dry onions. Drain wet items.

Where practical and where time permits, conduct above operation in back room.

2. Trim Items

Sort and grade as above while trimming. In trimming vegetables, remove only damaged, decayed and discolored parts. "Wrapper" leaves, outside stalks, etc., should not be removed if they have a fresh and inviting appearance. Trim leaves of cauliflower even with the top of the head, or about 1/2 inch above. This helps maintain freshness, adds eye appeal, adds size (thus lowering the price per pound), protects the head from bruising, and since the leaves are good to eat (taste much like cabbage), makes a "two for the price of one" package. Trim butts of vegetables, leaving them as large as possible since they contain moisture which helps maintain freshness.

Sorting, Grading and Trimming (Continued)

Trim corn by clipping off tassel end to the top of the cob, if fancy grade. For grades below fancy having worm injury at the top, clip off top to a point below the injured area. Remove a husk or two from the ear, and then clip off the butt to remove discoloration. Pull off a strip of the husk and floss (at least an inch to an inch and one-half wide) the full length of the ear.

Sales improve when scraggly tops and roots of green onions are shortened and trimmed evenly.

Discolored, damaged and decayed leaves of turnips, carrots, green onions, radishes, spinach, etc., should be removed promptly.

Items needing washing should be washed and drained.

Where practical and time permits, conduct above operation in back room.

3. Washing

As a general rule, merchandise sells better clean than dirty. The moisture content of fruits and vegetables averages about 87%. From the time many commodities are removed from the soil or parent plant, dehydration is sapping their life and salability. In addition, commodities generate heat after harvesting. Mainly because of rough handling, there will almost always be one or more spoiled items in every container. This condition spreads rapidly under most handling conditions.

Therefore, it is generally recommended that bulk vegetable items be washed (not soaked), drained, fluffed occasionally while on display, and sprinkled periodically. Exceptions are dry onions, garlic (dry), mushrooms, tomatoes and waxed items.

UNITIZING AND PACKAGING

In view of the increased amount of information available on the subject, NARGUS has published a separate book which condenses subject material in brief yet detailed form. See "NARGUS Produce Packaging Information."

PRICING

Pricing to lead competition - earn a fair profit - inspire customer confidence. This should be the responsibility of the produce manager, and policy should include:

Pricing (Continued)

a. Gross profit goal;

b. Method to follow in computing markup.
Markup on selling price is the only method of accurately estimating in advance of sale the percent of gross profit to be provided by each sale toward operating costs and net profit. If 25% gross is desired then an item costing $1.00 would have to be sold for $1.33 to provide 25% gross (33¢ is 25% of $1.33).

c. Actual checking of competitors' prices for value (to both consumer and retailer).

The person figuring markup should have knowledge of:

a. Rate of movement of each commodity and size.
Example: large, extra fancy oranges and apples cost more and, therefore, sell more slowly than medium sized fruit of good quality, but profit is made on sales and, therefore, markup in cents will usually be higher on the former than the latter.

b. Trend of supply, quality and price.
As the supply of a perishable item increases, price trend is down (and vice versa). As movement increases, cost per unit of sales decreases and markup tends to lower (also vice versa).

c. Possible share of gross dollars each item can carry at various price levels.
Most commodities sell best within a given price range known as "magic retail." When possible, the person doing the pricing should maintain the most profitable price-volume relationship for each commodity.

With such knowledge and experience, the following should be estimated for each commodity priced:

Cost of merchandise	$_____
Plus losses	_____
Plus markdowns	_____
Plus overhead	_____
Plus profit desired	_____
Equals selling price	$_____

The difference between the cost of merchandise and the final selling price is the gross profit (or loss). Estimating movement of individual commodities in relation to total sales and expense is the most difficult part of establishing markup, and accounts for more unrealistic pricing (out of line with value) than any other single factor.

MERCHANDISING

VALUE is very important in figuring the selling price of produce. In other words, price should be consistent with quality and quantity of merchandise offered. Off-quality merchandise with a quality price and/or a small quantity of merchandise offered at a large quantity price are negative VALUE factors which the majority of shoppers note quickly.

Fresh fruits and vegetables should be tasty when eaten, in addition to looking good on the display rack or table. Tasteless cantaloupes, mealy apples, woody beets, and flavorless citrus all disappoint the customer. An old adage but a good one is: "the proof of the pudding lies in the eating thereof," and is very true in the merchandising of fresh fruits and vegetables.

Grower-shippers and suppliers usually plan their promotion campaigns to take into account the above points. The retailer do well by tieing in with these campaigns

In summary, some basic merchandising suggestions follow: follow the market closely in pricing; do not peg prices; do not be hidebound by past custom; keep customers interested by doing the new and different; in point of sale advertising and pricing, stress flavor, health content and uses; condition unripe commodities before sale (the consumer probably doesn't know how to ripen fresh items and will consume them unripened or throw them in the garbage can when spoiled.)

DISPLAYING

A. Condition of Display Area

The produce department should be clean, neat and ready for displaying. Saturday night or Monday morning (when inventory is usually at the low point) are good times to thoroughly clean the racks and tables. Plenty of soap, detergent, scouring powder, sanitizers, hot water, glass cleaner, steel wool, etc., will make the job of maintaining a clean and appealing display much easier through the week. Clean facilities are easier to work with, safer, and easier to maintain, and don't forget price tags.

During the week the department should be kept clean by using slack periods for cleanup. Mirrors and rack fronts usually get a "once-over lightly" at this time.

Many merchants clean the floor thoroughly each night after closing, but produce falling to the floor should be picked up promptly at any time. Nothing is more dangerous than a bit of produce on the floor. Neat departments sell more produce.

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B. Display Planning

Display should be planned by the produce manager and/or assistant. Best planning is on a printed layout of the department, which should be of sufficient size so names of commodities can be written into rack display locations. Write name of item in selected location and draw line on plan to indicate limits of that display. Size of each display should be determined by estimating movement. Do this on the day the department is thoroughly cleaned and after order has been placed with suppliers, considering the points listed above for each display. Consider:

(1) proper space (plan space in proportion to sales desired, with demand items getting more space than impulse items). Exception — highlight, feature or special promotion item(s);
(2) good color contrast (separate green items, for instance, with items of contrasting color -- red, orange, yellow);
(3) change location of commodities each week (more than 50% of fresh fruit and vegetable sales are impulse, so the customer should be required to look over the entire display);
(4) ease of shopping (have a good variety of quality merchandise, well prepared, priced and in sufficient quantity... if she looks elsewhere for produce she will undoubtedly buy some other items elsewhere, too);
(5) highlight, feature or special items (seasonal commodities in good supply and of good quality, good demand, and at a reasonable price) always develop interest. Or use year 'round items which meet the supply, quality, demand and price requirements. In any case, be sure to devote more than the usual amount of space to the item, and use merchandising ideas to promote. Table displays are excellent for these items although rack displays are often used successfully.

C. Everyday Display Pointers

Modern merchandising of fresh fruits and vegetables at retail calls for a display of commodities which observes the following points:

(1) customers are looking for "freshness," so display fresh with fresh...avoid mixing old, inferior merchandise with fresh, attractive items;
(2) overstacking causes bruising, rolling and heating, and encourages customer digging;
(3) use jumble displays instead of pyramid displays, where customers are expected to help themselves..."touch-me-not" displays discourage sales;
(4) avoid "patch' displays on the rack (one behind the other). Instead, try to arrange each variety of commodity from the

Everyday Display Pointers (Continued)

front to the back of the rack. It provides better color contrast, the display looks larger, each item is more easily reached, and it rotates better;

(5) display bunched vegetables and celery with the roots and butts all one way, never crisscross roots and tops, butts and tops;

(6) display non-packaged lettuce with butts up and preferably not over two heads high. This reduces "digging" and loss of leaves.

D. Price Tags

Several types of price tags for the fresh fruit and vegetable department are available. They are plastic, cardboard, paper and plastic covered paper or cardboard. Paper and cardboard tags are inexpensive. Often the retailer makes his own, but they require considerable time to make. In addition, some find it difficult to print attractively. A little moisture on such tags causes warping and the letters run, resulting in unattractiveness.

Plastic tags are more expensive but last indefinitely, the printing is uniform, they are easy to clean, and by simply changing a few small inserts, always present a good appearance and legible price.

Price tags should be located where they are easily seen by the customer, should not damage the merchandise, or be shifted about by the commodities, and should be inaccessible to small children. Each bulk display should be priced and displays of wrapped unitized merchandise should bear name of commodity, weight or count, and price on each unit. In the latter case, highly perishable commodities should also bear the date by which the unit is to be sold.

An important point to remember....CUSTOMERS DO NOT LIKE TO HAVE TO ASK THE PRICE. Price changes are the responsibility of the produce manager or other designated person.

E. Point of Sale Material

Point of sale material is usually available through the supplier.

It ranges from small price tags - banners and streamers --- to complete display stands. Many extra sales are made through good use of this material.

Main points to remember are: Use it to sell and do not leave it in the back room, under the checkstand, etc., -- and once it has been used for a given period (after the promotion), throw it away and request other pieces from the supplier. Nothing is as old as a "MERRY CHRISTMAS" sign at Easter, or a faded, dusty citrus

Point of Sale Material (Continued)

streamer at any time. Point of sale material is very helpful in promoting sales of feature, special or highlight items. Use window advertising the same way.

F. Price Changes

In the fast moving fresh fruit and vegetable market, prices are changing hourly and affect the price retailers pay for produce. In addition, quality and condition varies from car to car. Once commodities are harvested and begin dying, it is a race with time. The sooner many fresh items are consumed the better. The longer the retailer keeps fresh produce, the less "fresh" it is when sold. A good way to avoid consumer resistance to price is to follow the market in pricing. When the wholesale price goes up or down, the retail price should follow. Advertised price may be the possible exception.

Preferably before, but at least by the time merchandise begins to break down, the price should be marked down and every effort made to move it. The alternatives are slow sales, dissatisfied customers, and much loss. This is the responsibility of produce manager or other designated personnel.

G. Promotions

Promotions must consider - timing - supply - quality - movement. If a major one, a staff meeting to develop enthusiasm is wise - the promotion named - the work divided — and each employee informed of his part. Special displays often involve the use of special props, which should be made or secured well in advance. Produce manager leads planning discussion.

a. Most successful promotional events are planned well in advance, depending on commodities to be featured, importance of the event, and time required for preparation. For example, lettuce feature would be planned close to actual featuring, while National Apple Week promotion might be planned as much as a year in advance if a variety of props and other materials are to be used.

POLICING THE DEPARTMENT

A. Personal Interest

Depending on the personal interest the retailer has in his fresh fruit and vegetable department will in all probability determine its success.

Personal Interest (Continued)

Generally retailer attitude toward this department can be divided into three classifications: (1) those who dislike retailing fresh produce for one reason or another (fail to measure up); (2) those who would like to have a good department, but just can't seem to get the job done (no time, no staff, prices too high, customers won't buy, etc.), even though they realize its importance to the success of the store (mediocre); and (3) those who have a keen interest in merchandising fresh fruits and vegetables (good departments).

B. Personal Customer Attention

Retailers all over the country have found personal customer attention, and plenty of it, does much to make for happy, well-satisfied customers. A good super market with a large parking lot in a crowded neighborhood can be licked by a disinterested staff. Customers are all-important and they know it. A cheerful attitude, quick attention to customer requests, helpful suggestions for menu planning. satisfaction of reasonable complaints, advice on quality, condition and use of fresh produce, will help make a loyal customer.

C. Keep Displays Well-Filled

Particularly in self-service departments do displays have to do the selling. The displays must give the customer the "personal" attention offered in the service store. Nobody likes to buy from skimpy displays...for it looks like merchandise rejected by someone else. A well-filled display is a "selling" display.

D. Remove Unsalable Merchandise

A well-filled display of good, fresh, quality merchandise sells better than a display with an occasional unsalable item. Using sweet potatoes as an example -- a bushel of No. 1 sweets on display may look fine, but when a customer picks one having a soft end, her desire to buy is discouraged. It is even more noticeable in other merchandise like lettuce, apples, etc. Remove unsalable merchandise promptly. Give the remaining good merchandise a chance to sell before it, too, begins to deteriorate.

E. Commodity Movement

Fresh merchandise should be offered fresh and not in a semi-decayed or spoiled condition. If a commodity isn't moving, something should be done to move it. As an example, tomatoes which have been on display for half a day may be "picked over." Those remaining probably have defects of one kind or another, which have caused customers to reject them. When sales of tomatoes slow to nothing, and a half lug of good tomatoes remains in the cooler, back room or under the rack, a little attention at this point will

Commodity Movement (Continued)

work wonders. Sell the off quality tomatoes, if salable, to someone at a "bargain" and fill the display with good tomatoes. Sales pick up, the retailer makes money, and customers are satisfied.

F. Record Keeping

The different record keeping systems used by retailers for fresh fruit and vegetable operations are numerous. They run from complete lack of records, to lengthy and involved systems requiring bookkeeping machinery.

The information the retailer thinks he needs to operate his fresh fruit and vegetable department, and the time, money and effort he is willing to devote (or have someone else devote) to compiling this information will, in many cases, determine the extent of his record system.

Some retailers have highly successful operations and minimum records. Others have more extensive records and comparatively poor operations. Any record keeping system is only as good as the ability of the operator to interpret it and act on the findings in a profitable manner. A most complete system of records is excellent if the retailer knows how to use it to maximum advantage. If he doesn't understand it, then a minimum system will do him as much good.

RECORD KEEPING SYSTEMS

A minimum system would include knowing how much is purchased and for how much it was sold.

Sales $_____

Cost _____

Gross Profit $_____

The most obvious weakness of the above is that it provides nothing for inventory, losses and markdowns.

Record Keeping Systems (Continued)

A fair system would include:

Beginning Inventory at Cost	$_____
Cost of Purchases	_____
Total Cost of Merchandise	$_____
Less Ending Inventory at Cost	_____
Plus Losses and Markdowns	_____
Cost of Merchandise Sold	$_____
Gross Sales	_____
Less Cost of Merchandise Sold	_____
Net Profit	$_____

While better than the minimum system, since it provides a more accurate check on actual sales and profits, it would be difficult to pinpoint merchandising trouble spots. Planning department sales and profits through merchandising would be on a guesswork basis from such a system.

A better record keeping system would provide the information in the fair system, but would be broken down in groups, i.e.:

Group I - Citrus

Group II - Bananas

Group III - Other Fresh Fruit

Group IV - Fresh Vegetables - Except Potatoes

Group V - Potatoes

Sales and profits are then known for each group of commodities, and action can be taken to correct trouble spots in the operation. If, for instance, potato volume is high but profits are low because of markup, something can be done to correct this. The retailer might decide to reduce display space for potatoes, increase markup, and give more display space to fresh vegetables which carry a historically high markup. If citrus sales are off and quality and price are in line with competition, he may decide to promote citrus to get it moving again. If losses and markdowns are

Record Keeping Systems (Continued)

cutting into profits excessively, he knows which group of commodities is causing the most trouble and can take appropriate action.

"The NARGUS Produce Inventory and Analysis System" is designed to point out such trouble spots before they become serious. Space is provided for 130 commodity names and 32 miscellaneous items such as nuts, dried fruits and flowers. The commodities are divided into 5 groups, as suggested above.

Fixed and variable expenses are listed (or may be totaled in part as "Contribution to Overhead") and entered in the analysis section of the form. Results show sales of each group in dollars and percent, total sales, expense, profit before taxes, and profit per dollar of sales.

An example of the way information from the analysis section may be used is as follows: the following chart points up that sales of commodity groups vary and that to obtain the proper share of sales it is necessary to set sales goals or quotas. Price, quality and supply may change the quotas, so a running record of such data provides the information needed to establish the goals.

Record Keeping Systems (Continued)

ANNUAL PRODUCE DOLLAR SALES PERCENTAGES*

	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec	Av. Sales @ Retail Per Cap
CITRUS % of Dollar Sales	20.1	20.6	17.8	16.5	14.3	10	7.5	7.8	7.8	10.2	13	17.6	12.8
BANANAS % of Dollar Sales	8.4	9.3	10.2	10	11.1	9	6.8	6.6	7.6	7.7	8.6	8.6	8.6
OTHER FRUIT % of Dollar Sales	15	15.8	14.7	13.2	16.9	32.8	40.7	37	30.1	28.1	24.6	17.1	25.3
VEGETABLES % of Dollar Sales	37.8	37.5	37.4	40.6	40.8	34.7	33.2	35.7	39.5	39.1	37.3	40.1	37.8
IRISH POTATOES % of Dollar Sales	18.7	18	19.7	19.4	16.7	13.5	11.7	12.9	14.8	15	16.6	16.6	15.7

*This information is based on a five year national average of prices and supplies. The chart is not intended for forecasting, or as a definite sales goal, but is designed to point out that relationships of commodity groups can be a guide to sales.

Another example of the value of analysis information -- if profit per dollar of sales is 24¢ and expenses are 16¢, then for each dollar's worth of produce sold, the net before taxes amounts to 8¢. This information is valuable in estimating the cost of selling commodities at reduced or low markup for a special feature or for close-out.

The analysis provides record of losses and markdowns. Often these may amount to 5% to 10% of sales, and the figure will vary by groups. Maintaining accurate records on losses and markdowns may point out the need for improved ordering and inventory control.

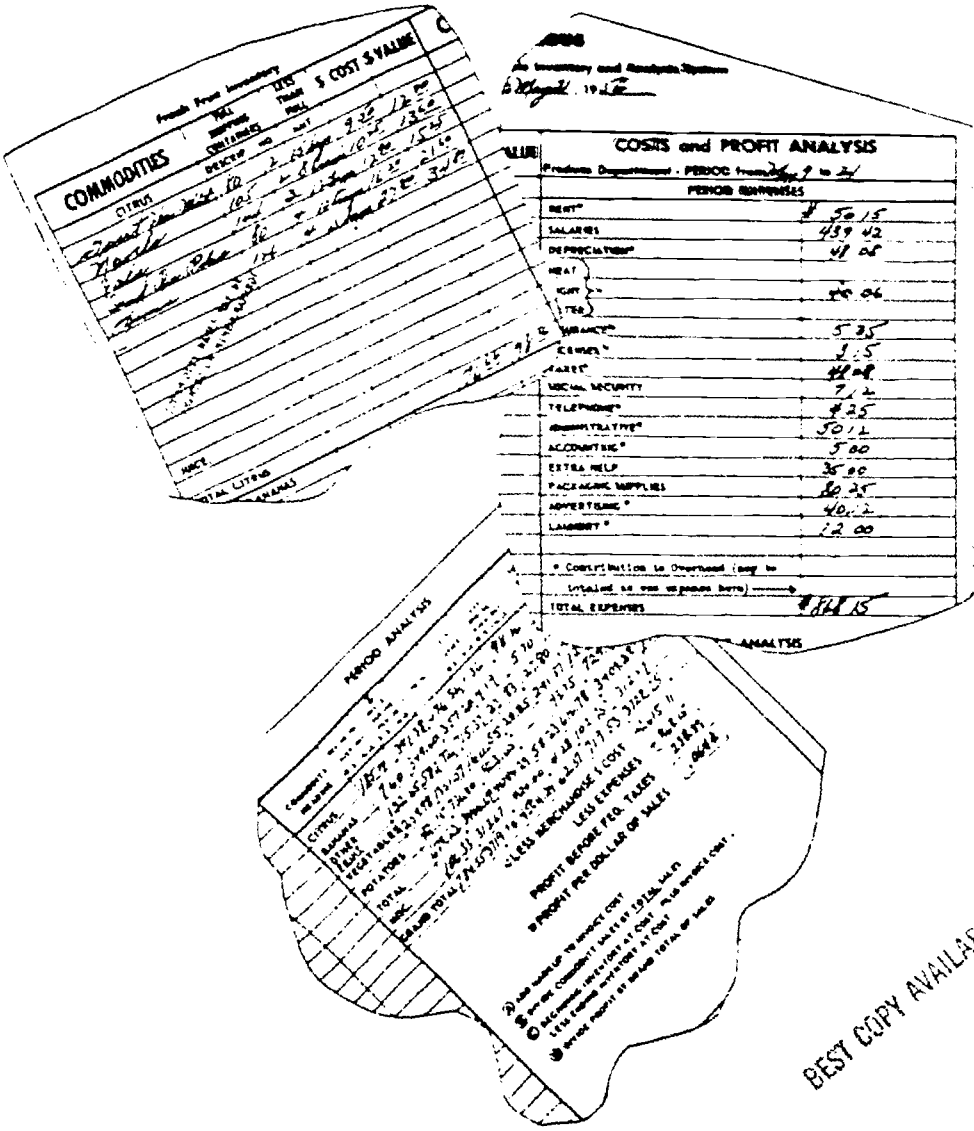

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AFTERNOON ACTIVITIES

A. Plan for Ordering and Buying

Check stock (maintaining a running inventory aids accurate ordering and reduces overordering); check previous purchases; note losses and markdowns to know condition of previously delivered merchandise and to gauge customer preferences; and check cash register sales readings and/or find out from checker(s) how sales are running.

B. Daytime Care Now

Fill displays, remember to give the fresh vegetables a drink of water, fluff up beans, peas, carrot tops, beet tops, spinach, etc. Check packages for quality, condition, rotation.

C. Plan Overnight Care Now

Plan overnight care to be given the merchandise. Consideration should be made for the estimated amount which will remain unsold at closing time, how it is to be stored, the kind of care it is to be given, who is to do the work, etc.

D. Plan Sales and Promotions

In the afternoon is a good time to plan sales and promotions, check displays, and decide what items will have to be sold before closing time. The last 5 pounds or so of tomatoes often contain the day's tomato profits.

E. Plan Advertising

Give some thought to advertising in the afternoon, too. Have the checker remind customers of tomorrow's specials. Print point of sale pieces for tomorrow, like "Fresh Crisp Head Lettuce - 2 Heads 33¢," etc. A quick look through the trade papers will offer many ideas.

F Plan Tomorrow's Displays

Another activity paying dividends is planning displays for tomorrow's business. The merchandise doesn't have to be in the store, but good displays require preliminary planning. The merchandise having been ordered must be sold for a profit. Well-displayed merchandise is a long way toward being sold.

OVERNIGHT CARE

A. Planning

Retailers should plan overnight care in the afternoon so that after closing time only the physical work of giving overnight care remains to be done. Record keeping may be done the following day.

B. Generally, overnight care should follow these lines:

Bulk green leafy vegetables - wash or sprinkle, place in well ventilated container and cover with damp cloth, clean potato sacks or paper. Store in refrigeration (40^0 to 45^0) ... and/or wash or sprinkle and store in finely crushed ice. Packaged, refrigerate.

Citrus - remaining stock may be left on display, but reserve supplies of late in the season varieties should be stored under refrigeration.

Bananas - store green bananas in a closed container at a temperature of not less than 78 degrees to speed ripening. Hold green tipped and riper bananas at temperature of 56 to 60 degrees. Check temperatures in back room or basement. Do not allow bananas to remain in a temperature of less than 55 degrees, unless they are in a well insulated container.

Store fruit, other than bananas and citrus, under refrigeration at a temperature of 40 to 50 degrees.

Potatoes may be left on display or stored in a cool dry part of the store. "New" potatoes should be refrigerated.

PERSONNEL

1. Hiring

With labor at a premium, it isn't always possible to find completely satisfactory personnel. One who has all the attributes of a first-class employee, and at the same time is well trained and qualified for the job, is often a hard combination to find.

An employee who is clean, neat, polite, friendly and likeable is a "good bet". If he has these characteristics, check his experience and references. Have a plan ready for training the new employee.

2. Training

First, develop the employee's interest by putting him at ease and explaining the importance of the job.

Training (Continued)

Second, explain the job. Be patient, explain and demonstrate each step. Answer all questions.

Third, let the employee do the job. Encourage him when his work is satisfactory, correct him when unsatisfactory.

Fourth, develop merchandising qualities. Encourage him to read trade papers, attend training classes, and be constantly alert for new merchandising ideas.

See other NARGUS Personnel Training manuals.

ADVERTISING

1. Pointers to Follow

For the most part, advertising retailers utilize newspapers, handbills and radio.

The copy or script should be prepared with the following points in mind:

a. Space ... a good average might be space in proportion to produce sales, volume desired, more space when promoting, less space when variety is small and/or quality is off ...

b. What to advertise ... items people want to buy ... unusual ... everyday and seasonal items.

c. Watch food sections of newspapers and consumer magazines ... tie in with national advertising campaigns ... follow supplier sales campaigns.

d. Describe the quality, and/or suggest use of the advertised commodities accurately and briefly ... "Crisp, juicy, tangy Jonathan apples -- 3 lbs. 00¢," "U.S. No. 1 Idaho potatoes - top bakers - 10 lbs. 00¢," etc. ... quality of commodity should support advertised description.

e. In newspapers and handbills, advertise produce in a separate section, use bold heading and illustrate a good feature if possible.

f. Be quick to try new advertising ideas, such as early in the week features and postcards; as well as caps, badges and feathers for store personnel and customers' children during promotions.

THE IMPORTANCE OF PRODUCE

That a well organized fresh fruit and vegetable department is important to the success of a modern food store is evidenced by these interesting facts taken from data supplied by Economics Research Division, U.S. Department of Agriculture:

> Americans eat more fresh fruits (87 pounds per person) than they consume of canned and frozen fruits and juices (43.3 pounds per person);
>
> Americans consume more (126 pounds per person) fresh vegetables (not including the 99 pounds per person of fresh and processed potatoes) than they eat of canned and frozen vegetables (59.1 pounds per person);
>
> Each year Americans consume more fresh fruits and vegetables (213 pounds per person) than meat -- including 98# of beef, veal 4.9#, lamb 4.6#, pork 63#, chicken 31.9#, turkey 7.2# -- a total of 209.6 pounds per person.

The untimely weather experienced in many Southern states the past several years has reduced the consumption of most citrus products. Otherwise the use of fresh fruits would be considerably higher.

Health authorities have encouraged the use of fresh fruits and vegetables. They have advised consumers to keep down weight by reducing the intake of fats and other high caloric foods and to seek optimal nutrition through a common-sense balanced diet. This is neither new nor startling, but does illustrate the strong medical and educational pressures for diet changes. With the broadening of public enlightenment to improve dietary standards, a continued increase in the use of fresh fruits and vegetables can be expected.

Aside from the above, total dollar volume has been shown to be much greater in stores selling fresh fruits and vegetables than in stores not handling produce. Successful operators claim from 9% to 12% of annual volume from their produce departments.

And it is not uncommon for produce departments to provide 25 to 50% of the net profit of total retail food sales. In part, that is due to rapid turnover. For example, with an inventory value of $100 and a gross markup

The Importance of Produce (Continued)

of 33% on selling price, a retail value of $150 is obtained. It is not unreasonable to assume a yearly turnover of 85, and therefore retail sales of $12,750 will return 1275% on the initial $100 investment.

With good merchandising, produce can be turned 2 or 3 times weekly, with the possible exception of rural communities where deliveries are less frequent, or growing areas where the sales potential is naturally more limited.

Compare produce and meat departments. In meat, the volume runs about 25% of total sales with an 18% to 22% gross markup based on selling price. Assuming a volume of 10.5% and a gross markup of 33% in produce, we have:

Meat -- 25% volume @ 20% gross markup.

Produce -- 10.5% volume (annual) @ 33%.

Is there a person in complete charge of the produce department as in the meat department? Has he been trained in fresh fruit and vegetable merchandising? What is being done to train him?

Fresh fruits and vegetables also account for the sale of more related foods than any grocery item. Being the most colorful foods in the store, they rate higher for display attention and impulse buying, and they create considerable extra traffic, being shopped for more than other foods because of their perishability.

Fresh fruits and vegetables, too, offer unrestricted sales possibilities. Every homemaker is a potential buyer and some sales can be made to all customers. Stocking fresh, in addition to frozen, canned and dehydrated, assures full sales possibilities.

ACCESSION NUMBER: VT100613

TITLE: CHECKER'S MANUAL.

DESCRIPTOR: *RETAILING; *FOOD STORES; *CLERICAL WORKERS; *DISTRIBUTIVE EDUCATION; *MANUALS

IDENTIFIER: *SUPERMARKET CHECKERS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ATM V.7ND.4(1974)PP. 543

ABSTRACT: A STEP-BY-STEP EXPLANATION OF THE PROCEDURE FOR THE FOOD STORE CASHIER IS OUTLINED IN THIS MANUAL FOR TRAINING SUPERMARKET CHECKERS. OUTLINES OF MATERIAL CONCERNING DRESS, WORK ATTITUDES, CHECKOUT PROCEDURES, AND SALES TAX, ARE INCLUDED. INFORMATION IS GIVEN ON HOW TO HANDLE COMMON ERRORS ON THE CASH REGISTER, REDEEM EMPTY CONTAINERS, CASH CHECKS, AND ANSWER COMPLAINTS. (MU)

AVAILABILITY: NATIONAL ASSOC. OF RETAIL GROCERS, SUITE 620, 2000 SPRING RD., OAK BROOK, ILLINOIS 60521 ($1.25)

SPONSORING AGENCY NAME: NATIONAL ASSOCIATION OF RETAIL GROCERS, CHICAGO, ILL.

VT 100613

...a guide to efficient checkstand operation

Checker's Manual

VT 100 613

Published by

NATIONAL ASSOCIATION of RETAIL GROCERS
Suite 620, 2000 Spring Road Oak Brook, Illinois 60521

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The importance of the checker-cashier in today's modern super market cannot be overemphasized. A thorough understanding of the basic principles of checkstand procedure, and knowledge of store policies, are essential to a profitable and successful operation, as well as the success of the checker in fulfilling her position.

Many principles are described in this book and adherence to these will bring to every checker the satisfaction that comes from a job well done.

CHECKER'S MANUAL

In self-service stores one of the most important functions takes place at the checkstand. It is here that every sale is completed. It is here that the customer receives the final (and often most lasting) impression of the store itself. The success of this customer contact depends greatly on the appearance, efficiency, cheerfulness, patience, and understanding of the checker. Because of the responsibility of this function, the checker-cashier is considered as an extra special store employee.

DRESS

The checker should be neatly dressed at all times: hair tidy: uniform clean: fingernails trimmed: comfortable shoes, well polished. If a uniform is not worn, dress should be plain and neat. Cosmetics should be used sparingly. A "flashy" appearance should be avoided. Eating and gum chewing are taboo.

ATTITUDE

The checker's attitude is symbolic of the store and should be friendly, courteous and helpful at all times. A genuine interest in people is a definite asset. The development of a personality based on service is a desired goal. A natural smile and personal greeting, by name, when known, to each customer will go a long way toward achieving this aim. Long conversations with customers: "visits" with other employees: a lolling, careless stance: a bored, distracted expression: an indifferent attitude toward the customer and for the job can do incalculable harm to the entire store and must be avoided.

CARE OF CHECK-STAND AND EQUIPMENT

Cleanliness is a must. The checker should make a practice of dusting her counter, register and display area each morning before doing anything else. Most stores require a thorough washing of this equipment at a scheduled time each week.

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Merchandise for sale at the check-stand should be neatly displayed with clean price tags plainly visible.

Register should be in good working order. Any mechanical defects should be reported immediately!

Store rules and policies should be posted so that they may be easily seen or readily accessible.

Change must be obtained the first thing each morning. Since the checker usually has to sign a receipt for her change, or "bank", it is essential to count this money before signing. Even if a receipt is not required, this "bank" should be counted. If the "bank" is incorrect, the checker will have a shortage or overage at the end of the day--even though change has been made correctly throughout the day.

A typical "bank" can consist of:

$1.00 Pennies	$4.00 Quarters
$2.00 Nickels	$3.00 Halves
$3.00 Dimes	$12.00 One-Dollar Bills

The amount of the "bank" is determined by the store owner or manager and a like amount is supplied to all registers.

Money should be placed in the drawer so it is easy to "build up" the change. Since most people are right handed, the chart below exemplifies a satisfactory arrangement as it allows the checker to move the hand naturally from right to left. Whatever the arrangement, all cash drawers should use the same plan to eliminate confusion.

RECOMMENDED CASH DRAWER ARRANGEMENT

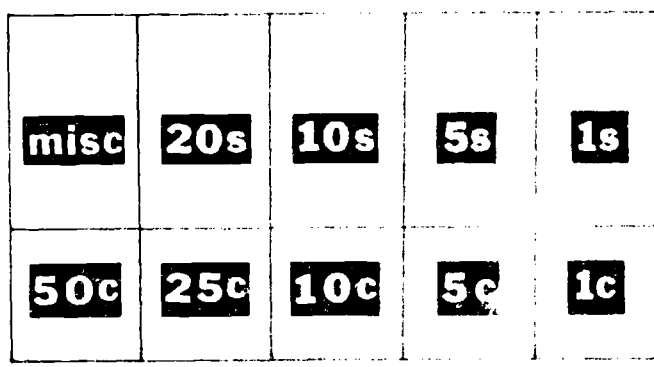

FRACTIONAL CENT CHARGE TABLE

PRICE	1 for	2 for	3 for
2 for 9c	5c		
2 for 11c	6c		
2 for 13c	7c		
2 for 15c	8c		
2 for 17c	9c		
2 for 19c	10c		
2 for 23c	12c		
2 for 25c	13c		
2 for 27c	14c		
2 for 29c	15c		
3 for 10c	4c	7c	
3 for 11c	4c	8c	
3 for 13c	5c	9c	
3 for 14c	5c	10c	
3 for 17c	6c	12c	
3 for 19c	7c	13c	
3 for 20c	7c	14c	
3 for 22c	8c	15c	
3 for 23c	8c	15c	
3 for 25c	9c	17c	
3 for 29c	10c	20c	
3 for 31c	11c	21c	
4 for 15c	4c	8c	12c
4 for 17c	5c	9c	13c
4 for 19c	5c	10c	15c
4 for 21c	6c	11c	16c
4 for 23c	6c	12c	18c
4 for 25c	7c	13c	19c
4 for 27c	7c	14c	21c
4 for 29c	8c	15c	22c

SUGGESTED PLAN FOR CASH DRAWER

Register tape should be cleared, or reading should correspond with closing reading of preceding day (whichever system is used by the store).

Fractional Cent Charge Table, such as the example shown, should be available for ready reference. If this table can be seen by customer, it will help eliminate possible misunderstandings.

Special Prices, for which the checker is responsible, should be listed and placed next to register for quick reference. Each morning checker should make sure these prices are correct.

Proper preparation for the day's work--having all tools ready for quick use--is an important step toward the development of every checker's three-fold goal: Accuracy, Speed, Customer Satisfaction.

Mechanics of the Job

PROPER CHECKOUT PROCEDURE

It is essential that the checker follow a definite routine so accuracy and speed may be developed.

Greeting the customer--a smiling, friendly greeting should be accorded each customer. Try to learn the names of all regular customers and greet by name wherever possible.

Item sorting is passe'. Motorized registers and individual department keys make this unnecessary and time consuming. Customer should remove items from cart, but it may be necessary for checker to do this, depending on store policy. Make sure all items are removed from basket and lower shelf section.

If it is store policy, checker may ask to look at contents of packages or sacks customers carry.

When possible, separate taxable and nontaxable items, and ring up taxable items first. If register has tax key, sorting is not necessary. If taxable items are checked first, subtotal the amount, add proper tax, then continue with the checking.

Checking items--checker should record prices on register with right hand while saying the price of each item. With left hand, items should be moved about six inches as price of each is recorded. When all prices are registered, and sales tax added (if any) checker should take receipt from register (tear up and to left with left hand) and tell customer the total amount due, e.g., "That will be $7.63, please," or "The total is $7.63, please."

Do not guess at prices. If a marking is illegible, request correct price from manager or supervisor.

Upon completion of ringing order, ring subtotal key. SUBTOTAL SHOULD REMAIN VISIBLE UNTIL MONEY HAS BEEN RECEIVED FROM CUSTOMER. Only after money has been taken from customer should cash drawer be opened. If customer wishes to add more items, or if customer does not have sufficient money to pay for the entire order, checker can add amounts or remove items without opening the drawer.

With "change maker" registers, subtotal shows before checker rings up amount tendered.

Checker should say, for example: "$7.63, please". This call will be verified by the indicator showing the subtotal.

Many retailers prefer to have checkers call price of each item as it is rung on register, as a double check on the proper price of the item and the amount charged.

Receiving money--when accepting money, repeat amount of order and denomination of bill, e.g., "$7.63 out of $10.00." There should be clear understanding between customer and checker as to amount offered in payment.

Making change--mistakes will displease customers. Making wrong change, even accidentally, can cause hard feelings and reflect on the efficiency of the entire organization. Making change in an unbusinesslike way causes customer inconvenience and wastes valuable time. Form correct habits; do the job right.

Amount of money received from customer should be called out, then placed on change plate, bills "heads" up. Count out from cash drawer the change required, starting with amount shown on receipt and building up to amount received. Count back change to customer. Start with amount of sale--building up, e.g., "$7.63--$7.65--$7.75--$8.00--$9.00--$10.00." Care must be taken to avoid "dropping" dollars in counting change.

Making change with "change maker" register. After receiving money from customer, repeat: "$7.63 out of $10.00" then ring $10.00 on the "amount tendered" key. After drawer opens, look at the indicator and say: "Your change is $2.37". To give customer change, count bills first and then the change--counting as money is removed from drawer. Then in the same manner, count change to customer: "your change is $2.37 - $1 - $ 2 - 25 - 35 - 37c.

Place money received in drawer and close drawer.

Bagging and Parceling--place heavy items in bottom: perishable and light items on top: register tape last. If merchandise is such it requires no bagging, hand customer tape with change. If order is large and being packed in carton, make sure items are firmly packed.

Completing transaction--hand package to customer; make it

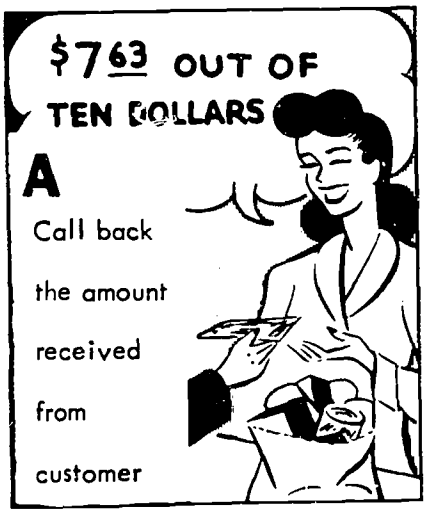

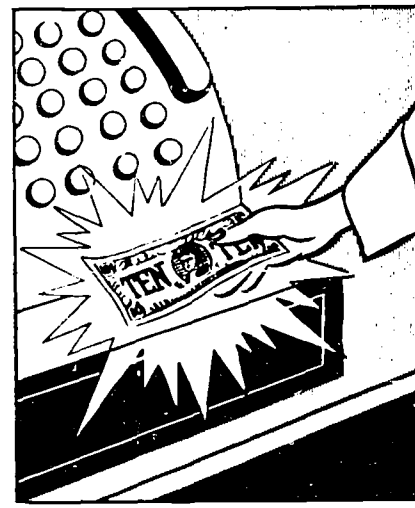

B Place money received on change plate....

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E Put money in drawer ... close the drawer

Change making

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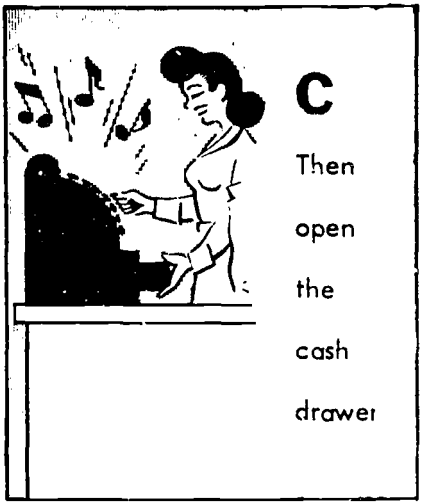

C Then open the cash drawer

D Count the change to yourself

G Be sure register tape is in the package

H Thank customer - and SMILE!

procedure

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easy for customer. Thank customer--SMILE--if package is large or heavy, ask customer if she wishes it carried to her car. Call or ring for "carry out" service whenever it is desired.

If store provides pick-up service, checker can save needless lifting by placing open empty barrel bags in the bottom of the cart and pack items directly into bags. If numbering system is used to mark orders, fasten one number tag to cart, give customer matching number to be presented at time of pick up.

Empty carts--be careful returning carts to cart area to avoid hitting customers. If carriers pile up in checkout area, call or ring for clerk to move them.

SALES TAX.

The computing of sales tax is important to the store and to the customer. Be sure to know store policy on collection, for there are several ways taxable and nontaxable items are handled. Generally, nontaxable items are scattered throughout the order. These can be rung on register after taxable items are recorded. If this procedure is followed, cashier subtotals taxable items amount, computes the tax, rings the amount on the tax key, then rings up the nontaxable items, then totals the entire order.

Some states require that tax stamps equal to the amount collected be given to the customer. Tax collection is important, since retailers are obliged by law to report tax collected to proper agency.

ADDITIONAL ITEM PURCHASES.

Occasionally a customer will arrive at check-stand, then ask if there is a quantity limit on a certain item, or ask if the store carries a certain item she did not bring to check-stand with other merchandise. Such questions can cause confusion and this plan for handling is suggested.

Before ringing up sale:

1. Advise customer as to whether or not additional purchases may be made.
2. Have item brought to check-stand by clerk if possible.
3. If clerk not available, suggest that customer get the item and have all items checked at once.

N.B. If traffic at check-stand is heavy, try to avoid having customer stand in line again. However, do NOT receive payment for merchandise and then send customer back to sales floor to secure that merchandise.

After ringing sale but before receiving payment:

1. Advise customer as to whether or not additional purchases may be made.
2. Have item brought to check-stand by clerk if possible.

3. If clerk not available, suggest that customer pay for what she has at check-stand and then get additional merchandise and pay for it as a separate transaction.

After ringing sale and receiving payment.

1. Advise customer as to whether or not additional purchase may be made.
2. Suggest that customer get the additional merchandise and pay for it as a separate transaction.

N.B. Merchandise should be paid for only at the time it passes through the check-stand.

HANDLING COMMON ERRORS IN CASH-REGISTER PROCEDURES.

Registering incorrect amounts--if checker rings up an incorrect amount, the following procedures are suggested:

If it is an under-ring--a 29¢ item registered as 25¢--inform the customer, then punch 4¢. After all items have been registered, the two amounts should be bracketed or circled so that the customer may identify the error and correction.

If it is an over-ring--a 25¢ item registered as 35¢--the order should be completed, then 10¢ deducted from the total amount due. Be sure the customer understands. Be sure to place a memo in register drawer showing amount of over-ring and department affected.

When using change maker register, call customer's attention to error, ring up the 10¢ over-charge on refund or credit key, and this will be deducted from the order automatically. The 10¢ error amount should also be recorded on error or memo sheet usually placed at each register.

If several mistakes are made on the same order, the entire sale should be voided and the complete order re-registered.

Usually all over-rings and voids must be approved by a designated store official at the time the error occurs.

Never correct an error by adding or deducting amount from next sale

If an item is credited to the wrong department, the following procedure is recommended for correcting errors.

Example: 20¢ is rung on produce rather than grocery, change customer's register tape with pencil to read "20¢ Gr." On the "plus and minus" recording form, put 20¢ under the grocery plus column, and record 20¢ in the produce minus column. Do not attempt to correct the error by ringing the same amount under the proper department on another customer's tape at a later ringing. "To err is human", so make no effort to cover errors for the result can be more confusing. Honesty in handling errors is as important as honesty in handling money.

SAFEGUARDING FUNDS.

Responsibility for all money received by the checker-cashier cannot be assumed lightly, and steps for guarding this cash should be taken continually.

Keep cash drawer closed--The only time the cash drawer should be open is when change is being made. After each transaction, close the drawer.

Cash pickups--When an excessive amount of cash is in the drawer, request the head checker, store manager, or other store official, pick up this excess amount. Keep the amount of money in cash register to minimum needed for efficient operation. Checker should insist on signed receipt for money removed from register at any time. Receipt will serve to show the difference in amount of cash in register and the actual amount to be accounted for.

Needed change--If additional change is necessary during the day, buy change from another checker or call the manager. Never make change from own pocket; never "borrow" change from another register. It is sound practice for cashiers to leave their own money in a locker or in a specified place in the office. This will eliminate any possible misunderstandings.

Leaving the check-stand--When necessary to leave the check-stand, notify head checker or store manager. If relief checker takes over, wait until this person actually assumes responsibility. At other times disconnect electric plug and have manager lock the register.

REDEEMING EMPTY CONTAINERS.

Systems for redeeming empty containers (principally milk and cream jars and soft drink bottles) vary in different stores. Whatever the system, money is usually refunded at the check-stand.

When the customer presents jars, bottles, tokens, or credit slips, the checker should punch the "No Sale" or "Paid Out" key, then the amount of the refund. The cash amount of the deposit should be given to the customer and the register slip should be marked "Refund of _____ ¢ for_____" and placed on "Paid Out" spindle or container. If customer presents tokens or credit slip, the register slip may be placed on "Paid Out" spindle without being marked, then these register receipts may be checked with tokens or credit slips at close of day. If containers requiring deposit are used in various departments, the correct department key should be punched before the amount of refund is registered.

If empty jars, bottles, and containers are returned to the check-stand for redemption, a definite place for them should be provided and they should be moved to that place when they are received.

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N. B. A good rule for all checker-cashiers is to mark on each "NO SALE" receipt the reason for the ring-up.

CHECK CASHING.

Generally, every business has a definite policy concerning the cashing of checks. The checker cashier must know this policy and follow it rigidly.

In most retail food stores the checker may accept a personal check drawn by a regular customer for the exact amount of the purchase. If the customer is unknown, or if the check is for an amount other than the exact amount of the purchase, or if the check is not made out to the store as payee, some authorization must be required. Who has the authority to O.K. checks must be clear. In most cases the owner or the store manager are the only officials with this authority.

Checks should be OK'd on the back. An extra safeguard for cashing correctly can be taken by noting the amount of check with the signature of approval. Extra caution should be exercised on checks under one dollar for many an over-payment has been made by misreading.

If a check is made out for more than the amount of the order, cash the check first and give customer the full amount. Then ask the customer for payment for purchases and make change in the regular manner. This avoids errors and confusion.

With the changemaker register, cashier rings up the amount of the check on the amount tendered key, and makes change as shown on indicator.

Merchandise or trading stamps. Stamps are not usually given on all items. Many plans eliminate cigarettes, beer, wine, etc. In this case, cashier will subtotal items on which stamps are awarded, call this to the attention of customer, and then ring up items without stamps. Be sure of store policy on dispensing stamps, and value of stamps, to avoid customer dissatisfaction.

Generally, cash is given to customer for coupons presented. This can be done before cashier starts to ring up the order, or after the order has been rung up, customer has paid for the amount and all change making has been completed. Be sure of store policy on this procedure.

With changemaker registers coupons may be rung on refund, credit or coupon key, then subtotaled to show customer has received credit, then totaled to show final amount.

Check are often returned by the bank because they have been improperly made out, and the checker should look for "mechanical errors" in checks.

Date--Every check must have a date on it. Post-dated checks (checks bearing a date later than the date presented) should not be accepted.

Name of Payee-Checks should be made out to a person or business. Acceptance of checks made out to "Cash" or "Bearer" should be discouraged--and requiring an endorsement of such checks is the policy of many business organizations.

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Payee's name must be written legibly as checks must be readable to be valid.

Dollar Amount--The written amount and the amount in numerals must correspond. If there is any difference, the bank will pay the written amount.

Signature--Every check must be signed, legibly. If the person presenting the check is not the signer, an endorsement must be made on the back. A good policy, adopted by many firms, is to get the address and telephone number of the signer or endorser under his name.

Endorsement--Unless the check is made out to the firm, it must carry an endorsement. Without an endorsement, the check is of no value. This endorsement should be on the back of the check on the left end (opposite date end of check). The endorsement must always be exactly the same as the name appearing on the face of the check. Checks may have more than one endorsement, but the name of the last endorser should always be the name of the person presenting the check.

PREVENTING CHECK FORGERY.

The following rules, put out by the Treasury Department of the United States, should be observed by all who are responsible for cashing checks.

1. Know your endorsers. Prevent losses from forgery.
2. Get proper identification before accepting a check from a stranger. Most government and company employees have an identification card which has a reference to the check--a serial or payroll number which should correspond to a similar number on the check.
3. Insist that strangers presenting checks endorse them in your presence; write their address below the endorsement.
4. Beware of a person presenting checks if that person has an address a great distance away from your place of business.
5. Mark on the back of the check a brief notation of identification offered, and the initial of the person who OK's or accepts the check.
6. Caution pays. Losses due to forged checks, even forged government checks, are borne by the firm which accepts the check.

Strangers Aren't Always Check Forgers.
But Forgers Are Always Strangers

DAILY CASH REPORT.

In some stores the manager or designated official checks the cash register personally and makes out the necessary reports; in other stores

DAILY CASH REPORT

Register No. Date

	$	c
Halves		
Quarters		
Dimes		
Nickels		
Pennies		
Twenties		
Tens		
Fives		
Twos		
Ones		
Checks		
	$	c
Paid Outs or Coupons		
Voids, over-rings, under-rings, etc.		
Register Reading (beginning)		
Register Reading (closing)		

Signature:
Checker-Cashier

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this is done by the checker-cashier at the close of business. Whichever system is used, the checker-cashier should know how much money has been handled and know how to make the Daily Cash Report.

The following method of making the Daily Cash Report is quite general. Some stores may require more detail.

1. Count coins by denominations and list total of each.
2. Count bills by denominations and list total of each.
3. Add face amounts on checks and list total.
4. Add "Paid Outs" and list total.
5. Add voids, over-rings, under-rings, etc., and list total.
6. Record register reading at beginning and close of business.

HANDLING COMPLAINTS

By adhering strictly to approved methods of cash register operations, the checker-cashier will have very few complaints. If a customer should complain about the amount given or the change received, the following suggestions will be helpful:

1. Do not argue. It is possible that an error has been made, and the customer sincerely believes this is so.
2. Take your time and explain in a courteous way that the amount received was mentioned and that the change was counted back to the customer.
3. If customer continues in her belief, ask her if she will wait until the following day when the cash balance report is received. An error will show up as an overage.

   If customer agrees, take name, address and telephone number, and follow up the complaint as soon as possible the following morning.
4. If customer refuses to cooperate, call the manager.
5. Remember always--do not argue, do not use sarcasm: be helpful and courteous: treat such incidents as tests of your own salesmanship.

RELIEF CHECKER-CASHIERS.

If register is equipped with two cash drawers, the regular cashier, upon being relieved, takes a reading and locks her drawer. Relief cashier then uses own bank and own drawer. Upon return of regular cashier,

another reading is taken and relief cashier turns over to regular cashier the amount of money collected during the relief period, as shown by the difference in the reading.

If register is equipped with one drawer only, the regular cashier, upon being relieved, takes a reading and removes all money from the drawer. Relief cashier uses own bank during period of relief. Upon return of regular cashier, another reading is taken and relief cashier turns over all money collected during relief period, as shown by the difference in the reading.

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ACCESSION NUMBER: VT100614

PUBLICATION DATE: SEP72

TITLE: INSTRUCTOR'S GUIDE FOR PROFESSIONAL SUPERMARKET CHECKERS.

PERSONAL AUTHOR: BIGGS, WALTER A.

DESCRIPTORS: *DISTRIBUTIVE EDUCATION; *RETAILING; *TEACHING GUIDES; *CLERICAL WORKERS; *SKILL DEVELOPMENT

IDENTIFIERS: *SUPERMARKET CHECKERS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 543

ABSTRACT: THESE UNITS OF INSTRUCTION PROVIDE THE TEACHER WITH COURSE CONTENT, TEACHING PROCEDURES, UNIT OBJECTIVES, ASSIGNMENTS, TEST, HANDOUTS, AND SCHEDULES FOR EACH 3-HOUR BLOCK OF TIME IN THIS 90-HOUR COURSE FOR SUPERMARKET CHECKERS. KEYED TO THE EIGHT REFERENCE TEXTS LISTED IN THE INTRODUCTION FOR INSTRUCTORS, THESE 30 UNITS CONTAIN 23 COMPETENCIES NEEDED BY TRAINEES, 59 HANDOUTS, AND 20 TESTS. THE GUIDE FOR THE UNITS OF STUDY IS NOT WRITTEN AS A COURSE OUTLINE. IT IS PURPOSELY WRITTEN AS A SEQUENTIAL ORDER OF LEARNING EXPERIENCES TO ASSIST THE INSTRUCTOR IN SCHEDULING TIME AND IMPORTANCE OF THE LEARNING PROCESS. (AUTHOR/MU)

AVAILABILITY: VOCATIONAL EDUCATION, COORDINATING COUNCIL FOR OCCUPATIONAL EDUCATION, P.O. BOX 248, OLYMPIA, WA 98501

SPONSORING AGENCY NAME: WASHINGTON STATE DEPT. OF EDUCATION, OLYMPIA. COORDINATING COUNCIL FOR OCCUPATIONAL EDUCATION.

VT 100614

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RA~TOUCH

INSTRUCTOR'S GUIDE

For PROFESSIONAL SUPERMARKET CHECKERS

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by

Walter A. Riggs
Program Specialist

Coordinating Council for Occupational Education
Olympia

ERIC

FOREWORD

Three years ago, representatives from the food industry discussed with the Coordinating Council for Occupational Education the possibility of a state wide checker trainer program which would reduce off-the-street hiring of untrained individuals. As an integral part of this program, they identified a need for a mobile type program to provide training in those areas not having a permanent center. It then became apparent there was a need for an instructor's guide providing basic standards of training for all students enrolled in checker training programs in the state.

Thus through the efforts of many individuals and organizations, the Mobile Checker Training Program was formulated. An instructor's guide to provide an organized direction for the training was developed and field tested. The results are included here and contain all the revised input available from one year's field tryout. It will be a valuable asset to those instructors wishing to provide a training program with greater competency and employee success.

The professional dedication of those people involved is appreciated. Through their efforts, employers in the State of Washington will profit by more productive competent checkers in their stores. Customers will profit from prompt, accurate and knowledgeable service. Our graduates will profit financially, but more important, we hope our graduates will find a greater degree of self fullfillment as a result of their training.

Arthur Binnie
State Director and Executive Officer
Coordinating Council for Occupational Education

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WASHINGTON STATE FOOD DEALERS ASSOCIATON

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Official Publication
HINGTON FOOD DEALER
Affiliated
of Retail Grocers
States
e Press

May 5, 1970

Vocational Education
Coordinating Council for
Occupational Education
P. O. Box 248
Olympia, Washington 98501

Gentlemen:

The Washington State Food Dealers Association recognized the need for educational programs for the food industry. That is why we are involved with the Washington State Checker Training programs and the food marketing institutes.

The programs, instructors, and officials of the Washington State Coordinating Council for Occupational Education have made a significant contribution to the industry. We are proud to be a part of, and to have taken a lead in developing these programs of education.

Speaking on behalf of our members who have participated in these educational programs--we recommend and endorse these programs to all supermarket operators.

Sincerely,

F. N. McCOWAN
Executive Director

FNMc/rg

PREFACE

This instructor's guide is just what the name implies. It is not a text. The texts used in connection with this guide are, "A Study Guide to Efficient Market Checking," "Your Attitude is Showing," and the thirteen programmed instruction units of the "Quaker Oats Supermarket Kit."

The handout materials in this publication are intended to be a guide for both student and instructor to hopefully be of assistance in developing indepth the body of knowledge required for professionalism in a career as a supermarket checker.

The guide for the thirty, three-hour units of study, is not written as a text or course outline. It is purposely written as a sequencial order of learning experiences to assist the instructor in scheduling time and importance of the learning process. This method of writing the guide is the result of more than a year devoted to researching curriculum and teaching methods using our follow-up studies to implement necessary changes in our teaching methods and curriculum.

The tests included in this guide have been developed to determine the desired level of competency for employment success.

It is realized that no text or guide can be used verbatum. The needs of your students must determine the modifications the instructor must make to accomplish the greatest good measured by behavioral changes of graduating students. The trademark of a professional instructor is his ability to adapt a program of instruction to the needs of his students. Now, for a must . . .

Each student must know at the beginning of the program what will be measured and how. There is a desired level of competency that must be developed in each student by the instructor. The tests will measure these levels of competency. We suggest that you review with the students the competencies listed on page xi or handout #50 and the method of testing to be used in measuring these competencies, Appendix B, test instructions and rating form and handout #55.

This ninety-hour course of instruction is an accelerated program. Nothing has been deleted in the essence of time. The instructor must move rapidly through the learning experiences and the student must learn rapidly. Due to the limited amount of class time and the burden this imposes on both student and instructor, we have resorted to as much home study as possible where this can be accomplished by the student without sacrificing quality of learning. To accomplish this home study, assignments are given using the Quaker Oats programmed instruction kits, Carl Jackson's text and "Your Attitude is Showing," which leaves more time for those learning experiences that must occur in the classroom and laboratory. To convert this guide for use in a 180-hour course of instruction, convert the three-hour units of study to six-hour units of study. This will give both the instructor and the student more time to develop the competencies needed for success as a professional checker. This will be particularly helpful for slower learners who would be incapable of carrying the load required in our 90-hour program.

WALTER A. RIGGS

Olympia, Washington
September 1972

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ACKNOWLEDGEMENTS

The writer is appreciative of the assistance given to the development of our mobile checker program by a great many individuals and organizations. He is grateful for the privilege of having been assigned the responsibility for developing this program, and for having the opportunity to work with so many dedicated individuals.

SWEDA, International
National Cash Register Company
Western Michigan University
Darigold Farms
Safeway Stores
Associated Grocery
Bellingham Technical Institute
Washington State Food Dealer's Association
Supermarket Institute

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Mr. James Blue, Director, Vocational Education, Superintendent of Public Instruction
Mr. Dick Wilson, President, Thriftee Food Stores
Mr. Harry Tobin, Mid-Management Coordinator, Skagit Valley College
Mr. E. Stewart, SWEDA Dealer

The author offers an advanced apology to any whose names have been inadvertently omitted.

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A special thanks to the following individuals who gave so generously of their time and talent, previewing this publication before it went to press.

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IVA

INTRODUCTION FOR INSTRUCTORS

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INSTRUCTOR'S REFERENCE TEXTS

1. Eighteen rules of bagmanship, student's booklet
   Eighteen rules of bagmanship, instructor's flipchart
   Bagmanship Wall Chart
   Plastic Bag Insert
   Order: "Crown Service Selling Systems, Bagmanship." A complete training kit on bagmanship and service selling. (Free of charge). Crown Zellerbach Corporation, Public Service Building, Portland, Oregon 97204.

2. The Household Encyclopedia, N. H. and S. K. Mager, Published by, Pocketbooks, New York.

3. Economics for our Times, Third Edition revised, Augustus H. Smith, Webster Publishing Division, McGraw-Hill Book Company.

4. 101 Meat Cuts, 40 pp in full color, 20¢ per copy
   Beef-Pork-Lamb Instructor's Wall Charts, 20¢ each chart.
   Order from: National Livestock and Meat Board, 36 South Wabash Avenue, Chicago, Illinois 60603

5. Quaker Oats Self-Study Kit for Food Marketing. Order from: The Quaker Oats Company, Merchandise Mart Plaza #345, Chicago, Illinois 60654, Price $4.95.

6. A Study Guide to Efficient Market Checking, Fifth edition, CNJ Publishing Company, P. O. Box 6656, Long Beach, California 90815

7. Your Attitude is Showing, Elwood N. Chapman, Science Research Associates, Chicago, Illinois 60611

8. Blue Goose Buying Guide, Blue Goose, Inc., Post Office Box 46, Fullerton, California 92632

SPECIAL NOTE: Items 8 and 9 must be purchased by students. Other items should provided by the school.

INSTRUCTOR'S PREPARATION FOR TEACHING

1. Review all reference texts.

2. Review Instructor's Guide.

   a. Thirty units of instruction

   b. Handout materials

   c. Tests

3. Code the following three keys on all registers with squares of sandpaper, 50c, 20c, and 7c. Use scotch 3M mounting squares to attach sandpaper to keys. Use a course grit sandpaper.

4. Have available, enough of the following handout materials for each student:

   a. ACURA-TOUCH brochure for the Employee (brown)

   b. ACURA-TOUCH brochure for the Employer (white)

   c. ACURA-TOUCH brochure for both the Employer and Employee (salmon)

   d. ACURA-TOUCH manipulative skill exercises

   e. Handout materials

   f. Tests

5. Review NCR Personal Opinion Ballot. Prepare entry memory tests (handouts 13 and 14). The Wonderlic Test is recommended together with personal interview between instructor and students.

6. Learning takes place as a result of the instructor using a combination of . . .

   a. Lecture

   b. Discussion

   c. Programmed Instruction

   d. Self Study

   e. Written Assignments

   f. Individual Tutoring

   g. Role Playing

7. The three-hour block of time is scheduled as follows:

   a. First Hour - Lecture, Discussion, Role Playing

   b. Next Two Hours - Divide into four 1/2 hour units of study. The students are divided into two equal teams.

   c. Rotation - Team one works on ACURA-TOUCH while team two works on self study. Rotate every 1/2 hour.

   d. Instructor -

      1) Lectures, discusses, and role plays with the students the first hour

      2) Discusses, tutors, role plays with the students during the four 1/2 hour units of instruction

8. Simulated Front-End Operation:

   a. This should be as realistic as possible. The instructor acts as store manager. The students take turns being checker, customer, and bagger.

   b. Use checks (handout #19) to pay for purchases. Customer is to write check incorrectly to test the checker's skill at accepting checks.

   c. Have each student bring to class $5 in bills or change so that each register has proper change assortment. Change is to be left in the registers until the end of the course. Change must be counted at the beginning and end of each day.

   d. Register tapes and dates must be correct each day. Remove tapes each day after class. Have students rotate each day setting dates and inserting tapes before starting to work.

   e. Front end must be kept neat and orderly at all times.

   f. Selection of items to be checked - Use three or four items from meat and produce departments. Select items that will not spoil or damage with handling. Use smoked meats or freeze-dried. Use spuds, cabbage, or oranges, never tomatoes. Change the produce items each session. Use cans with multiple prices as well as single prices. To minimize the load of the carts, use cereals and paper products along with cans. Order should be typical of those encountered in an eight hour day. You may substitute bags containing sand or gravel for produce items. Wrapped blocks of wood properly priced may be used for meat items.

g. Fill grocery carts, one for each checkstand. Number the carts one, two, three, etc. Rotate the carts so that each student will check each cart at least twice during one three-hour block of time.

h. Be sure students call the manager for check approval or customer complaints.

i. Be sure students post their ledger sheets for errors, paid-outs, refunds, etc.

j. Be sure students have prepared their daily reference sheets for produce. Also, that they prepare a reference sheet for ad items on ad day.

It is the responsibility of the instructor to make it clear to the student

. . . The program objective

. . . The competencies they must develop to achieve this objective

. . . How they will learn

. . . How they will be tested

Special Note: When using behavioral objectives as a teaching method, it is important that the student be in agreement with the objectives, methods of learning and testing. If the student is not in agreement, he will not commit himself to learning. Without commitment, learning excellence will not occur. Go over handout #50 with the students and arrive at agreement with them as to the importance of these objectives. If they are not in agreement that the objectives, methods of teaching and testing are worthwhile, they will not achieve the level of competency desired.

SPECIAL INSTRUCTIONS

The items listed below have not been included in the thirty units of instruction for two reasons. First, one or more of the items are not considered to be the responsibility of the checker in most supermarkets; for example, reading registers and scheduling checkers and box boys. It will be up to each instructor to determine whether or not these items should be taught. Second, it allows freedom on the part of the instructor to teach these items where they will fit best in relation to time available and other learning activities scheduled; for example, housekeeping for front end personnel might fit best in Units XXV through XXX in most programs.

1. Reading Registers when closing and post these readings accurately in the daily ledger.

2. Schedule hours of checkers and box boys in a manner that will provide maximum customer services at a minimum cost commensurate with store policies.

3. Housekeeping for front end personnel.

4. Laws governing the supermarket checkstand:

   a. Liquor
   b. Cigarette
   c. City Laws
   d. State and Federal Laws.

5. How to apply for a job:

   a. Interview
   b. Resume
   c. Applications
   d. Conduct, etc.

COMPETENCIES (Where Taught)

ACURA - TOUCH. . . . . Units II - XXX

BAGGING GROCERIES. . . . . Unit XXIV

BAKERY DEPARTMENT. . . . . Unit XX

CASHING CHECKS . . . . . Unit XXIII

DAIRY DEPARTMENT . . . . . Unit XIX

FRONT-END PROCEDURES . . . . . Unit XXI

GROCERY DEPARTMENT . . . . . Unit XIII

INTERPERSONAL RELATIONS. . . . . Units II - XVI

MULTIPLES. . . . . Units XII - XXX

MONEY MANIPULATORS . . . . . Unit VII

MEAT . . . . . Unit XV

MEMORY . . . . . Units II - XXX

NON-FOODS. . . . . Unit XX

PRODUCE. . . . . Units II - XXX

PERSONAL APPEARANCE. . . . . Unit XI, XXV - XXX

PRICING AND STOCKING . . . . . Unit XIV

POSTING THE LEDGER . . . . . Unit XXII

REGISTER MANIPULATION. . . . . Unit XIII

SCALE OPERATION. . . . . Units VI - X

SUPERMARKET ECONOMICS. . . . . Units IX

STORE SECURITY . . . . . Units VII - VIII

STORE POLICIES . . . . . Unit XXI

MAKING CHANGE . . . . . Unit III

INSTRUCTIONS FOR TEACHING ACURA-TOUCH

1. The name of the game is accuracy. Continually stress the importance of going slow, learning the keyboard. If the total is incorrect, they are going too fast.

2. As the student progresses through the lessons and drill exercises, he will learn the relationship of a number registered to the number to be registered. When this occurs, the student will no longer use the sandpapered home keys. These will be used by the student to locate home position only when he removes his hand from the register.

3. The thumb and index finger are to be used for numbered keys. There are two exceptions. The first exception will be found in Lesson #5. The second exception is on a register with a curved keyboard where the keyboard is too long to ring 19 using thumb and index finger. In this case, the student may use the middle finger to register number 9.

4. The middle finger is to be used to push the department keys on those registers where the department keys are located at the upper right side of the keyboard.

5. On the SWEDA Power Penney, the department keys are to be pushed with the thumb. The student has a choice of using the thumb on either hand. If using the thumb on the right hand causes the student to remove his hand from the keyboard, he should use the thumb on his left hand.

6. Those keys on the ledger side of the register such as amount tendered, change, void, etc., are to be pushed as follows. If the key to be pushed is below the center of the keyboard, the key is to be pushed with the thumb; if above center, the key is to be pushed with the middle finger.

7. The motor bar is to be pushed with the side of the hand or little finger whichever is convenient.

8. On change computation registers, the cash tendered or amount tendered key is raised higher than the other keys. This key is to be pushed with one side of the hand.

9. The student is not to lift his thumb and finger from the keyboard while learning key location. They must slide the thumb and finger from one set of numbers to the next set. In other words, they must feel their way from number to number until confidence is developed.

10. Students are to push both keys at once when ringing numbers involving two keys. Example: When ringing 29¢, place the thumb on the 20, the index finger on 9 and push both keys down simultaneously.

11. The student is not to lift his thumb and finger from the keyboard while learning key location. They must slide the thumb and finger from one set of numbers to the next set. In other words, they must feel their way from number to number until confidence is developed.

12. Students are to push both keys at once when ringing numbers involving two keys. Example: When ringing 29¢, place the thumb on the 20, the index finger on 9 and push both keys down simultaneously.

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STUDENT MANUAL

Purposes

1. Preparation of the manual by the student reinforces learning.
2. When completed, the manual is a ready reference as an aid in solving on-the-job problems.
3. Enhances the student's employment opportunities when the manual is used by the student during the job application and interview process.

Organization and Preparation

The student manual should be organized in 7 parts, as follows:

Part A	Diploma and Resume
Part I	Handout Materials
Part II	Tests
Part III	Answers and written comments on each unit of the Quaker Oats Programmed instruction
Part IV	Written comments on each chapter covered in the text, "Your Attitude is Showing"
Part V	Written assignments related to each of the twenty two competencies.
Part VI	Student notes

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APPENDIX A

STUDENT HANDOUT MATERIALS AND WHERE COVERED

HANDOUT # 1	UNIT III
# 2	UNIT XI
# 3	UNIT XXI
# 4	UNIT XXI
# 5	UNIT II
# 6	UNIT I
# 7	UNITS I & IV
# 8	UNIT IV
# 9	UNIT III
#10	UNIT VI
#11	UNIT III
#12	UNIT II
#13	UNITS I & II
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#15	UNITS VIII, XI, XXI
#16	UNIT XXII
#17	UNIT XXII
#18	UNIT XXIII & XXV
#19	UNITS XXIII & XXVI
#20	UNIT XXIII
#21	UNIT XIX
#22	UNIT VI
#23	UNIT XXV

HANDOUT #24 . . . . . UNIT XX

#25 . . . . . UNIT XX

#26 . . . . . UNIT XX

#27 . . . . . UNIT XV

#28 . . . . . UNIT XV

#29 . . . . . UNIT XV

#30 . . . . . UNIT XV

#31 . . . . . UNIT XV

#32 . . . . . UNIT XIX

#33 . . . . . UNIT XIX

#34 . . . . . UNIT XIX

#35 . . . . . UNIT XVII

#36 . . . . . UNIT XVIII

#37 . . . . . UNIT XVII

#38 . . . . . UNIT XVII & XVIII

#39 . . . . . UNIT XVII

#40 . . . . . UNIT IX

#41 . . . . . UNIT XIII

#42 . . . . . UNIT XIV

#43 . . . . . UNIT XXIII

#44 . . . . . UNIT XXII

#45 . . . . . UNIT XXI

#46 . . . . . UNITS VII & VIII

#47 . . . . . UNIT XXIV

#48 . . . . . UNIT XXI

HANDOUT #49 . . . . . UNIT XII

#50 . . . . . UNIT I

#51 . . . . . UNIT I & II

#52 . . . . . UNIT I

#53 . . . . . UNIT I

#54 . . . . . UNIT I

#55 . . . . . UNIT I & XXV

#56 . . . . . UNIT I THROUGH XXV

#57 . . . . . UNIT XXX

#58 . . . . . UNIT XXV THROUGH XXX

#59 . . . . . UNIT II

APPENDIX B

TEST MATERIALS
SUGGESTIONS OF WHERE TO USE

TEST # 1	UNIT XXIV
# 2	UNIT XVII
# 3	UNIT IX
# 4	UNIT XI
# 5	UNIT XXV
# 6	UNIT VIII
# 7	UNIT XV
# 8	UNIT XIX
# 9	UNIT XXV
#10	UNIT XXV
#11	UNIT X
#12	UNIT XXII
#13	UNIT XIV
#14	UNIT XXI
#15	UNIT XXV
#16	UNIT XXI
#17	UNIT XXV
#18	UNIT XXV
#19	UNIT XVI
#20	UNIT XX

PROGRAM OBJECTIVE

To develop the student to a level of competency equal to, or in excess of, the average ability of an employee hired "off the street" with six months work experience.

Specific Goals to reach the above goal:

Upon completion of the one hundred eighty hours of instruction, plus six weeks on-the-job work experience orientation, the student . . .

Will Be Able To:

Handle Money and make change accurately so that neither customer nor store suffer financial loss.

Cash Checks in a manner that will not cause financial loss to the store and handle Food Stamps and Manufacturer and Store Coupons in a like manner.

Post the Ledger so that all transactions that occur in the checkstand are accurately recorded.

Understand Policies that exist in stores. Know what they are and the importance of learning and knowing how to use these policies as established by the store in the daily work of a checker.

Understand Security to minimize losses caused by those actions generally classified under store security.

Know Front-End Procedures and use those that will give the customer fast, accurate service, and create an environment conducive to building customer good will.

Price and Stock accurately and rapidly.

Do Multiples accurately to determine the unit price for items sold by multiple pricing.

Memorize prices, know how to investigate and remember produce prices, ad prices, multiple prices, prices for unmarked items.

Bag Groceries in a manner that will offer the customer the finest service, and minimize customer dissatisfaction. Handle products in a manner that will minimize shrinkage loss due to incorrect bagging.

Handle Interpersonal Relationships in a manner that will encourage customers to patronize the store. Contribute to improvement of interpersonal relationships among store employees so that work experience will be more enjoyable for both student and employees. Will possess those attitudes sometimes referred to as "The Industrial Virtues."

Maintain Personal Appearance and understand why this is so important.

Use ACURA-TOUCH Method in order to focus attention on the customer or the merchandise to give accurate, prompt service and minimize loss to both store and customer. The ACURA-TOUCH is a system of register manipulation.

Operate a Register in a manner that will minimize loss due to repairs and service charges.

Operate a Scale accurately and promptly.

Identify Produce sold in the produce department, know where they originated, their characteristics, how sold, time of year available, and how used.

Know Dairy Department and answer customer questions intelligently concerning products sold in that department, how they are sold, used, and handled at the checkstand.

Identify Meats and be able to speak intelligently on cuts of meat, grades and characteristics of meat, care and use of products sold in the meat department.

Know the Bakery Department and understand the care and use of bakery products, with a knowledge of ingredients used, why they are used, and how they benefit the customer.

Have Knowledge of the Non-Foods Department and know its importance to the customer and the store. Identify products sold in the non-foods department, their uses and care in stocking and handling.

Recognize Grocery Items by can and package sizes, different grades and qualities, how to serve a customer in a self-service grocery department, the reasons for product location, space and display, why some products are stocked and others are not.

Understand Supermarket Economics so as to make a better contribution to the financial success of the store and to communicate accurately the role of the food industry when communicating with others.

In addition to the classroom instruction, the graduating student must have six weeks work experience to adapt to store policies and procedures.

UNITS OF INSTRUCTION

NINETY HOUR COURSE

ONE HUNDRED EIGHTY HOUR COURSE

ERIC Full Text Provided by ERIC

- -

LECTURE I:

1. Do testing and orientation as shown in guide

2. Other

3. Check your notes

4. Other

UNIT I - 3 HOURS OF 180
HOUR COURSE

- -

LECTURE II:

1. Give students enough copies of Handout #22.

2. Take students to participating supermarket to learn how to get produce prices.

3. Check your notes

4. Other

ERIC

- UNIT I - 3 HOURS

STUDENT'S INTRODUCTION TO THE PROGRAM
Lecture and Testing

1. Purpose of entry tests

   To determine student's level of competency, attitudes and aptitudes in critical areas essential for successfully completing the course and being employable. Upon completion, all students should receive expert counseling before entry into this program.

2. Kinds of entry tests

   Memory: Using Handouts #13 and 14
   NCR Personal Opinion Ballot
   Wonderlic Test

3. Student Manual

   Purpose and Organization, Handout #53

4. ACURA-TOUCH

   Colored brochures plus Handouts #6 and #7

5. Program Objective

   Go over Handout #50 with the students

6. How they will learn

   Reference pages, vii, Instructor's Preparation for Teaching

7. How they will be tested

   Review the twenty two tests and test instructions

8. History of the Mobile Unit, Handout #54

9. Give entry level tests and personal interview if this has not been done already.

10. Assignments

    A. Start Unit I Quaker Oats programmed instruction. Explain the purpose of, and how to learn, using programmed instruction. Have the students read the unit and answer the questions in their manual. Do not write in the books provided for this course of instruction. Have the students write in their own words, what they have learned. About two pages should be enought. For the first unit and for all others, their manual should look like the example on the next page.

- UNIT I - 3 HOURS

Page One - Unit One

HISTORY OF THE FOOD BUSINESS

Student Name

Pages two and three

What They Learned About The Food Business

Pages four, five and maybe six

Answers to Programmed Instruction Unit

When the course is completed, the student should have 14 units in the manual following this same format.

10. B. Assign chapter one, "Your Attitude Is Showing," for home study. Student is to write a brief review on the importance of Chapter One to be inserted in student manual (see Handout No. 53). Each chapter covered in, "Your Attitude Is Showing," is to be entered in the student manual.

11. ACURA-TOUCH - Two one-half hour periods

Start students on lesson one (handout #51, pages 1, 2, and 3). Assign two students to a register for the first two sessions only. Thereafter, one half the class will be working on self study while the other half works on the register. The class will be divided into teams one and two. This will be explained in greater detail as you progress through the rest of the units.

Students are to push both keys at once when ringing numbers using the thumb and index finger. Example: 27¢ - with thumb on 20 and index finger on 7, push both keys simultaneously. This must be done at all times with all two-key prices.

You should have students place thumb on 20 and finger on 7. They must go slowly and feel for the next number to register. They must not lift finger or thumb from register. They must slide the fingers from one set of numbers to the next the first few days while learning the keyboard. The

- UNIT I - 3 HOURS

students must learn the relationship between the number registered and the number to be registered. They will do this in the early stages by feeling from one key to the next. The students will learn by team effort two to a team the first few units. The student on the machine keeps her eyes on the drill exercise. The student observer will act as instructor pointing out mistakes. They should rotate about every ten minutes.

The instructor will observe each team and demonstrate correct procedure for those students having difficulty.

You will note that the numbers used are not prices but scientifically-selected numbers to make the learning process as easy as possible. For example: It is easy to move from 27 to 28. The thumb stays on the home key and the finger merely slides up one key. GO SLOW GO SLOW GO SLOW. ACCURACY is the name of the game, NOT SPEED.

Students must not proceed from drill one to drill two until instructed to do so. Drill one and two account for about 85% of all rings. Once these two drills have been mastered the rest will be easy.

12. Special Notes

Assignments for self study periods should be given and explained during the one-hour lecture period.

Each unit of instruction is approximate to the time schedule shown. The instructor must use good judgment in following this schedule. Each unit will vary in accordance with the learning ability of the students. It is important to remember, however, that to cover the material in this course, too much time cannot be devoted to any one unit or other units will not be covered. In other words, the instructor must discipline himself and the students to keep on schedule as closely as possible giving proper priorities according to the learning needs of the individual students as well as proper priorities to what must be learned. Example: Quaker Oats Kits are designed to eliminate, or minimize, need to devote class time to this body of knowledge. The instructor should discuss each unit briefly in order to determine whether or not the students are learning the body of knowledge being taught. The instructor MUST devote the one-half hour lecture period and one-half hour self study periods to these areas where the instructor's help with individual needs is essential. All other work should be done at home.

NOTE: Continue Unit One into Unit Two, if necessary.

13. Student Texts and Materials

Be sure students have Items 1, 2, 7 and 8 of handout #52. Other items desirable for reference should be used.

UNIT II - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide
2. Check your notes
3. Other

UNIT II - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Produce Quiz
   a. Instructor quiz each student
   b. Have students quiz each other
   c. Using Handout #22, Give written test on 20 items
2. Check your notes
3. Other

ERIC

- UNIT II - 3 HOURS

One of the reasons our mobile school has been so successful is the fact that it operates on a supermarket parking lot so that the student's learning activities are as realistic as possible. The student goes into the store daily investigating and learning at the appropriate time . . . In permanent centers a supermarket should be selected in a location convenient for all students.

Produce Prices	Ad Prices
Multiple Prices	Unmarked Prices
Product Knowledge	

Put heavy emphasis on the in-store activities. They must develop this competency to the highest degree of proficiency or they just plain won't make it on the job as a checker.

The in-store learning activities should take place during the one-half hour self-study periods. There are two reasons for this.

a. The students will be in smaller groups

b. The one-hour lecture period is needed for other learning activities

c. For permanent centers students can visit selected supermarket at their convenience after school time.

II. Final Examination - None

III. Self Study - Two one-half hour periods

Students can use this time to work on Unit I, Quaker Oats and Lesson One, Human Relations

IV. ACURA-TOUCH - Two one-half hour periods

Handout #51, pages 1, 2, 3

Lesson One - Do each column ten times before going on to the next column. Instructor must move back and forth between teams one and two helping individual students with their special problems. Watch the students doing ACURA-TOUCH very carefully to be sure that they are using correct finger and thumb positions. Slow them down. Be sure the home position keys 20 and 7 and finding key 50 are coded with squares of sandpaper. Students must call numbers loud and clear before ringing the number.

UNIT III - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow guide
2. Check your notes
3. Other

UNIT III - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. How to handle money
   a. See Item 3, Lecture Period, Unit III, 90-Hour Course
2. Check your notes
3. Other

ERIC

- UNIT III - 3 HOURS

THE GROCERY INDUSTRY
HOW TO HANDLE MONEY

I. Lecture Period - One Hour

1. Review brochures on ACURA-TOUCH. Go through them with the students. Point out the fact that what they are learning will make their work more accurate, less tiring, and more interesting. The competency developed by the student, if they learn all lessons well, will provide for the students, those things all employees look for; job security, acceptance, recognition, and self fulfillment. The effort it takes to learn will be well worth it. Handouts #1, 7, and 9.

2. Discuss Unit One, Quaker Oats Kit. Each student should have this written assignment completed in section two of their manual. Check each manual to be sure they understand the format correctly. Now is the time to get them started on the right foot. Be sure they keep up to date with these assignments.

3. Teach items on Test #6, Unit VIII on handling money. Also, pages 158 through 162 in the Carl Jackson Text. Print ditto copies of forms on pages 159 and 161 leaving the first column blank. Give students problems to enter in this blank column. Practice change making as often as time permits from this unit through unit VII. Give Test #6 in Unit VIII.

II. References

A. Carl Jackson, Lesson One - Pages 1, 4, 5, 6, 9

NOTE: All Carl Jackson references are to be read by the students. Their written comments are to be entered in Section V of the student manual.

D. Handout No. 11, "The Importance of Listening and Following Directions." The importance of doing what must be done when it must be done and done as directed to be done. That is a lot of done's.

III. Final Examination - None

IV. Self Study - Two one-half hour periods

Assign Unit II, Quaker Oats Kit. Students can work on this unit and Lesson One, Human Relations.

V. ACURA-TOUCH - Two one-half hour periods

Continue Lesson one.

NOTE: The half hour ACURA-TOUCH and self study periods are rotated between team one and two. Team one works on self study assignments while team two works on ACURA-TOUCH. Six students to each team for a class of twelve.

UNIT IV - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide
2. Check your notes
3. Other

UNIT IV - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Finish your guide
2. Produce Quiz
   a. Oral between teacher and students
   b. Oral between students
   c. Written 10 to 20 items Handout #22
3. Money Handling
   a. Written on forms
   b. Role play with play money

ERIC

- UNIT IV - 3 HOURS

HUMAN RELATIONS

I. Lecture Period - One Hour

A. Human Relations, Chapters II and III. Human relations can make or break you. Shape up or ship out. Point out that human relations is not an end in itself but a means to an end; more productivity both group and individual, more enjoyable working environment, better job security, greater feeling of self-worth and self-fulfillment.

B. Handout No. 8, William Shakespeare. Comment on this handout.

C. Refer to leaders guide for text, "Your Attitude Is Showing," for ideas to cover. Take special note of those items in text printed in italics.

D. Point out the significance of the words recognition and rejection. How do they relate to the strongest of human emotions. Give others a little recognition. "Cast your bread upon the water, it shall return tenfold."

E. The meaning of empathy. Practice it on the job and off the job.

F. For additional material, read the fourth chapter of Mark verses 23, 24 and 25.

G. Discuss pages 1,4,5,6,9 assigned in Unit III.

II. References

A. Be sure the students are instructed to read Chapters II and III, Human Relations

B. Be sure the students write what they have learned from these two chapters and this material is properly located in their student manual.

C. Student and instructors reference. Carl Jackson Text, Pages 9, 11, and 14.

Note: All Carl Jackson references are to be read by the student.

III. Final Examination - None

IV. Self Study - Two one-half hour periods

Students should be writing what they learned about human relations from the lecture above and chapters II and III of "Your Attitude is Showing." Also, they may be working on Unit II, Quaker Oats Kit.

V. ACURA-TOUCH - Two one-half hour periods

Stay on lesson one. Considerable improvement should be noticeable. Have them slow down. If their totals are not correct, they are going too fast. Toward the end of the ACURA-TOUCH lessons, two totals are not correct. This was done deliberately so that the instructor can determine whether or not the students are checking the accuracy of their work.

UNIT V - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide
2. Check your notes
3. Other

UNIT V - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Produce Quiz
   a. Follow same procedure as previously
2. Money Handling
   a. Follow same procedure as previously

ERIC

- UNIT V - 3 HOURS

PRODUCER TO CONSUMER AND
HISTORY OF THE CASH REGISTER

I. Lecture Period - One Hour

A. Discuss Unit II, Quaker Oats Kit

B. Discuss the evolution and development of the checkout register.

II. References

A. Contact NCR representative for information on the history of the cash register.

B. Contact SWEDA representative for history of the braille key register.

III. Final Examination - None

IV. Self Study - Two one-half hour periods

Assign Unit III, Quaker Oats Kit. Students can work on this assignment or Human Relations assignment made in Unit IV.

V. ACURA-TOUCH - Two one-half hour periods.

Continue with lesson one exercises.

UNIT VI - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Human Relations

   a. Handout #10

2. Discuss Unit III, Quaker Oats Kit

   a. What have students learned?

3. Check your notes

4. Other

UNIT VI - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Reading the scale

   a. See your guide

   b. See ITEM B, Lecture Period, Unit VI, 90-Hour Course

2. Check your notes

3. Other

- UNIT VI - 3 HOURS

HUMAN RELATIONS AND READING THE SCALE

I. Lecture Period - One Hour

A. Human Relations, Chapter's IV and V, "Your Attitude Is Showing."

B. Reading the Scale, discuss with the students pages 31-32-33-34-35-36. Have the students study these pages.

1. Have students do the exercise on following pages in Carl Jackson Text; 38-39-40-41-42-64-65-66-67-68.

2. Before starting students on scale exercise page 91. Be sure they have learned how to weigh multiple prices for three pounds. Teach them as a group if possible. If not, be sure to tell them not to start this exercise until they have learned how to do it. Now have them do excercises on pages 90-91-92-93-94-108-109-110-111-112.

3. Teach students how to weigh multiple prices for ten pounds then have them do the exercises on the following pages 126-127-128-129-130-149-150.

4. Teach students how to weigh multiple prices for five pounds. Then have them do the exercises on the following pages 166-167-168-182-183-184.

II. References

A. "Your Attitude Is Showing," Leader's Guide

B. Handout #10, "Value of a Smile"

C. Handout Produce Idiot Sheets. Use Handout #22, or as noted below, each student will need two or more of Handout #22.

III. Final Examination - None

IV. Self Study - Two one-half hour periods

Instructions for the following assignments should be given during Lecture Period.

A. On-the-job procedures for checkers requires that each checker must, before they start to check, fill out a produce idiot sheet for all items and prices on the produce rack. This must be done every day. From now on for the rest of the course your students must go into the supermarket and learn produce items in stock and prices for these items a minimum of twice a week. Idiot sheet is terminology generally used in the industry to describe a sheet or form that lists the produce items generally stocked by most stores. There are empty lines to add items not listed.

- UNIT VI - 3 HOURS

One idiot sheet should last one week. You do not use a new one each day. Once the items and prices have been filled in the first time, thereafter, only price changes are entered and new items noted.

B. You will not start the students learning to read the computing scale. They will do this during self-study periods for the next several sessions or units. You will be advised when it is time to discontinue this work. From now on you will have to devote considerable time to your self study students to assist them in understanding scale operation. At the same time you must keep your ACURA-TOUCH students progressing. In most cases a large percentage of your students should be doing well with ACURA-TOUCH so you can and must help those who may still be having problems.

Lessons on how to operate and read the scale will be found in the Carl Jackson Text. The lessons to be done are listed here in sequential order. Pages 31, 33, 34, 35, 38, 40, 64, 91, 108, 126, 166. Do only those lessons first that do not require a scale. There are scale exercises in the text that require the use of scales. Follow instructions given in Carl Jackson Instructor's Guide for doing these lessons.

V. ACURA-TOUCH - Two one-half hour periods

A. Continue Lesson I. Be sure students are calling numbers. Check their accuracy. Speed is not important. It will come with practice and confidence. Accuracy is important. If the students are not calling numbers loud enough for the ear to hear, they will not develop accuracy or speed. If the totals are wrong, they are doing the drills too fast. Slow 'em down!

If you are not "busier than a cat with fleas," you are not teaching!

UNIT VII - 3 HOURS OF 180 HOUR COURSE

- -

Lecture I:

1. Follow Guide
   a. Money Manipulators
   b. Produce Quiz
   c. Finish Unit III, Quaker Oats Kit
2. Check your notes
3. Other

UNIT VII - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Teach Scale Exercises
2. Produce Quiz
3. How to Handle Money
   a. Use forms
   b. Role play with play money
4. Now is the time to assign memorizing ad items
   a. Use ad from participating store
   b. Use Handout #20

- UNIT VII - 3 HOURS

SUPERMARKET TODAY
AND MONEY MANIPULATORS

I. Lecture Period - One Hour

A. Discuss Unit III Quaker Oats Kit. The students should have unit III complete in their manuals.

B. Money manipulators, short change artists, till tappers, drop-artists, marked bills -- students should know how to prevent being taken by this type individual. Some rules:

1. Never turn back on register when drawer is open.

2. Never leave checkstand unless register is locked.

3. Never get involved with that individual who wants to trade money. A $10 bill for 10 ones, etc. You can't beat a money manipulator.

4. The drop-artist drops part of his change on the floor, tells the checker he got the wrong change.

5. Marked bills. These types work in teams of two. The first person makes a purchase paying with a $20 bill that has an identifying mark such as a phone number. The second member follows. He pays with a $5 bill, tells the checker he gave a $20 bill, knows he did because he wrote a phone number on it.

6. Have a member of the Bunco Squad from your local police department speak on short change artists, etc.

II. References

A. Store Manager
B. Police Department

C. Carl Jackson Text, Pages 153, 154, 155, 156, 157, 158

D. Handout #46

Note: All Carl Jackson references should be read by the students. Students written comments to be entered in section V of their student manual.

III. Final Examination - None

IV. Self Study - Two one-half hour periods

Students should be working on scale reading lessons in Carl Jackson test.

- UNIT VII - 3 HOURS

They should have human relations up to date in section IV of the manual. They should have written comments on Chapters I, II, III, IV, V.

V. ACURA-TOUCH - Two one-half hour periods

Start lesson 2. You will notice that the thumb and finger positions are reversed from lesson 1. The thumb moves from the 20 key to the 2 key. The finger from the 7 key to the 70 key. They will now register numbers where the 10 column number is higher than the penney column. They must learn once again the position of the number to be registered is related to the number previously registered. They must not remove thumb or finger from number registered but rather they must feel their way to the next number by sliding the thumb and finger from one position to the next. It is usually easier to not move thumb and finger at the same time. Have the thumb or finger find the correct key before moving the other thumb or finger to the new key.

Note: Give attention to the individual needs of your students during the half hour periods devoted to self study and ACURA-TOUCH.

UNIT VIII - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide
   a. Human Relations
   b. Produce Quiz
2. Check your notes
3. Other

UNIT VIII - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Store security
2. Scale reading
3. Assign Unit IV, Quaker Oats Kit
4. Check your notes
5. Other

ERIC

- UNIT VIII - 3 HOURS

HUMAN RELATIONS AND
STORE SECURITY

I. Lecture Period - One Hour

A. Human relations Chapters VI and VII, "Your Attitude Is Showing," use previous references.

B. Shoplifting and Store Security

1. A checker's role should be preventative. For apprehension call the store manager. Never accuse a customer of stealing. The student should know behavior pattern of shoplifting types. Generally, a shoplifter is not looking at the merchandise but around the store to determine if he is being observed.

II. References

A. Handouts #15 and 46.

B. Carl Jackson Text, pages 283 through 288.

Note: All Carl Jackson references are to be read by the student. written comments are to be entered in section V of the student manual.

III. Final Examination

Test # 6.

IV. Self Study - Two one-half hour periods

Students should be given a short oral quiz on product prices and product knowledge. What did they learn about the produce department from making out the idiot sheet as instructed in Unit VI. This can be done with each team separately during the self study period. Students should once again go into the store and bring their idiot sheets up-to-date. Whatever time is left during these two self study periods should be devoted to the scale reading lessons.

Are you keeping up with your schedule of student learning experiences. Students should be . . .

A. Going into the store daily to fill out produce idiot sheets a minimum of twice a week. You should be quizing them each day by the role playing method on produce prices. You should play the customer and ask each student the price of one or more items from the produce rack. Students may role play between themselves, too.

- UNIT VIII - 3 HOURS

B. Studying Quaker Oats Kits.

C. Studying "Your Attitude Is Showing"

D. Doing scale reading exercises

E. ACURA-TOUCH drills

F. Daily lectures that change from day to day.

V. ACURA-TOUCH - Two one-half hour periods

Lesson 2 continued. Students should practice each column 10 times before moving on to the next column.

ERIC

UNIT IX - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your Guide

   a. Supermarket Economics

   b. Produce Quiz

2. Check your notes

3. Other

UNIT IX - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Give test on ad prices

2. Teach reading scale

3. Discuss how to recognize ad items. How to read ad before giving test.

   a. Explain difference between items in ad at regular prices and items at reduced prices.

   b. Why items at regular prices

   c. Why items at reduced prices

   d. Why out of ad items

   e. What to do if out of ad items

- UNIT IX - 3 HOURS

SUPERMARKET ECONOMICS

I. Lecture Period - One Hour

A. Discussion of Unit IV, Quaker Oats Kit. This unit should be completed in the student's manual. Better check, don't permit them to get behind or they won't catch up. Now is the time to introduce them to some bonehead economics.

B. A student in a recent checker class who was a third-year student at a State University, made this comment: "Why does a bag of ice sell for 29¢ instead of 10¢? After all, it is only water!" She, like many others, is not aware of what economists choose to identify as time, place, form, utility. These things cost money and when they are added to a free good, they make the free good cost money. Refrigeration is required to change water to form utility, this costs money. Water itself is no longer a free good when piped to the refrigeration plant. Labor and materials for packaging cost money. Trucks and labor to distribute the ice costs money. Time and place utility. Labor and equipment to store and sell the ice cost money.

There are those who believe that all one must do to get food is ask the government for food stamps. Food must be planted, grown, harvested, processed, distributed. This all costs money. The cost of distribution at retail, permits the average food retailer to show a net profit of only 1 1/2¢ on every dollar he takes in. A recent report by the Federal Government (1970) showed that the average family used 17% of their spendable income for food (15.6% 1972); the lowest th percentage has ever been in the U.S. and way below any other country in the world. A recent study by English newsmen permitted to enter North Viet Nam showed that one pound of meat cost the average North Vietnamese worker the equivalent of one day's work. Source: "North Viet Nam," A one-hour documentary film produced by an English film company.

II. References

A. Carl Jackson Text, pages 269 through 273.

B. Paul Samuelson Economics, Part III.

C. A reference more to the point than Samuelson is, "Economics For Our Times," Augustus H. Smith, McGraw-Hill, Parts I and II. Use specifically, Part II, page 20.

D. Handout #40.

III. Final Examination

Test No. 3

- UNIT IX - 3 HOURS

IV. Self Study - Two one-half hour periods

Continue lessons on reading scale. Assign Unit V, Quaker Oats Kit. Students can also work on Chapters VI and VII, "Your Attitude Is Showing." Give a short written quiz on produce prices, about 10 items.

V. ACURA-TOUCH - two one-half hour periods

Continue lesson 2, exercise drills. Call numbers, check accuracy, please give assistance to the ones still having trouble.

ERIC

UNIT X - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide

   a. Human Relations

   b. What have they learned so far?

2. Check your notes

3. Other

UNIT X - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Give Test #2

2. Discuss Quaker Oats Kit, No. IV

3. Assign Quaker Oats Kit, No. V

4. Teach reading the scale

- UNIT X - 3 HOURS

HUMAN RELATIONS

I. Lecture Period - One Hour

A. Study Chapter VIII, "Your Attitude Is Showing."

B. Now is the time to stop and take inventory of how your students are doing. Have them give written answers to these questions.

1. What have you learned so far?
2. What has meant the most to you?
3. In what areas are you having the most difficulty?
4. What can I do to help you?
5. How can I do a better job?

Remember your objective -- that these students will have, upon graduation, a level of competency equal to, or beyond, that of a checker with six months experience. Never forget, "If the student hasn't learned, the instructor hasn't taught."

II. References

A. I call your attention to page 50, "Your Attitude is Showing," about the middle of the page, starting with the paragraph, "Supervisors have been delegated the primary responsibility of helping their employees achieve maximum productivity. Does this responsibility lie wholly on the shoulders of the supervisor? Of course not."

Read the next 10 lines and impress upon the students the importance of this lesson.

III. Final Examination

Test No. 11

IV. Self Study - Two one-half hour periods

Have students go into store and bring their produce idiot sheet up to date. Give a short oral quiz on produce prices and product knowledge. The best way to do this is by role playing. Pretend you are the customer. They should know what to charge you for your purchases. Students should also be working on the scale exercises in the Carl Jackson Text.

V. ACURA-TOUCH - Two one-half hour periods

Continue with the lesson 2 exercises.

UNIT XI - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide

   a. Customer relations and personal appearance

2. Produce Quiz

3. Check your notes

4. Other

UNIT XI - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Assign Quaker Oats Kit, Unit VI

2. Discuss Quaker Oats Kit, Unit V

3. Give Test #4

4. Check your notes

5. Other

ERIC

- UNIT XI - 3 HOURS

CUSTOMER RELATIONS AND PERSONAL APPEARANCE

I. Lecture Period - One Hour

A. Discuss customer relations and Personal Appearance

II. References

A. Unit V, Quaker Oats Kit

B. Carl Jackson Text, Page 10, 11, 14

C. Handout #2 and Handout #15, pages 2, 3, 4.

III. Final Examination

Test No. 4

IV. Self Study - Two one-half hour periods

Discontinue scale lessons in Carl Jackson Text. Give Test #4. Take the students into the store three at a time. Using a cart with 10 produce items, have them weigh them and enter the answers on Test #4. They should also know how to . . .

A. Turn on the scale light

B. Level the scale

C. Balance the scale to zero

V. ACURA-TOUCH - Two one-half hour periods

Continue with lesson 2.

UNIT XI - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide

   a. Human Relations

2. Produce Quiz

3. Check your notes

4. Other

UNIT XII - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Follow your guide

   a. Multiples

2. Check your notes

3. Other

ERIC

- UNIT XII - 3 HOURS

HUMAN RELATIONS AND
MULTIPLES

I. Lecture Period - One Hour

A. Discuss Chapter 9, "Your Attitude Is Showing."

B. Start students on multiples

II. References

A. Carl Jackson Text, pages 45 through 54.

B. Handout #49. Follow the steps of this handout for teaching multiples as the final examination is related to this handout. Carl Jackson is for your own reference.

III. Final Examination - None

IV. Self Study - Two one-half hour periods

A. Start students on multiple exercises in the Carl Jackson Text, pages 87, 123, 147, 163, 179, 201, 209, 229, 243, 253. Follow instructions on handout #49 for working these problems.

B. The examples below should be of help to you in addition to the student handout #49.

Purchases will be either an odd number of units such as 3 cans, 5 cans, etc. Or even number of units such as 4 cans, 6 cans, 8 cans.

Rule A: Where units of the multiple are in even numbers, reduce the multiple to its lowest multiple and charge that price for that quantity. Example: 6 for 77. Six is an even unit, it can be reduced to 3, so 3 cans would sell for 1/2 of 77 rounded off to the nearest 10th of 1% - 39¢. Example: 8 for 73. Eight can be reduced to 4 so 4 would sell for 37¢. It can be further reduced to 2, so 2 cans would sell for 19¢.

Rule B: Even units such as 6 for 77¢ must be reduced to their lowest multiple before determining the price for purchases less than the lowest multiple. You do not find the price for one can or 2 or 3 cans by dividing 6 into 77¢.

Rule C: There is no problem with odd number units such as 5 for 77¢ or 3 for 77¢. Once again, remember to reduce even units to the lowest multiple. Now proceed. Here is the rule for determining the price of one or more cans that are less than the units of the multiple.

Example: 7 for 93¢ and the customer buys 4. Divide 7 into 93 to get a fraction, 13 2/7. The numerator 2 tells you how many cans sell for the rounded off price of 14¢, the rest sell for 13¢. So, the first 2 cans will sell for 14¢ each, the rest selling for 13¢ each.

Note: Handout #49 instructs students to learn two policies. Most stores follow policy "A" of this handout. In a later unit the students will develop an idiot sheet for those multiples presently in use by the cooperating supermarket.

In developing this idiot sheet use policy "A" only. Policy "A" is to be used during the role playing sessions at the end of the program.

In every multiple lesson, there are three columns. Price for one, two and three cans. Be sure the students enter the price for two or three cans as the case may be. Some students may enter the price for one can, then the price for the second and third can. This way they will have three single prices in a row.

Example: Correct Way	3-25	1	2	3
		9	17	25
Incorrect Way	3-25	1	2	3
		9	8	8

Produce: Be sure students go into the store and bring their idiot sheet up to date. Remember, this must be done once each day for the entire course. Role play price quiz.

V. ACURA-TOUCH - Two one-half hour periods

Continue lesson 2. By now you should notice that the students are no longer feeling their way, or seldom feeling their way. They should be moving slowly but accurately from number to number without searching for the keys by feel. We call this "finger confidence" or "educated fingers."

UNIT XIII - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide

   a. The grocery department, Quaker Oats Kit, Unit VI

2. Assign Unit VII, Quaker Oats Kit

3. Produce Quiz

4. Check your notes

5. Other

UNIT XIII -3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Follow your guide

   a. How to operate the cash register

2. Multiples Quiz

3. Teach Multiples

ERIC

- UNIT XIII - 3 HOURS

THE GROCERY DEPARTMENT AND
HOW TO OPERATE A CASH REGISTER

I. Lecture Period - One Hour

A. Assign Unit VII, Quaker Oats Kit.
Lecture period will have to be continued into Unit XIV.

II. References

A. Unit VI, Quaker Oats Kit

B. Carl Jackson Text, Pages 1, 4, 5, 6

C. The Household Encyclopedia, Pages 489 through 504

D. Test No. 13 - For reference only at this time

E. Test No. 7 - For reference only at this time

F. Handout #41. Have students sketch layout of participating supermarket showing customer traffic pattern.

G. Store Manager

H. Carl Jackson Text, pages 207 and 208.

I. Carl Jackson Text, Pages 190, 219 through 226.

III. Final Examination - None

IV. Self Study - Two one-half hour periods

The students can study the following pages in the Carl Jackson Text, 16 through 30 and 57 through 63, and 115, 116, 141, 177, 213. The other pages are less important. Most stores will not permit the checker to do all the operations listed but they should understand them. Stores generally will not permit checkers to take register readings or remove detail tape. Nor will they allow a checker to trip open a register drawer. The register must be rung even for "no sale." Personal explanation of the text can take place during the self study period.

Students should devote one self study period to multiple problems in the Carl Jackson text.

- UNIT XIII - 3 HOURS

V. ACURA-TOUCH - two one-half hour periods

A. Start students on lesson 4, exercise drills. This lesson is a combination of lesson 1 and 2. They will now be registering numbers the same as they would on the job. Go slowly - check for accuracy.

B. Now is the time to use receipt tape. The students should know how to . . .

1. Set the date
2. Put in receipt and detail tape
3. How to prevent and clear register jams
4. How to operate different types of registers
5. The complete list of things they should know at this time will be found on the following pages of Carl Jackson, 17, 20, 21, 22, 23, 24, 28, 57, 115, 116, 117, 118, 119, 120, 121, 141, 177, 193, 213.

C. Have the students ring one column, then total the column. If the total on the register receipt is not the same as shown in the exercise, have students check the receipt tape against the exercise, number for number, until they find their error. Do this with every receipt tape when the total is not correct. Accuracy is the name of the game. Speed will come with confidence. Slow them down every session.

UNIT XIV - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide

   a. Human Relations

2. Produce Quiz

3. Ad Price Quiz

   a. Why? See Unit IX

4. Check your notes

5. Other

UNIT XIV - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Follow your guide

   a. Pricing and stocking

2. Text No. 13

3. Ad Quiz here instead of Lecture I if short on time in Lecture I

4. Be sure to keep notes on your activities and always check them. Use page in guide

5. Other

- UNIT XIV - 3 HOURS

HUMAN RELATIONS AND
PRICING AND STOCKING

I. Lecture Period - One Hour

A. Continue Unit XIII

B. Assign Chapters 12 and 13, "Your Attitude Is Showing."

C. Discuss Pricing and Stocking

II. References

A. Handout #42

B. Store Manager

III. Final Examination

Test No. 13

IV. Self Study - Two one-half hour periods

A. Give a written test on produce prices. Select 20 best selling items.

B. Discuss what they have learned about produce from their daily checking of produce prices.

C. Continue multiples.

D. Students can also work on human relations Chapter 12 and 13, "Your Attitude is Showing." Check student manuals. Be sure section III, Quaker Oats Kit and section IV, human relations, are up to date. Students should have completed Unit VII of the Quaker Oats Kit. Be sure students go into the store and update the produce idiot sheet.

V. ACURA-TOUCH - Two one-half hour periods

Continue drills lesson 4. Check register tapes for accuracy.

UNIT XV - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide

   a. Cover 1/2 of Meat Department Knowledge

2. Assign Quaker Oats, Unit VIII

3. Discuss Unit VII, Quaker Oats Kit

4. Check your notes

5. Other

UNIT XV - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Follow your guide

   a. Finish meat department

2. Produce quiz

3. Text No. 7

4. Multiples Quiz

ERIC

- UNIT XV - 3 HOURS

MEAT DEPARTMENT

I. Lecture Period - One Hour

A. Students should know . . .

1. How to handle meat at the checkstand
2. Variety, grades, cuts of meat, poultry, fish and other items sold in the meat department
3. How shoplifters steal or change prices on meat
4. How to handle customer complaints (store policies)

B. Assign Unit VIII, Quaker Oats Kit

II. References

A. Meat Department Manager

B. Quaker Oats Kit, Unit VII

C. Wall Charts for Beef, Pork, Lamb, Item VII, Instructor's Reference Texts.

D. 101 Meat Cuts, Item VI, Instructor's Reference Texts

E. The Household Encyclopedia, pages 455 through 471

F. Handouts No. 27 through 31

III. Final Examination

Test No. 7

IV. Self Study - Two one-half hour periods

A. Arrange with manager for a tour of the meat department.

B. Be sure students are prepared to ask questions.

C. Prepare the manager ahead of time so that he will point out the important things he wants your checkers to know so this will be a learning experience.

D. Continue lessons on multiples, Carl Jackson Text.

- UNIT XV - 3 HOURS

V. ACURA-TOUCH - Two one-half hour periods

Start lesson 3. With the hand in the correct position on the keyboard, the five keys such as $5, 50¢ and 5¢, become the middle or dividing line between the top and bottom of the keyboard. It is only natural therefore, that the thumb should ring all single keys below 5 and the index finger all single keys above 5. It is necessary to allow some flexibility due to the different sizes of hands. Here is the rule . . .

The 5 keys are the dividing line. Under no circumstances must the thumb be allowed to ring a key above 5. Also, the index finger is not permitted to ring a key below 3. This allows the student a reasonable degree of flexibility without moving the hand from the correct position on the keyboard.

UNIT XVI - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide

   a. Human Relations

2. Produce Quiz

3. Multiples

4. Discuss Quaker Oats Kit, Unit VIII

5. Assign Quaker Oats Kit, Unit IX

6. Check your notes

7. Other

UNIT XVI - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Give tests 5 and 19

   a. Allow students 1/2 hour for each test

   b. If necessary test time could exceed 1/2 hour by using self study time

- UNIT XVI - 3 HOURS

HUMAN RELATIONS

I. Lecture Period - One Hour

A. Assign human relations, Chapters 14, 15, 18, "Your Attitude is Showing." This concludes the study of human relations. Have the students express their attitudes on human relations and how they plan to use it on the job. You should have a good discussion on this subject and how it relates to on-the-job situations.

B. Be sure student manuals are up to date.

II. References

III. Final Examination

Test No. 19

IV. Self Study - Two one-half hour periods

A. Continue multiple lessons in Carl Jackson Text.

B. Have students go into the store and bring produce idiot sheet up to date. You should have an oral quiz on produce prices. Have each student take a turn at playing the role of a customer and pick three produce items for another student to call correctly.

V. ACURA-TOUCH - Two one-half hour periods

A. Start students on lesson 5. The same basic rules for hand position apply to lesson 5 as they did for lesson 3.

B. This lesson teaches how to ring matching numbers. Example: 11, 22, 33, 44, 55, 66, 77, 88, 99.

C. For matching numbers 55 to 99, use the index and middle finger. The index finger rings the keys on the __dime__ column and the middle finger rings the keys on the __penney__ column. Push both keys simultaneously.

D. For matching numbers 11 to 44, use the thumb. Place the thumb so that it rests evenly on both keys. Push both keys simultaneously.

E. In lessons 1 and 2, only the thumb and index finger were used for all numbers. This lesson offers the student an option when ringing numbers above 55.

UNIT XVII - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide

   a. Cover first half of vegetables

   b. Be sure to cover all test items as well

2. Check your notes

3. Other

UNIT XVII - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Follow your guide

   a. Cover second half of vegetables

2. Give Test #2

3. Produce Quiz

4. Assign ad memory. Use ad from participating supermarket

- UNIT XVII - 3 HOURS

THE PRODUCE DEPARTMENT

I. Lecture Period - One Hour

A. You should devote this unit, plus unit XVIII to the produce department

B. Cover vegetables in this unit, and fruit in Unit XVIII

C. Students must know . . .

1. How to care for produce at checkstand
2. How each item is sold
3. Where grown
4. Time of year available
5. Characteristics of each item
6. How cooked or served
7. How produce is displayed
8. How produce is cared for in the produce department

D. Using Handout #37, have students prepare a complete list of items sold in the produce department.

E. Using Handout #39 and entering items on Handout #37, have students learn the knowledge required on Handout #37. Example: Grapefruit.

1. Requires average care at checkstand
2. Sold by the bag, pound or each
3. Grown in California, Arizona, Texas and Florida
4. Grows in Florida during the winter season, Texas during the winter season, Arizona during the summer season, California during the summer season. There is an overlap of the season, of course. If you investigate, you can be more specific as to fall and spring.
5. Characteristics:

a. Florida: Famous for its Indian River grapefruit. Grown in the Indian River Valley on the east coast of Florida. Considered by consumers generally, as the best there is. Originally pink, it does not have the strong grapefruit flavor some consumers refer to as sour.

b. Texas: Best known for Texas Pink Grapefruit. Generally considered an imitation of Indian River and not of such high quality.

c. Arizona: Generally white, it usually has a thick skin. It is also considered pourest in quality and usually is less expensive.

- UNIT XVII - 3 HOURS

d. California: This variety of grapefruit is pink and white. It is the most famous and is considered best of all kinds by the true grapefruit gourmet. The brand, Coachella Valley, grown in the valley of the same name. It has a genuine grapefruit flavor.

6. Usually grapefruit is used as a breakfast fruit. But it can also be used in other ways, have students offer suggestions.

F. Follow this same procedure with every item sold during a 12-month period in the produce department. Remember, you are educating a professional checker not a cashier, and knowledge + skill = a professional checker.

G. Be sure to check on student manuals to determine if students are properly filing their work in the proper sections of the manual. Students must keep their manuals up to date as you move along. These manuals are a very important part of the total program.

H. Assign Unit 9, Quaker Oats Kit.

II. References

A. Unit 8, Quaker Oats Kit

B. Handouts #35, 37, and 38

C. Produce Manager

D. Household Encyclopedia Pages 477 - 489.

E. Blue Goose Buying Guide.

III. Final Examination

Test No. 2

IV. Self Study - Two one-half hour periods

Continue with multiple lessons

V. ACURA-TOUCH - Two one-half hour periods

A. Start students on exercise drills 6, 7, 8, 9

B. Have the students ring each column no more than three times, then move on to the next column going through lessons 6 through 9.

- UNIT XVII - 3 HOURS

C. After completing lesson 9, start over again with lesson 6.

D. If student totals are not correct, have them slow down and get correct totals. Accuracy is the name of the game.

E. Be sure students check tapes to locate errors.

F. Some totals are purposely incorrect to determine if the students are checking tapes.

UNIT XVIII - 3 HOURS 180 HOUR COURSE

- -

LECTURE I:

1. Cover first half of fruit
2. Check your notes
3. Other

UNIT XVIII - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Cover second half of fruit
2. Produce quiz
3. Multiple quiz

ERIC

- UNIT XVIII - 3 HOURS

PRODUCE DEPARTMENT

I. Lecture Period - One Hour

A. Continued from Unit XVII

B. Cover fruit and miscellaneous items in this unit

II. References

The same as in Unit XVII with Handouts #36 and 38

III. Final Examination - None

IV. Self Study - Two one-half hour periods

Continue multiple lessons in Carl Jackson Text

V. ACURA-TOUCH - Two one-half hour periods

Continue ACURA-TOUCH drills, lessons 6 through 9.

ERIC

UNIT XIX - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide
   a. Dairy department
   b. Frozen foods
2. Check your notes
3. Other

UNIT XIX - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Discuss Unit IX, Quaker Oats Kit
2. Assign Unit X, Quaker Oats Kit
3. Give Test #2
4. Give Ad test

ERIC

- UNIT XIX - 3 HOURS

DAIRY - FROZEN FOODS

I. Lecture Period - One Hour

A. Assign Units 9 and 10, Quaker Oats Kit.

II. References

A. Unit 9, Quaker Oats Kit

B. Unit 10, Quaker Oats Kit

C. Handouts #32 through 34

D. Store Manager

E. Household Encyclopedia, Pages 472 through 477.

III. Final Examination - Test No. 8

IV. Self Study - Two one-half hour periods

Give human relations Test No. 2

Discontinue multiple problems in Carl Jackson Text.

Have the students (in teams of six) go into the supermarket and make a list of all multiples. Divide the store into sections so each student will do one area to save time. Have your students compare their lists and remove duplications so that they have one list of store multiples without duplications. Applying what they have learned, have them make a multiple price idiot sheet. Have each student make her own idiot sheet working independently of the others. When each student has completed this assignment, have them compare their sheets with each other for accuracy so that all sheets are identical.

Use Handout #21 for preparing this idiot sheet on store multiples.

Your students should know . . .

1. When they go to work for the first time that they must prepare an idiot sheet of store multiples.
2. How to determine the unit prices for the idiot sheet.
3. That they must remember these multiple prices so that they can give prompt accurate customer service.

- UNIT XIX - 3 HOURS

V. ACURA-TOUCH - Two one-half hour periods

Discontinue the ACURA-TOUCH Handout drills and lessons. Start the students on the cash register drills in the Carl Jackson Text. The students will now learn to use department keys and ring simulated grocery orders. Have them ring meat, produce and groceries only. Have them check the register tape with the drill to determine whether or not they have rung prices and departments correctly. Disregard the time and grades shown with these drills. Accuracy is the name of the game. Impress this on your students, slow down. Do each drill once, then move on to the next drill. After all drills have been completed, start over and do them again until the student can ring each drill correctly.

Have students practice cash register drills on the following pages in the Carl Jackson Text, 56, 107, 146, 165, 176, 200, 227, 242. DO NOT DO THE OTHER DRILLS.

On those registers where the department keys are located to the upper right of the keyboard, the students are to push these keys with the middle finger. On the SWEDA Power Penney, the department keys are to be pushed with the thumb of either hand whichever is most convenient for the student.

If the student is interested in determining her level of competency on the cash register, she should be capable of doing these drills with no mistakes in twice the time shown. The mobile school is an accelerated program. The drill time shown applies to permanent centers where the course of instruction is longer. The level of competency of a graduate of the mobile school will be 100% accuracy within the time limit of final examination Test No. 1. The student will pick up speed rapidly on the job as confidence develops and they have more time on the register. Some students may do these drills in the time shown. Remember, it is accuracy first, speed second.

UNIT XX - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide

   a. Bakery Department

2. Discuss Unit X, Quaker Oats Kit

3. Produce Quiz

4. Assign Unit XI, Quaker Oats Kit

5. Check your notes

6. Other

UNIT XX - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Follow your guide

   a. Other departments

2. Test #20

3. NOTE: Under other departments, be sure to cover the importance of the wine department. Knowledge of wine, cooking wines, etc.

- UNIT XX - 3 HOURS

BAKERY AND OTHER DEPARTMENTS

I. Lecture Period - One Hour

II. References

A. Units 11 and 13, Quaker Oats Kit

B. Handouts #24 through 26

C. Manager of in-store bakery

D. Store Manager

III. Final Examination

Test No. 20

IV. Self Study - Two one-half hour periods

A. Have students bring produce idiot sheets up to date. Role play customer-checker situation to determine if the students know produce prices.

B. Students should complete the multiple price assignment given in Unit XIX. They will each have a multiple price idiot sheet that is identical with each other. Have them role play with each other, one a customer and one a checker, to determine how many multiples they can remember.

V. ACURA-TOUCH - Two one-half hour periods

Continue cash register drills in the Carl Jackson Text. Check register tapes for accuracy.

UNIT XXI - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide

   a. Front end

2. Check your notes

3. Other

UNIT XXI - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Discuss Unit XI, Quaker Oats Kit

2. Assign Unit XII, Quaker Oats Kit

3. Produce Quiz

4. Tests #14 and 16

5. Students should start doing time tests in Carl Jackson Text for cash register using ACURA-TOUCH.

   a. Suggest drills on pages 107-122-146-165-176-200-212-227-242-252-275. Have students do these drills in order listed. Time each student on each drill. Have students complete two drills each day of this week.

- UNIT XXI - 3 HOURS

THE FRONT END

I. Lecture Period - One Hour

A. Explain the advantages and disadvantages of the following items . . .

1. Multiple prices - trend in some areas to single unit pricing

2. Front end merchandising

3. Split "L" Checkstand

4. Automatic Checkstand

Note: These should be explained from the point of view of the checker, the customer, the owner.

B. Students must know . . .

1. How to work efficiently in a Split "L" Checkstand to minimize fatigue and increase accuracy

2. How to work in an automatic checkstand to increase accuracy

3. Responsibilities for supplies, cleanliness, maintenance, and equipment, etc.

II. References

A. Handouts #3, 4, 15, 45, 48

B. Unit 12, Quaker Oats Kit

C. Carl Jackson Text, Pages 71 through 78, 133, 137 through 140

III. Final Examination

Tests No. 14 and 16

IV. Self Study - Two one-half hour periods

Continue with memory development of in-store multiples. Checkers have to know multiples. They do not have time when checking to work math problems. It is more difficult to memorize multiples in the classroom than it is on the job. They must recognize that they have the responsibility to remember multiple prices. The classroom offers the opportunity to develop the self discipline and know how required to memorize multiples.

- UNIT XXI - 3 HOURS

V. ACURA-TOUCH - Two one-half hour units

Continue cash register drills, Carl Jackson Text. Check tapes for accuracy.

INSTRUCTOR'S NOTE: References for Units XXI, XXII, XXIII, XXIV, will be found in Carl Jackson Text, Lessons IV, V, VII, IX, X, XII.

ERIC

UNIT XXII - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide

   a. Posting the ledger

2. Check your notes

3. Other

UNIT XXII - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Produce Quiz

2. Give ad assignment

3. Test No. 12

4. Other

ERIC

- UNIT XXII - 3 HOURS

POSTING THE LEDGER

I. Lecture Period - One Hour

A. The students should know that the form used in class will not be the same as on the job, that different stores use different forms and different procedures but all stores require that the checkers post a ledger in accordance with their store policy.

B. After you have instructed the class on how to post every entry, role play with you being the customer. Have the students fill out the ledger form covering every type of situation. Do this until students know how to post every entry accurately and rapidly.

C. Use ledger sheets, Handout #17. Also use correction sheets from one or more of the leading supermarkets in your area so the student will learn how different supermarkets correct checker errors, etc.

II. References

A. Handouts #16 and #44.

B. Carl Jackson Text, Pages 97 through 104, 133 through 139.

III. Final Examination

Test #12

IV. Self Study - Two one-half hour periods

A. Produce idiot sheet must be brought up to date. Role play to determine students' knowledge of prices.

B. Role play, posting the ledger. Instructor can be the customer. Students may take turns being the customer.

V. ACURA-TOUCH - Two one-half hour periods

Continue cash register drills, Carl Jackson Text. Check register tapes for accuracy. Are the students calling the prices?

UNIT XXIII - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide

   a. How to cash checks

2. Check your notes

3. Other

UNIT XXIII - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Discuss Unit XII, Quaker Oats Kit

2. Assign Unit XIII Quaker Oats Kit

3. Produce Quiz

4. Multiple Quiz

   a. Use Multiples from participating supermarket

ERIC

- UNIT XXIII - 3 HOURS

HOW TO CASH CHECKS

I. Lecture Period - One Hour

A. Limit of financial responsibility

1. Some stores will not allow checkers to cash any checks
2. Some stores allow personal checks only
3. Some stores limit the amount of change a checker can give. Example: Some stores do not allow a checker to give a customer more than $5 above the amount of the purchase. Explain why.

B. Customer identification

C. Checker identification. Most stores require that a checker identify check accepted as follows: On the top of the check usually in the middle, there is a blank area where identification can be entered as shown below.

1	20.00
15.95	bam

One is placed in the upper left corner (this is the checkstand number), $15.95 is the amount of purchase, $20.00 is the amount of the check, bam is the initial of the checker.

D. Post-dated checks are not acceptable. Explain.

E. Outdated checks are not acceptable. Explain.

F. Second party checks are not acceptable. Explain.

G. Signature, phone, address, not acceptable. Explain.

H. Amounts agree. Read the check.

I. Other. Once you have instructed the students, role play with you as the customer. Have students write checks according to your instructions, ask if they will accept a check. Use Handout #19.

J. Food Coupons

1. Have a store manager talk on food coupons
2. Have a representative from the United States Department of Agriculture talk on the food coupon program.
3. Teach them how to handle food coupons and food coupon customers.
4. Give students role playing learning activities using simulated food coupons.

K. Manufacturer's Coupons - Store Coupons

1. Have a store manager talk on these coupons
2. Give students role playing, learning activities using these coupons.

- UNIT XXIII - 3 HOURS

II. References

A. Test No. 10, reference only at this time.

B. Handout #43

C. Carl Jackson Text, Pages 171 through 175.

III. Final Examination - None

IV. Self Study - Two one-half hour periods

A. Give a memory quiz on store multiples. Role play with you as the customer.

B. Using Handout #20, have the student make an idiot sheet for ad prices on the day the ads come out.

C. Using Handout #18, have students make idiot sheet for unmarked prices.

SPECIAL NOTE: Students must learn that investigate + remember = correct prices at checkstand. You cannot stress this too strongly. Have the students do it daily. Investigate + remember . . .

1. Produce prices (they have been doing this daily)

2. Ad prices

3. Multiple prices

4. Unmarked prices

V. ACURA-TOUCH - Two one-half hour periods

Continue cash register drills in the Carl Jackson Text.

UNIT XXIV - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide
   a. Bagmanship
2. Produce Quiz
3. Check your notes
4. Other

UNIT XXIV - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Final review
   a. Review tests #10,15,18,17,9
2. Ad Quiz
3. Unmarked item Quiz

ERIC

- UNIT XXIV - 3 HOURS

BAGMANSHIP, FINAL INSTRUCTIONS
AND REVIEW

I. Lecture Period - One Hour

A. Proper bagging

B. Store policies. Go through Handout #4 covering any items missed. Student should be instructed that when he goes to work he must take Handout #4 with him and go over every item with the store manager. Be sure he is instructed to write down the store policy for each item.

C. Cash register operation.

II. References

A. Handout the Crown Zellerbach Paper Company booklet, "Bagmanship."

B. Crown Zellerbach Paper Company Flip Chart, Plastic Sleeve, etc.

C. Lesson 18, Carl Jackson Text.

D. Lesson 6, Carl Jackson Text.

E. Carl Jackson Text, Pages 141 through 145.

F. Test No. 5, for reference only at this time.

G. Handout #47.

III. Final Examination

Acura-Touch, Test No. 1

IV. Self Study - Two one-half hour periods

Proper Bagging

A. Preparation - Have a cart of groceries and bags

B. Refer to Crown Zellerbach Paper Company Kit on "Bagmanship"

C. Demonstrate correct bagging procedure.

D. Select two students to demonstrate the procedure. It is not necessary to have all students practice at this time. They will have this opportunity during the next six units.

- UNIT XXIV - 3 HOURS

Students can devote any extra time reviewing for the remaining competency tests.

Check student manuals. If the Quaker Oats Units are not completed, be sure they are instructed to complete them and turn them in for your OK no later than Unit XXVIII.

V. ACURA-TOUCH - Two one-half hour periods

Start giving the ACURA-TOUCH Test No. 1

Have all of the students practice these tests. Give the students several opportunities to pass the test which does not need to be taken consecutively. If the student fails the first time, have him practice before taking the test the second time. Students may become very nervous about this test which will cause them to fail. Here are two suggestions that will prove helpful.

A. Do not stand close and watch them.

B. Have three at a time start practicing the test. Without their knowledge, start timing them one at a time. In other words, give them the test without them knowing they are being tested, if you can.

UNIT XXV - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide

   a. Review Handout #23

2. Discuss Unit XIII, Quaker Oats Kit

3. Give Tests #10,15

4. Check your notes

5. Other

UNIT XXV - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Give tests no. 18,17,9

2. Assign Unit XIV, Quaker Oats Kit

NOTE: Students should have completed ACURA-TOUCH Tests.

- UNIT XXV - 3 HOURS

FINAL REVIEW AND TESTING

I. Have students prepare idiot sheet for unmarked items in grocery department. Use Handout #18. Prepare this the same as you did for multiples.

II. Types of checkers. Use Handout #23. Review this handout.

III. Final Examinations

A. Test No. 10

B. Test No. 15

C. Test No. 18

D. Test No. 17

E. Test No. 9

F. Test No. 5

ERIC

ROLE PLAYING

1. Follow your guide

2. Handout #59 should be used. Each student customer is to use this Handout to grade the student checker and bagger. When the student customer has satisfactorily graded the student checker and bagger, the student customer is to turn the grade sheet in to the instructor.

3. The instructor should check an order through on each student as checker and bagger. Use Handout #59 to grade the students.

- UNITS XXVI THROUGH XXX - 3 HOURS

FRONT-END OPERATION
(Role Playing)

PREPARATION:

A. Convert the classroom to three checkstand laboratories. (for mobile school)

B. Borrow three grocery carts from participating supermarkets and arrange for using merchandise from the store. (for mobile school)

C. Have students, in teams of two, take turns each class unit selecting a typical grocery order. Include items from all departments. A word of caution -- do not use items from the meat, produce and dairy departments that are highly perishable. Examples: tomatoes, fresh meats, milk. (for mobile school)

D. Have each student bring to class $5 in change and bills so that each cash register will have the same amount of money in the bank for making change. Have a generous supply of checks (Handout #19) to be used for paying for purchases.

E. Students must have produce idiot sheet, multiples idiot sheet, ad idiot sheet.

F. Students have ledger sheets enough for one ledger sheet per student for each class session.

G. A supply of correct sized bags. The two largest sized bags are needed plus smaller bags used for meat and perishables.

ROLE PLAYING:

A. The instructor is the store manager.

B. Assign three students to each checkstand. You will have to arrange with the participating supermarket to use one checkstand as often as possible. When it is not possible, assign one student to each checkstand as an observer.

C. One student is the customer, one the checker, one the bagger.

D. Have each student check out the order once, then rotate positions. The customer will become the checker, the checker will become the bagger, and the bagger will become the customer. If an observer is being used, fit her in to a four man team instead of a three man team.

E. Have the observer or the customer make notes of the mistakes made by the checker and the bagger. These notes can be turned in to you at the end of each three-hour session to guide you in lending assistance.

- UNIT XXVI THROUGH XXX

F. Number the carts 1, 2, 3, etc. When each student in a team has checked the order once, rotate the carts with the other teams.

G. Manager responsibility. Supervision and control of the front end so that your checkers and baggers are working at top performance, in accuracy and speed.

H. The ledger sheet must be posted correctly. Bottle returns, refunds, overrings, department errors.

I. Checks must be accepted in accordance with store policy.

J. Customer complaints must be handled in accordance with store policy.

K. Bagger must bag correctly.

L. Checker must use proper procedures. Refer to Handout #3. Also, the checker must use proper procedures in handling the merchandise.

1. Check by departments
2. Group multiple-priced items
3. Care of merchandise.

M. Personal Appearance

N. Customer relations - Human relations.

O. Store Policies. Examples: When must they call the store manager regarding cashing checks, refunds, exchanges, customer complaints.

P. Speed - approximately 1/2 the speed of a good checker.

Q. Bank must be balanced and accurate before and after each 3 Hour session.

R. Register date on receipt tapes must be accurate.

S. Departments must be registered correctly. Multiple priced items must be registered correctly. Coupons and food stamps must be handled correctly.

T. Ad prices and produce prices must be correct.

U. Produce knowledge of any item as covered in the course of instruction.

- UNITS XXVI THROUGH XXX

STUDENT MANUAL:

A. The student manual must be completed by UNIT XXVIII.

1. Diploma and resume

2. Section of the manual must contain all handout materials.

3. Section two of the manual must contain all test materials.

4. Section three of the manual must contain a short essay plus answers to the Quaker Oats Kit Units.

5. Section four of the manual must contain a short essay of each chapter covered in the text, "Your Attitude is Showing."

6. Section five of the manual must contain notes clearly identified covering areas not covered in the above four sections. Examples: checks, handling money, posting the ledger, how to use the scale, bagging, how to operate the register, store policies, front end procedures, shoplifting, etc.

7. Student notes.

VISUAL OBSERVATION TESTING:

A. Use handout #55, rate students in column 1. In giving a rating consider the written test plus your visual observation of student performance during the role playing simulated checker experience. Maximum rating of 50 points allowable for each competency.

APPENDIX A

ERIC Full Text Provided by ERIC

Handout #1

A. J. ("Nick") Nichols
Vice President of Sales Personnel
Kellogg Sales Company
Battle Creek, Michigan

"We are not too concerned about what you are being taught nor are we too concerned about what you will learn. But we would hope that your involvement here will make you aware of the necessity to change and to improve. And that you will be willing to admit that what you know could be wrong, and that you do not know all that you should know."

The quote above was taken from a conversation between Wally Riggs and Nick Nichols at a banquet hosted by the Kellogg Company for the students attending the WMU Checker School in September, 1968. It is printed here with his permission.

THE WASHINGTON STATE VOCATIONAL EDUCATION MOBILE CHECKER TRAINING PROGRAM is dedicated to finding a way, through continuous research and improvement, to serve the customer more accurately, more promptly and more courteously at less cost to the store owner.

And, most important of all, we are dedicated to the proposition that those unemployed who can profit from it should have an opportunity to secure a good education so that they may acquire a marketable skill.

ERIC

Handout #2

I AM YOUR CUSTOMER

I AM YOUR CUSTOMER! You often accuse me of carrying a chip on my shoulder, but I suspect this is because you do not entirely understand me. Isn't it normal to expect satisfaction for one's money spent?

Ignore my wants and I simply will cease to exist. Satisfy those wants and I will become increasingly loyal. Add to this satisfaction any personal attention and friendly touches you can dream up -- and I will become a walking advertisement for your services.

When I criticize your products or service, which I will certainly do when I am displeased and to anyone who will listen to me, take heed. I'm not dreaming up displeasure -- the source of it lies in something you have failed to do to make our experience as enjoyable as I had anticipated. Let's first find that source and eliminate it or you will lose me and my friends as well.

I'm much more "sophisticated" these days than I was a few years ago. I have grown accustomed to better things, and my needs are more complex. I am perfectly willing to spend more money with you. (I have more money to spend), but I insist on good service from you.

I am, above all, a human being. I am sensitive -- especially when I am spending money. I can't stand being snubbed, ignored or looked down upon. I am proud. I am proud! My ego needs the nourishment of a friendly, personal greeting from you. It is important to me that you recognize my importance -- that you appreciate my business. Remember, when I buy your groceries, my money is figuratively feeding you.

Whatever my personal habits might be, you can be sure of this -- I am a real nut on the type of service I receive. If I detect signs of carelessness or other bad habits, ill manners or misconduct, you won't see me again.

I am your customer now, but you must prove to me again and again that I have made a wise choise in selecting your store over others. And you must convince me repeatedly that being your customer is a desirable thing in the first place. I can, after all, spend my money elsewhere. But you must provide something extra in service -- something superior enough to beckon me away from other places where I might spend money. You must provide the incentive for me to do business with you.

DO WE UNDERSTAND EACH OTHER?

Handout #3

CHECKING PROCEDURES

THESE PROCEDURES MUST BE FOLLOWED. YOU WILL BE TESTED REGULARLY THE FIRST FOUR WEEKS ON THE JOB, INTERMITTENTLY THEREAFTER.

CALL ALL PRICES

1. Before starting to check an order ask the customer if she found everything.

2. If you are not going to bag the order and you will need a box boy -- call him now.

3. Do not encourage conversation while checking. If the customer insists on talking, stop checking.

4. Group check by departments as far as you can go. Do not hop around from one department to another, checking single items.

5. When necessary to remove your hand from the register, locate home position before resuming checking.

6. When an error is made stop checking at once and correct the error on your correction sheet.

CALL ALL PRICES

7. When sale is completed, count the change to yourself as it is removed from the register. Then count it to your customer.

8. SMILE -- Treat your customer as you would a guest in your home. If she doesn't come back we won't have a home.

9.

10.

Handout #4

CHECKING PROCEDURES

LEARN STORE POLICY

- Personal Appearance
- Gum Chewing
- Smoking
- Work Schedule
- Union Requirements
- Pay Schedules
- Benefits
- Personal Checks
- Payroll Checks
- Government Checks
- Coupons
- Food Stamps
- Bottles
- Refunds
- Exchanges
- Customer Complaints
- How and who to call when you need assistance
- Other

Find the answers to store policy from the store manager and write below or on referse side.

ERIC

Handout #5

E N T H U S I A S M ! !

I am the greatest builder in the world, I am the foundation of every triumph. I am the dynamo of human action. No matter what your position is, I can better it. My name is ENTHUSIASM.

I change the conditions of man and the destinies of nations. No one is proof against my power -- ENTHUSIASM.

Put me to work within your mind and I will harness such ENTHUSIASM to your work that no force can block the road to your success.

Sink me deep within your mind, then draw upon my power. Use it well and you will become irresistible and every obstacle will be overcome, making your progress safe and your success assured.

Do not be afraid to use me. I am catching, and when you show me to the world, all mankind stand in admiration and lend their efforts to your support.

ENTHUSIASM brings success to you on a platter of gold, Breed me in your thoughts, graft me to your mind and I will show you a power so great that you will shout and laugh for joy. You see the way to the actual realization of your good ambition and every doubt and fear will be lost in the echo of your rejoicing certainty.

I can say to yonder barren plain: "Become a city" and it becomes a city. I can put glory into the meanest work and out of the lowest occupations create unheard of opportunities.

Will all your getting, get me, ENTHUSIASMS! I will take you soaring to heights undreamed of, and give you great rewards for honest labor. Grapple me to your heart with hoops of steel, for I am Master of Love, Confidence, Content and Riches. I am the unfailing guide to your Success. Forget me not. Put me in your mind today, now, and feel the impulse of my Power. Think my thoughts and I will touch whatever you do with my magic wand of gold. Use me, ENTHUSIASM!

Handout #6

WHAT DO CHECKERS SAY ABOUT ACURA-TOUCH

I am less concerned with the cash register. I can devote more attention to my customer.

* * * * * * * *

The ACURA-TOUCH method reduces the number of things that I must watch. The operation of the register becomes automatic. I handle the merchandise with more care, faster and watch the prices with ease. My eyes are on the merchandise instead of the register.

* * * * * * * *

I feel more confident and competent. I know that I am doing a better job.

* * * * * * * *

The ACURA-TOUCH system cuts frustration and fatigue. I make fewer mistakes and enjoy my work more.

* * * * * * * *

I realize I am one of an elite group. Among the first in the state to learn this new way to check. I am proud of myself and what I can do.

* * * * * * * *

No more skinned knuckles or broken fingernails to irritate me. I can now watch what my left hand is doing.

* * * * * * * *

This is the greatest thing for me since the pill!

* * * * * * * *

I never realized how many times I twisted my neck in an eight hour day.

* * * * * * * *

Since all the checkers in our store learned ACURA-TOUCH, things are running smoother.

* * * * * * * *

We still have problems but they are easier to solve - fewer of them and a lot less griping.

* * * * * * * *

Why didn't someone think of this sooner?

* * * * * * * *

RHYTHM METHOD OF REGISTER KEY MANIPULATION

There is nothing new about the rhythm method of key manipulation. It is as old as musical instruments operated by keys such as the saxaphone, accordian, piano, etc. It has been widely used for years on office machines and in industrial production.

Adapting this method of key manipulation to the modern supermarket cash register is a new innovative improvement in checker accuracy. It usually requires from 10 to 20 hours to learn this skill. Some have learned to do this in as little as 4 hours. Learning this skill is one thing -- developing this skill so that it is a permanent habit is another. Individuals who have not learned to work with their fingers instead of their eyes usually require 6 to 8 weeks at 40 hours a week in a checkstand to develop this skill as a permanent habit.

It is a proven fact that the fingers are more accurate and faster than the eyes. Anyone familiar with musical instruments, office machines and industrial production recognizes the validity of this statement.

Scientifically conducted tests under rigid controls have shown that a checker using the rhythm method check has a reduction in error frequency of 46%, a reduction in net dollar loss of 48% and an increase in productivity of 10%. A supermarket doing a 2 million dollar volume yearly will add $3,600.00 annually to net profits using this method in it's front end operation.

The goal of our program of education and training is to secure a larger share of the consumer dollar for the food industry in Washington State at less cost to the food retailer and a larger net profit.

The brain is much like a computer. That is, it directs the action of the body as a result of information fed to the brain from eye, ear and touch. To ring numbers correctly, the fingers must learn the keyboard. This information is fed to the brain. When a number is called the ear feeds this information to the brain which in turn directs the fingers to push the correct keys. You must call the numbers to be rung on the register loud enough for the ear to hear and feed this message to the brain. This reinforces the information fed to the brain by the eyes. For the best accuracy and efficiency plus the best customer service, the checker's focus of attention must be on either the merchandise the left hand is handling or on the customer. To do this the checker cannot focus his attention on the register as being done today by most checkers and taught today by most checker schools. Only by learning the ACURA-TOUCH method of register manipulation will you become truly a professional checker.

Handout #8

THE FAULT DEAR BRUTUS, IS NOT IN OUR STARS

BUT IN OURSELVES

William Shakespeare

ERIC

IF I POSSESSED A SHOP OR STORE

"If I possessed a shop or store, I'd drive the grouches off the floor, I'd never let some gloomy guy offend the folks who want to buy. I'd never keep a boy or clerk with mental toothache at his work; Nor let a man who drew my pay drive customers of mine away. I'd treat the man who takes my time and spends a nickel or a dime; with courtesy, and make him feel that I was pleased to close the deal. Because tomorrow, who can tell, He may want the goods I have to sell; and in that case, then glad he'll be to spend his dollars all with me. The reason people pass one door to patronize another store, is not because the basic place has better silk or gloves or lace; or cheaper prices, but it lies in pleasant words and smiling eyes. The only difference I believe, is in the treatment folks receive."

--Edgar A. Guest

VALUE OF A SMILE

It costs nothing but creates much.

It enriches those who receive without impoverishing those who gave.

It happens in a flash and the memory of it sometimes lasts forever.

None are so rich that they can get along without it and none so poor but richer for its benefits.

It creates happiness in the home and fosters good will in business.

Yet it cannot be bought, begged, borrowed or stolen.

It is something that is no earthly good to anybody until it is given away.

If at times you meet someone who fails to give you a smile, may I ask that you give one of your own?

For nobody needs a smile as much as those who have none left to give.

ERIC

Handout #11

CAN YOU FOLLOW DIRECTIONS?

This is a timed test -- You have three minutes only.

1. Read everything carefully before doing anything.
2. Put your name in the upper right hand corner of this paper.
3. Circle the word "NAME" in sentence two.
4. Draw five small squares in the upper left hand corner.
5. Put an "X" in each square.
6. After the title, write "YES, YES, YES."
7. Put a circle completely around sentence under seven.
8. Put an "X" in the lower left corner of this paper.
9. Draw a triangle around the "X" you just put down.
10. On the back of this paper, multiply 703 by 66.
11. Draw a rectangle around the word "CORNER" in sentence four.
12. Loudly call out our first name you get this far along.
13. If you think you have followed directions carefully to this point call out "I HAVE".
14. On the reverse side of this paper, add 8950 and 9805.
15. Put a circle around your answer, and put a square around the circle.
16. In a loud speaking voice, count from ten to one, backwards.
17. Punch three small holes in the top of this paper, with your pencil.
18. If you are the first person to reach this point, loudly call out, "I AM THE FIRST PERSON TO THIS POINT, AND I AM THE LEADER IN FOLLOWING DIRECTIONS."
19. Underline all even numbers on the left side of this paper.
20. Loudly call out "I AM NEARLY FINISHED. I HAVE FOLLOWED DIRECTIONS."
21. Now that you have finished reading everything carefully, do only sentences one and two.

Handout #12

Name (Print)_____

Address_____

Phone_____Male_____Female_____Age_____

Married____Single____No. of Children____Ages____ ____ ____ ____ ____

I

The last kind of work I did was_____

II

What I liked most about this work was_____

III

What I liked the least about this work was_____

IV

Why did you quit or get layed off?

ERIC

Handout #13

NAME (PRINT LAST NAME FIRST)_____ DATE_____

MEMORY TIME 5 MINUTES TEST TIME 5 MINUTES

PRODUCE PRICES

ITEM	PRICE	SCORE
Lettuce		
Cucumbers		
Tomatoes		
Radishes		
Celery		
Carrots		
Rhubarb		
Celery		
Cauli		
Bagos		
Asparagus		
Broccolli		
Spinach		
Cabbage		
Apples		
Oranges		
Grapes		
Bananas		
Grapefruit		
Dry Onions		

5 Points Each Correct Answer Total Score

Handout #14

NAME (PRINT LAST NAME FIRST) _____ DATE _____

MEMORY TIME 5 MINUTES TEST TIME 5 MINUTES

ADVERTIZED ITEMS

Item at Regular Price	Ad Price	Score	
		Wrong	Right
Ice Cream			
Coffee			
Mayonnaise			
Margerine			
Oxydol			
Shake N Bake			
B & M Beans			
Tuna			
Del Monte Peas			
Del Monte Corn			
Peaches			
String Beans			
Tomatoes			
Paper Napkins			
Crisco			
Clorox			
Crackers			
Canned Dog Food			
Corn Flakes			
5 Points Each Wrong 5 Points Each Right	Total Score		

*Use 10 Ad Items

ERIC

SOME GENERAL GUIDELINES FOR ALL STORES

Our Company: You are part of the Thrifty Food team, and you should develop the habit of saying "we" rather than "I" or "they." It is our company and to talk to a consumer or fellow employee without the "we" attitude does not indicate a cooperative spirit.

HOUSEKEEPING: Neatness, order and cleanliness are important for many reasons: health, safety, appearance, etc. It is everyone's job to pick up any loose paper and debris.

THE GOLDEN RULE OF SUPERMARKETING: If you were being waited on or helped by an employee in a store wouldn't you feel that you deserved their full attention? Never answer a question without a concerned and full response. If you were being checked out would you like the checker to be talking with the boxboy or another checker or customer? If you were waiting in line at the checkstand, would you like it if a checker waited on the person behind you first? Think of that customer as yourself and take care of them just like you would like to be taken care of.

RECEIVING MERCHANDISE: Every shipment of merchandise other than the large associated grocery deliveries must be physically checked, accounted for, and signed. Lady checkers and boxboys cannot sign for these deliveries. Be sure that the invoices are taken to the designated place and filed properly. This should not be done by the supplier personnel.

SHOPLIFTING: While this problem seems to be on the increase in our areas, there are only a few customers who try to take things without payment. These losses, however, can become huge if we are not careful. Be alert for something suspicious and tell the store manager immediately. He will handle it -- never accuse a customer.

TELEPHONE TIPS: Telephones are for store business. Please use the phones for personal use only with special reasons. When answering a phone always say, "Good morning, Thrifty Foods," or something appropriate. Try to make your voice as courteous as if you were actually speaking face to face with her. It is easy to be abrupt on the telephone without intending it.

ACCIDENTS: Report any customer or employee accidents to the store manager immediately. Be very attentive if you actually witness an accident. Your testimony may be required.

BACK DOOR REGULATIONS: All doors in the store except for the normal customer entrances will be locked all day. For a supplier to enter and leave, he must ring the buzzer, and be let in. In carrying out work activities an employee can go through the back doors. At any other time all employees will use the front door only -- this includes coming to and from work, lunch time, and leaving the store for any personal reason.

EMPLOYEE SECURITY MEASURES: We believe that by following high standards of initial selection of personnel we will eliminate the type of individual who would steal from his employer. As any business must do, certain security and precautionary measures will be in continuous effect in our stores. If any person abuses the trust that we place in him, he or she will be immediately dismissed. Thrifty Foods will also complaint with the local prosecuting authorities (or juvenile authorities for under 18. For your information, the Statutes in this state are as follows: Petit-

Larceny -- The taking of cash of less than $25 or merchandise less than $75 with a penalty to not exceed one year and/or $1,000 fine. Grand Larceny -- The taking of over $25 in cash or over $75 in merchandise with a penalty not to exceed 15 years in a state penal institution.

CHECKSTAND PROCEDURES

There are lots of reasons why customers shop at one store rather than another but the majority of people make up their mind because of the personal service, courtesy, and general abilities of the employees. Thrifty Foods will be continuously looking at its operations to see that we are better than our competitors in every possible aspect.

In the area of employee-customer relationship, we are determined to be far and above our competitors. There is no more important area in a store to cement customer loyalty than in our front-end operations. Every one of our stores should be following the same procedures, so that we can create a company image. Therefore we are requesting that each and every person who works in the checkstands to follow the items outlined here. The store managers are directly in charge of the front-end and cannot delegate this responsibility to anyone else. They will set the example by their own checkstand conduct and are expected to regularly suggest areas of improvement for individuals and the crew as a whole. There will also be undisclosed professional "checker analyzers" consistently in our stores and sending reports in to the General Manager on individuals and stores for needed improvements.

CHECKER RULES

1. Do everything in your power to make the customer feel that this is "her store."

2. Always greet the customer; make an effort to learn her name and then call her by name.

3. Be sure the checkstand area is clean, tidy and inviting.

4. Always wait on the customers promptly. If another checker is needed, call immediately. We would rather make an occasional unnecessary trip to the front than to let a customer wait and become irritated.

5. The checker is responsible for the conduct and proficiency of the boxboy. He is an important part of the front-end operation, and is the last employee to have contact with the customer. Be sure he sacks the groceries properly and gets everything to the car.

6. Your personal appearance is important -- the customers constantly judge you by your appearance. Be well groomed and always wear your name badge. Ladies take care of your outfit and all men and boys are required to wear clean white shirts and dark bow ties.

7. Wear a Big smile.

8. Know your business. Checkers should know unmarked prices in the store (Ad prices, produce, display items and unmarked shelf stock) nothing discourages a customer more than a checker mischarging a price. Answer questions intelligently -- know the merchandise and be able to direct people to the item they want.

9. Call prices loud and distinctly, item by item at all times. This will insure accuracy and build confidence in the minds of the customers. Produce items when weighed are to be called at the unit price per pound as well as the total price. Be sure the customer receives register receipt.

10. In handling misunderstandings, regard it as an opportunity to make a lasting friend. Be calm, listen carefully and patiently explain. The customer is "always" right, and if she leaves perturbed or in a huff you have failed.

11. Be very accurate in your checking. An item that sells 3/25c is 9c for one and 17c for two. Be sure your scale is right and do not under or over weigh.

12. Sincerely thank the customer at the completion of the transaction letting her know that we appreciate her business.

OTHER SUGGESTIONS ON HOW TO WIN CUSTOMERS

1. Don't offend customers by smoking or eating on the job. There are proper places in the store for these away from the public. Your store manager will show you these spots.

2. Take advantage of your happy moods by stepping up your courteous services even more. Not by whistling, humming or singing, which almost always irritates customers.

3. Show your intelligence through diplomatic, tactful handling of customers -- not by smart comebacks. They do nothing but make a bad situation worse.

4. The fine art of gum chewing doesn't impress our customers a bit. It is impossible to keep a good business appearance with jaws working furiously. Don't ruin a good impression by mumbling through a mouthful of gum.

5. Good storekeeping takes good housekeeping. Madam housewife loves to shop in a clean, spotless, well-stocked store. Do your part by keeping <u>your</u> work area spic and span.

6. A valuable man on a baseball team is a utility infielder -- a man who can play anywhere. Be a utility employee! Be prepared to take over wherever you are needed. Grab every chance to learn some other job in the store -- that knowledge will pay off!

7. Look your best -- prettiest -- always. But, please don't primp in view of customers! It just isn't done in public. Do these things in the privacy of the rest rooms.

8. There is no compromise between standing and sitting. Leaning or lolling about doesn't become any employee.

9. All merchandise for you and/or your relatives must be checked through the <u>cash register</u> by a fellow employee.

10. We would hope that our employees learn to say we instead of I or they. Don't hesitate to criticize -- but not to the customers or fellow employees -- but to the manager.

11. Bag and wrap merchandise carefully. Look out for fragile, breakable or perishable items -- put them on top!

12. Hand -- don't shove -- purchases to a customer. If the bag is heavy, see that the customer gets help. Don't make her ask for assistance.

13. Always read the ad before you come to work. Know what is advertised.

14. Always look and act like you were justifiably proud to be working for Thrifty Foods. Customer respect is easily gained by this attitude and is one of the most important single reasons for a store's success.

CHECKSTAND PROCEDURES -- MONEY HANDLING AND MISCELLANEOUS ITEMS

To best serve our customers and ease the bookkeeping load of our managers and central office, and to insure accuracy within the checkstand the following policies will be in effect throughout the group of Thrifty Stores.

1. Accuracy of the till: To be sure that each register balances at the end of the day you must be careful to record all department errors, overrings, refunds, etc. properly. Upon receiving change be sure that the amount that gets written down on a till slip is the amount that you got. (The manager also writes the amount down on a master slip.)

2. Departmental error: Immediately upon discovering a departmental error, record the error by putting the dollar amount in the department column of the control sheet where the error occured and initial. Explain to the customer, by showing him where the department error occured on his tape. After completing the customer transaction, ring up the department error amount on the correct department key and attach the machine tape to the control sheet.

3. Returned merchandise for cash: Our policy on customer returns is that all goods we sell is on customer satisfaction guaranteed basis. We do not argue, but try to make a friend of a disgruntled customer. Be sure to departmentalize this transaction under the returned merchandise including tax, and initial it each time.

4. Overrings: These should be departmentalized under the Return of Merchandise columns and initialed each time. Any overring or refund over $2 requires a manager's initials.

5. Bottle refunds: These should be recorded under Bottles under the returned merchandise column. Please initial each transaction. It is our policy to trust the customer, so that she may leave the bottles in a bottle deposit area and tell the checker how many she had.

6. Paid outs: These should be handled out of one till only. The manager will decide who can handle them.

7. Coupons: After you have rung up the order subtract the amount off the bottom of the slip, (after tax has been charged) or pay the customer cash for the coupons. Thrifty Foods will follow a strict policy of redeeming coupons only if the merchandise is bought. Some of our own coupons are handled differently and will be explained by the manager.

8. Checks: Be sure all checks are stamped with the endorsement stamp when you receive them. Initial each check in the bottom left corner on the front and write in the amount of groceries purchased. Our general check cashing policies will be explained by the store manager.

9. Food Stamps: Be sure you are completely aware of the laws regarding the sale of merchandise to food stamp holders and strictly follow them. Credit slips can be exchanged between our stores. Stamps should be endorsed upon receipt.

10. Charges; signing slips, etc.: Only certain groups (hospitals, restaurants, etc.) are eligible to charge at our stores and only on permission of the store manager. If there is a charge, it should be rung up like any order; then fill out a charge book in which you give the original copy and cash register slip to the customer and put the duplicate in the register. If someone wants to "sign a slip," it will be discouraged and only the store manager can give permission for this. Since it is a bookkeeping headache, employees will not be able to sign slips or charge their groceries. Employee Draws can only be made through our central office on a pre-arranged basis. Please do not ask the store manager to deviate from these policies.

11. Welfare Vouchers, etc.: Will be taken, but the customer must use the entire amount at one time. No credit slips should be given for a balance.

12. Discounts: Will be handled soley by the store manager.

13. Gift Certificates: Will be handled two different ways depending on the type and will be explained by the store manager.

OTHER MONEY HANDLING AND CHECKSTAND SUGGESTIONS

1. Be sure that your register has detail tape. When the tape turns red, call for immediate change.

2. If you have made a mistake on an order and have corrected it, be sure to clearly explain to the customer what has happened and then point it out on the register slip by circling the figures.

3. If you have any doubt whatever that a person is not 21 and is trying to buy beer or wine, ask for a Washington State Liquor ID Card. If they do not have it, politely turn them down or call for assistance.

4. Be thrifty, small wastes mean a total loss that is staggering! Use the right size bags, be sure that spoils or returned merchandise gets to its proper place.

5. Have an idea? Everytime you have a suggestion or an idea that might improve our checkstand operation and customers relationships, please let the manager know. We are all eager to do a better job and your help is requested and needed in this effort.

STUDENTS WERE TAUGHT THE FOLLOWING PROCEDURES
IF THIS DOES NOT AGREE WITH YOUR POLICY, PLEASE ADVISE THIS TRAINEE

1. Overrings

   Stop

2. Correct

3. Enter full amount of error on correction sheet and re-ring correctly.

4. Enter overring amount of tax in tax column.

5. Collect full amount of order.

6. Pay customer in cash for overring, plus tax.

* * * * * * * *

REFUNDS AND ADJUSTMENTS

1. Enter refunds in correct column and pay in cash.

   Refunds - Bottles or Returned Merchandise

* * * * * * * *

2. Underrings.

   Add to next item and circle the two rings so customer will know it is one item.

* * * * * * * *

Manufacturer's Coupons

1. Treat the same as cash and put coupons under cash drawer.

   Spread out thin.

* * * * * * * *

Any problems you do not know how to handle or should not handle call

Customer Service.

CASHIER _____

REGISTER _____ DATE _____

Limit of Responsibility $ _____

Paid Out-PO | Refund-R | Meat-M | Grocery-G
Tax-T | Produce-P | Bakery-B | Variety-V

Opening Change Fund $ _____

Added Change $ _____

Added Change $ _____

Cash Pick-Up $ _____

Check Pick-Up $ _____

Change Balance $ _____

Item	OK	Price $	Price ¢

CASHIER _____

REGISTER _____ DATE _____

Limit of Responsibility $ _____

Paid Out-PO | Refund-R | Meat-M | Grocery-G
Tax-T | Produce-P | Bakery-B | Variety-V

Opening Change Fund $ _____

Added Change $ _____

Added Change $ _____

Cash Pick-Up $ _____

Check Pick-UP $ _____

Change Balance $ _____

Item	OK	Price $	Price ¢

Department Voids - V

Handout #18

UNMARKED ITEMS

CHECKER _____ DATE _____

ITEM	DEPT.	SIZE	PRICE	1	2	3	OK

_____, 19___ No._____

Pay To_____ $_____

_____ Dollars

BNB Bellingham Bank
125 - 447 - 631 - 1569 - 09 _____

_____, 19___ No._____

Pay To_____ $_____

_____ Dollars

BNB Bellingham Bank
125 - 447 - 631 - 1569 - 09 _____

_____, 19___ No._____

Pay To_____ $_____

_____ Dollars

BNB Bellingham Bank
125 - 447 - 631 - 1569 - 09 _____

_____, 19___ No._____

Pay To_____ $_____

_____ Dollars

BNB Bellingham Bank
125 - 447 - 631 - 1569 - 09 _____

Handout #20

AD ITEMS

CHECKER _____ DATE _____

ITEM	DEPT.	SIZE	PRICE	1	2	3	OK

Handout #21

MULTIPLE PRICES

CHECKER _____ DATE _____

ITEM	SIZE	PRICE	1/2	1	2	3	OK

OK STORE MANAGER _____

ERIC

Handout #22

PRODUCE PRICES

CHECKER _____ DATE _____

ITEM	MON	TUES	WED	THURS	FRI	SAT	SUN

OK Store Manager _____

ERIC

If Checkers could be divided into three groups, they would be as follows:

GROUP ONE	GROUP TWO	GROUP THREE
Problem Solvers	Average	Problems

Most Checkers fall into group two.

Our program of checker education is designed to encourage groups three and two to move up to group one. Most problems can be solved by the checkers themselves if they understand how to do it and are willing to make the effort. The only problems a checker cannot solve, are those related to store policy. Even here, a good checker can offer constructive suggestions of which the store owner may not be aware.

Most store problems are related to -- PEOPLE MERCHANDISE FACILITIES.

A FEW EXAMPLES

MULTIPLES: A checker can make a list of store multiples, and then see how many she can do from memory. She can do this once or twice a month. Make a game of it at home.

AD PRICES: A professional checker would give herself a test each week on ad prices to keep herself a pro.

PRODUCE PRICES: The same holds true for produce prices as ad prices. A couple of nights a week a pro would test herself on produce prices.

HUMAN RELATIONS: A pro would look up the meaning of EMPATHY and then develop skill by practice.

FACILITIES: Most problems can be prevented by practicing good housekeeping. If you see a job that needs doing, do it without being told. Keep your eyes open and be alert. Price tags on shelf moulding-are they correct?

MERCHANDISE: It always looks better if properly faced. Why wait until the boss tells you to do it? Learn to schedule your time so you will do a little each day on these problems. A big splash one day and then doing nothing more for months is not the answer. Discipline yourself to do a little every day.

POLICY DECISIONS. If in doubt, ask the boss. Do not be afraid of the boss, he will appreciate your help. The only person who needs to fear the boss is the one who is doing nothing or doing something he shouldn't be doing.

IF YOUR WORK IS NOT EXCITING AND INTERESTING, IF IT DOES NOT MOTIVATE YOU TO EXCEL, QUIT! THIS IS A FREE COUNTRY YET. A JOB IS ALWAYS EXCITING FOR THOSE WITH THE RIGHT ATTITUDE.

ENJOY YOURSELF, ITS LATER THAN YOU THINK.

Handout #24

NON-FOODS

1. The non-food department got its start as a post-World War II innovation. It started first with a few items displayed at the front end. Women's Hose, asperin, toothpaste were a few of the original items starting the trend to non-food departments. The convenience for the shopper made sales that surprised the store operator. The larger gross profit was also a welcome asset for the store operator faced with loss leaders and low profits in traditional grocery products.

2. Today most supermarkets have large non-food departments serving the basic needs of the customer.

3. List by category products carried in the non-food department and why these product categories make shopping more convenient.

4. Can you think of products that should be stocked in the non-foods department that are not presently carried. Why?

5. Can you think of products now stocked in the non-foods department that should not be sold by the supermarket. Why?

6. Care in handling non-foods. Use good judgement. Glassware should be wrapped and packed to avoid breakage. Can you think of other items that should receive special attention?

7. Shoplifting. Many non-food items are popular with shoplifters. You should talk with your store manager to determine store policy for minimizing shoplifting of non-food items. Some popular items with shoplifters are records, cosmetics, vitamins. Store policy.

ERIC

BAKERY DEPARTMENT

1. There are two kinds of bakery departments. The on-premises bakery and the off-premises bakery.

2. The on-premises bakery operates two ways - The bake-off method and the complete on-premises method.

3. The bake-off method. This method utilizes the advantages of mass production in raw product preparation. The products are delivered to the store (usually frozen) ready for baking. Baking and decorating is done on the premises.

4. The 100% on-premise bakery does the complete process of preparation, baking and decorating in the store.

5. The on-premises bakery adds much to a supermarket's potential for building customer loyalty. It does present management with many problems. It requires a high investment for equipment, training highly-skilled, dedicated employees.

6. Bakery products must be handled with care at the checkstand. Products concealed in boxes or bags should never be bagged with other groceries without customer's permission. It is better that you suggest to the customer that she carry these items. A box could contain a cream pie which would be damaged if not carried flat at all times. Cookies could be crushed.

7. A professional checker will know the ingredients used by on-premises bakeries and the advantages it offers the customer.

ERIC

ON-PREMISE BAKERY
Product Knowledge

ITEM	INGREDIENTS	CUSTOMER ADVANTAGE
Breads:		
Cookies:		
Cakes:		

ITEM	INGREDIENTS	CUSTOMER ADVANTAGE
Pies:		
French Pastry:		
Danish Pastry:		

ERIC

ITEM	INGREDIENTS	CUSTOMER ADVANTAGE
Puff Pastry:		
Icings:		
Fillings for Cream Puffs and other filled pastry:		

ERIC

ITEM	INGREDIENTS	CUSTOMER ADVANTAGE
Other:		

Ingredients used in bakery products, like many other areas of supermarket operations is a controversial subject between different management groups. They all have the same objective, maximum volume of sales and customer satisfaction. They do not agree on how to achieve this. A few examples: "As costs go up, should the size of the item be made smaller to hold to the same selling price or should the size remain the same and the price increase." "Should substitutes be used such as a prepared mix for cream puff filling instead of whipped cream." "Should additives be used to improve eating qualities."

How many more can you find by talking with the bakery manager?

MEAT DEPARTMENT

1. Three departments in a supermarket develop a store image and can build customer loyalty. Produce, in-store bakery, and meat. The reason should be obvious. Grocery products are identical in all stores except for price. A bunch of radishes, a steak or hot pastry are not the same in all stores. The individuals who work in these departments must be very knowledgeable and very dedicated to give the products entrusted to them the loving care needed so that the customer will have the very best for her family.

2. The most important product is beef. It accounts for the largest volume of dollar sales.

Grades of Beef

The common grades sold in a supermarket are "Good" and "Choice." Grades below "Good" are used by packers for lunch meat, bologna, etc. The grade above "Choice" is "Prime." It is used primarily by better restaurants. Beef grading is done by the eye. The inspector must be highly skilled. His decision is final. Grade is determined by weight, fat content, and shape of the carcass. "Prime" beef has the highest fat content. Fat content drops as the grade goes down. When streaks of fat are visible in a steak, it is called "Marbleing." It is the fat content that makes a steak "juicy." "Prime" beef is always well "Marbled" and "Choice" usually has "Marbleing" in rib and T-Bone steaks.

There are two government agencies that have the responsibility for inspecting meat, slaughter houses, and meat packers; a state agency and a federal agency. The federal agency is the United States Department of Agriculture. Beef inspected by the federal agency will have this identifying stamp on the carcass -- USDA, then the Grade USDA choice. Federal inspectors are usually more strict than state inspectors.

Two kinds of beef are sold in supermarkets -- heifers and steers. Steer beef is most common.

Beef is fed in feed lots before slaughtering to improve the fat content and weight in order to bring the beef up to the standards required for "Choice" and "Prime" grades as these grades bring the highest price.

Tenderness

This is determined by the ageing process. Beef should age for 15 days before being cooked. Overcooking dries and toughens the meat. Beef properly fed and aged will be most tender and juicy if cooked medium rare.

Beef Coloring

Beef, when cut, is not bright red. It is a dark bluish-red. The change of color is called "Blooming." Ground beef and hamburger will be bright red on the outside but inside will be dark in color. So will all cuts of beef.

After beef "Blooms" it will slowly discolor in the meat display case. This is caused by bacteria, a part of the ageing process and by light. It is important that cleanliness be practiced in the meat department to reduce bacteria count so beef will

not discolor so rapidly. Usually employees of the meat department or others familiar with beef will buy these dark cuts of meat.

LAMB, VEAL, PORK, MUTTON

Generally what holds true for beef also holds true for these animals. Have a talk with the meat manager for things you should know about these animals.

One of the biggest customer complaints to this day is with pork. A pig has always been fat. Still the customer looks for roasts, steaks, or bacon without fat and always will, I guess. Find the answer to this problem from your meat manager.

Care of Fresh Meat

1. Meat should be bagged or wrapped separately from groceries. It should be wrapped in freezer paper before storing or freezing.

2. Fish: Fish is very perishable. The customer should take it home and refrigerate as soon as possible. It should be rewrapped in freezer paper before storing or freezing. Wrap or bag separately. DO NOT put next to cheese, butter, etc.

3. Poultry: The same rules apply for poultry as they do for fish.

Smoked Meats

Most smoked meats are packed by the processor using the Cryovac process. This is a method of vacuum packing meat in plastic film. It extends the shelf life of smoked meat. Lunch meat, sliced and packed on the premises, will turn dark quite rapidly.

Weighing and Pricing

All weights must be net weight. Cellophane trays/absorbing pads used in wrapping meat for self-service is called "tare." The "tare" must be deducted from the total weight of the package. State inspectors check supermarkets regularly on weight accuracy. Inspectors even require that the manager estimate the weight of moisture loss that may occur while the package is on display. Have the meat manager show you how "tare" is adjusted by the wrapping girls.

Display

Display of products in the meat department is controversial. Some operators display by product category such as, all beef together and all pork together. Others display by cut categories such as all steaks together and all roasts together. Some use a combination of the two.

Shoplifting

Become familiar with cuts and prices of meat. Shoplifters will switch labels. You should recognize high-priced cuts of meat and know when a label has been switched.

High-priced steaks, chops, bacon, and lunch meat will be concealed in newspapers, ...nes, purses and pockets.

ERIC

BEEF CUTS

Roasts

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.

Steaks

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Stew

1.
2.
3.
4.
5.
6.

Ground

1.
2.
3.
4.

Alfal

1.
2.
3.
4.
5.
6.

ERIC

Handout #29

PORK CUTS

Roasts

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.

Steaks

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Stew

1.
2.
3.
4.
5.
6.

Ground

1.
2.
3.
4.

Alfal

1.
2.
3.
4.
5.
6.

ERIC

Handout #30

LAMB CUTS

Roasts

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.

Steaks

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Stew

1.
2.
3.
4.
5.
6.

Ground

1.
2.
3.
4.

Alfal

1.
2.
3.
4.
5.
6.

ERIC

Handout #31

VEAL CUTS

Roasts

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.

Steaks

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Stew

1.
2.
3.
4.
5.
6.

Ground

1.
2.
3.
4.

Alfal

1.
2.
3.
4.
5.
6.

ERIC

DAIRY AND FROZEN FOODS

1. Frozen foods should be put in separate bag before packing with rest of groceries. Why?

2. Frozen foods should not be refrozen once thawed. Why?

3. Frozen foods require special care in pricing. Why?

4. Dairy products should not be bagged next to soap. Why?

5. Rotation of frozen foods and dairy products is very important. Why?

6. Other

7. Other

A good checker should know the characteristics of dairy products. By this we mean, how it is made, what it is made from, distinguishing features such as color, flavor, appearance, etc.

ERIC

Handout #33

DAIRY AND FROZEN FOODS

ITEM	CHARACTERISTICS
Pasturized Milk	
Homogenized Milk	
Margerine	
Sweet Cream Butter	
Sour Cream Butter	
Grade "A" Milk	
Skim Milk	
2% Milk	
Grade AA Eggs	
Grade A Eggs	
Grade B Eggs	
Grade C Eggs	
Jumbo Eggs	
Extra Large Eggs	
Large Eggs	
Medium Eggs	
Small Eggs	
PeWee Eggs	
Fresh Eggs (An old egg will float. A fresh egg will sink when put in a bowl of water.)	

CHEESE

The most popular cheese is cheddar. It comes in mild, medium, sharp and extra-sharp. Ageing changes the flavor. Good extra-sharp cheese should age three years. The texture of cheddar cheese changes as it ages. It is rubbery when first made. It becomes smoother and firmer in texture as it ages. It is good for cooking sandwiches and for snacks.

OTHER CHEESE IN THE DAIRY DEPARTMENT

Type and Place of Origin	Source	Texture	Salad	Sandwich	Grating	Cooking	Desert	Hors d'oeuvre
Bleu Cheese (France)	Cow	Hard	x	x			x	x
Brie (France)	Cow	Soft					x	x
Camembert (France	Cow	Soft					x	x
Cottage Cheese (Europe)	Cow	Soft	x				x	x
Cream Cheese (American)	Cow	Soft	x	x		x	x	x
Chesire (England)	Cow	Hard			x	x		x
Club Cheese (Canada)	Cow	Soft		x			x	x
Edam (Holland)	Cow	Semi-Hard	x	x		x	x	x
Gammelost (Norway)	Cow	Semi-Hard						x
Gouda (Holland)	Cow	Semi-Hard	x	x		x	x	x
Grimere (Switzerland)	Cow	Hard		x				x
Jack Cheese (American)	Cow	Semi-Hard		x				x
Longhorn (American)	Cow	Semi-Hard		x				x
Lapland (Finland)	Reindeer	Hard						x
Leyden (Holland)	Cow	Hard		x				x
Muenster (Germany)	Cow	Semi-Soft		x				x
Myost (Scandinavia)	Cow	Soft		x				x
Neufschatel (France)	Cow	Soft		x				x
[illegible]an (Italy)	Cow	Hard			x	x		

CHEESE CONTINUED

Type and Place of Origin	Source	Texture	Salad	Sandwich	Grating	Cooking	Desert	Hors d'oeuvre
Port Du Salut (France)	Cow	Semi-Soft						x
Romano (Italy)	Cow Goat Sheep	Semi-Hard			x			
Roquefort (France)	Sheep	Semi-Soft	x				x	x
Samsoe (Denmark)	Cow	Semi-Soft		x				x
Stilton (England)	Cow	Hard	x				x	x
Swiss (Switzerland)	Cow	Semi-Soft	x	x				x
Sapsago (Switzerland)	Cow	Hard		x	x			x
Sbrinz (Switzerland)	Cow	Hard		x	x			x
Scanno (Italy)	Sheep	Soft		x			x	x
Scamorze (Italy)	Cow	Semi-Soft				x		x
Provolone (Italy)	Cow	Hard		x		x		x
Noekkelost (Scandinavia)	Cow	Semi-Hard		x				x
Mozzarella (Italy)	Cow	Semi-Soft				x		x
Limburger (Belgium)	Cow	Soft		x				x
Holstein (Germany)	Cow	Semi-Hard						x
Gorconzola (Italy)	Cow	Semi-Hard	x				x	x

CHEESE SPREADS

These usually come in jars and are usually whipped and blended. Generally a product is added for extra flavor such as bacon, pimento, olives, smoke flavor, etc.

They are used for sandwiches and hor d'oeuvres.

THE PRODUCE DEPARTMENT

1. Moisture temperature and handling determine the freshness and _____ of fruit and produce. The customer expects produce to be garden fresh. When checking produce prices, call to the produce man's attention, any item that does not meet this criteria.

2. Know how to handle produce at the checkstand.

3. Know characteristics of all fruit and produce items, time of year available, how sold, how used, where grown.

4. The produce department today is a miracle of modern merchandising, technology and transportation. The average person consumes 500 pounds of produce per year. It comes from around the world and is garden fresh when purchased. The homemaker today can serve her family most produce items year round.

5. The six most popular items in the produce department are:

   . Potatoes
   . Oranges
   . Apples
   . Tomatoes
   . Bananas
   . Lettuce

ERIC

FRUITS

1. APPLES

   a. Delicious
   b. Golden delicious
   c. Jonathon
   d. McIntosh
   e. Rome
   f. Winsap
   g. _____

2. APRICOTS

   a. Mordark
   b. Titlton
   c. _____

3. AVACADOS

   a. _____
   b. _____

4. BANANAS

5. BERRIES

   a. Strawberries
   b. Raspberries
   c. Loganberries
   d. Blueberries
   e. _____
   f. _____

6. CHERRIES

   a. _____
   b. _____
   c. _____

7. COCONUTS

8. CRANBERRIES

9. FIGS

   _____
   _____
   c. _____

10. GOOSEBERRIES

11. GRAPEFRUIT

    a. Indian River
    b. Ruby Red
    c. Coachella Valley
    d. Arizona
    e. _____
    f. _____

12. GRAPES

    a. Tokay
    b. Emperor
    c. Perlettes
    d. Ribier
    e. Pauscat
    f. Concord
    g. Malaga
    h. Lady Finger
    i. _____
    j. _____

13. KUMQUATS

14. LIMES

15. LEMONS

16. MANGOES

17. MINT

18. MELONS

    a. Cantaloupes
    b. Honeydew
    c. Crenshaw
    d. Casaba
    e. Persian
    f. Klondike Watermelon
    g. Rattlesnake Watermelon
    h. _____
    i. _____

FRUITS

19. NECTARINES

20. ORANGES

a. Navel
b. Valencia
c. Tangelo
d. Tangerine
e. _____
f. _____

21. PAPAYAS

22. PEACHES

a. Hales
b. Elberta
c. Red Haven
d. _____
e. _____
f. _____

23. PEARS

a. Bartlett
b. Comice
c. Anjou
d. _____

24. PERSIMMONS

25. PINEAPPLE

26. PRUNES

27. PLUMS

a. Green Gage
b. _____
c. _____

28. POMEGRANATES

30.

31.

32.

33.

34.

35.

ERIC

UGAR CANE

VEGETABLES

1. ARTICHOKE
   a. Globe
   b. Jerusalem

2. ASPARAGUS

3. BEANS
   a. Wax
   b. Green
   c. Lima
   d. Shelle
   e. _____
   f. _____

4. BEETS
   a. Greens
   b. Bunched
   c. Topped

5. BROCCOLI

6. BRUSSELL SPROUTS

7. CABBAGE
   a. Red
   b. New
   c. Old
   d. _____

8. CARROTS
   a. Topped
   b. Bunch
   c. Packaged
   d. Old
   e. New

9. CAULIFLOWER

10. CELERY ROOT

11. CELERY
    a. Green
    b. White
    c. Hearts

12. COLLARD

13. CORN
    a. _____
    b. _____
    c. _____

14. CUCUMBERS
    a. Slicing Long Green
    b. Picking

15. DILL

16. EGGPLANT

17. ENDIVE

18. ESCAROLE

19. GARLIC
    a. Fresh
    b. Dry

20. HORSERADISH

21. KALE

22. KOHLRABI

ERIC

VEGETABLES

23. LEEKS

24. LETTUCE

    a. Iceberg Head
    b. Red Leaf
    c. Green Leaf
    d. Bib
    e. _____
    f. _____

25. MUSTARD GREENS

26. MUSHROOMS

27. OKRA

28, ONIONS

    a. Yellow dry
    b. White dry
    c. Bermuda dry
    d. Red
    e. _____

29. GREEN ONIONS

30. PARSNIPS

31. PEAS

32. PEPPERS

    a. Bell Green
    b. Bell Red
    c. Hot Peppers
    d.

33. POTATOES

    a. Old Netted Gems
    Old North Dakota Reds
    Old Kenebeck

33. d. Old _____
    e. New White Shafters
    f. New North Dakota Reds
    g. New _____

34. PUMPKIN

35. RADISHES

36. RHUBARB

37. RUTABAGAS

38. SPINACH

39. SQUASH

    a. Acorn or Danish
    b. Butternut
    c. Yellow Crook Neck
    d. Zucchini
    e. Hubbard
    f. Banana
    g. Marblehead
    h. _____
    i. _____

40. SWEET POTATOES

41. YAMS

42. SWISS CHARD

43. TOMATOES

    a. Pole
    b. Beefsteak
    c. Bush
    d. Cherry
    e. _____

44. TURNIP ROOT

ERIC

VEGETABLES

45. TURNIP GREENS

46. WATERCRESS

47.

48.

49.

50.

51.

52.

53.

ERIC

Handout #38

FRUIT

ITEM	WHERE GROWN	HOW SOLD	HOW HANDLED	TIME OF YEAR AVAILABLE	CHARACTERISTICS

Handout #39

VEGETABLES

ITEM	WHERE GROWN	HOW SOLD	HOW HANDLED	TIME OF YEAR AVAILABLE	CHARACTERISTICS

PROFIT AND THE SUPERMARKET

GROSS PROFIT: The difference between what a product costs and what it will sell for.

GROSS PROFIT BY PERCENTAGE FOR DEPARTMENTS AND SOME PRODUCT CATEGORIES:

By Departments

Grocery Department -- 15 - 20%
Produce Department -- 30 - 35%
Meat Department -- 17 - 22%
Bakery Department -- 30 - 35%
Non-Foods Department -- 30 - 35%

By Product Categories

Product Category -- Average Margin
Copy from: Lesson #4, Page 4.10 NCR-SMI

There are three rules that determine gross profit.

Rule 1. Competition
Rule 2. Rate of Turnover
Rule 3. Degree of Risk

Competition prevents a store from charging more than the established price in a given shopping area regardless of what the item costs.

Usually, the faster the rate of turnover, the lower the % of gross profit. Example: cigarettes.

Degree of risk: Example: Produce, highly perishable so large quantities can be lost by spoilage.

Non-foods: Markdowns must be taken on items that don't sell.

NET PROFIT: Amount of money left over after all bills are paid out of gross profit.

. few categories that must be paid for out of gross profit;

Wages	Contribution to Union Trust Funds	Charitable Contrib.
Rent	Health and Welfare Plans	Unemployment Comp.
Utilities	Losses Due to Bad Checks, etc.	Interest
Advertising	Office	Payroll Taxes
Repairs	Insurance	Licenses
Supplies		Other Taxes
Depreciation		

Net profit for a supermarket varies from 1-1/2% to 3%.

NET PROFIT AFTER TAXES: This is the amount of money the owner has for himself after paying income taxes. This amount is still not take-home pay. He must save a portion of it to buy new equipment, fixtures and to keep his store up to date.

PROFIT -- The yardstick by which ability to manage is measured.

In addition to providing take home pay for the owners, profit provides the money to build new stores, create new and more jobs for more people.

A large corporation has many owners called stockholders. Profit is divided among them based on the amount of shares they own. Owners are not paid first they are paid last, out of the profit. Sometimes there is no profit, then the owners do not get paid at all. Example: Pan American World Airways lost $25 million in 1969 so the owners did not receive any take home pay.

ERIC

STORE LAYOUT

All stores have a customer traffic pattern. This means that the majority of customers travel a predictable pattern when shopping. In most supermarkets the traffic pattern is from left to right. Experienced woodsmen know that the average individual, when lost, will circle to the right.

SEE SKETCH BELOW

ERIC

STORE LAYOUT

Store owners do not agree on department location in relation to the store's traffic pattern. Following are some ideas for determining department location.

1. Perishables such as produce and dairy products should be last in the shopping pattern so the customer will put these products on top of her order to prevent them from being damaged.

2. Meat being the base of the meal should come first, then the customer will buy related items as she shops through the store.

3. Produce should be first as it is potentially one of the most profitable departments in the store.

4. Non-foods should be first as it is potentially one of the most profitable departments in the store.

5. Non-foods should be scattered throughout the store as they are impulse items and should be placed in relationship to food products with which used. Example: Coffee Pots, mugs, etc., in the coffee department. Egg beaters, mixing bowls, etc., in the flour and prepared baking mixes department.

6. Non foods should be last so the customer will take time to look around, arranged by product categories so the customer can readily find what she is looking for.

7. The grocery department is the major department in the supermarket. In grouping product categories by location in this department, the manager considers both profit and customer convenience.

8. End displays -- the manager will make every effort to use these displays to sell profitable items. They will be used for ad items that do not show a profit when necessary for customer convenience. Usually they will endeavor to display a related profit item with the ad item.

9. Seasonal items, new items, impulse items -- the manager will make every effort to use end displays, signs and popular shelf location to call these items to the customer's attention as a service to the customer and in an effort to increase the store's sales volume.

10. A good checker will constantly make herself aware of the location of these changing displays so she can direct the customer to them when asked or answer questions related to these displays.

Handout #42

PRICING AND STOCKING SHELVES
PROCEDURES THAT MUST BE FOLLOWED

1. Stock Rotation:

Products on shelf must be removed and new stock put on the shelf with older stock in front. This is especially important in departments such as the cereal and dairy departments. All product labels must face forward. Care must be taken especially with products in glass to stack them carefully so the customer will not knock them on the floor accidentally.

2. Pricing:

Be careful when cutting cartons not to damage the contents. This is especially true with soap cartons or cereals. Be sure your pricing is legible so you, the customer, and other checkers can read it.

When stocking, check the price of the item on the shelf with the price of the item you are stocking. If they are not the same, check with your supervisor. Be sure you do not have two different prices for the same item. Price changes are taking place constantly. Be sure you make these changes correctly.

3. Do not leave empty boxes or other debris where a customer may trip over them and injure herself. Accidents are not only costly but no manager wants to suffer the mental anguish caused by an accident to a customer. Do you want to be responsible for the suffering a customer must endure as the result of an accident.

4. Be sure shelf price tags correspond with price on product.

5. Keep the area where you are working neat and clean at all times. Wipe shelves, molding and other fixtures with a damp cloth. No one wants to shop in a dirty store.

ERIC

CHECK CASHING

1. Customers are often offended when a checker questions or refuses to cash a check. When new on the job, advise the customer that you are new and must have approval. Know your customers as rapidly as possible.

2. Most stores require that a checker enter the following information on the face of a check.

   A. Amount of check
   B. Amount of Purchase
   C. Checker's initials
   D. Checkstand Number

   This is accomplished as illustrated on the check below.

Date _____

Amount _____

Find a Blank Check to Enter Here

3. Most stores require that a checker enter the following information on the back of a check; if the customer is not known by the checker. A. Credit card number and name, eg; J. C. Penney, 818-051-077-1-4. B. Voters registration card. C. Drivers License is not valid but a car license number is.

4. Most stores limit the amount of change a checker may give a customer when accepting a personal check. Why _____

_____

_____

5. Most stores will not accept a second party check. Why _____

_____

Write a second party check.

6. Most stores will not allow checkers to cash payroll, government or bank checks.

Why _____

7. Most stores will not accept post-dated checks. Why _____

_____

Write a post-dated check.

8. Checks with restrictive endorsements are unacceptable. Why _____

_____

Write a check with a restrictive endorsement.

9. Most stores require that a customer not only sign a personal check properly, but also require that the customer enter under the signature, his telephone number and address. Why _____

_____

Write a check and follow these instructions.

10. A check written in pencil is unacceptable. Why _____

_____

11. Counter checks and checks without required micrencoding are unacceptable.

Why _____

Attach a Counter Check in space provided.

ERIC

12. Be sure to read each check carefully. An honest person does forget, or makes a mistake. Be sure figures and written amounts agree.

13. All stores require that each check be stamped with what is referred to as a bank stamp. Why _____

_____

Where _____

_____

14. Can you think of other things you should know about cashing checks. Why?

_____

_____

_____

_____

_____

15. Consult a Store Manager. What other instructions did he give you for cashing checks. _____

_____

_____

_____

_____

ERIC

POSTING THE LEDGER

1. All stores have some form used by the checker to correct errors, enter paid outs, etc. It is important that all ledger entries be made promptly, accurately, and legibly. Your till must balance at the end of the day. Your ledger sheet is the only way you have for accounting for transactions you made that would cause your till not to balance. In order to balance, the amount of money put in the register must equal the amount rung up as sales. It is also important that all sales be rung on the correct department key. If you fail to do so, it must be corrected on your ledger sheet, immediately. Why_____

2. Limit of responsibility:

   Most stores limit the amount of money a checker can pay out of her till without approval by the store manager. Why_____

   _____

   Usually this limit is $1.00; for the purposes of this course of instruction, your limit of responsibility will be $1.00. Compute sales tax at 4 1/2%.

3. Now that your instructor has completed his teaching of this unit of instruction, solve the following problems using the ledger sheet Handout #17.

Problem 1: Your opening change fund is $200. The store manager gave you $300 for cashing checks. The manager took from your till $278.53 in checks. What is your change balance? Give two answers. Find the correct answers under problem 11.

Problem 2. Your opening change fund is $200. The store manager made a cash pickup of $500. What is your change balance? How do you account for the manager's actions in picking up $500? Answer_____

_____

Problem 3: The salesman for the Seattle PI presents you with an invoice for $15 for 100 papers.

Problem 4: A customer returns two chickens. The price of the chickens is $4.29.

Problem 5: A customer brings you a box of empty pop bottles, price $2.75.

Problem 6: You registered a produce item, 79¢ on the grocery key.

Problem 7: You registered a meat item $1.79 on the grocery key.

Problem 8: You charged a customer 79¢ for a grocery item that was advertised at 59¢.

Problem 9: You charged a customer 39¢ for a produce item that was advertised at 29¢.

Problem 10: You charged a customer 39¢ for a grocery item that should have been 59¢.

Problem 11: Answer to problem 1.

The manager has two choices in this instance. By the addition of $300 to the change, you now have a change balance of $500 from which he can deduct $278.53 leaving a change balance of $221.47. He can credit your cash receipts turned in at the end of the day for $278.53. In this instance your change balance would be $500. In either instance, you should receive from the manager a signed receipt from the manager for the amount of money removed from your till.

Answer to problem 2.

Your change balance would still be $200. It is obvious that the $500 would have to come from cash receipts. There are several reasons why this $500 would be removed from your till. Following are three. Can you think of other reasons?

A. Your till would be so full that the drawer would not open easily and the money could fall out.

B. To reduce the money in your till in case of a robber.

C. He may need money for another checker who is running low due to the number of checks cashed.

It should be obvious that the student will make many mistakes the first few weeks on the job. She must know how to correct these mistakes using the ledger sheet provided by all stores. It should be obvious therefore that learning to post the ledger accurately and promptly is of utmost importance.

A. Under-rings - These are not posted in the ledger. Example: A grocery item selling for 59¢ is rung as 39¢. Ring the item again at 20¢ on the grocery key. This will show as two separate rings for one item on the receipt tape. Circle these two rings on the tape and point out the mistake to the customer. See tape below . . .

.53 P
.29 G
1.00 G
.39 G
.20 G
.19 P
.29 G

B. Over-rings - Using SWEDA Power Penney and other non-subtracting registers . . .

1. Re-ring correctly first.

2. The full amount of the item rung is entered on the ledger and identified by department. The amount of sales tax is also

entered as a tax refund. There are two ways this money can be refunded to the customer.

(a) It can be a cash refund
(b) It can be subtracted from the total of the order. See tape (x)

Tape X: A grocery item was rung at 59¢, it should be 39¢

```
   .49 G
   .33 G
   .79 P
  1.49 M
   .59 G  <-- error
   .39 G  <-- Corrected
  ------
ST 4.08
TX  .18
T  4.26
   .62
  ----
  3.64
```

59 error
3 tax
62

(c) For stores who pay mistakes in cash, collect the amount shown $4.26 then pay the customer 62¢ in cash.

C. The illustration below shows how to enter this mistake on the ledger.

(a) V - is for Void
(b) G - is for Grocery Department
(c) Tx - is for Tax

Item	OK	Price $	Price ¢
VG			59
V Tx			03

NOTE: When the bookkeeper picks up your ledger sheet to balance your register, he will subtract the 59¢ from your grocery rings and 3¢ from your tax rings so your till will balance at the end of the day.

D. Over-rings using registers with a void or refund key. These registers will subtract.

(a) Stop, and pushing the void or refund key, re-ring the amount of item rung incorrectly. This will automatically subtract the item from the customer's order.

(b) Re-ring the item correctly. See tape on next sheet.

Grocery item rung at 59¢ should be 39¢.

1.19 M
.79 G
.33 G
.59 G ← error
.59 G ← error corrected
.39 G ← item rung correctly
.49 G

E. How to enter this error on your ledger.

VG			59¢

NOTE: You do not refund tax as tax has not been added.

F. Department Errors - These do not affect the customer only the store management. Do not correct on the register, only in the ledger. Example: You rung produce 59¢ on the grocery key.

P - stands for produce

Item	OK	Price	
		$	¢
VG			59¢
P			59¢

NOTE: The bookkeeper can now subtract 59¢ from the grocery sales and add it to produce sales.

G. Cash paid-outs or refunds

1. Push the paid-out or refund key on those registers having these keys then ring the amount of the paid-out.

2. On SWEDA Power Penney or registers without paid-out or void or refund keys, do not touch the register. Enter in ledger only.

3. All cash paid-outs and refunds must be posted in the ledger regardless of whether or not they are rung on the register.

4. All paid-outs are entered in the ledger as illustrated below . . .

   (a) Paid-out for newspapers $2.95

PO Newspapers		2	95

   (b) Refund for a bad chicken returned. Amount of chicken $2.49

Rf. Chicken		2	49
V Tx			12

NOTE: You must also refund tax as shown. The amount paid to the customer will be $2.49 plus 12¢ tax. Total $2.61.

The bookkeeper will subtract $2.49 from meat sales and 12¢ from tax sales.

FRONT-END RESPONSIBILITIES AND WORKING PROCEDURES

1. Your checkstand area must be kept neat and clean at all times.

2. Have a damp sponge handy to wipe up water from produce or blood from meat.

3. Return all merchandise that should not be in the checkstand area to shelf stock as often as time permits.

4. Be sure all bag bins are kept full with proper sized bags.

5. Scale must be clean and balanced at zero when starting to work.

6. Register must have proper date, receipt and detail paper. Have an extra supply in your checkstand.

7. Return empty bottles to proper area as often as time permits or have box boy remove them if you are unable to leave your checkstand.

8. Have ledger forms, produce price list, ad price list, multiple price and tax chart conveniently located and up-to-date.

9. If you are responsible for stocking checkstand displays be sure they are properly filled.

10. Did you check your personal appearance before entering your checkstand.

11. Whatever your personal problems, did you leave them behind when you entered your checkstand. Your attitude can make or break you.

HOW TO WORK EFFICIENTLY IN A SPLIT "L" CHECKSTAND

1. Fatigue causes errors, poor attitudes, takes the fun out of your job. Do your work the easy way. Make as few moves as possible with your arms, legs, back and neck.

2. Referring to the drawing of a split "L" Checkstand:

   A. Stand in front of the grocery cart

   B. Keep your eyes on your left hand and the merchandise it is handling. This can be accomplished by learning well the ACURA-TOUCH method of register manipulation.

   C. Group check by departments as often as possible. Do not ring a single produce item if several produce items are within easy reach. This will minimize department errors, and you will have fewer entries to make on your ledger sheet.

   D. You should be facing in the direction of the customer and grocery cart not facing the register.

E. Place the items you are checking on the checkstand as close to you as possible. Do not try to reach all over the checkstand. Push the items one at a time so they will slide to the box boy or accumulate a group then slide them all at once.

F. Do not remove your hand from the cash register keyboard more often than absolutely necessary. Smaller items can be checked using only the left hand.

G. When removing items from the lower shelf of a grocery cart, use two hands and pick up several items at a time if possible. Save your back those extra trips.

H. Checking can be accurate, fast, fun and exciting if you use your head instead of your back.

I. Stop and think of how many moves you are presently making that could be eliminated, it will surprise you how much unnecessary work you are doing.

SPLIT "L" CHECKSTAND

The checkers focus of attention should be on the merchandise being handled by the left hand, or on the customer. It should not be necessary to look at the register for every item you ring. Be a professional. Learn ACURA-TOUCH.

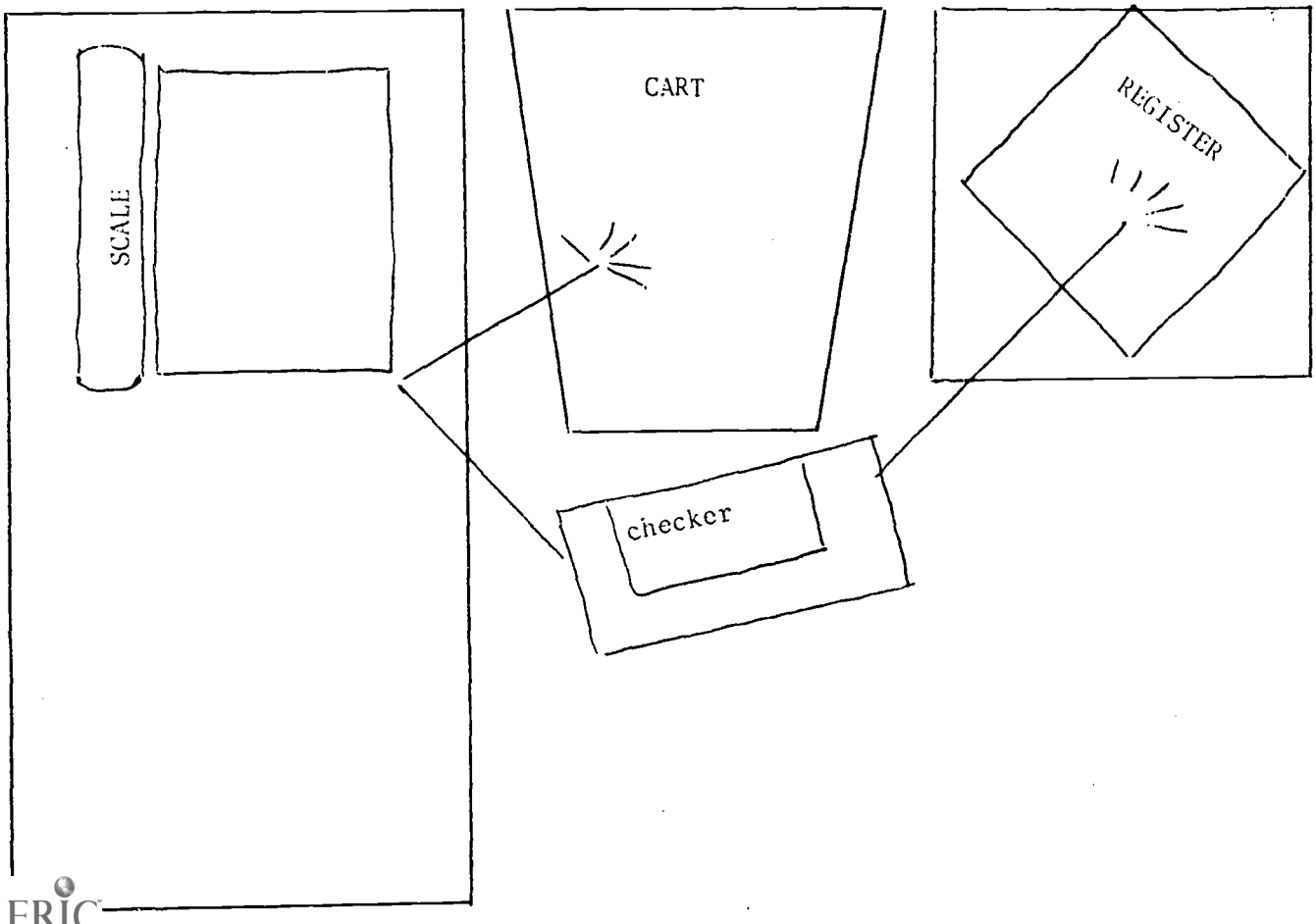

STORE SECURITY

I. Shoplifting:

1. The average customer is interested in the products she is buying. Her focus of attention is on the item. A potential shoplifter on the other hand, selects the item he plans to steal then looks around the store to see if he is being watched. The police refer to this as a shoplifters M.O.

2. When working in the aisles offer assistance to the customer. Just because a store is self-service does not mean that customers should be ignored. This will increase sales and minimize shoplifting.

3. Shoplifters do not steal large inexpensive items. Some popular items preferred by shoplifters are women's hose, cosmetics, vitamins, records, steaks, lunchmeats, cigarettes, small tins of high priced items, such as crab meat.

4. Shoplifters conceal items in coats, purses, newspapers, magazines, between the legs.

5. If someone appears to have stolen an item, be sure you know what was stolen and where it is hidden. Call the store manager.

II. Checks:

1. Be sure that you understand and follow store policy. It is designed to minimize losses due to bad checks.

2. Checks to watch out for -- Out of Town, Government, Payroll.

3. If in doubt, call the store manager. Have the box boy get the car license number.

III. Money Manipulators - Short change artists:

1. You can't win. Don't try.

2. These individuals short change you by getting you confused. They generally start passing money back and forth asking for change or different denominations of bills. Call the store manager to handle any change transactions.

3. The drop artist drops a bill from his change on the floor and claims that you short changed him. Always call the store manager if a customer claims you short changed him.

IV. Till-Tappers:

These individuals work in various ways but the following are the most common.

1. They will push some change on the floor and while you are picking it up they help themselves from the cash drawer.

IV. 2. They will send you to the back of the store to get an item and help themselves while you are gone.

3. Marked bill artists work in teams of two. The first customer will give you a $20 bill with some identifying mark. The second member of the team will give you a $5 or $10 bill. He will then claim he gave you $20 and can prove it by remembering the identifying mark, usually a phone number, on the bill.

4. Rule: Do not leave your cash drawer open when your back is turned. Do not leave your checkstand unless register is locked. Call manager when customer claims you short changed her.

V. Robbers:

1. Better to be a live coward than a dead hero. Do what you are told.

2. Get a description. Better to notice one or two features than to try to remember everything. Look for some characteristic peculiar to the individual. Scar, limp, color of skin, color of eyes, mannerism, voice. Write it down as soon as possible. Don't trust your memory.

ERIC

BAGMANSHIP

"Do unto others as you wish they would do unto you" could never be more true than when bagging groceries. Common sense and consideration for others will keep you out of trouble.

TRICKS OF THE TRADE

1. Open a bag by inserting your hand and pushing out all four corners. Do not snap the bag open.

2. Use correct sized bags. Ask the customer if she prefers one large bag or two smaller ones. If her purchases are all heavy items, one bag might be too heavy to carry.

3. Divide the load. Do not put light weight items in one bag and heavy items in the other bag.

4. Build a base. Use cans around the outside and heavy or large bottles in the center. Never put bottles on the outside. Separate glass jars with small packages such as jello.

5. After you have built the base, build the walls. Use packages such as cereals for this purpose. Put glassware in center or small items.

6. Put eggs, tomatoes and other perishables on top.

7. Leakers such as meat and wet produce items put in separate bags or wrap before bagging with other grocery items.

8. If your store has an in-store bakery, suggest to the customer that she carry items in bags or boxes. A box could contain a cream pie. A bag could contain a decorated pastry. Keep all boxed items in their flat position.

9. It is a checker's responsibility to see to it that the box boy bags her customer's order correctly.

10. Bags cost money. Do not fill a large bag only half full. Do not overload a bag either.

11. Be sure to check the bottom of the cart so that you do not omit any item.

12. Large packages, such as gallons of purex, or bags of dog food, need not be bagged.

13. Do not put dairy products next to soap.

14. If you tear a bag, remove all items and bag over in a new bag.

15. Use two hands. You can bag faster and just as accurately. Time costs money. Usually the customer is in a hurry to get home and the one waiting in line will appreciate your thinking of her too.

ERIC

16. If you have a Queue, do not visit unnecessarily. You must consider the customer who is waiting as well as the one you are waiting on.

17. If you work in a store with an automatic checkstand, do not mix orders. If in doubt ask the customer where her order ends. It is easier to prevent a mistake than to correct one.

18. Put frozen foods in separate bags.

19. Tighten caps on all bottles, especially bleach and ammonia. Never put these items in a bag with other groceries.

20. Learn and remember customer names.

21. Thank a customer for waiting.

22. If you have given special attention to some item, call this to the customer's attention.

23. Treat your customer like you would a guest in your home. If you don't you won't have a home.

ERIC

TRICKS OF THE TRADE

The Difference Between A Pro and An Amateur

1. Group check by departments as often as possible.

2. Do not look at the cash register keyboard every time you ring an item.

3. Call a box boy if you are going to need him, before you start to check an order, not after you have finished.

4. If unsure of a price, call the manager not another checker and continue checking.

5. Do not let customers Queue up at your checkstand, call another checker.

6. Have enough supplies to last out your shift.

7. Stop completely when interrupted.

8. Slow down when the situation calls for extra care.

9. Correct errors immediately. Explain the error to the customer's satisfaction.

10. Do not ring multiple price items separately. Hold the items to be sure customer has purchased the multiple unit. If in doubt, ask the customer.

11. Turn all items price side up. Look alikes could be different. Del Monte canned peas could look alike but contain different sieve count and consequently have different prices.

12. Think and act like you owned the store.

13. Treat the customer the way you would like to be treated.

14. Be prompt, be accurate, be fast.

15. Do those things that need doing without waiting to be told.

16. Ask questions. If you know why, work will be more fun and you will be more helpful to your customers, your fellow workers, and your manager.

17. Watchout for these words, they can ruin your career. Self pity, complaining, boasting, conceited, gossiping, rude.

18. It is easier to do the job right than explain why you did it wrong.

19. Admit your mistakes promptly and seek advice.

20. Be enthusiastic.

ERIC

MULTIPLES

Step 1: Reduce the multiples to the lowest multiple if this is possible.

Examples: 8 for 50¢ reduced to its lowest multiple would be 2 for 13¢. Six for 77¢ reduced to its lowest multiple would be 3 for 39¢. NOTE: You can only reduce those multiples where the units of the multiple are divisible without a fraction for an answer.

Examples: 3-5-7-11 cannot be reduced. 3-6-8-9-10-12 can be reduced. 7 for $1 cannot be reduced but 9 for $1 can be reduced to 3 for 34¢.

Step 2: To determine the lowest price per unit for each unit of a multiple-priced item, divide the number of units into the price. The numerator of the fraction will tell you the number of units to be sold at the next highest price rounded off.

Examples: 5 for 77¢ -- $5\overline{)77}$ = 15 2/5

The numerator 2 tells you that the first two units sell for the next highest rounded off price which is 16¢. The rest of the units sell for 15¢. Therefore, one unit would be 16¢ - 2 for 32¢ - 3 for 47¢ - 4 for 62¢ and 5 for 77¢.

Rule 1: If a customer purchases more than the multiple price, add to the price the price for the extra units purchased. Examples: If a customer purchased six units of an item that sells for 5 for 77¢, you add 16¢ to 77¢. If 7 units are purchased, you add 32¢ to 77¢. If 8 units are purchased, you add 47¢ to 77¢.

Policies: In the State of Washington, most stores use one of the two following policies:

Policy A - The customer is to be charged the closest price to the multiple for any units purchased. Example: 3 for 25¢, 1 for 9¢, 2 for 17¢, 3 for 25¢.

Policy B - The customer is to be charged the rounded off price for all units less than the multiple price. Example: 3 for 25¢, one unit 9¢, 2 units 18¢, 3 units 25¢.

Instructions for using Carl Jackson Multiple Exercises:

You will notice that these exercises have lines for three policies, A - B - C. Draw a line through C and do A and B only as explained in this Handout.

Example:

3 for 25¢	1	2	3
A	9	17	25
B	9	18	25
C	X	X	X

PROGRAM OBJECTIVE

TO DEVELOP THE STUDENT TO A LEVEL OF COMPETENCY EQUAL TO OR IN EXCESS OF, THE AVERAGE ABILITY OF AN EMPLOYEE HIRED "OFF THE STREET" WITH SIX MONTHS WORK EXPERIENCE.

Specific Objective to reach the above goal:

Upon completion of 180 hours of instruction, plus six weeks on-the-job work experience orientation, the student

WILL BE ABLE TO:

HANDLE MONEY:

. Handle money and make change accurately so that neither customer nor store suffer financial loss.

CASH CHECKS, HANDLE FOOD STAMPS AND MANUFACTURER'S COUPONS:

. Cash checks in a manner that will not cause financial loss to the store.

POST THE LEDGER:

. Post a ledger so that all transactions that occur in the checkstand are accurately recorded.

UNDERSTAND POLICIES:

. Understand that store policies do exist. Know what they are. Know the importance of learning and knowing how to use these policies as established by the store in the daily work of a checker.

UNDERSTAND SECURITY:

. To minimize losses caused by those actions generally classified under store security.

KNOW FRONT-END PROCEDURES:

. Use front-end procedures that will give the customer fast, accurate service, and create an environment conducive to building customer good will.

PRICE AND STOCK:

. Price and stock accurately and rapidly.

DO MULTIPLES:

. Determine accurately the unit price for items sold by multiple pricing.

MEMORIZE:

. Know how to investigate and remember produce prices, ad prices, multiple prices, prices for unmarked items.

BAG GROCERIES:

. To bag groceries in a manner that will offer the customer the finest service, and minimize customer dissatisfaction. Handle products in a manner that will minimize shrinkage loss due to incorrect bagging.

INTER-PERSONAL RELATIONS:

. Understand and use human relations in such a manner that it will encourage customers to patronize the store. Contribute to improvement of inter-personal relationships among store personnel so that work experience will be more enjoyable for both student and other employees. Will possess those attitudes sometimes referred to as "The Industrial Virtues."

MAINTAIN PERSONAL APPEARANCE:

. Understand the importance of personal appearance and maintain such appearance as required by store policy.

USE ACURA-TOUCH METHOD:

. Manipulate the keys of the register in a manner so that the focus of attention is on the customer or the merchandise to give accurate, prompt service and minimize loss to both store and customer. THE ACURA-TOUCH METHOD OF REGISTER MANIPULATION.

OPERATE A REGISTER:

. Maintain and operate the cash register in a manner that will minimize loss due to repairs and service charges.

OPERATE A SCALE:

. Maintain and read a scale accurately and promptly.

IDENTIFY PRODUCE:

. Identify products sold in the produce department. Source of origin, characteristics, how sold, times of year available and how used.

KNOW DAIRY DEPARTMENT:

. Answer customer questions intelligently concerning products sold in the dairy department, how sold, used, and handled at the checkstand.

IDENTIFY MEATS:

. Identify the products sold in the meat department. Cuts of meat, grades and characteristics of meat, care and use of products sold in the meat department.

KNOW BAKERY DEPARTMENT:

. Understand care and use of bakery products. Will have a knowledge of ingredients used, why they are used, and how they benefit the customer.

HAVE KNOWLEDGE OF NON-FOODS DEPARTMENT:

. Will know the importance of the non-foods department to the customer and the store. Identify products sold in the non-foods department, their uses and care in stocking and handling.

RECOGNIZE GROCERY ITEMS:

. Recognize can and package sizes. Different grades and qualities. How to serve a customer in a self service grocery department. The reasons for product location, space, and display. Why some products are stocked and others are not.

UNDERSTAND SUPERMARKET ECONOMICS:

. Understand the economic facts of life of the supermarket so as to make a better contribution to the financial successes of the store and to communicate accurately the role of the food industry when communicating with others.

In addition to the classroom instruction, the graduating student must have six weeks work experience to adapt to store policies and procedures.

ERIC

Instructions for Teaching ACURA-TOUCH

1. The name of the game is accuracy. Continually stress the importance of going slowly, learning the keyboard. If the total is incorrect they are going too fast.

2. As the student progresses through the lessons and drill exercises, he will learn the relationship of a number registered to the number to be registered. When this occurs, the student will no longer use the sandpapered home keys. These will be used by the student to locate home position only when he removes his hand from the register.

3. The thumb and index finger are to be used for numbered keys. There are two exceptions. The first exception will be found in Lesson #5. The second exception is on a register with a curved keyboard where the keyboard is too long to ring 19 using thumb and index finger. In this case, the student may use the middle finger to register number 9.

4. The middle finger is to be used to push the department keys on those registers where the department keys are located at the upper right side of the keyboard.

5. On the SWEDA power penney, the department keys are to be pushed with the thumb. The student has a choice of using the thumb on either hand. If using the thumb on the right hand causes the student to remove his hand from the keyboard, he should use the thumb on his left hand.

6. Those keys on the ledger side of the register such as amount tendered, change, void, etc., are to be pushed as follows. If the key to be pushed is below the center of the keyboard, the key is to be pushed with the thumb. If above center, the key to be pushed with the middle finger.

7. The motor bar is to be pushed with the side of the hand or little finger whichever is convenient.

8. On change computation registers, the cash tendered or amount tendered key is raised higher than the other keys. This key is to be pushed with one side of the hand.

9. A shield is to be used to conceal the keys so the student learns that he can locate the keys accurately without using the eyes.

10. After a few hours the shield should be removed so the student will discipline himself not to look. Tell the student the shield will be returned to the register if he has not yet developed the ability to ring the register without looking.

11. The student is not to lift his thumb and finger from the keyboard while learning key location. They must slide the thumb and finger from one set of numbers to the next set. In other words, they must feel their way from number to number until confidence is developed.

12. Student is to push both keys at once when ringing numbers involving two keys. Example: When ringing 29¢, place the thumb on the 20, the index finger on 9 push both keys down simultaneously.

ACURA-TOUCH

Instructions for Home Key Locations

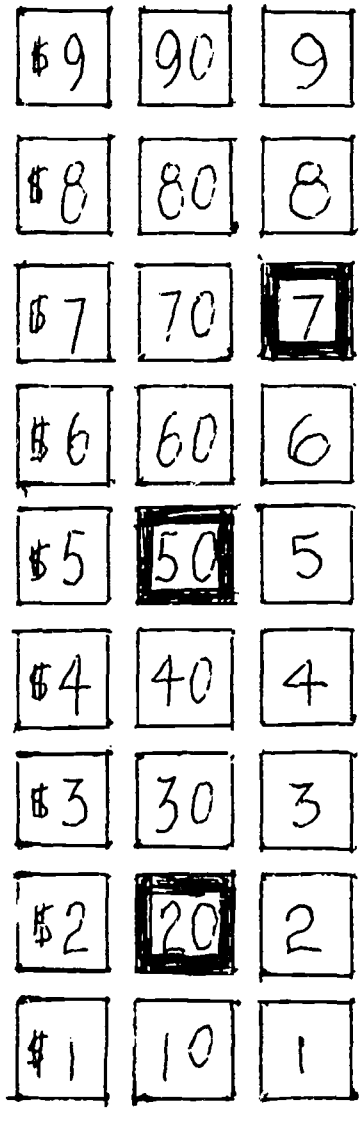

Materials: A. Scotch mounting squares
This is a two-sided adhesive

B. Course grit sandpaper.

Cut adhesive and sandpaper in squares (not round) to size needed to cover key. Cover the 20, 50, and 7 key as shown.

ACURA-TOUCH DRILL EXERCISES*

	I	II	III	IV	V
	27	27	26	17	18
	28	29	29	56	25
	29	28	15	59	39
	27	26	13	13	29
	26	25	23	34	57
	25	35	24	19	13
	27	37	35	59	36
	17	47	45	57	14
	16	49	49	12	56
	26	39	37	23	12
	27	37	59	29	47
	28	35	35	34	34
TALS	303	414	390	412	380

RHYTHM GUIDE: When the second digit of a price is higher than the first, use the index finger on the second digit.

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ACURA-TOUCH DRILL EXERCISES*

RHYTHM GUIDE: When the second digit of a price is lower than the first, use the thumb on the second digit and the index finger on the first.

	I	II	III	IV	V
	72	84	93	51	54
	71	85	63	31	64
	63	41	54	21	62
	95	74	64	53	73
	61	82	71	43	81
	81	53	53	86	86
	91	95	43	73	75
	95	71	41	81	76
	75	83	75	31	42
	52	52	76	32	52
	51	96	96	21	54
	41	41	86	31	43
TALS	848	857	815	554	762

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ACURA-TOUCH DRILL EXERCISES*

	I	II	III	IV	V
	27	15	75	24	17
	25	19	81	41	75
	23	29	17	49	76
	49	91	39	36	83
	45	31	27	7	18
	39	32	25	29	29
	93	49	23	25	13
	85	59	21	51	51
	61	19	41	59	23
	41	52	49	47	53
	49	31	45	41	32
	37	21	41	32	14
TALS	574	448	484	451	484

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ACURA-TOUCH EXERCISE DRILLS*

RHYTHM GUIDE: If the price contains only one digit, ring up $3 -- 30¢ -- 3¢ keys and below with the thumb. Ring up $4 -- 40¢ -- 4¢ and above with index finger.

I	II	III	IV	V
.03	3.00	.10	.20	.50
.30	.30	.30	.70	.08
.05	.03	1.00	4.00	.40
.30	.09	.70	1.00	.20
.10	.07	.40	.03	.03
.20	.70	.09	.07	3.00
.50	.60	2.00	.60	7.00
.80	.90	.30	.05	.09
.07	.30	.02	.09	.60
.02	.02	3.00	.70	.80
.09	.07	.60	6.00	.40
.07	.04	.10	.30	.20
TALS 2.53	6.12	8.61	13.74	13.30

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ACURA-TOUCH DRILL EXERCISES*

RULE ONE: Use thumb for 11 - 22 - 33 - 44

RULE TWO: Use index finger and middle finger for 55 - 66 - 77 - 88 - 99

67 - 68 - 69

78 - 79

88 - 89

98 - 99

You can go down one key with your middle finger. You can go up two keys with your middle finger.

11 - 22 - 33 - 22 - 44 - 11 - 33 - 22

66 - 67 - 68 - 55 - 56 - 57 - 78 - 79 - 77

88 - 89 - 88 - 87 - 77 - 76 - 78 - 79

55 - 56 - 57 - 11 - 33 - 44 - 22 - 11

66 - 77 - 55 - 66 - 67 - 68 - 77 - 78

79 - 88 - 89 - 99 - 11 - 33 - 22 - 68

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ACURA-TOUCH DRILL EXERCISES*

I	II	III	IV	V	VI
20	24	29	27	55	29
27	23	49	17	59	25
17	27	57	99	44	39
27	29	55	88	42	19
37	27	56	27	62	10
36	25	59	22	37	59
35	35	58	25	29	23
25	37	66	51	15	47
26	39	69	41	13	37
16	49	67	33	56	33
15	47	66	31	69	15
14	45	77	32	52	35
295	407	708	553	533	27
					398

Practice column six more than others -- 53% of all ring-ups are with these 13 numbers.

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ACURA-TOUCH DRILL EXERCISES *

	I	II	III	IV	V
	11	88	66	11	44
	22	55	69	33	89
	33	11	55	66	88
	66	22	44	78	87
	22	66	88	87	55
	99	67	89	97	22
	55	77	87	89	66
	44	79	22	99	11
	11	88	33	55	68
	33	87	11	44	66
	22	99	97	11	69
	11	98	79	22	87
TALS	429	837	740	692	752

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ACURA-TOUCH DRILL EXERCISES*

I	II	III	IV	V
10	1.23	.82	4.20	.31
27	.31	.95	.59	.27
29	.44	2.27	.51	.19
19	.49	.21	.56	.29
39	.44	.45	.54	.25
63	.41	.44	.77	.45
67	.14	.39	.95	.37
65	.19	.33	.96	2.22
56	.65	1.99	1.08	.50
59	.69	.41	.04	.56
29	.59	.45	.47	.43
21	.55	.42	.40	.21
4.84	6.13	9.13	11.07	6.05

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ACURA-TOUCH DRILL EXERCISES*

I	II	III	IV	V
20	08	26	44	82
02	02	60	42	68
04	04	66	46	28
08	20	68	69	64
06	24	20	64	42
02	26	28	62	66
20	28	80	82	28
22	40	88	86	62
40	44	66	84	48
60	46	44	66	22
80	48	22	88	200
20	40	24	86	222
284	330	592	792	932

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STUDENT TEXTS AND MATERIALS

*1. Your Attitude Is Showing

*2. A Study Guide to Efficient Market Checking

3. The Household Encyclopedia (paperback)

4. 18 Rules of Bagmanship (booklet)

5. 101 Meat Cuts

6. Beef - Pork - Lamb Handouts (8 1/2 X 11)

*7. One three-ring binder with 100 sheets ruled filler paper (for student manual)

*8. Quaker Oats Kit

NOTE: 14 units of programmed instruction. This is provided by the school on loan to the student. Be sure all 14 units are in the kit when returned by the student. Collect a $5 deposit for each kit.

9. Blue Goose Buying Guide

*These items must be used by the students. Item one, two and seven must be purchased by the students. Item i may be purchased by the student or made available from the school library. Other items should be available from the school library.

ERIC

THE STUDENT MANUAL

Purposes

1. Preparation of the manual by the student reinforces learning.
2. When completed the manual is a ready reference as an aid in solving on-the-job problems.
3. The manual enhances the student's employment opportunities when used by the student during the job application and interview process.

Organization

The manual should be organized in seven parts as follows:

Part A: Diploma and resume

Part I: Handout Materials

Part II: Tests

Part III: Answers and written comments on each unit of Quaker Oats Programmed Instruction

Part IV: Written comments on each chapter covered in the text, "Your Attitude Is Showing."

Part V: Written assignments related to each of the 22 competencies.

Part VI: Student notes.

ERIC

HISTORY OF WASHINGTON STATE VOCATIONAL CASHIER-CHECKER MOBILE UNIT (How It All Came About)

Now on the road serving school districts in remote areas of the state, the Washington State Cashier-Checker Mobile Unit had its origin in an interesting set of circumstances. It was conceived in a setting when employment statistics showed a shortage of well-trained cashier-checkers both nationally and statewide. This critical need prompted the National Supermarket Institute, the National Cash Register Company, and the Department of Distributive Education at Western Michigan University, to call a national meeting to consider ways and means of solving the need. The Director of Distributive Education, K. Otto Logan, was among those fortunate enough to be invited to attend. Upon his return, he reported to his staff on a new teacher-education program developed and tested by the Supermarket Institute and National Cash Register Company in cooperation with Western Michigan University.

The grocers of Eastern Washington were quick to respond in favor of the program and asked their Supervisor of Distributive Education at Spokane Community College, Leigh Hales, to attend at their expense, a two-week teacher-training program at Western Michigan University to learn more about how to teach this new course. Later, through the efforts of the National Cash Register Company, the Associated Grocers of Seattle also responded by sending Mr. Walter A. Riggs, DE Coordinator at Bellingham Technical Institute, to a meeting of grocers at Western Michigan to evaluate the adequacy of the training program.

With this set of circumstances as a background, the focus of how the cashier-checker mobile unit came about can be directed to the State of Washington. Two overall questions were: What had the State of Washington offered in the past, and what could be offered in the future? It was apparent that in spite of the fact that five cashier-checker training programs were in operation in the state, the demand was far from being satisfied -- especially the needs in outlying areas in the state. In consideration of this, the state office staff focused its attention to the areas of greatest need and at a brainstroming session of the state office staff, (LeRoy McCartney, Jim Blue, Vocational Education Director Ernie Kramer, and others) the idea of the mobile unit came out as one possibility for expansion. However, the purchase of a made-to-order unit for a mobile classroom proved financially prohibitive.

Rather than drop the idea, however, the situation was described to Wally Riggs who pursued the idea further and discussed it with his vocational director, Mr. Ray Smith at the Bellingham Technical Institute. Mr. Smith came up with the idea that the school, through its regular instructional offerings, could convert a trailer unit if one were available, into a classroom. The State would have to work out the blueprints, plans and cover the costs of materials.

Because of this interest, it was decided that the matter be presented to the Executive Director of the Washington State Food Dealer's Association, F. N. McCowan, for his reactions. The complete idea fell into a receptive atmosphere and after Mr. McCowan had had time to discuss it with the directors of the food dealers group, they put out a notice for a trailer unit. The response was quite immediate since Safeway, Inc. gave us the opportunity to select a used trailer with their equipments and at the same time Darigold donated a tractor -- one which would be suitable for transporting the trailer from place to place.

With these developments the matter was presented to the Coordinating Council for Occupational Education and approved by them as a worthy project with $15,000 budgeted to cover costs of materials and equipment. The Bellingham Vocational Institute then began the work of overhauling the trailer and together with the state office, plans were for making the 8' X 35' trailer a classroom on wheels.

Without any previous blueprints to guide us, space was measured off for three split "L" checkstands, a table and chairs to serve a group of 12 students at one time, storage facilities, wiring, paneling, flooring, heat and air conditioning. With this pioneering blueprint, the work on meeting the specifications was the job of the Bellingham Technical Institute.

Before the year was up, the unit was ready for its initial pilot program on Haggen's Supermarket lot in Bellingham. A local advisory committee, consisting largely of grocers, but supported by labor, backed the initial project 100% and in two weeks of training the first class of 12 graduates completed the program July 4, 1969. The unit was now ready for launching statewide.

This action was not taken until a state advisory committee, representing management and labor, had been organized. The first meeting of the committee was held in the mobile unit at Bellingham, at which time the members witnessed the students in training.

The first request for the use of the unit came from Skagit Valley College to be used in connection with upgrading presently-employed grocery personnel in cashier-checker training. Harry Tobin, Mid-Management Coordinator, made the plans in the local area on the basis of the advice from his local advisory committee and organized the program into four twenty-hour shifts for purposes of upgrading. As a result of Mr. Tobin's participation, the ACURA-TOUCH system of cash register operation was initiated -- an innovative system which makes for increased checker accuracy.

The second request for the unit came from Spokane Community College in terms of serving a need in the outlying areas of the community college district at Pullman. To publicize and make known the availability of the school, the unit was purposely placed in the center of the campus at the Washington Vocational Association Conference in August, 1969, at Eastern Washington State College, where directors and supervisors of vocational education were briefed on the availability of the unit. Through the efforts of our teacher-educator William D. Syhlman, the first college credit course was offered on how to teach the ninety-hour cashier-checker course. The next month the unit was placed on display at the Food Dealer's Convention in Seattle. As a result, publicity has appeared in the Food Dealer's Magazine, the Vocational Education News for the State of Washington, the Labor Advocate, and numerous newspapers through the efforts of Alex Crewdson, Public Information Specialist.

Needless to say, there were many problems in connection with the pioneering of this new unit, all taking place during the period of time from the first pilot project at Bellingham to the third at Pullman. Problems arose such as: How the truck was to be packed for travel, electrical connections for hookup on supermarket lots, problems involving recruitment and publicity. These problems which in themselves are interesting experiences, were incidental to making the unit a functioning and moving school on wheels doing its part to serve a need, particularly in the outlying areas of the state. The whole history of the mobile unit is a story which started because of a need in industry on a nationwide basis, followed up with action in

the State of Washington, encouraged by the combined interests of management, labor, local school districts, and the support of the Coordinating Council for Occupational Education. This is Chapter I on how it all came about. Progress a year from now might be the subject of a second chapter.

ERIC

TRAINEES RATING PROFILE

COLUMN I: Instructor's rating at the end of the 90 or 180 hour instructional period.

COLUMN II: Employer's rating at the end of four to six weeks' employment.

COLUMN III: Rating at termination of employment.

- Fifty represents the maximum competency attainable in each area at the end of the 90-hour instructional period.
- One hundred represents the maximum competency attainable by the graduate at the end of the four to six weeks' trainee's internship in employment.
- Attainment of a score of 100 in all areas in Column II indicates that the graduate is able to perform at a level of competency equal to that of the average checker with six months' experience.
- Attainment of a score of 200 in all areas in Column III indicates that the graduate is able to perform at a level of competency equal to that of a professional journeyman checker.

RATING FORM

AREA OF COMPETENCY	1	2	3	AREA OF COMPETENCY	1	2	3
Maximum Rating Attainable	50	100	200	Maximum Rating Attainable	50	100	200
MONEY HANDLING				PERSONAL APPEARANCE			
CHECKS				ACURA-TOUCH			
POSTING THE LEDGER				REGISTER OPERATION			
POLICIES				SCALE OPERATION			
STORE SECURITY				PRODUCE			
FRONT-END PROCEDURES				DAIRY			
PRICING AND STOCKING				MEAT			
MULTIPLES				BAKERY			
MEMORY				NON-FOODS			
BAGMANSHIP				GROCERY			
INTER-PERSONAL RELATIONS				SUPERMARKET ECONOMICS			

NOTE: This rating profile should be handed to the employer upon entering the trial period of employment and returned to the trainee with the employer rating at the end of the four to six weeks on-the-job experience.

NAME AND ADDRESS OF STORE: _____

_____

SIGNATURE: _____ TITLE _____

Tear off this portion

FOLLOW-UP REPORT
(To Be Completed By The Employer)

In order to maintain the highest standard of educational excellence, we would appreciate your filling out this follow-up evaluation after this student has been employed by you for two months. Mail to the Washington State Checker Schools, COORDINATING COUNCIL FOR OCCUPATIONAL EDUCATION, Distributive Education, P. O. Box 248, Olympia, Washington 98501.

STUDENT'S NAME _____ DATE _____

NAME OF SCHOOL _____ INSTRUCTOR _____

COMMENTS:

EMPLOYER NAME AND ADDRESS: _____

_____

SIGNED: _____ TITLE _____

ACURA-TOUCH USING
SWEDA BRAILLE CAPS

VEN KEYS-Flat or Bar

DD KEYS-Dots

ENNY KEYS-Horizontal Pattern

OLLAR KEYS- " " Raised 1/4"

IME KEYS-Vertical Pattern

TART POSITION-20¢ & 7¢

EPT. KEYS-Some Tilted

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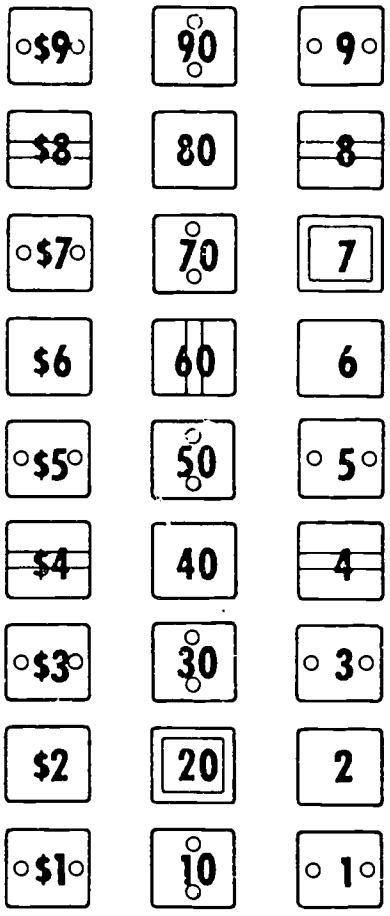

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STUDENT REACTION TO INSTRUCTION
Mobile Checker School

COURSE_____Date_____

This form gives you a chance to express your reaction to the instruction you are getting in this mobile school, and thereby to help your instructor improve his course. Please give it your careful attention. Check or write in the answers that most clearly express your best judgment. Leave a question unchecked if it does not apply to this course or if for some other reason you cannot make a sincere appraisal. Please do not sign your name.

REACTION TO COURSE ORGANIZATION

1. Is the course well organized?

   Well organized_____Satisfactorily organized_____Poorly organized_____

2. Are assignments clear and definite?

   Unusually clear and definite_____Clear and definite_____Sometimes vague and indefinite_____Usually vague and indefinite_____

3. Do you find special assignments or projects useful?

   Very useful_____Usually worthwhile_____Of doubtful value_____Mere busy work_____

4. How would you rate the textbooks you were asked to purchase?

   Very good_____Good_____Fair_____Poor_____

REACTION TO TEACHING METHODS

1. Are you encouraged to participate in class actively?

   Always encouraged_____Usually encouraged_____Instructor indifferent_____

   Participation discouraged_____

2. What do you think of the instructor's check on your work?

   Very good_____Good_____Fair_____Poor_____

3. Are the tests fair?

   Very fair_____Unfair_____Very unfair_____

4. What do you think of the instructor's grading system?

   Very fair_____Satisfactory_____ Unreliable_____Unfair_____

REACTION TO INSTRUCTOR'S GENERAL EFFECTIVENESS

1. How well does the instructor know his subject?

   Very well_____Fairly well_____Not well enough_____Very Poorly_____

2. Is the instructor well prepared for the class period?

   Always_____Usually_____Seldom_____

3. Does the Instructor stick to his subject?

   Almost always_____Usually_____Often wanders_____

4. Does the instructor speak clearly and distinctly?

   Almost always_____Usually_____Infrequently_____

5. How well does the instructor hold your interest in class?

   Very well_____Moderately_____Not too well_____Poorly_____

6. How well does the instructor succeed in stimulating you to work?

   Very well_____Moderately well_____Enough to "get by"_____

7. How effective is the instructor in helping individual students?

   Very effective_____Fairly effective_____Ineffective_____

8. From your knowledge and observation, how much cheating occurs in the course?

   None_____Very little_____Considerable_____Very much_____

9. On the whole, what do you think of the course?

   Very good_____Good_____Fair_____Poor_____Very poor_____

10. Considering everything, what do you think of the instructor's general effectiveness?

    Very good_____Good_____Fiar_____Poor_____ Very poor_____

INFORMAL REACTIONS

1. What do you particularly like about this course and/or the instructor?

2. What do you particularly dislike about this course and/or the instructor?

Handout #58

Date _____

ROLE PLAYING
EVALUATION

CUSTOMER _____ CHECKER _____ BOXER _____

ITEM	GRADE	COMMENTS
Bottle Refund		
Paid Out		
Returned Merchandise		
Overring		
Underring		
Department Errors		
Correct Change		
Correct Prices		
Correct Bagging		
Group Multiples		
Service		
Checks		

ERIC

He who is carried away by enthusiasm, may have to walk back.

To handle yourself, use your head;
To handle others, use your heart.

The foundation of good human relations is love, expressed by emphathy, friendliness, and good will. The proper conception of business is a transaction carried out in the spirit of friendliness.

Success or failure in business is related more to mental attitudes than mental capacities.

By now, if you have concluded that attitudes are as important as the skills and knowledge taught in this course, you are correct.

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APPENDIX B

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Competency Level

TEST INSTRUCTIONS

1. Give these tests during the one-half hour self-study periods.

2. Give the test as soon as the student has learned what they need to know to be at the level of competency required for a diploma.

3. It is the responsibility of the instructor to do everything possible to assist the student to achieve the required competency for a diploma. On the other hand, no student should receive a diploma who has not achieved the level of competency required.

4. If a student fails the test, give the student the test again at any time the student believes he has achieved the required level of competency.

5. A student who answers all questions correctly is to be given a score of 50. Deduct one point for each incorrect answer.

6. If the student is unable to answer all questions correctly, the student has not achieved the level of competency required for a diploma.

7. The tests are to be entered by the student in the student's manual as a part of the student's permanent record. Remember the importance of the student manual. It is the best key the student will have to open the door to employment opportunities.

8. When the student achieves the level of competency required for each body of knowledge, enter the score of "50" in your grade book or directly on the student's diploma.

INSTRUCTOR'S VISUAL OBSERVATION TEST OF STUDENT COMPETENCY

1. Enter a score of "50" for each competency on rating form if student's work is accurate.

2. These competencies are to be tested during role playing in the laboratory.

3. These visual observation tests are in addition to the written competency tests. A student must pass both tests with a score of "50".

4. The students must be rated twice. Rate them the first time by observing them in role playing with each other.

5. Second rating. The instructor is to take a cart of groceries and have each student check and bag the purchases with no errors or all errors related [illegible] the ledger sheet properly posted.

6. [illegible]r the grades for the written tests.

INSTRUCTOR'S VISUAL OBSERVATION TEST
OF STUDENT COMPETENCY
(Rating Form)

Name: _____ Date: _____

Score: _____

COMPETENCY	Written Test SCORE	Observation Test SCORE	
	A	1	2
1. Change making and money handling			
2. Inter-Personal Relations			
3. Checks			
4. Posting the Ledger			
5. Store Policies			
6. Supermarket Economics			
7. Store Security			
8. Bagmanship			
9. Produce			
10. Dairy			
11. Personal Appearance			
12. Meat			
13. Bakery			
14. Non-Foods			
15. Grocery			
16. Multiples			
17. Memory			
18. Front-end procedures			
19. Scale Operation			
20. Register Operation			
21. ACURA-TOUCH			
22. [illegible]cing and Stocking			

ERIC Full Text Provided by ERIC

Final Examination

ACURA-TOUCH

Name: _____ Errors: _____

Date: _____ Time: _____

Minimum competency required for diploma. Time: 4 minutes with no mistakes. A professional checker can do this test in 2 minutes, 25 seconds, with no mistakes. Where multiple price is shown, ring price for one can.

2 - 41 GR	3 - 41 GR	1.14 MT
13 GR	11 GR	3.32 MT
3 - 40 GR	2 - 45 GR	2.41 MT
30 GR	24 GR	4.23 MT
2 - 25 GR	3 - 32 GR	34 PR
41 GR	33 GR	14 PR
2 - 19 GR	64 GR	37 PR
12 GR	71 GR	39 PR
3 - 11 GR	29 GR	45 PR
34 GR	26 GR	49 GR
2 - 23 GR	2 - 49 GR	73 GR
21 GR	2 - 37 GR	52 GR
83 GR	2 - 27 GR	44 GR
94 GR	2 - 21 GR	32 GR
28 GR	3 - 37 GR	10 GR
25 GR	2 - 65 GR	43 GR
2 - 35 GR	2 - 59 GR	23 GR
3 - 25 GR	2 - 43 GR	22 GR
2 - 79 GR	2 - 39 GR	51 GR
31 GR	3 - 31 GR	82 GR
42 GR	2 - 47 GR	35 GR
3 - 38 GR	3 - 35 GR	27 GR
3 - 29 GR	2 - 31 GR	
14 GR	2 - 33 GR	$ 30.27

Final Examination

ACURA-TOUCH

Name: _____ Errors: _____

Date: _____ Time: _____

Minimum competency required for diploma, time 3 minutes, with no mistakes. A professional checker can do this test in 1 minute, 40 seconds with no mistakes.

24	59	61	51	39
23	35	44	65	15
22	52	11	57	25
32	31	22	43	17
31	38	24	33	21
25	28	41	81	04
20	28	27	35	37
38	35	13	53	48
24	20	09	56	91
25	51	19	23	99
17	31	43	26	98
34	35	23	27	19
15	41	54	39	13
69	19	41	15	30
34	23	14	26	16
15	27	62	27	29
				24
			Total	27.91

Final Examination

ACURA-TOUCH

Name: _____ Errors: _____

Date: _____ Time: _____

Minimum competency required for diploma, time: 3 minutes, with no mistakes. A professional checker can do this test in one and one-half minutes with no mistakes.

22 GR	69 MT	02 TX	44 MT	95
81 MT	09 PR	79 MT	49 PR	30
38 PR	05 GR	23 PR	69 MT	03
41 GR	04 PR	50 MT	13 GR	72
28 PR	28 GR	59 MT	09 PR	69
91 MT	73 MT	35 PR	05 PR	03
14 PR	48 PR	52 GR	43 GR	65
62 MT	61 MT	38 MT	02 TX	05
07 PR	19 GR	61 PR	54 MT	28
29 GR	32 GR	20 GR	35 GR	94
76 MT	01 TX	01 TX	01 TX	04
13 PR	89 MT	91 MT	09 GR	49
68 MT	02 GR	17 PR	63 PR	82
33 GR	07 PR	41 GR	16 GR	11
01 TX	55 GR	02 TX	01 TX	56
			Total	27.56

Final Examination

HUMAN RELATIONS
(Inter-Personal Relations)

Name: _____ Date: _____

Score: _____

1. You will be hired not so much for what you know but for your willingness to learn and your willingness to work. Do you agree with this statement? Explain your answer.

2. Failure to listen is the cause of a great many employee problems. How can you improve your listening ability?

3. Most employers encourage employees to ask questions. Why?

4. Is it human relations smart to openly admit your mistakes? Explain your answer.

5. Teasing and testing is common where people work together. Why does this occur? How would you react to these conditions?

6. The employee should not expect management to provide monetary rewards every day, week or month to keep his personal productivity at a high level. He should not expect to be consistently counseled into becoming a high producer. He should not expect to be pampered into doing better work. Do you agree with this statement? Explain your answer.

7. How do you interpret the phrase, "Shape up or ship out?"

8. Explain in your own words what you think is meant by, "Inter-Personal Relations."

9. Most business executives agree that human relations problems are the biggest single factor contributing to loss of customers, loss of sales and loss of profits. Would you agree that "Do unto others as you would have them do unto you" could minimize, if not eliminate, most human relations problems? Explain your answer.

10. A fellow employee has just told you that another checker was given a 50¢ an hour raise. You have been employed as long as this other checker. What course of action would you take?

11. A customer accuses the store of deliberately short-weighing meat. What would you tell this customer.

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12. What is meant by a positive attitude?

13. What will you do when hired as a checker, to improve the human relations environment of the supermarket where you will work.

DO NOT WRITE BELOW THIS LINE, FOR INSTRUCTORS USE ONLY

Attendance: Days Late_____ Days Missed_____

Cooperation:_____

Enthusiasm:_____

Employee Relations:(Role Playing)_____

Customer Relations:(Role Playing)_____

Personal Appearance:_____

ERIC

Test No. 3

Final Examination

STORE SECURITY

NAME:_____ Date:_____

Score:_____

1. Describe the behavior pattern of a potential shoplifter?

2. What should you do if you observe someone shoplifting?

3. How can you minimize shoplifting?

4. How can you prevent till tapping?

5. How can you prevent being short changed?

6. What should you do when a robbery occurs?

ERIC

Test No. 4

Final Examination

SCALE OPERATION

Name: _____ Date: _____

Score: _____

1. List the three things a checker must do to her scale before starting to check out customers.

2. When the reading line of a scale falls between two numbers, the checker must decide which price to charge for the item. There are two different policies and the checker must know the policy of her particular store. What are these two policies?

3. When the price per pound for an item is not listed on your scale, how do you determine what price to charge the customer? There are two easy ways to do this. Using 89¢ as the price per pound, show procedure one. Using 40¢ per pound, show procedure two.

4. Ocassionally a produce item may be priced as a multiple, i.e.: 10 lbs - 73¢. Describe how you would determine the selling price of the item if the multiple price is not on the price bar.

   Problem 1 - 10 lbs - 70¢ Problem 3 - 2 lbs - 39¢
   Problem 2 - 5 lbs - 63¢ Problem 4 - 3 lbs - 49¢

5. Instructor: Select six to ten items from the produce rack of participating super market. Have the student weigh each item, making entries on the form below.

ITEM	RETAIL SELLING PRICE	AMOUNT OF PURCHASE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

ERIC

Final Examination

REGISTER OPERATION

Name: _____ Date: _____

Score: _____

1. There are four things you must do before starting to check out customers on your register. What are they? (Do not include counting your change)

   1. 3.

   2. 4.

2. List in sequential order the three steps you must take to complete a sales transaction using a non-change computation cash register. (Do not include refunds, errors or paid-outs)

   1.

   2.

   3.

3. List in sequential order the five steps you must take to complete a sales transaction using a change computation cash register. (Do not include paid-outs, errors or refunds)

   1. 4.

   2. 5.

   3.

4. If the receipt paper becomes jammed in the register, what procedure would you use to correct this problem?

5. How do you determine when detail or receipt paper is needed?

6. How and when do you prevent operation of your cash register?

7. Why do cash registers have department keys?

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8. If you depress a wrong key, what must you do?

9. How can you prevent jamming a cash register?

10. Why do some stores have clerk keys labeled A,B,C,D,E?

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Final Examination

CHANGE MAKING AND MONEY HANDLING

Name: _____ DATE: _____

Score: _____

1. Whether a store manager requires it or not, it is a good idea to count the money in the cash drawer at the beginning and end of each shift. Why?

2. Where should money tendered be placed while making change? Why?

3. The procedure for removing change from register and giving it to the customer is done in two steps. What are they and why must this procedure be followed?

4. What side of a paper bill should be up and which direction should it face?

5. Enter in the cash drawer below where you would place the following:

   1¢ - 5¢ - 10¢ - 25 ¢ - 50¢ - $1 Bill - $5 Bill - $10 Bill - $20 Bill

6. Where would you place checks, coupons, and large bills? What care must be exercised when doing so?

7. (See Next Page)

8. (See Next Page)

Name: _____ Date: _____

Score: _____

7. Making Change - Regular Method

DIRECTIONS: Use as few coins and currency as possible when making change.

Denominations	01¢	05¢	10¢	25¢	50¢	One Dollar	Five Dollars	Result
EXAMPLE: 4.33 out of 10.	2	1	1		1		1	10.00
17¢ out of 50¢								50¢
2.73 out of 5.								5.00
1.29 out of 5.								5.00
81¢ out of 1.								1.00
39¢ out of 10.								10.00
21¢ out of 50¢								50¢
7.57 out of 10.								10.00
3.02 out of 5.								5.00
2.76 out of 10.								10.00
1.57 out of 5.								5.00
51¢ out of 75¢								75¢
2.01 out of 2.50								2.50
7.53 out of 10.								10.00
6.47 out of 20.								20.00
54¢ out of 1.04								1.04
76¢ out of 1.01								1.01

Name: _____ Date: _____

Score: _____

8. Making Change - When Using Change Computing Register

DIRECTIONS: Use as few coins and currency as possible. Enter number of each used.

Denominations	Five Dollars	One Dollar	50¢	25¢	10¢	05¢	01¢
EXAMPLE: Your Change $9.32	1	4		1		1	2
" " 0.24							
" " 2.73							
" " 3.29							
" " 0.83							
" " 0.44							
" " 2.21							
" " 6.37							
" " 3.07							
" " 2.76							
" " 1.58							
" " 0.62							
" " 8.65							
" " 7.49							
" " 4.27							
" " 5.91							
" " 6.19							

Test No. 7

Final Examination

PRICING AND STOCKING

Name: _____ Date: _____

Score: _____

1. What is meant by stock rotation? Why is rotation a must?

2. What determines number of facings given any product item?

3. Why must you check the shelf price and price of shelf stock with price of item you are stocking?

4. What would you do if the prices referred to in problem 3 did not match?

5. Why must you read the label on the item being stocked before putting it on the shelf?

6. How should you stock items in glass containers?

7. What care must be exercised when cutting cartons for pricing?

8. Most cartons contain two layers. Where do you cut this carton for pricing? Why?

9. Prices stamped on a product must be _____ and _____.

10. What is meant by the term "facing the shelves?" When do you do it?

11. Items should not be removed, priced and stocked one item at a time?

12. Is it possible to stock shelves using two hands? Explain the importance of your answer.

13. Usually one one or two designated individuals have authority to sign for merchandise delivered. Why?

14. When changing the price on a can, what do you do with the old price?

15. When changing the price on a carton, or cellophane package, what do you do with the old price?

16. How many ounces in the following can sizes? Flat_____: No. 1 Tall_____: No. 2_____: No. 303_____: No. 2 1/2_____.

17. Describe the difference between the following:

    Two sieve peas_____

    Three sieve peas_____

    Four sieve peas _____

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Test No. 8

Final Examination

PRODUCE

NAME: _____ Date: _____

Score: _____

1. List the produce items that require careful handling at the checkstand.

2. Give three reasons why an advertised item would run out before the day is over.

3. Leaf vegetables require special care to assure garden freshness. Two conditions must exist. What are they?

4. What causes the fluctuation of produce prices from day to day?

5. Most supermarkets require that a checker do what, concerning the produce department before they start checking?

6. Using Handout #22, list correctly, today's price for ten vegetable items and five fruit items, as listed on the chalk board by your instructor.

7. Using Handout #38, fill out correctly, the ten items listed on the blackboard by the instructor.

8. Using Handout #39, fill out correctly, the ten items listed on the blackboard by the instructor.

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Test No. 9

Final Examination

POSTING THE LEDGER

Name: _____ Date: _____

Score: _____

1. There are two reasons for the necessity of posting a ledger. What are they?

2. Why must your ledger be posted promptly?

3. Most stores require that the manager OK refunds or paid-outs in excess of $1. Why?

4. Why do most supermarkets hire "spotters" to check out groceries?

5. There are four kinds of ledger entries. What are they?

USING HANDOUT #17, SOLVE THE FOLLOWING PROBLEMS. SALES TAX 5%.

6. The manager has OK'd an invoice for cash payment amounting to $5.50.

7. A customer returns 79¢ worth of bottles.

8. The meat manager OK'd refund of $3.75 for a returned chicken.

9. A produce item of 39¢ was rung by mistake on the grocery key.

10. A 59¢ grocery item was registered on the grocery key at 79¢.

11. A meat item of $1.79 was registered on the grocery key.

12. A customer returned a defective can of hairspray that cost $1.79.

13. You charged a customer 79¢ for a produce item on sale at 49¢.

ERIC

Final Examination

CASHING CHECKS

Name: _____ Date: _____

Score _____

1. What does NSF stand for and what information is provided to the checker to minimize loss due to NSF?

2. Why must a checker be particularly careful when cashing government checks?

3. List four good identifications.

4. What is a post-dated check? Is it acceptable?

5. What is a second-party check? Is it acceptable?

6. Would you cash a check on an out-of-town bank? Explain your answer.

7. What is a "bank stamp." Why is it used? Where on the check is the stamp used?

8. Most stores require that the checker enter four items of information. Give an example of how this is done.

9. Why is it important to "read" a check?

10. There is one good rule for cashing checks. What is it?

11. List your reasons for not accepting the following check. The purchase was $5.95.

First National Bank, Bellingham

No. _____

78-4041
7335

Date Jan 21 1971

Pay to Beverly Monroe Amount 72.50

Seventy One and 50/100 Dollars

COUNTER CHECK Signed Walter A. Riggs

12. Enter on the check the required information assuming the check above was good and the purchase was $68.50 and you were checking in checkstand No. 5.

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Test No. 11

Final Examination
SUPERMARKET ECONOMICS

Name: _____ Date: _____

Score: _____

1. The cost of food in the U.S. is the lowest in the world and the lowest it has ever been in the U.S. according to the latest figures.

   A. What percent of spendable income is spent on food in the US?

   B. In Russia?

   C. In France?

   D. In England? (optional)

   E. How do you account for our food costing so little compared to Russia?

2. What is gross profit?

3. What is the percent of gross profit for the average supermarket?

4. What is net profit?

5. What is the percent of net profit for the average supermarket?

6. List five items paid for out of gross profit.

7. How are retail prices determined in the average supermarket?

8. What determines when an item stocked is discontinued by a supermarket?

9. Generally speaking, what determines the price of items advertised by the average supermarket?

10. There are some economic truths that are valid in any society. It requires effort to produce the food we eat or the things we use or wear. In other words, there is no such thing as something for nothing. The food we buy in a supermarket has what economists refer to as time, form, place, utility.

    A. What is time utility and why does it cost money? Give an example.

    B. What is form utility and why does it cost money? Give an example.

    C. What is place utility and why does it cost money? Give an example.

Test No. 12

Final Examination

STORE POLICIES

Name: _____ Date: _____

Score: _____

1. Why is it necessary for a store to have policies and why is it important for a checker to learn and follow these policies?

2. List fifteen items that are generally covered by a store policy?

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Test No. 13

Final Examination

GROCERY

Name_____ Date_____

Score_____

1. What is meant by the term "facing the shelves?"

2. When does a checker face the shelves?

3. What is meant by the term, "rotation of stock?"

4. When does a checker rotate stock?

5. What determines the number of facings given to an item?

6. Which shelves are shopped more than others?

7. What determines the discontinuance of an item?

8. What is a loss leader?

9. Why do stores use multiple prices?

10. What is the average gross profit of a grocery department?

11. Every square foot of floor space costs the owner money each month for rent. He must earn as much as possible from every square foot devoted to selling space. If a loss leader is displayed on the end of a gondola, what can he do with this display to earn money on this floor space?

12. When checking out ad items, it is important to recognize different sized packages. Why?

13. When checking out canned goods, a checker must turn all priced ends up. Why?

14. Why must a checker group multiple-priced items before checking the item?

15. What does a checker do when the stack of multiple items gets too large to hold any longer?

16. What should a checker tell a customer when checking out an ad item?

17. What should you watch for when sliding canned goods out of your way?

18. List six popular items in the grocery department that normally make the store little or no profit.

19. Damaged or broken items are a contributing factor to loss of profit. What can you do to prevent loss from damaged or broken grocery items.

20. Surveys show that cleanliness is among the top reasons why customers prefer one store to another. What can you do to keep the grocery department neat and clean?

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Test No. 14

Final Examination

NON-FOODS

NAME_____ Date_____

Score_____

1. Non-food departments became popular in supermarkets after World War II. What are the two most important reasons why supermarkets have added non-food departments?

2. Non-foods departments are in a sense a store within a store with several departments or product categories. List five product categories found in non-food departments.

3. One product category requires special handling when checking and bagging. What is it?

4. Shoplifting occurs frequently in the non-foods department. A checker must be alert to customer behavior to minimize shoplifting of non-food items. What product categories are most popular with shoplifters?

5. In independent supermarkets the merchandise is usually ordered and stocked by the wholesale house. What must a checker do to keep the shelves looking well stocked?

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Test No. 15

Final Examination

FRONT-END OPERATIONS

Name_____ Date_____

Score_____

1. Draw a rough sketch showing how a checker should work in a split "L" checkstand.

2. Why should a checker focus her attention on the merchandise or the customer rather than on the cash register?

3. According to the research of SWEDA Cash Register Company, how does ACURA-TOUCH benefit the customer?

4. How does ACURA-TOUCH benefit the checker and the employer?

5. According to Handout No. 3, there are eight rules a checker must follow to give accurate, courteous, prompt service. What are they?

6. The line of customers waiting to be checked out is called a queue. How many customers should there be in a queue before calling another checker?

7. In addition to checking out customers, the checker has other checkstand duties. List five.

8. Handout No. 48 lists 20 tricks of the trade of professional checkers. List ten of them.

9. Why is department registration so important?

10. What must you do when you make a department error?

11. What must you do when you make a price error?

12. List some of the things you would do before opening your checkstand for customer service.

ERIC

Test No. 16

Final Examination

BAKERY

Name _____ Date _____

Score _____

1. What are the advantages of an in-store bakery?

2. What are the disadvantages of an in-store bakery?

3. How should bakery products be bagged?

4. What are the advantages of imitation whipping cream over whipping cream when used in cream puffs and other puffed pastries?

5. What product is usually used as an imitation whipping cream?

6. What products are usually used as mold inhibitors in bread?

7. What are the customer advantages of mold inhibitors?

8. What is one major characteristic of bread products made without mold inhibitors?

9. Most bakeries use prepared mixes for donuts and danish pastries. What advantages does this offer to the customer?

10. What are the commonly used ingredients of cake frostings?

11. Many bakery products are frozen either as dough before baking or after baking and then stored. What is the customer advantage when bakeries use freezing in connection with production of bakery products?

12. When cost of ingredients and labor go up, the price of bakery products must be raised, or less expensive ingredients used if this is possible, or the size made smaller. How many in your class think the price should be raised?_____ How many in your class think the product should be made smaller?_____ How many in your class think less expensive ingredients should be used if this is possible?_____

13. What have you learned about the problems facing management from your answers to problem 12?

Test No. 17

Final Examination

MEMORY

Name_____ Date_____

Score_____

INSTRUCTOR'S NOTE: Select twenty items from the produce department and ten ad items from a current ad of a local supermarket. Enter in column one. Students must be instructed one day prior to this test the supermarket from which ad and produce prices will be selected.

ITEM	PRICE	ITEM	PRICE
1.		16.	
2.		17.	
3.		18.	
4.		19.	
5.		20.	
6.		21.	
7.		22.	
8.		23.	
9.		24.	
10.		25.	
11.		26.	
12.		27.	
13.		28.	
14.		29.	
15.		30.	

Final Examination

MULTIPLES

Name_____ Date_____

Score_____

1. What is the first step to take when determining the unit price for a multiple-priced item.

2. What is the second step to take when determining the unit price for a multiple-priced item.

3. Give the formula for determining the unit price of a multiple-priced item.

4. Describe the two policies generally used to determine the unit price of products sold by the multiple-price method.

5. Show how you would determine the single unit price of an item selling at six for 77¢. Show each step you used to determine your answer. Do all computations on your test paper.

6. How much would you charge for three units if the multiple-price is 5 for 77¢.

7. How much would you charge for three units if the multiple price is six for 77¢.

ERIC

Final Examination

MULTIPLES

Name _____ Date _____

Score _____

INSTRUCTOR'S NOTE: Enter in the first column the 20 most commonly used multiples in your area.

STUDENT'S INSTRUCTIONS: In the form below, enter how much you would charge for one can, two cans, three cans, four cans.

MULTIPLE PRICE	ONE CAN	TWO CANS	THREE CANS	FOUR CANS
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				

Test No. 19

Final Examination

MEAT

Name_____ Date_____

Score_____

1. Three guidelines are used by inspectors to determine the grade of beef. What are they?

2. List the three grades of beef commonly sold fresh to the consumer.

3. What determines flavor and juicyness of beef?

4. What determines the tenderness of beef?

5. How should most items sold in the meat department be bagged?

6. Customers should exercise particular care with poultry and fish. What instructions should you give a customer buying poultry and fish?

7. The red color of beef in a show case is not its natural color when cut. What is the word used by butchers to describe this change in color?

8. What causes beef to lose its bright red color?

9. Meat departments in a supermarket are under regular supervision by state inspectors. Generally speaking these inspectors look for three things. What are they?

10. Explain what is meant by tare?

11. Generally speaking the meat department is the least profitable of all departments in a supermarket. Why is this true?

12. List the seven product categories sold in most meat departments.

13. Give one or more reasons why a checker should know cuts of meat.

14. What would you say to the irate customer who is complaining about how fat the pork roast and bacon are that she has just purchased?

ERIC

Final Examination

DAIRY

Name_____ Date_____

Score_____

1. Stock rotation is important in all departments of a supermarket. But particularly this is true in the dairy department. Why?

2. Describe what care must be taken when bagging dairy products?

3. What determines the difference between grades of ice cream?

4. What is the difference between pastuerized and homogonized milk?

5. What is Grade "A" milk?

6. What two rules determine the separation of eggs so they are sold at different prices?

7. The conformation of an egg determines how it is sold by grade. Give the four most popular sizes of eggs.

8. The weight of an egg determines how it is sold by size. Give the four most popular sizes of eggs.

9. There are two kinds of buttermilk. One is becoming increasingly difficult to find in a supermarket. Describe these two kinds of buttermilk.

10. On next sheet.

Listed below are the most popular cheeses sold in a supermarket. Give the country of origin, animal source, texture and how used by filling the form in correctly.

TYPE	COUNTRY	SOURCE	TEXTURE	Salad	Sandwich	Grading	Cooking	Desert	Hors d'oeuvre
Bleu									
Cottage Cheese									
Cream Cheese									
Edam									
Gouda									
Longhorn									
Muenster									
Myost									
Parmesan									
Romano									
Roquefort									
Swiss									
Provolone									
Mozzarella									
Cheddar - Sharp									
Cheddar - Mild									

11. Which two are the most popular in terms of dollar volume?

ACCESSION NUMBER: VT100615

PUBLICATION DATE: 73

TITLE: COPING WITH THE PROBLEMS OF A TECHNOLOGICAL AGE. PART I AND II.

PERSONAL AUTHOR: IDLEMAN, HILLIS K.

DESCRIPTOR: *CONSUMER EDUCATION; *CONSERVATION EDUCATION; *ENERGY; *TECHNOLOGICAL ADVANCEMENT; SCHEDULE MODULES; *TEACHING GUIDES; UNITS OF STUDY (SUBJECT FIELDS); SECONDARY GRADES; POST SECONDARY EDUCATION

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 543

ABSTRACT: THIS 2-PART TEACHING GUIDE CAN BE USED TO PROVIDE MODULES OF CONSUMER EDUCATION IN SUCH FIELDS AS SOCIAL STUDIES, BUSINESS, HOME ECONOMICS, OR INDUSTRIAL ARTS IN SECONDARY AND POSTSECONDARY CLASSES. PART I OF THE GUIDE DEALS WITH TECHNOLOGY AND THE ENERGY CRISIS. PART II CONTINUES WITH ENERGY SOURCES, POLLUTION, AND CONSERVATION. A 3-COLUMN TEACHING GUIDE OF UNDERSTANDING, SUGGESTED TEACHER AND PUPIL ACTIVITIES, AND SOURCE MATERIALS COVERS TOPICS CONCERNING SHORTAGES OF ENERGY SUPPLY, CONSUMER ROLES IN CONSERVATION, ECONOMICS OF A CHANGING TECHNOLOGY, AND THE COST/BENEFIT RATIO OF ENERGY UTILIZATION. (MU)

AVAILABILITY: THE UNIVERSITY OF THE STATE OF NEW YORK, THE STATE DEPT. OF EDUCATION, BUREAU OF SECONDARY CURRICULUM DEVELOPMENT, ALBANY, NY

INSTITUTION NAME: NEW YORK STATE DEPT. OF EDUCATION, ALBANY. BUREAU OF SECONDARY CURRICULUM DEVELOPMENT.

VT 100615

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Coping with The Problems of a Technological Age

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Part I

one of a series for expanded programs
in CONSUMER EDUCATION

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Secondary Curriculum Development

COPING WITH THE PROBLEMS OF A TECHNOLOGICAL AGE

Part I

One of a series in Expanded Programs of Consumer Education

The University of the State of New York/The State Education Department
Bureau of Secondary Curriculum Development/Albany/1973

ERIC

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F O R E W O R D

In 1967, the State Education Department published "Consumer Education — Materials for an Elective Course." This material has since been introduced into more than 500 of the New York State high schools. As a result of the interest in Consumer Education in the State and Nation, the Department has begun the preparation of a series of modules — Expanded Programs of Consumer Education. This module, Coping With the Problems of a Technological Age, is the 10th to be produced. Those already distributed are:

Consumer Issues and Action
Education and the Consumer
The Consumer and Recreation
Consumer Problems of the Poor
The Consumer and His Health Dollar
Beauty Products and the Consumer
The Consumer and Transportation
Taxes and the Consumer
Law and the Consumer
Credit and the Consumer.

It is expected that another module will be produced in the field of The Car and the Consumer.

Nothing touches the lives of the disadvantaged more than the constant struggle to stretch limited financial resources to meet the increasing costs of living. This module is designed in the hope that it will help the poor to make better use of their income, as well as with the expectation that those of higher income will be more understanding of the problems of their fellow citizens.

Unlike the original syllabus, where 12 units covering various phases of Consumer Education were bound together, the modules in Expanded Programs of Consumer Education are being prepared as separate publications to provide greater flexibility. Each of the 10 modules in the series may be used as a discrete unit or with other units in the series. The 10 modules may be presented as a semester or part of a semester course, or presented in conjunction with the original syllabus which covers such areas as the purchase of food; shelter; appliances; automobiles; and a consideration of credit; money management; fraud, quackery, and deception; banking and savings; life and health insurance; security programs; and consumer law.

It is hoped that the presentation of the modules as separate publications will tend toward flexibility in their use as mini-courses in such fields as social studies, business education, home economics, industrial arts, agriculture, and other areas of the curriculum.

The suggestions to the teacher found in "Consumer Education — Materials for an Elective Course," pages 1-4, apply equally to each of these modules. The reaction and suggestions of those using these materials in the field will be helpful to the Department in planning further materials for Consumer Education and in making necessary revisions of the material.

The material for this module was developed and written by Hillis K. Idleman, associate in secondary curriculum development.

Appreciation is expressed to Commissioner Henry L. Diamond, New York State Department of Environmental Conservation and to members of his staff for the cooperative review of this material and for the invaluable suggestions offered.

Gordon E. Van Hooft
Director, Division of
Curriculum Development

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INTRODUCTION

The industrial process has had many benefits for mankind in lessening the amount of brutal physical work that makes people old before their time, in increasing the comfort and convenenience of living, in making it possible for relatively few farmers to feed a large part of the world, and in improving sanitation, health, education, transportation, and virtually every aspect of life.

Yet even the greatest of boons is seldom unaccompanied by offsetting penalties. So it has been with each step of man's technological advances. Chief among the prices we are paying for technology is pollution — of our air, our land, and our waters. Nor is pollution a new problem. Even at the height of the Roman Empire, Rome had little public sanitation. During the Middle Ages "home sanitation consisted of throwing everything out of the windows — everything. The few latrines that existed were often close to water wells, and streets were lined with garbage-filled gutters. It is little wonder that the tragic Black Death epidemics of the 14th century carried off an estimated one-to three-fourths of the population of Europe."

"Pollution worries go back to the Romans (who complained that charcoal smoke soiled their togas), but they are a very real part of our world today. As we work to clean up our air and water, we are already far from our ancestors of only a hundred years ago, who died by thousands of typhoid and various plagues — and never even knew why. Our air, even in cities, is improving — a 75 percent reduction in sulfur emissions alone in New York City over the last decade."*

Since technology plays such a big role in our lives it seems appropriate that consumers develop a background of understanding which will help them to make intelligent decisions in the marketplace, and support their elected representatives in legislative halls to make wise laws as far as the environment is concerned. Most effective to all will be economic power as reflected by the choice of products they buy (or do not buy), their adherence to good ecological practices, and their influence upon industry through their votes as stockholders.

It is reasonable to believe that much of the accomplishment in cleaning up the air, the waters, and the land has been due to the clamor of an enlightened citizenry. The kind of environment we will have in the future will largely depend upon public attitudes and actions.

Further, the kinds of products and the service requirements of those products will be greatly affected by the response of consumers. Industry is responsive to expressions of approval or disapproval, and even more responsive to sales figures. If consumers are really troubled about products that consume inordinate amounts of energy or which are costly to maintain, a rejection of these products will speedily affect change.

But despite the most sincere and dedicated efforts of both consumers and industry, it will be necessary for government to play a strong role in quality control, the handling of waste products, and their disposal. It has been suggested that industries should be made to reveal the components of any product and the suggested method of disposal.

*"Pollution: A Problem That Isn't New," Petroleum Today, 1972/two American Petroleum Industry, 1801 K Street, N. W., Washington, D. C. 20006.

Coping with the products of a technological age becomes more and more difficult each year as new products and new technological processes appear. It is easy for consumers to become bewildered by conflicting scientific and pseudo-scientific claims. Even regulatory authorities are often in conflict, to say nothing of the views of industry spokesmen who may have personal motives. An example of conflicting claims of regulatory bodies occurred recently in the Albany area where State Health authorities seized quantities of canned goods on the claim that the lead seams posed a potential lead poisoning hazard. Within a few days the United States Food and Drug Administration announced that no hazard existed. When authorities cannot agree, consumers are indeed at a loss.

This module attempts to describe the kinds of problems that technology poses for the consumer. It suggests some attitudes and actions to help the consumer bring about such corrective action as he supports. The effects of technology, the energy crisis, the supply of natural resources, the problems of repair costs, the matter of wise consumer choice, and the effects of a changing technology on all aspects of life are considered.

In the long run, most of the decisions regarding this problem come down to a matter of choice. As the editorial* in the Wall Street Journal of May 18, 1973 put it:

> How Badly Do You Want Clean Air? by Burt Schorr
>
> WASHINGTON—Sooner than they realize, Americans may have to choose between the automobiles they love and the clean air they say they want.
> The 1970 Clean Air Act is beginning to pose fundamental questions about the nation's economic and psychological dependence on the automobile.
> In essence, the act sets strict air pollution standards for metropolitan areas as a whole, and urban planners already are finding that the only way to meet them will be to drastically limit the number of cars on the streets.
> The committee report on the original Senate bill, which passed without opposition, stated that "as much as 75% of the traffic may have to be restricted in certain large metropolitan areas" during the 1975-85 decade when low-emission vehicles generally are replacing uncontrolled and partially controlled older models.
> What is involved in ... greater urban areas, from the standpoint of air pollution, is the whole complex of residential patterns, the employment patterns and transportation patterns—the way in which people move about, go to their work and live—all of this ... must be modified if the objective of clean air is to be achieved."
> The law will test whether the public "really wants clean air." If it does it has to give up something—it might

*excerpts only are reproduced

be dollars, it might be comfort, but something. And that, in the largest sense, is what pollution control ultimately means.

The same principle — that every advance in safety or pollution control of land, water, and sound has a price tag — applies to other areas of consumer use of technologically produced materials. It all boils down to "how badly consumers want" clean air, and water, and earth, and safe products. Through our choice of legislative representatives, through our power in the market place, through our vote as stockholders of the Nation's industries, we can buy a safe environment and safe products — but only at a price in dollars, in convenience, and possibly even in relations with other Nations.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
WHAT IS TECHNOLOGY?		
. Technology is the science of the mechanical and industrial arts; applied science, engineering: the application of scientific knowledge to practical purposes in a particular field.	. Ask students for their understanding of technology. Do they see technology as applied science? Do they view it as a helpful or harmful development? Do they mention the social changes brought about by technology? . Ask students to report on striking examples of science fiction involving technology which they have read. . Ask pupils who have jobs to report on the uses of technology in their places of employment. . Look for evidences of applied technology in the school. Are records and reports processed by machines? Are their evidences of technological advances in the multi-media center? in the school business office?	. Linzberg, Eli, "Technology and Social Change," Columbia University Press, New York. . "A source of great authority over nature, the modern scientific technology promises to be both the hope of man's future and the instrument of his enslavement or destruction. If we are to avoid the disasters it lays open to us and take advantage of the opportunities it presents we ... must understand what modern technology is, what it means, and what must be done with it if it is to serve man well." Stover, Carl F., "Technology and Culture"
WHAT ARE SOME OF THE EFFECTS OF TECHNOLOGY?		
. The effects of technology are found in every aspect of life, from medicine, to education, to employment, to entertainment and space travel.	. Students who show an interest might volunteer or be assigned to - trace the historical development of technology - inquire into the causes of change - research the social problems that have accompanied this change	. "For millions of Americans, personal finance is moving rapidly beyond easy pencil-and-paper calculations. To ease this task for people here, Seattle-First National Bank has begun a service that lets subscribers keep track of household budgets and important records simply by
	(Con.)	(Con.)

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
	- relate the effects of automation upon the nature of work, work relationships, skill levels, consumption patterns, and the operation of the free, competitive market.	telephoning a computer from home. "The system, called 'In-Touch,' actually converts the push-button telephone into a computer terminal—an idea long discussed but until recently considered too expensive for widespread use. In-Touch gives subscribers 100 minutes of access to a talking computer, enough time for 200 average entries, for $6.50 a month. Every two weeks they receive mailed printouts summarizing budget activity by categories." "This Computer Pays Your Bills," The National Observer, June 18, 1973
	. Ask science students or the science teacher to discuss the nature of some of the more dramatic technological changes.	
	. Have parents or other employed persons discuss how technology has affected their lives.	
	. Watch TV programs discussing the discontent of laborers on the assembly line. What solutions do students propose to this problem?	
WHAT IS AUTOMATION?		
. Automation is control of a process or mechanism by automatic rather than human means, especially by electronic devices and servomechanisms. It is one of the products of technology.	. Gather information and pictorial displays of evidences of automation in our lives. Consider the effects on trains, planes, flight controls, office operations, household appliances (toasters, washers, dryers, coffee makers, electric blankets, frying pans), light control, automobile parts (transmissions, ignition), factories, libraries, and the vast vending machine business.	. Automation is a method or technique of making a manufacturing process, a production line, or a machine operate automatically by the use of built-in or supplementary controls.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
WHAT IS A COMPUTER?		
. A computer is a mechanical, electrical, or electronic device for solving complex problems. . A computer is "programed" by a data-processor who writes in computer language a series of steps to perform a particular operation. . These operations are recorded by the computer on "print-outs," which are detailed diagrams of a computer's activities.	. Ask pupils for evidences of transactions involving a computer. Most common evidences are punch cards (data cards with holes punched in particular positions for automatic sorting, selecting, arranging, or computing in automatic machines). . What are commonly found examples of such punch cards? (telephone or utility bills, toll records, automobile license or registration cards). . What are the advantages of the use of such cards? . What are the possible disadvantages?	. "Computers the size of a matchbox can do the work of a packing case full of normal electronic equipment," Newsweek. . A new type of criminal specializes in theft by computer. Although such thefts are directed against business rather than the individual consumer, the consumer still pays in the long run. . Types of theft include: - embezzlement - destruction of information - theft of trade secrets - falsification of records . "Frauds involving billions of dollars have companies searching for new ways to thwart a spreading danger," U.S. News and World Report, June 18, 1973.
HOW CAN COMPUTERS ADD TO CONSUMERS' PROBLEMS?		
. Once a computer is programed, it continues to function in the same fashion regardless of the special problems of an individual account.	. Collect and write up experiences of consumers dealing with companies using computers: - Were special requests ignored? - Was there ever duplicate billing of accounts already paid? - Were there examples of excessive credit costs?	

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
HOW HAS TECHNOLOGY AFFECTED HOME LIVING?		
. Most of the tasks that made the homemakers' life of an earlier age one of drudgery are now done by machine.	. Invite older people in the community, particularly housewives, to describe what homemaking was like before the advent of modern machines. Some may remember when water was pumped by hand and carried into the home, when coal and wood were the source of fuel for the stove, when clothing was washed by hand, when there were no vacuum cleaners and the dust mop and carpet sweeper were the best cleaning tools.	. "Data Banks — Privacy or Accuracy?" Canadian Consumer, April 1973
. Food preservation and preparation were time consuming chores. . Today "convenience" foods are readily available, but at an extra cost.	. Although some housewives may still preserve food by canning, freezing, or drying, increasingly these tasks are done by industry. With the help of the home economics teacher, investigate the comparative costs of preparing vs. buying already prepared goods.	. "In 1950, Americans ate little processed poultry. But since then such foods have expanded at an average rate of nearly 15 percent a year. Our use of processed poultry has risen from barely a pound per person in 1955 to upward of six pounds. In the early 1950's, frozen meat dinners and pies, many featuring chicken and turkey, made their debut. Since then, chicken dinners have cornered more than a third of the retail market for frozen dinners; and turkey and gravy combinations, another fourth. Of meat pies, about two-thirds contain chicken

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
		and turkey. Other major processed poultry products include roasts and rolls, pre-fried or breaded poultry, and parts, soups, stews, and baby foods." "Focus on Food Markets," Cooperative Extension, Cornell University, New York State.
WHY IS IT IMPORTANT THAT THE CONSUMER LEARN HOW TO COPE WITH THE PROBLEMS OF A TECHNOLOGICAL AGE?		
. All of us are consumers of air, water, food, clothing, appliances, furnishings, and services from birth to death. . Ultimately, either in direct or indirect ways, the consumer pays for all that he consumes. . When space was unlimited, man was not too concerned with pollution of air, water, and land. If pollution became a problem, he simply moved on to a new and less polluted spot. . As populations increase, and the attractions of populated areas increase, man finds it impossible or impractical to move into fresh environments. Increasingly he finds himself choked by his own wastes.	. Discuss the understanding of pupils as regards the problems of consumers. On a chalkboard or bulletin board list the problems they are aware of. Among them might be these: - inflation - service - rising housing costs - costs of health care - food costs - the right to get one's money's worth If the discussion does not lead into the problems of pollution, raise such questions as these: - Is the consumer affected by the cost of controlling air pollution? If so, how? Does the cost of a car reflect more stringent standards of emission control? - Is the consumer affected in his tax	. See other modules in the Expanded Programs for Consumer Education, Bureau of Secondary Curriculum Development, State Education Department, Albany, N.Y. 12224 . "The New York City Department of Air Resources estimates that 1,304 million tons of carbon monoxide, lead, hydrocarbons, and other irritating gases and dusts were emitted in New York City in 1969 alone," New York Daily News, March 9, 1970 . "Scientists know that smog can kill. In 1966, 168 people died as the result of a smog formation during the Thanksgiving period." Ibid. . "Annoyance, anxiety, constrained and explosive rage, disturbed sleep, irritability, and energy-draining

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
. Ultimately, man must find a way to cope with the products of a technological age or he will perish.	bill by the costs of purifying the waters? If so, how? - Does the cost of an airplane ticket reflect the increased costs of noise pollution by aircraft? - How is the consumer affected by the shortage of adequate recreational spots? Who pays to clean up existing eye-sores and to purchase new recreational lands?	tensions" may result when noise levels are too high. New York Times, March 12, 1970. . "Isn't It Time We Learned?" Environmental Task Force, State Education Department, Albany, New York 12224. . "The Consumer and Recreation," Bureau of Secondary Curriculum Development, State Education Department, Albany, New York 12224.
. As man struggles to cope with his environmental problems, largely caused by technology, he finds that most of his consumer needs cost more -- and will cost even more in the years to come.	- Why do spark plugs, mufflers, and automobile valves corrode so much faster than they used to? Is this a consumer problem? - Is excessive noise destroying our hearing? Is this a consumer problem? - Does the management of solid wastes -- junk, beer cans, bottles, old cars, appliances -- pose a problem to the consumer? - Is the problem of sufficient pure drinking water a consumer problem? What conclusions can the class draw regarding environmental quality and its effect on the consumer?	. U. S. Bureau of Outdoor Recreation, Washington, D.C. . The Federal Consumer Protection and Environmental Health Service has been set up to remind us that: "The human environment consists not only of land, air, and water that give us life, but also includes the food we eat, the drugs we ingest, and all the thousands of products which we consume or use in this complicated world." Time, March 16, 1970

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
IS THERE A PLAN TO HELP NEW YORK STATE ACHIEVE A BETTER BALANCE SO THAT THE BENEFITS OF TECHNOLOGY CAN BE ACHIEVED WITHOUT DESTROYING THE ENVIRONMENT?		
. Yes, many agencies have made proposals of what must be done to achieve an ecological balance. The most recent and one of the most detailed plans is the proposal of the New York State Department of Environmental Conservation, entitled "Environmental Plan for New York State - Preliminary Edition."	. Secure a copy of the Environmental Plan for New York State. Note that it is devoted to five major areas of land, water, air, fish and wildlife, and energy. . Set up committees of students to review the major recommendations of the report in each of the five areas. . Invite discussion and debate on the proposal. Consider the opinions of land developers, conservationists, homeowners, recreational groups, and industry. Summarize the views of the class on these proposals and forward them to the Department of Environmental Conservation for reaction. Specifically, how do pupils react to the proposals regarding - population distribution; - regional rather than local planning; - land usage; - cluster type developments; - revamping of the property tax toward a regional or best use assessment;	. New York State Department of Environmental Conservation, 50 Wolf Road, Albany, 12201 . "Throughout history, environmental forces have influenced the rise and fall of man's civilizations. The invention of agriculture harnessed a great force of nature to feed men reliably. The sea became the first universal medium for large-scale transport of goods (and conquest). Flood, fire and volcanic action destroyed cities. Slow decline or disaster occurred when man exhausted his land, stripped his forests and fouled his cramped cities." "Environmental Plan for New York State - Preliminary Edition," New York State Department of Environmental Conservation, 50 Wolf Road, Albany, 12201 . "To get environmental progress, we have also to recognize and resolve contradictions between environmental good and what are, in point of fact, harmful luxuries: lavish use

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
	- adjustment of the capital gains advantage for those who now sell land; - implementation of the Adirondack private land plan; - limiting use of recreational vehicles to specific areas; - control of litter, junk, and signs; - establishing package standards and product design for manufacturers to follow?	of electric power; heedless and redundant packaging; over-large, overpowered cars; all-consuming highway systems and parking lots. A suitable balance of interests--as the need for amenities and human scale in urban renewal projects versus the economics of high-rise building--is complex and is not always easy to achieve. Conflicts of parties at interest—such as truckers and taxi operators who supply essential services to the central city, as against the resident and working population whose health is endangered by pervasive exhaust gases—pose other real difficulties, human as well as economic." Ibid.
		. "While there must be major social and economic adjustments to resolve today's environmental problems, ever new adjustments will be needed to keep pace with change due to man's ever-expanding knowledge. Our alarm about environmental degradation has raised serious doubts about the consequences of all technological progress.... It will be crucial in the future to introduce technological change with the greatest caution in order to avoid unexpected new problems." Ibid.

Smog Covers New York City

Photo courtesy New York State Environmental Conservation Department

Pond with oil wastes and oil drums

Land fill - soil and garbage 100 feet thick

Photos courtesy of New York State Environmental Conservation Department

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
WHY SHOULD THE POOR BE CONCERNED WITH THE PROBLEMS OF A TECHNOLOGICAL AGE?		
. The poor pay more, in terms of the share of their disposable income available for goods and services, than do those in higher economic brackets.	. Discuss the consumer problems of the poor. Draw from the class a list of ways in which the poor, particularly, suffer from the effects of technology.	. "Consumer Problems of the Poor," Bureau of Secondary Curriculum Development, State Education Department, Albany, N. Y. 12224
. Often the poor, because of lack of transportation, poor shopping practices, lack of competition, or exploitation, pay more for the same goods and services than do more privileged consumers.	. What class of people ordinarily have the unskilled jobs in coalmining, sweeping, cleaning, and in other industrial jobs where laborers are exposed to the hazards of noise, dirt, and air pollution?	. "Consumer Problems of the Poor," Bureau of Secondary Curriculum Development, State Education Department, Albany, N. Y. 12224
. The poor are often less able to secure satisfaction for their grievances.	. What group is most exposed to the fumes from traffic in the inner city? - As industry passes on its costs of cleaning the air, the water, and the soil, what group can least afford the increased costs of everything they buy?	. "The Consumer and Transportation," Bureau of Secondary Curriculum Development, State Education Department, Albany, N. Y. 12224 . "Environmental Education Instructional Activities," Publications Distribution Unit, State Education Department, Albany, N.Y. 12224
. Applications of technology have eliminated many of the unskilled jobs formerly held by the poor.	. Consider the types of jobs eliminated by the newer applications of technology. What has happened to the "pick and shovel" laborer? What types of machinery now perform tasks formerly done by hand? . Consider planting, hay baling, barn cleaning, etc., formerly done by hand on a farm. How are ditches now dug for septic tanks, telephone and electric cables,	

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
	and other underground installations? What has happened to the "hand laundry"?	
	. To what extent has the machine, which performs multiple jobs of precision drilling, welding, soldering, joining, etc., replaced hand labor?	
. However, technology has created many new jobs.	. Consider new jobs created by technology, many of them open to the poor with little technical training. Poll industrial employment sources to learn of new jobs requiring little skill in such lines as automobile, radio, TV, and sound systems. What new jobs are open in the field of assembly of such items as small appliances, vending machines, etc.? To what extent has industry tended to have these assembly jobs performed in foreign lands where labor costs are lower than in the United States?	
HOW HAS TECHNOLOGY AFFECTED OUR LAND AND OUR WATERS?		
. The "gross" effects of an industrialized society are readily apparent to even the most untrained observer, though he may not necessarily recognize them as such or even make the connection. They may be seen in - the contamination of rivers, lakes, oceans; - in the cutting of our forests; - in diminished and crowded areas for recreation;	. Have pupils survey waterways in their community. Is there evidence of pollution? Has fish life diminished? Is there evidence of deforestation? Are recreational spots limited and overcrowded?	. Freeman, W. H., "Resources and Man," National Academy of Sciences/National Research Council. See chapter "Food from the Sea," 1969. . Berrill, N. J., "The Life of the Ocean," McGraw-Hill, 1966.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
- in reports of contaminated fish and other marine products;		. Bringham, Robert, "Crisis at Sea: The Threat of No More Fish," Life, December 3, 1971.
- in reports of food poisoning from the use of sprays and preservatives; - in diminished supplies of certain types of sea food.	. Have pupils watch for articles or TV programs dealing with food contamination or the possible hazards of sprays or chemical additives. Prepare a bulletin board display of newspaper or magazine articles dealing with these subjects.	. "Environmental Education for Resource People," U.S. Forest Service Department of Agriculture, Washington, D.C. 20250, attention Information and Education Division.
. The more insidious effects may be noted in societal values, the effects on organisms (psychological, physiological), and the interpersonal and intergroup relationships.	. Invite an environmental engineer or a sanitary engineer to speak to the class on problems of pollution. What does his agency do in this area? What can citizens do to help?	"Man Builds-Man Destroys," University of the State of New York, State Education Department, Albany, N.Y. 12224, pp. 73-78.
WHAT SHOULD BE THE ATTITUDE OF CITIZENS TOWARD THE EXPANDING USE OF AUTOMOBILES?		
	. Ask pupils to reexamine their attitudes regarding the automobile. Are automobiles efficient "people movers" in an urban situation? Are high powered cars desirable? Are two and three cars in a family really necessary? Do we buy cars as a status symbol? . Should citizens support mass transit as an alternative to the use of automobiles? Should citizens support bond issues for mass transit?	. "The auto system is an extremely inefficient way to move people in an urban area. The auto uses 10 to 50 times as much land as the train. A maximum of 3,000 auto passengers an hour can move over a 12-foot-wide highway lane whereas 60,000 riders an hour can be transported by train over a similar land strip. A train moves its carload of passengers at one-tenth the expenditure of energy per passenger of an automobile."

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
	. Have pupils list ways in which pollution from cars could be diminished: -use of lower powered engines -use of nonleaded gas -use of mass transit facilities -use of car pools -use bicycles or walk -fewer cars per family -reduce speed limits -restrict auto use in certain areas and during thermal inversions -improve personal driving skills and habits -remove auto air conditioners and automatic transmissions, power windows, etc.	. "Unquestionably, an increase in public mass transit facilities and riders is a key to improving the urban environment. Yet, with each subway and bus fare increase, the number of passengers declines, leading to a loss of revenues...which is met by another fare increase, perpetuating the downward spiral in passengers. This is accompanied by deterioration of service, fewer trains or busses at off hours, and an increase in the use of private vehicles. Every city person should be aware of this cycle and understand that the spiral must be broken." "Man Builds—Man Destroys," University of the State of New York, State Education Department, Albany, N.Y. 12224.
	. The majority of people are not willing to make the necessary sacrifices. Will new laws be the most effective solution? How else can habits and preferences of people be changed?	. Leavitt, Helen, "Superhighways — Superhoax," Doubleday.
	. What other problems has the automobile posed? Has the change in the way of life of the average American as a result of car ownership been a unmixed blessing? What has been the effect on the environment of the construction of a network of superhighways? Has the convenience of car ownership been worth the cost of dead and injured in automobile accidents?	. Buel, Ronald A., "Dead End: The Automobile in Mass Transportation," Prentice-Hall, 1972. . "Planners Worried by Suburban Auto Glut," New York Times, January 3, 1972.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
WHAT CAN BE DONE ABOUT THE WASTE PROBLEM?		
. As technological skills have improved, man tends to produce materials at a faster pace than they are broken down by nature. . Before industry produced goods at so prodigous a pace, most products were decomposed at about the same rate as they were produced. - elements were recirculated through living things and back through air, water, or earth in what are called biochemical cycles.	. What are some of the waste products produced by the American family? (garbage, cans, paper products, old cars, discarded tools, etc.) How might the amount of waste be curtailed? To what use could these products be put? How do other countries handle the problem of waste products? (In many European countries shoppers bring a shopping bag to market. No boxes or paper bags are provided).	. "Organic waste conversion to oil could help supply energy needs while alleviating urban refuse problems. "Developed by the Interior Department's Bureau of Mines, the process converts organic wastes--garbage, trash, animal manure--into nonpolluting synthetic low-sulfur oil. The oil produced, in turn, is potentially suitable for use by power plants or for conversion to gasoline and diesel-type fuels. "One oil company recently demonstrated a successful experimental waste-oil conversion process, and results of a pilot-plant operation indicated that approximately one barrel of low-sulfur fuel oil can be produced economically from one ton of municipal solid waste. "While this concept seems appealing on environmental grounds, it can have only a minor impact on our energy situation. Even if all municipal waste were converted at this ratio, it would supply our petroleum needs for less than two weeks.

THE CONSUMER COPES WITH THE PROBLEMS OF A TECHNOLOGICAL AGE

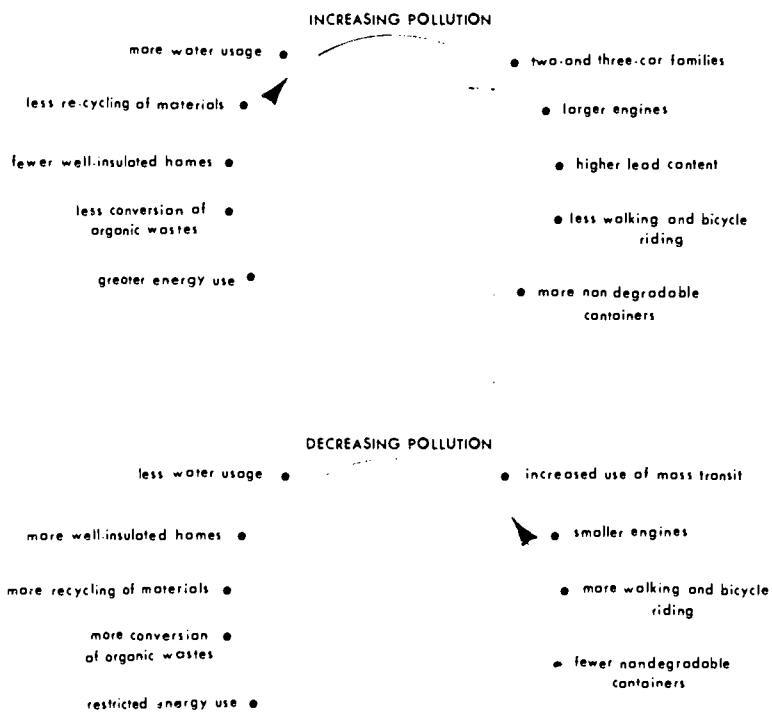

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
	. Investigate what has happened in San Diego county as a result of the Environmental Protection grant.	"Organic waste conversion has yet to prove its economic and technical feasibility on a commercial scale. No prototype has yet been authorized, and much more research is needed. "Synthetic fuel from coal, as discussed earlier, is still another possibility. "In fact, more research is needed in the entire synthetic fuel area. In certain instances, the resources do indeed exist in large quantities. Future technology may provide answers to problems of extraction on a commercially acceptable basis. But, for the rest of this decade, synthetic fuels as major energy sources can appear only as intriguing possibilities." Roberts, Meredith, "Synthetic Fuels," Petroleum Today, 1972/two, American Petroleum Industry, 1801 K. Street, N. W., Washington, D. C. 20006.
. Man has created both huge quantities of material, and materials of synthetic nature which are not easily decomposed by nature. The result has been that natural systems have become overloaded. Trash, sewage, smog, and garbage are examples of production of materials at a faster rate than nature can dispose of them.	. Have pupils give evidence of how products may be recirculated back through living things, or by air, water, or earth. . How adequately is your community handling the problem of wastes?	
. Other materials, synthetic in nature, such as plastics and some detergents, are not biodegradable and thus can exist for a long time.	. Comment on the statement of Environmental Commissioner Henry Diamond of New York, "What must be done is to get as close to the closed system as possible." In order to get near a closed system, where almost everything is used again, what new processes and changed patterns of living would be necessary?	. "The Urban Refuse Research Center near College Park, Maryland, experiments with processing incinerator residues. Its research has shown that from 80 to 85 percent of the material can be reclaimed. Using conventional methods, the plant screens iron, steel, and nonferrous metals. Its researchers have made new, usable glass from

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
	. The New York State Environmental Quality Bond Act will assist communities unable to bear alone the costs of constructing refuse disposal plants. Some communities are making solid plans to construct such plants. Check with the Department of Environmental Conservation for recent developments.	waste, unusable glass; have made brick from 70 percent waste glass and 30 percent clay; and have shown that the operation can be run profitably. A number of cities have shown an interest, but the huge capital costs involved have blocked construction of such a working plant." "Man Builds—Man Destroys," University of the State of New York, State Education Department, Albany, N.Y. 12224
	. What could individual families do in the recycling area? (make compost out of garbage, flatten cans for recycling, cut down on the use of shopping bags, collect and recycle newspapers, support efforts to have merchants pay a refund for returned bottles, etc.).	. "In a nation and age of affluence, the old adage about 'waste not, want not' seems to have been turned topsy turvy. Yet the national waste disposal bill is $4.5 billion for municipal costs alone, a tariff of billions more is levied by=air pollution, and some resources like copper already are in short supply. It is almost certainly true that the old adage holds, but we have simple not toted up the whole bill." "Man Builds—Man Destroys," University of the State of New York, State Education Department, Albany, N.Y. 12224

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
WHAT EFFORTS ARE NEEDED TO CHANGE LAWS AT THE FEDERAL LEVEL TO INCREASE RESOURCE RECOVERY AND RECYCLING?	. Sponsor an assembly at which ecologists can describe the problem and suggest ways in which individuals can help solve it. . How successful have recycling attempts been? What are the problems of recycling paper, cans, bottles, tires, old cars? . Write to the following agencies to see what you can do to help the environment. . Environmental Action, Room 731, 1346 Connecticut Ave., N.W., Washington, D.C. 20036. . Friends of the Earth, 529 Commercial St., San Francisco, Cal. 94111. . Izaak Walton League of America, 1800 N. Kent St., Suite 806, Arlington,Va. 22209. . National Audubon Society, 950 Third Ave., New York, N.Y. 10022. . National Wildlife Federation, 1412 Sixteenth St., N.W., Washington, D.C. 20036. . Sierra Club, 1050 Mills Tower, 220 Bush St., San Francisco, Cal. 94104. . The Conservation Foundation, 1717 Massachusetts Ave., N.W., Washington, D.C. 20036	. "User's Guide to the Protection of the Environment," Friends of the Earth/Ballantine . Ask the county agricultural agent for information about starting a compost bed. . Hannon, Bruce, M., "Bottles, Cans, Energy," Environment, March 1973. . Cole, Lamont, C., "What to Do With Waste? Use It Over and Over and Over Again." New York Times Magazine, April 2, 1972. . "What Can You Do To Clean Up the Environment? Plenty!" Changing Times, Kiplinger Magazine, March 1972

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
WHAT ARE THE FACTORS WHICH HAMPER RECYCLING?		
. Reused materials save vital resources. But there are problems in using them.	. The amount of recycled material is increasing steadily, but there are problems of cost and of impaired quality which restrict this process.	. Rubber from discarded tires is now mixed with hot asphalt and used to surface highways. . More than 40 percent of the metal in copper, lead, and stainless steel products is recycled material.
. Labor costs are high	. Have pupils who have participated in "clean up" drives relate their experiences as to the amount of labor involved in picking up trash, and in separating it into kinds. If labor were paid the going rate, would it be profitable to pick up beer cans and bottles or to separate paper according to its type?	. Bottle makers now use up to 50 percent of recycled glass in their wares vs. 10 to 30 percent a few years ago.
. Prices paid for salvaged materials are low.	. Find out what junkmen are paying per pound or per ton for paper, iron, lead, and copper.	. Even plastic is being recycled in small amounts for dumbbells, wine racks, and containers.
. The quality of recycled materials is often lower than the original product.	. What are the problems with reusing paper and rubber?	"The quality of a recycled commodity is often a problem. While some, such as copper are as good as the original, many others are inferior to virgin materials. When paper is reclaimed, the cellulose fibers become shorter, which can affect the product's strength. Thus, used papers are often recycled into lower-grade uses; stationery, for example, is sometimes recycled into carboard boxes. Sometimes inks and glues

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE

The nation may be looking to Baltimore's projected Landgard solid-waste system for some better answers to a monumental question:

WHY WASTE WASTE?

BALTIMORE, MD.

A FOUR-YEAR-LONG, broad based commitment for a cleaner Baltimore has caught hold with impressive results that are complementing the city's changing skyline and holding out a bright promise for a better urban environment.

Most dramatic of the improvements is the modernized, imposing Metro Center, where gleaming new towers and more under construction symbolize a revitalized city.

But a great deal of less glamorous groundwork also shares importance, such as the most recent major effort launched early this year when Mayor William Donald Schaefer broke ground for the city's new $15 million non polluting *Landgard* solid-waste disposal and resource-recovery system.

This first full-scale installation of *Landgard* – an advanced engineering development of Monsanto Enviro-Chem Systems, Inc. – will process 1,000 tons a day of municipal waste and simultaneously produce salable steam energy and other useful by-products. It is being funded by a $6 million grant from the federal Environmental Protection Agency (EPA), $4 million from the Maryland Environmental Service, and the remainder from the city treasury.

The Baltimore *Landgard* system is one of six demonstration projects being financed in part by EPA to help determine the best and most feasible way for cities to get out from under the growing burdens of trash they generate.

The awesome dimensions of this problem nationally have been calculated in Washington by the EPA personnel involved in planning the recycling program in Baltimore and the other demonstration cities.

Underlying our mountains of solid waste is massive consumption of materials in the United States, according to Arsen J. Darnay, Jr., director of the Resource Recovery Division of EPA's Office of Solid Waste Management Programs.

"Our materials consumption is the highest in the world," Mr. Darnay points out. "It amounts to 28 tons per person annually, and is growing at a rate of 4 per cent per year. Ultimately, for a number of reasons, we will simply have to cut back on consumption."

Over a period of time, whatever is consumed becomes waste. That means that an American family of five accounts for *280,000 pounds* of waste in various forms every year. Not all of it turns up in municipal garbage cans, of course. Much of it accumulates at mine mouths, on farmer's fields, and in the waste hoppers of factories, stores, processing plants and other businesses. But city trash collectors get a burdensome share.

Even before an eventual national consumption cutback, Mr. Darnay says, "Recovery of resources from wastes will become more and more necessary. It is a vital measure to prevent pollution, to conserve our natural resources, to lessen our reliance on imports, and to reduce the quantity of solid wastes that must be handled."

This is true not only in those cities already faced with towering walls of rubbish and no good place to put it, he adds, but also of many municipalities which until recent years had seemingly boundless areas available for dumps and landfills. Now, Mr. Darnay notes, few people will quietly tolerate such disposal areas near their homes or businesses. Cheap, convenient, close-in sites in rapidly expanding urban areas are becoming scarce nationwide, and the cost of collecting and hauling – already 80 per cent of the total for getting rid of solid wastes – is increasingly prohibitive.

Baltimore is a case in point, with virtually no traditional-type disposal sites remaining within the city and two big incinerators striving without success to burn all the waste completely and within state pollution limits. Sanitary landfills have become just about that, filled. In fact, a golf course and part of a city park now occupy topped-off areas.

One incinerator is to be upgraded to modern standards at a cost of $6 million, but the other is beyond redemption. By 1972, relates Public Works Director F. Pierce Linaweaver, "the situation presented a combination of factors that appeared overwhelming. We found the technology of pyrolysis, as applied in the *Landgard* system, offered us the best solution."

EPA is embarked on a three-phase program to show communities like Baltimore how they can overcome such odds and meet their specific needs.

Since use of resources is ultimately responsible for waste, EPA is exploring federal policies that will make uses more efficient. Putting waste itself to worthwhile use is two ways better than just trying to hide it, and market opportunities are being sought for converted waste materials.

contaminate the paper so badly that it cannot be reused at all. Similarly, only limited amounts of a recycled material can be used in the production of some 'new' products. Because reclaimed rubber doesn't have the uniformity or abrasion resistance found in virgin or new synthetic rubber, new tires can contain only 5 to 12 percent of the recycled material."
Newsweek, May 21, 1973.

"Far more could be done, but simple economics still favor the use of 'virgin,' or fresh, raw materials over recycled products. Recycled glass costs as much as $23.77 a ton to produce vs. $18.43 for the original product; a ton of writing paper made from recycled waste costs $20 to $30 more than the same thing made from virgin pulp. Freight transportation rates also make it cheaper to use new metal ore or virgin timber than scrap metal or recycled paper. It costs $17.86, for example, to ship a ton of copper from a mine in Copperhill, Tenn., to a smelter in Laurel Hill, N.Y., vs. $22.60 for scrap. Virgin materials also benefit from tax breaks that give them a competitive advantage. Producers

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
		of virgin paper are taxed at the rate of 28 percent vs. about 43 percent for paper recyclers. The cost of collecting or separating used materials also hampers recycling efforts. For example, each ton of municipal refuse contains an estimated $12 in copper, lead, tin and zinc. But most of these materials must be separated by hand and, unless the work is done by volunteers, labor can cost four times as much as the recycled products are worth." Newsweek, May 21, 1973.
WHAT IS THE ENERGY CRISIS?		
. "Energy is the fuel of life. Even the human body consumes energy. The 2,000 or more calories of energy you take into your body each day---sustain your life." Man Builds-Man Destroys, University of the State of New York, State Education Department, Albany, N.Y. 12224 . "Today, the average American still uses 2,000 calories or so of food energy as did his prehistoric forebears; but today that intake comprises only 1 percent of the average American's energy budget. The	. Discuss the following quotation from "Man Builds-Man Destroys": "'Between this earliest stage and the dawn of recorded history,' writes M. King Hubbert, '(man) distinguished itself from all others in its inventiveness of means for the conquest of a larger and larger fraction of the available energy. The invention of clothing, the use of weapons, the control of fire, the domestication of animals and plants, all had this in common: each increased the fraction	. "Oil, now the main source of industrial energy, is being consumed at a much faster pace than new deposits are being discovered. Its lifetime could be just another century more or less. Coal will last a few centuries longer, but most of it is high sulfur content, causing severe air pollution. Strip mining, by which 44 percent of the coal in the United States now is extracted, exerts a devastating impact upon land. The potential for hydroelectric power is substantial in undeveloped areas of South America,

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
other 99 percent powers his generators, automobiles, airplanes, factories, communications networks. Civilized man has grown up to be almost as dependent on this total energy budget as were his predecessors on their modest allotment. In fact, modern man's energy needs are doubling every 10 years, and he must continually seek new sources." Ibid.	of solar energy available for use by the human species, thereby upsetting the ecologic balance in favor of an increased population of the human species, forcing adjustments of all other populations of the complex of which the human species was a member.'" . Will our energy resources of oil, coal, hydroelectric power, solar and tidal energy be sufficient to meet our needs? . Ask pupils what potential pupils feel the power of the tides might have. One authority has stated that where they can be utilized they are a small, but useful, potential addition (all the tides of the U. S. would only supply electrical needs of Boston).	Africa, and Southeast Asia, but most dam sites already have been exploited in Western Europe and North America. Geothermal power is another possibility, but is limited to the availability of underground steam and does not appear to be the answer to the world's energy needs. Ocean tides contain enormous power, but there appear to be few suitable places where the energy can be harnessed. The sun, of course, is the ultimate source of all our energy except nuclear, but so far our technological concepts are not equal to capturing this power directly and converting it to our uses, at least in a practical, satisfactory way." "Man Builds—Man Destroys," University of the State of New York, State Education Department, Albany, N.Y. 12224
IS THERE REALLY AN ENERGY CRISIS?		
. While opinions differ, the preponderance of opinion is that there is a real shortage of energy.	. Ask pupils for their opinions as to whether there is an energy crisis. What experiences have they had on which to base opinions? . Have they faced - difficulty in buying gasoline? - a black-out or reduction in voltage? - difficulty in obtaining fuel oil or gas?	. Some evidences of an energy shortage - closing of gasoline stations; - limitations on amount of gasoline sold; - refusal of gas service to new home owners or commercial enterprises; - voltage reductions during periods of peak use.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
	- have they or their parents noted a shortage or reduction of power in their places of employment?	
WHY HAS THE SHORTAGE DEVELOPED?		
. There are many reasons, including national policies, increased consumer use, environmentalists actions, poor planning.	. Collect clippings, articles, and reports on the energy crisis. Discuss the question of what should be done, if anything, to improve the situation. . Conduct a debate on the subject Resolved: the environmentalists are too restrictive and hinder the development of new energy sources to the harm of business and the consumer.	. Power consumption has increased by 100 percent in the last two decades. . Demand for electricity has doubled in 10 years. . Delays in construction have been frequent. . Conservationists have tied up in court projects for new power supplies. . Certain fuels have been banned because they add to pollution. . Exploration and discovery have been inhibited by tax policies.
WHAT SHOULD BE DONE ABOUT THE ENERGY CRISIS?		
	. Have pupils research the problems of resolving the energy crisis. Tabulate in chart form the steps that might be taken and ask the class to vote on those which are acceptable.	. "This 'Energy Crisis' — Is It Real? Changing Times, October 1972.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
ASIDE FROM FOOD, WHAT TYPES OF ENERGY ARE AVAILABLE?		
. Oil is now the main source of industrial energy. . Coal is a second major source of energy. . Hydroelectric power is another source. . Geothermal power from underground steam is limited in availability and thus has limited potential. . Ocean tides have the potential of great power but are difficult to harness. Other potential power sources are - nuclear - natural methane gasses - Ocean temperature gradient changes - Wind	. Have pupils list the major sources of energy. What percent of the total supply would they estimate comes from each source? Then compare their estimates with those of the Petroleum Industry given in the Source column.	. "At present, petroleum accounts for 77 percent of our total energy consumption. Coal accounts for 19 percent, and hydropower for less than 4 percent. Nuclear power, already commercially feasible, is expected to grow from its present share of less than half of one percent to more than 17 percent in 1985. "Other, more exotic sources such as geothermal power, synthetic fuels, ocean power, and solar power ultimately may become vital supplements as technology for their utilization improves." Petroleum Today, 1972/two, American Petroleum Industry, 1801 K Street, N.W., Washington, D.C. 20006 . "Water power is one of the oldest forms of energy used by man. But hydroelectric generation dates back only 90 years to the early 1880's when a small plant was installed at Appleton, Wisconsin. "The great dam-building activity of the 1920's and 1930's capitalized on many of the obviously suitable sites. A number of potential sites still remain to be

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
MAN'S SOURCES OF ENERGY 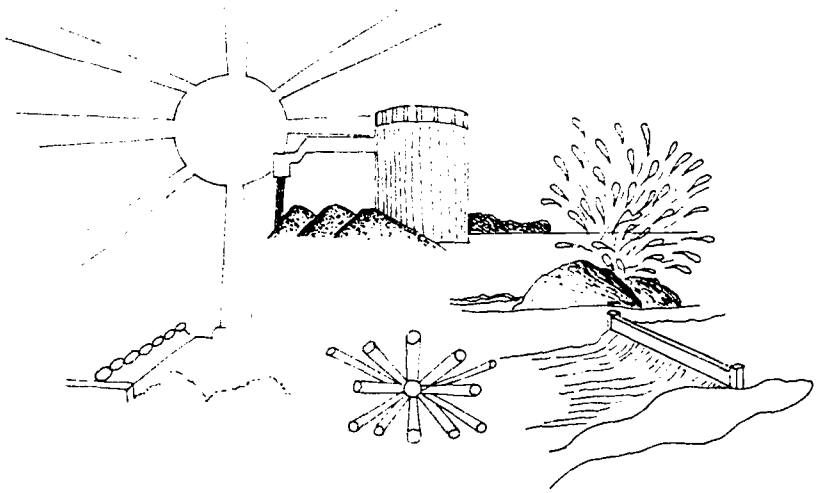 man obtains energy from water, coal, oil, thermal (sun) power, geothermal (steam), tidal, and nuclear sources.		developed, but most are in the western portion of the U.S., while the current energy shortage is most acute in the eastern half of the country. And some conservation groups have objected to the development of these proposed sites. "Despite its advantages, hydroelectric power generation seems to have reached a plateau. As electric power production increases from all sources, hydroelectric power is expected to provide a smaller and smaller percentage. In 1970, hydro plants accounted for 4 per cent of total United States energy supply. By 1985, they are expected to provide only 2.5 per cent—a small but important share." Ibid.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
	. Ask pupils who have observed geysers such as Old Faithful to describe what they have seen. What might be some of the difficulties of utilizing this source of energy?	. "What is geothermal energy? Heat radiates constantly from the earth's core, sometimes concentrating in local hot spots near the surface. When underground water meets naturally heated underground rocks, steam results—the same kind of steam that makes Old Faithful perform on schedule. By drilling into geothermally active areas, natural steam can be directed into the blades of turbines to produce low-cost electricity. "Scientists estimate that in the U.S. about 1.8 million acres of land are attractive for geothermal development, and that the potential geothermal capacity ranges from 30 million to as much as 100 million kilowatts. By comparison, our present installed electric generating capacity from all sources is about 367 million kilowatts." Ibid.
	. Ask pupils who have observed tidal action to describe what they have seen. How could such forces be harnessed to provide power for industry?	. "So far only one plant (for harnessing tidal energy) has been built, a $100 million facility in Brittany which furnishes 500,000 Kilowatts of electricity to France." Ibid.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
. Solar energy, energy from the sun, has potential for greater development; but scientists differ on the question as to how important a part it will play in the future.	. Have students research the use of solar energy and its potential for the future. Solar water heaters were once big business in parts of the United States. Why has their use fallen off? cost? service? availability of other more efficient sources? problems of climate?	. "Power From Sun: The Search Picks Up," U.S. News & World Report, April 16, 1973 . "A Solar Energy Panel of top federal scientists has concluded that, with increased research and development, this timetable is possible: "In five years, solar energy could be heating many private homes and office buildings. "In less than 10 years, the sun's power could be running air-conditioning systems. "In five to 10 years, solar heat could be used to convert organic materials into fuel oil and methane gas. The latter is similar to natural gas and can be employed for the same uses. Experts say that this process is capable of providing the U.S. with a third of its gaseous fuels by shortly after the turn of the century. "Within 15 years, the sun's energy could be producing substantial amounts of electricity for American consumers." Ibid.
. In the economic considerations two points should be remembered 1. The cost of obtaining fuel and processing it; 2. Increased dependance on foreign nations for fuel supply.	. Write to the National Science Foundation for the report of the Solar Energy Panel. Comment on the conclusion reached by this panel. "The Solar Energy Panel is made up of experts from the National Science Foundation and the National Aeronautics and Space Administration. It sums up the future in these terms: "There are no technical barriers to wide application of solar energy to meet U.S. needs ... For most applications, the cost of converting solar energy to useful forms of energy is now higher than conventional sources, but [with] increasing constraints on their use, it will become competitive in the near future." "Power From Sun: The Search Picks Up," U.S. News & World Report, April 16, 1973	

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
WHAT RESOURCES OF COAL DO WE HAVE?		
. Our supply of coal is one of our richest sources of energy.	. What are the problems in using coal as an energy source? In addition to the economic problems, what should be done about the environmental problems of smoke, fumes, ash, the effects of strip mining? Who should pay the research costs for improving technology? . Ask pupils who have seen the effects of strip mining of coal in Pennsylvania or West Virginia to describe what they saw. . Report on attempts to reclaim the land where strip mining has taken place. (See research done by Penn State University)	. "America is sitting on a vast storehouse of coal—a supply sufficient for some 650 years by best estimates. But much of this fuel cannot be used under new air-pollution laws because it is so high in sulphur content. At the same time, natural gas, which supplies one third of all energy requirements in the U.S., is being consumed faster than new reserves can be located. Production from U.S. wells is expected to peak in about eight years and then start to decline. If the advanced technology were available, clean-burning methane gas could be produced from coal and a long step would have been taken toward supplying the nation's fast-growing energy needs." "Gas From Coal: For Cleaner Air," U.S. News & World Report, January 22, 1973 . "Coal gasification—the production of methane gas from coal—has been under way in Europe for more than three decades, but the process is expensive and the product of low quality when compared to natural gas. "Experts say it will be at least five years

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
	. Specialists in the New York State Department of Environmental Conservation in reply to the quotation in the source column state that - there are cheaper ways of producing clean fuel; - traditionally pollution control systems have been designed to handle pollutants in such a way that the systems are liabilities. Little effort is made to make these pollutants pay; - they inquire as to how long industries will continue to be isolationists? Do pupils agree with their point of view or that expressed by U.S. News and World Report?	before coal gasification becomes a successful commercial process in America. These questions are yet to be answered: Can one process be developed which will work for all types of coal? Which of the many theoretical models will produce the best gas, for the least amount of money, in the shortest time? "Until industry has firm answers to these questions, companies are reluctant to invest the 250 million dollars needed to build a single commercial-size plant. This year the Government is spending about 30 million dollars on gasification research, and industry is contributing another 10 million dollars." Ibid.
HOW DEPENDENT ARE WE ON COAL AS AN ENERGY SOURCE?		
. Experts agree that we have coal resources which should last for 600 years or more.	. Ask pupils what they think is the power source for most electricity that is generated. (In 1970, more than one-fourth of our electricity was derived from surface-mined coal.)	. "Many Americans do not realize how heavily they depend on coal for electricity. Yet the fact is, when they turn on their dishwashers or switch on their televisions to catch the evening news, the chances are about fifty-fifty that they will be using electricity generated from coal. "It follows then that when coal supplies are

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
	. Since our coal reserves should be ample to supply our needs for many years from this source of energy, what is the problem? (Ask the science teacher to discuss the problems of using high sulphur coal. What progress is being made in reducing pollution from the source? What are the possibilities of converting coal into gas? What are the advantages in the use of gas instead of coal? What problems result from strip-mining?) . Ask pupils who live or whose parents lived near coal burning furnaces to describe the effects of the fumes on silverware, draperies, and house paint.	cut off, many electric utilities are in deep trouble for fuel." Petroleum Today, 1972/two, American Petroleum Industry, 1801 K Street, N.W., Washington, D.C. 20006. . "Bruce Mansfield, president of Ohio Edison Co., has predicted that if Ohio's new air pollution standards are strictly enforced, that state will experience a blackout that could make the New York outage seem minor by comparison. Other areas, too, including many major cities, are seeking alternate fuel sources as government restrictions force them to abandon coal. Some utilities, to their dismay, are finding it extremely difficult to obtain fuel that will meet the rigid air quality requirements now facing them. "The United States does not suffer from a shortage of coal. It is, in fact, our most abundant domestic fuel resource, with more than 390 billion tons in reserve—enough to last more than 600 years at present production rates. What we do suffer from are restrictions that rule out the use of much of the coal we have readily available." Ibid.

Energy comes in many forms: in bags, bottles, and through wires

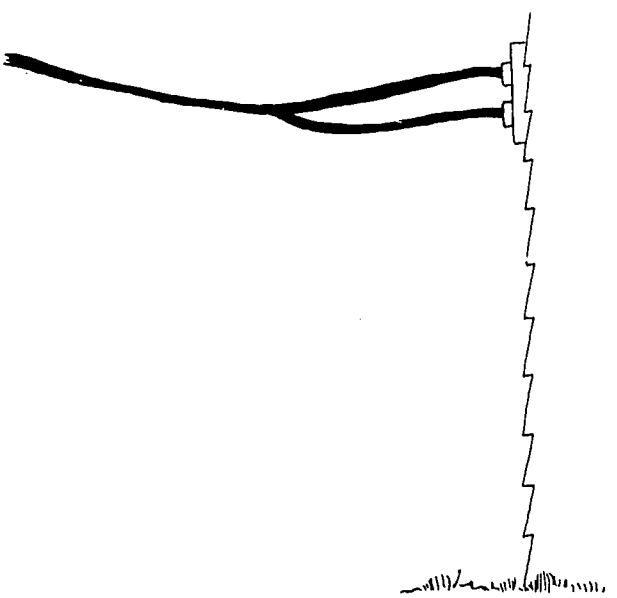

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
	. Survey your community to see what industry has done to cut down on the pollution from the use of high-sulphur fuels. How much money did industry spend to make the change? What observable effects have been noted? What still needs to be done?	. "One prospect of using high sulfur coal—the kind most affected by clean air regulations—lies in removing sulfur dioxide from stack gases after coal is burned. Some 20 processes are being developed, and some are undergoing large-scale tests, but none is yet fully proved and commercially available. "The most promising innovation for coal's future is converting it into gas. Four pilot plants are already under construction, and experts predict that gas will be produced commercially from coal by the 1980's." Ibid.
	. Have pupils check to see whether the statement in the Source Column regarding no process available for removing sulphur dioxide from starch gases is still true.	. "In addition to gasification, scientists are researching other coal projects. One concept is the combined cycle in which coal is gasified and burned in a gas turbine; the hot exhaust gases then generate steam to turn a second turbine. Its virtue is a relatively high efficiency rating and low capital costs. Another project is the coal fuel cell which has a potential conversion efficiency of 60 to 70 percent. "At one pilot plant, the possibility of producing crude oil from coal is being

How much energy is lost

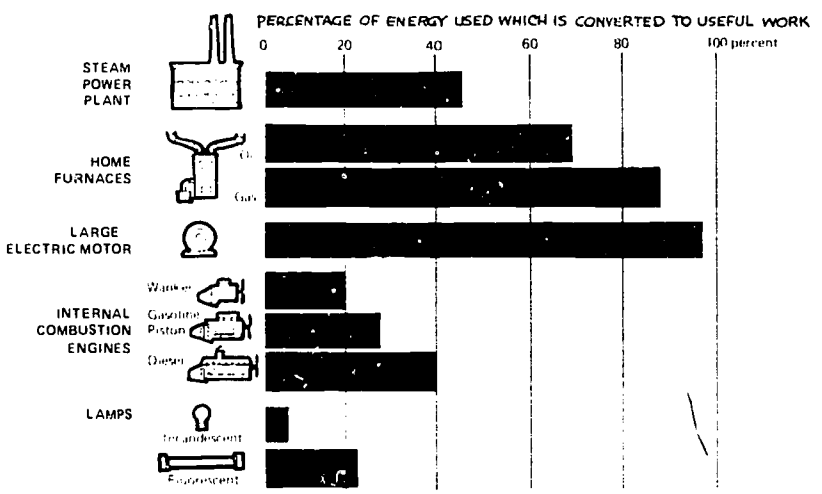

How much energy is lost

Environmental Plan for New York State, New York State Department of Environmental Conservation

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
		explored. Another plant will soon produce solvent-refined coal, which is free of ash and sulfur, has a low melting point and can be handled as either a liquid or a solid. On a longer-range level, researchers are developing a magneto-hydrodynamic (MHD) generator which would allow for a 30 to 40 per cent increase in efficiency compared with the most modern steam plant." Ibid.
. Environmental problems plague the use of coal as an energy producer.	. Discuss the problems posed by the use of coal as an energy source. How would any restriction on coal usage affect the consumer? . What price tag should be put on the health of people?	. "To cut back on surface mining could worsen the energy shortage in the United States. In 1970, for instance, more than one-fourth of our electrical energy was derived from surface-mined coal. Strip mining will also help supply the vast quantities of coal which will be needed for a full-blown gasification program. "Our real hope for domestic supplies of clean, reasonably-priced fuels lies with coal in its new gaseous and liquid forms. But if coal is to supply synthetic fuels in the future, the industry must be allowed to mine it and the utilities to burn it in its current solid form." Ibid.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
		. "Any realistic energy policy must take coal into consideration. For to overlook coal or to skimp on the research effort needed to solve its environmental problems would waste a valuable resource which can provide us with an energy mainstay for centuries to come." Ibid.
WHAT ARE THE POSSIBILITIES AND THE PROBLEMS OF NUCLEAR ENERGY?		
. "In some ways, a nuclear plant is similar to a conventional fossil fuel plant. Each uses steam to drive a turbine generator that produces electricity. The difference between nuclear and conventional plants is the fuel that heats water to make steam. While conventional plants burn coal, oil, or natural gas for fuel, a nuclear plant uses the heat generated by nuclear fission. To release each watt of energy, more than 30 billion fissions (splitting of the nuclei of atoms) must occur each second. The nuclear reactor provides an environment in which fission can be initiated, sustained, and controlled." Petroleum Today, 1972/two, American Petroleum Industry, 1801 K Street, N.W., Washington, D.C. 20006	. Explore student attitudes toward nuclear power. What have they learned concerning its potential for power? What have they learned about possible harmful effects? Is there air pollution? Is there a hazard from radiation? Is there a possibility of uncontrolled, runaway reaction? What is the problem of thermal pollution?	. "At present, the atom supplies only about one percent of the world's power, but by the year 2000, as much as half of the world's power may come from nuclear energy. Most nuclear plant reactors today use uranium-235, which is in short supply, but with second generation breeder reactors, nuclear fuel would be plentiful for thousands of years. "Nuclear plants do not emit air pollution, but they do give off radiation. A former New York City Environmental Protection administrator and now a professor of environmental medicine, Merril Eisenbud, says that people living in the vicinity of a nuclear plant probably would be exposed to less radiation in a year

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
		than passengers on one airplane flight from New York to Chicago." "Man Builds—Man Destroys," University of the State of New York, State Education Department, Albany, N.Y. 12224
	. To what extent do conventional fossil fuel plants burning oil or coal also contribute to thermal pollution?	. "Another major environmental problem with atomic power plants is waste heat, thermal pollution. The nuclear plant heats water to make steam to turn turbines to drive generators to produce electricity. The spent steam must be cooled and condensed back to water for reuse in the plant's closed system...and water from an adjacent river, lake, bay is required for this job." Ibid.
	. Invite the science teacher or knowledgable scientists in the community to discuss these problems and possible solutions. What would be the reaction of students toward the building of a nuclear power plant in the area where they live?	. "A recent tally shows that 26 nuclear plants now operate in the United States, 51 are under construction, and 61 are on order. The present generating capacity of nuclear plants is more than 10 million kilowatts, or some three percent of the total U.S. generating capacity. By 1980, nuclear capacity probably will reach 140 million kilowatts—21 percent of the national total—soaring to an estimated 475 million kilowatts by 1990, representing

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
		about 38 percent of the total capacity projected for that year." Petroleum Today, 1972/two, American Petroleum Industry, 1801 K Street, N.W., Washington, D.C. 20006.

Consolidated Edison nuclear power plant on Hudson River

Photo courtesy of New York State Environmental Conservation Department

WHAT ARE THE IMPLICATIONS OF THE ENERGY SHORTAGE FOR CONSUMERS?		
. While experts disagree as to the length of time our energy resources might last, there is general agreement that: - oil reserves in the United States will probably be exhausted within the next 100 years; - coal reserves will be exhausted within the next 600 years;	. The consumer is faced with the problem of conflicting values. All of us want unrestricted use of our automobiles, adequate fuel for cars, for home heating needs, energy to run our refrigerators, vacuum cleaners, TV's, power tools, radios, ranges, space heaters, and other mechanical devices.	. "Energy costs are bound to rise. We have exhausted a large share of our cheapest and most accessible energy materials. New indigenous supplies will come at higher prices. Coal mines will be further underground; oil and gas wells will be drilled to greater depths and in deeper waters offshore; the

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
- gas reserves are rapidly being depleted; - increasing amounts of foreign oil will need to be imported; - a major effort to expand outputs of nuclear power will be needed; - the nation's requirements for energy will about double between now and 1985. . These forecasts are based on present rate of consumption of energy — which is not the most efficient use. - Energy can be conserved by: - recycling of scrap materials; - better design of buildings; - conservation practices.	. With our requirements for energy doubling in less than 30 years, and yet with pollution from energy production increasing, how do we balance these conflicting elements?	development of oil shale and other synthetics will require expensive new technology. "At present the composite wellhead or minemouth cost of energy produced in the United States is about 35 cents per million BTU's. By 1985, it could easily be 50% to 100% higher. "These increases are significant, but they can be absorbed in our economy without serious disruptive effects. For the past decade, the real cost of energy in the United States has been declining. Today, we spend only about 5% of our national income for fuels. We are in a favorable position vis-a-vis the other world powers with respect to basic energy costs and will probably continue to be so even after the increases I have suggested. Our most urgent problem is one of adequacy and continuity of energy supplies—not one of energy costs." John G. McLean, Chairman, National Petroleum Council's Committee on the U.S. Energy Outlook.
	. There is increasing clamor against industry for destroying the environment by strip mining, pollution from	. "Natural gas is scarce. Shortages already confronting us will increase. Domestic production is projected

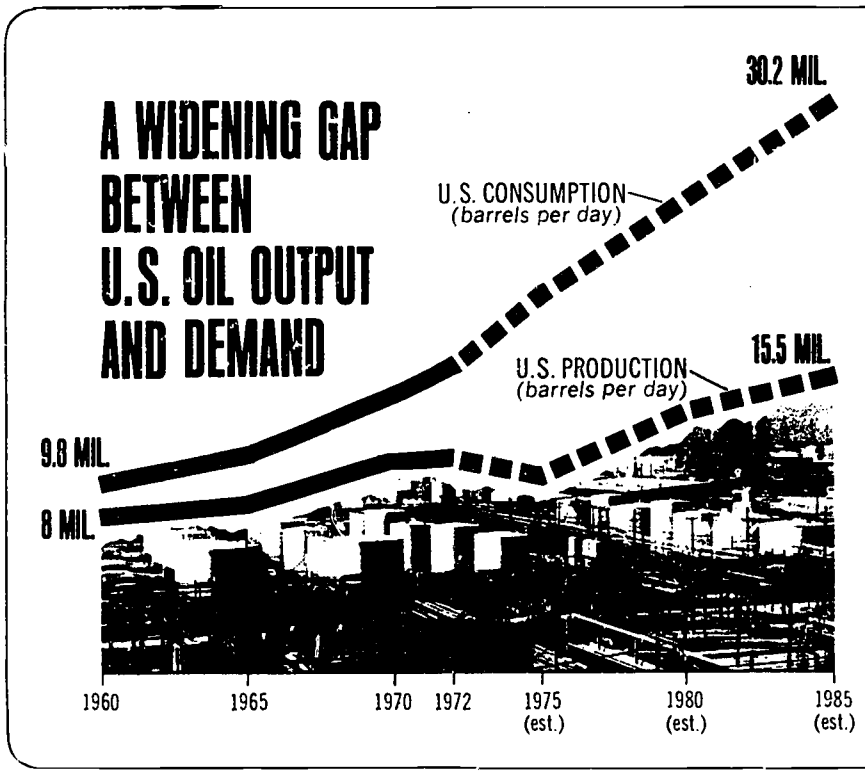

Until the late 1960s: U.S. wells were able to produce practically all the nation's needs — although some foreign oil was imported because it was cheaper.

Today: Though production in this country is being pushed to the limit, it cannot come close to meeting needs. The gap will widen in the years ahead — and force more and more imports.

Source: through 1972, U.S. Bureau of Mines; future production estimates, National Petroleum Council; future demand estimates, Chase Manhattan Bank

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UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
	refineries, constructing nuclear power plants, pollution of land and waters from the products of technology, destruction of our forests and natural park areas. Yet each year our demand for industrial products increases. To what extent are consumers willing to forego the conveniences they have come to expect? Will there have to be compromises between the needs of industry and the environmentalists? To what extent are industries willing to change designs and processes to make more durable products and products that can be recycled more easily? To what extent are industries willing to forego expensive advertising of products and use the money for improving products? (Used oil refining is a good example of one way resources could be conserved.)	to decline about 1/3 during the next 15 years. With more imports of natural and liquefied gas and synthetic gas from naphtha and coal, we may hold gas availability at about its present level. This will be sufficient to satisfy less than half of our potential gas requirements by 1985." Ibid. . "Crude oil imports will have to quadruple. Domestic production of crude oil is projected to show little net change. To meet rising demand, imports will about quadruple, reaching 10 to 15 million barrels a day in 1985. Even larger imports will be needed if we fail to meet our goals with respect to nuclear power and coal." Ibid. . "We shall have to launch a major new effort to expand our outputs of nuclear power and coal. We should seek to construct the equivalent of at least 280 nuclear energy plants of 1,000 megawatts each during the next 15 years. Today, we have the equivalent of only ten plants of such size in operation and only 46 actually under construction. Progress

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
		is being retarded by technical difficulties and environmental restraints on the selection of new plant sites." John G. McLean, Chairman, National Petroleum Council's Committee on the U.S. Energy Outlook, "U.S. Energy Outlook and Its Implications for National Policy", September 21, 1972.
	. What will be the political and economic effects of our dependence upon oil from the Middle East? . With "energy" stocks so depressed in price, where will the investment money to expand resources come from? . With "balance of payments" so out of balance that our dollar is being weakened, what will be the effect of further dependence on the Middle East for oil and consequent larger and larger deficits in the balance of payments?	. "The nation's requirements for energy will about double between now and 1985. In this period, we shall have to rely upon oil, gas, coal, and nuclear power for at least 95% of our needs. If present trends continue, our indigenous resources of these materials will not be developed fast enough to meet our growing requirements." John G. McLean, Chairman, National Petroleum Council's Committee on U. S. Energy Outlook. . "We shall become increasingly dependent upon foreign countries, primarily in the Middle East, for a vital portion of our energy supplies. At the present time, we obtain about 26% of our crude oil and 12% of our total energy requirements from foreign sources. By 1975, we will probably draw about 40% to 55% of
WHAT CAN CONSUMERS DO TO IMPROVE THE SITUATION?	. Consider the suggestions listed by Joseph Kraft as reported in the Albany Times Union shown on the following page. . Contrast these views with those of the Petroleum Council in the Source column.	

"How to Beat the Energy Crisis," by Joseph Kraft

The selfsame seers who brought you the missile gap, the domino theory and the Maoist menace have now picked up the energy crisis. To hear them tell it, industry will halt, the highways will be black with gasless cars, and millions will freeze in the dark, unless America asserts itself against those supposed villains of the piece, the Arabs and environmentalists.

But in fact there are dozens of much more acceptable ways (some of them almost as virtuous as motherhood) for this country to ease the growing gap between energy consumption and energy production. Here is a checklist of possibilities which should provide some measure of the national energy policy the Nixon administration is slowly bringing to birth.

CONSERVATION OF energy heads the list. The United States, with 6 per cent of the world's population, consumes about 30 per cent of its energy. We consume, person for person, more twice the amount used in such a heavily industrialized area as Western Europe.

Much of the energy consumed is wasted in automobiles carrying only the driver. Enormous savings in energy could be achieved by moving commuters in buses or other forms of mass transit. Decent inter-city railroads would cause many people to leave their cars at home and travel by train. A tiny effort could probably induce 2 or 3 per cent of the population to move around by bicycle; and that tiny saving would at least cover the gasoline shortage predicted for this summer.

Housing offers only slightly less abundant opportunities for husbanding energy. A considerable part of this country's energy consumption goes for private homes with poor insulation. It would be child's play for federal authorities to insist that good insulation be a condition for getting mortgage money on which virtually all home-building depends.

Next to conservation of energy, the best results would appear to spring from a research and development program. At present the United States Government spends only about $700,000 on energy research—most of it in the atomic-power field. Private industry spends an estimated $300 million. Since the power industry grosses something like $60 billion annually, the total research input is trivial. Especially in view of the likely pay-off.

NUCLEAR POWER does offer tremendous possibilities for the distrant future if the technical problems of waste disposal and safe operation can be solved. Geothermal energy and solar energy may be equally bounitful sources for the future..

In the meantime, there are abundant supplies of coal, shale and tar in this country, Canada and Latin America. Tremendous dividends would be yielded by a research program for cheap and clean devices to transmute those deposits to oil and gas.

Even before that, research can make large savings in fuel consumption by that worst of all wasters — the private car. With phased federal standards that stipulated not only emission control but also energy control, Detroit might begin to [illegible] its energies to producing a cleaner and smaller engine, rather than concentrating, as now, in bucking the application of standards.

Pricing strategy offers still another way to meet the energy crisis. By which I don't mean socking small homeowners. I mean adjusting prices to industrial users. They gobble up about 40 per cent of the energy consumed in this country, and if prices were stiffer, they would turn off the lights occasionally.

Finally, important savings for the American consumer can probably be achieved by a new technique for buying oil abroad. At present the price is driven up by American firms competing against Japanese and West European firms. By organizing with the governments of Japan and Western Europe a consumers' consortium against the producers' cartel, this country could get far better terms than the oil companies who really care hardly at all about the consumer.

WHAT ALL THIS says is that the United States can afford to be careful and picky about meeting the energy shortage. Nobody has to worry about having an Arab in his tank instead of a tiger. If things do go wrong, if gas shortages develop, don't blame the Wildlife Foundation. Blame the responsible figures in the companies which have for so long been acting improvidently and the administration which has, for so long, been doing nothing

Albany Times-Union,
March 19, 1973

SOURCE

our oil and 23% to 32% of our total energy from abroad. "Dependence upon a small number of distant foreign countries for a vital portion of our energy supplies will be a new fact of life in the history of this nation. We shall need to take a new look at our foreign policies with respect to the Middle East and attach to them a much higher priority than they have thus far been accorded." Ibid.

- "Growing oil and gas imports will provoke a large, growing deficit in the U.S. balance of trade in fuels. By the early 1980's, this deficit could be in the $20 to $30 billion range, compared to a current deficit of less than $3 billion. Today, our total exports of goods and services are only about $66 billion. To pay for our imports of fuel, we will need to seek additional exports of other goods and services." Ibid.

- "Enormous capital inputs will be necessary to provide for our energy requirements. Between now and 1985, the United States energy industries will have to invest between $400 and $500 billion in new productive and distribution facilities, an

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE

the energy crisis

Progress *is* being made to ease the expected energy famine, but it's slow and costly.

What else can we do? What can we do *now*?

▷ First, accept the fact that the problem is real, and now upon us.

▷ We must change our thinking. We can no longer think of using energy as if it flowed freely from a bottomless spring.

▷ Instead of driving the family car three blocks to the market—walk the distance, or bicycle.

▷ If your vacation this year involves driving the family car, head for a resort near your home. San Diego residents should avoid that motor trip to Maine if they can. By all means, keep your engine tuned.

▷ Support establishment of rapid transit systems in your area, and join a car pool until plans for moving large numbers of people at a low output of energy become operational.

▷ Write your senator and representative in Congress urging them to initiate and support legislation to appropriate funds for development of programs to convert coal to low-sulphur gas and oil, to open shale oil lands and explore other sources of fuel.

▷ Hoard your own household energy... turn down the heat at night... click off unused lights... use air conditioning only when necessary... don't preheat your oven too long... open the drapes during the day to let in solar heat. In simple terms, be a "power skinflint."

These are just some of the steps we can take now... before it's too late.

A few years ago when we were shooting for the moon, we never dreamed the lights would go out at home... or that the corner service station would ever run dry.

But it's happened.

We've slipped up somewhere along the way. ■

©Occidental Petroleum Corporation 1973

annual average of about $30 billion, compared to present outlays of about $16 billion."
Ibid.

. "We should take prompt action to establish a single, high-level agency in our government to develop a national energy policy and to coordinate our efforts relating to energy matters. I do not mean that our Federal government should play a larger role in the discovery and development of natural resources. This task should be left to private enterprise. The chief mission of the central government agency should be to establish priorities and guidelines and to eliminate delays, conflicts, and confusion."
Ibid.

. "We should reduce waste in the consumption of energy. I am not suggesting curtailments which would have a negative impact on the growth of our economy. On the contrary, I believe the consumption of energy should be encouraged because it increases the efficiency of our economy—providing that the energy is used for socially desirable ends."
Ibid.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
	. Ask the science teacher to explain how energy could be conserved through the steps suggested by John McLean as quoted in the Source column. What is meant by "the development of more efficient conversion systems?" . Contrast these views with those expressed in "The Potential of Energy Conservation," Office of Emergency Preparedness, Washington, D. C.	. "There are many areas in which we could conserve energy without impairing economic growth. For example, 20% of our energy is used for commercial and residential heating; savings can be made through better insulation. About 25% of our energy is used for transportation; savings can be made through the development of mass transportation and smaller and more efficient automotive engines. Another 25% of our energy is used for the generation of electric power in processes which waste about 70% of the energy input; savings can be made through the development of more efficient conversion systems." Ibid.
WHAT IS BUSINESS DOING TO CONSERVE ENERGY? . Industry is moving to save both money and energy.	. Make a survey of your own business community to see what business is doing, and plans to do, to conserve energy. . Ask your municipal authorities what if anything they could do. . Make a list of suggestions from class members and forward them to the appropriate agencies for comment.	. U.S. Steel uses the natural gas driven off by its coke ovens for fuel in other operations. . United Airlines planes taxi to airports, after landing, using two engines instead of four. The company has asked for permission to reduce speed on its transcontinental flights from 588 mph. to 547 mph., thereby saving 350 gallons of fuel per flight.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
		. Chrysler Corporation is concentrating on a program to reduce the weight of cars and thus save on fuel consumptions. . Dow Chemical has reduced its energy use 15 percent. . Lockhead-California saved million on its power consumption by raising air-conditioner settings.
WHAT CAN CONSUMERS DO TO SAVE ENERGY? . Each of us as a consumer can help.	. Make a list of ways in which energy could be conserved by consumers. The list might include such items as the following: - buy cars that are lighter and more economical on gasoline; - turn off lights when not needed; - turn down the heating thermostat at night and a few degrees during the day; - set the thermostat turning on air conditioning at 75 degrees instead of 70 or 72; - buy refrigerators with no defrosters or automatic defrosters instead of the frost free type which use one-third more electricity.	. "Save a Watt," Newsweek, 5/28/73. . Secure a copy of the brochure of 65 tips on energy saving from Montgomery Ward & Co., Chicago, Illinois. . Ask your local public utility for suggestions on energy saving tips.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
	- open refrigerator doors as seldom as possible; - match pots and pans to range burner size to prevent escape of heat.	
ARE THE PROBLEMS OF ENERGY INTERRELATED?		
. Yes. Each shortage of energy producing products has its relationship to other products and to national policy.	. Have pupils research the energy crisis literature to discover the causes of the present shortage and how each element fits into the total picture. Note that - there is not enough refining capacity in this country to meet the demand for petroleum products; - gasoline consumption is rising faster than anyone anticipated; - pollution control devices and power take-off devices such as air conditioning require more gasoline to be consumed; - oil companies have not built needed refineries because of environmental and financial constraints;	
WHY DO NOT OIL COMPANIES BUILD THE NECESSARY REFINERIES TO PRODUCE NEEDED PETROLEUM PRODUCTS?	- legislation and litigation have made it difficult for refineries to obtain necessary new sites; - the oil companies claim that the wholesale price of gasoline and heating	. To build a refinery costs about $250 million. . An average of about four or five refineries should be built each year for the next seven years to meet increasing demands.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
	oil are insufficient to cover the increased cost of building refineries.	. No new refineries are presently under construction.
HOW CAN THE SUPPLY OF NEEDED PETROLEUM PRODUCTS BE INCREASED?		. It would take about three years to complete a 160,000 barrel-a-day refinery.
. Building new refineries would help	. What other problems beside additional refineries are there?	. "The 'lower 48' states are the most heavily explored region in the world, and we're using more oil than we can find here. Almost all of the older fields are now at maximum production, with the industry producing every barrel it can. And for environmental and other reasons, oil companies haven't been able to obtain access to oil discovered on the North Slope of Alaska or to the unexplored areas of the East and West Coasts." Mobil Oil Company, 150 East 42nd Street, New York, New York, 10017
. The petroleum industry could collect and process billions of gallons of used oil.	. How has the environmental problem limited the development of Alaska oil resources and off-shore resources? What action of Congress is needed to permit the building of the Alaska pipe line? (Environmental restrictions on the width of the right-of-way of the pipe line must be changed.)	
. The possibilities of economizing through the use of central heating and air conditioning systems that would supply a whole city or a block of homes instead of many individual systems should be explored.	. Why can't additional supplies of oil be provided from abroad?	. "Some gasoline is being imported. But supplies overseas are very tight, because of high demand and tight crude oil supplies. The U.S. has to compete with other countries for these tight supplies." Ibid.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
		. "Supplies are tight everywhere. Most overseas producing areas are at maximum producing levels, and some major producing countries have actually curtailed crude oil production." Ibid.
COULD GASOLINE BE USED MORE EFFICIENTLY? IF SO WOULD THIS SOLVE THE PROBLEM?		
. It would help, but probably would not solve the problem.	. Have the class explore and discuss ways in which gasoline could be used more efficiently. (Keeping engines at top operating efficiency, improving driving patterns, using mass transportation instead of private cars, using engines that consume less gasoline.)	. Many experts feel that even with better utilization of gasoline, consumption of gasoline will increase. . Darrell Trent, Director of the Office of Emergency Preparedness, Washington, D. C., suggests the following to avoid gasoline rationing: - use car pools; - keep cars "tuned up"; - reduce the use of air conditioning which increases gasoline consumption by 10 percent; - use smaller cars.
HOW ARE THE PROBLEMS OF GASOLINE CONSUMPTION AND OIL HEATING RELATED?		
. Refineries can produce either heating oils or gasoline, but production of one is at the expense of production of the other.	. Have the science teacher or other knowledgeable person discuss the refining process and show how either gasoline or heating oil may be obtained.	. "With gasoline consumption at record levels, the limited refining capacity and shortage of crude oil made it impossible to manufacture enough heating oil in this country this past season, so we had to import more. Heating oil consumption increased by record amounts, and so did domestic production of it. But refiners found themselves still maximizing production of heating oil at a

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
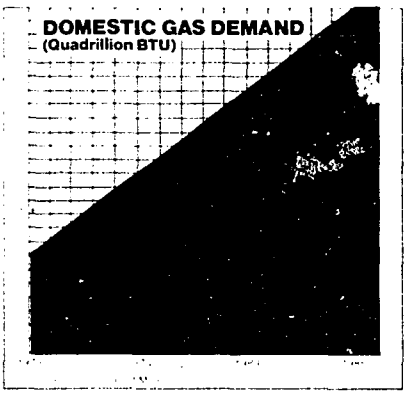	**The demand for gas goes up and up.** Since 1956 gas consumption in the U.S. has almost tripled. Demand has been spurred by growth in population and industry. The low cost of gas has been another big factor. And the increasing concern with pollution has led many businesses to convert from other fuels to cleaner burning gas. More gas supplies *can* improve our environment.	time of year when they'd normally have started maximizing gasoline. Gasoline supplies are very low in relation to demand. Supplies of gasoline on April 1 of this year were at least a billion gallons lower than a year earlier, because of the continued pressure on refiners to maximize heating oil, at the expense of gasoline. And gasoline consumption is running much higher now than last year." Ibid.
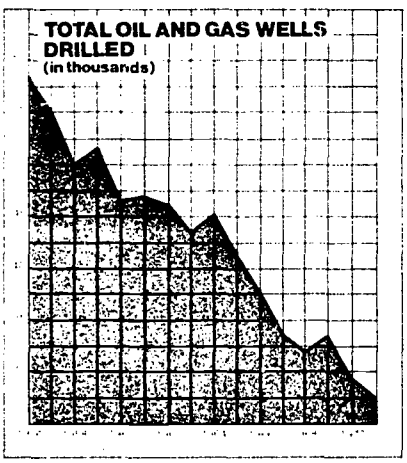	**The number of wells drilled has gone down.** While demand has been rising, exploration and drilling for gas has declined—because acreage in the Gulf of Mexico has not been offered for leasing on a regular basis, and primarily because prices at the wells have been regulated at artificially low levels. With the sharply increasing costs of drilling deeper wells and drilling further offshore, also the high odds of hitting nonproductive wells, plus rising costs of labor and materials, there is insufficient incentive for producers to risk money in the search for new supplies of gas.	

Summary of Part I

In Part I, technology and its effects have been defined and explained. The benefits and detriments of technology have been discussed. The energy crisis and its continuing implications are dealt with. Our resources of coal have been considered and related to other energy resources.

In Part II, the companion volume, other sources of energy are considered including gasoline, heating oil, and natural gas. Implications for consumer consideration are raised. Suggestions of ways to cope with the problems of a technological age are discussed. Most important of all, considerations which involve life styles and values are raised to help young people make decisions.

COPING WITH THE PROBLEMS OF A TECHNOLOGICAL AGE

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Coping with The Problems of a Technological Age

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Part II

one of a series for expanded programs
in CONSUMER EDUCATION

VT 100 615

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Secondary Curriculum Development
Albany, New York 12224
1973

COPING WITH THE PROBLEMS OF A TECHNOLOGICAL AGE

Part II

One of a series in Expanded Programs of Consumer Education

The University of the State of New York/The State Education Department
Bureau of Secondary Curriculum Development/Albany/1973

ERIC

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INTRODUCTION

This is the second part of the material dealing with the problems of a technological age. It is assumed that teachers will be using both parts and will have read the Foreword and Introduction to Part I as a background for the continuing study.

Part I deals with the problems of what technology is and how it affects our lives. The first portion also discusses the energy crisis, created in part by technology, and deals specifically with coal and petroleum resources. Part II continues the discussion of energy sources and relates them together. It begins with our resources of natural gas and continues with heating oil. The pollution problem raised by the automobile is considered. Attention is also given to the matter of recycling materials. The benefits as well as the difficulties of living in a technological age are considered. It also deals with the consumer problems created by technology. Consideration is given to life styles and values in the hope that involvement of young people in decision making may resolve these issues in a manner that gives due consideration to all factors in the issue, weighing costs against benefits.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
IS THERE A SHORTAGE OF NATURAL GAS?		
. Most authorities agree that there is a shortage of natural gas.	. Ask the public utility public relations officer of the company which serves your area to report on the supply of natural gas available in his service area and probable demands for this product. . Secure a copy of "New Sources of Gas---Where and When?" American Gas Association, 1515 Wilson Boulevard, Arlington, Virginia, 22209. Consider the recommendations of this report. . Read the newspaper and periodical reports of the attempts to develop new sources of gas through nuclear stimulation in cooperation with the U.S. Atomic Energy Commission. If you had been in the area of the test, would you have joined the consumer group who, in protest, picketed the approaches to the experimental underground explosion?	. "Government officials and executives of private industry have spoken repeatedly about the natural gas shortage with one basic conclusion: the United States will never again be able to meet all of its needs for gas energy from conventional sources. "The Government's view of the situation was summed up recently by an Administration spokesman: 'We do have a gas shortage, it is going to get a lot worse, help is a long way off, and we shall need every cubic foot we can lay hold of from any source.' "A widely respected independent forecasting group—the Future Requirements Committee—estimates that gas requirements by the year 1990 could be nearly twice what they are today. Other govvernmental and private groups have supported this projection. "Sources of natural gas in readily accessible areas have largely been tapped and are producing the bulk of the gas consumed in our country now. "Where will the gas be found to meet growing needs?" New Sources of Gas --- American Gas Association, 1515 Wilson Boulevard, Arlington, Virginia 22209

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
		. "Nuclear power is most often thought of in conjunction with nuclear generation of electricity, but atomic power can play an important role in the development of significant reserves of natural gas in this country. "An estimated 300-plus trillion cubic feet of gas are locked in relatively impermeable rock formations in the Rocky Mountain region. Conventional drilling techniques can withdraw only small quantities of this gas with each well, making recovery of the reserves uneconomic. "Two experiments have already been conducted in which underground nuclear explosives were detonated to fracture dense rock formations and allow gas from a wide area to reach a well. Each of the first two experimental wells produced in only a few months many times the amount of gas recovered over a period of years from conventional wells in the same area." Ibid.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
WHAT ARE THE EFFECTS OF THE GAS SHORTAGE FOR CONSUMERS?		
	. Find out the effects of the gas shortage on consumers. Have gas supplies for home heating been curtailed? Have gas prices increased? Have plants in your area been restricted in the use of gas? Has this restriction had any effect on employment? Will the lack of gas lead to increased costs of consumer products?	. "The lack of adequate gas supplies is hampering economic growth where industrial and commercial needs cannot be met. Jobs are not increasing as they should. The tax base is being restricted. In some areas gas companies cannot even take on new residential customers." Ibid.
WHAT STEPS HAVE BEEN TAKEN AND WHAT ADDITIONAL STEPS ARE NECESSARY TO INCREASE THE GAS SUPPLY?		
	. Research the problem of gas supplies. What steps is the government taking, and what steps is industry taking to increase the supply? (Newspaper reports include steps being taken to import natural gas, under pressure, from Russia and the Middle East.) . With the help of the science teacher, consider the possibilities of making synthetic gas from oil.	. "Increases in allowable gas prices, anticipation of major new offshore lease sales, and the introduction of legislation to provide price stability in contracts should help assure renewed incentives for exploration. "The investment needed to bring additional gas supplies to the nation's markets is staggering. It has been estimated that to increase the available supply from supplemental sources by some one trillion cubic feet per year will require as much as $5 billion. This means increasing

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
		. the industry's capital investment by about 10 percent for a five or six percent increase in supply." Ibid.
		. "The fastest and most easily accessible source of major new natural gas discoveries is the off-shore areas of the outer continental shelf bordering the United States, particularly those in the Gulf of Mexico." Ibid.
ARE THE PROBLEMS OF A GAS SHORTAGE AND A HEATING OIL SHORTAGE RELATED?		
. Yes. As a gas shortage develops, consumers turn to alternative heat sources.	. Poll the class to see what source of fuel is used for home heating. Have any families changed from one source to another? Why?	. A natural gas shortage has developed. Businesses are being rationed. Producers claim this shortage is due to the fact that "Government controls have for nearly 20 years depressed the price of natural gas to unrealistically low levels, and have ignored the consumer's long-term stake in security and adequacy of supply. As a result, demand has increased far faster than additions to reserves. When large industrial users couldn't get enough natural gas this past heating season, they began using large volumes of home heating oil. Demand for heating oil went through the roof." Mobil Oil Company.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
WHY DOESN'T INDUSTRY USE HEAVY RESIDUAL FUEL OIL OR COAL INSTEAD OF HOME HEATING OIL?		
. Shortages of fuels that meet environmental standards are present in many fields.	. Discuss alternative energy sources open to industrial use. What is meant by high-sulphur content? How do environmental restrictions affect the use of high-sulphur fuels?	. Not enough heavy residual oils that meet environmental restrictions are available to meet the demands of industry, and the same shortage of coal that meets environmental standards applies.
IS THE ENERGY SUPPLY THE SUM OF MANY INTERRELATED PARTS?		
. Yes. Every part of the supply affects every other part.	. Discuss the fact that shortages or competion for any type of energy affect the supply of other types. Natural gas competes with light and heavy heating oil and coal as an energy source. Gasoline competes with home heating oil in a refinery. All are part of a total energy system.	. "What we have to do is develop socially and economically acceptable balances. There is no automatic conflict between a cleaner environment and greater supplies of energy. The most unacceptable risk of all is to fail to develop adequate and secure supplies of energy so America can continue to prosper." Ibid.
WHAT SOLUTION DOES THE OIL INDUSTRY SEE FOR THE PROBLEM?		
	. Ask pupils for suggestions as to the solution of the energy problem. Consider tidal and solar energy, atomic power, coal, oil, gas, as well as changes in use and possibly changes in environmental or governmental regulations.	. The Mobil Oil Company suggests the following solutions: "Use all energy more efficiently. Control automotive emissions in a way that won't waste so much gasoline. Build the Alaskan pipeline. Deregulate the price of at least new supplies of natural gas. Explore offshore.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
		Permit the financial incentives to build more refineries-where they're needed. Go all-out in research of oil shale and nuclear power to make these energy sources economic and environmentally safe."

BACKGROUND INFORMATION

In his message to Congress of 4/18/73, President Nixon called for the following steps to be taken to meet the energy needs of the country.

- Increase domestic production of all forms of energy
- Act to conserve energy more effectively
- Reduce excessive regulatory and administrative impediments
- Act with other nations to conduct research in the energy field
- Utilize to better advantage our scientific and technological capabilities
- Initiate a program to conserve energy

Specifically, he recommended to Congress that:

- Some easing of price controls on new gas wells be provided
- Exploration and development of off-shore oil and gas reserves be expedited
- Congressional action to remove restrictions on the Alaskan pipeline be taken
- A program to utilize the recoverable deposits of shale oil be developed
- A program of government leasing of lands with geothermal possibilities be speeded up
- Expanded development and utilization of coal resources be undertaken
- Encouragement be given to nuclear energy research and development, while maintaining environmental safety restrictions
- Encouragement of domestic exploration for gas and oil fields through investment-credit tax measures be provided.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
	. Consider the recommendation made by President Nixon to Congress regarding the energy crisis. . Have the class draw up their own recommendations as to what should be done, using these sources and others, and considering the desires of consumers to continue to use unlimited energy supplies.	. "We can increase domestic energy production. We should take prompt action to stimulate the development of our indigenous energy resources. We have an adequate resources base; our problem is to get new supplies at a faster rate. We need some practical trade-offs in the ecological area. The production and consumption of energy inevitably involves some ecological impairment. We cannot achieve our environmental goals overnight and still give the U.S. economy all the energy it requires and the public demands. Some pragmatic, graduated approaches to our ecological goals are urgently needed. Here the Federal government should take decisive action—and very promptly." Ibid. . "Wait A Minute — Let's Not Go Overboard On Ecology," Maurice H. Stans, U.S. Secretary of Commerce, in a speech delivered before the National Petroleum Council, July 15, 1971.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
		. "The Geography of Survival," American Trucking Associations, Inc., 1616 P Street, N.W., Washington, D.C. 20036
		. "Fuel Needed for Years Ahead," John Chamberlain, Albany Times-Union, January 4, 1972.
WHAT ABOUT AUTOMOBILES AND THE POLLUTION PROBLEM?		
. As of the end of 1971 there were 113 million automotive vehicles in the country, each contributing in greater or lesser degree to the problem of air pollution. (It is estimated that 60 percent of air pollution is caused by the internal combustion engines of automobiles.)	. With the help of the science teacher have the class review what is known about the problems of air pollution caused by the internal combustion engine. . Review current legislation on the State and Federal level aiming at curbing this pollution.	. "If one automobile is beautiful, can a billion cars doom a civilization? Maps of Los Angeles show that two-thirds of the city is either roadway or parking facilities. About two-thirds of all urban air pollution is caused by autos. The growth of autos in New York City, air conditioned autos (and air conditioned buildings) has resulted in a tremendous growth in waste heat which in the summertime reminds one that the road to hell is paved with good intentions. Any solution to the problem of the auto transport system must be tempered by the knowledge that economically our society is deeply involved with that system: one out of seven workers in the United States depends on the auto industry for his livelihood; municipal, state, and Federal governments derive more than $11

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
		billion annually from auto taxes and highway tolls. This leads to one of the fundamental questions facing us. Are we prisoners of our technology? Are machines meant to serve men or are men made for machines?" "Man Builds—Man Destroys," New York State Education Department, Albany, N.Y. 12224
. It would be possible to prevent a large part of the pollution caused by automobiles but there is a cost both in dollars and in lessened efficiency to do so.	. Have the automotive shop teacher or a science teacher explain the steps that are being taken to prevent pollution caused by cars.	. The Society of Automotive Engineers, the Engineers from Aerospace Corporation, and the Environmental Protection Agency estimate the cost of meeting Federal emission standards set for 1975 (since postponed to 1976) at $10 billion a year. This is the cost of equipping autos with catalytic convertors that change carbon monoxide, hydrocarbons, and oxides of nitrogen into harmless gases. If these systems have to be replaced every 25,000 miles as some engineers predict, the cost to the average car owner could go as high as $1,150 above the cost of comparable 1970 models, the researchers said.
. Catalytic converters will lessen engine efficiency, thus calling for greater gasoline consumption.	. In addition to the costs of equipping cars with anti-pollution devices there is a further consumer cost (and a pollution cost) in that cars so equipped would operate less efficiently, thus consuming more gasoline. In turn, the extra gasoline consumed will add to the pollution problem.	

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
	. Have pupils who own, or whose families own, newer cars describe some of the problems with present anti-pollution equipment. Do cars start with more difficulty? Do they consume more gasoline? Is there a cost to maintain or replace anti-pollution valves and other devices?	. "Engineers estimated the initial cost of pollution equipment alone would add between $229 and $388 to the price of the car, depending on what system is used to meet the government's standards."
		. "Man Against His Environment," a television series presented by the State University of New York at Albany. Watch for the presentation of the program or write for the guide from the Education Department. The entire series of half-hour programs is available on video tape from the State Education Department for use by local schools, colleges and universities, and other educational institutions. The series deals specifically with actions any individual may take to "correct" elements of environmental abuse. Among problems discussed are air and water pollution, misuse of the earth's natural resources, noise pollution, impact of continued population growth, and future sources of energy.

BACKGROUND INFORMATION

Oh, Oh! Here Come the Catalysts.
by Jude Wanniski, condensed from an article in The Wall Street Journal, Monday, May 21, 1973

Consumer Costs

The cost to the consumer for this dual-catalyst system would be between $300 and $400 per car, about $80 each for core replacement of the two converters every 25,000 miles, and a 25% or more fuel penalty, which one industry source says would require extra oil imports of 1 billion barrels of crude by 1985. Driveability would also suffer, which means that if the catalysts burn out, as they have a way of doing, the driver would notice an improvement in his car's performance, which would not be an incentive for him to have the catalysts replaced.

A national network of inspection stations would have to be built to insure compliance. As yet the only known test procedure to determine whether the catalysts were working up to snuff would require each car to undergo several hours' checking by instruments costing more than $50,000 each.

In addition, there is a high probability that all this effort and expense would go for naught, that though they might pass initial tests, in actual use the catalysts would fail and thus not clean up much air pollution. Consider the description by the National Academy of Sciences, one Mr. Muskie termed "dispassionate": "The catalyst is too cold during start up and too hot during a long down-hill cruise. The air-fuel ratio is too rich on idle and too lean during high speed. The exhaust gas flow is slow during idle and fast during upgrade cruise. The catalysts are also exposed to repeated cycles of heating and cooling, evaporation and condensation of water, pulsating flow from exhaust gases, vigorous shaking on the road, and a variety of poisons, including lead and sulphur. Under these conditions, catalysts deteriorate rapidly."

Despite these advantages, catalysts seem the only way to meet, technically if not in practice, the standards of the Clean Air Act by the 1976 deadline the law allows. But some time a bit further in the future, it now seems likely the act's standards or something nearly as tough could be met in ways that would not only clean up the air but improve the automobile.

The present quandary isn't what either Mr. Muskie or Congress had in mind when they passed the Clean Air Act. The assumption then was that by setting extremely tight standards for 1975 and 1976 instead of for 1980, as the Nixon administration had proposed, Detroit would be forced to consider different ways of powering American autos, or at least one or more of the Big Three would strike off in a new direction and provide vigorous competition between power sources. At the time, there was the vague notion on Capitol Hill that there would be a rush to turbines, rotary engines or even steam or electric cars.

A Costly Commitment

As the auto makers prepare to go before Sen. Muskie to ask for relief, they are aware that they never did much to clean up emissions until the government made them do it, and that the effort is not now going to be abandoned. But for his part, Sen. Muskie must also be aware that Detroit is going in the wrong direction, and that it can't change course unless it can get those catalytic converters off its back.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
. Banning "leaded" gasoline will make cars run less efficiently.	. We are all familiar with the fact that leaded gasoline tends to make many cars operate better, with less knocking and "pinging." Yet the lead emitted into the atmosphere is a pollutant. What should be the consumer's attitude toward banning the sale of leaded gasoline? toward the installation of pollution equipment?	United Press report, quoted in Albany Times-Union, January 9, 1973.
. Congress has set clean air standards for 1976. Some observers feel that these standards are so severe that gasoline rationing will be necessary in nearly 30 U.S. cities. It is claimed that 400,000 jobs will be lost in Los Angeles and and its suburbs as a result of this action.	. Secure a copy of the standards set for 1976 by the Environmental Protection Agency. Discuss these standards in terms of their impact upon the environment, on employment, and on the consumer's pocketbook.	. Other pollution experts say these estimates of costs are too high. "Automobile buyers should benefit from a Government decision to delay certain pollution standards from 1975 until 1976 in most of the U.S. "Federal experts figure the extra time will permit companies to cut the cost of adding catalytic converters, which render pollutants harmless, from the $255-$300 previously estimated to $160-$170 per car. What's more: Government researchers will ask Congress to ease the law that requires automobile emissions of oxides of nitrogen to be reduced 90 percent by 1976. New data show that's far more of a cleanup than really needed. This legislation alone had been expected to nearly double the cost of car antipollution equipment and cut gasoline mileage by 20 percent." U.S. News and World Report, April 23, 1973, p. 13.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
. Despite the problems, solid progress has been made in recent years in cutting down on the amount of pollutants in the air. According to the following advertisement of the oil companies of America: "More Cars, But Less Pollution Air pollution resulting from automobile emissions has been significantly reduced. As 1971 ended, there were 113 million automotive vehicles in this country. New equipment and new gasolines have reduced total hydrocarbon emissions in the air to the levels of 1960, when there were 74 million vehicles. Total carbon monoxide emissions are down to the levels of 1963, when there were 85 million vehicles. As older cars are replaced by new ones with better emission controls, there will be further declines of hydrocarbons, carbon monoxide, and even oxides of nitrogen in the air. "Sulfur Emissions Are Down. Another source of air pollution is the sulfur released from burning oil. Since World War II, the	. America is trying to achieve the twin goals of providing needed energy while still maintaining a clean environment. To provide needed energy sources will require the development of additional domestic energy: oil, natural gas, coal, nuclear power, and perhaps hydroelectric, and tidal or solar energy. What should be the position of consumers regarding - exploratory drilling for oil? - the development of the Alaska pipeline? the building of additional nuclear facilities, perhaps near concentrations of population? Sewage treatment and water purification? - recycling of aluminum, steel, glass, rubber, and paper? - rebuilding blighted urban areas? . What should be the consumer's attitude toward public and private development of new supplies of energy?	. William A. Ruckelshaus, Environmental Protection Agency administrator, set the standard at .08 parts per million pollutants in the air. Opponents of his standard say that .08 parts per million of petrochemical oxidants is unreasonable and that .10 per million is more reasonable. . Environmental Education Instructional Activities 7-12, University of the State of New York, Education Department. . "Toward A New Environmental Ethic," United States Environmental Protection Agency, September 1971.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
sulfur content of home heating oils and diesel fuels has been reduced more than 50% through increased use of low-sulfur crude oils and improved refining techniques. Progress has also been made with the heavy fuel oils used by industries and power plants. In New York City, for example, pollution from sulfur dioxide was severe a few years ago. But, in response to regulations, the sulfur levels of heavy fuel oils burned in New York City have been reduced 90% since the mid-Sixties."	. How can consumers help conserve energy resources as regards their automobile use? . Ask the science teacher or automotive teacher to explain the possibilities and difficulties of using other types of motive power such as the Mazda rotary engine, or the electrically powered car. . What should be the attitude of consumers toward the use of mass transportation in place of the private car? Would consumers be willing to accept the banning of private cars from central cities or the rationing of gasoline if necessary to prevent excessive pollution?	. "Guide to Efficient Energy Use in the Home," American Petroleum Institute, 1801 K Street, N.W., Washington, D.C. 20006 . "Environmental Education Strategies," University of the State of New York, Education Department. . "The Energy Crisis — Learn To Live With It," New York Daily News, February 11, 1973.

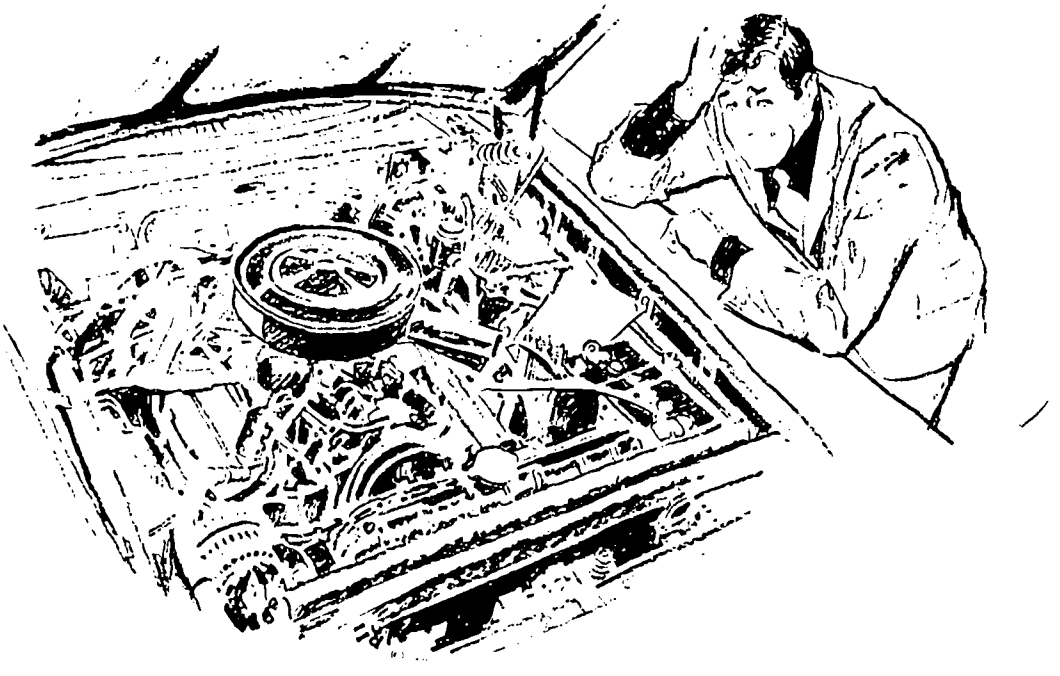

How you can conserve energy at home and on the road

CARS

1. **If you are about to buy a new car,** buy the smallest, most efficient car that meets your needs. The smaller the car, the more energy and money you will save.

2. **If you already have a car,** there are several things you can do to conserve energy:
   – Keep your car tuned up. Have a tune-up at least every 10,000 miles or according to manufacturer's recommendation, and keep your tires inflated to recommended pressures.

   Join or set up a car pool for going to work. Driving a car, especially a large one, with only one person in it is a gross waste of energy. It's also expensive, and adds to air pollution.

   – Plan your shopping for the week, so you don't have to keep going to stores for small purchases.

3. **Better yet, walk or ride a bicycle.** If you can, walk or ride a bicycle to work or to shop. You will save money, conserve energy, reduce air pollution, and improve your health. Press for bicycle paths if they do not already exist, especially in areas where they can be used for day-to-day transportation.

THE HOME

1. **Heating and cooling** can consume nearly half of the energy used in a house. There are a number of ways this energy consumption can be reduced, many of which will actually save money.

   Insulation in most houses is much less effective than it should be. Adding extra roof insulation is a relatively easy way to cut heat transmission. Likewise, storm windows, if they are not already on your house, are fairly easy to install and can cut heat losses significantly. If possible, extra insulation can also be added to the walls of the house.

   Air Leaks in windows, doors, and wall and ceiling fixtures can increase your heating costs 15 to 30 percent, but are relatively easy and cheap to fix. Weatherstripping and sealing materials cost very little and can be readily installed by the homeowner.

   Furnaces can waste substantial amounts of energy if they are not properly cleaned and adjusted. A well-adjusted furnace saves energy and money.

   Lowering thermostats at night by 10 degrees will save ten percent or more on heating costs, and holding temperatures to 70 or 72 degrees will use less energy than higher settings. When you go on a trip, turn the thermostat down to 55 degrees.

   Air conditioners really are a luxury in most homes. But if you must have one, remember that some models are only half as efficient as others the same size. Check the Electrical Efficiency Factor (EEF); the higher the EEF, the more efficient the unit.

   Sunlight adds a substantial heat load to a house. Keeping it out in the summer will keep your house cooler, whether you have air conditioning or not. The west and south sides can both be shaded by deciduous plantings – use a trellis at first with a fast-growing deciduous climbing vine, backed up by slower-growing shade trees. Awnings, shades and curtains can all cut down on heat gains, as can heat-absorbing or reflecting glass. Some companies make reflective materials that can be applied to existing windows.

   Attics build up heat unless they are well ventilated. If necessary, an attic fan can help. And the next time you re-shingle your house, remember that a white roof reflects far more heat than a dark one.

2. **Hot water heaters** can account for nearly one third of a home's energy consumption. So don't waste hot water, and repair any leaky faucets.

3. **Lights** can consume a surprising amount of energy. For example, in a house with ten 100-watt light bulbs left on for an average of five hours a day, 150 kilowatt hours of electricity will be used in a week, 1800 kwh in a year. This is significantly more than a kitchen range uses. Incandescent lights also add to the heat load in a house in the summer; turning off unneeded lights will keep a house cooler. And if you have air conditioning, remember that for every watt reduction in lighting, there is an additional ½ watt savings in air conditioning.

4. **Appliances** add to a home's energy consumption. As shown in the chart, kitchen ranges, refrigerators, and clothes dryers are the largest consumers of power. If you are about to buy a new refrigerator, remember that a frost-free model may consume twice as much energy as a standard model, and that there can be substantial variations in power used by otherwise similar models.
   If you are planning to buy "convenience" appliances, such as electric hot combs, consider whether you really need them. While such appliances consume relatively small amounts of power, even small amounts add up. More importantly, be sure to operate major appliances, washers and driers – at non-peak times, early morning or evening.

Environmental Plan for New York State, New York State Department of Environmental Conservation

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
IN ADDITION TO THE SHORTAGE OF FUEL AND POLLUTION WHAT PROBLEMS HAS TECHNOLOGY RAISED FOR CAR OWNERS?		
. Specialized training is increasingly needed to service cars. . Specialized and expensive equipment is often required. Costs for service requiring this equipment must necessarily be higher than otherwise.	. One of the biggest problems with modern cars is the cost and difficulty of servicing them. Before air conditioning, power brakes, power steering, and other options were added, the skillful handyman was able to do much of the maintenance work on the car himself. . Have the auto shop teacher discuss the problems of servicing modern cars. . Arrange for a visit to a modern car repair shop. Note the fact that mechanics tend to specialize in one area of repairs — auto body work, electrical, brakes, air conditioning, etc. Ask the service manager to describe the specialized training now required to service a car. Have him show the specialized equipment needed and estimate the cost of such equipment.	. Americans spend an estimated $25-30 billion on automobile repairs annually. . Sylvia Porter in her syndicated column "Your Money's Worth," Albany Times-Union, May 4, 1972 suggests consumers "Start shopping for repairs BEFORE you need them. It's too late when your car conks out and you need it at once. Make a plan of action now: have a list of places you would take your car should you need minor repairs, major repairs, simple maintenance, etc. Check with your friends and acquaintances on their experiences with local auto repair shops. Concentrate on finding a shop with mechanics you can trust and then stick with this shop. However, for some types of work—such as muffler replacement or brake relining—you may be able to save money by patronizing a specialty shop which does a large volume of repairs in these areas and which have accumulated all the special equipment and expertise needed to perform them. Check out the reputation of

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
		any outside speciality shop, though, before you turn your back on your regular mechanic."
		. "Behind the High Cost of Auto Repairs," Readers Digest, September 1969
		. It is not unusual for mechanics to spend as much as three days per month learning to service new equipment. Obviously, the cost for such training is ultimately borne by the consumer.
. Cars have become so complex that few consumers have the ability or tools to care for them.	. If possible place on display an early and a recent model of the same make of car — such as a Model T Ford and a fully equipped LTD. Have a knowledgeable pupil or teacher illustrate the complexity of the modern car and the cramped space within which the mechanic must work. . Virginia Knauer, Special Assistant for Consumer Affairs, reports that the most frequent consumer complaint received by her office concerns automobile repair service. Do pupils consider this their chief consumer complaint? If not, what is?	. "After your car's odometer reads 50,000 miles or more, the likelihood becomes all too real that you'll have to have its engine overhauled or even replaced at a cost of hundreds of dollars. Certainly after your car is involved in a major crash, you are likely to need the costliest types of automotive repairs. Today it costs a minimum of $300 to buy a rebuilt engine for a compact car, and for larger models engine costs easily can soar into the $600 to $900 range. Today, according to the Insurance Institute for Highway Safety, the average cost of repairing two Chevrolet Impala sedans which crash front-to-side at only 10 miles an hour

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
		is $893.15. The average cost of fixing up a single Ford Galaxie which has crashed into a stone wall at only 15 mph is $1,243." Sylvia Porter in her syndicated column "Your Money's Worth," Albany Times-Union, March 16, 1972.
. Labor costs are high	. Have the class list some of the problems that more complex cars pose in the way of repairs. . It is not unusual to be charged a minimum rate of $12.50 an hour for repair work, plus parts. Find out the cost of replacing a differential, alternator, damaged grill, etc. Have students study the effect of frequent style changes. What solutions are proposed?	. Bills have been introduced into Congress to "Authorize the Department of Transportation to set rules to reduce property damage and repair costs resulting from minor—but frequently shockingly costly—crashes. The rules would require manufacturers to build sturdier, more crash-resistant cars. By so doing, the standards would sharply reduce your collision insurance premiums, cut the deductible amounts you have to pay, also substantially lessen the time it takes to get your car repaired." "Require the DOT to make a comprehensive study of the methods of determining the susceptibility of passenger motor vehicles to damage, their repair costs, and the degree of protection for occupants of the cars. "Provide technical assistance and up to 90 percent of the cost to states to set

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
. Frequent style changes add to consumer costs.	. Emphasis is so much on appearance without function that consumer costs are unnecessarily raised. . Ask the class to identify items that are not functional and are placed on cars for appearance sake only. (Ornate grills, hood ornaments, vinyl tops, fancy hub caps and exhaust systems, etc.) . How does the automobile industry promote the sale of such nonfunctional materials? What could consumers do in this regard to cut the costs of automobiles?	up a network of automobile 'diagnostic inspection demonstration projects' which would use the latest automated diagnostic equipment to inspect cars for safety features and emission control. Again, the goal would be to reduce your costs of automobile maintenance and repair. "Prohibit the widespread practice of setting back odometers (mileage indicators)— a prime way in which gypsters in the used-car field are defrauding buyers today." Sylvia Porter in her syndicated column "Your Money's Worth," Albany Times-Union, March 9, 1972.
. Car owners complain of unsatisfactory repair work.	. Collect experiences of car owners regarding their degree of satisfaction with repair work.	. "It's estimated that fully half of the nation's $25-30 billion annual bill for auto repairs and maintenance is spent for faulty work — or for work that's not done at all. No wonder that nearly 31 percent of all Americans feel that auto-repair service is completely or somewhat unsatisfactory. Complaints about auto repairs filed with the White House Office of Consumer Affairs outnumber complaints in every other category four-to-one. They concern not only repairs that should be routine,

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
		but also thousands of cases in which the work has or should have been done at the manufacturer's expense." "Auto Repairs: Beating the Buccaneers," Moneysworth, October 2, 1972.
. Cars could be made safer, and perhaps cost less.	. Engineers report that the following are typical examples of areas where better engineering would promote safety. - unsafe instrument panels; - inadequate bumpers; - protruding knobs and handles; - no roll-over bars; - inadequate padding; - inadequate visibility; - lack of fail-safe braking systems, involving two separate, independent braking systems for front and rear wheels.	. "The Liberty Mutual Insurance Company has remodeled five 1960 low-priced cars for greater safety. The chief engineer, Mr. Frank Crandell, has transformed each standard car into a comfortable seating space where one can take a blow of 5000 pounds from any direction and not only survive, but sustain very little or no injury. But more than this, the cars have steering shafts which cannot be driven backwards into your chest to kill you in spite of all the other protections built in." "Automobiles Can Be Made Much Safer," Consumers' Research, Washington, New Jersey, September and October, 1964.
. Pressure is on auto makers to fix unsafe autos.	. Currently the Congress is considering a bill requiring auto makers to fix unsafe autos and tires. Under the provisions of the Magnuson bill, industry would be required to keep track of used cars so that their owners could be notified of a recall to fix defective parts. Do students favor such a bill? If so, who, ultimately, would pay for this service?	. "More people die in crashes because they strike the steering wheel and steering column, or because the steering shaft is driven back into them, than from any other design feature (except inadequate door locks) of the seven million new cars that consumers bought last year. In

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
		no car sold to date has anything like adequate correction been made of this second most serious design effect in the automobile. The deep-dish steering wheel is but a rudimentary and partial solution.
		. "The Liberty Mutual engineers made no effort to correct another glaring defect of current cars, the bumpers. Also, they made no effort to remodel the instrument panel, which, as used in one big-selling car, is in this writer's opinion, the most deadly instrument panel ever foisted on the American motoring public. In these two respects, they took the current cars just as they were." "Automobiles Can Be Made Much Safer," Consumers' Research, Washington, New Jersey, September and October 1964.
DOES THE HIGH PRICE PAID FOR REPAIRS APPLY TO OTHER CONSUMER PRODUCTS?		
. Yes, repair costs for almost all mechanical products are now high.	. Have students report on their or their families' experiences in having the products of a technological age repaired. Were prices reasonable? Was service prompt?	. "How to Fix It," Morton J. Schultz, McGraw-Hill. (The author reminds the reader that it is generally our own fault when our gadgets won't work.)

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
. When machines were less complex, consumers could usually repair them.	. Ask pupils to discuss with older people the matter of repairs of household products of other days. Were repairs needed so frequently? Could the average "handy man" householder make his own repairs?	. "Dear Sir, It seems to me that the Consumers' Association should do something drastic about the charges on repairs to household electric appliances. For example, recently we called a Westinghouse repairman to fix the handle of our refrigerator. He worked 3/4 of an hour, used $4.00 worth of parts and the bill was $18.00. When I went into the charges, they are $5.00 on leaving the plant, $6.00 for 1st 20 min., $2.00 for each 10 min. after. To me this is incredible, and encourages the repairman to work slowly. It also works against buying any Westinghouse appliances in the future. It works out to $12.00 an hour. Independent repairmen are unable to obtain Westinghouse parts." "High Repair Costs," quoted from Canadian Consumer, March/April, 1972.
. A modern repair technician has many costs of doing business which he must pass on to the consumer.	. Invite a repair technician (refrigeration, TV, heating, etc.) to discuss the reasons why repairs cost so much. What does a good technician need in terms of a capital investment, specialized training, experience? What kinds of expenses figure into his costs? (office rent and equipment, testing apparatus, employee benefits, stock of spare parts, travel time, taxes, periodic refresher courses, office help, etc.).	
WHY IS IT OFTEN CHEAPER TO GET A NEW PIECE OF EQUIPMENT THAN TO HAVE IT REPAIRED?		
. So efficient is mass production and so expensive the cost of labor for repairs that it is often cheaper to replace the equipment than to repair it.	. Have pupils list examples of occasions on which it was cheaper to buy new appliances or equipment than to repair them. Also have them list examples when it was cheaper to repair than to replace equipment. What conclusions do they draw?	. Labor costs are so high that it is often cheaper to replace a piece of mass-produced equipment than to have it repaired.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
HOW CAN CONSUMERS KEEP REPAIR COSTS TO A MINIMUM?		
. Buy products with a good "life expectancy"	. Ask pupils to prepare a bulletin board display of pictures and articles on how to cut repair costs.	. Experts suggest the following to keep repair costs reasonable - check the "Frequency of Repair" record of appliances in Consumer's Union Buying Guide before buying. - read and follow the instruction manual
. Follow instructions	. Discuss the quotation: "When all else fails, read the instructions."	
. Learn how to make minor repairs yourself	. Repairmen find that many service calls are needless. Often a cause as simple as failure to turn on the current or replace a blown fuse results in a call for a repairman. Have students relate such cases and suggest ways to eliminate such calls.	. Use common sense. If necessary take a "handyman" course at a continuation or other school. . Avoid buying equipment with many extra "gadgets" such as power windows on cars. Each such refinement has the potential of failure and repair costs are often high.
. Find out in advance sources of service	. Why is it wise to keep a list of service centers for appliances and equipment you own?	
. Service or have serviced equipment to maintain it in good order	. Ask the shop teacher to discuss common causes of equipment and appliance failure (failure to oil or clean fans, motors, or replace filters; failure to check for loose connections or a blown fuse; failure to straighten bent hoses or clean clogged drains).	. One young business man made a lucrative income by buying discarded washing machines at $1 each. In most cases, the repairs consisted of replacing a belt that had come off, or freeing a drain in which a piece of clothing was stuck. He sold the "reconditioned" machines at $35 each.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
. Treat appliances with reasonable care	. Have pupils cite examples of how machines can be misused (failure to empty the vacuum cleaner bag, overloading the washing machine, failure to dust condenser coils, etc.).	. "Teaching Kits" on the purchase, use, and care of five types of major home appliances. Association of Home Appliance Manufacturers, 20 North Wacker Drive, Chicago, Illinois 60606
. Do not void the warranty	. Often a warranty is void if machines are not installed properly or serviced regularly. Collect examples where warranties have been voided by "do-it-yourself" installation or careless repairs.	. "A Better Way To Live," filmstrip and manual for environmental education, Continuing Education Bureau, State Education Department, Albany, N.Y. 12224
. Support legislation and action to compel merchants who overcharge for repairs to mend their ways.	. Consumers have been remarkably successful in many instances where they felt that repair charges were unconscionable. . Investigate to see what agencies can support consumers with legitimate grievances against repairmen. Get information from the Bureau of Consumer Frauds, the Bureau of Consumer Protection, the local district attorney, or county consumer protection office.	. "Consumer suspicion of many television repair people has been verified in a 10-month investigation conducted by the Genesee County Prosecutor's Office. Rigging four television sets so that they could be repaired simply by replacing a $3.50 tube, Prosecutor Robert F. Leonard sent college student investigators to local TV repair shops. Of the 55 repair people in Genesee County, 38 made or recommended unnecessary repairs on the set ranging from a low cost of $40 to a high of $300. Fewer than one-third of the shops, 17 in all, replaced the faulty tube for a reasonable price.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
WHAT CHANGES HAVE TAKEN PLACE IN RECENT YEARS TO MAKE CARS SAFER?		
. As a result of safety studies and consumer pressures a number of changes have taken place to make cars safer.	. Have students report on design changes to improve passenger safety Consider - bigger windows for improved visibility; - stronger bodies with roofs that won't cave in, side impact bars to reduce damage from objects hitting the side of cars; - sturdier bumpers, better able to withstand collision; - a standard height of bumpers (on 1974 cars) to resist bumpers of varying heights "overriding" each other; - safety belts that must be buckled up before the car will start; - combination lap and shoulder belts; - air bags (at an extra cost) on some 1974 models.	
WHAT FURTHER CHANGES ARE DESIRABLE?		
	. Ask pupils to consider what further changes are desirable. Should cars resist collision damage at speeds in excess of 5 miles per hour? Should car warranties provide protection for more than 12,000 miles or	. "Warranties and Guarantees," Consumers Research Magazine, Parts I and II, April and May, 1970, Washington, N.J. 07882

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
	12 months, whichever comes first? . How much extra would pupils be willing to pay for longer car warranties? for a greater measure of safety from impact?	
. Are basic engineering changes necessary?	. Some observers feel that a whole new concept of automobile transportation is needed. This might imply restrictions on horsepower to conserve gasoline and reduce pollution, the development of other means of power such as electrically or steam driven cars, the adoption of a different type of engine such as the Wankel engine, or the replacement, to the degree possible, of the automobile by mass transportation. What are pupil reactions to these suggestions?	. "Transportation and the Consumer," Secondary Curriculum Development, State Education Department, Albany, N.Y. 12224

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
. Many repairs are unsatisfactory	. Collect anecdotes and experiences regarding repairs and maintenance. . Ask an auto repairman to tell his side of the story. . Does the class favor proposed legislation (both State and Federal) to license and regulate repairmen? What might such legislation do to repair costs? Would it be worth the extra amount to insure that repairmen were competent in their trade? Would regulation necessarily mean improved repair work?	. "Americans will spend upwards of $22 billion this year on auto repair and maintenance, according to Senator Philip A. Hart, whose Subcommittee on Antitrust and Monopoly has completed an exhaustive hearing on the auto repair industry. He estimates that about one-third of that huge sum will be wasted, or, worse, it may even be spent to provoke or prolong unsafe car conditions. Outside of Everyman's personal experience, supporting evidence is hard to come by. "Yet enough exists to cause the average car owner qualms. For example, the Automobile Club of Missouri recently reviewed some 6500 repairs that had been recommended by its St. Louis diagnostic center. Only 65 percent of the work, which was performed by various auto repair shops, was judged satisfactory. Significantly, 17 percent of the brake repairs were judged unsatisfactory. Frighteningly, 57 percent of the front-end work was judged unsatisfactory." "The Auto Repair Outrage," Consumer Reports, April 1973.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
DO MOST PROGRAMS FOR HANDLING PROBLEMS OF ECOLOGY OR IMPROVING SAFETY APPEAR TO INVOLVE ADDITIONAL EXPENSE, OR DO THE SOLUTIONS CREATE NEW PROBLEMS?	. Discuss the meaning of the term "There is no such thing as a free lunch." Is this true about solutions to the problems of technology? Does each step forward have a price tag? Give illustrations to prove your contention.	. "Fireproofing Children's Sleepwear Causes Problems," Associated Press report of May 11, 1973. This article reports that to meet governmental standards requiring children's sleepwear to be fire resistant will increase costs by millions of dollars. "Even those agents originally put into fabrics to check it (flammability) often contribute to it."
. In attempting to control the problems associated with the use of detergents new problems have arisen.	. The problems associated with the use of phosphate detergents (they tend to pollute rivers, lakes, and streams) have led to the use of low phosphate detergents. However, this solution has led to new problems. One problem is that consumers are less satisfied with washing results. A second problem is increased costs. A third problem is the possibility of accidental injury resulting from the use of substitutes, through skin irritation.	. "No-Phosphate Detergents: Do They Work?" Consumer Reports, October 1971. . "Return to Phosphates?" Consumer Bulletin, October 1971. . "Educating Consumers on No-Phosphate Detergents" Albany Times-Union, May 21, 1973.
WHAT ARE THE PROBLEMS OF RECYCLING?		
	. In the statement by Dr. R. H. Clark in the Source column, the steps necessary for successful recycling are described. If recycling has been tried in your community and failed, at which step did failure occur? Do pupils have suggestions as to how the process could have been more successful? If	. "Recycling has been proposed almost as a panacea for all ills. True, by returning materials for remanufacture we reap extraordinary benefits. The drain on our resources is diminished, the pollution generated by the primary industries is reduced, and the waste disposal problem is cut down. It is not a

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
	the program was successful, what elements made it so? Is the program still in operation? if not, why not? . What does the tendency to desecrate and litter our land tell about our sense of values? . Do you agree that the cost of disposal should be figured in the cost of production? (For example, should every new car be raised in price $25, the sum to be used to pay for the disposal of the car when worn out? . Should we license and police the visitors to outside recreational facilities to insure that grounds are not defaced? . Should there be regulation of the manufacture of containers that will not disintegrate such as plastic and aluminum? . It is said that the greatest factor in pollution is people and hence that the growth of population should be controlled. Do you agree?	panacea, but if recycling provides such attractive dividends, why is it that progress on this continent has been so slow? "We should realize that recycling involves three distinct but interdependent steps. First, the materials must be reclaimed from the waste or returned by the purchaser. Second, the reclaimed materials must be transported. Third, the materials must be sold at a price which, under current economic restraints, must at least cover the net cost of reclamation and transportation. It should be noted that the last step, involving purchase, guarantees that the materials will be reused and that equipment for reprocessing is available. Reclamation, transportation and economic utilization are therefore the key steps. "Most recycling projects in Canada and the U.S.A. have foundered at the first stage. Aside from the operation of a few municipal reclamation plants in the U.S., reclamation has been attempted by household segregation of garbage, volunteer recycling endeavours and the imposition of deposits on returnable containers.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
	. In most discussions of ecology, industry is blamed for destroying the land. However, there is another side to the story, little known by most of the public. Investigate what industry has done to preserve the environment. For example, do pupils know that companies have donated for public use land valued at between $50 and 100 million in the past five years? (See "Industry Steps in To Save the Land," U.S. News and World Report, March 19, 1973.) Find out from local merchants or the Chamber of Commerce what industry has done in your community regarding the problems of solid waste, air, sound, and water pollution. Have attempts been made at recycling?	The failure of these reclamation schemes, which depend heavily upon public response, has been so adequately demonstrated in the U.S. that failure in Canada should not surprise their advocates. At the best, segregated collections, recycling depots, and container deposits, as they are now operated in Canada, can only be expected to marginally reduce and recover the waste materials in municipal refuse. Most of the schemes must also be expected to operate at an economic loss unless heavily subsidized by volunteer labour or by a company which wishes to convey an ecological image. "The reclaimed and transported material must find an assured market. For material to be reprocessed in its existing form, it must satisfy the manufacturer both in terms of long term guaranteed quantity and quality. Very few recycling projects have met these conditions and the manufacturers, understandably, have been reluctant to invest in reprocessing equipment. Perhaps as a consequence, the market for reclaimed materials is uncertain, so uncertain, that the public is bewildered by 'authorative' contradictions. To
	. What has agriculture done to fight pollution? See "Breakthrough in the Fight Against Pollution," Farm Journal, December 1972.	

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
		summarize, it would appear that if recycling from municipal wastes is to be meaningful we need to develop better means for reclamation and transportation; handling costs need to be minimized and markets must be developed for recycled materials either in their existing or converted form." "Resources Reclamation & Recycling," condensed from a speech by Dr. R. H. Clark, Dept. of Chemical Engineering, Queen's University, quoted in Canadian Consumer, September/October, 1972.
HOW CAN THE CONSUMER CHOOSE WISELY AMID A CONFLICT OF CLAIMS FOR PRODUCTS?		
	. One of the most difficult jobs of the consumer is to pick the right product for the job and pay a fair price for this product. Have students relate examples where it was difficult to pick the right product (TV's, stereo equipment, sporting goods, etc.) . Have students relate their experiences in buying tires.	. One of the results of technological progress is that the consumer is so bewildered by what appears to be scientific reports that he cannot choose wisely. . "At the present time there is no reliable system which grades tires in terms of quality. The Federal Trade Commission described the problems in these words in 1966: "There exists today no industry-wide, Government, or other accepted system of quality standards of grading of

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
	. Make a bulletin board display of pupils' suggestions of points to consider in buying tires. Have a tire salesman or service manager review the suggestions and give his reactions to them. (Among the suggestions might be these: - consider the use to which tires will be put; - choose tires strong enough for the load they will carry; - consider probable cost per mile rather than initial cost; - consider braking and stopping power). . What are some of the new terms consumers must become acquainted with to purchase tires wisely? (Bias ply, belted tires, radial tires, tire profile.)	(tire) industry products. Within the industry, however, a variety of trade terminology has developed which, when used in conjunction with consumer transactions, has the tendency to suggest that a system of quality standards or grading does in fact exist. Typical of such terminology are such expressions as "line," "level," and "premium." The exact meaning of such terminology may vary from one industry member to another. Therefore, the "1st line" or "100 level" or "premium" tire of one industry member may not be equivalent to the "1st line" or "100 level" or "premium" tire of another member since, in the absence of an accepted system of grading or quality standards, each manufacturer can determine what "line" or "100 level" or "premium" classification to attach to a tire. The Office of Vehicle Systems Research is now carrying out for the Department of Transportation a program of research leading to the development of a 'Uniform Quality Grading System' for tires. When a system is implemented, it will provide clear and practical guidelines for selecting the level of quality necessary to

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
		suit your needs. "Tires — Their Selection and Care," National Bureau of Standards, Washington, D.C. 20234
. Despite the suspicion of self-interest, one of the best sources of information is the industry itself.	. Would product information from industry be of value to the consumer? Would it be to the ultimate advantage of industry to give accurate information to consumers?	. "How to Buy Tires Today," Changing Times, April 1973. . "There has been some attempt in certain circles to question the soundness of all information from industry sources because it will have a business bias, but there is no source better equipped than industry itself to provide basically useful information about its products." "Cultivating the Consumer Interest," Consumer Bulletin, April 1973.
. Unbiased consumer testing agencies provide a valuable resource.	. Investigate the type of information furnished by such consumer testing agencies as Consumer's Research and Consumers Union. What are their greatest values? What limitations do they have?	
. Government bulletins are of value to consumers.	. Consider some of the many bulletins put out by the Federal government. Could information material in these bulletins be of help to consumers?	. "Consumer Product Information," an index of selected federal publications on how to buy, use, and take care of consumer products. Consumer Product Information Center, Washington, D.C.
. Better Business Bureau information can be helpful.	. Check to see if there is a Better Business Bureau in your community. If so, invite a representative to discuss the services his agency offers. Present examples of consumer problems to him and ask for suggestions as to how they might be solved.	. The Council of Better Business Bureaus is increasingly concerned with the consumer field. The recent drive, "Get the Facts," urges consumers to read the label, understand the guarantee, shop for price and quality, learn the cost of credit, read "Use and Care" labels, and check seller's reliability.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
DOES THE CHANGE IN TECHNOLOGY AFFECT OTHER ASPECTS OF LIFE?		
. Yes, changes in technology have affected every aspect of life, from birth to death.	. Have pupils consider how their lives have been changed by technology. Consider	. "Implications of Population Trends for Quality of Life," Family Economics Review, U.S. Department of Agriculture, March 1973.
- attitudes toward birth	- changes in contraceptive and abortion techniques that help to restrict population growth. Yet these techniques have raised grave moral questions which have been debated in legislative halls and elsewhere;	"Slower (population) growth would increase average income, conserve energy, avert pollution, and provide an opportunity to devote resources to the quality of life rather than its quantity." "Population and the American Future," Government Printing Office, Washington, D.C.
- attitudes toward death	- changes in life-prolonging techniques so that it becomes difficult for even doctors to agree when life should be considered ended. Again this issue divides the medical profession;	. "How 'Imitation' Foods Are Gaining Ground," U.S. News and World Report, May 21, 1973.
- changes in food buying habits	- changes in foods, with emphasis upon prepared foods which can be eaten without extensive preparation time and effort. Questions about the nutritional value and consumer value of these foods are being raised. Consider "meatless meat," "texture flavored protein," meat substitutes, etc.	"Much of the rise in food bills can be corrected if people rely less on quick-to-prepare foods and economize in other ways." Ibid. . "Experts foresee an expanded place on the family table for synthetic foods, made largely from non-agricultural sources, and protein-rich substitutes, processed mainly from agricultural raw materials." Ibid.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
- transportation	- changes in transportation, chiefly due to increased use of the automobile and airplane. What has been the effect upon other means of transportation, such as the railroad, river boat, etc.? What changes in living and working patterns have resulted?	
	. How has technology changed the jobs of workers in industry, housewives, and pupils? What are the consumer implications of these changes?	
- purchasing	. What is the reaction of shoppers to the increased use of automation? Do they resent the difficulty of finding a clerk to help them? Would any inconvenience be repaid by greater speed in checking out?	. Increasingly stores are turning to computerized methods of handling sales. The latest development is a computerized checkout counter where shoppers place their selections on a conveyer belt. A scanning machine automatically records the price of each unit and the total price. It is claimed that the checkout process is speeded up and inventory control is improved by the process. It is expected that this system will be used in 50 percent of stores by 1975. . "Stores Test Checkouts by Computer," New York Times, June 1, 1973.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
- changes in free time and recreational patterns	. With the help of the social studies teacher, read and report to the class about the long hours and hard physical work needed to make a living before technology developed. What changes in the amount of free time and recreational patterns have emerged as a result of these changes?	. "The Consumer and Recreation," Bureau of Secondary Curriculum Development, State Education Department, Albany, N.Y. 12224
- social changes due to mass communication	. Again, with the help of your social studies teacher, consider the effect of mass communication upon patterns of living and thought. Is it true that this Nation which had easily disginuishable living and thinking patterns is being "homogenized" by mass communication and more travel between areas?	
- the flight of industry	. Consider whether changes in industrial processes and products have resulted in industry moving from one area to another, with consequent changes in employment patterns. Contact the New York State Department of Labor and Department of Commerce to determine whether there has been a relocation of industry within the State or an exodus from the State. To what degree, if any, is this due to changing technology?	. New York State Commerce Department . New York State Department of Commerce. . New York State Department of Labor.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
- the impact of the computer	. Discuss the impact of the computer upon consumers. In what ways has it saved money, improved service, and in general improved the quality of life? Contact banks, the telephone company, large chain stores, distributors, and others who fill orders, check inventory, or do their billing by the use of such machines. . In what ways has the computer been a vexation to consumers? Exchange experiences in trying to "deal with the computer." What difficulties have been experienced by consumers who receive a reply from a machine instead of a human being?	. "A generation ago, who needed a computer? Today ... how could we get along without them? "Computers are everywhere. They make our airline reservations, stock our stores, figure our payrolls, monitor cardiac-care patients in hospitals, check our credit, help educate our children, conduct chemical experiments without using chemicals, forecast trends in everything from the economy to the weather, and ... well, computers are everywhere. "Most of us are aware that computers are important in today's society—but how many of us really comprehend that they have brought about the greatest technological revolution of our lifetimes? "But there's another side of the coin. For all its benefits, the computer's existence raises troubling questions. Will it continue to take jobs away from humans by doing them faster and better? Will its ability to store every disclosed fact of our lives in its limitless "memory" rob us of our privacy? Will it eventually be able to out-think man as well as out-compute him?" Advertisement of U.S. News and World Report, June 4, 1973.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
WHY IS TECHNOLOGY NECESSARY EVEN THOUGH IT POSES PROBLEMS?		
. Despite the difficulties which technology poses, it is doubtful that this nation could even survive, much less make progress, without it.	. Consider ways in which technology has made life better. Among advances to consider are these: - in the field of medicine and health, improved means of detecting and treating disease; - in transportation, the development of high-speed trains and planes, pipe lines, space flights, etc.; - in production, mass production and quality control; - in food production and marketing, vastly increased yields, lower costs, efficient distribution; - in consumer buying, standard sizes, unit pricing, inventory control, dating of merchandise, etc.	. "New machines and new processes invented and discovered, especially during the past thirty years, are great aids to workers, enabling them to produce more per day and often with less effort. This development in industry is known as *technology*." "Consumer Economic Problems," Wilson-Eyster, South-Western Publishing Co. . "When the Computer Fouls Up Your Charge Account," Changing Times, September 1969.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
	- in communication, vastly improved systems of communicating with others by means of the telephone, radio, TV, tape recording, and records; - in recordkeeping, automated systems of stock control, inventory, and customer billing. . Have students consider the disadvantages of automation. How do convenience and service balance against the frustrations of dealing with a machine in such transactions as being over-billed for a charge or telephone account, buying merchandise from a defective vending machine, receiving form letters in answer to a complaint? . Do students have suggestions as to how the interests of consumers can be matched with the problem posed by technology? . Make a scrapbook of clippings relating to ways in which industry tries to solve consumer problems raised by technology.	. "The use of automated equipment is spreading rapidly throughout the business world. Banks use it to sort and handle checks. The government uses it to handle the mountains of record keeping required to operate its social security program. Hospitals and doctors use it to diagnose illnesses. Automation not only reduces the amount of time needed to produce goods and services, in many cases it does jobs that human beings cannot do. It has made space exploration possible. It operates underwater mining equipment. It controls the temperatures in bakeries and steel mills." "General Business for Everyday Living," Price, Musselman, Hall, Weeks, Gregg. McGraw-Hill Book Company, 1966 . The New York Times, in an article stated June 1, 1973 entitled "Connecticut to End Machine Collection of Highway Tolls," reports that the State will give up automatic toll collectors in favor of humans collecting the tolls. The reason given is that humans can collect tolls with greater speed.

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
HOW DOES TECHNOLOGY AFFECT THE LIVES OF CONSUMERS?		
. Almost every important event about individuals is recorded in one or another data bank.	. Consider the extent to which human beings tend to become statistics in computerized files. Much as we might dislike the fact that so much of our private lives is on record, discuss the problems of a government without such data.	. In addition to local, state, and commercial data banks, the Federal Government now has a secret dossier on almost every American. For example, the - Social Security Administration maintains earnings records on 9 of 10 jobholders, also 28.9 million people drawing Social Security benefits, and 21 million people under Medicare. - The Internal Revenue system stores details from tax returns of more than 78 million individuals. - The Department of Agriculture has data on 800,000 borrowers and 60,000 investors in Farmers Home Administration systems. - The Department of Labor has records of 10 million persons in Federally financed work and training programs. - The U. S. Secret Service has computer tapes that list some 150,000 persons. - The Federal Bureau of Investigation has more than 160 million fingerprints on file. - The Department of Transportation keeps a record of 3.8 million persons who have been denied
. Some observers look with apprehension on this "invasion of privacy."	. On the one hand there is a chorus of complaints from individuals worried about an invasion of privacy. On the other hand is the need for such knowledge to prevent crime, to administer welfare and Social Security programs, and to carry out the mandates of the people. For example, without Social Security identifying numbers how would the Government be able to collect taxes on income? How would it be able to check welfare benefit claims? How could it administer the Social Security benefit programs? . Is the price of Government benefit programs inevitably a surrender of some measure of personal freedom?	

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
. It is probable that it would be impossible to operate present governmental programs without the accumulation of this information.	. What types of injustice or abuse could arise from such a system? . What, if anything, can be done to prevent the abuse of these computerized files? . Try to obtain a copy of "Records Computers and the Rights of Citizens" from the Secretary of Health, Education, and Welfare. . Consider also the benefits of technology. For example, an article in U. S. News and World Report, August 27, 1973, states "The normal extension of automation has reduced work hours roughly from 70 to 37 in the past century. The time off weekly could be 5 hours in the 70's, 6 in the 80's, and 7 in the 90's. The result could be a work week of 20 hours at the century's end."	licences or whose permits have been suspended or revoked. - The Veteran's Administration preserves records of 15 million veterans and dependents. - The Pentagon is screening files on 7 million Americans. - The Department of Housing and Urban Development has records on 5.4 Americans who bought homes guaranteed by the Administration.
. Technology brings both benefits and detriments to the quality of American life.	. What are the implications for society of a work week about half that now in effect? What changes will this make in family life, recreational patterns, and other aspects of American life?	

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
. Undoubtedly the future will bring increased applications of computer technology to all American lives.	. Consider the problems of personal finance that bother families now. Among them are the problems of keeping records, household budgeting, and income tax calculations. Are services to help the consumer with these problems now being provided in your area? Should such services be provided? . Would students be interested in bill paying by telephone, merely pushing buttons on the telephone in proper sequence to debit their account and authorize payment to creditors? (Such a service is now offered by at least one bank.) . Other services offered by the bank include income tax data, a permanent inventory of possessions, a personal calendar to jog the subscriber's memory of important dates, anniversaries, and appointments.	. A Seattle bank has begun a service to help subscribers keep track of household budgets and important records simply by telephoning a computer from home. The service gives subscribers 100 minutes of access to a talking computer, enough time for 200 average entries, for $6.50 a month. Every two weeks subscribers receive mailed printouts summarizing budget activities by categories. . Write the First National Bank of Seattle, Washington, for further details.
WHAT SHOULD BE THE ATTITUDE OF THE CONSUMER TOWARD TECHNOLOGY?		
. Computers make possible many of the services that consumers desire.	. Discuss the overall effects of technology. Would advances in production and	. "American supermarkets are on the verge of an electronic revolution that will hit consumers

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
. Industry would be crippled without modern computer technology. . Perhaps the easiest course of action is to accommodate to the benefits of technology while still maintaining the skills to fight back against the abuses. . Both the individual and the Government have an obligation to see that technology is not abused.	services be possible without it? List some of the effects that are familiar to students (telephone and other bills, bank services, metered pumps, etc.). Students who have part-time jobs may be able to cite instances of the uses of technology in their jobs. . What problems does technology pose for consumers? Is there a problem in confronting a machine instead of a human? How can consumers combat the problems caused by machines; such as the frustrations of recorded messages, repeated billing, errors, or mailing errors? . Have students prepare a message for their fellow students dealing with the problems of technology. Suggest effective ways to handle the problems of a technological age.	where most usually spend more than a few minutes every week — in the checkout line. "Perhaps as early as next year, and certainly within the next two or three years, supermarket shoppers may find checkers no longer punching cash register keys, grocery items no longer marked with their individual prices, and maybe even much shorter checkout lines. "The reason is that, like almost everything else, computer science is invading the grocery store, bringing changes in the way stores keep their supplies and order what they need. "But consumers will notice it most at the checkout counter, where an electronic scanning system will replace the present look-and-punch cash register method." Albany Times-Union, July 23, 1973. . "Some states—notably New York—have begun to pass laws to help consumers in their fights with computers. And if the "Fair Credit Billing Act" now before Congress were to become law and if you then were to be caught in a department store computer's billing error, you would have some protection no matter

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
		where you lived. The store would have to acknowledge the error within 30 days after you pointed it out and would have to resolve the problem within a maximum of 90 days. If not, the store would forfeit the amount of the alleged error up to $50." Albany Times-Union, August 21, 1973.
. Despite the difficulties, it is possible for the individual to fight back against unreasonable charges caused by computers.	. Conduct a forum to see what the experiences of pupils have been with regard to unjustified charges. . Consider the suggestions of Sylvia Porter in the Source column. Have pupils design their own scheme of action against what they consider to be improper billing.	. "So, in the meantime, what do you do if you are caught in an electronic brain's billing error? "First, take these precautions to help avoid billing errors: - Use your department store charge card or other credit card plate whenever possible. This at least will assure you that your own account number will turn up on your sales slip. - Check all your sales slips to make sure they are correct—and compare them to figures appearing on your monthly statement. This is particularly important if you are dealing with stores that have switched from including copies of individual sales slips to computerized 'descriptive' billing in which you are sent only a summary of your purchases and billings. - Each time you pay

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
	. Do you agree with the suggestions of Miss Porter regarding complaints involving a computer? . What other forms of relief are possible? Consider appeals to local and State agencies set up to help consumers. In New York State such agencies include the Department of Consumer Fraud and Protection, and the New York State Consumer Protection Board, 99 Washington Avenue, Albany. In New York City, there is the New York City Department of Consumer Affairs. The Legal Aid Society may be of help to consumers unable to pay legal fees. Finally, there is always the Small Claims Court where such conflicts may be resolved for a nominal fee. . Consider the proposal of Attorney General Lefkowitz as part of his "Bill of Rights" for consumers. The Attorney General requests that a bill be passed requiring that legal fees and court costs be paid by the merchant where a consumer is sued for payment of a computerized bill	a department store bill, return the portion of the bill identifying the transaction along with your payment. - When you receive your monthly statement, go over it carefully at once. Report promptly to the store any errors you uncover or questions you have. Now what should you do if the electronic brain goofs? How should you cry for help? - Don't include a letter of complaint with your payments. Send it separately to the complaint department or the credit department or customer relations department. In this letter, identify the bill which is in error by number or, if possible, include an identifying number of your account. - If you find you are corresponding with a computer, your key rule is to be as polite as you possibly can. Remember, if your argument is with a computer, it is the programmer and whoever else may have fed information into it who are at fault. Be sure to include your bill number or sales slip number when you ask for a correction. - If, after a few rounds of this type of gentle pleading, you

UNDERSTANDINGS	SUGGESTED PUPIL AND TEACHER ACTIVITIES	SOURCE
	which the consumer has already paid. Would students support such a bill? What steps should consumers take who wish to have such protection granted? (How can they influence favorable action?)	get nothing but a big electronic silence, then start getting human. One way is to send the next letter to the company president, noting that you plan to send extra copies to all board members. - Review in your letter all pertinent facts briefly and objectively. Send a copy to the collection agency as a protection for your credit rating. Point out that the store has no legal right to dun you for bills you don't owe or have already paid." Sylvia Porter, consumer advocate, quoted in the Albany Times-Union, August 21, 1973.
	. Obtain a copy of the recently passed New York consumer protection laws. Note that after November 1, 1973, a person feeling that he has not had justice in a computer billing foul-up can get the dispute settled within 90 days - or not have to pay it.	. New York State Consumer Protection Board, 99 Washington Avenue, Albany 12210, or 380 Madison Avenue, New York City 10017.

SUMMARY

This module has attempted to bring into focus some of the more common problems arising from the growth of technology. Many of these problems stem from our abuse of our environment; others develop from improvements of scientific processes and production. Still others develop from the high cost of labor and the attempts to find ways to circumvent this problem.

The essential problem that must be faced is that for each improvement there is an offsetting disadvantage. Civilization has "muddled through" many problems in the past, usually adopting a middle course between extremes. Certainly we would not want to go back to a primitive form of society, nor yet do we want to pay such a price for advance that the gain is not worth the offsetting costs. In an article by the editor of Consumers' Research in the June 1972 issue the problem is succinctly stated in the title

The Safety Trade-Off—risk/cost/benefit

Excerpts from that editorial follow:

> Safety programs are a currently fashionable topic of discussion and the subject of much new federal legislation. Safety is at the top of the current public affairs objective in the socio-political picture. As Harry N. Rosenfeld, Washington counsel, National Safety Council, has pointed out: "By law, safety has become a national goal and a federal objective." It is the subject of speeches, articles, books, and legislation. The goals include pure air, pure water, freedom from all kinds of pollution and noise, safety in automobiles, textiles, toys, household chemicals, food, drugs, and a number of other products.
>
> One of the first targets for cleanup action has been water pollution, the restoration of streams, lakes, and oceans to their original uncontaminated state. President Nixon has observed that: "How clean is clean enough can only be answered in terms of how much we are willing to pay and how soon we seek success. It is simplistic to seek ecological perfection at the cost of bankrupting the very taxpaying enterprises which must pay for the social advances the nation seeks."
>
> Pollution of the air from automobile emissions has been the subject of hot and protracted debate in many circles. The preliminary attempts to reduce the emanations from the family car have produced unhappy results, including difficulty in starting, increased tendency toward stalling (particularly at low speeds and on stops at intersections and turns), and higher consumption of gasoline. The stalling tendency could be a cause of passenger injuries or death, and the higher consumption of gasoline involves increased waste of scarce natural resources and causes increased pollution. The various safety features contemplated, or actually in use, are expected to

occasion a rise in the prices of automobiles in amounts ranging from $500 to $800 per car and perhaps up to 25 percent increase in consumption of gasoline. Already suggestions have appeared in the public press that it might be better to cut down on the number of automobiles in use by restoring public transportation on a wide scale. But so far the financial obstacles to such proposals have been insurmountable.

So long as the plans for magnificent cleanup and safety programs were chiefly confined to verbal and written enthusiasm, there was widespread support and public approval for the concept. As the bills have begun to come in and the changes in normal patterns of living have been effected, with a number of factory and other jobs reduced or eliminated by state and federal enforcement practices, enthusiasm has understandably dwindled.

In any discussion of pollution abatement and cleaner environment, engineers use the term "trade-off" which simply means the balancing of the cost against the benefits along with sober evaluation of the risks involved. There is no doubt that when health and welfare are involved steps to ensure safety must be given primary consideration. The problem, however, of what course of action to take calls for thorough exploration of the costs, the possible undesirable side effects of a particular step, and the benefits to be achieved.

Students now in school will be among the citizenry who must finally make the determination regarding the trade-off between benefit and cost. It is hoped that this module will stimulate them to begin thinking about this problem which will more and more occupy the thoughts of the Nation.

Man has created the technology to change his life and in many ways make it easier. But the question is whether he wishes to pay the price for advance. Hard choices are being forced upon us.

Already we are experiencing a conflict of needs.

Need	Possible Price
New sources of electric power	Possible contamination of streams, possible changes in climate due to vast evaporation and cooling systems in connection with nuclear plants.
More gasoline and heating fuels	Conflict with certain friendly nations such as Israel as a result of increased support of oil rich nations, chiefly Arabian.
	Higher prices to extract oil and gas from marginal sources.

Need	Possible Price
Conservation of gasoline	Shift from large cars to smaller, more economical cars
	Banning of automobile traffic in big cities
	Greater use of less convenient mass transportation facilities
	Shift to other sources of energy, possibly electricity or steam
Increase in domestic coal, oil, and gas supply	Reduction of import duties
	Subsidization of exploration and development
	Increase in prices to encourage development
	Elimination of some governmental controls
Increase in nuclear power sources	Tax incentives
	Fewer environmental restrictions
	Turning over public lands to the energy industries
Energy conservation at all levels	Requirement that all homes be well insulated
	Restrictions on travel and on energy use
	The development of a national energy policy

A country like ours needs the scientific advances made possible by technology and huge supplies of energy. But to develop this energy is not going to be easy. It is going to be expensive, time-consuming, and often unpopular. The important thing is for Americans to realize the problem and the costs and to develop a national program to achieve whatever goals are deemed desirable, weighing the costs against the benefits.

COPING WITH THE PROBLEMS OF A TECHNOLOGICAL AGE

PRINTED BY THE UNIVERSITY OF THE STATE OF NEW YORK PRESS

47203

ACCESSION NUMBER: VT100616

PUBLICATION DATE: 73

TITLE: A REVIEW OF AUDIO VISUAL MATERIALS FOR ENVIRONMENTAL EDUCATORS.

PERSONAL AUTHOR: STITT, THOMAS R.

DESCRIPTORS: *ENVIRONMENTAL EDUCATION; *VOCATIONAL EDUCATION; *RESOURCE GUIDES; *RESOURCE MATERIALS; *DIRECTORIES

EDRS PRICE: NF AVAILABLE IN VT-ERIC SET.

ISSUE: VIR V.7NP.4(1974)PP. 544

ABSTRACT: DESIGNED TO SERVE AS A RESOURCE GUIDE FOR VOCATIONAL TEACHERS WHO ARE TEACHING IN ENVIRONMENTAL AREAS, THIS DOCUMENT CONTAINS AN ANNOTATED LIST OF SOURCES AND MATERIALS AND A DIRECTORY OF SOURCES FOR AUDIOVISUAL MATERIALS IN ENVIRONMENTAL OCCUPATIONS. OVER 20 REPLIES TO REQUESTS FROM SOURCES MAKE UP THE LISTING AND OVER 40 SOURCES CONSTITUTE THE DIRECTORY. (MU)

AVAILABILITY: DEPT. OF AGRICULTURAL INDUSTRIES, SCHOOL OF AGRICULTURE, SOUTHERN ILLINOIS UNIVERSITY, CARBONDALE, IL.

SPONSORING AGENCY NAME: ILLINOIS STATE BOARD OF VOCATIONAL EDUCATION AND REHABILITATION, SPRINGFIELD. PROFESSIONAL AND CURRICULUM DEVELOPMENT UNIT.; SOUTHERN ILLINOIS UNIVERSITY, CARBONDALE. DEPT. OF AGRICULTURAL INDUSTRIES.

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A PREVIEW OF AUDIO VISUAL MATERIALS FOR ENVIRONMENTAL EDUCATORS

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THOMAS R. STITT

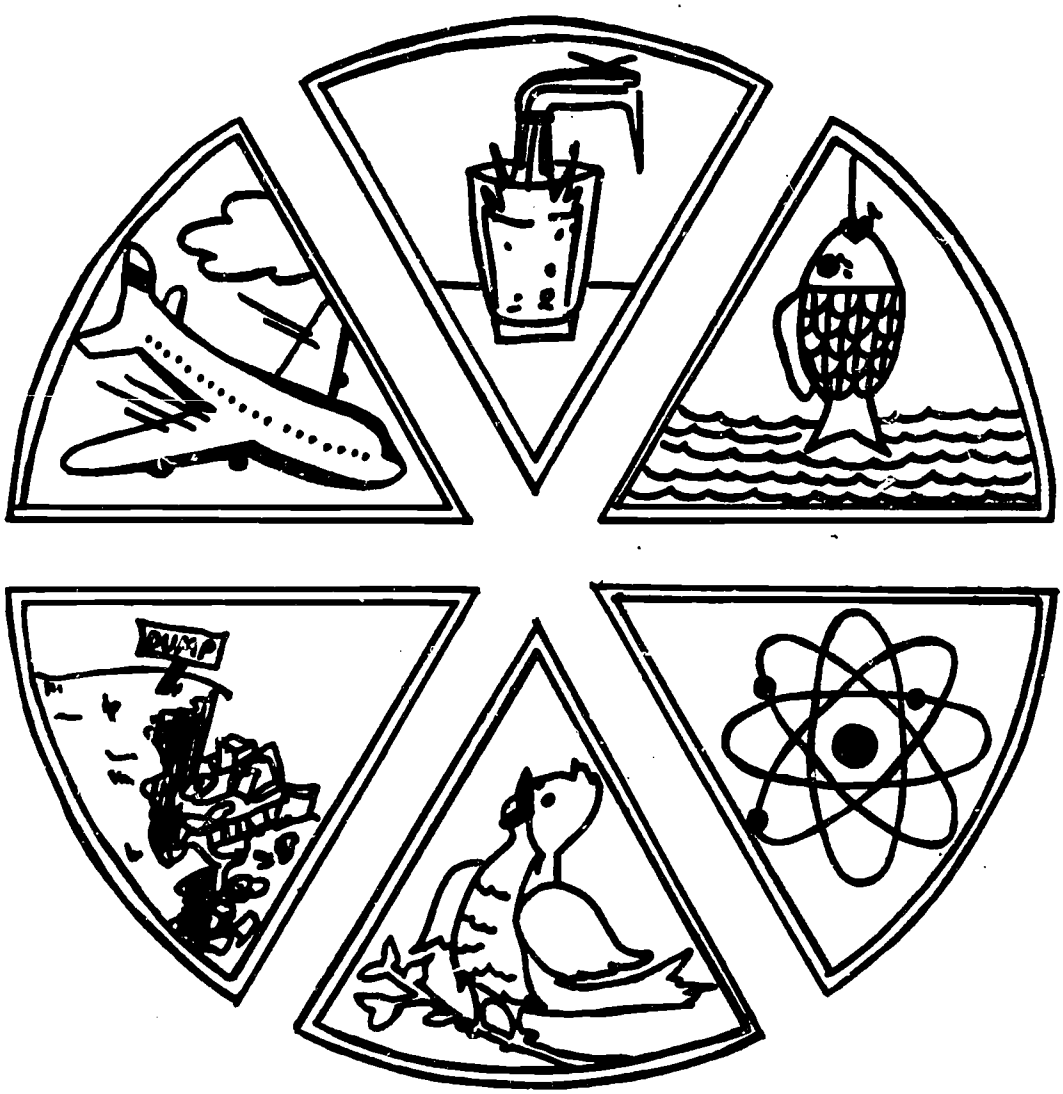

ERIC

FORWARD

During the past year, the Professional and Curriculum Development Unit, Division of Vocational and Technical Education for the Board of Vocational Education and Rehabilitation, in cooperation with the Department of Agricultural Industries, School of Agriculture, Southern Illinois University, Carbondale, has funded two environmentally related projects.

1. Pre-Service Program in Environmental Education, Program Phase, Project Number MP-3a. September 1, 1972 to June 30, 1973.

2. Pre-Service Program in Environmental Education, Training Phase, Project Number MP-3b-OP5a. September 1, 1972 to August 31, 1973.

The projects operated simultaneously with two major objectives.

1. Develop a program for training students in one of the vocational majors in the field of Environmental Education.

2. In the time available, provide the participants with as much exposure to the proposed program as possible.

As the project developed, the participants began to collect information which they deemed valuable to the prospective teacher in the areas related to "Environment."

Publications include:

a. An Environmental Glossary.

b. An Annotated Bibliography for Environmental Educators.

c. A Preview of Audio-Visual Materials Related to the Environment.

d. Employment Opportunities and Job Analysis for Selected Environmental Occupations.

e. A Pre-Service Program in Environmental Occupations.

These materials are specifically designed to serve as resource materials for Vocational Teachers who are teaching in Environmental Areas.

Thomas R. Stitt
Project Director
Agricultural Industries Department

PROJECT INFORMATION SHEET

Project Title:

Pre-Service Program in Environmental Occupations, Program Phase, Contract Number MP-3a.

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3. Doug Patton, Agriculture
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5. Kay Wafer, Home Economics
6. Mary Wietting, Home Economics

Funding Agent:

Professional and Curriculum Development Unit,
Division of Vocational and Technical Education
Board of Vocational Education and Rehabilitation,
State of Illinois in cooperation with Agricultural
Industries Department, School of Agriculture,
Southern Illinois University, Carbondale, Illinois.

Project Duration:

September, 1972 through August, 1973.

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INTRODUCTION

During the course of the project, the participants found a large volume of advertisements for Audio-Visual Environmental Education material. This is the result of the emphasis which is being placed on the problems of Environment, Ecology, Pollution, and Conservation.

The problems which are faced by the teacher is that most of the references to audio-visual material do not clearly state the education level, and/or environmental areas covered by the material. An illustration will best show the problem. The following is taken from the January, 1972, Operation Survival Through Environmental Education Report, page 5.

> . . . "People by the Billions"--28 minutes, B/W. $8.00 Contemporary.
>
> "The Poisoned Air"--60 minutes, B/W. $8.00 Contemporary.

The listing in some cases provided a brief statement about the content of the film. The complete address for Contemporary is provided at the end of the listing. There is no indication of the grade level, the content of the film, or any suggestion of how it may relate to existing programs on environmental education. It was within this framework that the Review of Audio-Visual Materials for Environmental Educators was implemented by the participants. One of the major problems which was encountered was that most of the companies which handle these materials do not have a free-loan evaluation procedure and/or it is their policy to send an expanded review of the material in response to first letter request. The time frame of the project made it impossible to review as many of the materials as desired. This report includes two lists. The first list is of companies and organizations which were secured from the participants' review of literature. The notations after each entry are a brief summary of the reply which was given in response to a request to review the audio-visual material.

The second list includes companies and organizations which are listed as sources of audio-visual material but have not yet responded to our inquiry.

The teacher who is integrating an environmental component in his program must use a rigorous review procedure to insure the appropriate quality and level of audio-visual material to meet his specific measurable objectives.

AN ANNOTATED LIST OF AUDIO-VISUAL SOURCES AND MATERIALS

Bureau of Outdoor Recreation
Interior Building
Washington, DC 20240

Reply: The Bureau responded with a list of people that can help improve conservation programs, a list of films and programs to borrow, and six brochures on different topics of environmental involvement and education.

Carousel Films, Inc.
1501 Broadway
New York, NY 10036

Reply: We received several brochures on films available from this company.

Conservation Foundation
1250 Connecticut Avenue, N.W.
Washington, DC 20036

Reply: The response consisted of a publication list, paperback book entitled, A Citizen's Guide to Clean Air, and one 1970 Annual Report put out by the foundation. The report lists new legislature, and a film and price list.

Conservation Foundation
1717 Massachusetts Avenue, N.W.
Washington, DC

Attention: Mrs. Nancy Hoover

Reply: The Conservation Foundation forwarded a copy of their 1972 Annual Report.

Coronet Films
65 East South Water Street
Chicago, IL 60601

Reply: The reponse consisted of a complete catalog of films, including a price list of ecology films, and a list of instructional materials.

Department of Health, Education and Welfare
Office of Education
Office of Environmental Education
Washington, DC 20202

Reply: This office sent the most complete package of material received including:

1. A list and review of HEW Environmental Education Projects for Fiscal Years 1972 and 1973.
2. A draft of the Environmental Education Handbook.

3. A collection of readings in environmental awareness.
4. A publication concerning development, implementation, and evaluation of environmental education programs (K-12).
5. A copy of the Environmental Education Act.
6. Reprints of American Educator bulletins; and
7. A very well organized compilation of a bibliography of environmental materials according to age groups.

Division of Conservation Education
Office of the Supt. of Public Instruction
325 South Fifth
Springfield, IL 62706

Reply: We received a brochure of available films and 13 teaching aids on several phases of conservation.

Environmental Quality Committee
Cooperative Extension Service
College of Agriculture
University of Illinois
Urbana, IL

Reply: The committee sent their Environmental Slide Series brochures.

Extension Media Center
University of California
Berkeley, CA 94720

Reply: The center forwarded a very complete film catalog for 1973-74 and supplementary film publications and order forms.

Field Service
Indiana University
Audio-Visual Center
Bloomington, IN 47401

Reply: The service sent a brochure of environmental films including prices for rental and purchase of the films.

Friends of the Earth
30 East 42nd Street
New York, NY 10017

Reply: The organization sent a paper publication showing the need for their organization. They also included reference to the "Directory of All Teaching Information" and where to obtain it.

Information Office
Department of Agriculture
14th Street and Independence Avenue, S.W.
Washington, DC 20250

Reply: We received a booklet of available publications on all topics put out by the Department of Agriculture and a filmstrip and slide set booklet with an update sheet.

McGraw Hill
Contemporary Film Rental Offices
828 Custer Avenue
Evanston, IL 60202

Reply: The response included a brochure listing 67 films, a Guide to Audio-Visual Instructional Material, and a supplementary price list on topics of Environmental Studies.

National Parks Association
1701 18th Street, N.W.
Washington, DC 20037

Reply: The response consisted of six reprints from National Parks and Conservation Magazine on Heat Pollution, Prairie Chickens, and Alaska, a copy of the August issue of the above magazine, and a booklet on Ecological Forestry for the Douglas Fir Region.

National Wildlife Federation
1412 16th Street, N.W.
Washington, DC 20036

Reply: A complete series of publications was sent which included information on wildlife, pesticides, soil, and endangered species as seen by the wildlife federation.

Office of Conservation Education
Interior Building
Washington, DC 20240

Reply: We received two price lists, one on Ecology (37 pp.) and one on Fish and Wildlife (17 pp.). We also received 20 publications on various wildlife species considered to be endangered, such as buffalo and mountain lion.

Population Reference Bureau
1755 Massachusetts Avenue, N.W.
Washington, DC 20036

Reply: A list of selected bulletins and a price listing was forwarded.

Project Man's Environment
National Education Association
1201 16th Street, N.W.
Washington, DC 20036

Reply: The response included the EQ 1970 Index covering Environmental problems, a booklet of materials for Environmental Education, Update--a report of NEA Task Force on Environmental Education, and curriculum guidelines for Environmental Education in the classroom.

Stuart Fineley Productions
3428 Mansfield Road
Falls Church, VA 22041

Reply: We received a package of publication outlining the films available.

United States Department of the Interior
Fish and Wildlife Service
Bureau of Sport Fisheries and Wildlife
Washington, DC 20240

Reply: The response included price lists of Fish and Widlife materials and Ecology materials available from the Superintendent of Documents.

University of Michigan
Audio-Visual Education Center
416 4th Street
Ann Arbor, MI 48103

Reply: A flier containing a list of educational films was forwarded including an order form for the film catalog.

Vocational Agriculture Service
434 Mumford Hall
Urbana, IL 61801

Reply: A series of slides and tapes were received including Erosion, Sediment and Environmental Quality, Plant Nutrients in the Environment, Agriculture and the Environment, and Animal Waste Management Prevents Pollution.

A LIST OF POSSIBLE SOURCES OF AUDIO-VISUAL MATERIALS

Air Pollution Control Adm.
801 North Randolph Street
Arlington, VA 22200

American Assoc. of Univ. Women
2401 Virginian Avenue, N.W.
Washington, DC 20036

Association Films
600 Grand Avenue
Ridgefield, NJ 07657

Bureau of Land Management
Division of Management Research
Department of the Interior
Washington, DC 20240

Bureau of Outdoor Recreation
Interior Building
Washington, DC 20240

Bureau of Sport Fisheries & Wildlife
U.S. Dept. of the Interior
Washington, DC 20240

Campaign Against Pollution (CAP)
65 East Huron Street
Chicago, IL 60611

Citizenship Legislative Dept.
Oil, Chemical, & Atomic Workers
International Union
1127 16th Street, N.W.
Washington, DC 20036

Clean Water Publications
Federal Water Pollution Control
Washington, DC 20242

Coalition for the Environment
Room 706, Security Building
319 North 4th Street
St. Louis, MO 63102

Commissioner
Federal Water Pollution Control Admin.
633 Indiana Avenue, N.W.
Washington, DC 20242

Conservation Education Association
Box 450
Madison, WI 53703

Council for Urban Affairs
Executive Secretary
1600 Pennsylvania Avenue, N.W.
Washington DC 20500

Division of Conservation Education
Office of the Supt. of Public
Instruction
325 South Fifth
Springfield, IL 62706

Encyclopedia Britannica
Educational Corporation
425 North Michigan Avenue
Chicago, IL 60611

Environmental Action Bulletin
33 East Minor Street
Emmaus, PA 18045

Environmental Control Administration
12720 Twinbrook Parkway
Rockville, MD 20852
Attention: Tom Edgar

Environmental Film Service
National Association of Conservation
Districts
Box 855
League City, TX 77573

Environmental Protection Agency
2200 Churchill Road
Springfield, IL 62706

Environment Magazine
438 North Skinker
St. Louis, MO 63130

Film Library
New York State College of Agriculture
Cornell University
Ithaca, NY 14850

Films Incorporated
Director of Distribution
1150 Wilmette Avenue
Wilmette, IL 60091

Illinois Department of
Conservation
102 State Office Building
Springfield, IL 62706

Information Center
U.S. Dept. of Health, Education
and Welfare
330 Independence Avenue, S.W.
Washington, DC 20202

Information Office
Department of Agriculture
14th St. & Independence Ave., S.W.
Washington, DC 20250

Izaak Walton League of America
1326 Waukegan Road
Glenview, IL 60025

League of Women Voters
1730 M. Street, N.W.
Washington, DC 20036

National Audubon Society
1130 5th Avenue
New York, NY 10028

National Wildlife Federation
1412 16th Street, N.W.
Washington, DC 20036

Hank Newenhouse
1825 Willow Road
Northfield, IL 60093

Office of Conservation Education
Interior Building
Washington, DC 20240

Photography Division
Office of Information
U.S. Dept. of Agriculture
Washington, DC 20250

Planned Parenthood, World Population
515 Madison Avenue
New York, NY 10022

Population Reference Bureau
1755 Massachusetts Avenue, N.W.
Washington, DC 20036

Public Affairs Pamphlets
381 Park Avenue South
New York, NY 10016

Public Health Service
Audio Visual Facility
Atlanta, GA 30333

Sierra Club
1050 Mills Tower
San Franciso, CA 94104

Singer--
1345 Diversey Parkway
Chicago, IL 60614

SIU Learning Resources
Southern Illinois University
Carbondale, IL 62901

Superintendent of Documents
Government Printing Office
Washington, DC 20402

The Wilderness Society
729 15th Street, N.W.
Washington, DC 20005

U.S.D.A. Forest Service
South Building
12th & Independence Avenue, S.W.
Washington, DC 20240

Wards Natural Science
Rochester, NY 14603

Zero Population Growth (ZPG)
367 State Street
Los Altos, CA 94022

SUMMARY

The Department of Health, Education and Welfare, Office of Education, Office of Environmental Education, Washington, DC 20202, is the most important find in the entire instructional materials search. Their material, which arrived the same week that this publication went to press, has a series of valuable aides. These materials are summarized in the preceding Annotated List of Audio-Visual Sources and Material.

There are some materials included in that package which need special consideration. There are four publications in the sequence including:

1. AIDS To Environmental Education--Preschool-Grade 3.
2. AIDS To Environmental Education--Grades 4-6.
3. AIDS To Environmental Education--Grades 7-9.
4. AIDS To Environmental Education--Grades 10-14.

The flier cover sheet to the publication states:

> "AIDS To Environmental Education" is a fitting title for this compilation because no one bibliography could hope to encompass the current torrent of materials pertaining to environmental education. The flood of books alone is growing to such proportions as to constitute a threat to the environment. Our objective is to alert students and teachers to some of the outstanding materials, and to provide references to sources of much more. Many fields are touched upon - i.e. the sciences, humanities, social sciences - in order to impress upon the reader the all-encompassing nature of environmental education.
>
> In selecting the books for this list, emphasis was placed on those which might not otherwise come to the teacher's attention and which would suggest different approaches to environmental education. Many of these books in turn contain excellent reading lists. Also the section on bibliographies herein will lead the teacher to the standard works on conservation, natural resources, and environmental problems.

The grades 10-14 publication is 43 pages long and includes units on Bibliographies, Books, Curriculum Materials, Filmloops, Films, Filmstrips, Graphics, Magazines and Newsletters and the Addresses of Publishers and Distributors. This publication represents a considerable effort on the part of the U.S.O.E. and if it were possible to secure just one resource of information, this would be the one to have.

ACCESSION NUMBER: VT100617

PUBLICATION DATE: JUL73

TITLE: TEACHING MATERIALS FOR ENVIRONMENTAL RELATED COURSES IN AGRICULTURE OCCUPATIONS PROGRAMS.

PERSONAL AUTHOR: BOHNING, KERMIT A.; STITT, THOMAS R.

DESCRIPTOR: #AGRICULTURAL EDUCATION; AGRICULTURAL OCCUPATIONS; #RESOURCE MATERIALS; #ECOLOGY; #LESSON PLANS

EDRS PRICE: NF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 544

ABSTRACT: THESE NINE LESSON PLANS PROVIDE THE TEACHER WITH A FOUNDATION IN ENVIRONMENTAL EDUCATION TO BE INCORPORATED INTO THE BASIC APPLIED BIOLOGICAL AND AGRICULTURAL OCCUPATIONS CURRICULUM. DESIGNED AS INTRODUCTORY UNITS FOR GRADES 9 AND 10, THE PLANS ENCOMPASS THE BASIC AREAS OF THE ECOSYSTEMS, FOOD CHAINS, ENERGY AND NUTRIENT FLOW, LAND USE, POPULATION, ENERGY, AND NATURAL RESOURCES. (AUTHOR/VO)

AVAILABILITY: DEPT. OF AGRICULTURAL INDUSTRIES, SOUTHERN ILLINOIS UNIVERSITY, CARBONDALE, IL 62901

SPONSORING AGENCY NAME: SOUTHERN ILLINOIS UNIVERSITY, CARBONDALE. DEPT. OF AGRICULTURAL INDUSTRIES.

VT 100 617

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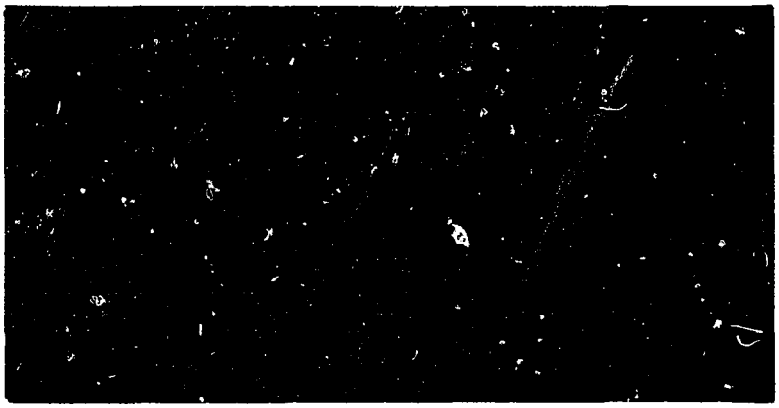

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ERIC

TEACHING MATERIALS FOR ENVIRONMENTAL RELATED COURSES IN AGRICULTURE OCCUPATIONS PROGRAMS

Kermit B. Bohning and
Dr. Thomas R. Stitt

Series No. 101

July, 1973

Agricultural Industries

Southern Illinois University

ERIC

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Foreword

Ecology, Environment and Conservation are all terms which are currently popular. The public awareness has moved into action with the Environmental Protection Act. These combinations of social, economical and political pressures have opened new areas of instruction for the practicing teacher. The Applied Biological and Agricultural Occupations teacher is being encouraged and in many cases expected to teach an Environmental Education component in his existing program.

Although well prepared in conservation and the production agriculture related areas, many teachers are unprepared to teach a quality basic Environmental Education program.

The lesson plans were structured to provide the practicing teacher with a series of lesson plans which provide the basic foundation in Environmental Education to be incorporated into the Applied Biological and Agricultural Occupations Curriculia. The lesson plans encompass the basic areas of Ecosystems, Food Chains, Energy and Nutrient Flow, Land Use, Population, Energy and Natural Resources. They are designed as introductory units at the 9th and 10th grade levels. Each unit provides a specific purpose and measurable objectives. New environmentally related terms are defined. The units include sufficient technical information to teach the unit with transparency masters for specific units.

The teacher will need to carefully evaluate the total curriculum to determine the optimum time for inclusion of the units. Transitional units will need to be developed to insure continuity into selected technical Applied Biological and Agricultural Occupations areas.

These units have been reviewed by practicing teachers and field tested with students in summer camps. The results of those evaluations were positive, and detailed information is included in a research paper entitled Development of Teaching Materials for Environmental Related Courses in Applied Biological and Agricultural Occupations, By Kermit Bohning, Department of Agricultural Industries, Southern Illinois University, Carbondale, Illinois.

UNIT: The Ecological System

LESSON: Ecosystems and Agriculture

INTRODUCTION:

Man's influence on his surroundings has created many problems. Some of these can never be solved, others can be eliminated. Every person has a role to play in solving these problems. Agriculture plays a big part in the overall ecological system.

PURPOSE:

To introduce the topics of ecology and the environment and the major problem areas. Also to develop an understanding of the concept of the ecosystem.

OBJECTIVES:

The student will be able to:

1. Define the terms environment, ecology, and ecosystem.

2. Discuss the parts of an ecosystem.

3. Discuss agriculture's role in ecosystems and the environment.

PRESENTATION:

What is the environment?

The natural resources of the earth and their surroundings. (Discuss with the class)

What is ecology?

The relationships and interactions between organisms and themselves and their environment. Man is an important part of these relationships and contributes a great deal of influence.

What are some of the components of our environment and how have they been influenced by man?

1. Air: pollution by man

2. Water: pollution by man

3. Soil: man has allowed some of our soil to erode and deteriorate. He has also worked to improve and maintain the soils of many areas.

4. Wildlife: many species have been exterminated and endangered by man's activities. Many steps are now being taken to preserve and provide for our wildlife.

5. Forests: man has often abused our forests and the supplies have decreased. Good management can provide better forests and their use.

6. Minerals: the use of minerals has been a wasteful and rapid depletion process by man. Good management is needed.

There are also some other problem areas. What are some of them and why are they problems? How is agriculture involved?

Energy: this nation is beginning to consume energy faster than it can supply it; about 32% of the world's energy consumption. Problems are most serious in oil and natural gas supplies. Adequate supplies of electrical power also plague many areas of the country. Agriculture uses large supplies of energy.

Population: the population of the world continues to grow at a rapid pace. This means more food will have to be produced and more houses built. Agriculture will be called upon to provide this food on less acres.

Waste: disposal of all forms of wastes is rapidly becoming a serious problem. Cities are unable to dispose of their garbage and sewage adequately. Animal wastes can pollute streams just as sewage does.

Chemicals and Fertilizers: these have enabled agriculture to increase production. But there are also problems of pollution and residues which can be harmful.

Noise: as cities become more industrialized there is a problem of increased levels of noise.

Many of these problems interact with each other and are causes of still more problems. Deciding what level these should be maintained at and how to solve them is a never ending task.

What is an ecosystem?

An ecosystem is the physical environment and the living organisms which inhabit it.

It may be very small, such as an aquarium, or as large as the total biosphere; that part of the earth on which life exists. (Transparency 1)

The non-living parts of an ecosystem include: oxygen, carbon dioxide, heat, light, water, soil, and minerals.

The living organisms may be divided into three groups:

1. Producers: the green plants that are capable of fixing light energy

2. Consumers: the organisms which eat the green plants

3. Decomposers: the microorganisms which break down organic matter to release nutrients into the system

What are some examples of ecosystems?

forests, a field, ponds, and meadows

Give some examples of each of the living organisms which might be found in a forest ecosystem.

Producers: trees, shrubs, flowers, moss, forest litter

Consumers: insects, rabbits, woodchucks, deer, man

Decomposers: bacteria, fungi, soil microorganisms

Agriculture has two main goals:

1. to maximize the green plants (producers) and thus increase the amount available to the consumers, including man

2. to make use of many of the consumers for food

These green plants include the grain crops of wheat, corn, soybeans, and oats which man eats himself and feeds to consumers. They also include vegetable crops which man eats mainly and forage crops fed primarily to animals.

Man raises and uses these consumers for food and milk. They include swine, beef, and dairy cattle, sheep, and poultry. To do this agriculture increases production by:

1. providing nutrients which crops remove

2. eliminating unwanted plants - weeds compete for nutrients, water, and sunlight

3. controlling unwanted organisms - insects, rodents, birds. Pesticides, cultivation, and biological control are methods used.

4. increasing efficiency

There are many agricultural practices involved in the above list which can affect our environment. With good management and practices these are held to a minimum.

What are some of the specific agricultural problem areas?

1. animal wastes and odors - domestic animals in the U.S. produce wastes equal to two billion humans.

2. crop residues

3. pesticides

4. fertilizer runoff

5. chemicals

6. soil erosion - four billion tons of sediment are washed into U.S. streams every year.

The environment includes everything that surrounds us, including man and his effects. It is a source of resources that satisfy our needs. These resources have to be properly managed and cared for.

CLASS ACTIVITY:

Discuss how agricultural practices affect the natural balance of an ecosystem.

SUMMARY:

Definitions of environment, ecology, and ecosystems

The classification of living organisms

Agriculture's role

Agricultural problem areas

SUGGESTED TEACHING AIDS:

Transparencies:

1. Ecosystem diagram
2. Examples of ecosystems
3. Definitions

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1. Boggess, William R., "The Ecological System", Agriculture and the Ecological System, Urbana: University of Illinois, 1970.

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3. Deju, Paul A.; Bhappu, Roshan B.; Evans, George C.; and Baez, Armando P., The Environment and Its Resources, New York: Gordon and Breach, Science Publishers, 1972. Chapter I.

4. Environmental Science Committee, Environmental Quality and Agriculture.

ECOSYSTEM

NON-LIVING

O_2

CO_2

HEAT

LIGHT

WATER

SOIL

MINERALS

LIVING ORGANISMS

PRODUCERS

CONSUMERS

DECOMPOSERS

UNIT: The Ecological System

LESSON: Biotic Communities and Food Chains

INTRODUCTION:

The plants and animals which inhabit a common area affect each other and interact. The characteristics of these plants and animals are determined somewhat by their natural surroundings. Before man's influence they lived in near perfect balance, affected primarily by natural events. Now many other things influence them.

PURPOSE:

To develop an understanding of the biotic communities and their interactions, and the concepts of food chains and food webs.

OBJECTIVES:

The student will be able to:

1. Define and describe the terms biotic community and biotic succession as discussed in class.

2. Name and discuss four major biotic regions.

3. Define and name examples of herbivores and carnivores.

4. Describe what a food chain is and how it differs from a food web.

PRESENTATION:

What is a biotic community?

A group of plants and animals inhabiting a common area and having effects upon one another.

Biotic succession -

This is a sequence of biotic communities which tend to replace each other over time if undisturbed. This involves a replacement and change in the types of plants and along with this a change in the types of animals dependent on the plants.

An example:

Plants often invade bare areas and are eventually replaced by more plants. This may take place on bare rock, sand, exposed river bottoms, and in water.

A pond or lake undisturbed will be invaded by aquatic plants. Eventually these are replaced by partially submerged reeds and rushes. These are replaced by grasses as soil materials are washed in adding to the dead plant materials.

If this process is undisturbed, the lake will turn into a pond, then into a marsh, the marsh to a meadow, and to a forest. (Transparency 2)

What would the process be like if starting with bare sand?

1. small watery plants
2. beach grass sparsely populated
3. mat forming grasses and herbs
4. scrub bushes and taller grasses
5. some small pine trees and advanced grasses
6. intermittent forest - pine and softwood
7. dense fir and spruce

Another form of succession occurs when something wipes out the vegetation, such as a fire, but the soil is already available. First the forest is replaced by weeds, these by shrubs, these by various trees, and eventually by the original species of trees.

There are various types of major biotic regions in the world. What affects their characteristics?

temperature, precipitation, soil types, man, and topography

What are some of the major regions and some characteristics of each?

Tundra -

low temperatures, short summers

soil surface thaws in summer, but there is a layer below of permanent frost called permafrost.

plants are low growing so the snow protects them in winter. They complete growing cycles during the short summers.

many animals migrate here in the summer.

spasely populated areas

Conifer Forest Area -

This area lies south of the tundra.

Slightly warmer and heavy precipitation.

Trees are mostly fir and spruce.

Permafrost goes out in the summer.

Sparsely populated; many seasonal animals.

Deciduous Forest -

Trees are oak, maple, hickory, or other hardwoods.

Well distributed precipitation.

Warm, humid summers; cold winters with heavy snowfall.

Many of these areas have been cleared for farming.

Grasslands -

Found between forests and desert regions.

Lower rainfall, erratic wet and dry spells.

Grasses are dominate, especially tall grasses.

Dark topsoil rich in organic matter.

Grazing animals.

Deserts -

Dry areas.

Sagebrush, catus; sparse vegetation.

Plants and animals adapted to dryness.

Soils can be fertile, but is lack of water.

Tropical Forests -

Dense vegetation, wet, humid.

Savanna -

Scattered trees and shrubs in the grassland.

Groves of trees mixed in grassland areas.

Much of this has been a result of man's influence.

Water Areas -

Covers 70% of the earth.

Plants limited often by access to sunlight.

Each of these major regions have certain climatic conditions. In response to these and to the topography of the land the plant life has adapted to the area. Along with this, certain types of wildlife are found in each region, again dependent in part upon the characteristics of the region. These characteristics affect the type and form of the food chains found there.

What is a food chain?

This is the passing of energy as food from one level to another in an ecosystem.

Give some examples -

Shrubs are eaten by deer which are eaten by a mountain lion.

Grass is eaten by rabbits which are eaten by wolves

What are some others?

What are herbivores and carnivores?

Herbivores eat green plants.

Primary carnivores eat herbivores.

Secondary carnivores eat primary carnivores.

Which one of these categories does man fall into? Why?

Man falls into all three. Man eats green plants, he eats herbivores (cattle), and sometimes he eats primary carnivores (bear).

What are some examples of each?

herbivores: rabbits, deer, moose, bison, birds, man

carnivores: wolves, mountain lion, foxes, man, spiders

Usually these food chains are interwoven into each other and form food webs.

Make an example of a food web. (Transparency 3)

The total number of producers in a community must be much larger than the consumers. This is necessary in order to provide enough food for the consumers and still be able to maintain themselves. The same concept holds true as we move up the ladder of consumers. Thus the position of the species in a food chain will determine the size of its population in the community. Another determining factor will be the physical size of the organism.

(Discuss these ideas with the class.)

CLASS ACTIVITY:

If we had a meadow with rabbits in it which coyotes fed on, what type of populations of grass, rabbits, and coyotes would we have?

What would be the effect on the meadow and the coyote population if man came in and killed the rabbits?

What if the coyotes all died?

SUMMARY:

Biotic Community

Biotic Succession

Major Biotic Regions

Food Chains

Herbivores and Carnivores

Food Web

SUGGESTED TEACHING AIDS:

Transparencies of -

1. Biotic succession examples
2. Major Biotic regions
3. Food chains and food webs

Slides of -

1. Biotic succession procedure
2. Major Biotic regions

BIBLIOGRAPHY:

1. Boggess, William R., "The Ecological System", Agriculture and the Ecological System, Urbana: University of Illinois, 1970.

2. Dasmann, Raymon F., Environmental Conservation, New York: John Wiley and Sons, Inc., 1968. Chapters 1 and 2.

3. Odum, Eugene P., Fundamentals of Ecology, Philadelphia: W. B. Saunders Company, 1971. Chapter 3.

4. Shelford, Victor E., The Ecology of North America, Urbana: University of Illinois Press, 1963.

BIOTIC SUCCESSION

1. LAKE

   AQUATIC PLANTS INVADE

2. POND

   REEDS

3. MARSH

   SOIL WASHES IN

   DEAD PLANT BUILD UP

   GRASSES

4. MEADOW

5. FOREST

ERIC

FOOD WEB

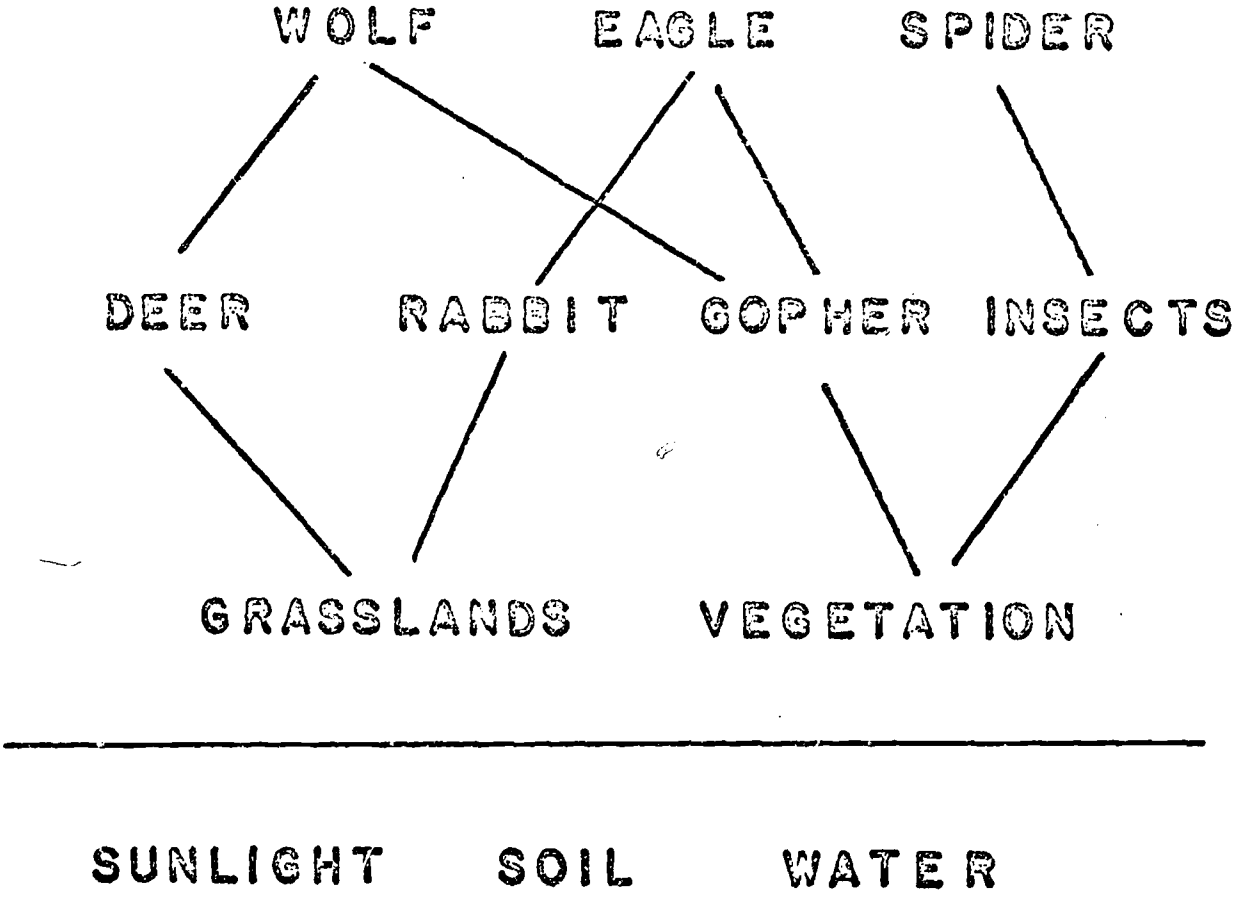
WOLF
EAGLE
SPIDER
DEER
RABBIT
GOPHER
INSECTS
GRASSLANDS
VEGETATION
SUNLIGHT
SOIL
WATER

UNIT: The Ecological System

LESSON: Energy and Nutrient Flow

INTRODUCTION:

All living things are dependent upon a source of energy to survive. The basic building blocks of all living things are the chemicals or nutrients which organisms are built from. Without a supply of energy or nutrients, living organisms can not survive.

PURPOSE:

To develop an understanding of the concepts of energy flow and nutrient flow and the importance of each in an ecosystem.

OBJECTIVES:

The student will be able to:

1. Define and describe the concept of energy flow.
2. Define and describe the concept of nutrient flow.
3. Discuss the difference between nutrient flow in a balanced, natural ecosystem and today's biosphere.

PRESENTATION:

What is the source of energy in an ecosystem?

All energy originates from the sun. However, only the green plants can make use of the sunlight to synthesize food directly.

How are plants able to do this?

The chlorophyll in their cells do this by a process known as photosynthesis.

Explain photosynthesis:

Light energy is used to build plant food (glucose) from carbon dioxide in the air and water. With other nutrients from the soil; proteins, carbohydrates, fats, and vitamins are made. These are the basic materials which animals must have.

Much of the sunlight which reaches the earth is never fixed by plants. Much of it is reflected or radiated back into space by the earth.

Of the total incoming sunlight, approximately 42 percent of it is reflected back - 33 percent by the clouds and 9 percent from dust. Another 10 percent is absorbed, scattered, or reflected by the gases, water, vapor, and particles in the atmosphere. This leaves less than one-half (48 percent) which reaches the earth's surface.[3] On cloudy days even less will reach the earth's surface. The type of surface will also affect how much is absorbed and how much is reflected by a certain area.

The oceans and forests absorb a large amount of the energy which is fixed. Only about 5 percent of the total is fixed by agricultural land.

The transfer of energy is far from 100 percent efficient.

What do we mean by this?

As energy is passed from one form to another some of it is lost each time. Plants often convert only 1 percent of the total energy available. Of this the herbivore loses some when it eats the plant, much of it in the form of heat energy. The same thing happens when the herbivore is eaten by a carnivore. The farther down the transfer, the smaller the amount of energy being passed on. Of 10,000 calories of sunlight striking down on green plants, a carnivore may only retain two. Thus the concept of energy transfer enters into the ecosystem. (Transparency 4)

What is the determining factor in the number of animals found in a given ecosystem?

The amount of energy available in green plants and how efficiently they can convert it is a determining factor. This will also hold true for the amount of green plants which are available.

As ecosystems have developed they have become more capable of storing energy. What are some of these stored energies?

Meat - the energy may have been first stored in plants up to several years earlier when the animals ate them.

Timber - this energy may have been stored from a hundred years earlier.

Coal and Oil - these forms of energy are thousands of years old.

As can be seen, the flow of energy is in one direction, never returning to previous sources. It is said to be non-cyclic.

Along with a source of energy there must also be a source of the basic nutrients. What are some of them?

Nitrogen, carbon, oxygen, phosphorus, pottassium, sulfur, zinc, calcium, and iron.

Where do plants obtain these nutrients?

Mostly from the soil with a few available from the air.

The flow of nutrients is cyclic, meaning that it is continuous and that it renews itself. In what ways are these nutrients returned to the soil in a natural ecosystem?

Plants die and decay.

Urine and droppings of animals.

Animals which die

What is leaching?

This is the washing and movement of nutrients through the soil as water moves downward.

How are these nutrients replaced in a natural ecosystem?

By the slow weathering and release of minerals and nutrients from the rocks.

If the flow of nutrients is cyclic, why must we use fertilizers on our crops?

The crops that man raises are removed from the soil and are used for food for himself and livestock. Therefore, the nutrients do not return to the soil through the decay of the plants. Some of the nutrients are returned through crop residues and animal wastes. Over the years the soil has been depleted of enough nutrients that it can not begin to grow the high yields of today without fertilizer.

Many of the major nutrients have their own typical cycles. Examples of these are the nitrogen, carbon, and sulfur cycles. (Transparency 5)

If we are removing nutrients from the soil in the form of crops, where do these nutrients end up?

Many of the nutrients end up in the streams and lakes from the sewage of the cities and some from the feedlot runoff. This is because most of the crops end up in the cities as food products. These nutrients will eventually reach the sea. (Transparency 6)

How can these nutrients be removed?

1. By spreading sewage and manure back on the land.

2. Returning processing wastes to the land.

3. Filtering nutrients from the sewage.

4. Farming the seas.

5. Recovering the nutrients from the oceans.

All of these have potential, but there are many problems involved: economical, health, and technological.

CLASS ACTIVITY:

Lets build a diagram of the energy flow and nutrient flow in a natural ecosystem.

The three main ingredients are what?

sunlight = energy soil and rainfall = nutrients

These go to the green plants which supply energy and nutrients to herbivores and decay organisms. This occurs at each step to the last carnivore.

Remember energy is lost at each step. Nutrients are returned to the green plants by the soil which is restored through the activity of the decay organisms. (Transparency 7)

SUMMARY:

Essential Ingredients: Energy and Nutrients

Energy Flow

Nutrient Flow

Returning nutrients to soil

Energy Loss

Nutrient Loss

SUGGESTED TEACHING AIDS:

Transparencies:

1. Where sunlight goes when it reaches the earth.
2. Energy Flow
3. Nutrient flow in a natural ecosystem.
4. Nutrient flow in today's biosphere.

Slides:

1. A series portraying the flow of nutrients from the soil to the oceans.

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1. Boggess, William R., "The Ecological System", Agriculture and Ecological System, Urbana: University of Illinois, 1970.
2. Dasmann, Raymon F., Environmental Conservation, New York: John Wiley and Sons, Inc., 1968. Chapter 1.
3. Kormondy, Edward J., Concepts of Ecology, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.
4. The Institute of Ecology, Man in the Living Environment, Madison: The University of Wisconsin Press, 1972. Chapter 2.

ENERGY LOSS

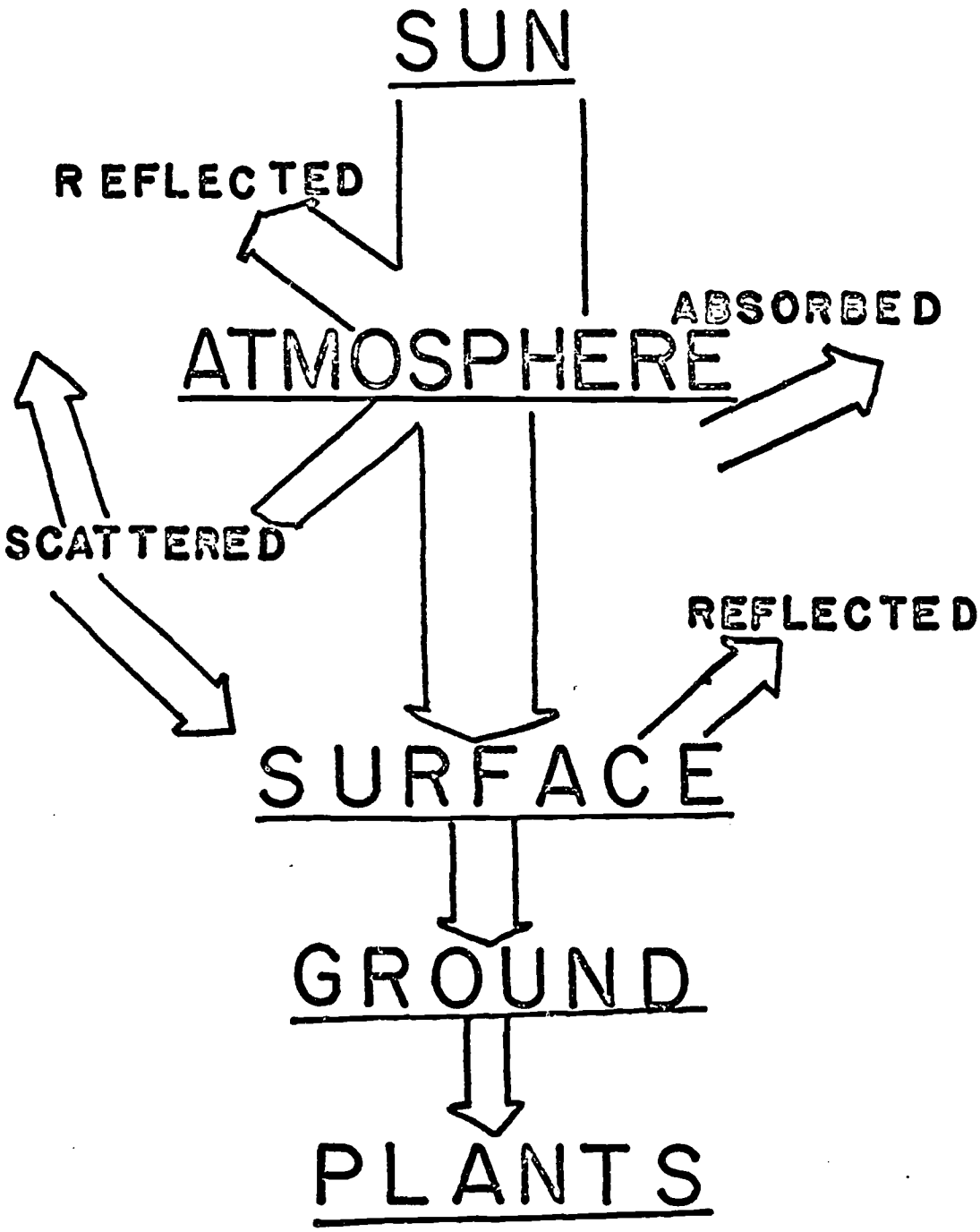
SUN
REFLECTED
ABSORBED
ATMOSPHERE
SCATTERED
REFLECTED
SURFACE
GROUND
PLANTS

NITROGEN CYCLE

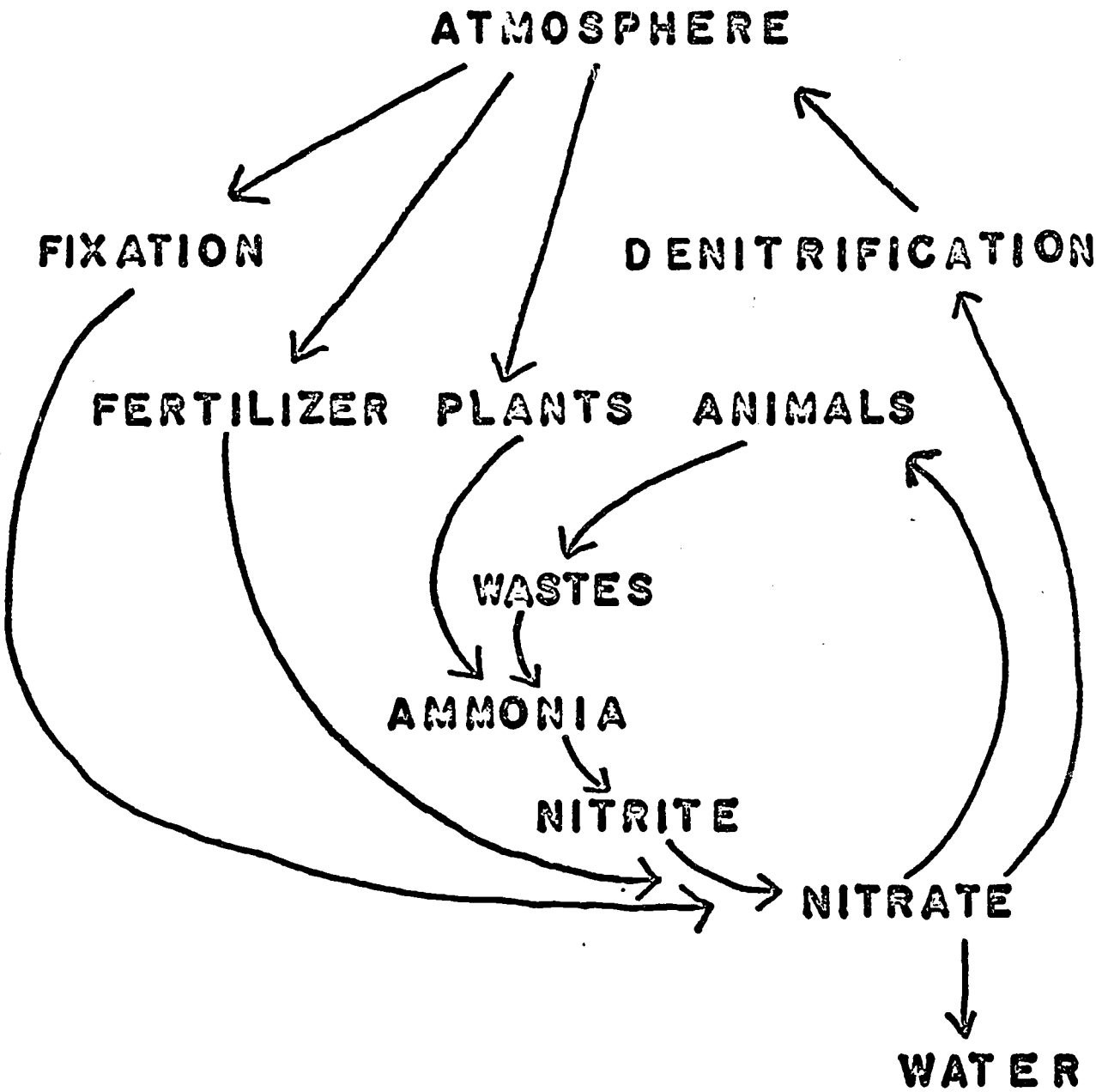

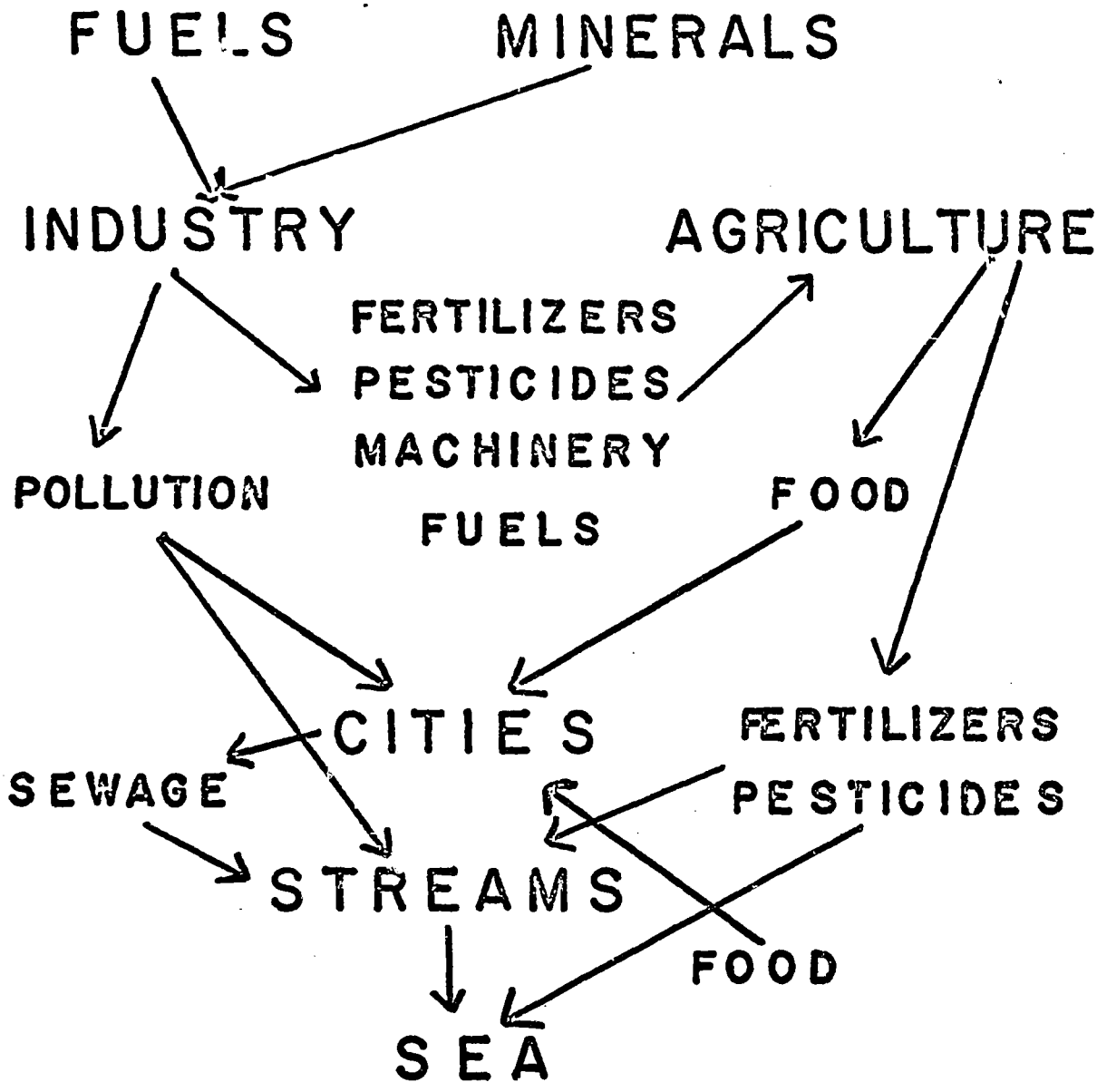
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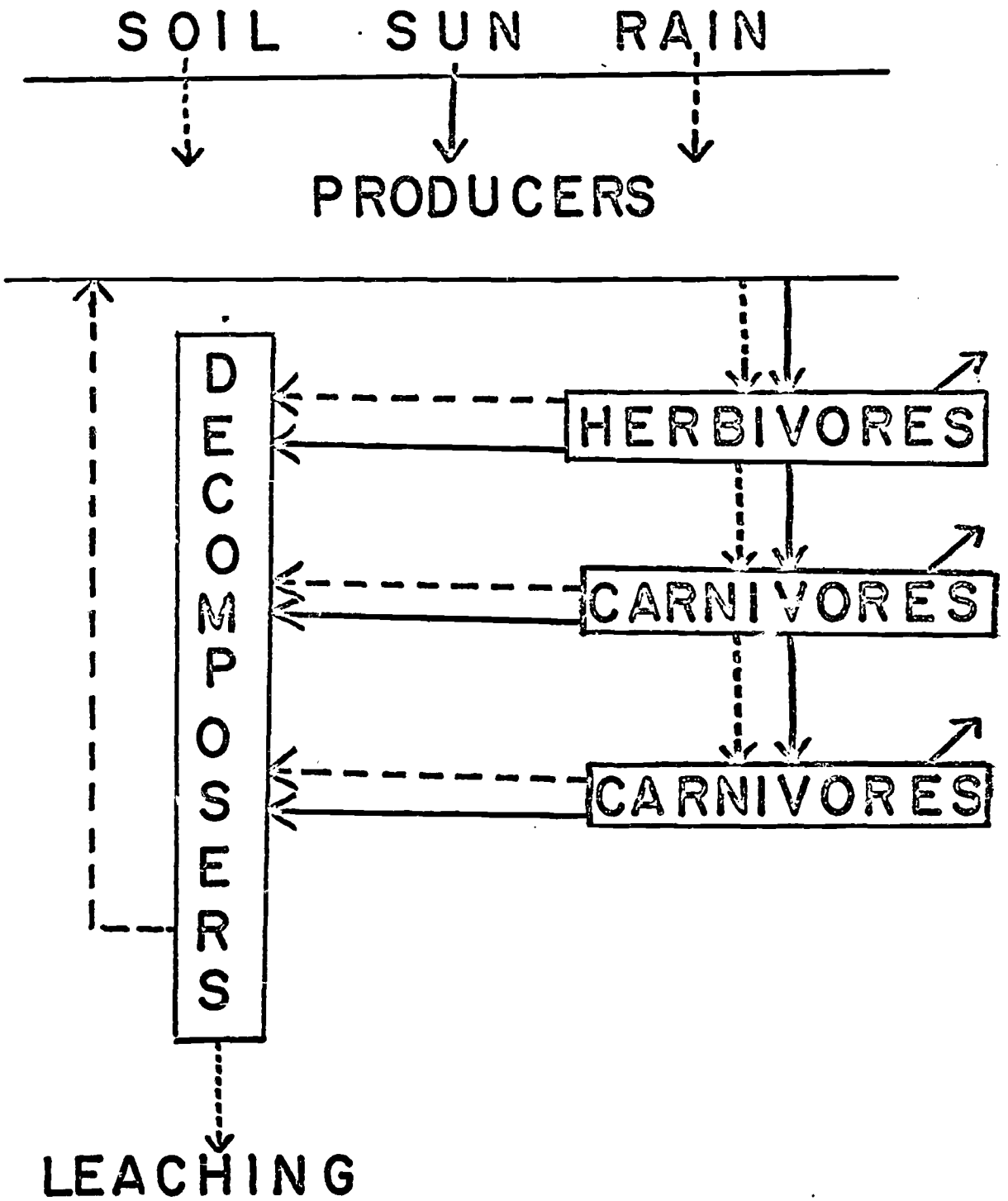
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CARNIVORES
CARNIVORES
LEACHING

UNIT: The Ecological System

LESSON: Land Use and Supply

INTRODUCTION:

The amount of available land is fixed. Land is one of the basic resources. There is a constant demand for land for various uses and consequently there is competition for the existing supply of land. Because there is a fixed supply of land, putting land to one use means it has been taken out of another use.

PURPOSE:

To develop a knowledge and understanding of the supply and use of land resources and the various factors which affect how land is used.

OBJECTIVES:

The student will be able to:

1. Define what the concept of land includes.
2. Name the ten major classifications of land use.
3. Discuss the factors that determine what land is used for and it's "value".

PRESENTATION:

What is land?

Sometimes land refers to a nation of people. Land is more than just soil and earth.

What other things go along with control of land?

Surface area: soil, water, ice, crops, and lakes

Trees and Forests

Buildings, Dams, and Terraces

Minerals

Water Resources

It also involves access to rain, sunlight, and natural occurrences. Land is the natural and man-made resources which possession of the earth's surface gives control of.

There are several other ways to look at land:

1. Space - the amount of land (space) is fixed.
2. Nature - the natural environment on land.
3. Production - it is needed to grow things.
4. Consumption - used up for buildings, forests, and parks.
5. Location - how far from cities, roads, and markets.
6. Property - rights of the person who owns the land.

What are the things we use land for and examples of each?

1. Residential - houses, garages
2. Industrial and Commercial - factories, stores, parking
3. Crop Land (tillable) - food production
4. Pasture and Grazing - tillable, permanent, range lands
5. Forests - commercial, brushland, farm woodlots
6. Minerals - coal mines, oil, iron, gravel
7. Recreation - mountains, parks, lakes, rivers
8. Transportation - airports, highways and roads, trains
9. Service - cemeteries, prisons, military bases
10. Barren and Waste - deserts, arctic regions

(Transparency 8)

These may be broken into four groups:

urban, agricultural, special use, and unused

Which of these is the largest group in the United States?

Agricultural - 87.0 percent

Urban - 1.4 percent

Special Use - 5.0 percent

Unused - 6.6 percent

Urban - 29.3 million acres

Crop land - 377.0 million acres

Pasture - 780.0 million acres

Forests - 732.0 million acres

Recreation - 59.9 million acres

Transportation - 26.0 million acres

Military - 23.6 million acres

TOTAL - 2266 million acres

Is more land in the United States in farms that not in farms?

No; only 49 percent of the land is now in farms.

What are some of the natural factors that determine what land is used for?

Sunlight and temperature

Precipitation and availability of water

Topography and drainage

Soils and minerals

Location

Which of these apply to the major land classification?

Agriculture - sunlight and temperature, precipitation, topography, and soils

Urban - location

Recreation - location

Mining - minerals and location

Transportation - topography and location

Service - topography and location

What other things determine what land is used for and it's value?

The demand for a certain piece of land by industry, agriculture, etc., determines what it will be used for. Whoever wants it the most will pay the highest price.

As the population increases, the demand for land increases.

The cost to develop the land, i.e. clearing.

Transportation

Technology - new developments which help make it more profitable to use the land for something.

Laws - such as EPA regulations, zoning

What is the purpose of zoning?

Zoning restricts the uses that land can be used for in a certain area. It can provide for such things as green belts which are housing free strips in housing districts to allow for recreation areas. Zoning can also prohibit housing spreading into fertile areas and restrict them to areas less valuable as farm land yet suitable for housing.

Which type of land classification usually has the highest value?

1. Commercial and industrial - they can afford to pay high prices to be located close to markets and transportation.

2. Residential - people will pay high prices for a small tract of land to call their own and build on. Developers can thus afford to pay high prices for land.

3. Cropland and pasture

4. Forests and grazing

5. Barren and waste

It should be realized that some land uses overlap each other. For example, some timber areas have value as recreation areas, as sources of forest products, and as grazing areas. The classification is based upon that use which the land is used for the most.

CLASS ACTIVITY:

As the population increases their will be a demand for more food, more houses which mean increased lumber demands, more businesses and industry, more recreation areas, more highways and airports, and more mining of natural resources. Since the amount of land we have is limited, how can we meet these increased demands for land?

Class Discussion

SUMMARY:

Definition of land

The ten classifications of land use

The factors which determine how land is used

SUGGESTED TEACHING AIDS:

Transparencies:

1. Land classification

2. Land use figures

BIBLIOGRAPHY:

1. Barlowe, Raleigh, Land Resource Economics, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972. Chapters 1 and 2.

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LAND CLASSIFICATION[1]

RESIDENTIAL

INDUSTRIAL & COMMERCIAL

CROPLAND

PASTURE

FOREST

MINERAL

RECREATION

TRANSPORTATION

SERVICE

WASTE

ERIC

UNIT: The Ecological System

LESSON: Population Distribution and Growth

INTRODUCTION:

As the population increases there are also increases in the demands for goods and services, and in the problems of the society. As the population becomes more centered in densely populated urban areas there are many problems which must be dealt with on a wide scale.

PURPOSE:

To create an understanding of the implications of increased population and the associated problems.

OBJECTIVES:

The student will be able to:

1. Define the following terms: birth rate, mortality rate, replacement rate, and subsistence level.

2. Discuss what population density is and why it varies from location to location and country to country.

3. Discuss the problems associated with population growth.

4. Describe the effects of population growth on agriculture.

5. Discuss why the United States population grew so rapidly.

PRESENTATION:

What two things will determine population growth?

bith rate - number of babies born per 1000 people

mortality rate - deaths per 1000 people

The difference will be the growth rate.

United States - 1970

birth rate = 17.6

mortality = 9.6

1972 - averaged 2.04 children per couple

Replacement rate = 2.11

Show figures for other countries. (Transparency 9)

Define replacement rate -

The number of births required to maintain the population.

What are some of the factors that have influenced the population?

War

Famines - 600 occurred up to 1800

Disease - Black death reduced Europes population 20 percent.

The average life span in the middle ages was 24 years. It took 10-11 children per couple to maintain the population.

The life span in 1780 was 35, today it is 71. What factors have brought longer life spans?

Industrial Revolution - technology

Increased agricultural production

Sanitation improvements

Better medical knowledge

What do we mean by subsistence level?

providing the basic needs of food, clothing, and shelter

Why has this level gone up over time?

people's income has steadily gone up

people are better educated

technology has made many advances

customs have changed

society and culture have changed

The majority of people used to live on farms and raised most of their own food. This has greatly changed.

What is population density?

The average number of people in a given area, such as a square mile or square kilometer.

Examples are:

Belgium	317.9 people per square kilometer
Japan	279.9
U.S.	22.3
Australia	1.6

98 percent of Egypt's population is found on the 3 percent of the land along the Nile. Population density vaires greatly within countries.

New Jersey	453 people per square mile
Wyoming	3.4
Alaska	.53
Manhattan Island	67,160

What are some of the reasons that population densities vary from location to location?

1. Urban areas have grown up around large industry which is where the majority of the population lives.
2. It takes less people to produce food, thus these areas are less populated.
3. Climate - the warmer areas are more desirable.
4. Coastal areas - traditional trade centers.

Lets look at the United States population growth:

1800	5.3 million
1850	23.2
1900	76.2
1950	151.3
1970	204.0

Why has the United States population grown so rapidly.

1. Immigration - 45.2 million entered between 1830 and 1970.

2. Abundant resources and policies to develop them.

3. Relatively high birth rates.

4. Reduced mortality rates.

What problems do increasing populations cause? (Discuss)

1. Need for increased food production.

2. More housing.

3. More services: cities, highways, sewage.

4. Increased use of natural resources

5. More pollution and waste problems

6. All of these must take place on the same amount of land.

The United States has about 6 percent of the world's population yet it consumes around 40 percent of the world's production each year. Between birth and age 70, an American consumes approximately 56,000,000 gallons of water, 21,000 gallons of gasoline, 10,150 pounds of meat, 28,000 pounds of milk and cream, and 9,000 pounds of wheat.[4]

In what way does an increasing population affect agriculture?

1. The need for food production increases as the population increases. This means improvements in yields on the same amount of land must be developed.

2. Cities and urban areas expand and grow into areas which were previously agricultural lands. Thus land is taken out of production.

There are several characteristics of today's population:

1. Urbanization - more people live in cities than ever before.

2. Households - many more houses, smaller number per family.

3. Age - life expectancy is longer.

4. Education - more people are getting more education.

5. Income - has increased dramatically.

Per Capita (person) Income:

1929 - $1145

1940 - 1178

1950 - 1520

1960 - 1749

1970 - 2600

Families, especially farm families, used to be quite large. Why isn't this found today?

Farm families used to rely on the family members to work on the farm. Now machinery and technology have replaced much of the work formerly done by hand labor.

The world population is 3.6 billion (1970). Some of the countries with the higher population growth rates are Brazil, India, China, Nigeria, Pakistan, and Mexico. Why do these countries have such high population growth rates?

1. Many have large populations which normally lead to a more rapid population increase.

2. Are poor, underdeveloped countries with many uneducated, subsistence level people.

3. Much of the work is still done by hand labor.

4. There has been improvements in disease prevention, yet their birth rates have not dropped yet.

5. The people do not understand the consequences of a large population on their country and themselves.

In 1966 the United States sent one-fourth of it's wheat crop to India. Since then the world population has increased tremendously. If these countries, such as India, were to experience another widespread crop failure and drought, it is unlikely countries such as the United States could even begin to feed those people and their own too.

CLASS ACTIVITY:

The population of the animals in an ecosystem stay fairly constant or fluctuate somewhat together. What is the reason?

Weather, food supply, disease. (Discuss)

Why has the population of the world grown so steadily then?

Man has control and has solved many of these problems.

Discuss shelter, food production, sanitation, disease, and technology.

SUMMARY:

Definitions:

1. birth and mortality rate
2. replacement rates
3. subsistence level

Population density and variations of this

Problems of population growth

Effects on agriculture

U.S. population growth

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1. Barlowe, Raleigh, Land Resource Economics, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972. Chapter 3.

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3. The Institute of Ecology, Man in the Living Environment, Madison The University of Wisconsin Press, 1972. Chapter 2.

4. Zero Population Growth, The Crisis.

BIRTH AND MORTALITY RATES

COUNTRY	BIRTH	MORTALITY
BOLIVIA	44	20
CAMEROON	50	26
NEPAL	41	21
IRAN	48	15
MEXICO	44	10
BELGIUM	14.8	12.8
SWEDEN	14.3	10.4
U.S.	17.6	9.6

UNIT: The Ecological System

LESSON: The Energy Crisis

INTRODUCTION:

The world's use of energy has rapidly increased in the past decade and consumption and demand is expected to continue to rise. The supply of energy sources is limited and some are beginning to fall behind the demand. Thus there is a constant investigation for new sources and supplies of energy to guarrantee the availability of energy for future generations.

PURPOSE:

To develop an understanding of the problems facing the world in regard to energy supplies and some of the alternatives to the current energy sources.

OBJECTIVES:

The student will be able to:

1. Discuss why the use of energy has increased so rapidly.

2. Explain why the U.S. uses so much and why the world use will greatly expand in the future.

3. Describe future sources of energy and problems of each.

4. Discuss how agriculture is dependent upon energy supplies.

PRESENTATION:

What are our primary sources of energy today?

coal, oil, natural gas, water power = electricity

(Transparency 10)

Where are these sources of energy used?

1. heating
2. electric power.
3. engines
4. industrial processes

What are some of the problems in supplying the energy needs of the United States?

1. The consumption of energy continues to increase.
2. Supplies are harder to develop and recover.
3. Pollution standards reduce the use of some.
4. Refining of oil has not developed as fast as use.

Why has the consumption of energy continued to increase so rapidly?

1. Population has increased.
2. People own more cars and drive them much more.
3. Industry has expanded.
4. The consumption of electricity has increased.
5. More houses to heat and cool.
6. Transportation of products has grown.
7. Mechanized agriculture uses more.

The big problem with all energy sources is that they are nonrenewable. They are lost once they are used.

The use of energy in this country doubled from World War II to 1970. Since 1900 our population has increased over two and a half times, yet our energy consumption has increased more than seven times. This is over twice as fast as the population growth.

It has been estimated that the United States will use over one-third more energy by 1980 than it did in 1970. This will see much more emphasis placed upon atomic energy to supply needed increases as the supply of petroleum products becomes more and more critical.

There has been a shift during this century from coal as an energy source to petroleum and gas. The future will undoubtedly see another shift to nuclear and possibly a slight increase in the use of coal as petroleum supplies decrease.

The Bureau of Mines has predicted the increases in energy consumption from 1980 to 2000.[4]

Total Energy	+90 percent
Petroleum (Oil)	+51
Gas	+58
Coal	+11
Nuclear Energy	+1000

The United States uses 32 percent of the world's energy consumption, about 1/4 barrel of oil per person per day. Other countries such as Australia, Belguim, Canada, France, England, and the Soviet Union have high levels of consumption. Why do these countries use so much more energy than the others?

These are the developed countries of the world and are thus highly industrialized. The people use more goods and have more money to purchase products. Because they are industrialized they produce many of the goods for other countries. The underdeveloped countries concentrate on food production, have few cars and trucks, and have little industry.

India consumes less than two percent the per capita consumption of the United States.

Brazil consumes three percent.

Haiti and Nigeria consumes .3 percent.

Why will the need for energy greatly expand in the future?

As many of the underdeveloped countries begin to develop and industrialize they will require vast amounts of energy. Energy is the key to a growing and industrial nation.

Let's look at the supplies of our current energy sources.

Coal - one source estimates there are more than 1.6 trillion tons of coal available in veins thick enough to mine. This is sixty times the total amount mined so far. But costs to recover are increasing and the pollution problems must be met.

Oil and Gas - the supply of these is much more limited. The consumption of these products is far exceeding any new discoveries in this country. Known reserves only exceed use by a few years.

Atomic Energy - with the use of breeder reactors which consume very little fuel, there is an adequate supply of atomic fuels. One problem is in finding large enough levels to warrant mining.

The supply of coal is still relatively large. Oil is one of the most critical. What are some of the possible sources of future oil supplies?

1. Oceans
2. Arctic areas
3. Middle East
4. Underdeveloped countries

What are some of the problems in finding additional supplies of oil and coal supplies?

1. costs to recover the supplies
2. relations with foreign countries
3. transportation
4. location: ocean and arctic areas

In what ways are agriculture dependent upon energy?

Agriculture has become more and more mechanized. Fuel is needed in large quantities to operate tractors. Many of the jobs that were formerly done by labor are now mechanized. An example of this would be mechanized feed lots. Agriculture uses tremendous amounts of fuel in grain drying and transportation of products as well as an increasing amount of electricity in livestock operations. Processing of agricultural products also depends on a supply of energy.

Several new sources of energy are expected to be developed for future use. Several are:

1. gas developed from coal
2. nuclear energy
3. solar energy
4. the tides

Nuclear energy will become the most used. Therefore, we must look at the possibilities of running out of fuel sources for nuclear power. With improved methods of nuclear generating plants, the supply of uranium will last a long time.

With the use of hydrogen to generate nuclear energy, the water of the oceans could be used.

A source of energy for the future will not be as big a problem as the cost to develop methods of production. Technology will play a big role. Coal will continue to be used extensively, but more for the production of gas and oil. Nuclear energy will be about the sole source of energy for the production of electricity.

CLASS ACTIVITY:

In what ways can we help conserve energy?

Discuss: gascline, electricity, heating fuel

SUMMARY:

Why energy use has increased and will continue to

Future places for exploration

Alternative sources

Agriculture's use

SUGGESTED TEACHING AIDS:

Transparency of energy sources

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3. Deju, Raul A.; Bhappu, Roshan B.; Evans, George C.; and Baez, Armando P., The Environment and Its Resources, New York: Gordon and Breach, Science Publishers, 1972. Chapter 5.

4. McNall, P. E., and Kircher, Harry B., Our Natural Resources, Danville, Illinois: The Interstate Printers and Publishers,

ENERGY USE

YEAR	COAL	OIL	GAS	TOTAL MINERALS	WATER	NUCLEAR
1900	89	5	3	97	3	-
1910	85	8	4	97	3	-
1920	80	12	4	96	4	-
1930	63	24	10	97	3	-
1940	53	31	12	96	4	-
1950	42	33	20	95	5	-
1960	24	44	28	96	4	-
1970	23	42	30	95	3	2

(U.S. Bureau of Mines; Information Bulletin 8384, 1970)

UNIT: The Ecological System

LESSON: Natural Resources

INTRODUCTION:

Most of the things which man uses and enjoys are a result of our vast natural resources. Today there is a growing concern for the conservation and wise use of our natural resources. They are defined as those materials supplied by nature which are useful to mankind.

PURPOSE:

To become aware of the types and kinds of natural resources and to discuss areas of concern in their use and management.

OBJECTIVES:

The student will be able to:

1. Define and give examples of inexhaustible, replaceable, and irreplaceable resources.
2. Discuss the value of wildlife and soil as natural resources.
3. Discuss the factors which influence the value of resources.
4. Define and give examples of metallic and nonmetallic metals.

PRESENTATION:

Natural resources are often categorized as renewable and nonrenewable. Another way is to classify them as inexhaustible and exhaustible.

What is an inexhaustible resource and some examples?

These are resources which are constantly being renewed and replenished. The three main examples are the sun's radiant energy, which is constantly renewed by the sun; the

atmosphere, which is constantly being renewed; and our water resource. Water is replenished through the action of the hydrologic cycle. (Transparency 11)

These three resources would also be classified as renewable, since they are constantly being replaced and renewed.

What effect might the pollution of our air and water have on the atmosphere and water resource as inexhaustible resources?

If they become too polluted and contaminated their usefulness may become more limited. We are not so concerned with the quantity of these resources as we are with the quality of the air and water. Air and water are essential to all but a few microscopic organisms for survival. A cornfield requires more than 1000 tons of water per acre to give an average yield.

Define exhaustible resources:

These are resources which are available from a limited supply. There are two types of exhaustible resources: irreplaceable and replaceable.

What are replaceable resources?

These are resources that can be replaced or renewed after they have been used up. Examples are forests and wildlife. These would also be classified as renewable resources.

How is a forest a replaceable or renewable resource?

Whether left in their natural state or managed for their timber sources, forests will renew and maintain themselves. Naturally this is a very slow process, but forestry practices help to speed it up. This is especially evident after a forest fire.

A forest also serves as a watershed and helps to preserve and maintain the soil.

What about wildlife?

With proper management wildlife will multiply and continue to maintain itself, just as it would in a natural, balanced ecosystem. When unmanaged, wildlife can near extinction and may reach a point where it is difficult to preserve the species and continue to renew it.

Of what value is wildlife as a resource?

Some industries are dependent upon wildlife resources. Examples are the fish industry and the wild fur industry.

Hunting and fishing provide recreation and pleasure to thousands of people each year. This has become even more popular as urban people spend more leisure time in the outdoors. Wildlife also has purely recreational value to many people.

What are irreplaceable resources?

These are resources which cannot be replaced or renewed once they have been used up. Minerals such as iron, copper, and potash are examples as are coal, oil, and gas. Once they have been mined and used they are not renewed or replaced. Thus alternatives must be found when these are used up.

What are some of these alternatives?

The depletion of minerals can be slowed down through the recycling process. In this way the actual consumption is reduced, although some loss still occurs.

Plastics and synthetic materials can replace many of the ways minerals are used.

The energy forms must be replaced by new forms of energy.

Under what classification would soil fall?

Soil can be classified as replaceable or as irreplaceable. Once soil has been eroded away it is lost and the time it takes to renew it is very long. One estimate is that it takes two thousand years to make an inch of soil from the earth's rock. So for all practical purposes soil is an irreplaceable resource. This is why much emphasis should be placed upon soil conservation.

Soil is very essential because it provides the growth medium for plants, containing the nutrients and water needed for plant growth. Plants are the basis for food production.

Minerals can be broken into two types: metallic and non-metallic.

Define and give examples of each:

Metallic minerals - These are the metals which are commonly thought of when speaking of minerals. Examples are iron, aluminum, copper, nickel, tin, and gold.

Non-metallic minerals - These include the fossil fuels such as oil and coal; building materials such as cement, sand, and gypsum; and chemicals like sulfur, potash, phosphate, and sodium chloride. (Transparency 12)

What determines the value of a resource?

1. Abundance - Air is an essential resource but because it is inexhaustible it is considered a free resource. This may be changed somewhat in areas which are continually hampered by air pollution.

2. Demand - This goes along with how large the supply is. If there is little demand for a resource, it has little value. However, if there is a large demand and a limited abundance, it will rise in value. This is true of forest products.

3. Cost to recover - The higher the cost to mine or recover a resource, the higher will be the price of that resource. Examples of this are deep oil wells versus shallow wells and the harvesting of timber reserves deeper in the forests.

These three factors plus others all interact to determine the value of a resource. Other factors will include the purity of the resource and transportation changes.

CLASS ACTIVITY:

The United States has mined and consumed large quantities of natural resources in the past. Many of these practices have greatly affected our environment. Discuss some of these and how they might be improved.

Discussion might include strip mining of coal, the burning off of natural gas at oil wells, and the discarding of mine wastes with low ore content.

SUMMARY:

Inexhaustible and exhaustible resources

Wildlife and soil as natural resources

Alternatives to current resources

Metallic and non-metallic minerals

SUGGESTED TEACHING AIDS:

Transparencies:

1. Hydrologic cycle
2. Types of mineral resources
3. Categories of natural resources and examples of each

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1. Allen, Shirley Walter and Leonard, Justin Wilkinson, Conserving Natural Resources, New York: McGraw-Hill Book Company, 1966.

2. Dasmann, Raymon F., Environmental Conservation, New York: John Wiley and Sons, Inc., 1968.

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THE HYDROLOGIC CYCLE

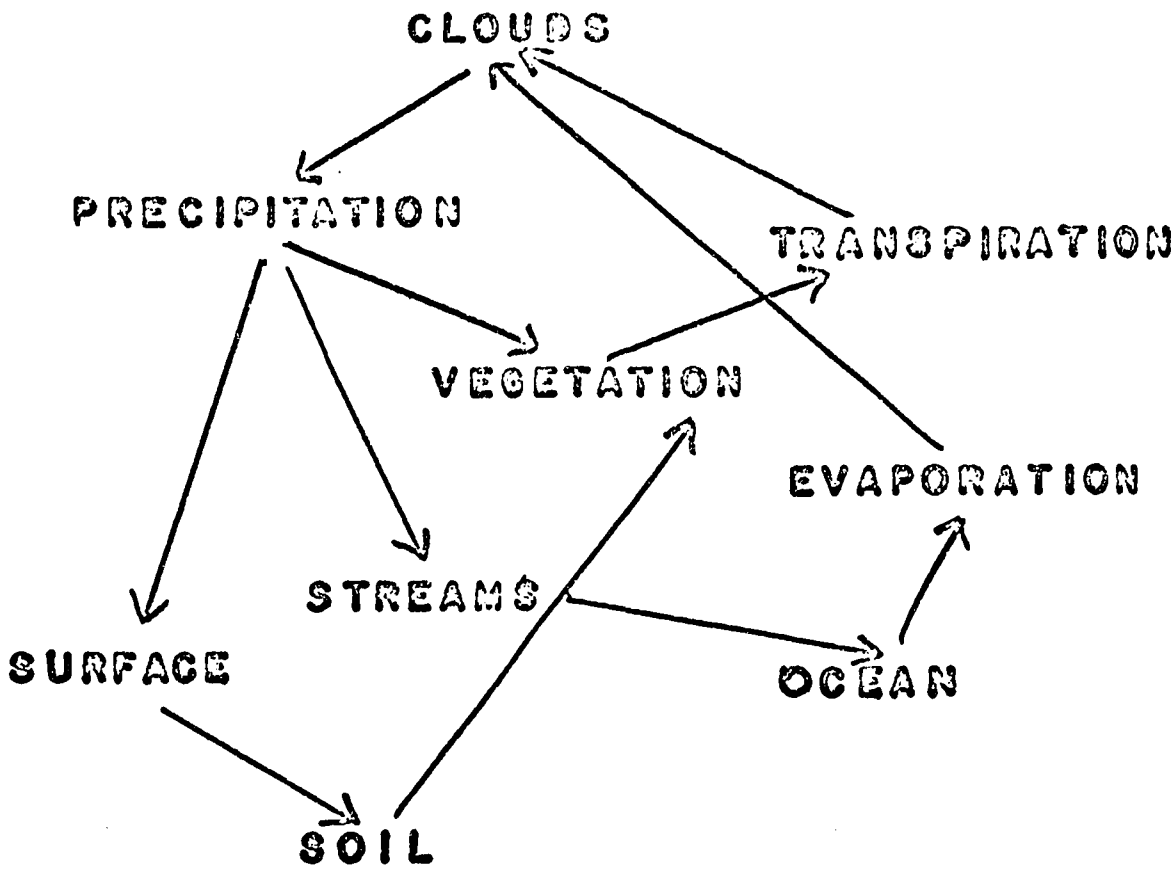

MINERAL RESOURCES

METALLIC

Abundant:

- Iron
- Aluminum
- Magnesium

Scarce:

- Copper
- Zinc
- Gold

NON-METALLIC

Fertilizers:

- Nitrogen
- Phosphorous
- Sulfur

Building Materials:

- Cement
- Sand
- Gypsom

Fossil Fuels:

- Coal
- Oil
- Gas

ERIC

UNIT: The Ecological System

LESSON: Food Production and Supplies

INTRODUCTION:

Food is one of the basic essentials to the world population. As the population continues to rise, there is increased pressure on existing lands to produce more food. Even today in many countries people are on the edge of starvation while their population continues to grow at a rapid pace.

PURPOSE:

To discuss the problems of increasing the level of food production and some of the solutions to meeting future food requirements.

OBJECTIVES:

The student will be able to:

1. Discuss the reasons why food production has increased rapidly in some countries but not others.

2. Describe the effects of food production on the environment.

3. List the problems associated with the use of the ocean resources as sources of food.

PRESENTATION:

Why do the more underdeveloped, less industrialized countries have more problems in producing enough food?

1. Since they are less industrialized, they have very little modern machinery and equipment.

2. Many of the countries have fairly high levels of population growth.

3. The majority of their population still live in rural areas, producing food on small plots.

4. Much of their population cannot read or write.

5. Modern practices of fertilizing and using chemicals and pesticides have not been developed.

6. They have not adopted the use of improved crop varieties and disease resistant varieties.

7. Soil conserving practices and crop rotation practices are not used.

8. Because they must devote so much of their land and evergy to food production, they have not been able to develop industrially.

Why have the more industrialized countries such as the United States been able to increase food production with population growth?

1. Population growth is smaller.

2. Large, intense farming units.

3. Use of technological developments.

What are some of the technological developments and how have they helped food production?

1. Modern machinery - takes less man-hours of labor to work an acre of land.

2. Fertilizers - greatly improve yields.

3. New varieties - increased yields and disease resistance.

4. Pesticides - decreased losses due to weeds and insects.

5. Improved breeds - better livestock performance.

6. Improved rations - better growth rates in livestock.

In what ways can we increase the production of food to meet future needs?

Technology will play a big role. We will have to initiate new ideas and developments, especially in those countries far behind in modern agricultural practices. More intense use of the land will probably be seen and increased use of fertilizers and pesticides.

Underdeveloped countries will have to use modern practices and adopt high yielding varieties.

Discuss the various effects of food production on the environment and how they affect it.

Fertilizers - The main concern is with nitrogen and phosphorous contaminating water supplies. They can cause excessive algae growth which may destroy its value for drinking and use up the oxygen essential for fish.

Nitrates in drinking water can be toxic to babies. Fertilizers are only one of the many sources of nitrogen and phosphorous in water supplies.

Pesticides - Benefits of their use have far out weighed their harmful effects. In excessive quantities they can be harmful to wildlife and to people consuming products treated with pesticides.

Animal waste - Small feedlots have few problems, but large, intense operations may experience more problems. What are some of these problems?

1. odors from excessive manure

2. runoff polluting streams

3. breeding grounds for disease

Many methods are in use and are being developed to dispose of large quantities of manure.

The requirements of additional food production will conflict with some of the ideas of environmentalists. This will mean that new methods will have to be developed and the use of modern, up-to-date practices continued.

What is a possible alternative as a source of additional food supplies?

The ocean

What might some of the problems be with harvesting food from the ocean in large quantities?

1. throw the ocean life out of balance

2. need to develop harvesting methods

3. would have to change the eating habits of the people

The ocean has a tremendous potential as a future source of food. There is always the problem of managing the resources of the oceans because of the many countries who use them. This has already been seen in the depletion of many areas of fish and shellfish.

CLASS ACTIVITY:

History has seen the world stircken with many crop failures and the resulting famines. In 1967 India suffered a famine and starvation is still found in many countries. Does the possibility of a famine exist today? Why is starvation still found in some countries?

SUMMARY:

The methods of increasing food production.

The effects on the environment of food production.

The problems associated with using ocean food resources.

BIBLIOGRAPHY:

1. Barlowe, Raleigh, Land Resource Economics, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972. Chapter 3.

2. Dasmann, Raymon F., Environmental Conservation, New York: John Wiley and Sons, Inc., 1968. Chapter 5.

3. The Institute of Ecology, Man in the Living Environment, Madison: The University of Wisconsin Press, 1972. Chapter 2.

4. Walker, Robert D., How Food Production Affects the Environment, Urbana: University of Illinois, Cooperative Extension Service Circular 1037, 1971.

UNIT: The Ecological System

LESSON: Current Events Concerning Our Ecological System

INTRODUCTION:

New developments are constantly occuring which affect our environment. These may have positive or negative effects on it.

PURPOSE:

To develop an awareness of current events which may influence the situation of our environment.

OBJECTIVES:

The student will be able to:

1. Interpret the effect which current events in various subject areas may have on the environment.

2. Report to the class the importance of a recent development or event and its potential effects.

PRESENTATION:

Each student will be asked to prepare for a presentation to the class. This should be a report on a recent event or news article concerned with a topic involving the environment and/or some aspects of the following subjects:

Population

Food Production

Energy Supply

Natural Resources

Agriclture's Influence

Land Use

Other

The report should consist of an explanation of the article or event reviewed, the consequences of the event, and the students personal views. A brief discussion by the class will follow.

If the class is too large to give each student enough time, two days may be required or half the students could make reports at a later time during the study of other areas.

ERIC

ACCESSION NUMBER: VT100618

PUBLICATION DATE: 73

TITLE: AN ANNOTATED BIBLIOGRAPHY FOR ENVIRONMENTAL EDUCATORS.

PERSONAL AUTHOR: STITT, THOMAS R.

DESCRIPTOR: *BIBLIOGRAPHIES; *RESOURCE MATERIALS; *AGRICULTURAL EDUCATION; *ENVIRONMENTAL EDUCATION; OCCUPATIONAL CLUSTERS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 544

ABSTRACT: DESIGNED TO SERVE AS RESOURCE MATERIALS FOR VOCATIONAL TEACHERS WHO ARE TEACHING IN ENVIRONMENTAL AREAS, THIS BIBLIOGRAPHY IS A COLLECTION OF BOOKS, ARTICLES, AND OTHER PUBLICATIONS. IT IS PRESENTED ACCORDING TO THE FOLLOWING OCCUPATIONAL CLUSTERS: (1) APPLIED BIOLOGICAL AND AGRICULTURAL OCCUPATIONS, (2) BUSINESS, MARKETING AND MANAGEMENT, (3) HEALTH OCCUPATIONS, (4) INDUSTRIAL OCCUPATIONS, AND (5) PERSONAL AND PUBLIC SERVICE OCCUPATIONS. EACH OF THESE CLUSTERS IS THEN ORGANIZED ACCORDING TO THE EPA DESIGNATED POLLUTION BRACKETS: GENERAL, AIR, WATER, PUBLIC WATER SUPPLY, LAND POLLUTION AND REFUSE DISPOSAL, NOISE, AND ATOMIC RADIATION. (AUTHOR/MU)

AVAILABILITY: SOUTHERN ILLINOIS UNIVERSITY, DEPT. OF AGRICULTURAL INDUSTRIES, CARBONDALE, ILL.

INSTITUTION NAME: SOUTHERN ILLINOIS UNIV., CARBONDALE. DEPT. OF AGRICULTURAL INDUSTRIES.

SPONSORING AGENCY NAME: ILLINOIS STATE BOARD OF VOCATIONAL EDUCATION AND REHABILITATION, SPRINGFIELD.

VT 100618

ERIC

AN ANNOTATED BIBLIOGRAPHY FOR ENVIRONMENTAL EDUCATORS

THOMAS R. STITT

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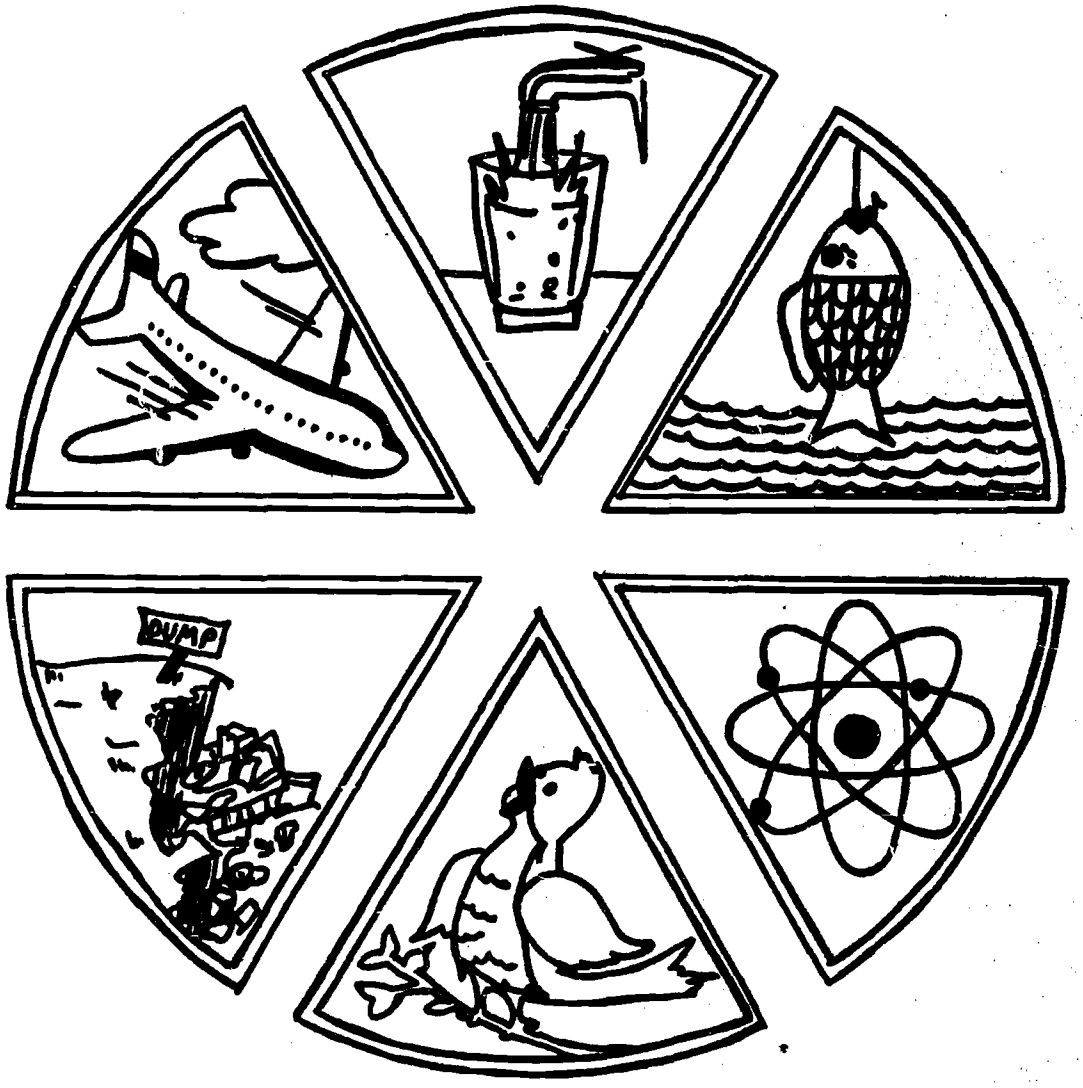

ED 301 [illegible]

FORWARD

During the past year, the Professional and Curriculum Development Unit, Division of Vocational and Technical Education for the Board of Vocational Education and Rehabilitation, in cooperation with the Department of Agricultural Industries, School of Agriculture, Southern Illinois University, Carbondale, has funded two environmentally related projects.

1. Pre-Service Program in Environmental Education, Program Phase, Project Number MP-3a. September 1, 1972 to June 30, 1973.

2. Pre-Service Program in Environmental Education, Training Phase, Project Number MP-3b-OP5a. September 1, 1972 to August 31, 1973.

The projects operated simultaneously with two major objectives.

1. Develop a program for training students in one of the vocational majors in the field of Environmental Education.

2. In the time available, provide the participants with as much exposure to the proposed program as possible.

As the project developed, the participants began to collect information which they deemed valuable to the prospective teacher in the areas related to "Environment".

Publications include:

a. An Environmental Glossary.

b. An Annotated Bibliography for Environmental Educators.

c. A Preview of Audio-Visual Materials Related to the Environment.

d. Employment Opportunities and Job Analysis for Selected Environmental Occupations.

e. A Pre-Service Program in Environmental Occupations.

These materials are specifically designed to serve as resource materials for Vocational Teachers who are teaching in Environmental Areas.

Thomas R. Stitt

Thomas R. Stitt
Project Director
Agricultural Industries
Department

ERIC

PROJECT INFORMATION SHEET

Project Title:

Pre-Service Program in Environmental Occupations, Program Phase, Contract Number MP-3a.

Project Director:

Dr. Thomas R. Stitt, Associate Professor
Agriculture Education
Agricultural Industries Department
School of Agriculture
Southern Illinois University
Carbondale, Illinois 62901
Phone: 618-453-2421

Project Participants:

1. Julie Berg, Agriculture
2. Janice Edwards, Home Economics
3. Doug Patton, Agriculture
4. Roy Swanson, Enterprise
5. Kay Wafer, Home Economics
6. Mary Wietting, Home Economics

Funding Agent:

Professional and Curriculum Development Unit, Division of Vocational and Technical Education, Board of Vocational Education and Rehabilitation, State of Illinois, in cooperation with Agricultural Industries Department, School of Agriculture, Southern Illinois University, Carbondale, Illinois.

Project Duration:

September, 1972, through August, 1973.

The bibliography is a collection of books, articles and other publications prepared by the participants during their seminar program. It is presented according to occupational clusters: Applied Biological and Agricultural Occupations; Business, Marketing, and Management Occupations; Health Occupations; Industrial Oriented Occupations; Personal and Public Service Occupations. Each of these clusters is then organized according to the EPA designated pollution brackets: General, Air, Water, Public Water Supply, Land Pollution and Refuse Disposal, Noise, Atomic Radiation. The final section is a list of publications concerning environmental education.

ERIC

Applied Biological and Agricultural Occupations

A. General

1. Benson, W.W. and Smith, Pamela. "Pesticide Levels in Deer." Bulletin of Environmental Contamination and Toxicology, Vol. 8, No. 1, July, 1972.

   This article shows the results of a study conducted by the Iowa Fish and Game Department on the level of DDT and DTE in deer tissue after it was sprayed over Salmon National Forest in Idaho.

2. Bibliography of Agriculture. New York: National Agricultural Library and United States Department of Agriculture, CMM Information Corporation, Vol. 36, No. 7-11, 1972.

   Lists a large number of references which pertain to environment and pollution in many areas. Listed alphabetically under "Environment" and "Pollution".

3. Committee on Pollution. Waste Management and Control. National Academy of Sciences, National Research Council, 1966.

   This book is a good source of technological information on all types of pollution, management of ecosystems and environmental policy. Terms are defined well.

4. Commoner, Barry. "Soil and Fresh Water Damaged Global Fabric". Environment, Vol. XII, No. 3, April, 1970.

   This noted author on the environment attacks man's misuse of the environment. Heavy emphasis is put on soil and water pollution causes, effects, and expectations. His approach accents the ecological interdependence of all life forms and suggests specific action.

5. Congressional Quarterly. "Man's Control of the Environment". Washington, D.C.: Congressional Quarterly, Inc., 1970.

This article explains the use and history of DDT in this country. It also explains how it is transferred via food chains and its effects on various organisms.

6. Crafts, A.S. The Chemistry and Mode of Action of Herbicides. Interscience Publishers, 1961.

Discusses the nature of herbicides and classifies them according to their specific characteristics. It would serve as a good reference for any teacher dealing with this subject.

7. Dustman, E.H., Martin, W.E., and Heath, R.G., "Monitering Pesticides in Wildlife". Pesticides Monitering Journal, June, 1971.

This article describes how researchers are testing the environment for pesticides in wildlife. Starlings, Mallards, and the Bald Eagle are some of the best indicators of pesticide levels.

8. Environment Report. Washington, D.C.: Trends Publishing, Inc., 1972.

Bi-monthly publication discussing different areas in the environment, such as auto emmission standards, lead hazards, clean fuel, solid waste projects, water pollution, and environmental models, trends, and booklist.

9. Frome, Michael. "The Eagle Killings and Their End Result". Field and Stream, Vol. LXXVI, No. 8, December, 1971.

The author gives facts and statistics showing the slaughter of eagles in the western states. It seems the sheep industry is responsible for most of the predetor killings with help from the federal government.

10. Goldman, Marshall I. Controlling Pollution. Prentice-Hall Inc., Englewood Clipps, New Jersey, 1967.

This book is concerned primarily with air and water pollution in our cities. It is well documented and has some excellent examples of pollution. The author relates to the causes and nature of the problem, and he also suggests certain solutions.

11. Laird, Edith M. "Conservation and Wildlife". Field Research Projects, Coconut Grove, Florida, Bibliography V, Part 2, 1971.

This book contains a bibliography of articles in magazines and books on wildlife problems. It covers both recent and past writings.

12. Laycock, George. "Eradicate Them One More Time". Field and Stream, Vol. LXXVI, No. 8, December, 1971.

The author deals with the controversy in the southeastern states on the eradication of fire ants with Mirex, a chlorinated hydrocarbon. The federal government has given authorization to embark on a program using 450 million pounds of poisened bait over much of the nine states in the southeast. Many conservationists feel this program could have harmful effects on fish and wildlife.

13. Leopold, Aldo. A Sand County Almanac, Oxford University Press, 1966.

Fictional story of the joy and beauty found in a style of life that protects the environment. Also, short essays on conservation.

14. "Malaria and DDT". Pest Control, April, 1971.

This article tells about the harmful effects of DDT in relation to the environment and its helpful effects. The author feels that because it has virtually eliminated malaria and other harmful diseases it is helpful.

15. McCue, James. "The Teton Marked For Death". Field and Stream, Vol. LXXVII, No. 5, September, 1972.

This article is concerned with the scenic and recreational value of the Snake River in Wyoming. If the U.S. Bureau of Reclamation has its way, this area will be lost to thousands of sportsmen and tourists. The Bureau wants to dam the Snake River and this will destroy its beauty and much of its wildlife.

16. McLane, Anne Ross and Hall, Linda C. "DDT Thins Screech Owl Eggshells". Bulletin of Environmental Contamination and Toxicology, Vol. 8, No. 2, August, 1972.

The results of the study prove that DDT is responsible for thinning of the eggshell of a screech owl. Study explained.

17. Rienow. Man Against His Environment. New York: Ballantine Books, 1970.

The script to the T.V. series of the same title which described where man stood in relation to his environment and where he was headed.

18. Rudd, Robert. Pesticides and the Living Landscape. Milwaukee: University of Wisconsin Press, 1964.

This book contains a lot of good information on ecological relationships and the effect of pesticides, herbicides, and other chemicals on their well being. It is written strictly from a conservation viewpoint.

19. Seater, Steven R. "Native Wildlife Endangered As Exotics Invade Florida". Defenders of Wildlife News, Vol. 47, No. 2, May, 1972.

Florida is being subjected to a tide of biological pollution. Foreign plants, birds, mammals, and fish are upsetting the ecological balance. The primary cause is the pet trade.

20. Swatek, Paul. The User's Guide to the Protection of the Environment. New York: Ballantine Books, 1970.

Discusses how the consumer can protect the environment or keep it the way it is by means of wise purchases.

21. The Environmental Protection Act. Illinois: Environmental Protection Agency, U.S. Government Printing Office, 1970.

The Environmental Protection Act as approved June 29, 1970. It became effective July 1, 1970.

22. Toffler, Alvin. Future Shock. New York: Bantam Books, 1970.

This book tells what happens to people when they are overcome by change and how they cope with it. The major theme is the effect of the environment on man.

23. U.S. Department of the Interior Environmental Yearbook. Our Living Land. U.S. Government Printing Office, Washington D.C., 1971.

This book explains why we are in the "Age of Ecology". It stresses the point that man is the tenant and not the landlord of the earth.

24. U.S. Department of the Interior. It's Your World: The Grassroots Conservation Story. U.S. Government Printing Office, Washington, D.C., 1969, pp. 91-95.

This article gives many examples of how people got together in a group and improved the environment.

25. Van Sickle, Dirk. The Ecological Citizen. New York: Harper and Row, 1971.

This book thoroughly describes the types of pollution and the damages they have done, are doing, and will do. Many suggestions are given as to what can be done, both by the government and the individual.

Environmental law is discussed. It is very difficult for a citizen to fight polluters. Different cases are discussed.

This book gives a very good view of what environmental problems are and what needs to be done.

26. Wang, J.Y. Introduction to Environmental Studies (Human Ecological Problem). Milieu Information Service, San Jose, California, 1970.

The first part of this book gives you, rather technically, a description of the human environment, physical, biological, and social. It next tells what factors create environmental crises and describes solutions. There are many figures and tables given and there is an extensive bibliography of books and periodicals.

27. "War On Pollution: How Is It Faring?" U.S. News and World Report, Vol. LXXIII, No. 8, August 21, 1972.

The council on Environmental Quality made public their 1972 report with the findings following. 1). The air in the U.S. is getting cleaner. 2) The drive to clean U.S. rivers and streams is making little progress. 3) Overall cost of cleansing and protecting the U.S. environment is rising fast. The U.S. is expected to spend 287 billion dollars in the 70's to fight pollution.

28. Western Resources Conference. Man and The Quality of His Environment. University of Colorado Press, 1971.

Research papers discussing engineering the environment or man's activities on the natural world; and managing the environment for quality, such as, side effects of water pollution control programs.

29. Whitten, James L. "That We May Live". New Jersey: A Van Nostrand Company, Inc.

The author defends the use of pesticides and other chemicals for the production of food and fiber. It is written strictly from an agriculturalist point of view.

30. Woodwell, George M., Craig, Paul, and Johnson, Horton A. "DDT And The Biosphere, Where Does It Go?" Science, Vol. 174, December 10, 1971.

Global modeling permits an appraisal of the hazards of DDT residues in the biosphere. World wide pattern of movement of DDT residues appear to be from the land through the atmosphere into the oceans. Article also gives calculations based on the fragmentary data available on rates of movement and size of various pools of DDT residues.

B. Air

31. Hurley, W.L.B. Environmental Legislation. ed. by Charles C. Thomas, Springfield, Illinois, 1971, Chapter 3.

Encourages states and localities to cooperate with one another and with the federal government in establishing air pollution laws within a state. HEW encouraged to assist states in interstate prevention and control of air pollution. Also authorizes secretary of HEW to pay up to two-thirds the cost of state and local programs to develop, establish, and improve air pollution control programs.

32. National Air Pollution Control Administration. Air Pollution Publications, A Selected Bibliography With Abstracts. Washington, D.C.: Government Printing Office, 1968.

References with abstracts to literature on the subject of air pollution, published between July, 1966, and December, 1968.

33. Peterson, Eugene K. "The Atmosphere: A Clouded Horizon". Environment, Vol. XII, No. 3, April, 1970.

This report is on the condition of the atmosphere and what that condition holds for the future. It lays heavy emphasis on the drastic effects which may be heralded by the changing carbon cycle triggered by man. It also deals with the carbon-dioxide-oxygen ratio, global temperature, volcano and effects on plant growth.

34. Scorer. Air Pollution. London: Pergamon Press, 1968.

Gives a step-by-step explanation of air pollution as it is generated by natural and artificial means. Illustrated completely with color prints, it is a good book to pick up and read if you don't know anything about air pollution.

35. Stearn. Air Pollution. London: Academic Press, 1972.

A wealth of information in many subject areas discussed in the context of air pollution such as, reaction in the atmosphere, effects of air pollution on materials, visibility, plants, animals, humans, etc. Extensive bibliography at the end of each chapter.

36. U.S. Department of Commerce. The Automobile and Air Pollution, Washington, D.C.: U.S. Government Printing Office, 1967.

Autos are the source of most of the Co emitted into the atmosphere. The article lists other elements emitted into the atmosphere and explains the effects on man's health.

C. Water

37. Canada and U.S. Agricultural Pollution of the Great Lakes Basin. Washington, D.C.: U.S. Government Printing Office, July 1, 1971.

Concerns abatement of pollution of the Great Lakes Basin, as influenced by agricultural and related sources. It is a joint effort by Canada and the United States. It touches on pesticides, herbicides, by-product degradation as a result of agricultural chemicals, etc.

38. Coevering, Jack. "The Truth About Mercury". Field and Stream, Vol. LXXVI, No. 1, May, 1971.

This article gives a very good account of mercury poisoning. It gives the recommended amount for safety in water. It tells how fish take mercury in and store it in their bodies; and it gives facts that high levels of mercury are fatal to wildlife and humans.

39. Furniss, Richard A. and Nelson, N. Jr. "River On Its Deathbed". Outdoor Life, Vol. 149, No. 4, April, 1972.

This article describes a different type of water pollution. The river is the Large Columbia on the Oregon-Washington border. Supersaturation of nitrogen or nitrogen poisoning has resulted in drastic numbers of fish kills of Steelhead and Salmon. The dams on the river are the cause of this unnatural phenomena. The article gives the process by which this occurs and its effects on the fish.

40. Hansen, Edward A. Sediment In A Michigan Trout Stream. Washington, D.C.: U.S. Government Printing Office, 1971.

Talks of sediment source and measurement, its movement and effects on fish habitat.

41. Hershey, John; McLoy, Stephen; Powers, Albert; and Sexton, Alan. A Curriculum Activities Guide To Water Pollution and Environmental Studies. Cleveland Heights, Ohio: Institute for Environmental Education, 1970.

This publication contains practically all the facets of water pollution. It describes many physical properties connected with pollution such as the hydrologic cycle and ecological perspectives of water in our environment. From an educational point, it contains lesson plans and student activities involved in water pollution and quality.

42. Uniroyal, Inc. Feasibility Study of Regenerative Fibers For Water Pollution Control. Environmental Protection Agency, U.S. Government Printing Office, October, 1970.

The feasibility of making fibers which have the ability to absorb minerals from water has been investigated.

43. "The Ladies Save The Lakes". Look. April 21, 1970.

Tells how housewives in Florida campaigned and got action in cleaning up lakes and in stopping pollution processes from going on in lakes.

44. U.S. Department of the Interior Environmental Report. "The Story of Water". River of Life; Water: The Environmental Challenge. Washington, D.C.: U.S. Government Printing Office, 1970.

There are 326 million cubic miles of water on the earth and only .06% of this is available for the use of man. This article cites many cases where man has polluted the water so that it can no longer support life. (Hudson River, Lake Erie, etc.)

45. U.S. Department of Commerce. Mercury. Washington, D.C.: U.S. Government Printing Office, 1970.

This booklet explains the uses of mercury in industry, medicine, and agriculture. The mercury that is discharged into streams is consumed by microorganisms and it is brought into the food chain where it accumulates in fish. It shows mercury levels in various fish and states that restriction of mercury waste will stop this problem.

D. Public Water Supply

46. Battelle, Northwest and South Tahoe Public Utility District. Waste Water Amonia Removal By Ion Exchange. Environmental Protection Agnecy, U.S. Government Printing Office, February, 1971.

Pilot plant investigations were conducted on the ion exchange removal of amonia-nitrogen from clarified and carbon-treated secondary effluents and from clarified raw sewage.

47. Chainbelt, Rex Inc. Amenability of Reverse Osmosis Concentrate to Activated Sludge Treatment. Environmental Protection Agency, U.S. Government Printing Office. July, 1971.

Documents a laboratory scale feasibility study for the treatment of domestic sewage. Objective was to produce potable water from chemically clarified sewage via reverse osmosis and determine amenability of reverse osmosis concentrate to biological treatment.

48. Eilers, Richard G.; and Smith, Robert. Cost To The Consumer For Collection and Treatment of Waste Water. U.S. Environmental Protection Agency, U.S. Printing Office, Washington, D.C. July, 1970.

Discusses cost for collection and treatment of municipal waste water in the U.S. and estimate of change in the expenditure in the future.

49. Kreush, Ed; and Schmidt, Ken. Waste Water Demineralization by Ion Exchange. Environmental Protection Agency, U.S. Government Printing Office, Washington, D.C. December, 1971.

Report concerns pilot plant studies which were conducted on sewage effluent from an activated sludge treatment plant. Ion exchange system was main interest of the project.

50. Ogg, A.G., Jr. "Pesticides In Water". Pesticides Monitoring Journal. March, 1972.

Dichlobenil is registered for aquatic weed control in ponds, resevoirs, and lakes. This article is an abstract dealing with the persistence of this pesticide. Its persistence lasted 126 days in one case.

51. Southern Research Institute. Demineralization of Waste Water By The Transport-Depletion Process. Environmental Protection Agency, U.S. Government Printing Office, February, 1971.

The transport-depletion process was investigated for demineralization or filteration of municipal secondary effluent.

52. Starnes, Richard. "Dead Sea II". Field and Stream, Vol. LXXVI, No. 3, July, 1971.

This is a stirring article about the pollution of the Mediterranean Sea. In all probability, if it continues it will become the next dead sea. For example, along the Italian Riviera alone, there are 67 open sewers flowing along the beaches.

53. State of Illinois, Environmental Protection Agency, Water Pollution Regulations of Illinois. 1972.

Gives data on the percentages of various pollutants in Illinois waterways and regulations for the standards to be met concerning the degree of purity of the waterways.

54. The Soap and Detergent Associations. Soluble Phospherous Removal In The Activated Sludge Process, Part I Chemical-Biological Process Performance, Environmental Protection Agency, U.S. Government Printing Office. May, 1971.

Objective - to develop and evaluate, at full plant scale, combined chemical-biological process of phosphorous removal, two phase research.

55. The Soap and Detergent Associations. Soluble Phosphorous Removal In The Activated Sludge Process. Part II. Environmental Protection Agency, U.S. Government Printing Office, October, 1971.

Sludges containing aluminum phosphorous precipitates from an activated sludge waste water treatment plant were digested in a high-rate digester. Analysis was then made.

E. Land Pollution and Refuse Disposal

56. Barlowe and Johnson. Land Problems and Policies. New York: McGraw-Hill Book Co., 1954.

History of land problems and policies. Discussion of changing roles of lands in our society and how economics, industry, population, and agriculture affect land development.

57. Brown, Malcolm and Webb, John N. Seven Stranded Coal Towns. New York: Da Capo Press, 1971.

This book is about the coal fields in Southern Illinois, mainly the counties of: Saline, Franklin, and Williamson. It speaks of the dramatic growth of mining-then of its quick decline. The effects on the employment rate and other economic structures are mentioned. It also mentions how these depressed areas are being helped.

58. Emmons. Garden In The Grasslands. University of Nebraska Press, 1971.

A study of land promotion in the United States. History of how the midwest and western frontiers were paved, ploughed, and railed.

59. Land Economics Institute. Modern Land Policy. University of Illinois, 1960.

A study of land use and demand for land in the United States. Discusses various existing land systems in our country.

60. Marx, Wesley. Man And His Environment: Waste. New York: Harper and Row, 1971.

This book is concerned with man as a polluter. What on the earth he pollutes, the threats this pollution causes, and how man is trying to correct the problem. Ways of reclaiming polluted resources are discussed.

61. Peterson, Bill. Coaltown Revisited: An Appalachian Notebook. Chicago: Henery Regnery Co., 1972.

This book is about the coaltown in its death. The poverty, ruination of the land and some political information. (What politics has done for the situation.) It has a few pictures.

62. U.S. Department of the Interior. Man...An Endangered Species. Washington, D.C.: U.S. Government Printing Office, 1968.

The subject is man in relation to the earth's resources and how wisely he uses them. By depleting these resources he is endangering his own well being.

63. U.S. Environmental Protection Agency. California Solid Waste Management Study. Washington, D.C.: U.S. Government Printing Office, 1971.

This article explains the effects on the environment when solid wastes are improperly disposed of. It effects our health, water, air, and land. Some solutions are proposed.

64. "Why the U.S. Is In Danger of Being Engulfed In Its Trash". U.S. News And World Report. September 8, 1969.

Discusses the problem of how the U.S. is running out of space to dump its solid refuse.

65. Yule, W.N. "DDT In Forest Trees And Lumber". Bulletin of Environmental Contamination And Toxicology.

This article gives data on the amount of DDT found in the soil around the tree, the root hairs, branch rootlets, etc. It can be assumed that raw pulp and paper produced from these same trees are not contaminated with significant amounts of DDT.

F. Noise

66. Cohen, Alexander. "Physiological and Physchological Effects of Noise on Man." Industrial Noise: A Guide To It's Evaluation And Control. U.S. Government Printing Office, Washington, D.C., 1967.

It explains that noise can cause temporary and permanent hearing loss, speech disruption, loss in performance capacity and annoyance in man.

67. Industrial Hygiene Foundations of America, Inc. An Annotated Bibliography On Noise, It's Measurement, Effects, and Control. Pittsburgh, Mellon Institute, 1955.

Bibliography containing references on almost any subject you can think of which pertains to noise.

68. Starnes, Richard. "They're Finally Doing Something To End The Din." Field and Stream, Vol. LXXVI, November, 1971.

Gives some interesting facts and opinions about noise pollution.

69. "The Current Status of Metals In The Environment." Good Housekeeping. Vol. 173, November, 1971.

Three metals that experts watch, because of their toxicity, are; mercury, cadmium, and lead. Explanation of each metal is given.

G. Atomic Radiation

70. "Fallout From Cannikan," Time. October 30, 1972.

Discusses the Atomic Energy Commission's multimegaton nuclear test under Aleutian Island in November. Claims no lasting damage to the environment and that fluctuations in the earth's magnetic field which resulted from the test, could help in developing accurate methods of predicting major earthquakes.

ERIC

Business, Marketing, and Management Occupations

H. General

71. Amberg, Herman. "The Cure Can Be Worse Than The Pollution!" Nations Business. Vol. 60, No. 8. August, 1972.

By using inflexible, narrow-minded pollution standards, we create more pollution than we prevent. The article cites several examples, such as; some strict pollution standards cause recycling mills for paper to close down, and other regulations call for the use of vast amounts of electricity to only decrease slight amounts of pollution emitions from factories.

72. Brown, Joseph E. "Alaska Pipeline Plan Spins Off A Science Bonanza." Popular Science, Vol. 202, No. 1, January, 1973.

The article explains some of the 400 separate environmental impact studies generated by the proposed Alaska pipeline. Man is learning much about his environment from these studies. He also found if the pipeline is environmentally safe.

73. "How To Recycle Your Throwaways." Good Housekeeping Needle Craft. Spring-Summer, 1973.

Tells how the housewife can recycle household items that she would normally throw away, such as plastic containers, cardboard tubes, and egg cartons. It is a regular article and is made up of suggestions from the readers.

74. Jaffe, Louis Leventhal. Environmental Protection. Chicago, Illinois. Bracton Press, Vol. 702, 1971.

Collection of legal and other materials to provide introduction to character, causes, and consequences of environmental problems. Also contains case studies pertaining to different phases of pollution. Air, water, etc.

75. Landau, Norman J. The Environmental Law Handbook. New York, Ballantine Books, 1971.

This book is a guide to the citizen on legal process to improve the environment. Contains court cases concerning people and protection for environment against pollution. Also has information concerning different conservation groups.

76. Muddox, John. "The Doomsday Syndrome." Readers Digest. Vol. 102, No. 610, February, 1973.

The article briefly describes the history of ecology and the environmentalist. The environmentalist has always used fear and overstatements to motivate people. This could cause the environmental movement to fall flat on its face, when it's most needed.

77. Sax, Joseph L. Defending The Environment. New York, Knopf, Vol. XIX, No. 252, 1971.

Pertains to the need of the citizen to reassert initiative in the management of the environment through the court-room. Contains case studies and examples.

78. "Technology Isn't The Villian-After All." Business Week, No. 2265, February 3, 1973.

Technology is not to blame for our environmental crisis. Industry motivated by profit has used technology to cause these problems

79. User's Guide To The Protection Of The Environment. Friends of the Earth, Ballatine, 1970.

Lists the consumer recommendations as what to buy and what not to buy; what will save the environment and what will help destroy it.

I. Air Pollution

80. "Clean Air Counter Attack." Newsweek. February 26, 1973.

The article explains how the Clean Air Act is not flexible enough. It is so strict that it is driving prices up and causing many industries to shut down. This advocates making the Clean Air Act more flexible.

J. Water Pollution

K. Public Water Supply

L. Land Pollution And Refuse Disposal

81. Eitel, Michael Jr.; Fain, Clifford; and Hulbert, Samuel F. Design Of A Water Disposable Glass Packaging Container. Washington, D.C.: U.S. Government Printing Office, 1971.

Interim reports combined findings in the development of water soluble glass containers.

82. Grinstead, Robert. "Bottlenecks." Environment, Vol. 14, No. 3, April, 1972.

This article explains how and how much solid waste Americans dispose of each year. It shows how much this waste is worth and why it should be recycled. It also points out the problems involved in recycling.

83. Meyer, Judith. "Back in Circulation." Environment, Vol. 13, No. 7, September, 1971.

This article tells how a group of young people put collecting glass and paper for recycling into a profitable business-like basis.

84. "The Battle Over Bottles and Cans." Changing Times, Vol. 25, No. 12, December, 1971.

There are strong arguments both in favor of and against using disposable beverage containers (glass and metal). The EPA says the ideal system would be to have no packaging which would be discarded. Until an efficient, inexpensive system is devised which will take care of a large portion of waste, there needs to be more done to discourage littering, including anti-litter education programs.

M. Noise

M. Atomic Radiation

ERIC

Health Occupations

N. General

85. Theodorson, George, editor. Studies In Human Ecology. New York: Harper and Row, 1961.

This book tells how the different areas have developed in the field of human ecology. It shows how they may be integrated.

Human eoclogy had three main areas: plant and animal ecology, geography, and studies of the spatial distribution of social phenomena.

O. Air

86. Berlin, Edward and Craig, Paul P. "The Air of Poverty." Environment, Vol. 13, No. 5, June, 1971.

This article shows how auto exhausts cause lead pollution in the cities. It mostly affects the children in poor black communities. It can cause genetic defects, liver, kidney, and brain damage.

87. Farber, M., Semour, and Wilson, H.L., The Air We Breathe. Springfield, Illinois: Charles C. Thomas, 1961.

The authors deal solely with air pollution and its problems both from an environmental concern and a medical concern. Properties of the atmosphere are explained and the nature and causes of air pollution are reviewed.

P. Water

Q. Public Water Supply

88. F.M.C. Corporation. Improving Granular Carbon Treatment. Environmental Protection Agency, U.S. Government Printing Office, July, 1971.

Major aspects of the project were comparisons of relative effectiveness of aerobic and anaerobic conditions in the bed-systems. A comparison of relative treatment effectiveness of expanded carbon beds of high and low sorptive activity under aerobic operating conditions. Very technical.

R. Land Pollution And Refuse Disposal

S. Noise

89. Yerges, Lyle F. Sound, Noise, and Vibration Control. New York: Van Nostrand Reinhold Company, 1969.

Deals with the theories of sound and vibration, and how the noise man makes affects his environment. Discusses the sources of noise in our environment and goes into legal and medical problems having to do with noise pollution. Contains a thorough glossary.

T. Atomic Radiation

Industrial Oriented Occupations

U. General

90. "Careers Doing Something For The Environment." Changing Times, Vol. 24, No. 7, July, 1970.

Public awareness of the pollution crisis has created many career opportunities in government and industry for those qualified to lead the attack on environmental deterioration. There is a list of examples of programs offered in different universities that deal with the environment.

91. Commoner, Barry; Corr, Michael; and Stawler, Paul J. "The Causes of Pollution." Environment, Vol. 13, No. 3, April, 1971.

This article states that the equation of population size x per capita consumption x environmental impact per unit of production = level of pollution. It shows that modern technology is the primary contributor.

92. Fenner, David and Klarmann, Joseph. "Power From The Earth." Environment, Vol. 13, No. 10, December, 1971.

This article explains geothermal power. The heat deep within the earth is used by pouring H_2O on the hot rock deep within the earth causing steam, which provides power to turn generators making electrical power. There are only two experimental plants, but it seems to be the most pollution free way of getting energy.

93. Mauersberger, Herbert R. American Handbook of Synthetic Textiles. Textile Book Publishers, New York, 1952.

Discusses uses of rayon waste products.

94. Padgett, Rose. Man's World Reliance On Textiles For Clothing And His Environment. Carbondale, Illinois: Southern Illinois University, 1971.

Summarizes material drawn from many sources in order to satisfy man's search for apparel and environmental needs at the national and international level. It stimulates the interest in how man's relationship to his environment is changing.

95. "Pollution and Industry: Pros, Cons Of A Growing Fight." U.S. News and World Report, Vol. LXXI, No. 21, November 22, 1972.

The high expenses of pollution control equipment has shut some plants down. The consumers will have to pay for pollution control through higher prices for many items. A recommended four-point program for environmental control is stated.

96. The Textile Institute and The Society Of Dyers and Colourists Review of Textile Progress. London: Butterworth, Vol. 13, (1961), Vol. 14, (1962), Vol. 15, (1963).

Contains short chapters on the disposal and reuse of wastes from textile mills.

97. U.S. Department of Commerce. The Engineers Responsibility In Environmental Pollution Control. Washington, D.C.: U.S. Government Printing Office, 1971.

It explains the role and the great need of environmental engineers in the future.

98. "What's Happening to Mother Earth." U.S. News and World Report. November 23, 1970.

This article tells what's happening to the environment in the U.S. due to haphazard development and neglect.

V. Air

W. Water

99. Blumer, Max; Grassle, Howard L.; Humpson, George R.; and Sanders, Fred J. "A Small Oil Spill." Environment, Vol. 13, No. 2, March, 1971.

This article explains the visible disasters of oil spills such as, foul beaches and dead birds. It also explains the long range and unseen destruction of the oceans' environment due to oil spills.

100. "NTA is Best." Chemical and Engineering News, Vol. 98, February 9, 1970.

This article is concerned with the various phosphate groups found in detergent which are polluting because they cannot be broken down biologically. Nitrilotriacetic acid (NTA) is 70% degradable by biological sewage treatment.

X. Public Water Supply

101. Hurley, William D. LL.B. Environmental Legislation. Charles C. Thomas, Springfield, Illinois, 1971.

This act replaced the oil pollution act of 1924. Sets heavy fines for those responsible for oil spills, and requires vessels over 300 gross tons using the ports of U.S. to carry oil spill liability insurance.

102. Hurley, William D., LL.B. Environmental Legislation. Charles C. Thomas. Springfield, Illinois, 1971.

Congress gave primary right and responsibility for the control of water pollution to each state. Also, gave surgeon general of Public Health Service the authority to make investigations into the conditions of interstate waterways, and the nature of industrial waste, etc., into the interstate waterways.

103. Willem, Rudolfs. Industrial Wastes, Their Disposal And Treatment. Reinhold Publishing Corporation. New York, 1953.

A clear presentation of water problems connected with chemistry and process industries including the fields of ceramics, plastics, rubber, dairy, textile, oil and gas, brewery, pulp and paper, laundry, municipal, and engineering. Complete information on the scope of the waste treatment problem in general, the basic principles of stream pollution and self-purification, and modern views of treatment problems.

Y. Land Pollution And Refuse Disposal

104. Bateman, Alan M. Economic Mineral Deposits. John Wiley and Sons, Inc., New York, 1967.

This book deals with mineral deposits, how they are formed, what they are, how and where they occur, and what they are used for. It has 3 parts: I. Principles and Processes, II. Ore Deposits, and III. Non-Metallic Mineral Deposits.

105. Caudill, Harry M. My Land is Dying. New York: E.P. Dutton, 1971.

A book about the strip mining in the Appalachian area. Pictures and descriptions are given to show the maiming of the land. It has some legal references. This is written by a lawyer from the Appalachian area.

106. Clawson, Marion. America's Land And It's Uses. Baltimore: The Johns Hopkins Press, 1972.

This book is a survey of facts and issues about land and land policy. It considers such things as quality of the environment, land reservation, and management, and public controls over private land use.

107. Johnstone, Sydney J., Minerals For The Chemical And Allied Industries. London: Chapman and Hall, 1961.

The object of this book is to present in a concise form, essential information on properties of minerals and metals. Also, their source of supply, processing, and metallurgy. It connects all of their uses in the particular industries.

108. McClellan, Grant S. Land Use in the United States. New York: H.W. Wilson Co., 1971.

Section one of this book touches on emerging land use policies. Section two raises the issue of new urban-rural balance, and building or rebuilding of our cities. Questions of conservation, proper use of water, forest, and mining resources are in section three. Section four deals with parks, wilderness, and scenic lands. Lastly, the new report of the Public Land Law Review Commission is given in digest.

109. "Refuse is Reusable." National Civic Review. February, 1968.

Extremely interesting article on how European disposal plants turn trash into heat and electric power by incineration.

Z. Noise

AA. Atomic Radiation

Personal and Public Service Occupations

A.B. General

110. Dasmann, Raymond. A Different Kind of Country. Macmillan Company, New York. 1968.

Concerned with the human environment, what we are doing to it, and what we must do to keep it fit for people to live in.

111. Elliott, Robin and Landman, Lynn C. and Lincoln, Richard, and Tsuoroha, Theodore. U.S. Population Growth and Family Planning: A Review of the Literature, August, 1970.

The paper gave views of the nation's leading scientists and social theorists who addressed the question of U.S. Population Growth and the consequences. Also states some of these problems and methods of achieving control.

112. "Science." Environmental Legislation: 1971 Not a Year For Conclusive Action. Vol. 174, December 3, 1971.

Since the passing of the National Environmental Policy Act of 1969, legislation has decreased in effectiveness because of disagreement in the executive legislation branches. E.P.A. is struggling to consolidate itself, and at the same time it is trying to act as chief interpreter of the environmental policies.

A.C. Air

A.D. Water

A.E. Public Water Supply

A.F. Noise

A.G. Atomic Radiation

Education

1. Allen, James E. "Education For Survival." American Education, Vol. 6, No. 2.

   Since the realization that the world is in such bad shape, our education on the subject of the environment has been inadequate. The technology of living that we have created has gotten out of control. New laws are the key to survival because in a free society it is the citizen who bears the ultimate responsibility. The Office of Education plans for correction are listed.

2. Carpenter, Richard J., An Ecological Glossary. New York: Hafner Publishing Company, 1962.

   This book would be very helpful to an environmental teacher. It lists ecological terms in alphabetical order and gives their definitions.

3. Council on Environmental Quality. "Environmental Education," American Education, Vol. 6, No. 8, October, 1970, pp. 21-25.

   When people first realized what was happening to the environment, they looked toward education. The educational system is challenged to include a new perception of environmental education.

   Environmental education has never been adequately defined. It should at least help the student understand how the natural world works and how man is changing it. It cannot wait, and it must be from kindergarten through high school. Innovations in environmental education are described.

4. DeBell, Garrett. The Environmental Handbook. New York: Ballantine Books, 1970.

   A study of the major environmental problems as seen by students, teachers, scientists, writers, and others. Suggests action that can be taken right now in any community.

5. Department of Health, Education and Welfare. A New Role For American Education, Washington, D.C., 1970.

Relates to man and his environment. Outlines a need for education in this area and a way to go about it. Suggests training program to follow education and has an outline which follows up with education response.

6. Education That Cannot Wait. Washington, D.C.: U.S. Government Printing Office, 1971.

Touches on subject of awareness of environmental needs and values. Also includes educational expectations, curriculums, and improvements. Good outline.

7. "Environmental Ecological Education 1970." Junior College Journal. American Association of Junior Colleges, Re. Vol. 41, No. 4, December-January.

Related to curriculums for environmental ecological education. Offers information on newly developed courses in the area of environmental technology.

8. "Environmental Education." Parks and Recreation. Vol. V, No. 6, June, 1970.

The National Park System has developed an environmental education program called National Environmental Education Development for children. Its focus is developing an environmental awareness and the important action to preserve and protect our resources. There is different emphasis at different grade levels. It is hoped that what the children learn will be put to work for a better quality of life.

9. Environmental Education 1970. New York: Scientists Institute for Public Information, 1970.

A public information workbook pertaining to environmental education curriculums and projects in different colleges. Reports from different professors are included concerning what they do for environmental education. Also, a good bibliography and suggested readings.

10. Environmental Pollution: A Guide to Current Research. New York: CCM Information Corporation, 1973.

Includes 4,394 in-depth summaries of ongoing research projects at universities and research centers in the U.S. indexes by subject, investigators sponsoring agency, and geographic area. It has 700 pages, clothbound, and costs $24.00.

11. Fanning, Odom. Opportunities in Environmental Careers. New York: Educational Books Division of Universal Publishing and Distributing Corporation, 1971.

Speaks of the condition of the environment at present, the awareness of this condition, and the careers related to it. Appeals to one's sense of duty.

12. Harrison, Charles H. "Environmental Education Needs You!" Scholastic Teacher, October, 1971.

Environmental education must become interdisciplinary and universally taught or we might all become the final victims of the abuse, misuse, and misunderstanding of the environment. This could cause a lot of animosity between the people because they will be forced to change their way of life. A teacher of environmental education might be taking a risk in taking on a certain company about its effects on the environment, or at least use a lot of time and energy. A number of actual cases of environmental education are cited.

13. Keller, George. "New Courses On The Environment." Seventeen, May, 1970.

This article describes which colleges have environmental courses and what the courses are like.

Ecology may well be the biggest problem that academics have thus far tried to study. What happens to the environment all over the world effects us.

14. Marland, S.P. Jr. "Environmental Education Cannot Wait." American Education, Vol. 7, May, 1971.

American people will make the 1970's the Environmental Decade. Unless the present environmental crusade is deeply rooted in the education system and therefore, into people's consciences, public interest will falter. The society must develop "environmental literacy." The co-ordination of environmental education is through the Office of Education. Small grants are available for exploring possibilities in it. Environmental education should become something not to be taught, but a condition to be lived.

15. Miller, Harlean. Environmental Education in Five Area High School Home Economics Classes. (Unpublished thesis, Department of Home Economics Education, Southern Illinois University, June, 1971).

Summary of responses by students in five area high school home economic classes to questions about the environment and conclusions about the student's concept of their own relationship to the environment.

16. Roberts, A.D., and Davis, O.E. "The Clear House." Journal For Modern Jr./Sr. High School. Environmental Education, Vol. 45, No. 8, April, 1971.

Educational programs at all levels should view specific educational roles. Emphasis should be placed upon involvement of the total educational enterprise. It identifies the general role of the school in environmental education. Also, gives suggestions and recommendations on a level by level development of responsibilities in the formal educational system.

17. "Support For Environmental Education," American Education, January, 1972.

Kirkwood Community College in Cedar Rapids, Iowa, reports on their training plans for environmentalists in sewage treatment plants. Sponsored by E.P.A.

18. Task Force Report. "Update on Report of the NEA Task Force on Environmental Education." Today's Education, Vol. 60, No. 6, September, 1971.

The United Teaching Profession must immediately assume responsibility for environmental education of the American public of every age. Guidelines are given for developing, applying, and evaluating environmental curriculums.

A panel discussion they held is described. The NEA is concerned for an improved environment conducive to physical, emotional, and intellectual well-being.

Some projects of the NEA and the National Park Service for environmental education are described.

19. The Case For Environmental Education. Washington, D.C.: U.S. Department of Health Education and Welfare, 1971.

A collection of readings in environmental awareness which covers topics such as environmental literacy, or elements of environmental ethic. General.

20. U.S. Department of Agriculture. Conservation Tools For Educators. Forest Service, Pacific Northwest Region, 1968.

Suggests good ideas on teacher training and teaching aids. Also, has curriculum outlines and a bibliography of teaching materials.

21. "What Can You Do To Clean Up The Environment? Plenty!" Changing Times. Vol. 26, No. 3, March, 1972.

Accounts are given of how different people are helping cure environmental problems.

There are several organizations listed who are working for the environment which you can join or write to for information. Some publications about the environment are given.

ACCESSION NUMBER: VT100619

PUBLICATION DATE: 74

TITLE: AN ENVIRONMENTAL GLOSSARY FOR ENVIRONMENTAL EDUCATORS.

PERSONAL AUTHOR: STITT, THOMAS R.

DESCRIPTORS: *ENVIRONMENTAL EDUCATION; *VOCATIONAL EDUCATION; *DEFINITIONS; *GLOSSARIES; *VOCABULARY

DOCUMENT TYPE: AF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7[illegible].4(1974)PP. 545

ABSTRACT: THIS LIST OF 307 NUMBERED TERMS HAS BEEN COMPILED TO SERVE AS RESOURCE MATERIALS FOR VOCATIONAL EDUCATION TEACHERS WHO ARE TEACHING IN ENVIRONMENTAL AREAS. INCLUDED IN THE DOCUMENT IS A LIST OF 14 OCCUPATIONAL DEFINITIONS. (MP)

AVAILABILITY: DEPT. OF AGRICULTURAL INDUSTRIES, SOUTHERN ILLINOIS UNIVERSITY, CARBONDALE, ILL.

INSTITUTION NAME: SOUTHERN ILLINOIS UNIV., CARBONDALE. DEPT. OF AGRICULTURAL INDUSTRIES.

SPONSORING AGENCY NAME: ILLINOIS STATE BOARD OF VOCATIONAL EDUCATION AND REHABILITATION, SPRINGFIELD.

VT 100 619

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AN ENVIRONMENTAL GLOSSARY FOR ENVIRONMENTAL EDUCATORS

THOMAS R. STITT

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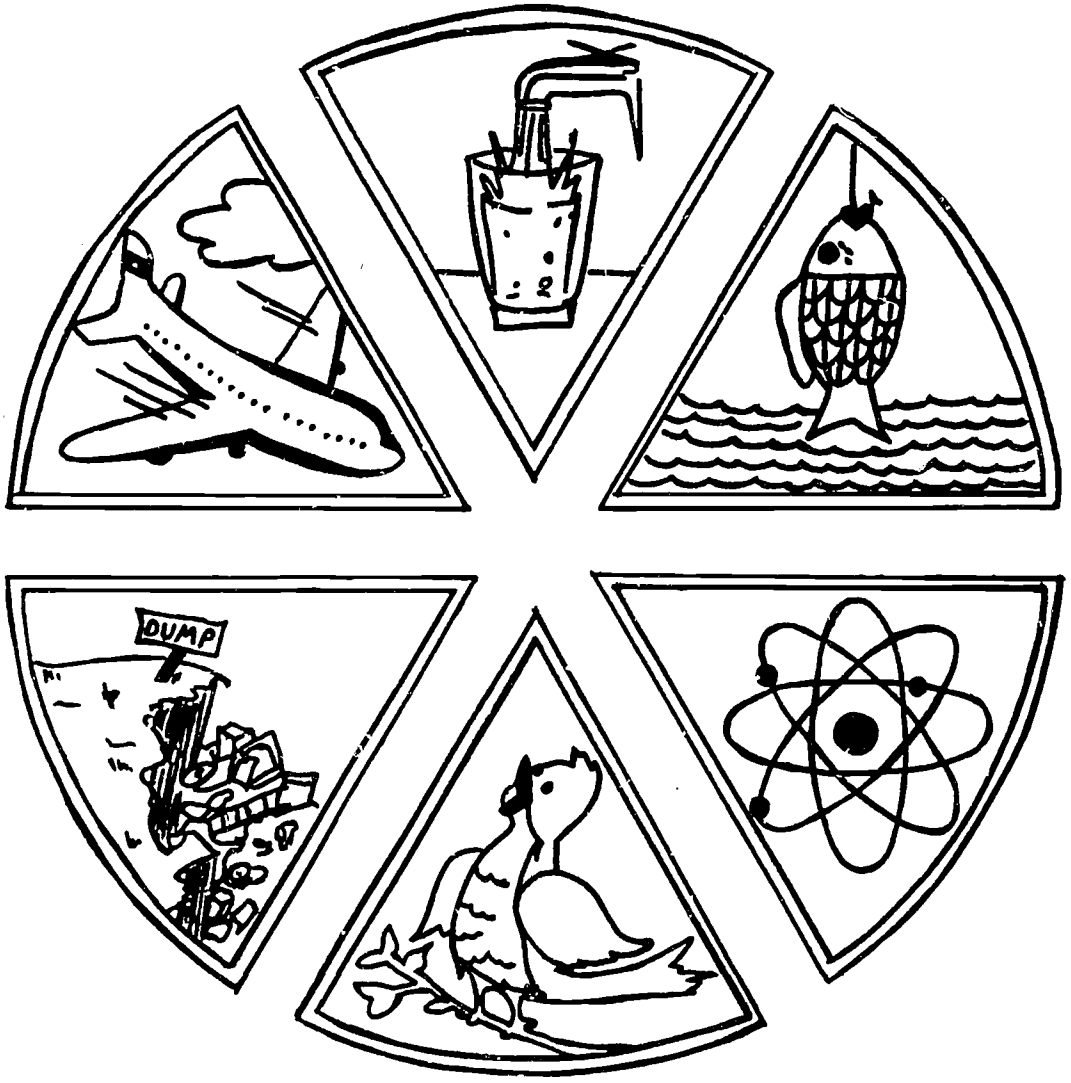

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FOREWORD

During the past year, the Professional and Curriculum Development Unit, Division of Vocational and Technical Education for the Board of Vocational Education and Rehabilitation, in cooperation with the Department of Agricultural Industries, School of Agriculture, Southern Illinois University, Carbondale, has funded two environmentallly related projects.

1. Pre-Service Program in Environmental Education, Program Phase, Project Number MP-3a September 1, 1972 to June 30, 1973.

2. Pre-Service Program in Environmental Education, Training Phase, Project Number MP-3b-OP5a. September 1, 1972 to August 31, 1973.

The projects operated simultaneously with two major objectives.

1. Develop a program for training students in one of the vocational majors in the field of Environmental Education.

2. In the time available, provide the participants with as much exposure to the proposed program as possible.

As the project developed, the participants began to collect information which they deemed valuable to the prospective teacher in the areas related to "Environment".

Publications include:

a. An Environmental Glossary.

b. An Annotated Bibliography for Environmental Educators.

c. A Preview of Audio-Visual Materials Related to the Environment.

d. Employment Opportunities and Job Analysis for Selected Environmental Occupations.

e. A Pre-Service Program in Environmental Occupations.

These materials are specifically designed to serve as resource materials for Vocational Teachers who are teaching in Environmental Areas.

Thomas R. Stitt

Thomas R. Stitt
Project Director
Agricultural Industries
Department

ERIC

PROJECT INFORMATION SHEET

Project Title:

Pre-Service Program in Environmental Occupations, Program Phase, Contract Number MP-[illegible].

Project Director:

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Agricultural Industries Department
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Funding Agent:

Professional and Curriculum Development Unit,
Division of Vocational and Technical Education
Board of Vocational Education and Rehabilitation,
State of Illinois in cooperation with Agricultural
Industries Department, School of Agriculture,
Southern Illinois University, Carbondale, Illinois.

Project Duration:

September, 1972 through August, 1973.

Environmental Glossary

1. Abiogenesis. The production of an organized living entity from nonliving precursors.

2. Abiotic factor. A nonliving feature of the environment.

3. Abrasion. The wearing away of soil.

4. Absorption. The entrance of a chemical into a plant or microorganism.

5. Acclimation. Adaptation to climatic change on the part of an individual.

6. Acclimatization. The adjustment or increase in tolerance shown by a species in the course of several generations in a changed environment.

7. Acre. A measurement of land surface containing 43,560 square feet. This is equal in area to a square approximately 209 feet on a side. Most crops are grown and most farms are managed in terms of acres of land.

8. Activated sludge. Raw sludge containing an abundant supply of living aerobic bacteria.

9. Active ingredients. The actual amount of pesticide present in the formulation. (Ag. Chem.)

10. Adaptation. Means by which an organism adapts itself to changing surroundings.

11. Adsorption. The binding of a chemical to the outside surface of small soil particles (soil colloids) or to plant parts.

12. Aerated lagoon. Mechanically aerated lagoon.

13. Aerobic decomposition. A process of decomposition in which bacteria utilize oxygen in the breakdown of organic matter.

14. Aerobic organism. Any form of life that uses oxygen in respiration.

15. Aerobiology. The study of the transport of organisms, chiefly as spores, by winds.

16. Aerosol. Suspensions of a liquid or solid in air.

17. Aesthetic. Something which is pleasant or beautiful in color, texture, or general appearance. Many people appreciate well-managed fields or forests and the beauty of nature, and promote conservation for this reason.

18. Agriculture. The care and use of soils through production of crops and animals on the farm. Conservation is a part of the agricultural program.

19. Agriculture Stabilization and Conservation. A local subdivision of the Federal Agricultural program which fixes acreage allotments for farm crops and makes payments to farmers for approved conservation practices and improvements.

20. Algae. A broad class of microscopic plants which inhabit water. Although some forms of algae are necessary and desirable, excessive concentrations tend to discolor water and cause objectionable tastes and odors, severely limiting water's recreational uses.

21. Algicide. Any material, substance, or compound which is fatal to algae or inhibits enough growth to be considered a potential means of control.

22. Alien. Introduced plants which have become naturalized.

23. Amensalism. An interaction between members of two species in which one inhibits the other from sharing the same resources in the environment.

24. Amplification, biological. An increase in the concentration of a poison as shown at progressively higher trophic levels.

25. Anaerobic Decomposition. A process of decomposition in which breakdown of organic matter occurs by bacteria without the use of oxygen, resulting in production of hydrogen sulfide and other obnoxious gases.

26. Anaerobic Lagoon. Does not have sufficient oxygen supply to be aerobic.

27. Anaerobic Organism. Any form of life that needs no oxygen for respiration.

28. Annual Weeds. Weeds that live one year and are perpetuated only by seed.

29. Antibiotic Action. An inhibitory effect on living processes in members of one species due to secretions from another species.

30. Antibody. A protective substance produced in the blood of an animal in response to the introduction of a foreign protein (an antigen).

31. Antidotes. A remedy used to counteract the effects of a poison.

32. Area Conservationist. A technically-trained person in problems of soil, water, and conservation, who supervises the personnel of several districts. He is employed by the Soil Conservation Service of the United States Department of Agriculture and assists District Conservationists and Local Soil and Water Conservation Districts in carrying out a sound program of soil and water conservation.

33. Atmosphere. Mixture of several gases which surround the earth. It is essential to plants and animals. Industrial areas have polluted their air to the point where it may be dangerous for man to live there.

34. Autecology. The study of environmental relationships of organisms belonging to a single species.

35. Autotrophic organism. Any form of life whose sources of energy and nutrition are independent of any host, prey or organic matter.

36. Badlands. Areas which are severely eroded, the gullies being relatively close together.

37. Bacteria. A broad class of microscopic one-celled organisms. Bacteria provide a useful function in the decomposition of organic matter. The self-purification potential of streams depends on bacterial action.

38. Barren Land. Land which is unable to produce plant or animal life and is subject to heavy erosion. Some barren land can be made productive by irrigation.

39. Behavioral adaptation. A repetitive bodily action by an organism whereby it avoids or minimizes an environmental stress.

40. Behavioral ecology. The study of the social environmental features of animals as these affect access to resources.

41. Ben Load. Particles carried along the bottom of a stream by the moving water. These particles are generally larger and heavier than the materials carried in suspension by the water.

42. Biennial weeds. Weeds that live for more than one year but not more than two years.

43. Biochemical oxygen demand. (BOD). A measure of waste load represented by the amount of dissolved oxygen utilized in the aerobic decomposition of organic matter in water (usually over a 5-day period). The higher the expressed BOD, the greater is the waste load.

44. Biocidal. Having a lethal effect on a wide spectrum of life, usually the killing of non-target organisms by a pesticide.

45. Biocoenosis. A European term equivalent to the concept of the ecological community.

46. Biodegradable. Is susceptible of being decomposed by bacterial action.

47. Biodegradation. Decomposition of organic compounds through the activity of microbial decomposers, used chiefly regarding synthetic compounds.

48. Biogenesis. The production of new individual organisms through the reproductive activities of pre-existing, parental organisms.

49. Biogeochemical cycle. An endless sequential transfer of a chemical element through the bodies of plants and animals, and return to soil, sea or atmosphere.

50. Biogeography. The study of the geographical distribution of species and of past events that produced these patterns.

51. Biological control. Control of pests by means of living organisms like predators, parasites, and disease-producing organisms.

52. Biological factors. The influence of one plant on another and the influence of animals.

53. Biomass. The quantity of organic substance produced on an area, calculated for a species by multiplying the number of individuals by their average weight.

54. Biome. A major biotic community composed of all the plants and animals including the successional stages of an area.

55. Biosphere. That portion of the world occupied by living organisms, including all of the hydrosphere as well as parts of both the geosphere and atmosphere.

56. Biota. The totality of all plants, animals and microbes in an area or a geological period.

57. Biotic Community. Definite and characteristic assemblages of plants and animals which include all the living members of a particular habitat.

58. Biotic Factors. The results of interrelations of organisms to each other from an ecological viewpoint.

59. Board Foot. The amount of wood in a board 12" x 12" x 1". Lumber and even growing trees are sold by the board foot. Ordinarily the large diameter and tall trees have more board feet in them and are therefore more valuable.

60. BOD - Biochemical oxygen demand. The amount of oxygen required by bacteria while stabilizing decomposable organic matter under aerobic conditions (a measure of pollutional strength of sewage requires five days to incubate).

61. Botulism. A bacterium (Clostridium botulinum, type C) that causes sickness and death of waterfowl. This bacterium thrives best in shallow, stagnant water, especially during hot weather.

62. Browsing Line. Animals, such as deer, eat foliage from trees and bushes as high as they can reach. This leaves a distinct level in many forests which is called a "browsing line."

63. Broadcast Application. Application made uniformly over an entire field.

64. Buffer Species. An alternative food resource used by a predator when its preferred prey becomes less available.

65. Canopy. The horizontal expanse of tree branches bearing foliage.

66. Carcinogen. Any agent capable of inducing abnormal and uncontrolled growth, producing a cancer in a multicellular animal or plant.

67. Carrier. Inert material, such as dusts, clays, oils, water, and air, that provides for more uniform dispersal of the pesticide. (Ag. Chem.)

68. Catch Crop. Crop sown into another crop being grown for harvest. Clover or legumes are often sown into wheat as a catch crop and plowed under before the next season. A catch crop protects the land and improves the soil structure.

69. Chlorinated hydrocarbon insecticide. A synthetic compound that contains hydrogen, carbon, and chlorine. They are persistent insecticides that kill insects mainly by contact action. They are insoluble in water and are decomposed by alkaline materials and high temperatures. Examples: DDT, aldrin, dieldrin, heptachlor, lindane, toxaphene, methoxychlor.

70. Class. A classification level of organisms encompassing one or more orders.

71. Climate. The sum total and general effects of meteorological factors.

72. Climatic factors. All the atmospheric conditions through whose widespread uniformity the character of the regional climate is determined.

73. Climax. A community at a relatively stable condition which is able to reproduce itself indefinitely under existing conditions. The succession leading to a climax represents the process of adjustment to the conditions of stress and the climax represents a condition of relative equilibrium.

74. COD - Chemical oxygen demand. A substitute for BOD; it is quicker to determine.

75. Coliform Bacteria. Bacteria present in large numbers in humans and hence, in sewage. Because coliform bacteria are always present in relatively large numbers in sewage, because they may be detected with comparative ease, and because purification procedures which cause their elimination or destruction are equally effective against pathogens, the routine bacteriological analysis of water is concerned mainly with testing for the coliform group of bacteria.

76. Colloidal Materials. Particles suspended in liquid which are intermediate between true solutions and suspensions.

77. Community. All of the plants and animals in an area.

78. Community Concept. The fact that all the different plants and animals occupying a given area during a particular time have some degree of influence on each other.

79. Community, ecological. The interacting individuals of all species populations in an ecosystem.

80. Community Ecology. The study of the interactions of living components of an ecosystem, centered on biotic rather than abiotic factors.

81. Competition. The general struggle for existence in which the living organisms compete for a limited supply of the necessities of life.

82. Composting. An aerobic method for solid wastes, usually done by turning manure piles.

83. Conservation District. A conservation district which is formed by the voters of a county and which is supported by a tax levied upon the citizens of the county. A director or administrator is employed by the Board for recreational and educational purposes. The Board has authority to acquire land and construct facilities.

84. Conservation Technician. A civil service employee with some background in agriculture who assists the local Soil Conservationist in his work. See: Soil Conservationist, Soil and Water Conservation District.

85. Conservation Tillage. The minimum number of tillage operations necessary to produce a crop. Leaving a crop residue mulch or seeding of cover crops makes conservation tillage an effective practice for erosion control.

86. Contact Herbicides. Herbicides that kill on contact.

87. Control Factor. A factor which responds to an increase in the density of a given species either by increasing the severity of its action against the species (as to natural enemies) or by causing intraspecific competition to decrease the chance of survival of individuals (as does supply of food, habitat, etc.)

88. Contour Farming. Method of working the soil whereby crops are planted on the level,or across the slopes, instead of up and down the slope. Farming on the contour often increases yields and almost always decreases soil loss from erosion.

89. Crop, standing. The biomass that can be supported by the available energy flowing through an ecosystem.

90. Crop Tolerance. The degree or the ability of the crop to be treated with a chemical but not injured.

91. Cycles. The periodic, frequently predictable, fluctuations in abundance of a given species in a particular area over a year or a period of years.

92. Deciduous. A plant, including the trees, which sheds all of its leaves every year at a certain season.

93. Decimating Factors. Factors in the environment that limit animal abundance by direct killing. They include predation, accidents, disease, starvation, and hunting.

94. Deformation. Changes on the surface due to flood or earthquake.

95. Degradable Wastes. Substances which are changed in form and/or reduced in quantity by the biological, chemical, and physical phenomena characteristic of natural waters. Biodegradable is a term specifically referring to decomposition by biological processes.

96. Department of Agriculture. A department of the national government devoted to a study of the problems of agriculture, scientific investigations, encouragement of sound agricultural practice, and the spreading of information of interest to agricultural persons.

97. Depletion. Lowering the fertility of the soil either by erosion, or taking off crops without keeping the soil in condition. Depletion may be prevented by crop rotations and addition of fertilizer.

98. Deprivation, ecological. A reduction in the diversity of environmental challenges, particularly biotic, due to simplification of the ecological community. sensory. A reduction in the diversity of stimuli from the environment to an animal in isolation.

99. Diversion Ditch. A man-made waterway to change the route of running water. Diversion ditches are often used to prevent excessive water from running down slope or causing rapid sheet erosion or gullying.

100. DO - Dissolved Oxygen in water. One of the most important factors for determining the quality of water. Dissolved oxygen is essential for fish and other acquatic life and for aerobic decomposition of organic matter.

101. Dominance. The degree of control of a community by members of one or a few species.
cyclic. A succession in which several stages lead to the reappearance of a species in a position of temporary dominance time after time.
species. The ability of members of one species, through adaptive features, to compete successfully for required environmental resources.

102. Dosage. The amount of pesticide to be applied per given area (like an acre) or per unit of water. (Agricultural Chemical)

103. Drainage Tile. A series of loose fitted clay tiles buried on a determined grade to drain off excessive water from farm land. Drainage tile can be used in permeable soils in place of surface ditches to make farming possible on land which otherwise would be too wet to cultivate.

104. Drift. Movement of material outside the intended area during or shortly after application.

105. Drought, physiological. A relative unavailability of water because of rapid drainage or contamination with toxic materials.

106. Ecoclimate. The actual climate of the individual; the sum total of the meterological factors within a habitat.

107. Ecological Succession. The sequence of events of predictable pattern that occurs in an integrated community, given any particular set of physiographic factors, combined with a certain climate.

108. Ecology. The science of relationships of organisms to environment.

109. Ecosphere. The totality of all ecosystems, hence of all life and the physical environment with which living things interact.

110. Ecosystem. An ecological community and its physical environment of extent such that the cycling of nutrient materials and energy flow from a closed system.

111. Ecosystem Ecology. The study of energy flow and nutrient recycling in a living community, such as a forest ecosystem or an isolated lake.

112. Edge Effect. The distinctive opportunities afforded along the boundary between two plant communities for animals that can feed in one and take shelter in the other.

113. Effluent. 1. Wastes that decrease the quality of water, air or soil; usually pollutants discharge from a sewer, chimney, or ditch.
2. An outflow of water such as from a septic tank or a waste treatment plant.

114. Enrichment. An increase in nutrients, mainly nitrates and phosphates, which fosters growth of algae and other plant life in water.

115. Environment. All of the objects, conditions, and influences surrounding and affecting the life of an organism or group of organisms.

116. Environmental Complex. The combination of biotic and physical factors together constituting the environment in which a plant or animal is living.

117. Environmental Types. The different generalized types of vegetation that are found in an area as a result of differences in climate and soils, disturbance by man, and any other factors that affect the success of individual organisms to differing degrees.

118. Erosion. The removal of soil or rock by wearing away of land surface.

119. Eutrophic. Waters rich in nutrients.

120. Eutrophication. The process of aging of a lake; occurs slowly under natural conditions, but may be greatly accelerated by man's actions - the addition of dissolved nutrients to the waters of an oligotrophic lake, rendering it more able to support rapid growth of plants.

121. Evergreens. (Conifers) Trees which do not shed all their leaves and therefore remain green throughout the year. Evergreens are the source of most of our lumber and usually can be planted and grown on land which has been severely eroded.

122. Evolution. The theory that all species of plants and animals have developed from earlier forms by hereditary transmission of slight genetic variations passed on to later generations.

123. Exotic. Any non-native species; introduced.

124. Factor Interaction. Modification of the effect of one environmental factor by a change in another factor, such as the interaction between wind and humidity.

125. Fallacy of limited decisions. The proposition that there are a limited or fixed number of decisions to be made by society and that if more decisions are made by the public sector, less are necessarily available to the private sector. This proposition is often not true as there are many examples where public policy has increased the options available to the private sector.

126. Farm Forester. A technically trained employee of the State who is available to help land owners in rural areas plan and carry out wise forestry practices.

127. Fertilizer. Manufactured mineral matter or animal waste which will increase the productivity of the soil. The production of any field plus the nutritional value of the crops produced depends upon the kinds and amounts of fertilizer available for the crops.
See: Potash, nitrogen, phosphate, green manure

128. Fish Hatchery. A place where fish eggs are collected and hatched, and the young fish are used to stock or restock ponds.

129. Food Chain. A figure of speech for the dependence for food of organisms upon others in a series beginning with plants or scavenging organisms and ending with the largest carnivores.

130. Flyway. Route followed by migratory birds between their nesting place and their winter homes. There are three major flyways in the United States: along the Pacific and Atlantic Oceans and along the Mississippi River. These flyways provide food, shelter, and water.

131. Food Web. Network of nutritive relationships among members of all ages and all species populations in a community.

132. Forest. Areas where trees find suitable climate, rather than be crowded out by grasses. When man uses wise forest management practices, he will have greater profits from the trees.

133. Forest Litter. The surface layer of the forest floor, in which the leaves are slightly decomposed, leaving a protective covering. It provides humus which increases the water-holding capacity of the soil and general soil conditions.

134. Forest Service, U.S. An agency of the Department of Agriculture concerned with scientific studies of forestry problems and the management of federal forested areas.

135. Fumigant. A chemical which as a gas kills destructive animals and plants.

136. Fungicide. A chemical used to kill fungi.

137. Game. Wild animals, birds, and fish that are hunted for food sport. Game needs proper living conditions and other protection if it is to survive.
See Habitat, wildlife refuge

138. Game Birds. Birds which are hunted for food and sport. Hunting is part of the American tradition. Education, legislation, and proper wildlife management are necessary to maintain this resource.

139. Game Refuge. A natural gathering area for wildlife where they find food, water, and shelter. Wildlife refuges are often used as controlled hunting areas during certain seasons.

140. Genus. A level of classification between a family and species.

141. Geology. The science dealing with the structure of the earth's crust and the formation of the crust's various layers.

142. Geosphere. The earth.

143. Grade. The natural slope of ground or man-constructed slopes, such as inroads and waterways.

144. Grass Waterways. The channel in which water is allowed to run off the land. It is protected from excessive water damage by a heavy cover of grass. Grass waterways are constructed to carry excess water run-off safely on sloping land and minimize erosion damage.

145. Greenhouse Effect. The retention of heat in and below the earth's atmosphere due to absorption of longwave radiations traveling toward outer space.

146. Ground Water. Atmosphere water which soaks into the ground. Below the water table, all the pore spaces in the ground are filled with water and the ground is said to be saturated. Ground water is the source for springs and wells.

147. Gully. A steep-sided channel cut in the surface of the earth, caused by concentration of moving water. Water usually flows in a gully only during and after a rain or with the melting of snow. Gullies which cause great soil losses sometimes can be corrected by structures or grass waterways, or prevented by proper land management.
See: Erosion, structure, grass waterways

148. Habitat. The place or environment where a plant or animal species naturally lives and grows.

149. Hardness of water. A condition in which water contains high concentrations of mineral salts which interfere with lathering and cleansing properties of soap and cause incrustation of pipes and other plumbing fixtures.

150. Hardpan. The calcareous deposit that forms a watertight stratum below the soil of many grasslands.

151. Hardwood. A tree of class Angiospermae, the flowering plants, regardless of the hardness of the wood.

152. Hazard. The likelihood that a pesticide will cause harm when used as proposed.

153. Herbaceous Plant. A vascular plant that dies down to the ground level at the approach of winter.

154. Herbicide. A chemical used to kill or inhibit plant growth.

155. Herbivore. An animal that eats primarily foods of vegetable origin.

156. Homogeneity. Regularity in distribution of individuals of each species in an area.

157. Human Ecology. The study of environmental factors affecting the welfare of mankind, as a special form of autecology.

158. Humus. The dark rich part of the earth formed by the decay of roots, stems, and leaves of plants, as well as the decay of animal matter.

159. Hydrologic Cycle. The repeated movement of water by solar evaporation into dispersing winds, followed by precipitation and return to the sea.

160. Hydroponics. The growing of plants in a liquid solution that contains the necessary minerals used for plant food. Heavy population pressure and little available productive soil may make us more dependent upon hydroponic farming in the future.

161. Impervious Soil. A soil which has little or no open pore space and so restricts the movement of air, water, and sometimes roots.

162. Incineration. Burning until only ashes (fixed solids) remain.

163. Influent. An organism which has important relations in the biotic balance and interaction.

164. Illinois Natural History Survey. The branch of the Illinois state government responsible for research into the identification, ecology, and management of wild plants and animals.

165. Inertia, thermal. A characteristic of water, which can absorb or release large amounts of heat without great change in temperature.

166. Inorganic Matter. Compounds that do not contain carbon and hydrogen.

167. Irrigation. The practice of applying water artificially to land inadequately supplied with rainfall. Some land which was formerly barren can be made productive by this practice.

168. Insecticide. A chemical used to kill insects.

169. Insoluble Compounds. Compounds that will not dissolve in water.

170. Intangible Costs and Benefits. Costs and benefits which are not established through the price and market system. "Non-market" is sometimes preferred to the term "intangible." The loss of game fish through pollution is an example of an intangible cost. Boating and other recreational activities are examples of intangible benefits associated with water resources.

171. Interdependence. Man, all other living things, and the physical elements of the earth are all highly interrelated. Whatever affects one thing in nature generally affects many other things as well. Conservation measures help nature. keep a favorable balance.

172. Law of the Inoptimum. No species encounters in any habitat the optimum conditions for all of its functions.

173. Law of the Minimum. The growth of an organism is limited by whatever nutrient material is available to it in minimum quantity.

174. Law of the Optimum. An organism finds its most suitable habitat where its tolerances are least under stress by the many factors of the environment.

175. Leaching. The movement of soil minerals downward through the soil water. Plant food is removed by leaching and must be replaced in order that plants may have the minerals essential for growth.

176. Leaves. Green parts that grow on the stems of plants and aid in the manufacturing of plant food. They slow down rainfall, help hold moisture, and add to the richness of the soil. Leaves supply materials to make humus in the soil.

177. Lethal Limit. An extreme environmental condition that causes death to organisms continually exposed to it.

178. Life Form. All features of form and structure by which a plant is adapted to cope with various conditions of environment.

179. Limestone. A rock with a great amount of magnesium carbonate or calcium carbonate which can be grouped up for application on the land to make it more "sweet." Limestone is necessary on acid soils for growing legumes and for good bone structure in animals. Milk, and often dairy products, are rich in calcium and are food for human development.

180. Limiting Factors. Environmental factors that far outweigh other factors in restricting normal increase of a species.

181. Limnology. The study of ecological aspects of freshwater systems.

182. Living Fence. A fence made of growing plants, such as multiflora rose or osage orange. Living fences provide food and shelter for wildlife.

183. Logistic Curve. A graphical representation of change in population size, due first to unrestricted reproduction and then restriction by environmental factors.

184. Loess. A fine soil parent material deposited by the wind. Much loess is of glacial origin.

185. Manipulation. The skillful handling or management of something.

186. Manure. A fertilizer--especially animal waste from stables and barnyards. A green manure crop consists of green plants, such as clover, which are plowed under to furnish plant nutrients in soil.

187. Matrix. Anything that provides spacing and continuity to a system, as a framework.

188. Microclimate. The combination of temperature, moisture supply, and other environmental conditions in the space around an organism.

189. Microhabitat. That portion of the physical environment actually inhabited by the members of a species populution, excluding adjacent areas that are not used.

190. Micronutrient. A dissolved substance required in only trace amounts for normal growth.

191. Migratory Birds. Birds which move periodically from place to place, generally with the seasons in order to reproduce and have sufficient food and shelter.

192. Migratory Wildlife. Birds, and some other animals, which, in regular pattern, move from one place to another for food, shelter, and breeding. Wildlife generally needs some protection from human and other predators when migrating from one place to another.

193. Minerals. Naturally occurring inorganic substances having definite physical and chemical properties. Minerals from the soil are taken by humans when they eat plant food or animal products. They must be replaced if the soil is to remain highly fertile. Some minerals are also important for the resource base in our economy.

194. Native. Indigenous; endemic.

195. Natural Resources. All naturally occurring sources of energy and materials used by man, such as soil, water, plants, animals, and even man himself.

196. Natural Selection. The basic process of evolution which results in the survival of the fittest and elimination of those individuals less well adapted to a given environment.

197. Niche. The habitat occupied by a plant or animal as a result of its particular structural adaptations, physiological adjustments, and behavioral patterns acquired during the evolution and development of the organism.

198. Nitrification. The progressive oxidation by soil microbes of compounds containing nitrogen, such as ammonia, to nitrates and nitrites.

199. Nitrogen. A plant food which tends primarily to encourage aboveground vegetative growth. It is a colorless, odorless gas found in abundance in the atmosphere but rarely in the soil. Plants, other than legumes, cannot use pure nitrogen. It improves the quality of plants, giving leaves a deep green color, and it increases plumpness of grain. Pure nitrogen must be combined with other elements, such as oxygen or hydrogen, before it can be put into fertilizer.

200. Nitrogen-fixation. The incorporation of dissolved nitrogen into nitrogenous compounds, such as is known to occur in certain blue-green algae, bacteria and fungi.

201. Nondegradable Wastes. Substances that are not changed in form and/or reduced in quantity by the biological, chemical, and physical phenomena characteristic of natural waters. Although nondegradable wastes may be diluted by receiving water, they are not reduced in quantity.

202. Noxious. Very harmful; poisonous.

203. Order. A level in classification below a class and above a family.

204. Organic Matter. Compounds which contain both carbon and hydrogen. Organic substances are the chief constituents of living things although many organic compounds can be synthesized.

205. Organism. Any living animal or plant, anything capable of carrying on life processes.

206. Outdoor Education. Experience outside the school building planned to provide an application of all the five senses in learning, arouse curiosity, stimulate investigative techniques, aid in perceptual learning, and create a desire to learn.

207. Overturn, lake. A seasonal mixing of waters, obliterating stratification temporarily, when the temperature reaches that corresponding to the maximum density of water.

208. Oxidation Ditch. An aerobic treatment method consisting of a continuous channel and a rotor for circulating and aerating wastes.

209. Oxidation Pond. Naturally aerated lagoon by action of wind, air, and sun.

210. Oxygen Deficit. The difference between observed oxygen concentrations and the amount that would be present at 100 percent saturation.

211. Parasite. A plant or animal which lives by attaching itself to another plant or animal, thus obtaining its livelihood. Many parasites, such as mistletoe, ticks, bittersweet, do considerable damage in our forests and to our wildlife before man is aware of their presence.

212. pH. A technical measure of acidity or alkalinity. A pH of 7 is neutral, over 7 is alkaline, and under 7 is acidic.

213. Phosphate. A mineral plant food which may be removed from soil by erosion or plant growth. Man must replace the phosphate in order that plants can make proper growth.

214. Phosphorous. An essential element which controls cell division and the formation of fat and albumen. Flowering and fruiting or formation of seeds depends upon its availability. It encourages root development, speeds maturity, and counteracts excess nitrogen in plant growth.

215. Physical Drought. A condition in which soil contains very little available water.

216. Physiological Ecology. The study of adaptive features and adjustments in the functions of organisms responding to changes in environmental conditions.

217. Phosphate. A salt or ester of an acid containing phosphorous. They are necessary to the growth of plants and animals.

218. Photosynthetic Activity. The use of carbon dioxide, water, and other materials by plants in the presence of sunlight (radiant energy) to form starches and other chemicals useful to the plant. The waste product is oxygen.

219. Plane. The level erosion surface produced in the ultimate stage of any geologic cycle.

220. Pollutants. A polluting agent or medium.

221. Pollution. Waste materials in a watercourse which adversely affect water for any particular use, including aesthetics.

222. Population Ecology. The study of reactions in species populations to environmental conditions.

223. Populations. Any group of particular organisms occupying a specific place at any given time.

224. Potash. (Potassium) A plant food which gives vigor and stem strength to plants by increasing resistance to diseases, encourages root system development, and exerts a balancing effect to nitrogen and phosphorus. It is very necessary for chlorophyll development. Potash is mined from deposits of potash salts found in many places on the earth.

225. Predator. Any animal which lives by preying upon other animals. Predators are essential to maintaining a desirable balance of natural wildlife.

226. Predator Control. The act of limiting the abundance of animals that kill too many valuable prey species. The trapping of coyotes in a sheep-ranching area is an example.

227. Prey Species. Species that are preyed upon and become the food of predators. Mice are the prey of many hawks.

228. Primary Treatment. Treatment of sewage to the extent that the heavier solids and flotable materials are settled out.

229. Private Goods. Goods purchased by individuals through the price and market system which yield benefits primarily to the purchaser.

230. Producer. An organism that synthesizes from inorganic materials a number of organic compounds containing recoverable energy; chiefly green plants engaged in photosynthesis.

231. Productivity, ecosystem. A quantitative measure of the rate of production of new biomass or of energy storage at any stage in an ecosystem.
photosynthetic. A measure of the solar energy trapped by a green plant.

232. Public Goods. Goods which are not readily available through the price and market system and which yield widespread benefits to society. Public goods are normally financed by taxes and other sources of public revenue and benefits are not limited to those who finance these goods. Waste treatment facilities and sewer systems are examples of public goods.

233. Radiation, adaptive. The divergence in body function and form among related organisms that have evolved these features in relation to their ecological niches.

234. Range Management. The wide and scientific control of farm and grazing practices on grazing land so that a maximum return will be had for the greatest length of time.

235. Reaeration. The absorption of oxygen in water from the atmosphere. This phenomenon enables self-purification of streams by providing the necessary oxygen to bacteria.

236. Realm, biogeographic. A subdivision of continental scope made distinctive by its endemic orders, families and genera of living things.

237. Recycling. The natural or man-controlled reconstitution of chemical materials into a form that can be reused.

238. Refuse. Useless stuff; waste.

239. Renewable Resource. Any form of life from the population of which a regular harvest can be taken repeatedly without endangering the breeding stock; sometimes used also of soil and other products of living communities.

240. Resistance, environmental. The totality of ecological interactions that ordinarily limit any continued rise in a species population to the carrying capacity.

241. Respiration. Absorption of oxygen and the giving off of products formed by oxidation in the tissues, specifically carbon dioxide.

242. Rill. A tiny channel caused by running water which could start in a small depression and develop into a gully. Rill erosion can remove much of the surface of a sloping field with a single heavy downfall.

243. Rill Erosion. The development of small, shallow channels in the surface of the earth by water erosion.

244. Runoff Water. Water in the hydrologic cycle that returns to the ocean from the land by way of exposed rivers and lakes.

245. Secondary Treatment. Treatment of wastes beyond the primary stage, utilizing biological processes, to the extent that a portion of the remaining organic matter is decomposed before discharge of the effluent.

246. Selection, natural. The elimination of individuals in a population under stress in proportion to their intolerance for the particular stress.

247. Self-purification. The process by which a stream is purified some time after receiving a waste discharge. This occurs in the decomposition of organic matter by oxygen-using bacteria.

248. Septic. The grossly polluted portions of a stream in which the decomposition of organic matters is progressing actively, producing an abundance of CO_2 and nitrogenous decomposition products to the exclusion of the dissolved oxygen.

249. Septic Conditions. A term sometimes used to refer to conditions where dissolved oxygen is absent and decomposition is occurring anaerobically.

250. Sewage. Liquid wastes containing organic and inorganic solids.

251. Sewerage. A system for collecting, transporting, and pumping sewage.

252. Sheet Erosion. The erosion or carrying away of a fairly uniform layer of soil by water. Sheet erosion reduces the level of the whole field and so is not as noticeable as gullying. Strip cropping and contour farming can greatly reduce damage from sheet erosion.

253. Shelter Belt. A planting of trees and shrubs on the windward side of a field to decrease the wind's velocity and prevent wind erosion and other wind damage. Shelter belts are used mainly in semi-arid regions. Frequently, they furnish homes for wildlife.

254. Slope. "The lay of the land" or the rise and fall of the earth's surface in a given horizontal distance. The percentage of slope is determined by the number of feet of rise or fall in one hundred horizontal feet. Slope is extremely important in determining all conservation measures needed for proper land use.

255. Sludge. Accumulations of settleable solids. Their measure determines the need for settling basins.

256. Smog. A combination of smoke and fog in the air.

257. Social Costs. Costs which are incurred by an individual or group but imposed on society as a whole.

258. Sod. A dense growth of grasses with a tight root system which protects the soil from water and wind erosion. Sod pastures can be reconditioned with fertilizer applications.

259. Soil. Usually weathered rock particles combined with decayed plant and animal matter, living organisms, air, and moisture. Some soils, such as peat and muck, are termed organic soil and are composed principally of decayed plants and animal matter.

260. Soil Conservationist. A technically trained person in problems of soil and water conservation. He is available to help farmers in an organized Soil and Water Conservation District with their problems. A Soil Conservationist is employed by the United States Soil Conservation Service, but works with the local Soil and Water Conservation District Board.

261. Soil Conservation District. A locally controlled area organized under State law to promote sound conservation, soil and water practices, and proper land use.

262. Soil and Water Conservation District Board. The controlling officers of a soil and water conservation district, elected by the members of the district to supervise the soil and water conservation program within the district. Most soil and water conservation districts are legally created by the State government.

263. Soil Type. A further subdivision of soil series based on the surface texture. For example, a silt loam and a clay loam could both be part of a soil series called by a specific name, such as "Drummer" or "Miami."

264. Specialized. Adapted to special, specific, or particular conditions, as a bird's wings are adapted for flight.

265. Species. A single, distinct group of plants or animals in which the individuals interbreed among themselves, but not with other organisms. To illustrate, starlings are often seen with gracklers, but both birds are distinct and separate.

266. Speciation. The evolution of species through genetic isolation, establishment of a distinctive ecological niche, and natural selection of adaptive features.

267. Species. A "kind" of organism, implying interfertility in sexual reproduction, geographic continuity in the recent past or present and common ancestry.

268. Stenothermal. Tolerance of only a narrow range of change in temperature, without specifying where this range of temperature falls on the scale.

269. Stocking. To release live fishes into a pond or stream.

270. Stratification. The aggregation of members of particular species into one horizontal layer in a vertical sequence in an aquatic environment, the soil, or among terrestrial vegetation.

271. Stress, physiological. A challenge to the inherited tolerances of an organism to environmental changes, such as in temperature, water supply or salinity.

272. Subsoil. The layer of soil which develops beneath the surface where the natural processes of water movement and soil formation result in an accumulation of finer soil particles. Subsoil affects the permeability and water-holding capacity of the land.

273. Succession, ecological. The progressive change in the species composing the ecological community from colonization through seral stages to climax.
primary. Successional changes following exposure of new land area, as by landslide or glacier retreat or lava flow, where no organic matter is present.
secondary. Successional changes following abandonment of a farm or other area in which soil is present, with humus and soil organisms.

274. Surfactant. The ingredient that changes the surface property of water, soil, and fabric so that dirt can be more easily removed.

275. Survival Potential. The degree of environmental resistance which an organism can endure.

276. Swamp. Any wetland dominated by woody shrubs and trees.

277. Symbiosis. An association of two unrelated species, without indication that members of one species benefit or are harmed by the association.

278. Synthetic Mode. A rational attempt to combine into an understandable scheme all of the available information on a subject.

279. Synecology. The study of interrelationships among all kinds of organisms in an ecosystem in relation to the environment.

280. Systems Ecology. The study of interrelationships among living things and their abiotic environment in operational terms with binary alternatives.

281. Terrace. A ridge of soil built across a slope to keep water from running down and causing erosion. Steeper slopes can be farmed when terraces are used.

282. Tertiary Treatment. Treatment of sewage beyond the secondary stage to accomplish a very high degree of nutrient and/or BOD reduction.

283. Texture. The size and combination of the particles which make up a soil. These particles vary from coarse sand, through silt, to fine clay, and may be mixed together in varying amounts. Loam is a combination of sand, silt, and clay. Clay is.002mm or less in diameter. Silt is .002 - .05mm. Sand is .05 - 2.00 mm. Texture affects how easily a soil will erode, its permeability, and the practices which should be used in growing various crops.

284. Thermal Emission. Radiation and conduction of heat into air.

285. Thermal Pollution. The addition of heat to a lake or stream. An increase in water temperature fosters algal growth, reduces oxygen-holding capacity, and increases the rate of utilization of dissolved oxygen.

286. Timber. Growing trees in a forest, sometimes called "timber." The roots from a good stand of timber are useful in preventing a loss of soil by erosion.

287. Tolerances. The ability to endure and survive different environmental conditions, and the limits of that ability.

288. Top Soil. The uppermost layer of a natural soil profile which contains the greatest amount of humus. Most farm crops are grown in this top soil layer. Unwise practices may destroy or remove this valuable layer.

289. Topography. The surface features of an area, including hills, rivers, lakes, gullies, roads, and so on.

290. Trace Elements. Secondary soil components essential for normal plant or animal growth. Trace elements are recent discoveries and are only partially understood. Some trace elements are barium, boron, cobalt, sodium, chlorin, and chromium.

291. Trichomoniasis. A disease, caused by a one-celled protozoan (Trichomonas gallinae), that infects the mouth, throat, and crop of many species of birds, especially doves and pigeons.

292. Trophic Level. A stratum in the ecological hierarchy of producers, consumers, and decomposers, as shown graphically in a pyramid of biomass or energy.

293. Turbidity. Cloudiness of water caused by presence of collodial matter or finely divided suspended matter.

294. Tundra. An area at high latitude or high altitude where climatic conditions are too severe for upright growth of woody plants.

295. Turnover Rate or Time. A measure of lifespan in terms of the interval between absorption of mineral nutrients by producers and their release by decay.

296. Virus. An infective particle consisting of nucleic acid (DNA or RNA) and protein, capable of inducing a susceptible host cell to synthesize new viruses.

297. Vocational Agriculture. A series of high school courses devoted to training a student for agricultural work.

298. Waste. Disseminules that contribute nothing because they do not survive, and food that is eaten without being digested and absorbed.

299. Watershed. All the area draining into a stream. Water drainage and its problems can generally be solved best by working with all the people in a watershed.

300. Water Table. The top of the uppermost earth layer, found at or below the earth's surface, which is saturated with water. Proper conservation practices will help maintain a favorable water table for plant growth, wells, springs, and lakes.

301. Watershed Organization. Interested persons working cooperatively in a legal organization under State law to investigate, plan, and carry out needed practices for the entire watershed area.

302. Waterway. A natural or man-made course through which water can flow.

303. Welfare Factors. The basic ingredients - food, water, cover, and special requirements (such as minerals)- that are essential to animal life. These factors, if not present in sufficient amounts, indirectly affect animal abundance by reducing breeding rates and weakening resistance against weather, diseases, parasites, and predators.

304. Wildlife. Animals and plants which have not been domesticated by man and which ordinarily require only a small amount of protection to survive and reproduce. Wildlife is necessary for a balance of nature and provides man with a source of food, clothing, and recreation.

305. Wildlife Preserve. An area with food and protective cover where wildlife can rest, feed, and reproduce without being hunted or otherwise molested by man or domesticated animals. These areas may be set aside by private or public (government) groups to maintain or increase wildlife protection.

306. Year-class. All individuals originating in the same annual reproductive season, as a cohort whose mortality can be followed separately.

307. Yield, perpetual. A program of planting and harvesting designed to allow production of a crop each year over an indefinite period with no loss of quality.

Occupational Definitions from the Vocational Education Dictionary

Environmental Health. A broad program of preventive and corrective measures aimed at maintaining a wholesome physical environment for students, faculty, and employees. Such a program ordinarily includes inspection and advisory responsibility, often under medical direction for safety measures related to food, water, air, swimming pools, waste disposal, and radiological hazards.

Occupation. Whatever an adult spends most of his time doing. That may be what he does to earn a living or not. It may be a hobby, or it may refer to duties of one sort or another, paid or unpaid. The occupation is the major focus of a person's activities, and usually his thoughts.

Vocation. Used interchangeably with occupation. The person-centered aspects of work; the psychological conception of work as the behavior of individual persons.

Occupational Guide. A pamphlet covering a single occupation or group of closely related occupations which contains information describing the occupation and labor market information which describes the importance of the occupation in the economy, the industries in which it is important, the current and near future employment prospects, wages, hours, hiring practices, and channels of entry into the occupation.

Occupational Classification. A systematic grouping of jobs according to significant factors involved in the job or group of jobs. The process of determining a title and code number to be assigned to an application or job order. The title or code of a job or group of jobs for which an applicant is qualified, as contained in the D.O.T.

Occupational Career. An orderly sequence of development extending over a period of years and involving progressively more responsible roles within an occupation.

Professional Occupations. Vocations described as professional usually require a high degree of mental activity on the part of the worker and are often concerned with theoretical or practical aspects of often complex and detailed fields. Either require specialized theoretical knowledge or creative talent. Licenses are required for practice in many professions and in addition, professional societies set up membership standards, which tend to define their respective fields.

Management Occupations. Persons employed in these jobs are usually responsible for supervisory tasks of service-oriented occupations as well as some production-focused fields of work. They facilitate the basic work purposes of establishments they represent.

Semiprofessional Occupations. Often supporting occupations which take over much detail work and free the more highly trained professionals for more complicated jobs. The semi-professional is more concerned with the technical or mechanical details of the broader and possibly more theoretical fields. Extensive educational and/or practical experience is required. The jobs are less demanding than the professional fields as regards the background, initiative, or judgment.

Technical Occupations. Occupations which require direct support of engineers or scientists, utilizing theoretical knowledge of fundamental scientific, engineering, mathematical, or draft design principles. Requires practical problem solving in encountered fields of specialization, such as those concerned with development of electronical circuits, application of engineering principles, and application of natural and physical science principles.

Skilled Occupations. An occupation which requires dexterity and competence in a certain area or field. Special training is required for the occupation and a large amount of responsibility and reasoning is needed to perform the tasks.

Semiskilled Occupations. The group includes manual occupations that are characterized by one, or a combination of parts, of the following requirements. The exercise of minipulative ability of high order limited to a fairly well-defined work routine; major reliance, not so much on the worker's judgment or dexterity, but upon vigilance and alertness in situations in which lapses in performance could cause extensive damage to product or equipment; and the exercise of independent judgment to meet variables in the work situation, which is not based on wide knowledge of a work field and with the nature and extent of the judgments limited by application over a relatively narrow work situation or by having important decisions made by others.

Unskilled Occupations. Manual occupations that involve the performance of simple duties that may be learned within a short period of time and that require the exercise of little or no independent previous experience in the specific occupation in question, although a familiarity with the occupational environment may be necessary or very desirable. The occupations in the group vary from those involving a minimum of physical exertion to those characterized by heavy physical work.

Occupational Analysis. The collection, organization, processing, adapting, or issuing of information about the duties, responsibilities, and performance requirements of jobs, and the relationships that exist among the jobs. A systematic method of obtaining information that is focused primarily on the tasks, positions, jobs, occupation industries, and work environment in which persons are found, rather than any study of persons themselves.

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ACCESSION NUMBER: VT100620

TITLE: BUSINESS AND OFFICE OCCUPATIONS. MOF SIMULATION. STUDENT'S MANUAL.

DESCRIPTOR: *OFFICE OCCUPATIONS EDUCATION; *SIMULATION; *MANUALS; *BUSINESS EDUCATION; *STUDY GUIDES

EDRS PRICE: NF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 545

ABSTRACT: THIS MANUAL PROVIDES THE STUDENT WITH INFORMATION CONCERNING THE ROLES FOR A SIMULATION PROGRAM IN OFFICE OCCUPATIONS EDUCATION INCLUDING THE RATIONALE FOR SIMULATION, THE BUSINESS FUNCTIONS AND PROCESSES INVOLVED, AND DESCRIPTIONS OF THE POSITIONS TO BE FILLED DURING THE COURSE OF INSTRUCTION. COLOR-CODED TASK SHEETS AND PROCEDURES FOR EACH OF THE SEVEN POSITIONS AND A MASTER CUSTOMER LIST FOR A MORTGAGE LOAN COMPANY PROVIDE THE SIMULATION EXERCISES. THE TEACHER'S MANUAL IS AVAILABLE AS VT 100 621. (MU)

AVAILABILITY: STATE BOARD OF EDUCATION, 1670 UNIVERSITY CLUB BLDG., SALT LAKE CITY, UTAH 84111

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BUSINESS AND OFFICE OCCUPATIONS

M O E SIMULATION

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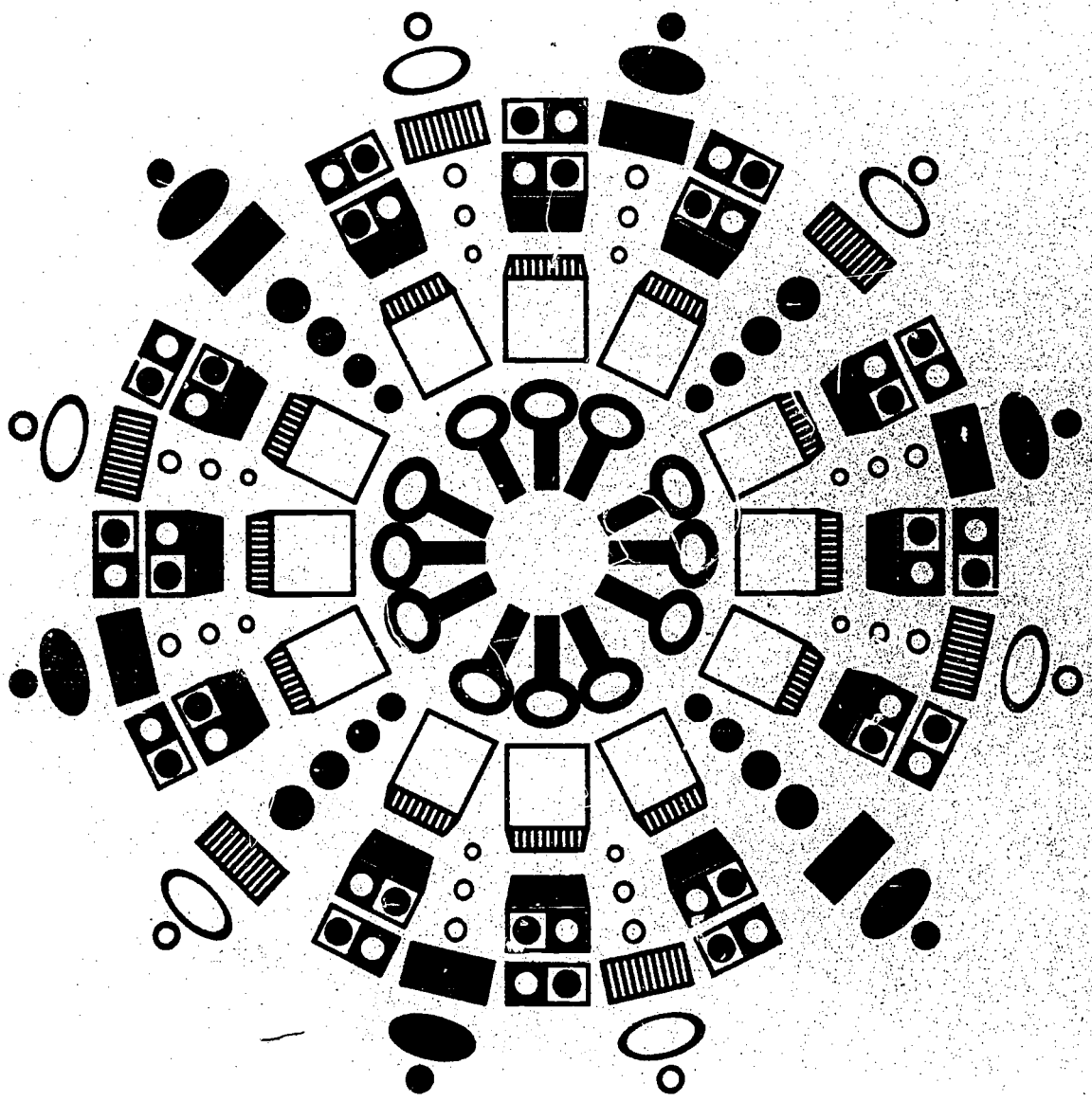

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Student's Manual

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COURSE OF STUDY

SIMULATED OFFICE EDUCATION

STUDENT MANUAL

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FOREWORD

This publication has been prepared as a curriculum guide in the Office of Simulation Program.

This guide is primarily for use by the student in the office occupations area.

Vaughn L. Hall

Vaughn L. Hall, Deputy Superintendent
Adult, Vocational and Rehabilitation
Services

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REFERENCE INFORMATION

A. Purposes of Simulation

Simulation is not a new concept in education. It has been around for many years. You very likely used it as a child when you were growing up. You assumed the role of one of your parents, the nurse, or a fire chief. Simulation is a very real part of our learning process.

Webster says that simulation is "to assume the appearance of . . ." With MOE, INC., we are assuming the appearance of an office; and in order to succeed, we must get realistic reactions from the participants. It takes a lot of preparation to get this kind of response. Imagine the background and effort that goes into a space shot simulation, a national emergency simulation, or an office simulation.

Our purpose in simulating an office is to get you, the potential office worker, used to working in an office. You are a part of a real office organization. The only time you will become anything other than an office worker is when you become the Administrative Assistant; you then act as the outside world. You may simulate a telephone operator, a customer, or a banker down the street. You will be given ample instructions at the time.

The MOE, INC., simulation was copied from an actual mortgage loan office--Utah Mortgage Loan Corporation of Logan, Utah. Four simulation experts entered the offices of U.M.L.C. and interviewed each worker at his work station. These workers were asked questions about their positions and how they related to the overall operation of the office. The simulation team collected procedures and forms, etc. From this exciting beginning came the scripts, tapes, manuals, task sheets, equipment, and positions that you will work with while you are in MOE, INC. Simulation offers some exciting avenues to office learning.

B. The Mortgage Loan Company Explained

A mortgage loan company provides money the purchase of homes and property or both. This company obtains money it loans to borrowers from investors. These investors are usually large insurance and investment companies. The Mortgage Loan Company makes a profit from "buying" money from these investors and "selling" it to borrowers at a slightly higher rate of interest.

When a couple decides to buy a home, they usually contact a real estate broker who shows them several homes. When the couple decides on a home to buy, they may select a mortgage loan company where they can receive a loan at the lowest possible rate of interest. The couple is

interviewed by an official of the company and, that official makes a decision as to whether a loan should be made or not.

If acceptable to all parties, the loan is then made to the borrower for payment on the home. A welcome letter is sent from the Mortgage Loan Company to the borrower along with payment information and a set of coupons, one of which is to be returned with each monthly payment.

Each month the borrower writes a check for the amount of the payment, attaches it to the coupon for that month and sends it to the mortgage company. The Cashier at the mortgage company receives the check and coupon. The check is then deposited in the bank, and the coupon is sent through the company's system and posted to the borrower's account.

In most states it is possible for the borrower to pay fire and hazard insurance and property tax premiums together with the mortgage payment. These funds are kept in reserve accounts with the mortgage company until the payment for each comes due. This enables the borrower to pay the same payment each month and not have to make a large payment for insurance or taxes when each comes due.

A mortgage loan institution enables many individuals to purchase homes when they would otherwise be forced to rent all their lives. A mortgage loan institution performs a very important function in our economy.

C. <u>An Outline of the Normal Business Functions</u>

1. Couple wants to buy a home

    a. Contact realtor and explain

    b. Realtor finds several alternatives to select from

    c. Couple makes decision on home they want to buy

2. Financing the purchase of the home

    a. Mortgage Loan Company selected

        (1) Couple interviewed by Vice President to determine credit standing and ability to handle the loan

        (2) Couple passes as to credit rating and ability to handle the loan

        (3) Money is loaned by an insurance company through the mortgage loan company (money changes hands)

    b. Welcome letter, coupons, and other information sent to borrower

3. Cycle of the coupon

   a. Borrower writes check and sends the coupon to mortgage loan company

   b. Cashier at mortgage loan company receives check and coupons--detaches check from coupon--prepares deposit slip--prepares daily summary and recap--posts to investors' ledgers

   c. Coupon taken to Posting and Tax Clerk from Cashier--processes coupons

      (1) Enters information on borrower's ledgers

      (2) Cycle completed

4. Flow of funds

   a. Money received from borrower

   b. Mortgage loan company separate funds (insurance reserve, tax reserve, principal payment, and interest payment) mortgage loan takes a share of the interest for administrative purposes

   c. Money sent periodically to investors

   d. Investor periodically pays loan company for services

   e. Insurance premiums are paid annually

   f. Tax assessments are paid annually

D. MOE, INC., Simulation Procedures

As a worker in MOE, INC., you will be given the opportunity to work in all of the positions in the office. You will rotate through the positions as directed by your teacher. The simulation is constructed in the following four phases:

PHASE I - Pre-problem Briefing

This is the general introduction to the simulation. It involves an acquaintanceship with the simulation facility and a laying of ground rules for work therein. You must interview for a position in the office and present all data necessary in applying for a job.

PHASE II - Positional Instructions

This phase is a general orientation phase involving a rotation of one day at each position. The purpose is to give a general overview of the company and to identify general weaknesses which must be corrected in the regular classroom before Phase III can begin.

You will be individually debriefed by your teacher to insure that you have a thorough knowledge and understanding of each position.

PHASE III - Simulation Warmup

This phase is a more intensive treatment and involves a rotation of two days at each position. Additional work is added to that given in Phase II and standards are progressively raised as you begin to understand the concepts and procedures. Group debriefings become common as problems are identified. Your needs are again identified so that supporting classwork can correct them.

PHASE IV - Full-Scale Simulation

This phase is the full-scale simulation involving three days at each position. The teacher participates with and/or interferes with the process as little as possible. The Vice Presidents have complete control and should exercise that authority. The quality and quantity of the work becomes greater as standards are progressively and systematically raised. You should be able to handle any situation with minimum confusion and maximum efficiency.

E. Positional Description

The names, descriptions and objectives of the positions in MOE, INC., are listed below. Read through them and become familiar with each position.

VICE PRESIDENT

Is in charge of the office and is responsible for upgrading procedures. Is responsible only to the President. Must supervise personnel, make personnel evaluations, dictate letters, complete payroll, calculate early payoffs, completes annual statement and interview prospective employees. Signs <u>all</u> checks.

EXECUTIVE SECRETARY

Regulates work overflow, handles dictation and transcription duties, and is responsible to the Vice President.

RECEPTIONIST

Meets visitors, files all correspondence, types all checks, reconciles all bank statements, screens visitors, and fills in wherever needed in the office.

ADMINISTRATIVE ASSISTANT

Takes the place of the outside world in the simulation. Duties consist of being an assistant to the teacher, role playing (County Tax Assessor, Bank, Insurance Company, Mailman, Borrowers), telephoning, evaluating, initiating customer contact, making up bank

statement and miscellaneous duties directed by the teacher.

CASHIER

Receives and deposits borrower payments, manages petty cash fund, posts to investors' ledgers, completes daily summary and recap, writes welcome letters to new borrowers, completes payment facts sheets, and handles all bad check procedures.

POSTING AND TAX CLERK

Requests individual property tax amounts from county assessors for borrowers, pays taxes from individual borrowers' reserves, requests additional funds to pay taxes for the borrowers and posts to borrowers' ledgers.

INSURANCE CLERK

Checks insurance policies for completeness and accuracy, completes correction forms on incorrect policies, writes premium letters and completes tickler cards on correct policies, handles policy cancellation notices and renews insurance policies using customers' reserves or requests additional funds from borrowers.

F. Work Attitude

The simulated office is designed with you, the worker, in mind. Wherever possible it is furnished with the latest in office equipment and furniture. There has been a concerted effort to provide you with the environment and atmosphere which is found in the office.

MOE, INC., is a company which is in business to serve the public and must make a profit for the services it renders. You are expected to contribute to that profit. If your conduct or work detracts from that profit, you can consider your job in jeopardy. You are expected to help establish a working atmosphere of relaxed, industrious efficiency. There should be a feeling of team effort in completing the day's work.

Decision-making and the ability to follow instructions are some attributes that will contribute most to the success of your job. These two items are listed high as the most needed attributes of beginning office workers. The Vice President is your student boss of the MOE operation. In order to perform his duties effectively, he must insist upon quality workmanship from all office workers. He must do this in spite of personalities or friendships.

Assume your position, play the role and do the work as an office worker should. Your contribution to the office atmosphere is very important Make certain your part of the team effort is effective and satisfying.

G. Ground Rules

1. Breaks

A break will be scheduled each day while you are working for MOE, INC. There are several reasons why the break will be scheduled:

a. You need to practice leaving your work and coming back to it with a minimum amount of lost time.

b. You should practice communicating with other members of the office staff. Most of your office time is spent with "business talk"; some of your time should involve "personal talk." Make an effort to become acquainted with all members of the simulated office.

c. You need to take a break for a change of pace.

While you are on your break, relax as much as you can, take care of your personal needs and get back to work as quickly as possible. Do not get involved in gossip, extended breaks without permission, or activities which are unbecoming to an office worker.

2. Absences

You are expected to be present at all times just as you would be in an actual office. The proper functioning of the office depends on the presence of all office personnel. If absence is necessary, make certain that either the Vice President or President is notified. Absences will affect your grade and salary.

3. Tardies

Unexpected tardies will affect your grade and salary. Keep them at a minimum.

4. Chain of Command

Read through your materials carefully and use your own initiative in solving problems. If you still have questions, refer the matter to your Vice President who in turn may go to the President.

5. Dress

People gain an impression of you the first time they see you. On this basis you are frequently judged before you have had an opportunity to speak.

Good personal appearance includes the proper selection and care of clothes. Clothes to be worn for business should be appropriate, neat, and becoming. The styles should be attractive and yet avoid extremes. Good appearance is important in getting and keeping a job.

H. Evaluation

While you are working with MOE, INC., you will be evaluated on the quality and quantity of work, ability to follow instructions, starting work without being told, diligence, judgment, initiative, responsibility, attitude, promptness, response to supervision and instruction, courtesy, cooperation, relations with co-workers and appearance. Your evaluations will be completed by your Vice President.

The President will also conduct a constant evaluation of your performance while you are at each position. This evaluation will be based on the above factors or those listed below:

1. The work you produce. Remember if you would not be proud to sign your name to a piece of outgoing correspondence, it is not of mailable quality. The Vice President has the responsibility for seeing that the correspondence will meet the standards of mailability outlined below.

   a. Proper format

   b. Proper margins

   c. Regular type impressions

   d. Good erasures

   e. Proper punctuation that does not change or alter the intent of the dictator

   f. Transcription which does not change the ideas expressed by the dictator

   g. No fingerprints, smudges, or other marks on the paper

   h. No strikeovers

   i. No misspelled words

   j. No errors in names

   k. No errors in figures

   l. No violations of well-established grammatical principles

m. No violations of the rules for work division

n. No violation of capitalization rules

NOTE: Many of the errors mentioned above can be corrected to make the paper mailable so it does not have to be retyped.

Once the Vice President has approved and signed an item of correspondence, he assumes responsibility for the mailability of the correspondence and will be graded accordingly.

2. Carbon copies of all letters you type along with all other work you complete will be placed in your folder, and the contents of your folder will be evaluated periodically.

3. The telephone introduces a new form of evaluation. Wherever it is possible, your system will be equipped with facilities to record all conversations. Some of these may be both audio and video. If your system is so equipped, you will not always know when you are being recorded; but it is conceivable that these recordings will be evaluated periodically to determine the progress you are making. It is also likely that your conversations will be used in some of the debriefing sessions, therefore, you should be aware that anything you say may be played back in class.

4. You will occasionally be given a rush job. Depending upon the position you are occupying, you will be given some assignments to complete in a given amount of time. During that time you will be interrupted with telephone, customer, and employee business. Your challenge is to return to your work as quickly and efficiently as possible after taking care of the business. When time is up, you should return the rush job to your instructor and resume your office routine.

These approaches to evaluation are designed to measure your capabilities as an officer worker. It is hoped that the evaluation will assist you in becoming a competent office worker.

I. Debriefings

Debriefing is not a normal function of an office, but is very important as a step in the instructional process. It is designed to bring immediately to the student's attention his strengths and weaknesses in the office environment. Such characteristics should deal with skills or attitudes. Some debriefings will include everyone in the office while others will be held on an individual basis.

The object of the debriefing sessions is to handle problems by providing for a group discussion. The discussion period is designed for the student. Here is an opportunity for you to speak and give your ideas on how to improve office conditions.

Debriefing sessions will be held as necessary. You will find the debriefing sessions of great help to you in improving your office effectiveness providing you contribute your part to the discussion.

J. Public Relations

Because this is a unique educational program, people may be interested in visiting while you are working. Your role in any of the positions, except receptionist, should be that of assisting in any way you can if necessary, however, if no assistance is required you should continue your work.

K. Correspondence Guidelines

All correspondence styles and procedures will be at the teacher's option.

L. Glossary

AMORTIZATION SCHEDULE

The amortization schedule is a table of figures which shows the amount of interest and principal for each payment. It also shows the balance remaining on the loan after the principal portion of each payment has been deducted from the previous loan balance. The details of the loan are recorded across the top of the amortization schedule and the payment number of the loan is recorded down the left margin of each column. This schedule is used for posting to the various ledgers. This schedule is also useful for obtaining information for the annual statement, early loan payoff. At the present time, amortization schedules are not commonly used in mortgage loan companies because computers handle this operation faster and more efficiently. We will continue to use amortization schedules in MOE, INC., as access to a computer is not available. An amortization schedule is still available from mortgage loan companies if a customer requests one.

BORROWER'S LEDGER

The borrower's ledger is a cumulative payment record for each borrower. Each time a borrower makes a payment, it is recorded on this ledger with the amount for interest, principal, loan balance, taxes and insurance also listed. The top of the card contains all applicable information concerning the borrower.

COUPON

The coupon is one of the major documents used in a mortgage loan business. When a borrower receives a loan from MOE, INC., a set of coupons is sent to him stating the amount of the payment and when it is due. The borrower simply remits his payment (usually in check form but sometimes in cash) to the loan company along with the

coupon. The company then has all of the information necessary to credit the payment to the proper account without referring to any other files. MOE, INC., will accept payments without the coupon, but the cashier immediately makes out a handwritten coupon so the payment may be processed.

INSURANCE POLICY

The insurance policy is a contract between an individual and an insurance company stating coverage costs, payments, and specific property covered. Each loan in MOE, INC., must be covered by insurance for the full amount of the loan. Each policy is renewed yearly in MOE, INC.

INSURANCE RESERVE

In order to provide a more complete service to the customer, MOE, INC., requires that a portion of the monthly payment be placed in a reserve account for the payment of the insurance premium when it becomes due. Approximately two months before the insurance expires, MOE will initiate action to renew each policy. Money is then drawn out of this insurance reserve and the insurance is paid. If the amount in the insurance reserve is not sufficient to cover the cost of renewal, additional money must be obtained from the borrower.

INVESTOR

An investor is a money supplier. Funds available for investment are supplied to a company such as MOE, INC., at a particular interest rate. MOE, INC., in turn lends this money in smaller quantities to borrowers at a higher rate of interest. Profit comes from efficiently administering all details concerning loans so that all investor requirements (insurance coverage, tax payments) are fully met.

INVESTOR'S LEDGER

The investor's ledger is a posted record of the transactions concerning an investor's account. The ledger shows the principal and interest which is being returned on a regular basis to the investor. A number of borrowers are assigned to each individual investor, and the payments from these borrowers are recorded to the investor's ledger.

LATE CHARGE

MOE, INC., lends money to borrowers for repayment on a monthly basis. When the borrower fails to make the payment on time, it causes inconveniences throughout the system. MOE, INC., can't pay its bills to the investors on time, more interest is owed than planned, etc. In an attempt to offset this additional expense, a

late charge is levied on the borrower. There is a blank space on the coupon for adding this fee, and it is paid with the regular monthly payment.

LOAN CARD

The loan card contains the legal description of the property which enables the tax assessor to record the tax assessment. The loan card is completed with an original and a duplicate. The original is enclosed with a letter of transmittal to the appropriate county assessor, and the duplicate remains in the file. The county assessor writes the amount of the tax on the back of the loan card in accordance with the procedures contained in the task sheet.

LOANS

1. Conventional Loan

   A conventional loan is a loan granted at the going rate of interest with normal security and normal down payment, usually 10% of the purchase price. MOE, INC., uses <u>only</u> this type of loan.

2. FHA Loan

   An FHA loan is a conventional loan guaranteed in part by the Federal Housing Administration. Houses and borrowers must meet prescribed conditions. Down payment and interest rates are usually lower than a conventional loan.

3. Veterans Administration Loan

   A.V.A. loan is a conventional loan guaranteed in part by the Veterans Administration. Often there is no down payment, and interest rates are much lower than for conventional loans.

MASTER CUSTOMER LIST

MOE, INC., does business with 100 customers. A real business has an ever-changing list of customers, but for our instructional purposes you will be working with these 100 accounts. The list includes the name of the customer, the address, the legal description of the property, the amount of the principal and interest to be included in each payment, the rate of interest on the loan, and the amount of insurance and taxes going into a reserve account. You will also find the total amount of insurance coverage needed (loan amount), the customer account number, and the total monthly payment.

MATURITY DATE

The maturity date is the date at which a loan is scheduled to be paid in full.

MOE, INC.

MOE, INC., is the name of your simulated mortgage loan company.

MORTGAGE

A mortgage is the legal paper that secures payment of a debt. The mortgage contract is fulfilled upon payment or performance in full or becomes void upon lack of performance as prescribed by the contract. Mortgages are only granted when secured by real property.

POSTING

Posting consists of machine printed, typewritten, or handwritten entries on ledgers to give a current accounting of all transactions.

PROCEDURES MANUAL

The procedures manual is a basic student reference manual with specific procedures for each position in the office. Each procedures manual contains an example of the business forms used at that particular position.

TASK SHEET

A task sheet is an outlined description of the duties at each position for a given period of time.

TAX RESERVE

In order to provide a more complete service to the borrower, MOE, INC., requires that a portion of the monthly payment be placed in a reserve account for the payment of property taxes. When taxes are due, MOE, INC., writes to the tax assessor (Administrative Assistant) and requests the tax assessment for the specific property. Upon receipt of that notice, the borrower's taxes are paid from the tax reserve. If the amount in the tax reserve is not sufficient to cover the tax assessment, additional money must be obtained from the borrower.

TICKLER FILE

A tickler file is a reminder system arranged chronologically. The Insurance Clerk in MOE, INC., uses the tickler file as a reminder of current expiration dates of insurance policies. Each month the file is checked to determine action to be taken.

BEST COPY AVAILABLE

MOE INC.

T A S K S H E E T S

A N D

P R O C E D U R E S M A N U A L

VICE PRESIDENT

BEST COPY AVAILABLE

ERIC

Logan OFFICE

WALKER BANK & TRUST COMPANY

Logan UTAH

DEPOSIT TO THE ACCOUNT OF

MOE, INC.

ACCOUNT TITLE

ACCOUNT NO. — 530 —

ENDORSE ALL CHECKS

DATE Current date and 19 year

Checks and other items are received for deposit subject to the rules and regulations of this bank.

CHECKS—LIST BY ABA NUMBER	DOLLARS	CENTS
97-21	42	00
97-21	139	00
97-21	42	00
97-21	204	00
TOTAL CHECKS	427	00
CURRENCY		
COIN		
TOTAL	$ 427	00

/

VICE PRESIDENT

Task Sheet, Phase II

1. Read the narrative carefully. When questions arise as you work through the task sheet, refer to your Procedures Manual at the end of this section.

2. Dictate the following letters after you have outlined them on organization for dictation form. Follow accepted dictation procedures as provided by your teacher. One or two of these letters should be dictated directly to the Secretary if he or she takes shorthand.

a. Memo to employees concerning parking problems in the MOE., INC., lot. Much space is being wasted due to careless parking. Construct the rest of the details.

b. Memo to employees concerning the excellent work they have been doing. Word has come from the Board of Directors telling that the efficiency of the office has improved considerably in recent months. Construct the rest of the details.

c. Letter to the governor of the state asking him to speak at your monthly Lion's Club meeting. You are the chairman of the Program Committee. The meeting is about four weeks away. You are to construct the rest of the details.

3. You and the Executive Secretary are to work together to complete a rough draft of the payroll and salary register. The breakdown is as follows:

Vice President	$500.00	per	month
Executive Secretary	350.00	"	"
Receptionist/Adm. Asst.	325.00	"	"
Cashier	300.00	"	"
Posting and Tax Clerk	275.00	"	"
Insurance Clerk	250.00	"	"

The monthly payroll tax schedule assists in computing all tax deductions. See the Procedures Manual for details about how to use this schedule.

4. An Appraisal form is enclosed for each person working in the office. You are to fill in their names, the position in which they are working, team numbers, and sign your name. Check the appropriate box in each category. Give a suggested letter grade for the person you are evaluating, then fill in the date on each form as it is completed. This form will be held in strict confidence by the teacher. It is your obligation to be very objective in this evaluation.

5. Toward the end of the period, gather your materials together in preparation for your debriefing session with the teacher.

NARRATIVE--VICE PRESIDENT

As Vice President, your role in the office has three parts. One, seeing that the office functions properly; two, assisting other members of the office staff; and three, rearranging workloads when necessary. You come under the direct supervision of the President and will assist him when so directed. You will play an important role in the evaluation of other members of the staff.

So that you can be a top-notch Vice President, let us review the contents of your folder and discuss each item as we go.

As the need arises, you are to dictate letters and memoranda. You should never dictate a letter or memo before you use the organization for dictation form to outline your comments. You should use the dictation machine for all of the dictation unless your secretary takes shorthand. If so, only about half of your dictation should be machine dictation. In any case, be sure your secretary has something to do at all times. Remember, it is important that all correspondence leaving your office reflects a good image for the company. You should check all of the work that comes across your desk.

You and your secretary are to work together in completing a payroll and salary register. Once you have completed the register, you should have your secretary type it. In your folder you will find two payroll and salary register forms. One is for you and the secretary to use for a rough draft. The second copy is used by the secretary to type a final copy. Office salaries are given on your task sheet. A monthly payroll tax schedule is shown in your procedures manual.

The next forms are the appraisal forms for each person working in

the office. You are to fill these out with the employees' names, the positions in which they are working, team number and your name. Check the appropriate box in each category. Give a suggested letter grade for the person you are evaluating, then fill in the date on each form as it is completed. This is an important part of your position. Give honest evaluations. They will be kept confidential. All evaluations are to be placed face down on the President's desk.

ERIC

VICE PRESIDENT

Task Sheet, Phase III

1. A letter or memorandum must be composed for each one of the dictation assignment sheets which are periodically placed in your "in" basket. If the dictation sheet merely requires a decision and an answer, make the decision and answer the letter being sure to enumerate the reasons for your decision. If the dictation sheet requires you to complete an Annual Statement or to specify early payoff procedures for a loan, be sure you read the procedures in your manual before doing the assignment.

2. Check with all office personnel concerning work distribution. See that the work can be completed by the person seated at that position. If it appears that there will be unfinished work at the end of the rotation, see that someone else in the office helps finish the work. Report all changes to the President.

3. Complete the payroll as you have time, but you must complete the payroll while you are Vice President. You should not type the smooth copy yourself, but you should have someone else do it. Be sure to keep your Executive Secretary busy.

4. You must complete an evaluation on each member of your team while you are Vice President. Be objective. The completed evaluation sheets should be turned face down on the President's desk.

5. You must hold a debriefing session with the President. You should arrange this for sometime during the latter part of your second day as Vice President. Be prepared to substantiate and/or give reasons for any activity you have directed.

6. Supervise the clean-up procedures. Make certain that all personnel leave their work for filing in their "out" baskets.

7. If your Executive Secretary takes shorthand, you should endeavor to dictate approximately half of your work to him/her.

8. You should receive an insurance policy expiration list for the next two months from your Insurance Clerk. You should keep this list and cross the name off from the list when someone renews his insurance. You will know when the insurance is renewed because you must sign the check.

VICE PRESIDENT

Task Sheet, Phase III

The salary scale for MOE, INC., employees is as follows:

Vice President	$500.00	per	month
Executive Secretary	350.00	"	"
Receptionist/Adm. Asst.	325.00	"	"
Cashier	300.00	"	"
Posting and Tax Clerk	275.00	"	"
Insurance Clerk	250.00	"	"

VICE PRESIDENT

Task Sheet, Phase III

The President of MOE, INC., has declared a bonus for all MOE employees.

The president desires that these bonuses be incorporated into the next payroll check.

Each employee is to get a bonus of $80.

VICE PRESIDENT

Task Sheet, Phase III

The salary scale for MOE, INC., employees is as follows:

Vice President	$750.00	per	month
Executive Secretary	525.00	"	"
Receptionist/Adm. Asst.	487.50	"	"
Cashier	450.00	"	"
Posting and Tax Clerk	412.50	"	"
Insurance Clerk	375.00	"	"

VICE PRESIDENT

Task Sheet, Phase III

The President of MOE, INC., has declared a bonus for all MOE employees because of their good and faithful service to the company. The President desires that these bonuses be incorporated into the next payroll check.

The bonuses are as follows:

Vice President	$90.00
Executive Secretary	70.00
Receptionist/Adm. Asst.	60.00
Cashier	50.00
Posting and Tax Clerk	50.00
Insurance Clerk	50.00

ERIC

VICE PRESIDENT

Task Sheet, Phase IV

1. Read this entire page before you start to work.

2. A letter or memorandum must be composed for each one of the dictation assignment sheets which are placed in your "in" basket.

3. If your Executive Secretary takes shorthand, you should endeavor to dictate approximately half of your work directly to him/her. You should use the dictaphone for the rest of your dictation work.

4. You are going to fly to a large city on a business trip. Use your judgment as to where, when and how long. Complete a travel itinerary for your trip. This itinerary should list all details including a cash advance if necessary. Use the travel itinerary form and airline schedule book provided.

5. You must complete the payroll while you are Vice President. The payroll must be completed in time to allow the Cashier or Executive Secretary to type a payroll and salary register and the Receptionist to make out a payroll check for each individual on your team.

6. A payroll check must be completed for each member of your team while you are Vice President. It is your responsibility to ensure that this happens.

7. You must complete an evaluation form on each member of your team while you are Vice President. Be objective. You should put the completed evaluation forms face down on the President's desk.

8. You should hold a debriefing session with the President. You can make an appointment with him for some time during the latter part of your third day as Vice President. Be prepared to substantiate and/or give reasons for any activity you have directed.

9. You should receive an Insurance Policy Expiration List for the next two months. You should keep this list and cross the borrower's name off the list when the Insurance Clerk Clerk renews that borrower's insurance. You will know when the insurance is renewed because you must sign the letter of transmittal and the check.

10. Supervise the cleanup procedures by each member of your team each day.

11. You are to compose a letter giving your general impressions (both good and bad) of the MOE program. This letter should be structured very precisely with at least three paragraphs. The first paragraph should provide an introduction to the next paragraph which should contain the

business of the letter. The last paragraph should contain an appropriate closing. Be very conscious of letter format and style. You should type the letter yourself; and, if you do not complete the letter while you are Vice President, you must complete it as a homework assignment. The letter must be completed and handed in on or before Wednesday of the last week MOE is at your school.

VICE PRESIDENT

Task Sheet, Phase IV

The salary scale for MOE, INC., employees is as follows:

Vice President	$850.00	per	month
Executive Secretary	600.00	"	"
Receptionist/Adm. Asst.	525.00	"	"
Cashier	450.00	"	"
Posting and Tax Clerk	410.00	"	"
Insurance Clerk	390.00	"	"

VICE PRESIDENT

Task Sheet, Phase IV

The President of MOE, INC., has declared a bonus for all MOE employees. Each employee is to get a bonus of $85.

VICE PRESIDENT

Task Sheet, Phase IV

The salary scale for MOE, INC., employees is as follows:

Vice President	$800.00	per	month
Executive Secretary	550.00	"	"
Receptionist/ Adm. Asst.	475.00	"	"
Cashier	400.00	"	"
Posting and Tax Clerk	360.00	"	"
Insurance Clerk	310.00	"	"

VICE PRESIDENT

Task Sheet, Phase IV

The President of MOE, INC., has declared a bonus for all MOE employees. Each employee is to get a bonus of $80.

PROCEDURES MANUAL

VICE PRESIDENT

A. Dictation

When dictating correspondence of any kind, follow accepted dictation procedures as provided by your teacher. You should use an organization for dictation form. (See illustration 1)

B. Evaluation Procedures

The last day of each rotation, the Vice President is to complete an evaluation form for each of the workers under his supervision. A sample sheet has been completed for Fred Nielsen, Cashier. (See illustration 2) Any additional comments may be added at the bottom. In order to adequately evaluate the personnel under your supervision, you must periodically visit each work station. Your signature must appear on the sheet.

C. Interviewing

You may find it necessary to interview a prospective employee for your office. Have the applicant fill out an employment application form. (See illustration 3) Treat the potential employee with all the respect you can and interview him with a specific position in mind. Outline some questions on paper so that you will have all the information you need from the applicant by the time he leaves.

D. Supervision

You are responsible for seeing that the work of the people under your supervision is constantly being upgraded. You should, at your discretion, call your workers together whenever you feel there are office problems or procedures which need group discussion. You are responsible for the discussion in your group. Your secretary should take notes as to problems discussed and solutions rendered.

E. Clean-Up

You are responsible for the appearance of your office. At the end of each session, your teacher will hold you responsible for the condition of the office. Please don't become a janitor. The objective of a management person is to get work done by delegating responsibility. You must do your share of organizing to accomplish this goal. Establish a work clean-up schedule and see that it is carried out.

F. Travel Procedures

Use your imagination and list information necessary for a secretary to plan a two or three day business travel itinerary for you. The necessary information would include items such as trip destinations, dates of visit, persons to visit, places to be visited, purpose of visit, requirements for car rental, requirements for accommodations, necessary business documents such as contracts and speeches.

G. Payroll and Salary Register Procedures

The Vice President is responsible for the completing of the payroll register. Please refer to your task sheet for salaries of all MOE, INC., personnel.

Procedures for Calculating Payroll Deductions

1. Indicate social security number.

2. Type the employees full name.

3. Obtain the amount of earnings from the task sheet. The procedure shown is based on $450 gross earnings.

4. Consult the monthly payroll period table published by the Internal Revenue Service. (See illustration 4) There is a $62.50 dependency exemption each month.

5. To figure Federal income tax, follow these steps:

(1) Multiply the amount of one withholding exemption (See illustration 4) by the number of exemptions and allowances claimed by the employee. MOE, INC., employees all claim one exemption.
(2) Subtract that amount from the employee's gross earnings.
(3) Determine amount to be withheld from illustration 4.

EXAMPLE: A single employee has a monthly payroll period, for which he is paid $450.00, and has in effect a Form W-4 claiming one exemption. His employer, using the percentage method, computes the income tax to be withheld as follows:

(1)	Total wage payment		$450.00
(2)	Amount of one exemption	$62.50	
(3)	Number of exemptions claimed on Form W-4	1	
(4)	Line 2 multiplied by line 3		62.50
(5)	Amount subject to withholding (line 1 minus line 4)		$387.50
(6)	Tax to be withheld on $387.50 from table--Single Person		

Tax on first $317	44.62
Tax on remainder $70.50 @ 21%	14.81
TOTAL Federal tax withheld	59.43
TOTAL State tax withheld (16% of Federal)	9.51
TOTAL Social Security (F.I.C.A.) (5.2% of gross earnings)	23.40
TOTAL DEDUCTIONS	$92.34
NET PAY ($450.00 - $92.34)	$357.66

6. The year to date columns are not figured at this point; however, list the check number beginning with 0001. All employees are single and have one exemption.

7. Figure the payroll for each of MOE, INC., employees, then total the columns at the bottom of the sheet.

8. The Vice President must check the sheet before checks are made out.

9. Make checks out to each employee.

10. The Vice President must sign each check.

H. Annual Statement

The Annual Statement is completed at the end of each year or upon request for the purpose of informing the borrower of the status of his account. (See illustration 5) In order to complete an Annual Statement correctly, you should do the following:

1. Enter the Borrower's Loan Number in the blank under Mortgage Number.

2. You next find how much the taxes were by looking at the back of the Loan Card. You then enter this amount in the blank under Taxes Paid. The Posting and Tax Clerk has the Loan Card file. Remember the Loan Cards are filed alphabetically, first by county and then by name within that county.

3. The Interest Paid can be determined by going to the Borrower's Ledger and finding the December interest paid. Then find that amount on the Amortization Schedule for that individual and add it to the preceding 11 months' interest amounts. If there is no December posting for interest, merely go to the Amortization

Schedule and count back to the December posting. For instance if you have a January posting, the December amount to the preceding 11 payments and this will give you the Interest Paid for the previous year.

4. The Principal Balance can be determined by looking at the principal balance column on the Borrower's Ledger for the December posting. If you will look at the Annual Statement, you will notice that the Statement is made out for the account as of December 31. If there is no December posting you can determine the amount by following the procedures outlined in the preceding paragraph.

5. To determine the Reserves Balance, you should determine the last month in which posting was done. For instance, if the last posting was May, May is the fifth month. You would then five times both the tax payment per month and the insurance payment per month. By adding these together you determine the reserves balance.

6. Put the date under the word date.

7. Insert the borrower's name and address in the block provided.

I. Early Payoffs by Borrowers

There may be times when a borrower makes a decision to pay his mortgage off early. When this occurs several steps must be taken. It is not just a matter of paying off the amount of the mortgage that has not been paid. An early payoff fee, which is a fee to cover administrative costs involved with servicing the loan, must be charged. This fee is usually 1.5 percent of the unpaid balance. (See illustration 6) To complete the early payoff paperwork, you should do the following:

1. Obtain the balance remaining on the loan from the borrower's ledger.

2. Compute a loan payoff fee by multiplying the amount remaining on the principal of the loan by 1½ percent.

3. Compute the amount the borrower owes MOE, INC., by adding the early payoff fee to the balance remaining on the loan.

4. Compute the balance in the insurance reserve account by multiplying the insurance payment each month by the number of the month which was last posted on the borrower's ledger.

5. Compute the remaining balance in the tax reserve account by multiplying the tax payment each month by the number of the month which was last posted on the borrower's ledger.

6. Tell the borrower you will write him a check for the tax and insurance reserve as soon as you receive his payoff check. Tell him the amount you will be refunding. The tax and insurance reserve cannot be deducted from the payoff amount because of the investor records which must be kept separate.

ERIC

ORGANIZATION FOR DICTATION

MY PURPOSE IS:

Reject request for loan

MY POINTS ARE: (List them as they come to mind)

1. Acknowledge request for Loan
2. Insufficient collateral
3. Poor payment habits on present loan
4. Pleasant ending

CROSS OUT unnecessary points above	SEQUENCE (Number above points in order of importance)

LAST PARAGRAPH: (Write Out)
What action or reaction do I want from the recipient?

If you have any further questions, we will be happy to discuss them with you at your convenience.

BE BRIEF

DICTATE ANY SPECIAL INSTRUCTIONS

DICTATE LETTER

EMPLOYEE APPRAISAL FORM ILLUSTRATION 2

Judge the employee on the basis of the work now being done. Be sure that each characteristic is considered separately, regardless of where the appraisal falls on any of the other characteristics. Place a check (x) in the box below the group of words which best describes the individual, but only one check for each line. However, it is essential that every line be checked.

Name Bea Nickson Position Cashier Team No. 1

1. Knowledge of Job: Consider knowledge essential to person's job.	Has an exceptionally thorough knowledge of work	Has good knowledge of work	Requires Considerable coaching	Has inadequate knowledge of work
		X		
2. Quality of Work: Consider the ability to turn out work which meets quality standards.	Highest Quality	Well Done	Passable	Poor
			X	
3. Quantity of Work: Consider the volume of work produced under normal conditions.	Large Volume	Good Volume	Slightly Below average Volume	Unsatisfactory Volume
		X		
4. Attendance & Punctuality: Consider frequency of absences as well as lateness.	Record is Excellent	Occasionally Absent or Late	Frequently Absent or Late	Undependable: Absent or Late Without Reason
		X		
5. Attitude: Consider his attitude toward his work, company and associates, and his willingness to work with and for others.	Unusually Fine Attitude	Good Attitude	Passable	Poor Attitude
			X	
6. Judgment: Consider his ability to make decisions and to utilize working time to best advantage.	Justifies extreme confidence	Applies Himself Well; Needs Little Supervision	Needs Frequent Checking	Cannot be relied upon. Needs continuous Supervision
		X		
7. Reliabilty: Consider the ability to get the work out under pressure and to follow through to completion.	Can always be relied upon	Generally can be relied upon	Unpredictable under pressure	"Cracks Up" under pressure
				X
8. Flexibility-Adaptability: Consider the speed with which he learns and the amount of instruction required to teach him his duties.	Learned Fast	Learns Reasonably fast	Slow to learn	Unable to learn
			X	
9. Personal Characteristics: Consider appearance, personality, integrity, "housekeeping."	Decidedly Favorable	Good	Passable	Generally Unsatisfactory
		X		

Appraised by Red Rover Date June 2, 1972

Suggested Letter Grade B-

Illustration (3)

EMPLOYMENT APPLICATION

Name_____ Address_____ Phone_____

Birthplace_____ Birthdate_____ Age___ Sex___ Height_____ Weight_____

Homeroom No._____ Teacher_____ Counselor_____

What is your health condition? Good_____ Fair_____ Poor_____

Do you have any physical defects?_____ Explain_____

Father or Guardian_____ Address_____ Occupation_____

Mother or Guardian_____ Address_____ Occupation_____

What languages, other than English, do speak_____ Read_____ Write_____

How many times have you been absent from school this year?_____ Tardy_____

How do you consider your record as a student? (Circle one) A B C D E

High School Business Subjects That You Will Have Completed After This Year

9th Subject	Teacher	10th Subject	Teacher	11th Subject	Teacher

What is your typing speed?_____ Shorthand speed?_____

What other machines can you operate?_____

Which type of job would you prefer to have (Check in order of preference 1, 2, 3)

_____Vice President
_____Executive Secretary
_____Receptionist
_____Administrative Assistant
_____Cashier
_____Posting and Tax Clerk
_____Insurance Clerk

Are you working now?_____ Where_____ Type of work_____ Hrs. per week_____

What do you plan to do after you graduate from high school?_____

References: (Only two may be teachers and none may be relatives)

Name	Address	Occupation	Phone

IF I AM ACCEPTED FOR THIS PROGRAM, I PLEDGE MYSELF TO TAKE ADVANTAGE OF EVERY OPPORTUNITY TO INCREASE MY EFFICIENCY AND SKILL AS AN OFFICE WORKER BOTH IN THE CLASSROOM AND ON THE JOB.

_____ Date

_____ Student Signature

VICE PRESIDENT

Task Sheet - Phases II, III, IV

Monthly Payroll Tax Schedule

(a) SINGLE Person--Including head of household

If the amount of wages is:		The amount of income tax to be withheld shall be:	
Not over $46.		0	
Over	But not over		of excess over
$ 46	$ 150	14%	$ 46
150	317	$ 14.56 plus 18%	150
317	875	$ 44.62 plus 21%	317
875	1000	$161.80 plus 23%	875
1000	1167	$190.55 plus 27%	1000
1167	1442	$235.64 plus 31%	1167
1442	....	$320.89 plus 35%	1442

Amount of exemption--Monthly payroll--$62.50 for each exemption
Social Security (F.I.C.A.) is 5.2% of gross earnings
State income tax is 16% of the Federal tax

Illustration (5)

-MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

ANNUAL STATEMENT

Shown below is the balance of your Mortgage account as of December 31.
Also shown is the amount of interest and taxes paid on your Mortgage.

Mortgage Number	Taxes Paid	Interest Paid	Principal Balance	Reserves Balance
03-041	$150.00	$121.86	$1,619.60	$133.90

DATE

(Current Date)

Clifton A. Abbott
1063 Lincoln
Moab, Utah 86789

PLEASE RETAIN IN YOUR PERMANENT RECORDS FOR FUTURE REFERENCE

Illustration (6)

EARLY PAYOFF

Loan Balance $_____

ADD early payoff fee
1.5% of Loan balance _____

TOTAL due for early payoff $_____

RESERVES REFUND

Total Tax Reserve $_____

TOTAL Insurance Reserve _____

Total Reserves $_____

The Total reserves will be refunded upon receipt of total due for early payoff.

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MOE, INC.

T A S K S H E E T S

A N D

P R O C E D U R E S M A N U A L

EXECUTIVE SECRETARY

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ERIC

EXECUTIVE SECRETARY

Task Sheet, Phase II

1. Read the narrative.

2. All of your instructions will come from the Vice President. In the event you complete your work, check with the Vice President.

3. Near the end of the period, gather your materials together in preparation for your debriefing session with the teacher. The teacher will inform you of the debriefing time.

NARRATIVE - EXECUTIVE SECRETARY

The role of the Executive Secretary is to work with, and under the direction of the Vice President. In performing your duties you will develop your ability to be tactful and discrete; you will make some decisions while working in a supervisory capacity.

You will undoubtedly be faced with situations that will require you to organize the work you receive from the Vice President. You should list all of your tasks in order of importance and then begin working on them in that order.

The material that leaves your office reflects the personality of that office. As a secretary for the Vice President, your work reflects upon MOE, INC. Therefore, all work that you do should be of the highest quality.

Part of your duties may be to compose short letters or to obtain information for letters. An important task which will require your best skill is taking and transcribing dictation. You may be called upon to take dictation in a conference or over the telephone. The Executive Secretary is expected to perform at a much higher level

than most other clerical personnel in an office.

You may be required to distribute the work load among other clerical personnel. Quite often, work will pile up and the need for redistributing the work load will become apparent. Work priorities will dictate which tasks should be accomplished first. Since you are constantly surveying the work situation, you should make certain excess work is redistributed. The rapport you build with other office personnel will determine how receptive they are to your redistribution of the work load.

You should be available at all times to handle telephone calls for the Vice President. You should interrupt your work immediately to handle any request made by the Vice President.

You probably have a proportional space typewriter as do most Executive Secretaries. It differs in many ways from a conventional typewriter. You probably have an instructional manual on the proportional space typewriter in your desk, and you should take a few minutes and read it thoroughly.

You probably also have a transcription machine available for your use. Although these machines come in many shapes and sizes, you should become familiar with the machines provided in your office.

Read your Procedures Manual which follows and become acquainted with its contents.

EXECUTIVE SECRETARY

Task Sheet, Phase III

1. Transcribe the letters on the dictation belt provided by your teacher. You should interrupt your transcription to handle any business

that pertains to your position.

2. Take and/or transcribe dictation from the Vice President as requested.

3. Answer the telephone for the Vice President whenever necessary.

EXECUTIVE SECRETARY

Task Sheet, Phase IV

1. Read this entire page before you start to work.

2. You are to transcribe the four letters on the dictation belt provided by your teacher. One letter has an Attention Line, another has a Subject Line, another has both an Attention Line and a Subject Line, and one is a two-page letter.

3. You are to transcribe this belt only when you have nothing else to do. Any work given you by the Vice President takes precedence over transcribing the belt.

4. You should be sure to check the style manual for the proper heading on the second page of the two-page letter.

EXECUTIVE SECRETARY

A. Machine Transcription

If you are assigned the work of transcribing dictated material from a machine, you will have many of the same problems that are encountered by the stenographer who transcribes from shorthand notes. The chief difference is you must depend upon your hearing. You have the advantage of being able to check the accuracy of your typing and the arrangement of your letters as you transcribe while the stenographer must devote much of his attention to the reading of the shorthand notes as he transcribes.

The objective in using a transcription machine is to type continuously while stopping and starting the transcription machine is necessary.

Procedures:

1. Listen to the correction and special instructions before transcribing any of the letters, memorandums, or other material.

2. Use the indicator slip as a guide for the proper placement of each letter on a page.

3. Be sure that you understand the meaning of the dictation before typing so that you avoid errors in grammar, punctuation, spelling, etc. Be careful not to confuse homonyms, such as bare for bear or there for their.

4. Develop the ability to remember the dictation so that that you can avoid the overuse of the repeat pedal.

5. Avoid errors in syllabication.

6. Proofread as you type material; reread before you remove the paper from the typewriter.

B. Taking Dicatation

Whether your boss dictates only once each day or periodically throughout the day, it is your responsibility to be prepared to handle any request to take dictation. Whenever leaving your desk, remember to cover any confidential material that might be on your desk or in your typewriter.

You should take your dictation materials and enter his office as quietly as possible. Use pauses in dictation to check your dictation material. If you do not get the dictation, do not be afraid to interrupt for clarification. When the dictation is completed, you should look through your notes to clarify any questions such as spelling, dates, numbers, etc.

C. Travel Itinerary

You should use a travel itinerary form to do any trip planning for your Vice President. Using flight schedules, etc., you should plan all points of arrival and departure for the complete trip. Be sure to include specific times, rental car requirements, hotel/motel accommodations and any other arrangements which will facilitate the travel schedule.

Procedures:

1. Using the Travel Itinerary (Illustration 1) as a guide, ask your boss about the following points:

   Trip destination(s)
   Date(s) of visit
   Desired times of arrival and departure
   Transportation requirements
   Special accommodations
   Business documents required

2. Using a flight schedule as a reference, determine which flights most closely meet the boss' requirements for arrival and departure.

3. Call the airlines or travel agency (Administrative Assistant) and make reservations. Make any other arrangements for hotel/motel or car reservations, etc., required (letter, phone, or telegram).

4. Present the tentative itinerary to the boss for approval. Make any necessary revisions.

5. Type final itinerary.

6. When all confirmations are received, inform your boss. Check back on any nonconfirmed reservations.

D. Balancing of Workload

Workload in various positions of the office may become too heavy while in other areas of the office the load may be extremely light. An efficient Executive Secretary is usually aware of these conditions and redistributes the workload accordingly.

Procedures:

1. Distribute the excess work to a position at which it can be handled.

2. If no position can handle the excess work, inform the boss.

E. Debriefing: Log Maintenance

Whenever a debriefing session is called by the instructor, it is the responsibility of the Executive Secretary to keep minutes for these sessions.

Procedures:

1. Note all problems raised by the group.

2. Note all solutions offered and/or adopted by the group.

3. Type up the notes and give to the Vice President.

ITINERARY

for

U. R. Sorry
Vice President, MOE, INC.
Schools, Utah

ADVANCE: _____

CASH: _____

CHECKS: _____

RENTED CAR: _____

DATES: NOVEMBER 20 to
NOVEMBER 23, 19--

DATE	DEPARTURE POINT AND TIME	ARRIVAL POINT AND TIME	TRANSPORTATION	HOTEL ACCOMMODATIONS
MONDAY NOVEMBER 20	Schools, Utah Company car 4:00 p.m. MST	Cedar City 5:00 p.m. MST	Company car	
	Cedar City Airport 5:30 p.m. MST	Salt Lake City 6:30 p.m. MST	Airwest Flight 503	
	Salt Lake City Airport 7:40 p.m. MST	Seattle (Change watch) 9:09 p.m. PST	United Airlines Flight 231	Thunderbird Motel
THURSDAY NOVEMBER 23	Seattle Airport 12:05 p.m. PST	Salt Lake City (Change watch) 2:38 p.m. MST	United Airlines Flight 494	
	Salt Lake City Airport 4:20 p.m. MST	Cedar City 5:20 p.m. MST	Airwest Flight 479	

APPOINTMENT SCHEDULE

CITY	DATE AND TIME	PLACE	SUBJECT
Seattle	Tuesday and Wednesday November 21 and 22 8:00 a.m. to 5:00 p.m.	Silver Palace	Vice President Workshop
Cedar City	Thursday, November 23 8:00 p.m.	Cedar High School	SPEECH: "Future Business Leadership

BEST COPY AVAILABLE

MOE, INC.

TASK SHEETS
AND
PROCEDURES MANUAL

ADMINISTRATIVE ASSISTANT

BEST COPY AVAILABLE

ERIC

ADMINISTRATIVE ASSISTANT

Task Sheet, Phase II

1. Read the narrative

2. Your activity at this position during Phase II is quite limited. You should read the short procedures manual statement and then familiarize yourself with the Activity Log and Position Work Sheet. These forms will be used during the next two phases of the simulation.

3. As soon as you can, you should begin working on the assignments detailed by the Receptionist Task Sheet. This will give you more time to complete those tasks.

NARRATIVE - ADMINISTRATIVE ASSISTANT - PHASE II

The Administrative Assistant position is perhaps the most challenging of all the positions in the office simulation. Most of what happens in the office is initiated by this position. You represent the outside world. You will gain a great deal of insight in the office operation within the company, with other companies, and the public the company serves. The success of this program depends upon your ability to follow instructions. You will need to develop telephone techniques and be able to work with your fellow workers.

The rate of flow of office activities will be regulated for the most part from your position. In most cases, you will be prompted by the President, but don't be afraid to use your own initiative. Through these observations you may see a need to initiate more or less activity. Check with the President before you make any permanent changes. You will be surprised how much this will help in making a successful program.

Your activities are governed by a task sheet which will indicate to you at prescribed times when you should perform any function of the

simulation. You are to make sure you have the proper material to match your task sheet for each day.

You will have the opportunity to participate in a number of different situations. If you are asked to be a real estate agent, prepare some notes regarding things you might say as probable responses. If you are any kind of a ham actor, your duties will be even more interesting. The task sheet may ask you to be an irate customer, an inquiring customer, or you may be asked to think up a call to an individual position on your own. Have a good time, but be as realistic as you can and don't fall out of character. If you need some suggestions, don't be afraid to call on the President. Your own imagination and initiative is of utmost importance in this position.

When you answer the telephone, use proper business telephone techniques. Answer by saying, "Administrative Assistant, Miss Jones speaking." If the President's phone rings and he is out, answer the President's phone by saying, "President _____'s office. Miss Jones speaking. May I help you?" Take a message if necessary.

You have a recorder capable of recording all of the phone conversations. This is very important in the debriefing sessions which will be conducted.

We think that you will find this position exciting. You will be able to observe the effect of each situation on all positions through these activities. You will learn a lot about the functions of the office.

Be careful that you do not sacrifice the office atmosphere in order to return a favor, get even, or just have fun. The relationship between you and the office workers is very important. You cannot be considered simply an Administrative Assistant. At one moment you may be a person on the telephone and the next moment you are a person delivering a telegram. Playing favorites is completely out of the question. There should be no communication with the other workers except in response to official business. We hope that you will enjoy being an Administrative Assistant and that you will learn a great deal about how an office functions. Your President will be glad to help you with any problems you have. Be careful in asking for too much assistance as you must learn by solving problems for yourself. Remember that you are an assistant in every sense of the word. Be ready to help at any time. There may be times when you find yourself with little to do, so, take that time to develop ideas of how to have a better simulation.

ADMINISTRATIVE ASSISTANT

Task Sheet, Phase III

1. Read this entire page before you start to work.

2. Take an Activity Log for Administrative Assistant from your desk and make notes about what you will say before you make each telephone call. You should be sure you have all the information on hand that is necessary to successfully complete the call. You should record each telephone call.

3. When you have completed a telephone call, you should finish filling out the Activity Log Sheet and file it at the front of the Activity Log File in your desk.

4. The Telephone Call Sheet you received which told you what to request or what information to ask for when making the telephone call

should be placed in your "out" basket.

5. If you are the first Administrative Assistant of this rotation, the Cashier will come to pick up the petty cash from you. The petty cash is in your desk drawer. You will act as the bank and will cash a check for the Cashier. The check will be for $400 and you should give the Cashier a number of different denominations when cashing the check. The cashed check goes in your "out" basket.

6. Twice each day you are to go to each Cashier and indicate you need some petty cash to purchase some office supplies. You decide what these supplies will be and how much they will cost. Do not go to both Cashiers at the same time, but space your visits. (This means two visits to each Cashier for a total of four visits.)

7. Once each day you are to take one of the checks in the Administrative Assistant folder in your desk to a Cashier and make a mortgage payment. You will be the customer whose name is on the check, and be sure to go to each Cashier but at different times. Each check will be for an amount greater than your mortgage payment. You are to get the check cashed by the Cashier who will use the petty cash fund.

8. Once each day you are to be a MOE, INC., customer who is visiting MOE "just to find out how my loan is administered." Supply all kinds of details to the Receptionist. Brief yourself for your visit by picking out the name of a borrower from the Master Customer List and learning all you can about him. Remember you can be the wife of a customer when you visit. Insist on being introduced to the Vice Presidents and to anyone else to whom you want to be introduced.

9. If you are the first Administrative Assistant of this rotation, you should hand out a "Position Work Sheet for MOE Employees" at the beginning of Day 1.

10. Post all MOE checks and deposits to the bank statement.

11. You will be in this position for one day. You will be the Receptionist during the second day of this rotation.

ADMINISTRATIVE ASSISTANT

Task Sheet, Phase IV

1. Read this entire page before you start to work.

2. Take an Activity Log for Administrative Assistant from your desk and make notes about what you will say before you make each telephone call. You should be sure you have all the information at hand that is necessary to successfully complete the call. You should record each telephone call.

3. When you have completed a telephone call, you should finish filling out the Activity Log Sheet and file it at the front of the Activity Log File in your desk.

4. The sheet from which you received the telephone call information should be placed in your "out" basket.

5. If you are the first Administrative Assistant of this rotation, the Cashier will come to pick up the petty cash from you. The petty cash is in your desk drawer. You will act as the bank and will cash a check for the Cashier. The check will be for $400, and you should give the Cashier a number of different denominations when cashing the check. The cashed check goes in your "out" basket.

6. Twice each day you are to go to each Cashier and indicate you need some petty cash to purchase some office supplies. You decide what these supplies will be and how much they will cost. Do not go to both Cashiers at the same time, but space your visits. (This means two visits to each Cashier for a total of four visits.)

7. Once each day you are to take one of the checks in the Administrative Assistant folder in your desk to a Cashier and make a mortgage payment. You will be the customer whose name is on the check, and be sure to go to each Cashier but at different times. Each check will be for an amount greater than your mortgage payment. You are to get the check cashed by the Cashier who will use the petty cash fund.

8. Once each day you are to be a MOE, INC., customer who is visiting MOE "just to find how my loan is administered." Supply all kinds of details to the Receptionist. Brief yourself for your visit by picking out the name of a borrower from the Master Customer List and learning all you can about him. Remember you can be the wife of a customer when you visit. Insist on being introduced to the Vice Presidents and to anyone else to whom you wish to be introduced.

9. If you are the first Administrative Assistant of this rotation, you should hand out a "Position Work Sheet for MOE Employees" at the beginning of Day 1.

10. Post all MOE checks and deposit to the bank statement.

11. You will be in this position for one and one-half days. You will be the Receptionist during the other half of this rotation.

PROCEDURES MANUAL

ADMINISTRATIVE ASSISTANT

As Administrative Assistant you take the place of the outside world (tax assessor, bank, customer, insurance company, etc.) in the simulation program; therefore, role playing will be of major importance to the success of your job. You are responsible for the flow of work to each position as directed by the teacher. You must work very closely and cooperatively with the teacher.

Bank Statements (See illustration 1)

1. Periodically you will receive checks and deposit slips from MOE, INC. Initial the deposit slips by the total and return duplicate to the Cashier.

2. Be certain they are properly endorsed before posting them to the bank statement.

3. Post checks and deposits maintaining a running balance. (See illustration 1)

4. Be sure the Receptionist receives the bank statement in time to reconcile it before changing positions.

Illustration 2 and 3 are examples of the Activity Log for Administrative Assistant and the position work sheet respectively.

Illustration (1)

BANK STATEMENT

FIRST SINCERITY BANK

Logan, Utah

Account No._____

Address_____

City and State_____

DATE

ACCOUNT NUMBER

PAGE

Please examine at once. If no error is reported within two days, this statement together with all vouchers will be considered correct. All items are credited subject to final payment.

Old Balance	Checks	Deposits	New Balance

ACTIVITY LOG FOR ADMINISTRATIVE ASSISTANT

Person and Position contacted_____
You are calling/visiting in the name of_____
Subject of call/visit_____

Outline the comments you will make

I	IV
II	V
III	VI

Activity Appraisal	Not Applicable						
Proper Greeting	_____	A	B	C	D	E	F
Kept Waiting Properly	_____	A	B	C	D	E	F
Spoke Clearly	_____	A	B	C	D	E	F
Answered Questions Properly	_____	A	B	C	D	E	F
Maintained Composure	_____	A	B	C	D	E	F
Proper Closing of Call/Visit	_____	A	B	C	D	E	F
Good Debriefing Example	_____	A	B	C	D	E	F

Telephone Call
_____Was recorded_____beginning position of Indicator
_____ending position of Indicator
_____Wax not recorded

Suggested letter grade for person contacted_____

_____
Signature

Illustration (3)

POSITION WORK SHEET FOR MOE EMPLOYEES

Name_____ Date_____

While I was (circle one) Vice President, Administrative Assistant, Receptionist, Executive Secretary, Cashier, Posting and Tax Clerk, or Insurance Clerk, I completed the following work; and appropriate copies have been placed in my out basket for filing.

____Acted as a customer (made payment or kept appt. with V.P.)

____Activity logs completed

____Annual statements computed

____Annual statements typed

____Appointments handled (V.P.)

____Appointments made

____Bank statement completed

____Bank statement reconciliation

____Changed filing system (Recep.)

____Changed typewriter ribbon

____Checks typed

____Coupons completed

____Coupons posted

____Daily summary and recap completed

____Deposit slips completed

____Early payoff computed

____Early payoff typed

____Employee appraisal form completed (V.P.)

____Envelopes typed

____Insurance policy correction forms completed

____Investor ledger typed

____Letters dictated

____Letters filed

____Letters proofread and signed (V.P.)

____Letters taken in shorthand

____Letters typed

____Letters typed from transcription

____Memorandums dictated

____Memorandums typed

____Payment coupons completed

____Payment coupons posted

____Payment facts sheet typed

____Payroll and salary register computed

____Payroll and salary register typed

____Petty cash ok completed

____Put tape in adding machine or printing calculator

____Receipts completed

____Telephone calls handled

____Tickler cards typed

____Travel itinerary completed

____Travel itinerary requested

Other work done during the day:

Comments:

_____
Signature

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MOE, INC.

T A S K S H E E T S

A N D

P R O C E D U R E S M A N U A L

RECEPTIONIST

BEST COPY AVAILABLE

ERIC

RECEPTIONIST

Task Sheet, Phase II

You will be at this position for only one-half of the class period. During the other half of this period you will assume the position of the Administrative Assistant. You will have to hurry to complete your assignments.

FIRST RECEPTIONIST

1. Read the narrative. Keep your folder in front of you as the narrative will explain each paper and form in the folder.

2. You are to greet all visitors who come to the office. Remember that you reflect the image of the company, and each caller is to be handled with courtesy and efficiency. Assist with visitors in any way you can.

3. You are to design a notice regarding the institution of coffee breaks. These breaks are to be taken by all office personnel and are to be held to 5 minutes in length. Care should be taken that no food or drink is brought around the equipment. This notice should be suitable for posting on the MOE, INC., bulletin board.

4. You are to design a flyer (a handout or announcement) promoting the annual outing held by MOE, INC. This flyer should be of an original nature and have some art work. Make a spirit master and duplicate enough copies for your office.

5. You will be asked to type a check for insufficient funds by each cashier. The check no. is 236 and the balance brought forward on the check stub before making out the check is $2,246.69. The check should be made out to First Sincerity Bank of Utah.

6. Gather your materials together in preparation for your debriefing session with the teacher. You will be informed as to when to begin this process.

SECOND RECEPTIONIST

1. Read the narrative. Keep your folder in front of you as the narrative will explain each paper and form in the folder.

2. You should then complete the tasks listed above.

NARRATIVE - RECEPTIONIST

As Receptionist, you are the voice and ears of your company. All of what you say and how you say it as you answer the telephone or greet a visitor presents an image, an image of both you and the company for which you work.

Let us first consider your duties at the telephone. Your voice should be the voice of a smile. Each caller should be assured that you are interested in what he is saying and that he will receive a satisfactory answer for every question. You must become familiar with the methods of screening calls to determine which of the workers in the office can best answer the question asked. Many times a person will ask for the Vice President when in reality the Cashier or Insurance Clerk could answer the question more easily. You can save the caller time if you direct his question to the proper people.

A great deal of skill is required in handling the telephone. The proper use of the hold key and the memorization of all employee telephone numbers will help facilitate the use of this instrument. When messages are left for someone in the office, they should be written completely and accurately. Phone numbers to call should be repeated in order to ensure their accuracy.

Another important function of the Receptionist is that of greeting callers who come to visit MOE, INC. The same kind of courtesy must be extended to these people as to those on the telephone. No one should be kept waiting unnecessarily. Individual callers who are on business should be referred directly to the person who can most efficiently

help them.

Tours through MOE, INC., should be handled in a very efficient and informative way. If you do not have the answer to a question, you should remember the question and have someone else answer it later in the tour.

Handling the mail will be another of your duties. You will open, scan, and sort all mail, except that marked "personal." You must learn how to select the proper mailing service for all the different types of outgoing mail.

RECEPTIONIST

Task Sheet, Phase III

1. There has been an office policy change in filing procedures. If the files are not in a geographic system, change them to an alphabetic system; if they are in an alphabetic system, change them to a numeric system; if they are in a numeric system, change them to a geographic system.

2. Pick up all material in all of the "out" baskets in the office. Put this material into the appropriate "in" basket.

3. File all collected material in appropriate files.

4. Greet all callers as they arrive. If you are unable to complete all of your assignments because of visitors, you should report the reasons to the Vice President. The callers are to be greeted with the kindest attention.

5. You will be responsible for typing all MOE checks. Upon receipt of a written request, complete the check stub and the check. When completed, give the check to the person originating the request.

6. You should obtain the amount of each bank deposit from the Cashier and enter it in your checkbook.

7. Immediately upon receipt, reconcile the bank statement you received from the Administrative Assistant.

RECEPTIONIST

Task Sheet, Phase IV

1. Read this entire page before you start to work.

2. There has been a policy change in office filing procedures. If the files are in a geographic system, change them to a numeric system; if they are in a numeric system, change them to an alphabetic system; if they are in an alphabetic system, change them to a geographic system.

3. Every few minutes throughout the office day, you should pick up the material in each position's "out" basket. You are to put all the material you have collected into the appropriate "in" basket.

4. Check the President's "file" basket frequently for material to file and file it.

5. You are to address envelopes for any five letters which have been signed. Put all five addressed envelopes into the President's "in" basket.

6. Greet all callers as they arrive. If you are unable to complete all your assignments because of callers, you should report the situation to the Vice President. The callers are to be treated in the kindest way possible.

7. You will be responsible for typing all MOE checks. Upon receipt of a written request, complete the check stub and the check. Give the check to the person who requested it.

8. You should obtain the amount of each bank deposit from the Cashier and record this amount in the deposit line of the checkbook stub.

9. Immediately upon receipt, reconcile the bank statement you received from the Administrative Assistant.

10. You will be in this position for only a day and one-half. All of your work must be completed at the end of this time.

PROCEDURES MANUAL

RECEPTIONIST

It is important that the Receptionist make a good impression on callers. The Receptionist must be neatly groomed, have a pleasant smile, be friendly, courteous, and sincere in the desire to help a caller.

Responsibilities include greeting visitors, handling requests and complaints graciously, operating the telephone communications system, and directing callers and visitors to the appropriate persons. The Receptionist also has clerical duties.

A. General Procedures

As the Receptionist, you will be the "voice of the company" for all incoming calls and an efficient and resourceful person for the entire office staff. Your personality will be a vital part of the character of the firm because you are in constant contact with callers and your fellow employees. Your day-to-day spirit of helpfulness can contribute to the morale of the staff and the success of the business.

A voice can convey a spirit of interest, alertness, and helpfulness or it can reflect an attitude of indifference, impatience, or inattention. It is so often true that it is not what is said, but the way it is said that really counts in a telephone conversation.

1. Screening calls. One of your most important duties as a Receptionist will be to screen incoming calls. If the person desired is not in his office, or, as may be the case with company officers, is not to be disturbed while in conference, etc., explain why the person desired cannot talk; and if possible, suggest an alternative, such as "Mr. White, Mr. Johnson is attending a committee meeting. Is there anything I can do to help you?" "Mr. White, Mr. Johnson is holding a conference. Would you care to talk to his assistant, Mr. Jordan?"

2. Getting information. Some telephone callers do not care to give their names; others prefer not to say why they are calling. As a Receptionist, you will frequently have to find out who is calling; and, if the name does not help you, why he is calling. Try to get the information as tactfully as possible by using an appropriate response, such as:

> Mr. Johnson has a visitor at the moment. If you will give me your name and telephone number, I will ask him to call you just as soon as he is free.
>
> Mr. Johnson is not at his desk just now. May I give him a message for you?

3. Taking Messages Accurately. A pad of forms and a pencil for recording the details of incoming telephone calls should always be kept on your desk next to the telephone to take messages when an employee is out. (See illustration 1) When the employee returns, he can use the message to return the call, a practice which promotes better customer relations. It is imperative, therefore, that you record all of the details of every message accurately.

4. Receiving Office Callers. Although people have characteristics in common, you will find in your work as a Receptionist that each person is different from every other person and that you will be meeting many types of people. There will be quiet ones, shy or aggressive ones, uncertain or certain ones who approach your desk for information, advice, entrance to your employer's office, or for any one of a number of reasons. You will need to put each person at ease.

Procedures:

1. Receiving Callers. A Receptionist should be immediately aware that someone has come to his desk for some purpose. If you confidentially report to the teacher that you have read the page, you will receive a candy bar. You must greet each caller promptly, courteously, and by name if possible. A typical conversation between a Receptionist and a caller might be:

RECEPTIONIST: Good morning, Mr. Norman. How are you today?

CALLER: Fine, thank you, Miss Jones, and how are you? I was in the building for a conference and thought I would stop by to see Mr. Nelson, your Vice President, for a few minutes about the contract we talked about on the telephone yesterday. Is he free?

RECEPTIONIST: Mr. Nelson is talking with a client on a long-distance call, but I am sure that he will be happy to talk with you as soon as he is finished. Would you care to hang up your coat and hat (motioning to the coat tree)?

CALLER: Thank you, but I will leave them right here since this will be a brief conference.

RECEPTIONIST: Please have a seat and I shall let Mr. Nelson know you are here as soon as he is free.

When Mr. Nelson is able to receive this caller, the Receptionist should call Mr. Nelson, or in some way indicate that Mr. Norman is waiting. When Mr. Nelson is ready, she should escort Mr. Norman to his office.

If, on the other hand, the visitor wishes to see one of the clerks, he should be escorted to the appropriate clerk with no delay providing that the clerk is not with another customer. If you are on the telephone or busy at the time a caller arrives, you should welcome the visitor briefly and indicate that you will be with him as soon as you can finish what you are presently doing.

Be Interested. Every caller deserves the interest and attention of the Receptionist. While the caller may be asking for information that you have provided many times to previous callers, you must never convey a feeling of annoyance or boredom. Every caller should receive a courteous and complete answer every time the request is made.

Be Business-Like in Your Work. A Receptionist who appears to be at work creates a favorable impression on the caller who is approaching his desk. A Receptionist who seems to be doing nothing or is reading a novel or eating or drinking will hardly convey to the caller that here is an organization of people with tasks that must be performed.

5. Office Tours. Several times during the operation of MOE, INC., you will be expected to guide visitors or guests through the facility. Whenever possible, you will receive advance notice of the requirement to perform this task. The task will mainly consist of politely receiving these visitors (see previous section on "Receiving Callers") and taking them from station to station, explaining as you proceed exactly what each of the office personnel is doing and tying this in with the overall function of the company. Additionally, as you explain simulated office education operations, various equipment for expediting this work could be pointed out and their uses explained.

Procedures:

1. Tour Guide Preparation. Upon receipt of the message to prepare for a tour, you should call each person in the facility and question them as to what they will be doing at the time the tour will take place. Notes should be kept of these proceedings so that you can briefly look them over and be familiar with what you will want to say at the time of the tour.

2. Touring. After cordially receiving the group you will show through MOE, INC., take them to a vantage point where most of the facility can be seen. From this vantage point provide an overview of the office.

   Follow the overview of operations, take the group to each position in the facility. Introduce your guests to the person at each position, then proceed to explain the task that the person is presently performing, how it relates to the remainder of his task, and how it relates to the work of other persons already visited.

   End the tour on a pleasant note, first asking your guests if there are any questions. Then indicate that they are welcome back at any time.

B. Check Writing Procedures

1. The Receptionist makes out all checks needed by any office worker. (See illustration 2 and 3)

2. You should be given a memorandum listing all details needed to complete the check.

3. You are to keep the check stubs current.

4. You should obtain the amount of the deposit each day from the Cashier and enter this figure on the check stubs.

C. Bank Reconciliation Procedures

1. Obtain a bank reconciliation form. (See illustration 4)

2. Fill in appropriate blanks.

3. The adjusted bank balance must be the same as the adjusted check stub balance.

D. Filing Procedures

The Receptionist is responsible for all filing.

TELEPHONE MESSAGE

To _____

Date _____ Time _____

WHILE YOU WERE OUT

M _____

of _____

Phone _____
Area Code Number Extension

TELEPHONED		PLEASE CALL	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	
	RETURNED YOUR CALL		

Message _____

_____

_____

_____

_____
Operator

ILLUSTRATION 2

No. ____ $ _____
Date ____ _____ 19 ____
To ____ _____
For _____

	Dollars	Cents
Bal. Bro't For'd		
Amt. Deposited		
TOTAL		
Amt. This Check		
Bal. Car'd For'd		

-MOE, INC.
BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

97-21
1243

Wheels, Utah _____ 19 ____ No. _____

PAY TO THE ORDER OF _____ $ _____

_____ DOLLARS

FIRST SINCERITY BANK
Wheels, Utah

_____

⑆1243⑈0021⑆ 34 08024 12⑈

No. ____ $ _____
Date ____ _____ 19 ____
To _____
For _____

	Dollars	Cents
Bal. Bro't For'd		
Amt. Deposited		
TOTAL		
Amt. This Check		
Bal. Car'd For'd		

-MOE, INC.
BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

97-21
1243

Wheels, Utah _____ 19 ____ No. _____

PAY TO THE ORDER OF _____ $ _____

_____ DOLLARS

FIRST SINCERITY BANK
Wheels, Utah

_____

⑆1243⑈0021⑆ 34 08024 12⑈

No. ____ $ _____
Date ____ _____ 19 ____
To _____
For _____

	Dollars	Cents
Bal. Bro't For'd		
Amt. Deposited		
TOTAL		
Amt. This Check		
Bal. Car'd For'd		

-MOE, INC.
BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

97-21
1243

Wheels, Utah _____ 19 ____ No. _____

PAY TO THE ORDER OF _____ $ _____

_____ DOLLARS

FIRST SINCERITY BANK
Wheels, Utah

_____

⑆1243⑈0021⑆ 34 08024 12⑈

No. ____ $ _____
Date ____ _____ 19 ____
To _____
For _____

	Dollars	Cents
Bal. Bro't For'd		
Amt. Deposited		
TOTAL		
Amt. This Check		
Bal. Car'd For'd		

-MOE, INC.
BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

97-21
1243

Wheels, Utah _____ 19 ____ No. _____

PAY TO THE ORDER OF _____ $ _____

_____ DOLLARS

FIRST SINCERITY BANK
Wheels, Utah

_____

⑆1243⑈0021⑆ 34 08024 12⑈

ILLUSTRATION 3

No. _____ $ _____

Date _____ 19 ____

To _____

For _____

	Dollars	Cents
Bal. Bro't For'd		
Amt. Deposited		
TOTAL		
Amt. This Check		
Bal. Car'd For'd		

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

PAYROLL CHECK

97-21
1243

Wheels, Utah _____ 19 ____ No. _____

PAY TO THE ORDER OF _____ $ _____

_____ DOLLARS

FIRST SINCERITY BANK
Wheels, Utah

⑆1243⑈0021⑆ 34 08024 12⑈

EARNINGS STATEMENT
Detach and retain for your record

Soc. Sec. No

Check No _____

Net Pay _____

Earnings _____

Fed. Tax _____

State Tax _____

Soc. Sec. _____

No. _____ $ _____

Date _____ 19 ____

To _____

For _____

	Dollars	Cents
Bal. Bro't For'd		
Amt. Deposited		
TOTAL		
Amt. This Check		
Bal. Car'd For'd		

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

PAYROLL CHECK

97-21
1243

Wheels, Utah _____ 19 ____ No. _____

PAY TO THE ORDER OF _____ $ _____

_____ DOLLARS

FIRST SINCERITY BANK
Wheels, Utah

⑆1243⑈0021⑆ 34 08024 12⑈

EARNINGS STATEMENT
Detach and retain for your record

Soc. Sec. No.

Check No. _____

Net Pay _____

Earnings _____

Fed. Tax _____

State Tax _____

Soc. Sec. _____

No. _____ $ _____

Date _____ 19 ____

To _____

For _____

	Dollars	Cents
Bal. Bro't For'd		
Amt. Deposited		
TOTAL		
Amt. This Check		
Bal. Car'd For'd		

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

PAYROLL CHECK

97-21
1243

Wheels, Utah _____ 19 ____ No. _____

PAY TO THE ORDER OF _____ $ _____

_____ DOLLARS

FIRST SINCERITY BANK
Wheels, Utah

⑆1243⑈0021⑆ 34 08024 12⑈

EARNINGS STATEMENT
Detach and retain for your record

Soc. Sec. No.

Check No. _____

Net Pay _____

Earnings _____

Fed. Tax _____

State Tax _____

Soc. Sec. _____

BANK RECONCILIATION

1. Balance on check stub $_____

2. Subtract bank service charge $_____

3. Adjusted checkstub balance $_____

(Should be the same as adjusted bank balance)

TO BALANCE YOUR ACCOUNT

1. Write here the balance shown on this statement $_____

2. Add Deposits you have made since the date of this statement $_____

SUBTOTAL..... $_____

3. Subtract Checks outstanding (List checks issued but not yet charged on the bank statement

NUMBER	AMOUNT

TOTAL CHECKS OUTSTANDING $_____

Adjusted Bank Balance $_____

(Should be the same as adjusted check - stub balance)

BEST COPY AVAILABLE

MOE, INC.

TASK SHEETS

AND

PROCEDURES MANUAL

CASHIER

BEST COPY AVAILABLE

ERIC

CASHIER

Task Sheet, Phase II

1. Read the narrative for Phase II carefully. Do not write or make any marks on the materials at this point.

2. Complete a deposit slip in duplicate for the money received in connection with the coupons you have in your folder. Make the deposit slip out for MOE, INC., using the name and address, the current date, and the account number. The account number is 530. List all checks on this deposit slip. Indicate the total at the bottom. Double check this total to make certain it is correct.

3. The day's coupons must be posted to the Investors' Ledgers. The information for filling out the top portion of the ledger can be obtained from the coupons. See the Procedures Manual for details. If you use a posting machine, check with your teacher for instructions on how to operate the machine.

4. Complete the daily summary and recap sheet when you are through posting. This sheet indicates the total which has been paid to each investor. Information for filling out this form is taken from the Investors' Ledgers that you post to each day. For details check your Procedures Manual.

5. You are in charge of the Petty Cash for the office. There is a total of $400 in your folder for the Petty Cash Fund. Before you turn in the petty cash at the end of the day, you should fill out the Petty Cash Reconciliation, sign it, and take the report to your Vice President for verification and signature. Then place the reconciliation back in your folder.

6. The Petty Cash Book gives a running account of petty cash transactions. You may be interrupted throughout the working day to make change, pay small bills, or receive small sums of cash. All petty cash transactions should be indicated in the Petty Cash Book.

7. Complete the insufficient funds procedures for the returned check from Lester G. Aaron. Have the Receptionist make out a check for the full amount of the bad check.

8. An insufficient funds letter must be written to Mr. Aaron informing him of his bad check.

9. A welcome letter should be written to each customer upon receipt of his first payment. Check your coupons to see if there is a first payment; if so, write a letter. Use the name of your Vice President in the closing lines. The Payment Facts Sheet should accompany the welcome letter.

10. The Payment Facts Sheet contains information that will be helpful to the customer. Information for this sheet is obtained from the Master Customer List, an Amortization Schedule, and a coupon.

11. Gather your materials together in preparation for your debriefing session with the President.

NARRATIVE - CASHIER

Welcome to the Cashier's position. Thumb through your folder as you read this narrative. The first documents are small, each one attached to a check. These are coupons and are very vital to the function of a mortgage loan company. Whenever a loan is issued, the monthly payment is usually made by check through the mail. Each customer is provided with a set of coupons which have been precoded so all that a customer needs to do is attach his check to the coupon, place them both in an envelope and mail them to the mortgage loan office. MOE, INC., is a mortgage loan business, and you as a Cashier will receive these coupons and checks from customers through the mail. They must be processed daily.

The next document is a deposit slip. You are to total the checks which are attached to the coupons you receive each day. Each check is to be posted individually to the deposit slip. The deposit slip is to be filled out as indicated in your Procedure Manual.

An investor's ledger sheet is next. You are to record all transactions for each investor to one of these sheets. Each investor has a separate ledger for this purpose.

The amount the investor will receive is different from the amount of the payment listed on the coupon. The investor receives only the principal, interest, and late charges which are due him. Additional

money in the payment, like insurance and tax amounts, are kept in a reserve account by the mortgage loan company. You must get the amount owed to each investor from the appropriate amortization schedule.

A mortgage loan company provides money for people like you and me to use in purchasing a home or piece of property. The mortgage loan company receives its money from people or large corporations with money to invest, and lends it out at a slightly higher rate of interest. A record must be kept of all money received so that it is returned to the proper investor. The ledger sheets are used for that purpose.

Next you see an amortization schedule. It looks like numbers unlimited. This schedule is numbered in the upper right hand corner. The basic information about the loan is recorded across the top of the page. Let's look at payment one on Schedule 1 to see how it works. The total payment from this borrower is always $28.61. On payment 1, you pay $25.08 interest and $3.53 principal. This leaves a balance of $4,296.47. There is a line for each payment. It is interesting to note just how much interest is paid with each payment.

The next form is a Daily Summary and Recap. It indicates the total that each investor will receive from each day's receipts. It is filled out from the investor's ledgers after all coupons have been posted.

Next is $400 which represents your petty cash fund. It is important that you can account for all petty cash money. Control of the petty cash fund is accomplished by using the petty cash book, paid out

voucher, petty cash receipts, and petty cash reconciliation. The petty cash is to be placed in some secure place at your station. It must not be placed in purses or pockets. You will also be handed a receipt book which is to be used when a customer needs a receipt. Don't forget the money when you leave. It is to be returned to your folder. Next, you will find a petty cash book sheet. This form is used for keeping a running explanation of how the petty cash is being used. You should record all transactions.

Next, you see a check which is marked with the words "Insufficient funds" in big letters across the front of it. It is from Lester G. Aaron. MOE, INC., guarantees payment to the bank for all deposits, and is responsible for making this check good. Check the Procedures Manual for steps in taking care of this action. You will find a copy of a typical letter sent to the writer of a bad check in your Procedures Manual.

Welcome letter is a letter which is written to every new customer upon receipt of his first payment. We are able to determine which customer is new because the payment number listed on the front of each coupon is number 1. You have a first payment coupon in your file. The coupon from Mr. William E. Bird is to be answered with a welcome letter patterned after the one in your Procedures Manual.

The next form is a payment facts sheet which accompanies the welcome letter to the borrower and indicates helpful information for his future use. Since this form is quite detailed, refer to your Procedures Manual for specific instructions. The next sheets in your folder are MOE letterheads to be used for your letters.

You will find a Master Customer List in your Student's Manual. This contains valuable information for filling out some of your forms. Details on how to use this list are recorded in your Procedures Manual. You should now read the Procedures Manual. When that is completed, read through the task sheet and begin your duties.

CASHIER

Task Sheet, Phase III

1. Read this entire page before you start to work.

2. You are to pick up the petty cash from the Administrative Assistant at the beginning of your two-day rotation and you are to turn the petty cash in at the end of your two-day rotation. During the time you have the petty cash, you are to follow all of the procedures listed in your Procedures Manual.

3. When you receive the coupons which arrive in the mail, you must check to make certain the amount of the check agrees with the amount on the coupon.

4. You must then make out a deposit slip in duplicate for the checks received. Do not separate the checks from the coupons. Take both copies of the deposit slip to the bank (Administrative Assistant). Be sure to return the initialed copy of the deposit slip to the Receptionist.

5. Then post each coupon to the appropriate investor's ledger. This gives each individual investor credit for the money that has been received for him.

6. You are to make out a Daily Summary and Recap. You will do this by footing your postings on each individual Investor's Ledger and entering this total on the Daily Summary and Recap.

7. Each coupon received which indicates this is a Payment No. 1 for a particular borrower must be noted so a Welcome Letter can be sent to that borrower.

8. Be sure to complete a Payment Facts Sheet and enclose it with the Welcome Letter

9. A sample Welcome Letter is included in your Procedures Manual.

CASHIER

Task Sheet 2, Phase III

1. Read this entire page before you start to work.

2. Several bad checks (checks which were returned by the bank because the drawer did not have sufficient funds in his account to cover the check) have been returned to MOE, INC.

3. When MOE, INC., makes a bank deposit, a portion of the deposit goes to each investor's account. How much each investor receives is determined by the Daily Summary and Recap amounts. Because the tracing of an individual check to a particular investor's account would be very difficult, MOE, INC., upon receipt of a bad check, immediately makes out a check to the First Sincerity Bank of Utah (this is where MOE, INC., maintains its account) to cover the bad check. This keeps individual investor accounts from being affected by a bad check.

4. You should have the Receptionist make out a check to the First Sincerity Bank of Utah for the total of the bad checks you have received.

5. You should write a letter to each individual who is responsible for a bad check telling him he must make the check good within a few days.

6. The MOE, INC., check written by the Receptionist to cover the bad check should be attached to the insufficient funds letter or letters so the Vice President can sign both at the same time.

7. A sample insufficient funds letter is included in your Procedures Manual.

CASHIER

Task Sheet 1, Phase IV

1. Read this entire page before you start to work.

2. You are to give the Receptionist a written request for a MOE check for $400 made out to Petty Cash for petty cash. As soon as you receive the check, you are to cash it at the "bank" (Administrative Assistant). During the time you have the petty cash, you are to follow all of the procedures given in the Procedures Manual. Make certain you reconcile your petty cash fund near the end of your third day as Cashier.

3. When you receive the coupons, you must check to make certain the amount of the check agrees with the amount on the coupon.

4. You must then make out a deposit slip in duplicate for the checks received. Do not separate the checks from the coupons. Take both deposit slips to the "bank" (Administrative Assistant). Be sure to return the initialed copy of the deposit slip to the Receptionist.

5. Then post each coupon to the appropriate investor's ledger. This gives each individual investor credit for the money that has been received for him.

6. You are to make out a Daily Summary and Recap. You will do this by posting your postings on each individual investor's ledger and entering this total on the Daily Summary and Recap.

7. Each coupon received which indicates this is a Payment No. 1 for a particular borrower must be noted so a Welcome Letter can be sent to that borrower. A sample Welcome Letter is included in your Procedures Manual.

8. Be sure to complete a Payment Facts Sheet and enclose it with the Welcome Letter.

CASHIER

Task Sheet 2, Phase IV

1. Read this entire page before you start to work.

2. Several bad checks (checks which were returned by the bank because the drawer did not have sufficient funds in his account to cover the check) have been returned to MOE, INC.

3. When MOE, INC., makes a bank deposit, a portion of the deposit goes to each investor's account. How much each investor receives is determined by the Daily Summary and Recap amounts. Because the tracing of an individual check to a particular investor's account would be very difficult, MOE INC., upon receipt of a bad check, immediately makes out a check to the First Sincerity Bank of Utah (this is where MOE, INC., maintains its account) to cover the bad check. This keeps individual investor accounts from being affected by a bad check.

4. You should have the Receptionist make out a check to the First Sincerity Bank of Utah for the total of the bad checks you have received.

5. You should write a letter to each individual who is responsible for a bad check telling him he must make the check good within a few days.

6. The MOE, INC., check written by the Receptionist to cover the bad check should accompany the insufficient funds letter or letters to allow the Vice President to sign both the check and the letter or letters at the same time.

7. A sample insufficient funds letter is included in your Procedures Manual.

PROCEDURES MANUAL

CASHIER

A. Insufficient Funds Procedures

Occasionally a check is written by a borrower when there are not sufficient funds in the bank to cover it. As soon as it is processed by the bank and marked "INSUFFICIENT FUNDS," the check is returned to MOE, INC. The check will come to your desk through the mail.

Since MOE, INC, guarantees payment to the bank for the amount of that check, you should write a memo to the Receptionist asking him to write a check to the bank for the amount of the bad check. Include this check in the next deposit. Notify the borrower by letter that his check has been returned. (See illustration 1)

Procedures:

1. Write a memo to the Receptionist asking for a check to your bank for the amount of the bad check.

2. Contact the borrower by letter asking for reimbursement.

B. Investor's Ledger

As the borrower submits his monthly payment, the proper amount must be credited to each investor by entering the amount on the investor's ledger.

As each ledger is opened, the name and code of the investor are placed at the top of the ledger sheet. (See illustration 2) On the sample ledger the name of the investor is American Investors Insurance Company and his code is 04.

The "total amount paid" to the investor by the borrower is the amount received from the borrower MINUS THE TAX AND INSURANCE RESERVE PAYMENT. The total amount paid is the sum of the principal and interest. The payment total is given at the top of the Amortization Schedule. From the Coupon, find the number of the payment and then determine the breakdown of the interest and principal from the Amortization Schedule.

C. Amortization Schedule

The purpose of the Amortization Schedule is to provide a payment breakdown showing principal and interest amounts for each payment. The balance due on the loan is also included. The schedule is divided into two columns. Illustration 3 is one page of an Amortization Schedule covering a loan of $21,200 at the rate of 6.5% interest. The monthly payment is $149.23 and the loan will be paid off at the end of 22 years and 8 months, or in 272 pay periods. This pertinent information is recorded at the top of each schedule. MOE, INC., will be working with seven separate Amortization Schedules so be certain to use the proper one.

Procedures:

1. Sort the coupons according to investor. The investor code is the first two digits of the posting code.

2. Locate amortization number on borrower's coupon. The amortization number is the last digit of the posting code.

3. Obtain payment number from borrower's coupon.

4. Find corresponding payment number down left-hand portion of appropriate column on the Amortization Schedule.

5. Determine the amount of interest, principal, and total amount paid for each coupon.

6. Post these figures to the investor's ledger.

7. Continue posting until all coupons belonging to one investor have been posted to the ledger sheet.

8. When the ledger sheet is filled, prepare a new one.

Example: If the payment number were 32 on illustration 3, the amount to be credited to interest would be $108.56, and the amount credited to the principal would be $40.67. The balance of the loan would then be $20,001.67.

D. Bank Deposit Slip

The bank deposit slips accompany all deposits to the bank. It is a record of all moneys included with the deposit and is prepared in duplicate. The bank number and amount of each check are to be listed on the appropriate side of the deposit slip. The front side of the deposit slip contains the name and address of the depositor, the date, and a total of the kinds of money included in the deposit. Both sides of the deposit slip are shown in illustration 4. Both deposit slips are taken to the "bank" (Administrative Assistant"). The initialed copy is returned to the Receptionist.

E. Daily Summary and Recap

The Daily Summary and Recap (See illustration 5) contains a list of all the investors from whom the capital for loans is secured. Whenever money is paid by any of the borrowers, it will be applied to the investor who has provided the capital to secure that particular loan. The daily summary and recap shows the total amount of money paid and a breakdown of interest, principal, and late charges. The investor's ledger is the source of information for the daily summary and recap. After all the coupons for the day have been posted to the investor's ledger, the total for each investor is entered on the daily summary and recap.

Procedures:

1. Foot the daily postings on the investor's ledger sheets.

2. Post the footed totals of each investor's ledger sheet to the daily summary and recap opposite the name of the appropriate investor. This will include the total amount of the payment, the amount of interest, amount of principal, and the amount of late charge, if any.

F. Petty Cash Book

The petty cash book (See illustration 6) is kept in looseleaf style. For that reason, each sheet must be given a number which will follow the previous number. ABSOLUTELY ALL PETTY CASH TRANSACTIONS MUST BE RECORDED IN THIS BOOK. The date is to be the current date. The explanation can be very brief but should be initiated by you.

Procedures:

1. Use the current date.

2. Explain the use of the funds.

3. Initial the explanation.

4. Fill in the amount of the transaction in the proper column.

The entry in the illustration shows a purchase of ribbons made by Sarah Brown.

G. Petty Cash

MOE, INC., established a petty cash fund of $400.

Procedures:

1. Have the Receptionist make out a $400 check payable to petty cash.

2. Cash this check at the "Bank" (Administrative Assistant) on your first day at this position.

3. Count the cash to see that the $400 is there. You will be held responsible for that amount. Any shortages will be deducted from your paycheck.

4. Place the box in a safe place in your desk. You are responsible for the security of the cash.

5. As you collect checks and cash throughout the day, keep all of the money in one place.

6. For all petty cash transactions, an entry must be recorded in the petty cash book.

7. You may be asked for cash to purchase items needed in the office such as stamps, supplies needed in a hurry, and emergency needs as dictated by the Vice President. Use the following procedures:

   a. Make out a separate petty cash voucher (Illustration 7) for each transaction.

   b. The person receiving the money must sign the voucher.

   c. The following information from the voucher must be recorded in the petty cash book--voucher number, date, explanation and amount paid out.

8. When a borrower comes into the office to make his payment, he will often pay it with a check which is for more than the amount of the payment. You should accept the check, make correct change from your petty cash fund, and write a receipt (Illustration 8) in duplicate for the amount of the payment. Record this transaction in the petty cash book. (illustration 6) This check is kept in the petty cash box until the petty cash fund is reconciled at which time it is deposited. If the check amounts to more than you can change, you should go to the bank (Administrative Assistant) and cash the check. As soon as the check is cashed, you accept the proper amount of the payment, write a receipt for the amount received, and place the cash in the cash box.

9. When the cash in the petty cash fund reaches a high of approximately $600, a bank deposit slip is filled out with the amount over $400 deposited in the bank (given to the Administrative Assistant).

10. When the cash in the petty cash fund reaches a low of approximately $200, have the Receptionist make out a check payable to petty cash for an amount sufficient to replenish the supply of money back to $400. The check is taken to the bank (Administrative Assistant) who exchanges the check for cash. The cash is then replaced in the petty cash box.

11. Before leaving the position, you must reconcile the petty cash fund to $400.

12. At the end of your rotation, you should reconcile the petty cash fund on the petty cash reconciliation form. (See illustration 9) List the total amount of cash, any holdover checks, the total of all money paid out and then total these amounts. Subtract the total of the received column. If this does not equal $400, indicate the discrepancy in the over and short. Cash overs are subtracted and cash shorts are added to reach the grand total. Cash overs should be indicated by putting the figures in parentheses. An earnest effort must be made to track down the cause of overs and shorts.

H. MOE Welcome Letter

Upon receipt of the first payment from a borrower, MOE, INC., sends a welcome letter expressing appreciation for the account. (See illustration 10) Type the letter and insert appropriate information.

I. Payment Facts Sheet

A payment facts sheet is to be enclosed with each welcome letter. (See illustration 11) The new owner is the same as the name of the borrower. Record the loan number from the coupon. The statement "as of" refers to the date of the payment. No more than two of the next four lines will be completed on any one sheet. In the example, Mr. Bird has a conventional loan (as are all MOE loans) so the loan balance after Payment No. 1 is listed in the blank. The next line to be completed is the one which states when the next payment is due. This date should be one month later. The amount is the total monthly payment.

The information for the blanks below the double line is obtained from the Auxiliary master customer list. The amount of the principal and interest, taxes, and fire and hazard insurance are to be found on that list. The total of those figures must equal the amount of the payment on the coupon. When the payment facts sheet is completed, enclose it with the MOE, INC., welcome letter.

Procedures:

1. Remove all coupons which are payment number one coupons from the incoming coupons.

2. Write the welcome letter using illustration 10 as an example.

3. Complete the payment facts sheet and enclose it with the letter.

ILLUSTRATION 1

SAMPLE INSUFFICIENT FUNDS LETTER

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

Date

Name
Address
City, State Zip Code

Salutation:

You are hereby notified that your check for $(amount) drawn to our order on the (Name and Address) has been returned by the bank because of insufficient funds.

We ask that you make this check good within ten days from the date of this letter. In the event that you fail to do so, we shall proceed to protect our interests by other methods.

Complimentary close,

Name
Vice President

reference initials

INVESTOR'S LEDGER

Illustration (2)

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

Investor American Investors Insurance Company

Code 04

DATE	INTEREST	PRINCIPAL	TOTAL AMOUNT PAID
Sept. 23	25.08	3.53	28.61
Sept. 23	72.77	25.03	97.80
	97.85	28.56	126.41

Schedule of Direct Reduction Loan

RATE %	PAYMENT $	LOAN $	TERM:	YEARS	MONTHS	PERIODS	ORDER NO.
6.50	149.23	21200.00		22	8	272	225

Prepared by Computer Research Center, B.Y.U., Provo

PAYMENT NUMBER	PAYMENT ON INTEREST	PAYMENT ON PRINCIPAL	BALANCE OF LOAN	PAYMENT NUMBER	PAYMENT ON INTEREST	PAYMENT ON PRINCIPAL	BALANCE OF LOAN
1	114.83	34.40	21165.60	61	101.67	47.56	16721.47
2	114.65	34.58	21131.02	62	101.41	47.82	16673.65
3	114.46	34.77	21096.25	63	101.15	48.08	16625.57
4	114.27	34.96	21061.29	64	100.89	48.34	16577.23
5	114.08	35.15	21026.14	65	100.63	48.60	16528.63
6	113.89	35.34	20990.80	66	100.36	48.87	16479.76
7	113.70	35.53	20955.27	67	100.10	49.13	16430.63
8	113.51	35.72	20919.55	68	99.83	49.40	16381.23
9	113.31	35.92	20883.63	69	99.56	49.67	16331.56
10	113.12	36.11	20847.52	70	99.30	49.93	16281.63
11	112.92	36.31	20811.21	71	99.03	50.20	16231.43
12	112.73	36.50	20774.71	72	98.75	50.48	16180.95
13	112.53	36.70	20738.01	73	98.48	50.75	16130.20
14	112.33	36.90	20701.11	74	98.21	51.02	16079.18
15	112.13	37.10	20664.01	75	97.93	51.30	16027.88
16	111.93	37.30	20626.71	76	97.65	51.58	15976.30
17	111.73	37.50	20589.21	77	97.37	51.86	15924.44
18	111.52	37.71	20551.50	78	97.09	52.14	15872.30
19	111.32	37.91	20513.59	79	96.81	52.42	15819.88
20	111.12	38.11	20475.48	80	96.52	52.71	15767.17
21	110.91	38.32	20437.16	81	96.24	52.99	15714.18
22	110.70	38.53	20398.63	82	95.95	53.28	15660.90
23	110.49	38.74	20359.89	83	95.66	53.57	15607.33
24	110.28	38.95	20320.94	84	95.37	53.86	15553.47
25	110.07	39.16	20281.78	85	95.08	54.15	15499.32
26	109.86	39.37	20242.41	86	94.79	54.44	15444.88
27	109.65	39.58	20202.83	87	94.49	54.74	15390.14
28	109.43	39.80	20163.03	88	94.20	55.03	15335.11
29	109.22	40.01	20123.02	89	93.90	55.33	15279.78
30	109.00	40.23	20082.79	90	93.60	55.63	15224.15
31	108.78	40.45	20042.34	91	93.30	55.93	15168.22
32	108.56	40.67	20001.67	92	92.99	56.24	15111.98
33	108.34	40.89	19960.78	93	92.69	56.54	15055.44
34	108.12	41.11	19919.67	94	92.38	56.85	14998.59
35	107.90	41.33	19878.34	95	92.08	57.15	14941.44
36	107.67	41.56	19836.78	96	91.77	57.46	14883.98
37	107.45	41.78	19795.00	97	91.45	57.78	14826.20
38	107.22	42.01	19752.99	98	91.14	58.09	14768.11
39	107.00	42.23	19710.76	99	90.83	58.40	14709.71
40	106.77	42.46	19668.30	100	90.51	58.72	14650.99
41	106.54	42.69	19625.61	101	90.19	59.04	14591.95
42	106.31	42.92	19582.69	102	89.87	59.36	14532.59
43	106.07	43.16	19539.53	103	89.55	59.68	14472.91
44	105.84	43.39	19496.14	104	89.23	60.00	14412.91
45	105.60	43.63	19452.51	105	88.90	60.33	14352.58
46	105.37	43.86	19408.65	106	88.58	60.65	14291.93
47	105.13	44.10	19364.55	107	88.25	60.98	14230.95
48	104.89	44.34	19320.21	108	87.92	61.31	14169.64
49	104.65	44.58	19275.63	109	87.59	61.64	14108.00
50	104.41	44.82	19230.81	110	87.25	61.98	14046.02
51	104.17	45.06	19185.75	111	86.92	62.31	13983.71
52	103.92	45.31	19140.44	112	86.58	62.65	13921.06
53	103.68	45.55	19094.89	113	86.24	62.99	13858.07
54	103.43	45.80	19049.09	114	85.90	63.33	13794.74
55	103.18	46.05	19003.04	115	85.55	63.68	13731.06
56	102.93	46.30	18956.74	116	85.21	64.02	13667.04
57	102.68	46.55	18910.19	117	84.86	64.37	13602.67
58	102.43	46.80	18863.39	118	84.51	64.72	13537.95
59	102.18	47.05	18816.34	119	84.16	65.07	13472.88
60	101.92	47.31	18769.03	120	83.81	65.42	13407.46

The final payment is usually somewhat different from the regular payment, and is shown starred on the last line in the "Balance of Loan" column.

Illustration (4)

BANK DEPOSIT SLIP

_____ OFFICE

WALKER BANK & TRUST COMPANY

_____ UTAH

DEPOSIT TO THE ACCOUNT OF

MOE, INC.
ACCOUNT TITLE

(Your name)

ACCOUNT NO. — 530 —

ENDORSE ALL CHECKS

DATE (current date) 19--

Checks and other items are received for deposit subject to the rules and regulations of this bank.

CHECKS—LIST BY ABA NUMBER	DOLLARS	CENTS
97-174	50	00
97-59	72	49
97-69	249	00
97-177	300	00
97-20	123	00
97-92	150	00
97-61	200	00
TOTAL CHECKS		
CURRENCY	156	00
COIN		
TOTAL	$ 1,300	49

-MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

DAILY SUMMARY AND RECAP

Date Sep. 23

Investor Code	Investor	Total Paid	Interest	Principal	Late Charges
1	Aetna Insurance Co.				
2	Allstate Insurance Co.				
3	American Insurance Co.	$177.84	$119.12	$58.72	
4	American Investors Insurance Co.	126.41	97.85	28.56	
5	American Western Life Insurance				
6	Anchor National Life Insurance				
7	Bankers Life & Casualty Insurance				
8	Beehive Insurance Company				
9	California Western Life Insurance				
10	Continental Life Insurance Co.				
1	Farmers Insurance Group				
2	Massachusetts Mutual Life Insurance				
	TOTAL	$304.25	$216.97	$87.28	

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

PAGE 1

PETTY CASH BOOK

Voucher No.	DATE		EXPLANATION	TOTAL AMOUNT OF CHECK	AMOUNT RECEIVED	AMOUNT PAID OUT
25	Nov.	20	Typewriter ribbons			$10.00
		21	Check for Mat. pmt. from Austin G. Gator	200.00	166.00	

PAID OUT VOUCHER

DATE: Nov. 20 19-- No. 25

PURPOSE OF EXPENDITURE:

Typewriter ribbons

AMOUNT: $ 10.00

RECEIVED BY:

Sarah Brown

RECEIPTS

7/21 19

RECEIVED of Lester Aaron

One hundred sixty-six and no/100 DOLLARS

Mortgage Payment

$ 166.00 J. D.

7/21 19

RECEIVED of Reese Allsop

Two hundred twelve and no/100 DOLLARS

Mortgage Payment

$ 212.00 J. D.

PETTY CASH RECONCILIATION

Cash	$312.50
Checks	450.00
Vouchers paid out	89.00
Plus petty cash deposits	
TOTAL	851.50
Less Total of Received column	451.50
(Over) and short	
GRAND TOTAL	$400.00

Date 7/23

/s/ Jane Doe
Cashier

/s/ John Johnson
Vice President

SAMPLE WELCOME LETTER Illustration (10)

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

Date

Name
Address
City, State Zip

Salutation:

Welcome to MOE . . .

and thank you sincerely for the confidence you have shown in this corporation by permitting us to cooperate in the financing of your property.

For your convenience, we have summarized information pertinent to your loan on the Payment Facts Sheet attached. You will note a loan number on the Facts Sheet. Please refer to this number when writing us about any matter as this will assist us in giving prompt attention to your correspondence.

We have given you a packet containing monthly remittance notices for twelve months. Each payment must be accompanied by a remittance notice. DO NOT SEND THE ENTIRE BOOK. Payments should reach this office on or before the FIRST day of each month. Late payments are subject to a late charge and could impair your credit rating.

Each year a supply of remittance notices and envelopes will be forwarded for your use. We will also provide you with an annual statement immediately after the first of each year showing information that will be helpful in preparing your income tax return. Your reserves for taxes and fire insurance premiums are only estimated. If we have an excess it will be held as a credit to your account, subject to your order, and if we do not have sufficient funds to take care of these items, we will notify you. Please inform us if a change should be made in your insurance or if you report a claim under the policy. Also, do let us know promptly of any change in your address or sale of the property on the form enclosed in your packet.

We look forward to the opportunity of doing business with you and hope you will call on us -- any time.

Complimentary close,

Name
Vice President

reference initials
Enclosure

SAMPLE PAYMENT FACTS SHEET

PAYMENT FACTS

NEW OWNER William E. Bird

YOUR LOAN NUMBER 04-007

As of October 1, 19

there is a principal balance on your FHA loan in the amount of $_____

and/or a balance on your VA loan of $_____

*and/or a balance on your Conventional loan of $ 4,296.47

and/or a balance on your Installment Note of $_____

Accumulated credit, representing trust funds, presently totals $_____

The next payment on your account is due November 1, 1968

in the amount of $ 42.00

This monthly payment is allocated as follows:	$_____
Principal and Interest - FHA	
Principal and Interest - VA	
*Principal and Interest - Conventional	28.61
Special Assessment	
Deposit for Taxes	
Deposit for Fire and Hazard Insurance	10.72
Other	2.67
TOTAL	42.00
Monthly Side-Agreement (Installment Loans)	$_____

* MOE, INC., handles only Conventional Loans

AUXILIARY MASTER CUSTOMER LIST

Illustration (12)

MOE, INC.

Acct. No.	Name and Address Property Description	Principal & Interest	Interest Rate	Taxes	Insurance	Mortgage *Amount	Monthly Payment
01-101 (1)	Alder, Norman 61 South 2nd East Moab, Utah 84532 Lot 1 Block 20 Riverdale Road Extension #1 Moab, Utah	$ 28.61	7%	$10.72	$ 2.67	$ 4,300	$ 42.00
02-102 (2)	Allen Ray W. 600 North 1st East Fremont, Utah 84727 Lot 16 Block 5 Sunrise Road Extension #4 Price, Utah	149.23	6.5%	44.17	10.60	21,200	204.00
03-103 (3)	Allred, Loren 318 East 7th South Nephi, Utah 84648 Lot 10 Block 17 Riverdale Road Addition #6 Axtell, Utah	97.80	6%	33.05	8.15	16,300	139.00
04-104 (4)	Alvord, Jack 235 West Center Santaquin, Utah 84655 Lot 6 Block 2 Sunset Heights Addition #5 Santaquin, Utah	83.94	6%	29.06	7.00	14,000	120.00

* Includes insurance coverage needed

Acct. No.	Name and Address Property Description	Principal & Interest	Interest Rate	Taxes	Insurance	Mortgage *Amount	Monthly Payment
05-105 (5)	Amundsen, Clifton K. 366 North 6th East Fayette, Utah 84630 Lot 8 Block 14 Highland Heights Addition #23 Helper, Utah	$ 24.56	7.25%	$ 8.64	$ 1.80	$ 3,600	$ 35.00
03-060 (6)	Abernethy, Henry L. 1001 Wilson Avenue Nephi, Utah 84648 Lot 16 Block 5 Sunrise Road Extension #4 Nephi, Utah	149.23	6.5%	44.17	10.60	21,200	204.00
11-073 (7)	Able, Charles 1836 South 3rd East Fremont, Utah 84727 Lot 3 Block 16 River Road Development #1 Fremont, Utah	149.23	6.5%	44.17	10.60	21,200	204.00
02-035 (8)	Abney, William G. 1940 Foothill Drive Price, Utah 84501 Lot 24 Block 2 Sunrise Heights Addition #7 Price, Utah	119.76	7%	37.24	9.00	18,000	166.00
11-066 (9)	Abraham, F. Blaine 2910 Cascade Way Wellington, Utah 84542 Lot 2 Block 12 Sunset Road Addition #4 Wellington, Utah	119.76	7%	37.24	9.00	18,000	166.00

* Includes insurance coverage needed

cct. No.	Name and Address Property Description	Principal & Interest	Interest Rate	Taxes	Insurance	Mortgage *Amount	Monthly Payment
12-010 (10)	Abrams, Thayne G. 361 North Main Helper, Utah 84526 Lot 7 Block 14 Highland Heights Addition #23 Helper Utah	$ 24.56	7.25%	$37.24	$ 1.80	$ 3,600	$ 35.00
11-111 (11)	Bachman, Robert C. 259 North 2nd East Price, Utah 84501 Lot 7 Block 9 Sunset Heights Addition #5 Santaquin, Utah	83.94	6%	29.06	7.00	14,000	120.00
12-112 (12)	Bagley, Jay 55 East 3rd South Beaver, Utah 84713 Lot 8 Block 19 Highland Heights Addition #23 Helper, Utah	24.56	7.25%	8.64	1.80	3,600	35.00
01-113 (13)	Baird, Craig R. 870 South 6th East Centerfield, Utah 84622 Lot 8 Block 35 Sunset Heights Addition #8 Beaver, Utah	119.76	7%	37.24	9.00	18,000	166.00
02-114 (14)	Baker, Charles H. 777 South 6th East Nephi, Utah 84648 Lot 18 Block 34 Highland Road Addition #8 Manti, Utah	154.78	6.75%	46.02	11.20	22,400	212.00

* Includes insurance coverage needed

Acct. No.	Name and Address Property Description	Principal & Interest	Interest Rate	Taxes	Insurance	Mortgage *Amount	Monthly Payment
03-115 (15)	Bakers, Charles M. 101 East 2nd South Moab, Utah 84532 Lot 5 Block 19 Riverdale Road Extension #7 Moab, Utah	$ 28.61	7%	$10.72	$ 2.67	$ 4,300	$ 42.00
04-116 (16)	Ballard, Evan C. 94 East 3rd North Nephi, Utah 84648 Lot 9 Block 12 River Road Development #9 Redmond, Utah	149.23	6.5%	44.17	10.60	21,200	204.00
05-117 (17)	Balling, Mark 7720 West Main Manti, Utah 84642 Lot 8 Block 17 Skyline Drive Extension #7 Scipio, Utah	97.80	6%	33.05	8.15	16,300	139.00
06-118 (18)	Barker, Quenton 155 East 2nd North Eureka, Utah 84628 Lot 15 Block 18 Highland Road Development #10 Eureka, Utah	83.94	6%	29.06	7.00	14,000	120.00
07-119 (19)	Barnes, Claud H. 510 North 1st West Price, Utah 84501 Lot 19 Block 6 Highland Road Addition #9 Beaver, Utah	24.56	7.25%	8.64	1.80	3,600	35.00

* Includes insurance coverage needed

Acct. No.	Name and Address Property Description	Principal & Interest	Interest Rate	Taxes	Insurance	Mortgage *Amount	Monthly Payment
08-120 (20)	Blauer, Blaine 645 North 1st West Moroni, Utah 84646 Lot 9 Block 21 Sunset Heights Addition #8 Moroni, Utah	$119.76	7%	$37.24	$ 9.00	$18,000	$166.00

* Includes insurance coverage needed

BEST COPY AVAILABLE

MOE, INC.

T A S K S H E E T S

A N D

P R O C E D U R E S M A N U A L

POSTING AND TAX CLERK

BEST COPY AVAILABLE

ERIC

POSTING AND TAX CLERK

Task Sheet, Phase II

1. Thumb through as you read the narrative.

2. Check the coupons. Notice payment number, loan number, posting codes, and payment amount.

3. Complete the information needed at the top of each borrower's ledger using the Master Customer List. Place the name of the borrower and his mailing address in the proper place. The first two digits of the loan number indicate the investor. The next three digits indicate the borrower's number. For Mr. Clifton A. Abbott, 03 is the number of the investor. The original loan amount is given to you on the Amortization Schedule. You may leave the maturity date blank provided it is not the first payment for that particular individual. If you know the first payment date, you can project ahead to find the maturity date according to the Amortization Schedule.

4. Post to each borrower's ledger using information from the coupon, the Amortization Schedule, and the top of the ledger. Use the Amortization Schedule to get the correct amount of interest and the correct amount of principal. Make certain that the payment number on the coupon corresponds with the number you are using on the Amortization Schedule.

5. Using the Loan Card and the List of County Assessors in your folder, you should type a tax request letter to the Duchesne county assessor requesting the tax amount for Howard C. Anderson.

6. Gather your materials together in preparation for your debriefing session with the teacher.

NARRATIVE -- POSTING AND TAX CLERK

Today you are the Posting and Tax Clerk. The first documents you see in this folder are four coupons. If you have been through the Cashier's position, you have already seen these coupons. You see that these coupons have the name of the borrower near the bottom on the left. The first one is Mr. Clifton Abbott who makes a payment of $42 each month. On normal office circumstances you will receive this coupon from the Cashier after it has been processed at that station. It is a major document within MOE, INC., and one with which you will become very familiar.

The next documents are the borrowers ledgers. There is one to match each of the four coupons. Each borrower has one ledger. The ledger is initiated when the borrower opens a loan. All transactions made by the borrower are recorded to this ledger.

The next documents are amortization schedules. You will notice that you have several schedules. In the upper right hand corner you will find handwritten numbers one, two, three, etc. These indicate separate schedules. An amortization schedule is merely a long prepared list of payments showing the amount of interest and principal paid with each payment along with the new balance of that loan. On schedule 1, for instance, look down the left-hand column and find payment 10. The total amount of the payment is $28.61 as recorded at the top of the schedule. Of that $28.61, $24.89 goes for interest, $3.72 goes to the principal which leaves an unpaid balance on the mortgage loan of $4,263.79.

In your manual you will find a master customer list upon which is recorded much pertinent information necessary for the completion of your work. After you have read your procedures manual, refer back to your task sheet and complete the remainder of the problems.

POSTING AND TAX CLERK

Task Sheet, Phase III

1. Read this entire page before you start to work.

2. MOE, INC., has an agreement with each investor that we will pay the taxes on all mortgaged property. Therefore, each borrower must pay a certain amount each month for taxes to MOE, INC., and this amount is set aside to pay the taxes on that borrower's mortgaged property. To find the amount of taxes on each piece of mortgaged property, the Posting and Tax Clerk sends the original of the Loan Card to the county assessor of the county where the property is located. The county assessor writes the amount of taxes due for that property on the back of the loan card and returns it to MOE, INC. MOE then pays the taxes on the mortgaged property if the borrower has paid enough money into his tax reserve. More money must be requested if the borrower has not paid an amount sufficient to cover the tax assessment.

3. You should type a letter requesting the tax assessment for each borrower listed on the attached sheet.

4. Only one letter needs to be sent to each county assessor requesting the tax assessment even though there is more than one Loan Card for that county.

5. A sample Tax Request Letter is attached. The names and addresses of each county assessor are in your procedures manual.

6. To find the enclosure(s) (Loan Cards) for each letter, you must go to your Loan Card File which is filed first by county and then alphabetically by name within that county. The original of the Loan Card should be enclosed with the letter and the duplicate should be left in the Loan Card File.

7. You are to post each Coupon you receive to the proper Borrower's Ledger.

POSTING AND TAX CLERK

Task Sheet, Phase III, No. 2

1. Read this entire page before you start to work.

2. Each county assessor has written the tax assessment (the taxes due) on the back of each Loan Card and returned it to MOE, INC.

3. You should check the tax assessment against the tax reserve amount for each borrower. The yearly tax reserve can be found by multiplying the amount of the monthly tax payment (found on the borrower's ledger) by 12.

4. If the tax reserves are sufficient to cover the amounts of the taxes, you should have the Receptionist write a check to the appropriate county assessor. Only one check covering the tax amounts for all borrowers whose taxes are due needs to be sent to each assessor.

5. You should type a letter of transmittal to transmit the check to the appropriate county assessor. The check should be attached to the letter of transmittal when it goes to the Vice President for approval. A sample tax letter of transmittal and the names and addresses of each county assessor are included in your procedures manaul.

6. If the tax reserve is insufficient to cover the tax amount for a particular borrower, you should type a letter to that borrower asking for additional funds. A sample request for additional tax reserve funds letter is in your procedures manual.

7. Be certain the Loan Cards are refiled when you are finished working with them.

POSTING AND TAX CLERK

Task Sheet #1, Phase IV

1. Read this entire page before you start to work.

2. MOE, INC., has an agreement with each Investor that we will pay the taxes on all mortgaged property. Therefore, each borrower must pay a certain amount each month for taxes to MOE, INC., and this amount is set aside to pay the taxes on that borrower's mortgaged property. To find the amount of taxes on each piece of mortgaged property, the Posting and Tax Clerk sends the original of the Loan Card to the county assessor of the county where the property is located. The county assessor writes the amount of taxes due for that property on the back of the loan card and returns it to MOE, INC. If the borrower has paid enough money into his tax reserve, MOE, INC., then pays the taxes on the mortgaged property. More money must be requested if the borrower has not paid an amount sufficient to cover the taxes due.

3. You should type a letter requesting the tax assessment for each borrower listed on the attached sheet.

4. Only one letter needs to be sent to each county assessor requesting the tax assessment even though there is more than one Loan Card for that county.

5. A sample Tax Request Letter is attached. The names and addresses of each county assessor are in your procedures manual.

6. To find the enclosure(s) (Loan Cards) for each letter, you must go to your Loan Card File which is filed first by county and then alphabetically by name within that county. The original of the Loan Card should be enclosed with the letter and the duplicate should be left in the Loan Card File.

7. You are to post each Coupon you receive to the proper Borrower's Ledger.

POSTING AND TAX CLERK

Task Sheet #2, Phase IV

1. Read this entire page before you start to work.

2. Each county assessor has written the tax assessment (the taxes due) on the back of each Loan Card and returned it to MOE, INC.

3. You should check the tax assessment against the tax reserve amount for each borrower. The yearly tax reserve can be found by multiplying the amount of the monthly tax payment (found on the borrower's ledger) by 12.

4. You should pay the taxes for each borrower with sufficient money in his tax reserve. You do this by having the Receptionist write a check to the appropriate county assessor and enclosing this check with a letter of transmittal. Only one check needs to be sent to each county assessor to cover all the borrowers in that county.

5. You should type a letter of transmittal to transmit the check to the appropriate county assessor. The check should accompany the letter of transmittal when it goes to the Vice President for signature. A sample letter of transmittal and the names and addresses of each county assessor are included in your procedures manual.

6. If the tax reserve is insufficient to cover the tax amount for a particular borrower, you should type a letter to that borrower and ask for additional funds. A sample request for additional tax reserve funds letter is in your procedures manual.

7. Be certain the Loan Cards are refiled when you are finished working with them.

POSTING AND TAX CLERK

A. Borrowers' Ledger

Procedure for filling out borrowers' ledgers. A borrower's ledger (See Illustration 1) must be filled out for each borrower. When a ledger is full, prepare a new one. Fill in the complete name and address. Insert the borrower's investor code. The first two digits of the posting code are the numbers of the investor code. For Mr. Clifton A. Abbott, (See Illustration 2) the investor number is 03. The last digit of the code is the amortization schedule posting code number. The name of the investor can be obtained from the list of investors. Investor Number 03 would be American Insurance Co. (See Illustration 3). The total monthly payment amount will be obtained from the master customer list, also the principal and interest, insurance and taxes. The original loan amount is given to you on the amortization schedule indicated by the coupon.

B. Tax Notices

All MOE, INC., borrowers pay their taxes on a monthly basis, which is included with their mortgage payment. When this occurs, the mortgage company places the tax money in a tax reserve until time for the tax payment. Since taxes vary from year to year, it is impossible to determine an exact amount. For this reason, the tax reserve is only an approximation.

As the taxes become due, the posting and tax clerk writes a tax request letter (Illustration 4) to request a tax statement on that specific property. He encloses a loan card (Illustration 5) on the back of which the county assessor returns the loan card to the mortgage company for processing. (See Illustration 6 for names and addresses of county tax assessors.)

The tax assessment should be checked against the tax reserve amount for each borrower. The yearly tax reserve can be found by multiplying the amount of the monthly tax payment (found on the borrower's ledger) by 12.

If the tax reserve is sufficient to cover the amount of the taxes, type a tax letter of transmittal (See Illustration 7) and write a memo to the receptionist asking him to write a check made payable to the county assessor. Only one check need be submitted to each assessor to cover all taxes for all borrowers in that county.

If the tax reserve is insufficient to cover the tax amount for a particular borrower, a request for additional tax reserve funds letter should be typed (See Illustration 8).

Be certain the loan cards are refiled correctly by county.

C. Loan Cards

The loan card is the working document used in the servicing of the tax procedures for each borrower's loan. (See Illustrations 5-1 and 5-2) The card shows the loan number, the name of the borrower, the amount of the loan, the investor, the address of the borrower, interest and the legal description of the property on which the loan is based. The reverse side of the loan card is used for recording tax information.

The loan card is filed first by county and then alphabetically by borrower's name within that county. The name of the county is recorded on the borrower's ledger. Illustration 9 is a list of the cities and counties for all MOE customers.

SAMPLE BORROWER'S LEDGER

MOE, INC.
BUSINESS EDUCATION LANE
WHEELS UTAH 84621

Borrower: Clifton A. Abbott
Mailing Address: 1063 Lincoln
Moab, Utah 86789
Grand

Investor Code: 03
Amortization Schedule: 1

Investor	Total Monthly Payment	Principal and Interest	Insurance	Taxes	Original Loan Amt.	First Payment Date	Maturity Date
ıerican Insurance ɔmpany	$42.00	$28.61	$2.67	$10.72	$4,300.00	Sept. 1, 19_	Sept. 1, 19

Date	Amount Paid		Interest		PRINCIPAL Payment		PRINCIPAL Balance		Taxes		Insurance	
Oct. 5, 19	42	00	8	42	20	19	1,422	87	10	72	2	67

SAMPLE COUPON

MOE, INC.

USINESS EDUCATION LANE
WHEELS, UTAH 84621

Month Due

Jan.	Feb.	Mar.	Apr.	May	June

July	Aug.	Sept.	Oct.	Nov.	Dec.

yment No.

LOAN NO.	POSTING CODES	DATE REC.	MONTHLY INSTALLMENT
09-040	09-6		$ 166.00

OTICE: If payment includes items in addition to regular monthly installments, please specify the items you are paying.

Late Charge

TOTAL 166.00

Lester G. Aaron

lease return with payment

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

Month Due

Jan.	Feb.	Mar.	Apr.	May	June

July	Aug.	Sept.	Oct.	Nov.	Dec.
			x		

Payment No.

301

LOAN NO.	POSTING CODES	DATE REC.	MONTHLY INSTALLMENT
03-041	03-1		$ 42.00

NOTICE: If payment includes items in addition to regular monthly installments, please specify the items you are paying.

Late Charge

TOTAL 42.00

Clifton A. Abbott

Please return with payment

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

Month Due

Jan.	Feb.	Mar.	Apr.	May	June

July	Aug.	Sept.	Oct.	Nov.	Dec.

yment No.

LOAN NO.	POSTING CODES	DATE REC.	MONTHLY INSTALLMENT
05-061	05-7		$ 212.00

OTICE: If payment includes items in addition to regular monthly installments, please specify the items you are paying.

Late Charge

TOTAL 212.00

Robert H. Abel

lease return with payment

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

Month Due

Jan.	Feb.	Mar.	Apr.	May	June

July	Aug.	Sept.	Oct.	Nov.	Dec.

Payment No.

LOAN NO.	POSTING CODES	DATE REC.	MONTHLY INSTALLMENT
01-039	01-4		$ 120.00

NOTICE: If payment includes items in addition to regular monthly installments, please specify the items you are paying.

Late Charge

TOTAL 120.00

Roy P. Abernathy

Please return with payment

ILLUSTRATION 2

ERIC ILLUSTRATIO

MOE INVESTORS OR INSURANCE COMPANIES

01. Aetna Insurance Company
312 Boston Building
Newport, Maine 12134

02. Allstate Insurance Company
363 East 960 South
Boston, Massachusetts 13236

03. American Insurance Company
647 West Broadway
Chicago, Illinois 32323

04. American Investors Insurance Company
943 North Main
Chicago, Illinois 34234

05. American Western Life Insurance Company
942 East 11 South
Washington, D. C. 22097

06. Anchor National Life Insurance Company
150 East Grover
Cincinnati, Ohio 42870

07. Bankers Life & Casualty Insurance Company
487 Pioneer Street
Dallas, Texas 60953

08. Beehive Insurance Company
149 South State
Salt Lake City, Utah 84368

09. California Western Life Insurance Company
479 Bankers Building
Los Angeles, California 95478

10. Continental Life Insurance Company
Continental Bank Building
San Francisco, California 93857

11. Farmers Insurance Group
947 East 4th South
Reno, Nevada 89023

12. Massachusetts Mutual Life Insurance Company
1698 South Main
Boston, Massachusetts 30234

ILLUSTRATION 4

SAMPLE TAX REQUEST LETTER

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

Date

Name
Position and County
Address
City, State Zip

Salutation:

Re: Request for Tax Notice(s)

We are enclosing (insert the quantity of Loan Cards you are enclosing) tax card(s) on which we would like to request the tax notice(s) for 19__. We will appreciate receiving the card(s) and notice(s) as soon as possible.

Your assistance is appreciated.

Complimentary close,

Name
Vice President

reference initials
Enclosure(s)

Do not complete the payment columns of the Loan Card if the Tax Reserve is insufficient

In making search for taxes it is necessary, to compare the legal description of the property on this card with that on the tax roll. Search by name alone is not sufficient.

Year		Amount of Tax	Is Tax Paid Yes · No	Date Paid	Receipt Numbers	Initial	Year		Amount of Tax	Is Tax Paid Yes No	Date Paid	Receipt Numbers
	1st half							1st half				
* 19	2nd half	150.00				S	19	2nd half				
	1st half							1st half				
19	2nd half						19	2nd half				
	1st half							1st half				
19	2nd half						19	2nd half				
	1st half							1st half				
19	2nd half						19	2nd half				
	1st half							1st half				
19	2nd half						19	2nd half				
	1st half							1st half				
19	2nd half						19	2nd half				

* County Assessors will record the amount of taxes here.

SAMPLE LOAN CARD

Speediset® Moore Business Forms, Inc.

TYPEWRITER TAB MARKS

Loan No. 01-039 Name Roy P. Abernathy Amount $14,000 Inv. No. 01

County Utah Address 4825 Harper, Santaquin, Utah 84655 Investor

State Utah Date of Note Maturity Date

Assumed Borrower

TERMS OF NOTE & OPTION

Interest rate 6%

LEGAL DESCRIPTION

Lot 5, Block 2
Sunset Heights Addition #5
Santaquin, Utah

SM FORM A-716 (R) 7-63

LOAN CARD
UTAH MORTGAGE LOAN CORPORATION

NAMES AND ADDRESSES OF COUNTY TAX ASSESSORS

County	Assessor	Address
Beaver	Gerald Smith	425 North Main Street, Beaver, Utah 84713
Carbon	George A. Kerserik	100 East 300 South, Price, Utah 84501
Duchesne	Merrill D. Morris	450 South State Street, Duchesne, Utah 84021
Emery	Ben C. Johnson	243 East 354 South, Castle Dale, Utah 84513
Garfield	Curtis Swenson	364 South Main, Panguitch, Utah 84759
Grand	Harry Yamamoto	475 East Elm, Moab, Utah 84532
Iron	Frank J. Bush	200 South Main, Parowan, Utah 84761
Juab	Robert Emery	485 South State, Nephi, Utah 84648
Piute	Harold Gonzales	100 Main Street, Junction, Utah 84740
Millard	John Q. Parker	230 West 200 South, Fillmore, Utah 84631
Sanpete	Theodore I. Haroldsen	429 South Main, Manti, Utah 84642
Sevier	Isaac G. Porter	300 East 200 South, Richfield, Utah 84701
Utah	Ike S. Benson	354 North University Avenue, Provo, Utah 84601
Wasatch	Harry T. Jones	357 North Main, Heber City, Utah 84032
Wayne	Jay Dee Sourlee	756 East 200 South, Loa, Utah 84747

ILLUSTRATION 7

SAMPLE TAX LETTER OF TRANSMITTAL

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

Date

Name
Position and County
Address
City, State Zip

Salutation:

Enclosed is our check in the amount of $ (indicate total of all checks you are enclosing) for payment of taxes for the following person (people) and property (properties). Please credit his (their) account(s) for that amount.

Name of Taxpayer
Loan No.
Legal Description of Property
Amount of Taxes Paid

(List all taxpayers for whom you are paying taxes)

Complimentary close,

Name
Vice President

reference intitals
Enclosure(s)

ILLUSTRATION 8

SAMPLE REQUEST FOR ADDITIONAL TAX RESERVE FUNDS LETTER

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

Date

Name
Address
City, State Zip

Salutation:

SUBJECT: Loan No. _____

As you know, the amount you pay each month for taxes is only estimated. We recently received the tax notices from (insert county of borrower) County indicating taxes due of $ (amount of taxes due). This amount exceeds your reserve by $ (indicate amount). Please send this additional amount to us by (allow 15 days).

In order to avoid an additional payment for your next year's taxes, you should increase the amount you pay by $ (indicate amount per month) per month. MOE, INC., is now in the process of revising payment schedules for many borrowers who have this same problem due to recent tax increases. You will receive a new coupon book with the increase included very soon. When you do, destroy your old coupon book and submit your next payment using the new coupon book.

Because it is important that the taxes be paid as quickly as possible, your early response to this additional tax amount due will be appreciated.

Complimentary close,

Name
Vice President

reference initials

CITIES AND COUNTIES IN THE MOE SIMULATION

CITY	COUNTY	CITY	COUNTY
Aurora	Sevier	Mayfield	Sanpete
Axtell	Sanpete	Meadow	Millard
Beaver	Beaver	Milburn	Sanpete
Cedar Cliffs	Sanpete	Milford	Beaver
Centerfield	Sanpete	Moab	Grand
Chester	Sanpete	Monroe	Sevier
Circleville	Piute	Moroni	Sanpete
Cove Fort	Millard	Mt. Pleasant	Sanpete
Delta	Millard	Nephi	Juab
Dragerton	Carbon	Orangeville	Emery
Ephraim	Sanpete	Panguitch	Garfield
Eureka	Utah	Parowan	Iron
Fairview	Sanpete	Payson	Utah
Fayette	Sanpete	Pigeon	Sanpete
Fillmore	Millard	Price	Carbon
Fountain Green	Sanpete	Redmond	Sevier
Freedom	Wayne	Richfield	Sevier
Fremont	Wayne	Roosevelt	Duschesne
Glenwood	Sevier	Salina	Sevier
Gunnison	Sanpete	Santaquin	Utah
Helper	Carbon	Sevier	Sevier
Holden	Millard	Scipio	Millard
Kanosh	Millard	Sigurd	Sevier
Kingston	Piute	Spring City	Sanpete
Manderfield	Beaver	Springville	Utah
Manti	Sanpete	Sterling	Sanpete
Mapleton	Utah	Venice	Sevier
Marshall	Juab	Wales	Sanpete
Marysvale	Piute	Wellington	Carbon

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MOE, INC.

T A S K S H E E T S

A N D

P R O C E D U R E S M A N U A L

INSURANCE CLERK

BEST COPY AVAILABLE

ERIC

INSURANCE CLERK

Task Sheet, Phase II

1. As you thumb through the folder, read the Narrative. Do not write on sample forms or instruction sheets.

2. Using the Master Customer List in your student manual, check to see that all of the information on the three insurance policies is correct. Check the following items: Name and address of insured, property description, amount of coverage (same as amount of loan).

3. For each policy that has an error, fill out a Policy Correction Form. You are to indicate all errors. Write the name of the insured as it appears on the policy, the policy number, and today's date. Check the insurance company involved, then make corrections as needed. The incorrect insurance policy and correction form will be mailed to the insurance company so the policy can be corrected.

4. If the policy is correct in every detail, write a policy approval letter similar to the one in your procedures manual to the customer indicating the policy has been accepted. Obtain from the Master Customer List the amounts to be filled in on each blank for principal, interest, etc. Make sure the total payment in the letter agrees with the Master Customer List.

5. A tickler card should be completed for each correct policy you receive. This card is filed by expiration date and "tickles" (or reminds) when the policy it refers to is about to expire. This saves you from going through the complete file of insurance policies to find the ones which are expiring. You should put the completed tickler card in your folder.

6. Whenever you receive a policy cancellation notice, you must write a policy cancellation letter similar to the one in your procedures manual. You should consult the numeric rotary file to find the name of the customer who has the policy indicated on the cancellation notice.

7. Gather your materials together in preparation for your debriefing session with the president.

NARRATIVE - INSURANCE CLERK

Welcome to the insurance clerk position, a very vital link in the complete operation of MOE, INC. Thumb through the forms as you read this narrative.

Your purpose as an insurance clerk is to see that all loans are adequately insured. You are a person we must rely upon to acomplish this.

In your folder you will find three fire insurance policies. These policies contain all of the essential information necessary for a policy. A real policy is much more complete and official looking, but because of the difficulty of reproducing an actual policy, we provide the important information only. Later you must check all of the information against the master customer list to see that all information is correct.

The next form is an Insurance Policy Correction form provided to make corrections in the event there is an error on the policy. This must be filled out and sent to the insurance company when an error is found on the policy. You must indicate on this form what is to be corrected.

The next form is a policy approval letter which indicates that insurance has been approved. When you find that the insurance policy is correct in every detail, you are to type a policy approval letter to the customer indicating that this insurance has been obtained by MOE, INC., for the customer's mortgage. You are to get from the master customer list the amounts to be filled in on each blank for principal, interest, insurance premium, deposit for taxes and deposit for fire and hazard insurance. One thing you should understand is that the deposit for taxes

and for fire and hazard insurance is not part of a payment. These funds are a deposit which is held by MOE, INC., so the taxes or insurance can be paid when they come.

The next form is a policy cancellation notice letter. When you receive a policy cancellation notice letter (an example is given in your procedures manual), you must write to that customer and tell him that his insurance policy must be renewed. (a sample policy cancellation letter is in your procedures manual)

The next form, a tickler card, has many uses. It is filed according to the insurance expiration date in the upper right hand corner. It is also used for checking the accuracy of the policy cancellation letter.

INSURANCE CLERK

Task Sheet, Phase III, No. 1

1. Read this entire page before you start to work.

2. You are to type a memorandum to your Vice President concerning the insurance policies that are due to expire next month and the month following. The subject of this memorandum is "Insurance Policy Expiration List". Using your tickler file, you should list the policy number, name of the insured, and the date of expiration of each policy.

3. All insurance policies received by MOE, INC., must be processed to determine if the right customer, property, and mortgage amount is covered by the insurance.

4. By using your Master Customer List, you can determine whether or not each policy is correct.

5. You should fill out Insurance Policy Correction Forms on each incorrect policy.

6. You should write a Policy Approval Letter to each borrower with a correct policy telling him his insurance has been approved. A sample Policy Approval Letter is given in your procedures manual.

7. You should fill out a Tickler Card on each correct insurance policy.

INSURANCE CLERK

Task Sheet, Phase III, No. 2

1. Read this entire page before you start to work.

2. On a sheet given to you by the president you will find the names of borrowers for whom you are to renew insurance policies.

3. You should check the cost of renewal against the insurance reserve amount for each borrower. The yearly insurance reserve can be found by multiplying the amount of the monthly insurance payment (found either in your Master Customer List or on the Borrower's Ledger) by 12.

4. If the insurance reserve is sufficient to cover the amount of the premium, you should have the Receptionist write a check to the appropriate insurance company. Only one check covering the insurance for all borrowers whose premiums are due needs to be sent to each company.

5. You should type an Insurance letter of transmittal to transmit the check to the appropriate insurance company. The check should be attached to the Insurance letter of transmittal when it goes to the Vice President for approval. A sample letter of transmittal and names and addresses of each insurance company are included in your procedures manual.

6. If the insurance reserve is insufficient to cover the insurance amount for a particular borrower, you should type a request for additional insurance reserve funds letter to that obrrower asking for additional funds. A sample letter is included in your procedures manual.

7. You should type a new Tickler Card for each policy which you renew, and you should put the Tickler Card in your "out" basket.

INSURANCE CLERK

Task Sheet, Phase III, No. 3

1. Read this entire page before you start to work.

2. MOE, INC., has an obligation to its investors to keep all mortgaged property adequately insured.

3. Sometimes a borrower does not respond to a request for additional insurance funds as rapidly as MOE, INC., would like. When this happens, MOE usually receives a Policy Cancellation Notice from the insurance company indicating a policy is about to expire because of nonpayment of premium.

4. A Policy Cancellation Letter must then be sent to the borrower indicating that action will be taken if he does not send the additional amount necessary to pay the premium. A sample Policy Cancellation Letter is given in your procedures manual.

5. You are to send a Policy Cancellation Letter to each borrower identified by a Policy Cancellation Notice.

6. The Loan number and Policy number are identical.

INSURANCE CLERK

Task Sheet, Phase III, No. 4

1. All insurance policies received by MOE, INC., must be processed to determine if the right customer, property, and mortgage amount is covered by the insurance.

2. By using your Master Customer List you can determine whether or not each policy is correct.

3. You should fill out an insurance Policy Correction Form on each incorrect policy.

4. You should write a Policy Approval Letter to each borrower with a correct policy telling him his insurance has been approved. A sample Policy Approval Letter is given in your procedures manual.

5. You should fill out a Tickler Card on each correct insurance policy.

INSURANCE CLERK

Task Sheet #1, Phase IV

1. Read this entire page before you start to work.

2. You are to type a memorandum to your Vice President concerning the insurance policies that are due to expire next month and the month following. The subject of the memorandum is "Insurance Policy Expiration List." Using your tickler file, you should list the policy number, name of the insured, and the date of expiration of each policy.

3. All insurance policies received by MOE, INC., must be processed to determine if the right customer, property, and mortgage amount is covered by the insurance.

4. By using your Master Customer List, you can determine whether these three things are correct on each policy.

5. You should fill out an Insurance Policy Correction Form on each incorrect policy.

6. You should write a Policy Approval Letter to each borrower with a correct policy telling him his insurance has been approved. A sample Policy Approval Letter is given in your procedures manual.

7. You should fill out a Tickler Card on each correct insurance policy.

INSURANCE CLERK

Task Sheet, Phase IV, No. 2

1. Read this entire page before you start to work.

2. On a sheet given to you by the president you will find the names of borrowers for whom you are to renew insurance policies.

3. You should check the cost of renewal against the insurance reserve amount for each borrower. The yearly insurance reserve can be found by multiplying the amount of the monthly insurance payment (found either in your Master Customer List or on the Borrower's Ledger) by 12.

4. If the insurance reserve is sufficient to cover the amount of the premium, you should have the Receptionist write a check to the appropriate insurance company. Only one check covering the insurance for all borrowers whose premiums are due needs to be sent to each company.

5. You should type an insurance letter of transmittal to transmit the check to the appropriate insurance company. The check should be attached to the insurance letter of transmittal when it goes to the Vice President for approval. A sample letter of transmittal and the names and addresses of each insurance company are included in your procedures manual.

6. If the insurance reserve is insufficient to cover the insurance amount for a particular borrower, you should type a request for additional insurance reserve funds letter to that borrower asking for additional funds. A sample letter is included in your procedures manual.

7. You should type a new Tickler Card for each policy which you renew, and you should put the Tickler Card in your "out" basket.

INSURANCE CLERK

Task Sheet #3, Phase IV

1. Read this entire page before you start to work.

2. MOE. INC., has an obligation to its investors to keep all mortgaged property adequately insured.

3. Sometimes a borrower does not respond to a request for additional insurance funds as rapidly as MOE, INC., would like. When this happens, MOE usually receives a Policy Cancellation Notice from the insurance company indicated the policy as about to expire because of nonpayment of premium.

4. A Policy Cancellation Letter must then be sent to the borrower indicating that action will be taken if he does not send the additional amount necessary to pay the premium. A sample Policy Cancellation Letter is given in your procedures manual.

5. You are to send a Policy Cancellation Letter to each borrower identified by a Policy Cancellation Notice.

6. The loan number and Policy number are identical.

Task Sheet #4, Phase IV

1. All insurance policies received by MOE, INC., must be processed to determine if the right customer, property, and mortgage amount is covered by the insurance.

2. By using your Master Customer List you can determine whether these three things on each policy are correct.

3. You should fill out an insurance Policy Correction Form on each incorrect policy.

4. You should write a Policy Approval Letter to each borrower with a correct policy telling him his insurance has been approved. A sample Policy Approval letter is given in your procedures manual.

5. You should fill out a Tickler Card on each correct insurance policy.

INSURANCE CLERK

A. Policies

Since all mortgages must be covered by adequate insurance, there is an insurance policy for each mortgage handled by MOE, INC. (See Illustration 1) You must check all policies for accuracy in three major areas:

1. The name and address of the insured.
2. The legal description of the property covered.
3. The amount of coverage.

The Master Customer List will provide all of the information needed for checking policies.

B. Insurance Policy Correction Form

Any errors found on insurance policies must be corrected by using the Insurance Policy Correction letter. (See Illustration 2)

Procedures:

1. Type the current date.

2. Type the name and address of the insurance company.

3. Type the name of the policyholder as it appears on insurance policy.

4. Type the number of the policy as it appears on the insurance policy.

5. Fill in only the portions needing correction in the bottom section.

C. Policy Approval Letter

If you find the policy correct, you should type a policy approval letter. (See Illustration 3) The items of principal, interest, insurance, and taxes can be obtained from the Master Customer List.

D. Policy Renewals

Upon receipt of a policy renewal list, you should check the amount of the renewal against the insurance reserve of each borrower. The yearly insurance reserve can be found by multiplying the amount of the monthly insurance payment (found either in your Master Customer List or on the borrower's ledger) by 12. If the insurance reserve is sufficient to cover the amount of the insurance, you should type an insurance letter of transmittal (See Illustration 4) and write a memo to the Receptionist

asking for a check for the amount of the insurance renewal made payable to the insurance company. The address of the insurance company can be determined by consulting the list of insurance companies. (See Illustration 5) If the insurance reserve is insufficient to cover the insurance amount for a particular borrower, you should type a request for additional insurance funds letter to the borrower asking for additional funds. (See Illustration 6)

E. Tickler Card

A tickler card (See Illustration 7) is made up for each newly received or renewed correct policy. The card is filed by policy expiration date. The tickler card file enables the insurance clerk to identify the policies which will expire during each month.

F. Policy Cancellation Notice and Policy Cancellation Letter

The policy cancellation notice (See Illustration 8) is a letter from the insurance company indicating a policy which will be canceled if payment if not received within a 30-day grace period.

Upon receipt of the policy cancellation notice, you must check the notice against the tickler card. If the tickler card date agrees with the date on the cancellation notice, you must then type a policy cancellation letter to the borrower. (See Illustration 9)

If the tickler card date does not agree with the cancellation notice date, write to the insurance company to verify the date.

SAMPLE CORRECT FIRE INSURANCE POLICY

Policy No. 09-040

Insuree California Western Life Insurance

Insured Lester G. Aaron

Address

Legal Description Lot 31, Block 20, Sunset Heights Addition

#4 Beaver, Utah

Amount of Coverage (Loan Amount) $18,000

Effective Dates of Policy January 1, 19--, to January 1, 19--

Cost of Coverage $108

SAMPLE INCORRECT FIRE INSURANCE

Policy No. 05-061

Insuree Western Insurance, 942 East Eleventh South, Washington, D.C. 22097

Insured Robert H. Abel

Address

Legal Description Lot 13, Block 22, Highland Road Addition #3,

Manti, Utah

Amount of Coverage (Loan Amount)

Effective Dates of Policy March 1, 19--, to January 1, 19--

Cost of Coverage $134.40

INSURANCE POLICY CORRECTION FORM

DATE:

TO:

FROM: MOE, INC.

SUBJECT: Name _____

REFERENCE: Policy No. _____

Make Corrections below only where necessary.

CORRECTED NAME: _____

CORRECTED ADDRESS: _____

CORRECTED LEGAL DESCRIPTION: _____

_____

CORRECTED AMOUNT OF COVERAGE: _____

SAMPLE POLICY APPROVAL LETTER

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

Date

Name
Address
City, State Zip

Salutation:

It is a real pleasure to advise you that your application for Mortgage Fire Insurance has been approved. Enclosed is your policy which describes the benefits and provisions of this valuable insurance coverage underwritten by the (insert name of insurance company).

Below is listed the composition of your new payment including the premium for this protection:

Principal and Interest	$(amount)
Deposit for Taxes	(amount)
Deposit for Fire Insurance	(amount)
TOTAL MONTHLY PAYMENT	$(amount)

We congratulate you for your wisdom and foresight in participating in this program, and we trust you will feel a greater measure of security in knowing that you have provided for an emergency with this insurance.

If you have any questions concerning this matter, please contact us at your convenience.

Complimentary close,

Name
Vice President

reference initials
Enclosure

ILLUSTRATION 4

SAMPLE INSURANCE LETTER OF TRANSMITTAL

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

Date

Name
Address
City, State Zip

Salutation:

Enclosed is our check in the amount of $(indicate total of all checks you are enclosing) for payment of insurance premium(s) for the following person(s). Please credit his (their) account(s) for that amount.

Name of Insured
Insurance Policy No.
Amount of Insurance premium

(List all persons for whom you are paying insurance premiums)

Complimentary close,

Name
Vice President

reference initials
Enclosure(s)

ILLUSTRATION 5

MOE INVESTORS OR INSURANCE COMPANIES

01. Aetna Insurance Company
312 Boston Building
Newport, Maine 12134

02. Allstate Insurance Company
363 East 960 South
Boston, Massachusetts 13236

03. American Insurance Company
647 West Broadway
Chicago, Illinois 32323

04. American Investors Insurance Company
943 North Main
Chicago, Illinois 34234

05. American Western Life Insurance Company
942 East 11 South
Washington, D.C. 22097

06. Anchor National Life Insurance Company
150 East Grover
Cincinnati, Ohio 42870

07. Bankers Life & Casualty Insurance Company
487 Pioneer Street
Dallas, Texas 60953

08. Beehive Insurance Company
149 South State
Salt Lake City, Utah 84368

09. California Western Life Insurance Company
479 Bankers Building
Los Angeles, California 95478

10. Continental Life Insurance Company
Continental Bank Building
San Francisco, California 93857

11. Farmers Insurance Group
947 East 4th South
Reno, Nevada 89023

12. Massachusetts Mutual Life Insurance Company
1698 South Main
Boston, Massachusetts 30234

ILLUSTRATION 6

SAMPLE REQUEST FOR ADDITIONAL INSURANCE RESERVE FUNDS

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

Date

Name
Address
City, State Zip

Salutation:

As you know, the amount you pay each month for insurance is only estimated. We recently received renewal notices from (insert name of insurance company) indicating a premium due of (insert amount of insurance premium). This amount exceeds your reserve by $(insert amount). Please send this additional amount to us by (allow 15 days).

In order to avoid an additional payment for your next insurance premium, you should increase the amount you pay by $(indicate amount per month) per month. MOE, INC., is now in the process of revising payment schedules for many borrowers who have this same problem due to recent premium hikes. You will receive a new coupon book soon with the increase included. When you do, destroy the old coupon book and submit your next payment using the new coupon book.

Because it is important that the insurance premium be paid as quickly as possible, an early response to this letter would be appreciated.

Complimentary close,

Name
Vice President

reference initials

ILLUSTRATION 7

Policy Expiration Date _____

TICKLER CARD

Name of Insured Aaron, Lester G.

Name of Insurance Co. California Western Life Insurance

Borrower's No. 09-040

Policy No. _____

Effective Dates of Ins. _____

Amount of Coverage _____

ILLUSTRATION 8

SAMPLE POLICY CANCELLATION NOTICE

Date

MOE, INC.
Business Education Lane
Wheels, Utah 84621

Gentlemen:

Subject: Insurance Policy No. _____

Subject policy will be canceled on _____ if renewal premium is not received.

Present coverage is effective until end of thirty-day grace period.

Sincerely,

Premium Clerk

hrs

ILLUSTRATION 9

SAMPLE POLICY CANCELLATION LETTER

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

Date

Name of Borrower
Address
City, State Zip Code

Salutation:

Subject: Loan No. (insert loan number)

Your insurance policy covering property on which we hold a mortgage will expire on (allow thirty days) because of nonpayment of premium. As you know, MOE, INC., must pay the insurance premium and must hold the original of the insurance policy at all times.

A short time ago we sent you a letter indicating your insurance reserve was inadequate to pay your insurance premium. We have not yet received your check.

If your check is not received within ten days from the date of this letter, we will have no other alternative than to pay your premium and take legal action against you as this constitutes a mortgage default.

Complimentary close,

Name
Vice President

reference initials

MASTER CUSTOMER LIST

Illustration (10)

MOE, INC.

Acct. No.	Name and Address Property Description	Principal & Interest	Interest Rate	Taxes	Insurance	Mortgage *Amount	Monthly Payment	County
09-040 (1)	Aaron, Lester G. 2966 Garden Circle Beaver, Utah 84713 Lot 3 Block 20 Sunset Heights Addition #4 Beaver, Utah	$ 119.76	7%	$37.24	$ 9.00	$18,000	$166.00	Beaver
03-041 (2)	Abbott, Clifton A. 1063 Lincoln Moab, Utah 84532 Lot 1 Block 19 Riverdale Road Extension #1 Moab, Utah	28.61	7%	10.72	2.67	4,300	42.00	Grand
05-061 (3)	Abel, Robert H. 5766 Wood Circle Manti, Utah 84642 Lot 12 Block 22 Highland Road Addition #3 Manti, Utah	154.78	6.75%	46.02	11.20	22,400	212.00	Sanpete
01-039 (4)	Abernathy, Roy P. 4825 Harper Santaquin, Utah 84655 Lot 5 Block 2 Sunset Heights Addition #5 Santaquin, Utah	83.94	6%	29.06	7.00	14,000	120.00	Utah

* Includes insurance coverage needed

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Acct. No.	Name and Address Property Description	Principal & Interest	Interest Rate	Taxes	Insurance	Mortgage *Amount	Monthly Payment	County
03-060 (5)	Abernethy, Henry L. 1001 Wilson Avenue Nephi, Utah 84648 Lot 16 Block 5 Sunrise Road Extension #4 Nephi, Utah	$ 149.23	6.5%	$44.17	$10.60	$21,200	$204.00	Juab
11-073 (6)	Able, Charles 1836 South 3rd East Fremont, Utah 84727 Lot 3 Block 16 River Road Development #1 Fremont, Utah	149.23	6.5%	44.17	10.60	21,200	204.00	Wayne
02-035 (7)	Abney, William G. 1940 Foothill Drive Price, Utah 84501 Lot 24 Block 2 Sunrise Heights Addition #7 Price, Utah	119.76	7%	37.24	9.00	18,000	166.00	Carbon
11-066 (8)	Abraham, F. Blaine 2910 Cascade Way Wellington, Utah 84542 Lot 2 Block 12 Sunset Road Addition #4 Wellington, Utah	119.76	7%	37.24	9.00	18,000	166.00	Carbon
12-010 (9)	Abrams, Thayne G. 361 North Main Helper, Utah 84526 Lot 7 Block 14 Highland Heights Addition #23 Helper, Utah	24.56	7.25%	8.64	1.80	3,600	35.00	Carbon

* Includes insurance coverage needed

Acct. No.	Name and Address Property Description	Principal & Interest	Interest Rate	Taxes	Insurance	Mortgage *Amount	Monthly Payment	County
08-099 (10)	Ackerlind, Curtis F. 2433 Melony Drive Beaver, Utah 84713 Lot 11 Block 16 Highland Road Addition #16 Beaver, Utah	$ 149.23	6.5%	$44.17	$ 10.60	$21,200	$204.00	Beaver
10-042 (11)	Ackerlund, Charles C. 425 Sherman Avenue Moroni, Utah 84646 Lot 2 Block 20 Sunset Heights Addition #3 Moroni, Utah	28.61	7%	10.72	2.67	4,300	42.00	Sanpete
07-062 (12)	Ackerson, Charles D. 1390 Emery Centerfield, Utah 84622 Lot 6 Block 7 Highland Heights Addition #7 Centerfield, Utah	83.94	6%	29.06	7.00	14,000	120.00	Sanpete
11-036 (13)	Ackley, Peter G. 534 Cottonwood Lane Redmond, Utah 84652 Lot 22 Block 27 Skyline Road Addition #12 Redmond, Utah	154.78	6.75%	46.02	11.20	22,400	212.00	Sevier
02-075 (14)	Ackman, Paul A. 1114 Charlton Avenue Fayette, Utah 84630 Lot 24 Block 2 Mountain Road Extension #17 Fayette, Utah	149.23	6.5%	44.17	10.60	21,200	204.00	Sanpete

* Includes insurance coverage needed

Acct. No.	Name and Address Property Description	Principal & Interest	Interest Rate	Taxes	Insurance	Mortgage Amount	Monthly Payment	County
09-080 (15)	Adair, Clifford 1457 Van Buren Avenue Orangeville, Utah 84537 Lot 15 Block 6 Sunset Road Development #7 Orangeville, Utah	$ 28.61	7%	$10.72	$ 2.67	$ 4,300	$ 42.00	Emery
11-063 (16)	Adams, Mark G. 3728 Camino Way Scipio, Utah 84656 Lot 7 Block 19 Skyline Drive Extension #3 Scipio, Utah	154.78	6.75%	46.02	11.20	22,400	212.00	Millard
04-037 (17)	Adams, Melvin T. 1995 Douglas Axtell, Utah 84621 Lot 9 Block 17 Riverdale Road Addition #6 Axtell, Utah	97.80	6%	33.05	8.15	16,300	139.00	Sanpete
01-001 (18)	Adamson, Robert E. 1741 Hillcrest Avenue Glenwood, Utah 84730 Lot 18 Block 4 Sunset Heights Addition #10 Glenwood, Utah	28.61	7%	10.72	2.67	4,300	42.00	Sevier
07-088 (19)	Addams, Richard M. 4335 Rose Garden Lane Springville, Utah 84663 Lot 15 Block 18 Highland Road Development #10 Springville, Utah	149.23	6.5%	44.17	10.60	21,200	204.00	Utah

* Includes insurance coverage needed

Acct. No.	Name and Address Property Description	Principal & Interest	Interest Rate	Taxes	Insurance	Mortgage *Amount	Monthly Payment	County
05-038 (20)	Addison, Paul G. 353 South 1100 East Eureka, Utah 84628 Lot 2 Block 18 Sunrise Heights Extension #9 Eureka, Utah	$ 83.94	6%	$29.06	$ 7.00	$14,000	$120.00	Utah
08-043 (21)	Agnew, Wallace P. 3757 Hillside Lane Panguitch, Utah 84759 Lot 6 Block 14 Mountain Heights Extension #2 Panguitch, Utah	154.78	6.75%	46.02	11.20	22,400	212.00	Garfield
07-020 (22)	Ahlander, Perry G. 155 North West Temple Mt. Pleasant, Utah 84647 Lot 15 Block 9 Mountain Road Development #2 Mt. Pleasant, Utah	149.23	6.5%	44.17	10.60	21,200	204.00	Sanpete
09-095 (23)	Ahlstrom, Harvey M. 1028 Valentine Marshall, Utah 86723 Lot 12 Block 13 Highland Heights Extension #19 Marshall, Utah	24.56	7.25%	8.64	1.80	3,600	35.00	Juab
10-096 (24)	Akins, Martin T. 1125 Ramon Avenue Chester, Utah 84623 Lot 19 Block 6 Sunset Heights Addition #9 Chester, Utah	97.80	6%	33.05	8.15	16,300	139.00	Sanpete

* Includes insurance coverage needed

Acct. No.	Name and Address Property Description	Principal & Interest	Interest Rate	Taxes	Insurance	Mortgage *Amount	Monthly Payment	County
02-033 (25)	Aland, Howard F. 1916 Texas Aurora, Utah 84620 Lot 3 Block 18 Highland Heights Development #18 Aurora, Utah	$119.76	7%	$37.24	$ 9.00	$18,000	$166.00	Sevier
07-079 (26)	Albe=, Gary R. 4191 McKay Drive Redmond, Utah 84652 Lot 14 Block 1 Sunrise Drive Addition #5 Redmond, Utah	149.23	6.5%	44.17	10.60	21,200	204.00	Sevier
02-100 (27)	Albert, Rudolf D. 4435 South 900 East Pigeon, Utah 86790 Lot 3 Block 6 Highland Road Addition #9 Pigeon, Utah	28.61	7%	10.72	2.67	4,300	42.00	Sanpete
06-002 (28)	Albertson, Ted A. 1551 Glen Arbor Wales, Utah 84667 Lot 14 Block 4 Sunset Heights Development #7 Wales, Utah	24.56	7.25%	8.64	1.80	3,600	35.00	Sanpete
04-089 (29)	Alder, Wendell R. 2864 Hermosa Way Milburn, Utah 84647 Lot 2 Block 3 Highland Road Extension #3 Milburn, Utah	97.80	6%	33.05	8.15	16,300	139.00	Sanpete

* Includes insurance coverage needed

Sect. No.	Name and Address Property Description	Principal & Interest	Interest Rate	Taxes	Insurance	Mortgage *Amount	Monthly Payment	County
05-032 (30)	Allan, Delbert V. 2348 University Village Holden, Utah 84636 Lot 1 Block 16 Sunrise Heights Development #1 Holden, Utah	$ 28.61	7%	$10.72	$ 2.67	$ 4,300	$ 42.00	Millard
08-087 (31)	Allen, Victor G. 1916 Siggard Drive Cove Fort, Utah 84637 Lot 14 Block 4 Hillside Heights Addition #12 Cove Fort, Utah	149.23	6.5%	44.17	10.60	21,200	204.00	Millard
02-048 (32)	Alley, William C. 3458 Appleway Drive Meadow, Utah 84644 Lot 12 Block 2 Sunset Road Extension 13 Meadow, Utah	24.56	7.25%	8.64	1.80	3,600	35.00	Millard
08-070 (33)	Allred, Walter H. 2554 Park Glenwood, Utah 84730 Lot 5 Block 6 Redwood Road Development #10 Glenwood, Utah	97.80	6%	33.05	8.15	16,300	139.00	Sevier
03-065 (34)	Allsop, Reese A. 1164 Garfield Avenue Price, Utah 84501 Lot 14 Block 14 Highland Road Addition #3 Price, Utah	154.78	6.75%	46.02	11.20	22,400	212.00	Carbon

* Includes insurance coverage needed

Acct. No.	Name and Address Property Description	Principal & Interest	Interest Rate	Taxes	Insurance	Mortgage *Amount	Monthly Payment	County
10-034 (35)	Alsop, Daniel R. 1153 Bryan Avenue Milford, Utah 84751 Lot 10 Block 1 Sunrise Heights Extension #4 Milford, Utah	$149.23	6.5%	$44.17	$ 10.60	$21,200	$204.00	Beaver
07-046 (36)	Ames, Carl M. 804 Princeton Avenue Spring City, Utah 84662 Lot 7 Block 9 Sunset Road Development #6 Spring City, Utah	28.61	7%	10.72	2.67	4,300	42.00	Sanpete
01-097 (37)	Andersen, Howard S. 4636 West Point Drive Delta, Utah 84624 Lot 9 Block 8 Riverside Heights Extension #2 Delta, Utah	83.94	6%	29.06	7.00	14,000	120.00	Millard
06-084 (38)	Anderson, Howard C. 1365 Teakwood Drive Roosevelt, Utah 84066 Lot 13 Block 2 Riverdale Road Development #8 Roosevelt, Utah	154.78	6.75%	46.02	11.20	22,400	212.00	Duchesne
02-050 (39)	Andreason, W. Russell 126 East 6th North Glenwood, Utah 84730 Lot 2 Block 8 Sunrise Road Addition #4 Glenwood, Utah	28.61	7%	10.72	2.67	4,300	42.00	Sevier

* Includes insurance coverage needed

Acct. No.	Name and Address Property Description	Principal & Interest	Interest Rate	Taxes	Insurance	Mortgage *Amount	Monthly Payment	County
04-090 (40)	Andrew, William J. 815 Downington Avenue Salina, Utah 84654 Lot 12 Block 5 Riverside Heights Extension #5 Salina, Utah	$119.76	7%	$37.24	$ 9.00	$18,000	$166.00	Sevier
09-074 (41)	Andrews, Willard J. 3698 Hooper Lane Gunnison, Utah 84634 Lot 2 Block 9 Highland Road Extension #16 Gunnison, Utah	97.80	6%	33.05	8.15	16,300	139.00	Sanpete
07-098 (42)	Andrus, LaVere F. 2676 Wellington Drive Ephraim, Utah 84627 Lot 17 Block 4 Redmond Heights Development #3 Ephraim, Utah	119.76	7%	37.24	9.00	18,000	166.00	Sanpete
12-008 (43)	Angus, Porter F. 1231 Layton Avenue Dragerton, Utah 84520 Lot 13 Block 2 Roadside Heights Addition #5 Dragerton, Utah	154.78	6.75%	46.02	11.20	22,400	212.00	Carbon
06-029 (44)	Anthony, James R. 2630 Lockhart Road Fountain Green, Utah 84632 Lot 6 Block 15 Sunset Heights Development #13 Fountain Green, Utah	83.94	6%	29.06	7.00	14,000	120.00	Sanpete

* Includes insurance coverage needed

Acct. No.	Name and Address Property Description	Principal & Interest	Interest Rate	Taxes	Insurance	Mortgage *Amount	Monthly Payment	County
03-006 (45)	Armstrong, Phillip W. 580 East 7570 South Sterling, Utah 84665 Lot 17 Block 3 Redwood Heights Addition #9 Sterling, Utah	$ 24.56	7.25%	$ 8.64	$ 1.80	$ 3,600	$ 35.00	Sanpete
04-064 (46)	Arnell, George E. 1430 Federal Way Payson, Utah 84651 Lot 2 Block 19 Highland Heights Development #7 Payson, Utah	28.61	7%	10.72	2.67	4,300	42.00	Utah
02-030 (47)	Arnold, Roy O. 1475 Richards Mayfield, Utah 84643 Lot 14 Block 1 Riverside Heights Addition #7 Mayfield, Utah	119.76	7%	37.24	9.00	18,000	166.00	Sanpete
09-044 (48)	Arthur, Allen C. 5651 Sanford Drive Mapleton, Utah 86699 Lot 13 Block 5 Sunset Road Extension #8 Mapleton, Utah	97.80	6%	33.05	8.15	16,300	139.00	Utah
05-031 (49)	Atwood, Charles W. 2068 LaCresta Drive Cedar Cliffs, Utah 86223 Lot 16 Block 1 Highland Road Extension #2 Cedar Cliffs, Utah	154.78	6.75%	46.02	11.20	22,400	212.00	Sanpete

* Includes insurance coverage needed

Acct. No.	Name and Address Property Description	Principal & Interest	Interest Rate	Taxes	Insurance	Mortgage *Amount	Monthly Payment	County
08-045 (50)	Avery, Kenneth D. 991 Hudson Drive Kingston, Utah 84743 Lot 13 Block 6 Highland Heights Extension #12 Kingston, Utah	$149.23	6.5%	$44.17	$10.60	$21,200	$204.00	Piute
07-005 (51)	Baak, Charles B. 246 Helm Avenue Beaver, Utah 84713 Lot 2 Block 18 Redwood Heights Extension #4 Beaver, Utah	24.56	7.25%	8.64	1.80	3,600	35.00	Beaver
11-013 (52)	Babcock, William E. 4047 Loredo Drive Richfield, Utah 84701 Lot 4 Block 6 Redmond Heights Addition #16 Richfield, Utah	83.94	6%	29.06	7.00	14,000	120.00	Sevier
05-054 (53)	Bailey, William P. 4657 Fortuna Way Manti, Utah 84642 Lot 13 Block 5 Highland Road Extension #2 Manti, Utah	119.76	7%	37.24	9.00	18,000	166.00	Sanpete
06-068 (54)	Baird, Donald R. 2625 Glenna Drive Mt. Pleasant, Utah 84647 Lot 6 Block 6 Sunset Road Extension #13 Mt. Pleasant, Utah	97.80	6%	33.05	8.15	16,300	139.00	Sanpete

* Includes insurance coverage needed

Acct. No.	Name and Address Property Description	Principal & Interest	Interest Rate	Taxes	Insurance	Mortgage *Amount	Monthly Payment	County
12-018 (55)	Baker, Bruce H. 1417 Spring Lane Monroe, Utah 84754 Lot 8 Block 2 Redmond Heights Development #2 Monroe, Utah	$ 24.56	7.25%	$ 8.64	$ 1.80	$ 3,600	$ 35.00	Sevier
10-085 (56)	Baldwin, Boyd E. 2016 Emerson Drive Moroni, Utah 84646 Lot 7 Block 10 Sunrise Heights Extension #1 Moroni, Utah	149.23	6.5%	44.17	10.60	21,200	204.00	Sanpete
08-081 (57)	Ball, Duane O. 2612 Kentucky Avenue Kanosh, Utah 84637 Lot 14 Block 2 Riverdale Road Development #4 Kanosh, Utah	154.78	6.75%	46.02	11.20	22,400	212.00	Millard
01-047 (58)	Ballard, Donald J. 3748 Harvard Lane Fillmore, Utah 84631 Lot 5 Block 10 Riverside Heights Extension #8 Fillmore, Utah	28.61	7%	10.72	2.67	4,300	42.00	Millard
05-094 (59)	Balls, Jack T. 964 Milton Avenue Sevier, Utah 84766 Lot 12 Block 16 Highland Road Addition #13 Sevier, Utah	149.23	6.5%	44.17	10.60	21,200	204.00	Sevier

* Includes insurance coverage needed

Acct. No.	Name and Address Property Description	Principal & Interest	Interest Rate	Taxes	Insurance	Mortgage *Amount	Monthly Payment	County
08-017 (60)	Barber, Robert D. 578 Pueblo Lane Holden, Utah 84636 Lot 6 Block 4 Riverside Heights Addition #2 Holden, Utah	$ 83.94	6%	$29.06	$ 7.00	$14,000	$120.00	Millard
04-055 (61)	Barker, Charles A. 232 Baird Avenue Marysvale, Utah 84750 Lot 17 Block 9 Sunrise Road Development #10 Marysvale, Utah	97.80	6%	33.05	8.15	16,300	139.00	Piute
06-016 (62)	Barlow, Norman 2943 Barton Lane Panguitch, Utah 84759 Lot 12 Block 7 Sunset Heights Addition #12 Panguitch, Utah	24.56	7.25%	8.64	1.80	3,600	35.00	Garfield
03-053 (63)	Barnes, Philip P. 784 Washington Lane Delta, Utah 84624 Lot 13 Block 2 Highland Road Extension #13 Delta, Utah	119.76	7%	37.24	9.00	18,000	166.00	Millard
11-011 (64)	Barnett, Denny D. 590 Leland Avenue Wales, Utah 84667 Lot 14 Block 5 Marydale Heights Extension #16 Wales, Utah	28.61	7%	10.72	2.67	4,300	42.00	Sanpete

* Includes insurance coverage needed

Acct. No.	Name and Address Property Description	Principal & Interest	Interest Rate	Taxes	Insurance	Mortgage *Amount	Monthly Payment	County
12-091 (65)	Barrett, Arthur E. 5543 Sommerset Way Axtell, Utah 84621 Lot 1 Block 15 Highland Heights Addition #8 Axtell, Utah	$154.78	6.75%	$46.02	$ 11.20	$22,400	$212.00	Sanpete
10-049 (66)	Barton, Harry H. 361 Maxwell Lane Meadow, Utah 84644 Lot 8 Block 16 Sunrise Road Development #12 Meadow, Utah	149.23	6.5%	44.17	10.60	21,200	204.00	Millard
06-015 (67)	Bateman, Rex W. 992 East 2857 South Redmond, Utah 84652 Lot 14 Block 7 Hillside Heights Extension #6 Redmond, Utah	83.94	6%	29.06	7.00	14,000	120.00	Sevier
09-067 (68)	Bates, Robert J. 1205 Gilmer Drive Moab, Utah 84532 Lot 9 Block 13 Hillcrest Road Addition #13 Moab, Utah	24.56	7.25%	8.64	1.80	3,600	35.00	Grand
10-012 (69)	Beck, Ivan J. 581 Monroe Lane Circleville, Utah 84723 Lot 14 Block 1 Riverdale Heights Extension #8 Circleville, Utah	97.80	6%	33.05	8.15	16,300	139.00	Piute

* Includes insurance coverage needed

Acct. No.	Name and Address Property Description	Principal & Interest	Interest Rate	Taxes	Insurance	Mortgage *Amount	Monthly Payment	County
01-072 (70)	Beckstead, Carl J. 350 Jason Avenue Santaquin, Utah 84655 Lot 1 Block 11 Sunset Heights Development #13 Santaquin, Utah	$ 28.61	7%	$10.72	$ 2.67	$ 4,300	$ 42.00	Utah
11-004 (71)	Bell, Harold F. 1844 Laird Avenue Parowan, Utah 84761 Lot 14 Block 7 Hillcrest Road Development #6 Parowan, Utah	154.78	6.75%	46.02	11.20	22,400	212.00	Iron
12-076 (72)	Belnap, Mark E. 1176 Crystal Avenue Manderfield, Utah 89874 Lot 12 Block 7 Redwood Heights Development #11 Manderfield, Utah	83.94	6%	29.06	7.00	14,000	120.00	Beaver
08-019 (73)	Bench, George Q. 291 Shiloh Way Sigurd, Utah 84657 Lot 8 Block 9 Hillside Heights Extension #12 Sigurd, Utah	154.78	6.75%	46.02	11.20	22,400	212.00	Sevier
02-078 (74)	Bennett, John J. 3509 East Oak Drive Sterling, Utah 84665 Lot 14 Block 16 Sundale Heights Addition #9 Sterling, Utah	119.76	7%	37.24	9.00	18,000	166.00	Sanpete

* Includes insurance coverage needed

Acct. No.	Name and Address Property Description	Principal & Interest	Interest Rate	Taxes	Insurance	Mortgage *Amount	Monthly Payment	County
08-051 (75)	Bennion, Robert A. 2779 Loran Heights Milburn, Utah 84647 Lot 9 Block 9 Sunrise Road Development #6 Milburn, Utah	$ 83.94	6%	$29.06	$ 7.00	$14,000	$120.00	Sanpete
10-014 (76)	Benson, Joseph A. 1779 Yale Avenue Fairview, Utah 84629 Lot 14 Block 11 Highland Heights Extension #13 Fairview, Utah	83.94	6%	29.06	7.00	14,000	120.00	Sanpete
03-086 (77)	Bentley, Haven F. 5430 Alpine Wellington, Utah 84542 Lot 8 Block 2 Sunset Heights Addition #9 Wellington, Utah	154.78	6.75%	46.02	11.20	22,400	212.00	Carbon
09-082 (78)	Berg, Gerald C. 3521 Redge Drive Fremont, Utah 84724 Lot 8 Block 11 Hillcrest Heights Addition #8 Fremont, Utah	24.56	7.25%	8.64	1.80	3,600	35.00	Wayne
04-052 (79)	Bergeson, W. Harold 466 Garfield Avenue Salina, Utah 84654 Lot 14 Block 5 Sunset Heights Extension #3 Salina, Utah	119.76	7%	37.24	9.00	18,000	166.00	Sevier

* Includes insurance coverage needed

Acct. No.	Name and Address Property Description	Principal & Interest	Interest Rate	Taxes	Insurance	Mortgage *Amount	Monthly Payment	County
01-092 (80)	Bigelow, Clarence A. 1250 Wasatch Avenue Venice, Utah 84772 Lot 12 Block 4 Hillside Road Development #3 Venice, Utah	$149.23	6.5%	$44.17	$10.60	$21,200	$204.00	Sevier
06-009 (81)	Billings, Bruce L. 1063 Fremont Avenue Delta, Utah 84624 Lot 2 Block 11 Hillside Heights Extension #11 Delta, Utah	83.94	6%	29.06	7.00	14,000	120.00	Millard
03-026 (82)	Bingham, Keith M. 1873 Calvo Drive Moab, Utah 84532 Lot 18 Block 2 Sunset Heights Development #9 Moab, Utah	154.78	6.75%	46.02	11.20	22,400	212.00	Grand
04-007 (83)	Bird, William E. 986 Eclipse Way Fremont, Utah 84727 Lot 14 Block 5 Sunnydale Road Extension #3 Fremont, Utah	28.61	7%	10.72	2.67	4,300	42.00	Wayne
09-071 (84)	Bishoff, Norman E. 783 Harvard Avenue Price, Utah 84501 Lot 4 Block 15 Redwood Heights Addition #8 Price, Utah	83.94	6%	29.06	7.00	14,000	120.00	Carbon

*Includes insurance coverage needed

Acct. No.	Name and Address Property Description	Principal & Interest	Interest Rate	Taxes	Insurance	Mortgage *Amount	Monthly Payment	County
01-025 (85)	Bishop, Douglas G. 2343 Chesterfield Manti, Utah 84642 Lot 13 Block 6 Hillside Heights Extension #8 Manti, Utah	$ 24.56	7.25%	$ 8.64	$ 1.80	$ 3,600	$ 35.00	Sanpete
12-058 (86)	Blake, Eugene H. 5810 Turner Drive Moab, Utah 84532 Lot 4 Block 9 Sunset Heights Development #7 Moab, Utah	28.61	7%	10.72	2.67	4,300	42.00	Grand
05-024 (87)	Bond, Douglas E. 2125 Dillan Kanosh, Utah 84637 Lot 12 Block 11 Hillside Road Extension #6 Kanosh, Utah	119.76	7%	7.24	9.00	18,000	166.00	Millard
07-083 (88)	Booth, Brian A. 229 Royal Garden Drive Glenwood, Utah 84730 Lot 17 Block 7 Redwood Road Development #2 Glenwood, Utah	97.80	6%	33.05	8.15	16,300	139.00	Sevier
10-057 (89)	Boulton, Jerry W. 3728 Roger Drive Ephraim, Utah 84627 Lot 5 Block 9 Highland Heights Extension #13 Ephraim, Utah	154.78	6.75%	46.02	11.20	22,400	212.00	Sanpete

* Includes insurance coverage needed

Acct. No.	Name and Address Property Description	Principal & Interest	Interest Rate	Taxes	Insurance	Mortgage *Amount	Monthly Payment	County
06-003 (90)	Bowen, Frank K. 282 Oak Lane Mt. Pleasant, Utah 84647 Lot 7 Block 9 Sunrise Road Addition #5 Mt. Pleasant, Utah	$149.23	6.5%	$44.17	$10.60	$21,200	$204.00	Sanpete
12-027 (91)	Bower, Ernest C. 473 Millcreek Price, Utah 84501 Lot 8 Block 9 Highland Road Extension #8 Price, Utah	119.76	7%	37.24	9.00	18,000	166.00	Carbon
02-023 (92)	Bowan, Max D. 343 Rosewood Aurora, Utah 84620 Lot 4 Block 9 Hillside Road Extension #9 Aurora, Utah	28.61	7%	10.72	2.67	4,300	42.00	Sevier
04-093 (93)	Brady, Elson R. 2900 Kenwood Drive Chester, Utah 84623 Lot 16 Block 10 Sunrise Heights Development #13 Chester, Utah	97.80	6%	33.05	8.15	16,300	139.00	Sanpete
03-056 (94)	Briggs, John R. 3432 Bernada Drive Wales, Utah 84667 Lot 14 Block 14 Hillcrest Heights Extension #41 Wales, Utah	154.78	6.75%	46.02	11.20	22,400	212.00	Sanpete

* Includes insurance coverage needed

Acct. No.	Name and Address Property Description	Principal & Interest	Interest Rate	Taxes	Insurance	Mortgage *Amount	Monthly Payment	County
11-059 (95)	Brown, Alden M. 2237 Hanibul Freedom, Utah 86743 Lot 2 Block 11 Redmond Road Addition #17 Freedom, Utah	$149.23	6.5%	$44.17	$10.60	$21,200	$204.00	Sanpete
01-021 (96)	Bryant, Paul B. 1391 Boulter Moroni, Utah 84646 Lot 16 Block 6 Hillside Heights Development #10 Moroni, Utah	83.94	6%	29.06	7.00	14,000	120.00	Sanpete
05-028 (97)	Burton, Ronald W. 691 Oak Terrace Fountain Green, Utah 84632 Lot 12 Block 2 Highland Road Development #8 Fountain Green, Utah	97.80	6%	33.05	8.15	16,300	139.00	Sanpete
06-077 (98)	Bush, Silas R. 698 South Main Axtell, Utah 84621 Lot 9 Block 11 Redmond Heights Extension #2 Axtell, Utah	119.76	7%	37.24	9.00	18,000	166.00	Sanpete
03-069 (99)	Butler, Walter E. 492 Crockett Avenue Gunnison, Utah 84634 Lot 13 Block 12 Highland Heights Extension #7 Gunnison, Utah	24.56	7.25%	8.64	1.80	3,600	35.00	Sanpete

* Includes insurance coverage needed

Acct. No.	Name and Address Property Description	Principal & Interest	Interest Rate	Taxes	Insurance	Mortgage *Amount	Monthly Payment	County
12-022 (100)	Bywater, James J. 1620 Browning Avenue Redmond, Utah 84652 Lot 14 Block 8 Sunlight Heights Addition #4 Redmond, Utah	$ 83.94	6%	$29.06	$ 7.00	$14,000	$120.00	Sevier

* Includes insurance coverage needed

ACCESSION NUMBER: VT100621

TITLE: BUSINESS AND OFFICE OCCUPATIONS. MOF SIMULATION. TEACHER'S MANUAL.

DESCRIPTORS: *OFFICE OCCUPATIONS EDUCATION; *SIMULATION; *BUSINESS EDUCATION; *TEACHING GUIDES; *SIMULATED ENVIRONMENT

DRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: CIM V.7NO.4(1974)PP. 545

ABSTRACT: THIS TEACHING GUIDE FOR AN OFFICE SIMULATION CLASS PROVIDES THE INSTRUCTOR WITH OBJECTIVES, PROCEDURES, SCHEDULING, AND SIMULATED EXPERIENCES FOR 7 STUDENT OFFICE POSITIONS. THE 19 UNITS OF STUDY TO BE COMPLETED IN CONNECTION WITH THE SIMULATION INCLUDE THE FOLLOWING: (1) BANKING, (2) CORRESPONDENCE, (3) DICTATION AND TRANSCRIPTIONS, (4) BUSINESS MACHINES, (5) PERSONNEL EVALUATION, (6) FILING, (7) JOB INTERVIEWING, (8) PAYROLL, (9) PETTY CASH, AND (10) TRAVEL PLANNING. METHODS OF CONDUCTING THE SIMULATION AND SEVERAL ORIENTATION PLANS ARE SUGGESTED AND MATERIALS NEEDED FOR STUDENTS AT EACH POSITION ARE LISTED FOR EACH PHASE OF THE OPERATION. A STUDENT MANUAL IS AVAILABLE AS VT 100 620. (MU)

AVAILABILITY: STATE BOARD OF EDUCATION, 1670 UNIVERSITY CLUB BLDG., SALT LAKE CITY, UTAH 84111

INSTITUTION NAME: UTAH STATE BOARD FOR VOCATIONAL EDUCATION, SALT LAKE CITY.

VT 100 621

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SIMULATED OFFICE EDUCATION

TEACHER MANUAL

UTAH STATE BOARD FOR VOCATIONAL EDUCATION

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F O R E W O R D

This publication has been prepared as a curriculum guide in the Office Simulation Program.

This guide is primarily for use by the teacher in the office occupations area who has previously been approved by the State Board of Education as a business instructor.

Walter D. Talbot
State Superintendent
of Public Instruction

ERIC

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OBJECTIVES OF SIMULATION

When simulation is used as a teaching method in the office occupations classroom, the teacher should have as the major objective the development of human interaction and interpersonal relationships necessary for obtaining and keeping a job.

Secondary major objectives are (1) To provide basic office skills which will permit students to obtain jobs in offices, and (2) to provide sufficient proficiency so that they will be able to retain those jobs once they get them.

The simulation method is designed to provide real office situations under simulated conditions. Once the student has obtained basic skills, simulation provides the student an opportunity to practice those skills under office conditions, the teacher acting as a supervisor to aid in the learning process. Simulation will provide a chance for each student to gain his first office experience under simulated conditions. This will make entry into real office life a much easier adjustment.

During the simulation, the following office experience will be as they relate to specific jobs:

1. Typewriting . . . . correspondence (letters and memos), forms, rough draft work, and composing at the machine.

2. Shorthand . . . . . office style dictation and mailable transcripts.

3. Record Keeping. . . posting to ledgers, bank deposits, petty cash funds, making change, percentages, and balancing ledgers.

4. Machine Dictation and Transcription . office style dictation and machine operation.

5. Machine Operation . adding machines, calculators, bookkeeping machines, tape recorders, duplicator machines.

6. Duplicating . . . . master preparation and machine operation.

7. Filing. . . . . alphabetic, numeric, subject, geographic, tickler files and information retrieval.

8. Telephone . . . . . office operation procedures

9. Office Supervision. work distribution, discipline, office procedures and evaluation.

SIMULATION DESIGN

Pre-requisites

There are two basic prerequisites for simulation. All students who enter the program must have had some formal typewriting instruction. It is possible that a student could succeed in the program with only one semester of typewriting, but at least one year is preferred. The second prerequisite is that the curriculum must provide at least a two-period block of time back to back.

Some instruction in shorthand would also be desirable. If the student has not had shorthand, it is possible for him to complete all positions in the office by using dictating equipment. However, shorthand would make the student more valuable to the world of work and should be encouraged.

Learning Units of Study

The following are units of study which the teacher may find helpful to cover in connection with the simulation.

1. Banking
2. Business Machines
3. Correspondence (mailability, styles, procedures, dictation, letter writing)
4. Dictation and Transcription
5. Duplicating
6. Personnel Evaluation
7. Executive Typewriter
8. Filing
9. Insurance
10. Job Interviewing
11. Interest and Interest Computation
12. Mail
13. Office Etiquette
14. Payroll
15. Petty Cash
16. Public Relations
17. Supervision
18. Telephone
19. Travel Planning

The above learning units, which are normally a part of a regular office practice class, are also very valuable in the preparation of student for the simulation experience. It may be advisable for the teacher to redesign these units to more closely meet the needs of the students.

There are many ways to design learning units. One of the most effective for many teachers is the use of criterion based on learning modules.

Individualized Modular Learning Unit Method

In order to develop learning modules of instruction, you as the teacher must first determine the end objectives for each unit. Having determined where the students should be at the end of the learning module, you can design the appropriate instructional units necessary to bring the students to that goal.

A very successful method is to break down each concept into its component parts so that each is small enough to be handled easily and yet large enough to avoid the necessity of developing a large number of modules. By isolating each component of the overall concept, you can then determine all of the requisite learnings which fit into and become a part of that component. This process is shown by the following example of the sequencing procedure.

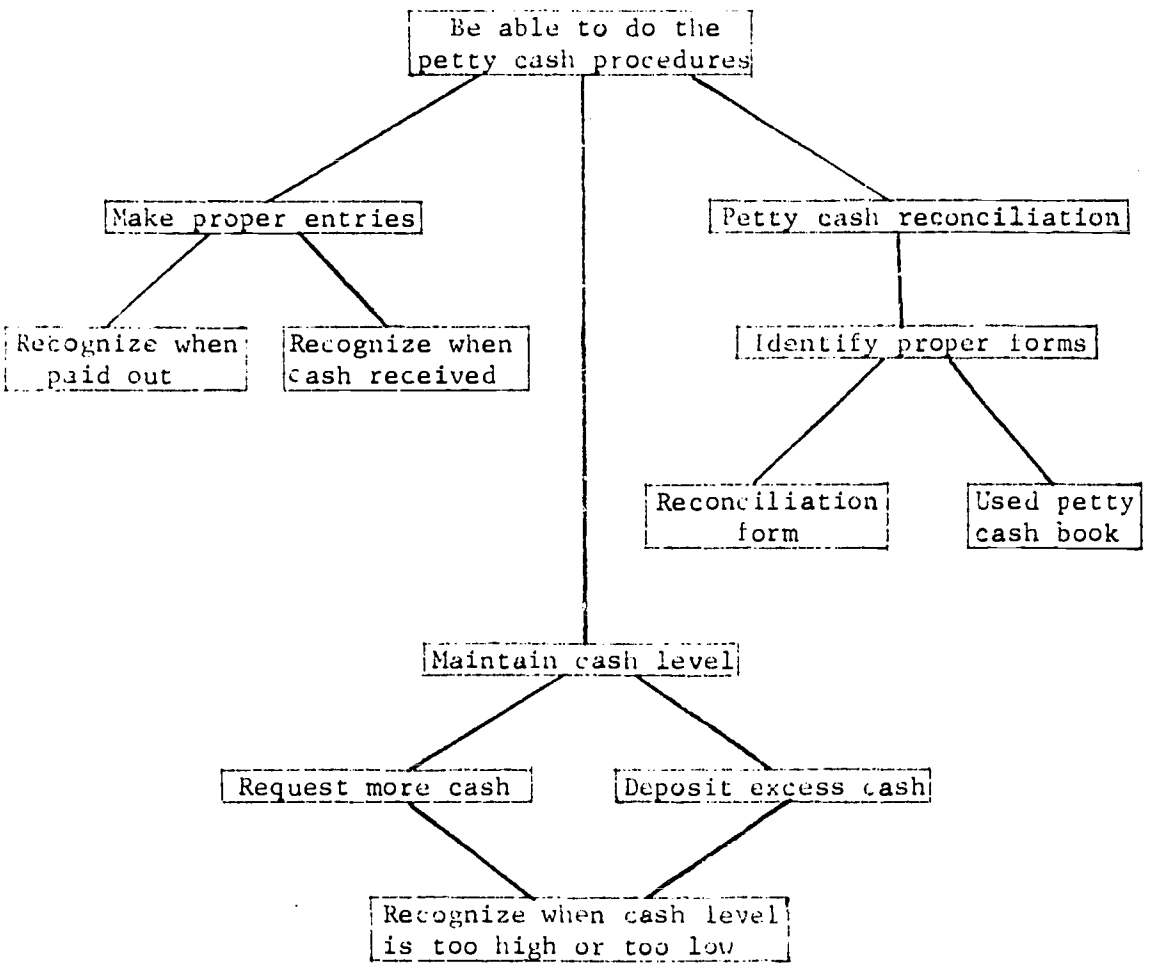

The circled are suggested learning modules. However, you as the teacher may find that these modules do not entirely meet your needs. You should then modify and change according to your various requirements.

Implementation

Simulation can be taught in many ways and you are encouraged to use it as it best fits your program. Remember this is basically an office procedures office practice class. The purpose is to progressively bring your students to higher levels of competency. Here are three plans which may help you get an idea as to how simulation could be used in your classroom.

Plan 1 school year - 36 weeks

6 weeks	units of study
2 weeks	simulation using Phases I and II
6 weeks	units of study
2 weeks	simulation using Phase III
8 weeks	classroom as usual
4 weeks	simulation using Phase IV
8 weeks	units of study, debriefing, and tying together the entire year's activities

Plan 2 school year - 36 weeks

27 weeks	units of study
8 weeks	simulation using all four phases in succession
1 week	debriefing and tying together all activities

Plan 3 semester - 18 weeks

1 week	orientation
2 weeks	simulation using Phases I and II
3 weeks	units of instruction designed to correct student deficiencies diagnosed during phase II. Also units of instruction aimed at increasing student efficiency.
2 weeks	simulation using Phase III
4 weeks	units of instruction designed to correct student deficiencies diagnosed during phase III. Also units of instruction aimed at increasing student efficiency.
4 weeks	simulation using Phase IV
2 weeks	debriefing and tying together all activities

Positions

The MOE, INC., simulation contains 7 student positions. These positions have been selected to meet the needs of the simulation as well as the students. The positions are listed in alphabetical order in an attempt to emphasize that no position is any better than any other position. All positions are different in their operation and all students are encouraged to complete all positions in order to obtain experience in all office situations. These can be rearranged for

clerical units. The positions are Administrative Assistant, Cashier, Executive Secretary, Insurance Clerk, Posting and Tax Clerk, Receptionist, and Vice President.

Rotation Plans

If simulation could be established under "perfect" conditions, it would be suggested that the classroom would be set up for 7, 12, 18, 24, or 30 students. This would provide 1, 2, 3, 4, or 5 complete offices with each position filled at all times. Since this is highly improbably in all high schools, the following chart has been developed to help you in placing students. If you have 22 students, you would establish three complete offices (18 students) and place the remaining students in the skeleton of the fourth office. Make certain that the same four students are not left in the skeleton office constantly.

You will find that it is possible for some positions to function for more than one office. As you become familiar with the simulation, you can make adjustments which will solve many of these problems.

Student Rotation

Offices are kept small--simulation is recommended for no less than 7 students. No more than 24 unless a teacher's aide is available.

No. of Students	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Vice President	1	1	2	2	2	2	2	3	3	3	3	3	3	4	4	4	4	4	4	5	5	5	5
Executive Secretary	1	2	2	2	2	2	3	3	3	3	3	3	4	4	4	4	4	4	5	5	5	5	5
Cashier	1	1	1	2	2	2	2	2	2	3	3	3	3	3	4	4	4	4	4	4	5	5	5
Posting & Tax Clerk	1	1	1	1	2	2	2	2	2	2	3	3	3	3	3	4	4	4	4	4	4	5	5
Insurance Clerk	1	1	1	1	1	2	2	2	2	2	2	3	3	3	3	3	4	4	4	4	4	4	5
Receptionist	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2
Administrative Asst.	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2

A suggested rotation. Adapt as needed.

One Receptionist can take care of up to 24 students.
One Administrative Assistant can take care of up to 14 students.
Two Administrative Assistants can take care of up to 24 students.

Small Office Rotation Plan

A Simplified Rotation Schedule for Seven Students (One Office)

Student	Rotation 1	Rotation 2	Rotation 3	Rotation 4	Rotation 5	Rotation 6
A	VP	ES	Ca	P-T	IC	RE AA
B	RE AA	VP	ES	Ca	P-T	IC
C	IC	RE AA	VP	ES	Ca	P-T
D	P-T	IC	RE AA	VP	ES	Ca
E	Ca	P-T	IC	RE AA	VP	ES
F	ES	Ca	P-T	IC	RE AA	VP

Key to abbreviations:

VP - Vice President
ES - Executive Secretary
AA - Administrative Asst.
Ca - Cashier
P-T - Posting and Tax Clerk
RE - Receptionist
IC - Insurance Clerk

Note that the Receptionist and Administrative Assistant appear in the same box to make a total of seven positions. The Receptionist and Administrative Assistant should change with each other at the half-way point in the rotation.

The instructor may use any method he wants on a rotation schedule. The following are two methods which could be used:

Assign each student a number and follow the MOE Job Rotation Schedule as shown on the next page. By using this method, the instructor would have to have rotation forms made up and tell the students their position at the beginning of each rotation.

MOE JOB ROTATION SCHEDULE

Phase II

Student No.	Team 1	Student No.	Team 2
1	Vice President	7	Insurance Clerk
2	Receptionist/Administrative Assistant	8	Cashier
3	Executive Secretary	9	Posting and Tax Clerk
4	Posting and Tax Clerk	10	Executive Secretary
5	Cashier	11	Administrative Assistant/Receptionist
6	Insurance Clerk	12	Vice President

Phase III

Student No.	Team 1	Student No.	Team 2
1	Receptionist/Administrative Assistant	7	Vice President
2	Posting and Tax Clerk	8	Executive Secretary
3	Cashier	9	Cashier
4	Vice President	10	Insurance Clerk
5	Insurance Clerk	11	Posting and Tax Clerk
6	Executive Secretary	12	Administrative Assistant/Receptionist

Phase IV

Student No.	Team 1	Student No.	Team 2
1	Insurance Clerk	7	Posting and Tax Clerk
2	Executive Secretary	8	Insurance Clerk
3	Vice President	9	Administrative Assistant/Receptionist
4	Receptionist/Administrative Assistant	10	Vice President
5	Posting and Tax Clerk	11	Executive Secretary
6	Cashier	12	Cashier

Another method would be to make a rotation schedule, similar to the one shown previously or the one on the next page that is visible to the students. Write the students' names on a card or paper separate from the schedule so that their names can be moved around; attach the names to the side of the schedule.

Some type of marker such as an arrow should be placed on the rotation where each student is to work. By doing this, the students can find their names, see where the arrow is pointing, and start to work immediately at the position indicated.

The instructor can simply change the names around for each phase by looking on the MOE Job Rotation Schedule as shown on the previous page. For example: Student No. 1 is Vice President during Phase II, Receptionist/Administrative Assistant during Phase III, and Insurance Clerk during Phase IV.

A simpler schedule for changing the names around is shown below.

TEAM ROTATIONS

Team 1	Phase II	Phase III	Phase IV
Vice President	1	4	3
Receptionist/Administrative Assistant	2	1	4
Executive Secretary	3	6	2
Posting and Tax Clerk	4	2	5
Cashier	5	3	6
Insurance Clerk	6	5	1
Team 2			
Insurance Clerk	7	10	8
Cashier	8	9	12
Posting and Tax Clerk	9	11	7
Executive Secretary	10	8	11
Administrative Assistant/Receptionist	11	12	9
Vice President	12	7	10

The above schedule coordinates with the rotation schedule shown on the previous page.

12-STUDENT ROTATION SCHEDULE

Student No. and Team	Rotation 1	Rotation 2	Rotation 3	Rotation 4	Rotation 5	Rotation 6
Student 1						RE
Team 1	ES	P-T	Ca	IC	VP	AA
Student 2					RE	
Team 1	P-T	Ca	IC	VP	AA	ES
Student 3				RE		
Team 1	Ca	IC	VP	AA	ES	P-T
Student 4			RE			
Team 1	IC	VP	AA	ES	P-T	Ca
Student 5		RE				
Team 1	VP	AA	ES	P-T	Ca	IC
Student 6	RE					
Team 1	AA	ES	P-T	Ca	IC	VP
Student 7						AA
Team 2	VP	IC	Ca	P-T	ES	RE
Student 8					AA	
Team 2	IC	Ca	P-T	ES	RE	VP
Student 9				AA		
Team 2	Ca	P-T	ES	RE	VP	IC
Student 10			AA			
Team 2	P-T	ES	RE	VP	IC	Ca
Student 11		AA				
Team 2	ES	RE	VP	IC	Ca	P-T
Student 12	AA					
Team 2	RE	VP	IC	Ca	P-T	ES

Key to abbreviations:

VP - Vice President
ES - Executive Secretary
AA - Administrative
Ca - Cashier
P-T - Posting and Tax Clerk
IC - Insurance Clerk
RE - Receptionist

By using a schedule similar to the one above, the instructor can simply change the names around at the beginning of each phase by following either the MOE Job Rotation Schedule shown previously or the Team Rotations on the previous page.

Physical Facility

Each classroom is different and usually must be set up so that the classroom can be used for regular classes, as well as the simulation with as little change as possible. Arrange your classroom to meet your own requirements. The following are suggestions for your classroom arrangement.

Pre-Problem Briefing. During Phase I, the classroom can be in any arrangement. There must be a place provided for a private interview with each student. The interview place could be in one section of the office or, preferrably, in another room in the building.

Positional Instruction. During Phase II, the Vice Presidents should work together, Executive Secretaries should work together, Posting and Tax Clerks should work together, Insurance Clerks should work together, and Cashiers should work together. Working with a partner will allow the students to help each other with the responsibilities of each position. The Receptionist will work alone and should be in a place where she can see and welcome visitors coming into the office. The Administrative Assistant, who represents the outside world, is placed in the little room separated from the rest of the office.

Simulation Warmup. During Phase III, the room can be arranged the same as in Phase II or as in Phase IV.

Phase IV. During Phase IV, the furniture may be kept in the same position because it is too heavy to move around. However, the typewriters and desk equipment could be rearranged so that one team is in one section of the office and the other team in the other section of the office. By grouping each team you can operate two separate offices.

Materials (Software) Needed

One Student Manual for each student.
One Teacher's Manual for each teacher.

Equipment Needed

a. Essential

1 typewriter for each position except Vice President (electric preferred)
1 adding machine for each 6 students
1 duplicating machine
Telephone system

rotary files
filing cabinet
1 IN and OUT basket for each position

b. Very High Priority

1 Dictating machine for each Vice President
1 Transcribing machine for each Executive Secretary
1 Printing calculator for each 6 students
Office style furniture throughout including carpets
1 video tape recorder
1 tape recorder hookup to telephone

c. Important to have

Proportional spacing typewriter for each Executive Secretary
Dry photo-copy equipment
Steno lab
Desk organizers
Cash drawers
Name plates
Partitions
Posting machine

d. Positional Equipment

Administrative Assistant	Telephone Video tape recorder Tape recorder Typewriter	Cashier	Adding machine Typewriter Cash drawer Telephone
Executive Secretary	Transcribing unit Telephone Executive typewriter	Posting & Tax Clerk	Typewriter Adding machine Posting machine Telephone
Vice President	Calculator Telephone Dictating unit	Insurance Clerk	Telephone Typewriter Adding machine
		Receptionist	Typewriter Telephone Files

Teacher Evaluation. As you move throughout the office each day, you should give each student a grade. This is an opinion grade which consists of how well each student works, how much help he needs, how realistic his questions are, how well he is dressed for the office, what his attitude is when working with other office workers, etc. You may want to limit this kind of grading to just once each rotation for each student.

Student work evaluation. The Receptionist is to pick the material up from the student's "out" tray and place it in the teacher's "in" tray. The teacher then places the materials in the Vice President's "in" tray. The Vice President then approves or disapproves.

After the material once gets into the student's file, the individual student is responsible to see that the material is neatly placed in order. At the end of the simulation, the teacher should be able to go to each student's file and take a look at the material produced. The teacher should be able to determine how much work has been done and how well each student finished the work. If the teacher chooses, he may grade the contents of the file according to points assigned to work done. An example of how points could be assigned to work is shown below.

POINTS FOR FILE CONTENTS

Points	Contents	Points	Contents
5	letters typed	4	annual statements figured
3	memorandums typed	2	annual statements typed
5	letters dictated	1	receipts made out
7	letters taken in shorthand	2	tickler cards
5	memorandums dictated	2	payments facts sheet
1	coupons posted	1	appointments made
4	deposit slips made out	5	appointments handled (V.P.)
3	checks made out	2	evaluations sheets filled out (V.P.)
10	payroll completed		
7	payroll typed	2	activity logs filled out (Admin. Asst.)
3	insurance policies processed		
3	insurance correction forms completed	1	letters filed
		3	acted as a customer--made a payment or appointment
1	tax notices processed (loan cards to assessors)	1	letters proofread and signed (V.P.)
2	telephone calls handled	10	changed filing system (Recep.)
5	daily summary and recap	3	envelopes typed
4	reconciliation of petty cash	5	travel itinerary
2	petty cash sheet	4	changed typewriter ribbon

Note that all of the items listed under contents are not items that can be found in the student's files. In order to receive credit for all the work he has done, a student must fill out a Positional Work Sheet for MOE Employees indicating all the work he has accomplished. The teacher may want to use the Positional Work Sheet to evaluate the students using the point scale.

Rush Jobs

During Phase IV, students should be subjected to a timed production experience. At a given time, the teacher hands these rush jobs to the Administrative Assistant and requests that they be handed to the students. The students are to clear their desks as rapidly as possible and then report to the Administrative Assistant when they are ready. Maximum time to clear the desk is 5 minutes. The students then begin the rush jobs which consist of a representative portion of the work at each position or any other applicable teacher-oriented work. Each student is given 30 minutes to complete the job. During the job, the teacher may feel it desirable to have the student interrupted by telephone and customer business. This is to be controlled to determine how fast he is able to return to his work. If he finishes before the time is up, he is to personally give the work to the teacher or the Administrative Assistant and continue his regular work.

The rush jobs can be used in calculating grades. The rush job tests the student's top performance under pressure and within a time limit where accuracy and speed are both pertinent. Sample Rush Jobs may be found in Phase IV of teacher's key.

Telephone recordings. MOE, INC., should have a telephone system which is connected to a tape recorder. Periodically there should be an evaluation for each student concerning his telephone techniques. The evaluation form used is an Activity Log for Administrative Assistant. Below is a suggested evaluation schedule which might be used with the activity log.

Administrative Assistant
Evaluation Schedule

Letter Grade	Total Points
A	72-69
A-	68-65
B+	64-60
B	59-55
B-	54-50
C+	49-45
C	44-40
C-	39-35
D+	34-30
D	29-25
D-	24-20
F	19-below

Video recordings. If possible, each student should be recorded at each work station for a five to ten minute period of time. The teacher and student should then critique the playback together. A little time with this procedure is a valuable teaching aid.

General Instructions

The Mortgage Loan Company explained. A mortgage loan company provides money for the purchase of homes and property or both. This company obtains from investors the money it loans to borrowers. These investors are usually large insurance and investment companies. The Mortgage Loan Company makes a profit from "buying" money from these investors and "selling" it to borrowers at a slightly higher rate of interest.

Debriefings

An interesting twist to simulation is the debriefing session. The idea came from the military as they use this process to determine how well an operation went or why breakdowns occurred. There are several rules one must follow in debriefing. Some of them are listed below:

1. Call the entire group to be debriefed together. Sit so they can see one another.

2. Start by asking a general question like "How did things go today?"

3. Do not suggest answers even if there are long periods of silence. The participants must do the thinking and the talking.

4. Keep the group on the subject. Adjourn the debriefing rather than let it degenerate into a chatter session.

5. Do not let the group blame other people for weaknesses in the procedure. You want to discuss these weaknesses but not by blaming anyone for them.

6. Keep records of each debriefing. There are many changes you may want to incorporate after one of these sessions. Have one of the Executive Secretaries take the minutes.

7. Encourage the participants to interact with each other. The idea is to let them correct themselves.

8. Allow sufficient time for the debriefing so that you don't have to stop just as the ideas are beginning to come out.

9. End on a pleasant note. It is not bad for the participants to become upset with each other but try to smooth the rough spots out before you adjourn.

These debriefings should occur as frequently as you think they are needed. There should be at least one for each rotation. One should definitely be held for the entire period at the end of the simulation.

OPERATION OF SIMULATION

Below is a suggested method of conducting Phase I. It can be altered or changed to fit the individual school situation.

PHASE I Pre-Problem Briefing

Duration: 2 or 3 days (teacher's option)

A. Introduce the simulation

1. Describe the facility as you have arranged it.
2. List the positions on the board and describe them briefly.
3. Distribute the Student's Manuals.
4. Layout general ground rules. Have the students help in these as they relate to office procedures and discipline. Discuss such things as:

   a. Absence
   b. Tardies
   c. Absence notification to president or vice president
   d. Dress standards
   e. Breaks (how many and when and how long)
   f. Communications chain of command
   g. Other ground rules peculiar to individual situations
   h. Debriefing techniques
   i. Evaluation procedures--insert a rating sheet

5. Students should:

   a. Keep the manuals with them at all positions.
   b. Read the general explanations of the simulation.

Interviews

Students are to be interviewed individually for their desired position in MOE, INC., by someone from the community or school administration. See teacher's key phase I for suggested interview questions and materials.

As the instructor interviews each applicant, he should keep notes for his discussion. The entire class should meet as a group for this discussion. When discussing the interviews with the students, the instructor could go along the following procedures:

> It was interesting to interview each of you during the past day or two. I am pleased with your qualifications, but there are some things I think you should know about my impressions of you and your employability in my office. While

it is true that I interviewed you with the intent of actually hiring you, I do not have openings in my office for all of you today. It is conceivable that you may come to me sometime in the future looking for work.

Now I'm going to begin by discussing what I like about you and I'm going to be specific. You've all been given numbers as I interviewed you. Those numbers you were given were to be kept confidential so that no one else would know to whom I am speaking. If you've told your friends, that's your business. But, please do not be offended or boastful by what I may say here today.

Out of this entire class, I think that I would probably hire #357. This girl came to me and applied for the job as Executive Secretary. Her speeds were more than adequate for my office. She looked sharp, her dress was conservative and very clean. She smiled genuinely from the time I met her until she left. I was extremely pleased with the way she was able to go in and out of general conversation. She was nervous; but then, so was I. She knew about my company, what it did, and where she would fit.

The instructor should then go on telling about each student, bringing out both the good things and mentioning some of the weak points. Use the entire period for this process and be sure that it ends on a positive tone. The students must be made to feel that this was for their own good and it must be a learning situation.

Announce at the end of the period that the office will begin the next day. Assignments should be made so that each student can report for work, having read the procedures for his own position from his Student Manual.

PHASE II Positional Instructions

This phase is a general orientation phase involving a rotation of one day at each position. The purpose is to give a general overview of the company and to identify general student weaknesses which must be corrected in the regular classroom before Phase III can be commenced. Each student should be individually briefed by the teacher to insure a thorough knowledge and understanding of the elements of each position.

During Phase II, the students are given folders which contain most of the materials needed for that particular position. The list on the next page shows the materials needed for the students' folders. The list on the following page shows all the materials needed at each position. The materials that are not in the folders are either in the student's desk drawer or they are given to the student by the instructor.

PHASE III Simulation Warmup

This phase is a more intensive treatment of each position and involves a rotation of two days at each position. Additional work is added to that given in Phase II and standards are progressively raised as the students begin to understand the concepts and procedures. Group debriefings become common as problems are identified. Student problems and weaknesses are again identified so that supporting classwork can correct them.

Following the Phase II materials are detailed positional instructions for Phase III. Each page lists the position, the task sheet, materials needed at that position, materials given to students by the instructor, and some general instructions as to how the tasks are carried out for that particular task sheet.

PHASE II

MATERIALS NEEDED FOR STUDENT'S FOLDERS AT EACH POSITION

Vice President

1. Task Sheet
2. 2 Payroll and Salary Registers
3. Monthly Payroll Table
4. 5 Appraisal Forms

Executive Secretary

1. Task Sheet
2. Prerecorded Transcription Belt (See Key)
3. 2 Interoffice Memorandum Forms
4. 1 Letterhead

Receptionist

1. Task Sheet
2. 1 Spirit Master
3. 1 Interoffice Memorandum Form
4. 1 Check

Administrative Assistant

1. Task Sheet

Posting and Tax Clerk

1. Task Sheet
2. 4 Coupons (Same as Cashiers)
3. 4 Borrower's Ledgers
4. Amortization Schedules Nos. 1, 2, 3
5. Tax Notice Letter
6. List of County Assessors
7. 1 Letterhead
8. Master Customer List

Insurance Clerk

1. Task Sheet
2. 3 Fire & Hazard Insurance Policies (See Key)
   2 Correct
   1 Incorrect
3. Policy Correction Form
4. Policy Letter (Premium Letter)
5. 2 Blank Tickler Cards
6. Completed Policy Cancellation Notice
7. Policy Cancellation Letter
8. 3 Letterhead
9. Master Customer List

Cashier

1. Task Sheet
2. 4 Completed Coupons (See Key)
3. Deposit Slip
4. 2 Investor's Ledgers
5. Amortization Schedules - Nos. 1, 2, 3
6. Daily Summary and Recap
7. Receipt Book
8. Money ($400)
9. Petty Cash Reconciliation
10. Petty Cash Book
11. Bad Check (See Key)
12. Bad Check Letter
13. Memorandum
14. Welcome Letter
15. Payment Facts Sheet
16. 2 Letterhead
17. Master Customer List

PHASE II

Listed Below Are the Materials Needed at Each Position

Vice President

Task Sheet
Procedures Manual**
2 Payroll and Salary Registers
Blank Dictation Belts**
Dictation Situations*

Executive Secretary

Task Sheet
Procedures Manual**
Prerecorded Transcription Belt*
2 Interoffice Memorandum Forms
Letterhead Sheets

Administrative Assistant

Task Sheet
Money

Cashier

Task Sheet
Procedures Manual**
4 Completed Coupons
Deposit Slip
2 Investor's Ledgers
Amortization Schedules - Nos. 1, 2, 3
Daily Summary and Recap Form
Petty Cash Book
Bad Check (See Key)
Payment Facts Sheet
Welcome Letter
Letterhead Sheets
Master Customer List
Receipt Book**

Receptionist

Task Sheet
Procedures Manual**
1 Spirit Master
1 Interoffice Memorandum Form
Blank MOE Checks (beginning balance filled in)**

Posting and Tax Clerk

Task Sheet
Procedures Manual**
4 Completed Coupons
4 Borrower's Ledgers
Amortization Schedules - No. 1, 2, 3
Master Customer List
List of County Assessors

Insurance Clerk

Task Sheet
Procedures Manual**
3 Fire Insurance Policies
  2 Correct
  1 Incorrect
Blank Tickler Card
Completed Policy Cancellation Notice
Letterhead Sheets
Master Customer List
Policy Letter (Premium Letter)
Policy Cancellation Letter

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* Materials given to student by the instructor other than folder contents.
** Materials located in the student's desk drawer.

PHASE III

VICE PRESIDENT

TASK SHEET #1

Materials Needed:

Scratch Paper
Dictation Belts
Payroll Sheets
MOE Appraisal Forms (one per student on team)
Insurance Policy Expiration List from the Insurance Clerk

Materials Needed From the Instructor:

Task Sheet
Dictation Assignment Sheets
Salary Scales (one is attached to task sheet)
Bonuses
Monthly Payroll Tax Schedule (attached to task sheet)

General Instructions:

The first thing the instructor will give the Vice President is task sheet #1. The instructor will periodically place some dictation assignment sheets in the Vice President's "in" tray.

The instructor has different salary scales and bonuses for figuring the payroll. Another salary scale or bonus sheet should be given to the Vice President when he completes the one on the task sheet.

The instructor can hand out more dictation assignment sheets, salary scales, and bonuses when he sees that the Vice President is nearly caught up. When the Vice President receives a bonus sheet, he should figure the bonuses in with the employees' regular salary according to the salary scale on which they are working and not separately.

The Vice President must keep the Executive Secretary busy; therefore, if the Executive Secretary is nearly out of work, the instructor should lean towards giving the Vice President more dictation assignment sheets rather than salary scales and bonuses because he can complete them faster. Should the Executive Secretary catch up on her work, the Vice President would have her help a member of his team.

The insurance policy expiration list typed by the Insurance Clerk should be kept by the Vice President for the duration at that position. When a customer renews his insurance, the Vice President should cross his name off the list. The Vice President will know when the insurance is renewed because he must sign a letter and a check.

PHASE III

EXECUTIVE SECRETARY

TASK SHEET #1

Materials Needed

Letterhead Sheets
Onion Skin Paper
Carbon Paper
Dictionary

Materials Needed from Instructor

Task Sheet
Prerecorded Dictation Belt

General Instructions

There is only one task sheet for the Executive Secretary.

It is the Vice President's job to keep the Executive Secretary busy; however, while the Vice President is preparing something for the Secretary, the instructor must give her a prerecorded dictation belt to

get her started.

The Executive Secretary works directly with the Vice President and does his typing for him. If the secretary can take shorthand, she should take half of the Vice President's dictation in shorthand.

Whenever the secretary runs out of work, she should call the Vice President and ask if he has more work for her.

PHASE III

ADMINISTRATIVE ASSISTANT

TASK SHEET #1

Materials Needed:

Activity Log Sheets
Tape Recorder with telephone hook-up
Telephone Call Sheets
Cash for the Cashiers
Checks from Customers to Facilitate No. 7 on Task Sheet
Position Work Sheet

General Instructions:

There is only one task sheet for Phase III.

The Activity Log Sheets should be in the Administrative Assistant's file. All telephone calls have been made up in advance.

If the instructor desires, he can instruct the Administrative Assistant to refile the telephone call sheets instead of having them placed in the "out" tray. It is a good idea to always take the telephone call sheets from the front of the file and refile to the back so that all of them will be used.

The Administrative Assistant represents the "outside world", therefore, she is a telephoning customer, a visiting customer, or the bank when needs be.

Periodically she should take a check from her desk drawer and make a payment to a Cashier. The checks are made out for more than the actual payment so she must wait for her change. Once she gets her change, she returns to her work station, puts the money in the cash register, and goes back to doing another task.

Once or twice a day, she will ask each Cashier for some money for office needs such as stamps, paper, pencils, etc.

The Administrative Assistant should try to make two or three appointments with the Vice President each day and then keep all appointments she makes. She may call the Receptionist at the beginning of each day to be reminded of any appointments and the purpose for the appointments. She should always go through the Receptionist when keeping an appointment or making a payment.

PHASE III

RECEPTIONIST

TASK SHEET #1

Materials Needed:

Appointment Books--one for each team
MOE Checks
Scissors

Materials Needed from Instructor:

Task Sheet

General Instructions:

The Receptionist has the customer file located at her desk. The customers' names in her file will either begin with an "A" or a "B". Task sheet #1 is to change that file from the alphabetic system to a numeric system.

The Receptionist files all correspondence in the customers' file and student file. The original copy goes to the customers' file and the carbon copy to the students' file.

Should a letter come to the Receptionist whose name does not start with an "A" or a "B", it could go to the county assessor file or to the investor file. If there is not a folder in one of the three above mentioned files for a letter, the Receptionist should file it in the miscellaneous file folder.

The Receptionist should make all the appointments for MOE, INC. She has an appointment book for each team and should share the appointments half and half with the Vice Presidents.

She should call the Administrative Assistant a few minutes before each appointment so that he may get ready to keep the appointment.

When the Receptionist makes appointments, she should make them for a regular office day such as from 8 a.m. to 5 p.m. Then by following a schedule similar to the one on the next page, the students will know what time during the class period to keep the appointment.

PHASE III

RECEPTIONIST

TASK SHEET #2

Materials Needed:

Appointment Books--one for each team
MOE Checks
Scissors

Materials Needed from Instructor:

General Instructions:

After the student completes task sheet #1, the instructor should collect it and give the student task sheet #2. The only item that is different on task sheet #2 is task No. 1. This time the student will change the files from the numeric system to a geographic system.

If a student finishes task sheet #1 and task sheet #2 during her stay at a rotation, then the next student that becomes the Receptionist should receive task sheet #3. These three task sheets must rotate. A system to follow is to have the three task sheets in one file folder and always take the one in front and file them to the back upon completion.

Below is a suggested MOE, INC., office hour conversion table. Of course, the conversion table will vary according to class periods.

OFFICE HOURS

8:00	=	12:45
8:30	=	12:52
9:00	=	12:58
9:30	=	1:04
10:00	=	1:10
10:30	=	1:16
11:00	=	1:22
11:30	=	1:28
12:00	=	1:35
LUNCH		
1:00	=	1:40
1:30	=	1:46
2:00	=	1:52
2:30	=	1:58
3:00	=	2:04
3:30	=	2:10
4:00	=	2:16
4:30	=	2:22
5:00	=	2:25

PHASE III

RECEPTIONIST

TASK SHEET #3

Materials Needed:

Appointment Books--one for each team
MOE Checks
Scissors

Materials Needed from Instructor:

Task Sheet #3

General Instructions:

If a student finishes task sheets #1 and #2, or if the last student finished task sheet #2, then the instructor should hand out task sheet #3.

On task sheet #3, the student will change the files from the geographic system to an alphabetic system.

PHASE III

CASHIER

TASK SHEET #1

Materials Needed:

Petty Cash ($400)
Petty Cash Book
Receipt Book
Petty Cash Reconciliation
Deposit Slip
Investor's Ledgers
Posting Machine or Typewriter
Daily Summary and Recap
Payment Facts Sheet
Letterhead
Carbon Paper
Onion Skin Paper

Materials Needed from Instructor:

Task Sheet #1
1. Petty Cash Procedures
2. Sample Welcome Letter
Coupons with Checks Attached
Three or Four Coupons of Payment No. 1

General Instructions:

The instructor should give each Cashier ten to fifteen coupons with checks attached. It is important that the instructor give the Cashiers some coupons with payment number one on them to initiate the welcome letters and payment facts sheet. The payment facts sheet is page two of the welcome letter.

There are several coupons prepared with payment number one on them. These coupons are kept separate from the other coupons and then a few are mixed in with the regular coupons before being handed to the Cashier. When the Cashier has finished, the instructor can take out the payment number one coupons before they go to the Posting and Tax Clerk.

The Cashier should write a memorandum to the Receptionist requesting a check for $400 made out to Petty Cash. When she receives the check, she should have it cashed at the bank (Administrative Assistant).

The Cashier should check to make certain the amount of each check received agrees with the amount on the attached payment coupon. A deposit slip listing all the checks, should be made out. The deposit slip must go to the Receptionist for recording of the deposit in the MOE checkbook.

Each coupon must be posted to the Investor's Ledgers to give each individual investor credit for the money that has been received for him. The amount posted to the Investor's Ledger is the amount shown on the amortization schedule, not the amount of the check.

A daily summary and recap is made out by the Cashier from each team; or they could be made out separately if preferred. It is done by totaling the postings on each individual investor's ledger and entering this total on the daily summary and recap.

Each coupon received which indicates that it is payment number one for a particular customer must be noted by the students so a welcome letter can be sent to that customer. A payment facts sheet must be enclosed with the welcome letter.

When the Cashier receives a payment from a customer (other than the original coupons given to the student by the instructor), he is

to make an entry in the Petty Cash Book for the amount received. If the customer pays an amount greater than his payment, the Cashier should give him his change, make out a receipt, fill out a coupon so the investor will get credit, and make another entry in the Petty Cash Book in the paid column. The customer is usually the Administrative Assistant; however, the instructor may wish to be a customer on occasion.

Any payment made out of the petty cash of $50 or more should be made by check. When the petty cash gets down to $200, it should be replenished to bring it back up to $400. The Cashier should return the money he has left in his petty cash to the bank at the end of the rotation.

Checks received without coupons attached should be returned to the Administrative Assistant.

PHASE III

CASHIER

TASK SHEET #2

Materials Needed:

Memorandum
Letterhead
Carbon Paper
Onion Skin Paper

Materials Needed from Instructor:

Task Sheet #2
Sample Bad Check Letter--attached to task sheet
Two or Three Checks Marked "Insufficient funds"
Some Regular Checks with Coupons
Two or Three Checks with Payment Number One Coupons

General Instructions:

When MOE, INC., makes a bank deposit, a portion of the deposit goes to each investor's account. How much each investor receives is determined by the daily summary and recap amounts. Because the tracing of an individual check to a particular investor's account would be very difficult, MOE, INC., upon receipt of a bad check immediately makes out a check to the First Security Bank of Utah (this is where MOE, INC., maintains its account) to cover the bad check. This keeps individual investor accounts from being affected by a bad check.

The Cashier should have the Receptionist make out a check to the First Sincerity Bank of Utah for the total of the checks marked "Insufficient Funds." Then the Cashier must write a letter to each customer who is responsible for a bad check telling him he must make the check good within a few days.

The check written by the Receptionist to cover the bad check should be attached to the bad check letter or letters so the Vice President can sign both at the same time.

PHASE III

POSTING AND TAX CLERK

TASK SHEET #1

Materials Needed:

Loan Card File
Letterhead
Carbon Paper
Onion Skin Paper

Materials Needed from Instructor:

Task Sheet
1. A List of Addresses of the County Assessors
2. Sample Request for Tax Notice Letter

Tax Notice Requests

General Instructions:

The tax notice requests sheet must be given to the students with task sheet #1. The sheets are in file cabinet #1, drawer #3, filed under Tax Notice Requests. An example is shown below.

POSTING AND TAX CLERK

Tax Notices Due	County	Loan No.
William G. Abney	Carbon	02-235
Eugene H. Blake	Grand	12-058
Harvey M. Ahlstrom	Juab	09-095
William P. Bailey	Sanpete	05-054
Mark E. Belnap	Beaver	12-076

The student will find on the Tax Notice Request a list of customers with taxes due. The customers' original loan cards should be pulled from

the loan card file. Upon finding the county the customer lives in, the student will find the county assessor for that county from the list attached to the task sheet. These loan cards are enclosed with the signed letter to the appropriate county assessor. The instructor then puts the loan cards with task sheet #2.

PHASE III

POSTING AND TAX CLERK

TASK SHEET #2

Materials Needed:

Letterhead
Carbon Paper
Onion Skin Paper
Master Customer List

Materials Needed from Instructor:

Task Sheet #2
1. Sample Letter of Transmittal
2. Sample Request for Additional Tax Reserve Funds Letter
3. Names and Addresses of the County Tax Assessors

Loan Cards

General Instructions:

The student should have the same loan cards they took from the loan card file when completing task sheet #1.

The amount of taxes due is written on the back of the loan card. If the customer's tax reserve is sufficient, a check for the amount on the loan card is made out by the Receptionist to the county assessor for that county in which the customer lives. The check is to be returned to the Posting and Tax Clerk so that he may attach it to his letter.

Only one check needs to be written to each county assessor even though you may be paying taxes for more than one customer in that county.

Because the tax amount is only estimated each year, a borrower's tax reserve is often insufficient to pay his taxes. If the customer is short in his tax reserve, then a letter requesting additional tax reserve funds is sent to the customer. In order to complete the request for additional tax reserve funds letter, the student must figure the shortage amount and figure how much the borrower should increase his monthly payments in order to avoid a shortage the next year.

You can tell whether or not the student is typing the right letter to the right person by looking at the policy number. All policies beginning with numbers 01 to 06 have insufficient tax reserves; therefore, the student should type a request for additional tax reserve funds letter. All policies beginning with 07 to 12 have sufficient tax reserves; therefore, the student should type a letter of transmittal to the appropriate county assessor.

PHASE III

POSTING AND TAX CLERK

TASK SHEET #3

Materials Needed:

Borrowers' Ledgers
Amortization Schedules

Materials Needed from Instructor:

Checks with Attached Coupons

General Instructions:

The coupons are to be posted to the borrowers' ledgers after the Cashier has posted them to the investors' ledgers.

Should it become necessary to fill out a new ledger sheet, you should follow these steps:

1. Fill in the complete name.

2. Fill in the address from the master customer list.

3. Fill in the investor code. The first two digits of the loan number are the numbers of the investor code. For example, Lester G. Aaron's loan number is 09-040 so the investor code is 09.

4. Fill in the amortization schedule number. This number is obtained from the coupon under "Posting Codes." The amortization schedule for Lester G. Aaron is 6, therefore, his posting code is 09-6. Mr. Aaron's loan amount is $18,000 and amortization schedule 6 is the only schedule for that loan amount.

5. The investor corresponds with the first two digits of the loan number and posting codes on the coupons and the daily summary and recap sheet. For example, the first two digits

of Lester G. Aaron's loan number and posting code is 09. Count down nine lines on the daily summary and recap and his investor is California Western Life Insurance.

6. The total monthly payment amount is obtained from the master customer list, also the principal and interest, insurance, taxes, and the original loan amount.

7. If the coupon is the first payment, indicate on the ledger the first payment date and project ahead to determine the maturity date. If the coupon is not the first, leave these items blank.

PHASE III

INSURANCE CLERK

TASK SHEET #1

Materials Needed:

Memorandums
Tickler Card File
Master Customer List
Insurance Correction Forms
Tickler Cards
MOE Letterhead
Onion Skin Paper
Carbon Paper

Materials Needed from Instructor:

Task Sheet #1
Five or Six Correct Insurance Policies
Two or Three Incorrect Insurance Policies

General Instructions:

The instructor must take from his file some correct and some incorrect insurance policies to give to the student with task sheet #1.

The correct insurance policies should be in folder labeled "Correct Insurance Policies," and the incorrect insurance policies should be in another folder labeled "Incorrect Insurance Policies."

So that all of the policies will be used, always take the policies from the front of the folder and refile to the back. The policies can easily be identified by the code (01-06 incorrect and 07-12 correct).

More correct insurance policies should be given to the student than incorrect insurance policies so that the student will be typing more letters.

If one student is faster than the other, the instructor can regulate the work by giving more or fewer insurance policies to the students. For example, if the rotation is for four days and a student completes task sheets 1, 2, and 3 by the end of the second day, then to keep this student busy for the rest of the rotation, several additional insurance policies should be given to that particular student.

PHASE III

INSURANCE CLERK

TASK SHEET #2

Materials Needed:

MOE Letterhead
Carbon Paper
Onion Skin Paper
Tickler Cards

Materials Needed from Instructor:

Task Sheet #2
1. Insurance Letter of Transmittal
2. List of Investors
3. Letter Request for Additional Insurance Reserve Funds

Insurance Policy Renewal Sheets

General Instructions:

The insurance policy renewal sheets should be in the instructor's file under "Insurance Policy Renewal Sheets." A sample sheet is shown below.

INSURANCE CLERK

Insurance Policy Renewals	Cost of Renewal	Policy No.
Peter G. Ackley	$130.04	11-036
Howard F. Aland	117.96	02-033
Charles W. Atwood	146.64	05-031
Douglas G. Bishop	31.56	01-025

The instructor can readily see whether or not the student is typing the right letters to the right customers by checking the policy number.

All policies starting with numbers 01 to 06 have insufficient insurance reserves. All policies beginning with 07 to 12 have sufficient reserves to pay their insurance when it is due.

From the renewal sheet on the preceding page the insurance company of Peter G. Ackley should receive a letter of transmittal and a check for the amount indicated above. Howard F. Aland, Charles W. Atwood, and Douglas G. Bishop each should receive a letter requesting additional funds to pay their insurance premium.

PHASE III

INSURANCE CLERK

TASK SHEET #3

Materials Needed:

MOE Letterhead
Carbon Paper
Onion Skin Paper

Materials Needed from Instructor:

Task Sheet #3
Policy Cancellation Letter (attached to task sheet)
Policy Cancellation Notices

General Instructions:

Each student should receive several policy cancellation notices depending on her speed and ability. The insurance policy cancellation notices should coordinate with the policy expiration list that was typed by the Insurance Clerk for the Vice President from the instructions on task sheet #1.

PHASE III

INSURANCE CLERK

TASK SHEET #4

Materials Needed:

Tickler Card File
Master Customer List
Insurance Correction Forms
Tickler Cards
MOE Letterhead

BEST COPY AVAILABLE

FILES, MATERIALS, AND OTHER INFORMATION NEEDED FOR SETTING UP SIMULATION

ALL CODES GIVEN IN THIS TEACHER'S MANUAL ARE FOR TEACHER USE ONLY AND IF DIVULGED TO STUDENTS WILL LIMIT THE EFFECTIVENESS OF THE SIMULATION.

Codes are for use in Phase III and Phase IV only. Codes will not work with Phase II nor with the rush jobs.

BEST COPY AVAILABLE

ERIC

Carbon Paper
Onion Skin

Materials Needed from Instructor:

Task Sheet #4
Sample Premium Letterhead (attached to task sheet)
Four or Five Correct Insurance Policies
Two or Three Incorrect Insurance Policies

General Instructions:

The instructor must take from his file some correct and some incorrect insurance policies to give to the student with task sheet #4.

So that all of the policies will be used, always take the policies from the front of the folder and refile in the back. More correct insurance policies should be given to the student than incorrect insurance policies so that most of the student's effort will be towards typing letters.

If one student is faster, the instructor can regulate the situation by giving more or fewer insurance policies to individual students.

PHASE IV Full-Scale Simulation

Phase IV is a full-scale simulation. It is the same as Phase III except that the instructor will give more work to the students with the task sheets.

The Vice Presidents will plan an itinerary and the Receptionist will address five envelopes in addition to their regular work.

The following is an idea as to how much work should be given to each student with their first task sheet:

The Executive Secretary should get two prerecorded dictation belts--one with a two-page letter and the other with three short letters. The Cashier should receive approximately 15 coupons attached to checks with three or four payment number ones mixed in with the regular coupons. The Posting and Tax Clerk is to prepare and send tax notices to the county assessors. The Insurance Clerk is to receive several insurance policies--both correct and incorrect. The Receptionist and Administrative Assistant will be doing about the same as in Phase III, but with maximum efficiency.

The teacher should not participate very much, but rather let each Vice President have as much control and authority as he can handle.

Each student should be able to handle all situations he is confronted with little confusion and with great efficiency.

FILES AND MATERIALS NEEDED TO RUN SIMULATION

A. File Folders and Files

1. Near Receptionist

   a. borrower files (correspondence)
      (1) 100 folders
      (2) each folder labeled with the name, address, and loan number of a borrower
      (3) names can be found on master customer list in the Student's Manual

   b. student files
      (1) 1 folder for each student
      (2) each folder labeled with the name of a student

   c. investor files (correspondence)
      (1) 12 folders
      (2) each folder labeled with the name of an investor
      (3) names can be found in the Insurance Clerk section of the Student's Manual

   d. county assessor files (correspondence)
      (1) 15 folders
      (2) each folder labeled with the name of an assessor
      (3) names can be found in the Posting and Tax Clerk section of the Student's Manual

   e. miscellaneous folder (correspondence)

2. Near Posting Machines and Cashier and Posting and Tax Clerk

   a. investor ledger file
      (1) 1 folder
      (2) folder contains a ledger for each investor filed in numerical order

   b. borrower ledger files
      (1) 12 folders
      (2) each folder labeled with an investor number
      (3) folder contains all borrower ledgers associated with that investor--ledgers are filed first by investor code and then alphabetically within each code

   c. amortization schedules file
      (1) 7 folders
      (2) folders are labeled from one to seven
      (3) No. 1 amortization schedule in No. 1 folder, etc.

3. Central Location

   a. forms file
      (1) folder for each form
      (2) central location in office

   b. positional file folder for each student (used during Phase III and IV
      (1) 12 folders
      (2) separate set in separate location for each class
      (3) used so student can keep work separated from other classes

4. Teacher File

   a. teacher task sheet files
      (1) 12 folders for each class during Phase II labeled with name of each position
      (2) folder containing all forms and materials necessary to work a position is provided during Phase II
      (3) task sheets for Phases II, III, and IV are provided in the Student's Manual

   b. teacher working materials file (suggested input is provided later in this section)
      (1) each telephone call and dictation situation should be on a separate sheet for greater flexibility
      (2) separate file for tax notices due requests
      (3) separate file for insurance policy renewal sheets
      (4) incorrect insurance policies file (investor numbers 01-06)
      (5) correct insurance policies file (investor numbers 07-12)
      (6) insurance policy cancellation notice (one is completed for each incorrect insurance policy (01-06). These cancellation notices are used with task sheet 3 after task sheet 2 has been completed
      (7) several bad checks (to be used for input with Cashier bad check task sheet. Each check should be marked in some manner indicating that the check has been returned by the bank because of insufficient funds.)
      (8) 100 coupons filled out (payment number and month of payment should be entered in light pencil) Information found on Master Customer List
      (9) 20 coupons based on Auxiliary Master Customer List (found in Cashiers Task Sheet Section of Manual) Payment #1 used to initiate completion of Welcome Letter and Payment Facts Sheet by Cashier

B. Positional Files Needed

1. Insurance Clerk Tickler Files (2)

   a. 1 file for each Insurance Clerk
   b. 100 cards in each file

2. Posting and Tax Clerk Loan Card File (1)

   a. 1 file for both Posting and Tax Clerks to share
   b. file should contain original and copy
   c. front and back of loan card should be filled out (amounts for back of loan card can be found later in this section)
   d. 100 cards 8 x 5 cards

3. Rotary Files Central in Office--each rotary file should contain:

   a. a listing of customers in alphabetical order
   b. a listing of customers in numerical order by loan number

C. Student's Manual

D. Travel Itinerary Reference Book

MOE, INC., FORMS

Below is a standard order for forms for a 12-student simulation lasting about eight weeks. You may find that you will have to adjust this order from year to year depending on usage.

A starting order along with a standard order is necessary for those just setting up and getting ready to begin the MOE, INC., simulation. A starting order is also given below.

A price list for these forms can be obtained from Mr. Gary Lloyd, Specialist, Office Occupations, Utah State Board for Vocational Education, 1300 University Club Building, Salt Lake City, Utah 84111. Forms may be reordered at any time from Mr. Lloyd.

STANDARD ORDER - 12-student simulation

A pad of letterhead contains 250 forms; a pad of regular checks contains 400 individual checks; a pad of payroll checks contains 300 checks. All other pads contain 100 forms.

Organization for Dictation	1 pad
Early Payoff	1 pad
Deposit Slips	1 pad
Travel Itinerary	1 pad
Activity Log	3 pads
Annual Statements	1 pad
Employment Applications	1 pad
Borrower Ledger	1 pad
Payment Coupon	1 pad
Daily Summary and Recap	1 pad
Fire and Hazard Insurance Notice	1 pad
Employee Appraisal Form	2 pads
Investor Ledger	1 pad
Letterhead	6 pads
Payment Fact Sheet	1 pad
Payroll and Salary Register	1 pad
Petty Cash Book	1 pad
Insurance Policy Correction Form	2 pads
Position Work Sheet	3 pads
Tickler Card	3 pads
Petty Cash Reconciliation	1 pad
Checks	1 pad
Payroll Checks	1 pad
Telephone Message	1 pad
Memorandum	2 pads
Bank Statement	1 pad
Bank Statement Reconciliation	1 pad
Paid out vouchers	1 pad

School must supply approximately 60 envelopes and receipt book for petty cash

STARTING ORDER - 12-student simulation

This is a one-time order for teachers beginning simulation with no previous files.

Borrower Ledger	1 pad
Payment Coupon	1 pad
Fire and Hazard Insurance Policy	1 pad
Loan Card	5 pads
Policy Cancellation Notice	1 pad
Tickler Card	3 pads
Checks	1 pad
Rotary Files are to be furnished by the school.	
Amortization Schedules 1, 2, and 3	7 of each schedule
Amortization Schedules 4, 5, 6, and 7	3 of each schedule

PAYMENT NUMBERS AND POSTING CODES FOR COUPONS

The numbers which follow are numbers which are suggested for the coupons in starting the simulation. The first number is the payment number which can be found on the Amortization Schedule, and the second numbers are the numbers suggested for the posting code on the coupons. The first two digits of the posting code are the investor numbers and the last digit is the Amortization Schedule number used when posting that coupon.

NAME	PAYMENT NO.	POSTING CODE	NAME	PAYMENT NO.	POSTING CODE
Aaron	1	09-6	Akins	221	10-1
Abbott	81	03-1	Aland	281	02-5
Abel	101	05-7	Albee	281	07-3
Abernathy	101	01-4	Albert	231	02-1
Abernethy	141	03-2	Albertson	231	06-1
Able	101	11-2	Alder	181	04-2
Abney	121	02-6	Allan	121	05-5
Abraham	161	11-6	Allen	201	08-3
Abrams	181	12-5	Alley	241	02-7
Ackerlind	201	08-2	Allred	241	08-2
Ackerlund	212	10-1	Allsop	241	03-1
Ackerson	241	07-4	Alsop	181	10-4
Ackley	260	11-7	Ames	281	07-7
Ackman	221	02-2	Andersen	201	01-1
Adair	261	09-1	Anderson	1	06-6
Adams	251	11-7	Andreason	201	02-3
Adams	31	04-3	Andrew	201	04-6
Adamson	81	01-1	Andrews	181	09-7
Addams	241	07-2	Andrus	61	07-4
Addison	201	05-4	Angus	21	12-5
Agnew	246	08-7	Anthony	191	06-1
Ahlander	221	07-2	Armstrong	81	03-6
Ahlstrom	81	09-2	Arnell	101	04-3

PAYMENT NUMBERS AND POSTING CODES FOR COUPONS
(continued)

NAME	PAYMENT NO.	POSTING CODE
Arnold	241	02-7
Arthur	141	09-2
Atwood	143	05-5
Avery	143	08-4
Baak	221	07-6
Babcock	201	11-3
Bailey	201	05-5
Baird	181	06-2
Baker	201	12-7
Baldwin	161	10-1
Ball	21	08-2
Ballard	241	01-4
Balls	221	05-3
Barber	121	08-5
Barker	201	04-6
Barlow	101	06-1
Barnes	81	03-7
Barnett	83	11-2
Barrett	1	12-4
Barton	21	10-5
Bateman	81	06-3
Bates	81	09-3
Beck	31	10-1
Beckstead	161	01-7
Bell	191	11-4
Belnap	61	12-7
Bench	121	08-6
Bennett	31	02-4
Bennion	1	08-4
Benson	22	10-7
Bentley	101	03-5
Berg	221	09-6
Bergeson	201	04-2
Bigelow	81	01-4
Billings	1	06-7
Bingham	201	03-1
Bird	101	04-4
Bishoff	241	09-5
Bishop	121	01-1
Blake	1	12-6
Bond	61	05-3
Booth	31	07-7
Boulton	21	10-2
Bowen	41	06-6
Bower	221	12-1
Bowman	181	02-3
Brady	241	04-7
Briggs	31	03-2
Brown	201	11-4
Bryant	101	01-3
Burton	101	05-3
Bush	221	06-5
Butler	81	03-4
Bywater	1	12-6

POSTING AND TAX CLERK

TAX NOTICES DUE

Each group of names separated by a double space should be typed on an individual sheet of paper. The amount of work for each student at the Posting and Tax Clerk position can be controlled in two ways: (1) A separate letter must be typed to each county listed, therefore the more counties on each sheet, the more letters necessary. (2) A check and short letter must be typed to each county for borrowers whose loan numbers begin 07-12. A longer letter and mathematicl computations are required for each borrower with a loan number beginning 01-06.

THESE CODES ARE FOR TEACHER USE ONLY

Loan No.	Name	County
08-099	Ackerlind, Curtis F.	Beaver
07-005	Baak, Charles B.	Beaver
12-010	Abrams, Thayne G.	Carbon
02-100	Albert, Rudolf D.	Sanpete
02-030	Arnold, Roy O.	Sanpete
09-040	Aaron, Lester G.	Beaver
11-066	Abraham, F. Blaine	Carbon
05-094	Balls, Jack T.	Sevier
06-009	Billings, Bruce L.	Millard
05-028	Burton, Ronald W.	Sanpete
09-080	Adair, Clifford	Emery
01-001	Adamson, Robert E.	Sevier
11-013	Babcock, William E.	Sevier
02-078	Bennett, John J.	Sanpete
10-057	Boulton, Jerry W.	Sanpete
03-053	Barnes, Phillip P.	Millard
08-051	Bennion, Robert A.	Sanpete
04-007	Bird, William E.	Wayne
12-022	Bywater, James J.	Sevier
05-061	Abel, Robert H.	Sanpete
03-041	Abbott, Clifton A.	Grand
04-064	Arnell, George E.	Utah
08-019	Bench, George Q.	Sevier
06-003	Bowen, Frank K.	Sanpete
11-073	Able, Charles	Wayne
02-035	Abney, William G.	Carbon
12-058	Blake, Eugene H.	Grand
09-095	Ahlstrom, Harvey M.	Juab
05-054	Bailey, William P.	Sanpete
12-076	Belnap, Mark E	Beaver

POSTING AND TAX CLERK

TAX NOTICES DUE
(continued)

Loan No.	Name	County
04-055	Barker, Charles A.	Piute
12-027	Bower, Ernest C	Carbon
03-069	Butler, Walter E	Sanpete
05-038	Addison, Paul G.	Utah
09-044	Arthur, Allen C	Utah
02-023	Bowman, Max D.	Sevier
01-021	Bryant, Paul B.	Sanpete
03-060	Abernethy, Henry L.	Juab
10-030	Alsop, Daniel R.	Beaver
04-093	Brady, Elson R	Sanpete
08-045	Avery, Kenneth D.	Piute
09-082	Berg, Gerald C.	Wayne
05-032	Allan, Delbert V	Millard
10-085	Baldwin, Boyd E	Sanpete
06-016	Barlow, Norman	Garfield
08-043	Agnew, Wallace P.	Garfield
10-014	Benson, Joseph A.	Sanpete
07-083	Booth, Brian A.	Sevier
03-086	Bentley, Haven F.	Carbon
01-097	Andersen, Howard S.	Millard
07-098	Andrus, LaVere F.	Sanpete
06-084	Anderson, Howard C	Duchesne
12-091	Barrett, Arthur E.	Sanpete
09-071	Bishoff, Norman E.	Carbon
04-052	Bergeson, W. Harold	Sevier
10-096	Akins, Martin T	Sanpete
07-046	Ames, Carl M.	Sanpete
04-090	Andrew, William J.	Sevier
08-081	Ball, Duane O	Millard
07-079	Albee, Gary R.	Sevier
08-087	Allen Victor G.	Millard
06-029	Anthony, James R	Sanpete
10-012	Beck, Ivan J.	Piute
04-037	Adams, Melvin T.	Sanpete
11-011	Barnett, Denny D.	Sanpete
06-015	Bateman, Rex W.	Sevier
01-092	Bigelow, Clarence A.	Sevier
10-042	Ackerlund, Charles C.	Sanpete
03-065	Allsop, Reese A.	Carbon
06-077	Bush, Silas R	Sanpete
01-039	Abernathy, Roy P.	Juab
07-020	Ahlander, Perry G	Sanpete
08-017	Barber, Robert D.	Millard

POSTING AND TAX CLERK

TAX NOTICES DUE
(continued)

Loan No.	Name	County
03-026	Bingham, Keith M	Grand
03-056	Briggs, John R	Sanpete
07-062	Ackerson, Charles D.	Sanpete
07-088	Addams, Richard M	Utah
02-033	Aland, Howard F.	Sevier
04-089	Alder, Wendell R.	Sanpete
08-070	Allred, Walter H.	Sevier
06-068	Baird, Donald R.	Sanpete
09-067	Bates, Robert J.	Grand
11-036	Ackley, Peter G	Sevier
11-063	Adams, Mark G.	Millard
06-002	Albertson, Ted A.	Sanpete
02-050	Andreason, Russell	Sevier
01-025	Bishop, Douglas G.	Sanpete
09-074	Andrews, Willard J.	Sanpete
12-008	Angus, Porter F.	Carbon
05-031	Atwood, Charles W.	Sanpete
10-049	Barton, Harry H.	Millard
01-072	Beckstead, Carl J.	Utah
12-018	Baker, Bruce H.	Sevier
11-004	Bell, Harold F.	Iron
02-075	Ackman, Paul A.	Sanpete
02-048	Alley, William C.	Millard

RUSH JOB NAMES

05-024	1. Bond, Douglas E.	Millard
03-006	2 Armstrong, Phillip W.	Sanpete
01-047	2. Ballard, Donald J.	Millard
11-059	2. Brown, Alden M.	Sanpete

TAX AND INSURANCE AMOUNTS FOR CODING

The teacher must indicate the amount of tax assessment on the reverse side of each loan card. The following list shows the amount to be written on each loan card. The following list also contains the cost of coverage which should be included on the bottom line of the fires and hazard insurance policies.

NAME	TAXES	COST OF COVERAGE
Aaron	$446.68	$108.00
Abbott	164.64	32.04
Abel	572.16	134.40
Abernathy	360.24	84.00
Abernethy	590.04	127.20
Able	530.03	127.20
Abney	457.32	108.00
Abraham	446.87	108.00
Abrams	103.65	21.60
Ackerlind	530.04	127.20
Ackerlund	128.64	32.04
Ackerson	348.70	84.00
Ackley	550.36	134.40
Ackman	568.92	127.20
Adair	127.40	32.04
Adams	552.21	134.40
Adams	407.28	97.80
Adamson	152.28	32.04
Addams	530.03	127.20
Addison	290.60	84.00
Agnew	525.64	134.40

TAX AND INSURANCE AMOUNTS FOR CODING
(continued)

NAME	TAXES	COST OF COVERAGE
Ahlander	$521.37	$127.20
Ahlstrom	103.68	21.60
Aqins	296.59	97.80
Aland	469.32	108.00
Albee	530.01	127.20
Albert	144.84	32.04
Albertson	123.48	21.60
Alder	430.68	97.80
Allan	160.80	32.04
Allen	517.62	127.20
Alley	159.36	21.60
Allred	395.59	97.80
Allsop	655.56	134.40
Alsop	530.00	127.20
Ames	127.31	32.04
Andersen	421.92	84.00
Anderson	586.32	134.40
Andreason	151.08	32.04
Andrew	550.20	108.00
Andrews	393.25	97.80
Andrus	446.88	108.00
Angus	525.52	134.40
Anthony	390.60	84.00
Armstrong	110.16	21.60
Arnell	133.20	32.04

TAX AND INSURANCE AMOUNTS FOR CODING
(continued)

NAME	TAXES	COST OF COVERAGE
Arnold	$490.02	$108.00
Arthur	390.69	97.80
Atwood	575.88	134.40
Avery	503.40	127.20
Baak	102.68	21.60
Babcock	348.72	84.00
Bailey	469.32	108.00
Baird	437.64	97.80
Baker	102.22	21.60
Baldwin	503.40	127.20
Ball	550.42	134.40
Ballard	151.08	32.04
Balls	633.36	127.20
Barber	342.87	84.00
Barker	416.16	97.80
Barlow	135.84	21.60
Barnes	466.68	108.00
Barnett	126.84	32.04
Barrett	525.54	134.40
Barton	529.70	127.20
Bateman	359.40	84.00
Bates	102.86	21.60
Beck	396.60	97.80
Beckstead	136.92	32.04
Bell	547.60	134.40

TAX AND INSURANCE AMOUNTS FOR CODING
(continued)

NAME	TAXES	COST OF COVERAGE
Belnap	$328.87	84.00
Bench	546.37	134.40
Bennett	463.08	108.00
Bennion	342.27	84.00
Benson	337.92	84.00
Bentley	586.32	134.40
Berg	101.76	21.60
Bergeson	550.20	108.00
Bigelow	633.48	127.20
Billings	443.64	84.00
Bingham	664.32	134.40
Bird	192.36	32.04
Bishoff	343.27	84.00
Bishop	129.24	21.60
Blake	128.64	32.04
Bond	484.56	108.00
Booth	396.59	97.80
Boulton	551.42	134.40
Bowen	642.48	127.20
Bower	444.44	108.00
Bowman	148.44	32.04
Brady	472.68	97.80
Briggs	664.80	134.40
Brown	520.03	127.20
Bryant	364.92	84.00

TAX AND INSURANCE AMOUNTS FOR CODING
(continued)

NAME	TAXES	COST OF COVERAGE
Burton	509.16	97.80
Bush	471.24	108.00
Butler	126.60	21.60
Bywater	342.27	84.00

ERIC

INSURANCE POLICIES

1. A policy should be filled out for each borrower

2. All policies with numbers beginning 01 to 06 are incorrect. Errors on each policy can be in one or more of the following four areas:

   a. Name
   b. Address
   c. Legal description
   d. Amount of coverage

   Errors that you make on your policies are for you to determine.

3. All policies with numbers beginning with 07 to 12 are correct.

ERIC

INSURANCE CLERK TICKLER CARD LIST

This list shows policy expiration dates for each borrower. Use this list as a basis for completing tickler cards.

January
Lester G. Aaron, 09-040
Peter G Ackley, 11-036
Howard F. Aland, 02-033
Howard S Andersen, 01-097
Charles W. Atwood, 05-031
Charles A Barker, 04-055
George Q. Bench, 08-019
Douglas G. Bishop, 01-025
Ronald W. Burton, 05-028

February
Clifton A. Abbott, 03-041
Paul A Ackman, 02-075
Gary R. Albee, 07-079
Howard C. Anderson, 06-084
Kenneth D Avery, 08-045
Norman Barlow, 06-016
John J. Bennett, 02-078
Eugene H. Blake, 12-058
Silas R. Bush, 06-077

March
Robert H. Abel, 05-061
Clifford Adair, 09-080
Rudolf D. Albert, 02-100
W. Russell Andreason, 02-050
Charles B. Baak, 07-005
Phillip P. Barnes, 03-053
Robert A. Bennion, 08-051
Douglas E. Bond, 05-024
Walter E. Butler, 03-069

April
Roy P. Abernathy, 01-039
Mark G. Adams, 11-[illegible]
Ted A Albertson, 06-002
William J. Andrew, 04-090
William E. Babcock, 11-013
Denny D. Barnett, 11-011
Joseph A. Benson, 10-014
Brian A. Booth, 07-083
James J. Bywater, 12-022

May
Henry L. Abernethy, 03-060
Melvin T. Adams, 04-037
Wendell R. Alder, 04-089
Willard J. Andrews, 09-074
William P. Bailey, 05-054
Arthur E. Barrett, 12-091
Haven F. Bentley, 03-086
Jerry W. Boulton, 10-057

June
Charles Able, 11-073
Robert E. Adamson, 01-001
Delbert V. Allan, 05-032
LaVere F. Andrus, 07-098
Donald R. Baird, 06-068
Harry H. Barton, 10-049
Gerald C. Berg, 09-082
Frank K. Bowen, 06-003

July
William G. Abney, 02-035
Richard M. Addams, 07-088
Victor G. Allen, 08-037
Porter F. Angus, 12-008
Bruce H. Baker, 12-028
Rex W. Bateman, 06-015
W. Harold Bergeson, 04-052
Ernest C. Bower, 12-027

August
F. Blaine Abraham, 11-066
Paul G. Addison, 05-038
William C. Alley, 02-048
James R. Anthony, 06-029
Boyd E. Baldwin, 10-085
Robert J. Bates, 09-067
Clarence A. Bigelow, 01-092
Max D. Bowman, 02-023

INSURANCE CLERK TICKLER CARD LIST
(continued)

September
Thayne G. Abrams, 12-010
Wallace P. Agnew, 08-043
Walter H. Allred, 08-070
Phillip W. Armstrong, 03-006
Duane O. Ball, 08-081
Ivan J. Beck, 10-012
Bruce L. Billings, 06-009
Elson R. Brady, 04-093

October
Curtis F. Ackerlind, 08-099
Perry G. Ahlander, 07-020
Reese A. Allsop, 03-065
George E. Arnell, 04-046
Donald J. Ballard, 01-047
Carl J. Beckstead, 01-072
Keith M. Bingham, 03-056
John R. Briggs, 03-056

November
Charles C. Ackerlund, 10-042
Harvey M. Ahlstrom, 09-095
Daniel R. Alsop, 10-034
Roy O. Arnold, 02-030
Jack T. Balls, 05-094
Harold F. Bell, 11-004
William E. Bird, 04-007
Alden M. Brown, 11-059

December
Charles D. Ackerson, 07-062
Martin T. Akins, 10-096
Carl M. Ames, 07-046
Allen C. Arthur, 09-044
Robert D. Barber, 08-017
Mark E. Belnap, 12-076
Norman E. Bishoff, 09-071
Paul B. Bryant, 01-021

INSURANCE POLICY RENEWALS

Each group of names separated by a double space should be typed on an individual sheet of paper. The amount of work for each student at the Insurance Clerk position can be controlled by the number of policy renewal sheets and the individual names on that sheet.

A check and a short letter must be typed to each insurance company for borrowers with loan numbers beginning 07-12. A longer letter and mathematical computations are required for each borrower with a loan number 01-06.

THESE CODES ARE FOR TEACHER USE ONLY.

January	COST OF COVERAGE
#1	
Peter G. Ackley, 11-036	$130.04
Howard F. Aland, 02-033	117.96
Charles W. Atwood, 05-031	146.64
Douglas G. Bishop, 01-025	31.56
#2	
Lester G. Aaron, 09-040	107.60
Howard S. Andersen, 01-097	117.96
Charles A. Barker, 04-055	105.84
George Q. Bench, 08-019	129.40
Ronald W. Burton, 05-028	119.76
February	
#1	
Clifton A. Abbott, 03-041	46.44
Gary R. Albee, 07-079	127.19
Howard C. Anderson, 06-084	138.96
John J. Bennett, 02-078	119.04
Eugene H. Blake, 12-058	32.04
#2	
Paul A. Ackman, 02-075	133.56
Kenneth D. Avery, 08-045	122.70
Norman Barlow, 06-016	26.16
Silas R. Bush, 06-077	142.68

INSURANCE POLICY RENEWALS
(continued)

March	COST OF COVERAGE
#1	
Robert H. Abel, 05-061	$156.00
Clifford Adair, 09-080	32.00
W. Russell Andreason, 02-050	40.08
Robert A. Bennion, 08-051	81.62
Douglas E. Bond, 05-024	127.80
#2	
Rudolf D. Albert, 02-100	43.08
Charles B. Baak, 07-005	16.20
Phillip P. Barnes, 03-053	124.20
Walter E. Butler, 03-069	31.56
April	
#1	
Roy P. Abernathy, 01-039	91.20
William J. Andrew, 04-090	181.20
William E. Babcock, 11-013	82.00
Joseph A. Benson, 10-014	80.27
#2	
Mark G. Adams, 11-063	134.20
Ted A. Albertson, 06-002	26.16
Denny D. Barnett, 11-011	30.24
Brian A. Booth, 07-083	97.79
James J. Bywater, 12-022	81.27
May	
#1	
Henry L. Abernethy, 03-060	175.20
Wendell R. Alder, 04-089	138.84
Arthur E. Barrett, 12-091	124.40
Haven F. Bentley, 03-086	156.84
#2	
Melvin T. Adams, 04-037	106.88
Willard J. Andrews, 09-074	96.20
William P. Bailey, 05-054	124.20
Jerry W. Boulton, 10-057	127.92

INSURANCE POLICY RENEWALS
(continued)

June	COST OF COVERAGE
#1	
Charles Able, 11-073	$127.20
Robert E. Adamson, 01-001	44.28
Donald R. Baird, 06-068	120.24
Harry H. Barton, 10-049	126.20
#2	
Delbert V. A-lan, 05-032	51.60
LaVere F. Andrus, 07-098	108.00
Gerald C. Berg, 09-082	30.47
Frank K. Bowen, 06-003	149.16
July	
#1	
William G. Abney, 02-035	144.00
Victor G. Allen, 08-087	113.29
Bruce H. Baker, 12-028	20.16
W. Harold Bergeson, 04-052	127.56
#2	
Richard M. Addams, 07-088	127.18
Porter F. Angus, 12-008	130.44
Rex W. Bateman, 06-015	90.36
Ernest C. Bower, 12-027	106.00
August	
#1	
Paul G. Addison, 05-038	95.88
James R. Anthony, 06-029	95.88
Boyd E. Baldwin, 10-085	122.07
Max D. Bowman, 02-023	36.60
#2	
F. Blaine Abraham, 11-066	107.64
William C. Alley, 02-048	29.64
Robert J. Bates, 09-067	19.21
Clarence A. Bigelow, 01-092	195.36

INSURANCE POLICY RENEWALS
(continued)

September	COST OF COVERAGE
#1	
Wallace P. Agnew, 08-043	$121.37
Phillip W. Armstrong, 03-006	32.64
Duane O. BAll, 08-081	134.04
Elson, R. Brady, 04-093	108.84
#2	
Thayne G. Abrams, 12-010	21.60
Walter H. Allred, 08-070	97.80
Ivan J. Beck, 10-012	97.80
Bruce L. Billings, 06-009	103.56
October	
#1	
Curtis F. Ackerlind, 08-099	127.15
Reese A. Allsop, 03-065	168.36
Donald J. Ballard, 01-047	40.32
Keith M. Bingham, 03-056	177.24
#2	
Perry G. Ahlander, 07-020	125.36
George E. Arnell, 04-046	42.00
Carl J. Beckstead, 01-072	42.00
John R. Briggs, 03-056	198.96
November	
#1	
Harvey M. Ahlstrom, 09-095	21.60
Roy O. Arnold, 02-030	114.36
Harold F. Bell, 11-004	129.76
William E. Bird, 04-007	36.60
#2	
Charles C. Ackerlund, 10-042	32.04
Daniel R. Alsop, 10-034	127.00
Jack T. BAlls, 05-094	159.36
Alden M. Brown, 11-059	126.17

INSURANCE POLICY RENEWALS
(continued)

December	COST OF COVERAGE
#1	
Martin T. Akins, 10-096	$97.61
Allen C. Arthur, 09-044	97.08
Mark E. Belnap, 12-076	83.87
Paul B. Bryant, 01-021	93.96
#2	
Charles D. Ackerson, 07-062	83.00
Carl M. Ames, 07-046	31.99
Robert D. Barber, 08-017	83.99
Norman E. Bishoff, 09-071	82.23

BEST COPY AVAILABLE

T E A C H E R ' S K E Y

PHASE II

BEST COPY AVAILABLE

ERIC

-MOE, INC.
BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

PAYROLL AND SALARY REGISTER

SOC. SEC NO	NAME	THIS MONTHS EARNINGS	FED TAX	STATE TAX	SOC SEC	OTHER DED	NET PAY	YEAR TO DATE EARNINGS	FED TAX	STATE TAX	SOC SEC	CHECK NO	M S
	Vice President	750 00	122 43	19 59	39 00		568 98						
	Executive Secretary	525 00	75 18	12 03	27 30		410 49						
	Receptionist/ Administrative Assist	487 00	67 20	10 75	25 32		383 73						
	Cashier	450 00	59 43	9 51	23 40		357 66						
	Posting and Tax Clerk	412 00	51 45	8 23	21 42		330 90						
	Insurance Clerk	375 00	43 81	7 01	19 50		304 68						
TOTAL		2 999 00	419 50	67 12	154 94		2 356 44						

-MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

PAYROLL AND SALARY REGISTER

SOC SEC NO	NAME	THIS MONTHS EARNINGS	FED TAX	STATE TAX	SOC SEC	OTHER DED	NET PAY	YEAR TO DATE EARNINGS	FED TAX	STATE TAX	SOC SEC	CHECK NO.	M S
	Vice President	500 00	69 93	11 19	26 00		392 88						
	Executive Secretary	350 00	39 31	6 29	18 20		286 20						
	Receptionist/ Administrative Assist.	325 00	34 81	5 57	16 90		267 72						
	Cashier	300 00	30 31	4 85	15 60		249 24						
	Posting and Tax Clerk	275 00	25 81	4 13	14 30		230 76						
	Insurance Clerk	250 00	21 31	3 41	13 00		212 28						
TOTAL		2 000 00	221 [illegible]	[illegible]	104 00		1 639 08						

Logan OFFICE

WALKER BANK & TRUST COMPANY

Logan UTAH

DEPOSIT TO THE ACCOUNT OF

MOE, INC.
ACCOUNT TITLE

ACCOUNT NO. — 530 —

ENDORSE ALL CHECKS

DATE Current date and 19 year

Checks and other items are received for deposit subject to the rules and regulations of this bank.

CHECKS—LIST BY ABA NUMBER	DOLLARS	CENTS
97-21	42	00
97-21	139	00
97-21	42	00
97-21	204	00
TOTAL CHECKS	427	00
CURRENCY		
COIN		
TOTAL	$ 427	00

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

Investor American Investors Insurance Co.

Code 04

DATE	INTEREST	PRINCIPAL	TOTAL AMOUNT PAID
SEP23'68	3.53 -	25.08 -	28.61
SEP23'68	25.03 -	72.77 -	97.80

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

Investor American Insurance Co.

Code 03

DATE	INTEREST	PRINCIPAL	TOTAL AMOUNT PAID
SEP2368	38.53 -	110.70 -	142.23
SEP2368	20.19 -	8.42 -	28.61

No. 236 $ 166.00

Date Sept. 23 1968

To First Sin. Bank

For Bad Check

	Dollars	Cents
Bal. Bro't For'd		
Amt. Deposited		
TOTAL		
Amt. This Check	166	00
Bal. Car'd For'd		

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

97-21
1243

Wheels, Utah September 23 19 68 No. 236

PAY TO THE ORDER OF First Sincerity Bank $ 166.00

One hundred sixty-six 00/100 ---------- DOLLARS

FIRST SINCERITY BANK
Wheels, Utah

Vice President

⑆1243⑈0021⑆ 34 08024 1 2⑈

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

Date

Mr. Lester G. Aaron
2966 Garden Circle
Beaver, Utah 86990

Dear Mr. Aaron:

You are hereby notified that your check for $166, drawn to our order on the Logan Office of the First Sincerity Bank of Utah, has been returned by the bank because of insufficient funds.

We ask that you make this check good within ten days from the date of this notice. If you fail to do so, we shall proceed to protect our interests by other methods.

Sincerely,

Name
Vice President

HRS/jal

-MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

Payment No. 301

Month Due	Jan.	Feb.	Mar.	Apr.	May	June
	July	Aug.	Sept.	Oct.	Nov.	Dec.
				X		

LOAN NO.	POSTING CODES	DATE REC.	MONTHLY INSTALLMENT
03-041	03-1		$ 42.00

NOTICE: If payment includes items in addition to regular monthly installments, please specify the items you are paying.

Late Charge

TOTAL $42.00

Clifton A. Abbott

Please return with payment

-MOE, INC.

BUSINESS EDUCATION LANE
WHEELS UTAH 84621

Payment No. 1

Month Due	Jan.	Feb.	Mar.	Apr.	May	June
	July	Aug.	Sept.	Oct.	Nov.	Dec.
				X		

LOAN NO.	POSTING CODES	DATE REC.	MONTHLY INSTALLMENT
04-007	04-1		$ 42.00

NOTICE: If payment includes items in addition to regular monthly installments, please specify the items you are paying.

Late Charge

TOTAL $42.00

William E. Bird

Please return with payment

-MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

Payment No. 22

Month Due	Jan.	Feb.	Mar.	Apr.	May	June
	July	Aug.	Sept.	Oct.	Nov.	Dec.
				X		

LOAN NO.	POSTING CODES	DATE REC.	MONTHLY INSTALLMENT
03-060	03-2		$ 204.00

NOTICE: If payment includes items in addition to regular monthly installments, please specify the items you are paying.

Late Charge

TOTAL $204.00

[illegible] Abernethy

[illegible] payment

-MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

Payment No. 87

Month Due	Jan.	Feb.	Mar.	Apr.	May	June
	July	Aug.	Sept.	Oct.	Nov.	Dec.
				X		

LOAN NO.	POSTING CODES	DATE REC.	MONTHLY INSTALLMENT
04-037	04-3		$ 139.00

NOTICE: If payment includes items in addition to regular monthly installments, please specify the items you are paying.

Late Charge

TOTAL $139.00

Melvin T. Adams

Please return with payment

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

Date

Mr. William E. Bird
986 Eclipse Way
Fremont, Utah 86732

Dear Mr. Bird:

Welcome to MOE . . .

and thank you sincerely for the confidence you have shown in this corporation by permitting us to cooperate in the financing of your property.

For your convenience, we have summarized information pertinent to your loan on the "Payment Facts" sheet attached. You will note a loan number on the "Facts" sheet. Please refer to this number when writing us about any matter as this will assist us in giving prompt attention to your correspondence.

Enclosed you will find a packet containing monthly remittance notices for twelve months. Each payment must be accompanied by a remittance notice. DO NOT SEND THE ENTIRE BOOK. Payments should reach this office on or before the FIRST day of each month. Late payments are subject to a late charge and could impair your credit rating.

Each year a supply of remittance notices and envelopes will be forwarded for your use. We will also provide you with an annual statement immediately after the first of each year showing information that will be helpful in preparing your income tax return.

Your reserves for taxes and fire insurance premiums are only estimated. If we have an excell, it will be held as a credit to your account, subject to your order, and if we do not have sufficient funds to take care of these items, we will notify you. Please inform us if a change is made in your hazard insurance or if you report a claim under the policy. Also, do let us know promptly of any change in your address or sale of the property on the form enclosed in your packet.

We now look forward to the opportunity of doing business with you and hope you will call on us--any time.

Very truly yours,

Name
Vice President

HRS/hrs
Enclosures

PAYMENT FACTS

NEW OWNER: William E. Bird

YOUR LOAN NUMBER: 04-007

As of	October 1, 1968
there is a principal balance on your FHA loan in the amount of	$
and/or a balance on your VA loan of	$
and/or a balance on your Conventional loan of	$ 4,296.47
and/or a balance on your Installment Note of	$
Accumulated credit, representing trust funds, presently totals	$
The next payment on your account is due	November 1, 1968
in the amount of	$ 42.00

This monthly payment is allocated as follows:	$
Principal and Interest - FHA	
Principal and Interest - VA	
* Principal and Interest - Conventional	28.61
Special Assessment	
Deposit for Taxes	10.72
Deposit for Fire & Hazard Insurance	2.67
Other	
TOTAL	$ 42.00
Monthly Side-Agreement (Installment Loans)	$

* MCE, INC., only handles conventional loans.

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

DAILY SUMMARY AND RECAP

Date Month, Day, Year

Investor Code	Investor	Total Paid	Interest	Principal	Late Charges
1	Aetna Insurance Co.				
2	Allstate Insurance Co.				
3	American Insurance Co.	$177.84	$119.12	$58.72	
4	American Investors Insurance Co.	126.41	97.85	28.56	
5	American Western Life Insurance				
6	Anchor National Life Insurance				
7	Bankers Life & Casualty Insurance				
8	Beehive Insurance Company				
9	California Western Life Insurance				
10	Continental Life Insurance Co.				
11	Farmers Insurance Group				
12	Massachusetts Mutual Life Insurance				
	TOTAL	$304.25	$216.97	$87.28	

-MOE, INC.
BUSINESS EDUCATION LANE
WHEELS UTAH 84621

Original Borrower Henry L. Abernethy
Mailing Address 1001 Wilson Avenue
Nephi, Utah 86980

Investor Code 03
Amortization Schedule 2

Investor	Total Monthly Payment	Principal and Interest	Insurance	Taxes	Original Loan Amt.	First Payment Date	Maturity Date
American Insurance Co.	$204.00	$149.23	$10.60	$44.17	$21,200.00		

Date	Amount Paid		Interest		PRINCIPAL Payment		PRINCIPAL Balance		Taxes		Insurance	
Sep. 23, '68	204	00	110	70-	38	53-	20,398	63	44	17-	10	60

-MOE, INC.
BUSINESS EDUCATION LANE
WHEELS UTAH 84621

Original Borrower Melvin T. Adams
Mailing Address 1995 Dourlas
Axtell, Utah 86672

Investor Code 04
Amortization Schedule 3

Investor	Total Monthly Payment	Principal and Interest	Insurance	Taxes	Original Loan Amt.	First Payment Date	Maturity Date
American Investors Insurance Co.	$139.00	$97.80	$8.15	$33.05	$16,300.00		

Date	Amount Paid		Interest		PRINCIPAL Payment		PRINCIPAL Balance		Taxes		Insurance	
Sep. 23, '68	139	00	72	77-	25	03-	14,528	86	33	05-	8	15-

MOE, INC.
BUSINESS EDUCATION LANE
WHEELS UTAH 84621

Original Borrower Clifton A. Abbott
Mailing Address ~~1063 Lincoln~~
Moab, Utah 86789

Investor Code 03
Amortization Schedule 1

Investor	Total Monthly Payment	Principal and Interest	Insurance	Taxes	Original Loan Amt.	First Payment Date	Maturity Date
American Insurance Co.	$42.00	$28.61	$2.67	$10.72	$4,300		

Date	Amount Paid		Interest		PRINCIPAL Payment		PRINCIPAL Balance		Taxes		Insurance	
Sep. 23, '68	42	00	8	42-	20	19-	1,422	87	10	72-	2	67

INSURANCE POLICY CORRECTION FORM

DATE:

TO:

FROM: MOE, INC.

SUBJECT: Name _____

REFERENCE: Policy No. _____

Make corrections below only where necessary.

CORRECTED NAME: _____

CORRECTED ADDRESS: _____

CORRECTED LEGAL DESCRIPTION: _____

_____

CORRECTED AMOUNT OF COVERAGE: _____

ERIC

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

RE. Name Clifford Adair Policy 09-080 Date Month, Day, Year

NAMES OF INSURANCE COMPANIES

_____ AETNA INSURANCE CO.
312 Boston Building
Newport, Main 12134

_____ ALLSTATE INSURANCE CO.
363 E. 960 South
Boston, Massachusetts 13236

_____ AMERICAN INSURANCE CO.
647 W. Broadway
Chicago, Illinois 34323

_____ AMERICAN INVESTORS INSURANCE CO.
943 North Main
Chicago, Illinois 34234

_____ AMERICAN WESTERN LIFE INSURANCE
942 E. 11 South
Washington, D. C. 22097

_____ ANCHOR NATIONAL LIFE INSURANCE
150 East Gover
Cincinnati, Ohio 42870

_____ BANKERS LIFE & CASUALTY INSURANCE
487 Pioneer Street
Dallas, Texas 60953

_____ BEEHIVE INSURANCE CO.
149 South State
Salt Lake City, Utah 84368

_X_ CALIFORNIA WESTERN LIFE INSURANCE
479 Bankers Building
Los Angeles, California 95478

_____ CONTINENTAL LIFE INSURANCE CO.
Continental Bank Building
San Francisco, California 93847

_____ FARMERS INSURANCE GROUP
947 East 4th South
Reno, Nevada 89023

_____ MASSACHUSETTS MUTUAL LIFE INSURANCE
1698 South Main
Boston, Massachusetts 30234

Correct Legal Description to read: Lot 15 Block 6 Sunset Road Development #7, Orangeville, Utah

Correct Name of insured to read: _____

Correct Effective Dates of Policy to read: _____

Correct Amount of Coverage to read: _____

Policy Expiration Date September 30, 19--

MOE, INC.
BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

TICKLER CARD

Name of Insured Paul G. Addison

Name of Insurance Co. American Western Life Insurance

Borrower's No. 05-038

Policy No. 05-038

Effective Dates of Ins. September 30, 19-- to September 30, 19--

Amount of Coverage $14,000

FIRE INSURANCE POLICY

Policy No. 05-038

Insuree American Western Life Insurance

Insured Paul G. Addison, 353 South 1100 East, Eureka, UT 84628

Property Description Lot 2 Block 18 Sunrise Heights, Extension #9,

Eureka, Utah

Amount of Coverage $14,000

Effective Dates of Policy November 1, 1969, to November 1, 1972

Cost of Coverage $252.00

FIRE INSURANCE POLICY

Policy No. 09-080

Insuree California Western Life Insurance

Insured Clifford Adair, 1457 Van Buren Avenue, Orangeville, UT 84537

Property Description Lot 16 Block 5 Sunset Road, Development #7, Orangeville, Utah

Amount of Coverage $4,300.00

Effective Dates of Policy October 15, 1969 to October 15, 1972

Cost of Coverage $85.32

ERIC

FIRE INSURANCE POLICY

Policy No. 11-066

Insuree Farmers Insurance Group

Insured F. Blaine Abraham, 2910 Cascade Way, Wellington, UT 84542

Property Description Lot 2 Block 12 Sunset Road, Addition #4

Wellington, Utah

Amount of Coverage $18,000

Effective Dates of Policy October 1, 1969 to October 1, 1971

Cost of Coverage $234

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

Date

Also a letter to:
Mr. F. Blaine Abraham
2910 Cascade Way
Wellington, Utah 84542

Mr. Paul G. Addison
353 S. 1100 E.
Eureka, Utah 86502

Dear Mr. Addison:

Dear Mr. Abraham:

It is a real pleasure to advise you that your application for Mortgage Fire Insurance has been approved. Enclosed is your policy which describes the benefits and provisions of this valuable insurance coverage underwritten by the American Western Life Insurance Company.

Below is listed the composition of your new payment including the premium for this protection:

Principal and Interest	$ 83.94	$119.76
Deposit for Taxes	29.06	37.24
Deposit for Fire Insurance	7.00	9.00
Total Monthly Payment	$120.00	$166.00

We congratulate you for your wisdom and foresight in participating in this program, and we trust you will feel a greater measure of security in knowing that you have provided for an emergency with this insurance. If you have any questions concerning this matter, please contact us at your convenience.

Enclosed is a new set of coupons. In order to avoid the possibility of confusion, we ask that you destroy any others in your possession.

Very truly yours,

Name
Vice President

HRS/hrs
Enclosures

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

Date

Mr. Daniel R. Alsop
1153 Bryan Avenue
Milford, Utah 84751

Dear Mr. Alsop:

Subject: Loan No. 10-034

Your insurance policy covering property on which we hold a mortgage will expire on (allow thirty days) because of nonpayment of premium. As you know, MOE, INC., must pay the insurance premium and must hold the original of the insurance policy at all times.

A short time ago we sent you a letter indicating your insurance reserve was inadequate to pay your insurance premium. We have not yet received your check.

If your check is not received within ten days from the date of this letter, we will have no other alternative than to pay your premium and take legal action against you as this constitutes a mortgage default.

Sincerely yours,

Name
Vice President

hrs

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T E A C H E R ' S K E Y

PHASE III

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ERIC

-MOE, INC.
BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

PAYROLL AND SALARY REGISTER

SOC SEC NO	NAME	THIS MONTHS EARNINGS	FED TAX	STATE TAX	SOC SEC	OTHER DED	NET PAY	YEAR TO DATE EARNINGS	FED TAX	STATE TAX	SOC SEC	CHECK NO.	M S	NO. EXEMP
	Vice President	800 00	132 93	21 27	41 60		604 20							
	Executive Secretary	550 00	80 43	12 87	28 60		428 10							
	Receptionist/ Administrative Assist.	475 00	64 68	10 35	24 70		375 27							
	Cashier	400 00	48 93	7 83	20 80		322 44							
	Posting and Tax Clerk	360 00	41 11	6 58	18 72		293 59							
	Insurance Clerk	310 00	32 11	5 14	16 12		256 63							
TOTALS		2 895 00	400.19	64 04	150 54		2 280 23							

-MOE, INC.
BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

PAYROLL AND SALARY REGISTER

SOC. SEC NO	NAME	THIS MONTHS EARNINGS	FED TAX	STATE TAX	SOC SEC	OTHER DED	NET PAY	YEAR TO DATE EARNINGS	FED TAX	STATE TAX	SOC SEC	CHECK NO.	M S	NO EXEMP
	Vice President	800 00	132 93	21 27	41 60		604 20							
	Executive Secretary	550 00	80 43	12 87	28 60		428 10							
	Receptionist/ Administrative Assist.	475 00	64 68	10 35	24 70		375 27							
	Cashier	400 00	48 93	7 83	20 80		322 44							
	Posting and Tax Clerk	360 00	41 11	6 58	18 72		293 59							
	Insurance Clerk	310 00	32 11	5 14	16 12		256 63							

TOTALS	EARNINGS	FED TAX	STATE TAX	SOC SEC	OTHER DED	NET PAY	EARNINGS	FED TAX	STATE TAX	SOC SEC
	2 895 00	400 19	64 04	150 54		2 280 23				

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

Date

Mr. Gerald P. Haines, President
National Businessman's Association
c/o Peoples' Utility Company
4200 South Kensington
Des Moines, Iowa 35769

Dear President Haines:

It seems that all great conventions have the dubious honor of having "yippies" in attendance. Ours was a great convention even with this disturbance.

Many of us in attendance are very appreciative of your smooth handling of the situation. We appreciate your leadership in NBA. I want to express my personal thanks for your friendship and association throughout the years.

I am looking forward to a great year with the association.

Sincerely,

Name
President

HRS/hrs

cc H. M. Madsen

Key to Posting & Tax Clerk and Insurance Clerk Request for Additional Funds Letters

NAME	INSURANCE			TAX		
	Reserve	Short	Increase Per Month	Reserve	Short	Increase Per Month
Abbott, Clifton A.	$ 32.04	$14.40	$1.20	$128.64	$ 36.00	$3.00
Abel, Robert H.	134.40	21.60	1.80	552.24	19.92	1.66
Abernathy, Roy P.	84.00	7.20	0.60	348.72	11.52	0.96
Abernethy, Henry L.	127.20	48.00	4.00	530.04	60.00	5.00
Abney, William G.	108.00	36.00	3.00	446.88	10.44	0.87
Ackman, Paul A.	127.20	6.36	0.53	530.04	38.88	3.24
Adams, Melvin T.	97.80	9.08	0.76	396.60	10.68	0.89
Adamson, Robert E.	32.04	12.24	1.02	128.64	23.64	1.97
Addison, Paul G.	84.00	11.88	0.99	342.72	47.88	3.99
Aland, Howard F.	108.00	9.96	0.83	446.88	22.44	1.87
Albert, Rudolf D.	32.04	11.04	0.92	128.64	16.20	1.35
Albertson, Ted A.	21.60	4.56	0.38	103.68	19.80	1.65
Alder, Wendell R.	97.80	41.04	3.42	396.60	34.08	2.84
Allan, Delbert V.	32.04	19.56	1.63	128.64	32.16	2.68
Alley, William C.	21.60	8.04	0.67	103.68	55.68	4.64
Allsop, Reese A.	134.40	33.96	2.83	552.24	103.32	8.51
Andersen, Howard S.	84.00	33.96	2.83	348.72	73.20	6.10
Anderson, Howard C.	134.40	4.56	0.38	552.24	34.08	2.84
Andreason, W. Russell	32.04	8.04	0.67	128.64	22.44	1.87
Andrew, William J.	108.00	73.20	6.10	446.88	103.32	8.61
Anthony, James R.	84.00	11.88	0.99	348.72	41.88	3.49
Armstrong, Phillip W.	21.60	11.04	0.92	103.68	6.48	0.54
Arnell, George E.	32.04	9.96	0.83	128.64	4.56	0.38
Arnold, Roy O.	108.00	6.36	0.52	446.88	43.14	3.60
Atwood, Charles W.	134.40	12.24	1.02	552.24	23.64	1.97
Bailey, William P.	108.00	16.20	1.35	446.88	22.44	1.87
Baird, Donald R.	97.80	22.44	1.87	396.60	41.04	3.42
Ballard, Donald J.	32.04	8.28	0.69	128.64	22.44	1.87
Balls, Jack T.	127.20	32.16	2.68	530.04	103.32	8.61
Barker, Charles A.	97.80	8.04	0.67	396.60	19.56	1.63
Barlow, Norman	21.60	4.56	0.38	103.68	32.16	2.68
Barnes, Philip P.	108.00	16.20	1.35	446.88	19.80	1.65
Bateman, Rex W.	84.00	6.36	0.53	348.72	10.68	0.89
Beckstead, Carl J.	32.04	9.96	0.83	128.64	8.28	0.69
Bennett, John J.	108.00	11.04	0.92	446.88	16.20	1.35
Bentley, Haven F.	134.40	22.44	1.87	552.24	34.08	2.84
Bergeson, W. Harold	108.00	19.56	1.63	446.88	103.32	8.61
Bigelow, Clarence A.	127.20	68.16	5.68	530.04	103.44	8.62
Billings, Bruce L.	84.00	19.56	1.63	348.72	94.92	7.91
Bingham, Keith M.	134.40	42.84	3.57	552.24	112.08	9.34
Bird, William E.	32.04	4.56	0.38	128.64	63.72	5.31
Bishop, Douglas G.	21.60	9.96	0.83	103.68	25.56	2.13
Bond, Douglas E.	108.00	19.80	1.65	446.88	34.68	2.89
Bowan, Frank K.	127.20	21.96	1.83	530.04	112.44	9.37
Bowman, Max D.	32.04	4.56	0.38	128.64	19.80	1.65
Brady, Elson R.	97.80	11.04	0.92	396.60	76.08	6.34
Briggs, John R.	134.40	64.56	5.38	552.24	112.56	9.38
Bryant, Paul B.	84.00	9.96	0.83	348.72	16.20	1.35
Burton, Ronald W.	97.80	21.96	1.83	396.60	112.56	9.38
Bush, Silas R.	108.00	34.68	2.89	446.88	24.36	2.03
[illegible]ler, Walter E.	21.60	9.96	0.83	103.68	22.92	1.91

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T E A C H E R ' S K E Y

PHASE IV

BEST COPY AVAILABLE

ERIC

MOE, INC.
BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

PAYROLL AND SALARY REGISTER

SOC. SEC. NO.	NAME	THIS MONTHS EARNINGS	FED TAX	STATE TAX	SOC SEC	OTHER DED	NET PAY	YEAR TO DATE EARNINGS	FED TAX	STATE TAX	SOC SEC	CHECK NO	M S
	Vice President	880 00	149 73	23 96	45 76		660 55						
	Executive Secretary	630 00	97 23	15 56	32 76		484 45						
	Receptionist/ Administrative Assist.	555 00	81 48	13 04	28 86		431 62						
	Cashier	480 00	65 73	10 52	24 96		378 79						
	Posting & Tax Clerk	440 00	57 33	9 17	22 88		350 62						
	Insurance Clerk	390 00	46 83	7 49	20 28		315 40						
TOTALS		3 375 00	498 33	79 74	175 50		2 621 43						

-MOE, INC.
BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

PAYROLL AND SALARY REGISTER

SOC. SEC. NO.	NAME	THIS MONTHS EARNINGS	FED TAX	STATE TAX	SOC SEC	OTHER DED	NET PAY	YEAR TO DATE EARNINGS	FED TAX	STATE TAX	SOC SEC	CHECK NO.	M S	NO EXEMP
	Vice President	850 00	143 33	22 95	44 20		639 42							
	Executive Secretary	600 00	90 93	14 55	31 20		463 32							
	Receptionist/ Administrative Assist.	525 00	75 18	12 03	[illegible]		410 49							
	Cashier	450 00	59 43	9 51	23 40		357 66							
	Posting and Tax Clerk	410 00	51 03	8 16	21 32		329 49							
	Insurance Clerk	390 00	46 83	7 49	20 28		315 40							

TOTALS	EARNINGS	FED TAX	STATE TAX	SOC SEC	OTHER DED.	NET PAY	EARNINGS	FED TAX	STATE TAX	SOC SEC	TOTALS
	3 225 00	466 83	74 69	167 70		2 515 78					

-MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

PAYROLL AND SALARY REGISTER

SOC SEC NO	NAME	THIS MONTHS EARNINGS	FED TAX	STATE TAX	SOC SEC	OTHER DED	NET PAY	YEAR TO DATE EARNINGS	FED TAX	STATE TAX	SOC SEC	CHECK NO	M S
	Vice President	885 00	150 78	24 12	46 02		664 08						
	Executive Secretary	635 00	98 28	15 72	33 02		487 98						
	Receptionist/ Administrative Assist.	560 00	82 53	13 20	29 12		435 15						
	Cashier	485 00	69 03	10 68	25 22		382 32						
	Posting and Tax Clerk	445 00	58 38	9 34	23 14		354 14						
	Insurance Clerk	395 00	47 88	7 66	20 54		318 92						

TOTALS	EARNINGS	FED TAX	STATE TAX	SOC SEC	OTHER DED	NET PAY	EARNINGS	FED TAX	STATE TAX	SOC SEC
	3 405 00	504 63	80 72	177 06		2 642 59				

-MOE, INC.
BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

PAYROLL AND SALARY REGISTER

SOC. SEC NO	NAME	THIS MONTHS EARNINGS	FED TAX	STATE TAX	SOC SEC	OTHER DED	NET PAY	YEAR TO DATE EARNINGS	FED TAX	STATE TAX	SOC SEC	CHECK NO	NO. EXEMP
	Vice President	930 00	160 23	25 64	48 36		695 77						
	Executive Secretary	680 00	107 73	17 24	35 36		519 67						
	Receptionist/ Administrative Assist.	605 00	91 96	14 72	31 48		466 84						
	Cashier	530 00	76 23	12 20	27 56		414 01						
	Posting and Tax Clerk	490 00	67 83	10 85	25 48		385 84						
	Insurance Clerk	470 00	63 63	10 18	24 44		371 75						
	TOTALS		567 63	90 83	182 66		2 853 88						

-MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

PAYROLL AND SALARY REGISTER

SOC. SEC. NO.	NAME	THIS MONTHS EARNINGS	FED. TAX	STATE TAX	SOC. SEC.	OTHER DED.	NET PAY	YEAR TO DATE EARNINGS	FED. TAX	STATE TAX	SOC. SEC.	CHECK NO.	M S	NO. EXEMP.
	Vice President	935 00	161 28	25 80	48 62		699 30							
	Executive Secretary	685 00	108 78	17 40	35 62		523 20							
	Receptionist/ Administrative Assist.	610 00	93 00	14 88	31 72		470 32							
	Cashier	535 00	77 28	12 36	27 82		417 54							
	Posting & Tax Clerk	495 00	68 88	11 02	25 74		389 36							
	Insurance Clerk	475 00	64 68	10 35	24 70		375 27							

TOTALS	EARNINGS	FED. TAX	STATE TAX	SOC. SEC.	OTHER DED.	NET PAY	EARNINGS	FED. TAX	STATE TAX	SOC. SEC.
	3 735 00	573 93	91 81	194 22		2 875 04				

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

Date

Mr. John J. Bennett
3509 East Oak Drive
Sterling, Utah 8768-

Dear Mr. Bennett:

In a recent letter to us you stated that you had received two letters from MOE, INC., indicating an amount due of $8.64 for taxes and an amount due of $3.53 for insurance. You asked for an explanation of these additional charges and for an explanation of why you must increase your mortgage payment by $1.02 per month.

To begin with, Mr. Bennett, your mortgage payment was $166. This payment can be broken down into three major components. These components are (1) principal and interest, $119.76; (2) taxes, $37.24; and (3) insurance, $9.00.

The amount you pay for principal and interest can best be explained by noting that the portion of the $119.76 which goes toward reducing your principal is continually rising and the amount which goes for interest is continually decreasing throughout the term of your loan. Why does this happen, you might ask. The reason is because the principal balance of your loan is decreasing with each mortgage payment you make. Since you are paying a fixed amount of principal and interest, $119.76, a reduction in your principal balance means less of this fixed amount needs to go for an interest payment and so, consequently, more of the $119.76 can go toward decreasing your principal.

The amount you pay each month for taxes and insurance can perhaps best be explained this way. Uninsured mortgaged property cannot be tolerated; neither can having tax delinquent property under mortgage. In either case neither MOE, INC., nor its investors are fully protected. Because of this we have an agreement with our investors that we will pay all taxes and make all insurance payments.

In order for us to pay your taxes and insurance, we estimate how much your taxes are going to be on your mortgaged property and how much the insurance to cover this property is going to cost. We then divide this estimation by 12

Date

and ask that you pay one-twelfth of this total each month. In this way we hope to have enough money accumulated in a tax and insurance reserve to pay your taxes and to pay your insurance premiums when they come due.

Sometimes, however, there are unforeseen circumstances which influence the amounts that must be paid. In your case, Mr. Bennett, your taxes increased by $8.64 because the assessed valuation of your property increased when you built your new garage. As for the increase in your insurance premium of $3.53, we assume this can be attributed to either inflation or to an excess of insurance claims. There may, of course, be any number of reasons for an increase in an insurance premium.

This, then, is a breakdown of your mortgage payment and an explanation for the charges included therein.

If you desire further information or if we may be of further service to you, please do not hesitate to let us know.

Yours very truly,

Name
Vice President

hrs

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

Date

Massachusetts Mutual Life Insurance
1698 South Main
Boston, Massachusetts 30234

Attention Mr. Scott

Gentlemen:

One of the borrowers to whom we lent your invested money, a Mr. Arthur E. Barrett of Axtell, Utah, has had a heart attack. Mr. Barrett's doctors assure us that Mr. Barrett will be fully recovered in approximately six months.

Mr. Barrett has no insurance for an emergency such as this and will not be able to make his mortgage payments until he is able to work again.

With your concurrence, we will suspend all activity concerning Mr. Barrett's account until he is again able to make his mortgage payments. Mr. Barrett realizes, of course, that an extra charge will be necessary if we allow him this privilege.

Sincerely yours,

Name
Vice President

hrs

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

Date

Mr. Robert J. Bates
1205 Gilmer Drive
Moab, Utah 86792

Dear Mr. Bates:

Subject: Loan No. 09-067

For the last six months, Mr. Bates, you have been 15 days late making your mortgage payment. As is our usual procedure, you have been charged a late charge which has been added on to the total of your next mortgage payment.

However, you have been ignoring the late charge and have been paying only the regular mortgage payment.

In accordance with the terms of the contract you signed with us when obtaining your loan, you agreed to pay all late charges incurred because of late payment. The contract also states that nonpayment of any charge is justification for making the total mortgage amount due immediately.

If you do not pay these late charges and make your payments on time in the future, Mr. Bates, we will be forced to take immediate action.

Yours truly,

Name
Vice President

hrs

MOE, INC.

BUSINESS EDUCATION LANE
WHEELS, UTAH 84621

Date

California Western Life Insurance
479 Bankers Building
Los Angeles, California 95478

Attention Mr. Smith

Gentlemen:

Subject: Willard J. Andrews, Loan No. 09-074

As you know, MOE, INC., does not lend capital for speculative ventures but lends only to borrowers who can prove sufficient equity. However, Mr. Andrews of Gunnison, Utah, believes there is little or no risk attached to building a major eating establishment in his town.

Gunnison is in a rather unique geographic position. The town is situated at a junction on U. S. Highway 89. It does not matter which road a person takes at the junction because both are major routes to Salt Lake City. Highway 89 continues up the east side of the Wasatch Mountains and Utah 28 joins U. S. Highway 91 and Interstate 15.

Approximately 13 miles to the south at Salina, Utah, Interstate 70 is presently under construction and will bring many people through Gunnison as they move from Interstate 15 to Interstate 70 or vice versa.

MOE, INC., feels this is a worthy venture and that taking a mortgage on the eating establishment to be built will provide sufficient protection. Please let us know whether or not you concur in this decision.

Very truly yours,

Name
Vice President

hrs

BEST COPY AVAILABLE

PHASE III DICTATION SITUATIONS

VICE PRESIDENT

Mr. Keith M. Bingham of Moab wishes to suspend his mortgage payments for three months as he wants to take a long vacation. Write Mr. Bingham a letter telling him this is all right with MOE, INC., but that he must pay an additional interest charge of 1 1/2% a month on the unpaid balance during the time he suspends his payments. Indicate what the total interest charge will be for the three months.

VICE PRESIDENT

Donald R. Baird of Mt. Pleasant is a turkey grower. Some time ago some dogs got into his turkey pens and killed over half of his flock. Because of this he is having an extremely hard time meeting his mortgage payments. Write him a friendly letter explaining how sorry you are at his misfortune, but that he must make his mortgage payments or risk losing his mortgaged property. Offer to refinance his loan at an interest rate of 7%. This is 1% additional but explain how high interest rates are at the present time.

VICE PRESIDENT

Write a thank you letter to investor 04. They have been very cooperative in letting you delay payments to them when they have been slow in coming from the borrower. Assure them that the payments are paid the instant they are received.

VICE PRESIDENT

Bruce Billings of Delta wants to take the remaining balance of his mortgage and spread the payments out over another thirty-year period. Write him a letter explaining why an additional interest charge must be assessed if this is done.

VICE PRESIDENT

James J. Bywater of Redmond, Utah, is interested in purchasing part interest in the Salina Coal and Products Company. In order to do this, Mr. Bywater must refinance his loan with MOE, INC. MOE is willing to refinance his present loan, which still has ten years to run, providing Mr. Bywater is willing to pay the additional interest for the twenty extra years that he wants and a raise in rate of 5% to 7%. Write Mr. Bywater a letter explaining the situation and make an appointment to take care of the business details if he still wants to refinance.

BEST COPY AVAILABLE

VICE PRESIDENT

William E. Babcock of Richfield is a very old friend of yours; consequently, he believes he can be slow in making his mortgage payments and you will never do or say anything about it. Write Mr. Babcock a letter telling him he must make his payments on time or pay a late charge. Make it very clear that business and friendship do not mix.

VICE PRESIDENT

Howard S. Anderson, an old friend of yours, has just been made president of Anaconda Corporation in Delta. Write a letter of congratulation and gently remind him that he is ten days past due on his mortgage payment.

VICE PRESIDENT

Ronald W. Burton of Fountain Green is a turkey grower. He raises approximately twenty thousand turkeys each year. Mr. Burton has sufficient equity to enable him to borrow up to $50,000 from MOE, INC. However, he wishes to borrow money using his turkeys as collateral. Write him a letter explaining that equity of a transient nature cannot be used but that MOE will lend him up to $50,000 if he will mortgage his land and other properties.

VICE PRESIDENT

William E. Bird of Fremont is constantly making his mortgage payments with checks that the bank will not honor because he does not have sufficient funds in his account. Write Mr. Bird a letter making it very clear that if MOE receives one more bad check from him. MOE, INC. will be forced to foreclose on his mortgage and the full amount will become due immediately. If Mr. Bird is then unable to pay the full amount MOE, INC. will take over his mortgaged property and see that it is sold at public auction to the highest bidder.

VICE PRESIDENT

Gerald C. Berg has a small loan of $3,600 from MOE INC. He wishes to borrow an additional $17,000 to build a new home. Mr. Berg barely has the equity to cover this additional loan. Write him a letter telling him MOE is extremely reluctant to lend him this additional money because his equity barely meets minimum requirements. The real reason that MOE does not wish to lend him this money is, of course, because he is slow in his mortgage payments.

VICE PRESIDENT

Clarance A. Bigelow of Venice has recently become involved in some way with some very shady business operations. It is not that these business operations are illegal, but that they are not quite ethical. Write Mr. Bigelow a letter urging him to upgrade his business dealing so that people will be eager and delighted to do business with him. The reason you are writing this letter is because MOE, INC. wants to help him keep his business operating so he will be able to pay off his loan.

VICE PRESIDENT

Mr. George Halley, 355 North 6th East, Pigeon, Utah, 86002, has notified your office that he has $2,500 of his own money that he would like to invest with MOE, INC. Your assignment is to inform Mr. Halley that your Board of Directors has established a policy that you cannot accept investor accounts for less than $20,000. Most of your investors are insurance companies or investment companies. Write him a letter and explain the situation to him. You appreciate his willingness to provide funds. Above all, keep him happy.

VICE PRESIDENT

Mr. Charles W. Atwood has today made his last payment on his mortgage. You are to write him a letter congratulating him for his fine record of prompt payments. Be sure to indicate that MOE, INC. is extremely willing to do business with him again.

VICE PRESIDENT

Dictate a letter to a Real Estate Agent explaining why you were unable to grant a loan to Mr. John Winters. The amount of the loan requested was much more than he had equity to cover and the payments would have been too high for his ability to repay.

Mr. Henry Monroe
Agent, Mutual Loan and Investment
414 19th Street
Chicago, Illinois 94343

VICE PRESIDENT

You are to establish clean-up procedures for the office. You may establish whatever procedures you wish, but get them set up early and placed in writing. Each member of your office is to receive a copy of your clean-up procedures which should be in memorandum form. This memorandum should be duplicated and handed out to each member of your team.

VICE PRESIDENT

It has come to your attention that your employees do not know the procedures for early payoffs of borrower's loans. You should dictate a memorandum to clarify this situation and direct that it be typed for inclusion in the MOE Procedures Manual.

VICE PRESIDENT

W. Harold Bergeson of Salina wants to mortgage his coal stockpile in order to build a new home. Of course, he plans to sell the coal he has stockpiled to people as they place their orders. Write him a letter explaining that mortgaged property which meets the requirements for a loan must not be of a transient nature. Deny his request for a loan.

VICE PRESIDENT

Bruce H. Baker of Monroe already has a loan form MOE, INC. However, he wishes to borrow $33,000 more in order to purchase part ownership in the Rainbow Cafe in Richfield. Mr. Baker has an excellent payment record on the loan he already has, and MOE would like very much to loan him the money. In order to do this, MOE must hold his title to part ownership in the Rainbow Cafe while Mr. Baker is paying back the loan. Write Mr. Baker a letter detailing the problem and agreeing to lend the money if he will agree to the conditions.

VICE PRESIDENT

Dictate a letter to Mr. Ed Shultz, 3486 West 14th Street, NYC, NY 10011. Tell Ed that you would like to see him on your upcoming trip to NY. Perhaps you could have dinner together. You are friends from way back.

VICE PRESIDENT

Write to investor 08 asking if it would be possible to obtain an additional $400,000 to cover loan for new housing being built in your town.

VICE PRESIDENT

Write a letter to Mr. Ronald W. Burton informing him of your plans to visit his mortgaged property. You periodically visit properties.

VICE PRESIDENT

Mr. Gary Lloyd, Specialist, Office Occupations, State Department for Vocational Education, Salt Lake City, Utah 84111, has just completed a visit to MOE, INC. Write to him and thank him for his recent visit and invite him to visit again when he can.

VICE PRESIDENT

Dictate a memorandum requesting better use of MOE telephones. There have been too many personal calls.

VICE PRESIDENT

You have received a letter from Mr. Jonathan Thornton, President of American Investors Insurance Company, one of MOE, INC's investors. Mr. Thornton states rather bluntly that he does not believe we are crediting his account immediately with the payments we receive, but he believes we are holding the money for a month or two and using it for our own purposes before crediting the American Investors Insurance Company account.

Respond to this letter using very firm but tactful language indicating there is no foundation for his belief. You are to explain why it sometimes takes a few days to get the proper paperwork done and mailed to his company in Chicago. The address of American Investors Insurance can be obtained from an insurance correction form.

VICE PRESIDENT

Mr. Norman H. Beatty, 416 Michigan Avenue, Koosharem, Utah 86432, has applied for a loan from MOE, INC., however, Mr. Beatty does not have enough equity to properly secure the mortgage amount. Write him a letter explaining the situation and denying the loan.

BEST COPY AVAILABLE

PHASE IV DICTATION SITUATIONS

VICE PRESIDENT

When he filled out the application forms for a mortgage loan from MOE, INC., LaVere F. Andrus did not give an accurate account of his property holdings. Write him a letter telling him that a false application is grounds for making the full amount of the mortgage due immediately. Tell him you must know why he did not fill out the application form properly.

VICE PRESIDENT

Ted Holliday, 916 Broadway, Circleville, Utah 86531, has applied for a $30,000 loan to build a milking parlor. He owns two large land areas, one valued at $45,000 and the other at $232,000. He is willing to mortgage the $45,000 land acreage. Write him a letter accepting his loan application and set up a meeting date and time so the necessary paperwork can be taken care of with maximum efficiency and minimum effort.

VICE PRESIDENT

We have received a letter from Mr. Howard F. Aland of Aurora requesting an Annual Statement of his account.

Answer his letter.

VICE PRESIDENT

Mr. Roy O. Arnold of Mayfield is locally known as "The Baron of Mayfield." He is a very wealthy man with extensive holdings in land and cattle. Mr. Arnold wishes to build an all-weather resort which would cater to the very wealthy. He would need an air strip to land planes and his accommodations would have to be first class. Mr. Arnold, a present borrower, would require capital in the neighborhood of $150,000.

Write Mr. Arnold a letter concerning his request for a loan of $150,000. Remember MOE, INC., does not take Chattel mortgages. Chattel mortgages are mortgages on moveable property.

VICE PRESIDENT

We have received a letter from Mr. Charles B. Baak of Beaver requesting an Annual Statement of his account.

Answer his letter.

BEST COPY AVAILABLE

VICE PRESIDENT

We have received a letter from W. Russell Andreason of Glenwood requesting some information concerning his account. Mr. Andreason is interested in knowing how much he pays monthly for taxes and for insurance and how much his taxes were last year. Glenwood is in Sevier County.

Answer his letter.

VICE PRESIDENT

MOE, INC. has received a letter from Mr. Clifford Adair of Orangeville requesting a comprehensive breakdown of his mortgage payment of $42 per month.

Answer his letter.

VICE PRESIDENT

Mr. Poy P. Abernathy, of Sanaquin, Utah, has written MOE, INC. a letter saying he has heard that we give out credit information over the telephone to anyone who asks for it.

Write Mr. Abernathy a letter explaining that it would not be ethical for us to do this and that we give information only to legitimate credit bureaus. You should emphasize that it takes a written request of some type or some type of telephone certification before we release this information.

VICE PRESIDENT

Mr. George Q. Bench of Sigurd, Utah, has become involved in a wage dispute between the George-Pacific Gypsum plant and the United States Gypsum plant. Both of these plants are located in Sigurd and the management of both threaten to close them down rather than become involved in a strike situation. Mr. Bench, who is the principal ringleader, has just been granted a $22,400 mortgage with MOE. INC.; and, if the workers strike or the plants close down, he will lose the property he has under mortgage with us.

You are to write Mr. Bench a letter explaining the situation as you see it and telling him the danger of his present course of action.

VICE PRESIDENT

MOE, INC. has received a letter from Mr. Walter H. Allred of Glenwood requesting a breakdown of his $139 mortgage payment. He is especially interested in the amount he must pay for taxes and insurance each year.

Answer his letter.

VICE PRESIDENT

Mr. Ted A. Albertson of Wales raises turkeys. He has decided that turkeys are not his cup of tea and wishes to change to cattle. If, as he explained in his letter to MOE, INC., we will loan him $10,000 at the rate of interest of his present loan (7.25 per cent), he will mortgage his land. Mr. Albertson does not believe that he will have any trouble paying off the mortgage.

Answer his letter.

VICE PRESIDENT

We have received a letter from Dr. Boyd E. Baldwin of Moroni requesting an Annual Statement of his account.

Answer his letter.

VICE PRESIDENT

Mr. Peter G. Ackley of Redmond has written requesting an Annual Statement of his account with MOE, INC.

Write him a letter transmitting this Annual Statement and telling him how much we enjoy his business.

VICE PRESIDENT

Fremont, Utah, is located near some of the best hunting and fishing in Utah. Mr. Charles Able of Fremont wishes to borrow $20,000 to build a lodge which would cater to the needs of hunters and fishermen. Mr. Able has a large holding of land near Fremont and it appears that this land would answer the mortgage requirement.

Answer his letter. Mr. Able is a present MOE customer.

VICE PRESIDENT

Mr. Phillip W. Armstrong of Sterling has paid his last two mortgage payments with checks which the bank has returned marked insufficient funds.

Write Mr. Armstrong a letter concerning this matter.

VICE PRESIDENT

Mr. Rudolf O. Albert has written MOE, INC. asking for an appointment with one of its Vice Presidents. He has indicated that any time next week would be fine with him as long as it is in the afternoon.

Answer his letter. Be sure to make your answer at least two and preferably three paragraphs in length. Mr. Albert is a customer of MOE, INC.

VICE PRESIDENT

MOE, INC. has received a letter from Mr. Wendall R. Alder of Milburn requesting an Annual Statement of his account.

Answer his letter.

VICE PRESIDENT

Mr. Harvey M. Ahlstrom of Marshall has sent us several bad checks. This is a situation we cannot tolerate.

Write Mr. Ahlstrom a letter.

VICE PRESIDENT

Mr. George E. Arnell of Payson believes he is the greatest man alive. Just last week he stormed into MOE, INC. demanding all kinds of attention and thoroughly disrupting all office workers. He stayed for over an hour and two prospective borrowers left because he was so egoistic. This is a situation MOE, INC. cannot tolerate in the future.

Write Mr. Arnell a letter concerning this problem.

VICE PRESIDENT

We have received a letter from Mr. Bruce H. Baker of Monroe requesting an Annual Statement of his account.

Answer his letter.

VICE PRESIDENT

Mr. Howard C. Anderson of Roosevelt has written us a letter requesting an additional loan. He presently has a loan for $22,400 and he wishes to borrow another $10,000. His total equity is around $25,000.

Answer his letter.

VICE PRESIDENT

MOE, INC. has received a letter from Mr. Charles W. Atwood of Cedar Cliffs requesting an early payoff figure on his loan. Mr. Atwood emphasizes that this figure should include all obligations to MOE, INC., including an early payoff fee if we charge one.

Answer his letter.

VICE PRESIDENT

Mr. Charles O. Ackerson of Centerfield has written MOE, INC. a letter asking about the breakdown of his $120 monthly payment.

Answer his letter.

VICE PRESIDENT

Mark G. Adams of Scipio has more property and more money than almost anyone in Millard County. However, Mr. Adams is very careless. He frequently makes his mortgage payments to us using checks from banks in which he does not have an account. Consequently, we are constantly forced to charge him a late charge; and we frequently have to resort to legal measures to get Mr. Adams to pay his late charge.

You are to write him a letter explaining very specifically our side of the situation and making very clear to him that we will not tolerate this situation any longer without taking more drastic action.

VICE PRESIDENT

Mr. Richard M. Addams of Springville wishes to return to BYU and finish the work necessary to obtain his master's degree. He said in his letter to us that it would take five months.

Write Mr. Addams a letter telling him we will be more than happy to suspend payments for such a good customer as we believe he is. In order for us to do this, however, he must agree to pay the regular annual interest rate. His interest will be figured at the rate of 6.5%, the rate at which he borrowed his mortgage amount. Be sure to tell Mr. Addams how much interest he will have to pay each month while the rest of his payment is suspended. Also indicate there are taxes and insurance that must be paid whether or not he suspends payment. Taxes and insurance can be held off only so long, and he must ultimately pay them.

VICE PRESIDENT

We have received a letter from Mr. Gary R. Albee requesting a breakdown of his current payment. Mr. Albee is especially interested in knowing how much interest he is paying each month.

Answer his letter. Indicate how the interest charge is determined each month.

VICE PRESIDENT

Mr. Paul G. Addison has written MOE, INC. a letter requesting some information. He wishes to know how much interest he has paid in the last 12 months.

Answer his letter being sure to indicate that we are willing to provide additional information at any time.

VICE PRESIDENT

Mr. Reese A. Allsop of Price is selling his home, which is under mortgage to MOE, INC., and moving out of the state. The new owner-to-be is willing to take over the present payments under the same conditions as those Mr. Allsop had. Mr. Allsop has asked us whether this will satisfactorily terminate his obligation to MOE, INC.

Answer Mr. Allsop's question by writing him a letter.

VICE PRESIDENT

Mr. James R. Anthony of Fountain Green, a present customer of MOE, INC., has been raising cattle for much of his life. He has decided, however, that he could make much more money by raising turkeys. Mr. Anthony has requested an additional loan of $10,000 to start himself in the turkey business. Mr. Anthony has sufficient collateral to secure this additional loan.

Write Mr. Anthony a letter answering his request.

VICE PRESIDENT

We have received a letter from Mr. William E. Babcock of Richfield requesting an Annual Statement of his account.

Answer his letter.

VICE PRESIDENT

Mr. Thayne G. Abrams of Helper works in Price and must travel each day. Last month his automobile broke down and he was forced, or so he says, to purchase a new automobile. The payments on this new car have put a severe strain on his budget, and he wants us to refinance his loan and spread out his payments over an additional ten-year period.

We have ascertained that Mr. Abrams could have purchased a used car instead of a new one and that his payment of $35.00 would not be appreciably reduced by giving him another ten years to make his repayment.

Write him a letter answering his request.

VICE PRESIDENT

MOE, INC. has received a letter from Mr. Kenneth D. Avery of Kingston requesting an Annual Statement of his account.

Write him a letter and enclose his Annual Statement.

VICE PRESIDENT

MOE, INC. has received a letter from Mr. Carl M. Ames of Spring City requesting a payoff figure. He wants all costs, including the early payoff fee, to be included in the amount.

VICE PRESIDENT

William G. Abney of Price, Utah, has missed two of his payments. Write him a letter inquiring about this problem and tell him he must get these payments in or make some other arrangement with us. Explain the consequences of his act if we are forced to take legal action.

VICE PRESIDENT

Mr. Lester G. Aaron, of Beaver, Utah, has written MOE, INC. asking whether his monthly payments on his $18,000 loan can be reduced. He says that the $166 he pays monthly makes it so he cannot go skiing and take part in other recreational activities as often as he likes.

You are to answer his letter.

VICE PRESIDENT

MOE, INC. has received a letter from Mr. Melvin T. Adams requesting an Annual Statement of his account.

Answer his letter being sure to mention to him how much we appreciate his business.

VICE PRESIDENT

MOE, INC. has received a letter from Mr. Howard S. Andersen concerning his account with us. Mr. Andersen owns a large number of cattle, and his ranch is located about 30 miles from Delta. The mortgage he has with us is on a home he owns in Delta, and he wishes to sell this home to a buyer he has located for cash. If he is to do this, we must agree to transfer his mortgage to his ranch or to some building on the ranch.

Answer his letter.

VICE PRESIDENT

Mr. Delbert V. Allan of Holden is a freqeent bad check artist. Twice in the last four months Mr. Allan has sent MOE, INC. checks for which he did not have sufficient funds in the bank.

Write Mr. Allan a letter concerning this problem.

VICE PRESIDENT

In a letter to MOE, INC. Mr. Curtis F. Ackerlind of Beaver has requested some information. He has made six monthly payments since his taxes were paid and nine payments since his insurance premium was paid. Mr. Ackerlind wishes to know how much he has in his tax reserve and how much he has in his insurance reserve.

Answer his letter.

VICE PRESIDENT

MOE, INC. has received a letter from Mr. William C. Alley of Meadow who wishes to pay the rest of his loan in one lump sum. He asks that we send him this payoff figure. He emphasizes that he does not want to get a letter a month or two after paying off the loan saying that he must pay an extra amount for paying his loan off early. He wishes the total amount he has to pay which will clear him of all obligation with MOE, INC.

Answer Mr. Alley's letter.

VICE PRESIDENT

Mr. LaVere F. Andrus of Ephraim feels there is a great need for a pizza parlor in Ephraim which would serve excellent pizza and cater to the college crowd. Mr. Andrus has written MOE, INC. a letter explaining his plan and mentioning he would provide home delivery service in conjunction with the pizza parlor. Mr. Andrus already has an $18,000 loan with MOE, INC. and he does not have sufficient collateral to secure a mortgage for the twenty to thirty thousand dollars necessary to build the type of establishment Mr. Andrus wants.

Answer his letter.

VICE PRESIDENT

Mr. Wallace P. Agnew has borrowed $22,000 from MOE, INC. to build a hunting and fishing lodge at Panguitch Lake. He has mortgaged his home in Panguitch in order to borrow this money. Mr. Agnew has written us a letter requesting permission to sell his home in Panguitch because he has decided to live full time at the lodge.

Because the road to Panguitch Lake is usually closed in the winter, we believe Mr. Agnew would be better off living in town in the winter and working than he would be trying to run the lodge. Mr. Agnew, however, believes he can get a high rate of patronage by bringing the people to his lodge on a snowmobile and providing a high rate of luxury after they arrive.

If we allow Mr. Agnew to sell his home we will have to take a mortgage on his hunting and fishing lodge. However, we believe that this lodge may be a rather risky venture.

VICE PRESIDENT

MOE, INC. has received a letter from Mr. Perry G. Ahlander of Mt. Pleasant asking if it would be possible for MOE to take a chattel mortgage on his turkeys so he could build an additional $5,000 worth of pens for the turkeys.

Write him a letter explaining that MOE, INC. is a mortgage loan company dealing only with mortgages of property of a tangible nature such as land and buildings. Be sure to explain the difference between a chattel mortgage and mortgages MOE, INC. deals with.

VICE PRESIDENT

Mr. Henry Abernathy of Nephi, Utah, raises Quarter Horses. He wishes to buy a stallion from the famous Three Bar bloodline and wants to get a loan to buy this horse. Mr. Abernathy is a present MOE customer.

Write him a letter telling him that our function as a mortgage loan company does not permit us to deal with the type of loan he wishes. Explain that we deal with property of a tangible nature such as land and houses.

VICE PRESIDENT

We have a letter from Mr. Donald R. Baird of Mt. Pleasant requesting an Annual Statement of his account.

Answer his letter.

VICE PRESIDENT

Mr. Paul A. Ackman's mother makes aprons and advertises her product as "The Best Aprons in the West." Mr. Ackman wishes to borrow $5,000 to build an extension to his mother's home so she will have room to make the aprons. The mortgage would have to be on his mother's home because he does not own any property in Utah. (MOE cannot mortgage property in states other than those in which we are licensed to do business.) To mortgage his mother's home would require her signature as well as his as he is going to be responsible for making the payments.

Write him a letter explaining the situation. Mr. Ackman is a MOE customer.

VICE PRESIDENT

Moab, Utah is located near Canyonlands National Park and Arches National Monument. Moab is also about 25 miles from the new Interstate 70 which is currently under construction.

Mr. Clifton A. Abbott, a present MOE, INC. customer, believes that Moab is on the verge of becoming a large tourist mecca. In his letter to MOE, INC., Mr. Abbott said he would like to borrow approximately $50,000 to build a large eating establishment and another $90,000 to build a motel complex.

You are to answer Mr. Abbott's letter.

VICE PRESIDENT

Mr. Kenneth D. Avery of Kingston raises purebred herfords. Lately he has been very interested in the Proud Prince bloodline. He has located a bull he wishes to purchase to bring this bloodline into his own cattle and wishes to borrow an additional $5,000 from MOE, INC. Mr. Avery has sufficient collateral to secure this additional loan.

Write him a letter answering his request.

VICE PRESIDENT

F. Blaine Abraham of Wellington has hit it lucky in the stock market. He wishes to pay off his loan in a lump sum payment.

Write Mr. Abrahm a letter detailing the amount he still owes and early payoff fee that we must assess. Explain the reason for the early payoff fee and be sure to mention we will be happy to do business with him again in the future.

VICE PRESIDENT

We have received a letter from Mr. William P. Bailey of Manti, requesting an Annual Statement of his account.

Answer his letter.

VICE PRESIDENT

Cove Fort is famous because it has an old fort which, for a time, housed Brigham Young. Mr. Victor G. Allen, who already has a substantial mortgage with MOE, INC., is very sure that the new Interstate 70 presently under consturction will bring many people to view Cove Fort. He is very sure they will want to stop and eat after viewing the fort. He, therefore, wishes to borrow an additional $15,000 to build a very nice eating establishment. However, with the present $21,000 mortgage on his property, Mr. Allen lacks $2,000 worth of property to secure an additional $15,000 loan. Mr. Allen realizes this and says we can take care of the additional amount by mortgaging the new eating establishment.

You are to write a letter answering Mr. Allen's request.

VICE PRESIDENT

Mr. Porter F. Angus of Dagerton has written MOE, INC. requesting an interview with a Vice President. He emphasizes in his letter that he must drive a relatively large distance to get to us and requests that he be allowed a minimum of one hour with the Vice President. Mr. Angus has developed the reputation of being somewhat of a troublemaker since MOE, INC. granted him his loan. In fact, the loan would not have been granted had this come to light earlier.

Write Mr. Angus a letter answering his request.

VICE PRESIDENT

MOE, INC. has received a letter from Mr. Robert M. Abel of Manti, Utah, asking for a breakdown of his loan. He specifically asked how much he was paying for principal and interest and how much of this was interest.

You are to answer his letter.

VICE PRESIDENT

MOE, INC. has received a letter from Mr. Allen C. Arthur of Mapleton requesting a payment breakdown. He is especially interested in how much he pays in interest and taxes each month.

Answer his letter.

VICE PRESIDENT

Mr. Robert E. Adamson of Glenwood works at the Georgia Pacific Gypsum plant in Sigurd. He has an excellent job and has always seemed to be a very reliable individual. Lately, Mr. Adamson has been making his mortgage payments in a very erratic manner. He will suddenly pay three monthly payments at once and then will not make a payment for six months. We are, of course, forced to charge him late charges when his payments are not received on time.

Write Mr. Adamson a letter asking whether there is any reason for his erratic payments and asking if there is anything we can do to help.

VICE PRESIDENT

Mr. Charles Ackerlund of Moroni raises turkeys. He recently had his flock invaded by a new type of virus disease. He lost over 75% of his turkeys. Because of this Mr. Ackerlund will not be able to make his mortgage payment until he gets on his feet financially. He is very concerned over the situation and wishes to know what will happen.

Answer his letter and tell him about the possibility of suspending his payments for a certain time period. Be sure to tell him how much in additional interest this will cost.

VICE PRESIDENT

Mr. William J. Andrew has requested an additional loan from MOE, INC. He presently has an $18,000 loan and would like to borrow $40,000 more. He wants to purchase Mom's Cafe in Salina and make it into a very exclusive eating establishment. He believes with the new Interstate 70 coming through Salina it will create a great need for an ultra exclusive place to eat.

Answer Mr. Andrew's request by writing him a letter, being sure to remember that all loans must be properly secured.

BEST COPY AVAILABLE

PHASE III TELEPHONE CALLS

TELEPHONE CALL-----TO POSTING AND TAX CLERK

Your name is Walter H. Allred from Glenwood, Utah. You remember that your payment includes property taxes for the year but you thought that you would be told when they were paid. You are panicked because they were due last week and you are NEVER late with taxes. If you get the response in the form of a polite explanation, calm down and ask how much the taxes were this year. Become cordial toward the end, even a little pleasant.

If you get an abrupt answer, get angry. After all, it is your good name they are destroying by not paying the taxes on time. Demand immediate action or talk to the Vice President. Really read the riot act if you aren't satisfied.

All you really want to know is how the taxes are taken care of and how much they were for the year.

TELEPHONE CALL-----TO VICE PRESIDENT

You are Douglas G. Bishop.

You have just made your 21st payment and you have come into an inheritance and would like to pay off your loan. What is the balance and early pay-off fee on the mortgage. You also would like to know what the rebate is on the tax and insurance reserve accounts.

Get a little upset when you find out that there is a penalty for paying off the loan early. It seems to cost you something every time you turn around.

End on a pleasant note if possible.

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TELEPHONE CALL-----TO RECEPTIONIST

You are Wendell R. Alder of Milburn. You are obviously calling your bank, but have dialed the number of MOE, INC. without realizing it.

TELEPHONE CALL-----TO RECEPTIONIST

You are Kenneth D. Avery of Kingston and you want to know exactly how much of your payment last month went toward reducing the balance of your loan. Remember, you can be Mrs. Avery calling for your husband.

TELEPHONE CALL-----TO RECEPTIONIST

You are Mr. Donald J. Ballard of Fillmore. You are selling your house and you want to transfer your mortgage to someone else. Is it possible? Can the payments remain the same? What is your liability after the loan changes hands?
This call will probably be transferred to someone else like V.P. You may suggest (after all else has failed) that the President may know something about this. If you receive no satisfaction, tell them that you will call back later.

TELEPHONE CALL-----TO INSURANCE CLERK

Your name is Joseph A. Benson. You need to know the name of the insurance company which insures your mortgage. You are going to make a claim and want to make direct contact with the company itself. Make the call short and sweet.

TELEPHONE CALL-----TO CASHIER

You are Carl J. Beckstead.

You have received the coupon book for Mr. Beck and would appreciate receiving the proper book so that you can make your payment. Refuse to make the payment without the booklet. It is already past due. Act a little perturbed but cool down quickly if the response is friendly.

TELEPHONE CALL-----TO CASHIER

Your name is Harold M. Packer from Heber City, Utah. In reality you are not even a borrower of MOE, INC. but you think you are. You have just purchased a new house and the real estate people told you that the mortgage would be taken out through MOE, INC. You have not received the coupon book and don't know for sure how much the monthly payment should be. Be polite but quite "thick headed."

The answer you are after is that they have no record of your loan. Play it by ear from there.

TELEPHONE CALL-----TO VICE PRESIDENT

You are the chairman of the community chest drive.

Ask for the V.P. and a $500 donation to the Community Chest. Most of the up and coming businesses in town are donating this amount and you sure would like to see MOE, INC. join ranks.

Give a sales pitch on the values of the organization.

TELEPHONE CALL-----TO ANYONE IN THE OFFICE

You are a friend who lives in the same neighborhood as someone else in the office. You want a ride home from work. You may want to get a little information about where to meet. Add a little personal information and chit-chat with the call.
You are in no hurry to get off the line.

TELEPHONE CALL-----TO RECEPTIONIST

You are Mr. William C. Alley. You are in town and want to come in and pay your payment. How much is it and how long will the office be open. This one should be short and sweet.

TELEPHONE CALL-----TO CASHIER OR POSTING AND TAX CLERK

You are Robert D. Barber. You are making your 16th payment this month. In order that you can make an estimated income tax report, you need to know how much interest you have paid in the last 6 months. The total is all you need. Be courteous but firm. You have to have it as soon as possible. Hold the line while it is being computed unless you are told otherwise.

TELEPHONE CALL-----TO INSURANCE CLERK

You are James J. Bywater. You have made arrangements with another insurance company to provide insurance for your property. You want to cancel the current insurance and receive the amount of money now being held in the insurance reserve fund. It has been nearly 12 months since the insurance has been paid so there should be 11 months reserve in the account. How much do I have in my insurance reserve?

TELEPHONE CALL-----TO POSTING AND TAX CLERK

You are Delbert V. Allan from Holden, Utah.

You are making your next payment and you and your wife had a friendly little "discussion" about how much interest is being paid with each payment. You told her that you would call and find out. You are making your payment of $42.00 and it is payment #233. How much interest are you paying this month. This was a friendly argument and try to fill the clerk in on the entire picture. Tell her a lot more than she needs to know. Be hard to turn off.

TELEPHONE CALL-----TO INSURANCE CLERK

Your name is Brian A. Booth.

Your house was damaged by a storm recently. You have filled out all of the forms and filed a claim. Where is the insurance clerk.

Be quite abrupt and demand immediate action.

TELEPHONE CALL-----TO VICE PRESIDENT

You are Heber Jones of the Beneficial Bank.

You have an appointment with the V.P. on Friday of Next week at 3:00. Due to business conflicts, you must be out of town and cannot make the engagement. You will call back as soon as you return. You may be gone for several days.

TELEPHONE CALL-----TO POSTING AND TAX CLERK

Robert E. Adamson from Glenwood, Utah, Sevier County

Have my taxes been paid? How much were my taxes last year?

TELEPHONE CALL-----TO VICE PRESIDENT

You are Perry G. Ahlander.

(Angry) Recently received notice that payment had increased $10 per month. Why?

TELEPHONE CALL-----TO CASHIER

Victor G. Allen

Can I be late with my next payment? I have been sick, or off work, or I'm buying a car. Will there be a late charge?

TELEPHONE CALL-----TO CASHIER

Wallace P. Agnew

Mailed partial payment this morning, the rest of the amount will be mailed at the end of the month. Will I have to pay a late charge?

TELEPHONE CALL-----TO POSTING AND TAX CLERK

You are the Credit Bureau.

What was the original amount of the loan for Melvin T. Adams?

How much does he pay each month?

TELEPHONE CALL-----TO POSTING AND TAX CLERK

You are Harold F. Aland.

I am making out an estimated income tax form and need to know how much interest and taxes I have paid up from January 1 to June 30.

TELEPHONE CALL-----TO POSTING AND TAX CLERK

You are Delbert B. Allen.

(Angry) Why did my taxes increase? MOE says there is $50 deficiency in the reserve, I cannot pay that much now. Can I pay taxes for just part of the year?

TELEPHONE CALL-----TO RECEPTIONIST

You are William C. Alley.

I got a parking ticket while waiting to see the Vice President, what are you going to do about it?

TELEPHONE CALL-----TO VICE PRESIDENT

You are Wendell R. Alder.

Can I be fifteen days late in making my payment? Since I am notifying you, will I have to pay a late charge?

TELEPHONE CALL-----TO VICE PRESIDENT

Paul G. Addisen

Because of financial difficulties, I would like to skip the next payment. Will there be an additional interest charge?

TELEPHONE CALL-----TO POST AND TAX CLERK

Curtis F. Bakerlind

How much in taxes have I paid from January 1 to September 30?

ERIC

PHASE IV TELEPHONE CALLS

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TELEPHONE CALL-----TO VICE PRESIDENT

You are Martin T. Akins of Chester and you have your home mortgaged by MOE, INC. You want to trade homes with an individual from Ephraim but must have MOE's approval becuase the mortgage must be transferred. You wrote MOE a letter concerning this a short time ago, but have not as yet recieved an answer. If the letter has been answered, you will want the letter read to you over the telephone.

Remember, you can be Mrs. Akins calling for your husband.

TELEPHONE CALL-----TO INSURANCE CLERK

You are Melvin T. Adams of Axtell and MOE, INC, keeps getting you mixed up with a Mark G. Adams. You are returning all the papers you have received for Mark G. Adams, but you do not know your mortgage payment amount. You also want to know how much of this monthly payment is for insurance.

Remember, you can be Mrs. Adams calling for your husband.

TELEPHONE CALL-----TO INSURANCE CLERK

You are William J. Andrew of Salina and you want to know how much insurance MOE, INC. requires on each of its loans.

Remember, you can be Mrs. Andrew calling for your husband.

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TELEPHONE CALL-----TO EXECUTIVE SECRETARY

You are Mr. Howard F. Aland of Aurora and you would like to make an appointment with the Vice President to talk over some of your mortgage documents.

You do not understand all the clauses in your agreement.

Remember, you can call as Mrs. Aland making an appointment for your husband.

TELEPHONE CALL-----TO CASHIER

You are William C. Alley of Meadow and you have noticed in the Welcome Letter you received that it was all right to contact MOE, INC. whenever you had a question. You are wondering if this is correct and, if it is, you would like to know how much interest you paid on payment 127.

Remember, you can call as Mrs. Alley calling for your husband.

TELEPHONE CALL-----TO VICE PRESIDENT

You are Clifton A. Abbott of Moab and you are curious as to whether MOE, INC will allow chattel mortgages.

Remember, you can be Mrs. Abbott calling for your husband.

TELEPHONE CALL-----TO VICE PRESIDENT

You are Carl M. Ames of Spring City and you would like an appointment with the Vice President so you can talk over some clauses you don't understand in your mortgage contract. Specifically, you do not understand the early payoff fee.

Remember you can be Mrs. Ames.

TELEPHONE CALL-----TO CASHIER

You are Howard C. Anderson of Roosevelt and you are trying, without giving your name, to find out what MOE, INC. thinks of your payment habits. You are thinking about borrowing some more money and want to know where you stand.

Remember you can be Mrs. Anderson calling for your husband.

TELEPHONE CALL-----TO VICE PRESIDENT

You are Williams G. Abney of Price and you wish to make an appointment to clarify one of your loan documents. You do not believe you have been getting a fair share.

Remember, you can call as Mrs. Abney.

TELEPHONE CALL-----TO INSURANCE CLERK

You are Charles Able of Fremont and you cannot understand why your mortgage property must be insured. If you didn't have to pay a certain amount each month for insurance you would have $10.60 more money for yourself.

Remember, you can call as Mrs. Able.

TELEPHONE CALL-----TO EXECUTIVE SECRETARY

You are F. Blaine Abraham of Wellington and you have hit it lucky in the stock market. You wish to make an appointment with the Vice President so you can get all your obligations to MOE, INC. cleared up.

Remember, you can call as Mrs. Abraham.

TELEPHONE CALL-----TO POSTING AND TAX CLERK

You are James R. Anthony of Fountain Green and you want to know how much interest you have paid in the last six months. You also want to know at what interest rate you borrowed your money.
Remember, you can be Mrs. Anthony calling for your husband.

TELEPHONE CALL-----TO POSTING AND TAX CLERK

You are George W. Arnell of Payson and you wish to know if MOE, INC. has any other Arnells as customers.
Remember, you can call as Mrs. Arnell.

TELEPHONE CALL-----TO POSTING AND TAX CLERK

You are Rudolf D. Albert of Pigeon and you wish to know the interest rate you are paying on your mortgage amount.
Remember, you can call as Mrs. Albert for your husband.

TELEPHONE CALL-----TO RECEPTIONIST

You are Lester G. Aaron of Beaver, Utah, and you want to meet all of the officers of MOE, INC. as you are thinking seriously about borrowing money from MOE, INC.
Call for an appointment. Remember, you can be Mrs. Aaron calling for an appointment for your husband.

TELEPHONE CALL-----TO INSURANCE CLERK

You are Charles C. Ackerlund of Moroni and someone has told you it is not absolutely required that your mortgage property with MOE, INC. be insured. You are calling to check on this because you believe you can save yourself a lot of money if you do not have to pay the insurance premium.

Remember, you can call as Mrs. Ackerlund.

TELEPHONE CALL-----TO EXECUTIVE SECRETARY

You are Allen C. Arthur of Mapleton and you would like to know whether MOE, INC. will accept chattel mortgages.

You can call as Mrs. Arthur.

TELEPHONE CALL-----TO EXECUTIVE SECRETARY

You are LaVere F. Andrus of Ephraim and you have not yet received an answer to your letter concerning a loan to build a pizza parlor in Ephraim. You want to know if the letter has been answered and, if it has, you want it read over the phone to you.

Remember you can be Mrs. Andrus calling for your husband.

TELEPHONE CALL-----TO RECEPTIONIST

You are Daniel R. Alsop of Milford and you would like to know if MOE, INC. will accept a chattle mortgage. You have a large number of sheep you would like to mortgage to build a new home for yourself.

Remember, you can be Mrs. Alsop calling for your husband.

TELEPHONE CALL-----TO CASHIER

You are Porter F. Angus of Dagerton and you want to know who your investor is so you can contact the company personally.
Remember you can be Mrs. Angus calling for your husband.

TELEPHONE CALL-----TO CASHIER

You are Wayne G. Abrams of Helper and you recently wrote a letter to MOE, INC. requesting MOE to refinance your loan. You have not heard from anyone as yet on this request so you are calling to see why you have not heard.
Remember, you can call as Mrs. Abrams.

TELEPHONE CALL-----TO RECEPTIONIST

Begin your call by asking "Is this the MOE Insurance Company?"
If the answer is yes, ask how you go about getting car insurance on your new Red Firebird Pontiac Convertible. If the answer states that this is a mortgage company and not an insurance company, cordially conclude your call by apologizing for getting the wrong number.
Follow through with the conversation until the receptionist realizes that this is the wrong number.

TELEPHONE CALL-----TO ANY POSITION

You are a real good friend of the person you are calling. You have some extra time from your work and just want to chat for a while. Be a little persistent and refuse to hang up. You have nothing to do and want to kill a little time. You may want to talk about a date or what you are going to do this evening, etc. Try to keep the person from getting back on the job.

TELEPHONE CALL-----TO INSURANCE CLERK

You are Charles Able. You are investigating the possibility of changing insurance companies and want to know how much you pay into your insurance reserve each month and how much it totals each year. This should be treated as a routine call both by you and by MOE, INC. Get the information as quickly as possible. You are in a big hurry.

TELEPHONE CALL-----TO POSTING AND TAX CLERK

You are Richard M. Addams. You need one simple answer from this clerk. What is the total yearly tax reserve for your property. Make the call very brief and to the point.

TELEPHONE CALL-----TO VICE PRESIDENT

You are Willard J. Andrews of Gunnison and you do not believe MOE, INC. has given you a fair shake on your loan. Why, for instance, can't you pay your own taxes and why can't you take out your own insurance? Remember, you can be Mrs. Andrews calling for your husband.

TELEPHONE CALL-----TO INSURANCE CLERK

Your name is Mr. Kimball (don't give a first name unless you are asked specifically for it. Use George if you need it). You are an insurance auditor for the Beehive Insurance Company and your job is to check policy holders to see that their property is what they say it is.

You have been checking a Mr. Robert A. Bennion as you have heard that he is using his basement for producing fire crackers which is against the rules of the insurance policy. You want the insurance clerk to call Mr. Bennion and ask him if this is ture. If it is true, the insurance rate will have to be raised to compensate for the increased risk. After the insurance clerk has called Mr. Bennion, he is to call you back and report on the findings. THIS IS A VERY VITAL MATTER AND IS TO BE HANDLED IMMEDIATELY OR THE INSURANCE WILL BE TERMINATED.

When the insurance clerk calls for Mr. Bennion, deny that you are making fire crackers. Let a hint slip that you are lying and play it by ear from there. You may even change your story if you get caught in your lie.

TELEPHONE CALL-----TO RECEPTIONIST

As soon as the receptionist answers the phone begin your conversation by saying "I have lost my coupon." Act frantic because your husband told you to pay the bills just before he left town. He will be out of town for four weeks and will skin you alive if he returns and finds that you haven't paid the mortgage. You are Mrs. Joseph Benson

and your payment is around $155 or so. BUT DO NOT VOLUNTEER EITHER. Make the receptionist beg you for that information. Be rattled during the entire conversation and keep repeating that you have lost your coupon. GOOD LUCK!

TELEPHONE CALL----TO INSURANCE CLERK

You are Reese A. Allsop of Price and you want to know who the insurance company is that insured your mortgaged property. You want to contact them personally.
Remember, you can be Mrs. Allsop calling for your husband.

TELEPHONE CALL----TO VICE PRESIDENT

You are Robert E. Adamson of Glenwood and you want to know if you can make your payments in a rather erratic manner. You want to make three monthly payments, then six months later make three monthly payments. You believe the early payments will make up for the late ones and it will balance out.
Remember, you can be Mrs. Adamson and call for your husband.

TELEPHONE CALL----TO RECEPTIONIST

You are Charles D. Ackerson of Centerfield and you wrote a letter to MOE, INC., requesting a breakdown of your monthly payment which is $120. You have not yet received an answer to your letter and you are wondering why, because you need to know the information for a business deal you are involved in at the moment.
Remember, you can call as Mrs. Ackerson.

TELEPHONE CALL-----TO POSTING AND TAX CLERK

You are Curtis F. Ackerlind of Beaver and you wish to know how much you pay annually for taxes and insurance.
Remember, you can be Mrs. Ackerlind calling for your husband.

TELEPHONE CALL-----TO EXECUTIVE SECRETARY

You are Mr. Robert H. Abel of Manti. About a week ago you wrote a letter to MOE, INC. requesting a breakdown of your loan payment. You have not received an answer as yet and you are wondering if the letter has been answered.
Remember, you can be Mrs. Abel.

TELEPHONE CALL-----TO EXECUTIVE SECRETARY

You are Victor G. Allen and you recently wrote a letter to MOE, INC. asking for additional loan so you could build an eating establishment at Cove Fort. You would like to know if the letter has been answered and, if it has, you would like the letter read to you over the telephone.
Remember, you can be Mrs. Allen calling for your husband.

TELEPHONE CALL-----TO POSTING AND TAX CLERK

You are W. Russell Andreason of Glenwood and you are concerned that the two gypsum plants in Sigurd will raise your taxes. You want to know whether MOE, INC. has any knowledge concerning a raise in taxes.
Remember, you can be Mrs. Andreason calling for your husband.

TELEPHONE CALL-----TO CASHIER

You are Clifford Adair of Orangeville and you wrote to MOE, INC. requesting a comprehensive breakdown of your $42 mortgage payment. You have not as yet received an answer.

Remember, you can be Mrs. Adair calling for your husband.

TELEPHONE CALL-----TO EXECUTIVE SECRETARY

You are Paul A. Ackman of Fayette and you had an insurance claim a couple of months ago but the insurance company claims you do not have a policy with their company. You wish to make an appointment with the Vice President to clarify the situation.

Remember, you can be Mrs. Ackman calling for your husband.

TELEPHONE CALL-----TO CASHIER

You are Roy P. Abernathy of Santaquin and you wish to know how much you still must pay back. In other words, you wish to know the balance of your loan.

Remember, you can be Mrs. Abernathy calling for your husband.

TELEPHONE CALL-----TO CASHIER

You are Charles V. Atwood of Cedar Cliffs and you cannot remember if you made your mortgage payment last month.

Remember, you can be Mrs. Atwood calling for your husband.

TELEPHONE CALL-----TO POSTING AND TAX CLERK

You are Walter H. Allred of Glenwood, Sevier County, and you are wondering if a mistake has been made. In talking to your County Assessor you find he says you paid over $500 in taxes last year. Your Assessor says he is sure you did not pay over $325 in taxes. According to your Annual Statement received from MOE, INC. you paid $306.60 in taxes. You are wondering who is right.
Remember you can be Mrs. Allred calling for your husband.

TELEPHONE CALL-----TO POSTING AND TAX CLERK

You are Mark G. Adams of Scipio and you are very wealthy. You wish to know how much of your monthly mortgage payment goes for taxes. You also wish to know how much in taxes you paid last year.
Remember, you can be Mrs. Adams calling for your husband.

TELEPHONE CALL-----TO CASHIER

You are Paul G. Addison of Eureka and you have not received an answer to your letter requesting information. You want to know how much interest you have paid in the last 12 months.
Remember, you can be Mrs. Addison calling for your husband.

TELEPHONE CALL-----TO VICE PRESIDENT

You are Peter. G. Ackley of Redmond and you wrote MOE, INC. a letter requesting an Annual Statement. You have not yet received your Annual Statement and you are getting disgusted.
Remember, you can call as Mrs. Ackley.

TELEPHONE CALL-----TO CASHIER

You are Gary R. Albee of Redmond and you wish to know the name of your investor as you wish to contact the company personally.
Remember, you can be Mrs. Albee calling for your husband.

TELEPHONE CALL-----TO VICE PRESIDENT

You are Delbert V. Allan of Holden and you have received a letter from MOE, INC. concerning several checks of yours which were not honored by the bank. You have been having trouble keeping your bank balance correct because both you and your wife write checks and you sometimes forget to tell each other.
Remember, you can call as Mrs. Allan and call for your husband.

TELEPHONE CALL-----TO INSURANCE CLERK

You are Ted A. Albertson of Wales and you would like to know how much of your mortgage payment goes for insurance.
Remember, you can be Mrs. Albertson calling for your husband.
Answer is $1.80.

TELEPHONE CALL-----TO INSURANCE CLERK

You are Perry G. Ahlander of Mt. Pleasant and you wish to know how much your insurance coverage is and how much you pay each month for insurance.
Remember, you can be Mrs. Ahlander calling for your husband.

TELEPHONE CALL-----TO VICE PRESIDENT

You are Roy. G. Arnald, locally know as "The Baron of Mayfield" and you recently wrote a letter to MOE, INC. concerning a loan to build an air strip and a lodge to cater to the very wealthy. You have not as yet received a reply. If a reply has been made, you would like the letter read over the telephone to you.
Remember, you can be the Baroness of Mayfield calling for your husband.

TELEPHONE CALL-----TO POSTING AND TAX CLERK

You are Henry L. Abernethy of Nephi, Juab County, and you want to know how much the taxes were on your mortgaged property.
Remember, you can be Mrs. Abernethy calling for your husband.

TELEPHONE CALL-----TO POSTING AND TAX CLERK

You are Wallace P. Agnew of Panquitch, Garfield County, and you wish to know how much you paid in taxes last year.
Remember, you can be Mrs. Agnew calling for your husband.

TELEPHONE CALL-----TO EXECUTIVE SECRETARY

You are Howard S. Anderson of Delta and you would like to make an appointment with a Vice President so you can fill out another loan application. You do not believe you filled out your original application correctly.

TELEPHONE CALL-----TO RECEPTIONIST

You are Harvey M. Ahlstrom of Marshall and you have recently been having trouble making your checkbook balance. You are calling MOE, INC. to see if MOE will hold up on cashing your check you have just sent them. This call should be transferred to the Vice President.
Remember, you can call as Mrs. Ahlstrom for your husband.

TELEPHONE CALL-----TO EXECUTIVE SECRETARY

You are Richard M. Addams of Springville and you wish to know if your letter concerning your returning to BYU to get a master's degree has been answered. If your letter has been answered, you wish to have the answer read to you over the telephone because you have not as yet received it.
Remember, you can be Mrs. Addams calling for your husband.

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SUGGESTED RUSH JOBS FOR USE IN PHASE IV

OF THE

MOE SIMULATION

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ERIC

PROCEDURES FOR RUSH JOBS

1. Clear your desk so you can work through the rush job as efficiently as possible.

2. Answer your telephone as you would during the regular day and respond as quickly as possible. Get back to the rush job immediately!

3. Quit working on the rush job when you are told to do so. If you finish the job before you are asked to stop, hand carry it to the President. DO NOT INCLUDE THE RUSH JOB WORK WITH THE REGULAR DAY'S WORK.

4. The rush job will last for one-half hour (30 minutes).

TEACHER'S NOTE: THIS SHEET SHOULD ACCOMPANY ALL RUSH JOBS.

VICE PRESIDENT RUSH JOB
TEAM 1

1. You are to complete a payroll. The amounts to be paid are as follows:

Vice President	$800
Executive Secretary	600
Receptionist/Administrative Assistant	525
Cashier	450
Posting and Tax Clerk	410
Insurance Clerk	390

2. You are to compute an early payoff for William J. Andrew as of payment #13.

3. You are to compute an annual Statement as of April 15 for William J. Andrews.

VICE PRESIDENT RUSH JOB
TEAM 2

1. You are to complete a payroll. The amounts to be paid are as follows:

Vice President	$800
Executive Secretary	550
Receptionist/Administrative Assistant	475
Cashier	400
Posting and Tax Clerk	360
Insurance Clerk	310

2. Compute an early payoff for Silas R. Bush as of payment number 33.

3. Compute an annual Statement as of April 15 for Silas R. Bush.

EXECUTIVE SECRETARY RUSH JOB

1. You have five letters to type. Three must be transcribed from the enclosed tape, and two must be typed from the attached rough draft. Be sure to make a carbon copy of each letter.

(ROUGH COPY)

Mr. Roger Nelson, President, The State Insurance Company,
Salt Lake City, Utah 84112

Dear Mr. Nelson, Many of the employees in our company have expressed the desire to have a plan for group insurance explained to them in detail. We should like to develop more interest in this subject. We find, however, that insurance must be thoroughly understood by one before he can explain group insurance to the employees in our firm. None of us has the up-to-the-minute information that we should have to make such a talk.

Would it be possible to arrange to have a representative of your company come to our office next Wednesday and explain the subject to our employees.

Very truly yours,

Business Consultants, Inc.
2392 Michigan Boulevard, Chicago, Illinois 60601

Thank your for your recent request to meet with me to plan a possible study of our office layout policies. I appreciate your interest, but I do not feel that we need your services at this time.

Being a new organization, we consulted with a firm from Los Angeles when we set up our office. We are very pleased with the present layout, and we do not expect to make any changes in the near future.

If we should ever decide our office layout needs to be imporved, we will contact you.

Very truly yours,

Transcription letters (to be put on transcription belts)

Mr. John Wilson
285 Brentwood Road
Ogden, Utah 84401

Dear Mr Wilson:

You are one of five applicants selected from more than forty for whom we are granting personal interviews. Your fine application letter and well-organized data sheet made a good impression. I wish more young people realized the importance of these two items when applying for a job.

Please call our receptionist and arrange for an interview with me within the next two weeks. I look forward to this opportunity to talk with you.

Very truly yours,

Dr. Roy Thomas, President
Stevens Business College
Becker Drive
Los Angeles, California 90012

Dear Doctor Thomas:

I regret that I will be unable to speak at your conference on June 10. I will be out of town that week on a business trip.

I have always enjoyed participating in your conferences, and I wish you success in this year's meeting. If I can be of service at a later date, please let me know.

Sincerely yours,

Mr. Alan Sessions
Chairman, Heart Fund
25 South Temple Avenue
Salt Lake City, Utah 84112

When you telephoned this morning, you asked me to send you the names of all volunteers from my area. We have just five working at the present time. The names of these volunteers are given below:

Ben Carver	Ann Hadley	Paul Roberts
Frank Curtis	Louise Otto	

We are having our second meeting next Monday, and I plan to distribute the information sheets and materials that I received at the district meeting. You should receive the first contributions in about two weeks.

We are looking forward to a successful campaign.

Sincerely yours,

ADMINISTRATIVE ASSISTANT RUSH JOB

TEACHER'S NOTE: THIS RUSH JOB MAY BE COMBINED WITH RECEPTIONIST RUSH JOB.

1. Space these calls so that they are at least five minutes apart.

2. Each Executive Secretary is to receive one call.

3. Each Posting and Tax Clerk is to receive two calls. The first two calls for the Posting and Tax Clerk should go to one person and the second two calls should go to the other Posting and Tax Clerk.

4. Make these calls as you normally would. Be sure to make out an Activity Log Sheet and evaluate each call.

TELEPHONE CALL TO EXECUTIVE SECRETARY

You are Mr. or Mrs. Clifton A Abbott. You recently received a letter from MOE, INC., telling you that you did not have enough money in your tax reserve to pay your taxes. The letter requested you send a check for the additional amount You have lost the letter and cannot remember the amount. Ask the Executive Secretary to check the files to find the amount.

Answer: $36.00

TELEPHONE CALL TO EXECUTIVE SECRETARY

You are Mr. or Mrs. Reese A. Allsop. You recently received a letter from MOE, INC., telling you that you did not have enough money in your tax reserve to pay your taxes. The letter requested you send a check for the additional amount. Ask the Executive Secretary to check the files to find the amount.

Answer: $103.32

TELEPHONE CALLS TO POSTING AND TAX CLERK

You are Mr. or Mrs. Gerald C. Berg, and you wish to know how much your monthly payment to MOE, INC., is.

Answer: $35

You are Mr. or Mrs. Keith M. Bingham, and you wish to know what portion of your monthly payment goes into your tax reserve.

Answer: $46.02

TELEPHONE CALLS TO A POSTING AND TAX CLERK

You are Mr. or Mrs. Walter H. Allred, and you wish to know how much your monthly payment to MOE, INC., is.

Answer: $139

You are Mr. or Mrs. Delbert V. Allan, and you wish to know what portion of your monthly payment goes into you tax reserve.

Answer: $10.72

ERIC

RECEPTIONIST RUSH JOB

TEACHER'S NOTE: THIS RUSH JOB MAY BE COMBINED WITH THE ADMINISTRATIVE ASSISTANT RUSH JOB.

1. Type final copies of the two rough drafts attached to this sheet. Be sure to make a carbon copy.

2. Make additional corrections as necessary.

3. Write a letter to the president asking for a raise in pay. Be sure to justify your request. Also, be sure to make a carbon copy.

Mr. James Short, 457 Central Avenue, Phoenix, Arizona 85004

Dear Jim, I don't know weather Walter Youse, president of the Phoenix chapter has contacted you or not about the poll being taken by the planning committee. In case he has not, I am enclosing a pamphlet that explanes the overall plan and details our part in it.

Since you served with us on the original committee, will you serve with us again this year. We continue to need your help and advice on this important matter.

Walt would like to have our part of the survey completed by the first of August. I beleive that we can do this since we have already outlined what we plan to do in order to cover the subject.

Our next meeting will be held at Newhouse's on April 7 at 7:30 p.m. A second meeting will be held on April 15--same time and place. See you there!

Very truly yours,

CASHIER RUSH JOB

1. You are to post the attached coupons to the proper Investor's Ledgers.

2. You are to complete a Daily Summary and Recap as you post to the Investor's Ledgers.

3. You are to send a Welcome Letter and Payment Facts Sheet to the borrower making his first payment.

4. A sample Welcome Letter is in your manual.

ERIC

CASHIER RUSH JOB

1. Several bad checks (checks which were returned by the bank because the drawer did not have sufficient funds in his account to cover the check) have been returned to MOE, INC.

2. When MOE, INC., makes a bank deposit, a portion of the deposit goes to each Investor's account. How much each Investor receives is determined by the Daily Summary and Recap amounts. Because the tracing of an individual check to a particular Investor's account would be very difficult, MOE, INC., upon receipt of a bad check immediately makes out a check to the First Sincerity Bank of Utah (this is where MOE, INC., maintains its account) to cover the bad check. This keeps individual investor accounts from being affected by a bad check

3. You should make out a check to the First Sincerity Bank of Utah for the total of the bad checks you have received.

4. You should write a letter to each individual who is responsible for a bad check telling him he must make the check good within a few days.

5. A sample Bad Check Letter is in your student's manual.

TEAM 1

TEACHER'S NOTE: You should attach a bad check to the Cashier's Rush Job at this point. The check should be written out to MOE, INC., for $35 by Gerald C. Berg. The check should be marked Insufficient Funds.

TEAM 2

TEACHER'S NOTE: You should attach a bad check to the Cashier's Rush Job at this point. The check should be written out to MOE, INC., for $120 by Norman E. Bishop. The check should be marked Insufficient Funds.

POSTING AND TAX CLERK RUSH JOB

1. MOE, INC., has an agreement with each Investor that we will pay the taxes on all mortgaged property. Therefore, each borrower must pay a certain amount each month for taxes to MOE, INC.; and this amount is set aside to pay the taxes on that borrower's mortgaged property. To find the amount of taxes on each piece of mortgaged property, the Posting and Tax Clerk sends the original of the Loan Card to the county assessor of the county where the property is located. The county assessor writes the amount of taxes due for that property on the back of the loan card and returns it to MOE, INC. If the borrower has paid enough money into his tax reserve, MOE, INC., then pays the taxes on the mortgaged property. More money must be requested if the borrower has not paid an amount sufficient to cover the taxes due.

2. You should type a letter requesting the tax assessment for each borrower listed on the attached sheet.

3. Only one letter needs to be sent to each county assessor requesting the tax assessment even though there is more than one Loan Card for that county.

4. A sample Tax Request Letter and the names and addresses of each county assessor are found in the Student's Manual.

5. To find the enclosure(s) (Loan Cards) for each letter, you must go to your Loan Card File which is filed first by county and then alphabetically by name within that county. The original of the Loan Card should be enclosed with the letter and the duplicate should be left in the Loan Card File.

6. Upon completion of this task sheet, begin immediately with the next task sheet using the loan cards you have retrieved from the file.

TEAM 1

Tax Notices Due	County
Douglas E. Bond	Millard
Phillip W. Armstrong	Sanpete

TEAM 2

Tax Notices Due	County
Donald J. Ballard	Millard
Alden M. Brown	Sanpete

POSTING AND TAX CLERK RUSH JOB

1. Each county assessor has written the tax assessment (the taxes due) on the back of each Loan Card and returned it to MOE, INC.

2. You should check the tax assessment against the tax reserve amount for each borrower. The yearly tax reserve can be found by multiplying the amount of the monthly tax payment (found on the borrower's ledger) by 12.

3. You should pay the taxes for each borrower with sufficient money in his tax reserve. You do this by having the Receptionist write a check to the appropriate county assessor and enclosing this check with a letter of transmittal. Only one check needs to be sent to each county assessor to cover all the borrowers in that county.

4. You should type a letter of transmittal to transmit the check to the appropriate county assessor. The check should accompany the letter of transmittal when it goes to the Vice President for signature. A sample letter of transmittal and the names and addresses of each county assessor are in your Student's Manual.

6. Be certain the Loan Cards are refiled when you are finished working with them.

INSURANCE CLERK RUSH JOB

1. All insurance policies received by MOE, INC., must be processed to determine if the right customer, property, and mortgage amount is covered by the insurance.

2. By using your Master Customer List you can determine whether these three things on each policy are correct.

3. You should fill out an Insurance Correction Form on each incorrect policy.

4. You should write a Premium Letter to each borrower with a correct policy telling him his insurance has been approved. A sample Premium Letter is found in your Student's Manual.

TEACHER'S NOTE: PREPARE A SET FOR EACH TEAM.

Policy No: 05-038

Insuree: American Western Life Insurance

Insured: Paul G. Addison, 353 South 1100 East, Eureka, UT 84628

Property Description: Lot 2 Block 18 Sunrise Heights, Extension #9, Eureka, Utah

Amount of Coverage: $14,000

Effective Dates of Policy: November 1, 1969, to November 1, 1972

Cost of Coverage: $84.00

INSURANCE CLERK RUSH JOB
(continued)

Policy No: 09-080

Insuree: California Western Life Insurance

Insured: Clifford Adair, 1457 Van Buren Avenue, Orangeville, UT 84537

Property Description: Lot 16 Block 5 Sunset Road, Development #7, Ora-geville, Utah

Amount of Coverage: $4,500.00

Effective Dates of Policy: October 15, 1969, to October 15, 1972

Cost of Coverage: $32.04

Policy No: 11-066

Insuree: Farmers Insurance Group

Insured: F. Blaine Abraham, 2910 Cascade Way, Wellington, UT 84542

Property Description: Lot 2 Blcok 12 Sunset Road, Addition #4, Wellington, Utah

Amount of Coverage: $18,000

Effective Dates of Policy: October 1, 1969, to October 1, 1971

Cost of Coverage: $108.00

INSURANCE CLERK RUSH JOB

1. On the accompanying sheet you will find the names of borrowers for whom you are to renew insurance policies.

2. You should check the cost of renewal against the insurance reserve amount for each borrower. The yearly insurance reserve can be found by multiplying the amount of the monthly insurance payment (found either in your Master Customer List or on the Borrower's Ledger) by 12.

3. If the insurance reserve is sufficient to cover the amount of the premium, you should have the Receptionist write a check to the appropriate insurance company. Only one check covering the insurance for all borrowers whose premiums are due needs to be sent to each company.

4. You should type a letter of transmittal to transmit the check to the appropriate insurance company. The check should accompany the letter of transmittal when it goes to the Vice President for signature. A sample letter of transmittal and the names and addresses of each insurance company are in your Student's Manual.

5. If the insurance reserve is insufficient to cover the insurance amount for a particular borrower, you should type a letter to that borrower asking for additional funds. A sample letter is in your manual.

TEAM 1

Insurance Policy Renewals	Cost of Renewal	Policy No.
Max D. Bowman	$ 32.04	02-023
Alden M. Brown	137.05	11-059

TEAM 2

Insurance Policy Renewals	Cost of Renewal	Policy No.
Elson R. Brady	$ 90.00	04-093
John R. Briggs	154.70	03-056

INSURANCE CLERK RUSH JOB

1. MOE, INC., has an obligation to its investors to keep all mortgaged property adequately insured.

2. Sometimes a borrower does not respond to a request for additional insurance funds as rapidly as MOE, INC., would like. When this happens, MOE, INC., usually receives a Policy Cancellation Notice from the insurance company indicating a policy is about to expire because of nonpayment of premium.

3. A Policy Cancellation Letter must then be sent to the borrower indicating that action will be taken if he does not send the additional amount necessary to pay the premium. A sample Policy Cancellation Letter is in your Student's Manual.

4. You are to send a Policy Cancellation Letter to each borrower identified by a Policy Cancellation Notice.

5. The loan number and policy number are identical.

POLICY CANCELLATION NOTICE
TEAM 1

MOE, INC.
Business Education Lane
Wheels, Utah 84621

Gentlemen:

Subject: Insurance Policy No. 03-006

Subject policy will be canceled on October 1 if renewal premium is not received.

Present coverage is effective until end of thirty-day grace period.

Sincerely,

John Jones
jal

John Jones
Premium Clerk

jal

INSURANCE CLERK RUSH JOB
(continued)

POLICY CANCELLATION NOTICE
TEAM 2

MOE, INC.
Business Education Lane
Wheels, Utah 84621

Gentlemen:

Subject: Insurance Policy No. 06-029

Subject policy will be canceled on September 1 if renewal premium is not received.

Present coverage is effective until end of thirty-day grace period.

Sincerely,

John Jones
jno

John Jones
Premium Clerk

jal

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SAMPLE QUESTIONS FOR TEACHERS TO ASK DURING INTERVIEW

1. What are your plans for the future?
2. What grades are you getting in school?
3. What courses do you enjoy most in school?
4. What courses do you dislike the most in school?
5. What are some of your hobbies?
6. Do you belong to any clubs?
7. How did you become interested in our firm?
8. What makes you think you will like this type of work?
9. Do you own an automobile?
10. Do you feel that you get along well with people? Why?
11. What type of work have you done in the past? What company?
12. Do you get along well with your parents? Brothers and sisters?
13. How many in your family?
14. What is the condition of your health? How much school have you missed?
15. What would you expect for a starting salary?
16. Do you think you can satisfactorily perform this job?
17. When can you start work?

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MOE, INC., PERSONAL INTERVIEW FORM
(Teacher Use)

Name_____ Date_____

What do you plan to do after graduating from high school?_____

Why (to the above question)_____

What do you know about this program for which you are being interviewed?

_____

What do you think you will gain from being in this program?_____

What do you think would be the most interesting thing about working in an office? _____

What do you think you would dislike most about an office job?_____

Are you working now?____ (If yes, where)_____

How long with this firm? _____ Beginning hourly wage_____Present hourly wage_____

In what subjects do you think you need more work?_____

In what type of business or office would you like to work?_____

In which of the office skills do you think you are most skilled?_____

*If you were working in an office and the person working next to you talked constantly, therefore keeping you from getting your work done, what would you do?_____

*You are on your way to an interview and your best friend comes along and is persistent about going with you and waiting in the reception room, what would you do?_____

*After working for a week on a committee report, which included five carbon copies, your boss has returned the report with several typographical errors circled and misspelled words...insisting that he needs it by tomorrow afternoon. What would your reaction be?_____

*Organization policy states that coffee breaks are 15 minutes long; the group that you are sitting with isn't finished with their conversation and 15 minutes have gone by. What would you do?_____

*What should an individual do if he is told to do something by his teacher (or his employer) and he feels that such action is not necessary or he feels that he knows of a better way of accomplishing the same results?_____

Do you have a hobby?_____ Extra-curricular activites you enjoy_____

MOE, INC., PERSONAL INTERVIEW FORM (continued)

QUALITY	HIGHLY ACCEPTABLE	ACCEPTABLE	DOUBTFUL	NOT ACCEPTABLE & WHY
Personal appearance				
Poise (self confidence)				
Speech (tone and grammar)				
Personality				
Attitude				
Ability to make decisions*				
Social courtesies				
Acceptance of policies*				
Mannerisms				

MOE, INC., INTERVIEWERS CHECK LIST

1. What was your first impression of the applicant with respect to his general appearance and manner?

2. What was your opinion of the applicants attitude?

   Exceptionally good_____Above average_____Average_____Poor_____

3. Did the applicant appear as though he would -

   Cooperate well with others_____Be non-cooperative_____

4. What was your opinion of his temperament?

   Emotions well controlled_____Average Disposition_____

   Somewhat excitable_____Inclined to be irritable_____

5. What was your impression with respect to his general integrity and character?

6. Did the applicant's general physical condition and stature appear to meet the requirements of the trade?

   Extremely well fitted from a physical standpoint_____

   Normal physical fitness_____Questionable_____

   Unfit due to definite physical handicap_____

7. Did your overall impression of the applicant during the course of the interview -

   Improve_____Remain the same_____Change unfavorably_____

8. General comments:

PAYMENT NUMBERS AND POSTING CODES FOR COUPONS

The numbers which follow are numbers which are suggested for the coupons in starting the simulation. The first number is the payment number which can be found on the Amortization Schedule, and the second numbers are the numbers suggested for the posting code on the coupons. The first two digits of the posting code are the investor numbers and the last digit is the Amortization Schedule number used when posting that coupon.

NAME	PAYMENT NO.	POSTING CODE	NAME	PAYMENT NO.	POSTING CODE
Aaron	1	09-6	Akins	221	10-3
Abbott	81	03-1	Aland	231	02-6
Abel	101	05-7	Albee	231	07-2
Abernathy	101	01-4	Albert	231	02-1
Abernethy	141	03-2	Albertson	231	06-5
Able	101	11-2	Alder	181	04-3
Abney	121	02-6	Allan	121	05-1
Abraham	161	11-6	Allen	201	08-2
Abrams	181	12-5	Alley	241	02-5
Ackerlind	201	08-2	Allred	241	08-3
Ackerlund	212	10-1	Allsop	241	03-7
Ackerson	241	07-4	Alsop	181	10-2
Ackley	260	11-7	Ames	281	07-1
Ackman	221	02-2	Andersen	201	01-4
Adair	261	09-1	Anderson	1	06-7
Adams	251	11-7	Andreason	201	02-1
Adams	31	04-3	Andrew	201	04-6
Adamson	81	01-1	Andrews	181	09-3
Addams	241	07-2	Andrus	61	07-6
Addison	201	05-4	Angus	21	12-7
Agnew	246	08-7	Anthony	191	06-4
Ahlander	221	07-2	Armstrong	81	03-5
Ahlstrom	81	09-5	Arnell	101	04-1

Payment Numbers and Posting Codes for Coupons (continued)

NAME	PAYMENT NO.	POSTING CODE
Arnold	241	02-6
Arthur	141	09-3
Atwood	143	05-7
Avery	143	08-2
Baak	221	07-5
Babcock	201	11-4
Bailey	201	05-6
Baird	181	06-3
Baker	201	12-5
Baldwin	161	10-2
Ball	21	08-7
Ballard	241	01-1
Balls	221	05-2
Barber	121	08-4
Barker	201	04-3
Barlow	101	06-5
Barnes	81	03-6
Barnett	83	11-1
Barrett	1	12-7
Barton	21	10-2
Bateman	81	06-4
Bates	81	09-5
Beck	31	10-3
Beckstead	161	01-1
Bell	191	11-7
Belnap	61	12-4
Bench	121	08-7
[illegible]nett	31	02-6

NAME	PAYMENT NO.	POSTING CODE
Bennion	1	08-4
Benson	22	10-4
Bentley	101	03-7
Berg	221	09-3
Bergeson	201	04-6
Bigelow	81	01-2
Billings	1	06-4
Bingham	201	03-7
Bird	101	04-1
Bishoff	241	09-4
Bishop	121	01-5
Blake	1	12-1
Bond	61	05-6
Booth	31	07-3
Boulton	21	10-7
Bowen	41	06-2
Bower	221	12-6
Bowman	181	02-1
Brady	241	04-3
Briggs	31	03-7
Brown	201	11-2
Bryant	101	01-4
Burton	101	05-3
Bush	221	06-6
Butler	81	03-5
Bywater	1	12-4

ACCESSION NUMBER: VT100622

PUBLICATION DATE: JUN73

TITLE: BUSINESS AND OFFICE OCCUPATIONS. CURRICULUM GUIDE. TEACHER'S MANUAL.

DESCRIPTOR: *STATE CURRICULUM GUIDES; *BUSINESS SUBJECTS; *BUSINESS EDUCATION; *OFFICE OCCUPATIONS EDUCATION; *COURSES; BUSINESS SKILLS

IDENTIFIER: *UTAH

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 545

ABSTRACT: THIS STATE CURRICULUM GUIDE OFFERS SUGGESTIONS FOR UTAH VOCATIONAL TEACHERS IN BUSINESS EDUCATION TO HELP THEM TO BOTH MAINTAIN REALISTIC STANDARDS REFLECTING CONTEMPORARY BUSINESS PRACTICES AND MAKE USE OF THE MOST EFFECTIVE TEACHING METHODS. THE GUIDE REPRESENTS AN EFFORT TO PROMOTE ARTICULATION AND COMMUNICATION AMONG THE VARIOUS EDUCATIONAL SETTINGS IN THE STATE. SUGGESTED COURSES OF STUDY FOR THE JUNIOR HIGH SCHOOLS AND THE HIGH SCHOOLS AND A 4-YEAR RECOMMENDED CAREER ORIENTED CURRICULUM IN BUSINESS EDUCATION ARE OUTLINED. GENERAL RECOMMENDATIONS FOR THE FOLLOWING COURSES ARE MADE: (1) BASIC BUSINESS, (2) BOOKKEEPING, (3) BUSINESS COMMUNICATIONS AND BUSINESS LAW, (4) COOPERATIVE OFFICE EDUCATION, (5) DATA PROCESSING, (6) OFFICE MACHINES AND PROCEDURES, (7) PERSONAL FINANCE, (8) SHORTHAND AND TRANSCRIPTION, (9) SIMULATION, AND (10) TYPEWRITING. (MU)

AVAILABILITY: STATE BOARD OF EDUCATION, 1670 UNIVERSITY CLUB BLDG., SALT LAKE CITY, UTAH 84111

INSTITUTION NAME: UTAH STATE BOARD FOR VOCATIONAL EDUCATION, SALT LAKE CITY.

VT 100622

BUSINESS AND OFFICE OCCUPATIONS

State Business and Office Occupations Curriculum Guide

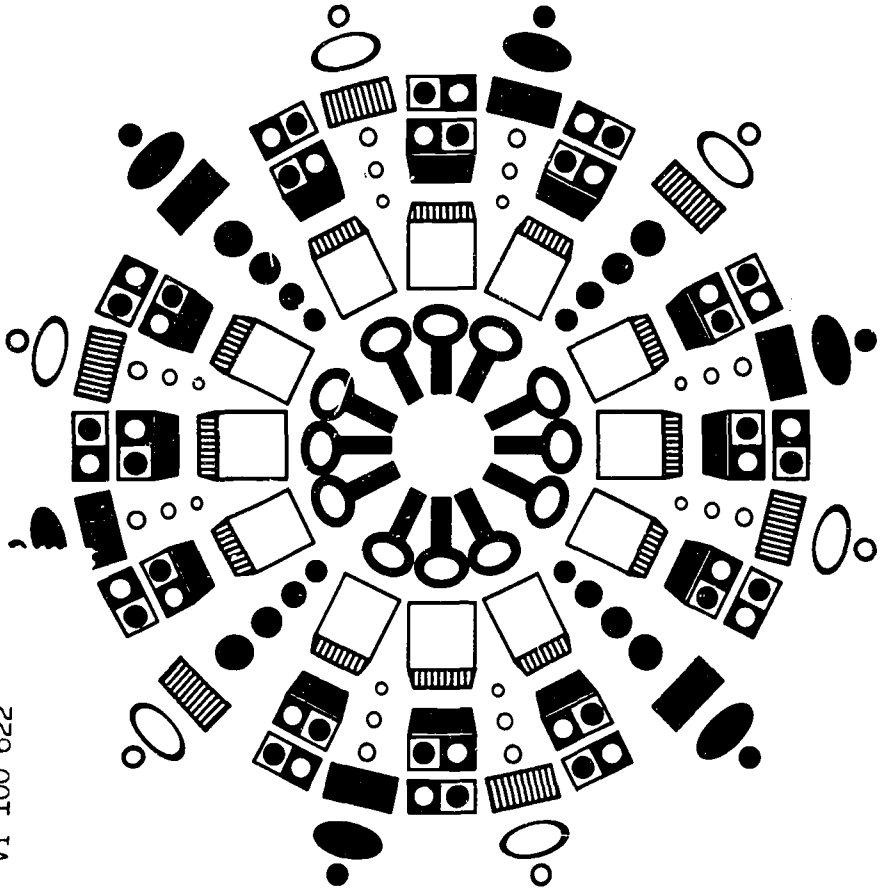

VT 100 622

OARD OF EDUCATION

Teacher's Manual

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GENERAL CURRICULUM GUIDE FOR BUSINESS EDUCATION IN UTAH

June 1973

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FOREWORD

This publication has been prepared as a general curriculum guide in the Business and Office Occupations Program.

This guide is primarily for use by the teachers in the Business and office occupations area.

Walter E. Ulrich, State Director
Vocational Education

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PREFACE

This guide is written primarily as a response to inquiries received from business and office education teachers in Utah who requested some sort of general curriculum guidelines to follow in their programs. Teachers were concerned about such problems as realistic standards that reflected those found in contemporary businesses, methods that promoted learning most effectively, philosophy concerning trends in education, certification standards and directions, and many other related problems and practices. In addition, educators in the State have recognized that an articulation problem has become rather severe in business and office education programs among junior high, secondary, and post-secondary schools. This guide considers articulation and recommended curriculum offerings in grades seven through twelve.

With these problems in mind, then, the developers of the Guide worked toward structuring a document that would be just what the title denotes—a curriculum *guide* with contents designed to help business and office education teachers formulate curriculum policy and practice.

Using current research as the base from which the guide was written in their own schools, the developers found that practices are being perpetuated that are no longer relevant. Therefore, some suggestions may differ radically from what has been and is being done in business programs. Nevertheless, when research findings clearly indicated a change, such a change was recommended.

The accountability concept was initiated as an integral part of the Guide. Although some teachers view accountability negatively, business educators have been working with the concept for many years, as defined in the Guide, accountability simply means responsibility; and this responsibility is shared with the learner.

Not only the reality of the classroom, but also the reality of the work setting were elements with which the developers of the Guide were concerned. The rationale was that, to be useful, the Guide must be adaptable and flexible so that it could be used in both the small and the large high schools and in work settings that ranged from repetitive clerical tasks to executive secretarial positions.

Finally, the Guide represents an effort to promote articulation and communication among the various educational settings in the State. If business education programs are to flourish, such articulation must be fostered and promoted.

Several sub-guides in the various subject areas being developed as adjuncts to this main, general guide. Teachers needing more specific guidelines for generating and developing programs should refer to these sub-guides as soon as they become made available.

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PHILOSOPHY FOR BUSINESS EDUCATION IN UTAH

Some principles and activities are common to all disciplines within the business education curriculum. Listed below without regard to order of importance they are:

1. Methods should be used which promote and foster problem-solving, decision-making, logical-thinking, and judgment skills.
2. Equipment, terminology, methods, and facilities should be commensurate with that used in contemporary business offices.
3. Credit by examination should be offered by all post-secondary institutions in the state for equivalent courses taken by students at the high school level.
4. Economic and data processing concepts should be integrated throughout the business education curriculum.
5. Appropriate vocabulary and spelling instruction should be emphasized in all office education classes.
6. Teachers should be held accountable for the achievement of students providing the following three factors are present: (1) the student is capable, (2) there is administrative support, and (3) the time variable is eliminated.
7. A conceptual rather than a factual approach should be used whenever possible in the instructional process.
8. Each teacher should strive to help each student develop an adequate and realistic self-concept.
9. Inasmuch as the average employee changes jobs several times in a lifetime, the adaptability to occupational change must be inherent in all business programs.
10. The development of proper attitudes and desirable personality traits should be stressed in all business classes.
11. Whenever possible, skills should be taught as clusters.
12. Each business program in the state of Utah should actively encourage the development of youth clubs for business students (preferably Future Business Leaders of America for the secondary schools and Phi Beta Lambda for the post-secondary schools.)
13. Articulation of business programs should be fostered among the various educational institutions in the state of Utah.
14. Students should be helped to develop human relations skills, ethical awareness, and proper attitudes for business conditions.
15. Work experience should be an integral part of teacher preparation.
16. Business teachers should be actively engaged in guidance; placement, and counseling, and should work closely with school counselors.

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17. The student should be oriented to the total systems approach in business.
18. Library resources such as reference manuals, audio-visual aids, and current periodicals should be available for student use.

In addition, business education programs throughout the state of Utah are primarily designed to emphasize three major areas—general education, vocational education, and pre-professional education. Specific objectives for each of these three areas are listed below.

General Education

Business educators are responsible for:

1. Providing students with principles and skills that will enable them to be responsible consumers.
2. Integrating the economic concepts that are essential to every person as a citizen.
3. Strengthening students' basic English and computational skills.
4. Helping students to understand the impact of data processing in our society and developing their abilities to use data processing capabilities to advantage.
5. Introducing the student to the primary processes and basic functions of business.
6. Aiding students to develop judgmental and evaluative skills.
7. Acquainting students with the various career opportunities in business.

Vocational

To structure an adequate vocational program, several criteria are suggested:

1. If a vocational curriculum is to be effective, several career oriented clusters or options should be offered. These clusters should be flexible and should include several areas of specialization. They should also provide opportunities for low ability, high ability, and disadvantaged students.
2. Teachers should be held accountable to see that each student has mastered the skills identified as those needed for entrance and advancement in specific business occupations. This accountability is contingent on the following three factors: (a) the student is capable and willing, (b) there is administrative support, and (c) the time variable is eliminated.
3. Every student enrolled in a vocational or career business option or cluster should have marketable skills at graduation.

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4. Time is no longer the primary fixed variable in a vocational program. Individualized programs should be initiated that will allow students to progress in an independent manner.
5. Cooperative office education, simulation, and block programs should be used to provide realistic job situations for students.
6. If a student is found to be weak in any area which hinders his progress, remedial work should be provided based on appropriate diagnostic techniques and evaluative methods.
7. To provide better utilization of equipment and facilities, adult programs should be incorporated into the business program which will provide training and retraining opportunities for those who are preparing to enter the labor market or who are anticipating a change in their employment status.
8. Before being retaught, the content of each course should be examined critically to determine whether such courses meet the current vocational needs of the student. All work offered should be relevant. If courses are not relevant, they should be changed or omitted from the curriculum.
9. Certificates of proficiency should be developed and used in the State so that students will no longer be subjected to employment tests in which the content and/or techniques used are not relevant. Testing centers should be set up on a regional basis by the State Department of Education.
10. Regardless of the changing and contrasting modes of behavior in contemporary society, students should be able to interpret business attitudes and patterns of behavior to the extent that they can obtain jobs and can progress in those positions.
11. Specialization in a vocation should be as close as possible to the termination of a student's program; e.g., shorthand training should be completed in the twelfth grade.
12. Advisory committees should be used for all vocational programs.
13. Block-type scheduling arrangements should be used whenever feasible to facilitate the learning process.
14. Innovative programs should be designed and offered to meet the changing needs of business.

Pre-Professional

The business education teacher also has an obligation to:

1. Provide students with a background for advanced training in business subjects.
2. Introduce students to potential business careers and to educational institutions where specialized training can be obtained.

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3. Help students obtain a broad general background in business.
4. Aid students to develop the ability to communicate effectively through both the spoken and the written word.

SUGGESTED BUSINESS CURRICULUM FOR JUNIOR HIGH SCHOOLS

General Objectives

The junior high school business program is primarily exploratory in nautre. More specifically, this curriculum should:

1. Provide exploratory experiences in career selection
2. Provide pre-vocational guidance assistance.
3. Contribute to the consumer, business, and socio-economic understandings of all students.
4. Form a foundation for the study of advanced business subjects.

Suggested Curriculum

Required of all junior high students:

a. Basic Business

Recommended for all junior high students:

a. Typewriting I (personal use emphasis)
b. Typewriting II (prevocational emphasis)
c. Career Exploration (one semester, 7th or 8th grade)

SUGGESTED BUSINESS CURRICULUM FOR HIGH SCHOOLS

General Objectives

The high school business program is designed to provide prevocational, vocational, and general education experiences for the student. More specifically, this curriculum should:

1. Provide primarily prevocational experiences in the 9th and 10th grades.

2. Provide primarily vocational experiences in the 11th and 12th grades.
3. Offer activities and classes that would contribute to each student's becoming an effective citizen capable of making sound economic judgments.
4. Provide a foundation for advanced study in business, and/or a vocational competency.
5. Offer several career clusters that are designed to provide for a variety of abilities and interests.
6. Provide an opportunity for students to acquire vocational competency in the stenographic and clerical skills.
7. Emphasize decision-making skills, communication and logic skills, and reasoning and manipulative skills.

Suggested Curriculum

Three Career Clusters

a. General Clerical
b. Preprofessional business foundations
c. Stenographic

(Plus accelerated courses for any of the above.)

Recommended for all high school students:

a. Personal Finance
b. Introduction to Data Processing
c. Typewriting I and II (if not taken in junior high)

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RECOMMENDED CAREER ORIENTED CLUSTERS FOR BUSINESS EDUCATION

	CLERICAL	STENOGRAPHIC	PRE PROFESSIONAL
Ninth	Typewriting I, II Basic Business	Typewriting I, II Basic Business	Typewriting I, II Basic Business
Tenth	Business Communications Personal Finance	Business Communications Personal Finance	Business Communications Personal Finance
Eleventh	Typewriting III Bookkeeping Data Processing	Typewriting III (Typewriting IV optional) Shorthand I Data Processing Bookkeeping	Business Law Bookkeeping Data Processing
Twelfth	Economics Office Procedures Simulated Office Education and/or Cooperative Office Education Business Machines	Economics Shorthand II and Transcription Office Procedures Simulated Office Education and/or Cooperative Office Education Business Machines	Economics Business Machines Electives from English, Speech, Math, and Distributive Education

Additional Business Electives

Machine Shorthand
Personal Use Shorthand
Business and Management Principles
Machine Transcription
Computer and Systems
Personal Development and Human Relations
Business Exploratory
Recordkeeping (Low ability)
Career Exploration
Business Math

Two-Hour Block Suggestions

Office Procedures and Shorthand IV (Transcription)
Typewriting IV with Office Procedures
Office Procedures and Correlated Cooperative Office Education Class
Simulated Office Education and Office Procedures

*Typewriting I, II, III, and IV — one semester each

BASIC BUSINESS

General Recommendations

1. This course should be a survey course designed to provide a broad exposure to the world of business.
2. The primary objective of basic business is the development of consumer and socio-economic competencies.
3. This class should be taught by a business teacher.
4. Economic principles should be the primary basis for instruction.
5. A wealth of resource materials is available for this class, therefore, resource units should be generously but selectively prepared and used.
6. Basic business should be offered for a full year in the junior high school.
7. Units on transportation, mail services, communication, and travel should be omitted.
8. If taken in the ninth grade, basic business should be accepted as part of the general education requirements for graduation from high school.
9. Teacher education institutions should offer a more intensive teacher-training program for preparing prospective teachers to teach basic business.
10. Career exploration should be an important part of this course.

Areas of Accountability

Each teacher of basic business is accountable* for developing the following competencies at the conclusion of one year of basic business:

1. The ability to describe basic economic principles such as:
   a. Supply and demand process
   b. Federal reserve board functions
   c. Mass production
   d. Basic characteristics of free enterprise
   e. Money—origin and use
   f. Labor—principles and problems
2. The ability to function wisely as a consumer by:
   a. Keeping personal financial records
   b. Constructing and following a budget
   c. Using banking services efficiently

*Defined in the General Philosophy, page 1, number 6.

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d. Defining credit, listing the most common sources of credit, and making wise credit decisions
e. Describing the varied insurance plans and demonstrating his knowledge of such plans by matching correctly plans and cases

BOOKKEEPING

General Recommendations

1. The bookkeeping cycle should receive primary emphasis.
2. Ten-key adding machines should be available for students to use during class.
3. Bookkeeping classes should be designed to provide general business background rather than a vocational competency.
4. The equipment, methods, and content of bookkeeping courses should be compatible with contemporary practices.
5. The development of problem-solving competencies should be a major aspect of bookkeeping instruction.
6. Bookkeeping should be taught for one semester at the high school level.
7. Automated data processing principles should be integrated throughout all phases of the bookkeeping cycle.
8. Bookkeeping teachers should participate in in-service training programs designed to update their skills and to acquaint them with bookkeeping techniques in the automated office.
9. If possible, a lab with 10-key adding machines, electronic calculators, and typewriters should be made available for student use out of class.
10. Realistic practice in applying fundamental principles and concepts to everyday business situations should be integrated into the course.

Areas of Accountability

When a student has completed one semester of bookkeeping, the teacher is accountable for the student's ability to:

1. Describe each facet of the bookkeeping cycle as well as the relationship of each facet to the total process.

2. Describe the most common methods for recording business transactions and the effect of such transactions upon the bookkeeping equation and the financial statements.
3. Describe how automated data processing techniques are used to facilitate the bookkeeping process.
4. Classify and analyze information on financial statements.
5. Perform computations accurately and locate and correct errors quickly.
6. Describe and perform common business transactions including the use of forms and terminology.
7. Demonstrate the ability to apply accounting information to management decisions.
8. Describe the routine of procedures such as the flow of data—a systems approach—and ways of recording data.
9. Describe the various employment and career opportunities available for bookkeepers and accountants.
10. Perform basic bookkeeping operations relative to the accounting cycle.

BUSINESS COMMUNICATIONS

General Recommendations

1. Business communications should be taught by a business teacher.
2. This course should cover the writing of business letters, reports, memoranda, and other written business communications.
3. A practical approach should be taken for all writing.
4. The psychological principles of behavior that govern human responses, keeping ethical business practices in mind, should receive emphasis throughout the course.
5. Business communications should be offered for one semester.
6. This class should deal with all four of the basic areas of communication—writing, speaking, reading, and listening.
7. An integrated approach should be used whereby application of principles is stressed.
8. Training should be given to develop students' informal communication skills for conferences, group interaction, and interpersonal relations.

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9. Methods that aid transfer should be given primary consideration.
10. Creativity should be stressed, particularly in writing and speaking activities.
11. The 27 most frequently used punctuation rules (see appendix) or their equivalent should be emphasized.
12. Students should receive ½ unit of English credit for this course.

Areas of Accountability

At the conclusion of the business communications course, the teacher is accountable for the student's ability to:

1. Identify the type of letter plan needed for specific case study problems and demonstrate the necessary techniques for using each plan so that work completed is mailable.
2. Demonstrate the ability to listen carefully by clearly summarizing material given him orally.
3. Organize and present a short oral report.
4. Write short memos, reports, and other written communications that illustrate proper structural, grammatical, and format principles.
5. Know and use with 100 percent accuracy the 27 most frequently used rules of punctuation (see appendix) or their equivalent.

BUSINESS LAW

General Recommendations

1. Three major objectives which should be integral to business law are:
   a. That the student has a knowledge of legal principles and rules and that he can relate them to both his personal and business affairs.
   b. That the student acquires the technical vocabulary necessary to understand and use the law in his personal, civic, and business affairs.
   c. That the student develops habits of thinking in legal terms and of recognizing the legal implications of situations as they arise.
2. Exploring career opportunities within the field of law should be an important objective of business law.
3. Business law should be taught to eleventh or twelfth grade students.

4. This course should be taught as a semester course in the secondary schools.
5. The class should include the application of legal principles and practices to both personal and business relations.

Areas of Accountability

At the conclusion of the business law class, the teacher is accountable for each student's ability to:

1. Logically analyze case studies or role play situations and make appropriate decisions based on sound legal analysis.
2. Determine when qualified legal counsel should be sought.

COOPERATIVE OFFICE EDUCATION

General Recommendations

1. All business education vocational students should have the opportunity to participate in a co-op program designed for their speciality.
2. The training station experience should be compatible with the career goals of the student.
3. The cooperative experience is a culminating activity which integrates all previously learned skills and should, therefore, be scheduled during the final school year.
4. To meet state requirements, a training agreement among the student, the employer, and the participating institution must be completed for each student.
5. In-service training should be provided for participating on-the-job supervisors.
6. The coordinator should visit or call the training station approximately once every 3-4 weeks.
7. Students should be paid no less than the prevailing minimum wage or student learner wage and should receive school credit for the work experience.
8. One class period daily should be designed especially for and correlated with the work experience; this class should be taught by the coordinator and should be required of all co-op students.
9. A coordinator who is released half time for coordination purposes should be assigned no more than 25 students.

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10. The student should work a minimum of three hours and a maximum of five hours a day.
11. Each coordinator should be given a travel allowance.
12. Each coordinator should be assigned an office which affords privacy, a telephone, and other special facilities when necessary.
13. The training station should provide a variety of experiences which will better acquaint the student with various business activities.
14. Careful screening involving faculty, parents, and the employer should precede admittance to the co-op program.
15. Advisory committees should be used to aid in securing proper training stations.

Areas of Accountability

After a period of work experience, the teacher is accountable for the student's ability to:

1. Work cooperatively with others.
2. Apply those skills and knowledges learned at school to the work setting at performance levels acceptable to supervisory personnel.
3. Demonstrate neat appearance and acceptable personality traits.

DATA PROCESSING

General Recommendations

1. This class should be designed to prepare students for careers in business in which they need to understand automated data processing concepts even though their jobs may not be directly connected with any specific level of data processing.
2. Emphasis should be placed upon electronic data processing concepts. Most unit record equipment is becoming obsolete and should therefore not be stressed in the high school program.
3. Students may be trained vocationally at the high school level to become keypunch operators and tape librarians.
4. Workshops in data processing occupations information, curriculum, and equipment should be provided for teachers, counselors, and school administrators. Teacher education institutions should incorporate business data processing concepts in their programs.
5. "Hands-on" time on a computer is not necessary for secondary school programs.

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6. One of the objectives of the course should be to acquaint students with the changes that have taken place in processing data as a result of electronic computers.
7. Introduction to data processing should be a one semester class. No advanced classes should be offered at the secondary school level in data processing.
8. An abundance of resource materials are available which should be selectively used to supplement the test.
9. One of the objectives of this class should be to provide career exploration in the electronic data processing field.
10. No attempt should be made on the high school level to train students as programmers; however, programming may be demonstrated as an educational technique.
11. Whenever possible, data processing should correlate closely with other courses such as bookkeeping, office practice, and business machines.

Areas of Accountability

When a student has completed a semester of data processing, the teacher is accountable for the student's ability to:

1. Define and demonstrate the basic principles of automated and electronic data processing.
2. Lay out and design a punched card.
3. Recognize and define the function of input, output, and computing memory devices.
4. Construct a simple flowchart and describe the logic used.
5. Describe the basic features of an elementary program.
6. Discuss and describe career and educational opportunities in data processing.
7. Have sufficient skill at the keypunch to convert data into machine language.

OFFICE MACHINES

General Recommendations

1. This course should be offered to all students for one semester.

2. Instruction should be given on the mechanical and electronic ten-key adding machine, the printing calculator, and the key punch.
3. Understanding the mathematical concepts and correct operating techniques should be given as much emphasis as gaining speed on the machine.
4. Because the business community requires 100 percent accuracy, the student should be trained to meet that standard.
5. Mathematical concepts should be reviewed and stressed throughout the course. Business mathematics and machine mastery should be integrated.
6. Teacher education institutions should offer more instruction in methods of machine operation and should prepare prospective teachers to operate the machines effectively, to change tapes, and to make simple adjustments.

Areas of Accountability

When a student has completed a semester of office machines, the teacher is accountable for the student's ability to:

1. Use office machines to perform basic mathematical functions such as:
   a. Computing problems involving decimals and percentages.
   b. Converting fractions to decimals and decimals to fractions.
   c. Computing chain discount problems.
   d. Solving increase and decrease problems and percentages of each.
   e. Computing problems involving simple interest.
   f. Computing problems involving reciprocals.
   g. Solving problems involving square root.
2. Apply problem-solving skills by using the machines to calculate problems presented in narrative and unarranged form.
3. Trace errors when totals are out of balance.
4. Complete payroll problems such as time cards, withholding exemptions, etc.

OFFICE PROCEDURES

General Recommendations

1. Office procedures is a finishing, capstone class. It should be taken just before the student enters the work force, preferably in the 12th grade.

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2. Judgment skills, work organization, and decision-making skills should be stressed constantly throughout this course.
3. Any work with duplicating machines should be on an acquaintanceship level only.
4. In addition to electric typewriters, students should have executive typewriters, 10-key adding machines, printing calculators, and transcription machines available for use during class.
5. A major objective should be the refinement of interpersonal relations and cooperative attitudes as well as the development of acceptable personal qualities and traits.
6. Grammar, punctuation, and computational skills should be integrated in all phases of the class.
7. Terminal digit, subject, and geographic filing procedures should be omitted.
8. All types of up-to-date reference materials should be available, their use explained, and students encouraged to use them in decision and problem-solving situations.
9. Office procedures should be taught for one year at the secondary level.
10. Proofreading and checking skills should be taught throughout the course.
11. Filing procedures should include instruction in the use of microfiche, microfilm, and other contemporary filing and storage techniques.
12. Students should have opportunities to learn to cope with interuptions, priority decisions, and the pressure of attending to several tasks in almost simultaneous sequence.
13. The ability to work accurately under the pressure of time should be integrated into this course.
14. Training in applying for work, interviewing, and other employment procedures should be given.
15. When possible, office simulation should be taught during the last semester of this class. (When this option is used, the total offering should be under a two hour block of time.)

Areas of Accountability

When a student has completed one year of office procedures, the teacher is accountable for the student's ability to:

1 Type six average-length mailable letters in one hour from the transcription machine with one carbon copy and an envelope for each letter—about 30 words per minute.

2. Be competent in the use of the ten-key adding machine, electric typewriter, and transcription machine.
3. Have an acquaintanceship level of skill on the executive typewriter, electronic and printing calculator, and duplicating and copying machines.
4. Use the telephone proficiently, demonstrating good judgment and human relations skills.
5. File quickly and accurately using primarily the alphabetic method.
6. Handle both incoming and outgoing mail efficiently.
7. Compose routine letters, reports, and memoranda.
8. Recognize and abide by accepted rules of business and social etiquette.
9. Work cooperatively and effectively in small groups with little teacher supervision.
10. Use up-to-date reference materials effectively.
11. Apply confidently for employment.

PERSONAL FINANCE

General Recommendations

1. This class should be offered to all high school students for one semester. Students should receive general education credit for this class.
2. A major objective of this class should be to familiarize the student with resource materials such as periodicals and government and consumer publications.
3. Consumer legislation should be incorporated into the course content.
4. This class should emphasize American business, credit, banking, investments, insurance, and money management.
5. An abundance of resource material and personnel is available for this class; if properly structured, this topic may not fully lend itself to a textbook.
6. A major objective of this class should be to foster evaluative and objective-type reasoning skills for making personal financial decisions.

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Areas of Accountability

At the conclusion of this course, the teacher is responsible for each student's ability to:

1. Demonstrate wise shopping skills.
2. List resources available that assist them in making wise purchases.
3. Demonstrate good budgeting skills.
4. Identify the major consumer protection laws and detail their meaning for consumers.
5. Describe positive and negative effects of advertising on consumer choice.
6. Demonstrate his ability, through case study or other approaches, to shop for money and credit wisely.
7. Define individual financial goals.
8. Discuss the different savings, investments, and insurance programs currently available, indicating advantages, disadvantages, and special characteristics of each.
9. Describe the various types of living accommodations available and identify the advantages and disadvantages of each.
10. Describe governmental policies that affect the consumer.
11. List the various advantages and disadvantages of renting, buying, or leasing major consumer purchases.

SHORTHAND

General Recommendations

1. Two semesters of typewriting should be a prerequisite for shorthand.
2. Teachers should be aware that recent research indicates that student achievement is enhanced by emphasis on theory, brief forms and their derivatives, and word endings.
3. A variety of homework assignments such as dictaprint, tapes, records, self-dictation, and other reading and writing activities should be given.
4. The use of the shorthand dictionary and other reference materials should be stressed.

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5. Teacher recommended shortcuts should not be used in the initial learning stages of shorthand.
6. Students should have access to typewriters in every shorthand class taught, including beginning shorthand.
7. Whenever possible, a decision-making approach should be followed in teaching nonshorthand and transcription activities.
8. Grammar, punctuation, and spelling skills should be emphasized continuously.
9. After theory presentation, concentrated effort should be given to the production of mailable copy.
10. Individualized instructional techniques via tapes and or other types of media should be used.
11. Proper diagnostic techniques should be used throughout the instructional process. These techniques should be especially emphasized at the conclusion of theory presentation, and individualized remedial instruction should then be given. These techniques could include special homework projects, tapes, programmed materials, or other remedial devices.
12. Performance-type evaluation techniques should be the primary method of testing used throughout the instructional process.
13. Shorthand teachers should work closely with school counselors in the selection of students.
14. Early new-matter dictation and transcription should be offered.
15. Provision should be made to review theory systematically throughout the instructional process.
16. Students should be urged to write theoretically correct outlines.
17. Intensive training should be given on the first 1500 most frequently occurring words in business correspondence.

Areas of Accountability

First Semester. When a student has completed one semester of shorthand, the teacher is accountable for the student's ability to:

1. Take shorthand at 60 words a minute for 3 minutes from unfamiliar material and transcribe with 95 percent accuracy.
2. Transcribe dictated shorthand theory word lists with 95 percent accuracy.
3. Write, in shorthand, all dictated words with 95 percent accuracy.
4. Write and transcribe dictated brief forms with 100 percent accuracy.
5. Write and transcribe the first 500 most frequently used words in business correspondence with 100 percent accuracy.

Second Semester. When a student has completed two semesters of shorthand, the teacher is accountable for his ability to:

1. Consistently write shorthand at 80 words a minute for 3 minutes from unfamiliar material and transcribe with 95 percent accuracy.
2. Transcribe three mailable average-length letters (125-150 words each) in thirty minutes from his own notes (transcription rate approximately 15 words per minute) dictated at a rate of 80 words per minute including envelope and one carbon copy.
3. Use the 27 most frequently used rules of punctuation (see appendix) or their equivalent with 100 percent accuracy.
4. Use reference books efficiently.
5. Write and transcribe the first 1500 most frequently used words in business correspondence with 100 percent accuracy.

Third Semester. When a student has completed three semesters of shorthand, the teacher is accountable for the student's ability to:

1. Transcribe four average-length letters (125-150 words each) from dictation (dictation rate of 100 words a minute) within 30 minutes (transcription rate approximately 20 words a minute) in mailable form with one carbon copy and envelope.
2. Consistently write shorthand at 100 words a minute for three minutes from unfamiliar material and transcribe with 95 percent accuracy.
3. Pass the NBEA stenographic test, or a similar test, at no lower than the 75th percentile.

SIMULATION

General Recommendations

1. Whenever possible, business programs should include both simulation and cooperative office education. However, simulated office education should precede the cooperative experience.
2. Those students not participating in cooperative programs should be required to take the simulated office experience class.
3. Simulation should be a capstone class and should be offered toward the end of a student's program.
4. The major objective of the simulated class is to foster desirable attitudes and traits such as dependability, initiative, cooperation, cheerfulness, and willingness to assume responsibility.

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5. Secondary objectives of the simulated class are to (1) develop the knowledge, skills, and abilities that are required for initial employment and (2) to provide sufficient proficiency in basic office skills to enable students to retain such jobs and to advance in them.
6. The simulated class should also develop (1) a knowledge of job opportunities, requirements, and responsibilities; (2) a knowledge of the techniques of finding and applying for a job; and (3) such personal qualities as good attitudes, desirable work habits, regular attendance, neatness, thoroughness, and a sense of values and responsibility.
7. The simulation class should be structured to provide realistic office situations through simulated conditions.
8. Simulation activities should be structured around the following skills (not in rank order): (1) communicating orally, (2) calculating, (3) duplicating, (4) filing, (5) handling mail, (6) transcribing from the machine or from shorthand notes, (7) recording and verifying, and (8) typewriting.
9. The class should be structured in such a manner that the use of skills is merged with an atmosphere that will reflect important attitudes and personality traits as listed in the appendix.
10. The materials that are used in the simulated package should include as many opportunities as possible for the student to (1) apply the 27 most frequently used punctuation rules, (2) choose among and between confusing words such as affect and effect, (3) apply rules of capitalization, (4) apply rules of number usage, (5) apply word division rules, (6) spell the most frequently misspelled words correctly, (7) place letters correctly on the page, (8) use the mechanics of letter writing properly, and (9) proofread accurately.
11. The class should be structured so that students are given experience in developing judgmental, decision-making skills, in working under pressure, organizing their work, handling several projects simultaneously, and in learning to budget their time.
12. This class for approved funding is to be scheduled for a two-hour continuous block of time.

Areas of Accountability

When a student has completed the simulated office education class, the teacher is accountable for the student's ability to:

1. Work cooperatively and congenially with others.
2. Prepare a resume and interview successfully for a job.

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3. Have an acquaintanceship level on the executive typewriter, electronic and printing calculator, and duplicating and copying machines.
4. Handle mail efficiently.
5. Compose letters, reports, and memoranda.
6. Use up-to-date reference materials effectively.
7. Transcribe mailable material from transcribing machines or from shorthand notes.
8. File quickly and accurately.
9. Place letters correctly on the page and use the mechanics of letter writing properly.
10. Use the 27 most frequently used punctuation rules accurately.
11. Proofread quickly and accurately.
12. Choose correctly between and among confusing words; use word division, number usage, and capitalization rules correctly; and spell correctly.

TRANSCRIPTION

General Recommendations

1. The major part of class time should be spent transcribing from the students' shorthand notes.
2. Each student should have reference materials such as dictionaries, secretarial handbooks, reference directories, and zip code manuals available for use at all times.
3. Transcription as a separate class should be taught for one semester only.
4. Fifteen to twenty words a minute is a minimum acceptable transcription rate.*
5. Tasks in the classroom should simulate actual office assignments as much as possible.
6. Shorthand transcription competency can be measured by one criterion only—the ability to transcribe accurately and quickly.
7. Training should be given on the nonshorthand activities that have been identified as a part of the transcription process. These include materials handling, work arrangement, machine adjustment, and machine manipulation.

s rate is an approximation. Norms are being developed for transcription problems in thand sub-guide.

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8. Some office-style dictation should be given throughout the semester.
9. Memoranda, reports, manuscripts and other special types of material should be included in the material dictated for transcribing.
10. The 27 most commonly used punctuation rules (see appendix) or their equivalent should be emphasized.
11. Mailability should be the primary terminal performance criterion. This standard means no visible errors on work transcribed.
12. Students should use electric typewriters for all transcription work.
13. The development of decision-making skills should be emphasized at all times during transcription activities.

Areas of Accountability

When a student has completed one semester of transcription, the teacher is accountable for the student's ability to:

1. Transcribe mailable copy at a rate of 15 to 20 words a minute from his own notes.
2. Proofread and evaluate his own work.
3. Use reference materials efficiently.
4. Transcribe in mailable form notes taken from office-style dictation.
5. Perform the nonshorthand skills that are a part of the transcription process quickly and efficiently.
6. Use subject and attention lines, postscripts, zip and other mailing notations accurately.
7. Estimate letter length so that a letter is attractively arranged on a page.
8. Use number and word division rules correctly.
9. Transcribe memoranda, manuscripts, and reports in mailable form.
10. Demonstrate good judgment with regard to placement, form, format, and content consistency.
11. Define and use correctly the 27 most frequently used punctuation rules (see appendix) or their equivalent.
12. Correctly write, transcribe, and spell the 1500 most frequently used business words.*

TYPEWRITING

General Recommendations

1. Inasmuch as most businesses use electric machines, most typewriters used in the classroom should be electric.
2. Production should be emphasized in the typewriting instructional process. Little emphasis should be given to straight-copy work.
3. Typewriting should be scheduled in terms of semesters rather than in terms of years. Each semester should be self-contained.
4. After introduction of the keyboard, the decision-making method should be the primary mode of instruction for practical applications of typewriting skill.
5. Two semesters of typewriting should be offered to all junior high school students.
6. Training should be given to further develop composition and grammar skills.
7. The goal for production work should be mailable copy—no visible errors. Production typewriting requires two critical elements—quality of work and time required to complete the work. Mere problem typing is not production typing. Norms for individual problems, projects, and examinations should be developed so that teachers and students would be able to evaluate production work more accurately. These norms would reflect both completion time and quality of work.
8. Testing should be primarily on production-type problems.
9. Each student should be able to progress as rapidly as possible through all four semesters of typewriting. When he has completed the material for each semester, credit should be given and the student allowed to move ahead.
10. The make of typewriter should be standardized in each typewriting classroom.
11. Students should type on realistic business forms and letterheads whenever possible.
12. Number typing and proofreading skills should be emphasized at all times.
13. Certificates of proficiency should be given whenever the student has reached a specified goal. These certificates may then be used to verify training.
14. Students need not be given timed writings after they reach a speed of 30 words per minute except as necessary to prepare them for employment examination or for motivational purposes.

15. Speed in typewriting should be stressed before accuracy.
16. Efficient handling of materials, judgment, and eye placement skills should be taught for production work.

Areas of Accountability

First Semester. When a student has completed one semester of typewriting, the teacher is accountable for the student's ability to:

1. Type in acceptable form with all errors corrected from unarranged copy:
   a. A two-page manuscript with simple footnotes
   b. Horizontal and vertical centering problems
   c. Simple tables that involve tabulation skills (example, three column table with title)
   d. Simple letters with envelopes
   e. Lined forms correctly aligned
2. Crowd and spread letters and align properly.
3. Make error corrections using several kinds of correction techniques.
4. Manipulate machine parts, change ribbons, and care for the typewriter properly.
5. Type a simple, ½-page unarranged table containing both words and numbers in 10 minutes.*
6. Type a two-page simple manuscript with one footnote in 30 minutes.
7. Type a simple, short letter in 15 minutes.

Second Semester. When a student has completed two semesters of typewriting, the teacher is accountable for the student's ability to:

1. Type all production work from rough-draft and script copy.
2. Type in acceptable form with all errors corrected from unarranged copy:
   a. Longer tables with column headings
   b. Modified block and block-style letters with envelopes
   c. One-page letters with short tables
   d. Self-composed short personal business letters
   e. Memoranda
   f. Announcements
   g. Outlines
   h. Formal reports
   i. Any of the above with one carbon copy

*Production speeds are only approximations. Norms are being developed for productions problems in the typewriting sub-guide and should be substituted for these times as soon as the norms are available.

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j. A complete manuscript including title page, bibliography, and table of contents

3. Divide words properly.

4. Type two unarranged medium-length mailable letters with envelopes in 20 minutes.

5. Type envelopes with four-line addresses at the rate of two per minute.

6. Set up and type a three-page formal report with footnotes, title page, table of contents, and bibliography in two class periods of 50 minutes each.

7. Type an unarranged three-column, five-line table with column headings in 10 minutes.

Third Semester. When a student has completed his third semester of typewriting, the teacher is accountable for the student's ability to:

1. Type a three-page, unarranged production problem in approximately 50 minutes that includes manuscript format and tabulation skills.

2. Adapt quickly to various types of forms commonly used in business.

3. Use photocopy, thermofax, and other copy machines efficiently and economically.

4. Type seven mailable single-page, average-length (125-150 words each) letters in proper form in an hour from unarranged copy.

5. Pass the NBEA entrance test for typists, or a similar test, at at least the 75th percentile.

6. Follow both oral and written directions.

Fourth Semester. (Optional) When a student has completed four semesters of typewriting, the teacher is accountable for the student's ability to:

1. Complete a practice set or other comparable production problems successfully with little supervision.

APPENDIX

27 MOST FREQUENTLY USED PUNCTUATION RULES IN BUSINESS CORRESPONDENCE

Dr. Donald Stather*

Use a Period:

1. At the end of (a) a declarative sentence or (b) an imperative sentence.

   (a) Business conditions continue about as usual.
   (b) Cancel all contracts with the Gray Company at once.

2. At the end of a sentence embodying a courteous request in the form of a question.

   May we have your reply to this letter as soon as possible.

3. After (a) an abbreviation which stands for a single word and (b) an abbreviation and/or initials or a proper name.

   (a) Charles Groton, Inc.
   (b) Chas. A. Groton, Incorporated

4. To separate (a) a whole number from a decimal fraction and (b) dollars from cents.

   (a) This constitutes 24.5 percent of our income.
   (b) We have paid $459.50 in taxes during the current year.

Use a Question Mark:

5. After a direct question.

   What is the reason for the delay in shipping our order?

Use a Comma:

6. After (a) each element except the last or (b) each pair of elements except the last in a series of coordinate nouns, adjectives, verbs, or adverbs.

   (a) Not long ago, we sold only groceries, clothing, and hardware.
   (b) These scatter rugs are available in green and white, blue and white, and green and gray.

7. To set off words or phrases which explain a preceding noun (appositives).

   To John Blake, our sales manager, goes much of the credit.

8. To set off the name of a state when the name of a city precedes it.

   We have shipped to you in Madison, Maine, by freight collect.

9. To set off year date which is used to explain a preceding date of the month.

   Operations began on May 16, 1901, at Three Rivers.

10. To set off titles and degrees following a person's name.

    Mail literature to Sherman Grayson, Esq., in my care.

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*Donald G. Stather, "The Application of Rules of Punctuation in Typical Business Correspondence," (unpublished Ed.D. dissertation, Boston University School of Education, 1960.)

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11. To set off a dependent (subordinate) clause which has been transposed or placed out of order in the sentence.

    When you have shipped the order from Detroit, we shall send a check.

12. To set off a parenthetical expression (word, phrase, or clause) when the degree of separation is not great enough to require the use of parentheses or dashes.

    We appreciate the remittance, small as it is, received today.

13. To separate two or more simple coordinate clauses when they are joined by nor, or, and, or but.

    Your product sells itself, and we take pleasure in handling it.

14. After introductory expressions, such as *of course, however, accordingly, after all, therefore*, etc., when they are used as conjunctions at the beginning of a sentence, in order to make a distinction between the thought that precedes and the thought that follows the expression.

    Accordingly, your request has been handled by another office.

15. To set off a nonrestrictive clause or phrase.

    Your salesman, whom I met yesterday, is a fine representative.

16. To set off figures in groups where numbers consist of four or more figures (except in serial numbers).

    Nearly 49,000 free packets have been sent out this year.

17. To follow the complimentary close of a letter.

    Sincerely yours,

18. To set off *Inc.* and *Ltd.* following the name of a company.

    Thacker and Company, Ltd., will supply your catalog.

Use the Semicolon:

19. To separate coordinate clauses closely connected in meaning and not joined by a conjunction.

    You have requested our cooperation; we have complied.

Use the Colon:

20. To follow such expressions as *thus, that is*, or *as follows* used to introduce enumerations, tabulations, or long quotations.

    You are requested to bring the following items to the conference: sales records, manuals, scratch pads, pencils, and several good ideas for sales promotion.

21. To separate hours and minutes in indicating time.

    All employees are expected to be at their desks by 9:05 a.m.

22. After a salutation in a business letter.

    Gentlemen:

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Use a Hyphen:

23. When two or more words have the force of a single modifier before a noun.

    It is a well-known fact that our product reaches the far corners of the earth.

Use an Apostrophe:

24. To indicate contractions of words.

    We can't be certain of profits unless we all cooperate.

25. To show possessive. For the possessive singular, add 's to the nominative except where the noun ends in s or a sibilant sound.

    (a) Each clerk's duty is obvious.
    (b) Each boss' responsibility is clear.

26. To show possessive. When the nominative plural ends in *s*, add the apostrophe to indicate the possessive plural.

    Our customers' satisfaction is the key to our successful selling.

27. To show possessive. When the nominative plural ends in some other letter than s, and to form the possessive singular of proper nouns of one syllable ending in *s*, *x*, *ch*, or *sh*, add 's to form the possessive plural.

MOST IMPORTANT ATTITUDES AND PERSONALITY TRAITS FOR CLERICAL EMPLOYMENT*

The following listing compiled by Dr. Parker Liles represents the combined results of eleven studies attempting to answer the question of what attitudes and personality traits are essential to success in clerical work. Attitudes and traits are classified into categories of physical, social, mental, character, and technical, and are ranked by frequency of mention in the eleven studies. All attitudes and trait titles which were mentioned only once in any of the studies were arbitrarily eliminated. The resulting list of fifty attitudes and traits should comprise those that most businessmen, clerical workers, and business educators consider essential to employment in clerical work.

Social Traits	Frequency of Mention
1. Cooperation	9
2. Cheerfulness	8
3. Courtesy	7
4. Ability to maintain harmonious relations with associates	5
5. Tactfulness	4
6. Personality	4
7. Consideration	3
8. Friendliness	2

Mental Traits

1. Judgment and common sense	5
2. Ability to grasp and follow instructions	5
3. Ability to plan and organize work	4
4. Mental alertness	4
5. Ability to make decisions	2
6. Intelligence	2
7. Meticulousness or attention to details	2

Character Traits

1. Dependability	11
2. Initiative or resourcefulness	10
3. Acceptance of responsibility	8
4. Punctuality and attendance	7
5. Poise and emotional stability	7
6. Loyalty	5
7. Honesty and trustworthiness	5
8. Perseverance or ability to follow through	5
9. Industry	4
10. Ability to keep important matters	4
confidential	3
11. Self-confidence	3
12. Conscientiousness	2
13. Promptness in completing work	2
14. Character and integrity	2
15. Aggressiveness	2
16. Patience	2

Physical Traits

1. Personal appearance and grooming	9
2. Health	2
3. Physical endurance	2

Attitudes

1. Adaptability	7
2. Interest and enthusiasm	6
3. Willingness to do undesirable but essential tasks	5
4. Willingness to admit mistakes or accept criticism	
5. Sense of humor	3
6. Proper attitude toward work	2
7. Ability to work under pressure	2
8. Willingness to learn	2
9. Willingness to work overtime	2

*Parker Liles, "Attitudes and Personality Traits Essential for Clerical Employment," *The Program in Business Education*, The American Business Education Yearbook, Vol. 16, offman, ed. New York: Somerset Press, 1959, p. 33-51.

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Technical Traits

1. Accuracy	9
2. Neatness in maintenance of physical surroundings	5
3. Efficiency	5
4. Neatness of work	3
5. Good speech habits	3
6. Thoroughness	2
7. Technical skill in tasks performed	2

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ACCESSION NUMBER: VT100623

PUBLICATION DATE: 74

TITLE: VOCATIONAL DRAFTING, AN INTEGRATED SECONDARY-POST SECONDARY CURRICULUM GUIDE AND TEST (TENTATIVE).

DESCRIPTORS: *STATE CURRICULUM GUIDES; *DRAFTING; *SECONDARY EDUCATION; *POST SECONDARY EDUCATION; *INDUSTRIAL ARTS

FILES PRICE: NOT AVAILABLE IN VT-ERIC SET.

ISSUE: UTAH V.71N.4(1974)PP. 546

ABSTRACT: THIS STATE CURRICULUM GUIDE PROVIDES A TOTALLY ARTICULATED COURSE OF STUDY IN DRAFTING WHICH INCORPORATES INFORMATION AND TECHNIQUES TO BE INCLUDED IN SECONDARY AND POSTSECONDARY CLASSES. OBJECTIVES OF THE GUIDE ARE RELATED TO THE STATE'S ADOPTED GOALS OF EDUCATION: A CONTINUITY OF INTELLECTUAL, ETHICAL, MORAL, AND PRODUCTIVE MATURITY. THE CONTENTS INCLUDE FOUR GENERAL AREAS: (1) BASIC DRAFTING, (2) BASIC ARCHITECTURAL DRAFTING, (3) ELECTRONIC DRAFTING, AND (4) WELDING REPRESENTATION. THE APPENDIX CONTAINS TESTS WITH ANSWERS, SUGGESTED LISTS OF EQUIPMENT AND SUPPLIES FOR SCHOOLS, AND A LIST OF PERSONAL DRAFTING EQUIPMENT. (MU)

INSTITUTION NAME: UTAH STATE BOARD FOR VOCATIONAL EDUCATION, SALT LAKE CITY.

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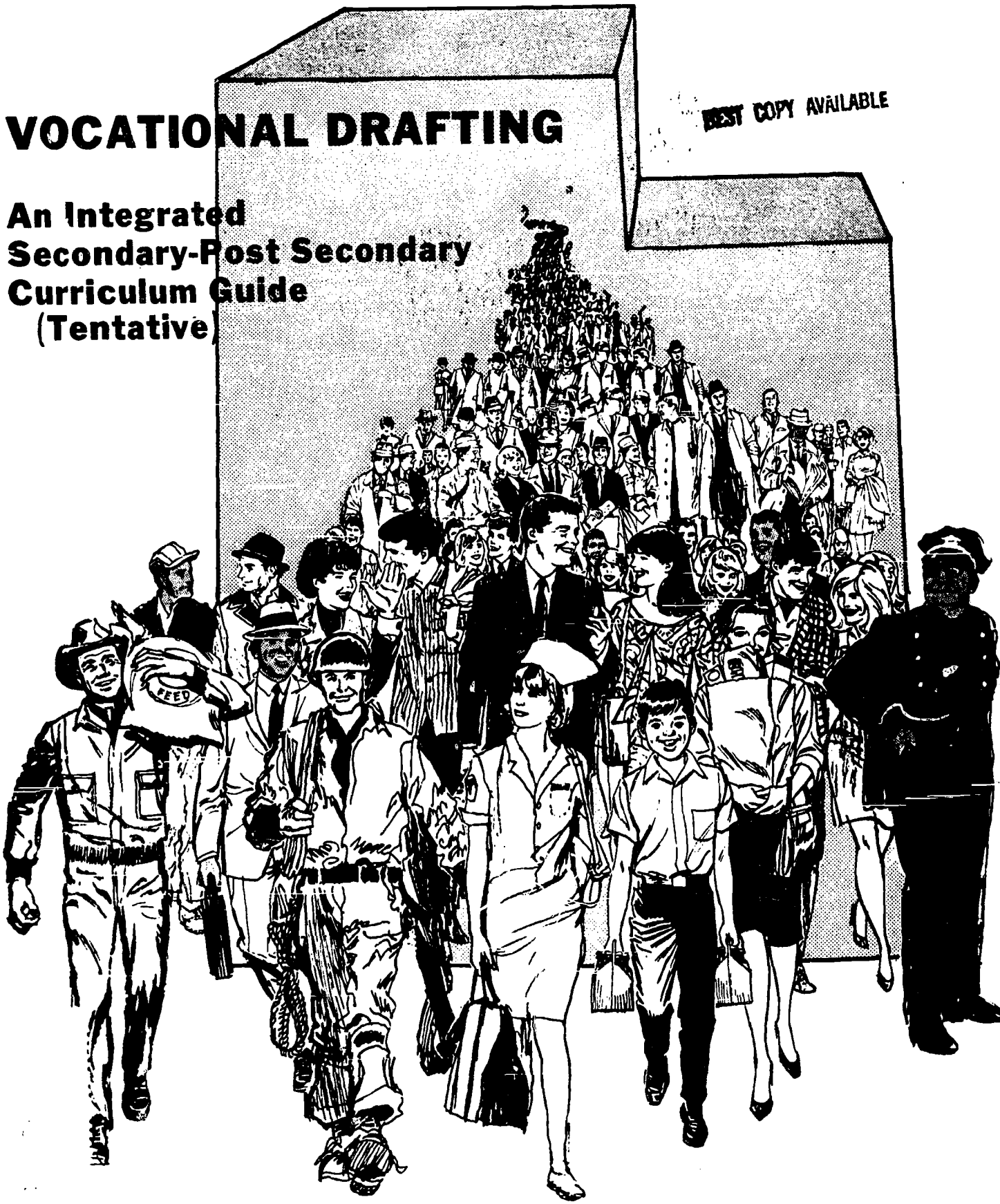

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VOCATIONAL DRAFTING

An Integrated Secondary - Post Secondary

Curriculum Guide and Test

(Tentative)

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F O R E W O R D

With the continued growth and development of trade and industrial education programs in the public high schools of Utah, a need for a total articulated course of study guide has become very evident. Students are entering a skill training program at the junior and/or senior year of high school. Some students leave the high school on or before graduation and enter the labor force; others continue their training at a post-secondary institution. Some students enter a skill training program for the first time after high school graduation.

Vocational educators have been aware of the problems created by an open entry concept which allows students to enter and have a vocational program at any time.

The following curriculum guide is designed in such a way that a student may begin the course in the high school and complete it in the high school or may continue it in a post-secondary school without repeating that which he has successfully mastered.

The continued hope for the guide's success, however, can only be accomplished by a thoughtful, dedicated teacher whose prime objective is to better prepare each individual student for the responsibility of employment.

Walter D. Talbot
Superintendent of Public Instruction

P R E F A C E

The objective of this curriculum guide relates directly to three of the "State Adopted Goals of Education."

1. Intellectual Maturity Continuum
2. Ethical, Moral, Spiritual Maturity Continuum
3. Productive Maturity Continuum.

As this curriculum is skillfully applied by professional teachers to the teaching - learning process, students who come under its influence will find themselves much better prepared to enter the labor market and experience the thrill of getting their first "real" job.

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VOCATIONAL DRAFTING

Limitations

The scope of the material in Part 1 of this guide is limited to basic drafting. It incorporates information and techniques that should be included in vocational drafting in the high school or post high school institution. The drafting program in neither case should be limited to the scope in the guide but should be enlarged upon to include such areas as would best benefit the students concerned.

Related Subjects: Plane Geometry, Trigonometry, Physics, and Machine Shop

References:

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Giesecke, Mitchell, Spencer, Hill
Macmillan
5th Edition

Drafting and Graphics
Giachino and Beukema
American Technical Society
2nd Edition

Engineering Drawing
Franch and Vierck
McGraw-Hill
10th Edition

Fundamentals of Engineering Drawing
Warren J. Luzadder
Prentice Hall
6th Edition

American National Standards Institute
Drafting Standards
Note: This includes all Drafting Standards
Approved by ANSI

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INTRODUCTION

This curriculum material was developed in workshops held at Utah Technical College, Salt Lake City, during the summers of 1969, 1970, 1971, and 1972. The workshop committee was formed for the purpose of developing a course guide to provide articulation between the secondary and post secondary schools offering vocational-technical education in Utah. The first phase, of the vocational-technical guides, was based on the pilot study guides developed at Sevier Valley Technical School, Richfield, Utah, in the summer of 1967.

The first section of this course guide includes the units to be covered, the purpose of each unit, the subunits needed to cover the unit, and objectives written in student behavioral terms as related to each of the subunits.

The course guide does not structure the program to the point where the individual personality of the teacher is lost, but outlines the course material and provides a path he is to follow. The major instruction topics are listed, but the teacher is left to develop this material into classroom presentations which will provide the best learning environment for his students.

The articulation committee agreed the guide would become of most value to the teacher if the students were provided with the written material contained in each unit as the units are taught. This includes the unit title, purpose, subumits, and objectives.

PART I Basic Drafting

UNIT 1:0:0 Introduction

PURPOSE

To present an overview of vocational drafting and its implications.

CONTENTS

1:1:0 Course Content and Purpose

1:2:0 Equipment and Supplies

1:3:0 Policies and Standards

1:4:0 Grading

5:0 Assignments

1:6:0 Job Application

SUBUNIT: OBJECTIVES:

1:1:0 Course Content and Purpose

1:1:1 Given the course guide and instruction on the purpose of vocational drafting the student should be able to:

(a) State verbally or in writing his reasons for enrolling in the course and his previous training or experience that indicates probable success in completing the instruction successfully.

(b) List the skills and knowledges required to hold a job in the drafting field, stating specifically at least 60 percent of the skills and knowledge required.

(c) Describe verbally or in writing the contribution drafting makes to success in three or more different industries.

1:1:2 Given the standards of accomplishment in the course the student will demonstrate his ability and interest in meeting all course requirements by maintaining a maximum grade during the entire school year.

Unit 1:0:0 Introduction

1:2:0 Equipment and Supplies

1:2:1 After instruction on the equipment and supplies used in vocational drafting, the student will demonstrate proper care and maintenance in their use in a manner that would be acceptable to the drafting industry.

1:3:0 Policies and Standards

1:3:1 Upon entering a course in vocational drafting, the student will demonstrate conformity to policies and standards of the course and to the extent that these policies and standards become his.

1:4:0 Grading

1:4:1 After having completed a measurable amount of experience in vocational drafting, the student will accept the grades he receives as an evaluation of his investment in the experiences of the course and then respond accordingly.

1:5:0 Assignments

1:5:1 Given assignments in vocational drafting, the student should be able to accept and analyze the assignments and then complete them, using his own initiative.

1:5:2 As instruction proceeds in the vocational drafting course, the student should be able to organize his work to the extent that he will seek additional assignments.

1:6:0 Job Application

1:6:1 Given a job application sheet for a drafting job, the student should be able to complete the application giving clear and proper answers in all cases. Properly made upper case Gothic lettering should be used in the process.

UNIT 2:0:0 Technical Sketching and Shape Description

PURPOSE

The ability to produce a freehand sketch is an important asset to anyone associated with industrial and engineering work. The primary purpose of this unit is to give the student an opportunity to develop the essential skills required to execute quick, accurate, and clear technical sketches.

CONTENT

2:1:0 Sketching Materials

2:2:0 Types of Sketches

2:3:0 Line Technique

2:4:0 Scale and/or Proportion

2:5:0 Special Sketching Techniques

SUBUNIT: OBJECTIVE:

2:1:0 Sketching Materials

2:1:1 Shown examples of, and given preliminary experience in the use of special grid papers, soft leads, and special not-abrasive erasers, the student should be able to make proper use of these sketching materials in the making of technical sketches.

2:2:0 Types of Sketches

2:2:1 Shown examples of multiview, axonometric, oblique, and perspective type technical sketches; and given instruction and practical experience in the making of each, the student should become knowledgeable enough in their use so that he will use technical sketching where and when possible during the duration of this course and whenever and wherever possible in his drafting career.

2:3:0 Line Technique

2:3:1 Given instruction and practice in freehand line technique, the student should be able to develop and put to continuous use lines characterized by freedom and variety. The freehand construction line should be a very rough light line in which some strokes may overlap. All other lines should be dark and clean-cut.

Accent the ends of all dashes, and maintain a sharp contrast between the three line thicknesses. Especially should visible lines be made heavy so that the outline will stand out clearly. Center lines, dimension lines, and extension lines should be made very thin. Hidden lines of course should be medium in width. It is this technique that should be satisfactorily developed by each student with regards to technical sketching.

2:4:0 Scale and/or Proportion

2:4:1 During the process of developing an acceptable technique in technical sketching, emphasis should be placed on the scale of a sketch through the use of the special grid papers previously mentioned. However, the most important rule in freehand technical sketching is to keep the sketch in proportion. During the process of working with technical sketching, the student should keep this in mind to the extent that his sketches end up correctly proportioned.

2:5:0 Special Sketching Techniques

2:5:1 Given instruction in the many and varied special sketching techniques and given a variety of practical exercises in technical sketching involving these techniques, the student should be able to properly apply these techniques to the satisfaction of both student and instructor and to the extent that they would be acceptable in an industrially oriented situation.

UNIT 3:0:0 Drafting and Applied Mathematics

PURPOSE

Mathematics is an integral part of all areas of drafting. The necessity of calculating a dimension, area, volume, or weight is often encountered in the development of a drawing. The purpose of this unit is to make a preliminary introduction of basic geometry, algebra, and trigonometry into the field of drafting.

CONTENTS

3:1:0 Grid Papers and Working Sketches

3:2:0 Dimensioned Pictorial and/or Multiview Sketches

3:3:0 Area and Volume Formulas

3:4:0 Orderly and Correct Procedures

3:5:0 Volumes of Ojbects with Normal, Inclined, or Curved Surfaces

3:6:0 Specific Weights of Manufactured Parts

SUBUNIT: OBJECTIVE:

3:1:0 Grid Papers and Working Sketches

3:1:1 Given instruction and information as to the necessity of a working sketch prior to the making of mathematical calculations in drafting, shown examples of properly made sketches on appropriate grid paper, and given practical application in the making of such sketches, the student should be able to select the right grid paper and accomplish an assigned sketching problem in a manner acceptable to the student, instructor, and the task at hand.

3:2:0 Dimensioned Pictorial and/or Multiview Sketches

3:2:1 Given the specifications of an object to be designed and/or drawn, the student should be able to make the appropriate decision as to whether an oblique, isometric, or multiview sketch would best serve the requirements at hand. He should then, using the proper grid paper, be able to make the sketch to a degree of accuracy acceptable to the student and the instructor. All light construction lines should be left intact to facilitate proper checking of the completed sketch.

3:2:2 Upon completion of the required sketch of the project in question, the student should be able to properly dimension the object, using proper line techniques and decimals or fractions as dictated by the type of drawing, to the extent that all pertinent dimensional information is readily available.

3:3:0 Area and Volume Formulas

3:3:1 Given a source of reference as to the correct formula or formulas for finding the area and/or volumes for an assigned object, the student should be able to calculate the volume of the object to the degree of accuracy specified by the instructor and/or by the requirements of the work at hand.

3:4:0 Orderly and Correct Procedures

3:4:1 After detailed instruction, supervised practice in the computing of the volume of an object, and with the aid of the previously made dimensioned working sketch, the student should be able to proceed in an orderly and correct procedure in the solution of a problem requiring the total volume of an object to be designed and manufactured.

3:4:2 After instruction on mathematical drafting procedures in which total rectangular solid volumes are first calculated, followed by the calculations of these volumes that are to be removed, the final object volume is calculated by subtracting the removed volumes from the original volume of the rectangular solid. These calculations accomplished to the extent that they are mathematically correct.

3:4:3 During the process of instruction and practical application, it must be constantly stressed that orderly and correct engineering procedures, including the use of a properly prepared and dimensioned sketch or drawing, must be precisely followed at all times. Only then can the instructor and student, and later the draftsman and engineer, properly communicate with each other. These procedures must be stressed to the extent that at no time can there be any questions as to how the calculations are to be accomplished, should follow the procedures as set forth in the book, Technical Drawing with Applied Geometry, Algebra, & Trigonometry written by Don Whipple and John Costello. These procedures would do much to satisy the extent of this objective.

Unit 3:0:0 Drafting and Applied Mathematics

3:5:0 Volumes of Objects with Normal, Inclined, or Curved Surfaces

3:5:1 By following instructions, procedures, and participating in practical exercises involving the volume calculations of objects with normal surfaces, the student should be able to arrive at mathematically correct solutions to these types of problems. After receiving additional detailed instruction theory, and practical application on objects made up completely or partially of inclined and/or curved surfaces the student should be able to make mathematically correct calculations as to the volumes of these irregular objects with inclined and curved surfaces.

3:6:0 Specific Weights of Manufactured Parts

3:6:1 Given references as to the location of specific weights of various metals and their many alloys and also as to the weights of non-metallic materials used in manufacturing processes; and given instruction on the mathematical procedures involved, the student should be able to calculate the weight of the designed object to a degree of accuracy required by the existing situation or to that degree of accuracy as specified by the instructor.

UNIT 4:0:0 Techniques of Drafting

PURPOSE

To achieve a working relationship with the techniques involved in the selection, use, and care of drafting tools, equipment, and media.

CONTENT

4:1:0 Pencils, Erasers, and Erasing Shield

4:2:0 Lettering

4:3:0 Drafting Machines and/or Parallel Rules

4:4:0 Triangles

4:5:0 Scales

4:6:0 Drafting Instruments

4:7:0 Curves and Templates

4:8:0 Drafting Media

4:9:0 Line Techniques

4:10:0 Inking

4:11:0 Reproduction of Drawings

4:12:0 Title Block

4:13:0 Drafting Standards

SUBUNIT: OBJECTIVE:

4:1:0 Pencils, Erasers, and Erasing Shield

4:1:1 After instruction and initial practice the student should be able to list the pencils and pencil leads by hardness classification and state in writing the particular kinds and uses of each in drafting with 80 percent accuracy.

4:1:2 After instruction and supervised practice, when given a selected variety of erasers and an erasing shield, the student should be able to select the

appropriate eraser and them demonstrate the correct erasing procedure for a specified line on detail paper and on vellum. The erasure shall be complete and without damage to the drawing media.

4:2:0 Lettering

4:2:1 Given samples of Gothic, Roman, Italic, and Text styles of lettering, the student will be able to identify at least three of the four samples.

4:2:2 Given a prepared text and using single stroke vertical upper case Gothic characters, the student will demonstrate his ability to letter in accordance with ANSI drafting standards. This to take place in a time controlled situation.

4:2:3 Given a prepared text and using a LeRoy or similar lettering set, the student will be able to letter in accordance to ANSI drafting standards. The lettering to be accomplished in a time controlled situation using both ink and pencil in the process.

4:3:0 Drafting Machines and/or Parallel Rules

4:3:1 Without the aid of references, the student should, when given instruction as to the functioning of the drafting machine and the names and uses of the parts and when each part itself is pointed out, be able to recall and list the names of the principal parts of the drafting machine with 80 percent accuracy.

4:3:2 Using a problem in drafting, the student will demonstrate his ability to use a drafting machine by drawing the stright lines of the problem. This to be done following standard procedures in a time controlled situation.

4:3:3 Given a problem on the adjusting of a drafting machine, the student should be able to list the steps used in making the adjustment, then make the adjustment to manufacturer's specifications. The time allowed for the adjustment should be controlled.

Unit 4:0:0 Techniques of Drafting

4:4:0 Triangles

4:4:1 Given a 45 degree triangle, 20-60 degree triangle, and a parallel rule, the student will demonstrate his ability to draw correctly all of the possible angles using a single triangle or the two triangles in combination. This is to be accomplished in a time controlled situation.

4:5:0 Scales

4:5:1 Without the aid of references, the student should be able to name the three scales used in drafting.

4:5:2 Without the aid of references, the student should be able to name six standard subscales contained on each scale with 80 percent accuracy.

4:5:3 Given a mechanical engineer's, a civil engineer's, or an architect's scale, the student should be able to make measurements using each of the subscales with a degree of accuracy in accordance to the accuracy requirements of the object being scaled.

4:6:0 Drafting Instruments

4:6:1 Given instruction on the use of the bow compass, the student should be able with it to draw arcs, and circles to an accuracy constant with the drawing being worked on.

4:6:2 Given instruction on the use of the divider, the student should be able with it to divide, space, and lay out measurements on a drawing to an accuracy constant with the requirements of the drawing.

4:7:0 Curves and Templates

4:7:1 On a given problem requiring the use of templates, the student will demonstrate his ability to use a variety of the templates used in drafting by paralleling his accuracy with drawing instruments.

4:8:0 Drafting Media

4:8:1 Given samples of five types of drafting media, the student should be able to recall and list the names of 80 percent of them.

4:8:2 Given standard kinds of drafting media, the student should be able to demonstrate his ability to draw on each of them and to list advantages and disadvantages of each.

4:8:3 Given a variety of cut sheets of drafting media, the student should be able to specify whether each individual sheet is Size A, B, C, or D.

4:9:0 Line Techniques

4:9:1 Without the aid of references, the student should be able to name and draw examples of the individual lines as found in the alphabet of lines in the ANSI drafting standards to the satisfaction of the instructor.

4:10:0 Inking

4:10:1 Given instruction on inking and demonstrations on the proper use of inking equipment, the student should be able to ink a drawing using an appropriate media, to the satisfaction of the student and the instructor.

4:11:0 Reproduction of Drawings

4:11:1 After instruction and demonstrations on the use of the available reproduction equipment, the student should be able to reproduce his drawings throughout the course to the degree of clarity that the reproductions would meet industrial standards.

4:12:0 Title Block

4:12:1 Given instruction on the purpose, content, arrangement, and location of the title block, and following supervised application, the student should be able to show in an organized manner all necessary information not given directly on the drawing. The completed block should conform to the guidelines as given in the ANSI drafting standards.

4:13:0 Drafting Standards

4:13:1 Given instruction on the purpose, use and availability of drafting standards as sponsored by the American National Standards Institute, the student should be able to make proper reference to these standards while working on assigned drawings to the extent that the completed drawing will comply with the standards.

UNIT 5:0:0 Geometrical Constructions

PURPOSE

To construct solutions to problems involving lines and points, angles, polygons, tangents, ellipses, and curves.

CONTENT

5:1:0 Points and Lines

5:2:0 Triangles

5:3:0 Quadrilaterals

5:4:0 Regular Polygons

5:5:0 Tangents

5:6:0 Ellipses

5:7:0 Curves

SUBUNIT: OBJECTIVE:

5:1:0 Points and Lines

5:1:1 Without the aid of references, the student should be able to define in writing what is meant by a point and to illustrate the three ways of representing a point with 100 percent accuracy.

5:1:2 Without the aid of references, the student should be able to illustrate a straight line of indefinite length, a straight line of definite length, a horizontal line, a vertical line, and a perpendicular line with 100 percent accuracy.

5:1:3 Given problems related to points and lines, the student should be able to:

(a) bisect lines.

(b) draw parallel and perpendicular lines.

(c) divide straight lines into designated parts--these to be accomplished using the basic drafting instruments to an accuracy of 90 percent.

Unit 5:0:0 Geometrical Constructions

5:2:0 Triangles

5:2:1 Without the aid of references, the student should be able to name and draw the four basic triangles (equilateral, isosoceles, scalene and right) used in drafting. Three of the four constructions should be correct.

5:3:0 Quadrilaterals

5:3:1 Given problems related to quadrilaterals (square, rectangle, rhombus, and rhomboid), the student should be able to name and draw each problem using correct drawing procedure. Three out of four problems should be correct.

5:4:0 Regular Polygons

5:4:1 Given problems related to regular polygons (triangle, square, pentagon, hexagon, heptagon, and octagon), the student should be able to name correctly and draw each, using correct drawing procedure. Five of six problems should be correct.

5:5:0 Tangents

5:5:1 Using basic drafting instruments and standard drawing technique, the student should be able to:

(a) draw an arc of a given radius tangent to two lines.

(b) draw a line tangent to a circle through a point on the circle.

(c) draw an arc tangent to a straight line and another arc.

(d) draw tangent arcs.

These are to be accomplished in 45 minutes with an accuracy of 90 percent on the plate.

5:6:0 Ellipses

5:6:1 Given problems in the construction of ellipses, the student will demonstrate his ability to draw ellipses using the foci, the trammel, and the four-center methods.

Unit 5:0:0 Geometrical Constructions

5:7:0 Curves

5:7:1 Given drawing problems related to curves, the student should be able to draw a parabolic curve, a hyperbola, and a helix with the use of standard drawing equipment in a time controlled situation to an accuracy of at least 80 percent of the plate grade.

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UNIT 6:0:0 Multiview Drawings

PURPOSE

To become proficient in object orientation, in the selection of views, and in orthographic projection with relationship to multiview drawings. The techniques and applications of technical sketching are to be included as an integral part of instruction and of practical application.

CONTENT

6:1:0 Technical Sketching

6:2:0 Object Orientation

6:3:0 Selection of Views

6:4:0 Projection

6:5:0 Auxiliary Views

6:6:0 Revolutions

SUBUNIT: OBJECTIVE:

6:1:0 Technical Sketching

6:1:1 Given a problem in multiview sketching, the student should be able to make a technically accurate sketch of a rectangular object using lines and procedures acceptable to ANSI drafting standards in a time controlled situation.

6:2:0 Object Orientation

6:2:1 Given an object to be drawn in a multiview drawing, the student will demonstrate ability to orient the object into its simplest position so that the principal faces are perpendicular to the sight directions for the views and parallel to the planes of projection with 100 percent accuracy in a time controlled situation.

6:3:0 Selection of Views

6:3:1 Given the assignment of making a multiview drawing of an object, the student will demonstrate his ability to select those views that show the object clearly and to properly arrange the views on the drawing. The completed drawing should be acceptable to ANSI drafting standards and should be drawn within time limits set by the instructor.

UNIT 6:0:0 Multiview Drawings

6:4:0 Projection

6:4:1 Given a problem in multiview projection using the three standard views, the student will demonstrate the proper use of horizontal and vertical projection and of projection between the top and side view. Procedures acceptable to ANSI drafting standards, should be used and the problem should be accomplished in a time controlled situation.

6:5:0 Auxiliary Views

6:5:1 Given a problem in multiview projection requiring the use of a primary auxiliary view, the student should be able to make the required drawing using ANSI approved standards in a time set by the instructor.

6:6:0 Revolutions

6:6:1 Given a problem requiring a primary revolution, the student should be able to select the proper axis for revolution and then perform the revolution and complete the drawing in accordance with ANSI drafting standard procedures in a time set by the instructor.

6:6:2 Given a problem in successive revolution, the student should be able to execute the drawing in accordance with ANSI drafting standards and within a time limit set by the instructor.

UNIT 7:0:0 Sectional Views

PURPOSE

To become adept in the recognition of need for, the selection of, and the practical application of sectional drawings and conventions as applied to technical drawing.

CONTENTS

7:1:0 Full and Half Sections

7:2:0 Broken-out Sections

7:3:0 Revolved Sections

7:4:0 Removed Sections

7:5:0 Offset Sections

7:6:0 Ribs in Sections

7:7:0 Partial Views

7:8:0 Types of Sections

7:9:0 Conventions

SUBUNIT: OBJECTIVE:

7:1:0 Full and Half Sections

7:1:1 Given a problem in multiview drawing related to full and half sections, the student shall, by sketching, analyze the problem, determine the views to be sectioned, the type of section required, and the views needed to incorporate complete size and shape description in a time set by the instructor.

7:1:2 Using the analysis of the problem (sketch) and drafting instruments, the student will draw the object using proper section lining and other techniques in accordance with ANSI drafting standards in a time set by the instructor.

7:2:0 Broken-out Sections

7:2:1 Given a problem requiring a broken-out section, the student should be able to analyze the prob-

lem and determine the views requiring a broken-out section, by sketching the views that incorporate the complete size and shape description of the part in a time set by the instructor.

7:2:2 Using the analysis (sketch) and drafting instruments, the student should be able to draw views complying with the proper use of cutting planes and section lining techniques in accordance with ANSI drafting standards in a time set by the instructor.

7:3:0 Revolved Sections

7:3:1 Given a problem related to revolved sections, the student should be able to analyze the problem to determine where revolved sections are needed by sketching the views that incorporate the complete size and shape description of the part in a time set by the instructor.

7:3:2 Using the analysis (sketch) and drafting instruments, the student should be able to draw the required views complying to the proper use of cutting planes and section lining techniques in accordance with ANSI drafting standards in a time set by the instructor.

7:4:0 Removed Sections

7:4:1 Given a problem requiring a removed section, the student should be able to analyze the problem to determine the views requiring a removed section by sketching the views that incorporate complete size and shape description of the problem.

7:4:2 Using the analysis (sketch) of the problem and drafting instruments, the student should be able to draw the necessary views in accordance with ANSI drafting standards.

7:5:0 Offset Sections

7:5:1 Given a problem requiring an offset section, the student should be able to analyze the problem to determine the best cutting plane line for the offset section by sketching the views that incorporate complete size and shape description of the problem.

7:5:2 Using the analysis (sketch) and drafting instruments, the student should be able to draw the offset section and other required views, complying to proper cutting plane lines and section lining techniques in accordance with ANSI drafting standards in a time controlled situation.

7:6:0 Ribs and Aligned Sections

7:6:1 Given a problem requiring ribs and alignment of ribs in section, the student should be able to analyze the problem to determine the placement of ribs in section, by sketching the views that incorporate complete size and shape description of the problem.

7:6:2 Using the analysis (sketch) and drafting instruments, the student should be able to draw the required views, complying with proper aligning methods, cutting plane line and section lining techniques in accordance with ANSI drafting standards and within a time limit set by the instructor.

7:7:0 Partial Views

7:7:1 Given a problem that incorporates sectioning and a partial view, the student should be able to analyze the problem to determine how the partial view would help give complete size and shape description to the problem by sketching the views required.

7:7:2 Using the analysis (sketch) of the problem, and drafting instruments, the student should be able to draw the required views, showing proper cutting planes, break lines, and section lining techniques in accordance with ANSI drafting standards in a time controlled situation.

7:8:0 Types of Sections

7:8:1 Shown examples of the different types of sections and without the aid of references, the student should be able to identify each type of section by listing the names to an accuracy of 80 percent.

7:9:0 Conventions

7:9:1 Shown examples of conventional breaks and without the aid of references, the student should be able to identify and give an application of each to a minimum accuracy of 80 percent.

UNIT 8:0:0 Shop Processes

PURPOSE

To become acquainted with the terminology and to provide information concerning the manufacturing processes and machine operations used during production by modern day industry.

CONTENTS

8:1:0 Casting

8:2:0 Forging

8:3:0 Stamping

8:4:0 Welding

8:5:0 Machine Operations

8:6:0 Automation

8:7:0 Heat Treatment

8:8:0 Measuring Devices

SUBUNIT: OBJECTIVE:

8:1:0 Castings

8:1:1 Given a list of terms having to do with casting processes, the student should be able to relate the terms to their definitions in a matching situation to an accuracy of 80 percent.

8:1:2 Without the aid of references, the student should be able to describe in writing, the sequence of events and operations that make up sand casting. This is to be accomplished to an accuracy of 80 percent.

8:1:3 Without the aid of references, the student should be able to differentiate between sand casting and die castings in four different ways.

8:2:0 Forging

8:2:1 Without the aid of references, the student should be able to list five metals used in forging.

8:2:2 Without the aid of references, the student should be able to describe the process of drop forging to the satisfaction of the instructor.

8:3:0 Stamping

8:3:1 Without the aid of references, the student should be able to list the specific operations used in making stampings to an accuracy of 80 percent.

8:4:0 Welding

8:4:1 Without the use of references, the student should be able to list and describe the three principal methods of welding (gas welding, arc welding and resistance welding) to an accuracy of 100 percent.

8:4:2 Without the aid of references, the student should be able to identify ten different welding symbols to an accuracy of 80 percent.

8:5:0 Machine Operations

8:5:1 Without the use of references, the student should be able to list, and describe the use of five of the common machine tools to an accuracy of 80 percent.

8:5:2 Without the use of references, the student should be able to list and give an acceptable description of ten machine operations to an accuracy of 80 percent.

8:6:0 Automation

8:6:1 Given information on the automation of machines used in the various shop processes, the student should be able to give verbally or in writing a brief description of the effects of this automation to the drafting occupation. This to be accomplished to the satisfaction of the student and the instructor.

8:7:0 Heat Treatment

8:7:1 Without the use of references, the student should be able to list and describe three heat treatment processes. The description should be accomplished to a minimum accuracy of 80 percent.

8:8:0 Measuring devices

8:8:1 Without the use of references, the student should be able to list and describe the use of four precision measuring devices used in the shop. The description of use should be to a minimum accuracy of 80 percent.

8:8:2 Given a measuring problem requiring the use of a micrometer, the student should be able to make a series of measurements maintaining accuracy to within plus or minus .001 inches.

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UNIT 9:0:0 Dimensioning

PURPOSE

To provide information and practical application in size description as it relates to shape description. Special consideration should be given tolerancing as used in interchangeable manufacturing. The use of standard tables is to be emphasized.

CONTENTS

9:1:0 Definitions of Terms

9:2:0 Fundamental Rules

9:3:0 Lines and Symbols

9:4:0 Standard Abbreviations

9:5:0 General and Local Notes

9:6:0 Placement of Dimensions

9:7:0 Scale of a Drawing

9:8:0 Units of Measurement

9:9:0 Dimensions of Size and Position

9:10:0 Dimensioning of Standard Features

9:11:0 Surface Texture

9:12:0 Dimensions from Datum Planes

9:13:0 Tolerance and Limits

9:14:0 Limits and Fits for Cylindrical Parts

9:15:0 Advantage of True Position Tolerancing

9:16:0 Symbols for Tolerances of Position and Form

9:17:0 Tolerances of Position

9:18:0 Tolerances of Form

Unit 9:0:0 Dimensioning

SUBUNIT: OBJECTIVE

9:1:0 Definition of Terms

9:1:1 Following discussions and study assignments in terminology directly related to dimensioning, the student should be able to identify in a testing situation the terms discussed and studied to an accuracy of at least 80 percent.

9:2:0 Fundamental Rules

9:2:1 Given instruction and study assignments on fundamental drafting rules as found in the ANSI drafting standards or textbook, the student should make application of these rules by conforming to them in his drafting assignments.

9:3:0 Lines and Symbols

9:3:1 Given a problem in dimensioning, the student should be able to select and make application of the standard lines and symbols used in the dimensioning process in accordance with ANSI drafting standards.

9:4:0 Standard Abbreviations

9:4:1 After instruction on their use and with the aid of references, the student should, where necessary or applicable, use the correct standard abbreviations as listed in the ANSI drafting standards.

9:5:0 General and Local Notes

9:5:1 Given instruction on why, when, where, and how to use general and local notes as a part of the dimensioning procedure and following supervised application, the student should be able to determine the need for notes; the type of notes, their composition, location, and systematic arrangement. He should then be able to properly letter the notes on the drawing; all of these to be accomplished in accordance to the rules and procedures as set forth in the ANSI drafting standards.

UNIT 9:0:0 Dimensioning

9:6:0 Placement of Dimensions

9:6:1 Following instruction and supervised application on the placement of dimensions on a drawing and on the use of the dimension line, leader, extension line, and center line in this placement, the student shall be able to place the dimensions on a drawing in such locations as to give maximum clarity to the drawing and ease to the manufacturing process. This is to be accomplished in accordance to the instructions and illustrations found in ANSI drafting standards.

9:7:0 Scale of a Drawing

9:7:1 Given instruction on the specification of the scale of a drawing, the student should be able to specify this scale in accordance to instructions given in ANSI drafting standards.

9:8:0 Units of Measurement

9:8:1 Following instruction and supervised application on the use of the fractional, decimal, and metric units of measurement and on the conversion of measurements from one unit to another, the student should, with the aid of references, be able to make these conversions to 100 percent accuracy. He should then be able to use any specified unit or combination of units in the correct dimensioning of a drawing.

9:8:2 Following instruction and supervised application on the use of angular units of measurement, the student should be able to correctly use these units, expressed in degrees, minutes and seconds or in degrees and decimal parts of a degree, in the dimensioning of an angle. He should also be able to make correct conversions between minutes and seconds and decimal parts of a degree.

9:9:0 Dimensions of Size and Position

9:9:1 Following instruction and supervised practice on the dimensioning of size and position, the student should be able to distinguish between dimen-

sions of size and dimensions of position to determine the need for each and then to make proper application of this, as set forth in the ANSI drafting standards, in the dimensioning of assigned drawings.

9:10:1 Dimensioning of Standard Features

9:10:1 Following instruction and supervised application on the dimensioning of standard features and with the aid of references the student should be able to correctly dimension the standard features of an assigned drawing. This is to be done in accordance with ANSI drafting standards.

9:11:0 Surface Texture

9:11:1 Following appropriate instruction and supervised practice, and with the aid of references, the student should be able to determine and then to specify by proper use of the surface control symbol the correct surface texture of all controlled surfaces so that they meet the functional and manufacturing requirements of the object. Instructions and procedures as outlined in ANSI drafting standards should be complied with.

9:12:0 Dimensioning From Datum Planes

9:12:1 Following appropriate instruction and supervised application on the three plane concept of dimensioning, the student should be able to dimension a drawing by relating all features of the drawing to a reference system composed of three mutually perpendicular planes; this to be accomplished in accordance to ANSI drafting standards, keeping in mind the functional requirements of the part and the facilitation of the manufacturing process.

9:12:2 Following instruction on tabular dimensioning and its relationship to the datum plane concept, the student should be able to correctly dimension an appropriate drawing using the tabular form of dimensioning so as to facilitate the manufacturing process while conforming to ANSI drafting standards.

9:13:0 Tolerances and Limits

9:13:1 After discussion and study on precision dimensioning and its implications, the student should be able to make a verbal or written explanation on the need for tolerancing as it applies to interchangeable manufacturing. The explanation must be given to the satisfaction of both the student and the instructor.

9:13:2 Following discussions and demonstrations on tolerancing methods and procedures, and with the aid of references, the student should be able to correctly specify the tolerances on a drawing using limit dimensions and/or plus and minus tolerancing. This specification should at all times conform to the illustrations and written explanations found in the ANSI drafting standards.

9:14:0 Limits and Fits for Cylindrical Parts

9:14:1 After instruction and study on the nomenclature of the types of fits and given a written or description of these fits, the student should be able to identify by letter symbol and by name all of the five types of fits.

9:14:2 Given instruction and supervised application on types and classes of fit, the desired type and class of fit or information sufficient to make this determination, and with the aid of references, the student shall be able to compute the tolerances applicable to the designated fit and then be able to apply these tolerances to the basic size of the hole or shaft. Complete accuracy should be maintained at all times.

9:15:0 Advantages of True Position Tolerancing

9:15:1 After discussions, illustrations, and study on the advantages of true position tolerancing, the student should be able to make a verbal and/or written listing of these advantages to the satisfaction of both the student and the instructor.

9:16:0 Symbols for Tolerances of Position and Form

9:16:1 After instruction and study on tolerancing symbols and their meaning and purpose, the student should be able to identify and/or reproduce these symbols in a testing situation to an accuracy of 100 percent.

9:16:2 After instruction and supervised application on the use of tolerancing symbols as a part of the precision dimensioning process, the student should be able to use these symbols in the dimensioning of an assigned drawing as they apply to position and form tolerancing. Usage and procedures should at all times conform to ANSI drafting standards.

9:17:0 Tolerances of Position

9:17:1 After instruction, study, and supervised application on the principles and procedures of true position dimensioning and tolerancing, and with the aid of references, the student should be able to correctly dimension an assigned drawing requiring dimensions using tolerancing of position methods. The procedures, instructions, and illustrations as found in ANSI drafting standards or in several of the specially-prepared manuals on tolerancing of position should be used and followed.

9:18:0 Tolerances of Form

9:18:1 Given sufficient data to provide proper determination of the geometric characteristics and symbols to be used in giving tolerances of form to specific features of a drawing and given the amount of tolerance to be allowed in each case, the student should be able to correctly specify on an assigned drawing a tolerance of form on the drawing features in a manner that will provide for proper and complete interpretation of the geometric characteristics of each feature. This should be accomplished with the aid of and in accordance with references agreeing with ANSI drafting standards.

UNIT 10:0:0 Threads, Fasteners, and Springs

PURPOSE

To provide information and practical application with regard to the terminology, classification, use of standard tables, and graphical representation of threads, fasteners, and springs.

CONTENTS

10:1:0 Terminology

10:2:0 Screw-thread Forms and Representation

10:3:0 Thread Series

10:4:0 Classes of Fit

10:5:0 Standard Fasteners

10:6:0 Keys

10:7:0 Locking Devices

10:8:0 Springs

SUBUNIT: OBJECTIVE:

10:1:0 Terminology

10:1:1 Without the aid of references, the student should be able to list the three applications of screw threads to an accuracy of 100 percent.

10:1:2 Given a pictorial representation, and without the aid of references, the student should be able to identify all the parts of screw thread to an accuracy of 80 percent.

10:2:0 Screw-thread Forms and Representation

10:2:1 Shown pictures of 7 types of screw threads, the student should be able to recall and list the names of at least 6 of them.

10:2:2 Given pictures of different thread representations, and without the aid of references, the student should be able to identify each type of representation.

Unit 10:0:0 Threads, Fasteners, and Springs

10:3:0 Thread Series

10:3:1 Without the aid of references, the student should be able to recall by listing all of the different types of thread series.

10:4:0 Classes of Fit

Without the aid of references, the student should be able to list and write a description of each class of fit to the satisfaction of the instructor.

10:5:0 Standard Fasteners

10:5:1 Without the aid of references, the student should be able to recall by listing, the names of the different standard metal fasteners to an accuracy of 80 percent.

10:5:2 Without the aid of references, the student should be able to write a standard fastener specification according to ANSI drafting standards, to an accuracy of 100 percent.

10:5:3 Given a thread problem and with the aid of references, the student should be able to draw the problem with drafting instruments, to comply with the ANSI drafting standard specifications.

10:5:4 Given a thread problem, and with the aid of references, the student should demonstrate his ability to use the standard thread tables by looking up required specifications to a minimum accuracy of 80 percent.

10:6:0 Keys

10:6:1 Given pictorial representations of keys, and/or the actual key, and without the aid of references, the student should be able to identify each by name to a minimum accuracy of 80 percent.

10:7:0 Locking Devices

10:7:1 Given pictorial representations and/or locking devices, and without the aid of references, the student should be able to identify each type of device by name to a minimum accuracy of 80 percent.

Unit 10:0:0 Threads, Fasteners, and Springs

10:8:0 Springs

10:8:1 Without the aid of references, the student should be able to list the types of springs according to their geometric form with 100 percent accuracy.

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UNIT 11:0:0 Production Drawings

PURPOSE

To provide information and experiences in the area of production drawing by working with essential size and shape descriptions, with details and the several types of assembly drawings, and with specifications required for the manufacturing process.

CONTENTS

11:1:0 Detail Drawings

11:2:0 Assembly Drawings

11:3:0 Parts Lists

11:4:0 Checking

11:5:0 Revisions

SUBUNIT: OBJECTIVE:

11:1:0 Detail Drawings

11:1:1 Given an object or pictorial illustration of an object, the student should be able to analyze the object or picture and determine the views needed to give size and shape description to the object.

11:1:2 Using the information obtained from the analysis, the student should be able to draw the details of the object, giving all information needed for size and shape. Description and necessary specifications in accordance with ANSI drafting standards.

11:2:0 Assembly Drawings

11:2:1 Given examples of the various types of assembly drawing, the student should be able to list the names of each to a minimum accuracy of 80 percent.

11:2:2 Given the detailed drawings of an object, the student should be able to draw the required assembly in accordance with ANSI drafting standards.

11:3:0 Parts List

11:3:1 Given the detailed and/or assembly drawing of an object, the student should be able to make

a parts list to comply with the drawings. This to be accomplished in accordance with ANSI drafting standards.

11:4:0 Checking

11:4:1 Given a print of a drawing, the student should be able to check and make the necessary corrections to make the drawing technically correct to the satisfaction of student and instructor.

11:5:0 Revisions

11:5:1 After instruction on the purpose, size, and location of the revision strip, and after supervised application on its use, the student should be able to make revisions on a drawing and then make note of these in the revision strip. This should be done in accordance to ANSI drafting standards.

UNIT 12:0:0 Pictorial Drawings

PURPOSE

To identify and become proficient in the drawing of pictorial drawings in axometric projection, oblique projection, and in perspective.

CONTENT

12:1:0 Isometric Drawings

12:2:0 Dimetric Drawings

12:3:0 Oblique Drawings

12:4:0 One-point Perspective Drawings

12:5:0 Two-point Perspective Drawings

12:6:0 Exploded Assemblies

12:7:0 Shading

SUBUNIT: OBJECTIVE:

12:1:0 Isometric Drawings

12:1:1 Given a problem in isometric projection, the student should be able to complete the drawing problem using procedures that are in accordance with ANSI drafting standards.

12:2:0 Dimetric Drawing

12:2:1 Given a problem in dimetric projection, the student should be able to determine, by sketching, the relative positions of the axes and the degree of foreshortening necessary for proper drawing the object following standard dimetric procedures.

12:2:2 Given the relative axes positions and foreshortening scales, the student should be able to construct a dimetric projection following procedures and standards that are in accordance with the ANSI drafting standards.

Unit 12:0:0 Pictorial Drawings

12:3:0 Oblique Drawings

12:3:1 Given a problem in oblique projection, the student should be able to make determinations with regards to orientation of the drawing, direction of receding axis, and scale of receding lines; then construct the drawing. All procedures and standards should be in accordance with the ANSI drafting standards.

12:4:0 One-point Drawings

12:4:1 Given a problem in the construction of a one-point perspective drawing, the student should be able to make determinations regarding problem orientation and the location of the picture plane line, horizon, vanishing point, and station point; then construct the drawing. The completed drawing should be satisfactory to both the student and the instructor.

12:5:0 Two-point Perspective Drawings

12:5:1 Given a problem in the construction of a two-point persepctive drawing, the student should be able to make determinations with regards to problem orientation, location of the picture plane line, horizon, vanishing points, and station point; then construct the problem. The completed drawing should be satisfactory to both the student and the instructor.

12:6:0 Exploded Assemblies

12:6:1 Given a problem requiring the drawing of an exploded assembly, the student should be able to make determinations as to the type of pictorial drawing to be used and the orientation of the drawings; then construct the drawing. All procedures should be in accordance to those found in the ANSI drawfing standards with the finished drawing satisfactory to both the student and the instructor.

12:7:0 Shading

Unit 12:0:0 Pictorial Drawings

12:7:1 Given a pictorial drawing and following instruction and supervised application on the various types of shading commonly used on pictorial drawings, the student should be able to select the appropriate type and then shade the drawing to the satisfaction of both the student and the instructor.

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UNIT 13:0:0 Graphs and Charts

PURPOSE

To show how technical information, statistics, and engineering data may be presented by the use of graphs and charts.

CONTENTS

13:1:0 Purposes

13:2:0 Types

13:3:0 Construction

13:4:0 Prepared Grids and Other Media

SUBUNIT: OBJECTIVE:

13:1:0 Purposes

13:1:1 Following discussion, illustrations, and study on the purposes of graphs and charts, the student should be able to give verbally or in writing the several purposes of these representations. This to be accomplished in accordance to the instruction given to a minimum accuracy of 80 percent.

13:2:0 Types

13:2:1 After instruction and study on the types of graphs and charts, the student should be able to list and then explain the function of those types considered. This should be accomplished to an accuracy of at least 80 percent.

13:3:0 Construction

13:3:1 Using the information previously presented on the purposes and types of graphs and charts and given instruction and supervised application on their construction, the student should be able to draw assigned graphs or charts to the satisfaction of both the student and the instuctor.

Unit 13:0:0 Graphs and Charts

13:4:0 Prepared Grids and Other Media

13:4:1 Given instruction and shown samples of the various grids, poster papers, and illustration boards the student should be able to select the proper media upon which to perform the assigned task. This selection should be made to the satisfaction of both the student and the instructor.

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UNIT 14:0:0 Intersections and Developments

PURPOSE

To become proficient in the solving of development and intersection problems involving prisms, pyramids, cylinders, and cones.

CONTENTS

14:1:0 Prisms

14:2:0 Parallel Line Development

14:3:0 Radial Line Development

14:4:0 Triangulation Development

14:5:0 Intersections

SUBUNIT: OBJECTIVE:

14:1:0 Prisms

14:1:1 Shown pictures of the different types of prisms, and without the aid of references, the student should be able to identify them by name to an accuracy of 80 percent.

14:2:0 Parallel Line Development

14:2:1 Given problems in parallel line development and using drafting instruments, the student should be able to develop the surface of all types of prisms to ± 1/16 inch accuracy.

14:3:0 Radial Line Development

14:3:1 Given a problem in radial line development and using drafting instruments, the student should be able to develop a cone surface to ± 1/16 inch accuracy.

14:4:0 Triangulation Development

14:4:1 Given problems in triangulation, and using drafting instruments, the student should be able to

develop the surface of oblique cones and transition pieces to ± 1/8 inch accuracy.

14:5:0 Intersections

14:5:1 Given problems in intersections, and using drafting instruments, the student should be able to solve the intersection of two or more prisms on designated angles to ± 1/16 inch accuracy.

UNIT 15:0:0 Introduction to Descriptive Geometry

PURPOSE

To provide experiences in the use of terminology, notations, and procedures necessary to the solving of basic problems in descriptive geometry.

CONTENTS

15:1:0 Terminology

15:2:0 Notations

15:3:0 Finding the True Length of a Line

15:4:0 Determining a Point View of a Line

15:5:0 Constructing an Edge View of a Plane

15:6:0 Finding the True Size of a Plane Figure

SUBUNIT: OBJECTIVE:

15:1:0 Terminology

15:1:1 Given a list of terms commonly used in descriptive geometry, the student should be able to define the terms to an accuracy of 80 percent.

15:2:0 Notations

15:2:1 Given a problem in desceiptive geometry requiring the use of notations, the student should be able to, in the process of completing the problem, use notations in accordance with standard procedures to an accuracy of 90 percent.

15:3:0 Finding the True Length of a Line

15:3:1 Given a problem calling for finding the true length of a line, the student should be able to solve the problem using standard descriptive geometry procedures, to an accuracy of 90 percent.

Unit 15:0:0 Introduction to Descriptive Geometry

15:4:0 Determining a Point View of a Line

15:4:1 Given a problem in descriptive geometry calling for the determination of a point view of a line, the student should be able to solve the problem, using standard descriptive geometry procedures to an accuracy of 90 percent.

15:5:0 Constructing an Edge View of a Plane

15:5:1 Given a problem in descriptive geometry calling for the construction of an edge view of a plane, the student should be able to make the construction, following standard descriptive geometry procedures, to an accuracy of 90 percent.

15:6:0 Finding the True Size of a Plane Figure

15:6:1 Given a problem in descriptive geometry calling for the finding of the true size of a plane figure, the student should be able to solve the problem, using standard descriptive geometry procedures, to an accuracy of 90 percent.

PART 2

BASIC ARCHITECTURAL DRAFTING

This part of the guide has been developed for the advanced student in vocational drafting who has completed the requirements set forth in Part 1 and is now ready to go into a specialized field.

The course is intended for the student ineterested in Architectural Construction and Drafting. The important specialized areas dealing with the design and drawing of houses will be introduced in progressive steps, using simplified procedures to develop the principal building representation.

The small residence is used throughout to illustrate the application of the various architectural plans and techniques. During the course, the student will complete a set of working drawings of a small house to include preparation of streamlined specifications. Principles of two-point perspective drawings, for the purpose of completing the necessary background experience, will be taught.

UNIT 1:0:0 Basic Architectural Drafting Techniques

PURPOSE

To present an overview of the techniques of Architectural Drafting

CONTENTS

1:1:0 Architectural Line Weights and Techniques

1:2:0 Architectural Lettering

1:3:0 The Architect's Scale

1:4:0 Time Savers

1:5:0 Freehand Sketching

1:6:0 Architectural Dimensions and Notes

1:7:0 Architectural Terminology

SUBUNIT: OBJECTIVE:

1:1:0 Architectural Line Weights and Technicques

1:1:1 Without the aid of references, the student should be able to name and draw examples of the individual lines as found in the alphabet of lines with 80 percent accuracy.

1:1:2 Using accepted methods, the student should demonstrate his ability to use proper architectural line techniques, this to be accomplished to the joint satisfaction of the student and the instructor.

1:2:0 Architectural Lettering

1:2:1 Given samples of Gothic, Roman, and Text styles of lettering, the student should be able to recall and list the names of each to an accuracy of 100 percent.

1:2:2 Given a choice from samples of accepted architectural lettering styles, the student should be able to demonstrate his lettering ability to the joint satisfaction of the student and the instructor.

1:3:0 The Architect's Scale

1:3:1 Using an architect's scale, the student should be

able to make measurements using each of the scales to an accuracy consistent with the particular scale being used.

1:4:0 Time Savers

1:4:1 Given a problem requiring the use of templates, the student should be able to demonstrate his ability to use the templates by paralleling his accuracy with accuracies obtained using drawing instruments.

1:4:2 Given a problem requiring the use of accepted symbols and/or abbreviations, the student should demonstrate his ability to use them to the joint satisfaction of the student and the instructor.

1:5:0 Freehand Sketching

1:5:1 Given problems in sketching, the student should be able to make sketch drawings of the house and its various parts to the extent that the sketches become functional.

1:6:0 Architectural Dimensions and Notes

1:6:1 Given the working drawings of a house, the student will be able to select and properly locate the dimensions and notes, giving locations, sizes, and other information, in such a manner as to give maximum clarity.

1:7:0 Architectural Terminology

1:7:1 Following instruction on architectural components and their terminology, the student will be able to identify by name, the components commonly used in house construction to an accuracy of 80 percent.

UNIT 2:0:0 Theory of Architectural Design

PURPOSE

To provide creative experiences in the expression of ideas related to residential design.

CONTENTS

2:1:0 Orientation

2:2:0 Materials

2:3:0 Architectural Styles

2:4:0 Common Roof Types

2:5:0 Principles of Design

2:6:0 Cost Anaylsis

2:7:0 Codes and Zoning

2:8:0 References and Standards

SUBUNIT: OBJECTIVE:

2:1:0 Orientation

2:1:1 Given the building site, the student should be able to orient a house to a lot giving consideration to such things as the view, sun, privacy, prevailing winds, size, shape of the lot, and the personal desires of the client; this to be accomplished to the joint satisfaction of the student and the instructor.

2:2:0 Materials

2:2:1 Given instruction concerning basic building materials, such as concrete, masonry, gypsum, wood, and glass, the student should demonstrate his knowledge of the functional and aesthetic usage of these materials by properly incorporating them into the working drawings of the house; this to be accomplished to the satisfaction of the instructor.

2:3:0 Architectural Styles

2:3:1 Given instruction on the various styles of houses,

the student should demonstrate his knowledge concerning architectural styles by properly selecting and using an appropriate style designed around the floor plan of the working drawings; this tc be accomplished to the satisfaction of the instructor.

2:4:0 Common Roof Types

2:4:1 Given instruction concerning common roof types, the student should demonstrate the application of this information by choosing and using a roof type appropriate to the floor plan and thre preselected style of the house; this to be done to the satisfaction of the instructor.

2:5:0 Principles of Design

2:5:1 Given instruction on the six basic principles of design, the student should demonstrate his ability by applying these principles in the creation of the design of a house; this to be accomplished to the satisfaction of the instructor.

2:6:0 Cost Analysis

2:6:1 Given instruction on cost analysis and the working drawings of a house, the student should estimate the cost, using both the square foot and the cubic foot method of cost analysis, to an accuracy of 80 percent.

2:7:0 Code and Zoning

2:7:1 Given instruction on uniform building codes and zoning regulations, the student should demonstrate his knowledge of these by designing and drawing a house to comply 100 percent.

2:8:0 References and Standards

2:8:1 Given instruction on the use of references and standards, the student should demonstrate his awareness of them applying the principles in the process of drawing the working drawings; this to be done to the satisfaction of the instructor.

UNIT 3:0:0 Area Planning

PURPOSE

To plan the areas of a house to best serve the functional and aesthetic needs of a family.

CONTENTS

3:1:0 Living Area

3:2:0 Service Area

3:3:0 Sleeping Area

SUBUNIT: OBJECTIVE:

3:1:0 Living Area

3:1:1 Given instruction on the living area of the house, the student should design a living area that becomes a functional, useful and integral part of the house; this to be done to the satisfaction of both the student and the instructor.

3:2:0 Service Area

3:2:1 Given instruction on the service area of the house, the student should design a service area that has maximum livability as well as proper facilities for the maintenance and servicing of other areas of the house; this to be designed for utmost convenience and efficiency to the satisfaction of both student and instructor.

3:3:0 Sleeping Area

3:3:1 Given instruction on the sleeping area of the house, the student should design a sleeping area that will provide planned facilities for maximum comfort and relaxation in the quiet part of the house; this to be done to the satisfaction of both student and instructor.

UNIT 4:0:0 Methods of Residential Construction

PURPOSE

To illustrate the commonly-accepted methods of house construction in use today.

CONTENTS

4:1:0 Frame Construction

4:2:0 Masonry Veneer Over Frame Construction

4:3:0 Post and Beam Construction

4:4:0 Solid Masonry

SUBUNIT: OBJECTIVE:

4:1:0

4:1:1 After instruction on frame construction, the student should demonstrate his knowledge of the principles of frame construction by properly applying them during the process of drawing the working drawings; this to be done to the satisfaction of both the student and the instructor.

4:2:0 Masonry Veneer Over Frame Construction

4:2:1 Given instruction on masonry veneer over frame construction, the student should demonstrate his knowledge of the principles involved by application during the drawing of the working drawings or by a sketch-type application to the satisfaction of student and instructor.

4:3:0 Post and Beam Construction

4:3:1 Given instruction on post and beam construction, the student should demonstrate his knowledge of the principles by application during the drawing of the working drawings or by a sketch-type illustration to the satisfaction of both the student and the instructor.

4:4:0 Solid Masonry

4:4:1 Given instruction on solid masonry construction, the student should demonstrate his knowledge of

the principles involved by application during the drawing of the working drawings or by sketch-type illustration to the satisfaction of both the student and the instuctor.

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UNIT 5:0:0 The Finished Floor Plan

PURPOSE

To draw a completely dimensioned floor plan showing the detailed layout and other information necessary for construction purposes.

CONTENTS

5:1:0 The Basic Floor Plan

5:2:0 Dimensions

5:3:0 Room Titles

5:4:0 Door and Window Identification

5:5:0 Electrical

5:6:0 Architectural Symbols

5:7:0 Schedules

5:8:0 Checklists

SUBUNIT: OBJECTIVE:

5:1:0 The basic floor plan

5:1:1 Given the sketched designs of the three areas of the house, the student will combine these areas and draw the basic floor plan. This is to be done to the extent that the plan is ready for the application of other necessary information.

5: :0 Dimensions

5:2:1 Given the basic floor plan, the student will dimension the plan to include all necessary interior and exterior dimensions, placing them in their correct locations in such a manner as to provide the information and clarity necessary for construction purposes.

5:3:0 Room Titles

5:3:1 Given the basic dimensioned floor plan, the student will title all rooms and areas shown.

Unit 5:0:0 The Finished Floor Plan

5:4:0 Door and Window Identification

5:4:1 Given the basic dimensioned and titled floor plan, the student will identify all doors and windows. using numbers and/or letters.

5:5:0 Electrical

5:5:1 Using the given floor plan, the student will draw the basic electrical layout showing all information necessary for a functional electrical system.

5:6:0 Architectural Symbols

5:6:1 Using the given floor plan, the student will symbol all doors, windows and materials and will show all other architectural symbols needed for informational and construction purposes.

5:7:0 Schedules

5:7:1 Using the given floor plan, the student will design and draw a schedule format for doors and windows. All information for the doors and windows, previously identified, will be properly placed within the format. This must be done to the extent that all information needed by the builder is included.

5:8:0 Checklist

5:8:1 Using a given prepared checklist, the student will check the finished floor plan against this list for omissions and discrepancies to insure that the plan is ready for reproduction and subsequent use for construction.

UNIT 6:0:0 Footing and Foundation Plan

PURPOSE

To design, using the rule of thumb method, and draw a plan showing footings and foundations adequate to support the main structure.

CONTENTS

6:1:0 Footings and Foundations

6:2:0 Checklist

SUBUNIT: OBJECTIVE:

6:1:0 Footings and Foundations

6:1:1 Given the finished floor plan and instruction on footings and foundations, the student will draw the footing and foundation plan showing piers and columns where required. This plan is to show all necessary notes, dimensions and information to the satisfaction of the student and the instructor.

6:2:0 Checklist

6:2:1 Using a given prepared checklist, the student will check the finished footing and foundation plan against this list for omissions and discrepancies to insure that the plan is ready for reproduction and subsequent use for construction.

UNIT 7:0:0 Sections

PURPOSE

To draw sectional views showing the internal construction of the house structure.

CONTENTS

7:1:0 Transverse and Longitudinal Sections

7:2:0 Wall Sections

7:3:0 Details

SUBUNIT: OBJECTIVE:

7:1:0 Transverse and Longitudinal Sections

7:1:1 Given instruction on sections and using the finished floor plan and the footing and foundation plan, the student will draw a transverse and/or longitudinal section at a specified location showing the component structure of the house. All necessary dimensions, notes and information must be given to the satisfaction of the instructor.

7:2:0 Wall Sections

7:2:1 Given instruction on wall sections, the student will draw wall sections from specified locations on the floor plan at an enlarged scale showing the components of the wall. All necessary dimensions, notes and information must be given to the satisfaction of the instructor.

7:3:0 Details

7:3:1 Given instruction on detailing, the student will draw specified structural features taken from transverse and/or longitudinal sections on an enlarged scale. All materials, dimensions, and notes necessary for construction must be shown to the satisfaction of the instructor.

UNIT 8:0:0 Exterior Elevations

PURPOSE

To draw complete elevations showing all exterior features of the house as related to the floor plan.

CONTENTS

8:1:0 Relationship to Floor Plan

8:2:0 Exterior Materials

8:3:0 Vertical Dimensioning

8:4:0 Checklist

SUBUNIT: OBJECTIVE:

8:1:0 Relationship to Floor Plan

8:1:1 Given instruction on the design and drawing of exterior elevations and using the finished floor plan and sectional drawings, the student should draw the four exterior elevations relating to the floor plan and to the sectional drawings to the satisfaction of the student and the instructor.

8:2:0 Exterior Materials

8:2:1 Given instruction on aesthetic values and functional qualities of different materials, the student should show the different materials used in the elevation of the finished floor plan. Proper symbols, notations and sectional views should be used to present the information to the satisfaction of the teacher and student.

8:3:0 Vertical Dimensioning

8:3:1 Given instruction on the dimensioning of elevations, the student should show all necessary vertical dimensions to the satisfaction of the instructor.

8:4:0 Checklist

8:4:1 Using a given prepared checklist, the student should

check the finished elevation drawings against this list for omissions and discrepancies to insure that the plan is ready for reproduction and subsequent use to construction.

UNIT 9:0:0 Details

PURPOSE

To make enlarged scale drawings of those features of the house structure requiring further clarification.

CONTENT

9:1:0 Stairs

9:2:0 Fireplaces

9:3:0 Millwork

SUBUNIT: OBJECTIVE:

9:1:0 Stairs

9:1:1 Given instruction on stair design and layout, and using previous drawings for reference purposes, the student should draw, dimension and note a stair layout, taking into consideration the basic requirements of construction. This should be done to the satisfaction of the instructor.

9:1:2 Given instruction on stair terminology, the student should be able to identify and list the components of the stair layout to an accuracy of 90 percent.

9:2:0 Fireplaces

9:2:1 Given instruction on fireplace design and using previous drawings for reference purposes, the student should draw a basic fireplace showing all dimensions and notes necessary for construction. This should be done to the satisfaction of the instructor.

9:2:2 Given instruction on fireplace terminology, the student should be able to identify and list the components of the fireplace to an accuracy of 90 percent.

9:3:0 Millwork

9:3:1 Given instruction on millwork and using previous drawings for reference purposes, the student should

draw elevations, sections and details of kitchen cabinets, bathroom vanities, and other shelving to the satisfaction of the student and the instructor.

UNIT 10:0:0 Location Plans

PURPOSE

To give the builder essential information about the property.

CONTENTS

10:1:0 Plot Plan

10:2:0 Landscape Plan

10:3:0 Survey Plan

10:4:0 Location Plan Checklist

SUBUNIT: OBJECTIVE:

10:1:0 Plot Plan

10:1:1 Given instructional information on plot plans, the student should draw the lot and show location and size of all buildings and the position of walks, drives and patios to the satisfaction of student and instructor.

10:2:0 Landscape Plan

10:2:1 Given the plot plan and instructional information on landscape planning, the student should show landscaping to the satisfaction of the student and the instructor.

10:3:0 Survey Plan

10:3:1 Given the landscaped plot plan and instructional information on survey plans, the student should show the exact size, shape, and levels of the lot to the satisfaction of the student and the instructor.

10:4:0 Location Plan Checklist

10:4:1 Using a given prepared checklist, the student should check the finished location plan for omissions and discrepancies to insure that it is ready for reproduction and subsequent use in construction.

UNIT 11:0:0 Specifications

PURPOSE

To familiarize the student with specifications and their function.

CONTENTS

11:1:0 Function of Specifications

11:2:0 Specification Preparation

SUBUNIT: OBJECTIVE:

11:1:0 Function of Specifications

11:1:1 Given instructional information on the function of specifications, the student will be able to describe these functions either verbally or in writing to the satisfaction of the instructor.

11:2:0 Specification Preparation

11:2:1 Given prepared specification forms and instruction on how to complete them, the student should complete the forms listing all applicable information. This should be done to the satisfaction of the instructor.

UNIT 12:0:0 Perspective Drawing and Rendering

PURPOSE

To illustrate the proposed structure by means of a pictorial rendering.

CONTENTS

12:1:0

12:2:0 Architectural Rendering (delineation)

SUBUNIT: OBJECTIVE:

12:1:0 Two-point Perspective

12:1:1 Given instruction on fundamentals and methods commonly employed in drawing two-point perspectives and using the completed working drawings of the house, the student should lay out and draw a perspective view of the house to the satisfaction of both the student and the instructor.

12:2:0 Architectural Rendering (delineation)

12:2:1 Given instruction on architectural rendering and using the previous two-point perspective view, the student should realistically and artistically represent the features of the house in its natural setting by using rendering media. The rendering should be completed to the satisfaction of both the student and the instructor.

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PART 3

ELECTRONIC DRAFTING

This guide for electronic drafting has been developed for the advanced student in vocational drafting who has completed the requirements set forth in Part 1 and is now ready to go into a specialized field.

The course is intended primarily for the student interested in electronic drafting and who has a background in basic electronics. The topics included are believed to be those that will be the most valuable in the preparation of the student for an entry job in industry.

The various drafting techniques and types of drawings used in the design and construction of electronic equipment are introduced. A step-a-step-approach has been taken starting with basic electronic drafting practices and procedures and concluding with the drawing of printed circuitry and all of its implications.

In some cases the instructor may choose to take the additional steps, not presented in this guide, necessary to introduce the student to photography, etching, and the assembly of components.

UNIT 1:0:0 Drafting Practices and Procedures in Electronics

PURPOSE

To present an introduction of accepted practices and procedures used in electronic drafting.

CONTENTS

1:1:0 Types of Electronic Drawings

1:2:0 Electronic Drafting Templates

1:3:0 Definitions, abbreviations, and Symbols

1:4:0 Product Design Catalogs

1:5:0 Electronic Drafting Standards

1:6:0 Special Media

SUBUNIT: OBJECTIVE:

1:1:0 Types of Electronic Drawings

1:1:1 Given information and following study on block diagrams, schematic diagrams, wiring diagrams, and printed circuits, the student should be able to identify and give the basic purpose of each.

1:2:0 Electronic Drafting Templates

1:2:1 Following instruction on the use and advantages of the available electronic drafting templates, the student should be able to use these templates in the accomplishment of drawing assignments to the extent that he becomes competent in their use and that accuracy, speed, and uniformity become more a part of each drawing.

1:3:0 Definitions, Abbreviations, and Symbols

1:3:1 After instruction and study on the definitions, abbreviations, and symbols concerned with basic electronic terminology and components, and following supervised application in their use, the student should be able, with the aid of references, to identify and then make application of abbreviations and symbols in the drawing of an electronic drawing to the extent that the drawing becomes technically correct.

Unit 1:1:0 Drafting Practices and Procedures in Electronics

1:4:0 Product Design Catalogs

1:4:1 Following instruction and supervised application on the proper use of product design catalogs, the student should be able to make proper identification and selection of the physical sizes and parts list information, and then make correct application of the acquired data to the drawing.

1:5:0 Electronic Drafting Standards

1:5:1 Given information and instruction on the purpose, importance, and application of electronic drafting standards and following supervised practice on their use, the student should be able to demonstrate a workable knowledge of the available standards by making his drawings comply to these standards to a degree satisfactory to both the student and the instructor.

1:6:0 Special Media

1:6:1 Following instruction and practice on the techniques of using grid papers and polyester films in electronic drafting, the student should be able to demonstrate the correct usage of these media as they apply to sketching or to the making of overlays and layouts to the satisfaction of both the student and the instructor.

UNIT 2:0:0 Block Diagrams

PURPOSE

To show how the block diagram may be used to represent the components, groups of components, or the units of a piece of electronic equipment.

CONTENTS

2:1:0 Symbols

2:2:0 Types of Block Diagrams

2:3:0 Rules for Block Diagram Construction

2:4:0 A Typical Block Diagram

SUBUNIT: OBJECTIVE:

2:1:0 Symbols

2:1:1 Given instruction on symbols and their construction as used in the block diagram, the student should be able to identify, draw, and letter typical block diagram symbols in accordance with procedures as specified in the electronic drafting standards.

2:2:0 Types of Block Diagrams

2:2:1 Given information and illustrations on the several types of block diagrams, the student shall be able to identify these types and then describe the purpose or use of each to the extent that he is later able to apply this information in the drawing of block diagrams.

2:3:0 Rules for Block Diagram Construction

2:3:1 Given the rules for block diagram construction, the student should be able to demonstrate his ability to comply with these rules in the drawing of a technically correct block diagram to the satisfaction of both the student and the instructor.

Unit 2:0:0 Block Diagrams

2:4:0 A Typical Block Diagram

2:4:1 Given information on the components, groups of components, or units of equipment to be included and using the rules for the construction of block diagrams, the student should be able to construct a technically correct typical block diagram to the satisfaction of both the student and the instructor.

ERIC

UNIT 3:0:0 Schematic Diagrams

PURPOSE

To show the circuitry and the component parts of an electronic device by means of graphic symbols.

CONTENTS

3:1:0 Schematic Diagram Practices

3:2:0 Schematic Diagram from Notes and Freehand Sketch

3:3:0 Parts List

SUBUNIT: OBJECTIVE:

3:1:0 Schematic Diagram Practices

3:1:1 Given instruction and supervised application of the practices and procedures as used in the drawing of schematic diagrams, the student should be able to present information on a schematic drawing in an approved form in accordance with the given instruction and with electronic drafting standards.

3:2:0 Schematic Diagram from Freehand Sketch

3:2:1 Given sufficient information in the form of notes and a freehand sketch, and following schematic diagram practices, the student should be able to make a schematic diagram to include correct symbols, abbreviations, and callouts and to comply in all other ways with electronic drafting standards.

3:3:0 Parts List

3:3:1 After instruction on the composition of a parts list and given a completed schematic diagram, the student should be able to take the parts information from the schematic and correctly compile it into a complete and well laid out parts list. This should be accomplished to the satisfaction of both the student and the instructor.

UNIT 4:0:0 Connection or Wiring Diagrams

PURPOSE

To show the terminal-to-terminal wiring and the physical arrangement of components within the equipment, console, control, panel, or other electronic assembly.

CONTENTS

4:1:0 Component Symbol Representation

4:2:0 Types and Uses

4:3:0 Diagram Practices and Procedures

4:4:0 Physical Arrangement or Assembly Drawing

4:5:0 Assembly Drawing Parts List

SUBUNIT: OBJECTIVE:

4:1:0 Component Symbol Representation

4:1:1 Following instruction and supervised practice on the representation of the various components of an electronic unit and given a freehand sketch and/or a schematic diagram, the student should be able to identify and then, with the use of references, draw the components of this unit using symbol representation in such a manner that physical sizes and shapes are closely represented. This should be done to the satisfaction of both the student and the instructor.

4:2:0 Types and Uses

4:2:1 Given instruction and supervised application on the types and uses of connection or wiring diagrams, and with the aid of references, the student should be able to identify, give the use of, and then draw these diagrams showing proper terminal identification and connections. The drawing must be technically correct and must be drawn to the satisfaction of both the student and the instructor.

4:3:0 Diagram Practices and Procedures

4:3:1 After instruction, study, and supervised application on the practices and procedures as used in connection

or wiring diagrams and with the aid of references, the student should be able to demonstrate his understanding of these practices and procedures and his ability to work with them by making drawings that are technically correct, that are in accordance with electronic standards, and that are drawn to the joint satisfaction of the student and the instructor.

4:4:0 Physical Arrangement or Assembly Drawing

4:4:1 Following instruction and supervised application on the physical arrangement of component parts, and with the aid of engineer's notes, schematics, and references, the student should be able to represent the physical shapes and arrangements of electrical components in a point to point assembly type wiring diagram. The drawing must be easy to read and understand, technically correct, and in accordance with electronic drafting standards.

4:5:0 Assembly Drawing Parts List

4:5:1 From the assembly drawing and with the aid of references, the student should be able to properly identify and tabulate all items on the assembly drawing into a complete parts list.

UNIT 5:0:0 Printed Circuitry

PURPOSE

To emphasize the design and drawing procedures of printed circuitry and to make application of the fabrication process involved.

CONTENTS

5:1:0 Materials and Processes in Printed Circuitry

5:2:0 Assembly Drawing

5:3:0 Art Work

5:4:0 Printed Circuit Board Dimensioning

SUBUNIT: OBJECTIVE:

5:1:0 Materials and Processes in Printed Circuitry

5:1:1 Given information and following study on the process involved in the design, drawing, and fabrication of a printed circuit board, the student should be able to list the basic steps and name the materials used in this process. This should be accomplished to a degree of proficiency as required by the instructor.

5:2:0 Assembly Drawing

5:2:1 Following instruction, given the schematic, and with the aid of references, the student should be able to draw and layout the physical arrangement of the components to a given scale. The drawing should be technically correct and should be drawn in a manner jointly acceptable to the student and the instructor.

5:3:0 Art Work

5:3:1 Following instruction and demonstrations on the art work procedures involved in printed circuitry, the student should be able to draw and then tape the master layout using tolerances and spacing that will assure the matching of the conductor pattern and land areas with the physical dimensions and hole layout of the board after reduction. Recommended taping procedures should be used, the finished project should be technically correct and should be accomplished to the satisfaction of both the student and the instructor.

Unit 5:0:0 Printed Circuitry

5:4:0 Printed Circuit Board Dimensioning

5:4:1 Following instructions given on the dimensioning of a printed circuit board, the student should be able to draw a printed circuit board showing board dimensions, and cutout and hole patterns using specified tolerances and practices as set forth in electronic drafting standards.

UNIT 6:0:0 Chassis Types and Layout

PURPOSE

To emphasize chasis design and component location as related to the electronic packaging process.

CONTENTS

6:1:0 Types of Chasis

6:2:0 Chasis Layout

SUBUNIT: OBJECTIVE:

6:1:0 Types of Chassis

6:1:1 After instruction and illustration on the several types of chasis constructions, the student should be able to make proper identification of these types to the satisfaction of the instructor.

6:2:0 Chassis Layout

6:2:1 After instruction and supervised application, and with the aid of references, the student should be able to draw and completely dimension a typical chasis. The drawing should conform to the engineer's specifications and the dimensions should be such that the manufacturing process is facilitated.

REFERENCES FOR ELECTRONIC DRAFTING

Shiers, George, Electronic Drafting, Prentice-Hall Inc.

Shiers, George, Electronic Drafting Techniques and Exercises Workbook, Prentice-Hall Inc.

Baer, Charles, Electrical and Electronic Drawing, McGraw-Hill Book Company

Kirshner, Stone, Electronic Drafting Workbook, McGraw-Hill Book Company

Raskhoff, Nicholas M., Electronic Drafting and Design, Prentice-Hall, Inc.

Electronic Drafting Standards

MIL STD 12
MIL STD 15-1
MIL STD 16C

United States Government Printing Office, Washington, D.C.

ASA Y 14.15
ASA Y 32.2

PART 4

WELDING REPRESENTATION

This part of the guide has been developed for the advanced vocational drafting student who has completed all basic requirements in the drafting area and who has expressed an interest to enter the specializd drafting field of welding representation.

In recent years, welding has been increasingly used for fastening parts together permanently in place of bolts, screws, rivets, or other fasteners. Welding is also being used extensively in fabricating machine parts or other structures that formerly would have been formed by casting or forging, and is used to a considerable extent in the erection of structural steel frames for buildings, ships, and other structures.

Since welding is used so extensively, and for so large a variety of purposes, it is essential to have an accurate method of showing on the working drawings of machines or structures, the exact types, sizes, and locations of welds desired by the designer.

To provide a means for placing complete welding information on the drawing in a simple manner, a system of welding symbols has been developed by the American Welding Society under the title of USA Standard Welding Symbols. This was adopted as an ANSI drafting standard in 1959.

WELDING REPRESENTATION

PURPOSE:

To present an overview of welding processes, types, and kinds and to give the student an opportunity to gain experience in welding representation as utilized in present day industry.

CONTENTS:

1:1:0 Welding Processes

1:2:0 Types of Joints

1:3:0 Types of Welds

1:4:0 Welding Symbols

1:5:0 Supplementary Symbols

1:6:0 Use of General Notes

1:7:0 Soldering and Brazing

1:8:0 Welding Templates

SUBUNIT: OBJECTIVE:

1:1:0 Welding Processes

1:1:1 Given information and instruction on the characteristics and applications of gas, arc, and resistance welding processes and on their many implications and modifications, the drafting student should be able to incorporate these processes and procedures into his drafting work to the extent that they would be acceptable in an industrial drafting situation where fabrication is in common useage.

1:2:0 Types of Joints

1:2:1 Given information, instruction, and related information on the basic types of welding joints, the symbols used to depict these joints, and upon their varied applications along with practical experience in the proper drawing of joints and symbols, the student should be able to incorporate butt, corner, tee, lap, and edge joints along with their more common applications and variations into those drawings having to do with welding fabrication to the extent that these drawings would be acceptable in an industrial situation where welding fabrication is in common useage.

Welding Representation

1:3:0 Types of Welds

1:3:1 The American Welding Society lists as the four basic types of arc and gas welds the following:

Back of backing welds
Fillet welds
Plug or slot welds
Groove welds

The groove welds are sub-divided into:

Square grooves
"V" grooves
Bevel grooves
"U" grooves
"J" grooves

Given information and instruction on these four common types of arc and gas welds, their common useages, and on their sub-classifications; and also practical exercises on how all of this may be properly depicted on a drawing involving the many aspects of welding representation, the student should, after considerable supervised practice and some practical experience be able to incorporate these welding types into welding fabrication type drawings to the extent that the drawing would be acceptable to the instructor and useable in the welding industry.

1:4:0 Welding Symbols

1:4:1 The student should be given information on the standard welding symbol, instruction on its use, study assignments, demonstrations and practical exercises on the drawing and use of its eight elements which are as follows:

Reference line
Arrow
Basic welding symbols
Dimensions and other data
Supplementary symbols
Finishing symbols
Tail
Specification, process, or other reference

After involvement in the above, the student should become sufficiently knowledgeable in the use of standard welding symbols to the extent that their applied use would be acceptable to the instructor and useable in an industrial situation calling for the use of welding representation symbols.

The student and the instructor must both realize that in actual practice some situations would call for only the use of the simple basic arrow and a weld symbol. The use of additional elements or components becoming necessary as the complexity of the operation and situation becomes more involved. This should have a definite bearing on the extent of the student's accomplishments in this area.

1:5:0 Supplementary Symbols

1:5:1 In special situations the use of certain suplementary symbols are needed to completely convey the needed welding information required. Listed are the four supplementary symbols given by the American Welding Society:

- Weld-All-Around Symbol
- Field Weld Symbol
- Melt-Thru Symbol
- Contour Symbols
  - Flush
  - Convex
  - Concave

After being given information and instruction as to when, where, and how these symbols are to be used; and after applied practice in their use, the student should be able to determine the conditions of useage and to follow thru in this area in a manner acceptable to the instructor and applicable to the metal fabrication industry.

1:6:0 Use of General Notes

1:6:1 When desired, general notes may be placed on a drawing to provide detailed information pertaining to the predominating welds. This information need not be repeated on or by the use of symbols.

After the student has been given information, instruction, and practical application in the use of general notes he should be able to use these notes to the extent that both drawing time and the complexity of the drawing be substantially reduced. This should be accomplished without reducing the accuracy and usefulness of the drawing in any way whatsoever. The completed drawing should actually be easier to read and to interpret.

Welding Representation

1:7:0 Soldering and Brazing

1:7:1 Brazing and soldering both differ from regular welding in that the base metal is not melted but heated only to the point where the non-ferrous material flows evenly between the closely surfaces of the joint by capillary attraction.

After being given information, instruction, and practical experience in the drawing of parts that are to be brazed or soldered, in either situation the student should be able to make drawings acceptable to the instructor and to industry.

It should be noted that a joint to be brazed may or may not incorporate the use of a standard welding symbol. Joints to be soldered incorporate only the use of a note and a leader.

1:8:0 Welding Templates

1:8:1 Given information on the availability of welding symbol templates and instruction and practice in their use, the student should be able to use these templates to the extent that the welding fabrication drawings are more uniform in appearance, accuracy is improved, and speed is increased. Suggested templates are Rapidsign #34R and Alvin #471D.

Welding Representation Reference

USA Standard Welding Symbols
ANSI Y 32.3 1969
American Welding Society, Inc.
345 East 47th Street
New York, N. Y. 10017
Price $4.50

APPENDIX A

DRAFTING PROFICIENCY EXAMINATIONS

Included in this appendix are two suggested tests for measuring the drafting-oriented knowledge of student registered in vocational drafting.

It is suggested that the "basic drafting proficiency" test be used as both a pre-test and as a post-test. As a pre-test, it could or should be given during the first few days of the class as an aid in determining the status of each individual drafting student and as a basis for the planning of whatever individualized and counseling the instructor may be able to give that particular student. As a post-test, to be given when the student has completed the "Basic Drafting" portion of the guide, the instructor may be able to come up with an indication of what progress has been made with the individual and/or with the entire class.

The second test on "dimensioning" is based upon the standard text references, upon Dimensioning and Tolerancing for Engineering Drawings, ANSI Y14.5-1966, published by the American Society of Mechanical Engineers and upon Geometric Dimensioning and Tolerancing by Lowell W. Foster of Honeywell, Inc. This latter book is published by the Addison-Wesley Publishing Company of Menlo Park, California.

It is felt that all vocational drafting students should become proficient enough in dimensioning, in accordance with ANSI Y14-5 and other related standards and references, that he or she should be able to pass this test at the completion of the basic portion of the course with a relatively high degree of efficiency.

VOCATIONAL DRAFTING

DRAFTING PROFICIENCY TEST

Directions: Do not write on this examination. Record your answers directly on the answer sheet. For each question, select the correct, best, or most appropriate answer.

1. The type of lettering used in drafting is called:

   A. Roman

   B. Gothic

   C. Engineering

   D. None of the above

2. Which of the following angles could not be laid out with the T-square and triangles individually or in combination.

   A. 45°

   B. 75°

   C. 25°

   D. 15°

3. How many degrees does a straight angle have.

   A. 90°

   B. 180°

   C. 270°

   D. 360°

4. Fifteen degrees is what part of a circle.

   A. 1/48

   B. 1/36

   C. 1/24

   D. 1/12

5. How many sides does a hexagon have.

A. 12

B. 8

C. 6

D. 4

6. How many sides does a pentagon have.

A. 7

B. 5

C. 9

D. 13

7. How many sides does a rhombus have.

A. 3

B. 4

C. 7

D. 9

8. A right angle has how many degrees.

A. 360°

B. 180°

C. 90°

D. 45

9. A trapezoid has:

A. six sides parallel

B. no sides parallel

C. two sides parallel

D. four sides parallel

ERIC

10. How many principle dimensions of an object is shown in any orthographic view.

A. 4

B. 3

C. 2

D. 1

11. A sheet of drawing media 11" x 17" is designated by what letter size.

A. D

B. C

C. B

D. A

12. An angle less than 90° in size is known as an:

A. obtuse angle.

B. acute angle.

C. straight angle.

D. complimentary angle.

13. A hidden line will take precedence over what other line.

A. Visible line

B. Cutting plane line

C. Center line

D. None of the above

14. The three "standard" views in an orthographic projection are:

A. front, top, and right side views.

B. front, top, and rear views.

C. left side, bottom and rear views.

D. auxiliary, section, and inclined views.

15. The most important characteristic of a freehand sketch is:

A. object placement.

B. perspective.

C. proper proportion.

D. line sharpness.

16. Visible lines are:

A. medium and light.

B. thin and dark.

C. thick and dark.

D. thin and light.

17. In the dimensioning of a part, a required measurement for fabrication is given:

A. once in each view.

B. once only.

C. as many times as possible.

D. Not at all but is scaled from the drawing.

18. Cylinders are dimensioned by giving:

A. the radius in a rectangular view.

B. the diameter and its length in the rectangular view.

C. the radius in the circular view.

D. none of the above.

19. Two lines are parallel in a side view. How will these same two lines project in an auxiliary view?

A. Inclined to each other.

B. Perpendicular to each other.

C. Parallel to each other.

D. All of the above.

20. Dimensions which are all listed parallel to the bottom of the drawings are said to be:

A. Aligned.

B. Undirectional.

C. Base line.

D. Inclined.

21. MMC refers to:

A. the location of features.

B. the size of features.

C. the shape of features.

D. the position of features.

22. The total amount by which a given dimension may vary:

A. Limits.

B. Nominal size.

C. Tolerance.

D. Allowance.

23. When the elements of a cylinder are perpendicular to the base, it is said to be:

A. skewed.

B. a right cylinder.

C. an oblique cylinder.

D. truncated.

24. A line is generated by:

A. a moving line.

B. a moving point.

C. a point moving at a given radius.

D. a moving surface

25. A line parallel to a plane of projection is seen:

A. as a foreshortened line.

B. as a point.

C. in its true length.

D. longer than it really is.

26. The note end of a leader has two and only two acceptable positions. One of these is at the beginning of the shop note. What is the other position.

A. below the note.

B. above the note.

C. at the end of the note.

D. midway of the note

27. Shafts, bolts, keys, and pins whose axes be in the cutting plane are shown by:

A. sectioning.

B. alternate crossshatching.

C. the omission of crosshatching.

D. stippling.

28. The main reason for using decimal dimensions instead of common fractions is that decimal dimensions:

a. indicate that a greater degree of precision is required in the shop.

B. are generally superior to the fractional form.

C. conform to a policy of giving detailed dimensions in decimal form.

D. enables the machinist to use his micrometers more easily.

29. Which of the following leads is the hardest.

A. 2H.

B. 4H.

C. 2B.

D. 4B

30. The top view of an object is placed:

A. below the front view.

B. above the front view.

C. to the left of the front view.

D. to the right of the front view.

31. When objects are drawn half scale, the dimensions are given:

A. full size

B. twice the size.

C. half size.

D. one-fourth size

32. The most prominent lines on a drawing should be the:

A. center lines.

B. dimension lines.

C. hidden lines.

D. visible lines.

33. In rounding off the decimal 7.335 to two places, which is correct.

A. 7.32

B. 7.33

C. 7.34

D. 7.35

34. The predominant practice in industry is to place the title block in the:

A. upper right hand corner.

B. lower right hand corner.

C. lower left hand corner.

D. most convenient location on the sheet.

35. In perspective drawing, the horizon line is placed:

A. above the object.

B. below the object.

C. through the center of the object.

D. any of the above.

36. Which of the following features is not characteristic of a general assembly drawing?

A. overall dimensions.

B. identification of parts.

C. lack of hidden lines.

D. detailed dimensions.

37. What single phase of drafting probably contributes most to the overall good appearance of a drawing?

A. proper line contrast.

B. good lettering.

C. accurate tangent points.

D. accurate projection.

38. Which of the following is not a feature of a detail drawing.

A. one or more views.

B. auxiliary views.

C. installation dimensions.

D. sectional views.

39. The main reason why dimension lines are drawn thinner than object or visible lines is that:

A. dimension lines are less important than the heavy object or visible lines.

B. heavy dimension lines would interfere with the clarity of the drawing.

C. the thin dimension lines make the arrowheads more conspicuous.

D. dimension lines match the weight of the center lines.

40. Which of the listed processes is the most accurate way of producing holes that are round and concentric.

A. counterboring.

B. drilling.

C. boring.

D. spotfusing.

41. The process of heating and then cooling a part very slowly is

A. normalizing

B. tempering

C. case hardening

d. annealing

42. A correctly made mechanical drawing, made complete by the addition of dimensions and notes to the extent that complete information is present for the construction of the object is called a (an):

A. installation drawing.

B. auxiliary drawing.

C. working drawing

D. assembly drawing.

43. An intentional difference between the maximum material limits of making parts is called:

A. tolerance.

B. allowance.

C. clearance.

D. limit of size.

44. A unilateral system of tolerancing allows variations in:

A. both directions from a design size.

B. certain types of running fits.

C. one direction from a design size.

D. dimensions that are very critical.

45. In specifying a limit or tolerance, the accepted practice is to:

A. show the closest possible values.

B. use the greatest permissible values.

C. use ANSI standard values.

D. use SAE standard values.

46. The term MMC means:

A. minimum material conditions.

B. maximum material clearance.

C. maximum material conditions.

D. more material coming.

47. A detail drawing is:

A. a drawing of a machine or structure put together showing the relative position of the different parts.

B. a drawing of a related group of parts.

C. a drawing that gives a general idea of the exterior shape of a machine or structure.

D. a drawing of a single part giving a complete and exact description of its form, dimensions, and construction.

48. An assembly drawing:

A. is used by the machinist to understand how the parts fit together.

B. tells the workman simply and directly the shape, size, material and finish of a part.

C. is a drawing showing how the object is put together, showing the relative positions of the different parts.

D. is completely dimensioned.

49. A detail drawing is:

A. partially dimensioned.

B. fully dimensioned.

C. dimensioned only for important features.

50. Standard parts are:

A. detailed on a drawing.

B. not detailed on a drawing.

C. not included on a parts list.

D. not included or dealt with in any manner.

51. Which one of the following is not considered as part of the set of working drawings.

A. detail drawing.

B. assembly drawing.

C. parts list.

D. exploded illustration.

52. Pipe threads differ from standard threads chiefly in:

A. number of threads per inch.

B. a taper of 1/16" per inch, or 3/4" per foot.

C. class of fit.

D. thread pitch series.

53. The distance a threaded part moves axially with respect to a fixed mating part in one complete revolution is called:

A. threads per inch.

B. pitch.

C. lead.

54. The distance between crest and root measured normal to the axis is called:

A. major diameter.

B. minor diameter.

C. depth of thread.

D. pitch diameter.

55. The pictorial representation which more nearly approximates the results obtained by the human eye is the:

A. isometric.

B. diametric.

C. perspective.

D. cavalier.

56. Information of an overall nature is included in the:

A. general notes.

B. title block

C. bill of materials.

D. change block.

57. In reference to a double thread the:

A. lead equals the pitch.

B. lead equals three times the pitch.

C. lead equals twice the pitch.

D. diameter equals the pitch.

58. According to the standards, the arrangement of views of a rectangular object may have as many as:

A. four principal views.

B. three principal views.

C. five principal views.

D. six principal views.

59. If a single cutting plane is passed entirely through the center of an object parallel to one of the principal planes of projection, the resulting view of the interior is known as:

A. an offset section.

B. a full section.

C. an auxiliary view.

D. a half section.

60. The underlining of a dimension with a wavy line indicates that:

A. special accuracy is required.

B. the dimension is of special importance.

C. the dimension is not to scale.

D. it is a reference dimension.

61. Multiple threads are designed for:

A. power.

B. energy.

C. speed.

D. slack.

62. In triple threads the lead is what multiple of the pitch:

A. 2

B. 1

C. 6

D. 3

63. In the thread note $\frac{3}{4}$ -10 UNC ZB, the UNC refers to:

A. depth.

B. form.

C. class.

D. fit.

64. The new standard thread agreed upon by the United States, Canada, and Great Britain is the:

A. Acme

B. American National

C. Unified

D. Sharp V

65. The new standard unified thread consists of how many fits.

A. 8

B. 6

C. 2

D. 3

66. In the symbols for fit, the letter "B" refers to what thread.

A. external

B. fine

C. internal

D. coarse

67. In the thread note, 1/4 - 28 UNC - ZA, the Z refers to:

A. multiple

B. depth

C. class of fit

D. national form

68. In the thread note, 1/2 - 1Z UNC - 3B, the 1/2 refers to:

A. class of fit

B. form

C. major diameter

D. depth

69. American standard taper pipe threads are indicated by a note giving the nominal diameter followed by the letters:

A. TPT

B. AST

C. NPT

D. STP

70. A steel rod threaded on both ends is a:

A. set screw.

B. stud.

C. cap screw.

D. through bolt.

71. It is good practice when lettering thread notes to give the tap drill:

A. length

B. depth

C. width

D. fit

72. In general, when a bolt or a screw is passed through a hole in one member, the hole should be:

A. the same size as bolt.

B. smaller than bolt.

C. longer than bolt.

D. larger than bolt.

73. A fastener that is regarded as permanent rather than removable is a:

A. set screw.

B. machine screw.

C. rivet.

D. bolt.

74. A groove cut in a shaft to receive a key is called:

A. slot.

B. relief.

C. keyway.

D. keyseat.

75. A groove cut in a hub to receive a key is called a:

A. relief.

B. keyway.

C. key seat.

D. slot.

76. Pictoral drawing enables the person without technical training to _____ the object represented.

A. draw

B. project

C. visualize

D. dimension

77. The plane upon which the front view is projected is called the:

A. profile plane.

B. frontal plane.

C. vertical plane

D. horizontal plane.

78. The plane upon which the side view is projected is called:

A. vertical plane.

B. profile plane.

C. frontal plane.

D. horizontal.

79. The plane upon which the top view is projected is called the:

A. horizontal plane.

B. frontal plane.

C. level plane.

D. profile plane.

80. Lines of sight are always _____ to the plane upon which they are projected.

A. level.

B. parallel.

C. perpendicular.

D. inclined.

81. The front, top, and bottom views of an object all line up vertically and are the same:

A. depth.

B. width.

C. size.

D. height.

82. The top, right-side, bottom, and left-side views of an object are all equidistant from the respective reference lines, and are the same:

A. depth.

B. height.

C. width.

D. length.

83. The rear, left-side, front, and right-side views of an object all line up horizontally, and are the same:

A. depth.

B. width.

C. length.

D. height.

84. When numbering the corners of an object for purposes of projection, if a point is visible in a given view, the number is placed _____ the corner.

A. outside.

B. inside.

C. on.

D. behind.

85. A view may not need to be complete but may show only what is necessary for the clear description of an object. Such a view is called:

A. negative view.

B. partial view.

C. uneven view.

D. removed view.

86. One of the most important prerequisites of the successful draftsman is his ability to:

A. typewrite.

B. make speeches.

C. visualize.

D. run a printing machine.

87. A view of an object drawn is on a sheet so that it no longer is in direct projection with any other view of the object, is called a:

A. partial view.

B. uneven.

C. removed view.

D. negative view.

88. If a plane surface is perpendicular to a plane of projection, its projection on the plane will be a:

A. plane.

B. curved line.

C. straight line.

D. point.

89. If a line is parallel to a plane of projection, its projection on the plane will be:

A. lengthened.

B. true length.

C. foreshortened.

D. a point.

90. If a plane surface is at an angle to a plane of projection, its projection on the plane will be:

A. true size.

B. larger.

C. a line.

D. foreshortened.

91. What item of drawing equipment would you select to use if you wanted to draw a regular curved line which is equidistant from a common point.

A. 45° triangle.

B. protractor.

C. irregular curve.

D. bow compass.

92. What item of drawing equipment would you select to use if you wanted to draw an irregular curved line through pre-established points.

A. protractor.

B. bow compass.

C. irregular curve.

D. 45° triangle.

93. What item of drawing equipment would you select to use if you wanted to locate sixteen equally-spaced points on the circumference of a circle.

A. protractor.

B. bow compass.

C. dividers.

D. engineer's scale.

94. What item of drawing equipment would you select to use if you wanted to divide a line into decimal parts?

A. triangular scale.

B. weight scale.

C. engineer's scale.

D. architect's scale.

95. Which instrument would be used for the drawing of very large circles.

A. bow compass.

B. French curve.

C. protractor.

D. beam compass.

96. Mylar is:

A. an eraser.

B. a type of pencil.

C. a drafting film.

D. a means of projection.

97. If a cylinder is cut by an inclined plane, 30 degrees to the horizontal, what is the shape of the inclined surface.

A. circular.

B. parabolic.

C. elliptical.

D. hyperbolic.

98. The purpose of auxiliary projections or views is to show the _____ of a surface which cannot be shown in any of the three principal views.

A. oblique shape.

B. inclined shape.

C. true shape.

D. foreshortened shape.

99. Any auziliary view projected from _____ auxiliary view is a secondary auxiliary view.

A. stationary

B. primary.

C. parallel.

D. multiview.

100. How many auxiliary planes can be assumed perpendicular to, and hinged to, the profile plane of projection.

A. 6

B. 5

C. infinite.

D. 3

VOCATIONAL DRAFTING
Test Answer Sheet

Name _____ Test Score _____

School _____ Test Number _____

Directions: For each question, mark out the letter indicating the correct answer.

1.	A	B	C	D	26.	A	B	C	D	51.	A	B	C	D	76.	A	B	C	D
2.	A	B	C	D	27.	A	B	C	D	52.	A	B	C	D	77.	A	B	C	D
3.	A	B	C	D	28.	A	B	C	D	53.	A	B	C	D	78.	A	B	C	D
4.	A	B	C	D	29.	A	B	C	D	54.	A	B	C	D	79.	A	B	C	D
5.	A	B	C	D	30.	A	B	C	D	55.	A	B	C	D	80.	A	B	C	D
6.	A	B	C	D	31.	A	B	C	D	56.	A	B	C	D	81.	A	B	C	D
7.	A	B	C	D	32.	A	B	C	D	57.	A	B	C	D	82.	A	B	C	D
8.	A	B	C	D	33.	A	B	C	D	58.	A	B	C	D	83.	A	B	C	D
9.	A	B	C	D	34.	A	B	C	D	59.	A	B	C	D	84.	A	B	C	D
10.	A	B	C	D	35.	A	B	C	D	60.	A	B	C	D	85.	A	B	C	D
11.	A	B	C	D	36.	A	B	C	D	61.	A	B	C	D	86.	A	B	C	D
12.	A	B	C	D	37.	A	B	C	D	62.	A	B	C	D	87.	A	B	C	D
13.	A	B	C	D	38.	A	B	C	D	63.	A	B	C	D	88.	A	B	C	D
14.	A	B	C	D	39.	A	B	C	D	64.	A	B	C	D	89.	A	B	C	D
15.	A	B	C	D	40.	A	B	C	D	65.	A	B	C	D	90.	A	B	C	D
16.	A	B	C	D	41.	A	B	C	D	66.	A	B	C	D	91.	A	B	C	D
17.	A	B	C	D	42.	A	B	C	D	67.	A	B	C	D	92.	A	B	C	D
18.	A	B	C	D	43.	A	B	C	D	68.	A	B	C	D	93.	A	B	C	D
19.	A	B	C	D	44.	A	B	C	D	69.	A	B	C	D	94.	A	B	C	D
20.	A	B	C	D	45.	A	B	C	D	70.	A	B	C	D	95.	A	B	C	D
21.	A	B	C	D	46.	A	B	C	D	71.	A	B	C	D	96.	A	B	C	D
22.	A	B	C	D	47.	A	B	C	D	72.	A	B	C	D	97.	A	B	C	D
23.	A	B	C	D	48.	A	B	C	D	73.	A	B	C	D	98.	A	B	C	D
24.	A	B	C	D	49.	A	B	C	D	74.	A	B	C	D	99.	A	B	C	D
25.	A	B	C	D	50.	A	B	C	D	75.	A	B	C	D	100.	A	B	C	D

VOCATIONAL DRAFTING
Test Answer Sheet

Name _____ Test Score _____

School _____ Test Number _____

Directions: For each question, mark out the letter indicating the correct answer.

1.	A B C D	26.	A B C D	51.	A B C D	76.	A B C D
2.	A B C D	27.	A B C D	52.	A B C D	77.	A B C D
3.	A B C D	28.	A B C D	53.	A B C D	78.	A B C D
4.	A B C D	29.	A B C D	54.	A B C D	79.	A B C D
5.	A B C D	30.	A B C D	55.	A B C D	80.	A B C D
6.	A B C D	31.	A B C D	56.	A B C D	81.	A B C D
7.	A B C D	32.	A B C D	57.	A B C D	82.	A B C D
8.	A B C D	33.	A B C D	58.	A B C D	83.	A B C D
9.	A B C D	34.	A B C D	59.	A B C D	84.	A B C D
10.	A B C D	35.	A B C D	60.	A B C D	85.	A B C D
11.	A B C D	36.	A B C D	61.	A B C D	86.	A B C D
12.	A B C D	37.	A B C D	62.	A B C D	87.	A B C D
13.	A B C D	38.	A B C D	63.	A B C D	88.	A B C D
14.	A B C D	39.	A B C D	64.	A B C D	89.	A B C D
15.	A B C D	40.	A B C D	65.	A B C D	90.	A B C D
16.	A B C D	41.	A B C D	66.	A B C D	91.	A B C D
17.	A B C D	42.	A B C D	67.	A B C D	92.	A B C D
18.	A B C D	43.	A B C D	68.	A B C D	93.	A B C D
19.	A B C D	44.	A B C D	69.	A B C D	94.	A B C D
20.	A B C D	45.	A B C D	70.	A B C D	95.	A B C D
21.	A B C D	46.	A B C D	71.	A B C D	96.	A B C D
22.	A B C D	47.	A B C D	72.	A B C D	97.	A B C D
23.	A B C D	48.	A B C D	73.	A B C D	98.	A B C D
24.	A B C D	49.	A B C D	74.	A B C D	99.	A B C D
25.	A B C D	50.	A B C D	75.	A B C D	100.	A B C D

VOCATIONAL DRAFTING

DIMENSIONING

Directions: Do not write on this examination. Record your answers directly on the answer sheet. For each question, select the correct, best, or most appropriate answer.

1. Numerical values expressed in appropriate units of measure and indicated on a drawing along with lines, symbols, and notes to define a geometrical characteristic of an object.

   A. Features

   B. Dimensions

   C. Allowances

   D. Abbreviations

2. Points, lines, planes, cylinders, etc. assumed to be exact for purposes of computation from which the location or geometric relationship (form) of features of a part may be established.

   A. Datums

   B. Identification

   C. Units of measurement

   D. Specifications

3. The condition where the feature contains the maximum amount of material, e.g., minimum hole diameter and maximum shaft diameter.

   A. Regardless of feature size

   B. Nominal size

   C. Maximum material condition

   D. Basic dimension

4. A fit having limits of size so prescribed that surface contact or clearance may result when

   A. Clearance fit

   B. Interference fit

   C. Transition fit

   D. Line fit

5. Variation is permitted in both directions from the specified dimension.

   A. Tolerance

   B. Allowance

   C. Unilateral tolerance

   D. Bilateral tolerance

6. Each dimension, except those dimensions specifically labeled as REF, TP, MAX, or MIN, must have a tolerance. Tolerances may be:

   A. Applied directly

   B. Indicated by a general note

   C. Included in a referenced document

   D. Established by any or all of the above

7. Dimensioning of the features of a drawing must be complete so that no scaling of the drawing is required and so that the intended measurements can be determined without assuming any distances. Included in these dimensions would be:

   A. Dimensions for size

   B. Dimensions for form

   C. Dimensions for location

   D. Dimensions for all of the above

8. With reference to the fundamental rules of general dimensioning, three of the following statements are true statements while one of them is false. Select the false statement.

   A. Dimensions must be selected to give required information directly and should preferably be shown in true profile views and refer to visible outlines rather than to hidden lines.

   B. Surfaces, lines, and points must be located by at least two toleranced dimensions in any one direction. Other dimensions and related data must be given as many times on the drawing as the draftsman deems necessary.

   C. Each dimension must be expressed clearly so that it will be interpreted in only one way.

   D. Where practical, the finished part should be defined without specifying manufacturing methods. Thus, only the diameter of a hole is given, without indication as to whether it may be drilled, reamed, punched, or made by any other operation. However, where manufacturing, processing, quality assurance, or environmental information is essential to the definition of engineering requirements, it shall be specified on the drawing, or in a document referenced to the drawing.

9. Which of the following lines is not usually used in the dimensioning process?

A. Dimension line

B. Extension line

C. Visible line

D. Center line

10. Which one of the following symbols is used to indicate "true position"?

A.

B.

C.

D.

11. Standard abbreviations are often used in the dimensioning of a drawing, especially where notes are used. Which one of the following is not a correct abbreviation?

A. Radius . . . . . R

B. Counterbore . . CBORE

C. Diameter . . . . D

D. Cast iron . . . CI

12. Direct dimensions are usually supplemented with brief notes carefully worded so as to be capable of only one interpretation. Notes are classified as general notes when they apply to the entire drawing. Which one of the following is not a general note?

A. FINISH ALL OVER

B. FILLETS & ROUNDS.12R

C. .748-.750 REAM - 2 HOLES

D. CI - 1 REQD

13. Local notes apply to specific operations only, and are connected by a leader to the point at which such operations are performed. Which one of the following is not a local note?

A. .500 - 12 UNC - 3A

B. 45 DEGREES x .12R

C. SAE 1020 CASE HARDEN

D. CUT FOR #304 WOODRUFF KEY

14. It is common practice in engineering-type drawing to place dimensions on the drawing so that they are all read from the bottom of the drawing. With reference to the reading direction, what is the name of such dimensioning?

A. Reference

B. Unidirectional

C. Overall

D. Aligned

15. A leader is used to direct an expression in note form to the intended place on the drawing. It should terminate in an arrowhead or a dot. Which one of the following statements is a correct statement about leaders?

A. Leaders may cross each other at random.

B. When a leader is directed to a circle or circular arc, its direction should be radial.

C. It is recommended that leaders be drawn in a horizontal direction.

D. Leaders are often drawn parallel to adjacent dimension lines, extension lines, or section lines.

16. Dimension lines are drawn parallel to the direction of measurement. The space between parallel dimension lines should not be less than .25 inch. What is the recommended distance between the dimension line and the part outline?

A. About .40 inch

B. Exactly .25 inch

C. Less than .25 inch

D. It doesn't matter

17. With reference to the standard dimensioning procedures, three of the following statements are true and one of them is false. Identify the false statement.

A. Dimensions should preferably be placed outside the outline of the view.

B. A circular arc is dimensioned by giving its diameter.

C. When a part has a number or radii of the same dimension, it is preferable to use a note.

D. Cylindrical parts and features are defined in terms of diameter and length.

18. With further reference to standard dimensioning procedures, three of the following statements are true and one is false. Identify the false statement.

A. When a hole is to be counterbored, the radius of the hole, the radius of the counterbore, and the depth of the counterbore should be given.

B. When corners are rounded, dimensions should locate the edges and the arcs are drawn tangent to these edges.

C. Round holes are positioned by giving distances, or a distance and direction, to the hole centers.

D. When positions are specified by dimensions from a datum, different features of the part are located with respect to this datum and not with respect to each other.

19. Drawings should be made to scale and the scale of the drawing should be stated. Which of the following statements of scale is not used for engineering-type machine drawings?

A. FULL SIZE

B. 2.00 = 1.00

C. 1/4" = 1'-0"

D. TEN TIMES SIZE

20. In drafing it is often necessary to make conversions from inches to millimeters and from millimeters to inches. Convert 9.375 inches to millimeters. See attached tables and charts.

A. 236.4318 mm

B. 238.12 mm

C. 239.43 mm

D. 238.1250 mm

21. Convert 115.86 millimeters to inches. See attached tables and charts.

A. 4.5416 inches

B. 4.465 inches

C. 4.5614 inches

D. 5.16 inches

22. Angular dimensions are most commonly expressed in degrees, minutes, and seconds. However, when desired, the angle may be given in degrees and decimal parts of a degree, and the tolerance in decimal parts of a degree. With reference to angular units of measurement, three of the following expressions are true and one is false. Identify the false statement.

A. $15^\circ\ 15' \pm 0^\circ\ 8'$

B. 45' 15" MAX

C. $35.6^\circ \pm .2^\circ$

D. $18^\circ\ 30'\ 45''$
$18^\circ\ 30'\ 15''$

23. It may be necessary to make conversions from angular units of measurement given in degrees, minutes, and seconds to measurements in degrees and decimal parts of a degree. Convert $18^\circ\ 36'\ 43''$ to a two place decimal measurement.

A. 18.61 degrees

B. 18.58 degrees

C. 18.63 degrees

D. 18.64 degrees

24. In general dimensioning, features are dimensioned as to their size and as to their position. Identify the description that has to do with a dimension of position.

A. Cylindrical parts and features are defined in terms of diameter and length.

B. Dimensions from a datum may be necessary if a part has more than one critical dimension and must mate with another part.

C. The recommended method for dimensioning a chamfer is to give an angle and a length. The dimension is the measurement along the length of the part and not along the slope of the chamber.

D. Symmetrical outlines may be dimensioned on one side of the axis of symmetry only.

25. With reference to the dimensioning of standard features, three of the following statements are correct and one is incorrect. Identify the incorrect statement.

A. A circular arc is dimensioned by giving its radius.

B. The radius and angle of a countersunk or counterdrilled hole should be indicated.

C. Where the center of a radius is outside of the drawing, or interferes with another view, the radius dimension line may be foreshortened.

D. When a part has a number of radii of the same dimension, it is preferable to use a note.

26. Three of the following are correct statements concerning surface quality control. A fourth statement is erroneous. Identify this statement.

A. Surface roughness refers to the small peaks and valleys that will be found on any surface, however smooth the surface.

B. Waviness refers to the larger undulations of a surface upon which the roughness features are superimposed.

C. The ideal finish on any surface is the finest one that it is possible to attain.

D. Surface finish is intimately related to the functioning of a surface, and proper specification of finish of such surfaces as bearings, seals, etc., is very important.

27. A type of rectangular datum dimensioning in which dimensions from mutually perpendicular datum planes are listed in a table on the drawing instead of on the pictorial portion. This method of dimensioning may be used on drawings which require the location of a large number of similarly shaped features.

Identify the type of datum dimensioning described above.

A. Coordinate dimensions

B. Tubular dimensions

C. Ordinate dimensions

D. Casting and forging datums

28. The use of datums and the three plane concept involves the promotion of a common underatanding and interpretation of datum dimensioning and the explanation of how parts may be related to a reference system composed of three mutually perpendicular planes.

It requires a minimum of six points of contact to properly establish the primary, secondary, and tertiary datum features on a rectangular part with the first, second, and third datum planes. What is the minimum number of points necessary to establish the tertiary datum feature?

A. One

B. Two

C. Three

D. Four

29. Application of the three-plane concept can readily be made to parts with cylindrical datum features. How many datum features must be specified in an ordinary cylindrical part?

A. One

B. Two

C. Three

D. Four

30. The use of datums as they apply to the three plane concept takes into consideration many things concerning the part about to be drawn and manufactured. Which one of the following would usually receive the least consideration?

A. Ease of manufacturing

B. The function of the part

C. Convenient method of inspection

D. The general appearance of the part

31. All dimensions except those enclosed in a frame and those with a specific label are subject to tolerances, either applied directly to the dimension, indicated by means of general tolerance notes, or specified in supplementary documents. Which one of the following would indicate the need for a tolerance?

A. BSC

B. REF

C. DIA

D. MAX

32. Dimensional tolerances are expressed in either of two ways: limit dimensioning or plus and minus tolerancing. Below are four statements concerning tolerancing methods. Three of the statements are correct while one is erroneous. Identify the erroneous statement.

A. In limit dimensioning only maximum and minimum dimensions are specified.

B. In plus and minus tolerancing, the dimension of the specified size is given first, and is then followed by a plus or minus expression of tolerance.

C. For dimension of size given directly, the numeral representing the minimum material condition is placed above and the numeral representing the maximum material condition is placed below.

D. All limits are considered to be absolute. Dimensional limits, regardless of the number of decimal places, are to be used as if they were continued with zeros.

33. The need to consider whether MMC or RFS applies is limited to a feature subject to variation in size, where its positional or form tolerance and datum reference applies to an axis or centerplane. Which one of the following types of tolerance is applicable to RFS only?

A. Concentricity

B. Perpendicularity

C. Parallelism

D. True position

34. In true position tolerancing, the basic location is given by untoleranced dimensions and a positional tolerance is added to the note that normally is provided for specifying the number and size of features. Which of the following is not listed as an advantage of true position tolerancing?

A. Greater tolerance

B. Practical gaging

C. Uniform interpretation and simpler analysis

D. A variety of square, rectangular, and wedge shaped tolerance zones become available.

35. There are many reasons why geometric dimensioning and tolerancing is being used. Listed below are three very valid reasons for its use and one reason that could not be considered as valid. Identify the reason that is not valid.

A. It saves money.

B. Its use insures interchangeability of mating parts at assembly.

C. A drawing on which geometric dimensioning and tolerancing has been used looks much more sophisticated.

D. It insures that design dimensional and tolerance requirements, as they relate to actual function, are specifically stated and thus carried out.

36. A positional tolerance is the tolerance assigned to a dimension that locates one or more features in relation to another feature. Listed are three feature relationships where positional tolerances apply and one where they do not. Identify the one that is nonapplicable.

A. Center distances between features such as holes, slots, or bosses

B. Diameters of holes and bosses, and the width and depth of slots

C. Location of features such as holes, slots, bosses, or fixed dowels from datum features such as faces or rabbets.

D. Concentricity between the diameters of a multidiameter part where concentricity is the desired condition and the tolerance gives the permissible eccentricity.

37. A true position tolerance for a cylindrical surface specifies the tolerance zone within which the axis must be contained. What is the shape of this tolerance zone?

A. Square

B. Cylindrical

C. Rectangular

D. Elliptical

38. True position locating dimensions may be excluded from the general tolerance by any of the several listed ways. Which one of these ways is the preferred international standards organization (ISO) method recommended by ANSI Y14.5?

A. By specifying on the drawing this general note: UNTOLERANCED DIM LOCATING TRUE POS ARE BASIC.

B. By appending the word BASIC (or BSC) to each of the locating dimensions subject to true position tolerance.

C. By enclosing each of the true position locating dimensions subject to true position tolerance with a rectangular box.

D. By referencing on the drawing a separate document stating that true position locating dimensions are basic.

39. When true position tolerancing is to be applied on the MMC (maximum material condition) basis, how should this intent be conveyed?

A. By adding to the drawing a general note reading: TRUE POS TOL ARE AT MMC UOS.

B. By stating the intent as a part of the local true position note.

C. By using the symbol for MMC as a modifier in the feature control symbol.

D. Any of the above are acceptable but "C" is the method preferred by ISO.

40. Datums should always be identified on drawings whenever failure to do so could result in a wrong selection of the datum. Which of the following answers best describes how datums may be indicated?

A. By using a properly placed datum identifying symbol.

B. By including in the true position symbol a reference to the datum(s).

C. By implication if there is only a single feature that could provide a datum.

D. By any or all of these depending on the characteristics of the part being dimensioned.

41. Wherever it becomes necessary to insure that squareness of holes be held more closely than would be required by a true position tolerance an indication to this effect must be made on the drawing. Which one of the following is not an acceptable way of indicating squareness control?

A. By a squareness note on the drawing.

B. By giving the squareness tolerance with a feature control symbol.

C. By giving a closer true position tolerance.

D. By using a projected tolerance zone.

42. The basic principles of true position dimensioning for circular features apply also to not-circular features such as slots, tabs, and serrations. For such features, the positional tolerance is usually applied only to surfaces related to the center plane of the feature. Tolerance zones for these non-circular features are:

A. Shaped like an elongated cylinder.

B. Total widths equally disposed about, and parallel to, the center plane.

C. In the shape of a rectangular shape box.

D. Spherical in shape.

43. What condition exists wherein a part or a feature has the same contour and size on opposite sides of a central plane?

A. Symmetry

B. Concentricity

C. Coaxiality

D. Runout

44. Tolerances of form state how far actual surfaces or features are permitted to vary from the desired form implied on the drawing. Which of the following is not a tolerance of form?

A. Roundness

B. Perpendicularity

C. True position

D. Straightness

45. The following statement and list of conditions has to do with the application of form tolerances. Three of the conditions are correct while the fourth is not. Identify the erroneous condition.

Form tolerances should be specified for all features critical to function and interchangeability:

A. Where established workshop practices cannot be relied upon to provide the required accuracy.

B. Where documents establishing suitable standards of workmanship cannot be prescribed.

C. Where tolerances of position, symetry, or concentricity have been omitted.

D. Where the tolerances of size and location have not provided the necessary control.

46. Form tolerances are specified in three ways. Which one of the following is not one of these ways?

A. Drawing notes

B. Unilateral tolerances

C. Symbols

D. Supplementary documents

47. The condition of a surface having all elements in one plane.

A. Flatness

B. Straightness

C. Parallelism

D. Angularity

48. Which of the following is a form tolerance for a single feature?

A. Angularity

B. Runout

C. Perpendicularity

D. Cylindricity

49. Which of the following is a form tolerance for a related feature?

A. Profile

B. Cylindricity

C. Parallelism

D. Roundness

50. The amount a part distorts after removal of external forces applies during manufacture.

A. circular runout

B. Average diameter

C. Tolerance at MMC

ERIC

INCH-MILLIMETER LINEAR DIMENSIONING CONVERSION. The inch value to be converted should be written to as many decimal places as accuracy requires. The value should then be split into groups of not more than two significant digits each. The inch equivalent of each group should be taken from Figure 02.1 and tabulated as shown in Example 1, proper regard being given to the position of the decimal point in each case.

To maintain precision during conversion without retaining an unnecessary number of digits, the millimeter equivalent of each group should be carried to one decimal place more than the inch value being converted and should be rounded to the appropriate significant figure in the last decimal place. The sum of the group of equivalents should then be rounded off to one less decimal place than the original inch value.

EXAMPLE 1 - Convert 2.4637 in. to millimeters:

2.0000 in. = 50.80000 mm exactly
0.4600 in. = 11.68400 mm exactly
0.0037 in. = 0.09398 mm exactly

2.4637 in. = 62.57798 mm
or rounded to 3 decimal places:
2.4637 in. = 62.578 mm

FRACTIONAL INCH-MILLIMETER CONVERSION. Combinations of inch and fractional inch millimeter equivalents may be tabulated to obtain desired millimeter conversion. The millimeter value should be rounded to one less than the decimal equivalent of the inch fraction taken to the intended or implied precision.

MILLIMETER-INCH LINEAR DIMENSIONING CONVERSION. The millimeter value to be converted should be written to

CONVERSION FROM DECIMAL INCHES TO MILLIMETERS

in.	mm	in.	mm	in.	mm
1	25.4	36	914.4	71	1 803.4
2	50.8	37	939.8	72	1 828.8
3	76.2	38	965.2	73	1 854.2
4	101.6	39	990.6	74	1 879.6
5	127.0	40	1 016.0	75	1 905.0
6	152.4	41	1 041.4	76	1 930.4
7	177.8	42	1 066.8	77	1 955.8
8	203.2	43	1 092.2	78	1 981.2
9	228.6	44	1 117.6	79	2 006.6
10	254.0	45	1 143.0	80	2 032.0
11	279.4	46	1 168.4	81	2 057.4
12	304.8	47	1 193.8	82	2 082.8
13	330.2	48	1 219.2	83	2 108.2
14	355.6	49	1 244.6	84	2 133.6
15	381.0	50	1 270.0	85	2 159.0
16	406.4	51	1 295.4	86	2 184.4
17	431.8	52	1 320.8	87	2 209.8
18	457.2	53	1 346.2	88	2 235.2
19	482.6	54	1 371.6	89	2 260.6
20	508.0	55	1 397.0	90	2 286.0
21	533.4	56	1 422.4	91	2 311.4
22	558.8	57	1 447.8	92	2 336.8
23	584.2	58	1 473.2	93	2 362.2
24	609.6	59	1 498.6	94	2 387.6
25	635.0	60	1 524.0	95	2 413.0
26	660.4	61	1 549.4	96	2 438.4
27	685.8	62	1 574.8	97	2 463.8
28	711.2	63	1 600.2	98	2 489.2
29	736.6	64	1 625.6	99	2 514.6
30	762.0	65	1 651.0	100	2 540.0
31	787.4	66	1 676.4		
32	812.8	67	1 701.8		
33	838.2	68	1 727.2		
34	863.6	69	1 752.6		
35	889.0	70	1 778.0		

NOTE: All values in this table are exact.

FIGURE 02.1

CONVERSION FROM FRACTIONAL INCHES TO MILLIMETERS

in.		mm	in.		mm
1/64	0.015 625	0.396 875	33/64	0.515 625	13.096 875
1/32	0.031 250	0.793 750	17/32	0.531 250	13.493 750
3/64	0.046 875	1.190 625	35/64	0.546 875	13.890 625
1/16	0.062 500	1.587 500	9/16	0.562 500	14.287 500
5/64	0.078 125	1.984 375	37/64	0.578 125	14.684 375
3/32	0.093 750	2.381 250	19/32	0.593 750	15.081 250
7/64	0.109 375	2.778 125	39/64	0.609 375	15.478 125
1/8	0.125 000	3.175 000	5/8	0.625 000	15.875 000
9/64	0.140 625	3.571 875	41/64	0.640 625	16.271 875
5/32	0.156 250	3.968 750	21/32	0.656 250	16.668 750
11/64	0.171 875	4.365 625	43/64	0.671 875	17.065 625
3/16	0.187 500	4.762 500	11/16	0.687 500	17.462 500
13/64	0.203 125	5.159 375	45/64	0.703 125	17.859 375
7/32	0.218 750	5.556 250	23/32	0.718 750	18.256 250
15/64	0.234 375	5.953 125	47/64	0.734 375	18.653 125
1/4	0.250 000	6.350 000	3/4	0.750 000	19.050 000
17/64	0.265 625	6.746 875	49/64	0.765 625	19.446 875
9/32	0.281 250	7.143 750	25/32	0.781 250	19.843 750
19/64	0.296 875	7.540 625	51/64	0.796 875	20.240 625
5/16	0.312 500	7.937 500	13/16	0.812 500	20.637 500
21/64	0.328 125	8.334 375	53/64	0.828 125	21.034 375
11/32	0.343 750	8.731 250	27/32	0.843 750	21.431 250
23/64	0.359 375	9.128 125	55/64	0.859 375	21.828 125
3/8	0.375 000	9.525 000	7/8	0.875 000	22.225 000
25/64	0.390 625	9.921 875	57/64	0.890 625	22.621 875
13/32	0.406 250	10.318 750	29/32	0.906 250	23.018 750
27/64	0.421 875	10.715 625	59/64	0.921 875	23.415 625
7/16	0.437 500	11.112 500	15/16	0.937 500	23.812 500
29/64	0.453 125	11.509 375	61/64	0.953 125	24.209 375
15/32	0.468 750	11.906 250	31/32	0.968 750	24.606 250
31/64	0.484 375	12.303 125	63/64	0.984 375	25.003 125
1/2	0.500 000	12.700 000	1	1.000 000	25.400 000

NOTE: All values in table are exact.

FIGURE 02.2

CONVERSION FROM MILLIMETERS TO INCHES

mm	in	mm	in	mm	in.
1	0.039 370 08	36	1.417 322 8	71	2.795 275 6
2	0.078 740 16	37	1.456 692 9	72	2.834 645 7
3	0.118 110 24	38	1.496 063 0	73	2.874 015 7
4	0.157 480 31	39	1.535 433 1	74	2.913 385 8
5	0.196 850 39	40	1.574 803 1	75	2.952 755 9
6	0.236 220 47	41	1.614 173 2	76	2.992 126 0
7	0.275 590 55	42	1.653 543 3	77	3.031 496 1
8	0.314 960 63	43	1.692 913 4	78	3.070 866 1
9	0.354 330 71	44	1.732 283 5	79	3.110 236 2
10	0.393 700 8	45	1.771 653 5	80	3.149 606 3
11	0.433 070 9	46	1.811 023 6	81	3.188 976 4
12	0.472 441 9	47	1.850 393 7	82	3.228 346 5
13	0.511 811 0	48	1.889 763 8	83	3.267 716 5
14	0.551 181 1	49	1.929 133 9	84	3.307 086 6
15	0.590 551 2	50	1.968 503 9	85	3.346 456 7
16	0.629 921 3	51	2.007 874 0	86	3.385 826 8
17	0.669 291 3	52	2.047 244 1	87	3.425 196 8
18	0.708 661 4	53	2.086 614 2	88	3.464 566 9
19	0.748 031 5	54	2.125 984 2	89	3.503 937 0
20	0.787 401 6	55	2.165 354 3	90	3.543 307 1
21	0.826 771 7	56	2.204 724 4	91	3.582 677 2
22	0.866 141 7	57	2.244 094 5	92	3.622 047 2
23	0.905 511 8	58	2.283 464 6	93	3.661 417 3
24	0.944 881 9	59	2.322 834 6	94	3.700 787 4
25	0.984 252 0	60	2.362 204 7	95	3.740 157 5
26	1.023 622 0	61	2.401 574 8	96	3.779 527 6
27	1.062 992 1	62	2.440 944 9	97	3.818 897 6
28	1.102 362 2	63	2.480 315 0	98	3.858 267 7
29	1.141 732 3	64	2.519 685 0	99	3.897 637 8
30	1.181 102 4	65	2.559 055 1	100	3.937 008 0
31	1.220 472 4	66	2.598 425 2		
32	1.259 842 5	67	2.637 795 3		
33	1.299 212 6	68	2.677 165 4		
34	1.338 582 7	69	2.716 535 4		
35	1.377 952 8	70	2.755 905 5		

NOTE The inch values in this table are rounded off to the nearest value in the seventh significant place.

FIGURE 03.1

as many decimal places as the desired accuracy requires. The value should then be split into groups of not more than two significant digits each. The inch equivalent of each group should be taken from Figure 03.1 and tabulated as shown in Example 2, proper regard being given to the position of the decimal point in each case.

To maintain precision during conversion without retaining an unnecessary number of digits, the inch equivalent of each group should be carried to four decimal places more than the millimeter value being converted and shall be rounded to the appropriate significant figure in the last decimal place. The sum of the group of equivalents should then be rounded off to two more decimal places than the original millimeter value.

EXAMPLE 2 - Convert 105.23 mm to inches:

100.00 mm = 3.937008 in.
(from Fig. 03.1)
5.00 mm = 0.196850 in.
(round to sixth decimal place)
0.23 mm = 0.009055 in.
(round to sixth decimal place)

105.23 mm = 4.142913 in.
or rounded to 4 decimal places:
105.23 mm = 4.1429 in.

REFERENCES:
Metric Equivalents of U. S. Conventional Units of Measure - SAE J916, SAE Recommended Practice and SAE Handbook.

VOCATIONAL DRAFTING
Test Answer Sheet

Name _____ Test Score _____

School _____ Test Number _____

Directions: For each question, mark out the letter indicating the correct answer.

1.	A	B	C	D	26.	A	B	C	D
2.	A	B	C	D	27.	A	B	C	D
3.	A	B	C	D	28.	A	B	C	D
4.	A	B	C	D	29.	A	B	C	D
5.	A	B	C	D	30.	A	B	C	D
6.	A	B	C	D	31.	A	B	C	D
7.	A	B	C	D	32.	A	B	C	D
8.	A	B	C	D	33.	A	B	C	D
9.	A	B	C	D	34.	A	B	C	D
10.	A	B	C	D	35.	A	B	C	D
11.	A	B	C	D	36.	A	B	C	D
12.	A	B	C	D	37.	A	B	C	D
13.	A	B	C	D	38.	A	B	C	D
14.	A	B	C	D	39.	A	B	C	D
15.	A	B	C	D	40.	A	B	C	D
16.	A	B	C	D	41.	A	B	C	D
17.	A	B	C	D	42.	A	B	C	D
18.	A	B	C	D	43.	A	B	C	D
19.	A	B	C	D	44.	A	B	C	D
20.	A	B	C	D	45.	A	B	C	D
21.	A	B	C	D	46.	A	B	C	D
22.	A	B	C	D	47.	A	B	C	D
23.	A	B	C	D	48.	A	B	C	D
24.	A	B	C	D	49.	A	B	C	D
25.	A	B	C	D	50.	A	B	C	D

VOCATIONAL DRAFTING
Test Answer Sheet

Name _____ Test Score _____

School _____ Test Number _____

Directions: For each question, mark out the letter indicating the correct answer.

1.	A B C D	26.	A B C D
2.	A B C D	27.	A B C D
3.	A B C D	28.	A B C D
4.	A B C D	29.	A B C D
5.	A B C D	30.	A B C D
6.	A B C D	31.	A B C D
7.	A B C D	32.	A B C D
8.	A B C D	33.	A B C D
9.	A B C D	34.	A B C D
10.	A B C D	35.	A B C D
11.	A B C D	36.	A B C D
12.	A B C D	37.	A B C D
13.	A B C D	38.	A B C D
14.	A B C D	39.	A B C D
15.	A B C D	40.	A B C D
16.	A B C D	41.	A B C D
17.	A B C D	42.	A B C D
18.	A B C D	43.	A B C D
19.	A B C D	44.	A B C D
20.	A B C D	45.	A B C D
21.	A B C D	46.	A B C D
22.	A B C D	47.	A B C D
23.	A B C D	48.	A B C D
24.	A B C D	49.	A B C D
25.	A B C D	50.	A B C D

APPENDIX B

EQUIPMENT AND SUPPLY LISTS

Included in this appendix are suggested lists of equipment and supplies that may be of help to the vocational drafting instructor in equipping the drafting room and in the determination of needed supplies that may be needed to maintain the program.

Also included is a suggested list of personal supplies and equipment to be furnished by the individual student.

SUGGESTED EQUIPMENT LIST

VOCATIONAL DRAFTING

Suggested Allotment	
24	Drafting tables with adjustable tops. Suggested table sizes $37\frac{1}{2}$" x 60". Hamilton deluxe steel wood or equivalent. Lockable storage facilities for individual drafting equipment in each table. Locks should be master-keyed. Table tops should be covered with #38 Borco. Storage facilities for student's drawings should be provided in large drawers in each table or at a convenient location somewhere in the room. Some sort of security should be provided for these drawings.
4	Drafting tables with adjustable tops for special projects. Suggested table sizes $43\frac{1}{2}$" x 96". For versatility, Hamilton Deluxe Dial-A-Torque tables or equivalent recommended. Tops should be covered with #38 Borco.
1	Tracing table. Suggested size $37\frac{1}{2}$" x 60". Hamilton Deluxe Dial-A-Light table or equivalent recommended.
30	Drafting stools with heighth adjustment. Stools should have a swivel seat and an adjustable back rest.
1	Instructor's combination drawing table and desk. Hamilton Deluxe Dial-A-Torque "L" drawing table with right-hand reference desk, or equivalent, recommended. Recommended tables size $37\frac{1}{2}$" x 60". Table should be covered with #38 Borco.

Suggested Allotment	
1	Adjustable, padded drafting stool for instructor's desk
26	Drafting machines for $37\frac{1}{2}$" x 60" drafting tables. Vemco V-track or equivalent recommended. Recommended scales would be a combination scale divided into tenths and fifthieths. Two or three machines should be left-handed.
4	Drafting machines for $43\frac{1}{2}$" x 96" drafting tables. Vemco V-track or equivalent recommended. Two sets of scales should be included with each machine, those divided into tenths and fifthieths, and those divided into sixteenths and thirty seconds. Some instructors may also prefer that parallel rules be supplied for part or all of these four large tables in addition to the drafting machines.
1	Vemco V-track chalkboard drafting machine to fit available blackboard
1	Blue-Ray Model 1042 white printer or equivalent
1	Key cabinet, metal, wall mounted with a capacity of at least 240 keys
6	Leroy II lettering sets
12	Assorted Leroy templates - sizes 700 to 2000
2	Large adjustable scribers, Leroy #61 0015
12	Assorted Leroy reservoir pen, Nos. 5 to 14
1	Ultra-sonic reservoir pen cleaner

Suggested Allotment	
300	Assorted templates of all popular kinds and types to be used as drafting aids in all of the areas of drafting
1 set	Copenhagen ship curves
4	12" beam compasses
2	18" beam compasses
2	Small Klok perspective drawing boards
1	Large Klok perspective drawing boards
2	Large tape dispensers
4	#15 Eagle automatic electric pointers or equivalent
1	12" paper cutter
1	30" paper cutter
1	Dymo tape writer
1	Model 290 Dremel engraver or equivalent
2	Airbrushes complete with compressor, hoses, couplings, regulators, and easels
2	15 drawer horizontal plan file 24" x 36" complete with dividers, locks and bases
2	Proportional dividers

Suggested Allotment	
4	72" plastic edge straight edges
2	Vemco #171MA drawing set or equivalent
4	Yard sticks
1	24" butcher paper dispenser
1	36" butcher paper dispenser
12	Exacto knives
12	Ruling pens
6	Horne centers
2	Arkansas stones
2	14" 45° triangles
2	48" tee squares
1	Typewriter, IBM Selectric or equivalent
1	Pantograph
2	9" trimming shears
1	Standard teacher's desk
2	Padded chairs for use with teacher's desk
1	Standard 4-drawer filing cabinet

Suggested Allotment	
1	Overhead projector
1	8 mm loop projector
1	16 mm projector
1	Screen
1	Filmstrip and slide combination projector
1	Roll-away projector stand
2	Staplers
12	Pen holders
4	Protractorss
2	Adjustable triangles

SUGGESTED SUPPLY LIST

VOCATIONAL DRAFTING

In each drafting area it seems necessary to have on hand a quantity of basic supplies. These supplies may be used strictly as instructional materials or strictly as resale items. Generally, it turns out to be a combination of both. Supplies are generally purchased from budgets allotted by the school administration, from student fees required for registration in the class, and from allotments given on a per student basis by the school district.

The list given here is definitely of a suggestive nature and would have a tendency to vary from situation to situation.

Detail paper - A variety of sizes and qualities

Tracing vellum - A variety of sizes and qualities

Fade-out vellums - A wide variety of sizes, qualities, and kinds

Polyester film - Limited quantity, probably in roll stock

Tracing linen - Limited quality, probably in roll stock

Vapo paper - A variety of speeds and sizes

Assorted erasers

Refills for electric erasers

Ozalid ammonia

Double-sided transparent tape

Double-sided masking tape

Standard masking tape

Scotch Magic mending tape

Grid papers of all sizes and kinds - economy grade for pencil use

Scratch type papers - A variety of sizes and kinds, lined and unlined

Lead holders with a very adequate supply of leads

Compass and divider points

Higgins Black Magic ink

LeRoy pen points

Exacto knife blades

Tape for Dymo tape writer

Ribbons for typewriter

Lead clutches and tracer pins for LeRoy equipment

Correction fluid

1 roll 24" butcher paper

1 roll 36" butcher paper

Pounce

Liquid eraser

Workable fixative

Rubber cement and thinner

Inks for air brushes

Colored construction paper - A variety of sizes and colors

Poster paper - Large size with a variety of colors

Water color board

Colored chalk

White chalk

Blackboard erasers

Paper clips

Thumb tacks

Straight pins

Staples

Colored inks

Colored pencils

Assorted speed ball points

Blue

Paper towels

Soap

Detergent for cleaning Borco on drafting tables

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PERSONAL DRAFTING EQUIPMENT

In most school districts it is standard policy that each individual vocational drafting student furnish certain personal items of equipment and supplies. Listed are those items that the individual may be expected to furnish:

Paper supplies

Lead holders and leads

Standard erasers

Eraser shield

Bow compass

Dividers

Standard circle template

Special templates

Bench bursh

Drafting tape

Triangular scales

Lead pointer

Basic inking equipmnet

Paper stomp

This list will probably vary from district to district and even from school to school. In some instances, a rental or loan system may pervail.

APPENDIX C

TEXTS & STANDARDS OF PARTICULAR INTEREST TO

DESIGNERS, ARCHITECTS, AND DRAFTSMEN

TITLE OF STANDARDS AND TEXTS

Parker, John W.
Drawing Requirements Manual First Edition
Global Engineering Documentation Services, Inc.
Newport Beach, California, 1969

The American Society of Mechanical Engineers,
Dimensioning and Tolerancing For Engineering Drawings
United Engineering Center
345 East 47th Street
New York, N.Y. 10017

Foster, Lowell W.
Geometric Dimensioning and Tolerancing
Addison-Wesley Publishing Company
Menlo Park, California

Costello, John, and Whipple, Don
Technical Drawing With Applied Geometry, Algebra and Trigonometry
Engineering Technology, Inc.
503 East Main Street
Mahomet, Illinois 61853

Luzadder, Warren J.
Fundamentals of Engineering Drawing
Prentice-Hall, Inc., Englewood Cliffs, New Jersey
6th Edition 1971

Jensen, C. H.
Engineering Drawing and Design
McGraw-Hill Company of Canada Limited
1968

Giachino, J. W., and Beukema, H. I.
Drafting and Graphics
American Technical Society
Chicago, Illinois 60637
3rd Edition 1972

Giesecke, Mitchell, Spencer, Hill, and Loving
Engineering Graphics, The Macmillan Company
New York, 1969

French, Thomas E., Vierck, Charles
Graphic Science and Design
McGraw-Hill Book Company
San Francisco, California
3rd Edition 1970

Earle, James H.
Engineering Design Graphics
Addison-Wesley Publishing Company
Menlo Park, California, 1970

Spence, William P.
Architecture
McKnight & McKnight Publishing Company
Second Edition, 1972

Fluchere, Grainger, and Musacchia
Airbrush Techniques For Commercial Art
Reinhold Publishing Corporation
New York, U.S.A.
Second Edition 1961

Maurello, Ralph S.
Commercial Art Techniques
Tudor Publishing Co.
New York, 1963

Maurello, Ralph S.
The Complete Airbrush Book
Wm. Penn Publishing Corp., 1955

Kosloff, Albert
Screen Process Printing
The Signs of the Time Publishing Co.
Cincinnati, Ohio
Third Edition, 1964

Thomas, T. A.
Technical Illustration
McGraw-Hill Book Company
San Francisco, California, 1968

Earle, James H.
Design Drafting
Addison-Wesley Publishing Company
Menlo Park, California, 1972

Weidhaas, Ernest R.
Architectural Drafting and Design
Allyn and Bacon, Inc.
470 Atlantic Ave.
Boston, Mass.
Second Edition, 1972

Giachino, J. W. & Beukema, Henry J.
Drafting Technology
American Technical Society
Chicago, Illinois 60637 1971

French, Thomas E. & Vierck, Charles J.
Engineering Drawing and Graphic Technology
McGraw-Hill Book Company, San Francisco, Calif.
Eleventh Edition, 1972

Wright, Lawrence S., Ed.D.
Drafting Technical Communication
McKnight & McKnight Publishing Co.
Bloomington, Illinois, 1968

Cook III, Jesse S.
Printed Circuit Design and Drafting
Tad Institute
Cambridge, Massachusetts, 1968

The American Society of Mechanical Engineers
Welding Symbols
American Welding Society, Inc.
345 East 47th Street
New York, N.Y. 10017, 1969

U.S. Government Printing Office
Military Standard Engineering Drawing Practices (MIL - STD - 100A)
U.S. Standards Institute
10 East 40th Street
New York, New York 10016

Obegr, Erik and Jones, Franklin D.
Machinery's Handbook
Industrial Press, Inc.
200 Madison Ave.
New York, N.Y. 10016, 1971

Sandia Corporation
The True Position Dimensioning System
Central Scientific Company
1700 Irving Park Road
Chicago, Illinois 60613, 1965

Brown, Walter
Blueprint Reading For Industry
The Goodheart-Willcox Co., Inc.
123 West Taft Drive
South Holland, Illinois, 1972

Busch, Ted
Fundamentals of Dimenional Metrology
Delmar Publishers, Inc.
Albany 5, New York, 1965

ACCESSION NUMBER: VT100624

PUBLICATION DATE: 73

TITLE: HUMAN RELATIONS. REVISED.

DESCRIPTORS: *HUMAN RELATIONS; *SUPERVISORY TRAINING; *DISTRIBUTIVE EDUCATION; *EMPLOYER EMPLOYEE RELATIONSHIP; *ADULT EDUCATION

EDRS PRICE: NOT AVAILABLE IN VT-ERIC SET.

ISSUE: MIC V.7NO.4(1974)PP. 546

ABSTRACT: THIS COURSE OF STUDY, DESIGNED FOR EIGHT 2-HOUR SESSIONS OF ADULT EDUCATION FOR SUPERVISORS, PROVIDES THE INSTRUCTOR WITH BACKGROUND INFORMATION IN HUMAN RELATIONS. THE FIRST SESSION IS DEVOTED TO LAYING A FRAMEWORK AND FOUNDATION FOR DEVELOPING A HUMAN RELATIONS ATTITUDE. THE SECOND, THIRD, AND FOURTH SESSIONS ARE DEVOTED TO "THE FOUR KEYS OF GOOD HUMAN RELATIONS." SESSION FIVE COVERS COMMUNICATION. GRIEVANCES AND DISCIPLINE ARE COVERED IN SESSION SIX AND SEVENTH AND EIGHTH SESSIONS COVER "THE FOUR-STEP METHOD TO PROBLEM SOLVING." HANDOUTS AND TRANSPARENCY ORIGINALS ARE PROVIDED. (AUTHOR/MU)

INSTITUTION NAME: OHIO STATE UNIV., COLUMBUS. DISTRIBUTIVE EDUCATION MATERIALS LAB.

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Human Relations

Revised

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A Training Course for

People Who Manage People

ERIC

H U M A N R E L A T I O N S

R E V I S E D

Produced and Distributed by

DISTRIBUTIVE EDUCATION MATERIALS LABORATORY
The Ohio State University
1885 Neil Avenue, 115 Townshend Hall
Columbus, Ohio 43210

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INTRODUCTION

This manual in human relations training for supervisors, is a revision of the leader's manual, Human Relations Training For Supervisory Personnel in Sales and Merchandising Organizations. It has been developed in order to up-date much of the information, and to place it in a more relevant form for many different types of supervisory positions.

The design of this manual is to provide information for the instructor to develop a background in human relations and to present him with much needed instructional material. It is hoped that the instructor will develop some of his/her own techniques for covering the information.

The human relations program should be taught to meet the needs of the class, which means that some material in this manual may have to be eliminated and more information found in other areas.

Much of the information presented in this manual has been taken from various sources. The sources have been listed whenever possible next to the instructional material. Also, information has been taken from the previous human relations manual.

The course is designed for eight, two-hour sessions, although fewer sessions may be used if desired. The time schedule should again be developed according to the needs of the class members.

The first session, in this manual, is devoted to laying a framework and foundation to build on, for developing a human relations attitude. The second, third, and fourth sessions are devoted to the "Four Keys of Good Human Relations". Session five covers communication. Grievances and discipline are covered in session six, and the seventh and eighth sessions cover the "Four Step Method to Problem Solving".

Handouts are provided at the end of each session. In the manual you will find when each of these handouts are to be used. You may not want to use all of them, but they are made available. Also, you will find copies to be used to make transparencies. It is hoped that by providing these handouts and transparencies, it will make your job of instruction easier. (Make sure that the information which is presented in handout form is covered very carefully.)

Class Size

It is recommended that the class should have anywhere from ten to fifteen class participants. Try to keep the class under fifteen because of the sessions which are devoted to problem solving. This will allow each individual a chance to participate in the discussion.

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Room and Equipment

Make sure that the room which you use is appropriate for discussion purposes. You want to place the group in a semi-circle if possible. If possible, allow smoking and have coffee and tea provided. This helps to place the group at ease.

The equipment you will need is listed.

1. Chalkboard
2. Overhead projector
3. Flip chart
4. Possibly a hook n' loop board

Good luck in your instruction of this human relations training program. You will find it educational and rewarding for your class and also for yourself.

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HUMAN RELATIONS TRAINING

Session One

TOPIC OUTLINE	DISCUSSION MATERIAL
Introduction of Instructor	State your name (write on board) position and background for instructing the course.
Explain purpose of the meetings and course	We will be pooling our ideas on a problem common to all individuals, which is how to secure and keep good human relations with everyone. Before we go into that, however, suppose we check our schedule: A. Announce number of sessions and the time of the meetings. B. Location of meetings. C. Suggest that a notebook be kept for handout material.
Put group at ease	Explain that everyone must contribute in order to gain from others experiences.
Get acquainted (pass out name cards)	Have all individuals fill out a name card and introduce themselves, telling about their work and why they are taking the course.
Emphasize confidential nature of the meetings	These meetings are <u>yours</u> and will deal with problems that are bothering you right now. Much of our discussion will be strictly confidential. The problems we discuss here are not to be passed on. Be as honest as you can about your own feelings on any situation which we are discussing.
Questions	What is human relations? Why study human relations? Is there a difference between human relations and good human relations?

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Place on board or flip chart Ask as an overhead question	QUESTION #1 What is HUMAN RELATIONS?
(Definitions may be placed on a transparency)	Definition: The integration of people into a work situation that motivates them to work together productively, cooperatively, and with economic, psychological, and social satisfaction. This definition may be very difficult to understand. In order to make human relations not seem difficult, definition #2 is offered. "The development of productive, satisfying group effort." To make human relations really seem simple one can say, "Human Relations is the art of getting along favorably with one another."
Place on board or flip chart Ask as an overhead question	QUESTION #2 Why study human relations? Human relations or one's relationship with another is something which affects all of us day in and day out. It is something that concerns everyone in all phases of business. Everyone has definite human relations responsibilities.
Place on board	1. You Can't Ignore It. 2. You Can't Shake It Off. 3. You Can't Postpone It.
Place on board or flip chart Ask as an overhead question	QUESTION #3 Is there a difference between human relations and good human relations? YES. In defining human relations we refer to it as being the way people get along together - whether good or bad. "Good human relations" refers to people that can get along without unnecessary friction. The key to the previous statement is "unnecessary". No group of individuals can work day after day without some friction or misunderstanding taking place. The way in which the friction or misunderstanding is handled will determine whether the human relations principles applied are good or bad.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Place on board	How does one gather information for solving human relations problems?
Handout #1-1. Definitions of personality, and how to gather....	There are three easy and basic ways to solve human relations problems. They are: 1. Your Own Life 2. Observations of the Acts of Others 3. The Findings of Experts
Discuss each area with the group. Know well enough not to read	<u>Your Own Life</u> Valuable information can be gained through experiences one has in his day to day living. The relationships with close friends, with your family, etc., gives us an insight into handling human relations problems. The same techniques used to get along with your close friends and relatives can be applied to our business associates and acquaintances. <u>Observations of the Acts of Others</u> Observing other people can help an individual better understand what makes people the way they are. People are individuals and everyone acts differently in different situations. Watching people work with other people and the way they work together can reveal how some individuals can cope with human relations problems while others cannot. By observing what happens when <u>good</u> human relations is used, and <u>bad</u> human relations is used, one can learn how to work more effectively and efficiently with people. Mistakes in handling human relations problems should be made only once and the individual should learn from his mistakes. <u>The Findings of Experts</u> Many books and articles are published in the area of human relations. Depending on the depth one wants to get into in human relations will determine the type of publications one reads. Courses such as this one will not answer all questions, but enough depth will be

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	covered that through practice and experience one should be able to handle any type of human relations problem that may arise. The experiences received in this course and the knowledge gained will help you in your family, social and business life. These meetings are yours and will deal with your personal problems that you are facing right now. The interaction of the group and the information which a group can offer will help us to understand how to best handle human relations problems. As already mentioned good human relations training is a practical way to help individuals develop skill in getting along with people and helping everyone to work as a team rather than individually.
his section to be used if lass has a number of supervisors in the class.	<u>Supervisors' Role in Human Relations</u> Good handling of human relations is the most important factor in the work of supervisors. Ability to handle people is a skill that can be acquired. We can study, analyze and dissect, with resulting constant improvement in our own techniques. Skill in dealing with workers has its roots in an innate liking for people, but it can be developed fully only through training and experience.
sk group if they understand supervisors role in uman relations.	The success or failure of a company depends largely upon the supervisors relations to the employees in the department. The supervisors need all the help they can get to meet their responsibilities. Too few people realize the complexity and difficulties of the supervisor's job. Management wants output and quality and to

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	attain it means good equipment and improved working conditions. But these are not enough. In addition we need the loyalty and cooperation of people. Can we do something that will improve this loyalty and cooperation? This is the point of these meetings. When a new machine is installed in the company a handbook comes with it giving directions for keeping it in good operating condition, or telling you what to do when it breaks down or refuses to operate properly. Or perhaps a mechanic specially trained to adjust or repair and maintain it comes to assist you. Store supervisors get new people all the time, but handbooks don't come with them. Even with experienced employees it is often necessary to make adjustments, eliminate friction, or repair human breakdowns. How are you going to keep the employees in your department working together? What will you do if one fails? Employees judge the department or the company in terms of the treatment they receive from their immediate supervisors. The establishment and maintenance of harmonious relationships between employees and their supervisor will result in more satisfied employees, reduced turnover, lower sales costs and greater customer satisfaction. "We have inferred that supervision must be good. Good supervision means that the supervisor gets the people in his department or section to do what he wants done when it should be done, and according to the standards of performance required." This is the minimum for good supervision. The best supervisors attain these goals by working with people in such a way that they get personal satisfaction and enjoyment while they work.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Handout #1-2. Use in discussion, see if everyone agrees with the responsibilities (Supervisory Respon.)	<u>Supervisory Responsibilities</u> 1. A supervisor has a responsibility to get a job done. 2. A supervisor has to respect the rights of others. 3. A supervisor has a responsibility to develop in others an awareness of their responsibility and a willingness to accept this responsibility. (A) It is necessary that the supervisor communicate clearly and definitely what is expected of the employees. (B) Provide motivation to perform well. 4. A supervisor needs to develop the ability to access in others the results of his own actions. 5. A supervisor needs to be able to place human relations in its proper perspective. No one from the outside can come in and tell you what to do in handling a personnel relations problem with one of your employees and I certainly am not trying to do that. Experienced supervisors have developed skill in handling the problems that face them. <u>These skills can be learned</u>. The possession of these skills save supervisors a lot of headaches, time, trouble and embarrassment. This is what we will try to accomplish in human relations training. --- <u>Personality</u> To better understand how to work effectively with people it is necessary for an individual first to <u>understand himself</u>. This can be accomplished by studying and understanding one's own desires and mental makeup. This

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	is better known as looking at one's PERSONALITY.
Ask for a definition of personality. List the answers given on the board.	What Is Personality?
Use handout #1-3 for further discussion - then give them definition number 8 as the one which will be discussed.	Definition: Personality is the sum total of one's physical, mental and emotional characteristics as seen by others. Breaking the definition down will show how encompassing the definition actually is.
Discuss each area of the definition, but allow discussion to take place.	The sum total - states that everything connected with it is included. of one's physical - includes the structure, or physique of the body, as well as posture, body movements, facial expressions, health, grooming, dress, mannerisms, and speech. (1) Mesomorphic (2) Endomorphic (3) Ectomorphic Impressions can be made by the manner in which one presents himself based on only physical characteristics. First impressions are almost always based on only physical characteristics, such as appearance. First impressions may be right or wrong. mental - consists of intangibles such as intelligence, attitudes and moral character. (1) Intelligence - the ability to learn or understand from past experiences and to acquire and retain knowledge. (2) Attitudes - the way you act, look, or think that shows your disposition or opinion toward a subject. (3) Moral character - the reputation one has developed.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	and emotional characteristics - referring to an individual's reaction to certain situations. All people do not act the same way under similar circumstances. Some people cry when they are happy, while others smile or laugh. Each individual has different things which will cause him to act a certain way. Examples of these may include: excitement, fear, anger, love, etc. as seen by others. - It is very difficult for a person to actually see himself as others see him. Not everyone sees a person the same way, or even an object the same way.
Question	Does an individual have a personality when he is alone? Most people will answer yes. The question is how does the individual know what his personality is at any particular point in time. An individual's personality is determined in most cases by how he is observed by other individuals. The point which is being made is that people tend to judge other people before they actually get to know them. We tag people and place them into slots. Many times that first impression is wrong and has to be changed. For example, everyone of you prejudged me before I started to talk. After I opened my mouth you developed another impression, and as time goes along I will either change the impression you have of me now, or I will further develop the impression you started with.
	Heredity and Environment Based on the information that everyone has a different personality, it can be assumed that no two people are exactly alike. This can be further emphasized when looking at

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	two dominant forces that help to mold and shape our personality.
Ask question - What two forces would you say help to mold and shape our personality?	These two forces are HEREDITY and ENVIRONMENT.
Which force has more of an impact on our personality?	Heredity - A person's talents, his physical appearance, color of his hair, his eyes, build, etc., results from one's heredity. These are things which an individual has little control over and must learn to live with. Environment - The most influence on an individual's personality is the environment in which he grew up, and the environment he lives in now. Our background and experiences, rules learned at home, our associates, status of father and mother, climate in which we live, whether we live in a city or the country have the greatest effect on our personality. In discussing personality, it is important to remember that if an individual wishes to change his personality he can. To understand what type of a personality an individual has it is necessary to look at one's self and find out the good and bad points possessed.
Handout #1-4. Don't wait for any answers. Ask each individual to check himself on each question.	Questions to ask the group 1. How often do you judge a person's personality before you have enough information about him to formulate a sound conclusion? 2. Are you satisfied with your own physical appearance? 3. In what ways would you like to be different? 4. How does your physical appearance affect other people?

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	5. Try to recall instances in which you changed your impression of a person after longer acquaintance. 6. How do you think you affect people when they meet you? 7. To what extent are you able to control your emotions?
Discuss with group what a personality trait is.	<u>Personality Traits</u> One's personality is made up of many intangibles. These are things that a person cannot touch, but one knows they are there. There are many intangibles that go into personality which cannot be touched, but they can be seen in people. These intangibles are called personality traits.
Handout #1-5. Personality Traits	Listed here are only 20 personality traits, but there could be well over 100 which could be considered. Each trait listed has a unique characteristic that can be found to some degree in all individuals. Each trait may be strong in some individuals and may be hard to find in other individuals, but the potential is there. It is important to look at ourselves when going through these traits. We should rate the strengths we have on each trait and ask ourselves if that trait can be further developed.
Ask group to define each trait and discuss each one if time allows.	1. Ambition 2. Industriousness 3. *Persistence and Patience 4. Dependability 5. Forcefulness 6. Effective speech 7. Self-confidence 8. Friendliness 9. Adaptability 10. Tact 11. Cheerfulness 12. Good Judgment

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	13. Sensitiveness to criticism 14. Ability to size up people 15. Memory 16. Neatness 17. Health habits 18. Discrimination 19. Economy 20. Capacity to delegate work *Persistence and Patience are possibly the most important on the list.
After discussing each trait use handout #1-6.	Again, it is necessary to understand that all people are different and will possess a different degree of ability in each one of the traits.
Handout #1-7. Why I am Liked or Disliked	<u>Why I am Liked or Disliked</u> A form has been provided which can be used for you to get a better understanding of yourself. Rate yourself and see how you look at yourself. After your rating, have another person who knows you well rate you, then compare the ratings. The comparisions of the ratings may show areas where others do not see you the way you think you are. (Use honest ratings)
Have individuals rate themselves.	We have actually been discussing in this section self-awareness. Self-awareness is that of knowing everything there is about oneself. This is many times very difficult to do because everyone is made up of three different people. They are:
Place on board and discuss each one of the three with the group	(1) The person you think you are (2) The person others think you are (3) The person you are
	<u>The Art of Getting Along</u> Getting along with people is sometimes very difficult, but it is necessary for good

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	human relations. Some days it is easier to forget all about understanding other people because of the attitude which we have on a certain day.
Handout #1-8. The art of getting along. This handout may be used to emphasize the need to get along with others. Also, this handout may help in a little humor in the presentation.	It is necessary for a person in his knowledge of human relations to understand what he can do to improve himself and how to develop the type of attitude necessary for good human relations.
Ask the group if anyone uses goal setting. If anyone does ask them to explain how.	If an individual wishes to change his personality and his attitude for good human relations one needs to know some of the techniques that can be used for self-improvement. One technique which is recommended by many individuals, is that of goal setting. This is done by setting "short range" - "intermediate" and "long range" goals.
	Goal setting can be used for almost any type of self-improvement. It does not necessarily have to pertain to personality as we are applying it here. It can also pertain to areas of future discussion which you would like to change.
Place example of goal setting on the board.	<u>Example of Goal Setting</u>
This area may be expanded if desired.	Long range goal - To become a more effective speaker.
	Intermediate goal - To develop a better vocabulary.
	Short range goal - To read thirty minutes every day.
	The short range goals will help the individual reach his intermediate goal of develop- a better vocabulary, which in turn will help the individual reach his long range goal of becoming a more effective speaker.
	Goal setting is something which can be done for every area in which an individual needs

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
If time allows, have each individual set a couple of long range goals	improvement. It must be done after an individual knows his weaknesses and when he has a sincere interest in improvement.
Handout #1-9. Self-Improvement	Another way to change your personality or to change your attitude is that of following the <u>fifteen rules for self-improvement</u>
Discuss briefly each rule.	1. Look for techniques you can use. 2. Break new ground every day. 3. Experiment with all kinds of techniques. 4. Hedge against possible failure. 5. Seek to stimulate definite reactions. 6. Learn to plan for success. 7. Judge the outcome in advance. 8. Notice how each technique works out. 9. Carefully observe your mistakes. 10. Analyze the causes of your failure. 11. See what you might have done instead. 12. Don't shy away from difficult people. 13. Act the part you want to play. 14. Don't step too far out of character. 15. Make notes on your accomplishments. It may be difficult to accept all of the fifteen rules, but a couple of them may help you become the type of individual you would like to become.
Ask group if they can define an attitude.	<u>Positive Attitudes</u> In our discussion so far reference has been made to attitudes. Like personality and human relations one possesses a good attitude or a bad attitude. Bad attitudes can destroy morale within an individual and within a group. A simple definition of an attitude is:
Place definition on board.	"The way you act, look, or think that shows your disposition or opinion toward a subject. Attitudes can be physical, mental, or emotional."
	Proper attitudes need to be developed by concentrating again on weaknesses an in-

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	dividual has. As an individual your attitude can be shown in your work. If you dislike your work, people you work with, etc., it will show in the quality of work you do. The improper attitude possessed on the job may also reflect on your social life, and the friends that you have. People may prefer to stay clear of you because of your attitude.
	<u>Positive Attitudes</u>
	If you are a supervisor your attitude may have a bearing on the attitudes of the people under you. A supervisor has the responsibility of developing the proper attitudes of the workers under his supervision. He must first understand each of his workers as individuals and then try to find the best way to develop good attitudes.
Handout #1-10 and discuss. (Only the first sentence is discussed.)	1. When you are positive, you are energetic highly motivated, productive, and alert.
	2. Your future, to a large extent, depends on what people think of you.
	3. A negative person curtails the productivity of others.
	4. People like you when you are positive.
	5. Attitudes are caught - not taught. Both negative and positive attitudes are transmitted on the job.
	6. Management will always be interested in the influence you have on your fellow workers.
	<u>Develop A Positive Attitude</u>
	This course in human relations will help you to determine some things which a person can do to develop proper attitudes and how

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	to work with people whose attitudes are less than desirable.
Handout #1-11 and discuss. (Only the first sentence is discussed here.)	1. Look for the good things in the people you work with and for. 2. Look for the good things in your company. 3. Look for the good things in your department. 4. Don't permit a fellow worker with a negative attitude to trap you.
Close the session.	Thank the group for their cooperation and participation. State that you will be happy to discuss any points that they have questions about after class.
Mention what will be covered in the next session.	Next week we will become involved in the "Foundations for Good Human Relations." Give the time and location for the next meeting.

DEFINITIONS: HUMAN RELATIONS

DEFINITION #1.

THE INTEGRATION OF PEOPLE INTO A WORK SITUATION THAT MOTIVATES THEM TO WORK TOGETHER PRODUCTIVELY, COOPERATIVELY, AND WITH ECONOMIC, PSYCHOLOGICAL, AND SOCIAL SATISFACTION.

DEFINITION #2.

THE DEVELOPMENT OF PRODUCTIVE, SATISFYING GROUP EFFORT.

HOW TO GATHER INFORMATION FOR SOLVING HUMAN RELATIONS PROBLEMS

1. YOUR OWN LIFE.
2. OBSERVATIONS OF THE ACTS OF OTHERS.
3. THE FINDINGS OF EXPERTS.

ERIC

SUPERVISORY RESPONSIBILITIES

1. A SUPERVISOR HAS A RESPONSIBILITY TO GET A JOB DONE.

2. A SUPERVISOR HAS TO RESPECT THE RIGHTS OF OTHERS.

3. A SUPERVISOR HAS A RESPONSIBILITY TO DEVELOP IN OTHERS AN AWARENESS OF THEIR RESPONSIBILITY AND A WILLINGNESS TO ACCEPT THIS RESPONSIBILITY.

   A. IT IS NECESSARY THAT THE SUPERVISOR COMMUNICATE CLEARLY AND DEFINITELY WHAT IS EXPECTED OF THE EMPLOYEES.

   B. PROVIDE MOTIVATION TO PERFORM WELL.

4. A SUPERVISOR NEEDS TO DEVELOP THE ABILITY TO ACCESS IN OTHERS THE RESULTS OF HIS OWN ACTIONS.

5. A SUPERVISOR NEEDS TO BE ABLE TO PLACE HUMAN RELATIONS IN ITS PROPER PERSPECTIVE.

ERIC

DEFINITIONS OF PERSONALITY

1. "That which constitutes distinction of person; distinctive personal character; individuality; magnetic personal quality."

2. "Personality is the sum total of those habits a person has formed in adjusting himself to life situations."

3. "Personality is what people see when they look at you, and what they hear when you speak and what they feel when in your presence."

4. "Personality is the extent to which the individual has developed habits and skills which interest and serve other people."

5. "Personality: When I met him I was looking down and when I left him I was looking up."

6. "Conscious control of all one's energy, directed with the greatest efficiency."

7. "The totality of qualities and characteristics of a given person, ordinarily attributed to original nature, expressing themselves in modes of carriage, language, manners, clothes, ways of speaking, interest, attitudes, and other reactions to the social milieu."

8. "Personality is the sum total of one's physical, mental, and emotional characteristics as seen by others."

PERSONALITY

JUDGING PERSONALITY:

How often do you judge a person's personality before you have enough information about him to formulate a sound conclusion?

PHYSICAL TRAITS AND PERSONALITY:

Are you satisfied with your own physical appearance?

In what ways would you like to be different?

How does your physical appearance affect other people?

DISPOSITION AND PERSONALITY:

Try to recall instances in which you changed your impression of a person after longer acquaintance.

How do you think you affect people when they first meet you?

EMOTIONS AND PERSONALITY:

To what extent are you able to control your own emotions?

ERIC

PERSONALITY TRAITS

1. AMBITION
2. INDUSTRIOUSNESS
3. PERSISTENCE AND PATIENCE
4. DEPENDABILITY
5. FORCEFULNESS
6. EFFECTIVENESS OF SPEECH
7. SELF-CONFIDENCE
8. FRIENDLINESS
9. ADAPTABILITY
10. TACT
11. CHEERFULNESS
12. GOOD JUDGMENT
13. SENSITIVENESS TO CRITICISM
14. ABILITY TO SIZE UP PEOPLE
15. MEMORY
16. NEATNESS
17. HEALTH HABITS
18. DISCRIMINATION
19. ECONOMY
20. CAPACITY TO DELEGATE WORK

ERIC

PERSONALITY -- ITS 20 FACTORS AND HOW YOU CAN DEVELOP THEM

How To Determine The Strong And The Weak Points In Your Personality

There are twenty traits without which, though you may have plenty of ability, brains, skill, and information, you can hardly expect to succeed in competition with other people. Here they are---Question yourself with regard to your standing on each trait.

1. AMBITION:

   Have you the will to improve yourself? This means real will; not merely a vague, intermittent desire. If this article points out certain important defects, will you take energetic steps to remedy them?

2. INDUSTRIOUSNESS:

   Have you the ability to drive yourself steadily? Examine yourself to see whether you hold yourself to the faithful performance of tasks that are distasteful.

3. PERSISTENCE AND PATIENCE:

   Look back over the various plans you have made during the past years; enumerate all you can remember, and see how many of them you have actually put through.

4. DEPENDABILITY:

   Can you be relied upon to carry out plans assigned to you by other people? How many times in the past month have you failed to get work done within the period in which it should have been done? How many times have you fallen down in your social obligations in the past month?

5. FORCEFULNESS:

   Do you give people the impression that you are capable and self-controlled? Are you self-reliant? You will find out a good deal about how you stand in these things by your ratings on: (6) effectiveness of speech; (7) self-confidence; (12) initiative, resourcefulness; (13) sensitiveness to criticism.

6. EFFECTIVENESS OF SPEECH:

   Can you express your ideas clearly and convincingly? Do you speak with a "piping" voice, or have you studied how to place your voice so that you are not unpleasant to listen to?

7. SELF-CONFIDENCE:

What are the things you have done in which you have a right to be proud? If you lack self-confidence, write down at least a half dozen of these things to remember one when you are feeling less than confident.

8. FRIENDLINESS:

Are you too critical in your judgment of other people? Make a list of six people whom you dislike, and analyze impartially your reasons for disliking them. Have you been acting justly?

9. ADAPTABILITY:

Do you find it easy to listen to what other people are saying? Are you keen to ask questions when people bring up new subjects or business plans? If so, you may be strong in this attribute. But if you are hardly able to wait for a change to air your opinion, you need to cultivate this trait.

10. TACT:

Can you work in harmony with other people? Do other people like to be with you? Do you know a man who especially likes to be given credit for the work he does? Do you give it to him, or do you like to make him think that you, or someone else, deserves the credit, because you gave him the idea he has carried out, or because you assisted him in some other way? How often do you find yourself praising people for what they have done?

11. CHEERFULNESS:

Do you depress other people, or are you a cheerful companion? When your affairs are not going well, can you keep from showing it in your manner? When other people tell you of their plans and hopes, do you take an enthusiastic interest in their affairs, or are you bored and unresponsive?

12. GOOD JUDGMENT:

Examine yourself particularly in regards to initiative and resourcefulness. How many suggestions have you made to your employer in the past six months? How many of these has he approved? If he gives you work to do and you run into some difficulty, do you always go to him for advice, or do you solve the difficulty yourself? Are you sometimes able to see a half dozen different ways of solving any one of the problems that come up in connection with your work?

13. SENSITIVENESS TO CRITICISM:

How do you take the criticisms, direct or implied, from employer, friends and associates? If you brood over them, if the sting of criticism keeps you from seeing that it may be useful nevertheless, you may be oversensitive.

14. ABILITY TO SIZE UP PEOPLE

Do you see only good in some people and only weaknesses in others? When you discover weaknesses in people, does this keep you from seeing their strong points? Are you observing enough to be able, after talking with a new acquaintance for fifteen minutes, to specify how he impressed you in regards to the following traits on this chart---neatness of dress, effectiveness of speech, friendliness, tact, and cheerfulness?

15. MEMORY:

Are you good at remembering names, faces, and personal incidents about the people you meet?

16. NEATNESS:

Are you painstaking in regard to your personal appearance?

17. HEALTH HABITS:

This is not a matter of your endowment of physical health. Severe illness may not mean that you are short in this trait. Ask yourself whether your habits are those that make for or against good health, and how they tell on your working ability and mental attitude day by day.

18. DISCRIMINATION:

Can you discriminate between more important and less important matters? Do you clog your daily routine with unnecessary work on comparatively unimportant details? Have you realized the importance of putting aside work and personal problems when it comes time to relax and rest?

19. ECONOMY:

Do you save time and effort by doing things in the right and easiest way without waste motion?

20. CAPACITY TO DELEGATE WORK:

This quality is expecially important for those who are, or hope to become executives. Executives often fall short in this trait because they lack persistence of a certain kind or because of vanity or selfishness.

WHY I AM LIKED OR DISLIKED

Place a + sign for "usually" and a - sign for "seldom" after each of the following statements.

		+	-
1.	I carry out my promises.	____	____
2.	I go out of my way to help others.	____	____
3.	I refrain from exaggeration.	____	____
4.	I avoid sarcasm.	____	____
5.	I make an effort to be modest about my achievements.	____	____
6.	I avoid losing my temper when people annoy me.	____	____
7.	I avoid losing my temper when people don't listen to me.	____	____
8.	I enjoy working with other people.	____	____
9.	I cooperate with others in social activities.	____	____
10.	I avoid criticizing others behind their backs.	____	____
11.	I feel sorry about the misfortunes of others.	____	____
12.	I give help when it is needed.	____	____
13.	I avoid telling others what they should do.	____	____
14.	I listen courteously to the conversation of others.	____	____
15.	I avoid temper tantrums.	____	____
16.	I am cheerful and happy.	____	____
17.	I avoid arguing with others.	____	____
18.	I disapprove of gossiping.	____	____
19.	I speak in a quiet and controlled voice.	____	____
20.	I have my work done on time.	____	____
21.	I avoid asking for special consideration.	____	____
22.	I practice tolerance.	____	____
23.	I avoid flattering people for personal gain.	____	____
24.	I try to avoid embarrassing others.	____	____
25.	I return what I have borrowed.	____	____
26.	I am careful of my appearance.	____	____
27.	I tell the truth.	____	____
28.	I accept blame for my failures.	____	____
29.	I am loyal to my friends.	____	____
30.	I respect my employers.	____	____
31.	I obey my parents.	____	____
32.	I put things where they belong.	____	____
33.	I am punctual in meeting appointments.	____	____
34.	I consider the interests of my friends.	____	____
35.	I avoid showing jealousy of the success of others.	____	____

THE ART OF GETTING ALONG

Sooner or later a man, if he is wise, discovers that life is a mixture of good days and bad, victory and defeat, give and take. He learns:

* That it doesn't pay to be a sensitive soul---that he should let some things go over his head.

* That he who loses his temper usually loses.

* That all men have burnt toast for breakfast now and then, and that he should not take the other fellow's grouch too seriously.

* That the quickest way to become unpopular is to carry tales and gossip about others.

* That most people are human and that it doesn't do any harm to smile and say "good morning" even if it's raining.

* That most of the other fellows are as ambitious as he is, and that they have brains that are as good or better, and that hard work and not cleverness, is the secret of success.

* To sympathize with the youngsters coming into business, because he remembers how bewildered he was when he first started out.

* Not to worry when he does not make a hit every time, because experience has shown if he always gives his best, his average will break pretty well.

* That no man ever got to first base alone and that it is only through cooperative effort that we move on to better things.

* That people are not any harder to get along with in one place than another, and that "getting along" depends about 98 percent on himself.

SELF-IMPROVEMENT

1. LOOK FOR TECHNIQUES YOU CAN USE.
2. BREAK NEW GROUND EVERY DAY.
3. EXPERIMENT WITH ALL KINDS OF TECHNIQUES.
4. HEDGE AGAINST POSSIBLE FAILURE.
5. SEEK TO STIMULATE DEFINITE REACTIONS.
6. LEARN TO PLAN FOR SUCCESS.
7. JUDGE THE OUTCOME IN ADVANCE.
8. NOTICE HOW EACH TECHNIQUE WORKS OUT.
9. CAREFULLY OBSERVE YOUR MISTAKES.
10. ANALYZE THE CAUSES OF YOUR FAILURES.
11. SEE WHAT YOU MIGHT HAVE DONE INSTEAD.
12. DON'T SHY AWAY FROM DIFFICULT PEOPLE.
13. ACT THE PART YOU WANT TO PLAY.
14. DON'T STEP TOO FAR OUT OF CHARACTER.
15. MAKE NOTES ON YOUR ACCOMPLISHMENTS.

POSITIVE ATTITUDES

1. When you are positive, you are energetic, highly motivated, productive, and alert. Thinking about negative factors seems to drain our energy. A positive attitude seems to open the gate for our inner enthusiasm; a negative attitude seems to close the gate. Every healthy person can have enthusiasm; it's a matter of releasing it.

2. Your future, to a large extent, depends on what people think of you. The impression they have of you is important. If you think negative, you will unconsciously transmit this feeling to others. They will pick it up, and it will change their impression of you.

3. A negative person curtails the productivity of others. If you are negative, it is more difficult for others to work next to you. Management will notice this, and it will have an influence on the impression they have of you.

4. People like you when you are positive. They like to be around you. You are fun. They respond to you. When you are negative, people prefer to stay clear of you. A negative person may build good relationships with a few other people, but they cannot build good relationships with everyone.

5. Attitudes are caught---not taught. Both negative and positive attitudes are transmitted on the job. They are "caught" or "picked up" by others. A persistently negative attitude, like the rotten apple in the barrel, can spoil the positive attitudes of others. It is never easy to work next to a person with a negative attitude.

6. Management will always be interested in the influence you have on your fellow workers. Management constantly "reads" your attitude, even though you may feel you are successful in covering it up. They can tell by your approach to your job, your reaction to directives, the way you walk, your facial expressions, and especially your relations with others, including customers.

DEVELOP A POSITIVE ATTITUDE

1. LOOK FOR THE GOOD THINGS IN THE PEOPLE YOU WORK WITH AND FOR. IF YOU DO THIS, IT WILL BE EASIER FOR YOU TO LIKE THEM AND EASIER FOR THEM TO LIKE YOU.

2. LOOK FOR THE GOOD THINGS IN YOUR COMPANY. EVERY ORGANIZATION HAS MUCH TO BE SAID FOR IT IN A POSITIVE WAY. LOOK FOR THESE FACTORS AND THINK ABOUT THEM. IF YOU THINK POSITIVE, YOU WILL ACT POSITIVE.

3. LOOK FOR THE GOOD THINGS IN YOUR DEPARTMENT. WHAT ARE THE FACTORS THAT MAKE IT A GOOD PLACE TO WORK? A POSITIVE PERSON IS NOT A WEAK PERSON. THERE IS SUCH A THING AS RIGHTFUL INDIGNATION, AND YOU DON'T WANT YOUR POSITIVE ATTITUDE TO MAKE YOU A PASSIVE PERSON.

4. DON'T PERMIT A FELLOW WORKER WITH A NEGATIVE ATTITUDE TO TRAP YOU. YOU MAY NOT BE ABLE TO CHANGE HIS ATTITUDE, BUT AT LEAST YOU CAN PROTECT YOUR OWN POSITIVE ATTITUDE.

TREAT PEOPLE AS INDIVIDUALS

Session Two

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Open second session.	Welcome group to the second session.
Review.	Review first session - ask if anyone has any questions regarding the first session.
State what will be covered in this session.	Our discussion for the second session will focus on the first element in the "Foundations for Good Human Relations." There are four basic elements in "human relations" training. They are:
Place the four elements to good human relations on the board.	1. Treat People As Individuals 2. Make Best Use of Each Worker's Abilities 3. Provide Job Satisfaction 4. Plan and Work Together The element which will be covered in this session will be "Treat People As Individuals."
Discuss with the group the idea of why it is important to treat people as individuals.	Many times it is easier for a manager or a supervisor to look at his workers as a <u>group of people rather than as a group of individuals</u>. He may feel that it makes his job easier because he can treat everyone the same and that everyone will be happy. Sometimes this works, expecially when it relates to breaks on the job, starting time, salary, lunch hours, etc. In this situation everyone must follow specific rules and procedures. One of the basic responsibilities of management and supervision though, is that of getting the most out of their employees as it relates to job performance. By treating everyone the same when it comes to job performance, the manager or supervisor is not allowing for individual differences. As discussed in session one, everyone has a personality which is unique and which is different from another person. This same principle applies to job performance. Every

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	individual has different reasons for working and this may be revealed in his performance on the job.
Individual differences	Not everyone has the same interests, attitudes, aptitudes, and desires in life. A manager and a supervisor must understand these individual differences in each of their employees, and work with these differences in order to improve the performances of the employees.
	<u>Employee Wants</u>
	Before discussing why it is important to <u>Treat People as Individuals</u>, it is necessary to discuss certain employee wants.
Question - Place question on the board and list their responses.	What are basic employee wants?
Handout #2-1. Employee Wants. Discuss each of the 10 wants and see how they compare with the list which the class came up with.	Employees state: 1. We want good leadership. 2. We want to be informed. 3. We want to be treated with human dignity. 4. We want incentive and opportunity to grow and progress. 5. We want relative independence and freedom in the conduct of our affairs. 6. We want the society and respect of others. 7. We want a relative degree of security and safety. 8. We want working conditions and comforts comparable to the best which our associates have. This includes pay. 9. We want to accomplish useful work. We want a feeling of achievement in work that contributes to social needs. Participation helps us get a sense of achievement 10. We want to be treated fairly. This is equity, which means that action will be consistent and in accord with the total situation, not just "the letter of the law."

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	Fundamental Desires
Place desires on the board.	Every individual has basic fundamental desires that are common to some degree in each individual. These desires are: 1. A desire for new experiences 2. A desire for security 3. A desire for job satisfaction 4. A desire for belonging to a group
Question - Can you explain why an individual would have a desire for new experiences? Place ideas on the board.	Desire for new experiences Every individual has some form of adventureous spirit within himself. People look for the thrill of doing something new. This thrill and adventureous spirit is possessed in different degrees by individuals, but the basic desire is still there.
Present instructional material.	Men have climbed mountains, driven race cars, gone parachute jumping, etc., just to try something new. To many individuals the above activities do not appeal, but they are willing to try different activities which they have never tried before. Some individuals just day dream about ideas and try to conceive of them as exciting experiences they are having, but they never become a reality. This desire causes management many times to place workers in different areas on the job after they become proficient in one area. The reason for doing this is because of the desire people have to do something different. It may be in the form of added responsibility, or using an employee in an experimental situation when trying a new method or procedure. This desire for new experiences sometimes causes restlessness and frequent change of jobs, especially in young people.
Question - Why do people have a desire for security?	Desire for security Every individual has a desire to feel secure

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Place ideas on the board. Present instructional material.	in his physical well being, home, family and in their job. People purchase medical advice and drugs to increase their physical well-being. They purchase insurance on their home and life so they can have a feeling of security. People are also looking for security in their jobs. They want a job that they are not afraid of losing because of inability to do the work. The fear of job loss, salary cuts, loss of friends, sickness, unpaid bills makes an individual very uneasy. A person without a feeling of security may develop a lack of confidence in himself and it may also reduce one's productivity as a worker. By understanding this desire, management can work better with people and understand why some problems can upset an individual tremendously. Problems which an individual has are not left at home, they are taken to work. Management and supervisors can do their part to reduce the anxiety an employee may receive on the job by asking yourself these four questions.
Ask the questions, but do not have individuals answer out loud. Give time for them to think.	1. Am I fair with those under my supervision? 2. Do I question my own ability and do I see the most promising workers as a threat to me? 3. Is it a habit of mine to remember faults and magnify mistakes? 4. Do I realize that behavior under stress is not a true measure? The understanding individual helps people build up a sense of security. He recognizes those methods which create a feeling of insecurity and avoids them. He praises when someone is discouraged. He makes people feel wanted and important. The skillful supervisor knows that an atmosphere of security is essential for

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	encouraging initiative and experimentation by his workers in performing their jobs.
uestion - Why would a desire or job satisfaction be important to an individual? lace any ideas on the oard. resent instructional aterial.	<u>Desire for job satisfaction</u> Everyone is constantly looking for satisfaction in their job. Work should be a pleasure, but for many individuals it tends to be a drag. They work just to receive a pay check and find no pleasure in their job. Even though the job the individual has is not specifically to his liking, management has done much to help his job seem bearable. Job satisfaction will be covered in greater detail in the next session when we cover "Provide Job Satisfaction". Management realizes that today they not only employ an individual's hands, but the whole man, including his past experiences, his attitudes toward his job as well as the world around him. The supervisor who understands human nature creates job satisfaction by:
resent the methods used o create job satisfaction.	1. Making workers feel important. He helps them see the significance of their contribution to the successful operation of the company. 2. Studying each individual in his area to discover his skills and abilities and making use of them. 3. Giving specific praise for work well done.
uestion - What does management do in order to help rovide job satisfaction? ist ideas on the board.	Some of the areas in which management has helped to develop a sense of job satisfaction for their employees are: 1. Incentive programs which offer prizes. 2. Training programs. 3. Suggestion boxes for employee ideas.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	4. Service awards - recognition for individuals who have worked for the company a specific number of years. 5. Articles about employees in company newsletters and papers. (Human interest stories.) 6. Employee promotion plans.
uestion - Why do individuals ave a desire for belonging o or being a part of the roup? lace any ideas on the oard. resent instructional aterial.	<u>Desire for belonging to the group</u> The desire to be part of the group is a want which each individual has. In certain social groups people want to be recognized as being part of it. The same principle applies for individuals on the job. They want to belong to the group. The more an individual feels a part of the group the better his attitude and morale. When employees are knowledgeable about the total operation of the company, and when management keeps them informed as to the changes that will occur, employees feel more a part of the company. Again, management has to remember that they cannot use the same methods and get the same results with all people. Each person has a different level in his mind when he feels that he is actually a part of the group and management must seek to find this level or work with the individual until he feels as though he belongs. Some of the things management can do to help the worker feel as though he belongs are:
iscuss ideas with the lass.	1. Asking advice of employees. 2. Encouraging social activities and functions. 3. Making new workers feel a part of the group by introducing them to fellow employees. 4. Give added responsibility to employees who can handle it.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
iscuss with group	Priority of Needs To emphasize why human relations, motivation and other phases of supervision must be individualized can be seen by discussing an individual's priority of needs.
tate that you are presentng A.H. Maslow's hierarchy f needs. Later some basic eservations to Maslow's ierarchy will be presented.	A.H. Maslow developed what he calls his priority of human needs. These are needs which every individual has but to some individuals the degree to which his needs must be satisfied are different. Two classifications are given to needs. They are:
rite on board	1. Basic physiological or primary needs. 2. Social and psychological needs called secondary needs. Physiological needs are: hunger, thirst, sex, sleep, air to breathe and satisfactory temperature. These needs arise out of the basic physiology of life and are important to survival and the preservation of the species. They are, therefore, virtually universal among people, but they exist in different intensity. Secondary needs are more nebulous because they represent needs of the mind and spirit, rather than the physical body. Examples are: rivalry, self-esteem, sense of duty, self-assertion, giving, belonging, and receiving affection. The secondary needs are the ones which complicate the motivational efforts of managers and supervisors. Nearly any action management takes will affect secondary needs; therefore, a basic idea of human relations is that management planning should coincide the effect of the proposed action on the secondary needs of employees. Secondary needs vary among people much more than primary physiological needs. They may even exist as opposites in two different persons. Secondary needs are also called secondary motives, because they motivate a person toward a certain behavior.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
andout #2-2.	Discuss the bottom part of the handout. It is important to understand what a person's primary and secondary needs are, but this does not answer the question of which ones are important at a particular time and place. Psychologists recognize that needs have a certain priority. As more basic needs are satisfied, a person then seeks the higher needs. If his basic needs are <u>not</u> met, they claim priority, and efforts to satisfy the higher needs must be postponed. A priority of five levels is established by A.H. Maslow. These level of needs are:
andout #2-3. This may be used as transp.)	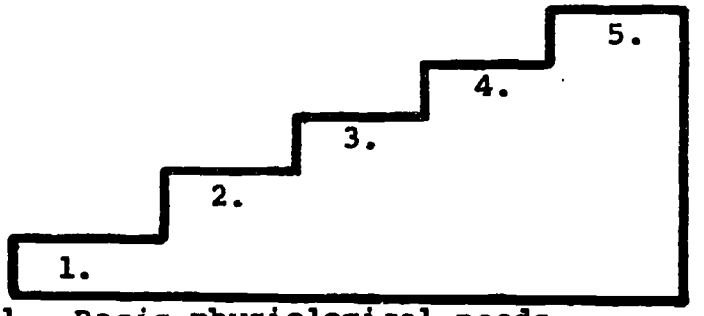 1. Basic physiological needs. 2. Safety from external danger. 3. Love, affection, and social activity. 4. Exteem and self-respect. 5. Self-realization and accomplishment.
uestion - What are ome physiological eeds? ist on board. iscuss instructional aterial.	<u>Physiological Needs</u> The most basic of human needs, according to Maslow, are the physiological needs: Food water, oxygen, shelter, and so forth. These are the needs of the body, and they are essentially the same for man or animal. Unless these needs are largely satisfied, they remain the prime determinants of the individual's behavior. Where hunger, for example, is a chronic and critical condition, it is highly unlikely that an individual (or society) will be much concerned with art or status or grandeur.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	For the man who is extremely and dangerously hungry, no other interest exists but food. He dreams food, he remembers food, he thinks about food, he perceives only food and he wants only food.
You may want to use other examples.	Nor does such deprivation affect only one's current actions. The individual experiencing such a long standing condition structures his long term aspirations around this currently critical need. Thus the chronically starving person begins to conceive of Utopia or Heaven as a place where no one is hungry, and where food is plentiful. His entire philosophy will revolve around food. Such a condition is not to be confused with one's appetite for food in an affluent society. Here, with the sources of gratification all about, the hunger sensation is more a signal for anticipated pleasure, rather than crisis. It is thus probably very difficult for the unhungry of the world to fully understand the critically hungry.
Question - What are safety and security needs? List answers from the group on the board. Discuss the instructional material.	<u>Safety - Security Needs</u> Although there are some Americans who continuously lack adequate physiological satisfactions, most of our society is reasonably well fed, clothed, housed, and so forth. That is, their physiological needs are typically satisfied. When a need is largely satisfied, that need ceases to exist and thus ceases to influence behavior. A new need now comes into existence and directs the individual towards its satisfaction. According to Maslow, the second most important need is the need for safety or security. Having satisfied the bodily survival needs, the individual now seeks to assure that such satisfactions will continue to flow.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	Some individuals in their desire for security increase their spending for medical insurance and retirement systems, as well as union drives for seniority provisions and the preference of individuals for positions with tenure. Frequently, human behavior that seems irrational has its basis as the preservation of the individual's existing position. For example, consider the executive who refuses to accept a promotion because it involves moving to a new city. At least two security oriented motives may underlie this decision. 1. This man is comfortable in his current social surroundings and doesn't wish risking a move to a less satisfying social environment. 2. The executive may feel uncertain that he can handle the new position: The perceived consequences of possible failure outweigh the opportunity for growth. Such a decision, then, may well be based upon a need for security, a desire to preserve the status quo. The manager who refuses to delegate authority may also be a victim of a strong security need. It may be that he fears the rapid development of his subordinates who may possibly challenge his position. The more physical side of the security need results in locks on doors, pistols in bedroom drawers, seat and shoulder harnesses in automobiles, the fire department, and many other safe guards.
Question - What are social needs? List the groups answers of social needs on the board.	<u>Social Needs</u> When an individual is physiologically satisfied and feels reasonably secure, he begins to yearn for close social relationships. He feels the need to love and be loved to become an integral part of a group and its endeavors.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Discuss instructional material.	The penalty many times for violation of group norms is often isolation of the offender - completely ignoring his presence. Work groups tend to form social groups and communicate among themselves to satisfy their social need. Some individuals want to be recognized as belonging to or being a part of a particular social group. Many clubs, groups, and organizations require a fee to become a member. By paying this fee and becoming a part of the group builds some individuals' status in their community. Companies and certain businesses may require some of their important employees to live in a certain community for social reasons because it is good for the company.
Question - What are esteem needs? List the groups answers to esteem needs on the board. Present the instructional material.	<u>Esteem Needs</u> The esteem needs of an individual can many times be closely related to the physiological need (love) and to the social need already discussed. Individuals want people to like and respect them. Again, people want to be known as belonging to that special group, club or organization. A position of high status and respect within the group reflects upon his capability and his likeability. Moving up the ladder in business fulfills many individuals' esteem need. Each move represents possibly more responsibility and with this responsibility comes economic success. One's wage level is a status symbol indicating one's value and role within the organization. The type of car one drives, the home one lives in and the type of education one has also relates directly to the esteem need. Many times the esteem need becomes so important that many of the basic necessities of life may have to suffer in order to have the "success" desired.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Question - What is meant by the term self-actualization? Present instructional material.	<u>Self-Actualization</u> This is referred to as a man's desire to grow, to develop to his fullest potential, to become what he is capable of becoming. Self-actualization is the hardest for most individuals to understand and to accept. The need for self-actualization may be reflected in a drive for achievement. In order to reach the achievement desired, an individual may have to increase his responsibility or upgrade his present skills. --- Chris Argyris, in his book, "Personality and Organization", New York, Harper & Row, 1957, pp. 49-53, states that man's personality can range from little self-awareness to great self-awareness and self-control. The main idea of Maslow here is that of people becoming and achieving all they are capable of becoming and achieving. Although Maslow's hierarchy of needs is accepted in many management circles, this is not to say that the theory is beyond criticism or that it should be accepted at face value. Maslow's theory incorporates a diverse group of human motives. His theory stresses the tendency of human motives to shift along a generally predictable sequence, rather than seeing man as unchanging and single tracked.
Emphasize that one should use his own judgment as to what part of Maslow's theory he wants to accept.	Some often stated <u>reservations</u> include the following: 1. Do needs develop in the indicated sequence? Even Maslow admits wide variations here, although he maintains that his hierarchy is the predominant one.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	2. Is security really a distinct need, applying solely to the physiological realm? Or is security probably associated with each need? For example, an individual who has attained high status within a group becomes concerned lest he loses his existing satisfaction. He may be willing to sacrifice the chance for higher status, rather than risk the loss of existing status. 3. As previously mentioned, the "Self-Actualization" need is not universally recognized. Despite everything which is stated, individuals have some form of a need hierarchy. This may not be the same as Maslow's list but each individual has needs which need to be filled and the desire to be accepted by people. (The information on Maslow's needs was taken from - Paul E. Torgersen and Irwin T. Weinstock: Management---An Integrated Approach, New Jersey, Prentice-Hall, 1972.) --- Frederick Herzberg and his colleagues at the Psychological Service of Pittsburg also suggests a theory of hierarchy. (The steps are the same as Maslow's) He uses his hierarchy in talking about motivation. He states there are various levels of motives, and that it's the lowest unfulfilled motive that drives a man. As soon as that motive is fulfilled, it no longer motivates and one must move up to the next higher set of motives in the hierarchy. Because the lower level motives usually are fulfilled in our society, it's generally necessary to concentrate on either the social or ego needs, which become virtual drives with most individuals. ---

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Handout #2-4. Place the diagram on the board. It can also be presented with the use of a transparancy.	<u>A Working Concept of Human Behavior and Motivation</u> Stimulation or Cause → Motivation or Drive → Behavior or Action → Direction or Goal Empty Stomach Causes Discomfort → Hunger Pains → Seeks Food and Eats → Relieves Hunger Based on Maslow's and Herzberg's hierarchy of needs this diagram shows how an individual can satisfy his basic physiological needs. An individual has a particular need, and when that need becomes strong enough he does what is necessary to relieve that need. This same procedure is used to obtain levels 2,3,4, and sometimes the fifth level, although most individuals never reach the 5th. level.
Handout #2-4. Human behavior. Discuss.	<u>Human Behavior</u> Work requirements vary greatly in their need for mental and physical abilities. When a person's abilities and ambitions are matched with the demands of the job held, much satisfaction can be derived from job requirements. If abilities exceed the requirements of the job, boredom may result because of lack of stimulation and challenge. Conversely, if the demands of the job exceed the abilities and/or ambitions of the worker, the job may be frustrating and defeating.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	To further help in our understanding why it is important to "Treat People as Individuals" one should also look at worker productivity.
	Worker Productivity
	Information taken from, "Your Attitude Is Showing", Elwood N. Chapman, Science Research Associates, Inc., Chicago, 1964, pg. 39.
Question - What is worker productivity?	Productivity is a difficult word to understand fully. It means different things to different people, depending on the kind of organization an individual works for. Stated simply, it means on-the-job performance. The work one does. What is accomplished in an hour, day or a year.
	Management uses the term productivity to indicate the output or the performance of individuals in different areas of the company. One of management's main concerns is that of increasing productivity. Supervisors are asked to get the most out of their workers because of the constant increase in wages, and department or company costs. Sometimes workers are pushed to produce by management in order to get the job done. This may create dissatisfaction on the part of the employees, but management has attempted to keep them satisfied by establishing breaks, lounges, cafeterias, etc.
Question - How is a worker's productivity determined?	One of the problems when it comes to productivity, is that sometimes management rates the productivity of individuals, by comparing one employee to another employee. This seems like the most simple way of checking and comparing productivity, but one has to be careful not to assume too much until he has all the facts.
	Employees can sometimes be rated on their productivity by their output. In some other situations the supervisors or management may have to rate an individual's productivity when it cannot be readily determined.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	For our purposes we will assume that management can determine the level of productivity of each worker.
	Art and Sam
Handout #2-5 and #2-6.	In our discussion of worker productivity we will discuss two different workers, Art and Sam.
Show illustration of Art's and Sam's current level of productivity. Place illustration on the board or use transp. Question - What does this illustration show? (It only shows that Art is producing more than Sam.) CLP - Current Level of Productivity.	Through management's studies of the two individuals, they were able to determine each worker's current level of productivity. 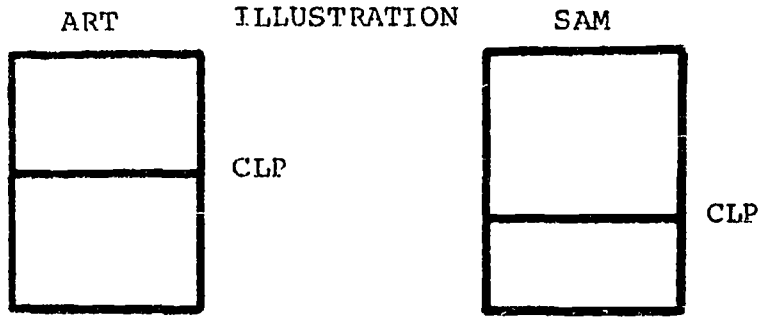 If management's main concern is getting the most out of their workers, they can say by comparing the two individuals that Sam is not producing as well as Art and that something must be done in order to get Sam's production up or to increase his productivity. Management may also consider the thought of getting rid of Sam and hiring someone who can produce on or about at the same level as Art. By only looking at an individual's current level of productivity one does not have the total picture. The area which is missing is the individual's potential level of productivity. Management must also determine what each individuals potential is, and then they can compare an individual's current level of productivity with an individual's potential level of productivity.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Handout #2-7 and #2-8. Show illustration of Art's and Sam's potential level of productivity with their current level of productivity. Place illustration on the board or use transp. Question - What does the illustration show now? PLP - Potential Level of Productivity.	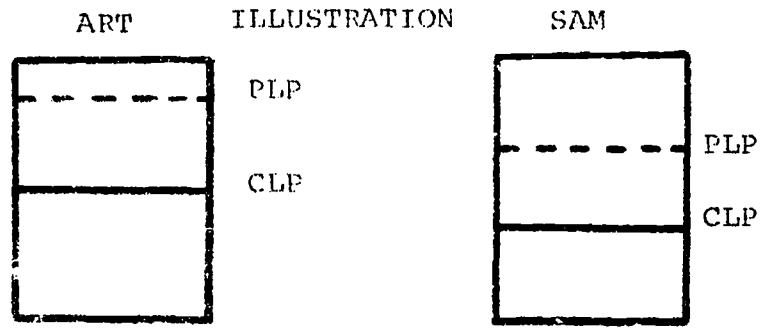 In looking at the same two individuals, Art and Sam, management would see the two men in another light. When having all the facts and understanding the potential of each employee it is easier to draw a conclusion as to which individual worker is doing his best and working hardest. In this situation Sam's current level of productivity is lower than Art's, but Sam is working closer to his potential level of productivity.
Discuss what management should do in order to increase worker productivity.	Instead of management now developing a technique in order to encourage Sam to work harder they must consider ways in order to encourage Art to increase his productivity closer to his potential. Like all employees, Art and Sam both have potential levels of productivity higher than their current level. Seldom, if ever, does an individual reach his full potential. Management's main concern should be that of how to close the gap between both Art's and Sam's "current level of productivity" and their "potential level of productivity." This can only be done by treating each of the employees as individuals, and working with their individual differences. Incentive programs and motivational means do not affect everyone the same way. Incentives used by management are many times aimed at the total work force, instead of individuals, in order to increase worker productivity.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	To some individuals certain incentives may cause them to work harder, while other individuals could care less about the stimulus used. Incentives and motivation will be covered in a later session, but we can say here that incentives which are used individually to increase productivity will mean more to each individual than incentives which are used to encourage group productivity. Management must remember to treat people as individuals and accept them as individuals rather than as a group of workers.
	Another two theories of management are being presented which further reveal why it is important to "Treat People As Individuals."
	<u>Theory X and Theory Y</u>
Handout #2-9. Discuss Get ideas as to how the group feels about Theory X.	The writings of Douglas McGregor have recently had a profound influence on leadership theory and practice. McGregor states that conventional superior-subordinate relationships are based on a set of unrealistic assumptions about the nature of man as a worker. This set of assumptions, labeled Theory X, visualizes the worker as inherently lazy, passive, and unambitious. 1. The average human being has an inherent dislike of work, and will avoid it if he can. 2. Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives. 3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and above all wants security.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	The assumptions carry with them some obvious leadership implications: They call for close supervision, emphasis on money and security rewards, the creation of narrow, highly specialized, fully programmed jobs; decisions regarding policies, procedures, objectives, and the like are to be made solely by management and staff specialists (the worker must work, management and staff must manage.) Thus the leadership practices attributed to the "scientific management" disciples are thought to be based on the Theory X set of assumptions. As McGregor states, the validity of Theory X is, at best, questionable. The concept of inherent laziness contradicts clear scientific and "common-sense" evidence that physical and mental activity are sought out and are, indeed, necessary to human health. The simplistic notions of human motivation, conflict with current motivation theories. It is suggested, further-more, that the frequently observed worker inertia, lack of ambition, and avoidance of responsibility result from management systems based on Theory X and are not inherent human traits. Why should a worker show initiative, and innovativeness, and organizational concern within a Theory X management environment? How could he do so if he desired? Perhaps, then, he is taught to behave in the manner expected of him in the first place by the Theory X manager. Apathy, inertia, and even hostility are said to be the predictable results of a system in which the worker is restricted to simple, repetitive tasks with a minimum of opportunity to influence work procedures and the reward structure.
Handout #2-10. Discuss	In place of the Theory X assumption, McGregor proposes a new set of premises, which he terms Theory Y. The principle elements of Theory Y are: 1. The expenditure of physical and mental

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	effort in work is as natural as play or rest. 2. Man will exercise self-discretion and self-control in the service of objectives to which he is committed. 3. Commitment to objectives is a function of the rewards associated with their achievement. The most significant of such rewards, e.g., the satisfaction of ego and self-actualization needs, can be direct products of effort directed toward organizational objectives. 4. The average human being, under proper conditions, learns not only to accept but to seek responsibility. 5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population. Man is seen herein as the possessor of various physical and mental energies that can readily be channeled toward organizational objectives if his ego and growth needs are thereby also satisfied. The challenge is to create a system in which the satisfaction of one's activated needs occurs as an integral part of the process of achieving the firm's goals.
Question - Which theory makes the most sense? Theory X - Theory Y	
Close the session	Ask if there are any questions over the material presented in this session. Thank the class for their responses and comments. State the time and place for the next session which will cover "Make Best Use of Each Worker's Abilities" and "Provide Job Satisfaction.

EMPLOYEE WANTS

1. We want good leadership.

2. We want to be informed.

3. We want to be treated with human dignity.

4. We want incentive and opportunity to grow and progress.

5. We want relative independence and freedom in the conduction of our affairs.

6. We want the society and respect of others.

7. We want a relative degree of security and safety.

8. We want working conditions and comforts comparable to the best which our associates have. This includes pay.

9. We want to accomplish useful work. We want a feeling of achievement in work that contributes to social needs. Participation helps us get a sense of achievement.

10. We want to be treated fairly. This is equity, which means that action will be consistent and in accord with the total situation, not just "the letter of the law".

ERIC

PRIORITY OF NEEDS

TYPES OF NEEDS:

There are various ways to classify needs. A simple but significant one is (1) basic physiological or primary needs, and (2) social and psychological needs, called secondary needs.

Some of the physiological needs are hunger, thirst, sex, sleep, air to breathe, and satisfactory temperature. These needs arise out of the basic physiology of life and are important to survival and preservation of the species. They are, therefore, virtually universal among people, but they exist in different intensity.

Secondary needs are more nebulous because they represent needs of the mind and spirit, rather than the physical body. Many of these needs are developed as one matures. Examples are rivalry, self-esteem, sense of duty, self-assertion, giving, belonging, and receiving affection. The secondary needs are the ones which complicate the motivational efforts of managers. Nearly any action management takes will affect secondary needs; therefore, a basic idea of human relations is that management planning should consider the effect of the proposed action on the secondary needs of employees.

Secondary needs vary among people much more than primary physiological needs. They may even exist as opposites in two different persons. Secondary needs are also called secondary motives, because they motivate a person toward a certain behavior.

In summary, secondary needs have the following characteristics:

1. They are strongly conditioned by experience.
2. They vary in type and intensity among people.
3. They change within any individual.
4. They work in groups, rather than alone.
5. They are often hidden from conscious recognition.
6. They are nebulous feelings instead of tangible physical needs.
7. They influence behavior. It is said that "we are logical only to the extent our feelings let us be."

A. H. Maslow developed a priority of human needs.

PRIORITY OF HUMAN NEEDS

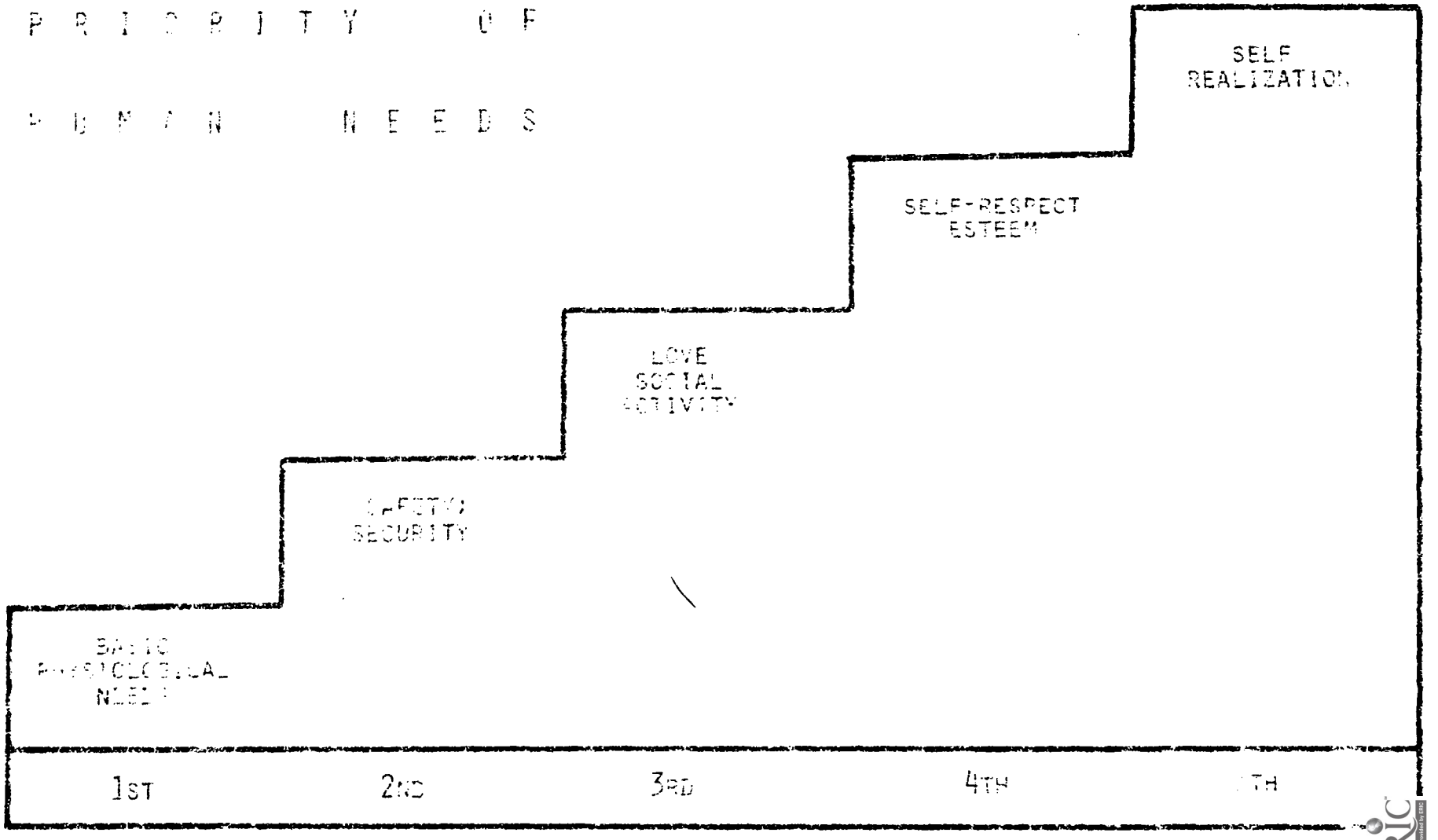

HUMAN BEHAVIOR

Work requirements vary greatly in their need for mental and physical abilities. When a person's abilities and ambitions are matched with the demands of the job held, much satisfaction can be derived from the job requirements. If abilities exceed the requirements of the job, boredom may result because of lack of stimulation and challenge. Conversely, if the demands of the job exceed the abilities and/or ambitions of the worker, the job may be frustrating and defeating.

A WORKING CONCEPT OF HUMAN BEHAVIOR AND MOTIVATION

STIMULATION OR CAUSE	→	MOTIVATION OR DRIVE	→	BEHAVIOR OR ACTION	→	DIRECTION OR GOAL
Empty Stomach Causes Discomfort	→	Hunger Pains	→	Seeks Food And Eats	→	Relieves Hunger

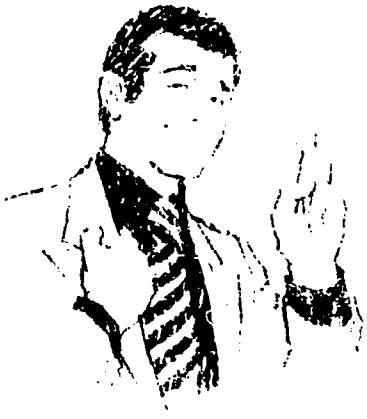

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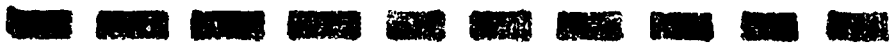

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TRADITIONAL MANAGEMENT CONCEPTS OF WORKER ATTITUDES

THEORY X

1. The average human being has an inherent dislike of work and will avoid it if he can.

2. Because of this human chcaracteristic of dislike of work most people must be coerced, controlled, directed, threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.

3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, wants security above all.

THE MAJOR OBJECTIONS OFTEN RAISED ABOUT TRYING TO DETERMINE EMPLOYEE ATTITUDES CAN BE PLACED INTO SEVERAL CATEGORIES.

1. There is the belief that attempting to find out what employees are thinking is a sign of weakness and something with which the competent manager who has adequate control over his workers will not need to concern himself.

2. Another objection is that determining employee attitudes is unnecessary because employers know already what the workers think and feel; that is, they think and feel in a way that Theory X says they do.

3. The next objection, one based on the belief that the results of any attempt at determining employee attitudes are likely to be inaccurate.

4. A final objection, although less rational than the other and often unspoken, is management's fear of workers. "Let sleeping dogs lie."

Garvell, Fred J. Human Relations in Business

THEORY Y

1. The expenditure of physical and mental effort in work is as natural as play or rest.

2. External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.

3. Commitment to objectives is a function of the rewards associated with their achievement.

4. The average human being learns, under proper conditions, not only to accept but to seek responsibility.

5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.

6. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

The assumptions of Theory Y involve a set of managerial attitudes and values different from the ones used to support Theory X. Those of Theory Y are dynamic, and they stress the growth and development of the worker as opposed to those assumptions that stress absolute control and place the worker in a static position of limited growth as a person. The assumptions of Theory Y not only place the onus on management to seek the collaboration of the workers, but they also encourage creativity and the sharing of responsibility for planning and obtaining the objectives of the organization. However, despite its seeming advantages, Theory Y has not been accepted uncritically by many practitioners and some human relations theorists. The reasons for this lie in the difficulty of implementing the principles expounded by the theory. It is difficult, if not impossible, to get some managers to relinquish some of the authority that Theory Y would have them share with subordinates.

MAKE BEST USE OF EACH WORKER'S ABILITIES
PROVIDE JOB SATISFACTION

Session Three

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Open session.	Welcome everyone to the third session. State that the second and third keys in the "Foundations for Good Human Relations" will be discussed.
Place on board.	These keys are: Make Best Use of Each Worker's Abilities, and Provide Job Satisfaction. Review briefly session two, and ask if there are any questions.
Discuss with the class. Get their opinions on how to best use new employee abilities and present employee abilities.	<u>Make Best Use of Each Worker's Abilities</u> Probably one of the most difficult tasks a manager or supervisor has is that of using each worker's potential to everyone's greatest advantage. Too many times individuals are placed on a job because there is a vacancy without any consideration to the individual's ability. This may also be the worker's fault because he is interested first of all in obtaining a job. From there he may hope that his talents will be seen. Many companies test their applicants and interview them to see for what kind of work they would be best suited. This helps to make sure the company places each individual in a job where his abilities can best be applied. There is still no guarantee that this will work for all individuals. As we have already seen, people come from different environments, have different likes and dislikes, attitudes, aptitudes, etc. Some people may not even realize some of the abilities they have. People tend to be programmed into channels by their families, friends and community, from birth 'til death.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	It is difficult for people to understand their full potential and in many cases have never had to work at their full potential. In discussing the problem of "making best use of each worker's abilities," we have to approach the problem in two directions. The first approach is that of hiring new employees, and the second is that of those individuals who are already employees of the company. <u>New Employees</u> When an individual looks for employment, many times he accepts a position which he does not really like, but which is the only one open to him. During the interview he may state that there is a particular area of department in which he would like to work. At the present time there are no openings in that area, but there is an opening in another area and he is asked whether he would accept it. Sometimes people are forced to accept a job in an area which they really didn't want, but because of financial reasons, family reasons, or because no other work can be found they must accept it. When an employee is placed in a position he is really not interested in, he may not do his best work. If management is really interested in placing each worker in a position best suited for his ability, they will do everything they can to see that the worker eventually gets that position which he wants. Workers with abilities which are not being used may tend to use that ability in other directions which may not be good for the company. The worker may also be looking for another position where he can use that ability and when the job is located, he may leave with little or no notice.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Ask the group for their comments on these three points.	For the new employees, management should: 1. Match applicant's ability to a job which requires that ability. 2. If employee accepts a position in another area until the position he wants becomes available, keep him informed as to the approximate date when that other position will become available. When the position does come available make sure he gets it. 3. Watch new employee's progress and attitude. This may give you an indication that the job requires more ability than he has or he may have more ability than the job requires. <u>Present Employees</u> Here, again, it is important to make sure that each individual is placed in the job best suited for him. Questions management can ask to see if abilities match job requirements are: Does each worker seem to be doing his best job? Are any workers dissatisfied with their work? Is each worker doing his job without struggling? The answers to these questions may help management determine their effectiveness in matching jobs to worker's abilities. If management watches their employees carefully they may find individuals who have abilities in other areas where they can be used more effectively. Advancing individuals and changing positions or departments may help the worker by giving him a sense of importance in the company.
	In our discussion of "Making Best Use of Each Worker's Abilities," we will cover: 1. Place worker into job for which he is ready. 2. Let each worker know what his job is and the "why" of what he is doing.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	3. Prepare worker for job ahead.
	Place Worker Into Job for Which He Is Ready
	Sometimes employees have acquired new abilities learned on the job. These abilities though, may not be capitalized on by management. By allowing this to happen management is not using the full potential of each worker. There are four basic questions which could be asked in order to determine whether the worker is placed into a job for which he is ready.
Ask question #1 to the group, but do not wait for a response.	1. Is each worker under your supervision placed in the job for which he is best fitted?
Discuss example with the class.	Example: A young man having a good record in high school, a good personality and the ability to get along well with people, is placed in the stockroom of a large department store. He has had some previous successful part-time experience in selling men's furnishings and likes the work. After two years of work in the stockroom, he has, through no fault of his own, still not received promotion to the sales floor.
Ask question #2, but do not wait for a response.	2. Are any of your workers ready for added responsibility?
Discuss example with the class. Ask how they would determine if a worker was ready for added responsibility.	Example: This may be accomplished by looking at the individual's schooling and previous job records. Results of tests and measurements. Observation of the individual on the job. Talking to them about their interests and ambitions--what they like best to do, and suggestions for improvements which they make.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Ask question #3, but do not wait for a response.	3. Who can handle the largest number of different kinds of tasks?
Discussion example with the class.	Example: Some individuals may be able to perform different tasks in a company's operation. They can work well in many different departments and have the ability to handle any situations which might arise. Although certain individuals possess these abilities they are sometimes blocked because they may be infringing upon someone else's job. Instead of not using the individual's ability, management should find where the worker would be happiest and where he would do the most good for the company. Just because an individual can handle many different kinds of operations, does not mean he is satisfied in what he is doing. It also does not necessarily mean he wants to change positions.
Ask questions #4, but do not	4. Who does his work with the least supervision?
	Example: An individual who can work with little supervision may have just the right qualifications for the job or he may have more ability than is necessary to perform the function. As a manager or supervisor, you will have to determine how much supervision is necessary in any particular area. Too much supervision may cause the employee to lose confidence in himself and his quality and output of work will be lower. Not enough supervision may give the employee the attitude that the company really is not concerned about the type of work which is being done. An employee who management feels works well with little supervision may be the type of

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Handout #3-1. Place worker into job for which he is ready.	individual who could be used to better advantage in another area. Again, the employee should be consultated before the change.
Discuss with class.	<u>Let Each Worker Know What His Job Is and the "Why" of What He Is Doing</u>. The job performance of any worker is directly related to his intimate, specific knowledge of the job. No one exerts full effort on a job the scope or importance of which he doesn't know. We may hope that the worker will, on his own initiative, seek out the facts needed on his job, but in practice we know that such action is not typical. As supervisors we should not expect this of the worker, but rather accept the responsibility of informing him about all the things we expect of him. Before the supervisor accepts this responsibility, however, he should first make certain that he personally knows what he wants done, what specific tools or articles are needed, where the job is to be done, when on a budgeted time schedule it should be done, and <u>WHY</u> it must be done in the manner described. Moreover, an explanation of <u>WHY</u> is important because this will help secure the worker's acceptance of the reasons for doing a job in a certain manner. The supervisor will carry out well the responsibility of letting each worker know what his job is and the <u>WHY</u> of what he is doing, if he will check himself constantly on the following:
Handout #3-2. Let each worker know what.... Ask the five questions, but do not wait for responses. Allow members of class time to think about each question.	1. Do I know specifically what I want in job performance in the various jobs in my department? 2. Where variations in job practice exist, have I been careful to make these clear? 3. Do I ask for job performance that I am not prepared to insist upon?

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	4. Do I explain the WHY of the job to the worker? 5. Do I give the worker an opportunity to make suggestions concerning improvements in job performance?
Discuss instructional material.	Prepare Worker for Job Ahead Opportunities for promotion offers the strongest stimulus for good work. Everyone wants to feel important and that he is getting ahead. Help your workers improve their skill and knowledge so that they will be in line for promotion. Encourage them to work and study for it. Help them with suggestions as to further training available.
Question - How can a supervisor prepare workers for jobs ahead? List responses on the board. Discuss each point.	What are some additional things a supervisor can do to prepare the worker for jobs ahead? (Draw from group) 1. Let the worker know what he must do and know to fit himself for the job ahead. 2. Show him how his own job may be a stepping-stone to better jobs. 3. Share freely your knowledge. 4. Gradually increase the responsibilities of workers who show promise. 5. Encourage workers who take advantage of company's training programs. 6. Show a personal interest in his progress and give him encouragement. 7. Give impartial and careful consideration to requests for promotion. 8. When you make promotions, be sure they are made on the basis of merit.
	The third key in the Foundations for Good Human Relations is: Provide Job Satisfaction. This key is closely related to the proper administration of the first and second key.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Handout #3-3. Job Satisfaction (Success)	<u>Job Satisfaction</u> An individual's job success is dependent upon three principal factors. 1. What the worker can do. (a) his intelligence, skills, aptitudes, training and etc. 2. How well he can get along with his fellow workers. (a) his ability to make adjustments on the job. 3. His motivation. (a) his need to earn money to support his family, his ambitions and his desire to do a good job. Each one of the principles involves good human relations. One must understand that each employee has a different degree of intelligence, skill, aptitude, and training. It is easier for some individuals to adjust to the job than other individuals, and finally some individuals can be motivated easier than others.
Discuss Principle One. This example may cause differences of opinion. Allow time for everyone to express his ideas.	Principle One: John has an I.Q. of 120. Bill has an I.Q. of 85. Which individual will make the best worker? (Wait for a response) Just because John has a higher I.Q: than Bill does not necessarily mean that John will be a better worker. In some areas John may more easily understand the task, but it does not mean he will be the most productive worker. Like having high I.Q., the individual who possesses skills, aptitudes, and training, etc. to the greatest degree will not necessarily be the most productive worker.
Discuss Principle Two. Encourage comments.	Principle Two: This principle is actually human relations. Some individuals cannot get along well with

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	their fellow workers, but as an individual they may be very productive workers. Management may have to determine whether this individual can be helped in his ability to get along with his co-workers; they may leave him alone, have him transferred to a different department, or dismissed. Later in this course you will see how keeping a worker on the job who possesses bad human relations qualities may cause conflict within the group. Before going into greater detail at this point we can say that the ability to get along with people and a good adjustment to the job are important factors in an individual's success.
Discuss Principle Three. Discuss difference between motivating factors and incentives.	Principle Three: Motivation is the key to job success. There are certain reasons why an individual does the things he does. People need some form of motivation to keep them working at a job they possibly don't like. Many labels can be attached to motivation: Some people feel that an individual can be motivated by contests and similar means. This is really not motivation; it is better referred to as incentives. According to the psychologists, motivation refers to what is inside a man - his needs, wants, goals, etc., things which a manager or supervisor really can't change very much. His problem is simply to recognize them and use them to their best advantage. Incentives on the other hand, are generally something like contests, pay and so on - things that are so to speak, outside the man. (Motivate, by J. Porter Henry, Jr., C.M.C. Management World. January 1973, pp. 21-24.) Good human relations is needed when it comes to motivation. There is an art to motivating people. Motivation like any phase of human

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	relations must be handled individually. Group incentives do not affect every individual the same way, and therefore do not motivate every individual.
Handout #3-5. Motivating Factors	<u>Motivating Factors</u> - Helps the individual feel important. 1. Let the man know where he fits in. 2. Let him know why the job is important. 3. Let him know what is expected of him. 4. Offer a challenge. 5. Let him know where he stands. 6. Delegate responsibility. 7. Give Credit. 8. Provide opportunities.
Ask the class what they feel incentives are. List on the board.	<u>Incentives</u> - Gives the individual a reason for doing a good job. 1. Pay 2. Awards 3. Contest prizes 4. Vacations 5. Fringe benefits 6. Etc. Many studies have been undertaken in order to determine what motivates workers and what gives them the most satisfaction on the job. (Read the "Western Electric Experiment" to the class.)

<u>The Western Electric Experiment</u>

Probably the most famous studies in motivation and human relations were conducted in the late 1920's at the Hawthorne works of the Western Electric Company in Chicago, Illinois. The late Professor Elton Mayo of the Harvard Graduate School of Business Administration had earlier studied wants and needs of workers in the Philadelphia area, and also those of other industrial workers in Illinois. However, the Hawthorne experiments are still considered the classic study of motivation in dealing with people.

The now famous study began almost routinely with efforts by Western Electric engineers to increase production by installation of better lighting. Using standard experimental procedures, the engineers experimented with various levels of lighting in various workrooms and kept track of productivity rates in each room. They also chose a special group of girls to work in a control room where the lighting remained constant. The results were surprising. For regardless of what happened in terms of the illumination - whether it was made lighter, darker, or remained constant, production increased in every single one of the workrooms, including the control room where the lighting never varied at all. At this point, studies were called for.

A team of industrial psychologists headed by Professor Mayo entered this plant and picked six girls to continue as the control group in a new series of experiments. Over a period of time, several techniques were tried on this control group to determine how they would affect productivity.

The researchers made a special effort to encourage the cooperation of the girls. They were even asked and advised before any of the conditions were changed. Professor Mayo was hoping, of course, to show that if free communications between worker and management were encouraged, mutual respect would follow.

In the beginning, rest periods were introduced. Productivity increased. But oddly, no matter how the length of the break varied, output continued to rise.

Then a piecework program was started. This, too, was greeted by an increase in productivity. Changes were made in the length of the work day. Even with a decrease in the number of work hours, output jumped.

While it would seem, at least on the surface, that rest periods, piecework, and shorter hours might increase productivity, the researchers wanted to test their findings fully. They could have been satisfied to claim these factors as motivating factors, but they wanted to prove their conclusions. So Professor Mayo's team began to reprove the conditions. The rest periods were elimated. Longer work hours were restored. The piecework rate was replaced by a straight salary. The result? Increased output.

What could have caused this strange phenomenon? In his treatise, The Social Problems of an Industrial Civilization, Professor Mayo wrote:

> The major experimental change was introduced when those in charge sought to hold the situation humanly steady . . . by getting the cooperation of the workers. What actually happened was that the six individuals became a team and the team gave itself wholeheartedly and spontaneously to cooperation in the experiment.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	What made these girls different from their co-workers is that they were made to feel as if they were "something special." Being chosen for the test gave them a feeling of importance. This conclusion was supported in over 20,000 interviews conducted to find out exactly what was on the workers' minds and what effect this might have on their productivity. When instilled with a feeling of importance, workers were willing to cooperate. If, on the other hand, they were merely "numbers" to management there was no reason for wanting to cooperate.
Discuss the importance of this study.	Ask for any responses or comments on the experiment.
	Let's look at some of the things the supervisor can do to provide job satisfaction.
Place on the board.	Job satisfaction can be provided if the supervisor or management: 1. Tells worker in advance about changes that will affect him - tells why if possible. 2. Creates job interest through showing job value to the individual and organization. 3. Reduces fatigue. 4. Lets each worker know how he measures up. 5. Keeps their promises. 6. Uses praise rather than criticism and neglect. 7. Gives credit and praise when due. Each one of these points will be discussed briefly to show the importance of each.
Discuss with the class why it is important to tell worker in advance about changes.	<u>Tell Worker in Advance About Changes That Will Affect Him -- Tell Why If Possible</u> No one would like the experience of going to work some morning and finding his desk moved or finding someone else in his job,

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	or being given instructions to start on a long trip that same day--all without previous notice. All of us would have mental and physical adjustments to make to such changes and we would want to be given at least some advance notice of the changes. One of the job courtesies that a supervisor can show a worker is to give him reasonable notice of changes that will affect him. This will pay dividends and will contribute to the supervisor's effort to provide job satisfaction for the workers responsible to him. Just as it is desirable to point out to the worker the WHY of his job in order to add to his interest and cooperation so it is a good practice to explain to him the WHY of changes.
Create job interest through showing job value to the individual and organization.	<u>Create Job Interest Through Showing Job Value To Individual and Organization</u> The supervisor can create job satisfaction by pointing out to the worker the value of his present job to himself. The young worker is interested in developing himself and putting himself in line for promotion to a better job. Most jobs in a company, even those of a beginning worker, afford the opportunity to learn something of how the department and company are operated. This basic experience is necessary to a person who occupies a more responsible position as supervisor, or as manager. The young worker who acquires right work habits on a beginning job is paving the way for success and greater income in a more important job. The older, more experienced worker is the backbone of the company's organization. He makes a real contribution to his department and to the company and this can be acknow-

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	ledged, not only through adequate wages and bonus but also through various forms of recognition that will show that the company appreciates his services.
Question - What is fatigue?	<u>Reduce Fatigue</u> Another thing that the supervisor can do to provide job satisfaction is to reduce fatigue. Webster defines fatigue as weariness from labor or exertion--exhaustion of strength--excess activity with resulting loss of power. When we do physical work, we are actually burning up fuel in our muscular tissues. This oxidation results in waste products. One of these is carbon dioxide, which is carried by our blood stream to our lungs and is exhaled in our breathing. Another waste product is lactic acid, which accumulates in the muscles and gradually results in a feeling of fatigue. If the accumulation of lactic acid becomes great enough, our muscles finally get so tired that they will no longer respond to our mental impulses.
Supervisors should recognize fatigue.	One should recognize that fatigue is an inherent element in work and should be reduced in every possible way. A desire to achieve definite material goals often blinds a supervisor to the effects of his pressure for production on the physical condition of his workers. A person may be the victim of fatigue, even though he is not on a job requiring physical exertion. (Contributing factors--home conditions, worry, poorly planned outside recreations, etc.)

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	A warm friendly feeling on the part of the supervisor often generates in them energy which carries them past normal points of endurance. Coldness and indifference can freeze production quickly.
Be on the alert for "symptoms" of fatigue.	What are some of the indications of fatigue in workers? (Draw from group.)
List class ideas on the board.	1. Slowing down in speed and motion. 2. Loss of power to concentrate. 3. Increased number of errors. 4. Decrease in accuracy of judgment. 5. Increased tendency toward accidents--greater tendency to take chances and short cuts. 6. Irritability. 7. General let-down in appearance (hair, clothes, eyes, etc.)
Causes and contributing factors of fatigue.	We have just listed several symptoms of fatigue. Let's now think about the causes. Perhaps we can do something about them. What are some of the causes?
List causes from the class on the board.	1. Too may consecutive hours devoted to one special motion, repetitive tasks. 2. Adverse working conditions such as: (a) improper heating and ventilation (b) poor floor covering (c) unnecessary noise (d) ineffective arrangement of work materials. (e) long hours of work (f) night work (g) poor lighting--glare, inadequate window space 3. Illness (a) eye strain (b) poor posture--insufficient or improper support (c) tired feet--poorly fitting shoes or incorrectly chosen shoes
Effects of fatigue on production and morale.	Fatigue has definite, tangible effects on production and morale. It increases ab-

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	senteeism and sometimes brings on long term illness. Accident hazards increase. Tired workers turn out a poorer quality of work and produce a greater number of errors. Fatigue may also result in lowered morale. It may bring about job dissatisfaction, in fact, actual dislike of work. It can result in irritability, touchiness and short tempers. The fatigued worker often develops a critical, fault-finding attitude.
Remedies List remedies which class gives on the board.	We all recognize that fatigue affects job satisfaction. We have listed some of the symptoms and causes. What can the supervisor and management do to reduce fatigue? 1. Simplify methods of doing work 2. Rotate jobs to provide change for short periods 3. Remove adverse physical conditions 4. Remove the use of long work hours 5. Provide regular relief periods for monotonous, repetitive work 6. Provide medical care for below-par workers--regular medical examinations 7. Treat workers in a warm, friendly manner 8. Encourage suitable recreation 9. Stress importance of adequate sleep and proper food
Discuss why it is important for individuals to know how they measure up in their work.	<u>Let Each Worker Know How He Measures Up</u> Job satisfaction stems from an awareness by the worker of how successful his performance is held to be by those with whom and for whom he works. This evaluating should be done currently and the supervisor should be prepared to justify the standards he sets for the job. The supervisor should establish in his own mind what he believes satisfactory performance to be, then measure the employee

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	against this standard. A simple rating chart may be used. Intangibles which cannot be measured fairly, should be excluded.
Use a personal conference.	A personal conference is the best means of acquainting the worker with his job performance and the worker should be permitted to review his record as this is done. The supervisor should indicate the follow-up he expects to make in the future. He can file away for ready reference the notes of his conference with the worker. Most people like to feel that they are working at their highest level of skill and ability. Take advantage of your workers special skills, interests, and preference for certain kinds of work.
Discuss why keeping promises with employees or any individuals is so important.	<u>Keep Your Promises</u> One of the "earmarks" of a good executive is that he keeps his promises. It is difficult to see how any person in an executive or supervisory position can long keep the respect of those who work with or under him if he doesn't keep his promises. Failure to keep promises is probably one of the quickest ways in which a supervisor can creat job dissatisfaction. This holds true in small matters as well as more important ones. A promise of free time for overtime put in, a promise to tell the "boss" about a good idea submitted, a promise to improve the work-space arrangement--all of these may seem inconsequential from the standpoint of the activity of the whole company, but they are all important in building individual job satisfaction and morale.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Handout #3-4. Place the chart on the board or a transparency.	<u>Praise Versus Criticism and Neglect</u> A classroom experiment was conducted in an effort to measure the effect of the various kinds of stimuli. A class of 60 pupils was given an intensive drill period in arithmetic for one period each day for one week. A case record was kept of the number of problems finished and the accuracy record of each member of the class. Without the knowledge of the pupils, the class had been divided in advance into three groups of 20 each. The average arithmetic ability of each group was about equal. At the conclusion of the first day's class period the pupils of one of these groups were praised before the class. The teacher read off their names and said, "I want to compliment you on the good record you have made. I am very happy that you made such a good showing. I hope that you will be encouraged to come back tomorrow and continue your good work." The teacher then read off the names of the pupils in the second group and said, "I am very disappointed to have to tell you pupils that your work is not up to standard today. I only hope that you will come back tomorrow and make a decided effort to do better work." The teacher completely ignored the members of the third group. She did not read off their names, and made no comments as to whether their work was good or bad.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	The teacher followed the same procedure for a week. After each day's work the first group was given abundant praise. The second group was criticized every day. The members of the third group were never given public mention during any day of the experiment. This praise and criticism was given each day, without any relationship to the progress of the individual class member.
	The graph shows the average result achieved each day by each of the three groups. For the Monday class none of the groups had any stimulus. You can see that the average results of each of the groups was almost identical for the first day's work. Let us follow now the accomplishment curve of the praised group. Following the praise given on Monday this group's production jumped sharply on Tuesday and continued upward at a slower pace all the rest of the week. By Friday this group's record of accomplishment was almost double what it had been on Monday.
	Let's trace now the progress of the reproved group. The initial criticism on Monday stimulated it to a production on Tuesday almost equal to that of the praised group. The group members stung by the teacher's criticism tried hard on Tuesday. At the close of this session they were again criticized. Discouragement began to enter the picture. Each succeeding day their efforts brought nothing but reproof and their production fell off slowly but surely.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	A most interesting psychological study is afforded by the work of the ignored group. On Monday the names of the members of this group were not called off either for praise or for criticism, but they heard the work of others being commented upon. This indirect stimulus served to make them try harder on Tuesday and their score jumped up about 40%. They were, no doubt, hoping that they could come in for some commendation on Tuesday. However, they were again ignored after the Tuesday session and continuation of this treatment lead to discouragement which resulted in a steady decline in number of problems completed correctly. By Friday the score of this group was much lower than that of the praised group. This points clearly to the conclusion that the most dangerous policy of handling people is to ignore them, and it's almost as bad to continuously critidize them.
Discuss inferences group members draw from the chart; then present the five inferences listed.	Here are some of the inferences that we may draw from this chart: 1. We must recognize that the experiment was only carried on for five days. The results of this experiment distinctly do not convey the idea that you should use only praise as a stimulus.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	2. In the normal course of a supervisor's work he usually intersperses praise with criticism. This chart would, no doubt, indicate to most of us that we are too sparse with the praise, too liberal with the criticism. 3. As a "one-shot" application, praise and criticism appear to provide an almost equal incentive. (Point to Tuesday's results.) 4. When praise is continued for certain periods it seems to provide an incentive. 5. When criticism is often repeated, it seems to lose its stimulating effect and results in discouragement.
Discuss with the class why giving credit and praise is so important to the employee.	<u>Give Credit and Praise When Due</u> Most supervisors are too sparing in their use of praise. They are afraid that the worker will get "swell-headed." It is probable that not more than 2% of the workers are apt to be adversely affected by praise. Don't withhold from 98% of your workers something that will give them stimulus and a "lift." The great majority of workers have somewhere an inferiority complex. Praise is the right medicine for such a mental condition. It stimulates self-confidence and helps workers do their best. Put the emphasis on the skill. That is what you are chiefly interested in. To praise the worker sounds like a personal matter; to praise the work is a business matter. Giving praise in the presence of others is evidence of your sincerity. The group realizes that you appreciate good work. What we have been saying does not mean that you should merely be a "Back-slapper." Praise MUST be earned and based on facts. Get yourself in the habit of looking for

PLACE WORKER INTO JOB FOR WHICH HE IS READY

1. IS EACH WORKER UNDER YOUR SUPERVISION PLACED IN THE JOB FOR WHICH HE IS BEST FITTED?

2. ARE ANY OF YOUR WORKERS READY FOR ADDED RESPONSIBILITY?

3. WHO CAN HANDLE THE LARGEST NUMBER OF DIFFERENT KINDS OF TASKS?

4. WHO DOES HIS WORK WITH THE LEAST SUPERVISION?

ERIC

LET EACH WORKER KNOW WHAT HIS JOB IS AND THE "WHY" OF WHAT HE IS DOING

1. DO I KNOW SPECIFICALLY WHAT I WANT IN JOB PERFORMANCE IN THE VARIOUS JOBS IN MY DEPARTMENT?

2. WHERE VARIATIONS IN JOB PRACTICE EXIST, HAVE I BEEN CAREFUL TO MAKE THESE CLEAR?

3. DO I ASK FOR JOB PERFORMANCE THAT I AM NOT PREPARED TO INSIST UPON?

4. DO I EXPLAIN THE 'WHY' OF THE JOB TO THE WORKER?

5. DO I GIVE THE WORKER AN OPPORTUNITY TO MAKE SUGGESTIONS CONCERNING IMPROVEMENTS IN JOB PERFORMANCE?

ERIC

JOB SUCCESS

JOB SUCCESS IS DEPENDENT UPON THREE PRINCIPAL FACTORS:

1. WHAT THE WORKER CAN DO

   (HIS INTELLIGENCE, SKILLS, APTITUDES, TRAINING, ETC.)

2. HOW WELL HE CAN GET ALONG WITH HIS FELLOW WORKERS

   (HIS ABILITY TO MAKE ADJUSTMENTS ON THE JOB)

3. HIS MOTIVATION

   (HIS NEED TO EARN MONEY TO SUPPORT HIS FAMILY, HIS AMBITIONS AND HIS DESIRE TO DO A GOOD JOB)

ERIC

EFFECT OF PRAISE, REPROOF AND NEGLECT

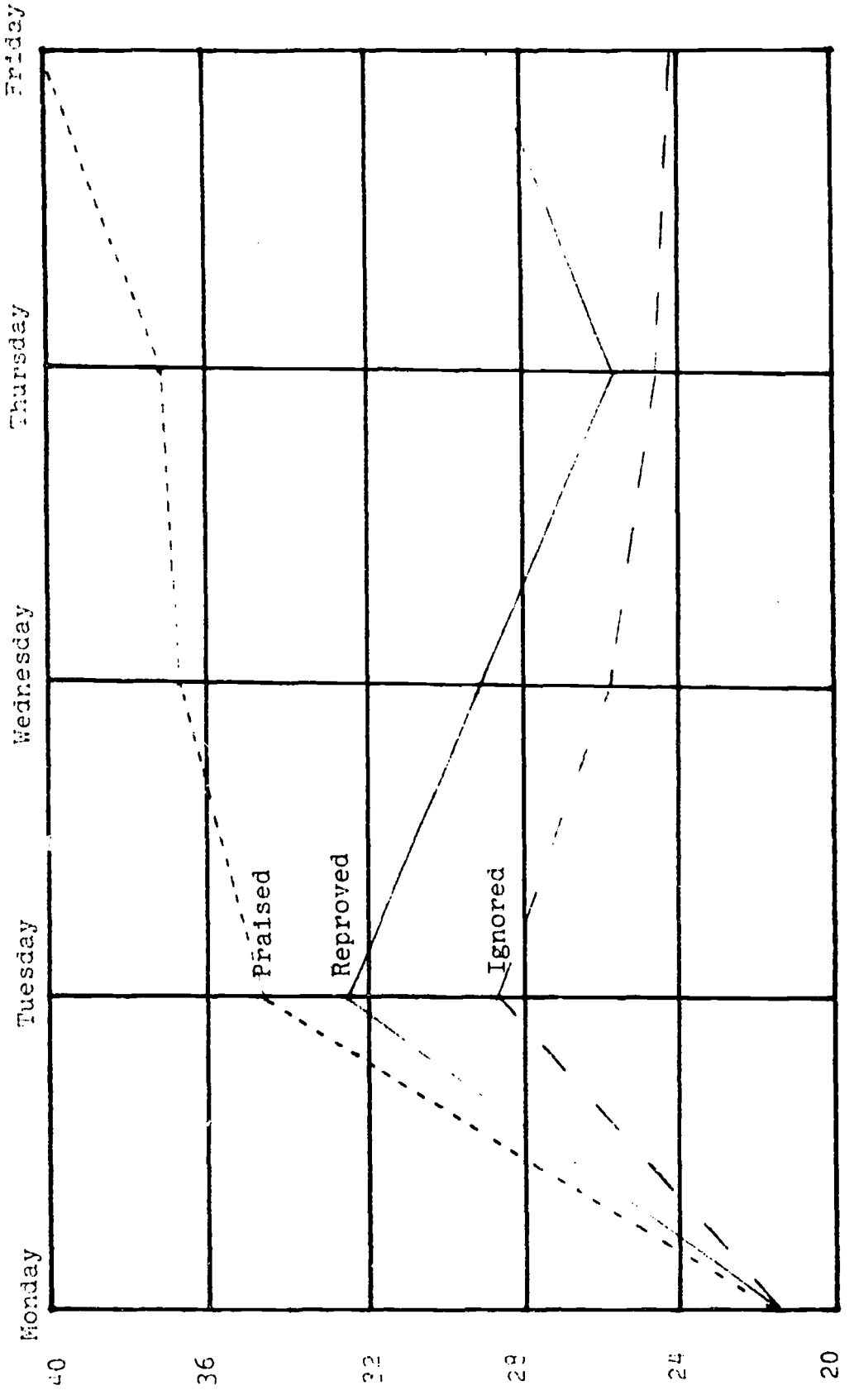

MOTIVATING FACTORS

LET THE MAN KNOW WHERE HE FITS IN. Tell him what his contribution will be to the over-all objective.

LET HIM KNOW WHY THE JOB IS IMPORTANT. Identify that it is a team effort and as in a team sport, it is necessary that there be a total contribution from each man in order to have total effort.

LET HIM KNOW WHAT IS EXPECTED OF HIM. Let him know that he will be measured on whatever it is we want him to change.

OFFER A CHALLENGE. If we offer the man a challenge, and he accepts it, then he will be self-motivated to accomplish the standard that has been set.

LET HIM KNOW WHERE HE STANDS. A pat on the back can be either high or low, but at least he will have a reference point by which he can judge his performance.

DELEGATE. Along with his word go other words, such as accountability and responsibility. We must tell the man how much he is held accountable for.

GIVE CREDIT. One of the easiest ways is to give money. But there are other things like status symbols, titles, which indeed can show recognition for a job well done.

PROVIDE OPPORTUNITIES. This allows an individual to express himself. It gives him a chance to be creative and offer new ideas.

ERIC

PLAN AND WORK TOGETHER

Session Four

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Open session	Welcome everyone to the fourth session in human relations training. In this session we will discuss the fourth key in the foundations for good human relations: Plan and Work Together. Review briefly the first, second, and third keys. 1. Treat People As Individuals 2. Make Best Use of Each Worker's Abilities 3. Provide Job Satisfaction Ask if there are any questions before proceeding into the lesson. In order to understand the best procedures to use when working with people, it is important to understand the different types of leader one can be.
Discuss what a leader is	<u>Leadership Philosophy</u> This information is taken from "Human Relations at Work", McGraw-Hill, New York, 1962, Keith Davis. The type of leader one is will reflect on the type of attitude and job performance of the workers. There are many different labels which can be attached to the type of leader one is, based on the different approaches they take in working with others. Leaders can be broken down into two simple classifications. One type is the "Positive Leader" and the other is the "Negative Leader." The positive leader motivates his people through satisfaction. The negative leader motivates through fear, threats, and making the workers feel unsecure in their jobs.

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Place positive leader and negative leader on the board and discuss the characteristics of each.	Positive Leadership Good human relations suggest that the manager or supervisor should be a positive leader. The positive leader does not issue orders. He interprets the orders, makes sure his personnel have suitable skills and tools, and delegates the authority to carry out the orders. He tells his personnel why a job must be done so that their minds and ideas are involved as well as his. He assigns a fair work load to his personnel. He assigns them to jobs they can do, and recognizes the jobs which are well done. He selects capable personnel, develops them, and trusts them. He takes the over-all positive viewpoint that people naturally want to do good work if given the opportunity and the incentive. Negative Leadership Negative leadership is accomplished through fear. The negative leader acts domineering and superior with people. To get work done he holds over his personnel such penalties as loss of job, reprimand in the presence of others, and demotion. He displays authority with the false belief that it frightens everyone into productivity. He allows no exceptions or excuses - except his own. He is a "credit-grabber" instead of a "credit-passer." He is the boss, not the leader. He takes the over-all negative viewpoint that people need to be forced to be cooperative and productive because they do not naturally want to be so. It is only fair to recognize that both positive and negative leadership gets results. With today's standards management can not continue to use negative leadership. Employees will leave because of the pressure they have to work under. There are times, though, when management has to use some form of negative leadership in order to get

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	the job done. This type of leadership must be handled carefully and administered tactfully.
	The "positive leader" exercises power through people instead of power over people.
Place the diagram on the board as each leadership type is discussed.	Leadership Types

AUTOCRATIC	FREE-REIN	DEMOCRATIC
Leader	Leader	Leader
Follower	Follower	Follower

(The circle represents where the leadership emphasis is placed.)

To better understand leadership types, three classifications of leaders will be discussed. They are: Autocratic, Free-Rein and Democratic.

Discuss the characteristics of an autocratic type of leader.

Autocratic Leader

The autocratic leader concentrates authority and decision making in himself. He is the individual who feels that all decisions must be made by him because he is the only one capable of doing so. He does not relinquish any of his authority to his subordinates. Work requirements and work policies rest in the hands of the leaders and the workers have little or no say in the operation of the company.

The autocratic leader may have to resort to threats, discipline and any other negative action he can in order to get the workers to see his way of thinking and to get the job done. The workers are treated as a group of people rather than as a group of individuals. Workers' creativity on the job is non-existent,

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	but they do not have to think. All the planning is done for them by the leader.
Have the class try to come up with some advantages of an autocratic leader. List ideas on the board.	Advantages of an Autocratic Leader The decision making power is left in the hands of a competent leader. Subordinates will not have to be as competent because they will only serve as middlemen between the leader and followers. It is fairly effective in getting the work done. Structured policies must be adhered to and if an employee does not want to adhere to them he can leave. Employees do not need incentive plans because the main goal of this leader is to produce.
Have the class try to come up with some disadvantages of an autocratic leader. List ideas on the board.	Disadvantages of an Autocratic Leader 1. Poor morale 2. Insecurity 3. Conflict 4. Inefficiency 5. Loss of respect for leader
Place free-rein leader on the board. Discuss the principles used by the free-rein leader.	Free-Rein Leader Just the opposite of the autocratic leader is the free-rein leader. This leader has certain characteristics which are unique to him just as there were certain unique characteristics in the autocratic leader. The free-rein leader makes few decisions, and depends on the group to set their own policies and work out their own problems. The workers are left to provide their own incentives for work, and they are given no directions. The characteristics of the free-rein leader are almost opposite of those of the autocratic leader. Most of the leadership characteristics in the free-rein leader have to be found in the followers rather than the individual in charge.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
See if the class can list some advantages and disadvantages of the free-rein leader.	Advantages of the Free-Rein Leader The workers can set many of their own rules, judge their own work and produce at their own rate. The employees do not have to worry about interference from the boss. Disadvantages of the Free-Rein Leader 1. Chaos may result _____
Place democratic leader on the board. Discuss the leadership principles used by the democratic leader.	Democratic Leader The democratic leader makes sure that he works with all people in his organization. Any decisions this leader makes are made for the good of the total group. He is open to suggestions from his employees and does whatever he can to motivate his employees. He understands that people are individuals and must work with them as individuals rather than a group of people to provide job satisfaction. Final authority does rest with the leader, but he takes into consideration the effect of his actions on the individuals. The workers feel more secure in their jobs because of the concern the leader feels toward them. Employee productivity will be high because there is relatively few complaints which the employee can have concerning the job because he possibly had some say in the policies, regulations and procedures adopted by the company.
Ask the class for their ideas concerning any advantages and disadvantages they may find with being a democratic leader.	Advantages of the Democratic Leader There is a better working relationship between the leader and the followers. The leader keeps the concerns of his employees in his decision-making. This type of leader gives the group greater freedom, while still maintaining ultimate control. He multiplies his abilities through others, and he makes all his workers feel they are important by understanding them as individuals.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	Disadvantages of the Democratic Leader 1. Requires much coordination 2. Good communication
Review the types of leaders briefly.	Summary of Leaders All three of the leaders can be very effective. Every day a leader may have to be all three types at times during the day. Each type of leadership characteristic has some good qualities which each leader may want to possess. At times it is necessary for a leader to be very authoritarian in order to get the job done and then turn around and be very democratic in making decisions. Good human relations suggests that the leader should develop those leadership characteristics which work most effectively for him. The leader must understand how to handle each of the different leadership characteristics and how to decide which should be used, and when to use each to the best advantage.
Place the headings on the board. Get group responses on each item.	Ingredients for Good Leadership A Sense of Mission A belief in your own ability to lead, a love for work of leadership itself, and a devotion to the people and the organization you serve. Self-Denial This essential of leadership is often played down. It means a willingness to forego self-indulgences (like blowing your top). And the ability to bear the headaches the job entails. High Character Few people become successful leaders who aren't honest with themselves and with others, who can't face hard facts and unpleasant situations with courage, who fear criticism or their own mistakes, who

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	are insincere or undependable.
	Job Competence A man who knows the job he supervises has one of the best foundations for building good leadership.
	Good Judgment Common sense, the ability to recognize the important from the unimportant, tact, the wisdom to look into the future and plan for it are the added ingredients that make the best leaders.
	Energy Leadership at any level means rising early and working late. It leaves little time for relaxation or escape from problems. Good health, good nerves, boundless energy makes this tough job easier.
Read to the class	Leadership By Inspiring and Molding Ideals

Inspiring Leader	Coercing Boss
Rewards	Threatens
Encourages	Finds fault
Listens	Talks
Keeps them informed	Keeps them guessing
Stimulates others to think	Wants to do all the thinking
Tells why and how to do it	Tells others what to do
Helps others solve problems	Ignores others' problems
Wants long-run loyalty	Wants prompt obedience
Considerate	Blunt
Tries persuasion	Flaunts his authority
Employee-centered	Production--centered
Assumes best in others	Assumes worst in others
High minded	Vulgar minded
Gives a square deal	Takes advantage of others
Considers before acting	Impulsive
Appreciates	Thankless

Handout #4-1.
Leadership by ...

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Place on the board	Tips For Leaders 1. Be predictable 2. Put yourself in the employees' place 3. Show your enthusiasm 4. Be interested in employees' welfare 5. Treat employees equally
Discuss how to work effectively with people.	As mentioned before, to develop the type of "esprit de corps" a company or organization needs, it must plan objectives together and work together to accomplish these objectives. A supervisor must develop the proper techniques of handling people in order to work effectively as a supervisor. One must first decide the type of supervisor he wants to be and then work towards being that type. Any way a supervisor looks at the job he will find out that he has to work with all types of individuals.
Handout #4-2. Six techniques for ...	Working With People There are "Six Techniques For Working With People," which the supervisor can follow that will make his job as a supervisor easier.
For each of the six techniques, let the class members express their ideas and views. Stress the importance of working with people.	1. Be "at home" with people - The supervisor must feel comfortable around people. He should feel relaxed and not have to put on a different "face" when he goes to work and when he goes home. The employees should understand the supervisor as he really is but maintain his respect. 2. Express yourself effectively - Make sure you know what you are talking about and that the employees understand. Expressing yourself may take place over the telephone, in a letter or face-to-face. You must understand also the proper meaning of words. Certain words which

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	are used incorrectly may have a different effect than they were meant to have. Confidence again in yourself will have an effect on the way which you express yourself. 3. Arouse Confidence - Help all individuals by showing them their worth to the company and their contribution. Encourage them even if they make mistakes. Don't watch over someone's shoulder or sneak around looking for their mistakes. 4. Increase your influence with people - Work to become more of a person who individuals will respect, come to for advice and listen to you when you speak. 5. Get yourself favorably known - It is important for individuals to recognize you by name and face. Work with employees closely, but allow them to do their own job. A problem may arise if you become too friendly with certain employees. You may find it difficult to criticize them or find any fault in them or their work. 6. Know how to handle trouble - Know the procedures to follow if problems arise. Try to handle as many of the problems yourself as possible. Make sure you do handle any problems or trouble which may arise. By just passing it off or having someone else handle the situation may cause employees to lose their confidence in you. The supervisor who understands and applies the principles of good human relations and who is sincere in his relations with workers will achieve maximum results with minimum friction. Workers are willing to make con-

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	siderable allowances for the personal peculiarities of the supervisor and to respond more willingly to his requests if they are convinced that he is genuinely and sincerely interested in their welfare. As a supervisor it is very easy for some individuals to feel that they have been bestowed with some blessing of knowledge because of their position. In some cases the supervisor may feel that with his position and knowledge that he knows best in all situations and that any decisions which have to be made should be his and his alone. Proper working relationships with employees would dictate that management/supervisors should work with the employees in making decisions and getting the job done. There are basic differences between a supervisor who is called a "boss" and a supervisor who is called a "leader."
Handout #4-3. Say and act "we" instead of "I". Discuss with the class.	<u>Bosses Say "I" - Leaders Say "We"</u> The boss assigns the task; the leader sets the pace. The boss drives his men; the leader coaches them. The boss depends upon authority; the leader on goodwill. The boss inspires fear; the leader inspires enthusiasm. The boss says "I"; the leader says "We". The boss says "Get here on time"; the leader gets there ahead of time. The boss fixes the blame for the breakdown; the leader fixes the breakdown. The boss knows how it is done; the leader shows how. The boss makes work a drudgery; the leader makes it a game. The boss says "Go"; the leader says "Let's go".

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	A supervisor will be more effective in working with people if his attitude is one of a leader rather than a boss. The leader will maintain the respect of the employees. and receive better cooperation.
	The Esso Standard Oil Company's board of directors developed a booklet in 1954, titled "The Way We Work Together." This booklet gave general philosophies and policys of the company in regard to human relationships.
Handout #4-4. We believe ...	To Develop Better Human Relations WE BELIEVE IN THESE PRINCIPLES.
Read and discuss the principle with the class.	Importance of the individual. We believe that actions of business should recognize human feelings and the importance of the individual, and should insure each person's treatment as an individual.
	Mutual Acceptance. We believe that employees, their unions, and management need to accept each other as individuals and as groups and need to respect each other's functions and responsibilities.
	Common Interest. We believe that employees, their unions, and management are bound together by a common interest - the ability of their unit to operate successfully - and that opportunity and security for the individual depend upon this success.
	Open Communication. We believe that the sharing of ideas, information, and feelings is essential as a means of expression and as the route to better understanding and sounder decisions.
	Employee Participation. We believe that better results come about through seeking a balance of viewpoints and through mutual sharing and solving of problems by the people affected.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	Local Identity. We believe that the individual receives the greatest opportunities for recognition, pride, and job satisfactions through close identification with his local work unit.
	Local Decisions. We believe that people closest to problems affecting themselves develop the most satisfactory solutions when given the authority to solve such matters at the point where they arise.
	High Moral Standards. We believe that the soundest basis for judging the "rightness" of an action involving people is the test of its morality and its effect on basic human rights.
	Another area which is vital to the proper working relationship with people, is the area of "participation".
Question - Ask the class to define participation. Get their views and ideas. Stress each one of the three views of participation, and discuss with the class.	Participation (Information taken from: Human Relations at Work - Davis, pp. 426-445.) Participation is a term used by many managers and supervisors, but their understanding of the term is vague. Too many times managers and supervisors say that their employees are participating in their company's operation but true participation is not really taking place. Participation can be defined as: Mental and emotional involvement of a person in a group situation which encourages him to contribute to group goals and share responsibility in them. There are three ideas in this definition which are important to managers who will practice the art of participation.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	1. First, participation means mental and emotional involvement, rather than mere muscular activity. A person's self is involved rather than just his body. This involvement in the situation is a product of his mind and his emotions. It is psychological, rather than physical. Some managers mistake task involvement for true participation. They go through the motions of participation, but nothing more. They hold meetings, ask opinions, and so on, but all the time it is perfectly clear to employees that their manager is an autocratic boss who wants no ideas. This is busy work, not participation. Employees fail to become ego-involved. 2. A second important idea in participation is that it motivates persons to contribute to the situation. They are given an opportunity to release their own resources of initiative and creativeness toward the objectives of the organization. In this way participation differs from "consent." The practice of consent uses only the creativeness and ideas of the manager who brings his idea to the group for consent. The consenters do not contribute; they merely approve. The practice of consent allows some degree of useful communication, but it does not provide participation in which all members of the group can contribute their ideas. 3. A third idea in participation is that it encourages people to accept responsibility in an activity. Because they are self-involved in an organization, they want to see it work successfully. Participation helps them become responsible employee citizens, rather than nonresponsible. As individuals begin to accept responsibility for group activities, they begin to be interested in, and receptive to, teamwork, because they see in it a way to do what they want to do.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Discuss benefits of participation.	<u>Benefits of Participation</u> Participation is not just a theory derived by someone looking for a new idea in human relations. There is ample evidence that it works in practice. Proper use of employee participation can bring several benefits. (Developing Employee Participation: Psychology and Human Relations in Marketing, Donald D. Hiserodt, McGraw-Hill, New York 1969, pg.94) Perhaps the greatest benefit is increased creativity. If employees feel involved, they will apply to their jobs the creative abilities they apply to their outside interests. Another benefit of participation is making employees feel responsible. Their work is no longer a mechanical chore; it is a source of pride and offers a sense of accomplishment. A third benefit of participation is that better decisions are made, which means fewer mistakes. More participation provides more information, hence a broader base on which to make a decision. A fourth benefit of participation is that it makes change easier for employees to accept. If they have been involved in discussing the need for change and what the changes will be, they will have a better understanding of the change when it comes. The fifth benefit of participation is that it improves morale. People who are mentally involved in their work have a feeling of self-importance and self-confidence. They are then happier and better adjusted.
Place advantages of participation on the board.	<u>Advantages in the Use of Participation</u> 1. It encourages better decisions. 2. It uses the creativity of all employees. 3. It restores a measure of human dignity, motivation, and mutual interest, which are human relations fundamentals.

ERIC

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	4. It encourages people to accept responsibility. 5. It improves morale and teamwork. 6. It encourages acceptance of change.
	Closely related to participation is teamwork. (Human Relations at Work - Davis, 419-425.)
Question - Is teamwork really as necessary today to a company's operation as it was 20 years ago. Ans. YES	<u>Teamwork</u> Teamwork is a very important asset to any company whether large or small. Teamwork is coordinated action by a cooperative small group in regular contact wherein members contribute responsibly and enthusiastically ically toward task achievement.
Discuss teamwork and ask for ideas and comments.	A group is able to work together as a team only after each person knows the social and functional roles of all the others with whom he will be interacting. Of course, each person must also be reasonably qualified to perform his job. When this level of understanding is reached, his desire to cooperate can then become effective in actual cooperation. He is able to act immediately as a team member in each operating situation, based upon the requirements of that situation, without waiting for someone to give him an order. In otherwords, the situation gives orders to team members, and each proceeds to take appropriate action to further teamwork goals.
There are many games which can be used to show the need for teamwork. Try to find a game or develop your own game to show the need for teamwork. The games in <u>Human Relations Games</u> from the Ohio D.E. Materials Lab would be very appropriate here.	Before teamwork can be developed, management must first establish work arrangements, records and supportive measures which encourage it. Teamwork is as appropriate to advanced industrial technology as it is to primitive work, and it appears to be much more essential. Some teamwork is spontaneous, but with our growing knowledge of teams,

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	management is able to have more influence. A manager who wants to develop an enthusiastic team needs to be sure that the team has work which it believes is worthwhile and whose job design permits teamwork. He needs to fit workers into harmonious groups, using special sociometric ratings or psychological tests at times. Enough stability needs to be provided to permit group process to develop, and rewards need to be given to the team as a whole, as well as to individuals.
	Another way in which to develop the feeling of "Planning and Working Together" is that of management's encouraging employee suggestions.
Question - How does one encourage employee suggestions? Ask if anyone has developed a system which encourages employee suggestions, and does it work?	<u>Encourage Freedom of Suggestion</u> No supervisor can hope to originate and develop by himself all the ideas that can be profitably used for adequate planning, improved methods of work and the best use of equipment. To achieve the best possible results it is necessary that suggestions for improvement by employees be considered a regular part of their work routine.
Discuss the material with the class and ask for comments.	Given reasonable encouragement workers will submit suggestions for improvement. Obtaining suggestions from workers is successful only when their ideas are welcomed by executives and supervisors, and once welcomed, are promptly recognized, evaluated and put into action. Workers then are eager to submit further suggestions for improvement. It is the responsibility of the company to provide a plan for reviewing and processing of ideas for improvement. If employees are

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	given help and encouragement when they submit ideas for improvements they will be stimulated to make additional suggestions. Other employees will be encouraged to present their ideas. Everyone is pleased to have his ideas requested and considered. It makes him feel important. The worker is in a position to have many good ideas because he is the person closest to his job and is familiar with the details of the job. Workers need a specific plan for developing improved work methods in the company and assistance in writing up their suggestions for improvement.
Discuss the suggestion plan.	<u>Suggestion Plan</u> The most successful plan in use by business firms today follows four basic steps in improving the methods used on a job. Let's see what they are:
Place the steps on the board when they apply.	1. The worker selects the job that he believes can be improved, and then lists in order of performance all the steps of the job. <u>STEP 1</u> List the details of the job. 2. Then he questions each detail by these six questions in the following order: (a) Why is this detail necessary? (b) What useful purpose does it serve? (If the detail does not prove to be necessary or useful it may be eliminated.) (c) Where should this be done? (In what place in the department?) (d) When should it be done? (The best time or in what order should this be done?) (e) Who should do it?

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	(f) The last question to ask is, "What is the best way to do the job?
	STEP 2 Question each detail.
	3. When the worker has questioned all details, eliminated some, combined and rearranged others and then found the best way to do the job, he has developed an improved method.
	STEP 3 Develop the new method.
	When the three steps have been completed the worker is ready to write up the improved method and submit it as a suggestion.
	4. The fourth step takes place after the suggestion has been approved.
	STEP 4 Apply the new method.
	Proposal for Improvement
	It is recommended that suggestions for improvement of a job be written up. The following form may be followed:
Place suggestion for improvement form on the board, overhead, or use as a handout.	1. To--Head of Dept, Mgr, etc. Date ____
(Form is found with the handouts)	2. From:
	3. Subject of suggestion
	4. Summary statement of savings, advantages
	5. Brief description of how savings, improvement, etc. can be accomplished.
	6. Credit is due _____ for helping me with this suggestion. (For use if some other person has cooperated in the development of the suggestion.)

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	It is essential that the supervisor show genuine interest in and sincere enthusiasm for suggestions submitted by his workers.
	He must report promptly to the worker on the use and effectiveness of his suggestion. If the suggestion is not practical the reasons why must be explained fully and the worker urged to submit other suggestions.
	The fourth step is, as we have seen, to apply the new method. Put new suggestions into practice promptly. Let the worker who made the suggestion give the idea a trial. If others are also going to use the improved method be sure that they understand it.
	When a worker's suggestions are used he should be given public credit promptly. This will encourage future suggestions on his part and will stimulate other workers to offer new ideas. Pay off for good suggestions. This should be done on the basis of money saved and value to the organization. You may allow extra days on vacation or give a percentage of the savings effected.
	Dramatize the awards in bulletins or in your company paper or magazine.
	A final area which needs to be developed when working together, is the encouragement of employee initiative.
Discuss initiative.	<u>Encouraging Initiative</u>
	Initiative is the ability and desire to start things. It is the energy or aptitude displayed in the initiation of an action that tends to develop or open up new fields.
	A worker develops initiative:
	(A) To demonstrate superiority of personal power--to gain recognition.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	(B) As a medium of self-expression--a vital outlet for native talents, interests and physical energy. Initiative is often an underdeveloped quality. It is a precious trait but one that is easily stifled. It needs encouragement. Let's see how the supervisor can develop initiative. What are some of the ways that have been successfully used?
Question - How can initiative be developed?	(List on the board the suggestions made by the group. If not mentioned, bring out some of the following points.) 1. Encourage experimentation with new ideas and new methods. 2. Ask worker for ideas and opinions. 3. Give credit for ideas and suggestions used. 4. Assign responsibility--a sense of responsibility is a strong stimulant to a worker's initiative. 5. Avoid forcing workers to do things your way, just because it is the supervisor's way. Blind, unquestioning cooperation, and following the boss's instructions do not stimulate or develop workers to the fullest.
Question - What are some factors which may discourage initiative?	How do supervisors frequently discourage initiative? (Draw from the group) 1. By ignoring the worker. 2. By making light of his suggestions and ideas. 3. Taking credit for worker's ideas. 4. Assuming a dictatorial attitude. 5. Attaching too much importance to minor errors.
Close the session.	Ask if there are any questions over the material covered.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	Explain that the next session will deal with proper use of communication. Thank the group for their interest and cooperation.

LEADERSHIP BY INSPIRING AND MOLDING IDEALS

INSPIRING LEADER	COERCING BOSS
Rewards	Threatens
Encourages	Finds fault
Listens	Talks
Keeps them informed	Keeps them guessing
Stimulates others to think	Wants to do all the thinking
Tells why and how to do it	Tells others what to do
Helps others solve problems	Ignores others' problems
Wants long-run loyalty	Wants prompt obedience
Considerate	Blunt
Tries persuasion	Flaunts his authority
Employee-centered	Production-centered
Assumes best in others	Assumes worst in others
High minded	Vulgar minded
Gives a square deal	Takes advantages of others
Considers before acting	Impulsive
Appreciates	Thankless

ERIC

SIX TECHNIQUES FOR WORKING WITH PEOPLE

1. BE "AT HOME" WITH PEOPLE.

2. EXPRESS YOURSELF EFFECTIVELY.

3. AROUSE CONFIDENCE.

4. INCREASE YOUR INFLUENCE WITH PEOPLE.

5. GET YOURSELF FAVORABLY KNOWN.

6. KNOW HOW TO HANDLE TROUBLE.

ERIC

SAY AND ACT "WE" INSTEAD OF "I"

BOSSES SAY "I" -- LEADERS SAY "WE"

The boss assigns the task; the leader sets the pace.

The boss drives his men; the leader coaches them.

The boss depends upon authority; the leader on goodwill.

The boss inspires fear; the leader inspires enthusiasm.

The boss says "I"; the leader says "We".

The boss says "Get here on time"; the leader gets there ahead of time.

The boss fixes the blame for the breakdown; the leader fixes the breakdown.

The boss knows how it is done; the leader shows how.

The boss makes work a drudgery; the leader makes it a game.

The boss says "Go"; the leader says "Let's go".

ERIC

THE WAY WE WORK TOGETHER

To develop better human relations, WE BELIEVE IN THESE PRINCIPLES:

Importance of the Individual. We believe the actions of business should recognize human feelings and the importance of the individual and should insure each person's treatment as an individual.

Mutual Acceptance. We believe that employees, their unions, and management need to accept each other as individuals and as groups and need to respect each other's functions and responsibilities.

Common Interest. We believe that employees, their unions, and management are bound together by a common interest---the ability of their unit to operate successfully and that opportunity and security for the individual depend upon this success.

Open Communication. We believe that the sharing of ideas, information, and feelings is essential as a means of expression and as the route to better understanding and sounder decisions.

Employee Participation. We believe that better results come about through seeking a balance of viewpoints and through mutual sharing and solving of problems by the people affected.

Local Identity. We believe that the individual receives the greatest opportunities for recognition, pride, and job satisfaction through close identification with his local work unit.

High Moral Standards. We believe that the soundest basis for judging the "rightness" of an action involving people is the test of its morality and its effect on basic human rights.

PROPOSAL FOR IMPROVEMENT

1. TO--HEAD OF DEPARTMENT, MANAGER, ETC. DATE _____

2. FROM:

3. SUBJECT OF SUGGESTION

4. SUMMARY STATEMENT OF SAVINGS, ADVANTAGES, ETC.

5. BRIEF DESCRIPTION OF HOW SAVINGS, IMPROVEMENT, ETC. CAN BE ACCOMPLISHED.

6. CREDIT IS DUE _____ FOR HELPING ME WITH THIS SUGGESTION. (FOR USE IF SOMEONE ELSE HAS COOPERATED IN THE DEVELOPMENT OF THE SUGGESTION)

COMMUNICATION

Session Five

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Open the session	Welcome everyone to the fifth session on human relations. Ask if there are any question covering the Four Keys in the "Foundations For Good Human Relations."
Explain what will be covered in this session.	State that this session will deal with the communication process, and the proper use of communications regarding human relations.
Read the article, "A Blow Against Socialized Medicine."	Many times misunderstanding takes place when people expect to hear something or think they hear something. This can be emphasized by this article on socialized medicine which I will read.

A BLOW AGAINST SOCIALIZED MEDICINE

The year is 1990, and by this time, the British Government's policy of socialized medicine has been extended to require any married woman, who has not had a child within the first five years of marriage, must receive the services of a government man who will attempt to be the means of the wife becoming a mother. There are no children in the family of this particular story, much to the sorrow of the husband. It is the morning of their fifth wedding anniversary.

Husband: Well, good-bye dear, I'm off to the office. I suppose the government man will be here shortly. (He leaves the house with his head lowered.) The wife is expecting the government man, but the caller is a Baby Photographer who has come to the wrong house.

Lady: Good Morning.

Man: How do you do? You probably don't know me, but I represent.....

Lady: You needn't explain, Mr. ?.....

Man: Jones is the name, Madam, and I'm a specialist in.....

Lady: Yes, of course, won't you sit down?

Man: Your husband probably told you that I.....

Lady: Oh, yes, we both agree that it's the best thing to do.

Man: Well, in that case, we might as well get busy.

Lady: I'm not familiar with the way to do this. Just where do we start?

Man: Just leave that to me, Madam. I recommend two in the bathtub, one more on the couch, and a couple more on the floor.

Lady: Good heavens! On the couch, on the floor, in the bathtub.....

Man: Well, my dear lady, even the best of us can't get a good one every time, but one out of five is bound to be a honey. I usually have the best luck in the bathtub.

Lady: You'll have to pardon me, but it comes as a shock, and seems a bit informal.

Man: No, indeed, in my kind of work a man can't do his best work in a hurry. He opens album and shows it to her. Look at this. It's a good job, and isn't it a beauty?

Lady: Yes, indeed, a lovely child.

Man: But for a tough assignment, look at this job. Believe it or not, it was done on the top of a bus in Piccadilly.

Lady: Oh! My God!

Man: It really isn't hard when a man in my line knows how. This work is really a pleasure. Now this one I did with one shot in Macy's window. One shot, mind you.

Lady: Even one shot in Macy's window seems a bit public to me.

Man: It really has a story behind it. The mother of the child was an actress, and she needed a little publicity, and did she get it!

Lady: I should think so!

Man: Here's a picture of the prettiest twins in town. I knocked this off in Central Park on a snowy afternoon last winter. It took me from two in the afternoon till five in the evening. I never worked under more difficult conditions with people four and five deep, pushing and crowding to get a look.....

Lady: Pushing and crowding to get a look.....

Man: Yes, people everywhere, just imagine more than three hours under a handicap like that.....I even had two cops helping me. I could have taken another shot or two, but by that time the squirrels were nibbling at my equipment and I had to give up. Well, if you're ready, Madam, I'll set my tripod up and we'll get started.

Lady: Your tripod!

Man: Yes, I always use my tripod to rest my equipment on, as it's too heavy for me to hold it for any length of time and.....

Good heavens, she's fainted!

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Discuss words with possible double meanings.	<u>Words or Language</u> A complicating problem with language is that nearly every word has several meanings. Only the context indicates the proper meaning. Used in one sense a word may be derogatory, but when used in another way, it can be acceptable. For example, the term "dummy" in an argument may be quite uncomplimentary, but its use to refer to the person serving as "dummy" in a hand of bridge is acceptable. Many commonly used words have a number of meanings. The word "face" has 47 meanings, and "round" has 73 meanings. It is fantiastic but true that the Oxford Dictionary records an average of 28 separate meanings for each of the 500 most used words in the English language. No wonder we have trouble communicating with each other.
Show why it is important to understand the meaning of words.	If words really have no certain meaning, how can we make sense with them - how can we communicate with other people? The answer is context. Individual words have so many meanings that they become meaningless, until they are put into context. Consequently, an effective communicator is idea-centered, rather then word-centered. He knows that words do not mean - people mean.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Show different pictures and ask group - individuals to describe what they see. Discuss instructional material.	<u>Pictures</u> A second way of communication is through pictures. They are used especially to aid and clarify word communication. Work organizations make extensive use of pictures such as blueprints, charts, maps, films, three-dimensional models, and similar devices. There is a saying that a picture can be worth a thousand words, which is certainly true when one observes a blueprint or sees a picture of a beautiful girl. A shoe manufacturer who was having trouble getting his workers to maintain quality made good use of pictures to restore careful work. He placed finished shoe rejects in a large room for several weeks and then brought representative employee groups into the room "to browse around and see for yourself." Few words were spoken, but much meaning was imparted by the sight of the rejected shoes. This manager was using pictures effectively as a supplement to his language communication. Pictures are, as the term implies, visual aids, and are most effective when used with well chosen words and actions to tell the complete story.
Know this area well enough so you will not have to follow the outline. The outline should explain itself. Explain the flow of communication.	<u>Communications</u> A problem which faces many individuals in their day to day living and business life is that of proper communication. From the beginning of time people have attempted to find the most efficient and effective way of communicating. Businesses have spent thousands of dollars in order to develop the best techniques for communicating with employees. Disagreements may result, many times, because of lack of communication. Failure on the job may also be partially due to the lack of communications. Communication in human relations is simply defined as "the process of passing infor-

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	mation and understanding from one individual to another." A significant point of this definition is that communication always involves two people - a sender and a receiver. Another significant point is that effective communication involves both information and understanding. Communication: The Mechanical Process (Effective Managerial Leadership, James J. Cribben, American Management Association, 1972, pg. 160) The mechanics of the communication process are easily outlined. - Two or more people or a person and a machine bear a relationship to each other that necessitates interaction. - There is a need, problem, or situation requiring communication, and the interchange is mutually beneficial. - The initiator of the communication has certain objectives that he seeks to attain through the process. - A message is formulated that presumably embodies the intentions of the sender. - A channel or combination of channels is selected for the transmission of the message. - The message is encoded in appropriate language. - It is transmitted and received. - It is decoded by the recipient. - It is understood with the same meaning that it originally had for the sender. - The sender secures feedback to confirm receipt and understanding.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	- The recipient behaves in line with the objectives of the sender. This process will be further explained through the use of a communication flow chart.

COMMUNICATION FLOW CHART

COMMUNICATION FLOW CHART

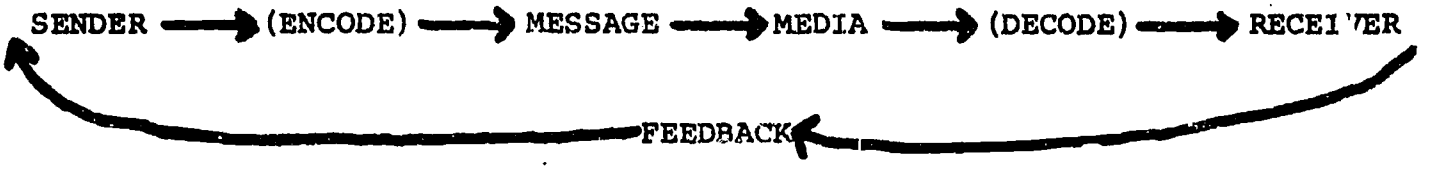

The whole sequence of communications involves seven basic steps as illustrated. Each step is very important for proper communication, although some individuals fail to adhere to each.

SENDER - The sender refers to the individual who has an idea, thought, or something he wants to get across to another individual.

ENCODE - The sender organizes his ideas into a series of symbols, words, or pictures which he feels will communicate his ideas to the intended receivers. (Ideas to words)

MESSAGE - Refers to the ideas which he wants to communicate.

MEDIA - The channel selected which is used to get the ideas or thoughts from the sender to the receiver. The media selected should be selected based on the type of message to be sent.

DECODE - This step refers to the translation of the words, pictures or symbols back into ideas. (Words to ideas)

RECEIVER - The person to whom the idea was sent.

FEEDBACK - This step is one which is neglected by many individuals, but it is the most important. Here is where we find out whether the person who received the message actually understood it. Feedback is what makes most of the difference between an effective and an ineffective sender.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Discuss what a communication barrier is.	<u>Communication Barrier</u> (How Managers Motivate: Dowling and Sayles, McGraw-Hill, New York, 1971.) The basic psychological barrier to communication is inherent in the nature of language itself. Strictly speaking, we can't convey meaning. All we can do is convey words. And as for the words, they are what John Locke called them three hundred years ago - "merely arbitrary signs for certain ideas, chosen by historical accident and liable to change." The real meaning of words are in the minds of those who hear them, not in the words themselves. Instead of hearing what people say, we hear what our minds tell us they said, which may be the same thing or something different.
Experiment.	Try a little experiment. Assume you are in a managerial capacity and you observe and hear a group of your subordinates laughing heartily - all you know is what you see and hear. What message comes across to you? There are three common reactions to such a situation. Which one is yours? 1. To the manager who believes work must be unpleasant in order to be productive, the laughter communicates to him that time is being wasted, and that maybe the assignments are too easy. 2. To the manager who believes that contented employees work harder, the laughter communicates that he is succeeding as a manager. 3. To the manager who is personally insecure, the laughter communicates the likelihood that the men are making fun of him.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Discuss channels of communication.	Channels of Communication Communication channels are better known as "One-way channels" and "Two-way channels."
Place examples of one-way and two-way channels of communication on the board.	Examples: Management ↓ Workers — One-way Management ↕ Workers — Two-way One-way Channels In the one-way channel of communication management may have a policy of not listening to their workers. This may take place in authoritarian leadership. Feedback is not allowed to take place properly and workers will feel as though they have no say in the company. Two-way Channels Two-way channels of communication has management talking to the workers and the workers can discuss problems with management. This allows the workers to feel a part of the company because he has some input. Of the two channels, the two-way channel tends to be the most successful. For human relations reasons we can eliminate the one-way channel because it does not allow for any response by the workers. Even though two-way communication channels is considered best, it still has its draw backs. ——————— Show how one-way communication and two-way communication channels work by using class participation for an experiment.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Ask for a volunteer for an experiment. For an actual drawing, use the example in Handout #5-1, but of course do not distribute to the group. (You might also want to substitute "The Communication Game" from Human Relations Games, The Ohio Distributive Education Materials Lab.	Have an individual come up front and describe the drawing below: - The individual can only describe what he sees, and the rest of the group is to draw what is being described. - No questions can be asked by the group.
Have class members show what they drew.	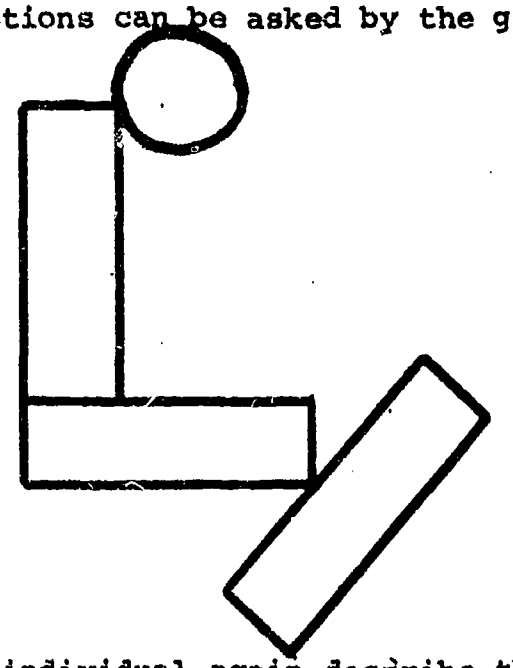 Have the individual again describe the drawing, but allow questions to be asked.
Again have the class members show what they drew.	
Place the drawing on overhead projector.	As you can see from this example, it is difficult to sometimes understand what is being said when there is only one-way communication taking place. A better drawing was obtained when you were allowed to ask questions. This is using a two-way channel of communication. The sender also received some form of feedback, and could tell whether the receivers were getting the message.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Discuss three-way communication.	<u>Three-way Channels</u> Better than two-way channels of communication are three-way channels of communication. This allows management to communicate with workers; workers can communicate with management; workers can communicate with other workers; and management can communicate with other individuals in management. Each person knows what the other person is doing in this type of communication system, and feedback takes place in all directions.
Place the three-way communications channel on the board.	<u>Example</u>: Worker to Worker Management to Management Three-way
Questions to ask yourself before communicating. These questions may be placed on the board.	Before any communication takes place, the sender should ask himself six key questions. Three apply to him. (1) What do I <u>intend</u> to say or write? (2) What will I <u>actually</u> say or write, sometimes in spite of my good intentions? (3) What will I really <u>mean</u>, what will be the <u>emotional impact</u> of what I say or write? The other three questions apply to the receiver: (1) What does he <u>expect</u> to hear or read? (2) What will be <u>actually</u> read or heard, at times despite what is said or written? (3) How will he <u>feel</u> about what he reads or hears?
Discuss the fundamentals of employee communication.	<u>Fundamentals of Employee Communication</u> Even though three-way channels of communication is considered the best, one has to understand the two-way communication system. In an effective two-way communication system between management and employees, the

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	following principles should be practiced:
Handout #5-2. Ask for the group's ideas and comments.	1. Management must be genuinely willing to share information with employees. Communications cannot be successful if management assumes an air of secrecy about its acts and intentions. 2. Communication with employees must function as a two-way system, giving workers an opportunity to express their view to management. 3. The distortion of information which occurs in oral transmission from person to person should be avoided by written statements. 4. Communications should be expressed in terms with which employees are familiar, and consistent with their education and experience. 5. Communications media should be prepared by experienced, trained specialists. Communication of important information should not be entrusted to inexperienced personnel. 6. Communications should not be distorted or misleading, but based upon facts presented accurately and temperately. 7. Information should be timely. Speed is important in getting facts to employees to avoid misunderstanding. 8. Repetition is an essential in good employee communication. Employees should be told the facts, and the same facts repeated again in different terms to make them understood. 9. Employees should be given information in small amounts for clear understanding. 10. Responsibility for employee communications should be assigned to the public relations department.
Read the article to the group or be able to discuss.	<u>Feeling of Being In On Things</u> (Article: Motivation through Communication) All employees want to know what is going on in their company. They want to know where their

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL

particular job fits into the big picture. They want to know what kind of a contribution their position makes. One of the strongest desires of an individual is to become a member of a group—to belong and be accepted by his peers. When management assures a worker the feeling of being in or a part of the store or the company, that management is assuring for itself better motivated employees. Sometimes, management foolishly feels that individual workers are not interested in the company as a whole. If an organization does a good job of downward communications, it might be surprised to find that employees are very interested in company matters.

There are many ways top management in a company can keep employees informed about company goals, company progress, and company news. Some companies use an employee newsletter distributed on a regular basis. Part of the newsletter is employee - written and concerns employee activities, but part of it also is company news, described in a way that makes the employees feel a part of the company. Memos or news bulletins, prepared by top management and distributed to every single employee within a company, are another way companies keep their employees up-to-date about important company activities. Company-wide meetings for employees are also used successfully in some types of companies.

The immediate link between the employee and the company's top management, however, is the supervisor. It is an important part of his job to be a channel of communication between management and worker, not a barrier that divides the two levels. Supervisors can use the same methods of communication used by top management, but in slightly different ways.

Short but frequent meetings are an excellent way to keep a group of workers up-to-date on what is happening, both within the department and within the company. These meetings give employees the feeling of "being in on things." They also are an excellent kind of give-and-take communication,

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL

for the supervisor can discuss developments and then employees can ask questions about the subject under discussion.

The question does come up: How much should employees be told about a company's operations? The answer: As much as they want to know, and as much as is of interest to them, so long as the information is of a kind that would not be harmful to the company if learned by a competitor.

Too much information, even if it saturates the employees, is better than too little.

Discuss the importance of employee relations and communications.

<u>Importance of Employee Relations and Communications</u>

Failure to inform employees leads to misunderstanding, false rumors, and confusion. If employees are not informed by management about matters which affect their work, they make their own assumptions or turn to outside sources for information.

Employees want to express to management their opinions about their jobs, working conditions, and other matters affecting their interests. Two-way channels of communication should be established to give workers an opportunity to ask questions about the business or to make suggestions to management.

Question - Ask the class members what they feel employees want to know.

<u>What Employees Want To Know</u>

1. Knowledge about the company - its background and present organization.
2. Product knowledge - how products are made and where they go.
3. Advance information about changes in methods and new products.
4. Policy information - especially new policies as they affect themselves and their fellow workers.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	5. What is expected of the employees, and how they are measuring up to expectations. 6. How their jobs fit into the scheme of things and their chances for advancement. 7. The outlook for business and the prospects for steady work. 8. The company's income and its profits and losses.
Handout #5-3. What employees want to know.	9. The possibilities and reasons for layoffs, and how the employees as individuals are affected.
Discuss what is meant by management having an open door policy.	<u>Open Door Policy</u> The term "open door policy" has been used by management as a means to show that they have an interest in their employees. Any time employees have a problem they can feel free to take that problem to someone, and he will listen. The open door is very attractive in theory, but it appears to be ineffective in practice. Though the door physically is open, psychological and social barriers exist which make employees reluctant to walk in. Some employees hesitate to be singled out as lacking information or having a problem. Others are afraid they will upset their managers. Some are just "afraid of what's behind the door." The way the open door can be most effective is for a manager or supervisor to walk through it and get out among his people. The door is for managers and supervisors to walk through. Sometimes an open door policy is used to mask a manager's own hesitancy to make contacts with those below him. Or it may express his dislike for contact below or his pride, i.e., "If they want to communicate let them come to me." As one individual said, "The open door is often a slogan to hide closed minds."

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	On the other hand, a genuine open door can be a real aid to upward communication. The true test is whether the manager behind the door has an open-door attitude. This says to employees, "Your viewpoints are welcome." It is the open-ear policy.
Discuss what is meant by "REAL" listening.	Listening (Davis 358-359)
A person can listen to more words faster than an individual can speak. Because of this the listener fills those voids and gaps with other thoughts, which can cause misunderstanding and confusion if he does not concentrate on what is being said.	In communication channels it is very important that proper listening takes place. One can assume that he is understanding what is being said but he may receive a totally different meaning than that which was intended. This is why listening is so important in the communication process.
	Spoken communication has a back and forth pattern similar to the exchange of play between tennis players. The speaker sends symbols, and the receiver's responses come back to the speaker in the form of symbols. The result is a developing play-by-play situation in which the speaker can adjust his message to fit the responses of his receiver. This opportunity to adjust to the receiver is the one great advantage of speaking compared to writing. Listening is, therefore, important to both parties in a conversational interchange and is a dual responsibility of both the speaker and listener.
A typical listener remembers only about 25 per cent of what was said after two months.	
Listening is, therefore, most effective for understanding general ideas or short-term operating problems. It is not effective for receipt and storage of factual details; here we depend on the written word.	Listening consumes a large part of a manager's time because it is the main way he learns about situations. It is estimated that a supervisor and manager spend 45 per cent of their communication time listening, and 30 per cent talking, making a total of 75 per cent oral communication.
Discuss the major benefits of good listening.	The major benefits of good listening are:
	1. A good listener can make better decisions because he has better information.

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	2. A good listener saves time because he learns more within a given period of time. He learns about the person talking, as well as what that person is saying. 3. Listening helps the communicator determine how well his message is being received. 4. A good listener stimulates others to better speaking. 5. Good listening increases understanding.
Handout #5-4. Ten commandments	To improve your ability to be a good listener there are "Ten Commandments for Good Listening." 1. Stop talking - you cannot listen if you are talking. 2. Put the talker at ease - help him feel that he is free to talk. 3. Show him that you want to listen - Look and act interested. Listen to understand. 4. Remove distractions - don't doodle, tap, or shuffle papers. Close the door. 5. Empathize with him - try to put yourself in his place so that you can see his point of view. 6. Be patient - allow plenty of time. Do not interrupt him. 7. Hold your temper - an angry man gets the wrong meaning from words. 8. Go easy on argument and criticism - don't argue: even if you win, you lose. 9. Ask questions - this encourages him and shows you are listening. It helps to develop points further. 10. Stop talking - this is first and last, because all other commandments depend on it. You can't listen while you are talking.
Question - What is a rumor? What can be done about them?	<u>Rumors</u> (Davis, Human Relations at Work) When the communication system is not used properly rumors may start. That is when

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	two-way channels or three-way channels are not in effect, the communication system of the "grapevine" takes over and rumors start. Workers want to know what is going on in a company. Someone may hear bits and pieces of a conversation which may have some direct effect on the workers. Instead of finding out the total story the individual adds what he thinks is going to happen, thus a rumor has started.
Use the telephone game. Have the class get close enough together that they can whisper to one another. Don't allow the individuals to repeat the rumor more than once. Use this demonstration to show how rumors get started.	Telephone Game (START A RUMOR) Whisper a rumor to one individual in the class. Make it complicated enough so the story which is being told will get confused by the time it reaches the last individual. (A) Ask the last individual to repeat what he heard. (B) Ask the first individual to repeat what he heard.
	A rumor is a devastating disease that sweeps through an organization as fast as a summer storm--and usually with as much damage. Rumors should be fought firmly and consistently, but how and what to strike must be known. It is a serious mistake to strike at the whole grape-vine merely because it happens to be the agent which carries rumors.
Question - What can be done to discourage rumors?	The best approach in dealing with rumors is to get at its causes, rather than try to kill it after it has already started. Getting at causes is wise use of the preventive approach, instead of a curative approach. A cooperative high-morale group has very little rumor-mongering, for the simple reason that its members have little cause

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	to start rumors. When people feel reasonably secure, understand the things that matter to them, and feel on a team, there are few rumors. But when people are poorly placed in the group, emotionally maladjusted, or inadequately informed about their environment, they are likely to be rumor-mongers. This is a normal defensive reaction attempting to make their situation more meaningful and secure. But, in spite of all that can be done, rumors do start. Then what? In general, an attempt should be made to stop the ones that are important enough to be of concern. They should be stopped as early as possible because research shows that once a rumor's general theme is known and accepted, then employees distort future happenings to conform to the rumor. Thus, if employees accept the scuttlebutt that there are plans to move the firm's offices to a new building, then every minor change thereafter will be interpreted as a confirmation of that rumor (even, for example, when an electrician comes to repair a plug). If the rumor were dead, this same change could be made without any employee upset at all. Naturally not all rumors should be fought, for that would be like Don Quixote fighting windmills; but the damaging ones must be dealt with. Rumors are stopped or weakened by getting out the facts in any way possible. Usually, face-to-face supply of facts is the most effective way, but a word of warning is in order. The facts must be given directly without first mentioning the rumor, because research suggests that when a rumor is repeated at this time, it is remembered just as well as the refutation. Participation should also help combat rumors because it gives members some part in determining the things which affect them. It is a well recognized principle that "rumors

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	will tend to arise in situations where developments especially relevant to people's existence lie largely outside their control." Regardless of a rumor's importance, it should be listened to carefully because, even though untrue, it usually carries a message. One should ask one's self; "Why did that rumor originate? What does it mean?" In every case, there is some cause which needs to be understood.
Close the session	Ask if there are any questions over the lesson. Mention that the next session will deal with proper handling of "Grievances and Discipline." Thank the group for their responses and comments. Give the time and location for the next meeting.

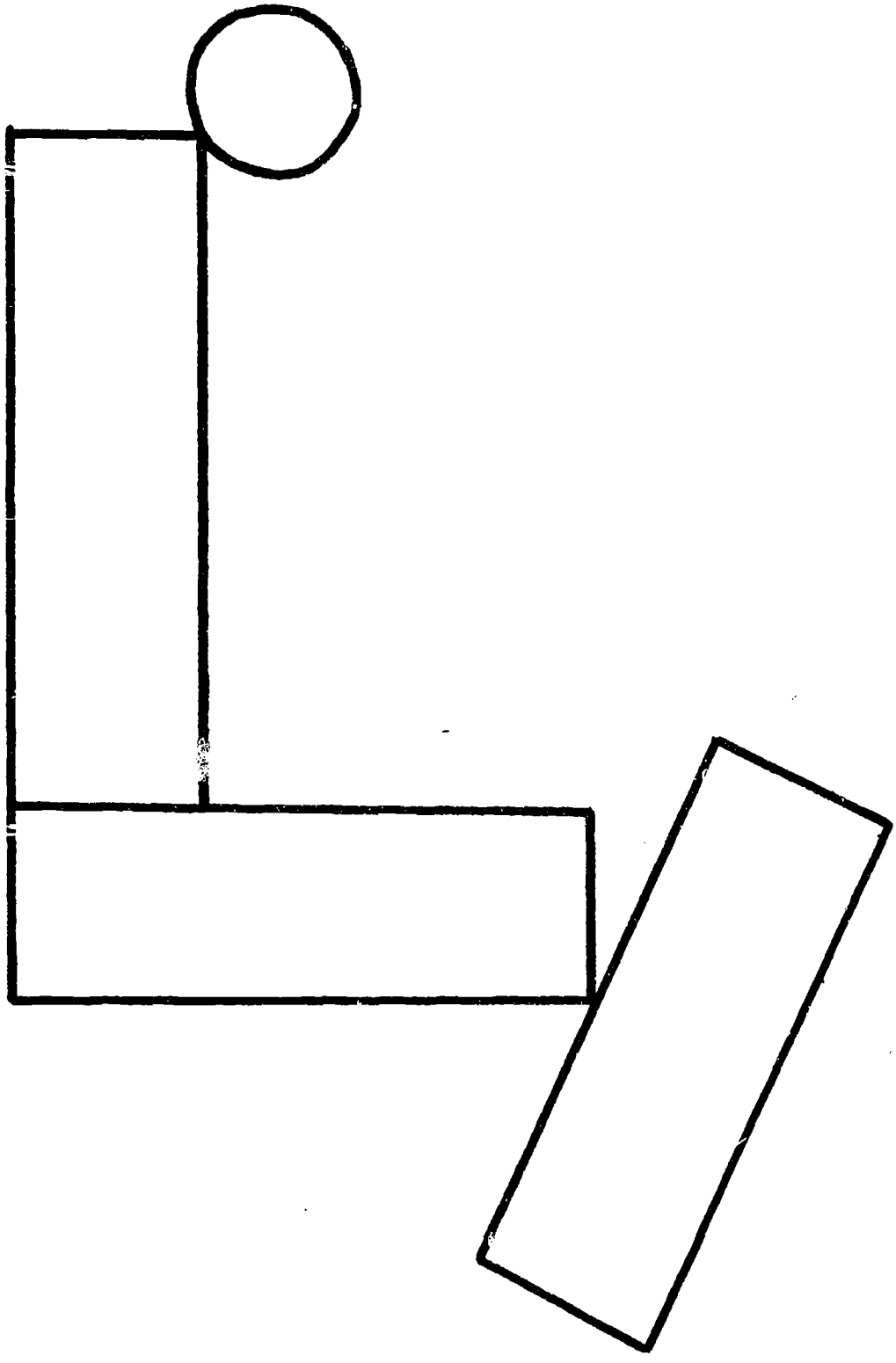

FUNDAMENTALS OF EMPLOYEE COMMUNICATIONS

IN AN EFFECTIVE TWO-WAY COMMUNICATION SYSTEM BETWEEN MANAGEMENT AND EMPLOYEES, THE FOLLOWING PRINCIPLES SHOULD BE PRACTICED:

1. Management must be genuinely willing to share information with employees. Communications cannot be successful if management assumes an air of secrecy about its acts and intentions.

2. Communication with employees must function as a two-way system, giving workers an opportunity to express their views to management.

3. The distortion of information which occurs in oral transmission from person to person should be avoided by written statements.

4. Communications should be expressed in terms with which employees are familiar, and consistent with their education and experience.

5. Communications media should be prepared by experienced, trained specialists. Communication of important information should not be entrusted to inexperienced personnel.

6. Communications should not be distorted or misleading, but based upon facts presented accurately and temperately.

7. Information should be timely. Speed is important in getting facts to employees to avoid misunderstandings.

8. Repetition is an essential in good employee communication. Employees should be told the facts, and the same facts repeated again in different terms to make them understood.

9. Employees should be given information in small amounts for clear understanding.

10. Responsibility for employee communications should be assigned to the public relations department.

ERIC

IMPORTANCE OF EMPLOYEE RELATIONS AND COMMUNICATIONS

Failure to inform employees leads to misunderstanding, false rumors, and confusion. If employees are not informed by management about matters which affect their work, they make their own assumptions or turn to outside sources for information.

Employees want to express to management their opinions about their jobs, working conditions, and other matters affecting their interests. Two-way channels of communication should be established to give workers an opportunity to ask questions about the business or to make suggestions to management.

WHAT EMPLOYEES WANT TO KNOW

1. Knowledge about the company---its background and present organization.
2. Product knowledge---how products are made and where they go.
3. Policy information---especially new policies as they affect themselves and their fellow workers.
4. Advance information about changes in methods and new products.
5. What is expected of the employees, and how they are measuring up to expectations.
6. How their jobs fit into the scheme of things and their chances for advancement.
7. The outlook for business and the prospects for steady work.
8. The company's income and its profits and losses.
9. The possibilities and reasons for layoffs, and how the employees as individuals are affected.

TEN COMMANDMENTS FOR GOOD LISTENING

1. Stop talking

   You cannot listen if you are talking.

2. Put the talker at ease

   Help him feel that he is free to talk.

3. Show him that you want to listen

   Look and act interested. Listen to understand.

4. Remove distractions

   Don't doodle, tap or shuffle papers. Close the door.

5. Empathize with him

   Try to put yourself in his place so that you can see his point of view.

6. Be patient

   Allow plenty of time. Do not interrupt him.

7. Hold your temper

   An angry man gets the wrong meaning from words.

8. Go easy on argument and criticism

   Don't argue: even if you win, you lose.

9. Ask questions

   This encourages him and shows you are listening. It helps to develop points further.

10. Stop talking

    This is first and last, because all other commandments depend on it. You can't listen while you are talking.

GRIEVANCES AND DISCIPLINE

Session Six

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Open the session.	Welcome everyone to the sixth session.
Place grievances and discipline on the board or flip chart.	State that this session deals with the effective handling of grievances and discipline. The first part of this session will deal with annoyances and grievances, then proper handling of discipline will follow.
Question.	Why is it important for supervisors to handle annoyances and grievances?
Discuss what grievances are, and how to handle them.	<u>Annoyances and Grievances</u> It is important that every supervisor be able to recognize and prevent annoyances and grievances. An annoyance not remedied promptly may become a grievance. For example, if an individual neglects his share of stockwork once or twice, it is likely to be an annoyance to others in the department. If he continues to manage to avoid stockwork, a real grievance may develop. A grievance is more serious than an annoyance and more difficult to handle. Grievances do not all develop from annoyances. For example, a feeling that favoritism is being shown, or that compensation is unfair, is a grievance in its own right, and not an exaggerated annoyance.
Definition of grievance.	A working definition of a grievance may be defined as, "Any real imagined feeling of personal injustice which an employee has concerning his employment relationship." The feeling does not have to be expressed to become a grievance. Neither does it have to be true or correct; a feeling which

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	arises from imaginary conditions or from erroneous logic is still a grievance if it causes a feeling of injustice. Grievances keep employees from working 100 percent. It would be very easy for management and supervisors just to let grievances go by without giving them any consideration. There are six basic reasons why grievances should be handled properly by management and supervisors.
Handout #6-1. Why handle grievances. Discuss each point.	1. Petty grievances have a tendency to grow. 2. As a supervisor, you should have the first chance of handling situations that upset workers. 3. Because you are at the scene of action, you can handle such grievances more quickly and effectively. 4. You know the workers better than anyone else. 5. Practice is the best teacher. It will give you a chance to handle human relation problems. 6. Your failure to act may cause loss of respect and confidence from your workers. The next time they may "by pass" you.
Question - What may cause employee grievances?	Employees of all types and at all levels develop grievances. Some of the factors that may cause grievances are:
List on the board.	1. Management 2. Job conditions 3. Government rules 4. General social conditions 5. Home environment
Have the class try to develop a list of grievances employees may have. (List them on the board.)	Some of the most common grievances are: 1. Discipline cases 2. Job evaluation and work assignments 3. Seniority problems, including promotions, transfers, etc.

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	4. Overtime 5. Vacations 6. Holidays 7. Incentive plans
Get the grievances out into the open.	If management is truly interested in helping solve employee grievances, the proper human relations attitude management should have is that of helping employees bring their grievances out into the open. Having these grievances brought out in the open is the only way in which the actual grievance can be understood.
Handout #6-2. Key points	There are certain key points to remember when dealing with grievances.
Discuss each point.	1. A grievance is a grievance as long as a worker thinks it is. 2. "Keeping an open door" means showing a willingness to hear and consider complaints. 3. Try to put the complaining worker at ease. He may be under emotional strain. 4. Keep the interview a discussion, not an argument. 5. Consider the complainant's viewpoint and try to understand why he feels as he does. 6. Don't jump to conclusions; avoid snap judgments. 7. Be big enough to admit your own mistakes. If you have made a mistake admit it frankly. 8. Regard every grievance as a chance to learn something new about human relations.
Place these two factors on the board and discuss why each is important.	Two basic factors are very important when it comes to settling any type of grievance. 1. Patience 2. Sincerity

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Place on the board and show why it is important to remember these points.	When dealing with grievances it is important to remember: 1. Get all sides of the grievance. 2. Don't go spreading a grievance around. 3. Talk to each person involved. 4. Don't pass the buck.
Handout #6-3. Give this handout to the class and allow them plenty of time to read. Discuss the handout in great detail.	<u>Discipline and Disciplinary Action</u> Organizational climate is reflected in the discipline of employees. Discipline is employee self-control to meet organization standards and objectives. It is the "taut ship," providing the self-control which underlies all genuine team-work. Discipline relates to employee conduct, whereas morale relates to employee feelings. Discipline is developed both by management and by the employee group. Employees themselves exert powerful influence on others in their group to tow the line, to keep up, and to "get with it." If these employee pressures can be guided to support management standards, then the group itself is a strong supportive force for discipline Management has primary responsibility for developing and maintaining discipline. In doing so, it must first make its standards known and understood. If employees do not know what standards management expects, their conduct is likely to be erratic or misdirected. Employees will better support standards which they have helped create. They will also give more support to standards stated positively instead of negatively, such as "Safety first!" rather than "Don't be careless". They usually want to know the reasons behind a standard so that it will make sense to them. Second, management's enforcement of its standards must meet employee standards.

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	This requires management to be consistent, fair, flexible, and impersonal.
Ask the class for their ideas and comments on the illustration.	ILLUSTRATION:
	Employees A and B disregarded a no-smoking rule on numerous occasions. Then employees C disregarded it and the "roof caved in." He was given a severe reprimand in front of others and three days off. To other employees and to C, this action was wholly inconsistent and unfair. Employees at this point did not know what management's real standard of conduct was, and discipline deteriorated. Originally they conducted themselves on the basis of how management enforced the sign (instead of what the sign said.) When enforcement became confused, they were both confused and resentful of injustice. It is evident in this example that enforcement of standards in a right way is a key to discipline.
Discuss rules.	Disciplinary Rules to Follow
	Rule 1: Disciplinary action is likely to be most effective when the employee feels that it is the actual infraction that is being condemned and not himself. Rule 2: It is essential for a worker to know when he has committed a violation. Rule 3: Disciplinary action should take place as soon after the offense as possible so that it is more directly connected with the infraction.
	This policy is also consistent with the basic aim of disciplinary action, which is to encourage future conduct within the rules rather than to punish. Since people respond differently to the same treatment, different disciplinary actions are necessary to achieve what might be called equal rights.

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	ILLUSTRATION:
Ask the class for their comments on the illustration.	How would you handle this problem? For example, take the case of Joe, a responsible and conscientious employee who, because of a communication slip-up at home and a chain of unfortunate circumstances, fails to notify his foreman of his absence until three days have gone by. Bill, on the other hand, is the devil-may-care type who has openly boasted that the reason for his absence is none of management's business. On the afternoon of the third day, Bill sends a telegram from Las Vegas saying, "Car broke down. Hope to return Monday." Is it likely that exactly equal penalties in these two cases will accomplish the objective of disciplinary action?
Handout #6-4. Again allow the class plenty of time to read, then discuss the material.	Disciplinary Action Because of the importance of enforcing standards, when discipline deteriorates it is necessary for management to take disciplinary action or to discipline employees. Disciplinary action is a penalty invoked for an employee who failed to meet standards. Its twofold objective is to reform the offender and to deter others. It is, therefore, educational and corrective, rather than punitive slapping back at an employee in the wrong. Research discloses that the punitive, blaming approach tends to get lower productivity from employees. The ultimate disciplinary action is discharge. It has been said that every employee discharge is evidence of management failure; this is theoretically correct but not realistic in terms of human relations. Neither managers nor employees are perfect; hence some problems cannot be solved. Sometimes it is better for the employee to go

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	somewhere else. There are limits to how much effort a manager can devote to retain a poor employee. Too much interest or concession may actually encourage him to repeat his behavior, thus weakening him instead of helping him. Furthermore, interests of other employees must always be considered.
Ask the class for their comments on the illustration.	ILLUSTRATION: "A manager of a school lunchroom had an autocratic, incompetent supervisor of food service who he should have fired, but decided to retain in order to help her. The next fall no employees returned to this department and no students were on the parttime employment list. During the year he fired her, and the following fall a normal amount of employees and students returned to this department. In other words by retaining her originally, he lost all other employees."
	One of the toughest problems management faces in taking disciplinary action is how to resolve the fundamental conflict between consistency and flexibility. Consistency is sought because it makes for administrative simplicity. Flexibility is necessary because people and situations are unique. Where this policy prevails, an accurate list of specific offenses and penalties may work better than a general statement of policy. Discipline and loyalty probably can be maintained with detailed rules of this type if the employer hews to them absolutely.
	But something is lost with inflexible discipline of this kind. Unswerving adherence to the rules becomes monotonous and may even be dangerous. It fails to motivate people toward positive esprit de corps and takes the heart out of disciplinary action. By bringing all men down to one level,

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	regardless of their uniqueness, it subjects them to the same kind of impersonal treatment that we give to physical matter. There is no longer anything personal in the disciplinary relationship. Men become the victims of a lifeless system. Should management, then, go to the other extreme--avoid rules and leave it to human judgment to interpret general policy? Most likely neither extreme is the right one. The operating solution will be a compromise between them. The flexible approach seems more in accord with human relations research and concepts which have been developed over the past few decades. It respects human dignity and individual differences. It is the more human policy and the more liberal policy because it allows for interpretation. It says, "The employer is obligated to treat people alike in so far as they are alike, but he is obligated to treat them differently to the extent that they are different and in different situations."
Discuss each one of the discipline principles. Develop these with the class.	<u>Discipline Principles</u> 1. Most research studies reveal that people break rules less often when the supervisor is a good leader. One way to be a good leader is to have a sincere interest in employees. 2. When an employee breaks a rule, make discipline your last resort. Try to find out why a person acts the way he does, then see what you can do to remove that reason. 3. Do not use threats - you may have to back that threat up. You may have no power to enforce that threat.

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	4. "Negative vs. Positive Discipline" Negative discipline is when you penalize an individual. Positive discipline is when you can get an individual to do what you want through constructive criticism or discussion.
This is optional. This may serve as a good teaching device if done with some planning ahead of time.	<u>Role Play</u> <u>Discipline</u> You will need two volunteers. One individual serves as a supervisor, the other as an employee. The employee has been arriving late for work each morning for the last week. It has come to the attention of the supervisor and he calls the employee in to his office to discuss the problem.
Discuss the role playing activity with the total group after the presentation. Get their comments and reactions.	No further instructions are to be given. Let the individual serving as the supervisor try and solve the problem of getting the employee to work on time.
Discuss with the class the development of a disciplinary policy.	<u>Disciplinary Procedure</u> If management wishes to pursue a flexible policy towards discipline, there are certain procedures which should be followed. It is important to remember that the policy must be placed in writing and communicated to all employees.
Cover each of the six points in developing a disciplinary procedure, and ask the class if they can tell why each is important.	1. First, the employer must recognize that this is a long term process--the evolution of a basic change in a work climate may take years. A rule can be changed at a moment's notice, but mutual confidence cannot be expected to appear overnight. 2. Second, the organization needs a long-range program for upgrading the managers who will make disciplinary

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	decisions. If policy interpretation is to be left to their judgment, then they must be fully capable of reaching sound decisions. When a manager or supervisor makes an exception, he must be able to establish a reason for treating the particular employee and/ or the particular situation differently. 3. Third, the general level of union-management relations and confidence in management will need to be upgraded. 4. Fourth, disciplinary action is likely to be most effective when the employee feels that it is the actual infraction that is being condemned and not himself as a person. (Too often in the heat of argument a supervisor is goaded into condemning the offending worker rather than his act.) Since it is the offense that management objects to, and not the person committing it, relations should return to normal once the problem has been settled. 5. Fifth, it is essential for a worker to know when he has committed a violation. Time and time again management has learned the hard way that it cannot turn a blind eye to infractions and then suddenly crack down on someone without warning. 6. Finally, disciplinary action should take place as soon after the offense as possible so that it is more directly connected with the infraction. A delay causes anxiety and separates the offense from the disciplinary action, sometimes causing the offender to blame his supervisor for the penalty instead of relating it to his offense. When the above ideas can be adopted and achieved, an organization will have developed a human disciplinary policy.

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	Correct Workers Constructively
	We have been discussing preventing grievances and how to handle discipline problems. Let's now talk about how to correct workers constructively.
Prevent grievances by constructive correction.	One personnel director has this motto in his office: "Unless a reproof or criticism is made in such a way as to leave the employee more interested and enthusiastic about his work, rather than resentful and antagonistic, the exercise of authority has been harmful to this organization and the one administering the reproof has indicated his unfitness to manage men."
"Bawling Out" versus constructive reprimand.	The reprimand is one of the most important implements in the tool kit of the executive. It is safe to say more errors are made by executives in its use than in any other single task they are called upon to perform. Many executives apparently define a reprimand as "a good bawling out," to be given in a burst of temper.
	Properly administered, the reprimand is a constructive and powerful device in the training, control, and direction of human efforts. There is only one justifiable reason for reprimanding, and, that is a constructive reason--to help the worker, and, through him to help the business. Its purpose is to awaken a desire on the part of the worker to improve his conduct.
Anticipate a defensive reaction.	Before starting a reprimand, have clear in mind that the first emotional reaction of the person reprimanded is apt to be unfavorable. Being prepared for a negative reaction will better enable you to meet it. Try from the beginning to get the interview off emotional grounds. Place it clearly on the grounds of a rational desire for improvement on the part of the worker.

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Analyze critically your own emotions.	Do you reprimand more severely when you are feeling grouchy or tired? If you allow the personal equation to enter a rebuke, you are merely engaging in an undignified controversy in which you have everything to lose and nothing to gain. Make the employee feel always that your criticism is a company affair rather than a personal matter.
Get the other fellow's viewpoint.	Try to understand how the worker feels and what he is thinking, but, don't lose sight of the problem which led to the interview. Don't talk too much yourself. Your object is to get the worker to do as much of the talking as possible. Don't sermonize or take a superior attitude. Show him that although you may not agree with him, you are at least trying to understand his viewpoint.
Be sure of your facts.	Hold your criticism in check long enough to make sure it is constructive and just. When a subordinate makes a mistake through ignorance, the case usually calls for training, not blame. Be sure to have all the pertinent facts in your mind before you undertake to give criticism.
Correct in private.	Correcting a worker in the presence of others will unnecessarily humiliate and embarass him. A public reprimand lowers the worker's morale and thus defeats its own purpose. A talk in private offers you a much better opportunity to get your points across constructively. A private talk gives the worker a fair opportunity to present his own side of the case and to ask questions.
Courtesy won't spoil effect.	A "bawling out" is usually unnecessarily loud and harsh. If you are courteous and calm when you give a reprimand, your courtesy will not necessarily spoil the effect or take the edge off the reprimand. Everyone has a right to receive polite treatment even

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	though he has made an error. Courtesy leaves less room for resentment. A courteous reprimand is usually more telling than an explosive reproof because it really "gets under the worker's skin." If you discover later that you have reprimanded a worker unjustly, admit it quickly and emphatically. You will not weaken your authority. Workers admire an executive who is big enough to admit his error and apologize for it.
Reprimand needs not make supervisor unpopular.	Some executives hesitate to give needed reprimands for fear it will make their workers dislike them. Correct disciplining of your workers does not detract from the respect with which you are regarded. The boss who is an "easy mark" is not highly respected, nor does he get maximum production. Nothing is more unfair to your subordinates than to allow them to persist in a serious fault without attempting to correct it.
Deal with infractions promptly.	When an executive rebukes too sharply and in anger, it may be because he has stored up resentment over repeated infractions until he "boils over." The reprimand is then apt to be more harsh than the offense calls for and the worker feels the injustice of it. The worker thinks bitterly, "If all those things he just said are true, why didn't he speak to me about them before?" The employee who is reproved more severely than the error warrants develops a conviction that the boss is unfair. The corrections of each offense as it occurs will prevent explosions due to pent-up emotions. To be constructive, a criticism must be specific; the worker must be told of

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	definite instances in which he has done things wrong. Criticism in generalities is not constructive because it does not give the worker definite ideas on how he may improve. To say, "You are careless in your work," or "You waste too much time," will merely bring a denial from the worker. You can get your thought across much more pointedly by discussing a specific piece of work which has been done carelessly or one job which the worker has spent too much time on. People think in terms of concrete illustrations and specific examples not in terms of generalities.
Compare to a standard not to another worker.	In criticizing a worker's performance compare his work to a standard that you have set up for the department, and not to the performance of a fellow employee. No one likes to be compared unfavorably with the person who works next to him. To do so develops the "teacher's pet" reaction. It arouses an antipathy toward the person whose work is held up as an example. It kindles a desire to tear down the high esteem in which the "teacher's pet" is held instead of stimulating a desire to improve. It turns the employee's mind to inventing excuses rather than to constructive self-analysis. People are quite ready to suspect that there is a bias against them and in favor of someone else. Comparison with other workers increases this suspicion. People do not object to being compared to a standard, because that is impersonal. In selecting a correct standard to use, choose one that has grown out of the group. Any standard of performance which has been attained by three-quarters of the group may be set up as a mark for all to shoot at.
Try a criticism "sandwich"	A criticism sandwich is an interview in which a criticism is given between two

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	slices of praise.
	Sometimes an otherwise good worker has one serious fault. You wish to make an impression on the employee's mind concerning this fault without minimizing his good points. Begin the talk about something praiseworthy in the worker's performance. Then give the criticism. End up with another bit of praise.
Do not threaten.	To tell an employee that his job is at stake places him in such a threatening situation that the chances are he will do worse rather than better.
	Executives who use the threat of discharge in reprimanding workers say, loss of job is the only whip you have over employees, and you have to use it. This is a confession of weakness. The fear motive is certainly not the most successful method for obtaining maximum production.
After correction forget the error.	If you constantly refer to a worker's past error, you will make him feel that it is impossible for him to live down former mistakes. If the worker feels that you are prejudiced or carry a grudge, he will conclude that the only solution for him is to seek another job.
	As soon as the worker admits that he deserves the blame, you have gained the point of your reprimand. Assure the worker that the incident is closed by saying, "Now that we understand each other, I am going to forget about this and start out with a clean slate."
	Show the worker that you are sincere by watching for improvement and taking occasion in the next day or two to compliment on something that he has done well.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Discuss the twelve rules of winning people to your way of thinking. Handout #6-5.	<u>How To Change People To Your Way Of Thinking</u> Rule 1: The only way to get the best of an argument is to avoid it. Rule 2: Show respect for the other man's opinions. Never tell a man he is wrong. Rule 3: If you are wrong, admit it quickly and emphatically. Rule 4: Begin in a friendly way. Rule 5: Get the other person saying "yes-yes" immediately. Rule 6: Let the other man do a great deal of the talking. Rule 7: Let the other man feel that the idea is his. Rule 8: Try honestly to see things from the other person's point of view. Rule 9: Be sympathetic with the other person's ideas and desires. Rule 10: Appeal to the nobler motives. Rule 11: Dramatize your ideas. Rule 12: Throw down a challenge. These twelve rules came from Dale Carnegie's book titled, "How To Win Friends and Influence People". Another list has been developed which contains nine ways to change people without giving offense or arousing resentment. The ideas are similar to those of Dale Carnegie' but they are still important enough to be discussed.
Handout #6-6. Discuss the nine rules with the group.	<u>Nine Ways To Change People Without Giving Offense Or Arousing Resentment</u> Rule 1: Begin with praise and honest appreciation. Rule 2: Call attention to people's mistakes indirectly. Rule 3: Talk about your own mistakes before criticizing the other person.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	Rule 4: Ask questions instead of giving direct orders. Rule 5: Let the other man save his face. Rule 6: Praise the slightest improvement and praise every improvement. Be hearty in your approbation and lavish in your praise. Rule 7: Give the other person a fine reputation to live up to. Rule 8: Use encouragement. Make the fault seem easy to correct. Rule 9: Make the other person happy about doing the thing you suggest. By following the above two listings of rules, the supervisor or any individual should have a pretty good idea of the best way to handle any type of grievance or discipline problem which may arise.
Close the session and make an assignment.	Tell the class that the next session will deal with the "Four Step Method to Problem Solving." In this session we will cover how to effectively deal with human relations problems.
Get two or three volunteers, or select them, to present a human relations problem at the next session.	To make our last two sessions realistic I would like two or three of you to volunteer to bring in a human relations problem which is bothering you. We will discuss the problem and see if we as a group can come up with an answer. Remember that in the beginning of this course we said that everything personal which is discussed should not leave this room.
	Thank the group for their comments, and ask if there are any questions over this lesson. Give the time and the location for the next meeting.

WHY HANDLE GRIEVANCES

1. Petty grievances have a tendency to grow.

2. As a supervisor, you should have the first chance of handling situations that upset workers.

3. Because you are at the scene of action, you can handle such grievances more quickly and effectively.

4. You know the workers better than anyone else.

5. Practice is the best teacher. It will give you a chance to handle human relations problems.

6. Your failure to act may cause loss of respect and confidence from your workers. The next time they may "by pass" you.

ERIC

Points To Remember In Dealing With Grievances

1. A grievance is a grievance as long as a worker thinks it is.

2. "Keeping an open door" means showing a willingness to hear and consider complaints.

3. Try to put the complaining worker at ease. He may be under an emotional strain.

4. Keep the interview a discussion, not an argument.

5. Consider the complainant's viewpoint and try to understand why he feels as he does.

6. Don't jump to conclusion; avoid snap judgments.

7. Be big enough to admit your own mistakes. If you have made a mistake admit it.

8. Regard every grievance as a chance to learn something new about human relations.

ERIC

DISCIPLINE AND DISCIPLINARY ACTION

Organizational climate is reflected in the discipline of employees. Discipline is employee self-control to meet organization standards and objectives. It is the "taut ship" providing the self-control which underlies all genuine team-work. Discipline relates to employee conduct, whereas morale relates to employee feelings. Discipline is developed both by management and by the employee group. Employees themselves exert powerful influence on others in their group to tow the line, to keep up, and to "get with it". If these employee pressures can be guided to support management standards, then the group itself is a strong supportive force for discipline.

Management has primary responsibility for developing and maintaining discipline. In doing so, it must first make its standards known and understood. If employees do not know what standards management expects, their conduct is likely to be erratic or disdirected. Employees will better support standards which they have helped create. They will also give more support to standards stated positively instead of negatively, such as "Safety first!" rather than "Don't be careless." They usually want to know the reasons behind a standard so that it will make sense to them.

Second, management's enforcement of its standards must meet employee standards. This requires management to be consistent, fair, flexible, and impersonal.

ILLUSTRATION:

Employees A and B disregarded a no-smoking rule on numerous occasions. Then employee C disregarded it and "the roof caved in". He was given a severe reprimand in front of others and three days off. To other employees and to C, this action was wholly inconsistent and unfair. Employees at this point did not know what management's real standard of conduct was, and discipline deteriorated. Originally they conducted themselves on the basis of how management enforced the sign (instead of what the sign said). When enforcement became confused, they were both confused and resentful of injustice. It is evident in this example that enforcement of standards in a right way is a key to discipline.

DISCIPLINARY RULES TO FOLLOW:

Rule 1: Disciplinary action is likely to be most effective when the employee feels that it is the actual infraction that is being condemned and not himself.

Rule 2: It is essential for a worker to know when he has committed a violation.

Rule 3: Disciplinary action should take place as soon after the offense as possible so that it is more directly connected with the infraction.

This policy is also consistent with the basic aim of disciplinary action, which is to encourage future conduct within the rules rather than to punish. Since people respond differently to the same treatment, different disciplinary actions are necessary to achieve what might be called equal results.

ILLUSTRATION:

How would you handle this problem?

For example, take the case of Joe, a responsible and conscientious employee who, because of a communication slip-up at home and a chain of unfortunate circumstances, fails to notify his foreman of his absence until three days have gone by. Bill, on the other hand, is the devil-may-care type who has openly boasted that the reason for his absence is none of management's business. On the afternoon of the third day, Bill sends a telegram from Las Vegas saying, "Car broke down. Hope to return Monday."

Is it likely that exactly equal penalties in these two cases will accomplish the objective of disciplinary action?

DISCIPLINARY ACTION

Because of the importance of enforcing standards, when discipline deteriorates it is necessary for management to take disciplinary action or to discipline employees. Disciplinary action is a penalty invoked for an employee who failed to meet standards. Its twofold objective is to reform the offender and to deter others. It is, therefore, educational and corrective, rather than punitive slapping-back at an employee in the wrong. Research discloses that the punitive, blaming approach tends to get lower productivity from employees.

The ultimate disciplinary action is discharge. It has been said that every employee discharge is evidence of management failure; this is theoretically correct but not realistic in terms of human relations. Neither managers nor employees are perfect; hence some problems cannot be solved. Sometimes it is better for the employee to go somewhere else. There are limits to how much effort a manager can devote to retain a poor employee. Too much interest or concession may actually encourage him to repeat his behavior, thus weakening him instead of helping him. Furthermore, interests of other employees must always be considered.

ILLUSTRATION:

> A manager of a school lunchroom had an autocratic, incompetent supervisor of food service who he should have fired but decided to retain in order to help her. The next fall no employees returned to this department and no students were on the part-time employment list. During the year he fired her, and the following fall a normal amount of employees and students returned to this department. In other words, by retaining her originally, he lost all other employees.

One of the toughest problems management faces in taking disciplinary action is how to resolve the fundamental conflict between consistency and flexibility. Consistency is sought because it makes for administrative simplicity. Flexibility is necessary because people and situations are unique. Where this policy prevails, an accurate list of specific offenses and penalties may work better than a general statement of policy. Discipline and loyalty probably can be maintained with detailed rules of this type if the employer hews to them absolutely.

But something is lost with inflexible discipline of this kind. Unswerving adherence to the rules becomes monotonous and may even be dangerous. It fails to motivate people toward positive esprit de corps and takes the heart out of disciplinary action. By bringing all men down to one level, regardless of their uniqueness, it subjects them to the same kind of impersonal treatment that we give to physical matter. There is no longer anything personal in the disciplinary relationship. Men become the victims of a lifeless system. Should management, then, go to the other extreme--avoid rules and leave it to human judgment to interpret general policy? Most likely neither extreme is the right one. The operating solution will be a compromise between them.

The flexible approach seems more in accord with human relations research and concepts which have been developed over the past few decades. It respects human dignity and individual differences. It is the more liberal policy because it allows for interpretation. It says, "The employer [illegible]ligated to treat people alike insofar as they are alike, but he is [illegible]ated to treat them differently to the extent that they are different [illegible]n different situations."

TWELVE WAYS OF WINNING PEOPLE TO YOUR WAY OF THINKING

Rule 1: The only way to get the best of an argument is to avoid it.

Rule 2: Show respect for the other man's opinions.

Rule 3: If you are wrong, admit it quickly and emphatically.

Rule 4: Begin in a friendly way.

Rule 5: Get the other person saying "yes, yes" immediately.

Rule 6: Let the other man do a great deal of the talking.

Rule 7: Let the other man feel that the idea is his.

Rule 8: Try honestly to see things from the other person's point of view.

Rule 9: Be sympathetic with the other person's ideas and desires.

Rule 10: Appeal to the nobler motives.

Rule 11: Dramatize your ideas.

Rule 12: Throw down a challenge.

Taken from: Carnegie, Dale. "How To Win Friends and Influence People"

ERIC

Nine Ways To Change People Without Giving Offense Or Arousing Resentment

Rule 1: Begin with praise and honest appreciation.

Rule 2: Call attention to people's mistakes indirectly.

Rule 3: Talk about your own mistakes before criticizing the other person.

Rule 4: Ask questions instead of giving direct orders.

Rule 5: Let the other man save his face.

Rule 6: Praise the slightest improvement and praise every improvement. Be hearty in your approbation and lavish in your praise.

Rule 7: Give the other person a fine reputation to live up to.

Rule 8: Use encouragement. Make the fault seem easy to correct.

Rule 9: Make the other person happy about doing the thing you suggest.

ERIC

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	Since the department in which Bill is employed is a large one, the manager has not paid much attention to the individual salespeople in it thinking of them rather as a group. When he learns of Bill's shortcomings his first thought is to recommend that he be transferred out of the department or discharged. He decides, however, to talk to Bill and finds out that his wife is seriously ill and requires an operation and furthermore that Bill is financially unable to defray hospital costs and doctor bills, and that he is worried over this situation.
Question.	What key to good human relations does this suggest? (Try to draw from the group that people have individual problems that affect their work and personal conduct.)
Write on the board.	TREAT PEOPLE AS INDIVIDUALS
Make best use of each worker's abilities.	ILLUSTRATION "A young man having a good record in high school, a good personality and the ability to get along well with people, is placed in the stockroom of a large department store. He has had some previous successful parttime experience in selling men's furnishings and likes the work. After two years of work in the stockroom he has, through no fault of his own, still not received promotion to the sales floor."
Question.	What key to good human relations does this suggest?
Write on the board.	MAKE BEST USE OF EACH WORKER'S ABILITIES
Provide job satisfaction.	The employee morale in store X is high. The workers feel that they are receiving fair wages considering the standards that pre-

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	vail in other lines of business in the same city.
	The owner of store X is really interested in the people that work for him. He tries to remember and call them by name, he shows his appreciation for good work, and tries to be practically helpful when any of his workers have difficult personal problems.
	Store X exmployees work in an attractive store, they have good merchandise to sell, they cooperate with each other because, through store and social contacts, they have come to understand each other--in short they are receiving many job satisfactions.
Question.	What key to good human relations does this suggest?
Write on the board.	PROVIDE JOB SATISFACTION
Plan and work together.	The buyer of the domestic department of a large store purchased a large quantity of sheets, pillow slips, towels and other "White goods." He expects to conduct a white goods promotion in January. He, therefore, calls a meeting of the salespeople in his department to consider plans for the promotion. He also plans cooperatively with the advertising and display departments and with his floormanager and with the employment office.
Question.	What key to good human relations does this suggest?
Write on the board.	PLAN AND WORK TOGETHER
Handout #7-1.	Problem Solving
	We have been talking about the keys to good human relations.
	These will give you a basis for good human relations.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	Examples of problems that arise with workers have been mentioned. You have probably thought of many more.
Question. Ans. Yes	Notwithstanding the wide variation of the scope of these problems, is there some pattern, some method to follow by which we can arrive at the best possible solution?
	Four-Step Method To Problem Solving The way in which we can best handle human relations problems is that of using a systematic approach. This approach as already mentioned is what we call our four-step method for handling human relations problems.
Handout #7-2. Four-step method .... Discuss with the group.	The steps are: 1. "Get The Facts" (a) Review past performance. (b) Find out what policies and rules apply. (c) Talk with individuals concerned. (d) Get opinions and feelings. 2. "Weigh And Decide" (a) Fit facts together and consider their bearing on each other. (b) What possible actions are there? (c) Will the policies of the firm allow me to take this action? (d) What will be the effects to the individual, group and production? 3. "Take Action" (a) Are you going to handle this yourself? (b) Do you need help in handling it? (c) Should you refer this to your supervisor? (d) Select proper time and place of action.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	4. "Check Results" (a) How soon will you follow up? (b) How often will you need to check? (c) Watch for changes in output, attitudes, and relationships.
Tell the story of Betty Evans. Be able to tell the story without reading it.	To emphasize the importance of using the four step method, I am going to tell you the story of Betty Evans. <u>Story Of Betty Evans</u> A department manager observed that her workers had formed the habit of bringing their wraps to the selling department and storing them away under the counters rather than using the basement locker room. So the department manager called all of her workers to a meeting the next morning. She told them that it was a store rule that employees' wraps should be kept in their lockers and not in the selling departments. She explained the reasons for this rule and told them that in the future she would not tolerate any violations. She said that if any worker violated the rule she would send that worker to the Personnel Office and request that the employee be transferred out of her department. The next morning the department manager saw Betty come hurriedly into the department and tuck her coat and hat away below the counter. Betty had been an excellent saleswoman. The department manager knew that the other salespeople had seen this infraction, and felt that she would have to go through with her threat. She went over to Betty immediately and told her to take her hat and coat and report to the employment office, and she phoned the personnel manager that she would like to have Betty transferred out of her department, as she was disobedient.
Discuss case with the group.	The supervisor had a problem, didn't she? How well do you think she handled it?

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	4. "Check Results" (a) How soon will you follow up? (b) How often will you need to check? (c) Watch for changes in output, attitudes, and relationships.
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Discuss case with the group.	The supervisor had a problem, didn't she? How well do you think she handled it?

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Take a minute or two for discussion.	Just what do you think Betty's supervisor was trying to accomplish? (Get the group to say:) (a) she wanted Betty to conform to store rules. (b) she wanted her to place her wraps in the locker provided for that purpose.
Question.	Would you have taken this action? (Do not let this go into an extensive discussion.) (If the following points do not come out in the discussion, make them yourself.) (a) The supervisor made no attempt to find out why Betty did not place her wraps in the locker on this particular morning. (b) She jumped to the conclusion that Betty was not willing to obey orders.
Complete the story of Betty Evans.	Suppose we have the rest of the story. Well, Betty went to the personnel office. When the personnel manager asked her what rule she had violated, Betty said she didn't know. She said she did not understand why she had been sent out of the department. The personnel manager phoned the department manager and found out about the meeting concerning wraps and Betty's action that morning. When he confronted Betty with this story she said, "Oh, but I wasn't here yesterday. I had the day off because of my work on inventory last Sunday. I hadn't heard anything about the meeting.
Complete the discussion,	Do these additional facts throw more light on the case? The supervisor failed to get the facts straight, and as a result found herself in a predicament. She would either have to back down on the whole thing, admit her

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	error and try to soothe Betty's wounded feelings, or else she would have to go through with an action that would cost her a good salesperson besides appearing unfair to the other salespeople.
	Let's look at the effect of what the supervisor did from three angles.
Ask each of the questions and discuss.	1. How would Betty feel toward her supervisor? 2. How did the other people in the department feel about the way the supervisor treated Betty? 3. How would this action affect department sales?

Make "chalk-talk" presentation of the Four Step Method of handling problems.	Is there a way to avoid mistakes like this?
	What should Betty's supervisor have done first?
	If someone suggests "Talk with Betty" or "Give her a chance to explain," ask, "Do you mean Get the Facts?"
Write on the board.	GET THE FACTS
	Then what should she do with these facts?
Write on the board.	WEIGH AND DECIDE
	After deciding, what should she do next?
Write on the board.	TAKE ACTION
	Then is it a good idea to see what resulted from this action?
Write on the board.	CHECK RESULTS
	These are the four steps which the supervisor should have used when she first noticed the saleswomen placing their wraps under the counters.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Snap judgments. Discuss with the class.	In the case of Betty Evans, it is important for the supervisor, or anyone dealing with human relations problems to make sure all the information is known. Too many times snap judgments are just "snap judgments" because they have no foundation. If one follows the "Four Step Method to Problem Solving" and its subpoints, few wrong decisions will be made. It is understandable that it is impossible to sit down and cover each step and subpoint for each problem which arises, but it gives one procedures to follow. Through practice one can go through these steps in a manner of seconds for small problems, but for more complicated problems it allows one time to make sure that he is making the best possible decision. In other words, it makes one think before he makes any decisions or comments which may prove later to be wrong. (Engage brain before starting mouth.)
	Step By Step Procedure
Select a human relations problem and have the class solve. Handout problem solving worksheet. You will find only the four-steps listed but make sure the class follows the four-step method handout #7-2. Make sure that the subpoints are covered on the worksheet.	We are now going to discuss another problem and each one of you will have a chance to present your ideas on the situation. (Select any of the problems in the back of this manual, or any you might have, and have the class follow the four-step method of problem solving by using the worksheet.) (Make sure that you are prepared to answer questions on, or concerning the problem. You may have to add a little more information on your own. This you can make up. Have an idea of an answer which you would like the class to come up with. Allow plenty of time for the problem.)

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Ask for volunteer to present his or her human relations problem.	After going through one of the selected problems, ask one of the volunteers from last week's session to present his or her human relations problem.
Allow the individual plenty of time to present the problem.	Have _____(NAME)_____ present their problem.
Get the total class to help solve the problem.	
Offer your help only when needed, but make sure that each of the steps are carefully covered and their subpoints.	
	Make sure that the class comes up with some type of a solution.
	If the time allows have the other volunteer(s) present a human relations problem, and follow the same procedures as outlined above.
Close the session.	Tell the class that everyone, except today's volunteer(s), will be asked to present a human relations problem next week.
	State that the total session will be devoted to solving human relations problems.
	Ask for any final comments or questions over the material covered.
	Thank the volunteer(s), and the class for their participation.
	State the time and the location for the next meeting.

FOUNDATIONS FOR GOOD HUMAN RELATIONS

I. TREAT PEOPLE AS INDIVIDUALS

Learn worker's background, interests, attitudes, ambitions and problems.
Analyze conditions under which he works.
Adapt method of handling to individual and to circumstances.

II. MAKE BEST USE OF EACH WORKER"S ABILITIES

Understand new employee's and present employee's abilities.
Place worker into job for which he is ready.
Let each worker know what his job is and the "why" of what he is doing.
Look for abilities not being used.

III. PROVIDE JOB SATISFACTION

Create job interest through showing job value to individual and organization.
Tell worker in advance about changes that will affect him--- tell why if possible.
Reduce fatigue.
Let each worker know how he measures up.
Keep your promises.
Give credit and praise when due.

IV. PLAN AND WORK TOGETHER

Develop a leadership philosophy.
Say and act "We" instead of "I".
Develop a feeling of participation and teamwork.
Encourage freedom of suggestion.
Encourage initiative.

FOUR-STEP METHOD FOR HANDLING HUMAN RELATIONS PROBLEMS

STEP 1 - "GET THE FACTS"

Review past performance.
Find out what policies and rules apply.
Talk with individuals concerned.
Get opinions and feelings.

BE SURE TO HAVE WHOLE STORY.

STEP 2 - "WEIGH AND DECIDE"

Fit facts together and consider their bearing on each other.
What possible actions are there?
Will the policies of the firm allow me to take this action?
What will be the effects to the individual, group and production?

DON'T JUMP TO CONCLUSIONS.

SETP 3 - "TAKE ACTION"

Are you going to handle this yourself?
Do you need help in handling it?
Should you refer this to your superior?
Select proper time and place of action.

DON'T PASS THE BUCK.

STEP 4 - "CHECK RESULTS"

How soon will you follow up?
How often will you need to check?
Watch for changes in output, attitudes, and relationships.

DID YOUR ACTION HELP PRODUCTION AND SERVICE?

Session Eight

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Open the session.	Welcome everyone to the righth and final session. This session will be completely devoted to solving human relations problems by using the "Four-Step Method to Problem Solving."
Make sure that the group is placed in an informal atmosphere so everyone can talk and discuss freely.	
	State that in this session you will only be an observer and you will only make comments when you feel that they are necessary. Ask if anyone has any questions before proceeding.
Handout #8-1. Four-Step Method Worksheet.	
	Ask the first volunteer to present his or her human relations problem.
Make sure that the total group gets involved. Allow plenty of time for each member to present his/her problem, and time to come up with some type of a solution. Space your time to allow each individual approximately the same amount of time.	

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	After all the human relations problems have been discussed, tell the class that for some of the problems we may have come up with some type of a solution. For the other problems we may have just touched the surface on solving those problems. It is therefore easy to see that solving some human relations problems cannot be done overnight. One has to experiment and try different approaches to see which one will work best for him. One of the best ways in handling all problems is to remember that people should be treated as individuals. When this is done, people feel as though they belong and you have their best interests in mind.
Add any additional comments which you wish to make.	
Close the session.	Thank the group for their participation and comments throughout the course. Explain how much you enjoyed instructing the course and the knowledge you have gained from the group's participation.
<u>Recommendations</u> 1. Develop an evaluation form and have the class members evaluate the course. 2. Handout certificates of completion.	

FOUR-STEP METHOD WORKSHEET

STEP 1: GET THE FACTS

STEP 2: WEIGH AND DECIDE

STEP 3: TAKE ACTION

STEP 4: CHECK RESULTS

ERIC

SYLVIA'S DILEMMA

Sylvia was employed by a major electronics concern. She had been trained early to operate a complicated piece of equipment and, because of her high potential and personal productivity, had received more and more responsibility and numerous increases in salary.

Mr. Smith, the head of her department for the past years, had encouraged Sylvia to prepare for his job should he be promoted. He had helped her a great deal, but had made no promises.

Sylvia had an intimate friend, Helen, in the same company. One evening Helen told Sylvia she had heard that a Mr. Young was going to take Mr. Smith's place as department head.

The news was disturbing to Sylvia. It was hard to believe that management had made such a decision. She fretted about it for weeks. She could not keep her mind on her work. As a result, mistakes were more frequent and important reports were turned in late.

Then, just as Helen had said, Mr. Smith was promoted and Mr. Young was made department head in an official announcement. Sylvia was deeply hurt and disappointed.

What mistake might Sylvia have made that contributed in a large degree to her ultimate disappointment?

ERIC

A Danger For Tim

Tim joined a large retail organization at the age of twenty-six. It was a company that had a formal one-year training program for junior executives, and Tim qualified as a trainee. He spent one full year working in every department. He attended educational programs that were a part of the training program offered by the company.

On the completion of the one-year program, Tim was assigned as an assistant manager to one of the large departments. At that time he received an increase in income and was told that from then on his progress was up to him.

Shortly after assuming his new position, Tim married. He worked hard for the next eighteen months without receiving another promotion. When his wife became pregnant, Tim became more and more concerned about a more responsible assignment and an increase in salary. At this point he had invested two and a half years with the company. He was pleased with the personnel policies of the organization and did not question his long-range future. The immediate problem of additional income and opportunity, however, began to build many pressures. He knew that he was on a plateau that would not last much longer, but nevertheless he became impatient.

What, in your opinion, is the greatest danger that faces Tim in building his career?

RAY'S CHANGING ATTITUDE

Ray Dooley was an art major in high school and through two years of college. Upon completion of his formal education, he made many unsuccessful efforts to get into the field of commercial art. He finally accepted a position with a large retail chain organization that would have only limited use for his talent.

Ray began his new career with interest and enthusiasm. He demonstrated that he had talent and management ability. His future looked bright. He was happy.

Some time later, however, the manager noticed a definite change in his attitude. His enthusiasm started to dwindle. He began to have excuses for not getting things done. His relations with people began to deteriorate.

The manager had two heart-to-heart talks with Ray, but a change in his attitude was not forthcoming.

Ray stayed with the organization a few more months, and then his services were terminated. In discussing the matter with the manager, Ray said, "I should have resigned the day I noticed my attitude changing."

Do you agree with Ray? What is the basis for your decision? What should Ray have done when he realized his attitude was showing a negative way?

ERIC

THE CASE OF MISS KATY

Katy Palmer and Ann Stockton joined the M. K. Company on the same day. They started in the same division with different supervisors. Both had jobs involving customer contacts. They made a practice of having lunch and breaks together, and soon they became close friends.

A few months later, during luncheon, Katy said she was going to look for another job. Ann, on the other hand, said she was happy and would stay with the company. After a long discussion Ann decided that Katy's reasons were as follows:

1. Katy was fed up with all the customer-relations training. She resented having to go overboard in being friendly to customers.

2. Katy was also fed up with all the emphasis on human relations. Her habits and mannerisms were her own business. She didn't like being "counseled" on the "right" and "wrong" was to work with people.

3. Katy felt that she was being pressured to change her personality. Why weren't they happy with her the way she was? If they didn't like her personality, why had they hired her in the first place?

Do you believe Katy was right in feeling this way? Do you think she should have resigned or stayed with it? Why?

A Case For Better Grooming

Jim Croft works in the production department of a small engineering concern and Jane, his wife, works in the main office of an insurance company and has contact with customers.

Jane spends a good share of every evening taking care of her hair, face, and fingernails and washing a few things for the next day. She is very careful in the selection and care of her business wardrobe.

Observing that Jane seems to be taking more time than he feels is necessary doing these things, Jim comments: "It seems to me you place too much emphasis on your personal appearance at work. What's the difference as long as you get the work done and don't offend anyone?"

Jane replies: "It's easy for you to talk. You work with men, and they are never as critical of others as women. I work with a bunch of gals who like nothing better than to rip another person apart. Women are just more critical of women, and I'm not going to give them any more to talk about than necessary. Personal appearance is not so important to men."

Do you agree with Jim or with Jane? Why?

ERIC

THE EAGER BEAVER

Tom Parker was a fast-moving young man. When he was in college, he was always involved in a wide variety of activities. He appeared to have an overabundance of energy. Tom liked nothing more than to be a part of promotional activities. His enthusiasm was catching.

Upon graduation, Tom received an excellent opportunity with a large company. He was eager to get started. He wanted to prove himself. He decided to give his job everything he had.

Two weeks after Tom had started his career the word had got around that he was a real eager beaver.

What are the dangers in this approach? Would you handle the situation in the same manner Tom did? Why?

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JOE FACES REALITY

Joe Smith is a veteran. He completed his high school education and attended business college for one year before he entered the service. When he returned from his four-year enlistment, he joined the Southern Electrical Company. After completing his three months probationary period, he was assigned to the stock-control department. At this time it was suggested by Joe's supervisor that he make an effort to build good relationships with other employees in the department.

Joe worked hard in his new assignment. Some of the fellows teased him a little, but Joe paid little attention to other people. He ate his lunch alone. He didn't enter into any of the harmless horseplay in his department. Joe wasn't any trouble to anyone. He did his job well. He was never late. He was a solid employee.

After a few weeks had passed, the supervisor had a second talk with Joe and suggested that the rest of the fellows in the department were good guys and that Joe might work a little more closely with them. Joe replied by asking whether his work was satisfactory. The supervisor said that it was above average and he thought Joe had a good future with the company.

Some weeks later Joe heard that two of the young men employed about the same time he was had received promotions. He passed it off by saying, "In this outfit it isn't what you know but who you know that counts." Why did Joe feel this way? Was he justified?

THE UNEXPECTED TERMINATION

Larry was a better-than-average student in school. He had a relaxed and easy manner about him. He took things as they came. Nothing seemd to bother him. His instructors considered him well adjusted. He was orderly and methodical.

Because Larry was an only child, his parents were in a position to do a great many things for him. It was not necessary for him to work during his school years. He had his own car and money in his pocket.

Larry intended to finish college, but his father became ill when he was a sophomore and it was necessary for him to quit school and go to work. With the help of a neighbor, Larry found employment with a large manufacturing company in his hometown. It was a fast-moving, progressive organization with a strong "promotion from within" philosophy.

Larry approached his new job with his customary easy tempo. He did what he was told to do. He put in a good eight-hour day every day. No trouble. No complaints.

It naturally came as a shock when, at the end of sixty days, Larry was called in the personnel office and released.

What could have caused the company to release Larry?

ART ACCEPTS THE CHALLENGE

Art is one of several employees in a small department. He has high potential and a high current level of productivity. He is highly motivated and works hard, long, and fast. Because of this, he produces more personally than anyone else in the department. But he happens to be the kind of individual that ignores others. He is aloof. He is not interested in helping others. He rubs others the wrong way in most of the things he does. His superior attitude causes resentment among the others. They become uncomfortable.

Even though Art is producing at the highest level in the department, the total productivity of the department does not go up because of this. Instead, it goes down. He does more damage by his poor human relations than he does good with all of his personal effort. He is an outstanding employee when viewed alone; he is a poor employee when viewed as a member of a group.

One day the group supervisor is promoted to a more responsible position. Management must make a decision as to his replacement, and eventually decides to promote from within the department. Art is quite unhappy when he learns that the position has been awarded to another employee and decided to discuss with the personnel manager the reasons for his being passed over.

In the interview the personnel manager outlines Art's human relations difficulties with his fellow workers. He points out that the position of supervisor requires an ability to work well with the employees under him, and that management feels Art might have too many productivity problems as supervisor of the department. Do you agree with management's decision to pass over Art, even though he was the most productive worker in the department? Give reasons why you agree or disagree.

THE PERPLEXING MRS. B.

Carol, after the breakup of an early marriage, enrolled in a private business college and completed a secretarial program with honors. She quickly found placement with the home office of large insurance company.

As was the custom with this organization, Carol was first assigned to a large secretarial pool where she received many temporary assignments and did a great deal of transcription work from the dictaphone. She was told that if she worked out well in this capacity she would be eligible for a permanent secretarial assignment with an increase in pay.

Mrs. B. was in charge of the pool. She was a long-time career employee of the company. She was highly motivated and demanding. It was common knowledge that she put all new secretaries through the mill before they could qualify for a better assignment. Mrs. B. was proud of her record her girls had achieved, and management gave her a free hand in this respect.

Mrs. B. was a competent, fast-moving, well-organized woman. She expected high standards of grooming in each new employee. Most of the girls were afraid to approach her. It was perplexing experience for Carol. Indeed, it took her only two days to discover that less than 50 percent of the girls hired for the pool lasted more than sixty days.

Carol comes to you for advice. What suggestions would you make?

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* Much of the information for this manual came from the book of Keith Davis.

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ACCESSION NUMBER: VT100625

PUBLICATION DATE: OCT73

TITLE: STEPS INTO A CHILD'S WORLD. A PROCEDURAL MANUAL FOR A CHILD DEVELOPMENT AIDE PROGRAM.

PERSONAL AUTHOR: BAUMANNS, BARBARA C., AND OTHERS

DESCRIPTORS: *CHILD DEVELOPMENT; *CHILD CARE WORKERS; *EDUCATIONAL PROGRAMS; *PROGRAM PLANNING; *PROGRAM GUIDES; HOME ECONOMICS EDUCATION; SCHOOL AIDES; SECONDARY EDUCATION

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 546

ABSTRACT: THE PURPOSE OF THIS PUBLICATION IS TO ASSIST TEACHERS IN PLANNING AND IMPLEMENTING HOME ECONOMICS RELATED OCCUPATIONAL PROGRAMS IN CHILD DEVELOPMENT IN THE HIGH SCHOOL LEVEL. STEPS COVERED INCLUDE CONDUCTING A FEASIBILITY STUDY, ESTABLISHING AN ADVISORY COMMITTEE, STRUCTURING THE COURSE AND CURRICULUM, RECRUITING AND SCREENING STUDENTS, AND IMPLEMENTING AND EVALUATING THE PROGRAM. EXAMPLES ARE GIVEN OF OUTSTANDING CHILD DEVELOPMENT AIDE PROGRAMS AT THREE HIGH SCHOOLS AND RESOURCES ARE INCLUDED WHICH CONTAIN A STUDENT INDIVIDUALIZED LEARNING PACKET, AN ANNOTATED BIBLIOGRAPHY, A SAMPLE PROGRAM BROCHURE, AND A SAMPLE FOLLOWUP SURVEY CARD. (AUTHOR/MU)

INSTITUTION NAME: ORANGE COUNTY BOARD OF EDUCATION, SANTA ANA, CALIF.

SPONSORING AGENCY NAME: CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. BUREAU OF HOMEMAKING EDUCATION.

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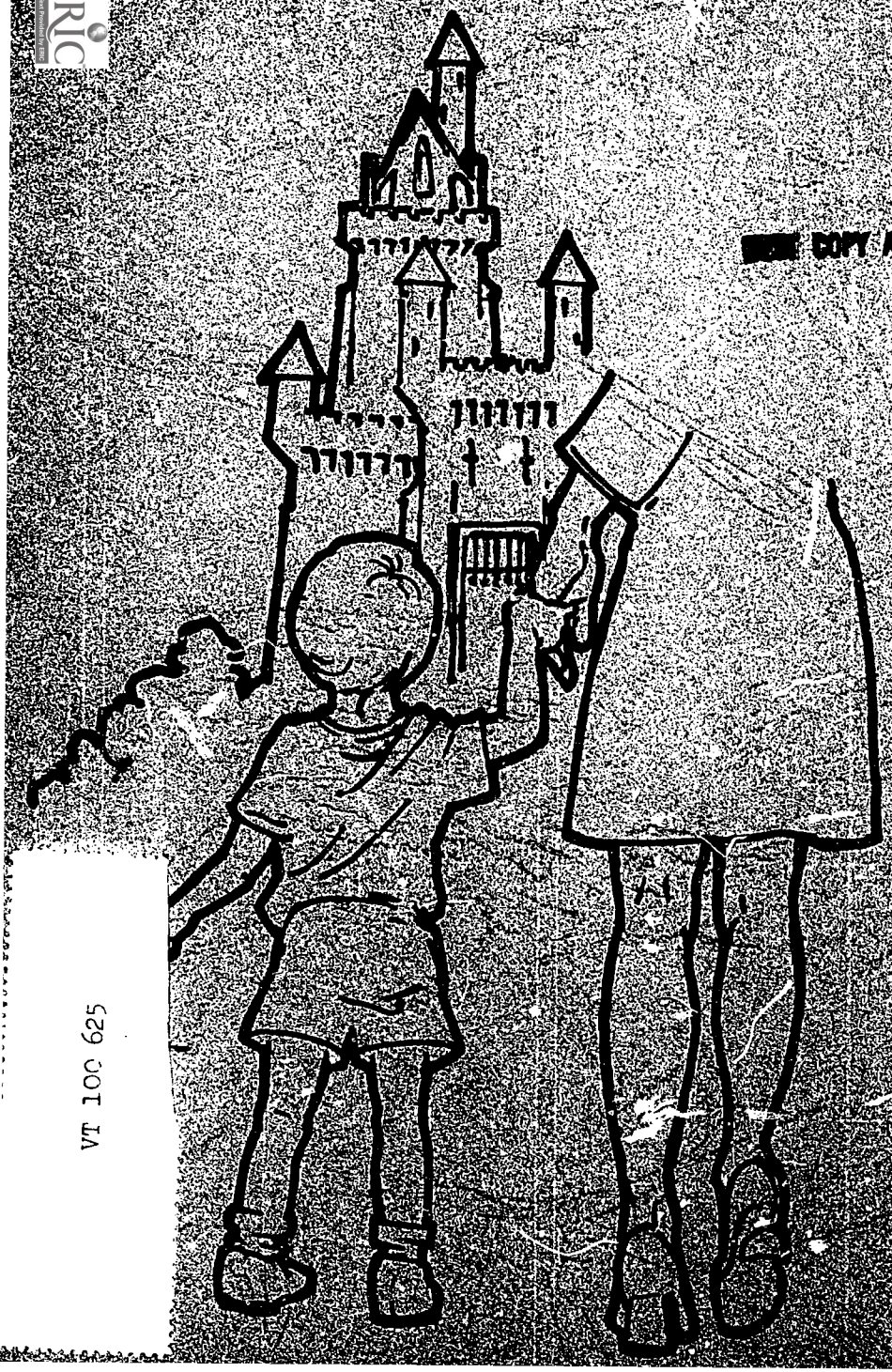

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Steps Into A Child's World

A PROCEDURAL MANUAL FOR A CHILD DEVELOPMENT AIDE PROGRAM

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Second Edition: October, 1973

STEPS INTO A CHILD'S WORLD

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PREFACE

Home economics teachers who have had the courage to develop occupationally oriented programs for child development aides have experienced many rewards. It has given them a new outlook on teaching. There is a true feeling of satisfaction when they see the progress and enthusiasm of the students who have found their "niche" while training as an aide with young children.

Working with members of the community is a wonderful and exciting experience! The knowledge that the teacher gains is immeasurable. Both the school and community have a new appreciation and a greater understanding of the educational needs of today's young people.

Barbara Baumanns

Jane Martin

Virginia Pricer

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INTRODUCTION

PURPOSE OF THE PUBLICATION

This handbook came about as a result of a need expressed by home economics teachers for help in the establishment of programs funded under Part B, VEA '68. Although this particular publication is specifically designed to assist the teacher in the implementation of programs for child development aides on the high school level, the same steps and procedures would be pertinent to other occupational programs (with a change in emphasis and resource materials) and to other levels of education since the writers have taken you through the steps of the functions recommended by the California State Plan for Vocational Education, i.e., population needs, job market analysis, etc.

During the formative stages of the publication the committee considered carefully what it was that would be most helpful to teachers. With the wealth of material already available in the form of curriculum guides and the firm belief that each program should be the outgrowth of local student and community needs, it was decided that a procedural manual plus current resources was the direction the publication should take. Thus the teacher is freed to develop a dynamic program that will continue to respond to the changing needs of a specific community. The format evolved after much discussion--an actual plan book in which the teacher can record her progress.

The programs used as examples in this publication are by no means the only ways a program might be structured. However, the use of preschools in the community rather than an on-campus facility is, in the opinion of the committee, the most desirable method of program operation because of the many benefits that accrue. Among the benefits are increased community involvement and awareness of school programs and objectives, a hands-on experience of students in a real work situation, a chance for prospective employers to screen students as possible future employees, and evaluation of the program by the "product users" or preschool directors.

The authors are aware that circumstances and local needs might dictate the on-campus program in some instances and have included resource materials to aid the person charged with that responsibility. One caution about the on-campus program: It is the consensus of the authors that the teacher of the high school child development aide should not also be the director of the preschool. The responsibility of the preschool director is to the young children, and the responsibility of the high school teacher is to the aides. The time and talents of one individual teacher cannot encompass all that is necessary to do justice to both positions.

The authors have listed resources which they felt would be most useful to the person establishing a

new program and have purposely kept the bibliography short and current since bibliographies become outdated with such rapidity. No books, films, or other materials have been included unless they were personally screened, used, and recommended by one or more of the authors.

For the purpose of this handbook a preschool has been defined to mean any group program for children from approximately two and one-half years of age to kindergarten age regardless of what the program is called--day care center, nursery school, preschool, playschool, or any other name. The title "teacher" is used for a person who has prime responsibility for a group of ten to twelve children in a program administered by a director.

The job descriptions, responsibility charts, and ladders and lattices worked out by this committee were revised a number of times before they reached their final form. The makeup of the committee made possible the articulation necessary for such a job since it included teachers from the high school, community college, and four-year college levels.

The committee's job is done; your job now begins. Please use the plan book in any way helpful to you, and send back your evaluation so that the committee can make use of its own instruction to "revise on the basis of total evaluation."

STATEMENT OF PHILOSOPHY

During the last decade much research in the area of child development has taken place. Many theories have been advanced as to how children learn as well as theories about the best "structure" for learning. Regardless of the theoretical conflicts, however, evidence has been mounting to support the contentions of Piaget, Montessori, and others that the years between two and five are crucial in the development of the individual. One researcher has said that over one-half of a person's total intelligence may have developed by age four. While this idea is still open to question, there is no doubt that the years from two to five are the years during which the child develops language fundamentals, attitudes, and learning patterns basic to his continuing growth.

During these years he should develop the healthy self-concept which will allow him the freedom and courage to explore together with the social skills that enable him to interact with, and learn from, others. The child needs the opportunity to develop concepts, ideas, and habits fundamental to the pursuit of the more advanced skills of reading, writing, and arithmetic which have until recently been considered the "beginnings of learning."

With the new understanding of the growth of young children and the importance of the environment to their maximal development, preschools (day care centers, nursery schools, or whatever programs for children between two and the time they enter the public schools are called) are gaining in importance. Ideally they are places where young children can explore the world, themselves, and others in an atmosphere of warmth and encouragement. They are places where children are guided by a differentiated staff* of professionals and paraprofessionals who know how to establish an environment that is conducive to learning. They are places where working mothers may leave their children with the confidence that they will be well cared for and where mothers who do not work may participate and extend their knowledge of both their own and other children.

Elsewhere in this manual there appears a chart which shows the interrelated roles of the preschool teaching staff and a more fully defined description of the entry level job of child development aide. It is the considered opinion of educators of young children and educators of high school young people alike that students in their junior and senior years in high school can make a valuable contribution

*The ideal is one adult to five children. At the present time California law allows a ratio of one teacher to twelve children or one teacher plus one aide to fifteen children.

to the well-being of young children and to the field of early childhood education by participating as aides in the various preschool settings. Many young people have an empathy with children that should be utilized for the benefit of both the children and the adolescents. Their presence in a training situation can help them better understand themselves and children and enrich the programs of the preschools in which they train.

The unique background and skills of home economists makes them especially well qualified to provide programs which can encourage and assist high school students to pursue occupations in the field of early childhood. They have education and experience in child development and preschool education. They are knowledgeable about the various facets of the family, and they are well acquainted with the supervision of students in self-motivating situations.

To sum up the philosophy of this manual and those who wrote it, schools for young children should be staffed by a professional-paraprofessional team that is skilled at creating kinds of environments where the whole child can grow. The high school student can train to become a part of that team, and the home economist is uniquely qualified to provide the education and guidance that can help the student acquire entry-level skills for work in the field of early childhood.

GOALS OF THE PROGRAM

* To provide students with the opportunity to develop their potentials as participants in the world of work and specifically for employment as aides in programs for young children.
* To develop an awareness of the career opportunities in the field of child development.
* To assist in upgrading the quality of programs for young children by increasing the supply of competent personnel.
* To help students understand developmental patterns of young children.
* To help students understand the significance of behavior as related to child psychology.
* To develop in students the ability to provide positive, effective guidance for children.
* To introduce students to a wide variety of creative media suitable for use with young children.
* To help students understand the importance of enrichment opportunities for children.
* To help students understand the importance of good working relationships with adults.

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ROLES AND RESPONSIBILITIES

OF PROFESSIONALS AND PARAPROFESSIONALS IN CHILD DEVELOPMENT OCCUPATIONS

EDUCATIONAL CAREER LADDER IN PRESCHOOL OCCUPATIONS

CHILD DEVELOPMENT AIDE
(Teacher Assistant)

High School Occupational Program

TEACHER

1-Community College Certificate (21-30 Units)
2-AA Degree (60 Units)
3-Child Development Associate Degree (2 Years)[1]
4-Social Welfare Requirements (12 Units)[2]

HEAD TEACHER

1-Community College Certificate Plus Experience
2-AA Degree Plus Experience
3-Child Development Associate Degree Plus Experience

DIRECTOR

1-BA Degree Plus Teacher Experience
2-Social Welfare Requirements (15 Units Plus 4 Years Experience)
3-Community College Certificate Plus 2 Years Experience
4-AA Degree Plus 1 Year Experience

COORDINATOR
(Executive Director)

BA Degree Plus Head Teacher and/or Director Experience

CONSULTANT

Graduate School MA or PhD Degree and Experience

NOTE: 1. This degree is from Office of Child Development, Department of H.E.W., and is based on experience and competency evaluation.
2. In some communities these requirements may be met in adult education.

OCCUPATIONAL CAREER LATTICE IN CHILD DEVELOPMENT

HIGH SCHOOL

Child Development Aide (Teacher Assistant)
Kindergarten Teacher Aide
Elementary Teacher Aide
Recreation & Playground Aide
Food Service Worker in Children's Program
Licensed Home Care Operator
Teacher Aide with Exceptional Children

COMMUNITY COLLEGE

Preschool Teacher
Kindergarten Teacher Aide
Elementary Teacher Aide
Recreation & Playground Leader in Children's Program
Instructional Aide
Children's Library Story Teller
Toy Demonstrator
Preschool Director
Teacher Aide with Exceptional Children

COLLEGE & UNIVERSITY

Home Economist
Preschool Director
Preschool Coordinator
Social Worker
Child Welfare Worker
Family Service Worker
Exceptional Child Worker

GRADUATE SCHOOL

Home Economics Administrator
Counselor
Teacher or Professor
Preschool Director or Supervisor
Researcher
Director of Maternal & Child Health
Social Worker
Consultant
Coordinator of Child and/or Family Services
Specialist

JOB DESCRIPTIONS

CHILD DEVELOPMENT AIDE - JOB DESCRIPTION

The child development aide assumes the responsibilities assigned to her by the qualified teacher for young children. When the aide is working with the children, the teacher will be in the same area--room or yard. The aide's areas of responsibility may include the following:

WORKING WITH CHILDREN

A. ASSIST IN LEARNING ACTIVITIES

1. Read and tell stories
2. Help with music activities
3. Help to supervise outdoor activities
4. Help to supervise crafts and science activities
5. Guide an individual activity

B. ASSIST IN GUIDING CHILDREN'S ROUTINE ACTIVITIES

1. Help children wash
2. Help with toilet time
3. Help with snack and mealtime preparation and service
4. Help prepare room and children for naptime
5. Help supervise naptime

C. ASSIST IN PROVIDING FOR THE HEALTH, SAFETY, AND PSYCHOLOGICAL NEEDS OF CHILDREN

1. Observe safety rules
2. Prevent dangerous behavior
3. Remove hazards
4. Encourage good health habits
5. Use positive supportive language, verbal and non-verbal

PREPARING AND MAINTAINING THE LEARNING ENVIRONMENT

A. ASSIST IN PREPARING THE LEARNING ENVIRONMENT

1. Mix paint
2. Mount pictures
3. Prepare and mount bulletin boards
4. Arrange learning centers and activities
5. Set up audio visual equipment
6. Cut, paste, trace, sort, count, etc.

B. ASSIST IN MAINTAINING EQUIPMENT AND FACILITIES

1. Wash tables
2. Clean sinks
3. Clean up after activities
4. Return equipment to assigned places
5. Care for animals
6. Repair toys

C. ASSIST IN MAINTAINING OFFICE ROUTINES

1. Maintain accurate attendance records
2. Distribute notices to parents
3. Help write newsletters
4. File records
5. Run off office forms
6. Sort, staple, and organize papers

A. ASSIST STAFF

1. Work as a member of a team and not as an isolated individual
2. Participate in staff conferences
3. Confer with individual teachers
4. Support the center's philosophy and policies
5. Participate in evaluation of self and center
6. Follow directions of supervisors

B. DEMONSTRATE PERSONAL GROWTH AND SELF EXPRESSION

1. Maintain acceptable attitudes toward self and others
2. Recognize ethical principles and accept them as personal standards
3. Work cooperatively with others
4. Maintain good physical health
5. Develop sensitivity to the feelings and needs of children and staff and express a warm, supportive attitude
6. Increase language skills, grammar, and vocabulary
7. Attend professional workshops
8. Maintain a clean, neat appearance

CHILD DEVELOPMENT TEACHER - JOB DESCRIPTION

The children's teacher is directly responsible to the director of the preschool for the well-being of the children. The teacher's duties include:

WORKING WITH CHILDREN

A. SUPERVISE LEARNING ACTIVITIES

1. Read and tell stories and/or supervise aide
2. Present music activities and/or supervise aide
3. Supervise outdoor activities
4. Present art and science activities and/or supervise aide
5. Observe children's behavior
6. Supervise aide in presenting activities; never leave aide alone with children

B. GUIDE CHILDREN'S ROUTINE ACTIVITIES

1. Assist children gain self help skills with washing, toilet time, and naptime
2. Make sure the settings encourage children to follow through with routine activities
3. Help with snacktime and meals

C. PROVIDE FOR THE HEALTH, SAFETY, AND PSYCHOLOGICAL NEEDS OF CHILDREN

1. Observe safety rules
2. Help children to understand and observe safety rules
3. Remove hazards to health and safety
4. Encourage good health and nutritional habits
5. Use supportive positive language, verbal and non-verbal
6. Take notes on developmental levels of children

A. PREPARE THE LEARNING ENVIRONMENT

1. Take responsibility for seeing routine jobs such as mixing paint, cleanup, etc., are done
2. Maintain reasonable order of supplies
3. Plan weekly and daily programs so the individual learning experiences fit into a total program to meet the individual needs of the children and adheres to the total curriculum designed by director and staff
4. Prepare bulletin boards
5. Prepare environment so that it is consistent with planned programs

B. MAINTAIN EQUIPMENT AND FACILITIES

1. Oversee cleanup of classroom and yard
2. Make sure equipment is cleaned after use
3. Establish storage areas for equipment and supplies
4. Maintain reasonable order and repair of equipment and room
5. Assume responsibility for animals
6. Select needed equipment for purchase

C. MAINTAIN OFFICE ROUTINES

1. Maintain accurate attendance records
2. Write reports of each child
3. Study file folders on each child in her group
4. Write and send appropriate notices to parents with director's approval
5. Write articles for newsletter
6. Perform routine office chores as needed

WORKING AS A TEAM

A. PARTICIPATE AS MEMBER OF STAFF

1. Work as team member
2. Confer individually with director
3. Participate in staff conferences
4. Participate in parent conferences
5. Supervise, confer with, and evaluate aide
6. Help in center evaluation
7. Make home visits

B. DEMONSTRATE PERSONAL GROWTH AND SELF EXPRESSION

1. Maintain a clean, neat appearance
2. Maintain acceptable attitudes toward self and others
3. Recognize ethical principles and accept them as personal standards
4. Work cooperatively with others
5. Express a warm, supportive attitude toward staff and children
6. Maintain good physical health
7. Evaluate self with aid of director
8. Direct work when director is absent
9. Improve competencies in working with children, other adults, and in verbal and written skills
10. Attend meetings of professional organizations and related workshops
11. Participate in inservice training and/or take classes

CHILD DEVELOPMENT DIRECTOR - JOB DESCRIPTION

The director of the preschool has ultimate responsibility for the children, the total program, and the facilities to the owner. The director's duties include:

WORKING WITH CHILDREN

A. LEARNING EXPERIENCES

1. Participate periodically in children's activities
2. Accept responsibility for the quality of the program
3. Maintain contact with each child

B. GUIDANCE ACTIVITIES

1. Support staff in their work with children
2. Be available to staff and parents for advice and guidance

C. PROVIDE FOR HEALTH, SAFETY, AND PSYCHOLOGICAL NEEDS OF CHILDREN

1. Establish safety rules
2. Supervise staff as they provide for children's needs
3. Be available in emergencies, may substitute for teachers in emergencies
4. Write case histories on children
5. Determine needs for referrals of children to other professional persons or agencies
6. Work with professionals from other disciplines regarding individual children and their needs

PREPARING AND MAINTAINING THE LEARNING ENVIRONMENT	A. LEARNING ENVIRONMENT 1. Plan curriculum for total program with staff 2. Secure material and equipment for use of staff B. MAINTENANCE OF EQUIPMENT AND FACILITIES 1. Assure that facilities are adequately maintained 2. Arrange for facility improvements C. MAINTENANCE OF OFFICE 1. Supervise office procedures 2. Establish and maintain fiscal policies 3. Establish and receive fees
WORKING AS A TEAM	A. STAFF DEVELOPMENT 1. Arrange for, plan, and carry out staff meetings 2. Establish school policies and philosophy 3. Conduct evaluations of program 4. Evaluate staff 5. Educate staff to increased sensitivity to children's needs 6. Encourage staff to increase their professional competencies and facilitate arrangements of time, etc. 7. Set up inservice training for staff 8. Plan and carry out parent conferences with teachers B. PERSONAL GROWTH 1. Evaluate self periodically in terms of professional competencies and maintenance of optimum learning environment of center 2. Demonstrate an ethical, accepting human model for staff to emulate

RESPONSIBILITIES TO THE COMMUNITY

A. INTERPRETATION OF PROGRAM TO PARENTS AND COMMUNITY

1. Write and/or approve notices for parents
2. Write and/or edit newsletter
3. Post menus, activities, and educational materials
4. Develop and distribute brochures
5. Plan and carry out periodic open houses in cooperation with other staff members
6. Conduct parent education programs and/or lecture series

B. RESPONSIBILITIES TO THE PROFESSION

1. Participate in activities of professional organizations
2. Assist new and developing programs as informal or formal consultant
3. Participate in related community and legislative endeavors

RESPONSIBILITIES OF PROFESSIONALS AND PARAPROFESSIONALS IN THE PRESCHOOL SETTING

	CONSULTANT	COORDINATOR	DIRECTOR	HEAD TEACHER	TEACHER	CHILD DEVELOPMENT AIDE
PERFORMANCE OF ROUTINE JOBS:						
Mix paints, cleanup, etc.						
PLANNING:						
Individual learning experiences						
Daily program						●
Weekly program						
Curriculum coordination					●	
Administration of total program: one school				●		
Administration of total program: a group of schools						

	CONSULTANT	COORDINATOR	DIRECTOR	HEAD TEACHER	TEACHER	CHILD DEVELOP-MENT AIDE
SUPERVISION:						
Children:						
Individual learning experience						
Assist with total group						
Responsibility for total group						
Aides						
Practice teachers						
Teachers						
Head teachers						
Directors						
CONFERRING:						
Parent						
Aides						
Teachers						
Total staff						

Major Responsibility

Partial Responsibility

Some Opportunity

	CONSULTANT	COORDINATOR	DIRECTOR	HEAD TEACHER	TEACHER	CHILD DEVELOPMENT AIDE
EVALUATION:						
Children						●
Self						
Staff						
Programs:						
Own preschool					●	●
Other preschools						
CONSULTATION:						
Existing programs:						
Staff relationships				●		
Individual child referrals				●		
Administrative procedures				●		
Fiscal policies				●		
Facility improvements and space relations				●		
Inservice staff training						
Development of new programs						

	CONSULTANT	COORDINATOR	DIRECTOR	HEAD TEACHER	TEACHER	CHILD DEVELOPMENT AIDE
PROFESSIONAL DEVELOPMENT:						
Attend:						
Classes	●	●	●			
Workshops	●	●				
Meetings of professional organizations						
Participate in planning and presentation of classes						
Participate in planning and presentation of workshops						
Assume leadership roles in professional organizations					●	
DEALING WITH COMMUNITY AND PUBLIC RELATIONS				●	●	●

Major Responsibility

Partial Responsibility

● Some Opportunity

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STEPS

IN DEVELOPING A CHILD DEVELOPMENT AIDE PROGRAM

PROCEDURAL CHART

STEPS IN DEVELOPING A CHILD DEVELOPMENT AIDE PROGRAM

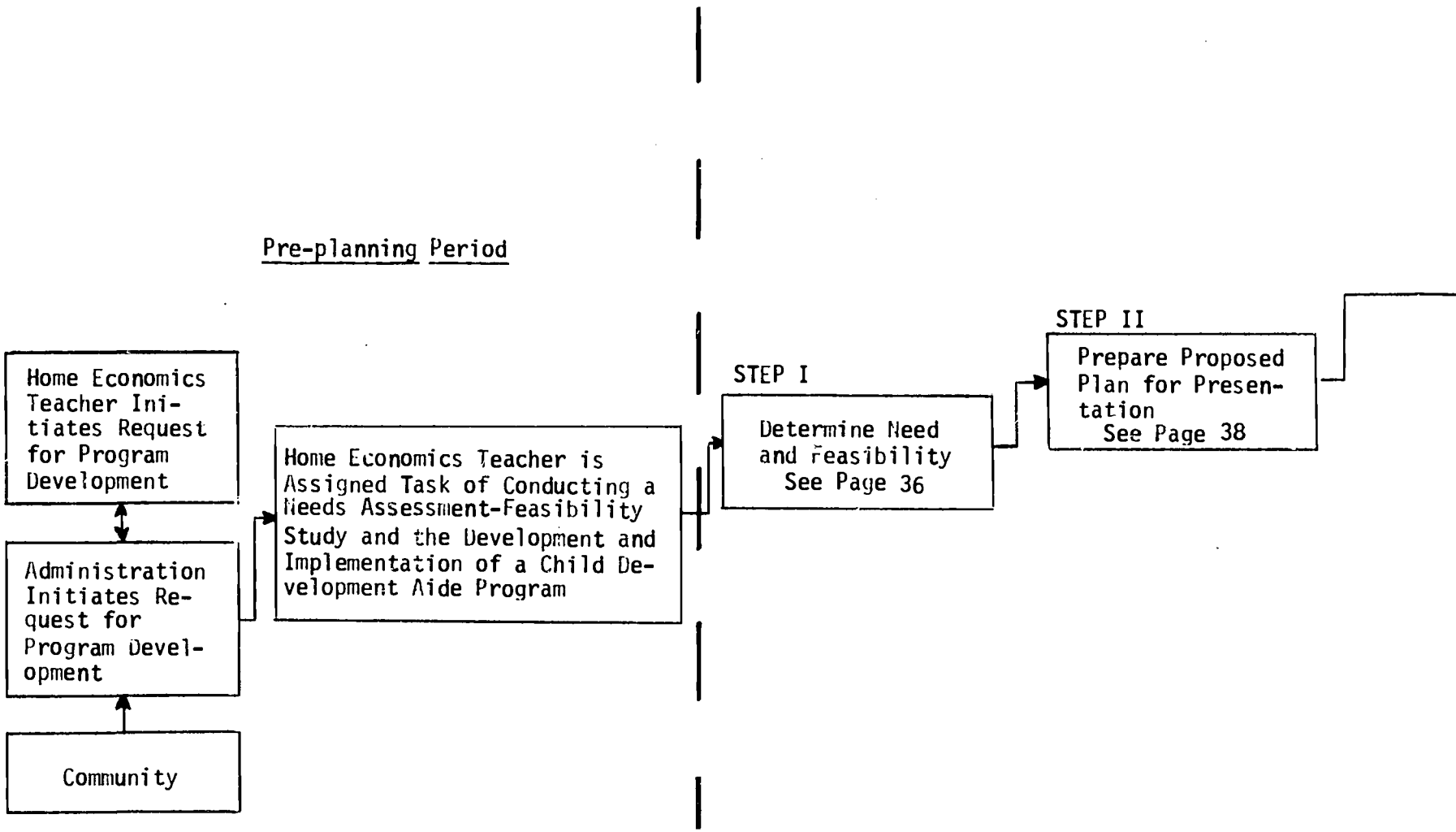

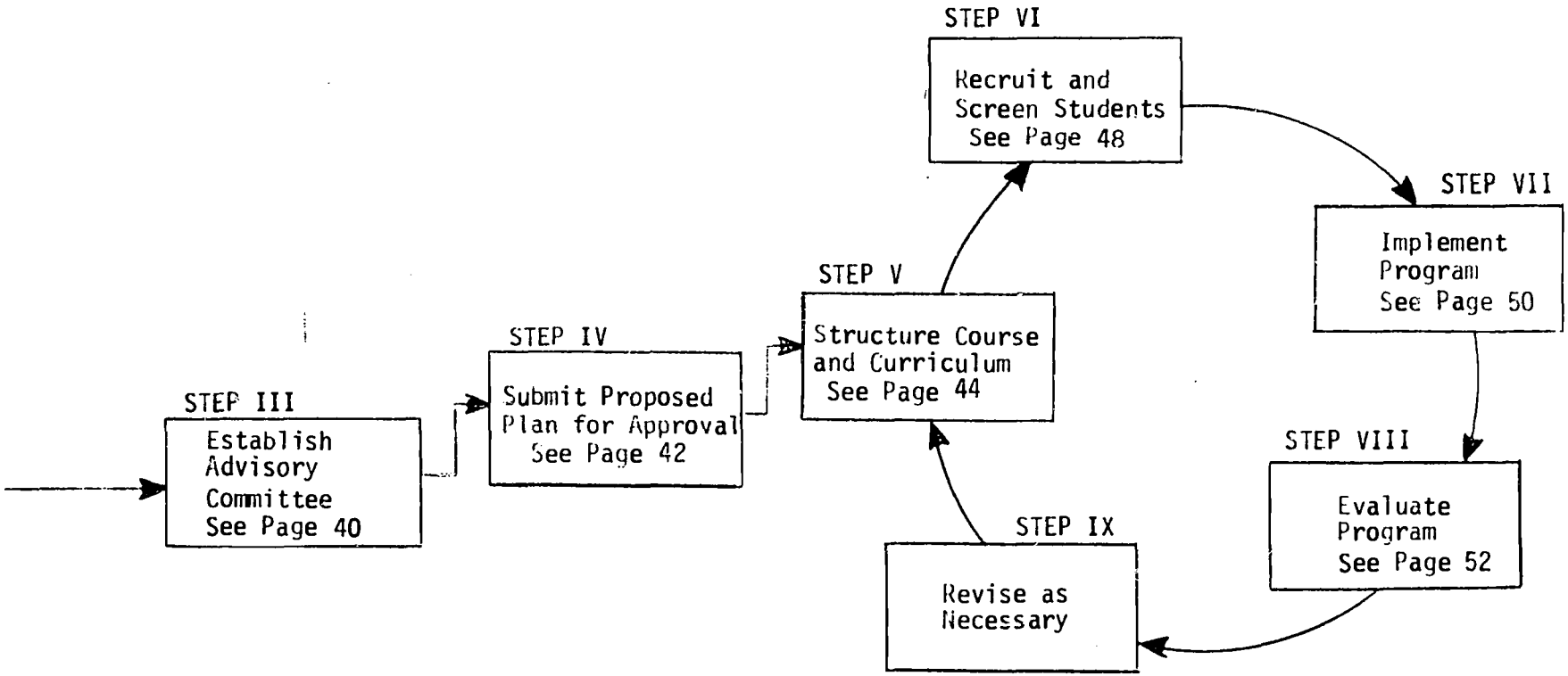
STEP III
Establish Advisory Committee See Page 40
STEP IV
Submit Proposed Plan for Approval See Page 42
STEP V
Structure Course and Curriculum See Page 44
STEP VI
Recruit and Screen Students See Page 48
STEP VII
Implement Program See Page 50
STEP VIII
Evaluate Program See Page 52
STEP IX
Revise as Necessary

PRE-PLANNING PERIOD

There are a variety of ways a program can be initiated. The administrator may ask about the feasibility of a program and ask a staff member to do some preliminary investigations. The home economics teacher may be aware of a need for the program and suggest the possibility to the administrator. The idea could emanate from students in the community or from a vocational education advisory committee. Regardless of the origin of the suggestion, the administration must give encouragement, support, and consent to the development of the program before the teacher can begin step one.

STEPS IN PROCEDURAL PLANNING

STEP 1

DETERMINE NEED AND FEASIBILITY OF PROGRAM

PERFORMANCE OBJECTIVE

The teacher will survey the community and the students and analyze at least three child development aide programs. The information will be compiled in written form and submitted to the local school administration.

PLANNING ACTIVITIES

1. Survey local agencies to determine employment needs. A suggested list could include:

Department of Human Resources	City Parks and Recreation
Children Centers	Private Nursery Schools
Head Start Programs	Elementary School Districts

2. Survey student interest in a child development aide program.

3. Attend workshops related to child development aide programs. For information regarding various workshops, call your city, county, or state consultant or supervisor. See appendix for list of statewide supervisors.

4. Visit ongoing programs. Request released time from your administrator. Some programs available for observation are as follows. Check with your local supervisor for location of other programs.

Mrs. Virginia Pricer Long Beach Unified School District (213) 436-9931, extension 368	Mrs. Barbara Baumanns Leuzinger High School (213) 679-8141, extension 358
Mrs. Jane Martin Bellflower High School (213) 866-9011	

5. Visit a variety of preschool sites. Make preliminary decision on sites for field experience. Contact the Department of Social Welfare for a list of licensed day nurseries and the local school districts for public preschool programs.

STEP 1

CHILD CARE AIDE EMPLOYMENT SURVEY RESULTS

AGENCY	TELEPHONE NO.	COMMENTS
DEPARTMENT OF HUMAN RESOURCES		
CHILDREN CENTERS		
HEAD START PROGRAMS		
CITY PARKS AND RECREATION		
PRIVATE NURSERY SCHOOLS		
ELEMENTARY SCHOOL DISTRICTS		

STEP 2

PREPARATION FOR PRESENTATION TO THE ADMINISTRATION

PERFORMANCE OBJECTIVE

The teacher will prepare a written proposal for presentation to the administration for approval. The proposal will meet all standards and requirements for federal funding.

PLANNING ACTIVITIES

1. Become acquainted with the Vocational Education Amendments of 1968, Part B. District entitlements are for all occupational programs in all subject areas. Information is available upon request from your county consultant and state supervisor. See appendix for abstract.

2. Review outline and/or time sequence included in appendix. Write your preliminary program outline to fit your needs.

3. Prepare materials and request a meeting with your administrator to present preliminary plans and get approval to proceed with establishing an advisory committee.

STEP 2

Start your preliminary program outline here!

3

ESTABLISH ADVISORY COMMITTEE

PERFORMANCE OBJECTIVE

The teacher with assistance from the school administrators will select an advisory committee to serve in an advisory capacity to the local school personnel. The committee will be representative of the community and the child care programs in the community and will meet the approval of the school administrators.

PLANNING ACTIVITIES

1. Select your advisory committee members with the approval of your administration. Refer to existing programs on page 60 in this handbook and to the "Purposes of the Advisory Committee and Guidelines for Selection" on page 80.

2. Consult your administration as to the date for your initial advisory committee meeting. For this first meeting, it is suggested that:

   a. Notification is given by letter or telephone.
   b. The teacher of the program will be the chairman.
   c. It is advisable to give each member a copy of the "Purposes of the Advisory Committee and Guidelines for Selection" located in this handbook.
   d. Have a pleasant informal setting for your meeting.
   e. Name tags can be helpful for identification.
   f A written agenda is also helpful.
   g. End your meeting on time.

3. Arrange for recording of minutes.

4. Distribute minutes to all committee members and to the administrators.

5. Keep a record of the minutes of each meeting in your department files and forward one copy to the district career education director.

STEP 3

ADVISORY COMMITTEE

NAME	TITLE	TELEPHONE

STEP 4

SUBMIT PROPOSED PROGRAM FOR APPROVAL

PERFORMANCE OBJECTIVE

The teacher will present the proposed program to the principal and will follow the school and district procedure for approval of a new curricular offering.

PLANNING ACTIVITIES

1. Submit proposed program to principal.
2. Check periodically on the status of its progress through channels and note on opposite page.

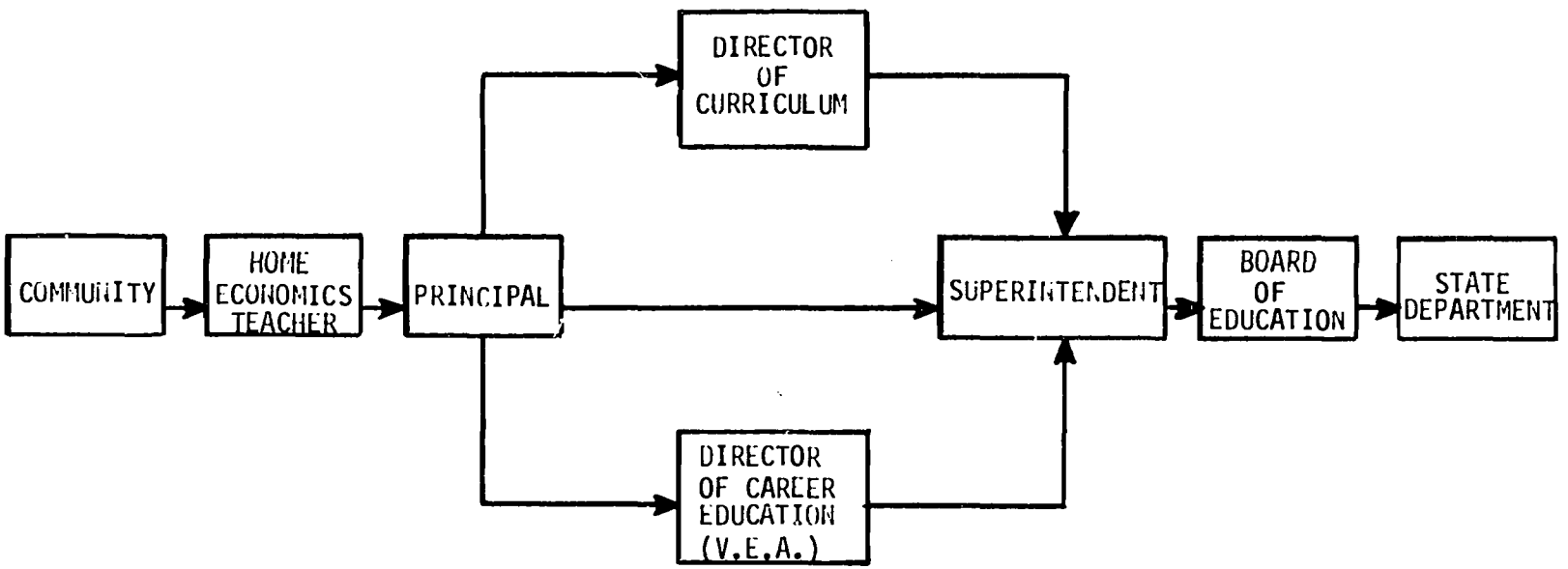

STEP 4

PROGRAM SUBMISSION

Date Submitted _____ To Whom _____

Date of Final Approval _____

STEP 5 STRUCTURE COURSE AND CURRICULUM

PERFORMANCE OBJECTIVE

The teacher will plan and prepare a curriculum for her child development aide class. The curriculum will be approved by the advisory committee and the appropriate school personnel.

PLANNING ACTIVITIES*

1. Review as many child development aide curricula as time allows.

2. Consider:

   a. Allocation

      1) Staff
      2) Time blocks
      3) Room and sites
      4) Transportation
      5) Budget
      6) Other equipment and materials available

   b. Content

      1) Overview of occupational preparation program.
      2) Role of the aide (see job description of child development aide located in Part I of this handbook)
      3) Health and safety requirements of programs. Arrange physical exam and T.B. test for your students. It is required by Social Welfare for working with young children.
      4) Motor areas of child development
      5) Importance of play in the overall development of the child
      6) Art activities for young children
      7) Literature and language experiences
      8) Music and movement experiences

*NOTE: *Be sure to keep the administration informed of your progress.*

9) Science experiences
10) Indoor-outdoor activities
11) Techniques for working with children
12) Techniques of housekeeping and home management in the preschool setting
13) Models of early childhood education and programming
14) Field experiences--ethics on the job
15) Responsibility of aide to supervising preschool teacher
16) Employment procedures
17) Evaluation

c. Instructional Designs

1) Observations
2) Field experience
3) Field trips
4) Workshops for students
5) Roundtable group discussions
6) Audio-visual aids
7) Resource people

3. Choose a name for the program. Various possibilities could be:

a. Child Development Aides
b. Nursery School Aides
c. Child Care Aides
d. Preschool Aides
e. Teacher Aides

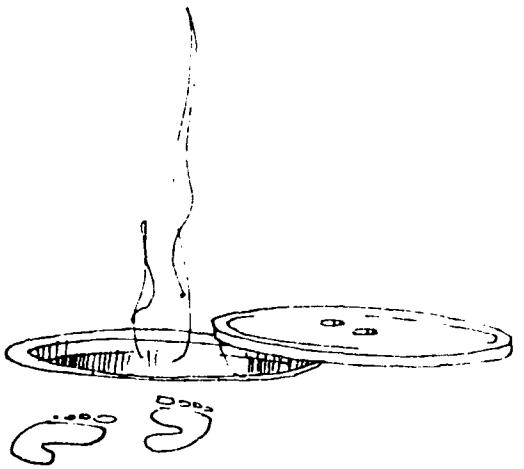

Don't get lost!

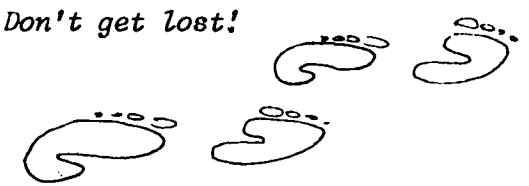

STEP 6

RECRUIT AND SCREEN STUDENTS

PERFORMANCE OBJECTIVE

The teacher will develop a plan for recruiting students and develop criteria for the selection of students and training sites for her program.

PLANNING ACTIVITIES

1. Advertise your program. The following suggestions will be helpful:

   a. Present new program to faculty and counselors. This is a good time to distribute information by means of a flyer.
   b. Contact in person high school counselors and cooperating teachers and explain your program.
   c. Write an article for school and local newspapers. Pictures are helpful.
   d. Make informative bulletin board for display.
   e. Arrange for special assembly to make student body aware of new program.
   f. Arrange for classroom presentation in various classes.
   g. Advertise through posters.

2. Select students for your program. Follow these guidelines:

   Students . . .

   1) Must like children.
   2) Should be in grades 11 or 12.
   3) Must be in good health. T.B. and physical exam required.
   4) Should have good attendance record. (Contracts between the students and the teacher can be beneficial. Suggest application and interview with teacher. It is advisable to enroll more students than necessary due to normal attrition rate.)

3. Make final selection of sites for field experience to accommodate individual student needs.

STEP 6

CRITERIA FOR STUDENT SELECTION

CRITERIA FOR FIELD EXPERIENCE SITES

STEP 7

IMPLEMENT PROGRAM

PERFORMANCE OBJECTIVE

The teacher will implement the child development aide program.

PLANNING ACTIVITIES

1. Inform parents by letter about the program. Include a permission form for the student to have the T.B. test and a permission form for off-campus participation.

2. Set up a resource library for students to check out books, records, and equipment.

3. Construct aprons or smocks and name tags to wear at the nursery schools.

4. Arrange for field trips and observations. (Set up the class calendar as soon as possible.)

5. Visit the training sites, if possible, when student presents activity. Allow time to talk to the supervising teacher. Observe student frequently on the job so you will know her capabilities as an aide. This is important in order to make an accurate evaluation.

6. Present visual material showing the progress of the program to the Board of Education, P.T.A., faculty, and interested groups.

7. Invite interested members of the administration to tour training sites. Be sure to contact the director of the training site in advance.

8. Make arrangements for printing of "Certificate of Completion."

9. Keep a record of suggestions for program improvement or revision.

STEP 8 EVALUATION OF TOTAL PROGRAM

PERFORMANCE OBJECTIVE

The teacher will conduct ongoing and periodic evaluation of the total program. The plan for evaluation will meet the approval of the school administration. The evaluations will be reviewed for changes in or revision of the program.

PLANNING ACTIVITIES

1. Initial evaluation should include:

   a. Feasibility of the program.
   b. Evaluation of the curriculum in the light of community and student needs.

2. Continuing or formative evaluations should include:

   a. Periodic student evaluation forms completed by supervising teacher at each site.
   b. Evaluation of student's progress at various times in regard to:
      1) Relationships with children
      2) Personal appearance and attendance
      3) Work habits
      4) Instructional skills
      5) Staff relationships
   c. Final evaluation completed at the end of each assignment by the supervising teacher.
   d. Periodic visitations by the home economics teacher to see the students in action.
   e. Meetings with the supervising teachers at their own convenience for exchanging ideas and upgrading the program.
   f. Student's written self evaluation. For example: "Impression I make on the children as an aide."
   g. Roundtable discussion. (The student makes frequent group and self evaluation of the field experience.)
   h. Written evaluation from parents of students in program (especially helpful during the program's first year).
   i. Summary evaluation of the classroom and field experience by the home economics teacher. Keep the summary evaluation in a personal work folder for each student.

3. Summative or directional evaluation should include:

   a. Evaluation meeting--final meeting of the year for the advisory committee to evaluate the program.
   b. Follow-up studies on students following graduation to include:
      1) Present occupation
      2) Education past high school
      3) Evaluation of child development aide program
   c. Follow-up study of employers to evaluate effectiveness of program

REVISE AS NECESSARY ON BASIS OF YOUR TOTAL EVALUATION

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EXAMPLES OF

THREE SUCCESSFUL PROGRAMS

REPRESENTATIVE PROGRAMS

EXAMPLES OF THREE SUCCESSFUL PROGRAMS*

IMPORTANT FACTS CONCERNING THE PROGRAM	DISTRICT NO. ONE	DISTRICT NO. TWO
SCHOOL(S) FROM WHICH THE PROGRAM DRAWS ITS STUDENTS	One high school (9-12th grade) Total enrollment: 1,934	One high school (9-12th grade) Total enrollment: 2,144
Ethnic Groups	Caucasian (predominant) Mexican-American	Caucasion (predominant) Mexican-American Negro Oriental
Unemployment Rate**	5.5%	7.2%
ESTABLISHMENT OF PROGRAM		
Funding	Vocational Education Act of 1963	Vocational Education Amendments of 1968
Date Developed	Spring of 1965	Fall of 1970
Current Funding	Vocational Education Amendments of 1968, Part B	Vocational Education Amendments of 1968, Part B

NOTE: **Districts are identified in final page of book.*
***Source and date: Alta Yetter, Research and Statistics, H.R.D., Santa Ana, June, 1972.*

DISTRICT NO. THREE	YOUR SCHOOL DISTRICT
Six high schools (10-12th grade) Total enrollment: 15,794 Caucasion (predominant) Mexican-American Negro Oriental 6.3% Vocational Education Act of 1963 Spring of 1967 Vocational Education Amendments of 1968, Part B	

IMPORTANT FACTS CONCERNING THE PROGRAM	DISTRICT NO. ONE	DISTRICT NO. TWO
ESTABLISHMENT OF FUNDING - cont'd		
Current Advisory Committee-Size and Members	7: Supervisor, Children's Center and Head Start Director of Private Nursery Schools (2) Member of Local Board of Education Curriculum Director Community Representative (mother of former student) Teacher of Class (chairman)	21: Director of Children's Centers (2) Director of Private Nursery School (1) Community Representative (Child Guidance Clinic) (1) Home Economics Teachers (2) School Administrators (4) Vocational Counselor (1) Vocational Projects Supervisor (1) Supervisors of Head Start (3) Director of Church Nursery School (1) Superintendent of School District (1) Head Start Teacher (1) Supervisor of City Recreation Dept. (1) Community College Representative (1) Teacher of Class (chairman) (1)
Staff	1 Home Economics Teacher	1 Home Economics Teacher
Training Sites	Children's Centers (2) School District Preschool (Head Start Programs) (3) Private Nursery Schools (3)	Children's Centers Head Start Programs (OEO) Private Nursery Schools School District Head Starts City Parks & Recreation Nursery School Elementary Schools

DISTRICT NO. THREE	YOUR SCHOOL DISTRICT
17: Director of Early Childhood Education(1) Director of Private Nursery School (5) Director of Church Nursery School (1) Director of School for Handicapped (1) Director of Occupational Preparation(1) Representatives from Occupational Preparation (2) Representatives from Department of Social Welfare (1) Community College Representative (1) Community Improvement League (1) School Administrator (1) Consultant, Early Childhood Educ. (1) Teacher of Class (chairman) (1) 1 Home Economics Teacher 1 Teacher Aide (full-time) 1 Teacher Aide (part-time) State Children's Center Head Start Program (OEO) Special Schools Private Nursery School School District Preschool (Head Start) Elementary Schools Church Nursery Schools	

IMPORTANT FACTS CONCERNING THE PROGRAM	DISTRICT NO. ONE	DISTRICT NO. TWO
ESTABLISHMENT OF FUNDING - cont'd		
Transportation	School Bus	Mini-Bus (leased)
SELECTION OF STUDENTS		
Eligibility	Male or Female Junior or Senior Child Development Class or Teacher Recommendation Interest in Young Children Good Attendance Good Health	Male or Female Senior Standing Recommendation by Teacher or Administrator Interest in Young Children Good Attendance Good Health
Enrollment	20	15
STRUCTURE OF PROGRAM		
Duration	1 Year	1 Year
Schedule	2 Consecutive Class Periods (A.M.)	2 Consecutive Class Periods (A.M.)

DISTRICT NO. THREE	YOUR SCHOOL DISTRICT
School Bus (First 6 Weeks) Student Provides Own Transportation To Sites Balance of Year.	
Male or Female Junior or Senior Recommendation by Home Economics Teacher or Vocational Counselor Interest in Young Children Good Attendance Good Health	
125 (2 classes)	
1 Year	
3 Consecutive Class Periods for A.M. Class 2 Consecutive Class Periods for P.M. Class	

IMPORTANT FACTS CONCERNING THE PROGRAM	DISTRICT NO. ONE	DISTRICT NO. TWO
STRUCTURE OF PROGRAM -- cont'd		
Sequence	Initial Training: 6-7 Weeks Field Experience: Approximately 3 9-week experiences, each in a different type of preschool, i.e., private, head start, state children's center. Monday through Thursday, Friday in classroom. Employment Procedures: 1 Week Examinations: 2 Weeks	Initial Training: 6-7 Weeks Field Experience: Approximately 4 6 to 7-week experiences, each in a different type of school and preschool choice. Experience is given with ages 2, 3, 4, 5. Monday through Thursday, Friday in classroom. Employment Procedures: 2 Weeks
Standards for Certificate of Completion	1. Completion of course requirements (as listed in appendix) with a grade of C. 2. Good attendance: Habitual, erratic absence is cause for failure. If lengthy absence due to illness or accident, number of credits is adjusted. Very difficult to make up hours during field experience. 3. Dress regulations: a. Meet standards of each preschool (no levis). b. Each girl should have apron to take to field experience.	1. Meet attendance requirements of each preschool site and high school. 2. Completion of course requirements (as listed in appendix) with a grade of C. 3. Have an up-to-date personal work folder filed with the home economics teacher to include total evaluations, contracts, and interviews. 4. Meet dress standards of each training site.

DISTRICT NO. THREE	YOUR SCHOOL DISTRICT
Initial Training: 6-7 Weeks Field Experience: Approximately 4 7-week experiences. Three assignments are in preschool or K-1st grade. Private and/or special assignment in preschool is with 2, 3, 4, and 5 year olds. Fourth assignment is chosen by student. Monday through Thursday, Friday in classroom. Employment Procedures: 2 Weeks 1. Completion of course requirements (as listed in appendix) to the best of their ability. 2. Good attendance: Habitual, erratic absence is cause for failure. If lengthy absence due to illness or accident, number of credits is adjusted. Very difficult to make up hours during field experience. 3. Dress regulations: a. Appropriate dress to meet standards of each training site (no levis). b. Sensible shoes.	

IMPORTANT FACTS CONCERNING THE PROGRAM	DISTRICT NO. ONE	DISTRICT NO. TWO
STRUCTURE OF PROGRAM - cont'd		
Evaluations	Home Economics Teacher: 1. Written test (child development) 2. Written test (child behavior) 3. Student presentation in class: a. Puppet b. Storytelling c. Music experience d. Science experience e. Flannelboard story 4. Student art portfolio 5. Visitation to the nursery schools for observation of aide, once a week --sometimes twice.	Home Economics Teacher: 1. Written test (child development) 2. Pre-test (2nd day--interpretation of children's behavior) 3. All course requirements (as listed in appendix) for child development 4. Visitation (Maximum of 2 each assignment) to sites. Summary Evaluation--mentioned in Procedural Steps.
	Supervising Teacher: (at each training site) 1. A three weeks evaluation 2. Final evaluation (with written comments)	Supervising Teacher: (at each training site) 1. Six preliminary evaluations on 3x7 cards. 2. One final evaluation (with written comments).

DISTRICT NO. THREE	YOUR OWN DISTRICT
Home Economics Teacher: 1. Written test (child development) 2. Pre-test (second day--interpretation of children's behavior) 3. Picture test--children's behavior 4. Presentation in class: a. Puppet b. Storytelling c. Music experience d. Science experience e. Flannelboard story f. Game 5. Student files a. Holiday file b. Game file c. Picture file d. Art file 6. Visitation (minimum of 2 each assignment) to sites Supervising Teacher: (at each training site) 1. Two preliminary evaluations 2. One final evaluation (with written comments)	

IMPORTANT FACTS CONCERNING THE PROGRAM	DISTRICT NO. ONE	DISTRICT NO. TWO
STRUCTURE OF PROGRAM - cont'd		
Evaluations cont'd	Student: 1. Weekly account of experience at nurseries 2. Roundtable discussions 3. Final overall evaluation of the year's work Constructive criticism by student for upgrading course for coming year.	Student: 1. Reaction cards on program 2. Roundtable discussion

DISTRICT NO. THREE	YOUR OWN DISTRICT
Student: 1. Running daily account 2. Roundtable discussion 3. Essay: "What Impression Do I Make on Children As an Aide" Final: Students plan, prepare, and execute a teaching/learning experience for approximately 2 hours for 25 children (play school type situation). Overall evaluation of year's work, constructive criticism by student for upgrading course for coming year.	

NOTE: It is suggested that home economics teachers keep a record of previous students for the purpose of supplying recommendations to employers upon request and evaluation of long term effectiveness of program.

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APPENDIX

VOCATIONAL EDUCATION AMENDMENTS OF 1968, PART B

The Vocational Education Amendments of 1968 (P. L. 90-576), Part B, authorizes the allocation of federal money for vocational education to the individual states. As a condition of the allocation, each state must submit a plan for the use of the funds to be approved by the funding agency. The California State Plan for Vocational Education is an official agreement between the United States Commissioner of Education and the California State Board of Education. The Plan is based upon guidelines mandated by the U. S. Office of Education and provides the policies and procedures that apply to the operation of the various phases of vocational education which qualify for financial support. In the California State Plan for Vocational Education are outlined personnel and program qualifications. Some of those which apply to home economics education are as follows:

1.32-9 *General Personnel Qualifications. Teachers of vocational education, including teachers of consumer and homemaking education, shall have the following minimum qualifications:*

a. *Professional. Shall hold a valid California teaching credential authorizing the teaching of the vocational subject assigned.*

b. *Occupational Proficiency. Shall have occupational proficiency in the vocational subject assigned commensurate with the grade or difficulty level to be taught. Evidence of occupational proficiency will be based upon at least two years of recent work experience, calculated either consecutively or cumulatively, which is directly related to the occupation to be taught or upon other evidence of equivalent proficiency.*

3.1 *Allocation of Funds to Part B Purposes.*

c. *In the allocation of these funds consideration shall be given to maintaining, improving, and expanding vocational education programs which are realistically determined by demonstrated training needs and on evaluation of existing and anticipated programs and services, so that appropriate vocational education opportunities will be available for all persons of all age groups in all communities of California.*

Based on the use of a formula (which may be changed from year to year), the State Department of Education sets up the district entitlements and sends a letter notifying the districts of the amount of money available for its use during the following school year. The local school district must then make a two part application to the State Department of Education which must be approved before the monies are allocated. Part one of the application consists of the annual vocational education plan and the long range plan; part two consists of the application and a statement of assurances of local compliance with the provisions of the State Plan. The letters of entitlement and the district plan and applications are usually completed in the spring and early summer for the following school year.

Included among the requirements of the state and federal agencies is the proviso that 15 per cent of the monies must be used for disadvantaged students and 10 per cent for the handicapped. Another requirement is that all programs be based upon five categories:

1. Needs and Opportunities Information
2. Planning
3. Student Services
4. Instruction
5. Educational Accountability

These categories may be further broken down into 12 functions:

1. Population Needs Analysis
2. Job Market Analysis
3. Job Performance Analysis
4. Program Planning
5. Vocational Education Promotion
6. Student Recruitment
7. Curriculum Resources and Ancillary Services
8. Guidance and Counseling
9. Placement
10. Vocational Instruction
11. Program Review
12. Evaluation

It is important to note that district entitlements are for all occupational programs in all vocational subject areas. However, the district's entitlement is not affected by the number of programs or the kind of program so long as its plan is approved by the State Board. To clarify: all of a local district's funds might be used in one or two programs, or the funds might be divided among a number of programs; all of a local district's funds might be spent in one vocational area, or the funds might be divided among several subject matter areas with the State Board's approval.

If a teacher creates a new program and applies to the local administration to have it funded, the local district cannot apply to the State Board for more funds. The district must simply decide whether to divert a part of the entitlement it receives to the new program or whether its priorities lie in another direction. Whatever the final decision, the two-part district plan when approved by the State Board becomes an official agreement between the State Board and the district as to how the federal funds will be used.

CODE NUMBERS AND TITLES
FOR HOME ECONOMICS RELATED OCCUPATIONS AND CONSUMER HOMEMAKING EDUCATION

Code numbers and titles which should be used in district plans and in necessary reports to identify specific vocational education programs in Home Economics Related Occupations (HERO) are:

09.02.01	Care and Guidance of Children
09.02.02	Clothing Management, Production, and Services
09.02.03	Food Management, Production, and Services
09.02.04	Home Furnishings, Equipment, and Services
09.02.05	Home Management and Supporting Services
09.02.06	Institutional Management and Supporting Services
09.02.07	Medical Aide and Nursing Services
09.02.08	Education and Social Welfare Aide Services
09.02.99	Occupational Preparation (Specify)

The above code numbers and titles differ from those used to identify programs in regular Consumer and Homemaking Education which follow:

09.01.01	Comprehensive Homemaking
09.01.02	Child Development
09.01.03	Clothing and Textiles
09.01.04	Consumer Education
09.01.05	Family Health
09.01.06	Family Relations
09.01.07	Foods and Nutrition
09.01.08	Home Management
09.01.09	Housing and Home Furnishings
09.01.99	Homemaking, Other

The source of the code numbers and titles is Vocational Education and Evaluations (OE 80061).

DISTINCTIONS BETWEEN CONSUMER AND HOMEMAKING EDUCATION AND HOME ECONOMICS EDUCATION FOR CHILD DEVELOPMENT AIDE

Education for the Job of Homemaker	Education for Child Development Aide
PURPOSE	
The objective is to educate people in performing the activities and assuming the responsibilities involved in making a home life for family members.	The objective is to educate people to the point of employability in specific skills of specific jobs in which employment opportunities exist.
IDENTIFICATION OF NEED FOR TRAINING	
The job of homemaker is universal, and because of the impact of science and technology, the need for education is continuous among all persons.	Through the help of advisory committees, surveys, and studies, identify jobs which need entry-level workers with entry-level skills and workers with higher than entry-level skills.
ANALYSIS OF THE JOB AS BASIS FOR CURRICULUM	
Results of analysis of the information and skills needed for the job of homemaker have divided them into these areas: family relationships, child development, home management and family economics, housing and home furnishings, food and nutrition, clothing and textiles, and family health and safety.	The knowledge and skills needed for specific jobs should be analyzed with the cooperation of employers, individuals, and groups involved with the job.
EXTENT OF INSTRUCTION	
Instruction is given in all areas of homemaking education.	Only the information and skills needed to meet definite standards of performance on specific jobs are taught; this would seldom result in the use of more than a segment of one or more areas of homemaking education.

Education for the Job of Homemaker	Education for Child Development Aide
DURATION OF INSTRUCTION	
Instruction covers a semester, a year, or a succession of semesters or years.	Instruction may be given for a semester, a year, or less, but the length of time must be what the advisory committee believes the job requires.
DEPTH OF INSTRUCTION	
Skills and understanding are developed in depth sufficient for personal benefit and for use of each student as a family member and homemaker.	Skills are developed in sufficient depth to meet standards of performance for employability in particular jobs.
FACILITIES	
Special facilities may or may not be provided; preferably, the home environment is approximated.	Facilities must simulate as nearly as possible the working conditions for particular jobs.
QUALIFICATIONS OF INSTRUCTOR	
The instructor must have professional training and an appropriate credential to teach homemaking education.	The instructor must have professional training and an appropriate credential, and he must be occupationally competent.
CHARACTERISTICS OF TRAINEES	
Homemaking education is for all--boys as well as girls, men as well as women--because everyone is a homemaker.	Each trainee must have characteristics of trainability for a particular job.

Education for the Job of Homemaker	Education for Child Development Aide
OCCUPATIONAL PLACEMENT	
There is no placement after homemaking education instruction.	The school may establish a placement service or make arrangements with the nearest office of the Department of Human Resources Development
EVALUATION	
Follow-up of students is advisable for purposes of continual, thorough curriculum development.	Follow-up of trainees is essential. Follow-up and continual work with an advisory committee are two bases for on-going evaluation and program development.

Adopted from materials presented by:

Dorothy Stone, Regional Supervisor
Bureau of Homemaking Education
California State Department of Education

Workshop on Gainful Employment
California State College, Los Angeles
Spring, 1968

California State Department of Education
Bureau of Homemaking Education
721 Capitol Mall, Sacramento 95814

PURPOSES OF THE ADVISORY COMMITTEE AND GUIDELINES FOR SELECTION OF MEMBERS

Appoint an Advisory Committee and Clarify the Purposes of This Committee:

An advisory committee serves in a consultant capacity to the local school personnel--superintendent, principal, home economics supervisor and/or teacher, guidance director, and vocational director.

The selection of the representative group on the advisory committee will depend upon the type of occupational training program offered. Persons selected should be representative of every element in the particular job.

Purposes of the Advisory Committee for Training Program for Employment:

1. To assist in surveying the occupational training needs of the area and/or share findings of studies made by agencies concerning job opportunities using home economics knowledge and skills.

2. To assist in planning curriculum to insure a realistic and practical program based upon competencies required on the job.

3. To assist in making a job analysis for focusing learning experiences.

4. To provide resource people for special areas of instruction.

5. To assist with setting up of standards for instruction and equipment.

6. To suggest and/or provide equipment, supplies, and facilities for the training program.

7. To suggest standards for the selection of trainees.

8. To assist in interpreting the program to the general public.

9. To assist in clarifying and strengthening relationships with such potential employers as homemakers, business personnel, and health and welfare agencies.

10. To assist with the evaluation of the training program and the success of the trainees on the job.

11. To assist with follow-up studies of trained employees.

12. To actively support the program.

District No. Three
Child Care - Occupational Program

COURSE DESCRIPTION SAMPLE

GOALS:

To train students for employment as preschool and primary teacher aides and better prepare them for their role as parents.

Upon completion of the training program, the student will:

* Have a functional understanding of the basic concepts of child development.
* Be familiar with different types of school programs for the young child.
* Have a background in the techniques of working with children.
* Be able to assist in nursery school, kindergarten, and primary grades with such activities as storytelling, music, science, and art activities.
* Be able to help children develop good personal habits relative to cleanliness and safety.
* Understand the selection, use, and care of various teaching aids and equipment.
* Be familiar with job employment opportunities and able to complete various types of job application forms.

GENERAL COURSE REQUIREMENTS:

I. Observation and participation in three of the following areas:

* Nursery School
* Kindergarten
* Primary Grades
* Special Schools

A. Experiences at the nursery school level to include:

1. An observation period
2. Assisting with both indoor and outdoor play
3. Assisting with the nutrition period
4. Assisting with housekeeping duties
5. Assisting in the bathroom
6. Opportunity to plan and assist in an experience in at least two of the following areas:
   a. Art
   b. Literature
   c. Music
   d. Science

B. Experiences at kindergarten and primary grade levels to include:

1. Helping each day with the arrangement and preparation of materials
2. Assisting in maintaining a clean and pleasant classroom environment
3. Opportunity to plan and assist in an experience in at least two of the following areas:
   a. Art
   b. Literature
   c. Music
   d. Science
4. Opportunity to assist children in physical activities

II. Class work to include the following specific objectives:

A. Prepare, present, and evaluate at least one project in each of the following areas:

1. Art
2. Literature
3. Music
4. Science

B. Observe an individual child and record pertinent data regarding social, motor, and mental abilities.

C. Plan, construct, and evaluate a bulletin board for an assigned learning experience.

D. Compile a picture file and demonstrate its use.

E. Construct and demonstrate use of a simple hand puppet or other homemade toy.

F. Construct and demonstrate use of a simple musical instrument.

G. Construct a flannel board and demonstrate its use.

H. Complete an art portfolio containing samples of, and directions for, techniques demonstrated.

I. Compile a file containing samples of art activities for special days (Halloween, Thanksgiving, Christmas, Valentine's Day, Easter, Mother's Day), including instructions for each and appropriate age level.

J. Compile a game file of indoor and outdoor games appropriate for the young child (minimum six games), including instructions for each game.

K. Keep a notebook containing class notes, fingerplays, songs, dittoed materials, and suggestions for creative activities.

L. Keep a daily account of experiences while in training (form provided-turned in weekly).

District No. Four
Child Care Aide

COURSE OUTLINE SAMPLE

Unit

I. Scope and Purpose of the Preschool Experience

A. The Physical Plant
B. The Teachers, Assistant Teachers, and Aides
C. Who Are the Children?
D. Parents and the School
E. General Routines
F. What a Nursery School Program Will Offer
G. Facets of the Child Care Center

II. Student Analysis

A. Expressed Desire to Work with Young Children
B. Social and Emotional Maturity Adaptation to Chronological Age
C. Willingness to Learn About Children
D. Physical Appearance and Personal Characteristics
E. Interpersonal Relationships with Others
F. Attitudes, Responsibilities, and Reliabilities

III. Art as a Universal Learning

A. How to Keep Art Important
B. The Stages of Development
C. Do you Understand Scribbling?
D. The Representational Stage at What Age?
E. What are Appropriate Materials?
F. Manipulation of the Materials

G. Beautiful Junk
H. What Can You Do with This and That?
I. Children Love to Make Almost Anything
J. How to Spark and Keep Motivation
K. A Few Important Things to Remember
L. Student Workshop

IV. Expression Through Music

A. Tuning Our Ears to Listen
B. Time for All to Sing
C. Musical Instruments
D. Rhythmic Movement and Dancing
E. Dramatic Play with Music
F. Which Direction and How Much Control?
G. How to Select Appropriate Music
H. Mood Music
I. Student Workshop

V. Discovering the World of Science

A. Do You Create the Interest?
B. Just Letting It Happen
C. Meaningful Experiments
D. A Need to Know, Understand, and Question
E. Mediums to Work With
F. Animals, Our Friends
G. Student Workshop

VI. Variety, the Spice in a Curriculum

A. Water Play, Watch Out?
B. Cooking, Like at Home
C. Carpentry with Real Tools
D. Puppets, A Safe Way
E. Role Playing and Switching
F. Student Workshop

VII. Literature for Young Children

A. The Purpose of Children's Literature
B. Is It Important to Provide the Best?
C. Guidelines for Obtaining the Best
D. Books with Learnings
E. Types of Children's Literature
F. Presentation Methods of These
G. The "What, How, and Why"
H. Student Workshop

VIII. Creative Toys for Creative Children

A. The Kind of Toy Is Important
B. Where to Find Toys
C. What Learnings Come Through Toys
D. Toys as Play Tools of Learning
E. Student Workshop

IX. The Child's Preparation Preliminaries

A. The Background of the "Academic School of Thought"
B. The Background of "Readiness for Learning" Thought
C. A Child's Characteristics that Help Him Learn
D. The Role of Teaching in Helping Children Learn
E. Preliminary Preparation of the Child
F. Don't Rob Childhood

X. One, Two, Three, Are You Ready?

A. What to Expect and Anticipate
B. How to Handle the Unexpected and Unanticipated
C. Love, Understanding, Stamina, and Fortitude
D. Let's Go

XI. Supervised Student Participation
(90 hours, in addition to 90 hours of classroom instruction)

A. Guidance of Children
B. Provision of Appropriate Play
C. Meeting Physical Needs of Children
D. Operate Within a Framework of Cooperative Relationships
E. Practice Effective Personal Behavior

District No. One
Child Development Aide Program

TIME SCHEDULE SAMPLE

(This is one possible suggestion for a two-hour time block program for approximately 20 girls.)

FIRST WEEK

Orientation

1. Types of nursery schools in the area
2. Nursery school schedule
3. Role of the aide

Observation of children's center

SECOND WEEK

First hour: Study of development of the preschool child
Second hour: Workshop

Monday and Tuesday
1. Physical exam (by school doctor). Quote Code
2. T.B. test (Health Center) or school nurse
3. Start school aprons to wear to nursery school

Wednesday - Friday
Books and Stories (A Nursery School Handbook)
1. How to select good books
2. How to read stories to preschool children
3. Care of books
   Demonstration and discussion
   Look at children's books

THIRD WEEK

First hour: Child development
Second hour: Workshop

Monday - Wednesday
Students read aloud and evaluate children's books

Thursday
Demonstrate flannel board stories

Friday
Students select stories of their choice
(Give directions so students can gather supplies.)

FOURTH WEEK

First hour: Child development - Friday: Test
Second hour: Workshop

Monday and Tuesday
Work on flannel board stories (due Wednesday)

Wednesday - Friday
Present flannel board stories and evaluate

FIFTH WEEK

First hour: Cultural characteristics guidelines from Brisbane, The Developing Child
Second hour: Workshop

Monday and Tuesday
Work on puppets (to be completed at home)

Wednesday - Friday
Art
1. Collages
2. Finger painting
3. String painting
4. Soap painting - demonstration sand
5. Easel painting
6. Many others

SIXTH WEEK

First hour: Instruction related to arts and science to include the film "Learning Through the Arts"
Second hour: Workshop

Monday - Wednesday
Continue art work and play dough. Puppets due.

Thursday - Friday
Science discovery experiences for the preschool child

SEVENTH WEEK

First hour: Students observe in the children's center
Second hour: Workshop

Music and record analysis
Finger plays and songs
Bulletin board - examples, discussion
Nursery school assignments and procedures
Explain evaluation sheet used for aides

At the completion of the initial preparation period, the students are assigned to work as aides under the direction of qualified teachers. Each student will have an opportunity, on a rotation basis, to work with nursery, kindergarten, and primary students. Aides contribute to the program by freeing the teacher from daily routine duties.

In addition they assist on the playground, work with individual children to improve developmental skills, and help to create an optimum learning environment.

In the course of each assignment, the aide is required, according to her ability, to plan and assist in the direction of an experience in the following areas:

1. Literature
2. Music
3. Science
4. Art
5. Indoor-outdoor activities

Aides spend four days of each week on the assignment returning to the high school classroom for evaluation and further instruction on the fifth day.

The following suggestions may be used on the fifth day:

1. Additional projects
2. Experiences
3. Field trips
4. Guest speakers
5. Roundtable discussions
6. Exchange of craft ideas

INTRODUCTION TO LEARNING PACKAGE

The activities suggested in the following learning package closely resemble the goals and course requirements mentioned in the preceding sample programs. The format came from the American Home Economics Association, H.E.L.P.S. Department (format by UNIPAC). The unique advantage to the use of this organizational unit or package structure for the students is that the students know what is expected of them, can choose from various activities, can keep them in perspective, and can work at their own speed. For the teacher the advantages are clear organization of program requirements, simplification of directions, more freedom for the teacher in working with individuals, and the ability to provide an open classroom atmosphere encouraging self-motivation of students.

Goals and performance objectives are stated and achieved with a maximum amount of an ongoing student evaluation.

The materials are not to be interpreted as a student handbook that the student completes in isolation. It is a working-learning package involving interaction between students and teacher. It is hoped that by reviewing the following learning package you can develop a similar technique for organizing and presenting the various amounts of information and experience needed to carry out a child development aide program.

TEACHER SECTION

TITLE: WANTED: CHILD CARE AIDES WITH EXPERIENCE

SUBJECT: VOCATIONAL CHILD CARE AIDE PROGRAM: developing techniques and skills through experience.

PERFORMANCE LEVEL:

Maturity level: Secondary
Complexity level: Beginning
Taxonomic level: Affective

This package is designed to be used during actual preschool and kindergarten experience as child care aides.

PURPOSE: The learner upon completion of this package will have gained experience and confidence as a child care aide for young children.

PRODUCED: Mrs. Barbara Baumanns

ADDRESS: Leuzinger High School, 4118 West Rosecrans, Lawndale, CA 90260

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CONCEPT OR GENERALIZATION TO BE LEARNED:

Through actual experience as a child care aide in various types of preschools and kindergartens, the learner will gain understanding and confidence in working with small children.

COMPONENT IDEAS:

1. Recognizing a good preschool program.
2. Relation of routines to the types of preschool programs
3. Develop techniques and skills for working with young children

INSTRUCTIONAL OBJECTIVES:

1. List in writing with 100 percent accuracy five characteristics of a good preschool program and the types of nurseries and their characteristics.

2. Observe and participate in four of the following for a 7 to 8-week period:
   a. Nursery School
   b. Head Start
   c. Children's Center
   d. Kindergarten

3. Prepare and present one project in each of the following areas at each nursery assignment:
   a. Art
   b. Music
   c. Literature
   d. Science

4. Complete Observation Forms I, II, and III at three different sites.

5. Complete four Developmental Inventories, one at each nursery or kindergarten assignment.

TO THE TEACHER

I. INSTRUCTIONAL APPROACH

The learner in using this package during actual on-the-job training will use the discovery approach especially when completing his lessons. The teacher should not make any verbal comments until the learner has a chance to observe the situation for himself.

II. IDENTIFICATION OF THE LEARNERS

Maturity Level: Secondary, post-secondary
Complexity Level: Beginning
Taxonomic Level: Affective

The only prerequisite of the learner before attempting this package is that the learner like children. Special skills such as a musical skill, athletic skill, artistic skill, bi-lingual, etc., could be helpful.

III. SPECIAL INSTRUCTIONS

A. Equipment Needed: Tape recorder and player, cassette

B. Materials Needed: A Nursery School Handbook by Green and Woods. Sierra Madre, California

Resource Unit which would include many materials for the learners to use and borrow:

- Teaching manuals
- Children's books
- Records and rhythm instruments
- Flannel board stories
- Picture cards
- Science materials

Aprons and name tags
1/4" square graph paper
Furniture cut-outs

C. Media Needed: Empty tape cassette

D. Facilities Needed: Various good nursery schools, head starts, children's centers, and kindergarten classes to use as training sites for the learners. Means of transportation to the sites.

IV. EVALUATION INSTRUCTIONS

A. Special Requirements:

The teacher should investigate what types of nurseries are in her area and investigate their characteristics and qualifications. After doing this she should make a tape recording of her findings.

The teacher should distribute the weekly and quarterly learner evaluations to the various training sites and collect them at regular intervals.

B. Test Keys:

To qualify for federal Vocational Education Act funds under the V.E.A. Amendments of 1968, you must meet certain requirements, one of which is forming an advisory committee consisting of administrators, training site representatives, vocational counselor, community representative, community college representative, etc.

In place of a pre-test and self-test, we have the following means of evaluation:

Formative Evaluation - Initial advisory committee meeting dealing with the curriculum of the course.

Continuing Evaluations - Weekly and quarterly evaluations completed by the training sites.
Friday group evaluations by students in the class.

Summative Evaluations - Final advisory committee meeting at the end of the school year to evaluate the year's program and make suggestions for improvement.

V. POST-TEST

Replaced by the final evaluation. If the learner receives all four quarterly evaluations and completes all the requirements of the course, he or she will receive a final evaluation and certificate of completion at the end of the school year.

WEEKLY EVALUATION

Leuzinger High School
4118 West Rosecrans Avenue
Lawndale, California 90260

Vocational Child Care Aide Evaluation[1]

TRAINING STATION _____ STUDENT _____

	Excellent	Good	Needs Improvement
I. Work Habits:			
Cooperation			
Judgment			
Attitude Toward Authority			
II. Relationship to Children:			
Understanding Children			
Enjoyment and Interest in Working with children			
III. Skills:			
Indoors			
Outdoors			
IV. Personal Appearance:			
Well Groomed			
Appropriate Dress			
Cleanliness			
V. Punctuality:			

Comments:

[1]Virginia Pricer, Long Beach Unified School District

FINAL EVALUATION

Leuzinger High School
4118 West Rosecrans Avenue
Lawndale, California 90260

Vocational Child Care Aide Program[2]

STUDENT _____ DATE _____ TRAINING STATION _____

Possible ratings: 1 - Excellent, 2 - Good, 3 - Average, 4 - Needs To Improve
Please indicate in the column to the right the number which most nearly describes the aide's achievement. Mark only those which apply.

		Rating Column
I.	Work Habits and Personal Characteristics:	
A.	Appearance (appropriate dress, cleanliness)	( )
B.	Attendance - punctuality	( )
C.	Initiative	( )
D.	Adaptability - adjusts to various situations	( )
E.	Cooperation	( )
F.	Reliability - follows instructions	( )
G.	Judgment	( )
H.	Voice quality	( )
I.	Assurance	( )
J.	Ability to work with others	( )
K.	Attitude toward authority	( )
L.	Personality - pleasant attitude toward children and co-workers	( )
II.	Relationship to Children:	
A.	Understanding of children	( )
B.	Techniques in guiding children	( )
C.	Sensitive to individual differences	( )
D.	Skill in working with individual children	( )
E.	Enjoyment and interest in working with children	( )

7T

III. Skills

A. Preparation and presentation of creative project ( )
B. Ability to present musical experience ( )
C. Skill in presenting science experiences ( )
D. Skill in language experiences:
   1. Reading or telling a story ( )
   2. Talk and share time ( )
   3. Fingerplays ( )
   4. Imaginative use of puppets and other aids ( )
E. Skill in organization and follow through ( )
F. Ability to hold attention of a group ( )
G. Construction of bulletin boards - visual aids ( )
H. Assisting in:
   1. Outdoor play ( )
   2. Indoor play ( )
   3. Nutrition ( )
   4. Bathroom routine ( )
I. Knowledge and awareness of health and safety regulations ( )
J. Clerical skills ( )
K. Other (indicates any outstanding ability such as proficiencies on a musical instrument, etc.) ( )

[2]Virginia Pricer, Long Beach Unified School District

POST-TEST

FINAL EVALUATION

EVALUATION OF PERSONAL AND SOCIAL CHARACTERISTICS

Characteristics:

	Excellent	Good	Fair	Poor
1. Seriousness of purpose				
2. Cooperation				
3. Courtesy				
4. Dependability				
5. Loyalty				
6. Honesty - Integrity				
7. Industriousness				
8. Initiative				
9. Personal appearance				
10. Self-control				
11. Responsibility				
12. Concern for others				
13. Leadership				
14. Emotional stability				

Comments:

WANTED: CHILD CARE AIDES WITH EXPERIENCE

VOCATIONAL CHILD CARE AIDE PROGRAM: Developing Techniques and Skills Through Experience

INTRODUCTION

Your attitude and dependability play a basic role in the evaluation you receive at the end of each nursery or kindergarten experience. Try to make each experience as meaningful as you can.

On the following page are the dates of the four aide experiences. When they begin and end should be noted. If you find that you are ill and cannot attend, please notify the supervising teacher.

Remember, if the nursery in which you are working thinks that you have been absent more than is acceptable, they are instructed not to give you an evaluation at the end of the school year.

Please follow the instructions carefully in each lesson, and in so doing you will be meeting some of the requirements for the certificate of completion.

VOCATIONAL CHILD DEVELOPMENT AIDE
PROGRAM CALENDAR

Please note the following:

Class instruction begins (6 weeks, 2 hours per day) _____

Nursery work experience begins _____

First Aide change _____

Second Aide change _____

Third Aide change _____

Aides complete nursery work experience _____

List of all holidays affecting nursery work experience:

Veterans Day _____

Thanksgiving _____

Winter holiday _____

Semester finals _____

Washington's birthday _____

Spring vacation _____

CONCEPT OR GENERALIZATION TO BE LEARNED:

Through actual experience as a child development aide in various types of preschools and kindergartens, the learner will gain understanding and confidence in working with young children.

LEARNING OBJECTIVES:

Upon completion of this learning package you will have developed techniques and skills for working with children. You will have demonstrated this by successfully accomplishing the following objectives:

1. List in writing with 100 percent accuracy five characteristics of a good preschool program.

2. List in writing with 100 percent accuracy the types of nurseries in your area and their characteristics.

3. Observe and participate in four of the following for a 7 to 8-week period:
   a. Nursery School
   b. Head Start
   c. Children's Center
   d. Kindergarten

3. Prepare and present one project in each of the following areas at each assignment:
   a. Art
   b. Music
   c. Literature
   d. Science

5. Complete Observation Forms I, II, III at three different sites.

6. Complete four Developmental Inventories, one at each nursery or kindergarten assignment.

PRE-TEST

In place of the pre-test and post-test you will be given weekly and quarterly evaluations from your training site teacher. Please read these evaluations and note weak areas so you may improve or seek additional help from your teacher. The teacher may want to go over your evaluations with you. You will also receive a final evaluation over your entire package by your supervising teacher in the classroom. This evaluation will be used when making recommendations to future employers as a job reference.

LESSON I

Setting the highest standards for learning is the job of a good preschool program.

Component Idea

Recognizing a good preschool program.

Objective

List in writing with 100 percent accuracy at least five characteristics of a good preschool program.

Instructions

You must complete either Activity 1 or 2, after which you must complete Activities 3 and 4. As you carry out the activities selected, it will be helpful for you to begin compiling your list of good preschool characteristics. You must complete the Self-Test.

Learning Activities

1. Read page 10 in A Nursery School Handbook by Green and Woods.

2. Listen to a taped recording of "A Good Preschool Program."

3. Make a 1/4" scale drawing of a good nursery school building and playground including the major furniture and built-in facilities.

4. Make a complete list of all large equipment that is needed for a good preschool program. Use the Nursery School Handbook by Green and Woods as a guide.

Self-Test

On a separate sheet of paper, list five characteristics of a good preschool program. After completing the test, look up the answers in your reference material from the package and your reading.

LESSON II

Each individual nursery school has certain routines to aid children in planning their day.

Component Idea

Relationship of routines to the types of preschool programs.

Objective

List in writing with 100 percent accuracy the types of nurseries in your area and their characteristics.

Instructions

Complete all three learning activities.

Learning Activities

1. Read pages 31-44 in a Nursery School Handbook by Green and Woods.
2. List in time order the typical nursery school schedule. Do this on a separate sheet of paper.
3. Identify the types of nurseries according to their description while listening to the tape on the "Different Types of Nurseries in Our Area" presented by the teacher.

Self-Test

On a separate sheet of paper list the types of nurseries in your area and their characteristics. After completing the test, listen to the above tape again and check your answers.

LESSON III

Actual on-the-job training is the best teacher.

Component Idea

Develop techniques and skills for working with young children.

Objective

1. Observe and participate in a nursery school.

2. Prepare and present one project in each of the following areas:
   a. Art
   b. Music
   c. Literature
   d. Science

3. Complete Observation I, II, III.

4. Complete one Developmental Inventory.

Instructions

Complete all four activities.

Learning Activities

1. Go to your assigned nursery school Monday through Thursday. Spend each Friday back in the classroom for self-evaluation. Be in attendance 90 percent of the time.

2. Prepare and present one project in each of the following areas during the 7-8 weeks of your assignment:
   a. Art - Consult the teaching manuals and also previous Learning Packages for this area.
   b. Music - You may check out and use any of the materials in the resource unit.
   c. Literature - You may check out and use any of the books, flannel board stories, and picture cards in the resource unit.
   d. Science - You may check out and use any of the science materials available.

Each activity must be completed by the student and the Project Form signed by your training site teacher at the time of the activity. A sample of the Project Form is at the close of this package along with samples of the Observation Forms I, II, and III plus the Developmental Inventory.

3. Complete Observation Forms I, II, and III.

4. Complete one Developmental Inventory.

Self-Test

Friday evaluation sessions in the classroom with the teacher.

LESSON IV

Working in a Head Start can be challenging and most rewarding.

Component Idea

Develop techniques and skills for working with young children.

Objective

1. Observe and participate in a head start.

2. Prepare and present one project in each of the following areas:
   a. Art
   b. Music
   c. Literature
   d. Science

3. Complete Observation Forms I, II, and III.

4. Complete one Developmental Inventory.

Instructions

Complete all four activities.

Learning Activities

1. Go to your assigned head start class, Monday through Thursday.

2. Prepare and present one project in each of the following areas during the 7 to 8-week period. Use and check out any materials in the Resource Unit and also consult previous Learning Packages

on this material:
a. Art
b. Music
c. Literature
d. Science

Have your Project Sheet signed by your head start teacher at the time of the project.

3. Complete Observation Forms I, II, and III and hand in for credit.

4. Complete one Developmental Inventory and check in with teacher for credit.

Self-Test

Friday evaluation session in the classroom.

LESSON V

Observing different age groups is the unique aspect of working in a children's center.

Component Idea

Develop techniques and skills for working with young children.

Objective

1. Observe and participate at a children's center Monday through Thursday.

2. Prepare and present one project in each of the following areas:
   a. Art
   b. Music
   c. Literature
   d. Science

3. Complete Observation Forms I, II, III.

4. Complete one Developmental Inventory.

Instructions

Complete all four activities.

Learning Activities

1. Go to the assigned children's center Monday through Thursday.

2. Prepare and present one project in each of the following areas during the 7 to 8-week period. Use

and check out any materials in the Resource Unit and also consult previous Learning Package on this material:

a. Art
b. Music
c. Literature
d. Science

Complete the Project Form and have it signed by your training site teacher at the time of each project.

3. Complete Observation Forms I, II, and III and check with teacher for credit.

4. Complete one Developmental Inventory and check with teacher for credit.

Self-Test

Friday self evaluation in the classroom.

LESSON VI

A child care aide can help the kindergarten teacher develop good habits in children.

Component Idea

Develop techniques and skills for working with children in kindergarten.

Objectives

1. Observe and participate in a kindergarten classroom.

2. Complete one Developmental Inventory.

3. Perform duties assigned by the teacher in the kindergarten.

Instructions

During the course of your assignment in a kindergarten, you are to complete as many Learning Activities as you can, paying particular attention to the duties assigned to you by the kindergarten teacher. There will be no specific projects required unless of course they are requested by the kindergarten teacher.

Learning Activities

1. To work at all times under the direction of the teacher.

2. To present a pleasing personal appearance, wearing clothing that is appropriate for the classroom and the play yard.

3. To learn the correct form of manuscript writing.

4. To help each day with the arrangement and preparation of the materials.

5. To assist in maintaining a clean and pleasant classroom environment.

6. To participate with children in such activities as outdoor and indoor games, songs, and dramatic presentation.

7. To help children develop habits related to personal cleanliness, eating, physical fitness, safety at home, school, and in the community.

8. To help in maintaining good relationships with parents.

9. To learn how to operate and where to locate the audio-visual equipment.

10. To share personal abilities and interests.

11. To perform duties assigned by the teacher.

12. To complete one Developmental Inventory and check with teacher for credit.

Self-Test

Friday evaluations in the classroom.

PROJECT FORM

Training Site _____ Name of Student _____

ART PROJECT: _____

Concept Learned: _____ (shapes, colors, textures, etc.)

Materials Needed: _____

Date Completed: _____ Teacher's Signature: _____

Comments:

MUSIC EXPERIENCE: _____

Props Used If Any: _____

Response Of Children: _____

_____

Date Completed: _____ Teacher's Signature: _____

Comments:

LITERATURE EXPERIENCE: _____

Materials Used: _____

_____

Date Completed: _____ Teacher's Signature _____

Comments:

SCIENCE PROJECT: _____

Materials Used: _____

_____

Date Completed: _____ Teacher's Signature _____

Comments:

OBSERVATION FORM I*

THE PHYSICAL SET-UP

1. How many rooms are there in the nursery school building?

2. For what purpose are these rooms used?

3. Is there sufficient space for children's activities?

4. Is there sufficient light and air in each room?

5. Can the children see out of the windows?

6. Are the color combinations harmonious and in good taste?

7. What has been done to make the rooms attractive?

8. Are there open shelves or other accessible places for children to keep toys?

9. What provisions have been made for children's wraps?

10. What provisions have been made for children's safety?

11. Describe the surface of the yard:

Dirt ____ Grass ____ Cement ____ Black top ____ Dusty ____ Damp ____ Rocky ____

*A Nursery School Handbook for Teachers and Parents by Marjorie M. Green and Elizabeth L. Woods. Permission is granted by the authors to reproduce this form exactly as written in any quantity desired.

OBSERVATION FORM II*

THE CHILDREN

1. About how many children do you see in the nursery school?

2. Are they together in one group?

3. List some specific things the children are doing:

4. What play equipment is used most often by the children?

5. List the play materials which lend themselves to muscular development:

6. List the play materials which lend themselves to imaginative and creative play:

7. List some examples of associative or cooperative play that you observe:

8. Are there any children who do not engage in play activities?
   Describe:

9. Did you see any quarreling or antagonism? If so, describe:

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OBSERVATION FORM III

CHILD

1. A Diary Record or a "Running" Record.

Select a child and observe him or her for five different ten-minute periods noting as much detail as possible including his exact words, indicating time intervals, adding any impressions, and reporting in this form:

Record of _____ Date _____ Observer _____

Time: Setting: Record: Impressions:

WHEN OBSERVING A CHILD LOOK AT HIS:

Physical Appearance:
What does the child look like? How is he dressed? Does he seem to be in good physical health, or not?

Body Movement and Use of Body:
Are his body movements characteristically quick or slow? Does he seem "at home" with his body, or still clumsy, unsure? Are his large muscle and small muscle coordination about equally developed or is one more developed than the other? How much of what he is feeling is expressed through his body?

Facial Expressions:
How much of what he is feeling is expressed in his facial expressions? Do his reactions minute by minute "show" in his face? Does he characteristically maintain a "deadpan" expression?

Speech:

How much of what he is feeling is expressed through his tone of voice? Is his voice generally controlled, or does it express changing moods? If he get upset, does he talk more or less than usual? Is this a child to whom speech is an important means of communication? Does he like to play with speech, making up chants, puns, stories? Is his speech fluent, average, choppy, inarticulate?

Emotional Reactions:

How and when does he exhibit happiness, anger, sadness, doubt, etc.? Does he seem to have too little control over his feelings?

Relationship With Other Children:

Does he seek out other children? How and when? Does he seek out specific children? Does he wait until someone seeks him out? How does he respond to another child's invitation to play? Does he spend a lot of time watching other children? Is he generally a "leader;" "follower;" sometimes one or the other? Is he comfortable with other children? Are his ways of relating to other children age-appropriate; precocious; immature?

Relationship With Adults:

Does he seem basically to trust adults or mistrust them? How does he show this?

Does he go easily to any adult, or only to specific people?

Does he seem comfortable and friendly with adults; clinging; demanding; anxious; placating; defiant; different at different times and/or with different people?

Does he seek adults out for comfort, or avoid being comforted by them? Does he ask for their help? When and how? How does he ask to be limited? Does he spend a lot of time watching adults?

Are his ways of relating to adults age-appropriate; precocious; immature?

---

2. Write a few brief paragraphs on the child you did your five different Diary Records on. Check it with your teacher for credit.

DEVELOPMENTAL INVENTORY

Child's Name _____ School _____

Birth Date _____ Age _____ Teacher _____

I. MOTOR DEVELOPMENT

A. Use of Large Muscles

1. Walks and runs freely _____
2. Skips on one foot. If on two feet, mark ++ _____
3. Goes up and down steps without holding on _____
4. Controls body securely on apparatus _____
5. Shows vigor and energy in attack on work _____

B. Use of Small Muscles

1. Dexterity: (underline) right, left, ambidextrous _____
2. Puts on and takes off wraps, aprons _____
3. Hangs up wraps _____
4. Unbuttons, unzips pants, sweaters, etc. _____
5. Buttons, zips pants, sweaters, etc. _____
6. Washes hands and toilets by self _____

7. Builds floor blocks securely _____

8. Shows controlled coordination with: tools, materials, paste, scissors, hammer _____

II. INTELLECTUAL DEVELOPMENT

1. Remembers school routines _____

2. Recalls words and phrases from stories and songs _____

3. Concentrates on work; is not easily distracted _____

4. Is alert, responsive to environment: aware of changes _____

5. Is curious; asks questions _____

6. Shows interest in natural science _____

7. Shows interest in manipulating materials: sand, clay, paint, fingerpaint, wood, puzzles _____

8. Shows ability in manipulating these materials _____

9. Knows primary colors (mark ++ if knows more) _____

10. Shows interest in pictures _____; books _____ _____

11. Expresses self well--adequate vocabulary for age _____

12. Talks to others. If too talkative or too quiet mark - (underline which) _____

13. Does not whine or complain _____

14. Has no enunciation defects; baby talk, lisp, grunt _____

15. Reaction to story hour: listens well _____

16. Reaction to music

a. Interest: Listens _____

Participates _____

b. Singing: Sings with the group _____

Sings alone, carries tune _____

c. Rhythms: Responds freely. If -, explain _____

Shows sense of rhythm. If keeps time, mark ++ _____

17. Participates in dramatic play (underline) music, blocks, playhouse, running games _____

III. SOCIAL DEVELOPMENT

1. Plays happily by self _____

2. Plays with others: friendly _____; hostile _____ _____

3. Response to conflicts: If -, underline: seems afraid; starts conflicts _____

4. Is willing to take turns, share, accepts priorities _____

5. Is considerate. If helps others, mark ++ _____

6. Is not over-concerned with others misdeeds. If -, underline: tattles, helps teacher _____

7. Upholds own right. If -, underline: aggressive; timid _____

8. Does not tease, annoy, hurt others _____

9. Responds to adult suggestion or commands without being evasive, negative, alibi. Underline if -. _____

10. Pays attention or listens when spoken to _____

11. Cooperates in following school routines _____

12. Initiates own activity _____

13. Is part of a group. If leader ++. Too easily led -. _____

14. Does not show overdependence on adults _____

15. Is willing to accept help when needed _____

16. Takes care of toys, books, etc. _____

17. Shows willingness to help put toys away _____

18. Is not objectionably bossy _____

19. Displays sense of humor. If makes up jokes, ++ _____

20. Is popular _____

21. Is dependable _____

IV. EMOTIONAL DEVELOPMENT

1. Attends school without reluctance _____

2. Is spontaneous: not repressed, shy, withdrawing, self-conscious, tense _____

3. Not too sensitive to actions or words of teacher _____

4. Is seldom disturbed; not easily upset by the disagreeable, exciting, unexpected _____

5. Is generally happy. If -, explain _____

6. Recovers quickly from irritation, frustration, failure _____

7. Does not show off in silly or self-conscious way _____

8. Makes normal bid for adult attention, affection _____

9. Is self-reliant; doesn't appeal constantly for help _____

10. Makes decisions or choices _____

11. Shows self control _____

12. Has no nervous traits. If -, indicate what type _____ _____

13. Shows a normal reaction to animals _____

V. TEACHER'S SUMMARY

To be filled in and dated.

Student signature _____ _____ Date _____

POST TEST

At the end of the entire nursery school and kindergarten work experience program, your teacher will collect and look over all your weekly and quarterly evaluations given you at the different training sites. She will then give you a Final Evaluation based on the other evaluations which will be permanently kept in your Vocational Work Folder filed with your teacher. This Final Evaluation will take the place of your Post Test.

QUEST

You have now reached an end of your on-the-job training. Consider the following quest opportunities as you may find them most beneficial to your future vocation.

1. Go to the local community college to further your professional training and become a fully credentialled nursery, head start, or kindergarten teacher.

2. Apply for a full-time or part-time job as an aide or assistant teacher in:

   a. Head Start Program
   b. Child Care Centers
   c. Private Nursery Schools
   d. Elementary Schools

   (Most sites will want you to continue your education besides working.)

3. Start your own private nursery school. Be sure to meet all the state legal requirements for operating such a school.

BROCHURE SAMPLES

ERIC

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TO: MARY

Dear Graduate:

This is what we knew about you when you left the Child Development Aide Program:

Student Name _____

Address _____

City _____

Phone Number _____

☐ Male ☐ Female

Birthdate _____
(Month) (Year)

After completing this program, I plan to: (check one)

☐ Continue high school or community college program.

☐ Attend school full-time and work part-time.

☐ Work full-time ONLY.

☐ Attend school ONLY.

☐ Work full-time and attend school part-time.

☐ Marry.

☐ Other (specify)

_____

As a result of this program, my first job will be as:

_____
(Job Title)

My ambition in life is to earn a living as:

_____
(Career Field)

PLEASE TELL US WHAT YOU REALLY DID.

Help us improve the program by checking off the statement that best describes the things you are now doing.

☐ I am a housewife.

☐ My job is _____

☐ I obtained a full-time job immediately after completing the program.

☐ I obtained a part-time job immediately after completing the program.

☐ The job I obtained was related to the Child Development Aide Program.

☐ The job I obtained was not related to the Child Development Aide Program.

I obtained a part-time job and attended: ☐ junior college, ☐ four-year college, ☐ private vocational school.

☐ I am not working and need a job.

I am still attending: ☐ junior college, ☐ four-year college and ☐ working part-time, ☐ full-time, ☐ unemployed.

☐ I am furthering my education in early childhood education.

☐ The Child Development Aide Program I took helped me with my present job.

The program was: ☐ very satisfactory, ☐ satisfactory, ☐ unsatisfactory.

☐ The program helped me determine my career interest.

☐ It helped me get a job.

☐ It did not help me get a job.

ERIC

(fold)

Would like to keep in touch with you. Please provide us with the name, address, and telephone number of someone who will always know where you are:

(Your Name)

(Name of Relative or Friend)

(Telephone Number)

(Street Address) (City)

(State) (ZIP Code)

Would you like to make a few comments, such as what you did or did not like about the program. Please write your comments below. Thank you for helping us improve our program.

Detach the survey form and mail immediately.

(fold)

FROM: Mary

TO: District Address

Place Stamp Here

(fold)

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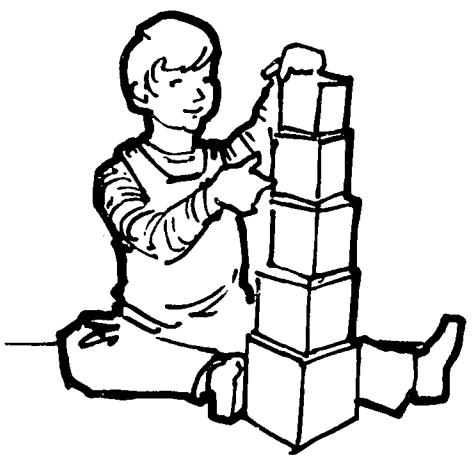

FOR ADDITIONAL INFORMATION
CONTACT THE INSTRUCTOR
MONDAY - THURSDAY

599-2421
Ext. 555
or
426-3648

HAPPINESS IS

TAKING

CHILD CARE OCCUPATIONAL

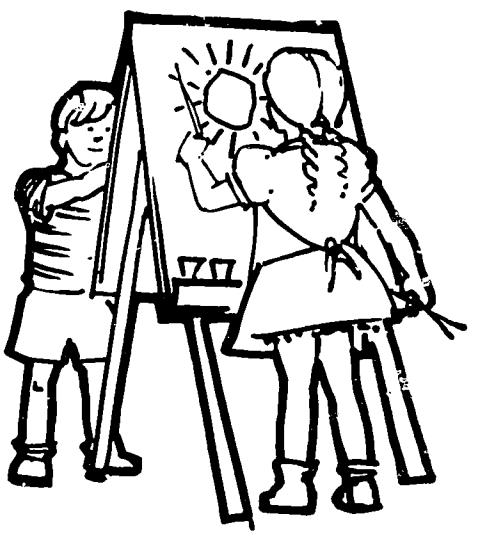

LONG BEACH UNIFIED SCHOOL DISTRICT
OFFICE OF OCCUPATIONAL PREPARATION
701 LOCUST AVENUE
LONG BEACH, CALIFORNIA 90813

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WHO?

Juniors and Seniors 17 years and older with a genuine interest in young children

Students from any Long Beach senior high school may enroll

Good health and dependability are essential

WHAT?

Child Care Occupational Class

A.M. --- 3 hours, 15 elective high school credits

P.M. --- 2 hours, 10 elective high school credits

Six Weeks --- Classroom instruction

Rest of Year --- Practical experience in pre-school and elementary school working with young children

HOW?

* See your counselor about registration for this two semester course
* Enrollment open now for the fall
* Enrollment is restricted to 100 students

WHERE?

Reid High School
1828 Alamitos
on
Business Technology
Campus

Bus transportation to BTC provided from your local high school

WHY?

* Prepare for a position as Child Care Aide in a nursery setting or Teacher Aide in a kindergarten or elementary classroom
* Become familiar with different types of nurseries
* Enables you to work with young children in many interesting areas
* Have a better understanding of the basic concepts of child development
* Prepare for your future as a parent

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RESOURCES

STATE PERSONNEL IN HOME ECONOMICS

STATE DEPARTMENT OF EDUCATION
BUREAU OF HOMEMAKING EDUCATION

Miss M. Catherine Welsh, Chief
Mrs. Nona Verloo, Assistant Chief
Miss Mildred Huber, Special Supervisor

Room 407, Education Building
721 Capitol Mall
Sacramento, CA 95814
Phone 916 - 445-5077

CHANCELLOR OF THE
CALIFORNIA COMMUNITY COLLEGES

Mrs. Velma Johnston
Consultant in Home Economics Education
825 15th Street
Sacramento, CA 95814
Phone 916 - 445-0486

REGIONAL SUPERVISORS, BUREAU OF HOMEMAKING EDUCATION

Mrs. Martha Kamm, Regional Supervisor
4075 State Building
1111 Jackson Street
Oakland, CA 94607
Phone 415 - 464-0734

Mrs. Lucille Valinoti, Regional Supervisor
647 Flume Street
Chico, CA 95926
Phone 916 - 342-9235

Mrs. Dale Rossi, Regional Supervisor
Mrs. Dorothy Stone, Regional Supervisor
809 State Building
217 West First Street
Los Angeles, CA 90012
Phone 213 - 620-3326

Mrs. Maurine Vander Griend, Regional Supervisor
5044 State Building
2550 Mariposa Street
Fresno, CA 93721
Phone 209 - 488-5266

Miss Kathryn Bruce, Coordinator
In-service Education
Home Economics Related Occupations--HERO
Education Building #228
California State University, San Francisco
1600 Holloway Avenue
San Francisco, CA 94132
Phone 415 - 334-3222

Mrs. Martha Eichorn, Coordinator
In-service Education
Consumer and Homemaking Education
1003 Wilshire Blvd.
Santa Monica, CA 90401
Phone 213 - 825-2259

Miss Ruth A. Rodgers, Coordinator
Services for Home Economics Activities
and Resources in Education--SHARE
Consumer and Homemaking Education
1003 Wilshire Blvd.
Santa Monica, CA 90401
Phone 213 - 825-5977

DIRECTORY OF
CITY AND COUNTY SUPERVISORS OF HOMEMAKING EDUCATION

CITY	ADDRESS AND TELEPHONE	NAME	TITLE
Campbell 95008	275 East Campbell Ave. (408) 379-4710	Miss Rose Marie Hornbacher	Supervisor of Homemaking Education Campbell Unified School District
Fresno 93726	3132 East Fairmont (209) 224-4350		Coordinator, Home Economics Fresno Unified School District
Long Beach 90813	715 Locust Avenue (213) 436-9931	Mrs. Sandra French	Teacher on Special Assignment Home Economics Education Long Beach Unified School District
Los Angeles 90012	450 N. Grand Avenue (213) 687-4644	Mrs. Mary Ferguson	Supervisor, Home Economics Division of Career & Continuing Ed. Career Education Services Unit Los Angeles Unified School District
Oakland 94606	1025 Second Avenue (415) 836-2622	Mrs. Opal Massey	Asst. to Vocational Educ. Coordinator Oakland Unified School District
Pasadena 91109	Eliot Jr. High School 2184 N. Lake Ave. Altadena (213) 794-7121	Mrs. Nellie Carlson	Teacher Consultant in Homemaking Educ. Pasadena City Schools
San Diego 92103	Education Center Park Blvd. at El Cajon (714) 298-4681	Mrs. Aina Summerfelt	Home Economics Curriculum Consultant San Diego City Schools
San Diego 92101	835 - 12th Avenue (714) 236-1331, x253	Mrs. Ruth Morris	Supervisor, Adult Home Economics Educ. San Diego Community Colleges

CITY	ADDRESS AND TELEPHONE	NAME	TITLE
San Francisco 94102	135 Van Ness Ave. (415) 863-4680	Kathleen McGillicuddy	Director of Homemaking Education San Francisco Unified School District
South San Francisco 94080	South San Francisco High School 400 B Street (415) 589-6272	Mrs. Rosemary Leach	Coordinator of Homemaking Education South San Francisco Unified District
San Jose 95133	12660 N. Capitol Ave. (408) 251-0570	Mrs. Patricia Williams	Coordinator of Homemaking Education East Side Union High School District
San Jose 95114	1605 Park Avenue (408) 293-5303	Mrs. Mildred Bower	Coordinator of Homemaking Education San Jose Unified School District
San Jose 95112	81 North 7th (408) 293-5400	Mrs. Mark Little	Coordinator for Adult Education Family Life and Homemaking San Jose Unified School District
Santa Clara 95052	P.O. Box 397 1889 Lawrence Road (408) 246-2100, x210	Mrs. Pearl Stephen	Asst. Vocational Educ. Coordinator Santa Clara Unified School District
COUNTY			
Los Angeles 90015	155 W. Washington Blvd. (213) 749-6911, x695	Miss Irene Hughes Mrs. Grace Hibma	Consultant, Career Education Los Angeles County Schools Office
Santa Ana 92705	1250 South Grand (714) 834-3762	Mrs. Marge Remy	Coordinator, Home Economics and Women's Occupations Orange County Dept. of Education
Riverside 92502	4015 Lemon Street (714) 787-2474		Consultant in Home Economics Riverside County Schools Office

AGENCY SOURCES

Due to the changing addresses of most of the following agencies, only the names are included. Consult your local phone book for addresses and phone numbers.

ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (AEYC)
(NAEYC - So.Calif. AEYC - Calif. AEYC, etc.)

ASSOCIATION OF CHILDHOOD EDUCATION INTERNATIONAL (ACEI)

ASSOCIATION OF CHURCH RELATED NURSERY SCHOOLS

CALIFORNIA HOME ECONOMICS ASSOCIATION

CHILDREN SERVICES COUNCIL
(The "4 C's" in some areas - Community Coordinated Child Care)

DEPARTMENT OF SOCIAL WELFARE

DEPARTMENT OF HUMAN RESOURCES DEVELOPMENT (HRD)

PARENT PARTICIPATION NURSERY SCHOOL COUNCIL

PRE-SCHOOL ASSOCIATION (PSA)

POSSIBLE LOCAL RESOURCE PEOPLE
(As Consultants and/or Speakers)

School District Personnel

Vocational Counselor
Health Officer
Special Education Consultant
Speech Therapist
Psychologist
Kindergarten Consultant

Preschool Staff Representatives

Children's Center
Head Start
Private Preschool
Parent Participation
Nursery School
Church Related Nursery Schools

Social Service Representative

Representatives from the Business Community

For information about job interviews, grooming, job ethics.

Others

Specialists:

Art
Music
Science
Literature and Language
Nutrition
Physical Education and Movement
Agricultural Extension Advisors
Parks and Recreation Directors

ANNOTATED BIBLIOGRAPHY

BOOKS FOR HOME ECONOMICS TEACHERS

Cohen, Dorothy, H. and Virginia Atern. Observing and Recording the Behavior of Young Children, College Press, Columbia University, 1970. 372.216*

How and why teachers should observe and record the behavior of young children. Techniques and examples given.

Fraiberg, Selma. The Magic Years, Charles Scribners, 1964, 305 pp., $3.95. 136.7*

A lucid account of the mental and emotional development of the child from infancy to school age.

Goodman, Mary Ellen. The Culture of Childhood, Teacher's College Press, 1970, $6.25 (paperback $3.25).

A cross-cultural study of learning experiences in childhood revealing a wide and diverse range of learning patterns which brings out the need for a universal perspective from which parents and teachers can develop a "child's eye view in their child-rearing." Children from the Philippines, Java, Puerto Rico, New Zealand, Japan, and the Middle East were studied in addition to American children from middle-class and minority backgrounds.

Isaacs, Susan. The Nursery Years: The Mind of the Child from Birth to Six Years, Schocken Books, Inc., 1968, $4.50 (paperback $1.95).

New edition of a work first published in 1929 by a noted child psychiatrist. A discussion emphasizing the child's point of view.

Morgenroth, Molly A.. Story-Songs that Spin Themselves, Corona del Mar: Ed & Molly Morgenroth, 1972.

Ideas for creative curriculum building language, song, rhythmic play for teachers of young children.

---

*Available from Educational Media Center, Orange County Department of Education--shelved under this Dewey Decimal System number.

Pitcher, Evelyn Goodenough; Lasher, Miriam G.; Feinburg, Sylvia; Hammond, Nancy C.. Helping Young Children Learn, Charles E. Merrill Company, 1966.

General curriculum guide.

Stone, L. Joseph and Joseph Church. Childhood and Adolescence, Random House, 1968. 155*

Textbook on child growth and development through adolescence.

Taylor, B.J., A Child Goes Forth, Brigham Young University Press, 1970.

Information and teaching techniques that lead to a better understanding of the development and cognitive abilities of the preschool child. Stresses creative experiences.

Todd, Vivian E. and Helen Heffernan. The Years Before School: Guiding Preschool Children, Macmillan Company, 1964. 372.216*

A book for parents, grandparents, teachers, social workers, nursery school workers, and anyone who would like suggestions about preschool children and programs designed for them.

BOOKS FOR STUDENTS - TEXT

Ames, Louise Bates. Child Care and Development, J. B. Lippincott Company, 1970. 136.7*

The five foci of the book are child development, child care, relationships, education, and health. Each chapter contains a chronological listing of developmental changes.

Baker, Katherine Read and Xenia F. Fane. Understanding and Guiding Young Children. Prentice-Hall, Inc., 1971. 136.7*

Designed for teenagers. Stresses child understanding rather than child care. It approaches child

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*Available from Educational Media Center, Orange County Department of Education--shelved under this Dewey Decimal System number.

understanding through self understanding. Includes child development and growth in the first five years, individual differences, learning experiences. Discusses the influences of the school and community, family life, and handicaps and crises. Colored illustrations.

Brisbane, Holly. The Developing Child, Bennett and Company, 1971.

Designed for teenagers. Covers growth and development during the first 12 years. Units are divided into physical, emotional and social, and intellectual development. Special areas of study include racial characteristics, health and safety, and looking toward parenthood. Colored illustrations and specific examples of children's behavior. Excellent.

Green, M., and E. Woods. A Nursery School Handbook for Teachers and Parents, Sierra Madre Community Nursery School Association, 1968. 372.2412*

Guidelines for preschool school procedures. A classic.

BOOKS FOR STUDENTS - SUPPLEMENT

Anderson, Paul S.. Storytelling, With the Flannel Board Books I and II, T. S. Denison and Co., Inc., 1963.

Excellent stories (patterns for felt characters included) for young children.

Association for Childhood International. Bits and Pieces, Bulletin 20-A, 1967.

Inexpensive arts and crafts.

Blotner, Jacquelyn and Pugh, James. Hop, Skip, Jump, Read, Christian Press, Long Beach, CA, 1971.

A guide of sensory-motor activities for the purpose of enhancing children's growth in the area of reading.

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*Available from Educational Media Center, Orange County Department of Education--shelved under this Dewey Decimal System number.

Carmichael, Viola. Science Experiences for Young Children, Southern California Association for the Education of Young Children, 1969.

Philosophy behind science for young children and how to present a variety of science experiences in preschool settings. Contains good bibliography of books on science.

Colorado Association for Future Homemakers. Preschool Guide, Denver, Colorado, 1964.

"This preschool guide has been designed to provide information and suggestions for those working with young children and for those planning such a program."
Valuable planning and teaching tool, especially if you need the construction plans for building your own preschool equipment.

Cooper, Elizabeth K.. Science in Your Own Back Yard, Harcourt, Brace & World, Inc., 1958.

Helps the teacher find science and nature experiences in everyday places, the backyard, the park, etc.

Grayson, Marion. Let's Do Fingerplays, Robert B. Luce, Inc., 1958. 372.214*

Complete resource of fingerplays. Divided by topic areas.

Head Start. Rainbow Series, Office of Economic Opportunity, Washington, D. C..

Various booklets covering various areas of Head Start. Simply written and illustrated for use with beginning students.

Jenkins, Ella. Ella Jenkins Song Book for Children, Oak Publications, 1969.

Contains guitar cords. Useful with Ella Jenkins records.

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*Available from Educational Media Center, Orange County Department of Education--shelved under this Dewey Decimal System number.

Johnson, Harriet M.. The Art of Block Building, Bank Street Publications.

The use of blocks as a creative, constructive experience for young children.

Landeck, Beatrice. Songs to Grow On, Edward B. Marks Music Corporation, New York, 1950. 780.942*

A collection of American Folk Songs for Children.

McLaughlin, Roberta and Schliestett. The Joy of Music, Summy-Birchard Company, Evanston, Illinois, 1967. Records.

Suggestions for playing of various rhythm instruments and/or auto harp. Banded records can be purchased to enrich the material in the book.

Parker, Bertha Morris. The New Golden Treasury of Natural History, Golden Press, New York, 1968.

A general source of information on rocks, shells, birds, etc.

Schmidt, Oscar. Music for Everyone on the Autoharp, International, Inc.

Simple diagrams and instructions for playing the autoharp.

Scott, Louise B. and J.J. Thompson. Rhymes for Fingers and Flannelboards, Webster Division, McGraw-Hill Book Company, 1960. 372.215*

Well illustrated. Includes many categories of old and new rhymes. One section of rhymes in other languages.

Whitman Books. Print Art, Paper Art, Painting, Whitman Publishing Company, Racine, Wisconsin. $1.00 each.

A series of art books each book covering a different type of art. Within the book materials needed, step processes, and types of projects are included. Excellent illustrations.

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*Available from Educational Media Center, Orange County Department of Education--shelved under this Dewey Decimal System number.

Wylie, Joanne (editor). A Creative Guide for Preschool Teachers, Western Publishing Educational Services, Racine, Wisconsin, 1965.

Goals. Activities. Recommended material for organized preschool program.

Zeitlin, Patty. Castle in My City, Golden Gate Junior Books, San Carlos, California, 1968.

Songs for young children. Illustrations done by children in Watts, California.

RECOMMENDED FILMS AND FILMSTRIPS

Adventures in Nursery Education	Long Beach Chapter of SCAEYC	Available at Long Beach Public Library. (no cost to SCAEYC members)

Shows the types of preschools and discusses the purposes of each. Filmed in Long Beach, California.

Building Children's Personalities With Creative Dance b/w 29 min.	Univ. of California #4463 $18/day	University Industries ES410 $7.50

Gertrude Knight takes a group of young children into the hills. Through positive reinforcement and the warmth and encouragement of her approach to young children, Mrs. Knight helps the children develop individual styles of interpreting music and enhances their abilities at expressing themselves.

Early Expressionists color 15 min.	Modern Talking Picture Service, Inc. 1212 Avenue of the Americas New York, N. Y. 10036

Two- to four-year-old children recording their spontaneous and rhythmic movements with varying art media. Filmed at the Golden Gate Nursery School in San Francisco. Rhoda Kellog has related body movement of children to use of paints and clay. Good for stimulation of discussion of reasons for free choice of materials and limited directives.

Finger Painting color 6 min.	Univ. Indiana RSC-178 $3.20 Orange County #F 440 123

Shows children using this technique for the first time and others who have created pictures and designs this way.

Food As Children See It color 20 min.	General Mills	General Mills Film Dept. Indiana Univ. A-V Center

The story centers around a talk by a child-feeding specialist. He outlines the ideal meal for preschool children, common child feeding problems and suggested solutions, menu planning, and food preparation.

Four Children
b/w 20 min.

Modern Talking Pictures #9056
O.E.O.

The story of four Head Start children, so alike as human beings, so different as people. An intimate look at the children and the homes that influence them.

Guiding Behavior 1966
20 min.

Churchill Films
USC Film Library
Los Angeles County Schools #2969

Shows several spontaneous and unrehearsed nursery school situations in which children need help in managing both group and individual behavior. Depicts "mistakes" as well as skillful handling by teachers. Viewer needs some experience in preschool setting to discuss.

How An Average Child Behaves Ages 1 Through 5
filmstrip and record

Parents Magazine Films, Inc.

Five filmstrips with accompanying record to guide mothers in what to expect as their child grows through the first five years. Cartoons.

Jenny is a Good Thing
color 21 min.

Modern Talking Pictures (English & Spanish - free rental)
Los Angeles County Health Dept.

Children's responses to eating and food experiences in a Head Start group. Shows major role of nutrition program as an integral part of daily activities in a qualtiy Head Start center. (Source: Community Action Commission of Santa Barbara County)

Job Interview - 3 Young Women 1967
color 17 min.

Churchill Films

Excellent for class discussion. Film can be stopped after each interview. Students relate well to situations.

Learning Through the Arts 1967

Churchill Films
USC Film Library
Los Angeles County Schools #2966

Ways in which four children respond and participate in art experiences.

My Art Is Me — 1968 — Child Study Center, U.C. Berkeley — Univ. of California, Extension Media Center, Berkeley #7453 $12.50
color 22 min.

Relationship of art experiences to the total educational program of children.

Nursery School (Planned Program for Three- and Four-Year-Old Children — Atlantis Productions, Thousand Oaks, California
color filmstrip and record

Narrated by Helen Heffernan, former Chief, Bureau of Elementary Education, California State Department of Education, for the Southern California Association for the Education of Young Children. Discusses need for nursery schools and how nursery schools can contribute to the health, education, and welfare of children.

Organizing Free Play — Modern Talking Pictures #9053
b/w 22 min.

The film discusses these questions: What is free play? How do children learn from free play? How does one control free play? Shows organizing learning centers and different types of facilities.

Pancho — Modern Talking Pictures #9052
color 24 min.

The film depicts Pancho, during the course of extensive medical treatment, changing from a listless, apathetic child into a happy, energetic youngster. Head Start setting. Male teacher. Family problems included. Pancho lives in San Luis Obispo County, California.

Planning Creative Play Equipment — Univ. of Calif. Extension Media Center, Berkeley #4960 $9.00
color 16 min.

Sierra Madre Community Nursery School members combine resources and talents to provide imaginative play yards for children of different ages. Inspirational for other communities.

Purple Turtle, The — 1961 — ACI Productions — ACI Productions
color 14 min. — Los Angeles County Schools #1340
Indiana Univ. Audio-Visual Center

Kindergarten children at work with a variety of art media. Provides examples of use of water colors, fingerpaints, cut paper, clay and crayons. The children interpret their art work through song and narration.

Setting the Stage for Learning — 1966 — Churchill Films
b/w 22 min. — USC Film Library
Los Angeles County Schools #2968

Presents scenes of potentially strong learning situations and invites discussion. Intended to make teachers more aware of play activities which promote growth and stimulate imagination and ingenuity in planning in children's learning experiences.

Setting Up a Classroom — Campus Film Productions — Office of Economic Opportunity
color 30 min. — Univ. of California Extension
Media Center, Berkeley #4998 $7.50

Two teachers plan and arrange a classroom a few days before children arrive. They strive to create a functional, flexible environment in which children can grow and develop. The equipment and supplies have been stacked around the room with much of it still in boxes. The teachers sit down and "rough out" a plan on paper before arranging the room. They give reasons for their plan as they work putting the equipment in place. Finally, all of the equipment is in place and the room appears ready for the children's arrival.

Teachers' Aides: A New Opportunity — Modern Talking Pictures #9061
b/w 25 min.

A Head Start training film depicting the training of teachers' aides for preschools. Made by Garland Junior College, Boston, Massachusetts, about their own successful program. Students represent mixed social levels.

Understanding Children's Play
b/w 11 min.

New York University Film Library
Univ. of Calif. Extension Media
Center, Berkeley #5239 $4.00

Designed to show how adults can understand and help children through observation of their use of play materials.

Understanding Stresses and Strains Disney
color 10 min.

Orange County Film #F 1162 SA
Univ. Illinois - 03112 $3.85

A discussion of the psychological side of the health triangle. Social, mental, and physical aspects are examined with emphasis on the pressures and worries of everyday life which can damage man's health.

What Does It Need to Grow?
color 29 min.

Univ. of Calif. Extension Media
Center, 2223 Fulton Street,
Berkeley, CA 94720

A film following the activities of two teachers, showing striking growth in the teachers' abilities to adapt their programs in ways that respect children's individual ideas and interests. It was intended primarily to raise questions and draw attention to important problems in child development, teaching, and educational planning.

PAMPHLET SOURCES

American Red Cross
17th and D Streets, N.W.
Washington, D. C. 20402

Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, D. C. 20016

Association for Family Living
28 East Jackson Blvd.
Chicago 4, Illinois

Child Study Association of America
132 East 74th Street
New York 21, N. Y.

Child Welfare League of America
24 West 40th Street
New York 18, N. Y.

Children's Bureau of Publications
Superintendent of Documents
Government Printing Office
Washington, D. C. 20402

Colorado Association of Future Homemakers of America
510 State Office Building
Denver, Colorado

Early Childhood Education Council of New York
43-51 West 4th Street
New York, N. Y. 10003

Merrell Palmer Institute
71 East Ferry Avenue
Detroit, Michigan 48202

Metropolitan Life Insurance Company
Advisory Educational Group
1 Madison Avenue
New York, N. Y.

National Association for the Education of Young Children
1834 Connecticut Avenue, N.W.
Washington, D. C. 20009

National Association of Mental Health
1790 Broadway
New York 19, New York

National Association for Mentally
Retarded Children
420 Lexington Avenue
New York, N. Y. 10017

National Dairy Council
111 North Canal Street
Chicago, Illinois 60606

National Education Association
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

National Safety Council
425 North Michigan Avenue
Chicago 11, Illinois

Play School Association
120 West 57th Street
New York, N. Y. 10019

U. S. Government Printing Office
Superintendent of Documents
Washington, D. C. 20402

Teachers College Columbia University
Bureau of Publications
New York 19, N. Y.

Texas State Department of Public Welfare
Child Welfare Division
2nd Floor, Old Court House
Dallas, Texas

SOURCES FOR PRESCHOOL SUPPLIES AND EQUIPMENT

American Seating
945 West Hyde Park Blvd.
P. O. Box 4397
Inglewood, CA
Phone (213) 678-4311

Bowman Records
4920 Santa Monica Blvd.
Los Angeles, CA

Children's Music Center, Inc.
5373 West Pico
Los Angeles, CA
Phone (213) 937-1825

Columbia Records
(Available through any music store)

Creative Playthings
5757 West Century
Los Angeles, CA
Phone (213) 776-5136

Educational Record Sales
157 Chambers Street
New York City, New York

Educative Toys and Supplies
6320 Vesper Avenue
Van Nuys, CA

Folkcraft Records
1159 Broad Street
Newark, New Jersey

Folkways Records and Service Corporation
117 West 45th Street
New York City, New York

Golden Records
(Available through any music store)

Lakeshore Equipment Company
1144 Montague Avenue, San Leandro, CA
Phone (415) 483-9750
5369 West Pico Blvd., Los Angeles, CA 90019
Phone (213) 933-5659
16463 Phoebe Street, La Mirada, CA
Phone (213) 523-2613

Nasco
Nasco-West
P. O. Box 3837
Modesto, CA 95352
Phone (209) 529-6597

Young People's Records
Distributed by:
Children's Record Guild
27 Thompson Street
New York City, New York

RESOURCE MATERIALS FOR ESTABLISHING A PRESCHOOL ON A HIGH SCHOOL CAMPUS

Bowles, Catherine, Chairman. Good and Inexpensive Books for Children. Association for Childhood Education International, 1970.

A list of current children's books giving prices, as well as a short statement of each story.

Child Development Group of Mississippi. From the Ground Up: A Book of Ideas for Preschool Equipment, (anon.) Jackson, Mississippi: KIPCO, 1967.

A large pamphlet on play equipment including information on playground equipment, indoor equipment, furniture, and things to collect. It includes illustrations or pictures of most of the materials described.

Colorado Association of Future Homemakers of America. Preschool Guide, CAFHA, 207 State Service Bldg., Denver, Colorado 80203, 1970. $2.50

An explanation of the types of play, types of toys, criteria for the choice toys, suggested list of play equipment for a preschool, and instructions for making play equipment.

Commonwealth of Pennsylvania Department of Public Instruction. Preparing for Employment in Child Care Services in Pennsylvania Schools, Department of Public Instruction, Harrisburg, Pennsylvania, 1966.

Provides guidelines for planning, equipping, and staffing a child care laboratory. Could be used for adapting a home economics room to a child care center.

Community Playthings. Criteria for Selecting Play Equipment for Early Childhood Education. Rifton, New York.

A four-page pamphlet containing criteria to look for in the selection of play equipment. It includes pictures of play equipment being used by children and a chart of what play equipment is used by each age for each type of play activity.

Education Facilities Laboratories. Found Spaces and Equipment for Children's Centers, EFL, 477 Madison Avenue, New York, N. Y. 10022. $2.00

Large illustrations showing various types of places where preschools can be developed. Includes furnitur and equipment, outaoor spaces and outdoor things. A resource for "how to go about it."

Griffin, Louise, compiler. Multi-Ethnic Books for Young Children, ERIC - NAEYC.

A pamphlet containing an annotated bibliography designed for parents and teachers. Books included are for nursery school level through elementary; also some for adults.

Hewes, Dorothy and Hartman, Barbara. Early Childhood Education: A Workbook for Administrators. R. & E. Research Association, San Francisco, 1972.

Book designed to present management theory and principles as they apply to the administration of early childhood programs. The reader is given information to help plan, operate, and evaluate a variety of facilities for young children.

Shoemaker, Rowena M. All In Play, Play Schools Association, Inc., 1958.

Discusses what play is, play activities, inexpensive materials, and choosing equipment and materials in terms of minimum equipment necessary and what extras to add.

Stanton, Jessie and Weisberg, Alma. Play Equipment for the Nursery School, Bank Street College of Education Publication.

A discussion of nursery school equipment in the following broad areas: block play, household dramatic play, water play, manipulative toys for table play, creative art work, woodwork, science work, cooking, reading, number skills, music, rest time, and outdoor play for building large and small muscles.

IDENTIFICATION OF PROGRAMS USED IN "SUCCESSFUL PROGRAMS"

DISTRICT #1: BELLFLOWER UNIFIED SCHOOL DISTRICT

DISTRICT #2: CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT

DISTRICT #3: LONG BEACH UNIFIED SCHOOL DISTRICT

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ACCESSION NUMBER: VT100626

PUBLICATION DATE: 73

TITLE: HEALTH OCCUPATIONS OVERVIEW: A TENTATIVE CURRICULUM GUIDE.

PERSONAL AUTHOR: AGRICOLA, MARY JANE, AND OTHERS

DESCRIPTOR: *HEALTH OCCUPATIONS EDUCATION; *OCCUPATIONAL INFORMATION; *HEALTH OCCUPATIONS; *CURRICULUM GUIDES; GRADE 11; GRADE 12; PHYSIOLOGY; ANATOMY; *TEACHING GUIDES

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 546

ABSTRACT: TO ACQUAINT STUDENTS IN GRADES 11 AND 12 WITH JOB OPPORTUNITIES AVAILABLE IN HEALTH OCCUPATIONS AND TO STIMULATE INTEREST IN HEALTH FIELDS AS A CAREER, THIS GUIDE PROVIDES A 1-SEMESTER COURSE OUTLINE OF PRINCIPLES RELATED TO HEALTH AND PHYSIOLOGY. A 3-COLUMN FORMAT GIVES THE INSTRUCTOR UNIT OBJECTIVES, STUDENT LEARNING ACTIVITIES, AND HEALTH RELATED OCCUPATIONS FOR TEN UNITS OF STUDY. THE UNITS COVER MATERIAL ON HYGIENE AND HUMAN RELATIONS AND THE FOLLOWING PHYSIOLOGICAL SYSTEMS: (1) CIRCULATORY, (2) RESPIRATORY, (3) INTEGUMENTARY, (4) SENSE ORGANS, (5) NERVOUS, (6) MUSCULOSKELETAL, AND DIGESTIVE. (MU)

INSTITUTION NAME: UTAH STATE BOARD FOR VOCATIONAL EDUCATION, SALT LAKE CITY.

VT 100 626

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An Overview of Health Occupations

A Tentative Curriculum Guide

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VT 100 626

Utah State Board of Education

HEALTH OCCUPATIONS

OVERVIEW

OFFICE OF UTAH STATE BOARD OF EDUCATION

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Salt Lake City, Utah
(Revised)
1973

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AN OVERVIEW OF HEALTH OCCUPATIONS

INTRODUCTION

The need for greater numbers of people entering the health occupations field has never been more urgent than at the present time. The rate of growth within the health fields has been phenomenal, largely due to three (3) factors: population explosion, increased longevity, and the advancement in medical techniques.

The purposes of this program are to acquaint the student with the many job opportunities available in health occupations, and to stimulate his interest in the health fields as a career. The students should be guided to think in terms of these needs by a teacher who is aware of the scope of the health occupations; community health service on state and local levels; types of health institutions and medical facilities; importance of health teams; and techniques and terminology as applied to health care. The curriculum is planned to provide the student with theoretical knowledge correlated with selected laboratory experiences.

GENERAL DATA

Length

The curriculum guide is geared to one (1) semester planning. Time should be allowed for both classroom learning and laboratory experience.

Credit

Students

This course requires a certain degree of maturity and an interest in a health career. It is suitable for eleventh and twelfth grade students, male and female.

Suggested Teacher Requirement

A registered nurse, preferably with a B. S. degree and with at least three (3) years of practical experience, either in a hospital or as a public health nurse or an individual with a teaching certificate in the biological sciences or health providing a registered nurse is used as consultant.

Course Objectives

The student will prepare for further education in the health services by:

1. Surveying the many careers in the health field by means of field trips, lectures, and observation of medical personnel on the job.

2. Reviewing specific physiological principles involved in the functioning of the human body as they relate to patient care;

3. Correlating the principles of patient care with an introduction to the health occupations.

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OVERVIEW OF COURSE

Title	Content	Approximate Time
Unit I		
Introduction	A. Introduction to course B. Ethics, moral principles, legal aspects of patient care C. Health agencies 1. Federal 2. State 3. Local D. Members of health team 1. Community 2. Hospital 3. Nursing home E. Related terminology	2 weeks
Unit II		
Hygiene and Asepsis	A. Prevention of infection 1. Handwashing 2. Immunization 3. Personal cleanliness B. Health records 1. Family 2. Patient C. Related terminology	2 weeks
Unit III		
Human Relations and Communication	A. Importance of interpersonal relationships as related to employer, other employees, patient, patient's family B. Communication techniques 1. Verbal 2. Non-verbal C. Related terminology	2 weeks

OVERVIEW OF COURSE

Title	Content	Approximate Time
Unit IV		
Circulatory System	A. Review of anatomy and physiology	2 weeks
	B. Scientific principles of T. P. R. and blood pressure	
	C. Heart disease 1. Congenital 2. Rheumatic 3. Degenerative	
	D. Abnormal blood conditions	
	E. Related health occupations	
	F. Related terminology	
Unit V		
Respiratory System	A. Review of anatomy and physiology	1 week
	B. Respiratory diseases	
	C. Related health occupations	
	D. Related terminology	
Unit VI		
Integumentary System (Skin)	A. Review of anatomy and physiology	1 week
	B. Protective properties	
	C. Skin as sense organ	
	D. Skin as indicator of deviation from normal	
	E. Common ailments and injuries 1. Decubitus 4. Allergies, rashes, etc. 2. Burns 5. Skin cancer 3. Acne	
	F. Related health occupations	
	G. Related terminology	

OVERVIEW OF COURSE

Title	Content	Approximate Time
Unit VII		
Sense Organs	A. Review of anatomy and physiology of eye, ear, nose, throat B. Common ailments and injuries C. Related health occupations D. Related terminology	1 week
Unit VIII		
Nervous System	A. Review of anatomy and physiology B. Review of diseases, accidents, injuries 1. CVA 2. Epilepsy 3. Mental retardation C. Related health occupations D. Related terminology	2 weeks
Unit IX		
Skeletal and Muscular System	A. Review of anatomy and physiology B. Diseases and injuries of system C. Body mechanics 1. Scientific principles 2. Safety factors 3. Care of extremities D. Review of the tooth as part of the skeletal system E. Diseases of the tooth and surrounding tissue F. Related health occupations G. Related terminology	3 weeks

OVERVIEW OF COURSE

Title	Content	Approximate Time
Unit X		
Digestive System	A. Review of anatomy and physiology	1 week
	B. Disorders of the system	
	C. Nutrition and special diet in illness	
	D. Food faddism and quackery	
	E. Related health occupations	
	F. Related terminology	

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Unit Objectives	Student Learning Activities	Health Occupations Reviewed
The student will:		
identify the ethical standards and legal aspects of the health field as outlines by instructor	Review of ethical code of various health occupations	
identify the three divisions of health agencies and the functions of each	Diagrams of health agencies	Federal Agencies: HEW Food & Drug Administration Public Health Director
	Diagrams of Boards of Health	State Agencies: Board of Health Board of Health & Divisions Local Agencies: Board of Health Board of Health & Divisions
identify specified members of the health team	Field trip and/or lecture by hospital administrator	Hospital personnel (including levels of nursing R. N. Baccalaureate Diploma Associate LPN Nurse Aide Nursing home personnel Community health personnel: medical dental veterinarian
	Lecture by environmental engineer or sanitarian	Environmental Engineer

Unit Objectives	Student Learning Activities	Health Occupations Reviewed
The student will:	Lecture by pharmacist	Pharmacist
define specified related terminology	Handout of terminology	

References and Teaching Aids: Learning Medical Terminology Step By Step
Dynamics of Health Care
Copies of Hippocratic Oath, Florence Nightingale Pledge, etc.
Diagrams of Federal, State, and local health department structure
Films: 1, 2, 3, 4

UNIT II - HYGIENE AND ASEPSIS

Unit Objectives	Student Learning Activites	Health Occupations Reviewed
The student will:		
demonstrate his knowledge of prevention of infection by using medically accepted handwashing technique, outlining his personal immunization record, and listing specified areas of personal cleanliness	View demonstration and practice of handwashing technique Make culture of hands before and after washing Outline personal immunization record Field trip to surgical unit Guest lecture by O. R. technician	O. R. Technician Central Supply Supervisor assistant Housekeeping personnel Nurse (Public health nurse) Physician
outline the health record of his immediate family and identify from supplied samples an accurate patient record	Outline health record of immediate family Role play hypothetical court case involving subpoena of patient's hospital record	Medical records librarian Medical records technicia Ward clerk (Unit)
define specified related terminology define specified health occupations	Review of terminology handout	

References and Related Aids: Film: 5, 6, 7, 8, 9, 10
Filmstrip: Medical Asepsis

UNIT III - HUMAN RELATIONS AND COMMUNICATIONS

Unit Objectives	Student Learning Activities	Health Occupations Reviewed
The student will:		
demonstrate ability to relate to employer, other employees, patient, patient's family	Mock interview with employer Role playing with interaction between specified people Recording voice for analysis	Social Worker Psychologist Psychiatrist Psychiatric nurse Psychiatric aide
differentiate between verbal and non-verbal communication techniques as specified by the instructor	Role play types of communication	Occupational therapist Recreational therapist
define specified related terminology define specified health occupations	Review handout of terminology	

References and Related Aids: Film: 3, 26

Filmstrip: Admission and Discharge of Patients

UNIT IV - CIRCULATORY SYSTEM

Unit Objectives	Student Learning Activities	Health Occupations Reviewed
The student will:		
list specified parts of the circulatory system and define the function of each part	Study with diagrams and models of the system	Physician Cardiologist Anesthesiologist Heart Surgeon Pathologist
demonstrate the procedures associated with the circulatory system by taking and recording temperature, pulse, respiration, and blood pressure readings	Examine stethoscope, sphygmomanometer and clinical thermometer View demonstration and then practice taking and recording TPR and B/P readings with classmate	
differentiate between congenital, rheumatic, degenerative heart disease by previously defined characteristics	Lecture by heart specialist or coronary care unit personnel	CUU personnel Inhalation therapist Blood bank personnel
distinguish between normal blood conditions and abnormal blood conditions as specified by the instructor	Field trip to cardio-pulmonary laboratory Field trip to medical laboratory Field trip to blood bank Type own blood	Dietitian Social worker Occupational therapist EKG technician

UNIT IV - CIRCULATORY SYSTEM (con't)

Unit Objectives	Student Learning Activities	Health Occupations Reviewed
The student will:		
define specified related terminology	Review terminology	Bio-medical engineer
define specified related Health Occupations		Laboratory technician
		Medical technologist
		Pharmacist

References and teaching aids: Trainex filmstrips (TPR
(B/P

Brochures, charts - Utah Heart Association
Thermometer
Stethoscope
Sphygmomanometer

Films: 11, 12, 13, 14, 15, 16, 37, 38, 44

UNIT V - RESPIRATORY SYSTEM

Unit Objectives	Student Learning Activities	Health Occupations Reviewed
The student will:		
identify the organs of the respiratory system and define the function of each part	Tour of inhalation therapy department with demonstration and lecture by therapist	Physician Thoracic Surgeon Pathologist
briefly describe characteristics of at least four abnormal common respiratory conditions, i.e., cancer, tuberculosis, emphysema, allergies	Lecture by recovered patient Lecture by emphysema patient Lecture or field trip by environmental engineer on air pollution Student reports on abnormal respiratory conditions	Alergist Cardio-pulmonary unit personnel Inhalation therapist Laboratory technician Laboratory technologis
identify characteristics and responsibilities of specific health occupations reviewed		Medical technologist Speech therapist Pharmacist
Define specified related terminology		Public health educator Environmental engineer

References and teaching aids: "What Cigarette Commercials Don't Show"
Reader's Digest, Jan., 1967

Film: 17

UNIT VI - INTEGUMENTARY SYSTEM (SKIN)

Unit Objectives	Student Learning Activities	Health Occupations Reviewed
The student will:		
identify the functional structures of the integumentary system, i.e., skin, fingernails, toenails, hair	Draw a cross section of the three layers of the skin including structures specified by instructor	Dermatologist Allergist
list protective properties of the integumentary system and the skin as a sensory receptor (heat-cold, pressure, pain, etc.)		All hospital and nursing home personnel concerned with patient care Pharmacist
identify deviations from the norm as related to the condition of the skin	Review TPR in relation to deviation from normal condition of skin Lecture by specialist on skin disorders	
briefly identify preventive measures, causes, symptoms, and treatments of specified common ailments and injuries to the skin	Visit hospital or nursing home to see a decubitus ulcer Student panel discussion on effects of sun on skin	
identify characteristics and responsibilities of specific health occupations		

References and teaching aids: Charts, diagrams and models of the skin
Pictures of decubitus ulcer
Filmstrip: Bed-bath and Occupied Bed-Making

UNIT VII - SENSE ORGANS

Unit Objectives	Student Learning Activities	Health Occupations Reviewed
The student will:		
identify anatomical parts and physiological functions of the eye, ear, nose, and throat	Prepare diagrams of the eye, ear, nose, throat Review working principles of Snellen Eye Chart and assist in screening procedures	Ophthalmologist Optometrist Optician
identify preventive measures, causes, symptoms, and treatments of specified common ailments and injuries to the eye, ear, nose, throat	Lecture or demonstration by speech and hearing therapist Panel discussion on hazard to sensory organs and on preventative measures	Audiologist Speech and hearing therapist
identify characteristics and responsibilities of specific health occupations reviewed define specified related terminology		Rehabilitation specialist EENT specialist Otolaryngologist Pharmacist

References and teaching aids: Films: 18, 19, 20, 21 and 41
Models and charts
Dissected animaleeyes

Unit Objectives	Student Learning Activities	Health Occupations Reviewed
The student will:		
list specified parts of the nervous system and define the function of each part	Trace pathway of reflex arc Diagram six divisions of the central nervous system Classify areas of mental retardation	Neuro surgeon Pharmacist Clinical psychologist Psychiatrist Psychiatric aide
describe specified characteristics of common diseases, accidents, injuries peculiar to the nervous system, i. e., CVA, mental retardation, paralysis	Field trip to mental health agency Field trip to EEG lab Lecture by mental health worker Field trip to rehabilitation center	Psychiatric assistant Occupational therapist Rehabilitation therapist Physical therapist Physical therapy aide EEG technician
identify characteristics and responsibilities of specific health occupations reviewed		
define specified related terminology		

References and teaching aids: Films: 26, 27, 28
22, 23, 24, 25, and 31, 39, 40

UNIT IX - SKELETAL AND MUSCULAR SYSTEM

Unit Objectives	Student Learning Activities	Health Occupations Reviewed
The student will:		
classify specified bones of the head, trunk, extremities according to type and function	Detailed study with skeleton to identify types and names of bonds	Prosthetist Orthotist Rehabilitation team
describe the types, characteristics, and functions of muscle tissue	Give examples of body organs representing the types of muscle tissue	Orthopedic specialist Orthopedic assistant Physical therapist
correlate patient's symptoms with particular disease or injury as specified by instructor	Field trip to physical therapy department or guest lecturer Lecture by first aid specialist, i.e., ski partrol, ambulance driver, etc. Lecture by radiologist Field trip to X-ray department Student reports on fractures, sprains, dislocations Student reports on diseases of bonds and muscles	Radiologist X-ray technician X-ray aide Podiatrist Pharmacist
demonstrate his understanding of body mechanics for the patient and the health worker by applying the scientific principles and safety factors involved in lifting, moving, and positioning patients	Practice transference of fellow student from bed, stretcher, wheelchair and from one position in bed to another Field trip to orthopedic unit	

Unit Objectives	Student Learning Activities	Health Occupations Reviewed
The student will:		
identify the parts of the tooth and the functions of each part	Study model of tooth Lecture by dental auxilliary personnel Visit to dental lab	Dentist Orthodontist Periodontist Pedodontist
identify preventive measures, causes, symptoms, and treatments of specified diseases of the tooth and surrounding tissue	Films or slides of disorders of teeth	Exdodontist Dental hygienist Dental technician Dental assistant
identify characteristics and responsibilities of specified health occupations reviewed		
define specified related terminology		

References and teaching aids: Filmstrip: Lifting And Moving A Patient
Model of tooth
Films: 32, 33, 34, 35, 42, and 43
Skeleton
Wheelchair and patient bed, etc.
Film: 29, 32

UNIT X - DIGESTIVE SYSTEM

Unit Objectives	Student Learning Activities	Health Occupations Reviewed
The student will:		
list the specified parts of the digestive system and the functions of each part	Calculate a well balanced diet using the basic four groups Field trip to dietary department Lecture by dietitian	Dietitian Dietetic technician Dietetic aide Nutritionist Pharmacist
describe cause and symptoms of selected disorders of the digestive system		
briefly describe the role of nutrition in health and in illness		
distinguish between food faddism and proper nutrition	Write reports on local examples of food faddism Visit health food stores	
identify characteristics and responsibilities of specific health occupation- reviewed		
define specified related terminology		

References and teaching aids: Filmstrip: Feeding the Patient
Films: 30, 36

FILMS AND FILMSTRIPS

I. General Introduction into Health Occupations

F1 "Horizons Unlimited" 28 min
American Medical Association
535 No. Dearborn
Chicago, Illinois 60610

F2 "Helping Hands For Julie"
State Department of Health

F3 "Patient is a Person" 20 min. Fee $4.00
American Hospital Association (call local assn)
840 North Lake Shore Drive
Chicago, Illinois 60611

F4 "Jobs in the Health Field" 11 min.
State Employment Security Agency
or
U. S. Department of Labor
Employment Security
Washington, D. C.

II. Community Health

F5 "Your Health and the Community" 12 min
State Department of Health

F6 "Community in Action" 18 min
State Department of Health

F7 "Right From the Start" 23 min
State Department of Health

F8 "Immunization" 11 min, Fee $3.25
Brigham Young University

III. Asepsis

F9 "Story of Dr. Lister" 30 min
American Medical Association
535 Dearborn Street
Chicago, Illinois 60610

F10 "Hospital Sepsis: A Communicable Disease" 30 min. Fee $6.00
American Hospital Association (call local assn)
840 N. Lake Shore Drive
Chicago, Illinois 60611
or
American Medical Association

FILMS AND FILMSTRIPS

IV. Circulatory System

F11 "Work of the Heart" 10 min
Heart Association

F12 "Circulation of the Blood" 20 min
Heart Association

F13 "Wonder Engine of the Body" 15 min
Heart Association

F14 "Better Odds for a Longer Life" 19 min
Heart Association

F15 "Eat to Your Heart's Content" 15 min
Heart Association

F16 "Hemo the Magnificent" 60 min
Telephone Company

V. Respiration

F17 "A Breath of Air" 20 min
Cancer Society

VI. Sense Organs

F18 "Crossroads at Four" 28 min
Murray B. Allen Center for Blind
Salt Lake City, Utah

F19 "Eyes--Their Structure & Care" 10 min
State Department of Health

F20 "The Glass Wall" (audiology) 28 min
National Assn. of Hearing & Speech Agencies
919 18th Street, N. W.
Washington, D. C. 20006

F21 "Your Ears and Hearing" 11 min
State Department of Health

FILMS AND FILMSTRIPS

VII. Mental Health

F22 "Career Fields in Mental Retardation"
State Department of Health

F23 "People Who Care" 25 min
State Department of Health

F24 "The Toymaker" 28 min
State Department of Health

F25 "Mental Health" 12 min. fee $3.50
Brigham Young University
Provo, Utah 84601

VIII. Rehabilitation

F26 "Second Chance" (strokes) 20 min
Heart Association

F27 "Challenge of Management" (stroke) 20 min
Heart Association

F28 "The Proud Years" (geriatric) 28 min Fee $1.75
University of Utah

F29 "Assisting the Patient to Early Ambulation" 28 min
University of Utah College of Nursing

IX. Quackery

F30 "Journey Into Darkness" (cancer quackery) 45 min
Cancer Society

X. Specific Health Occupations

F31 "In These Hands" 18 min
American Association of Nurse Anesthelists
3010 Prudential Plaza
Chicago, Illinois 60601

F32 "Dental Assistant Career of Service" 13 min
State Department of Health

F33 "Dental Assistant" 13 1/2 min
American Dental Association

X. Specific Health Occupations (con't)

F34 "Dental Hygiene" 28 min
American Dental Association

F35 "Challenge of Dentistry" 27 min
American Dental Association
211 E. Chicago Avenue
Chicago, Illinois 60611

F36 "Toward the Victory of Health (dietetics)" 14 1/2 min
Health Careers
Virginia Council on Health & Medical Care
100 E. Franklin Street
Richmond, Virginia 23219

F37 "Careers in Medical Technology"
Lyman Zobell
2819 Melbourne Avenue
Salt Lake City, Utah

F38 "In A Medical Laboratory" 28 min
University of Utah
or
Lyman Zobell
2819 Melbourne Avenue
Salt Lake City, Utah

F39 "Target" 12 min
American Occupational Therapy Assn.
251 Park Avenue South
New York, New York 10010

F40 "O. T. Story" 17 min
American Occupational Therapy Assn.
251 Park Avenue South
New York, New York 10010

F41 "A Career with Vision" 14 min
Virginia Optometric Association (call local)
P. O. Box 4586
Richmond, Virginia 23329

F42 "Within Your Hands" 16 min
American Physical Therapy Assn.
2057 Bragg Street
Brooklyn, New York 11229

X. Specific Health Occupations (con't)

F43 "Podiatry As A Career" 14 min
American Podiatry Assn.
3301 16th Street, N. W.
Washington, D. C. 20010

F44 "Of Men and Minds" (research) 29 min
Heart Association

FILMSTRIPS:

"Bed Bath")
"Blood Pressure - TPR") Package I
"Bed Making")

"Feeding the Patient")
"Lifting & Moving the Patient") Package II
"Admission & Discharge")
"Medical Asepsis")

Trainex Corporation

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ACCESSION NUMBER: VT100627

PUBLICATION DATE: 30AUG73

TITLE: ADMINISTRATORS GUIDE TO CAREER EDUCATION.

DESCRIPTOR: *CAREER EDUCATION; *ADMINISTRATOR GUIDES; EDUCATIONAL PROGRAMS; *PROGRAM GUIDES; ELEMENTARY EDUCATION; SECONDARY EDUCATION; *PROGRAM DEVELOPMENT

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 547

ABSTRACT: TO FAMILIARIZE ADMINISTRATORS WITH THE CONCEPT OF CAREER EDUCATION AND TO PROVIDE SUGGESTIONS FOR THE PLANNING AND DEVELOPMENT OF CAREER EDUCATION PROGRAMS IN THE LOCAL SCHOOLS, THIS GUIDE OUTLINES A PRACTICAL STRATEGY FOR GETTING CAREER EDUCATION ADOPTED AND IMPLEMENTED AT THE LOCAL LEVEL. DEFINITIONS, GENERAL GOALS, AND CHARACTERISTICS OF CAREER EDUCATION ARE STATED AND THE ELEMENTS AND EXPECTED OUTCOMES OF A PROGRAM ARE DESCRIBED. STRATEGIES FOR INSERVICE TRAINING OF TEACHERS AND A GRADE-BY-GRADE LEVEL GUIDE TO THE PROGRAM OBJECTIVES ARE PROVIDED. A PLAN FOR IMPLEMENTATION CONTAINS NATIONAL, STATE, AND LOCAL RESPONSIBILITIES AND NINE ACTION STEPS IN THE IMPLEMENTATION PROCESS. AN APPENDIX CONTAINS SAMPLE QUESTIONNAIRES, REFERENCES, AND A LIST OF SUPPLIERS OF CAREER EDUCATION MATERIALS. (MU)

CONTRACT NUMBER: OEG-0-70-4752(361)

INSTITUTION NAME: NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION, BISMARCK.

SPONSORING AGENCY NAME: BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.

VT 100 627

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CAREER EDUCATION

NORTH DAKOTA

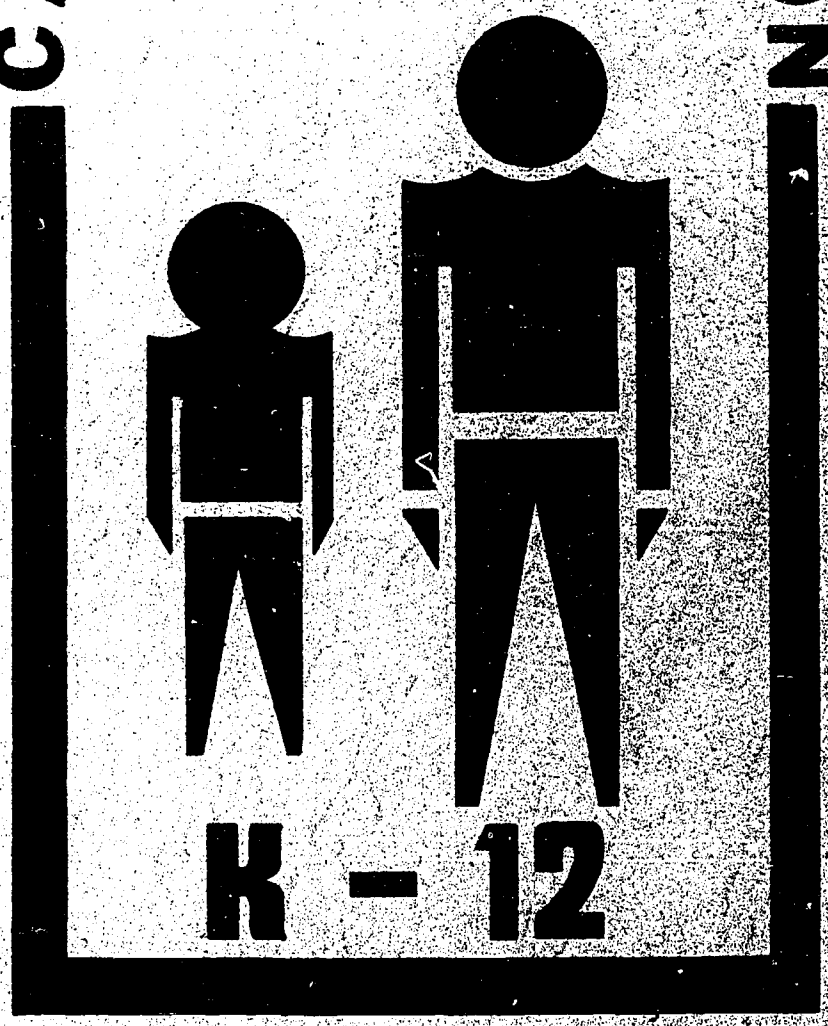

GUIDE FOR IMPLEMENTATION

ERIC

ADMINISTRATORS GUIDE TO CAREER EDUCATION

Developed as Part of The

Exemplary Project in Career Education

Conducted Under

Section 142(c), Part D, Public Law 90-576

Project No. 0-361-0047
Grant No. OEG-0-70-4752(361)

The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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August 30, 1973

ERIC

INTRODUCTION

The main thrust of Career Education is to prepare all students for a successful life of work by increasing their options for occupational choice and by enhancing learning achievement in all subject areas and at all levels of education. The general goals include:

- To develop favorable attitudes toward the personal, psychological, social and economic significance of work.

- To develop appreciation for the worth of all types and levels of work.

- To develop skill in decision-making for choosing and changing career directions.

- To develop capability of making considered choices of career goals, based upon development of self in relation to the range of career options.

- To develop capability of charting a course for realization of self-established career goals in keeping with individual desires, needs and opportunities.

The purposes of this guide are to familiarize administrators with the concept of Career Education and to provide suggestions for the planning and development of a Career Education program in a local school. The guide is not all inclusive, but does outline a practical strategy for getting Career Education adopted and implemented at the local level.

This guide was developed as part of an exemplary project in Career Education conducted by the State Board for Vocational Education in cooperation with the Department of Public Instruction and the Bismarck Public School District. Accompanying materials include a series of classroom activity packages for use by teachers K-12 in integrating Career Education concepts into the curriculum. These materials do not constitute a total Career Education program but rather they serve as ideas that could be used to develop various career development concepts and objectives.

The contributions of many persons were utilized in the content of this guide and these are gratefully acknowledged. Particular appreciation is extended to the administrators, teachers and counselors in the Bismarck schools for assistance in the program.

Larry Selland
Project Director

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NEED FOR CAREER EDUCATION

A fundamental purpose of education is to prepare people to live a productive and rewarding life. For far too many Americans our schools are failing in this essential mission.

In typical schools throughout the country young people complain that curriculums are dull and irrelevant, that their education is not opening pathways to a fulfilling adulthood. Substantial numbers of students score below their grade level in basic skills; high dropout rates, absenteeism, academic failure, drug abuse, vandalism, and assaults on administrators, teachers, and pupils signal their discontent.

It is a rare school that equips all its students to make the choice upon graduation of entering the job market with a salable skill or of continuing their education. Too often the graduate has neither option, let alone the opportunity to select one or the other.

Nearly 2.5 million students leave the formal education system of the United States each year without adequate preparation for a career. In 1970, not counting enrollment in homemaking, only about one high school student in six was enrolled in occupational preparation. More persons are graduating from a 4-year college with a bachelor's degree than there are jobs for degree holders. By the end of this decade eight out of ten jobs in America will not require a baccaluareate degree.

In a modern society, formal education stands directly between a person and his ability to support himself and his family. If the quality or the appropriateness of any child's formal education is poor, what might have been a roadway to opportunity will remain a barrier. To fail to fulfill a responsibility in this respect means to render a large proportion of the future citizens of this country economically obsolete.

More appropriate curriculums must be developed, validated, and installed and they must be used more realistically if we are to meet the needs and desires of students and serve the purposes of society.

Taken from

Career Education
S. P. Marland, Jr., Commissioner
DHEW Publication No. (OE) 72-39
1971

DEFINITION OF CAREER EDUCATION

Career education is an integral part of education. It is a concept that includes as its main thrust the preparation of all students for a successful life of work by increasing their options for occupational choice and attainment of job skills, and by enhancing learning achievement in all subject matter areas. Career education is a series of growth experiences which begins in the home and continues at the pre-school and elementary, junior high and senior high, post-secondary and adult levels of education. Emphasis is placed on career awareness, orientation and exploration of the world of work, decision-making relative to additional education, preparation for employment, and understanding the interrelationship between a career and one's life style. It provides purposefully planned and meaningfully taught experiences which contribute to self-development as it relates to various career patterns. Career education calls for a total effort of the home, school and community to help all individuals become familiar with the values of a work oriented society, to integrate these values in their lives in a way that work becomes useful, meaningful and satisfying.

GENERAL GOALS OF CAREER EDUCATION

The main thrust of career education is to prepare all students for a successful life of work by increasing their options for occupational choice and by enhancing learning achievement in all subject areas and at all levels of education. The general goals of the exemplary program in career education include:

1. To develop favorable attitudes toward the personal, psychological, social and economic significance of work.

2. To develop appreciation for the worth of all types and levels of work.

3. To develop skill in decision-making for choosing and changing career directions.

4. To develop capability of making considered choices of career goals, based upon development of self in relation to the range of career options.

5. To develop capability of charting a course for realization of self-established career goals in keeping with individual desires, needs and opportunities.

6. To develop knowledge, skill and attitudes necessary for entry and success in a career.

DEVELOPMENTAL PHASES OF CAREER EDUCATION

In scope, career education encompasses educational experiences beginning with early childhood and continuing through the individuals productive life. The developmental phases of career education include:

1. Self and Career Awareness

   A program to familiarize students with the world of work including the many kinds of work people do and the interrelationship of such work in producing and using goods and services. Emphasis is placed upon attitudes, values, dignity of work, and the relationship of manipulative activities to the total instructional programs.

2. Occupational Orientation and Exploration

   A program consisting of laboratory instruction (1) to give students first-hand experiences with the kinds and levels of work performed in a broad range of industry and occupations for which special skills are required; (2) to inform them of requirements and qualifications for particular careers; (3) to acquaint them with the significance of changing and evolving technologies; (4) to instill in them an understanding and appreciation for the dignity of work; and (5) to assist them in making informed and meaningful career selections.

3. Occupational Exploration and Beginning Specialization

   A program designed to provide transitional experiences to bridge the gap between the awareness/orientation focus and specialized in-depth offerings. Experiences will provide students with the opportunity to select and explore an occupational cluster for the purpose of assessing his performance, aptitudes, and interests.

4. Vocational-Technical Education

   A program of education organized to prepare the learner for entrance into a particular chosen vocation or to upgrade employed workers including such divisions as trades and industrial education, technical education, agricultural education, distributive education, office education, and home economics education.

5. Higher Education

   A program of education organized to prepare the student for employment into one of the many professional occupational opportunities that exist. It provides opportunity for training, retraining and upgrading of skills as well as providing the cultural enrichment for those people desiring to pursue the baccalaureate degree.

6. Adult and Continuing Education

   A program of laboratory experiences for adults and out-of-school youth who may benefit from broad, basic instruction related to the educational needs of the community.

CHARACTERISTICS OF CAREER EDUCATION

The development of the career education concept evolves with specific goals and objectives in mind. At the same time, various characteristics of career education surface. The following list summarizes some of these characteristics:

A. Career education helps students to develop a personal plan for life-long learning which will include learning about the world we live in, its people, the social and physical environment; learning about the sciences, arts, and literature we have inherited and are creating; and learning about the way in which the world's people are interacting. Effective career education equips individuals to live their lives as fulfilled human beings.

B. Career education is organized in a pyramid approach, beginning with self and career awareness in the elementary grades and moving from the general to the more specific orientation to the world of work. In junior high school, students are provided with exploratory experiences. These experiences in turn, provide knowledge and experience to assist decision-making regarding areas of study and more specific preparation which the student will pursue in senior high school, post-secondary, and adult education programs. Intensive guidance and counseling is provided concurrently with classroom instruction and skill development to improve the student's decision-making abilities.

C. Careers are structured in relation to fields of work or clusters of occupations which are related to each other, such as the industrial cluster, agricultural cluster, or marketing cluster.

D. Emphasis is placed on using multi-media learning approaches such as films and video-tapes which may be more effective with students having a wide range of learning styles and skills. Types of instructional methods include classroom and laboratory activities, field observation, in-school skill training, work experience, cooperative education, and on-the-job training.

E. All students leaving high school will be prepared for, and actively assisted in securing placement in either a job in the world of work, a post-secondary vocational-technical education center, or a higher education degree program.

F. Career education focuses on the needs of the individual, society, economy, and the employer.

G. Career education provides knowledge and experiences that will enhance employment adaptability in a time of rapid changes due to technological advances and fluctuating economic trends.

H. Successful operation of a career education program will require active participation from advisory councils, composed of local employers, union representatives, and involved community groups.

ELEMENTS OF CAREER EDUCATION		EXPECTED OUTCOMES OF CAREER EDUCATION
Self Awareness	Career Education In The School Home And Community	Self-Identity
Career Awareness		Career Identity
Appreciations, Attitudes		Self-Social Fulfillment
Economic Awareness		Economic Understanding
Decision-Making		Career Decision
Skill Awareness		Employment Skills
Employability Skills		Career Placement
Educational Awareness		Educational Identity

GLOSSARY:

Self Awareness - Knowledge of oneself, what he is and what he hopes to become.

Career Awareness - Understanding of broad range of careers, to include how they serve him, the community, and society.

Appreciation, Attitudes - development of a value systems toward his own choice and that of others.

Economic Awareness - Perceives process of production, distribution and consumption.

Decision-Making - Understands decision-making process.

Skill Awareness - Understanding of skills needed by workers in certain job roles.

Employability Skills - Searching for, locating and obtaining a job.

Educational Awareness - Recognizes need for specific education for career roles.

Self Identity - Knows himself and has developed a value system.

Career Identity - Individual selection of a role or roles within the world of work.

Self-Social Fulfillment - Has developed appreciation of his own role and role of others.

Economic Understanding - Can solve personal and social problems in an economic environment.

Career Decision - Has developed a plan for immediate, intermediate and long range career development.

Employment Skills - Competence in performance of job skills.

Career Placement - Employed in line with career goals.

Educational Identity - Ability to select educational avenues for pursuit of career goals.

CAREER DEVELOPMENT - A PART OF THE EDUCATION PROCESS

The career development concept is the overall theory dealing with career development including all components and ramifications there of. Career development is a process of growing and learning about self and how self relates to the career roles played out during one's lifetime. For this process to evolve, Tennyson (1970) states "...students must be provided reality experiences which will enable them to test their values and evolving self-concepts in the larger community and in the world of work." Broadly defined, career development is the integration of self and society through work lasting one's entire lifetime. The career development concept, as an integrated K-12 program, seeks to bring education to the reality of the world of work at all its levels, and to do it in a nondiscriminating way.

Career development theory indicates that individuals progress through life stages which place upon them different expectations in terms of the specificity and the realism of career choice and these are mediated to a large degree by the cultural strata and the socio-economic class of which one is a part. Thus, what one becomes as a person as well as in the vocational sense depends upon his mastery of an array of developmental tasks, including specific learning tasks, which find their genesis in the early years of the family.

Career development theory also emphasizes the importance of providing youngsters experiences which enable them to identify and try-on suitable work roles. Probably the richest source of these opportunities for most young people is part-time work experience. But to receive maximum educational value, the stimuli which work provides must be analyzed in relation to the self. Work is not the only way to test reality. Curricular experiences and extra-curricular experiences if used with purpose, analyzed, and placed into a context meaningful to the individual can serve this purpose well.

Career development theory also points out that decision-making involves action. Thus ways must be found to help students take responsibility for their own learning and increasingly for their own direction. They need to be more involved in planning. To learn to be responsible and to be involved you have to be given responsibility and involvement.

In sum, as the findings of career development have unfolded, the emphases attendant to guidance and the aspects of education which have vocational implications have shifted from a Parsonian model of matching men and job to a model more committed to the clarification of those aspects of self--e.g. interests capacities, values--which need development for a lifelong process of planning and decision-making. Within the individual must be fostered a conscious awareness that he does have choices, he must be assisted to verbalize and make explicit those choices with which he is presented, and to translate these into action. The base of alternatives from which individuals conceptualize choice must be made broader than the dichotomy between work and college. The alternative plans of action which ensue must be tested against a clarified value system within which are recognized and implemented concepts related to the risk function as a basic and essential reality. The individual must be encouraged and assisted to determine at any given choice point what kind of decision is involved and the factors inherent in the decision that make a difference to him. Such expectations cannot be accomplished by any set of specialists alone but must pervade and be reinforced throughout the educational process.

CAREER EDUCATION AND CAREER DEVELOPMENT

Career education is the implementation of various elements of the career development concept into the educational system. The real power of career education is simply that it offers educators a chance to relate their subject to the world of reality. Educators have done a fine job of developing the core content of their respective areas. The career development concept offers process tools to make that transfer of content to students more effective. Career education involves a comparison of content with reality through its activities -- a chance for educators to appeal to the interests and needs of their students in a real way in the real world. Students "turn on" when they see school work related to the real world, and that, in turn, excites teachers. Once started, career education is self-reinforcing.

A person's career is certainly related to almost all aspects of his life. Since this relationship exists, a career becomes the vehicle to carry effective teaching into the areas of general education, which the creative teacher associates with it. As Helling (1971) states:

> *A career provides the bridge into reality; once we're there, great things become possible in communicating with kids. The spin-off from using the vehicle of career education must include those vital things each teacher holds as priorities in what we might call life skills.*

We have in the career development concept the tools and the vehicle to allow for more effective teaching. The dual mission of the educator is (1) teaching content and (2) relating it to life. This dual mission consists of teaching the concepts, philosophies, and applications that may be termed germane to their subject and its understanding by the student. Educators also have the responsibility of relating that subject content to the life and living of the student. They cannot assume that this transfer of relevance of their subject is automatic; it is a difficult matter. A person's career is not all of life, but it is certainly one of the most important inter-related aspects we can identify.

Taken from -- "Unifying an Entire System of Education Around a Career Development Theme", Edwin Herr, The Pennsylvania State University, and Career Education Monograph No. 6, Center for Occupational Education, North Carolina State University.

SUGGESTED CONTENT AND ACTIVITY EMPHASES IN

CAREER DEVELOPMENT PROGRAMS

GRADES K - 12

GRADES	LEARNING PHASES	SELECTED EXAMPLES OF CONTENT	SELECTED EXAMPLES OF ACTIVITIES
K 1 2 3	PERCEPTUALIZATION CONCEPTUALIZATION GENERALIZATION	Who am I. How do I relate to my environment. Workers in the home and school Workers in the community.	Listening Observing Contrasting Differentiating Manipulating
4 5 6 7 8		Continuation of exploring self in regard to work world. Wider range of occupations examined. Work takes in additional meaning.	Demonstration Simple try-out Work simulation Life career game
9 10		Purposes of education. Study of occupations. Career decision-making processes.	Try-out Work simulation Life career game
11 12		Preparation for advanced education and/or job entry skills	Specialized Courses on-the-job work experience

MODELS FOR CAREER EDUCATION

The following graphic representation of Career Education shows a continuous focus from pre-school to adulthood.

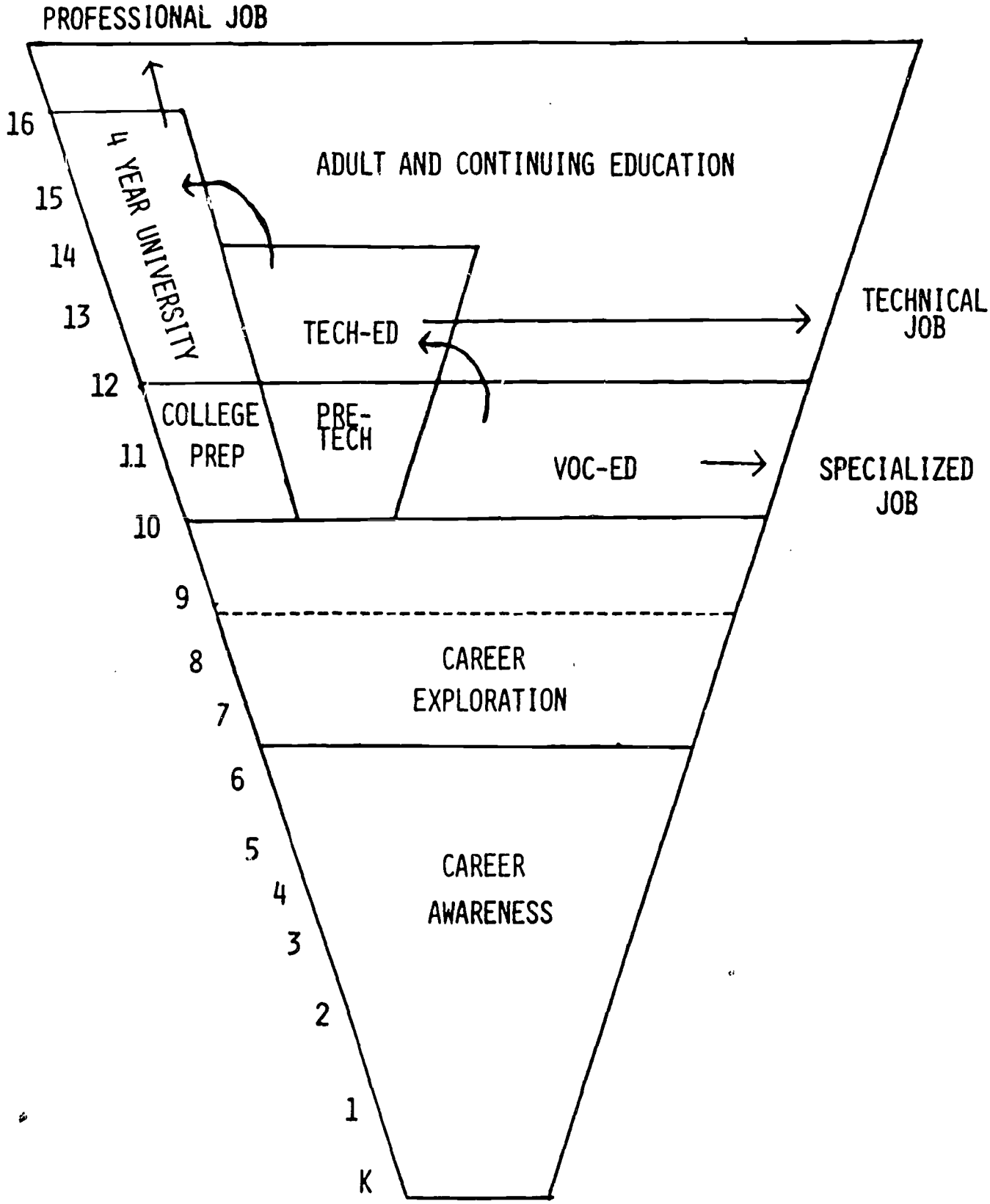

SUGGESTED CAREER EDUCATION EXPERIENCE BY GRADE LEVEL

GRADES: 1-6	GRADES 7-8	GRADES 9-10	GRADES 11-12	100% PLACEMENT	
STUDENT DEVELOPS SELF-AWARENESS AND UNDERSTANDING OF HIS INTERESTS AND ABILITIES					JOB
STUDENT DEVELOPS ATTITUDES ABOUT THE PERSONAL, SOCIAL, AND ECONOMIC SIGNIFICANCE OF WORK					NON-BACCALAUREATE PROGRAM
OCCUPATIONAL AWARENESS: STUDENT IS INFORMED ABOUT OCCUPATIONS THROUGH A SERIES OF CLUSTERS REPRESENTING THE ENTIRE WORLD OF WORK.	OCCUPATIONAL ORIENTATION AND EXPLORATION: STUDENT EXPLORES SEVERAL CLUSTERS OF HIS CHOICE.	OCCUPATIONAL EXPLORATION IN DEPTH, BEGINNING SPECIALIZATION: STUDENT SELECTS ONE CLUSTER TO EXPLORE IN GREATER DEPTH. DEVELOPS ENTRY-LEVEL SKILL. MAY CHANGE CLUSTER IF DESIRED.	SPECIALIZATION: STUDENT SPECIALIZES IN ONE CLUSTER. TAKES PREREQUISITES FOR FURTHER EDUCATION AND/OR INTENSIVE SKILL TRAINING FOR JOB ENTRY.		BACCALAUREATE PROGRAMS

OBJECTIVES FOR CAREER EDUCATION BY GRADE LEVEL

KINDERGARTEN AND FIRST GRADE:

I. To present appropriate occupational information about the world of work.

A. Jobs I do

1. At home
2. At school

B. Jobs I Know

1. At home
2. At School
3. Workers that come to my home

II. To develop an awareness of self-worth.

A. My feeling

B. My similarities to others

C. My differences to others

D. My place in society

E. My strengths

F. My weaknesses

III. To develop positive attitudes toward the world of work.

A. To learn how to get along

B. To learn to share

C. To learn the give and take process of life

D. To learn to take good care of their own property

E. To learn to take care of other people's property

F. To learn to appreciate all workers no matter what occupation

SECOND GRADE:

I. To develop an understanding of one's self-concept

A. My feelings toward myself and others

B. My similarities and differences

C. Responsibility toward self and society

D. Inherent capabilities

II. To develop positive attitudes toward the world of work.

A. To accept and respect self and others

B. Individual work to be dependable, responsible and cooperative to meet personal and social needs

C. People work for various rewards or satisfactions

D. Develop the appreciation of the dignity and worth of honest work

III. To provide general observation experiences of the world of work.

A. School is a part of the preparation for a career

B. To develop the child's awareness of the responsibilities and understanding of our community helpers

IV. To present appropriate occupational information about the world of work.

A. Develop child's awareness that individuals need special training for most careers

B. Develop an understanding that some workers produce goods; others produce services.

C. Develop the child's awareness that positions are related within job families

THIRD GRADE:

I. To develop positive self-concepts

A. To learn to live with success and failure

B. To develop healthy attitudes toward change

C. To set realistic goals in light of interest and abilities (lightly)

D. To develop healthy attitude toward work

E. To develop healthy attitude toward play

II. To develop positive attitudes toward the world of work.

A. Work has dignity

1. People work for various rewards and satisfactions
   a. To learn that you earn money for the work you do
   b. Satisfactions other than monetary
   c. To develop a sense of values
2. All jobs are important
3. Jobs have different stigma but these don't distract from importance

B. People have dignity

1. People have special talents
   a. They change
   b. They develop
2. People have special interests
   a. They change
   b. They develop
3. People have different personalities
4. All workers are dependent on one another
5. Cooperation is necessary in order to get job completed

III. To provide general observational experiences of the world of work.

A. On jobs

B. On experiences

C. On attitudes

IV. To provide information about the world of work.

A. Different jobs require different abilities

B. Develop an understanding that basic skills develop in school and have a direct relationship to preparation for the world of work

GRADES FOUR - SIX:

I. To develop a positive self-concept that will lead to future self-fulfillment in a vocation.

A. To help students:

1. To respect and accept self and others
2. To be dependable
3. To be responsible
4. To be cooperative
5. To enjoy work and play
6. To make wise decisions and choices

II. To develop a wide and varied interest that will open up an expanded basis for vocational choice.

III. To give students an opportunity to express goals and aspirations.

IV. To develop a positive attitude toward work and preparation for work.

V. To present appropriate occupational information using a broad introduction of occupations throughout the world.

VI. To provide more specific observational experience about the world of work

VII. To make school subjects more meaningful.

VIII. To develop and foster a positive attitude toward the value of fine art.

IX. To impress upon student that a healthy body and mind is essential to a productive worker.

X. To develop skills basic to living a full and meaningful life.

GRADES SEVEN - NINE:

I. To create self-awareness of students' interests, abilities and aptitudes.

II. To help students set realistic goals in light of knowledge about themselves.

III. To relate that technology affects the number and types of careers and to illustrate the interdependency of workers.

IV. To acquaint students with the various aspects of community job resources, job hunting, applying, interviewing and securing employment.

V. To show a relationship between school subjects and opportunities that exist throughout life.

VI. To familiarize students with sources and uses of occupational materials in the library and/or counselor's office.

VII. To become aware of employment trends and outlooks, employer-employee relationships and the distribution and mobility of employed persons.

VIII. To investigate projected needs for various workers and the career patterns involved with these workers.

IX. To acquaint students with labor unions, apprenticeship programs, and journeyman programs.

X To acquaint students with the basic economics, budgeting, and the importance of fringe benefits when considering employment.

XI. To expose students to a full range of occupational opportunities.

XII. To understand goals, values, and aspirations and how they relate to the choice of a career.

XIII. To develop basic problem-solving techniques.

GRADES TEN - TWELVE

I. To prepare youth to cope with the continued change in the world of work.

II. To acquaint students with major occupational fields.

III. To develop understanding of the need for continued education or training needed in various career areas.

IV. To point out relationship between specific high school courses and the jobs for which they can prepare a student.

V. To develop attitudes of respect for cooperation with employers and employees.

VI. To provide information regarding employment.

VII. To help students make a realistic choice of post secondary plans.

VIII. To help students assess themselves in light of interests, ability, and personal characteristics, relative to future plans.

IX. To help students acquire the necessary information for job hunting, application and interview, or post secondary training.

X. To help students make necessary adjustments for adult living.

SUMMARY OF SELECTED CAREER EDUCATION GOALS

An examination of various career education handbooks, guides and instructional units indicates a number of common goals for schools which can be listed as to educational levels. These goals may serve as "points of departure" for staff discussions.

ELEMENTARY SCHOOL GOALS:

- Encourage development of work habits and realistic attitudes toward occupations and work.

  Example....Attitudinal elements which can be stressed in daily lesson as well as criteria for evaluating student behavior at the elementary level are: desire to work, dignity of work well done, pride in accomplishment, responsibility and dependability, loyalty, appreciation for quality, value of cooperation, personal satisfaction, and adaptability.

- Identify those broad career development concepts which will serve as criteria for guiding future curricular and instructional activities.

  Example....A review of the twenty-one concepts identified by Bottoms, Evans, Hoyt, and Willers in Career Education Resource Guide or those identified by various state task-force groups and published in state guides for career education should provide a substantive base.

- Identify and integrate occupational cluster information with basic educational skills.

  Example....The comprehensive Career Education Model project has clustered occupations into two large spheres--those occupations related to the production of goods and those that render services. Students can be exposed to a range of occupations within the context of their level of maturity.

- Involvement of students in self-discovery activities.

  Example....Self-awareness may well begin with discovery activities provided through assessment of student needs and the establishment of short-term goals which involve the student in activities which help him: become aware of his strengths and gain in self-esteem, become more conscious of his own interests and how they differ

from interests of others, begin to understand how skills and knowledges are acquired and affect task performance, and begin to understand that growing older does require the acceptance of more responsibility.

- Introduce problem-solving and decision-making skills.

  Example....Children often grasp an idea intuitively long before they are ready for the detailed step-by-step analysis of the process. By an intuitive approach is meant a method which yields possible hunches or rapidly formulated ideas which will later be subjected to more formal analysis and proof. This method implies a freedom to make mistakes and to question. It makes use of what is known to arrive at a workable procedure as a starting place for solving a problem situation. The presentation of mathematics content for the elementary grades and the use of critical questions in children's literature are attempts to expand a child's ability to cope with various psychological processes (sensing, detecting, chaining, discriminating, coding, classifying, estimating, rule using, decision-making, and problem solving).

- Provide the opportunity for rendering services as an elementary student.

  Example....Various grade levels can initiate an exploration and personal involvement project in the world of work. The projects may at times involve the entire class, small groups, or independent work assignments. The "helping" tasks which render services may include pupils serving as tutors, providing a variety of services to elderly citizens living near the school, making tray favors for the local hospital, serving as maintenance workers for school and neighborhood, etc.

- Provide the opportunity for students to interact with selected community work models.

  Example....Work models are brought to the classroom from the community beginning with the home--father, mother, and other members of the household--and expanding to work models employed in the community.

- Establish an advisory committee for occupational awareness

  Example....The elementary school establishes an advisory committee composed of representatives from business, industry, labor, institutions/agencies, and home to serve in an advisory capacity on curriculum and instruction and to recommend other members of the community to serve as work models, tour and field trip guides, classroom work sampling supervisors, career guidance leaders, etc.

JUNIOR HIGH SCHOOL GOALS:

- Orient student to (a) society and work, (b) occupational information, (c) self-knowledge, (d) career planning, (e) basic technology, (f) occupational training.

Example....Altman (1968) further delineated these six components, for example, sub-topics relate to: how work roles and values are defined, development of mechanical principles, structures, numerical operations, human relations, etc. Academic subject matter can be organized around these components and serve as "career supports" according to Keller (1970), and interface with career exploration activities.

- Expose students to a wide range of occupations through "cluster" explorations.

Example....A series of exploratory clusters classified as occupational clusters, career support clusters, and career guidance clusters can serve as a system for explorations over a three-year span. Students, for example, would be required to select at least one module from each of the occupational clusters to explore. Students at the 9th or 10th grade should then be able to make a tentative selection of a particular occupational cluster for more indepth explorations and/or indepth career preparation.

- Provide for "hands on" experience in simulated work environments as well as personal identification with role models from the community.

Example....Each occupational cluster provides for some actual "hands on" experience. The development of "mini" work centers within the school for the purpose of work sampling can be designed by community advisory groups who also serve on a rotating basis as consultants to students. "Mini" work centers or environments can be established within business and industry, and government brings relevancy to simulated work experience. Adjunct personnel are important to the success of career education endeavors.

- Organize career development centers for both prescriptive and discretionary learning experiences.

Example....A career education resource center can be the hub around which learning experiences revolve. The center may consist of a library for print and non-print materials, mini simulated work environments, consulting stations for guidance and adjunct personnel, and facilities for accommodating large and small group participation. Both prescriptive experiences (assignments made by teachers) as well as discretionary experiences (activities selected by students) can be facilitated through a center for career development.

- Strengthen career guidance activities

Example....The interfacing of career guidance with career support clusters and occupational clusters involves students in a systematic procedure which requires students to analyze their own occupational interests and aptitudes, evaluate their past experiences, make an assessment of present needs, and plan future prescriptive and discretionary exploratory experiences. Career guidance is perceived to have an interdisciplinary base and to consist of a program of services provided by teachers, administrators, guidance specialists, and adjunct personnel from the community and designed to help each student effectively utilize his time, energy, and environment to achieve self-actualization. The program of services should include: individual analysis and career planning; information about occupations and training possibilities; counseling both students and staff; research activities which provide information on manpower and community needs; job placement and follow-up activities which encourage employed, underemployed, and unemployed youth to return to an educational setting or to become involved in an educational program for self-renewal.

- Provide appropriate occupational preparation for students who have decided to leave school prior to completing junior high school.

Example....Students who are potential junior high school leavers can be encouraged to become involved with more indepth occupational cluster experiences in order to develop job-entry level competency in at least one specific occupational cluster.

- Establish cluster advisory committees and select cluster module sponsors.

Example....Each occupational cluster is guided by an advisory committee composed of employers and employees. The various exploratory modules within a cluster may be supported by work model sponsors who come to the school and work with individual students or groups of students and/or who serve as adjunct instructors to students who are exploring work roles within business and industry.

- Provide for youth participation in career clubs.

Example....Each occupational cluster may be supported by a career club jointly sponsored by the school and community. Career clubs can be an integral part of the process of exploring, choosing, and developing a career. These clubs can serve as a bridge into the world of work as well as into career clubs at the senior high school level.

SENIOR HIGH SCHOOL GOALS:

- Improve student performance in basic subject areas by unifying and focusing them around career development themes to make the subject

matter more meaningful and relevant.

Example....The basic subject areas become "career supports" and interface with career guidance and occupational explorations and preparation activities. Career development can open new educational vistas, new role relationships and new curriculum patterns at the senior high school level. For example, occupational preparation programs are used to make general education concrete and understandable, and occupational implications are pointed out by general education. Schools are learning that occupational objectives can be the vehicle for making other objectives understandable, relevant, and even palatable for some students. Programs have found ways to combine content, methods, and instructional media to bring isolated objectives into a continual interplay.

- Expand the occupational programs in order to provide every student intensive preparation in a selected occupational cluster or in a specific occupation in preparation for job entry and/or further education.

Example....Vocational preparation serves a crucial role as an integral part of career education. Upon completion of exploration experiences, the student should be able to make certain career, direction-setting decisions. In high school the student should have many options that will allow him to build upon his career interests. These options may include pursuing a vocational preparation program in grades 10, 11, or 12 in order to develop indepth career preparation for employment after high school or to prepare for post secondary technical education modules appropriate for entrance to a 4-year professional program at the college/univeristy level. Students choosing to prepare for a program of higher education should also experience one or more accelerated, intensive employability programs of short duration some time during high school.

- Expand guidance and counseling services and work-study programs for preparation for employment and for further education.

Example....An indepth orientation course for each major occupational cluster provides students an opportunity to begin focusing upon specific career opportunities, related job tasks, and education requirements. A comprehensive career guidance program should also include a series of planned work experiences which allow students to progress from simulated or sheltered environments into actual short-term on-the-job experiences. Work-study programs serve a guidance and financial assistance function and can provide students an opportunity to explore further the world of work.

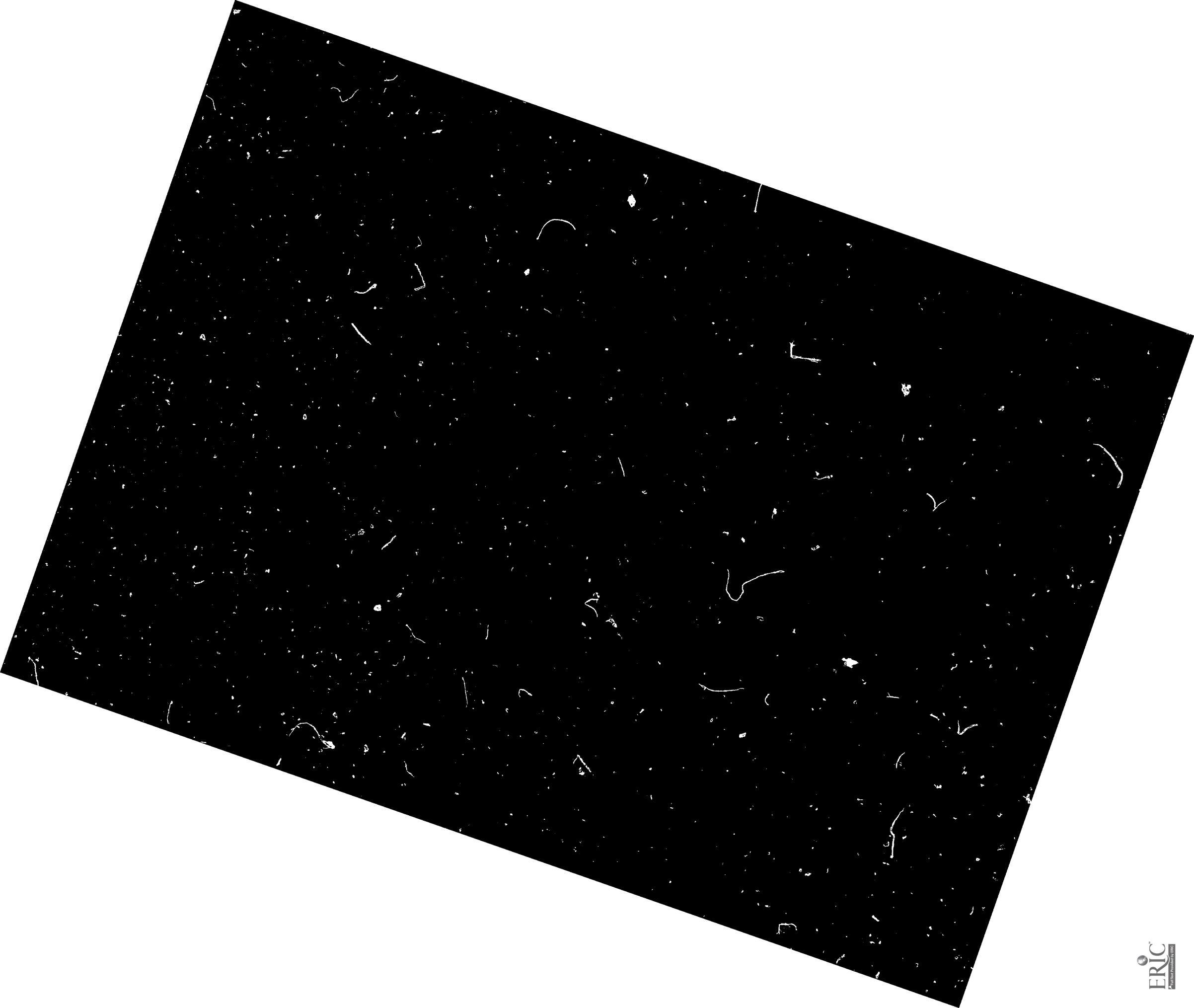

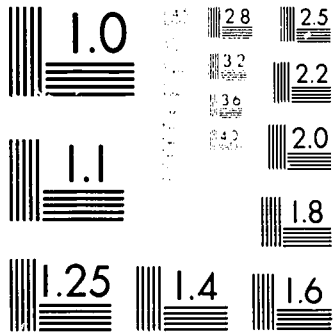

MICROCOPY RESOLUTION TEST CHART

NATIONAL BUREAU OF STANDARDS 1963-A

- Expand "cooperative" education.

  Example....The expansion of those programs which combine and relate classroom experiences with actual employment experiences needs to be well planned, coordinated, and supervised by the school and the employer. The "cooperative method" can be applied to all educational fields or departments. Cooperative vocational education experiences are often viewed as a "capstone" program for those who have reached a given competency level.

- Provide for job development and job placement activities.

  Example....An integral function of career education is job placement. In order for a school system to place those students who have reached an employable level, job development becomes as important as career development. Career guidance, job development, and job placement specialists are new positions which have emerged with the expansion of vocational education at the secondary and post secondary levels.

- Provide for placement for all students, upon leaving school, in either: (a) a job, (b) a post secondary occupational education program, or (c) a 4-year college program.

  Example....The local senior high school that accepts the challenge of career education is responsible for placement and follow-up activities of all its products through planned placement which is an integral part of the instructional program--not an isolated service function. Three types of placement activities become evident--educational placement, job placement, and placement for special services.

- Develop an instructional-learning system, based on competency levels, which permits ease of exit, ease of return, ease of entrance.

  Example....The synthesis of subject matter, materials, teachers, learners, adjunct personnel, and technological media into learning modules of short duration can serve as building blocks for reaching various levels of occupational competencies and for individualizing instruction. Each module is directed toward specific behavioral objectives and permits a variety of instructional-learning patterns to be established. Schools should strive to design a system which permits the individual to progress at his own rate of ability, to enroll on any day of the year, and to begin or renew his educational program.

- Provide for continuous follow-through of all dropouts and graduates and use the information for program revisions.

Example....An important aspect of evaluation is what happens to the students. A system which has proven to be highly successful because of its personalized approach by teachers is to follow-up yearly on first year, third year, and fifth year graduates and school leavers.

- Provide for occupational advisory committees for each major cluster

Example....Functioning advisory committees can assist with the development of career guidance experiences, develop instructional materials, provide a resource for speakers, perform public relations activities, serve as career club co-sponsors, assist in the preparation and defend budget requests, and serve as career advisers to students.

ERIC

A PLAN FOR IMPLEMENTATION

The successful integration of Career Education into our school curriculum can emerge only from concrete efforts at implementation which must occur at two levels:

1. The policy level at which school boards, administrators and legislators choose to emphasize Career Education.
2. The instructional level at which teachers and counselors must develop or be provided with instructional activities.

Someone must push for implementation. It has been said that, "What is everybody's responsibility is nobody's responsibility". Specific responsibilities should be fixed, and the many participants and advocates should know who is to do what.

Levels of Responsibility:

National Level

The USOE can provide leadership and impetus for Career Education. They can call attention to the national need, propose a logical response, cite examples and perhaps suggest alternative models for local schools to consider. Look to federal agencies for: (1) information, (2) resources, and (3) technical assistance.

State Level

The State Education Agency responsibilities will include policy making, technical assistance, coordination, personnel development and resources. The State Agency allocates both federal and state funds to local districts. Some principal activities for the state level include:

1. Advocating and generating interest across the state.
2. Setting priorities in allocating federal and state funds for Career Education.
3. Planning and conducting Career Education instructional materials development. (funding workshops, etc.)

4. Collecting information and disseminating it among local school systems.
5. Facilitating cooperation in program planning, promotion, and resource sharing among local school systems.
6. Coordinating local school programs with programs in other states and special national projects.

Local Level

It is at the local level that education is planned, teachers are trained, curriculum developed and students are taught.

The Superintendent and Local District

The first step in implementation is for the Superintendent and Board of Education to idenfity Career Education as a priority. The principals, department chairmen, and faculty in local school systems must know that Career Education is a performance priority.

Extensive discussion and exchange of ideas in every classroom of the school system must emerge from the leadership activities of the central office staff.

Action Steps for Implementation:

Step 1. Organize a network of interested groups.

a. Public Information Program - to promote the concept, stimulate interest and call for active participation by all community interests.
b. Select Advisory Committee - (1) parents (2) educators (all levels) (3) business and labor (4) public agencies and elected officials (5) service clubs and other groups. (May organize into sub-committees, visitation committees, steering committees, etc.)

Step 2. Gain an understanding and establish "policy statement".

a. Committee must have a "working grasp" of the components, the principal actions, and the program objectives.
b. Policy statement that gives direction. (Similar to road map). Should be developed by central office staff with assistance from the advisory committee.

Sample: Los Angeles School District
"We believe that it should be the policy of our school district to provide career education for all youth and adults of the district, to the end that no student drops out of school who is not prepared to enter the world of work, that no student graduates who does not have saleable skills for productive work or college education, and that no adult is denied an educational opportunity to become properly employable".

Step 3. Study the current system to determine the changes necessary.

a. Self-study (questionnaire, etc.)
b. Evaluation should center around objectives.
Career Education will provide study groups an opportunity to engage in a re-examination of the purpose and function of many existing programs and courses.

Step 4. Conduct an inventory and organize community resources.

a. Survey community (see appendix for community resource questionnaire)
The community must become an extension of the classroom.

Step 5. Design preliminary program.

a. Prepare instructional objectives.
b. Curriculum development activities.
c. In-service teacher training.
d. Community interaction.
e. Experimental programs tried and evaluated.

Step 6. Implement the System.

Point at which actual classroom activity begins system-wide.
a. Priority and objectives will have been established.
b. The concept will have been examined by school personnel and community resource persons. Experimental activities tried and evaluated on limited basis.
c. Evaluation of existing programs will have been initiated, resulting in recommendations.
d. Community resources will have been identified.
e. In-service training will have been completed.
f. Curriculum activities will be developed and availabe for sharing with all teachers.
g. Costs will have been determined and budgets established.

Step 7. Develop system for evaluation.

In planning a program of evaluation, planners of career education have an opportunity to reconsider program goals and objectives, if for no other reason than to restate these objectives in terms that permit their being measured.

Among the most common techniques for evaluating education and training programs are: (1) direct solicitation of the reactions of the participants, including students and community persons; (2) individual and group tests to actually measure progress and achievement in any phase of the program; (3) performance tests or observation of a student actually demonstrating his ability in the use of a skill; (4) comparison of results of new techniques and procedures over older or traditional methods; and (5) observation of the education process to determine problems and remedies. The ultimate evaluation of career education will not be achieved until enough persons have traversed the full system from early childhood throughout their working lifetime into retirment. Only then can society have a valid comparison of the old and new in career development. In the meantime, interim evaluations are necessary to keep the system tested and improving.

Step 8. Develop system for utilizing evaluation findings.

Evaluation determines how well the system is performing and pinpoints where improvement is required. Feedback is concerned with taking the results of an evaluation and applying them to correct or improve any part of the system requiring it.

Feedback systems have to be developed for every element in the system. When students are tested, the results of their achievement should be shared not only with the student himself but also with all of those persons directing the particular learning experience as a measure of the effectiveness of that activity. In this way the program itself can be monitored to determine where and how change might be introduced.

Step 9. Maintain program.

Selected activities are institutionalized.

THE NEED FOR LOCAL COMMITMENT TO INSERVICE TRAINING

A critical variable in the change process is the teacher! Inservice training of personnel for career education must be a part of each developmental stage with a series of planned, sequential activities. Many skills are required for career education. A few of these are:

- Assessing the needs of learners and the community
- Formulating objectives for career education
- Structuring curriculum and instruction around an occupational cluster system
- Securing and utilizing community resources
- Analyzing clusters to determine learning modules/elements for individualizing instruction
- Integrating and correlating subject matter
- Designing pupil personnel services
- Evaluating and measuring achievement
- Selecting, collecting, and disseminating career education materials and media
- Articulating curriculum and instruction vertically and horizontally
- Counseling for occupational preparation
- Managing things, data, and ideas
- Placing students once competency levels have been reached
- Involving volunteer helpers in the educational process

These skill requirements do not represent an all-encompassing list. On the other hand, considerable attention could be given to any of the above items. The last item, for example, deserves serious consideration. As educators tap more of the human resources of their communities to

accommodate career education, they should increasingly involve volunteers in the schools. The more volunteers become involved, the more evident it will become that they also need inservice education. Some of the roles that can be assumed by volunteers and for which inservice education will be needed are:

1. Career counselor assistants
2. Career discussion leaders and listeners
3. Resource and activity supervisors
4. Referral agency-school-home coordinators
5. Business and industrial tour guides
6. Role players
7. Work simulation supervisors
8. Neighborhood home-school coordinators
9. Career cluster aides
10. Basic education tutors
11. Special education task development helpers
12. On-the-job training supervisors
13. Work sampling consultants
14. Career cluster coordinators
15. Pre-apprenticeship sponsors
16. Advisory committee and task force committee members

A PLAN FOR IN-SERVICE TRAINING

In-service training begins with extensive staff orientation followed by individual levels and subject matter areas identifying and discussing the philosophical ramifications of career education. The responsibility for designing and implementing a comprehensive career education system should not be carried by a few individuals. It must be a total staff commitment.

One pitfall often noted is the purchase of resource material without orienting the teachers to the utilization of materials. The material seldom becomes an integral part of the instructional program. Another pitfall is the installation of a course to import career information. Every course taught contributes to career development. It's imperative that all teachers understand their role.

The in-service program will involve some formal instruction, but it should mainly consist of self-directed workshop type activity. The program should move from an assessment of personnel needs through a series of self-discovery experiences. It must be a continuous program spread out during the school year. Some logical steps to consider and suggested programs for in-service to follow:

A. Planning Stage:

1. Gain commitment from Board of Education
2. Select coordinating staff and appoint steering committee members.
3. Meet with steering committee and design tentative in-service program
4. Review tentative plans with administration, consultants, and other appropriate groups.
5. Finalize the system wide plan for in-service (see suggested agenda that follows)

B. Implementation:

1. Hold system wide conference
2. Conduct building meetings
3. Evaluate workshops and determine strategy for implementing curriculum and instructional activities
4. Organize sub-committees if needed for curriculum review and adaptation.
5. Begin incorporation of selected career development activities into the curriculum

C. Evaluation:

1. Develop system for evaluating selected activities
2. Develop system for change and/or improvement based on evaluative results

GUIDELINES FOR CAREER EDUCATION IN-SERVICE PROGRAMS

1. Ample time should be allotted for open discussion to gain commitment to career education, increase understanding of its concepts, and encourage productive participation in the program.

2. Opportunities should be given teachers from divergent disciplines to interact and relate in a cooperative manner by bringing them together in small mixed groups for in-service activity.

3. Teachers should be encouraged as much as possible to create, innovate, and share ideas for teaching.

4. A considerable number of students, parents, community members, and employers should discuss career experiences and serve in an advisory capacity during the in-service program, thereby increasing involvement with teachers.

5. Vocational teachers should take leadership roles in the in-service program to inform academic teachers, counselors, students, and parents about the advantages and importance of vocational education and the opportunities available for obtaining career skills.

6. To gain a true understanding of the career world, teachers should spend considerable time visiting community/employer sites to discuss work, viewing workers of different types, and observing classes where career education is actually being practiced.

7. Teachers in every discipline should be instructed in developing career-related activities, performance objectives, roleplaying, work simulation, student-directed learning, and individualized instruction.

8. Teachers should have effective instruction in dealing with students who have physical, mental, or emotional problems and with those who are unequal to the "average" student for social or economic reasons.

9. Elementary teachers should have guidance/counseling instruction comprehensive enough to provide insight about career development. Secondary teachers should develop skill in assisting students to assess interests/abilities, obtain work experience, and enter vocational programs, employment, or post-secondary schools for career preparation.

10. A wide variety of career resource materials and the services of an information specialist should be available during the in-service program.

11. Teachers should have sufficient released time from teaching to pursue in-service activities which occur frequently throughout the year.

12. Continuing opportunities should be given to teachers for planning and choosing in-service activities that meet their needs and desires.

13. Whenever possible, research findings should provide one base for developing in-service activities that will improve teacher/student performance.

14. Recognition of some type should be given to teachers who increase their effort or improve performance as a result of in-service activity.

15. Teachers should evaluate in-service activities and receive information about program results and teaching performance throughout the year.

Taken from --- Genevieve Smith. "Career Education In-Service Guidelines for Educational Administrators Dissertation", The University of Tennessee, 1973. Copyright

SYSTEM-WIDE CONFERENCE ON CAREER EDUCATION

The most successful approach to Personnel Awareness and Orientation is a system-wide conference for all instructional personnel.

Suggested Agenda

8:30 - 8:45 a.m.	BOARD PRESIDENT: "Our Commitment to Career Education"
8:45 - 9:15	SUPERINTENDENT: "The Need for Career Education" "In America today the whole fabric of our education structure is threatened. More and more students are being 'turned off' by school. Citizens are concerned at rising school costs. School curriculums have become badly skewed toward college preparation, when in fact less than 15 percent of our students ever graduate with a college degree. In short, our schools will continue to lose the support of the public unless a drastic rethinking takes place". (Place this quote from Associate U.S. Commissioner of Education, Robert Worthington, in the agenda)
9:15 - 9:35	"Career Education" A 20-minute film (The purpose of this film is to illustrate the need for career education in a technological society. A copy of this film may be secured from the State Board for Vocational Education or the Department of Public Instruction.
9:35 - 10:00	BREAK
10:00 - 12:00	SYMPOSIUM: "This is How I See Career Education"

Presenters	Suggested Topics
STUDENT	Inadequacy of career information No room at the bottom

	Frustrations in and with education
	Desire for self-direction and role involvement
PARENT	The acquaintance of youth with life roles, life styles, career options
	The design of a more flexible system for ease of exit and return
	Accountability for student placement
	Career Education for employed, unemployed, and underemployed adults in the community
EMPLOYER	Our work-oriented society
	Changing nature and scope of occupations
	The work ethic
	Partnership education
	A community-based system of education
COUNSELOR	Foundation of career education--historical antecedents
	Basic elements of an information and support system: (a) Student assessment program, (b) Student data system, (c) Occupational information system, (d) Community guidance counseling, placement, follow-up and follow-through system
ADMINISTRATOR	Needs assessment
	Resource allocations
	Freedom to innovate
	Team approach
12:00 - 1:30 p.m.	LUNCH
1:30 - 4:00	SMALL GROUP INTERACTION SESSIONS
	(Participants in each small group session represent a broad spectrum of school personnel--K through 12 or 14, as well as representatives from the community).

(The group leader will have been oriented to the role by the Steering Committee. His major responsibility is to gain commitment on the part of each participant to work actively toward the implementation of Career Education).

Activity Objectives:

a. Identify curriculum and instruction implications based on an examination of various models. Career Education elements, concepts, career development stages.

b. Identify those responsible for Career Education and assess their roles in Career Education

c. Answer a prepared questionnaire, developed by the Steering Committee, through group discussion. The questions will relate to these categories:

   (1) Value judgment questions related to Career Education

   (2) Assessment of staff needs

   (3) Community involvement in Career Education

   (4) Staff involvement in Career Education

   (5) In-service training

d. Preview plans for the following day. Participants return to their respective schools to continue the dialogue and relate Career Education to their specific areas of concern. (see building meeting agenda)

BUILDING FACULTY MEETING

Suggested Agenda

(To follow the system-wide conference on Career Education)

8:30 - 9:45 a.m.	BUILDING PRINCIPAL: "Highlights of the Conference" 1. Define Career Education (taken from the film "Career Education") or other sources. 2. Discuss implications of a comprehensive career education system, needs assessment, possible goals/objectives for the school.
9:45 - 10:00	BREAK
10:00 - 11:00	SMALL GROUP DISCUSSIONS: "Implications of Objectives for Career Education"
11:00 - 12:00	GROUP CHAIRMEN report implications delineated through small group interaction
12:00 - 1:00 p.m.	LUNCH
1:00 - 2:00	STAFF PRESENTERS: "What Others are Doing - What We Can Do" Principal appoints a task group to review Career Education Guideline and report instructional activities which might be considered by instructional personnel.
2:00 - 3:00	BUILDING PRINCIPAL: "Planning Ahead" Steering Committee recommendations are shared with faculty regarding (a) inservice training, (b) interaction linkage system.
3:00 - 3:30	Select representatives for sub-committees

SUGGESTED SUB-COMMITTEE MAKE-UP FOR A SYSTEM WIDE ADVISORY COUNCIL

Sub-Committee, K-6:

- Representatives for each level, K through 6
- Representatives from supportive services
- Parent representative
- Community representatives at large

Sub-Committee, 7-9:

- Representatives for each level, 7-9
- Representatives from the areas of:

Math	Home Economics
Science	Business Education
Language Arts	Industrial Arts
Social Studies	Special Education

- Representatives from supportive services
- Parent representatives
- Community representatives

Sub-Committee, 10-12:

- Representatives from levels, 10-12 or 10-14
- Representatives from areas of:

Math	Agriculture Education
Science	Business Education
Language Arts	Distributive Education
Social Studies	Home Economics Education
Area-at-Large	Trade & Industrial Education
Health Occupations Education	Special Education

- Representatives from a supportive service
- Parent representative
- Community representative from business, industry, labor and governmental agencies

CHECK LIST FOR IMPLEMENTATION
OF A CAREER EDUCATION PROGRAM

1. /_/ Have you made a philosophical commitment to Career Education?

2. /_/ Have you identified and assessed the needs of the student and the community he is in and/or will be entering?

3. /_/ Do you have a clear statement of goals?

4. /_/ Do your goals have performance objectives?

5. /_/ Have you inventoried instructional capabilities (school and community) relative to these goals?

6. /_/ Are you aware of potential constraints in the areas of economics, personnel and facilities?

7. /_/ Have you established priorities for curriculum change?

8. /_/ Have these priorities been jointly agreed upon by parent, advisory and community groups?

9. /_/ Do you have the endorsement and support of the business and industrial sector for these goals and objectives?

10. /_/ Do your goals and objectives provide a balanced program?

11. /_/ Have you clearly defined the organizational structure, administrative procedure and the function and inter-relationship of all components?

12. /_/ Do you have a viable staff development (in-service training) plan?

13. /_/ Are you developing automated support systems with information capabilities to provide (A) student data (B) program data (C) employment and educational projections (D) demand projections (E) placement and follow-up information?

14. /_/ Do you have a continuing administrative strategy of program re-evaluation and re-alignment for the purpose of maintaining a relevant educational delivery capability to (A) students (B) "real" world?

15. /_/ Is your guidance program capable of providing guidance or just program services?

16. /_/ Have you developed a plan for creating and utilizing advisory committees?

17. /_/ Have you established linkages with business and industry to provide on-site experiences for the student?

18. /_/ Have you identified applicable community resources?

19. /_/ Have you developed internal communication channels as well as external ones for disseminating information?

The above checklist is reprinted from THRUST - For Educational Leadership, April Issue, Vol. 1, No. 5.

APPENDIX A

COMMUNITY RESOURCES QUESTIONNAIRE

The Career Education Advisory Committee is studying various ways of enriching the educational program of the _____ schools. One way to widen the students' educational opportunities, particularly in learning work skills, is to use the resources of the community. The purpose of this questionnaire is to find out what interests and talents the people of _____ would be willing to share with their young people. Once this information is on file, then it will be possible to match up an individual's special skill with a student's particular interest. Would you be willing to have this questionnaire kept on file at the _____ School so that in the event of a particular need or interest, you might be contacted? Yes No

NAME_____

ADRRESS_____ PHONE _____

FIELD OF INTEREST (Cite occupation or industry, arts and crafts, science, public service, business, trade union)

_____

SPECIAL SKILLS: _____

WHAT SIZE GROUP WOULD YOU LIKE TO WORK WITH?

_____ (Large: 20 plus) _____ (Medium: 5-20)

_____ (Small: 2-5) _____ (Individual: one to one)

HOW MUCH TIME WOULD YOU BE WILLING TO GIVE?

_____ Once a Week _____ Number of Hours

_____ "Hands On" training (every day over a period of several weeks)

_____ Occasional (lecture or demonstration for a specific topic)

_____ Other

CAN YOU VOLUNTEER YOUR SERVICES? _____ IF NOT, TENTATIVELY HOW MUCH WOULD YOU EXPECT TO BE PAID? _____

I understand that this information is merely exploratory and does not bind me in any way. If there is a need for, or interest in, my services, I shall be contacted and further arrangements will be made.

Signed_____

Please return completed questionnaire to the
person who gave it to you - or to John Doe
Career Education Advisory Committee
Post Office Box 707, Random Town, U.S.A.

APPENDIX B

ERIC

REFERENCES

1. Altman, James W. Research on General Vocational Capabilities (Skills and Knowledges). Institute for Performance Technology, American Institutes for Research, Pittsburgh, Pennsylvania, 1966.

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11. Reinhart, Bruce. "Nature and Characteristics of Emerging Career Education Curriculum." A paper presented at the National Conference On Career Education for Deans of Colleges of Education, Columbus, Ohio, April 24, 1972, Sponsored by the Center for Vocational and Technical Education, the Ohio State University.

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16. Kimbrell. Succeeding in the World of Work, McKnight & McKnight Publishing Co., Bloomington, Ill.

17. The World of Work (156 pg. book), J. Weston Walch, 919 Congress St., Box 658, Portland, Maine 04104.

18. Parent Involvement: A Key to Better Schools, National Education Association of the United States, 1201 16th St. N. W., Washington, DC 20036

19. Dunn, Charletta; Payne, Bill. Occupational-Vocational Guidance in the Elementary Grades - World of Work, Leslie Press, 111 Leslie St., Dallas, Texas 75207

20. Hoyt, Evans, Mackin, Mangum. Career Education: What It Is and How To Do It, Olympus Publishing Co., 937 E. Ninth South, Salt Lake City, Utah 84102.

21. Career Development in the Elementary School (76 pg. booklet), Charles E. Merrill Pub. Co., 1300 Alum Creek Drive, Columbus, Ohio 43216.

22. Norris. Occupational Information in the Elementary School, Science Research Assoc., 259 W. Erie St., Chicago, IL 60611, 1963

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24. Genevieve Smith. Career Education In-Service Guidelines for Educational Administrators Dissertation, The University of Tennessee, 1973. Copyright

APPENDIX C

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ADDRESS OF SUPPLIERS OF RESOURCE MATERIALS

Academy Films
748 West Seward St.
Hollywood, Calif. 90038

Allyn & Bacon Inc.
College Division
Rockleigh, NJ 07647

American Book Company
300 Pike Street
Cincinnati, Ohio 45202

American Guidance Service
Publishers Bldg.
Circle Pines, Minn. 44014

Association-Sterling Films
512 Burlington Ave.
LaGrange, IL. 60525

Association Films
660 Madison Ave.
New York, NY 10022

BFA (Bailey-Film Assoc.)
2211 Michigan Ave.
Santa Monica, CA 90404

Benefic Press
10300 W. Roosevelt Rd.
Westchester, IL 60153

Bobbs & Merrill
4300 W. 62nd St.
Indianapolis, Ind. 46268

Careers, Inc.
P. O. Box 135
Largo, Florida 33540

Childrens Press
1224 W. Van Buren St.
Chicago, IL 60607

The Child's World, Inc.
515 N. Front St., Box 711
Mankato, Minn. 56001

Chilton Book Co.
401 Walnut St.
Philadelphia, PA 19106

Churchill Films
662 N. Robertson Blvd.
Los Angeles, Calif. 90069

David C. Cook Pub. Co.
Elgin,
Illinois 60120

Communico
1735 Administration Dr.
St. Louis, MO 63141

Coronet Films
Coronet Building
65 E. South Water St.
Chicago, IL 60601

Coward-McCann, Inc.
200 Madison Ave.
New York, NY 10016

Crowell, Thomas Y.
201 Park Ave. S.
New York, NY 10003

Denoyer-Geppert
5235 Ravenswood Ave.
Chicago, IL 60640

Developmental Learning Corp.
3505 N. Ashland Ave.
Chicago, IL 60657

Dillon Press
108 Washington Ave. N.
Minneapolis, MN 55401

Walt Disney Productions
Educational Film Division
500 S. Buenavista Ave.
Burbank, Calif. 91503

Dodd, Mead & Company
79 Madison Ave.
New York, NY 10016

Doubleday & Company
501 Franklin Ave.
Garden City, NY 11530

Edu-Craft
(See Denoyer-
Geppert)

Educators Progress Service, Inc.
212-214 Center St.
Randolph, Wisc. 53956

Educational Progress Corp.
8538 E. 41st St.
Tulsa, OK 74145

Encyclopaedia Brittanica
Preview/Rental Library
1822 Pickwick Ave.
Glenview, IL 60025

Eye Gate House
146-01 Archer St.
Jamaica, NY 11435

Fearon Publishers, Inc.
2165 Park Blvd.
Palo Alto, Calif. 94306

Filmstrip House
432 Park Ave. S.
New York, NY 10016

Filmstrip of the Month
Popular Science Pub. Co.
355 Lexington Ave.
New York, NY 10017

Finney Company
3350 Gorham Ave.
Minneapolis, MN. 55426

Florida Development Commission
Film Library
Collins Bldg.
Tallahasee, Florida

Follett Educational Corp.
Customer Service Center
Box 5705
Chicago, IL 60680

Ford Market, Inc.
63 St. Anthony Blvd. N. E.
Minneapolis, MN 55421

Gel-Stenn
911-913 S. Hill St.
Los Angeles, Calif. 90015

Ginn & Company
Staler Building
125 Second Ave.
Boston, Mass. 02154

Grove Press
80 University Pl.
New York, NY 10003

Guidance Associates
41 Washington Ave.
Pleasantville, NY 10570

E. M. Hale & Co., Inc.
1201 S. Hastings Way
Eau Claire, WI 54701

Harper & Row Publishers
Keystone Industrial Park
Scranton, PA 18512

Harvey House, Inc.
5 S. Buckhout St.
New York, NY 10533

Hawthorne Book, Inc.
70 Fifth Ave.
New York, NY 10011

Highlights for Children
2300 W. Fifth Ave.
Columbus, OH 43216

Holt, Rinehart & Winston, Inc.
383 Madison Ave.
New York, NY 10017

Houghton Mifflin Co.
1900 S. Batavia Ave.
Geneva, IL 60134

Imperial Film Co.
4404 S. Florida Ave.
Lakeland, Florida 33803

Information Systems & Service
P. O. Box 1231
Milwaukee, Wisc. 53201

Instructo Corp.
Paoli,
Pennsylvania 19301

Jam Handy
2781 E. Grand Blvd.
Detroit, Michigan 48211

Alfred A. Knopf, Inc.
501 Madison Ave.
New York, NY 10022

Laidlaw Brothers
Thatcher & Madison
River Forest, IL 60305

Little Brown & Co.
34 Beacon St.
Boston, MA 02106

Long Filmslide Service
7505 Fairmount Ave.
El Cerrito, Calif.

Marrow Publications
4163 Market St.
San Diego, Calif. 92101

Macrae-Smith Co.
225 S. 15th St.
Philadelphia, PA 19102

McGraw-Hill Book Co.
330 W. 42nd St.
New York, NY 10036

Melmont Publishers
(See Childrens Press)

Milton Bradley Aids
74 Park St.
Springfield Mass. 01102

Modern Talking Picture Service
9129 Lyndale Ave. S.
Minneapolis, MN 55420

National Dairy Council
111 North Canal St.
Chicago, IL 60606

National Forum Foundation
(See American Guidance Service)

National Gallery of Art
Extension Service
Washington, DC

Net Film Service
Indiana University
Bloomington, IN 47405

F. A. Owens Publishing Co.
Dansville,
New York

Oxford Book Co.
387 Park Ave. S.
New York, NY 10016

G. P. Putnam
200 Madison Ave.
New York, NY 10016

Q Ed Productions
P. O. Box 1608
Burbank, Calif. 91505

Radim Films
220 W. 42nd St.
New York, NY 10036

Random House
201 East 50th St.
New York, NY 10022

Richard Rosen Press
29 E. 21st St.
New York, NY 10010

Rider College
Public Information Unit
Trenton, NJ 08602

Scholastic Book Service
2931 E. McCarty St.
Jefferson City, MO 65101

Scholastic Magazine, Inc.
(Weekly Reader)
902 Sylvan Ave.
Englewood Cliffs, NJ 07632

Science Research Assoc.
259 E. Erie St.
Chicago, IL 60611

Scott, Foresman & Co.
3145 Piedmont Rd. N. E.
Glenview, IL 60025

Sextant Systems
(See Information Systems
& Services)

Shell Film Library
450 N. Meridian St.
Indianapolis, Ind. 46204

Silver Burdett Company
460 S. N. W. Highway
Park Ridge, IL 60068

Society for Visual Education
1345 Diversey Parkway
Chicago, IL 60614

Steck-Vaughn Co.
Box 2028
Austin, Texas 78767

Sterling Publishing Co., Inc.
419 Park Ave. S.
New York, NY 10016

Taylor Publishing Co.
Box 597
Dallas, Texas 75221

Texaco Inc.
Mr. Smithwick
1570 Grant St.
Denver, Colo.

Thompkins Films
Box 46611
Los Angeles, Calif. 90046

Trend Enterprises
White Bear Lake,
Minnesota

U. S. Government Printing Office
Superintendent of Documents
Washington, DC 20402

U. S. Dept. of Labor
240 New Federal Bldg.
653 Second Ave. N.
Fargo, ND 58102

Viking Press
625 Madison Ave.
New York, NY 10022

VISTA
1111 18th St. N. W.
Washington, DC 20506

J. Weston Walch, Publisher
Box 1075
Portland, Maine 04104

Franklin Watts, Inc.
575 Lexington Ave.
New York, NY 10022

Weekly Reader
(See Scholastic Magazine)

Westminster Press
Witherspoon Bldg.
Juniper & Walnut St.
Philadelphia, PA 19107

Weston Woods
Newtown Turnpike
Weston, Conn. 06880

Whitman, Albert
560 W. Lake St.
Chicago, IL 60606

John Wiley & Sons
605 Third Ave.
New York, NY 10016

H. Wilson Corporation
555 West Taft Drive
South Holland, IL 60473

ACCESSION NUMBER: VT100628

TITLE: DISTRIBUTIVE EDUCATION FILM CATALOG.

PERSONAL AUTHOR: MCKNIGHT, MOLLIE, COMP.

DESCRIPTORS: *DISTRIBUTIVE EDUCATION; *INSTRUCTIONAL FILMS; *RESOURCE GUIDES; *CATALOGS; *DIRECTORIES

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: NIM V.7NO.4(1974)PP. 547

ABSTRACT: THIS CATALOG GIVES THE VOCATIONAL TEACHER A LISTING OF FILMS FOR DISTRIBUTIVE EDUCATION CLASSES. AN INTRODUCTION PROVIDES GENERAL COMMENTS AND ADVICE, INSTRUCTIONS FOR ORDERING, AND A LIST OF SOURCES OF FILMS. THE FILMS ARE GROUPED BY 34 SUBJECT MATTER HEADINGS WITH EACH ENTRY CONTAINING TITLE, DATE, TIME REQUIRED, COST, SOUND, COLOR, AND ANNOTATION. FILMSTRIPS, SLIDE SHOWS, AND TRANSPARENCIES ARE TREATED SEPARATELY AND IN THE SAME MANNER. GUIDES TO FREE FILMS AND LOANING INSTITUTIONS ARE INCLUDED. (MU)

INSTITUTION NAME: OHIO STATE UNIV., COLUMBUS. DISTRIBUTIVE EDUCATION MATERIALS LAB.

VT 100628

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DISTRIBUTIVE EDUCATION

FILM CATALOG

Compiled From Current Film Catalogs by

Mollie McKnight
Westland High School
South-Western City Schools
Columbus, Ohio

Produced and Distributed by

DISTRIBUTIVE EDUCATION MATERIALS LAB
1885 Neil Avenue, 115 Townshend Hall
Columbus, Ohio 43210

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INTRODUCTION

A great deal has been and is being written about audio-visual materials or "educational media." This is the field that is gradually changing the image of education. From the research laboratory to the classroom, innovation in teaching techniques are under way. Funds are now available to educators enabling pilot programs to take place involving the use of media. Systems approaches are planned and executed involving the coordinated use of a variety of media programmed to achieve set objectives. Packaged media offered to supplement and facilitate learning in specific teaching areas are gaining in momentum.

In the area of vocational education and specifically Distributive Education these same innovations are starting to have their effect. Granted, other areas more easily adapted to commercial media and involving more students are being developed faster, but this simply means that we owe it to ourselves and our students as vocational educators to seek out what materials are available now. Also, many of the techniques involved in other areas of education can be readily adapted to our field and in many instances apply to vocational education even more than some academic areas. If we truly believe that one can "learn by doing" then let's explore some of the many techniques available to us that will help us to achieve our objectives.

If you strongly believe that one must be a "creative person" to adaquately explore audio-visual techniques, then don't waste your time reading any farther. Creativity has little if anything to do with the effective use of classroom media. An awareness of what is available and how it can be used to help you and your students in achieving your goals is all that you need. If you are now making your living teaching, you should have this and most of us do -- at least in the area of subject matter. What we lack is how to present this subject matter in such a manner as to entice learning.

Since most of us don't have the time and money to spend on searching for suitable films and other classroom media, we ordered catalogs from various sources and did the research this summer and fall. This is a catalog aimed at familiarizing all Distributive Education teachers with many of the films, filmstrips, slide shows and transparancies available from various sources throughout the country. The sources for these movies include University film libraries, various industries and film production companies.

The films listed are for rent, sale or on a free loan basis. The films are listed alphabetically within each general topic area. Beside each title, the letters indicating the film source are given. The address of the film sources are given on pages 13-18. The price of the film are rental prices unless "Sale Price" appears. Cost of films does not include any postage required. Filmstrips, slide shows and transparencies are listed alphabetically.

These films were selected to fit into the various topics taught in Distributive Education. It is designed as a handy guide to using media along with all of your other teaching material.

GENERAL COMMENTS ABOUT FILMS

I. Why use films?

A. Attention is focused on the point being made.
B. Interest is generated.
C. Curiosity is aroused.
D. Understanding of the topic is enhanced.
E. Retention of message or learning is more favorable.
F. Attitude toward learning is more favorable.
G. Makes learning a pleasant and entertaining experience.
H. Adds to believability of message.
I. Induces desirable action.
J. Presentation is more fun to give.

II. Pre-Planning for Film Use

A. Schedule ahead to fit the unit.
B. Preview before showing the film.
C. Understand how the film fits into your course.

1. Does it introduce a unit?
2. Does it summarize a unit?
3. Does it visualize and expand a particular subject?
4. Does it enrich a subject area?
5. Does it explain a particularily difficult subject?

D. Whose opinion is being expressed?

1. Who is the educational collaborator of the film?
2. What is the exact title?
3. What company produced the film?

E. Student Preparation

1. Assign questions to be answered on film content.
2. Give "things to watch for" to stimulate later discussion.
3. Have them take notes (generally there is enough light for this).
4. If a film is dated, tell the class that hair styles will be different, etc. -- the content is the important thing, etc.

F. Mechanics

1. Films are better shown in your individual classroom.
2. Set up equipment and be ready to go when the bell rings (we try— this is sometimes a problem).
3. When the film is over, do not permit rewinding if it interferes with classroom discussion.
4. Start with the title frame - avoid the 1, 2, 3 countdown --

III. During the Film

A. Watch the first few scenes carefully -- they usually provide the key to a better understanding of the film.
B. Watch and listen for teaching points --

1. A good film is outlined with subpoints.

a. When the picture fades in and out this indicates a new point in the film's "outline."
b. Words printed on the screen usually indicate key ideas.
c. Dates, maps, animated drawings present important information.
d. A partial summary indicates a new area is coming up.
e. The review at the end of a film is quite good and will generally summarize the entire film.
f. Watch for authentic scenes and objects.
g. Watch for special film techniques.
h. If a frame or certain area is of interest, have the projectionist "frame" the picture or stop the action momentarily.
i. Stop the projector and recap verbally or call emphasis to a certain point -- right in the middle of the film!
j. Stop the sound and let the student's narrate the action (this sometimes works better the second time with the students describing the action for the entire film).
k. Mechanics

(1) Be sure sound is adequate for all students.
(2) Watch focus on machine.

IV. After the film...

A. Discuss with pointed questions - pick up students who were to watch for certain things.
B. Test if time permits.
C. Mechanics..

1. Lights on, sound off immediately; get the equipment out of the way or out of the room. Do not share the focal point of your class with a machine once its purpose has been fulfilled.

V. Early Spring (March, April) is the best time to order free loan films for the following school year. Write requests on school staticnery.

In ordering films, check carefully to be sure that they are free (meaning you pay only return postage and possibly insurance -- both less than $1.00). Check the rules carefully and you will save yourself possible grief.

Don't rule out rental films. These are many times inexpensive ($5-$7) and well worth it. You may get another teacher or two to split this cost with you or perhaps the Audio-Visual Director has a fund for rental films. Have you checked?

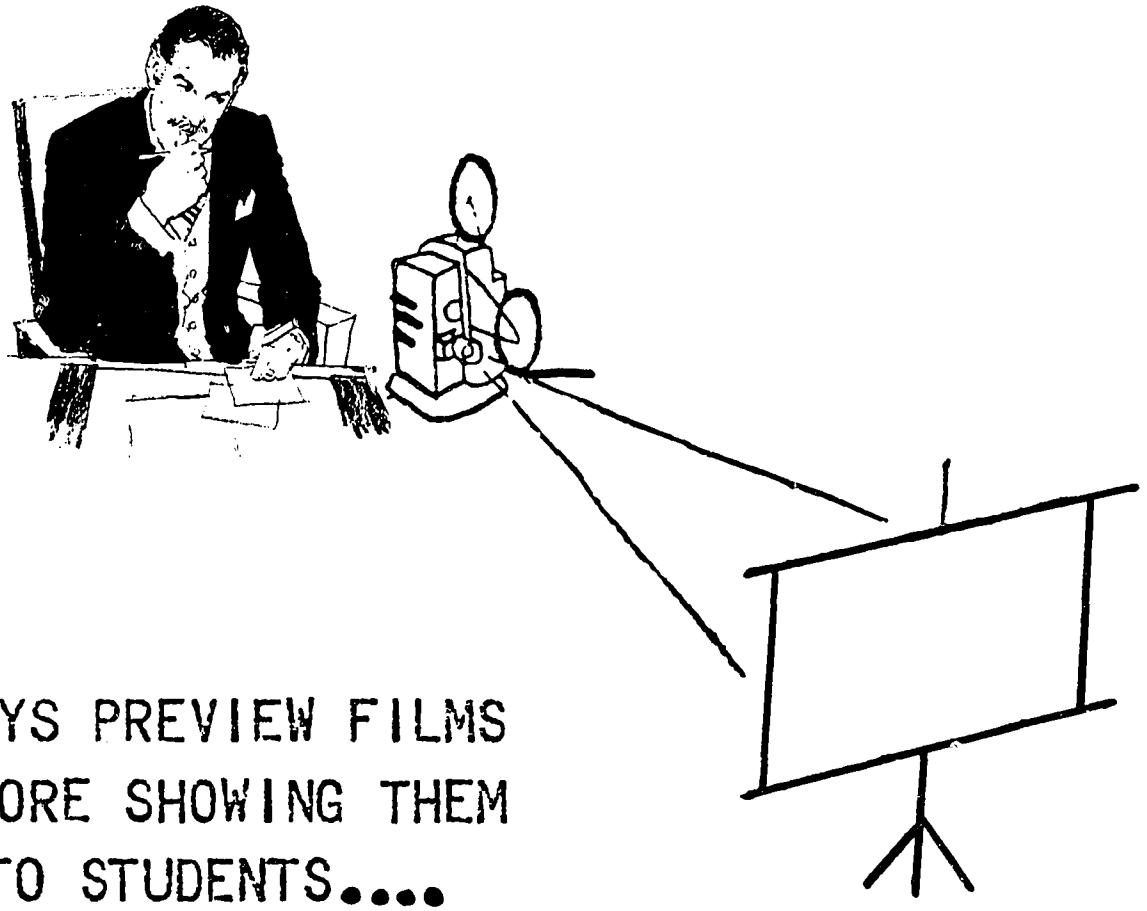

ALWAYS PREVIEW FILMS BEFORE SHOWING THEM TO STUDENTS....

The filmstrip is a 35mm continuous, black and white or color film shown manually through a filmstrip projector. The film itself does not carry sound but relies on an accompanying record or tape to provide the sound. Filmstrips may have an audible signal in the record to alert the operator to move the filmstrip ahead one frame. This signal is commonly known as a "beep." Normally a filmstrip will have from 25-50 frames and today's are mostly in color. The outright purchase of a filmstrip is likely to be from $5.00 - $8.00, hence, the attractiveness of low cost.

ADVANTAGES TO THE CLASSROOM TEACHER ARE MANY:

1. A wide variety of filmstrips abound in all areas (including Distributive Education).

2. Low cost ($5.00 - $8.00 per copy).

3. They are small and lightweight, easily stored.

4. Filmstrip projectors are inexpensive and easy to operate.

5. They are run manually and can be viewed at the teacher's own pace. They can be stopped easily for discussion purposes.

6. Filmstrips can quickly be "run" to any area for discussion.

TECHNIQUES FOR FILMSTRIP INSTRUCTION

1. Preview first and jot down some questions to be answered by class members.

2. If the filmstrip has printed captions on the frame, you may want to purposely put it out of frame and ask the class to describe the action.

3. Don't be afraid to stop the filmstrip and develop discussion.

4. Filmstrips lend themselves well to individualized or small group viewing. If you have a large library of filmstrips you may choose to make your assignments on this basis.

SOURCES FOR FILMSTRIPS

Because of their low cost, filmstrips are generally offered on an out right sale basis or by some industrial sources free. They are not as a rule loaned.

Thirty-five millimeter slides are becoming popular, too. The new "foolproof" 35mm cameras are both inexpensive and easy to operate. The availability of commercially prepared slides is poor, particularly in the area of Distributive Education. This is possibly due to the fact that one can prepare his own slide presentation quickly and at much less expense.

ADVANTAGES TO THE CLASSROOM TEACHER ARE:

1. If you take your own pictures, you can tailor your presentation to meet local needs.

2. It is inexpensive. 35mm cameras can be purchased for as low as $15. Cost of film and processing for 20 slides is less than $5.

3. 35mm slides are extremely popular for promotional efforts. Slide-tape presentations of students on the job make a nice presentation for Chamber of Commerce, PTA, and other general explanations of the function of a Distributive Education program.

4. Slide projectors are usually readily available in the schools and many people have a personal slide projector for home use. Many filmstrip projectors are adaptable for showing slides.

5. The advantage of color gives impetus to areas like display, advertising, store layout, etc.

6. Slides can be duplicated or used as media for color prints.

ANYONE CAN TAKE GOOD SLIDES TODAY....

TECHNIQUES FOR SHOWING 35MM SLIDES

1. Try to take all slides horizontally. Vertically composed slides are more apt to flow off the screen.

2. Take each slide as you might paint a picture. Watch composition carefully. Get variety and lots of color in your pictures.

3. Slides can be timed to change automatically on most of the newer projectors. You may want to do this for a continuing presentation in conjunction with a display or exhibit.

4. Always preview your presentation first to be sure your slides are in their proper order, right side up, etc.

5. After your presentation, switch the projector to "fan" to enable the lamp to cool off. This will lengthen the life of the lamp.

SOURCES FOR 35MM SLIDES

Eastman Kodak Company Rochester, New York 14650	Kodak Pamphlet S-2 Some sources of 2x2 inch color slides
Fairchild Visuals 7 East 12th Street New York, New York 10003	Free Catalog Purchase slides and records

Distributive Education students are accustomed to learning by doing. They want to see what you are attempting to explain to them. Admittedly, often this is not possible, but frequently a little imagination and thought on the part of the teacher-coordinator can bring alive an otherwise dull teaching unit.

There are several units in Distributive Education that readily adapt to overhead projection. Cash register orientation becomes exciting as the keyboard chart is vividly focused on the screen. Nomenclature of parts and their locations are clear and easily remembered by each student with an ideal vantage point.

Filling out sales slips with their many variations - where the sales slip form is focused on the screen and the coordinator with a grease pencil or felt-tip pen fills in each detail as the class watches - is most effective. Even more effective is student participation. Inventory control forms, or any of the various pieces of paperwork required of salespeople in retailing can be quickly and easily explained to a group of students by use of the overhead projector.

Advertising layout and copy is vividly illustrated by use of the "overhead." Rough layouts, hand drawn with a grease pencil can show a class quickly that an ad is "out of balance" or that an illustration takes up too much space. Student ad layouts drawn in heavy dark pencil lines on paper can be quickly made into transparencies and shown to the entire class for careful evaluation.

Any relationship of a part to the whole can be illustrated vividly on transparency by the use of a pie chart, bar chart or a similar type of graph. The use of overlays, where the original whole is one transparency and duplicate transparencies of the parts are made to "lay over" the original, can indicate proportion and relationship of a part to the whole. The use of different colors for the parts will amplify this technique.

Organizational charts, the selling steps, virtually anything that can be illustrated (and most of the areas in Distributive Education can be illustrated) will be enhanced by the use of the overhead projector.

OVERHEAD TRANSPARENCY PRODUCTION

Transparencies range from the everyday reuseable type to the carefully prepared permanent types. Almost any transparent sheet will suffice for use as a reuseable projectual. Acetate of other types of clear plastic are generally used.

Reclaimed "X-Ray Film" is inexpensive and readily available from several sources for general classroom use. It functions well with several different types of grease pencils, felt-tip markers or India ink pens. The x-ray film is generally available in either clear transparent or transparent with a blue tint. The tint cuts the glare while the transparency is on the stage and is preferred by some teachers for this reason.

Permanent transparencies can be produced in a variety of different ways. Durability is a consideration. Cost is a factor and certainly time is of essence.

The permanent-type heat process transparency is fast, durable and relatively inexpensive to produce. This process is a dry process and passes heat through a prepared "master" to a treated commercial transparency. The image on the master absorbs heat, the high temperature affects the film and transfers the image to the film within a few seconds. Simply, a Distributive Education coordinator can sketch roughly (comprehension is important, artwork is secondary) a diagram or illustration on a sheet of common white paper. The paper generally is not critical. However, the ink or drawing medium is critical. It must be of carbon content. Practically all pencils fit this requirement and the darker the better. Some ball-point pens will work, others will not. India ink, of course, is the best medium to use for heat process masters. After the master has been prepared, one need only sandwich it with the treated commercial transparent film and run it through the transparency office machine. The "Thermo-Fax Secretary" was the first machine used and is especially adept in this process, though other comparable pieces of equipment are now available. Normally, a school will have access to one of these machines. One now has a standard black image transparency.

Space does not permit a thorough discussion of other techniques of the dozens of variations on the basic approaches. Transparency photocopy, the diazochrome process (ammonia) are areas worth depth discussion. Color processes are coming so fast that one is hard-pressed to keep up with the latest in the field and "color lifting" is still another unique transparency process quite useful for Distributive Education classrooms.

SOURCES FOR COMMERCIALLY PREPARED TRANSPARENCIES

Some explanation is necessary here. There are two basic approaches to acquiring transparencies for classroom use. The first is to cut the transparency original. The original is the black line artwork on white paper suitable for producing a finished transparency. There are two sources of originals presently for Distributive Education:

Visual Products Division Box 3100 St. Paul, Minnesota 55101	Free catalog (3 sets of originals are available for D.E. now. Each set has 23 originals. A set sells for $1.00!)
Ohio D. E. Materials Lab Ohio State University 1885 Neil Ave., Room 115 Columbus, Ohio 43210	2 collections of originals used in D.E. topic areas are available for $2.00. There are approximately 75 originals in each set.

The second approach is to buy the finished transparency. These are sold in sets and the cost of the finished transparency is considerably higher than that of the original from which it was made.

There are no specific sources for finished transparencies in Distributive Education. Some comapnies may have transparencies in related areas that you may wish to use. Sources are:

Visual Products, 3M Box 3100 St. Paul, Minnesota 55101	Free Catalog (3M also produces the finished transparencies in addition to the masters- for the D.E. **sets-** they are $30 per set.)

Several sources offer commercially prepared transparencies. Since none of these (to the writer's knowledge) prepare specifically for Distributive Education, only the company names will be listed. A number of these --

Gregg Division, McGraw Hill	Technifax
Encyclopedia Britannia	Science Research Associates
Ginn and Co.	Instructo
Creative Visuals	Ozolid
DCA Educational	Rand McNally
C.S. Hammond	Charles E. Merrill
Keuffel and Esser	

A directory of sources is offered (free) by:

Graflex Inc.
Rochester, New York 14603

"Source Directory - Prepared Transparencies"

ORDER FORM - PLEASE RETURN PART ONE

FILM RENTAL CENTER OF SYRACUSE UNIVERSITY

1455 EAST COLVIN STREET SYRACUSE, NEW YORK 13210 PHONE AREA CODE 315 479-6631

USE THIS BOX FOR YOUR SCHOOL CODE OR PURCHASE ORDER NUMBER.

ACCOUNT NUMBER

SAMPLE ORDER BLANK

SHIP TO:

BILL TO:

IF SAME AS CONSIGNEE, WRITE SAME HERE:

RENTAL CONDITIONS:

1. Films are scheduled for 2 days unless you request an extension. Return all films on dates printed on label inside film case.
2. Do not send duplicate film orders; retain all copies. You will receive an IBM printed confirmation.
3. Priority is assigned to orders as received. Requests for the following year start arriving at Syracuse in March.
4. Substitutions may be made when necessary including: b/w for color (or vice versa); similar titles; and/or dates scheduled as near as possible. *
5. Films postmarked after return-date are subject to late fees at $5 per day.
6. A copy of your school calendar with holidays will expedite scheduling.

YOUR PHONE NUMBER _____

NAME AND TITLE _____ DATE OF ORDER _____

CATALOG NUMBER	COLOR	ALPHABETICALLY BY TITLE WILL SPEED CONFIRMATION	PREFERRED DATE	ALTERNATE DATE	COST

* IF A TITLE SUBSTITUTE MADE BY S.U. IS NOT SUITABLE, IT MAY BE CANCELLED WITHIN 10 DAYS AFTER RECEIPT OF CONFIRMATION

MEDIA RESOURCES CENTER

MEDIA RESOURCES CENTER 121 PEARSON HALL, IOWA STATE UNIVERSITY
AMES, IOWA 50010

SAMPLE
ORDER BLANK

Date

SHIP TO

CHARGE TO

IMPORTANT

Please print with pencil or type all catalog numbers and titles.

Please Check:
Send materials by:

Parcel Post _____

Special Delivery _____

Will Call _____

Dates

CATALOG NUMBERS	TITLES	FIRST CHOICE	ALTERNATE	SERVICE FEES

PLEASE CHECK TO SEE THAT ORDER IS COMPLETE

Total

☐ Purchase Order to Follow

☐ Purchase Order Number _____

ERIC

INSTRUCTIONS FOR ORDERING

1. A basic order form is presented in this catalog. Most loaning institutions will accept a request in letter form on school stationary or a school order blank. The blank provided here may be placed on school paper and copies run if so desired. Most university libraries will send their own order blanks upon receipt of a request. Please include your name and the name of person to be billed as well as full information if a letter request is made.

2. In most cases, the rental fee does not include postage. Most libraries require the sender to pay at least return postage. This includes those films listed at no charge. The postage charges are:

   6¢ (six cents) for the first pound
   2¢ (two cents) for each additional pound

   This is for library loans only and they must be marked accordingly. If the film is from a company, the postage rate is Special 4th class and is:

   14¢ (fourteen cents) for the first pound
   7¢ (seven cents) for each additional pound

3. All libraries require at least a two week notice and prefer 4-6 weeks notice. Most companies loaning films require 4 weeks notice and prefer 6-10 weeks. Any cancellations must be received 2-4 weeks in advance of stated date of showing. Most places prefer cancellations to be in writing. (Syracuse University has a special telephone ordering service which allows you to rent films on 24-hour notice). The earlier you get your request to the loaning institution, the better chance you have of getting your film on the desired date.

4. Make sure that you clearly state the dates that you would like to use the film. Be sure to include at least 2 alternate dates in case films are not available when you desire them. You may also include substitute films on your order form. Some University libraries have a policy of substituting for you if you so request.

5. Some University libraries (all indicated) have Club Plans. These plans are for schools which rent large amounts of films. These can be any films for any department (each university has a catalog available on request of all available films) but usually must be ordered all at once—for various showing dates, of course. The Club Plans afford the user reduced rates. Remember, a good selling point to your principal is that many films can be borrowed and used for the price of one film purchased. These Club Plans offer extra savings for borrowers. Contact individual libraries for details of the various plans.

6. Most University libraries bill once each 30 days - generally at the end of the month. The companies selling films generally have terms of net 30 days.

7. Almost all libraries charge penalty fees for late return. These fees range from 50% of the base or stated fee to double the stated fee per day late. If unforseeable circumstances prevent prompt return, contact the library by by phone and these fees may (not always) be waived.

8. Loaning institutions in almost all cases will send confirmation of orders which will allow you time to change your plans if the film you request is unavailable. These confirmations are generally sent the day the order is received, so be sure you allow yourself plenty of time in case you must change your plans.

9. Unless otherwise stated in the "Loaning Institution" section of this catalog, the films are available everywhere in the United States for the fee stated.

10. All of the prices in this catalog are subject to change as the prices of the Universities or companies are changed yearly. The figures stated are the most recent ones available to me at the time of publication of this catalog.

ERIC

SOURCES OF FILMS

Aims (AIMS) Aims Instructional Media Services Inc. P.O. Box 1010 Hollywood, California 90028 Phone: 213-467-1171	1. may preview at no cost 2. study guides available with most titles 3. may rent-write for details
Association-Sterling Free Loan Films (A.S.F.) Association-Sterling Films 866 Third Avenue New York, New York 10022 Phone: 212-935-4210	1. cancellation requested at least 1 week before shipping date 2. rates on rentals are for 1 days rise 3. films available at 11 regional centers
Boston Univ. Film Library (B.U.) Boston University School of Education 765 Commonwealth Avenue Boston, Massachusettes 02215 Phone: 617-353-3272	1. cancellation-2 weeks ahead of shipping date 2. has a Club Plan 3. rate is for 1 day-rent for a week at 2x base rate
Denoyer-Geppert Audio-Visuals (D.G A.V.) Denoyer-Geppert A-V 5235 Ravenswood Avenue Chicago, Illinois 60640	1. can order on approval-30 days 2. 10 yr. guarantee on materials 3. indicate cassette or record
Educational Materials Learning Arts P.O. Box 917 Wichita, Kansas 67201	1. send for order blank before ordering
Educators Guide to Free Films (E.G.F.F.) Educator's Progress Service, Inc. Randolph, Wisconsin 53956	1. see final section listing companies that loan these films. On each movie abstract there will be a name of the source at the bottom of the description. It is these addresses that must be used for ordering

	2. rental periods vary with films 3. request catalog from this source of all available films, as new ones are available yearly
Eye Gate (EG) Eye Gate House 146-01 Archer Avenue Jamaica, New York 11435	1. can get on approval for 15 days 2. catalog card kits included <u>only if requested</u>
Florida State University (F.S.U.) Florida State University Films Media Services Tallahassee, Florida 32306 Phone: 904-224-0221	1. rental period is for 2 days 2. Club Plan available
Indiana University (I.U.) Indiana University Film Rental Audio-Visual Center Bloomington, Illinois 47401	1. must use catalog number and title 2. rental period is 3-5 days additional time required 1.6x stated per week
Michigan State University (M.S.U.) Instructional Media Center Michigan State University East Lansing, Michigan 48823 Phone: 517-353-3960	1. rental rate is for 3 days additional days: 4-5 (1.4x stated) 6-7 (1.7x stated) 8-10 (2x stated) 2. only users outside Michigan pay all transportation
Modern Talking Pictures Services Inc. (M.T.P.S.) Modern Talking Picture Service 2323 New Hyde Park Road New Hyde Park, New York 11040	1. rental period is for 2 days 2. you need to order very far ahead to get film for the date you want. If possible, allow 6 months 3. order from your local Modern office. See page 371 for addresses

Museum of Modern Art Dept. of Films (M.M.A.) The Museum of Modern Art 11 West 53 Street New York, New York 10019 c/o Circulation Director	1. rental is for 1 day
National Audubon Society (N.A.S.) National Audubon Society Film Department 950 Third Avenue New York, New York 10022 Phone: 212-832-3200	1. price for 1 days booking 3 days or more, 2x base rate
National Retail Merchants Assoc. Films (N.R.M.A.) Personnel Group National Retail Merchants Association 100 West 31st Street New York, New York 10001	1. see final listing companies that loan these films. On each movie abstract there will be a name of the source at the bottom of the description. It is these addresses that must be used for ordering 2. rental periods may vary with films
Northern Illinois University (N.I.U.) Instructional Media Distribution Dept. Altgeld Hall Room 114 De Kalb, Illinois 60115 Phone: 815-753-0171	1. must use film number and title 2. 3 day rental-5 days no charge, but needs advance request
N.Y.U. Film Library (N.Y.U.) New York University Film Library 26 Washington Place New York, New York 10003 Phone: 212-598-2250	1. rental period is 1 day-½ stated fee for each extra day
Popular Science Audio-Visuals (P.S.A.V.) Denoyer-Geppert A-V 5235 Ravenswood Avenue Chicago, Illinois	1. can order on approval 2. indicate cassette or record

Shell Filmstrips (S.F.) Shell Film Library 450 N. Meridian Street Indianapolis, Indiana 46204 Phone: 317-635-7631	1. requests must include number of showings, size and type of audience 2. loaned for as long as needed
South Dakota State University (S.D.S.U.) Audio Visual Center Film Library South Dakota State University Univ. Station, Brookins, South Dakota 57006 Phone: 605-688-5115	1. available in South Dakota, Minnesota, Iowa and Nebraska-elsewhere 50% increase over state prices 2. rental period is 2 days, additional time $1.00 per day
Syracuse University (S.U.) Film Rental Center Syracuse University 1455 E. Colvin Street Syracuse, New York 13210 Phone: 315-479-6631	1. available only in New York, Vermont, Mass., New Jersey, Penn., Conn., R.I., and Maine 2. Club Plan is available 3. rental period is for 2 days-additional time is 3-5 days free if clearly requested, more than 5 days 2x stated rate
Southern Illinois University (S.I.U.) Learning Resources Service Southern Illinois University Carbondale, Illinois 62901	1. rental period is for 4 days-some on daily basis 2. order by title and catalog number
University of Arizona (U.A.) Bureau of Audiovisual Services University of Arizona Tucson, Arizona 85721	1. available in Arizona-outside Arizona 50¢ additional, Alaska Hawaii, east of Mississippi River $5.00 additional to stated fee 2. rental is for 2 days
University of California (U. CAL.) Univ. of California Extension Media Center 2223 Fulton Street Berkeley, California 94720	1. rental period is for 1 day additional time 1.5x stated per day

University of Colorado (C.U.)
University of Colorado
Bureau of Audiovisual Instruction
Attn: Booking Clerk
Boulder, Colorado 80302
Phone: 303-443-2211 ext. 7341

1. use catalog number and title
2. rental period is for 3 days, additional time is available

University of Iowa (U.I.)
University of Iowa
Audio visual Center
Iowa City, Iowa 52240
Phone: 319-353-5885

1. must have catalog number and title
2. Club Plan available
3. rental period is 3 days, additional time:
   5 days- 1.5x stated
   10 days - 2x stated

University of Maine at Orono (U.M.O.)
Film Rental Library
Shibbles Hall
University of Maine
Orono, Maine 04473

1. rental period is 2 days, additional time, 6 days 2x stated
2. Club Plan available

University of Michigan (U.M.)
The University of Michigan
Audio-Visual Education Center
416 Fourth Street
Ann Arbor, Michigan 48103
c/o Ford L. Lember
Phone: 313-764-5360

1. rental rate is for 3 days, additional days:
   4-5 1.4x stated
   6-7 1.7x stated
   8-10 2x stated

University of Nevada (N.U.)
University of Nevada
Audio-Visual Communication Center
Attn: Booking Clerk
Reno, Nevada 89507
Phone: 702-784-6671

1. use catalog number and title
2. rental period is for 3 days, additional time is available

University of South Carolina (U.S.C.)
Audio-Visual Dept.
Division Education Services
University of South Carolina
Columbia, South Carolina 29208
Phone: 803-777-3152

1. rental period is 1 day, 1.5x stated for additional 1 day
2. must have catalog number and title

University of Utah (U.U.) University of Utah Educational Media Center Milton Bennion Hall 207 Salt Lake City, Utah 84110 Phone: 801-322-6112	1. use catalog number and title 2. rental period is for 3 days, additional time is available
University of Wyoming (W.U.) University of Wyoming Audio-Visual Services Attn: Booking Clerk Laramie, Wyoming 82070 Phone: 307-766-3184	1. use catalog number and title 2. rental period is 3 days, additional time is available
U.S. Atomic Energy Commission Films U.S.A.E.C.-TIC Film Library P.O. Box 62 Oak Ridge, Tennessee 37830	1. no difinite stated rental period
U.S. Government Films (U.S.G.) Sales Branch National Audio-Visual Center (G.S.A.) Washington, D.C. 20409	1. if interested, request information on rental if purchase is unfeasible
Washington State University (W.S.U.) Audio-Visual Center Washington State University Pullman, Washington 99163 Phone: 509-ED5-4535	1. available in Idaho, Montana, Oregon and Washington, outside this area rate is 2x stated rate 2. rental rate is for 1-3 day use
Wiley Audio-Visual (WAV) Wiley Eastern Distribution Center 1 Wiley Drive Somerset, New Jersey 08873	1. 15 day examination-free- send request to: Wiley Educational Services 605 Third Avenue New York, New York 10016 2. films may be rented for $25.00 per day

FILMS

ACCOUNTING, BOOKKEEPING AND COMPUTERS

ACCOUNTING: BASIC PROCEDURE
1962 11 min. B.W.

Transfer of a lawn mower rental service from one boy to another provides data for illustrating the basic methods of keeping journals and ledgers and the purpose they serve.

WSU-$3.10 BU-$3.50 FSU-$2.75 NIU-$2.50 2020020 UM-$2.25
UMO-$2.50 UA-$2.00 SDSV-$2.00 UI- $3.30 25908

THE ACCOUNTING MACHINE
1971 24 min. B.W.

Presents functional components of the machine by demonstrating preparation of a detail-printed sales analysis, discusses summary report advantages.

WAV-$150.00

ACCOUNTING MACHINE, COLLATER, CALCULATOR 00003
1965 14 min. Color

Accounting machine described in terms of its parallel method of printing. Shows calculator and collater selecting, matching, merging and sequence checking.

CU-$5.75

ACCOUNTING PRESENTATION: CAREY
ND 54 min. B.W.

Discusses the role of the C.P.A. in the business community. Problems of specialization, education and motivation are presented.

MSU-$2.50

ACCOUNTING PRESENTATION: DAVIDSON AND BEVIS
ND 55 min. B.W.

Business Administration professor and partner in accounting firm discusses problems and future trends in the field of accounting.

MSU-$2.50

ACCOUNTING PRESENTATION: HORNGREN AND VATTER
ND 60 min. B.W.

Discusses role of internal accountant within the corporation, in light of new computer application, decision theory, mathematical models, and changing theories of organization-all of which affect the work of the controller and management accountants.

MSU-$2.50

ACCOUNTING PRESENTATION: MOONITZ AND SPROUSE
ND 54 min. B.W.

Discusses recent research studies concerning postulates and principles of accounting. Organization and rationale of the studies are presented and followed by technical explanation.

MSU-$2.50

ACCOUNTING PRESENTATION: PATON
ND 54 min. B.W.

Discusses the role of the accountant in the business community. The accountant as an individual is considered within a broad spectrum from servant to the area of decision-making.

MSU-$2.50

ACCOUNTING, THE LANGUAGE OF BUSINESS 04028
1953 21 min. B.W.

Illustrates significance of public accounting in modern business and specific cases in which a CPA helps solve client's problems.

WU-$4.50 WSU-$1.75
UM-$4.25 UA- $4.00

BOOKKEEPING AND ACCOUNTING
ND 11 min. B.W.

First shows keeping of a budget in the home, then how bookkeeping is used in small and large companies. Shows the work of the accountant, cost accountant, comptroller and CPA. Shows education needed and advancement possible in accounting field.

BU-$3.50 UMO-$2.50
UM-$2.25 UI- $3.00 22073

BOOKKEEPING AND YOU
1947 11 min. B.W.

Shows various duties of a bookkeeper in a single-proprietership. Emphasizes the use of bookkeeping in business, home, government and community life.

CUUU-$3.00 BU-$3.50 SDSU-$2.00
MSU-UM-$2.25 UI-$3.00 22395 FSU- $2.25

THE CARD PUNCH
1971 20 min. B.W.

Illustrates purpose of the punch by showing card punching with and without program control, discusses components, control switches and keys, coding system.

WAV-$150.00

THE CATALYST AVU 4758
1970 13 min. Color

This film depicts UNIVAC's real-time capabilities. It portrays the action of a catalyst working to effect harmony between mankind and the universe. The catalyst is the computer, created by UNIVAC. Applications in the film include: Apollo; anti-submarine warfare; air traffic control; global weather forecasting; medical research; education. UNIVAC Film Library

E.G.F.F.

THE COLLATER
1971 31 min. B.W.

Discusses the merging, matching, match-merging, selecting and sequence-checking. Functional components and operating features are highlighted as cards are traced through the machine.

WAV-$150.00

THE COMPUTER 3920
1969 11 min. Color

Using familiar devices this film offers basic information about information processing-from programming to print-out. Shows computer at work. Shows card punch machine, card readers, tapes and discs, high speed printers. Shows how they help us.

AIMS-$15.00 sale price-$130.00
UA-$2.00

THE COMPUTER COMES TO MARKETING 5-0617
ND 29 min. B.W.

A committee of marketing executives is delegated to investigate the potential benefits of acquiring a computer for their own company. In the course of a broad study of computer use by other companies, applications to the whole range of marketing are presented.

SIU-$5.65

A COMPUTER GLOSSARY 3305
10 min. Color

A computer glossary or coming to terms with the data processing machine. One way to understand this special field is to know something of its mood-a particular flavor given by its jargon, its technical vocabulary. IBM Corp.

M.T.P.S.

COMPUTER LOGIC
1967 14 min. Color

Explains with animation the binary number system. Defines logic as applied to computers. Shows difference between decimal and binary number system. Explains how binary numbers are constructed and how arithmetical operations are performed with them.

SDSU
UI-$4.00

THE COMPUTER REVOLUTION 00236
1968 24 min. Color

General introduction to the computer, emphasizing present uses and potential for the future.

CU-$7.50 NYU-$10.00 UI-$7.90 40014
B.U.-$10.00 UM-$8.00

COMPUTER SYSTEMS IN PERSONNEL ACCOUNTING MF 11-5203
1966 23 min. Color

Tells story of acquisition and application of ADPS in U.S. Army's area of personnel accounting. U.S. Army.

USG-sale price $94.00

COMPUTER UNITS 05439
1962 24 min. Color

The "Imput," "Storage," "Control," "Arithmetic," and "Output" components of the computer are discussed in detail.

UU-$13.00
SDSU-$3.50

THE CONTROL REVOLUTION NT-745
1962 29 min. B.W.

Explains how development of computers has made possible the automatic control of routine tasks in government, industry and business. Comments on releasing management from routine decision-making so attention can be fully focused on more difficult problems.

FSU-$6.00
ASF-$8.50

CPA
1960 28 min. B.W.

Shows job of the CPA by following a member of a large accounting firm through his day.

WSU-$1.75
US-no charge

DIGITAL COMPUTER TECHNIQUES: COMPUTER LOGIC
ND 15 min. Color

Explains computer logic as it relates to data processing. Touches on programming and explains binary system and related number systems.

FSU-$2.25
USG-sale $42.25 U.S. Navy MN 8969-B

DIGITAL COMPUTER TECHNIQUES: COMPUTER LOGIC SYMBOLOGY MN-8969C
1962 16 min. Color

Shows basic U.S. Military standard symbols of the logic elements of computers as an introduction to digital computer symbology; shows their function in electronic signals. U.S. Navy.

USG-sale price $51.75

DIGITAL COMPUTER TECHNIQUES: COMPUTER UNITS
1962 24 min. Color

Examination of computer units (input, output, sortage, arithmetic and control) and their capabilities. Internal workings of the computer from input to output and the various types of units available are explained.

FSU-$2.25
USG-sale $81.50 U.S. Navy MN 8969D

DIGITAL COMPUTER TECHNIQUES: INTRODUCTION
ND 20 min. Color

Introduction to the digital computer including the computer process (problem, program, data, input, processing, and solution), functions of the computer (arithmetic and logic, storage and control), computer attributes (simplicity, multiplicity and speed), the binary system and the flow of data.

USG-sale $42.25 U.S. Navy MN 8969A

DIGITAL COMPUTER TECHNIQUES: LOGIC ELEMENT CIRCUITS MN-8969E
1962 24 min. Color

Illustrates how solid state electronics are used in modern computers. U.S. Navy.

USG-sale price $81.50

DIGITAL COMPUTER TECHNIQUES: PROGRAMMING
ND 15 min. Color

Comprehensive introduction to computer programming including analyzing the problem, building the flow chart and coding the instructions. Touches on capabilities of equipment and program storage.

FSU-$1.25
USG-sale $48.50 U.S. Navy MN 8969F

ELEMENTARY PRINCIPLES OF ANALOGUE COMPUTERS
1956 28 min. B.W.

The advantages of computers; difference between digital and analogue computers; how analogue computer works.

UM-$1.50

INCREDIBLE MACHINE
1968 15 min. Color

Research in computer graphics at Bell labs. Use of computers to synthesize speech, make movies, compose music and design prototype devices.

UM-$3.00
UMO-no charge

THE INFORMATION EXPLOSION 01675
1967 35 min. B.W.

Describes new technological methods which provide for storing, transcribing and transferral to remote places at high speed of verbal and pictorial information. How this information is utilized and processed.

CU-$12.00 NIU-$4.65 6050494 UMO-$7.50
UU-$12.00 ASF-$5.00 E101 (sale $194.00) UI-$9.30 56661

INFORMATION RETRIEVAL
ND 18 min. Color

How a theoretical but typical large company solves its communication problems by adopting modern retrieval system using IBM data processing system. Deals with KWIC indexing, research project retrieval, SDI, document retrieval and skill indexing.

UM-$4.50

INTRODUCING THE NCR DATE PROCESSING CENTER
ND 11 min. Color

An explanation of the operations of an EDP service center and its relationship to the various businesses it serves. This film also illustrates one method that smaller businesses may utilize in achieving the overall benefits of EDP.

FSU-$2.75

INTRODUCTION TO ANALOG COMPUTERS 0481
1963 2 hrs. Color

Technical lecture-film includes: (1) components of analog computers (2) familiarization with analog computers (3) programming (4) solution of typical problems.

AECF-no charge

INTRODUCTION TO AUTOMATIC DATA PROCESSING TF-11-2552
ND 31 min. B.W.

Discusses automatic data processing system(ADPS), explaining its underlying concept, capabilities, operation, and application as a new management tool. Using animation analyzes features, operation and functional components of ADPS, giving attention to communication networks, input and output devices, and the central processing unit. U.S. Army.

USG-$53.00 (sale price)

LIVING MACHINE, I,II
ND 59 min. B.W.

Potential and present actuality of work of computers. Possible impact-both good and bad-on society.

MSU-UM-$10.50 UMO-$7.50
FSU-$10.50

LOGIC BY MACHINE NT-742
ND 29 min. B.W.

Serves as basic introduction to computers. Discusses the computer revolution and relationship between man and machine. Explains how computer can process millions of bits of data in seconds. Can do as many math problems in a minute as a man can do in a lifetime.

ASF-$8.50

MACHINES THAT THINK 0197
1967 29 min. B.W.

Research into uses of electronic computers which stresses nonnumerical manipulations of symbols. Computers taught to make quantitative judgements, interpret significance of patterns and control laboratory apparatus.

AECF-no charge

MASTERMINDING THE COMPUTER F-365*
ND 14 min. Color

Describes Haskins & Sells Auditape System for retrieving essential information stored in computer data systems. Explains how time is saved and direct costs reduced with this system-it prints out only what is needed, not full print-out sheet.

ASF-no charge
*may be restricted availability (ASF)

MATTER OF SOME URGENCY,A
1965 17 min. Color

This film tells the story of an electronic component manufacturer who is handed an order accompanied by an almost impossible deadline. Not only are the efforts and problems of the people involved shown, but also the contributions of the duplicating and copying machines in turning out the paperwork. A.B. Dick Co.

E.G.F.F.

MEMORY DEVICES
1960 28 min. Color

Shows informative storage devices used in modern computing machine memories.

FSU-$2.75

MODERN BUSINESS MACHINES
ND 17 min. B.W.

Demonstrations of expensive machines: dictation machines, lithographing, and autotyping.

UM-$3.50

MORE CARDS...LESS TIME AVU4818
1969 15 min. Color

This film introduces the 1710 VIP, 1701 VP, 1720 Sorter. Comprehensive scenes illustrate the operational advantage of the keypunch line. Excellent for keypunch operators, as well as management. UNIVAC Film Library.

E.G.F.F.

THE NOW WORLD OF THE 9400 AVU4816
1968 25 min.

This film is based on the capabilities of the UNIVAC 9400 System. Various configurations are illustrated, as well as features of the UNIVAC 9400 processing power and speed.

E.G.F.F.

ONCE UPON A PUNCHED CARD 1116A
1964 9 min. Color

Explains the basic principles of punched card accounting; demonstrated how to do a routine accounting job more efficiently compared to manual methods and at the same time improve business control.

U.S.C.-$3.50

THE PAPER WAR 2318
15 min. Color

This film gets right to the heart of business, its files. It emphasizes that speedy access to records is vital because filing takes time and time is money. Oxford's Pendeflex Tab Filing is three times faster than stuffed, hard-to-dig-into cabinets. Considering that 73% of filing costs is spent on personnel--and only 14% on supplies--this movie is worth seeing. Assoc.-Sterling Films

E.G.F.F.

THE POSTAL SOURCE DATA SYSTEM
1968 17 min. Color

This film shows how this dramatic new business management tool--the world's largest source data system, can aid management, employees and the Postal Service. The system links facilities handling over eighty per cent of the nation's mail. United States Postal Service.

E.G.F.F.

PRINTING CARD PUNCH 01256
1968 13 min. Color

Follows a card through the entire process of recording data on key punch machine. Shows purpose and function of keyboard, keys, switches. Shows duplication from card to card.

CU-$5.75

PROGRAMMING THE KEY PUNCH 01266
1968 13 min. Color

Details programming. See preparation of different program cards and how machine "reads" the cards and cause keypunch to change shifts, skip or duplicate. Verifier is introduced, showing how it checks punched cards and detects errors.

CU-$5.75

QUICKER THAN YOU THINK EW-402
ND 30 min. B.W.

Story of the evolution of primitive counting systems to the creation of the modern electronic calculator, based on the binary system. Emphasizes that although it works at the speed of light, man must still plan its work.

ASF-$8.50 sale price-$150.00

THE REPRODUCER
1971 29 min. B.W.

Discusses and demonstrates in sequence the reproducing, gang punching, comparing and mark-sensed punching capabilities of the reproducer, reviews summary punching and end-printing. Shows reproducing brushes, control panel and punch magnets.

WAV-$150.00

THE SORTER
1971 35 min. B.W.

Reviews functional components and operating features of the sorter-shows numeric sorting of customer numeric field (difference between alphabetic and numeric sorting). Emphasizes the importance of the sorter in unit record and computer installations.

WAV-$150.00

THE SORTER 01011
1968 13 min. Color

Sorting operation demonstrating the machine's capacity to "read" a punched card for data and separate, merge and match as required. Shows random data being grouped, organized and alphabetized.

CU-$5.75

THINKING MACHINES
1959 20 min. Color

Men of MIT, IBM, and Bell Labs show approaches and experiments in machine "intelligence".

FSU-$6.25
UI-$7.00 45369

THINKING MACHINES (CAROUSEL)
ND 54 min. B.W.

How machines solve specific problems. How computers work. Recent experiments in human versus machine behavior.

UM-$7.50
UMO-$10.00

THINKING MACHINES 10766
1960 19 min. Color

Approaches and experiments in machine "intelligence" are demonstrated-a mechanical mouse that learns by trial and error, a chess game against a computer and others.

CU,NU,UU,WU -$5.75 MSU-UM-$7.00 UMO-$2.00 (B.W.)

THE THINKING ??? MACHINES
ND 15 min. Color

Film has been designed to stimulate interest in the field of computers and to arouse discussion among high school students. Blending film animation with live photography. Humorous, yet informative.

UMO- no charge

315 ELECTRONIC DATA PROCESSING SYSTEM FEATURING CRAM
ND 25 min. Color

Comprehensive description of the features and operation of the 315 system. Contains animated sequence illustrating the function and operation of the revolutionary memory device entitled CRAM.

FSU-$2.50

TIME, TEMPO AND MONEY AV1-4880
1966 22 min. Color

Introduces Univac 9000 Series of computers and describes their outstanding new advances-high speed plated-wire memory and compact, monolithic integrated circuitry, Univac Film Library

E.G.F.F.- no charge

UNIVAC
ND 22 min. B.W.

UNIVAC electronic data processing system, component parts, variety of tasks it performs.

UM-$2.00

UNIVERSAL MACHINE NT-744
ND 29 min. B.W.

Explains that computer is a universal machine because it can do anthing man is capable of instructing it to do. Comments on incredible speed at which it works, how decisions depend on the data and instructions put into it. Discusses problems of a universal "machine language".

ASF-$8.50
FSU-$5.75

UNIVERSE OF NUMBERS
ND 29 min. B.W.

Traces the history of the computer from early claculators to ENIAC, the first electronic calculator.

BU-$7.80 ASF-$8.50 NT-744
MSU-$5.25 FSU-$5.75

WHAT IS A COMPUTER?
1971 19 min. Color

Animated treatment which introduces the basic principles of the operation of a computer system. How they store information, processes input data, prints out responses. Three major uses of computers and the systems required for each.

UM-$7.00
NIU-N.P.A.

WHAT IS E.D.P.? 5090019
ND 16 min.

The interesting details of electronic data processing are explained and demonstrated. Deals with conversion of characters into code and central processing unit which controls flow of data. EDP comprises input, analysis, storage, and output of data.

NIU-$3.65

WHAT'LL IT DO FOR ME?
1970 22 min. Color

This film shows what the UNIVAC 9000 series will do. Customer testimonials prove the ability of the 9000 series to perform accurately, swiftly, and economically under a wide range of business demands. UNIVAC Film Library

E.G.F.F.

WORLD OF REAL TIME, THE AVU 5018
1969 15 min. Color

This film shows scenes from some of the organizations around the world, which are using UNIVAC real-time systems. It includes SITA, a firm dealing with interline communications for major airlines: KESKO, a country-wide shopping chain in Finland; and LOCKHEED, a large aircraft manufacturing concern located in Georgia. UNIVAC Film Library.

E.G.F.F.

WHY NOT ACCOUNTING?
1971 15 min. Color

A group of high school students explore a career in accounting. The questions they ask regarding salaries, scholastic preparation, opportunities for advancement, and personal satisfaction lead to flashbacks in the careers of two people to create a positive attitude toward accounting as a career.

UA-$5.60

AUTOMATION AND SPECIALIZATION

AMERICA: ON THE EDGE OF ABUNDANCE
1966 54 min. B.W.

Economic and social consequences of the increasingly automated and computer-oriented society of the U.S.(as viewed by British T.V.)

WSU-$11.4 BU-$15.60
FSU-$12.50 UA-$12.00

AGE OF SPECIALIZATION 04096
1957 13 min. B.W.

Contrasts four men of 1900 in farming, manufacture, professional services and marketing with their counterparts today to show how the degree of specialization in labor has increased. Shows technological changes which caused this specialization and the attendant economic and social changes.

CU,UU,NU-$7.00 NIU-$3.15 4030337 FSU-$3.15
MSU-UM-$2.75 UI- $3.95 34664

AUTOMATION PART I,II AND III 04526 & 04527 & 04528
1957 33 min.(I) 23 min.(II) 24 min.(III) B.W.

Gives definition of automation. Traces history of its development. Illustrates its application. Representatives of industry and labor discuss its problems and benefits. Part III describes Russia's progress in the field.

CU,UU,NU-$10.00 each FSU-$15.75
UM-$12.00 for set UMO-$11.00
NIU-$13.25 for set 6030236

AUTOMATION: THE NEXT REVOLUTION 04529
1965 28 min. B.W.

Discusses potentialities and danger accompanying the rapid growth of machine labor, especially in regard to unemployment. Interviews with Secretary of Labor (Wirtz) and others.

NU-$10.00 MSU-UM-$5.50
BU-$7.80 FSU-$6.50

AUTOMATION: WHAT IT IS AND WHAT IT DOES
1966 14 min. Color

Meaning and levels of automation from an electric can opener and assembly line transfer machines to sophisticated feedback of a computer-controlled petroleum refinery. Encourages students to explore implications of increasing automation.
UM-$4.50
UM-$4.50 UI-$5.25 37009
SDSU-$2.25

A COMPUTER GLOSSARY
10 min. Color

A computer glossary or coming to terms with the data processing machine. One way to understand this special field is to know something of its mood-a particular flavor given by its jargon, its technical vocabulary. IBM Corp.

ITPS -no charge

HARD TIMES IN THE COUNTRY
ND 58 min. Color

Examines the effect of consolidation in the food industry on consumers and farmers.

BU-$12.50
MSU-UM-$19.50

THE INDUSTRIAL WORKER
1970 17 min. Color

Shows the importance of the industrial worker in American society-his day to day routine-the positive and negative effects of automation on workers, management and society.

UM-$6.50 UA-$4.00

IT TAKES EVERYBODY TO BUILD THIS LAND 01684
1952 21 min. B.W.

Traces the development of specialization in American industry and agriculture. Shows why specialization is profitable to us and how we all depend on specialists for our daily survival.

CU-$4.50

MAINTAINING WORKERS INTEREST
1945 13 min. B.W.

Employees doing poor work because jobs do not interest them; how to detect and remedy such situations.

MSU-UM-$2.50
USG-sale price $23.75-U.S. Office of Education

MAN AND THE"SECOND" INDUSTRIAL REVOLUTION 17015
1970 19 min. Color

"Second" revolution has 3 main aspects: atomic power, cybernetics and exploration of space. Shows man has capacity to affect his environment-what will he do with it?

CU-$5.75 UI-$7.20 46959

MAN ON THE ASSEMBLY LINE 55416
195 min. Color

Using the case of Rod Quinn as an example, this film examines the problem of the assembly line worker who must perform the same act in exactly the same way day after day, and suggests that modern industrial society must find a solution to the stresses resulting from mass production methods.

UI-$41.05

MEN AT WORK
1954 26 min. B.W.

Difficulty of adjusting everyone to standardized needs of automation-what happens when a speed-up of conveyor system and a clash of temperaments disrupt assembly line.

MSU-UM-$5.00 NIU-$5.40 6090017
FSU-$5.75 UI-$7.45 54072

METHODS ANALYSIS
1951 10 min. B.W.

Methods analysis is used to reduce production costs by increasing the productivity of men and machines. Demonstrates the basic approach and techniques of the methods analyst in studying the manufacturing cycle and indicates methods of gaining employee cooperation.

FSU-$2.50

MISSING INTEREST 3020020
ND 10 min. Color

Provides a dramatized case problem designed to lead to a discussion of methods of developing employee involvement and interest in low-level and narrow-scope jobs.

NIU-$4.15

MICRO 4366
14 min. Color

"Micro" takes the viewer into an "invisible world" to show him, step by step, some of the fantastic concepts in the manufacture of today's tiny electronic components. The film, featuring multiple screen images and a musical score of electronic sounds played on the Moog Synthesizer, depicts a miniature universe of solid state communications devices invisible to the naked eye. Available to eighth grade and higher. Western Electric Co.

MTPS- no charge

MOTIVATION THROUGH JOB ENRICHMENT
1967 28 min. Color

Motivation is found only in job itself-to satisfy need for achievement. Describes various ways routine jobs can be enriched to provide motivation.

CU,UU-$13.00 NIU-$9.75 7020025
UM-$8.50 UI- $8.75 56617
FSU-$11.25 NRMA-sale price -$350.00 (preview $15.00) rental $50/wk BNA

NO TIME FOR COOKIE JARS
ND 20 min. Color

Methods of collecting tolls on turnpikes by barrier and interchange-automated data processing of collections and credit accounts detailed for both systems.

UM-$1.50

OF MEN AND MACHINES 08897
1963 29 min. B.W.

Investigation of man-machine relationship-ways man handles and processes information, problems of information feedback between men and machines and human behavior in complex man-machine systems which has led to redesign of equipment.

CU,WU-$10.00 ASF-$8.50 NT-757
BU-$7.80 UI-$8.05 56360
FSU-$6.25

PERT-COST MN9704B
ND 28 min. Color

Introduction using examples of annual vacation. Steps and aspects of system and forms used. U.S. Navy.

USG-$94.50 sale price UU-$10.00

PERT-MILESTONE SYSTEM-PERT INTRODUCTION MN-9704A
ND 28 min. Color

Brings management and operating levels together for the planning and execution of complex research and development projects. U.S. Navy.

USG-$91.25 sale price

PUSH BUTTONS AND PEOPLE
ND 22 min. B.W.

Walter Reuther states labor's position on the issue of automation.

BU-$5.75

PUSHBUTTONS AND PROBLEMS 09611
1963 10 min. B.W.

Traces the development of automation. Describes problems that have arisen because of automation-emphasizing the role of management in solving these unemployment problems.

CU-$3.00

ROBOTS GET SMARTER ESC-1124
1970 29 min. Color

Demonstrates 3 experimental robots developed at Stanford-Versatran who uses hand tools in environments dangerous to humans, Butterfinger who has an arm, eye, brain and limited coordination and Shakey who has mobility. Presents arguments supporting uses of robots and machines for industrial tasks.

IU-$12.50

THE SKILLED WORKER 55476
1958 27 min. B.W.

This film considers the problem of the skilled worker who is displaced by a machine. It is pointed out that, although another job is provided, the worker finds it difficult to adjust and there is a resulting loss of satisfaction and pride in his work.

MTPS-$7.45

TECHNIQUES FOR TOMMOROW
ND 23 min. B.W.

Application of automation in Ford Foundry, Cleveland, Ohio. Machines do hard and routine work saving men for skills.

UM-$5.00

TECHNOLOGICAL DEVELOPMENT
1963 29 min. B.W.

Explores the nature of technology itself and demonstrates it use, both to increase the competitor's share of the market and to expand the range of the market.

BU-$7.80 ASF-$8.50 NT-703
UA-$6.00 FSU-$6.25

A TIME TO LIVE
ND 27 min. Color

Shows the changes in labor since the harnessing of petroleum, coal and water. Shows how an "energy revolution" has lightened man's workload and given him more leisure time.

UMO-$2.00

UNION CARBIDE FILMS-each film 30 minutes in color

COMPUTER REVOLUTION-II
Challenge of its future ability

COMPUTER REVOLUTION-I
Computer as a public utility

CONQUERING THE SEA
Life beneath the sea

CITIES OF THE FUTURE
Problems of 21st century city

AT HOME,2001
Self-sufficient home of 21st century

A TRIP FROM CHICAGO
Future speed of travel

COMMUNICATIONS EXPLOSION
Advancement in information media

MTPS-no charge

WHAT ARE MACHINES
1950 10 min. B.W.

Defines what a machine is, how they developed, how they changed our way of living. How machines are involved in most of our daily activities and how almost everything we use is machine-made.

FSU-$2.25

WHAT IS AUTOMATION?
1965 14 min. Color

Traces the development of tools and machines, describes automation, indicates its advantages and pictures the operation of a bakery that has been completely automated.

BU-$8.50 FSU-$5.25
UM-$4.50 UA- $4.00

WHAT WE HAVE
1950 15 min. B.W.

Shows products manufactured by coordinated work of men and machines, and how the consumer demand stimulates competition. Stresses freedom we have to buy, sell, save or invest; our political freedom to maintain high standards of living.

FSU-$2.50 UMO-$2.00

BANKING AND FINANCE

BANKS AND CREDIT 04594
1948 11 min. B.W.

Explains nature and activities of a bank. Defines credit, showing how it is created, transferred and put to use in the community. Shows how deposits make this possible.

CU,UU,WU-$5.00 BU-$3.50 UI-$3.00 22558
MSU-UM- $2.25 UMO-$2.50
FSU-$2.50 SDSV-$2.00

BANKS AND THE POOR
ND 59 min. B.W.

Examines how the banking system exploits the poor regarding consumer credit, personal loans and the perpetuation of slum housing.

BU-$15.60 IU-$13.50

BANKS FOR BANKERS. THE FEDERAL RESERVE SYSTEM (K)
ND 28 min. B.W.

Problems which gave rise to the Federal Reserve System; how the system operates; the Federal Deposit Insurance Corporation.

MSU-UM-$5.50 NIU-$5.15 6200010

BLUEPRINT FOR HOME BUYING
1971 14 min. Color

This film takes home buyers through the basics in selecting, financing, and closing with regard to purchasing residential real estate. Most of the film consists of animated sequences, but a live narrator is also featured. Available in Canada. Am. Land Titles Assoc.

E.G.F.F.

BORROWING FUNDS 04803
1965 30 min. B.W.

Acquaints viewer with true or real cost of borrowing from the different institutions-banks, credit unions and personal finance companies.

UU-$10.00

BUDGETING 15046
1965 30 min. B.W.

Discusses importance of planning in management of personal finances. Shows how to manage a budget.

UU-$10.00

BUYING A HOME 04924
ND 30 min. Color

Shows what you need to know before buying a home-including location, zoning, takes, financing and needed repairs.

UU-$13.00

CENTER OF TOWN
ND 30 min.

This film tells the story of your bank--the true-to-life story of the people, traditions and services that make the bank "the center of town."

E.G.F.F.-no charge

CHARGE ACCOUNTS AND INSTALLMENT BUYING 05091
1965 30 min. B.W.

Acquaints viewer with effective use of charge and installment accounts. Reviews actual cost of such buying.

UU-$10.00

COMMON STOCK INVESTMENTS-AN ESSENTIAL TO SOUND FINANCIAL PLANNING 05405
1965 30 min. B.W.

Place of common stock investments for an individual or family. Gives detailed steps on buying and selling common stock.

UU-$10.00

COMMON STOCKS: HOW THEY ARE BOUGHT AND SOLD 05406
1965 30 min. B.W.

Details characteristics and behavior patterns of common stocks. Shows general mechanics of trading.

UU-$10.00

CONSUMER CREDIT (K)
ND 30 min. B.W.

Role of the bank in meeting installment credit needs; types of installment credit; the importance of maintaining good credit standing; bank services.

UM-$3.00

BUDGETING (CONSUMER EDUCATION) 00164
1968 13 min. Color

The important financial basis of living, based on budgeting, is learned. Tells student to be careful of credit over-extension.

CU-$5.75 SDSU-$3.50 UI-$4.20 30020
UA-$4.00 UMO-$5.00

INSTALLMENT BUYING (CONSUMER EDUCATION) 00617
1968 13 min. Color

Two sisters purchase a car. Explores every facet of installment buying- down payments, interest charges, maximum loan limits, etc.

CU-$5.75 UMO-$5.00 UI-$4.35 30021
IU-$6.75 SDSU-$3.50 UA-$4.00

RETAIL CREDIT BUYING (CONSUMER EDUCATION) 01294
1968 11 min. Color

Shows how charge plate can become a major spending habit. How to compute credit charges, the money paid in interest charges and all the facets of credit buying.

CU-$4.00 UMO-$5.00 UI-$4.25 20016
UA-$2.00 SDSU-$3.50

COST REDUCTION-EVERYBODY'S JOB SF1265
1964 15 min. Color

Deliniates objectives of Air Force Cost Reduction Program and stresses each individual's responsibility or their achievement. Explains rules for minimizing purchase investments and operating costs. U.S. Air Force.

USG- sale price $51.75

COST REDUCTION IS A MONEY SPLENDID THING MF20-5186
1967 25 min. Color

The importance, implementation and success of the AMC Cost Reduction Program. U.S. Army.

USG- sale price $84.75

CREDIT 2930
ND 14 min. Color

How credit operates in its important role of stimulating business is told through the story of teenagers who set up part-time photo business. A highly informative film. Dun & Bradstreet.

MTPS-no charge

CREDIT AND LOANS
1958 17 min. B.W.

Applications of various arrangements for consumer credit and installment buying, with examples of the way interest charges are applied, and the steps that buyers should take to use credit wisely.

WSU-$3.60 UM-$3.50

CREDIT FOR BUSINESS (K)
ND 30 min. B.W.

How business concerns obtain loans from banks; kinds of bank loans available to business; how and when business management should apply for loans; maturities and interest rates; bank loan regulations.

UM-$3.00

CREDIT TO GROW ON
1966 12 min. Color

This film shows that the successful farmer of tomorrow will be the one who is a good manager--both of his farm and his finances. The importance of handling money, particularly credit, is emphasized. Farm Credit Banks. Farm Film Found.

E.G.F.F.- no charge

CREDIT WHERE CREDIT IS DUE
ND 28 min. Color

Shows how fewer farmers are feeding and clothing our exploding population. Emphasizes growing use of credit by farmers, and how loan funds are channeled from city investors to rural communities by farm credit system.

SDSU-$2.00

ECCO
ND 7 min. Color

This film depicts the financing of a neighborhood rehabilitation facility in Columbus, Ohio. National Audiovisual Center

E.G.F.F.- no charge

THE ELECTRONIC STOCK MARKET
1972 13½min. Color

This film gives the backround of the over-the-counter market, including the latest technological innovation: NASDAQ, the new electronic automated quotations system controlled by the National Association of Securities Dealers. The film explains the beginnings of NASDAQ, how it works and the benefits to the investing public. The OTC market deals in approximately 40,000 securities, 10,000 of which are fairly actively traded and 2,900 of which are on NASDAQ. Included are industrial and utility stocks, bank and insurance stocks, foreign securities, state and municipal bonds, and U.S. Government securities. Suitable for advanced economic students. Available in Canada. National Association of Securities Dealers, Inc.

E.G.F.F. - no charge

FAIR EXCHANGE 06274
1951 20 min. B.W.

Explains philosophy behind a wise investment in the Stock Market. Shows procedures of transactions and techniques of teletype transmission of orders.

UU-$7.00 UM-$1.50 UI-$6.56 44893

FAMILY PURCHASING 06308
1965 30 min. B.W.

Shows where one can get help for more intelligent purchasing from local, state, and federal governments.

UU-$10.00

FEDERAL BUDGET:OUTFLOW (K)
ND 28 min. B.W.

Growth of Federal expenditures over the years; how 3/4 of expenditures are for costs of current National Defense and past wars; reasons for rise in Federal expenditures; choice in allocation of productive resources between social and private consumption.

MSU-UM-$5.50

FEDERAL BUDGET:THE INFLOW (K)
ND 28 min. B.W.

Personal and corporate income taxes; Federal excise taxes; meaning of a progressive tax; a proportional tax and a regressive tax; effects of budget deficit and surplus.

MSU-UM-$5.50

FEDERAL RESERVE SYSTEM 06337
1950 23 min. B.W.

Explains purpose and functions of Federal Reserve System. How it was devised to meet certain economic conditions.

BU-$5.75 FSU-$4.50
MSU-UM-$4.25 UA-$6.00

FINANCING YOUR HOME (K)
ND 30 min. B.W.

What to look for when buying or building a home. Advantages and disadvantages of different types of loans.

UM-$3.00

GRAMPA'S INHERITANCE
ND 16 min.

This film, starring Walter Brennan as Grampa McCoy, with others of the "Real McCoys" TV series, dramatizes some of the safety features of U.S. Savings Bonds. It is suitable to show before junior high school and senior high school students. U.S. Savings Bonds Division.

E.G.F.F. -no charge

HOME MANAGEMENT-WHY BUDGET NS3146
1950 10 min. B.W.

Explains what the budget is, how it is set up in relation to needs and income, and what is to be gained by following a well-planned budget.

ISU-$3.10

HOME OWNERSHIP 07113
1965 30 min. B.W.

Covers financial expenses of building or purchasing a home. Shows various possibilities for financing and shows expected upkeep and maintenance costs.

UU-$10.00

INSTALLMENT BUYING 07482
1948 11 min. B.W.

Buying furniture on the installment plan. Shows pitfalls to avoid by investigating installment credit, contracts and interest rates. How to assess the terms of sale.

CU,UU,WU-$3.00 MSU-UM-$2.25 NIU-$4.00(color) 3200021
WSU-$3.00 FSU-$2.75
BU-$3.50 SDSU-$2.00

INVESTING TOGETHER 1337
ND 16½ min. Color

A film for the small investor. Shows group discovering the challenge and excitement of finance via friendly meetings each month where they learn stock-study techniques and all the refinements of dividends, capital gains, growth stocks and the like.

ASF-no charge

INVESTOR AND THE MARKET PLACE F-569
ND 21 min. Color

Explores in depth the services AMEX performs for the investors, the duties of people who work there, the incredible communications network and the special talents used daily to keep the American Market Place functioning. Association Sterling.

EGFF-no charge

IT'S ONLY MONEY 2618
ND 21 min. Color

Helps develop a basic understanding of (1) the concept of insured deposits (2) how the banking sector contributes to the functioning of the nation's economy (3) how FDIC works

ASF-no charge

JUST SIGN HERE
1959 15 min. Color

Shows how unwary buyers can be duped by unscrupulous merchants and salesmen. Shows typical credit misrepresentations and examples of favorable credit plans.

WSU-$5.10 UM-$4.50 SU-$7.50 2-9098

KING's X
ND 27 min. B.W.

The Credit Union story with illustrations from typical family situations. Origin of credit union idea and nature of its operation. Principles of effective money management, savings and insurance under the Credit Union.

MSU-UM-$2.00

LADY AND THE STOCK EXCHANGE
ND 27 min. Color

This film tells the story of a family's first investment in stocks. It shows how the stock exchange works, the function of brokers and sensible investment approaches for men and women. Available to 7th grade level and above.

MTPS-no charge

LITTLEST GIANT
ND 14 min. Color

Role of the consumer as the world's most productive worker with the greatest purchasing power. Origin, use and laws of consumer credit in terms of higher standard of living in U.S.

MSU-$1.50 ASF-no charge S-416

MAGIC FORMULA
ND 28 min. Color

Meaning of parity and its significance to an average American family.

MSU-$2.00

MARKET IN MOTION 3763
ND 13½ min. Color

The American economy-constantly reaching toward new horizons-is the focus of this new film produced by the New York Stock Exchange. The part that the Big Board and its member firms play in this dynamic expansion is portrayed in dazzling color and sound. Available to 10th grade and higher.

MTPS -no charge

METROPOLIS: HOW THINGS GET DONE 07379
1964 30 min. B.W.

Documents pressures of finance, speculation and politics involved in getting an urban renewal project built. New York setting.

UU-$10.00

MONEY AND BANKING
1968 28 min. Color

Important role of commercial banks and the Federal Reserve System in maintaining an adequate supply of credit for consumer and business needs. Explains U.S. monetary system and fiscal policies; interest calculations on loans; difference between add-on and simple interest; the control of Federal Reserve System in expanding and controlling bank credit.

UM-$8.50

MONEY, BANKING AND MONETARY POLICY CS-2080
1968 29 min. B.W.

Points out that monetary policy governs the management of the money supply and the value of money. Indicates effectiveness of monetary policy can be determined by growth in the long run and stability in the short run. Discusses tight and easy monetary policies, the federal reserves major control of money and the relationship of monetary policy to the creation of money and money supply.

IU-$7.25

MONEY:HOW IT FUNCTIONS
ND 13½ min. B.W. or color

Film shows how the development of paper and metal currency enabled societies to conduct transactions more effectively and also enabled individuals to specialize in one service and use currency to purchase other necessities. 80% of our money today exists in the form of bank deposits. Shows how money supply is increased to meet the needs of our growing economy. Coronet Films.

ISU-sale price $87.50 or $175.00

MONEY ON THE MOVE-THE FEDERAL RESERVE TODAY
1969 27 min. Color

This film goes behind the walls of the nation's Federal Reserve Banks to see how cash comes into circulation and is eventually withdrawn for flaming destruction when worn out; how personal checks are processed by the millions each day; how widely diversified information is collected for use in money and credit decisions which affect us all. Available from all Federal Reserve Banks. Each bank serves only its own district.

E.G.F.F.-no charge

MONEY TALKS 08571
1951 11 min. B.W.

Bill needs money for the school dance. Ben Franklin appears in a dream and tells about importance of careful money management.

WU-$3.00

MONEY TREE N52889
1971 20 min. Color

A dramatized story of a young married couple that becomes entangled in the credit trap. Their belongings are repossesed. They end in divorce.

ISU-$7.10

THE MOST FOR YOUR MONEY
ND 14 min. B.W.

Illustrates the inherent faults in unplanned, impulsive buying and suggests the proper procedure for making an important purchase.

BU-$4.50

OF MUTUAL INTEREST
ND 14 min. Color

Young couple inherits mutual fund shares. They learn what mutual funds are and how they aid the prosperity and growth of American industry.

ASF-no charge

THE ONE MAN BAND THAT WENT TO WALL STREET 4800
ND 24 min. Color

This entertaining story in animation of a wandering minstrel's rise from obscurity to tycoon provides a thorough look at the world of investing. Our musical hero learns how to attract capital needed to finance his ventures. Engagingly woven into the story are facts about the history and operation of the Exchange. Available to 7th grade and higher.

MTPS-no charge

THE ORIGIN AND HISTORY OF PROGRAM BUDGETING
ND 25 min. B.W.

Traces the history of planning-programming-budgeting(PPB) and describes fundamentals of the system. Civil Service Commission.

USG-sale price $52.50

OVERSPENDING AND BANKRUPTCIES 09055
1965 30 min. B.W.

Covers cost of overspending. Explains advantages, disadvantages and alternatives to taking out bankruptcy.

-$10.00

PAYING BY CHECK
ND 14½ min.

This film is designed to help the schools of your community introduce their students to: (1) How a Checking Account Works; (2) How to Write a Check Properly; (3) The History, Development, and Importance of Checking Accounts; (4) What Happens to a Check After You Mail It; (5) How to Balance Your Accounts at the End of the Month. (Available from the Federal Reserve Banks of Chicago and Richmond only, and only in the districts served by each) Federal Reserve Banks.

MTPS

PERSONAL FINANCE PLANNING; WISE USE OF CREDIT S-424
ND 22 min. Color

Designed to orient students to the economic problems of daily living. Emphasizes importance of prudent financial habits. Emphasizes need for planning. Acquaints students with consumer credit-how credit established, types of consumer credit, credit cost factors,amount of credit families can afford, attitudes toward credit.

ASF-no charge

PERSONAL FINANCE PLANNING 09217
1960 11 min. Color

Designed to orient students into economic problems of daily living. Defines terms of basic consumer economics and emphasizes personal financial planning as part of successful money management.

CU,NU,WU-$4.00 UA-$2.00

PRODUCTION CREDIT DOES THE JOB
ND 27 min. Color

Discusses functions and operations of Production Credit Association.

BU-$12.50

ROAD TO BETTER LIVING

ND 26 min. Color

Story of mortgage banking and how it functions in the development of the United States' economy, and how it contributes to a higher standard of living.

MSU-$2.00 USC-$1.50

SAVING 09948
1965 30 min. B.W.

Shows how to develop a sound and effective savings plan for every family. Points up strengths and weaknesses of various savings plans and institutions.

UU-$10.00

SEARCH FOR EQUITY

ND 20 min. B.W.

Presents the story of assessing officers-professional men in search of equity, stressing the factors which effect value and the assessors' role in interpreting value.

UMO-$3.50

SEARCH FOR STABILITY 6200004
1962 29 min. B.W.

Shows methods of control by the Federal Reserve Bank and the Federal Government over wild fluctuations in prices, employment and production. Congress' and economists' attitude toward the growth of the national debt discussed.

NIU-$4.50 FSU-$7.00

SOUND INVESTMENT PROGRAM (K)
ND 30 min. B.W.

Stocks and bonds. How to plan investments in the light of today's and tomorrow's stock market conditions.

UM-$3.00

SPECIAL REPORT TO STOCKHOLDERS 10365
1952 7 min. Color

Explains, by animation, the company's (General Mills) policy of using reinvested earnings as a main source of capital.

CU-$7.00

SPECULATORS
1962 28 min. Color

Provides backround for laymen interested in investing in the commodities market; explains terms, market operations and investment considerations.

ERICU-$5.30

STOCK WATCH-A PRIVATE EYE IN THE PUBLIC INTEREST 3714
ND 12 min. Color

This film shows what goes on behind the scenes of a Stock Exchange. Whirl through a busy day with a surveillance officer...see traders in action...see how the market works to protect your interest in American business. Available to 8th grade and above.

MTPS-no charge

THE STORY OF A CHECK D1044
1968 13 min. Color

Illustrates how the checking system works. How banks process their own and each others checks and how modern machinery and skilled workers make possible the handling of millions of dollars worth of checks daily.

CU-$5.75 WSU-$5.60 BU-$8.50 UM-$4.50

STORY OF MONEY
ND 16 min. B.W.

Portrays development of the British monetary system. Describes origin of bank checks and follows one from the time it is turned in until it reaches the bank on which it is written.

BU-$4.50 UM-$3.25

STORY OF OUR MONETARY SYSTEM 10506
1958 11 min. B.W.

Traces development of our money system from bartering to the forms of exchange used today-use of animals to development of metal coins to paper money(English pound, Pine Tree Shilling of New England) and the adoption of the dollar unit in America.

CU-$3.00 UM-$2.25 FSU-$2.50 UMO-$2.50 SDSU-$2.00 UI-$3.30 24952
UA-$2.00

TAKE ANOTHER LOOK S-540
ND 28 min. Color

Shows part Credit Union's play in helping people who are experiencing financial difficulties. Association-Sterling Films.

EGFF-no charge

THERE OUGHT TO BE A LAW 17008
1969 33 min. Color

Compares buying habits and practices of Americans of past generations and those of today. Points out that most people today purchase through credit buying, thus being able to possess more. Reveals hidden fallacies in contracts for credit buying.

UU-$13.00

TIL DEBT DO US PART
ND 15 min. B.W.

Tells how financial problems can break up a marriage and how credit union financing can solve such problems.

UA-$4.00

THINK OF IT AS MONEY 4749
ND 27 min. Color

This dramatic film gives a history of value exchange, a panoramic view of the domestic and international impact of the bank card, and a back-stage look into a major bank card system. It shows how the card serves the individual, and ends with some exciting visual speculation on the future of bank cards and other potential forms of value exchange. Available to 8th grade and higher.

MTPS-no charge

UNDERSTANDING THE DOLLAR 11055
1953 11 min. B.W.

Examines various types of income, the essential purposes of money as a medium of exchange, and analyses the factors that influence the real value of the dollar. Shows how the changing value of the dollar affects the lives of people with various sources of income.

CU,UU-$3.00 BU-$3.50 SDSU-$2.00 UI-$3.30 23587 UA-$2.00

USING BANK CREDIT 11111
1952 9 min. B.W.

Shows that credit is a constructive force that can lead to profits, comfort and enjoyment. Present fundamentals of all bank loans. The example used is a simple business situation, but principles are applicable to individual borrowing.

WU-$3.00

USING MONEY WISELY
1970 18 min. Color

Money management counselor advises 3 typical families with money problems-families represent cross-section of economic levels. Help students understand scope of their buying power and show them that there are counselors.

UM-$6.50 UA-$4.00

USING THE BANK 11115
1947 11 min. B.W.

Explains principal functions of a bank, including savings accounts, checking accounts, loans, and other financial operations.

CU,WU,UU-$3.00 BU-$3.50 UM-$2.25 UI-$3.00 22362 ISU-$3.00 NS2491

WALL STREET:WHERE THE MONEY IS
1966 53 min. B.W.

Sketches the historical backround of Wall Street as the center of financial dealings in the U.S. Analyzes stock market activity and shows mechanics of trading in the commodity exchange. Explains procedures by which industry obtains money through issuance of bonds, and describes the function of mutual funds.

FSU-$12.25

WHAT IS A CONTRACT? 11382
1948 11 min. B.W.

Explains the elements of mutual assent, competent parties, legal bargain and consideration in both oral and writtern contracts as seen through the eyes of two high school students.

CU,UU-$3.00 WSU-$3.00 BU-$3.50 MSU,UM-$2.25 NIU-$2.50 2020013
FSU-$465 color SDSU-$2.00 UI-$3.00 22559 UA-$2.00

WHAT IS MONEY? 11404
1947 11 min. B.W.

Traces our monetary systems from the days of barter and shows how checks substitute for money. Shows function of money as a standard of value, standard for future payment, storehouse of value and convenient medium of exchange.

CU,UU-$3.00 BU-$3.50 FSU-$2.50 SDSU-$2.00 UI-$3.00 22373

WHAT MONEY IS AND IS NOT 6200031
ND 30 min. B.W.

Shows some of the forms of money used in various countries. Money is defined as anything which is accepted in exchange for goods. It serves 3 functions: a medium of exchange, a common measure of value and a store of value.

NIU-$5.15

WHERE THE HEART IS 11446
1953 27 min. Color

Explains the function of free enterprise and cooperative finance in the welfare of the community with finding a home as an example. Shows what is involved in the production of a house as well as the financial adjustment of the buyer.

UU-$13.00

WHY BUDGET? 11472
1950 11 min. B.W.

Discusses the importance of a budget at all income levels. Explains what a budget is, how it is set up in relation to needs and income, and what is to be gained by following a well-planned budget.

CU,UU-$3.00 NIU-$2.50 2170036 FSU-$2.50

WISE BUYING 11538
1950 11 min. B.W.

The relation of needs to budget is emphasized. Four "better buying" questions are offered to ask when shopping. Discusses seasonal changes, quantity purchases and product labels. Points out the possibility of raising your standard of living by using money wisely.

CU,UU-$3.00 BU-$3.50 MSU-UM-$2.25 NIU-$4.00(Color) 3170035
FSU-$2.50 UI-$3.10 23124

THE WISE USE OF CREDIT 11539
1960 11 min. Color

Provides basic understanding of consumer credit and introduces economic terms, types of credit, cost factors, and guidelines for wise use of credit.

CU,NU,WU-$4.00

YOURS TO KEEP 11725
1955 27 min. Color

Shows how a family adjusts the budget to provide for a savings account. Emphasizes the part thrift can play in the development of an individual or an environment.

UU-$13.00

BIOGRAPHY

THE AFFAIRS OF A MAN
1963 29 min.

This film traces the life of Henry Ford from his birth in 1863 to his death in 1947. It tells the story of Ford, the industrialist, but it also shows him as an historian and preserver of our American heritage. Henry Ford Museum and Greenfield Village.

MTPS-no charge

ANDREW CARNEGIE 04297
1951 19 min. B.W.

Describes his life from poverty stricken youth to great steel magnate. Tells of his philanthropic activities.

CU,UU,WU-$4.50 MSU-UM-$3.50

CONVERSATION WITH ALFRED P. SLOAN, JR.
ND 28 min. B.W.

Chairman of the Board of G.M. talks about his meteoric rise in business. He discusses problems of finance and labor and the responsibilities of management to society.

UM-$5.50

FORD (K)
ND 30 min. B.W.

Describes Henry Ford's financial and industrial ventures. Growth of the assembly line; glimpses Ford and his associates in rare footage.

UM-$3.00

HENRY FORD
1962 26 min. B.W.

Biography of the father of industrial mass production, Henry Ford as a man; historical figures; early Model T's; life during the 20's and 30's.

5.00 FSU-$6.00

WORK OF THE STOCK EXCHANGE 11578
1941 16 min. B.W.

The growth of a small business is followed from a partnership to the formation of a corporation listed by the Stock Exchange. The operations involved in the buying of security by an investor and the sale of security at a later date through a brokerage office are shown.

BU-$4.50 FSU-$3.50 SDSU-$3.50 UI-$4.00 32375 UA-$4.00

YOU CAN TELL BY THE TELLER
ND 18 min. B.W.

Training film showing why tellers or cashiers who receive payments from customers have an important public relations job. Shows step-by-step breakdown of correct procedure for receiving such payments, stressing importance of a friendly manner in all types of customer contacts in a business office. Bell Telephone

NRMA-no charge

YOUR FAMILY BUDGET 11700
1949 11 min. B.W.

Shows that all members of a family participate in making the budget and that each is responsible for its operation. How budgeting contributes to a feeling of family security and makes for happy relations.

CU,UU-$3.00 MSU-UM-$2.25 NIU-$2.50 2170031 UI-$3.15 22874

YOUR SHARE IN TOMMOROW 720051
1957 27 min. Color

Beautiful historical pageant of America's growth, picturing the role of investors and the N.Y. Stock Exchange. Explains stock transactions, the function of brokers and how everyone can share in America's boundless future.

NIU-$3.55 UA-$6.00

YOUR THRIFT HABITS 35059
1948 11 min. B.W.

Shows that by setting up a budget for systematic savings, by careful buying, doing without extravagances and choosing between immediate and future satisfaction you will attain many material goods in life.

UU-$3.00 FSU-$2.50 SDSU-$2.00 UI-$4.15 26278 UA-$2.00

HOUSE OF ROTHSCHILD
1948 31 min. B.W.

Part played by Rothschild family in financing Allied Powers against Napoleon. Struggle of the Jewish family against discrimination.

UM-$5.75 UI-$8.40 42507

JOHN L. LEWIS 17057
1965 27 min. B.W.

Life of Lewis 1920-1960. How he bettered the lot of workers as president of U.M.W.

CU-$5.75 FSU-$6.75

STORY OF CHARLES GOODYEAR
ND 11 min. B.W.

His struggle to make India rubber usuable for commercial purposes; his discovery of vulcanizing process, industrial use of this process; how Daniel Webster won Goodyear's claims to the patents.

UM-$2.25

THE WORLD OF HENRY FORD
ND 35 min. Color

Shows his life, the advent of the automobile and the transformation of society.

NB-no charge

BUSINESS MATH

CRITICAL PATH 05594
1964 16 min. Color

Operations techniques of "critical path" is used in building a service station. Shows how with this technique a project can be completed smoothly and on time.

UU-$10.00 WSU-$4.90 BU-$8.50

CRITICAL PATH IN USE BS-127
1966 29 min. B.W.

Describes the application of Critical Path Analysis to an industrial production project and benefits that may be derived from its use. Traces the project, showing network changes made necessary by problems.

TU-$7.50

ELECTRONIC COMPUTERS AND APPLIED MATHEMATICS 06063
1967 23 min. Color

Describes computer, its operation, functions and application in industry and business. Reviews types of computers. Discusses future of computers and job opportunities.

CU-$7.50 UM-$7.50 UI-$7.25 55750

HOW'S CHANCES? PROBABILITY AND STATISTICS EW-406
ND 30 min. B.W.

Explains how to arrive at a probable total by taking a representative sample of the whole and projecting the percentage. Demonstrates how math is used in business, industry and government to determine vital advance predictions of probable totals.

ASF-$8.50 sale price-$150.00

MEANING OF PERCENTAGE 08356
1948 10 min. B.W.

Provides an introduction of percentage by relating it to fractions and decimals.

CU,UU-$3.00 BU-$3.50 FSU-$2.25 UI-$2.95 23014

PERCENT IN EVERYDAY LIFE 09207
1948 11 min. Color

Follows Bob's problems in figuring commissions, taxes, interest and discount with general rate and base formulas.

CU,WU-$4.00 UM-$2.25 FSU-$2.25 UI-$3.05 22586

PERCENTAGE 09209
1948 10 min. B.W.

Uses animation to define percentage and its relationship to decimal and common fractions. Gives examples of solutions of percentage problems.

CU-$3.00 UI-$3.80 22647 UA-$2.00

PROBABILITIES OF ZERO AND ONE 20066
1969 11 min. Color

Introduces basic concepts of probability and presents problems.

UI-$4.25

PROBABILITY
1966 13 min. Color

Describes methods of computing the probability of an event and suggests ways in which the theory of probability may be used in everyday situations.

BU-$6.00 FSU-$5.75 UMO-$4.50

RANDOM EVENTS 09672
1962 31 min. B.W.

Shows how experiments with a large number of random events can be used to determine predictability of those happenings. With the use of games, the statistical nature of this predictability is brought out.

CU-$10.00 UM-$5.75 FSU-$6.50

RELIABILITY-ECONOMIC CONSIDERATIONS IN RELIABILITY MN 08770H
1964 20 min. Color

Shows application of break-even analysis for use in selection from competing systems and for economic decisions when changes to a system are being considered. U.S. Navy.

USG-sale price $82.00

THE SEARCH FOR RELIABILITY
1958 28 min. Color

Defines mathematical reliability as the product of component reliabilities, and stresses the need for personal reliability and pride of workmanship in all our undertakings. Standard Presses Steel Company

EGFF-no charge

STATISTICAL QUALITY CONTROL ACCEPTANCE SAMPLING 43500
1951 22 min. B.W.

Statistical methods employed in acceptance sampling; use of MILSTD-105A by government inspectors responsible for acceptance of products.

UI-$4.80

STATISTICAL QUALITY CONTROL PROCESS CONTROL 23499
1951 11 min. B.W.

Statistical methods involved in process control as a means of obtaining for the government a better product at a cheaper price.

UI-$2.50

BUSINESS ORGANIZATION

ANATOMY OF A BANKRUPTCY
ND 55 min. B.W.

Presents various aspects of bankruptcy proceeding.

UA-$10.00

ASSIGNMENT COOPERATIVES
ND 20 min. Color

Three students get a better understanding of cooperative enterprises at work in South Dakota. Farm and various cooperative agencies are visited where the students become acquainted with the services rendered by cooperatives.

SDSU-$2.00

BASIC PATTERNS OF ORGANIZATION 55004
1959 30 min. B.W.

Chronological,topical, spatial and logical patterns of organizations, and their relationships to the development of ideas.

UI-$7.55 sale price $85.00

CASH ON THE BARRELHEAD 46175
1964 20 min. Color

Shows how to explain to employees the true value and importance of the fringe benefits your organization provides for them.

UI-$6.50 NRMA-sale price $275.00 (preview $15.00) BNA

THE DUPONT STORY 19D
1951 40 min. Color

Highlights history of the company from 1802 to the present. Aims to give people a better understanding of policies and practices of DuPont and its determined effort to produce better things for better living.

USC-$2.50

FAR SOUND
ND 27 min. Color

The story research at Bell Laboratories.

UMO-no charge

GOING PLACES (HARDING)
ND 10 min. Color

Cartoon of how a big business grows and, if well-run, makes prosperity for everyone. Farm Film Foundation.

MSU-$4.00 EGFF-no charge

THE GOSPEL ACCORDING TO HENRY FORD
ND 13 min. B.W.

Takes a satirical jab at the automobile industry-its repair clinics, hard sells, and its shows. Entirely documentary in the realistic tradition.

NYU-$8.00

HAND THAT FEEDS YOU 2918
ND 27 min. Color

Story of two men who converted a small capital investment into multi-million dollar business. Through volume feeding and mass purchasing, this restaurant operation, serving 60,000,000 meals a year, is an example of free enterprise system. Modern Talking Picture Services

EGFF-no charge

HOW IS CLOTHING MADE? THE STORY OF MASS PRODUCTION 2-4952
ND 11 min. Color

Follows making of a shirt from the designer's sketches to its sale in a store. From designer's sketches to pattern-making, mass produced shirt through all stages.

SU-$5.00

INTERNAL ORGANIZATION 07503
1951 10 min. B.W.

Illustrates that the purpose of organization within a business is to provide a framework for management. Function of management is to set policy of administration to carry out policy. Organization is built on man-to-man relationships and lines of authority and responsibility.

UU-$5.00 FSU-$2.75 UI-$3.00 23225

IT'S YOUR DECISION,I
1954 26 min. B.W.

Shows the problems associated with starting a new business and keeping it going. Contributions and problems of management, investor and employee in business. Helps

one to appreciate the freedom we have in U.S. to make decisions for ourselves and neccessity of reaching "right" decisions for the long term basis.

FSU-$2.50 UMO-$2.00

IT'S YOUR DECISION,II
1954 16 min. B.W.

The necessity of replacing and expanding equipment to insure survival and growth in business is shown in this continuation. "We haven't been making enough to replace wornout equipment," is cry of inflation.

FSU-$2.50 UMO-$2.00

THE LANGUAGE OF BUSINESS
ND 15 min. Color

Dramatizes need for being able to analyze facts and problem areas in a business so that decisions can be made. Shows value of records in business management. Small Business Administration.

USG-sale price $58.25 (rental $10.00)

THE MARVELOUS MOUSETRAP 08321
1963 24 min. Color

Shows how a company was founded and grew; how profits are used to insure job security; how slip-shod work by even one employee can jeopardize profits and security. Features Wally Cox.

UU-$13.00 UMO-$7.50

MODERN CORPORATION,I (K)
ND 28 min. B.W.

The modern corporation as the principal institution through which we provide the American consumer with the variety of goods and services he needs. Importance of profit. Responsibility of corporation to society.

MSU-UM-$5.50 NIU-$5.15 6200034 ISU-$7.25 N56346

MODERN CORPORATION,II (K)
ND 28 min. B.W.

Changing role of the stockholder in the modern corporation; how effective control of many corporations is in the hands of professional managers, increase in the use of funds from internal sources in relations to external sources.

MSU-UM-$5.50 NIU-$5.15 6200035

AN OCEAN TO FILL
1970 18½ min. Color

This film deals with the company's social responsibility to people apart from the products it manufactures and sells. It shows the role of the company and its employees in their community in the areas of environmental control, employment, youth programs, education and government. Lilly and Co., Eli

EGFF

OFFICE TEAMWORK 08904
1953 12 min. Color

Shows importance of teamwork among members of a business organization and reveals effects of various employee attitudes on company morale and business.

CU,UU-$10.00 WSU-$4.00 BU-$3.50 MSU-UM-$2.25 FSU-$2.25
UI-$3.10(BW) 23694

PHYSICAL FACILITIES 09266
1951 10 min. B.W.

Describes steps in organizing physical facilities for a new enterprise. (1) location with respect to available facilities, (2) type of building suitable to the enterprise, (3) arrangement and positioning of the buildings, (4) plant layout with respect to type of production process and type of manufacture.

NU-$5.00 FSU-$2.50

RISK AND FORECASTING
1951 10 min. B.W.

Details the procedure for calculating the chief risks in a new enterprise. Forecast includes: (1) analysis of product as to physical appearance, production requirements and commercial uses, (2) market surveys to determine demand, (3) estimates of production requirements, (4) profitable relation of produciton costs and sales income.

FSU-$2.50 UI-$3.40 23224

VOICE OF YOUR BUSINESS
ND 20 min. B.W.

How Business Success or failure may well be attributed to the telephone manners of the staff. What constitutes good telephone practice.

UM-$1.50 UMO-no charge NRMA-no charge-Bell Telephone

CAREERS

AIRLINE WORKERS 04131
1960 14 min. B.W.

Covers areas such as mechanical maintenance of plane, radar equipment, preparation of food and general care of planes. Not pilots or stewardesses.

WU-$4.50

APTITUDES AND OCCUPATIONS 36284
1964 16 min. B.W.

Examines scholastic achievement, aptitude and interest tests--the basic types used to guide students toward the selection of a satisfying occupation. Illustrates basic groups of aptitudes and interests for a variety of occupations, and stresses individual counseling and consideration of scholastic record and extracurricular activities as necessary adjuncts of testing.

UI-$4.80

BOOKKEEPING-OCCUPATIONS AND OPPORTUNITIES
ND 15 min. Color

Shows whole history of bookkeeping. Shows importance of keeping accurate records in financial matters and in business inventories.

UA-$4.00

BUILD A BETTER LIFE 4170
ND 14 min. Color

This exciting new film examines the experience of young men beginning their careers in the construction industry. Their work, their lives and their words give a stimulating inside view of the rewards of building and the satisfaction of creating a better life for their communities and for themselves. Chris Award Winner. Available to 7th grade and higher.

MTPS-no charge

BUSINESS MACHINE OPERATORS 17046
1970 7 min. Color

Shows machines being used. Shows mobility potential of those with business machine skills.

CU-$4.00

BUSINESS OFFICE, MAKING THINGS HAPPEN 20140
1969 14 min. Color

A group of students learn that behind every organized activity there is a business office. They employ the administrative functions of planning, budgeting, advertising, and decision making, as well as the clerical tasks of scheduling, recording, typing, and bookkeeping. These functions are then shown in many formalized business situations both large and small. Suggests that the business office can be a rewarding career opportunity.

UI-$4.60

CAMERAS AND CAREERS 04943
1960 28 min. Color

Shows opportunities for careers in photography. Many aspects of such a career are pictured including training necessary to make photography into a successful business.

CU-$7.50

THE CAREER GAME 4093
ND 14 min. Color

This film opens the door to the opportunities in the profession of dietetics. It shows the many avenues where men and women are working to help people... sharing the responsibility of the problems of hunger and malnutrition in the community...the nation...and the world. Available to 9th grade and higher.

MTPS-no charge

CAREERS: AGRI-BUSINESS
1969 12 min. Color

Explores job opportunities in the world of agriculture from produce handling to food processing. Highlights many areas usually overlooked.

UM-$4.50 FSU-$4.65 UA-$2.00

CAREERS IN COMMUNICATIONS 523C
ND NT Color

This film explores careers in communications which offer exciting careers for both men and women who would like to play a role in helping to improve and enhance communications in our world.

USC-$3.00

CAREERS IN PERSONAL SERVICES 526C
ND NT Color

Film explores all services-police, firemen, barbers, mailmen, beauticians and others.

USC-$3.00

CAREERS IN SALES-"THE JOYS OF SELLING" 527C
ND NT Color

Careers in sales offer young people a wide variety of opportunities. These opportunities are presented in an unusual manner.

USC-$3.00

CAREERS IN TRANSPORTATION 529C
ND NT Color

Film focuses on those who actually do the moving of people and goods--air, water, and land.

USC-$3.00

CAREERS-SALES
1969 12 min. Color

Many kinds of lives can be built around sales careers, door-to-door sales provides freedom of working for self more than security of steady salary. Insurance salesmen must be willing to devote evenings and weekends to job. Traveling salesmen earn higher amounts but have a rigorous schedule and much hard work.

FSU-$4.65

CAREERS FOR GIRLS
1949 18 min. B.W.

Exploration of aptitudes and capacities of women for various vocations. Reviews careers of women who have reached the top of their profession and the training necessary for these positions.

FSU-$3.50

CAREERS IN AGRICULTURE 34948
1958 14 min. B.W.

Richard, planning his future, explores with his high school agriculture teacher the many careers in agriculture. He learns of career opportunities in the areas of crop and livestock farming; agricultural research, industry, conservation and services, and agricultural communication and education.

UI-$4.15

CAREERS IN ART
ND 16 min. Color

Major areas such as industry, advertising and education where artists are employed. Training necessary for such careers.

UM-$5.75

CAREERS IN BROADCAST NEWS 26821
1967 11 min. Color

Personal and professional qualities of a broadcast newsman are described in this film. Describes the training necessary for a career in news broadcasting.

UI-$4.00

CHOICE: CHALLENGE FOR MODERN WOMEN SERIES 6771-6782
1966 12 films, 30 min. each B.W.

Discusses how women should decide their lives for themselves. Ofers advantages and disadvantages of employment for married women. Shows all sides of question with the goal of having each woman decide for herself what her role should be.

U. CAL-$13.00 each sale price-$150.00 each

CHOOSING A JOB
ND 12 min. Color

Explains how to choose a suitable job for you. Shows available training programs and how to keep yourself and your employer happy.

UA-$4.00

COMMUNICATIONS WORKER
ND 15 min. B.W.

Emphasizes office procedures in telephone industry, not field work.

UMO-$2.00

FASHION: THE CAREER OF CHALLENGE
1970 12 min. Color

This film takes the viewer through the jobs of the fashion buyer, display artist and fashion coordinator by visiting the stores to see things happen. Also explored are careers in advertising agency, an interior decorating salon, and a TV studion. Bassist Institute. Available in Canada.

EGFF

ERIC

GENERAL INSURANCE CAREERS GSC153
1970 18 min. Color

Overview of careers available in the insurance field. Describes jobs such as: agents, underwriters, insurance brokers, fieldmen or special agents, claim adjusters and claims examiners. Tests personality traits insurance companies look for in new employees.

UU-$7.50

HOTEL AND RESTAURANT WORKERS 07141
1959 14 min. B.W.

Describes the hotel industry. All the backstage action in a hotel--duties and the training of the various hotel workers--is shown.

WU-$4.50 UM-$2.75 UMO-$2.00

HOW TO INVESTIGATE VOCATIONS
1952 11 min. B.W.

Used to motivate students to investigate vocations and determine kinds of work for which they are best suited--how to interpret and apply scores on guidance tests, how to raise questions related to specific jobs and how to gain job experience.

SDSU-$2.00 UI-$3.15 23631

HOW TO SUCCEED WITHOUT REALLY FLYING FA-06-70
1970 28 min. Color

This film gives an unusual behind-the-scenes look at one of aviation's most challenging careers, air traffic control. Actual controllers star in this film that describes what air traffic control offers as a profession, and how it provides rapid career advancement, professional status, high pay, and a rewarding sense of personal achievement. Federal Aviation Administration

EGFF

INVISIBLE DIPLOMATS
ND 21 min. Color

Illustrates how important switchboard operators are to the prosperity of employers. Examples of improper and good handling show the effect on customers of the manner in which they are treated on the telephone. Bell Telephone

NRMA-no charge

IS A CAREER IN AGRI-BUSINESS FOR YOU?
1973 15 min. Color

Acquaints students with career possibilities. Encourages them to seek further

information on the subject.

AIMS-$20.00 sale price-$190.00

IS A CAREER IN BANKING FOR YOU?
1972 15 min. Color

Acquaints the students with career possibilities. Encourages them to seek further information on the subject.

AIMS-$20.00 sale price-$190.00

IS A CAREER IN BUSINESS ADMINISTRATION FOR YOU?
1972 15 min. Color

Acquaints students with career possibilities. Encourages them to seek further information on the subject.

AIMS-$20.00 sale price-$190.00

IS A CAREER IN FINANCE, INSURANCE OR REAL ESTATE FOR YOU?
1971 15 min. Color

Acquaints students with career possibilities. Encourages them to seek further information on the subject.

AIMS-$20.00 sale price-$190.00

IS A CAREER IN FOOD PREPARATION FOR YOU?
1973 15 min. Color

Acquaints students with career possibilities. Encourages them to seek further information on the subject.

AIMS-$20.00 sale price-$190.00

IS A CAREER IN MANAGEMENT FOR YOU?
1971 15 min. Color

Acquaints students with career possibilities. Encourages them to seek further information on the subject.

AIMS-$20.00 sale price-$190.00

IS A CAREER IN RADIO OR TELEVISION FOR YOU?
1971 15 min. Color

Acquaints students with career possibilities. Encourages them to seek further information on the subject.

AIMS-$20.00 sale price-$190.00

IS A CAREER IN THE APPAREL INDUSTRY FOR YOU?
1972 15 min. Color

Acquaints students with career possibilities. Encourages them to seek further information on the subject.

AIMS-$20.00 sale price-$190.00

IS A CAREER IN THE HOTEL OR MOTEL BUSINESS FOR YOU?
1971 15 min. Color

Acquaints students with career possibilities. Encourages them to seek further information on the subject.

AIMS-$20.00 sale price-$190.00

IS A CAREER IN THE PULP AND PAPER INDUSTRY FOR YOU?
1973 15 min. Color

Acquaints students with career possibilities. Encourages them to seek further information on the subject.

AIMS-$20.00 sale price-$190.00

IS A CAREER IN THE RESTAURANT BUSINESS FOR YOU?
1972 15 min. Color

Acquaints students with career possibilities. Encourages them to seek further information on the subject.

AIMS-$20.00 sale price-$190.00

IS A CAREER IN THE SERVICE INDUSTRIES FOR YOU?
1971 15 min. Color

Acquaints students with career possibilities. Encourages them to seek further information on the subject.

IS A CAREER IN THE TELEPHONE BUSINESS FOR YOU?
1972 15 min. Color

Acquaints students with career possibilities. Encourages them to seek further information on the subject.

AIMS-$20.00 sale price-$190.00

IS A RAILROAD CAREER FOR YOU?
1973 15 min. Color

Acquaints students with career possibilities. Encourages them to seek further

information on the subject.

AIMS-$20.00 sale price-$190.00

IS A SALES CAREER FOR YOU?
1971 15 min. Color

Acquaints students with career possibilities. Encourages them to seek further information on the subject.

AIMS-$20.00 sale price-$190.00

IT'S A BUSINESS WORLD 788*
ND 27 min. Color

Presents jobs in a variety of business fields--aviation, banking, engineering, manufacturing, medicine, law and government are shown. Need for specialized education is emphasized.

ASF-no charge SDSU-$1.25
*may have limited circulation at ASF

JOBS IN THE WORLD OF WORK: A GOOD PLACE TO BE BSC-128
1969 13 min. Color

Compares effects of unemployment with various worker's opinions of what work means--money, status, self-expression. Shows white and blue collar workers on the job. States that people who work are happier and more satisfied than those who do not.

IU-$6.75 UA-$4.00

JOB OPPORTUNITIES IN HOTEL AND MOTELS 17188
1970 11 min. Color

Entry level jobs and promotion possibilities are presented. Tours all facets of Hotel and Motel industry from laundry to entertainment.

CU-$4.00

THE JOURNALISTS 4613
ND 25½ min. Color

ABC-TV's Harry Reasoner is the narrator of this film about careers in journalism. Opening with a sequence from "The Graduate," the film features a series of interviews with noted journalists. An excellent career guidance film. Available to 7th grade and higher. Sigma Delta Chi

MTPS-no charge

LIFE INSURANCE OCCUPATIONS 00711
1948 11 min. B.W.

Describes public services and career opportunities in insurance--actuarial work, legal and clerical work, claims adjusting, etc.

CU-$3.00 BU-$3.50 USC-$2.00 908A

MEN OF ACCOUNT
1968 24 min. Color

Career opportunities in accounting presented. Show diversified applications of accounting.

WSU-$1.75

NEW HORIZONS IN VOCATIONS
1966 20 min. Color

Follows 3 youths as they investigate vocations that require less than a college education. Points out the importance of choosing an occupation wisely.

UA-$4.00

NEWSPAPER CAREERS 17114
1968 21 min. Color

Beginning with a falling tree, pulp, and newsprint and ending with the printed paper delivered to the door, the film covers all key jobs necessary to a newspaper.

NU-$10.00

NEWSPAPER WORKERS 08801
1959 14 min. B.W.

Follows a story from the time the big fire starts until the papers are on the street. Shows all aspects of newspaper business.

CU-$4.50

OCCUPATIONS AND OPPORTUNITIES: BOOKKEEPING 00893
1965 15 min. Color

History of bookkeeping through Babylonian, Egyptian, Roman and to modern times. Points up advantages of knowing bookkeeping as an invaluable career aid in many fields.

CU-$5.75

OPERATOR
ND 13 min. Color

Shows daily experiences of an operator and the satisfaction of this job. Uses old-time films and modern music to illustrate possibilities of working as an operator.

UMO-no charge

OPPORTUNITIES IN SALES AND MERCHANDISING 17117
1970 11 min. Color

Shows career opportunities and how entry-level jobs fit into the career ladder. Shows work settings, levels of occupations and information about preparatory work experience available.

CU-$4.00

A PLACE TO GO 4874
ND 22 min. Color

Three high school students get a thorough inside look at the modern trucking industry. A boy from the South, one from an Iowa farm, and a girl from Chicago see first hand the myriad of job opportunities for young people in one of America's most important transportation industries. Available to 9th grade and higher. Truck and Coach Division/G.M. Corp.

MTPS-no charge

REAP THE GOLDEN HARVEST
1967 30 min. Color

Portrays history of baking industry and the career opportunities available within it.

CU-$7.50

REWARDING CAREERS IN A DYNAMIC INDUSTRY-AGRICULTURE
ND 30 min. Color

Shows careers available through agriculture: manufacturing, processing, distribution, marketing, and conservation.

UA-no charge

STEP AHEAD
1964 13 min. Color

Chet Huntley describes the economic future of agri-business and the demand for rained people to enter this vocation.

WSU-$2.90

STOCK EXCHANGE WORKERS 10463
1960 14 min. B.W.

Presents general picture of Stock Exchange and jobs available.

WU-$4.50 UMO-$2.00

TOMMY LOOKS AT CAREERS-TRUCKING 10679
1964 26 min. Color

Tommy does a research paper and learns the many ways the trucking industry serves America and provides job opportunities in science and engineering, sales and accounting, creative channels and crafts.

WU-$7.50

WHAT DO YOU WANT? F-327
ND 22 min. Color

Discusses career opportunities in insurance. Discusses Work-Study program at The College of Insurance in New York.

ASF-no charge

WHAT GREATER CHALLENGE...
1963 10 min. Color

This film introduces the audience to the many job opportunities which are available to those working for a daily newspaper. Available with the narration in Spanish. Copley Productions.

EGFF

YOUR CAREER IN THE PAPER INDUSTRY 11688
ND 20 min. Color

Shows paper industry from forest to finished product. Presents many types of occupations in the field: law, sales, accounting, chemistry, engineering, personnel management, research and development.

CU,NU,WU-$5.75

THE CONSUMER MARKET

ALICE IN NUMBERLAND 04173
1962 14 min. Color

Alice, a homemaker, is confused by the numbers she encounters in grocery buying. In a dream, she learns that the entire system of producing and distributing food is guided by the numbers assembled and tabulated on the basis of shopping lists of housewives throughout the nation.

CU,NU,WU-$5.75 BU-$3.00 MSU-UM-$1.50 UMO-$2.00 SDSU-$2.00

AT HOME, 2001
1967 25 min. Color

Explore household possibilities for the future in terms of technology and changed patterns of living. High speed transportation, household computers, robots and the new uses for free time are examined.

FSU-$11.75 UA-$6.00

BETTER USE OF LEISURE TIME 23127
1951 11 min. B.W.

Guides in the developing of a constructive attitude about leisure time. Shows how time can be used effectively through a self-planned program of leisure time activities.

UI-$3.10

BOATS NEED PEOPLE
1969 13 min. Color

This film invites the youth of America to accept the employment opportunities in the recreational boating field. It shows the variety of year-round jobs and in rental operations. National Assoc. of Engine & Boat Manufacturers Film Library

EGFF

CENTURY 21 CALLING 5020037
ND 14 min. Color

Bell Telephone innovations which were demonstrated at Seattle World's Fair.

NIU-$2.15

THE CHANGING AMERICAN MARKET 00194
1954 17 min. Color

Interprets impact on seller of America's increasing productivity and population,

rise of middle income group, importance of suburbia and extraordinary changes in basic markets such as housing, food, clothing and luxuries. From Fortune magazine.

CU,WU-$10.00 UI-$2.40 34395

THE CHANGING CITY
1963 16 min. Color

Economic, social and cultural advantages of the city that have caused its growth. Problems created by this growth.

UM-$5.75 UA-$4.00

CONSUMERS WANT TO KNOW (ED. VERSION)
ND 20 min. Color

A factual description of the day to day work of Consumer Union of the U.S.; how products are tested to answer questions of the buying public.

UM-$7.00 (B.W.;no edited version,28 min. $5.50-UM)

COSMOPOLIS
1968 52 min. Color

Congestion, pollution, traffic and multiple ills of urban living, what urban planners are doing about these problems. The future of big cities--floating cities, prefabricated units, megastructures--is evaluated in relation to present urban crisis.

UM-$20.00 UI-$15.80 50074

DAY AFTER DAY 6595
1962 30 min. B.W.

Reaches past exteriors to the very substance of a company-town life. Lives geared to the dominant routine of a paper mill.

U.CAL-$14.00

DECISION 3-4226
ND 30 min. B.W.

Under pressure of rising prices, competitive markets, higher production costs, more farmers are forced to abandon their traditional view of farming as a way of life for a view that places it on the level of business.

SU-$5.25

DEEP IN THE HEART OF HOUSTON BS-789
ND 26 min. B.W.

One of America's most affluent cities and the people who make it that way.

ASF-$10.00 sale price-$150.00

FUTURISTS
1967 25 min. Color

Develops awareness of some physical, social and economic problems facing mankind today and in the forseeable future.

FSU-$11.50

GOING TO WORK IN THE MORNING-FROM BROOKLYN
ND 20 min. B.W.

Documentary dealing with the travels of a white-collar worker as he makes his way to work- an amusing satire on transportation problems in the city.

NYU-$8.50 sale price-$110.00

THE HOUSE OF MAN: OUR CHANGING ENVIRONMENT OC363
1965 17 min. Color

Shows waste in America. Discusses water and air pollution.

CU,WU-$5.75 BU-$4.50 UM-$6.50 NIU-$6.25 5140378 FSU-$7.50
UMO-$5.00 UI-$6.40 36943 UA-$4.00

THE HOUSE OF MAN (II) 17283 (OUR CROWDED ENVIRONMENT)
1965 17 min. Color

Shows problems caused by population explosion such as housing and food shortages, poverty, pollution, industrial waste, exploitation of natural resources. Asks students to find solutions to the problems.

CU,WU-$5.75 BU-$6.00 FSU-$5.00 UMO-$3.50 IU-$4.75 UI-$4.25 26944
UA-$2.00 NIU-$4.40(may be shorter version) 3140417

HOUSING IS EVERYBODY'S BUSINESS S-847
ND 21½ min. Color

Good housing is not only desirable, but good business. Film shows why. Portrays different types, new technology, new land-use techniques, modern building methods and how progressive communities are meeting the challenge.

SF-no charge

HUMAN MOTIVES 07284
1963 29 min. B.W.

Discusses motivating forces in human behavior which tend to answer the question, "What makes people tick?"

UU-$10.00

IMPULSE '90 3275
ND 25 min. Color

Presents a look at the cashless, checkless society of the future. All spending, borrowing and buying will be through a Universal Credit Card and instantly recorded by computers.

MTPS-no charge

JANET AND THE GENIE 00645
1967 28 min. Color

Janet takes a trip through meat packing, poultry processing, apple packing, egg grading and dairy plants to learn how the U.S.D.A.'s consumer and marketing service grades and inspects products. Tells how to read U.S.D.A. label when shopping.

WU-$7.50 WSU-$1.75 BU-$3.00 MSU-UM-$2.00 UMO-$2.00 SDSU-$1.50
UA-no charge

JAPAN'S MODERN CONSUMERS F-046
ND 28 min. Color

Illustrates that "consumerism" is growing in Japan. Japanese consumers demand quality in goods. They spend $62.5 billion annually on household goods and services. Shows Japan's Supermarkets and Department stores-domestic and imported goods. Shows test centers and consumer forums which give consumers there a public voice in the marketplace.

ASF-no charge

THE LAND
1962 60 min. B.W.

Chet Huntley in a NBC presentation. Shows the plight of the U.S. farmers and small trading centers, as a result of agriculture's technological progress.

SDSU-$4.15

THE LAST WORD 1375
ND 20 min. Color

Dramatizing the effect of consumer decisions have on new products, it emphasizes

importance and responsibility of the homemaker in the U.S. marketplace. Partly filmed at research center, it shows depth of research and testing that support products.

ASF-no charge

LEAVING HOME BLUES
ND 53 min. Color

Examines America's rural to urban migration- a major cause of the erosion of our cities. Describes technological and economic changes in the South-mechanization of tobacco industry and growth of agri-conglomerates, which will directly affect millions of Negroes.

NYU-$25.00

OF TIME, WORK AND LEISURE 56679
1963 29 min. B.W.

Study by Sebastian de Grazia. Suggests that, in a work oriented clock-dominated society we have earned "time off" but have somehow lost the ability to appreciate true leisure.

UI-$7.90

POOR PAY MORE
1970 60 min. B.W.

Special hardships faced by the poor in the area of consumer purchasing, pricing practices of supermarket chains, techniques of food freezer salesmen, costs of credit buying are examined. Attempts to alleviate the problems shown.

WSU-$6.10 BU-$15.60 UM-$10.00 UA-$12.00 ASF-$14.00 NT-785

PRIVATE DREAM-PUBLIC NIGHTMARE
1964 30 min. B.W.

Examines Eldorado Hills, California. Presents arguments for and against the success of giant planned developments to determine whether a well-planned community can be realized through private enterprise.

FSU-$6.00 UA-$6.00

PROMISE CITY NT-874
ND 30 min. Color

Explores the slow death of an Iowa farming community. Town confronted with the economic crisis brought about because small farmers can no longer make a living. Town's population is diminishing(50% of the population is over 55), it has no fire department or doctor. Interviews the people- some believe times were better

during the Depression than they are now.

ASF-$15.50 IU-$11.50 CSC-2185

THE REAL SECURITY
1963 24 min. Color

The necessity of adapting to the age of change is shown in this humorous and skillful lecture by a well known management consultant.

MSU-$8.00 UMO-$7.50 UA-$6.00
NRMA-sale price $275.00(preview $15.00) rental $45.00/week BNA

THE RUSSIAN CONSUMER-RUBLES AND KOPEKS
ND 13 min. Color

Shows progress made over last 20 years in furnishing better consumer goods to Russian city dwellers, but not to peasants.

UA-$4.00

SMALLTOWN, U.S.A. 6330751
ND 27 min. B.W.

Case studies of three small towns are presented as discussion points for consideration of the economic and social problems caused by the rapidly increasing technology in our society today. The film explores ways in which some small towns may be kept alive.

NIU-$6.00

SPEND, SPEND
1971 11 min. Color

An elemental, tragicomic perspective on some major problems in our consumer-oriented society--misleading advertising, inadequate consumer protection, technological responsibility and the environment and the prevailing ethic of planned obsolescence.

UM-$4.00 FSU-$5.25

THE SQUEEZE 10408
1963 11 min. B.W.

Gives an impressionistic study of crowding in the U.S. as ascertained from statistical information. Indicates problems that stem from overpopulation, both in the U.S. and in underdeveloped nations.

CU-$5.00 UM-$2.25

TALKING OF TOMORROW
1963 10 min. Color

This film describes some of the communications marvels that can be expected in the future. A woman shops for dresses over a color picture phone between the store and her home, and then orders one by slipping a charge tag into a slot in her picture phone. Bell System Telephone Offices.

EGFF-no charge

THE TOP
1968 8 min. Color

A satirical animated cartoon about the struggles of people as they strive to become financial successes and attempt to reach the top in business.

UA-$2.00

THE WAY TO GO 4457
ND 27 min. Color

This film takes the viewer from coast to coast the recreational vehicle way. It features owner interviews at campsites amidst spectacular scenery and provides an insight into the leisure life on wheels enjoyed by over 4,000,000 Americans each year. Available to 8th grade and higher. Recreational Vehicle Inst.

MTPS-no charge

WITH NO ONE TO HELP US
1967 19 min. B.W.

How the formation of a food-buying club by Newark, New Jersey mothers brought about a necessary change in the community.

UM-$3.50

YEAR 1999 A.D.
ND NT Color

This film shows the House of the Future, including home-based computers that serve as bookkeeper, banker, shopper, entertainer, librarian, teacher, cook and maid and a look at suburbia at the turn of the next century.

BU-$12.50

CONSUMERISM

ACCIDENTALLY YOURS 17297
1970 15 min. Color

Stresses the safe use of consumer products. Shows ways by which accidents can

be avoided. Discusses prevention of accidents involving glass door, plastic bags, power mowers and more.

UU-$10.00 BU-$8.50

AN APPLE A DAY 04357
1952 6 min. B.W.

Explains selection, care and uses of apples by the consumer. Standards by which to purchase apples. Shows variety of uses for apples.

UU-$3.00

BUYING FOOD 04925
1950 11 min. B.W.

Emphasizes preparation of grocery list and the dangers of "impulse buying." Shows use of frozen food, preparation of less expensive meats and more.

CU,UU-$3.00 BU-$3.50 MSU-$2.25 FSU-$2.25

CARE-A-VAN 3912
ND 37 min. Color

This film relates how to use, buy and get the most out of your refrigerator, range, dishwasher, washer and dryer, and local repair service. Available to 9th grade and higher.

MTPS-no charge

CHOICE IN CHINA
ND 28 min. Color

How to select tableware wisely. Shows how China is made. Stresses durability, service, and pattern. Association Films.

NRMA-no charge

CONSUMER PROTECTION 05494
1948 11 min. B.W.

Illustrates practical values of consumer services-what is available to help consumer services-what is available to help consumer and how to use it.

CU,UU-$3.00 BU-$3.50 UM-$2.25 NIU-$2.50 2200018 UI-$3.00 22563

FIRST THE PURCHASE, THEN THE PRESERVATION 5-1242
1968 30 min. B.W.

Emphasizes that clothes and linens will only maintain their "brand new" look if

properly cared for. Reviews facets of detergents and cleaning methods.

SIU-$2.50

FOOD PRESERVATION
ND 11 min. Color

Studies food processing and preservation. Discusses canning, dehydrating, and freezing.

BU-$6.00 AIMS-$15.00 3611

FOURTEEN CARROTS 06523
1952 6 min. B.W.

Shows how to select carrots and how to store and use them.

UU-$5.00

GOOD TASTE FOR DECORATING
ND 25 min. Color

Reflects information about authentic periods of interior design. How to match paint, carpeting, draperies, fabrics and wallpaper. Colorizer Assoc.

NRMA-no charge

HOME MANAGEMENT: BUYING FOOD 23016
1949 12 min. B.W.

Points out the dangers of impulse buying, discusses important factors such as quantity buying, understanding descriptive labels, seasonal buying, and the guiding factors in buying meat.

UI-$3.10

IS THE CONSUMER KING? KA-108
ND 30 min. B.W.

Two authorities with divergent points of view on consumerism--is the consumer manipulated by the "persuaders" or is the consumer the one who dictates?

ASF-$5.00 one day only sale price-$150.00

IT'S A PEACH 07613
1952 6 min. B.W.

Shows how to select good peaches at the market. Discusses relative value and serving possibilities of fresh, canned, dried and frozen peaches.

UU-$5.00

JUICED FOR YOU 07705
1952 6 min. B.W.

How to judge quality in grapefruit at the market. Compares fresh, frozen and canned juice as to number of servings and price.

UU-$5.00

KNOW THE EGGS YOU BUY
ND 5 min. B.W.

Candling, sorting, and labeling of eggs; meaning of grade labels and uses of different grades.

MSU-$1.50

KNOW THE POULTRY YOU BUY
ND 4 min. B.W.

Importance of U.S.D.A. inspection and grade labels on poultry. Poultry items available and recommendations for handling frozen and fresh chilled poultry in the home.

MSU-$1.50

A MARK OF QUALITY 08301
1968 14 min. Color

Reveals to consumers the story of the U.S. Dept. of Agriculture meat inspection and grading services and what it takes to get the U.S.D.A. grade shield. Follows meat from feedlot to supermarket and provides pointers on selecting the desired quality of meat.

WU-$10.00 WSU-$1.75 SDSU-$1.25

MEDICINE MAN
1959 27 min. B.W.

Dramatized expose of quackery in the health food business; how some health food promoters flourish by using spurious claims of cures for cancer, diabetes, etc. Shows efforts of F.D.A., A.M.A., and Better Business Bureau to curb the racket.

WSU-$1.75

THE NEW PORK...AN EXCITING TASTE TREAT 3958
ND 20 min. Color

Divided into five segments, the film describes the nutritional value of pork, how to prepare meals with pork, the use of pork in elegant meals, cooking outdoors with pork and the versatility of pork. Available to 7th grade and higher.

MTPS-no charge

NUTRITION SENSE AND NONSENSE
ND 20 min. Color

Urges consumer to be intelligently skeptical about nutritional information being circulated through popular channels-skits showing sales pitches now and 100 years ago included.

MSU-$2.00

ONIONS AND MORE ONIONS 08946
1952 5 mon. B.W.

Shows buying, care and the uses of various types of onions.

UU-$3.00

POTATO APPEAL 09419
1962 10 min. Color

Emphasizes use and preparation of the many forms of fresh, processed frozen, dehydrated frozen and dehydrated potatoes.

WU-$4.00 MSU-$1.50

POTATOES ARE APPEALING
1952 5 min. B.W.

Tells grades of potatoes and how they're graded. Describes ways of serving, how to buy and store potatoes.

UU-$5.00

QUEEN OF THE VEGETABLES 09632
1952 6 min. B.W.

Explains selection, care, peeling and use of tomatoes.

NU-$5.00

SELECTION OF FRUITS AND VEGETABLES
ND 15 min. Color

Concept of "food buymanship" in purchasing fruits and vegetables. Buying in terms of specific need, quality available and price.

UM-$3.75

STANDING IN THE CUSTOMER'S SHOES '4667
ND 14 min. Color

All of us are concerned with receiving the level of performance and service expected from the purchase of a new product. This important documentary film reminds us that even in this age of advanced electronic tools, quality and reliability are dependent on the skills of the individual modern craftsman and his concern for you-his customer. Available to 9th grade and higher. Zenith Radio Corp.

MTPS-no charge

THANKS TO BEEF
ND 14 min. Color

Beef cuts and what can be done with them. Tasty, economical ways to use cheaper cuts of meat.

MSU-$4.50

WISE FOOD BUYING
ND 13 min. B.W.

Smart food buying begins with planning-making a grocery list, purchasing "best buys" in supermarket (considereing both price and quality). Gives many planning and shopping hints.

SDSU-$2.00

YOU'LL EARN IT
ND 24 min. Color

A real-life look at the problems encountered by young people entering the adult world of financial responsibility. Documented case studies illustrate the need for wise management of the personal fortune the young adult can expect to earn during his working lifetime. Available to 9th grade and higher. Cuna Mutual Insurance Society.

MTPS-no charge

YOUR BEST BEEF BUY
1970 13 min. Color

Identification selection and best cooking methods for high quality beef cuts.

WSU-$1.75

YOUR CLOTHING CAN BURN FN-107
ND 13 min. B.W.

Tells which fabrics are safest, which ignite easily, common causes of clothing fires and how to prevent them. What to do if clothing catches fire.

ASF-$10.00

DISTRIBUTIVE EDUCATION

DISTRIBUTIVE EDUCATION: TELL IT LIKE IT IS S-188
ND 29 min. Color

With more than 1/3 of our nation's workforce engaged in distribution, D.E.'s importance in high schools is becoming more imperitive. Opportunities in distribution, plus classroom scenes are shown. Used to interest students in the program.

ASF-no charge

EARNING MONEY WHILE GOING TO SCHOOL 05940
1950 10 min. B.W.

How part-time work is valauable in increasing responsibility, understanding the relationship between job work and school work, learning new skills and learning to get along with people.

CU,UU

IT'S YOUR FUTURE 1226
ND 13 min. Color

The story of apprenticeship training and how to get it-"earning while learning." Details skills that can be acquired through apprenticeship.

AIMS-$20.00 sale price-$150.00

LEARNING BY DOING 07865
1961 9 min. B.W.

Describes the Junior Achievement business centers.

CU-$3.00

PROFILE OF LEADERSHIP 6050299
ND 29 min. B.W.

Shows activities of State DECA Leadership Conference. Inside look at some of the contests and leadership sessions. Views the banquet and dance. Gives a look

at classroom instruction and training experience of D.E. students.

NIU-$4.40

STORY OF DISTRIBUTIVE EDUCATION
1960 21 min. Color

Role of D.E. in a typical community school program. Preparation of young people for careers in buying, retail selling, finance, advertising,etc. Put out by Sears.

MSU-$7.00 NRMA-no charge-Association Films

VOCATIONAL DISTRIBUTIVE EDUCATION-THE PROGRAM AND THE PLAN 17288
1970 17 min. Color

Presents the program and shows how to incorporate it into the local school curriculum. Shows how program is a key link between the school and the community. Presents a plan in five steps: 1) determine the needs 2) presents the plan 3) select the coordinator 4) promote the program and 5) evaluate.

UU-$10.00 MSU-$5.75

WHERE THE ACTION IS
1968 28 min. B.W.

Depicts the kinds of work available in today's complex technical world and shows how vocational and technical education prepares young people for that world.

SDSU-$2.50

ECOLOGY

AIR IS FOR BREATHING
ND 29 min. Color

This is a study of air pollution in the U.S. Shows what the main pollutants are and how to control it.

SF-no charge

AIR POLLUTION 26808
1968 11 min. Color

Discusses air pollution, its origins, perils and possible remedies. Demonstrates experiments with plantlife which indicates that air pollution is a health hazard. Discusses air pollution as economic waste and stresses the need for cooperation among government agencies to affect control.

UI-$4.15 UA-$2.00

AIR POLLUTION AND PLANT LIFE
1971 19 min. Color

Effects of air pollution on trees, shrubs and plants. Shows examples of damaged plants.

WSU-$3.70

AIR POLLUTION-EVERYONE'S PROBLEM
1969 20 min. Color

Shows the effects and causes of air pollution. Shows why Los Angeles is prime target for smog. Shows efforts of Kaiser Steel's Fontana plant has expanded to control the problem.

EGFF-no charge

AIR POLLUTION IN THE NEW YORK-NEW JERSEY INTERSTATE AREA M-1624-X
ND 15 min. Color

Illustrates interstate nature of air pollution and deals with 2 major pollutants: sulphur dioxide and carbon monoxide. Discusses harmful effects of both gases, and the seriousness of air pollution in this area. National Medical Audiovisual Center.

USG-sale price $51.75

AIR POLLUTION: TAKE A DEEP DEADLY BREATH
ND 54 min. Color

An examination of the critical nature of the air pollution problem and shows what has been done to correct the situation.

BU-$25.00

AIR, WATER AND INDUSTRY
ND 23 min. Color

Nature and origin of common wastes; industrial pollution problems; research and engineering necessary for abatement of pollution.

UM-$6.50

ALL THE DIFFERENCE
1970 21 min. Color

This film contrasts the harsh realities of today's urban blight with the serene beauty of America's natural wonderlands. It is a powerful statement on the country's pollution crisis--how the quality of the American environment is deteriorating today and what it can become in just a few years. Eastman Kodak Co.

EGFF -no charge

ALONE IN THE MIDST OF THE LAND
1970 27 min. Color

Dramatized account of man's destruction of his environment. Shows the last man on earth as rest of earth destroyed by man-made pollution. What will happen if pollution goes on?

UM-$8.50 FSU-$11.75 IU-$12.00 UA-$6.00 NIU-$10.00 7140432

APPLIED ECOLOGY
1961 29 min. Color

Shows misuse of soil and resources by man. Describes measures to reduce wastes and restore land now unusuable.

FSU-$8.50

"ARK"
1970 20 min. Color

One man's effort to avoid pollution with a "hot-house" approach. He discovers that whether the problem is air, water or noise pollution, the prime pollutant is man and only man can correct it. Serves to motivate all to do their part.

UM-$7.00 IU-$8.50 UA-$4.00

THE ATOM AND THE ENVIRONMENT 0462
1971 22 min. Color

Covers many aspects of how atomic energy directly and indirectly helps to preserve and restore our environment. Atomic power stations do not release smoke containing chemical pollutants and how excess heat-controlled and minimized may be useful for agriculture and recreation. Used to find oil polluters and in testing plant's reaction to pollution.

AECF-no charge

AWAY WITH WASTE
ND 12 min. Color

This film describes various methods of using crawler tractors in sanitary landfill-an efficient and economical means of garbage and refuse disposal, land reclamation and development, for cities and towns of all sizes. The equipment used is obsolete, but the methods still apply. Available to Canada.

EGFF-no charge

THE BEAUTIFUL RIVER
ND 33 min. Color

Presents the story of the once beautiful Connecticut River, now a raw sewage ditch.

BU-$12.50 FSU-$11.00

BEFORE THE MOUNTAIN WAS MOVED 8088
1969 58 min. Color

Re-enacts the struggle of poor Appalachian landowners to obtain legislation controlling the stripmining of coal which has damaged their homes and polluted the land and streams. Shows the need for ordinary people to band together and their effectiveness when they do.

U.CAL-$34.00

BEWARE THE WIND
1967 22 min. Color

Shows principal sources of air pollution, including industrial operations, burning dumps, automobiles, combustion of fossil fuels. Describes effects of air pollutants on animals, people, property. Shows how we can bring about cleaner air.

FSU-$7.00

BOOMSVILLE
1970 11 min. Color

Shows, by animation, what man has done to his environment by transforming virgin land into today's frantic urban areas.

WSU-$4.70 FSU-$6.00

BULLDOZED AMERICA
1965 27 min. B.W.

Presents the threats to our natural beauty and wilderness. Covers strip mining, urban sprawl, billboard blight, air and water pollution and damming of wild rivers. Basic introduction to the conservationists' challenge.

NAS-$10.00 UM-$5.00 ASF-$12.50 UA-$6.00

BURN, BURY OR WHAT
ND 19 min. Color

Explains how the District of Columbia solved its difficult solid waste disposal problem by developing a technically sound long-range plan.

JA-$4.00

CAN THE EARTH PROVIDE?
1960 28 min. B.W.

Will we be able to feed mankind in the future? This film presents an optimistic, but somewhat unpalatable view of the resources of science to find new means of survival.

FSU-$5.50

CAN WE HAVE A LITTLE QUIET PLEASE?
1971 14½ min. Color

This film illustrates how government and industry are cooperating to reduce aircraft smoke emissions and noise, particularly around airports; and describes technical improvements that have been made to jet engines and sound abatement procedures. Federal Aviation Admin.

EGFF-no charge

THE CASE AGAINST CHICKEN LITTLE 4378
ND 15 min. Color

This film is a hard hitting documentary, which shows how on company has earned national recognition for its leadership role in environmental protection. Scientists, executives and citizens play their real-life roles, demonstrating how people, government, and industry can work together to improve the quality of life across the United States.

MTPS-no charge

CASH REGISTER IN THE ROCKIES
ND 14 min. Color

Man often takes a thing of beauty and loves it to death. This is true of the Colorado Rockies where greed and poor land development practices may spoil the beauty and liveability of the area.

UA-$5.60 sale price-$180.00

THE CHAIN OF LIFE NSC-1235
1970 30 min. Color

Describes man as final link in"The Chain of Life" and indicates that he is limiting his own survival by destroying other links in the chain-danger of pesticides and more.

IU-$11.50

THE CITIES: A CITY IS TO LIVE IN 17335
1968 54 min. Color

Story of air pollution and its many causes. The problem of transportation choking

the city is discussed also. How to prevent these problems is discussed. Walter Cronkite is narrator.

NIU-$11.00

CITIES IN CRISIS: A MATTER OF SURVIVAL (PART II) 5030664
ND 19 min. Color

Contrasts blatant ugliness of haphazard technological growth with nature's placid beauty. Examines causes, effects and possible solutions to the problems of pollution in air, water and land.

NIU-$7.15

CITIES IN CRISIS: WHAT'S HAPPENING (I)
1970 21 min. Color

The congestion, pollution and decay of a contemporary metropolitan city brought about by uncontrolled growth; consequences of inadequate city planning and insufficient concern.

WSU-$7.10 NYU-$18.00 UM-$7.00 FSU-$9.50 UA-$4.00
NIU-$8.15 5030663

CLEAN WATERS 05325
1946 20 min. Color

Portrays importance of natural waters and danger of pollution to fish, wildlife, and city water supplies. How to prevent it.

UU-$5.75 UMO-$2.00

CONSERVATION AND BALANCE IN NATURE 05470
1963 18 min. Color

Examines role of man in changing balance of biological communities. "What is man doing to his environment?" discussed.

UU-$10.00 BU-$10.00

CONSERVATION: WATERFALL 00238
1969 8 min. Color

Stimulates inquiry into the need for conservation of America's natural resources and natural beauty.

CU-$4.00 IU-$4.00 UA-$2.00

CONTROL OF AIR POLLUTION
1962 5 min. Color

Discusses relationship between the modern technological way of life and air pollution. Stresses need for expanded research and for increased control.

UA-no charge USG-sale price $18.00-National Medical Audiovisual Center

CRISIS ON THE KANAWHA
ND 20 min. Color

Shows how industrial pollution has affected the Kanawha River and how industry and the community cooperate in establishing industrial waste treatment facilities.

UA-$4.00

CRY OF THE MARSH
ND 12 min. Color

Presents powerful and emotional manner the poetic beauty of marsh life, then the terror and awesome finality which results when man diverts a marsh into other purposes.

UMO-$2.00 IU-$5.50

CYCLES
1972 13½ min. Color

This film illustrates the need to salvage and recycle waste material. Features include the pilot waste management plant at Franklin,Ohio, the bottle reclamation program and various experimental products that utilize waste glass. Not available in Canada.

ASF-no charge

DDT-KNOWING IT SURVIVES US
ND 30 min. Color

Scientists from several fields explain why DDT is a dangerous pollutant, they describe the effect it has on wildlife, the environment in general and man.

NYU-$27.00

A DAY AT THE DUMP
1967 15 min. Color

Pictures Kenilworth Dump in Washington, D.C. and shows how burning huge quantities of solid wastes generates air pollution. Discusses changing it to a landfill.

UA-$4.00

THE DAY BEFORE TOMORROW
ND 51 min. Color

This film captures the impact of population growth on economy and ecology from the Appalachians to Africa; and portrays the easing of some individual and societal problems by voluntary family planning organizations through clinic services and educational programs. This dramatic documentary was filmed in India, Africa, Korea, the Phillipines, South America and the United States. It provides informative narration and features appearances and comments by world leaders and population authorities. Available to colleges, business and industry and other community organizations.

ASF-no charge

DEATH BE NOT LOUD 7030409
ND 26 min. Color

With soundtrack of hinking horns of heavy traffic, the explosions of construction and the deafening roar of landing aircraft, this film examines the problems of noise pollution.

NIU-$10.25 IU-$12.00

A DECENT BURIAL
1963 12 min. Color

Explains the simplicity, effectiveness and economy of the sanitary landfill method of refuse disposal. The disposal problem is examined and solved in non-technical terms. Caterpillar Tractor Co.

EGFF-no charge

DETECTING WATER POLLUTION 7768
1970 30 min. B.W.

Discusses the causes of water pollution and the problems of detection with speed which has a prohibitive cost. Shows that most cities have slow detection means, thus allowing pollution to get a head start before it can be reduced.

U.CAL-$13.00 sale price-$180.00

DOWN, DECIBEL, DOWN
1970 9 min. Color

Humorous treatment of the problem of noise pollution.

MSU-$4.00 FSU-$4.75

EAR PROTECTION IN NOISE 36516
1966 12 min. B.W.

Discusses the effects of noise on hearing, indicates the frequencies that make up

objectionable noise and the effects of the level of sound and the distribution and duration of the noise both during the work day and the work life of the individual exposed to it. Points out that while some noises can be reduced at their source, the nature of work involved in many other noise situations makes reduction impracticable. In such situations personal protection by use of ear plugs or muffs or a combination of both is usually necessary to prevent damage.

UI-$4.35

ECOLOGY OF CULTIVATED AREAS 00329
1967 16 min. Color

Points out damage done by man's misuse of natural resources. Demonstrates corrective measures.

CU-$5.75

EFFECTS OF AIR POLLUTION M1S-678
ND 5 min. Color

Gives examples of adverse effects on health, agriculture and our total economy. National Medical Audiovisual Center.

USG-sale price $18.00

ELEMENT THREE PARTS I & II 00354-00355
1968 28 min. Color

Reviews increasing need for water from beginning of civilization to present. Shows uses of water and its sources. Shows how pollution and waste are lessening supplies drastically. Shows how conservation can help us to have enough water for our growing population.

UU-$13.00

ELEVEN TOGETHER 11029
ND 26 min. Color

Describes in non-technical language, the results of 11 companies to reduce automobile related air pollution. The film also refers to additional problems to be solved in order to meet auto industry's objectives. Ford Motor Co.

EGFF-no charge

END OF ONE
1970 7 min. Color

Shows the death of a seagull. Pictures seagulls scavaging through garbage and follows one gull to his death. May be an allegory on greed, a parody of life or a death knell for the environment.

UM-$3.00

ENDLESS SEARCH 2588
1967 28 min. Color

Depicts the work of the scrap processor in recycling solid waste materials and by doing so contributing to the restoration of our natural beauty, as well as conservation of our natural resources. Institute of Scrap Iron and Steel

EGFF-no charge

ENVIRONMENT 7140434
ND 29 min. Color

Shows how causes of environmental degradation are complex and closely bound to modern industrial society-they may be destructive, but they are needed.

NIU-$11.25

ENVIRONMENTAL AWARENESS NSC-1227
ND 6 min. Color

Portrays pollution's effect upon man's ability to enjoy nature and life. Uses a series of pictures to depict changes industrialization has made in our environment. Simulates death of forests, air pollution, and destruction of rivers.

IU-$2.50

ENVIRONMENTAL HEALTH: WASTE DISPOSAL 56547
1966 27 min. B.W.

Treatment of waste materials and waste disposal problems, diseases caused by waste disposal, sanitary means of preventing waste problems, and the high cost of waste disposal. A discussion by Mr. Marcus P. Powell, Preventive Medicine and Environmental Health, The University of Iowa.

UI-$6.95 sale price-$85.00

ENVIRONMENTAL HEALTH: WATER 56546
1966 27 min. B.W.

Presents general information concerning the principles of community environmental health and their relationship to both prevention of disease and total health. Stresses the water crisis in the United States, explains control of water supplies, and suggests ways to improve and increase water resources. A discussion by Mr. Marcus P. Powell, Preventive Medicine and Environmental Health The University of Iowa.

UI-$6.95 sale price-$85.00

THE FIRST FIFTEEN YEARS
ND 25 min. Color

Tells story of the creation of the Ohio River Compact.

FIRST MILE UP 3-5325
ND 28 min. B.W.

Presents evidence of the dangers of air pollution, and proffers the cities of experience in North America which are trying to overcome the problem. Penorra, Pennsylvania with its smog and the Detroit River air pollution problems are featured.

US-$7.00

FIVE SMALL BOTTLES OF WATER FSC 205
ND 28 min. Color

Traces course of Provo River from clear, pure mountain stream to its mouth where it is sluggish and highly polluted. Shows types of pollution-sewage, garbage, old cars, run-off from drainage ditches. Shows how fish and wild life are being killed off.

UU-$7.50

FOOD AND PEOPLE 06466
1955 28 min. B.W.

Discusses world's food problems. Ways of increasing production, conserving resources and improving world-wide distribution are illustrated.

CU,UU-$10.00 BU-$6.50 MSU-UM-$5.00 UI-$6.70 54259 UA-$6.00

FOOD CRISIS
1966 60 min. B.W.

Contrasts areas of food surplus with areas of starvation throughout the world. Pattern that has led to inadequate food supplies documented-no population control, poor farming practices, droughts, problems of distribution of existing food surpluses. Solutions presented.

FSU-$10.50

FOOD FOR A MODERN WORLD F-907
ND 22 min. Color

If people are to make choices from the 4 food groups, then they must have food to choose from. Deals with the current and future food shortage. Traces development of U.S. food technology and agriculture over the past 50 years.

ASF-no charge, teacher guide provided

FOOD-OR FAMINE
ND 28 min. Color

This is a general study of the problem of world population and inadequate food supplies. Shows methods of improving food production. Sequences in Europe, Southeast Asia, India, South America.

SF-no charge MSU-$2.00

FOR YOUR PLEASURE XA-104
ND 4 min. Color

Story of a rural nature scene that is turned into a dirty, crowded metropolis. Story of a destroyed environment.

ASF-$10.00

FOREST CONSERVATION 06494
1949 11 min. Color

Suggests what is being done in order to save forest and its resources from exploitation.

CU,UU-$7.00 BU-$6.00 UM-$4.00

GARBAGE
1969 11 min. Color

Visual essay exposing the sea of garbage that threatens to overwhelm us. Follows garbage to the dump where amount of refuse makes the garbage problem apparent. No solutions provided.

UM-$4.00 (no narration) FSU-$5.00

THE GARBAGE EXPLOSION 17279
1969 16 min. Color

Investigates nature, volume and composition of solid wastes-some indestructible. Shows advantages and disadvantages of present disposal methods and shows long-range solutions.

CU,WU-$5.75 UM-$4.00 FSU-$7.80 IU-$6.50 UA-$4.00

GARBAGE IN THE SKY VF-101
ND 8 min. Color

Film about air pollution and what causes it, the seriousness of the problem and what the individual can do to combat it.

ASF-$15.00 sale price-$175.00

GEORGE WASHINGTON'S RIVER
ND 28 min. Color

Washington D.C. with its problem of pollution of the Potomac-used as an example of what's going on nation-wide.

BU-no charge

THE GIFTS NS5237
1970 28 min. Color

Nature's gifts to man are shown being destroyed by thoughtlessness and by current emphasis on quantity rather than quality in life. Emphasizes the need for dedication to new priorities.

ISU-$7.35

GOOD RIDDANCE
1960 25 min. Color

Water pollution and disposal problems. Work of the Ohio River Sanitation Commission to rid Ohio River of filth from urban and industrial waste. How former offenders are now helping in clean-up.

UM-$8.00 UA-$6.00

THE GREAT LAKES, A MATTER OF SURVIVAL 3030698
ND 11 min. Color

Everyone has heard that the Great Lakes are dying. Film is about what can be and what is being done to save them. Story of man's struggle to find solutions to environmental problems.

NIU-$4.50

THE GREEN BOX
ND 17 min. Color

The people of Chilton County, Alabama recall how they developed an outstanding container collection system which is now being adopted elsewhere.

UA-$4.00

HOW TO MAKE A DIRTY RIVER
ND 27 min. Color

Traces the Passaic River from its clear, fresh source through eleven New Jersey industrial towns. Shows the extreme pollution there and what is being done to clean it up.

BU-$12.50

IDAHO AND INDUSTRY CONCERNED
1971 27 min. Color

Shows the J.R. Simplot Company and their concern about the environment. Shows what corrective measures the company has taken in food processing, fertilizer manufacturing, cattle feeding and mining operations. J.R. Dimplot Co.

EGFF-no charge

IN THE BAG
ND 19 min. Color

Describes the refuse sack system of collecting solid wastes which can provide better service and eliminate operational problems.

UA-$4.00

INCINERATION M-353
ND 13 min. Color

A filmgraph which discusses the principles of incineration and explains the method as a means of sanitary refuse disposal. National Medical Audiovisual Center.

USG-sale price-$42.25

IT MIGHT HAVE HAPPENED 01683
1968 26 min. Color

Shows how petroleum industry became conservation-conscious. Shows how oil reservoir pressure is harnessed and controlled for even pumping and saving for future years.

WU-$7.50 MSU-$2.00

JUNKDUMP
1970 14 min. Color

The mounting problem of the amassing of solid waste-how future generations may find themselves inundated with the unreclaimable residue of society.

UM-$4.50

LET'S KEEP AMERICA BEAUTIFUL 07923
1959 14 min. Color

Shows scenic views in America and contrasts them with same scenes spoiled with litter. Shows vast amount of money spent on cleaning up. Shows how the "litterbug" habit can be stopped.

NU,WU-$5.75 UI-$4.75 35924

LIFE IN THE BALANCE 2824
ND 30 min. Color

Man's desperate race against hunger and famine and the world-wide effort to avert disaster comprise the subject of one of the finest documentaries ever produced. Filmed in 7 countries on 3 continents. Award Winner. Standard Oil Co.

MTPS-no charge

THE LIVING FILTER
1967 7 min. B.W.

How water is being polluted by industrial wastes, detergents and garbage-effect of continuing pollution on our water supply. How an experiment in using land as natural filter is working.

ASF-$2.00

THE MAJESTIC POLLUTED HUDSON BS-482
1964 26 min. B.W. and Color

The state of the Hudson River today; Governor Rockefeller and R.F. Kennedy appear.

FSU-$6.15 ASF-$10.00 sale price-$150.00(B.W.) or $300.00(Color)

MAN'S PROBLEM 43583
1951 22 min. Color

Makes clear our absolute dependence on an adequate supply of clear fresh water. It describes our increasingly serious water shortage problem and outlines steps that must be taken if water is to be made available in the future for our increasing population and expanding industry.

UI-$7.05

MEN AT BAY
1970 26 min. Color

Case history of the near-destruction of San Francisco Bay-man must control his technology before it destroys his planet. Interviews conservationists, industrialists, officials and citizens against a backround of dumping garbage and industrial waste.

UM-$8.00 FSU-$12.00

MULTIPLY...AND SUBDUE THE EARTH
1969 67 min. Color

Views problems of overcrowded cities, air pollution, the danger of losing our food and water supply. These problems are caused by unplanned, unwise use of our

environment. Shows that man must use ecological planning to seek a unity with nature.

FSU-$14.20

MUD 00840
1967 20 min. Color

Shows conservation problems of American cities and provides some solutions.

NU-$5.75 UA-$6.00

MUNICIPAL SEWAGE TREATMENT PROCESSES 08646
1951 13 min. B.W.

Shows equipment and processes used to reduce sewage to harmless effluent and solids, thus protecting health and water resources.

CU-$4.50

THE MYTHS AND PARALLELS
1964 27 min. B.W.

Enlists the support of all Americans in the defense of our natural resources before it is too late. Reveals in a hard-hitting way the effects of man's abuse, waste and misuse of his natural resources-productive soil, clean air and pure water.

NAS-$10.00 FSU-$6.15 ASF-$10.00-CB-sale price-$150.00

A NATION OF SPOILERS 08691
1964 11 min. Color

Shows scaring of scenic areas and other destructions of property in U.S.-litterbugging and graffiti-writing. Discusses why people do these things and points out that the blame rests with all of us.

UU-$4.00 WSU-$4.60 UA-$2.00

NATURAL GAS AND CLEAN AIR
1970 29 min. Color

This film examines the major types and sources of air pollution and shows how they are measured. Science students will appreciate the description of detection instruments and the chemistry of pollutants. Available in Canada. American Gas Association.

EGFF-no charge

NAWAPA NSC194
1968 15 min. Color

Presents North American Water and Power Alliance's efforts to effect water management.

UU-$5.50 WSU-$1.75

THE NEW RIVER
1969 24 min. Color

Demonstrates the problem of water pollution and then explains techniques available to industry to prevent water pollution by water reuse and industrial waste treatment.

UA-$6.00

NEW WATER FOR A THIRSTY WORLD 2647
ND 22 min. Color

Water—the key to survival—is in danger due to population growth and pollution. Shows how we are working to alleviate the problem with desalinization.

ASF-no charge

1985 MM-101
ND 56 min. Color

Frictionalized newscast of 1985 to underscore to an apathetic nation the ever-increasing total destruction of the environment. This is not only what may happen but is what probably will happen.

ASF-$35.00 sale price-$575.00

NO TIME TO WASTE 4243
1971 14 min. Color

This film provides a detailed account of the progress that has been made in reducing the smoke, odor and other emissions from diesel powered trucks and buses. Although diesels cause less than 1% of all U.S. air pollution, a sizeable effort toward further improvements is evident. Recommended for high school, college and adult groups. Not available in Canada. G.M. Corp.

MTPS-no charge

NO TURNING BACK
1970 10 min. B.W.

Warns that our nation, which is totally committed to technological progress, is bringing about the dehumanization of cities and the danger of environmental pollution

UA-$7.50

THE NOISE BOOM
1969 26 min. Color

Noise is a health hazard. This is a report on noise-a particularly dangerous form of pollution and on what citizens can do to lessen it.

BU-$12.50 UM-$8.00 FSU-$11.75

NOISE IS POLLUTION TOO 2-9284
1971 15 min. Color

The damage that man-made noise is doing to our learning and psychological health is serious. Shows type of noise young people are exposed to. Describes steps to be taken to protect oneself.

US-$9.00

NOISE-POLLUTING THE ENVIRONMENT 8457
1971 Color

Examines the problem of noise as an environmental pollutant and as the cause of increasing damage to people's hearing ability.

U.CAL-$14.00

NOISE: THE NEW POLLUTANT
1967 29 min. B.W.

Demonstrations of research projects into the harmful psysiological and psychological effects of excessive noise on human beings.

WSU-$5.70 BU-$7.80 UA-$6.00

NUCLEAR POWER AND THE ENVIRONMENT 0447
1969 14 min. Color

Shows the energy crisis and how nuclear power plants take great care in studying effects on the environment. How heat and radioactivity are controlled. How plant sights are carefully selected with regard to effects on ecology.

AECF-no charge

OF BROCCOLI AND PELICANS AND CELERY AND SEALS
ND 30 min. Color

Shows how pesticide use in California is destroying man's environment and chances for survival.

BU-$12.50 UU-$7.50 OSC110 IU-$11.50

OIL ON THE RIVER
ND 17 min. Color

Documents of oil pollution on the Ohio River, describing various examples of pollution, their causes and ways to prevent future occurences. Shows that manufacturers and oil handles are assuming responsibilities and that the careless general public is now the largest contributor to pollution.

UA-$4.00

OIL! SPOIL! PATTERNS IN POLLUTION S-577
ND 17 min. Color

Our civilization demands energy through oil, gas and coal. Rash exploitation has and will lead to disasters. Discusses energy problems and ecological damage.

ASF-no charge ($5.00 of possible) sale price-$275.00

OOPS
ND 20 min. Color

Shows how careless actions within an industrial plant can result in stream pollution. Shows ways individuals can prevent it.

UA-$4.00

OUR VANISHING LANDS
1967 24 min. Color

Shows how U. S. expansion has been done without regard for the environment -- land, clean water, wildlife, fresh air and trees are disappearing at an alarming rate. Shows present conservation problems.

FSU-$11.00
UA-$6.00

OVERLOAD IN THE CITIES 2-7976
ND 15 min. Color

In the name of progress, man is contaminating his environment to such an extent that air and water pollution imperil his survival. Examines staggering dilemmas confronting our cities and poses urgent questions of governmental regulation and nationa priorities.

US-$8.00

PANDORA'S EASY OPEN POP-TOP BOX M-1640-X
ND 16 min. Color

Is the onrush of urbanization opening a Pandora's box upon our land and its people? Film contrasts sound and fury of the city with the serene countryside. National Medical Audiovisual Center.

USG-sale price $55.00

PARADISE POLLUTED
ND 15 min. Color

Strong statement on the threat and effect pollution has upon our lives and environment and what the future will be like. Points out the urgency of immediate action.

NIU-$5.00 5030652

PAVE IT AND PAINT IT GREEN 7699
1970 27 min. Color

Contrasts the beauty of Yosemite with the scenes of devastation wrought by the tourists--mountains of garbage, more paved roads, smog from cars and campfires, wall-to-wall people.

U. CAL.-$25.00 sale price $325.00

THE POISONED AIR CF-619
1966 50 min. B.W.

Shows deadly menace of air pollution, rising death statistics and increase of respiratory diseases attributable to it. Shows how St. Louis, Pittsburgh, and Los Angeles are trying to cope with the problem and shows the enormity of this problem.

ASF-$17.50
UA-$10.00

THE POISONED PLANET NSC-1240
1970 19 min. Color

Describes pros and cons of pesticides. Shows alternatives. Shows how DDT and mercury have long degeneration period so remain in the food chain and kill animals longer. Man must prevent such occurences if he is to survive.

IU-$9.00

POLLUTION IS A MATTER OF CHOICE
1970 53 min. Color

Examines the environmental dilemma of modern man who has it in his power to preserve or ruin his environment.

BU-$25.00 UI-$16.85 56886
UM-$15.00 UA-$12.00

POPULATION AND POLLUTION
1970 17 min. Color

Documents today's environmental crisis and urges corrective action. Shows problems caused by overpopulation and plain misuse of land. Sewage, detergent wastes and chemicals in streams, planes and cars pollute the air, cars and litter on the land. It stresses the need for student's personal commitment in finding cures.

BU-$8.50
NAS-$12.50

THE PRAIRIE KILLERS NSC-1230
1970 30 min. Color

Shows how man is changing the ecological balance of the Great Plains by destroying animals vital to the chain of life there. Shows how man is destroying his environment and eventually his own survival.

IU-$11.50

THE PROBLEM WITH WATER IS PEOPLE 09538
1964 30 min. Color

Examines potential crisis of U.S. water supply. Shows uses and abuses of water.

CU-$7.50 UM-$9.25
UU-$7.50 NIU-$9.50 7140422
WSU-$7.70 FSU-$10.00
BU-$12.50 UA-$6.00
MSU-$9.25

PROBLEMS OF CONSERVATION-AIR 01263
1969 15 min. Color

Study of adverse effects of air pollution on health and property. Shows what causes it and what is being done to stop it.

CU-$10.00 BU-$8.50 NIU-$5.45 5140402 UA-$4.00
WU-$10.00 UM-$5.75 FSU-$6.00

PROBLEMS OF CONSERVATION-WATER 17123
1969 15 min. Color

Shows two basic water problems--obtaining adequate supply and maintaining existing supplies. Identifies communities with water problems and shows pollution of the Great Lakes.

WU-$5.75 NIU-$6.25 5140430 IU-$7.50
BU-$8.50 FSU-$7.10 UA-$4.00

PROGRESS, PORK BARREL AND PHEASANT FEATHERS
1966 27 min. B.W.

Shows the problems of a small conservation group fighting to preserve the natural beauty of the Everglades in the face of progress and pork barrel legislation.

UA-$6.00

PRUDHOE BAY OR BUST!
1970 30 min. Color

Discusses the fight between conservationists and oil companies over the proposed hot oil pipeline through the Alaskan tundra. Film shows how this pipeline will destroy wildlife and ruin tundra ecology.

UM-$9.25
IU-$11.50

THE QUALITY OF LIFE
ND 20 min. Color

Problems are created by a surprising number of man's activities. This film looks at major areas of concern in an oil company's operation.

MTPS-no charge

RAVAGED EARTH
1969 27 min. Color

Shows land scarred by strip mining. Stewart Udall discusses the strip mining problem, it's economic life of the Appalachian Mountain area and also its plague.

UM-$8.50
IU-$10.50
UA-$7.50

RAVAGED LAND 8173
1971 15 min. Color

Explores environmental damage in Appalachia caused by strip mining. Discusses history of problem and recommends reforms based on practices in England and central Europe.

UCEMC-$13.00

THE REALITIES OF RECYCLING
1971 38 min. Color

Techniques, potentials and problems of recovering materials from solid waste. Shows that it usually is not done by our cities, even when techniques are known. Shows existing markets for glass, aluminium, steel cans, paper and old car hulks.

UM-$10.75
UA-$8.00

THE REDWOODS S-541
1968 20 min. Color

Academy Award Winning film about the threats to our beautiful redwood trees. A conservation message for all ages, for all the ages.

ASF-no charge ($5.00 if possible) sale price-$250.00

REFUSE DISPOSAL BY SANITARY LANDFILLS M-228
ND 13 min. Color

Describes faults of open dumps and compares vectorborne disease and nuisance hazards of them to landfills. Shows how to select a site, equipment used, types of operating procedures and overall contributions of sanitary landfills to public health. National Medical Audiovisual Center.

USG-sale price $45.25

RENAISSANCE OF A RIVER NSC-1222
1965 20 min. Color

Examines Susquehanna River revealing effects of industrial and municipal pollution. Describes efforts being taken to combat pollution.

IU-$7.50
UA-$4.00

RENDERING - A BASIC RECYCLING INDUSTRY SERVING ALL
ND 14 1/2 min. Color

Film on the rendering of waste fat, bone and other animal by-products into purified tallow and meat meal which is then used in manufacture of other products for world consumption. Highlights industry's far-flung activities.

ASF-no charge

REVERSE OSMOSIS 7714
1970 30 min. Color

Examines reverse osmosis as an economical and efficient water purifying system increasingly urgent because of growing pollution and fresh water shortages.

U. CAL.-$23.00 sale price $360.00

RIVER MUST LIVE
1966 20 min. Color

Problems of river pollution in Europe and how it can be overcome by treatment of urban and industrial waste.

WSU-$1.75
SF-no charge
UMO-$2.00

RIVERS END
ND 22 min. Color

Shows the beauty, usefulness, importance and harm done to the rivers in northern Maine. As industries build up, rivers become more important and become more polluted. Shows how pollution can be stopped now if we work at it.

UMO-$2.00

SAN FRANCISCO BAY S-178
ND 28 min. Color

Shows the devastation and ecological imbalance of San Francisco Bay caused by industrial pollution. Strong plea for future preservation of the bay.

ASF-no charge

SANITARY STORAGE AND COLLECTION OF REFUSE M-4
ND 19 min. Color

Shows operations essential to the sanitary handling and storage of refuse by individual citizens and the municipal collection from homes, restaurants,

industries and markets. National Medical Audiovisual Center.

USG-sale price $65.00

SANTA BARBARA -- EVERYBODY'S MISTAKE
ND 30 min. Color

Questions who to blame for the offshore oil leak, the oil industry or society.

BU-$12.50

SEARCH FOR SILENCE MN-8958
ND 15 min. B.W.

Explains what the Navy is doing to curb the noise of jet aircraft. Emphasizes Navy-community cooperation in solving jet noise problems. U.S. Navy.

USG-sale price $27.00

THE SECOND SIDE #4141
ND 14 1/2 min. Color

Presents genuine and objective approaches to combating the problems of improved waste disposal. Increasing public needs for packaged products can be met without endangering our ecological balance, this film shows how. By the Ex-Cell-O Corporation.

MTPS-no charge

SERVING ALL MANKIND
ND 14 1/2 min. Color

This film, in full color, produced by the National Renderers Association, highlights some of this essential industry's far-flung activities--and shows how your local renderer takes an important part in "serving all mankind."

EGFF-no charge

SMOG 1-9197
ND 8 min. B.W.

Light but pointed satire on the problems of air pollution, one problem being human blindness to the problem. Makes a telling point about our contemporary environment.

US-$8.00

SO LITTLE TIME
1968 28 min. Color

Shows what pollution is doing to our wildlife. Actual scenes of animals in moments of peril.

FSU-$10.00

SOMETHING IN THE AIR
ND 28 min. Color

The experts speak out on air pollution. Scientists and manufacturing spokesmen explain types of pollutants, what causes them and what is being done about them. Strong emphasis is on pollutants caused by internal combustion engines.

UI

SOUNDING: ON THE FUTURE OF SAN FRANCISCO BAY F316*
ND 13 1/2 min. Color

The problems of the bay and recommendations for developing and protecting it. Shows present destruction, discusses how much of the bay can be saved and who actually owns it.

ASF-no charge
*restricted availability (ASF)

SOURCES OF AIR POLLUTION MIS-677
ND 5 min. Color

Shows the principal sources of air pollution in the U.S. today. National Medical Audiovisual Center.

USG-sale price $18.00

SPIRIT OF '76 7930
1970 20 min. Color

Investigates environmental effects of the oil spill in Santa Barbara Channel in 1969. Presents the views of the Union Oil Company and of citizens of Santa Barbara. Strongly critical of oil company policies.

U. CAL.-$13.00

STANDING ROOM ONLY
1967 25 min. Color

Explores population growth which is accelerating at a greater rate than food

production. Shows two solutions; increasing food production and slowing population growth. Shows it's not at crisis stage yet and there is time for reversal.

FSU-$11.50

STEEL -- THE RECYCLED MATERIAL S-125
ND 10 min. Color

Illustrates the importance of solid waste recycling. Points out that unmanaged waste is a serious national problem. Shows what communities are doing now to reclaim, recycle and reuse steel containers.

ASF-no charge

STREAM (COMMUNICO)
1969 15 min. Color

Serves as a springboard for discussion of the pollution problem. Boat slips free from dock and is spoiled by pollution.

UM-$5.75
FSU-$5.75

THE STUFF WE THROW AWAY
ND 22 min. Color

Shows innovative demonstration grants and research activities being developed by the Bureau of Solid Waste Management in association with local communities.

UA-$4.00

A SURVEY OF REFUSE DISPOSAL METHODS M-328
ND 10 min. Color

Demonstrates advantages and disadvantages of methods of refuse disposal ranging from open dumps, dumping in oceans and rivers, and backyard burning to scientifically engineered metropolitan incineration and sanitary landfills. National Medical Audiovisual Center.

USG-sale price $34.00

TAKE A SECOND LOOK 01073
1965 15 min. Color

A look at the process of rendering by member industries of the National Renderers Association. Their products' role in today's economy making up one of the leading trade organizations in the country.

NU-$5.75
ASF-no charge 1297

TEAMWORK ON THE POTOMAC 10694
1965 29 min. Color

Probes problems of pollution -- the causes, effects, solutions and results of teamwork on control. Presents new ideas and concepts in water conservation.

UU-$13.00
UA-$6.00

THE THIRD POLLUTION
1968 23 min. Color

Demonstrates and explains how burning refuse contributes to air pollution, and how dumping refuse contaminates water. Shows that collection and disposal of solid wastes is expensive and technically challenging. Describes the various more sophisticated alternatives available to public works engineers.

UI-$7.30
WSU-$6.40
UA-$6.00

THIS BLOOMIN' WORLD
1970 19 min. Color

This film, in full color, portrays man's sensitivity (and lack of it) to his environment. Stressing garden beautification for cities, corporations, and individual homes, this film will inspire you to help work toward a more beautiful America.

EGFF-no charge

THIS LAND IS OURS
ND 28 min. Color

Shows how 1/3 of our privately owned fields, pastures and woodlands suffer from abuse and neglect.

BU-$3.00 UMO-$2.00
MSU-$2.00 UA-no charge
UM-$2.00

TO CLEAR THE AIR 10863
1968 22 min. Color

An effort by the petroleum industry to "clear the air" of the misconceptions about the contribution of petroleum wastes to the nationwide problem of air pollution.

WU-$10.00 MSU-$2.00

TO CONSERVE AND PROTECT
ND 14 1/2 min. Color

As narrator James Mason says: "Noise pollution, if allowed to go unchecked will rob millions of us of our God-given gift--the ability to hear." This important film covers the different aspects of noise pollution--its causes, bad effects on human beings, and what can and must be done to conserve and protect our precious ability to hear. This film is of vital concern to everyone.

MTPS-no charge

TOMORROW IS MAYBE CSC-2177
1970 60 min. Color

Compares wilderness scenes with scenes depicting environmental problems confronting cities. Observes that wilderness is viewed as hostile enemy to be tamed and is becoming commercialized. Shows urban areas, with their pollution are another kind of wilderness.

IU-$20.50

TOMORROW WILL NOT WAIT - AIR, WATER AND LAND
1970 13 min. Color

Indicts us for befouling our air, water and soil and shows attempts by the air force to do something to stop pollution wherever possible.

FSU-$3.50

TOMMOROW'S WORLD: FEEDING THE BILLIONS 01138 (Parts I & II)
1967 I-27 min. II-27 min. Color

Shows the gravity of the world's present food shortage problem and why there are shortages. Shows some solutions such as farming the oceans and developing new, low-cost foods.

CU-$7.50 (each)
UU-$7.50
UI-$14.00 (both) 50079

TOWARD CLEANER AIR F-701
ND 15 min. Color

Shows how industry is cooperating with the local governments to help combat air pollution. Shows the operation of pollution control divices. Shows how it can help industry too by making plants cleaner and safer.

ASF-$5.00

THE TROUBLE WITH TRASH
ND 28 min. Color

This film, in full color, presents the spiraling waste disposal problem. Laboratories are shown experimenting with self-containers, balers for volume reduction, shredders for recycling waste as soil conditioners, incinerators with scrubbers to reduce air pollution, and sanitary landfill techniques.

EGFF-no charge

UP TO OUR NECKS: THE GARBAGE PROBLEM
1970 26 min. Coloe

Discusses waste disposal problems -- what we're doing with garbage now and some available alternatives.

BU-$12.50
FSU-$11.00
IU-$12.00

URBANISSIMO
1967 6 min. Color

Dramatizes, by animation, blight caused by chaotic urban development on innocent land. Statement on destruction of nature, city planning, aimless construction, pollution and revamping of natural life styles.

UM-$3.00
UI-$2.80 20185

VENICE POLLUTED
1971 16 min. Color

Venice is disintegrating and providing a dramatic and depressing lesson in ecology. Balance between land and sea has been disrupted, the water is rising, the land is sinking. Corrosive fumes of industry are destroying priceless marble artwork. Oil and detergents destroy marine life. The entire city is in peril because of ecological imbalance caused by man.

UM-$5.75

WASTE NOT, WANT NOT
1947 11 min. B.W.

Presents story of reprocessed and reused wool. Urges conservation of woolen materials and shows how they're reprocessed and used in the manufacture of clothes and other products.

UU-$5.00 WU-$5.00

WASTE: RECYCLING THE WORLD
1972 22 min. Color

Explores present problems and future possibilities of recycling solid waste at national and local levels. Shows some current projects, discusses recent and projected technological advances, and includes interviews with the director of the U.S. Solid Waste Bureau, volunteers in recycling programs, and industry spokesmen.

U. CAL.

WASTED WOODS S-562
ND 15 min. Color

Shows the savage destruction of our forests--bulldozers digging up soil for building sawmills at work. Shows needs of the future must be considered through reforestation and soil conservation.

ASF-no charge ($5.00 if possible) sale price $200.00

WATER
ND 27 min. Color

This award-winner explores both the esthetic and practical use of water. It encourages its wiser use and reuse. It covers hydrologic cycle, water chemistry, pollution, irrigation, conservation, industrial and domestic use. Animation, spectacular photography and original music heighten the story.

MTPS-no charge

WATER 11756
1961 14 min. Color

Illustrates the potentiality of a worldwide water shortage. Attributes the cause to the increasing demand for water and to water pollution. Discusses how cooperativ planning among nations can prevent this shortage.

UU-$10.00
FSU-$5.25

THE WATER FAMINE CF-529
ND 54 min. B.W.

The population explosion and the water shortage are on a collision course; pollution desalinization and electro-dialysis processes are discussed.

ASF-$17.50

THE WATER IS SO CLEAR, THAT A BLIND MAN COULD SEE
ND 30 min. Color

New Mexico's Taos Indians and their fight to preserve the environment from man's destruction.

BU-$12.50
IU-$11.50

WATER POLLUTION: CAN WE KEEP OUR WATER CLEAN? NSC-1238
1970 12 min. Color

Follows a river from its beginning in the mountains to the ocean, pointing out the way it becomes polluted along the way-picnic litter, pesticides, fertilizer, industrial and human sewage, boat refuse, oil and thermal pollution from nuclear power plants. Shows that it takes informed, concerned people to fight pollution.

IU-$6.50

WATERBILL U.S.A.
1961 28 min. Color

With Walter Cronkite as narrator, this film stresses the growing necessity to conserve the nation's water supply. Conservation practices are shown which help to eliminate the waste of water and to save the topsoil from being washed away.

UI-$8.35

WEALTH OF THE WASTELAND
1968 27 min. Color

Presents research of the Bureau of Mines into the problems of reclaiming waste from municipal refuse, mine tailings and junk cars. Suggests the importance of finding solutions to the nation's waste disposal problems in order to restore and maintain a quality environment and help assure adequate supplies for economic advancements.

UA-no charge
WU-$7.50

WHAT ARE WE DOING TO OUR WORLD? 17141 Parts I & II
1969 I-27 min. II-25 min. Color

Examines the way technology is altering our environment and pleads for conservation. Focuses on Lake Erie, discussed the "greenhouse effect" and how increased air pollution may have disastrous effects on temperatures (I). We see an ecosystem under study in various parts of the U.S. (II).

UM-$15.00 (both)

WHAT WILL IT BE LIKE IN WASHINGTON BY 1976?
1969 28 min. Color

Urgent need to plan for the coming population increase in Pacific Northwest in order to preserve unblemished open spaces, clean air, clean water and quiet neighborhoods.

WSU-$1.75

WHAT'S NEW IN SOLID WASTE MANAGEMENT
ND 37 min. Color

Describes new techniques in solid waste management and shows how demonstration grants provide guidance for public officials.

UA-$8.00

WHICH IS MY WORLD 1-9351
1971 10 min. Color

Greed is a major cause of environmental pollution. Our demand for new things leads us to discard still usable items. Materials are consumed or permanently altered and then lie around in mounds that scar our environment. Invites viewers to explore various changes we must make to stop this pollution.

SU-$8.00

WHO KILLED LAKE ERIE?
1969 51 min. Color

Muck, oil slicks, foam and debris cover Lake Erie-killing plant and animal life. Shows that although we can control it but by pleading that it is too expensive we keep on polluting.

BU-$22.50 UM-$15.00 FSU-$19.10 UA-$15.00 UI-$14.45 56818
NIU-$9.90 7030571

WILL THE GATOR GLADES SURVIVE? NSC-1233
1970 30 min. Color

Indicates that wildlife inhabiting Everglades is endangered because of man's interference with the water supply and the killing of alligator. Recommends ways to stop this destruction and shows extinct animals.

IU-$11.50

WITH OUR OWN HANDS
ND 28 min. Color

This film is a dramatic soil and water conservation film, highlighting the Mule

Creek Watershed Protection Project of Mills County, Iowa. Action centers around father and son and covers the early homesteading of land and the evolution of this area into a prosperous agricultural community. Available in Canada.

EGFF-no charge

THE WONDER OF WATER S-512
1967 27 min. Color

This film tells the story of all the public benefits gained in the United States from improvement and use of our water resources, including the benefits in transportation cost savings. How these savings reach right into the home in the form of lower costs for consumer goods and services is shown. The role of the Army Corps of Engineers in providing improvements for our water resources and the safety functions of the U.S. Coast Guard are illustrated.

ASF-no charge

WORK IN PROGRESS 2662
ND 28 min. Color

Shows what steel industry is doing to improve the environment-commitment to new pollution control equipment at a cost of 1½ billion dollars and recycling efforts of the industry.

ASF-no charge

THE YEAR OF DISASTER
1967 28 min. Color

This film features news commentator Howard K. Smith, reporting on the nation's worsening water crisis. Featured are on-the-spot interviews with men and women whose communities suffered through critical shortages or tragic floods before fulfilling plans for better water management. The film makes a graphic plea for citizen interest in the adequacy of future water supply. Available in Canada. Caterpillar Tractor Co.

EGFF-no charge

ECONOMICS

ADDING MONEY TO THE MODEL
ND 28 min. B.W.

How the supply of money affects the level of investment. Meaning of the equation of exchange(MV=PQ) where M is quantity of money, V the income velocity of money; how M affects the level of GNP.

MSU-UM-$5.50

ALLOCATING OUR RESOURCES 6200006
ND 29 min. B.W.

State control, or a free market are two totally different methods as to what to produce, how, and for whom. America rejects state planning but accepts some restrictions on a free market for the sake of fair distribution and efficiency.

NIU-$4.50 FSU-$7.00 ASF-$12.50 CF-551

THE AMERICAN ECONOMY AND THE PEOPLE IN IT: AN OVERVIEW CS-2071
1968 29 min. B.W.

Shows relationship between public and private sectors in the economy. Points out that public(government) has greater influence on business activities. Illustrates the roles of both sectors with charts and statistics.

IU-$7.25

AMERICAN ECONOMY AND THE PROBLEM OF GROWTH
ND 28 min. B.W.

Desirability of economic planning to achieve growth. Growth of American economy compared to growth rate of other nations. Factors which are favorable and unfavorable for economic growth in this country.

MSU-UM-$5.50

AMERICAN FOREIGN POLICY--INSTRUMENT OF FOREIGN AID 28005
1968 10 min. B.W.

The U.S. in dispensing aid to other countries, hopes to establish strong independent nations that will work with her toward a free society. The film raises questions about foreign aid: can it be used successfully as an instrument of American foreign policy. Are control and intervention in other countries' affairs concomitants of foreign aid.

UI-$3.10

AMERICAN FOREIGN POLICY--THE EMERGING WORLD 28003
1968 10 min. B.W.

Each year brings forth independent nations and with them problems of development. The nature of nationalism in these countries is explained, as well as the obligations of other prosperous and technically developed nations toward them.

UI-$3.10

AMERICAN TAX SYSTEM 15C
1963 30 min. B.W.

Evaluates the basic American system in terms of the various principles on which a

tax system should be based.

USC-$4.25

ANATOMY OF AN INFLATION
1971 23 min. Color

The economic and political forces that lead to inflation and recession; the relation of government to business and the economy; the function of the Federal Reserve System- the effect of these economic factors on the daily life of American people.

UM-$7.50

THE ANATOMY OF FREE ENTERPRISE
ND 20 min. B.W.

Shows how markets supply goods and services while considering the free choice of buyer and seller.

BU-$5.75

AND THEN CAME MARKET PRICES (K)
ND 28 min. B.W.

Meaning of equilibrium price; how shift in demand results in a new market equilibrium position; impact of demand change upon equilibrium quantity and upon equilibrium; elasticity of supply curve.

MSU-UM-$5.50

THE ATOM AND INDUSTRY 23449
1952 11 min. B.W.

Reveals how radioisotopes are providing new techniques of measurement and quality control in a wide variety of industries. Indicates how the radiation symbol is becoming a common sight in factories and laboratories, and how workers are learning to handle radioactive materials safely. Examines the problem of atomic energy for industry.

UI-$3.10

ATOMS IN THE MARKETPLACE:NUCLEAR MATERIALS SAFEGUARDS AND MANAGEMENT 0418
1968 28 min. Color

Deals with the economic nature and significance of high cost, strategic nuclear materials-with their importance to commerce, the nation and other nations of the world. How losses of nuclear materials are prevented. How nuclear sources are protected by U.S., by private industry and by other nations.

ECF-no charge

BACKDROP FOR PUBLIC POLICY
1963 28 min. B.W.

Government intervention in economic activity; action against monopoly; I.C.C.; Sherman Anti-Trust Act; changing attitudes with respect to what constitutes monopoly; regulatory bodies.

MSU-UM-$5.50 U.CAL-$7.00

BACKFIRE
ND 15 min. B.W.

Democratic concept of reward in proportion to effort and ability is contrasted with Karl Marx theory, "from each according to his ability, to each according to his need."

UM-$3.25 FSU-$2.25

BASIC ELEMENTS OF PRODUCTION
1954 13 min. B.W.

Uses the work of a potter to develop and discuss the elements of production-natural resources, labor, capital and management.

BU-$3.50 MSU-UM-$2.75 UA-$4.00 NIU-$3.40 4200022

BETTER LIVING THROUGH RESEARCH
1958 20 min. Color

Examples of research in the fields of food and nutrition, textiles and clothing, housing and household equipment and family economics. Tours research lab of The Institute of Home Economics at Beltsville, Maryland and demonstrates how tests are made.

SDSU-$2.00

BIG ENTERPRISE IN THE COMPETITIVE SYSTEM 04730
1954 39 min. Color

Dr. Abraham Kaplan answers the questions: (1)How has big business affected the balance of competitive opportunities of risk-takers and employees? (2)To what extent has the position of industrial giants become immune to competition? (3) What are the chances of vigorous competition in those industries where a few big companies share the bulk of output?

UU,WU-$16.00 MSU-$4.00 UA-$8.00

BUILDING AN INCOME AND EMPLOYMENT MODEL I (K)
ND 28 min. B.W.

National Income or output is composed of C(consumption) plus I(investment). Factors which determine C and I; how changes in either affect total output and income.

MSU-UM-$5.50

BUILDING AN INCOME AND EMPLOYMENT MODEL, II (K)
ND 28 min. B.W.

How savings and investment affect output and income; how government expenditures expand the flow and taxation deduces it; meaning of "deflationary gap" and "inflationary gap."

MSU-UM-$5.50

BUSINESS: BROTHER CAN YOU SPARE $1,000,000,000? 8411
1971 22 min. Color

Envisions a possible future in which 200 megacorporations could run the world. Economist John K. Galbraith discusses life in such a society, postulating strict wage and price controls, a universal credit card, guaranteed annual incomes, and automated factories turning out enormous quantities of consumer goods.

U.CAL-$25.00

BUSINESS OF AMERICA (K)
ND 28 min. B.W.

Definitions of firm, plant and industry. Legal forms of the business firm-proprietorship, partnership, cooperation. Income and liabilities in each form of business firm. How capital is raised.

MSU-UM-$5.50 NIU-$5.15 6200033

CAN WE HAVE FULL EMPLOYMENT WITHOUT INFLATION (K)
ND 28 min. B.W.

Possibility of incompatibility between full employment and price stability contrasted with idea that throughout history employment levels have been somewhat independent of price movements. Role government should play.

MSU-UM-$5.50 NIU-$5.15 6200015

CAPITALISM 04967
1948 11 min. B.W.

Introduces aspects of capitalistic system such as private property, profit,

competition, freedom of contract and free enterprise.

CU,UU-$3.00 BU-$3.50 UM-$2.25 FSU-$2.25 SDSU-$2.00 UA-$2.00
UI-$3.00 22582

THE CASE FOR COMPETITION 6200007
ND 28 min. B.W.

Competition begets lower prices and endangers a greater variety of products. The "climate" between government and business is discussed, a favorable "climate" leading to economic stability, growth and freedom.

NIU-$4.50 ASF-$12.50 CF-552 FSU-$7.00

CASE OF FEW FIRMS, I (K)
ND 28 min. B.W.

Meaning of oligopoly; essential interdependence among few firms; industries which are examples of this market structure; large capital investments required; lack of clear-cut demand under oligopoly; kinked demand curve.

MSU-UM-$5.50

CASE OF A FEW FIRMS, II (K)
ND 28 min. B.W.

Strong incentives under oligopoly for formation of pools, cartels and trusts; creation of monopolies; illegality of joint action; price stability based on price leadership of one firm.

MSU-UM-$5.50

CASE OF ONE FIRM (K)
ND 28 min. B.W.

Meaning of monopoly; monopoly through patents or control of materials; control of monopoly through year of public indignation or fear of luring potential competitors; danger of misallocation of resources which reduces the public well-being.

MSU-UM-$5.50

CHALLENGE OF IDEAS 55710
1961 30 min. B.W.

Analyzes and discusses the basic values and essential differences between the Communist and Democratic political viewpoints. Contrasts the American concept of exploration of truth, the dignity of man, individual liberty, and the right of self-government, with the Communist concept of the individual as a digit of the state. Discusses the cold war and the threat to world peace by the agressive na-

ture of the Communist states.

UI-$7.15

CITIES AND MANUFACTURING-WHERE WE MAKE THINGS
ND 9 min. Color

Uses manufacturing of toys as an example to illustrate the concepts of resources, capitals, labor and management. Stresses relationship between goods and services that people want and what is produced.

UA-$2.00

COMMON GOAL
1968 18 min.

This film traces the events of a nine-day seminar which was organized by the Malaysian Center for Development Studies. Progress can be seen throughout the country. The "Common Goal" is to close the gap between developed and developing countries. Embassy of Malaysia. Permanent Mission of Malaysia to the United Nations

EGFF-no charge

THE COMMON MARKET: UNION IN EUROPE 05403
1961 11 min. B.W.

Traces development of E.E.C. beginning with formation of European Coal and Steel Community and expanding to embrace the total economic life of Western Europe.

CU-$3.00

COMMUNICATIONS:THE WIRED WORLD
1971 22 min. Color

Toward the year 2000 series. Marshall McLuhan and Irving Kahn, communications experts, discuss new developments in the field of electronic communications and the implications of such developments for citizens in the future.

WSu-$7.70

COMMUNISM RUSSIAN MODEL 6200038
ND 30 min. B.W.

Discusses history of Communism as a basis for understanding it. Soviet model includes: Nationalization of most of the enterprise of the country, comprehensive planning, centralized distribution of essential materials, collectivization of agriculture and control-through party bureaucracy.

NIU-$5.15

COMMUNIST CHINA
1964 23 min. B.W.

How traditional values are undergoing change under Communism. Shows problems in food production, housing, education and training, industrialization and economic growth and the government's efforts to cope with them.

WSU-$4.30 UM-$4.25 FSU-$5.60 SDSU-$4.00 UA-$6.00

COMMUNITIES DEPEND ON EACH OTHER
ND 11 min. Color

Shows how communities depend on each other for goods and services such as food, clothing, appliances, magazines cars and gasoline.

UA-$2.00

COMPETITION IN BIG BUSINESS 05425
1953 21 min. Color

Clarifies meaning of competition by analysing role of big business in terms of its bearing on entry into the market, technological progress and the problem of monopoly.

CU-$10.00 BU-$5.75 MSU-UM-$4.25 UI-$6.20 43699 UA-$4.00

COMPETITION IN BUSINESS
1961 13 min. B.W.

Introduces the variety and scope of competition in American business and dramatizes one firm's experience in creating, manufacturing and marketing a competitive product.

BU-$3.50 UM-$4.50 FSU-$3.50 SDSU-$2.50 UA-$4.00 UI-$4.15 35681
NIU-$3.15 4200016

THE CONSTITUTION AND EMPLOYMENT STANDARDS 55351
1958 30 min. B.W.

Presents the case of United States vs. Darby Lumber Company, which resolved long struggles over the question of whether Congress had the right to set the minimum wages, limit child labor, and in other respects legislate employment standards, which were long held to be federal interference.

UI-$7.90

CONSUMERS' SIDE: DEMAND, I (K)
ND 28 min. B.W.

Meaning of demand curve; why typical curve shows that greater quantity is

purchased as the price falls; major determinants of demand; how change in demand means shift in curve while movement along curve represents only a change in quantity demanded.

MSU-UM-$5.50

CONSUMER'S SIDE: DEMAND, II
ND 28 min. B.W.

How common measurement of demand curves for different goods is the percentage change in quantity compared with percentage change in price elasticity of demand. Conditions under which demand is likely to be most elastic.

MSU-UM-$5.50

CONTRIBUTION OF ANTHROPOLOGY AND ECONOMICS 05509
1963 29 min. B.W.

Summarizes methods of application and the results of the findings in realms of "anthropology and the study of man" and "economics in the production and distribution of goods."

UU-$10.00

COOPERATIVE MARKETING 86C
ND 24 min. B.W.

Methods followed by the cooperative cotton-marketing associations of the South, showing the progress of the grower's bale from the gin to the mill, or to the seaboard for export shipment.

USC-$1.50

COOPERATIVE WOOL
ND 40 min. B.W.

Details of production and cooperative marketing of wool as it applies to western and eastern U.S.

MSU-$1.50

COOPERATIVE WOOL: FROM FLEECE TO FABRIC 05520
1941 30 min. B.W.

Major regions of sheep raising and major markets for it. How important the co-op is in transporting, storing and selling wool.

NU-$10.00

DEALING WITH CONTROVERSIAL ECONOMIC ISSUES PART I 56386
1965 30 min. B.W.

Shows that economics is one of the most controversial of the social studies subjects. Presents the dilemma of "What to Think" and "How to Think", and the conditions that must be met to teach controversial economic issues effectively. Explains why dealing with controversial topics cannot be avoided in economics.

UI-$7.10

DEALING WITH CONTROVERSIAL ECONOMIC ISSUES, PART II 56260
1964 28 min. B.W.

Presents economic content and teaching procedures useful in teaching two controversial issues; Labor Unions and the role of government in the economy.

UI-$7.70

DEATH AND TAXES
1968 18 min. Color

Traces the history of the U.S. income taxes from the British-imposed "tea tax" of 1774 to current times. H & R Block

EGFF-no charge

DEFENSE AND DOMESTIC NEEDS: A CONQUEST FOR TOMORROW 8025
1969 77 min. B.W.

Examines military strategies and costs, emphasizing relative power of legislators, industry leaders and private citizens in making military decisions. Discusses whether business or defense needs are primarily served by the military industrial complex. Points out need for careful scrutiny of military spending in light of urgent domestic needs.

U.CAL-$19.00

DESTINATION EARTH 01580
1956 14 min. Color

Shows advantages of a free competitive economy versus government regimentation and control. Oil industry's need to be free and competitive.

WU-$5.75 MSU-$1.50 UMO-$2.00

ECONOMIC DEVELOPMENT IN AN AFRICAN NATION 1-8874
1970 9 min. Color

In many parts of Africa today is evidence of a new industrial and economic growth. This growth is dependent on effective use of resources, a skilled labor force, and

technological advances. Uses one industry as example of cyclical nature of economic development. As more workers employed due to specialization, division of labor and mass production; more jobs are available, more wages are earned, and more people are able to buy more goods.

SU-$6.50

ECONOMIC GROWTH
1963 29 min. B.W.

Treats economic growth from the standpoint of its implications for the operations of the American business system.

BU-$7.80 FSU-$6.00 UA-$6.00 NIU-$5.15 6200046 ASF-$8.50 NT-709

ECONOMIC PROBLEMS 05973
1958 8 min. Color

Farmer on Great Plains must use management and capital to help through bad years.

WU-$7.00

ECONOMIC STABILITY: THE GOAL OF FULL EMPLOYMENT WITHOUT INFLATION CS-2079
1968 30 min. B.W.

Depicts business cycle with periods of stability and instability, the latter resulting in inflation or recession. Explains that cycle results from total demand (governmental, foreign buyers, domestic users). Shows mechanisms available for stopping despression-thus inflation poses greater threat to economy.

IU-$7.25

ECONOMICS F-210
ND 13½ min. Color

Film shows how success of a teen-age party was influenced by economics and people involved with it; researchers, farmers, container manufacturers, canners, transporters and retail food companies.

ASF-no charge

ECONOMICS OF DEMOCRACY
1959 28 min. Color

The American capitalistic system, comparing individual, partnership and corporate types of enterprise and their relative strengths in the economy. How small firms can compete with large ones through mutual associations. Warns against too much government control.

SU-$3.70
GFF-no charge Farm Film Foundation

ECONOMICS OF UNDERDEVELOPMENT 6200036
ND 29 min. B.W.

Economic problems of the underdeveloped nations are discussed. Generalizations concerning these countries are stated: heavy dependence on one or two crops, low level of technology, low rate of capital formation; rapidly rising population, widespread illiteracy and limited capacity to plan for growth are shown.

NIU-$5.15

ECONOMICS, POLITICS AND MONEY SUPPLY 6200013
ND 30 min. B.W.

Relates influence of economics on politics during a recession. Illustrates how economy and politics can control money supply.

NIU-$5.15

ECONOMY OF AFRICA
1966 13 min. Color

Shows creation of new African states. Shows that independence does not eliminate poverty. Africans' struggles for economic well-being are just beginning. Focuses on economic developments that are taking place in Africa today.

FSU-$5.50 UA-$4.00

THE ECONOMY OF ANGOLA
ND 50 min. Color

This film shows several aspects of the economical development of the province of Angola. Portuguese Information, Tourist and Trade Office.

EGFF-no charge

THE ECONOMY OF MOZAMBIQUE
ND 45 min. Color

This film shows several aspects of the economical development of the overseas province of Mozambique. Portuguese Information, Tourist and Trade Office.

EGFF-no charge

THE ECONOMY-OIL, WATER AND ASPIRATIONS
1964 23 min. B.W.

Describes how the countries of the Middle East are meeting the challenge of the 20th century.

BU-$5.75 FSU-$5.40 UA-$6.00

EDGAR KAISER; MAVERICK IN GREY FLANNEL 0828
1969 32 min. B.W.

Interview that covers nation's health problems, housing needs, capitalism and others. He states that one of his business goals is to compete in and with socialist countries as a capitalist.

U.CAL-$13.00

EDGE OF ABUNDANCE
ND 54 min. B.W.

America presented as a consumer oriented society of paradoxes, a culture in the throes of social and economic disorientation. The implications of mass production and automation; their impact on American values; the Protestant Ethic; the myth of success.

MSU-$8.00

END IS JUST THE BEGINNING (K)
1963 28 min. B.W.

Economics as an unfolding science; great changes in American economy since the days of Adam Smith; how we have the resources and know-how to make the past mere prologue. The need to go on learning facts of economic life.

U.CAL-$7.00

EQUILIBRIUM IN THE COMPETITIVE SOCIETY (K)
ND 28 min. B.W.

Conditions of competition; basic determinants of resource allocation; minimum average cost as the lowest cost to society for producing a good; the market price as the measure of benefit to society for the production; how establishment of competition in all markets does not solve all economic problems.

MSU-UM-$5.50

EUROPE IS HAPPENING F-370
ND 28 min. Color

The E.E.C. is fulfilling the dream of a United Europe. How they are bound together. Goal is not only economic integration but political unity. Unification is slow but sure.

ASF-no charge

EUROPEAN COMMUNITY
1965 18 min. B.W.

Explains development, functions and problems of the Common Market. Points out that the European Economic Community, despite predictions of failure, is working and has brought prosperity to its people.

FSU-$4.00

EUROPEAN CULTURE REGION: ITS PEOPLE AT WORK
1966 23 min. Color

Shows differnces between northern, middle and southern Europe-what people have in common, different farming methods, importance of industry, significance of trade and development of higher standards of living.

FSU-$9.25 BU-$10.00 UA-$6.00

THE EUROPEAN ECONOMIC COMMUNITY
1965 13 min. B.W.

Newsreel footage shows trade rivalries which formerly existed and the need for improvement in economic conditions which led to the formation of E.E.C. Parallel drawn between integrated economic system of the U.S. and the economics union taking place in Europe provides insight into purposes and benefits of economic cooperation.

SDSU-$2.25

EVERYDAY ECONOMIC TERMS
ND 20 min. B.W.

An economist discusses economic terms and explains their application in the operation of our economic system.

BU-$5.75

FARMERS WORKING TOGETHER
ND 19 min. Color

Operations, organizations and principles of farmer coops-use to market and process products, purchase farm supplies, provide insurance, credit, electricity.

MSU-$1.50

FEDERAL TAXATION
1965, 1948* 11 min. B.W.

Analyses sources and uses of federal tax revenue. Basic information for evaluation of such taxation as to fairness, adequacy and consistency with economic goals.

WSU-$3.10 BU-$3.50 MSU-UM-$2.25 *UI-$3.05 22557 IU-$3.15(BW) $4.75 (Colo

FISCAL POLICY: TAXING, GOVERNMENT SPENDING, AND THE NATIONAL DEBT CS-2081
1968 29 min. B.W.

Explains fiscal policy as the economics of the rational government with regard to takes, spending and debt. Outlines influence of priorities on policy -- defense, welfare, education considered. Illustrates use of automatic stabilizers, personal taxes and unemployment to stabilize the economy.

IU-$7.25

A FREE ECONOMY: THEORY AND PRACTICE 9-0256
1963 30 min. B.W.

Outlines structure of the classical or laissez-faire model of a free economy. Explains that in the American economic system, limited liability corporation, collective bargaining, business concentration have made this model a myth.

SIU-$4.95

FREEDOM BY DESIGN
ND 27 min. Color

Illustrates design and economic advantages of the die casting process. Examples are colorfully illustrated. Shows use of automation in form of robot machines and punch card controls.

ASF-no charge

FRUITS, VEGETABLES AND COOPERATION
ND 27 min. B.W.

Advantages and disadvantages connected with the formation of a cooperative.

MSU-$2.00

FUNCTIONS OF A CITY 06636
1952 10 min. B.W.

Explains growth of a city economically and socially.

UU-$3.00

GOALS AND GROWTH 6200003
ND 30 min. B.W.

An examination of GNP, stable prices and full employment and how these economic goals are sometimes in conflict. . . what choices must be made.

NIU-$4.50 SU-$4.50 3-3995
ASF-$12.50 CF-548

ERIC

GOVERNMENT AND THE MARKET
1963 29 min. B.W.

Shows that national resources can be allocated in two ways: either by individual interactions on a free market, or by deliberate action by the government, as a representative of the voting majority.

BU-$7.80 FSU-$6.00
ASF-$8.50 NT-710 UA-$6.00

GROSS NATIONAL PRODUCT 3200052
ND 14 min. Color

Film answers questions, "How do we measure the growth of the nation in dollars and cents? Where does the money come from and where does it go? How do economic inflation and depression fit into the picture?" Using the most dynamic techniques of movie-making, film answers these with clarity and wit.

NIU-$4.90

GROSS NATIONAL PRODUCT AND ITS COUSINS, I
ND 28 min. B.W.

How answers to questions of economic growth, business fluctuation and standards of living depend on measures of output flow from business to households and input flows from households to business over a period of time. Related factors which determine GNP.

MSU-$5.50
UM-$5.50

GROSS NATIONAL PRODUCT AND ITS COUSINS, II
ND 28 min. B.W.

Interrelationship between GNP and its cousins. Output components which make up GNP are: consumption, investment and government. Value of nation's product as the sum of consumption and savings or consumption and investment.

MSU-$5.50
UM-$5.50

THE HARD WAY
ND 60 min. B.W.

Considers the problem of poverty in the U.S. and emphasizes difference between poor of today and those of past generations.

UA-$12.00

HERE IS TOMORROW: A NEW FILM ON COOPS 206C
ND 27 min. B.W.

A stiring documentation of Consumers Cooperation existing today in the U.S. demonstrates how millions of men and women, working together, have provided themselves with stores, service stations, refineries, warehouses, and many other types of business institutions.

USC-$1.50
UM-$5.50

HOW IMPORTANT IS MONEY?
ND 28 min. B.W.

Central role of money in American politics and economics from the revolution to the present. Money stock in relation to money income; and money stock in relation to real output and the price index. Key role that money supply plays in generating changes in GNP and price levels.

MSU-$5.50
UM-$5.50

HOW MONEY EXPANDS AND CONTRACTS
ND 28 min. B.W.

How bank deposits enable banks to create more money; legal limitations on extent of this expansion; the contraction process due to withdrawals; meaning of "excess reserves" and "reserve ratio.

MSU-$5.50
UM-$5.50
NIU-$5.15 6200032

HOW THE SOVIET ECONOMY WORKS
ND 28 min. B.W.

Complex nature of Soviet economy; role of central bank; turnover tax; the state plan; how building of heavy industry necessitates sacrifice of current consumption goods; control of consumer choice; low agricultural productivity; its effects on standards of living; employment of western incentives to increase production.

MSU-$5.50
UM-$5.50

HOW WE GOT WHAT WE HAVE 519B
1950 22 min. B.W.

Graphic presentation of the role of natural resources, manpower and tools in the development of our industrial development.

ERIC

USC-$3.50

HOW WE RAISE OUR LIVING STANDARDS: THE GOAL OF ECONOMIC GROWTH CS-2077
1968 30 min. B.W.

Discusses U.S. economic growth and what contributes to it. Defines economic growth, how to measure it, and why it is important. Looks at record of American economic growth.

IU-$7.25

IMPERIAL VALLEY, PART 2 7568
1967 21 min. olor

Details methods of harvesting and distributing crops in Imperial Valley today. Touches briefly on the role of imported labor and the problems of using bracero workers.

U. CAL.-$14.00

INDUSTRY--WITH A SOUTHERN ACCENT
1969 28 1/2 min. Color

This film, in full color, shows what three typical southern communities have done to bring in new industries, thus creating new payrolls and reversing their march towards the economic graveyard. It's a how-to-do-it film filled with practical information of vital interest to farmers and townspeople alike.

EGFF-no charge

INFLATION: PASSING THE BUCK CF-902
ND 25 min. B.W.

CBS news presents a picture of inflation by showing a typical family in La Crosse, Wisconsin to get the personal, human reaction to the squeeze of rising prices and strangulating taxes.

ASF-$12.50

INFLATION
ND 21 min. B.W.

Shows causes and effects of inflation through the concern of labor, business, and professional people of a city.

BU-$5.75
MSU-UM-$4.25
NIU-$4.90 4200025

INFLATION 07453
1953 22 min. Color

Defines inflation, its causes and effects and indicates measures for solving it. Shows war or crisis can bring about inflation by increasing money supply and decreasing supply of goods.

CU-$5.75 WSU-$4.00 UI-$6.90 43581
UU-$5.75 UMO-$7.50

INTRODUCING FACTOR MARKETS
ND 28 min. B.W.

Markets for the factors of production: land, labor, and capital. The derived demand curve; law of diminishing returns; the supply curve.

MSU-$5.50
UM-$5.50

INTRODUCING THE PRICE SYSTEM
ND 28 min. B.W.

How our economy makes allocating decisions in large part through its price system, how prices are established in markets, how the operation of markets is sometimes restricted by various imperfections and barriers.

MSU-$5.50
UM-$5.50

IRVING HOWE 7324
1968 30 min. B.W.

Discusses democratic socialism. Howe's ideas on the need for something in the U.S. equivalent to the Marshall Plan, on the relationship between economic and social progress and integration, on the social value of a high minimum wage. Summarizes the main tendencies of the "New Left."

U. CAL.-$11.00

IS GOLD OBSOLETE? 2-7984
1968 17 min. Color

Examines traditional function of gold as a base for credit and why it has been for so many centuries. Also questions its validity as a satisfactory standard in modern times, and offers the suggestion that the productivity of a nation may be a more successful gauge.

SU-$8.00

IT'S EVERYBODY'S BUSINESS 07615
1954 20 min. Color

Explains in animation the structure of the American business structure and shows advantages of the free enterprise system. Advertising, research, product improvement, business expansion, dividend paying, taxation and other fundamentals are illustrated.

CU-$5.75 BU-$5.75 SDSU-$2.00
WU-$5.75 UM-$7.50 UA-$4.00
WSU-$1.75 FSU-$6.00

JAPANESE ECONOMY 3-5933
ND 30 min. B.W.

The trends, problems, progress and patterns of economic development are examined, along with Japan's economic stature in the world.

SU-$6.25

JFK'S LAST WORDS TO LABOR
1965 28 min. Color

This speech was given by President Kennedy on November 15, 1963, to the AFL-CIO in New York one week before he was shot in Dallas. He talked about education, economy, poverty and the aged.

UI-$2.40

JOE MICHAEL COBB 7325
1968 30 min. B.W.

Cobb argues for a volunteer army, emigration to avoid the draft, and a drastically reduced role of government in American life. Cites economic reasons why private industry could operate many government functions, including schools and highways.

U. CAL.-$11.00

JOHN KENNETH GALBRAITH-IDEA OF THE CITY
ND 28 min. Color

Discusses the nature of cities; their origin; cities and the industrial revolution; economics of the city today; new role of government in the modern city; private and public claims on income, the city of the future.

UM-$8.50 ASF-$50.00 SF-301 sale price-$360.00

LAND FORMS AND HUMAN USE
1966 11 min. Color

Shows development of agriculture, natural resources, transportation and industrial

centers. Describes now use of land may change as man masters his environment.

UA-$2.00

THE LAW OF DEMAND 23626
1952 11 min. B.W.

Shows how the law of demand and supply affects business; uses graphs and familiar terms to illustrate the points, and to highlight the various economic factors to which the law may be applied.

UI-$3.20

LAW OF DEMAND AND SUPPLY 07830
1952 11 min. B.W.

Explains how law affects business and how such factors as government controls, monopolies and the weather may influence the sale of a specific product.

CU,UU-$3.00 BU-$3.50 MSU-UM-$2.25 FSU-$2.50 SDSU-$2.00
UA-$2.00 NIU-$2.50 2200019

LESSONS FROM THE - ISMS (K)
ND 28 min. B.W.

Capitalism, socialism, communism-compared on basis of how economic decisions are made. Differences in degree of freedom left to individual. The dynamic and changing nature of the 3 systems.

MSU-UM-$5.50

LET'S FACE IT, I
ND 20 min. B.W.

Shows the power of the customer over business, the basic costs of production and exchange, the contributions made by the worker, the stockholder and management to production.

FSU-$2.50 UMO-$2.00

LET'S FACE IT, II
ND 16 min. B.W.

Shows the need for the worker, stockholder and management to work together to increase production. Everyone in our country should have an interest in our free productive economy.

FSU-$2.50 UMO-$2.00

LETTER TO A REBEL
ND 18 min. B.W.

Newspaper editor answers his son's criticisms of capitalism as an economic system. How free enterprise has provided us with the essentials of a good life.

UM-$3.50

LEVEL OF BUSINESS ACTIVITY: KNOWNS AND UNKNOWNS (K)
ND 28 min. B.W.

Recurrent fluctutation in level of business activity and national output; rising long-run secular; seasonal fluctuations; indices of employment, wholesale prices, retail prices, personal income and stock market prices; how recurring cycles have not followed readily observable patterns.

MSU-UM-$5.50

LOOK AT CAPITALISM
ND 13 min. B.W.

Advantages and operation of capitalist economy.

MSU-UM-$2.75

LOOK AT COMMUNISM
ND 13 min. B.W.

Lecture concerning the nature, backround, and dangers of communism.

UM-$2.75

LOOK AT SOCIALISM
ND 13 min. B.W.

Critical view of socialism and its operation.

UM-$2.75

LOOK AT THE AMERICAN RECORD (K)
ND 28 min. B.W.

Dramatic growth of the American economy in 20th century: Rise of GNP. How increases in production continue to outstrip increases in population and how these increases have occured while the average American has enjoyed more leisure. Poses question-Can the U.S. sustain this growth record?

MSU-UM-$5.50

MAGIC KEY
ND 20 min. Color

Effects of free enterprise; coupled with advertising, on standard of living. Vital function of advertising in creating jobs, producing national wealth, and making lives richer and happier.

MSU-$1.50

MAN AND HIS RESOURCES 04235
1960 30 min. B.W.

Shows all of earths resources, stressing how they're used. Points that primary resource is food and that unless we provide more we face world-wide starvation.

NU-$10.00

MAN AND THE INDUSTRIAL REVOLUTION 17017
1970 20 min. Color

Shows wealth, technology and power acquired by industrialized nations overshadows earlier forms of civilization and dooms nonindustrial states to second-class world citizenship.

CU-$5.75 UI-$7.40 46958

THE MARKET AND THE INDIVIDUAL
1963 29 min. B.W.

A young American couple try to give their guest from Greece an accurate picture of American life.

BU-$7.80 FSU-$5.50 UA-$6.00 NIU-$5.15 6200048 ASF-$8.50 NT705

MARKET SOCIETY AND HOW IT GREW,I (K)
ND 28 min. B.W.

The non-market society of federal times, evolution of our market society, significant forces behind its growth, increased use of money in exchange, some of the problems presented by the monetized, fluid and competitive society.

MSU-UM-$5.50 NIU-$5.15 6200008

MARKET SOCIETY AND HOW IT GREW, II (K)
ND 28 min. B.W.

Adam Smith and his view of the orderly workings of market society; his theory of economic expansion, ideas of David Ricardo, Karl Marx and Lord Keynes about the nature and future of the market economy.

MSU-UM-$5.50 NIU-$5.15 6200009

MATTER OF THE DEBT (K)
ND 28 min. B.W.

How the public debt was incurred. The public debt and the interest charges in relation to growing GNP.

MSU-UM-$5.50

MONETARY POLICY AND ECONOMIC ACTIVITY
1968 37 min. Color

Offers some perspective on the broad range of economic considerations involved in decision-making at the Federal Reserve. Highlights changes in financial markets-particularly those that have influenced the ways in which monetary policy affect the economy. Federal Reserve Bank.

EGFF-no charge

MONEY AND THE "FED", I (K)
ND 28 min. B.W.

Goals of the Fed to foster economic growth, high levels of employment and stable prices. How these purposes require changing monetary and credit conditions to meet changing needs; how these in turn require highly developed intelligence service to watch the economy; work of the Federal Open Market Committee.

MSU-UM-$5.50

THE NATION'S RESOURCES NT-704
1963 30 min. B.W.

Deals with the quantity and equality of the nation's land, labor, capital and managerial talent on which business is dependent in providing goods and services.

ASF-$8.50 FSU-$5.50 UA-$6.00

THE NEED FOR ECONOMIC EDUCATION
ND 16 min. B.W.

Discusses the role of economic systems in world affairs and relates this role to U.S. national, state and local affairs and to the conflict between east and west.

DU-$4.50

THE NEED TO ACHIEVE 08744
1963 29 min. B.W.

Demonstrates that nation's economic growth or decline is dependent upon the

entrepreneurs of these nations.

CU,WU-$10.00 BU-$7.80 MSU-UM-$5.50 NIU-$5.75 6050163 FSU-$6.50
ASF-$8.50 NT-756 SDSU-$4.00 UI-$8.05 56358 UA-$6.00

THE $100,000.00 MISUNDERSTANDING CS-2189
1971 19 min. B.W.

Focuses on the Inner City Business Improvement Forum (ICBIF) of Detroit, a non-profit, black controlled economic development group which has aided over 100 medium and large manufacturing businesses. Requires businesses it helps to reinvest profits in black and poor neighborhoods. Shows its beginnings after 1967 Detroit civil disorders.

IU-$6.00

ONE MAN'S MEAT
ND 28 min. Color

The farmer's vulnerable position in changing business cycle of capitalistic society. Historical development of national agricultural policy.

IU-$2.00

OTHER ECONOMIC SYSTEMS CS-2076
1968 30 min. B.W.

Explains that the allocation of scarce resources is basic in all economic systems, but the method employed varies. Defines world economics as primarily traditions, command or market oriented emphasizing that none exist in a pure state. Contrasts Soviet economic system with the American-although they both are ultimately geared to profits.

IU-$7.25

OVERVIEW OF THE AMERICAN ECONOMY (K)
ND 28 min. B.W.

Interrelationship of microeconomic and macroeconomics. Backround of pricing mechanisms; the price system as a base for decisions concerning what, how and for whom to produce in a competitive society; significance of market price to producer and consumer.

MSU-UM-$5.50

PARTNERS
ND 28 min. Color

Relation of farm co-ops to individual and community economic welfare. Nature and function of coops from civic and business viewpoint.

MSU-$2.00

PATTERNS IN INCOME DISTRIBUTION (K)
ND 28 min. B.W.

Both personal and functional income examined. Stability of functional distribution in terms of relative shares received in forms of labor and property income; cyclical fluctuation in periods of depression and prosperity; substantial inequality of personal income distribution.

MSU-UM-$5.50

POLICY PROBLEMS: WHAT ABOUT COLLUSION? (K)
ND 28 min. B.W.

How the public is protected against the consequences of collusion to destroy competition; need to prevent "cut-throat" competition leads to collusion; problems of government attempts to prevent tacit or implicit collusion.

MSU-UM-$5.50

PRESIDENT'S POWER CONTESTED 5735
1961 29 min. B.W.

The 1952 seizure of the steel industry and resulting court action are described in detail and analyzed in relation to the power of the President.

SIU-$13.00

THE PROBLEMS APPROACH IN ECONOMICS 56253
1964 28 min. B.W.

Presents economic problems as an orderly and motivational approach to study of economics. Illustrates with class study of the problems "What are economic implications of the rapid growth of our community?" and "How can we maintain a growing and stable economy?"

UI-$7.70

PRODUCERS' SIDE: SUPPLY, I (K)
ND 28 min. B.W.

Relationship of supply to producer costs. Opportunity or alternative cost; how average cost falls because of spreading overhead and rises because of physical limit of size of plant.

MSU-UM-$5.50

PRODUCERS' SIDE: SUPPLY, II (K)
ND 28 min. B.W.

How long cost curves of firms are bases for supply curve; what factors determine

an increasing cost industry and a constant cost industry; how the supply curve shifts as a result of anything which causes a shift in cost curves.

MSU-UM-$5.50

PRODUCTION AND MARKETING
1963 29 min. B.W.

Examines relationship of marketing and production as seen at Tropicana Products, Inc. Each manager describes how they tackled the problems of producing and marketing a million boxes of oragnges through innovations in processing and distribution.

BU-$7.80 ASF-$8.50 NT-707 FSU-$6.00 UA-$6.00

PRODUCTIVITY: KET TO AMERICA'S ECONOMIC GROWTH 09950
1964 27 min. Color

Discusses role of nation's productivity in raising planes of living and causes of advancement. Explains nature of productivity through technological progress, scientific discovery and practical inventions. Poses challenge to America to maintain and accelerate productivity growth to provide consumption and security.

UU-$13.00 UM-$8.50 UA-$6.00

PRODUCTIVITY-KEY TO PROGRESS
ND 17 min. B.W.

Looks at the facotrs of productivity as related to economic growth. Shows how savings and investments create capital and how increasingly efficient tools add to increased productivity.

BU-$4.50

PROFITS, CAPITAL, EQUIPMENT AND ECONOMIC GROWTH
ND 17 min. B.W.

Discusses how professional management of labor and capital can make wages, productive output and profits increase simultaneously.

BU-$4.50

PROPERTY OF TAXATION (ARITHMETIC OF TAXES)
ND 11 min. B.W.

Portrays the social usefulness of property taxation, government expenditures supported by it, bond issues and procedures of levying property taxes.

BU-$3.50 UI-$3.00 22118

PROSPECTS FOR RAPID GROWTH (K)
ND 28 min. B.W.

How a developing economy may face choices as between current consumption goods and the building of capital goods, industrial growth and agricultural improvement; building up human and physical capital; how optimum development can seldom be achieved through exclusive commitment to any one priority. How growth plans have typically involved important roles of government.

MSU-UM-$5.50

PURSUIT OF HAPPINESS-THE MATERIALISTIC WAY 09610
1965 4 min. Color

Uses music, sound effects and visual symbols to compare everyday factors of our economic system that result in our alleged preoccupation with "carefree living'-with the hunger and want of other parts of the world.

CU-$7.00 BU-$6.00

PUTTING THE MARKET TOOLS TO WORK (K)
ND 28 min. B.W.

Supply and demand tools; meaning of price ceiling and price floor; effect of a specific tax in a competitive market; elements of monopoly and monopsony.

MSU-UM-$5.50

QUESTIONS ECONOMISTS ASK (K)
ND 28 min. B.W.

Basic problems of societies as the task of allocating limited resources among unlimited ends; what goods and services shall be produced? How shall they be produced? For whom shall they be produced?

MSU-UM-$5.50 NIU-$5.15 6200027

QUIET REVOLUTION
ND 30 min. Color

Documentary on Federation of Southern Cooperatives. Shows activities of cooperative organization and how they alleviate poverty.

UM-$9.25

REALITIES OF A MIXED ECONOMY CS-2078
1968 29 min. B.W.

Defines a mixed economy-combination of public and private enterprises where price is determined by people in power, government or natural processes. Discusses

government's economic role, governmental freedom versus private enterprise concerning goods and services, problems of monopolies and price settings and public versus private ownership.

IU-$7.25

REVIEW SESSION I (K)
ND 28 min. B.W.

American Economy discussed-competition, regulation of monopoly, oligopoly, and collusion.

UM-$5.50

REVIEW SESSION, II (K)
ND 28 min. B.W.

Equilibrium level relation to full employment; law consumption is influenced by level of dispable income; sharp fluctuations in investment spending; government spenfing; monetary and fiscal policy.

UM-$5.50

THE ROLE OF THE MARKET 6200040
1963 29 min. B.W.

Describes what the market is, what it does, and how it operates to determine prices and allocate resources. Examines at length the forces of supply and demand.

NIU-$5.15 ASF-$8.50 NT-701 FSU-$6.00 UA-$6.00

SCIENCE OF MONEY
ND 23 min. B.W.

Function of money in modern world-sidelights on history of money. Examples of money today and in earlier days. Why money has no value without production of commodities.

UM-$4.50

SHOEMAKER AND THE HATTER 999B
ND 16 min. Color

Animated cartoon which tells the story of hatter and shoemaker trying to find economic security. Hatter believes that high tariffs, low production and high profits per item will bring him success, while shoemaker decides that free exchange of goods, high productivity will solve his problem. Shoemaker proves he is right.

USC-$1.50

SOME PROBLEMS OF A GROWING ECONOMY CS-2075
1968 29 min. B.W.

Illustrates problem of American society and economic growth by examining areas where funds are used. Relates job displacement, education and urban problems to the recruiting of resources. Defines quality of economic growth as a reflection of the people.

IU-$7.25

THE SOUTH: ROOTS OF THE URBAN CRISIS CS-2101
1969 26 min. B.W.

Illustrates how cyclical pattern which links poverty to violence has many roots in the South-increased industrialization has resulted in fewer agricultural jobs and deprivation of housing and education. Shows problems encountered when poor Southerners migrate north and discusses the need for job training in the South.

IU-$7.75 UA-$6.00

SPIRIT OF THE WHITE MOUNTAINS
ND 12 min. Color

White Mountain Apache tribe is becoming self-supporting by developing natural resources on its reservation which contribute greatly to American economy.

MSU-UM-$4.50

SPOTLIGHT ON PROFITS
ND 28 min. B.W.

How profits are defined differently by economists and businessmen; how and why profits perform the basic function of directing business enterprise; wide variation in after-tax profits for various industries in 1960.

MSU-UM-$5.50

THE ST. PAUL DESIGN FOR LIVING 1378*
ND 28¼ min. Color

The story of business and industrial development-and educational, social and cultural progress of St. Paul.

ASF-no charge *restricted availability

STATUS AND ROLE 10441
1963 29 min. B.W.

Discusses potential structure of society and the variable features entailed in its formation. Evaluates the relationship between the job we do and our standing in the community.

UU-$10.00

TAX PLANNING 10677
1965 30 min. B.W.

Deals with requirements for filing returns. Considers deductions, personal and business and capital gains benefits and credits.

UU-$10.00

TAXES-SOMEBODY'S GOT TO BE KIDDING 1934
ND 26 min. Color

Shows property tax assessment-basic who does it, what it is, how it is assessed.

AIMS-$30.00 sale price-$300.00

THERE WAS A NEED
1966 30 min. B.W.

Shows how industrial labor union and community service personnel of Concord, Massachusettes, cooperate to achieve economic stability and prosperity.

USG-$10.00 sale price-$62.50

THIS IS A COOPERATIVE
1967 28 min. Color

Defines cooperative and describes the functioning and service of various co-ops such as farming co-op, group health clinic, credit unions, cooperative housing. Discusses benefits to members.

UM-$8.50 UI-$9.00 56812 UA-$6.00

TOOLS OF FISCAL POLICY (K)
ND 28 min. B.W.

How fiscal policy affects equilibrium of the GNP. How government taxation tends to reduce private spending. Factors which determine what fiscal policy is desirable for economic growth and stability.

MSU-UM-$5.50

TWENTY-FOUR HOURS IN TYRANTLAND
1958 30 min.

This film is a patriotic Savings Bond picture telling a story of the contrast between the life of an average American family and that of a family living in a totalitarian country. U.S. Savings Bond Division

EGFF-no charge

TWO WORLDS-TWENTY YEARS 4430
ND 29 min. B.W.

This film shows how Belgium and Czechoslovakia...each devastated by war... have fared over the past twenty years. Belgium, with the initial help of Marshall Aid and protected by the shield of NATO, has prospered under a free economy. Czechoslovakia deprived of this help by the U.S.S.R. and drawn into her orbit has experienced little progress. Available to 7th grade and up.

MTPS-no charge

UNINTENDED CONSPIRACY: AN ANTITRUST EXPERIENCE BS-121
1969 34 min. B.W.

Dramatizes legal and ethical entanglements that may result from constraints placed upon business by antitrust laws. Reports actions taken by G.M. salesmen, dealers, dealer associations and executives to prevent the sale of G.M. cars through discount houses. Illustrates how their solutions to the problem result in infringement on antitrust laws.

IU-$4.75

A VISIT TO CONSUMER UNION
ND 20 min. B.W.

Tells the story of Consumers Union as seen through the eyes of a visitor. Consumer Union Film Library

EGFF-no charge

VISUALIZING ECONOMICS 56254
1964 28 min. B.W.

Shows use of graphic and visual materials to extract meaning from economic data, economic processes and flows, to show relationship among economic concepts and ideas, and to summarize economic concepts and generalizations.

UI-$7.70

WAGES: A CLOSER LOOK (K)
ND 28 min. B.W.

How labor markets are subject to imperfections and restraints; how labor is

often unaware of existing differentials; lack of mobility of labor between labor markets; how the demand concept which assumes completion for labor breaks down; effect of unions on supply concept.

MSU-UM-$5.50

THE WEB OF TAXES 11332
1960 19 min. B.W.

Describes role of U.S. government in the economic system-how it costs are rising. Analyses sources of government revenue and examines role private citizens should play in controlling the levying and spending of taxes.

NU-$7.00

THE WELFARE 46562
1967 20 min. B.W.

Examines the problems of wlefare status from the point of view of people who must depend on it. Suggests motivations and methods that can be used for concerted action to obtain results beneficial for an entire group.

UI-$5.55

WESTERN EUROPE-COMMUNITY OF NATIONS
1968 27 min. Color

Pictures western Europe-West Germany, Benelux countries, Britain, and France. Shows people, natural resources and industries against backround of current problems and relationships. Asks the question should a further integration be made and will they one day become a community of nations?

UA-$6.00

WHAT ECONOMICS IS ALL ABOUT CS-2082
1968 29 min. B.W.

Explains the way individuals are affected by social and personal economic policies. Contrasts social economics ("war on poverty", farm price supports, etc.) to the personal economics of how individuals spend their money. Indicates that amount each individual has for spending is determined by the stand taken on labor contracts and related issues.

IU-$7.25

WHO PAYS THE BILLS?
ND 28 min. Color

Relation between method of price supports and amount and kinds of food we buy-who pays under different types of support programs.

MSU-$2.00

WHY PLAY LEAPFROG?
ND 10 min. Color

Cartoon depicting problem of rising prices and wages without corresponding rise in productivity; solution of making increase in productivity the basis of wage raises.

MSU-$4.00

WORLD OF ECONOMICS
ND 28 min. B.W.

Study course on American economy. Eisenhower and Kennedy present their views on the American economy.

MSU-$5.00

YOU AND YOUR MONEY
1955 12½ min.

This film presents information about the role of money in the economy and the forces that lead to inflation and deflation. In cartoon style, it is aimed at audience of high school level and other relatively unsophisticated groups. Federal Reserve Banks.

EGFF-no charge

FOREIGN BUSINESS AND ECONOMICS

ACROSS INDIA
ND 27 min. Color

This film presents fine glimpses of how India is turning a new leaf in the history of her development. It provides a summary of India's five-year plans.

EGFF- no charge

AFRICA AWAKENS: MODERN NIGERIA 46017
1963 21 min. Color

Illustrates geography and history of West Africa, shows the effects of climate and agriculture on Nigeria's economy, the variety of ethnic and cultural groups political organization, and the recent surge of effort toward industrialization and development of natural resources.

UI-$7.20

AN AFRICAN CITY: CONTRASTING CULTURES GSC-1273
1970 11 min. Color

Contrasts life styles of blacks and whites in Abidjan on Africa's Ivory Coast. Compares working conditions, education, living conditions and available occupational choices. Shows potential for improving inequities.

IU-$5.00

THE AMAZON: PEOPLE AND RESOURCES OF NORTHERN BRAZIL
ND 22 min. Color

Shows area, primitive Indian villages, market towns, river traffic and harbor cities. Shows the way people of the area depend on the river-for food, transportation and jobs.

UMO-$7.50 UA-$4.00

THE ARAB MIDDLE EAST 34354
1955 16 min. B.W.

Shows the Arab Middle-East first as a unit, then examines the individual countries of Lebanon, Syria, Jordan, and Iraq. Presents agriculture, irrigation, transportation, housing, education, and the refugee problem, and discusses the promising future for this region.

UI-$4.75

ARABIAN BAZAAR 1-459
ND 10 min. Color

Shows the bazaar as the center of manufacturing and trading-where desert dwellers and city Arabs exchange goods, services, news, gossip. Characteristic activities of an Arabian bazaar are pictured.

SU-$5.50

ASWAN DAM 04465
1965 9 min. B.W.

Explains the effects of the dam on the economy of Egypt (when it is completed).

CU-$3.00

AUSTRIA, PAST AND PRESENT
1966 11 min. Color

Examines Austria's history, culture, heritage and cities. Shows how it is developing a newer economy based on hydroelectric power, oil, steel, textiles and chemicals.

UA-$2.00

AUSTRALIA: CHALLENGE OF A GROWING NATION
1967 17 min. B.W.

Shows Australia as a land of opportunity, where there is room for population growth in an increasingly industrial economy. Emphasizes new developments and contributions of Australia's immigrants.

FSU-$6.95

BANGKOK
1969 18 min. Color

The sights and sounds of a thoroughly oriental city. Buddhist monks, street peddlers, a classical dancing school, weavers and dyers of Thai silk, the nostrum of a Chinese pharmacy, and life along the klongs(canals) that lace the city, where the people live close to poverty. The more affluent side is also exhibited to balance the picture of this oriental city.

UI-$6.10

BATEK
1968 11 min. Color

This film depicts the cultural and traditional life of the people of East Coast of West Malaysia, with special emphasis on the batek industry.

EGFF- no charge

BLUE-EYED HELSINKI
17 min. Color

This film depicts the life and workings of the city of Helsinki and gives special attention to the harbor aspects of the city.

EGFF-no charge

BOLIVIA
1966 20 min. B.W.

Shows geographic, climatic and productive conditions. Emphasis on tin production. Also shows quinine, rubber and coca leaves and the lives of the people concerned with these industries. Shows basic problems of developing nations-export raw materials and lack of industry.

UMO-$2.-0 UA-$4.00 (color)

BRAZIL: THE GATHERING MILLIONS 04850
1965 30 min. B.W.

Examines Brazil's over-population problem. Shows problems of rural movement to the cities.
CU-$10.00 BU-$7.80

BRICKS FROM HOLLAND
ND 12 min. Color

This film features the bricks that are manufactured in Holland. In recent years much progress has been made in developing new methods for mass-producing and transporting bricks, though even today some bricks are still made by hand. We also see many examples of the beautiful and sometimes startling effects that can be achieved with bricks. The Royal Netherlands Embassy.

EGFF- no charge

BRITAIN: A CHANGING CULTURE
1965 24 min. Color

Highlights problems that Britain, steeped in tradition, must face in a world of rapid technological advances. Portrays important role that the educational system has played and must play in changing culture.

FSU-$8.25 UMO-$6.00

BRITAIN: SEARCHING FOR A NEW ROLE
1964 21 min. Color

Traces rise and dissolution of British Commonwealth, presenting the paradox of British attitudes today as Britain attempts to accept its reduced status.

BU-$10.00 FSU-$8.75 UMO-$5.00 UI-$7.40 42724 UA-$4.00

BUILDING FOR PEACE AND PROSPERITY
ND 28 min. Color

This film shows that the Japanese Government is extending economic and technical aid to developing nations, especially in Southeast Asia. The aid programs are all designed to building a prosperous world. The film surveys the economic and technical aid programs of the Japanese Government.

EGFF-no charge

CENTRAL AMERICA-CHANGING SOCIAL PATTERNS
1963 16 min. Color

Shows political and social upheaval in Central America. Contrasts culture patterns of the wealthy few and the poverty-stricken Indian masses. Shows the changes taking place today.

UA-$4.00

CENTRAL AMERICA-THE CROWDED HIGHLANDS
1964 19 min. Color

Tells how Central America people earn their livelihoods and describes economic and social patterns of the highland areas.

UA-$4.00

CHILE
1953 10 min. B.W.

Explains how people make their living and how their lives are related to the place where they live. Major historical, industrial, geographical and scenic highlights of Chile.

SDSU-$2.50 UA-$4.00

CHINA: A PORTRAIT OF THE LAND
1967 17 min. Color

Considers influence of land on China's history and economy. Points out that land reforms function to ease change into collective methods. Notes that training in modern methods of industry is key to Communist goals.

BU-$8.50 UA-$4.00

CHINA AND ITS AGRICULTURE GSC-1260
1969 16 min. Color

Describes communes and their function with respect to China's productivity and life style. Shows China's battle between productivity and population growth.

IU-$7.50

CHINA AND ITS INDUSTRY GSC-1244
1969 16 min. Color

Focuses on Shanghai. Discusses effects of China's first 5-year plan in 1953 on steel and other industries. States that China is self-sufficient in many raw materials needed for industrial expansion, but much present industry is hand industry done in the homes. Discusses Russian support and failure of second 5 year plan and agricultural goals.

IU-$7.50

CHINA AND ITS PEOPLE GSC-1245
1969 17 min. Color

Describes contemporary life in Communist China. Tells how political life relates to community life and work. Introduces idea and topics on industry and agricultur

IU-$7.50

CHINA-CITIES IN TRANSITION
1967 18 min. Color

Contrasts traditional dwellings of the poor with modern housing projects and shopping facilities. Illustrates modern urban China.

UA-$4.00

CHINA:THE INDUSTRIAL REVOLUTION 05202
1967 16 min. Color

Presents problems of Communist China in their industrialization program. Portrays presence and distribution of mineral resources.

CU,UU-$5.75 UM-$5.25 FSU-$6.75 UA-$4.00

CHINA: MODERNIZATION THROUGH HUMAN POWER
1969 15 min. Color

China's continuing efforts to organize the massive labor force to create modern industrial state are shown. The gradual mechanization of the economy, from agriculture to heavy industry and the position of women in China's labor force are examined.

FSU-$6.75 UA-$4.00

CHINA UNDER COMMUNISM
1962 22 min. B.W.

Describes social and economic problems, showing Communist methods of forcing radical changes in traditional ways of life.

UA-$4.00

CHINA'S INDUSTRIAL REVOLUTION 00205
1967 15 min. Color

Shows how communists are trying to change into a modern industrial nation.

CU-$5.75 BU-$8.50 UM-$3.25 UA-$4.00 NIU-$6.25 5030521

CHINA'S VILLAGES IN CHANGE 00206
1967 20 min. Color

Shows 3 villages in south China, north China and Inner Mongolia. Show how communists are trying to modernize age-old farming methods. Shows how state ownership of land conflicts with peasants' desire to own and work their own property.

CU-$5.75 BU-$10.00 UM-$4.25 NIU-$8.15 5030520 UA-$4.00

THE COLLECTIVE FARM NAMED AFTER LENIN SU-1-48
ND 20 min. Color

This film is about the collective farm--millionaire in the Uzbek Soviet Socialist Republic.

EGFF-no charge

COLUMBIA AND VENEZUELA 45852
1961 19 min. B.W.

Shows way of life in Columbia and Venezuela, as represented by a Columbian coffee grower, a Lake Maracaibo oil worker, and a Venezuelan professor. Surveys topographical features of both countries and illustrates current methods of developing and utilizing natural resources. Considers the problems created by the surviving feudal system of land ownership and the efforts that are being made to provide a higher standard of living for all of the people.

UI-$6.05 UA-$4.00

CONTEMPORARY SCANDANAVIA: COMMON PURPOSES;INDIVIDUAL DIFFERENCES
1966 17 min. Color

Cooperation among Norway, Denmark and Sweden-laws, citizenship, trade and commerce, communication services, transportation, prosperity of the economy, attempts to modernize the economy through technology.

UM-$6.75 FSU-$6.75

COOPERATION
ND 50 min.

This film aquaints is with the organizatonal structure and the practical activities of the Council for Economic Mutual Assistance of the Soviet Union.

EGFF-no charge

COOPERATIVE FARMING IN EAST GERMANY 30153
1969 15 min. Color

Portrays life on cooperative farm near Mestlin. Cooperative owns the land and each member is assigned a job-men, women, children. Shows membership meeting where plans and quotas are determined and discussed.

UI-$5.70

CORK FROM PORTUGAL 30185
1969 14 min. Color

Portugal's most important export. Processing of the cork, related to human values, the various cork processes and products, are shown in detail. Packing and shipping the products to all the countries of the world also portrayed.

UI-$5.20

A COUNTRY FOR MY SON
ND 21 min. Color

This film presents the importance of environmental planning in a small and densely populated country like Holland. Only planning on a nation-wide scale can offer a satisfactory solution to the problem of the often conflicting interests of economic development, living conditions, and recreational needs.

EGFF-no charge

CZECHOSLOVAKIA: A SATELLITE STATE
1960 13 min. Color

How the combination of Communist Party control and Soviet domination affect this country. Daily scenes shown, inviting attention to the constant presence of state and party controls.

WSU-$4.40 UA-$4.00

CZECHOSLOVAKIA:ANATOMY OF A SATELLITE 46011
1963 19 min. Color

Examines Czechoslovakia historically, socially, economically, presents Masaryk and Benes and recounts the Communist ascension. Notes the marks of change wrought by the Communists, and the economy of today.

UI-$6.30

THE DANUBE-THE VALLEY AND ITS PEOPLE 01572
1964 14 min. Color

Traces Danube's history. Shows changes in manufacturing and urbanization brought on by Communism.

UU-$5.75 BU-$8.50 UMO-$3.50 UA-$4.00

DIAMOND MINING IN EAST AFRICA 20177
1970 9 min. Color

Examines the environment and operations of an African diamond mine. The procedures inside the plant are shown, always under the close surveillance of

armed guards. Ourside the plant is a modern housing project where the workers live.

UI-$3.60

DOWNSTREAM
ND 27 1/2 min. Color

This film, in full color, shows huge European refineries which convert crude oil into fuel supplying 3/5 of Europe's industrial energy.

EGFF-no charge

EAST AFRICA: ENDS AND BEGINNINGS CS-2175
1970 48 min. B.W.

Investigative report on economic, political and social development in Kenya and Tanzania. Shows how capitalistic system of business and trade is controlled by foreign investors which has led to unemployment and poverty. Shows how Tanzanians are working for socialism and making foreign investors' keep their money in Tanzania.

IU-$11.50

EAST AFRICA--KENYA, TANGANYIKA, UGANDA
1963 21 min. Color

Discusses region's physical features and reveals influence of topography on settlement and economic development. Examines activities, problems and achievements.

UA-$4.00

EAST AFRICA TODAY
1970 26 min. Color

Presents story of economic impact of tourism on Kenya, Tanzania and Uganda. Includes relationship of tourism to conservation, featuring wild game, Murchinson Falls, Treetop Hotel, Masai Village and a native market.

UA-no charge

EASTERN EUROPE: AN INTRODUCTION 05963
1963 14 min. Color

Surveys agriculture, industry, important cities of the area under Communist

rule.

UU-$5.75 SDSU-$2.25
UM-$4.00 UI-$3.75
FSU-$3.25

ECUADOR
1963 16 min. Color

Brings out great contrasts in the cultural and economic life of the people from modern cities to small towns. Explains racial components of the people, Mestizo, Indian, European.

FSU-$6.00
UMO-$5.00
UA-$4.00

EGYPT
ND 10 min. Color

A survey of the life and work of the Egyptian people.

UMO-$3.50

EGYPT TODAY: UNITED ARAB REPUBLIC
ND 17 min. Color

Contrasts new, modern Cairo with villages unchanged in centuries. Shows importance of Nile River and Aswan dam. In spite of modernization, agriculture and transportation remain the same as they were long ago and that the economy is still based on tourism, cotton and Suez Canal fees as main revenue sources.

UMO-$5.00

ELEGANT IDLER
1963 18 min. Color

This film, in full color, shows that palm oil is one of the products of Malaysia and serves as a good source of income to the country and provided employment. The film records how the plant is grown, the fruits processed into oil.

EGFF-no charge

ETHIOPIA ADVANCES
1955 10 min. B.W.

Shows problems of a developing nation. Ethiopia is a rich land but economic and commercial growth have been slow. Ethiopia is now opening its boundaries to

development and progress.

SDSU-$2.00

ETHIOPIA: THE HIDDEN EMPIRE
1970 59 min. Color

In Ethiopia, camel caravans string out along rugged trails. Holy men practice rituals that were old when the Old Testament was new. Proud men on pampered mounts show off riding skills that won the land two thousand years ago. Ethiopia also knows the roar of modern airliners. Paved roads reach out toward long isolated villages. Neon lights brighten city nights that once knew only prowling hyenas.

UI-$16.30
UA-$10.00

FACE OF RED CHINA
1959 59 min. B.W.

Shows China's intense efforts to build up the economy; scenes of the people under the communal system working on farms, in factories, on dams, bridges, housing. Shows effects of the states' propaganda program on the people and on production output.

WSU-$8.10
NIU-$9.90 6230219 UMO-$7.50
FSU-$10.75 UA-$10.00

FACTORIES, MINES, AND WATERWAYS 06266
1949 20 min. B.W.

Scenes of Alsace-Lorraine. Has all natural resources and industry and waterways for production and transportation. Barge-captain, railroads, iron mining, steel making and pottery manufacture included.

UU-$4.50 UM-$4.50
BU-$5.75 UI-$5.80 42771
MSU-$4.50

FAMILY OF FREE CHINA
1962 22 min. Color

Follows activities of Wang Shen, a teen-age Chinese boy who lives on the island of Taiwan, showing the people, their farms, their educational system, cities, industrie and the way of life combining traditional Chinese customs with Occidental ways.

UI-$7.05

FAMILY OF INDIA
1955 14 min. B.W.

Activities of a middle class Hindu family. The head of the family, Ram Das, is the caretaker of a large estate. He shows how his family lives--its work, its shopping, its recreation, and education, and such activities as raising crops, shopping in Benares, and bothing in the Ganges.

UI-$4.05

FINLAND -- A LESSON IN FREEDOM
1965 13 min. Color

Illustrates how Finns have built a modern free nation in a land of limited resources. Emphasized those qualities and values of man that contrubute to the establishment and preservation of a free society.

UA-$4.00

FINNS KNOW THEIR WOOD
ND 27 min. Color

This film, in full color, gives a glimpse of the Finnish paper and wood industry and shows the way of the timber from frosty woods to modern papermills.

EGFF-no charge

FOOD OF SOUTHEAST ASIA
1966 18 min. Color

Southeast Asia is a densely populated, wet, tropical region. The people subsist on a diet of three staple foods; fish, rice, and vegetables. By following the children of three families, we see how the staple foods of Southeastern Asia are produced and reach the consumer.

UI-$6.60

FOUR MEN OF INDIA
1969 31 min. Color

The lives of four men provide an understanding of modern Indian life. The viewer becomes aware of the more obvious problems; overpopulation, poverty, the lingering caste system, language barriers, inadequate transportation, and attempts to industrialize. Human and cultural geography are subtly presented.

UI-$9.45

FRANCE -- NEW HORIZONS
1966 20 min. Color

Describes the diversity of France, different ways the French earn a living and France's world relations.

BU-$10.00
UA-$4.00

FRANKFURT, CROSSROADS OF EUROPE
ND 15 min. Color

Presents this German city as an international center of transportation, trade, industry, finance and culture.

BU-$8.50

FREITAG BIS MONTAG
ND 34 min. Color

A portrait of the daily life of the people of Germany living between the Rhine and the Rhur.

EGFF-no charge

FROM CONGRESS TO CONGRESS SU-?L-40
1971 50 min. B.W.

Depicts the achievements of sciences and industry in the Soviet Union from 1966 to 1970. Embassy of the U.S.S.R.

EGFF-no charge

FROM PORT TO PEOPLE
ND 18 min.

This film tells the story of food distribution in India and shows how food is moved from the ports to the people.

EGFF-no charge

FRUITS AND WINES
ND 14 min. Color

This film, in full color, shows various aspects of the fruit and wine industries in metropolitan Portugal, from the initial steps to the export overseas.

EGFF-no charge

GANGES -- SACRED RIVER
1966 27 min. Color

Shows the Ganges from its Himalayan origins to the Bay of Bengal. Analyses its roles as uniter and provider of India. Emphasized India's dependence upon water.

UI-$7.20
UA-$6.00

GERMANY: PEOPLE OF THE INDUSTRIAL WEST
1956 17 min. B.W.

Shows the people of Germany and their occupations. Emphasized progress, prosperity, and reconstruction accomplishments since WWII.

BU-$4.50 UI-$4.95 34714
FSU-$5.25 (B.W.) $6.00 (color) UA-$4.00
UMO-$3.50

GERMANY TODAY 5931
1960 22 min. Color

Analyzes reasons for and significance of West Germany's resurgence to prosperity and preeminence on the international scene since WWII.

U. CAL.-$15.00

GERMANY'S AGRICULTURE AND INDUSTRY 2-7683
1968 15 min. Color

Shows West Germany's rapid recovery from WWII. Now the most industrialized nation in Europe. Shows mining, transportation, agriculture, leisure activities and factories.

SU-$10.00

GIRLS FROM THE SHOP "MOSCOW"
ND 20 min. B.W.

This film, in black and white, tells about the life and work of shop-girls in the largest Moscow shop.

EGFF-no charge

GREAT BRITAIN 00505
1967 15 min. Color

Diversity of industry in Britain stressed. Geographic areas, role of rail

transportation and growing role of cars discussed.

UU-$10.00
BU-$8.50

GREAT RHINE WAY
1952 20 min. B.W.

Trip from Rotterdam to Basle, Switzerland. Importance of Rhine to the economy of Western Europe. Holland's unique position in international commerce.

UM-$4.25
UA-$4.00

GREECE AFIF 55
ND 18 min. B.W.

Reviews history and culture of Greece and describes post-war recovery, current economic and social life, and position in NATO. Department of Defense.

USG-sale price $32.00

GREECE -- A STORY OF PROGRESS
1966 18 min. Color

Recent developments and changes in Greece today; progress in agricultural programs, transportation, water control, urbanization and industry to achieve economic independence in a highly competitive world.

UM-$6.50
UA-$4.00

GREECE: SO RICH, SO POOR 06874
1966 20 min. Color

Shows what influences the industrial and economic status of the country. Shows modern day economy. Surveys industries and productions typical of each section of the country.

CU-$5.75 WU-$5.75
NU-$5.75 FSU-$7.65

GREEN GOLD - TIMBER
1950 24 min. B.W.

Surveys Sweden's pine lumber industry. Discusses conservation.

NU-$10.00
UU-$10.00
WU-$10.00

GUATEMALA: NATION OF CENTRAL AMERICA
1956 17 min. Color

Reveals the two worlds of Guatemala--one, the village-centered life of the Indian population where work, customs, and other loyalties are liked to ancient traditions; and the other, represented by the people of large plantations, where farming is geared to profit, and the advantages of the modern world prevail. Shows topography, various Indian religious customs, and modern Guatemala City, the nation's capital.

UI-$6.10
UA-$4.00

GUYANA: SOUTH AMERICA'S NEWEST NATION 17373
1969 18 min. Color

Shows what a developing nation needs--internal stabilization, inflow of foreign capital, up-dated farming and transportation methods.

UU-$10.00
IU-$8.50

HAITI 06923
1957 30 min. B.W.

Shows trade links between Haiti and Canada. Shows modernization of Haitian economy and increase in agricultural exports.

WU-$5.75

HANDS OF SKILL
1970 18 min. Color

This film, in full color, depicts the hands of Koreans at work. The nimble fingers and deft hands create and produce new merchandise, build houses and highways, erect dams and industrial plants, while others give delicate finish to objects of art.

EGFF-no charge

HIMALAYA - LIFE ON THE ROOF OF THE WORLD
1957 22 min. Color

Surveys Himalayan civilization as tempered by influences from Tibet, India and Persia. Treats history, geography, climate, economy and religion.

UA-$4.00

HIMALAYAN AWAKENING
1957 40 min. Color

Explores Nepal's cultural, social and political background, and her 20th century economic progress and planned development with Indian and American Aid.

EGFF-no charge

HOCHRHEIN, DER
ND 24 min. Color

This film, in full color, shows the upper reaches of the Rhine River, its beauty, history, and economy. The narration is in English.

EGFF-no charge

HOLLAND TERRA FERTILIS
ND 10 min. Color

This film, in full color without narration, is a mercurial, unconventionally made film introducing Dutch agricultural and horticultural products to the world's consumers. The light-hearted and often humorous way in which the various delicacies are served up ensures even the non-participant viewer's enjoyment of the feast.

EGFF-no charge

HONG KONG: FREE PORT
1961 21 min. Color

Hong Kong's strategic location and position in world trade and politics; living conditions and large labor pool shown. Shows American position in Hong Kong.

WSU-$5.20
UMO-$7.50
UI-$6.65 56217

HUNGARY AND COMMUNISM -- EASTERN EUROPE IN CHANGE 00583
1965 17 min. Color

Shows remembrances of pre-Communist days with today involving culture, economy and industrial changes.

CU-$5.75 BU-$4.50
WSU-$4.60 UA-$4.00

HUNGARY AND ITS PEOPLE
ND 16 min. Color

Depicts Hungary's geography and discusses effects of Communism on the people. Explores Budapest and a small village on the Danube where enterprises are coopera-

tively planned and owned.

UA-$4.00

HUNGARY - DEPENDENCE ON AGRICULTURE
ND 17 min. Color

Shows importance of agriculture of Hungary's economy. Shows industrial development is helping improve living conditions and projects the economic development in the years ahead.

UA-$4.00

HUNGARY TODAY
1960 27 min. B.W.

Examines current economic, political and social situations of Hungary. Shows people in many walks of life. How government feels it necessary to lock its people in.

FSU-$5.70

ICELAND AFIF 65
ND 23 min. B.W.

Study of Iceland, covering historical background, current social, economic and political status and strategic significance in western defense plans. Department of Defense.

USG-sale price $40.50

IMPETUS TO INDUSTRY
ND 12 min.

This film shows some of the progress that is being made in India. It shows the steps that are being taken to industrialize the State of Bihar.

EGFF-no charge

INDIA: A BETTER TOMORROW
1968 16 min. Color

A comprehensive study of old and new India. Surrounded by sea and mountains, India's geographical position has isolated her for centuries. In today's shrinking world India strives to overcome a heritage of rigid social castes to

industrialize farming, build factories and educate her children.

UI-$5.75
UA-$4.00

INDIA - NATION ON THE MOVE 2721
ND 19 min. Color

Shows modern India, struggle to modernize. Traces agriculture and industrial growt and the growth of commerce and change in culture.

AIMS-$25.00 sale price $210.00

INDIAN PANORAMA
ND 10 min. Color

This film, in full color, depicts an all India exhibition in 1958, showing India's progress in industry, agriculture, and the advances in science and technology.

EGFF-no charge

INDUSTRIAL CANADA
1958 18 min. B.W.

Growing cities, huge factories and modern highway systems reveal Canada's dramatic change over the last 50 years from agricultural country to a major industrial nation.

BU-$5.75
FSU-$3.75

INDUSTRIAL DEVELOPMENT OF FREE CHINA
1967 25 min.

This film shows how Taiwan, the province of the Republic of China, has moved rapidly since 1949 in its economic and social progress. It introduces achievements in industrial fields and in a better life on the beautiful island.

EGFF-no charge

INDUSTRIAL REGION IN SWEDEN
1969 18 min. Color

Documents the possibility of industrialization without environmental pollution, as it has been accomplished in a resource-rich region of Sweden. Shows the way of life of a family living in a small industrial town; suggests industry need not necessarily interfere with an acceptable way of life.

UI-$6.10

INDUSTRY AND COMMERCE (MEXICO)
ND 11 min. B.W.

Mexican industry and transportation; manufactured goods and their market; exports of raw materials and their domestic use.

UM-$2.25

INDUSTRY IN AFRICA 1-8889
1970 12 min. Color

In Africa there is a pattern of industrial growth which developes interdependence among various jobs and products; and expands the economy. Africans now porduce many good which were formerly imported. As jobs created, higher standard of living occurs. Materials and labor needed for products in the higher living standard become major factors to further economic growth.

SU-$8.00

INTO THE WIND'S EYE
ND 10 min. Color

This film, in full color, features the wind, which has for centuries been harnessed for many different purposes.

EGFF-no charge

INTRODUCING BELGIUM
1955 22 min. B.W.

Describes the geography, economy and history of Belgium. Discusses the occupations, and social customs of the people. Explains the role of Belgium in the North Atlantic Treaty Organization.

EGFF-no charge

INTRODUCING CANADA
1956 22 min. B.W.

Describes the country and people of Canada. Historical development, geographical features, economic life, occupations and social customs are shown.

EGFF-no charge

INTRODUCING DENMARK
1955 20 min. B.W.

Shows the land and its use, the people, industries, schools and recreation. Emphasizes interdependence of NATO countries.

EGFF-no charge

INTRODUCING FRANCE
1955 20 min. B.W.

Presents contemporary France-her colinies, great ports, cultural traditions and leadership as a center of learning.

EGFF-no charge

INTRODUCING GERMANY
1957 23 min. B.W.

Shows the West German Republic as a nation rebuilding economically and hopeful for peace.

EGFF-no charge

INTRODUCING GREECE
1955 16 min. B.W.

Describes Greece and its people. Includes geography, history, achievements, economic life, occupations and social customs.

EGFF-no charge

INTRODUCING ICELAND
1956 18 min. B.W.

Shows character of the land, the people, schools, and social customs.

EGFF-no charge

INTRODUCING ITALY
1956 21 min. B.W.

Describes the country, the people of Italy, goegraphy, history, achievements, economic life, occupations, and social customs.

EGFF-no charge

INTRODUCING LUXEMBOURG
1955 22 min. B.W.

Shows Luxembourg--the major cities, terrain, people and industry.

EGFF-no charge

INTRODUCING THE NETHERLANDS
1955 22 min. B.W.

Shows the major cities, terrain, people and industries of the Netherlands, one

of the North Atlantic Treaty members.

EGFF-no charge

INTRODUCING NORWAY
1955 19 min. B.W.

Shows life in Arctic towns-includes the importance of the sea, forests, and power from the rivers.

EGFF-no charge

INTRODUCING PORTUGAL
1956 18 min. B.W.

Shows location, character of the land, man's use of the land, industries, cities and fishing villages of Portugal.

EGFF-no charge

INTRODUCING TURKEY
1956 21 min. B.W.

Shows modern Turkey and older areas of this country. Indicates that modern machinery is replacing old methods.

EGFF-no charge

INTRODUCING THE UNITED KINGDOM
1955 22 min. B.W.

Describes the countries and people of the United Kingdom. Includes the geography, history and achievements, economic life, occupations and social customs.

EGFF-no charge

INTRODUCTION TO DENMARK 2-7219
ND 5 min. Color

Presents the basic characteristics and major occupations of the people of a complex modern welfare state. Shows food production, shipyards, recreation, factory mass production and culture.

SU-$7.50

IRAN: THE STRUGGLE TO INDUSTRIALIZE 01680
1967 17 min. Color

Notes ties Iran has with Western world and portrays impact of oil revenues on

the economy. Shows diffuculties of making a living in the harsh habitat of Iran.

WU-$5.75

IRELAND-A NEW LOOK AT THE EMERALD ISLE
1964 17 min. Color

Discusses how the Republic of Ireland, an agricultural nation is working hard to industrialize and build a diversified economy.

UA-$4.00

ISRAEL: MIDDLE EAST NEIGHBOR 07601
1962 16 min. Color

Depicts contemporary Israel. Portrays geographical nature, reclamation of land, industrialization of the economy and raise in the standard of living.

UU-$5.75 WSU-$4.80 UMO-$5.00 UA-$4.00 UI-$5.55 30056

ISRAEL TODAY
1965 23 min. Color

Traces technical progress of the Israelis-Jews, Arabs, Christains and Druses, since Israel's formation. Concentrates on industrial development, religious shrines, history and physical appearance.

UA-$6.00

IT HAPPENED IN POLAND
1969 26 min.

This film presents a Polish travelog, giving a report on contemporary Poland with flashbacks to the Polish history, both ancient and recent. It includes Polish life, culture, economy and traditions and customs.

EGFF-no charge

ITALY: PROGRESS AMIDST THE PAST 07610
1967 20 min. Color

Outlines differences between industrial North and agricultural south of Italy. Explains efforts of people to raise their standard of living and the importance to the economy of the growing tourist trade.

CU,UU,WU-$10.00 BU-$10.00 FSU-$7.90 UA-$4.00

ITALY'S BOOMING NORTH BS-603
ND 26 min. B.W.

Industrial boom in Italy, centered in Milan. It's effect on life in Italy.

ASF-$10.00 sale price-$150.00

JACKPOT IN LIBYA BS-945
ND 26 min. B.W.

What has happened to this poorest of the Arab countries since oil was discovered there.

ASF-$10.00 sale price-$150.00

JAMAICA NOW NUMBER ONE
ND 20 min. B.W.

This film presents a visit to Jamaica and shows the progress being made there in industrial development and living conditions.

EGFF-no charge

JAPAN-A NATION OF GROWING CITIES
1967 17 min. Color

Shows impact of modern Japanese city on the changing way of life of its inhabitants and discusses how old and new customs have blended.

UA-$4.00

JAPAN-A PROFILE OF THE NATION TODAY
ND 29 min. Color

This film presents Japan in the mid-sixties. It shows such facets of contemporary Japan as mechanized farming, world leadership in shipbuilding, monorail and the new Tokaido Railroad, as well as beautiful views of the traditional Japan as exemplified by the charm of Nara and Kyoto.

EGFF-no charge

JAPAN: AN INTRODUCTION 30057
1968 17 min. Color

Japan has few natural resources. Maximum use is made of those available. Industry started in Japan with small home factories and handcrafted products. Today, Japan's modern industries include shipbuilding, manufacture of home appliances, chemicals, automobiles, and electronic and scientific equipment.

UI-$5.45

JAPAN: EAST IS WEST 5070132
1962 22 min. Color

Edwin Newman comments on the social, cultural, and economic changes now taking place in Japan. Points out impact of western ways on Japanese culture. Shows how East and West have met and merged with great rapidity and complexity.

NIU-$8.50 FSU-$8.25

JAPAN:MIRACLE IN ASIA 01689
1963 30 min. Color

Documents Japan's Industrial Revolution from close of WWII to the present- as a result of becoming a democracy and developing world trade. Shows extreme modernization of industry and adoption of western ways.

CU,UU-$13.00 BU-$12.50 UM-$9.25 FSU-$11.70 UA-$6.00
NIU-$10.20 7030429 UI-$8.95 56945

JAPAN-60,000,000 MOUTHS TO FEED
ND 12 min. B.W.

Discusses rice, tea, fishing and salt industries in Japan and the difficulties involved in feeding her people.

BU-$3.50

JOURNEY TO UNDERSTANDING RW-102
ND 27 min. B.W.

Hugh Downs takes us on a tour of UNRWA schools and vocational training centers in the Middle East where refugee children learn to read and write and learn useful trades.

ASF-$5.00

THE KIBBUTZ
1966 22 min. Color

Depicts life in a kibbutz-a collective agricultural community which contributes to the growth of Israel yet pursues a utopian kind of socialism-a return to nature and a rejection of industrialized society. How work is shared, how they live together, educate and govern themselves. Does not judge, only explains kibbutzim.

UM-$7.50 IU-$8.50

LAND BELOW THE SEA
1957 34 min. Color

Shows how the proud and progressive people of Holland have built a rich land of

canals, bridges and modern industry.

UA-$8.00

LATIN AMERICA AF1F 113
ND 20 min. B.W.

Describes geographical, economic and political factors that influence lives of people in Latin America. Explains role of U.S. in the development of these nations and the communist approach to Latin America. Dept. of Defense.

USG-sale price $35.25

LEISURE TIME-USSR
1968 12 min. Color

Examines how Russian workers spend their increasing leisure time and how this affects the nature of Soviet society.

UA-$4.00

LIGHT ENGINEERING INDUSTRIES IN INDIA
ND 15 min. B.W.

This film depicts the achievements of light engineering industries in India. Not available in Canada.

EGFF-no charge

LIVING WITH STEEL
ND 30 min.

This film tells the story of Jamshedpur, the Pittsburgh of India. It is the story of a steel city and the people who are working to make India an industrial nation.

EGFF-no charge

LONDON-THE CITY AND THE PEOPLE
1965 13 min. B.W.

London is Europe's largest city. Explores city as a center of government, commerce, culture, banking, and transportation. London emerges as a city whose people play an important role in world trade and manufacturing.

SDSU-$2.50 UI-$4.15 36283

THE LOW COUNTRIES:VERY MUCH ALIVE 01743
1967 18 min. Color

Shows economic rebirth of Benelux countries after WWII and their economic inportance today that is all out of proportion to their size.

CU,WU-$5.75 WSU-$6.40 BU-$10.00 FSU-$7.25 UA-$4.00

MALAYSIA, LAND OF TIN AND RUBBER
1957 14 min. B.W.

Survey of life in rain forests, production of Latex on rubber plantations, mining and processing of tin (both for export) and the port of Singapore-one of the world's most important crossroads of shipping lanes.

FSU-$3.15 UI-$3.95 34712

MAN CHANGES THE NILE 30159
1969 13 min. Color

The ancient pattern of the Nile Valley's agricultural economy, governed by the annual flooding resulting from the Nile's lacustrine sources, is being changed. The Aswan Dam has altered the Nile and irrigation takes on a new importance; land is leveled for new fields, new canals are dredged, and old ones deepened.

UI-$5.00

MEET COMRADE STUDENT 08395 PARTS I AND II
1962 I-23 min. II-23 min. B.W.

Presents study of Soviet primary, secondary and trade school education systems. Examines cultural activities; physical fitness and political indoctrination.

CU,NU,UU-$5.75 each BU-$15.60 set MSU-$9.15 set FSU-$10.50 set
UI-$14.05 set 56235 NIU-$9.25 set 6030238 UA-$10.00 set

MEXICO AT WORK
1960 17 min. Color

Shows fishing in the Gulf of Mexico, oil wells in Vera Cruz, sugar cane industry, corn and rice raising.

UA-$4.00

MEXICO CITY-PATTERN FOR PROGRESS
1959 17 min. Color

Shows various aspects of Mexico City as seen through the eyes of a middle class family, a university student and a civil engineer.

UA-$4.00

MIDDLE EAST:CROSSROADS OF THREE CONTINENTS 08467
1955 14 min. Color

Shows significance of crossroad position in trade. Focuses on lack of water and abundance of oil-thus showing their importance in the world today and how they have industrialized and modernized because of it.

UU,CU-$5.75 FSU-$5.00 color MSU-UM-$2.75 B.W. $4.50 Color
UI-$4.10 34465 UA-$4.00

MIDDLE EAST:POWDERKEG ON THE RIM OF THE COMMUNIST WORLD
ND 25 min. B.W.

Backround material on Egypt and the Middle East with emphasis on social and economic conditions.

MSU-UM-$5.00

MODERN FRANCE:THE LAND AND THE PEOPLE
1965 13½ min. Color

Shows all sections of modern France. We see balance between agriculture and industry that has made France a leader in the European community of nations.

UMO-$5.00 SDSU-$2.25 UI-$5.05 33135 UA-$4.00

MOUTHS FOR MAMMOTHS
ND 30 min. Color

Depicts how a well protected channel is being dug in the open sea to make the port of Rotterdam accessible to ships of several hundred tons.

EGFF-no charge

MY OWN, MY NATIVE LAND 1219
ND 14 min. Color

This film features a young Bantu, who tells the story of the hopes and potential of the Transkei, traditional homeland of more than three million Xhosas. He tells how his new nation is working hard to improve education, industry, health services, and to develop the great wealth of raw materials available to them. Available only to adult groups.

ASF-no charge

NAMED AFTER LENIN RT-3a-1
ND 20 min. Color

This film features one of the most interesting cities in Europe, Leningrad, the second largest city in the Soviet Union. Narration is in Russian.

EGFF-no charge

NATURAL RESOURCES OF SOUTHEAST ASIA 30071
1967 17 min. Color

The natural resources of Southeast Asia are important to the industrialized nations of the world, and are becoming useful to the developing industries of Southeast Asia. The resources, tin ore, iron ore, timber, rubber, gravel, water, oil and fish. Various methods of mining, the use of elephants in the forests, the collecting and processing of rubber, the methods of agriculture, cattle raising, and fishing are all shown and explained.

UI-$6.10

NETHERLANDS:BLUEPRINT FOR AN URBAN SOCIETY NSC193
1971 16 min. Color

Illustrates technical progress which is urbanizing the Netherlands. Looks at land reclamation(from the sea), mechanized farming, housing projects and expanding industry. It is a blueprint for developing nations that face similar radical changes. Presents problems of economic growth(crowding and pollution) and shows the need for social planning.

UU-$7.00

NEW FACE OF SAUDI ARABIA
ND 20 min. Color

This film shows the visible and dramatic changes that have come to pass in Saudi Arabia as a result of the production of oil.

EGFF-no charge

NEW HORIZONS
ND 10 min.

This film presents Egypt of the twentieth century, including the cities of Cairo and Alexandria and the Suez Canal. It includes a quick view of the results of the industrial revolution that is transforming Egypt. Available in Canada.

EGFF-no charge

NEW ZEALAND-NATION OF CONTRASTS
1959 11 min. Color

Discusses beauty and economy of New Zealand. Shows sheep grazing and lumber industries.

UA-$4.00

NORTH AFRICA AF1F0095
ND 20 min. B.W.

Covers geography, history and present day political and economic problems of Morocco, Algeria, Tunisia and Libya. Shows U.S. role in this area.

USG-$42.50 sale price

OIL IN LIBYA OSC111
1969 15 min. Color

Shows desolate desert country and the oildrilling sites. Shows pipelines and terminal ports. Shows Tripoli-its market, business district, modern offices.

UU-$5.75 UI-$5.85 30164

THE ORIENT-PEOPLES OF ASIAN LANDS
1964 17 min. Color

Discusses physical and cultural features of Asian lands. Contrasts agricultural Philippines with industrial Japan. Pictures trading city of Hong Kong.

UA-$4.00

OUR ACHIEVEMENT
1965 28 min.

This film surveys development in Malaysia and covers in some detail the progress made in housing, education, employment, industrial development, technical training, power supply, public utilities, communications, financial institutions. Social and health services and other aspects of a young, modern and progressive nation.

EGFF-no charge

PANAMA AF1F60
ND 19 min. B.W.

Explains historical backround and current social, economic and military status of Panama. Illustrates significance of Panama to welfare of U.S. Armed Forces in the Canal Zone.

USG-sale price $33.75

PANAMA CANAL 30075
1962 17 min. Color

In 1903 the U.S. signed a treaty with the New Republic of Panama granting the U.S. forever, full sovereign rights, to a strip of land ten miles wide and extending across the Isthmus. Each year more than sity million tons of cargo

passes through the Panama Canal, on vessels flying the flags of more than 38 nations.

UI-$5.95

PANAMA CANAL: GATEWAY TO THE WORLD
1961 13 min. Color

History of canal, its economic importance and the operation of the locks.

MSU-UM-$4.50 UI-$4.55 35706 (B.W.) UA-$4.00

PEOPLE AND PETROLEUM 09189
1959 27 min. B.W.

Traces history of oil, industry in Venezuela and its impact on every phase of the lives of the people-social, economic and cultural. Shows **Venezuela**'s drive to industrialize with the profits received from oil.

CU,UU,WU-$5.75

PEOPLE UNDER COMMUNISM TODAY-RUMANIA AND CZECHOSLOVAKIA
1965 37 min. B.W.

Post-Krushchev examination. Depicts contrasting moods in the 2 countries, showing the reduced Soviet influence in Rumania but lack of pre-1940 joy of freedom in Czechosolvakia.

UA-$8.00

PIPELINE TO JAPAN
1970 25 min. Color

This film documents the transportation of liquidified natural gas from Cook Inlet, Alaska. 4,000 miles across the Pacific to Tokyo Bay, Japan. The unparalleled beauty of Alaska, forms the backdrop for this film. Available in Canada.

EGFF-no charge

POLAND-COMMUNISM'S NEW LOOK
1965 60 min. B.W.

Study of economic, social and political changes in Poland since WWII and the effect on attitudes and aspirations of Polish youth, of these changes.

FSU-$10.50

POLAND-THE FACTORY AND THE FARM
ND 19 min. Color

Shows the industrial development of Poland since WWII. Explains why Poland's industry has been nationalized whereas agriculture has remained in private control.

UA-$4.00

POOL OF KNOWLEDGE
ND 7 min.

This film shows the National Register unit of the Council of Scientific and Industrial Research in India which maintains a record of the technical and scientific manpower in the country. It shows how the unit can suggest the right man for the right job. Not available in Canada.

EGFF-no charge

PORTRAIT OF A CITY
ND 21 min.

This film shows the activities of a typical large city in India with its factories, newspaper, race course and other things of interest.

EGFF-no charge

PORTS OF INDUSTRIAL SCANDANAVIA (SWEDEN'S EAST COAST)
ND 21 min. B.W.

Follows an ice-breaker to show the importance of hydroelectric power, iron, lumber and farming in Swedish life, industry and trade.

BU-$5.75 UM-$4.25

PORTUGAL 50051
1965 30 min. Color

The paradox of a country rich in the tradition of the exploration of new frontiers which remains tied to the ways of yesterday. The ox-carts, windmills and hand cultivation of vineyards and cork tree forest blend only slightly with modern big city life.

UI-$9.60

PORTUGAL, LAND OF WINE
ND 20 min. Color

This film relates to wine making. It shows various steps of this industry in the different wine regions of Portugal and Madiera Island.

EGFF-no charge

PORTUGUESE COFFEE
ND 17 min. Color

This film shows the various steps which go into making coffee in Angola, from planting to overseas export.

EGFF-no charge

PRINCE OF PALMS
ND 13 min.

This film shows one of the important portions of the Malaysian economy-the coconut, palms, and copra industry.

EGFF- no charge

A PROBLEM OF POWER CSC-2166
1970 45 min. Color

Analyzes social and economic problems of Columbia (representative of all Latin American Countries) and poses alternatives. Shows bad working conditions of urban and rural poor, pointing out the need for reorientation in religious, economi and political structures.

IU-$11.50

PROFILE CANADA GSC-1240
1965 30 min. Color

Examines Canada's industries, cities and people. Shows developed and undeveloped resources. Outlines vast transportation network of Canada.

IU-$5.00

PUERTO RICO AND THE VIRGIN ISLANDS 26306
1964 11 min. B.W.

Surveys the strategic insular U.S. Caribbean territories geographically, historically and culturally. Shows the agriculture and the growing industry of the islands, and stresses the economic program by which the Commonwealth of Puerto Rico has attained the highest standards of living in Latin America.

UI-$3.30 UA-$2.00

PUNJABI VILLAGE
1967 33 min. B.W.

Portrays a day in the life of people in a Punjabi village in West Pakistan. Shows all aspects of life and culture.

UA-$6.00

RED CHINA DIARY WITH MORLEY SAFER
ND 54 min. B.W.

First-hand look at "Cultural Revolution" and "Maoism". Shows 5 Chinese cities. Interviews with students, factory workers, members of the Red Guard. Shows inculcation of "Maoism" from crib through classrooms, factories and farms.

UM-$10.00 UMO-$11.00 NIU-$15.75 color 7030620

RED CHINA-PEKING AND THE COMMUNE
1968 22 min. Color

Portrays daily life in Peking and its surrounding countryside.

UA-$4.00

REGIONAL SEMINAR ON DEVELOPMENT
1968 10 min.

This film gives account of the seminar on economic development of Malaysia which was held there in 1968. This seminar was attended by delegates from Thailand, Indonesia, Malaysia and South Vietnam. The main topic of their discussion was how to get the greater part of the population sufficiently interested in development.

EGFF-no charge

REPORT FROM CUBA
1967 57 min. Color

Concentrates on economic and social developments evolving in Cuba. Show how these changes affect different social classes in various ways.

UA-$12.00

THE RHINE 09788
1958 12 min. Color

Shows geography of Rhine and illustrates the nature and movement of the traffic using this busy international waterway.

UU-$5.75

RIVER RHINE 01318
1968 22 min. Color

Examines geography of Rhine and nature of its river traffic. Shows operations at Europort and the construction of the Grand d'Alsace.

UU-$5.75

ROOTS OF HAPPINESS 53637
1953 25 min. B.W.

Shows life in Puerto Rico by investigating the interrelationships in a family situation. Although the economic means determines the level at which the family can live, it does not control the feelings and actions among the members. The child learns by imitation of adult behavior.

UI-$6.60

RUSSIAN LIFE TODAY:INSIDE THE SOVIET UNION 01846
1965 19 min. Color

Shows a state and society inder rigid government control. Shows average people and what its like to live under communism.

CU,UU-$5.75 WSU-$6.60 BU-$10.00 UM-$7.00 FSU-$7.25 UMO-$5.00
UA-$4.00

SABAH
1964 27 min. Color

This film traces the history of Sabah (formerly North Borneo) since the late 19th century, including her economy and recent developments. It shows the many different peoples of Sabah at work and at play in all their colorful variety.

EGFF-no charge

SAHARA PARTS I AND II 56828
1970 50 min. Color

The inhospitable, shifting landscape of the Sahara provides a setting the camel caravans which cross the desert in the salt trade. Follows a small caravan on its 4 week, 1,000 mile journey, through extreme temperatures and sandstorms.

UI-$14.45

SCANDANAVIA:THE REWARDS OF EXCELLENCE 09955
1967 18 min. Color

Compares Scandanavian countries geographically, culturally and economically. Shows lack of resources and their turning to production of small precision items and quality items in order to get high prices for their exports in world markets and thus survive.

CU,WU-$5.75 WSU-$6.40 BU-$8.50 UA-$4.00

SEACOAST VILLAGES OF JAPAN
1962 19 min. Color

Pictures life in a small fishing village, an important part of the Japanese

economy.

UA-$4.00

SENIOR CITIZENS SO-2-62
ND 30 min. Color

This film deals with labor conditions, recreational facilities and benefits for Soviet citizens.

EGFF-no charge

SEOUL
1970 18 min. Color

This film features the capital city of Korea, a teeming city of more than 5 million people. Seoul is rich in history and cultural treasures, a bustling center of industry and commerce, with many tourist attractions including ancient royal palaces, museums, and shops full of exquisite merchandise. Available in Canada.

EGFF-no charge

SERVICE STATION
ND 19 min. Color

This film takes us on a tour of the "Lisnave Shipyards" of Portugal, where we are shown all the aspects of a shipyard in Portugal.

EGFF-no charge

SIBERIA-A DAY IN IRKUTSK
1967 54 min. Color

Portrays life in the Siberian city of Irkutsk and the surrounding area after almost 50 years of Communist domination.

EGFF-no charge

SINGAPORE-MALAYA-NEW STATES IN SOUTHEAST ASIA NS4627
1964 17 min. Color

Discusses the importance of Singapore as a seaway and a port of Malasia, the center of trade and commerce between the western world and the orient. Explains that Malaya ships its products through Singapore.

ISU-$6.10

SO THAT MEN ARE FREE 56371
1963 27 min. B.W.

Presents the story of the Vicos Experiment, in which Dr. Allan R. Holmberg. a

Cornell University anthropologist, bought a 30,000 acre Peruvian hacienda in 1952, and proceeded to upgrade the 300 Indian families attached to the land in the manner of 16th century serfs into 20th century free men capable of making their own decisions and running their own affairs.

UI-$7.65

SOLNISCHKO ED-2a-7
ND 20 min. Color

This film is about the children's town on the bank of the Gulf of Finland in the Leningrad Region.

EGFF-no charge

SOUTH AFRICA 15165
1967 27 min. Color

Shows South Africa's industrialization and its key trading position at the junction of the Atlantic and Indian Oceans.

CU-$7.50

SOUTH AMERICA 1FF
ND 27 min Color

Countries of South America are shown as they attempt to establish order and sound economic against a backround of medieval folkways. Shows influence of the Church, the middle class and growing industrialization.

FSU-$9.50

SOUTH WEST AFRICA: THE CHALLENGE 1218
ND 22½ min. Color

Shows one nation (South Africa) reaching out to help another (South West Africa) lending people and materials to create transportation, launch industry, tap natural resources-aiding South West Africa in meeting the demands of the modern world.

ASF-no charge

SOUTHEAST ASIA STORY-THE LAND
1964 15 min. Color

Describes the topography, climate, cities and industries and discusses the resasons for this area's importance-its natural resources, its strategic location and its nearness to Red China.

UA-$4.00

SOUTHERN ASIA-PROBLEMS IN TRANSITION
1967 16 min. Color

Shows how the culture of Asia differs from the Western world. Explores traditions, attitudes and conditions which affect modernization and reveals the complex problems of the area.

UA-$4.00

THE SOVIET CHALLENGE-THE INDUSTRIAL REVOLUTION IN RUSSIA
1962 26 min. B.W.

Reports on 2 phases of Russian industrial revolution-development of heavy industry and collectivization of farmland. Considers how industrial "plans" affect all phases of Russian life and examines Soviet challenge to the free world.

UA-$6.00 BU-$6.50 UM,MSU-$5.00

SPAIN AND PORTUGAL: ON THE THRESHHOLD OF SUCCESS
1966 19 min. Color

Examines why Spain and Portugal dropped from a place of power in the world-failed to become involved in the industrial revolution until recent times. Demonstrates how economic activities are adjusted to natural conditions there and how their human and natural resources can be more fully developed.

FSU-$7.50 UA-$4.00

THE STORY OF FINNISH MILK
ND 10 min. Color

This film is largely a story of the production and uses of milk by the Finns, and is an advertising film for Valio, a dairy cooperative. It presents some excellent scenes of the Finnish people and the countryside of Finland.

EGFF-no charge

SUCCESS AND THE SEWING MACHINE
ND 30 min. B.W.

This film features the sewing machine, an instrument common in American homes, as a symbol of salvation for a refugee family in India. It shows the family a new way of life as a small-scale manufacturer, a vital part of India's economy. Not available in Canada.

EGFF-no charge

SUEZ CANAL
1956 18 min. B.W.

Historical backround, construction and significance of the canal. Current operations documented. Shows its importance to world trade.

WSU-$3.10 MSU-$3.50 UA-$2.00

SWEDEN 01068
1965 22 min. B.W.

The life of Sweden as a socialist state or economy. Shows how all aspects of life are involved with government programs-from the cradle to the grave.

WU-$4.50 FSU-$5.25

SWEDEN:TROUBLE IN PARADISE I,II BS-948, BS-949
ND 26 min. each B.W.

Shows socialism in action in the most advanced social state and some advanced social problems encountered there.

ASF-$10.00 each

SWITZERLAND-A STORY OF ACCOMPLISHMENT
ND 19 min. Color

Concentrates on Switzerland's Post-War development, her contributions to world peace and her production of quality items for the world market.

UA-$4.00

TAIWAN
1969 25 min.

This film introduces achievements in industrial fields and in a better life on the beautiful island of Taiwan. Distribution is restricted to Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

EGFF-no charge

TANZANIA:PROGRESS THROUGH SELF-RELIANCE
1969 22 min. Color

Emphasizing the potential strength of people working together for the benefit of their country it highlights 3 areas which are centers for agricultural and industri innovation. Shows a cooperative society at work; the economic problems characteristic of developing nations.

UM-$7.50

TE AWORE
ND 54 min. Color

This film, in full color, features the Netherlands Antilles, consisting of three big islands (Aruba, Bonaire and Curacao) and three small ones (St. Martin, St. Eustatius and Saba). These islands are an important junction of sea and air routes, an important trade centre and an ideal place to spend a holiday.

EGFF-no charge

THAILAND, LAND OF RICE 10741
1957 14 min. Color

Presents overview of Thailand from city of Bangkok to the agricultural area. Shows farming techniques, the floating markets and the busy Bangkok harbor.

CU-$5.75 BU-$4.50
UU-$5.75 UI-$3.95 (B.W.) 34711
WU-$5.75 UA-$4.00

THAILAND -- WHERE MEN ARE FREE AFIF 162
ND 20 min. B.W.

Traces modern history, treaty agreement, economic problems and geographic areas of Thailand. Shows how Thailand and U.S. are working together toward growth and freedom in Thailand. Department of Defense.

USG-sale price $35.25

THREE CUBANS, I, II, THE EXILE, THE REVOLUTIONARY, THE WORKER
1969 28 min. Color

Describes a middle class exile, who is seen but not heard, a manager of a cigarette company and staunch castro-supporter, and a typical Cuban worker. Shows Cuban life today.

UA-$6.00 (each)

THREE WISE MEN OF THE WORLD
ND 14 min. Color

This film, in full color, presents a review of South Africa's peoples and cultures. It presents the complex social and economic structure, with emphasis on the variety. It shows South Africa, from deserts to lush tropical vegetation, from traffic cops to baobab trees. It stresses the dangers of forming too hasty judgment on insufficient evidence in the manner of an Aesop fable.

EGFF-no charge

TIDE ON THE TURN
1964 15 min. Color

This film, in full color, is one of the "Look at Life" series, highlighting industrial development in Irish cities and towns.

EGFF-no charge

TIN FROM MALAYA
1957 20 min. B.W.

Depicts the tin mining industry of Malaya, centered in the Kinta Valley in Perak. Shows methods of mining and shows the way of life in the mines. Embassy of Malaysi

EGFF-no charge

TOKYO INDUSTRIAL WORKER
1969 17 min. Color

Visit to O-ga family in a society that is in transition--old customs still being used but in a combination with new, western ones. Shows traffic problems, schools, markets and television.

UM-$6.50
UI-$6.40 30172

TRADE AND INDUSTRY - GREAT BRITAIN 11068
ND 21 min. B.W.

Shows London - port, financial headquarters and governmental seat. Locates British industries and transportation facilities. Presents a British family and their daily lives.

USC-$3.50

TRIESTE TO LAMEDUSA 1288B
ND 15 min. B.W.

A New Triestean fishing fleet sails to the Italian island of Lamedusa for fishing. Provides employment for Triesteans and Lamedusans and foods for the people of Europe.

USC-$1.50

TRITOWN
1968 20 min.

This film pertains to the everyday life to historical Gdansk, the youngest of the

Polish ports Gdynia, and to the Polish Riviera city of Sopot. Gdynia and Gdansk, two of the biggest Polish ports, from with nearby Sopot a unique urban complex, three cities in one.

EGFF-no charge

TURKEY: A NATION IN TRANSITION
ND 27 min. Color

Turkey as typical of many nations struggling for acceptance in the world of the 20th century - its recent economic and social progress.

MSU-$8.50
UM-$8.50
FSU-$9.75

TURKEY: A STRATEGIC LAND AND ITS PEOPLE
1959 10 min. B.W.

Outlines the physical and economic geography of Turkey, emphasizing its strategic importance astride Russia's route to and from the Black Sea.

BU-$3.50 SDSU-$2.00
FSU-$3.75 UI-$3.30 25267
UMO-$3.50

TURKEY: EMERGENCE OF A MODERN NATION 5030394
1963 17 min. Color

Portrays Turkey's history and shows remarkable changes now taking place. Shows strategic importance of Turkey in the area of world affairs and trade. Shows Turkey's recent struggle to modernize.

NIU-$6.25
UI-$6.10 36071
UA-$4.00

TURKEY: MODERN REFORMS 01908
1967 16 min. Color

Points out strategic location. Describes the economic development and modernization and the problems Turkey has today.

WU-$5.75
FSU-$6.00

U.S.S.R.: CITY ON THE VOLGA
1968 24 min. Color

Depicts city of Yaroslavl on the Volga, and its people. Shows how important the river is to their life and how the old life has been replaced by a modern industrial complex of truck and auto plants, shipyards and textile mills.

BU-$18.50
NIU-$8.50 7070171
UA-$6.00

THE UNITED KINGDOM: CROWDED ISLANDS 11072
1966 19 min. Color

Surveys Britain's accomplishments. Emphasizes importance of U.K. as an industrial and commercial area by necessity of size. Shows many British industries and discusses London as a world financial center.

CU-$5.75
UU-$5.75
WU-$5.75
UA-$4.00

UNITED KINGDOM OF GREAT BRITAIN
ND 22 min. Color

Points out importance of the seas to the U.K. Discusses development of its world trade and her diminishing world power.

BU-$10.00
UI-$7.30 40046

VENEZUELA
1961 16 min. Color

Presents overview of the geography and principal sources of economic wealth, life in the highland, along the Orenoco River and on the coast is pictured.

UA-$4.00

VENEZUELA
1970 14 min. Color

Surveys Venezuela from the busy capital city of Caracas to the deep jungle where the rivers are the only highways. The economy is dependent on oil, which supports extensive programs of roadbuilding, welfare and free education. But the "ranchitos slum-type shacks are everywhere, even in the heart of Caracas.

UI-$5.35

VENEZUELA
1961 16 min. Color

Contrasts past and future, rich and poor, urban and rural life in Venezuela. Shows great mineral wealth and how disparity of living conditions can be corrected through the impact of economic revolution.

FSU-$6.50

VENEZUELA MOVES AHEAD 70D
ND 40 min. Color

An analysis of Venezuela from an historical, economic and geographic viewpoint. Survey of oil industry.

USC-$1.50

THE VOLGA PASTS I & II 11223
1966 I-22 min. II-27 min. Color

Traces course of Volga and examines the cities on its banks. Studies Soviet life and industry. Describes effects of state control and shows western influences. Explains how Communism has failed politically and economically in some aspects.

CU- Part I - $5.57 Part II - $7.50
UM-$15.00
FSU-$18.00
UA-$10.00

WEST GERMANY: THE INDUSTRIAL GIANT 11348
1966 19 min. Color

Shows that basis of West Germany's economy is heavy industry dependent on raw materials that are imported. Shows that it is because of a massive transportation industry (along the waterways and rails) is what enables West Germany to be an industrial and economic power.

CU-$5.75 FSU-$7.50
WU-$5.75 UA-$4.00
BU-$10.00

THE WEST INDIES - GEOGRAPHY OF THE AMERICAS
1958 11 min. Color

Points out varied population, terrain, resources and opportunities for economic growth of islands. Shows modern industrial trends and traditional plantations.

UA-$2.00

WESTERN EUROPE: AN INTRODUCTION
ND 11 min. Color and B.W.

Locates the 11 countries and presents the diversity of populations and climates, the complexity of political organization and the importance of manufacture and trade in this densely populated area.

BU-$6.00 (color) $3.50 (B.W.)
UI-$3.20 24029

A WONDERFUL SERVICE RECORD
ND 10 min. B.W.

This film, in black and white, gives details about life for a worker in a typical U.S.S.R. factory.

EGFF-no charge

WOOL IN AUSTRALIA
1969 19 min. Color

Examines the sheep and wool industry in Australia. Shows the operations involved in marketing wool: raising of sheep, shearing, sorting, grading, baling, weighing, auctioning, and shipping to buyers all over the world.

UI-$6.45

YESTERDAY AND TODAY
ND 30 min. Color

This film, in full color, depicts scenes of the many and diversified industries of Byelorussia.

EGFF-no charge

YOU IN JAPAN AFIF 78
ND 20 min. B.W.

Presents pictorial tour of major Japanese cities and explains political, economic, social, religious and military aspects of Japan. Department of Defense.

USG-sale price $35.25

YOUTHFUL MARCH OF KOREA
1969 19 min. Color

This film, in full color, depicts the tremendous social and economic growth within

Korea during the last ten years. Korea is a country on the move toward a better life for the people.

EGFF-no charge

YUGOSLAVIA 11736
1962 27 min. Color

Shows history of Bulhan states. Shows rise of Tito and his regime. Shows life in Yugoslavia today - department stores, cities, shipbuilding, farms and culture.

UU-$7.50 FSU-$9.25
MSU-$8.50 UA-$6.00
UM-$8.50

YUGOSLAVIA: BRIDGE OR TIGHTROPE? BU-168
ND 26 min. B.W.

A view of this strange Communist country and how it differs from traditional Communism.

ASF-$10.00

YUGOSLAVIAN COASTLINE
1970 15 min. Color

Contrasts the traditional Yugoslavian scene with the emerging commercial one. Shows the old marketplace, a fish-canning factory, a bauxite mine, a limestone plant, and a large shipyard. This is a land undergoing a dynamic transition in commerce and culture.

UI-$5.70

GROOMING

CLOTHES AND YOU: LINE AND PROPORTION
ND 11 min. B.W.

Explains how to choose clothes that "do the most" for you. Body types illustrated and "right and wrong" demonstrations. Stresses dressing according to physical and personal needs to improve appearance. Coronet Films.

NMRA-sale price $60.00

COSMETICS 00254
1967 17 min. Color

Teenage girls learn how to apply make-up and style hair.

CU-$5.75

ERIC

COVER GIRL IN PARIS
ND 22 min. Color

Gives beauty advice and aims at developing clothes consciousness. Sterling Movies.

NRMA-no charge

DRESSIN' UP
ND 14 min. Color

Aimed at teenage boys and their grooming habits. Association Films.

NRMA-no charge

GOOD GROOMING FOR GIRLS
1956 11 min. B.W.

Shows that attractive appearance is achieved by following a good grooming routine-well planned wardrobe, attention of hair, nails and teeth, cleanliness; posture; proper diet and rest.

FSU-$2.25
UMO-$2.50

GOOD LOOKS/HERE AND NOW
ND 15 min. Color

This film presents basic reasons for good grooming and is designed to motivate both teenage boys and girls to responsibility for their own "Good Looks/Here and Now." Script is based on tape-recorded interviews with 200 teens, who expressed their own views on good grooming. Teenagers narrate and demonstrate personal cleanliness techniques. Story line centers on a fast-paced basketball game. Original music and lyrics in the teen idiom set the mood.

MTPS-no charge

MAKE-UP
ND 11 min. Color

Emphasizes that good looks are a result of good health, good diet, plenty of rest and cleanliness and that make-up should be used sparingly, if at all.

BU-$6.00

MAKING THE MOST OF YOUR FACE 08223
1958 11 min. Color

Explains that facial beauty begins with basic health habits, proper rest, diet,

skin care, careful use of make-up and hair styles.

CU-$4.00
FSU-$3.75
SDSU-$2.00

SCRUB GAME
ND 20 min. Color

The important functions of the skin and advice on skin care given. Emphasizes how cleanliness improves personal appearance and good health. Modern Talking Picture Service.

NRMA-no charge

A TIME AND A PLACE 5-506
ND 13 min. Color

Film presents the case for good grooming from the teenage point of view.

ASF-no charge

WARDROBE
ND 13 min. Color

Stresses the fact that good taste and judgement, based on knowledge of one's own figure, are of primary importance in the choice of a wardrobe.

BU-$6.00

THE WELL MANNERED LOOK
ND 22 min. Color

Depicts an attractive worker. Reviews function of fibers in clothing - stresses caring for clothes. Hints on good grooming. Du Pont.

NRMA-no charge

HISTORY OF BUSINESS

AMERICA AND SONS, UNLIMITED
ND 11 min. B.W.

Progress of American business from pioneer days to the present with emphasis on the cooperation between management, labor and the consumer.

USC-$2.00

AMERICA BECOMES AN INDUSTRIAL NATION 04201
1967 25 min. Color

History of Industrial Revolution, 1776-1876, in the United States.

CU-$7.50
UA-$6.00

BANK HOLIDAY CRISIS OF 1933 3-4004
ND 27 min. B.W.

Provides a kaleidoscopic treatment of America during when all banks were closed by F.D.R. in order to avert the panic that was sweeping the country. Includes the cause and effect of the Bank Holiday.

SU-$5.25

BEFORE THE DAY
ND 15 min. B.W.

Presents founding of Social Security system. Explains what it was like before Social Security.

UA-$4.00

BEGINNINGS AND GROWTH OF INDUSTRIAL AMERICA 04677
1960 11 min. B.W.

Shows development of U.S. manufacturing between Revolutionary and Civil Wars. Factors which contributed to industrial growth - inventions, investments and labor are explained.

WU-$3.00 NIU-$2.25 2030121
MSU-$2.25 FSU-$3.65
UM-$2.25

BOOM OR BUST -- BETWEEN THE WARS 1925-1935
ND 24 min. Color

Reviews American's isolationism, high tariffs, Germans and Japanese conflict, stock market crash and leaders of the period.

UA-$6.00

CITIES: HOW THEY GROW 05282
1955 11 min. B.W.

Calls attention to what factors contribute to location of cities. Compares past and present factors. Shows how a city grows.

CU-$3.00 BU-$3.50 UM-$2.25 NIU-$2.75 FSU-$2.25 UMO$2.50

COMMUNISM: THE SOVIET MODEL
ND 28 min. B.W.

Historical development of present Russian system. How the state acts as one giant business firm directing production facilities and establishing production goals, making planning decisions, and establishing prices and wages to conform to economic plans rather than to free market forces.

MSU-$5.50
UM-$5.50

THE COUNTRY STORE IN AMERICAN HISTORY
ND 12 min. Color

Shows role of country store in turn of the century America. Shows products and services it provided. Shows how mail order store and automobiles put an end to them. Compares its services, packaging, etc. with a modern supermarket.

BU-$6.00

DEVELOPING OF COMMUNICATIONS (FROM TELEGRAPH TO TV)
1964 10 min. B.W.

Traces development of modern communications.

CU-$3.00 UMO-$2.50
UU-$3.00 SDSU-$2.00

FOOD SUPPLY: ITS EFFECT ON CIVILIZATION
1968 15 min. Color

Traces the factors that have fostered or hindered agricultural growth and consequently civilization in a number of societies. Examines early Greece, Europe in the middle ages, Colonial America and the United States and Latin America today.

UI-$5.25
UA-$4.00

GROWTH OF BIG BUSINESS IN AMERICA
1967 16 min. B.W.

Between 1865 and 1900 America's economy underwent marked change. Factors responsible for this change included; a growing population, improved transportation, increased technology, and aggressive businessmen who created great corporations. As examples, the film traces the growth of Carnegie Steel and Standard Oil, and shows how anti-trust federal legislation was enacted in attempts to regulate this growth.

UI-$4.95
UA-$4.00

HAD YOU LIVED THEN 2-7502
ND 15 min. Color

History presented through the daily life of an average U.S. citizen of 1800. How did he live, earn a living, shop and what did he buy, how did he travel, etc.

SU-$8.00

HOW IT EVOLVED
1963 29 min. B.W.

Examines influence of the Industrial Revolution on American technology, finance and management and traces the development of our business system from colonial days to the giant corporations of today.

BU-$7.80 FSU-$6.00
ASF-$8.50 NT-702 UA-$6.00

THE IDEA OF THE CITY 7030540
ND 28 min. Color

Tracing the historical transition from the pre-industrial city, John K. Galbraith explores the nature and the consequent of commitment to "economic efficiency" and its measurement by financial return to private owners.

NIU-$10.75

INDUSTRIAL REVOLUTION:BEGINNINGS IN THE U.S. 51282
1968 23 min. Color

Traces the explosive growth of the Industrial Revolution in the U.S., beginning with a thread mill built in 1791. Eli Whitney's development of interchangeable parts pulled people from farms into factories by the thousands. The parallel development of transportation, with the Erie Canal, the development of the steam engine and the expansion of the steam engine and the expansion of railroads made the entire continent a vast marketplace.

UI-$7.80 UA-$6.00

INDUSTRIAL REVOLUTION IN ENGLAND 55491
1959 26 min. B.W.

Dramatizes the changes which took place in England during the 19th century, when the nation became The Workshop of the World. Shows how the domestic system based on the work of village craftsmen was replaced by the factory system, based on machine production. Three inventions, the spinning jenny, the power loom, and the steam engine transformed the English economy and way of life.

UI-$7.25

THE INHERITANCE 07454
1965 58 min. B.W.

Traces the long and bitter struggle of workers against economic exploitation.

CU,NU-no price available UM-$9.25 UMO-$3.00 UA-$8.00

LABOR AND SOCIAL SECURITY 07763
1964 14 min. B.W.

Historical backround that led to enactment of social security is presented. Information on expansion of the act to extend coverage also included.

WU-$4.50 UM-$1.50 UMO-$2.00

LABOR COMES OF AGE 35034
1966 22 min. B.W.

How F.D.R. upheld worker's rights. The first step toward protective labor legislation that came with the New Deal and after.

CU-$4.50 UM-$4.25

THE LABOR MOVEMENT:BEGINNINGS AND GROWTH IN AMERICA 07767
1959 14 min. B.W.

Traces development of organized labor from post-Civil war period to WWI. Shows changing relationship between management and labor and the changing national economy.

CU-$4.50 MSU-UM-$2.75 NIU-$3.[illegible]5 4030100 FSU-$3.25 UMO-$3.50
SDSU-$2.50 UI-$4.15 34950

LAND OF PROMISE
ND 28 min. Color

Explains role of labor in social, economic and political history and traces the history of industry in America.

UA-no charge

THE MANAGERIAL REVOLUTION 08263
1966 26 min. B.W.

Traces course and development of industry from the Ford-inspired industrial revolution to the complex chain of space-science events. Visualizes birth of "big industry," the changing relations between labor and capital and the expanding role of government in industry.

$10.00 WSU-$4.70

MIRACLE OF FEEDING AMERICA
1955 27 min. Color

Dramatizes progress of the food industry during the past century. Emphasizes how companies stress good nutrition in their products.

UU-$7.50 UM-$8.00 UA-no charge

MR. EUROPE AND THE COMMON MARKET
1962 52 min. B.W.

The history of the establishment of the Common Market, Jean Monet's contribution, and some of the issues raised inside and outside of the original six countries by its existence are shown.

WSU-$7.10 MSU-UM-$9.25 UA-$10.00

PROOFS OF PROGRESS
ND 4½ min. B.W.

Shows the progress of rail transportation through the years.

UMO-$2.00

RISE AND FALL OF THE GREAT LAKES
ND 17 min. Color

Though the Great Lakes have had their ups and downs, nothing has been harder to take than what man has done to them lately with pollution.

UM-$6.50

THE RISE OF BIG BUSINESS 17029
1969 27 min. Color

Studies 3 men-Carnegie, J.D. Rockefeller, and J.P. Morgan-who exemplified rise of Big Business. Studies their values, aspirations and achievements and shows their effect on the growth of great business enterprises and the effect of these enterprises on American society.

CU,WU-$7.50 BU-$12.50 NIU-$9.90 7030686 UA-$6.00

THE RISE OF LABOR 01315
1969 30 min. Color

How labor unions arose with the emphasis on Pullman strike, Wagner Act, CIO's formation and more. The backround shown of labor management attitudes helps give audience an understanding of the continuing interplay of elements in the nation's economic history.

CU,UU-$7.50

THE RISE OF THE INDUSTRIAL GIANTS 09823
1967 25 min. Color

Covers the rise of industrial giants as a result of growth of monopolies in railroads, oil and steel industries. Discusses serious social, economic and political problems that arose.

CU-$7.50 UA-$6.00

THE RISE OF ORGANIZED LABOR 09821
1960 18 min. B.W.

Explains economic conditions that led to foundation of unions, growth of unions, and discusses the present problems and responsibilities of unions to our economic system.

CU,NU-$7.00 BU-$5.75 MSU-UM-$4.25 NIU-$4.90 4030054 FSU-$4.75
UA-$4.00

RIVER OF POWER
1968 22 min. Color

The film traces the growth of the oil industry from the initial discovery in 1858. Examines the impact this source of energy has had on the economic and social development of our country. Charts further discovery, exploration, transportation, refining techniques, and views the many products made possible by oil.

UI-$6.90 UA-$4.00

ROOTS OF LABOR UNIONS (K)
ND 28 min. B.W.

How unions were organized-skilled trades first, basis of craft, later by industry. Why workers join unions.

MSU-UM-$5.50

SAILS OF EXPLORATION
ND 17 min. Color

Shows historical development of water transportation by sail power. Stresses importance of clipper ships to early U.S. economic life.

UA-$4.00

SMALL MIRACLE 4-1559
ND 14 min. Color

Examines varied subjects-highway design, shoe retailing, teaching and other every-endeavors. Describes man's never-ending struggle for knowledge, and in this

way helps place modern technology in historic and philosophic perspective.

SIU-$5.95

TOWARD THE GUILDED AGE-INVENTIONS AND BIG BUSINESS 1876-1898
ND 24 min. Color

Discusses inventions-phonographs, light bulbs, elevators, telephones and men-Vanderbilt, Carnegie, Rockefeller and Roosevelt.

UA-$6.00

TRANSPORTATION REVOLUTION:THE STORY OF AMERICA'S GROWTH
1970 21 min. Color

How changing modes of transportation shaped America's history and way of life-horse and buggy, conestoga wagon, steamboat, railroad, automobile and airplane. The current problems of pollution and congestion also discussed.

UM-$7.00

TRUSTS AND TRUST BUSTERS
ND 25 min. Color

Describes power of the industrial giants at turn of the century and relates how Teddy Roosevelt as president helped establish the principle that government has the right to interfere in business.

UA-$6.00

'29 BOOM AND '30's DEPRESSION 10998
1960 15 min. B.W.

Discusses factors which led to the depression. Explains government legislation and regulation that were used to end depression and prevent future depressions.

CU,NU,UU-$7.00 WSU-$3.50 UM-$3.25 NIU-$3.75 4030338 FSU-$3.50
UA-$4.00

WHEN OUTPUT WAS LOW: THE 1930's (K)
ND 28 min. B.W.

Profound effects of the Depression in the economic, political, and social life in the U.S. Debate on appropriate and necessary role of government in promoting economic stability.

MSU-UM-$5.50 NIU-$5.15 6200029

WHEN PRICES WERE HIGH: THE 1950's (K)
ND 28 min. B.W.

How post-war problem was one of price stability, not unemployment. Rapid rise in prices in the 50's; how U.S. inflation focused attention on fixed-income recipients; the redistribution of effect; extra power gained by unions; contribution of government to inflation-measures to choke off inflation.

MSU-UM-$5.50 NIU-$5.15 6200030

HUMAN RELATIONS

ANGER AT WORK: STORY OF THE HEADACHE SWITCH
ND 21 min. B.W.

Explains the "headache switch' one of the mental mechanisms of man's personality which involves displacement of anger onto other men and impairs efficiency.

BU-$5.75 UM-$4.25 UI-$5.65 44417

ARE YOU LISTENING?
ND 12½ min. B.W.

Disagnoses the "disease of not listening" and, by focusing on causes, provides a basis on which a program of prevention can be developed.

NRMA-sale price $140.00 preview-$10.00

ATTITUDE CHANGES 04499
1963 29 min. B.W.

Discusses popular theory that it is relatively easy to change attitudes. Explains the factors and qualities necessary to actuate this change.

UU-$10.00

AVOIDING COMMUNICATION BREAKDOWN 00097
1967 24 min. Color

Takes office situation where communications break down. Illustrates ways that information can be contaminated by the idea, attitudes and beliefts of all who carry it. How to prevent breakdown.

CU,UU-$13.00 WSU-$8.30 MSU-UM-$8.00 NIU-$8.00 7050325 UMO-$7.50
NRMA-sale price-$275.00 (rental $45.00/wk.)-BNA UA-$6.00

THE BEHAVIOR GAME
ND 8 min. Color

Shows the contagious nature of both good and bad behavior. Begins with humorous chain reaction of bad behavior in a place of business. We constantly use behavior for judging others. Gives examples of good and bad behavior while working with others-the public or fellow employees.

BU-$6.00

BLUE COLLAR TRAP 8565
ND 51 min. Color

Examines the life-styles, politics, views and frustrations of young blue-collar workers in the U.S.

U.CAL-$30.00

BUILDING A CLIMATE FOR INDIVIDUAL GROWTH
1969 24 min. Color

Psychological analysis of real growth as compared with mere status symbols as measures of advancement; why, when a person stops growing he starts to die-biologically and psychologically.

UM-$10.00

CAGES 2030667
ND 8 min. B.W.

Animated film from Poland which tells us that one way or another, we are all prisoners-of ourselves, our ideas, dreams and place in the world.

NIU-$4.15

THE CLERK 05327
1958 27 min. B.W.

Shows problems of person in a dull repetitive job. Shows conflict of what he wants from a job and what industry expects from him.

CU-$13.00 UI-$7.45 55474

COFFEE BREAK
ND 14 min. Color

How coffee break presents problems to business and industry. The solution-look at both sides objectively.

DEALING WITH PROBLEM PEOPLE:THE DISORDERLY PERSON 20141
1969 7 min. Color

Takes a look at a typical disorganized worker, who fails to systematize his life or work habits, and not only inconveniences others, but endangers them. Open ended to stimulate group discussion.

UI-$3.00

DEALING WITH PROBLEM PEOPLE: THE FORGETTER 20142
1969 7 min. Color

Even if his basic work performance is adequate, he can be a menace to himself and his fellow workers through his absentminded actions. Open ended to stimulate group discussion.

UI-$3.00

DEALING WITH PROBLEM PEOPLE: THE HOTHEAD 20143
1969 7 min. Color

Exhibits the typical actions of a worker with a very short fuse. His tendency to lose his temper can constitute a hazard for himself, and for fellow workers. Open ended to stimulate group discussion.

UI-$3.00

DEALING WITH PROBLEM PEOPLE: THE SCOFFER 20144
1969 7 min. Color

Examines the worker who refuses to take the rules of the shop seriously. His attitude can endanger himself and infect other workers. Open ended to stimulate group discussion.

UI-$3.00

DIAGNOSING GROUP OPERATIONS 6452
1963 30 min. B.W.

Looks into the causes of conflicts that arise in groups and tells how to identify symptoms of group problems.

U.CAL-$10.00

DR B.F. SKINNER 65008
1967 55 min. B.W.

Dr. Richard Evans interviews the famous professor of psychology at Harvard University to elicit his evaluation of Freudian theory,of motivation, of operant conditioning, schedules of reinforcement, of punishment, and of teaching machines.

UI-$13.70

DR. GORDON ALLPORT 65009
1967 55 min. B.W.

Dr. Richard Evans interviews the Harvard University professor of social relations to exhibit his reactions to Freudian theory and his own contributions to the understanding of personality along the lines of trait theory and functional autonomy of motives.

UI-$13.70

EFFECTIVE LISTENING 05992
1959 15 min. B.W.

Demonstrates importance of effective listening in communications process. Points out obstacles to effective listening and how to overcome them.

CU-$7.00 UM-$2.75 FSU-$4.50 UI-$5.00 35618 UA-$4.00

EMOTIONAL STYLES IN HUMAN BEHAVIOR 6050484
ND 28 min. B.W.

Examines a variety of personal problems and proposes methods for dealing effectively with diverse personality types. Diagrams present guidelines for determining the kinds of people best suitable to different jobs and for predicting how they may be expected to operate under normal and stress conditions.

NIU-$4.75

ESTABLISHING WORK STANDARDS BY SAMPLING
1959 25 min. Color

How a work standard is established and used for labor control. Work sampling measuring technique as applied to the operation of a shipping department.

UM-$8.00 NRMA-sale price $250.00 rental $13.50-U.CAL

THE EYE OF THE BEHOLDER
1955 25 min. B.W.

Dramatizes the fact that we see what we want to see and hear what we wan to hear. Illustrates the importance of caution and illustrates the mechanism of projection.

NRMA-sale price-$225.00 rental-$25.00/wk. preview-no charge

51% 8452
ND 25 min. Color

Shows three dramatized episodes, each portraying a different aspect of prejudice and discrimination against women, designed to convince management(assumed to be men) that women should be given equal opportunity to attain management positions.

U.CAL-$14.00

FLOW PROCESS CHART AND HOW TO USE IT
1951 15 min. Color

Process analysis through flow chart; application to work-simplification. Step-by-step entries, coding by symbols, graphic development.

MSU-UM-$4.50 UI-$5.25 22342 UA-$4.00

A GOOD BEGINNING
ND 13 min. Color

Effective way to induct and train employees on the new jobs. Need to relieve tensions before useful training can begin.

UM-$4.50 NIU-$3.75 5050345 UMO-$3.50 UA-$2.00
NRMA-sale price $125.00 preview-$5.00 rental-$25.00/wk. BNA

THE GRAPEVINE 06829
1958 8 min. Color

Asks "How can rumors be kept from getting started?" Shows the importance of good communication within the office.

CU,NU,UU-$7.00 MSU-UM-$2.25 FSU-$2.50 UA-$2.00
NRMA-sale price-$65.00(B.W.) or $125.00 (Color)

THE GRIPER 24095
1954 12 min. B.W.

Exhibits the griper-the individual who always sees and accepts the pessimistic side of life-at home and at school, Designed to stimulate discussion of the problems surrounding this type of individual.

UI-$3.40

GUILT FEELINGS 6020040
ND 29 min. B.W.

Plight of a young art salesman who feels that a new man in the firm is becoming more successful than he. He dreams of the others death. He reacts by being overfriendly to the competitor. Film discusses guilt feelings and their consequences.

NIU-$5.15

HOW TO GET COOPERATION 07204
1950 11 min. B.W.

Shows how to secure cooperation of others and how desired ends can be reached more easily with cooperation of others.

ERIC

CU-$3.00 FSU-$2.25 UMO-$2.50

HOW TO GIVE AND TAKE INSTRUCTIONS 07207
1951 10 min. B.W.

Presents 5 basic skills necessary for clear and effective communication and instructions. Shows how to give and receive them.

CU,UU-$3.00 MSU-UM-$2.25 FSU-$2.25 UI-$3.10 23318

HUMAN NATURE AND ORGANIZATIONAL REALITIES
1967 28 min. Color

Experiments in re-designing routine jobs to motivate workers. Analysis of alienated worker and human tendency to fear change produce insights into the psychology of effective management.

CU,UU-$13.00 MSU-UM-$8.50 NIU-$9.75 7020026 FSU-$11.35
NRMA-sale price-$350.00 preview-$15.00 rental-$50.00/wk. BNA

IMAGINATION AT WORK
ND 21 min. Color

Creative thinking on the job-perceptual, cultural and emotional blocks to creativity; importance of sensitivity, fluency, flexibility and originality.

UM-$4.25

IN THE COMPANY OF MEN
ND 52 min. B.W.

Documentary which examines the conflicting attitudes between the hard-core unemployed and company foremen. Using sensitivity training and role-playing, it explores the breakdown and reconstruction of communication between "unemployable" and the men who hire, train and supervise new employees.

NYU-$25.00 UM-$10.50

INDIVIDUAL MOTIVATION AND BEHAVIOR
1963 30 min. B.W.

Illustrates that the behavior of each member of a group is affected by various physical and psychological needs and by various forces outside the group which act upon him.

BU-$7.80 FSU-$6.00 NIU-$5.15 6030588 ASF-$8.50 NT-721

THE INTERVIEW 07515
1960 5 min. Color

Portrays satirical interview between "square" and "hip." Shows confusion resulting from lack of communication.

CU-$7.00 BU-$6.00 UM-$2.25

INTRODUCTION TO WORK SAMPLING
ND 18 min. B.W.

Random sampling used for measuring work as well as measuring delays and idle time.

MSU-UM-$3.50

JOB ENRICHMENT IN ACTION
1969 20 min. Color

Hertzberg's solution to the problem of motivation-enrich job to allow more responsibility, individual achievement and growth. Demonstrates how this is done based on actual case where results have been measured.

UM-$10.00

JOB EVALUATION 07668
1951 10 min. B.W.

Shows job analyst preparing job specifications and analyses several methods of job rating which are used by managers to make job evaluations and determine pay scales.

NU-$5.00 FSU-$2.75

JOB EVALUATION AND MERIT RATING
1953 13 min. B.W.

Describes the work of a job analyst. Situations in plant shown as is the value of accurate analysis.

FSU-$3.75 NRMA-sale price-$75.00

JUDGING PEOPLE
1962 23 min. B.W.

Help supervisors avoid costly errors of judging people and provide insight into the process of reaching more accurate appraisals.

UM-$4.50 NIU-$5.25 4050302 UA-$6.00

K.I.T.A. OR WHAT HAVE YOU DONE FOR ME LATELY 17210
1969 27 min. B.W.

Explains Herzberg's motivation-hygiene theory. Emphasis on hygiene-why it escalates, why it fails to motivate and how to manage it.

UU-$10.00 UM-$10.00

MAKE YOUR OWN DECISIONS
1951 11 min. B.W.

Presents 3 questions which should precede a decision-and illustrates how the decision, action based on it, and responsibility for it can follow consideration of the answers to these questions.

FSU-$2.25

THE MAKING OF A DECISION
ND 32 min. B.W.

An open-end film about the decision-making process. Trains one to follow logical steps in the decision making process. Discusses importance of personal insight.

UA-$6.00

MAN-MACHINE CHARTS--HOW THEY ARE MADE AND USED 43552
1953 22 min. B.W.

Construction and use of a man-machine paper chart to record activities performed by the man and the machine he is operating. The activities then are studied in combination to see if they can be rearranged or simplified for more effective use of the man and the machine's time.

UI-$5.95 sale price-$85.00

MANAGEMENT OF HUMAN ASSETS
1967 28 min. Color

Rensis Likert discusses leadership and supervision-showing superiority of modern techniques of positive motivation over authoritarian, harsh methods.

MSU-UM-$8.50 FSU-$10.80 UI-$9.15 56764 NRMA-sale price-$350.00 preview-$15.00 rental-$50.00/week

MEANINGS ARE IN PEOPLE 00773
1967 24 min. Color

David Berlo examines faults in direct communication. Meanings often not in words but in people. Presents reenactment of what was said, thought and implied by managers and subordinates in a typical office work situation.

UU-$13.00 WSU-$8.30 MSU-UM-$8.00 NIU-$7.75 7050326 UMO-$7.50
NRMA-sale price-$275.00 rental $45.00/wk. BNA

MR. FINLEY'S FEELINGS 08520
1957 10 min. Color

Discusses ways of meeting stress situations and handling day to day relationships with people.

NU-$7.00

MODERN MEANING OF EFFICIENCY
1969 27 min. Color

Hertzberg explains why extreme job simplification is no longer efficient. It is amputation, nit utilization of talent. Shows why poor attitudes of workers are often a result, not a cause of their inefficiency.

UM-$10.00

MOTION STUDY PRINCIPLES WITH APPLICATIONS SHOWING BETTER AND EASIER WAYS TO WORK 2-3009
ND 20 min. B.W.

Explains how principles are applied to assembly operations. Stresses use of smooth, fatigue-eliminating motions.

SU-$5.00

MOTIVATION AND PRODUCTION
1963 29 min. B.W.

Discusses relationship between human motives and the resulting behavior pattern, as seen in production, cooperation, absenteeism and other factors found in the business setting.

UU-$10.00

NO HANDS BUT YOURS F-576
ND 28 min. Color

Marilyn Van Debur inspires her audience to be dedicated and devoted to their own ideals. Talk highlighted by insights into seemingly insurmountable problems overcome by successful people from all walks of life. Recommended for high school assembly showings.

ASF-no charge

OVERCOMING WORRY 23149
1950 11 min. B.W.

This film demonstrates how worry can cause ill tempers, strained relationships, and physical illnesses. This is a story of a boy's concern for his father. It demonstrates the contagious quality of worry and how it can be overcome.

UI-$3.00

PERCEPTION AND COMMUNICATION 09210
ND 32 min. B.W.

Shows with examples how human perceptions affect the communication process and the individual's concept of reality. Introduces congnitive and transactional theories of perception using illustrations from training programs in industry.

UU-$10.00 UMO-$7.50 UI-$8.90 56662

PERFORMANCE EVALUATION SFP-673
1960 26 min. B.W.

Teaches supervisors the importance of frequent, conscientious performance discussions with subordinates.

USG-$45.50 sale price

PERSON TO PERSON COMMUNICATION 09216
1956 14 min. B.W.

Analyses major barriers to interpersonal understanding and demonstrates specific practical methods for overcoming them.

UU,CU-$7.00 WSU-$3.70 UA-$4.00

PLANNING AND LAYING OUT WORK
ND 11 min. B.W.

Importance of careful planning before starting a job. Serious results of poor planning.

UM-$2.00

PLANNING FOR SUCCESS 23147
1951 11 min. B.W.

Tells the story of a boy who has set his goals too high and as a result has become discouraged and concluded that he is a failure. Shows how he reacts to this conception of failure, how sympathetic counseling helps him to a more realisitic approach, and how he is able to achieve success by setting his immediate goals within his own ability.

UI-$3.10

PLEASE LISTEN 08058
1959 10 min. Color

Reveals problems of a businessman who doesn't listen-urges audiences to become good listeners.

CU-$7.00

PROCESS CHARTS 33515
1953 16 min. B.W.

How a process chart is made, and how work can be simplified systematically through its use are illustrated by analysis of a specific familiar work operation setting in a dinner table at home. Applications of process charting and flow diagramming in a variety of work situations are suggested.

UI-$4.45

PROMOTION BY-PASS 09565
1958 7 min. Color

Shows how to handle the situation of by-pass to older employees-how to break disappointing news.

CU,UU-$7.00 MSU-UM-$2.00 FSU-$2.75 UI-$2.45 25749 UA-$2.00

SELF MOTIVATED ACHIEVER
ND 28 min. Color

David McClelland discusses problem of identifying individuals with high need for achievement and how to deal with them in the organization.

MSU-$9.50

SKYSCRAPER 7989
1959 20 min. Color

Imaginative record of construction of a New York City skyscraper focusing on human involvement-construction workers, designers and engineers.

U.CAL-$12.00

SOCIAL ANIMAL (FOCUS ON BEHAVIOR) 56184
1964 29 min. B.W.

Investigates ways in which man is influenced and changed by society. Effect of group pressure to conform is demonstrated through experimental work of Dr. Stanley Schachter of Columbia University.

UI-$8.05

THE STRANGEST SECRET 10542
1960 30 min. Color

Reveals the basic principle for becoming a success in life as compared to being a failure. Secret for acheivement is within oneself and can be realized by setting a goal and thinking toward it, followed by action. Emphasizes the fact that there a key to greatness in every job, and gives a formula for finding it.

UU-$7.50

THAT'S NOT MY JOB 56537
1966 28 min. B.W.

Examines ways in which an employee can ascertain what is expected of him, can derive as much satisfaction as possible from his work, learn how his work relates to the work of others and to the end product of service of the group, and develop attitudes contributing to a cooperative work pattern.

UI-$7.80 UA-$6.00

THEORY X AND THEORY Y-THE WORK OF DOUGLAS MCGREGOR
1968 28 min. Color

Discusses motivation and productivity in business.

CU-$13.00 UM-$8.00 FSU-$12.00

THEORY X AND THEORY Y PART 2, APPLICATION OF THE THEORY
1969 25 min. Color

Shows why a Theory Y manager will be likely to elicit greater productivity from employees.

UM-$8.00 FSU-$12.00

TROUBLE WITH ARCHIE 10970
1963 10 min. Color

Covers the subject of constructive discipline. Shows importance of fairness in disciplining.

UU-$7.00 UM-$4.00 NIU-$3.50 5050343 UA-$2.00

THE TROUBLE WITH WOMEN 10971
1959 7 min. B.W.

Provokes discussion about advantages and disadvantages of women at work.

NU-$5.00 UM-$3.00 FSU-$4.25-color

UNCONSCIOUS MOTIVATION
ND 39 min. B.W.

Our everyday actions are often determined by influences of which we are unaware. The part played by unconscious motivation in human behavior is graphically shown.

MSU-$8.25

UNDERSTANDING MOTIVATION 01342
1967 28 min. Color

Explains the scope of behavioral science as it applies to the field of management. Shows increased knowledge and new techniques that show up on the profit and loss statement.

CU,UU-$13.00 MSU-$9.50

WORK: COPING WITH THE 20-HOUR WEEK 8419
1972 22 min. Color

Economist Robert Theobald and Riva Poor, author of The Four Day Week, provide commentary for an exploration of the possibilities and potential effects of shortened workweeks, guaranteed annual incomes, and computerization or elimination of most structured, routine jobs. In brief interviews, workers discuss their jobs and how they feel about them.

U.CAL-$25.00

WORK MEASUREMENT WORKS MF61-5349
1969 23 min. B.W.

Illustrates work measurement in 4 areas-improving work methods, scheduling and controlling work, determining productivity, and forecasting resource requirements.

USG-sale price $48.75

WORKING TOGETHER 43417
1952 22 min. B.W.

Portrays vividly how workers and management learned from hard experience that working together pays. Clearly defines management, pointing out without bias, the grievances of both. Drives home the fact that thoughtful men on both sides of the industrial fence can work for and gradually obtain mutual understanding.

UI-$6.05 UA-$4.00

YOU, YOURSELF INCORPORATED
ND 28 min. Color

Self-development, self-fulfillment and success--a message to all employees and a challenge to personal growth and improvement.

UM-$8.50 NRMA sale price-$275.00 preview-$5.00 rental-$45.00/wk.

ZERO DEFECTS-RIGHT THE FIRST TIME SFP-1554
1966 22 min. Color

Explains purpose of the Zero Defects program. Emphasizes responsibility of each

individual to do his job right the first time. Depicts how errors result from inadequate equipment and experience and wrong attitudes.

USG-sale price-$74.74

INSURANCE

AFTER THE COLLISION F-279
ND 24 min. Color

This film narrated by John Daly, investigates no-fault automobile insurance. The film presents many points of view---both those in support and in opposition. Governor Nelson Rockefeller, N.Y. Supt. of Insurance Benjamin Schenck, former White House advisor Daniel P. Moynihan, Sen. Philip A. Hart, and Richard Markus, President of the American Trial Lawyers Association are among those who appear in the film. Through use of animation, the concept of no-fault insurance is explained. Available only to adult groups.

ASF-no charge

CASUALTY INSURANCE 05015
1954 20 min. Color

Surveys daily hazards covered by casualty insurance. Reviews career opportunities in insurance.

WU-$10.00 MSU-UM-$4.25

A CHANCE TO BUILD S-107
ND 28½ min. Color

A look at what happens when an investment in people takes place. Shows how insurance companies invest in the housing projects, business ventures and new jobs.

ASF-no charge

DOLLARS AND SENSE 2317
ND 14 min. Color

A complete breakdown of life insurance needs. Coverage as an important supplement to retirement income.

ASF-no charge

HUEBNER LECTURE: LIFE INSUREANCE AS AN INVESTMENT
ND 27 min. B.W.

Features ideal investment; reasonable, regular rate of return; nonfluctuating value;

ease in selection or management; continuous market at par; favorable loan provisions.

MSU-$4.00

INSURANCE AGAINST FIRE LOSSES 07496
1952 14 min. B.W.

Animation shows how fire insurance can pay for fire damage because each policy owner contributes a small amount each year and only a few need the funds.

UU-$4.50 UM-$4.50

THE INVISIBLE FORCES S-856
ND 13½ min. B.W.

A chronicle of the insurance industry from 1,000 B.C. to the present. Shows scenes of natural disasters-rebuilding of homes, businesses and communities through insurance funds.

ASF-no charge

THE MAN FROM A.U.N.T.I.E.S-860
ND 13½ min. Color

This entertaining animated film tells the story of a visit from Venus to Earth by John R. Galaxy, member of A.U.N.T.I.E. During his stay, Mr. Galaxy is introduced to the many different types of insurance policies, what determines their cost, and a brief history of insurance on our planet. Available to junior high level and above

ASF-no charge

NEW WAVE:CONNECTICUT STYLE 5941
ND 20 min. Color

Film about Conecticut's Insurance Industry. What an industry can do for a state and its people through investments, donations to research and job opportunities.

ASF-no charge, but restricted availability

100 and ONE CANDLES
1964 20 min.

This film prepared for the 100th anniversary celebration of the Travelers, traces the history of the company from its founding to the present. It shows the company's growth, as well as its role in the community.

FGFF-no charge

PERSONAL INSURANCE
1965 30 min. B.W.

Covers insurance needs of families. Various types of life insurance-whole, term, endowment policies shown.

UU-$10.00

PROPERTY INSURANCE AND PERSONAL LIABILITY 09571
1965 30 min. B.W.

Looks at all types of automobile insurance. Considers various policies available to protect against loss and liability on family home.

UU-$10.00

SEARCH FOR SECURITY
ND 16 min. B.W.

Development of insurance plans and how law of probablity operates in rate setting.

UM-$1.50

THIS LLOYDS
ND 35 min. Color

This film, in full color, tells the story of Lloyds of London, the famous international insurance market, from its inception three hundred years ago in a 17th century coffee house, to the present. The film shows its vast operations and the "man to man" bargaining that is so characteristic of this famous insurance company. Narrated by Anthony Quayle.

EGFF-no charge

TO LIFE, WITH LOVE
1972 13 1/2 min. Color

This film, in full color, is a new film on the fundamentals of life insurance. Especially designed for the young adult, this film describes how life insurance works and what it means at different stages of life. It depicts the problems and plans of a young couple as they face the future together.

EGFF-no charge

THE TORTURE TESTERS
ND 13 1/2 min. Color

Through the impartial application of science and engineering, Underwriters' Laboratories provides the safety margin on products essential to daily living. Here is the story of how this foremost testing laboratory investigates thousands of products for fire, accident, electrical marine, heating refrigeration, air conditioning, casualty, chemical and burglary hazards.

MTPS-no charge

INTERNATIONAL TRADE

AGRICULTURAL FAIR
ND 10 min. Color

This film, in full color, shows interesting aspects of the International Agricultural Fair, held every year at Santarem.

EGFF-no charge

AGRICULTURE'S SHOWCASE ABROAD 04114
1961 14 min. Color

Shows how U.S. agricultural products are promoted abroad through participation in trade fairs, exhibits (food industry), demonstrations (manufacturing) and the activities of U.S. business representatives in negotiating for market outlets.

CU-$10.00 WSU-$1.75 MSU-$1.50 SDSU-$2.00
WU-$10.00 BU-$3.00 UM-$1.50

ARCTIC FISHERMAN IN WORLD TRADE 1-5212
ND 11 min. Color

The interdependence of people in various parts of the world is the theme of this film. Shows how Norwegian fishermen in Lofotel Islands catch and preserve cod, then ship it to Italy, Africa and the U.S. in exchange for manufactured and agricultural goods.

SU-$6.00

ARTICLE 55 (BOLIVIA) 04436
1952 10 min. B.W.

U.N. answering Bolivia's request for technical aid. Overview of Bolivia's economic structure. Portrays Bolivia's dependence on tin ore in the world market for foreign exchange. Shows how technical assistance will help in economic reorganization.

UM $5.00
U-$2.00

BANANAS, GOLD FROM THE TROPICS
1969 9 min. Color

Problems of tropical climate on growing, shipping and fast ripening of bananas.

WSU-$4.90

BEYOND ALL BARRIERS
1965 13 min. Color

This film, in full color, points out the value of communications to people all over the world. Countries visited include Egypt, India, Thailand, Nigeria, Greece, Ethiopia, Cambodia, Hong Kong, Bolivia, and Peru. Radio and telephonic networks are shown under construction in remote areas, and the use of television, radio and mobile libraries to promote literacy, health and agricultural practices are shown.

EGFF-no charge

BREAKING THE TRADE BARRIER, I AND II
ND 54 min. B.W.

European common market and its effect on the American economy; discussion of trade expansion act which lowers trade barriers and its effect on small and large businesses

UM-$8.00
NIU-$9.90 6030210
FSU-$10.90

BUILDING A GLOBAL MARKET
ND 21 min. Color

Describes how an international corporation operates in many countries producing, merchandising, promoting and selling its products.

UA-$4.00

CITRUS IN MOTION
ND 14 1/2 min. Color

This colorful film provides a vivid insight into the culture, harvesting and worldwide marketing of California/Arizona oranges, lemons and grapefruit.

MTPS-no charge

COMMERCE AROUND THE COFFEE CUP 300A
ND 10 min. B.W.

Lowell Thomas explains the balance of international payments. Shows the interdependence of nations. Gives clear insight into the financial framework of international trade.

-$1.50

COOPERATION IS OUR BUSINESS
1972 22 min. Color

Documents the work and purpose of the Organization for Economic Cooperation and Development, a UN organization concerned with worldwide economic problems, particularly in the underdeveloped nations.

U.CAL.-$18.00

A COUNTRY CALLED EUROPE 00249
1967 21 min. Color

Examines rise of common market as a world power. Shows free-flow of goods and service across national boundaries.

CU-$5.75 FSU-$4.90
BU-$10.00 UA-$4.00
UM-$7.00

DRIFT RIVER ALASKA
1968 27 min. Color

This film, in full color, takes the viewer through the planning and construction stages of building a pipeline and terminal to handle Alaska's newest and most bountiful treasure, petroleum. The Drift River Terminal consists of a deep water wharf supporting a 90,000 barrel ballast tank, loading pumps, tank farm, living quarters and loading platform. Part of the structure was built in Japan and had to be towed across thousands of miles of ocean. The rest of the structure was constructed on the mainland U.S.A.

EGFF-no charge

ECONOMICS OF TRADING AMONG NATIONS 7291
1963 29 min. B.W.

Uses simple examples to discuss economics of foreign trade. Explains factors for choosing export and import items, as well as advantages and disadvantages of foreign trade.

U.CAL.-$7.00

EXPORTS, IMPORTS, DOLLARS AND GOLD 6200005
ND 29 min. B.W.

The means of easing the net outflow of gold is examined with an explanation of the classic "doctrine of comparative advantage."

NIU-$4.50
ASF-$12.50 CF-550

FARMER FOR THE WORLD 00399
1968 28 min. Color

Shows growth of American agricultural exports in the 60's. Filmed abroad, it shows how users benefit from it in India, Spain, Germany and Japan.

CU-$7.50 BU-$3.00
NU-$7.50 UM-$2.00
WU-$7.50 UA-no charge

FOREIGN MARKET NEWSREEL
1962 13 min. Color

Shows our principal agricultural exports and efforts going on to promote their consumption in Canada, England, Austria and Nigeria.

WSU-$1.75
BU-$3.00
MSU-$1.50

FOREIGN TRADE - CHALLENGE IN A CHANGING WORLD
ND 20 min. B.W.

Explains incentives for foreign trade and tells how international transactions are completed despite differing laws, economic objectives, policies and monetary systems.

BU-$5.75

FRONTIERS OF TRADE 06616
1962 10 min. Color

Explains importance of international trade to the U.S. and other countries of the free world.

WU-$4.00

FUR TRADE: INTERNATIONAL ASPECTS 06659
1964 27 min. B.W.

Trading of fur by Russian, U.S. and Great Britain.

UU-$10.00

GRAIN EXCHANGE--INSTRUMENT OF FREEDOM
1966 21 min. Color

This film, in full color, shows that the grain exchange serves as a means for

organized and efficient marketing in a freely competitive surrounding. The market was born to fill the economic need of bringing together the farmers of the northern plains area and their customers around the world. The film describes the history and complexities of the mechanics of the market place.

EGFF-no charge

GREENLAND'S NEW LIFE
1959 10 min. Color

Shows Greenland changing from a self-sufficient country to a country depending upon trade with the outside world and adopting modern ways of life.

UA-$2.00

A HAND UP
1967 28 min. Color

This films, in full color, presents information on World Neighbors. It looks briefly at six different World Neighbors projects in Africa, India, the Philippines, and Latin America. It shows how these private, self-help programs which encompass food production, health education, family planning, small industries, and leadership training, are reaching the man at the very bottom in the rice paddy and are helping him to help himself.

EGFF-no charge

INTERNATIONAL MONETARY PROBLEMS: GOLD AND THE BALANCE OF PAYMENTS CS-2073
1968 29 min. B.W.

Reports money is bought at rate determined by the forces of supply and demand in foreign-exchange market. Points out that International Monetary Fund, with over 100 member countries, keeps rates stable. Defines balance of payments, relationship between imports and exports. Explains that country with chronic deficit must devalue its currency.

IU-$7.25

INTRODUCTION TO FOREIGN TRADE 07531
1951 11 min. B.W.

Establishes the importance of foreign trade to U.S. economy. Presents general picture of mechanics of international trade. Role of monetary standards and control, national policies, distribution of raw materials and markets are shown.

CU-$5.00 MSU-$2.25 UI-$3.20
UU-$5.00 UM-$2.25

KOREAN GOODS FOR TRADE
1964 19 min. Color

This film, in full color, depicts the various products of Korea, with particular attention on goods for export, such as textiles, machinery, food and chemical products, handiworks and ginseng, among others. A brief description at the beginning of the film gives a glimpse of the country and the people who produce these goods.

EGFF-no charge

MARKETING FARM PRODUCTS ABROAD 08311
1957 17 min. Color

Explains promotional efforts in representative countries to increase sale of U.S. agricultural products and how agricultural trade groups and private industry team with government in building friendship and prosperity for us and other nations.

WU-$10.00
MSU-$1.50

NOT ENOUGH 7030640
ND 30 min. Color

Zeroes in on the imperative need for wealthy nations to provide financial and technical assistance to developing nations. Using India and Thailand for illustration, it shows how this aid results in construction projects.

NIU-$6.40
IU-$8.50 ESC-1106

ONE HOE FOR KALABO
ND 27 min. Color

From U.S. industrial plant to African village...the story of how machine tools have given dignity and power to human labor and world civilization.

MTPS-no charge

THE OTHER VIETNAM
ND 29 min. Color

Shows Vietnamese engaged in their own self-improvement, as well as U.S. civilian specialists who work with them in applying new agricultural techniques, developing industry and improving health and nutrition. Agency of International Development

USG-$83.00 sale price

OVER TO YOU 6588
ND 18 min. B.W.

Presents a report on the British hosiery industry's team and its visit to the U.S. under the Technical Assistance Program.

USC-$1.50

PEOPLE WORKING FOR PEOPLE SS-918
ND 27 min. Color

Shows how a pharmaceutical organization works. Depicts multi-national activities of such a firm.

ASF-no charge

POWER FOR PEOPLE S-286
1969 28 min. Color

Expresses similarity in everyday life of people the world over and shows diverse efforts of Gulf Oil Corporation to produce for them energy - the key to a better life. Shot in 5 continents it shows the scope and cross-currents of an international oil company.

ASF-no charge

PROTECTIVE TARIFF VS. FREE TRADE
1952 26 min. B.W.

Uses the watchmaking industry as a symbol of the complexities involved in discussing various problems of tariff assessments.

BU-$6.50
FSU-$5.75

PUBLIC POLICY AFFECTING THE COMPETITIVE MARKET SYSTEM IN THE UNITED STATES KA-102
ND 30 min. B.W.

Dr. Ewald Grether defines the two extreme economic societies: "the command organization" and "the full market organization." States that no economic system is "pure." Introduces various government interventions and their justifications. Explains that promotion and product innovation must go together in a competitive marketing system.

ASF-$5.00 sale price (one day only)

QUIET BATTLE
1964 28 min. Color

Shows U.S. foreign assistance program. Eyewitness portrayal of U.S. aid at work, helping people of developing nations in their struggle to achieve better life. Agency for International Development.

USG-$83.00
EGFF-no charge (National Audiovisual Center)

REPORT TO THE AMERICAN PEOPLE ON TECHNICAL COOPERATION
1960 14 min. B.W.

How the U.S. Technical Cooperation program functions in underdeveloped countries, with reports of projects underway or completed in Asia and South America.

WSU-$3.00

ROUND TRIP: THE U.S.A. IN WORLD TRADE 09881
1952 19 min. B.W.

People in different countries and walks of life discuss world trade. Through different points of view audience gains understanding of what world trade means to America.

UU-$7.00 UM-$4.25
BU-$5.75 NIU-$4.05 4030388
MSU-$4.25

RUST-OLEUM GOES TO EUROPE
ND 17 min. Color

This film, in full color, depicts many of the activities of Rust-Oleum's president as a member of the Illinois Trade Commission, from the send-off by President Kennedy to the contacts arranged by the mission and side trips for furthering Eueopean sales of Rust-Oleum products. It includes visits to the United Kingdom, Germany, France, and Holland.

EGFF-no charge

SEAPORT ON THE PRAIRIE
1971 25 min. Color

Illustrates diversity and expanse of Chicago's importing and exporting activity. Demonstrates the international trade volume and its economic opportunity for the whole state. Illinois Information Service.

EGFF-no charge

THE ST. LAWRENCE SEAWAY 09926
1959 17 min. Color

Describes construction and operation of canals, locks, and power dams. Shows how it has affected world trade, transportation and economic conditions.

CU-$5.75
UU-$5.75
MSU-$3.25 and $5.75
UM-$3.25 and $5.75
NIU-$6.50 5070148
UA-$4.00

STAMP OF QUALITY
ND 26 min. Color

Shows the high standard of quality maintained both by industry and government for items of export and the work done by the Export Promotion Councils and the Indian Standards Institution. Information Service of India.

EGFF-no charge

SUEZ CANAL: GATEWAY TO WORLD TRADE
ND 11 min. Color

Canal's history--contest over its control. Its role as vital link in world trade. Canal's operations and maintenance.

UM-$4.00
UI-$3.30 26081

SURPLUS AND A HUNGRY WORLD
ND 28 min. Color

Relation between agricultural policy and foreign relations. Impact of disposal of surpluses on other nations.

MSU-$2.00

A TALE OF TWO COUNTRIES F-048
ND 28 min. Color

Shows deep ties between Japan and the U.S.--each is the other's largest trading partner.

ASF-no charge

TARIFFS, QUOTES AND ALL
ND 28 min. B.W.

Factors which affect foreign trade policy. Advantage of trading those products and services which are most efficiently for those made less proficiently. Trade policy aimed at reducing barriers to trade at home and abroad. Tariffs as inef-

ficient method of achieving economic goals. Foreign trade as part of total foreign policy.

MSU-$5.50
UM-$5.50

TIBETAN TRADERS
1952 22 min. Color

Presents details of community life, education, recreation, government, taxation, religion, agriculture, wool processing, and bartering. The annual trek from the lowlands to the mountains stresses interdependence of peoples in world trade, and necessity for interchange of ideas.

UI-$7.40
UA-$4.00

TRADE AND TRANSPORTATION 3-1208
1958 20 min. B.W.

Shows simple example of trade in the exchange of money for goods. Typical examples of trade and its close link with transportation are then seen in Canada, Holland, China, Malaya, Germany, Great Britain and the port of New York.

SIU-$3.95

TRADE BETWEEN NATIONS 01142
1964 21 min. Color

Helps students develop an understanding of the influence that world trade has on the economic development of the nations of the world.

CU-$7.50 UI-$6.90 40045
NIU-$7.15 5200050 UA-$4.00
UMO-$7.50

TRADE BETWEEN NATIONS
ND 17 min. Color

Indicates how nations of the world depend on each other for supplying certain products and that trade serves as a bridge between the peoples of the world.

BU-$8.50

THE U.S. IN THE WORLD ECONOMY: TRADE AND INVESTMENT
1968 29 min. B.W.

Explains nature and extent of U.S. involvement in world economy. Defines interna-

tional economic activity as exports, imports, international investments and monetary involvement. Clarifies why some imports have restrictions and the net effect of private investment in foreign economics.

IU-$7.25

THE UNITED STATES AND THE COMMON MARKET
ND 30 min. B.W.

Discusses America's post-war foreign aid program. Looks at American's future foreign policy (economic).

BU-$7.80

UNITED STATES BALANCE OF PAYMENTS
ND 28 min. B.W.

Three major categories of balance of payments: current accounts and gold. Problem of gold outflows; the exchange rates; a free or floating rate between countries; meaning of depreciation of a nation's currency and appreciation.

MSU-$5.50
UM-$5.50

WHAT'S IN IT FOR ME? 4400
ND 14 min. Color

In a people to people way, international trade is viewed from several reference points. It not only shows how world trade affects everyone, but gives a better understanding of it. By Volkswagon of America.

MTPS-no charge

WORLD LAW 11601
1959 14 min. B.W.

Tyrone Power presents the case for world law and explains how it would guarantee world peace, with justice for all nations.

UU,WU-$7.00

WORLD TRADE FOR BETTER LIVING 11620
1951 17 min. B.W.

Describes major features of international trade, shows conditions which led to restrictions on trade, discusses solutions for major trade problems. Shows how rising level of trade means higher standards of living for all nations.

CU,UU,WU-$4.50 WSU-$3.50 MSU-UM-$3.25 FSU-$3.75 UA-$4.00

WORLDWIDE COMMUNICATION
ND 16 min. Color

Presents latest development in international communications. Shows worldwide locations and overseas operators at work and communication satellites at work.

UMO-no charge

YANQUI GO HOME! F-173*
ND 28 min. Color

Story of the United Fruit Company. The view of a critic, the image the company has tried to create for itself and a look at the actual record of the company. Looks at pros and cons of their presence in Latin America.

ASF-no charge
*restricted availability

JOB SKILLS

APPLYING FOR A JOB 17003
1970 11 min. Color

Shows things young people do that impairs their chances of employment. Demonstrates the right way to apply.

CU-$4.00

EMPLOYMENT INTERVIEW 06111
1953 11 min. B.W.

Shows importance of interview in getting the right man for the job. Illustrations of proper and improper interviewing methods are included.

CU,NU,UU-$5.00 MSU-$2.25 FSU-$2.65 NRMA-sale price-$70.00

FOR IMMEDIATE ACTION
ND 18 min. Color

Designed to impress PBX system users with the importance of answering their phones promptly, placing calls personally by number and staying on the line. Shows proper phone procedure. Bell Telephone

NRMA-no charge

GETTING A JOB 06737
1954 16 min. B.W.

Shows how to look for a job by listing possible employers and getting infor-

mation about them. Explains 6 "Roads" to a job-employment agencies, want ads, etc. and the actual process of applying for and obtaining a job.

CU,WU-$4.50 WSU-$3.60 BU-$4.50 MSU-UM-$2.75 FSU-$3.75
UI-$4.70 33809

HOW DO YOU GET THERE? 530C
1971 26 min. Color

Shows the Do's and Dont's of getting a job.

USC-$3.00

HOW'S IT GOING?
ND 11 min. B.W.

Four case studies centered on interviewing principles and techniques. Stresses: 1) techniques of adequate advance preparation and favorable "climate" for interview, 2) how to get agreement, 3) how to get desired results from an interview, 4) how interview can contribute to growth of supervisor and employee.

NRMA-sale price $130.00 preview-$7.00

I WANT A JOB
ND 21 min. B.W.

Young man studies personal characteristics and abilities as a first step in finding a suitable position. Proper and improper ways of seeking a job.

UM-$4.25

JOB INTERVIEW: WHOM WOULD YOU HIRE? FILM A:3 YOUNG WOMEN 01691
1967 17 min. Color

Hidden camera records 3 young women being interviewed for jobs-asks audience to evaluate each on dress, manner, previous experience, current and long-range goals and education.

CU-$5.75 BU-$10.00 UM-$5.75 UA-$4.00

JOB INTERVIEW: WHOM WOULD YOU HIRE FILM B: 3 YOUNG MEN 07670
1967 16 min. Color

Actual job interviews of 3 young men. Viewer is asked to evaluate them on appearance, attitude, reliability, motivation and long-range preparation for employment.

CU-$5.75 BU-$8.50 UM-$5.75 UA-$4.00

JOBS AND ADVANCEMENT-ON THE MOVE
1969 13 min. Color

Uses dramatized situations to discuss jobs and advancement.

UA-$4.00

JOBS AND INTERVIEWS: GETTING STARTED ESC-1116
1969 15 min. Color

Surveys importance of employment interview in securing a job. Presents 3 approaches "come on strong," "get down and beg," and "be friendly, honest and proud." Points out that last one is right.

IU-$7.50 UA-$4.00

JOBS AND THEIR ENVIRONMENT: ON THE JOB ECS-1056
1969 14 min. Color

Shows young girl during first days as a salesclerk in cosmetics department of a large store. Discusses rules she must follow and stresses that relationships with other people are important in getting along in a new job. Uses examples of dealing with customers to show right and wrong way to do a job.

IU-$7.25 UA-$4.00

JOBS FOR MEN-WHERE AM I GOING
1969 11 min. Color

Points out skills and attitudes young men must acquire in order to secure jobs. Emphasizes role of inner feelings when confronted with decisions and choices.

UA-$2.00

JOBS FOR WOMEN-WHERE ARE YOU GOING, VIRGINIA?
1969 11 min. Color

Dramatizes prevocational skills and attitudes young women need. Emphasis is on internal feelings when confronted with decisions and choices.

UA-$2.00

MAKING IT IN THE WORLD OF WORK 8528
1972 25 min. Color

Shows, during their average workdays, ten young people, representing a variety of of interests, life-styles, and ethnic backrounds, who discuss important factors in their career decisions and offer advice on career planning and job selection.

.CAL-$20.00

ERIC

MORE POWER FOR THE JOB
1963 20 min. Color

Shows importance of proper vocational guidance and importance of training in preparing for careers in business, clerical jobs and trades. Points out that constant training is needed in the modern world.

WSU-$5.20 BU-$10.00 FSU-$6.05 SDSU-$2.00 UA-no charge

PERSONAL QUALITIES FOR JOB SUCCESS
1952 11 min. B.W.

By observing job interviews, the personality requisites for job success are illustrated-such as initiative, appearance, businesslike work habits, willingness to accept criticism and ability to get along with people.

BU-$3.50 MSU-UM-$2.25 NIU-$3.55(color) 3050231 FSU-$2.50
SDSU-$2.00 UA-$2.00

PLANNING YOUR CAREER
1954 16 min. B.W.

Encourages early discovery of one's interests and abilities. Shows student seeking occupational information relative to selection of a career.

CU,UU,WU-$4.50 BU-$4.50 MSU-UM-$4.25 UI-$4.65 33782 UA-$4.00

STUDIES IN INTERVIEWING, I,II,III,IV
ND 72 min. B.W.

Four different versions of 2 interview situations; how interviewer's skills and attitudes affect the interviewee and determines success of the interview.

UM-$14.00

THERE MUST BE A CATCH
ND 14 min. Color

Shows a job interview between a Negro high school student and a factory personnel manager. Shows the effect of an inept and insensitive interviewer both from the point of view of the youth who deserves a better reception and an employer who desperately needs men.

NYU-$7.00

THINK WIN TSC179
1971 30 min. Color

Portrays a parallel between sports and business. Illustrates that to be successful at either one must: Know your job, build pride and poise, learn to

bounce back, discipline yourself, make time work for you and "Think Win." Speaker is George Blanda.

UU-$10.50

THE WORLD OF WORK (OVERVIEW)
1972 15 min. Color

Surveys the entire spectrum of career possibilities available to students of today.

AIMS-$20.00 sale price-$190.00

YOUR EARNING POWER 11699
1952 11 min. B.W.

Points out 5 conditions which influence earning power-economic situations, the kind of job selected, amount of education, personal qualities and one's ability to produce.

CU-$3.00 WSU-$3.10 BU-$3.50 MSU-UM-$2.25

YOUR JOB: APPLYING FOR IT 00062
1967 13 min. Color

Shows that the way to apply and get a job is by following a planned procedure which includes getting enough leads, sticking with it, selling yourself and making the most of what you've got.

CU-$5.75 SDSU-$2.75 UI-$5.05 32747(color) UA-$4.00

YOUR JOB: FITTING IN
1968 16 min. B.W.

See an employee who is fired for doing "too much" and one fired for doing "too little." Challenges student to decide how he would respond to each situation.

SDSU-$3.15 UI-$5.65 32691(color) UA-$4.00

YOUR JOB: GETTING AHEAD
1968 16 min. B.W.

Experienced workers give tips on getting ahead. Questions about challenging jobs, recognizing dead end jobs, picking areas for advancement and planning for additional education are answered.

SDSU-$3.15 IU-$7.50 UI-$5.65 33617(color) UA-$4.00

YOUR JOB: GOOD WORK HABITS 00499
1968 13 min. Color

Good work habits can lead to promotion, raises and other benefits. Interviews with high school graduates on their first full-time jobs.

CU-$5.75 SDSU-$2.75 UI-$5.05 32873 UA-$4.00

YOUR JOB: YOU AND YOUR BOSS 15152
1968 16 min. Color

The relationship between worker and boss is seen from both points of view by actual on-the-job interviews. Answers student's questions about dependability, familiarity and authority. Bosses and employees tell the qualities they expect from each other.

CU-$5.75 SDSU-$3.15 IU-$7.50 UI-$5.65 33593 UA-$4.00

MANAGEMENT

ABC MAN: THE MANAGER IN MID-CAREER
1969 21 min. Color

What a company can do to prevent obsolescence in middle management-the manager who can do A, B and C but also needs D and E for his new job. Shows why such managers resort to slogans and hostility as a substitute for competence.

UM-$10.00

ALL I NEED IS A CONFERENCE 01481
1954 30 min. B.W.

Designed to make meetings of all kinds more productive in saving time and money, in solving problems and in helping people work together effectively.

UU-$10.00 WSU-$7.25 MSU-$5.25 NIU-$2.25 6120028 UA-$6.00
NRMA-sale price-$175.00 preview-$7.00

ASSIGNMENT GENERAL MILLS 04456
ND 20 min. Color

Report on entire operation of General Mills Company. Study of management principles in large corporations in general.

CU-$10.00

THE BABCOCK AND WILCOX STORY-100 YEARS OF PROGRESS
1967 29 min. Color

Tells the story of the Babcock and Wilcox Company. It is a non-technical film depicting the growth and diversification of B&W since 1867.

EGFF-no charge

BREAKING THE DELEGATION BARRIER 7050315
1961 29 min. Color

Develops an understanding of delegation of authority and what it can do to increase efficiency and promote personal growth at all levels of management.

NIU-$9.50 UA-$6.00 NRMA-sale price $175.00(B.W.) or $300.00 (Color)
Preview-$5.00 or $15.00 Rental-$25.00/wk. or $45.00/wk.

BREAKTHROUGH TO PROGRESS SFP1091
1962 25 min. B.W.

Plant manager Walter Britt, agressive but idea-resistant, learns the value of employee suggestions when serious operational problems bog down production schedules. U.S. Air Force

USG-sale price $43.75

THE BRIGHT YOUNG NEWCOMER 04869
1958 7 min. Color

By failing to channel properly the initiative of a new worker, the supervisor is presented with an ultimatum by his senior clerk. Asks the question,"What could the supervisor have done to avoid friction among his staff?"

CU,NU,WU-$7.00 MSU-UM-$2.00 FSU-$2.65(B.W.) UI-$2.75 25748
NRMA-sale price $65.00 (B.W.) or $125.00(Color)

THE CASE OF THE MISSING MAGNETS
ND 10 min. Color

Shows how a supervisor can influence the attitude, motivation and productivity of employees in his department.

NRMA-sale price $125.00 preview-$5.00 rental-$25.00/wk.

THE CHALLENGE OF LEADERSHIP
ND 11 min. Color

Shows how a diversified group of people can be made into effective working team by the person with the personality and ability to lead them. Identifies qualities that make a leader and skills required to apply leadership by the voluntary consent of

the group.

NRMA-sale price $125.00 preview $5.00 rental $25.00/wk.

THE CHALLENGE OF MANAGEMENT
ND 29 min. B.W.

Examines the 3 types of management structure; sole proprietorship, partnership and a large corporation. 3M Company.

BU-$7.80 NIU-$5.15 6200044 ASF-$8.50 NT-706 FSU-$5.75

CHANGING ATTITUDES AND PROCEDURES 56393
1965 33 min. B.W.

Reviews ways in which forward-looking management can initiate changes in procedures, and in the attitudes of workers affected by such procedureal changes, with maximum understanding and acceptance by all concerned.

UI-$10.20

CHANGING ATTITUDES THROUGH COMMUNICATION
1965 24 min. Color

Developing a strategy for change to avoid resistance, tension and conflict with employees. Creating acceptance by persuasion.

MSU-UM-$8.00 UMO-$7.50 UA-no charge (B.W.)
NRMA-sale price $275.00 rental-$45.00/wk.

COMMUNICATING MANAGEMENT'S POINT OF VIEW
1965 24 min. Color

Persuasion as a vital part of the manager's job, affecting and changing beliefs, attitudes and behavior. Importance of skill in this aspect of communication. Empathy and credibility as principle ingredients of effective persuasion-importance of understanding other's point of view, competence, dependability, drive and basic faith in people.

MSU-UM-$8.00 UMO-$7.50 UA-no charge NRMA-sale price-$275.00 rental-$45/wk.

COMMUNICATION FEEDBACK
1965 24 min. Color

How management weighs responses(feedback) to avoid communication breakdown and attain attention, understanding acceptance and action. The nonuse and misuse of feedback.

SU-UM-$8.00 UMO-$7.50 UA-no charge
RMA- sale price-$275.00 rental-$45.00/wk.

DELEGATING WORK 05722
1959 9 min. B.W.

Poses the problem of a supervisor's failure to delegate work and the serious effect on his efficiency and personal wellbeing.

NU-$5.00 UM-$3.00 FSU-$4.00 UI-$2.95 25743 UA-$2.00
NRMA-sale price-$65.00 (B.W.) or $125.00(Color)

ENFORCING RULES AND PROCEDURES 01632
1959 9 min. B.W.

Discusses ways to set up reasonable shop rules and procedures. Shows effective disciplinary methods.

NU-$5.00 MSU-UM-$4.00 FSU-$4.00 (color) UI-$2.95 25741

THE DEPARTMENT MANAGER 05734
1958 27 min. B.W.

The change in a man who moves up from creative work to management.

CU,NU-$10.00 UM-$5.50 UI-$7.45 55475

DEVELOPING MORE AND BETTER IDEAS
ND 23 min. B.W.

Explains the step by step process of developing ideas, points out that anyone from top management to lowest employee can produce more and better ideas for cutting costs, increasing productivity, developing products and improving quality and performance.

UA-$6.00

DISCIPLINE: REPRIMANDING
ND 10 min. B.W.

Shows several examples of proper and improper reprimanding of employees by supervisors.

BU-$3.50 UI-$2.70 21745

ELECTRONIC COMPUTER IMPROVE MANAGEMENT CONTROL 4-1365
ND 15 min. Color

Describes major time saving characterisitics and advantages of electronic data processing machines. Depicts situations of customer's cancellation of sales order because manufacturer couldn't make delivery on time. Paperwork caused the delay. Shows how 20 days could be saved by use of computers.

SIU-$7.10

EVERY MINUTE COUNTS OE 161
ND 10 min. B.W.

Problems of a new supervisor and how he handles lateness, loafing and absenteeism. How he learns to deal with individual cases. U.S. Office of Education

USG-sale price $17.50

FINANCIAL MANAGEMENT
1963 29 min. B.W.

Explores the critical problem of finance-of keeping solvent a small retail business to financing a new product of a large corporation.

BU-$7.80 NIU-$5.15 6200045 ASF-$8.50 NT-708 FSU-$6.00 UA-$6.00

EFFECTIVE EXECUTIVE SERIES-5 PARTS
1968 I-22 min. II-20 min. III-20 min. IV-30 min. V-22 min. Color

Produced by Peter Drucker, they each discuss aspects of effective management: I-Effective Decisions II-Focus on Tomorrow(planning) III-Managing Time IV-Staffing for Strength V-What Can I Contribute(individual output for cooperative development)

WSU-$8.60 each UM-$8.50 each NIU-$10.25-$10.75 each
IU-$10.50 each Staffing for Strehgth-$12.50

EFFECTIVE LEADERSHIP BS-131
1967 37 min. B.W.

Robert Tannenbaum defines and describes the characteristic of effective leadership-needs "social sensitivity" and "action flexibility."

IU-$8.75

FIRE LOSS MANAGEMENT, II-COMPUTER INSTALLATIONS 0416
1968 20 min. B.W.

Points out expense of computers and pricelessness of tapes and discs. Shows specific fire protection measures and management control of fire-loss program discussed-for building housing computers, computer room, machine itself. Shows effects of fires that have happened.

AECF- no charge

FOLLOW THE LEADER
ND 11 min. Color

The problems, pitfalls and barriers confronting the would-be leader or newly appointed supervisor are brought out and analyzed in the context of his basic

responsibility-getting things done through people. Henry Strauss Corp.

NRMA-sale price $190.00 preview-$10.00

THE FOLLOW-THROUGH 06464
1958 8 min. Color

What happens when a supervisor fails to explain the operation of a new office machine properly and returns to find trouble.

CU,UU-$7.00 MSU-UM-$2.25 FSU-$2.75 (B.W.) UI-$2.75 (B.W.) 25748
NRMA-sale price $65.00 (B.W.) or $125.00 (Color) UA-$2.00

THE GENERAL FOREMAN 06700
1958 30 min. B.W.

Conflict of the "man in the middle." Divided between loyalty to enterprise and to the men under him.

CU-$10.00 UM-$5.50

HOW MUCH COOPERATION? 07181
1958 8 min. Color

Asks "What do you think cooperation in a business is, or should be?"

CU-$7.00 MSU-UM-$2.00 FSU-$2.50 (B.W.) UI-$2.75 (B.W.) 25757
NRMA-sale price $65.00 (B.W.) or $125.00 (Color) UA-$2.00

HOW NOT TO CONDUCT A MEETING
1953 10 min. B.W.

Lemuel Q. Stoopnagel, word and though twisting comedian burlesques common errors and ommisions so frequently encountered in poorly planned meetings(informal)

SDSU-$2.00

IN THE MIDDLE 07393
1954 14 min. B.W.

Supervisor is caught in the middle, between upset staff and critical boss, when he transfers an experienced worker.

CU,NU,UU-$4.50 MSU-UM-$2.00 FSU-$2.75(may be shorter version)
NRMA-sale price $65.00 (B.W.) or $125.00(color)

IT'S UP TO YOU 5050352
ND 12 min. Color

When a supervisor in a large department store analyzes incidents which he handled

unsuccessfully, he finds he is not following principles of good supervision. He recalls situations well-handled by good supervisors. Gives principles, and illustrates them, of good supervision.

NIU-$4.00 MSU-$1.50

JET AGE MANAGEMENT 5020039
ND 22 min. Color

A United Airlines executive is interviewed to discover how this vast corporation is managed.

NIU-$4.50

MAN THE MANAGER
ND 14 min. Color

Examines the nature of management in a changing world.

NRMA-sale price $195.00

MANAGEMENT IMPROVEMENT: IT'S YOUR BUSINESS MN-8725
ND 26 min. Color

Shows through the use of animation, that good management means effective use of men, money, materials and facilities. U.S. Navy

USG-$88.00 sale price

MANAGEMENT MOTIVATION AND THE MINORITY WORKER 7576
1969 43 min. B.W.

Frankly and openly discusses the practical problems of motivating a minority worker-one of the hard-core unemployed.

U.CAL-$18.00

MANAGEMENT OF CREATIVITY 7781
1970 36 min. B.W.

Attempts to put into perspective the problem of ensuring individual creativity and efficient organizational operations (profitable).

U.CAL-sale price $215.00 rental-$15.00

MANAGER WANTED 6050301
1964 28 min. B.W.

perience in training a replacement teaches a manager that for his people to

develop he has to create a favorable emotional climate, permit employees to work out problems on their own and let employees modify his own thinking when necessary.

NIU-$6.15 UA-$6.00 NRMA-sale price $175.00(B.W.) or $300.00(Color) Preview-$5.00 or $15.00) rental-$25.00/wk. or $45.00?wk.

MANAGERIAL GRID 6020
1963 35 min. B.W.

Presents managerial grid technique as a way of evaluating various approaches to management-"concern for people" vs. "concern for production." Discusses degree of commitment, creativity and conflict that occur with different types of management "concerns."

U.CAL-$11.00 sale price-$150.00

MATERIALS CONTROL 08328
1951 10 min. B.W.

The job of getting right materials in proper amounts to right place at right time is described inder 3 functions of management: 1) procurement 2) inventory control 3) control of handling and transportation in the production process.

UU,NU-$5.00 FSU-$2.50 UI-$3.25 23228

MOBILIZERS OF MEN, MONEY AND MACHINES 6200028
ND 30 min. B.W.

Focuses on managers of industrial and commercial enterprises. Shows 4 stages in the cycle of management today-planning, organizing resources, administering resources and controlling resources in their progress. The environment the manager works in and the methods he uses are discussed. Shows how economic education helps managers in their task.

NIU-$5.15

MORE THAN TELLING
ND 22 min. B.W.

Purpose is to stimulate interest on the part of supervisors to pass on information and ideas effectively to those they supervise, and improve two-way communication.

NRMA-no charge

OVERCOMING RESISTANCE TO CHANGE 09051
1962 30 min. Color

Shows supervisors how to recognize the emotional factors which breed resistance to change and how to handle it.

CU-$13.00 NIU-$6.65 (B.W.) 6050175 UA-$6.00

PATTERN FOR INSTRUCTION
1960 21 min. B.W. and Color

Designed to teach, illustrate and motivate supervisors to use fundamentals of sound job instruction. Presents 4 step method of instructions.

NRMA-sale price-$140.00 and $240.00 preview-$5.00 and $15.00
rental-$25.00 and $45.00

PEOPLE DON'T RESIST CHANGE
ND 22 min. B.W.

Tells management how to make needed changes in work procedures and enlist cooperation of those affected. Used for work simplification.

NRMA-sale price $275.00 preview-$15.00 rental-$45.00/wk.

THE PERSONAL PROBLEM 09222
1959 7 min. B.W.

Shows that a supervisor who avoids discussing employee's problem with him can lead to production fall-off by the employee. Discusses what and how much help a supervisor should give with a personal problem.

NU-$5.00 UM-$1.50 FSU-$4.25 (Color) UA-$2.00
NRMA-sale price $65.00 (B.W.) $125.00(Color)

PRINCIPLES OF PAPERWORK MANAGEMENT FN9433a
ND 13 min. Color

Describes qualities of efficient, effective letter writing and suggests ways of obtaining these qualities. U.S. Navy

USG-$42.25 sale price

SELF-MADE MAN
1964 8 min. B.W.

Dramatized case history that will stimulate discussion of the factors that lead to successful self-development.

FSU-$2.25 UA-$2.00

SOMETHING TO WORK FOR
1966 30 min. B.W.

Reveals what work means to people and how managers can motivate employees to

improve productivity and raise work standards. Roundtable Films

NRMA-sale price $180.00 (B.W.0 $300.00 (Color) rental-$25.00/wk or $45.00/wk.
UA-$6.00

STYLES OF LEADERSHIP 10577
1962 26 min. Color

Presents a common business problem regarding a new contract and shows how it might be handled by four different types of leaders-advantages and disadvantages of each type(from leader's point of view and group's) are discussed.

CU,UU-$13.00 NIU-$6.15(B.W.) 6050149 FSU-$7.00 (B.W.) UA-$6.00
UI-$7.85(B.W.) 56569

SUCCESS STORY CS-1294
1961 29 min. B.W.

Americans have always defined success in monetary terms and reviews last 60 years with its moneymaking formulas. Depicts early 1900's as the age of rugged individualism and free enterprise. Pictures business management today as largely in the hands of organization men who have found the key to success in "adjustment," "belongingness" and "well-roundedness."

IU-$6.75

THE SUPERVISOR AS A LEADER, I OE-168
ND 14 min. B.W.

Four episodes illustrating poor supervisory practices and the importance of following these rules: Always keep promises, don't take credit for someone's elses work. Don't pass the buck. Don't play favorites. U.S. Office of Education

USG-$25.50 sale price

THE SUPERVISOR AS A LEADER,II OE-169
ND 13 min. B.W.

Four episodes of poor supervision leading to the following generalizations: Be a leader, not an authoritarian. Show appreciation for a job well done. Don't lose your temper. Protect the rights and feelings of workers. U.S. Office of Education

USG-sale price $23.75

TAKE A LETTER PLEASE MN-1562-C
ND 22 min. B.W.

Burlesques common faults of letter dictators: scatterbrain, speed demon, dreamer, mumblemush and Simon Legree. Shows proper methods of dictating letters.

USG-sale price $38.50

THIS IS TRW
1967 11 min. Color

Traces history and growth of TRW-major contributor in field of space, automotives, aircraft, electronics, industry and defense. TRW Systems Group

EGFF-no charge

THE VICE PRESIDENT 5-0580
1958 30 min. B.W.

A look at the man of authority in the light of what his status does to him. Points out that often the attainment of a senior position involves not only the accruing of satisfactions not held before, but the sacrifice of many earlier ones and a change in the whole pattern of living and working.

SIU-$4.95

WINNING COMBINATION FOR COST CONTROL
ND 13 min. Color

How to motivate subordinates to cooperate with company's efforts to reduce waste and control costs.

UM-$4.50

WRITING LETTERS THAT GET RESULTS
1967 28 min. B.W.

Writing letters that create interest, present facts and stimulate action; principles of writing effective business letters.

WSU-$4.70 UI-$7.50 56633

THE "YES-MAN" CONFERENCE
ND 12 min. Color

Caustic show-up of the "tell"em" boss who monopolizes his staff meetings. Boss realizes he's not getting full benefit of the organization's brain power by not accepting others' opinions and begins to use other staff members' talents.

NRMA-sale price $95.00

MARKETING RESEARCH

BRIGHT STAR 4074
ND 25½ min. Color

This is the story of how Chevrolet's little car, the Vega 2300, was conceived, designed and built. Never before has the development of an automobile been so carefully documented on film. Consumer research, new car design, component development, styling, testing, and production are presented. Available to 9th grade and higher.

MTPS-no charge

FOOD: THE STORY OF A PEANUT BUTTER SANDWICH
1971 15 min. Color

Shows the methods of food processing, market research and advertising.

UM-$5.75

MATERIALS-KEY TO PROGRESS SFP-530
ND 17 min. Color

Describes overall technical mission of the USAF Materials Research and Development Program and emphasizes important contributions of industry and science to its progress.

USG-sale price $58.50

MR. CHAIRMAN-THE FUNDAMENTALS OF PARLIAMENTARY LAW
1959 13 min. B.W.

Uses animation to show why rules of order are essential to democratic debate and decision making.

UA-$4.00

PRODUCT DEVELOPMENT 09546
1951 10 min. B.W.

Considers role of research in improving materials, processes and products, aspects of fitting new ideas into existing facilities.

CU-$5.00 FSU-$2.50 UI-$3.35 23226

QUALITY CONTROL 09626
1951 10 min. B.W.

Shows how industry controls product quality by checking on the variable factors: men, machines, materials and manufacturing conditions. Describes factors in setting quality standards on manufacturing cost and selling price.

NU,UU-$5.00 FSU-$2.65

RESEARCH POINTS THE WAY 01840
1967 27 min. Color

Features types of research used at various points in the marketing system and demonstrates the manner in which problems relating to major foods are attacked and solved. Presents career opportunities.

CU,NU,WU-$13.00 MSU-UM-$2.00 SDSU-$1.25 UA-no charge

MEDIA

AD-LAND REVISITED 6020042
ND 29 min. B.W.

Analyzes advertising in 20th century U.S. and its dual functions: mirror and molds of our culture. Demonstrates that ad men have long been fluent with familiar slogan, jingle, testimonial and doctor endorsements by which values and dreams, rather than commodities are made the fair of public consumption. We must guard against the temptation to make advertising the scape goat for our own materialism, for ad men can erect and support only the images that society tactly permits.

NIU-$5.15

BIG CITY PAPER
1965 31 min. Color

Major activities in producing Chicago Tribune--pulp-gathering, making newsprint, printing of paper.

UM-$2.50

CIRCULATION: THE BLOODSTREAM OF NEWSPAPERS
1967 13 min. Color

This film, in full color, is a tribute to all newspaper carrier boys. The complete steps of the daily paper circulation are shown in typical neighborhood communities. The importance of the carrier in the vastly increasing world of the newspaper is emphasized.

IGFF-no charge

CLASSIFIED: EVERYONE'S MARKET PLACE
1968 13 min. Color

This film, in full color, is to point out to the audiences the many uses and benefits of the Classified Want Ads of today's newspaper. Want Ads in the many early papers are shown, bringing the audience up to the advantages of classified ads.

EGFF-no charge

COMMUNICATIONS IN THE MODERN WORLD 2050187
1958 11 min. B.W.

Shows new communication techniques and points up necessity of effective communications in the modern world. Pictures a variety of means of communications--spoken, gestural, conventional signs and how they convey meaning. Contrasts older methods and their limitations with modern mass media.

NIU-$2.50 UMO-$2.50
FSU-$2.50 UI-$3.30 25068

THE COMMUNICATIONS EXPLOSION 01559
1967 25 min. Color

Traces development of communications. Investigates future trends.

CU-$7.50 NIU-$9.25 7050412
NU-$7.50 FSU-$11.50
BU-$12.50 UMO-$7.50

FORTY YEARS TO NOW
ND 24 min. Color

Documentary on four decades of advertising from the pages of Fortune. Range from personality endorsements, patriotic sloganeering, the plastic age, electronics, earth and space. The printed word has come a long way but the film asks: Will it take the needed quantum jump into the 70's and involvement, responsibility and caring?

MSU-$9.00
ASF-$20.00 FO-102

FROM TYPE TO PAPER
1960 29 min. Color

This film, in full color, tells the complete story of a newspaper. It shows the earliest forms of man's written records, from the stone age carvings to the modern day newspaper presses. It combines cartoon figures with live action.

EGFF-no charge

GETTING THE NEWS 00488
1968 16 min. Color

What constitutes news, how it is gathered and disseminated and how it affects those it reaches. News media discussed.

CU-$5.75
BU-$8.50
UM-$3.25

THE GOLDEN STANDARD 2523
ND 17 1/2 min. Color

Tells the story of modern advertising the function of media selection in advertising, positive introduction of circulation facts, purpose and influence of ABC and the advantages of buying known and analyzed quantities of circulation.

EGFF-no charge

HELP! MY SNOWMAN'S BURNING DOWN
1965 10 min. Color

Color, photography, editing, and sound demonstrate the imagination and craft of the professional film maker in this surrealistic and humorous satire on the Madison Avenue image of the world through advertising.

UI-$4.05

I RATHER LIKE YOU, MR. BELL
1969 27 min. Color

This film, in full color, explains courteous and effective telephone usage by picturing humorous historical situations in which the telephone might have played an important role, had it been invented then. Comedian Bob Newhart depicts these episodes in his own unique way.

EGFF-no charge

INDEPENDENT COMMERICAL RADIO STATION
1952 18 min. B.W.

Shows the day-to-day operation of a local commercial radio station in the U.S. U.S. Information Agency.

USG-sale price $38.50 (rental $7.50)

INVITATION TO BETTER NEWSPAPERS
1965 25 min. Color

This film, in full color, is a planned program to help other newspapers. It

illustrates four basic steps of improvement: harmonious layout; abundant white space; accents in hot spots; and elimination of ornaments. The film shows how rules apply to all newspaper departments.

EGFF-no charge

LANGUAGE OF ADVERTISING
ND 30 min. B.W.

How advertising often commits semantic crimes; techniques that bring automatic reactions to ads.

UM-$5.75

THE LASTING MEDIUM
ND 14 1/2 min. Color

This film, in full color, takes viewers "behind the scenes," to see how the Specialty Advertising medium successfully helps advertisers achieve their promotional objectives. The film includes typical users and examples of the myriad of specialties available to advertisers.

EGFF-no charge

THE MAN WHO BUILT A BETTER MOUSETRAP
ND 20 min. Color

The discussion of the economic value of advertising narrated by the advertising manager of Standard Oil.

BU-$10.00
UM-$1.50

MARKETING AS A CAREER WITH EMPHASIS ON ADVERTISING
ND 30 min. B.W.

Fairfax Cone, advertising executive, discusses advertising as a business, as a profession and as a force in the economy. Describes the kinds of people who are likely to succeed in advertising field.

ASF-$5.00 sale price (one day only)

MASS MEDIA AS BACKGROUND IN COMMUNICATION
1959 30 min. B.W.

Because mass media -- newspapers, television, radio, magazines, books, motion

pictures -- are important sources of information, precautions in their use need to be observed. Influence of technical limitations, business considerations, and popular appeals to mass audiences.

UI-$7.50

MIRACLE AT YOUR DOORSTEP
ND 29 min. Color

How Detroit news serves the community. Operation of newspaper - gathering news, preparations of various kinds of news, advertising, rolling presses, distribution of papers.

MSU-$2.00
UM-$2.00

NEWS STORY 8143
ND 34 min. Color

Shows how problems of research , filming, editing and presentation affect the objectivity and credibility of a TV news story.

UCEMC-$10.00

THE NEWSCAST 08799
ND 16 min. B.W.

Illustrates development of newscasting via TV. Shows that editorial work is involved just as in a newspaper.

UU-$7.00

NEWSPAPER...BEHIND THE SCENES 1927
ND 16 min. Color

Covers aspects of modern porduction methods in a metropolitan newspaper from copy desk to "topping" the bundles for delivery. Emphasizes the people and jobs involved in the industry.

AIMS-$20.00 sale price

A NEWSPAPER SERVES ITS COMMUNITY 00864
1968 14 min. Color

Shows step by step processes of writing, editing, printing and delivery of a newspaper, and the variety of news, features and advertising it brings to a community.

CU-$5.75 UM-$4.50
IU-$8.50 NIU-$3.15 4120027

NEWSPAPER STORY
1950 17 min. B.W.

Follows a story from the time the reporter learns of it until the completed paper is sold on the street.

BU-$4.50 FSU-$3.75
MSU-$3.50 UMO-$3.50
UM-$3.50 UI-$4.75 33027

NOW WE KNOW 08869
1950 20 min. B.W.

History and functions of the Audit Bureau of Circulations. Shows chaotic early days of advertising and publishing industry compared to the present, and shows how Bureau's reports make it possible for advertisers and publishers to buy and sell space on the basis of facts.

UU-$7.00

POSTER
1969 16 min. Color

Shows examples of traditional posters, including billboards, postage stamps and political posters. Explores the art of poster design. Points out that modern commercials are posters in motion.

UA-$4.00

PRESS
ND 15 min. B.W.

Presentation of the newspaperman and how news stories are written, reported and get into print.

UMO-$2.00

PRINTERS 09523
1960 14 min. B.W.

Presents general information on newspaper and magazine production. Surveys production, layout, copy and proof reading, linotype, stereotype.

WU-$4.50
UMO-$2.00

PULSE OF A CITY
ND 20 min. Color

This film, in full color, shows the operations of a large metropolitan daily news-

paper. You see how reporters gather the news, how photographers cover their assignments and how skilled craftsmen assemble the equivalent of a large volume each day into a newspaper.

EGFF-no charge

RADIO BROADCASTING TODAY
ND 18 min. B.W.

Surveys listener favorites and representative programs. Indicates criticism of American radio and attributes many of the difficulties of good programming to the sponsor's demands.

UMO-$3.50

RETAIL ADVERTISING
1963 10 min. Color

This film, in full color, shows what it is like working in the retail advertising department of a daily newspaper. It will help to make students familiar with retailing--its problems, its concepts, its "language" and shows how newspaper retail advertising departments operate.

EGFF-no charge

SMALL TOWN EDITOR
1954 22 min. B.W.

Story of a small town newspaper editor and his place in the community. Contrasts his operation with that of a big city newspaper, emphasizes friendly relationships with townspeople, and points up the principles of a free press.

UI-$5.05

STEREO COLOR PROCESS
1963 10 min. Color

This film, in full color, shows how a large daily metropolitan newspaper developed a process of producing direct print color advertisements of less than a full page.

EGFF-no charge

TELEVISION COMMERCIALS 3 Parts
1963 I-20 min (all parts) B.W.

Illustrates the ingenuity employed in making commericals. I-Live and Special Effects II-Animation III-1963-1966

TELEVISION ON YOUR COMMUNITY
1956 11 min. B.W.

What happens inside a television station to produce the programs you see? Showing the personnel, equipment, and organization of a simple television station, the film demonstrates the co-ordinated efforts required in both local and network stations to provide service to the community.

UI-$3.20

THAT'S NEWS TO ME
1965 15 min. Color

This film, in full color, tells the story of a newspaper. It shows how a news event is handled in story and pictures, how type is set and photo-engravings are made. It also depicts the stereotyping and printing porcesses, as well as the distribution of the finished newspaper.

EGFF-no charge

THIS THEATER AND YOU
ND 7 min. B.W.

Represents a movie theater as a market place, a style center, a travelogue, a sports arena, a library and a concert hall.

BU-$3.50
SDSU-$2.00

TODAY'S NEWSPAPER 7120025
ND 22 min. Color

Tells, in layman's terms, exactly what goes into the production of a daily periodical. Takes the viewer through step-by-step deliniation of the process and covers all aspects; editorial, advertising, photography, art, composition, printing and circulation.

NIU-$8.40

TOMORROW'S TELEVISION: GET WHAT YOU WANT OR LIKE WHAT YOU GET CS-2068
1969 63 min. B.W.

Examines competitive struggle of cable TV operators against theater owners, commercial broadcasters and the phone company. Discusses differences in programming philosophies of commercial and cable TV. Discusses FCC policies in regulation of broadcasting.

IU-$13.50

WHY DO YOU BUY?
1971 10 min. Color

Designed to provoke discussion about the psychological needs which we try to satisfy when we buy. Besides basic needs (food, clothes, shelter) we have psychic needs which enter into the buying decision. How advertising uses emotional appeals to sway our decisions.

UM-$4.00

THE WIDE WINDOW OF MR. MALONE
1965 27 min. B.W.

Gives a history of the New York Times telling how it achieved prominence. Shows what's involved in getting out the newspaper every day.

UA-$6.00

MERCHANDISE INFORMATION

ACCENT DECOR
ND 10 min. Color

Interior designer William Pahlman creates beautiful room settings by clever use of color and patterns - "accent decor." Modern Talking Picture Service, Inc.

NRMA-no charge

ADVENTURES IN AGRICULTURE...AUTOMATED PACKING HOUSES
1968 19 min. Color

This film, in full color, shows how the fresh fruit and vegetable industry is using mechanization and automation in the packing house, and points out that these practices help keep the price of produce at attractive levels for the consumer.

EGFF-no charge

AGILON FILM
1964 10 min. B.W.

Soap opera-type film for hosiery salespeople. Emphasizes advantages of stretch hosiery--comfort, durability, resistance to snags, etc.

NRMA-no charge

THE AMERICAN WAY WITH WOOL
1966 14 min. Color

Gives behind the scene look at wool manufacturing and designing. Shows preparation for showing new fashions and the fashion show. American Sheep Producers Council.

NRMA-no charge

ART OF MAKING FURNITURE
ND 15 min. Color

Reviews manufacturing of traditional furniture from the log deck to the retail store

NRMA-no charge

ARTISTRY IN SILVER
ND 18 min. Color

Shows the art of silver craftsmanship depicting step-by-step phases from silver ingots to flatware. Samual Kirk & Son.

NRMA-no charge

AS AMERICAN AS APPLE PIE
ND 25 min. Color

Apple pie is more than just food...it is a tradition. Here viewers are treated to an interesting, behind the scenes look at how the world's largest frozen pie plant maintains this tradition. From orchard to package, the film explores the product quality and processing care that go into the volume preparation of America's favorite dessert.

MTPA-no charge

ATOMIC REVOLUTION IN WOOD 0438
1969 23 min. Color

Presents a new use of nuclear energy-the fusing of wood and plastic into a combination substance with the esthetic appeal of wood but improved in hardness, abrasion resistance and durability. Shows its superiority over wood. Shows several commercial companies that are using the process to turn out consumer items, Parquet floors and furniture.

AECF-no charge

AURUM 2610
ND 29 min. Color

In addition ot gold-smithing it shows how gold is mined and the display of finished products in jewelry stores.

ASF-no charge

BARREL NUMBER ONE
ND 29 min. B.W.

Various steps in discovery, production, refining, transportation and marketing of a barrel of oil.

MSU-$1.50

BECAUSE WE CARE
ND 20 min. Color

This film describes the history and present operations of the nation's sixth largest meat processing firm. It details the many steps involved at the company's modern and efficient facilities to bring tasty, quality meat products conveniently packaged as sausage, bacon and sliced luncheon meats to the retail grocery store.

MTPS-no charge

BEDTIME STORY
ND 15 min. Color

Describes manufacturing process and test procedures (and terminology used) in the latex foam industry. Informs sales persons of "Texfoam" mattress core.

NRMA-no charge

BEEF FOR ALL OCCASIONS
ND 25 min. Color

Beef can be prepared in dishes that are economical, exotic and grand. This film beautifully shows many of the varied ways you can plan meals around beef.

MTPS-no charge

BEEF RINGS A BELL 04660
1964 27 min. B.W.

Promotes use of beef, but gives background on production in order to give the consumer an idea of the problems involved in producing and processing beef.

-$5.75

BEES AND HONEY 04661
1963 27 min. Color

Pictures bees at work and the process of extracting, pasteurizing and bottling honey.

CU-$7.50

THE BELGIAN ART OF LINEN
ND 14 min. Color

Colorful trip through Belgium, showing old way of making linen and today's methods.

NRMA-no charge

THE BEST THING ON YOUR ARM
ND 10 min. Color

Describes manufacture of an average handbag as it goes through the various operations involved.

NRMA-no charge

BOTTLED SUNSHINE
ND 14 1/2 min. Color

This film, in full color, shows us the orange juice industry, as we watch the oranges travel from tree to package.

EGFF-no charge

BRINGING HOME THE BACON
ND 22 min. Color

Introduced by Willie Mae Rogers, Director -- Good Housekeeping Institute, this film covers the many facets of meat processing, including research, raw materials, seasoning. It shows how sausage, bacon and other smoked meats are processed.

MTPS-no charge

BUYING CHILDREN'S CLOTHING
1958 12 min. Color

Pointers and demonstrations of purchasing small children's clothing from the label.

WSU-$2.90

CANNED MEAT STORY 04963
1953 16 min. Color

Shows the history of meat eating from primitive man to the present. Reveals development of food processing and can manufacturing.

UU-$10.00

CANDY COUNTRY -- U.S.A.
ND 14 min. Color

Here is an intriguing film on the always fascinating process of manufacturing candy. The many steps involved until the final mouth-watering delights are completed, should interest everyone.

MTPS-no charge

CATCHING, FILLETING AND PACKAGING FISH
ND 14 min. B.W.

Shows modern method of catching, processing (by filleting), packaging and freezing fish for market.

BU-no charge
UMO-$2.00

CERAMIC AND GLASS
ND 20 min. Color

This film, in full color, shows the various aspects of the porcelain, ceramic and glass industries in Portugal.

EGFF-no charge

CEREAL MAKERS
ND 15 min. B.W.

Picture of the processing of grain, including the laboratory testing of the quality and consistency in the production of breakfast cereals.

UMO-$2.00

CHEESE AND CHEESE MAKING
ND 10 min. Color

Describes modern ways of making cheese -- American or cheddar, Swiss and Italian.

BU-$6.00 UM-$4.00
MSU-$4.00 UI-$3.60 (B.W.) 23256

CITRUS: THE GOLDEN FRUIT
1963 15 min. Color

Provides information concerning California-Arizona citrus industry, describes requirements for growing citrus fruit, methods of starting a citrus grove, and various steps in growing, picking, packing, and marketing the fruit.

UI-$4.40
UA-$4.00

CLOTHING 05338
1955 11 min. B.W.

Shows how man has met his need for clothing from early times. Scans development of textile arts.

CU-$3.00
UU-$3.00

CLOTH - FIBER TO FABRIC
1968 14 min. Color

Shows fibers and processes involved in cloth production. Demonstrates modern looms. Includes wool, silk, rayon, nylon and glass fabrics.

BU-$8.50
UI-$4.45 20504

CLOTHING FOR CHILDREN
ND 11 min. Color

Basic film for salespeople and customers. Explains principles which designate functional clothing for children. Coronet Films.

NRMA-sale price $120.00 (may be loaned)

COMMITMENT TO EXCELLENCE
ND 34 min. Color

An enlightening and entertaining film that shows the viewer all the interesting processes in the manufacture of high-quality skis. Includes action footage of three members of Olin's professionsl racing team. Thrilling ski action.

MTPS-no charge

COPPER, STEWARD OF THE NATION
1959 12 min. Color

Presents our second most important metal, copper. Points out copper's part in

developing one area of the nation, the complicated process of extracting the metal from raw rock, and lists its many uses today.

UI-$4.20

COSMETICS WORKERS 05533
1960 16 min. B.W.

Describes work of cosmetic workers who produce fragrant and colorful make-up. Describes methods and materials of manufacturing make-up.

WU-$4.50
UM-$1.50
UMO$2.00

COTTON, FIBER WITH A FUTURE
ND 14 min. Color

Tells of growing, harvesting, ginning and processing cotton. Describes advances which seience has made in this area.

UA-no charge

COTTON--FROM FIBER TO FABRIC
1959 23 min. Color

Shows cotton growing, textile mills making variety of fabrics and finishes. Shows labs where new finishes are discovered that make cotton crease and wrinkle resistant, waterproof, stainproof and easier to care for.

FSU-$7.75
UA-$6.00

COTTON IN TODAY'S WORLD
1961 10 min. B.W.

Traces history of cotton with scenes of raising or processing in Egypt, India, Indonesia, England and Mexico. Stresses cotton's importance in the world economy.

BU-$3.50 UI-$3.30 25543
UMO-$2.50 UA-$2.00

COTTON TO CLOTHING 1907
1967 11 min. Color

Introduces processes in making cotton clothing: baling cotton, milling or carding, spinning, weaving, dyeing, sewing, pressing, packaging, selling in stores.

AIMS-$15.00 sale price UA-$2.00

CRYSTAL CLEAR
ND 28 min. Color

Brings out the points in the hand manufacturing of glassware important ot the sales person. Fostoria Glass Comapny.

NRMA-no charge

DETERGENTS FROM PETROLEUM
1955 14 min. Color

Demonstrates the principles of detergents affinity for dirt and oil, effects as a wetting agent, comparison with soap in hard water. Uses for detergents in industry, home and farm.

WSU-$1.75

EGGS BY AUTOMATION
ND 10 min. Color

How electro-mechanical principles can lighten, human labor, reduce food costs and speed marketing of farm products. Follow eggs from farm to table.

UM-$4.00

EXTRAORDINARY WORLD OF ZINC
ND 28 min. Color

Shows what the world would be like without zinc coating and how valuable this process is to our everyday life. Shows zinc from mines to finished product.

UA-$6.00

FMC FIBERS AND FILMS
1965 20 min. Color

Illustrates manufacture of rayon, acetate and cellophane. Shows diversified uses of Avisco fibers in apparel, home furnishings, packaging. American Viscose.

NRMA-no charge

FABRICS FOR LIVING 5-1240
1968 30 min. B.W.

Dissects a possible clothing purchase in order to discover if the consumer is getting the best made garment for the money. Presents check points for the buyer so she can buy suitable, durable clothing at the least cost to her.

SIU-$2.50

FABRICS ON THE MOVE
1961 33 min. Color

Properties, uses, and care of selected artificial textile fabrics, by their generic names. Seven classes of fabric: rayon, acetate, nylon, polyester, acrylic, modacrylic, and nytril; their properties and appropriate applications.

UI-$8.20

FACTS ABOUT FABRICS
ND 22 min. Color

Explains characteristics of yarns, how fabrics are made, basic fabric construction and printing and dyeing of fabrics. Gives characteristics of Du Pont fibers and selling points. Du Pont.

NRMA-no charge

FACTORY: HOW A PRODUCT IS MADE
1957 14 min. Color

Starting with the planning board of a toy factory, we follow the manufacture of a toy from the initial idea, through its experimental development, its engineering, production, assembly, and final sale in a retail store. Emphasizes the cooperative effort in factory production and illustrates the vast amount of planning, preparation and collective effort required in making even a simple product.

UI-$5.50

FACTS ABOUT FABRICS
ND 26 min. B.W.

Fabrics and how they're made. Importance of yarns in making fabrics. Constructions commonly used; methods of applying color; finishing operations.

UM-$2.00
NRMA-no charge

FANTASY IN FORTREL
ND 20 min. Color

Depicts why a teenage girl is always "ready to go " in fashions containing Celanese polyester Fortrel. Celanese Fibers.

NRMA-no charge

FARM FRESH TO YOU 0127
1966 13 1/2 min. Color

Preservation of fresh fruits and vegetables by radiation pasteurization. Shows high spoilage losses in marketing fresh fruits and shows great reduction with this process. Animation shows what this process does to the food. Points out that foods are imminently safe and FDA approved before being put on the market.

AECF-no charge

THE FINE ART OF STERLING DESIGN
ND 27 min. Color

Fascinating stories about some of the world's most famous silver designs and the men who created them, from Paul Revere to the present. Period settings and modern scenes abroad and in the U.S. Table settings, flower arrangements.

MTPS-no charge

FISHERY WORKERS
ND 15 min. B.W.

General picture of the tuna fishing and packing industry.

UMO-$2.00

A FINE THING
ND 5 min. Color

Fiberglass beta piece goods information developed for department sales girls for in store demonstration processes. Owens-Corning.

NRMA-no charge sale price $76.00

FOR LIFE'S SPECIAL MOMENTS
ND 13 1/2 min. Color

It's not easy to express ourselves at times when we want to share life's special moments...so we send greeting cards or gifts that say it for us. Here we see how these thoughtful expressions are created and manufactured.

MTPS-no charge

FRESH CHILLED SUNSHINE
ND 15 min. Color

Pictorial visit to the orange groves as we follow the morning orange juice from tree to table.

MTPS-no charge

FRESH OUT OF WATER
ND 14 min. Color

Tours a modern cannery. How fish move from the ocean to the cannery to the consumer. Explains different types of seafood and nutritional value of seafood.

UMO-$2.00

THE FRESHER THE BETTER
1966 13 1/2 min. Color

Preservation of fresh seafood by radiation pasteurization to extend refrigerator shelf-life three times longer than ordinary seafood. How the process kills micro-organisms and other spoilage. Marine Products Development Irradiator, semi-commerical facility is shown in operation, using radiation pasteurization.

AECF-no charge

FROM TREES TO PAPER 06609
1951 13 min. B.W.

Shows how paper is made. Shows reforestation techniques.

CU-$4.50 WU-$4.50
NU-$4.50 MSU-$1.50
UU-$4.50 UM-$1.50

FURRIERS
ND 14 min. B.W.

Hows skins are cleaned, softened, tanned, stretched, pulled, pummeled, ironed and drummed, graded and matched.

UM-$1.50
UMO-$2.00

GARMENT WORKERS
ND 15 min. B.W.

Types of work done by ladies' garment workers. Overall view of garment industry and skills needed by workers.

UMO-$2.00

GLASS 17173
1965 11 min. Color

Shows glass blowers contrasted with modern mechanical processes of mass production. Jazz background.

CU-$4.00 UI-$4.80 20190

GLASS FROM THE OLD TO THE NEW THROUGH RESEARCH 06772
1954 20 min. Color

Story of progress of glass and how it contributes to a high standard of living. Shows specialization in modern glass industry.

CU-$5.75 BU-$5.75
UU-$5.75 NIU-$8.15 5090067
WU-$5.75 FSU-$4.65

GLASS WORKERS
ND 14 min. B.W.

Depicts glass blowers making bottles and tubing by hand and by machine. Shows operation of a fiberglass mill.

UMO-$2.00

HARVEST OF THE SEA
ND 25 1/2 min. Color

The around-the-world drama of fishing for tuna, shrimp, salmon, and king crab. Fishing scenes filmed in actual locations show the ocean hazards and physical dangers facing the men who daily wrest these nutritious foods from the sea.

MTPS-no charge

HAWAII, THE SUGAR STATE
1961 22 min. Color

Shows importance of sugar to Hawaii. Shows modern raising and processing techniques. Hawaii shown as a new and completely modern state.

UA-no charge

THE HEART OF COMFORT
ND 13 min. Color

Contribution of urethene foam made with "Hylene" to the comfort of fine furniture and bedding and its advantages as a cushioning material. Du Pont.

NRMA-no charge

INDUSTRIAL RUBBER WORKERS 07443
1950 14 min. B.W.

History of rubber and a survey of its many uses in today's society.

WU-$4.50
UMO-$2.00

IPHANSIS - THE ART OF WEAVING
1965 10 min. Color

Traces various stages of textile production - raw fiber porcessing, spinning, weaving, etc. Association Films.

NRMA-no charge

IRON ORE MINING 07578
1950 13 min. B.W.

Shows operation of an open pit mine and the transportation of ore through the Great Lakes to steel mills.

CU-$4.50

IT'S GOT TO BE GOOD
ND 15 min.

This film shows the tests that Allis Chalmers equipment is put through on the proving ground and in the laboratory before they are put on the market for public use.

EGFF-no charge

THE KORATION STORY
ND 14 min. Color

Involves an amusing comedy which demonstrates clearly the entire Koration wash and wear process that "teaches" garments to retain their shape and reject wrinkles. Sterling Movies.

NRMA-no charge

THE LAST WHEAT CROP
ND 27 min. B.W.

Story of the wheat industry from the growing of wheat through the grain marketing procedures; processing at flour mill and bakery until the end product, bread, is produced.

SDSU-$2.00

LEATHER IN THE MAKING
1960 30 min.

This film tells the story of leather tanning. It presents a tour of a modern tannery and shows the converting of rawhide into fine, finished leather, clearly

outlining each of the many steps in the complicated processing of leather. It includes the trimming, splitting, soaking, tanning, dyeing, stretching, drying, buffing, and polishing.

EGFF-no charge

LEATHER IN YOUR LIFE
ND 27 min. Color

Story of leather from raw material to finished article. Shows its uses in fashion articles, home decoration and industry. Leather Industries.

NRMA-no charge sale price $140.00

LEATHER...KEY TO SHOE SELLING
ND 21 min. Color

Gives sales persons facts about leather in shoes and how to use these facts. Features selling situations--high fashion shoes, women's shoes, teenaged girls' shoes, men's shoes and children's shoes. Leather Industries.

NRMA-no charge

LIFESTREAM - THE ROLE OF OIL IN THE MODERN WORLD
1967 21 min. Color

Oil's place and importance in all aspects of modern world. Its discovery, harnessing and various ways to put it to use. Explains how it is "discovered" and distilled.

UU-$5.75

LOOK FOR THE LABEL ARNEL
ND 17 min. Color

Depicts techniques and specifications behind the Arnel fabric performance testing program, stressing the invisible but unvaluable quality characteristics involved. Celanese Fibers.

NRMA-no charge

THE MAGIC MARBLE 17-DF-3334
ND 12 min. Color

Fiberglass curtains, drapery, bedspread sales training film. Dramatizes fiberglass story. Shows manufacturing process. Owens-Corning Fiberglass.

NRMA-no charge sale price $120.00

MAGIC TRAILS
ND 28 1/2 min. Color

This film, in full color, combines scenes of the oil industry with scenes of the countries involved. The film takes us to the United States, Europe, Africa, the Middle East, and the Caribbean.

EGFF-no charge

MAHOGANY...WOOD OF THE AGES -- YESTERDAY, TODAY AND TOMORROW
ND 29 min. Color

The story of mahogany from standing tree to finished product. Mahogany Association.

NRMA-$3.50

MAKING COTTON CLOTHING 2090010
ND 11 min. B.W.

Demonstrates each step in manufacturing a cotton dress in a modern factory: designing, sample-making, pattern making, cutting, sewing, finishing, pressing and packing. Contrasts mass produced with hand sewn.

NIU-$2.50

THE MAKING OF FINE CHINA
ND 20 min. Color

Shows Lennox China being made. Stresses sales points for selling Lennox China.

NRMA-no charge

A MARK OF WHOLESOME MEAT 08302
1964 18 min. Color

Shows what it takes for meat to earn the "stamp of approval" from U.S. Department of Agriculture.

NU-$10.00 MSU-$1.50
WU-$10.00 UM-$1.50
WSU-$1.75 SDSU-$2.00

MASTERS IN CLAY AND ART
ND 27 min. Color

Shows the manufacture and decorating of Spode China. Copeland & Thompson.

NRMA-no charge

MEAT AND MEAT PACKING
1957 14 min. Color

Shows processing of beef and pork from hoof to table -- way carcass is cut, processed and packaged. Points out commerical uses of every part of the carcass.

BU-$8.50
UI-$4.95 34563

MEAT FOR AMERICA 08375
ND 20 min. B.W.

Traces steps needed to change animals on the hoof to cured meat. Stresses inspection.

CU-$7.00

MEAT FROM RANGE TO MARKET
1955 10 min. B.W.

From range to corn belt to the packing house assembly line, meat products go to market through interstate commerce, government inspection and skillful processing

FSU-$2.25
UI-$3.20 24254
UA-$2.00

MEATCUTTERS
ND 15 min. B.W.

Portrayal of work involved in a large meat processing plant.

UMO-$2.00

MEN'S CLOTHING WORKERS 08417
1959 14 min. B.W.

Demonstrates clothes making from fiber to fashion. Shows cutters, fitters, trimmers, stitchers and others at their work.

WU-$4.50

MERSMAN TABLE MAKING
ND 23 min. Color

Actual making of a table from raw lumber to delivery to a customer.

NRMA-no charge

THE MILKY WAY
ND 13 min. Color

Depicts milk production and distribution from cow to doorstep. Includes laboratory inspection, pasteurization bottling and the many steps of distribution.

UA-$4.00

MILLINERY WORKERS 08484
1960 14 min. B.W.

Portrays the many jobs involved in making woman's hats. Industry survey.

WU-$4.50
UM-$1.50
UMO-$2.00

THE MIRACLE OF APPLES 42510
ND 25 min. Color

Shows the history of apples and their growth, harvesting and marketing. Shows many uses of apples.

ASF-no charge

MOLTEN MAGIC
ND 10 min. Color

This film, in full color, tells the story of the development of the glass container industry in America. The film opens at the Jamestown settlement where glassmaking became America's first industry and continues through the blown and blown-molded methods to modern in-plant operations. The audience is given a detailed tour of a highly mechanized glass container plant. An effective preface to CYCLES.

EGFF-no charge

NATION'S MEAT
ND 30 min. Color

America's meat supply from ranch to dinner table. Transportation, sale of stock; processing and packaging, retailing and home preparation.

MSU-$6.75

NATURALLY, SILK 08711
1960 15 min. Color

Roles of nature and man in the production of silk. Shows importance of silk through-

out history and shows modern uses of it.

UU-$5.75

NEW LOOK IN POTATOES 08777
1962 22 min. Color

Shows the new way of handling potatoes, planting, processing and shipping discussed.

WU-$5.75
MSU-$2.00

NON-STOP TO EVERYWHERE
ND 13 min. Color

Complex network of pipelines, tankships and barges, rail tank cars and trucks delivering 430 million gallons of petroleum and products daily to Americans.

MSU-$1.50

NUMBER ONE BUSH
ND 22 min. Color

Award-winning impression of world-wide forest and paper products operations from remote British Columbia forests to busy European cities. Artistic cinematography and multiple-image technique heightens drama of timber harvesting, reforestation, resource utilization and papermaking processes. Beautiful scenes of forests and people enjoying the outdoors.

MTPS-no charge

OIL, THE INVISIBLE TRAVELER 08910
1952 19 min. Color

Traces history of petroleum transportation and shows present network of carriers, pipelines, tankers, barges, tank cars and trucks involved in moving oil.

WU-$5.75

OPPORTUNITY UNLIMITED: FRIENDLY ATOMS IN INDUSTRY 0250
1962 28 min. Color

Shows widespread use of radio-isotopes by American industry, thickness guages of nylon for tires, sheet plastic and instrument panels for computers; guages that measure sugar content in applesauce, fat content, moisture content in soil, controls level of liquid in cans and other uses.

AECF-no charge

PAPERMAKING
ND 22 min. B.W.

Converting trees into paper. Action of digester and bleacher; operation of large paper machine; testing paper. Using paper in printing a magazine.

MSU-$4.25

THE PARTRIDGE TUREEN
ND 26 min. Color

Provides an impressionistic view of today's England and fine bone china. Through a young couple that meet, marry and set up house the audience sees a wide variety of fine china and porcelain. Interwoven with sequences of the lovely countryside near Worcester, England are shots of fine china in the making.

MTPS-no charge

PEACH HANDLING
ND 14 min. B.W.

Picking techniques, hydro-cooling, defuzzing, grading, sorting, packaging and refrigeration.

MSU-$1.50

THE PERFUME INDUSTRY
ND 27 min. B.W.

A French film on manufacturing of French perfume showing which flowers are used in making different odors of perfume. Complete history of perfume from flowers to retail sales counter. Radim Films, Inc.

NRMA-no charge

PETROLEUM 2090014
ND 11 min. B.W.

Shows importance of petroleum in modern world as fuel for transportation, heating and industrial manufacturing. The world wide political problems involved in its distribution is discussed.

NIU-$2.50

PIONEER OF PROGRESS 870B
1953 15 min. B.W.

Tells dramatic story of steel from how it is made to the vital role it plays in our everyday life.

[illegible]-$2.75

PLACTICS: INDUSTRIAL PROCESSES AND PRODUCTS
1963 24 min. Color

Shows consumer products made of plastics, explains distinction between thermoplastic and thermosetting materials, presents eight basic fabrication techniques: compression, transfer, injection, and blow molding, extrusion, expansion, lamination, and thermoforming. Shows appropriate applications of these techniques.

UI-$7.80

PORCELAIN ENAMEL FOR ENDURING BEAUTY
ND 17 min. Color

Describes background information needed to understand and sell enamel appliances. Describes manufacturing and uses and gives five sales demonstrations for sales persons to stress superiority of porcelain. Sterling Movies.

NRMA-no charge

PORT WINE
ND 20 min. Color

This film, in full color, relates to the making of Port Wine and to aspects of life in the Northern Douro region where Port is made.

EGFF-no charge

POTATOES UNLIMITED
ND 30 min. Color

Growing, handling and transporting of potatoes including carloading methods and marketing.

MSU-$2.00

POULTRY PROCESSERS 09426
1960 15 min. B.W.

Describes part processer plays in food supply line from farmer to consumer. How poultry is processed and packaged is shown.

WU-$4.50

POULTRY PROCESSING INSPECTION
ND 18 min. Color

Discusses poultry processing procedures required by U.S. Department of Agricul-

ture.

BU-$10.00

POULTRY WORKERS
ND 15 min. B.W.

General picture of processing poultry on an assembly line mass production system.

UMO-$2.00

PRE-ENGINEERED STEEL
ND 20 min. Color

This film documents the modern way to "build better buildings"....features the benefits of pre-engineered steel buildings with their speed of construction, attractiveness and economy.

MTPS-no charge

PROGRESS PARADE NUMBER 1
ND 14 min. B.W.

Contains short subjects: oil wells, baby oil, L.P. gas, service stations, research on oysters. Shows progress in these fields.

UMO-$2.00

PROGRESS PARADE NO. 2
ND 14 min. B.W.

Contains short subjects: oil well on a movie set, core-sampling, cosmetics, comparative study on service stations in U.S.S.R. and U.S.A. Shows recent progress in these fields.

UMO-$2.00

PROGRESS PARADE NO. 7
ND 14 min. B.W.

Contains short subjects: heating, asphalt products, service stations and post-hurricane clean-up. Shows recent progress in these fields.

UMO-$2.00

PROGRESS PARADE NO. 13
ND 14 min. B.W.

Contains short subjects: research and conservation, dating process for antiqui-

ties, ocean liners. Shows recent progress in these areas.

UMO-$2.00

PROGRESS PARADE NO. 14
ND 14 min. B.W.

Contrast from primitive to modern times in industry, transportation, and agriculture.

UMO-$2.00

QUALITY IS THE WATCH WORD
ND 15 min. Color

Used to improve watch-selling techniques. Three key sales situations-customer with a closed mind, 'know it all" purchaser and the bargain hunter. Manual included.

NRMA-no charge

THE RAISINS YOU BUY 09671
1957 4 min. B.W.

Shows raisin production from field to market-raising, cleaning, packing, shipping.

WU-$5.00 UMO-$2.00

ROMANCE OF EARLY AMERICAN FURNITURE
ND 27 min. Color

Brief look at construction techniques, quality and inspection. Also gives decorating advice.

NRMA-no charge

THE ROMANCE OF CHEESE 3632
ND 28 min. Color

The facts and fables about cheese combine to make a completely captivating movie. The intriguing history and various uses of this delicious food are enlivened by sprightly legends in animation concerning the different faces of cheese-travel, romance and adventure. Available to 7th grade and higher.

MTPS-no charge

RUBBER IN TODAY'S WORLD 24749
1957 11 min. B.W.

From the discovery of rubber to its importance as a basic commodity. Reviews

the history of rubber covering primitive methods of manufacture, the improvements through vulcanization, and the modern production and process from plantation to market. Illustrated further are the sources and major steps in the production of synthetic rubber.

UI-$3.30

SEAFOOD
ND 15 min. B.W.

Presents a general picture of clam and crab fishermen and the processing and packaging of these foods for consumers.

UMO-$2.00

SEAFOOD WORKERS 10021
1960 14 min. B.W.

Presents general picture of clam and crab fishermen at work and the subsequent processing and packaging for public consumption.

WU-$4.50 UM-$1.50

THE SECRET'S IN THE SUN 2573
ND 26½ min. Color

Story of raisins. How they are raised, graded, washed, packaged and their many uses.

ASF-no charge

SEVENTEEN JEWELS-WHY?
ND 12 min. Color

Depicts functions and positioning of synthetic jewels in jeweled-lever watch movements.

NRMA-no charge

SHOEMAKERS
ND 15 min. B.W.

Provides overview of the total shoe-making industry.

UMO-$2.00

SHRIMP, PLEASE 10156
1954 21 min. Color

f of Mexico shrimping operations-canning, breading, drying and freezing processes.

Shows many ways of preparation for consumer.

UU-$5.75

SILVER 431C
1968 27 min. Color

Portrays silver as a metal of transition-from traditional artistic, ornamental and monetary uses to industrial and scientific applications demanding superior properties.

USC-$2.00

SOMETHING TO CROW ABOUT
1964 27 min. Color

Shows part played by USDA's inspection and grading programs in assuring production of safe, clean, wholesome poultry. A wide variety of poultry products is available, reasonably priced, attractively finished and packaged.

MSU-$2.00 SDSU-$2.00 UA-no charge

SPEAKING OF GLASS
ND 25 min. B.W.

This film without narration, contrasts the skills and art of glassblowing, with the rattle and click of machines that turn out glass, products with monotonous regularity.

EGFF-no charge

SPICY STORY
ND 10 min.

This film shows the importance of spices in our lives and the role they play in the economy of a country. Pepper, cardamom, tumeric, ginger and chili come from Kerala. The institute at Mysore studies to improve the quality of spices and find new uses for them.

EGFF-no charge

A STOCKING YARN
ND 18 min. Color

A trip through Cameo stockings factory. Gives secrets of correct nylon care.

NRMA- no charge

STORY OF COFFEE
ND 10 min. B.W.

Story of Brazilian coffee from planting to picking to processing to loading on ocean liners for export.

UMO-$2.50

STORY OF LEATHER
ND 33 min. B.W.

Shows processes involved in manufacturing leather-raw materials, tanning, finishing. Shows finished products in color.

UMO-$2.00

STORY OF LUGGAGE-FROM CAVEMAN TO SPACEMAN
1967 24 min. Color

This story traces the history of travel and luggage as it has been made and used by the Stone Age cave dweller, Cleopatra, ancient Greeks and Romans, Renaissance noblemen, New World colonists, American Indians and Western pioneers. It also shows the manufacture and testing of luggage in a modern factory. Available in Canada.

EGFF-no charge

STORY OF MENHADEN 10503
1951 20 min. Color

Portrays menhaden industry in U.S. showing steps in the fishing process, equipment and boats used, use of the product in animal feed, paint, linoleum and cosmetics.

UU-$10.00 BU-no charge

STORY OF THE MODERN STORAGE BATTERY
ND 27 min. Color

Tells the history, manufacture, uses and maintenance of storage battery.

UA-no charge

STORY OF RICE
1952 13 min. Color

Illustrates up-to-date machines and methods of planting, irrigating, harvesting, milling and packaging of rice. Contrasts it with primitive methods still used in parts of the world.

ERIC

UMU-$5.00 UI-$4.20 33455

STORY OF SUGAR
1952 13 min. Color

Describes in detail the major processes in cane sugar production-planting, harvesting, washing, crushing and refining.

UMO-$5.00 UI-$3.10 23697

STORY OF WHEAT
ND 11 min. B.W.

The history, growth, harvesting and preparation for use in bread.

UMO-$2.50

SUGAR WORKERS
ND 14 min. B.W.

Follows sugar from growth to its ultimate use in various foods. Traces importance of sugar in world history.

UMO-$2.00

SWEET MAGIC
1945 10 min. Color

Presents a tour through the Bauer's Candy Company showing how different types of candy are made.

CU-$4.00

SWEETNESS AND LIGHT S-682*
ND 28 min. Color

How sugar is mass-produced from sugar beets. Shows growth, shipping and made ready for extraction.

ASF-no charge *restricted availability

TEXTILE WORKERS
ND 15 min. B.W.

Broad survey of the many processes involved in production of fabrics. Provides historical and general information on this industry.

UMO-$2.00

THAT THE BEST WILL BE OURS
1971 18 min. Color

Traces development of Nation's meat and poultry inspection program. Covers

handling, processing and labeling requirements. Shows shopping, handling, storage and preparation for consumers to help them get the best value for their purchase.

WSU-$1.75 BU-$3.00 UA-no charge

THERE IS A DIFFERENCE
ND 29 min. Color

Dramatizes rough treatment that luggage takes. Shows construction features of hard side and soft side luggage. Emphasis on Amelia Earhart luggage.

NRMA-$7.50 sale price-$189.00

THIS IS COFFEE
ND 13½ min. Color

Shows growth care and processes involved in bringing coffee into your home.

UMO-$2.00

TOMATOES-FROM SEED TO TABLE 3924
ND 11 min. Color

How tomatoes are planted, harvested, canned, shipped. Shows variety of tomato products. Emphasizes economics, people and machines.

AIMS-$15.00 sale price-$130.00

TOUCH OF WOOL
1966 14 min. Color

Presents many of the reasons why wool has been a basic fabric throughout the centuries. Explains about the unique "touch" that is wool.

NRMA-no charge

THE $20 MIRACLE
ND 11 min. Color

Depicts the story of Seventh Avenue and how a dress is made.

NRMA-no charge

THE 200 MILLION
ND 30 min. Color

This film tells how one firm touches the lives of all Americans through its diversified products and services. Viewers get an exciting view of the manufac-

ture of mufflers, tailpipes, tractors; shipbuilding, natural gas transportation, chemical operations and the making of paperboard products. An exciting success story of an American corporation. Available to 10th grade and higher.

MTPS-no charge

UNSEEN JOURNEY S-389
ND 28 min. Color

Shows how oil is brought to the surface, transported overland by "biggest inch" pipeline, and how it is surfaced offshore and piped into waiting tankers.

ASF-no charge

UPHOLSTERY WORKERS
ND 14 min. B.W.

Recalls history of the craft of upholstery and shows how modern furniture is built.

UMO-$2.00

A VERY SPECIAL STONE G844
ND 9 min. Color

Shows how diamonds were created, how they are cut, polished and set into jewelry.

ASF-no charge

A VISIT AT LONGVIEW FIBRE COMPANY
ND 27 min. Color

Presents a non-technical description of the paper and paperboard making process from forests to consumer products. Includes pulping, paper making and converting to boxes and bags.

EGFF-no charge

WALL TO WALL DECORATING
ND 15 min. Color

Shows importance of wall accessories in interior decorating. Shows craftsmen making wall accessories.

NRMA-no charge

WHAT IS CLOTH?
ND 10 min. B.W.

Practical information about fibers, yarns and weaves. Shows basis for firm weaves

durability, luster, warmth, cleanliness and washability.

UM-$2.25 SDSU-$2.00

WHAT MAKES IT TICK
ND 12½ min. Color

Overall illustration on the makings of a quality watch.

NRMA-no charge

WHAT'S IN A NAME
ND 16 min. Color

Film explains more important cotton hang tag terms, manufacturing processes involved and setting points which they offer.

NRMA-no charge

WHAT'S SO SPECIAL ABOUT PAPER?
ND 28½ min. Color

Career guidance film about the paper industry. Reveals great range of jobs, for people with almost any educational backround, and shows how the industry is involved in such socially important work as forest conservation and water purification. Also demonstrates a variety of unusual and exotic uses of paper. Narrated by Chet Huntley. Available to 8th grade and higher.

MTPS-no charge

WHEAT: FROM FARM TO CONSUMER 5070143
1963 18 min. Color

Tells the story of wheat as a world food. All stages relating to the domestic industry-seeding, harvesting, milling, storage, transportation, testing, baking, export and foreign consumption. Show variety of wheat products now on the market.

NIU-$6.40 FSU-$6.75 UA-$4.00

WHOLESOME MEAT
ND 18 min. Color

Shows the checks made by the Dept. of Agriculture to insure that meat in stores is wholesome.

BU-$3.00

WHY COTTON...IN HOME FURNISHINGS
ND 9 min. Color

Deals with cotton products sold in home furnishings departments. Discusses real

customer benefits that cotton offers and the selling points a salesperson should stress in selling these items.

NRMA-no charge

WHY WIGS? F-564
ND 16 min. Color

Shows care and styling of wigs and why they are so popular today.

ASF-no charge booklets available on request

THE WONDERLAND OF BREAD 2558
ND 20 min. Color

The golden wheat waving in the fields travels a long way before it becomes the bread you enjoy. All the steps in this amazing process are presented in this film...from harvesting to baking in the most modern ovens.

MTPS-no charge

THE WONDERFUL WORLD OF NYLON
ND 26 min. Color

Introductory film for fabric training for sales. Discusses nylon, spandex, orlon and dacron, giving comparative features and individual merits of each.

NRMA-no charge

YAM GOES TO MARKET
ND 20 min. Color

Louisianna yams from fields to dinner table. Correct handling in production, wholesale and retail sales and home uses.

MSU-$1.50

YOUR MEAT INSPECTION SERVICE
ND 28 min. Color

Story of Meat Inspection Service of U.S.D.A. Inside glimpse of meat-packing plants.

ZEPEL
ND 11 min. Color

Explains how"Ze Pel" fabric fluoridizer protects fabrics against stains. Demonstrates how fluoridized fabrics repel specific stains while they soak into untreated fabrics. DuPont.

NRMA-no charge

PACKAGING

THE ART OF GIFT WRAPPING
ND 21 min. Color

Gives careful instructions on how to create attractive and intriguing gift packages of every size and variety for many different occasions.

NRMA- no charge

THE GREAT LABEL MYSTERY
ND 60 min. B.W.

Examines food, drug and cosmetic packaging practices and the "truth in packaging" controversy.

BU-$15.60 NIU-$8.00 8170058

LABEL LOGIC 2310
ND 18 min. Color

Shows the food and drug labels required by law. Shows how consumers swayed by attractive labels, advertising, reduced prices-even popular demand. Shows consumer what to look for on labels to get the best products. Shows why food standards are set up the way they are.

AIMS-$25.00 sale price-$210.00

PACKAGED FLOUR MIXES (K)
ND 14 min. B.W.

Preparation and packaging of prepared flour mixes for cakes, corn muffins, biscuits, etc. Some built-in services that are included in our convenience foods.

MSU-$1.50

PACKAGING FOOD FOR YOU
ND 17 min. Color

By improving packaging of food, we gain in economy, quality and freshness and convenieince. Shows that today's packaging of meat and poultry, fruits and vegetables is seldom seen by the shopper...it's done behind the scenes, at the point of production, in the field, at processing plants, at wholesale warehouses and at retail stores.

SDSU-$1.25

PROFITS IN THE BAG
[illegible] 9 min. Color

Demonstrates the fundamentals of proper grocery bag packing through animation and

"hip" narration.

UA-no charge

READ THE LABEL-AND LIVE FN-106
ND 9 min. B.W.

Explains why warning labels should be read; how to distinguish between more and less harardous flammable and combustable products, safe handling of paint thinners, laquers, cleaners, hair sprays, etc.

ASF-$8.00

SEALED IN GLASS 632
ND 28 min. Color

Shows the art and craftsmanship of glassmaking through the years. Combines history with examples of an important industry which produces 22 billion containers a year.

ASF-no charge

THE THREE SQUARES
1956 13½ min. Color

Shows how the canning industry started, how it grew, what it means to civilization, its scientific basis, its operations, and emphasizes the values of canned products in providing balanced meals.

EGFF-no charge

VITAMIN RIVERS 11209
1950 22 min. Color

Surveys the canning industry.

NU-$10.00

WHY PACKAGE PLANNING? 1-4560
ND 10 min. Color

Fundamental elements of packaging are illustrated, and the need for well-designed, protective packaging is fully demonstrated. The need to incorporate good use of color, texture and form, as well as words, to provide maximum product information on packages is clearly presented.

SU-$5.50

WRAP IT UP
ND 28 min. Color

Research methods applied to better packaging of farm produce-apples, cereal, milk. Better packing means better, more nutritional products.

MSU-$2.00

YOUR TICKET FOR BETTER BUYING 11721
ND 20 min. B.W.

Illustrates how an informative label can serve as a guide in the purchase of an electric range. Shows factory where ranges are built.

UU-$4.50

PARLIAMENTARY PROCEDURE

CONDUCTING A MEETING 05453
1952 11 min. B.W.

Demonstrates basic parliamentary procedure which contributes to an efficient and successful meeting.

CU,UU-$3.00 WSU-$3.10 IU-$3.05 23530 UA-$2.00

PARLIAMENTARY PROCEDURE 09131
1952 11 min. B.W.

Explains and interprets scenes from a meeting to make clear the order of business and the rules followed in parliamentary procedure.

CU,UU-$3.00 UA-$2.00

PARLIAMENTARY PROCEDURE
1955 22 min. B.W.

Informal and illustrative treatment of functions of chairmen, proper presentation of motions and amendment, point of order, point of information and other rules.

NFB-$3.75 UI-$6.00 46587

PERSONNEL

BARGAINING COLLECTIVELY
ND 9 min. B.W.

ments of management and labor for and against unions as bargaining agents;

procedure of collective bargaining.

UM-$2.25

COLLECTIVE BARGAINING TABLE (K)
ND 28 min. B.W.

Relationship of income and management,elements of collective bargaining; contract negotiations, administration and interpretation; grievance procedure; issues besides wages involved in bargaining.

MSU-UM-$5.50

COMMENCEMENT
ND 20 min. B.W.

Manufacturer's lack of personnel policy on discrimination permits other agencies to decide the issue for him. He notes anti-discrimination clause in his government contract and takes a firm stand on new company policy.

UM-$4.25

COMMUNICATION 05412
1953 12 min. B.W.

Shows need for effective communication in industry, not only in sales and production operations, but also in personnel management.

CU,NU,UU-$7.00 UM-$2.75 FSU-$2.75

CONSTITUTION AND THE LABOR UNION 55352
1958 30 min. B.W.

Presents the case, heard before the U.S. Supreme Court, of Whitaker el al. vs. North Carolina, in which a group of labor unions challenged the constitutionality of a state ban on the closed shop, union shop, and other Union security provisions. Shows how these issues are of particular concern to organized labor and management throughout the nation.

UI-$7.90

CONTRACTING OUT
1967 13 min. B.W.

Dramatization of labor-management dispute caused by contracting out of work formerly done within the company-thus threatening workers' job security. Examines both positions and shows skill required to settle this kind of situation.

FSU-$4.25

DO NOT FOLD, STAPLE, SPINDLE OR MUTILATE 56790
1968 50 min. B.W.

Contrast is drawn between union-management relations as they existed in the early part of this centry and the same relations as they exist today.

UI-$12.95

DONORA 05857
1958 15 min. B.W.

Discusses part unions play in bettering working conditions and improving standards of living.

CU-$7.00

EL TEATRO CAMPESINO RS-783
1970 61 min. B.W.

Shows history of "The Theatre of the Farmworkers" from its beginning-boosting morale of Mexican-American farm laborers during strikes. Presents plays and music stressing relationship between economic advancement and political solidarity of the Chicanos.

IU-$13.50

THE ENGINEERING OF AGREEMENT 5050319
1958 14 min. Color

Analyses the process and presents effective eays of overcoming barriers to agreement. Designed for managers and salesmen,it demonstrates how to foster understanding and agreement between people and how to get willing cooperation and acceptance of new ideas, products of services. Uses stop-and-go techniques that give audience opportunity to practice what has been shown.

NIU-$7.25 UI-$8.50 45580 UA-$4.00

THE GRIEVANCE 06888
1954 30 min. B.W.

Illustrates the orderly processing of a grievance through several stages of negotiation between union and management.

CU,NU-$10.00 MSU-UM-$5.75 FSU-$6.00 UMO-$5.00 NIU-$5.90 6030058

HEALTH, WELFARE AND PENSION PLANS 06994
1965 30 min. B.W.

Thoroughly covers the social security system, private and company pension plans.

ERIC10.00

HEY, WHAT ABOUT US
ND 57 min. B.W.

Depicts job satisfaction after high school for the majority who don't go to college. Interviews young job holders. Probes functions of school counselors, industry training classes, employment agencies and the military.

UA-$12.00

IN COMMON BROTHERHOOD 17384
1963 27 min. B.W.

Examples from U.S., Venezuela, Israel, Uganda and Kenya show how trade and labor unions unite workers in an international brotherhood. Role of unions in helping emerging nations to improve living and working conditions.

CU-$10.00 UA-no charge

INTERNATIONAL LABOR ORGANIZATION
ND 11 min. B.W.

Functions and operations of I.L.D. respecting uniform standards of social welfare. Successful applications in mines, mills and merchant shipping from Montreal to Shanghai.

MSU-$2.25

LABOR RELATIONS: DON NOT FOLD, STAPLE, SPINDLE OR MUTILATE-PARTS I & II 00680
1968 I-25 min. II-25 min. B.W.

Contrast is drawn between union-management relations as they existed in early 1900's and today.

CU-$5.75 each UM-$9.50 NIU-$10.50 6200039

THE MAN OR WOMAN FOR THE JOB
ND 14 min. Color

Points out importance of effective employee recruitment and selection procedures through the experiences of small shop owner who learned the hard way that such procedures are necessary.

USG-$10.00 sale price-$58.25

MEDIEVAL TIMES: GUILDS AND TRADE
1965 14 min. Color

Visualizes trade of medieval world and the economic role of the craft guilds. Relates them to present day parallels with the European Common Market.

FSU-$5.00

A MIGHTY FINE UNION 56588
1967 32 min. Color

Illustrates organization, structure, and functions of a major labor union through a dramatized presentation of the activities of the members of one local in connection with their work in negotiating, in protecting the rights of their members, and in the democratic procedures used in a local union election. The union shown is the United Rubber, Cork, Linoleum and Plastic Workers of America,AFL-CIO, which now numbers in its membership more than 400 locals.

UI-$2.40

MY FRIEND, THE ENEMY
1965 35 min. B.W.

Uses actual case in which labor and management settle a dispute by bargaining process. Illustrates how mutual cooperation benefits both labor and management. Shows principles and tactics of bargaining.

USG-$12.50 sale price-$72.50

THE NAME OF THE GAME
ND 30 min. B.W.

Illustrated with examples selected from various parts of the country, shows that hard-core unemployed can become an effective labor force in business, government and industry.

NYU-$8.00

PENSIONS: THE BROKEN PROMISE
ND 38 min. Color

Spotlights the experiences of some of the victims of the pension systems. Experts from business, banking institutions and governmental agencies propose some ideas that might correct plan deficiencies.

UA-$9.30 sale price-$400.00

PIECE OF THE CAKE 8048
1969 58 min. B.W.

Shows the JOBS program for the hard-core unemployed at the Westinghouse Plant in Pittsburgh. Reports that 90% of those thus employed stay on the job after 6 months probationary period.

U.CAL-$16.00

ROAD AHEAD
60 min.

ERIC Full Text Provided by ERIC

Role of the Union in the pulp and paper industry-benefits they've gotten for mem-

bers, how the union is set up. Shows processes which turn pulp to paper.

UMO-$2.00

THE SAGA OF 666 26428
1965 10 min. Color

Presents by means of an animated cartoon, the function of the Union shop steward in presenting a labor grievance effectively and without fireworks.

UI-$5.70

THE SOCIAL SECURITY STORY
ND 14 min. Color

A live action film giving essential program information and facts about account numbers, how records are kept, etc.

USG-$48.50 sale price

STORY OF THE NATIONAL LABOR RELATIONS BOARD
ND 23 min. B.W.

Two main functions of NLRB-conducting of representative elections and investigations and resolution of unfair labor practices. Steps required to certify a union. Case examples given.

MSU-$3.50

STRIKES-PROTEST STRIKE
1970 15 min. B.W.

Considers 4 strikes: The Railroad Strike of 1946, the Police-Firemen Strike in Youngstown, Ohio in 1967, The New York Garbage Strike of 1968, and the Dock Strike of 1968-69. Issues raised include the strike as a means of achieving group ends, the conflicting interests of groups versus the needs of society, and the role of government in resolving strikes.

UI-$5.50

STRUCTURE OF UNIONS
1952 11 min. Color

Cartoon on the organization of labor unions. Outlines structure of a union and the larger bodies to which it is affiliated.

MSU-$4.50 UI-$4.45 26394

THIS UNION CAUSE
ND 23 min. Color

Traces the history of the labor movement and describes major events and leaders who helped build trade unions and secure high standards of living.

UA-$6.00

UNION-LOCAL
ND 30 min. B.W.

Machinists union problems presented to management, how agreements reached; how union officials are elected; their responsibility to union members and function in labor-management meetings.

BU-$7.80 MSU-$3.75

WAYS TO SETTLE DISPUTES 11306
1949 11 min. B.W.

Explains that there are simple ways to prevent and settle disputes-such as compromise. Other ways are presented as a guide for students to follow while maintaining a cooperative attitude on the part of both parties.

CU,WU-$3.00

WITH THESE HANDS
ND 40 min. B.W.

Development of unions-goals of unionism. Problems involved in organizing and establishing a union; benefits to labor, industry and the public.

MSU-$6.00 UI-$10.80 65421

YOU AND OFFICE SAFETY
ND 9 min. Color

In a humorous tone, makes many strong points in promoting concept of safety in offices and schools. Stresses that safety can be assured through the use of common sense, by thinking ahead and by considering the consequences fo one's actions.

NYU-$12.50

PUBLIC SPEAKING

AAAARR-SOMETHING ABOUT COMMUNICATION SFP1876
1969 18 min. Color

Defines communication and elaborates in art of communicating. Highlights ways of

getting ideas across to others.

USG-sale price $74.25

THE ABC'S OF BRIEFING TFI-5254
ND 17 min. Color

Demonstrates methods of preparing and presenting effective briefings, emphasizes accuracy, brevity and clarity as the ABC's of good briefing.

USG-sale price $58.50

THE ANATOMY OF A PRESENTATION
ND 35 min. Color

Presents business speech techniques.

UA-$8.00

BETTER CHOICE OF WORDS 04712
1952 10 min. B.W.

Shows principles which lead to effective choice of words-broadening vocabulary, keeping a clear picture of what to say and choosing words for the listeners.

CU,UU-$3.00

THE COMMUNICATION CASEBOOK
1956 20 min. B.W.

Consists of 4 sequences each dealing with a different problem 1) 2-way communication only takes place if both parties receptive and interested, 2) must take into account the individual differences between people, 3) importance of emotional reactions-showing an order transmitted down the line, 4) communcation without words. Henry Strauss Corp.

NRMA- preview $7.00 sale price-$85.00

COMMUNICATING WITH THE PUBLIC
1970 12 min. Color

Shows different ways of communicating with the public, how to cope with impatient people and how to handle waiting visitors. (office worker oriented)

UA-$4.00

COMMUNICATIONS INPUT 05415
1963 29 min. B.W.

Discusses sources of messages we attempt to relay to others and how they are

formulated.

UU-$10.00

A COMMUNICATION MODEL
ND 30 min. B.W.

Considers ways in which a message is delivered-speech, paraspeech, kinetics, writing and other signalling systems-and the different ways in which a message can be received or perceived.

BU-$7.80 UU-$10.00

COMMUNICATIONS OUTPUT 15052
1963 29 min. B.W.

Discusses forces needed to be put into and behind the output of communications. Illustrates that messages may end up in the right place and still have no effect.

UU-$10.00

COMMUNICATION REVOLUTION
1968 21 min. B.W.

Discusses importance of the information explosion-mass media-on Western civilization. Questions a new distribution of power through a redistribution of information and the need for discrimination in using and teaching media.

UMO-$2.00 UI-$6.05 46659

CONVERSATION 05516
1953 12 min. B.W.

How conversation effects everyday lives-making or losing friends, being hired or fired. Illustrates important do's and don'ts in social and business conversation.

CU-$4.50

EFFECTIVE CRITICISM
1951 11 min. B.W.

Chiefly concerned with the skills of taking criticism well, but also shows how similar are the skills of giving criticism. Types of criticism and the differences between evaluative criticism and instructive criticism are outlined.

UI-$3.20

GETTING YOURSELF ACROSS 06744
1958 21 min. B.W.

Shows the role of speaker's personality in getting ideas across to audience. Shows

how personality is involved in successful communication.

CU,UU-$4.50 BU-$5.75 MSU-UM-$4.25 FSU-$4.75 UI-$5.95 45784
NIU-$4.40 4120006

INSTINCTIONS OR OBSTRUCTIONS
1961 10 min. Color

How to handle the job of giving orders and instructions; planning the order; briefing the order receiver; verifying his understanding; following up results.

UM-$7.00 UA-$4.00 NIU-$3.75 5050346

MAKING YOURSELF UNDERSTOOD (INTRODUCTION TO COMMUNICATION)
ND 14 min. B.W.

Analyses the communication process by using the formula "Who says what to whom through what medium with what effect?"

BU-$4.50 MSU-UM-$2.75 UI-$4.05 33679

MANNER OF SPEAKING
ND 28 min. Color

Shows how courteous, efficient use of the telephone can help build business profits and create good will for firms large and small.

UMO-no charge NRMA-no charge

MISSED SIGNALS IN EXTENSION
ND 12 min. B.W.

Series of 6 one-to-two minute action situations in which less than perfect communication takes place. Useful as group discussion cases.

MSU-$1.50

THE NATURE OF COMMUNICATION 54997
1959 30 min. B.W.

How the speaker or writer communicates his message to the listener or reader; the reciprocal relationships that should exist between the communicator and recipient; show some common barriers to effective communication considered.

UI-$7.55 sale price-$85.00

PERSON TO PERSON COMMUNICATION 5050318
ND 22 min. Color

Valuable aid in improving ability to communicate and bettering interpersonal

understanding. Employee asks for a week off, boss preoccupied and doesn't hear why he wants time off. Argument ensues after which employee quits. A replay of incident permits audience to see and hear unvoiced thinking of both men.

NIU-$6.50

THE PROCESS OF COMMUNICATION 8050495
ND 46 min. B.W.

Four elements that make up the communication process-assumptions, context, point of view and feedback. Illustrates the process by showing training of stewardesses, army officers and student teachers. Illustrates computer teaching.

NIU-$5.75 UMO-$7.50 UI-$13.25 66663

PUBLIC SPEAKING: FUNDAMENTALS 17124
1969 13 min. Color

Examines public speaking in terms of the speech, the audience and the speaker. Demonstrates common situations requiring the ability to speak well.

CU-$5.75 IU-$6.75 UI-$5.05 34012 UA-$4.00

PUBLIC SPEAKING: MOVEMENT AND GESTURE
1954 11 min. B.W.

Shows the function, values and ways to study movement and gesture in speaking. Demonstrates appropriate effective techniques and suggests ways to develop ease and spontaneity.

FSU-$2.50 SDSU-$2.00 UA-$2.00

REPORTING AND EXPLAINING ESC-1103
1970 13 min. Color

Presents techniques and aids to effective communication in speaking process. Urges speaker to be specific, utilize examples, use simple terms, employ humor, use visual aids and organize by ideas. Gives correct and incorrect usage of each aid.

IU-$7.00

SIGNS, SIGNALS AND SYMBOLS 3525
ND 11 min. Color

Makes students aware of the multitude of communication tools which we take for granted: letters, traffic lights, sirens, sheet music, hands of a traffic cop, or a baseball umpire, etc. Reveals associations that signs, symbols, and signals stimulate and why.

AIMS-$15.00 sale price-$130.00

PLATFORM POSTURE AND APPEARANCE 09339
1950 11 min. B.W.

Emphasizes fact that posture and movement have profound effect on the audience. Demonstrates good platform posture and movement.

CU,NU,UU,WU-$3.00 FSU-$2.75 UI-$3.05 22953 NIU-$2.50 2120012

SPEECH SKILLS: USING YOUR VOICE EFFECTIVELY 17011
1969 13 min. Color

Shows examples of when the effective use of your voice is important. Problems that are result of a speaker's volume, pitch, voice quality and articulation are examined, with suggestions for overcoming them.

CU-$5.75

TROUBLE WITH WORDS 2-9230
ND 15 min. Color

Fills a gap in the realm of communications in the worker-job situation. Explores the nature of such communication and solutions to some of the inherent problems.

SU-$9.00

WRITING BETTER BUSINESS LETTERS 11632
1948 11 min. B.W.

Emphasizes the three basic principles of a good business letter-brevity, clarity, and courtesy.

CU,UU-$3.00 BU-$3.50 UM-$2.25 FSU-$2.50 SDSU-$2.00 UA-$2.00
UI-$3.10 22750 UMO-$2.50

YOUR COMMUNICATION SKILLS-THE EXCHANGE OF IDEAS
ND 11 min. Color

Introduces concept of communication as a process of sending and receiving messages and shows that both sender and receiver need to develop skills which will improve communication.

UA-$2.00

RESTAURANT MANAGEMENT

BAKERS 04578
1960 15 min. B.W.

Describes the modern baker's trade and their training and the process of making

bread.

WU-$4.50

THE BAKING INDUSTRY 00101
1946 11 min. B.W.

The jobs of the scaler, mixer, divider, panner, oven loader and oven dumper in a bakery are explained. Technical jobs such as chemists, bacteriologists and production manager also discussed.

CU-$3.00 UM-$2.25

DAIRY INDUSTRY 0571
1942 11 min. B.W.

Presents work involved in processing, producing and marketing dairy products.

CU-$3.00 SDSU-$2.00

FLYING SAUCERS
ND 28 min. Color

Film describes modern dishroom equipment and procedures, selection of china and glassware, employee training and reducing dish breakage in restaurants.

NRMA-no charge

FOOD PREPARATION 3170001
ND 13 min. Color

Shows how a large restaurant handles its foods before they reach the customer. Shows how proper planning can insure greater freshness for the foods when they reach the customer.

NIU-$3.65 USG-sale $45.25 (NMAC) M-148d

HOW CLEAN IS CLEAN
ND 28 min. Color

Stresses importance of sanitation in commercial dishwashing. Shows that complete sanitation can be obtained if a good detergent, dishwashing machine and adequate hot water is available. Economics Laboratory

NRMA-no charge

KITCHEN HABITS M-148g
ND 12 min. Color

ws the importance of developing good habits relating to food sanitation; stresses

individual awareness of personal responsibility and effective supervision to develop these habits.

USG- sale price $42.00

NOW I'M IN BUSINESS
ND 23 min. B.W.

Illustrates the need for eliminating waste motion in a food service operation. Points out how modernization can reduce labor costs.

SDSU-$2.00

SERVING FOOD M-148-f
ND 11 min. Color

Portrays hiring of a waitress and shows orientation and induction training including instruction in the proper storage of cups, dishes and glasses; cleanliness; correct ways of clearing tables; protecting the waitress' health; safeguards against disease.

USG- sale price $37.25

SPOTLIGHT ON BREAKAGE
ND 22 min. Color

Designed for training employees in the proper technique of dish handling to cut down on dish breakage.

NRMA-no charge

STOWAWAY I,DISEASE AND PERSONAL HYGIENE TF-8-1501
ND 17 min. B.W.

Obvious and obscure ways in which disease is spread by food handling personnel.

USG- sale price $30.50

STOWAWAY,II, GALLEY SANITATION TF-8-1502
ND 17 min. B.W.

Sanitary measures for use in all food service organizations to prevent spread of disease.

USG-sale price $30.50

RETAILING

ADVERTISING QUESTION
ND 14 min. Color

Designed to correct misconceptions and change attitudes of small businessmen concerning advertising. The values and techniques of advertising are discussed and some business examples are shown to emphasize pertinent points.

USG-$10.00 sale price-$54.50

BELL HEARD AROUND THE WORLD 04695
ND 30 min. B.W.

Discusses evolution of the cash register and adding machine. Shows workings of a large cash register establishment.

UU-$5.75

BUILDING FOOD SALES THROUGH BETTER MERCHANDISING
ND 16 min. Color

Training tool for retailers and merchandisers, the film presents a study of sales results obtained for different types of store displays of canned foods.

BU-$3.00

THE CALENDAR GAME
1967 14 min. Color

Emphasizes the need for planning and budgeting by small retail and service businessmen.

USG-$10.00 sale price-$55.50

CLOTHING: A PAIR OF BLUE JEANS
1971 15 min. Color

Presents concepts about economic and clothing manufacture. Includes events from cotton fields to factory, marketing sessions, advertising campaigns. How costs of raw material, labor, marketing, advertising and profit all go into final market price.

UM-$5.75

DIALOGUE ON RETAILING KA-106
ND 30 min. B.W.

ERIC
ght into retailing from the heads of 2 large retailing complexes-a cooperate chain. Each executive touches on adjustments dictated by social change, physical facilities,

personnel relations, product changes and retailing in war and peace economics.

ASF-$5.00(one day only) sale price-$150.00

DOWNTOWNS FOR PEOPLE 8525
1971 25 min. Color

Demonstrates the stress caused by automobile traffic and congestion in most city centers, then shows several cities where the downtown areas are designed to minimize stress. Top award.

U.CAL-$18.00

THE FOLLOW-UP
1967 13 min. Color

Illustrates value of following up on advertisements and promotions, such as radio commercials, soliciting customer reactions to store layout, point of purchase ads, and getting business associates' opinions of ads used or planned to bring out many factors to consider in advertising or sales promotion follow-up.

USG-$10.00 sale price-$54.50

FOOD FOR THE CITY: PRODUCE
ND 11 min. Color

Follows food from farm to retail outlets. Includes details of factory processing. Emphasizes the number of people involved in handling produce-thus why it is so expensive.

BU-$6.00

GRAND CENTRAL MARKET
1963 10 min. B.W.

Portrays without narration or dialogue, activity in a Los Angeles, California food store, grand central market. Vendors are shown displaying and selling their wares.

USG-$5.00 sale price-$21.00

HOW TO RUN A MAIL ROOM
1970 14 min. B.W.

Directed to business mailers both large and small, it illustrates how maximum benefits in mail service are achieved through proper preparation of mail. Stresse importance of staffing a mail room with well-trained personnel.

EGFF-no charge

ITS YOUR MOVE
ND 13 min. Color

Designed to inform small business owners faced with relocation problems because of urban renewal. Shows help available through SBA and urban renewal offices.

USG-$10.00 sale price-$54.50

JACKSON'S TREE
1962 15½ min. Color

This film was produced to attract young men to the food industry for a rewarding career. It tells the story of a father who is disappointed in his son's decision to work in a supermarket. After digging up facts he finds that they point to a rewarding career and father changes his mind.

EGFF-no charge

MERCHANDISING FRESH FRUITS AND VEGETABLES
ND 20 min. Color

Some of the merchandising principles recommended in training classes for retailers under Research and Marketing Act of 1946.

MSU-$1.50

THE PACESETTER IN AISLE NO. 3
1966 15½ min. Color

This film was produced as a training film for store clerks in the food industry. It tells of a young man eargerly started on the job in a supermarket and after a period of frustration, the store manager trains him in proper shelf stocking and product allocation, highlighting the importance of his job.

EGFF-no charge

POPULARITY STORAGE-PRINCIPLES OF STOCK POSITIONING FN08552A
1958 18 min. Color

Shows basic principles of popularity storage-demand, similarity, size and characteristics and the advantages of stock positioning at all levels of the supply system.

USG-sale price $74.25

PRODUCE-FROM FARM TO MARKET
1968 16 min. Color

Demonstrates the process of getting fresh fruits and vegetables from fields to central produce markets.

BU-$8.50 UM-$5.75 UA-$4.00

PURSUIT OF PROFIT
ND 25 min. Color

Examines the details of successful management of a grocery store in order to derive the highest profits from the business.

MSU-$2.50

REPORT TO CONSUMERS 4564
ND 28 min. Color

Very interesting documentary on retailing(careers and consumerism). Interviews with Ward employees, consumer problems merchandise testing laboratories, retail stores, NYC Designer Speak-in and actual items in sue by consumers are included. Latest cinematic techniques. Available to 7th grade and higher

MTPS-no charge

RETAILING FISH
ND 18 min. Color

This film should be of interest to business education students. It depicts the handling and merchandising of fresh and frozen fish. Display and merchandising methods receive special emphasis.

EGFF-no charge BU-no charge

SO, YOU WANT TO BUY A GOOD USED CAR?
1966 15 min. Color

This film offers a formula for the used car buyer--particularly to anyone buying for the first time. Available in the U.S. only

EGFF-no charge

A STEP IN THE RIGHT DIRECTION
1970 13 min Color

Dramatizes importance of merchandise control in retail stores and illustrates some control procedures and techniques.

USG-$10.00 slae price-$54.50

STORY OF A MAIN STREET MERCHANT
1952 41 min. B.W.

Portrays a manager of a typical J.C. Penney's store who lives up to the principles of honor, integrity and services upon which the company is founded.

UU,WU-$7.25 UM-$2.50 UI-$2.40 64065

THE SUPERMARKET
ND 12 min. Color

This film observes amusing what-not-to-do shopping habits of customers through the eyes of an amazed and sometimes bemused supermarket manager. It reveals how such shoppers actually add to the cost of modern supermarket operation today. The film is accompanied by a teacher's manual, entitled, "Youth in the Marketplace." Available in Canada.

EGFF-no charge

SUPERMARKET USA
ND 50 min. Color

Several men who pioneered in the development of modern supermarkets discuss its history, the diversity of products offered there today, and job opportunities in super market industry.

MSU-$3.50

THREE TIMES THREE
ND 14 min. Color

Illustrates nine important keys to small business success-personal ability of owner; use of outside assistance and information; understanding insurance, regulations, taxes, business; knowing sources of capital; maintenance and use of business records; understanding financial factors; effective organization and planning; using good management techniques.

USG-$10.00 sale price-$56.50

WHATEVER YOUR FANCY S-844
ND 12 min. Color

Gives glimpses at the old and new in a business used and understood by everyone. Goes from old peddler's traveling department store to today's ultra modern shopping via the computerized catalog system. May be limited in availability.

EGFF-no charge

SALESMANSHIP

ANSWERS THAT SELL
ND 15 min. Color

Demonstrates and explains fine points of Swiss-jeweled lever watch. Stresses display methods, over-the-counter sales procedures, special feature watches, quality aspects and other selling points.

-no charge

BETTGER STORY
ND 32 min. B.W.

Based on How I Raised Myself from Failure to Success in Selling. How any salesman can turn disappointeds into triumphs.

MSU-$6.50

THE CARE AND HANDLING OF BUYERS
ND 45 min. B.W.

Gives tips on the fundamentals of success in selling gathered from nation-wide survey.

NRMA-no charge

CUSTOMER AND YOU: GET ORGANIZED
1967 25 min. B.W.

Seven basic rules to show how any salesman can organize his activities to greater advantage: know the decision-maker, research, make appointments, keep record cards use a diary, organize the territory, plan interviews.

UM-$8.50

CUSTOMER AND YOU: GETTING THE DECISION
1967 21 min. B.W.

Examination of 3 courses of action designed to help a salesman trainee overcome his hesitation to ask for the order; watch for "decision signals", and at best possible moment ask for the order making it as easy as possible for the prospect to say "yes."

UM-$8.00

DIALING THE NATION
ND 10 min. B.W.

This film tells the story of customer direct distance dialing.

UMO-no charge

DIALOGUE WITH A YOUNG MAN 3694
ND 14 min. Color

This film challenges a young man to consider the possibilities offered by the "Establishment" in the profession of selling. He gives his generation's point of view. The film also shows how to participate in a career interview. Available to 7th grade and higher.

EGFF-no charge

GOODWILL AMBASSADORS
1965 7 min. Color

Deals with concept of personalized service as the prime motivator of customer loyalty and continuing patronage. Dramatizes friendliness, courtesy, respect and thoughfulness. Describes how salesperson can enhance store's reputation by providing in-sale, post-sale and extra services.

UA-$2.00

HIDDEN SIDE OF SELLING 6050174
1961 34 min. B.W.

Presents practical methods every salesman can use to improve his effectiveness with customers who are especially difficult to handle. Answers basic problem of how to overcome the hidden psychological obstacles that block a buyer's decision. True-to-life sales situations are presented, taken from all fields.

NIU-$8.50 UA-$8.00

HOW TO LOSE YOUR BEST COUSTOMER
ND 28 min. Color

Shows how a business almost loses a big customer because of poor telephone habits. Telephone representative helps company how to improve its telephone manners. Good training film.

UMO-no charge

I JUST WORK HERE 4050305
1963 17 min. B.W.

Designed to improve interpersonal relationships in dealing with the public, it helps create a more favorable organizational image for the company and raises the level of service to the customer and improve employees' attitudes toward their jobs.

NIU-$4.75 UA-$4.00

IF AN ELEPHANT ANSWERS
ND 26 min. Color

Shows, in an entertaining way, how business customers can receive full benefits from their communication facilities.

BU-no charge UMO-no charge

IMPORTANCE OF SELLING 07351
1952 19 min. B.W.

asis given to services provided by salesmen to consumer and business. Describes

structure of sales organizations, shows duties of sales executives and shows the importance of selling to our society.

CU,UU-$4.50 NIU-$4.90 4200023 FSU-$4.75 UA-$4.00 UI-$5.55 43472

A JAR IS A JAR IS A JAR
ND 12½ min. Color

This film is a study in sales motivation. We are shown how fresh, nicely displayed fruits and vegetables bring customers into a food store.

EGFF-no charge

MAKING THAT SALE 08220
1952 17 min. B.W.

Illustrates effective closing of a difficult sale. Reviews approach and demonstration. All basic features of a saleselling oil-business.

CU-$7.00 UM-$3.50 UI-$4.85 43446 UA-$4.00

A MARKET FOUR TIMES AS BIG AS IT LOOKS
1961 29 min. Color

This film presents a "soft sell" market story, playing newspaper circulation coverage against industrial, agricultural, and recreational development of Inland Empire, a thirty-six county area in parts of four states surrounding Spokane, Washington. Available in Canada.

EGFF-no charge

MARKET MAN
1959 13½ min. Color

This film tells the story of the development of a new career in the food trades, the market service men. It discusses changes in food buying, shopping centers, shopping malls, terminal markets, and chain warehouses, and the people who work to give the housewife better food products. Available to high school and above. Distribution is restricted to states east of the Mississippi River.

EGFF-no charge

MISS CHANNING'S SECRET
ND 15 min. Color

Reviews four basic steps of selling with specific reference to cotton articles and shows how to sell to various types of customers.

NRMA-no charge

MOMENT OF TRUTH 08566
ND 16 min. Color

Chet Huntley narrates the ten points to follow in soliciting for the United Fund.

WU-$10.00

NO ONE TOLD ME
ND 10 min. Color

Concerns the help a sales person can provide by suggesting additional items for consideration by the customer. Offers idea that "no one told me" customer is also "no one sold me" customer.

UA-$2.00

NOTHING BUT LOOKERS
1965 8 min. Color

Explores the first condition of a successful sale-the customer buys. Emphasizes the positive effects of a cooperative person-to-person relationship with the customer and shows how to satisfy customer requests with available stock.

UA-$2.00

OVERCOMING OBJECTIONS
ND 30 min. B.W.

Demonstrates how salesmen can change stumbling blocks into stepping stones-make objections lose force without making buyers lose face.

NRMA-$40.00 sale price-$240.00

PEOPLE SELL PEOPLE
ND 30 min. Color

Emphasizes importance of attitudes and good personal relations with customers to build sales and repeat business. Person to person contact with each customer, use of available stock, suggestion selling and personalized service discussed. Includes training manual and pamphlets.

NRMA-$5.00 preview sale price-$385.00

POWER OF A SMILE
ND 9 min. Color

Dramatizes how a smile smooths the way to better interpersonal relations.

NRMA-$41.63 sale price

ERIC

PROFESSIONAL SELLING PRACTICES I
1967 37 min. Color

Designed to increase productivity of sales people. Four parts: 1) how to sell under pressure and serve more than one customer at a time, 2) concentrates on use of merchandise information, 3) how to detect customers' buying motives and adjust sales presentation to needs, 4) closing the sale. Includes manual and pamphlets.

NRMA-$5.00 preview sale price-$425.00

PROFESSIONAL SELLING PRACTICES II
1967 28 min. Color

Techniques for suggesting substitute merchandise, additional merchandise and better quality merchandise. Includes manual and pamphlets.

NRMA-$5.00 preview sale price-$425.00

RETAIL CLERKS
ND 14 min. B.W.

Varied and important services provided by retail clerks who prepare displays, apply the latest marketing practices and meet the public-wide variety of retail establishments looked at.

UM-$2.75 UMO-$2.75

SALES
ND 11 min. Color

Examines a wide range of sales circumstances: door-to-door, retail, wholesaler. Shows problems and sales requirements in each situation. Selling insurance, parachutes, business machines, dresses, wholesale produce.

UA-$2.00

THE SALES BUILDING ROLE
ND 7 min. Color

Depicts how to satisfy customer's wants in both quantity and quality. Shows how sales and service can be increased through intelligent and appropriate suggestions of additional on higher priced merchandise.

UA-no charge

THE SALESMAN ISN'T DEAD-HE'S DIFFERENT 09929
1964 20 min. B.W.

Shows how salesmen for big business have changed-needs more enthusiasm, more

knowledge and study and how he must know his customer's business, point of view and employees from top to bottom.

UU-$7.00

SALESMANSHIP: CAREER OPPORTUNITIES 00933
1967 15 min. Color

Shows broad range of vocational opportunities in selling and related fields. Future opportunities for those with adequate training and ability in sales and sales management are explored.

CU-$5.75 UM-$5.75 NIU-$5.00 5050365 IU-$5.25 30140 UA-$4.00

SELL AS CUSTOMERS LIKE IT
ND 30 min. B.W.

Study of drug salespeople and customers. Emphasizes that better selling depends on basic principles: treat customers as eye-minded buyers, treat as brand-conscious buyers, ask questions that reveal the whole story, give product information, help customers save money, make customers feel welcome.

NRMA-no charge sale price-$65.00

SELLING AS A CAREER 10074
1953 11 min. B.W.

Explains that job of salesman is to bring goods or services to the attention of the customer to buy. Follows the activities of a salesman showing how he prepares to meet his customers and how he organizes his work. Shows how to prepare for selling careers.

CU-$3.00 BU-$3.50 UM-$2.25 FSU-$2.25 UI-$3.20 23718 UA-$2.00

THE SILENT ENEMY
ND 20 min. Color

This film shows the development, uses, and purposes of Rust-Oleum protective coating systems as seen through the eyes of a distributor salesman. It points out the unique qualities of Rust-Oleum coatings and how they help overcome maintenance coating problems in industry.

EGFF-no charge

TAILOR MADE DOLLARS
ND 39 min. B.W.

Illustrates an insurance salesman who sells "planned security," rather than an insurance policy.

-$3.50

TELEPHONE TECHNIQUES
ND 9 min. Color

Reviews proper telephone etiquette, knowledge of stock, correct names and addresses and importance of descriptive vocabulary when speaking of merchandise on the phone.

BU-$6.00

TEST YOUR SUGGESTABILITY
ND 9 min. Color

Demonstrates when and how to suggest related items and multiple quantities in making a sale. Shows how to determine what to suggest, how to make the suggestion specific, time the suggestion appropriately and explain additional purchase benefits to the customer.

UA-$2.00

THE THINGS PEOPLE WANT
ND 20 min. B.W.

Emphasizes 4 steps of the selling technique and stresses 6 possible interests a customer has in mind when he buys. Shows importance of finding out which interest is most important to the customer so clerk can focus his sales talk.

NRMA-$25.00 (1 day) sale price-$125.00

THEY KNOW WHAT THEY WANT
ND 9 min. Color

Encourages sles people to interpret customer requests in terms of availability in stock. Demonstrates effective techniques for presenting and selling appropriate substitute merchandise.

UA-$2.00

THINK TALL-SELL UP TO QUALITY
ND 9 min. Color

Encourages a positive professional point of view in selecting and presenting quality merchandise. Shows how to trade through emphasis on quality instead of price.

UA-$2.00

THROUGH THE MIRROR
1960 27 min. B.W.

How to sell at retail more effectively; how salesman appears in the eyes of

prospective buyers. Saleman spends a day shopping; his experiences demonstrate how basic selling techniques pay off in satisfied customer.

UM-$5.50 UA-$6.00 NRMA-$5.00 preview sale-$145.00

TRADER THORNE
ND 22 min. B.W.

Film demonstrates sales techniques in the automobile industry.

MSU-$2.50

VINCE LOMBARDI: SECOND EFFORT 01365
1968 27 min. Color

Portrays parallel between world of sport and world of business. Uses football as example of world of sport and salesmanship as world of business. Discusses elements of success resulting from the positive attitudes and activities in the concepts presented.

UU-$13.00

THE WALKING MACHINE
ND 14 min. B.W.

Film for training shoe salesmen. Deals with importance of feet to general health. Information on proper fitting.

NRMA-no charge sale price-$19.73

WONDROUS WORDS
ND 8 min. Color

A series of dramatic situations demonstrates the effect of a "thank you" spoken with real sincerity.

NRMA-$36.90 sale price

YOU AND YOUR CUSTOMERS
1970 14 min. Color

Dramatizes situations which small retailers may encounter involving customer relations. Stimulates audience involvement.

USG-$10.00 sale price $56.50

YOU ARE THE STAR
ND 30 min. B.W.

Concerns the training of retail sales personnel. Illustrates wise purchasing,

attractive displays and competent sales personnel. Shows fine points of customer relations and salesmanship.

FSU-$2.75

SERVICE BUSINESSES

BARBERS AND BEAUTICIANS
ND 15 min. B.W.

Portrayal of the types of work done in a small beauty salon and barber shop.

UMO-$2.00

ELECTRONICS SERVICE TECHNICIAN-FUTURES UNLIMITED 1343
ND 12½ min. Color

This film shows that the demand for qualified technicians to service TV sets, air conditioners, tape recorders, and phonographs is so great that there is an unlimited career opportunity for those who can qualify through education and experience. (Available to senior high school level and above)

EGFF-no charge

FACE IT
1972 30 min. Color

This film portrays gas industry people, places, and issues in a contemporary setting. It is the story of a reporter assigned to write a probing account of the industry. The reporter investigates pollution control, customer service, consumer information services, and other aspects of the gas industry. Available in Canada.

EGFF-no charge

FUTURES UNLIMITED
1969 14 min. Color

This film is the industry's first career guidance film for consumer electronic service technicians. This film dramatically illustrates the excellent opportunities that a career in consumer electronics service offers. Available in Canada.

EGFF-no charge

GAS WORKERS 06684
1960 14 min. B.W.

Kinds of work involved in supplying a city with gas. Surveys jobs such as meter-reading, maintenance of meters and pipes and training programs in the indust

WU-$4.50

JOBS IN COSMETOLOGY 17181
1970 10 min. Color

Shows wide variety of skills needed. Shows many high paying positions-demonstrators in department stores, make-up artists for TV and movies, advertising and the world of fashion.

CU-$4.00

LAUNDRY WORKERS 07825
1960 15 min. B.W.

Shows how laundry is handled from drop-off to pick-up. Depicts special skills used by laundry workers to keep clothes looking new and fresh.

WU-$4.50 UMO-$2.00

THE LEADING EDGE
ND 27 min. Color

As man advances, so does his need for more energy...and his desire for intelligent use of present resources while he continues to search for fuels of the future. This film is a look at the first company to utilize all four of our energy sources (oil, gas, uranium and coal) in an attempt to satisfy man's insatiable appetite for energy. Available to 8th grade and higher.

MTPS-no charge

MEN'S HAIRSTYLING AS YOUR CAREER
1969 14 min. Color

This film portrays the immediate and future need for barbers and men's hairstylists. It provides a glimpse into in-training activities, climaxed by on location scenes of internationally renown hairstyling artisits as they display their awardwinning talents. It provides a clear pciture of the expanding career opportunities in this creative service industry. Available in Canada

EGFF-no charge

THE PEOPLE BEHIND YOUR LIGHT SWITCH G-801*
ND 22 min. Color

Behind-the-scenes look at workers, machines and human ingenuity behind your power supply. Shows Con Edison at work supplying 9,000,000 people of New York.

ASF-no charge * restricted availability

THE PHARMACIST 09240
1946 10 min. B.W.

Portrays various types of work in field of pharmacy and the kind of training

necessary and where it may be secured.

CU-$3.00

PHONE MAN
ND 13 min. Color

Show telephone repair man at work. Shows problems that arise and the lighter side of the job.

UMO-no charge

REFINERY PROCESSES
ND 20 min. Color

Describes the basic processes which take place in a refinery.

SF-no charge

THE TELEPHONE MAN 56228
1964 29 min. Color

Immense modern growth in communications has placed great emphasis on the need for skilled technicians with a wide base of knowledge. Vocational opportunities in this area are dramatized.

UI-$8.00

URBAN SYSTEMS
ND 23 min. Color

Illustrates new ways of coping with cities increasing problems of housing, transportation, trash disposal, medical care and education. Shows career opportunities in these fields.

UA-$6.00

SHOPLIFTING

BURGLARY IS YOUR BUSINESS
1969 15 min. Color

Through a investigation following a burglary at a home furnishings appliance store, points out security measures which retailers should take to prevent burglaries.

USG-$10.00 sale price-$62.25

GREAT STORE WAR 8569
1971 25 min. Color

Documents growing rate of shoplifting in the U.S., and examines reactions of retailers, from bolstering security staffs and using complex electronic equipment to demanding more arrests and harsher prosecution.

U.CAL-$18.00

ITS STEALING
ND 19 min. B.W.

For sales personnel training in the problems presented by shoplifters and ways to discourage them. Explains economic effect on stores and shows shoplifters' techniques.

NRMA-sale price $300.00

LITTLE WHITE CRIMES 08082
1966 28 min. B.W.

Focuses on the pressures on a young businessman which lead him to cheat, lie and steal as he tries to advance his own career at the expense of others. Leads to a discussion of ethics in business and everyday life.

WU-$10.00 NYU-$12.00

MILLION DOLLAR CUSTOMER
ND 12 min. B.W.

Shows that the best prevention against shoplifting, short of closing the store doors, is an alert and agressive sales staff, devoted to preventing the conditions in which the shoplifter operates.

NRMA-sale price $75.00

THE PAPERHANGERS
ND 31 min. Color

Check fraud is explored. Shows how bad check passers can be stopped by efficient check cashing procedures.

NRMA-sale price $175.00

THE SHOPLIFTER 10143
1964 20 min. Color

Shows shoplifter's techniques with emphasis on how to prevent it. Deals with shoplifting in all kinds of retail stores. Shows that best defense against it is alert, informed employees.

CU-$10.00

SOMEONE'S STEALING FROM YOU
1967 12 min. B.W.

Designed to educate sales personnel on the methods of shoplifters and techniques to combat them. Portrays 7 ways to prevent shoplifting. Discussion questions included. June 7 Productions.

NRMA-sale price-$175.00

THEY'RE OUT TO GET YOU
ND 13 min. Color

Shows how a shoplifter operates and indirectly, points out preventative measures.

USG-$10.00 sale price-$52.50

TRANSPORTATION

AIR TRANSPORTATION
ND 11 min. B.W.

Occupations in air transportation from highly trained flight and mechanical personnel to clerical jobs with minimum qualifications.

MSU-UM-$2.25

THE AIRPORT JAM BS-911
ND 26 min. B.W.

The traffic jam en route to the airports and what is being done about it.

ASF-$10.00 sale price-$150.00

AIRPORTS IN PERSPECTIVE FA-0706
1969 15 min. Color

Documents workable solutions to problems associated with aviations's dynamic growth, with emphasis on coordination between airport development and comprehensive urban transportation planning programs.

USG-sale price $68.00

AND TODAY THE BETTER WAY
ND 4½ min. B.W.

Film is short and to the point. Expresses the best way to ship goods today-the railroad.

UMO-$2.00

THE ARGENTINE YEARD-A DESIGN FOR TOMORROW
1970 16 min. Color

The story about a modern freight classification yard. Computers, radar, micro-wave and data information systems combine with gravity to make the unique yard operate nearly automatically.

EGFF-no charge

AUTO, U.S.A.
1960 27 min. Color

Shows how increases in motor vehicles and resultant traffic congestion is threatening the economic and social health of U.S. Calls for sound transportation planning.

CU-$10.00 NIU-$1.75 6190015

AUTOMANIA 2000
ND 10 min. Color

A cartoon which exaggerates the problems that may occur as we build more and more cars and roads.

BU-$6.00 NIU-$4.40 UI-$3.90 20206

AUTOMOBILES-THE GREAT LOVE AFFAIR
ND 54 min. B.W.

Examines the impact of the automobile on the economy, tastes and living patterns of Americans.

UA-$10.00

AUTOS AND ALL THAT TRAFFIC 3-7785
1970 25 min. Color

The car has become a national problem-congested roads, air pollution and highway deaths. Film looks at complexity of the problem, shows some ideas about how to reduce the problems.

US-$16.00

BEHIND THESE DOORS
ND 28 min. Color

Documents the daily gathering and distribution of some 784 million pounds of food for 24 hours of life in the U.S.

no charge

THE BEST INVESTMENT WE EVER MADE FA-304
1964 24 min. Color

Factual documentary on value of small town airports to communities' economy.

USG-sale price $87.00

BIG, BIG HARBOR
1966 11 min. Color

Recreates mood and excitement on the docks of a large harbor. Shows importance of various kinds of transportation and specialized work of New York harbor.

UA-$4.00

BIG RIVER
1963 15 min. Color

Shows the use of the Mississippi and its importance to the nation as the main artery of a vast connected inland waterway system reaching from the Great Lakes to the Gulf of Mexico, from the western plains to the steel center of Pittsburgh and beyond.

ASF-no charge

BUYERS OF EVERYTHING
ND 4½ min. B.W.

Another episode in the life and importance of our railroads.

UMO-$2.00

THE CHANGING ANGEL
1969 29 min. Color

This film depicts many of the sights and sounds of this growing and dynamic port, so essential to world commerce. It tells how the Port of Los Angeles has grown from desolate mud flats to a harbor of stature and prominence in worldwide commerce. Available in Canada.

EGFF-no charge

CITIES AND TRANSPORTATION-MOVING PEOPLE AND GOODS
1967 9 min. Color

America's urge to be on the move has resulted in the growth of a complicated network of various transportation facilities using land air and water.

UA-$2.00

CITY-CARS OR PEOPLE
1963 28 min. B.W.

Problem of making city accessible without allowing congestion to make it uninhabitable as the motor can now threaten to do.

MSU-UM-$5.50 FSU-$6,25 SDSU-$4.75 UA-$6.00

CITY HIGHWAYS
ND 13 min. Color

Shows planning, construction and use of typical controlled access highways through metropolitan areas.

BU-$6.00

COLUMBIA RIVER: ECONOMIC LIFELINE OF THE NORTHWEST 40013
1968 18 min. Color

Traces the Columbia River's origin, major ports, and conservation projects. Its river basin, once plagued by flooding and draught, now prospers under the assistance of the Columbia Basin Project. A series of dams which harness the Columbia provide irrigation, flood control, and electrical power.

UI-$6.25 UA-$4.00

FABULOUS DECADE
ND 22 min. Color

Developments in transportation and shipping during past 10 years in port of New York. Port Newark where cargo is handled, Hoboken and Brooklyn piers; methods of packing cargo; New York airport facilities.

UM-$1.50

FREIGHT RAILROAD WORKERS 06566
1959 14 min. B.W.

Shows how, when, where and why freight trains are kept moving.

WU-$4.50

FREIGHT TRAINS TODAY
ND 13 min. Color

Shows how automation and special types of trains and cars allow the railroads to remain competitive.

BU-$6.00

ERIC

FREIGHTER IN PORT
ND 14 min. Color

Shows and identifies the principle parts of a freighter, the equipment used for loading,the transit shed and the cargoes carried by freighters.

BU-$8.50

FRESH FROM THE WEST 06578
1955 25 min. Color

Stresses railroads part in speeding west's fresh vegetables to markets. Shows production, harvesting, grading, packaging, shipping, marketing, and store displaying of these goods.

WU-$7.50 WSU-$1.75

FROM ARTICHOKES TO ZANESVILLE:THE STORY OF TRUCKS SERVING AMERICA
ND 28 min. Color

The historical evolution of transportation, early construction and use of trucks and important role of trucks in modern society, as both transportation and recreational-type vehicle. Gives insight into manufacturer response to environmental issues of safety, exhaust pollutants and noise control. Also logistical details of truck fleet operations. Available to 7th grade and higher.

MTPS-no charge

GATEWAY TO EUROPE
ND 20 min. B.W.

This film gives both a general impression of the Port of Rotterdam and glimpses of its special features, such as the Port Training Establishment, the Radar System, the Botlek Area and the Europoort District. These together make Rotterdam one of the biggest ports in the world.

EGFF-no charge

GATEWAY TO THE PACIFIC F-804
ND 18 min. Color

Oakland, California, world's second leading container port is discussed. Highlights all port facilities including cargo-handling capabilities and rail, trucking, highway and warehouse services.

ASF-no charge

GET IT FIXED-AND MOVE ON!
ND 13½ min. Color

Depicts the impressive distribution system that enables car owners to drive any-

where in the U.S. and always have repair parts and service available, and that enables Americans everywhere to have everyday necessities of life due to our efficient truck transportation system.

EGFF-no charge

THE GREAT LAKES AREA: MEN, MINERALS, AND MACHINES 01642
1963 15 min. Color

Shows iron mines, ore boats, steel worker, auto worker. Traces iron ore from mine, transportation to mill, made into steel and into a finished product.

CU,UU-$5.75 UM-$5.75 FSU-$6.65

HIGHWAYS ARE FOR PEOPLE
1968 27 min. Color

Stressing the beneficial role of highways in the development of the U.S., film points out the ability of highways to meet national transportation needs, but also to serve national efforts to improve the environment.

USG-sale price $91.25

HORIZONS UNLIMITED
ND 17 min. B.W.

Tells how motor vehicles contribute to our lives and progress. Comparable to a journey across country as highway transportation and its importance is portrayed.

UMO-$2.00

ILLINOIS MOVES
1972 24 min. Color

This film covers the entire Illinois transportation network from highways to airways. It documents Illinois status as the transportation center of the nation. Not available in Canada.

EGFF-no charge

INDUSTRIAL LAKE PORT (U.S.A.-BUFFALO, N.Y.)
ND 20 min. B.W.

Pictures Buffalo as an east-west transportation center and industrial center well supplied with raw materials and cheap hydroelectric power.

BU-$5.75 MSU-$4.25 NIU-$4.00 4020002

THE INSIDE TRACK
ND 28 min. Color

This film is the "inside" story of how a great railroad operates. It shows the changes in equipment and methods brought about by the space-age technology, and describes the many varied careers in transportation that are now available to young people.

EGFF-no charge

THE INSPECTORS FA-0701
1969 25 min. Color

Shows FAA inspectors aboard planes checking all navigational aids defining the airways to make airways safe.

USG-sale price $101.75

IT PAYS TO STAY OPEN FA-609
1966 23½ min.

This film documents how low-cost lighting of airports, particularly utility-type airports, provide round-the-clock operations and can result in economic benefits to a community.

EGFF-no charge

JAPAN'S TWO MILE-A MINUTE TRAIN
1969 3 min. B.W.

Presents Japan's billion dollar answer to the transportation problem-the world's fastest train. Shows the 320 mile scenic trip of the Hikari from Tokyo to Osaka in 4 hours with 2 stops.

UA-$2.00

JETS, ORCHIDS AND KANGAROOS 00651
1969 21 min. Color

Presents various aspects of jet cargo transport. Shows terminal where its loaded, the elevator loaders. Shows planning center and control tower operations.

UU-$5.75

KITES TO CAPSULES FA-0905
1969 5 min. Color

Contrasts early flying attempts with modern successful commercial and general aviation.

USG-sale price $21.75

LAKE CARRIER 2020003
ND 9 min. B.W.

How iron ore is transported from the Mesabi range of Minnesota across the Great Lakes to the steel mills of Gary, Pittsburgh and Youngstown.

NIU-$2.75

LAREDO TO PANAMA: THE INTER-AMERICAN HIGHWAY
1964 18 min. Color

The story of economic and social benefits brought to Mexico and Central America by Inter-American highway. Shows industrial, agricultural and educational growth developing in these countries and how highway has brought about improved communications there.

USG-sale price $61.75

LIFELINE ON WHEELS 2512
1965 28 min. Color

This film shows the many ways in which trucks serve every segment of the population. The star of the film is a tractor-trailer rig making a run from Salt Lake City to San Francisco. One section notes the growth of suburbia and the dozens of small trucks that carry goods and services to the home owner's door. Available to 9th grade and above.

MTPS-no charge

MAGIC HIGHWAY,U.S.A.
ND 29 min. Color

Shows early routes in U.S., present development of superhighways and the possible future developments-mechanized road building-prefabricated bridges and overpasses, electronic guidance on cars, tubular highways through deserts and under water.

BU-$12.50 MSU-UM-$10.00 NIU-$7.90 7090018 ASF-$10.00 WD-386

MAIN LINE OF MID-AMERICA
1965 19 min. Color

Includes scenes along Illinois Central Railroad. Shows evidence of railroad progress, farms, mines, industries.

EGFF-no charge

MATERIAL HANDLING PRINCIPLES IN TRANSPORTATION SFP-1017
1960 20 min. B.W.

Shows the waste of money, time and man-hours when material handling and loading

practices are faulty. Demonstrates, from shipping to receiving, the right and wrong ways to handle military cargo; emphasis on importance of using right equipment to transport items.

USG-sale price $35.25

METRO-MOBILITY
ND 22 min. Color

Explores number of ideas-freeways, rapid transit, terminals, containerazation, parking, automatic highways, traffic flow, etc.-provoking suggestions for easing congestion problem.

MSU-$2.00

MINING AND SHIPPING (K)
ND 30 min. B.W.

Story of mining-copper and iron-in upper Michigan-shows relationship of mining to shipping.

UM-$3.00

MISSISSIPPI RIVER: TRADE ROUTE OF MID-AMERICA 46919
1965 19 min. Color

A comprehensive treatment of the Mississippi River and its two principal tributaries, the Ohio and Missouri Rivers.

UI-$6.75

THE MISSISSIPPI SYSTEM-WATERWAY OF COMMERCE
1970 17 min. Color

Traces development of river traffic along the Mississippi from 1541 through 1812 when railroads put the river queens out of business. Continues with the neglect of the river and finally today's revitalized river system.

UA-$4.00

THE NEW BREED F-223
ND 30 min. Color

Film on physical distribution management (by Japan Air Line) to create a better understanding of the critical role of this manager in modern business. Suggests career opportunites in physical distribution management.

ASF-no charge

NEW DIRECTIONS IN MODERN RAILROADING
1967 27 min. Color

This film shows the modernization by the railroads to win new business. It explores the growth of piggy-back and containerization services; auto-rack cars, each carrying at least 15 new automobiles: the big bottles--single pressure controlled tank cars; side-loading of lumber, and the all-door freight car. Distribution restricted to Ala., Ill., Ind., Iowa, Kentucky, La., Minn., Miss., Neb., S.D., Tenn., and Wis.

EGFF-no charge

NEW ORLEANS-GATEWAY TO THE WORLD NS-5693
1953 25 min. B.W.

News report describes New Orleans as a crossroads of international trade and shows why this description is appropriate.

ISU-$2.40

NO SIMPLE THING F-596
ND 29 min. Color

Story of the L-1011 airliner. Shows how it was designed and built-not only for passenger comfort, but also with a view towards reducing air pollution.

ASF-no charge

NORTHEAST: PORT OF NEW YORK
1967 17 min. B.W.

Major port activities; importance of port on life of the nation; many types of people who work there; problems affecting facilities and workers; the grand design of the New York Port Authority for the waterfront of the future.

UM-$3.50 UA-$4.00

OF SHIPS AND BUTTER MN-10513
1970 28½ min. Color

This film shows the impact of the Navy on U.S. economy and the civilian community in keeping sea lanes open for commerce.

EGFF-no charge

PHANTOM FREIGHTER
1970 15 min. Color

Two hours in the life of a special cargo plane. Containerized freight is unloaded plane is converted for passenger use. Close look at men and machines used in

modern airports. Shows which commodities shipped by air freight.

UM-$5.75

PLANE TALK
1965 20 min. Color

Shows the varied forms of communications used by the commercial air carriers in getting passengers confirmed reservations, airborne and safely to their destinations.

UMO-no charge EGFF-no charge

POWER AND WHEELS: THE AUTOMOBILE IN MODERN LIFE 8458
1972 17 min. Color

Surveys the social and cultural impact of the automobile on American life in the past 50 years, focusing on the significance of the automobile both as a means of transportation and as an expression of its owner's personality.

U.CAL-$14.00

RATIO 1 TO 20 S-924
ND 27 min. Color

Ratio is that 20 man-hours of maintenance on the ground for every one in the air for Alitalia planes. Describes such maintenance.

ASF-no charge

SEAPORTS OF THE PACIFIC COAST
ND 10 min. B.W.

Ports of Seattle, San Diego, Los Angeles, Portland-why they've grown; harbor facilities; proximity to natural resources, agriculture, industry;harbors, docks, ship loading and unloading; activities between rail, bus and sea carriers.

MSU-$2.25-$4.00

SHIP IS BORN 8110
1970 9 min. B.W.

Impressionistic view of a ship being built and launched-from the worker's point of view. The real story is in the workmen's faces, which reflect their tension, pride and emotional involvement in their work.

U.CAL-$7.00

SPACE AGE RAILROAD SFP 1650
1969 18 min. Color

Tells story of high speed test track at Holloman Air Force Base in New Mexico. Illustrates monorail runs, braking systems, new tracks, etc.

USG-sale price $74.25

THE ST. LAWRENCE SEAWAY
ND 16 min. B.W.

Describes the seaway in terms of its appearance, location, construction, operation, and economic potentials.

BU-$4.50 UI-$4.80 35223

ST. LAWRENCE SEAWAY: PATHWAY TO THE ATLANTIC 2-7696
1969 16 min. Color

Explains how the St. Lawrence area is rich in natural resources and continues to show an expanding industrial growth. Shows kinds of industry along the seaway.

USG-$10.00

STORY OF ANYBURG, U.S.A.
ND 10 min. Color

Animated story of a town overrun with traffic hazards. Methods of overcoming the problem.

MSU-$3.25 NIU-$3.50 3190047 UI-$3.25 20121

STREETCAR AND BUS WORKERS
ND 5 min. B.W.

Tells the story of the behind the scenes activities in the transit industry and stresses the need for training.

UMO-$2.00

TANKSHIP
ND 12 min. Color

Shows sources of petroleum worldwide and the routes of tankships from raw oil to refineries and from refineries to markets.

BU-$6.00

TARGET: URBAN MOBILITY
1965 18 min. Color

After describing rapid population growth in the U.S., film explains the meaning of Federal Highway Act of 1962, section 9, concerning urban transportation planning process. Outlines 10 basic technical elements for which inventories and analyses are necessary in organizing and carrying out the cooperative, comprehensive and continuing urban transportation planning process.

USG-sale price $61.75

THERE WILL BE A SLIGHT DELAY 4184
ND 28 min. Color

Explores America's transportation problems. Zooms in on highways, airports, railroads and urban transit, showing problems that exist, what is being done about them and spectacular plans for the future.

EGFF-no charge

THOUSAND MILE MIRACLE
1965 22 min. Color

Presents a typical day on the Gulf Intercoastal Waterway. Story of men and barges. Stresses importance of this protected passageway to the nation's economy.

EGFF-no charge

THOUSANDS OF EXPERTS S-334
ND 27 min. Color

Points out the innumerable factors that go into operation of Alitalia Airlines.

ASF-no charge

THUNDERING RAILS
ND 18 min. B.W.

Story of America's railroads and people who operate them. Importance of this transportation system to commerce and industry.

UM-$1.50 SDSU-$2.00

TIME TO PLAN
ND 27 min. Color

Shows port of Vancouver, Washington. Shows how terminal facilities are

being developed, services performed, plans for future development.

WSU-$1.75

TRAFFIC JAM UPSTAIRS BS-741
ND 26 min. B.W.

Traffic problems in the nation's airways and potential solutions.

ASF-$10.00 sale price-$150.00

TRAFFIC ROUND THE WORLD BS-770
ND 26 min. B.W.

How big cities like London, Paris, Tokyo, Rome, Buenos Aires, Chicago and Los Angeles are not solving their traffic problems.

ASF-$10.00 sale price-$150.00

THE TRAFFIC SNARL
1967 60 min. B.W.

Presents present traffic congestion and shows present and future means of coping with it.

BU-$15.60 UA-$12.00

TRANSPORTATION BY AIR 10931
1958 14 min. B.W.

Points out advantages of air transport. Shows kinds of aircraft use and kinds of workers involved in air transport.

UU-$4.50

TRANSPORTATION BY LAND 10932
1958 11 min. B.W.

Shows that transportation is the one factor that prevents rich resources from being isolated and useless-place utility. Shows the organization and role of highway and rail transportation.

UU-$3.00

TRANSPORTATION BY WATER
1958 14 min. B.W.

Shows many ways that water serves-especially in the hauling of heavy goods-on the oceans, along coastlines and on island waterways.

UU-$4.50

TRANSPORTATION GO HOW-THE MODERN MOTOR CARRIER
1966 28 min. Color

Tells story of a shipment of textbooks from the plant in Philadelphia to a school in Chicago. Film depicts all the duties of the various departments involved in a truck shipment from origin to destination.

EGFF-no charge

TRANSPORTATION IN THE U.S.
ND 17 min. B.W.

Points up the shortcomings and the progress made in rail transportation. Stresses the importance of railroads in our transportation system and our economy.

BU-$4.50

TRANSPORTATION, U.S.A.
1966 22 min. Color

Visualizes without commentary the air, water, rail and highway transportation systems in the U.S. Indicates that modern technology has been able to integrate the systems to expedite movement of people and materials throughout U.S. states and regions. U.S. Information Agency

USG-sale price $89.75

TRANSPORTATION-WORLD LIFELINE F-706
ND 28 min. Color

Scenes in U.S., Europe and Far East showing modern man's total dependence on transportation, especially in cities. Points up key role of trucking in the transportation network which supports our society and economy.

EGFF-no charge

A TRAVELER MEETS AIR TRAFFIC CONTROL FA-102
1963 28½ min. Color

Presents a simple explanation of FAA's air traffic system-from O'Hare Airport to Los Angeles International Airport.

EGFF-no charge

A TRIP FROM CHICAGO 15032
1967 25 min. Color

Examines the possibilities for inter-city and intercontinental travel in the 21st century-such as super-fast trains and hover crafts to obviate the need for super-

highways and use highway land for raising food to meet the food shortages of the future.

CU,WU-$7.50 BU-$12.50 UM-$8.00 NIU-$9.25 7050410

TRUCK TRANSPORT-ON THE LONG HAUL
ND 17 min. Color

Follows a big truck from the loading terminal in California to its destination in Washington.

BU-$8.50

TRUCKS AND YOUR TOWN
1964 23 min. Color

Tells the story of motor transport, portraying the trucking industry's role in the economics of everyday life. Shows how the wheels of American industry are turned by the wheels of motor transport.

EGFF-no charge

225,000 MILE PROVING GROUND 11003
1953 19 min. Color

Shows recent changes in America's railroads and the continuous search for new improvements.

UU,WU-$5.75 MSU-UM-$1.50 SDSU-$2.00

WHAT A WAY TO RUN A RAILROAD BS-587
ND 26 min. B.W.

The good and bad in railroading around the world.

ASF-$10.00 sale price-$150.00

WHEELS, WHEELS, WHEELS
1969 11 min. Color

Study of the incredibly varied forms of wheels that make civilization run-gears, sprockets, and winches that drive everything from water wheels to computers.

WSU-$5.70

WISCONSIN'S WHEELS OF COMMERCE 778*
ND 15 min. Color

Shows history of transportation in Wisconsin. Shows growth of trucking in commerce.

ASF-no charge *restricted availability

WHOLESALING

CHANGES IN WHOLESALING STRUCTURE AND PERFORMANCE KA-101
ND 30 min. B.W.

Dr. Beckman of Ohio State University, known as "Mr. Wholesaling," discusses wholesaling. Reviews history and metamorphosis of wholesaling from 1923. Discusses improvement of data to provide comparative figures for research and development of wholesaling in the U.S. through various institutions and channels.

ASF-$5.00(one day only) sale price-$150.00

POPULARITY STORAGE-PLANNING THE STORAGE LAYOUT FN085528
1958 20 min. Color

Shows storage space, layout control of space, material positioning, and design of stock location system.

USG-sale price $82.50

SOUNDS OF FREEDOM
1964 29 min. Color

Compares methods of food distribution as well as food stores in West Berlin, Paris London, United States. Bob Richards tours wholesale food centers and retail markets in each city.

EGFF-no charge

STANDARDIZATION MN8084
ND 19 min. B.W.

Explains basic concepts and benefits of standards and standardization process. Sets forth broad principles for an effective approach to standardization problems, whether local or international in scope.

USG-sale price $33.75

STORY OF THE WHOLESALE MARKET
ND 12 min. Color

Tells the story of the wholesale market from the times the trucks arrive in the morning till the closing of the market for the day.

BU-$6.00 UM-$4.00 UA-$2.00

THE SUPPLY MANAGER'S DILEMMA MN-9460
ND 19 min. Color

Describes the influence of order costs, holding costs, shortages, and other factor

in determining supply management policies.

USG-sale price $65.00

TALK WITH MR. "D"
1960 20 min. Color

Presents an interview with Mr. "D" which exposes the role of an industrial distributor in his community, stressing the nature of his service and his economic significance.

EGFF-no charge

TO MARKET, TO MARKET (FRITH)
ND 11 min. Color

Flow of several commodities from the farm through wholesalers and retailers; importance of the wholesaler in business.

UM-$4.00

TRUE STANDARD
1954 12 min. Color

Shows the importance of accurate standard weights and precise weighing techniques. The relationship between the international standard of mass and the test weights used by an inspector in testing store scales is told in story form.

EGFF-no charge

TWENTY-FOUR HOURS
1954 38 min. Color

This film shows the activities of a typical business agent of the Amalgamated Meat Cutters Union. The film was designed to acquaint the members of the union with the strength of their international and its concern for their welfare as human beings and as part of the community. Available in Canada.

EGFF-no charge

UNIT DOSE PACKAGING 56538
1967 26 min. Color

Unit dose concept for handling many kinds of drugs. Greater efficiency at all stages, from manufacture through storage, inventory control, distribution, and final administration. Animation points to greater flexibility of the unit dose system as well as greater convenience in accounting, storage and administration.

UI-$8.20 sale price-$200.00

ERIC

WHOLESALE MARKET 26040
1963 11 min. Color

Shows the basic activities of one work day at a wholesale produce market, outlines the basic operations of the market, shows how it's success depends on the cooperation of many workers; depicts the intense activity of the busy market place, and introduces primary concepts of economics and public health.

UI-$4.00

FILMSTRIPS

ACCOUNTING IN THE BUSINESS WORLD X217 (Sound)
ND 6 strips Color

Familiarizes students with major accounting statements and explain the need for and use of these statements in everyday business world. Bridge between accounting methods and business in the real world.

EGFF-$55.50 (tapes) or $54.00 (records)

AGGRADATION-DEGRADATION F4-2 (Sound)
ND 10 strips Color

Purpose is to make students aware of our country and the degree to which it is polluted. Provides no simple answer, designed to foster discussion and lead students to work for pollution control on their own.

EGFF-$87.50 (tapes) $85. (records)

AIR POLLUTION-WHAT IS IT? F505 (Sound)
ND 1 strip Color

Depicts air pollution. To be used as a lead-in to discussion on air pollution and how to prevent it.

AIMS-$13.50

BASIC ECONOMIC CONCEPTS F190 (Silent)
ND 7 strips Color

Fundamentals of earning and using money, producing and distributing goods. Banking, supply-demand, goods and services, taxes and much more.

AIMS-$42.00

BEHIND THE SCENES
ND 30 min. B.W.

Step-by-step description of the credit set-up in a retail store from customer

request, through credit checks, billing and collections.

NRMA-no charge

BEACH MESA: POLLUTING THE WILDERNESS 69720 (Sound)
ND 2 parts

Deals with the issues involved in building power plants, and strip mining in the wilderness-cities enact laws to stop their pollution so they go to the wilderness, and pollute it! Shows that these projects do provide jobs and that the air must be polluted somewhere in order to keep abreast of demand for energy.

DGAV-$34.00

BOOKKEEPING SERIES
ND 6 strips Color

Graphic presentation of the basic bookkeeping cycle: 1)bookkeeping equations and balance sheet, 2) use of accounts and analysis of transaction, 3) preparation of worksheet and financial statement, 4) journalizing and posting, 5) preparing trial balance, 6) closing entries.

EM-$44.00

CASH REGISTERING FOR QUICK SERVICE (sound)
ND 19 min. Color

Instructions on "checkout type" electric cash register procedures increase employee accuracy amd speed up checkout procedures. How to figure taxes, detect counterfeit money, how to handle exchanges and errors. Also actual mechanics of manipulating keyboards.

NRMA-sale price $15.00

CHECK AND DOUBLE CHECK
ND 10 min. Color

Such errors as unsigned checks, differing amounts, post-dating, inadequate identification are explained. Shows how to point out errors courteously so that customers are not lost or insulted.

NRMA-$15.00/wk. sale price $60.00

CLEARWATER: A DREAM FOR A RIVER (Sound)
2 parts

Pete Seeger narrates. Shows the need for cooperation among all people needed to preserve our waters. Treats problem of the Hudson River pollution-how it got the way it is, efforts being made to retard and correct the situation. Discusses the group trying to reclaim the Hudson-Hudson River Sloop Restoration.

DGAV-$34.00

THE COMMON SENSE BEHIND STORE RULES (sound)
ND 10 min. B.W.

Covers grooming, absence, counter coverage, checking in and out, checking personal property, "no smoking" regulations, reporting accidents, lost and found articles and more.

NRMA-sale price $15.00

COMPUTER AND YOU (sound)
ND 2 strips B.W.

Computer experts explain in simple language what the computer is, how it works, its potential and its applications. Shows its unique capabilities and speed.

EM-$22.00 (record)

COUNTERPOINTS (sound)
ND 19 min. Color

Arrow Shirt film stressing 10 techniques to sell merchandise more effectively. Techniques may be used in departments other than shirts.

NRMA-no charge

DON'T JUST STAND THERE-DO SOMETHING B350 (Sound)
1970's 4 strips Color

Shows major causes of pollution-air, water, land- and how to fight it.

EGFF-$35.00 (tapes) or $34.00(records)

DOWNTOWN REVIVED-22 CASE HISTORIES
1964 30 min. Color

Shows 22 important examples of revitalization with facts on why and how they were achieved.

NRMA-sale price $27.50 also in 74 slides-sale price-$32.50

ECOLOGICAL CRISIS (Sound)
ND 6 strips B.W.

Discusses over-population, diminishing food supply, environmental pollution, urban congestion, ecological disturbance and their effects in the quality of life. Relates them to their basic causes and suggests remedial action to prevent them.

EM-$69.00(records) or $72.00(tapes)

ECONOMICS FOR OUT TIMES
ND 6 strips Color

Aid in understanding of important economic concepts, through the use of well-designed visuals and concise explanations. 1) Gross National Product, 2) Inflation and you, 3) Index numbers and economic statistics, 4) American capitalism, 5) Controlling the business cycle, 6) Understanding international trade.

EM-$49.00

THE ESSENCE OF ACCOUNTING X213 (Sound)
ND 6 strips Color

Introduces general terminology of Accounting. Gives understanding of some of the basic business reports that are by-products of accounting procedure. How to record transactions and where. How to use accounting record-"the books." The accounting cycle discussed.

EGFF-$55.50(tapes) or $54.00(record)

THE FINANCIAL MARKET X219 (Sound)
ND 6 strips Color

Introduces various financial institutions in our economy. Shows forms of business and how they raise needed capital. Discusses the stock market.

EGFF-$55.50 (tapes) or $54.00(records)

FINDING YOUR JOB X340 (sound)
1970's 6 strips Color

How to find a job you can hold. How to write a resume. How to conduct yourself in a job interview. When should you look for a better job? What is job shopping? Discusses each of these points.

EGFF-$58.50(tapes) or $57.00(records

FIRE IS YOUR RESPONSIBILITY (sound)
ND 10 strips B.W.

Uses actual store fire scenes. Shows how they are caused and how they could be prevented-smoking, amateur wiring, faulty housekeeping, improper trash disposal. Shows what each employee stands to lose by a fire and how he can prevent fires.

NRMA-sale price $15.00

FUNDAMENTALS OF ECONOMICS F178 (Sound)
ND 8 strips Color

ic elements of economics discussed: 1) what is economics, 2) money, 3) taxes,

4)banks and banking, 5) business organization, 6) labor and Unions, 7) Credit buying, 8) population.

EGFF-$63.00(tapes) or $61.00(records)

GENERAL BUSINESS SERIES
ND 5 strips Color

Shows importance of business in everyday life: 1) transportation, 2) communication, 3) business and government, 4) looking at business careers, 5) succeeding in your career, 6) using travel services.

EM-$39.00

GET ON THE BALL...STOP SHRINKAGE (sound)
ND 14 min. Color

Covers shrinkage, leaking, shortage and waste. Covers 5 major categories: "Watch the Money," "Watch the Merchandise," "Watch the Equipment,""Watch the Customer," and "Watch Yourself."

NRMA-sale price $15.00

THE GREAT SAN FRANCISCO OIL SPILL (Sound)
2 parts

Explores the responsibility for the oil spill-who is responsible? Students see effects of man-made disaster in terms of ecology and politics. See how citizens helped clean up. Uses interviews done at the site.

DGAV-$34.00

GREEDY HANDS (Sound)
ND 13 min. Color

Shows how courteous attention is a shoplifting prevention. Demonstrates professional and amateur techniques.

NRMA-$15.00/wk. sale price-$145.00

GROOMING FOR BOYS
ND 4 strips

Shows that respect for one's appearance is good social and future business insurance. Discusses tips for cleanliness, choosing clothing, keeping fit and healthy, good grooming and conduct when applying for a job.

EM-$29.00

GROOMING FOR GIRLS
ND 6 strips Color

Discusses and demonstrates the basic elements of good personal grooming for teenage girls: 1) You and your grooming, 2) your face, 3) your hair, 4) your clothing, 5) your figure, 6) your hands and feet.

EM-$36.50

HANDLING DIFFICULT CUSTOMERS
ND 10 min. B.W.

Reveals that "common sense" correctly applied tames the most difficult customers. Solutions shown for "the hard to please," the rude, the impatient, the talkative, "the just looking." older or timid people, foreigners and two people shopping together. "Photo-Quiz" follows film.

NRMA-sale price $15.00

THE HEAT'S ON (sound)
ND 12 min. Color

Presentation of Durable Press and Permanent Press. Shows reasons for earlier dissatisfaction and reasons for present excellence. Geared to sales people in male and female ready-to-wear departments. Has selling tips.

NRMA-no charge

HOW DOES YOUR FUTURE LOOK?
1964 16 min. Color

Covers comprehensively areas of good grooming and sales personality important to department store selling. What to wear, care of clothes and complexion, figure tips, make-up, hemlines, shoes, posture, do's and don't on the selling floor, voice control.

NRMA-$5.00 preview price $15.00 sale price

HOW TO SERVE THE CUSTOMER IN A QUICK SERVICE STORE (Sound)
ND 13 min. Color

Demonstrates the Seven Cues to customer service-know your stock, greet every customer, suggest use of shopping cart, and more. Shows that intelligent and prompt customer service increases sales.

NRMA-sale price $15.00

HOW SALESPEOPLE KEEP CUSTOMERS BUYING IN SELF-SERVICE STORES (sound)
1963 20 min. Color

Training film to teach the art of selling in a self-service store.

NRMA-sale price $15.00

AN INSIDE JOB (sound)
ND 16½ min. Color

Emphasizes in a humorous way, the shortage prevention problems in a department sore-damaged goods, refund game, receiving and shipping errors, charges of wrong accounts, over-rings, bad charges, bad checks, pilferage, mis-directed deliveries and making mistakes.

NRMA-sale price $50.00

INSIDE THE PEOPLE'S REPUBLIC OF CHINA F4-7 (sound)
1970"s 6 strips Color

Shows life in China today. Includes: 1) the people of China, 2) work of the people, 3) trade and transportation in China, 4) education and communication in China, 5) health services, 6) communes in China.

EGFF-$58.50(tapes) or $57.00(records)

JUST A TELLER (sound)
ND 1 strip Color

Introduces students to the exciting and variety filled job of the bank teller-must be a diplomat, psychologist, accountant, financial advisor all in one!

EM-$12.95 (record)

"LET THE BUYER BEWARE" X211 (sound)
ND 6 strips Color

Information about consumer education. Presents terms, shows consumer "traps," effects of advertising, and importance of quality vs. bargains, etc.

EGFF-$47.50(tapes) or $46.00(records)

LINEN WONDERLAND (sound)
ND 20 min. Color

Sales training film showing linen from the fields to finished fibers. Shows linen fashions for various figures and shows how to care for household linens.

NRMA-free loan

A LITTLE BIT OF SELL (sound)
ND 23 min. B.W.

How to sell more merchandise with fact-filled signs at point of sale. Illustrates points in making a fact-filled sign.

NRMA-no charge

LOOK IS NATURAL (sound)
ND 1 strip Color

Sensible and up-to-date guide to good grooming-grooming, make-up, and dress for high school students and office personnel.

EM-$12.95 (record)

MAKING A COMMUNIST EASTERN EUROPE (sound)
ND 2 strips-2 records

Shows how Eastern Europe came to be what it is-explores backround of its people, history of area, explains circumstances that led to establishment of Communist regimes after WWII. Also discusses recent changes in this area.

EM-$11.90

MANAGING YOUR MONEY SERIES
ND 6 strips Color

Shows some problems of money management: 1)earning money, 2) paying bills, 3) spending, 4) borrowing money, 5) making money work for you, 6) buying insurance.

EM-$44.00

MATHEMATICS IN ACTION F5-1 (silent)
ND 8 strips

Covers such mathematical areas as 1) graphs, 2) the metric system, 3) statistics, 4) sets and probability, 5) probability and insurance, 6) percent, discount, and commission, 7) stocks, 8) longitude and latitude. Manual included.

EGFF-$51.00

A NEW LOOK AT YOUR JOB (sound)
ND 10 min. Color

Established the role of the saleperson in the modern variety-department store in contrast with her counterpart in the old "five and dime."

[illegible]-sale price $[illegible].00

OUR WORLD NEIGHBORS: ALONG THE DANUBE, THROUGH THE IRON CURTAIN COUNTRIES
ND 4 strips Color

Emphasizes the broad cultural differences among people of the valley, its terrain, its uneven economic development, changes since WWII.

EM-$28.00

PERSON TO PERSON (sound)
ND 15 min. Color

Film for training salespersons to sell apparel to young adults. General techniques in handling teenage customer successfully.

NRMA-$4.00 rental

THE PERSONAL TOUCH (sound)
ND 15 min. B.W.

Emphasizes importance of employee's role in building good customer relations. Covers handling complaints, ususual requests, exchanges, how to greet customers and phone techniques. Stresses teamwork, related selling. Includes leaders guide.

NRMA-$15.00(2 weeks rent) sale price-$75.00

THE REGAL AND THE ROCK G839
ND 12 min. Color

The story of English china. Describes types of dinnerware produced, highlightling different qualities. Tips on care and preservation.

ASF-33 1/3 RPM record narration

RESOURCES: USE, MISUSE RECOVERY AND DISCOVERY 9013-(j-1) set
ND 40 frames Color

Analyses ways our resources are being despoiled. Accents efforts at recovery of resources, use of materials, previously regarded as waste, new methods of securing resources and developing new sources of food supply, materials and fuels.

PSAV-$6.75 ($18.75 set) have teaching guides

RETAIL SALESMANSHIP SERIES (sound)
ND 14-20 min. each Color

Series of 7 filmstrips made for Distributive Education. It is done cartoon style and includes: Johnny Meets His Boss; Johnny On The Spot; Johnny Greets The Customer; Johnny Determines Customers' Needs and Wants; Johnny Presents The Merchandise; Johnny Welcomes All Objections; Johnny Closes the Sale.

NRMA-$10.00 each ($12.50 with tape)

SAM SUEDE, HIGHLANDER EYE (sound)
ND 12½ min. Color

Training film outlining selling points and sales techniques for department store sales people in selling ready-to-wear suede articles. Care of suede clothing, removing stains, how-to-save on cleaning bills, etc. discussed. Manual included.

NRMA-no charge

SAVING WHAT'S LEFT X215 (sound)
ND 6 strips Color

Considers immediate conservation-not long-term goals-of our resources.

EGFF-$55.50(tapes) or $54.00(records)

SCARCITY-A BASIC ECONOMIC PROBLEM 9005-(j-1) set
ND 40 strips Color

Implications of economic scarcity in regard to allocation of land, labor and capital, economic development and opportunity costs. Effect of the scarcity principle in different economies, particularly the market economy.

PSAV-$6.75 ($18.75 set) have teaching guide

SHOPLIFTING...THE PLOT AGAINST YOU (sound)
ND 10 min. Color

A lesson in the economics of a pilferage-ridden society and what it means to individual worker.

NRMA-$15.00 sale price

SOUTH AMERICA: AGRICULTURE, INDUSTRY AND NATURAL RESOURCES B351 (sound)
1970"s 6 strips Color

Explores South America in economic and geographic terms: 1) subsistence on the Altiplano, 2) agricultural life in the lowlands 3) distributing and consuming goods and services 4) poor people-rich countries, 5) traditional ways:industry, 6) new goals and efforts: industry.

EGFF-$58.50 (tapes) or $57.00 (records)

SOVIET UNION SERIES
ND 4 strips Color

Illustrates pervading control of the government into every phase of life-work, schooling, the press, free speech. The effect of unquestioning obedience on the people is shown. The successes, sacrifices and problems of the Soviet system presented: 1) Soviet Economic System, 2)Education, 3) Cultural Life, 4) the

citizen's role in Soviet Dictatorship.

EM-$30.00

THE TEN COMMANDMENTS OF MASS RETAILING (sound)
ND 20 min. Color

Depicts the principles behind a self-service operation and serves as a guide in applying these principles.

NRMA-no charge sale price-$15.00

THEY SHALL NOT PASS (sound)
ND 15 min. B.W.

Training device designed for employees who have anything to do with cashing checks for customers. Shows tricks of professionsal bad check passers.

NRMA-no charge

TROUBLE IN STORE (sound)
ND 15 min. B.W.

Stresses importance of accident prevention in department stores through formation of good habits. Typical accident situations covered (for sales and stock people).

NRMA-rent $5.00 for 10-day period of use

USSR F128 (sound)
ND 9 strips Color

Students meet the Russian people and experience a visual interpretation of their mode of living and working as it contrasts with our own system of free enterprise.

EGFF-$73.50 (Sound-tapes) $48.50 (no sound) manual included)

VISUAL MERCHANDISING
ND 18 min.

Based on the idea that good displays don't just happen, they are planned. Explains the functions of window display and illustrates the 8 basic principles of selling merchandise visually.

NRMA-sale price $10.00 (?)

VIVA LA CAUSA: THE MIGRANT LABOR MOVEMENT 69719 (sound)
2 parts

Through a series of interviews with workers and union organizers, this filmstrip

traces the rise of Cesar Chavez's farm workers union-The Story of Patience.

DGAV-$34.00

WORLD OF ECONOMICS
ND 6 strips Color

Employs a modern approach to fundamental economic concepts. Illustrate major role of the free market in solving the central problems of production, distribution, and economic growth-1) economics 2) Comparative Economic Systems 3) Markets in a free economy, 4) distribution of income 5) wages and hours, 6) money and banking.

EM-$49.00

WORLD POPULATION PATTERNS: OUTLOOK AND IMPLICATIONS 9015-(J-1) set
ND 40 frames Color

Describes trends in world population and considers cause of rapid population expansion. Shows consequences of overpopulation, with emphasis on need for food. Discusses future population growth and need for population control.

PSAV-$6.75 ($18.75 set)

YOU ARE THE STORE (sound)
ND 7 min. Color

Demonstrates ways salespeople can discover greater satisfaction in the job of selling any product line. Emphasis on making buying a pleasant experience that prompts return sales, emphasizes soft sell.

NRMA-no charge

YOUR ATTITUDE IS SHOWING (sound)
ND 15 min. B.W.

Shows vital importance of the individuals' basic attitude towards others. Makes points about inner feelings. Supplementary material included.

NRMA-sale price $75.00

SLIDE SHOWS

CUSTOMER CONTACTS (sound)
ND 6 slide shows Color

Series of 5 salesmanship films: 1) Getting Off on the Right Foot-how to create favorable impressions in person and on the phone, 2) How to Please the Boss, treating customers well, 3) It Takes Teamwork, how to work with others, 4) The Soft Answer Turneth Away Wrath, how to be tactfull and a good listener, 5) You Take

the Lead, how to size up customer needs, suggestion selling, trading up, closing the sale. Dartnell Corp.

NRMA-sale price $250.00 for all 6

THE DIARY OF LADY LUCK (sound)
ND 15min. Color

Plusmanship is reaching for extra sales that lie just beyond customer's original order. Designed for food and fountain employees, shows friendly courteous service and helpful suggestions are welcomed by customers and lead to more sales. Cocs-Cola Company

NRMA-no charge

EXAMINING THE WILL TO WORK (sound)
1957 14 min. Color

Findings of management specialists on how to help people to climb to higher levels or job performance and job satisfaction. Gives human relations training and how to apply it on the job. Henry Strauss Corp.

NRMA-sale price $80.00 (preview $7.00)

FIVE MAGIC MIRRORS
1966 17 min. Color

A six-session course with classroom material for each section. Covers information on skin, hair, figure, clothing care, wardrobe. Five Magic Mirrors

NRMA-$2.50

FROM FIBER TO FABRIC
ND 30 min. Color

Complete story of fiberglass, suggests uses for fiberglass. Program kit with swatches, script, etc. included. Modern Talking Pictures Service, Inc.

NRMA-no charge

GETTING THE NEW EMPLOYEE STARTED ON THE RIGHT FOOT (sound)
ND 13 min. Color

Shows that it takes more than just good merchandise to operate a successful store. Shows how to create a good store "climate" by proper induction of new employees. Merchandiser Films

NRMA-sale price $15.00

THE GIRL YOU CAN'T FORGET (sound)
ND 15 min. Color

Suggestion selling at soda fountain is a key to higher check averages and greater profit. Deals with suggestion selling. Coca -Cola Company

NRMA-no charge

HANDLING DIFFICULT EMPLOYEES (sound)
ND 10 min. B.W.

Using problem situations, film demonstrates effective supervisory techniques in correcting people, how good supervision prevents misunderstandings and complaints. Merchandiser Films

NRMA-sale price $15.00

THE NEW LOOK ON MAIN STREET
ND 45 min. Color

Over 100 slides showing how malls, pedestrian ways, greenery, street furniture, lighting, building front improvements, beautification, etc. are being used to put a new look on Main Streets and bring more people downtown in cities of all sizes.

NRMA-sale price $45.00

ON MODERN RETAIL SELLING (sound)
ND 15 min. each-6 shows B.W.

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NRMA-sale price $125.00 (can preview for a charge)

THE POWER OF STORE MORALE (sound)
ND 13 min. Color

Centered around need for store organization. Shows steps involved in good leadership and developing morale. Merchandiser Films

NRMA-sale price $15.00

RETAILING, A DYNAMIC CAREER THAT PAYS (sound)
1949 15 min. Color

Depicts career opportunities available in retailing field, specifically department and personnel managers, publicity manager, buyers, small store proprieter and non-selling department manager. City College

ERIC $3.00

SURE CURE FOR THE LUNCHEONETTE SERVICE BLUES (sound)
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Teaches proper attire, counter setup, customer approach, sanitary food handling, safety hints, counter care and suggestion selling for luncheonette employees. Merchandiser Films

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Balance Sheets and Income statements.

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Demand and supply of wheat-determination of equilibrium, price and quantity, price "floors" and "ceilings". An increased demand with varying supply conditions. Effect of excise tax with different demand conditions.

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Total output and unit output for various inputs. Total and unit costs; concept of marginal costs and revenues. Equating marginal cost and revenue with horizontal demand and downward sloping demand. A competitive firm's profit maximizing and loss minimizing.

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Competitive adjustment to increase in demand. Cost curves and downward sloping demand in "profit" and "no profit" situations. A "Kinked" demand curve. Equilibrium wages in the market.

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U.S. balance of payments. Balance of payments "T-Account" form. How other countries get dollars to buy U.S. exports.

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Components of GNP; Flow or National income and expenditures; Consumption, savings, investment and GNP; The multiplier for changes in investment.

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ACCESSION NUMBER: VT100629

PUBLICATION DATE: SEP73

TITLE: KEEP CAREERS IN MIND. MIDDLE SCHOOL CAREER EDUCATION.

DESCRIPTOR: *CAREER EDUCATION; *OCCUPATIONAL INFORMATION; *INTEGRATED CURRICULUM; *OCCUPATIONAL CLUSTERS; MANUALS

IDENTIFIER: *PACIFIC AREA DEPARTMENT OF DEFENSE SCHOOLS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 547

ABSTRACT: THIS HANDBOOK, DESIGNED TO BE USED AS A FLEXIBLE TOOL WITH SUGGESTED ACTIVITIES FOR ALL AREAS OF STUDY, IS INTENDED TO PROVIDE TEACHERS, ADMINISTRATORS, AND SPECIALISTS IN THE PACIFIC AREA DEPARTMENT OF DEFENSE SCHOOLS WITH A PRACTICAL PROGRAM CONCERNING CAREER EDUCATION. OBJECTIVES OF CAREER EDUCATION ARE STATED AND ILLUSTRATED IN THE OCCUPATIONAL CLUSTER WHEEL. BOTH INTEGRATIVE AND DISCRETE COURSES ARE INTENDED IN THE 15 OCCUPATIONAL CLUSTERS AS THEY ARE USED IN 12 DISCIPLINES. IMPLEMENTATION ROLES AND RESPONSIBILITIES ARE OUTLINED, TERMS DEFINED, AND SPECIFIC DISCIPLINE ACTIVITIES, INCLUDING THE USE OF FIELD TRIPS AND EDUCATIONAL GAMES, ARE DESCRIBED. (AUTHOR/MU)

INSTITUTION NAME: DEPENDENTS SCHOOLS (DOD), WASHINGTON, D.C. PACIFIC AREA.

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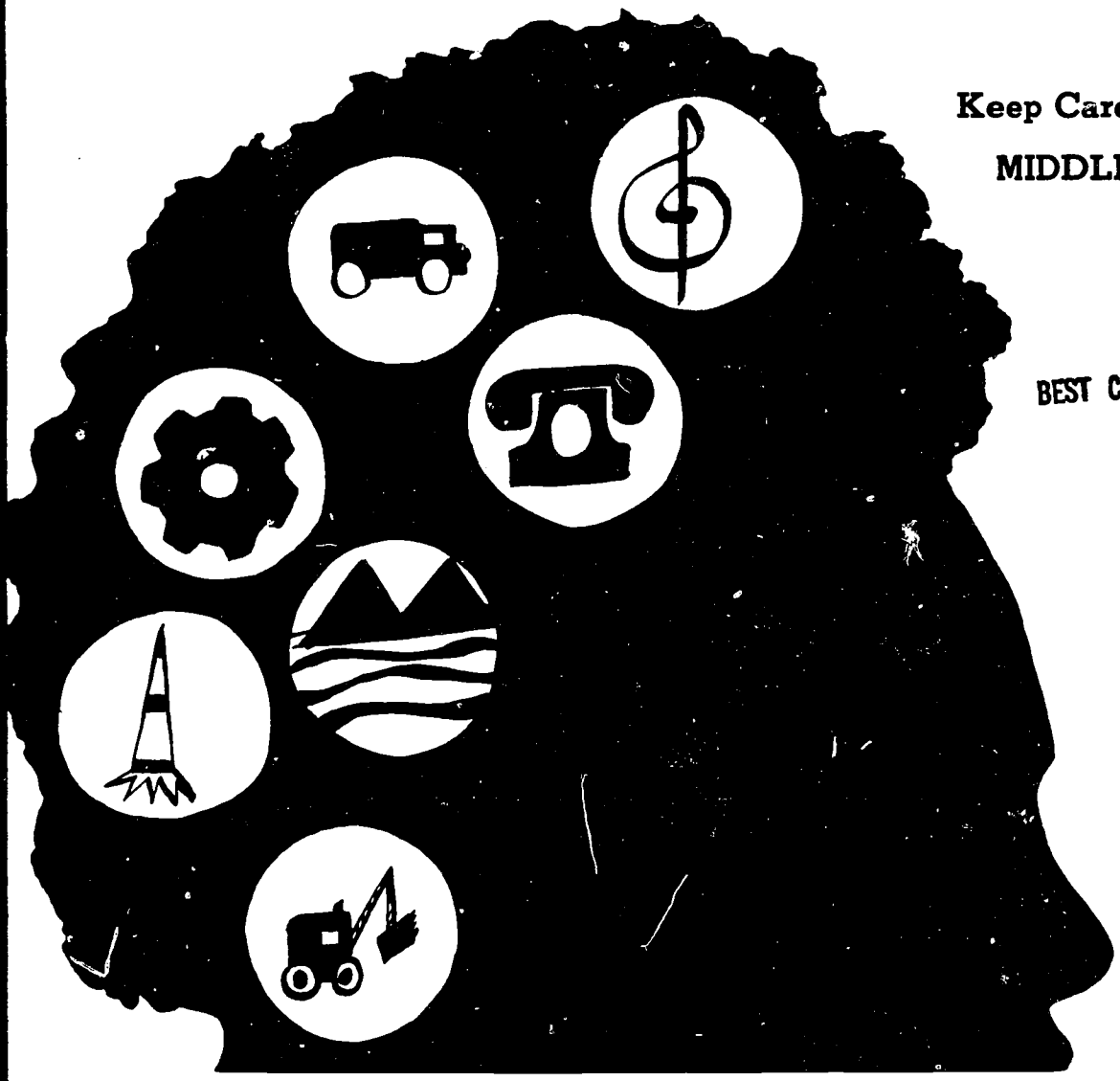

Keep Careers in Mind

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KEEP CAREERS IN MIND

MIDDLE SCHOOL CAREER EDUCATION

PACIFIC AREA

DEPARTMENT OF DEFENSE SCHOOLS

EDWARD C. KILLIN
DIRECTOR

SEPTEMBER 1973

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FOREWORD

One of the most important educational phenomena in our time has been the growing national interest in, and development of programs, in career education. The Pacific Area Dependents Schools have kept pace with this development. Throughout the Pacific area many career education programs can be found in our elementary, middle and high schools.

The main thrust of career education is to prepare all students for a successful life role by increasing their opportunities for occupational choice by eliminating barriers - real and imagined, attaining job skills, and by enhancing learning achievement in all subject areas at all levels of education.

The middle school career education program exposes students to the full range of occupational opportunities and allows them to explore career interests of their choice. The purpose of this handbook is to provide a resource to teachers for intergrating career education into subject area disciplines in order to reveal to students the broad range of career possibilities.

Future program development will be directed towards providing opportunities to students to explore selective career clusters of interest to them.

EDWARD C. KILLIN
DIRECTOR
DOD DEPENDENTS SCHOOLS

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ACKNOWLEDGMENTS

MIDDLE SCHOOL

CAREER EDUCATION HANDBOOK

1. This handbook is designed for professional personnel concerned with middle school education in DOD Dependents Schools in the Pacific area. It is designed for use by teachers in all educational programs.

2. This handbook was written during a summer workshop by a committee of educators representative of the Pacific area schools.

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PURPOSE

The purpose of the Middle School Career Education Handbook is to provide teachers, administrators, and specialists in the Pacific Area Department of Defense Schools with a practical program concerning career education. It is designed to be used as a flexible tool with suggested activities included to make career education an integral part of every area of study throughout the school year. The pages in this book may be removed for duplication or revisions.

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TO THE TEACHER

The Career Education Program is attempting to make students and teachers aware of the change of education in the American school systems. Students are no longer content with teacher presentation of subject matter just for the sake of general knowledge. The student of today is asking, "How will this help me now and later? How will this help me get a job?" Students are asking for relevancy of instruction to the working world in which they are or will be involved.

Most students have no realization what work and the real world entail. They are in school with the "promise" that the school will prepare them for obtaining and holding a job. Statistics of school dropouts, however, and students not being able to cope with their responsibilities, even after college, indicate the schools are not effective enough in preparing students for a career.

It is with this in mind that teachers must implement ideas within their own areas of instruction. Classrooms should not be four-walled structures where boredom is enrooted but an environment where concepts are born and developed. Many concepts and activities have been developed that the teacher may utilize to create an atmosphere of desire to learn. Hopefully these ideas will be used to motivate students to realize that their education is relevant to the working world.

* * * *

AWARENESS

The goal of Career Education at the elementary level is to make students aware of the world of work.

EXPLORATION

Middle School Career Education is exploratory in nature and begins to relate studies to careers.

PREPARATION

By offering integrative and discreet courses, Secondary Career Education prepares students for their career choices.

* * * *

At the Middle School level our objectives in Career Education are:

1. To help students get realistic career goals in light of knowledge about themselves.

2. To relate that technology affects the number and types of jobs and to illustrate the interdependency of workers.

3. To understand goals, values, and aspirations and how they relate to the choice of a career.

4. To expose students to a full range of occupational opportunities. Over 21,000 job opportunities have been categorized into fifteen career clusters.

CLUSTER DEFINITIONS AND OCCUPATIONS

An Organizational Technique to Facilitate

The Delivery of Career Education

In a middle school career education program, we wish to foster an exploration into the wide range of opportunities in the World of Work. An understanding of the full scope of vocational possibilities is vital if the student is to set realistic goals for himself.

Providing comprehensive career information is difficult because of the complexity and diversity of the American economy. Dealing with each of the thousands of individual jobs available would be impossible. Therefore, the U. S. Office of Education has developed a cluster scheme.

Each cluster includes jobs at all levels: entry-level, skilled, technical, and professional. Thus, the cluster scheme should aid the teacher in stressing the importance of every job. This approach should help the student realize that all workers in one cluster, for example Health Occupations, are working together toward a common goal. The orderly, the lab technician, and the doctor each must do his job well so that the goal of good health may be attained.

Included are the career cluster wheel and a brief outline of each cluster with categories representing occupations found in each cluster. These lists of occupations are far from complete.* They merely suggest some representative fields of employment. Each teacher and class can add to the lists and adapt them to the local environment.

* A further break-down may be found in the K-12 Handbook.

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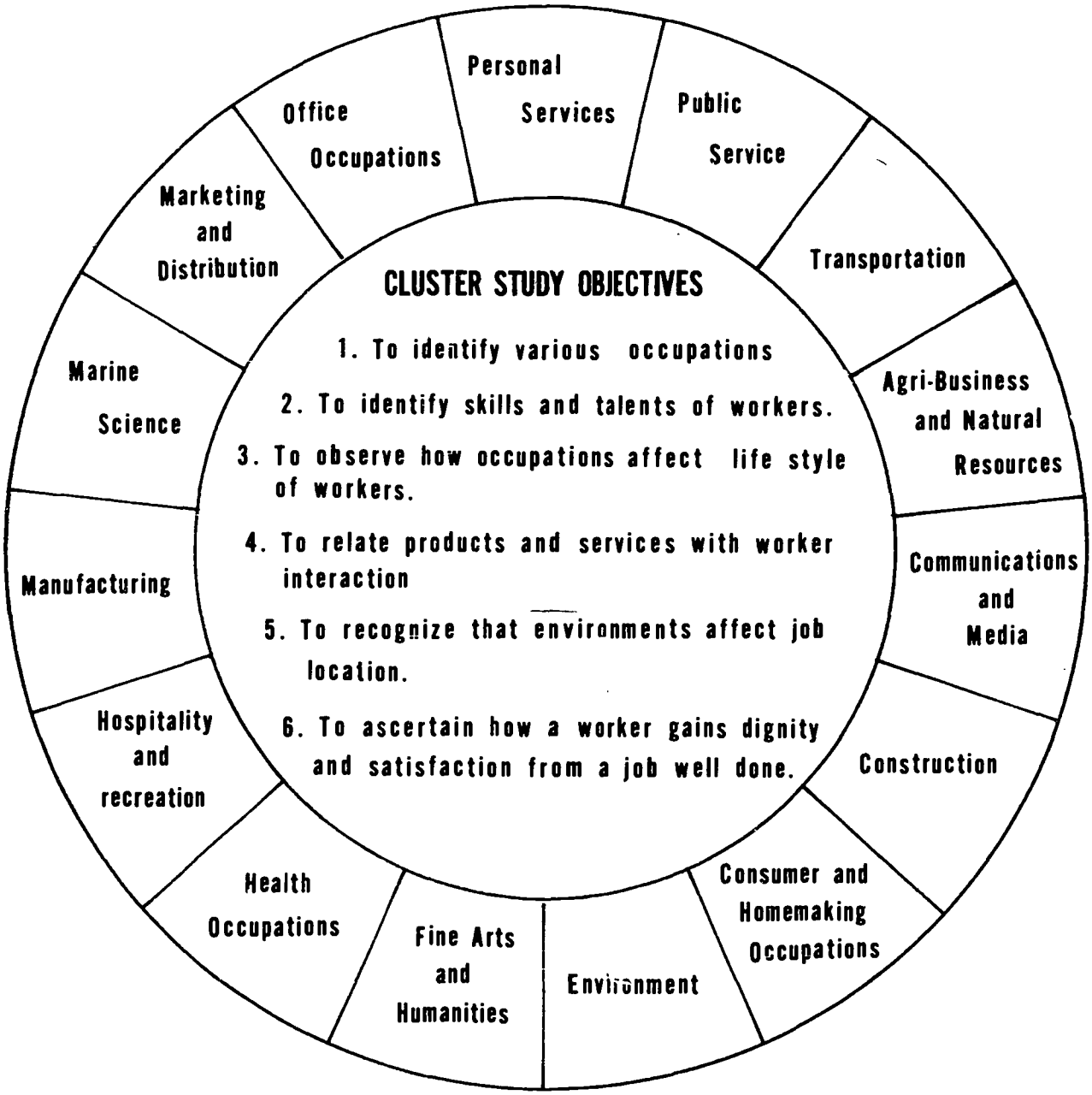
Personal Services
Public Service
Transportation
Agri-Business and Natural Resources
Communications and Media
Construction
Consumer and Homemaking Occupations
Environment
Fine Arts and Humanities
Health Occupations
Hospitality and recreation
Manufacturing
Marine Science
Marketing and Distribution
Office Occupations
CLUSTER STUDY OBJECTIVES
1. To identify various occupations
2. To identify skills and talents of workers.
3. To observe how occupations affect life style of workers.
4. To relate products and services with worker interaction
5. To recognize that environments affect job location.
6. To ascertain how a worker gains dignity and satisfaction from a job well done.

I. MANUFACTURING

A. Operations
   1. Management
      a. Planning and Policy Administration
      b. Data Interpretation
      c. Personnel and Labor Relations
      d. Communications
   2. Mid-management
      a. Operations Techniques
      b. Data Handling
      c. Task Analysis
      d. Communications Skills
   3. Supervision
      a. Operational Procedures
      b. Processing Techniques
      c. Personnel Relations
      d. Communication Skills
   4. Personnel
      a. Personnel Practices
      b. Communication Skills
      c. Skill Development
      d. Career Orientation

B. Design
   1. Product
      a. Model Development
      b. Prototype Testing
      c. Packaging
   2. Process
      a. Component/Material Flow Systems
      b. Assembly Line Systems
      c. Cybernetics
   3. Equipment
      a. Foundry Operations
      b. Electromechanical Systems
      c. Machine Operations

C. Materials
   1. Natural
      a. Animal Sources
      b. Vegetable Sources
      c. Mineral Sources
   2. Synthetic
      a. Mineral Derivatives
      b. Vegetable Derivatives
      c. Extractive Processes

3. Receiving
    a. Materials Handling
    b. Transportation and Storage
4. Waste Output
    a. Disposal Operations
    b. Recycling Operations

D. Production
1. Processing
    a. Assembly Line Operations
    b. Material Flow Operations
    c. Automation
2. Quality Control
    a. Component/Materials Inspection
    b. Processing Inspection
    c. Product Inspection

E. Distribution
1. Packaging
    a. Packaging Development
    b. Packaging Manufacturing
2. Marketing
    a. Retailing
    b. Wholesaling
    c. Distribution
3. Advertising
    a. Product Promotion
4. Transportation
    a. Air
    b. Truck
    c. Rail
    d. Pipeline
    e. Vessel
5. Warehousing
    a. Packing
    b. Storing/Inventory

F. Research
1. Product
    a. Design
    b. Materials
    c. Utilization
2. Process
    a. Production Processes
    b. Quality Control
3. Marketing
    a. Consumer Research
    b. Product Promotion Research

II. MARINE SCIENCE OCCUPATIONS

A. Operations
   1. Management
      a. Planning and Policy Administration
      b. Communications
      c. Communications
   2. Mid-management
      a. Task Analysis
      b. Data Handling
      c. Communications
   3. Supervision
      a. Processing Techniques
      b. Personnel Relations
      c. Communications
   4. Personnel
      a. Personnel Relations
      b. Operational Procedures
      c. Communications

B. Marine Biology
   1. Marine Micro-biological Research
      a. Boat or Vessel Operation
      b. Water Sampling
      c. Bacterial Culture
      d. Micro-organism life cycle
   2. Marine Animal (zoological) Research
      a. Specimen Dissection
      b. Food Sources
      c. Diseases, Parasites and Enemies of Species
      d. Meterological Fish Finding
   3. Marine Plant Research
      a. Nutrient Sources and Cycles for Species
      b. Sedimentation
      c. Turbidity
      d. Sunlight Effects on Marine Plant Life
   4. Marine Biology Laboratory Management
      a. Acquisition of Facilities and Equipment
      b. Chemical Laboratory Services
      c. Specimen Storage
      d. Shipping Services
   5. Marine Ecology Research
      a. Marine Plant and Animal Relationship Studies
      b. Temperature Effects on Marine Life
      c. Effects of Commercial Fishing on Marine Life Systems
      d. Affects of Light on Marine Science

C. Commercial Fishing
   1. Ocean Fishing
      a. Offshore Fishing Vessel Operation
      b. Trawler and Dragger Operation
      c. Seine, Net, Trap and Gear Making and Repair
      d. Stowing and Quality Control
   2. Sea Food Processing
      a. Product Cooking
      b. Product Packaging
      c. Product Marketing
      d. Bi-products Production (oil, meat, animal food, fertilizer, or shell)
   3. Seafood Inspection
      a. Checking for Legal Species and Size
      b. Analysis for Adult Strains
      c. Determination of Toxic Chemical Content
      d. Bacteriological Determination of Product Quality
   4. Seaweed Harvesting and Processing
      a. Seaweed Harvesting Vessel Operation
      b. Product Collecting, Sorting, and Cleaning
      c. Chemical or Pharmaceutical Compound Extraction
   5. Export Fishing Enterprizes
      a. Deepwater Party Boat Vessel Operation
      b. Gear and Lure Preparation and Maintenance
      c. Naviation, Neterological Communications and Fish Finding Systems
      d. Sanitation and Fish Cooling Systems

D. Aqua-Culture
   1. Marine Fish or Shellfish Culture Research
      a. Isolate Potentially Commercial Species
      b. Develop Physical Systems for Its Culture
      c. Develop Optimum Harvest Method
      d. Develop Hybreds or Superior Strains
   2. Marine Plant Grower
      a. Develop Physical System for Its Culture
      b. Develop Superior Strain
      c. Develop System for Controlling Production Cycle
      d. Harvest and Process for Market
   3. Fish Hatching Raising
      a. Capture or Acquire Fertile Adults of Species
      b. Collect, Fertilize, and Hatch Eggs
      c. Construct Hatching, Growing and Harvesting Facilities
      d. Provide Food, if in Artifical System

E. Marine Exploration
   1. Oceanographic Mapping and Charting
      a. Instrumentation Use and Repair
      b. Depth Sounding and Charting
      c. Bottom Sampling and Charting
      d. Oceanic topographical Map and Chart Production
   2. Ocean Mineral Exploration
      a. Photogrammetic or Air-borne Instrument Surveys
      b. Geological Interpretation of Undersea Topography
      c. Chemical Analysis of Water and Bottom Samples
      d. Underwater Drilling, Sampling and Seismographic Surveying
   3. Ocean Current and Water Research
      a. Water Sampling, Temperature, and Chemical Analysis
      b. Fixed or Free Floating Bouy Instrument Systems
      c. Aerial Photographic Monitoring
      d. Meterological and Seasonal Effects of Ocean Currents

F. Underwater Construction and Salvage
   1. Underwater Construction
      a. Underwater Rigging
      b. Underwater Welding, Cutting, Fastening and Assembly
      c. Submarine Piping and Pumping Systems
      d. Underwater Repair and Maintenance
   2. Underwater Salvage Demolition
      a. Salvage by Air Tank Floatation
      b. Salvage by Diving and Recovering
      c. Salvage Law and Regulation
      d. Underwater Demolition Device Design, Placement and Detoriation
   3. Offshore Mineral Production
      a. Drilling Tender Vessel Operation
      b. Offshore Drilling (Oil, Sulphur, Brine, Facility Construction)
      c. Offshore Drilling Operations
      d. Offshore Dredge Construction and Operation
      e. Construction of Offshore Piping Systems
      f. Offshore Pumping, Storage and Loading Systems
   4. Underwater Engineering Research
      a. Submarine Materials Testing and Development
      b. Underwater Anchoring and Stabilizing Systems
      c. Fixed Undersea Structures Design and Construction
      d. Underwater Repair and Maintenance
      e. Mobile Submersible Machine Design and Construction
      f. Submersible Machine Operation

5. Deepwater Diving and Life Support
   a. Diving Tender Boat Operation
   b. Diving Gear Use and Maintenance
   c. Gas and Air to Diver Delivery Systems
   d. Hardhat and Scuba Diving
   e. Submersibles, Bells, and Decompression Systems
   f. Communication Systems
   g. Physiological Monitoring, First Aid, and Lifesaving.

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III. MARKETING AND DISTRIBUTION

A. Operations
   1. Management
      a. Planning and Policy Administration
      b. Data Interpretation
      c. Personnel and Labor Relations
      d. Communications
   2. Mid-management
      a. Operations Techniques
      b. Data Handling
      c. Task Analysis
      d. Communication Skills
   3. Supervision
      a. Operational Procedures
      b. Processing Techniques
      c. Personnel Relations
      d. Communications Skills
   4. Personnel
      a. Personnel Practices
      b. Communication Skills
      c. Skill Development
      d. Career Orientation

B. Marketing System
   1. Retail Trade
      a. General Merchandise Group
      b. Dealership and Franchises
      c. Specialty Stores
      d. Rental Operations
   2. Wholesale Trade
      a. Merchant Wholesaling
      b. Manufacturing
      c. Merchandise Brokerage
      d. Farm Products Assembly
      e. Petroleum Plants and Terminals
   3. Service Trades
      a. Lodging
      b. Personal Services
      c. Business Services
      d. Auto and Miscellaneous Repair and Services
      e. Travel, Recreation and Entertainment

4. Non-store Retailing
    a. Automatic Merchandising
    b. Mail Order
    c. Direct Selling
5. International Trade
    a. Foreign Operations
    b. Exporting

C. Sales and Services
1. Industrial Selling
    a. Production and Engineering
    b. Business Operations
2. Trade Selling
    a. Retail Resale
    b. Wholesale Resale
    c. Home and Institutional Resale
3. Consumer Selling
    a. Apparel, Accessories and Personal Care
    b. Hardware, Materials Equipment
    c. Housing, Property and Household Products
    d. Food Products and Services
    e. Automotive, Transportation and Petroleum Products
    f. Intangibles

D. Buying
1. Industrial Purchasing
    a. Purchasing Procedures
    b. Vendor Relations
2. Buying for Resale
    a. Buying Offices
    b. Chain Operations
    c. Independent Operations
3. Procurement
    a. Bid Advertisement
    b. Direct Negotiation

E. Sales Promotion
1. Advertising
    a. Media
    b. Organizations

2. Display
   a. Display Houses
   b. Windows and Interiors
3. Public Relations
   a. Customer and Community Services
   b. Trade Relations
   c. Publicity

F. Physical Distribution
   1. Product Transport
      a. Carriers
      b. Traffic
      c. Shipping and Delivery
   2. Storage
      a. Warehousing
      b. Inventory Control
   3. Materials Handling
      a. Receiving and Marketing
      b. Assembling and Packing

G. Marketing Services
   1. Finance
      a. Banking Institutions
      b. Exchanges
   2. Credit
      a. Consumer Credit
      b. Commercial Credit
   3. Insurance
      a. Personal Insurance
      b. Business and Property Insurance
   4. Research
      a. Marketing Information
      b. Product Analysis and Development

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IV. BUSINESS AND OFFICE OCCUPATIONS

A. Operations
   1. Management
      a. Planning and Policy Administration
      b. Data Interpretation
      c. Personnel and Labor Relations
      d. Communications
   2. Mid-Management
      a. Operations Techniques
      b. Data Handling
      c. Task Analysis
      d. Communication Skills
   3. Supervision
      a. Operational Procedures
      b. Processing Techniques
      c. Personnel Relations
      d. Communication Skills
   4. Personnel
      a. Personnel Practices
      b. Communication Skills
      c. Skill Development
      d. Career Orientation

B. Record Systems and Control
   1. Accountant
      a. Financial Reporting
      b. Costs Analysis
      c. Auditing
      d. Tax Analysis
   2. Bookkeeper
      a. Record Information
      b. Reporting
      c. Data Transfer
   3. Systems Analysts
      a. Analyze
      b. Design
      c. Summarize
   4. Computer Programmer
      a. Interpretation
      b. Analyze
      c. Diagram
      d. Language Conversion

5. Computer Operator
    a. Interpretation
    b. Assimilation
    c. Monitoring
    d. Editing

C. Secretarial
1. Secretary
    a. Information Processing
    b. Scheduling and Reporting
    c. Records Control
    d. Public Relations
2. Secretary Specialist (Executive, Legal, Medical)
    a. Information Processing
    b. Records Control
    c. Public Relations
    d. Administrative Activity
3. Stenographer
    a. Correspondence
    b. Information Recording
    c. Information Distribution

D. Clerical
1. General Office Clerk
    a. Report and Record Compilation
    b. Typing Activity
    c. Office Machine Operation
    d. Cash Receiving and Distribution
2. Clerk Typist
    a. Typing Activity
    b. Record and Report File Control
3. Machine Transcriber
    a. Correspondence
    b. Information Recording
    c. Information Distribution
4. Office Machine Operator
    a. Record Information
    b. Reproduce Information
    c. Data Calculation
    d. Store and Retrieve Information

E. Administrative
1. Office Supervisor
    a. Interpret
    b. Instruct
    c. Coordinate and Monitor
    d. Evaluation

F. Business Ownership
   1. Entrepreneurship
      a. Dealership Operation
      b. Franchise Operation
      c. Independent Operation
      d. Partnership
   2. Corporation
      a. Dealership Operation
      b. Franchise Operation

V. PERSONAL SERVICE OCCUPATIONS

A. Household Pet Services
   1. Grooming and Specialized Care
      a. Shampooing Animals
      b. Styling, Clipping, and Manicuring Services
      c. Exercising
      d. Counseling Services on Animals
      e. Mortuary Care of Animals
   2. Boarding and Hospital Services
      a. Providing Physical Care of Animals
      b. Nurturing
      c. Exercising
      d. Treating of Ill Animals
   3. Obedience Training
      a. Screening and Selecting of Animals
      b. Programing and Training
      c. Placing and Supervising
      d. Evaluating Performance
      e. Sales
   4. Entrepreneurship
      a. Establishing and Operating Pet Shop
      b. Establishing, Equipping, and Operating Grooming Center or Kennel
      c. Advertising and Sales
      d. Analyzing and Managing of Finances and Records
      e. Custodial Operations and Maintenance of Shop or Center or Kennel

B. Cosmetology
   1. General Customer Care and Special Services
      a. Shampooing
      b. Hair Styling
      c. Facial Treatment Operations
      d. Manicuring
      e. Scalp and Skin Treatment
      f. Styling and Restoration of Hairpieces
      g. Maintenance of Tools, Equipment and Supplies
   2. Theatrical and Television Make-up
      a. Characterization Analysis
      b. Selecting and Application of Make-up for Specific Medium
      c. Make-up Technology
      d. Maintaning Products and Supplies

2. Entrepreneurship
   a. Establishing and Equipping a Shop
   b. Owning and Operating Establishment
   c. Analyzing and Managing of Finances and Records
   d. Advertising and Sales Custodial Operation and Maintenance of Shop

E. Physical Culture
1. Consultation and Services on Human Weight Control
   a. Analyzing and Counseling on Weight Problems
   b. Operating and Maintaining Reducing Studio Equipment
   c. Directing and Guidance of Physical Exercise Activities
2. Massage and Related Services
   a. Analyzing, Counseling, and Massaging
   b. Programming of Individual Treatment
   c. Operating and Maintaining Massaging Equipment
3. Entrepreneurship
   a. Establishing and Equipping Studio
   b. Owning and Operating Establishment
   c. Analyzing and Managing of Finances and Records
   d. Advertising and Sales
   e. Custodial Operation and Maintenance of Studio

F. Operations
1. Management
   a. Planning and Policy Administration
   b. Data Interpretation
   c. Personnel and Labor Relations
   d. Communications
2. Mid-Management
   a. Operations Techniques
   b. Data Handling
   c. Task Analysis
   d. Communication Skills
3. Supervision
   a. Operational Procedures
   b. Processing Techniques
   c. Personnel Relations
   d. Communication Skills
4. Personnel
   a. Personnel Practices
   b. Communication Skills
   c. Skill Development
   d. Career Orientation

3. Product Testing and Selectivity
   a. Color Testing of Products
   b. Purchasing of Cosmetics and Hairpieces
   c. Analyzing Products
   d. Demonstrating of Products and Sales
4. Entrepreneurship
   a. Establishing and Equipping Shop
   b. Owning and Operating Establishment
   c. Analyzing and Managing of Finances and Records
   d. Advertising and Sales
   e. Custodial Operation and Maintenance Shop

C. Mortuary Science
1. Mortuary Services and Personal Relation
   a. Embalming or Cremating
   b. Transporting
   c. Restoration Art Processes
   d. Pathological Examinations
   e. Assisting and Counseling Family Members
   f. Contractual Embalming and Restoration Art Treatment
2. Special Funeral Home Functions
   a. Planning and Arranging for Special Funeral Functions
   b. Transporting
   c. Ushering and Services
   d. Displays and Sales
3. Entrepreneurship
   a. Establishing and Equipping Funeral Homes
   b. Owning and Operating Establishment
   c. Analyzing and Managing of Finances
   d. Advertising and Sales
   e. Custodial Operation and Maintenance

D. Barbering
1. Customer Care and Special Services
   a. Shampooing
   b. Hair Styling
   c. Shaving and Facial Treatment
   d. Scalp and Skin Treatment Operations
   e. Styling and Restoration of Hairpieces

VI. PUBLIC SERVICE

A. Operations
   1. Management
      a. Planning and Policy Administration
      b. Data Interpretation
      c. Personnel and Labor Relations
      d. Communications
   2. Mid-Management
      a. Operations Techniques
      b. Data Handling
      c. Task Analysis
      d. Communication Skills
   3. Supervision
      a. Operational Procedures
      b. Processing Techniques
      c. Personnel Relations
      d. Communication Skills
   4. Personnel
      a. Personnel Practices
      b. Communication Skills
      c. Skill Development
      d. Career Orientation

B. Financial
   1. Revenue
      a. Taxation
      b. Bonds
      c. Fees
   2. Disbursement
      a. Salaries
      b. Institutional Support

C. Urban Development
   1. Planning & Engineering
      a. Appraisal & Condemnation
      b. Community Relations
      c. Urban Renewal
      d. Technical Assistance
   2. Construction
      a. Inspection
      b. Labor Relations
      c. Buildings
      d. Roads

3. Public Housing
    a. Coordination
    b. Property Management
    c. Recreation
4. Maintenance
    a. Service
    b. Supplies
    c. Construction & Heavy Equipment

D. Regulatory Services
1. Financial
    a. Credit Unions
    b. Banks
    c. Insurance
    d. Savings and Loans
    e. Stock Exchanges
2. Public Records
    a. Birth
    b. Marriage
    c. Death
    d. Titles and Deeds
3. Licensing
    a. Occupational
    b. Institutional
    c. Vehicular
4. Customs and Immigration
    a. Customs Inspection
    b. Immigration Inspection
    c. Plant & Animal Inspection
5. Facilities
    a. Construction
    b. Purchasing
    c. Maintenance

E. Education
1. Instruction
    a. Teaching
    b. Counseling
    c. Supervision
    d. Support Activities
2. Transportation
    a. Transport Service
    b. Maintenance

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3. Extension Services
    a. Agricultural Services
    b. Consumer Services
    c. Homemaking Services

F. Police & Fire
1. Technical Support
    a. Inspection
    b. Accident Prevention
    c. Special Services
2. Law Enforcement
    a. Land, Air and Water Patrol
    b. Community Relations
3. Communications
    a. Transmitting and Receiving
    b. Fixed and Mobile Stations
    c. Maintenance
    d. Services
4. Maintenance
    a. Fire Equipment
    b. Police Equipment
    c. Electronic and Other Equipment

G. Defense
1. Military
    a. Services
    b. Supply
    c. Research and Development
2. Civil Defense
    a. Disaster Planning
    b. Emergency Operations and Control
    c. Early Warning

H. Post Office
1. Marketing
    a. Sales
    b. Special Services
2. Operations
    a. Processing
    b. Distribution

I. Public Utilities
1. Water Systems

a. Water Supply
b. Refuse Systems
c. Installment and Maintenance

2. Sanitary Service
   a. Sewer Systems
   b. Refuse Systems
   c. Installation and Maintenance
3. Electric Service
   a. Generation
   b. Distribution
   c. Installations and Maintenance
4. Gas Service
   a. Manufacturing
   b. Transmission
   c. Service
5. Steam Supply
   a. Production
   b. Distribution
   c. Installation and Maintenance

J. Public Health
1. Institutional Care
   a. Nursing Homes
   b. Mental Hospitals
   c. General Hospitals
2. Community Services
   a. Out-Patient Clinics
   b. Emergency Services
   c. Community Health Centers
   d. Home Health Care
3. Food and Drug
   a. Sanitation
   b. Meat and Other Foods
   c. Drug Control
4. Research
   a. Pollution Control
   b. Communicable Disease Centers
   c. Mental Health

K. Labor Affairs
1. Employment Services
   a. Labor Market Survey
   b. Employer Relations
   c. Counseling and Testing
   d. Placement

2. Employee Compensation
    a. Insurance
    b. Worker Compensation
3. Labor Standards
    a. Safety and Health
    b. Minimum Wage
    c. Safeguarding Special Groups

L. Highways
1. Design and Construction
    a. Planning
    b. Land Acquisition
    c. Bridges and Tunnels
    d. Engineering and Inspection
    e. Road Repair
    f. Care of Rightway
    g. Landscaping
2. Toll and Traffic Control
    a. Toll Collection
    b. Electronic and Electric Equipment
    c. Installation
    d. Maintenance

M. Public Transportation
1. Land
    a. Rapid Transit
    b. Railroads
    c. Buses and Trucks
    d. Bridges and Tunnels
2. Air
    a. Airports and Terminals
    b. Traffic Control
    c. Maintenance
3. Water
    a. Inland Waterways Operation
    b. Design and Construction
    c. Maintenance
4. Control
    a. Port Authorities
    b. Turnpike and Tollbridges
    c. Registration and Licensing
    d. Inspection

N. Social and Rehabilitation
   1. Children and Youth
      a. Child Care Assistance
      b. Foster Homes
      c. Youth Correction and Development
   2. Adult
      a. Assistance and Support to the Aging
      b. Vocational Rehabilitation
   3. Family
      a. Medical Social Assistance
      b. Family Support
      c. Community and Neighborhood Outreach
      d. Consumer Affairs

O. Courts and Corrections
   1. Courts
      a. Judicial Services
      b. Legal Services
      c. Court Services
      d. Probationary Services
   2. Penal Institutions
      a. Security
      b. Prison Industries
      c. Education and Related Activities

P. Parks and Recreation
   1. Development
      a. Planning
      b. Design and Construction
      c. Operation
   2. Services
      a. Amusement
      b. Recreation
      c. Lodging
   3. Maintenance
      a. Conservation
      b. Grounds and Camps
      c. Trails

VII. TRANSPORTATION

A. Operations
   1. Management
      a. Planning and Policy administration
      b. Data Interpretation
      c. Personnel and Labor Relations
   2. Mid-management
      a. Operations Techniques
      b. Data Handling
      c. Task Analysis
   3. Supervision
      a. Operations Procedures
      b. Processing Techniques
      c. Personnel Relations
   4. Personnel
      a. Personnel Practices
      b. Skill Development
      c. Career Orientation

B. Land Transportation
   1. Local and Surburban Transit
      a. Vehicle Operation
      b. Agents and Clerk
      c. Security and Inspection
      d. Dispatching Systems
   2. Highway Transportation
      a. Vehicle Operation
      b. Agents and Clerks
      c. Freight Handlers
      d. Estimating
   3. Rail Transportation
      a. Passenger Service
      b. Freight Service
      c. Operators
      d. Agents and Clerks

C. Aerospace Transportation
   1. Commercial Aviation
      a. Flight Crew
      b. Aircraft Maintenance
      c. Passenger Services
      d. Freight Services
   2. General Aviation
      a. Flight Crew
      b. Ground Support Activities
      c. Aircraft Maintenance
      d. Airport Facilities Operations

3. Spacecraft Transportation
    a. Air to Surface
    b. Air to Air (Space Station)
    c. Surface to Air
    d. Launch and Landing Operations

D. Pipeline Transmission
1. Liquid and Gas Transmission
    a. Petroleum and Natural Gas Transmission
    b. Pipeline and Tank Farm Operation and Maintenance
2. Solid Transmission
    a. Slurry and Coal Transmission
    b. Pipeline and Tanking Operations and Maintenance

E. Water Transportation
1. Inland Water Transportation
    a. Riverboat and Barge Operation
    b. Engineer and Steward Departments
    c. Merchant Marine
    d. Piloting
2. Ocean Water Transportation
    a. Ocean and intracoastal vessel
    b. Operations
    c. Engineer and Steward Departments
    d. Piloting

VIII. AGRI-BUSINESS AND NATURAL RESOURCES

A. Operations
   1. Management
      a. Planning and Policy Administration
      b. Data Interpretation
      c. Personnel and Labor Relations
      d. Communications
   2. Mid-management
      a. Operations Techniques
      b. Data Handling
      c. Task Analysis
      d. Communication Skills
   3. Supervision
      a. Operational Procedures
      b. Processing Techniques
      c. Personnel Relations
      d. Communication Skills
   4. Personnel
      a. Personnel Practices
      b. Communication Skills
      c. Skill Development
      d. Career Orientation

B. Support and Regulations
   1. Guardianships
      a. Indians
      b. Eskimos
      c. Trust Territories
   2. Safety and Regulations
      a. Federal
      b. State
   3. Conservation
      a. Soil
      b. Minerals and Petroleum
      c. Fish and Wildlife
      d. Water

C. Research
   1. Experimentation
      a. Timber
      b. Wildlife and Fish
      c. Minerals and Petroleum
      d. Water and Soil

2. Water
    a. Pollution Control
    b. Quality Control
    c. Transportation
    d. Desalinization
3. Dissemination
    a. Reports and Visual Aids
    b. News Media

D. Service
1. Supply
    a. Machinery
    b. Seed and Feed
    c. Chemicals
    d. Veterinary
2. Business
    a. Finance
    b. Insurance
    c. Contracting
    d. Management

E. Processing and Marketing
1. Selecting and Purchasing
    a. Inspection
    b. Grading
    c. Transportation
2. Processing
    a. Food
    b. Fiber
    c. By-Products
3. Distribution
    a. Cooperatives
    b. Packaging
    c. Storage
    d. Transportation

F. Support and Regulations
1. Inspection and Regulatory
    a. Federal
    b. State
    c. Local

2. Government Programs

G. Research
1. Experimentation
   a. Crop Production
   b. Animal Production
   c. Food and Fiber Processing
2. Dissemination
   a. Preparation of Reports and Visual Materials
   b. Federal Extension Service
   c. News Media

H. Production
1. Crops
   a. Planting
   b. Cultivating
   c. Harvesting
2. Animals and Fish
   a. Breeding
   b. Raising
   c. Feeding
   d. Management
3. Horticultural Products
   a. Propagating
   b. Cultivating
   c. Harvesting
   d. Landscaping

I. Petroleum and Related Products
1. Exploration
   a. Prospect Drilling
   b. Geophysical
   c. Seismographic
   d. Photo-grammetric
2. Production
   a. Drilling
   b. Construction and Maintenance
   c. Extraction
   d. Waste Disposal
   e. Storage
3. Services
   a. Contract
   b. Management Facilities and Equipment
   c. Supplies

4. Distribution
    a. Marketing
    b. Transportation

J. Mining and Quarrying
1. Exploration
    a. Geological
    b. Geophysical
    c. Seismographic
    d. Photo-grammetric
2. Production
    a. Excavation
    b. Extraction
    c. Transportation
    d. Mining-benefication
3. Processing and Storage
    a. Smelting
    b. Milling
    c. Refining
    d. By-products
4. Distribution
    a. Marketing
    b. Transportation

K. Fisheries and Wildlife
1. Management
    a. Propagation
    b. Protection
    c. Controlled Use
2. Production
    a. Fish Farms
    b. Game Preserves
    c. Wilderness Areas
    d. Conversation
3. Utilization
    a. Commercial Fisheries
    b. Recreation
    c. Hunting and Trapping

L. Forestry
1. Production
    a. Propagation
    b. Management

2. Services
    a. Business and Finance
    b. Contract
    c. Supplies
3. Conservation
    a. Fire Control
    b. Planting and Thinning
    c. Disease and Pest Control
4. Processing and Marketing
    a. Logging
    b. Saw Mill Operation
    c. Pulpwood Manufacture
    d. Transportation

M. Land and Water Management
1. Parks
    a. State
    b. National
    c. Private
2. Inland Waterways
    a. Pollution Control
    b. Commerce
    c. Recreation
    d. Commercial Fisheries
3. Hydro-Electric Power
    a. Federal
    b. State
    c. Private

IX. COMMUNICATION AND MEDIA

A. Operations
   1. Management
      a. Planning and Policy Administration
      b. Data Interpretation
      c. Personnel and Labor Relations
      d. Communications
   2. Mid-management
      a. Operations Techniques
      b. Data Handling
      c. Task Analysis
      d. Communication Skills
   3. Supervision
      a. Operational Procedures
      b. Processing Techniques
      c. Personnel Relations
      d. Communication Skills
   4. Personnel
      a. Personnel Practices
      b. Communication Skills
      c. Skill Development
      d. Career Orientation

B. Audio/Visual
   1. Photographic Reproduction
      a. Lithography, Photography and Plate Making
      b. Photo Engraving
      c. Commercial Photography
      d. Photographic Laboratory and Darkroom Processes
   2. Recordings
      a. Industrial Electronics Systems
      b. Audio Systems

C. Language
   1. Signs/Symbols, Design, Production
      a. Sign Painting
      b. Drafting/Illustrating
      c. Advertising
      d. Servicing/Fabrication
   2. Equipment Design Production
      a. Research and Development

D. Publishing
   1. Graphic Arts
      a. Printing Processes
      b. Silk Screen Making and Printing
      c. Bookbinding
   2. Journalism
      a. Creative Writing
      b. Reporting
      c. Editing
      d. Publication
   3. Commercial Art
      a. Illustration
      b. Animation
      c. Layout Processes

E. Broadcasting
   1. Radio/Television
      a. Electronics and Electromechanical Systems
      b. Instrumentation
      c. Radio and T. V. Servicing
      d. Broadcasting
   2. Satellite Transmission
      a. Electronics and Electromechanical Systems
      b. Micro Wave Systems
      c. International Communications
      d. Federal Communications
   3. Laser Transmission
      a. Electronics Systems
      b. Optics
      c. Space Communications

F. Line Communications
   1. Data Transmission
      a. Systems
      b. Programming
      c. Computer and Console Operations
      d. Peripheral Equipment Operations
   2. Telegraph
      a. Communications Systems Operations
      b. Line Serving
      c. Installing and Maintenance

3. Telephone
   a. Information Communications
   b. Central Office Equipment
   c. Installation and Maintenance
   d. Line and Cable Splicing

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X. CONSTRUCTION

A. Land Development
   1. Site Preparation
      a. Site Layout
      b. Earth Moving Operations
   2. Utilities
      a. Communications
      b. Gas and Electric
      c. Water
      d. Sewer
      e. Storm Drainage

B. Fabrication and Installation
   1. Field Operations
      a. Foundation Work
      b. Structural Work
      c. Finishing Operations
      d. Prefabrication
   2. Building Systems
      a. Prefabrication
      b. Field Assembly
   3. Materials Fabrication
      a. Materials Testing
      b. Forming and Shaping

XI. CONSUMER AND HOMEMAKING - RELATED OCCUPATIONS

A. Operations
   1. Management
      a. Planning and Policy Administration
      b. Data Interpretation
      c. Personnel and Labor Relations
      d. Communications
   2. Mid-management
      a. Operations Techniques
      b. Data Handling
      c. Task Analysis
      d. Communication Skills
   3. Supervision
      a. Operational Procedures
      b. Processing Techniques
      c. Personnel Relations
      d. Communication Skills
   4. Personnel
      a. Personnel Practices
      b. Communication Skills
      c. Skill Development
      d. Career Orientation

B. Child Care, Guidance and Teaching
   1. Family Child Care Homes
      a. Caring for Physical Needs of Child
      b. Protecting the Child
      c. Guiding and Teaching Child
      d. Adjusting Household to Meeting Needs of Child
   2. Institutional Child Care Services
      a. Providing Physical Care of Children
      b. Nurturing and Guidance of Children
      c. Planning and Adapting Programs to Children with Varying Needs
      d. Teaching of Children
   3. Community Child Care and Guidance Services
      a. Planning and Scheduling for Children's Activities
      b. Directing Children's Activities
      c. Supervision of Children
      d. Operating, Management and Supervision

C. Family and Community Services
   1. Public Housing
      a. Home Management and Family Counseling
      b. Housekeeping and Household Maintenance
      c. Consumer Counseling
   2. Social Welfare
      a. Assisting Welfare Agency
      b. Family Planning Counseling
      c. Consumer Counseling
      d. Assisting the Aging

D. Institutional Household Maintenance Services
   1. Household Maintenance
      a. Floors, Walls, Window Maintenance
      b. Maintenance and Care of Furnishings and Household Equipment
      c. Selecting Equipment and Supplies
   2. Institutional Maintenance
      a. Floor and Wall Maintenance
      b. Window Maintenance
      c. Furnishings and Equipment Maintenance
      d. Checking and Inspection
   3. Product Testing
      a. Analysis of Market for Cleaning Supplies and Equipment
      b. Comparative Testing
      c. Evaluation of Results
      d. Communicating Recommendations

E. Housing Design Interior Decoration
   1. Design and Decoration
      a. House Designing and Planning
      b. Interior Decorating
      c. Counseling on House Design and Decoration
   2. Furnishings Selectivity
      a. Selection of Paints and Finishes
      b. Selection and Construction of Draperies, Slipcovers
      c. Selecting and Combining Home Accessories
      d. Selection of Household Equipment
   3. Refurbishing and Refinishing
      a. Upholstering
      b. Refinishing Furniture
      c. Canning
      d. Repairing Furniture

4. Product Testing
   a. Serviceability Testing of Furnishings
   b. Comparative Testing of Household Equipment
   c. Counseling on Home Furnishings and Equipment
   d. Demonstration on Home Furnishings and Equipment

F. Interchangeable Technician for Homemaking
   1. Home Management
      a. Identifying Family Goals, Values and Standards
      b. Decision Making
      c. Identifying and Planning of Household Tasks
      d. Developing Homemaking Skills
   2. Consumerism
      a. Assessment of Needs
      b. Decision Making and Utilization of Resources
      c. Purchasing
      d. Utilization of Product
   3. Personal Family Relationships
      a. Assessment of Individual and Family Needs
      b. Identifying Individual and Family Goals, Values and Standards
      c. Developing Relationship and Problem Solving Skills
      d. Nurturing of Family Members Communication

G. Food Service Industry
   1. Production and Management
      a. Menu Planning and Controlling Cost
      b. Food Purchasing
      c. Quantity Food Preparation
      d. Equipment Care and Maintenance
   2. Service and Delivery
      a. Counter Attending
      b. Serving Food
      c. Packaging Food
      d. Delivery of Food
   3. Testing and Product Development
      a. Developing Recipes
      b. Experimental Testing of Food
      c. Evaluating Food Product
      d. Food Demonstration
   4. Nutrition
      a. Analysis of Dietary Needs
      b. Menu Planning in Relation to Dietary Needs
      c. Counseling Nutritional Needs
      d. Teaching Nutrition

II. Clothing, Apparel, and Textile Industry
   1. Production and Management
      a. Assembling
      b. Trimming and Finishing
      c. Pressing
      d. Inspecting and Checking
   2. Design
      a. Creating and Designing Garmets
      b. Patternmaking
      c. Grading Pattern
   3. Clothing Alteration and Maintenance
      a. Laundering
      b. Dry Cleaning
      c. Repairing
      d. Alteration
   4. Product Development
      a. Developing New Design and Product
      b. Experimental Testing
      c. Evaluation
      d. Demonstrating Design or Product

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XII. ENVIRONMENT

A. Operations
   1. Management
      a. Planning and Policy Administration
      b. Data Inerpretation
      c. Personnel and Labor Relations
      d. Communications
   2. Mid-management
      a. Operations Techniques
      b. Data Handling
      c. Task Analysis
      d. Communication Skills
   3. Supervision
      a. Operational Procedures
      b. Processing Techniques
      c. Personnel Relations
      d. Communication Skills
   4. Personnel
      a. Personnel Practices
      b. Communication Skills
      c. Skill Development
      d. Career Orientation

B. Soil and Mineral Conservation and Control
   1. Research and Experimentation
      a. Hydroponic Plant Culture Development
      b. Soil or Surface Stabilization and Erosion Resistance Systems Development
      c. Reduction of Total Water Required for Plant Production
      d. Mineral Recycling Processes Development
   2. Soil Management
      a. Planting
      b. Cultivating
      c. Harvesting
      d. Soil Nutrient and Water Conserving Practices
   3. Mineral Extraction
      a. Exploration
      b. Excavation
      c. Transportation
      d. Production
   4. Collection Data and Analysis and Processing
      a. Monitoring and Recording
      b. Sample Collection
      c. Water Analysis

5. Utilization Control
   a. Pollution Regulation Enforcement
   b. Mine and Dump Restoration Regulation Control
   c. Monitoring and Enforcement of Mineral Production Quotas

C. Space and Atmospheric Monitoring and Control
1. Research and Experimentation
   a. Instrumental Sampling, Analysis and Monitoring
   b. Effects of Outer-Atmospheric Pollution
   c. Reduction of Internal Combustion Engine Pollution
   d. Effects of Sunlight on Air Pollution
2. Air Pollution Abatement and Control
   a. Chemical Analysis and Monitoring
   b. Engine Emission Inspection and Monitoring
   c. Industrial Pollution Identification and Control
   d. Anti-Pollution Education
3. Meteorological Processes
   a. Chemical and Particulate Pollution Effects on Weather
   b. Smog Condition Prediction
   c. Analysis of Weather Factors Related to Urban or Industrial Planning
4. Utilization Control
   a. Anti-Air Pollution Law Enforcement
   b. Long-Range Planning for Reduction of Pollution from Transportation Systems

D. Environmental Health Services
1. Assessment
   a. Survey of Environmental Conditions
   b. Monitoring Potential Hazards
   c. Recording and Reporting
2. Maintenance
   a. Food Services and Handling
   b. Waste Disposal
   c. Pest and Varmint Control
   d. Water Sanitation
3. Services
   a. Regulation Enforcement
   b. Education
   c. Mass Health Services
4. Administration
   a. Governmental Regulating
   b. Community Services
   c. Institutional Operations
   d. Home Implementation
   e. Industrial Safety Engineering

E. Development and Control of Physical Man-Made Environment
   1. Urban Planning
      a. Inter-area (County) Planning for Urban Development
      b. Demographic and Population Trend Survey
      c. Financial Resources Analysis
      d. Transportation Systems Planning
      e. Utility Services Planning
   2. Urban Development and Renewal
      a. Design and Construction (Reconstruction) of Public Facilities
      b. Architectural and Building Codes Enactment and Enforcement
      c. Population Growth Trend Monitering
   3. Rural Development
      a. Long-Range Land Water Resource Planning
      b. Rural Services Planning and Development
      c. Rural Facilities Design and Construction
      d. Rural Utilities Planning and Development
   4. Ornamental Horticulture
      a. Design and Culture of Land Covers and Stabilizers
      b. Design and Culture for Beautification
      c. Design and Culture for Behavioral.
      d. Design to Maintain Open Space

F. Development and Control of Physical Man-Made Environment
   1. Civil Technology Processes
      a. Design and Construction of Streets, Highways, Bridges, Roadways and Airfields
      b. Design and Construction of Waterways, Dams, Reservoirs and Hydro-electric Plants
      c. Design and Construction of Sanitation Systems
      d. Design and Construction of Towers, Buildings and Framework
   2. Noise Abatement and Control
      a. Noise Level Monitoring
      b. Noise Level Ordinance Enforcement
      c. Acoustical Design and Construction
   3. Solid Waste Pollution Abatement and Control
      a. Development and Enforcement of Solid Waste Disposal
      b. Recycle Solid Waste Materials
      c. Development and Implementation of Systems for Garbage Disposal

G. Forest, Range, Shore, and Wildlife Conservation and Control
   1. Research and Experimentation
      a. Development of Species Resistant to Disease
      b. Parasite Control Methods Development
      c. Shoreline Stabilization and Restoration
      d. Chemical Effects on Species and Ecological Systems
   2. Resource Survey and Monitoring
      a. Geographical Species Survey and Description
      b. Monitoring of Ecological Balance of Species
      c. Ecological Imbalance Detection
      d. Species Harvesting Data Collection and Reporting
   3. Resource Development
      a. Tourist Service Industries Development
      b. Reforesting and Replanting
      c. Fish and Game Repopulation
      d. Sport and Recreational Facilities Development
   4. Resource Protection
      a. Public Lands Creation, Protection and Management
      b. Forest and Range Disease and Parasite Control
      c. Conservation and Culturing of Species for Maintenance of Ecological Balance
   5. Utilization Control
      a. Sanitation
      b. Education
      c. Utilization and Harvest Regulation Enforcement

H. Water Resource Development Conservation and Control
   1. Research and Experimentation
      a. Instrumental Meteorological Data Collection
      b. Meteorological and Watershed Survey and Monitoring
      c. Water Table - Land Cover Relationships Survey and Analysis
      d. Water Disalinization
   2. Water Pollution Abatement and Control
      a. Treatment Plant Construction and Operation
      b. Chemical Analysis and Monitoring
      c. Bacteriological Analysis and Monitoring
      d. Anti-Pollution Education
   3. Civil Technology Processes
      a. Distribution and Collection Systems Development
      b. Water and Wastewater Treatment Systems Development
      c. Drainage Systems and Development
      d. Irrigation, Reservoir, Canals, and Waterways Development

4. Recreation Development, Conservation and Control
   a. Game and Fish Propagation, Harvesting and Control
   b. Camps, Parks, and Docking Facility Development
   c. Marine Management and Regulation
   d. Park Operation and Management
5. Utilization Control
   a. Water (Riparian) Rights Laws
   b. Regional Watershed Agreements
   c. Pollution Control Regulations and Enforcement
      Legislative Prohibition of Use of Non-Biodegradable Chemicals

XIII. FINE ARTS AND HUMANITIES

A. Operations
   1. Management
      a. Planning and Policy Administration
      b. Data Interpretation
      c. Personnel and Labor Relations
      d. Communications
   2. Mid-management
      a. Operations Techniques
      b. Data Handling
      c. Task Analysis
      d. Communication Skills
   3. Supervision
      a. Processing Techniques
      b. Personnel Relations
      c. Communication Skills
   4. Personnel
      a. Personnel Practices
      b. Communication Skills
      c. Skill Development
      d. Career Orientation

B. Fine Arts
   1. Creating
      a. Painting
      b. Printing
      c. Sculpture
      d. Musical Composition
   2. Performing
      a. Dance
      b. Dramatic Arts
      c. Music
      d. Film-Radio-Television
   3. Performing Arts Design
      a. Stage Set Design
      b. Stage Lighting Design
      c. Costume Design
   4. Performing Arts Production
      a. Stage Set Construction
      b. Stage Lighting
      c. Costume Production
      d. Stage Management

5. Artist Management
    a. Human Relations-Performing and Non-performing
    b. Public Relations
6. Visual and Graphic Design
    a. Illustration
    b. Industrial Design
    c. Fashion Design
    d. Environmental Design
7. Media
    a. Film and Tape Editing
    b. Film Processing
    c. Camera and Recording Operation

C. Humanities
1. Creative Writing
    a. Novel
    b. Poetry
    c. Essay
    d. Drama
    e. Short Story
2. Languages
    a. Foreign Languages - Classical and Modern
    b. Linquistics
    c. English Language
3. History
    a. Cultures

XIV. HEALTH OCCUPATIONS

A. Operations
   1. Management
      a. Planning and Policy Administration
      b. Data Interpretation
      c. Personnel and Labor Relations
      d. Communications
   2. Mid-management
      a. Operations Techniques
      b. Data Handling
      c. Task Analysis
      d. Communications Skills
   3. Supervision
      a. Operational Procedures
      b. Processing Techniques
      c. Personnel Relations
      d. Communication Skills
   4. Personnel
      a. Personnel Practices
      b. Communication Skills
      c. Skill Development
      d. Career Orientation

B. Health Information Systems
   1. Medical Records
      a. Maintaining Patient Records
      b. Microfilming, Storing and Retrieving
      c. Transcribing
      d. Coding and Indexing
      e. Report Preparation and Transmission
   2. Medical Library Science
      a. Storing and Retrieving Publications
      b. Deleting and Dispensing
      c. Report Preparation
      d. Research
   3. Medical Illustration and Photography
      a. Bic Medical Photographing
      b. Film Preparation and Projection
      c. Programming Audio-Visual Presentation
      d. Graphic Arts

4. Vital Statistics
   a. Official Recording of Births, Deaths, Marriages, Divorces, and other Information as Required
   b. Retrieving and Dispensing Information
   c. Preparing Reports and Statistical Data
   d. Providing Copies of Official Records

C. Health Services Delivery
1. Health Maintenance
   a. Immunizing
   b. General Screening
   c. Communicable Disease Control
   d. Health Education
2. Community Health Services
   a. Mental Health Clinic Service
   b. Visiting Nurse Service
   c. Home Health Service
   d. Water, Food, and Waste Control
   e. Case Finding
3. Hospital and Long Term Care Services
   a. Patient Care
   b. Diagnostic Processes
   c. Therapeutic Processes
   d. Administrative Support Services
   e. Restorative Processes
4. Pediatric Care and Services
   a. Newborn Clinic Service
   b. Health Screening for Pre-School and School Children
   c. Medical Office Care
   d. Institutional Care
   e. Home Care
5. Geriatric Care and Services
   a. Home Care
   b. Institutional Care
   c. Health Clinic Services
   d. Medical Office Care

D. Mental Health, Mental Illness and Retardation
1. Care of Mentally Retarded
   a. Institutional Care and Services
   b. Social Services
   c. Training the Mentally Retarded
   d. Home and Community Services

2. Mental Health Maintenance
   a. Clinic Services
   b. Diagnostic Processes and Referral
   c. Home and Community Services
   d. Social Services
3. Psychiatric Services
   a. Institutional Care and Services
   b. Home and Community Services
   c. Diagnosis
   d. Therapy
   e. Social Services

E. Accidents, Injuries, and Emergency Services
1. First Aid and Rescue Services
   a. Ministering
   b. Reporting
2. Medical Emergency Services
   a. Transporting
   b. Disaster Team Services
   c. Institutional Emergency Service
3. Accidents and Poisoning, Control and Prevention
   a. Information Preparation and Dissemination
   b. Poison Control
   c. Safety Education and Engineering
   d. Records and Reporting

F. Dental Science and Services
1. Dental Health Maintenance
   a. Examination and Assessment
   b. Dental Prophlaxis
   c. Preparing and Maintaining Records
2. Dental Care
   a. Diagnostic Procedures
   b. Treatment and Corrective Measures
   c. Maintaining Patient Records
3. Dental Restoration
   a. Making Impressions
   b. Preparing and Maintaining Prosthodontic Devices

G. Pharmaceutical Science and Services
1. Regulation and Control of Pharmaceuticals
   a. Storage and Accounting
   b. Distribution Procedures
   c. Records on Reportable Items
   d. Information Dissemination

2. Production of Drugs, Biologicals, and Chemicals
   a. Manufacturing
   b. Packaging and Distribution
   c. Research
3. Retailing and Distribution
   a. Prescription Services
   b. Dispensing
   c. Delivering
   d. Records and Reporting

H. Medical Science and Services
1. Sciences Basic to Medical Services
   a. Bacteriology
   b. Cytology
   c. Biology
   d. Physics
   e. Chemistry
   f. Mathematics
   g. Anatomy and Physiology
   h. Psychology
   i. Sociology
2. Surgical Care and Services
   a. Surgical Procedures
   b. Surgical Patient Care
   c. Patient Rehabilitation
   d. Records and Reporting
3. Medical Care and Services
   a. Medical Diagnostic Procedures
   b. Medical Patient Care
   c. Patient Rehabilitation
   d. Records and Reporting

I. Health Services Administration
1. Public Health Administration
   a. Enforcing Health Regulations
   b. Public Health Education
   c. Health Related Information
   d. Research
2. Institutional Administration
   a. Health-Testing and Referral
   b. Health-Care
   c. Sick-Care
   d. Preventive-Maintenance

3. Private Health Services
   a. Developing and Maintaining Facilities
   b. Medical and Health-Related Services
4. Health Maintenance Systems
   a. Health Insurance
   b. Cooperative Health and Medical Services
   c. Data Collection and Dissemination

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XV. RECREATION AND HOSPITALITY

A. Health Care
   1. Preventive Health
      a. Recreation Sanitation
      b. Recreation Safety
      c. Leisure Consumerism
      d. Leisure Product Testing/Controls
      e. Physical Fitness Programs
   2. Counseling
      a. Cut-rate Recreation Programs
      b. Avocational Counseling
   3. Therapy
      a. Therapeutic Recreation
      b. Correctional Recreation
      c. Drug Therapy

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ROLES OF SCHOOL PERSONNEL
AS THEY RELATE TO THE CAREER EDUCATION PROGRAM

The implementation of the Career Education Program will depend upon the full cooperation of all members of the school, area, and district staff. Therefore, each member of the school team has definite functions and responsibilities.

1. ROLE OF THE MIDDLE SCHOOL TEACHER

   a. Although career development begins in the elementary school years and continues throughout life, it intensifies particularly when the student reaches the middle school age. For this reason all teachers of the middle school play an important role in assisting students to make wise career choices. Suggested methods of implementation are included in the specific disciplines.

2. ROLE OF THE AREA AND DISTRICT CAREER EDUCATION COORDINATOR

   GENERAL DUTIES AND RESPONSIBILITIES

   Plan and develop the Career Education Program in the area and district.

   SPECIFIC DUTIES AND RESPONSIBILITIES

   a. Provide advisory and consultant assistance to school personnel in achieving Career Education objectives at at the middle school level.

   b. Coordinate the writing and publication of the Career Education behavioral objectives as they relate to all the subject areas of the middle school curriculum.

   c. Formulate methods of implementation and coordination of Career Education Programs with all discipline areas.

   d. Establish long-range goals, objectives and proposed plans for the district.

   e. Coordinate the general use of career interest tests and inventories at the middle school level with Pupil Personnel Services.

f. Assist in the development of lists of organizations and businesses that will accomodate field trips where students can learn first hand about various career opportunities.

g. Assist in the development of a list of available resource persons from the community who will come to the classroom to talk to students about their careers.

h. Provide school personnel and students with the latest information regarding national manpower needs and employment trends.

i. Provide middle school teachers with occupation tables showing careers related to their subject.

j. Assist in the development of lists of the following informational materials which are relevant and useful in the implementation of a Career Education Program:

   1) Books on careers
   2) Films, filmstrips, recordings
   3) Periodicals
   4) Indexes and directories
   5) Catalogues for materials
   6) Federal training programs
   7) Professional publications and materials

k. Review materials and assist in the selection of materials for the various courses comprising these programs.

3. ROLE OF THE PRINCIPAL

The principal is responsible for:

a. The implementation of the Career Education Program within the school.

b. Providing positive leadership in developing the Career Education Program.

c. Requisitioning supplies, textbooks and equipment needed to implement the Career Education Program.

4. ROLE OF THE MIDDLE SCHOOL COUNSELOR

a. Helps students realize the importance of curriculum choices and suggest school subjects which offer the best opportunity to explore and/or prepare for careers.

b. Provides information through guidance activities about career opportunities.

c. Provides an opportunity for students to take interest and aptitude tests, and interprets the results.

d. Works closely with the Educational Media Staff in the selection of Career Education materials.

5. ROLE OF THE EDUCATIONAL MEDIA CENTER STAFF

The Educational Media Center plays a strategic role in career development.

The Educational Media Staff will:

a. Act as a resource to teachers in order to inform students about processes, opportunities, and technology related to communications media.

b. Provide expanded Career Education materials for all middle school students and teachers.

c. Suggest media to groups or individuals that provide knowledge and insight related to careers.

d. Maintains the special collections or displays that inform learners of media on careers and of the services provided by industrial, civic, and community institutions in occupational planning.

DEFINITION OF TERMS

CAREER - is the course of an individual as he progresses through life. It refers to the progress of the individual in relation to his work and may include a variety of jobs and a number of different occupations.

CAREER COUNSELING - a counseling process in which the student is assisted in identifying and utilizing his aptitudes, interests and abilities to develop realistic career goal.

CAREER EDUCATION - an experiential continuum which allows the student the opportunity to progress through the developmental stages in a well organized, self-paced, articulated process.

EMPLOYMENT - is any work for pay or profit.

JOB - is one of a group of similar positions in a single plant, business establishment, education institution, or other organization.

OCCUPATION - is a group of similar jobs. Secondary school teaching is an example of an occupation.

OCCUPATIONAL INFORMATION - consists of valid and usable data about positions, jobs, occupations, employment and career education. These include information about duties, requirements for entrance, conditions or work, and rewards.

VOCATIONAL EDUCATION - is practical training provided by the means of classes and laboratory work experience designed to develop knowledge, skills, abilities, attitudes and work habits which will enable the student to enter into gainful employment or post secondary educational experiences.

WORK - describes any kind of planned and responsible activity in which an individual engages with an expectation of getting a gainful return for his efforts.

WORK STUDY - (sometimes called Cooperative Education or Practical Vocational Training) a combination of study and practice conducted in an alternating schedule of half days, weeks, or other periods of time - providing employment for pupils with organized on-the-job training and correlated school instruction.

WORLD OF WORK - describes the sum total of all the kinds of work, from the very simple to the highly complex, in which men and women of today engage in order to earn a living.

GUIDELINES FOR FIELD TRIP

1. Making Your Journey Meaningful

   A. Enlist your principal's aid.
      1. Principals are invaluable while planning.
      2. Principals will assist you in arranging transportation.

   B. Enlist pupils' aid.
      1. Have them form a plan for recording information to be gathered and learned.
         a. Help them establish what questions they would like answered during the trip.
         b. Divide them into groups of approximately five according to information to be gained.
         c. Discuss acceptable field trip behavior.
         d. Follow-up activities, thank you notes, bulletin boards, art projects, etc.

   C. Enlist aid of hosts.
      1. Make prior arrangements at their convenience.
      2. Give hosts a list of things you would like pupils to experience.

   D. Enlist parents' aid.
      1. Have parental releases signed.
      2. Ask for volunteers to assist you during the field trips when needed.
         a. Assign an appropriate number of students to each parent. Have them assist in learning information and keeping tabs on "kids".
         b. Brief your parents on their role as your assistant.

   E. Enlist aid of Host Nation Personnel.
      1. Host Nation personnel will assist you in making contacts and arrangement for field trips off base.

GUIDELINES FOR GUEST SPEAKER

Obtain Principal Approval
Make Initial Contact with Guest

a. Review purpose of visitation.
b. Explain what you expect your students to gain from the presentation.
c. Provide guest with a list of desirable topics to be covered.

Student Preparation

a. Review background of guest.
b. Provide overview of topic.
c. Have student prepare questions they may ask speaker.

Follow-up Activity

a. Thank You Letter to Guest
b. Evaluation of Activity
c. Choose projects which will integrate the activity and support classroom instruction.

SUGGESTED RESOURCES OR RESOURCE PERSONS

1. Aerospace Medicine
2. Architect
3. Aircraft Mechanic
4. Bookkeeper/Computer Operator
5. Beautician
6. Bakery
7. Computer Operator
8. Code Expert
9. Choir Director
10. Chaplain
11. Draftsman
12. Doctor
13. Dairy - Management Personnel
14. EOD - Explosive Ordinance Disposal
15. Electrician
16. First Aid
17. Foreign Services
18. Far East Affairs-State Department
19. Jungle Survival School
20. Locksmith
21. Librarian
22. Lawyer
23. Language Expert
24. Meterorologist
25. Microbiologist-Base Hospital
26. Mortician
27. Mess Facilities
28. Nurse
29. Pilot
30. Plumber-Civil Engineers
31. Public Health
32. Research Psychologist
33. Radio Operator
34. Radio Announcer
35. Scuba Diver
36. Stewardess
37. Secretary
38. Sentry Dogs and Trainers
39. Sugar Refinery
40. Technical Representative
41. Television Station
42. Post Office
43. Veterinarian
44. Water Plant Personnel

MEDIA

Each school's Educational Media Center plays a vital role in the Career Education Program. This center is the key resource for acquiring necessary materials. Efficient scheduling of materials for use in the classrooms is important.

The media specialist and/or the career education coordinator gathers materials, advises teachers on effective utilization, keeps the school's file of speakers, includes a career education section in the vertical file, and sets up a career corner.

In the Educational Media Center, children can gain valuable work experience: checking materials in or out, shelving, updating files, operating audio-visual machinery, and picking up or delivering materials.

A list of appropriate films which support the middle school's Career Education Program, will be made available as an appendix to this handbook.

Teachers should seek the assistance of the educational media specialist in your school to ascertain which materials are available.

RELATING SCHOOL SUBJECTS TO CAREERS

"No teacher can truly promote the cause of education unless he knows the mode of living for which that education is to prepare his pupil." *

The methods by which career information can be introduced in the classroom are limited only by the ingenuity of the teacher. Opportunities exist in all school subjects for correlating the s students developing skills and understandings with the work world. A consideration of these relationships by school teachers helps to broaden students' appreciation of their abilities for different occupations and lays the foundation for realistic planning later. Teachers will find that the use of occupational information in the classroom will motivate interest in the subject and will enliven the course of study by making it current and meaningful to the pupils. It should be the goal of all teachers to integrate career information into all subjects. At the middle school level, concerted effort should be made to broaden the student's familiarity with many occupations, rather than stressing detailed study of only a few occupations. Although a student may already have made his choice of life work, he will still profit from an exploration of other related careers which may be appropriate alternatives for his consideration. In addition to arousing interest and providing information about a variety of occupations, the teacher should aim to develop wholesome and constructive attitudes toward work. A designed outcome should be to provide the student with the ability for self-direction, so that each student learns how to make satisfying educational and vocational plans.

CAREER EDUCATION CONCEPTS

If teachers have provided an adequate career education program, most students will have a good understanding of the following concepts by the completion of the eighth grade.

1. People have many kinds of careers.
2. Every occupation contributes to society.
3. Every individual can have a meaningful, rewarding career.

*Source Unknown

4. Careers require different knowledge, abilities, and attitudes.
5. Every person is an individual with different abilities, interests, and needs.
6. A person's best career direction develops over a long period of time.
7. Every individual develops a personal "style" which he can fulfill in a career with a similar "style".
8. People pursue careers for many reasons.
9. A person may be suited for several different careers.
10. Careers can be grouped in various ways into "families" requiring similar abilities and providing similar rewards.
11. Every career requires some special preparation.
12. Career preparation must follow a plan.
13. The choice of a career usually involves a compromise between greater and lesser needs.
14. Work experience facilitates career decision-making.
15. People change, and sometimes change careers, as they go through life.
16. Changes and conditions in the world affect careers.
17. People must adapt as the world changes.
18. Different occupations are interrelated in many ways.
19. Any career area has different levels of responsibility.
20. A person's relationships with other people, with his employer, and with society affect his own career as well as the careers of others.
21. A worker must understand, not only his job, but also his employer's rules, regulations, policies, and procedures.

INTEGRATING SUBJECT MATTER

There is a need for every teacher in every course to emphasize the contribution that the subject matter can make to a successful career. In planning classroom activities, teachers should keep in mind that learning should not be reserved to the classroom, but that learning environments will also be identified in the home, the community and military facilities.

Students should be exposed to concepts of technology and a variety of experiences should be provided to help them become more aware of vocational alternatives and career requirements.

Occupational information, effectively used, is much more than just a group of pamphlets in the library or the counselor's office. It is the integration of all available appropriate materials into every part of the curriculum and total program of the school. Experience has shown that most subjects can offer exposures to the world of work. The challenge to the classroom teacher is to assist in the development of a broader, more realistic perspective for the future on the part of all youth.

Specific Discipline Activities

ERIC Full Text Provided by ERIC

ART

Those students who possess talent and interest in art will want to investigate the vocational opportunities growing out of this subject. They will discover, with the teacher's help, that vocations in this field are not limited to teacher, sculptor, and other self-employed artisans, but that art abilities are needed in advertising, printing, and publishing illustration for magazines and books (including medical and technical publications), photography, fashion and textile design, stage design, interior decoration, and architectural and industrial design.

A teacher of an advanced art class encouraged her students to study art vocations by asking them to prepare research papers on occupations of their choice. As a result of this assignment, one girl read about the use of the air brush to apply shade and color to drawings and photographs. She then employed this process successfully in the making of a poster, thereby obtaining a tryout for a possible vocation and finding encouragement for further exploration of training and placement opportunities in this field.

Another teacher regularly plans field trips for her classes to museums, art schools, and firms employing artists, such as commercial printers, department stores, and advertising agencies. Her students learn through these visits that employment in the commercial art field exists largely in urban marketing and printing centers. They also find that it is important to investigate specialized art schools thoroughly to determine the adequacy of the training offered by these schools.

All teachers can use occupational posters to stimulate students to examine various art careers.

CAREERS RELATED TO ART

LEVELS	SERVICE	BUSINESS CLERICAL & SALES	SCIENCE & TECHNOLOGY	OUTDOOR	GENERAL CULTURE	ARTS & ENTERTAIN-MENT
I B. A. or above	Histological Illustrator	Advertising Manager	Archaeologist Architect Auto Designer Aeronautical Engineer Industrial Designer	Landscape Architect	Curator Art Editor Art Teacher	Creative Artist Painters Sculptors Designers Stage Designers Jewelry Ceramic Designer
II High School Plus Technical		Art Appraiser Commercial Artist Floral Designer Jewelry Store Manager Art Dealer	Draftsman Die Designer Etcher, Hand Photo-engraver Architectural Modeler Delineator		Art Librarian	Advertising Lay-Out Designers Clothing Millinery Textile Interior Decorator Greeting Card Illustrator
III High School Graduate	Caterer Cake Decorator	Art Auctioneer Buyer of Art Goods Display Man	Bookbinder			Drapers Illustrators Photographer Cartoonist Mannequin Colorer Hand Grainer
IV Less Than High School Graduate	Wardrobe Mistress Art Gallery Guard	Stone Carver Gift Wrapper		Landscape Gardener		Anumator Artist Show Card Writer Plaque Maker Craft Worker

ACTIVITY: PACKAGING PROJECT

AIM: This activity helps the student to become more aware of the importance of packaging for product purchasing.

Description: Have students set up a display of commonly purchased products. A discussion of color, design, package shape might help the student to understand why he purchases a certain product. Using a plain paper cup or plate, design an all over eye catching design. Combine repeat patterns, abstract design and letters for an interesting design.

Materials: Plain paper cups, red paper plates, magic markers.

ACTIVITY: RUBBER STAMP DESIGN

AIM: Through their project students will understand the purpose of a company emblem

Description: The idea behind this project is to make a symbol for each student. Once the project is finished the rubber eraser stamp is a memory of the world of work. Each student can select one, two, or three of his initials. Combine them in different ways so as to make an interesting form within the eraser size. Make certain the lettering is wide. Like Linotype the letters must transfer onto the eraser in the reverse. To easily reverse this design hold the design up to light and trace on the back side. To transfer the pattern onto the eraser line-up the reversed design with the edges of the eraser. Trace over all the lines with a pencil. If the design is not in reverse, rub it off and start again. With an X-acto knife or pocket knife cut around the edge of the areas to be removed - next use the knife in a horizontal cutting manner. When lifting the void areas be careful that the cuts are clean. These erasers rip very easily. This space will create open areas around the initial form. When the design is finished, stamp on an ink pad and then on paper! Try other sides of the eraser.

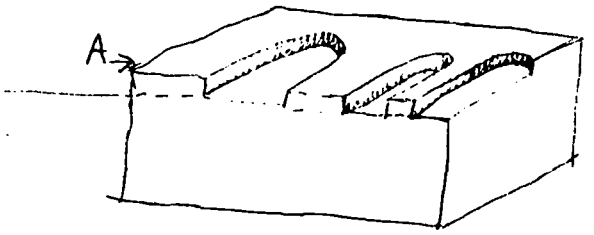

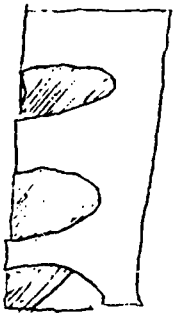

Note: This can also be used to make alphabets for quick sign making. Play stamp sets can be purchased in the toy section of stores.

Material: Tracing paper, pencil, Pub-kleen green erasers 6002 or 6004, X-acto knife or pocket knife.

Resource: Newspaper type setter

ACTIVITY: RECORD COVER DESIGN

AIM: To teach the scope of advertising

Description: Each child will select recording artist for his record cover. This may also be a made-up group. With professional covers as a model, students should discuss why such albums were purchased. Design, color, lettering and group's fame might be a reason for purchase. After each album cover is finished, display the new "cuts".

Note: A field trip to an advertising firm would be good. Also, a record company or disc jockey might be a good resource person.

Material: 12 x 12 paper, crayons, magic markers

ACTIVITY: NEWSPAPER LAYOUTS

AIM: Help the student to understand simple layout procedures

Description: With two photos and two columns of print from a newspaper, have students arrange this on a sheet

of notebook paper. Size of type, length of type and shape of the photographer will be items to consider. Also, hand lettering can be used to inhance the layout of the page. When choosing a photograph consider whether the photograph is appropriate for the all-over design. Also notice the direction of the objects in the photograph. This cue may help in the general layout. When the arrangement is pleasing to the eye, the student can glue all pieces to the notebook paper.

Material: Old newspaper, paste, and scissors.

ACTIVITY: WRAPPING PAPER

AIM: To make students aware of a basic form of printing

Description: Have students collect a variety of objects which might print interesting patterns or textures. Examples of this are potato masher, styrofoam packaging, sponges, hair rollers, and sandpaper. Through examples of clothing, students can talk about what is a repeat pattern. On a large sheet of craft paper, have students experiment with the printing devices. The amount of paint and the color choice will affect the general appearance of the design. Try different spacing and color affects. Also, several different color combinations may prove to be rather interesting.

Note: This project can also be used to make wall hangings, book covers or window shades. Be sure to have enough space to allow these sheets to dry.

Materials: A temporary clothes line might be used to dry the sheets. Tempera paint, craft paper 36" x 36" and newspaper.

ACTIVITY: PILLOW, PURSE OR PLACEMAT

AIM: To help the student understand the process of weaving

Description: Size of this weaving depends upon the length and width of the shirt. With a ruler measure off half inch marks across the top and the bottom of the cardboard. With

a pair of scissors cut from the edge into the marks about 1/2 inch. This will act as slots to hold the warp string. Knotting the yarn, start on the upper left hand corner going to the lower left hand corner. Then proceed to the next seat on the top. Continue until the whole warp is threaded.

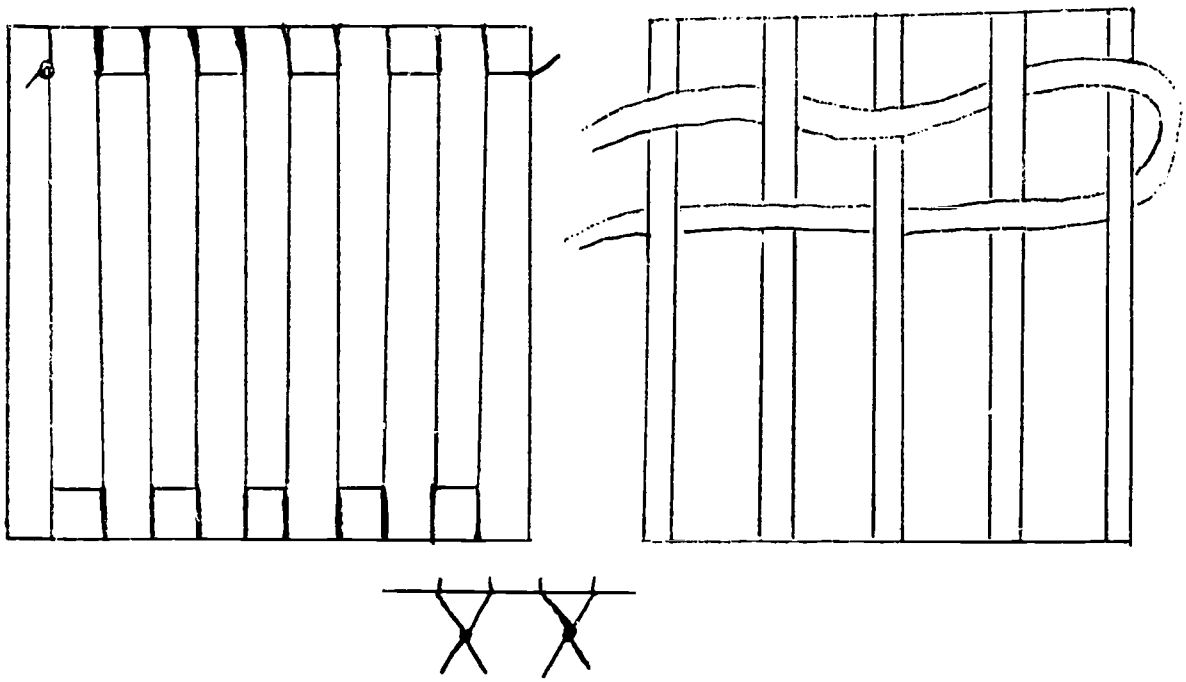

Make certain the warp has an even tension. Now comes the fun! With another roll of yarn, pull the weft through alternative strings. Use a ruler to help push the yarn to the top. In returning to the other side use the opposite set of warp strings. Variation on this method will result in different patterns. When finished, knot the warp strings together in sets of two. If this is to be a purse or pillow, fold in half and sew the sides together.

ACTIVITY: TIE-DYING SHIRTS, PILLOW CASES, BED SHEETS

AIM: To help the student to understand the mixture of colors which affects our daily life

Description: This groovy project will not only teach mixture of color but also result in a finished project. Students can assist in this project by volunteering rubber bands, plastic wash basins, and dye. A preliminary review of color mixing will assist the student in his dying. The two basic knots are shown below. To make a circle design pull the material away from the table.

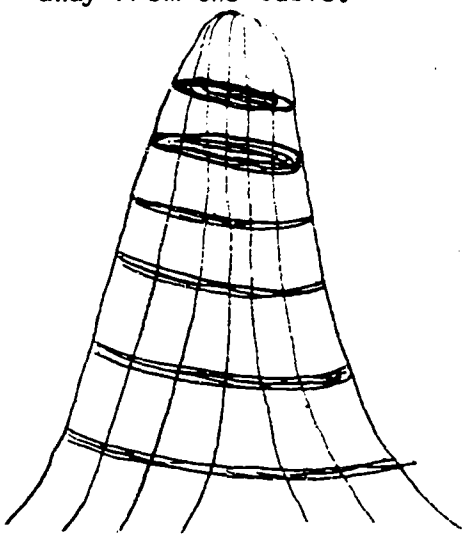

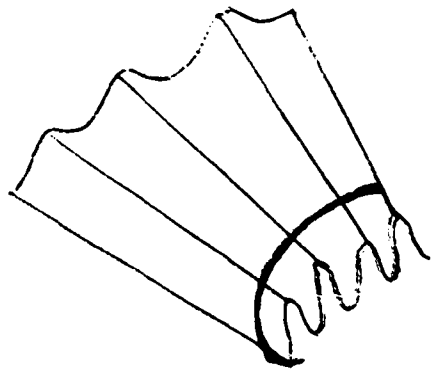

Tie rubber bands around the circumference of the knot. To make a line knot at the sleeves of the material, tie a knot around the two ends as illustrated above. Once the dye is mixed, place the dyes in some type of order (yllow, orange, pink, red, light blue, dark blue, purple, green, brown and black). Have students start with the yellow. Everything that is to be dyed yellow should be done at this time. Moving gradually forward dye to the darker colors. Going backwards on dying risks contamination of the dye. After finishing with the dying, remove the rubber bands.

Materials: Dye, basins, and rubber bands. Interior design and painting companies might be good resource people.

CLASS	FAMOUS PEOPLE	TOOLS USED	CAREERS AVAILABLE IN	CAREERS IN	SUBJECT IN SCHOOL THAT
CATEGORY	ART	JEWELRY DESIGN	ART	PAINTING	PREPARES YOU IN DESIGNING ILLUSTRATION
P					
C					
S					
A					
F					

FACTS IN FIVE PLAYCARD

PLAYER/TEAM	

SCORING TABLE

BUSINESS EDUCATION

One of the principal goals of business education courses is to prepare young people for a career or office occupation. In the middle school some emphasis is placed on "hands on" experiences, generally thru the introduction of the student to typing. However, introductions to copying processes, duplicators, calculators, computers, and even basic filing systems could be introduced thru field trips and resource personnel.

CAREERS RELATED TO BUSINESS EDUCATION

LEVELS	SERVICE	BUSINESS CLERICAL & SALES	SCIENCE & TECHNOLOGY	OUTDOOR	GENERAL CULTURAL	ART & ENTERTAIN-MENT
I B. A. or above	Employ-ment Manager Personnel Manager	C. P. A. Broker Auditor Controller Credit Manager Officer Manager Sales Manager Market Specialist Accountant Banker	Telephone Engineer Data Processing Systems Analyst Systems Engineer		College Teacher Commercial High School Teacher Journal-ist	
II High School Plus Tech-nical		Purchasing Agent Secretary Paymaster Bank Teller Salesman Department Store Buyer	Contractor General Medical Records Librarian		Law Clerk	

LEVELS	SERVICE	BUSINESS CLERICAL & SALES	SCIENCE & TECHNOLOGY	OUTDOOR	GENERAL CULTURAL	ART & ENTERTAIN-MENT
III High School Grad-uate	Tele-grapher Tele-graph Agent Railroad Conductor Postal Worker Telephone Operator	Bookkeeper Cashier Steno-grapher Credit Clerk Office Worker Sales Clerk Station Agent Dispatcher Typist Billing Machine Operator Reception-ist File Clerk	Tabulating Machine Operator Programmer			
IV Less Than High School Grad-uate	Census Taker Rural Mail Carrier Elevator Operator	Stock Clerk Multigraph Operator Messenger Boy Collector Office Boy		House to House Salesman		

ACTIVITY: TYPING

AIMS: The student will correspond with a business and analyze and evaluate the results of their letters.

The students will gain a comprehension of the impact and importance of the typewriter in contemporary occupations.

Description: After the student has learned the functions, the keyboard, and has acquired some skill with the typewriter the following activity could be introduced:

1. Let the class select, from several choices, a company or companies, to which a business letter will be sent asking for information about the company's product or service. Some companies offer free samples that could also lead into a discussion of advertising techniques, ethical practices, and a study of how the companies reacted to the student's letter. The following questions could be answered after answers have been received:

   a. Did the company answer the letter immediately?
   b. Was the answer formal, informal, warm, tense, lengthy?
   c. Was a form letter used as an answer or was a personalized letter used?
   d. Did the company send what you asked for?
   e. Would you like to work for a company like the one you received a letter from? Why?

2. Have the class make a list of occupations where a typewriter could not be used.

ACTIVITY: DUPLICATING MACHINES

AIM: To acquaint the student with a knowledge of the duplicating machines so that he may analyze this machine's value to office occupations.

Description: Very few schools have duplicating machines (xerox, ditto, or mimeograph) for class use. However, most school offices have at least one of these machines and it should be made available for a demonstration. Preferably, the demonstration should be given when the school office has materials to be duplicated for student use. Class discussion of the project could center around the following:

1. How many occupations could be named that are associated with the process the students watched? (Photoprocess, inks, paper, metals, operators, others)
2. When are the machines practical and when are they not practical?
3. Where it is possible, a field trip should be organized to an office or offices to observe several different kinds of duplicating machines. A comparative study can be made based upon the advantages and disadvantages that are apparent to the students.

ACTIVITY: CALCULATORS

AIM: To acquaint the student with a knowledge of as many calculators as possible and to evaluate their use in office occupations.

Description: There are a wide range of calculators available for students to observe. Very few middle schools will have calculators that are readily suitable for student use. However, there are many different kinds of calculators that are available; for instance, the cash register is a calculator, the abacus or soroban is a calculator, and so is the adding machine. A visit to observe a calculator should be preceeded by a discussion period involving the following:

1. How long do you think man has been using calculators?
2. Would it be practical for your family to own a calculator? Why or why not?
3. How many different occupations do you know that should employ calculators?

4. In how many of your school courses do you think you could use a calculator?
5. Give some reasons why you think use of the calculator, in some form, should increase or decrease over the next twenty years.

ACTIVITY: COMPUTERS

AIM: To familiarize the student with computers, their impact on the economy, and the many occupations related to the computer industry and the relationship of his school courses to the computer industry

Description: In the last three decades the economic growth has depended to a great degree upon the computer. Many jobs in industry have been created by the use of the computer and it is true that some jobs have become obsolete and eliminated because computers have replaced the person. However, computers have made an overall positive impact in our economy. To make students more knowledgeable about occupations that use computers and to enable students to have an appreciation for the computer's role in industry the following suggestions are offered:

1. Arrange for a field trip to observe a computer unit. (Note: Care should be taken to have discussion about what the students will be observing. What function is the computer performing for the unit personnel, finance, supply, etc.? How many persons would it take to do the same job in the same length of time?)
2. Have students list ten occupations of their own choosing. Recap the total class response and list the choices on the black board and number then 1 thru . . . Then let each student draw a number which represents an occupation listed on the black board. The student will be asked to identify how his number's occupation relates to the computer. (i.e., Number 5 - Policeman - Response: A computer could be used to quickly identify the license number of an automobile that has left the scene of an accident.)

3. There are many jobs related to the production, operation, sales, and maintenance of computers. The following diagram can be introduced to illustrate how school courses are related to computer occupations:

	PRODUCTION	OPERATION	SALES	MAINTENANCE
Language Arts				
Science				
Math				
Social Studies				
Phys. Ed.				
Business Ed.				
Art				
Foreign La.				
Home Economics				
Music				
Health				
Industrial Arts				

For example: Art could be useful in the production stage of computers in that design of the cabinet and appearance of the unit becomes an important sector in putting a competitive item on the market. In operation, art can be utilized in presenting to the operation the most pleasant surrounding which includes an understanding of color. In sales, art plays a major part in the advertising of the product and in maintenance color is used as a code for various parts and components.

ACTIVITY: <u>FILING</u>

AIM: To acquaint the student with various filing systems and to give him an appreciation of the place of good filing practices in office occupations

Description: Every office must keep records and these records should be filed in some order. Offices use different methods such as alphabetical, geographical, ascending or descending order, by product, by expenditure, and other methods devised by the nature or demands of the business. And files can be made up of cards, folders, letters, books, tapes, or films. To gain an appreciation of files the following activities could be introduced to the students:

1. Discuss how files are used in the school. (The library and school office are ideal exposure points.)
2. Utilize the field trip for a visit to the personnel, supply, or finance offices. Discuss before hand or have a resource person address the group on what they will see and how the files are important to the overall efficiency of the division (personnel, supply, finance).
3. A simple room project can be utilized to illustrate some problems on filing. Use 3x5 filing cards. Let students list all the objects in the room on the black board (wall, floor, lights, pencil sharpener, teacher's books, everything!) List all of the items on the 3x5 file cards. Then set up three different office files: one file for a breakfast and food company, another for a school equipment supply company, and a file for a company that makes baseball gloves. The challenge of this project is to illustrate the categories that offices must consider for their filing system. For instance, the breakfast food company would be interested in only the student names, the school equipment company would be interested in equipment and books, and the baseball glove company would want boy's names.

FOREIGN LANGUAGES

There are two discernible methods of implementing vocational information through the study of foreighn language. One method is to teach the culture of the people who use the language, focusing attention on their means of earning a livelihood. Some illustrations of this method for the study of Latin have been provided by Billings. First, in reading Cicero's orations in Latin, students soon learn that Cicero was a lawyer. This immediately raises the possibility of showing how our legal system is based upon Roman law. By tracing the derivations of such legal terms as "alibi" and "bona fide", the teacher may stimulate student interest in the career of law. Second, a translation of Roman Manilian law reveals the difficulties of that value of insurance, had it existed then. A discussion of the origin of insurance in eighteenth century England can lead to an analysis of the insurance business as it exists today and the kinds of jobs which have been created by this growing business. Third, a study of Roman culture offers the opportunity to compare barbering and hair dressing modes of that era with their modern counterparts. The vocational implications of this kind of comparison are readily apparent.

The other method of using foreign language study to help students learn more about vocations relates directly to the derivations of our English words. As an example from Billings, the Latin word for hand, manus, is easily connected to the words manufacture, manual, and manicure--all having vocational implications. Such words as librarian, libretto, volume, and voluminous, which are based upon the Latin words for book, liber, and roll, volumen, can be used by the teacher to show differences between ancient and modern writing and, further, to show how the printing and publishing industry has developed today. Finally, the derivation of "secretary" from secretus, meaning a keeper of secrets, suggests what is involved in the work of a modern business secretary.

In modern language classes, skillful teachers have devised many methods of relating vocational information to class activities. Special guidance relating to college foreign language requirements and the place of foreign languages in the working world often is given a place in the curriculum. Such sessions emphasize that foreign language skills are

particularly important as a supplement to other professional skills. Some schools have developed guidance handouts indicating areas in which foreign language knowledge will be helpful.

Dialogues and skits make up a part of foreign language learning. These provide an opportunity for introduction of vocabulary pertaining to occupations and require some thought about what such occupations require of the worker.

For the teenager facing decisions about higher education and career, literature can have great value. The alert teacher can direct the pupil to books which contain problems similar to those the youngster is trying to solve. Fiction and biography in English or the foreign language can serve this purpose.

Pen pal exchanges with students in other countries, once begun, develop shortly into discussion of school studies, vocational interests and career opportunities. Many teachers see that such letters are shared with all the language students since they create such great interest and are of value to all. Certain class activities present an opportunity to try some of the more thrilling uses of foreign language. A mock United Nations meeting with simultaneous interpretation is one of these. Here pupils themselves play the roles of speaker, translator and listener at an international meeting. Another such activity is a mock radio program, perhaps even a "Voice of America" news broadcast or interview with a famous personality.

Some teachers have been very successful in using student leaders in class activities. Such leaders actually teach certain concepts or conduct drill exercises, thus experiencing first hand what teaching as a profession would be like.

Finally, in advanced courses, students practice translation of written texts and learn what would be expected of them as translators for a firm engaged in international trade.

The high school language course can provide a real service to the nation by opening new vocational horizons to the student. Here may be his thrilling contact with the world beyond his city or state. Here he can learn that he is not necessarily bound to his home town industries or the family plow.

Promising career opportunities are open to serious students of languages. The use of occupational posters will motivate young persons to seek further information about this field.

CAREERS RELATED TO FOREIGN LANGUAGES

LEVELS	SERVICE	BUSINESS CLERICAL & SALES	SCIENCE & TECHNOLOGY	OUTDOOR	GENERAL CULTURE	ARTS & ENTERTAIN-MENT
I B. A. or above	Diplomat Curator Mission-ary	Tour Conductor Commercial Attache Branch Manager Airways Corps	Translator of Technical Writings Physician Nurse Engineer Geologist Archeologist Architect Pharmacist		College Language Teacher Writer Foreign Language Paper Foreign Corres-pondent High School Langauge Teacher	Opera Singer Critic Actor
II High School Tech-nical	Language Librarian Steward or Stewar-dess Recep-tionist	Dealer Foreign Books Secret-ary Bi-lingual Travel Bureau Manager Foreign Service Worker Fashion Buyer	Wireless Operator Researcher		Broad-caster	Art Collector
III High School Grad-uate	Interpre-ter Trans-lator Customs Inspector Immigra-tion Inspector Traveling Companion	Foreign Clerk Foreign Collec-tion Clerk Exporter Importer		Police-man		

LEVELS	SERVICE	BUSINESS CLERICAL & SALES	SCIENCE & TECHNOLOGY	OUTDOOR	GENERAL CULTURAL	ARTS & ENTERTAIN-MENT
IV Less Than High School Grad-uate	Hotel Worker	Hotel Clerk Armed Forces Merchant Marine Information Aide Courier		Taxi Driver		

ACTIVITY: "WHAT'S MY LINE"

AIM: Vocabulary Building and Speaking

Description: Every student looks up a profession of his choosing and prepares himself to answer questions concerning this job from a panel of four selected by the teacher.

Questions that may be asked:

1. Do you work in an office?
2. Do you work with words? Figures? Machines? What percent of the time?
3. Do you work with people?
4. Was special training necessary for this job?
5. Did you get your training in high school? Vocational school? College? On the job training?
6. Do you have special skills? Typewriting? Shorthand?
7. Do you have regular working hours?
8. Is a license necessary for the job?

The students who are questioned can only answer "yes" or "no", but the moderator (teacher) might have to intervene now and then to qualify our answer. Each panel member can ask one or two questions.

ACTIVITY: DEVELOPING A VOCATIONAL CORNER

AIM: All students will relate verbally or in writing, how foreign language courses are related to the work-a-day world and to name a career of their choice in which foreign language is used.

Description: Have students build a "Vocational Corner" consisting of materials on occupations and professions directly or indirectly utilizing knowledge of a foreign language.

Introduce students to the purpose of a vocational corner at the beginning of the school year.

Write letters to a company engaged in import-export business to find out job opportunities with that company. Other foreign related businesses can be used.

Materials: Dictionary of Occupational Titles and Occupational Outlook Handbook

ACTIVITY: SPORTS UNLIMITED - VOCABULARY BUILDING

AIM: The student will be able to list and characterize a wide range of careers related to athletics by building up his vocabulary in a foreign language.

Description: Each sport requires many different kinds of abilities, talents, and skills that are necessary to succeed. Make a listing of the various sports on the board and ask the students to describe the abilities, talents and skills that are necessary to succeed.

Make a listing of the various sports on the board, and ask the students to list, nouns, verbs and objectives describing the abilities, talents, and skills that are necessary for one to possess to participate satisfactorily. The student can list the words on paper utilizing the glossary at the end of the book and dictionary. This could be inclass or out of class activity.

ACTIVITY: METEROLOGY

AIM: Learning about weather can be an exciting way to expand your students vocabulary.

Description:

Place the following questions on the board or on a handout:

What are the different clouds?

CIRRUS	CUMULUS
CIRROSTRUTUS	STRUTOCUMULUS
ALTOSTRUTUS	STRUTUS
ALTOCUMULUS	NIMBOSTRUTUS
CUMULONIMBUS	

What are the different kinds of wind?

CALM	FRESH BREEZE
LIGHT AIR	STRONG BREEZE
LIGHT BREEZE	MODERATE GALE
GENTLE BREEZE	FRESH GALE
MODERATE BREEZE	STORM AND HURRICANE

The above questions provide the teacher with an opportunity to enrich the student's vocabulary. This could be a one or two day lesson.

ACTIVITY: BULLETIN BOARD

AIM: Career Awareness

Description: Have the students fill in the rectangles with job areas or specific occupations (security, media, maintenance, clerical, interpreter) picture or newspaper clippings related to foreign language occupations as illustrated on the next page.

JOBS IN THE U.N.

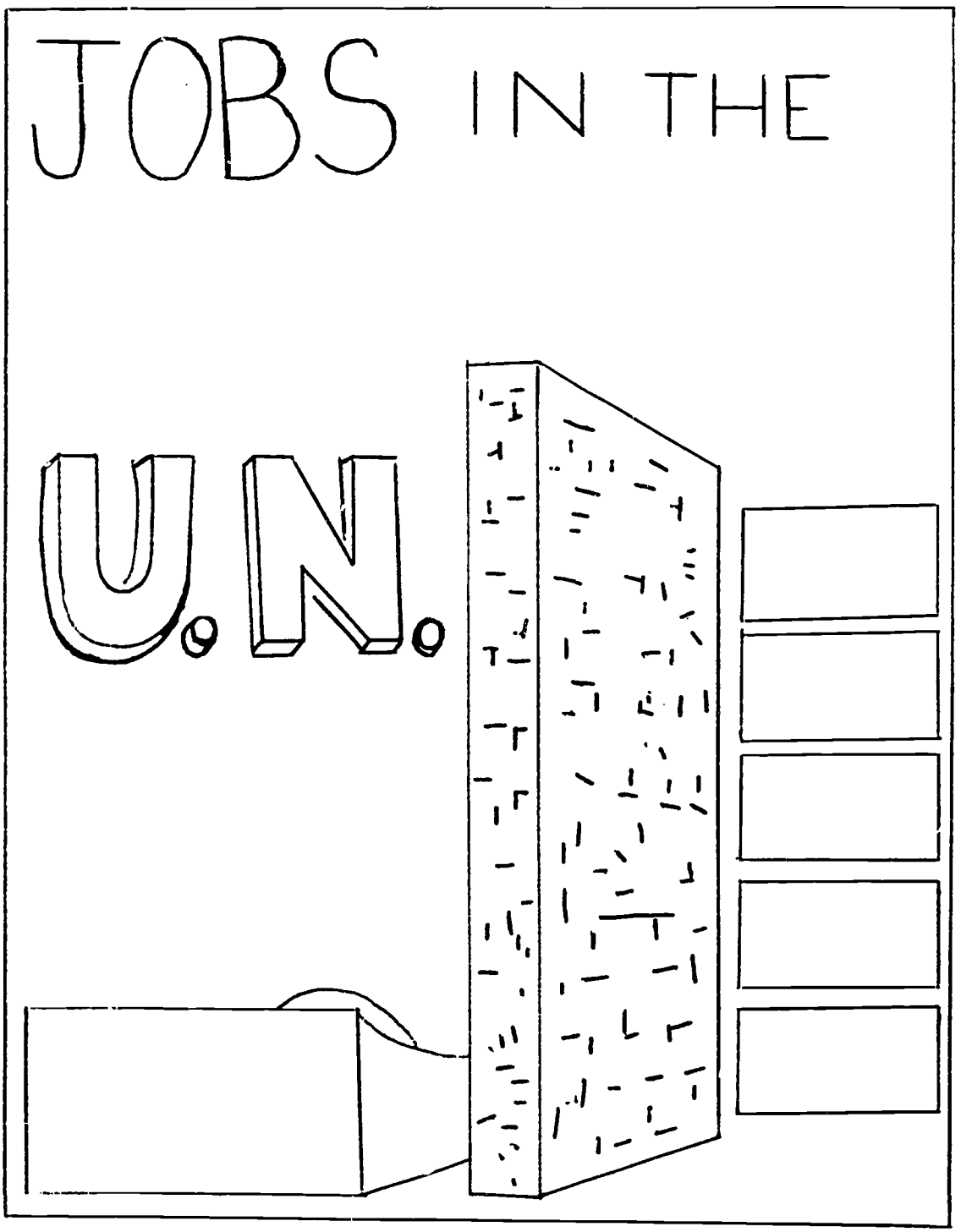

ACTIVITY: CAREERS

AIM: To familiarize students with career opportunities related to foreign languages

Description: Fill in the blanks with the corresponding letters. The letters are picked at random. The class and category are chosen by subject matter. The players have five minutes to complete as many blanks as possible for a square to be properly filled it would have a word which starts with the letter in the left hand column and must correspond with the category.

CLASS	FOREIGN FAMOUS PEOPLE	TOOLS USED	CAREERS AVAILABLE IN	CAREERS IN	SUBJECT IN SCHOOL THAT
CATEGORY	LITERA-TURE	in BUSINESS	FOREIGN LANGUAGES	ARTS & ENTER-TAINMENT	PREPARE YOU FOR FOREIGN SERVICE
C					
G					
D					
B					
P					

HEALTH

1. "Brainstorming" with the aid of your students, make a list of all the health related jobs you can think of in ten (10) minutes.
2. Students will search the base phone directory or stateside newspaper (see I. M. C.) and make a list of health related jobs.
3. Students "pantomime" using different health occupations as subjects.
4. Have students make up want ads on a 3x5 card as if they were the employer and they were searching for someone to fill a vacancy.
5. Students will match specific jobs in the field of health with specific educational requirements.
6. After exploring health occupations the student will demonstrate how a job in the health area involves working with people, ideas, or things.
7. Write a letter applying for a job opening the newspaper. (See I. M. C. for stateside papers.)
8. Have the students write a mock newspaper article and assemble them into a health newspaper.
9. Before and after. Have students write a job description before doing research into a specific health occupation. Then let them do research and write another one one the same occupation.
10. Put a list of people famous in the health field and have students list their specific fields.
11. Make an illustrated notebook depicting health career choice and how a student's hobby might enhance his career.
12. The student will chart the basic education requirements for 5 fields of health (see counselor and I. M. C. if help is needed).
13. Students will form a committee to evaluate present school curriculum and suggest courses directed toward meeting the requirements of their particular vocational choices.
14. Students working in small groups will prepre a tape discussing a specific health vocation.
15. The student will discuss his explanation of a various health area in terms of a possible career choice.
16. As a class, attempt to staff a new hospital with the health personnel needed to make it function.

ACTIVITY: RANK 20 OCCUPATIONS

AIMS: To get an idea of student attitudes toward various occupations
To attempt to work toward the attitude that it is not the job but the person that makes the difference in success on the job
To stimulate discussion about job attitudes

Description: Hand out ditto sheets. Have students rank the occupations in the order that they feel they should be. There should be little discussion prior to the first ranking other than how to rank. Occupations that are not known may be described very briefly, e.g., "Medical Technician works in a lab,"or "Pharmacist works with medicines in a drugstore."

After the initial ranking discuss the jobs more fully. Use questions such as "What would happen if the maintainance inspector (etc.) did not do his work?" Discussion might go like this--"Trash and litter would build up in the street. Tires would be punctured causing people to be late or miss appointments. Children might be hurt in the litter. Wind might blow litter causing injury to pedestrians."

After the discussion have students fold the first ranking back out of sight and re-rank on the right hand column. Compare left and right hand columns and discuss any changes, especially--why.

Rank the following 20 occupations in their order of importance according to the way you feel about them.

_____	1.	Dietitian	_____
_____	2.	Laundry Plant Manager	_____
_____	3.	Doctor	_____
_____	4.	Maintanance Inspector	_____
_____	5.	Occupational Therapist	_____
_____	6.	Pharmacist	_____
_____	7.	Foundry Worker	_____
_____	8.	Dental Assistant	_____
_____	9.	Social Worker	_____
_____	10.	Cosmetologist	_____
_____	11.	Nurse	_____
_____	12.	Personnel Officer	_____
_____	13.	Refrigeration Mechanic	_____
_____	14.	Electrician	_____
_____	15.	Medical Technician	_____
_____	16.	Clinical Psychologist	_____
_____	17.	Cook	_____
_____	18.	Telephone Operator	_____
_____	19.	Grocery clerk	_____
_____	20.	Medical Machine Operator	_____

ACTIVITY: KINDS OF TOOLS AND MATERIALS

AIM: Stimulate discussion about career areas in which students may be interested

Description: Experience indicates that the teacher needs to read the names of occupations. Some students recognize the sounds but not the spelling. Have students work in small groups if they prefer. They are to name any tool or material used by the occupation. In the case of an area such as personnel manager the tools may be "his own abilities" and the materials will be "people". There are no specific right or wrong answers. It may be helpful to say that "tools" are what the person uses and "materials" are what the person uses them on. Thus a nurse would use a "Hypodermic" needle on a "patient or person".

WHAT KIND OF TOOLS AND MATERIALS DO THESE PEOPLE WORK WITH?

Professional, Technical, and Managerial Occupations

		Tools	Materials
1.	Dietitian		
2.	Hospital Statistician		
3.	Psychologist		
4.	Dentist		
5.	Sanitation Engineer		
6.	Bacteriologist		
7.	Entomologist		
8.	Pharmacist		
9.	Veterinarian		
10.	Nurse		
11.	Industrial Hygienist		
12.	Nurse's Aide		
13.	Podiatrist		
14.	Toxicologist		
15.	Mortician		
16.	Pharmaceutical		
17.	Research Aide		
18.	Optometrist		
19.	Chiropractor		
20.	X-Ray Technician		

ACTIVITY: SALARY, EDUCATION, FUTURE

AIM: To present information about occupations in a new way

Description: Hand out ditto sheets. Review names of occupations so students will be aware of the duties of each. Have students guess at the information required or at least fill in the ones they know. They may do better if they work in small groups. After about 15-20 minutes go over each occupation giving correct information. Let students call answers correct if they are reasonably close. Discuss especially the number of workers in terms of 1,000's, 10,000's, or 100,000's and future of occupations considering increasing populations and needs that population growth produces.

This unit may also be assigned as a project for students to research information for a present back to class.

ERIC

OCCUPATION	SALARY	EDUCATION	NUMBER OF WORKERS	FUTURE OF OCCUPATIONS Good, So-So, Poor

HOME ECONOMICS

There is a wide range of occupations related to home economics, with variety in functions and in degree of skill and training required. Some occupations to which the study of home economics may lead are county home demonstration agent, beautician, dietitian, institution housekeeper, cook, food buyer, food checker, waitress, power machine operator, fashion and textile designer, test kitchen research worker, clothing salesperson, and clothing buyer.

Suggestions might include class visits to flour mills and other large food processing plants enabling students to see home economists in action. In rural areas the county home extension agent can be observed at work.

CAREERS RELATED TO HOME ECONOMICS

LEVELS	SERVICE	BUSINESS CLERICAL & SALES	SCIENCE & TECHNOLOGY	OUTDOOR	GENERAL CULTURE	ARTS & ENTERTAINMENT
I B. A. or above	Homemaker	Home Demonstration Agent Journalism Institution Manager Test Kitchen Worker Extension Service Specialist	Dietician Food Chemist Research Worker Registered Nurse		Homemaker College Teacher Home Economics Teacher Occupational Therapist Youth Group Advisor Public Health	

LEVELS	SERVICE	BUSINESS CLERICAL & SALES	SCIENCE & TECHNOLOGY	OUTDOOR	GENERAL CULTURE	ARTS & ENTERTAIN-MENT
II High School Plus Tech-nical	Home-maker Air Stew-ardess Chef Prac-tical Nurse	Food Salesman	Meat and Dairy Inspector		Homemaker	Fashion Designer Textile Designer Interior Decorator
III High School Grad-uate	Home-maker Barber Beau-tician Caterer Head Waiter Alter-ation Seams-tress in Dept. Store		Dressmaker Tailor Upholsterer Candy Maker		Homemaker	Cake Decorator Bon Bon Maker
IV Less Than High School Grad-uate	Home-maker Butler Cooks Nurse Maid Bus Boy Chamber-maid Ward-robe Mis-tress Wait-ress Nurses Aide	Compari-son Shopper	Baker Butcher Dry Cleaner Hands Garment Inspector Garment Maker Factory		Homemaker	Head Embroiderer

ACTIVITY: CAREERS IN FIVE FOR HOME ECONOMICS

AIM: To familiarize students with career opportunities related to Home Economics

RULES: Fill in the blanks with the corresponding letters.
The letters are picked at random.
The class and category are chosen by subject matter.

The players have five minutes to complete as many blanks as possible. For a square to be properly filled, it should have a word which starts with the letter in the left hand column and must correspond with the category.

CLASS	FAMOUS PEOPLE	TOOLS USED	CAREERS AVAILABLE IN	CAREERS IN	SUBJECT IN SCHOOL THAT
CATEGORY	HOME ECONOMICS	COOKING	HOME ECONOMICS	SEWING	PREPARE YOU FOR HOME ECONOMICS
P					
C					
S					
E					
F					

ACTIVITY: HOME ECONOMIC ROLE PLAYING

AIM: To make the student more aware of job opportunities in Home Economics

Description: Students discuss the various areas included in the home economic cluster. From the various areas, the class can compile a list of places to visit on a field trip. Before leaving on the trip, students should prepare a list of questions which might be asked. During the field trip, students can jot down notes on information gained from the interviews. As a follow-up, the students can act out the roles of a particular job that they observed on the trip. Still another approach would be to write a letter to a friend telling him why the student is happy in that job. Students can simulate a telephone conversation between a customer who is consulting you as a person on the job.

Materials: Resource people in home economics or films might be used to reinforce this project.

ACTIVITY: CLASSROOM RESTAURANT

AIM: Student will understand the various roles involved in processes used in a restaurant

Description

Description: Through a study in class, students should identify the variety of roles, found in a restaurant. These job categories can be divided among the classmates. Depending upon the type of restaurant (pizza, Italian, short order, Mexican, taco stand, etc.) will determine the menu food preparation, advertising and logistic requests should be discussed and done in advance; also, waiters and bus boys can be instructed in proper techniques for serving. Profits from this project can be used for a class part or field trip.

Other: This activity would make a nice follow-up to a unit in business management or nutrition. A restaurant owner or business teacher would make a nice resource person.

Material: Food, paper cups, table cloths, napkins, etc.

ACTIVITY: WINDOW SHADE OR WALL HANGING

AIM: Awareness of importance of Interior Decoration in the school and home

Description: Students can decorate classroom window shades on a plain peice of material which might be hung to replace the shade. To prepare them for this project, modern sheets, towels, and curtain designs can be brought into the class. To facilitate time, several students may work together on one theme, colors, and design should be discussed. Textile crayons, or regular crayons can be used on many flat-type materials. Usually, a hot iron is used to set the crayon. If available tempera paint or textile paints may also be used. Multi-media can be employed. Experiment to see what works best on the material used.

Material: Material, window shade, crayons or textile crayons, tempera paint, or textile paint, brushes, iron, and newspaper.

ACTIVITY: SHOPPING LIST

AIM: Students will become aware of the necessity to plan a healthful menu within certain budget restrictions.

Description: Prior to the class each student will ask his parents how much they spend on groceries per week. Taking into consideration the size of their own family, the student should plan out s seven-day menu for the family. Newspapers can be used to compare prices of foods. Students should compute the cost to see if their menu fits into the budget. Compare the price list between the parents and the students. Is there any way to save money on the budget?

ACTIVITY: DEMONSTRATION OF HOME APPLIANCES

AIM: This project makes students more aware of appliances used in the home

Description: Students bring an appliance from home to demonstrate. Also, they should bring the guarantee. Prior to the demonstration, the students should discuss various aspects of the appliance. A clear and careful demonstration will "sell" the homemaker. With the guarantee, the students can explain the repair procedures.

Material: A small appliance.

ACTIVITY: GOOD GROOMING

AIM: Make the students more aware of their personal appearance

Description: Prior to this project, have students make a bulletin board of pictures which suggest a well groomed person. This can be in the areas of hair care, clothing, and skin care. Discuss what good grooming means to the student. Using the clothes of the students, compile a fashion show. Each student can describe the clothes which he or she will model. Music or dance might be used to make the show more exciting.

Materials: Resource people might be handy for this project. Models, designers, and clothing manufacturers might be used.

ACTIVITY: SCHOOL HOST/HOSTESS

AIM: Make the student more aware of social graciousness

Description: Student may host a visiting group of students. Each student can design a name tag for the visitor. As a host/hostess role, the student should show the visitor his school. Perhaps the class can also arrange a snack for the guest.

INDUSTRIAL EDUCATION

The occupational orientation of industrial arts courses calls for continuous reference to fields of work that grow out of this subject. Along with the study of products, services, processes, and equipment, the student can add to his occupational knowledge by investigating the characteristics of jobs in this field. Skilled workers are needed to keep the nation's economy growing and strong, but the demand for workers with technical skills is infrequently recognized by high school students and their parents. Young persons should be made aware of the fact that a thorough training in the skills of industrial occupations will prove a decided advantage in obtaining employment and securing promotions. The teacher will find it advantageous to plan field trips to industrial firms and schools that offer trade training. Films and filmstrip which deal with trade occupations are among the better ones available.

Display materials provide an excellent means of encouraging student explorations of occupations related to shop work. Suggestions for such things may be found in the hodge-podge section.

ERIC

CAREERS RELATED TO INDUSTRIAL EDUCATION

LEVELS	SERVICE	BUSINESS CLERICAL & SALES	SCIENCE & TECHNOLOGY	OUTDOOR	GENERAL CULTURE	ARTS & ENTERTAIN-MENT
B. A. or above		Sales Engineer	Mechanical Engineer Electrical Engineer Aero Engineer Air-Conditioning Engineer Automotive Engineer Civil Engineer Ceramic Engineer Industrial Chemist		Editor of Industrial Publications Reporter of Industrial Publications Teacher of Industrial Publications	Architects Artists
II High School Plus Technical	Radio & TV Repairman	Contractor Building Trades	Technician Airplane Pilot Factory Foreman Boiler Inspector Radio Operator Die Designer Draftsman		Vocational Instructor Printer	

LEVELS	SERVICE	BUSINESS CLERICAL & SALES	SCIENCE & TECHNOLOGY	OUTDOOR	GENERAL CULTURE	ARTS & ENTERTAIN-MENT
III High School Grad-uate		Tele-phone Inspec-tor	Machinist Airplane Mechanic Blacksmith Boiler-maker Bricklayer Cabinet-maker Carpenter Welder Photo-engraver	Crane Operator Oil Well Driller Lineman Operating Engineer	Linotype Oper-ator Composi-tor	Photo-grapher
IV Less Than High School Grad-uate	Bus Driver Chauf-feur Dray Man Truck Driver Custo-dian Building Cleaner Mainten-ance	Multi-graph Operator	Armature Winder Assembler Babbitter Blast Furnace Blower Brake Adjuster Leather Worker Airplane Cleaner Blaster Machine Operator			

ACTIVITY: CAREERS IN FIVE FOR INDUSTRIAL ARTS

AIM: To familarize students with career opportunities related to Industrial Arts

RULES: Fill in the blanks with the corresponding letters.
The letters are picked at random.
The class and category are chosen by subject matter.
The players have five minutes to complete as many blanks as possible.
For a square to be properly filled it should have a word which starts with the letter in the left hand column and must correspond with the category.

CLASS	FAMOUS PEOPLE	TOOLS USED	CAREERS AVAILABLE IN	CAREERS IN	SUBJECT IN SCHOOL THAT PREPARE YOU FOR A MANU-FACTURING CAREER
CATEGORY	MANU-FACTURING	ELEC-TRICITY	CONSTRUC-TION TRADES	ENGINEERING	
P					
C					
S					
E					
F					

OCCUPATIONS

T	E	O	P	F	A	R	M	E	R	C	H	A	N	T	C	R	I	T	B
R	K	F	B	A	K	E	R	A	C	E	R	L	A	W	Y	E	R	O	O
E	Y	W	K	O	O	C	R	E	T	N	I	A	P	O	R	T	E	R	X
H	B	A	R	R	O	I	E	N	E	R	E	L	L	E	T	N	U	M	E
C	B	I	O	H	X	F	F	U	A	D	U	C	C	S	D	I	V	E	R
T	A	T	R	P	M	F	I	R	E	M	A	N	I	G	X	R	C	E	E
E	C	E	E	L	U	O	E	S	B	S	R	T	U	N	L	P	Y	U	T
A	F	R	B	R	E	K	C	E	H	C	N	O	M	C	A	D	D	Y	S
C	L	E	R	K	N	I	R	I	L	E	W	U	O	A	H	H	R	T	I
H	C	I	A	A	R	W	E	L	D	E	R	D	R	D	S	E	C	T	N
E	E	Y	B	S	X	R	R	I	O	S	F	M	R	E	V	O	M	E	I
R	M	T	S	I	P	Y	T	I	C	B	L	A	A	I	R	E	N	I	M
U	W	O	R	E	K	O	R	B	T	O	I	I	R	N	M	O	D	E	L
T	A	I	L	O	R	H	I	O	O	E	E	D	R	U	G	G	I	S	T
C	A	R	P	E	N	T	E	R	R	S	R	E	C	O	R	G	E	H	R
O	J	U	D	P	A	G	E	N	T	N	A	V	R	E	S	S	E	R	P
A	N	B	I	N	D	E	R	S	A	L	E	S	M	A	N	A	G	E	R
C	R	E	N	U	T	R	U	S	T	E	E	R	I	P	M	U	X	G	B
H	R	E	J	A	N	I	T	O	R	E	P	O	R	T	E	R	S	H	T

Find the words listed below among the scrambled letters and circle. The words may be spelled vertically, horizontally or diagonally.

WORD LIST FOR OCCUPATIONS

AGENT
BAKER
BANKER
BINDER
BOXER
BROKER
CADDY
CARPENTER
CASHIER
CHECKER
CLERK
COACH
COOK
DENTIST
DIVER
DOCTOR
DOORMAN
DRIVER
DRUGGIST
EDITOR
FARMER
FIREMAN
FLIER
GROCER
JANITOR
JUDGE
LAWYER
MAID
MANAGER
MASON
MECHANIC
MINER
MINISTER
MODEL
MOVER
NURSE
OFFICER
PAGE
PAINTER
PLUMBER
POET
PORTER
PRESSER
PRINTER
RACER
REALTOR
REPORTER
SALESMAN
TAILOR
TEACHER
TUNER (Piano)
TYPIST
UMPIRE
WAITER
WELDER
WRITER

Adapted from Dell Word Search Puzzles, Dell Publishing Company, Inc., New York, New York.

MATCHING QUIZ

1. Technology
2. Ability
3. Career
4. Cooperation
5. Interest
6. Interdependency
7. Job Family
8. Leisure Time
9. Needs
10. Services
11. Specialization

A. Sill or Talent

B. Dependant on One Another

C. To Give Something Needed

D. A Person's Lifework

E. The Application of Science and Technical Advances in Industry, Manufacturing, and Arts

F. Working Together

G. Liking or Concern For

H. Jobs that are Related

I. To Have an Urgent or Essential Use For

J. Free or Unoccupied Time from Work

K. To Restrict Oneself to a Special Branch or Field of Activity

Introduction

Industrial arts teachers are encouraged to incorporate the American Industries concept into their instruction. The following units are activities which will provide exploratory experience utilizing the American industry concept.

ACTIVITY: MANUFACTURING COMPANY

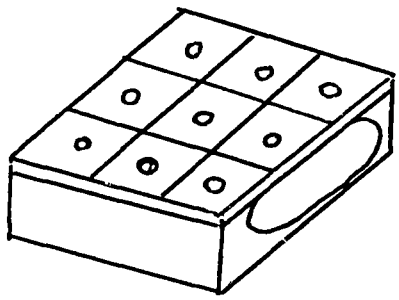

AIMS: Students will participate in the experience of organizing a company, manufacturing and selling a product

Students will assume a career role in the company and perform the duties associated with the job.

Description:

1. The social studies and industrial arts teachers plan the manufacturing activity to demonstrate the close relationship of the two subject areas. The industrial arts teacher concentrates on the organization and operation of the production line and the social studies teacher handles the company organization, selling stock, advertising, bookkeeping, etc.

2. The idea of forming a company and manufacturing a product is announced to students. Interested students should sign up for the elective course.

3. Students elect company officials and develop their job descriptions. Appendix A.

4. Company officials and advisers determine what product to manufacture. They select a tic-tac-toe game made of wood.

5. The company name is selected and stock is offered for sale at fifty (50) cents per share.

6. The sales plan is developed.

7. The company officials and adviser develop a flow chart for the manufacturing of the product. Appendix B.

8. Workers are assigned jobs and trained. Appendix C.

9. A specific instruction card is prepared for each work station. Appendix D.

10. Materials are ordered, prepared and stocked.

11. Manufacturing fixtures are made to speed production and maintain quality.

12. A pilot run is conducted to determine bottlenecks in the manufacturing process.

13. The actual production run is made.

14. Orders are filled and money collected.

15. Bookkeepers prepare the profit and loss statement.

16. Company officials declare a dividend for the stockholders.

17. Company is liquidated.

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APPENDIX A

DUTIES OF GENERAL MANAGER

a. General supervision over entire activity
b. Train workers, assign workers to jobs
c. Check on and be responsible for product quality and manufacturing efficiency
d. OK bills to be paid by office manager. OK purchase orders before making purchases
e. Prepare and submit reports as required by your advisors
f. Cooperate with your advisors and other company officials
g. Inspector

DUTIES OF OFFICE MANAGER

a. Maintain attendance records. Check absentees for valid excuses
b. Keep company's financial records
c. Keep a record of all money received on RECEIPTS page of record book
d. Pay all bills, invoices previously OK'd by your general manager
e. Keep stock sales and ownership records
f. Cooperate with your advisors and other company officials
g. Keep daily history on record

DUTIES OF PURCHASING AGENT

a. Check with advisors relative to materials and supplies needed to manufacture product
b. Arrange to have stock certificates, purchase orders and other forms needed run off on duplicator.
c. Have purchase orders OK'd by general manager before issuing order
d. Obtain materials required from school stock or purchase from outside source
e. Cooperate with advisors and other company officials

DUTIES OF SALES MANAGER

a. Plan sales program:
    1. Help decide price of product
    2. Where and how to sell product
    3. Recruit salesmen
    4. Advertisement, posters, artwork
    5. Help sell stocks
    6. Coordinate sales department with production
b. Cooperate with advisors and other company officials

DUTIES OF SAFETY DIRECTOR

a. Enforce all safety rules
b. Stop all horseplay and call attention to undesirable conduct
c. Be alert to hazards
d. Take steps to eliminate possible accident causes
e. See to it that equipment and tools are in good operating condition
f. Check to make sure machine guards are in place and students are using eye protection and protective clothing as specified by advisors
g. If someone is injured, even slightly, contact advisors immediately .
h. Cooperate with advisors and other company officials
i. Help general manager inspect product, final assembly

APPENDIX B

LITTLE BUC'S MANUFACTURING COMPANY

PLAYING BLOCK		ASSEMBLY LINE FLOW CHART	
STEP		TIC TAC TOE GAME	
1	SAW BLOCK TO SIZE BAND SAW		STEP
		SAW COVER TO SIZE SCROLL SAW	1
2	DRILL STORAGE HOLES DRILL PRESS		
		DRILL CENTER HOLE HAND DRILL	2
3	SAND SURFACES BELT SANDER		
		SAND EDGES BELT SANDER	3
4	SAND CORNERS DISC SANDER		
5	INSPECT	INSPECT	4
6	STAIN		
		VARNISH	5
7	DRILL PLAYING HOLES DRILL PRESS		
		ASSEMBLE	
8	SAW LINES TABLE SAW		
		FINAL INSPECTION	
9	INSPECT		
10	VARNISH		
		SELL AND DISTRIBUTE	

ACTIVITY: SIGNS, INC.

AIMS: The student will participate as a productive member of the group.

The group will manufacture and distribute a product.

The student will be able to list at least three factors to consider when organizing and operating a manufacturing business.

Several students will become leaders and direct the production line.

The student will be able to list three jobs associated with manufacturing.

The student will assume at least three different occupational roles during the activity. (assembly line worker, supervisor, inspector, etc.)

Description:
1. Formation of the company. Teacher is chairman of the board. Students act as the Board of Directors.

2. The Board of Directors decide on a product to manufacture. The teacher guides the group in this selection. The following limitations are considered:

a. Are the other members of the class interested in this project?
b. Does the project serve some useful purpose?
c. Can it be made with standard equipment and tools?
d. Are there any parts that can not be so made?
e. Can these parts be purchased?
f. Does it lend itself to mass production methods?
g. Is the project saleable locally?
h. Does it infringe on any existing patent?

3. Students are organized into several production engineering groups to develop prototypes. Records are kept of the materials used and a cost estimate is made.

4. The groups present their solution with job breakdown and operation breakdown.

5. The final design is selected and a flow chart developed.

6. The foreman and quality control personnel are assigned.

7. Assembly line workers are assigned and trained.

8. Tooling up is completed. A test run is conducted.

9. The bulk materials are stock piled.

10. The production line is operated. Strict attention is paid to quality control.

11. Sales campaign is conducted. The advertising group prepares posters and gives sales talks to class groups. Orders are accepted with payment on delivery.

12. Profit and loss statement prepared.
Signs, Inc. sold more than seventy signs at $2.25 each for a tidy profit.

PROCEDURE - For Manufacturing Sign

1. Measure and cut strips of 5/8" band iron.
1 - 33" 1 - 23"

2. Make end bends on both pieces with 1 1/2" inside diameter. Use bending machine. Be sure to make bends on opposite sides.

3. Measure 7 1/2" from one end of long piece and make right angle bend using bending machine.

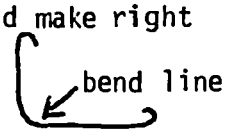

4. Place metal pieces together in vise and drill rivet holes through both pieces at once. Leave 1" clearnance for screwdriver between pieces at top.

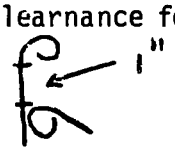

Rivet pieces together using pop rivets.

5. Drill screw holes and sign holes as indicated on diagram.

6. Cut wood to 12" length.

7. Trace layout of design on wood using template.

8. Cut out design using band saw.

9. Sand edges of wood.

10. Stain wood.

11. Spray paint scroll work.

12. Attach screw-eyes and S hooks.

BILL OF MATERIALS FOR SIGN

5/8" wide steel band, 1 piece 33" long, 1 piece 23" long

2 S hooks

2 screw-eyes

Wood 1 x 5 1/2" x 12"

pop rivets, spray paint, wood finish

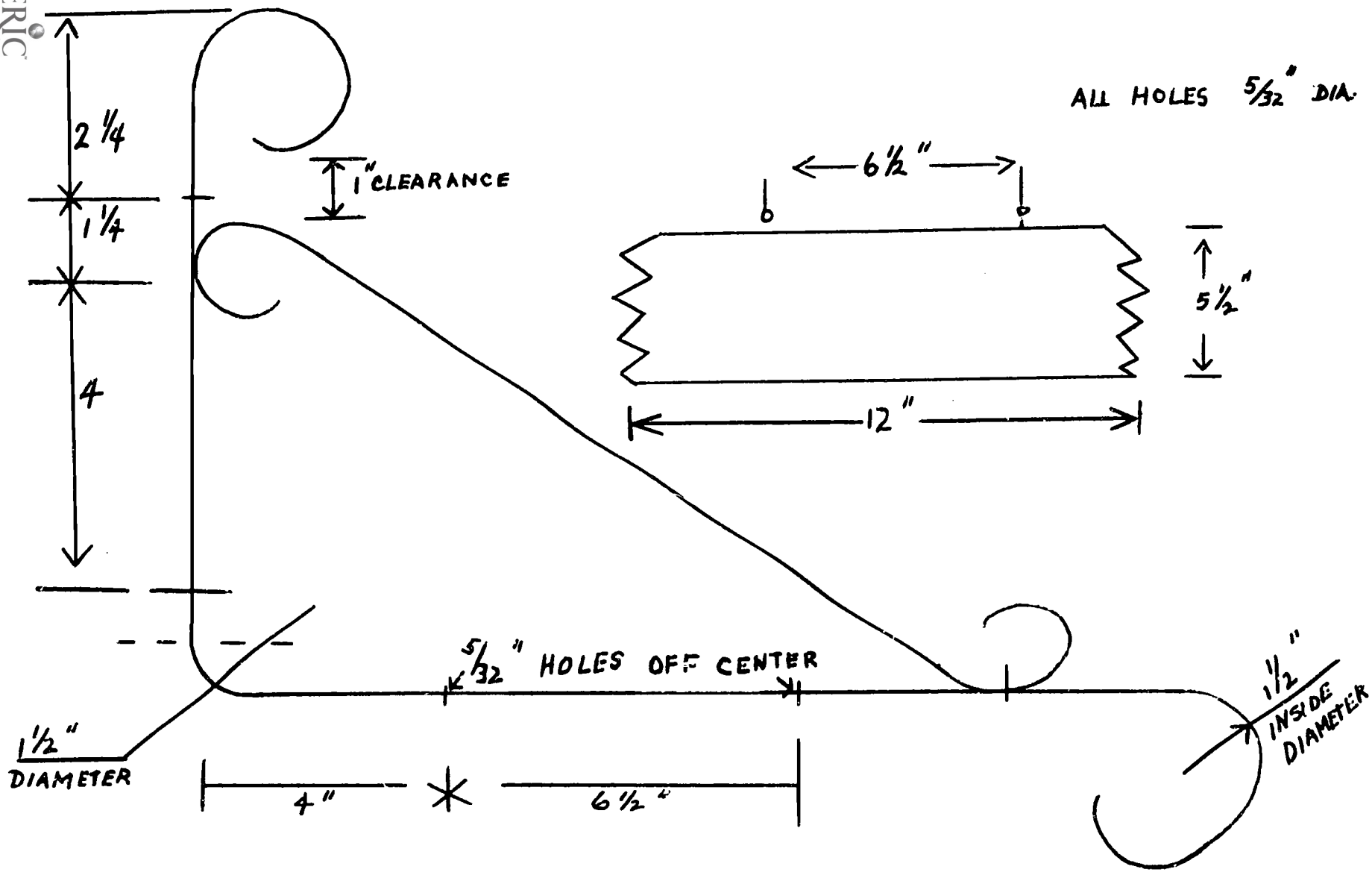
ALL HOLES 5/32" DIA.
2 1/4
1 1/4
4
1" CLEARANCE
6 1/2"
5 1/2"
12"
5/32" HOLES OFF CENTER
1 1/2" DIAMETER
4"
6 1/2"
1 1/2" INSIDE DIAMETER

JOBS IN YOUR FUTURE

Objective 1, 2:

1. Demonstrate your understanding of jobs in your future by filling in the blanks to the program	COVER COLUMN WITH SHIELD
2. Check your answers with the column on the right and correct if necessary. What will you be doing tomorrow, five years, ten years from now?	
1. The right kind of job for you depends on what you like to do. The right job depends on what you _____ _____ _____.	Like to do
2. Your Career Education Exploration course helps you to find out what some of your interest are. Your new course helps you to find what your_____are.	Interests
3. Most successful people working do the type of work they can do best. The best work you can do is the work you do_____.	Best
4. Your aptitude tells you what you can learn to do best. Your _____ shows you what you can learn to do best.	Aptitude
5. Your personality tells you what you like to do. What you like to do depends on your _____.	Personality

6. After you've gotten your diploma, look for a steady job.	COVER COLUMN WITH SHIELD
The best job after graduation or college is a _____job.	Steady
7. First, ask your counselor for a test to help you find what you like to do and what you can learn to do best.	
To help you find your interests ask your_____.	Counselor
8. Once you find a job you may like to do, read a book or information about it.	Read
_____a book or_____ about a job you may like to do.	Information
9. Talk to someone you know working in that job to find out what he does.	
To find out what a particular job is about talk to_____.	Someone

LANGUAGE

ARTS

PERUSE! USE!

ERIC Full Text Provided by ERIC

LANGUAGE ARTS

Language Arts can be a curricular focal point to integrate classroom activities into the concepts of Career Education.

Writing as a learning skill can be an important factor in any vocation. Taking notes on first-hand observations is an important element of the scientific method. These notes enables us to see the parts in relation to the whole, to see the inter-relationships among the parts, to see the structure, or to organize a meaningful structure from the recorded observations.

Since reading and listening are forms of observing, taking notes on our reading and listening can provide the same benefits as taking notes on first-hand observations. Taking notes, then, enables us to see meaningful relationships; seeing meaningful relationships enables us to understand; understanding enables us to remember; and remembering enables us to see relationships between past experiences and new experiences. Thus note-taking (writing) can be extremely helpful in all activities in school and out of school, in all vocations now and in the future, in developing to the fullest extent the potentialities of all our youth.

It is helpful when students see that success in the language arts has a direct bearing upon many careers; e.g., journalist, librarian, stenographer, printer, announcer or commentator, as well as the professions of actor and author. Students are able to put journalism techniques into practice in their interviews with persons employed in various occupations. Reports of occupational investigations might be organized into a class career book, thus affording an opportunity for practical experience in editing.

One English teacher successfully combines a study of vocations with the study of vocabulary. She works with her students in developing clear meanings of such descriptive words as optimist, idealist, realist, politician, humorist, sage, and the like. The word meanings are then reinforced by discussing vocations which would demand some of these qualities. A typical discussion, for example, might center around "Which of these qualities does a secretary need?"

CAREERS RELATED TO LANGUAGE ARTS

LEVELS	SERVICE	BUSINESS CLERICAL & SALES	SCIENCE & TECHNOLOGY	OUTDOOR	GENERAL CULTURAL	ARTS & ENTERTAIN-MENT
I B. A. or above	Reading Specialist Speech Therapist	Advertising Manager Public Relations Sales Engineer Traffic Manager	Technical Writer	Sports Writer	Lawyers Editor Clergy-man English and Language Art Teacher Foreign Corres-pondent Tutor Journalist	Lecturer Author Continuity Writer Actor Dramatic Critic Scenario Writer
II High School Plus Tech-nical	Interpre-tor Translator	Retail Manager Salesman Sales Person Secretary	Cryptographer		Radio Announcer Reporter Librarian	Script Writer
III High School Grad-uate	Customs Inspector Immigra-tion Inspector	Auctioneer Demonstrator Buyer Floorwalker Sales Clerk Foreign Exchange Clerk Steno-graphers	Telephone Operator Printer			Copy-Writer
IV Less Than High School Grad-uate	Hostess Usher				Proof-reader	

The following activity pages are grouped into Skill Activities, Specific Subject Activities, and General (overlapping) Activities and projects.

HEY!

Please Use These Ideas! Students will be involved in interesting--even fun-learning experiences. Also, you have some ready-made replies to their questions of relevancy: Hey, how come I gotta learn this?

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SKILL ACTIVITIES

ACTIVITY: GIVING AND FOLLOWING DIRECTIONS

AIM: To show the students the difficulties in explaining a simple task

Description: In many job situations, the begining worker needs training to perform certain tasks. Learning to give and follow directions are a necessary language skill.

Have students tell each other how to tie their shoe laces. Caution the "doer" to follow the directions of the "speaker" exactly; take nothing for granted.

As a follow-up, try writing the instructions.

Relate these activities to learning skills for jobs.

Materials: Students who are wearing tied shoes.

ACTIVITY: FILLING OUT JOB APPLICATION FORMS LEGIBLY

AIM: To acquaint students with actual forms and to use clear handwriting in following written directions

Note: There are many follow-up activities that stem from this study:

a. Vocabulary of Terms
b. Discussion of Minors in the World of Work
c. The Language of the Legal Document
d. Discussion of How Unique Each Child's Application Is--He is an Individual
e. Why is Correct Spelling Important in Filling Out an Application

Arkansas Department of Labor Telephone: 371-1401
Capitol Hill Building---Little Rock 72201

APPLICATION FOR EMPLOYMENT OF MINOR

Section I STATEMENT OF PARENT, GUARDIAN OR CUSTODIAN
(This statement must be completed by the parent, guardian or custodian of this child and signed by the parent, guardian or custodian, and also by the child).

_____ Arkansas, _____, 19___
(City or Town) (Month and Date)

I, the undersigned, hereby affirm that I am the _____
(Parent, Guardian or Custodian)

of _____, now residing at
(First Name) (Middle Name) (Last Name)

_____
(Give Street and Number, City, County, State, Zip Code)

and that _____ is the _____ child of _____
(He or She) (1st, 2nd, etc.) (Father's Name in Full)

_____ and _____
(Mother's Maiden Name)

and was born in _____, _____, _____
(City) (County) (State)

on the _____ day of _____, 19___, and is now ___ years of age.
(Month)

School last attended _____, _____, in _____
(Name of School) (Location) (Years)

Grade completed _____

Child will be employed by _____
(Give Name of Firm and Address)

as _____
(Occupation of Minor)

and I am willing that _____ be so employed, and ask that
(He or She)

an employment certificate be issued to said child as provided by law.

_____
(Signature of Parent, Guardian or Custodian)

_____
(Address of Parent, Guardian or Custodian)

Signature of Child:

_____
(Child Must Sign Own Name Here)

Take Advantage of Our Free Employment Services
Contact Your Local Office of Our Employment Security Division

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Section 2

INTENTION TO EMPLOY (This form is to be filled out by Employer)

Date_____, 19_____

The undersigned intends to employ:

_____
(Name of Minor) (address of Minor)

in the capacity of_____
(Specific Occupation)

in the_____

for_____days per week, _____hours per day, beginning

_____A. M. and ending _____P. M.*

Full-time employment during school hours)(Cross out statement
Part-time or vacation employment only) which does not apply)

_____
(Name of Employer) (Business Address)

The undersigned intends to employ the above-mentioned minor immediately upon receipt of a certificate issued by the Arkansas Department of Labor and agrees to comply with the provisions of the Arkansas Statutes and the Fair Labor Standards Act relating to the employment of minors.

*This information Must be provided.

_____
(Signature of Employer or Authorized Agent

Section 3 RECORD OF PROOF OF AGE

County or City of_____Date_____, 19_____

Child_____ _____
(Name) (Address)

_____ _____
(Father's Name in Full) (Mother's Maiden Name)

Date of birth shown on record_____Date of
(Month) (Day) (Year)

original issue_____

Age shown on record_____ Place of birth_____
(City) (County) (State)

Proof presented with this application.

_____(a) Birth Certificate

_____(b) Record of Baptism or Confirmation

_____(c) Bible Record

_____(d) Passport or Certificate of Arrival in the United States

_____(e) Insurance Policy at least one year old

_____(f) School Record

_____(g) Draft Registration Certificate

1._____
(Place of Issuance, Town and State)

2._____
(Number of Other Identifying Information)

3. If birth certificate, give Vital Statistics File Number_____

I hereby certify that I have examined and approved the above evidence of age and that it has been in existence at least _____years.

*

_____ _____
(Name and Address of Office) (Signature of Person Making This Record)

*If birth date is verified by a notary public, county clerk, or other public official, the appropriate seal must appear at this place.

SKILL ACTIVITIES

ACTIVITY: LISTENING CAREFULLY AND FOLLOWING DIRECTIONS

AIM: To give students practice in giving and following accurate verbal directions

Materials: Paper, pencil, prepared pictures.

WHATZIT

The following pictures are for use in giving direction and/or listening exercise.

Have one student look at the picture (without the others seeing it) and give verbal directions for drawing the picture. He may not tell what the object is or what it is used for. Descriptive terms only may be used; such as; beginning three inches from the left hand side and two inches from the top draw a line one inch to the right; place your pencil in the middle of the page four inches from the top, draw a vertical line to within one inch of the bottom of the page; starting one inch up from the bottom of the page and two inches from the left hand side draw a line approximating one o'clock to the center of the paper; etc. No questions may be asked and there should be no discussion until the activity is completed.

At the conclusion of the exercise all papers may be shown and a discussion conducted concerning the directions--how they might be more explicit, more easily understood, what was helpful and the object or picture itself.

START SIMPLE

1. 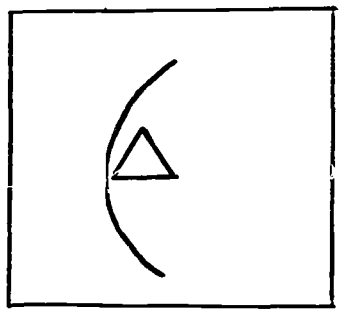

Sheet of paper - any size

2. 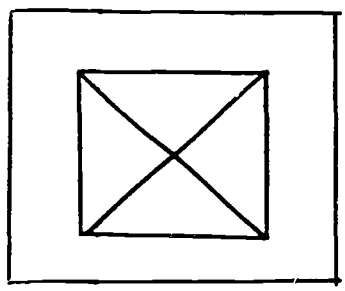

. . . PROGRESS

3. 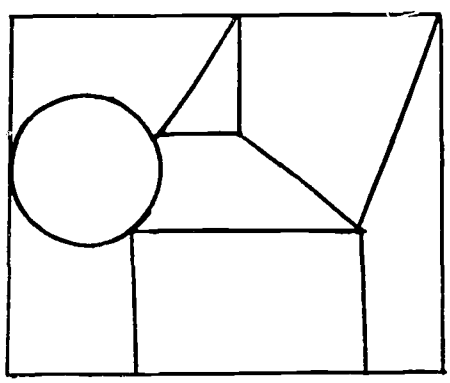

Have fun!
Invent others!

Use a sketch of an object

4. 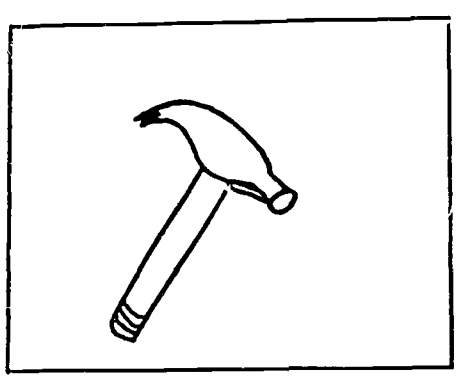

Hammer, etc.

SKILL ACTIVITIES

ACTIVITY: LIBRARY SKILLS

AIM: To bring job classification and employment information to students through a development of library skills

Description: Working with the media specialist, the teacher can orient the students' study toward their career education. Teachers can choose almost any topics of investigation for their students' library exploration. So--Why not choose jobs?

Materials: For a start, use the list of occupations in this book's "Hodge-Podge" Section. This list leads directly to studies of:

a. Classification
b. Card Catalogue
c. Reference Sources

Note: Students can investigate the wide range of specialist librarians, who work in so many specific areas.

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SKILL ACTIVITIES

ACTIVITY: INTERVIEWING

AIM: To use an exploration of jobs as a tool to learn interviewing skills

Description: Students interview a parent, teacher, or other worker and fill in the form. Any unanswered blanks can be researched (i.e., Where can these jobs be found). Follow up activities could include:

a. Organizing an outline of the material
b. Writing a resume as if the student were this person applying for a subsequent job.
c. Students can be assigned specific job titles--or let them choose one of their own interest. Then they can research the answers.

Materials: The following form and pencil.

INTERVIEW FORM

POSITION OR TITLE

JOB DESCRIPTION

NUMBER OF YEARS IN PRESENT OCCUPATION

AMOUNT OF REQUIRED FORMAL EDUCATION

WORKING CONDITIONS

IS YOUR WORK ANY DIFFERENT THAN IT WAS TEN YEARS AGO?
HOW? (Different Equipment or Tools, Easier?)

WHAT HAS MADE THE DIFFERENCE? (Inventions, Technological Improvements)

IS THERE ANYTHING YOU COULD HAVE DONE BEFORE YOU STARTED YOUR CAREER THAT COULD HAVE MADE YOU MORE SUCCESSFUL?

WHAT SCHOOL COURSES DO YOU FIND MOST USEFUL IN YOUR WORK?

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HAVE YOU HAD TO RETURN TO SCHOOL TO RECEIVE ADDITIONAL TRAINING SINCE YOU BEGAN WORKING?

WHAT OTHER JOBS ARE OPEN TO YOU?

WHAT DO YOU LIKE TO DO IN YOUR SPARE TIME?

WHAT DO YOU LIKE BEST ABOUT YOUR JOB?

WHAT DO YOU LIKE LEAST ABOUT YOUR JOB?

IF YOU HAD TO CHOOSE AGAIN WOULD YOU CHOOSE THIS JOB?

WHERE ARE THESE TYPES OF JOBS FOUND?

WHAT ARE THE HOURS AND EARNINGS?

HOW WOULD YOU FIND A JOB IN THIS FIELD?

SKILL ACTIVITIES

ACTIVITY: VOCABULARY

AIM: Using a list of personality traits as vocabulary terms, the teacher and student can discuss characteristics required for various jobs.

Materials: Vocabulary List

Note: Concurrent activity:

1. Number each word.
2. Ask each student to pick his own characteristics from the list. Example: (2, 3, 5, 17, 19, 20)
3. Teacher compiles a class list of numbered "secret people". (no names)
4. Pass out list and see if the students can fill in each others names.

PERSONALITY TRAITS

ABRUPT:	Blunt, Plain-spoken
ABSENT-MINDED:	Habitually Forgetful
AFFECTIONATE:	Tender and Loving
AGGRESSIVE:	1. Boldly Hostile; Quarrelsome. 2. Bold and Active; Enterprising
AGREEABLE:	Pleasing; Pleasant
ALOOF:	Cool; Reserved
AMBITIOUS:	Strongly Desirous; Eager
AMIABLE:	Good-Natured; Friendly
AGRUMENTATIVE:	Apt to Argue
ARROGANT:	Full of Pride; Haughty
BASHFUL:	Showing Social Timidity; Shy
BOLD:	Daring; Fearless
BOSSY:	Inclined to Play Boss (Boss: Master or Superior)
BRIGHT:	Lively, Cheerful

CARELESS:	1. Not showing due care. 2. Without Care, as, indifferent
COMPLAINER:	One Who is Dissatisfied
CONCEITED:	Vain
CONFIDENT:	Sure of Oneself
CONSIDERATE:	Given to Care; Observant to Rights and Feelings of Others; Showing Thoughtful Kindness
COURTEOUS:	Polite; Gracious
CREATIVE:	Inventive
DEPENDABLE:	Trustworthy, Reliable
DETERMINED:	Having One's Mind Made Up
DISHONEST:	Not to be Trusted
EAGER:	Impatient or anxious
EASY-GOING:	Having a Comfortable Gait; Taking Life Easily
EMOTIONAL:	Easily Aroused to Emotion
ENERGETIC:	1. Having Energy (Energy: Force Strength). 2. Active Eager;
ENTHUSIASTIC:	Interested; Eager
FORWARD:	Bold; Presumptuous
FRIENDLY:	Kindly Disposed; Not Hostile
GAY:	Joyous; Lively
GENEROUS:	Willing to give or share; Unselfish
GENTLE:	1. Refined; Polite. 2. Generous; Kinda
GREEDY:	Wanting Excessively to Have or Acquire
HONEST:	1. Trustworthy; Truthful. 2. Showing Fairness and Sincerity
INDUSTRIOUS:	Characterized by earnest, steady effort; Hard-Working
INQUISITIVE:	Inclined to ask questions; Curious
JEALOUS:	Suspiciously watchful; Intolerant of Rivalry
KIND:	Sympathetic, Gentle, Benevolent
LAZY:	Not Eager or Willing to Work
LOYAL:	Faithful to the Lawful Government; True to any Person to Whom one owes Fidelity; Constant

NEGATIVE:	Expressing Denial or Refusal
OBSTINATE:	Unreasonably Determined to Have One's Way
OPPORTUNIST:	One Who Thinks or Does Something Without Regard For Principles.
ORDERLY:	Well-Behaved
OVERSENSITIVE:	Very Sensitive
PATIENT:	Bearing or Enduring Pains, Trials, or the Like Without Complaint; Able to Bear Strain, Stress, Etc.
PERSERVING:	Doing Things in Spite of Difficulty
PERSISTENT:	Continuing, Especially in the Face of Opposition
POISED:	The Bearing of the Body or Head; Carriage
POSITIVE:	Having the Mind Set; Confident
RELIABLE:	Dependable
RUTHLESS:	Without Pity or Compassion
SARCASTIC:	Uses Stinging or Cutting Remarks
SELF-CENTERED:	Concerned only with One's Affairs; Shelfish
SENSITIVE:	Easily Offended; Touchy
SHORT-TEMPERED:	Having a Quick Temper
SHY:	Easily Frightened; Timid
SILLY:	Happy, Good; Lacking in Sense; Foolish
SINCERE:	Without Deceit or Pretense
SOCIABLE:	Friendly
STABLE:	Firm in Character, Purpose, Etc.
SULLEN:	Showing Ill-Humor and Resentment by Withdrawal; Gloomy; Dismal
STUBBORN:	Persistent; Obstinate
STUDIOUS:	1. Given to or Pursuing Study. 2. Diligent in Attention; Carefully Ernest
TACTFUL:	Knowing How to do or Say the Right Thing Without Offending
THOUGHTFUL:	Considerate
TOLERANT:	Inclined to Tolerate Other's Beliefs

SPECIFIC SUBJECT ACTIVITIES

SPEECH - DRAMA - DEBATE

ACTIVITY: PANTOMIME EXERCISES

AIM: Nonverbal communication is an intregal part of the language arts, and skills of this nature are necessary to jobs in the areas of the performing arts.

Description: Everyone enjoys this one! It can be utilized in several ways.

1. Each student is assigned one pantomime. The others do not know which one; they haven't even seen any of them. "Actor" tries to get "audience" to understand his "act".
2. All students have the lists. Assign one number (secretly) to each student performer. One by one, each student acts. The rest of the class writes actor's name by the correct number.

Materials: The following exercises:

PANTOMIME EXERCISES

1. Go through a huge pile of clothes looking for a lost sock. You can't find it.

2. You are blind. Feel your way around an unfamiliar room. Someone's after you.

3. Chase a frog. Catch it. Hold it carefully.

4. You are sitting in a movie. Someone spills a coke down your back.

5. Listen carefully to a low sound and try to decide what it is.

6. You are at home alone. You hear scary foot steps in the next room.

7. Come home from school and smell cookies baking in the kitchen.

8. You are reading a book. You come to something mildly amusing. Then it gets a little funnier. It gets funnier and funnier until it really cracks you up.

9. You are painting your room. You spill some paint on the carpet. You hear your mother coming.

10. You are washing dishes. Someone has played a joke on you by hiding a mouse trap in the suds. Suddenly it catches you on the finger.

11. While getting ready for school, you accidentally mistake hair cream for toothpaste.

12. You are walking alone on a dark, spooky night. You wander into a graveyard.

13. A friend makes you a dog food sandwich for a joke. You take a bite and munch a while before you realize something is wrong.

14. You are a fashion model. You have to model. You have to model a suit of armor that is so heavy you can hardly walk.

15. A friend has sneaked a raw egg into your back pocket. You sit down.

16. You have a date who's suppose to meet you at a bus stop. You wait and wait. He/She never shows up.

17. You're telling a friend a real spicy piece of gossip. You are so taken up with your story that you lean back and put your hand on a hot stove.

18. You're trying to study for a big test the next day. Your brother or sister keeps turning up the record player.

19. You get in an elevator. It goes up several stories and gets stuck between floors.

20. You are chewing gum in class. You cough and the gum gets stuck to your fingers. The teacher is glancing in your direction. You try desperately to get rid of the gum, but it gets stuck worse and worse.

21. You see a baby bird that has fallen from its nest. You carefully pick it up and gently put it back. A cat walks up looking hungrily at the bird. You try to stay between the cat and the tree. Finally you chase the cat away.

22. The best friend you ever had is leaving on a plane. You watch him or her walk out and climb the loading ramp. The huge jets roar--the plane thunders away, takes off, and gets smaller and smaller until it's just a tiny speck in the air.

23. You come out of a dark movie into the bright sunlight. You seem to have forgotten where you parked your bike. As you look around it gradually dawns on you that someone has stolen it. You get that scary, panicky feeling in the pit of your stomach. You look frantically around.

24. Someone who has been very mean to you walks by.

25. A relative is having a very serious operation. You are waiting anxiously. The doctor comes out and tells you he's all right.

26. You walk into a friend's house. No one is at home. You see something on a table that belongs to him or her. You want to take it. You pick it up. No one would ever know. But he's your friend. But he's sometimes mean to you. It's wrong to steal. You are torn between friendship and greed. You finally decide to do the right thing. You slowly replace the object. Then you feel good.

27. You're walking barefoot in soft, deep grass. Suddenly you step on the sharp stones of a gravel driveway. Then you get out of the driveway on to a side walk. It's blistering hot from the sun. You jump back into the cool, soft grass.

28. You are sewing. You stick yourself with the needle.

29. You are visiting a foreign friend. His mother serves you a strange food you've never seen before. It looks icky. You're careful, but you taste it. You don't want to hurt their feelings. You take another bite. Boy! Is that good!

30. You're walking in the woods. You run into a skunk and he lets you have it!

31. You take a big gulp of hot chocolate and burn your tongue. You get out an ice cube to put on the burn, but then it hurts your finger.

32. You pick up a baby kitten. It is wild and bites and scratches you.

33. You see a friend walking in front of a car. You see him get hit.

34. Open an old chest and find a skelton!

35. Bathe a most unwilling and angry cat.

36. Drive a nail--hit your thumb.

SPECIFIC SUBJECT ACTIVITIES

SPEECH - DRAMA - DEBATE

ACTIVITIES: Many Suggestions

AIM: Skill development in language arts

Description: With a minimum of adaptation, these activities can be associated with careers. Remind yourself to "keep careers in mind"

Note: Some activities are very simple; others are more complex. Teachers can choose those most appropriate to his class.

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1. Have each student stand in front of class and count the number of people present (silently).

2. Have each student stand in front of the class and state his name and address.

3. Plan an execute the preparation and eating of a fruit.

4. Say a word and pantomime a word that rhymes with the given word.

5. Discuss talking, screaming (use of facial and throat muscles).

6. Play charades (use song titles, movies, etc., anything familiar to your students).

7. Identify a conflict situation and act it out with a small group.

8. Have each student select a short story; read to class and translate into a drama.

9. Dramatize vocational scenes.

10. Have students create a story and translate into a drama.

11. In groups of five or six select one of the dramas to produce. Appoint crews, rehearse, present to class. Class evaluation and group evaluation.

12. Read short story into tape recorder. Listen in pairs and evaluate each other's reading.

13. Write individual short stories and tape.

14. Design and construct puppet stage. Write dramas. Make puppets and costumes. Produce.

15. Class discussion on commercials (purpose, content, approach, etc.)

16. Have students analyze two commercials.

17. Write Individual commercials and tape.

18. Debate and discussion topics can include:

    a. Advantages and disadvantages of various jobs.
    b. Social "rank" of jobs.
    c. Government control and regulation of industry.
    d. Automation and technology and changes in employment.

19. Keep careers in mind.

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SPECIFIC SUBJECT ACTIVITIES

COMPOSITION

ACTIVITY & AIM: Writing Career - Based Compositions

Description: Teachers of composition have a variety of topics from which to choose when assigning writing activities. Why not use careers?

1. What's it like to be?
   (exist, live, etc.)

2. What's it like to be a _____?
   a. Parent
   b. Pilot
   c. Secretary
   d. Senator

3. The day no one worked.

Composition skills and techniques can be based on careers.

THINK ABOUT IT !!!!

GRAMMAR

Oh, yes, Career Education can be related to Grammar, even. Copywriters and editors -- what do they do? How come they gotta know grammar?
Poor grammar and usage can influence attitudes and opinions of the employee . . . from his employer . . . from his co-workers.

HOW? WHY? TALK IT OVER?

In using basic parts of speech and sentence patterns, choose occupational examples and terminology. Why not?

Instead of: THE BOY HIT THE BALL.
Why not: THE ELECTRICIAN WIRED THE HOUSE.
THREE MECHANICS CHANGED THE SPARKPLUGS AND ROTATED THE WHEELS.

SPECIFIC SUBJECT ACTIVITIES

SPEECH - DRAMA - DEBATE

ACTIVITY: COMMUNICATIONS

AIM: Students become aware of jobs in the communications field

Materials: Following form; pencil

Follow-up activities can include research or discussion of:

1. Where do these people work?
2. What training have they had?
3. To what jobs can these people advance?

ERIC

COMMUNICATIONS OCCUPATIONS

W	R	I	T	E	R	K	L	O	Z	A	L	C	R	I	T	I	C	M	O	I	S	O	A
A	P	T	A	O	E	O	C	L	E	R	T	U	L	K	Z	Y	O	T	L	I	I	S	N
C	R	O	C	Z	P	L	O	O	X	T	F	Y	E	J	F	T	R	L	T	L	N	J	N
R	U	U	T	C	O	L	U	M	N	I	S	T	C	Z	O	C	R	A	A	L	S	A	O
R	Z	J	O	U	R	N	A	L	I	S	T	P	T	O	T	A	E	R	L	U	T	T	U
E	Z	X	R	M	T	N	O	P	B	T	V	W	U	Y	T	T	S	R	O	S	R	P	N
S	O	O	T	L	E	D	I	T	O	R	O	T	R	O	O	U	P	S	E	T	U	E	C
S	I	N	T	E	R	P	R	E	T	E	R	R	E	T	R	E	O	L	E	R	C	L	E
A	Q	W	E	R	T	Y	U	I	O	P	L	K	R	T	R	A	N	S	L	A	T	O	R
P	S	T	O	O	Z	A	E	R	T	P	U	B	L	I	S	H	E	R	T	O	R	Z	K
T	S	O	H	K	L	R	T	N	M	B	M	H	V	R	H	T	N	R	N	R	H	M	P
A	S	D	F	O	H	G	J	K	L	M	N	B	V	C	X	Z	T	E	A	C	H	E	R
Q	W	E	R	T	R	N	E	W	S	B	O	Y	Y	U	I	O	P	M	N	M	B	X	T

WORD LIST

WRITER	PUBLISHER	LECTURER
REPORTER	CRITIC	ARTIST
COLUMNIST	CORRESPONDENT	ILLUSTRATOR
JOURNALIST	TEACHER	ACTRESS
EDITOR	TRANSLATOR	INSTRUCTOR
INTERPRETER	ANNOUNCER	AUTHOR
AUCTIONEER	ACTOR	NEWSBOY

FIND THE WORDS LISTED ABOVE AMONG THE SCRAMBLED LETTERS AND CIRCLE.

THE WORDS MAY BE SPELLED VERTICALLY, HORIZONTALLY OR DIAGONALLY.

GENERAL ACTIVITIES

Here is a list of some overlapping projects and activities associating careers with the language arts program.

Peruse! Use!

Review the four main areas of the language arts program--listening, speaking, reading, and writing--and ask the students to discuss how these tools can be used to obtain information regarding careers. The class may list ways of gathering career information under the appropriate language arts headings. The students may develop a list that looks something like the following:

A. Listening
   1. Tape Recordings
   2. Records
   3. Work Sounds
   4. Films
   5. Filmstrips
   6. Workers' Talk

B. Speaking
   1. Interviews
   2. Role Playing
   3. Skits
   4. Debates
   5. Discussion
   6. Oral Reports

C. Reading
   1. Career Books
   2. Work Kits
   3. Library Books
   4. Magazines
   5. Newspaper
   6. Textbooks
   7. Pamphlets
   8. Occupational Briefs

D. Writing
   1. Letter
   2. Write Newspaper Articles
   3. Write Want Ads
   4. Career Notebooks
   5. Preparing Graphs and Charts
   6. Making Scrapbooks

Have students ask their parents to name their friends and tell how they met them. Discuss in class.

Explain why a good job at sixteen years of age may be a poor job at thirty.

On the basis of human goals and needs, make judgments about the events that led to your parent's selection of a job. Consider the issues from the viewpoints of self, family, and society.

Debate social ranking professional and trade jobs.

Have each student select an occuption he would like to have and tell why; select one he wouldn't like and tell why. Use tape recorder.

Discuss value system.

Use the word "value" in a variety of sentences.

Have each student tell what work they don't like and why; what work they like and why.

List values often associated with certain job families.

Hold up a series of objects, one at a time, from a paper bag (Mirror, Crayon, Hammer, Record, Book, etc.) Have students write down the one they would choose. Have students relate their choices and tell why. Discuss the influence of values.

Play tape recordings of jobs students selected and analyze how values played a part in selection.

Have students write what jobs they would consider if:

a. Power were important to them
b. Respect to others were important to them
c. Affection of others were important to them
d. Producing a good product were important to them

ACTIVITY: LANGAUAGE ARTS GAME

AIM: Synthesis of language arts and careers

Materials: Following game model and directions

Note: Can be modified beautifully for use over and over.

ERIC

CAREERS IN FIVE FOR LANGUAGE ARTS

ACTIVITY: CAREERS

AIM: To familiarize students with career opportunities related to Language Arts

Rules: Fill in the blanks with the corresponding letters. The letters are picked at random. The class and category are chosen by subject matter.

The players have five minutes to complete as many blanks as possible. For a square to be properly filled, it should have a word which starts with the letter in the left-hand column and must correspond with the category.

CLASS / CATEGORY	FAMOUS PEOPLE IN LITERATURE (or performing Arts)	TERMS USED IN GRAMMAR (or Literature)	CAREERS AVAILABLE IN (PLACE) NEWSPAPER OFFICE	CAREERS IN (A LANGUAGE, ARTS FIELD) ENGLISH (or Speech)	SUBJECT IN SCHOOL THAT PREPARE YOU FOR ACTING
P					
S					
E					
M					
F					

GENERAL ACTIVITIES

ACTIVITY: MORE IDEAS!

1. Greeting Cards - A Unit
   Writing Verse
   Language Usage
     a. Spelling, Vocabulary
     b. Puns, Similies, Etc.
   Art Department could assist in sketching cartoon's colors, etc.
   Could be sold - Bring in business aspects
   Some people do these activities as their job! Imagine!

2. A well-planned and organized field trip to a radio station could be a perfect way to show the synthesis of language arts and occupations.

3. A writing unit could plan and develop a community. Start with a vacant lot and end with an entire community.

CAREERS RELATED TO MATHEMATICS

There are various instances in which mathematics can be applied directly to the work involved in various careers. A possible introductory unit would have each student investigate a job cluster and determine ways in which math is used in jobs. The student could construct a chart illustrating the information. He could select a job based on his interests and contribute to a class display.

In addition, the teacher could have presented a visual display of posters on job opportunities relating to math. One source is J. Weston Walch, Publishers, Portland, Maine, 04104.

Following are various activities relating to several units studied in middle school math. They are merely suggestions to show the practical application of math to job careers.

LEVELS	SERVICE	BUSINESS CLERICAL & SALES	SCIENCE & TECHNOLOGY	OUTDOOR	GENERAL CULTURE	ARTS & ENTERTAIN-MENT
I B. A. or above	Corp Statement Analyst Reorgan-ization Advisor Tax Expert Market-ing Expert Psychome-trist	Investment Advisor Banker System Analyst Computer Programmer Econo-metrician Bursar Accountant Public Statis-tician Actuary	Astronomer Physicist Mathema-tician Engineer, Electrical Etc. Research	Naviga-tion Civil Engineer	Economist Teacher, Mathema-tics Sociome-trician	Architect

LEVELS	SERVICE	BUSINESS CLERICAL & SALES	SCIENCE & TECHNOLOGY	OUTDOOR	GENERAL CULTURE	ARTS & ENTERTAIN-MENT
II High School Plus Technical	Tax Collector Airplane Inspector	Collection Manager Appraiser Auditor Bank Examiner Office Manager Sales Manager	Contractor Machine Designer Radio Operator Draftsman Tool Designer Optometrist Lab. Asst.	Surveyor		Motion Pictures (Audio)
III High School Graduate	Assessor Actuarial Assistant	Statistical Clerk Cashier Bookkeeper Ticket Agent Broker's Clerk Cost Clerk Budget Clerk Secretary to Accountant Teller Billing Clerk	Tool Maker			
IV Less Than High School	Machine	Card Punch Operator Computing Machine Operator Sales Clerk				

ACTIVITY: WHOLE NUMBER OPERATIONS

AIM: To show the student how basic operations of addition, subtraction, multiplication, and division are related to various occupations

Description:

1. Given monthly income and size of a family have the student determine:
   a. Needs categories for the family (housing, food, transportation, etc.)
   b. Amount of money to be allocated for each item.
   c. Monthly budget that includes provisions for the establishment of an emergency fund.
2. Bring in a respresentative from a business and/or office occupation. Have them bring equipment to show operational aspects. (example: cashier, checker, clerk, etc.)
3. Have the student analize the various occupational jobs a housewife performs. Then investigate the wages received by a professional for each job. Have the student compute the weekly, monthly, or annual salary that the housewife would receive had she performed each job separately.
4. From the federal pay scale calculate the weekly, monthly, or yearly salaries for three grades.
5. Have students do work problems concerning the cost of tools or equipment needed in various careers. Use mail order catalog as source of information.
6. Plan trips and compute mileage costs as well as motel accomodations.

ACTIVITY: NUMBERS AND NUMERATION SYSTEMS

AIM: To show the student how the numeration system is used in everyday life

Description:

1. To show place-value have the student construct an odometer. Take a cylinder (juice can) and around it staple 6-9 strips of paper with the digits 0-9 on them. Have one strip red to indicate tenths of a mile. Turn the strips to indicate the number of miles. Students can compute miles traveled.

ACTIVITY: GRAPHING

AIM: To show the student many occupations make use of graphs

Description:

1. Research various occupations to find three which utilize graphs.
2. Invite a speaker from a department store or exchange to explain how they use graphs to keep records of sales.
3. Make a collection of graphs found in newspapers, magazines, etc. Explain how these relate to the occupation discussed in the article.
4. Ask a person from Man Power to speak on the use of graphs in determining the number of personnel necessary in each department.
5. Discuss the graphs on jobs perspectives in the front of the Occupational Outlook Handbook.
6. Construct a chart which graphically illustrates the changing job opportunities. For example, from 1940-the present. Also one that charts job projections and the future one that will show relationships between specific economic trends (Unemployment interest rates, etc.)
7. Have a weather man demonstrate how he uses graphs and grids to chart the weather.

ACTIVITY: GEOMETRY

AIM: To show that a knowledge of geometric concepts is necessary in many occupations.

Description:

1. Each student makes a chart of geometric shapes and lists the object he sees in everyday life that have this shape.
2. Have each student measure and calculate the wall space in a given room. Then have him find the amount of paint needed and compute the paint cost.
3. Survey an athletic field.
4. Use resource people such as; surveyors, engineer, draftsman, or carpenter to relate how their jobs use geometry.

5. Have the student do a construction project using only triangles. An example would be a bridge.
6. Have students design and construct boxed used to contain a new product they have devised. Further expansion of this project could be that each student would figure the market price on his product based on the costs needed to produce.

ACTIVITY: MEASUREMENT

AIM: To show that measurement is used in many occupations as well as everyday life.

Description:
1. Discuss the uses of the metric system in sports.
2. Use resource persons such as automechanic, medical personnel, and seamstresses to explain how they use the metric system.
3. Have the students weigh and measure themselves using both the metric and English systems of measurements compare the results.
4. Assign committees to collect various instruments used for measuring linear and cubic objects in both metric and English systems. Have the committee give a comparative demonstration of these instruments.
5. Have a speaker from aircraft maintenance discuss the importance of precision and relative error in his occupation.
6. Measure windows for shades and/or draperies. Compute amount of material needed.
7. Measure buildings, grounds, and play areas.
8. Using road maps obtained from major oil companies, compute mileage from one place to another.
9. Draw to scale the home the student would like to live in.
10. Bring in an experienced pattern drafting person. Have them explain how their job uses measurement. Then have the student design and draft their own pattern.
11. Have the student find a picture ad. Then figure out the scale drawing to the actual size of the product.
12. Have the student compute the per square foot cost of building homes.
13. Have a photographer explain developing and enlarging prints in relation to scales.

14. In teaching time, rate, and distance give the students airline schedules, rate books, and tickets. Have the student discuss how distance affects the ticket cost and how speed affects travel time. Explain how time and rate factors are arrived at from the airline rate and schedule book. Or have an airline representative explain. Have the students compute time, rate, distance problems. Allow the students to devise their own scheduling including time rate, and distance.
15. Study the weights and measurements on luggage and equipment of airline allowances. Discuss the reasons or bring in an airline representative to explain.

ACTIVITY: DECIMALS

AIM: To show the student how decimals are used in many occupations

Description:
1. Take the students to the library and have the Dewey Decimal System explained.
2. Make a check register for each student. Have them keep track of checks they could write. Make a bank statement from the student checks. Have the student balance their check books.
3. Make a collection of newspaper and magazine articles which contain decimals. Discuss how they relate to occupation in the article.
4. Have a carpenter demonstrate the micrometer caliper or other tools that use decimals (a micrometer caliper measures accurately to a thousandth of an inch).

ACTIVITY: RATIO, PROPORTION, AND PERCENT

AIM: To show that the concept of ratio, proportion, and percent is used in many occupations

Description:
1. Consider whatever sport is in season and have the students compute averages, percent of passes completed, percent of shots completed, etc.

2. When a sale is in progress have the students bring to class the discount prices or percents. From this calculate the one not given.
3. Collect catalogs from various mail order companies. Compare their percent interest in time payments.
4. Compare the differences between various banks or credit unions interest rates on loans and/or saving accounts. Have the students discover which particular bank or credit union has interest rates most beneficial to him.
5. Given a list of foods and budget have the student select the best buys by comparison buying.
6. Bring in a chef to demonstrate or explain how he uses ratio and proportion in cutting down or adding to a reciept.
7. Bring in a finance person from a payroll division to explain gross and net pay, and to explain the percentages of social security, federal, and state deductions.
8. Compile list of places students have been. Compute distances, and make graphs to find percentages at beach versus mountains.
9. Find heights via ratio and proportion.
10. Using the U. S. Department of Labor's Employment Opportunities related to vocational programs, tables 3, Labor Demand Overall Projections, have each student calculate the percent of growth for at least five occupations on a one year and five year projection.
11. Have a navigotor or pilot demonstrate to the class how they use ratio in their flying experiences.

ACTIVITY: <u>NEGATIVE RATIONAL NUMBERS</u>

AIM: To show how negative numbers are used in occupations in everyday life

Description:

1. Make a collection of words which are used to denote negative numbers such as minus, below, under, etc. Have the student name occupations which these words would be used. Explain how these terms are used.
2. Using stock markets results discuss their meanings. Have each student choose one or more companies and keep a record for a period of time. Evaluate the stock after the time alloted.

ACTIVITY: PROBABILITY AND STATISTICS

AIM: To show that a knowledge of probability and statistics is necessary in many occupations

Description:

1. Ask a traffic policeman to discuss how he uses statistics and probability in determining the location of traffic signals and where to position policemen to direct traffic.
2. Using dice, cards, and coins perform some simple probability experiments. Have the students research the probability of winning or losing various gambling games.
3. Use resource people such as insurance salesman.
4. To develop the idea of finding how many ways a sequence of tasks can be performed provide each student with a city or state road map, obtained from a major oil company. Have them select perhaps four intersections or cities and find the number of routes from the first to the second, second to the third, and third to the fourth. Have them trace the routes and then use the counting principle to find the total numbers of routes from first to fourth.

ACTIVITY: ALGEBRA

AIM: To show the practical application of algebra in various occupations

Description:

1. Bring in an engineer to show how he transforms and evaluates formulas in algebra in his work.
2. After teaching the binary system, have the students build a simple computer.
3. Have a computer specialist explain the various work done on a computer. Have him give the students problems that they can solve on their computers.
4. Take a field trip to see a computer in operation.

THE DAY THERE WAS NO MATH

An added activity to stress math in everyday living situations would be to have a day in which there was no math. This would include any exchanging of money, telling time, listing page numbers, grading papers, etc. This could be done school-wide as well as in the individual classrooms.

Time could be ignored. Teachers could arrive late. Bells or dissmissal for classes done at any time, thus some classes would be longer than usual and others shorter.

If handing out materials, give some students more than others. In monetary exchange, give wrong change as well as give different value to the coins.

Assign lessons without giving page numbers. Give a test without a grade.

The follow-up would have each child analize the effects of the previous day. Go into a discussion on how math really does affect daily living.

MATH OCCUPATIONS

C	U	T	E	L	L	E	R	M	P	C	T	A	N	A	L	Y	S	T	A	L	S	F	A
L	K	P	L	U	M	B	E	R	A	A	E	P	Q	W	E	R	T	Y	U	I	O	P	R
E	S	L	E	Z	X	S	V	N	B	R	A	P	L	K	B	A	N	K	E	R	T	T	C
R	T	C	C	M	D	U	S	S	O	P	C	R	C	E	E	C	O	O	Z	I	I	S	H
K	A	R	T	R	R	R	L	E	O	E	H	A	O	R	Q	T	P	S	D	F	G	E	I
B	T	V	R	C	A	V	X	Z	K	N	E	I	N	A	P	U	I	T	T	A	T	C	T
P	I	R	I	L	F	E	L	M	K	T	R	S	T	E	R	A	L	I	Q	U	M	R	E
H	S	O	C	O	T	Y	P	L	E	E	S	E	R	K	O	R	O	L	O	D	F	E	C
Y	T	L	I	Y	S	O	K	A	E	R	A	R	A	M	L	Y	T	Y	P	I	S	T	T
S	I	S	A	J	M	R	O	R	P	S	S	K	C	S	J	O	S	T	R	T	A	A	O
I	C	T	N	C	A	S	H	I	E	R	E	L	T	A	N	O	T	R	T	O	C	R	T
C	I	P	P	O	N	S	U	K	R	L	O	N	O	Q	R	G	S	G	M	R	O	Y	P
I	A	C	C	O	U	N	T	A	N	T	O	T	R	G	X	L	P	Z	T	C	T	R	O
S	N	Z	F	G	X	P	O	P	T	O	M	E	T	R	I	S	T	L	L	M	O	O	O
T	R	A	S	T	R	O	N	O	M	E	R	R	Q	S	D	I	E	T	I	T	I	A	N

WORD LIST

CLERK	TEACHER	SURVEYOR	SECRETARY
PHYSICIST	ANALYST	CASHIER	TYPIST
STATISTICIAN	BOOKKEEPER	APPRAISER	ARCHITECT
ACCOUNTANT	PLUMBER	CONTRACTOR	DIETITIAN
TELLER	ELECTRICIAN	OPTOMETRIST	ACTUARY
CARPENTER	DRAFTSMAN	BANKER	ASTRONOMER
PILOT	AUDITOR		

FIND THE OCCUPATION

Mr. Neal, Mr. McMillan, Mr. Jensen, and Mr. Burnett serve the town of Orange as building contractor, banker, doctor, and mechanic-though not necessarily respectively. The doctor earns exactly twice as much as the mechanic, the banker twice as much as the doctor, and the building contractor earns exactly twice as much as the banker.

Mr. Burnett earns more than Mr. Jensen, Mr. Neal does not earn more than Mr. McMillan; Mr. McMillan does not earn more than Mr. Burnett, and Mr. Jensen earns twice as much as Mr. McMillan. What is each man's occupation?

ANSWER:

Mechanic	Mr. Neal	Banker	Mr. Jensen
Doctor	Mr. McMillan	Building Contractor	Mr. Burnett

FIND THE ANSWER

42 ÷ 3	63 ÷ 9	40 ÷ 10	44 ÷ 4		63 ÷ 7	100 ÷ 10
	36 ÷ 9	130 ÷ 10	24 ÷ 2	22 ÷ 2	21 ÷ 3	45 ÷ 9
7 x 3		26 ÷ 2	48 ÷ 12	_-9=2	40 ÷ 8	
56 ÷ 7	24 ÷ 2	84 ÷ 4		_x11=33	36 ÷ 9	105 - 5
20 ÷ 4	35 ÷ 7	126 - 6	?		46 ÷ 2	144 ÷ 12
18 ÷ 6	32 ÷ 8	33 ÷ 3	45 ÷ 6	60÷5	52 ÷ 4	!

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
4	2	3	6	5	8	1	7	9	17	15	16	18	13	12	19	26	21	10	11	22	23

W	X	Y	Z
14	24	20	25

CAREERS RELATED TO A MULTI-CULTURAL SOCIETY

Courses in the cultural area can be used not only to explore occupations in this field but also to investigate social and economic job conditions, to observe trends and changes in the employment world, and to see the interrelationships among all workers. By teaching the culture of people who may use another language, attention can be focused on their means of earning a livelihood. In each community there are personnel available for contacts--some of them within the limits of the military installation and others in the national community itself. The assistant to the mayor--the Cultural and Educational Affairs Minister in the local government--is most willing to help develop field trips and other visitations. The Department of Tourism, under the auspicies of the host nation government, can be of great help in planning and executing suggestions. The ideal for this level of school is to find field trips about one half hour away from the physical plant. This will allow for travel time without disturbing too many other classes. Find people who are NOT the usual stereotype. Ask workers from the community outside the base to come and bring tools of their trade. Cover the whole occupational spectrum by asking pilots, goldsmiths, ministers, authors, disc jockeys, etc., to come to school and talk with the students. Other areas such as language arts, science and social studies can be involved by having the pupils make interview notes and thank you letters, etc.

Children may also be taken off base to visit unusual occupations, such as a vinegar factory or sugar refinery. There are, in addition, many valuable contacts within the nationals who are employed on the installation. The knowledge they possess in weather information, etc., may be superior to that which their supervisors may offer. At school, your best contacts are the culture teacher, the media center, the administration, and the district coordinator. They are eager to supply additional help and material at any time.

The following material may easily be utilized in many other areas, such as social studies and foreign languages. An excellent easy book to refer to for other ideas is the Yellow Pages of Learning Resources by Massachusettes Institute of Technology Press 1972.

CAREERS RELATED TO A MULTI-CULTURAL SOCIETY

LEVELS	SERVICE	BUSINESS CLERICAL & SALES	SCIENCE & TECHNOLOGY	OUTDOOR	GENERAL CULTURAL	ARTS & ENTERTAIN-MENT
I B. A. or above	Social Worker Psychologist Counselor YMCA Secretary Clergyman Diplomat Curator Missionary	Government Official Industrial Executive Economist Market Analyst Buyers Arbitrator Tour Conductor Commercial Attache Branch Manager Airways Corp.	Archaeologist Paleontologist Anthropologist Translator of Technical Writings Physician Nurse Engineer Geologist Archeologist Architect Pharmacist	Life Scientist Political Scientist Anthropologist Economist Geographer Sociologist Statistician Urban Planner	Judges Lawyers Philologist Editor Sociologist Librarian College Language Teacher Writer Foreign Language Paper Foreign Correspondent High School Language Teacher	Museum Curator Historian (Dramatic Arts)
II High School Plus Technical	Employment Interviewer Language Librarian Steward or Stewardess Receptionist	Union Official Wholesaler Retailer Dealer Foreign Books Secretary Bilingual Travel Bureau Manager Foreign Service Worker Fashion Buyer	Wireless Operator Researcher	Dietician Inspector Agricultrual Engineer	Broadcaster	Tour Conductor Travel Bureau Director Cartoonist Art Collector

LEVELS	SERVICE	BUSINESS CLERICAL & SALES	SCIENCE & TECHNOLOGY	OUTDOOR	GENERAL CULTURAL	ARTS & ENTERTAIN-MENT
III High School Grad-uate	Police-men Religious Workers Bus Drivers Inter-preter Transla-tor Customs Inspec-tor Immigra-tion Inspector Traveling Companion	Real Estate Agent Floor Walkers Inter-viewers (poll) Foreign Clerk Foreign Collector Clerk Exporter Importer		Police-man Inspector Manufac-turing Station-ary Engineer	Library Assistant	Museum Guide
IV Less Than High School Grad-uate	Train Porters Taxi Drivers Bellhops Elevator Operators Hotel Workers	Peddlers Newspaper Boy Hotel Clerk Armed Forces Merchant Marine Informa-tion Aide Courier		Taxi Driver Station-ary Engineer	Library Page Copy Boy	

ACTIVITY: PEOPLE AT WORK IN A MULTI-CULTURAL SOCIETY

AIMS: To identify a variety of ways people earn a living
To recognize individual differences
To list reasons for choosing the course

Description: Students view film and discuss "How many jobs do you see?" Display a bulletin board with a variety of pictures of people working. Have students identify apparent category. Have students tell of people they know who work at such jobs. Discuss titles, descriptions, etc.

Identify "How we differ".
Students left-handed-stand
Students who like to read-stand
Students who enjoy arithmetic-stand

Discuss why they enrolled and what they hope to gain. Teacher lists students' stated goals.

Materials: Film: "Where the Action Is", Area Vocational School, Trade Magazines, Newspapers, Sheet to identify personal characteristics, Blackboard, Overhead Projector.

ACTIVITY: SUGGESTED TEACHING ACTIVITIES

AIM: To instill an appreciation of the worth of others
To make available opportunities for future job selection
To be able to prepare academically for a chosen career
To compare occupations in different cultures
To follow the exchange of realtionships between cultures

Description:

1. Visit the Chamber of Commerce.
2. Visit Civic Club meetings.
3. Visit city hall and public offices.
4. Use public officials as resource persons.
5. Attend a City Council meeting.
6. Invite local Civic Club members to class to discuss their organizations.
7. Visit the Red Cross of the host nation.
8. Have the class organize and entertain parents and/or guests at a tea.
9. Process raw materials native to the area.
10. Visit a local restaurant. Have the club talk about the training needed for this occupation.
11. Establish a class restaurant of native and/or foreign foods.
12. The class may build a city and/or a farm.
13. Set up a factory or corporation.
14. Trace occupations and countries involved in delivering a message from Washington, D. C. to your location if no telephone, telegraph, or other wireless of communication were not available for a one day period.
15. Dramatize bi-lingual occupations.
16. In a court, name the occupations involved in a trial.
17. Start a banking system in the classroom using movies other than American.
18. Visit an orphanage.
19. Illustrate or find pictures of how different cultures meet the needs of food, clothing, shelter and safety. Oral presentation with graphics using an overhead projector can be made.

20. Have children model clothing from various cultures, representing occupations or special activities.
21. Develop a book about the fruits, vegetables, flowers, music, dance, songs, handicraft, and/or receipts of some other culture. These might even be told as a class project to raise money.
22. Take pictures and make slides or a film of another culture.
23. Map all major and secondary roads off base.
24. Invite another school to a field day and play games native to another culture.

ERIC

MUSIC

The music teacher helps to develop in all pupils an appreciation for music that will promote better use and enjoyment of leisure. For those students with above average music ability and interest, there are opportunities for them to prepare for both part-time and full-time music careers. To supplement a regular vocation, a person with musical ability can receive remuneration as a vocalist, church choir director, organist, accompanist, community chorus leader, or member of a band or community orchestra. Students with sufficient talent should be encouraged to read about career possiblities in music teaching, conducting, composing, arranging, recording, and music critic work. Opportunities for vocalists and instrumentalists exist in radio, movies, and television, and on the concert stage. The school music program furnishes an excellent chance for students to try out their skills along these lines.

As students are motivated by the assistance of and interaction with other students, it is highly recommended that music teachers utilize the talents of high school students to tutor and assist in teaching in the middle schools. Appropriate career materials and films on music careers are available in each District and also in the Area Curriculum Center.

CAREERS RELATED TO MUSIC

LEVELS	SERVICE	BUSINESS CLERICAL & SALES	SCIENCE & TECHNOLOGY	OUTDOOR	GENERAL CULTURE	ARTS & ENTERTAIN-MENT
I B. A. or above		Impressario Music Store Manager			College Music Teacher High School Music Teacher	Composer Chorus Master Conductor Choir Master Music Critic Concert Master Opera Singer Orchestra
II High School Plus Tech-nical		Salesman Music and Musical Instru-ments			Music Teacher Private	Arranger Music Librarian Organist Pianist Violinist Accompanist
III High School Grad-uate		Sales Clerk Music Store	Musical Instrument Repairman Organ Tuner Piano Repairman Piano Stringer Piano Tuner Violin Maker Violin Repairman			Instrument Musician
IV Less Than High School Grad-uate						Stage Hands

The following suggested activities are designed to help students have a better understanding of career education concepts:

ACTIVITY

1. Have students tell as many jobs as they can think of that relate to music. List these on a large piece of tagboard and mount on wall. (Don't forget workers involved in making instruments.)

2. Have students find pictures in magazines or newspapers showing how people use music as a form of recreation or pastime.

3. When singing songs related to an occupation discuss what workers are depicted.

4. Have students make a bulletin board using the attached diagram as a guide. They could find pictures in magazines that depict the various occupations related to music.

5. Discuss with students how music training they are receiving could be valuable to them in later life.

6. Discuss music as a form of recreation or pastime.

MUSIC

Have student research the salaries of different music career areas and music hobbies (e.g., church organist, housewife piano teacher) and chart them.

Have students conduct a survey of occupations related to P.E., recreation and health and determine basic education requirements. These will be shared in class.

Have student attempt to play numerous musical instruments to experience the skills required for performing on each.

Have the student report on the necessary retraining of a traditional musician so he can perform electronic music.

Working in pairs, the students will critically analyze a tape made of their performance. Each student will note the satisfaction he has received from his performance and write his own self-analysis.

In the field of music, the student will state the types of music which he enjoyed at the sixth, seventh, and eighth level. He will note and analyze the significant changes which may have occurred.

Through film strips and class visits by musicians and music industry personnel, have the student list the benefits to society of the different musical occupations.

Have student compare and contrast the monetary and aesthetic benefits of a variety of musical occupations (e.g., symphonic violinist, popular musicians, composer, and conductor.)

Have the students survey and chart the different economic needs and wants of various musical occupations and compare the economic reqards of these fields.

Have the students divide into groups to demonstrate how technology has changed jobs in the reproducing and the transmitting of music (records, tapes, printing music).

ERIC

PHYSICAL EDUCATION

Aptitude and liking for physical education activities constitute the basic requirements for success in a variety of vocations, including professional athletics, dancing, skating, coaching, camp counseling and directing, social service organization leadership, recreation work, and teaching. Instruction in health, which is included in the physical education courses of study, serves to focus attention on the need for more persons to fill the demands of the expanding field of health and medical careers.

Health instruction can also be used to promote consideration of the health aspects of vocations, such as the suitability of various occupations for the physically and emotionally handicapped, the existence of occupational diseases, and the laws pertaining to workers and working conditions. A vocational rehabilitation counselor, or representative of other government agencies involved in operation and enforcement of laws governing health matters, could be invited to speak to the class on the work opportunities in this field.

CAREERS RELATED TO PHYSICAL EDUCATION AND HEALTH

LEVELS	SERVICE	BUSINESS CLERICAL & SALES	SCIENCE & TECHNOLOGY	OUTDOOR	GENERAL CULTURAL	ARTS & ENTERTAINMENT
I B. A. or above	School Nurse Camp Director Community Recreation Leader Health Education Leader		Physical Therapist Research Physiological Sanitary Engineer Recreation Therapist Occupational Therapist	Park Supervisor Range Management Specialist	Teacher Phy. Ed. Sports Columnist Sports Editor Sports Announcer Sports Writer	College Athletic Coach High School Athletic Coach Sports Cartoonist

LEVELS	SERVICE	BUSINESS CLERICAL & SALES	SCIENCE & TECHNOLOGY	OUTDOOR	GENERAL CULTURAL	ARTS & ENTERTAIN-MENT
I B. A. or above	Play-ground Director Athletic Trainer Occupa-tional Therapist Psycholo-gist Psychia-trist Dietic-ian Hospital Admin-istrator Industrial Hygienist Field Health Officers		Hospital Rehabili-tation Medical Technolo-gist Physician Biologist Veterinar-ian Pharmacist Nurse Dentist Chiropractor Toxicologist			
II High School Plus Tech-nical	Play-ground Worker Mortician Dental Assist-ant Dental Lab Tech-nician Inhalation Therapist	Sporting Goods Store Manager Salesman Pharma-ceutical Salesman Medical Secretary Chemical Secretary Salesman Scientific Supplies & Equipment	Golf Club Maker Biological Research Aide Dental Technician Dental Hygienist Optometrist Medical Technician Practical Nurse Embalmer	Floricul-turist Nursery-man Tree Surgeon Fish Culturist Soil Conser-vation		

LEVELS	SERVICE	BUSINESS CLERICAL & SALES	SCIENCE & TECHNOLOGY	OUTDOOR	GENERAL CULTURAL	ARTS & ENTERTAIN-MENT
III High School Grad-uate	Community Center Worker Athletic Manager Time Keeper Umpire Golf Course Ranger Life-guard Masseur Referee Camp Counselor		Lab Technician	Green's Keeper		
IV Less Than High School Grad-uate	Caddie Recrea-tion Facility Attend-ant Swimming Pool Attend-ant Tennis Court Attend-ant Golf Club Attend-ant		Veterinary Hospital Attendant Zoo Caretaker Nurse's Aide	Hunting & Fishing Guide		

PHYSICAL EDUCATION

AIM: The activities that have been provided can be used as "discussion openers" and short eye-opening exercises to supplement your units in Career Education as related to health and physical education. This list is by no means complete, but one that will get you started and assist you in integrating your subject areas with health and physical education and your student's Career Education.

It is hoped that you will be able to find the time to look over the other activities in other areas as many can be easily adopted to your specific discipline.

ACTIVITY: P. E. - PHYSICAL EDUCATION

Description:

1. Students will spend a few minutes before the physical education activities are entered into and discuss the characteristics an individual would need to possess to be a successful worker in a physical education related job or career (e.g., teacher, camp counselor, recreation director, or professional sportsman).
2. On the basis of his abilities and interests in physical activities, the student will compile a folder on related occupational areas.
3. Students will read stories about people in sports such as, The Jackie Robinson Story; Fear Strikes Out; The Babe Ruth Story; The Confessions of a Dirty Ball Player; Ball Four; and observe how players must cooperate with one another to be successful. After discussing the stories, the student will state his own personal "Code of Conduct."
4. Students will prepare a bulletin board showing P. E. related occupations that are typical of various geographical areas such as snow mobiles, surfing, skin-diving, mountain climbing, etc.
5. During a student demonstration of a selected piece of physical education equipment, the student will explain the resources and processes used in its production (e.g., changes in baseball, football, or hockey equipment).

SCIENCE

Science courses offer almost limitless possibilities to show the application of scientific principles and research to industry, government, and business operations. Many jobs which require extensive science training are obvious to everyone. Most notable are those of the physician, the pharmacist, engineer, chemist, and the science teacher. However, many local enterprises employ persons with scientific backgrounds in occupations not so well known or as easily observed, such as dry cleaner, milk tester, and the sanitary engineer in public water or sewage departments.

How may the science teacher show the occupational implications of his subject? One teacher reported that he asks his students at the beginning of the year to state their vocational aims. He then illustrates continuously throughout the year how each phase of the course work applies to these vocations. Another teacher worked with his class in preparing an assembly program that required considerable research on requirements and duties of persons entering the engineering fields, as well as the industries where they were needed. The program included a panel of former students who are pursuing training in engineering.

There are other methods that science teachers may use to impart vocational information. Boys and girls can investigate the work of persons possessing training in the scientific occupations of forester, entomologist, lighting engineer, laboratory technician, barber, and TV repairman to see how each of these workers employs various aspects of the course of study. A study of conservation might be amplified to include a discussion of state and federal staff functions in carrying out provisions of conservation laws. One biology teacher uses methods of ecological field study to show how these comprise an important part of the work of the forester and fish and wildlife manager. The topic of life cycles is most interestingly explained in terms of game birds and forest plants, and its use by ecologists and conservationists serves as a good means of motivating students.

The study of the anatomy and physiology of the human body, its function and malfunction, is easily related to the professions of medicine and other health careers. In the study of plant specimen identification, the importance of herbs, drugs, and related chemicals to medicine can extend students' knowledge of health fields. Teachers can alert students to current movies and TV programs which depict the life and work of famous scientists.

Specific suggestions for relating occupational information to the principal science areas follow:

A. Life Science and Biology. The hospital, game farm, fish hatchery, zoo, dairy plant, greenhouse, and reforestation projects are but a few places that employ workers who use biology daily and which serve as sources of first-hand vocational information for students who visit them.

One teacher asks his students to list as many occupations as possible under the headings of medicine, conservation, agriculture, and others. He then furnishes a prepared listing of occupations, and class discussion centers around those which are new to the students.

B. Physical Science and Chemistry. Field trips can show the applied chemistry field and the relevance of chemistry to the jobs being observed. Worthwhile visits may be made to tile and ceramic plants, hospital laboratories, paper mills, dry cleaners, pharmaceutical supply houses, synthetic and plastic manufacturing firms, or other local industries. Scientists can be observed in food processing and preservation plants; e. g., bacteriologists, dietitians, chemists, and inspectors. Metallurgical principles are applied by welders, assayers, mining engineers, and metallurgists.

C. Physics. The unit of study on light and color is easily related to such occupations as that of photographer, lighting engineer, astronomer, and paint mixer, to name only a few. The study of sound can be shown to have value for

the musician. Electricity has innumerable applications in the field of industry. Radio, television, electronic systems, and sensory devices and materials have created whole new industries. Atomic and nuclear physics have in turn resulted in production of both military and peacetime adaptations, thus evolving new fields of endeavor. In the unit on atom structure and atomic energy the teacher can discuss the work of Bohrs, Einstein, Oppenheimer, and Ferni. To increase vocational horizons, students can make a list of occupations that have resulted from inventions since 1940.

CAREERS RELATED TO SCIENCE

LEVELS	SERVICE	BUSINESS CLERICAL & SALES	SCIENCE & TECHNOLOGY	OUTDOOR	GENERAL CULTURAL	ARTS & ENTERTAINMENT
I B. A. or above	Occupational Therapist Psychologist Psychiatrist Dietician	Sales Engineer Mfg. Electronic Equipment	Anthropologist Chemist Medical Technologist Astronautic Engineer Physicist Engineer Mathematician Physician Biologist Botanist Veterinarian Pharmacist Nurse Dentist Chiropractor	Agronomist Wildlife Specialist Range Management Specialist Horticulturist County Agent Landscape Architect	Curator Science Teacher Phy. Ed. Teacher	

LEVELS	SERIVCE	BUSINESS CLERICAL & SALES	SCIENCE & TECHNOLOGY	OUTDOOR	GENERAL CULTURAL	ARTS & ENTERTAIN-MENT
II High School Plus Tech-nical	Mortician	Pharma-ceutical Salesman Medical Secretary Chemical Secretary Salesman Scientific Supplies & Equipment	Biological Research Aide Dental Technician Dental Hygienist Optometrist Medical Technician Weather Observer Practical Nurse Embalmer	Flori-culturist Nurseryman Tree Surgeon Fish Culturist Soil Conserva-tion		Botanical Artist
III High School Grad-uate	Masseur		Taxidermist Glass Blower Dry Cleaner Textile Technician Lab. Technician	Landscape Gardener Poultryman Truck Gardener Apiarist		
IV Less Than High School Grad-uate			Veterinary Hospital Attendant Zoo Caretaker Nurse's Aide	Lumber Inspector Nursery Employees		Animal Trainer Photo-graphic Technician

ACTIVITY: EARTH-SPACE SCIENCE EXPLORATION

AIM: To enable students to explore earth-space and environmental occupations

Description: Localize area of study--compare soil from this area, different rocks, stones and plant life.

Study topography. Try making a mock display of the local base or school grounds.

Have students explore occupations related to above; such as, surveyor, quarry operator, landscaper, geologist, and the operative occupations.

ACTIVITY: ENVIRONMENTAL LIFE

AIM: Each student will list and explain how environment plays a part in five occupations

Description: Invite a guest speaker from the local base civil engineer's or public work's office to visit your class and discuss pollution.

Elect committees to research and give written reports on occupations which deal with environment and ecology.

Construct a bulletin board showing the effects of various environments from pre-historic times to present.

Take a field trip to a nursery. As a follow-up activity, plant flower seeds in pots to be kept in the classroom. Then transplant the flowers to a garden on the school grounds, hospital, or some other site.

ACTIVITY: LABORATORY TECHNIQUE

AIM: The students, after several activities, will be able to understand and tell how laboratory techniques are used in three occupations.

Description: Take the class on a field trip to the base hospital or clinic and have them observe the laboratories in action.

Invite a medical technologist or laboratory technician to speak to the students and give a demonstration.

ACTIVITY: FOOD SERVICE EXPLORATION

AIM: The student will be able to name three different occupations which need a knowledge of foods.

Description: Visit one of the base cafeterias or d ing halls. Have students note the many people involved in serving a great quantity of meals.

Make an anagram using a term such as food service specialist.

Invite a home economist to discuss foods and balanced diets.

ACTIVITY: ECOLOGY - FOREST FIRES

AIM: To have students identify various occupations in fire fighting

Description: Name the fire fighting terms you can find in these letters. They read forward, backward, up, down, or diagonally. Draw a line around each as you find it, then check the list below.

FIGHTING FOREST FIRES

H	P	L	A	R	N	W	O	D	K	C	O	N	K	S	N	A	K
L	U	V	C	A	M	P	B	O	S	S	C	O	F	I	E	L	D
D	M	A	R	A	M	U	A	N	C	H	O	R	P	O	I	N	T
A	N	K	O	E	I	T	R	A	A	N	C	H	O	R	C	A	O
N	O	F	W	H	C	T	R	T	O	R	C	H	U	C	B	N	H
G	T	O	N	T	R	E	I	N	F	E	R	N	O	F	S	S	S
E	G	R	F	I	O	R	E	R	I	F	D	J	I	L	I	T	S
R	N	E	I	M	W	S	R	P	P	N	A	R	S	A	T	U	S
I	I	D	R	S	N	M	S	A	M	I	E	E	W	N	N	O	O
N	E	D	G	E	F	I	R	I	N	G	G	I	E	K	O	K	R
D	R	A	D	Z	T	A	N	T	U	S	D	N	H	I	T	O	C
E	R	L	O	O	R	E	R	A	H	A	W	N	T	N	P	O	P
X	A	I	G	O	E	I	R	B	D	M	O	A	A	G	M	L	A
B	H	T	S	S	S	D	M	I	F	U	O	J	M	Q	E	J	U
R	Y	T	A	F	T	V	S	X	F	A	F	S	Y	P	K	M	L
E	H	E	L	I	S	P	O	T	S	K	A	F	C	X	E	S	J
A	T	R	Z	M	A	R	Y	Y	K	M	C	S	A	V	E	R	N
K	A	Y	R	T	L	E	I	F	O	C	C	A	T	L	I	N	E
O	K	F	C	M	K	P	M	A	C	E	S	A	B	S	A	M	S
V	S	H	N	O	I	T	A	T	S	G	A	F	O	E	K	I	L
M	E	S	C	O	R	C	H	L	I	N	E	Y	S	L	A	S	H
R	E	V	O	K	A	E	R	B	F	O	R	E	S	T	R	Y	I

backfire	cat boss	edge firing	swamper
anchor point	cat line	fireguard	scorchline
base camp	cross shot	flanking	inferno
breakover	crown fire	foam	fog station
camp boss	dispatcher	danger index	
barrier	helispot	knockdown	
forestry	duff	slash	

ACTIVITY: MICRO-ORGANISM

AIM: To make students aware of scientists who have contributed to the cure of disease

Description: After students learn the different parts of the microscope, discuss careers in which the microscope is used. Permit students to do independent research on lives of selected scientists, tracing the career development of these people.

Invite a nurse to speak with your students about immunizations and medical records, and the importance of these records when applying for a job, entering a trade or technical school or college.

ACTIVITY: GENERAL INVENTORY SCIENCE

AIM: To point out to teacher and student where science interests and strengths might lie

Description: Present the following questions for discussion:

1. Why is grass green?
2. Are you an animal?
3. If you were in a room with CO_2 and NaCL, what would you be able to do with each of them?
4. Are there any acids that won't hurt you?
5. What purpose does the blood serve?
6. What is the boiling point of water? The freezing point?
7. If a glass is completely filled with ice and water, will it overflow when the ice melts?
8. Why does the moon shine?
9. When a seed germinates, how does it know what direction is up?

ACTIVITY: MAGAZINE OR CURRENT EVENTS ASSIGNMENT

AIM: To widen students' knowledge of a variety of science related occupations

Description: Students bring in magazine advertisements or science news articles. What jobs or occupations are indicated? What are the related occupations that might play a part in this ad or news story? In the science areas listed below, what occupations might have been involved in some way with the advertisement or article:

Earth Science
Chemistry
Physical Science
Medical and Health Fields
Biology

For the jobs listed in each above area you might take students further and identify which require college training, which require 1-3 years training and which require high school graduation.

ACTIVITY: THE CHANGING EARTH

AIM: To make students aware of changes in the earth's surface through the passage of time

Description: Have the students observe erosion due to alternate heat and cold as well as chemical action. This is a good time to bring in resource speakers on base. (Geologists and chemists.)

Have students construct a fossil and discuss the role of the paleontologist. Have students bring fossils to class.

Have the students work in groups or independently making a mural showing the Archeozoic, Paleozoic, Mesozoic, and Cenazoic eras. (Archeology, art and anthropology can be discussed.)

ACTIVITY: TOPOGRAPHIC MAPS

AIM: To make students aware and understand topographic maps and how they are used

Description: Display topographic maps of areas that the students are familiar with, and study the markings. The local Civil Engineers or SRF generally have these on hand. Permit students to make their own maps of the school grounds, a farm, or any area of their choice.

Talk about people who would use topographic maps; soil conservation peronnel, surveyors, civil engineers, military personnel, aviators, etc.

ERIC

SOCIAL STUDIES

Courses in the social studies area can be used not only to explore occupations in this field but also to investigate social and economic job conditions, to observe trends and and changes in the employment world, and to see the interrelationships among all workers.

LEVELS	SERVICE	BUSINESS CLERICAL & SALES	SCIENCE & TECHNOLOGY	OUTDOOR	GENERAL CULTURAL	ARTS & ENTERTAINMENT
I B. A. or above	Social Worker Psychologist FBI Agent Counselor YMCA Secretary Clergyman	Government Official Industrial Executives Economist Market Analyst Buyers Arbitrator	Archaeologist Paleontologist Anthropologist		Judges Lawyers Philologist Editor Sociologist News Commentator Reporter Librarian	Museum Curators Historian (Dramatic Arts)
II High School Plus Technical	Police Sergeant Detective Sheriff Employment Interviewer	Union Official Bank Teller Salesman Wholesaler Retailer			Justice of the Peace Law Clerks Radio Announcers	Tour Conductor Travel Bureau Director Cartoonist
III High School Graduate	Policemen Religious Workers Bus Drivers	Floor Walkers Interviewers (poll) House Canvassers & Agents			Library Assistant	Museum Guide

LEVELS	SERVICE	BUSINESS CLERICAL & SALES	SCIENCE & TECHNOLOGY	OUTDOOR	GENERAL CULTURAL	ARTS & ENTERTAIN-MENT
IV Less Than High School Grad-uate	Train Porters Taxi Drivers Bellhops Elevator Operator Usher	Peddlers Newspaper Boy			Library Page Copy Boy	

ACTIVITY: DRAMA

AIM: To analyze various jobs in broad occupational areas to see how technology has changed them

Description: The students will dramatize the day in the life of a worker one hundred years ago, now, and the year 2000 to show how technology has affected the worker in terms of mental and physical demands.

Examples: Farmer
House Builder
Entertainer
Doctor
Teacher

ACTIVITY: BUZZ GROUPS ON SELF-ANALYSIS

AIM: To analyze how a positive self concept is reinforced through satisfaction with his works and/or from the value others place upon his work

Description: Students will form buzz groups to discuss the following statements:

a. Do you feel grades reflect what you are?
b. Do you think there is a relationship between your interests and your performance in certain subjects?
c. Do you feel it is important to receive recognition for what you have done well?
d. How do you feel about yourself when you have achieved goals you have set or goals others have set for you?

ACTIVITY: COMMITTEE WORK ON EVALUATION OF PRESENT SCHOOL CURRICULUM AS RELATED TO YOUR CAREER CHOICE

AIM: To identify and select the school subjects which contain the specific knowledge required for his career.

Description: Students will form a committee to evaluate present school curriculum and suggest courses directed toward meeting the requirements of his tentative career choice.

ACTIVITY: THE EXPLORATION OF MANY CAREERS

AIM: To explore a wide range of careers as they reflect individual interest and ability

Description: From major occupational areas each student will select six areas reflecting his interest and abilities in order to devote an extended period of time to studying each area. Exploratory experiences will include on-site observation, where possible classroom visits by resource people, and exposure to a variety of audio-visual materials. At the end of the designated period, students will set up booths displaying their different areas.

ACTIVITY: MAKING CHARTS ON HOW GEOGRAPHICAL SETTING AFFECT WORK

AIM: To investigate the geographical factors that affect various occupational areas

Description: After selecting three occupational areas of their choice, students will prepare a chart that will give the primary location of the occupation, reason for establishment in this geographic area, and ways in which the occupation is affected by its location.

ACTIVITY: WORK VALUE INVENTORY

AIM: To determine attitudes of students toward work concepts

Description: Each student takes the inventory questionnaire. With the help of the teacher determine the score of each of 15 scales.

ERIC

WORK VALUE INVENTORY

HOW IMPORTANT IS THIS TO YOU

Work in which you . . .	VERY IMPORTANT	IMPORTANT	MODERATELY IMPORTANT	OF LITTLE IMPORTANCE	UNIMPORTANT
1. Have to keep solving new problems.	5	4	3	2	1
2. Help others.	5	4	3	2	1
3. Look forward to changes in your job.	5	4	3	2	1
4. Can get a raise.	5	4	3	2	1
5. Have freedom in your own area.	5	4	3	2	1
6. Gain prestige in your field.	5	4	3	2	1
7. Need to have artistic ability.	5	4	3	2	1
8. Are one of the gang.	5	4	3	2	1
9. Know your job will last.	5	4	3	2	1
10. Can be the kind of person you would like to be.	5	4	3	2	1
11. Have a boss who gives you a square deal.	5	4	3	2	1
12. Like the setting in which your job is done.	5	4	3	2	1
13. Get the feeling of having done a good day's work.	5	4	3	2	1
14. Have authority over others.	5	4	3	2	1

15.	Try out new ideas and suggestions.	5	4	3	2	1
16.	Create something new.	5	4	3	2	1
17.	Know by the results when you've done a good job.	5	4	3	2	1
18.	Have a boss who is reasonable	5	4	3	2	1
19.	Are sure of always having a job.	5	4	3	2	1
20.	Add beauty to the world.	5	4	3	2	1
21.	Make your own decisions.	5	4	3	2	1
22.	Have pay increases that keep up with the cost of living.	5	4	3	2	1
23.	Are mentally challenged.	5	4	3	2	1
24.	Use leadership abilities.	5	4	3	2	1
25.	Have adequate lounge, toilet, and other facilities.	5	4	3	2	1
26.	Have a way of life while not on the job that you like.	5	4	3	2	1
27.	Form friendships with your fellow employees.	5	4	3	2	1
28.	Know that others consider your work important.	5	4	3	2	1
29.	Do not do the same thing all the time.	5	4	3	2	1
30.	Feel you have helped another person.	5	4	3	2	1
31.	Add to the well-being of other people.	5	4	3	2	1
32.	Do many different things.	5	4	3	2	1
33.	Are looked up to by others.	5	4	3	2	1
34.	Have good contacts with fellow workers.	5	4	3	2	1

35.	Lead the kind of life you most enjoy	5	4	3	2	1
36.	Have a good place in which to work (good lighting, quiet, clean, enough space, etc.)	5	4	3	2	1
37.	Plan and organize the work of others.	5	4	3	2	1
38.	Need to be mentally alert.	5	4	3	2	1
39.	Are paid enough to live right.	5	4	3	2	1
40.	Are your own boss.	5	4	3	2	1
41.	Make attractive products.	5	4	3	2	1
42.	Are sure of another job in the company if your present job ends.	5	4	3	2	1
43.	Have a supervisor who is considerate.	5	4	3	2	1
44.	See the results of your efforts.	5	4	3	2	1
45.	Contribute new ideas.	5	4	3	2	1

Adapted from Super's Work Values Inventory

SCORING KEY

CR	(Creativity)	15, 16, 45
MA	(Management)	14, 24, 37
AC	(Achievement)	13, 17, 44
SU	(Surroundings)	12, 25, 36
SR	(Supervisory Relations)	11, 18, 43
WL	(Way of Life)	10, 26, 35
SE	(Security)	9, 19, 42
AS	(Associates)	8, 27, 34
ES	(Esthetics)	7, 20, 41
PR	(Prestige)	6, 28, 33
IN	(Independence)	5, 21, 40,
VA	(Variety)	4, 29, 32

ER	(Economic Return)	3, 22, 39
AL	(Altruism)	2, 30, 31
IS	(Intellectual Stimulation)	1, 23, 38

Each item has a possible value of 5, 4, 3, 2, or 1 and the total of the values assigned to the three items for each of the fifteen scales yields the raw score for each scale. Therefore, each scale may have a raw score as high as 15 or as low as 3. A high raw score shows high value in that particular area.

If an item is skipped, assign a weight of "3" for that item.

ERIC

ACTIVITY: GAMES

AIM: To better integrate the teaching of Social Studies to Career Education, the following games can be used

Occupational Guessing Game "What's My Line?" (quickie type)

Examples

I use a closed white truck in my work.
I visit each home about twice a week.
I must be strong to do my work.
I help keep you healthy.
Who am I? (Garbage Collector)

I am on call every day.
I sometimes wear a uniform.
I must have had education beyond high school.
I help keep you healthy.
Who am I? (Nurse - Doctor)

A more detailed version of "What's My Line?"
(A classroom learning activity that is played like the television game, "What's My Line?"

Each student researches a job in which he is interested. He should be prepared to answer questions about his occupation. A panel of four, a timekeeper, and a moderator are selected. The teacher may prefer to serve as moderator, because occasionally he will have to intervene and qualify answers.

Students volunteer to be questioned about their occupations. Each panel member questions for one minute, after which the timekeeper blows the shistle and the next panel member takes up the questioning where the last left off. In the event the panel does not guess the occupation in seven minutes, the student being questioned tells what he does. After the first panel has questioned the four volunteers, the four having been questioned serve as a panel member and as the guest with the job.

The game gets off to a good start when the panel is given some leading questions. The panel may start the questioning by finding out whether the job is of a manual, mechanical, etc., nature.

ACTIVITY: GAME - WHO AM I?

Description: Divide your class into two teams as in a "spelling bee" or a "ballgame". Below is a beginning list of questions to ask:

1. Saves swimmer from drowning and gives first aid. (Lifeguard)
2. Repairs oil field equipment and unscrews pump rods. (Roustabout)
3. Uses a hammer and a machine to fasten pieces of metal together. (Riveter)
4. Works in the forest and cuts down trees. (Lumberjack)
5. Draws cartoons to show important sports news. (Sports Cartoonist)
6. Serves meals and sandwiches to passengers riding on an airplane. (Stewardess)
7. Tells about different programs, interviews guests, and tells people about news. (TV Announcer)
8. Sells cars to people. (Auto Salesman)
9. Fixes cars so people can drive them. (Auto Mechanic)
10. Shows students how to use numbers. (Math Teacher)
11. Aids the pilot in all flying activity, keeps flight records, instrument reading, and relieves pilot. (Co-pilot)
12. Massages parts of players' bodies to relieve soreness, strain, and bruises. (Atheletic Trainer)
13. Plans recreational activities for recreational program, hires, and supervises camp staff. (Camp Director)
14. Plans and prepares news for TV announcers. (TV News Director)
15. Selects, propogates, and distributes plants and is involved in plant research. (Horticulturist Assistant)
16. Works with engineer and does field work such as surveying. (Civil Technician)
17. Plans meals for people on special diets. (Dietician)
18. Takes care of young children while their mothers work. (Child Day Care Worker)
19. Installs, repairs, and maybe sells major appliances and/or electric motors. (Electro-Mechanic)
20. Takes people to visit points of interest and tells them of facts and historical background. (Tour Guide)
21. Sells things. (Salesman)
22. Puts things in boxes. (Packer)
23. Shows other people how some things works. (Demonstrator)
24. Buys things. (Buyer)
25. Teaches others. (Instructor)

26. Advises or helps other people. (Counselor)
27. Manages, directs, or governs affairs. (Administrator)
28. Is in charge of people. (Supervisor)
29. Runs a machine. (Machinist)
30. Uses technical skill. (Technician)
31. Takes pictures. (Photographer)
32. Operates printing press. (Printer)
33. Paints a picture. (Artist)
34. Makes a cake. (Baker)
35. Makes a suit of clothes. (Tailor)
36. Operates a machine. (Operator)
37. Cuts steaks. (Butcher)
38. Repairs lamps. (Electrician)
39. Gives permanents. (Beautician)
40. Writes business letters. (Secretary)
41. Uses a saw. (Carpenter)
42. Trims beards. (Barber)
43. Arranges flower bouquets. (Florist)
44. Answers the telephone. (Receptionist)
45. Designs a building. (Architect)

Additional careers are listed in the "Hodge-Podge" Section.

ERIC

ACTIVITY: PERSONALITY TRAITS

AIM: For the teacher and student to discuss characteristics or traits required for various jobs

Description:

1. Number each word in the personality trait list.
2. Ask each student to pick his own characteristics from this list. (Example: 2, 3, 5, 17, 19, 20)
3. Teacher compiles a class list of numbered "secret people" (no names). Each student is given a number.
4. Pass out each student's list and see if the other students can fill in each other's names by the numbers of the personality traits describing them.

In this same way you can show how personality traits are necessary for certain kinds of jobs. The teacher picks out five diverse occupations and identifies the "secret code" from the list. Example:

1. Politician	1. 1, 17, 20, 25
2. Barber	2. 3, 7, 15, 27, 32
3. Mechanic	3. _____
4. Shoemaker	4. _____

(Note: The above numbers do not correspond with the traits.)

In this same way the student is given a list of occupations and he is to make up the "secret code" to identify them. Use at least five personality traits. The other students can guess the name of the job.

PERSONALITY TRAITS

ABRUPT	Blunt, Plain-spoken
ABSENT-MINDED	Habitually forgetful
AFFECTIONATE	Tender and Loving
AGGRESSIVE	1. Boldly Hostile; Quarrelsome. 2. Bold and Active; Enterprising
AGGREEABLE	Pleasing; Pleasant
ALOOF	Cool; Reserved
AMBITIOUS	Strongly Desirous; Eager Desire
AMIABLE:	Good-Natured; Friendly
AGRGUMENTATIVE	Apt to Argue
ARROGANT	Full of Pride; Haughty
BASHFUL	Showing Social Timidity; Shy
BOLD	Daring; Fearless
BOSSY	Inclined to Play Boss (Boss: Master or Superior)
BRIGHT	Lively, Cheerful
CARELESS	1. Not Showing Due Care. 2. Without Care, as: Indifferent
COMPLAINER	One who is Dissatisfied
CONCEITED	Vain
CONFIDENT	Sure of Oneself
CONSIDERATE	Given to Care; Observant to Rights and Feelings of Others; Showing Thoughtful Kindness
COURTEOUS	Polite; Gracious
CREATIVE	Inventive
DEPENDABLE	Trustworthy, Reliable
DETERMINED	Having One's Mind Made Up
DISHONEST	Not to be Trusted
EAGER	Impatient or Anxious
EASY-GOING	Having a Comfortable Gait; Taking Life Easily
EMOTIONAL	Easily Aroused to Emotion
ENERGETIC	1. Having Energy (Energy: Force, Strength). 2. Active
ENTHUSIASTIC	Eager; Interested
FORWARD	Bold; Presumptuous
FRIENDLY	Kindly Disposed; Not Hostile
GAY	Joyous; Lively
GENEROUS	Willing to Give or Share; Unselfish
GENTLE	1. Refined; Polite. 2. Generous; Kind
GREEDY	Wanting Excessively to Have or Acquire
HONEST	1. Trustworthy; Truthful. 2. Showing Fairness and Sincerity

INDUSTRIOUS	Characterized by Earnest, Steady Effort; Hard-Working
INQUISITIVE	Inclined to Ask Questions; Curious
JEALOUS	Suspiciously watchful; Intolerant of Rivalry
KIND	Sympathetic, Gentle, Benevolent
LAZY	Not Eager or Willing to Work
LOYAL	Faithful to the Lawful Government; True to Any Person
NEGATIVE	Expressing Denial or Refusal
OBSTINATE	Unreasonably Determined to Have One's Way
OPPORTUNIST	One who Thinks or Does Something Without Regard for Principles
ORDERLY	Well-Behaved
OVERSENSITIVE	Very Sensitive
PATIENT	Bearing or Enduring Pains, Trials, or the Like Without Complaint; Able to Bear Strain, Stress, Etc.
PERSERVING	Doing Things in Spite of Difficulty
PERSISTENT	Continuing, Especially in the Face of Opposition
POISED	The Bearing of the Body or Head; Carriage
POSITIVE	Having the Mind Set; Confident
RELIABLE	Dependable
RUTHLESS	Without Pity or Compassion
SARCASTIC	Uses Stinging or Cutting Remarks
SELF-CENTERED	Concerned Only with One's Affairs; Shelfish
SENSITIVE	Easily Offended; Touchy
SHORT-TEMPERED	Having a Quick Temper
SHY	Easily Frightened; Timid
SILLY	Happy, Good; Lacking in Sense; Foolish
SINCERE	Without Deceit or Pretense
SOCIABLE	Friendly
STABLE	Firm in Character, Purpose, Etc.
SULLEN	Showing Ill-Humor and Resentment by Withdrawal; Gloomy; Dismal
STUBBORN	Persistent; Obstinate
STUDIOUS	1. Given to or Pursuing Study. 2. Diligent in Attention; Carefully Ernest
TACTFUL	Knowing How to do or say the Right Thing Without Offending
THOUGHTFUL	Considerate
TOLERANT	Inclined to Tolerate Other's Beliefs

WORKERS IN YOUR LIFE

ACROSS

1. Fights fires

2. Plans layouts; installs and repairs wiring and electricl fixtures

3. Prepares and cooks meals for work crews or residents and employees of institution; cuts meat; serves meals; washes dishes

4. Treats diseases and disorders of the human body

5. Serves as a member of the Armed Forces, performing duties under military orders

6. Instructs pupils in one or more subjects, prepares assignments, administers tests, keeps records, and maintains discipline

7. Writes original literary works such as articles, plays, poems, fiction, etc.

8. Examines patients and performs operations

9. Has ability in a particular field such as painting, sculpture, literature, music, or dancing

10. Diagnoses and treats diseases and disorders of animals

11. Provides beauty services for customers

12. Flies airplane or helicopter

13. Instructs athletes in Developing individuals and/or teams for sports competition

14. Designs and makes tailored garments

15. Types letters, reports, stencils, forms, addresses; may operate duplication machines

16. Drills and blasts earth and rock excavations to construct underground shafts and tunnels for projects; mines ore, coal, or rock

17. Connects metal parts together using heat; repairs worn or damaged metal parts

18. Assists waiter, carries dishes, cleans equipment

19. Recovers sofa, chair, or other furniture pieces

DOWN

1. Administers banking services such as loans, trust funds, safety deposit services, investment counseling, checking and savings accounts

2. Applies coats of paint, varnish, stain, etc. to decorate and protect buildings

3. Conducts religious worship services

4. Diagnoses and treats diseases, injuries, and malformations of teeth and gums

5. Opens doors, partks cars, carries luggage and greets people

6. Constructs, installs, and repairs structures and fixtures of wood

7. Conducts criminal and civil lawsuits; draws up legal documents

8. Same as 2 Down

9. Audits or examines accounts

10. Collects and analyzes facts about newsworthy events and writes or transmits these news items to others

11. Portrays role in dramatic production

12. Plans menus and diets, purchases food, and directs workers in food service program for hospital, school, or restaurant

13. Plays a musical instrument or composes or arranges music

14. Receives funds from customers, counts money, records money transactions

15. Assembles, installs and repairs pipes

16. Performs chemical tests; analyzes or experiments in a laboratory

17. Makes and dispenses medications following prescriptions issued by a doctor

TOOLS OF THE TRADE

DOWN

1. Sheet Music, Voice Lessons
2. Chalk, Textbooks, Paddle
3. Money, Checks, adding Machine
4. Steno Pad, File Cabinet, Pencil, Ledger Book
5. Try Square, Pencil, Graphite, Lettering Guide
6. Telescope, Sextant
7. Trenchcoat, Electronic Listening Devices, Reconnaisance Plane
8. Typewriter, Eraser, Paper
9. Blueprints, Cost Estimate Charts, Materials Catalogues, Union Contracts
10. Bricks, Cement, Sand, Blocks, Stone
11. Torch, Rods, Welding Hood
12. Same as Two Down
13. Cages, Hypodermic Needle, Bandages, Medicine

ACROSS

1. Test Tubes, Thermometers, Sliderule, Chemicals
2. Bible, Prayer Book
3. Flashlight, Program Schedule, Uniform
4. Menus, Calorie Charts, Protein Charts, Etc.
5. Airplane Control Panels, Flight Schedule
6. Tractor, Hoe, Fertilizer
7. Seeds, Seedlings, Clippers, Hole Diggers
8. Stage Costumes, Makeup, False Eyelashes
9. Clippers, Comb, Scissors
10. Pipe Cutter, Threader, Pipe Wrench
13. Same as 13 Down

TOOLS OF THE TRADE

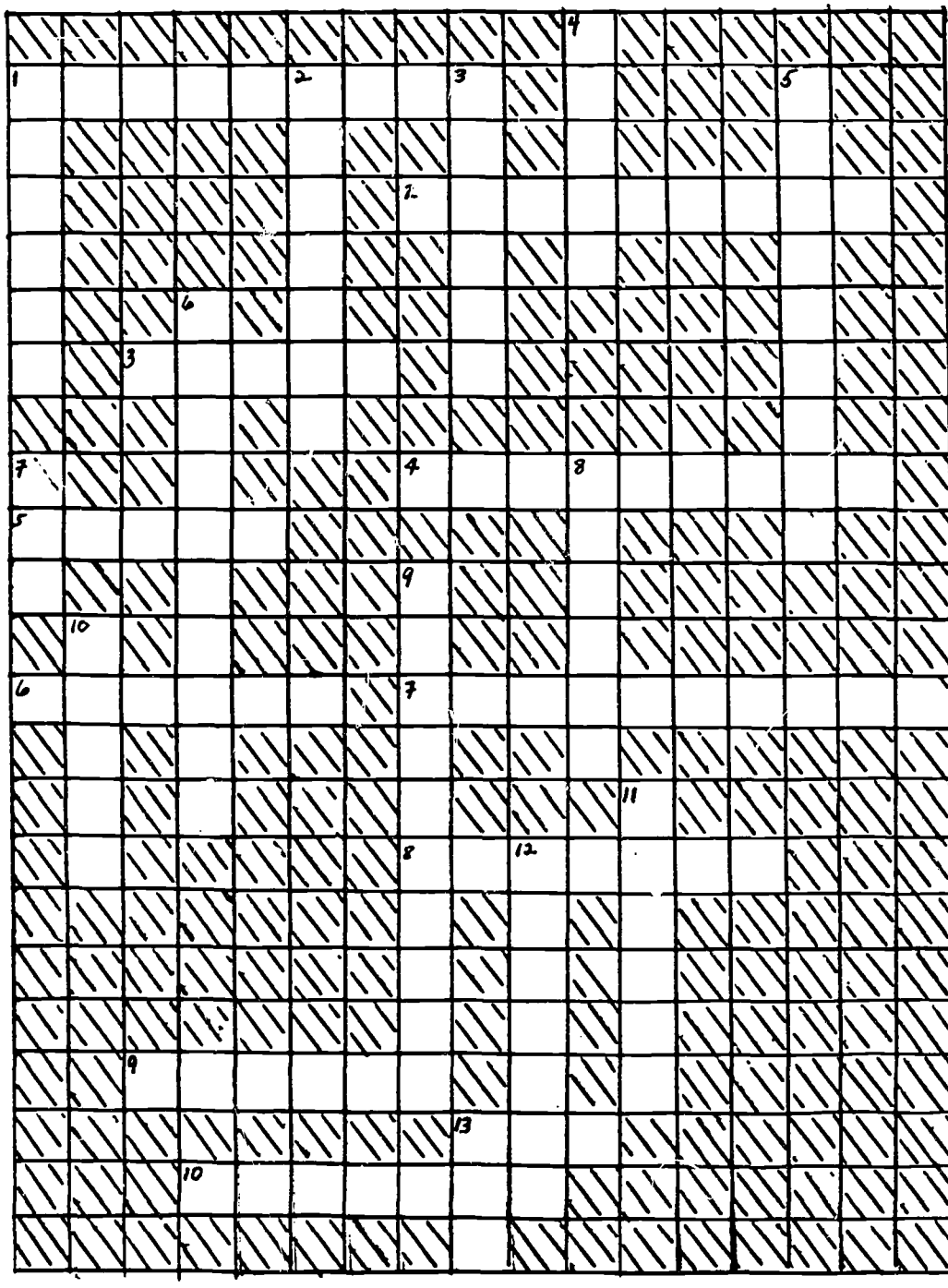

TOOLS OF THE TRADE

										C						
S	C	I	E	N	T	I	S	T		L				D		
I								E		E				R		
N							C	L	E	R	G	Y	M	A	N	
G								L		K				F		
E			A					E						T		
R		U	S	H	E	R		R						S		
			T											M		
S			R				D	I	E	T	I	T	I	A	N	
P	I	L	O	T						Y				N		
Y			N				C			P						
	M		O				O			I						
F	A	R	M	E	R		N	U	R	S	E	R	Y	M	A	N
	S		E				T			T						
	O		R				R				W					
	N						A	C	T	R	E	S	S			
							C		E		L					
							T		A		D					
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		B	A	R	B	E	R		H		R					
								V	E	T						
			P	L	U	M	B	E	R							
								T								

ACTIVITY: BULLETIN BOARD

AIM: To aid in the development of personality traits for Career Education

Description: The following is a suggestion for students to use as a bulletin display. Ask students for any other suggestions to incorporate the same idea.

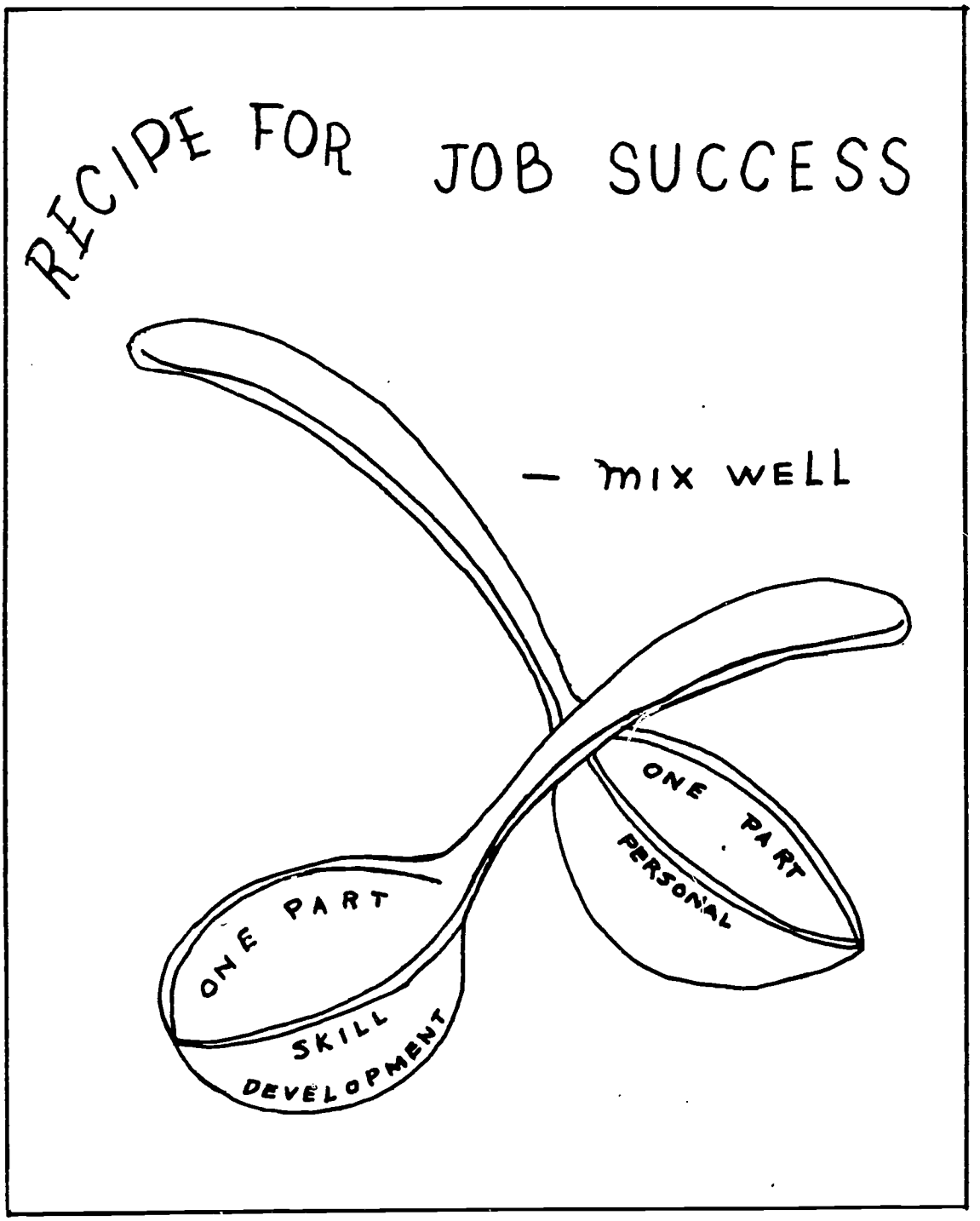
RECIPE FOR JOB SUCCESS
— mix WELL
ONE PART
SKILL DEVELOPMENT
ONE PART
PERSONAL

JOB CLUSTER BINGO

Each player writes the name of one of the job clusters (refer to the "Cluster Wheel") in each square on the Bingo sheet. A cluster can be used more than once if desired. The caller shakes the cards which have occupations on them, draws one at a time, and calls it out to all players. If he calls the occupation belonging to the cluster on the player's Bingo sheet, the player covers the square. The first person to cover three classifications in a row wins. Variations such as four corners, blackout, etc., may also be used.

MY FAMILY JOB TREE

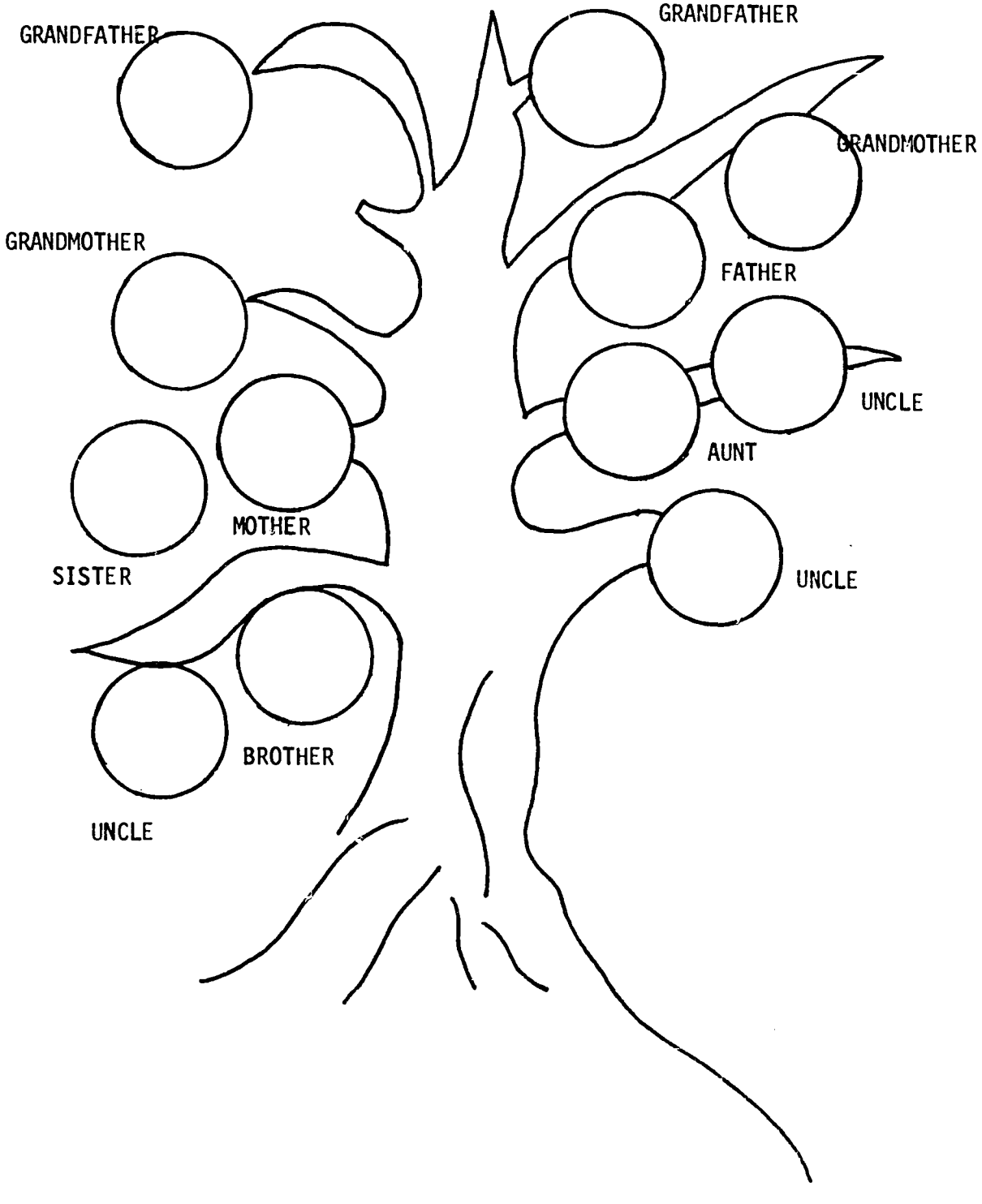

ACTIVITY: OCCUPATIONAL RIDDLES

Description: Have the class divided in groups and make up occupational riddles as shown below. Use your imagination and "have fun" with the words.

What worker always walks behind a star? (policeman)

What is the President's second occupation? (cabinetmaker)

Who may marry many women yet stay single all his life? (clergyman)

What is always in front of you, yet can never be seen? (your future)

What worker earns a living but never does a day's work? (night watchman)

Divide class in groups and dramatize the relatedness of occupations in acquiring an item.

Example: Purchasing a jump rope

Little Girl:	Storekeeper, I have $1.00 to buy a jump rope.
Storekeeper:	I will tell my secretary to order one for you.
Secretary:	I will order one from the salesman.
Salesman:	I will tell the people at our factory to make one and send it on our delivery truck.
Factory Man:	To make one for you, I will have to get wood from the lumberman for the handle and cotton from the mill man for the rope.
Lumberman:	I will send a lumberjack to chop down a tree and bring us the wood.
Mill Man:	I will have the farmer pick some cotton and we will make the rope.

NAME THE SCHOOL

Draw a line connecting the TV personality to the school he might have attended.

1. Marcus Welby	A. Vocational-Technical
2. Ironsides	B. Nursing
3. Josephine	C. Medical
4. Barney on "Mission Impossible"	D. Teachers' College
5. Madge	E. Cosmetology
6. Keith Partridge	F. Law
7. Fifth Dimension	G. Plumbers
8. "That Girl"	H. Journalism
9. Owen Marshal	I. Journalism
10. Julia	J. Fashion Institute
11. McCloud	K. Music
12. Pete Dixon	L. Business
13. Mary Richards	
14. Professor Howard	
15. Doris Martin	

COMMUNICATIONS OCCUPATIONS

W	R	I	T	E	R	K	L	O	Z	A	L	C	R	I	T	I	C	M	O	I	S	O	A
A	P	T	A	O	E	O	C	L	E	R	T	U	L	K	Z	Y	O	T	L	I	I	S	N
C	R	O	C	Z	P	L	O	O	X	T	F	Y	E	J	F	T	R	L	T	L	N	J	N
R	U	U	T	C	O	L	U	M	N	I	S	T	C	Z	O	C	R	A	A	L	S	A	O
R	Z	J	O	U	R	N	A	L	I	S	T	P	T	O	T	A	E	R	L	U	T	T	U
E	Z	X	R	M	T	N	O	P	B	T	V	W	U	Y	T	T	S	R	O	S	R	P	N
S	O	O	T	L	E	D	I	T	O	R	O	T	R	O	O	U	P	S	E	T	U	E	C
S	I	N	T	E	R	P	R	E	T	E	R	R	E	T	R	E	O	L	E	R	C	L	E
A	Q	W	E	R	T	Y	U	I	O	P	L	K	R	T	R	A	N	S	L	A	T	O	R
A	U	C	T	I	O	N	E	E	R	Z	X	C	V	B	N	M	D	O	T	T	O	T	E
P	S	T	O	O	Z	A	E	R	T	P	U	B	L	I	S	H	E	R	T	O	R	Z	K
T	S	O	H	L	K	R	T	N	M	B	M	H	V	R	H	T	N	R	N	R	H	M	P
A	S	D	F	O	H	G	J	K	L	M	N	B	V	C	X	Z	T	E	A	C	H	E	R
Q	W	E	R	T	R	N	E	W	S	B	O	Y	Y	U	I	O	P	M	N	M	B	X	T

WORD LIST

WRITER	PUBLISHER	LECTURER
REPORTER	CRITIC	ARTIST
COLUMNIST	CORRESPONDENT	ILLUSTRATOR
JOURNALIST	TEACHER	ACTRESS
EDITOR	TRANSLATOR	INSTRUCTOR
INTERPRETER	ANNOUNCER	AUTHOR
AUCTIONEER	ACTOR	NEWSBOY

FIND THE WORDS LISTED ABOVE AMONG THE SCRAMBLED LETTERS AND CIRCLE. THE WORDS MAY BE SPELLED VERTICALLY, HORIZONTALLY OR DIAGONALLY.

OCCUPATIONS

AGENT
BAKER
BANKER
BINDER
BOXER
BROKER
CADDY
CARPENTER
CASHIER
CHECKER
CLERK
COACH
COOK
DENTIST
DIVER
DOCTOR
DOORMAN
DRIVER
DRUGGIST
EDITOR
FARMER
FIREMAN
FLIER
GROCER
JANITOR
JUDGE
LAWYER
MAID
MANAGER
MASON
MECHANIC
MINER
MINISTER
MODEL
MOVER
NURSE
OFFICER
PAGE
PAINTER
PLUMBER
POET
PORTER
PRESSER
PRINTER
RACER
REALTOR
REPORTER
SALESMAN
TAILOR
TEACHER
TUNER (Piano)
TYPIST
UMPIRE
WAITER
WELDER
WRITER

T	E	O	P	F	A	R	M	E	R	C	H	A	N	T	C	R	I	T	B
R	K	F	B	A	K	E	R	A	C	E	R	L	A	W	Y	E	R	O	O
E	Y	W	K	O	O	C	R	E	T	N	I	A	P	O	R	T	E	R	X
H	B	A	R	R	O	I	E	N	E	R	E	L	L	E	T	N	U	M	E
C	B	I	O	H	X	F	F	U	A	D	U	C	C	S	D	I	V	E	R
T	A	T	R	P	M	F	I	R	E	M	A	N	I	G	X	R	C	E	E
E	C	E	E	L	U	O	E	S	B	S	R	T	U	N	L	P	Y	U	T
A	F	R	B	R	E	K	C	E	H	C	N	O	M	C	A	D	D	Y	S
C	L	E	R	K	N	I	R	I	L	E	W	U	O	A	H	H	R	T	I
H	C	I	A	A	R	W	E	L	D	E	R	D	R	D	S	E	C	T	N
E	E	Y	B	S	X	R	R	I	O	S	F	M	R	E	V	O	M	E	I
R	M	T	S	I	P	Y	T	I	C	B	L	A	A	I	R	E	N	I	M
U	W	O	R	E	K	O	R	B	T	O	I	I	R	N	M	O	D	E	L
T	A	I	L	O	R	H	I	O	O	E	E	D	R	U	G	G	I	S	T
C	A	R	P	E	N	T	E	R	R	S	R	E	C	O	R	G	E	H	R
O	J	U	D	P	A	G	E	N	T	N	A	V	R	E	S	S	E	R	P
A	M	B	I	N	D	E	R	S	A	L	E	S	M	A	N	A	G	E	R
C	R	E	N	U	T	R	U	S	T	E	E	R	I	P	M	U	X	G	B
H	R	E	J	A	N	I	T	O	R	E	P	O	R	T	E	R	S	H	T

FIND THE WORDS LISTED ABOVE AMONG THE SCRAMBLED LETTERS AND CIRCLE. THE WORDS MAY BE SPELLED VERTICALLY, HORIZONTALLY OR DIAGONALLY.

			1 P	O	S	T	M	A	N				
	2 G		O									3 F	
	O		L			4 F				5 P		I	
	V		I			I				R		R	
3 T	E	A	C	H	E	R		4 F.	B.	I.	M	E	N
	R		E			E				N		I	
	N		M			M				C		N	
	M		A			A				I		S	
	E		N			N				P		P	
	N									A		E	
	5 T	R	A	F	F	I	C	P	O	L	I	C	E
	M											T	
	A											O	
	N		6 P	O	S	T	M	A	S	T	E	R	

PUBLIC SERVICES

ACROSS

1. One who delivers mail.
3. One who conducts a class.
4. One who investigates (abr.)
5. One who conducts traffic.
6. A person in charge of a post office.

DOWN

1. A member of a police force.
2. Persons who works for the government.
3. One who checks the fire department.
4. One who puts out fires.
5. Administrator of a school.

1 B	E	L	L	B	O	Y								2 P
E											3 H			R
A		4 B	A	R	B	E	R				A			E
U									5 M	A	I	D		S
T					6 W		7 W		A		R			S
Y					I		I		N		D			E
S					N		G		I		R			R
8 H	O	T	9 E	L	D	E	S	K	C	L	E	R	K	
O			X		O		T		U		S			
P			T		W		Y		R		S			
O			E		W		L		I		E			
P			R		A		I		S		R			
E			M		S		S		T					10 M
R					H		T							A
A			N		E			11 J	A	N	I	T	O	R
T			A		R									K
O			T											E
R			O											R
			12 R	U	G	C	L	E	A	N	E	R		

PERSONAL SERVICE

ACROSS

1. A boy or man to carry luggage in a hotel.
4. One who styles or cuts men's hair.
5. A woman who works to clean, cook, etc. for others.
8. The person at the desk in a place for traveling people. (3WD)
11. One who takes care of a building apartment house, etc.
12. One who uses rug shampoo.

DOWN

1. The manager of a place where ladies get their hair styled.
2. One who operates a steam press in a laundry.
3. A person who styles ladies' hair.
5. A person who takes care of the hand: Especially trimming, polishing, etc. of the fingernails.
6. One who cleans clear glass.
7. One who dresses the hair on a wig.
9. A person who kills pests in houses.
10. One who marks clothing in a laundry.

ERIC

1 A	C	C	2 O	U	N	3 T	I	N	G	C	L	E	R	K
C			F			R								
C			F			A							4 S	
O			I			N			5 P				E	
U			C			6 S	E	C	R	E	7 T	A	R	Y
N			E			C			O		Y		V	
T			C			R			Q		P		I	
A			L			I			R		I		C	
N			E			B			A		S		E	
T		8 B	R	O	K	E	R		M		T		M	
			K			R			M				A	
									E				N	
9 T	A	P	E	L	I	B	R	A	R	I	A	N		

BUSINESS AND OFFICE

ACROSS

1. One who keeps books (2WD.)
6. One who helps, as an assistant, to a business man.
8. One who helps people with their investments.
9. One who keeps tapes in order in a library system.

DOWN

1. One who inspects books.
2. A person who files things.
3. One who makes typewritten copies.
4. One who adjusts, repairs, and cleans office machines.
5. One who writes coded instructions for computors.
7. One who does typing in an office building.

Z I P P O

Materials Needed:

- Cardboard (approximately 2' x 3')
- Dice (one)
- A Chip for Each Player
- Cards (60) (Approximately 3" x 5")

1. Make the cards with a number on one side and information desired written on the other.

2. Cover or color the board. Mark in the following manner.

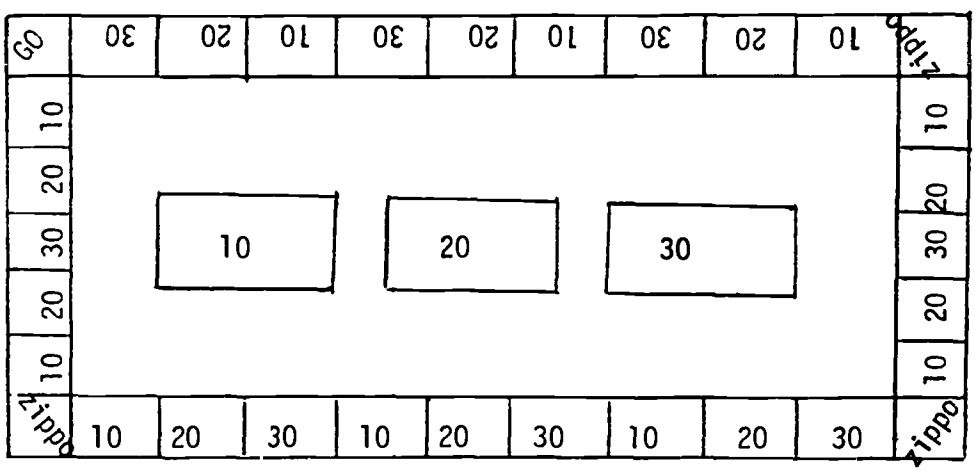

Select one player to be the "Pot Holder" or dealer.

Directions: The player rolls the dice and counts off the number of spaces on the board that the dice reads. He moves his chip to this spot. The dealer draws a card corresponding to the number on the now occupied space and calls out the occupation on the back of the card. If the player correctly names the job cluster (Job Cluster listing in this handbook) to which this occupation belongs he may remain on this spot. If at anytime the player misses he must return to go. The drawn card is returned to the bottom of the stack. If the player lands on "ZIPPO" he gets another roll of the dice. The person who "ZIPS" around the board first is the winner.

Variations; Job titles and their responsibilities (does this person work with people, ideas or things; the main task performed; is the work inside or outside, etc.) Spelling of vocabulary words. Mathematics--multiplication tables, fractions, etc. Social Studies--Countries with important facts, community helpers and their jobs, states and capitals, etc.

ERIC

Across

1. To pound a nail use a _____.

2. To be a journeyman you must serve an _____.

4. When attempting to find career information related to industrial arts talk to your _____.

5. A threaded devise used to connect two pieces of wood.

7. Used to cut lumber or metal.

8. A person who draws plans of buildings is a _____.

9. Check with your teacher before starting work on your _____.

11. A _____is used to put holes in wood or metal.

12. It is important to begin planning your_____.

13. Many technical skills which lead to rewarding careers are developed in the community_____.

14. Many things you learn in industrial arts are valuable to the airline's_____.

Down

1. It is ideal to develop safe work_____.

3. You should attempt to _____a career cluster now.

6. A_____may be used to hold wood together while gluing.

7. A screwdriver which fits a screw with a slot running all the way across the top is named a_____ screwdriver.

10. To have a degree in_____you will have to attend four years of college.

15. One who inspects is called an _____.

1 H	A	M	M	E	R		2 A	P	P	R	E	N	T	I	C	3 E
A																L
B																E
4 I	N	S	T	R	U	C	T	O	R							C
T																T
5 S	6 C	R	E	W					7 S	A	W					
	L								T							
	A						8 D	R	A	F	T	S	M	A	N	
	M								N							
	9 P	R	O	J	10 E	C	T		11 D	R	15 I	L	L			
					N				A		N					
					G				R		S					
					I				D		P					
					N						E					
		12 C	A	R	E	E	R				13 C	O	L	L	E	G	E
					E						T					
					R						O					
				14 P	I	L	O	T			R					
					N											
					G											

HODGE-PODGE SECTION

The activities in this section have general application. With slight modification they are adaptable to a variety of curriculum specialists.

ACTIVITY: CAREER CORNER

AIM: To provide resources in your classroom related to Career Education

Description: Using one corner of the classroom, have students collect and organize material related to careers in your speciality. Books, magazines, newspaper clippings, job briefs, career information from the library, as well as posters from business, industry and other agencies can provide a meaningful display.

VOCABULARY WORDS

Accountant
Actor
Actress
Agricultural
Agrogiologist
Agronomist
Analyst
Anatomist
Amesthesiologist
Anesthetist
Announcer
Anthropologist
Anthropomedrist
Apiarist
Apiculturist
Appraiser
Apprentice
Aquarist
Arborer
Arboriculturist
Architect
Archivist
Artist
Assayer
Assembler
Assistant
Associate
Astrologer
Astronomer
Athlete
Attendant
Attenuator
Attorney
Auctioneer
Audiologist
Auditor
Augerman
Author

Bacteriologist
Baker
Baler
Bandmaster
Barber
Bartender
Bayero
Beautician
Beekeeper
Bellboy
Biochemist
Biographer
Biologist
Blacksmith
Blaster
Boatswain
Bookkeeper
Brakeman
Bricklayer
Buccaro
Buffer
Builder
Butcher

Caddie
Calker
Caller
Candlemaker
Cardiologist
Caretaker
Carpenter
Cartoonist
Carver
Caseworker
Cashier
Caster
Cataloger
Caterer

Cattleman
Chauffeur
Checker
Cheesemaker
Chemist
Chiropractor
Clerk
Clown
Coach
Cobbler
Coiler
Collector
Colorer
Columist
Conductor
Confectioner
Cook
Coopersmith
Coordinator
Copyist
Coroner
Correspondent
Cosmetologist
Counselor
Countersinker
Couturier
Cowpuncher
Craftsman
Craneman
Crankman
Crater
Cremator
Crimper
Crocheter
Crusher
Curator
Custodian
Cutterman

Cytologist
Cytotechnologist

Dairyman
Dancer
Darner
Deckhand
Decorator
Demonstrator
Dentist
Dermatologist
Derrickman
Designer
Detective
Developer
Dietitian
Director
Dispatcher
Diver
Dockmaster
Doctor
Dramatist
Draper
Dresser
Driller
Driver
Druggist
Draftsman
Dyer

Ecologist
Econometrist
Economist
Edger
Editor
Educator
Electrician
Electrotyper
Embalmer
Embosser
Embroiderer

Enameler
Engineer
Engraver
Engrosser
Equestrian
Escort
Estimator
Essayist
Etcher
Ethnologist
Etymologist
Eviscerator
Examiner
Exodontist
Exterminator
Extractor

Fabricator
Farmer
Filer
Finisher
Fireman
Fisherman
Fitter
Flanger
Foreman
Forester
Framer
Frogger
Froster
Fumigator
Furrier

Gaffman
Galvanizer
Gamekeeper
Gatekeeper
Geologist
Geographer
Geneticist
Geodesist

Ginner
Glazier
Glueman
Gluer
Goldsmith
Golfer
Governess
Governor
Grader
Groceryman
Guard
Guide
Gunsmith
Gynecologist

Handyman
Harpist
Hemstitcher
Historian
Horticulturist
Host
Hostess
Hostler
Hypnotist

Iceman
Illustrator
Imitator
Impersonator
Inkman
Inlayer
Inspector
Installer
Instructor
Interviewer
Investigator
Ironer
Ironworker

Jeweler
Janitor

Joiner
Judge
Juggler

Kennelman
Keysmith
Kilnman
Knitter
Knotter

Labeler
Laminator
Landscaper
Latherer
Laundress
Lawyer
Letterer
Librarian
Lifeguard
Lineman
Linguist
Lithographer
Lobbyist
Loftsman
Logger

Machinist
Manager
Maid
Mailman
Marker
Masseur
Mason
Mathematician
Mechanic
Mender
Metallurgist
Meteorologist
Meterman
Microbiologist
Miller
Miner
Mineralogist
Mixer
Model
Molder
Motorman
Musician
Mycologist

Naturalist
Navigator
Needlemaker
Newsboy
Neurogurgeon
Nurse
Nutritionist
Novelist
Nurseryman

Oarsman
Observer
Operator
Optician
Optometrist
Orchardist
Orchestrator
Orderly
Orthoptist
Osteopath
Orthodontist
Oxidizer

Packer
Paddler
Page
Painter
Paleontologist
Pantrygirl
Paperhanger
Parasitologist
Paster
Pasteurizer
Pastor
Pathologist
Patrolman
Patternmaker
Pawnbroker
Peeler
Pediatrician
Perfumer
Petrologist
Pharmacist
Photoengraver
Photogeologist
Photographer
Philologist
Physician
Physicist
Physiologist
Pianist
Pierman
Pilot
Pipeman
Plasterer
Playwright
Pleater
Podiatrist
Policewoman
Polisher
Porter
Postmaster
Poultryman
Preparer
President
Presser
Principal
Printer
Producer
Prospector
Psychiatrist
Psychologist
Puncher
Puppeteer
Purchaser

Quartermaster

Radiologist
Radioman
Raker
Rancher
Receptionist
Recorder
Repairman
Reporter
Retoucher
Rigger
Riveter
Roofer

Sailor
Salesman
Sampler
Sandblaster
Sander
Scavenger
Scientist
Scorer
Sculptor
Sealer
Seamstress
Secretary
Seismologist
Serologist
Serviceman
Shepherd
Sheriff
Shipfitter
Shipper
Shoemaker
Sizer
Sketcher
Skycap
Sociologist
Solicitor
Soloist
Sorter
Specialist
Specialization
Specialize
Sprayer
Spreader
Stableman
Stacker
Stapler
Starcher
Statistician
Stenographer
Stenciler
Steward
Stewardess
Stevedore
Sterilizer
Stovecutter
Superintendent
Supervisor
Surgeon
Surveyor

Tagger
Tailor
Taster
Taxidermist
Teacher
Teamster
Technician
Technologist
Telegrapher
Tester
Timberman
Timekeeper
Tinter
Trainer
Translator
Trapper
Tutor
Typist

Umpire
Unerwriter
Upholsterer
Usher

Valet
Varnisher
Veterinarian
Violinist

Waiter
Warden
Watchman
Weaver
Weigher
Welder
Woodworker
Worker
Wrapper
Wrecker
Writer

Yardman
Yeoman

Zoologist

UNDERSTANDING SELF AND OTHERS

Generalizations:

1. As a person improves his personal qualifications and acquires skills, his opportunities for employment tend to increase.

2. Both employers and employees make contributions to the job which can result in mutual satisfaction and effective job performance.

3. When one has an accurate concept of himself, he has a sound basis for making himself employable.

4. Continuous educational and career plans enable one to take advantage of educational and other opportunities for increasing employability.

Objectives:

Upon completion of this unit, the student should be able to accomplish the following objectives:

1. To demonstrate, through the ability to get along with others, increased maturity, self-understanding and understanding of others.

2. To list at least five personality traits that one must acquire to be successful at school and in the world of work.

3. To demonstrate, by improved personal appearance, the importance of being well groomed and the factors that affect it.

4. To demonstrate the ability to make independent and rational decisions when analyzing case studies.

5. To discuss orally or in written form the tangible and intangible advantages of personal efficiency.

6. To identify attitudes and characteristics which contribute to success in school and on the job.

7. Make a personal educational and vocational plan based on interests, skills, and capabilities.

ERIC

WHAT ARE MY INTERESTS

INSTRUCTIONS TO STUDENT:

If you had to select one or more of the jobs below, which do you think would be most interesting? Check as many as you find of interest to you--numbering them in the order of your preference.

GROUP A	GROUP B	GROUP C
_____Auto Mechanic	_____Bookkeeper	_____Laboratory Technician
_____Handy Man in a "Fix it Shop"	_____Bank Teller	_____Analytic Chemist
_____Shop Apprentice	_____Timekeeper	_____Draftsman

GROUP D	GROUP E	GROUP F
_____Automobile Salesman	_____Stenographer	_____Musician
_____Sales Clerk	_____File Clerk	_____Commercial Artist
_____Household Appliance Demonstrator	_____Comptometer Operator	_____Clay or Wood Modeler

SUCCESSFUL DEVICES IN GUIDANCE AND COUNSELING
Rudolph F. Wagner

CAREER EDUCATION FIELD TRIP REPORT

Name _____

Place visited _____ Date _____

Department visited _____

Guide's name _____

List the various occupations you observed (use back of page if necessary):

1. _____

2. _____

3. _____

4. _____

List any health or safety hazards you observed:

_____

_____

List any skills that you observed in action:

_____

_____

What did you find most interesting?

What did you find least interesting?

Opinions from workers about their jobs:

Did the workers seem happy?

How do you make application for a job there?

ERIC

HOW I PLAN TO ACHIEVE MY CAREER GOALS

Name of Occupation _____

Description of duties _____

_____

Aptitudes Required	How I rate My Aptitudes		
	Below Average	Average	Excellent
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Necessary Personality Traits	How I Rate In These Personality Traits		
	Below Average	Average	Excellent
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Education or Training Required	Further Education or Training I Need
_____	_____
_____	_____

Other Requirements	How I can fulfill these Requirements
_____	_____
_____	_____

Suggested Teaching-Learning Approaches for Career Development in the Curriculum, University of Minnesota College of Education.

COMMUNICATIONS OCCUPATIONS

W	R	I	T	E	R	K	L	O	Z	A	L	C	R	I	T	I	C	M	O	I	S	O	A
A	P	T	A	O	E	O	C	L	E	R	T	U	L	K	Z	Y	O	T	L	I	I	S	N
C	R	O	C	Z	P	L	O	O	X	T	F	Y	E	J	F	T	R	L	T	L	N	J	N
R	U	U	T	C	O	L	U	M	N	I	S	T	C	Z	O	C	R	A	A	L	S	A	O
E	Z	X	R	M	T	N	O	P	B	T	V	W	U	Y	T	T	S	R	O	S	R	P	N
S	O	O	T	L	E	D	I	T	O	R	O	T	R	O	O	U	P	S	E	T	U	E	C
S	I	N	T	E	R	P	R	E	T	E	R	R	E	T	R	E	O	L	E	R	C	L	E
A	Q	W	E	R	T	Y	U	I	O	P	L	K	R	T	R	A	N	S	L	A	T	O	R
A	U	C	T	I	O	N	E	E	R	Z	X	C	V	B	N	M	D	O	T	T	O	T	E
P	S	T	O	O	Z	A	E	R	T	P	U	B	L	I	S	H	E	R	T	O	R	Z	K
T	S	O	H	L	K	R	T	N	M	B	M	H	V	R	H	T	N	R	N	R	H	M	P
A	S	D	F	O	H	G	J	K	L	M	N	B	V	C	X	Z	T	E	A	C	H	E	R
Q	W	E	R	T	R	N	E	W	S	B	O	Y	Y	U	I	O	P	M	N	M	B	X	T

WORD LIST

Writer	Publisher	Lecturer
Reporter	Critic	Artist
Columnist	Correspondent	Illustrator
Journalist	Teacher	Actress
Editor	Translator	Instructor
Interpreter	Announcer	Author
Auctioneer	Actor	Newsboy

Find the Words listed above among the scrambled letters and circle.

The words may be spelled vertically, horizontally or diagonally.

ACTIVITY: RANK 20 OCCUPATIONS

AIM: To get an idea of student attitudes toward various occupations
To attempt to work toward the attitude that it is not the job but the person that makes the difference in success on the job.
To stimulate discussion about job attitudes

Description: Hand out ditto sheets. Have students rank the occupations in the order that they feel they should be. There should be little discussion prior to the first ranking other than how to rank. Occupations that are not known may be described very briefly, e. g., "Medical technician works in a lab," or "Pharmacist works with medicines in a drugstore."

After the initial ranking, discuss the jobs more fully. Use questions such as "What would happen if the street cleaner (etc.) did not do his work?" Discussion might go like this--Trash and litter would build up in the street. Tires would be punctured causing people to be late or miss appointments. Children might be hurt in the litter. Wind might blow litter causing injury to pedestrians.

After the discussion have students fold the first ranking back out of sight and re-rank on the right hand column. Compare left and right hand columns and discuss any changes, especially--why.

Rank the following 20 occupations in their order of importance according to the way you feel about them.

_____	1.	Street cleaner	_____
_____	2.	Barber	_____
_____	3.	Doctor	_____
_____	4.	Laborer	_____
_____	5.	Truck driver	_____
_____	6.	Pharmacist	_____
_____	7.	Lawyer	_____
_____	8.	Highway Patrolman	_____
_____	9.	Fireman	_____
_____	10.	Cosmetologist	_____
_____	11.	Nurse	_____
_____	12.	Teacher	_____
_____	13.	Radio announcer	_____
_____	14.	Carpenter	_____
_____	15.	Medical technician	_____
_____	16.	Dishwasher	_____
_____	17.	Cook	_____
_____	18.	Telephone Operator	_____
_____	19.	Grocery clerk	_____
_____	20.	Mechanic	_____

ACTIVITY: ATTITUDE TOWARD WORK

AIM: Attempt to present a realistic picture of where work fits into a life schedule
Show how much time is involved in work

Description: Mimeographed copies of numbers of hours spent working, sleeping, etc. Begin discussion with fact that an adult has about 456,250 hours of life to use up from age 20 to age 70.

Have discussion. Fill out the hand-out sheet.

Discuss some of the guesses. Probably most students will be able to fill out the chart reasonably well.

Try to lead up to the question. "Why is it important that the worker enjoy his job?", "What effect will a disagreeable job have on the rest of a person's time?", or finally, "How can a person be sure of getting an enjoyable job?"

If a person works at a full-time job starting at age 20 he will have a working life of about 50 years.

In hours this is about 456,250 hours total time. Fill out the chart below (in hours) for each of the listed activities.

_____ hours spent working, that is actually performing the motions

_____ hours spent eating, going to and from work, unwinding after work, shaving, dressing to go to work, etc.

_____ hours spent on vacations, week-ends, off duty, not doing work related activity

_____ hours spent sleeping or tossing and turning

Why is it important that a person enjoy his work or at least perform work for which he is suited?

What does being suited for work mean to you?

FIND THE OCCUPATION

Mr. Neal, Mr. McMillan, Mr. Jensen, and Mr. Burnett serve the town of Orange as building contractor, banker, doctor, and mechanic--though not necessarily respectively. The doctor earns exactly twice as much as the mechanic, the banker twice as much as the doctor, and the building contractor earns exactly twice as much as the banker.

Mr. Burnett earns more than Mr. Jensen, Mr. Neal does not earn more than Mr. McMillan, Mr. McMillan does not earn more than Mr. Burnett, and Mr. Jensen earns twice as much as Mr. McMillan. What is each man's occupation?

Answer:

Mechanic	Mr. Neal
Doctor	Mr. McMillan
Banker	Mr. Jensen
Building Contractor	Mr. Burnett

NAME THE SCHOOL

(Draw a line connecting the TV personality to the school he might have attended.)

1.	Marcus Welby	A.	Vocational-Technical
2.	Ironsides	B.	Nursing
3.	Josephine	C.	Medical
4.	Barney on "Mission Impossible"	D.	Teachers' College
5.	Madge	E.	Cosmetology
6.	Keith Partridge	F.	Law
7.	Fifth Dimension	G.	Plumbers
8.	"That Girl"	H.	Journalism
9.	Owen Marshal	I.	Journalism
10.	Julia	J.	Fashion Institute
11.	McCloud	K.	Music
12.	Pete Dixon	L.	Business
13.	Mary Richards		
14.	Professor Howard		
15.	Doris Martin		

THEY WORK TO SERVE YOU

Some people work to make things. The carpenter makes houses. The farmer grows corn. Some people make toys. Other people make tools; but some people work to serve you.

The_____ The_____ The_____

Can you tell which of the following workers produce a service.

Cross out the ones which do not belong here.

Policeman	Cab Driver	Baker
Airline Hostess	Car Maker	Newspaper boy
Book Publisher	Plumber	Doctor

Find out what the parents of your classmates do. Write their jobs in the proper place below.

Produce a Service	Produce a Product
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

COMMUNICATING A THOUGHT

How many ways have you used to communicate?

_____Talking	_____Writing a letter
_____Telephone	_____Telegram
_____Leaving a note	_____Signaling with your hands

Some people want to communicate to thousands or millions of people at one time. What can they use to communicate their thoughts? A magazine is one way._____ _____ _____

Have you ever visited a post office? Name two workers who help us send a letter. _____ _____ _____

Have you ever visited a telephone company? Name two workers we need if we are to be able to call anyone we want.

_____ _____ _____ _____

Find out what these communications workers do.

TV Announcer	Repairmen	Proofreaders
Type Setters	Linemen	Radio Broadcasters
Telephone Operators	Main Sorter	Broadcast Technician
Advertising Man	News Reporter	Telegrapher

What kind of communications worker would you rather be? Find a picture or draw a picture of this worker or of something about this work. Tape it on the next page and write about the kinds of things this worker would do on the job.

If I were a communications worker, I would want to be a

_____.

ERIC

IF THIS WERE YOU

1. What kind of worker should he be? Should he wear a policeman's cap, a postman's cap, a pilot's cap, a carpenter's cap, a farmer's hat, or no hat at all? Would he wear overalls, a business suit, a uniform, or an apron. Avoid stereotype descriptions.

   Finish the picture as you think he should be done. If he needs any special tools, you can draw them around him.

ERIC

2. What kind of worker should she be? Should she wear a stewardess' cap, a nurse's cap, a waitress' cap, or no cap at all? Would she wear a uniform, a house dress, a business dress, or an apron? Avoid stereotype description.

   Finish the picture as you think she should be. If she needs any special tools or equipment, you can draw them around her.

ERIC

QUESTIONNAIRE FOR STUDENTS TO BE USED IN THE DEVELOPMENT OF AN OCCUPATIONAL INFORMATION PROGRAM

1. Are there any jobs that you would like to do when you leave school?

_____ _____

_____ _____

_____ _____

2. Have you ever done anything like the jobs you listed above?

_____ _____

_____ _____

_____ _____

3. What kinds of information would you like to have about the jobs you listed in No. 1 above?

_____

_____

_____

4. How much do you know about yourself?
(Which of these would you rather be or do?)

Rich or not so rich	Patient or impatient
Live in small or large town	Work with hands or head
Work indoors or outdoors	Neat or sloppy
Work alone or with others	Like detail or dislike detail
Like routine or change	Lay around or keep busy

5. What else do you think you need to know about yourself if you are going to select a job?

_____

STINK-PINK (Fun)

This is a verbal quessing game. Clues are given by the teacher and the answer is a pair of rhymed words.

For one syllable answers: (HEALTH)

Teacher: "Stink-Pink: I wear a white uniform and ride in a long black limousine. I am a . . . ?"

Student: (Gleefully): "Hurse Nurse"!

For two syllable answers: (LANGUAGE ARTS)

Teacher: "Stinky-Pinky": I work with pen and paper to create stories. I wear a tall hat such as those worn by bishops. People call my hat the . . . ?"

Student: (Chuckeling): "Writer Miter"

Note: Language Arts teachers can incorporate vocabulary words, here, as well as occupations.

For three syllable answers: (BIOLOGY)

Teacher: "Stinkely-Pinkely": I am the worst plant student in the class. You could call me the . . . ?"

Student: (Joyfully): "Rottenist Botanist"

Note: Teacher cluse should not include any form of the word in the expected answer. Change the order--students quiz teacher or each other.

WHO PROVIDES OUR FOOD?

Let's take a closer look at where our food comes from. Suppose you have a peanut butter and jelly sandwich - where did it all start? Well, it started with someone putting seeds in the ground. Who was this?_____. We don't have bread farms or peanut butter farms or jelly farms. What kind of seeds were planted?

For the bread----------_____

For the peanut butter----------_____

For the jelly----------_____
(Strawberry, grape)

Can you name the country in which these seeds might have been planted?
The seeds for:

The bread in----------_____

The peanut butter in----------_____

The jelly in----------_____

What kind of work had to be done to these seeds and plants before they were ready to be sold to the next worker?_____
_____
_____
_____
_____

What workers are needed to get the farm products to the plants where it is processed into bread and peanut butter and jelly?
_____

Foods are probably shipped over land by_____or_____.

Foods are usually shipped over oceans by_____or_____.

The wheat must go to a_____mill and then to the_____ to be made into bread.

The flour must be made into bread, the peanuts turned into peanut butter and the fruit processed into jelly. Have you ever visited a bakery to watch them bake and package bread? Have you ever watched your mother take fresh fruit and make it into jelly? After the farmer's products are made into food and packaged, it is usually sold to a wholesale dealer. What is the job of a wholesale dealer? The wholesale dealer has salesmen and delivery trucks. What do you suppose their jobs are?

_____

_____

_____

Now the bread and peanut butter and jelly are delivered to a store for you to buy them. They have made a long and interesting journey. They have gone from the seed to the grocery shelf. Which part of their journey would you most like to work on? What would you most like to work on? What would your job be like?

_____

_____

_____

Can you trace the journey of a roast beef?

Do you know what workers are needed to bring us salt for our table?

Dairy farmers are also food providers. How many different places need milk or cream for their food products?

_____

_____

_____

OCCUPATIONS RELATED TO GEOGRAPHICAL LOCATIONS

STATE	CAPITAL	PRODUCTS AND INDUSTRY	LIST A COUPLE OF OCCUPATIONS APPLICABLE TO EACH STATE'S INDUSTRY
ALABAMA	MONTGOMERY	lumbering, iron, steel livestock, tobacco	
ALASKA	JUNEAU	timber, fish, mining	
ARIZONA	PHOENIX	gold, silver, copper, garden crops, cotton, citrus fruits	
ARKANSAS	LITTLE ROCK	petroleum, lumber, rice, cattle, cotton	
CALIFORNIA	SACRAMENTO	citrus fruits, fish cotton, lumber, shipping	
COLORADO	DENVER	garden crops, gold, silver, sugar beets, orchards	
CONNECTICUT	HARTFORD	brass articles, clocks, hats, hardware, ship and airplane building	
DELAWARE	DOVER	apples, tomatoes, poultry, dynamite, chemical products	
FLORIDA	TALLAHASSEE	oranges, tobacco, lumber, garden crops, canning	
GEORGIA	ATLANTA	peaches, marble, cotton goods, peanuts, lumber	
IDAHO	BOISE	apples, potatoes, wheat, sheep, dairies, minerals, lumber	
ILLINOIS	SPRINGFIELD	corn, steel, meat, soybeans, printing	
INDIANA	INDIANAPOLIS	steel, automobiles, limestone, farming, hogs	
IOWA	DES MOINES	corn, hay dairy products, hogs, pop corn, breakfast cereal	
KANSAS	TOPEKA	wheat, salt, flour, petroleum and livestock	

STATE	CAPITAL	PRODUCTS AND INDUSTRY	LIST A COUPLE OF OCCUPATIONS APPLICABLE TO EACH STATE'S INDUSTRY
KENTUCKY	FRANKFORT	hay, tobacco, corn, coal, horse breeding	
LOUISIANA	BATON ROUGE	rice, cotton, minerals, lumber, sugar cane, chemicals	
MAINE	AUGUSTA	potatoes, fishing, paper, textiles, shipbuilding	
MARYLAND	ANNAPOLIS	steel, tobacco, clothing, fishing, fruit and vegetables	
MASSACHUSETTS	BOSTON	fish, shoes, dairies, cotton, goods, machinery	
MICHIGAN	LANSING	automobiles, cereal, lumber, furniture, fruits	
MINNESOTA	ST. PAUL	corn, flour, oats, dairies, iron	
MISSISSIPPI	JACKSON	cotton, lumber, oil, garden crops, fish	
MISSOURI	JEFFERSON CITY	lead, meat, shoes, soybeans, cotton	
MONTANA	HELENA	lead, copper, oil, poultry, wheat	
NEBRASKA	LINCOLN	wheat, meat packing, cattle, pigs, corn	
NEVADA	CARSON CITY	copper, silver, gold, sheep, garden crops	
NEW HAMPSHIRE	CONCORD	dairies, granite, textiles, lumber, hay	
NEW JERSEY	TRENTON	silk goods, chemicals, poultry, gasoline, vegetables	
NEW MEXICO	SANTA FE	wheat, copper, cotton, sheep, cattle	
NEW YORK	ALBANY	clothing, books, dairy products, manufacturing	

STATE	CAPITAL	PRODUCTS AND INDUSTRY	LIST A COUPLE OF OCCUPATIONS APPLICABLE TO EACH STATE'S INDUSTRY
NORTH CAROLINA	RALEIGH	tobacco, peanuts, lumber, cotton goods, textile mills	
NORTH DAKOTA	BISMARCK	wheat, dairy products livestock, rye	
OHIO	COLUMBUS	rubber, clay products, dairy products, machinery	
OKLAHOMA	OKLAHOMA CITY	petroleum, cattle, cotton, wheat, corn	
OREGON	SALEM	orchards, lumber, fish, flour, berries	
PENNSYLVANIA	HARRISBURG	electric machinery, coal, steel, textiles, shipbuilding	
RHODE ISLAND	PROVIDENCE	silk and cotton goods, garden crops, tools, silverware, machinery	
SOUTH CAROLINA	COLUMBIA	tobacco, corn, hogs, cotton goods, peanuts	
SOUTH DAKOTA	PIERRE	gold, corn, wheat, pigs, meat packing	
TENNESSEE	NASHVILLE	livestock, tobacco, zinc, marble, cotton, chemicals, aluminum	
TEXAS	AUSTIN	sheep, cattle, sorghum, petroleum, cotton	
UTAH	SALT LAKE CITY	copper, lead, coal, uranium, garden crops	
VERMONT	MONPELIER	maple sugar, paper, marble, slate, dairies, woolen mills	
VIRGINIA	RICHMOND	peanuts, tobacco, coal, shipbuilding, poultry, chemicals	
WASHINGTON	OLYMPIA	wheat, apples, fish, lumber, dairies, aircraft buidling	
WEST VIRGINIA	CHARLESTON	coal, apples, glass, lumber, chemicals	

STATE	CAPITAL	PRODUCTS AND INDUSTRY	LIST A COUPLE OF OCCUPATIONS APPLICABLE TO EACH STATE'S INDUSTRY
WISCONSIN	MADISON	paper, machinery, dairy products, breweries	
WYOMING	CHEYENNE	sheep, sugar beets, petroleum, wheat, cattle, coal	
HAWAII	HONOLULU	sugar, pineapples, cattle, fishing, coffee	

VOCATIONAL GROUPING

Some workers prefer to work mostly with other people. They like to try to persuade them to buy something, or to make them happy, or to make them feel better. Other workers prefer to work with ideas, to think up things, or to solve problems. Still other workers prefer to work with their hands and tools.

Can you figure out which workers deal mostly with people or ideas or things? Put (P) after the worker who deals mostly with people, and (I) after the worker who deals mostly with ideas, and (T) after the worker who likes to work with things like his hands and tools.

EXAMPLE: Artists __I__ Cabinetmaker __T__ Doorman (hotel) __P__

_____Actor	_____Draftsman	_____Nurse
_____Air traffic controller	_____Editor	_____Oceanographer
_____Pilot	_____Electrician	_____Optometrist
_____Stewardess	_____F B I Agent	_____Plumber
_____Architect	_____Florist	_____Policeman
_____Automobile salesman	_____Geologist	_____Radio or TV Announcer
_____Beautician	_____Insurance agent	_____Teacher
_____Carpenter	_____Miner	_____Truck driver
_____Chef	_____Mathematician	_____Waitress

Name each state

A._____

B._____

C._____

D._____

For each state, name a worker who would be common there, but rather uncommon in Nebraska.

A._____

B._____

C._____

D._____

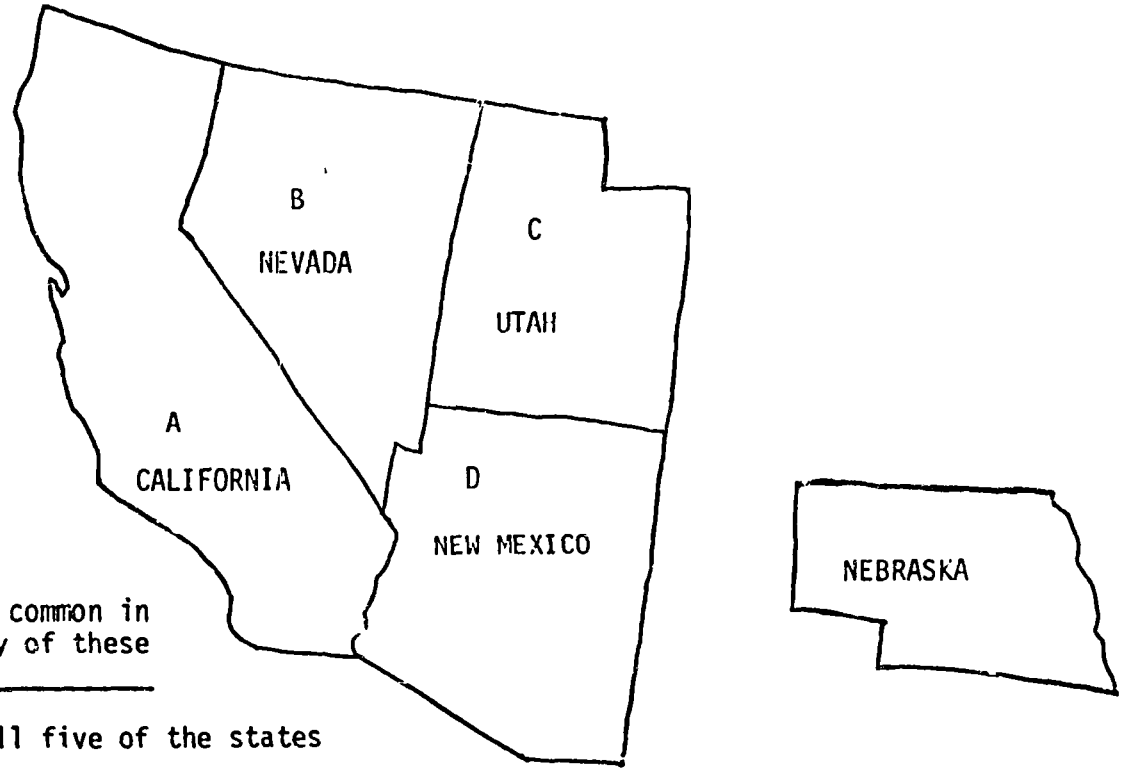

Can you name a job which would be common in Nebraska but not too common in any of these other states?_____

Name six jobs you would find in all five of the states outlined on this page.

1._____ 2._____ 3._____

4._____ 5._____ 6._____

Name each state

A._____

B._____

C._____

D._____

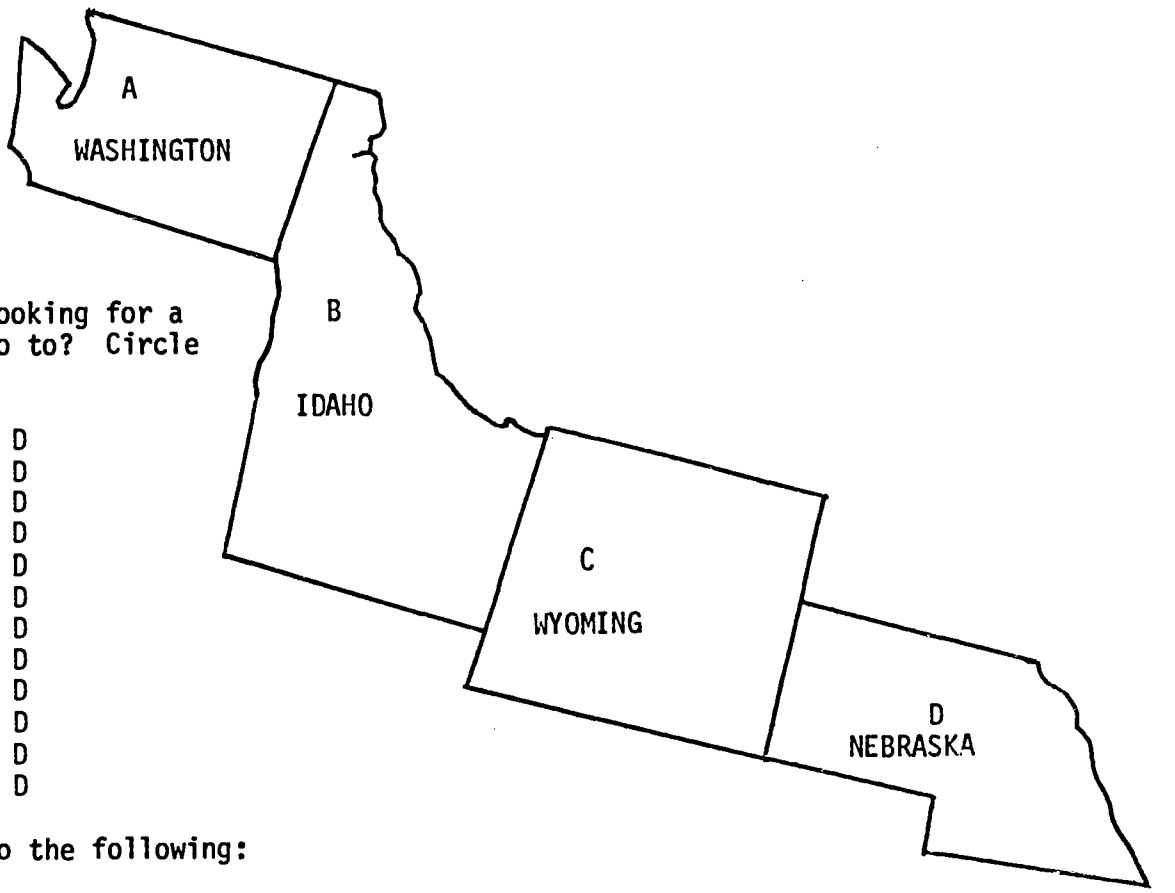

If the following people were looking for a job, which state should they go to? Circle one state for each worker.

1.	Lumberjack	A B C D
2.	Wheat farmer	A B C D
3.	Fisherman	A B C D
4.	Rancher (cattle)	A B C D
5.	Rancher (sheep)	A B C D
6.	Meat Packer	A B C D
7.	Aircraft designer	A B C D
8.	Coal miner	A B C D
9.	Fruit picker	A B C D
10.	Potato farmer	A B C D
11.	Truck farmer	A B C D
12.	Shipyard worker	A B C D

Underline the correct answer to the following:

The (lumberjack, coal miner, wheat farmer) could be found in all four states.
The (fruit picker, meat packer, sheep rancher) is found primarily in Nebraska.
The climate in Nebraska is not right for the (aircraft designer, wheat farmer, fruit picker).
Washington is the only state with facilities for the (Lumberjack, fisherman, wheat farmer).

Name each state

A._____ B._____ C._____ D._____ E._____

F._____ G._____

Which five of the following workers would be most apt to find work in these states? Underline your answer.

auto mechanic	farm worker
tobacco grower	meat packer
peanut harvester	oil driller
miner	salmon fisherman
lumberjack	ship builder

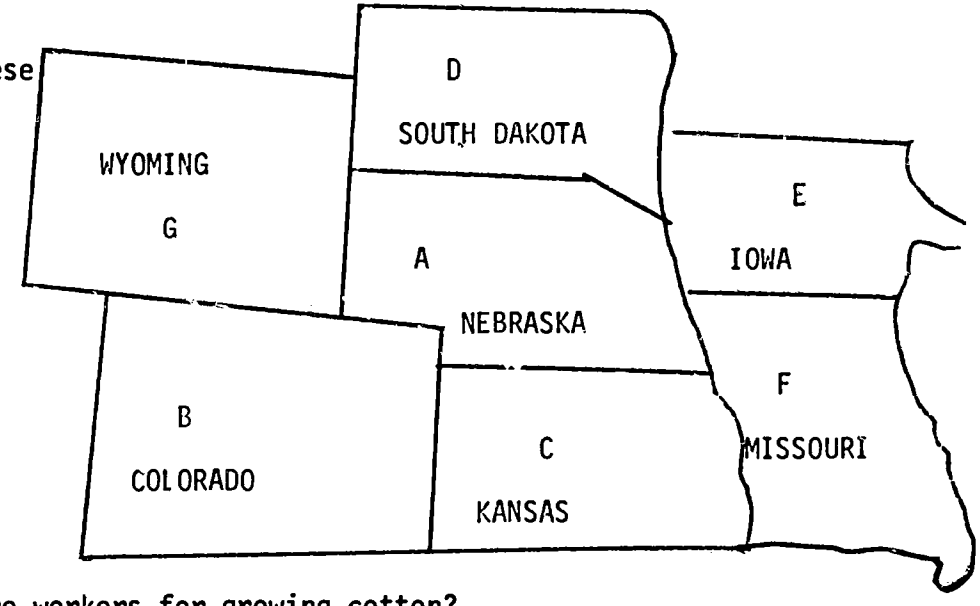

Which of these seven states might hire workers for growing cotton?_____

Which of these seven states would be most apt to hire people to work in orchards?_____

Which state would need more workers for factories making pop corn and breakfast cereal?_____

Name each state

A._____

B._____

C._____

D._____

E._____

F._____

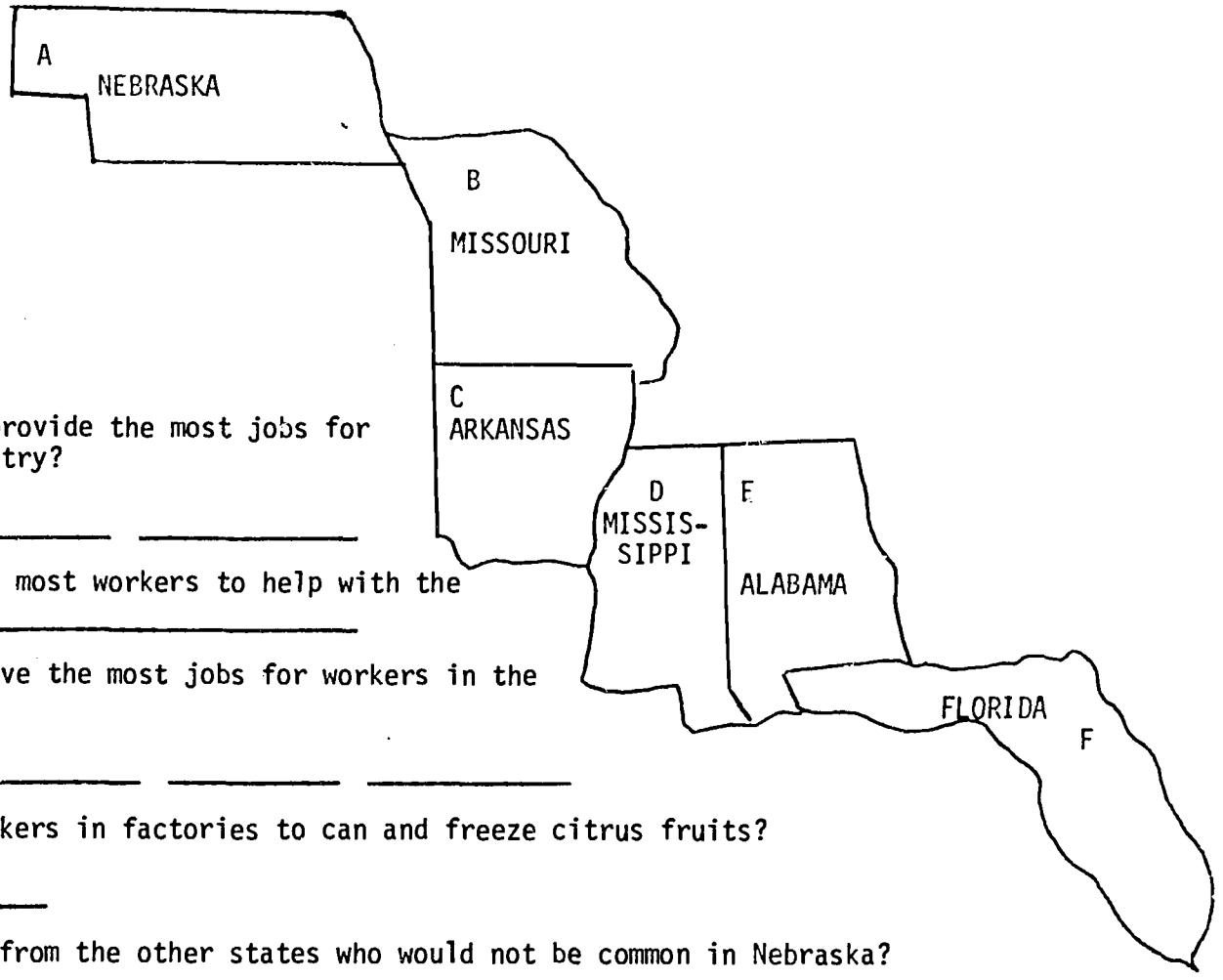

Which three states would provide the most jobs for people in the cotton industry?

_____ _____ _____

Which state would need the most workers to help with the tourist trade?_____

Which four states would have the most jobs for workers in the lumber industry?

_____ _____ _____ _____

Which state would need workers in factories to can and freeze citrus fruits?

_____

Can you list five workers from the other states who would not be common in Nebraska?

_____ _____ _____ _____ _____

Name each state

A._____ B._____ C._____

D._____ E._____

Identify each of the five states by their industrial character. Write in the appropriate state after each description.

1. Minerals, cotton, sorghum, rice, cattle, sheep, citrus fruits, textiles, petroleum_____

2. Dairies, breweries, cheese factories, shipping, paper mills_____

3. Fresh water fisheries, breakfast food plants, auto factories, furniture_____

4. Soybeans, meat packing, printing plants, grain, steel, coal_____

5. Grain, fruit, tobacco, coal, farm machinery products, auto and airplane parts manufacturing limestone_____

Discuss how the jobs available in these states differ from the jobs available in Nebraska.

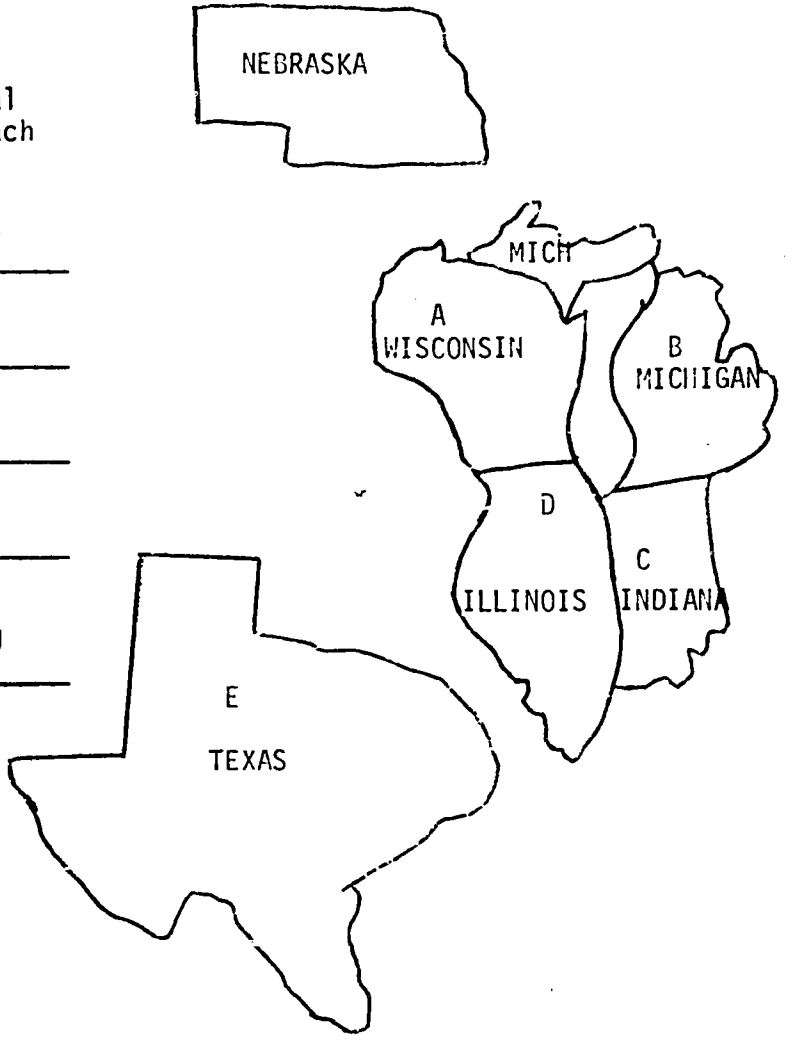

Name each state

A._____ B._____ C._____ D._____

E._____ F._____ G._____

H._____ I._____

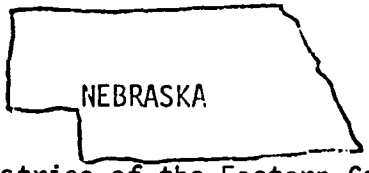

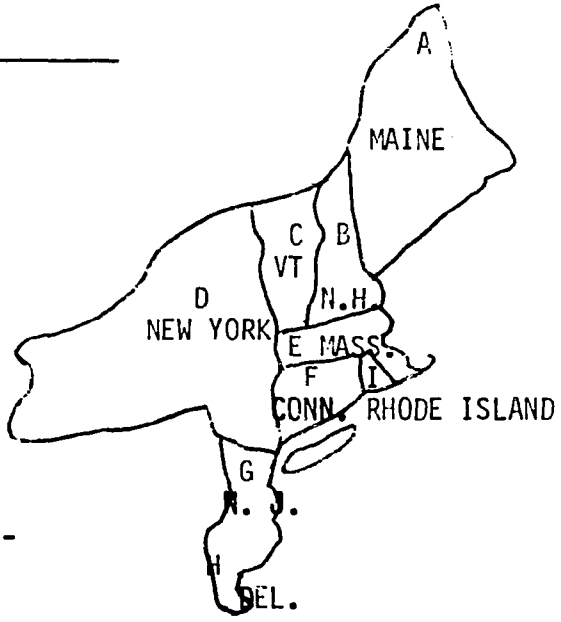

Listed below are some of the industries of the Eastern Coast. Can you name at least one job that would need workers as a result of this specific industry? Refer to definitions in this section. EXAMPLE: Citrus Fruits - fruit pickers

1. Dairies_____
2. Shipping_____
3. Precision tool factories _____
4. Airplane construction_____
5. Ship building _____
6. Jewelry making_____
7. Building stone quarries_____
8. Manufacture of electrical equipment-_____
9. Paper products plants_____
10. Lumber industries_____
11. Cotton growing_____
12. Manufacture of leather goods and shoes_____

Children can gain insight into the geographic variance of occupations by comparing the industrial patterns in different areas of the state or in different states or counties. Consideration can be given to many categories including:

Government agencies	Agriculture
Transportation	Lumbering
Manufacturing	Tourism
Professions	Mining
Technical trades	Construction

"WHAT'S MY LINE?"

(Two Examples)

I use a closed white truck in my work.
I visit each home about twice a week.
I must be strong to do my work.
I help keep you healthy.
Who am I? (Garbage Collector)

I come to your house every day except Sunday
I wear a uniform.
I sometimes bring you surprises in packages.
I carry a leather bag over my shoulder or in a motorcart.
Who am I? (Postman)

Check the students cultural environment awareness.

A quick way to check the students' observation and recall would be to have each student stand and name a worker in their community. This could be elaborated on to include various information about the vocations involved i.e., tell why you would or would not like to do this job, tell how we are trained for this job. The same idea could be used to discuss workers that are not found in the community.

Study the successful people you know.

This should begin with a discussion and initial comprehension of what kinds of success there really are. It is misleading to think only in terms of financial success. It is potentially of great value for a dialogue to take place between goal-setting youngsters and people who have achieved or are achieving a variety of worthwhile goals. Having one or two children visit such a person or have such a person come into your classroom offers great possibilities. Questions could cover such items as:

Why did you choose your field of work?
What did you want to be when you were of elementary age?
How does one achieve what you did or get a job like yours?
What are the interesting things about your work?
What is the future of your work?

ERIC

COMMUNICATIONS OCCUPATIONS

W	R	I	T	E	R	K	L	O	Z	A	L	C	R	I	T	I	C	M	O	I	S	O	A
A	P	T	A	O	E	O	C	L	E	R	T	U	L	K	Z	Y	O	T	L	I	I	S	N
C	R	O	C	Z	P	L	O	O	X	T	F	Y	E	J	F	T	R	L	T	L	N	J	N
R	U	U	T	C	O	L	U	M	N	I	S	T	C	Z	O	C	R	A	A	L	S	A	O
R	Z	J	O	U	R	N	A	L	I	S	T	P	T	O	T	A	E	R	L	U	T	T	U
E	Z	X	R	M	T	N	O	P	B	T	V	W	U	Y	T	T	S	R	O	S	R	P	N
S	O	O	T	L	E	D	I	T	O	R	O	T	R	O	O	U	P	S	E	T	U	E	C
S	I	N	T	E	R	P	R	E	T	E	R	R	E	T	R	E	O	L	E	R	C	L	E
A	Q	W	E	R	T	Y	U	I	O	P	L	K	R	T	R	A	N	S	L	A	T	O	R
A	U	C	T	I	O	N	E	E	R	Z	X	C	V	B	N	M	D	O	T	T	O	T	E
P	S	T	O	O	Z	A	E	R	T	P	U	B	L	I	S	H	E	R	T	O	R	Z	K
T	S	O	H	L	K	R	T	N	M	B	M	H	V	R	H	T	N	R	N	R	H	M	P
A	S	D	F	O	H	G	J	K	L	M	N	B	V	C	X	Z	T	E	A	C	H	E	R

WORD LIST

WRITER	PUBLISHER	LECTURER
COLUMNIST	CRITIC	ARTIST
REPORTER	CORRESPONDENT	ILLUSTRATOR
JOURNALIST	TEACHER	ACTRESS
EDITOR	TRANSLATOR	INSTRUCTOR
INTERPRETER	ANNOUNCER	AUTHOR
AUCTIONEER	ACTOR	NEWSBOY

FIND THE WORDS LISTED ABOVE AMONG THE SCRAMBLED LETTERS AND CIRCLE.
THE WORDS MAY BE SPELLED VERTICALLY, HORIZONTALLY OR DIAGONALLY.

OCCUPATIONAL FLASH CARDS

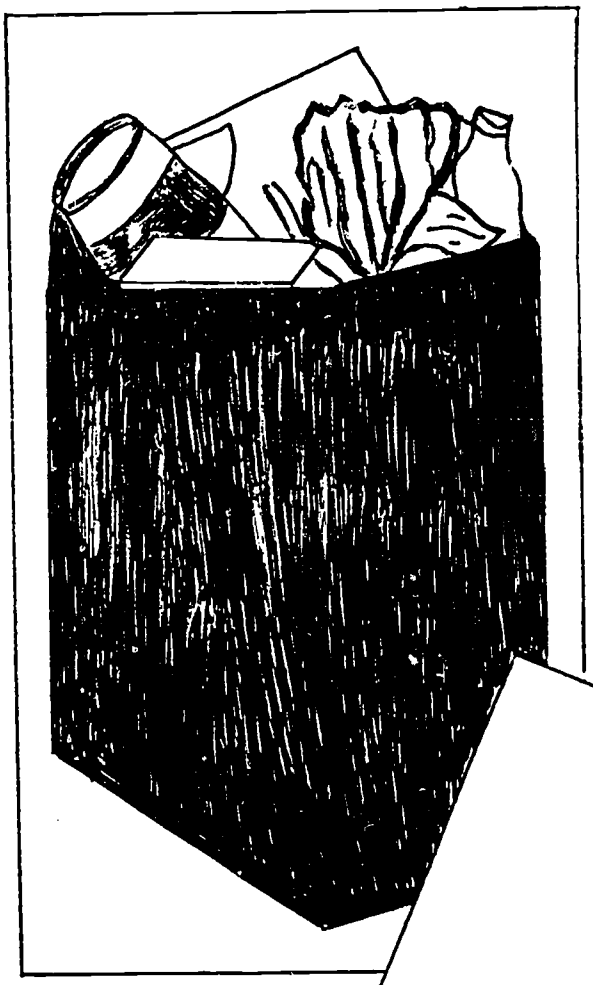

MATERIALS NEEDED:

3 x 5 Cards

Magazine cut outs or drawn pictures of tools

DIRECTIONS:
Place cut outs or drawn picture on cards.

Write name of occupation using the particular tool on the back of the card.

Flash picture--
Students identify occupation

GROCERY BOY

OR

BAG BOY

OCCUPATIONAL RIDDLES

What worker always walks behind a star?	(Policeman)
What is the President's second occupation?	(Cabinetmaker)
Who may marry many women yet stay single all his life?	(Clergyman)
What is always in front of you, yet can never be seen?	(Your Future)
What worker earns a living but never does a day's work?	(Night Watchman)

Dramatize the relatedness of occupations in acquiring an item.

Example: Purchasing a jump rope.

Little girl: Storekeeper, I have $1.00 to buy a jump rope.

Storekeeper: I will tell my secretary to order one for you.

Secretary: I will order one from the salesman.

Salesman: I will tell the people at our factory to make one and send it on our delivery truck.

Factory man: To make one for you, I will have to get wood from the lumberman for the handle and cotton from the mill man for the rope.

Lumberman: I will send a lumberjack to chop down a tree and bring us the wood.

Mill man: I will have the farmer pick some cotton and we will make the rope.

APRON

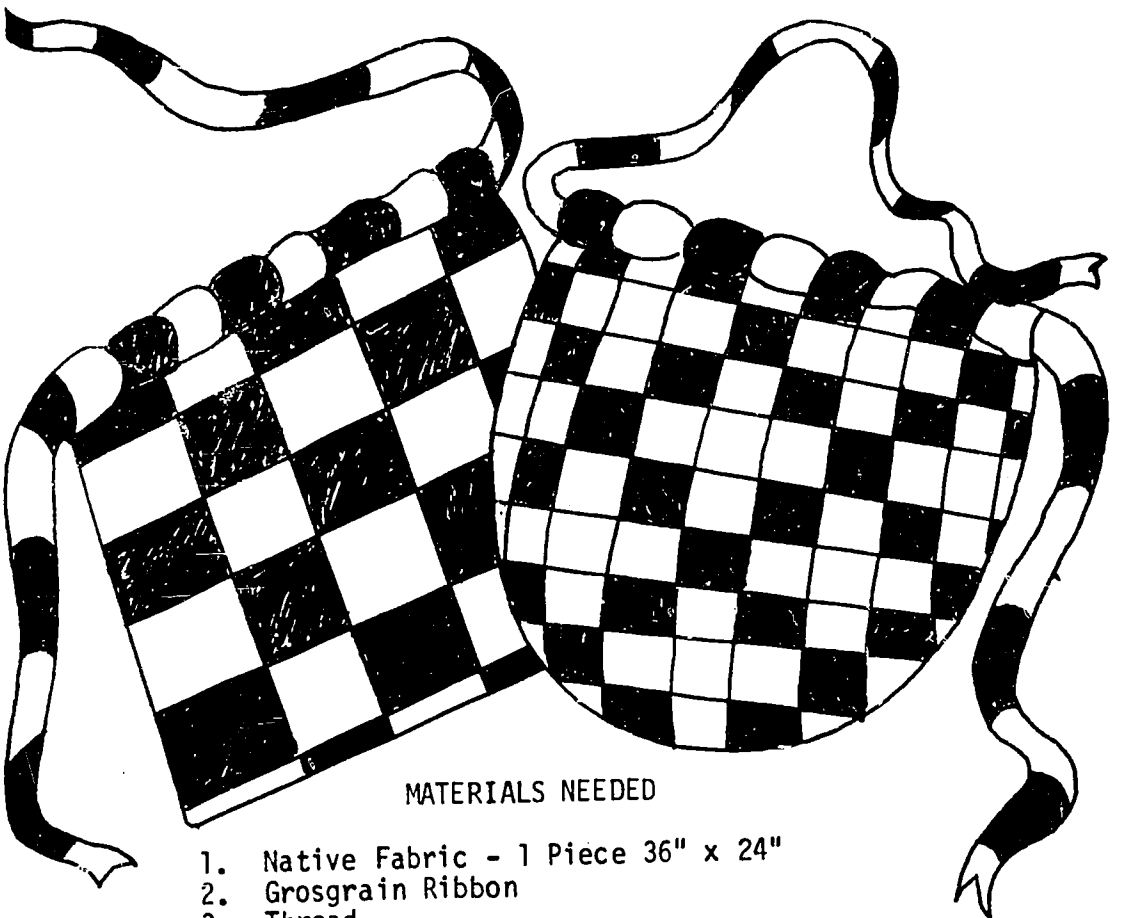

MATERIALS NEEDED

1. Native Fabric - 1 Piece 36" x 24"
2. Grosgrain Ribbon
3. Thread

Procedure:

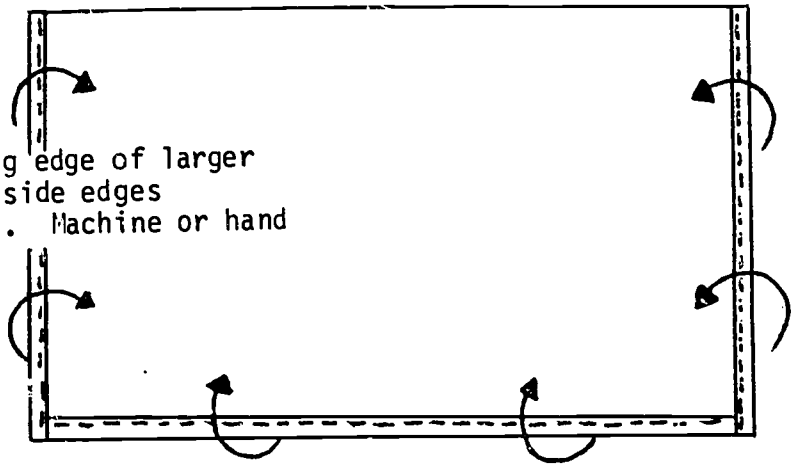

1. Turn under one long edge of larger piece and the two side edges approximately 1/4". Machine or hand sew.

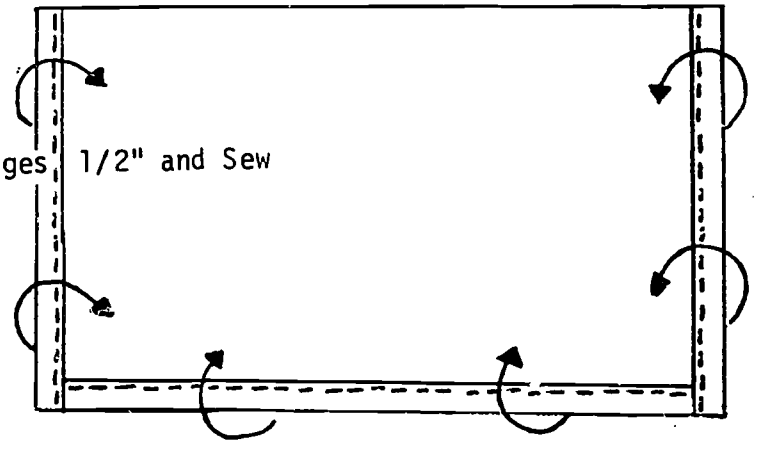

2. Turn under same edges 1/2" and Sew (Hem made).

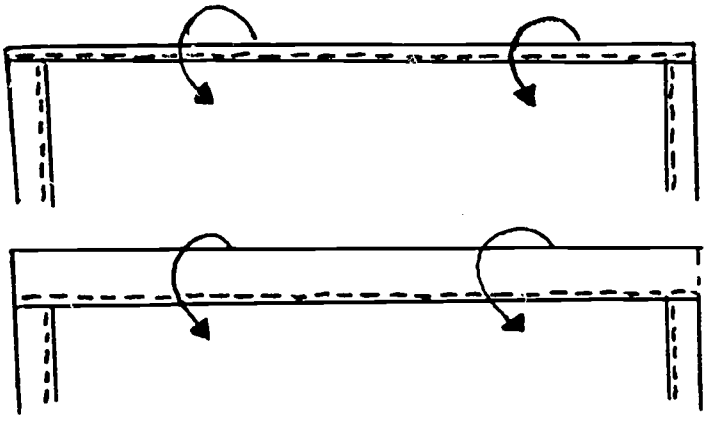

3. Turn under long edge 1/4" and sew.

4. Turn same edge under 1 1/2" and sew. Do not stitch ends.

5. Insert grosgrain ribbon through 1 1/2" opening, gathering fabric to form apron.

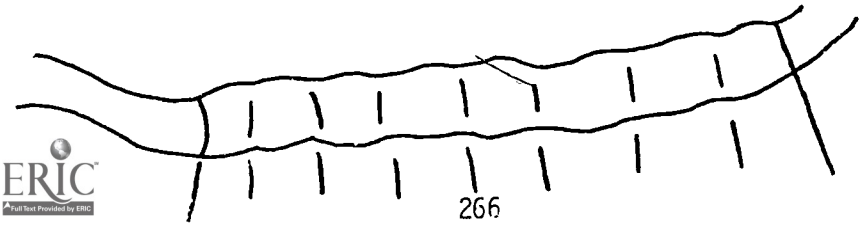

HAND BAG

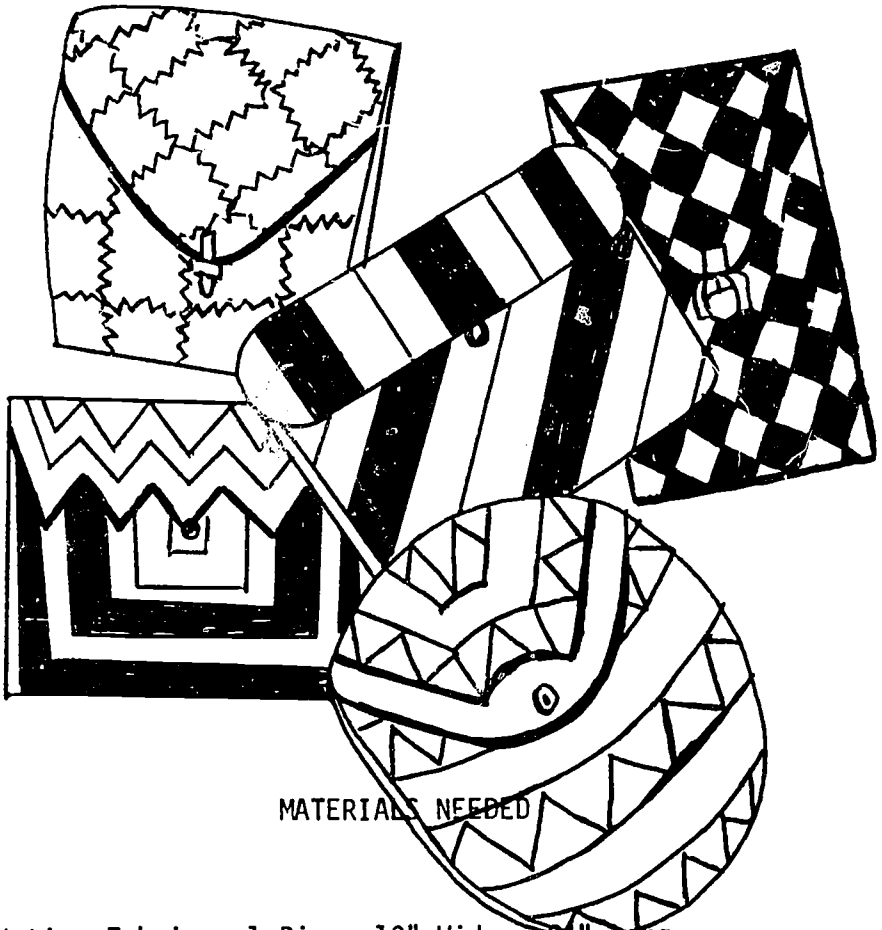

MATERIALS NEEDED

1. Native Fabric - 1 Piece 10" Wide x 24" Long
   1 Piece 2 1/2" Wide x 36" Long
2. Thread
3. Lining (Optional)
4. Closure (Buckle, Button, Snap, etc.)

PROCEDURE:

1. Draw off pattern on paper for purse.

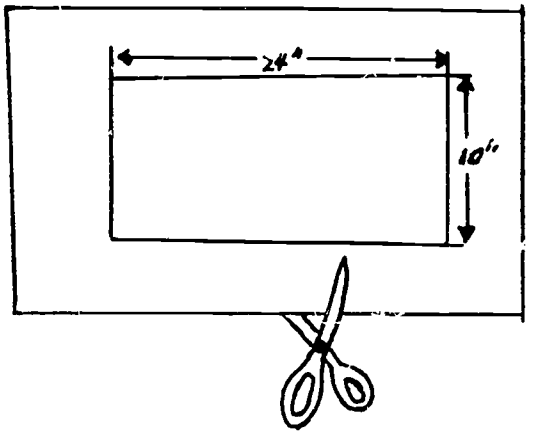

2. Cut out and place on fabric.

3. Cut

4. Line larger piece if desired by cutting a lining the same size and sewing to wrong side of purse fabric.

5. Fold, with wrong sides out, 10" from edge. Sew sides together. Turn right sides out.

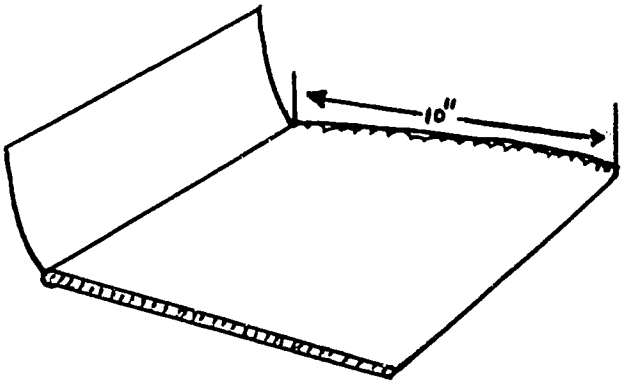

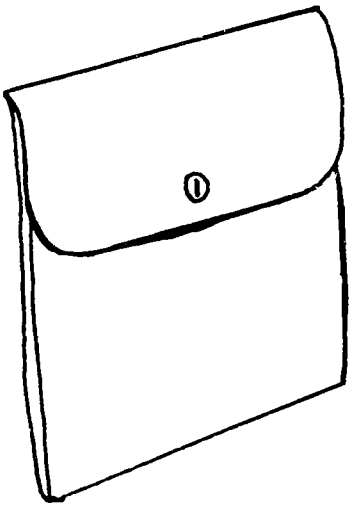

6. To make flap, fold open edge over 4".

7. Attach buckle, loop and button, or large snap.

MY FAMILY JOB TREE

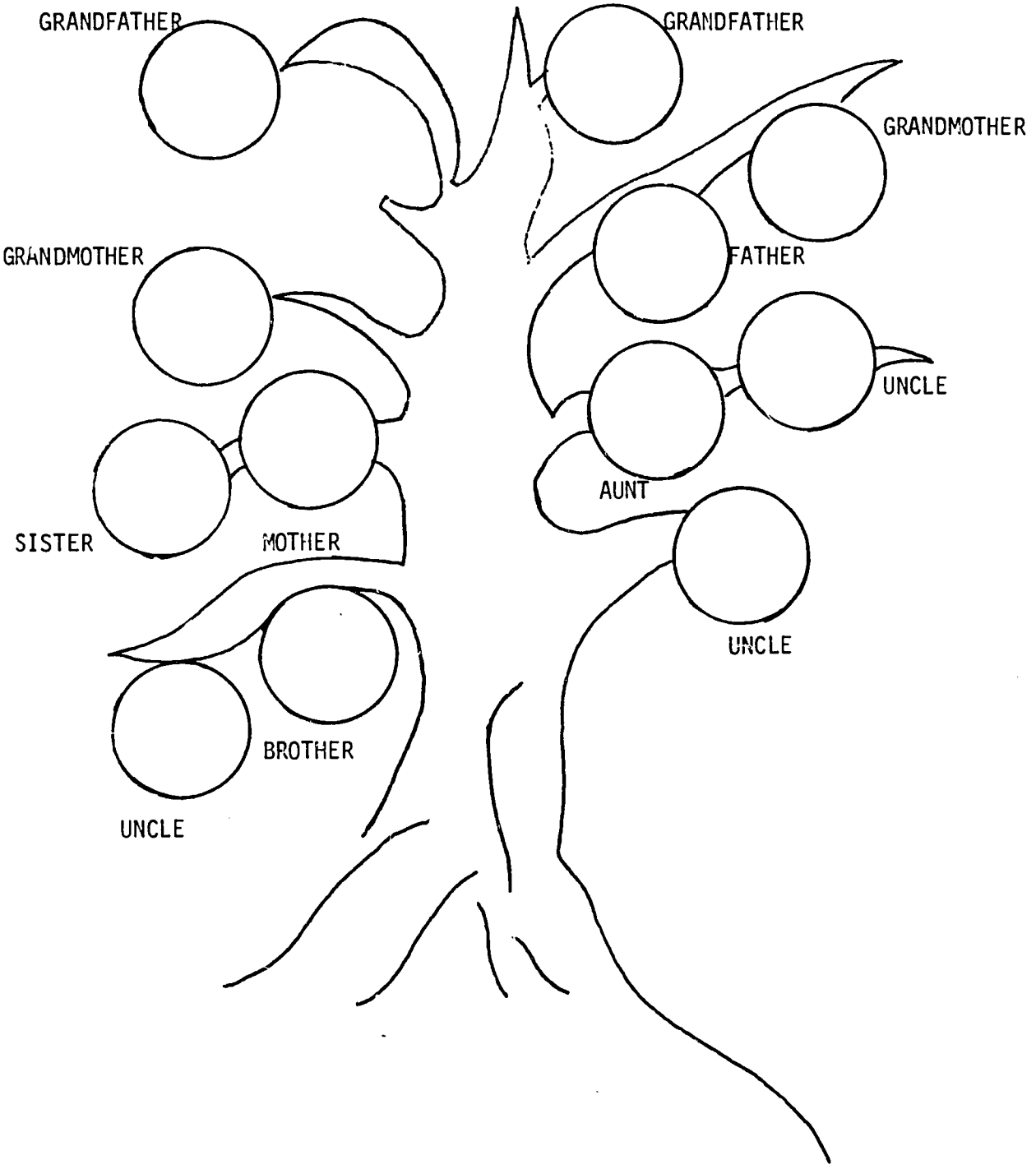

			1 P	O	S	T	M	A	N					
	2 G		O									3 F		
	O		L			4 F				5 P		I		
	V		I			I				R		R		
3 T	E	A	C	H	E	R		4 F.	B.	I.	M	E	N	
	R		E			E				N		I		
	N		M			M				C		N		
	M		A			A				I		S		
	E		N			N				P		P		
	N									A		E		
	5 T	R	A	F	F	I	C	P	O	L	I	C	E	
	M											T		
	A											O		
	N		6 P	O	S	T	M	A	S	T	E	R		

PUBLIC SERVICES CROSSWORD PUZZLE

ACROSS

1. One Who Delivers Mail.
3. One Who Conducts a Class.
4. One Who Investigates (abr.)
5. One Who Conducts Traffic.
6. A Person in Charge of a Post Office.

DOWN

1. A Member of a Police Force.
2. Persons Who Work for the Government.
3. One Who Checks the Fire Department.
4. One Who Puts out Fires.
5. Administrator of a School.

STUFFED FROG...

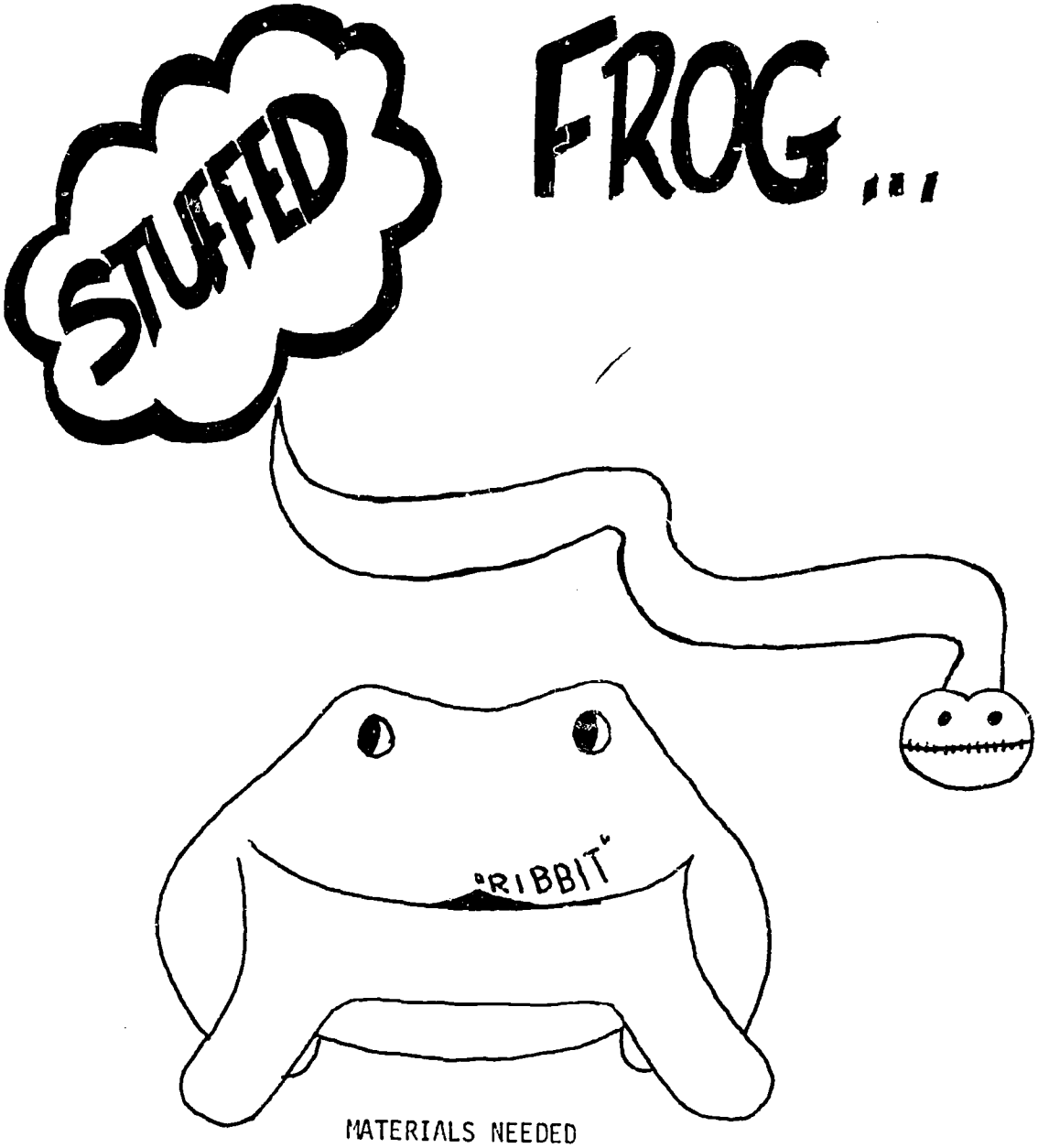

MATERIALS NEEDED

1. Frog Pattern
2. Native Fabric
3. Thread
4. Stuffing (Dried Beans, Bird Seed, Foam or Women's Hose Cut in Small Pieces)
5. Buttons for Eyes

Procedure:

1. Draw pattern on paper.

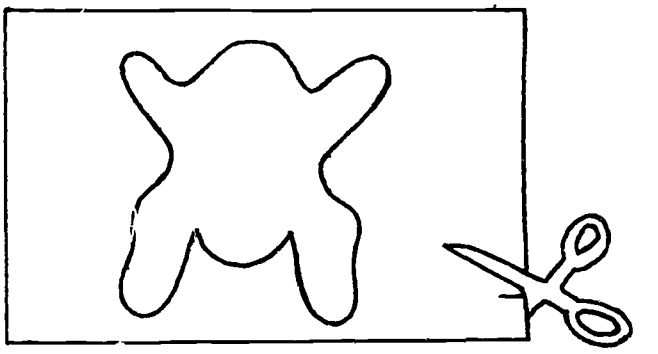

2. Cut pattern (twice) out of fabric.

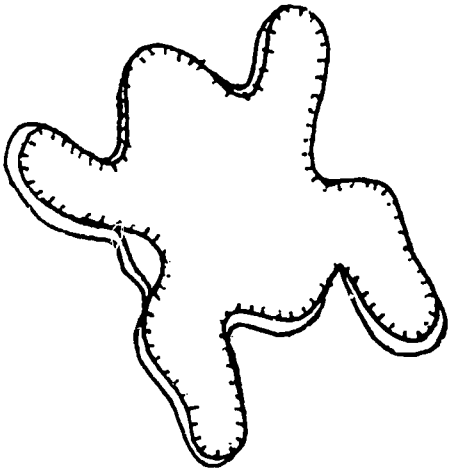

3. Lay pieces with right sides together. Sew 1/4" from edge all the way around except for a 2" opening on a straight edge. Turn right side out.

4. Stuff with selected material--Dried beans or bird seed if firmness is desired: Women's hose or foam if washing or softness is desired.

5. Stitch up opening.

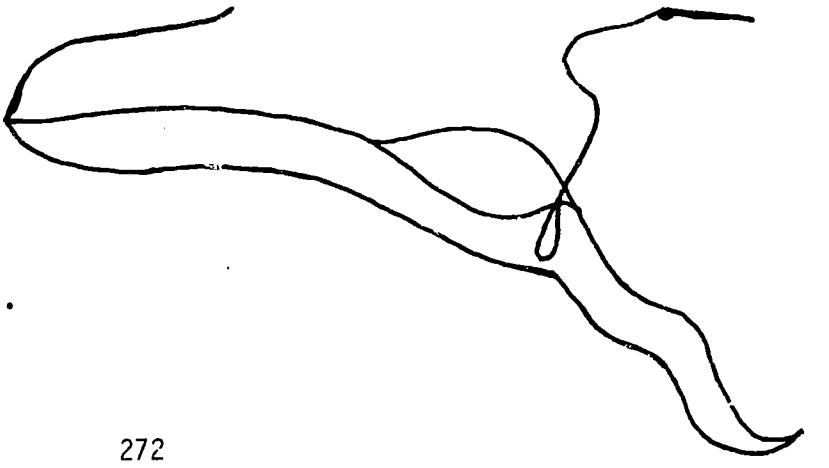

6. Sew on eyes.

1 B	E	L	L	B	O	Y								2 P
E											3 H			R
A		4 B	A	R	B	E	R				A			E
U									5 M	A	I	D		S
T					6 W		7 W		A		R			S
Y					I		I		N		D			E
S					N		G		I		R			R
8 H	O	T	9 E	L	D	E	S	K	C	L	E	R	K	
O			X		O		T		U		S			
P			T		W		Y		R		S			
O			E		W		L		I		E			
P			R		A		I		S		R			
E			M		S		S		T					10 M
R			I		H		T							A
A			N		E			11 J	A	N	I	T	O	R
T			A		R									K
O			T											E
R			O											R
			12 R	U	G	C	L	E	A	N	E	R		

PERSONAL SERVICE

ACROSS

1. A boy or man to carry luggage in a hotel

4. One who styles or cuts men's hair

5. A woman who works to clean, cook, etc., for others

8. The person at the desk in a place for traveling people, who signs them up (3 words)

11. One who takes care of a building, apartment house, etc.

12. One who uses rug shampoo

DOWN

1. The manager of a place where ladies get their hair styled (3 words)

2. One who operates a steam press in a laundry

3. A person who styles ladies' hair

5. A person who takes care of the hand; especially trimming, polishing, etc. of the fingernails

6. One who cleans clear glass

7. One who dresses the hair on a wig

9. A person who kills pests in houses

10. One who marks clothing in a laundry

WORKERS IN YOUR LIFE

ACROSS

1. Fights fires

2. Plans layouts; installs and repairs wiring and electrical fixtures

3. Prepares and cooks meals for work crews or residents and employees of institution; cuts meat; serves meals; washes dishes

4. Treats diseases and disorders of the human body

5. Serves as a member of the armed forces; performing duties under military orders

6. Instructs pupils in one or more subjects, prepares assignments, administers tests, keeps records, and maintains discipline

7. Writes original literary works such as articles, plays, poems, fiction, etc.

8. Examines patients and performs operations

9. Has ability in a particular field such as painting, sculpture, literature, music, or dancing.

10. Diagnoses and treats diseases and disorders of animals

11. Provides beauty services for customers

12. Flies airplane or helicopter

13. Instructs athletes in developing individuals and/or teams for sports competition

14. Designs and makes tailored garments

15. Types letters, reports, stencils, forms, addresses; may operate duplication machines

16. Drills and blasts earth and rock excavations to construct underground shafts and tunnels for projects; mines ore, coal, or rock

17. Connects metal parts together using heat; repairs worn or damaged metal parts

18. Assists waiter, carries dishes, cleans equipment

19. Recovers sofa, chair, or other furniture pieces

DOWN

1. Administers banking services such as loans, trust funds, safety deposit services, investment counseling, checking and savings accounts

2. Applies coats of paint, varnish, stain, etc., to decorate and protect buildings

3. Conducts religious worship services

4. Diagnoses and treats diseases, injuries, and malformations of teeth and gums

5. Opens doors, parks cars, carries luggage and greets people

6. Constructs, installs, and repairs structures and fixtures of wood

7. Conducts criminal and civil lawsuits; draws up legal documents

8. Same as 2 Down

9. Audits or examines accounts

10. Collects and analyzes facts about newsworthy events and writes or transmits these news items to others

11. Portrays role in dramatic production

12. Plans menus and diets, purchases food, and directs workers in food service program for hospital, school, or restaurant

13. Plays a musical instrument or composes or arranges music

14. Receives funds from customers, counts money, records money transactions

15. Assembles, installs and repairs pipes

16. Performs chemical tests; analyzes or experiments in a laboratory

17. Makes and dispenses medications following prescriptions issued by a doctor

WORKERS IN YOUR LIFE

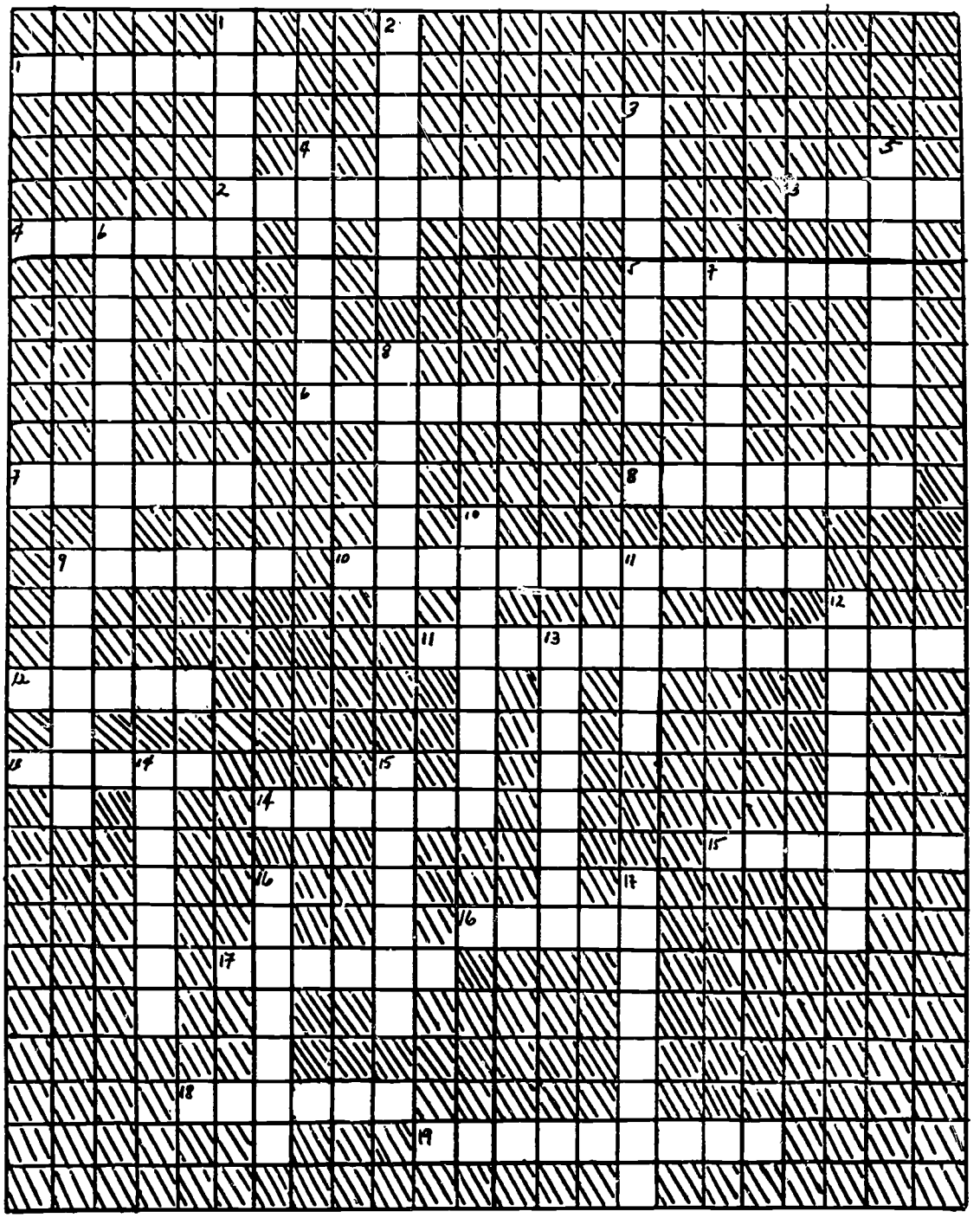

WORKERS IN YOUR LIFE

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ACTIVITY: WHY DO WOMEN WORK?

AIM: To develop an appreciation of the problems, skills, knowledge, efforts, and rewards of the work of others

Description: Discuss the need for women to earn money for themselves and their families. Many times their earnings are what supports their families. Some women work to boost the family income so they may maintain a higher standard of living and provide a good education for their children. Another important reason for working on the woman's part is personal satisfaction or achievement.

Ask those who have working mothers to raise their hands. Have these students interview their mothers to determine why they are working. Have the students determine the actual job title of the working mother. Write these on the board. Note that many of the jobs are semi-skilled, low-paying jobs. Have the students draw conclusions as to whether women should plan and prepare for a career.

Assign a role playing situation which includes a student's grandmother, mother, herself, and her own daughter. Each should stress the role of the women in her own time. Ther person playing the daughter will have to use her imagination in determining the role of the future. Structure the roles so that the changing historical role of the woman is emphasized.

Materials: Manpower Report of the President, 1968, U. S. Dept. of Labor, Superintendent of Documents, Government Printing Office Washington, D. C. 20402. (Nominal Fee)

ACTIVITY: SMALL GROUP FIELD TRIPS

AIM: To expose students to occupations in which they have expressed interest.
To maximize the field trip experience by including only those who are interested in the particular occupation

Description: Sign up sheets are used for students to indicate an interest in a particular occupation. About one week prior to the trip the students will meet to discuss the occupation and to read material pertaining to it. Camera assignments will be made and a field trip outline will be discussed. The group may also develop questions to ask the workers and lists of activities to watch for.

Follow up: Meet several times to edit pictures and to develop a script to be tape recorded.

The following is a survey to try to find out:

1. If students are interested in field trips to local businesses

2. How many students are interested

3. What kind of businesses or industries

4. If there is any interest in having speakers come to school to speak to classes or small groups

SURVEY QUESTIONS Please circle your response

1. Are you interested in field trips to local businesses or local industries? These field trips must be limited to the immediate area or perhaps as far away as La Junta. Time spent away from school must be limited to a maximum of three hours.

   Yes No Don't know Couldn't care less about field trips

2. Are there any particular businesses or industries in the immediate area that you would like to visit?

   Yes No Don't know Couldn't care less about field trips

3. I would like to know what businesses or industries are in the immediate area for me to visit.

   Yes No Couldn't care less about field trips

4. I will go anywhere or do anything to get out of school for a couple of hours.

   Yes No I like it here

5. I would rather have someone come to school to tell me about his job than to go to a business or industry to talk to him.

   Yes No Couldn't care less about career information

6. The following businesses and industries are available in the local area. Please mark the ones that you are interested in with reference to questions 2 and 5.

1. Alfalfa Dehydrating
2. Fertilizer Company
3. Milling Company
4. Cattle Feeding
5. Farming
6. Hospitals
7. Drug Stores
8. Department Stores
9. Gift Shops
10. Art Shops
11. Grocery Stores
12. Barbers
13. Hair Dressers
14. Construction
15. Newspaper
16. Mortuary
17. Lumber Company
18. Machine Shop
19. Computer Work
20. T. V. Repair
21. Cafe
22. Service Station
23. Insurance Sales
24. Veterinarian
25. Power Company
26. Telephone Company
27. Aircraft Sales
28. Mechanics
29. Plumbing
30. Body Shop
31. Bank
32. Bakery
33. Woodworking
34. Secretary
35. Fire Department
36. Police
37. Radio
38. Motel
39. Fish Hatchery
40. Trucking
41. Radio Station
42. Real Estate

FIELD TRIP EVALUATION

NAME_____SCHOOL_____

TEACHER_____

JOB OBSERVATION SITE_____DATE_____

I. Name as many of the different kinds of workers as you can remember seeing on the job observation field trip. (Example: Secretary, Diesel Mechanic, etc.)

1.
2.
3.
4.
5.
6.
7.
8.

II. Job Observation: Directions: Check the blanks which you feel are most appropriate.

1. Most of the workers we saw were ___men_____women.

2. The workers observed worked _____inside____outside_____both.

3. The clothes the workers wore were___workclothes (aprons, levis, coveralls, etc.)_____uniforms (all clothing looks the same_____dress (shirt and tie, dress, pant suit, etc.)

4. A. Did most of the workers use tools on other equipment? _____Yes _____No

   B. If yest to question 4A, list as many tools as you can remember being used.

5. In my observation the workers spend most of their time working with_____tools_____other people.

6. Most of the workers observed_____sit_____stand.

7. If I was one of the workers I saw, I would_____like it;
_____kind of like it; _____dislike it;
_____kind of dislike it.

8. The worker I was thinking about in question 7 was the
_____.

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CAREER EDUCATION FIELD TRIP REPORT

Name_____

Place visited_____ Date_____

Department visited_____

Guide's name_____

List the various occupations you observed (use back of page if necessary):

1._____

2._____

3._____

4._____

List any health or safety hazards you observed:

_____

_____

List any skills that you observed in action:

_____

_____

What did you find most interesting?

What did you find least interesting?

Opinions from workers about their jobs:

Did the workers seem happy?

How do you make application for a job here?

MULTI-CULTURAL QUESTIONNAIRE
(for both parents)

1. Please list the various occupations you have been involved with in the past, or at the present time. (Be as specific as possible. Include every job, be it doctor, lawyer, cashier, beauty operator, etc.)

2. Would you be willing to speak or give a demonstration to small groups of children who may exhibit an interest in a particular job experience you may have had? (Explain here any particulars you may think pertinent.)

3. Please list your hobbies.

4. Do you have any ideas as to experiences, materials, or resource persons, which may be relevant to our program?

Parent's Signature_____

Child's Name_____

Child's Homeroom_____

ACCESSION NUMBER: VT100630

TITLE: PERSONNEL MEETING-TRAINING PROGRAM FOR FOOD STORES.

DESCRIPTOR: *FOOD STORES; *RETAILING; *ADULT EDUCATION; *SALES OCCUPATIONS; MERCHANDISING; *MARKETING

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 547

ABSTRACT: THIS OUTLINE OF AN INSERVICE PROGRAM CONTAINS EIGHT LESSONS FOR RETAIL FOOD STORE TRAINING TO INCREASE INTEREST AND IMPROVE PRODUCTIVITY OF STORE PERSONNEL. PROGRAM PLANNING INCLUDES A QUESTIONNAIRE TO ALL EMPLOYEES CONCERNING THEIR ATTITUDES TOWARD THE TRAINING AND INFORMATION ON THE CHOICE OF INSTRUCTORS, MEETING PLACE AND HOURS, AND PARTICIPATION OF THE OWNER-MANAGER. SUGGESTED PROCEDURES AND SESSION TOPICS ARE OUTLINED. (AUTHOR/MU)

INSTITUTION NAME: NATIONAL ASSOCIATION OF RETAIL GROCERS, CHICAGO, ILL.

VT 100 630

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PERSONNEL Meeting-Training PROGRAM

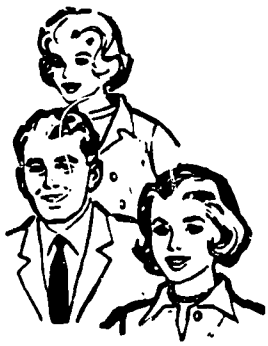

FOR FOOD STORES

Published by the

National Association of Retail Grocers
of the United States (NARGUS)
2000 Spring Road
Oak Brook, Illinois 60521

ERIC

To the Retailer

The "NARGUS PERSONNEL MEETING-TRAINING PROGRAM" is designed to increase interest and improve efficiency and productivity of store personnel. Success of the program depends on owner or manager's enthusiasm, as well as preparation and supervision. Properly planned and carried out, this program can develop more competent and valuable employees.

First, determine if employees are ready for training; that they realize the need for a review of responsibilities; that they know the program will benefit them as well as the store.

The instructor for the series should be carefully chosen. He should be a man whose background and experience command respect, have a complete understanding of food retailing, and have the ability to transmit his knowledge. Such a man may be found on the store staff, among manufacturers' representatives, on the staff of a wholesale firm, a broker with supervisory experience, or professional instructor with practical business experience.

Three of the sessions outlined are devoted to departmental operations and may be conducted by department managers, with guidance from the instructor. Full preparation is essential and store policies will be the basis for discussion. The owner and/or manager should take an active part in preparation as well as discussion, and must be prepared to answer questions.

The program's success depends greatly on the owner and/or manager. This manual provides outlines around which sessions may be planned.

National Association of Retail Grocers

of the United States

Suggested procedure:

1 – Carefully review the program, read it several times, understand it thoroughly;

2 – Select tentative meeting dates and location;

3 – Search out possible instructors, brief them on the program, get their opinions on procedure. After interviewing several their capabilities will be evident. Final selection will be made in due time;

4 – Supply each employee a questionnaire to be filled in and returned. From these will be determined if there is sufficient interest on the part of the staff to proceed. No signature should be required on the questionnaire to assure returns from all personnel. Suggested questionnaire follows;

5 – Review returned forms, if necessary interest is revealed, then set up final plans. First session should be scheduled within 30 days so interest will not wane.

Suggested Employee Questionnaire

To All Store Personnel:

We are considering a series of weekly meetings for all our staff. At this time we do not know the number to be held but there will probably be 8.

During these sessions, we will discuss subjects concerning the operation of the store, ways to improve customer service, better ways of handling job assignments. Before making final plans we would like your opinion on questions listed below. Please return as quickly as you can and no signature is required.

Thank you.

Signed _____
(Store Owner)

I vote – YES _____ or NO _____ on proposed meetings.

My preference as to the evening would be MONDAY____ TUESDAY____ WEDNESDAY____ THURSDAY____ (Mark 1, 2, 3 and 4 in order of preference)

However, I will attend whichever night is selected by the majority of those reporting – YES_____ or NO_____.

Check preference – Have dinner_____ or buffet supper_____ or be permitted to go home for dinner before session _____.

Do you feel one hour for speaker or speakers and one hour for discussion is sufficient time? YES_____ or NO_____. If NO, what is your recommendation?_____

_____

Do you think a committee of store personnel should assist in planning meetings and selecting subjects? YES _____ or NO _____.

Do you have any suggestions for subjects to be discussed or presented? YES____ or NO____.

If YES, what are they? _____ _____.

Do you have any ideas for improving store services? If so, what are they?_____

_____

_____.

To the Instructor:

Meeting plans included in this program are:

Five sessions of general nature for the entire staff;

One session each on produce, meat and grocery operations;

Two optional meetings on frozen foods, or dairy, or checker training.

The outline for each meeting is only a guide and may be altered to make it more appropriate for the group, but the principles on which these outlines are based should be followed as closely as possible.

Sessions should be limited to two hours (not including meal time). They should start promptly and end on schedule. A 10 minute "break" should be set up as close to the end of the first hour as possible.

The lecture method may be followed, but demonstrations, visual aids, and actual practice methods will prove very valuable.

Sufficient time should be allotted for discussion and questions and answers.

Work closely with top executives on final details for each meeting and be sure there is complete understanding.

With several of the outlines are listed suggested publications available from National Association of Retail Grocers which can supply information for special emphasis. In the back of this manual is an order form for securing requirements.

LESSON 1

Should be of an inspirational nature, aimed at making the staff more aware of the importance of their positions, advantages, necessity of learning as much as possible about carrying out assigned responsibilities, so all may participate in the benefits derived from successful retailing.

Suggested outlines:

1 – Brief history of the store, its size and growth, with review of plans for expansion and improved services.

2 – Review possible progress and advancement

3 – Outline courses available in high schools, junior colleges, universities, and distributive education groups in the area where classes are held in accounting, bookkeeping, advertising, merchandising, business administration, public speaking, English, mathematics, store operations, etc.

4 – Indicate trade schools which offer courses in sign writing, meat cutting, produce management, bakery, etc., as sources of additional skills and knowledge.

5 – Stress importance of food retailing and encourage personnel to study the many growth possibilities.

It will take research on the instructor's part to have full knowledge of courses available in points 3 and 4 above. It will be well, also, to have the names of school personnel qualified to guide store staff members in selecting courses.

LESSON 2

Base this session on store policies as established by the owner. A review of them will serve as a reminder of their importance to the operation of the store. A full discussion on the merits of the policies as well as consideration for additional ones may be in order. The questionnaires returned by employees will offer additional ideas for consideration.

Suggested outline:

1 – Review of present policies

Attendance – working hours, overtime, holidays, tardiness, sick leave, military service, jury duty, lunch hours, "breaks", etc.

Practices – care of equipment, smoking, personal mail and telephone calls, personal behavior, accidents, customer complaints, check cashing procedure, bottle refunds, shoplifting, employee purchases, carry-out, etc.

Benefits – hospitalization, group life, accident and other insurance, vacations, profit-sharing, pension programs, etc.

2 – Personal appearance – uniforms, good personal grooming, hair styles, etc.

3 – Open meeting for discussion of suggestions from the group on ways to improve, and on suggestions for policy changes.

Before adjournment, ask employees to prepare for the next meeting a list of the exterior and interior facilities which should be improved, so the store will make a more favorable impression on consumers. Ask personnel to be objective in their analysis, looking at the store with the "eyes of the consumer".

LESSON 3

The physical appearance of the store, exterior and interior, is the basis of this session. This two hour program should be divided equally – the first portion a presentation on the points outlined, and the second to be devoted to review of the suggestions brought in by each employee. As points listed are covered they should be removed from listing to avoid repetition in the second part of the program. (Ask for number deleted from lists so staff people will know their efforts are appreciated).

Suggested outline:

1 – Exterior appearance – point out that the exterior is the best advertising a store can have. It must have a prosperous, "well-groomed" appearance – this means care and attention given to parking lot, sidewalks, curbing at the street, windows, alleys, signs, pylons, doors and doorways, etc.

2 – Interior appearance – clean aisles, spotless cases and equipment, neat displays, washed and waxed floors, current display material, clean lighting fixtures with proper bulbs, doors to preparation areas free of soil, corners, aisles and under fixtures free of refuse.

3 – Cautions – such as loose cardboard in aisles, extension cords, wet floors (especially around produce department), exposed electric wiring, loose moldings on fixtures and shelving, etc.

4 – Maintenance – stress the fact it is everybody's job to keep these points under surveillance, to personally handle all problems either by action or by reporting to manager or department head.

5 – Individual reports – call on each employee to read his suggestions for improving the store's appearance. (If a person is reluctant to report, encourage him to do so but do not force him to the point of embarrassment. If time permits give the reluctant person another opportunity after all reports are covered.)

6 – Thank the group, sincerely, for their splendid cooperation and interest.

7 – Store owner or manager may want to comment on the cooperation received, and mention a few of the things pointed out which will be immediately acted on. (This is important for it will show the group that the suggestions are well taken, useful and appreciated.)

Before adjourning, ask the group to come prepared to discuss advertising and merchandising at the next meeting. Ask them to bring ideas for creating a better "image" of the store in the eyes of the consumer – one on which a sound advertising or public relations program can be built.

LESSON 4

This session is built around advertising and merchandising, the first hour to be devoted to presentation of film or talk and the last hour for discussion and considering suggestions brought in by the staff. Employees may offer similiar ideas, but listen to each carefully. Write brief description of ideas on a blackboard and when all have reported, a quick review should be made. From this session the store owner may find the key to an excellent public relations or advertising plan.

Suggested outline:

1 – Purpose of advertising –

Attract attention – motivate people to buy – point out a value and use – produce store traffic for profitable sales. Advertising story should be pleasant, informative, remembered.

2 – Advertising, regardless of media used, should include public relations. This can be accomplished by tieing in with community activities, fund drives, public or group functions, and by stressing important services of the store.

3 – Advertising themes can be built around a season, market breaks (especially on perishables), enjoyment, holidays, value, weather, appetite appeal, national or local events, price, ease of preparation, etc.

4 – Features from all departments tell a story of complete shopping facilities and indicate that all are offering values. Menu ideas and recipes create buying impulse and provide the consumer with a source for change-of-pace in planning and buying.

5 – When possible, ads should include combinations of items that go together like "Ham and Eggs", "Corned Beef and Cabbage", etc., and there are many more opportunities for cross-selling of product in the store.

After a short break, the second half of the session is for presentation and discussion of ideas brought in by personnel. Some employees may not be prepared, so call on each person, but do not "force" a report. After all are covered, instructor and owner should thank group for their participation and efforts. Point out that consideration will be given to ideas submitted and staff will hear more about some of the ideas suggested.

Note: Consider the following for distribution at close of session:

"Plans for Year 'Round Sales"

Before adjournment, ask personnel to come prepared to discuss "salesmanship", the subject for the next session, and ask for ideas that will improve the "salesmanship" of the store.

LESSON 5

This session is built around three factors: personnel, services and customer convenience. For a change-of-pace, have employees outline their definitions and suggestions on "salesmanship" first. After these ideas have been presented, instructor may want to expand on many of the points brought out and the ideas can be the nucleus for the talk which follows. After full expression from the group, the instructor will want to bring together all thoughts in summary.

Suggested points to be listed:

1 – Courteous attitude – friendliness – learn customers' names – treat customers as guests.

2 – Helpfulness – recognize customer's problems – be of sincere assistance – know products and their uses – know food combinations to assist in meal planning – answer questions intelligently and courteously – know location of products and personally take customer to the section.

3 – Know store policies! (These were covered in Lesson 2)

4 – "Personalized" attention when serving customers – at checkstands – when bagging merchandise – during carry-out. Conclude all transactions with a sincere THANK YOU.

5 – Be sincere – attentive – honest – pleasant – agreeable – understanding – accommodating – useful!

Note: Although Lessons 6, 7 and 8 are designed for produce, meat and grocery personnel, it is recommended that other employees be invited to attend any or all of the sessions. Many of the staff will be interested in knowing functions of all departments.

LESSON 6 – Produce Department

Produce manager should lead this discussion, assisted by instructor and store owner. Department policies should be reviewed on each subject.

Suggested outline:

1 – Receiving – Invoice checking – inspection of merchandise – separation of load for storage and preparation – code dating of stored product – rotation procedure – cooler stocking – cleanliness, etc.

2 – Preparation – Quality control – use of proper materials in packaging – care in weighing and price marking – product flow for greatest productivity – code dating – retrimming and repackaging policies, etc.

3 – Display – Product rotation for assured freshness – proper display methods for each product group – display life of products – creating displays to increase impulse buying – use of price markers and selling messages – combinations of items for greatest sales potential, etc.

4 – General information – Inventory control – know when to reduce retail – product information and knowledge – suggesting outstanding values – expected sales and profit goals – seasonal selling, etc.

Publications for distribution:

"Produce Packaging Information" – "Produce Inventory Forms".

LESSON 7 – Meat Department

Discussion leader can be department manager, assisted by instructor and store owner. Department policies should be pointed up on each subject presented.

Suggested outline:

1 – Receiving – Invoice checking – weighing in product – inspection – separation for storage and preparation – product rotation in cooler – cleanliness – code dating, etc.

2 – Preparation – Quality control – use of packaging materials – care in weighing and pricing – product flow – code dating procedure – retrimming and rewraps – cost controls – cleanliness, etc.

3 – Display – Product inspection and rotation for assured freshness – display methods – display life of product groups and cuts – creating selling messages on display cards – cross-selling items from other departments for increased sales, etc.

4 – General Information – Safety measures – price reduction – product knowledge and uses – cooking information – special requests – selling outstanding values and high profit items – expected sales and profit goals – seasonal selling – expense and inventory controls, etc.

Available for department operations:

NARGUS "Meat Department System"

NARGUS "Meat Management Training Manual"

Visual aids: "Consumer Pork Education Program" and "Consumer Beef Education Program". Both are color-slide presentations with narration.

If store has or is planning a delicatessen department, a separate session is recommended on this. In some stores the meat department is responsible for this operation. Available – NARGUS "Delicatessen Planning and Operating Guide".

LESSON 8 – Grocery Department

Discussion to be led by grocery department manager or store owner, assisted by instructor. If two sessions are advisable, there is a supplemental Lesson 8A, which includes dairy and frozen foods, on the following page.

Suggested outline:

1 – Receiving – Invoice checking – separation of merchandise for storage and display – rotation in storage – storage area arrangement – cleanliness, etc.

2 – Preparation – Price marking method and use of equipment – correct pricing – price advances and declines – changing prices on shelf merchandise – correct prices on shelf tags – cleanliness – display arrangements – product rotation – best shelf and separate displays – proper pricing on special displays – cross-selling items from other departments for maximum sales – sales and profit goals – inventory and expense controls, etc.

3 – General information – Disposition of unsalable merchandise – price reduction control – safety measures – meeting customer demands – seasonal selling, etc.

Publications available to supplement the program:

"Grocery Inventory Forms"

LESSON 8A – Frozen Foods and Dairy

Consider this session if sales warrant and if a number of employees maintain these departments. Discussion to be led by store owner, grocery department manager, or person in charge of each department. Review store policies on subjects outlined.

Suggested outline: (for both subjects)

1 – Receiving – Invoice checking – separation of merchandise for storage and display – code dating – product rotation – cooler stocking – cleanliness, etc.

2 – Preparation – Quality control – price marking – use of equipment – code dating – product flow to sales area – cleanliness, etc.

3 – Display – Product inspection and rotation for assured fresh condition – display methods – proper pricing of product – cross-selling items for maximum sales – seasonal selling – expected sales and profit goals, etc.

Materials available for use in discussion:

"Frozen Food Handling"

"Management Guide to the Dairy Department" – 16 mm color-sound movie

"NARGUS Grocery Inventory Forms"

LESSON 9

Since many retailers hold periodic sessions with checkers, this outline has been included. Lesson is based on "NARGUS Checker's Manual". Distribution to each checker will serve as a reminder of duties, procedure, etc.

Suggested meeting outline:

1 – Demonstration – Correct procedure – use of proper keys for department sales – importance of crediting each department with sales – change making – record keeping, etc.

2 – Review – Dress – appearance – attitude – helpfulness – store policies on check cashing – care of equipment and area around checkstand – refunds and over-rings – correcting errors – redeeming coupons, etc.

Demonstration and discussion can be under the direction of the store owner, representative of a cash register firm, special instructors, etc.

For distribution:

"NARGUS Checker's Manual"

For Retailer's Consideration

Many businesses find that "fringe benefits" weld personnel more closely to the organization, improve productivity, reduce operating expenses, and generally improve relationships between staff and management. These benefits are many and a few are listed here.

Christmas party for employees and their families. Buffet supper, tree, Santa Claus, music, group singing, presents for the children, can add up to a fine occasion for all. Schedule at a time when all may attend, distribute invitation, make it a gala affair.

Summer picnic or outing for employees and their families. Planned around a barbecue with all the trimmings, this can be a real "fun time" for everyone. Games for the various age groups, with appropriate prizes, will add to the excitement.

Note: For these get-togethers consider committees of store personnel to assist in planning and arrangements.

Bonus plans for department heads based on reaching and exceeding set goals for sales and profits can have a morale boosting effect. Most plans are set so sales and profit figures of the same period of the previous year are the base, with an attainable increase added. Bonus is paid after the accounting period. Retailer may have a private meeting with department heads to discuss the plan and agree on working arrangements so everyone has a complete understanding.

Pension, profit-sharing and retirement plans are available from NARGUS for owners and key personnel. These cost less than compensating pay increases, defer tax liability until benefits are received and assessment is lower, provide programs for which contributions are tax deductible, improve morale, provide personnel incentive and security for families.

Group life insurance is available through NARGUS for owners, managers, and key personnel, at a cost substantially lower than comparable coverage on an individual basis. Most people are "insurance conscious" and a low-cost group life is well accepted by employees as an added benefit.

Employee recognition is another way to build unity and this is especially true in multi-unit operations. Some retailers find that a weekly or monthly "newsletter" for and about store personnel adds to working enjoyment. News topics include details of accomplishments in or outside of store, additions to families, participation in community affairs, etc. One or two of staff may have a flare for writing and would gladly accept the responsibility of gathering information and producing the "newsletter". The company pays costs, of course, and "editor" may receive added compensation.

If any such plans are adopted, announcement at the final meeting, or at a special luncheon, is suggested. Retailers who hold meetings like those described in this program usually have a special get together or dinner at the end of the sessions.

Program Windup

If a dinner or luncheon is planned, set it up in a private dining room of a restaurant, club or hotel, and be sure location and meal meet the high standards of the course itself. Plan every consideration so there can be no criticism.

After the meal, the owner should thank the instructors and staff members, and congratulate them for their spirit, cooperation and enthusiasm. (These remarks should be limited to about 3 to 4 minutes). Retailer should then introduce the speaker selected for the occasion.

The speaker should be a prominent business man or woman, or professor, minister, government official, school superintendent, etc., of recognized importance who can deliver a worthwhile message.

If any employees have shown special aptitude during the course, or if marked sales gains (store-wide, department or individual) have been recorded since the beginning of the course, this information should be given to the speaker so he may mention it in his talk. The speaker should talk not more than 30 minutes and meeting should be adjourned immediately.

(If any of the plans or programs on pages 17 or 18 are to be adopted, this is a fine opportunity for announcement).

Helpful Hints for Meeting Planners

Successful meetings don't just happen – they are planned!

Facilities

Size of room can have a great bearing on meeting's success. Room should be selected to comfortably accommodate all persons attending – not so large that the group feels "lost", but not so small as to appear "cramped" or crowded.

Provide blackboard, chalk and eraser.

Arrange for floor or table rostrum for instructor or speaker

If movie or slide projector is to be used, determine in advance the size and type needed.

Be sure room is well lighted, know the location of switches if lights are to be dimmed for showing films.

Provide ash trays, ice water and glasses.

Know the location of men's and women's washrooms and advise those in attendance.

Provide pencils and note paper.

When possible set the room "school room style", using tables covered with clean cloths. Be sure chairs are comfortable.

A comfortable, informal meeting will be enjoyed by all, so put the guests immediately at ease!

ACCESSION NUMBER: VT100631

PUBLICATION DATE: 73

TITLE: CIVIL TECHNOLOGY AUDIO-VISUAL MATERIALS.

DESCRIPTOR: *AUDIOVISUAL AIDS; *CIVIL ENGINEERING; ROAD CONSTRUCTION; *RESOURCE GUIDES; *RESOURCE MATERIALS

IDENTIFIER: *CIVIL TECHNOLOGY

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 548

ABSTRACT: THIS RESOURCE GUIDE CONTAINS A LISTING OF ALL OF THE AUDIO-VISUAL MATERIALS AVAILABLE FOR LOAN OR DUPLICATION IN THE AREA OF CIVIL TECHNOLOGY AT THE LAKE REGION JUNIOR COLLEGE AS OF SEPTEMBER 1, 1973. ANNOTATED SUMMARIES OF THE CONTENT OF THE MATERIALS ENTERED ARE INCLUDED. (SN)

AVAILABILITY: DEPARTMENT OF CIVIL TECHNOLOGY, LAKE REGION JUNIOR COLLEGE, DEVILS LAKE, N.D. 58301

INSTITUTION NAME: LAKE REGION JUNIOR COLL., DEVILS LAKE, N.D. DEPT. OF CIVIL TECHNOLOGY.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION, BISMARCK.

VT 100631

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C I V I L T E C H N O L O G Y

A U D I O - V I S U A L M A T E R I A L S

Available for loan and/or duplication

by

September 1, 1973

from

Department of Civil Technology
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Devils Lake, ND 58301

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Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576
in Cooperation With
The North Dakota State Board for Vocational Education

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CIVIL TECHNOLOGY

FORMAT: Color slides

Color slides synchronized with cassette sound system. Shows equipment needed and step-by-step explanation of methods.

NO:

SC - 01 OVEN MOISTURE TEST

Time: 3 min.

Finding the moisture content of any soil or aggregate by using the oven method.

SC - 02 SPEEDY MOISTURE TEST Time: 3 min.

Finding the moisture content of any soil or aggregate using the speedy moisture apparatus.

SC - 03 SIEVE TEST Time: 10 min.

Dry screening for class 3,4,7,8,9,10,11,30, and 34 material. Purpose of test to check on aggregates meeting required specifications.

SC - 04 WASH SIEVE TEST Time: 12 min.

A wash screening for class 1,2,4,5,12,13,20,31,32, and 33 material. Purpose of test to check on aggregates meeting required specifications.

SC - 05 SOIL PROCTOR Time: 12 min.

Test to determine the maximum dry density and optimum moisture content of a soil sample.

SC - 06 COMPACTION TEST Time: 6 min.

Test to determine whether or not an area, such as a road, is compacted to the density required by the specifications.

(cont'd)

SC - 07 PREPARING CONCRETE TEST CYLINDERS Time: 2½ min.

Proper procedure in preparing concrete test cylinders.

SC - 08 SLUMP TEST Time: 2½ min.

Test determines whether or not the water content in a batch of concrete meets specifications.

FORMAT: Each of the following titles is available on Video-tape and on Super-8 sound.

NO:

VT - 01 BEARINGS AND AZIMUTHS Time: 3½ min.
S8S - 01

The determination of bearings and the conversion of bearings to azimuths.

VT - 02 LATITUDE AND DEPARTURE Time: 10½ min.
S8S - 02

The use of latitude and departure to prove the bearings and distances around a closed traverse are correct.

VT - 03 BALANCING LATITUDE AND DEPARTURE Time: 10½ min.
S8S - 03

The distribution of error in a traverse by the use of the compass rule.

VT - 04 ERROR OF CLOSURE Time: 7 min.
S8S - 04

The computation of error in latitude and departure in relationship to the total distance around the traverse.

VT - 05 AREA BY D.M.D Time: 7 min.
S8S - 05

The determination of the area of a parcel of land enclosed within a traverse.

VT - 06 PROPER METHODS OF CHAINING Time: 7 min.
S8S - 06

Do's and don'ts to obtain accurate measurement

VT - 07 PROPER METHODS OF PLUMBING Time: 5 min.
S8S - 07

How to obtain accurate measurement on a horizontal plane.

VT - 08 PROPER METHODS OF SETTING UP TRANSIT Time: 3½ min.
S8S - 08

How to set up conventional transit.

VT - 09 PROPER METHODS OF SETTING UP LEVEL Time: 3½ min.
S8S - 09

How to set up a dumpy level.

(cont'd)

NO:

VT - 10 PROPER METHODS OF ROAD CROSS-SECTIONING Time: 10 min.
S8S - 10

Where to take level road readings; procedure and recording.

VT - 11 PROPER METHODS OF CARE OF INSTRUMENTS Time: 7 min.
S8S - 11

Do's and don'ts in handling surveying instruments.

VT - 12 LECTURE ON SOLAR OBSERVATIONS Time: 10 min.
S8S - 12

Procedure used to determine true north by turning angles to the sun.

NOTE: When ordering please indicate number and title.

ACCESSION NUMBER: VT100632

PUBLICATION DATE: 73

TITLE: AUTO MECHANICS; AN INTEGRATED SECONDARY-POST SECONDARY CURRICULUM GUIDE AND TEST (TENTATIVE).

DESCRIPTOR: *CURRICULUM GUIDES; *AUTO MECHANICS; *TRADE AND INDUSTRIAL EDUCATION; POSTSECONDARY EDUCATION; SECONDARY GRADES; *INTEGRATED CURRICULUM; INDUSTRIAL ARTS

IDENTIFIER: UTAH

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSU : AIM V.7NO.4(1974)PP. 548

ABSTRACT: THE OUTCOME OF A THREE-WEEK WORKSHOP AT UTAH TECHNICAL COLLEGE, THIS CURRICULUM GUIDE WAS DEVELOPED TO PROVIDE ARTICULATION BETWEEN THE SECONDARY AND POST-SECONDARY SCHOOLS OFFERING VOCATIONAL-TECHNICAL EDUCATION IN THE STATE OF UTAH. THIS PARTICULAR GUIDE WAS DESIGNED MERELY AS A RESOURCE AID FOR USE IN THE TEACHING OF AUTO MECHANICS, THUS, NO SPECIFIC DIRECTIONS ARE GIVEN FOR IMPLEMENTING THE INSTRUCTION OF THE CONTENT PROVIDED THEREIN. INCLUDED ARE THE TEN INSTRUCTIONAL UNITS TO BE COVERED, THE PURPOSE OF EACH OF THE UNITS, THE SUBUNITS NEEDED TO COVER EACH UNIT, AND OBJECTIVES FOR EACH UNIT WRITTEN IN BEHAVIORAL TERMS. (SN)

INSTITUTION NAME: UTAH STATE BOARD FOR VOCATIONAL EDUCATION, SALT LAKE CITY.

VT 100632

AUTO MECHANICS

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An Integrated Secondary - Post Secondary Curriculum Guide and Test

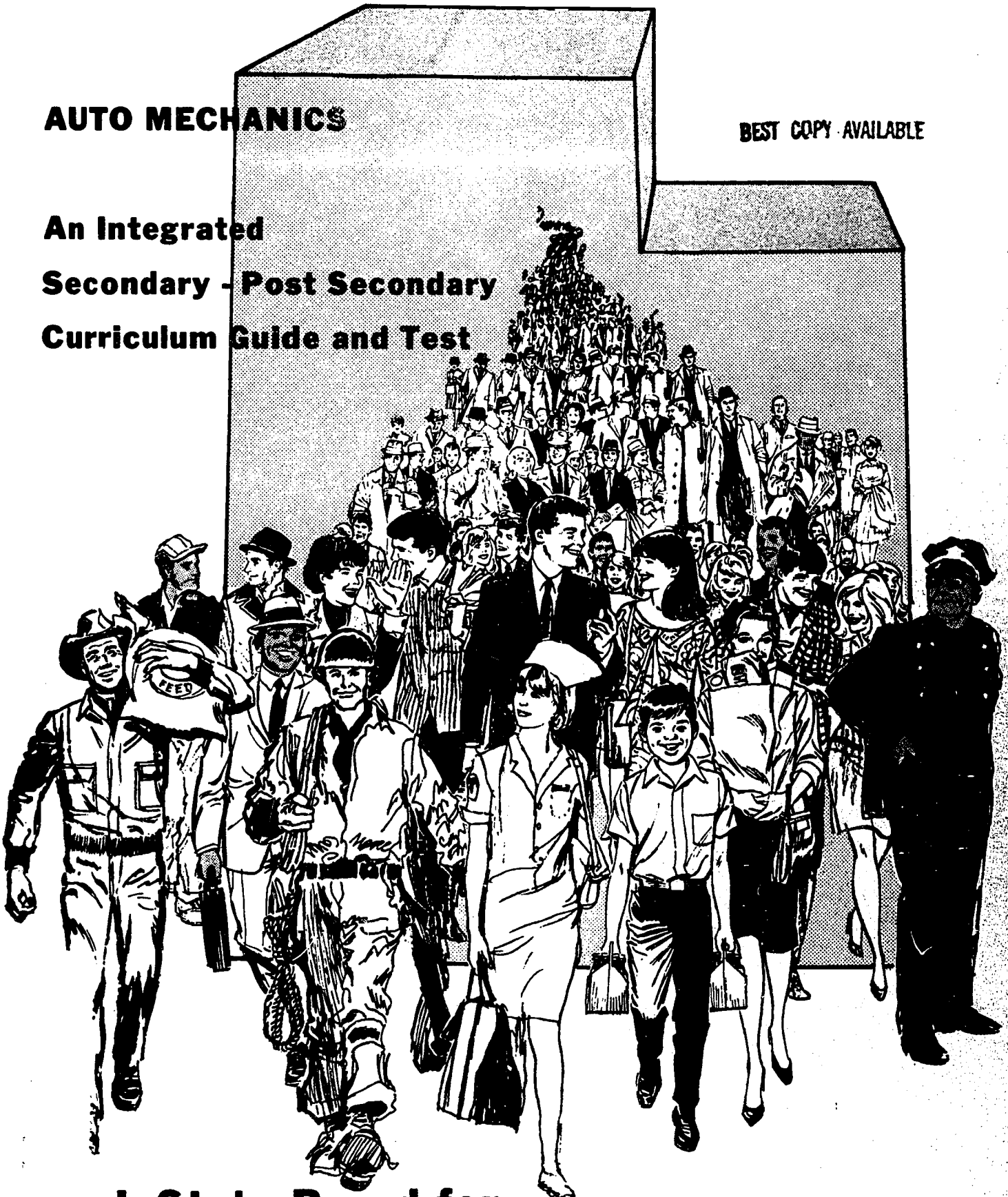

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:ah State Board for
Vocational - Technical Education 1973-74

AUTO MECHANICS

An Integrated Secondary - Post Secondary

Curriculum Guide and Test

(Tentative)

UTAH STATE BOARD OF EDUCATION

WALTER D. TALBOT

State Superintendent of Public Instruction

VAUGHN L. HALL

Deputy Superintendent for Adult,
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Salt Lake City, Utah

1973

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F O R E W O R D

With the continued growth and development of trade and industrial education programs in the public high schools of Utah, a need for a total articulated course of study guide has become very evident. Students are entering a skill training program at the junior and/or senior year of high school. Some students leave the high school on or before graduation and enter the labor force; others continue their training at a post-secondary institution. Some students enter a skill training program for the first time after high school graduation.

Vocational educators have been aware of the problems created by an open entry concept which allows students to enter and have a vocational program at any time.

The following curriculum guide is designed in such a way that a student may begin the course in the high school and complete it in the high school or may continue it in a post-secondary school without repeating that which he has successfully mastered.

The continued hope for the guide's success, however, can only be accomplished by a thoughtful, dedicated teacher whose prime objective is to better prepare each individual student for the responsibility of employment.

Walter D. Talbot
Superintendent of Public Instruction

P R E F A C E

The objective of this curriculum guide relates directly to three of the "State Adopted Goals of Education."

1. Intellectual Maturity Continuum
2. Ethical, Moral, Spiritual Maturity Continuum
3. Productive Maturity Continuum.

As this curriculum is skillfully applied by professional teachers to the teaching - learning process, students who come under its influence will find themselves much better prepared to enter the labor market and experience the thrill of getting their first "real" job.

ERIC

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INTRODUCTION

The development of this curriculum material was completed in a three-week workshop at Utah Technical College, Salt Lake City, in June and July of 1970. The workshop committee was formed for the purpose of developing course guides to provide articulation between the secondary and post secondary schools offering vocational-technical education in the State of Utah. The first phase, of the vocational-technical guides, was based on the pilot study guides developed at Sevier Valley Technical School, Richfield, Utah, in the summer of 1967.

The sections of this course guide include the units to be covered, the purpose of each unit, the subunits needed to cover the unit, and objectives written instudent behavioral terms as related to each of the subunits. Each unit also includes tests, both written and manipulative performance covering the behavioral objectives in that unit. The numbers along the right hand margin of the test questions indicate the behavioral objective with which the question is associated. Instructions given for correctly marking the answer sheet are the same for each unit of the written section of the test. It is recommended that the performance section of the test be checked by an instructor.

This course guide does not structure the program to the point where the indivudual personality of the teacher is lost, but outlines the course material and provides a path he is to follow. The more salient points are listed, and the teacher is left to develop this material into a classroom presentation which will provide the best learning environment for his students.

The articulation committees agreed the guides would become of most value to the teacher if the students were provided with the written material contained in each unit as the units are taught. This includes the unit title, purpose, subunits, and objectives.

EXPLANATION AND INSTRUCTION FOR INSTRUCTOR'S USE OF GUIDE

This guide is to prepare students with job entry skills at varying levels at which they may choose to leave the program. Hopefully, they should be encouraged to complete the total program.

The object of the guide is to take a student from limited knowledge and skills to saleable knowledge and skills that are necessary for success in the automotive service field.

It is not intended that all the subunits and objectives included in the guide be taught at the high school level, but only as training of the instructor, physical plant, equipment and student ability and time will allow.

The guide was constructed to outline WHAT should be taught and not HOW to teach the material. The individual instructor should use the best methods available to him to present the material and instruct the skills in the most effective way.

The major effort is directed toward providing realistic instruction and training based on the following two points:

1. To provide a set of objectives which can be tested to evaluate student competency.

2. Through the successful implementation of the course guide, students who enroll in vocational training programs will have the opportunity to (a) meet the learner or entry requirements in business and industry, and (b) establish a set of structured principles that will allow him to by-pass entry courses at the post-secondary level.

The material outlined in the course guide has been designed to meet

the minimum requirements for articulation from high school to business and industry, or post-high school institutions. The teacher must insist that the student demonstrate proficiency in the areas set forth in the course guide in order for articulation in vocational subjects to be successful. The guide does not dictate teaching method, rather, it should be viewed as a set of objectives which can be used to elevate the success of the teacher and the student in completing a course of study.

"A procedure guide" as used in these objectives refer to any written materials, service manuals, assignment sheets, diagnostic guides etc., whether prepared by the instructor or commercial means.

It was pointed out by the advisory committee that "flat rate" is the method of evaluating performance on the job. Therefore, the articulation committee thinks this should be used as evaluative criteria for students in secondary and post secondary vocational automotive programs.

Flat-rate time, as used in these objectives, indicates work time as taken from any industry approved flat-rate manual. In addition, it is the feeling of the committee that a 25% allowance should be granted the student where flat-rate time is indicated. Even though flat rate is used as a standard of measuring performance, quality of work should not be de-emphasized. Upon the recommendation of the automotive advisory committee and the articulation committee, a standard class load of 16 students maximum is recommended as the total number of students allowable in any automotive T & I secondary or post secondary class. The maximum number of students is commensurate with course requirements and, in most cases, is greater than class enrollments in automotive industry schools.

UNIT 1:0:0 Shop Safety

PURPOSE

After completion of this unit, the student should be able to demonstrate proper safety practices and abilities by performing them and by satisfactorily completing a written examination.

CONTENT

1:1:0 Eye Safety - Personal Injury

1:2:0 Shop Safety and Housekeeping

SUBUNIT: OBJECTIVE:

1:1:0 Eye Safety - Personal Injury

1:1:1 The student should demonstrate his knowledge of eye safety equipment by complying with the requirements of State eye safety laws.

1:1:2 In a shop situation, the student should demonstrate his ability to prevent personal injury to himself or others through proper conduct and use of tools and equipment.

1:2:0 Shop Safety and Housekeeping

1:2:1 Given the proper instruction and written materials, the student should demonstrate his knowledge of shop safety procedures by completing a written examination with 100% accuracy.

1:2:2 In a shop situation, the student should demonstrate good housekeeping ability by maintaining a clean and safe working area, keeping tools and equipment clean, and returning them to their proper storage place.

Special Note: See next pages for a sample list of safety recommendations.

SAMPLE SAFETY RECOMMENDATIONS

Study the following list of safety recommendations and add others that will apply in your particular situation.

1. All grease and oil on the floor should be wiped up with a rag and solvent immediately and a grease-absorbing material should be applied to the oily surface.

2. All used rags and shop towels should be stored in safety metal containers with self-closing lids to prevent the possibility of spontaneous combustion (the process of catching fire and burning as a result of heat generated by internal chemical action).

3. Safety goggles or shields must be worn when using grinding wheels (bench, valve, disc, etc.), lathes, welding tools, drilling machines, and other pieces of equipment that may cause eye injury.

4. Always use car stands (sometimes referred to as horses) under the car; never work under a car supported only by a jack. First, raise the car with the jack, then put the stand under the axle for firm support.

5. Always use wheel chocks - both in front and in back of the tire.

6. Do not run an engine in a poorly-ventilated space because of the danger of carbon monoxide poisoning (carbon monoxide is a gaseous product of incomplete combustion, and is, therefore, always present when an engine is running).

7. The overhead or floor exhaust must be connected to any car engine exhaust before an engine may be run indoors.

8. Handle all storage batteries with caution. Use large amounts of water to rinse away spilled acid.

9. Check vent holes when charging a storage battery unless the manufacturer specifies otherwise.

10. Turn the battery charger off before disconnecting cables from the battery.

11. Disconnect the storage battery leads before removing any part of the automobile electrical system to prevent accidental shorting of loose wires or tools.

12. Hydraulic fluid is dangerous. Be sure all connections are secure and eyes are protected from possible spraying.

13. Inflammable fluids should be placed in safety metal cans with self-closing lids and stored in a fireproof area.

SAMPLE SAFETY RECOMMENDATIONS

14. Parts should be cleaned in an area set aside for this purpose only.

15. Use available chain hoists, jacks etc., to lift heavy objects.

16. Center car on lift. Check for proper support.

17. Always set up test equipment with care; avoid fans, fan belts, pulleys, and other moving parts.

18. Treat the following as hot: intake manifolds, exhaust manifolds, exhaust pipes, mufflers, radiator, water pump, engine block and oil pan.

19. Become familiar with operating instructions before using any power plant or pieces of equipment.

20. Use compressed air with caution; be sure that it is not aimed at anyone. The pressure of compressed air could blind a person by driving a metal filing or some other particle into his eyes.

21. The automobile hood should be propped open with a stick when working on an engine.

22. Use proper wrenches and report tool damage to the instructor or supervisor immediately.

23. Wipe all tools and pieces of equipment clean before returning to proper storage.

24. Do not leave tools and parts laying on the floor where others might trip over them.

25. Use caution when removing a radiator cap.

26. Do not use the spark plug aand blast machine unless a spark plug is in place.

27. Always use an engine stand with care; check that the lock pawl is in the locked position and stand clear while revolving the engine.

28. Do not operate automobile engines while car is raised on hoists, jacks, or car stands.

29. Protect fellow workers from dangerous situations.

30. Injuries should be cared for immediately.

UNIT 2:0:0 Engines

PURPOSE

The student should be able to troubleshoot malfunctions of the engine and explain the operation and perform servicing and testing after the completion of this unit.

CONTENT

2:1:0 Remove and Replace Engine

2:2:0 Disassemble Engine

2:3:0 Parts Cleaning

2:4:0 Use of Parts and Shop Manuals

2:5:0 Use of Measuring Instruments

2:6:0 Cylinder Compression and Leakage Tests

2:7:0 Rocker Assemblies

2:8:0 Replace Timing Gears, Chains, Seals and Gaskets

2:9:0 Overhaul Valve Train

2:10:0 Check and Install Camshaft and/or Bearings

2:11:0 Replace Rear Main Oil Seal, Main Bearings, and Crankshaft

2:12:0 Remove Ridge from Cylinder

2:13:0 Remove and Replace Piston Assembly, Service and Install Piston Rings

2:14:0 Service Rod Assembly and Replace Bearings

2:15:0 Measure and Deglaze Cylinder

2:16:0 Clean Engine Block

2:17:0 Replace Vibration Damper

2:18:0 Replace Engine Mounts

2:19:0 Remove, Overhaul or Replace Oil Pump and Oil Pan or Gasket

2:20:0 Test of Pressure Lubrication Systems

2:21:0 Service of Lubrication Systems

2:22:0 Diagnosis of Excessive Oil Consumption

2:23:0 Remove and Replace Exhaust Manifolds or Gasket and Choke Stoves

2:24:0 Diagnosis of Mechanical Problems of Engines

SUBUNIT: OBJECTIVE:

2:1:0 Remove and Replace Engine

2:1:1 Given a job sheet on procedure, the learner should be able to remove and replace engine, complete within flat rate time plus 25%.

2:2:0 Disassemble Engine

2:2:1 The student should be able to disassemble an engine sequentially (mounted on a stand) in not more than three hours. He may use a procedure guide.

2:3:0 Parts Cleaning

2:3:1 With the use of parts cleaning equipment, the student should be able to effectively clean all engine parts to the degree that accurate measurements and visual inspections can be made.

2:4:0 Use of Parts and Shop Manuals

2:4:1 Given specification materials, the learner should be able to locate and record engine specifications used in overhaul procedures, within one hour.

2:4:2 Given a manufacturer's parts manual, the student should be able to identify the complete engine nomenclature and prepare a replacements parts list.

2:5:0 Use of Measuring Instruments

2:5:1 Given measuring instruments that are used in automotive service work, the student should be able to measure accurately with each type device to determine if the particular parts meet manufacturer's specifications.

2:6:0 Cylinder Compression and Leakage Tests

2:6:1 Given a compression measuring device, the student should be able to make a complete compression test on an automotive engine within flat-rate time plus 25%.

2:6:2 Given a procedure guide for leakage test equipment, the student should be able to determine the percent of cylinder leakage and locate all problem areas.

2:7:0 Rocker Arm Assemblies

2:7:1 The learner should be able to determine if resurfacing or replacement is necessary by visual inspection.

2:7:2 Given a procedure guide, the learner should be able to remove and replace both the threaded and press-fitted rocker-arm studs to accuracies specified by the manufacturers.

2:8:0 Replace Timing Gears, Chains, Seals and Gaskets

2:8:1 The student should be able to remove and replace timing gears, chains, seals and gaskets, using the proper tools and equipment, in flat-rate time plus 25%.

2:8:2 The student should determine a valve timing and make settings within the manufacturer's specifications.

2:9:0 Overhaul Valve Train

2:9:1 With the special equipment, the student should be able to disassemble, clean, reassemble, and test hydraulic valve lifters to meet specifications required by the manufacturer.

2:9:2 The student should be able to diagnose faulty pushrods, make comparisons and replacements to meet instructor's standards.

2:9:3 With the use of special equipment, the student should be able to remove and replace or service valve guides, within flat rate time, plus 25%.

2:9:4 The student should be able to adjust valves within flat rate time, plus 25% with the use of measuring devices and manufacturer's specifications.

2:9:5 With the use of a valve spring testing instrument, the student should be able to test valve springs and determine if replacement is necessary, with reference to manufacturer's specifications.

2:9:6 The student should be able to install valve stem seals and affect a proper seal between stem and guide to eliminate excessive oil consumption through the valve guide.

2:9:7 Provided with valve refacing equipment, the student should be able to reface a set of valves to manufacturer's specifications.

2:9:8 Given a block or head, the student should be able to resurface valve seats to requirements of the manufacturer and to check for proper seating between valve face and valve seat.

2:10:0 Check and Install Camshaft and/or Bearings

2:10:1 Given the proper equipment and specifications, the learner should be able to check, remove, and replace camshaft bearings with respect to manufacturer's specifications.

2:10:2 With the camshaft removed, the student should be able to make a visual inspection of cam lobes and journals and determine if replacement is necessary.

2:11:0 Replace Rear Main Oil Seal, Main Bearings, and Crankshaft

2:11:1 Given a cylinder block assembly, parts, tools, procedure guide and specifications, the student should be able to install oil seal, check bearings and replace crankshaft in one hour.

2:12:0 Remove Ridge From Cylinder

2:12:1 To facilitate the removal of the piston assembly without damaging it, the student should be able to remove the ring ridge from a cylinder, with the use of a ridge reamer.

2:13:0 Remove and replace piston & rod assembly; service and install piston rings.

2:13:1 The student should be able to remove the piston and rod assembly from an engine without damage to either piston and rod assembly or crankshaft.

2:13:2 With the uses of specified tools, the student should be able to clean, measure and prepare the piston for ring installation.

2:13:3 With a properly prepared piston, the student will be able to measure and install piston rings with regard to manufacturer's requirements.

2:13:4 With the use of a ring compressor, the student should install the piston assemblies within a period of two hours.

2:14:0 Service Rod Assembly and Replace Bearings

2:14:1 With the use of rod aligning equipment, the student should be able to check alignment of rods to manufacturer's specifications within one hour.

2:14:2 Given a piston and rod assembly and the proper equipment, the student should be able to remove and replace a piston pin assembly accurately.

2:14:3 With the piston installed, the learner should use an accepted method to check journal to bearing clearance to manufacturer's specifications; this should be completed within a period of two hours.

2:15:0 Measure and Deglaze Cylinder

2:15:1 Provided with proper precision instruments and a cylinder block, the student should measure cylinders to determine if reconditioning is required. Determination will be made be comparing measured results with manufacturer's specifications.

2:15:2 Given an engine block and deglazing equipment, the student should deglaze the cylinders in a period of thirty minutes.

2:16:0 Clean Engine Block

2:16:1 After completion of instruction on engine cleaning, the student should be able to write a report explaining two acceptable engine block cleaning methods.

2:17:0 Replace Vibration Damper

2:17:1 With the use of a proper puller, the student should be able to remove and replace vibration damper within fifteen minutes.

2:18:0 Replace Engine Mounts

2:18:1 Given a diagnosis guide, the student should make a visual and mechanical inspection to determine the necessity for replacing engine mounts.

2:18:2 With manufacturer's procedure, the learner should be able to remove and replace engine mounts within flat-rate time plus 25%.

2:19:0 Remove or Replace Oil Pump and Oil Pan or Gasket

2:19:1 Given an oil pump, the student should determine if the pump meets manufacturer's specifications with reference to volume and pressure.

2:19:2 Given an engine, the student should remove and replace the oil pump within flat-rate time plus 25%.

2:19:3 With the engine in the car, a student should be able to remove and replace the oil pan and gaskets within flat-rate time, plus 25%.

2:20:0 Test and Service Lubrication System

2:20:1 Using a pressure gauge, the student should be able to determine if the oil pressure meets manufacturer's specifications.

2:20:2 Given a lubrication chart, the learner should be able to remove and replace the oil and filter element to meet manufacturer's recommendations.

2:21:0 Diagnosis of Excessive Oil Consumption

2:21:1 Given a job procedure sheet, special equipment and procedures, the student should determine the causes of excessive oil consumption and make a written report of his diagnosis and list necessary repairs.

2:22:0 Remove and Replace Intake and Exhaust Manifolds

2:22:1 Given a shop manual, the student should be able to remove and replace intake or exhaust manifold(s) and gaskets within flat-rate time plus 25%.

2:23:0 Diagnosis of Mechanical Problems of Engine

2:23:1 At the completion of this unit, the student should be able to analyze and evaluate mechanical problems and make a written report indicating all possible causes.

AUTOMOTIVE ENGINES AND COOLING SYSTEM TEST

WRITTEN SECTION

UNITS 2:00 AND 3:00

DIRECTIONS

Read each question and its lettered answers. When you have decided which answer is correct, blacken the corresponding space on the answer sheet with a No. 2 pencil. Make your mark as long as the pair of lines, and completely fill the area between the pair of lines.

If you change your mind, erase your first mark completely.

Make no stray marks, they may count against you.

(Refer to answer sheet for sample question.)

2:1:1

1. The following jobs should be performed as the engine is removed from the chassis.

(a) Remove the hood.

Drain cooling system and remove radiator.

Disconnect the battery cables and wires to engine assembly.

Remove flywheel housing bolts.

Disconnect muffler inlet pipes from exhaust manifolds.

Remove motor mount and bolts.

(b) Remove hood.

Remove carburetor.

Remove engine oil pan.

Disconnect accelerator rod from carburetor.

Remove power steering pump and gear.

Remove drive line and flywheel.

2:2:1

2. The four largest hard parts to be removed from an engine block prior to cleaning are:

(a) Manifolds (intake, exhaust), cylinder heads, crankshaft, camshaft.

(b) Water pump, radiator, cylinder heads, flywheel.

(c) Manifold bolts, head bolts, piston rings, bearings.

2:3:1

3. Which one of the following cleaning solvents would be best suited for cleaning engine parts?

(a) Stoddard solvent

(b) Gasoline

(c) Diesel fuel

(d) No. 1 fuel oil

4 - 8 Match the lettered parts to the part names below and blacken the corresponding space on the answer sheet.

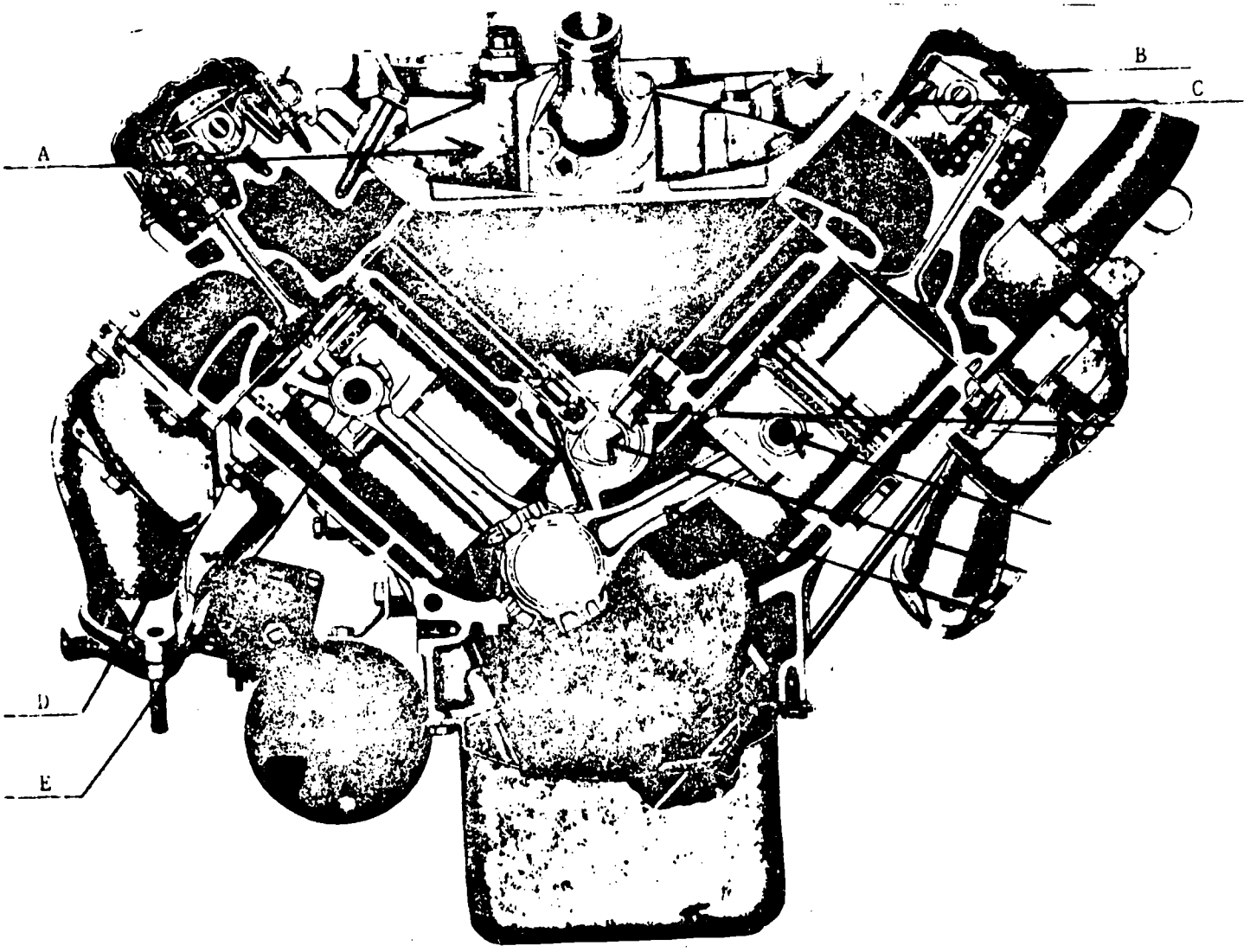

4. Rocker Arm _____
5. Piston_____
6. Intake Manifold_____
7. Exhaust Manifold_____
8. Push Rod_____

9 - 13 Match the lettered parts to the part names below, and blacken the corresponding space on the answer sheet.

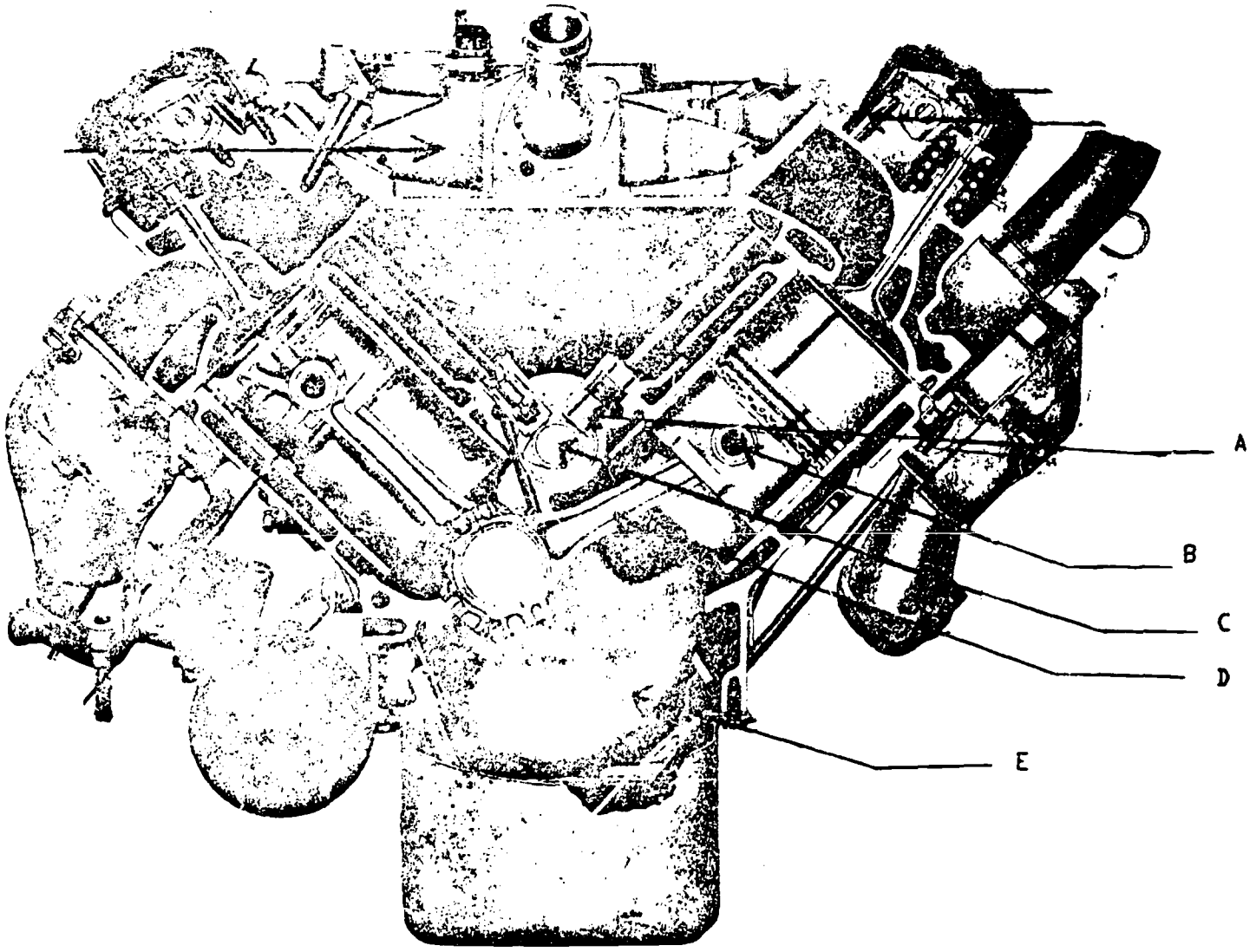

9. Connecting Rod_____
10. Hydraulic lifter_____
11. Camshaft_____
12. Piston Pin_____
13. Crankshaft_____

2:6:1

14. Low engine compression means leakage past the:
    (a) Valves, valve stems, and head gasket.
    (b) Engine bearings, vlaves, and piston rings.
    (c) Valves, head gasket, and piston rings.

2:6:2

15. With the piston at TDC and leakage test equipment installed on the cylinder, air is noted leaking at the exhaust pipe. This would indicate:
    (a) Bad intake valve.
    (b) Bad exhaust vlave.
    (c) Bad rings.

2:7:2

16. The best repair for a loose press fitted rocker arm stud would be to replace it with:
    (a) A new threaded rocker arm stud.
    (b) A new press fitted rocker arm stud.
    (c) None of the above.

2:8:1

17. The timing chain should be replaced when:
    (a) Valves are reconditioned.
    (b) Slack is one half inch or more.
    (c) Rings are replaced.
    (d) All of the above are correct.

2:9:1

18. The bottom, or cam side, of hydraulic lifters should be:
    (a) Concave.
    (b) Convex.
    (c) Flat.

2:9:1

19. When hydraulic lifters are serviced, care should be taken not to:
    (a) Use chemical solvents.
    (b) Mix parts.
    (c) Overfill them with oil.
    (d) Air dry parts.

2:9:3

20. The best guage to use to check valve guide bellmouthing or eccentricity is the:
    (a) Split ball.
    (b) Inside micrometer.
    (c) Dial indicator.

2:9:4

21. The clearance maintained by hydraulic lifters is normally:
    (a) 0 (zero)
    (b) .001 - .002
    (c) .006 - .008
    (d) .010 - .012

2.9:4

22. "Solid lifter" tappet clearance is used to:
    (a) Control valve opening.
    (b) Allow for expansion in the valve train.
    (c) None of the above.

2.9.6

23. The two most common types of valve seals used are:
    (a) Square-D-ring and umbrella seals.
    (b) O-ring and steel sealing rings.
    (c) None of the above.

2:10:1

24. Worn camshaft bearings may cause:
    (a) A knock.
    (b) Excessive oil consumption.
    (c) Low oil pressure.
    (d) Excessive oil pressure.

2:16:0

25. The most acceptable method of cleaning an engine block is:
    (a) Steam cleaning.
    (b) Hot tank method.
    (c) Both of the above.

2:17:0

26. Determine which puller would be best suited for removing a vibration damper:

(a)

(b)

2:18:1

27. Engine mounts are defective if they:
    (a) Stretch excessive amounts.
    (b) Become separated from bonding between rubber and steel mount.
    (c) Both of the above.

2:21:1

28. Excessive oil consumption could be caused by external leaks or:

(a) Short run operation, or carboned engine.

(b) Worn rings or worn valve guides and stems.

(c) Low-speed operation, or lack of compression.

2:23:1

29. A light knock or pound on deceleration is most likely due to:

(a) Piston slap or worn main bearings.

(b) Low-octane fuel or excessive carbon in engine.

(c) A worn rod bearing or crankpin or a misaligned rod.

2:23:1

30. A hollow, muffled, bell-like sound with the engine cold is most likely due to:

(a) Piston slap.

(b) Worn main bearings.

(c) A cracked or worn crankshaft.

COOLING SYSTEMS

3:1:1

31. Which of the following conditions would require replacement of a coolant pump:
    (a) Shaft end play.
    (b) Noise while in operation.
    (c) Coolant leakage.
    (d) All of the above.

3:3:1

32. Drive belts should be checked for:
    (a) Cracks.
    (b) Fraying.
    (c) Proper tension.
    (d) All of the above.

3:6:1

33. If the thermostat is stuck closed, the engine will:
    (a) Overheat.
    (b) Start hard.
    (c) Warm up slowly.
    (d) None of these.

3:6:1

34. Pressure caps are used to:
    (a) Reduce evaporation of coolant.
    (b) Prevent coolant loss due to surging.
    (c) Raise boiling temperature of coolant.
    (d) Improve flow characteristic of coolant.

AUTOMOTIVE ENGINES AND COOLING SYSTEMS TEST

PERFORMANCE SECTION

INSTRUCTIONS TO THE STUDENT:

After completing the assignment at work station Number One, the questions on this section of the test need not be completed in numerical order. The student will select a work station and complete the assignment for that station. He will then move to another station which is available. He will continue in this manner until assignments at all work stations have been completed. Certain work stations require the approval of your work by the test instructor before moving on. These questions are so designated.

2:4

1. Locate the following specifications for _____, _____, _____:

   (a) Cylinder bore:_____

   (b) Rod journal diameter: _____

   (c) Piston to cylinder bore clearance:_____to_____

   (d) Compression ring end gap:_____to_____

   (e) Compression ring side clearance:_____to_____

   (f) Camshaft lobe lift intake:_____Exhaust:_____
   Wear limit:_____

   (g) Valve seat angle:_____Seat width:_____

   (h) Valve face angle:_____

   (i) Cylinder compression:_____to_____

   (j) Allowable compression tolerance between cylinders:_____

   (k) Valve spring pressure is _____at_____height.

2:5

2. Measure the cylinder bore of the unit provided:
   (a) Oversize:_____
   (b) Taper:_____

2:5:1

3. Measure the rod journal diameter of the crankshaft:
   (a) Rod journal diameter:_____
   (b) Rod journal flatness:_____
   (c) Rod journal taper:_____

2:6:1

4. Check the compression on any two cylinders of the _____engine provided and determine if:
   (a) Leakage test is necessary:_____
   (b) Leakage test is not necessary:_____

2:7:1

5. Inspect the rocker arms provided and determine if resurfacing or replacement is necessary:
   (a) Replace:_____
   (b) Resurface:_____

2:9:2

6. Inspect the push rod provided and determine if it can be reused:
   (a) Reusable:_____
   (b) Discard:_____

2:9:5

7. Test the valve spring provided and determine if replacement is necessary:
   (a) Reusable:_____
   (b) Discard:_____

2:9:8

8. Grind the valve and seat provided and affect a proper seat between the valve and seat:

(a) Valve will seat:_____

(b) Valve will not seat:_____

NOTE: Instructor must check your work before you leave this work station.

Instructor's approval_____

2:10:2

9. Measure the camshaft provided and determine if replacement is necessary:

(a) Reuse:_____

(o) Replace:_____

2:12:0

10. The student will demonstrate the use of a ridge reamer by cutting the ring ridge from an engine block:

NOTE: Instructor must check your work before you leave this work station.

Instructor's approval_____

2:13:0	2:14:0
2:13:1	2:14:1
2:13:2	2:14:2
2:13:3	2:14:3
2:13:4	2:15:1
	2:15:2

11. The student will remove, service, and replace piston assembly on the engine provided:

11. Continued

(a) Cylinder bore size:_____

(b) Piston clearance:_____

(c) Ring side clearance:_____

(d) Ring end gap:_____

(e) Piston pin check:_____

(f) Rod alignment:_____

(g) Bearing clearance:_____

(h) Deglaze cylinder:_____

NOTE: Instructor must check your work before you leave this work station.

Instructor's approval_____

3:2:2

12. Provided with a cooling system, pressure tester and a radiator cap, the student will test cap and determine if it complies to manufacturer's specifications:

(a) Good:_____

(b) Replace:_____

3:4:1

13. Given an antifreeze hydrometer, the student will test coolant and record findings:

(a) _____°F.

UNIT 3:0:0 Cooling System

PURPOSE

After completion of this unit and with proper tools and equipment, the student should be able to troubleshoot malfunctions of the cooling system, explain the operation, and perform servicing and testing properly.

CONTENTS

3:1:0 Pumps

3:2:0 Radiators

3:3:0 Drive Belts and Fans

3:4:0 Coolants

3:5:0 Heater and Controls

3:6:0 Thermostats

SUBUNIT: OBJECTIVE:

3:1:0 Pumps

3:1:1 Given a job sheet, the student should be able to make visual checks of the coolant flow and remove and replace the coolant pump correctly within flat-rate time.

3:2:0 Radiator

3:2:1 Given a procedure guide, the student should be able to remove and replace a radiator within flat-rate time.

3:2:2 Given a pressure tester, the student should be able to check a cooling system and pressure cap to meet manufacturer's specifications.

3:2:3 The learner should be able to inspect, remove and replace radiator and heater hoses within flat-rate time.

3:3:0 Drive Belts and Fans

3:3:1 Given a shop manual, the learner should be able to inspect, remove, and replace drive belts, clutch fans and adjust belt tension to manufacuturer's specifications within flat-rate time.

3:4:0 Coolant

3:4:1 Given a hydrometer, the learner should be able to test the specific gravity of the coolant and determine if replacement or strengthened solution is necessary.

3:5:0 Heater and Controls

3:5:1 Given a job sheet, the learner should be able to remove and replace heater cores and controls to the extent the units will function within manufacturer's specifications.

3:6:0 Thermostats

3:6:1 The student should be able to remove, test and replace the thermostat and gasket to meet manufacturer's specifications.

EQUIPMENT LIST

Cooling system Section

Cooling System Pressure Tester
Antifreeze hydrometer
Fan Belt Tension Gauge

UNIT 4:0:0 Fuel System

PURPOSE

After completion of this unit and with proper tools and equipment, the student should be able to troubleshoot malfunctions of the fuel system, explain the operation, and perform servicing and testing correctly.

CONTENTS

4:1:0 Fuel Delivery Systems

4:2:0 Carburetor and Induction System

4:3:0 Exhaust System Service

SUBUNIT: OBJECTIVE:

4:1:0 Fuel Delivery Systems

4:1:1 After instruction, the learner should be able to remove, clean, repair* or replace fuel tanks and sending units in a period not to exceed flat-rate time plus 25%.

4:1:2 Furnished with an automobile, the student should be able to demonstrate his ability to make a visual inspection of all fuel lines, and to clean, repair or replace and reassemble to the satisfaction of the instructor.

4:1:3 Furnished with an automobile and proper test equipment, the student should be able to determine the condition of the pump and filter and to replace them if necessary, within flat-rate time plus 25%.

4:2:0 Carburetor and Induction System

4:2:1 Given a carburetor and specification manual, the student should be able to disassemble, clean, repair, or replace parts as needed, assemble and make all adjustments to meet manufacturer's specifications.

4:2:2 Given a procedure guide and necessary equipment, a student should be able to diagnose and evaluate the faults in the induction system and make a written report to the instructor indicating necessary repairs.

*The method of repaid should be left to the discretion of the instructor.

4:2:3 Given a job sheet and functioning filtration units, the learner should be able to determine condition of the three basic types of filter units and ascertain need for replacement or replenishment.

4:3:0 Exhaust System Service

4:3:1 Given a functioning exhaust system, the learner should be able to make a complete inspection of all components and determine need for replacement or repair.

4:3:2 The learner should be able to remove and replace all exhaust components and test for proper sealing within flat-rate time plus 25%.

Special Note:

For requirements and objectives covering emission control in the fuel system, refer to Unit 10:0:0.

EQUIPMENT LIST

Fuel System Section

Fuel pump pressure tester
Carburetor adjustment tool set
Gas analyzer

AUTOMOTIVE FUEL SYSTEM TEST

WRITTEN SECTION

UNIT 4:00

DIRECTIONS

Read each question and its lettered answers. When you have decided which answer is correct, blacken the corresponding space on the answer sheet with a No. 2 pencil. Make your mark as long as the pair of lines, and completely fill the area between the pair of lines.
If you change your mind, erase your first mark completely.
Make no stray marks, they may count against you.
(Refer to answer sheet for sample question.)

4:1:1

1. The fuel tank sending unit can most readily be tested with:
   (a) Ohmmeter.
   (b) Voltmeter
   (c) Dwell meter.
   (d) Probe test light.

4:1:2

2. When making a visual inspection of a fuel system which of the following should be considered faulty?
   (a) Kinks in the fuel line.
   (b) Dented fuel tank.
   (c) Collapsed neoprene fuel lines.
   (d) All of the above.

4:2:1

3 - 7. Match the lettered parts to the part names below and blacken the corresponding space on the answer sheet.

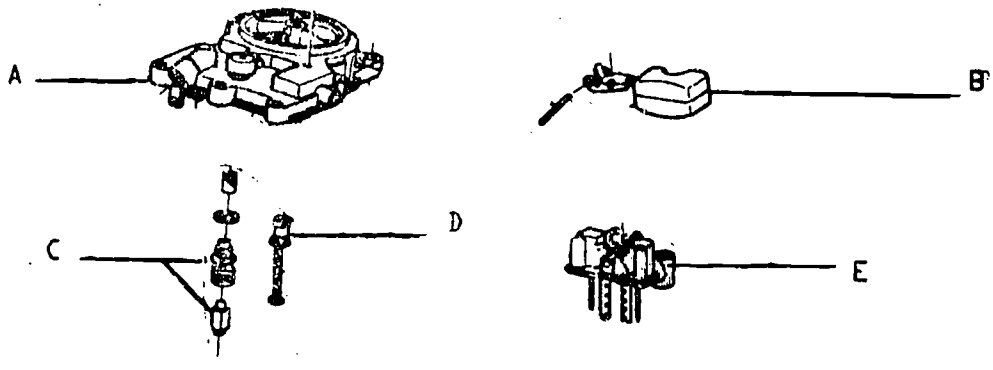

3. Float_____
4. Air horn_____
5. Needle and seat_____
6. Venturi cluster_____
7. Power piston_____

8 - 11. Match the lettered parts to the part names below and blacken the corresponding space on the answer sheet.

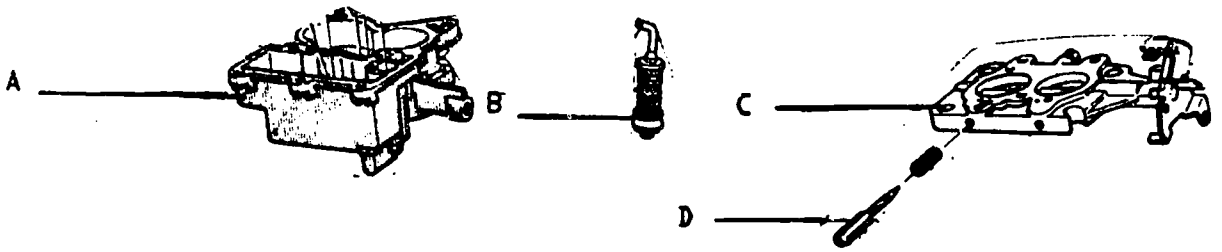

8. Main body._____
9. Acclerator pump_____
10. Idle adjustment screw_____
11. Throttle body_____

12-16. Match the lettered diagram to the diagram name below and blacken the corresponding space on the answer sheet.

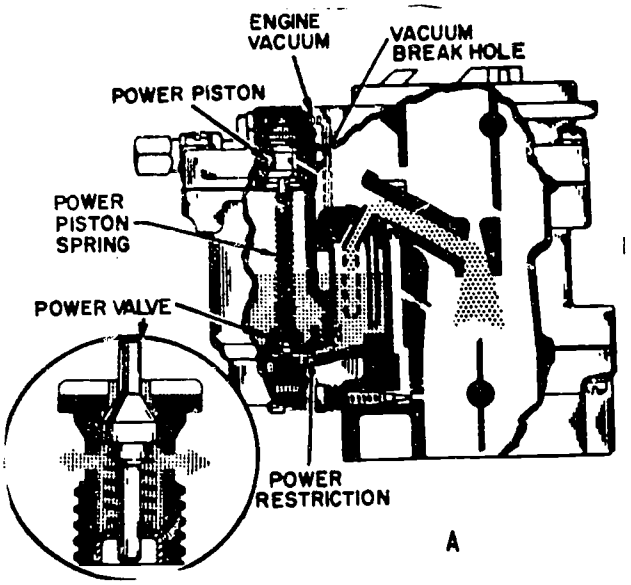

A

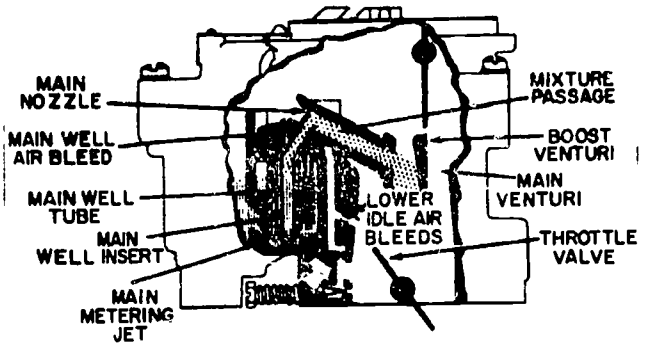

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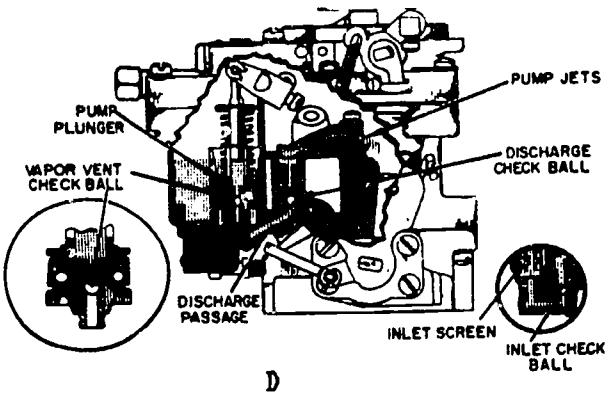

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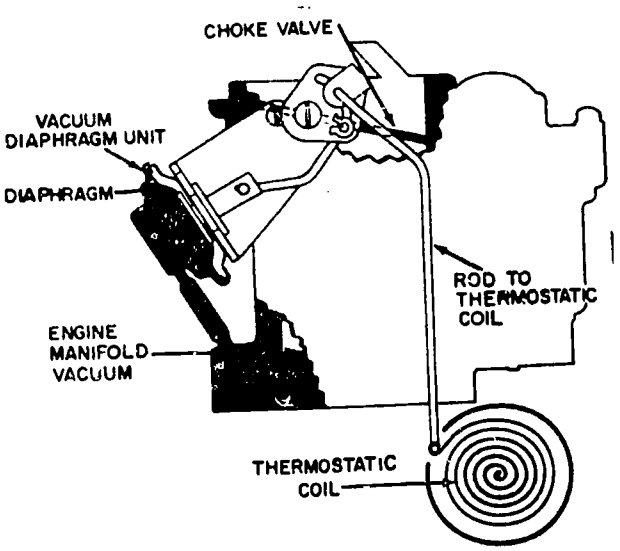

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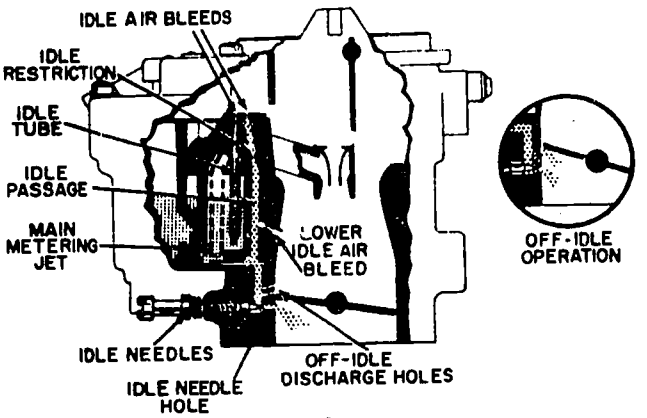

E

12. Power circuit_____

13. Choke circuit_____

14. Main circuit_____

15. Accelerator pump circuit_____

16. Idle circuit_____

4:2:3

17. The most common types of air filters are:
    (a) Paper element.
    (b) Oil bath.
    (c) Polyurethane.
    (d) All of these.

4:3:1

18. When making a visual inspection of the exhaust system, which condition would require component replacement:
    (a) Loose manifold bolts.
    (b) Rust holes in muffler.
    (c) Misaligned exhaust manifold.
    (d) None of these.

4:3:2

19. How is proper sealing of the exhaust system checked:
    (a) By use of a leak detector.
    (b) By use of a solution of soap suds applied to mating parts.
    (c) By visual inspection.
    (d) By gasket condition.

AUTOMOTIVE FUEL SYSTEM TEST

PERFORMANCE SECTION

4:1:3

1. Provided with a fuel pressure gauge and functioning test engine, the student will determine condition of the fuel pump and fuel filter:

Spec. _____ psi _____ volume

Test results:

(a) psi _____

(b) Volume_____

4:2:1

2. Provided with a test carburetor and service manual the student will make the following bench adjustments:

(a) Float level_____

(b) Idle mixture_____

(c) Unloader_____

(d) Vacuum brake_____

NOTE: The Instructor must check this assignment and approve this work.

Instructor's approval_____

4:2:2

3. With a light source and a paper element filter the student will determine if the air filter is in need of replacement:

(a) Good_____

(b) Replace_____

UNIT 5:0:0 Electrical Systems

PURPOSE

After completion of this unit and with proper tools and equipment, the student should be able to troubleshoot malfunctions of the electrical system, explain the operation, and perform servicing and testing.

CONTENTS

5:1:0 Test and Service Battery

5:2:0 Troubleshoot, Recondition, and Test Starting System

5:3:0 Test and Service D. C. Charging System

5:4:0 Troubleshoot and Adjust or Replace D. C. Regulators

5:5:0 Test and Service A. C. Charging System

5:6:0 Troubleshoot and Adjust or Replace A. C. Regulators

5:7:0 Remove, Clean, and Test or Replace Spark Plugs

5:8:0 Remove, Overhaul, and Replace Ignition Distributor

5:9:0 Test and Service Ignition Secondary Circuit

5:10:0 Adjust Engine Timing

5:11:0 Lighting Circuits

SUBUNIT: OBJECTIVE:

5:1:0 Test and Service Battery

5:1:1 The student should, by visual inspection and the use of testing instruments, determine battery condition as related to manufacturer's specifications, within ten minutes.

5:1:2 Using accepted safety procedures, the student should be able to remove, clean, and install battery and component parts to the extent that voltage loss will not occur.

5:2:0 Troubleshoot, Recondition, and Test Starting System

5:2:1 Given the proper test equipment, the student should be able to diagnose malfunctions of the cranking system within 30 minutes.

5:2:2 After troubleshooting, the student should be able to disassemble, clean, make necessary repairs, and test the cranking motor. The cranking motor must meet factory specifications.

5:2:3 Given an ohmmeter and solenoid, the student should be able to test continuity and resistance of both windings of the solenoid, record readings, compare with manufacturer's specifications, and determine if the solenoid needs replacement.

5:3:0 Test and Service D. C. Charging System

5:3:1 Given the proper testing equipment (VAT) and technical data, the student should be able to diagnose malfunctions of the D. C. charging system within 30 minutes.

5:3:2 The student should be able to disassemble, clean, test and make necessary repairs on the D. C. generator to meet manufacturer's specifications.

5:4:0 Troubleshoot and Adjust or Replace D. C. Regulators

5:4:1 With the use of test equipment, the student should be able to determine malfunctions of the regulator (on the vehicle) and make necessary adjustments or replacement to meet manufacturer's specifications in 45 minutes.

5:5:0 Test and Service A. C. Charging System

5:5:1 Given the proper testing equipment (VAT) and technical data, the student should be able to diagnose malfunctions of the A. C. charging system within 30 minutes.

5:5:2 The student should be able to disassemble, clean, test and make necessary repairs on the alternator to meet factory specifications.

5:6:0 Troubleshoot and Adjust or Replace A. C. Regulators

5:6:1 With the use of test equipment, the student should be able to determine malfunctions of the A.C. regulator (on vehicle) and make necessary adjustments or replacement to meet manufacturer's specifications in 45 minutes.

5:7:0 Remove, Clean, and Test or Replace Spark Plugs

5:7:1 The student should be able to remove, service and replace spark plugs to meet required specifications within flat-rate time.

5:8:0 Remove, Overhaul, and Replace Ignition Distributor

5:8:1 Provided with an engine, proper tools, the student should be able to remove and replace a distributor and set timing within ± 2 degrees of manufacturer's specifications.

5:8:2 The student should be able to make a visual inspection, remove and/or replace components necessary, test on the synchrograph, and adjust to manufacturer's specifications within an hour.

5:9:0 Test and Service Secondary Ignition Circuit

5:9:1 With the use of proper equipment, the student should be able to test and service the secondary circuit to meet manufacturer's specifications.

5:10:0 Adjust Engine Timing

5:10:1 Given a timing light and a functioning engine, the student should be able to locate timing marks and adjust timing to manufacturer's specifications within a period of ten minutes.

5:11:0 Lighting

5:11:1 Given a volt amp. meter (VAT), the learner should check and diagnose the lighting circuit for opens, grounds, or shorts, and make a written evaluation of findings.

5:11:2 Given an automobile, the learner should be able to align head lights, test candle power, remove and replace all lighting components to obtain a proper working system, according to SAE standards.

Special Note:

Additional information related to electrical systems is covered in Unit 9:0:0, Tune-up.

EQUIPMENT LIST
Electrical System Section

Battery Load Tester
VAT-Voltmeter, Ammeter, Ohmmeter
Growler with 110 volt test light
Sparkplug cleaner and tester
Timing light
Dwell meter
Distributor synchrograph tester
Headlight alignment equipment
Oscilloscope(May be included in your Electronic Engine Analyzer)

AUTOMOTIVE ELECTRICAL SYSTEMS TEST
WRITTEN SECTION
UNIT 5:00

DIRECTIONS

Read each question and its lettered answers. When you have decided which answer is correct, blacken the corresponding space on the answer sheet with a No. 2 pencil. Make your mark as long as the pair of lines. If you change your mind, erase your first mark completely. Make no stray marks, they may count against you. (Refer to answer sheet for sample question.)

5:1:1

1. Which of the following would best determine battery condition:

   (a) Fluid level

   (b) Battery operating temperature

   (c) Amp. hour rating

   (d) Battery capacity test

5:1:2

2. With the battery removed from the vehicle, which of the following methods of cleaning is proper:

   (a) Wet battery case with soap and water and scrub with a stiff brush.

   (b) Wet case with water, neutralize acid with household baking soda, rinse with cold water and clean terminals with special wire brush.

   (c) Using a dilute solution of an approved standard solvent and a synthetic sponge, clean the complete battery case and terminals.

5:5:2

3. When testing a stator for shorts, opens, and grounds the simplest test instrument to use is the:

   (a) Test light

   (b) Voltameter

   (c) Ammeter

   (d) None of the above

5:5:2

4. A diode is a device which permits current to flow:

   (a) In one direction only

   (b) From positive to negative only

   (c) Without phasing

   (d) Continuously

5:5:1

5. When testing an A.C. charging system using a volt meter and an ammeter the:

(a) Volt meter is in series and ammeter in parallel.

(b) Ammeter in series, voltmeter in parallel.

(c) Both in series.

(d) Both in parallel.

5:9:1

6. Normal resistance in a suppression spark plug wire one foot long is:

(a) 1 to 2 thousand ohms.

(b) 2 to 4 thousand ohms.

(c) 6 to 12 thousand ohms.

(d) 14 to 16 thousand ohms.

AUTOMOTIVE ELECTRICAL SYSTEMS TEST
PERFORMANCE SECTION

5:2:1

1. Provided with a live shop unit, shop manual, and VAT or BST; determine normal starter current draw; test, and record findings:

Test Reading VAT/BST Manufacturers Specs.

(a) Cranking Voltage_____ _____

(b) Starter Current Draw____ _____

NOTE: Instructor must check this work when it is completed.

Instructor's Approval_____

5:2:2

2. Provided with an armature growler, the student will test armature windings of a DC generator for opens, grounds, and shorts:

(a) Armature good_____

(b) Armature bad_____

5:2:2

3. Provided with a 110 volt test light, the student will test the field windings of a DC generator:

(a) Field coils good_____

(b) Field coils bad_____

5:5:2

4. Provided with an ohmmeter and alternator rotor, the student will test for opens and grounds:

(a) Good_____

(b) Bad_____

5:6:1

5. Provided with a functioning A.C. charging system, the student will check alternator output and voltage regulator setting:

(a) Alternator output_____

(b) Voltage regulation_____

5:7:1

6. With the aid of a test engine and spark plug test device, students will remove two spark plugs, clean, gap, and test:

(a) Usable_____

(b) Replace_____

5:8:1
5:8:2
5:10:1

7. Provided with a functioning unit and tune-up specifications, the student will check dwell setting, initial timing and total advance:

(a) Dwell _____

(b) Initial timing_____

(c) Timing advance_____

5:10:2

8. Provided with a car, the student will align head lights with aid of a head light aligner and test candle power. Use State law specifications.

Candle power_____

NOTE: Instructor must check this work when it is completed.

Instructor's approval_____

UNIT 6:0:0 Power Train

PURPOSE

After completion of this unit and with proper tools and equipment, the student should be able to troubleshoot malfunctions of the power train, explain the operation, and perform servicing and testing.

CONTENTS

6:1:0 Clutches

6:2:0 Manual Transmission

6:3:0 Drive Lines and Universal Joints

6:4:0 Rear Axle Assembly

6:5:0 Power Train Adjustment

6:6:0 Automatic Transmission

SUBUNIT: OBJECTIVE:

6:1:0 Clutches

6:1:1 Given a live laboratory unit, the learner should be able to remove and replace clutch assembly and have it function correctly within the time designated in the flat rate manual, plus allowance of 25%.

6:2:0 Manual Transmission

6:2:1 Given a transmission and a job sheet, the learner should disassemble, name all parts, reassemble correctly and make a written report with 100% accuracy.

6:2:2 The learner should be able to diagnose and repair a transmission; it must function properly and meet manufacturer's specifications.

6:3:0 Drive Lines and Universal Joints

6:3:1 Provided with an automobile, a student should be able to remove, service, and replace a drive line assembly within flat-rate time plus 25%.

6:3:2 Given a procedure guide, a student should be able to diagnose vibrations and noises and made a written report indicating all possible causes.

6:4:0 Rear Axle Assembly

6:4:1 Given an automobile, the student will diagnose rear axle shaft bearing noise and determine if replacement is necessary.

6:4:2 Given a service manual and proper equipment, the student should be able to remove and replace faulty rear axle bearing in flat-rate time plus 25%.

6:4:3 Given a service guide and proper equipment, the learner should remove and overhaul the rear axle assembly, make necessary adjustments, and replace within flat-rate time plus 25%.

6:5:0 Power Train Adjustment

6:5:1 Provided with an operative unit, the student should perform a clutch linkage adjustment in a period not to exceed 30 minutes.

6:5:2 Provided with the necessary tools, the learner should make necessary adjustments and repairs on manual transmission linkage to correct or control any malfunction.

6:6:0 Automatic Transmission

6:6:1 Provided with a diagram showing the major components of an automatic transmission, the learner should identify all components and chart power flow.

6:6:2 Given a live unit, the learner should be able to diagnose malfunctions, remove, recondition, and replace transmission within flat rate time plus 25%.

6:6:3 The learner should be able to do a transmission tune-up and service procedure within flat rate time plus 25%.

EQUIPMENT LIST

Power Train Section

Clutch alignment tool set

Rear axle bearing press set

Dial indicator

Equipment List
Power Train Section

Torque Wrenches
- 1 ea. foot lb.
- 1 ea. inch lb.
- Automatic transmission jack
- Automatic transmission clutch press set
- Assorted automatic transmission tools
- Automatic transmission test gauge set

AUTOMOTIVE POWER TRAIN TEST

WRITTEN SECTION

UNIT 6:00

DIRECTIONS

Read each question and its lettered answers. When you have decided which answer is correct, blacken the corresponding space on the answer sheet with a No. 2 pencil. Make your mark as long as the pair of lines. If you change your mind, erase your first mark completely. Make no stray marks, they may count against you. (Refer to answer sheet for sample question.)

1-5. Match the lettered parts of the transmission in the diagram with the name of the parts listed below:

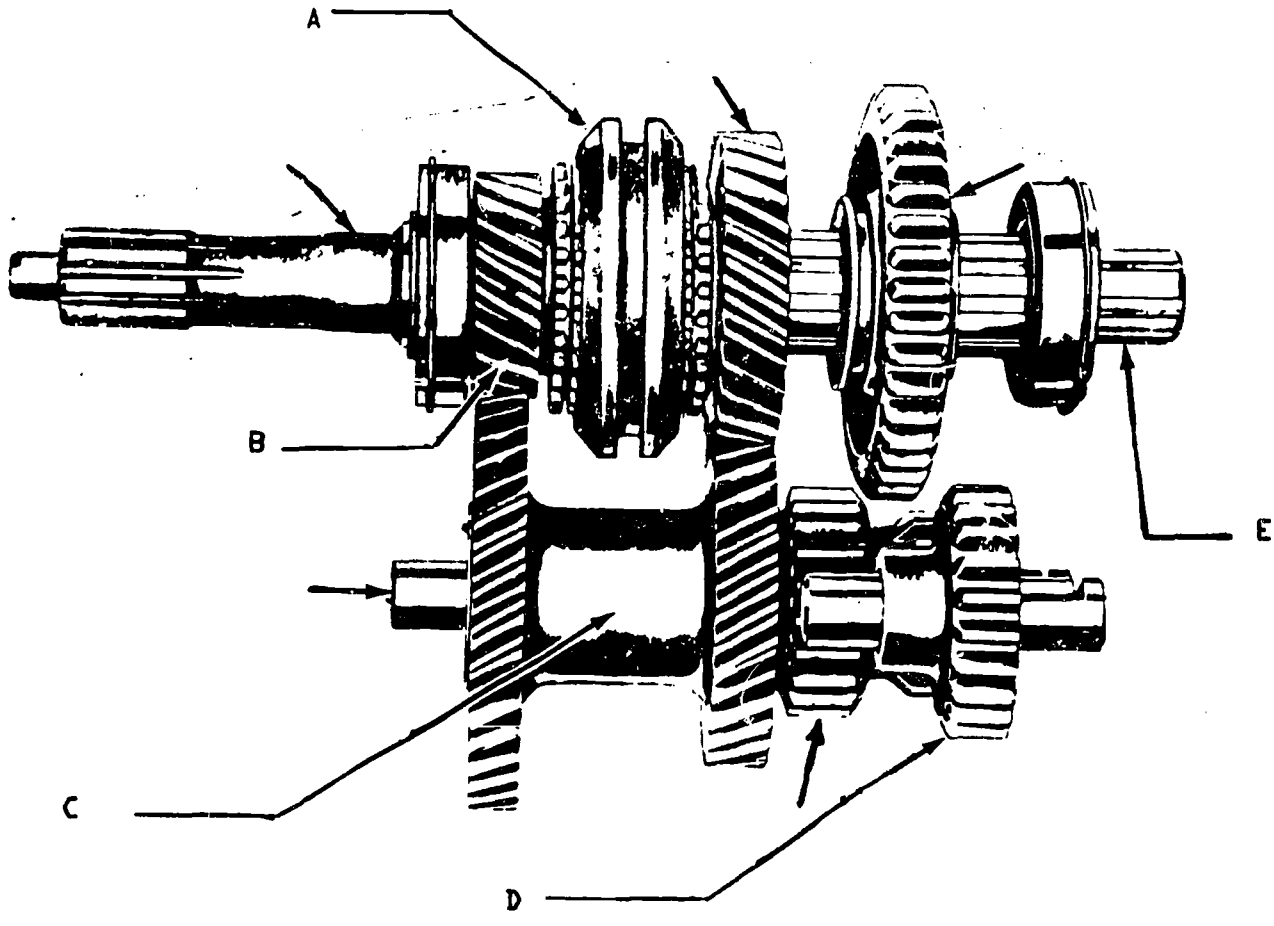

1. Input drive gear_____
2. Reverse idler gear_____
3. Transmission main or output shaft_____
4. Cluster gears_____
5. Synchronizer assembly_____

6-10. Match the lettered parts of the transmission in the diagram with the name of the parts listed below:

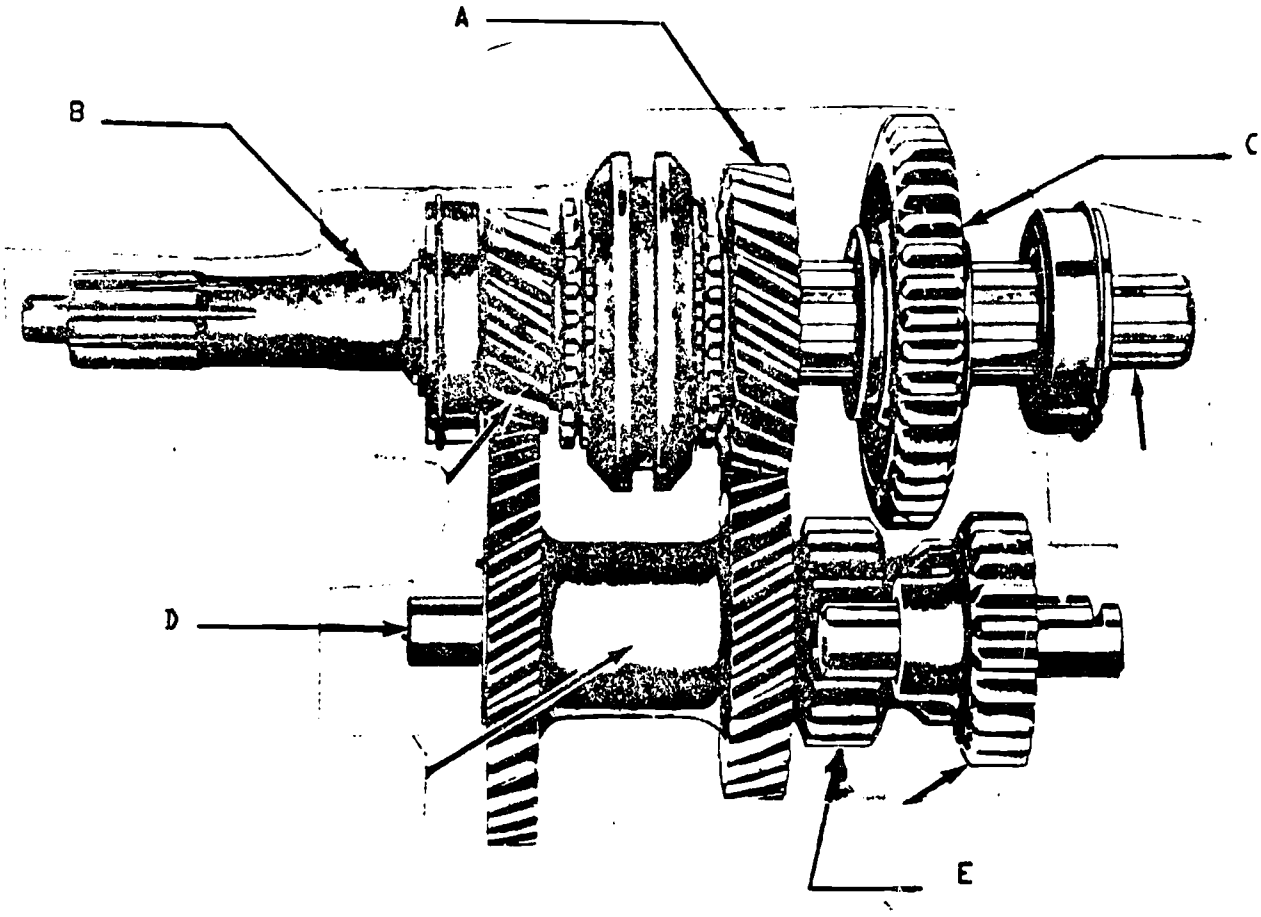

6. Low and reverse sliding gear_____
7. Countershaft low drive gear_____
8. Second speed gear_____
9. Input or clutch shaft_____
10. Countershaft_____

6:1:1

11. The hub of the clutch friction disk is splined to the:
    (a) Flywheel
    (b) Transmission clutch shaft
    (c) Transmission main shaft
    (d) Transmission counter shaft

6:1:1

12. If a clutch release bearing is to be reused, it should be cleaned in solvent before replacing.
    (a) True
    (b) False

6:1:1

13. Clutch chattering or grabbing is noticeable:
    (a) During idle
    (b) At low speed
    (c) When engaging the clutch
    (d) When accelerating

6:1:1

14. Slippage between the friction-disk facings and the flywheel or pressure plate will cause:
    (a) Clutch pedal pulsations
    (b) Rapid facing wear
    (c) Excessive acceleration
    (d) A noisy throwout bearing

6:1:1

15. Free travel of the pedal is the amount of travel the pedal has before the clutch release bearing comes up against the:
    (a) Plate release levers
    (b) Flywheel
    (c) Floor board
    (d) Pedal stop

6:2:1

16. The second and high synchroniser assembly is splined to the:
    (a) Input shaft
    (b) Counter shaft
    (c) Transmission main shaft
    (d) None of the above

6:2:1

17. In a fully-synchronized transmission, all forward speed gears are in constant mesh with the countershaft gears.
    (a) True
    (b) False

6:2:2

18. Misalignment between the transmission and the engine is most likely to cause:
    (a) No power through the transmission
    (b) Transmission slipping out of high gear
    (c) Transmission slipping out of reverse

6:2:2

19. If a transmission is noisy in all gear ranges because of a broken tooth, the broken tooth would likely be on:
    (a) One of the counter gears
    (b) The reverse sliding gear
    (c) The first speed gear
    (d) All of the above

6:2:2

20. If the transmission can be shifted into two gear ranges at the same time the problem is in:
    (a) The lock-out mechanism
    (b) The synchronizer rings
    (c) Misaligned transmission
    (d) Output bearing

6:2:2

21. If the transmission will not transmit power in any gear except high, the trouble is likely:
    (a) A broken output shaft
    (b) Stripped gear teeth between the input gear and countershaft gear
    (c) A broken synchronizer
    (d) A broken shifting fork

6:2:2

22. A whining noise in the transmission only when the car is moving could be caused by:
    (a) A worn input shaft bearing
    (b) Countershaft bearings
    (c) Output shaft bearing
    (d) Main shaft pilot bearings

6:2:2

23. Improperly adjusted gearshift linkage causes:
    (a) Hard shifting into gear
    (b) Clutch slippage
    (c) Both of the above

6:2:2

24. Gear clashing when shifting into second or high could be caused by:
    (a) A defective synchronizer
    (b) A worn shifting fork
    (c) Worn thrust washers
    (d) None of the above

6:3:1

25. The universal joint permits a change in:
    (a) Length of shaft
    (b) Speed of rotation
    (c) Angle of drive
    (d) None of the above

6:3:1

26. In the Hotchkiss drive, the rear end torque is absorbed by the:
    (a) Torque tube and stabilizer bar
    (b) Rear control arms and springs
    (c) Radius rods and torsion bars
    (d) Stabilizer bars and rear springs

6:4:1

27. If differential noise is present only when rounding a curve, the trouble is probably due to:
    (a) Differential gears
    (b) Drive pinion and ring gear
    (c) Axle bearings

6:4:1

28. The most commonly noticed evidence of differential trouble is:
    (a) Loss of lubricant
    (b) Loss of power
    (c) Noise
    (d) Vibration

6:4:2

29. The correct procedure for installing a new bearing on the axle shaft is to hammer the bearing in place using a soft hammer on the outer face of the bearing.
(a) True
(b) False

6:4:2

30. The differential carrier assembly cannot be removed from the axle housing without first removing both axles.
(a) True
(b) False

6:4:3

31. The differential ring gear is bolted to the:
(a) Differential housing
(b) Differential case
(c) Drive pinion
(d) Axle shaft

6:4:3

32. The distance between the mating teeth on the ring gear and pinion is called:
(a) Clearance
(b) Pitch line
(c) Back lash
(d) Flank

6:4:3

33. A hunting type differential is one in which there might be 10 teeth on the drive pinion and 30 teeth on the ring gear.
(a) True
(b) False

6:4:3

34. Proper drive pinion and bevel gear clearance is determined by using a:
    (a) Feeler Gauge
    (b) Plastigauge
    (c) Dial indicator
    (d) Sensitive feel

6:4:3

35. Ring gear runout is checked with a:
    (a) Dial indicator
    (b) Feeler gauge
    (c) Micrometer
    (d) None of the above

6:6:1

36. In a simple planetary gear set, when two units are released, the output will be:
    (a) Neutral
    (b) Reduction
    (c) Direct drive
    (d) Reverse

6:6:1

37. In a simple planetary gear set, using the sun gear as the driver and holding the ring gear, the output will be:
    (a) Neutral
    (b) Reduction
    (c) Direct drive
    (d) Reverse

6:6:1

38. In a simple planetary gear set, when any two units are held, the output will be:
    (a) Neutral
    (b) Reduction
    (c) Direct drive
    (d) Reverse

6:6:1

39. In a simple planetary gear set, using the sun gear as the driver and holding the planet carrier, the output will be:
    (a) Neutral
    (b) Reduction
    (c) Direct drive
    (d) Reverse

6:6:1

40-44. Match the lettered parts to the parts name below and blacken the corresponding letter on the answer sheet:

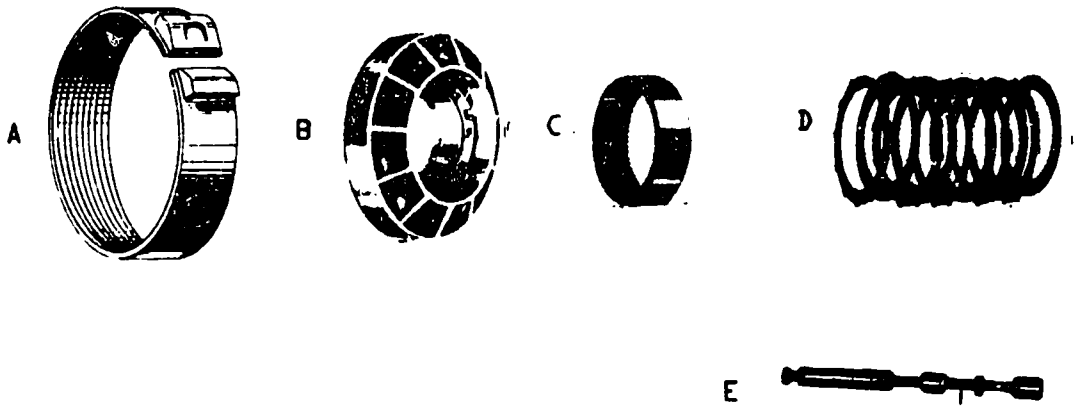

40. Ring gear_____
41. Clutches_____
42. Manual valve_____
43. Band_____
44. Stator (torque converter)_____

45-49. Match the lettered parts to the parts name below and blacken the corresponding letter on the answer sheet:

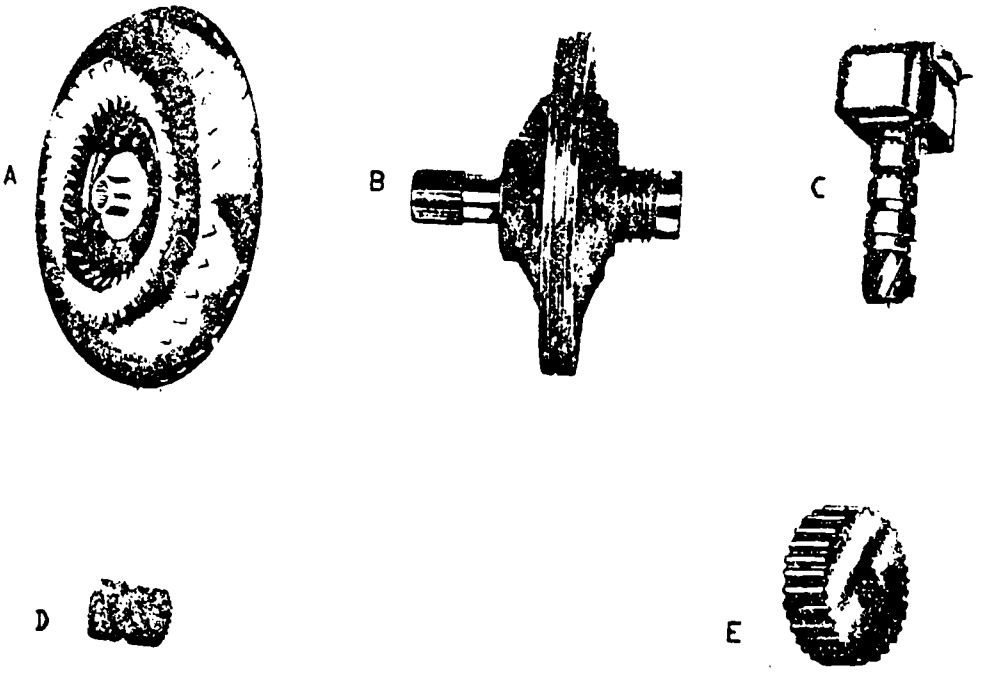

45. Governor_____
46. Sun gear_____
47. Turbine (torque converter)_____
48. Clutch hub_____
49. Front pump_____

50-54. Match the lettered parts to the parts name below and blacken the corresponding letter on the answer sheet:

A

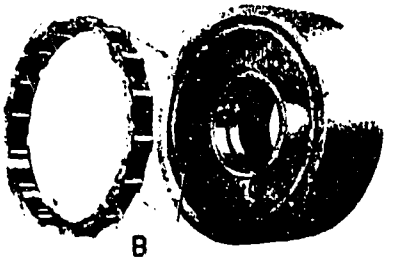

B

C

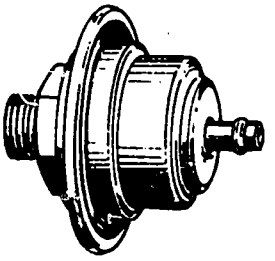

D

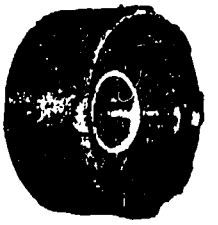

E

50. Roller clutch_____
51. Pinion and carrier_____
52. Modulator_____
53. Pump (torque converter)_____
54. Clutch drum_____

6:6:2

55. If oil leaking externally from an automatic transmission, the probable cause might be:

(a) A front oil seal

(b) A rear oil seal

(c) Overfilled transmission

(d) A bad pan gasket

(e) All of the above

6:6:2

56. If the vehicle fails to move when the shifting lever is placed in reverse, but moves when the lever is in the forward gear, ranges, the problem is probably due to:

(a) Broken or disconnected shifting linkage

(b) A leaky vacuum modulator valve or split modulator hose

(c) A broken reverse band or worn reverse clutch

(d) Low transmission oil level or clogged screen

6:6:2

57. If the automatic transmission shift pattern is not within a reasonable speed range, the problems might be:

(a) Incorrectly adjusted manual linkage

(b) A faulty vacuum modulator

(c) Incorrectly adjusted bands

(d) Low fluid level

6:6:2

58. If the governor assembly in an automatic transmission is not operating properly, it will be most noticeable in which of the following:

(a) The transmission does not upshift at the proper speed

(b) The automobile creeps when stopped at an intersection

(c) The automobile is slow to move when accelerating

(d) The automobile will not move when the selector lever is placed in any of the forward positions

6:6:2

59. Worn clutch plates in an automatic transmission must be replaced as there is no provision for adjusting clutches to compensate for wear.

(a) True

(b) False

6:6:2

60. Oil filters used on automatic transmissions should be changed at time of transmission oil change.

(a) True

(b) False

6:6:2

61. Many G.M. cars are not equipped with drain plugs in the torque converter to change transmission oil.

(a) True

(b) False

6:6:2

62. When making a band adjustment on an automatic transmission, the engine must be running and the gear selector lever in position to activate the band being adjusted.

(a) True

(b) False

6:6:3

63. Dexron transmission fluid is always used in Ford products.

(a) True

(b) False

6:6:3

64. Type F transmission fluid is always used in G.M. products.

(a) True

(b) False

AUTOMOTIVE POWER TRAIN TEST

PERFORMANCE SECTION

6:1:1

1. Given a clutch disc, the student will identify the flywheel side of the disc.
   (a) Side A
   (b) Side B

6:1:1

2. Given a manual, with specifications, a vehicle equipped with a standard transmission, a floor jack and safety stands, and necessary hand tools, the student will adjust free travel on clutch linkage to manufacturer's specifications within 30 minutes.
   Instructor's approval _____

6:4:3

3. Provided with a rear axle assembly, a dial indicator, specifications, and the necessary hand tools, the student shall adjust ring gear and pinion back lash, set side bearing preload and check gear tooth contact pattern.
   Back lash_____
   Gear tooth contact pattern:
   (a) Satisfactory
   (b) Unsatisfactory

6:6:2

4. Given an automatic transmission clutch assembly, manufacturer's specifications, and clutch tools the student will disassemble, inspect, reassemble, and check clutch clearance.

(a) Lip seals

Satisfactory for use_____

Unsatisfactory for use _____

(b) Clutch pack

Satisfactory for use_____

Unsatisfactory for use_____

(c) Clutch clearance

Satisfactory for use_____

Unsatisfactory for use_____

6:6:2

5. Given a front pump from an automatic transmission, the student will inspect it to determine its condition.

(a) Satisfactory for use.

(b) Unsatisfactory for use.

6:6:2

6. The sutdent will inspect the band, provided from an automatic transmission, to determine its condition.

(a) Reuse.

(b) Replace.

7. Provided with an automatic transmission with external band adjustment, necessary hand tools and specifications, the student will perform a band adjustment to manufacturer's specifications.

Band adjustment number of turns_____

NOTE: Instructor must check your work before you leave this work station.

Instructor's approval_____

UNIT 7:0:0 Chassis

PURPOSE

After completion of this unit and with proper tools and equipment, the student should be able to troubleshoot malfunctions of the chassis, explain the operation, and perform servicing and testing.

CONTENTS

7:1:0 Balance Wheels

7:2:0 Front End Alignment

7:3:0 Shock Absorbers and Spring Replacement

7:4:0 Service Steering Gear Assembly and Pump

7:5:0 Brake Adjustment

7:6:0 Recondition Brake Drums and Discs

7:7:0 Brake Shoe Service

7:8:0 Service Hydraulic Brake Components

7:9:0 Service Power Brake Units

7:10:0 Diagnose Brake System Troubles

SUBUNIT: OBJECTIVE:

7:1:0 Balance Wheels

7:1:1 Given a complete chassis unit and balancing equipment, the learner should be able to balance the wheel assembly, both static and dynamic until no vibration is apparent.

7:2:0 Front End Alignment

7:2:1 Provided with a chassis, the student should be able to make an inspection of all mechanical components and make an evaluation of total front end condition in a written report to the instructor.

7:2:2 The learner should be able to remove and replace or recondition any component of the front end or steering assembly within flat rate time plus 25%.

7:2:3 Provided with an alignment guide, the student should check alignment factors, record findings, and make corrections to be completed in flat rate time plus 25%.

7:3:0 Shock Absorbers and Spring Replacemnt

7:3:1 Given a chassis unit and job sheet, the student should be able to remove and replace front and rear shock absorbers within flat rate time.

7:3:2 The learner should be able to remove and replace front spring using accepted safety precautions within flat rate time.

7:3:3 The learner should be able to remove and replace rear springs or individual leafs of the spring within flat rate time.

7:4:0 Service Steering Gear Assembly and Pump

7:4:1 Given a power or standard steering gear assembly, the learner should be able to disassemble, clean, inspect, layout parts on bench, reassemble, adjust to manufacturer's specifications and list the nomenclature in a report to the instructor.

7:4:2 Given a power steering pump and job sheet, the student should be able to disassemble, clean, and name all parts, and reassemble to the extent that it will operate satisfactorily.

7:4:3 Given a power assist ram, the learner should disassemble, list nomenclature and procedure. The listing should be 90% accurate.

7:4:4 Given a live unit, the learner should be able to make all pressure checks, and diagnose steering problems and noises on both types of power steering units. From information obtained, he should analyze, evaluate, and make a written summary of existing conditions to the extent that when repairs are made, the unit will be returned to original specifications.

7:5:0 Brake Adjustment

7:5:1 Given a job sheet and an automobile, the student should be able to adjust the brakes in 15 minutes.

7:6:0 Recondition Brake Drums and Discs

7:6:1 Given a brake drum or disc and lathe, the learner should perform turning operations to comply with SAE Standards.

7:7:0 Brake Shoe Service

7:7:1 Given a brake shoe and arc grinder, the learner should perform operation to obtain a correct fit between shoe and drum.

7:7:2 Given a set of brake shoes or pads, the learner should be able to remove and replace within flat rate time.

7:8:0 Service hydraulic Brake Components

7:8:1 Given a wheel cylinder, the learner should disassemble, clean, layout on a bench, and recondition to obtain a serviceable unit upon completion of the task.

7:8:2 Given a master cylinder, the learner should disassemble, clean, layout, inspect, and recondition to obtain a serviceable unit when task is completed.

7:8:3 With a functioning brake system, the student should inspect all components, service and bleed system to restore to factory operating condition.

7:9:0 Service Power Brake Units

7:9:1 Provided with a power brake unit and a service guide, the learner should identify all parts and recondition to obtain a serviceable unit.

7:10:0 Diagnose Brake System Troubles

7:10:1 Furnished with an automobile for road testing, the learner should analyze and diagnose brake malfunctions. He should make a diagnostic report and list needed repairs on a job sheet.

EQUIPMENT LIST

Chassis Section

Wheel balancing equipment

Front end alignment equipment

Drum and disc brake lathe and arc grinder

Equipment List
Chassis Section

Power steering pressure with valve
Brake drum micrometer
Front end tools
Coil Spring Compressor
Pitman arm puller
Brake spring pliers
Wheel Cylinder hone

AUTOMOTIVE CHASSIS TEST

WRITTEN SECTION

UNIT 7:00

DIRECTIONS

Read each question and its lettered answers. When you have decided which answer is correct, blacken the corresponding space on the answer sheet with a No. 2 pencil. Make your mark as long as the pair of lines, and completely fill the area between the pair of lines.

If you change your mind, erase your first mark completely.

Make no stray marks, they may count against you.

(Refer to answer sheet for sample question.)

7:1:1

1. The name of the line which the arrow is pointing to in Figure 1 is the:
   (a) Centerline of the rim and tire.
   (b) Centerline of the weight mass.
   (c) Centerline of the wheel.
   (d) Rim line.

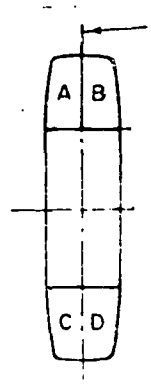

FIG. 1

7:1:1

2. Which combination of lettered sections in Figure 3 would indicate a condition of static unbalance.
   (a) Sections A and B.
   (b) Sections A and C.
   (c) Sections B and D.
   (d) Sections A and D.

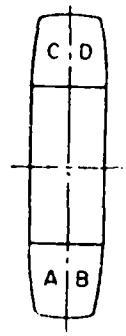

FIG 3

7:2:1

3-7. Match the lettered components of the illustration below with the component name and blacken the corresponding letter on the answer sheet.

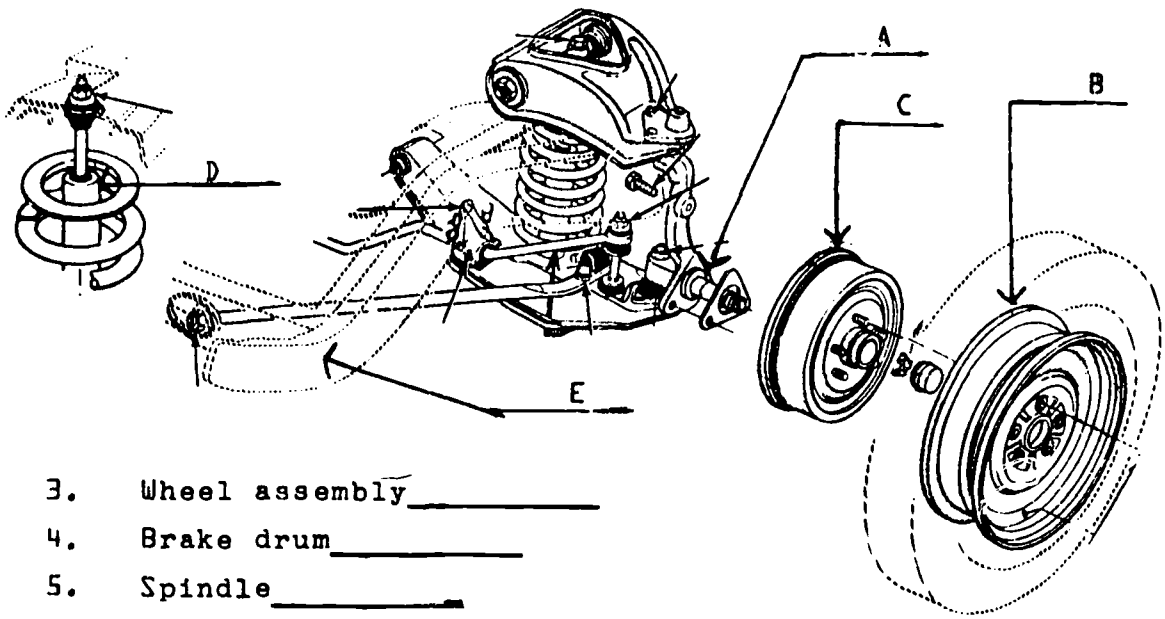

3. Wheel assembly_____
4. Brake drum_____
5. Spindle_____
6. Frame_____
7. Shock_____

7:2:1

8-11. Match the lettered components of the illustration below with the component name and blacken the corresponding letter on the answer sheet.

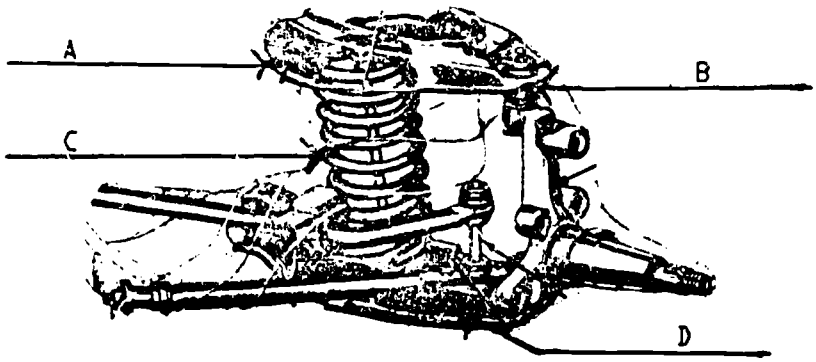

8. Upper control arm _____

9. Coil spring_____

10. Upper ball joint_____

11. Lower control arm_____

7:2:3

12. Identify the cause of tire wear illustrated in the diagram below.

(a) Excess camber.

(b) Static unbalance.

(c) Over inflation.

(d) Under inflation.

(e) Excess caster.

7:2:3

13. Identify the cause of tire wear illustrated in the diagram below.

(a) Excess camber.
(b) Static unbalance.
(c) Over inflation.
(d) Under inflation.
(e) Excess caster.

7:2:3

14. Identify the cause of tire wear illustrated in the diagram below.

(a) Excess camber.
(b) Static unbalance.
(c) Over inflation.
(d) Under inflation.
(e) Excess caster.

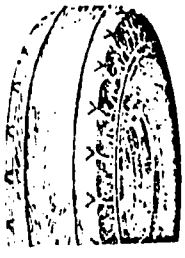

7:2:3

15-19. Match the letter next to the name of the steering linkage components in the diagram below.

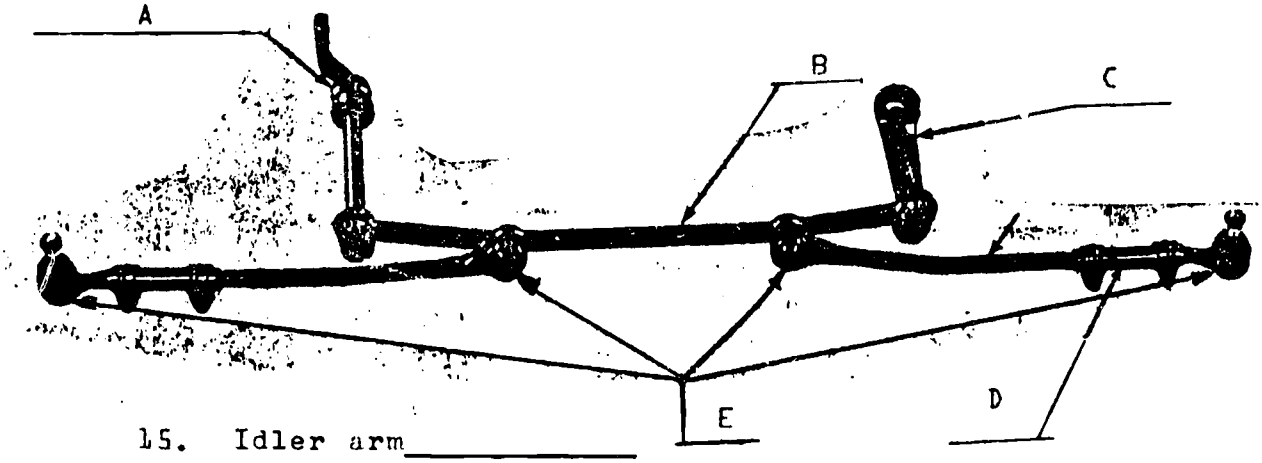

15. Idler arm_____
16. Tie rod ends_____
17. Pitman arm_____
18. Centerlink_____
19. Adjusting sleeve_____

7:2:3

20. The inward or outward tilt of the tire at the top is:
    (a) Caster.
    (b) Toe.
    (c) Camber.

7:2:3

21. The forward or rearward tilt at the top of the steering knuckle is:
    (a) Caster.
    (b) Toe.
    (c) Camber.

7:2:3

22. The inward or outward tilt at the front of the tire is:
    (a) Caster.
    (b) Toe.
    (c) Camber.

7:3:3

23-26. Match the correct letter with the name of the part in the diagram below:

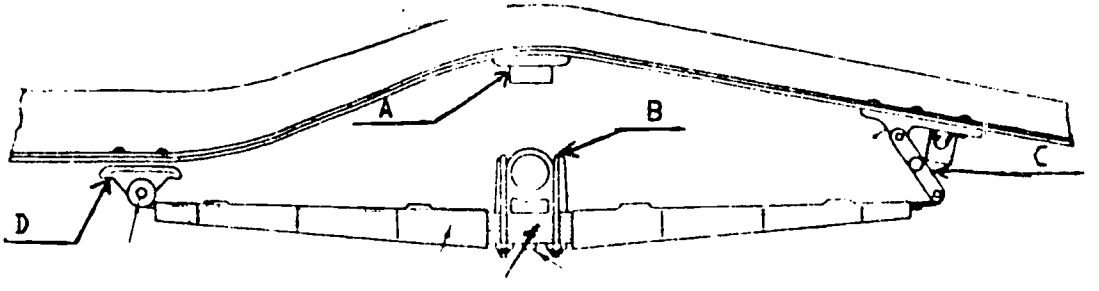

23. Shackle_____
24. U-bolt_____
25. Hanger_____
26. Bumper_____

7:3:3

27-30. Match the correct letter with the name of the part in the diagram below:

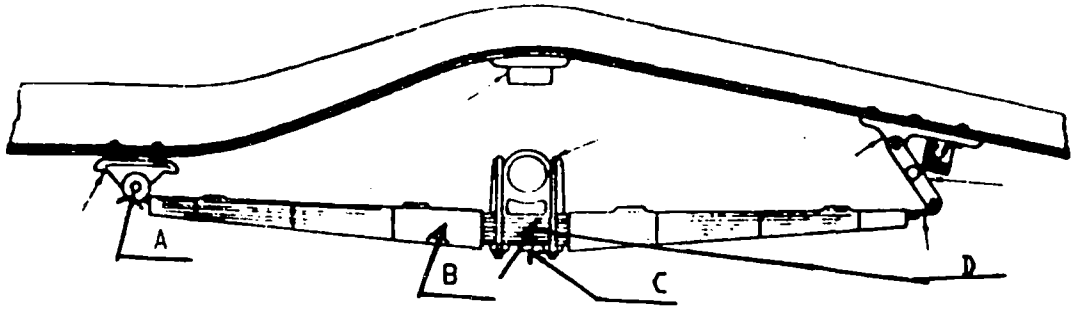

27. Center bolt_____

28. Hanger bolt_____

29. Spring cover_____

30. Spring leaves_____

7:3:1

31. Shocks should be replaced when the:

(a) Shocks are dirty.

(b) Paint is missing.

(c) Shocks are leaking.

7:3:1

32. The basic purpose of the shock absorber is to:

(a) Dampen out spring oscillations.

(b) Eliminate spring action.

(c) Reduce spring movement.

7:4:1

33-37. Match the lettered parts to the part names for the diagram below:

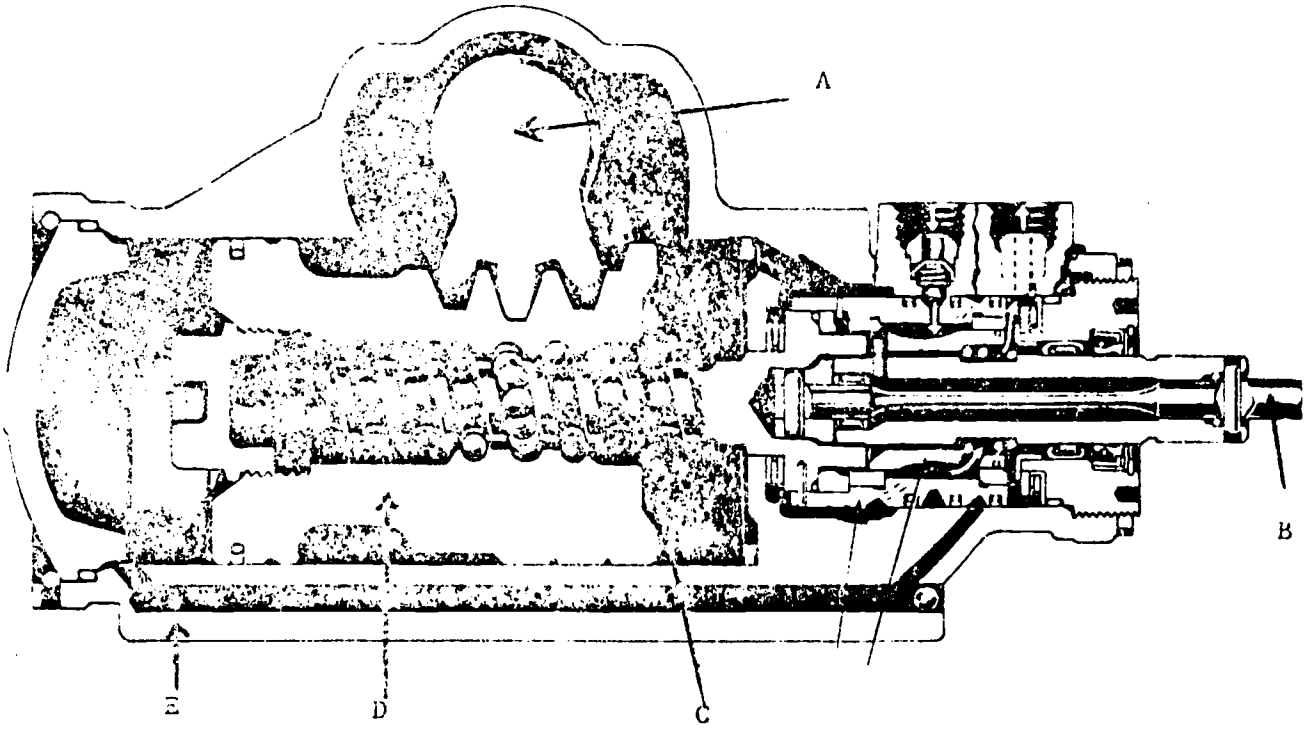

33. Stub shaft_____

34. Worm shaft_____

35. Housing_____

36. Sector_____

37. Rack piston_____

7:4:4

38. When checking a power steering pump, if the oil pressure goes up to specifications when the shut-off valve on the test gauge is turned off, it is likely that the oil pump:

(a) Is all right.

(b) Is worn.

(c) Needs new belt.

(d) Requires replacement.

7:7:1

39. A brake shoe that has been properly arc ground to fit the drum should have:

(a) A small amount of heel and toe clearance.

(b) No heel and toe clearance.

(c) A small amount of clearance between center of shoe and drum.

(d) None of the above.

7:7:2

40-43. Match the lettered parts to the part names for the diagram below:

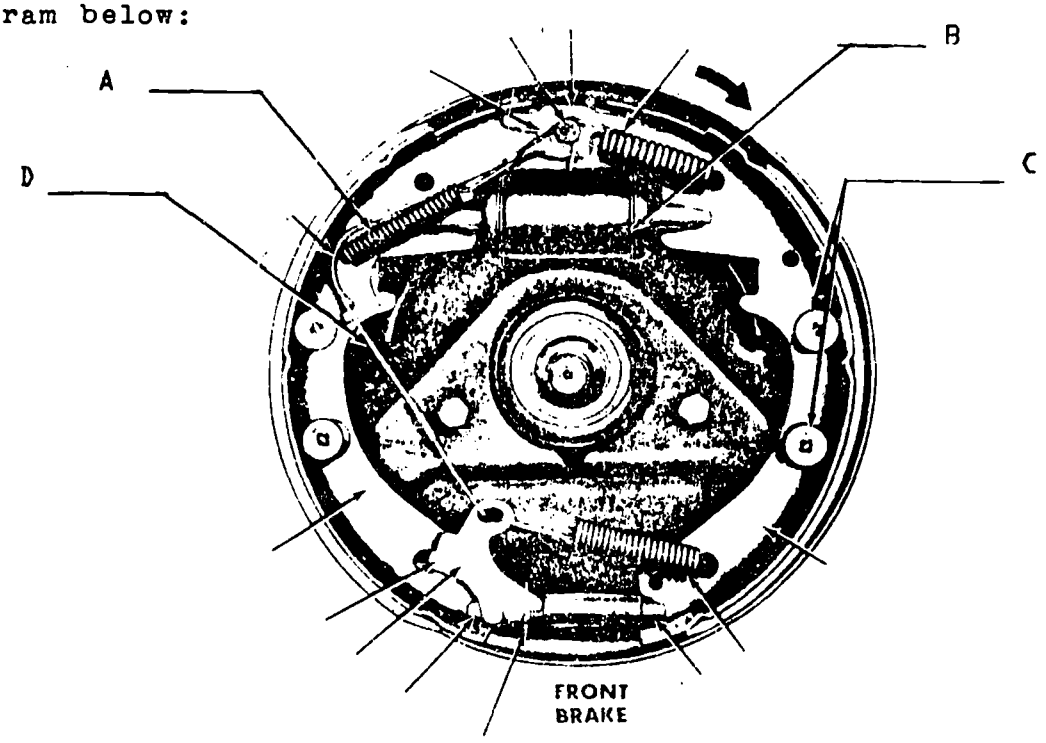

40. Secondary shoe anchor spring_____

41. Wheel cylinder_____

42. Cable_____

43. Hold down springs_____

44-47. Match the lettered parts to the part names for the diagram below:

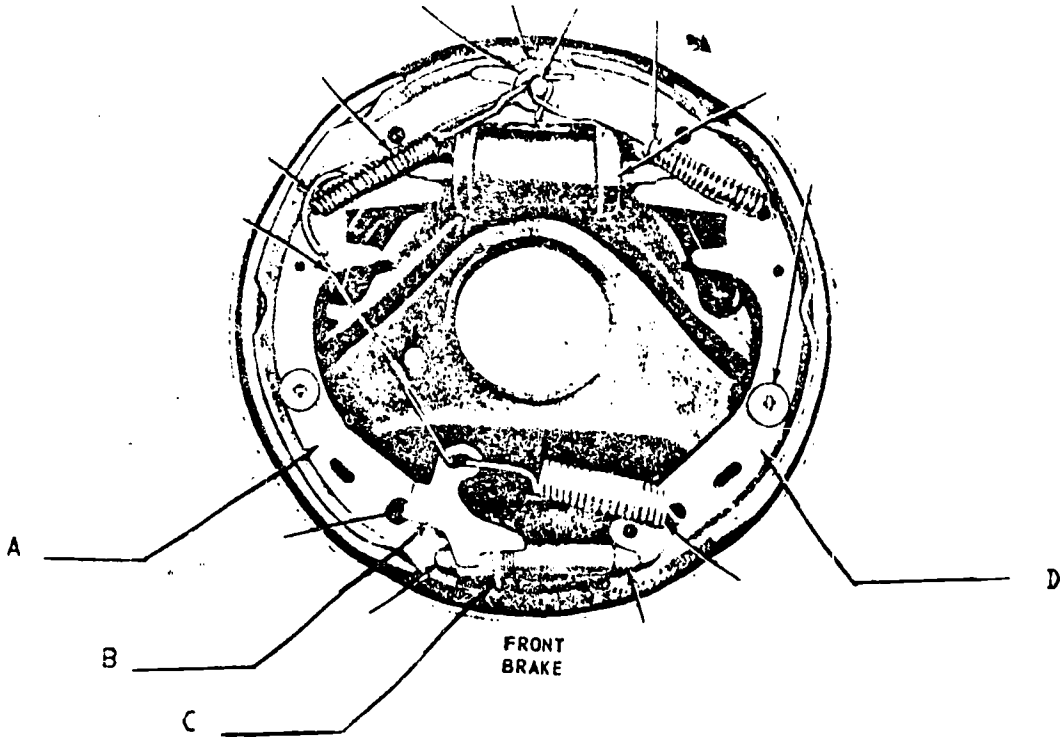

44. Star adjustor_____

45. Adjusting lever_____

46. Secondary shoe_____

47. Primary shoe_____

7:8:1

48-51. Match the lettered parts to the part names for the diagram below:

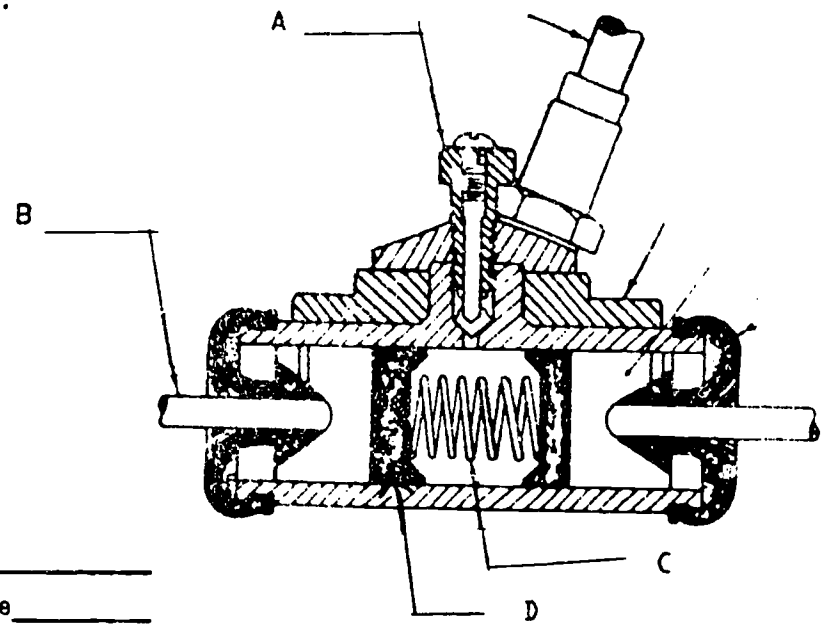

48. Piston cup_____

49. Bleeder valve_____

50. Push rod _____

51. Piston spring_____

7:8:1

52-55. Match the lettered parts to the part names for the diagram below:

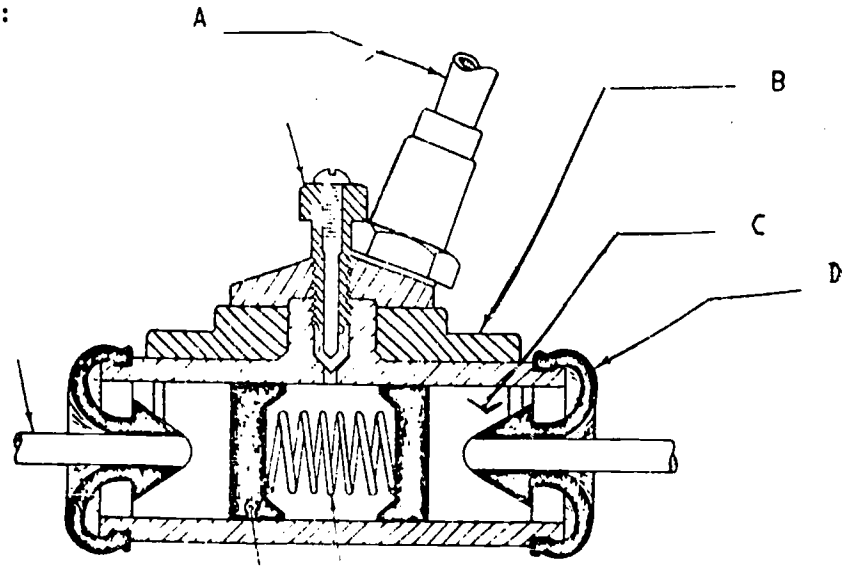

52. Brake hose_____

53. Piston_____

54. Dust boot _____

55. Cylinder housing_____

56-60. Match the lettered parts to the part names for the drawing of a master cylinder below:

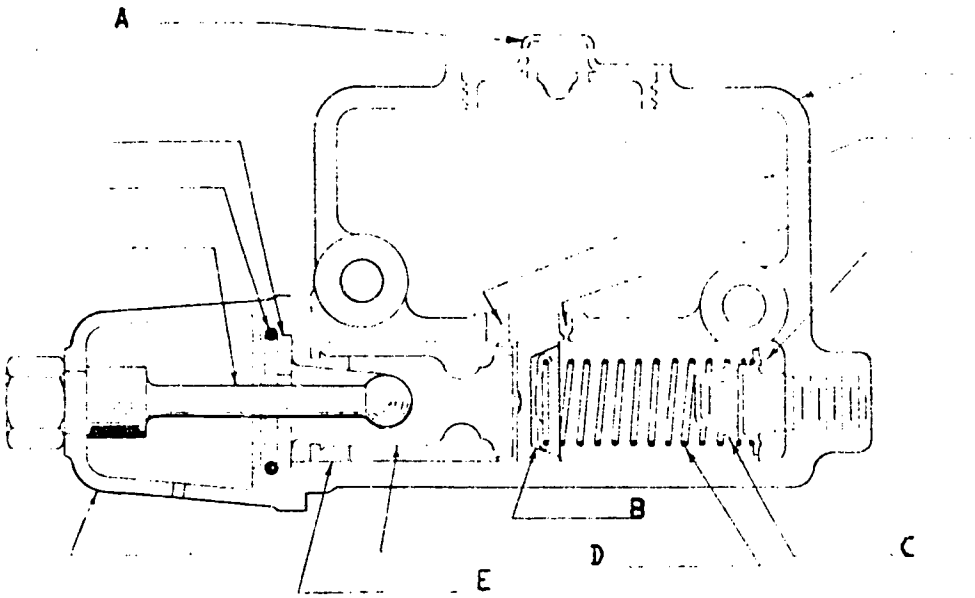

56. Check valve_____
57. Primary cup_____
58. Piston spring_____
59. Filler cap_____
60. Secondary cup_____

61-65. Match the lettered parts to the part names for the drawing of a master cylinder below:

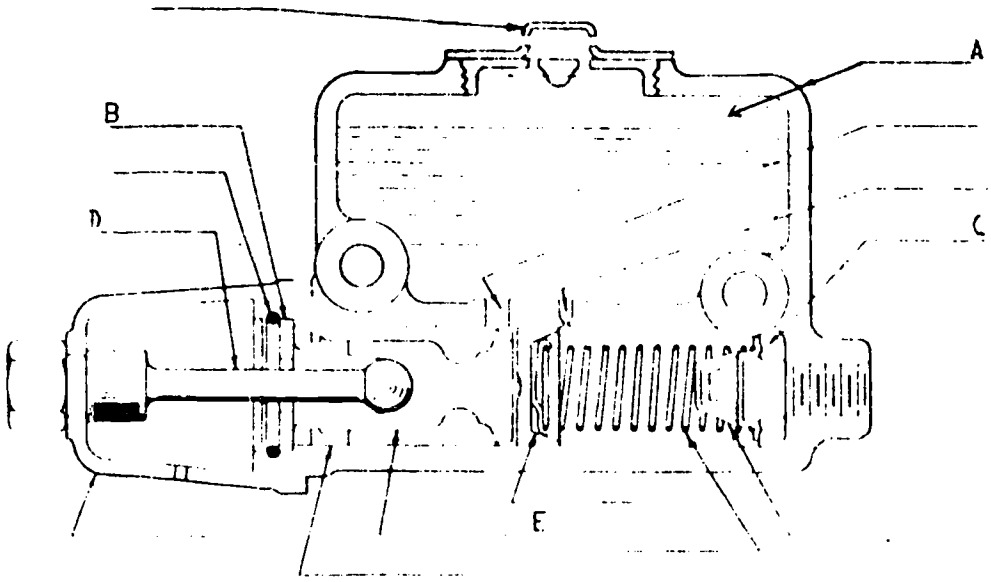

61. Valve seat_____

62. Piston stop_____

63. Reservoir_____

64. Piston_____

65. Push rod_____

66-70. Match the lettered parts to the part names for the drawing of a master cylinder below:

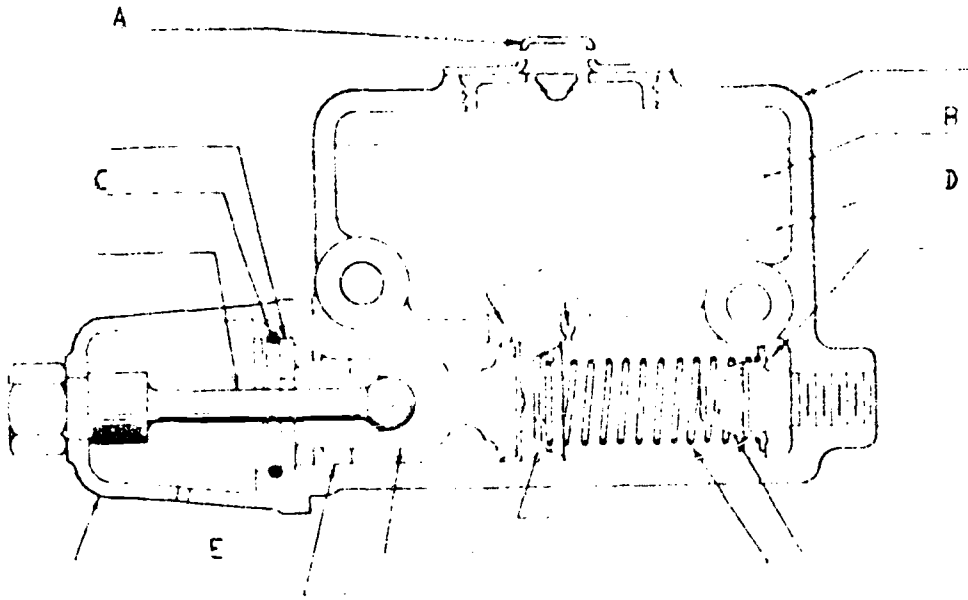

66. Intake port _____

67. Boot _____

68. Retainer spring or snap ring _____

69. Compensating port _____

70. Vent port _____

7:8:3

71. The primary purpose for bleeding hydraulic brake system is:

(a) To remove water condensation.

(b) To remove air.

(c) To flush the system.

(d) All of the above.

7:9:1

72-76. Match the lettered parts to the part name for the diagram below:

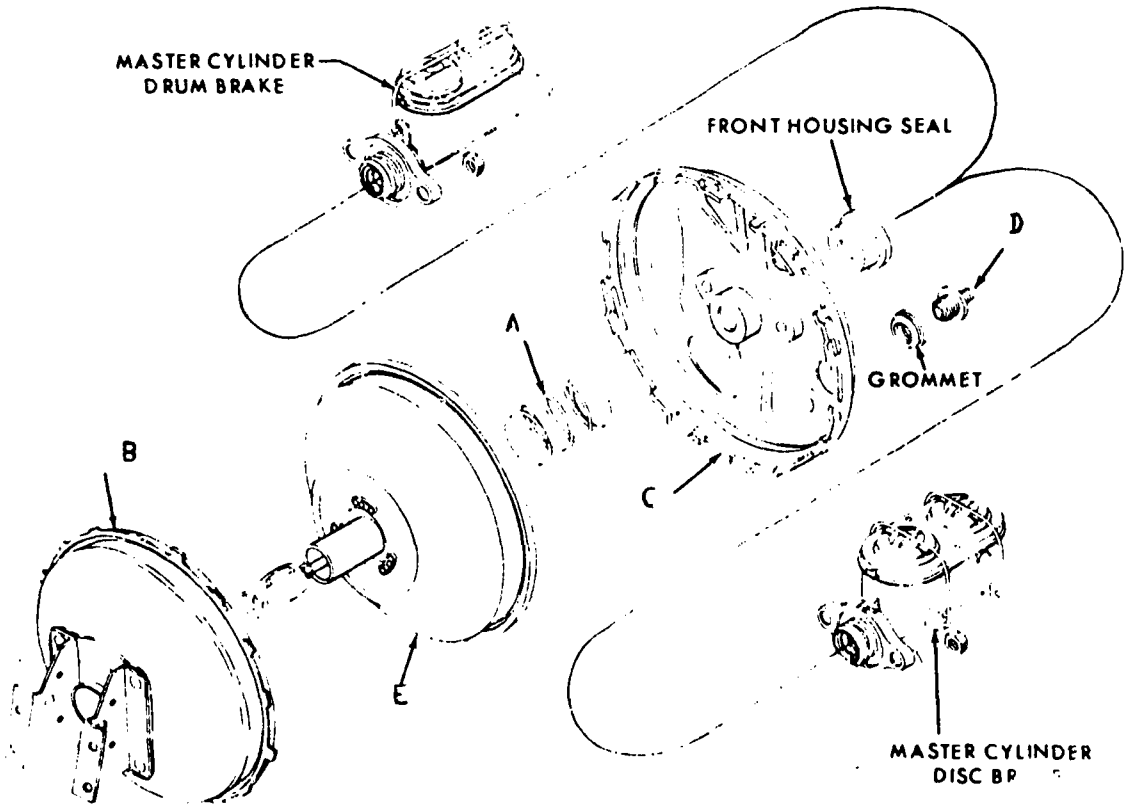

72. Rear housing_____

73. Front housing_____

74. Check valve_____

75. Power piston assembly_____

76. Power piston return spring_____

AUTOMOTIVE CHASSIS TEST

PERFORMANCE SECTION

7:2:3

1. Given a complete front end and proper alignment equipment, the student will check camber, caster, toe-in and record readings.

   Camber_____

   Caster_____

   Toe_____

7:4:1

2. Provided with a power steering gear assembly, the student will set the bearing pre-load and backlash.

   Bearing pre-load_____

   Backlash_____

7:6:1

3. Provided with a brake drum and drum micrometer, the student will, by visual inspection and measurement, determine if brake drum can safely be turned to comply to SAE standards.

   Can be turned_____

   Cannot be turned_____

   NOTE: Maximum oversize .060 for Utah

7:6:1

4. Provided with a rotor and micrometer the student will make measurements and determine if rotor can be turned to comply with manufacturer's limits.

   Go_____

   No go_____

7:7:2

5. Provided with a drum brake assembly dissassembled, the student will correctly reassemble.

   NOTE: Instructor must check your work before you leave this work station.

   Instructor's approval_____

7:7:2

6. Provided with a complete disc brake assembly the student will completely disassemble and make a visual inspection and reassemble.

   NOTE: Instructor must check your work before you leave this work station.

   Instructor's approval_____

7:8:2

7. Provided with internal components of a master cylinder, the student will place them in their proper order of assembly.

   Instructor's approval_____

UNIT 8:0:0 Accessories

PURPOSE

After completion of this unit and with proper tools and equipment, the student should be able to troubleshoot malfunctions of accessory equipment used on the vehicle, explain the operation, and perform servicing and testing.

CONTENTS

8:1:0 Power Seats and Windows

8:2:0 Air Conditioning

8:3:0 Instrument Cluster

8:4:0 Vacuum Operated Controls

SUBUNIT: OBJECTIVE:

8:1:0 Power Seats and Windows

8:1:1 Given a service manual, the learner should be able to follow wiring circuits and color codes and make a diagnosis of faulty operation, to the extent that proper repair can be made from his evaluation.

8:1:2 On the basis of a previous diagnosis and with the aid of a service manual, the learner should be able to service all working components within flat rate time.

8:2:0 Air Conditioning

8:2:1 Given a complete air conditioning unit and proper test equipment, the learner should be able to inspect and determine leaks, malfunctioning components, test pressure and make a written evaluation of needed repairs.

8:2:2 Given a service guide and the proper tools, the learner should be able to remove and replace all components, charge and service the system within flat rate time.

8:3:0 Instrument Cluster

8:3:1 Given an instrument cluster, the student should be able to test and diagnose components, using acceptable testing equipment and/or methods.

8:3:2 After making a diagnosis of the instrument cluster, the student should be able to remove and replace faulty components within flat rate time.

8:4:0 Vacuum Operated Controls

8:4:1 Given a chassis unit equipped with vacuum operated controls, the learner should be able to test, diagnose and restore to operable condition.

EQUIPMENT LIST

Accessories Section

Air conditioning gauge set

Air conditioning tool set

Vacuum pump

Vacuum gauge

Test light

AUTOMOTIVE ACCESSORIES TEST
WRITTEN SECTION
UNIT 8:00

DIRECTIONS

Read each question and its lettered answers. When you have decided which answer is correct, blacken the corresponding space on the answer sheet with a No. 2 pencil. Make your mark as long as the pair of lines. If you change your mind, erase your first mark completely. Make no stray marks, they may count against you. (Refer to answer sheet for sample question.)

8:2:1

1. Air conditioners do two things to air; they
   (a) Compress it and cool it.
   (b) Cool it and dry it.
   (c) Humidify it and cool it.

8:2:1

2. The three essentials of the air conditioner are the
   (a) Cooler, compressor, and evaporator.
   (b) Compressor, condenser, and evaporator.
   (c) Evaporator, cooler, and compressor.

8:2:1

3. The purpose of the compressor is to compress the vaporized refrigerant
   (a) Before it leaves the condenser.
   (b) Before it enters the evaporator.
   (c) After it leaves the evaporator.

8:2:1

4. The compressor is driven by
   (a) Gears from the crankshaft.
   (b) A V belt from the engine crankshaft.
   (c) A shaft from the condenser.

8:2:1

5. The evaporator valve is located between the
   (a) Evaporator and the condenser.
   (b) Condenser and the compressor.
   (c) Compressor and the evaporator.

8:2:1

6. In the evaporator, the
   (a) Evaporated refrigerant is cooled to liquid.
   (b) Liquid refrigerant is evaporated.
   (c) Evaporator valve bleeds refrigerant to the condenser.

8:2:1

7. In the condenser, the refrigerant
   (a) Warms up and turns to liquid.
   (b) Runs toward the compressor.
   (c) Loses heat and turns to liquid.

8:2:1

8. Addition of heat is required to
   (a) Liquefy a gas.
   (b) Turn a liquid to gas.
   (c) Compress a gas.

8:2:1
8:2:2

9. In the wiring diagram below, if wire 18 dk. green develops an open what condition would result:
   (a) Blower motor will not operate.
   (b) Compressor clutch will not engage.
   (c) Blower switch will only operate in the low and intermediate positions.

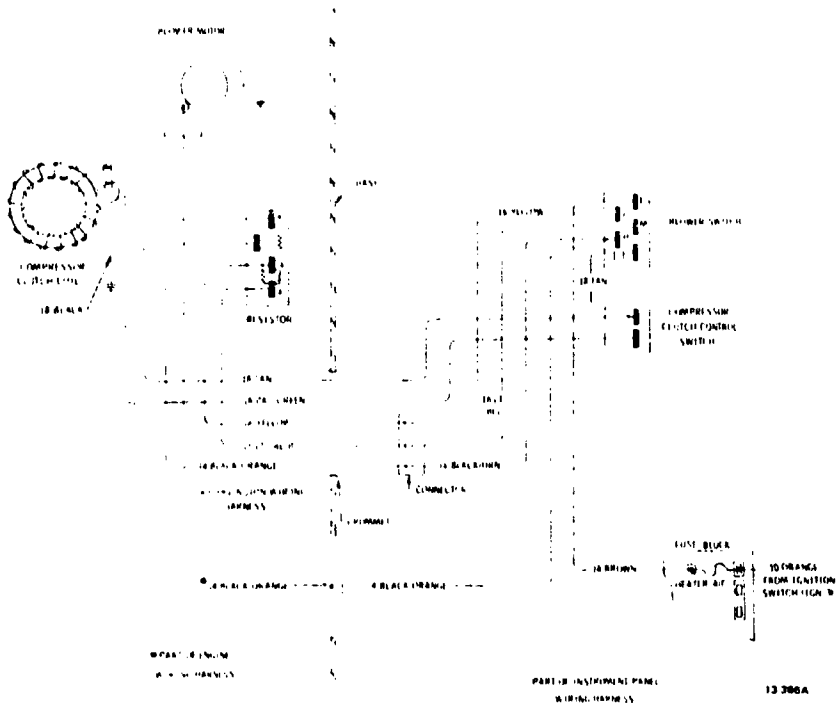

8:4:1

10. The most acceptable method for testing vacuum-operated controls is:
    (a) Use a soap and water solution on connections.
    (b) Use of a vacuum gauge in circuit.
    (c) Exhaust gas vacuum analyzer to test circuit.

8:4:1

11. In the vacuum diagram below, if the red vacuum hose became disconnected which unit would become inoperative:
    (a) R.H. Mode door.
    (b) Transducer.
    (c) L.H. Mode door.
    (d) Thermal vacuum valve.

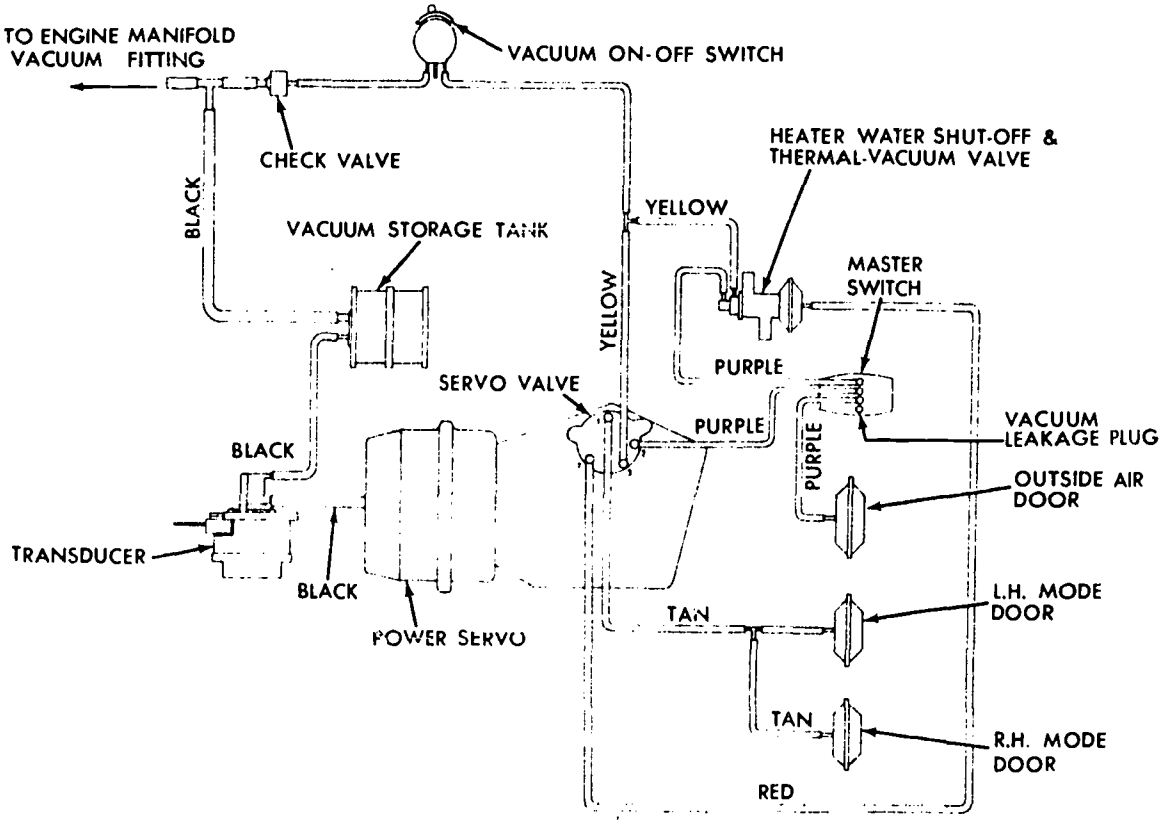

12. In the wiring diagram below, if the blue wire is disconnected which unit will not operate:
    (a) Vertical seat track solenoid.
    (b) Horizontal seat track solenoid.
    (c) Seat regulator control motor.
    (d) All of the above.

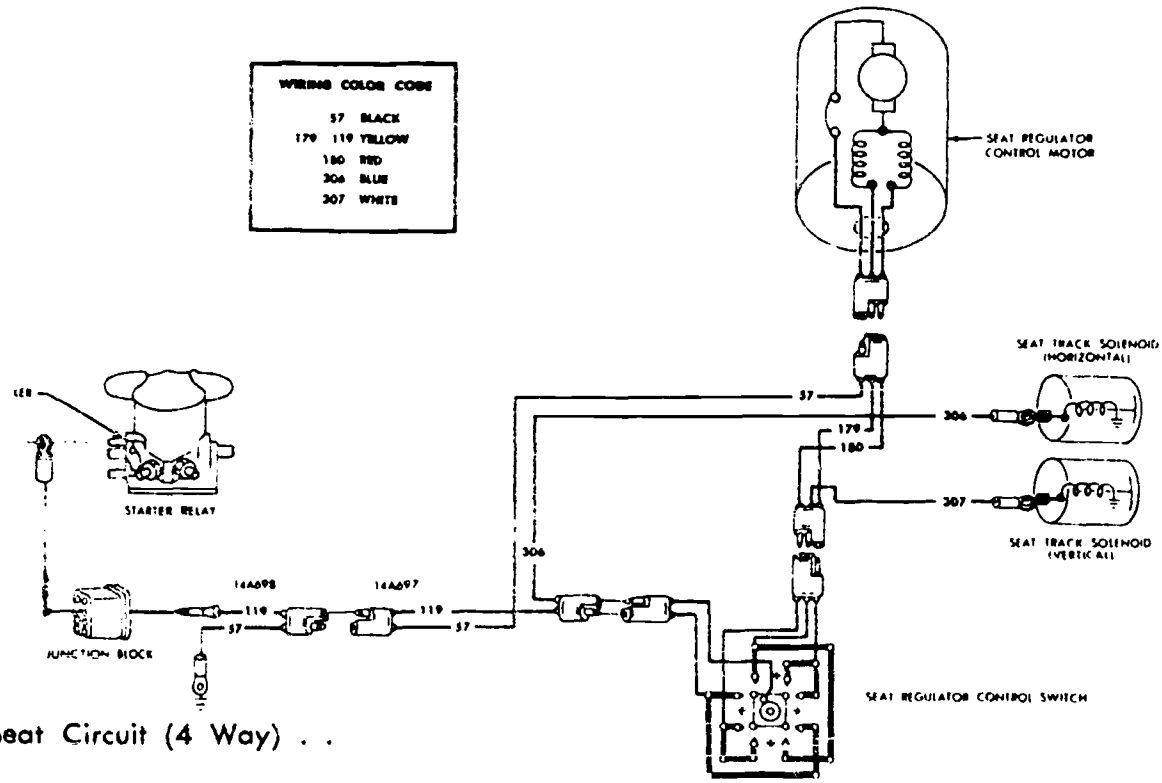

Power Seat Circuit (4 Way) . .

AUTOMOTIVE ACCESSORIES TEST

PERFORMANCE SECTION

8:2:1
8:2:2

1. With functioning air-conditioner unit and test gauges, the student will install guages and record high and low readings.

High_____

Low_____

UNIT 9:0:0 Tune-up

PURPOSE

After completion of this unit, the student should have the ability to diagnose, adjust and tune engine and related components to factory operating condition.

CONTENTS

9:1:0 Engine Diagnosis

9:2:0 Starting System

9:3:0 Ignition System

9:4:0 Charging System

9:5:0 Fuel System

9:6:0 Electronic Engine Analyzer

SUBUNIT: OBJECTIVE:

9:1:0 Engine Diagnosis

9:1:1 Given a live automobile and a diagnosis guide, the student should write a report stating if tune-up can be performed.

9:2:0 Cranking System

9:2:1 Provided with a functioning vehicle and test equipment, the student should test all components of the cranking system and provide the instructor with a written diagnosis recommending repairs or replacement.

9:3:0 Ignition System

9:3:1 Provided with a functioning engine and required test equipment, the student should test and diagnose the ignition system and provide the instructor with a completed diagnosis guide.

9:4:0 Charging System

9:4:1 Provided with a VAT and manufacturer's specifications manual, the student should test and diagnose all components of the charging system to determine if repairs or replacement is necessary.

9:5:0 Fuel System

9:5:1 Provided with a functioning automobile and test devices, the student should test the fuel delivery system, carburetion idle mixture, speed control, and provide the instructor with a diagnosis of findings.

9:6:0 Electronic Engine Analyzer

9:6:1 Given an electronic engine analyzer and manufacturer's diagnostic procedure guide, the student should perform a complete sequence of tests and make a report indicating required adjustments necessary to meet manufacturer's specifications.

EQUIPMENT LIST

Tune Up Section

Electronic Engine Analyzer

AUTOMOTIVE TUNE-UP TEST

WRITTEN SECTION

UNIT 9:00

DIRECTIONS

Read each question and its lettered answers. When you have decided which answer is correct, blacken the corresponding space on the answer sheet with a No. 2 pencil. Make your mark as long as the pair of lines, and completely fill the area between the pair of lines.
If you change your mind, erase your first mark completely.
Make no stray marks, they may count against you.
(Refer to answer sheet for sample question.)

ERIC

9:2:1

1. When testing a 12 volt cranking system, the voltage at the battery should not drop below _____ when cranking the engine.
   (a) 8 volts.
   (b) 9 volts.
   (c) 11.5 volts.
   (d) 13 volts.

9:3:1

2. The number of degrees of cam rotation through which the breaker points remain closed is called:
   (a) Point gap.
   (b) Dwell.
   (c) Timing.

9:3:1

3. As the rubbing block on the contact points wears the
   (a) Dwell angle increases and point gap increases.
   (b) Dwell angle increases and point gap decreases.
   (c) Dwell angle decreases and point gap increases.

9:4:1

4. In an alternator regulator, the one essential limiting unit is the:
   (a) Cutout relay.
   (b) Voltage regulator.
   (c) Current regulator.

9:5:1

5. Which of the following items should be checked during a tune-up, with regard to the fuel system:
   (a) Choke operation.
   (b) Distributor vacuum advance.
   (c) Distributor centrifugal advance.
   (d) Fan belt tension.

9:6:1

6-10. Place the correct letter next to the item from the diagram below:

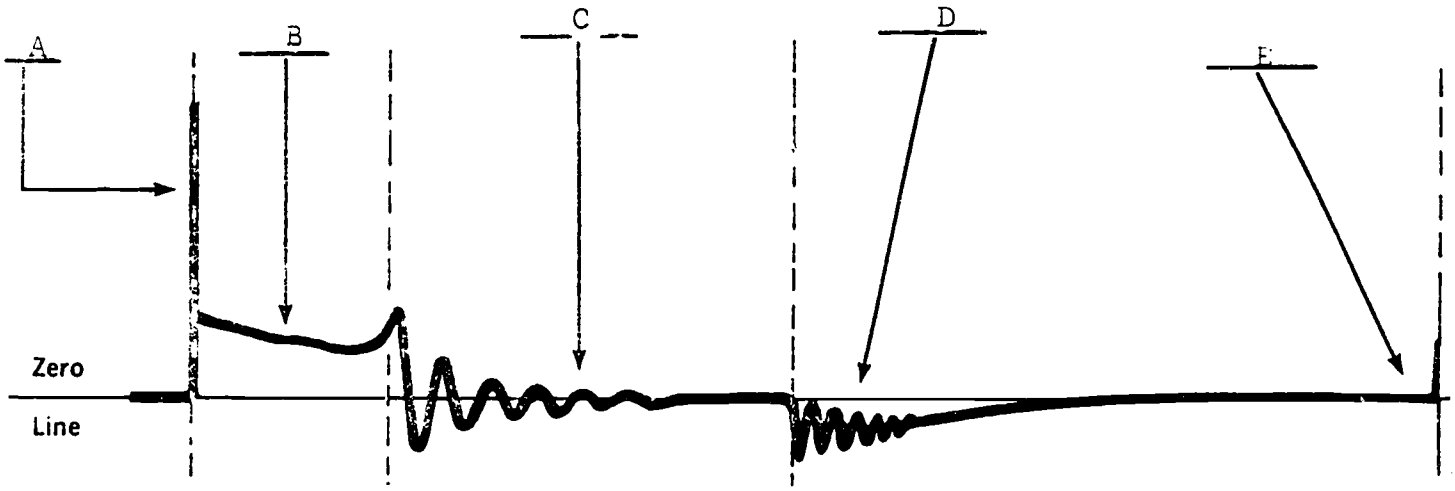

6. Points open.
7. Spark line.
8. Intermediate oscillation.
9. Firing line.
10. Points close.

9:6:1

11. Identify the oscilloscope pattern below and mark the correct answer on the answer sheet.

(a) Low voltage.
(b) Reversed polarity.
(c) Shorted condenser.

9:6:1

12. Identify the oscilloscope pattern below and mark the correct answer on the answer sheet.

(a) Plug gap too wide.
(b) Low primary voltage.
(c) Shorted coil.

9:6:1

13. Identify the oscilloscope pattern below and mark the correct answer on the answer sheet.

(a) Shorted condenser.
(b) Misaligned points.
(c) Excessive dwell.

14. Identify the oscilloscope pattern below and mark the correct answer on the answer sheet.

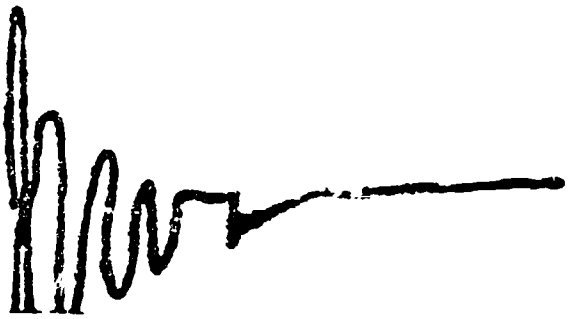

(a) Open TVRS wire.

(b) Shorted plug.

(c) Pitted contact points.

AUTOMOTIVE TUNE-UP TEST

PERFORMANCE SECTION

9:1:0 through 9:6:0

1. Provided with an electronic engine analyzer and manufacturers diagnostic procedure guide, the student will perform the complete sequence of tests and record findings below. (Use specifications provided by manufacturer of engine analyzer.)

Make_____

Year_____

Engine_____

	TEST PROCEDURE	READ	SPECS.	RESULTS	GOOD	BA
START	Cranking Voltage	Voltmeter				
	Cranking Coil Output	Scope (Display)				
	Cranking Vacuum	Vacuum Gauge				
	PCV Test	Vacuum Gauge				
IDLE	Idle Speed	Tachometer				
	Dwell	Dwell-Meter				
	Initial Timing	Timing Advance Unit				
	Fuel Mixture	Combustion Eff. Tester				
	Manifold Vacuum	Vacuum Gauge				
CRUISE	Dwell Variation	Dwell Meter				
	Coil Polarity	Scope (Display)				
	Spark Plug Firing Voltage	Scope (Display)				
	Maximum Coil Output	Scope (Display)				
	Secondary Circuit Insulation	Scope (Display)				
	Secondary Circuit Condition	Scope (Raster)				
	Coil and Condenser Condition	Scope (Raster)				
	Breaker Point Condition	Scope (Raster)				
	Cam Lobe Accuracy	Scope (Superimposed)				
	Fuel Mixture	Combustion Eff. Tester				
	Electro Power Balance	Tachometer				
	Record RPM and Vac.	1 2 3	4	5	6	7 8
ACCELERATION	Accelerator Pump Action	Combustion Eff. Tester				
	Spark Plugs Under Load	Scope (Display)				
HIGH SPEED	Timing Advance	Timing Advance Unit				
	Charging Voltage	Voltmeter				
	Fuel Mixture	Combustion Eff. Tester				
	Exhaust Restriction	Vacuum Gauge				

UNIT 10:0:0 Emission Controls

PURPOSE

After completion of this unit, the student should be able to troubleshoot malfunctions of emission control systems, explain the operation, and perform servicing and testing.

CONTENTS

10:1:0 Crankcase Emission Control

10:2:0 Fuel Evaporation Emission Control

10:3:0 Exhaust Emission Control

Special Note:

Tune-up specifications must be met before any adjustments or repairs are made on any emission control device.

SUBUNIT: OBJECTIVE:

10:1:0 Crankcase Emission Control

10:1:1 Given a functioning PCV system, the student should test and evaluate the system to determine if unit meets the standards set by the manufacturer.

10:2:0 Fuel Evaporation Emission Control

10:2:1 Given an emission control service manual and a funtioning unit, the student should be able to test and evaluate the system to comply with manufacturer's requirements.

10:3:0 Exhaust Emission Control

10:3:1 Given a shop manual and a functioning unit, the learner should be able to diagnose and repair or replace all components of the exhaust emission control devices to meet Federal standards.

EQUIPMENT LIST

Emission Controls

PCV Tester

Infared Gas Analyzer

AUTOMOTIVE EMISSION CONTROL TEST
WRITTEN SECTION
UNIT 10:00

DIRECTIONS

Read each question and its lettered answers. When you have decided which answer is correct, blacken the corresponding space on the answer sheet with a No. 2 pencil. Make your mark as long as the pair of lines, and completely fill the area between the pair of lines.
If you change your mind, erase your first mark completely.
Make no stray marks, they may count against you.
(Refer to answer sheet for sample question.)

10:1:1

1. In a closed PCV system, the PCV valve is located:
   (a) Between crankcase opening (valve cover) and intake manifold.
   (b) Between carburetor air filter and crankcase.
   (c) Between carburetor air filter and valve cover.

10:1:1

2. If the PCV valve and hose has been removed from the valve cover and there is no increase in engine RPM it indicates:
   (a) PCV system is functioning properly.
   (b) PCV valve or hoses are restricted.
   (c) Leaking oil filler cap.

10:1:1

3. The idle stop solenoid:
   (a) Increases engine idle speed for cooling purposes.
   (b) Allows throttle valve to close beyond normal curb idle when ignition switch is turned off.
   (c) Is de-energized when the ignition switch is on.

10:2:1

4. When servicing fuel evaporation emission control systems at 12,000 mile intervals, the following should be performed:
   (a) Replace canister.
   (b) Flush system.
   (c) Replenish chemical additives in canister.

10:3:1

5. The A.I.R. system controls exhaust emissions by:

   (a) Recirculating unburned gases through the air cleaner.

   (b) Adding air to the unburned portion of exhaust gases in the exhaust manifold.

   (c) Pumping more hot air into carburetor.

10:3:1

6. The timing of engines equipped with emission control units is generally:

   (a) Retarded in contrast to engines not equipped for emission control.

   (b) Set at a lower idle speed than engines not equipped for emission control.

   (c) Advanced in contrast to engines not equipped with emission control.

10:3:1

7. The final idle mixture setting on emission controlled vehicles is accomplished with:

   (a) Tachometer.

   (b) An exhaust gas analyzer and tachometer.

   (c) Vacuum gauge.

10:3:1

8. The function of the thermostatically-controlled air cleaner is:

   (a) Maintain 100°F. carburetor air inlet temperature when under hood temperature is less than 100° F.

   (b) To provide 150° F. heated air at normal driving speed.

   (c) To maintain 85° F. carburetor air inlet temperature when under hood temper tures are more than 128° F.

AUTOMOTIVE EMISSION CONTROL TEST
PERFORMANCE SECTION

The performance test for PCV systems will be performed with the performance test for Unit 9:00, Tune-up Section.

NAME _____ LAST _____ FIRST _____ MIDDLE _____ DATE _____ AGE _____ SEX (M OR F) _____ DATE OF BIRTH _____

SCHOOL _____ CITY _____ GRADE OR CLASS _____ INSTRUCTOR _____

NAME OF TEST _____ PART _____ 1 _____ 2 _____

DIRECTIONS Read each question and its lettered answers When you have decided which answer is correct, blacken the corresponding space on this sheet with a No 2 pencil Make your mark as long as the pair of lines, and completely fill the area between the pair of lines If you change your mind, erase your first mark COMPLETELY Make no stray marks, they may count against you

SAMPLE

1 CHICAGO is
1-A a country 1-D a city
1-B a mountain 1-E a state
1-C an island

	A	B	C	D	E
1				▬	

SCORES

1	5		
2	6		
3	7		
4	8		

IDENTIFICATION NUMBER

0	1	2	3	4	5	6	7	8	9

(Answers to Auto Mechanics Tests)

TEST KEY

(Section - Written Questions)

Engines:

1. A	10. A	19. B	28. B
2. A	11. C	20. A	29. C
3. A	12. B	21. A	30. A
4. B	13. E	22. B	31. D
5. E	14. C	23. A	32. D
6. A	15. B	24. C	33. A
7. D	16. A	25. B	34. C
8. C	17. B	26. A	
9. D	18. B	27. B	

Fuel System:

1. A	6. E	11. C	16. E
2. D	7. D	12. A	17. D
3. B	8. A	13. C	18. B
4. A	9. B	14. B	19. B
5. C	10. D	15. D	

Electrical Systems

1. D	3. A	5. B
2. B	4. A	6. C

Power Train Test:

1. B	17. True	33. False	49. B
2. D	18. B	34. C	50. B
3. E	19. A	35. A	51. C
4. C	20. A	36. A	52. D
5. A	21. B	37. B	53. A
6. C	22. C	38. C	54. E
7. E	23. A	39. D	55. E
8. A	24. A	40. C	56. C
9. B	25. C	41. D	57. B
10. D	26. B	42. E	58. A
11. B	27. A	43. A	59. True
12. False	28. C	44. B	60. True
13. C	29. False	45. C	61. True
14. B	30. True	46. D	62. False
15. A	31. B	47. A	63. False
16. C	32. C	48. E	64. False

Chassis Test:

1. C	8. A	15. A	22. B
2. A	9. C	16. E	23. C
3. B	10. B	17. C	24. B
4. C	11. D	18. B	25. D
5. A	12. A	19. D	26. A
6. E	13. D	20. C	
7. D	14. C	21. A	

(Answers to Auto Mechanics Tests)

TEST KEY Continued

Chassis Test cont:

27. C	41. B	56. C	71. E
28. A	42. D	57. B	72. B
29. B	43. C	58. D	73. C
30. D	44. C	59. A	74. D
	45. B	60. E	75. E
31. C	46. A	61. C	76. A
32. A	47. D	62. B	
33. B	38. D	63. A	
34. C	49. A	64. E	
35. E	50. B	65. D	
36. A	51. C	66. B	
37. D	52. A	67. E	
38. A	53. C	68. C	
39. A	54. D	69. D	
40. A	55. B	70. A	

Accessories Section:

1. C	7. C
2. B	8. A
3. C	9. B
4. B	10. B
5. C	11. D
6. B	12. B

Tune-Up Section:

1. B	5. A	9. B	13. B
2. B	6. E	10. D	14. A
3. B	7. A	11. B	
4. B	8. C	12. C	

Emission:

1. A
2. B
3. A
4. A
5. B
6. A
7. B
8. A

EQUIPMENT NECESSARY FOR A CLASS OF

TWENTY ADVANCED STUDENTS

1. Hydraulic engine hoist
2. (5) Engine stands
3. Parts cleaning station
4. Shop manuals
5. Micrometer 1" 2" 3" 4" 5" Dial indicator
6. (2) Compression tester
7. Cylinder leakage tester (scope unit)
8. Valve & seat grinding machine
9. Puller set
10. Hydraulic lifter tester
11. Valve spring tester
12. Cam bearing installer
13. Ridge Reamer
14. Cylinder deglazer
15. (2) Ring land cleaner
16. (2) Ring compressors
17. Radiator pressure tester
18. Fan belt tension gauge
19. Anti-freeze hydrometer
20. Thermostate tester
21. Fuel pump pressure & volume tester (scope)
22. Exhaust gas analysis
23. BST
24. VAT
25. Battery charger
26. Growler & test light assembly
27. Spark plug cleaner & tester
28. Synchrograph
29. Oscilloscope
30. (2) Timing lighter
31. Head light aligning equipment
32. Clutch aligning tool
33. 20 Ton press
34. (2) Torque wrenches (1) in lb. (1) ft lb.
35. Transmission jack
36. Electronic wheel balancer
37. Front end alignment equipment
38. Pressure brake bleeder
39. Cylinder hone
40. Brake drum micrometer
41. (2) floor jacks
42. (12) Safety stands

ACCESSION NUMBER: VT100633

PUBLICATION DATE: 73

TITLE: MACHINE SHOP: AN INTEGRATED SECONDARY-POST SECONDARY CURRICULUM GUIDE. PLAN OF INSTRUCTION (TECHNICAL TRAINING).

DESCRIPTOR: *CURRICULUM GUIDES; *TRADE AND INDUSTRIAL EDUCATION; VOCATIONAL EDUCATION; *COURSE CONTENT; *INTEGRATED CURRICULUM; MACHINE REPAIRMEN; SECONDARY GRADES; POSTSECONDARY EDUCATION; AUTO MECHANICS

IDENTIFIER: *MACHINE SHOP; UTAH

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 548

ABSTRACT: THIS CURRICULUM GUIDE WAS DEVELOPED TO FACILITATE ARTICULATION OF INSTRUCTION IN THE FIELD OF AUTOMOTIVE MACHINE SHOP BETWEEN UTAH'S SECONDARY AND POSTSECONDARY SCHOOLS OF VOCATIONAL-TECHNICAL EDUCATION. THE PROGRAM DESCRIBED IS DESIGNED TO ELEVATE THE KNOWLEDGE LEVEL OF STUDENTS WITH LIMITED SKILLS IN THE AREA TO A SALEABLE SKILL LEVEL. IT WOULD ALLOW STUDENT PARTICIPANTS TO BEGIN THE COURSE IN HIGH SCHOOL WITH THE OPTION OF EITHER COMPLETING IT THERE OR CONTINUING IT IN A POSTSECONDARY SCHOOL WITHOUT HAVING TO REPEAT THOSE SECTIONS WHICH THEY HAD ALREADY SUCCESSFULLY COMPLETED. SPECIFIC CONTENTS INCLUDE: (1) AN EXPLANATION OF AND INSTRUCTIONS FOR USING THE GUIDE, (2) THE COURSE CONTENT, AND (3) THE SEVEN INSTRUCTIONAL UNITS TO BE COVERED IN THE PROGRAM. (SN)

INSTITUTION NAME: UTAH STATE BOARD FOR VOCATIONAL EDUCATION, SALT LAKE CITY.

VT 100 633

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MACHINE SHOP

An Integrated Secondary-Post Secondary Curriculum Guide

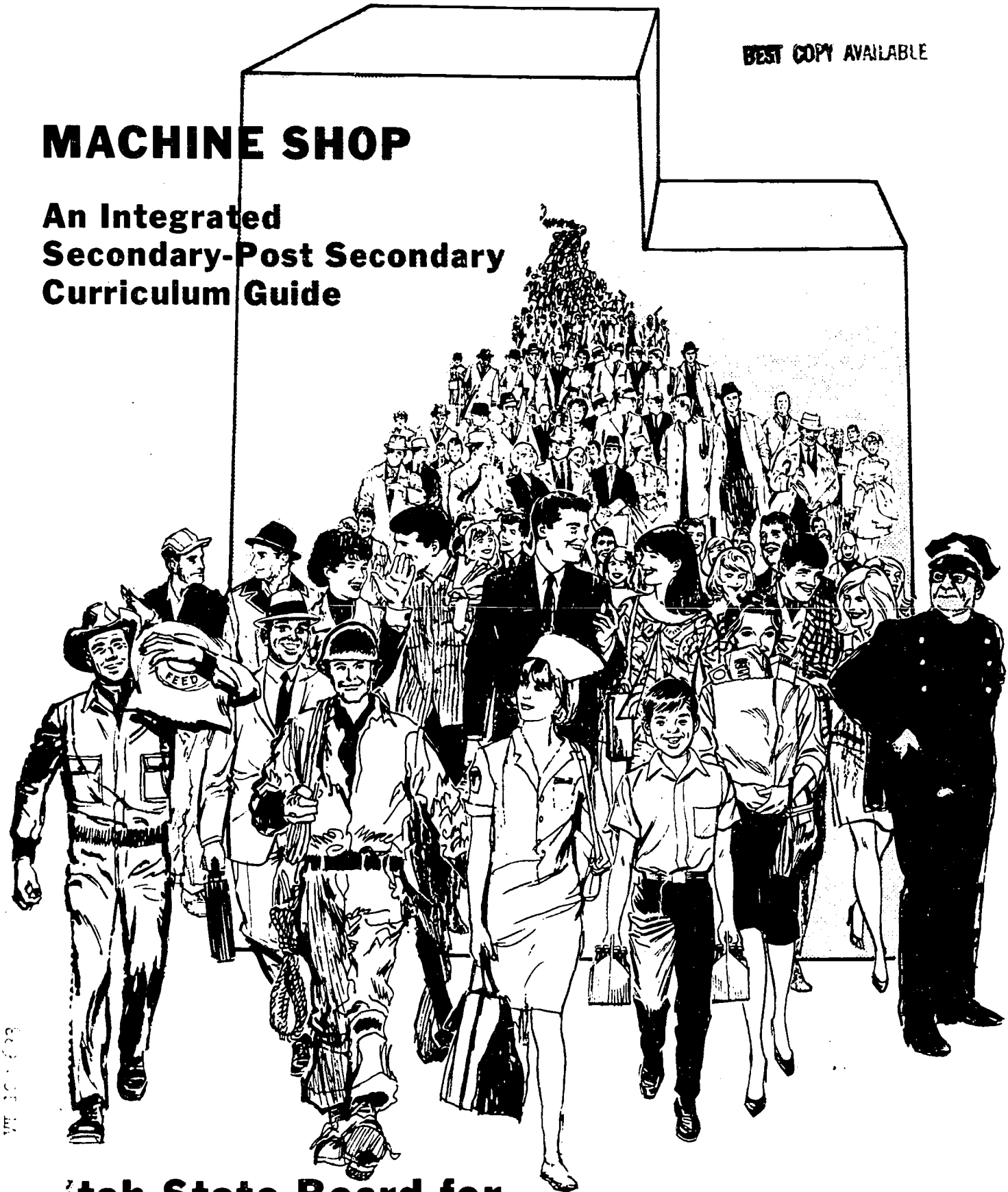

'tah State Board for

Vocational - Technical Education 1973-74

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PLAN OF INSTRUCTION
(Technical Training)

MACHINE SHOP

An Integrated Secondary - Post Secondary

Curriculum Guide

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P R E F A C E

The objective of this curriculum guide relates directly to three of the "State Adopted Goals of Education."

1. Intellectual Maturity Continuum
2. Ethical, Moral, Spiritual Maturity Continuum
3. Productive Maturity Continuum

As this curriculum is skillfully applied by professional teachers to the teaching - learning process, students who come under its influence will find themselves much better prepared to enter the labor market and experience the thrill of getting their first "real" job.

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F O R E W O R D

With the continued growth and development of trade and industrial education programs in the public high schools of Utah, a need for a total articulated course of study guide has become very evident. Students are entering a skill training program at the junior and/or senior year of high school. Some students leave the high school on or before graduation and enter the labor force; others continue their training at a postsecondary institution. Some students enter a skill training program for the first time after high school graduation.

Vocational educators have been aware of the problems created by an open entry concept which allows students to enter and have a vocational program at any time.

The following curriculum guide is designed in such a way that a student may begin the course in the high school and complete it in the high school or may continue it in a postsecondary school without repeating that which he has successfully mastered.

The continued hope for the guide's success, however, can only be accomplished by a thoughtful, dedicated teacher whose prime objective is to better prepare each individual student for the responsibility of employment.

Walter D. Talbot
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EXPLANATION AND INSTRUCTION FOR INSTRUCTOR'S USE OF GUIDE

This guide is to prepare students with job entry skills at varying levels at which they amy choose to leave the program. Hopefully, they should be encouraged to complete the total program.

The object of the guide is to take a student from limited knowledge and skills to saleable knowledge and skills that are necessary for success in the automotive service field.

It is not intended that all the subunits and objectives included in the guide be taught at the high school level, but only as training of the instructor, physical plant, equipment and student ability and time will allow. However, if parts of each unit are used in the high school, an attempt shoulc be made by the instructor to keep an accurate record of each students progress as he passes the objectives. These records should be available to the student when he leaves the high school and articulated into the post-high school automotive collision repair program.

The guide was constructed to outline WHAT should be taught and not HOW to teach the material. The individual instructor should use the best methods available to him to present the material and instruct the skills in the most effective way. He may expand any area which he feels needs a more in -depth study. He should not, however, do so at the expense of "cutting" or omitting other phases of the trade.

The major effort is directed toward providing realistic instruction and training based on the following two points:

1. To provide a set of objectives which can be tested to evaluate student compentency.

2. Through the successful implementation of the course guide, students who enroll in vocational training programs will have the opportunity to (a) meet the learner or entry requirements in business and industry, and (b) establish a set of structured principles that will allow him to by-pass entry courses at the post-secondary level.

The material outlined in the course guide has been designed to meet the minimum requirements for articulation from high school to business and industry, or post-high school institutions. The teacher must insist that the student demonstrate proficiency in the areas set forth in the course guide in order for articulation in vocational subjects to be successful. The guide does not dictate teaching method, rather, it shcould be viewed as a set of objectives which can be used to elevate the success of the teacher and the student in completing a course of study.

It was pointed out by the advisory committee that "flat rate" is a method of evaluating performance on the job. Therefore, the articulation committee thinks this should be used in evaluative criteria for students in secondary and post secondary vocational automotive programs.

Flat rate time, as used in these objectives, indicates work time estimated by the instructor or taken from "Motors" or "Mitchell's" collision repair flat-rate manuals. In addition, it is the feeling of measuring performance, quality of work should not be de-emphasized. Upon the recommendation of the automotive advisory committee and the articulation committee, a standard class load of 16 students maximum is recommended as the total number of students allowable in any automotive T & I secondary or post secondary class. The maximum

number of students is commensurate with course objectives and, in most cases, this is greater that class enrollments in automotive industry schools.

Note: This documents only formal instruction. Additional training and training-related requirements (E.G., Home Study Assignments, Remedial Instruction, Continuation Training, Safety Training, etc.) are accomplished outside this schedule.

Course Material — 52 Hours

BLOCK I - Preparatory Shop Work

Course Orientation (2 hrs); Shop Safety (1 hr); Study Habits (1 hr); Review of Shop Math (4 hrs); Blueprint Reading and Drawing (11 hrs); Hand Measuring Tools (3 hrs); Identification and Specification of Metals (1 hr); Operation and Maintenance of Power Hack Saws (1 hr); Layout and Bench Work (11 hrs); Drill Grinding (2 hrs); Drill Press Work (10 hrs); Test and Measurement (5 hrs)

Course Material — 60 Hours

BLOCK II - Introductory Lathe Work

Operation and Maintenance of Lathes (6 hrs); Grinding Lathe Turning Tools (6 hrs); Types and uses of Lathe Chucks, Drive and Face Plates (2 hrs); Speeds and Feeds (1 hr); Facing Work in a Chuck (6 hrs); Aligning Centers, Center Drilling and Facing Work Between Centers (6 hrs); Turning Work Between Centers (11 hrs); Machining Shoulders, Undercuts and Grooves (4 hrs); Cutting Angles and Tapers (6 hrs); Test and Measurement (6 hrs)

Course Material — 60 Hours

BLOCK III - Special Applications to Lathe Work

Radii and Form Turning (3 hrs); Knurling (3 hrs); Turning Tapers with the Taper Attachment (11 hrs); Drilling, Boring and Reaming (9 hrs): Types of Gearing and Machining Gear Blanks (4 hrs); Machining Nonferrous Metals (2 hrs); Recessing Drilled and Bored Holes (4 hrs); Taper Boring (8 hrs); Parting and Cutting Off (2 hrs); Grinding With a Tool Post Grinder (6 hrs); Lathe Change Gearing and Spring Winding (2 hrs); Test and Measurement (6 hrs);

Course Material 56 Hours

BLOCK IV - Lathe Threading Practices

Types of Threads and Thread Measurement (2 hrs); Grinding Threadin Tools (2 Hrs); Rough Machining Unified and American Standard Threads (12 hrs); Finish Machining Unified and American Standard Threads (11 hrs); Cutting Left Hand Threads (2 hrs); Cutting Multiple Threads (2 hrs); Cutting Internal Threads (4 hrs); Tap and Die Threading (2 hrs); Cutting Acme, Square, Buttress and Pipe Threads (4 hrs); Removal and Replacement of Plugs, Studs, Screws and Inserts (9 hrs); Test and Measurement (6 hrs)

Course Material 60 Hours

BLOCK V - Milling, Fitting and Rework Practices

Operation and Maintenance of Milling Machines (4 hrs); Types and Uses of Cutters and Arbors (1 hr); Plain and Face Milling (9 hrs); Indexing (4 hrs); Milling Flats on Cylindrical Work (7 hrs); Internal Slotting Operations (1 hrs); Milling External Grooves and Slots (8 hrs); Milling Keyways (4 hrs); Milling Gear Teeth (7 hrs); Drilling, Reaming and Boring (4 hrs); Inspection Fitting and Assembly (3 hrs); Test and Measurement (6 hrs)

Course Material 60 Hours

BLOCK VI - Contour Machine and Shaper Work

Operation and Maintenance of Contour Machines (3 hrs); Selection, Welding and Mounting Saw Bands (2 hrs); Straight and Contour Sawing (9 hrs); Straight and Contour Filing and Polishing (4 hrs); Internal Sawing and Filing (6 hrs); Angular, Disk, Stack and Friction Sawing (3 hrs); Operation and Maintenance of Shapers (4 hrs); Grinding

Shaper Cutting Tools (4 hrs); Planing Flat and Vertical Surfaces (6 hrs); Planing Shoulders, Corners and Irregular Surfaces (6 hrs); Planing Angular Surfaces (3 hrs); Planing Slots, Grooves and Keyways (4 hrs); Test and Measurement (6 hrs)

Course Material 60 Hours

BLOCK VII - Heat Treating and Precision Grinding

Heat Treating Furnaces and Hardness Testers (3 hrs); Identification, Properties, Characteristics and Uses of Metals (5 hrs); Heat Treatment of Ferrous Metals (6 hrs); Heat Treatment of Nonferrous Metals (3 hrs); Operation and Maintenance of Grinding Machines (2 hrs); Selection, Mounting, Dressing and Truing Grinding Wheels (2 hrs); Cylindrical Grinding (6 hrs); Surface Grinding (4 hrs); Conical Grinding (6 hrs); Grinding Cutting Tools (6 hrs); Miscellaneous Grinding Machine Work (3 hrs); Corrosion Control and Metal Plating (2 hrs); Test and Measurement (6 hrs); Servicing Shop Equipment (4 hrs); Graduation and Critique (2 hrs)

PLAN OF INSTRUCTION

Course Title
Machinist

BLOCK TITLE
Preparatory Shop Work

Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
1:1:0 Course Orientation		1	Instructional Materials Study Guide 1:1:0 Work sheet 1:1:0 Handout A
a. Course objectives			
b. Course and student responsibility			
c. Course content and grading methods			
d. Given a series of questions concerning the duties of the metalworker, select the correct response for 60% of the questions.	C		
e. Given a series of questions concerning the duties of the machine shop technician select the correct response for 60% of the questions.	C		
f. Given a series of questions concerning the duties of a machinist, select the correct response for 80% of the questions	C		
1:2:0 Shop Safety		1	Instructional Materials Study Guide 1:2:0 Work sheet 1:2:0 Programmed Text Airforce Film TF 1-4310, Shop Safety
a. Given a series of questions concerning safety in the machine shop, select the correct response for 100% of the questions.	C		Equipment and Training Aids Projector, 16mm
1. Good housekeeping and fire prevention practices.	E		Training Methods Discussion and demonstration -(1 hr)

PLAN OF INSTRUCTION

Course Title
Machinist

BLOCK TITLE
Preparatory Shop Work

Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
2. Safety practices in the performance of tasks.	E		
1:3:0 Study Habits (1) Good study environment (2) Concentration (3) Reading (4) Reviewing (5) Listening (6) Note taking in class			<u>Instructional Materials</u> Study Guide 1:3:0 Work sheet 1:3:0 Programmed Text
1:4:0 Review of Mathematics a. Solve shop math problems involving decimals and fractions (1) Addition (2) Subtraction (3) Multiplication (4) Division b. Solve math problems using formula		4	<u>Instructional Materials</u> Study Guide 1:4:0 Work sheet 1:4:0 Machinist Handbook <u>Training Equipment</u> Selected Charts <u>Training Methods</u> Discussion (2 hrs) Performance (2 hrs) <u>Instructional Guidance</u> Have students complete the work sheets. Using the Machinist Handbook, have students solve math problems using forumlas from the Machinist Handbook.

[illegible]		[illegible]	Support Materials and Guidance
1:5:0 Blueprint Reading and Drawing		12	
a. Given a series of questions concerning drafting standards and principles, select the correct response for 80% of the questions.	C	(8)	Instructional Materials Study Guide 1:5:0 Worksheet 1:5:0
(1) Use drawing tools and equipment	E		
(2) Accomplish geometric construction	E		Training Equipment Drawing Tables and Charts Drawing Equipment Trainer Orthographic Projection Box Trainer Projection Blocks
(3) Accomplish drawing to scale	E		
(4) Interpret procedures for making orthographic, perspective, isometric and oblique drawings.	E		Training Methods Discussion (2 hrs) Demonstration (3 hrs) Performance (7 hrs)
(5) Interpret dimensions and tolerances	E		
b. Given a series of questions concerning reading and interpreting shop drawings, select the correct response for 80% of the questions.	C	(4)	Instructional Guidance Discuss the drafting standards and principles with regard to using drawing tools and equipment, geometric construction, drawing to scale, procedures for making orthographic, perspective, isometric and oblique drawings and dimensions and tolerances. Use trainers Orthographic Projection Box and Projection Blocks

PLAN OF INSTRUCTION	Course Title Machinist		
UNIT TITLE Preliminary Shop Work			
Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
			during the discussion. Demonstrate geometric construction. Have students accomplish Blueprint Reading and Drawing work sheets.
1:6:0 Handtools and Precision Measuring Devices		4	
a. Given a series of questions concerning the selection, use and care of common handtools, select the correct response for 80% of the questions.	C		<u>Instructional Materials</u> Study Guide 1:6:0 Work sheet 1:6:0 Appendix Auxiliary Worksheet B. Reading a micrometer C. Vernier Caliper Reading Air Force Film T53-6, Precision Measuring Tools
b. Given a micrometer and five specimens, measure and record the micrometer readings to within .0005 on four of five specimens.			
c. Given a series of questions concerning precision measuring and gaging processes, select the correct response for 80% of the questions.			<u>Training Equipment</u> Projector, 16mm (7) Selected charts Trainer Micrometer Trainer, Caliper Vernier Beam
d. Given shop equipment and materials, store equipment and materials in the designated manner.			<u>Training Methods</u> Discussion (1 hr) Demonstration (1 hr) Performance (2 hrs) <u>Instructional Guidance</u> Discuss and demonstrate the proper selection, use and care of common

PLAN OF INSTRUCTION	Course Title: Tool List		
PLAN TITLE: [illegible]			
Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
		4	handtools, Demonstrate on trainer Micrometer and trainer, Caliper Vernier Beam. Discuss the precision measuring and gaging processes with regard to the micrometer, calipers, radius gages, depth gages, and vernier calipers. Discuss and demonstrate the proper selection, use and care of special tools and measuring devices. Show film, TVL 53-6, Precision Measuring Tools. Have students read a Micrometer and Vernier Caliper Reading worksheet. Have the students take micrometer readings on practice specimens. Discuss and demonstrate the proper storage of shop equipment and materials.
1:7:0 Identification and Specifications of Metals	C		<u>Instructional Materials</u> Study Guide 1:7:0 Work sheet 1:7:0 Machinist Handbook Air Force Film #TVL 53-2A, Metal ID <u>Training Equipment</u> Projector, 16mm Selected Charts
a. Giventhe machinist's handbook, find the SAE number code for metals and explain their meaning to 80% of specified information.	E		
(1) Identify metals by numerical codes	E		<u>Training Methods</u> Discussion (2 hrs) Demonstration (1/2 hr) Performance (3 1/2 hrs)
(2) Select suitable metal for machining parts			

PLAN OF INSTRUCTION	Course Title Machinist		
BLOCK TITLE Preparatory Shop Work			
Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
			Instructional Guidance Discuss the purpose, scope and application of metal identification.
1:8:0 Power Hacksaws		2	Instructional Materials
a. Given a piece of stock, power hacksaw, workpiece drawing, and the necessary tools, saw the stock to the required length to within ± 1/32 inch accuracy	E		Study Guide 1:8:0 Worksheet 1:8:0 Project A From Appendix Training Equipment Power Hacksaw The necessary tools Selected Charts
(1) Set up the power hacksaw			Training Methods Discussion (1/2 hr) Performance (1/2 hrs)
(2) Lubricate and adjust power hacksaw	E		Instructional Guidance Discuss and demonstrate the proper operation of the power hacksaw. Saw the workpiece for Project A, Manufacture of a Flange Plate Adapter. Have students set up the power hacksaw, lubricate and adjust it, select the proper blade, set the proper speed and feed, and adjust the workstops. Have each student saw his workpiece, observing proper safety and good housekeeping. Discuss lubricants and coolants and the material each is used on.
(3) Select proper blade to use	E		
(4) Select proper speeds and feeds	E		
(5) Adjust work stops	E		
(6) Practice safety and good housekeeping while operating the power hacksaw	E		
b. Given a series of questions concerning lubricants and coolants, select the correct response for 80% of the questions.	C		

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
1:9:0 Layout and Bench Work		11	Instructional Materials Study Guide 1:9:0 Work Sheet 1:9:0 Project A From Appendix Machinist Handbook
a. Given the required stock, workpiece drawing and the necessary tools, lay out workpiece to required dimensions. Tolerance on layout lines ± 1/64 inch; angles ± 1/2 degree.	C		Instructional Guidance Discuss and demonstrate the correct method of selecting cutting tools. Have each student select the proper cutting tools for each hole to be drilled. Show Film TVL 53-4, Drilling Machine. Discuss and demonstrate proper operation of the drill press, the function of its components, and correct tool setup. Have student set up the drill press.
(1) File work to specifications prior to layout	E		
(2) Select and use layout tools	E		
(3) Interpret lines from drawing	E		
b. Given a situation requiring the use handtools, a prepared workpiece, machinist's handbook, and a workpiece drawing; select, use, and care for common handtools. Accomplish bench work to specifications stated on the workpiece drawing.		9	Discuss and demonstrate the proper work setups on the drill press. Have students set up the drill press following procedures in Manufacture of a Flange Plate Adapter, Project A. Discuss and demonstrate the correct procedures for calculating speeds and feeds. Also, demonstrate the correct procedures for adjusting the drive belts and pulleys. Have the students calculate and record
(1) Find thread data in machinist's handbook			
(2) Hand tap holes			
(3) Cut external threads			

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
(4) Hand ream holes	E		the correct speeds and feeds on Calculating Speeds for Drilling, Aux. Worksheet A. Have students set the drill press for the correct speed. Demonstrate drill press operations on the project blank, using Manufacture of a Flange Plate Adapter, Project A, as a guide. Have the students perform all drill press operations, practicing safety and good housekeeping at all times.
(5) Hand saw workpiece	E		
(6) File workpiece	E		
c. Given a situation requiring the use of special tools and measuring devices, a workpiece, precision measuring devices, and a workpiece drawing; select, use and care for special tools and measuring devices. Accomplish and record all measurements to specifications stated on the workpiece drawing.	C	(2)	Instructional Guidance Discuss and demonstrate the proper methods of performing bench work, using Project A, Manufacture of a Flange Plate Adapter, as a reference. Have each student perform all bench work on their own projects.
(1) Use micrometers, calipers, and gages.	E		
(2) Practice safety and good housekeeping.	E		
Measurement		2 1/2	Discuss and demonstrate all measuring devices used on the project. Have each student check his project using the proper measuring devices and observing safety and good housekeeping at all times.
Critique		1/2	

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			Demonstrate the proper layout of the flange plate adapter on the blank, by first filing the workpiece to specifications. Use proper layout tools for all lines taken from the drawing. Have each student lay out his workpiece using the proper layout tools and Project A Drawing, Manufacture of a Flange Plate Adapter.
1:10:0 Drill Grinding		2	1:10:0 <u>Instructional Materials</u>
a. Given a pedestal grinder, drill and required angles, grind the drill to within 5 degrees of the specified included angle and to within 2 degrees of the specified clearance angle.	C		Study Guide 1:10:0 Work Sheet 1:10:0 <u>Training Equipment</u> Grinder, Pedestal Practice Twist Drills Drill Gage
(1) Identify parts and functions of a twist drill.	E		
(2) Identify drills by correct sizes	E		<u>Training Methods</u> Discussion (1/4 hr) Demonstration (1/4 hr) Performance (1 1/2 hr)
(3) Set up pedestal grinder	E		
(4) True and dress grinding wheel	E		<u>Instructional Guidance</u> Discuss and demonstrate the correct procedures to use in drill grinding. Discuss the parts and functions of a drill, drill
(5) Adjust grinder guards	E		
(6) Practice safety and good housekeeping	E		

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			sizes, setting up the pedestal grinder, truing and dressing the wheel, and adjusting the wheel guards. Have each student practice drill grinding, while observing safety and good housekeeping at all times.
1:11:0 Drill Press Work		10	
a. Given the necessary tools, machinist handbook and a workpiece drawing, select a suitable cutting tool for machining each hole.	C	(1)	
b. Given the necessary tools, the required cutting tools, a drill press, and a workpiece drawing, make tooling setups suitable for machining holes to specifications stated on the workpiece drawing.	C	(1)	
(1) Identify functions of components.	E		
c. Given the necessary tools, a drill press, a workpiece, and a workpiece drawing, make work setups suitable for machine holes to specifications stated on the workpiece drawing.	C	(2)	

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(1) Identify types and uses of jigs and fixtures			Instructional Materials
d. Given a drill press, machinist's handbook, and a workpiece drawing, calculate and set the required speeds and feeds. Calculate and record the speeds to within 10 RPM and set the drill press speeds to the nearest lowest RPM.	C	(1)	Study Guide 1:11:0 Work Sheet 1:11:0 From Appendix Project A Air Force film TUL 53-4 Drilling
(1) Determine suitable cutting speeds.	E		Aux. Worksheet A
(2) Adjust drive belts and pulleys.	E		Handout B Machinist Handbook
e. Given a situation requiring drill press operations, a workpiece, machinist's kit, drill press, and a workpiece drawing, perform the drill press operations. Machine the holes to within 1/64 inch accuracy for the fractional dimensions and to within 0.002 inch accuracy for the decimal dimensions.	C	(5)	Training Equipment Press, Drill The necessary tools Projector, 16 mm Training Methods Discussion (1 hr) Demonstration (1 hr) Performance (8 hrs)
(1) Identify types and uses of lubricants and coolants	E		
(2) Practice safety and good housekeeping	E		

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
2:1:0 Grinding Lathe Turning Tools		9	<u>Instructional Materials</u> Study Guide 2:2:0 Work Sheet 2:2:0
a. Given a pedestal grinder, cutter blanks, single point cutter specifications, and the necessary tools, grind lathe cutting tools while observing proper safety measures. Grind all cutter angles to within ± 3 degrees of the given specifications.	C	(8½)	<u>Training Equipment</u> Grinder, Pedestal The necessary tools Trainer, Single Point Cutting Tools Trainer, Lathe Tool Selected Charts
(1) Explain principles of cutting tools	E		<u>Training Methods</u> Discussion (1 hr) Demonstration (2 hrs) Performance (6 hrs)
(2) Identify types and uses of cutting tools	E		
(3) Interpret cutting tool geometry	E		
(4) Use proper grinding techniques	E		<u>Instructional Guidance</u> Discuss and demonstrate the correct procedures for grinding lathe turning tools. Discuss the principles of cutting tools, types and uses, tool geometry and the techniques of grinding tools. Use Trainer Single Point Cutting Tools and Trainer, Lathe Tool during the discussions. Have students grind the lathe turning tools using the pedestal grinder, observing proper safety measures at all times.
b. Given a machinist's kit and ground cutting tools, remove all burrs from cutting tools.	C	(1/2)	

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Criterion (C) and Enabling (E) Objectives	Duration (Hours)	Support Materials and Guidance
(1) Identify factors affecting cutting foot speed (CFS) (2) Identify factors affecting feed		Study Guide 2:4:0 Work Sheet 2:4:0 Handout B From Appendix <u>Training Equipment</u> Discussion (1/4 hr) Demonstration (1/4 hr) Performance (1/2 hr) <u>Instructional Guidance</u> Discuss and demonstrate the correct method of calculating and setting the lathe for the correct speed and feed. Have students practice calculating speeds and feeds and setting the lathe. Discuss the machining characteristics of materials and how they affect speeds and feeds.

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
2:2:0 Types and Uses of Lathe Chucks, Drive and Face Plates		2	<u>Instructional Materials</u> Study Guide 2:3:0 Work Sheet 2:3:0
a. Make lathe work setups using various work holding devices	E		<u>Equipment and Training Aids</u> Lathe, Engine Bench, Work
(1) Types of lathe spindle noses			<u>Training Methods</u> Discussion and Demonstration (1/2 hr) Performance (1 1/2 hrs)
(2) Types of chucks			
(3) Use of chucks, drive plates, and face plates			<u>Instructional Guidance</u> Teach various ways of using chucks
2:3:0 Speeds and Feeds		1	
a. Given situations requiring calculating and setting lathe speeds and feeds and a list of cutting speeds, calculate and record the spindle RPM to within 10 RPM and set the spindle speed to the nearest lower RPM.	C		
b. Given a series of questions concerning the machining characteristics of materials, select the correct response for 80% of the questions.	E		

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
2:4:0 Aligning Centers, Facing, and Center Drilling Work in a Chuck		6	Instructional Materials Study Guide 2:5:0 Work Sheet 2:5:0 From Appendix Projects B, C, D, F, and M
A. Given a lathe, stock blank, and workpiece drawings, face workpiece to specified length to within ± 1/64 inch.	C		Equipment and Training Aids Lathe, Engine Plate, Surface Bench, Work The necessary tools
(1) Face work to layout line	E		Training Methods Discussion 1 hr Demonstration 1 hr Performance 4 hrs.
(2) Perform center drilling operations	E		Instructional Guidance Face work to layout lines. Check work for accuracy with proper measuring tools. Emphasize safety.
(3) Polish center holes	E		
(4) Recess center holes	E		
(5) Practice safety and good housekeeping in performance of required tasks.	E		
2:5:0 Straight Turning Work in a Chuck		6	Instructional Materials Lathe, Engine The necessary tools
a. Given a machinist's kit, a stock blank and a workpiece drawing, straight turn the workpiece in a chuck to within .002 inch accuracy while observing safety and good housekeeping measures.	C		Training Methods Discussion (1/2 hr) Demonstration (1 hr) Performance (4 1/2 hrs) Instructional Guidance Discuss and demonstrate the proper procedures
(1) Make work setup	E		

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			for straight turning work in a chuck. Have students practice straight turning and complete required projects while observing proper safety and good housekeeping measures.
2:6:0 Center Drilling and Facing Work Between Centers		6	<u>Support Material for 2:7:0</u> <u>Instructional Material</u> Study Guide 2:7:0 Worksheet 2:7:0 From Appendix Project E
a. Given a lathe, machinist's kit, workpiece, and workpiece drawings, make work setup suitable for facing and center drilling work in a chuck to specifications stated in the drawings.	C		<u>Equipment and Training Aids</u> Lathe, Engine The necessary tools
(1) Align lathe centers	E		<u>Training Methods</u> Discussion and Demonstration (1 1/2 hrs) Performance (4 1/2 hrs)
(2) Select, use, and care for special tools and measuring devices.	E		<u>Instructional Guidance</u> Teach the four common methods of aligning lathe centers. Drill center holes with work floated on the tailstock center. Check work for accurace with proper measuring tools. Emphasize safety while drilling between centers.
b. Given a lathe, machinist's kit, workpiece drawings, make tooling setup suitable for facing and center drilling work in a chuck to specifications stated in the drawings.	C		
(1) Calculate and set speeds and feeds	E		
(2) Layout work to length	E		

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2:7:0 Turning Work Between Centers		12	**Instructional Materials**
a. Given a TMT, stock blank and workpiece drawings, turn work between centers to within ± .002 inch accuracy.	C	($10\frac{1}{2}$)	Study Guide 2:8:0 Work sheet 2:8:0 From Appendix Handout B and Projects B, C, D, F, M, and E
(1) Make work setup	E		**Training Equipment** Lathe, Engine TMT Selected Charts
b. Given a TMT, stock blank and workpiece drawing, file and polish workpiece to surface finish specification and to ± .001 inch accuracy.	C	($1\frac{1}{2}$)	**Training Methods** Discussion (1 hr) Demonstration (2 hrs) Performance (9 hrs)
(1) Calculate and set lathe speed	E		
(2) Select proper file and abrasive	E		**Instructional Guidance** Discuss and demonstrate the proper procedures for turning work between centers. Have students perform turning between centers on the required projects. Discuss and demonstrate the proper methods of filing and polishing. Have students perform filing and polishing on the required project.

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
2:8:0 Machining Shoulders, Undercuts and Grooves		6	<u>Instructional Materials</u> Study Guide 2:9:0 Worksheet 2:9:0 From Appendix Projects F, M, and E
a. Given a TNT, stock blank and workpiece drawings, machine shoulders, undercuts and grooves to within ± .002 inch accuracy for decimal dimensions and ± 1/64 inch accuracy for fractional dimensions.	C		<u>Training Equipment</u> Lathe, Engine TNT Selected Charts
(1) Lay out work preparatory to machining	E		<u>Training Methods</u> Discussion (1 hr) Demonstration (h hr) Performance (4 hrs)
(2) Set up lathe for machining shoulders, undercuts and grooves.	E		
(3) Inspect machines parts for accuracy.	E		<u>Instructional Guidance</u> Discuss and demonstrate the proper procedures for machining shoulders, undercuts and grooves. Have students perform the machining of shoulders, undercuts and grooves on the required projects.
2:9:0 Turning Angles and Tapers		9	<u>Instructional Materials</u> Study Guide 2:10:0 Worksheet 2:10:0 Machinist Handbook From Appendix Project D, and F
a. Given a TNT, stock blank, and workpiece drawings, turn angles and tapers to within ± .002 inch and 1 degree accuracy.	C	(9)	
(1) Find taper data in various publications.	E		

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
(2) Calculate for and set compound rest	E		Training Equipment Air Force film #TF1-4230, Engine Lathe - Cutting a Taper with Compound and Taper Attachments Air Force film #FLC 20/0098, Turning a Taper with Tailstock Setover TNT Lathe, Engine (1) Projector, 16mm (7) Training Methods Discussion (1 hr) Demonstration (2 hrs) Performance (6 hrs) Instructional Guidance Discuss and demonstrate the proper procedures for turning angles and tapers. Teach formulas for setting compound rest and for tailstock setover to obtain required taper. Have students perform turning angles and tapers on the required projects. Check work using proper measuring tools. Stress use of technical publications in finding and using formulas.
(3) Calculate for and make tailstock setover	E		
(4) Set up lathe for cutting angles and tapers	E		
(5) Inspect tapered parts for accuracy	E		

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
3:1:0 Radii and Form Turning		3	<u>Instructional Materials</u> Study Guide 3:1:0 Work sheet 3:1:0
a. Given TNT, stock blank and a workpiece drawing, perform radii and form turning using a form tool to within ± 1/64 inch of the specified width.	C		<u>Training Equipment</u> Lathe, Engine Template and Pointer Radius Rod Radius Attachment TNT Selected Charts
(1) Specify purpose of radii and forms	E		
(2) Specify methods of radii and form turning	E		
(a) Radius Rod			<u>Training Methods</u> Discussion (1/2 hr) Demonstration (1/2 hr) Performance (2 hrs)
(b) Radius Attachment			
(c) Compound Rest			
(d) Template and pointer			<u>Instructional Guidance</u> Discuss and demonstrate radii and form turning on a lathe. Teach purpose of radii and forms. Demonstrate radii and form turning using the radius rod, radius attachment, compound rest, radius attachment and use of form tools. Discuss and demonstrate the tooling setup. Demonstrate how to check the work for accuracy. Have the students perform radii and form turning on the required project while practicing safety and good housekeeping.
(e) Form Tools			
(3) Make the tooling setup to perform radii and form turning.	E		
(4) Practice safety and good housekeeping.	E		

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3:2:0 Knurling		3	Instructional Materials Study Guide 3:2:0 Work sheet 3:2:0 From appendix Handout E and projects E & F
a. Given TNT, stock blank, and workpiece drawings, knurl the workpiece to specifications.	C		Training Equipment Lathe, Engine Kit, Machinist Selected Charts
(1) Specify purposes of knurling	E		
(2) Select types of knurling tools	E		
(3) Make tooling setup for knurling	E		Training Methods Discussion (1/2 hr) Demonstration (1/2 hr) Performance (2 hrs)
(4) Calculate and set speeds and feeds	E		
			Instructional Guidance Discuss and demonstrate the proper method of knurling on a lathe. Discuss the purpose of knurling work, type of knurling tools, and the proper tooling setup. Have students complete the required projects, watching for double tracking of the knurling tool.
3:3:0 Turning Tapers with the Taper Attachment		12	Instructional Materials Study Guide 3:3:0 Work sheet 3:3:0 Projects 3 & H from Appendix
a. Given TNT, stock blank, and a workpiece drawing, perform taper turning with a taper attachment to ± .002 inch accuracy for decimal dimensions and to 1/64 inch accuracy for fractional dimensions.	C	(12)	

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(1) Find taper data in various technical publications	E		Training Equipment Lathe, Engine T.N.T. Film: TF1-4230, Engine Lathe, Cutting a Taper with Compound Rest and Taper attachment Projector, 16 mm Trainer, Machine Taper, Types and Uses Trainer, Types of Lathe Centers Selected Charts Training Methods Discussion (2 hrs) Demonstration (2 hrs) Performance(8 hrs) Instructional Guidance Discuss and demonstrate the procedures for turning tapers with the taper attachment. Research taper data in the Machinist handbook. Research and discuss the types and uses of the taper series. Use Trainer 2659, Machine Taper, Types and Uses, during the discussion. Using the Machinist Handbook, calculate for the taper attachment setting. Demonstrate operation and cleaning of the taper attachment and setting the taper. Show Film TF1-4230, Engine Lathe, Cutting a Taper with Compound Rest and Taper attachment. Demonstrate the lathe setup and how
(2) Identify types and uses of the taper series	E		
(3) Calculate for taper attachment setting	E		
(4) Set up and use taper attachment	E		
(5) Set up the lathe for turning tapers	E		
(6) Inspect machined parts for accuracy using precision measuring and gaging processes.	E		
(7) Identify types and uses of centers	E		

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			to inspect machined parts for accuracy, using precision measuring and gaging processes. Discuss the types and uses of centers. Use Trainer 3052, Types of Lathe Centers, during the discussion.
3:4:0 Drilling, Boring and Reaming		9	<u>Instructional Materials</u> Study Guide 3:4:0 Work sheet 3:4:0 From appendix projects F, H, & G
a. Given TNT, stock blank, and a workpiece drawing, set up and drill the workpiece to within ± .010 inch on hole diameter and ± 1/32 inch on hole depth.	C	(4)	<u>Training Equipment</u> Lathe, Engine TNT Selected Charts
(1) Use a drill chuck.	E		
(2) Use the tailstock spindle.	E		<u>Training Methods</u> Discussion (1 hr) Demonstration (1 hr) Performance (7 hrs)
(3) Float drill on a dead center.	E		
b. Given TNT, stock blank, and workpiece drawings, bore the workpiece to specifications to within ± .002 inch.	C	(4)	<u>Instructional Guidance</u> Discuss and demonstrate the procedures for drilling work on a lathe. Demonstrate drilling by using a drill chuck, tailstock spindle and by floating the drill on a dead center. Have students complete the required projects to psecifications. Discuss and demonstrate the procedures for boring work in a lathe. Demonstrate the types
(1) Identify types of boring tools.	E		
(2) Identify types of boring bars.	E		
c. Given TNT, stock blank, and workpiece drawing, set up and ream the workpiece to within + .001 inch - .000 inch.	C	(1)	

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			of boring tools and boring bars and the setup required. Have students complete the required projects to specifications. Discuss and demonstrate the procedures for reaming work on a lathe. Demonstrate the use of both hand and machine reamers. Have students complete the required projects to specifications, while observing safety and good housekeeping at all times.
3:5:0 Types of Gearing and Machining Gear Blanks		3	<u>Instructional Materials</u> Study guide 3:5:0 Work sheet 3:5:0 From appendix, project G Machinist Handbook
a. Given TNT, stock blank, and workpiece drawing, machine the gear blank to specifications to within ± .002 inch on the diameter and ± 1/64 inch on the width	C		<u>Training Equipment</u> Lathe, Engine T.N.T. Trainer, Spur Gear Trainer, Gear Ratio Selected Charts
(1) Find gearing data in technical publications	E		
(2) Interpret principles of gearing	E		
(3) Interpret types of gearing	E		<u>Training Methods</u> Discussion (1/2 hr) Demonstration (1 hr) Performance (1 1/2 hrs)
(4) Set up lathe for machining gear blanks	E		
(5) Mount work on mandrel	E		
(6) Specify types and uses of mandrels	E		

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			Instructional Guidance Discuss and demonstrate the procedures for machining a gear blank. Demonstrate how to find gear data in the Machinist Handbook with reference to principles and types of gearing. Use Trainer 2656, Spur Gear and Trainer 2658, Gear Ratio. Discuss the types and uses of mandrels, and how to mount work on a mandrel. Have students set up the lathe and machine the gear blank to specifications and mount the finished project on a mandrel.
3:6:0 Machining Nonferrous Metals		3	Instructional Materials Study Guide 3:6:0 Work sheet 3:6:0 From appendix, projects F & G
a. Given a series of questions concerning the machining characteristics of materials, select the correct response for 60% of the questions.	C		Training Equipment Lathe, Engine T.N.T. Selected Charts
(1) Interpret types, properties, characteristics and uses of metals	E		
(2) Identify types of cutting lubricants and coolants for machining.	E		Training Methods Discussion (1/2 hr) Demonstration (1/2 hr) Performance (2 hrs)
			Instructional Guidance Discuss the machining characteristics of materials in regard to types, properties,

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			characteristics and uses of metals. Discuss types of cutting lubricants and coolants used in machining. Demonstrate the machining of nonferrous materials on the required projects. Have students perform machining of nonferrous materials on the required projects to specifications.
3:7:0 Recessing Drilled and Bored Holes		6	Instructional Materials Study Guide 3:7:0 Work sheet 3:7:0 From appendix, projects F & H
a. Given a TNT, stock blank, and a workpiece drawing, recess the drilled and bored holes to within ± .004 inch on the diameter and ± 1/64 inch on the length.	C		Training Equipment Lathe, Engine T.N.T. Selected Charts
(1) Specify purpose of recessing	E		
(2) Calculate location of recess	E		Training Methods Discussion (1 hr) Demonstration (1 hr) Performance (4 hrs)
(3) Make work setup	E		
(4) Make tooling setup	E		
(5) Inspect recesses for accuracy using precision measuring and gaging process	E		Instructional Guidance Discuss and demonstrate the procedures for recessing drilled and bored holes. Discuss the purpose of recessing and how to calculate for the location of the recess. Demonstrate the work and tooling setups and how to

Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
			inspect the recess for accuracy. Demonstrate recessing drilled and bored holes on the required projects. Have students perform recessing on the projects to specifications.
3:8:0 Taper Boring		9	<u>Instructional Materials</u> Study Guide 3:8:0 Work sheet 3:8:0
a. Given T.N.T, stock blank, and a workpiece drawing, taper bore the workpiece to within ± .002 inch accuracy.	C	($7\frac{1}{2}$)	<u>Training Equipment</u> Lathe, Engine T.N.T. Selected Charts
(1) Determine method of taper boring	E		
(2) Make work setup	E		
(3) Make tooling setup	E		<u>Training Methods</u> Discussion (1 hr) Demonstration (1 hr) Performance (7 hrs)
(4) Inspect work for accuracy using various measuring devices	E		
b. Given TNT, stock blank, and a workpiece drawing, set up the center rest to turn the workpiece to specifications.	C	($1\frac{1}{2}$)	<u>Instructional Guidance</u> Discuss and demonstrate the procedures for taper boring on a lathe. Discuss the methods of taper boring. Demonstrate tool and work setups and how to check the work for accuracy. Discuss and demonstrate the purpose of the lathe attachments and the proper setup of each. Demonstrate taper boring on the required projects. Have students perform taper boring on the projects to specifications.
(1) Use center rest	E		
(2) Use follower rest	E		

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3:9:0 Parting and Cutting Off		3	<u>Instructional Materials</u> Study Guide 3:9:0 Work sheet 3:9:0 From appendix, project F
a. Given TNT, stock blank, and a workpiece drawing, set up and part the workpiece square to the axis and to within ± 1/64 inch of length.	C		<u>Training Equipment</u> Lathe, Engine Kit, Machinist Selected Charts
(1) Determine method of parting	E		
(2) Make tooling setup	E		<u>Training Methods</u> Discussion (1/2 hr) Demonstration (1/2 hr) Performance (2 hrs)
			<u>Instructional Guidance</u> Discuss and demonstrate the procedures for parting in a lathe. Demonstrate the methods of parting and the correct setup. Demonstrate parting on the required projects. Have students part the required project to specifications.
3:10:0 Grinding with a Toolpost Grinder		6	<u>Instructional Materials</u> Study Guide 3:10:0 Work sheet 3:10:0
a. Given T.N.T., toolpost grinder, and workpiece specifications, grind the workpiece to within .001 inch accuracy.	C		

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(1) Interpret types of grinding	E		
(2) Make toolspace grinder setup	E		
(3) Practice safety and good housekeeping in the performance of required tasks	E		
4:1:0 Types of Threads and Thread Measurement		2	Instructional Materials Study Guide 4:1:0 Machinist handbook Work sheet 4:1:0
a. Given a series of questions concerning types of threads and thread measurement, select the correct response for 80% of the questions.	C		Training Equipment Trainer, types, and identification of threads Selected charts
(1) Find thread data in technical publications (a) Types and uses of threads (b) Thread nomenclature (c) Thread identification	E		Training Methods Discussion (1/2 hr) Demonstration (1/2 hr) Performance (1 hr)
(2) Measure threads using precision measuring and gaging processes.	E		Instructional Guidance Discuss and demonstrate the types and use of threads. Use Machinist Handbook to research data on threads. Discuss thread nomenclature and thread identification. Discuss and demonstrate the methods of measuring threads using precision measuring and gaging processes.

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
4:2:0 Grinding Threading Tools		4	<u>Instructional Materials</u> Study Guide 4:2:0 Work sheet 4:2:0
a. Given a pedestal grinder, T.N.T. and tool blank, grind threading tool to specifications	C		<u>Training Equipment</u> Grinder, Pedestal (2) T.N.T. Selected Charts
(1) Interpret principles of threading tools	E		
(2) Interpret threading tool geometry	E		<u>Training Methods</u> Discussion (1/2 hr) Demonstration (1 hr) Performance 2 1/2 hrs)
(3) Remove burrs using abrasive stones	E		<u>Instructional Guidance</u> Discuss and demonstrate the procedures for grinding threading tools. Discuss the principles of threading tools and threading tool geometry. Grind the required threading tools and demonstrate how to remove burrs using abrasive stones. Have students grind the required threading tools to specifications.
4:3:0 Rough Machining Unified Threads		12	<u>Instructional Materials</u> Study Guide 4:3:0 Work sheet 4:3:0 Project C & F Machinery's Handbook
a. Given a lathe, T.N.T., stock blank, and a workpiece drawing, rough machine threads to specifications stated in the Machinery's Handbook.	C	(12)	

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
(1) Interpret shop drawings to determine size of thread	E		Training Equipment Lathe, Engine (1) T.M.T. Selected Charts Training Methods Discussion (1 hr) Demonstration (1 1/2 hrs) Performance (9 1/2 hrs) Instructional Guidance Discuss and demonstrate the procedures for rough machining threads. Demonstrate how to determine size of threads from shop drawings, and how to find thread data in the Machinist Handbook. Demonstrate how to make work setup and tooling setup. Demonstrate how to select, use and care for thread measuring devices. Have students thread the projects to specifications, while observing safety and good housekeeping at all times.
(2) Find threading data from various technical publications	E		
(3) Make work setup	E		
(4) Make tooling setup	E		
(5) Select, use and care for thread measuring devices	E		
(6) Practice safety and good housekeeping while threading on a lathe	E		

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
4:4:0 Finish Machining Unified Threads		9	<u>Instructional Materials</u> Study Guide 4:4:0 Work sheet 4:4:0 Project C & F from appendix Machinery's handbook
a. Given TNT, Stock blank, and a workpiece drawing, finish machine threads to specifications stated in Machinery's handbook.	C	(9)	<u>Training Equipment</u> Lathe, Engine (1) T.N.T. Selected Charts
(1) Make tooling setup	E		<u>Training Methods</u> Discussion (1/2 hr) Demonstration (1 hr) Performance ($7\frac{1}{2}$ hr)
(2) Inspect machines threads for accuracy	E		<u>Instructional Guidance</u> Discuss and demonstrate the procedures for finish machining threads. Demonstrate how to make the tooling setup and how to inspect the machined threads for accuracy. Finish threading the required projects. Have students complete the projects to specifications.
4:5:0 Turning Left Hand Threads		3	<u>Instructional Materials</u> Study Guide 4:5:0 Work sheet 4:5:0
a. Given T.N.T. and stock blank, machine left hand threads to specifications in the Machinery's Handbook.	C		
(1) Set up lathe for left hand threads	E		
(2) Inspect threads for accuracy	E		

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
			Training Equipment Lathe, Engine (1) T.N.T. Selected Charts Training Methods Discussion (1/2 hr) Demonstration (1 hr) Performance (1/2 hr) Instructional Guidance Discuss and demonstrate the procedures for machining left hand threads. Demonstrate the lathe setup and how to inspect the thread for accuracy. Have students machine left hand thread to specifications in the Machinist Handbook.
4:6:0 Turning Multiple Lead Threads		9	Instructional Materials Study Guide 4:6:0 Work book 4:6:0 Machinery's Handbook
a. Given a lathe, TNT, and stock blank, machine multiple lead threads to specifications in the Machinery's Handbook	C	(9)	

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(1) Make work setup	E		Training Equipment Lathe, Engine (1)
(2) Make tooling setup	E		T.N.T.
(3) Inspect machined threads for accuracy	E		Training Methods Discussion (1/2 hr) Demonstration (1/2 hr) Performance (3 hrs) Instructional Guidance Discuss and demonstrate the procedures for machining internal threads. Demonstrate the work and tool setups and how to inspect the machined threads for accuracy. Internally thread the required project. Have students thread the project to specifications in the Machinist Handbook.
4:7:0 Turning Internal Threads		4	Instructional Materials Study Guide 4:7:0 Work book 4:7:0 Project E from Appendix Machinery's Handbook
a. Given a lathe, T.N.T., stock blank, and a workpiece drawing, machine internal threads to specifications in Machinery's Handbook.	C		Training Equipment Lathe, Engine (1) Kit, Machinist (1)
(1) Make work setup	E		
(2) Make Tooling setup	E		
(3) Inspect machined threads for accuracy	E		

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
			Training Methods Discussion (1/2 hr) Demonstration (1/2 hr) Performance (3 hrs) Instructional Guidance Discuss and demonstrate the procedures for machining internal threads. Demonstrate the work and tool setups and how to inspect the machined threads for accuracy. Internally thread the required project. Have students thread the project to specifications in the Machinist Handbook.
4:8:0 Tap and Die Threading		2	Instructional Materials Study Guide 4:8:0 Work sheet 4:8:0
a. Given T.N.T., tap and die, mating thread gage, and stock blank, set up the lathe and tap and die cut threads to a class 1 fit.	C		Training Equipment Lathe, Engine (1) T.N.T. Selected Charts
(1) Make work setup	E		
(2) Make tooling setup	E		Training Methods Discussion (1/2 hr) Demonstration (1/2 hr) Performance (1 hr)

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
			Instructional Guidance Discuss and demonstrate the procedures for tap and die threading on a lathe. Demonstrate work and tooling setups and tap and die threading. Have students perform tap and die threading.
4:9:0 Turning Acme and Pipe Threads		4	Instructional Materials Study Guide 4:9:0 Work sheet 4:9:0
a. Given a lathe, T.N.T., and pipe, machine pipe threads to the specifications listed in the Machinery's Handbook.	C	(2)	Training Equipment Lathe, Engine (1) T.N.T. Projector, 16mm (7) Film: FLC 5/60, Cutting an External Acme Thread (7) Selected Charts
(1) Find thread data in technical publications	E		
(2) Make tooling setup	E		
(3) Make work setup	E		
(4) Inspect machined threads for accuracy using various measuring devices	E		Training Methods Discussion (1/2 hr) Demonstration (1 hr) Performance (2 1/2 hrs)
b. Given a lathe, T.N.T., and a workpiece, machine Acme threads to specifications stated in Machinery's Handbook.	C	(2)	Instructional Guidance Discuss and demonstrate the procedures for turning Acme and pipe threads. Demonstrate the work and tooling setups and how to inspect the finished threads for accuracy using various
(1) Find Acme thread data in technical publications	E		

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
(2) Make tooling setup	E		measuring devices. Have student perform pipe threading on a lathe. Have students turn Acme threads.
(3) Make work setup	E		
(4) Inspect machined threads for accuracy using various measuring devices.	E		
4:10:0 Removal and Replacement of Plugs, Studs, Screws and Inserts		9	Instructional Materials Study Guide 4:10:0 Work sheet 4:10:0
a. Given T.N.T. and a damaged stud installation job, remove stud, install insert and new stud without destroying parent metal.	C	(9)	Training Equipment Drill, Hand (1) Kit, Stud Removal (1) Kit, Heli-Coil (1) Projector, 16mm (7) TMT Air Force Film: FTA 370a, Machine Shop Practice - Replacing Faulty Studs and Inserts (7) Selected Charts
(1) Determine methods for removal	E		
(2) Determine methods for installation	E		
(3) Install Helicoils	E		Training Methods Discussion (1 hr) demonstration (1 hr) Performance (7 hrs)

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
			Instructional Guidance Discuss and demonstrate the proper procedures for the removal of plugs, studs, screws, and inserts. Demonstrate the required project. Have students complete the required project to specifications. Show Film FTA 370a, Machine Shop Practice - Replacing Faulty Studs and Inserts.
5:1:0 Operation and Maintenance of Milling Machines		4	Instructional Materials Study Guide 5:1:0 Work sheet 5:1:0 Air Force films: Film TF 1-4574, Milling Machine - Straddle and Surface Milling to Close Tolerances Film TVL 53-5, Milling Machines - Nomenclature and Setups
a. Operate Milling machines	E		
(1) Types of milling machines			
(2) Description and function of components			
b. Make various adjustments on milling machines	E		Equipment and Training Aids Machine, Milling Projector, 16mm T.N.T.
(1) Gibs			
(2) Clutches			
(3) Feed screws			Training Methods Discussion and Demonstration (3 hrs) Performance (1 hr)
(4) Bearings			

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
c. Install, level, and lag down milling machine	E		Instructional Guidance Teach installation, cleaning and lubrication. Stress use of technical publications.
d. Clean and lubricate milling machines and change oil and coolants	E		
e. Practice safety and good housekeeping while operating the milling machine	E		
5:2:0 Types and Uses of Cutters and Arbors		3	Instructional Materials Study Guide 5:2:0 Work sheet 5:2:0 From Appendix, Project I
a. Given a workpiece drawing and a list of cutters and arbors, select the correct cutter and arbor for the plain milling operation without error.	C		Training Equipment Trainer, Milling Cutter Display Selected Charts
(1) Interpret types of cutters and arbors	E		Training Methods Discussion (1 1/2 hrs) Demonstration (1/2 hr) Performance (1 hr)
(2) Identify size markings of cutters	E		
(3) Identify size markings or arbors	E		Instructional Guidance Discuss and demonstrate the proper selection of milling cutters and arbors. Use Trainer, Milling Cutters Display. Demonstrate the size markings on both cutters and arbors. Have students select the proper cutter and arbor to use for plain milling on project I, Manufacture of a V-Block.

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
5:3:0 Plain and Face Milling		9	<u>Instructional Materials</u> Study Guide 5:3:0 Worksheet 5:3:0 From appendix Handout B and Project I
a. Given a milling machine, T.N.T., workpiece drawing and a stock blank, plain mill the workpiece to within ± .002 inch accuracy.	C	(4)	<u>Training Equipment</u> Machine Milling TNT Projector, 16mm Air Force Film TVL 53-5, Milling Machines - Nomenclature and Setups Air Force Film TFl-4574, Milling Machines-Straddle and Surface Milling to Close Tolerances Selected Charts
(1) Identify types of milling machines	E		
(2) Interpret description and function of components	E		
(3) Perform installation of milling machine	E		
(4) Clean and lubricate milling machine	E		
(5) Make various adjustments on milling machines	E		<u>Training Methods</u> Discussion (1 hr) Demonstration (1 hr) Performance (7 hrs)
(6) Practice safety and good housekeeping while operating the milling machine	E		
b. Given TNT, stock blank, and a workpiece drawing; make a work setup suitable for plain milling the workpiece to specifications.	C	(1)	<u>Instructional Guidance</u> Show film TVL 53-5, Milling Machine - Nomenclaure and setups. Discuss and demonstrate the proper operation of the milling machine. Discuss the types of milling machines and the dexription and function of components. Demonstrate various adjustments to be made and how to install, clean and lubricate the milling machine.

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
c. Given TNT, milling cutters and arbors, and a workpiece drawing; make a tooling setup suitable for plain milling the workpiece to specifications.	C	(1)	Demonstrate the work and tooling setup and how to calculate and set the speeds and feeds.
(1) Specify types of cutting lubricants and coos	E		Demonstrate the operations of plain and face milling and how to check the finished work for accuracy using precision measuring and gaging processes. Show Film TF1-4574, Milling Machine Straddle and Surface Milling to Close Tolerance. Have students make work and tooling setups, calculate and set the speed and feeds, and plain and face mill the project, while practicing safety and good housekeeping at all times.
d. Given a workpiece drawing and a list of cutting speeds and feeds, calculate and record the spindle speed to within 10 RPM and the table feed to within 1/4 inch per minute. Set the spindle speed to the nearest lower RPM and the table feed to the nearest lower feed.	C	(1)	
e. Given TNT, stock blank, and a workpiece drawing; set up the milling machine and face mill the workpiece to within .002 inch accuracy.	C	(2)	
(1) Check work for accuracy using precision measuring and gaging processes.	E		
5:4:0 Indexing		6	Instructional Materials Study Guide 5:4:0 Work sheet 5:4:0 From appendix project M
a. Given a workpiece drawing, make the required indexing calculations without error.	C		

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
(1) Interpret the purpose and use of indexing	E		<u>Training Equipment</u> Machine, Milling Head, Dividing Trainer, Dividing Head Model TNT Projector, 16mm Air Force Film TF1-4575, Milling Machine - Plain Indexing and Cutting a Spur Gear
(2) Interpret function of index head components	E		
(3) Calculate for various methods of indexing	E		
(4) Calculate for indexing	E		<u>Training Methods</u> Discussion (1 1/2 hrs) Demonstration (1 hr) Performance (3 1/2 hrs) <u>Instructional Guidance</u> Discuss and demonstrate the correct procedures for indexing. Show Film TF1-4575, Milling Machine - Plain Indexing and Cutting a Spur Gear. Discuss the purpose of indexing and the function of the index head components. Discuss and demonstrate the direct, plain, degree and wide range methods of indexing. Demonstrate the methods of calculating, and have students calculate for milling operations.

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
5:5:0 Milling Shapes on Cylindrical Work		9	Instructional Materials Study Guide 5:5:0 Work sheet 5:5:0 From Appendix Handout B and projects C, D, M, and H
a. Given TNT, workpiece drawing and a stock blank, mill shape on cylindrical work to drawing specifications and to within ± .002 inch accuracy.	C	(9)	
(1) Make work setup	E		Training Equipment Machine, Milling Head, Dividing T.N.T. Selected Charts
(2) Make tooling setup	E		
(3) Calculate for indexing operations	E		
(4) Calculate and set speed and feeds	E		Training Methods Discussion (1 hr) Demonstration (2 hrs) Performance (6 hrs)
(5) Inspect machined parts for accuracy using various measuring devices	E		Instructional Guidance Discuss and demonstrate the procedures for milling shapes on cylindrical work. Demonstrate the proper work and tooling setups. Calculate for the correct indexing and calculate and set the correct speeds and feeds. When finished, inspect the machined parts for accuracy using various measuring devices. Have students complete all required operations involving the milling of shapes on cylindrical work.

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
5:6:0 Milling Slots, Grooves and Keyseats		15	<u>Instructional Materials</u> Study Guide 5:6:0 Work sheet 5:6:0 Machinist Handbook and from Appendix projects B, C, F, H, and M <u>Training Equipment</u> Machine, Milling T.N.T. Trainer, Negative Rake Tooth Selected Charts <u>Training Methods</u> Discussion (3 hr) Demonstration (3 hr) Performance (9 hr) <u>Instructional Guidance</u> Discuss and demonstrate the machining of slots, grooves and keyseats. Perform machining operations on the required projects. Have students perform the required machining operations to specifications.
a. Given TNT, workpiece drawing, and a stock blank, mill slots, grooves and keyseats to within ± .002 inch accuracy.	C	(5)	
(1) Make cutter setup	E		
(2) Make work setup	E		
(3) Check work for accuracy using precision measuring and gaging processes	E		
b. Given T.N.T., workpiece drawing, and a stock blank, perform angular milling to drawing specifications and to within ± .002 inch accuracy.	C	(4)	

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
5:7:0 Milling Gear Teeth		6	Instructional Materials Study Guide 5:7:0 Work sheet 5:7:0 Machinery handbook and from appendix Project G
a. Given a machinist's kit, workpiece drawing and gear blanks, mill gear teeth to specifications.	C		Training Equipment Machine, Milling T.N.T. Projector, 16mm Air Force Film TF1-4575, Milling Machine-Plain Indexing and Cutting A Spur Gear Selected Charts
(1) Find pertinent gear data in various technical publications	E		
(a) Gear terms			
(b) Gear tooth values			
(2) Calculate for and perform indexing operations	E		Training Methods Discussion (1/2 hr) Demonstration (1 1/2 hrs) Performance(4 hrs)
(3) Make work setups	E		
(4) Make tooling setup	E		Instructional Guidance Discuss and demonstrate the correct procedures for milling gear teeth. Discuss gear terms and calculate gear tooth values using the machinist Handbook. Show Film TF1-4575, Milling Machine-Plain Indexing and Cutting A Spur Gear. Demonstrate the calculation for the proper indexing, how to make the work and tooling setups and how to select, care for, and use special measuring devices. Have students complete the milling of gear teeth to specifications.
(5) Select, care for, and use special measuring devices	E		

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
5:8:0 Internal Milling		6	<u>Instructional Materials</u> Study Guide 5:8:0 Work sheets 5:8:0 From appendix handout B and projects F & H <u>Training Equipment</u> Machine, Milling T.N.T. Selected Charts <u>Training Methods</u> Discussion (1 hr) Demonstration (2 hrs) Performance (3 hrs) <u>Instructional Guidance</u> Demonstrate and have students set up the slotting attachment. Discuss the purpose and use of milling attachments. Discuss and demonstrate the procedures for internal slotting. Demonstrate the tooling and work setups, calculating and asetting speeds and performing indexing for internal slotting. Have students internally slot the required project to specifications. Demonstrate the procedures for drilling, boring, and reaming. Have students drill, bore and ream the required project to specifications.
a. Given a situation requiring the use of milling machine attachments, TNT, stock blank, and a workpiece drawing; use milling machine attachments to machine workpieces to specifications.	C		
(1) Recall types of milling machine attachments	E		
(2) Recall purposes and uses of milling machine attachments	E		
(3) Perform indexing operations	E		
b. Given TNT, stock blank, and a workpiece drawing; drill, bore, and ream workpiece to specifications stated on the drawing.	C		
(1) Make tooling setup	E		
(2) Make work setup	E		
(3) Calculate and set speed and feed	E		

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
5:9:0 Inspection, Fitting, and Assembly		3	<u>Instructional Materials</u> Study Guide 5:9:0 Work sheet 5:9:0 From appendix, Project F
a. Given a series of questions concerning the tolerance and allowance system as applied to machine fits, select the correct response for 80% of the questions.	C		<u>Training Equipment</u> T.N.T. Selected Charts
(1) Interprets tolerance, allowances and limits	E		<u>Training Methods</u> Discussion (1 hr) Performance (1 hr) Demonstration (1 hr)
b. Given a machinist's kit, work stock and a workpiece drawing, fit and assemble machined parts to specifications stated on drawing.	C		<u>Instructional Guidance</u> Discuss and demonstrate the tolerance and allowance system as applied to various types of kits. Discuss the use of tolerances, allowances and limits. Discuss and demonstrate the fitting and assembly of machined parts. Demonstrate how to inspect assemblies for proper operation. Demonstrate fitting and assembly on the required project. Have students complete the project to specifications.
(1) Inspect assemblies for proper operation	E		

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
6:1:0 Operation and Maintenance of Contour Machines		3	Instructional Materials Study Guide 6:1:0 Worksheet 6:1:0
a. Operates contour machines	E		
(1) Description of components			Equipment and Training Aids Trainer, Saw Components TNT
(2) Function of components			
b. Install, level, and lag down contour machines	E		Training Methods Discussion and Demonstration (2 hrs) Performance (1 hr)
c. Clean and lubricate contour machine	E		
d. Make various adjustments on contour machines	E		Instructional Guidance Emphasize safety in operating a contour machine. Teach installation, cleaning, and lubrication
(1) Change and adjust drive belts and pulleys			
(2) Guards			
e. Practice safety and good housekeeping while operating the contour machine	E		
6:2:0 Selection, Welding and Mounting Saw Bands		4	Instructional Materials Study Guide 6:2:0 Work sheet 6:2:1 Selection, Welding and Mounting Saw Bands Contour Machines Industrial Safety-Accident prevension handbook
a. Given a situation requiring contour sawing, saw bands, TNT, and a workpiece drawing, select and prepare a saw band suitable for sawing to the specifications stated on the drawing.	C		

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
(1) Recall Function of contour machine components	E		Training Equipment Machine, Contour (1) Necessary Tools (1) Trainer, Do-All Saw Components (7) Selected Charts
(2) Recall installation techniques	E		
(3) Recall various adjustments on the contour machine	E		Training Methods Discussion (1 hr) Demonstration (1 hr) Performance (2 hrs)
(4) Clean and lubricate the contour machine	E		
(5) Interpret saw band terms	E		Instructional Guidance Discuss and demonstrate the selection and preparation of saw bands. Demonstrate the proper operation of the contour machines. Include the description and function of components, proper installation, cleaning and lubrication of the contour machine and how to make various adjustments. Insure that students practice safety and good housekeeping while operating the machine. Discuss and demonstrate the proper selection of saw bands. Discuss saw band terms and the use of the job selector dial. Have students select and prepare a saw band. Discuss and demonstrate correct band setup on the contour machine. Show how to mount the saw guides. Have students correctly mount the saw guides and make band setup.
(6) Use job selector dial	E		
(7) Practice safety and good housekeeping while operating the contour machine	E		
b. Given a TNT, a saw band, and a workpiece drawing, make the saw band setup suitable for sawing to specifications stated on the drawing.	C		
(1) Mount saw guides	E		
(2) Mount saw bands	E		

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
6:3:0 Layout and Sawing		8	<u>Instructional Materials</u> Study Guide 6:3:0 Work sheet 6:3:1 Selected Reference Materials <u>Training Equipment</u> Machine, Contour (1) The necessary Tools Bench, Work (4) Selected Charts <u>Training Methods</u> Discussion (1 hr) Demonstration (1 hr) Performance (6 hrs) <u>Instructional Guidance</u> Discuss and demonstrate the procedures for external sawing. Demonstrate the layout of the required projects. Have students lay out and saw the required projects to specifications. Using the job selector dial, select and set the correct speed and feed. Have students select and set the correct speed for sawing the required projects. Have students set up and use any necessary contour machine attachments.
a. Given a workpiece drawing and a stock blank, perform external sawing operations to drawing specifications.	C	(6)	
(1) Lay out work preparatory to machining	E		
(2) Select and set the speed and feed	E	(1)	
b. Given a situation requiring the use of contour machine attachments, use attachments to specifications stated in the situation.	C	(1)	
(1) Recall function of contour machine attachments	E		
(2) Set up contour machine attachments	E		

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
6:4:0 Filing and Polishing		6	Instructional Materials Study Guide 6:4:0 Work sheet 6:4:1
a. Given a workpiece drawing and stock blank, perform external filing and polishing operations to drawing specifications. Finished surface is to split layout lines or punch marks.	C		Training Equipment Machine, Contour (1) TNT (1)
(1) Recall construction features of file bands	E		Training Methods Discussion (1/2 hr) Demonstration (1 hr) Performance (4 1/2 hrs)
(2) Select and prepare file bands	E		
(3) Make band setups	E		Instructional Guidance Discuss and demonstrate the correct procedures for filing and polishing. Discuss the features of file bands, and how to select and prepare file bands. Demonstrate the band setups and how to select the correct speed for filing and polishing. Have students complete external filing and polishing to specifications on the required projects.
(4) Select and set band speed	E		
6:5:0 Internal Sawing and Filing		6	Instructional Materials Study Guide 6:5:0 Work sheet 6:5:1
a. Given a workpiece drawing and stock blank, perform internal sawing to specifications stated on drawing.	C		

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Preparatory Shop Work

Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
(1) Make band setup	E		Training Equipment Machine, Contour (1) TMT (1) Projector (7) Film TF1-4623, Sawing an Internal Irregular Shape (7) Film TF1-4624, Filing an Internal Irregular Shape (7) Selected Charts Training Methods Discussion (1/2 hr) Demonstration (1 hr) Performance (4 1/2 hrs) Instructional Guidance Discuss and demonstrate the procedures for internal sawing and filing. Show required training films. Demonstrate band setups. Have students make the required setups and perform internal sawing and filing operations to specifications.
b. Given a workpiece drawing and stock blank, perform internal filing to specifications stated on drawing.	C		
(1) Make band setup	E		
6:6:0 Angular, Stock and Friction Sawing		6	Instructional Materials Study Guide 6:6:0 Work sheet 6:6:1
a. Given a machinist's kit, stock blank and desired specifications, perform angular sawing to a tolerance of $\pm 1^{\circ}$.	C		

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
b. Given a machinist's kit, stock blank and specifications, perform friction sawing to stated specifications.	C		
(1) Identify difficult to cut materials	E		
6:7:0 Operation and Maintenance of Shapers		4	Instructional Materials Study Guide 6:7:0 Work sheet 6:7:0
a. Operate shapers	E		
(1) Types of shapers			Equipment and Training Aids Shaper, Universal (1) TNT
(2) Description and function of components			
b. Install, level, and lag down shapers	E		Training Methods Discussion and Demonstration (3 hrs) Perforamcne (1 hr)
c. Make various adjustments on shapers	E		
(1) Gibs (2) Clutches (3) Align tables and vises			Instructional Guidance Teach installation, cleaning, and lubrication
d. Clean and lubricate shapers and change oil as required	E		
e. Change and adjust drive belts and pulleys	E		
f. Practice safety and good housekeeping while operating the shapers.	E		

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
6:8:0 Grinding Shaper Tools a. Given a pedestal grinder, TNT, cutter blanks, and shaper cutting tool specifications grind shaper cutting tools to within stated specifications. (1) Recall types and use of shaper cutting tools and tool holders (2) Interpret shaper cutting tool geometry	 C E E	6	Instructional Materials Study Guide 6:8:0 Work sheet 6:8:1 Training Equipment Grinder, Pedestal (1) TNT (1) Selected Charts Training Methods Discussion (1/2 hr) Demonstration (1 hr) Performance ($4\frac{1}{2}$ hrs) Instructional Guidance Discuss and demonstrate the grinding of shaper cutting tools. Discuss the types of cutting tools and tool holders. Have students grind the required shaper cutting tools to specifications.
6:9:0 Planing Flat and Vertical Surfaces a. Given a machinist's kit, stock blank, and a workpiece drawing, make work setups suitable for performing flat and vertical planing to specifications stated on the drawing. (1) Recall types of shapers (2) Recall descriptions and function of components (3) Recall installation techniques (4) Recall techniques of making various adjustments on shapers.	 C E E E E	6	Instructional Materials Study Guide 6:9:0 Work sheet 6:9:1 Training Equipment Shaper Universal (1) TNT (1) Selected Charts Training Methods Discussion (1 hr) Performance (4 hrs) Demonstration (1 hr) Instructional Guidance Discuss and demonstrate the operation of the shaper. Include the description and function

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
			of components, types of shapers, proper installation, cleaning and lubrication of the shaper. Discuss and demonstrate the various adjustments to be made and safety and good housekeeping procedures. Demonstrate techniques for aligning shaper tables, vices, and tool slides. Have students align tables, vices, and tool slides. Demonstrate the work and tooling setups and how to calculate and set the shaper speed and feed. Demonstrate the planing of flat and vertical surfaces to specifications and how to check the planed surfaces using precision measuring and gaging processes. Have students perform the planing operations to required specifications.
6:10:0 Planing Shoulders and Corners		6	<u>Instructional Materials</u> Study Guide 6:10:0 Work sheet 6:10:1
a. Given a TNT, workpiece drawing and a stock blank, plane shoulders and corners to within .002 inch accuracy.	C		<u>Training Equipment</u> Shaper, Universal (1) TNT (1) Plate, Surface (4) Selected Charts
(1) Lay out work preparatory to machining	E		
(2) Make work setup	E		
(3) Check planed surfaces for accuracy using precision measuring and gaging processes.	E		<u>Training Methods</u> Discussion (1/2 hr) Performance (4 1/2 hrs) Demonstration (1 hr)

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Preparatory Shop Work

Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
			Instructional Guidance Discuss and demonstrate the planing of shoulders and corners. Demonstrate the proper layout and work setup. Include a discussion on work holding devices, Shaper Clamping and Work Holding Devices. Demonstrate the planing operations on the required project, checking the planed surfaces for accuracy using precision measuring and gaging processes. Have students complete the planing operations on the required project to specifications.
Planing Grooves and Parting		6	Instructional Materials Study Guide Work sheet Machinery's handbook
a. Given a TNT, workpiece drawings, and stock blanks, plane grooves to within ± .002 inch accuracy.	C		
(1) Interpret types of grooves	E		Training Equipment Shaper, Universal (1) TNT (1) Projector, 16mm (7) Film FLC3/127, Cutting a Keyway in a Finished Shaft (7) Selected Charts
(2) Interpret purpose of grooves	E		
(3) Machine keyseats	E		
b. Given a TNT, workpiece drawing and a work blank, part the blank to within ± .002 inch accuracy.	C		

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
(1) Make work setup	E		Training Methods Discussion (1 hr) Demonstration (1 hr) Performance (4 hrs)
(2) Make tooling setup	E		
(3) Calculate and set speed and feed	E		
6:11:0 Planing Angular Surfaces		3	Instructional Materials Study Guide 6:11:0 Work sheet 6:11:1
a. Given a TWT, workpiece drawing and a stock blank, plane angular surfaces to within ± 2 degrees accuracy.	C		Training Equipment Shaper, Universal (1) TWT Sine Bar (7) Selected Charts
(1) Interpret methods of planing angular surfaces	E		
(2) Make work setup	E		Training Methods Discussion (1/2 hr) Demonstration (1 hr) Performance (1 1/2 hrs)
(3) Make tooling setup	E		
(4) Inspect machined parts for accuracy using precision measuring and gaging processes.	E		Instructional Guidance Discuss and demonstrate the planing of angular surfaces. Discuss the methods of planing, the work and tooling setups and how to measure the work for accuracy, using a sine bar and bevel protractor.

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Criterion (C) and Enabling (E) Objectives	Duration (Hours)	Support Materials and Guidance
Measurement	2 1/2	Criterion Objective Check Sheet
Critique	1/2	

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
7:1:0 Heat Treatment of Metals		9	Instructional Materials Study Guide 7:1:0 Work sheet 7:1:0
a. Given a series of questions concerning the types, characteristics and uses of metals, select the correct response for 80% of the questions.	C	(4)	Training Equipment Projector, 16mm Air Force Film TVL 53-11, Heat Treatment of tals Selected Charts
(1) Recall classificatio of metals	E		
(2) Identify metals	E		Training Methods Discussion (9 hrs)
(3) Recall mechanical properties of metals	E		Instructional Guidance Discuss the types, characteristics and uses of metals. Include the classification, metal identification, mechanical properties and effects that alloys produce on the mechanical properties of metals. Discuss the effects of heat treating metals. Include the purpose of heat treating and heat treating operations. Show the effects of heat treatment on mechanical properties. Discuss the heat treatment required for metal parts and design in relation to heat treatment.
(4) Determine effects of alloys on mechanical properties	E		
b. Given a series of questions concerning the effects of heat treating metals, select the correct response for 80% of the questions.	C	(3)	
(1) Recall purpose of heat treating	E		
(2) Identify heat treating operations	E		
(3) Determine effects of heat treatment on mechanical properties.	E		

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
C. Given exmaples of metal parts requiring heat treatment, esecify the correct heat treatment to 80% accuracy.	C	(1)	
d. Given a series of questions concerning design in relation to heat treatment, select the correct response for 60% of the questions.	C	(1)	
7:2:0 Grinding Wheels		3	Instructional Materials Study Guide 7:2:0 Worksheets 7:2:0 From Appendix Project M and Art Worksheet E Machinery Handbook
a. Given a series of questions concerning the characteristics, markings and uses of grinding wheels, select the correct response for 80% of the questions.	C		
(1) Use technical publications to grind grinding wheel data	E		Training Equipment Machine, Grinding TNT Selected Charts
(2) Identify wheel shapes	E		
b. Given a grinder, TNT, workpice drawing and a selection of grinding wheels, correctly select, inspect and mount a grinding wheel suitabel for grinding the workpiece to drawing specifications.	C		Training Methods Discussion (1 hr.) Demonstration (1 hr.) Performance (1 hr.) Instructional Guidance Discuss the characteristics, markings and uses of wheels, to include wheel shapes. Discuss and demonstrate how to select, inspect and mount grinding wheels. Include a demonstration

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
			operation of the grinding machine. Demonstrate how to calculate and set the speeds and feeds. Demonstrate how to dress and true the grind wheel. Have students select, inspect, mount and dress and true the grinding wheel. Have students set grinding machine speed and feed.
7:3:0 Cylindrical Grinding		12	Instructional Materials Study Guide 7:3:0 Worksheet 7:3:0 From Appendix project M
a. Given a mechinist's kit, workpiece drawing and a workpiece, make the work setups suitable for grinding thw workpiece to drawing specifications.	C	(6)	Training Equipment Machine, Grinding TNT Machine, Center Lapping (7) Selected Charts
(1) Prepare for grinding	E		
b. Given a machinist's kit, workpiece drawings and a workpiece, perform culindrical grinding to within .0002 inch accuracy	C	(6)	Training Methods Discussion (1 hr.) Demonstration (2 hrs.) Performance (9 hrs.)
(1) Inspect work for accuracy using precision measuring and gaging processes	E		
(2) Practice safety and good housekeeping while operating the grinding machine	E		Instructional Guidance Discuss and demonstrate the procedures for cylindrical grinding. Demonstrate the proper work setup, to include preparing the work for grinding. Demonstrate how to check the work for accuracy using précision measuring and

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
			gaging processes and proper safety and good housekeeping procedures. Perform cylindrical grinding on the required projects. Have studentsgrind the required projects to specifications.
7:4:0 Surface Grinding		6	<u>Instructional Materials</u> Study Guide 7:4:0 Work Sheets 7:4:0 From Appendix Project L
a. Given a surface grinding machine, TNT, workpiece drawing and work blank, surface grind the workpiece to within .0002 inch accuracy.	C		<u>Training Equipment</u> Grinder, Surface TNT Selected Charts
(1) Dress and true grinding wheel	E		
(2) Make work setup	E		<u>Training Methods</u> Discussion (1/2 hr.) Demonstration (1 hr.) Performance (4 1/2 hrs.)
(3) Check work for accuracy using precision measuring and gaging process	E		
(4) Practice asfety and good housekeeping while operating the surface grinder	E		<u>Instructional Guidance</u> Discuss and demonstrate the procedures for surface grinding. Include a demonstration on dressing and truing the grinding wheel, and making work setup. Check the work for accuracy. Practice safety and good housekeeping procedures. Perform surface grinding on the required project. Have students

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
			perform surface grinding on the required project to specifications.
7:5:0 4. Conical Grinding		6	<u>Instructional Materials</u> Study Guide 7:5:0 Worksheet 7:5:0 From appendix projects D & E
a. Given TNT, workpiece drawings and work blanks, perform conical grinding to 75% smear of ring gage and to .0002 inch accuracy	C		<u>Training Equipment</u> Machine, Grinding TNT Selected Charts
(1) Select, inspect and mount grinding wheel	E		
(2) Make work setup	E		<u>Training Methods</u> Discussion (1/2 hr.) Demonstration (1 hr.) Performance 4 1/2 hrs.)
(3) Check work for accuracy using precision measuring and gaging processes	E		<u>Instructional Guidance</u> Discuss and demonstrate the procedures for conical grinding. Include how to select, inspect, and mount the grinding wheel, proper work setup, checking the work for accuracy in the demonstration. Perform conical grinding on the required projects to specifications. Have the students perform conical grinding on the required projects to specifications.

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
7:6:0 6. Grinding Cutting Tools		6	Instructional Materials Study Guide 7:6:0 Work sheet 7:6:1 Machinery's Handbook
a. Given a machinist's kit, cutting tools, and Machinery's Handbook, calculate for and sharpen cutting tools to specifications stated in Machinery's Handbook	C		Training Equipment Machine, Grinding TNT Projector, 16mm (7) Film FLC 3/0045, the Cutting Edge (7) Selected Charts
(1) Recall cutter geometry	E		
(2) Select, inspect, and mount grinding wheel	E		
(3) Dress and true grinding wheel	E		Training Methods Discussion (1 hr.) Demonstration (1 hr.) Performance (4 hrs.)
(4) Make work setup	E		
(5) Remove burrs with abrasive stones	E		
b. Given a machinist's kit, workpiece, and a workpiece drawing, use grinding machine attachements to grind workpieces to drawing specifications	C		Instructional Guidance Discuss and demonstrate the procedures for grinding cutting tools. Include how to select, inspect and mount the grinding wheel, dressing and truing the wheel and proper work setup. Show film FLC 3/0045, The Cutting Edge. Perform cutting tool grinding on the required projects. Have students grind cutting tools to specifications. Have students use grinding machine attachments.
(1) Select, use and care for common hand-tools.	E		

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
7:7:0 7. Miscellaneous Grinding Machine Work		8	Instructional Materials Study Guide 7:7:0 Work Sheet 7:7:1
a. Given a series of questions concerning internal grinding operations, select the correct response for 60% of the questions.	C	(2)	Training Equipment Machine, Grinding (1) TNT Selected Charts
(1) Recall use of grinding machine attachments	E		
b. Given a machinist's kit, workpiece, and a workpiece drawing, grind shoulders, corners and grooves to specifications stated on the drawings	C	(6)	Training Methods Discussion (2 hrs.) Demonstration (4 hrs.) Performance (2 hrs.)
(1) Select, inspect, and mount grinding wheel	E		Instructional Guidance Discuss and demonstrate internal grinding procedures. Include the use of the grinding machine attachments and how to remove burrs using abrasive stones. Discuss and demonstrate techniques for grinding shoulders, corners, and grooves. Have students grind shoulders, corners, and grooves to specifications.
(2) Make work setup	E		
(3) Read and interpret shop drawings	E		
(4) Check work for accuracy	E		

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Criterion (C) and Enabling (E) Objectives		Duration (Hours)	Support Materials and Guidance
7:8:0 8. Corrosion Control and Metal Plating		1	Instructional Materials Study Guide 7:8:0 Work Sheet 7:8:1
a. Given a series of questions concerning the identification and prevention of corrosion, select the correct response for 60% of the questions.	C		Training Equipment None
b. Given a series of questions concerning types and uses of metal plating, seledt the correct response for 60% of the questions	C		Training Methods Discussion (1 hr.) Instructional Guidance Discuss the identification and prevention of corrosion and the types and uses of metal plating. CRITERION OBJECTIVE CHECK SHEET

ACCESSION NUMBER: VT100634

PUBLICATION DATE: 73

TITLE: GRAPHIC COMMUNICATIONS-PRINTING; AN INTEGRATED SECONDARY-POST SECONDARY CURRICULUM GUIDE (TENTATIVE).

DESCRIPTOR: *CURRICULUM GUIDES; SECONDARY GRADES; POST SECONDARY GRADES; *INTEGRATED CURRICULUM; *PRINTING; *GRAPHIC ARTS; INDUSTRIAL ARTS

IDENTIFIER: UTAH

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 548

ABSTRACT: THIS TENTATIVE CURRICULUM GUIDE DESCRIBED THE COURSE CONTENT AND USES THEREOF IN FACILITATING THE ARTICULATION OF INSTRUCTION IN THE AREA OF GRAPHIC COMMUNICATION AND PRINTING BETWEEN UTAH'S SECONDARY AND POSTSECONDARY SCHOOLS OF VOCATIONAL-TECHNICAL EDUCATION. IT IS INTENDED THAT ALL OF THE FOUR INSTRUCTIONAL UNITS AND OBJECTIVES OUTLINED IN THE GUIDE BE TAUGHT AT THE HIGH SCHOOL LEVEL; HOWEVER, SHOULD STUDENTS NOT COMPLETE THE GIVEN TASKS, THEY HAVE THE OPTION OF CONTINUING THE PROGRAM IN A POSTSECONDARY SCHOOL WITHOUT HAVING TO REPEAT THAT WHICH HAS ALREADY BEEN SUCCESSFULLY MASTERED. TOPICS OF THE UNITS TO BE COVERED INCLUDE: (1) INTRODUCTION TO LETTERPRESS, (2) INTRODUCTION TO OFFSET, (3) INTRODUCTION TO ADVANCED PRINTING, AND (4) VOCATIONAL GRAPHICS COMMUNICATIONS PRINTING. (SN)

INSTITUTION NAME: UTAH STATE BOARD FOR VOCATIONAL EDUCATION, SALT LAKE CITY.

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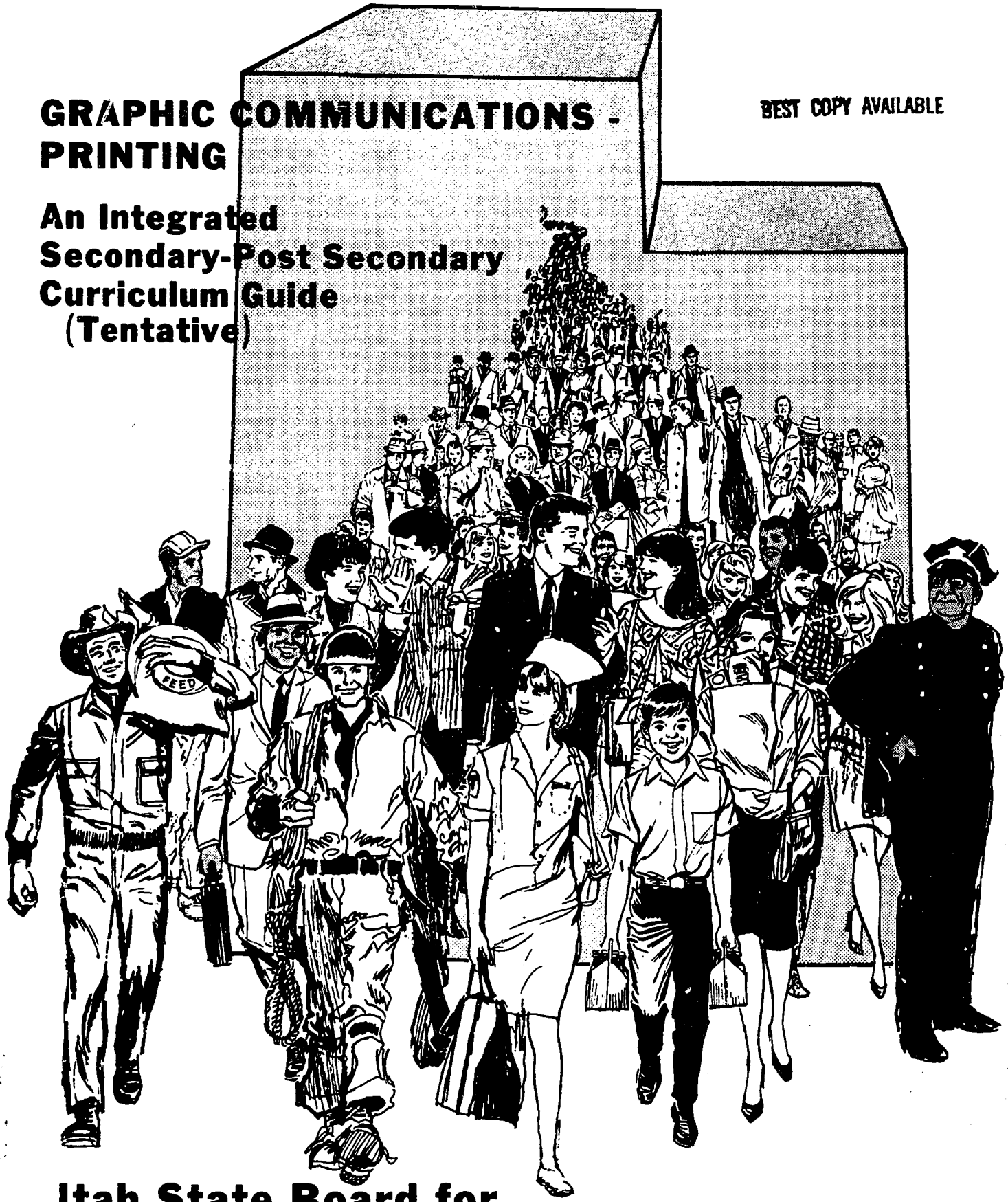

Utah State Board for Vocational - Technical Education 1973-74

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GRAPHIC COMMUNICATIONS-PRINTING

An Integrated Secondary - Post Secondary

Curriculum Guide and Test

(Tentative)

UTAH STATE BOARD OF EDUCATION

WALTER D. TALBOT

State Superintendent of Public Instruction

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1973

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F O R E W O R D

With the continued growth and development of trade and industrial education programs in the public high schools of Utah, a need for a total articulated course of study guide has become very evident. Students are entering a skill training program at the junior and/or senior year of high school. Some students leave the high school on or before graduation and enter the labor force; others continue their training at a post-secondary institution. Some students enter a skill training program for the first time after high school graduation.

Vocational educators have been aware of the problems created by an open entry concept which allows students to enter and have a vocational program at any time.

The following curriculum guide is designed in such a way that a student may begin the course in the high school and complete it in the high school or may continue it in a post-secondary school without repeating that which he has successfully mastered.

The continued hope for the guide's success, however, can only be accomplished by a thoughtful, dedicated teacher whose prime objective is to better prepare each individual student for the responsibility of employment.

Walter D. Talbot
Superintendent of Public Instruction

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P R E F A C E

The objective of this curriculum guide relates directly to three of the "State Adopted Goals of Education."

1. Intellectual Maturity Continuum
2. Ethical, Moral, Spiritual Maturity Continuum
3. Productive Maturity Continuum.

As this curriculum is skillfully applied by professional teachers to the teaching - learning process, students who come under its influence will find themselves much better prepared to enter the labor market and experience the thrill of getting their first "real" job.

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EXPLANATION AND INSTRUCTIONS FOR INSTRUCTORS USE OF GUIDE

This guide is to prepare students with job entry skills. The students should be encouraged to complete the total program.

The object of this guide is to take a student from limited knowledge and skills to those skills necessary for success in the printing industry.

It is intended that all the units and objectives in this guide be taught at the high schools.

This guide was constructed to outline what should be taught and not how to teach the material.

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INTRODUCTION AND CAREER ANALYSIS

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PART 1 Introduction to Letterpress

10th Grade 1st Semester

UNIT 1:0:0 Introduction

PURPOSE:

To present an overview of the letterpress process of printing and its relation to the field of graphic communications.

CONTENT:

1:1:0 Course Content and Purpose

1:2:0 Equipment, Materials and Supplies

1:3:0 Policies and Standards

1:4:0 Grading

1:5:0 Assignments

SUBUNIT: OBJECTIVE:

1:1:0 Course Content and Purpose

1:1:1 Given a class outline which contains an overview of the course and its purpose, the student should be required to:

(a) State verbally his reasons for enrolling in the course, what previous experience he has had, and what training and skills he would like to acquire upon completion of the course.

(b) Give an oral report on the contributions graphic communications make to society, business, industry, government and your own daily living experiences.

1:2:0 Equipment, Materials and Supplies

1:2:1 The student should be able to list the different types of equipment that will be available for his use during this course. He may use his notes as a reference to complete this objective with at least a minimum of 75% accuracy.

1:2:2 The student should be able to list the supplies that will be available for his use during this course at no cost to him, and what materials he will have to furnish himself. He may use his notes as a reference to complete this objective with a minimum of 90% accuracy.

1:3:0 Policies and Standards

1:3:1 After having been informed of the policies and standards of this course, each student will be required, when asked by the instructor, to state verbally the policies and standards of this class. This must be done to the satisfaction of the instructor.

1:4:0 Grading

1:4:1 After having completed a measurable amount of objectives, the student will be tested by a written examination and a performance test. A minimum grade of 80% accuracy should be achieved by the student.

1:4:2 Grading will be tempered by student attendance, attitude, cooperation, and class participation.

1:5:0 Assignments

1:5:1 Each assignment must meet the criteria of its objective and be approved by the instructor before the student proceeds on with the next assignment.

UNIT 2:0:0 Shop Safety

PURPOSE

After completion of this unit, the student should be able to demonstrate proper safety practices and abilities by performing them and by satisfactorily completing a written examination.

CONTENT

2:1:0 Eye Safety - Personal Injury

2:2:0 Shop Safety and Housekeeping

SUBUNIT: OBJECTIVE:

2:1:0 Eye Safety - Personal Injury

2:1:1 The student should demonstrate his knowledge of eye safety equipment by complying with the requirements of State eye safety laws.

2:1:2 In a shop situation, the student should demonstrate his ability to prevent personal injury to himself or others through proper conduct and use of tools and equipment.

2:2:0 Shop Safety and Housekeeping

2:2:1 Given the proper instruction and written materials, the student should demonstrate his knowledge of shop safety procedures by completing a written

examination with 100% accuracy.

2:2:2 In a shop situation, the student should demonstrate good housekeeping ability by maintaining a clean and safe working area, keeping tools and equipment clean, and returning them to their proper storage place.

Special Note: See next pages for a sample list of safety recommendations and the examination.

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GENERAL SAFETY PRACTICES

Are you, the person working in the printing industry, safe at work? What is your likelihood of injury, or even death?

Statistics are usually boring, but this number may be sobering. One out of fifty persons in the printing and publishing industries suffered losing, permanently disabling or fatal injuries at work in the last ten years, according to figures from the U. S. Department of Labor!

This whole business of occupational safety and health was recently brought into the spotlight by the passage of the federal Occupational Safety and Health Act of 1970, effective April 28, 1971. For the first time, the matter of providing safe facilities and environment by all employers has been made a matter of federal legislation, with penalties for failure to meet voluminous standards for safety and health promulgated by the Department of Labor.

As vocational teachers, we should always be aware of the possibility of accidents. Student safety should always be a concern of all vocational teachers, and a program of accident prevention should be an integral part of the instruction.

In all work in the shop, remember that the safety of yourself and your fellow workers comes first. Naturally, the valuable shop equipment should be protected against damage, but that is secondary to personal safety.

The right way of doing a job is the safe way. If one starts out by always doing a job the right way, doing it the right way will become a habit. Accidents are the results of doing a job the wrong way. The

prevention of accidents is achieved through the reduction of physical hazards and the development of safe habits and attitudes.

All accidents within a printing shop may be divided into two general classifications. First, those caused by faulty and/or improper physical conditions of industrial arts facilities and equipment; and second, those caused by inefficient and ineffective instruction and management.[1]

TEACHER HAS LEGAL RESPONSIBILITY

The teacher has the prime legal responsibility in accidents that involve students while they are participating in shop activities to which they have been lawfully assigned. Teachers are liable for accidents that happen as a result of their negligence; liability may also extend to school districts. Teachers should become familiar with the UTAH GOVERNMENTAL IMMUNITY ACT, Section 63-30-34.

The prevention of liability can best be accomplished by adhering to a Safety Check List.[2]

SAFETY INSTRUCTION

The basic practices in safety instruction in the shop laboratory should be based on all facets of instruction concerning the hazards of an operation before the student is permitted to perform that operation. Also, the instructor should supervise all dangerou operations performed by each student.

Safety instruction, which insists on a procedure of introducing the beginner to the use of machines, by a sequence of instruction, demonstration, and supervised study, should be followed by a well-planned testing program. Each student should be checked out individually under careful observation on each machine until he can prove competent in its operation.

Some form of written parental permission should be obtained before the student is permitted to operate the machines.

The purpose of the permission form is to emphasize that safety is a cooperative matter and to impress upon the student and parents that there is hazard involved in the use of power equipment. It also gives the parent an opportunity to prohibit use of particular equipment by the student, if he so desires.

DISCIPLINE AND CONTROLLED STUDENT ACTIVITY

Probably one of the greatest causes of accidents in a laboratory situation is the lack of discipline and control of student activity. Unsafe practices seldom occur when there is an atmosphere of caution, respect for the rights of other people, and respect for the machines being used.

The instructor should not tolerate such things as horseplay, disobedience of rules, running, throwing of articles, harassment of other pupils, and unnecessary talking.

A well-planned and active student personnel organization can be helpful in the control of student activity and should be included in a laboratory program.

The instructor should plan and carry out a program of interest to all students. By creating a high degree of interest, less discipline problems will be encountered and consequently a safer laboratory environment will exist.

CLASS SIZE

Class sizes should not exceed State of Utah recommendations. An excessive number of students enrolled in vocational classes usually is as-

sociated with an improper ratio between the number of students and the number of work stations (tools, benches, equipment, and machinery). This situation makes it difficult, if not impossible, to maintain safety standards and uphold the legal responsibility for accidents in vocational laboratories.

USE OF COLOR FOR SAFETY

This is one area that has been neglected somewhat. The following color code pattern should be followed throughout the shop:

A. Yellow--due to its high visibility is used for marking hazards such as:

1. Designating the boundaries of the work area around the power machines to keep out all except the operator.
2. Painting all obstructions that present a hazard that cannot be removed.
3. Painting the handles of power tools and the adjusting knobs of power machines.

B. Orange--used to indicate dangerous parts of machines, as well as marking:

1. The inside of gear boxes and electric switch boxes.
2. The inside of pulley covers of all power equipment.
3. Safety starting buttons.

C. Blue--designates caution against starting or using machinery and is used:

1. To paint electric switch plates.
2. To paint the handles of levers and controls that start or stop the equipment.

D. Red--highlights fire-protection equipment, stop signals, and points out:

1. Flammable safety cans.
2. Danger signs.
3. Emergency stop buttons.
4. Areas that show the location of all fire extinguishers and fire hoses.

E. Green--designated safety, and it is also used:

1. To paint the location of first aid equipment.
2. To paint the location of safety equipment such as gas masks and dust respirators.
3. As a color in safety signs and slogans.

F. Black and White--are used for traffic and good housekeeping markings, and:

1. To show the location of aisles and directional signs.
2. Areas around emergency equipment should be painted with a black and white stripe to designate that the area must be kept free and clear of debris.

SAFEGUARD

As a member of an organized personnel system, you are bound morally and legally to be reasonably prudent in maintaining safe working conditions.

If any unsafe conditions exist, or if any are brought to your attention, take immediate steps to eliminate or correct them. Where necessary, requisition safe repair, replacement or installation, and keep a carbon copy of that requisition as a safeguard against possible charges of neg-

ligence.

Keep a copy of any accident report together with names of witnesses, dates, circumstances, etc.

LIST OF GENERAL SAFETY PRECAUTIONS

A standard operating plan should be worked out for the shop so that, in case of injury, the students, instructor, and other school personnel know exactly what should be done and what assistance is available and can be offered. This plan should be posted in the shop, and all should become familiar with it.

A complete first-aid kit (unlocked) should be available in the shop. This kit should contain instructions for the use of the first-aid materials for the most common accidents.

Every injury, no matter how slight, must be referred to the school or plant medical office.

No "horseplay" of any kind can be permitted - no "joking" about a machine, no tossing of an item to another person, no splashing of water, etc. Such conduct engenders unsafe habits and is likely to cause serious injury. Unsafe conduct and practices by a student always should be promptly corrected; if they persist, the worker should be barred permanently from the shop for protection of himself and others.

Never lift anything which may cause a back strain. Anything you lift must be within your ability to handle safely and easily. When lifting, use your leg muscles and keep your back straight to prevent rupture or spine injury.

Paper cuts, bruises, and minor cuts requiring first aid must be brought to the attention of the instructor.

Learn the location of the shop fire extinguishers.

Do not approach a person suddenly or speak in a manner which might be startling, as this could cause an accident.

Tools should not be carried in pockets because the tool can cause clothing to be pulled into the press or it is possible that the tool could fall out of a persons pocket and into a machine. Carrying a ruler in one's hip pocket is a dangerous practice.

When handling paper it is necessary to keep the edge of a sheet of paper away from one's fingers and hands. Paper cuts are painful and can be poisonous.

When cutting with the aid of a straight edge be careful that your fingers do not extend over the edge or a razor sharp stripping knife can be the cause of a serious cut.

Never place a heavy article on high places where it could fall and cause injury.

The darkroom trimming board must be kept with the knife in the closed position when not in use.

Carbon arcs produce ultra-violet rays which are harmful to the eyes. Never look directly at the arc light, especially at close range.

Never lean on the glass top of a light table. Relatively little pressure could break the glass and cause serious cuts to the student.

Do not lift the glass on the vacuum frame unless the vacuum reads zero or there is a danger of breaking the glass.

Loose clothing is a hazard around printing machinery. Jacket or bulky sleeves are not to be worn when operating a press or machine. Wear short sleeve shirts and tuck in the shirt tail or roll up long sleeve shirts,and sweaters. Cleanliness is a safety factor. An untidy shop is an unsafe shop.

Never work alone in a print shop. There have been cases where an individual has become caught in the machinery or hurt when there was no one to help. Serious accidents have occurred when men have slipped on paper dropped on the floor. Never allow a piece of waste paper to remain on the floor.

All floors must be kept dry and free of oil, solvents, etc., at all times. Any liquids which accidentally spill on the floor must be cleaned up immediately to prevent someone from slipping.

Oil spilled on floors must be wiped up immediately. Oil, water or paper can cause a floor to be slick enough to cause a serious accident. In case of fire or fire alarm, walk to the nearest exit.

Containers are provided for the disposal of dirty wiping rags. Do not throw rags in the trash cans.

Smoking is not permitted in any area where inflammable solvents or liquids are used. Never pour volatile solvents down a drain or sewer.

Never tilt a chair. A backward fall can cause a cracked skull or a sprain of the spine.

Always keep your mind on your work. A lapse of attention could cause an accident.

Chemicals should be identified by label rather than smell. If you do not know what is in a container, ask. Always wash your hands immediately after using chemicals.

The breathing of chemicals or solvents or the fumes of such is not in keeping with good safety practices.

Ammonium dichromate is one of the chemicals used in the offset shop and is poisonous to some people. Those who are allergic to chemicals often break out in a rash when they come in contact with certain chemicals

so it is best to use rubber gloves and keep the dichromate solutions off the skin as much as possible. Some people are affected merely by breathing the fumes while others will work with chromates for years without trouble. When a person becomes sensitive to chemicals, it is necessary to change vocations. Fortunately, most people are unaffected. Ditto fluid is poisonous. It has the characteristic of attacking the optic nerve causing blindness or death.

The pressroom area and the darkroom use chemicals which cause those areas to have a high concentration of chemical fumes in the air. It is the responsibility of anyone and everyone in the area to see to it that there is proper ventilation in these areas.

Press solvents must be in safety containers which have self-closing spouts to prevent the liquid from becoming ignited. Do not use solvents in open containers.

When diluting an acid, always pour the acid into water. Never pour water into concentrated acid or a violent reaction may occur causing acid to be splashed around the room.

Acid splashed in one's eyes can be very severe.

The fumes of strong chemicals can do serious damage to the lungs. It is advisable to avoid unnecessary breathing of photo chemicals or press solvents.

Acids and chemicals are always stored on lower shelves to prevent accidental spilling on a workman.

The flash point of a solvent or a liquid is that temperature at which it will vaporize forming an explosive gas. Some liquids like gasoline will vaporize at room temperature and therefore are dangerous to use in a confined area. White gasoline has been used as a press wash in some

shops, but this is not a safe practice since gasoline has a flash point of 20. This means at a room temperature of 20 degrees or over the gasoline will give off a vapor which is explosive.

The temperature at which a solvent vaporizes should be well above the maximum temperature of the area in which it is used. Most shop temperatures in a mild climate seldom go above 90 degrees. In this case a solvent with a flash point of 100 would be safe. Most fire underwriters require that a solvent having a rating of 100 or more be used. A flash point of 110 would be a real good solvent as far as safety is concerned.

Solvents are to be used only where there is proper ventilation. A solvent which is not toxic even when there is up to 400 parts per million is considered to be safe to one's health, but all solvents should be used with proper ventilation. A solvent like carbon tetrachloride which is toxic when there are only 25 parts per million present is not considered safe to use in the print shop.

When it is necessary to work on moving parts of a press, the main switch must be turned off and red tagged. On duplicator presses it is satisfactory to pull the plug.

Loose clothing, jewelry, and watches are a hazard around machinery, especially presses. It is your responsibility to wear proper clothing without drawstrings, loose sleeves, etc., which might catch in moving parts or trip the wearer.

Adjustments are not to be made on a press while it is running. A pressman must not reach for a sheet which does not feed properly into the press. If a sheet hangs up in the delivery of a press, the pressman must stop the press before removing the sheet. Never try to clean any part of a press while it is running. Do not attempt to put ink on the rollers of

a press while it is running.

Refrain from using your hand as a brake to stop the flywheel. This can cause blisters. Nicks and burrs on the rim are dangerous and can cut a person's hand.

Never oil or grease a machine while the machine is in motion.

So not leave a broom against a piece of machinery. Brooms must always be returned to their proper place.

Never reach into a machine while it is running in order to clear jams or remove foreign objects. An employee's hand is more important than the short time required to stop the machine.

Guards are not to be removed from any piece of machinery, except for cleaning or adjusting the machine. The guard must be replaced before the machine is put back into operation.

Care must be exercised in opening the cover of an ink can to prevent serious cuts on the edge of the lid.

Only the operator of the machine may stop or start the machine.

Make sure all students are clear of a machine before turning on the power, then give a warning signal to anyone nearby.

Before starting a machine, make sure that all parts are in place.

Always notify your supervisor when a machine is not working properly.

It is the operator's responsibility to report any defects, peculiarities or unusual sounds which may develop in the machinery.

Rags must be kept away from moving parts of a machine. Never touch rollers of press with a rag while press is running. The State Safety laws require that a man operating a paper cutter must keep both hands on the levers until the knife completes the cut and starts to return to its normal position.

The paper cutter blade is never changed by the students. Only the instructor has the authority to change a blade.

If in doubt about any machine, tool, or process, consult with the instructor before proceeding.

Electrical repairs are not to be attempted by the students.

Never turn on a light or touch an electrical connection or a machine connected to electricity when there is water on the floor around the machine or when one's hands are wet.

When a main switch on a machine is turned off, the worker should never turn it on unless he first checks to make sure that someone has not turned it off to work on the machine or the electrical system. A serious injury could result from a man turning on a switch while someone was working on the line. Sometimes a switch is turned off when a press is not in operating condition. In this case, the man who turns it on without checking may damage the machine or cause injury to himself.

Hang an "out of order" sign on a machine which is being repaired and is not in use.

These safety rules are not sufficient instructions licensing the individual student to operate the machinery in the shop, but are considered essential knowledge before the student may be eligible to work on those lessons necessary before operating each machine.

UNIT 3:0:0 Historical Development of the Printing Processes

PURPOSE:

To teach the historical events, conditions, and the personalities that lead to the development of the four major printing processes used in today's printing industry.

CONTENT:

3:1:0 Development of the Alphabet

3:2:0 Medieval Recording

3:3:0 Invention of Movable Type

3:4:0 Invention of Line Casting Machines

3:5:0 Invention of Lithography

3:6:0 Development of Letterpress Printing Presses

3:7:0 Four Major Printing Processes

SUBUNIT: OBJECTIVE:

3:1:0 Development of the Alphabet

3:1:1 Upon completion of the study of the development of the alphabet, the student must be able to outline with an 80% accuracy the steps involved leading up to our present day alphabet.

3:2:0 Medieval Recording

3:2:1 Upon completion of the study of medieval recordings, the student should be able to write a research paper on how records were kept and reproduced during the dark ages. The report will consist of from three to six pages and must meet the conditions set forth by the instructor.

3:3:0 Invention of Movable Type

3:3:1 Upon completion of this unit, the class will be divided into groups. Each group will be assigned a specific area on the invention of movable type. Each member of the group will be required to orally present their part of the group's findings. The reports must meet the requirements set forth by the instructor.

3:4:0 Invention of Line-Casting Machines

3:4:1 Upon completion of this unit on the invention of line-casting machines, each student will be required to pass an essay examination that must meet the criteria established by the instructor to a minimum of 80% accuracy.

3:5:0 Invention of Lithography

3:5:1 Given a paper master, wax crayon, ink, and damping solution, each student will be required to make a hand produced printed copy. The quality of the print must meet the standard set forth by the instructor.

3:6:0 Development of Letterpress Printing Presses

3:6:1 Upon completion of this unit, development of the letterpress printing presses, each student will be required to make a line drawing of each of the three major styles of letterpress presses, namely platen press, cylinder press, and rotary press. Accompanying the drawings, each student must state

the reasons for the necessity of developing each of these three types of presses and lable the main parts of each type of press. Each student will be graded on the accuracy, neatness and the manner in which the material is presented.

3:7:0 Four Major Printing Processes

3:7:1 Given a handout listing the four major printing processes, each student will be required to differentiate the processes and list three items commonly printed by each method. Each student must meet this objective with 80% accuracy and meet the conditions set forth by the instructor.

UNIT 4:0:0 Composition (Hot Type)

PURPOSE:

To introduce the student to the California Job case, composing stick, type galley, proving, and the manipulative skills of hand setting foundry type.

CONTENT:

4:1:0 The Point System

4:2:0 Type Face Classifactions

4:3:0 Spacing Material

4:4:0 Type Nomenclature

4:5:0 The California Job Case

4:6:0 Type Proving

4:7:0 Proof Reading Marks

SUBUNIT: OBJECTIVES:

4:1:0 The Point System

4:1:1 Upon completion of this unit, the point system, the student must be able to identify sizes, lengths, and widths, using the point system. Given a line gauge, various pieces of type and a drawing, the student will be required to measure and record the number of points of the type and convert the drawing from inches to picas. This objective must be completed with 80% accuracy.

4:2:0 Type Face Classifications

4:2:1 Upon completion of this unit, each student will be required to hand in a sample of the seven basic type face classifications which are: 1. Roman old style, 2. Roman modern, 3. Sans-serif, 4. Square-serif, 5. Text, 6. Script, 7. Decorative. Each student must describe the characteristics he used to identify each type face classification. This objective must be completed with 80% accuracy and meet the conditions set forth by the instructor.

4:3:0 Spacing Material

4:3:1 Upon completion of this unit, the student will be required to write a report following the conditions set forth by the instructor, stating under what circumstances and conditions each type of spacing material is used. This objective must be completed with 80% accuracy.

4:4:0 Type Nomenclature

4:4:1 Upon completion of this unit, type nomenclature, the student will be given a handout upon which he will be required to label the various parts of a piece of foundry type. This must be completed with 95% accuracy.

4:4:2 Given the conditions set forth by the instructor on how to recognize the type demons, the student will be required to state orally his method of recognizing the different type deamons when presented to him in a composing stick. This must be done to the satisfaction of the instructor.

4:5:0 The California Job Case

4:5:1 Upon completion of the unit, the student will need to know the layout of the California job case so that he will be able to accurately set type and distribute it back when completed. Each student will be given a handout of the California job case, which he will memorize and then be required to fill in a blank example of the layout of the California job case. This must be done with 100% accuracy.

4:6:0 Type Proving

4:6:1 Upon completion of a demonstration by the instructor on how to tie up a form, transfer it to a galley, and pull a proof on a proof press, the student will be required to demonstrate his ability to the instructor on how to tie up a form, trans-

fer to a galley, and pull a proof on a proof press. This objective must meet the conditions set forth by the instructor.

4:7:0 Proof Reading Marks

4:7:1 Upon completion of this unit, the student will be given a handout containing paragraphs that need to be corrected. Each student will correct these paragraphs using the proper proof reading symbol for each correction. This objective must be completed with 90% accuracy and meet the conditions set forth by the instructor.

UNIT 5:0:0 Lock-Up and Inposition

PURPOSE:

The purpose of this unit is to introduce the student to the correct techniques of locking up a form by using either the square or chaser method. The student will also become familiar with how to use furniture, reglets, quoins and quoin key, and the advantages and disadvantages of the lock-up procedures.

CONTENT:

5:1:0 Square Method of Lock-Up

5:2:0 Chaser Method of Lock-Up

SUBUNIT: OBJECTIVES:

5:1:0 Square Method of Lock-Up

5:1:1 Upon completion of this unit, square method of lock-up, the student will be required to perform a square lock-up using the method as prescribed

on the handout presented by the instructor. This objective must meet the conditions set forth by the instructor under his supervision.

5:2:0 Chaser Method of Lock-Up

5:2:1 Upon completion of this unit, the student will be required to perform a chaser lock-up using the method as prescribed on the handout presented by the instructor. This objective must meet the conditions set forth by the instructor under his supervision.

UNIT 6:0:0 Press Work (Letterpress)

PURPOSE:

The purpose of this unit is to introduce the student to the platen press. Each student will learn the correct procedures of setting up the platen press for operation and will know how to ink the press, how to pack the press, set grippers, do simple make ready, feed paper through the press, and set guide pens.

CONTENT:

6:1:0 Nomenclature of the Platen Press

6:2:0 Preparation of the Press for Printing

SUBUNIT: OBJECTIVES:

6:1:0 Nomenclature of the Platen Press

6:1:1 Upon completion of unit, each student will be given a line drawing of a platen press, upon which he will be required to label all the parts of the platen press with 80% accuracy.

6:2:0 Preparation of the Press for Printing

6:2:1 Upon completion of this unit, the student will be given a handout containing the correct steps and procedures of setting up and operating a platen press. This objective will be done under the supervision of the instructor and must meet the conditions set forth by the instructor.

UNIT 7:0:0 Bindery and Finishing

PURPOSE:

The purpose of this unit is to introduce the student to the basic procedures of binding and finishing, such as using a paper cutter, drill, stitcher, folder, padding, plastic binding, and figuring stock for cutting.

CONTENT:

7:1:0 Operation of Paper Cutter

7:2:0 Operation of Paper Drill

7:3:0 Operation of Folder

7:4:0 Operation of stitcher

7:5:0 Padding Paper Stock

7:6:0 Operation of Plastic Binder

7:7:0 Figuring Stock for Cutting

SUBUNIT: OBJECTIVES:

7:1:0 Operation of Paper Cutter

7:1:1 Upon completion of a demonstration on operation of the paper cutter, the student must demonstrate his ability to use the paper cutter safely and accord-

ing to the instructions listed on a handout. This objective must meet the conditions set forth by the instructor.

7:2:0 Operation of Paper Drill

7:2:1 Upon completion of a demonstration on operation of the paper drill, the student must demonstrate his ability to use the paper drill safely and according to the instructions listed on a handout. This objective must meet the conditions set forth by the instructor.

7:3:0 Operation of the Folder

7:3:1 Upon completion of a demonstration on the operation of the folder, the student must demonstrate his ability to use the folder safely and according to the instructions listed on a handout. This objective must meet the conditions set forth by the instructor.

7:4:0 Operation of Stitcher

7:4:1 Upon completion of a demonstration on the operation of the stitcher, the student must demonstrate his ability to use the stitcher safely and according to the instructions listed on a hand out. This objective must meet the conditions set forth by the instructor.

7:5:0 Padding Paper Stock

7:5:1 Upon completion of a demonstration on the procedures for padding paper stock, the student will be re-

quired to demonstrate his ability to pad a stack of note pads according to the instructions listed on a handout supplied by the instructor. This objective must be completed to the satisfaction of the instructor.

7:6:0 Operation of Plastic Binder

7:6:1 Upon completion of a demonstration on the operation of a plastic binder, the student must demonstrate his ability to use the plastic binder safely and according to the instructions listed on a handout. This objective must meet the conditions set forth by the instructor.

7:7:0 Figuring Stock for Cutting

7:7:1 Upon completion of this unit, the student must be able to complete the problems on paper cutting as listed on a handout supplied by the instructor with an 80% accuracy.

PART 2 Introduction to Offset

10th Grade 2nd Semester

UNIT 1:0:0 Introduction

PURPOSE:

To present an overview of the offset process of printing and its relation to the field of graphic communications.

CONTENT:

1:1:0 Course Content and Purpose

1:2:0 Equipment, Materials and Supplies

1:3:0 Policies and Standards

1:4:0 Grading

1:5:0 Assignments

SUBUNIT: OBJECTIVE:

1:1:0 Course Content and Purpose

1:1:1 Given a class outline which contains an overview of the course and its purpose, the student should be required to:

(a) State verbally his reasons for enrolling in the course, what previous experience he has had, and what training and skills he would like to acquire upon completion of the course.

(b) Give an oral report on the contributions made to society, business, industry, government and your own daily living experiences.

1:2:0 Equipment, Materials and Supplies

1:2:1 The student should be able to list the different types of equipment that will be available for his use during this course. He may use his notes as a reference to complete this objective with at least a minimum of 75% accuracy.

1:2:2 The student should be able to list the supplies that will be available for his use during this course at no cost to him, and what materials he will have to furnish himself. He may use his notes as a reference to complete this objective with a minimum of 90% accuracy.

1:3:0 Policies and Standards

1:3:1 After having been informed of the policies and standards of this course, each student will be required, when asked by the instructor, to state verbally the policies and standards of this class. This must be done to the satisfaction of the instructor.

1:4:0 Grading

1:4:1 After having completed a measurable amount of objectives, the student will be tested by a written examination and a performance test. A minimum grade of 80% accuracy should be achieved by the student.

1:4:2 Grading will be tempered by student attendance, attitude, cooperation, and class participation.

1:5:0 Assignments

1:5:1 Each assignment must meet the criteria of its objective and be approved by the instructor before the student proceeds on with the next assignment.

UNIT 2:0:0 Shop Safety

PURPOSE

After completion of this unit, the student should be able to demonstrate proper safety practices and abilities by performing them satisfactorily completing a written examination.

CONTENT

2:1:0 Eye Safety - Personal Injury

2:2:0 Shop Safety and Housekeeping

SUBUNIT: OBJECTIVE:

2:1:0 Eye Safety - Personal Injury

2:1:1 The student should demonstrate his knowledge of eye safety equipment by complying with the requirements of State eye safety laws.

2:1:2 In a shop situation, the student should demonstrate his ability to prevent personal injury to himself or others through proper conduct and use of tools and equipment.

2:2:0 Shop Safety and Housekeeping

2:2:1 Given the proper instruction and written materials, the student should demonstrate his knowledge of shop safety procedures by

completing a written examination with 100% accuracy.

2:2:2 In a shop situation, the student should demonstrate good housekeeping ability by maintaining a clean and safe working area, keeping tools and equipment clean, and returning them to their proper storage place.

Special Note: See next pages for a sample list of safety recommendations and the examination.

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The instructor should not tolerate such things as horseplay, disobedience of rules, running, throwing of articles, harassment of other pupils, and unnecessary talking.

A well-planned and active student personnel organization can be helpful in the control of student activity and should be included in a laboratory program.

The instructor should plan and carry out a program of interest to all students. By creating a high degree of interest, less dicipline problems will be encountered and consequently a safer laboratory environment will exist.

CLASS SIZE

Class sizes should not exceed State of Utah recommendations. An excessive number of students enrolled in vocational classes usually is associated with an improper ratio between the number of students and the

number of work stations (tools, benches, equipment, and machinery). This situation makes it difficult, if not impossible, to maintain safety standards and uphold the legal responsibility for accidents in vocational laboratories.

USE OF COLOR FOR SAFETY

This is one area that has been neglected somewhat. The following color code pattern should be followed throughout the shop:

A. Yellow--due to its high visibility is used for marking hazards such as:

   1. Designating the boundaries of the work area around the power machines to keep out all except the operator.
   2. Painting all obstructions that present a hazard that cannot be removed.
   3. Painting the handles of power tools and the adjusting knobs of power machines.

B. Orange--used to indicate dangerous parts of machines, as well as marking:

   1. The inside of gear boxes and electric switch boxes.
   2. The inside of pulley covers of all power equipment.
   3. Safety starting buttons.

C. Blue--designates caution against starting or using machinery and is used:

   1. To paint electric switch plates.
   2. To paint the handles of levers and controls that start or stop the equipment.

D. Red--highlights fire-protection equipment, stop signals, and points out:

   1. Flammable safety cans.

2. Danger signs.

3. Emergency stop buttons.

4. Areas that show the location of all fire extinguishers and fire hoses.

E. Green--designates safety, and it is also used:

1. To paint the location of first aid equipment.

2. To paint the location of safety equipment such as: gas masks and dust respirators.

3. As a color in safety signs and slogans.

F. Black and White--are used for traffic and good housekeeping markings, and:

1. To show the location of aisles and directional signs.

2. Areas around emergency equipment should be painted with a black and white stripe to designate that the area must be kept free and clear of debris.

SAFEGUARD

As a member of an organized personnel system, you are bound morally and legally to be reasonably prudent in maintaining safe working conditions.

If any unsafe conditions exist, or if any are brought to your attention, take immediate steps to eliminate or correct them. Where necessary, requisition safe repair, replacement or installation, and keep a carbon copy of that requisition as a safeguard against possible charges of negligence.

Keep a copy of any accident report, together with names of witnesses, dates, circumstances, etc.

LIST OF GENERAL SAFETY PRECAUTIONS

A standard operating plan should be worked out for the shop so that, in case of injury, the students, instructor and other school personnel know exactly what should be done and what assistance is available and can be offered. This plan should be posted in the shop, and all should become familiar with it.

A complete first-aid kit (unlocked) should be available in the shop. This kit should contain instructions for the use of the first-aid materials for the most common accidents.

Every injury, no matter how slight, must be referred to the school or plant medical office.

No "horseplay" of any kind can be permitted - no "joking" about a machine, no tossing of an item to another person, no splashing of water, etc. Such conduct engenders unsafe habits and is likely to cause serious injury. Unsafe conduct and practices by a student always should be promptly corrected; if they persist, the worker should be barred permanently from the shop for protection of himself and others.

Never list anything which may cause a back strain. Anything you lift must be within your ability to handle safely and easily. When lifting, use your leg muscles and keep your back straight to prevent rupture or spine injury.

Paper cuts, bruises, and minor cuts requiring first aid must be brought to the attention of the instructor.

Learn the location of the shop fire extinguishers.

Do not approach a person suddenly or speak in a manner which might be startling, as this could cause an accident.

Tools should not be carried in pockets because the tool can cause clothing to be pulled into the press or it is possible that the tool could fall out of a persons pocket and into a machine. Carrying a ruler in one's hip pocket is a dangerous practice.

When handling paper it is necessary to keep the edge of a sheet of paper away from one's fingers and hands. Paper cuts are painful and can be poisonous.

When cutting with the aid of a straight edge, be careful that your fingers do not extend over the edge or a razor sharp stripping knife can cause a serious cut.

Never place a heavy article on high places where it could fall and cause injury.

The darkroom trimming board must be kept with the knife in the closed position when not in use.

Carbon arcs produce ultra-violet rays which are harmful to the eyes. Never look directly at the arc light, especially at close range.

Never lean on the glass top of a light table. Relatively little pressure could break the glass and cause serious cuts to the student.

Do not lift the glass on the vacuum frame unless the vacuum reads zero or there is a danger of breaking the glass.

Loose clothing is a hazard around printing machinery. Jacket or bulky sleeves are not to be worn when operating a press or machine. Wear short sleeve shirts and tuck in the shirt tail or roll up long sleeve shirts, sweaters. Cleanliness is a safety factor. An untidy shop is an unsafe shop.

Never work alone in a print shop. There have been cases where an individual has become caught in the machinery or hurt when there was no

one to help. Serious accidents have occurred when men have slipped on paper dropped on the floor. Never allow a piece of waste paper to remain on the floor.

All floors must be kept dry and free of oil, solvents, etc., at all times. Any liquids which accidentally spill on the floor must be cleaned up immediately to prevent someone from slipping.

Oil spilled on floors must be wiped up immediately. Oil, water or paper can cause a floor to be slick enough to cause a serious accident. In case of fire or fire alarm, walk to the nearest exit.

Containers are provided for the disposal of dirty wiping rags. Do not throw rags in the trash cans.

Smoking is not permitted in any area where inflammable solvents or liquids are used. Never pour volatile solvents down a drain or sewer.

Never tilt a chair. A backward fall can cause a cracked skull or a sprain of the spine.

Always keep your mind on your work. A lapse of attention could cause an accident.

Chemicals should be identified by label rather than smell. If you do not know what is in a container, ask. Always wash your hands immediately after using chemicals.

The breathing of chemicals or solvents or the fumes of such is not in keeping with good safety practices.

Ammonium dichromate is one of the chemicals used in the offset shop and is poisonous to some people. Those who are allergic to chemicals often break out in a rash when they come in contact with certain chemicals so it is best to use rubber gloves and keep the dichromate solutions off the skin as much as possible. Some people are affected merely by breathing the fumes while others will work with chromates for years without trouble.

When a person becomes sensitive to chemicals, it is necessary to change vocations. Fortunately most people are unaffected. Ditto fluid is poisonous. It has the characteristic of attacking the optic nerve causing blindness or death.

The pressroom area and the darkroom use chemicals which cause those areas to have a high concentration of chemical fumes in the air. It is the responsibility of anyone and everyone in the area to see to it that there is proper ventilation in these areas.

Press solvents must be in safety containers which have self-closing spouts to prevent the liquid from becoming ignited. Do not use solvents in open containers.

When diluting an acid, always pour the acid into water. Never pour water into concentrated acid or a violent reaction may occur causing acid to be splashed around the room.

Acid splashed in ones eyes can be very severe.

The fumes of strong chemicals can do serious damage to the lungs. It is advisable to avoid unnecessary breathing of photo chemicals or press solvents.

Acids and chemicals are always stored on lower shelves to prevent accidental spilling on a workman.

The flash point of a solvent or a liquid is that temperature at which it will vaporize forming an explosive gas. Some liquids like gasoline will vaporize at room temperature and therefore are dangerous to use in a confined area. White gasoline has been used as a press wash in some shops, but this is not a safe practice since gasoline has a flash point of 20. This means at a room temperature of 20 degrees or over the gasoline will give off a vapor which is explosive.

The temperature at which a solvent vaporizes should be well above the maximum temperature of the area in which it is used. Most shop temperatures in a mild climate seldom go above 90 degrees. In this case, a solvent with a flash point of 100 would be safe. Most fire underwriters require that a solvent having a rating of 100 or more be used. A flash point of 110 would be a real good solvent as far as safety is concerned.

Solvents are to be used only where there is proper ventilation. A solvent which is not toxic even when there is up to 400 parts per million is considered to be safe to ones health, but all solvents should be used with proper ventilation. A solvent like carbon tetrachloride which is toxic when there are only 25 parts per million present is not considered safe to use in the print shop.

When it is necessary to work on moving parts of a press, the main switch must be turned off and red tagged. On duplicator presses it is satisfactory to pull the plug.

Loose clothing, jewelry, and watches are a hazard around machinery, especially presses. It is your responsibility to wear proper clothing without drawstrings, loose sleeves etc. which might catch in moving parts or trip the wearer.

Adjustments are not to be made on a press while it is running. A pressman must not reach for a sheet which does not feed properly into the press. If a sheet hangs up in the delivery of a press, the pressman must stop the press before removing the sheet. Never try to clean any part of a press while it is running. Do not attempt to put ink on the rollers of a press while it is running.

Refrain from using your hand as a brake to stop the flywheel. This can cause blisters. Nicks or burrs on the rim are dangerous and can cut a person's hand.

Never oil or grease a machine while the machine is in motion.

Do not leave a broom against a piece of machinery. Brooms must always be returned to their proper place.

Never reach into a machine while it is running in order to clear jams or remove foreign objects. An employee's hand is more important than the short time required to shop the machine.

Guards are not to be removed from any piece of machinery, except for cleaning or adjusting the machine. The guard must be replaced before the machine is put back into operation.

Care must be exercised in opening the cover of an ink can to prevent serious cuts on the edge of the lid.

Only the operator of the machine may stop or start the machine.

Make sure all students are clear of a machine before turning on the power, then give a warning signal to anyone nearby.

Before starting a machine, make sure that all parts are in place.

Always notify your supervisor when a machine is not working properly.

It is the operator's responsibility to report any defects, peculiarities or unusual sounds which may develop in the machinery.

Rags must be kept away from moving parts of a machine. Never touch rollers of the press with a rag while press is running. The State safety laws require that a man operating a paper cutter must keep both hands on the operating levers until the knife completes the cut and starts to return to its normal position.

The paper cutter blade is never changed by the students. Only the instructor has the authority to change the blade.

If in doubt about any machine, tool or process, consult with your instructor before proceeding.

Electrical repairs are not to be attempted by the students.

Never turn on a light or touch an electrical connection or a machine connected to electricity when there is water on the floor around the machine or when one's hands are wet.

When a main switch on a machine is turned off, the worker should never turn it on unless he first checks to make sure that someone has not turned it off to work on the machine or the electrical system. A serious injury could result from a man turning on a switch while someone was working on the line. Sometimes a switch is turned off when a press is not in operating condition. In this case, the man who turns it on without checking may damage the machine or cause injury to himself.

Hang an "out of order" sign on a machine which is being repaired and is not in use.

These safety rules are not sufficient instructions licensing the individual student to operate the machinery in the shop, but are considered essential knowledge before the student may be eligible to work on those lessons necessary before operating each machine.

UNIT 3:0:0 Printing Processes

PURPOSE:

To teach the historical events, conditions and the personalities that lead to the development of the four major printing processes used in today's printing industry.

CONTENT:

3:1:0 Development of the Alphabet

3:2:0 Medieval Recording

3:3:0 Invention of Movable Type

3:4:0 Invention of Lithography

3:5:0 Development of the Offset Printing Presses

3:6:0 Four Major Printing Processes

SUBUNIT: OBJECTIVE:

3:1:0 Development of the Alphabet

3:1:1 Upon completion of the study of the development of the alphabet, the student must be able to outline with an 80% accuracy, the steps involved leading up to our present day alphabet.

3:2:0 Medieval Recording

3:2:1 Upon completion of the study of medieval recordings, the student should be able to write a research paper on how records were kept and reproduced during the dark ages. The report will consist of from three to six pages and must meet the conditions set forth by the instructor.

3:3:0 Invention of Movable Type

3:3:1 Upon completion of this unit, the class will be

divided into groups. Each group will be assigned a specific area on the invention of movable type. Each member of the group will be required to orally present their part of the group's findings. The reports must meet the requirements set forth by the instructor.

3:4:0 Invention of Lithography

3:4:1 Given a paper master, wax crayon, ink, and damping solution, each student will be required to make a hand produced printed copy. The quality of the print must meet the standard set forth by the instructor.

3:5:0 Development of the Offset Printing Presses

3:5:1 Upon completion of this unit, development of the offset printing presses, each student will be required to write a research paper on the development of the offset printing presses, consisting of not more than three pages of type written copy. Each student will be graded on the neatness, manner and conditions set forth by the instructor.

3:6:0 Four Major Printing Processes

3:6:1 Given a handout listing the four major printing processes, each student will be required to differentiate the processes and list three items commonly printed by each method. Each student must meet this objective with 80% accuracy and meet the conditions set forth by the instructor.

UNIT 4:0:0 Layout and Design

PURPOSE:

The purpose of this unit is to introduce the student to some of the basic principles of layout and design. This unit will cover the following areas: proportion, balance, thumbnail sketches, rough layout, comprehensive layout, point system, type face classification, proof reading, copy fitting, and camera ready copy.

CONTENT:

4:1:0 Proportion

4:2:0 Balance

4:3:0 Thumbnail, Rough, and Comprehensive Layouts

4:4:0 Point System

4:5:0 Type Face Classification

4:6:0 Proof Reading

4:7:0 Copy Fitting

4:8:0 Camera Ready Copy

SUBUNIT: OBJECTIVE:

4:1:0 Proportion

4:1:1 Given a problem on proportions, the student will use the Golden Oblong method in selecting a pleasing size for a book cover. The student will be required to explain and show by a drawing how he arrived at his answer. This objective must be completed with 100% accuracy and meet the conditions set forth by the instructor.

4:1:2 Given a problem on proportions, the student will use the Regular Oblong method in selecting a pleas-

ing size for menu. The student will be required to explain and show by a drawing how he arrived at his answer. This objective must be completed with 100% accuracy and meet the conditions set forth by the instructor.

4:2:0 Balance

4:2:1 Given a handout containing a layout problem on balance consisting of a line of display copy, an illustration, a paragraph of type, and a signature, the student will arrange all elements into two (2) layouts. One layout will consist of formal balance and the other layout will consist of informal balance. This objective must be completed to 90% accuracy and meet the conditions set forth by the instructor.

4:3:0 Thumbnail, Rough and Comprehensive Layouts

4:3:1 Given a handout containing a problem for making layouts, the student will use the proper indications in making a number of thumbnail sketches. From these sketches he will choose one and make a rough layout. From the rough layout he will make a comprehensive layout. This objective will be completed with at least 80% accuracy and meet the conditions set forth by the instructor.

4:4:0 Point System

4:4:1 Given a line drawing containing various lengths of lines in inches, the student will convert the

inches in to picas and the picas into points. This must be done with at least 85% accuracy and meet the conditions set forth by the instructor.

4:5:0 Type Face Classification

4:5:1 Given a handout containing various styles of type which can be placed within one of the seven different type classifications, the student will be required to identify and place each printed type face in its proper category and describe the characteristics he used to identify the type face classification in which it fit. This objective must be completed with 80% accuracy and meet the conditions set forth by the instructor.

4:6:0 Proof Reading

4:6:1 Upon completion of this unit, proof reading marks, the student will be given a handout containing paragraphs that need to be corrected. Each student will correct these paragraphs using the proper proof reading symbol for each correction. This objective must be completed with 90% accuracy and meet the conditions set forth by the instructor.

4:7:0 Copy Fitting

4:7:1 Given a handout containing the necessary instructions and type written copy the student will be required to determine the amount of space necessary to accommodate the type written copy. The student must illustrate by a line drawing the size and

shape of the area the type will occupy. This must be completed with 80% accuracy and meet the conditions set forth by the instructor.

4:7:2 Given a handout containing the necessary instructions and a line drawing illustrating a given area, the student will be required to determine the number of words that would have to be written to fill the area. This must be completed with 80% accuracy and meet the conditions set forth by the instructor.

4:8:0 Camera Ready Copy

4:8:1 Given a handout containing the necessary instructions, various sizes of printed type and illustrations, the student will be required to cut out and paste the samples into a pleasing arrangement as the job requires as set forth in the instructions. This objective must be completed to the satisfaction of the instructor.

UNIT 5:0:0 Composition (Cold Type)

PURPOSE:

The purpose of this unit is to introduce the student to the various cold type setting devices that are available to the printing industry today.

CONTENT:

5:1:0 Development of Cold Type Setting Devices

5:2:0 Operation of Equipment for Setting Body Copy

5:3:0 Operation of Equipment for Setting Display Copy

SUBUNIT: OBJECTIVE:

5:1:0 Development of Cold Type Setting Devices

5:1:1 Upon completion of this unit, the class will be divided into groups. Each group will be assigned a specific area on the development of cold type setting devices. Each member of the group will be required to orally present their part of the groups findings. The reports must meet the requirements set forth by the instructor.

5:2:0 Operation of Equipment for Setting Body Copy

5:2:1 Upon completion of a demonstration on the equipment for setting body copy the student will be required to demonstrate his ability to use the equipment safely and according to the conditions set forth by the instructor. This objective must meet the satisfaction of the instructor.

5:3:0 Operation of Equipment for Setting Display Copy

5:3:1 Upon completion of a demonstration on the equipment for setting display copy, the student will be required to demonstrate his ability to use the equipment safely and according to the conditions set forth by the instructor. This objective must meet the satisfaction of the instructor.

UNIT 6:0:0 Camera

PURPOSE:

The purpose of this unit is to introduce the student to the basic

operations of a process camera, film and darkroom procedures.

CONTENT:

6:1:0 Process Camera Characteristics

6:2:0 Darkroom Procedures

6:3:0 Lithographic Films

6:4:0 Camera Techniques

SUBUNIT: OBJECTIVES:

6:1:0 Process Camera Characteristics

6:1:1 Upon completion of this unit, process camera characteristics, the student will be given a line drawing of a process camera upon which he will be required to label the major parts of the camera and explain their function. This must be completed with 90% accuracy and meet the conditions set forth by the instructor.

6:2:0 Darkroom Procedures

6:2:1 Upon completion of this unit, darkroom procedures, the student will be given a procedure outline describing the steps necessary in setting up a film processing cycle. This must be done according to the conditions set forth by the instructor.

6:3:0 Lithographic Films

6:3:1 Upon completion of this unit, lithographic films, the student will be required to take an examination on the types of film and film characteristics. This must be completed with an 80% accuracy and meet the conditions set forth by the instructor.

6:4:0 Camera Techniques

6:4:1 Upon completion of this unit, camera techniques, and given a sheet of litho film line copy, chemicals and a process camera, the student will expose, develop, fix and dry the film to the criteria set by the instructor.

UNIT 7:0:0 Masking and Plate Making

PURPOSE:

The purpose of this unit is to introduce the student to the basic techniques of masking negatives and preparing plates for the offset press.

CONTENT:

7:1:0 Basic Masking Techniques

7:2:0 Basic Plate Making Techniques

SUBUNIT: OBJECTIVES:

7:1:0 Basic Masking Techniques

7:1:1 Upon completion of this unit, basic masking techniques, the student will use a line negative, a preruled masking sheet, exacto knife, opaque and opaquing brush and prepare a negative on a masking paper from the image area. He will further prepare the negative for plate making by opaquing out the unwanted marks and pinholes. This objective must meet the criteria set forth by the instructor.

7:2:0 Basic Plate Making Techniques

7:2:1 Upon completion of this unit, basic plate making

techniques, the student will be given a pre-sensitized negative working metal working plate, plate processing chemicals, and a plate exposure unit. The student will be required to expose and process the plate according to the criteria set forth by the instructor.

UNIT 8:0:0 Offset Press Work

PURPOSE:

The purpose of this unit is to introduce the student to the basic operations of the offset press.

CONTENT:

8:1:0 Basic Press Nomenclature

8:2:0 Basic Press Operating Procedures

SUBUNIT: OBJECTIVES:

8:1:0 Basic Press Nomenclature

8:1:1 Given a line drawing of an offset press, the student will be required to label the parts as shown on the drawing and explain their function. This objective must be done to an accuracy of 100% and meet the conditions set forth by the instructor.

8:2:0 Basic Press Operating Procedures

8:2:1 Given a handout listing the basic operating procedures of an offset press and under the supervision of the instructor, the student will be required to print a number of acceptable copies. This objective must meet the criteria set forth by

the instructor.

UNIT 9:0:0 Bindery and Finishing

PURPOSE:

The purpose of this unit is to introduce the student to the basic procedures of binding and finishing, such as using a paper cutter, drill, stitcher, folder, padding, plastic binding, and figuring stock for cutting.

CONTENT:

9:1:0 Operation of Paper Cutter

9:2:0 Operation of Paper Drill

9:3:0 Operation of Folder

9:4:0 Operation of Stitcher

9:5:0 Padding Paper Stock

9:6:0 Operation of Plastic Binder

9:7:0 Figuring Stock for Cutting

SUBUNIT: OBJECTIVES:

9:1:0 Operation of Paper Cutter

9:1:1 Upon completion of a demonstration on operation of the paper cutter, the student must demonstrate his ability to use the paper cutter safely and according to the instructions listed on a handout. This objective must meet the conditions set forth by the instructor.

9:2:0 Operation of Paper Drill

9:2:1 Upon completion of a demonstration on operation of the paper drill, the student must demonstrate his

ability to use the paper drill safely and according to the instructions listed on a handout. This objective must meet the conditions set forth by the instructor.

9:3:0 Operation of the Folder

9:3:1 Upon completion of a demonstration on the operation of the folder, the student must demonstrate his ability to use the folder safely and according to the instructions listed on a handout. This objective must meet the conditions set forth by the instructor.

9:4:0 Operation of Stitcher

9:4:1 Upon completion of a demonstration on the operation of the stitcher, the student must demonstrate his ability to use the stitcher safely and according to the instructions listed on a handout. This objective must meet the conditions set forth by the instructor.

9:5:0 Padding Paper Stock

9:5:1 Upon completion of a demonstration on the procedures for padding paper stock, the student will be required to demonstrate his ability to pad a stack of note pads according to the instructions listed on a handout supplied by the instructor. This objective must be completed to the satisfaction of the instructor.

9:6:0 Operation of Plastic Binder

9:6:1 Upon completion of a demonstration on the operation of a plastic binder, the student must demonstrate his ability to use the plastic binder safely and according to the instructions listed on a handout. This objective must meet the conditions set forth by the instructor.

9:7:0 Figuring Stock for Cutting

9:7:1 Upon completion of this unit, figuring stock for cutting, the student must be able to complete the problems on paper cutting as listed on a handout supplied by the instructor, with an 80% accuracy.

ERIC

GRAPHIC ARTS SAFETY TEST

T F 1. Strong acid should never be poured into water.

T F 2. Acid fumes and chemicals can damage the lungs.

T F 3. Acids and chemicals should be stored on upper shelves.

T F 4. Workers should avoid breathing chemicals and solvents as much as possible.

T F 5. Water or paper on the floor cannot be considered dangerous.

T F 6. It is not necessary to remove water from the floor if it is estimated that it would dry up by itself.

T F 7. It is dangerous to touch a light switch, an electrical connection or a machine connected to electricity when there is water on the floor or ones hands are wet.

T F 8. Concentrated chemical fumes are never dangerous in a print shop.

T F 9. Each worker must be sure that ventilation is adequate in the area in which he is working rather than expecting others to insure his safety.

T F 10. The film cutter or trimming board handle remains up for more rapid operation.

T F 11. The only time a person should operate a machine is after he has been given permission to do so.

T F 12. It is a good safety procedure to refrain from talking to a person operating print shop machinery.

T F 13. A student may operate a machine without permission if he is sure he knows how to handle the machine.

T F 14. It is a good safety practice not to approach a person suddenly or speak in a manner which could startle a person and cause an accident.

T F 15. Loose clothing is worn in a print shop to insure speedy movement.

T F 16. Cleanliness is not a safety factor.

T F 17. A pressman should keep his hands out of the press while it is running.

T F 18. An untidy shop is an unsafe shop.

T F 19. A man should never take a chance as far as safety is concerned.

T F 20. A pressman must never reach for a sheet which does not feed properly until the press has stopped.

T F 20A. Never touch a roller on a press with a rag while the press is running.

T F 21. It is all right to clean the press while it is running.

T F 22. It is permissible to put ink on the press rollers while it is running.

T F 23. It is not safe to lean on the glass top of a light table.

T F 24. The ends of the rollers may be cleaned with a rag while the press is running.

T F 25. Serious and painful cuts can be the result of improper handling of paper.

T F 26. A qualified ward may change a dull cutter blade without direct instruction from the instructor if he is positive it needs it.

T F 27. The instructor may at his discretion engage the assistance of a ward or instruct a ward in how to change the paper cutter knife.

T F 28. The paper cutter blade is not of any particular danger, since it does not travel any distance or at a high speed.

T F 29. Practical jokes and horseplay is not permitted in the print shop.

T F 30. Paper cuts, bruises and minor cuts require first aid and must be brought to the attention of the instructor.

T F 31. The breathing of chemical fumes is not in keeping with safety practices.

T F 32. The State safety laws require that a man operating a paper cutter must keep both hands on the operating levers until the knife completes the cutting stroke.

T F 33. Ditto fluid when taken internally attacks the optic nerve and causes blindness or death.

T F 34. Loose clothing, jewelry, rings, watches, etc., whould not be worn around printing machinery because these items could get caught and damage the machine or the worker.

T F 35. Tools should not be carried in pants pockets because they become a safety hazard.

T F 36. It is considered safe to carry a ruler in one's hip pocket.

T F 37. When the main switch of a press or machine is turned off, the worker should not turn it on until he has checked to find out the reason for it being off.

T F 38. A tag on the switchboard or a note means that the electric line is being worked on and that throwing a switch could electrocute someone.

T F 39. Solvents with a flash point of over 100 are considered safe.

T F 40. The use of solvents does not necessitate consideration as far as ventilation is concerned.

T F 40A. Never touch a roller on the press with a rag while the press is running.

T F 41. It is customary to locate bulk storage of solvents near the press for convenience.

T F 42. Press solvents must be in safety containers with self-closing spouts.

T F 43. It is all right to use open containers for solvents if this is more convenient.

T F 44. Smoking is not permitted around solvents or volatile liquids.

T F 45. Dirty wiping rags are to be thrown in the trash.

T F 46. A soiled wiping rag may be thrown on top of the oily waste can.

T F 47. Dirty solvents should be disposed of by pouring them down the drain.

T F 48. The cover to the rag can must be closed.

T F 49. It is O.K. to remove a guard from a press if it is put back on within a day or two.

T F 50. Oil is dangerous when left on the floor.

T F 51. A broom may be left against a machine temporarily if it is to be used in the near future.

T F 52. Some people are allergic to Ammonium Dichromate.

T F 53. It is advisable to use gloves to avoid contact with chemicals as much as possible to avoid becoming allergic or sensitive to certain chemicals.

T F 54. A close range look directly at a carbon arc lamp can cause damage to the eyes.

T F 55. We often grease a press while it is running to save time.

T F 56. The supervisor should always be notified immediately when a machine is not operating properly.

T F 57. Always keep rags away from moving parts of a machine.

T F 58. Common sense is important as far as safety is concerned.

T F 59. This safety test does not license the student to operate equipment.

T F 60. Safety is everybody's business.

T F 60A. Never touch the roller on a press with a rag while the press is running.

T F 61. It is quite practical to use your hand as a brake to stop a flywheel.

T F 62. Serious cuts can result from carelessly removing an ink can lid.

T F 63. Each ward must consult with the instructor if he is in doubt about a safe way of operating a machine.

T F 64. It is a good practice to smell a chemical to determine what is is.

T F 65. A person should wash his hands after handling chemicals.

T F 66. Tilting back in a chair is not a safe practice.

T F 67. A lapse of attention or distraction can cause an accident.

T F 68. It is not necessary to warn students standing near a press because they should not be in a position in which they could be hurt.

T F 69. Solvents must be kept in safety cans according to law rather than an open container.

T F 70. When starting a press it is safe to assume that the last person has left it in proper condition.

T F 71. A student may attempt a simple electrical repair if he knows how.

T F 72. The main switch should be turned off when working on a press moving part.

T F 73. When a main switch is turned off to work on the machinery it is advisable to Red Tag the switch or pull the plug.

T F 74. When a machine is being repaired, the student should hang an "out of order" sign on the press.

T F 75. It is not advisable to work alone in a print shop.

T F 76. A good printer will know the location of the fire extinguisher in the shop.

T F 77. The best way to lift heavy objects is by use of the back muscles.

T F 78. Heavy objects should not be placed on ladders, window sills, or high shelves.

T F 79. Never touch the rollers of a press with a rag while the press is running.

This is to certify that I have received instruction on safety precautions in the Printing Labs.

I promise to observe all safety precautions and if ever in doubt regarding any operation, I will get the necessary information from my instructor.

Signed _____ Date _____
Student

Signature of Instructor _____

PART III Introduction to Advance Printing

11th Grade 1st and 2nd Semesters

UNIT 1:0:0 Introduction

PURPOSE:

To achieve a more in depth understanding, knowledge and mechanical skills in the field of offset and letter press printing.

CONTENT:

1:1:0 Course Content and Purpose

1:2:0 Equipment, Materials and Supplies

1:3:0 Policies and Standards

1:4:0 Grading

1:5:0 Assignments

SUBUNIT: OBJECTIVES:

1:1:0 Course Content and Purpose

1:1:1 Given a class outline which contains an overview of the course and its purpose, the student should be required to:

(a) State verbally his reasons for enrolling in the course, what previous experience he has had, and what training and skills he would like to acquire upon completion of the course.

(b) Give an oral report on the present activities of the printing industry in Utah as it relates to job opportunities, employee qualifications, duties and responsibilities of this occupation, entrance requirements, and compensation. This

objective must meet the criteria set forth by the instructor.

1:2:0 Equipment, Materials and Supplies

1:2:1 The student should be able to list the different types of equipment that will be available for his use during this course. He may use his notes as a reference to complete this objective with at least a minimum of 75% accuracy.

1:2:2 The student should be able to list the supplies that will be available for his use during this course at no cost to him, and what materials he will have to furnish himself. He may use his notes as a reference to complete this objective with a minimum of 90% accuracy.

1:3:0 Policies and Standards

1:3:1 After having been informed of the policies and standards of this course, each student will be required, when asked by the instructor, to state verbally the policies and standards of this class. This must be done to the satisfaction of the instructor.

1:4:0 Grading

1:4:1 After having completed a measurable amount of objectives, the student will be tested by a written examination and a performance test. A minimum grade of 80% accuracy should be achieved by the student.

1:4:2 Grading will be tempered by student attendance, attitude, cooperation, and class participation.

1:5:0 Assignments

1:5:1 Each assignment must meet the criteria of its objective and be approved by the instructor before the student proceeds on with the next assignment.

UNIT 2:0:0 Shop Safety

PURPOSE:

After completion of this unit, the student should be able to demonstrate proper safety practices and abilities by performing them and by satisfactorily completing a written examination.

CONTENT:

2:1:0 Eye Safety - Personal Injury

2:2:0 Shop Safety and Housekeeping

SUBUNIT: OBJECTIVES:

2:1:0 Eye Safety - Personal Injury

2:1:1 The student should demonstrate his knowledge of eye safety equipment by complying with the requirements of State eye safety laws.

2:1:2 In a shop situation, the student should demonstrate his ability to prevent personal injury to himself or others through proper conduct and use of tools and equipment.

2:2:0 Shop Safety and Housekeeping

2:2:1 Given the proper instruction and written materials, the student should demonstrate his knowledge of

shop safety procedures by completing a written examination with 100% accuracy.

2:2:2 In a shop situation, the student should demonstrate good housekeeping ability by maintaining a clean and safe working area, keeping tools and equipment clean, and returning them to their proper storage place.

Special Note: See next pages for a sample list of safety recommendations and the examination.

UNIT 3:0:0 Layout and Design

PURPOSE:

The purpose of this unit is to introduce the student to more advanced techniques in layout and design.

CONTENT:

3:1:0 Elements of Typography

3:2:0 Scaling, Reductions and Enlargements, and Cropping Photographs

3:3:0 Methods of Balancing Elements

3:4:0 Arrangements of Multiple Cuts and Illustrations

3:5:0 Blue Line and Brown Line Proofs

3:6:0 Color Proofing

3:7:0 Modern Layout

3:8:0 Theory of Color

SUBUNIT: OBJECTIVES:

3:1:0 Elements of Typography

3:1:1 Upon completion of this unit, elements of typography, the student will be required to list and define the ten elements of good typography. This must be done with 80% accuracy and meet the conditions set forth by the instructor.

3:2:0 Sealing, Reductions and Enlargements, and Cropping Photographs

3:2:1 Upon completion of this unit, the student will be given a photograph and required to crop it for content and also for space. The student will enlarge or reduce the photograph to meet specifications

using the diagonal line method and the proportional scale. This objective should be completed with 80% accuracy and meet the conditions set forth by the instructor.

3:3:0 Methods of Balancing Elements

3:3:1 Upon completion of this unit, methods of balancing elements, a handout will be given to the student containing various problems on balance. The student will be required to arrange and layout the elements according to the principles of good balance. The student should complete this objective with 80% accuracy and meet the conditions set forth by the instructor.

3:4:0 Arrangements of Multiple Cuts and Illustrations

3:4:1 Upon completion of this unit, arrangements of multiple cuts and illustrations, the student will be given a layout problem consisting of a number of cuts or illustrations, and a signature. He will be required to arrange these elements into a satisfactory arrangement as specified. This objective must be completed with a 85% accuracy.

3:5:0 Blue Line and Brown Line Proofs

3:5:1 Upon completion of this unit, blue line and brown line proofs, the student will be given a film negative, proof paper, chemicals, and an exposing unit. The student will be required to demonstrate his ability to the instructor, in making satisfactory

proofs.

3:6:0 Color Proofing

3:6:1 Upon completion of this unit, color proofing, the student will be given a film negative or positive, color key, chemicals and an exposing unit. The student will be required to demonstrate his ability to the instructor in making a satisfactory color key proof.

3:7:0 Modern Layout

3:7:1 Upon completion of this unit, modern layout, the student will be given a handout containing various problems. The student will be required to arrange these elements into a modern layout by using the principles of modern layout and design. This objective must be completed with 85% accuracy and meet the conditions set by the instructor.

3:8:0 Theory of Color

3:8:1 Upon completion of this unit, theory of color, the student will be required to complete a written examination covering subjects such as: primary, secondary and immediate colors, color terms color preferences and selections, psychological effect of colors and etc. This objective must be completed with a minimum of 80% accuracy.

3:8:2 The student will be required to mix inks to specified color swatches. The objective must be completed to the satisfaction of the instructor.

UNIT 4:0:0 Composition (Hot and Cold Type)

PURPOSE:

The purpose of this unit is to introduce the student to more advanced techniques in letter press composition. The student should also be able to use more advance techniques in cold type setting devices.

CONTENT:

4:1:0 Scoring

4:2:0 Numbering

4:3:0 Die-Cutting

4:4:0 Perforating

4:5:0 Ruled Forms

4:6:0 Justification of Copy

SUBUNIT: OBJECTIVES:

4:1:0 Scoring

4:1:1 Upon completion of this unit, scoring, the student should be able to demonstrate his ability to set up type using hot type setting devices and to score a job. This objective must meet the conditions set forth by the instructor.

4:2:0 Numbering

4:2:1 Upon completion of this unit, numbering, the student should be able to demonstrate his ability to set up type and number a job using letter press equipment and this objective must meet the conditions set forth by the instructor.

4:3:0 Die-Cutting

4:3:1 Upon completion of this unit, die-cutting, the student should be able to demonstrate his ability to set up type for a die-cutting job. The objective must meet the conditions set forth by the instructor.

4:4:0 Perforating

4:4:1 Upon completion of this unit, perforating, the student should be able to demonstrate his ability to set up type for a perforating job. The objective must meet the conditions set forth by the instructor.

4:5:0 Ruled Forms

4:5:1 Upon completion of this unit, ruled forms, the student should be able to demonstrate his ability to use a line-up table in producing a ruled form. This objective must meet the conditions set forth by the instructor.

4:6:0 Justification of Copy

4:6:1 Upon completion of this unit, justification of copy, the student will be able to demonstrate his ability to justify copy flush left and flush right. This objective should be completed with 100% accuracy and meet the conditions set forth by the instructor.

UNIT 5:0:0 Process Camera

PURPOSE:

The purpose of this unit is to introduce the student to advance techniques in the use of the process camera.

CONTENT:

5:1:0 Film Processing

5:2:0 Enlargements and reductions

5:3:0 Contact Printing

5:4:0 Line and Continuous Tone Copy

5:5:0 Half Tone

5:6:0 Screen Tents

SUBUNIT: OBJECTIVE:

5:1:0 Film Processing

5:1:1 Upon completion of this unit, film processing, the student will demonstrate to the instructor his ability to develop film by using the time and temperature, inspection method, and the gray scale method. This objective must be done to the satisfaction of the instructor.

5:2:0 Enlargements and Reductions

5:2:1 Upon completion of this unit, enlargements and reductions, the student will demonstrate to the instructor his ability to reduce and enlarge camera copy. This objective must meet the conditions set forth by the instructor.

5:3:0 Contact Printing

5:3:1 Upon completion of this unit, contact printing,

the student will demonstrate to the instructor his ability to make contact prints. This objective must meet the conditions set forth by the instructor.

5:4:0 Line and Continuous Tone Copy

5:4:1 Upon completion of this unit, line and continuous tone copy, the student will be required to orally state the differences between line and continuous tone copy and give examples of each. This objective must be done to the satisfaction of the instructor.

5:5:0 Half Tone

5:5:1 Upon completion of the unit, use of contact screen, the student will orally state to the instructor the proper procedure in handling and caring for a contact screen. The student also will demonstrate to the instructor his ability to properly use and care for the contact screen. This objective must be done to the satisfaction of the instructor.

5:5:2 Upon completion of this unit, the use of the Kodak computer, the student will be given a test containing problems on computing half tones. The student will be given a Kodak computer kit and a continuous tone photograph in which he will have to determine the main detail exposure and the shadow flash. This objective must be done to the satisfaction of the instructor.

5:5:3 Upon completion of the instructions given by the instructor on the procedures of making a half tone negative, the student will be required to demonstrate his ability in following the correct procedures in making a half tone negative. This objective must be done to the satisfaction of the instructor.

5:6:0 Screen Tents

5:6:1 Upon completion of this unit, screen tents, the student should be able to demonstrate his ability to the instructor on the correct procedures in using tents screens. This must be done to the satisfaction of the instructor.

UNIT 6:0:0 Stripping and Plate Making

PURPOSE:

The purpose of this unit is to introduce the student to more advance masking and plate making techniques.

CONTENT:

6:1:0 Offset and Letter Press Plates

6:2:0 General Care of Offset Plates

6:3:0 Plate Developing Procedures

6:4:0 Stripping for Color

6:5:0 Simple Step and Repeat

6:6:0 Combination, Line and Half Tone Negatives

SUBUNIT: OBJECTIVES:

6:1:0 Offset and Letter Press Plates

6:1:1 Upon completion of this unit, offset and letter press plates, the student will be required to write a research paper on offset and letter press printing plates. This report should cover plates now being used by the industry as well as the future outlook on plate developments. This objective must meet the conditions set forth by the instructor.

6:2:0 General Care of Offset Plates

6:2:1 Upon completion of this unit, general care of offset plates, the student will be given a test on the care, proper handling, and storage of offset plates. This test must be passed with an 80% accuracy.

6:3:0 Plate Developing Procedures

6:3:1 Upon completion of this unit, plate developing procedures, the student will be required to demonstrate his ability to accurately develop several kinds of offset plates by using a 21-step gray scale. This objective must meet the criteria set forth by the instructor.

6:4:0 Stripping for Color

6:4:1 Upon completion of this unit, stripping for color, the student will be required to demonstrate his ability to properly strip and complete flats con-

sisting of from two to four different colors. This objective must meet the conditions set forth by the instructor.

6:5:0 Simple Step and Repeat

6:5:1 After having been given instructions on how to do a simple step and repeat job, the student will demonstrate his ability to perform a simple step and repeat job. This objective must be completed to the satisfaction of the instructor.

6:6:0 Combination Line and Half Tone Negatives

6:6:1 After having been given the proper instructions on how to strip half tone negatives in to sections of line negatives, the student will demonstrate his ability to accurately strip half tone negatives in to sections of line negatives. This objective must meet the conditions set forth by the instructor.

UNIT 7:0:0 Press Work - Offset and Letter Press

PURPOSE:

The purpose of this unit is to give the student more advance training on the operating procedures of letter press presses and offset presses.

CONTENT:

7:1:0 Make Ready Procedures for the Platen Press

7:2:0 Operating Instructions for the Miehle Vertical Press

7:3:0 Operating Instructions for the Hiedleberg Press

7:4:0 Operating Instructions for the Offset Presses

SUBUNIT: OBJECTIVES:

7:1:0 Make Ready Procedures for the Platen Press

7:1:1 After having been given proper instructions on how to do make ready for the platen press, the student will be required to demonstrate his ability to perform proper make ready procedures.

7:2:0 Operating Instructions for the Miehle Vertical Press

7:2:1 After having been given proper instructions on how to operate and do make ready on the Miehle vertical press, the student will be required to demonstrate his ability to properly and safely operate and do make ready on the Miehle vertical press. This objective must meet all conditions set forth by the instructor

7:3:0 Operating Instructions for the Hiedleberg Press

7:3:1 After having been given proper instructions on how to operate the Hiedleberg press, the student will be required to demonstrate his ability in accurately and safely operating the Hiedleberg press. This objective must be done to the satisfaction of the instructor.

7:4:0 Operating Instructions for the Offset Presses

7:4:1 After having been given proper instructions on how to operate offset presses, the student will be required to pass a written examination and demonstrate his ability to operate the offset presses.

The written examination must be passed with 85% accuracy, and the demonstration must meet the satisfaction of the instructor.

UNIT 8:0:0 Bindery and Finishing Review Unit

PURPOSE:

The purpose of this unit is to introduce the student to the basic procedures of binding and finishing, such as using a paper cutter, drill, stitcher, folder, padding, plastic binding, and figuring stock for cutting. This is a review unit.

CONTENT:

8:1:0 Operation of Paper Cutter

8:2:0 Operation of Paper Drill

8:3:0 Operation of Folder

8:4:0 Operation of Stitcher

8:5:0 Padding Paper Stock

8:6:0 Operation of Plastic Binder

8:7:0 Figuring Stock for Cutting

SUBUNIT: OBJECTIVES

8:1:0 Operation of Paper Cutter

8:1:1 Upon completion of a demonstration on operation of the paper cutter, the student must demonstrate his ability to use the paper cutter safely and according to the instructions listed on a handout. This objective must meet the conditions set forth by the instructor.

8:2:0 Operation of Paper Drill

8:2:1 Upon completion of a demonstration on operation of the paper drill, the student must demonstrate his ability to use the paper drill safely and according to the instructions listed on a handout. This objective must meet the conditions set forth by the instructor.

8:3:0 Operation of the Folder

8:3:1 Upon completion of a demonstration on the operation of the folder, the student must demonstrate his ability to use the folder safely and according to the instructions listed on a handout. This objective must meet the conditions set forth by the instructor.

8:4:0 Operation of Stitcher

8:4:1 Upon completion of a demonstration on the operation of the stitcher, the student must demonstrate his ability to use the stitcher safely and according to the instructions listed on a handout. This objective must meet the conditions set forth by the instructor.

8:5:0 Padding Paper Stock

8:5:1 Upon completion of a demonstration on the procedures for padding paper stock, the student will be required to demonstrate his ability to pad a stack of note pads according to the instructions listed on a handout supplied by the instructor.

This objective must be completed to the satisfaction of the instructor.

8:6:0 Operation of Plastic Binder

8:6:1 Upon completion of a demonstration on the operation of a plastic binder, the student must demonstrate his ability to use the plastic binder safely and according to the instructions listed on a handout. This objective must meet the conditions set forth by the instructor.

8:7:0 Figuring Stock for Cutting

8:7:1 Upon completion of this unit, figuring stock for cutting, the student must be able to complete the problems on paper cutting as listed on a handout supplied by the instructor with an 80% accuracy.

UNIT 9:0:0 Copyright Laws

PURPOSE:

The purpose of this unit is to acquaint the student with the present copyright laws pertaining to all printed material.

CONTENT:

9:1:0 Legal Restrictions of Copyrighted Material

SUBUNIT: OBJECTIVE:

9:1:0 Legal Restrictions of Copyrighted Material

9:1:1 Upon completion of this unit, legal restrictions of copyrighted material, the student will be required to write a research paper covering the following areas: copyright notices, what may or may

not be copyrighted, counterfeiting, photographs for advertising, offensive and obscene material. This report must meet the conditions set forth by the instructor.

UNIT 10:0:0 Printing Inks

PURPOSE:

The purpose of this unit is to introduce the student to the many different types of letterpress and offset inks and how they are manufactured.

CONTENT:

10:1:0 Letterpress Inks

10:2:0 Offset Inks

10:3:0 How Printing Inks Are Manufactured

SUBJECT: OBJECTIVES:

10:1:0 Letterpress Inks

10:1:1 Upon completion of this unit, letterpress inks, the student will be given a written examination on the different types of letterpress inks. He will be required to identify and explain their various uses. This examination must be completed with 80% accuracy.

10:2:0 Offset Inks

10:2:1 Upon completion of this unit, offset inks, the students will be divided into groups and assigned a specific area on offset inks. Each group will be required to give an oral report of their find-

ings. Each member of the group will be required to give a report on his specific area. This objective must meet the conditions set forth by the instructor.

10:3:0 How Inks Are Manufactured

10:3:1 Upon completion of this unit, the student will be required to write a report on how printing inks are manufactured. This report must meet the conditions set forth by the instructor.

UNIT 11:0:0 Printing Papers

PURPOSE:

The purpose of this unit is to introduce the student to the many different types of paper that are commonly used in the printing industry.

CONTENT:

11:1:0 Categories of Paper

11:2:0 Manufacture of Paper

11:3:0 Paper Basis, Weight, and Substance

SUBUNIT: OBJECTIVES:

11:1:0 Categories of Paper

11:1:1 Upon completion of this unit, categories of paper, the student will be given an examination whereby he will be required to identify several unmarked samples of paper and place them in their proper category; bond, book, cover, index and bristol and specialty papers. This objective must meet

the conditions set forth by the instructor.

11:3:0 Paper Basis, Weight and Substance

11:3:1 Upon completion of this unit, paper basis, weight and substance, the student will be given a written examination, whereby he will be required to know what is meant by weight, substance and the determining factors relative to basis weights. This examination will cover the five paper categories and must meet the conditions set forth by the instructor.

PART 4 Vocational Graphics Communications - Printing

12th Grade

UNIT 1:0:0 Introduction

PURPOSE:

The purpose of this course is to give the student experience under actual job production conditions.

CONTENT:

1:1:0 Course Content and Purpose

1:2:0 Equipment, Materials and Supplies

1:3:0 Policies and Standards

1:4:0 Grading

1:5:0 Assignments

SUBUNIT: OBJECTIVES:

1:1:0 Course Content and Purpose

1:1:1 Given a class outline which contains an overview of the course and its purpose, the student will be required to:

(a) Give the instructor a written statement indicating what areas he is most interested in and in which he would like to become more proficient. He must also state the reasons he has chosen this field and what his future plans are upon graduation.

1:2:0 Equipment, Materials and Supplies

1:2:1 The student should be able to list the different types of equipment that he will be using during

this course. This objective must be completed to the satisfaction of the instructor.

1:2:2 The student should be able to list the supplies that will be available for his use during this course at no cost to him, and what materials he will have to furnish himself. The objective must meet the conditions set forth by the instructor.

1:3:0 Policies and Standards

1:3:1 After having been informed of the policies and standards of this course, each student will be required, when asked by the instructor, to state verbally the policies and standards of this course. This must be done to the satisfaction of the instructor.

1:4:0 Grading

1:4:1 Grading will be done by the instructors evaluation of the quality and quanity of the student's work. The attitude, attendance, initiative, cooperation and dependability of the student will determine part of the grade.

1:5:0 Assignments

1:5:1 All assignments must be worked upon and completed according to a print shop job schedule set up by the instructor.

UNIT 2:0:0 Shop Safety

PURPOSE:

After completion of this unit, the student should be able to demonstrate proper safety practices and abilities by performing them and satisfactorily completing a written examination.

CONTENT:

2:1:0 Eye Safety - Personal Injury

2:2:0 Shop Safety and Housekeeping

SUBUNIT: OBJECTIVES:

2:1:0 Eye Safety - Personal Injury

2:1:1 The student should demonstrate his knowledge of eye safety equipment by complying with the requirements of State eye safety laws.

2:1:2 In a shop situation, the student should demonstrate his ability to prevent personal injury to himself or others through proper conduct and use of tools and equipment.

2:2:0 Shop Safety and Housekeeping

2:2:1 Given the proper instruction and written materials, the student should demonstrate his knowledge of shop safety procedures by completing a written examination with 100% accuracy.

2:2:2 In a shop situation, the student should demonstrate good housekeeping ability by maintaining a clean and safe working area, keeping tools and equipment clean, and returning them to their proper storage place.

Special Note: See next pages for a sample list of safety recommendations and the examination.

ERIC

UNIT 3:0:0 Printing Management

PURPOSE:

The purpose of this unit is to introduce the student to the basic printing plant management operations and responsibilities.

CONTENT:

3:1:0 Job Scheduling

3:2:0 Preparation of Job Tickets

3:3:0 Customer and Supplier Control Forms

3:4:0 Estimating and Pricing

SUBUNIT: OBJECTIVE:

3:1:0 Job Scheduling

3:1:1 Upon completion of this unit, the student will be able to schedule the equipment and plan an efficient work flow to accomodate the jobs production. This must be done to the satisfaction of the instructor.

3:2:0 Preparation of Job Tickets

3:2:1 Upon completion of this unit, Preparation of Job Tickets, and given several job assignments, the student will be required to properly and accurately fill out the job tickets. Jobs must be done to the satisfaction and the conditions set forth by the instructor.

3:3:0 Customer and Supplier Control Form

3:3:1 Upon completion of this unit, the student will be given a written examination, whereby he will be required to identify and explain the

purpose of forms, such as: invoices, statements, bill of lading, delivery receipts, etc. This must be done to an 80% accuracy and meet the conditions set forth by the instructor.

3:4:0 Estimating and Pricing

3:4:1 Upon completion of this unit, Estimating and Pricing, the student will be required to list the necessary items in pricing a job and the methods commonly used by the printing industry. This must meet the conditions set forth by the instructor.

UNIT 4:4:0 Layout and Design

PURPOSE:

The purpose of this unit is to give the student various job assignments in which he will be required to use the skills and knowledge taught in previous layout and design units to complete the job assignments given.

CONTENT:

4:1:0 Review of Principles of Layout and Design

SUBUNIT: OBJECTIVE

4:1:0 Review of Principles of Layout and Design

4:1:1 Upon completion of this unit, Review of Principles of Layout and Design, the student will be able to complete production work on jobs assigned by the instructor. This must be done to the satisfaction of the instructor.

UNIT 5:0:0 Composition (Hot and Cold Type)

PURPOSE:

The purpose of this unit is to give the student various job assignments in which he will be required to use the skills and knowledge taught in previous composition units to complete the job assignments given.

CONTENT:

5:1:0 Review of Composition (Cold and Hot Type) Equipment

SUBUNIT: OBJECTIVE:

5:1:0 Review of Composition (Cold and Hot Type) Equipment

5:1:1 Upon completion of this unit, Review of Composition (Cold and Hot Type) Equipment, the student will be able to complete production work on jobs assigned by the instructor. The objective must be done to requirements of the instructor.

UNIT 6:0:0 Camera

PURPOSE:

The purpose of this unit is to give the student various job assignments in which he will be required to use the skills and knowledge taught in previous camera units to complete the job assignments given.

CONTENT:

6:1:0 Review of Camera, Darkroom Procedures, Line and Halftone Photography

6:2:0 Duotones

SUBUNIT: OBJECTIVE:

6:1:0 Review of Camera, Darkroom Procedures, Line and Halftone Photography

6:1:1 Upon completion of this unit, Review of Camera, Darkroom Procedures, Line and Halftone Photography, the student will be able to complete production work on jobs assigned by the instructor. This must meet the requirements set forth by the instructor.

6:2:0 Duotones

6:2:1 Upon completion of this unit, Duotone, the student will be able to expose and process the film using the proper screens and techniques. This must meet the conditions set forth by the instructor.

UNIT 7:0:0 Masking and Platemaking

PURPOSE:

The purpose of this unit is to give the student various job assignments in which he will be required to use the skills and knowledge taught in previous masking and platemaking units to complete the assignments given. The student will also be introduced to the method of masking by ruling goldenrod sheets, using the proper tools.

CONTENT:

7:1:0 Review of Masking and Platemaking Procedures

7:2:0 Triangle and T-square Method of Masking

7:3:0 Pin Register and Multiple Masking

SUBUNIT: OBJECTIVE:

7:1:0 Review of Masking and Platemaking Procedures

7:1:1 Upon completion of this unit, Review of Masking and Platemaking Procedures, the student will be able to complete production work on jobs assigned by the instructor.

7:2:0 Triangle and T-square Masking

7:3:0 Pin Register and Multiple Masking

SUBUNIT: OBJECTIVE:

7:1:0 Review of Masking and Platemaking Procedures

7:1:1 Upon completion of this unit, Review of Masking and Platemaking Procedures, the student will be able to complete production work on jobs assigned by the instructor.

7:2:0 Triangle and T-square Method of Masking

7:2:1 Upon completion of this unit, the student will demonstrate his skill in using the triangle and T-square method of masking in doing production work. This objective must meet the conditions set forth by the instructor.

7:3:0 Pin Register and Multiple Masking

7:3:1 Upon completion of this unit, the student in completing production jobs assigned by the instructor, will use film negatives, masking sheets, pin bars, and register pins in meeting the requirements set forth by the instructor.

UNIT 8:0:0 Presswork

PURPOSE:

The purpose of this unit is to give the student various assignments in letterpress and offset presswork, which he will be required to use the skills and knowledge taught in previous presswork units to complete the assignment given.

CONTENT:

8:1:0 Review of Presswork covered in previous units

SUBUNIT: OBJECTIVE:

8:1:1 Upon completion of this unit, Review of Presswork, the student will be able to complete production work on jobs assigned by the instructor. This objective must meet the requirements set forth by the instructor.

Recommended Equipment for Printing Program

Camera:

1. Vertical or horizontal process camera
2. Darkroom facilities
3. Film processing sink and trays
4. Safe lights, contact light
5. Halftone contact screens
6. Film storage cabinet

Platemaking and Masking:

1. Exposure frame
2. Light tables
3. Plate developing sink
4. Storage cabinets

Composition: (Hot and Cold):

1. Type cabinets (letterpress) and banks
2. Foundry type
3. Imposing stone and gallies
4. Composing sticks
5. Metal saw

6. Proof press

7. Lock-up furniture

8. Display typesetting machine

9. IBM Selectric composer

10. Light tables

Presswork: (Letterpress and offset)

1. Platen 10 X 15 - L.P.

2. Hydelberg platen L.P.

3. Michle vertical L.P.

4. 10 X 15 duplicator - offset

5. 14 X 17 offset press - offset

6. 11 X 17 offset press - aquamatic system - offset

7. 17 X 22 offset press

Bindery:

1. Paper cutter 26" - power knife and clamp

2. Paper folder, floor model

3. Wire stitcher - floor model

4. Paper drill

5. Plastic binder

ACCESSION NUMBER: VT100635

PUBLICATION DATE: OCT72

TITLE: PLANNING FOR CAREER EDUCATION.

DESCRIPTOR: *CAREER EDUCATION; *DEVELOPMENTAL PROGRAMS; *VOCATIONAL DEVELOPMENT; *OCCUPATIONAL INFORMATION; *TEACHING GUIDES

IDENTIFIER: *BISMARCK SCHOOL SYSTEM

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 549

ABSTRACT: TO BRIDGE THE GAP BETWEEN SCHOOL AND WORK, AN EXEMPLARY PROGRAM IN THE BISMARCK SCHOOL DISTRICT HAS PRODUCED A NUMBER OF MATERIALS REPRESENTED HERE. DEFINITION, CHARACTERISTICS AND GOALS OF CAREER EDUCATION, A PLAN FOR PROGRAM IMPLEMENTATION, AND A SET OF OBJECTIVES AND EXPERIENCES BY GRADE LEVEL ARE INCLUDED. CAREER DEVELOPMENT ACTIVITIES, PRESENTED IN A 3-COLUMN TEACHING GUIDE, INTEGRATE CAREER INFORMATION INTO THE CURRICULUM OF THE ELEMENTARY AND SECONDARY GRADES OF WORK IN ART, SOCIAL STUDIES, MATHEMATICS, MUSIC, ENGLISH, AND SCIENCE. (MU)

CONTRACT NUMBER: OEC-0-70-4752(361)

INSTITUTION NAME: NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION, BISMARCK.

SPONSORING AGENCY NAME: BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.

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PLANNING FOR CAREER EDUCATION

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NORTH DAKOTA'S

EXEMPLARY PROGRAM

BRIDGING THE GAP BETWEEN SCHOOL AND WORK

ERIC

Exemplary Project in Career Education

Conducted Under

Part D of Public Law 90-576

Project No. 0-361-0047
Contract No. OEC-0-70-4752(361)

Project Director: Larry Selland
Project Staff: Marvin Kollman
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The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

October 1972

"Buy North Dakota Products"

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FOREWORD

The 1968 Vocational Education Amendments called attention to the need for innovative programs in education that would help students bridge the gap between school and work. In response to this legislation the State Board for Vocational Education in cooperation with the Department of Public Instruction, the Bismarck School District and others have initiated a developmental program in Career Education. The program is in the second year of a three year program in developing and field testing a model for Career Education.

The following materials have been compiled by the Staff of North Dakota's Exemplary Career Education program. The contents are designed simply as a point of information for persons that are interested in the basic concepts of Career Education.

Activities and experiences addressing themselves to the Career Education concepts are presently being developed and field tested by volunteer teachers in the Bismarck School District which is the developmental site. In addition, teachers in several other school districts of varying size are participating in "field testing" activities.

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NEED FOR CAREER EDUCATION

A fundamental purpose of education is to prepare people to live a productive and rewarding life. For far to many Americans our schools are failing in this essential mission.

In typical schools throughout the country young people complain that curriculums are dull and irrelevant, that their education is not opening pathways to a fulfilling adulthood. Substantial numbers of students score below their grade level in basic skills; high dropout rates, absenteeism, academic failure, drug abuse, vandalism, and assaults on administrators, teachers, and pupils signal their discontent.

It is a rare high school that equips all its students to make the choice upon graduation of entering the job market with a salable skill or of continuing their education. Too often the graduate has neither option, let alone the opportunity to select one or the other.

Nearly 2.5 million students leave the formal education system of the United States each year without adequate preparation for a career. In 1970, not counting enrollment in homemaking, only about one high school student in six was enrolled in occupational preparation. More persons are graduating from a 4-year college with a bachelor's degree than there are jobs for degree holders. By the end of this decade eight out of 10 jobs in America will not require a baccalaureate degree.

In a modern society, formal education stands directly between a person and his ability to support himself and his family. If the quality or the appropriateness of any child's formal education is poor, what might have been a roadway to opportunity will remain a barrier. To fail to fulfill a responsibility in this respect means to render a large proportion of the future citizens of this country economically obsolete.

More appropriate curriculums must be developed, validated, and installed and they must be used more realistically if we are to meet the needs and desires of students and serve the purposes of society.

Taken From

Career Education
S.P. Marland, Jr., Commissioner
DHEW Publication No. (OE) 72-39
1971

DEFINITION OF CAREER EDUCATION

Career education is an integral part of education. It is a concept that includes as its main thrust the preparation of all students for a successful life of work by increasing their options for occupational choice and attainment of job skills, and by enhancing learning achievement in all subject matter areas. Career education is a series of growth experiences which begins in the home and continues at the pre-school and elementary, junior high and senior high, post-secondary and adult levels of education. Emphasis is placed on career awareness, orientation and exploration of the world of work, decision-making relative to additional education, preparation for employment, and understanding the interrelationship between a career and one's life style. It provides purposefully planned and meaningfully taught experiences which contribute to self-development as it relates to various career patterns. Career education calls for a total effort of the home, school and community to help all individuals become familiar with the values of a work oriented society, to integrate these values in their lives in a way that work becomes useful, meaningful and satisfying.

GENERAL GOALS OF CAREER EDUCATION

The main thrust of career education is to prepare all students for a successful life of work by increasing their options for occupational choice and by enhancing learning achievement in all subject areas and at all levels of education. The general goals of the exemplary program in career education include:

1. To develop favorable attitudes toward the personal, psychological, social and economic significance of work.

2. To develop appreciation for the worth of all types and levels of work.

3. To develop skill in decision-making for choosing and changing career directions.

4. To develop capability of making considered choices of career goals, based upon development of self in relation to the range of career options.

5. To develop capability of charting a course for realization of self-established career goals in keeping with individual desires, needs and opportunities.

6. To develop knowledge, skill and attitudes necessary for entry and success in a career.

DEVELOPMENTAL PHASES OF CAREER EDUCATION

In scope, career education encompasses educational experiences beginning with early childhood and continuing through the individuals productive life. The developmental phases of the exemplary project in career education include:

1. Self and Career Awareness

   A program to familiarize students with the world of work including the many kinds of work people do and the interrelationship of such work in producing and using goods and services. Emphasis is placed upon attitudes, values, dignity of work, and the relationship of manipulative activities to the total instructional programs.

2. Occupational Orientation and Exploration

   A program consisting of laboratory instruction (1) to give students first-hand experiences with the kinds and levels of work performed in a broad range of industry and occupations for which special skills are required; (2) to inform them of requirements and qualifications for particular careers; (3) to acquaint them with the significance of changing and evolving technologies; (4) to instill in them an understanding and appreciation for the dignity of work; and (5) to assist them in making informed and meaningful career selections.

3. Occupational Exploration and Beginning Specialization

   A program designed to provide transitional experiences to bridge the gap between the awareness/orientation focus and specialized in-depth offerings. Experiences will provide students with the opportunity to select and explore an occupational cluster for the purpose of assessing his performance, aptitudes, and interests.

4. Vocational-Technical Education

   A program of education organized to prepare the learner for entrance into a particular chosen vocation or to upgrade employed workers; including such divisions as trades and industrial education, technical education, agricultural education, distributive education, office education, and home economics education.

5. Higher Education

   A program of education organized to prepare the student for employment into one of the many professional occupational opportunities that exist. It provides opportunity for training, retraining and upgrading of skills as well as providing the cultural enrichment for those people desiring to pursue the baccalaureate degree.

6. Adult and Continuing Education

   A program of laboratory experiences for adults and out-of-schools youth who may benefit from broad, basic instruction related to the educational needs of the community.

MODELS FOR CAREER EDUCATION

The following graphic representation of Career Education shows a continuous focus from pre-school to adulthood.

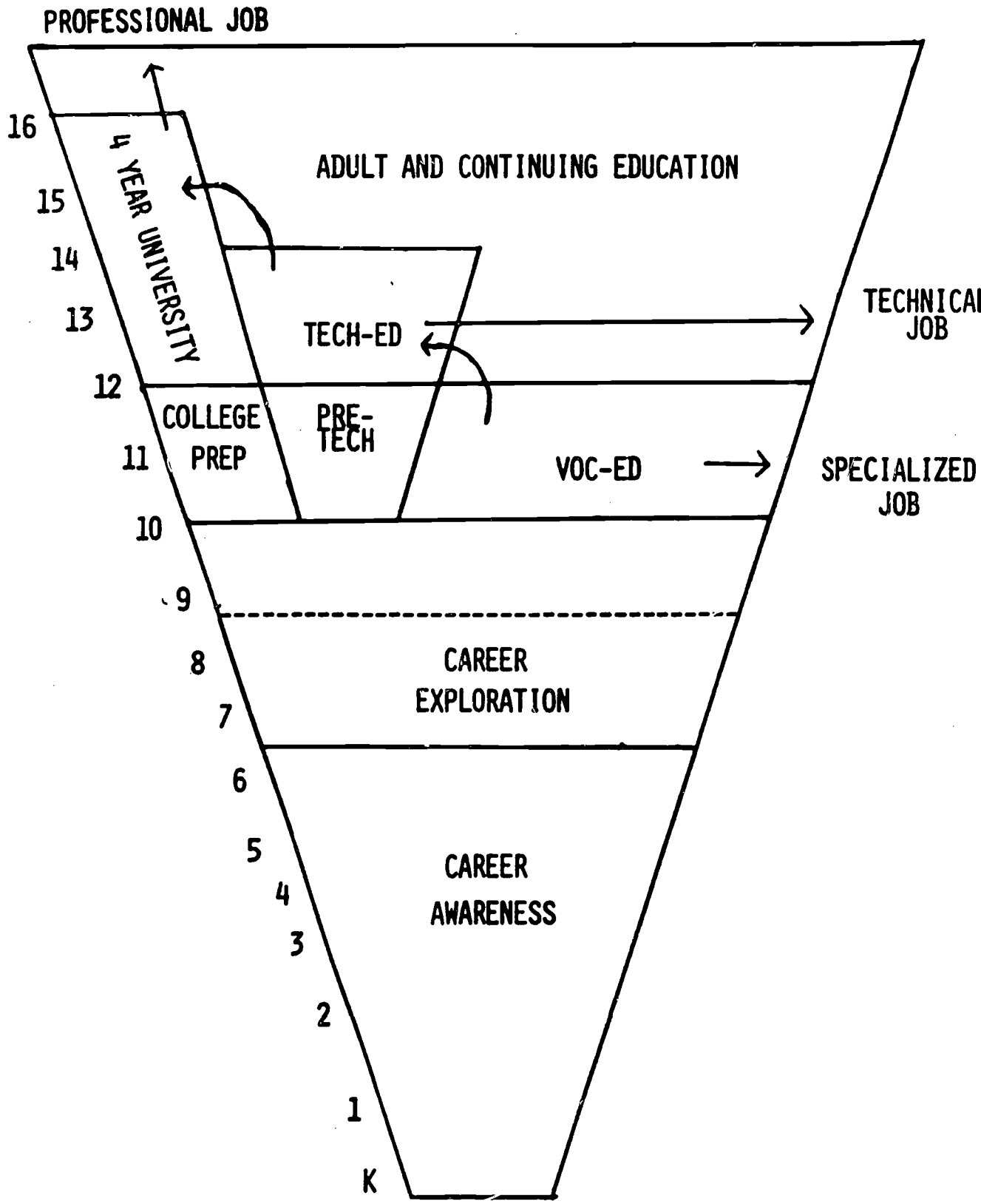

SUGGESTED CAREER EDUCATION EXPERIENCE BY GRADE LEVEL

GRADES: 1-6	GRADES 7-8	GRADES 9-10	GRADES 11-12	100% PLACEMENT	
STUDENT DEVELOPS SELF-AWARENESS AND UNDERSTANDING OF HIS INTERESTS AND ABILITIES					JOB
STUDENT DEVELOPS ATTITUDES ABOUT THE PERSONAL, SOCIAL, AND ECONOMIC SIGNIFICANCE OF WORK					NON-BACCALAUREATE PROGRAM
OCCUPATIONAL AWARENESS: STUDENT IS INFORMED ABOUT OCCUPATIONS THROUGH A SERIES OF CLUSTERS REPRESENTING THE ENTIRE WORLD OF WORK.	OCCUPATIONAL ORIENTATION AND EXPLORATION: STUDENT EXPLORES SEVERAL CLUSTERS OF HIS CHOICE.	OCCUPATIONAL EXPLORATION IN DEPTH, BEGINNING SPECIALIZATION: STUDENT SELECTS ONE CLUSTER TO EXPLORE IN GREATER DEPTH. DEVELOPS ENTRY-LEVEL SKILL. MAY CHANGE CLUSTER IF DESIRED.	SPECIALIZATION: STUDENT SPECIALIZES IN ONE CLUSTER. TAKES PREREQUISITES FOR FURTHER EDUCATION AND/OR INTENSIVE SKILL TRAINING FOR JOB ENTRY.		BACCALAUREATE PROGRAMS

CHARACTERISTICS OF CAREER EDUCATION

The development of the career education concept evolves with specific goals and objectives in mind. At the same time, various characteristics of career education surface. The following list summarizes some of these characteristics:

A. Career education helps students to develop a personal plan for life-long learning which will include learning about the world we live in, its people, the social and physical environment; learning about the sciences, arts, and literature we have inherited and are creating; and learning about the way in which the world's people are interacting. Effective career education equips individuals to live their lives as fulfilled human beings.

B. Career education is organized in a pyramid approach, beginning with self and career awareness in the elementary grades and moving from the general to the more specific orientation to the world of work. In junior high school, students are provided with exploratory experiences. These experiences in turn, provide knowledge and experience to assist decision-making regarding areas of study and more specific preparation which the student will pursue in senior high school, post-secondary, and adult education programs. Intensive guidance and counseling is provided concurrently with classroom instruction and skill development to improve the student's decision-making abilities.

C. Careers are structured in relation to fields of work or clusters of occupations which are related to each other, such as the industrial cluster, agricultural cluster, or marketing cluster.

D. Emphasis is placed on using multi-media learning approaches such as films and video-tapes which may be more effective with students having a wide range of learning styles and skills. Types of instructional methods include classroom and laboratory activities, field observation, in-school skill training, work experience, cooperative education, and on-the-job training.

E. All students leaving high school will be prepared for, and actively assisted in securing placement in either a job in the world of work, a post-secondary vocational-technical education center, or a higher education degree program.

F. Career education focuses on the needs of the individual, society, economy, and the employer.

G. Career education provides knowledge and experiences that will enhance employment adaptability in a time of rapid changes due to technological advances and fluctuating economic trends.

H. Successful operation of a career education program will require active participation from advisory councils, composed of local employers, union representatives, and involved community groups.

ELEMENTS OF CAREER EDUCATION		EXPECTED OUTCOMES OF CAREER EDUCATION
Self Awareness	Career Education In The School Home And Community	Self-Identity
Career Awareness		Career Identity
Appreciations, Attitudes		Self-Social Fulfillment
Economic Awareness		Economic Understanding
Decision-Making		Career Decision
Skill Awareness		Employment Skills
Employability Skills		Career Placement
Educational Awareness		Educational Identity

GLOSSARY:

Self Awareness - Knowledge of oneself, what he is and what he hopes to become.

Career Awareness - Understanding of broad range of careers, to include how they serve him, the community, and society.

Appreciation, Attitudes - development of a value systems toward his own choice and that of others.

Economic Awareness - Perceives process of production, distribution and consumption.

Decision-Making - Understands decision-making process.

Skill Awareness - Understanding of skills needed by workers in certain job roles.

Employability Skills - Searching for, locating and obtaining a job.

Educational Awareness - Recognizes need for specific education for career roles.

Self Identity - Knows himself and has developed a value system.

Career Identity - Individual selection of a role or roles within the world of work.

Self-Social Fulfillment - Has developed appreciation of his own role and role of others.

Economic Understanding - Can solve personal and social problems in an economic environment.

Career Decision - Has developed a plan for immediate, intermediate and long range career development.

Employment Skills - Competence in performance of job skills.

Career Placement - Employed in line with career goals.

Educational Identity - Ability to select educational avenues for pursuit of career goals.

A PLAN FOR IMPLEMENTATION

The successful integration of career education into the school curriculum can emerge only from concrete efforts at implementation which must occur at two levels:

1. The policy level at which school boards, administrators, and legislators choose to emphasize career education.
2. The instructional level at which teachers and counselors must develop or be provided with instructional activities.

The first step in implementation is for the Superintendent and Board of Education to identify career education as a priority. The principals, department chairmen, and faculty in local school systems must know that career education is a performance priority.

Extensive discussion and exchange of ideas in every classroom of the school system must emerge from the leadership activities of the central office staff.

Action Steps for Implementation:

Step 1. Organize a network of interested groups.
- A. Public information program - to promote the concept, stimulate interest, and call for active participation by all community interests.
- B. Select Advisory Committee.
  (1) parents (2) educators (all levels) (3) business and labor (4) public agencies and elected officials (5) service clubs and other groups.
  (May organize into Sub-Committees, Visitation Committees, Steering Committees, etc.)

Step 2. Gain an understanding and establish "policy statement".
- A. Committee must have a "working grasp" of the components, the principal actions, and the program objectives.
- B. Policy statement that gives direction.
  (Similar to road map). Should be developed by central office staff with assistance from the advisory committee.

Step 3. Study the current system to determine the changes necessary.
- Self-study (questionnaires, etc.)
- Evaluation should center around objectives.

Career education will provide study groups an opportunity to engage in a re-examination of the purpose and function of many existing programs and courses.

Step 4. Conduct an inventory and organize community resources.
The actual marshaling of community resources is a continues process, but in this step, the process begins by confirming the availability of those resources judged most appropriate for meeting program objectives. There is in every community a number of persons with valuable experience in many career fields. Service clubs and similar organizations represent another form of human resources.

Step 5. Design preliminary program.

A. Prepare instructional objectives.
B. Curriculum development activities.
C. In-service teacher training.
D. Community interaction.
E. Experimental programs tried and evaluated.

Step 6. Implement the program.

Point at which actual classroom activity begins system wide.

A. Priority and objectives will have been established.
B. The concept will have been examined by school personnel and community resource persons. Experimental activities tried and evaluated on limited basis.
C. Evaluation of existing programs will have been initiated, resulting in recommendations.
D. Community resources will have been identified.
E. In-service training will have been completed.
F. Curriculum activities will be developed and available for sharing with all teachers.
G. Costs will have been determined and budgets established.

Step 7. Develop system for evaluation.

Step 8. Develop system for utilizing evaluation findings.

Step 9. Maintain program.

Selected activities are institutionalized.

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APPENDIX

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SUMMARY OF EXEMPLARY PROGRAM ACTIVITIES

The development of career education activities for integration into the existing curriculum has come about as a result of direct involvement of teachers in the State of North Dakota. The following items summarize the major activities to the present time:

- A project staff of three professionals, a clerk and a secretary were employed.

- A project advisory committee was established with representation from the various agencies and organizations involved.

- In September of 1970 the project began working with about 50 teachers in the Bismarck School District. Their first years' activity consisted of development of career education activities and the actual "field testing" of them in their classrooms. At the close of the school year career education resource material had been developed for grades K-6 and for the major disciplines at the junior and senior high school levels.

- During the summer of 1971 the resource materials were further refined, the objectives strengthened and the activities sequenced by grade level and subject matter area. The material was then readied for dissemination throughout the demonstration site for further development, refinement and field testing during the 1971-72 school year.

- In addition to the involvement of the Bismarck School District, selected teachers from Wishek, Devils Lake, Williston, Ray and Fort Totten were involved in "field testing" and evaluating the materials during the 1971-72 school year.

- The project has participated in and conducted numerous informational meetings. Some of the groups involved include the secondary school principals, elementary principals, school board members, NDEA help-mobiles, service clubs, kindergarten teachers, future teachers and counselors in colleges and universities, etc.

- A task force of teacher educators has been organized with representation from each of the public colleges, the two universities, Mary College and Jamestown College. This group has met and is pursuing methods for integrating the career education concept into the pre-service training programs for prospective teachers.

The following career education activities are representative samples of materials designed to be integrated into the existing curriculum.

General
(Immediate Neighborhood)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Given a set of posters the children can tell what the worker brings to the home.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL K

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Select a poster from set of community workers and tell what he brings to the home. Take part in discussion of various community workers who come to the home. Prepare a bulletin board entitled "Workers Who Come to Our Home" a) use pictures from magazines b) draw or paint some of the pictures. Learn songs "Paper Boy" and "The Milkman." Do a choral reading of "Workers" (poem). After reading this poem children can dress up, wear hats or carry a product for identification.	1. Have set up Community Workers posters. List may include milkman, garbage man, mailman, plumber, meter reader, paper boy. 2. Collect pictures from magazines and prepare own set of pictures. 3. Encourage critical thinking by asking: Why do you suppose the milkman delivers milk to the home when it can be bought in a grocery store? 4. Teach song "Paper Boy" and "The Milkman" to tune of "Farmer in the Dell." 5. Have a "paper boy" deliver papers down class streets while the children sing.	Teaching Pictures: Home and Community Helpers Cook Have You Seen My Brother?, Guilfoile, Elizabeth. Follett Publishing Co. Songs: "Paper Boy" (attached) "The Milkman" (attached) Poem: "Workers" (attached)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

PAPER BOY

Down the street he goes
And back the other side.
A paper here, a paper there,
As on and on he rides.
Oh, paper boy, paper boy,
Leave a paper at my door.

THE MILKMAN

I've never seen the milkman,
I've never seen his store.
Yet every moring he will leave,
Two quarts before my door.

(Ask, "Why don't you see the milkman?)

WORKERS

All: Community workers all, are we;

Individual: Policeman, fireman, nurses are three.

All: Many others do we know;

Individual: Mailman, milkman, breadman, oh;

All: All of us help our town to grow.

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CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the World of Work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate student's knowledge of parent's occupation, the students will and name three tools that his parent uses in his work if that number in available.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL 1

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Parent bags: Use child decorated paper bags to bring tools (or a tool) of either parent's occupation to show and explain their work.	1. Discuss work and workers and how each worker is very important.	1. Paper Bags Construction paper, crayons, tempera paints, colored chalk paste.
2. Have students take these home and have their parents put tools into bag and explain to them what each is used for.	2. Discuss how certain tools that their parents uses makes work easier. (example of tool) Do same for teacher (ruler and student (pencil).	2. Egg Beater (mother) Pencil (student) Ruler (teacher)
3. The child brings daddy-bags back to school and explains to the rest of the class what his father's job title is and tools used and how used.	3. Discuss how their fathers need certain tools in their work.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a positive attitude toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will demonstrate his knowledge of cooperation by working cooperatively with other students throughout the year.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL -2

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. a. At the beginning of the year we start on a pretend trip on board a big ship. Teacher - Navigator Children - Crew Monitors - Captain Desk - Deck Anchor - Put up at beginning of the day and down at end of day. Trip lasts for nine months. Travel around the world b. Read book in resource This could be used as a train or jet trip too.	Discuss workers on a ship and ask students if they think these people have to work together to get to a certain place. Talk about what implication this has in the classroom.	1.a.Bulletin board 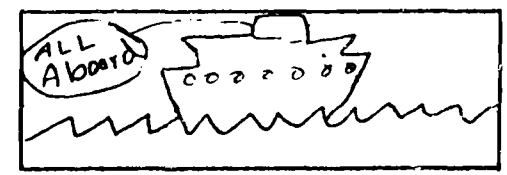 b. Books *Your World Let's Visit a ship, Pope, Billy N. Emmons R.A Taylor Publ. Co. *I Want to be a Ship Captain, Greene, Carla
2. Show film or pictures of people in other places.	2. Discuss places children might want to visit. Discuss similarities of homes, clothing, country, people, etc.	Ships Honor Roll (Use all year) Larry, Wendy, Sherrie, Terry Captains
3. Creative "Around the World Experience Corner".	3. Let the children make the objects that you are emphasizing from the country discussed.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

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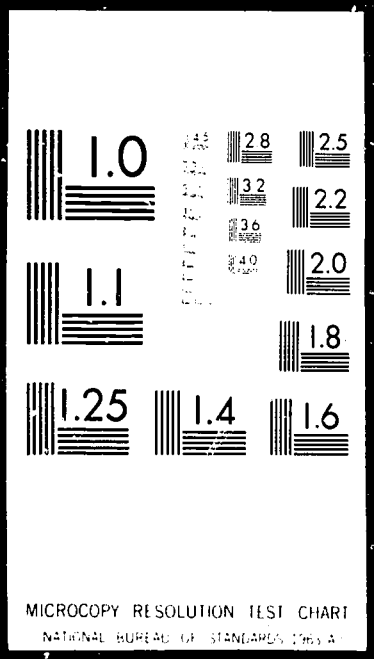
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS 1963 A

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive self-concepts

SPECIFIC BEHAVIORAL OBJECTIVE: Student will show his awareness of similarities and differences between classmates by listing three ways that he is like his neighbor and three ways that he is different.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL 3

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Filmstrip	Show filmstrip as prelude to discussion of child as a person. This will also lead to discussion of backgrounds (family and experiences). Children should become aware of likes, dislikes, differences and likenesses.	*Who Do You Think You Are? (filmstrip) Guidance Associates Pleasantville, New York 10570
Bulletin Board	Children draw faces of themselves using six inch circle as basic face. They add features and cut out. Board can be titled "Here We Are Back in School" if done at the beginning of school year which is best time. These faces are placed on board with pencil about ten inches long made of construction paper and having childs name. These items can be saved for end of the year folders for papers to be saved. A poem "As Long as I Live" can be used as part of folders at end of year.	Time For Poetry, by Arbuthnot "As Long As I Live" A book about me. SRA
Booklets titled "Who Am I?"	Booklets are assembled containing snapshots of child and family, story about child and his family, collage page of items.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

ORIENTATION TO THE WORLD OF WORK ACTIVITY SHEET

BROAD OBJECTIVE: To develop a positive self-concept stressing respect and acceptance of self and others that will lead to future self-fulfillment in a vocation.

SPECIFIC BEHAVIORAL OBJECTIVE: Student will take a self-appraisal inventory and complete at least 90% of it.

SUGGESTED SUBJECT AREA Language

SUGGESTED GRADE LEVEL 4

CONCEPT: Individuals differ in abilities, interests, attitudes, and values.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Group planning in a self-appraisal inventory or one prepared by teacher ahead of time. (See attached sheet) Displays and discussions of students hobbies or crafts they are interested in. Use the questions on the self-appraisal sheet as starter sentences for creative writing. Inventory will again be given, at a later date, to determine changes in attitudes.	1. What are ways to determine what our likes and dislikes are? 2. What does aptitude mean? (use dictionary) 3. How will this influence the kind of work we decide to do? 4. Take survey - What Do I Know About Me? 5. Discuss completed survey: a. What types of things does it tell us? b. Can this information be useful? c. How can a hobby become an occupation? d. What things would you look at in an occupation before you choose it? e. Will your likes and dislikes have anything to do with the job you choose?	Self-Appraisal Sheet (attached to activity)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make school subjects more meaningful

CONCEPT: Advances in science have altered the occupations that produce goods and occupations that produce services. Having a scientific attitude (problem solving) helps people in their work.

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of each science unit studied each student will be able to list three occupations related to the unit.

SUGGESTED SUBJECT AREA Science

SUGGESTED GRADE LEVEL 5

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Discussion of occupations related to science unit. Field trip Resource person	As each science unit is completed, occupations related to that field may be interwoven through discussion, field trips or a resource person coming into the classr om.	Science textbook Library books

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop and foster a positive attitude toward the value of fine art.

CONCEPT: To expand the concept that many people have special training for the world of work

SPECIFIC BEHAVIORAL OBJECTIVE: Students are able to show how music training will affect them later in life by listing six ways that they could make use of music in the future.

SUGGESTED SUBJECT AREA Music - Occupations

SUGGESTED GRADE LEVEL 6

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Have students tell as many jobs as they can think of that relate to music. List these on a large piece of tagboard and mount on wall (don't forget workers involved in making instruments) 2. Have students find pictures in magazines or newspapers showing how people use music as a form of recreation or pastime. 3. When singing songs related to an occupations discuss what workers are depicted. 4. Have students make a bulletin board using the attached diagram as a guide. They could find pictures in magazines that depict the various occupations related to music.	1. Discuss with students how music training they are receiving could be valuable to them in later life. 2. Discuss music as a form of recreation or pastime. 3. Use Songs depicting different work of nations for a parent program. 4. Bulletin Board (student or teacher constructed) 5. Performance - give an operetta 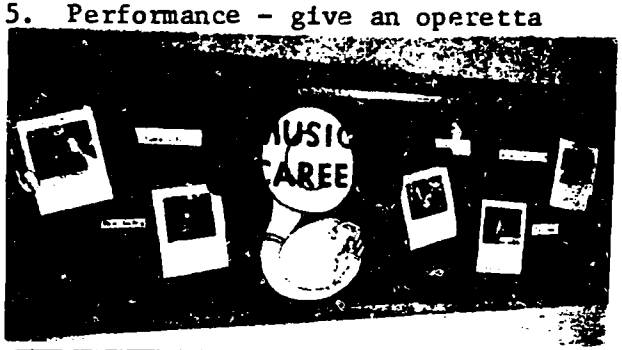	Drawing of music related occupations Resource people - Music Teacher Bismarck Films service Music from folk songs to jazz 16 mm film Music Books Record Library Discovering Music Together VI Rev. Follett c 1970 (correlates art, music & poetry) Song: "Jazz Man" p. 206-7 Mastering Music VI ABC c 1970

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

Heer

BROAD OBJECTIVE: To acquaint the students with some of the psychological and social satisfactions that may be gained from work.

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of this activity the students will be able to list at least ten job satisfactions other than money.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL 7 - 8 - 9

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
This activity is to acquaint the students with the idea that the rewards of work are many and that their vocational decisions should not be based on money alone.	1. Discuss with the students the various rewards that "work" or meaningful work can provide. 2. Hand out attached sheet for students to use as a guide for considering satisfactions that work can provide. 3. Discuss some of those not considered previously. 4. Have students use the list as a guide in self-evaluation. (As a basis of this the students may more realistically make vocational choices on the basis of their own needs.) 5. The students shall list those satisfactions that they need most as a reward in their present lives.	Attached sheet for checklist Filmstrips/cassettes from Guidance Associates: "Why Work at All" "Trouble at Work" "Liking Your Job and Your Life" Booklets from Science Research Associates: "Understanding Yourself" #5-153 "You and Your Abilities" #5-1177 "Choosing a Career" #5-156 Adventures for Readers, Book Two "George Washington Carver", Means Exploring Literature, "A Summer's Reading", Bernard Malamud Quotation: "To do nothing is the way to be nothing.", Nathaniel Howe

SUGGESTED CORRELATION FOR THIS ACTIVITY: Adventures for Readers, Book Two, "The Countess and the Impossible", Thurman
"Incandescent Genius", C. B. Wall

What are some of the *psychological and social satisfactions* that may be gained from work? The following list may impress you with the need to consider such satisfactions in choosing an occupation or seeking a job:

Liking the work you do
Using your capabilities
Feeling suited to your work
Working with numbers
Working with words
Working with things
Working with your hands
Working fast
Working slowly
Doing precise work
Doing things skillfully
Doing things others can't do
Competing with others
Doing routine work
Always knowing what's next
Doing a variety of things
Encountering unexpected tasks
Being creative or original
Gaining esthetic enjoyment
Dealing with people
Influencing people
Dealing with ideas
Being challenged intellectually
Mastering an area of knowledge
Knowing why you're doing something
Seeing the product of your work
Enjoying daily accomplishment
Releasing energy through activity
Moving about at your work
Traveling as part of your work
Running occasional risks
Feeling safe from accidents
Having convenient working hours
Working in pleasant surroundings
Eating good food
Having time and energy for other activities
Doing an honest day's work
Sensing order in your life
Feeling sure of keeping your job
Feeling independent
Having responsibility
Not having responsibility
Feeling useful and needed
Getting attention
Being judged fairly
Being treated like a person
Having your work praised
Feeling proud of yourself
Being able to express your ideas
Feeling self-confident
Feeling important
Having authority over others
Telling others what to do
Being told what to do
Doing things on your own
Exercising leadership
Being promoted
Being a member of a group
Being with other people
Working by yourself
Talking to co-workers
Talking to others
Liking your co-workers
Being liked by co-workers
Feeling loyal to others
Helping other people
Doing work of value to society
Feeling part of something big
Feeling enthusiastic
Feeling morally worthy
Achieving your ambition
Making your family proud of you
Gaining prestige in your community
Becoming well known

BROAD OBJECTIVE: To make students aware of occupational trends by making bar graphs and broken line graphs.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a knowledge of graphing, each student will construct two graphs, read them, and answer all questions in the technique section.

SUGGESTED SUBJECT AREA Mathematics

SUGGESTED GRADE LEVEL 9

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
In working on graph construction, have students graph the occupational trends in terms of the goods producing occupations and the service producing occupations.	For suggested technique, see attached.	Occupational Outlook Handbook*

SUGGESTED CORRELATION FOR THIS ACTIVITY:

ALGEBRA

Graphs

1. Make a bar graph to show the following facts for "Where People Work" (1968)

Area	No. of Workers
Manufacturing	19 million
Trade	13 million
Government	12 million
Services	10.5 million
Transportation and Public Utilities	4.5 million
Agriculture	4 million
Finance, Insurance and Real Estate	3.5 million
Contract Construction	3 million
Mining	1 million

2. Industries providing services offer more jobs than those providing goods. Make a broken-line graph for the following information. Note: Graph both I and II on the same graph so a comparison can be made.

I.

	1947	1950	1953	1956	1959	1962	1965	1968
Number of workers in "Goods Producing Occupations"	27 million	26 million	27 million	27 million	25 million	25 million	26 million	27 million

II.

Number of workers in "Service Producing Occupations"	25 million	26 million	28 million	31 million	33 million	35 million	39 million	35 million

3. Note: "Goods Producing Occupations" include: Manufacturing, Contract Construction, Mining and Agriculture.
"Service Producing Occupations" include: Transportation and Public Utilities, Trade, Finance, Insurance and Real Estate, Services, Government.

4. From your graph answer the following questions:
   A. Describe the change in the number of workers in the "Goods Producing Occupations from 1947 to 1968.
   B. Describe the change in the number of workers in the "Service Producing Occupations from 1947 to 1968.
   C. For 1968, compare the number of workers in the two groups. (Which one is larger and by how many?)

Manolovitz

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students to the vocational grouping: 1) Working with people 2) Working with ideas, 3) Working with hands and tools.

SPECIFIC BEHAVIORAL OBJECTIVE: By evaluation of working preferences - working with people, ideas, and tools, the student will compare them, in writing, to his job preferences.

SUGGESTED SUBJECT AREA Any/Soc. Studies

SUGGESTED GRADE LEVEL 7-8

(industries and manufacturing in U. S.)

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Evaluate each occupation in terms of a) if the worker deals mostly with people, b) if the worker deals mostly with ideas, c) if the worker likes to work with his hands and tools. 2. Add to list - occupations which interest students. 3. Have student evaluate whether or not his job preference is compatible to his personality working with: a) people, b) ideas, 3) tools.	After activity, have students evaluate the suitability of his job qualifications to the occupational requirements (Keep in mind the three working preferences)	Included - "Vocational grouping" Widening Occupational Roles kit, SRA (May use #6 as follow-up to #5)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

VOCATIONAL GROUPING

Some workers prefer to work mostly with other people. They like to try to persuade them to buy something or to make them happy or to make them feel better. Other workers prefer to work with ideas. To think up new things or to solve problems. Still other workers prefer to work with their hands and with tools.

Can you figure out which workers deal mostly with people, or ideas, or things. Put a (P) after the worker who deals mostly with people, and (I) after the worker who deals mostly with ideas, and a (T) after the worker who likes to work with things like his hands and tools.

EXAMPLE: Artists __I__ Cabinetmaker __T__ Doorman (hotel) __P__

Actor	____	Draftsman	____	Nurse	____
Air traffic controller	____	Editor	____	Oceanographer	____
Pilot	____	Electrician	____	Optometrist	____
Stewardess	____	FBI agent	____	Plumber	____
Architect	____	Florist	____	Policeman	____
Automobile salesman	____	Geologist	____	Radio or TV announcer	____
Beautician	____	Insurance agent	____	Teacher	____
Carpenter	____	Mathematician	____	Truck driver	____
Chef	____	Miner	____	Waitress	____

BROAD OBJECTIVE: To show the relationship of school subjects to specific occupations.

SPECIFIC BEHAVIORAL OBJECTIVE: After completion of this activity each student will explain in writing the responsibilities of an architect, and acoustical engineer in regard to building design.

SUGGESTED SUBJECT AREA Physical Science

SUGGESTED GRADE LEVEL 9

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Ripple tank	1. Design and build a ripple tank of your own. Use the tank to show the phenomena of reflection and interference of waves. Demonstrate cancellation and discuss "quiet spots" of auditoriums and use role of the acoustical engineer in designing them.	"Magnetic Story" (25 min.) Free rental 3M Co. Bond, B. Burtis, "A Ripple Tank Stroboscope," The Science Teacher, Volume 30, No. 5 Page 48
2. Voice patterns	2. Use an oscilloscope to demonstrate different wave patterns to the class. Show each student his voice pattern.	Strong, C. L., "The Amateur Scientist: How to Make a Ripple Tank to Examine Wave Phenomena," Scientific American, October 1962, Page 171
3. Wave patterns in springs	3. Obtain two coiled springs, one of which is made of a denser material than the other. Fasten them securely, end-to-end, and investigate the wave formations produced by this combination. Record your results, using diagrams, and explain your results.	Films: (16 mm) Approaching the Speed of Sound (27 min) Free rental Shell Oil Co. Fundamentals of Acoustics (11 min) EBF
4. Speed of sound	4. Look up Kundt's experiment for measuring the speed of sound in a metal. Try to extend the experiment	Looking at Sounds (10 min) McGraw Hill

SUGGESTED CORRELATION FOR THIS ACTIVITY: Modern Physical Science, Tracy, Tropp, Friedl, 1970, Ch. 25 "Wave, Motion and Sound"

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint the student with how art relates to the field of architecture.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will become aware of the element of design used so much by a good architect which is also important to a good artist and will discuss this awareness in a group setting.

SUGGESTED SUBJECT AREA Art

SUGGESTED GRADE LEVEL 10 - 12

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Introduce students to the relationship between art and architecture by visiting and touring an architecturally well designed building. (In this case Annunciation Priory south of Bismarck was used.)	During a unit in which you are studying design take some time for a field trip to a well designed building and include these things in your planning . . . 1. Have a local architect talk to the class on what is a well designed building. (Ritterbush Bros. has been used.) 2. Discuss the architect and building with the class before your tour. 3. Before taking your students on the field trip become familiar with the building yourself and the guide who will be taking you. 4. Get a well qualified guide to lead you through the building who can discuss and point out how forms took shape and how various design aspects were used by the architect. This person should also have talked with the architect. (At the Priory see Sister Mary Lee) 5. On the tour point out to the students yourself different principles of design	1. Building to tour (Annunciation Priory - Bismarck) 2. A well versed guide on the building to conduct tour (Sr. Mary Lee) 3. Have local architect speak (Ritterbush Bros.) 4. Brochures or slides on specific building to be visited. 5. Books and pamphlets: a. SRA Occupational Brief - #64 Architects b. Designing A Better Tomorrow A Career in Architecture - American Institute of Architects 1735 New York Ave. N. W. Washington, DC c. Employment Outlook for Architects Bulletin No. 1550-5 1968-69 U. S. Dept. of Labor/Bureau of Labor Statistics d. Looking Forward to a Career - Art Gracza, Margoret 1971 Dillon

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	you see used and encourage them to also look for these things. (At the Priory the use of light and shadow, the repetition of shapes, the use of pattern and the use of natural materials are the most important design principles to note.) 6. During the course of the tour give students time and a chance to look at things close up. 7. After the tour use a follow-up discussion in the classroom so the students can review the principles of design which the architect used in his design and erection of a building.	e. Architecture As A Profession McLaughlin, Robert W., 1962 Macmillan, NY f. Architecture As A Profession Meinhardt, Carl 1969 Harper & Row g. Architecture, Domestic, U.S. History, Hoag, Edwin 1964 Lippincott, Philadelphia h. Architecture, Modern - 20th Century, Scully, Vincent 1961 Braziller, NY

CAREER DEVELOPMI ACTIVITIES

BROAD OBJECTIVE: To acquaint students with the major occupational fields. (To precede unit on "Research for an Occupation.")

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will know how to use the Occupational Outlook Handbook by selecting three careers and reporting on training required, employment outlook, and sources of additional information.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL 10

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Acquainting students with the major job classifications according to the Occupational Outlook Handbook - 1. Professional, managerial, and related occupations. 2. Clerical and related occupations. 3. Sales occupations 4. Service occupations 5. Skilled and other manual occupations. 6. Major industries and their occupations. 7. Occupations in agriculture 8. Occupations in government	This activity could be incorporated into the library unit. Discuss the Occupational Outlook Handbook with students. Reading reports from brochures, occupational briefs, and books. Notebooks or collection of materials about occupations of students choice. Students interviews with workers. Guest speakers. Have each student write a theme discussing three careers which might be of interest to him using the Occupational Outlook Handbook as a guide. Have students write a term paper on selected occupations.	Speakers from occupational fields. Occupational Outlook Handbook Dictionary of Occupational Titles Government agencies Department of Labor U. S. Office of Education Career Kits

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with general characteristics of people in mathematics.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will list four characteristics of people in mathematically orientated jobs and will relate these characteristics to himself.

SUGGESTED SUBJECT AREA Math

SUGGESTED GRADE LEVEL High School

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Identify characteristics that fit the image of a mathematician	Duplicate and hand out for discussion the following: S. R. A. Jobs In Mathematics #8 P. 7, "The Ties that Bind." Qualities Common to all mathematics 1. Method - system of logic in order to reach conclusion. 2. Symbolism - all people can easily read and results are concise and clear. 3. Pattern - finds order amongst chaos. 4. Beauty - Rhythm and order are pleasing wherever they exist. Have each student list the above qualities and tell how he does or does not identify with them.	S. R. A. Cassette Jobs In Mathematics #8 Mathematicians Staticians Occupational Outlook Handbook Occupational Guidance Finney Company - Minnepolis,Minn.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

ACCESSION NUMBER: VT100636

PUBLICATION DATE: AUG71

TITLE: VOCATIONAL ELECTRONICS; AN INTEGRATED SECONDARY-POST SECONDARY CURRICULUM GUIDE (TENTATIVE).

DESCRIPTOR: *ELECTRICITY; *ELECTRONICS; *TECHNICAL EDUCATION; *CURRICULUM GUIDES; *ELECTRICAL OCCUPATIONS

IDENTIFIER: *UTAH

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 549

ABSTRACT: DEVELOPED IN SUMMER WORKSHOPS, THIS STATE CURRICULUM GUIDE SEEKS TO PROVIDE ARTICULATION BETWEEN SECONDARY AND POSTSECONDARY VOCATIONAL SCHOOLS IN UTAH. ELEVEN UNITS OF STUDY IN DIRECT CURRENT ELECTRICITY INCLUDE BEHAVIORAL OBJECTIVES, TEST QUESTIONS, AND LABORATORY ACTIVITIES FOR: (1) AN INTRODUCTION, (2) MATHEMATICS, (3) PHYSICS, (4) BASIC TERMS, (5) MEASURING INSTRUMENTS, (6) LAWS, (7) CIRCUIT ANALYSIS, (8) MAGNETISM, (9) METER MOVEMENTS, (10) INDUCTANCE, AND (11) CAPACITANCE. EIGHT UNITS OF STUDY IN ALTERNATING CURRENT ELECTRICITY INCLUDE BEHAVIORAL OBJECTIVES AND TEST QUESTIONS FOR: (1) AN INTRODUCTION, (2) VECTORS, (3) INDUCTIVE REACTANCE AND IMPEDANCE, (4) CAPACITIVE REACTANCE AND IMPEDANCE, (5) SERIES COMBINATIONS, (6) PARALLEL COMBINATIONS, (7) A-C CIRCUIT AND ANALYSIS, AND (8) TRANSFORMER THEORY AND APPLICATION. (MU)

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AN INTEGRATED SECONDARY - POST SECONDARY
CURRICULUM GUIDE (TENTATIVE)

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VOCATIONAL ELECTRONICS

An Integrated Secondary - Post Secondary

Curriculum Guide

(Tentative)

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INTRODUCTION

This curriculum material was developed in summer workshops between 1968 and 1972. The workshop committee was formed to develop a course guide to provide curriculum articulation between secondary and post secondary schools offering vocational-technical education in Utah.

The main body of the course guide includes units to be covered, purpose of each unit, subunits needed to cover the unit, and behavioral objectives. Typical test questions for each objective, sources of software, classroom demonstrations, and suggested laboratory activities are also presented as possible back up material to aid in achieving the behavioral objectives set forth.

The guide does not structure the curriculum so that the individual personality of the instructor is lost, but outlines course material and provides a path for him to follow. The more salient points are listed and the instructor is left to develop this material into classroom presentations and laboratory activities which will provide the best learning environment for his students.

The curriculum committee recommends that students be provided copies of behavioral objectives as each unit is taught. This includes the unit title, purpose, subunits, and objectives.

STATEMENT OF PURPOSE

General:

The committee has drawn on many sources to write this course guide. Two high school vocational electronics teachers, with industrial backgrounds and extensive teaching experience in the subject areas, worked with electronic technology teachers from post secondary institutions. The committee prepared a general course outline and presented it to representatives of the electronics industry. Together they completed the general outline and added the units and subunits. The industrial representatives indicated that the outline contained the basic essentials of the DC and AC portion of a complete Electronic Technology curriculum. They indicated that production-testing or inspection-type jobs would be available to high school graduates who completed the course, but that it would be better for them to continue their training at a post secondary institution.

The state administration for vocational education has established a philosophy that every effort be made to articulate high school courses with offerings at post secondary institutions. In keeping with this goal, the committee made extensive use of the guide prepared at Sevier Valley Technical School in 1967 and the guide prepared by the State School Office in 1965. The committee has received assurance from the electronic technology departments of post secondary institutions that placement or qualifying examinations given in the future will be based on the objectives contained in this guide.

Students who complete a secondary electronics program based on these objectives should experience a smooth articulation into a post secondary electronic technician training program.

The great emphasis placed on DC and AC currents may seem to indicate that secondary electronic programs contain these objectives and no more. This is not true. The committee was aware of the wide gamut of pressures that impinge on secondary school electronic instructors. The objectives presented are a necessary minimum. It is expected that the instructor will enrich motivational and organizational activities with projects and other teaching devices. It is hoped, however, that these projects will not jeopardize the main purpose of the guide.

Some members of the committee were involved previously in a study to evaluate the desirability of using Air Force teaching materials in electricity/electronic classes in Utah. The evaluation indicated that the materials were very adaptable to civilian use. The DC and AC topics considered necessary by the Air Force are included in this guide. The military has films to cover every objective in their instructional plans. These films, as well as the instructional materials, will be made available to all users of this guide at a later date. Many high school graduates will go directly into the military service; the exposure to Air Force training materials may provide them an educational advantage.

Many objectives fall short of known standards in the areas of "condition" and "extent". The "condition" will not be fully described, and the "extent" will not be precisely stated. These omissions are intentional. Widely varying conditions under which these courses will be taught require that full details of the "condition" for each behavioral objective be prescribed by the instructor in his own environment. Also, the "extent" of student achievement needs to be set by the particular instructor, keeping within the framework of this guide.

The "condition" and "extent" of each objective, unless otherwise stated, can be prescribed and set by the instructor. The omissions occur most in the higher order of the "taxonomy". They occur most with objectives concerned with definitions, basic principles and understandings. The user should understand that the objectives of the guide are presented as representative and can be paralleled and expanded by each instructor for his own teaching use.

Test Questions:

Typical test questions for each behavioral objective have been included at the end of each section. This will give some direction to evaluate the progress of a student during the course. The questions can also be used to determine the entry level for students seeking further training at post secondary institutions.

It is hoped that instructors using this guide will prepare additional questions related to each of the objectives for use in their own programs.

It may appear that some voids related to particular objectives exist. However, careful observation will show that some of the test questions relate to more than one objective.

Careful consideration should be exercised in using the questions to avoid overwhelming the student with the use of every question in this publication.

LABORATORY ACTIVITY

The laboratory activities presented as part of this guide are suggestive only and may be used supplemental to the instructor's present activities or used as they are recommended to achieve the behavioral objectives set forth in the guide.

The philosophy associated with the suggested laboratory activities does not conform to that found in most contemporary laboratory manuals. Present manuals, which generally reflect the inner desires and background of the author, usually impose a set of conditions and procedures that may not necessarily fit a given job situation or meet the needs or capability level of the user. They are written to guide a student in all that he does and present, in one form or another, a step-by-step procedure for him to follow to obtain desired goals. They outline the materials and test equipment he needs, suggest the particular circuits he should use, indicate the data he should obtain, and prescribe the manner in which he should present data to verify or satisfy the concept or law under investigation. While this sets a pattern for the student and a method of procedure, it deprives him of the opportunity to develop for himself a logical manner in which an investigation or problem might be carried out. It does not provide the best environment to stimulate a student to really think out what he needs to do to solve a particular problem. Therefore, a new approach has been proposed which gives the student the opportunity to decide for himself what approach he will use, what test equipment he will need, what tests he will need to make, and what data he will need to obtain to be most meaningful for providing an understanding of the concept or law he is attempting to verify or problem he is trying to solve. If he can pursue laboratory experiences in this manner, he will be more highly motivated and prepare himself to function better in industrial environments where every problem is unique to itself and calls for its own solution. It will create within him

better reasoning capabilities for the solution of practical problems. He will also have greater confidence in his ability as a technician and develop a more positive attitude toward his profession and associates. His intellectual capability for analytical investigation will become more fully developed render him capable of becoming a highly useful and productive worker in his chosen profession.

The suggested laboratory activities of the guide are deliberately briefed and intended to serve only as guides for laboratory development. It is intende that the detailed information pertaining to each of the activities be worked ou by the students under the guidance and direction of their instructor. The prop procedure whereby this could be accomplished would be through classroom or labor discussions where students would draw upon knowledge previously acquired and through an exchange of ideas decide on the most meaningful approach for the subj under investigation. A Laboratory Activity Development Model is included in the guide just prior to the presentation of the lab activities for the purpose of suggesting to the instructor things he may ask his students in order to draw fro them ideas desired for organizing each complete laboratory activity. A general format is also suggested to achieve some degree of uniformity for all labs. The laboratory activities which were written in conformance with the general format suggested are intended to typify what might be expected from the discussion used to develop the labs. If they are used as written for actual laboratory guides, t conclusions should be omitted and left for the student to develop. For many of t lab activities, laboratory reports that have been turned in by students are inclu These should provide a feel as to what could be expected from the students. They may also suggest ideas for items that might be injected into the developmental discussions in organizing the labs.

Careful consideration should be given to having students develop lab activit commensurate with their capabilities so success will be achieved and maximum lear take place.

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SECTION I

Behavioral Objectives
for
Direct Current Electricity

UNIT 1:0:0 Introduction to the Course

PURPOSE

To present and explain the requirements for entry into, and opportunities in Electronic Technology and to explain how this course in direct and alternating current fundamentals is prerequisite to successful career planning.

CONTENTS

1:1:0 Personal Qualifications

1:2:0 Levels of Attainment

1:3:0 Choosing an Area of Specialization

1:4:0 Nature of the Course

1:5:0 Rules, Regulations and Safety

SUBUNIT OBJECTIVES

Having completed this unit the student should be able to:

1:1:0 Personal Qualifications

1:1:1 name and explain the personal qualifications required for successful completion of this course.

1:2:0 Levels of Attainment

1:2:1 identify, classify, and state the education and training essential for each skill level in the electronics field.

1:3:0 Choosing an Area of Specialization

1:3:1 list five advantages or benefits for three specialized jobs in separate career divisions in the electronics field.

1:4:0 Nature of the Course

1:4:1 state or write reasons for and benefits of completing this course.

UNIT 1:0:0 Introduction to the Course

1:5:0 Rules, Regulations and Safety

1:5:1 demonstrate an acceptable knowledge of course rules, regulations, and safety practices.

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UNIT 2:0:0 Basic Mathematics

PURPOSE

To introduce and emphasize the importance of mathematics as an analytical tool in the interpretation, understanding, and application of direct current phenomenon, and to review basic mathematics principles that are used throughout the course.

CONTENTS

2:1:0 Basic Number Systems

2:2:0 Basic Arithmetical Operations

2:3:0 Powers of Ten

2:4:0 Unit Prefixes

2:5:0 Slide Rule

2:6:0 Fundamental Algebra

SUBUNIT OBJECTIVES

Having completed this unit the student should be able to:

2:1:0 Basic Number Systems

2:1:1 define the following common concepts: base, digits, place value, and use of zero.

2:1:2 convert a list of numbers from the base ten to base two and base eight.

2:1:3 convert a list of binary and octal numbers to decimal numbers.

2:2:0 Basic Arithmetical Operations

2:2:1 list the name of each quantity used in basic arithmetical operations.

2:2:2 solve a given set of problems involving whole numbers and fractions.

2:3:0 Power of Ten

2:3:1 define a positive, negative, and zero exponent.

2:3:2 write the basic laws of exponents.

2:3:3 write a decimal number in scientific notation.

2:3:4 write the number whose scientific notation is given.

2:3:5 solve a set of multiplication and division problems, using powers of ten.

2:4:0 Unit Prefixes

2:4:1 list ten prefixes commonly used in describing electronic units.

2:4:2 write the powers of ten equivalents for each of ten given prefixes.

2:4:3 reduce the expressions in a given set of multiplication and division problems involving a mixture of standard prefixes to "unit values."

2:4:4 change the prefixes of twenty-five problems to other equivalent forms.

2:5:0 Slide Rule

2:5:1 read positions on the scales of the slide rule to an accuracy of three significant digits.

2:5:2 locate the position on a specific scale of the rule that corresponds to a three significant digit number.

2:5:3 solve a given set of problems consisting of basic multiplication, division, root, and power.

2:6:0 Fundamental Algebra

2:6:1 solve a given set of algebra problems involving basic operations with signed numbers.

2:6:2 substitute given values to assigned algebraic expressions and formulas, and evaluate each expression or formula.

2:6:3 solve linear equations, using basic axioms.

UNIT 3:0:0 Related Physics

PURPOSE

To present and explain the basic laws, theories, and definitions relative to the physical world that are pertinent to an understanding of electricity.

CONTENTS

3:1:0 Atomic Structure of Matter

3:2:0 Conductors, Insulators, and Semiconductors

3:3:0 Static Electricity

3:4:0 Free Electrons

3:5:0 Measurement

3:6:0 Work, Energy and Power

3:7:0 Energy and Power Sources

SUBUNIT OBJECTIVES

Having completed this unit the student should be able to:

3:1:0 Atomic Structure of Matter

3:1:1 list the three states of matter and give an example of each.

3:1:2 list two essential characteristics of each state of matter.

3:1:3 state the smallest particle to which an element can be reduced and still retain its identity.

3:1:4 state the smallest particle to which a compound can be reduced and still retain its identity.

3:1:5 name the two particles found in the nucleus of an atom.

3:1:6 describe the physical relationships between the electrons and the nucleus of an atom.

3:1:7 classify electrons, protons, and neutrons according to electrical charge.

UNIT 3:0:0 Related Physics

3:2:0 Conductors, Insulators, and Semiconductors

3:2:1 define a conductor in terms of atomic structure and list four materials commonly used as conductors.

3:2:2 define an insulator in terms of atomic structure and list four materials commonly used as insulators.

3:2:3 define a semiconductor in terms of atomic structure and list four materials commonly used as semiconductors.

3:2:4 explain factors of resistances of given materials in terms of atomic structure, geometry of the material and effects of temperature.

3:3:0 Static Electricity

3:3:1 explain the three electrical conditions of a charged body.

3:3:2 give the properties of electrostatic field of force around negatively and positively charged bodies.

3:3:3 explain what is meant by force and how its magnitude and direction is represented.

3:3:4 explain what is meant by the terms coulomb, dyne, and electrostatic unit.

3:3:5 summarize Coulomb's law of attraction and repulsion and use the formula to solve assigned problems.

3:4:0 Free Electrons

3:4:1 explain dynamic electricity in terms of the movement of electrons.

3:4:2 list two requirements for electron flow.

3:4:3 describe current through a conductor in terms of free electron movement.

3:4:4 indicate the direction of electron flow in an external circuit.

3:4:5 define the ampere in the terms of coulombs and time.

UNIT 3:0:0 Related Physics

3:5:0 Measurement

3:5:1 explain the three fundamental quantities that are necessary to the measurement of matter (length, mass, time).

3:5:2 explain the system of measurement relative to the centimeter-gram-second (cgs).

3:5:3 explain the system of measurement relative to the meter-kilogram-second (mks).

3:6:0 Work, Energy and Power

3:6:1 define work and discuss its relationship to energy and power.

3:6:2 define energy and distinguish between potential energy and kinetic energy.

3:6:3 solve and analyze a given set of problems related to efficiency of an electrical and mechanical system.

3:7:0 Energy and Power Sources

3:7:1 give six examples of energy sources and name and describe the physical and electrical principle employed by each.

UNIT 4:0:0 Basic Electrical Terms and Units

PURPOSE

To introduce units, terms, symbols, and notations pertinent to the uderstanding and use of direct current circuits and theory.

CONTENTS

4:1:0 Voltage

4:2:0 Current

4:3:0 Resistance, Capacitance, and Inductance

4:4:0 Electrical Power

4:5:0 Circuit Components, Symbols, and Notations

SUBUNIT OBJECTIVES

Having completed this unit the student should be able to:

4:1:0 Voltage

4:1:1 state or write an acceptable definition of emf.

4:1:2 name two terms that may be used interchangeably with emf.

4:1:3 state or write a symbol used for electrical pressure or emf.

4:1:4 state or write a standard and general definition for a volt as a unit of measurement of emf.

4:1:5 list voltage source as an essential requirement for a circuit.

4:1:6 state or write the physical and electrical properties of a direct current voltage source.

4:1:7 state or write six different methods of producing a voltage source employing physical parts and forms of energy.

UNIT 4:0:0 Basic Electrical Terms and Units

4:1:8 state or write the chemical or physical requirements of a primary cell that will affect the amount of voltage of a cell.

4:1:9 explain the method of producing a voltage source by chemical action.

4:2:0 Current

4:2:1 state or write a definition for current.

4:2:2 state or write the requirements for electron flow.

4:2:3 describe current through a conductor in terms of free electron movement.

4:2:4 indicate the direction of electron flow and conventional current flow for direct current circuits and give an explanation for each.

4:2:5 state or write a standard and a general definition for the ampere as a unit of measurement of current.

4:2:6 state or write a definition for current using coulomb and time.

4:2:7 state or write the symbol used for current.

4:2:8 state or write the chemical and physical requirements of a primary cell that will affect current capabilities of the cell.

4:3:0 Resistance, Capacitance, and Inductance

4:3:1 state or write a definition of resistance.

4:3:2 state or write a standard definition for the ohm as a unit for measurement of resistance.

4:3:3 state or write the general definition for the ohm.

4:3:4 write the symbol for resistance and the ohm.

4:3:5 identify resistor valves using EIA Color Code.

4:3:6 state or write the factors that affect the resistance of conductors, resistors and semiconductors.

4:3:7 state or write a definition for conductance in terms of resistance.

4:3:8 write the symbol for conductance.

4:3:9 state or write a definition of inductance as it affects changes in current.

4:3:10 state or write a definition for the unit of measurement of inductance.

4:3:11 write a symbol for inductance.

4:3:12 write a symbol for the henry.

4:3:13 state or write a definition of capacitance as it affects changes of voltage.

4:3:14 state or write a definition for the unit of measurement of capacitance.

4:3:15 write a symbol for capacitance.

4:3:16 write a symbol for the farad.

4:3:17 identify from a group of components, those that are resistors, capacitors, and inductors.

4:4:0 Electrical Power

4:4:1 define and give an example of power, and state conditions present when power is consumed.

4:4:2 define the unit used to measure power and write the symbols for power and watts.

4:5:0 Circuit Components, Symbols, and Notations

4:5:1 draw and identify the symbols for the basic DC circuit components.

4:5:2 list the four requrements for a circuit.

4:5:3 explain and use standard notations for voltages and currents in direct current circuits.

UNIT 5:0:0 Measuring Instruments

PURPOSE

To develop the ability to use and care for basic direct current measuring instruments.

CONTENTS

5:1:0 Ohmmeter

5:2:0 Voltmeter

5:3:0 Ammeter

5:4:0 Multimeters

SUBUNIT OBJECTIVES:

Having completed this unit the student should be able to:

5:1:0 Ohmmeter

5:1:1 list the step-by-step procedure for setting up an ohmmeter preparatory to measuring resistance.

5:1:2 explain what will occur if an ohmmeter is connected to an energized circuit.

5:1:3 explain the purpose of the range switch and zero adjust control.

5:1:4 indicate the procedure used to read the ohmmeter scale on all ranges.

5:1:5 explain and identify the indication for a short circuit and an open circuit, and point out which range of the meter is used for final determination of each condition.

5:1:6 determine the ohmic value of several resistors.

5:2:0 Voltmeter

5:2:1 recognize a DC and AC voltmeter.

5:2:2 list at least four precautions that should be observed when handling and using a voltmeter.

5:2:3 list the step-by-step procedure for setting up a voltmeter preparatory to measuring voltage.

5:2:4 describe the two pointer positions that would occur when measurements are made in an open circuit and a shorted circuit.

5:2:5 identify correct range switch positions for the initial and final measurement of a sample problem.

5:2:6 indicate the effect that "parallax" and "voltmeter loading" has on the accuracy of a meter reading.

5:2:7 prepare a voltmeter to measure voltage by positioning the range switch and connecting the test leads to the meter.

5:2:8 make at least three measurements observing polarity and other safety precautions.

5:3:0 Ammeter

5:3:1 show by diagram, how to connect an ammeter for measuring current in a simple circuit.

5:3:2 list the precautions to be observed when handling and using an ammeter.

5:3:3 list the step-by-step procedure for setting up an ammeter preparatory to measuring current.

5:3:4 indicate the effect that "ammeter loading" has on the accuracy of a meter reading.

5:3:5 prepare an ammeter to measure current by positioning the range switch and connecting the test leads to the meter.

5:3:6 make at least three current measurements observing polarity and observing other safety precautions.

5:4:0 Multimeters

5:4:1 identify the various types of multimeters and compare the characteristics and capabilities of each.

5:4:2 list the step-by-step procedure for setting up a multimeter for each of its functions preparatory to making measurements.

5:4:3 prepare a multimeter to perform measurements in each of its functions by positioning the range switch and connecting the test leads to the meter.

5:4:4 make at least three measurements for each of the multimeter functions observing polarity and other safety precautions.

UNIT 6:0:0 Resistance, Ohm's Law, Watt's Law, Kirchhoff's Law and Circuits

PURPOSE

To develop proficiency in the use of Ohm's Law, Watt's Law, Kirchhoff's Laws and circuit notation in the solution of resistive direct current circuits.

CONTENTS

6:1:0 Nature of Resistance

6:2:0 Ohm's and Watt's Laws

6:3:0 Current and Voltage Notation

6:4:0 Series Circuits

6:5:0 Voltage Dividers

6:6:0 Parallel Circuits

6:7:0 Current Dividers

6:8:0 Combination Circuits

6:9:0 Balanced Bridge Circuits

SUBUNIT OBJECTIVES:

Having completed this unit the student should be able to:

6:1:0 Nature of Resistance

6:1:1 demonstrate a knowledge of the factors affecting the resistance of a conductor in terms of its configuration, material, and temperature.

6:1:2 demonstrate a knowledge of and ability to work with conductors in terms of circular and square units of cross-sectional measure, circular mill foot, resistivity constants and length.

6:1:3 demonstrate knowledge of and ability to work with conductors under changing ambient temperature conditions relative to effects on their resistance. Also, define temperature coefficient of resistance.

UNIT 6:0:0 Resistance, Ohm's Law, Watt's Law, Kirchhoff's Law and Circuits

6:1:4 demonstrate the ability to solve problems with parameters that include wire size, line voltage drop, line power loss, efficiency of power transmission, and safe current carrying capacity of wire.

6:1:5 demonstrate the ability to use the National Electrical Code wire table in solving problems concerning the selection of correct wire size.

6:1:6 give examples and definitions of linear and non-linear resistance and make written comparisons and constrasts between the two types.

6:1:7 demonstrate knowledge of and ability to produce a Cartesian plot of a family of voltages versus current curves for both a linear and a non-linear resistor.

6:2:0 Ohm's and Watt's Laws

6:2:1 relate Ohm's Law to a Newton's Law concerning force, opposition and motion.

6:2:2 state Ohm's Law orally and give the symbols that correspond with each part of the statement.

6:2:3 state Watt's Law orally and give the symbols that correspond with each part of the statement.

6:2:4 solve for the third element of both Ohm's Law and Watt's Law when two are given, using all possible combinations.

6:3:0 Current and Voltage Notation

6:3:1 define and use current and voltage notation in drawings which comply with electrical standards.

6:3:2 draw a three resistor series circuit using current symbols and notation.

6:4:0 Series Circuits

6:4:1 describe the properties of a series circuit in terms of current flow, voltage drops and resistor connections.

6:4:2 formulate and write in symbol form, expressions describing the nature of current, voltage, resistance and power in a three resistor series circuit.

6:4:3 solve a set of series circuit problems that require all possible transpositions of Ohm's Law, Watt's Law, Kirchhoff's voltage law and the formula for total series resistance.

6:4:4 set up a three resistor series circuit and, by making appropriate measurements, prove the validity of Ohm's, Watt's, and Kirchhoff's voltage laws and the formula for total series resistance.

6:5:0 Voltage Dividers

6:5:1 show the development of the voltage divider formula and demonstrate its use by solving for indicated voltage values of a series of three resistors.

6:6:0 Parallel Circuits

6:6:1 describe the properties of a parallel circuit in terms of current flow, voltage drops and resistor connection.

6:6:2 formulate and write in symbolic form, expressions describing the nature of current, voltage, resistance, and power in a three resistor parallel circuit.

6:6:3 solve a set of parallel circuit problems that require all possible transpositions of Ohm's, Watt's, and Kirchhoff's current laws and the formulas for total parallel resistance.

6:6:4 set up a three resistor parallel circuit and, by making appropriate measurements, prove the validity of Ohm's, Watt's, and Kirchhoff's current laws, and the formula for total parallel resistance.

6:7:0 Current Dividers

6:7:1 demonstrate the use of current dividers by solving for indicated current values of a two resistor parallel circuit.

UNIT 6:0:0 Resistance, Ohm's Law, Watt's Law, Kirchhoff's Law and Circuits

6:8:0 Combination Circuits

6:8:1 identify the series resistors and parallel resistors in a set of combination circuits.

6:8:2 write a set of guidelines to determine whether a resistor is in series or parallel in combination circuits.

6:8:3 solve a set of combination circuits that require the use of Ohm's, Watt's, and Kirchhoff's current and voltage laws.

6:8:4 connect a combination circuit and by making appropriate measurements, solve for the unknown values.

6:8:5 locate troubles in a combination circuit and make correct repairs by using laboratory equipment.

6:8:6 solve a set of loaded voltage divider circuits; with each step of the solution, indicate and justify the formulas or laws used.

6:8:7 solve for unknown values in a voltage divider circuit and verify them by taking appropriate measurements using laboratory equipment.

6:9:0 Balanced Bridge Circuits

6:9:1 draw and define a balanced bridge circuit and show it to be a special case of a combination circuit.

6:9:2 solve for unknown values in balanced bridge circuits using ratio and proportion in the solutions.

6:9:3 solve for the unknown values of a balanced bridge circuit and verify them by making appropriate measurements using laboratory equipment.

6:9:4 explain the theory and demonstrate the use of a slide wire and a Wheatstone bridge for measuring resistance values.

6:9:5 demonstrate the use of a slide wire and a Wheatstone bridge to measure resistance.

UNIT 7:0:0 DC Circuit Analysis

PURPOSE

To introduce and utilize network theorems relative to direct current circuits and to provide a background for solving more complex circuit problems.

CONTENTS

7:1:0 Kirchhoff's Laws

7:2:0 Power Source Internal Resistance

7:3:0 Superposition Theorem

7:4:0 Thevenin's Theorem

7:5:0 Norton's Theorem

7:6:0 Delta-Wye Transformation

7:7:0 Bridge Circuit

SUBUNIT OBJECTIVES

Having completed this unit the student should be able to:

7:1:0 Kirchhoff's Laws

7:1:1 write and solve literal equations which satisfy Kirchhoff's laws using correct notation, labeling circuit diagrams, producing the correct mathematical solutions and defining the current-voltage relationships.

7:1:2 demonstrate the advantage of using Kirchhoff's laws through the solution of problems involving parallel circuits - writing and solving the voltage equation for each problem and producing the correct mathematical solution for each branch current in each problem.

7:1:3 apply Kirchhoff's law in a set of typical circuit problems, predicting the current-voltage relationship in pre-selected portions of each circuit by using a multimeter to check the validity of his calculations.

UNIT 7:0:0 DC Circuit Analysis

7:2:0 Power Source Internal Resistance

7:2:1 explain the concept of power source internal resistanc

7:2:2 determine the internal resistance of a power source

7:2:3 explain the concept of the maximum power transfer theorm

7:2:4 plot a graph to show the power, voltage, and current variations in a simple single source circuit when load resistance values are varied.

7:2:5 relate the concepts of constant current and constant voltage sources to power source internal resistance.

7:3:0 Superposition Theorem

7:3:1 write the literal equations which define the contributi of each source to the load and develop the correct solution for load voltage and current for a given set of problems involving multi-source networks with a specified load.

7:3:2 use the superposition theorem to predict the current voltage relationship for a specified component, measure the actual voltage and evaluate answers for a given schematic drawing of a two loop, two source circuit.

7:4:0 Thevenin's Theorem

7:4:1 apply Thevenin's theorem to the solution of basic resistive circuits and by diagram illustrate the Thevenin equivalent voltage and resistance.

7:4:2 use Thevenin's theorem to predict open circuit and load voltages, and explain the value of these calculations in testing for three element series--parallel circuit.

7:5:0 Norton's Theorem

7:5:1 apply Norton's theorem and predict the load current for a given set of problems.

7:5:2 define and explain the terms: equivalent circuit, constant current source, and constant voltage source.

UNIT 7:0:0 DC Circuit Analysis

7:6:0 Delta-Wye Transformation

7:6:1 use the Delta-Wye transformation equations to produce equivalent circuits when given a set of delta (pi) and a set of wye (tee) networks.

7:6:2 list and explain the significant reasons for employing Delta-Wye conversions.

7:7:0 Bridge Circuits

7:7:1 evaluate the condition of several bridge circuits, and in the case of an unbalanced condition, using a knowledge of network theorems predict the direction and magnitude of the unbalanced current.

7:7:2 indicate the circuit changes required to restore a balanced condition when given the voltage, resistance, and current relationships in an unbalanced bridge.

UNIT 8:0:0 Principles of Magnetism

PURPOSE

To present and illustrate principles of magnetism which relate to the study of electricity and electronics.

CONTENTS

8:1:0 Magnets and Magnetic Effects

8:2:0 Magnetic Polarity

8:3:0 Magnetic Force and Field

8:4:0 Electromagnetism

8:5:0 Electromagnetic Induction

8:6:0 Application to Motor, Generator, and Relay Operation

SUBUNIT OBJECTIVES

Having completed this unit the student should be able to:

8:1:0 Magnets and Magnetic Effects

8:1:1 explain the characteristics of natural and artificial magnets, giving the difference between a temporary magnet and permanent magnet.

8:2:0 Magnetic Polarity

8:2:1 state the laws of attraction and repulsion between two like poles and two unlike poles.

8:3:0 Magnetic Force and Field

8:3:1 explain what is meant by magnetic lines of force, and give identifying characteristics.

8:3:2 define and explain each of the following terms: permeability, retentivity, flux, reluctance, residual magnetism, magnetic shielding and saturation.

UNIT 8:0:0 Principles of Magnetism

8:4:0 Electromagnetism

8:4:1 define and explain electromagnetism.

8:4:2 describe the characteristics of a magnetic field around a current-carrying conductor.

8:4:3 explain the factors which determine the intensity of the magnetic field about a coil.

8:4:4 explain the use of the "left hand rule" to determine the magnetic polarity of a coil.

8:5:0 Electromagnetic Induction

8:5:1 define electromagnetic induction.

8:5:2 list and explain the four factors determining magnitude of induced voltage.

8:6:0 Application to Direct Current Motor, Generator, and Relay Operation

8:6:1 explain the basic operation of a generator and motor using the left and right hand rules, and explain the function of commutators and slip rings.

8:6:2 explain the basic operating principle and function of a simple relay, and list and identify its parts.

8:6:3 explain the basic operating principle and function of a magnetic meter movement.

UNIT 9:0:0 Meter Movements and Circuits

PURPOSE

To familiarize students with the construction and operation of basic meter movements and to develop in them the ability to analyze meter circuits.

CONTENTS

9:1:0 Measurement Concepts

9:2:0 Meter Principles and Movements

9:3:0 Basic Meter Circuits

9:4:0 Limitations and Applications

SUBUNIT OBJECTIVES

Having completed this unit the student should be able to:

9:1:0 Measurement Concepts

9:1:1 discuss reasons for the need and application of electrical measurements.

9:1:2 list three things that all electrical measuring instrument have in common.

9:2:0 Types of Meter Movements

9:2:1 identify five different meter movements used in industry.

9:2:2 list three specific characteristics for each of the two most common meter movements.

9:2:3 explain by use of diagrams what forces cause indicator deflection in each type of meter movement.

9:2:4 list one advantage and one disadvantage of each type of meter movement.

9:2:5 name the two most common meter movements, identify the major components of each, and state their function.

Unit 9:0:0 Meter Movements and Circuits

9:3:0 Basic Meter Circuits

9:3:1 recognize and identify the major components, trace the current flow, and compute the values of shunt resistors from a schematic drawing of an ammeter.

9:3:2 define meter sensitivity as applied to basic meter circuits.

9:3:3 recognize and identify the major components, trace current flow and compute values for the multiplier resistors from a schematic drawing of a voltmeter.

9:3:4 explain why polarity and proper range settings are necessary considerations for the proper use of meters.

9:3:5 recognize and identify the circuit components and trace the current flow and compute resistor sizes for desired ranges from a schematic drawing of an ohmeter circuit.

9:4:0 Limitations and Applications

9:4:1 describe a common application for each of the different types of meters.

9:4:2 explain the effects of meter loading and how it can be minimized.

9:4:3 make typical resistance measurements in solid state circuits without causing damage to circuit components.

UNIT 10:0:0 Inductance in Direct Current Circuits

PURPOSE

To introduce the property of inductance in direct current circuits and develop an understanding and ability to employ its effects in electrical and electronic circuits.

CONTENTS

10:1:0 Properties of Inductance

10:2:0 Inductive Effects in Direct Current Circuits

10:3:0 Induced Voltages and Energy Storage

10:4:0 Inductors in Series

10:5:0 Inductors in Parallel

10:6:0 Types and Uses of Inductors

SUBUNIT OBJECTIVES

Having completed this unit the student should be able to:

10:1:0 Properties of Inductance

10:1:1 define inductance

10:1:2 explain the effects the following physical factors have on inductance: diameter to length ratio, number of turns, size of wire, type of core, and method of winding

10:1:3 explain the relationship of induced voltage to rate of current change, and the storage of energy in a magnetic field.

10:2:0 Inductive Effects in Direct Current Circuits

10:2:1 explain graphically, the rise and fall of current in an ideal inductor when compared to a resistive circuit.

10:2:2 explain graphically, the rise and fall of current in a practical inductor.

10:2:3 show how the L/R time constant is developed and solve ty time constant problems utilizing the universal time cons curve.

10:3:0 Induced Voltages and Energy Storage

10:3:1 write the expression for the energy stored in the magnetic field of an inductor and solve typical problems.

10:3:2 explain how high induced voltages are developed, their use and their possible dangers.

10:4:0 Inductors in Series

10:4:1 write the formula for solving total inductance of inductors connected in series and solve typical problems.

10:4:2 analyze the effects that relative distance and position have on the mutual inductance of two coils in series.

10:5:0 Inductors in Parallel

10:5:1 write the formulas for solving total inductance of inductors connected in parallel (aiding and opposing), and solve typical problems of each type.

10:5:2 analyze the effects that relative distance and position have on the mutual inductance of two coils in parallel.

10:6:0 Types and Uses of Inductors

10:6:1 classify a group of typical inductors as to use and type.

UNIT 11:0:0 Capacitance in Direct Current Circuits

PURPOSE

To introduce the property of capacitance in direct current circuits and develop an understanding and an ability to employ its effect in electri and electronic circuits.

CONTENTS

11:1:0 Properties of Capacitance

11:2:0 Capacitive Effect in Direct Current Circuits

11:3:0 Coulomb's Law and Energy Storage

11:4:0 Capacitors in Series

11:5:0 Capacitors in Parallel

11:6:0 Types and Uses of Capacitors

SUBUNIT OBJECTIVES

Having completed this unit the student should be able to:

11:1:0 Properties of Capacitance

11:1:1 define capacitance

11:1:2 describe the change in capacitance which will occur as the result of a change in the geometry or dielectric characteristics of a capacitor.

11:2:0 Capacitive Effects in Direct Current Circuits

11:2:1 show the initial and final equivalent circuit respresentations in terms of resistance, for a capacitor as a direct current source is applied.

11:2:2 explain graphically the rise and fall of voltage across a practical capacitor.

11:2:3 show how the R C time constant is developed and solve for typical time constant problems using the universal time constant curve.

11:3:0 Coulomb's Law and Energy Storage

11:3:1 solve for the energy stored and charge accumulated by capacitors when given the value of applied voltage and the capacitance.

11:3:2 explain the dangers related to a charged capacitor and procedures for discharging.

11:4:0 Capacitors in Series

11:4:1 write the formula for combining capacitors in series and solve typical problems.

11:5:1 Capacitors in Parallel

11:5:1 write the formula for combining capacitors in parallel and solve typical problems

11:6:0 Types and Uses of Capacitors

11:6:1 classify a group of capacitors as to use, type, working voltage and value.

SECTION I

Typical Test Questions

for

Direct Current Electricity

ERIC

UNIT 1:0:0 INTRODUCTION TO THE COURSE

1:1:0 Listed below are a group of common personal characterictics. Place a check mark by each characteristic you feel is requisite to the successful completion of the direct and alternating current course.

____1. Deafness

____2. Abstract thinking

____3. Patience

____4. Diligence

____5. Positive attitude

____6. Impulsiveness

____7. Special relations

____8. Color Blindness

____9. Self evaluation

____10. Punctuality

____11. Mechanical aptitude

____12. Perseverance

____13. Free thinking

____14. Pre-association

____15. Self sufficient

1:2:0 Select a specific job from the skill levels, discussed in this unit, in which you are interested and list the necessary training to qualify for this job.

1:3:0 Select three specialized jobs in electronics and list the advantages of each.

1:4:0 How will your future life be improved by completing this course.

1:5:0 Safety Instructions

Name of Student _____ Course _____

EXPLANATION

The following Safety Instructions have been compiled for the benefit of students receiving instruction in vocational Electronics and a strict observance of the same is mandatory upon each and every one. Habitual carelessness or non-observance of these rules is sufficient cause for dismissal from class.

A copy of these instructions is given to each student by the instructor on entering class and should be preserved for future reference. These instructions are part of the Training Program and are taught to each student by the instructor to prepare him for the training he is entering upon. In addition specific safety instructions are taught on the job in connection with the various operations in handling machines or the equipment. After the instructor has taught and demonstrated these safety instructions to the student, and he has passed a satisfactory written examination, the student will be required to sign the attached statement in the presence of another student to verify that he has received such instruction. In the case of a minor, the signature of parent or guardian will be required before the student is officially enrolled in class.

GENERAL SAFETY RULES

1. Always practice Safety First; first for self; second for others; third, safety for equipment and materials.
2. Do not permit yourself to become careless or to take chances; pay strict attention to all safety instructions and observe them to the letter. It is better to be safe than sorry.
3. No student is permitted to work on any machine or equipment until he has first been given the necessary safety instructions.
4. No student is permitted to work on any machine or equipment before or after regular class hours unless he has received permission and there is an instructor in the shop.
5. Machine must never be oiled, cleaned or adjusted while in motion.
6. If for any reason a safety device is removed from a machine, do not work on that machinery to which your job does not call you.
7. Students are not permitted to use machines or equipment in another department, unless authorized by the instructor of that department.
8. If fire is detected report it immediately. Take emergency control action within the limits of your capabilities and responsibility.
9. Become thoroughly familiar with fire exits and the manner of procedure in case of fire.
10. "Horseplay" will not be tolerated. You may be the cause of serious injury to someone else.
11. In case of accident, however slight, inform your instructor at once.

12. Do not use compressed air to clean off clothes or blow it on one's body.
13. Do not use compressed air to clean off machines or equipment. Use brush or a broom.
14. NO STUDENT IS PERMITTED TO CHANGE, ADJUST OR TAMPER WITH ANY REGULATOR OR CONTROL ON THE AIR COMPRESSOR, HEATING OR VENTILATING SYSTEMS. IF TROUBLE IS NOTED, REPORT IT TO YOUR INSTRUCTOR.
15. Safety glasses and other protective apparel must be worn in conformity with the Utah State safety laws.

ELECTRONICS SAFETY TEST

Write the answers briefly in the space below the questions

1. Why should rags or waste not be used to wipe around machines in operation?

2. What may be the result of using gasoline or kerosine near an open flame?

3. Why should you not interfere with anyone operating a machine, instrument, or equipment?

4. What accident may result from wearing loose sleeves or long neckties when near rotating spindles or shafts?

5. Why should you walk rather than run through the shop?

6. Under what conditions are students permitted to work on any energized electrical conductors, instruments, or equipment?

7. Why is it dangerous to use brass bound or steel rules around electrical equipment?

8. What injury might you receive from attempting to remove brushes from motors or generators while they are running?

9. What injury might you receive from attempting to wipe the threads with fingers when threading.

10. What injury might result from using pipe bending tools when the handles are not properly secured?

11. Why should you notify the instructor if anything goes wrong with the equipment?

12. What injury might you sustain from improper lifting of heavy loads?

13. Why must "Man at work" signs be hung on circuits on which work is being done?

14. Why must no one but the person who placed the "Man at work" sign remove it?

15. Why should improper or defective tools or equipment never be used?

16. Why should tools or materials not be carelessly strewn on the floor?

17. Why is it dangerous to strike hardened punches, gears, magnets, shafts, files, etc. with a hard faced hammer?

18. Why should the batter heads of all cold chisels and punches be kep smooth and square?

19. Why should one be careful when using a ladder?

20. What injury might be sustained from short circuiting a storage battery with a wire?

21. Why is it dangerous to connect headphones to high voltage?

22. Why should you not work on power supplies unless you are certain f capacitors are discharged?

23. Why should you dry your hands thoroughly before working on electric equipment?

24. Why should you turn off the power when electrical equipment has to handled or turned?

25. What injury might you sustain from breaking a vacuum tube?

26. What is the danger of permitting broken glass to lie around on the work bench?

27. Why should you not transfer tools or equipment from one to another by throwing?

28. Why should you use extra care when handling hot glass tubes?

29. Why should you not carelessly allow any material or equipment to be placed in the path of travel?

30. Why should you make connection to apparatus before plugging cords i a power?

31. Why should you not leave equipment without turning off power?

32. How should sharp-edged tools be placed so that they are not liable injure anyone?

33. What injury might you sustain from a screw driver slipping off a screw?

34. Why should the power be turned off before changing connections on a electrical machine or equipment?

35. What injury might you sustain if you failed to dull the sharp edges metal chassis before working on it?

36. Why is it dangerous to use cords with defective insulation or plugs

37. Why is it unsafe to feel inside of machines, instruments or equipment parts with fingers when power is connected?

38. Why is it a good practice to look where you are stepping when walking about the shop?

39. Why should you not move any tools, instruments, or equipment unless you can see that everything is clear?

40. Why must you not handle the equipment on which someone else is working?

41. Why should you keep eyes away from injurious fumes?

42. Why is it dangerous to pick particles out of the eyes with match or handkerchief?

43. Why should all bandaged or treated wounds be kept clean?

44. What are the dangers of breaking a fluorescent lamp?

45. Why shouldn't uncartoned vacuum tubes be carried in same tray with tools and equipment?

46. Why shouldn't vacuum tubes be left lying loose on work bench?

47. Why should line patch cords be connected to set before plugging into socket?

48. Why should care be exercised in making a cross connection between two A.C.-D.C. types of equipment?

49. How do you discharge capacitors?

50. Why should the area surrounding a T.V. or radio chasis be free of extra test leads, wires, or tools?

51. Why should you discharge high voltage capacitors before handling the circuit components of electronic equipment?

52. Where are the dangerously high voltages found in electronic equipment?

53. Why should you discharge high voltages in a picture tube before removing it from the set?

54. What is a safe procedure for disposing of a picture tube?

55. Under what condition is high voltage less dangerous than low voltage?

56. What is the danger of horseplay when working on high voltage?

57. Why is electronic equipment provided with safety interlocks?

58. Why is the T.V. high voltage supply enclosed in a special case?

59. Why should the high voltage to the picture tube never exceed the manufacturer's specifications?

60. Why should a T.V. set never be operated in the home without the fa plate in place?

61. Why should pads or padded mittens be used when carrying T.V. chass

62. Why is it advisable to wear goggles while working around picture t

63. Why should the common lead of the V.T.V.M. be connected to the cha before contact is made by the high voltage measuring probe?

64. Why should the proper type of high voltage measuring probe be used when measuring the voltage of a high voltage supply?

65. Why should care be exercised while working with A.C.-D.C. electroni equipment when contact to chassis can be made?

66. Why should the face be kept at a safe distance when lighting gas burner under lead or solder furnace?

67. What might be the result if you would attempt to solder on a wet or damp surface?

68. What serious injury might result from splashing soldering acid into the eyes?

69. When soldering with a torch why should you cool the joint before turning away from work?

70. Why should you be careful about where you place a hot soldering iro

71. What accident might result from using an open flame around a tank w contained oil or gasoline?

72. What might happen if you are not careful when soldering on a ladder?

73. Why should all work be placed solidly on the work table?

74. Why must one wear goggles or helmet when welding, or watching operat

75. What effect does the light from the arc welder have on the skin and eyes?

76. What might result from hanging a lighted torch on or near cylinders?

77. Why should the torch flame always be extinguished when not in use?

78. Why must you be careful in picking up metal pieces where welding is being done?

79. What is liable to happen if you carry cigarettes, matches, or other inflammable articles in your pocket while in class?

80. Why must power be shut off before connecting or disconnecting batteries?

81. Why should all electrical connections be tight?

82. How might your eyes become injured if they were brought too close to vents when testing batteries?

83. What might be the result of splashing acid in the eyes?

84. If you receive an acid burn what action should you take?

85. Why are you not permitted to turn main power switches without permission of the instructor?

86. What is the purpose of the glass guards on the grinder or protective goggles?

87. Why should you never grind wires on the emery wheel?

88. Why must the work be held firmly on the tool rest?

89. Why must the tool rest be set up close to the emery wheel?

90. Why should rags or waste not be used around the grinder?

91. Why must you use extra care when grinding on the side of the emery wheel?

92. Why is it dangerous to grind small pieces on the emery wheel without a holder?

93. Why should the chuck wrench never be left in the chuck?

94. What injury might result from not having the work securely clamped to table during the drilling operations?

95. Why should you not attempt to remove cuttings from the drill fingers while the drill is running?

96. Why must you not reach under the drill point to adjust table when power is on?

97. Why should you shut off the power before attempting to remove mate that has been seized by the drill?

98. How should work be held when being drilled?

99. Why should the head be kept away from moving parts?

100. Why should you turn the lathe over and inspect work before turning on the power?

101. How might you become injured by using a file without a handle when filing work on the lathe?

102. Why must one never leave the wrench in the chuck?

103. How might you become injured by attempting to remove cuttings when lathe is running?

104. What might be the result if tool is not tight before starting a cu

105. Why must you never change a tool while the lathe is running?

106. How might you be seriously injured by flying chips?

107. Why should the tailstock be bolted securely?

108. Why should you block up under the chuck when removing it from the spindle?

STUDENTS STATEMENT

THIS IS TO CERTIFY that I have been taught and had demonstrated to me the Safety Instruction as prescribed in the training program for Vocational Electronics at _____ (school) _____ by the instructor in charge of that work: that I have demonstrated my ability to use machines in a safe manner and that I have taken a written examination to test my knowledge of said safety instructions. I pledge my wholehearted support to the safety program of the school and I shall endeavor at all times to avoid accident or injury to myself or to my fellow students. I will operate tools, machines, and equipment in accordance with the instruction given me and I will prevent damage to them or to any school property. I agree to relieve the Board of Education, the _____ (school) _____ any of its officers, agents, or employees from any liability that may result from or in connection with any field trip, school sponsored activity, or in connection with my training program.

Signature of Student _____

Dated _____ 19_____

Signature of Witness _____

FOR STUDENTS UNDER 21 YEARS OF AGE

I have read the foregoing and hereby pledge my cooperation in urging that _____ (name of student) _____ observes the Safety instruction set forth in this training program. I also hereby agree that he be permitted to make visits to industrial plants or any other institution as a part of his training program under the supervision of a teacher. I further agree to relieve the Board of Education, the _____ (school) _____, and any of its officers, agents, or employees from any liability in connection with this request.

Dated _____ 19_____

_____
Signature of Parent or Guardian

INSTRUCTORS STATEMENT

NOTE: It is the responsibility of the instructor to see that every student enrolled completes a safety test and an affidavit and they will be kept on file by the instructor.

In case of accident, the instructor is held responsible to see that an Accident Report, giving all details, and the name or names of all witnes is filed in the office immediately.

The above student has been taught and had demonstrated to him the Safety Instructions for Vocational Electronics and has evidenced his proficienc by satisfactorily passing the foregoing written test.

Dated _____ 19_____

_____
Signature of Instructor

UNIT 2:0:0 BASIC MATHEMATICS

2:1:0 a. The three basic concepts of any number, regardless of its base or radix, are _____ _____ and _____.

Use the number 202 to illustrate the three basic concepts of the number.

b. Convert the following base ten numbers to binary and octal form:

Decimal	Binary	Octal
15_{10}	_____	_____
32_{10}	_____	_____
54_{10}	_____	_____
100_{10}	_____	_____
225_{10}	_____	_____

c. Convert the following numbers to base ten numbers:

	Decimal
$.156_8$	_____
101_2	_____
127_8	_____
1011_2	_____

2:2:0 a. Match the items in the left column with those in the right column:

(a) the answer gained from dividing numbers	1. Sum _____
(b) the number multiplying another number	2. Difference _____
(c) a number from which another is subtrated	3. Product _____
(d) the result from multiplying two numbers	4. Quotient _____
(e) the number being divided by another	5. Addend _____
(f) the answer from added numbers	6. Minuend _____
(g) a number subtracted from another	7. Multiplicand _____

(h) the name of a number to be added 8. Dividend ____

(i) the name of dividing number 9. Divisor ____

(j) the number which is being multiplied 10. Multiplier ____

(k) the result from subtracting numbers 11. Subtrahend ____

2:2:0 Work the following sets of problems and compare your time with that suggested:

Suggested Time: 2 minutes 30 seconds

Add:

(a)
```
 316
 780
```

(b)
```
38.97
15.91
```

(c)
```
9.7564
2.2436
```

(d)
```
  478.9
   2.02
8,509.
```

(e)
```
    12
   908
 6,742
   651
```

(f)
```
0.5109
0.3873
6.453
```

(g)
```
  201.4
   39.47
5,760.9
```

(h)
```
18,273
64,509
 8,172.6
```

(i)
```
0.3405
9.8643
0.0721
6.107
```

(j)
```
8,670.03
2,549.69
   40.97
    8.54
  545.78
```

Suggested Time: 2 minutes 10 seconds

Subtract:

(a) 492 484	(b) 7,351 6,296	(c) 83.46 57.38	(d) 0.0253 0.0094	(e) 164.01 39.07
(f) 5.624 0.5478	(g) 9,004.87 8,909.78	(h) 7.9432 6.9823	(i) 0.000253 0.0001256	(j) 40.6451 9.6542

Multiply:

(a) 237 4	(b) 508 40	(c) 14.69 4.7	(d) 6,327 0.058	(e) 418.9 302
(f) 0.00532 0.76	(g) 9,476 0.02398	(h) 8,504 5,146	(i) 80,063 0.00735	(j) 74,290 0.8942

Suggested Time: 7 minutes, 20 seconds

Divide:

(a) 2,019 by 4

(b) 28,032 by 70

(c) 859,792 by 98.6

(d) 655.806 by 235

(e) 7.342 by 0.044624

(f) 1.697605 by 0.00845

Suggested Time: 7 minutes, 40 seconds

Add:

(a) 1/4 + 1/2

(b) 1/4 + 2/9

(c) 3/5 + 5/20

(d) 1 2/3 + 6 5/9

(e) 8 7/8 + 24 9/12

(f) 67 3/15 + 89 1/3

(g) 3/8 + 13/32 + 5/64

(h) 3/20 + 2/3 + 7 11/12

(i) 8 1/4 + 9 3/13 + 1/52

(j) 16 1/4 + 9/10 + 8 3/20 + 0.001

Suggested Time: 5 minutes, 50 seconds

Multiply:

(a) 4 5/9 X 3/82

(b) 16 4/5 X 2 1/12

(c) 2 7/19 X 1 1/18

(d) 87 1/2 X 0.002

(e) 0.126 X 2 41/42

Divide:

(a) 4 5/9 by 2 5/12 (b) 17 3/5 by 2 14/15 (c) 20 4/7 by 0.0

Suggested Time: 8 minutes, 20 seconds

(a) 1,089

(b) 14.1376

(c) $\frac{625}{1,225}$

(d) $\frac{729}{6,561}$

(e) 0.00002404

2:3:0 Write a definition for positive, negative and zero exponents and give an example for each to base two and base ten..

2:3:0 Write three laws of exponents and give an example for each.

(a)_____

(b)_____

(c)_____

2:3:0 Express each of the following as a number between 1 and 10 times ten to the proper power.

(a) 487,000 = _____

(b) 0.0045 = _____

(c) 36845 = _____

(d) 0.05317 = _____

(e) 75.12 =

(f) 0.00005896 = _____

(g) 48,000,000 = _____

(h) 0.115692 = _____

(i) 0.000879 = _____

(j) 0.16 = _____

2:3:0 Convert the following numbers and their powers of ten to the origi number they represent.

(a) $3.9 \times 10^4 =$ _____

(b) $6 \times 10^{-6} =$ _____

(c) $8.2 \times 10^6 =$ _____

(d) $70 \times 10^{-1} =$ _____

(e) $100 \times 10^5 =$ _____

(f) $15 \times 10^{-6} =$ _____

(g) $43 \times 10^{-9} =$ _____

(h) $2.8 \times 10^6 =$ _____

(i) $8.2 \times 10^4 =$ _____

(j) $0.6 \times 10^7 =$ _____

2:3:0 Solve the following after changing to scientific notation:

(a) $432 \times 118 =$ _____

(b) $57 \times 18 =$ _____

(c) $82.7 \times .423 =$ _____

(d) $.0692 \times .547 =$ _____

(e) $\frac{4.16}{.411} =$ _____

(f) $\frac{.862}{.0486} =$ _____

(g) $\frac{.00624 \times 17.2}{.764} =$ _____

(h) $\frac{415}{21.6 \times 394} =$ _____

2:4:0 Match the power of ten equivalents with the following ten prefixes:

(a) Giga	(1) 10^{-1}
(b) Milli	(2) 10^{-12}
(c) Nano	(3) 10^{-6}
(d) Kilo	(4) 10^{9}
(e) Deci	(5) 10^{6}
(f) Deca	(6) 10^{-9}
(g) Mega	(7) 10^{1}
(h) Pica	(8) 10^{-2}
(i) Centi	(9) 10^{-3}
(j) Micro	(10) 10^{3}

Convert the following values to the forms indicated:

300 μμf =	(a)____farad?	(b)____μf?	
25 henrys =	(a)____mh?	(b)____μh?	
425 watts =	(a)____kw?	(b)____mw?	(c)____μw?
3.5 sec =	(a)____msec?	(b)____μsec?	
1,500 HZ =	(a)____HZ?	(b)____HZ?	
50 kΩ =	(a)____Ω	(b)____mho?	(c)____MΩ?
600 mv =	(a)____watts?	(b)____kw?	
450 μh =	(a)____ mh?	(b)____henrys?	
15,000 HZ =	(a)____ HZ-?	(b)____ kHZ?	
6 μsec =	(a)____sec?	(b)____msec?	
0.045 amp =	(a)____μa?	(b)____ma?	
6.6 kv =	(a)____volts?	(b)____Mv?	(c)____mv?
3.2 MΩ =	(a)____Ω?	(b)____kΩ?	
0.25 kw =	(a)____watts?	(b)____mw?	(c)____μw?
2,250 mh =	(a)____μh?	(b)____henry?	
440 MHZ =	(a)____ HZ?	(b)____HZ?	
0.00025 μf =	(a)____μμf?	(b)____farad?	
600 msec =	(a)____μsec?	(b)____sec?	
0.005 mho =	(a)____μmho?	(b)____Ω?	
2,500 μmhos =	(a)____mho?	(b)____Ω?	
6,750 μa =	(a)____amp?	(b)____ma?	
0.01 kv =	(a)____volts?	(b)____mv?	
90 Mw =	(a)____watts?	(b)____kw?	
28,100 KHZ =	(a)____HZ?	(b)____ MHZ?	

(25) Q = 5 μf X 10 Mv = _____

2:5:0 Multiply the following using a slide rule:

Problem	Expressed as Power of Ten	Estimate		Answer
(a) 0.00484 x 5870 =	_____	_____	=	_____
(b) 427,000 x 386,000 =	_____	_____	=	_____
(c) 0.0048 x 0.0031 =	_____	_____	=	_____
(d) 0.000294 x 749 =	_____	_____	=	_____
(e) 90.9 x 128,000 =	_____	_____	=	_____
(f) 89,000 x 0.0054 =	_____	_____	=	_____

(g) 578,000 x 0.000000647 x 0.0056 x 45,000,000 x 10^{12} x 892 = _____

(h) 45,500 x 23,500 x 0.000754 x 318 x 10^{4} x 0.00000000056 = _____

(i) 0.000000795 x 0.0000000423 x 413,000,000 x 409,000 = _____

(j) 4.78 10^{-5} x 466,000,000 x 0.00000000469 x 528 x 10^{8} = _____

2:5:0 Divide the following using a slide rule:

Problem	Expressed as Power of Ten		Estimate		Answe
(a) 0.0544 ÷ 348,000 =	_____	=	_____	=	_____
(b) 5199 ÷ 0.00000482 =	_____	=	_____	=	_____
(c) 0.00965 ÷ 0.00000492 =	_____	=	_____	=	_____
(d) 0.000542 ÷ 0.0000974 =	_____	=	_____	=	_____
(e) 491,000 ÷ 32,700,000 =	_____	=	_____	=	_____

2:5:0 Solve the following using a slide rule:

	Estimate		Answer
(a) $\frac{3.6 \times 4 \times 8.32 \times 420}{4.45 \times 18 \times 9.35} =$	_____	=	_____
(b) $\frac{15{,}632 \times 285 \times 10^{-2} \times 13.8}{328{,}591 \times 64 \times 492 \times 10^{-6} \times 8952} =$	_____	=	_____
(c) $\frac{38.1 \times 10^{4} \times 1619 \times 28.35 \times 10^{12}}{30.3 \times 56.1 \times 5 \times 10^{14}} =$	_____	=	_____
(d) $\frac{25 \times 42.68 \times 0.0003091}{0.000095 \times 0.16 \times 3900} =$	_____	=	_____
(e) $\frac{0.05 \times 2.009 \times 1643 \times 45}{7500 \times 93{,}004 \times 18{,}096 \times 42.863} =$	_____	=	_____

2:5:0 Complete the following expressions using a slide rule:

(a) 0.000412^2 = _____

(b) $(51.9 \times 10^6)\ 2$ = _____

(c) $(0.0000542 \times 10^{12})^2$ = _____

(d) $(0.000048 \times 10)^2$ = _____

(e) 0.0000674^2 = _____

(f) 0.000914^2 = _____

(g) 0.0000676^2 = _____

(h) $390{,}000{,}000^2$ = _____

(i) $708{,}000^2$ = _____

(j) $(143 \times 10^9)\ 2$ = _____

2:5:0 Raise each of the following to the indicated power using a slide rule:

(a) 3434^3 = _____

(b) $59{,}600^3$ = _____

(c) $496{,}000^3$ = _____

(d) 0.00000471^3 = _____

(e) $(5915 \times 10^4)^3$ = _____

2:5:0 Extract the square root of each of the following using a slide rule:

(a) 36,500 = _____

(b) 0.0000054 = _____

(c) 452,900 = _____

(d) 0.0000406 = _____

(e) 914×10^{-3} = _____

2:5:0 Extract the cube root of each of the following using a slide rule:

(a) 56,500 = _____

(b) 3,714 = _____

(c) .00000,461 = _____

(d) 3877×10^{-4} = _____

(e) $.000000567 \times 10^{-8}$ = _____

2:6:0 Add the following

(a)	(b)	(c)	(d)
5 1/2	-14	-0.0005	47.63
-8 1/2	-57	0.00034	-10.04
			23.87

Subtract the following:

(a)	(b)	(c)	(d)
-36	436	75.27	-13 7/8
68	-209	87.62	- 6 3/5

2:6:0 Multiply the following

(a) $-0.0509 \times -0.73 =$ _____

(b) $43.14 \times -19.96 =$ _____

(c) $-1/3 \times -1/10 =$ _____

(d) $-76 \times 41 =$ _____

Divide the following:

(a) $\frac{440}{24}$ (b) $\frac{-0.0048}{0.000012}$ (c) $\frac{1.125}{-0.0014}$ (d) $\frac{-813.14}{-145.2}$

2:6:0 Solve each expression for the value indicated:

Given	Solve for:	Answer
(a) $R^2 = Z^2 - X^2$	Z^2	_____
(b) $C = 2\pi\Gamma$	Γ	_____
(c) $H = \frac{N + 2}{P}$	P	_____
(d) $Vo - 2V - V\tau$	V	_____
(e) $R = \frac{E - e}{I}$	R when $E = 12\nu$	_____
	$e = .12\nu$	_____
	$I = 11A$	_____

Given	Solve for:	Answer
(f) $C = \frac{1}{2\pi f X_c}$	C when f = 60HZ $X_c = 26.5\Omega$	_____

2:60 Solve each problem as indicated:

(a) $-23\omega L$ 13R, $-16R$ $46\omega L - 26Z$ = _____

(b) $i^2r + 14W - 7ei + 72w$, $-9i^2r - 18w + 10ei$, $19el - 8W + 2i^2 - w$

= _____

(c) $31X - 81Z + 10IR13I - 21IR$, $7IR - 1Z - 4I$

= _____

(d) From $16I - 13iZ$ subtract $20iZ - 19IR$

= _____

(e) From $3.62\omega L - 0.03X + 25Z$ subtract $6X - 6.2\omega L + 21$

= _____

(f) From the sum of $38irZ - 3.02E + IR$ and $16iZ + 3.1E - 18IR$,

subtract $111R - 0.2E + 0.7irZ$. = _____

2:6:0 (continued)

Note: Parentheses or other signs of grouping are often used to indicate a product. Thus, $(ir + e)(2ir - 3)$ means $(ir + e)$ times $(2ir - 3e)$.

Perform the indicated multiplications:

(a) $(r + 3)(r - 12) =$ _____

(b) $(14ei - 2P)(2ei - 8P) =$ _____

(c) $(i^2 - ir + r^2)(i + r) =$ _____

(d) $2R^2[R^2 - 3R(R - X)] - (R^2 + 3RX - 2X^2)(R^2 - 2RX - X^2) =$

_____

(e) $(3/5R_1 - 5/6\ R_2)\ (5/3\ R_1 - 6/5\ R_2) =$

_____

Divide:

(a) $a^2 + 5a + 6$ by $a + 3$ = _____

(b) $R^2 - Z^2$ by $R - Z$ = _____

(c) $R^4 - Z^4$ by $R + Z$ = _____

3:1:0 List three states of matter and give an example of the characteristics of each form.

3:1:0 Underline the smallest atomic particle and circle any choice which is not part of an element in the following list:

(a) atom

(b) molecule

(c) electron

(d) proton

3:1:0 Name the smallest particle to which a compound can be reduced and still retain its identify.

_____

3:1:0 The nucleus of an atom contains:
(underscore the correct answer).

(a) electron and neutrons

(b) protons and neutrons

(c) protons and electrons

(d) protons, electrons, and neutrons

3:1:0 The mass of the nucleus is approximately _____ times greater than that of the electron in a hydrogen atom.

Give the electrical charge possessed by each of these atomic particles:

(a) electron _____

(b) proton _____

(c) neutron _____

3:2:0 Designate from the following list of materials, those that are insulators, conductors, or semiconductors:

	Insulator	Conductor	Semiconductor
(a) copper	_____	_____	_____
(b) silver	_____	_____	_____
(c) aluminum	_____	_____	_____
(d) paper	_____	_____	_____
(e) silicon	_____	_____	_____
(f) bakelite	_____	_____	_____
(g) mica	_____	_____	_____
(h) glass	_____	_____	_____
(i) germanium	_____	_____	_____

3:2:0 As the temperature of carbon is increased, its resistance will (circle one):

(a) increase (b) decrease (c) remain constant (d) double

3:2:0 Using $R = \frac{KL}{A}$

solve for the resistance of twenty feet of copper wire whose diameter is fifty mills at room temperature X (K for copper at room temperature 10.4).

3:3:0 A quantity of electrical charge equal to 6.28×10^{18} electrons is called a/an (circle one):

(a) Dyne (b) electrostatic unit (c) meter (d) coulomb

3:3:0 A charged insulator has an excess of 6000 x 1016 electrons. What is the charge in coulombs?

_____

3:3:0 An electrostatic field is created by (circle one):

(a) electrons in motion (c) separation of electrons from protons

(b) magnetic flux (d) the accumulation of a large number of electrons

3:3:0 The force acting through the distance between two dissimilarly charged bodies is referred to as:

(a) a chemical (b) a magnetic field (c) a flow of ions

(d) an electrostatic field

3:4:0 An electric current is the movement of (circle one):

(a) Protons (b) electrons (c) neutrons

(d) both electrons & neutrons

3:4:0 When a voltage is applied to a conductor, free electrons (circle one):

(a) are forced into the nucleus of their atom

(b) are impelled along the conductor

(c) unite with protons

(d) cease their movement

3:4:0 The direction of electron flow in the external circuit is from

_____ to _____.

3:4:0 Define an ampere using coulombs and time:

_____

_____

_____

3:5:0 Name the three fundamental quantities that are necessary to measure matter: _____ _____ _____

3:5:0 Name two measuring systems in use today:

_____

Convert the following:

25 inches equal _____ centimeters
100 meters equal _____ feet
10 ounces equal _____ grams
24 centimeters equal _____ inches
1 mile equals _____ feet _____ yards
62 inches equal _____ meters
2 meters equal _____ inches

3:6:0 Define work and discuss its relationship to potential and kinetic energy.

_____

_____

_____

_____

3:6:0 A motor consumes 3 watts of power for its operation but has only 2.5 watts of power delivered to its load. What is its efficiency?

_____

3:6:0 List six energy sources and illustrate by example how this source may be used to provide a voltage source.

	Energy Source	Example
(a)		
(b)		
(c)		
(d)		
(e)		
(f)		

UNIT 4:0:0 Basic Electrical Terms and Units

4:1:0 Match the letter or letters with the numbers.

4:2:0

4:3:0

4:4:0

1	_____	volt	A- is the ability to oppose any change in voltage
2	_____	ampere	B- opposition to all current
3	_____	ohm	C- MFD
4	_____	electrical pressure	D- Unit of measurement for inductance
5	_____	resistance	E- Unit of power
6	_____	current	F- EMF
7	_____	Farad	G- Ω
8	_____	henry	H- current
9	_____	inductance	I- electro-motive force
10	_____	capacitance	J- Symbol for inductance
11	_____	power	K- The rate at which energy is used
12	_____	watt	L- Resistance
13	_____	voltage	M- Measurement of current flow
14	_____	R	N- Capacitance
15	_____	I	O- 6.28 x 10 + 18 electrons PER/SEC.
16	_____	AMP	P- Force required to move electrical circuit
17	_____	EMF	Q- election movement
18	_____	P	R- measured in henrys
19	_____	watts	S- means of (MFD)
20	_____	L	T- electrical power
21	_____	C	U- Symbol for volt
22	_____	E	V- A unit of conductance
23	_____	V	W- A unit of reactance
24	_____	$(K. \frac{L}{A})$	X- Measurement of impedance
25	_____	G	Y- Conductance

4:1:0
4:2:0
4:3:0 Write a standard definition for a volt, ohm, and an ampere.

_____

_____

_____

4:1:0 Name two changes that could be made to increase or decrease the voltage of a cell; the current of a cell.

_____

_____

_____

4:2:0 In which direction does current flow in an electrical circuit (circle those that apply)?

(a) - to + externally, + to - internally

(b) + to - externally, + to - internally

(c) - to + externally, - to + internally

(d) + to - externally, - to + internally

4:3:0 Write a definition for the unit of measurement of inductance.

_____

_____

_____

4:5:0 Name the essential requirements for a simple circuit.

_____

_____

_____

ERIC

4:5:0 Draw a symbol to represent each of the following circuit components:

1- Inductor, fixed (iron core) _____

2- Resistor, fixed _____

3- Capacitor, fixed _____

4- Transformer, iron-core _____

5- Chemical cell _____

6- Conductors connecting _____

7- Capacitor, variable _____

8- Resistor, variable _____

9- SPDT switch _____

10- DPDT switch _____

11- Battery _____

12- Lamp _____

13- Neon lamp _____

14- Relay _____

15- Voltmeter _____

16- Semiconductor DIODE _____

17- Generator (DC) _____

18- Fuse _____

19- Potentiometer _____

20- Connectors crossing _____

4:5:0 Using acceptable current and voltage notation indicate the voltage and current at the designated points in the circuit below:

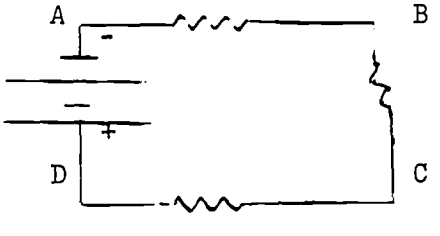

A to B _____

D to C _____

UNIT 5:0:0 MEASURING INSTRUMENTS

5:1:0 Basic voltmeters can be classified as to _____ and _____ measurements.

5:1:0 List in operational sequence, four precautions that should be observed when using a voltmeter.

_____

_____

_____ _____

_____

5:1:0 Complete the circuit by connecting the voltmeter to indicate the voltage across R3.

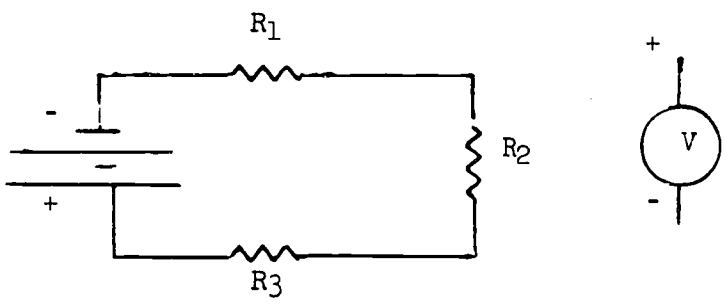

5:1:0 A zero reading on the voltmeter indicates a _____ circuit and a meter reading equal to the source voltage indicates a _____ _____ circuit.

List the steps in proper sequence to measure an unknown voltage.

1._____

2._____

3._____

4._____

5._____

6._____

5:1:0 What meter-pointer position will indicate a reading of greatest accuracy? (circle one)

(a) First 15 degrees

(b) Last 15 degrees

(c) Middle to 3/4 scale

(d) Accuracy is uniform for all positions.

5:2:0 Connect the ammeter in the circuit to measure the current through R3.

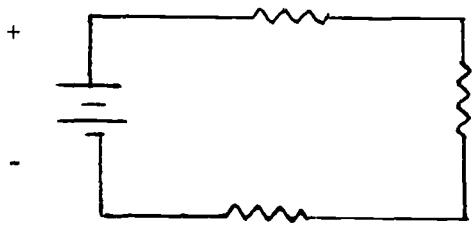

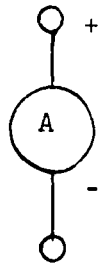

5:2:0 List precautions to be observed when connecting an ammeter in a circuit.

_____

_____

_____

_____

5:3:0 List the steps in proper sequence to measure the resistance of an in-circuit resistor.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

5:3:0 List the steps in proper sequence to measure an unknown current.

1. _____

2. _____

3. _____

4. _____

5. _____

5:3:0 Explain why an ohmmeter will be damaged if connected in an energized circuit.

_____

_____

_____

_____

5:3:0 The pointer of an ohmmeter would indicate (a)_____ ohms for a short circuit and (b) _____ ohms for an open _____. The most accuract range switch for (a) would be _____ ohms and for (b) would be _____ ohms.

5:1:0
5:2:0
5:4:0 When circuit measurements are made energy is used, therefore circuit values are changed causing undesirable effects called _____ _____.

5:4:0 Match the following use, VTVM and VOM in the blanks after each item.

(a) Requires external power _____

(b) Does not measure current _____

(c) Measures voltage _____

(d) Measures ohms _____

(e) Measures current _____

(f) Causes less loading _____

(g) Has ohms adjust _____

(h) Has zero adjust _____

(i) Has greater sensitivity _____

(j) More accurate _____

(k) Requires calibration _____

(l) Requires battery for ohms function _____

5:4:0 List the steps in proper sequence to measure current, voltage, and resistance with a multimeter.

ERIC

UNIT 6:0:0 RESISTANCE, OHM'S LAW, WATT'S LAW, KIRCHHOFF'S LAWS AND CIRCUITS

6:1:0 Resistance of a material is affected by which of the following (circle items):

diameter, length, insulation covering, substance makeup, temperature, flexibility strength.

6:1:0 Find the resistance of an 18 gage copper wire 84' long at

(a) 20 degrees centigrade _____

(b) 50 degrees centigrade _____

6:1:0 Solve for the dimensions, in mils, of a square copper conductor having equivalent resistance to a 10 gage copper conductor. (Number ten gage wire has a diameter of 102 mils).

6:1:0 The resistance of the secondary winding of a transformer was 2.50 ohms at 20 degrees centigrade. After the transformer had operated under full load for 6 hours, the resistance of the secondary was measured and found to be 2.99 ohms. What was the final operating temperature?

6:1:0
6:2:0 Fifteen kilowatts of power is to be transmitted 500 ft from a generator that maintains a constant terminal voltage of 238 volts. If not over five per cent line drop is allowed, what size wire must be used?

_____

6:1:0 What size wire must be used to connect an industrial motor that has a running current of 24 amperes.

_____

6:1:0 Give two examples and definitions of linear and non-linear resistances.

_____

_____

_____

6:1:0 Draw a current versus voltage curve for a linear and non-linear resistance

6:2:0 Show how Ohm's laws can be explained by comparison to the mechanical law involving force, opposition and notion.

_____

_____

_____

6:2:0 Define Ohm's law and give the symbol that corresponds with each factor of the definition.

_____

_____

6:2:0 Develop Watt's law by comparison to a mechanical power law, $P = \frac{FD}{t}$

_____

_____

_____

_____

6:2:0 Write a basic form of Ohm's law and change it to the two other forms.

_____

_____

_____

_____

6:2:0 Write a basic form of Watt's law and change it to eight other forms.

_____

_____

_____

_____

_____

ERIC

6:3:0
6:4:0 Label the circuit points indicated using arrow notation.

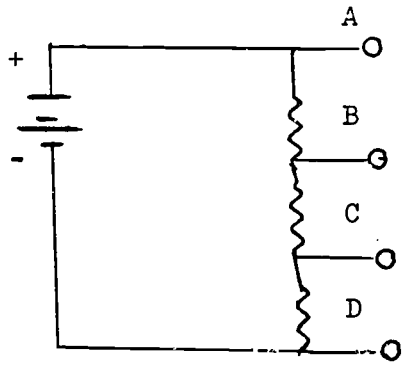

(a) - EAB

(b) + ECB

(c) - EDC

(d) + EAD

(e) - EBD

6:2:0
6:4:0 Write a law for E, I, R and P for series circuit.

_____

_____

_____

_____

6:4:0 Solve for all values indicated.

A

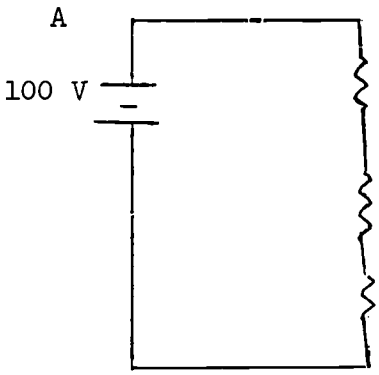

$R_1 = 25\Omega$ I_1 ____ I_2 ____ I_3 ____ I_t ____

$R_2 = 50\Omega$ E_1 ____ E_2 ____ E_3 ____

$R_3 = 25\Omega$ P_1 ____ P_2 ____ P_3 ____ P_t ____

B

$E_\tau = 12V$

$R_\tau + 24\Omega$

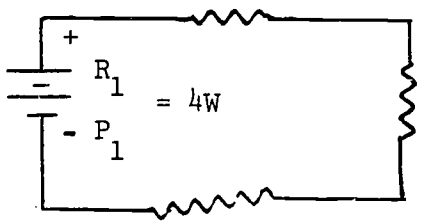

$R_2 = 6\Omega$

$R_3 =$

I_τ = ____ I_1 ____ I_2 ____ I_3 ____

E_1 = ____ E_2 ____ E_3 ____

R_1 = ____ R_3 ____

P_τ = ____ P_2 ____ P_3 ____

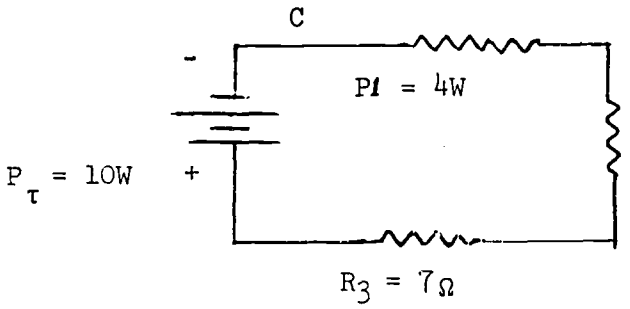

T_τ = ____ T_1 ____ T_2 ____ T_3 ____

E_τ = ____ E_1 ____ E_2 ____ E_3 ____

P_2 = ____ P_3 ____

R_τ = ____ R_1 = ____

6:5:0 Solve for E_2 using voltage divider formula, $E_2 = \frac{E_T R_2}{R_T}$

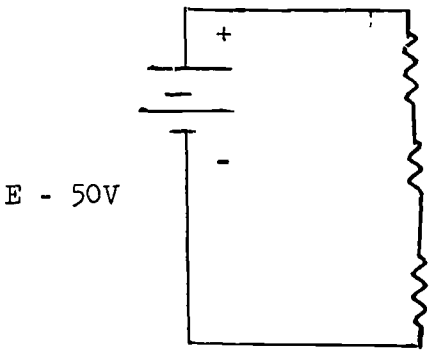

6:6:0 Write a law for E, I, R and P for a parallel circuit.

6:6:0 Solve for the values indicated for the circuit below:

$R_3 = 20\,\Omega$

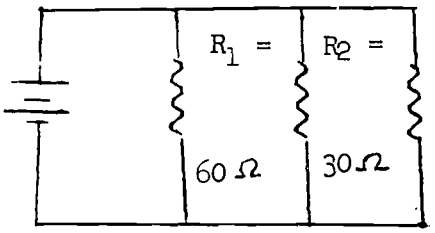

R_T = _____ E_1 _____

P_T = _____ E_2 _____

P_1 = _____ E_3 _____

P_2 = _____ I_1 _____

P_3 = _____ I_2 _____

6:6:0 Solve for the following

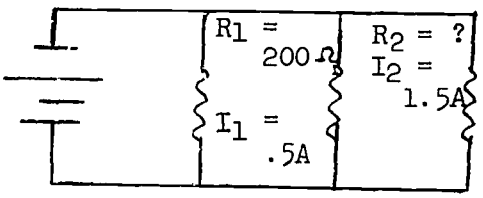

$R_3 = 50\,\Omega$

E_T = ?

E_T =

E_1 =

E_2 =

E_3 =

I_3 =

I_t =

R_T =

R_2 =

P_T =

P_1 =

P_2 =

P_3 =

6:7:0 Solve for I_2 in the circuit using the formula $I_2 = \dfrac{I_T (R_1 \| R_3)}{(R_1 \| R_3) + R_2}$

$I = 10A$

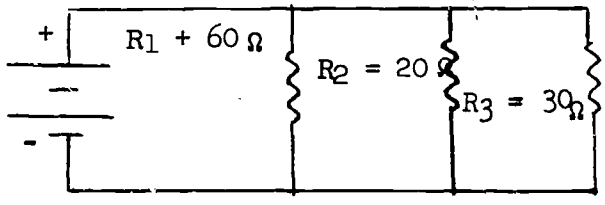

6:8:0 Solve for the equivalent resistance for the circuit.

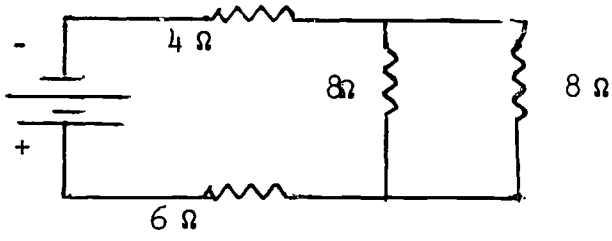

6:8:0 Solve for the values indicated for the circuit below:

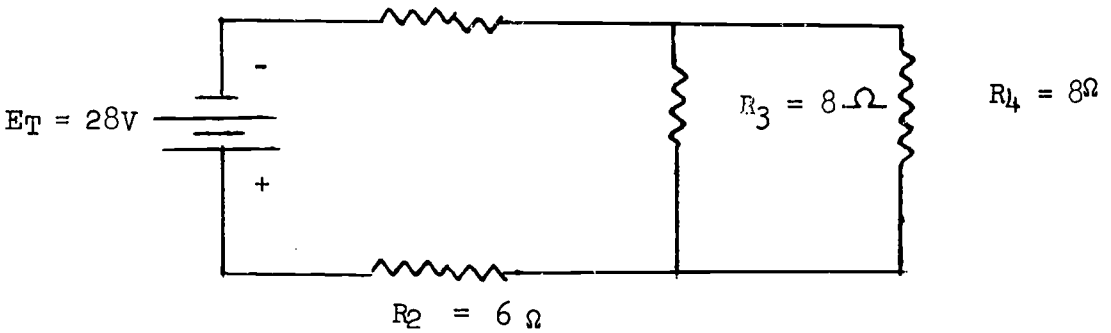

I_T _____ I_1 _____ I_2 _____ I_3 _____ I_4 _____

E_1 _____ E_2 _____ E_3 _____ E_4 _____

P_T _____ P_1 _____ P_2 _____ P_3 _____ P_4 _____

6:8:0 Solve for the values indicated for the circuit below:

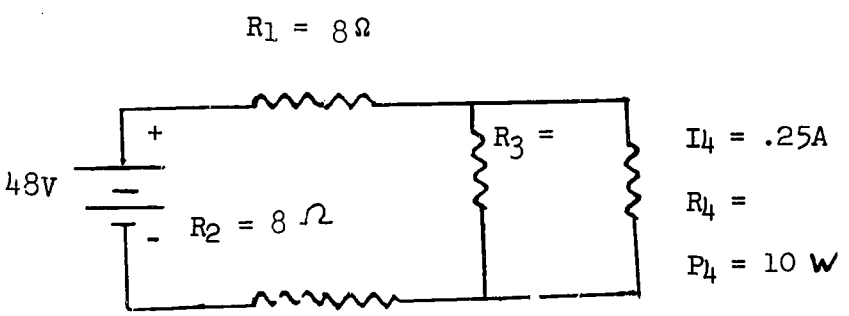

R_T _____ R_3 _____ R_4 _____

I_T _____ I_1 _____ I_2 _____ I_3 _____

E_1 _____ E_2 _____ E_3 _____ E_4 _____

P_T _____ P_1 _____ P_2 _____ P_3 _____

6:8:0 Solve for the values indicated for the circuit below:

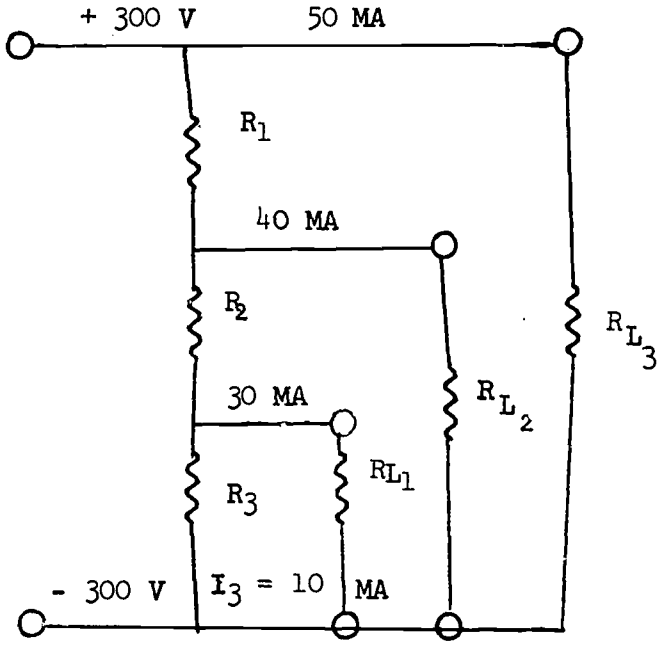

R_1 _____

R_2 _____

R_3 _____

R_{L_1} _____

R_{L_2} _____

R_{L_3} _____

I_T _____

6:8:0 Solve for the values indicated for the circuit below:

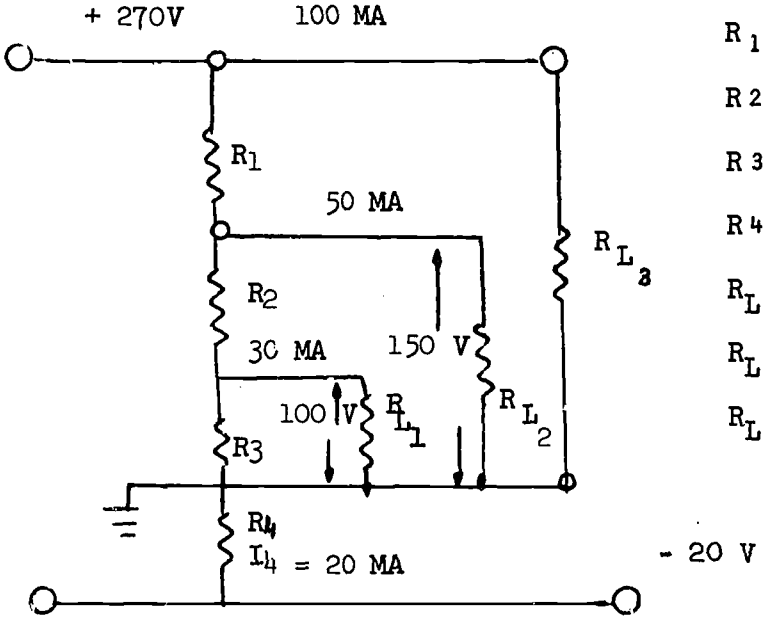

R_1 _____

R_2 _____

R_3 _____

R_4 _____

R_{L_1} _____

R_{L_2} _____

R_{L_3} _____

6:9:0 Consider the circuits below and answer the following questions:

(a) Is Circuit 1 similar to circuit 2? ( ) Yes ( ) No

(b) Will the current be greater, less or the same from A to B; when $\frac{R_1}{R_2} = \frac{1}{4}$ and

$\frac{R_3}{R_4} = \frac{4}{16}$ or when $\frac{R_1}{R_2} = \frac{2}{3}$ and $\frac{R_3}{4} = \frac{14}{21}$?

Circle one: <u>quarter</u> <u>less</u> <u>same</u>

(c) When $\frac{R_1}{R_2} = \frac{R_3}{R_4}$ this circuit is called a _____ _____

circuit.

1

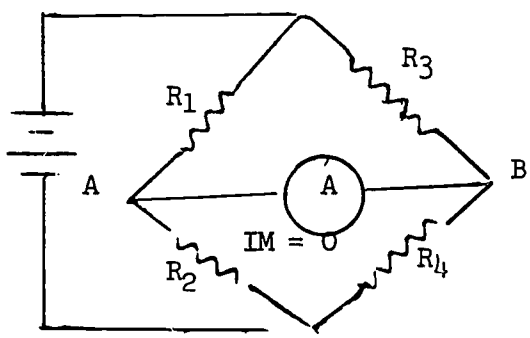

2

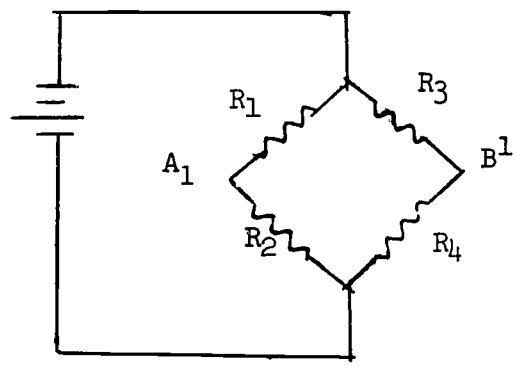

6:9:0 Solve for the value of R_X to cause zero current through the ammeter.

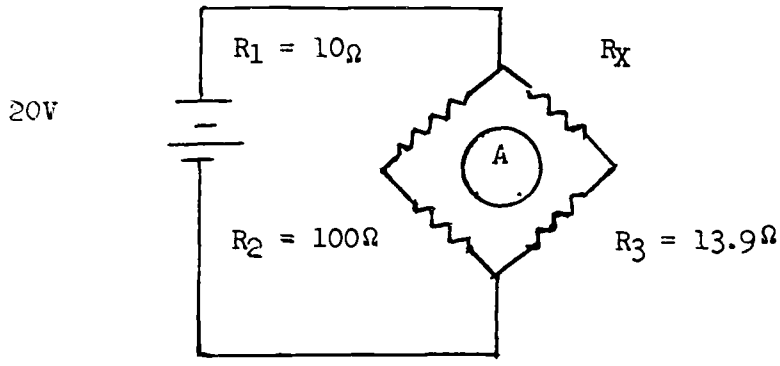

6:9:0 Using the resistance value for R_X obtained in the above problem find the currents:

I_1 _____ I_X _____

I_2 _____ I_3 _____

What is the distance X for the meter to read zero current.

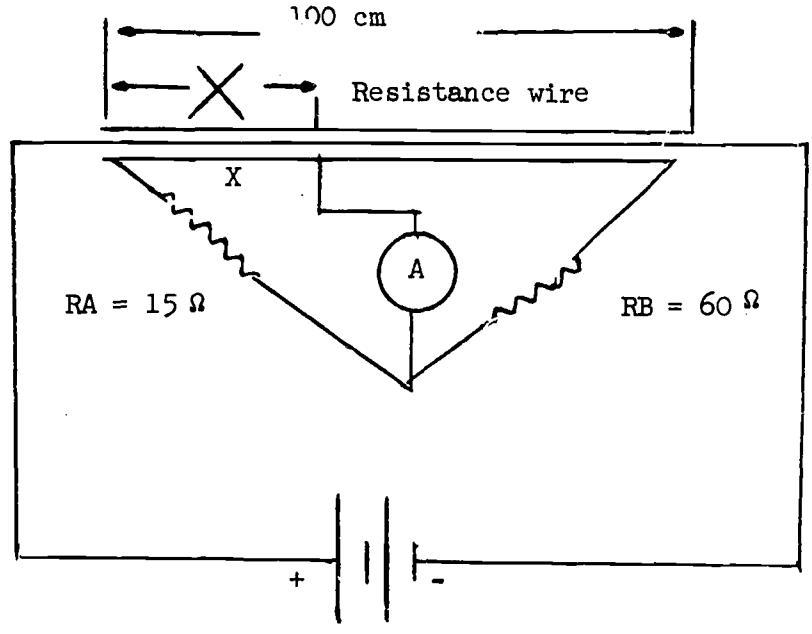

UNIT 7:0:0 DIRECT-CURRENT CIRCUIT ANALYSIS

7:1:0 Kirchhoff's Law

For each of the circuits below perform the following:

A. Indicate polarity across each resistor.

B. Using Kirchhoff's voltage law start at point x and move in the direction of electron flow writing the formula that would satisfy this law.

C. Substitue the values for the letters and prove Kirchhoff's law.

A

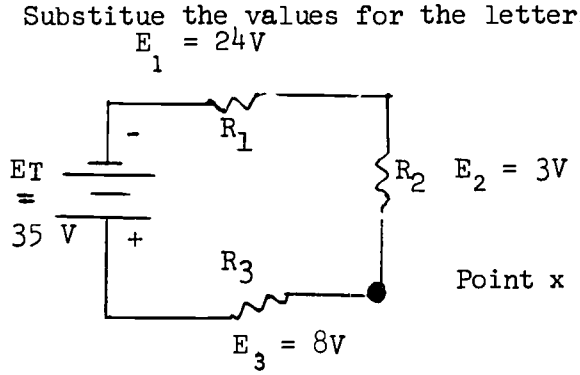

B

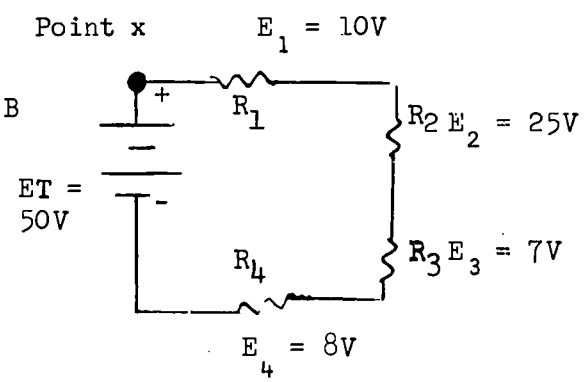

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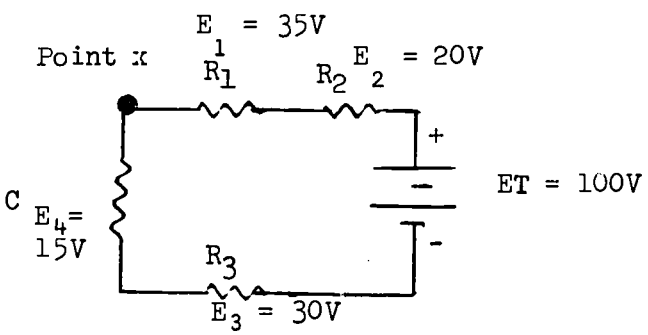

7:1:0 Solve for E_{R3} and I_{R3} using Kirchhoff's voltage law.

A

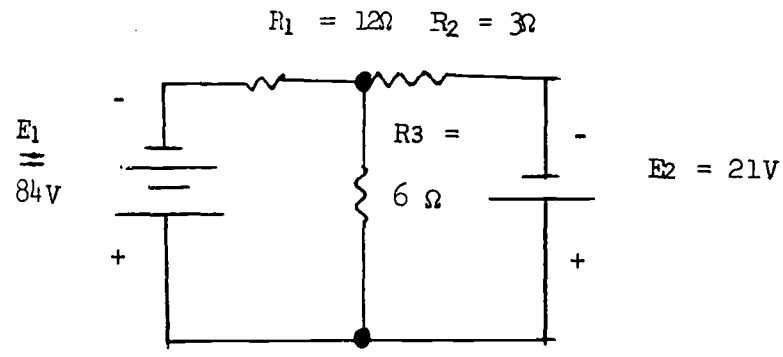

B

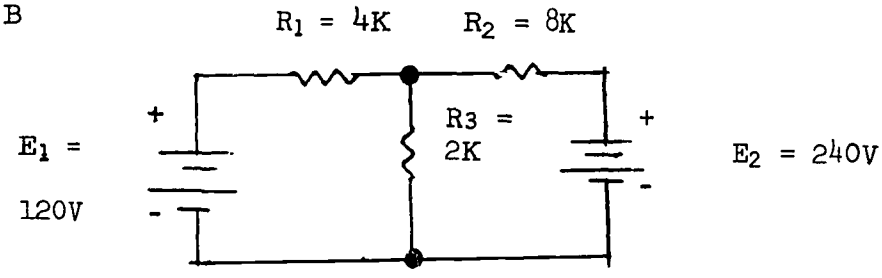

7:1:0 Solve for ER_3 and I_{R3} using Kirchhoff's voltage law and the determinant method. Show all work.

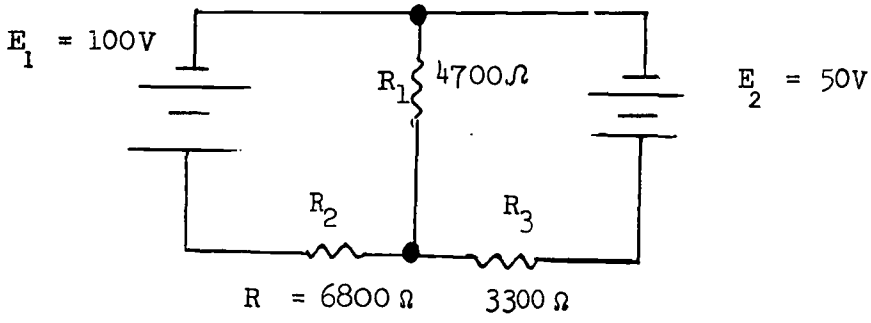

7:2:0 Using the superposition theorem solve for IR_3 and ER_3 in the following problems:

A

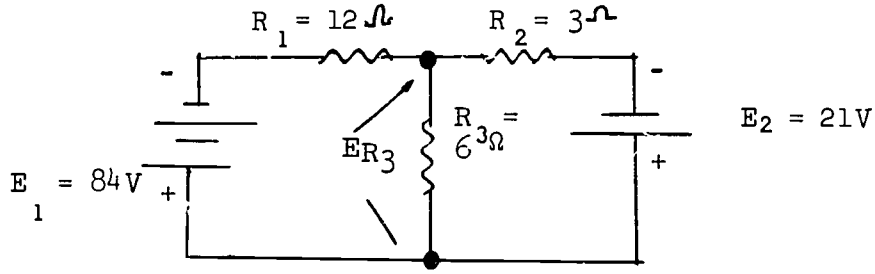

B

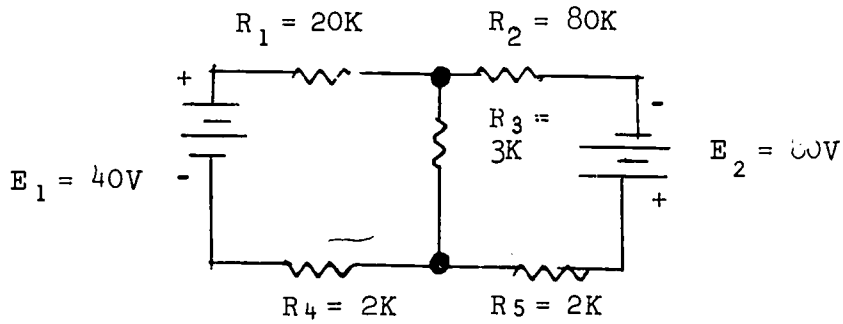

C

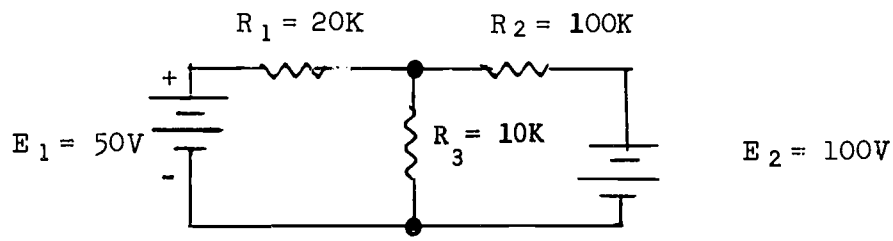

D

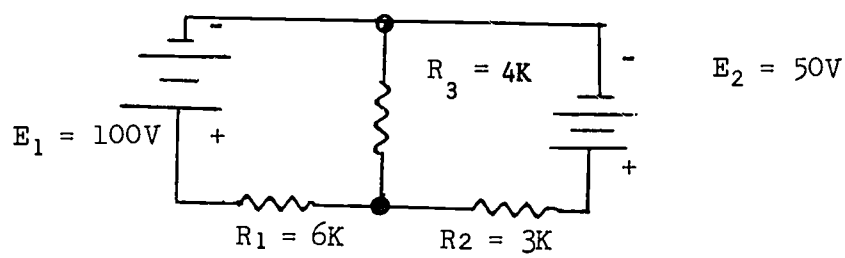

E

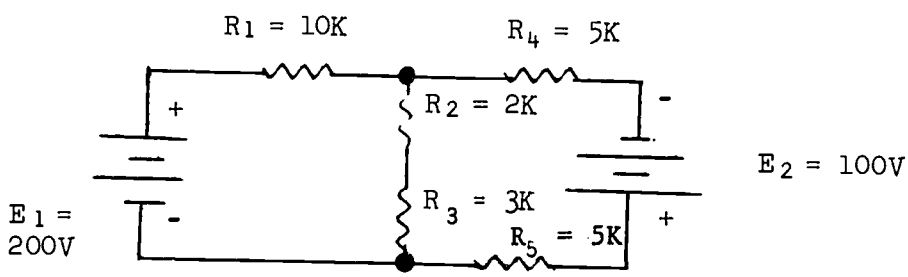

7:2:0 Using the superposition theorem find Vbg

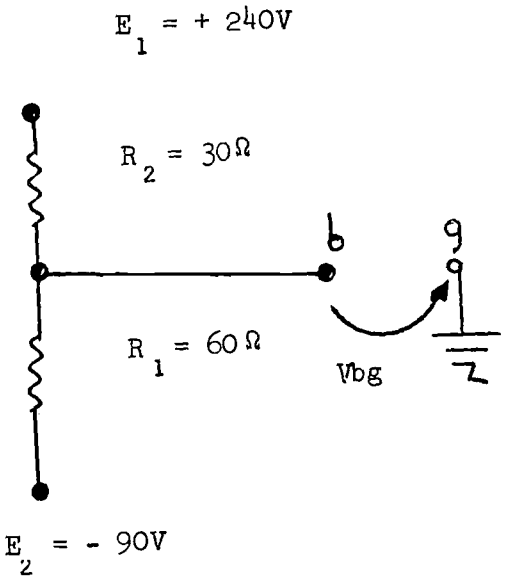

7:3:0 Using Thevenin's theorem solve for the following and draw the equivalent circuit for each: Rth, Voc, IL, EL

A

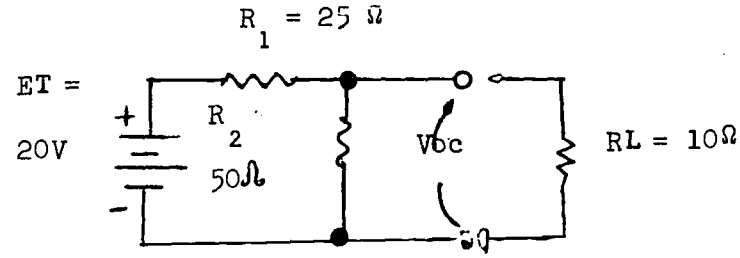

B

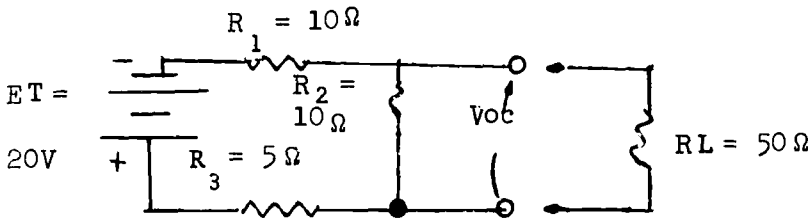

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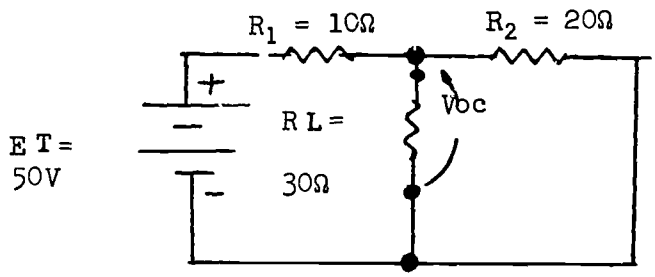

D

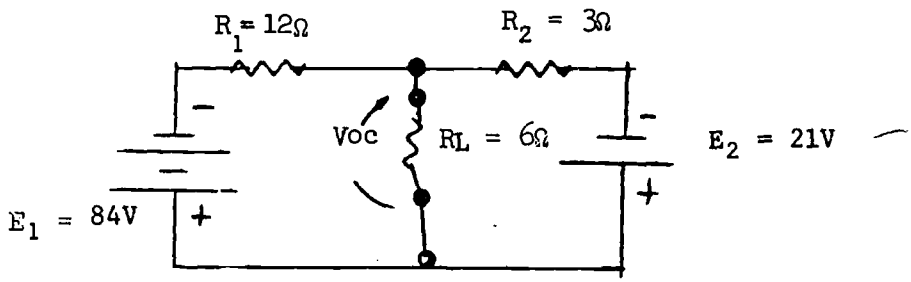

E

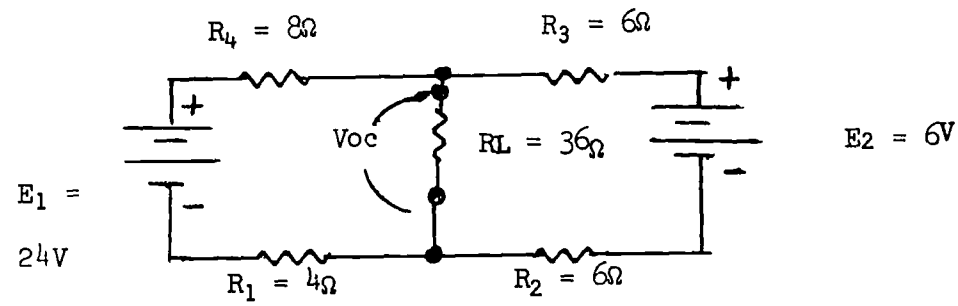

7:4:0 Using Norton's theorem solve for the following and draw the equivalent circuit for each:
RN, Isc, IL, and EL

A

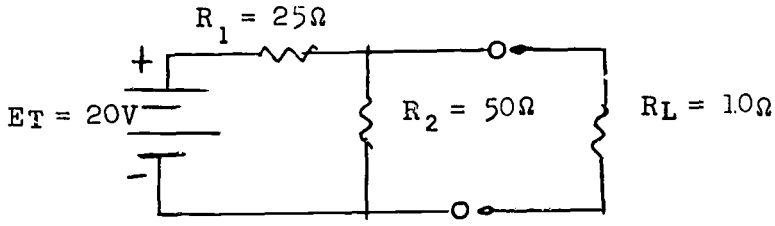

B

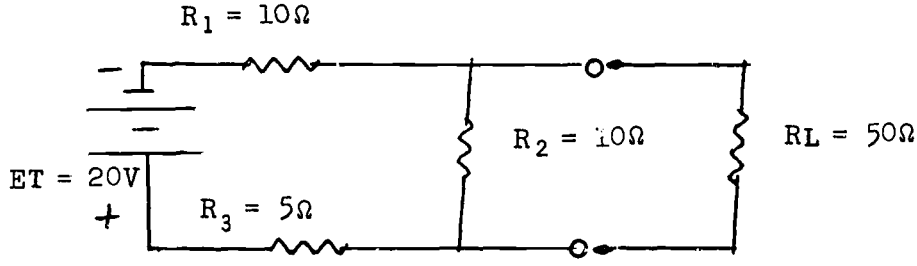

C

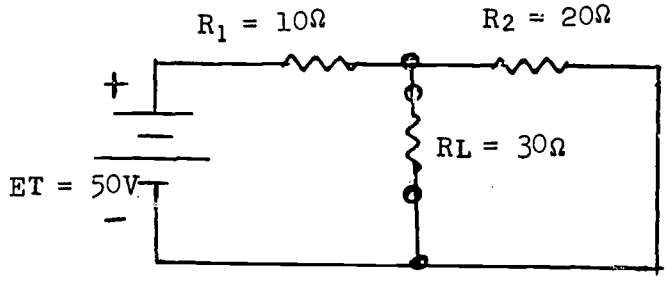

D

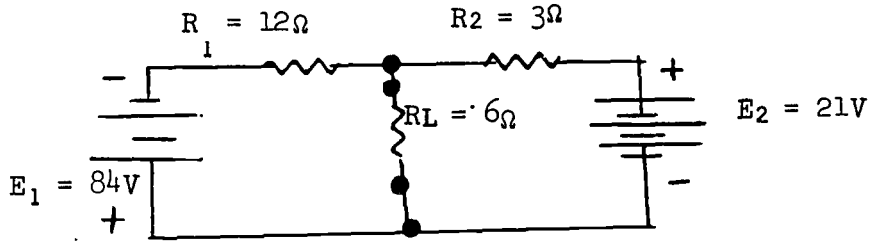

E

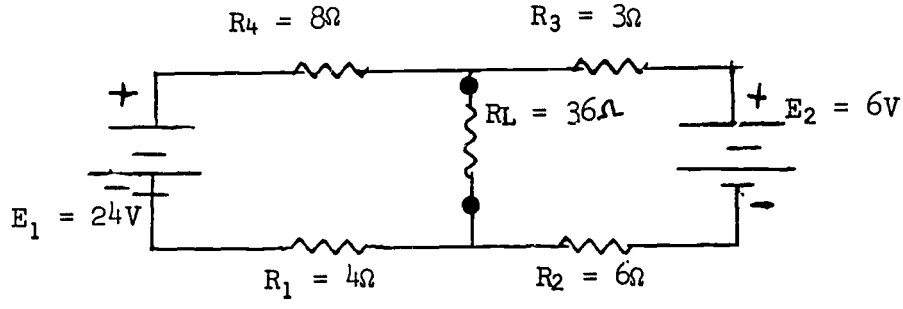

7:5:0 Solve for Rx and Vab

A

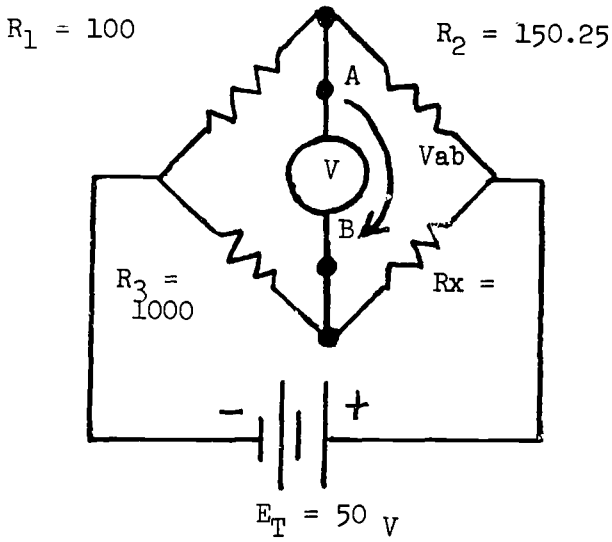

Solve for Rx and Vba

B

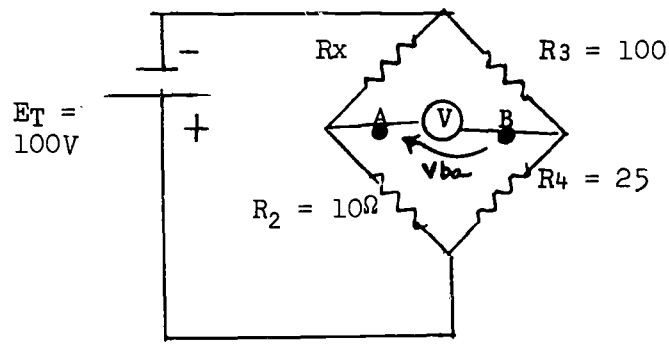

Solve for Rx, Voc, IL, and E1

C

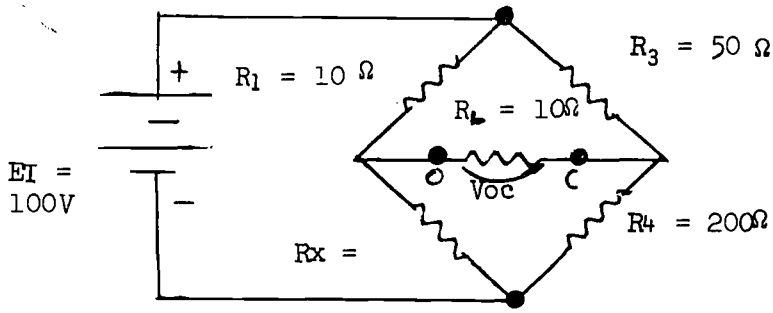

D Solve for the following in the two unbalanced bridge circuits:

1. Rx
2. Voc
3. I_L
4. E_L
5. Value of Rx to make the bridge balanced?

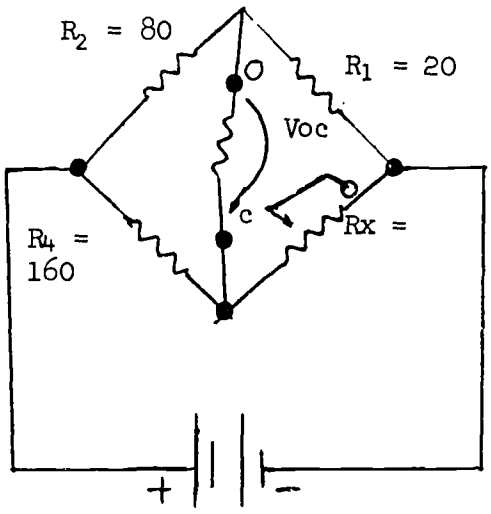

E = 100 V

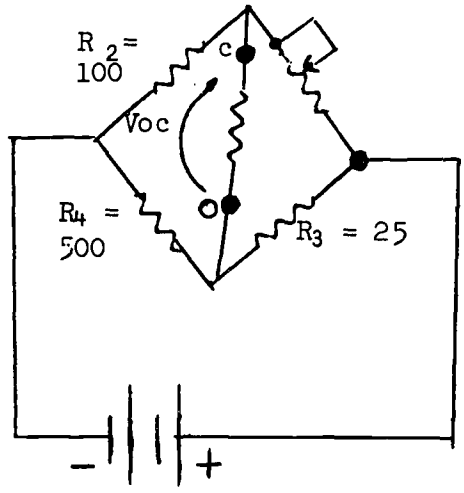

ET = 200V

7:6:0 Delta -Wye Transformation

Convert the following Wye networks to Delta

A

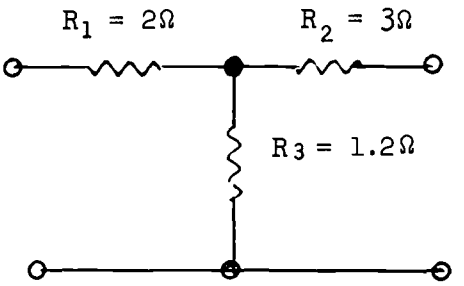

B

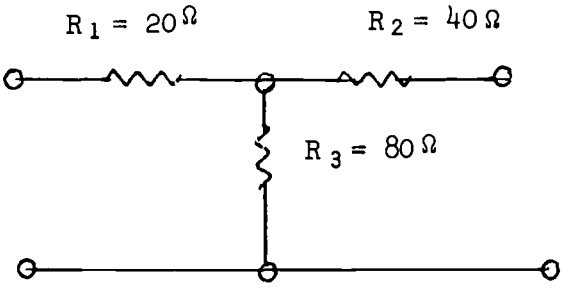

C

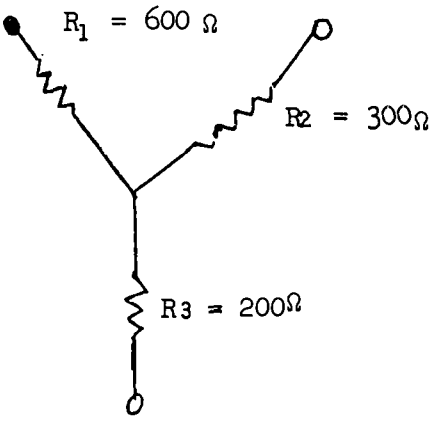

7:6:0 Convert the following delta (Pi) network to a wye.

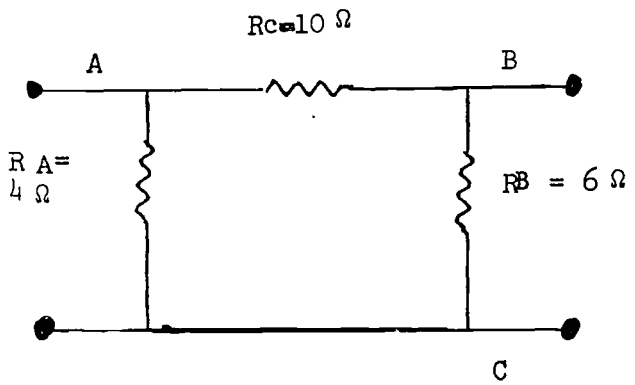

7:6:0 Find R_{th} by first converting the following delta circuit to wye.

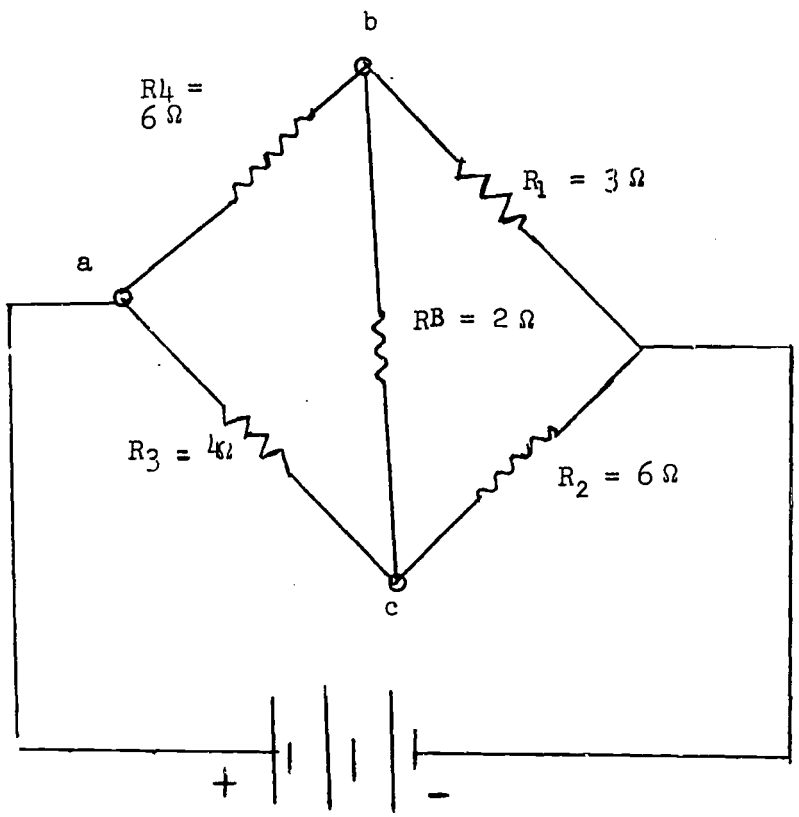

UNIT 8:0:0 Principles of Magnetism

8:1:0 Write brief but complete definition and give the most important characteristics of the following terms:

8:2:0

a. natural magnets

8:3:0

b. artificial magnets

c. temporary magnets

d. permanent magnets

e. magnetic polarity

f. magnetic field

g. magnetic line of force

h. Permeability

i. retentivity

j. flux

k. reluctance

l. residual magnetism

m. magnetic shielding

n. magnetic saturation

8:2:0 State the law of attraction and repulsion between two like poles and two unlike poles.

8:4:0 Describe and explain the conditions and factors that must exist to produce electromagnetism.

8:4:0 List and describe the characteristics of the magnetic field that surrounds a current-carrying conductor.

8:4:0 Describe the circuit element called a coil and list and explain the factors that determine the intensity of the magnetic field that can be produced by a coil.

8:4:0 Explain the use of the "left hand rule" related to a conductor and a coil and show how its use can be valuable.

8:5:0 Define electromagnetic induction and explain what conditions and factors must exist to produce it.

8:5:0 List and explain four factors that determine the magnitude of an induced voltage.

8:6:0 List and describe the various parts of and explain the operation of a basic generator and motor.

8:6:0 Describe the use of the right hand and left hand rules in explaining the operation of basic generators and motors.

8:6:0 Draw a simple relay and explain the function of each part.

8:6:0 Give the uses to which relays are put in electrical and electronic equipment.

8:6:0 Explain the operating principle and function of a D'Arsonval type meter movement.

UNIT 9:0:0 Meter Movements and Circuits

9:1:0 In the following statement which (is, are) correct? Meter measurements are essential in industry because: (a) reliability (b) accuracy (c) duplicate products (d) manufacturing standards.

9:2:0 Which item will not be included in any type of meter movement: (a) frame (b) scale (c) pointer (d) iron core

9:2:0 Name five meter movements in use today and briefly explain the operating principle for each type.

9:2:0 List one advantage and disadvantage for each type of meter movement.

9:2:0 The polarized-iron mechanism uses: (a) a moving magnet (b) concentric vanes (c) radial vanes (d) all of the above

9:2:0 The scale of a moving iron movement is: (a) linear over its entire range (b) square-law over its entire range (c) linear at low end and square-law at high end of scale (d) square-law at its low end and more linear at the high end of the scale.

9:2:0 Which of the following uses no magnetic material as a basic component? (a) permanent-magnet (b) dynamometer (c) moving iron (d) electrostatic

9:2:0 The dynamometer consists of: (a) moving coil and a fixed magnet (b) a fixed coil and a moving magnet (c) a moving and a fixed coil (d) two moving coils

9:3:0 A 0-1 millameter movement has 15 ohms internal resistance. Compute the resistance for making a 0-100 ma. meter and show a schematic diagram for its internal connections.

9:3:0 A meter movement which requires 100 uamps for full scale deflection is used to make a 100 volt dc meter. Complete the following:

a- Compute the value of the resistance to use with this movement.
b- Draw schematic diagram for the internal circuit.
c- Indicate the meter sensitivity for this voltmeter?

9:3:0 Using a 1.5 volt cell, 100 ohm fixed resistor, 50 ohm variable resistor and a 1 ma. meter movement having 50 ohms resistance with a 5 ohm shunt all connected in series. Complete the following for a shunt type ohmmeter:

a- Draw a complete schematic diagram for internal circuit showing the points and polarity of the ohmmeter leads for resistance measurements.
b- Percent of meter deflection for 4.5 ohm scale position.
c- Total current for ohmmeter circuit when 4.5 ohm resistor is being measured.

9:3:0 Using a 3 volt battery, 1000 ohm variable resistor and a 100 ua meter movement having 200 ohm resistance compute the following:

(a) Solve total series resistance needed to make a series ohmmeter.
(b) Draw complete schematic diagram for internal circuit.
(c) Show points of connection and polarity for the ohmmeter leads.
(d) Resistance measurement indicated by center scale position.

9:4:0 In a two resistor series circuit which condition would meter loading be the least, when measuring the voltage, using a 20,000 ohms/volt meter: (a) 10 volts being measured across a 10,000 ohm resistor (b) 15 volts being measured across a 20,000 ohm resistor (c) 20 volts being measured across a 100,000 ohm resistor (d) 40 volts being measured across a 1,000,000 ohm resistor.

9:4:0 List some precautions to observe when making resistance measurements in solid state circuits.

9:4:0 List a typical application for each type of meter movement.

9:4:0 List the set-up procedure for using a d.c. voltmeter.

9:4:0 List the set-up procedure for using a dc ammeter.

UNIT 10:0:0 INDUCTANCE IN DIRECT-CURRENT CIRCUITS

10:1:0 Define inductance.

10:1:0 Identify the factors affecting the inductance of an inductor and indicate how they change it.

10:1:0 Explain the way in which rate of change of current, the magnitude of the induced voltage and the storage of energy in a magnetic field are interrelated.

10:2:0 Use the following circuits and complete the diagrams as part of an explanation comparing the rise and fall of current and voltage in a purely resistive circuit, a purely inductive circuit and a circuit containing both.

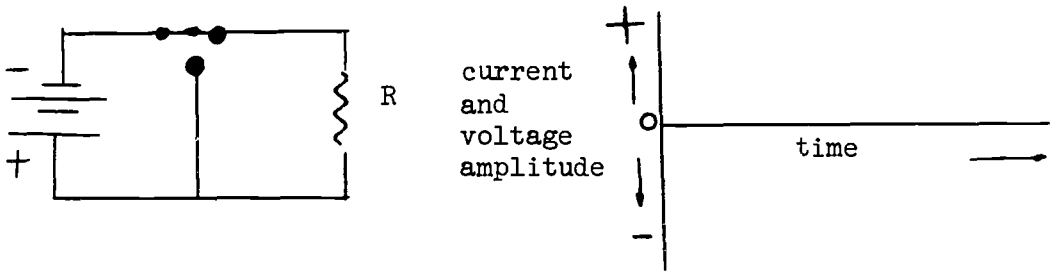

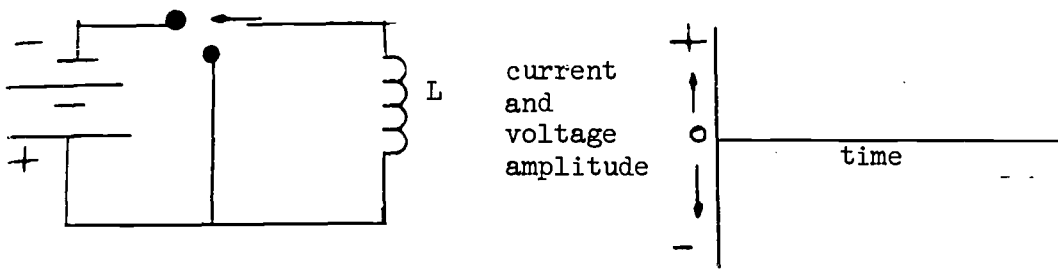

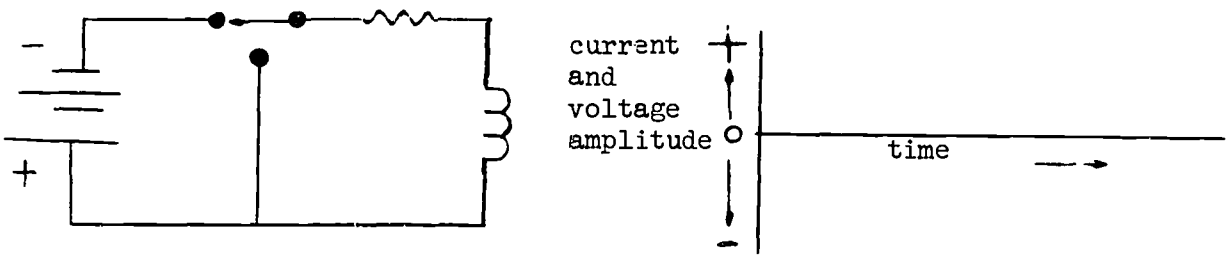

10:2:0 Write the formula for the R - L time constant and explain the meaning of each term used in it.

10:2:0 Draw a properly proportioned and labeled R - L universal time constant curve and use it in the solution and explanation of the following problem:

What is the value of the current in the accompanying circuit at one second after the switch is closed.

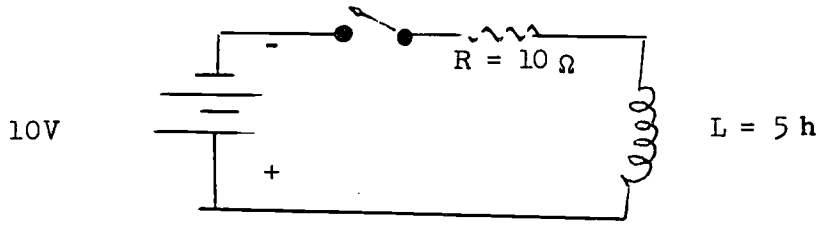

10:3:0 List and explain the factors that control the amount of energy that is stored in the magnetic field surrounding an inductor that is carrying a direct current.

10:3:0 List the proper formula and show how it is used in solving the following problem:

A three henry inductor is carrying 500 ma of direct current--what is the value of stored energy in the magnetic field.

10:3:0 Explain how the characteristics of an inductance are used to produce a pulse of high voltage and discuss the possible dangers.

10:4:0 Write the formulas for calculating the total inductance of inductors in series with

a- no coupling
b- aiding coupling and
c- opposing coupling

10:4:0 Describe the effects, relative position and spacing have on mutual inductance between two coils connected in series.

10:5:0 Write the formulas for calculating the total inductance of inductors connected in parallel with

a- no coupling
b- aiding coupling and
c- opposing coupling

10:5:0 Describe the effects, relative spacing and position have on mutual inductance between two coils connected in parallel and compare these effects with those of series connected inductors.

10:6:0 Name the categories used in the classification of inductors.

UNIT 11:0:0 Capacitance in Direct Current Circuits

11:1:0 When the plates of a tuning capacitor for a radio are moved from the fully meshed to the fully unmeshed position the capacitance value for the unit will have _____(increased decreased).

11:2:0 The two schematic diagrams shown on the right below this question represent equivalent circuits in terms of resistance for the capacitive circuit shown on the left. Which equivalent circuit best represents the one shown on the left. _____(one or two)

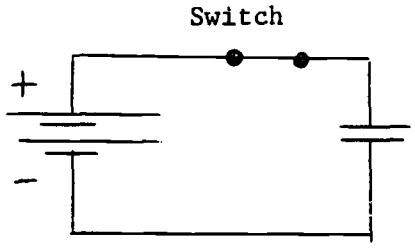

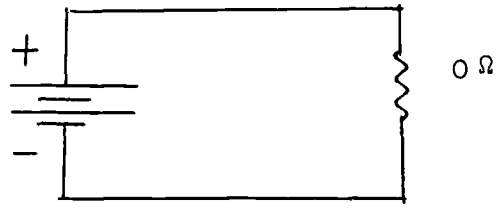

ONE

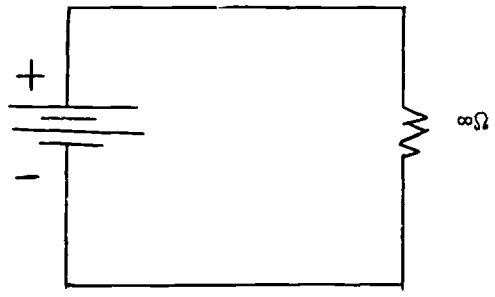

TWO

11:2:0 Shown below is a schematic representation for a series resistance-capacitance circuit, a graph of a square wave input to the circuit, and a space where a graph of the output can be drawn. In the space provided for the output waveform, draw the output waveform with the proper amplitude and time dimensions you would expect to observe on an oscilloscope if the input as shown were applied to the circuit.

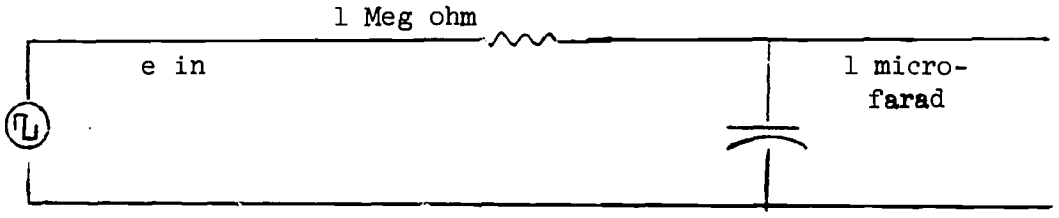

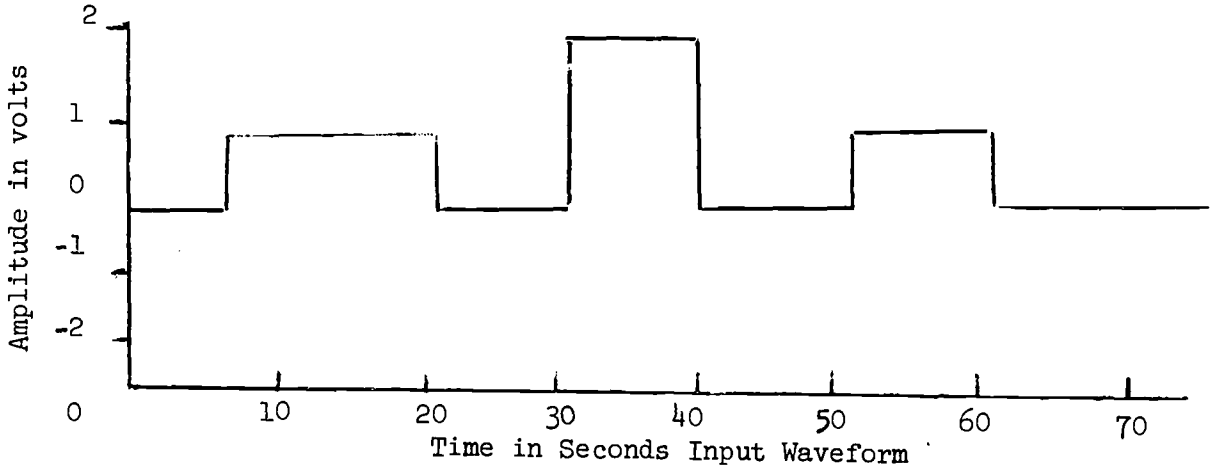

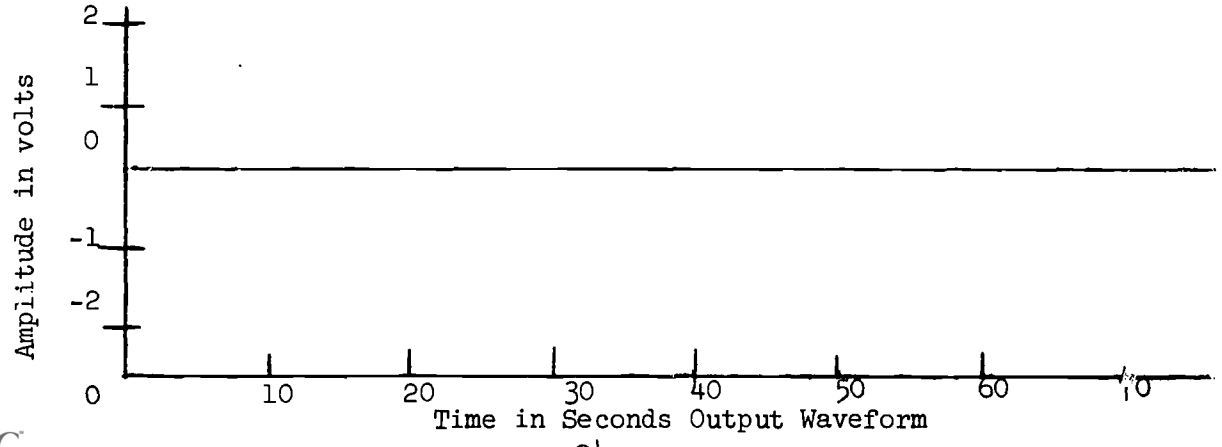

11:2:0 Shown below is a schematic representation for a parallel resistance capacitance circuit, a graph of a square wave input to the circuit, and a space where a graph of the output can be drawn. In the space provided for the output waveform, draw the output waveform with the proper amplitude and time dimensions you would expect to observe on an oscilloscope if the input as shown were applied to the circuit.

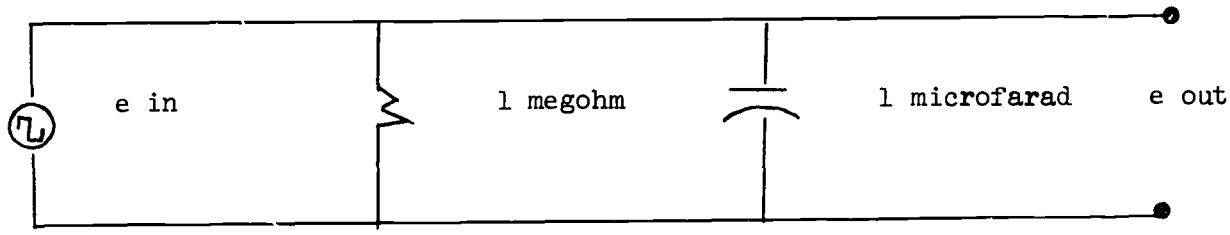

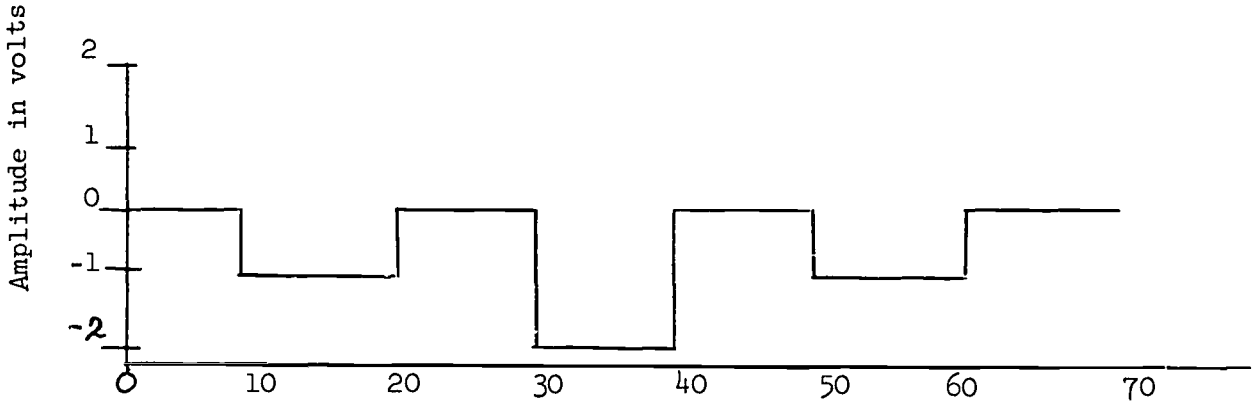

Time in Seconds
Input Waveform

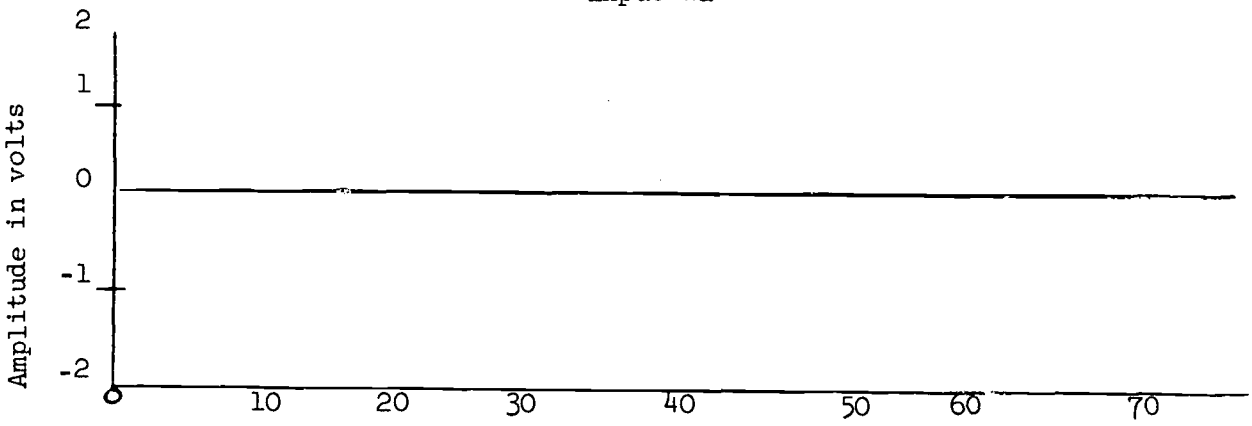

Time in Seconds
Output Waveform

11:2:0 The two 2 microfarad capacitors connected in series are charged through
11:4:0 a 1000 ohm resistor by a 100 volt source. One milli-second after charging begins the voltage across either capacitor will be approximately:

1. 63 volts
2. 37 volts
3. 31 volts
4. 23 volts

11:2:0 Two 2 microfarad capacitors connected in parallel are charged through
11:5:0 a 250 ohm resistor by a 100 volt source. One millisecond after charging begins the voltage across the resistor will be approximately:

1. 63 volts
2. 37 volts
3. 31 volts
4. 23 volts

11:3:0 The voltage that must be impressed across the plates of a 5 microfarad capacitor for it to store a 250 microcoul charge would be _____ volts.

11:3:0 The energy stored in a 5 microfarad capacitor when it has been charged with a 10 volt battery should be _____ watt seconds or joules.

11:3:0 Explain the dangers related to a charged capacitor and the procedures for discharging it.

11:3:0 In the circuit shown below, when switch "B" is closed which of the
11:4:0 following will take place:

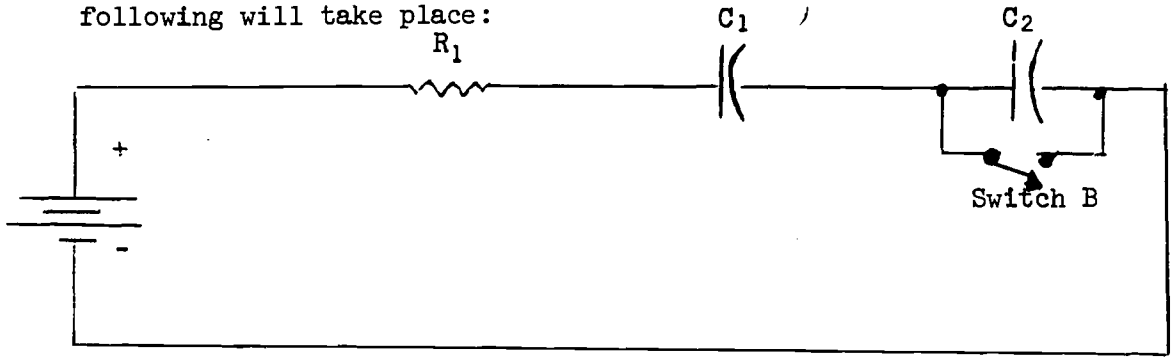

1. The battery will furnish more current to charge C_1.
2. More total energy will be stored in the capacitance of the circuit.
3. Less total energy will be stored in the capacitance of the circuit.
4. Increased voltage on C1 may cause it to arc.

11:3:0 In the circuit shown below, if switch "A" is closed which of the following will take place:
11:5:0

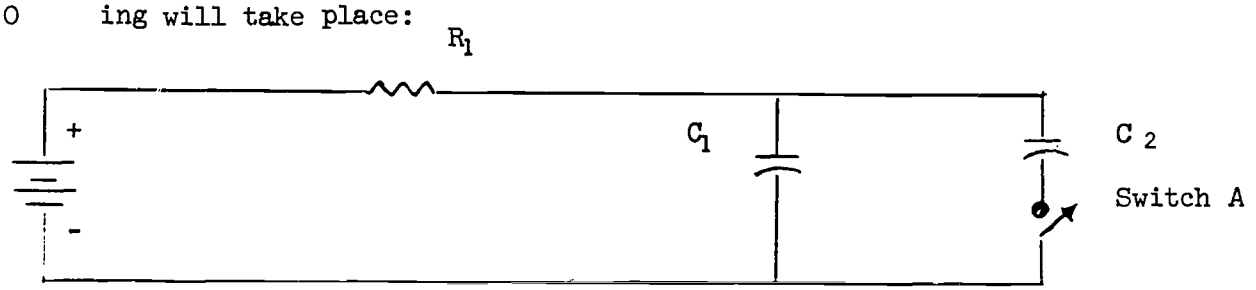

1. The energy storage capability of C1 will be reduced.
2. The total energy storage capability of the circuit will increase.
3. The circuit time constant will decrease.
4. The total circuit capacitance will decrease.

11:3:0 The energy stored in one of the 10Kf capacitors shown in the circuit
11:4:0 below would be _____ watt seconds.
11:5:0

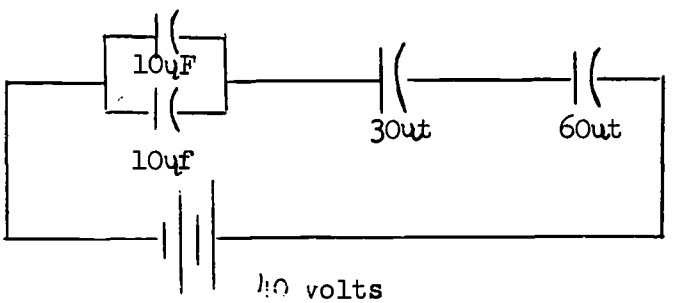

11:4:0 For each of the circuit combinations of capacitances shown below,
11:5:0 determine the total capacitance for each circuit.

A

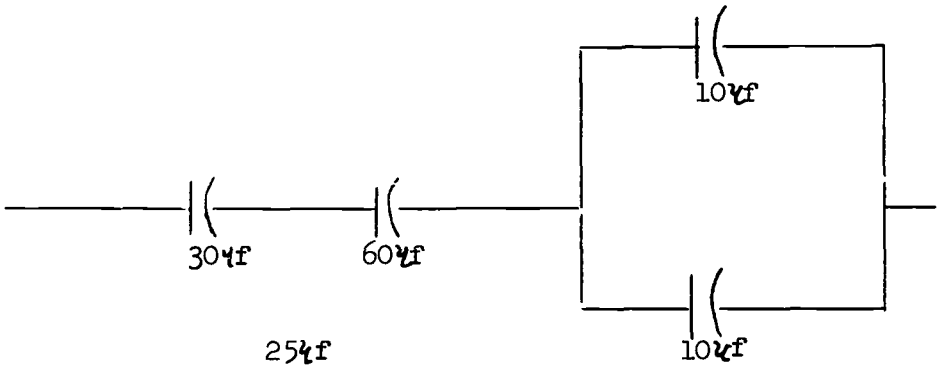

Total C = _____

B

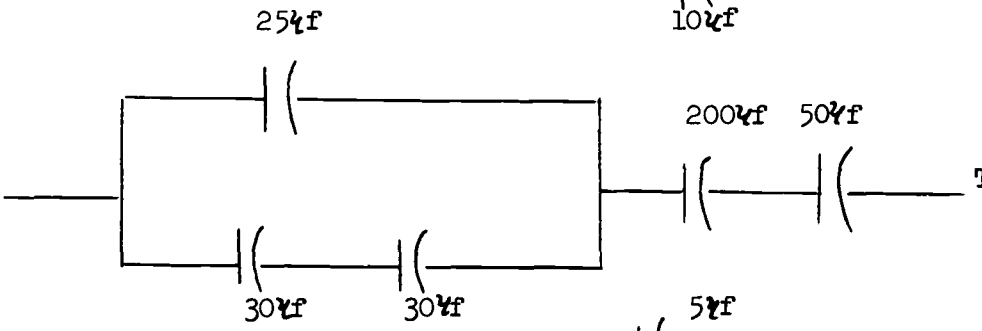

Total C = _____

C

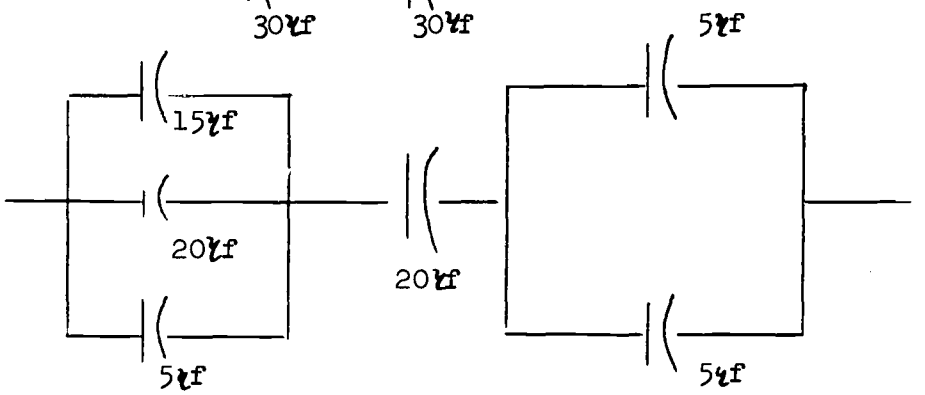

Total C = _____

11:4:0 If a 20 volt battery is connected to the combination of capacitors
11:5:0 shown below, the voltage one would expect to measure across the 60μf capacitor would be _____ volts.

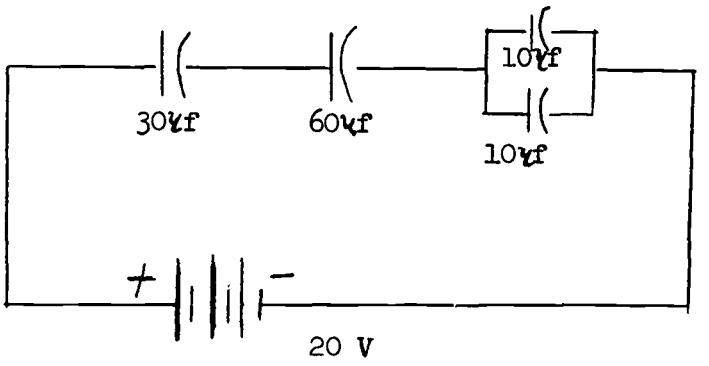

11:4:0 Write the rule for combining capacitors in series.

_____

_____

_____

11:5:0 Write the rule for combining capacitors in parallel.

_____

_____

_____

LABORATORY ACTIVITY DEVELOPMENT MODEL

The following is suggested as a possible procedure (in brief) for working with a class to develop suitable laboratory activities. Dialogue is included to illustrate the conditions and atmosphere under which it is felt the best results will be obtained. Related notations indicate the desired outcomes sought.

"Fellows, we have pretty well covered the classwork on (subject), now we need to work out some kind of a lab to reinforce what you have already learned. Lets decide on a lab title, what we expect to accomplish, and how we expect to do it. We are also going to have to decide what we will need."

TITLE "OK, what about a title?" (Develop suitable title descriptive of what is to be done but in accord with what has been presented in class. Use student idea exchange with instructor guidance.)

OBJECTIVE "That seems to be a good title, now lets decide what we want to get out of the lab. What do you want to know or be able to do when you get through with the lab?" (Develop short specific objectives in the guide and as suggested on the lab activity sheets)

REFERENCES "That looks like a good set of objectives. If you get all that done, you should be able to handle just about anything there is that deals with (subject). There is one thing though, suppose you get in trouble during the experiment? Is there anything to which you can refer to get straightened out?" (Develop a set of references familiar to the student, either something he has already studied or can study to provide information to help him in the experiment.)

MATERIALS "What about materials and equipment? What are we going to need to get this job done?" (Develop a list of materials and equipment that would be suitable to accomplish the objectives set forth.)

PROCEDURE "Now how do we go about it? Where do we start? How do we keep out of trouble? In working out our procedure, lets not forget to consider such things as personal safety, what kind of data we will need, and what calculations we will need to make to prevent circuit damage and predict outcomes." (Develop a step-by-step procedure for carrying the activity through to a successful completion. Valuable learning experiences may take place during the procedural development if students are challenged to do such things as developing suitable experimental circuits, calculating component values and sizes to ensure safe circuit operation, and predicting expected outcomes.)

CONCLUSIONS "That looks like a real good procedure. Now before we get started with actually doing the lab, lets list a few points that might be considered in the conclusion of the lab report." (Develop a short list of items that could be expanded in the conclusion of a lab report. Such things as what was learned, what was observed, what could have been done differently, how does the experimental result compare with the predicted result, what laws or concepts were verified, and so on, would suggest to the student things he might observe during the lab and report on to summarize what he learned.

General Laboratories Activity Format

Course Index No.

Student Name_____
Date_____ Score_____

Title: Experiment Number and Name

Title should be descriptive of subject area to be treated in the experiment.

Objectives: Things to be accomplished during experiment.

(Analyze, plot, establish, explore, design, measure, observe, verify, determine, develop skills.)

References: Sources from which information necessary to perform experiment was acquired.

(Text, films, slides, audio tape, video tape, class discussions, notes, etc.)

Materials Required: All items needed to perform experiment.

(Test equipment, components, miscellaneous items, etc.)

Procedure: Steps to be followed to achieve each objective.

(Draw diagram, calculate values, predict results, construct circuits, measure values, plot graphs, draw waveforms, etc.)

Conclusion: A brief statement summarizing the main points of the experiment.

(State what has been learned; compare calculated and measured values and account for differences between them; list procedural changes to meet objectives; verify concepts, laws and formulas used in experiment, etc.)

4:0:0

Student Name_____
Date_____ Score_____

Experiment #1

Title: Identification of Electronic Components and Voltage Sources

Objectives: Identify, name, draw, write unit of measure, and electrical data of each component from a given set

References: Sources from which information, necessary to perform experiment, was acquired. (Text, films, slides, audio tape, video tape, class discussions, notes, etc.)

Materials Required: Wide assortment of electronic components.

Procedure: Complete the following table as it pertains to the set of components:

NAME	SYMBOL	UNIT OF MEASURE	ELECTRICAL DATA
Resistor	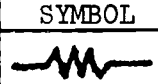	Ohm	10K , 1 watt

Conclusion: Electronic equipment contains such items as conductors, insulators, resistors, capacitors, switches, transistors, diodes, vacuum tubes, inductors, transformers, etc.

It is important for a technician to be able to identify the type, determine its value and learn the function of each component.

5:0:0

Student Name_____

Date_____ Scord_____

Experiment #2

Title: Resistance Measurement Using an Ohmmeter

Objectives:
1. To gain proficiency in the use of an ohmmeter.
2. To gain proficiency in the use of the system used for resistor color-coding.
3. To be able to justify the concept of tolerance concerning color-coded resistance values.

References: Sources from which information, necessary to perform experiment, was acquired.

(Text, films, slides, audio tape, video tape, class discussion, notes, etc.)

Materials Required:
1. Ohmmeter
2. Operators manual for Ohmmeter
3. Assorted Resistors (minimum of 75)

Procedure: Complete the following table as it pertains to the assorted resistor set provided. (Refer to figure 1)

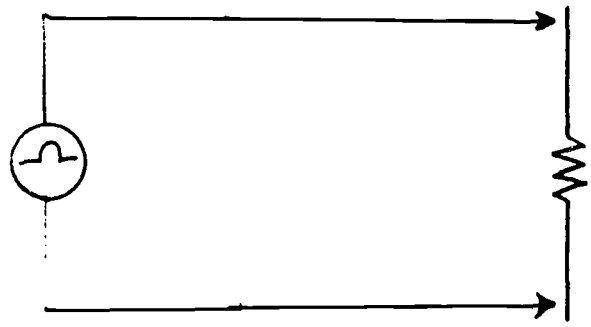

Figure 1

Coded Value	Measured Value	Coded Tolerance	Permissible Maximum Value	Permissible Minimum Value	Within Tolerance?
120 Ω	116 Ω	10%	132 Ω	108 Ω	yes

Conclusions: 1. Measured values and coded values will vary differing amounts (20%, 10%, 5%) depending upon the cost of the resistors.

2. Accuracy of the meter measurement is dependent upon portion of scale used and care used in calibrating.

5:0:0

Student Name_____

Date_____ Score_____

Experiment #3

Title: Voltage Measurement

Objectives:

1. To gain a proficiency in the use of a voltmeter
   a. shock hazard considerations
   b. equipment safety considerations
      (1) function switch
      (2) range switch
      (3) polarity
      (4) other
   c. accuracy of reading
      (1) portion of scale used
      (2) parallax
      (3) proper scale-range switch correlation

2. To provide a familiarization with lab voltage sources
   a. maximum allowable current
   b. ground reference and polarity considerations

References: Same as experiment #1

Materials Required:

1. Voltmeter or VOM
2. Variable power source
3. Equipment instruction manual

Procedure: Measure and record at least 20 different voltage values of a power supply or other source that will be set by a lab partner. The voltage values should be selected such that each partner, in competition with the other, will have the opportunity to use the different ranges and scales of the meter and check voltages with different polarities. (Refer to figure 1 or 2)

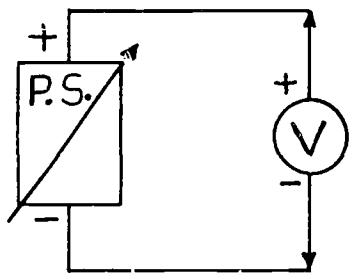

Fig. 1

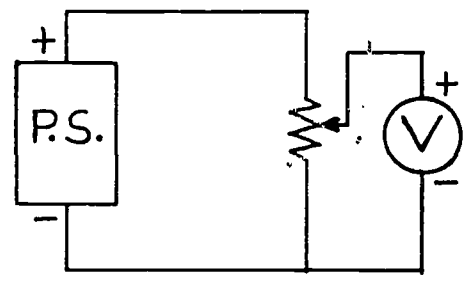

Fig. 2

approval by lab partner

Meter Make & Model	Range	Voltage Value

Conclusions:

1. Proper setup and connection of the voltmeter is essential for correct voltage measurement.

2. Safety practices must be adhered to in order to develop safe habits and avoid personal injury and equipment damage.

3. Measurement accuracy is dependent upon users knowledge and skill.

5:0:0

Name_____

Date_____ Score_____

Experiment #4

Title: Current Measurement

Objectives:
1. To gain proficiency in the use of an ammeter.
   a. safety consideration
      (1) function switch
      (2) range switch
      (3) polarity
      (4) power off when connecting ammeter in circuit
      (5) current limiting resistor
   b. proper scale-range switch correlation

References: Same as experiment #1

Materials Required:
1. Ammeter or VOM
2. Variable or fixed power source
3. Current limiting resistors as needed (power rating must be considered)
4. Equipment instruction manuals

Procedure: Measure and record at least 20 different current values that will be set by a lab partner using the circuit of figure 1 or figure 2. The current values and polarities should be set such that each partner in competition with the other, will have the opportunity to use the different ranges and scales of the meter under the scrutiny of his lab partner. (Refer to figure 1 or figure 2)

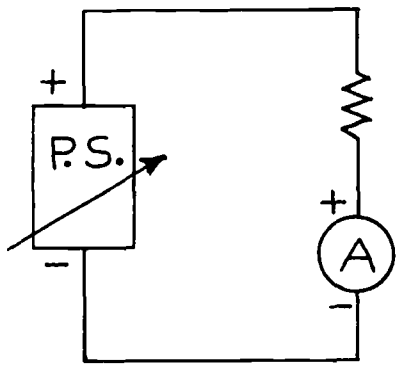

Fig. 1

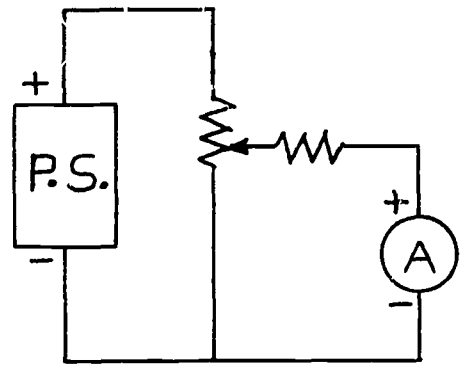

Fig. 2

Table

Meter Make and Model	Range	Current Values

Conclusions:

1. Proper set-up and connection of the ammeter is essential for correct current measurement.
2. Safety practices must be adhered to in order to develop safe habits and avoid personal injury and equipment damage.
3. Measurement accuracy is dependent upon user's knowledge and skill.
4. There must be a current limiting resistor in the circuit to protect the meter.
5. The meter must never be connected across the source.

6:0:0

Experiment #5

Student Name_____
Date_____ Score_____

Title: Graphing Circuit Variables on a Cartesian Plot

Objectives:

1. Observe and plot the changes in current for incremental voltage changes in a circuit containing a linear resistor.

2. Observe and plot the changes in current for incremental voltage changes in a circuit containing a non-linear resistor.

References: Same as Experiment #1

Materials Requested:

Circuit patch panel and connecting leads
Power supply
Linear resistor (carbon - adequate wattage)
Non-linear resistor (incadescent lamp or non-linear potentiometer)
Voltmeter
Ammeter
Graph paper

Procedure:

1. Construct circuit of figure 1 or figure 2.

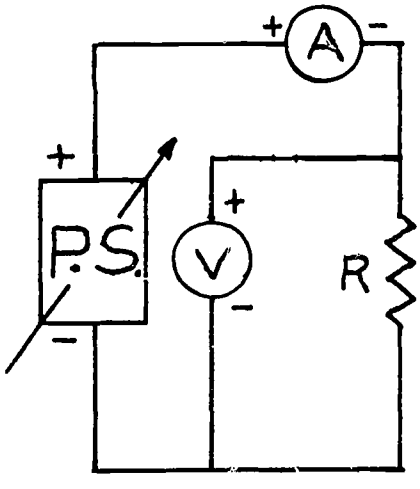

Fig. 1

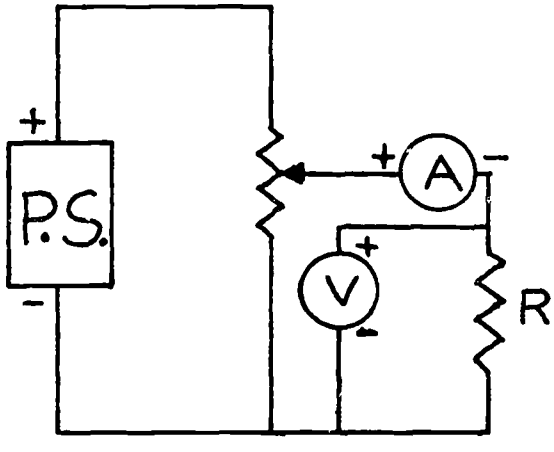

Fig. 2

2. Measure and record the currents for at least 9 incremental voltages.

3. Replace the resistor used in procedure #1 with a non-linear resistor (incadescent lamp and repeat procedure #1 and #2.

4. Make a cartesian plot, in the first quadrant, using recorded values. (See Table 1)

Experiment #5 cont.

LINEAR RESISTOR	E									
	I									
NON-LINEAR RESISTOR	E									
	I									

Table 1

Conclusion:

1. A current verses voltage plot for a linear resistor produces a straight graph.

2. A current verses voltage plot for a non-linear resistor produces a curved line graph.

3. The result of dividing voltage by current is resistance and the result of dividing voltage by resistance is current.

4. Any point (E/I) on a curve for a linear resistor will equal the resistance of the fixed resistor.

5. Any point (E/I) on the curve for a non-linear resistor will not be equivalent to the cold resistance of non-linear.

6:0:0

Student Name_____
Date_____Score_____

Experiment #6

Title: Ohm's and Watt's Laws

Objectives:

1. To apply and verify Ohm's Law
2. To apply Watt's Law
3. To apply Ohm's and Watt's Laws under a variety of circuit conditions.

References: Same as Experiment #1

Materials Required:

1. Circuit patch panel and connecting leads
2. Power supply
3. Volt-Ohm-Milliammeter (2 req.)
4. Resistors as required

Procedure:

1. Measure and record in Table 1 the value of the resistors used in the experiment.
2. Construct circuit of Figure 1.

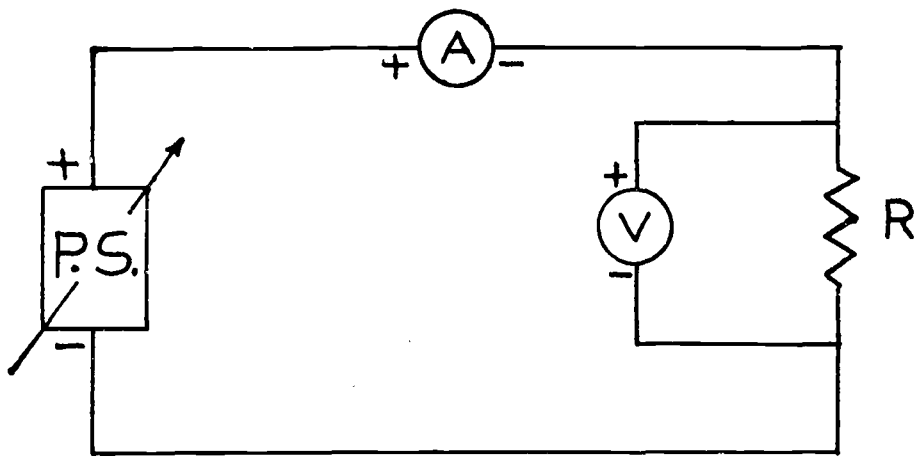

Figure 1

3. Calculate and record the expected current for various voltages and resistors used in the circuit in figure 1.
4. Calculate and record resistor power dissipation for each situation.

5. Measure and record the current for each situation for which a computation has been made. (See Table 1)

E	$I_{MEAS.}$	$I_{COMP.}$	$R_{MEAS.}$	$P_{COMP.}$

Table 1

Conclusion:

1. The current in a circuit with a fixed resistor is directly proportional to voltage ($I = \frac{E}{R}$).
2. The current in a circuit with a fixed voltage is inversly proportioned to the resistance ($I = \frac{E}{R}$).
3. Watt's Law is important to determine physical size of resistors needed.
4. The resistance of the meter movement is one of the causes of a difference in the measured and computed values.

6:0:0

Student Name_____
Date_____Score_____

Experiment #7

Title: Series Circuits

Objectives:

1. To observe the action of current, voltage, resistance and power values when resistors are connected in series.

2. Verify the validity of the following laws that are effective in series circuits:

$I_T = I_1 = I_2 = I_3$, $E_T = E_1 + E_2 + E_3$, $R_T = R_1 + R_2 + R_3$ and $P_T = P_1 + P_2 + P_3$.

3. Observe the effects of ammeter and voltmeter loading.

References: Same as Experiment #1

Materials Required:

Circuit patch panel and connecting leads
Power supply
Volt-Ohm-Milliammeter (2 req.)
Resistors as needed

Procedure:

1. Determine and select the resistors for the circuit of figure 1, then measure and record their values in table 1. Select resistors that will minimize ammeter loading.

2. Construct the circuit of figure 1.

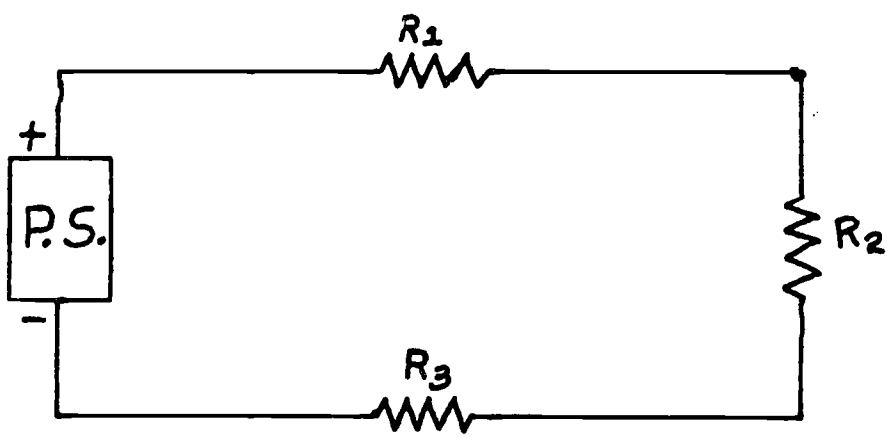

Figure 1

3. Measure and record I_T, I_1, I_2, I_3 and check to see that $I_T = I_1 = I_2 = I_3$.

4. Reconnect figure 1 using values of resistance to minimize voltmeter loading.

5. Measure and record E_T, E_1, E_2, E_3, and check to see that $E_T = E_1 + E_2 + E_3$.

6. Repeat procedures 3, 4, and 5, but with resistance values used in figure 1 that will cause significant ammeter and voltmeter loading.

7. Using readings from procedures 3 and 5, calculate $P_T = P_1 + P_2 + P_3$. Compare this value of P_T with $P_T = E_T \times I_T$ and note any differences.

TABLE OF RECORDED VALUES

	R_1	R_2	R_3	R_T	E_1	E_2	E_3	E_4	I_1	I_2	I_3	I_T	P_1	P_2	P_3	P_T
Circuit 1																
Circuit 2																
Circuit 3																
Circuit 4																

Conclusion:

1. The current is the same in all parts of a series circuit.

2. The sum of the voltage drops is equal to the applied voltage.

3. The sum of the individual resistors is equal to the total circuit resistance.

4. The power dissipated by the individual resistors added together will equal the total power taken from the source.

5. When an ammeter is placed into a circuit to measure current it adds to the total circuit resistance.

6. When a voltmeter is placed across the resistor to measure the voltage across the resistor it shunts current around the resistor making the resistance of that resistor appear to be less.

6:0:0

Name_____
Date_____ Score_____

Experiment #8

Title: Unloaded Voltage Dividers

Objective:
1. To apply and verify the voltage divider formula.
2. To apply the concept of voltage reference and notation.

Reference: Same as Experiment #1

Materials Required:
1. Circuit patch panel and connecting leads
2. Power supply
3. Volt - Ohm - Milliammeter
4. Resistors as required

Procedure:
1. Determine and select the resistors to construct the voltage divider circuit of figure 1, then measure and record their values in table 1.
2. Construct the circuit of figure 1.

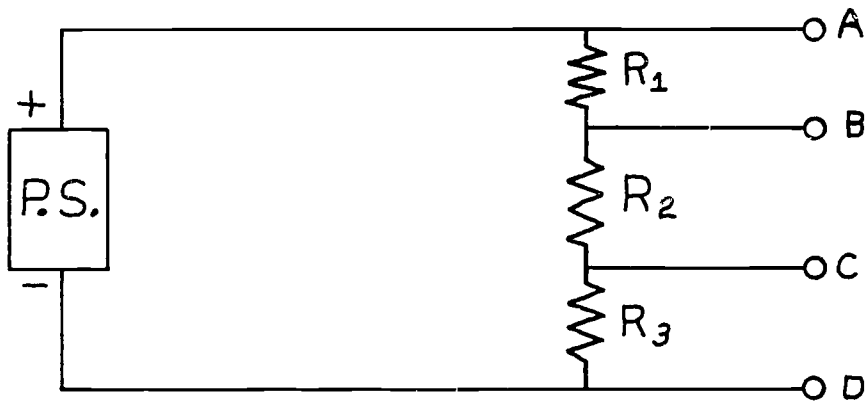

Figure 1

3. Using the voltage divider formula, determine and record the voltage drop across each of the resistors. $\left(E_{R_X} = \frac{E_s R_X}{R_X + R_1 + R_2} \right)$

4. Using the V.O.M., measure and record the voltage across each of the resistors. (See Table 1)

6:0:0

Name_____
Date_____ Score_____

Experiment #9

Title: Parallel circuits

Objectives:
1. To observe the action of current, voltage, resistance, and power values when resistors are connected in parallel.
2. Verify the validity of the following laws that are effective in parallel circuits:

$I_T = I_1 + I_2 + I_3$, $E_T = E_1 = E_2 = E_3$,

$$R = \frac{1}{\frac{1}{R_1} + \frac{1}{R_2} + \frac{1}{R_3}} \text{ and}$$

$P_T = P_1 + P_2 + R_3$

References: Same as Experiment #1

Materials Required:
1. Circuit patch panel and connecting leads
2. Power supply
3. Volt - Ohm - Milliammeter
4. Resistors as needed

Procedure:
1. Determine and select the resistors for the parallel circuit of figure 1, then measure and record their values in table 1. In selecting resistors, consider the problem of meter loading.

2. Construct the circuit of figure 1.

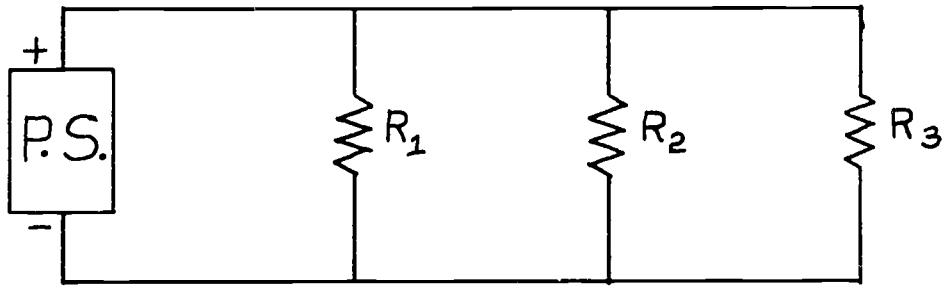

Figure 1

3. Measure and record E_t then E_{R_1} and E_{R_2} etc. to see that

$E_t = E_{R_1} = E_{R_2}$ etc.

4. Calculate, measure and record in table 1 the individual branch currents and the total circuit current to check and see that $I_t = I_{R_1} + I_{R_2}$ etc.

5. Using Ohm's law, calculate and record the total resistance of the circuit then disconnect the power supply and measure and record the resistance.

6. Using the conductance method, $G_t = G_1 + G_2$ etc. $R_t = \frac{1}{G_t}$, determine the total resistance for the circuit. Compare with step 5.

7. Using readings from steps 3 and 4, calculate the power dissipated in each circuit branch. Determine the total power $P_t = P_1 + P_2 + P_3$. Compare this with the total power determined from $P_t = E_t \times I_t$

	E_{R_1}	E_{R_2}	E_{R_3}	E_{R_t}	I_{R_1}	I_{R_2}	I_{R_3}	I_t	R_t	P_1	P_2	P_3	P_t
lculated													
asured													

Table 1

Conclusions:
1. The voltage is the same for all elements of a parallel circuit.
2. The total current is equal to the sum of the individual branch currents.
3. The total circuit resistance is less than the resistor in the circuit having the lowest value.
4. Total resistance can be determined by conductance procedures.
5. Total resistance can be determined using Ohm's law and total voltage and current values.

6:0:0

Student Name_____
Date_____Score_____

Experiment #10

Title: Combination Circuits

Objectives:

1. To observe the action of resistance, current, voltage, and power when resistors are connected in a series-parallel circuit.

2. To be able to mathematically determine the single series equivalent resistance of a combination circuit and compare with the measured value.

3. To learn to identify the series and the parallel section of a combination circuit and to verify by appropriate measurements.

References: Same as Experiment #1

Materials Required:

Circuit patch panel and connecting leads
Power supply
Volt-Ohm-Milliammeter (2 required)
Resistors as required

Procedure:

1. Determine and select the resistor to construct the combination circuit of figure 1, then measure and record their actual values in table 1.

2. Construct the circuit of figure 1.

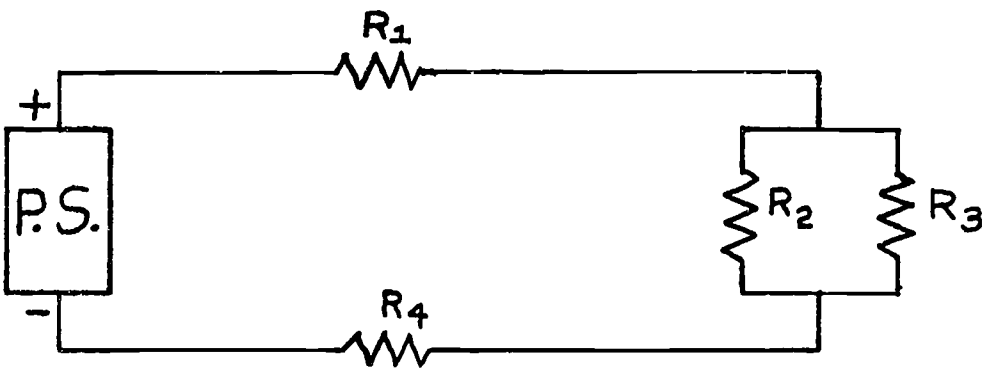

Figure 1

3. Measure and record the branch currents and total current of the combination circuit and compare measured values with computed values.

Voltage Drops

E_{R_1}		E_{R_2}		E_{R_3}	
Cal.	Meas.	Cal.	Meas.	Cal.	Meas.

Table 1

5. Measure and record the voltages indicated in Table 2. Measurements should conform to the subscript notation taught in class.

E DA Cal	E DA Meas	E AB Cal	E AB Meas	E AC Cal	E AC Meas	E AD Cal	E AD Meas	E BA Cal	E BA Meas	E BC Cal	E BC Meas	E BC Cal	E BC Meas	E CA Cal	E CA Meas	E CB Cal	E CB Meas	E CD Cal	E CD Meas

Table 2

Conclusions: 1. Voltage divider expression is an extension of Ohm's law to simplify circuit analysis.

2. Voltage polarity is dependent upon reference notation used.

4. Measure the voltage drops for each resistor and compare them to the computed voltage drop for each resistor.

5. Arrange the data to conform to Kirchhoff's voltage and current laws.

	E_T	E_1	E_2	E_3	E_4	I_T	I_1	I_2	I_3	I_4	R_T	R_1	R_2	R_3	R_4	P_T	P_1	P_2	P_3	P_4
Measured																				
Computed																				

Table 1

Conclusion:

1. The procedures used in solving series and parallel circuit problems are both used to solve combination circuits.

2. Combination circuits can be reduced to single-resistor series circuits.

3. Kirchhoff's current law applys to the parallel section and Kirchhoff's voltage law applys to the series section.

4. $P_T = P_1 + P_2 + P_3 \ldots$ applies to series, parallel, and combination circuits.

5. If expected and experimental values are to agree, close tolerances or actual measured values must be used.

6:0:0

Name_____
Date_____Score_____

Experiment #11

Title: Balanced Bridge Circuit

Objectives:
1. To establish conditions to balance a bridge circuit.
2. To learn the resistance ratio relationships applicable to a balanced-bridge circuit.
3. To prove that the resistance ratio relationships concept is valid regardless of the value of the resistors in a bridge circuit.

References: Same as experiment #1

Material Required:
1. Circuit patch panel and connecting lead
2. Power supply
3. Volt - Ohm - Milliammeter
4. Resistors as required
5. Potentiometer

Procedure:
1. Determine and select the resistors to construct the balanced bridge circuit of figure 1, then measure and record their values in table 1. (use relatively low values of resistors)

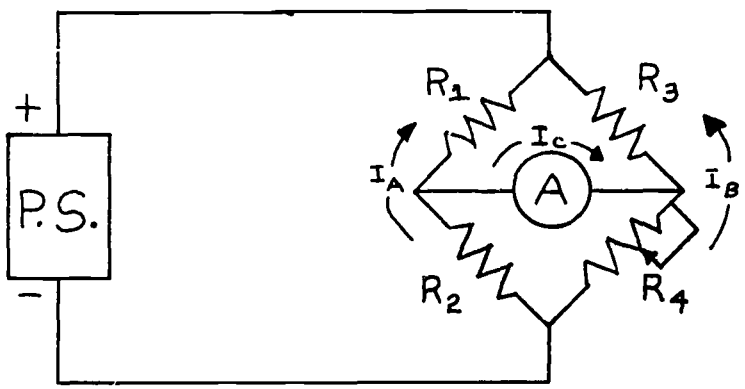

Figure 1

	R_1	R_2	R_3	R_4	E_1	E_2	E_3	I_A	I_B	R Ratio
CKT.1										
CKT.2										

Table 1

2. Construct the circuit of figure 1.

3. Adjust R_4 until I_c is equal to zero (indicating balance bridge condition).

4. Measure all voltage drops and I_A and I_B. Record in table 1.

5. Disconnect R_4 and measure and record its value in table 1.

6. From values in table 1, calculate resistance ratio and record in table 1.

7. Repeat procedural steps 1 through 6 with relatively large values of resistors.

8. Vary supply voltage and note no change in I_c.

Conclusions:

1. When no current is flowing in center leg of the circuit, the bridge is balanced.
2. In reference to figure 1, the ratio of $R1/R_2$ is equal to R_3/R_4.
3. Regardless of the resistance values in the bridge, as long as R_1/R_2 is equal to R_3/R_4, the bridge is balanced.
4. In balancing a bridge R_4 is adjust to achieve proper resistance ratio and by this procedure a bridge circuit can be used to measure resistance.

7:0:0

Name_____

Date_____ Score_____

Experiment #12

Title: Power Source Internal resistance and maximum power transfer

Objectives:
1. To determine the internal resistance of a power source.
2. Graph the current, voltage, and power characteristics in a simple single source circuit when the load resistance values are varied from considerably below ($\frac{1}{4}$ value) to considerably above (4 times value) the internal resistance of the power source.

References: Same as experiment #1

Materials Required:
1. Circuits patch panel and connecting leads
2. Power supply or battery
3. Volt - Ohm - Milliammeter
4. Resistors as required

Procedure:
1. Set the power supply for a given voltage output (10 volts). Measure and record the exact voltage value. (Do not change or make any adjustments to the power supply while determining its internal resistance.

D/O Rated Current	Load Resistor	Current	Source Voltage
1/4			
1/2			
3/4			

Table 1

2. Load the power supply with three different resistors of appropriate wattage and value so there are loads of 1/4, 1/2, and 3/4 of the rated current range of the supply.

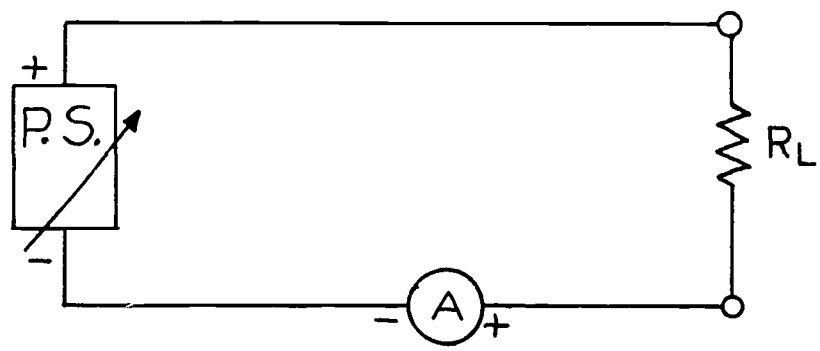

Figure 1

3. For each load condition, measure and record the source voltage and circuit current.

4. For each load condition determine the internal resistance of the source. Plot a voltage VS current graph to graphically illustrate the resistance.

5. Construct the circuit of figure 2.

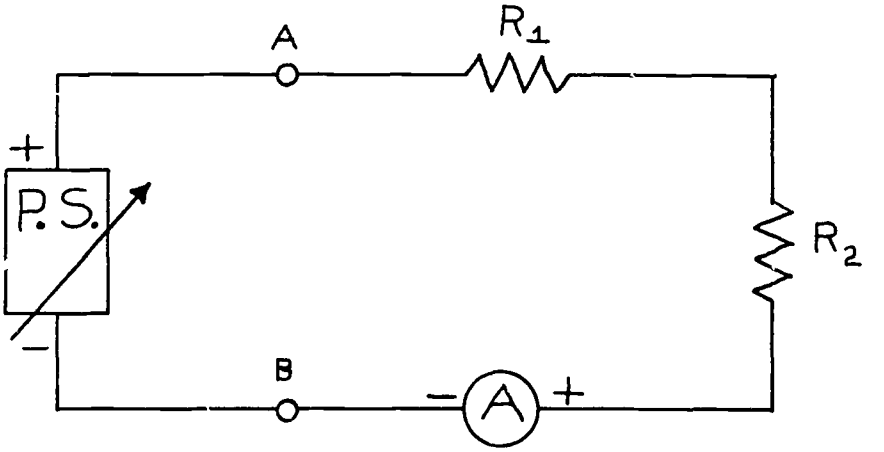

Figure 2

6. Adjust the power supply to a given voltage across points A and B. Maintain this voltage value for all measurements taken during this part of the experiment by readjusting the power supply when necessary.

7. Select resistors having values of approximately 1/8, 1/4, 1/2, 1, 2, 4, and 8 times the value of R_1 which is used to simulate the internal resistance of the source.

8. Load the circuit by inserting each of the resistors for R_2 as in figure 2. For each load condition, record the circuit current and voltage for R_2 in table 2.

R_2	I_2	E_2	Power

Table 2

Conclusions:

1. The terminal voltage of a power supply decreases as the load increases where internal resistance exists.
2. Internal resistance varies depending upon load conditions for most conventional power supplies.
3. Maximum transfer of power from source to load occurs when the internal resistance of the source equals the load resistance.

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Student Name_____
Date_____Score_____

Experiment #13

Title: Multiple Source - Circuit Analysis

Objectives:

1. To verify the Kirchhoff's law solution for a two source circuit.

2. To observe and verify the Thevenin equivalent circuit solution for a two source circuit.

3. To observe and verify the Norton equivalent circuit solutions for a two source circuit.

4. To compare Kirchhoff's, Thevenin's and Norton's circuit analysis solutions.

References: Same as experiment #1

Materials Required:

1. Circuit patch panel and connecting leads
2. Power supplies or batteries (2 required)
3. Constant current power supply (if available)
4. Resistors as required

Procedure:

1. Determine and select resistors to construct the multiple source circuit. If power supplies are used, resistor and voltage values should be selected to avoid conditions which will cause reverse current flow through either of the power supplies.

2. Measure and record in table 1 the values of the resistors selected, then construct the circuit of figure 1.

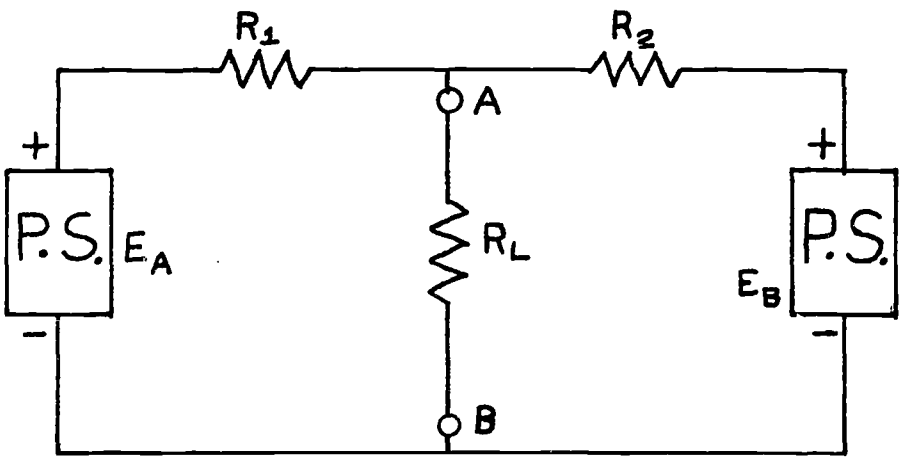

Figure 1

3. Using Kirchhoff's laws calculate and record the currents and voltages for each of the resistors.

4. Energize the circuit of figure 1 then measure and record the currents and voltages. Be certain source values are adjusted to exactly those used in calculations before making measurements.

Kirchhoff's Laws

	E_A	E_B	R_1	R_2	R_L	E_1	E_2	I_1	I_2	I_L
Computed										
Measured										

Table 1

5. Calculate and record the values for a Thevenin equivalent circuit for figure 1. Assume the center resistor (R_L of figure 1) to be the load or removeable resistor. Draw the Thevenin equivalent circuit in the space provided.

6. Remove R_L from the practical circuit of figure 1, then measure and record the Thevenin voltage. (VBA)

7. De-energize the circuit, remove the power sources, short each set of circuit source leads together, then measure the Thevenin resistance between points B & A.

8. Construct a Thevenin's equivalent circuit as in figure 2. Be sure to set R_{TH} and V_{TH} to the exact values measured in steps 6 and 7.

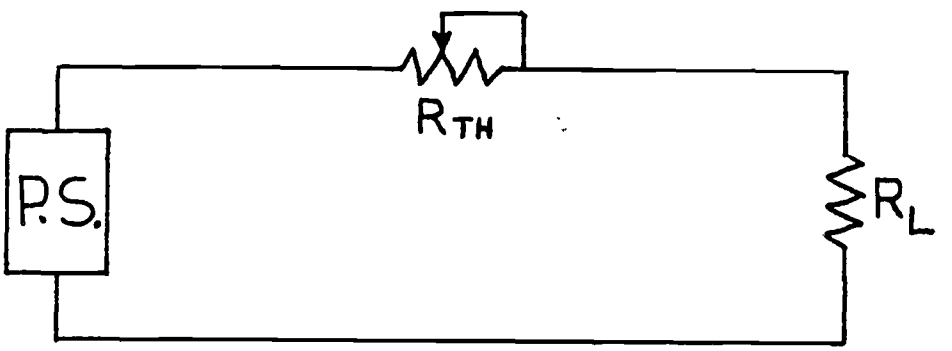

Figure 2

9. Using the voltage divider expression, calculate and record the voltage across R_L.
10. Measure and record the voltage across R_L.

Date From
Thevenin's Equivalent Circuit

	Calculate	Measured
V_{TH}		
R_{TH}		
R_L		

Table 2

11. Calculate and record the values for a Norton's equivalent circuit for Fig. 1. Assume R_L to be the load resistor. Draw the Norton Equivalent circuit in the space provided.

12. Replace R_L of Fig. 1 with an ammeter then measure and record the current. (current from A to B)
13. Deenergize the circuit, remove the power sources, short each set of circuit source leads together, then measure the Nortons resistance between A & B.
14. If a constant current source is available construct a Norton's equivalent circuit as in Fig. 3. Be sure to set R_N and I_N to the exact valves measured in steps 12 and 13.

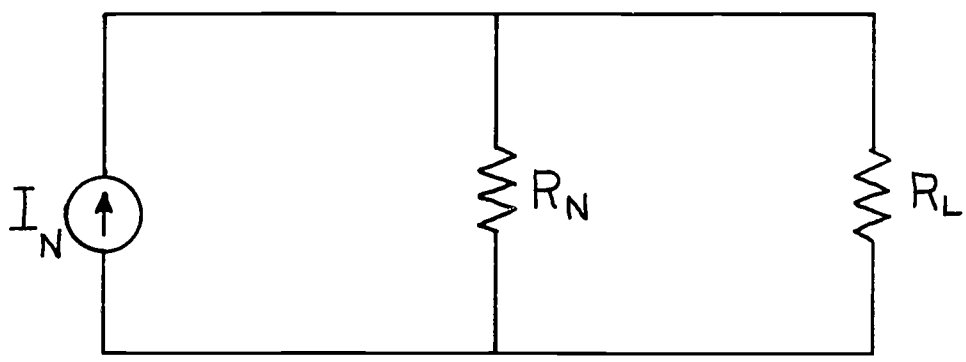

Fig. 3

15. Using the current divider expression, calculate and record the current in R_L.
16. Measure and record the current in R_L.

Date From
Norton's Equivalent Circuit

	Calculate	Measured
I_N		
R_N		
I_{R_L}		

Table 3

Conclusion:

1. Ohm's law is not enough to solve all circuits.
2. Kirchhoff's voltage and current laws are valid in practical circuit applications.
3. A knowledge of voltage and current notation is important when using Kirchhoff's laws for circuit solution.
4. A knowledge of simulaneous linean equations is essential for circuit analysis using Kirchoff's laws.
5. A thevenin equivalent circuit can be used as an actual equivalent for a complex two terminal circuit.
6. Any two terminal circuit can be simplified into a Thevenin or Norton equivalent circuit.
7. Complex DC circuits can be Thevenized or Nortonized by assuming a load element in the complex circuit and considering the leads to the load as a two terminal source.

7:0:0

Name_____

Date_____ Score_____

Experiment #14

Title: Unbalanced Bridge Circuits

Objectives:

1. To observe the voltage, current, and resistance characteristics of an unbalaced bridge circuit.

2. To learn and verify the application of the Delta-Wye conversion for the solution of unbalanced bridge circuits.

3. To learn and verify the application of the Thevenin equivalent circuit for determining the voltage across and current through the center element of a bridge circuit.

References: Same as experiment #1

Materials Required:

1. Circuit patch panel and connecting leads.
2. Power supply
3. Volt - Ohm - Milliameter
4. Resistors as required
5. Potentiometer

Procedure:

1. Determine and select resistors to construct the unbalanced bridge circuit of figure 1, such that current will flow through R_L from A to B. Measure and record these values in table 1.

2. With the use of the Delta-Wye transformation expression and Ohm's law, calculate and record voltage for V_{AB}. Also calculate and record the current flow through R_L.

3. Construct the circuit of Figure 1, then measure and record the voltage and current through R_L.

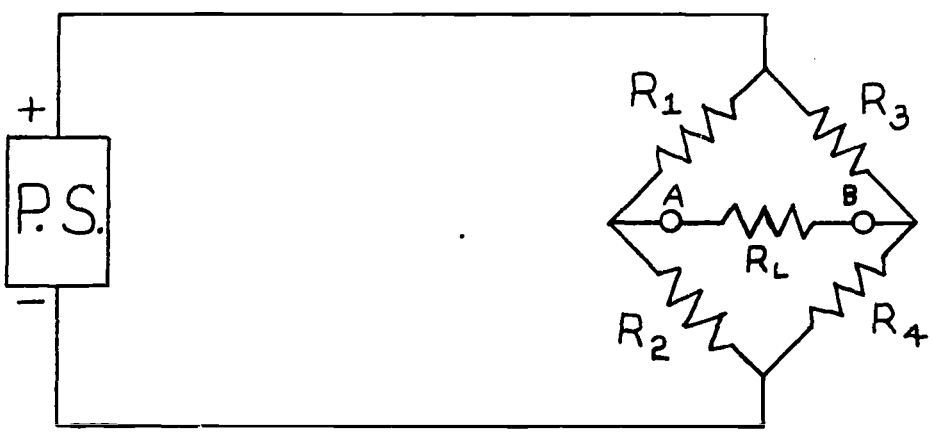

Figure 1

	R_1	R_2	R_3	R_4	R_L	I_L	E_{RL}	E_{in}
Calculated Condition #1								
Measured Condition #2								
Measured Condition #3								

Table 1

4. Reset the potentiometer (R_4) such that the bridge voltage will reverse the current through R_L, then measure and record the value of R_4.

5. With the use of Thevenin's equivalent circuit, calculate and record the voltage across R_L and the current through it.

6. Measure and record the voltage across and the current through R_L.

7. Measure and record in table 2, then compare all voltages and currents in the bridge circuit.

	E_1	I_1	R_1	E_2	I_2	R_2	E_3	I_3	R_3	E_4	I_4	R_4	E_L	I_L	R_L
Calculated Condition #1															
Measured Condition #2															
Measured Condition #3															

Table 2

Conclusions:

1. Complete solutions of bridge circuits are simplified by the use of the Delta-Wye conversions.
2. Solutions of unbalanced bridge circuits are simplified by using Thevenen's theorem when current through the load is of prime consideration.
3. The direction of current in the center element of the bridge circuit can be reversed by changing the resistance of any one of the four resistors.
4. Bridge circuits are very important for testing and control applications.

9:0:0

Student Name_____
Date_____ Score_____

Experiment #15

Title: The Internal Resistance and Full Scale Deflection Sensitivity of a Basic Meter Movement

Objectives:
1. To determine the internal resistance of a meter movement.
2. To determine the full scale deflection sensitivity of a basic meter movement.

Reference: Same as experiment #1

Materials Required:
1. Circuit patch panel and connecting leads
2. Power supply
3. Volt-ohm-milliammeter
4. Meter movement
5. Potentiometer as needed
6. Resistor as needed

Procedure:
1. Determine and select the resistors for the meter circuit of Figure 1.
2. Construct the circuit of Figure 1.

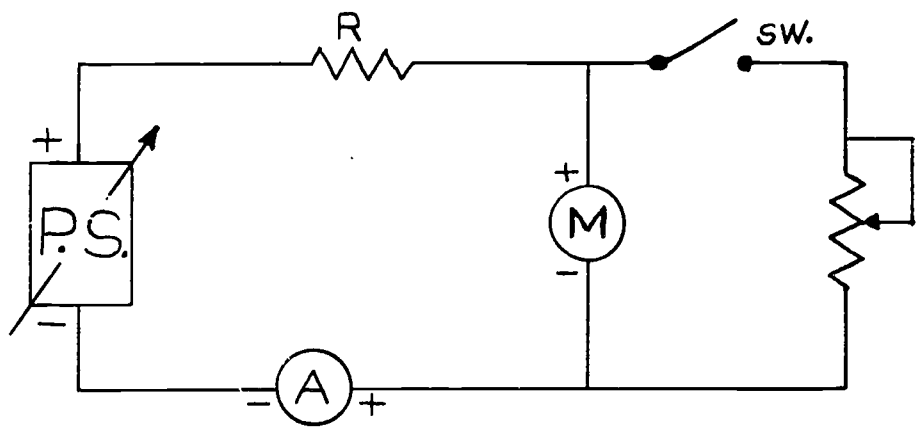

Figure 1

3. Adjust power supply voltage for a full scale deflection of test meter.
4. Note and record ammeter current. (This current is the full scale deflection sensitivity of the test meter.)
5. Close switch and adjust power supply voltage until the same amount of current, as measured in Step #3, is flowing.
6. Adjust potentiometer until test meter has a half scale deflection.
7. Readjust power supply voltage and potentiometer alternately as needed to acquire half scale deflection on test meter and original ammeter current in Step #3.

8. Remove potentiometer from circuit and measure its resistance. This value of resistance is the internal resistance of the test meter.

Conclusion:

1. The current measured through the test meter at full scale deflection determines the full scale deflection sensitivity.

2. Methods other than direct resistance measurement must be devised for measuring internal resistance of a meter movement to prevent damage to the meter movement and to improve the accuracy of the measurement.

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Student Name_____
Date_____ Score_____

Experiment #16

Title: Constructing and testing a Multi-Range Ammeter

Objectives:
1. To design circuitry that will convert a basic meter movement into a two range ammeter.
2. Construct and test circuit designed in objective #1 (Figure 1 and Figure 2)

References: Same as experiment #1

Materials Required:
1. Circuit patch panel and leads as needed
2. Power supply
3. Volt-ohm-milliammeter
4. Meter movemeter
5. Resistors as needed
6. Range switch (SPOT make before break switch)

Procedure:
1. Determine and select resistors for the meter circuit of Figure 1 using sensitivity and resistance values determined in Experiment #15.

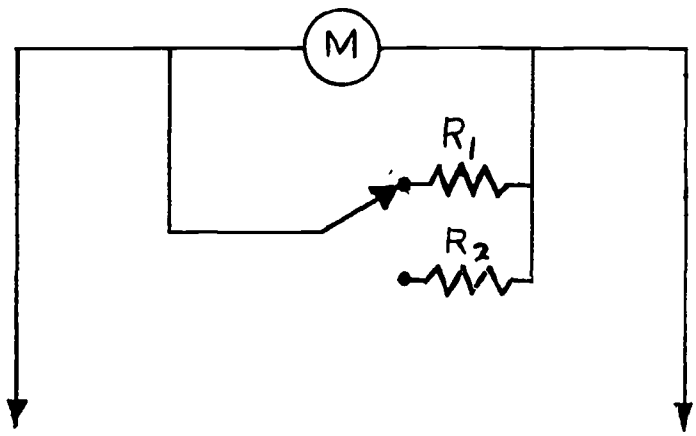

Figure 1

2. Construct circuit of Figure 1.

3. Connect the multi-range ammeter (in Figure 1) into the circuit of Figure 2 to test its accuracy.

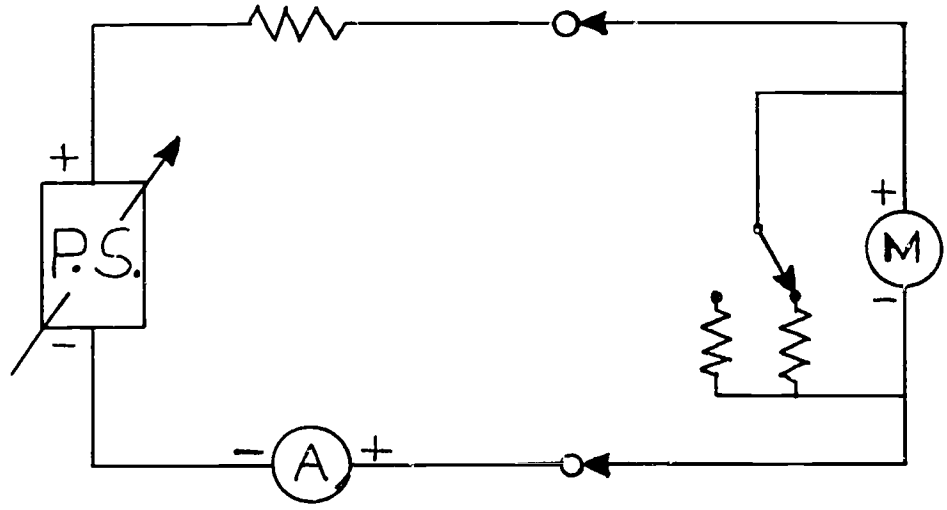

Figure 2

4. Adjust the power supply for numerous values of current requiring the use of both ranges of the experimental meter and compare its readings to thoughes of the standard ammeter. (In switching ranges, the switch must make to the next range before it breaks from the last range.)

Conclusion: 1. By using parallel circuit theory, a circuit can be designed that will allow the use of a basic meter movement to measure currents much larger than the movements full scale deflection sensitivity.

2. It was found that the meter movement would be damaged if the ranges were switched while current was flowing unless the switch made to the next shunt before it broke from the last shunt.

9:0:0

Student Name _____
Date _____ Score _____

Experiment #: 17

Title: Constructing and Testing a Multi-Range Voltmeter

Objectives:
1. To design circuitry that will convert a basic meter movement into a two range voltmeter.
2. Construct and test circuit designed in objective #1. (Fig. 1 and Fig. 2)

References: Same as Exp. #1

Materials Required:
1. Circuit patch panel and connecting leads
2. Power supply
3. Volt-ohm-milliammeter
4. Meter movemeter
5. Resistors as needed
6. Range switch (SPDT break before make)

Procedure:
1. Determine and select the resistors for the multi-meter circuit using senstitiuity and resistance values determined in Experiment #15.

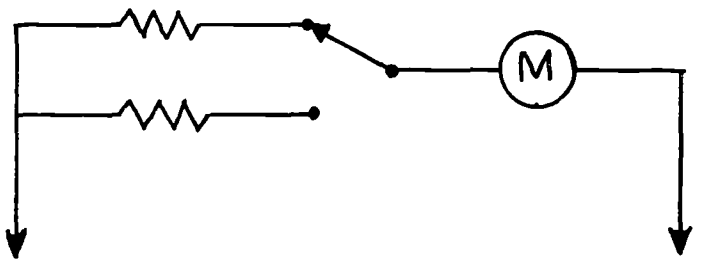

Fig. 1

2. Construct the circuit of Fig. 1
3. Connect the multi-range Voltmeter (in Fig. 1) into the circuit of Fig. 2 to test its accuracy

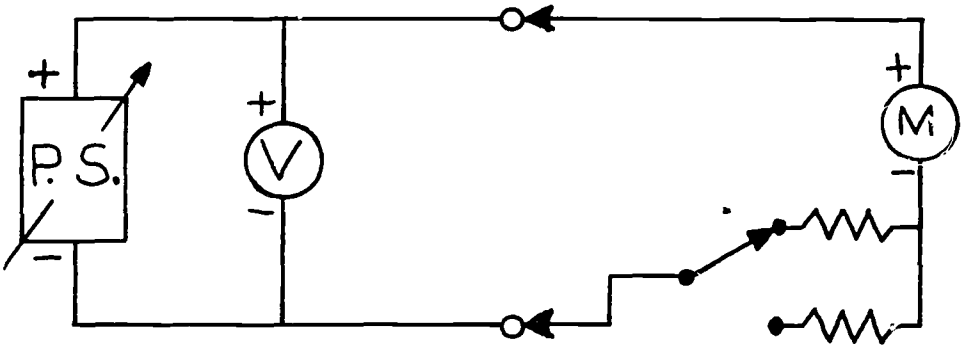

Figure 2

4. Adjust the power supply for numerous values of voltages requiring the use of both ranges of the experimental meter and compare its reading to thoughts of the standard voltmeter. (In switching ranges the switch must break from the last range before it makes on the next range.)

Conclusion:

1. By using series circuit theory a circuit can be designed that will allow the use of a basic meter movement to measure voltages much larger than the movements full scale deflection voltage.
2. It was found that the meter movement would be damaged if the ranges were switch while current was flowing unless the switch broke from the last multiplier range before it makes on the next multiplier range.

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Student Name _____
Date _____ Score _____

Experiment # 18

Title: Constructing and Testing a Multi-Range Ohmmeter

Objectives:
1. To design circuitry that will convert a basic meter movement into a two range ohmmeter.
2. Construct and test circuit designed in objective #1.

Reference: Same as Experiment #1.

Materials Required:
1. Circuit patch panel and connecting leads
2. Power supply
3. Volt-ohm-milliammeter
4. Meter movement
5. Resistors as needed (precision type)
6. Potentiometer (zero adjust)
7. Range switch (spst)

Procedure:
1. Calculate IFSD, RM and EM of the meter movement. (Refer to Experiment #15.)
2. Using a 1.5 Volt battery and test points A & B shorted, (Fig. 1) for full scale deflection. (Subtract the meter resistance from the total resistance and divide this difference of resistance into two resistors as shown in Fig. 1 with approximately 70% of the resistance in the fixed resistor.)

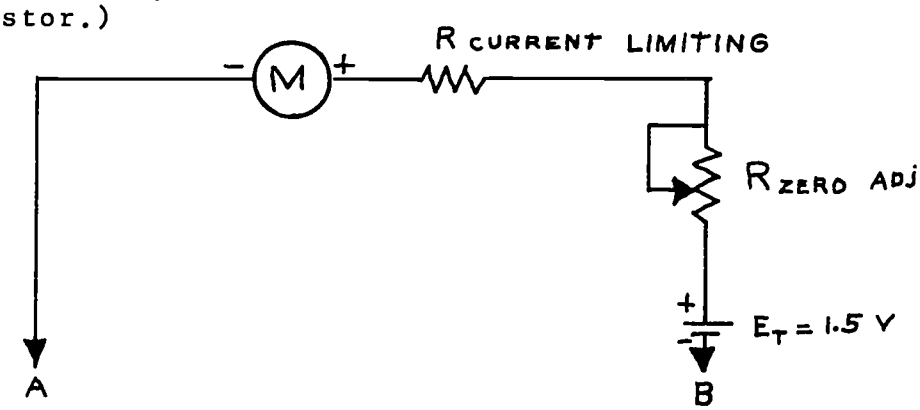

Fig. 1

3. Construct the circuit of Fig. 1
4. With test leads shorted together determine if adjusting zero adjust will bring pointer to full scale deflection. (zero ohms)
5. Calculate the resistance necessary between test leads A & B and their corresponding current values for 1/2, 1/4, 1/8, 1/16, and 3/4 full scale deflection and record in Table 1. (Note the resistance between test leads A & B that causes half scale deflection is equal to the circuit resistance with points A & B shorted.)

	CIRCUIT 1 (RX10)			CIRCUIT 2 (RX1)			
SCALE	R_T	I_T	R_{TEST}	R_T	I_T	R_{TEST}	I_{SHUNT}
1/2							
1/4							
1/8							
1/16							
3/4							

Table 1

6. Alter the circuit of Fig. 1 as shown in Fig. 2 and calculate the shunt resistor.

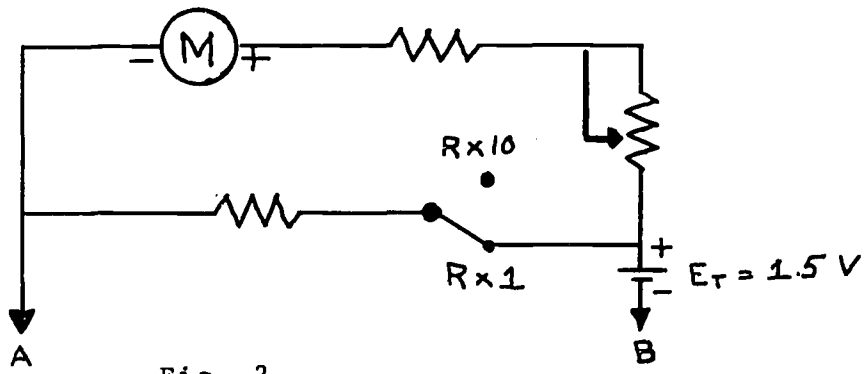

Fig. 2

7. Repeat step #5 using Fig. 2 and record in Table 1.
8. Construct the circuit in Fig. 2.
9. Repeat step #4.
10. Layout a scale, for the test ohm-meter, that will correspond to the scale markings on the meter movement and the information in Table 1.
11. Using precision resistors check the accuracy of the test ohm-meter at various positions on the scale for both ranges. Compare to a standard ohmmeter.

Conclusion:

1. The ohmmeter scale markings found in a typical volt-ohm-milliammeter are of the back off type. (Reads from right to left.)
2. Regardless of the ohmmeter range being used, the calibrations goes from right to left, zero to infinity, in an exponential progression. As the ranges are changed the central of scale numbers move right or left so that the center scale reading varies by powers of ten.

3. The current limiting resistance in series with the meter movement needs to be made from two resistors, a fixed and a variable. The reasons for this are:

   A. To prevent meter damage by inadvertantly turning the current limiting resistance to zero.
   B. By having approximately 70% of the series resistance fixed and 30% variable the zero adjust function can be adjusted more accurately.

ERIC

11:0:0

Student Name _____
Date _____ Score _____

Experiment #19

Title: Capacitors in D. C. Circuit

Objectives:
1. Observe that a capacitor will hold a charge even after the power source has been removed.
2. Verify that T = RC.
3. Verify that $CT = C_1 + C_2$ when capacitors are connected in parallel.
4. Verify that $CT = \frac{1}{1/C_1 + 1/C_2}$ when capacitors are connected in series.
5. Verify that with a voltage applied across two capacitors in series, a proportionately larger voltage will appear across the smaller capacitor and a proportionately smaller voltage will appear across the larger capacitor.

References: Same as Experiment #1

Materials Required:
1. Circuit patch panel and connecting leads.
2. Power supply
3. Volt-ohm-milliammeters (2 identical units required.)
4. Capacitors as needed (oil filled - not electrolytic.)
5. Resistors as needed
6. SPST SWITCH

Procedure:
1. Construct circuit in Fig. 1 (C should be at least 5 MFD.)

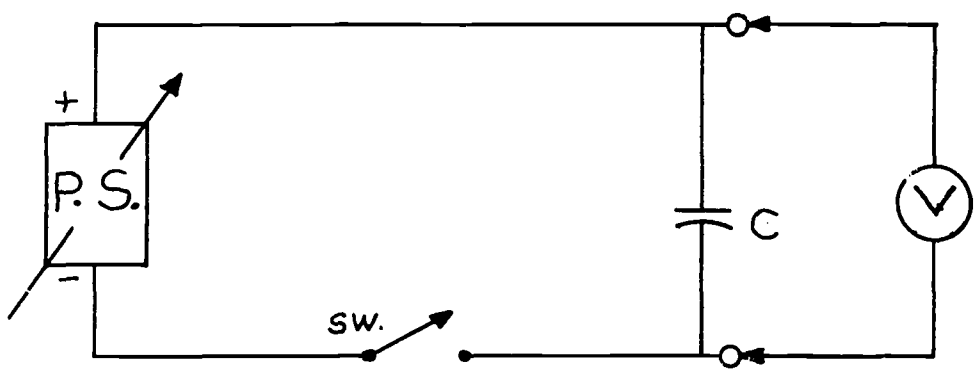

Fig. 1

2. Close the switch and observe voltage across the capacitor.
3. Disconnect the voltmeter and then open the switch. (Allow 5 to 10 seconds to pass.)

4. Reconnect voltmeter and observe the discharge of capacitor.
5. Construct circuit in Fig. 2. (R should be at least 500kr and the capacitor at least 5 MFD.)

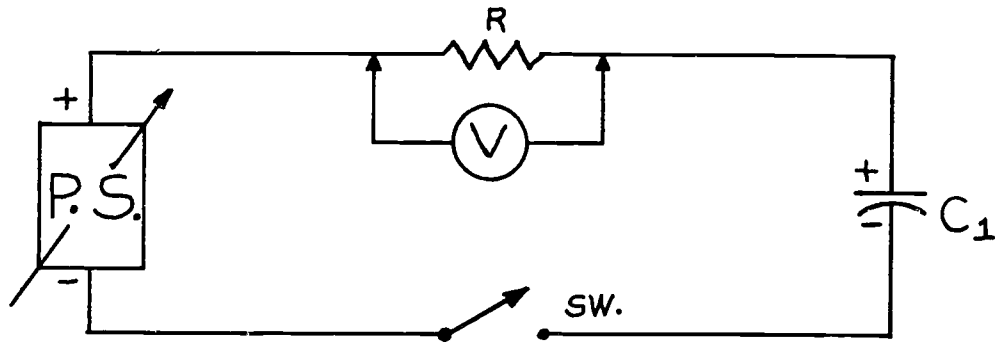

Fig. 2

6. Close the switch and observe the voltage jump to a voltage value equal to the power supply and drop off exponentially to zero.

   Example: P.S. = 100, R = 1,000,000 r, C = 10 WFD.

   Since T = RC, T = $1X10^{+6}X5^{X10^{-6}}$ = 5 seconds. Resistor voltage will decline from 100 volts to 37 volts in 5 seconds.
7. Referring to Fig. 2 place voltmeter across the capacitor of the circuit with the switch open. If values were those as in the example above the voltage across the capacitor will rise to 63 volts 5 seconds after the switch is closed.
8. Repeat steps 6 and 7 with another 5 MFD capacitor (C_2) placed in parallel with C_1. Observe T = RC, now equals 10 seconds.
9. Repeat steps 6 and 7 with the 5 UFD capacitor (C_2) placed in series with C_1. Observe, T = RC, now equals 2 1/2 seconds.

Conclusion:

1. A good quality capacitor will hold a charge long after the voltage is removed.
2. When a voltage is applied across a resistor and a capacitor connected in series, the capacitor voltage will rise exponentially to 63% of the value of the applied voltage in a time in seconds equal to the product of the resistance in ohms times the capacitance in farads. Immediately upon the application of the applied voltage the voltage across the resistor will rise instantatiously to value determined by E = IXR, and from that point it will decay exponentially to 37% of the applied voltage in one RC time constant. (T = RC)
3. When connecting capacitors in parallel the total capacitance is equal to the sum of individual capacitor values. $C_t = C_1 + C_2$.

4. When connecting capacitors in series the total capacitance can be calculated by using the following formulas:

$$C_t = \frac{C_1 \times C_2}{C_1 + C_2}, \quad C_t = \frac{1}{\frac{1}{C_1} + \frac{1}{C_2} + \frac{1}{C_3}}$$

As a check to accuracy the value of capacitance will always be less the lowest value of capacitance.

Excellent Def

#5

READING CURRENT WITH AN AMMETER

Lab Report

Electronics 1

Section 2

H. Rey Kleinman

10/31/67

ERIC

OBJECTIVE: 1) To teach the student to read the ammeter.

2) So the student can see the verification of Ohms and Kirchoffs' laws.

3) To observe loading effects in the ammeter.

REFERENCE: Class notes, the text, and the last exercise on the loading effects of the voltmeter.

MATERIALS: P.C. board; five resistors; ammeter

INTRODUCTION: Before beginning this experiment the components should be tested to verify that they are of the right value and that they are in good condition.

There are several precautions that need to be observed in order to protect the meter and to be able to accomplish the the readings in the shortest possible time and with the most possible accuracy. As with all other measurments, the r reading should be first calculated so the meter can be placed at the correct range, this will also help the student visualize better Ohmns' law. To protect the meter f from damage the leads need to be placed with the proper polarity. Just in case a mistake has been make in the c calculations, the leads should be lightly tapped on the test points and watch the needle reactions. If the needle starts to go the wrong way, the leads have been reversed, but if the lead was just tapped there will not be time for the meter to

be damaged; the same is true if the wrong range has been selected and the needle accelerates to where it will bend at the stop.

In this exercise loading effects of the meter will again be observed only with slightly different effects than were observed with the voltmeter.

PROCEEDURE: All data and results will be given on seperate data sheets with the circuits. The proceedure will contain only the process used to obtain these results.

On circuit #1 the laws were used to calculate the totals for R, E, and I, Then from these results the current was calculated for each of the test points as shown on the circuit.

Using the results obtained from the laws the meter is then set and the readings taken at each of the test points. In all cases the readings were lower than the calculated results, from the meter loading, but they were not nearly a pronounced as they were with the voltmeter readings.

The resistors were then changed to conform to the circuit #2 on the second data sheet. As before the results were first calculated and then the readings taken.

With the resistors set up in this manner they show up better the effects of the meter loading. In order to see exactly what happens the meter is taken as another

resistor in series with these values:

.05	ma range has	4,000	ohms	resistance
5.0	ma range has	200	ohms	resistance
50.0	ma range has	20	ohms	resistance
500.0	ma range has	2	ohms	resistance

All of the readings were taken on the 5.0 ma range therefore the meter was seen as a 200 ohms resistor. With this information the calculations were made again and the meter loading was determined with the results shown on the data sheet.

Circuit #1

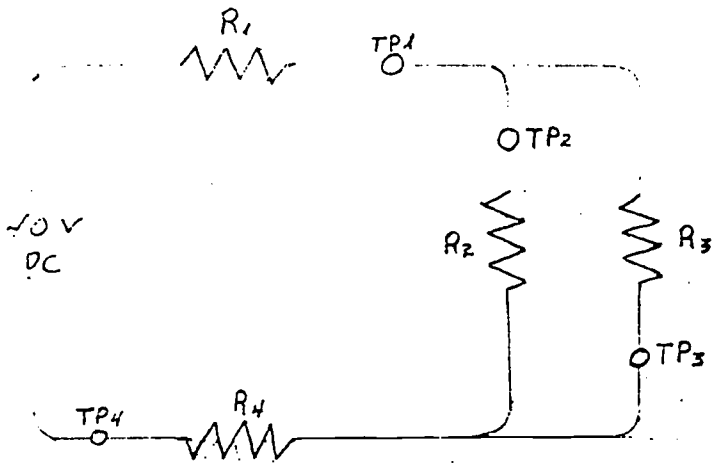

	Code	Actual
R_1 =	.22 KΩ	.222 KΩ
R_2 =	3.3 KΩ	3.1 KΩ
R_3 =	10 KΩ	10 KΩ
R_4 =	1.0 KΩ	1.1 KΩ

Calculated Results

R_T = 3.702 KΩ E_T = 40 V I_T = 10.8 ma

TP1 I_1 = 10.8 ma

TP2 I_2 = 8.12 ma

TP3 I_3 = 2.68 ma

TP4 I_4 = 10.8 ma

Ammeter Readings

TP1 I_1 = 10.5 ma

TP2 I_2 = 8.0 ma

TP3 I_3 = 2.5 ma

TP4 I_4 = 10.5 ma

Circuit #2

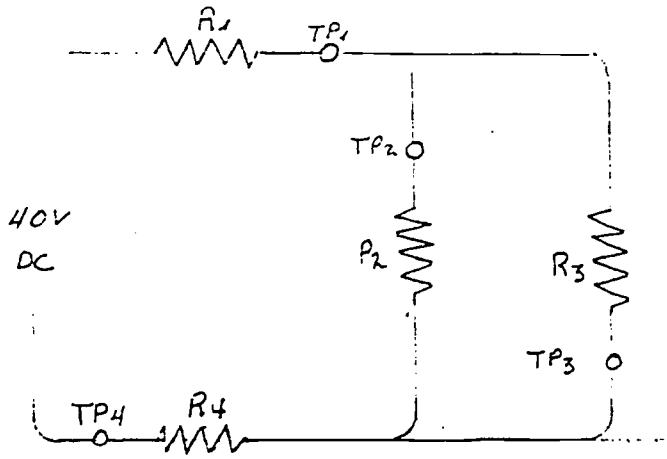

	code	actual
R_1 =	10 KΩ	10 KΩ
R_2 =	1.0 KΩ	1.1 KΩ
R_3 =	.22 KΩ	.222 KΩ
R_4 =	3.3 KΩ	3.1 KΩ

Calculated Results

E_t 40 V R_t = 13.28 KΩ I_t = 3.15 ma

TP1 I_1 = 3.15 ma

TP2 I_2 = .528 ma

TP3 I_3 = 2.62 ma

TP4 I_4 = 3.15 ma

Ammeter Readings

TP1 I_1 = 2.9 ma

TP2 I_2 = .4 ma

TP3 I_3 = 2.1 ma

TP4 I_4 = 2.9 ma

Calculated Results with Meter Included in Circuit (at 5 ma range 200 Ω)

TP1 E_t = 40 V R_t = 13.69 KΩ I_t = 2.92 ma
I_1 = 2.92 ma Meter loading = − .23 ma

TP2 E_t = 40 V R_t = 13.49 KΩ I_t = 2.97
I_2 = .432 ma Meter Loading = −.096 ma

TP3 E_t = 40 V R_t = 13.404 KΩ I_t = 2.985 ma
I_3 = 2.09 ma Meter Loading = − .53 ma

TP4 E_t = 40 V R_t = 13.69 KΩ I_t = 2.92 ma
I_4 = 2.92 ma Meter Loading = −.23 ma

CONCLUSION: The exercise fufilled its oojectives by having the student take numerous readings thereby increasing the proficiency in reading the ammeter. Also by comparing his use of the laws with the results obtained with the meter the student can visualize better the usefulness of the laws and their validity.

The student learns what ammeter loadings are, how they affect his readings, and how to avoid them as much as possible. The loading of the ammeter as shown on the data sheet are actually negative loadings, in other words, there is actually less current flowing through the circuit than what should actually flow. This is so because the extra resistance(the meter) actually increases the total resistance and lowers the total current that will flow with a given potential applied. In the case of the ammeter the reading should be taken on the highest possible scale to reduce the meter's resistance.

Paul Ivory

Excellent

EXPERIMENT #10 SERIES-Parallel Circuits

OBJECTIVES:

1. Calculate all values of current and voltage
2. Measure all currents and voltages.
3. Compare objectives 1 and 2.

REFERENCES: MATH BOOK sec 13-3, Previous Experiments.

MATERIALS: Circuit Board; jumpers; Resistors: 1Kω, 300ω, 620ω, 240ω, 470ω, 390ω; Ammeter Loading Card.

PROCEDURE:

In this experiment the circuit as shown in FIG 1 is given. The circuit is redrawn in FIG 2, thus, giving a much clearer schematic.

Circuit values are determined by first calculating all parallel and series resistor values. Current through the circuit is next calculated, followed by calculating voltage drops across each resistor. Power calculations are made to insure that no resistors will be damaged due to prolonged current applications. These calculations are shown in FIG 3. A step by step procedure is followed in figuring resistances, current, voltage and power.

All resistors are measured and if any are found out of tolerance they are replaced. The circuit is constructed observing caution to place the resistors in their

proper positions.

Voltage from the power supply is 10 volts. Voltage across the two branches is equal at 10 volts. The three resistances, R_A, R_4, R_B, divide the 10 volts as shown in FIG 4.

25.3 ma of current divides through the two branches to measure I_1 as 10ma and I_P as 15ma. Within I_P the 15ma is constant through I_A, I_4, and I_B. Within the parallel circuits of I_A and I_B the current divides again. Current measurements are shown in FIG 4.

Total current measured 24 ma which is 1.3ma less than current calculated. The ammeter, being loaded in series with the circuit, acts as a resistor in series. The ammeter load value, as found in a previous experiment, must be taken into account. For the 50 ma scale the load resistance is 12 Ω. Using Ohm's Law the current measurement is verified as shown in FIG 4.

Differences in the calculated and measured values are slight. Primarily the differences are due to measured resistances being slightly higher or lower than calculated values, though still within tolerances. Current measurements are slightly less due to ammeter loading acting as a resistor in series with the current being measured.

Conclusion:

This experiment concludes that a series-parallel circuit schematic can be redrawn to reveal a more simplified schematic, and that through calculation and measurement the circuit values can be obtained. If measured resistances are within tolerance the voltage and current measurements will be the same, or near the same, as calculated values. Voltage, current, and resistance characteristics in combination circuits can be verified through calculation and then measurement.

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FIG-1. ORIGINAL CIRCUIT

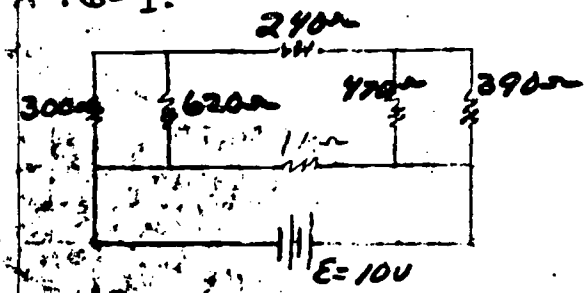

RE-DRAWN CIRCUIT

FIG 2.

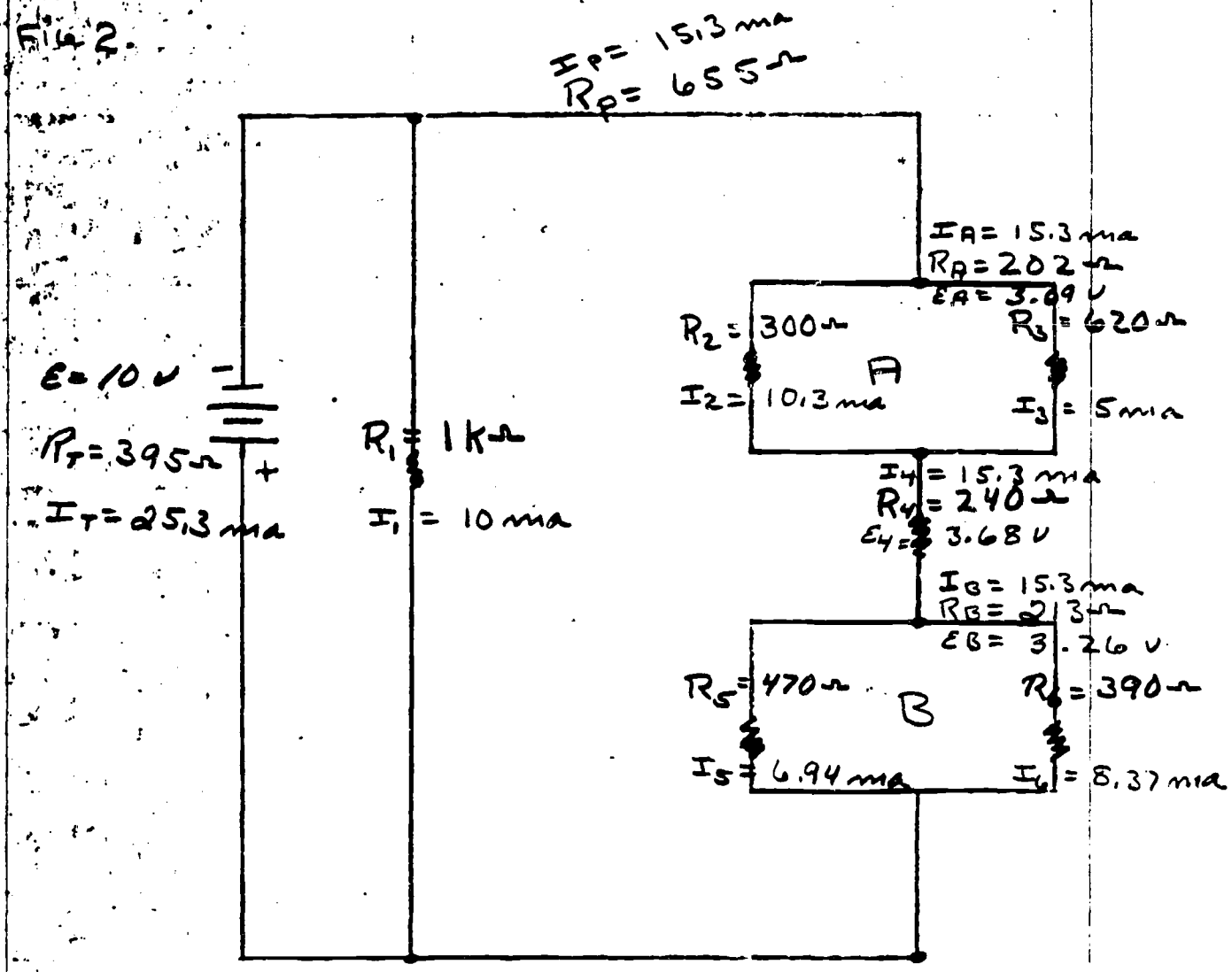

$$\varepsilon_1 = \varepsilon_P$$

$$I_A = I_4 = I_B$$

CIRCUIT CALCULATIONS

(1) $R_A = \frac{1}{\frac{1}{3.00^{(-2)}} + \frac{1}{6.20^{(-3)}}} = \frac{1}{.333^{(-2)} + .161^{(-2)}} = \frac{1}{.494^{(-2)}} = 2.02^{(2)} = 202\,\Omega$

(2) $R_B = \frac{1}{\frac{1}{4.70^{(-2)}} + \frac{1}{3.90^{(-2)}}} = \frac{1}{.213^{(-2)} + .256^{(-2)}} = \frac{1}{.469^{(-2)}} = 2.13^{(2)} = 213\,\Omega$

(3) $R_P = R_A + R_4 + R_B = 202 + 240 + 213 = 655$

(4) $R_T = \frac{1}{\frac{1}{1^{(-3)}} + \frac{1}{.665^{(-3)}}} = \frac{1}{1^{(-3)} + 1.53^{(-3)}} = \frac{1}{2.53^{(-3)}} = .395^{(3)} = 395\,\Omega$

(5) $I_T = \frac{\mathcal{E}}{R} = \frac{10\,V}{395\,\Omega} = \frac{10^{(-2)}}{3.95^{(2)}} = 2.53^{(-2)} = 25.3\,ma$

(6) $I_1 = \frac{\mathcal{E}}{R} = \frac{10\,V}{10^{(4)}\,\Omega} = 10^{(-3)} = 10\,ma$

(7) $I_P = \frac{10\,V}{655\,\Omega} = \frac{10^{(-2)}}{6.55^{(2)}} = 1.53^{(-2)} = 15.3\,ma$

(7A) $I_P = I_A = I_4 = I_B$

(8) $\mathcal{E}_A = IR = 15.3^{(-3)} \times 202\,\Omega = 3.09\,V$

(9) $\mathcal{E}_B = IR = 15.3^{(-3)} \times 213\,\Omega = 3.26\,V$

(10) $I_2 = \frac{\mathcal{E}}{R} = \frac{3.09\,V}{300\,\Omega} = 10.3\,ma$

(11) $I_3 = \frac{\mathcal{E}}{R} = \frac{3.09\,V}{620\,\Omega} = 5\,ma$

(12) $I_5 = \frac{\mathcal{E}}{R} = \frac{3.26\,V}{470\,\Omega} = .694^{(-2)} = 6.94\,ma$

(13) $I_6 = \frac{\mathcal{E}}{R} = \frac{3.26\,V}{390\,\Omega} = .836^{(-2)} = 8.36\,ma$

(14) $\mathcal{E}_4 = IR = 15.3^{(-3)} \times 240\,\Omega = 3.68\,V$

(15) $\mathcal{E}_1 = IR = 1.0^{(-3)} \times 10^{(+3)} = 10\,V$

(16) $P_1 = I\mathcal{E} = 10^{(-3)}\,10\,V = 100^{(-3)} = .1\,W$

(17) $P_P = I\mathcal{E} = 15.3^{(-3)} \times 10\,V = 153^{(-3)} = .153\,W$

(18) $P_T = I\mathcal{E} = 25.3^{(-3)} \times 10\,V = 253^{(-3)} = .253\,W$

$R_1 = 1\ k\Omega$
$R_2 = 300\ \Omega$
$R_3 = 620\ \Omega$ } $R_A = 218\ \Omega$
$R_4 = 655\ \Omega$
$R_5 = 500\ \Omega$
$R_6 = 380\ \Omega$ } $R_B = 205\ \Omega$
} $R_p = 655\ \Omega$
} $R_T = 405\ \Omega$

$R_T + R_{AMMETER\ LOAD} = 405\ \Omega + 12\ \Omega = 417\ \Omega$

$I_1 = 10\ ma$
$I_2 = 10.03\ ma$ } $I_A = 15\ ma$
$I_3 = 5\ ma$
$I_4 = 15\ ma$
$I_5 = 6.8\ ma$ } $I_B = 15\ ma$
$I_6 = 8.8\ ma$
} $I_p = 15\ ma$
} $I_T = 24\ ma$

I_T CALCULATED WAS 25.3 ma.
I_T MEASURED WAS 24 ma.
DIFFERENCE DUE TO AMMETER LOAD ACTING AS A RESISTOR IN SERIES WITH THE CIRCUIT MEASURED.
VERIFIED:

$$I = \frac{\mathcal{E}}{R_T + R_{LOAD}} = \frac{10\ V}{417\ \Omega} = 24\ ma$$

$\mathcal{E}_1 = 10\ V$
$\mathcal{E}_2 = 3.05\ V$ } $\mathcal{E}_A = 3.05\ V$
$\mathcal{E}_3 = 3.05\ V$
$\mathcal{E}_4 = 3.75\ V$
$\mathcal{E}_5 = 3.2\ V$ } $\mathcal{E}_B = 3.2\ V$
$\mathcal{E}_6 = 3.2\ V$
} $\mathcal{E}_p = 10\ V$
} $\mathcal{E}_T = 10\ V$

BRIDGE CIRCUITS

Lab Report

Electronics 1

Section 2

Mr. James

H. Rey Kleinman

1/15/68

Excellent

OBJECTIVE: 1) To calculate and test a wye circuit equivelent to the given delta circuit.

2) Set up the given bridge circuit, calculate and measure all voltages and currents on all resistors. Also calculate and measure the total current and the total resistance.

REFERENCE: Chapter 8 especially pages 186 - 191. Class notes and the lectures by Mr. James and Mr. Hacking.

MATERIALS: A selection of resistors of values as given in the circuit, a power supply, and the students multimeter with appropiate leads.

INTRODUCTION: In order for the student to perform this exercise it is necessary that he know all of the basic laws and their variations (Ohm's and Kirchoff's) and he must also know the delty andwye circuit transformations and how to make the calculations in these forms to find current, voltage, and resistance values. The student must realize that in a delta circuit there are no basic series or parallel circuits, He must also realize that the wye circuit is not the actual circuit but only what the source will "see". In working the bridge circuit the student will have to remove a part of it as a delta circuit and add the results onto the remaining portion of the bridge for the final analysis.

PROCEEDURE: In this exercise all the calculations and results will be given on a seperate data sheet that will also show the original and the transformed circuits.

The student first is to take the portion of the bridge circuit in delta formation and transform it into a wye circuit. By the use of the formulas as shown on the data sheet the resistances of the wye circuit are calculated. After the calculations are complete the wye and delta circuit are built and the resistances are read.

The bridge circuit is built and the voltages and currents are calculated for each resistor then they are measured and compared with the calculated results. The total current and the toatal resistance is calculated then these are measured and compared.

CONCLUSION: In this exercise the student comes to realize that there are circuits which will not fall into the catagories of series, parallel, or combinations of the two. He learns the transformations necessary then to work these circuits.

The Bridge	The Delta	The Wye
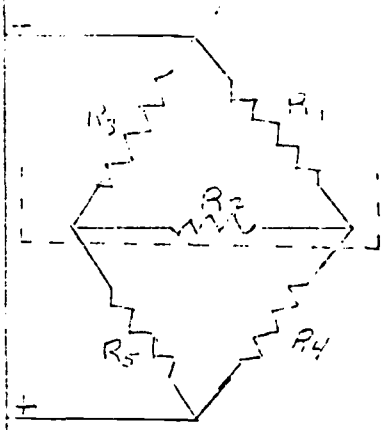	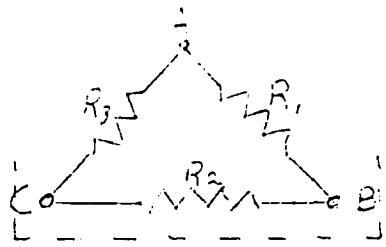	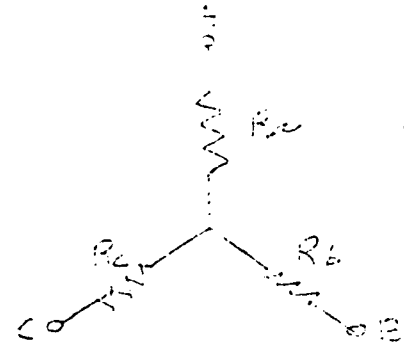

Given Values of Bridge circuit

$E_t = 32\ V$

$R_1 = 15\ K\Omega$ $R_2 = 12\ K\Omega$ $R_3 = 22\ K\Omega$

$R_4 = 18\ K\Omega$ $R_5 = 12\ K\Omega$

The Delta circuit is merely a representation of the upper portion of the bridge shown by dotted lines.

Calculate wye circuit

$$R_a = \frac{R_1 R_3}{R_1 + R_2 + R_3} = 6\ K\Omega$$

$$R_b = \frac{R_1 R_2}{R_1 + R_2 + R_3} = 4.9\ K\Omega$$

$$R_c = \frac{R_2 R_3}{R_1 + R_2 + R_3} = 7.2\ K\Omega$$

Read Resistance in Δ + Wye

Points	Y	Δ
A-B	11 KΩ	14.9 KΩ
B-C	13 KΩ	18 KΩ
A-C	13 KΩ	20 KΩ

Calculate All Values in Loop

$R_T = R_a + \frac{(R_b + R_4)(R_c + R_5)}{R_b + R_4 + R_c + R_5} = 14.4\ k\Omega$

$I_T = \frac{E_T}{R_T} = 2.22\ mA$

$I_a = I_T = 2.22\ mA$ $\quad R_a = 6\ k\Omega$ (from step 1)

$E_a = R_a \times I_a = 13.32\ V$

$E_{b(x)\ open} = E_T = E_a = 18.68\ V$

$I_b = \frac{E_x}{R_b + R_4} = 1.25\ mA$

$E_b = I_b \times R_b = 6.25\ V$

$I_c = I_a - I_b = .97\ mA$

$E_c = I_c \times R_c = 6.99\ V$

Calculate Values for Bridge

Voltage	Current
$E_1 = E_b + E_a = 19.43\ V$	$I_1 = \frac{E_1}{R_1} = 1.35\ mA$
$E_3 = E_a + E_c = 20.31\ V$	$I_3 = \frac{E_3}{R_3} = .922\ mA$
$E_4 = I_b \times R_4 = 18.75\ V$	$I_4 = \frac{E_4}{R_4} = 1.25\ mA$
$E_5 = I_c \times R_5 = 11.65\ V$	$I_5 = \frac{E_5}{R_5} = .97\ mA$
$E_2 = E_4 - E_5 = .85\ V$	$I_2 = \frac{E_2}{R_2} = .0472\ mA$

Read E + I for Bridge

$E_1 = 20.1\ V$	$I_1 = 1.35\ mA$
$E_2 = .85\ V$	$I_2 = .022\ mA$
$E_3 = 20.2\ V$	$I_3 = .97\ mA$
$E_4 = 19.90\ V$	$I_4 = 1.35\ mA$
$E_5 = 11.7\ V$	$I_5 = .98\ mA$

MULTIPLE VOLTAGE SOURCE CIRCUITS

Lab Report

Electronics 1

Section 2

Mr. James

Excellent
DCJ

H. Rey Kleinman

12/10/67

ERIC

OBJECTIVE: 1. To teach the student the action and distribution of current and voltage in circuits containing more than one source. There will be two different circuits.

REFERENCE: Chapters 3,4, and 8 of the class text; also theory class notes and notes on the lecture by Mr. James.

MATERIALS: Circuit board, and various resistors- 4 25 ohm resistors. two variable power supplies, and the students multimeter.

INTRODUCTION: The student will have to know all of the current and voltage laws, Ohm's and Kirchoff's, in order to complete this exercise. Since there will be two sources used in this exercise it will be more difficult for the student to realize the direction of current flow, therefore it will be necessary that the student remember to protect hi meter. There will also be voltage and current ranges that are more difficult to calculate and more chance for errors. The s student should just tap the leads of his meter and watch the action of the needle to be sure he has made no mistake in his calculations.

The power supplies, as shown in the last exercise,have a very small internal resistance. This low resistance is noticable only when the current is flowing the correct way

through the supply. By using some of the values given in this exercise the current will be flowing backward through one of the supplies, therefore there will be quite a high resistance against it and the readings will be quite a bit smaller than what will be calculated.

One of the resistors will get overheated on the largest voltage value and should actually be a larger resistor, but one is not available so the student should make the reading as quickly as possible to prevent damage to this resistor.

PROCEEDURE: There are two different circuits in this exercise and four voltage changes in one of the power supplies for each of the circuits. All of the circuits and calculations will be given on the data sheet.

Set up circuit number 1 and calculate for voltages of 5 volts and 10 volts on supplies. After the calculations, energize the circuit and take voltage and current readings and compare the results. After this is done change one of the supplies to read 12.5 volts, calculate then take the readings; then proceed with these steps after changing th supply to 7.5 volts and then 5 volts.

Arrange the circuit as number 2 and follow the same steps that were followed on circuit number 1, using the same voltages 10, 12.5, 7.5, and 5 volts

Circuit # 1

Calculations for 5V 10V [illegible]

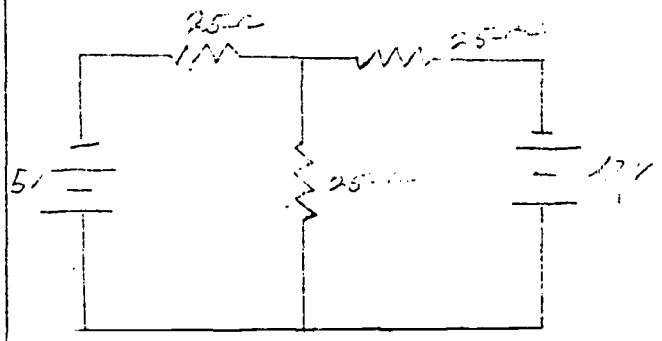

$5 - 25I_1 - 25I_2 - 25I_2 = 0$ $\qquad$ $10 - 25I_2 - 25I_2 - 25I_1 = 0$

$-50I_1 - 25I_2 = -5$

$50I_1 + 25I_2 = 10$

$50I_1 + 25I_2 = 5$ $\qquad$ $25I_2 = 15$

$I_1 = 0$ $\qquad$ $I_2 = .6\,A$ $\qquad$ $I_3 = .6\,A$

Read Voltage and current

$E_1 = .1\,V$ $\qquad$ $E_2 = 4.9\,V$ $\qquad$ $E_3 = 14.9\,V$

$I_1 = .01\,mA$ $\qquad$ $I_2 = 198\,mA$ $\qquad$ $I_3 = 127\,mA$

Calculations for 5V and 12.5V sources

$5 - 25I_1 - 25I_1 - 25I_2 = 0$ $\qquad$ $12.5 - 25I_2 - 25I_2 - 25I_1 = 0$

$-50I_1 - 25I_2 = -5$

$50I_1 - 25 \times .267 = -5$ $\qquad$ $50I_1 + 50I_2 = 25$

$50I_1 = 2.675 - 5$ $\qquad$ $75I_2 = 20$

$I_1 = \frac{4.675}{50} = .0935\,A$ $\qquad$ $I_2 = .267\,A$ $\qquad$ $I_3 = .3935\,A$

Read Voltage and current

$E_1 = .935\,V$ $\qquad$ $E_2 = 6.05\,V$ $\qquad$ $E_3 = 5.94\,V$

$I_1 = 93\,mA$ $\qquad$ $I_2 = 202\,mA$ $\qquad$ $I_3 = 610\,mA$

Circuit # 1

[illegible] 5V and 7.5V sources

$5-25I_1-25I_1-25I_2=0$ $\qquad$ $7.5-25I_2-25I_2-25I_1=0$

$-50I_1-25I_2=-5$ $\qquad$ $-50\times .0333-25I_2=-5$

$100I_1+50I_2=10$ $\qquad$ $1.665-25I_2=-5$

$25I_1=0.5$ $\qquad$ $-25I_2=-3.335$

$I_1=.0333\,a$ $\qquad$ $I_2=.1333\,a$ $\qquad$ $I_3=.1667\,a$

Resistor voltage and current

$E_1=.8V$ $\qquad$ E_2 3.2V $\qquad$ E_3 4.1V

$I_1=33.5\,ma$ $\qquad$ I_2 133ma $\qquad$ I_3 167ma

Calculate for 5V and 7.5 sources.

$5-25I_1-25I_1-25I_2=0$ $\qquad$ $5-25I_2-25I_2-25I_1=0$

$-50I_1-25I_2=-5$ $\qquad$ $-50\times .0667-25I_2=-5$

$50I_1+100I_2=10$ $\qquad$ $-3.335-25I_2=-5$

$25I_1=.5$ $\qquad$ $-25I_2=-1.665$

$I_1=.0667\,a$ $\qquad$ $I_2=.0667\,a$ $\qquad$ $I_3=.1333\,a$

Resistor voltage and current

$E_1=1.6V$ $\qquad$ $E_2=1.6V$ $\qquad$ $E_3=3.2V$

$I_1=67\,ma$ $\qquad$ $I_2=67\,ma$ $\qquad$ $I_3=133\,ma$

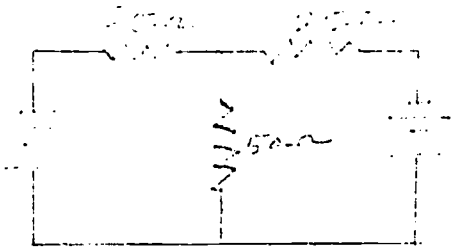

Calculate for 5 V and 10 V Sources

$5 - 50I_1 - 50I_2 = 0$ $\qquad$ $10 - 25 - I_2 - 50I_2 - 50I_1 = 0$

$50I_1 + 50I_2 = 10$ $\qquad$ $75I_1 + 50I_2 = 5$

$50I_2 = -2$ $\qquad$ $-75I_1 - 112.5I_2 = -15$

$-62.5I_2 = -10$

$I_1 = .12A$ $\qquad$ $I_2 = .16A$ $\qquad$ $I_3 = .12A$

Voltage Drops Calculated

$E_1 = 6.2V$ $\qquad$ $E_2 = 8.0V$ $\qquad$ $E_3 = 6.0V$

$I_1 = 120mA$ $\qquad$ $I_2 = 160mA$ $\qquad$ $I_3 =$

Calculate for 5 V and 15.0 V Sources

$5 - 50I_1 - 50I_2 = 0$ $\qquad$ $12.5 - 25 - I_2 - 50I_2 - 50I_1 = 0$

$-50I_1 - 50I_2 = -10$ $\qquad$ $75I_1 + 50I_2 = 5$

$-50I_1 = 4$ $\qquad$ $-75I_1 - 112.5I_2 = -18.75$

$I_1 = .08A$ $\qquad$ $-62.5I_2 = -13.75$

$I_2 = .24A$ $\qquad$ $I_3 = .16A$

Voltage Drops Calculated

$E_1 = .333V$ $\qquad$ $E_2 = 4.21V$ $\qquad$ $E_3 = 7.8V$

$I_1 = 80mA$ $\qquad$ $I_2 = 153mA$ $\qquad$ $I_3 = 156mA$

[illegible]

[illegible]

[illegible] $= 0$ $\qquad$ [illegible] $= 0$

[illegible] $= 0$ $\qquad$ $75 I_1 - 50 I_2 = 5$

$-75 I_1 - 112.5 I_2 = 112.5$

[illegible] $= 0$

[illegible]

[illegible] $\qquad$ $I_2 = .1\,a$ $\qquad$ $I_3 = .1\,a$

Resistor Voltages and Currents

[illegible] V $\qquad$ $E_2 = 7.75\,V$ $\qquad$ $E_3 = 5\,V$

[illegible] $\qquad$ $I_2 = .01\,a$ $\qquad$ $I_3 = .01\,a$

For 5V and 6V Sources

$75 I_1 + 50 I_2 = 5$ $\qquad$ $-75 I_2 - 50 I_2 = -5$

$75 I_1 + 50 I_2 = 5$

[illegible] $\qquad$ $-75 I_1 - 112.5 I_2 = 0$

[illegible] $\qquad$ [illegible]

[illegible] $\qquad$ $I_2 = .02\,a$ $\qquad$ $I_3 = .02\,a$

Resistor Voltages + Currents

E_1 1.02 V $\qquad$ E_2 .98 V $\qquad$ E_3 4 V

I_1 .117 a $\qquad$ I_2 .035 a $\qquad$ I_3 .072 a

CONCLUSION: The exercise has introduced the student to a new area in his field, that of having more than one source in a circuit. It has brought to mind that it is possible for the current to actually flow backward through a source and how these different currents add and subtract in different parts of the circuit. Most actual circuits have more than one source therefore this will be good training.

METER MOVEMENT FULL SCALE SENSITIVITY AND METER RESISTANCE

Lab Report

Electronics 1

Excellent
Dej

H. Rey Kleinman

11/14/67

OBJECTIVE: 1. to teach the student how to check the full scale sensitivity of a meter movement.

2. To teach the student how to measure the internal resistance of a meter.

REFERENCE: Chapters 5 and 6 of the text on magnitism; Ohms laws for series and parallel circuits in chapter 3; and the power formulas as found in chapter four of the text. Also the lectures by Mr. James on magnitism and meter movements, and class notes.

MATERIALS: A meter movement and circuit board, a multimeter resistors as calculated and a variable resistor.

INTRODUCTION: In order to perform this exercise it is necessary that the student know the Ohm's law formulas and the power formulas. The student should also have a certain amount of knowledge as to why the meter moves. The student must realise that the meter moves because current passing through the coils sets up an electromagnetic field and is pulled then by the permanent magnetic field making the needle arm rotate against the tension of the springs. The student must know what is meant by the "full scale sensitivity" of the meter, that it is the amount of current that is needed running through the meter to drive it to full scale reflection.

The student must realize that by setting the variable resistor in parallel with the meter and then adjusting it until the current through both of the lines is the same it will be the same resistance as the meter and by reading the resistance of it the resistance of the meter will be known.

For the protection of the students meter he should realize that his meter will not read 100 micro amps, because it is between two scales. He will have to run the movement to only half scale deflection and then his meter will will read full scale .05 milli amps.

PROCEEDURE: First step is to set the circuit as shown in data sheet and calculate what R1 would be with out the variable resistor in the circuit. This is done by ohms law and assuming a voltage (10 volts).

By adjusting the variable power supply to read .05 milli amps on the multimeter the movement should read half scale or 1.5 on the scale. This then will show the student that what he read on the meter, that full scale sensitivity was .1 milli amps, was correct.

To check the resistance of the meter the variable resistor will have to be put into the circuit in parallel, as shown in the circuit, and by alternatingly adjusting the resistor and the voltage applied until the students multimeter reads .05 milli amps and the movement reads .025 or .75 on its scale. When this point is reached the student knows

from the parallel circuit laws that since half of the total current is going through the meter movement the other half must be going through the variable resistor, therefore the resistances must be the same (the movement's and the variable resistors). Then by taking the resistor out of the circuit and measuring it the resistance of the movement is known to be the same as read on the resistor.

CONCLUSION: The exercise fulfilled its purpose in that it showed the student what is meant by full scale deflection and by having him measure what the current was at full scale deflection he was able to find out what the sensitivity of the meter movement was.

In order that the student may learn to place meters into circuits so that instantaneous readings may be taken he must learn how to determine how the movement is going to effect the circuit. In this exercise the student had to determine the resistance of the meter movement therfore he can calculate how it will effect the circuit in which it is applied. This calculation is also important in the application of the movement as an ammeter,an ohm meter and a voltmeter.

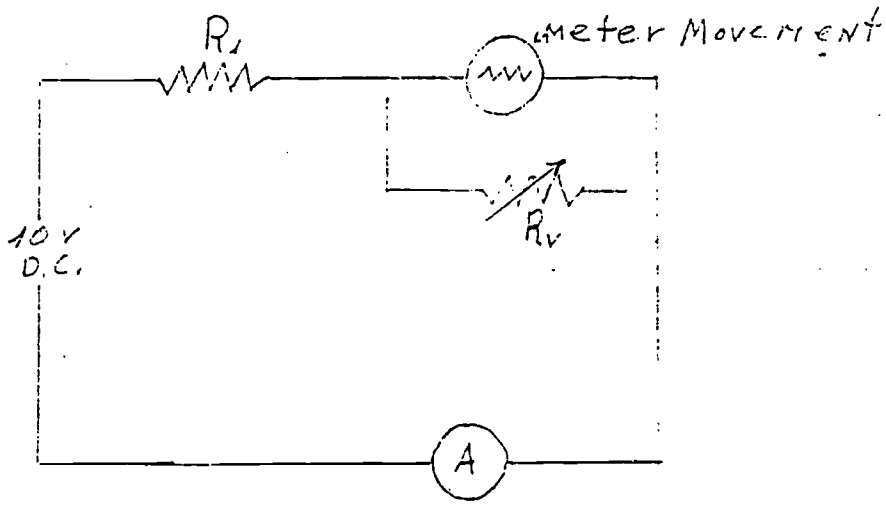

Calculate R_1

$R_1 = \frac{E}{I}$ $\quad R_1 = \frac{10\,V}{.05\,ma} = 200\,K\,\Omega$

Measure Variable Resistor After Adjusting as in Procedure

$R_v = 850\,\Omega$

$\therefore$ Meter Movement $= 850\,\Omega$

(see procedure)

MULTI-RANGE MILLIAMMETER

Excellent
DEJ

Lab Report

Electronics 1

H. Rey Kleinman

11/16/67

OBJECTIVE: 1. to understand the nature of the circuit involving a shunt resistor to make a multi-range ammeter.

2. To learn to calculate the value of the shunt resistor.

3. To teach the student to make up combinations of resistors to give him the exact value deeded.

REFERENCE: Chapter three of the text on Ohm's law for series and parallel circuits.
Class notes and the lectures by Mr. James.
The last lab report on Meter movement full scale sensitivity and meter resistance.

MATERIALS: A Meter movement and circuit board, A multimeter and resistors as they are calculated by the student.

INTRODUCTION: In this exercise it is necessary that the student know and be able to use the Ohm's laws, also the power formulas so he can select the correct size of resistor.

The student must realize that resistors are not made in every concievable size as it would take millions. The companys will usually make any special resistor but this action make them very expensive. The other alternative the student has is to use series and parallel resistors to give him the resistance needed.

The student must realise that the meter movement will only measure 100 micro amps and that he will have to employ shunt resistors (multipliers) to carry the extra load above the 100 micro amps the meter carries.

The student will have to measure again or use the resistance measurment taken in the last exercise. It would probably be best to measure this again as the boards may have been switched and this measurement is essential. This is the resistance of the movement itself.

It is necessary also that the student be able to convert the readings on the scale of the movement to milli amps.

PROCEEDURE: The scale conversions and the calculations and their results will be given on the data sheet.

The movement is to be made first into an ammeter that will measure at full scale deflection 1 milli amp. Since the movement will only measure 100 micro amps it is necessary to shunt it with a resistance that will allow the remaining .9 milli amps to flow through it.

By assuming a voltage of ten it will be necessary to calculate and employ a voltage drop resistor R1 this will be done by ohm's law. The reason that ten is chosen is that it is difficult to adjust the power supply where it would deliver only 1 milli amp at the low resistance that is the movement and the shunt resistors.

The shunt resistor will have to be quite accurate and it probably will not be possible to find one of the exact resistance therefore it will be necessary to close, but slightly above and then drop the resistance more by apply other resistors in parallel. As shown in the data sheet it took a combination of four different resistors in parallel, in this particular case, to arrive at the correct resistance.

After the 1milli amp meter has been calculated and then assembled and tested the student will then apply the same process in making a 30 milli ammeter.

CONCLUSION: The exercise has accomplished the objectives by actually having the student make a multi range ammeter and then making him test it with a known standard, assumed to be correct,. By going through the proceedure the student studied out what made the meter into a multirange meter and what calculations were necessary.

The exercise also taught the student a very important facet of Ohm's law and that is how he could make an exact or very accurate resistance by using combinations of non exact resistors. This idea will save him time, money and much bother when he gets out on the job.

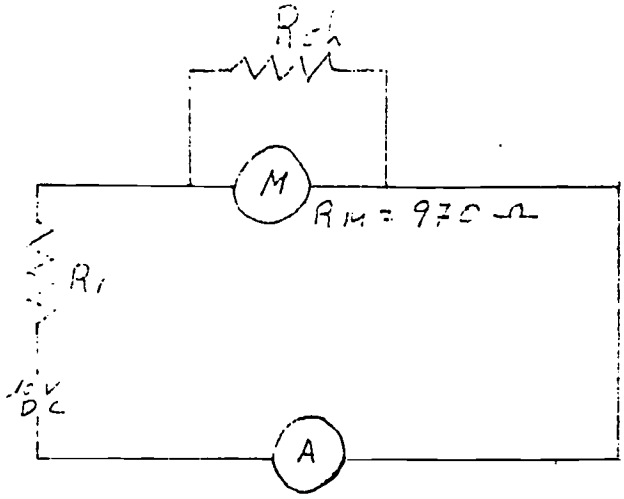

This circuit is used for both the 1ma meter & the 30ma Meter

Calculate R_1 for 1ma Meter

$R = \frac{E}{I}$ $\quad R_1 = \frac{10\,V}{1\,ma} = 10\,K\,\Omega$

$P = EI$ $\quad P_1 = 10 \times 1\,ma = 10$ milliwatts

Calculate Shunt Resistor

$R_m = 970\,\Omega$ $\quad I_m = 1\,ma$ F.S. $\therefore E_M = 970 \times 1\,ma = .097\,V$

$1\,ma - .1\,ma = .9\,ma = I_{sh}$ $\quad E_{sh} = E_M = .097\,V$

$R_{sh} = \frac{.097\,V}{.9\,ma} = 107.7\,\Omega$

Select Resistors to Make Shunt

The resistors were: 224 Ω
224 Ω
560 Ω
560 Ω

They were placed in parallel.

The formula used to calculate them

$$\frac{1}{107.7} = \frac{1}{224} + \frac{1}{224} + \frac{1}{560} + \frac{1}{560}$$

Calculate R_1 For 30ma Meter

$E_1 = 10\ v \quad I_1 = 30ma \quad R_1 = \frac{10}{30ma} = 330\ \Omega$

$P = E \times I \quad P_1 = 10 \times 30\ ma = .3$ [illegible]

Calculate Shunt Resistance

$R_M = 970\ \Omega \quad I_M = .1ma \quad E_M = .097\ V$

$E_{sh} = .097\ V \quad I_{sh} = \frac{30\ ma}{1.0\ ma} = 29.9\ ma$

$\therefore R_{sh} = \frac{.097}{.0299} = 3.245\ \Omega$

Select Resistors For Shunt

$\frac{1}{R_{sh}} = \frac{1}{6} + \frac{1}{6} + \frac{1}{10}$

Resistors were: 6 Ω
6 Ω
10 Ω

Scale Conversion Chart

Scale	100μa	1ma	30ma
1	33.3	.333	9.99
1.5	50.	.50	15.
2	66.7	.667	[illegible]
[illegible]	[illegible]	.833	25.0
3	[illegible]	1	[illegible]

SECTION II

Behavioral Objectives

for

Alternating Current Electricity

ERIC

UNIT 1:0:0 Introduction to Alternating Current

PURPOSE

To introduce alternating current and voltage with emphasis on the definitions and the relationships pertinent to phase, frequency, and amplitude variations which are essential to the study of A-C.

CONTENTS

1:1:0 Review DC Units

1:2:0 Nature of Alternating Current and Voltage

1:3:0 Induced Voltages

1:4:0 AC Sinewave Characteristics

1:5:0 Producing AC Voltage

1:6:0 Circuit Components, Symbols, and Notations

1:7:0 Multipolar Generators

SUBUNIT OBJECTIVES

Having completed this unit the student should be able to:

1:1:0 Review DC Current

1:1:1 pass an examination on direct current after a comprehensive review.

1:1:2 explain the effect and show a graphic result of the current in a DC circuit using a regular-interval switch.

1:1:3 explain the effects and show a graphic result of the current in a DC circuit having a polarity reversing switch.

1:1:4 explain the effect and show a graphic result of the current in a basic DC circuit having a continuously varying resistor.

1:2:0 Nature of Alternating Current and Voltage

1:2:1 state or write a definition of alternating current and voltage and indicate the requirements for the production of each.

UNIT 1:0:0 Introduction to Alternating Current

1:2:2 state or write a definition and show a graphic representation for each of the following terms: alternation, cycle, period, frequency, phase, and amplitude.

1:2:3 show a graphic representation of an AC voltage superimposed upon a DC voltage.

1:2:4 list the parts of an AC generator and explain the functions of each.

1:3:0 Induced Voltages

1:3:1 state or write the factors affecting the magnitude of induced voltage and describe electromagnetic induction.

1:3:2 determine the polarity of induced voltage for each alternation of a cycle.

1:3:3 describe the result of rotating a coil or conductor in a magnetic field and explain why the instantaneous voltages will be changed as the angle of rotation changes.

1:3:4 plot instantaneous values of output voltage in 10° intervals for the rotation of a coil in a magnetic field.

1:3:5 illustrate the principal of Lenz's law.

1:4:0 AC Sinewave Characteristics

1:4:1 measure AC voltages with various meters and indicate the correct AC value for each reading.

1:4:2 use any given or measured AC voltage or current value and find the rms, peak, average, or peak to peak values.

1:4:3 measure the peak to peak voltages present in an AC circuit using an oscilloscope.

1:4:4 determine the number of alternations, the frequency, period and phase for any frequency of alternating current by the use of an oscilloscope.

1:4:5 explain the changes of output voltage that will occur when the speed of a generator changes.

1:4:6 explain the difference between a degree as used in mechanical calculation and a degree as applied to electricity.

UNIT 1:0:0 Introduction to Alternating Current

1:5:0 Producing AC Voltage

1:5:1 determine the frequency of a generator when given the rpm and solve for the rpm when the frequency is given.

1:5:2 compute the induced voltage when speed of flux cutting and flux density are given.

1:5:3 determine the positions where maximum voltage would be generated from a pictorial representation of a coil in a generator.

1:6:0 Circuit Components, Symbols, and Notations

1:6:1 draw and identify the symbols for basic AC components.

1:6:2 explain and use standard notations for voltages and currents in AC circuits.

1:7:0 Multipolar Generators

1:7:1 list the differences between two pole and multipolar generators and indicate the advantages of one over the other.

1:7:2 show graphically the output of a 3 phase alternator.

1:7:3 list the steps required to test a basic generator for proper operation by use of visual inspection and measurement, actually test a basic generator.

1:7:4 test a basic generator by using visual and measurement techniques.

UNIT 2:0:0 Vectors and Phase in AC Circuits

PURPOSE

To introduce vectors and complex algebra as analytical tools for the understanding of amplitude and phase relationships.

CONTENTS

2:1:0 Definition of Vectors and Phasors

2:2:0 Vector Addition and Subtraction

2:3:0 Fundamental Trigonometry

2:4:0 Complex Algebra and "j" Operator

2:5:0 Value of AC Current and Voltage

2:6:0 Phase, Amplitude, and Time Relationships

SUBUNIT OBJECTIVES

Having completed this unit the student should be able to:

2:1:0 Definition of Vectors and Phasors

2:1:1 name the two characteristics of a vector quantity and illustrate them by a diagram.

2:1:2 explain the distinction between "vector" and "phasor."

2:1:3 define the following terms: initial and terminal point, reference angle, magnitude, resultant, equivalent vectors, opposite or negative vectors, and vector components.

2:2:0 Vector Addition and Subtraction

2:2:1 explain the necessity for vector addition and indicate why ordinary arithmetic addition cannot be used appropriately.

2:2:2 determine magnitude and direction from a diagram of a vector by actual measurement, and conversely, given a magnitude and direction draw a diagram representative of the vector quantity.

2:2:3 draw the vector sums of resultants of two given vectors quantities, expressed geometrically, by means of the vector triangle method.

2:2:4 draw the vector sums or resultants by two given vector quantities, expressed geometrically, by means of the parallelogram method.

2:3:0 Fundamental Trigonometry

2:3:1 define the basic trigonometric functions, sine, cosine, and tangent.

2:3:2 determine the sine, cosine, or tangent of a given angle from a trigonometry table and with a slide rule.

2:3:3 Determine the angle having the numerical value of a trigonometric function using a trigonometry table and a slide rule.

2:3:4 determine horizontal and vertical components, by using trigonometric functions, when magnitude and direction are given.

2:3:5 determine the vector's magnitude and direction when the horizontal and vertical components are given.

2:3:6 determine the unknown quantities of a right triangle.

2:4:0 Complex Algebra and "j" Operator

2:4:1 define real numbers, imaginary numbers, complex numbers, and the "j" operator.

2:4:2 represent a complex number as a vector on a coordinate plane.

2:4:3 add and subtract vectors both geometrically and algebraically using ideas developed in vector algebra.

2:4:4 convert a complex number in rectangular form to polar form.

2:4:5 convert a complex number in polar form to rectangular form.

2:4:6 demonstrate an understanding of complex addition, subtraction, multiplication, and division by solving a set of problems based on operations on complex numbers.

UNIT 2:0:0 Vectors and Phase in AC Circuits

2:5:0 Value of AC Current and Voltage

2:5:1 define the following alternating current values: instantaneous, peak, peak to peak, average, and effective.

2:5:2 explain the meaning and application of the formula, $e=E_m \sin\emptyset$ and given any two of the three variables, solve for the other.

2:5:3 determine the equivalent RMS, Peak, Average, or Peak to Peak AC value when given any other value.

2:5:4 identify from a graphical representation each of the quantities Eav, Emax, Ep-p in a given sinusoidal wave form.

2:6:0 Phase, Amplitude and Time Relationships

2:6:1 illustrate graphically and explain the phase relationship of a voltage and current for an in phase condition, a leading voltage condition, and a lagging voltage condition.

2:6:2 compute, and illustrate graphically the amplitude and phase relationship of a resultant voltage when two out of phase voltages are combined.

2:6:3 determine the time difference between corresponding points of two out of phase voltages when the frequency and phase are given.

UNIT 3:0:0 Inductive Reactance and Impedance

PURPOSE

To present and explain the interactions of frequency, resistance, and inductance in AC series, parallel, and combination circuits, and to introduce methods of solution.

CONTENTS

3:1:0 Review of Inductance

3:2:0 Voltage and Current Relationships in Series and Parallel RL Circuits

3:3:0 Effects of Frequency in Inductive Circuits

3:4:0 Complex Inductive Circuits

SUBUNIT OBJECTIVES

Having completed this unit the student should be able to:

3:1:0 Review of Inductance

3:1:1 explain the principle of inductance, its measurement, and the factors affecting it.

3:1:2 define the following: inductance, self-inductance, mutual-inductance, henry, counter or back EMF, and flux linkage.

3:1:3 solve for total inductance when given schematic drawings of inductors in series, parallel, and series-parallel, with individual inductances labeled.

3:1:4 identify symbols and state characteristics of the following types of inductors: audio choke, radio frequency choke, and power choke.

3:1:5 explain the L/R time constant and properly use the universal L/R time constant chart.

3:1:6 contrast resistive power with inductor energy storage.

3:2:0 Voltage and Current Relationships in Series and Parallel RL Circuits

3:2:1 state the voltage-current phase relationship in a pure inductor.

3:2:2 define inductive reactance, and solve typical problems when frequency and inductance are given.

3:2:3 show the relationship between current and frequency by solving typical problems and building and testing actual circuits.

3:2:4 determine, explain, and show the current-voltage phase relationships that exist in a given R-L series circuit.

3:2:5 determine, explain, and show the current-voltage phase relationships that exist in a given R-L parallel circuit.

3:2:6 define impedance in terms of an R-L circuit.

3:2:7 show mathematically the relationship between resistance, inductive reactance, and impedance for a series R-L circuit.

3:2:8 construct freehand vector diagrams to indicate the approximate values and phase angles represented by the rectangular and polar notation applicable to a series R-L circuit.

3:2:9 solve for current, voltage, power, and power factor values by trigonometry and show a corresponding vector diagram for a given series R-L circuit when component values and applied voltage and frequency are indicated.

3:2:10 construct freehand vector diagrams to indicate the approximate values and phase angles represented by the rectangular and polar notation applicable to a parallel R-L circuit.

3:2:11 solve for current, voltage, power, and power factor values by trigonometry and show a corresponding vector diagram for a given parallel R-L circuit when component values and applied voltage and frequency are indicated.

3:3:0 Effects of Frequency in Inductive Circuits

3:3:1 explain the changes that occur in I_t, X_L, R, Z, θ, E_r, and E_L in a series R-L circuit when the frequency is increased or decreased.

3:3:2 explain the changes that occur in I_t, X_L, R, Z, θ, I_r, and I_L in a parallel R-L circuit when the frequency is increased or decreased.

UNIT 3:0:0 Inductive Reactance and Impedance

3:4:0 Complex Inductive Circuits

3:4:1 to solve for the total inductive reactance when given two or more inductors in series, parallel, or combined in series-parallel.

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UNIT 4:0:0 Capacitive Reactance and Impedance

PURPOSE

To present and explain the interactions of frequency, resistance, and capacitance in A-C series, parallel, and combination circuits and to introduce methods of solution.

CONTENTS

4:1:0 Review of capacitance

4:2:0 Voltage and Current Relationships in Series and Parallel R-C Circuits

4:3:0 Effects of Frequency in Capacitive Circuits

4:4:0 Complex Capacitive Circuits

SUBUNIT OBJECTIVES

Having completed this unit the student should be able to:

4:1:0 Review of Capacitance

4:1:1 explain the principle of capacitance, its measurement, and the factors affecting it.

4:1:2 define the following: capacitance, farad, and dielectric constant.

4:1:3 solve for total capacitance, given schematics of capacitors in series, parallel, and series-parallel with individual capacitances labeled.

4:1:4 identify symbols and state characteristics of the following types of capacitors: paper, mica, electrolytic, ceramic, mylar, variable, adjustable, feed-through, and disc.

4:1:5 explain the R-C time constant and properly use the universal R-C time constant chart.

4:1:6 contrast resistor power with capacitor energy storage.

4:2:0 Voltage and Current Relationships in Series and Parallel R-C Circuits

4:2:1 state the voltage-current phase relationship in a pure capacitor.

UNIT 4:0:0 Capacitive Reactance and Impedance

4:2:2 define capacitive reactance, and solve typical problems when frequency and capacitance are given.

4:2:3 show the relationship between current and frequency by solving typical problems and building and testing actual circuits.

4:2:4 determine, explain, and show the current-voltage-phase relationships that exist in a given R-C series circuit.

4:2:5 determine, explain, and show the current-voltage-phase relationships that exist in a given R-C parallel circuit.

4:2:6 define impedance in terms of an R-C circuit.

4:2:7 show mathematically, the relationship between resistance, capacitance, and impedance when given a series R-C circuit.

4:2:8 construct freehand vector diagrams to indicate the approximate values and phase angles represented by the rectangular and polar notation applicable to a series R-C circuit.

4:2:9 solve for current, voltage, power, and power factor values with trigonometry and show corresponding vector diagram for a given series R-C circuit when component values and applied voltage and frequency are indicated.

4:2:10 construct freehand vector diagrams to indicate the approximate values and phase angles represented by the rectangular and polar notation applicable to a parallel R-C circuit.

4:2:11 solve for current, voltage, power, and power factor values with trigonometry and show corresponding vector diagram for a given parallel R-C circuit when component values and applied voltage and frequency are indicated.

4:3:0 Effects of Frequency in Capacitive Circuits

4:3:1 explain the changes that occur in I_t, X_c, R, Z, θ, E_r, and E_L in a series R-C circuit when the frequency is increased or decreased.

4:3:2 explain the changes that occur in I_t, X_c, R, Z, θ, I_r, and I_c in a parallel R-C circuit when the frequency is increased or decreased.

UNIT 4:0:0 Capacitive Reactance and Impedance

4:4:0 Complex Capacitive Circuits

4:4:1 solve for the total capacitive reactance when given two or more capacitors in series, parallel, and combined series and parallel.

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UNIT 5:0:0 Series Combinations of Resistance, Inductance, and Capacitance

PURPOSE

To develop the theoretical and mathematical requirements to study passive series RL, RC and RLC networks involving frequency variations and to analyze the effects of frequency on metwork response.

CONTENTS

5:1:0 Series RL Circuits Review

5:2:0 Series RC Circuits Review

5:3:0 Series RLC Circuits

5:4:0 Series Resonant Circuits

5:5:0 Applications of RLC Circuits

SUBUNIT OBJECTIVES

Having completed this unit the student should be able to:

5:1:0 Series RL Circuits Review

5:1:1 determine the vector diagram, total current, impedance, component voltage drops, phase angle, power and power factor when given a set of problems with the frequency, voltage, and component values specified. Solutions should include answers in rectangular and polar form.

5:1:2 use the oscilloscope to measure values of E_R, E_L, and the phase angles and use test equipment to explain the relationship between calculated and measured values.

5:2:0 Series RC Circuits Review

5:2:1 determine the vector diagram, total current, impedance, component voltage drops, phase angle, power and power factor when given a set of problems with the frequency, voltage, and component values specified. Solutions should include answers in rectangular and polar form.

5:2:2 use the oscilloscope to measure values of E_R, E_C, and the phase angles and use test equipment to explain the relationship between calculted and measured values.

UNIT 5:0:0 Series Combination of Resistance, Inductance and Capacitance

5:3:0 Series RLC Circuits

5:3:1 determine the vector diagram, total current, impedance, component voltage drop, phase angle, power, power factor, and equivalent circuit when given a et of problems with the frequency, voltage, and component values specified. Solutions should include answers in rectangular and polar form.

5:3:2 use the oscilloscope to measure values of E_R, E_C, and E_L and the phase angles and use test equipment to explain the relationship between calculated and measured values.

5:4:0 Series Resonant Circuits

5:4:1 determine the value of the resonance frequency and plot the response curve of the basic series resonant circuit.

5:4:2 define "Q" and bandwidth and list formulas to solve for each.

5:4:3 solve for circuit "Q" and bandwidth, given a series RLC circuit with component and frequency values indicated.

5:4:4 compare the magnitude of line current at resonance to the magnitude of current off resonance.

5:5:0 Applications of RLC Circuits

5:5:1 solve for the response of a circuit to various values of frequency and be able to plot graphically the amplitude versus frequency curves of the circuit.

5:5:2 predict the response, phase angle, and component voltages of a given set of selected filter problems.

5:5:3 identify hi-pass, lo-pass, band-pass, band reject, and smoothing filters, and describe the impedance and response characteristics of each at high, low, and intermediate frequencies using representative schematic diagrams.

UNIT 6:0:0 Parallel Combinations of Resistance, Inductance, and Capacitance

PURPOSE

To develop the theoretical and mathematical requirements to study passive parallel RL, RC, and RLC networks involving frequency variations and to analyze the effects of frequency on network response.

CONTENTS

6:1:0 Parallel RL Circuits Review

6:2:0 Parallel RC Circuits Review

6:3:0 Parallel RLC Circuits

6:4:0 Parallel Resonant Circuits

6:5:0 Applications of Parallel RLC Circuits

SUBUNIT OBJECTIVES

Having completed this unit the student should be able to:

6:1:0 Parallel RL Circuits Review

6:1:1 determine the vector diagram, branch current, total current, impedance, phase angle, power, and power factor, when given a set of problems with the frequency, voltage, and component values specified. Solutions should include answers in rectangular and polar form.

6:1:2 use the oscilloscope to measure values of I_R, I_L, and phase angle and use test equipment to explain the relationship between calculated and measured values. Sampling resistor techniques should be employed.

6:2:0 Parallel RC Circuits Review

6:2:1 determine the vector diagram, branch current, total current, impedance, phase angle, power, and power factor, when given a set of problems with the frequency, voltage, and component values specified. Solutions should include answers in rectangular and polar form.

6:2:2 use the oscilloscope to measure values of I_R, I_C, and phase angle and use test equipment to explain the relationship between calculated and measured values. Sampling resistor techniques should be employed.

UNIT 6:0:0 Parallel Combinations of Resistance, Inductance, and Capacitance

6:3:0 Parallel RLC Circuits

6:3:1 determine the vector diagram, branch currents, total current, impedance, phase angle, power, power factor, and equivalent circuit when given a set of problems with the frequency, voltage, and component values specified. Solutions should include answers in rectangular and polar form.

6:3:2 use the oscilloscope to measure values of I_R, I_L, I_C, and phase angle and use test equipment to explain the relationship between calculated and measured values.

6:4:0 Parallel Resonant Circuits

6:4:1 determine the value of the resonance frequency and plot the response curve of the basic parallel resonant circuit.

6:4:2 define "Q" and bandwidth and list formulas to solve for each.

6:4:3 solve for circuit "Q" and bandwidth, given a parallel RLC circuit with component and frequency values indicated.

6:4:4 compare the magnitude of line current at resonance to magnitude of current off resonance.

6:4:5 differentiate between tank and line currents in a parallel circuit at resonance.

6:4:6 differentiate between line current amplitude in a parallel circuit at resonance as opposed to line current in a series circuit at resonance.

6:4:7 compare the current response curve of a series RLC circuit with that of a parallel circuit.

6:4:8 compare the impedance response curve of a series RLC circuit with that of a parallel circuit.

6:5:0 Applications of Parallel RLC Circuits

6:5:1 solve for the response of a circuit to various values of frequency and be able to plot graphically the amplitude versus frequency curves of the circuit.

6:5:2 predict the response, phase angle, and component voltages of a given set of selected filter problems.

6:5:3 compare parallel RLC circuit filtering characteristics with series RLC characteristics for band pass and band reject applications.

UNIT 7:0:0 A-C Circuit and Network Analysis

PURPOSE

To broaden the scope of Ohm's and Kirchhoff's law methods for AC network analysis by providing additional methods using complex algebra and network theorems.

CONTENTS

7:1:0 Kirchhoff's Laws

7:2:0 RLC Circuit and Network Analysis

7:3:0 Network Theorems

SUBUNIT OBJECTIVES

Having completed this unit the student should be able to:

7:1:0 Kirchhoff's Laws

7:1:1 write the literal equation for each loop of a complex circuit and lable each of the currents and voltages.

7:1:2 use Kirchhoff's Laws and algebra to determine the current and voltage relationships in each component, given a set of problems with series and parallel branches.

7:2:0 RLC Circuit and Network Analysis

7:2:1 solve for currents, voltages, impedance, phase relationships, and an equivalent circuit using vectors and complex algebra when given a set of series-parallel RLC circuit problems.

7:2:2 solve for currents, voltages, impedances, phase relationships, and an equivalent circuit using vectors and complex algebra when given a set of circuit problems consisting of series-parallel impedances.

7:2:3 apply the "Delta-Wye" transformation concept to solve a given set of bridge circuit problems.

7:2:4 demonstrate a knowledge for using various methods to solve a given set of problems consisting of networks of impedances with single voltage sources.

UNIT 7:0:0 A-C Circuit and Network Analysis

7:3:0 Network Theorems

7:3:1 list examples of circuits which illustrate the need for using the superposition theorem.

7:3:2 explain the concept of Thevenin's equivalent voltage and impedance.

7:3:3 list examples of circuits which illustrate the need for using Thevenin's theorem.

7:3:4 apply the Thevenin equivalent circuit concept to solve bridge circuit problems.

UNIT 8:0:0 Transformer Theory and Application

PURPOSE

To provide an understanding of the theory, characteristics, operation, and applications of the transformer.

CONTENTS

8:1:0 Properties of Transformers

8:2:0 Impedance Matching

8:3:0 Power Transfer

8:4:0 Types of Transformers

8:5:0 Applications to Circuitry

SUBUNIT OBJECTIVES

Having completed this unit the student should be able to:

8:1:0 Properties of Transformers

8:1:1 list and explain the physical and electrical properties of a transformer and show the relationship these properties have to the transfer of electrical energy.

8:1:2 list and explain the physical and electrical factors that cause losses in transformer action.

8:1:3 explain the design features necessary to minimize transformer losses.

8:2:0 Impedance Matching

8:2:1 given a set of transformer specifications and the impedance of two circuits which require matching, determine if the turns ratio, impedance and current ratings will provide impedance matching.

8:3:0 Power Transfer

8:3:1 solve a set of problems which require the use of the current, voltage, and impedance ratio formulas as they pertain to transfer of power.

UNIT 8:0:0 Transformer Theory and Application

8:4:0 Types of Transformers

8:4:1 list and describe the types of transformers and justify the classification of each type.

8:5:0 Applications to Circuitry

8:5:1 list examples of the uses for the various types of transformers.

8:5:2 explain the reasons for the particular physical and electrical characteristics required in specific transformer applications.

8:5:3 substantiate current, voltage, and impedance formulas for transformer action by completing laboratory experiments.

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SECTION II

Typical Test Questions

for

Alternating Current Electricity

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UNIT 1:0:0

1:1:0, 1:2:0

Draw a graphic representation of direct current and alternating current.

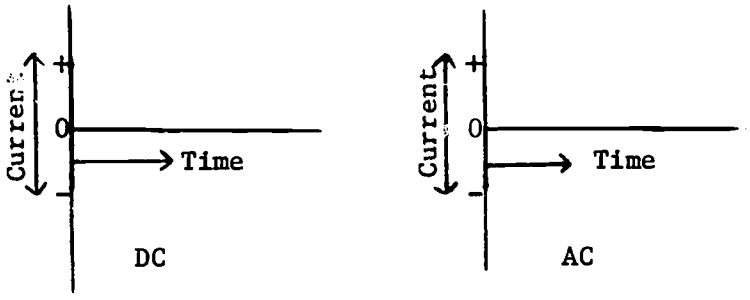

1:1:0

Draw a graphic representation of current and voltage in the following circuit with the switch in position 1 for 5 seconds, in position 2 for 5 seconds, and position 3 for 5 seconds.

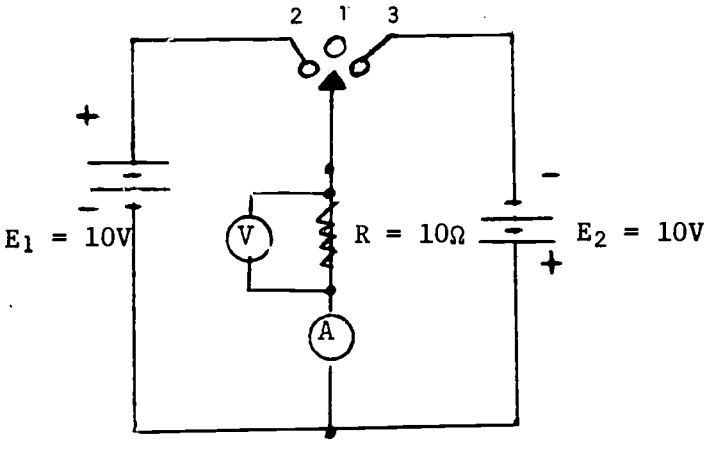

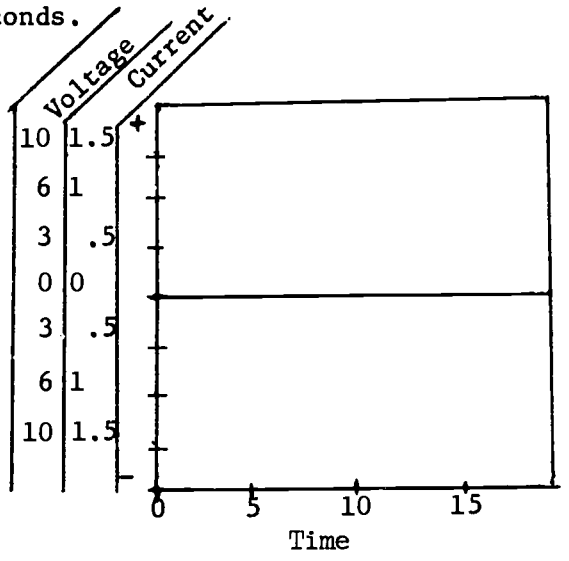

1:2:0

Write the definition of alternating current and voltage and indicate the requirements for the production of each.

1:2:0 In the space provided below, write the name of that part of the accompanying graph represented by each letter.

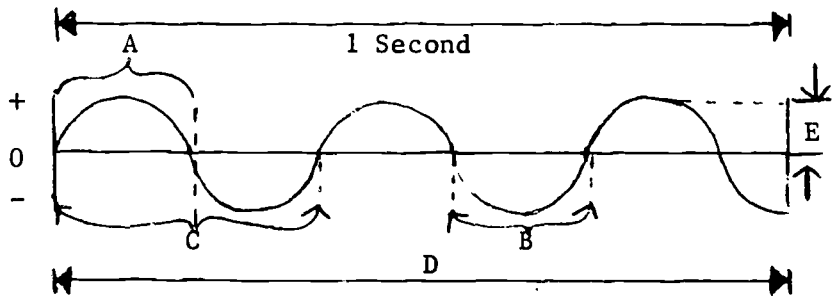

A._____

B._____

C._____

D._____

E._____

1:2:0

Draw a graphic representation of 10 volts AC P-P AC superimposed on -2 volts DC.

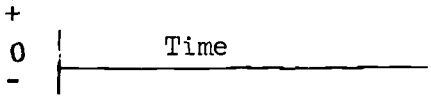

1:2:0

Explain the purpose of the following parts of an AC generator:

A. Armature

B. Field winding

C. Slip rings

D. Brushes

1:3:0

Write the factors affecting the magnitude of induced voltage.

1:3:0

Describe electromagnetic induction.

1:3:0

Construct a sinewave by plotting the instantaneous valves of output voltage in 45° intervals for the mechanical rotation of the following coil:

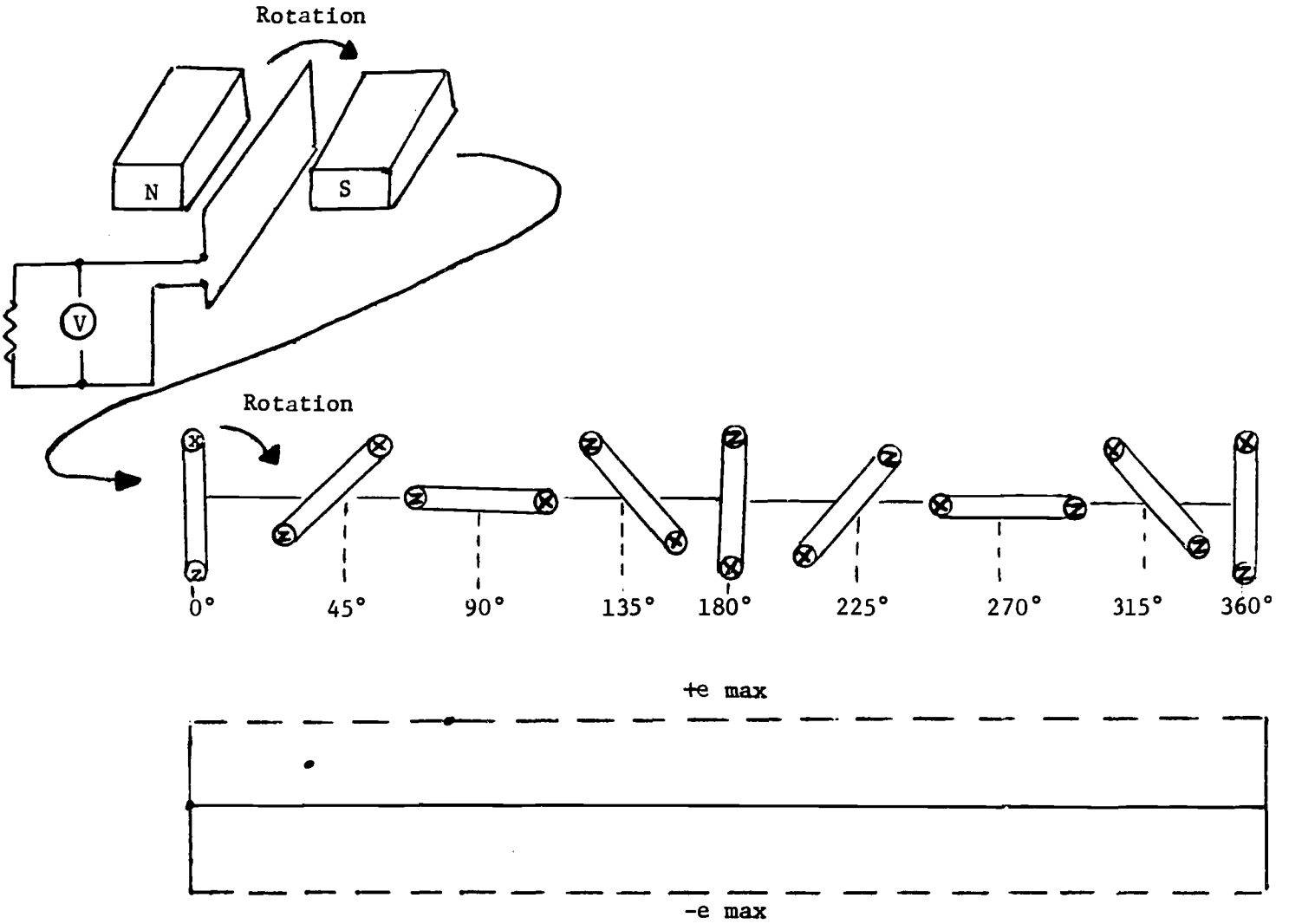

UNIT 2:0:0

2:1:0 Give two characteristics of a vector quantity and make a diagram to illustrate them.

2:1:0 Distinguish between the usage of the terms vector and phasor.

2:1:0 Define the following terms as they apply to vectors or phasors:

a. Initial and terminal point
b. Reference angle
c. Magnitude
d. Resultant
e. Equivalent vectors
f. Vector components

2:2:0 Give two examples of vector combinations that show the need for vector addition and why arithmetic addition cannot be used.

2:2:0 Make a drawing to illustrate the adding of two vectors by graphical means.

2:3:0 Write the formula for, and define, the basic trigonometric functions - sine, tangent and cosine.

2:3:0 Write the sine, cosine and tangent of the following angles from memory:

a. 0°
b. 30°
c. 45°
d. 60°
e. 90°

2:3:0 Using the slide rule obtain, and write, the sine, cosine and tangent of the following angles:

a. 25°
b. 37°
c. 76°
d. -50°
e. 246°

2:3:0 Using a trig table obtain and write the angles that correspond to the following sines, cosines and tangents:

a. sines:
.011, .172, .384, .536, .834, .92

b. cosine
.946 .862, .641, .371, .245, .17

c. tangents
.184, .536, .874, 1.53, 9.36, 19.7

2:3:0 Solve for the horizontal and vertical components of the following vectors:

a.

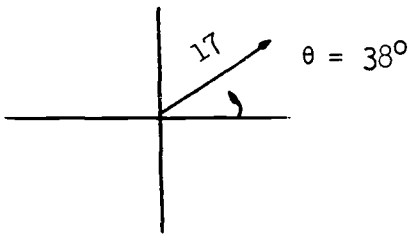

b.

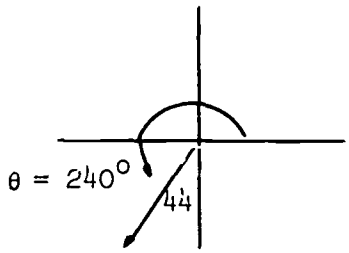

c.

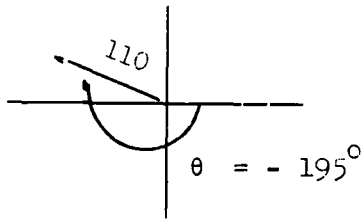

2:3:0 Solve for the magnitude and angle of the vector that would result from the addition of the following vector components:

a.

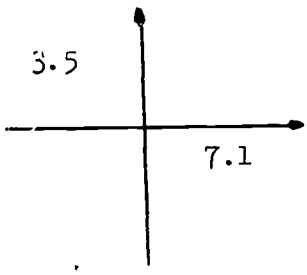

b.

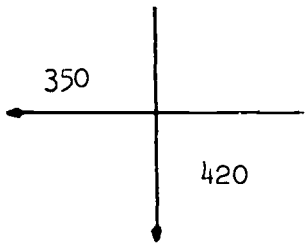

c.

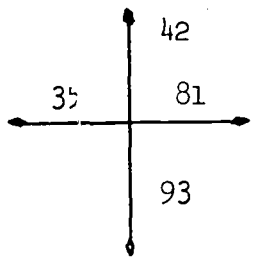

2:3:c Solve for the unknown values of the following right triangles:

a.

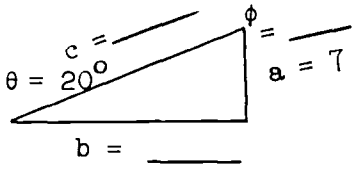

b.

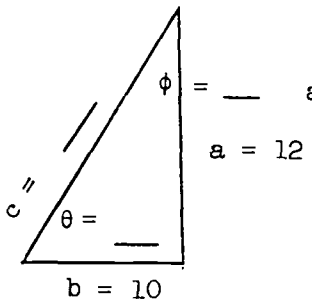

c.

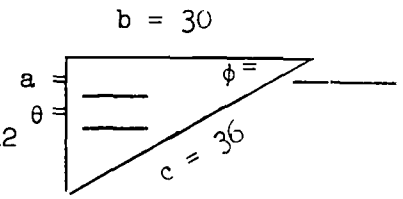

d.

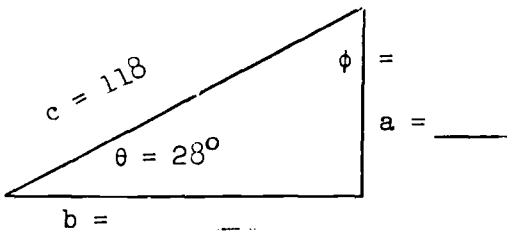

e.

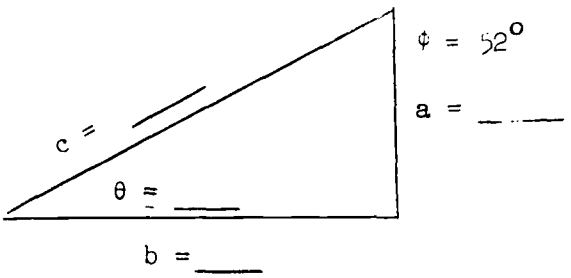

2:4:0 Define the following terms: real numbers, imaginary numbers, the J operator, and complex numbers.

2:4:0 Draw vectors for the following complex numbers on the accompanying diagrams:

(a) 3 + J4

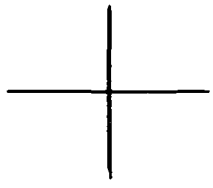

(b) 9 - J12

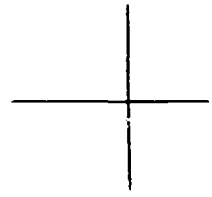

2:4:0 Add the following complex numbers graphically:

(a) 5 + J7 to 4 + J3 (b) 12 + J18 to 2 - J6

2:4:0 Subtract graphically:

(a) 4 + J3 from 5 + J7 (b) 2 - J6 from 12 + J18

2:4:0 Add the following complex number algebraically:

(a) 5 + J7 to 4 + J3 (b) 12 + J 18 to 2 - J6

2:4:0 Subtract algebraically

(a) 4 + J from 5 + J7 (b) 2 - J6 from 12 + J8

2:4:0 Convert

12 - J15 to its equivalent polar form.

2:4:0 Convert

24 $\angle 68^\circ$ to its equivalent rectangular form.

2:4:0 Solve the following problems, using slide rule:

(a) Add 46 + J90 to 42 $\angle -30^\circ$

(b) Subtract 36 $\angle -20^\circ$ from 84 $\angle 65^\circ$

(c) Multiply 14 $\angle -60^\circ$ by 8 + J9

(d) Divide 72 + J66 by 6 $\angle 18^\circ$

2:5:0 Define the following alternating current values: instantaneous, peak, peak to peak, average and effective.

2:5:0 Explain the meaning of each term in the formulae $e = E_m \sin \theta$ and discuss the use of the formula.

2:5:0 If $E_m = 36$ volts what is the value of e if $\theta = 30^\circ$

2:5:0 If the maximum value of a sine wave of voltage is 120V, what would the value of each of the following be: peak to peak, RMS, effective and average.

2:5:0 Draw one cycle of a sinewave of alternating current and mark points on it to show the relative values of peak to peak, peak, effective, and average.

2:6:0 Make a graph of sinewaves to show a condition where voltage and current are in phase.

2:6:0 Make a graph of sinewaves to show a condition where the voltage leads the current.

2:6:0 Make a graph of sinewaves to show a condition where the voltage lags the current.

2:6:0 Add these out of phase voltages and make sinewaves and vector diagrams to illustrate the solution:

(a) $E_a = 110 + J0V$ plus $E_b = 15 + J5V$

(b) $E_a = 60 \angle 36^\circ$ V plus $E_6 = 20 \angle 45^\circ$ V

2:6:0 What is the interval of time between the positive peaks of two voltages at 1 k Hz but 30° out of phase.

3:1:0 Write the physical factors that affect inductance.

3:1:0 What is the inductance of a tuning coil that has 250 turns wound on a plastic tubing 4 cm in diameter and 20 cm long?

Match the items in the right column to the items in the left column correctly.

____ (A) Inductance

____ (B) Henry

____ (C) Counter EMF

____ (D) Flux linkage

____ (E) Symbol of Inductance

____ (F) Self-induction

____ (G) Mutual induction

____ (H) Symbol for henry

____ (I) Audio choke

____ (J) R.F. choke

____ (K) Impedance

____ (L) Inductive Reactance

(a) induced EMF in a coil as the amount of current flow changes.

(b) the number of magnetic lines produced by a coil that is permitted to cross the turns of another coil.

(c) a number of turns on a specific coil such that a change in current of one ampere causes an induced voltage of one volt.

(d) L

(e) Z

(f) h

(g) X_L

(h) M

(i) I

(j) as the current changes within a coil an induced back EMF is caused.

(k) the ability of a circuit or circuit component to oppose a change in current.

(l) when two coil windings are so placed that their changing fields interact with each other.

(m) when two coil windings are so placed that their changing fields interact with each other and oppose each other.

(n) when two coil windings are so placed that their changing fields interact but aid each other.

(o) combination of resistance and reactance as opposition to alternating current.

3:1:0 A 50 ohm resistor and a 100 millihenry coil are connected in series to a 40 volt DC supply. Using a universal time constant chart, find the value of each item specified at two time constants.

(a) voltage across resistor
(b) voltage across the inductor
(c) current in circuit

3:1:0 What is the time constant for a 200 ohm resistor and a 2 millti-milli henry coil?

3:1:0 Find the total inductance of two coils, 100 uh and 400 uh, when they are connected as follows:

(a) in series with no flux linkage.
(b) in parallel with no flux linkage.

3:1:0 Find the voltage induced across a coil of 5 henrys if the rate of change of current is:

(a) 0.5 amp/sec
(b) 60 ma/sec

A 10 henry coil is connected to a 120 VAC source with a variable frequency. Plot a typical curve for current versus frequency for the points at 60, 240 and 400 hertz.

Does the current lead or lag the voltage in an inductive AC circuit? Explain.

3:2:0 Indicate what the voltage-current phase relationship is in a pure inductor.

What is the reactance of the 5 mh coil at:

(a) 100 KHZ
(b) 1 meg HZ

3:2:0 Define inductance reactance.

3:2:0 Construct freehand vector diagrams to represent the following notations:

(a) 40 + J60
(b) 10 - J25
(c) 40 $\angle 45^\circ$
(d) 70 $\angle -120^\circ$

3:2:0 Define impedance

3:2:0 Write two formulas for solving for impedance when X_L and R are given for series connections.

3:2:0 A five henry coil and a 300 ohm resistor are connected in series to a 120 volt-60 HZ line. Solve or complete the following:

(a) impedance
(b) voltage across each circuit component
(c) current flowing in the circuit
(d) phase angle
(e) apparent power
(f) true power
(g) vector representation of circuit

3:2:0 Write two formulas for finding impedance when X_L and R are connected in parallel.

3:2:0 A 3 henry coil and 1000 ohm resistor are connected in parallel to a 120V 60HZ line. Solve or complete the following:

(a) I_R
(b) I_L
(c) I_{line}
(d) Z
(e) phase angle
(f) apparent power
(g) true power
(h) power factor
(i) vector representation of the circuit

3:3:0 A series AC circuit has a 100 ohm resistor and a 50 millihenry coil. Indicate what change would occur to each item listed if the frequency were increased.

X_L			
I_T		E_1	
θ		Z	

3:3:0 A series AC circuit has a 100 ohm resistor and a 50 millihenry coil. Indicate what change would occur to each item listed if the inductance were increased.

X_L		E_R	
I_T		E_L	
θ		Z	

3:3:0 A series AC circuit has a 100 ohm resistor and a 50 millihenry coil. Indicate what change would occur to each item listed if the frequency were decreased.

X_L		E_R	
I_T		E_L	
θ		Z	

3:3:0 A series AC circuit has a 100 ohm resistor and a 50 millihenry coil. Indicate what change would occur to each item listed if the inductance were decreased.

X_L		E_R	
I_T		E_L	
θ		Z	

3:3:0 A parallel AC circuit has a 100 ohm resistor and a 50 millihenry coil. Indicate what change would occur to each item listed if the frequency were increased.

	X_L		I_R	
	I_T		I_L	
	θ		Z	

3:3:0 A parallel AC circuit has a 100 ohm resistor and a 50 millihenry coil Indicate what change would occur to each item listed if the inductance were increased.

	X_L		I_R	
	I_T		I_L	
	θ		Z	

3:3:0 A parallel AC circuit has a 100 ohm resistor and a 50 millihenry coil. Indicate what change would occur to each item listed if the frequency were decreased.

	X_L		I_R	
	I_T		I_L	
	θ		Z	

3:3:0 A parallel AC circuit has a 100 ohm resistor and a 50 millihenry coil. Indicate what change would occur to each item listed if the inductance were decreased.

	X_L		I_R	
	I_T		I_L	
	θ		Z	

3:4:0 Using the circuit diagram below solve or complete the following:

(a) Inductive reactance for each inductor
(b) Current in each branch
(c) Total current
(d) Voltage across each component
(e) Apparent power
(f) True power
(g) Power factor
(h) Phase angle
(i) Vector representation for the circuit

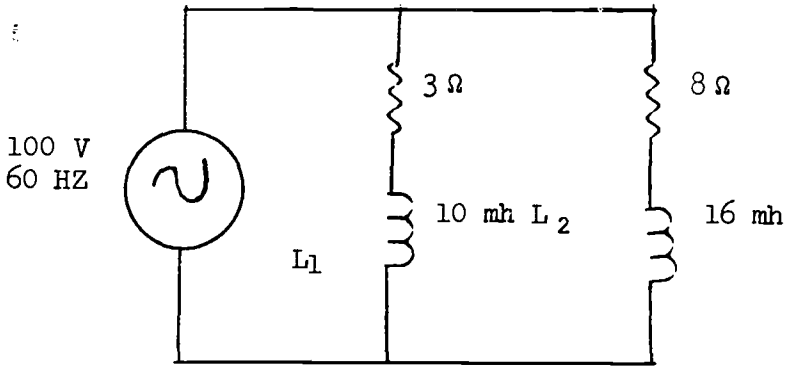

UNIT 4:0:0 Capacitance Reactance and Impedance

4:1:0 List the physical factors that affect capacitance.

4:1:0 Write a formula for finding the capacitance for a capacitor.

Define capacitance, farad, dielectric constant and explain the universal time constant.

4:1:0 Find the resulting capacitance when a 500 Pf capacitor is connected in parallel with a 200 Pf capacitor.

4:1:0 Find the total capacitance for a 6 uf capacitor connected in series with a 3 uf capacitor.

4:1:0 Solve for the total capacitance between A and B in the schematic diagram below.

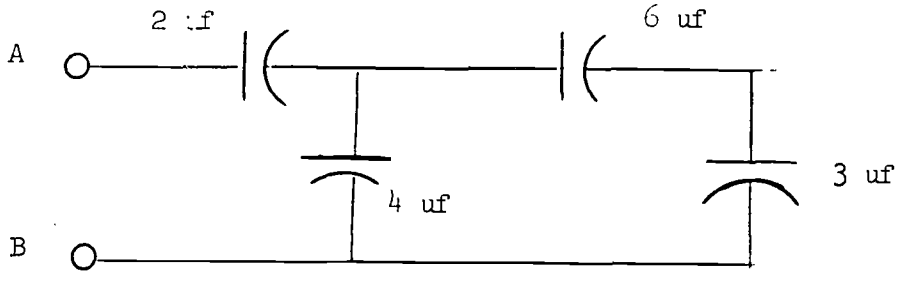

4:1:0 Write or identify a schematic symbol for an adjustable, variable and feed through capacitor.

4:1:0 Explain the difference between power in a resistor and energy stored in a capacitor.

4:1:0 Using a universal time constant chart and the circuit below, compute the voltage at the third time constant across the capacitor and the time in seconds when it occurs.

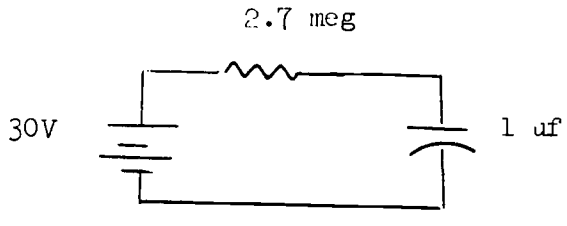

4:2:0 Explain the voltage-current phase relationship in a pure capacitor.

4:2:0 Solve for the capacitive reactance in a circuit having a 100 pf capacitor and a Mhz supply.

4:2:0 Define:

(a) Capacitive reactance
(b) Impedance, in terms of an R-C circuit

4:2:0 Solve for the capacitive reactance of an 8 uf capacitor when connected in a circuit having a 400 hz power supply.

4:2:0 A 4 uf capacitor is connected to a 100 volt AC source with variable frequency. Plot a typical curve for current versus frequency for the points at 50, 100, 200, and 400 hz.

4:2:0 Using vector representation show the current-voltage-phase relationship for a series R-C circuit.

4:2:0 Using vector representation show the current-voltage-phase relationship for a parallel R-C circuit.

4:2:0 Using freehand vector diagrams solve for the following approximate values in the associated circuit.

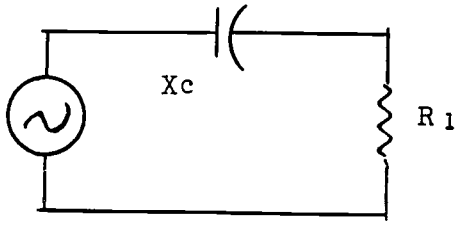

(a)

Xc	R_1	θ	Z
50 Ω	80 Ω		

(b)

Xc	R_1	θ	Z
20 Ω	70 Ω		

(c)

Xc	R_1	θ	Z
			$50 \angle 30^\circ \Omega$

(d)

Xc	R_1	θ	Z
			$40 \angle 45^\circ \Omega$

4:2:0 Using freehand vector diagrams solve for the following approximate values in the associated circuit.

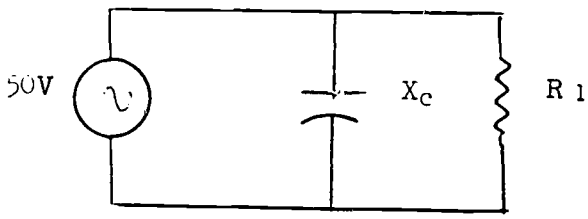

(a)

Xc	R_1	Z	θ	I_L
10Ω	25Ω			

(b)

Xc	R_1	Z	θ	I_L
20Ω	40Ω			

(c)

I_c	I_r	I_L	Z	θ
			$20 \angle -30°$	

(d)

I_c	I_R	I_L	Z	θ
		$4 \angle 60°$		$-60°$

4:2:0 A 20 uf capacitor and a 180 ohm resistor are connected in series to 120 volt 60 HZ line. Solve or complete the following:

(a) impedance
(b) voltage across each circuit component
(c) current flowing in the circuit
(d) phase angle
(e) apparent power
(f) true power
(g) vector representation of the circuit

4:2:0 A 6 uf capacitor and a 330Ω resistor are connected in parallel to a 100V 60 HZ line. Solve or complete the following:

(a) IR
(b) Ic
(c) I line
(d) Z
(e) phase angle
(f) apparent power
(g) true power
(h) power factor
(i) vector representation of the circuit

4:3:0 A series A-C circuit has a 50 ohm resistor and a 50 uf capacitor. Indicate what change would occur to each item listed if the frequency were increased.

Xc		E_R	
I_T		Ec	
θ		Z	

4:3:0 A series A-C circuit has a 50 ohm resistor and a 50 uf capacitor. Indicate what change would occur to each item listed if the capacitance were increased.

Xc		E_R	
I_T		Ec	
θ		Z	

4:3:0 A series A-C circuit has a 50 ohm resistor and a 50 uf capacitor. Indicate what change would occur to each item listed if the frequency were decreased.

Xc		E_R	
I_T		Ec	
θ		Z	

4:3:0 A series A-C circuit has a 50 ohm resistor and a 50 uf capacitor. Indicate what change would occur to each item listed if the capacitance were decreased.

Xc		E_R	
I_T		Ec	
θ		Z	

4:3:0 A parallel A-C circuit has a 50 ohm resistor and a 50 uf capacitor. Indicate what change would occur to each item listed if the frequency were increased.

Xc		I_c	
I_T		I_R	
θ		Z	

4:3:0 A parallel A-C circuit has a 50 ohm resistor and a 50 uf capacitor. Indicate what change would occur to each item listed if the capacitance were increased.

Xc		Ic	
I_T		I_R	
θ		Z	

4:3:0 A parallel A-C circuit has a 50 ohm resistor and a 50 uf capacitor. Indicate what change would occur to each item listed if the frequency were decreased.

Xc		Ic	
I_T		I_R	
θ		Z	

4:3:0 A parallel A-C circuit has a 50 ohm resistor and a 50 uf capacitor. Indicate what change would occur to each item listed if the capacitance were decreased.

4:4:0 Using the circuit diagram below solve or complete the following:

(a) capacitive reactance for each capacitor
(b) current in each branch
(c) total current
(d) voltage across each component
(e) apparent power
(f) true power

(g) power factor
(h) phase angle
(i) vector representation for the circuit

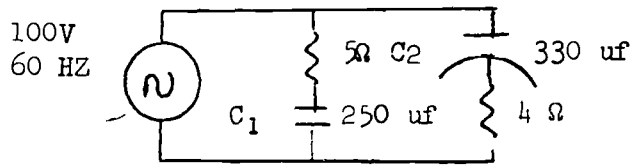

UNIT 5:0:0

Questions A thru E refer to the following circuit schematic:

5:1:0

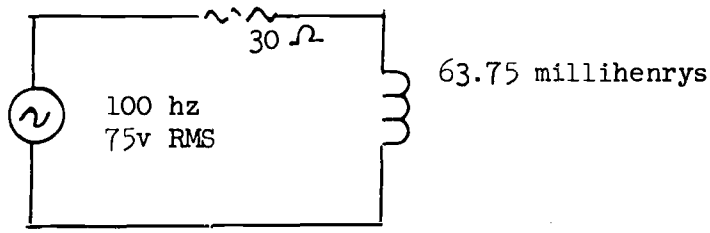

A Z for the above circuit is _____ohms.

B Construct a vector diagram to illustrate or show the resistance - reactance relationship for the above circuit. Show also the impedance vector. (Scale your diagram as accurately as you can to show proper vector lengths and angles)

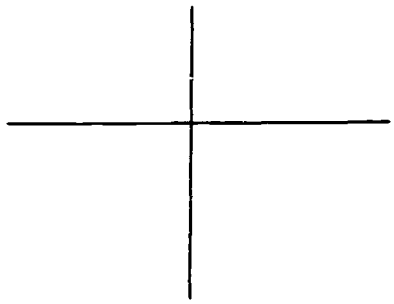

C The impedance of the above circuit expressed in polar notation would be _____.

D The impedance of the above circuit expressed in rectangular notation would be _____ .

E The R.M.S. current flow through the above circuit would be _____amps.

5:1:0 Question A thru E refer to the following circuit schematic:

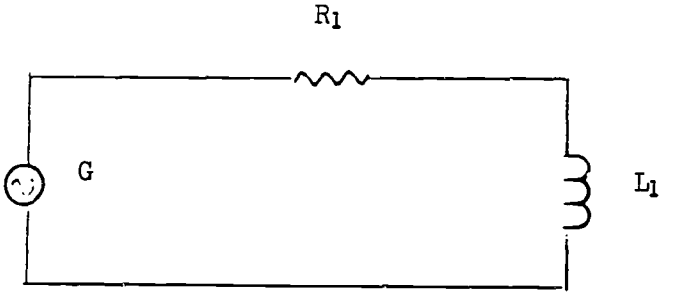

$X_L = 20\ \Omega$
$\phi = 20^\circ$
$E_L = 20$ volts

A With the given information for the above circuit, determine the impedance and then construct a vector diagram to show this value. (Scale your diagram as accurately as you can to show proper vector lengths and angles.)

B The polar form expression for the impedance of the above circuit is shown as _____.

C The voltage drop across R_1 in the above circuit is shown as _____.

D If the frequency of the above circuit is doubled, the impedance shown in polar form would be _____.

E The voltage drop across R_1 for the above circuit with the frequency doubled is _____volts.

5:2:0 Questions A thru G refer to the following circuit schematic:

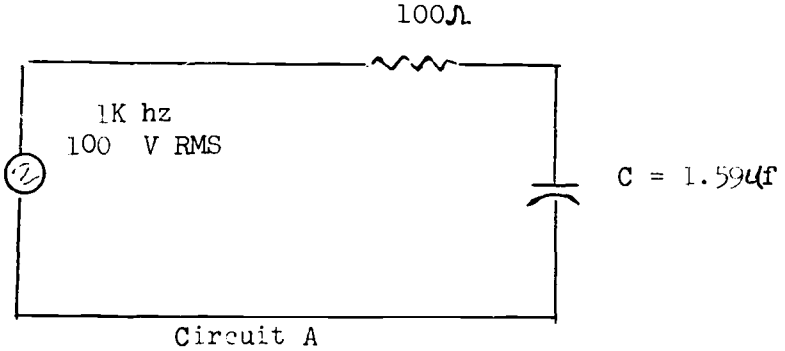

Circuit A

A Z for the above circuit is _____ ohms.

B Construct a vector diagram to illustrate or show the resistance - reactance relationship for the above circuit. Show also the impedance vector. (Scale your diagram as accurately as you can to show proper vector lengths and angles.)

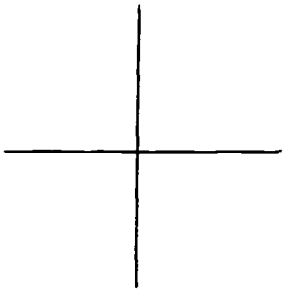

C The impedance of the above circuit expressed in polar notation would be _____.

D The impedance of the above circuit expressed in rectangular notation would be _____.

E The R.M.S. current flow through the above circuit would be _____ amps.

F The current in the above circuit _____(leads, lags) the voltage across the capacitor by _____degrees.

G The actual (five) power consumed in the above current would be _____watts and the power factor would be _____percent.

Questions A thru E refer to the following circuit schematic:

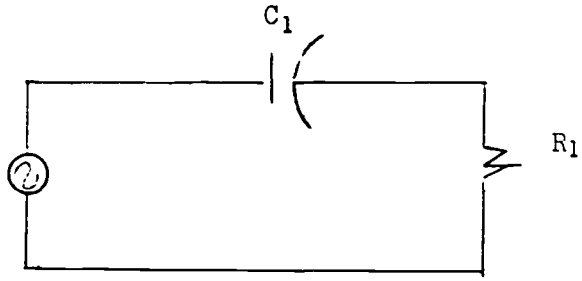

$Z = 200 \angle -30^\circ$

I = .25 amperes

A Construct a vector diagram to illustrate or show the impedance for the above circuit. (Scale your diagram as accurately as you can to show proper vector lengths and angles.)

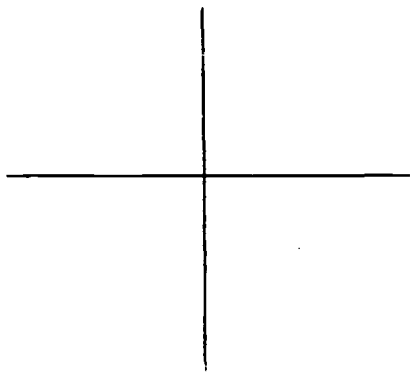

B The rectangular form expression for the impedance of the above circuit is shown as _____.

C The voltage drop across R_1 in the above circuit is _____volts.

D The phase angle between the source current and voltage in the above circuit is _____degrees.

E If the frequency of the above circuit is doubled, the impedance shown in polar form would be _____.

5:3:0 For questions A thru C three sets of component values are given to accompany the circuit schematic shown below.

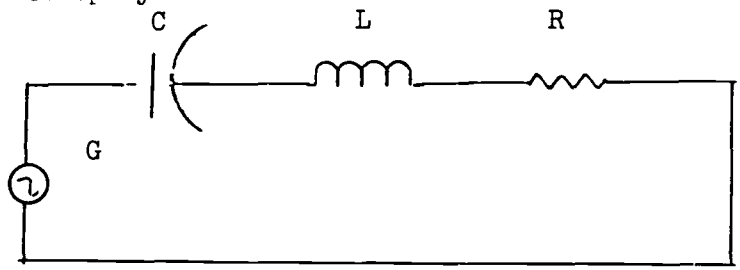

Set A Eg = 300, L = 3.5H, C = 12μf R = 500 Ω f = 60 hz

Set B Eg = 2 , L = 80μH, C = 250 pf R = 20 Ω f = 1 meg. hz

Set C Eg = 200, L = 1.5H, C = 5μf R = 200 Ω f = 60 hz

Applying each set of components values to the above circuit, solve for the following:

A	B	C
Z = _____ ohms	Z = _____ ohms	Z = _____ ohms
ϕ = _____ degrees	ϕ = _____ degrees	ϕ = _____ degrees
I_t = _____ amps	It = _____ amps	It = _____ amps
E_R = _____ volts	E_R = _____ volts	E_R = _____ volts
E_c = _____ volts	E_c = _____ volts	E_c = _____ volts
E_L = _____ volts	E_L = _____ volts	E_L = _____ volts
Power = _____ Watts	Power = _____ Watts	Power = _____ Watts
CKt. Type (L or C) = ___	CKt. Type (L or C) = __	Ckt. Type (l or C) = ___

5:3:0 If one were to connect an oscilloscope to a series RLC AC circuit in such a manner that he obtained one of the patterns shown below, what would he probably be trying to determine about the circuit?

5:4:0 For questions A thru E three series circuit schematic diagrams with their components values are shown. The signal source generator in each case is of the constant voltage variable frequency type. With this given information and your knowledge of AC electricity, respond to each of the question statements as set forth below.

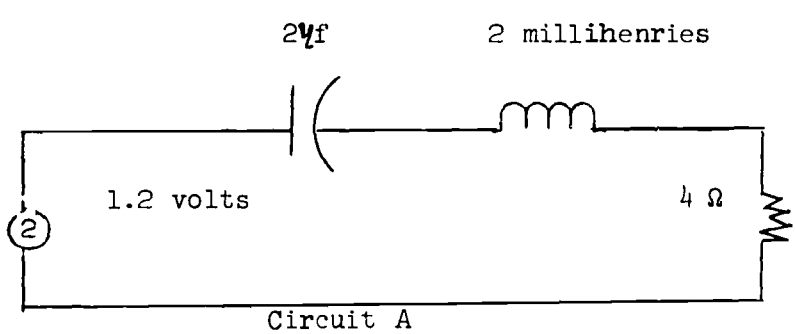

Circuit A

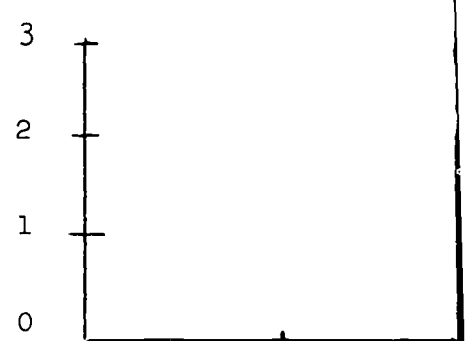

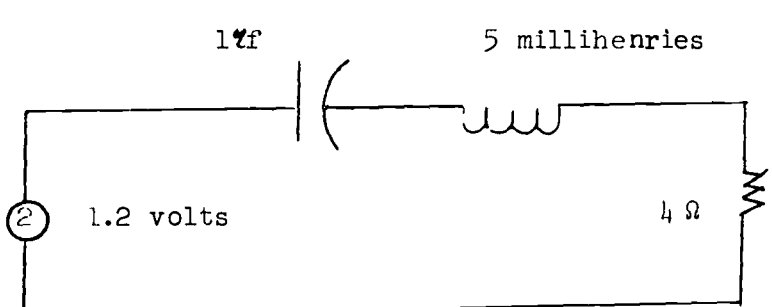

Circuit B

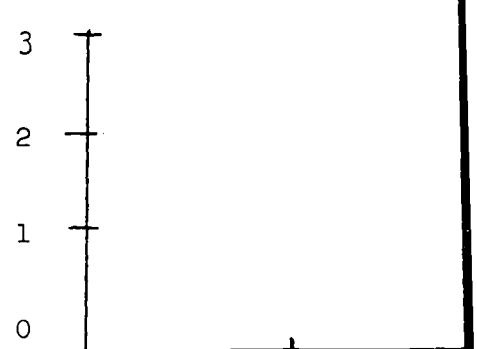

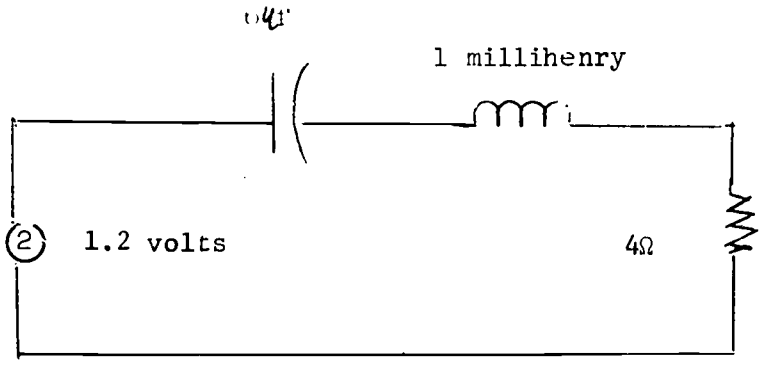

Circuit C

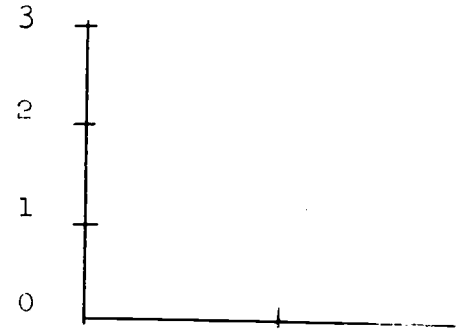

A The resonant frequency for circuit "A" is _____hz, for circuit "B" is _____ hz, and for circuit "C" is _____ hz.

B The bandwith for circuit "A" is _____ hz, for circuit "B" is _____ hz, and for circuit "C" is _____ hz.

C The circuit having the highest quality "Q" is circuit _____ (A, B, or C).

D At the right of each circuit in the space provided, construct a small current vs. frequency response curve to show how each of the three circuits would compare. Locate the center frequency for each graph on the line shown.

E The circuit having the greatest resonant rise in voltage across either reactive element is circuit _____ (A, B, or C).

5:4:0 Shown below is a simple schematic for the input circuit to an RC coupled common cathode triode vacuum tube amplifier. Using the component values shown, respond to each of the questions or statements also listed below as they pertain to the circuit.

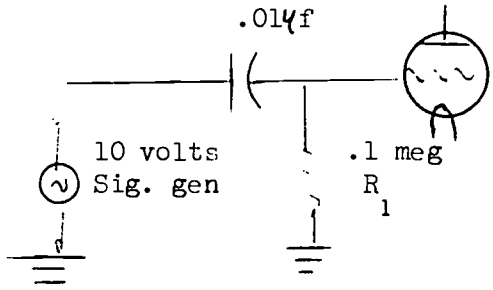

A Determine the approximate voltage that will appear across the .1 meg resistor for each of the following frequencies of the signal generator.

a.	15.9	hertz	E_{R1}	=	_____	volts
b.	159	hertz	E_{R1}	=	_____	volts
c.	1590	hertz	E_{R1}	=	_____	volts

B The circuit shown is generally considered to be a _____ (high, low) pass type circuits.

C Plot a small graph in the space provided under this statement to give some idea of what the frequency response curve for the circuit should look like.

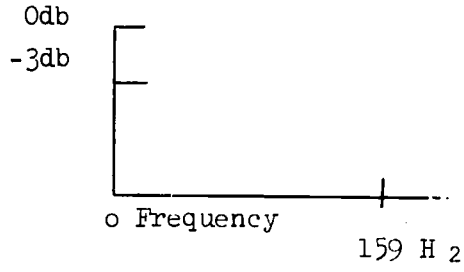

5:5:0 In the spaces provided below, construct small response curves (frequency-voltage graphs) to show the characteristics of each of the following types of filters.

A High pass

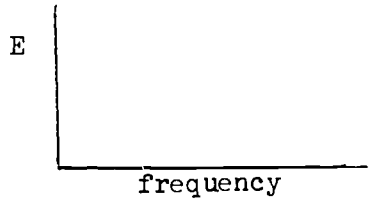

B Low Pass

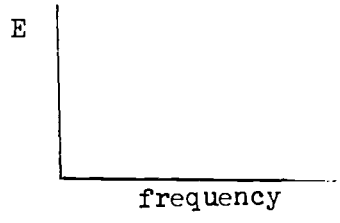

C Band pass

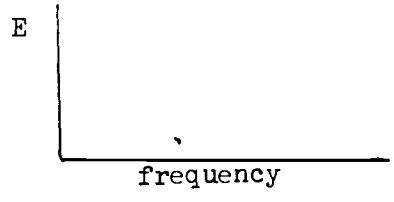

D Band reject

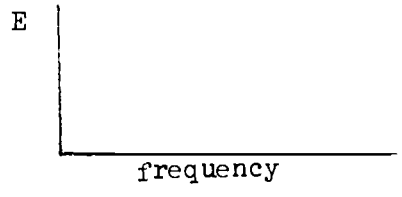

5:5:0 Shown below is a simple low pass filter circuit schematic. Using the component values shown, respond to the questions or statements, also listed below, as they pertain to the circuit.

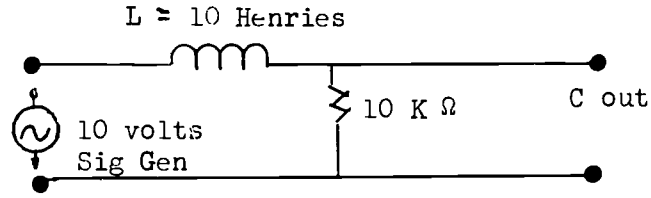

A The circuit input frequency that will cause equal voltages to exist across the inductance and resistance will be _____ hertz.

B When equal voltages exist across the elements above circuit, the phase relationship between the input and output signals will be such that the input sine wave signal voltage will _____(lead, lag) the output signal by _____ degrees.

5:5:0 Listed in the left hand column below are the type names of filter circuits commonly found in electronics: The column on the right contains several circuit schematics, some of which are electronic filters. Select and match a filter circuit type shown in the right column to its proper name in the left column by placing the letter of the circuit on the right in the blank space in the column on the left by the name of the circuit type that best describes the circuit.

a. High pass _____

b. Low pass _____

c. Band pass _____

d. Band reject _____

e. Smoothing _____

A

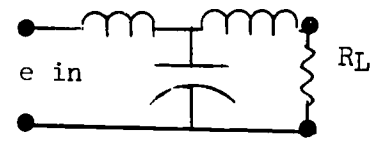

B

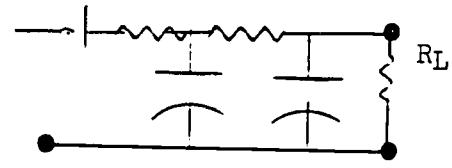

C

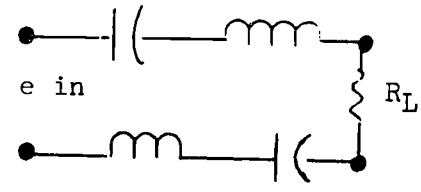

D

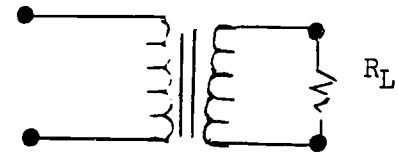

E

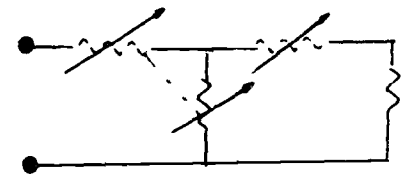

R_L

F

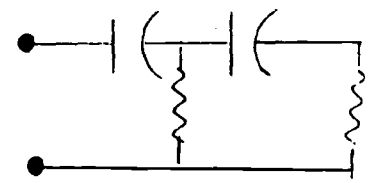

R_L

G

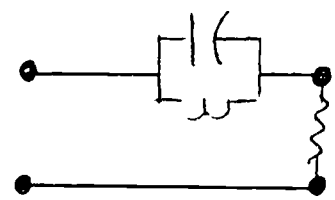

R_L

6:1:0 Shown below is the schematic representation for a parallel resistance inductance circuit. Using the voltage, frequency, and component values shown, respond to each of the questions or statements also shown below.

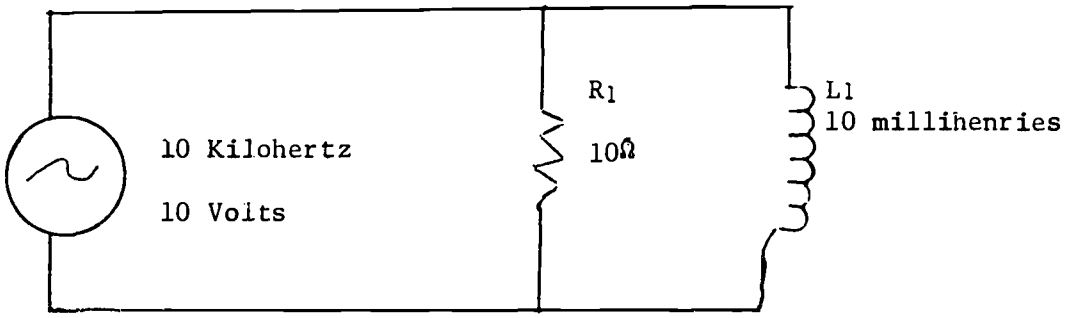

A The circuit would have a _____ (leading, laging) power factor.

B If "1" were doubled the circuit phase angle would _____ (increase, decrease).

C In constructing a vector diagram to show the total current of the circuit, the current vector would be shown in which quadrant of the cartesian coordinate system graph_____ (I, II, III, IV).

D By use of the sampling by drawing in the leads, resistor technique, show how the vertical and horizontal jacks of a non-synchronized oscilloscope would be connected to the circuit shown below to determine the phase difference between the current and voltage.

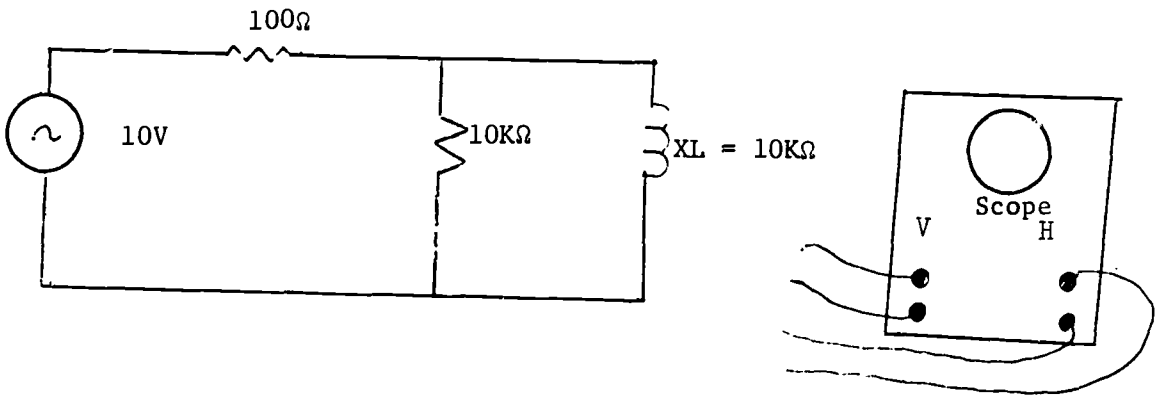

6:2:0 Shown below is the schematic representation for a parallel alternating current resistance capacitance circuit. Using the voltage, frequency, and component values shown, respond to each of the questions or statements also listed below as they pertain to the circuit.

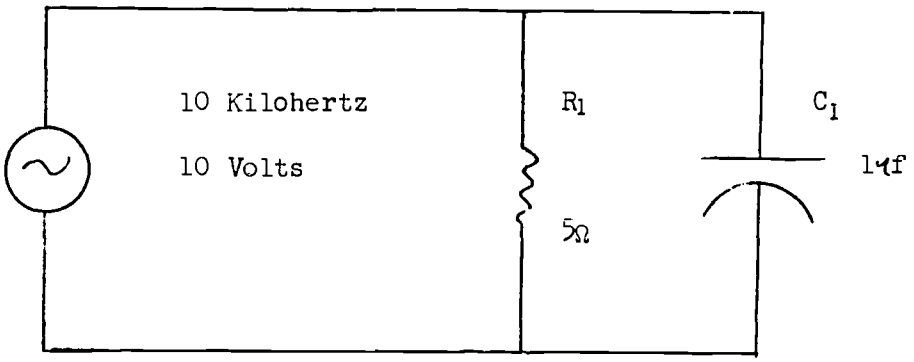

A The total impedance Z expressed in polar vibration would be _____.

B The current through C_1 would be _____ amperes and the current through R_1 would be _____ ampers.

C The total current furnished by the generator expressed in rectangular notation would be _____.

D The actual power consumed in the circuit would be _____ watts and the power factor would be _____ percent.

E Construct a vector diagram to show the branch current relationship for the circuit. Also show the total current. Scale your diagram as accurately as you can to show proper vector lengths and angles.

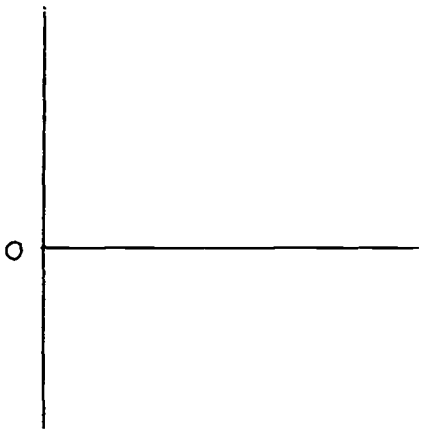

F If C_1 were doubled the total current would _____ (increase, decrease).

6:3:0 For question parts A, B, and C three sets of component values are given to accompany the circuit schematic shown below.

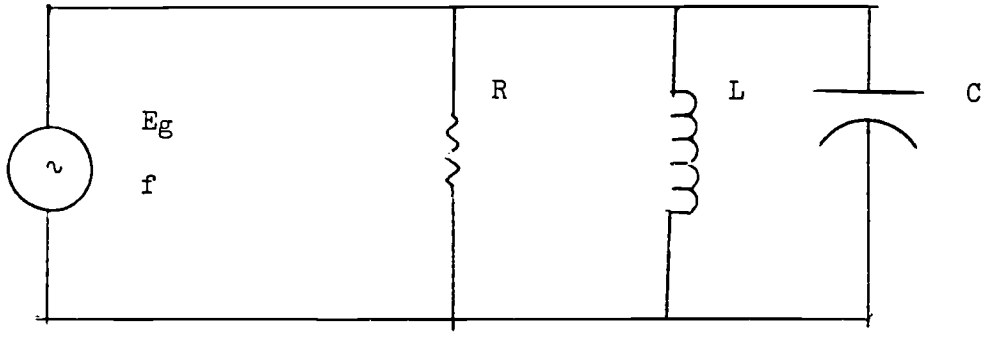

Set for A: Eg = 100V, f = 100 h2, R = 100Ω, L = .159H, C = 31.8μf

Set for B: Eg = 20V, f = 50hz, R = 100Ω, L = .159 H, C = 31.8μf

Set for C: Eg = 150V, f = 200hz, R = 100Ω, L = .159 H, C = 31.8μf

Applying each set of component values to the circuit, solve for the following:

Part A -	Part B -	Part C
Z _____ ohms	Z _____ ohms	Z _____ ohm
Θ _____ degrees	Θ _____ degrees	Θ _____ degrees
I_t _____ amps	I_t _____ amps	I_t _____ amps
I_R _____ amps	I_R _____ amps	I_R _____ amps
I _____ amps	I_c _____ amps	I_c _____ amps
I_L _____ amps	I_L _____ amps	I_L _____ amps
Power _____ Watts	Power _____ Watts	Power _____ Watts
Power factor _____ degrees	Power factor _____ degrees	Power factor _____ degrees
CKt type (L or C) _____	CKt. type (L or C) _____	CKt Type (L or C) _____

6:4:0 Shown below is a parallel R L C circuit schematic. Respond to the questions or statements also shown below as they pertain to the circuit.

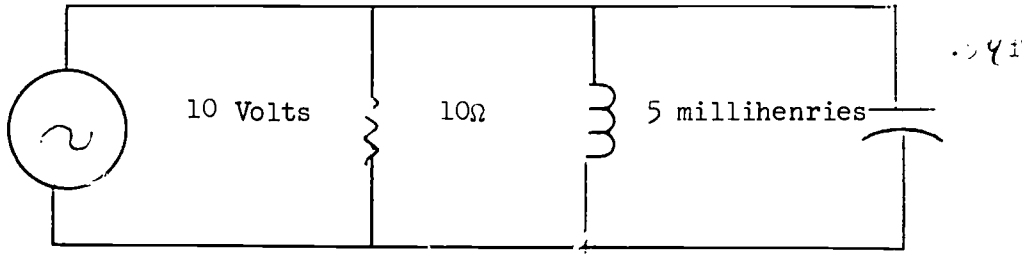

A The resonant frequency for the circuit will be _____ hertz.

B The bandwidth for the circuit will be _____ hertz.

C Construct a response curve to show the approximate impedance of the circuit as the frequency varies. Use the graph below to show the curve and indicate frequencies and impedance values.

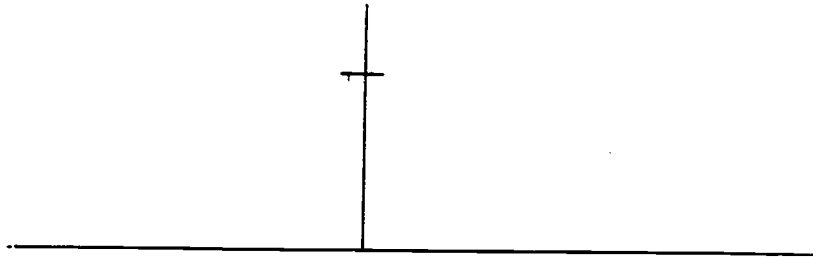

D Construct a response curve to show the approximate current of the circuit as the frequency varies. Use the graph below to show the curve and indicate the frequencies and current values.

6:4:0 The current flowing in either reactive element of a practical parallel resonant circuit at resonance is _____ times as great as the total current furnished by the generator.

6:4:0 With a brief statement or drawing, compare the following characteristics of a series R L C circuit with those of a parallel R L C circuit.

A Current at resonance

B Current response curve

C Impedance response curve

6:5:0 Shown below is an R L C filter circuit schematic. Respond to the questions or statements also shown below as they pertain to the circuit.

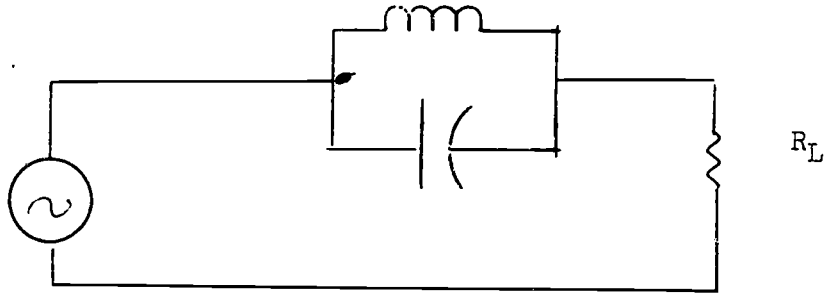

A The circuit as a filter is designed to be a _____(high pass, low pass, band pass, band reject, smoothing) type.

B The phase of the load current below resonance will be _____ (leading, lagging) the voltage.

6:5:0 In a brief statement, compare the filtering characteristics of parallel and series R L C circuits as they would apply to band pass or band reject filter applications.

UNIT 7:0:0

7:1:0 Write the equations for total voltage in the accompanying circuit.

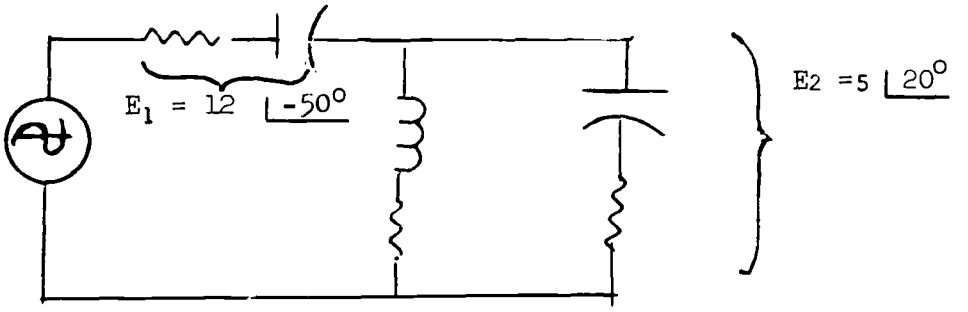

7:1:0 Write the equation for total current in the accompanying diagram.

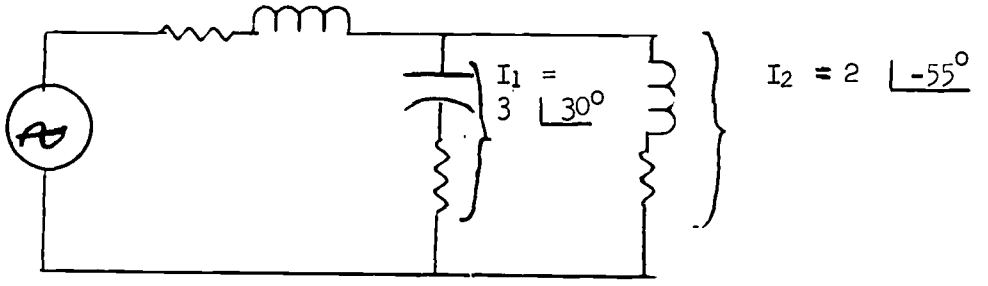

7:2:0 Solve for all components values of current and voltage, total current, total impedance, power used, power factor and series equivalent circuit. Use Ohm's Law, Kirchhoff's Laws and the total current method in making the solution.

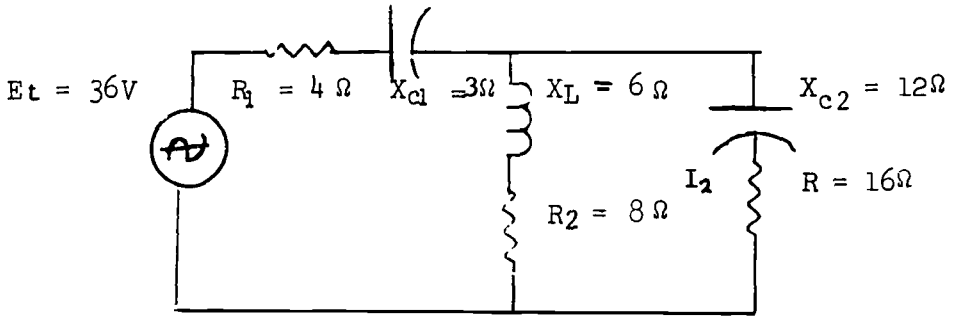

7:2:0 Solve for all currents, all voltages, total impedance, phase angle between total current and total voltage, true power, power factor and series equivalent circuit. Use vector algebra for solution.

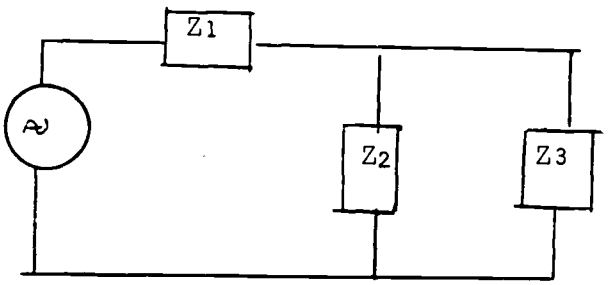

$E_t = 120V \angle 0^\circ$

$Z_1 = 15 + j\,7\Omega$

$Z_2 = 110 - j\,96\Omega$

$Z_3 = 50 + j\,30\Omega$

7:2:0 Solve for all component currents and voltages, total impedance, total current, true power, power factor and equivalent series circuit. Solve the circuit by delta to wye conversion and phasor algebra. Check correctness of answers by one other method or solution.

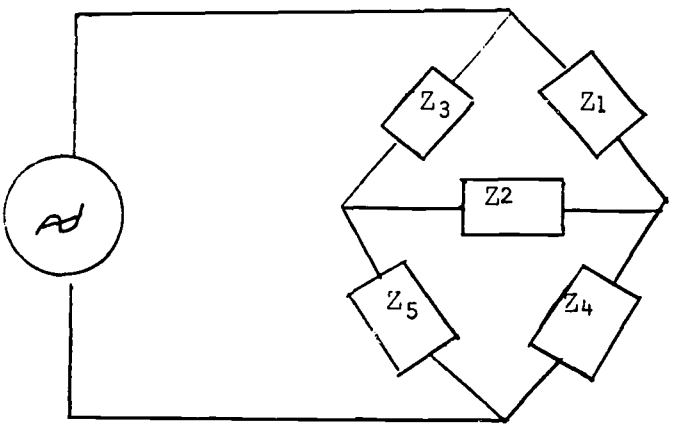

$E_t = 10 \angle 0^\circ$

$Z_1 = 5 - j\,3.5\Omega$

$Z_2 = 8 - j\,5\Omega$

$Z_3 = 3 + j\,4\Omega$

$Z_4 = 5.83 - j\,3.29\Omega$

$Z_5 = 1.73 + j\,1.3\Omega$

7:3:0 Draw a circuit, the characteristics of which, indicate the desirability of using the super position theorem in making a complete solution and explain the procedure in applying the superposition theorem to obtain the solution.

7:3:0 Draw a circuit, the characteristics of which, indicate the desirability of using Thevenin's theorem to obtain the solution.

7:3:0 Solve for the indicated unknowns shown in the accompanying circuit, by use of Thevenin's theorem.

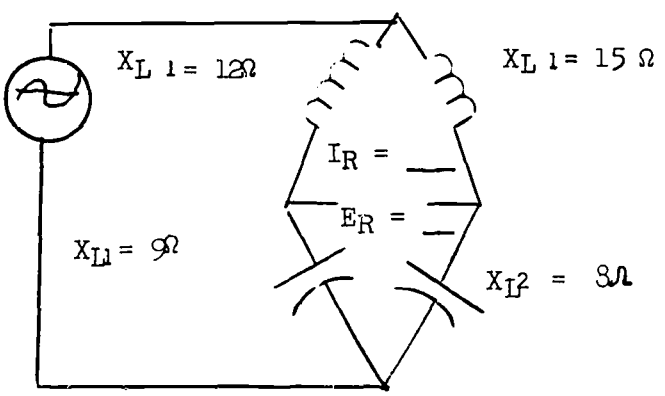

UNIT 8:0:0 The transformer as a Coupling Circuit

8:1:0 Name the following parts of a transformer.

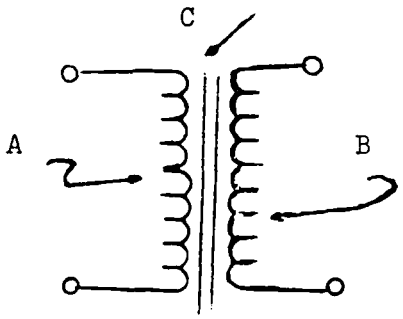

A _____

B _____

C _____

8:1:0 Define the following Terms:

A Mutual flux	F Copper loss
B Coefficient of coupling	G Eddy Current
C Flux leakage	H Saturation
D Tight coupling	I Hysteresis
E Loose coupling	J Saturable reactor

8:2:0 A transformer has a primary inductance of 8 henries, a secondary inductance of 3 henries, and a mutual inductance of 4.75 henries. What is the coefficient of coupling? Has this transformer loose or tight coupling?

8:2:0 A transformer has a 200 volt source applied to a 500 turn primary winding. If the secondary has 1000 turns, what is the turn ratio and value of secondary voltage?

8:3:0 Given the following transformer circuit, calculate the unknowns necessary for matching the load to the source for maximum transfer of power.

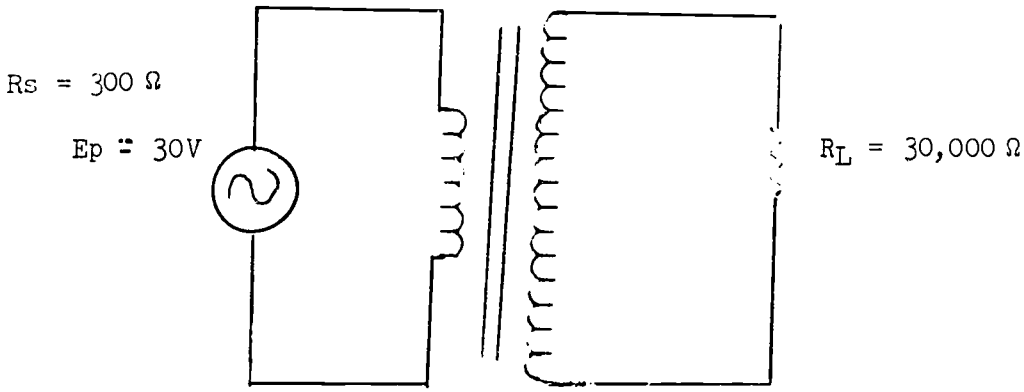

Find: Turns ratio =

Es =

I_p =

Is =

P_p =

Ps =

8:4:0 List and describe the types of transformers and their uses.

8:5:0 Match the following:

_____ 1. Filament transformer	A. Is use for audio frequency from 20 to 100 KHZ
_____ 2. Multiple - winding power transformer	B. Used to transfer energy between two resonant circuits that are physically removed from each other in electronic equipment.
_____ 3. Autotransformer	C. Uses only one winding for both primary and secondary.
_____ 4. Audio output transformer	D. Used to match a microphone a circuit.
_____ 5. Audio input transformer	E. Used with a loudspeaker
_____ 6. Audio interstage transformer	F. An RF transformer designed to operate in a definite narrow band of frequencies.
_____ 7. RF interstage transformer	
_____ 8. IF transformer	
_____ 9. Link coupling	

G. Used to couple the output of one audio amplifier to the input of the following audio amplifier.

H. Used for frequencies above 20 KHZ.

I. Used with vacuum tube heaters.

J. Used where large amounts of power are to be transmitted over long distances.

K. Used to couple one audio stage to another.

ERIC

ACCESSION NUMBER: VT100637

PUBLICATION DATE: JUL73

TITLE: VOCATIONAL INDUSTRIAL CLUBS OF AMERICA; HANDBOOK.

DESCRIPTOR: *TRADE AND INDUSTRIAL EDUCATION; *YOUTH CLUBS; *STUDENT ORGANIZATIONS; PERSONAL GROWTH; *VOCATIONAL DEVELOPMENT; *SOCIAL DEVELOPMENT

IDENTIFIER: *VOCATIONAL INDUSTRIAL CLUBS OF AMERICA; VICA; UTAH

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 549

ABSTRACT: THIS STATE HANDBOOK IS DESIGNED TO GIVE TEACHERS AND STUDENTS IN UTAH'S TRADE AND INDUSTRIAL EDUCATION CLASSES A GUIDE FOR CONDUCTING VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA) MEETINGS AND ACTIVITIES. THE MATERIALS FOR A WELL-ORGANIZED AND FUNCTIONAL CLUB INCLUDE: (1) INFORMATION ABOUT THE UTAH CLUBS, (2) INFORMATION ABOUT THE CLUB SYMBOLISM, GOALS, AND OFFICER DUTIES, (3) STRUCTURE AND OPERATION OF A CLUB, AND (4) PROGRAMS AND SUGGESTED ACTIVITIES. AN APPENDIX CONTAINS AN ADVISOR'S GUIDE, INSTALLATION CEREMONY AND CONSTITUTION, RULES FOR CLUB CONTESTS, A COURSE OF STUDY, AND REFERENCE MATERIALS. (MU)

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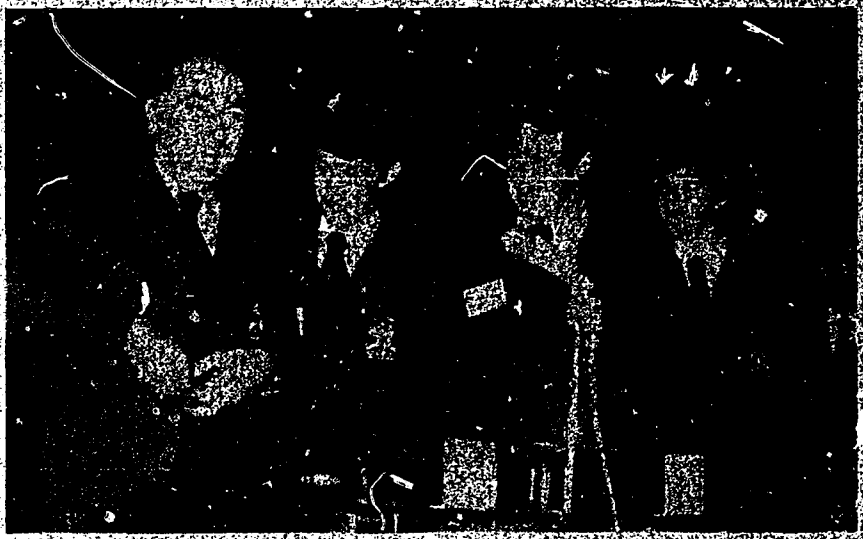

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FOREWORD

The business of Trade and Industrial Education is that of assisting young people in preparing themselves for successful wage earning employment and assisting youths and adults already employed as wage earners to become better employees individually.

Practically all workers in the wage earning jobs of today are social beings on the job as well as in the home and community. The success of most wage earners as employees depends upon social development as well as upon skills and technical knowledge. It is important, therefore, that young people who are preparing for wage earning employment be provided opportunities for the development of the social graces needed to get along with other people.

In this guide we have attempted to supply you with all of the "extra" material that you will need to have a well organized, functioning club. Many times we do not do something with our club because we do not know anything about it, or what we do know makes it seem like an impossible task. Most of the time as we learn, we find that it is really quite simple, and so another purpose of this book is to make these jobs as simple as possible. The reason for using this type binder is so that you may duplicate any part of the contents and still have it intact.

The question of club meeting times arises quite often and we in the State Office feel that since VICA should be an integrated part of your T & I Program, a more effective club and hence a more effective T & I Program will evolve if class time is used for club meetings.

A person will get sick from too much ice cream, so we must be careful in placing our emphasis and not let VICA be the whole show. We feel that if needed, a one-hour club meeting every two or three weeks would not be out of line.

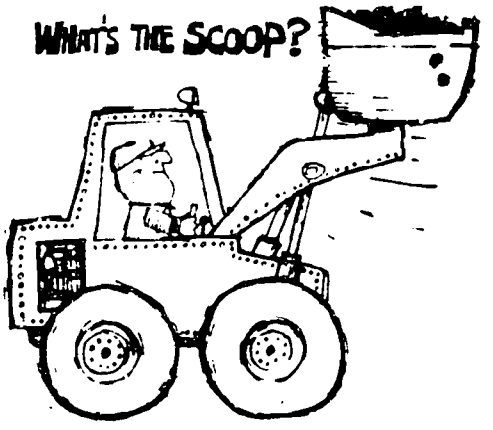

ACKNOWLEDGEMENT

It is with great appreciation that we acknowledge those who have provided their State Handbooks for our use in developing this handbook. Those states were: Oklahoma, Ohio, and Texas. Also, sister clubs of Utah FFA, DECA, and FBLA.

Special thanks we give to Charles Dygert for the use of parts of his Ohio Handbook and JoAnne Ruark for her VICA Curriculum and Lesson Plans.

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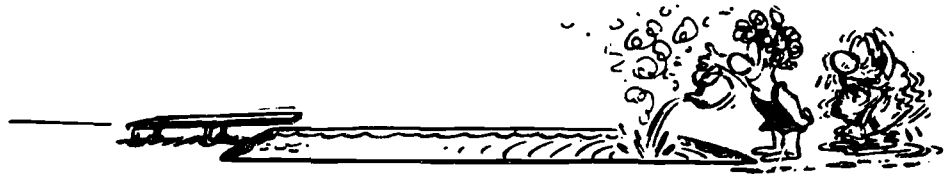

INTRODUCTION

SECONDARY STATE VICA OFFICERS

1973 - 1974

Office	Name	School	Address	Home Phone
President	Terry Pritchard	Box Elder	Rt. #2 Box 100, Brigham, Utah	273-5051
President Elect	Kim Neilson	Jordan	2947 East Mt. Jordan Rd. SLC, Utah	571-3433
Secretary	Joyce Wetzel	Box Elder	Rt. #2, Willard, Utah	723-5539
Treasurer	John Zobolas	Olympus	4210 South 2700 East, SLC, Utah	278-3308
Reporter	Robyn Carlisle	Jordan	10757 South 12th East, SLC, Utah	571, 2238
Parliamentarian	Mark Bauman	Viewmont	205 South 800 East, Centerville, Ut.	295-1337
Miss VICA	Peggy Atkinson	Jordan	1158 South 1st East, Sandy, Utah	255-6530
Advisor	Dean Christensen	Viewmont	943 No. Main, Centerville, Utah	292-2067
Advisor	Roger King	Jordan	7027 South 2780 East, SLC, Utah	277-4155
State Director	Garth Hill	BYU	6865 Willow Way, SLC, Utah	277-5840
Advisor	Howard Gittins	Box Elder	141 North 4th West, Brigham, Utah	723-3972
Advisor	Bill Nordfelt	Olympus	5011 Camino Real, SLC, Utah	262-6091
State Supervisor	Richard Zimpel	State Office	2510 South 7th East, SLC, Utah	467-0392

POST-SECONDARY STATE VICA OFFICERS

1973 - 1974

Office	Name	School	Address	Home Phone
President	Larry G. Lee	U.T.C. Provo	430 Beverly Ave., Orem, Utah	225-7673
Vice President	Marlow Marchant	B.Y.U.	894 No. State #10, Orem, Utah	225-1291
Secretary	Sherry Dickey	U.T.C. Provo	1305 North 150 East, Provo, Utah	374-6535
Treasurer	Karen Bartholomew	S.U.S.C.	RFD #1 Box 36, Sp. Fork, Utah	798-6282
Reporter	Mary Yurevick	B.Y.U.	41 East 400 No. #7 Provo, Utah	377-2456
Parliamentarian	Richard Jensen	U.T.C. Provo	139 East 400 No. Provo, Utah	375-0285
Advisor	Don Pendergrass	U.T.C. Provo	516 South 560 E. Orem, Utah	225-0444
Advisor	Evan Chaffin	U.T.C. Salt Lake	2174 West 6270 South, SLC, Utah	298-3775
Advisor	Garth Hill	B.Y.U.	6865 Willow Way, SLC, Utah	277-5840
Advisor	Austin Loveless	U.S.U.	930 East 320 North Logan, Utah	752-2268

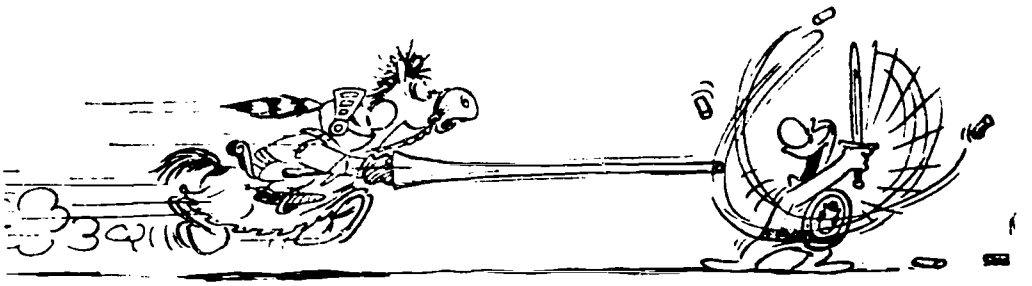

UTAH ASSOCIATION
OF THE
VOCATIONAL INDUSTRIAL CLUBS OF AMERICA
HISTORY

The first years of VICA in Utah are somewhat sketchy for history. These years were in some ways very successful, but also took much care and nurturing to keep it growing.

In the spring of 1965, Jed Wasden, from the State School Office, was invited to attend the First Annual Trade and Industrial Youth Conference which was held in Nashville, Tennessee, May 6, 7, and 8. Dr. Wasden, at the last minute, was unable to attend and called on Clinton Zollinger to attend in his place. Mr. Zollinger who was the Vocational Director of Davis District attended with a student from Clearfield High, Larry Williams. At this conference the Constitution of the Vocational Industrial Clubs of America was adopted. Utah was one of the original States in the birth of a new and great youth organization.

The school year 1965-66 saw slow but steady growth. Among clubs of the State were Clearfield, Davis, and Cedar High. Larry Williams from Clearfield was the State President. The first State Conference was held at Clearfield High on May 4, 1966, at 3:00 p.m. The following officers were elected to office by acclamation: President, John Kennedy, Clearfield, and Vice President, Danny Walker, Cedar.

On June 21, 22, and 23, 1966, Max Belnap, electronics instructor from Clearfield High, along with John Kennedy from Clearfield and Danny Walker from Cedar High attended the Second National Conference at Little Rock, Arkansas. The following year again saw slow but constant growth. John Kennedy as President, along with the advisor, helped to organize a State VICA Conference at Clearfield High in May of 1967. Four clubs attended with about thirty members.

The summer of 1967 saw success at the National Conference for Utah. Among those attending were Roger King, Jordan High; Gene Sorensen, Granger High; Ralph Christensen, Davis High; and Bruce Sharp, a student from Granger High. Bruce was elected Region V Vice President which was an honor for Utah.

The school year 1967-68 was directed by Monty Foster as President from Davis High, who made great strides with Utah VICA. A spring State Convention was held at UTC at Salt Lake on March 29-30, and was most successful.

The summer of 1968 saw Monty Foster, along with advisors Gerald Anderson from Carbon and Roger King from Jordan, at Oklahoma City for the 4th Annual National Conference.

Jeff Densley from Bountiful High took the reigns of VICA for school year 1968-69. The State Conference was held at UTC April 4, 1969.

In the summer of 1969 Jeff Densley, Dale Stone, and some advisors attended the 5th National Conference at Memphis, Tennessee. It was an excellent conference and seemed to fan the flames which put Utah firmly on its way to being a leader in the National VICA Organization.

Jeff continued on for a 2nd term of office in 1969-70, with the State Conference being held at Logan on April 16, 1970. The summer of 1970 was the most successful and best attended National Conference for Utah. The State chartered a Greyhound bus and 39 students and advisors were off for a most successful week at St. Louis, Missouri.

Paul Soper from Jordan High led Utah VICA through 1970-71, and was one of the outstanding leaders of VICA. The Spring Conference was held at Utah State University in Logan on April 15, 1971.

Dave Jenkins was elected to be Utah's President for the school year 1971-72. A large delegation attended the 7th National Leadership Conference at Indianapolis, Indiana. They again traveled many long hours on a bus to and from their destination. There were several who placed high in national competition, including some 1st places.

The Spring Conference, once again, was held at Utah State University in Logan on April 27, 1972. This was possibly the most successful conference thus far. In attendance were 23 clubs and close to 400 participants. Gary Lloyd from Jordan High was elected to the President position for the school year 1972-73.

The summer of 1972 was most exciting. Forty-two delegates boarded a plane on July 9, 1972 for the 8th National Leadership Conference held in Roanoke, Virginia. The conference was a great success and all were motivated to make Utah VICA bigger and better.

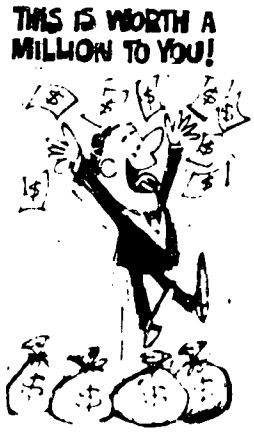

WHY DO YOU BELONG TO VICA?

Have you ever wondered what it was like to study in the vocational area before the advent of the Vocational Industrial Clubs of America? Individual units may have flourished such as radio clubs, automotive clubs, etc., only to flicker and die and later by rekindled in a new flood of enthusiasm. Meetings were irregular, sometimes held in the pizza parlor, and parliamentary procedure was tossed to the wind. Others took little note of your activities and the image of the vocational student was not exactly on the highest possible plane.

Today is a different story. A strong national and state VICA Association exists to assist you in personal improvement and group cooperation. On Labor Day, 1971, President Nixon challenged the American people to "restore the dignity of work." Your National Executive Director, Larry Johnson, has accepted that challenge on behalf of all the VICA members in the world.

VICA affiliation fulfills your needs for fellowship and provides you the following benefits:

(Adapted from Why Do You Belong to the FFA? by William Paul Gray, National Executive Secretary, Future Farmers of America)

1. You belong to a strong school group. Most high schools have organizations for students, therefore, VICA is your organization where you can make plans according to your interests and purposes. You solve your own problems and thus develop self-confidence; as you plan and work you are learning how to "help yourself." Few national student organizations enjoy greater freedom of self-government under adult counsel and guidance than VICA!

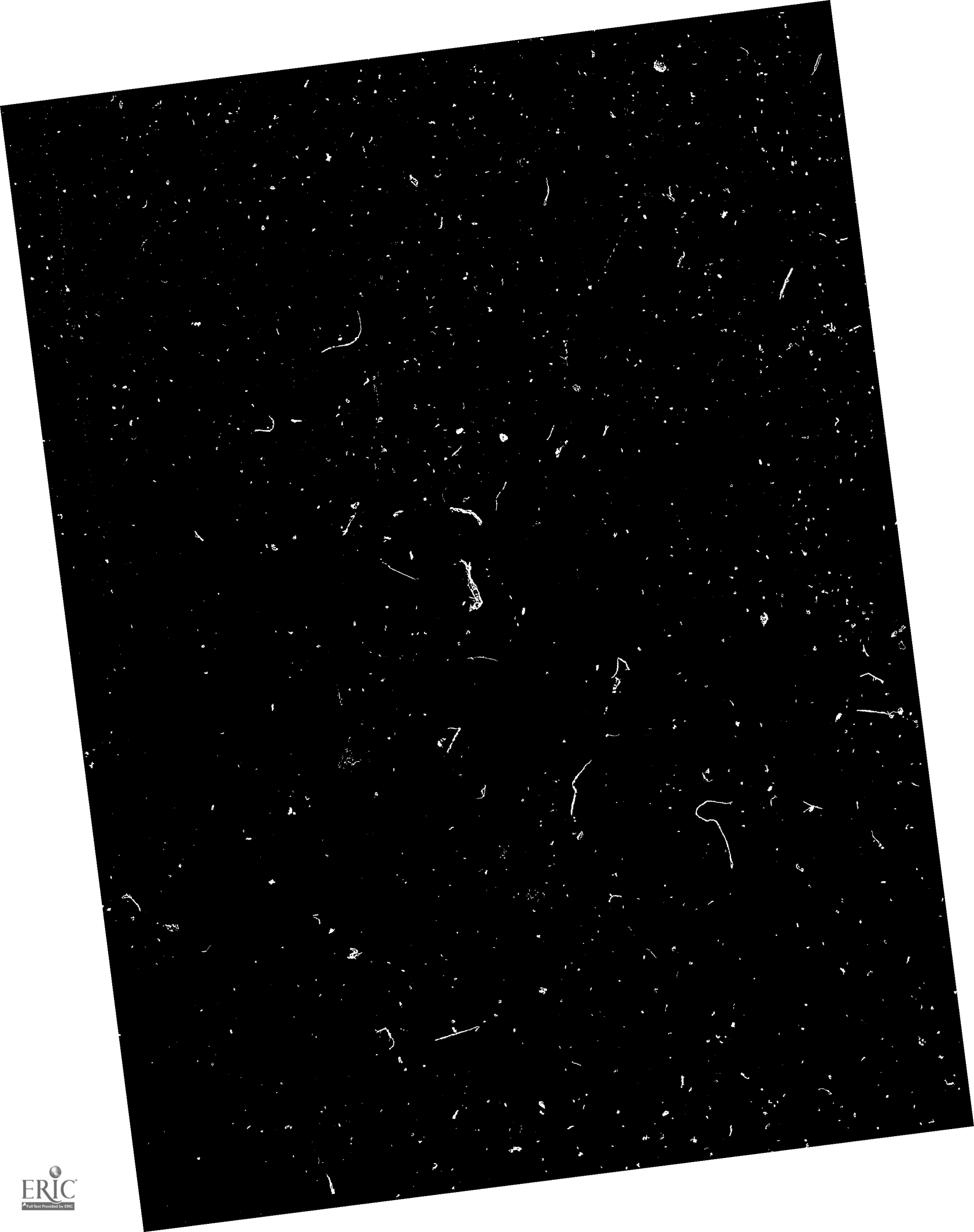

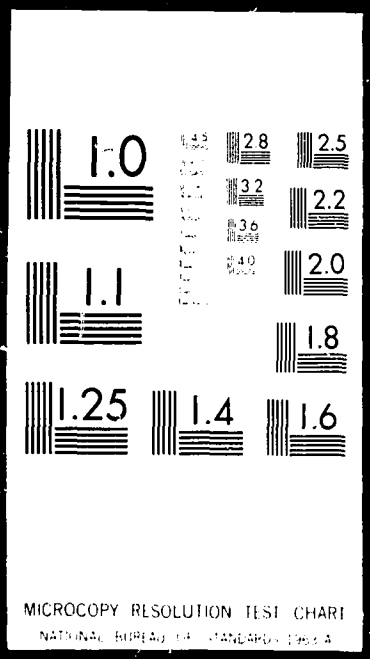
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MICROCOPY RESOLUTION TEST CHART

2. You learn leadership and "followship." Your participation in VICA activities helps you develop leadership abilities and training for vocations. As a result, many vocational youth are assuming positions of leadership in the community and government; they are influencing the trends and policies in the present-day world of work. At no time in history has there been a greater need for intelligent and trained leadership; however, our modern society requires good "followship" as well as leadership, and VICA offers opportunities for its members to develop those qualities of "followship" necessary in any youth organization and local association.

3. You learn to work with others. This is a quality of every good VICA member, and to do this you must develop tolerance and understand the opinions and rights of others. Good VICA associations have members who work as a "team" in performing their section activities.

4. You learn to accept responsibility. Cooperative experiences provide VICA members with an excellent opportunity to recognize and develop responsibilities for activities in local organizations and community work. These activities help you become interested in events of national and international scope ... and you become a better citizen.

5. You develop ability to express yourself. Your active participation in section meetings and performing committee work helps you learn how to preside over and take part in public meetings and to speak in public. We have all admired the outstanding leadership and the speaking ability of the national officers at the national convention. However, these leaders started as Green Hands and WORKED themselves up through unselfish, wholehearted participation in chapter and state self-improvement activities.

6. You are provided an excellent means for recognition. All of us like a "pat on the back" for doing a good job and being appreciated by friends or persons we admire. The VICA provides you such recognition through your degree advancement, contests, and exhibits. Make the VICA the show window of your interest and ability to "Learn to Do and Do to Learn" in your vocational instruction.

BE CAREFUL -- YOUR JACKET IS SHOWING

That VICA jacket you're wearing sets you apart. You are not, in the eyes of most people a "run of the Mill" product. You represent a "select" specimen. You are the human product from the industrial society of your community. To produce this product your parents have given unselfishly their love, money, tears, and devotion.

The name of your club is easily read by the passerby, as the white letters on a blue field tells the world you belong to a great American organization.

It is your obligation as an individual to conduct yourself in such a manner that you will not degrade the best vocational group the jacket symbolizes. When you don this cloth, think of it as a soldier does the uniform he wears, the flag he carries and the oath he has taken. Think of it as the minister or priest who solemnly drapes his holy cloak on his form as he talks to God, marries his people or buries the dead. Remember! You are as the chosen knight of the Round Table who proundly wears his colors and represents his family whose crest appears on his shield.

Your colors of red, white, blue, and gold, the motif carried out in the design of your jacket, marks you as a young man chosen by your leaders to represent the best we have in industry. So conduct yourself in towns, cities, and at conventions, any place you may go, that this great emblem of our VICA will be honored and people who are watching you will admire and respect the boy in a vocation today who will be the man of industry tomorrow.

If civilization loses respect for vocational trades and those who are responsible for its stature in the life of the world, you will be the man they will hold responsible. The opposite can be true, and you are the one they will be looking at today, tomorrow, and in the years to come. As you accept the dignity of wearing the blazer, be greatly pleased with the good deeds it will see performed by the chosen few. God advised that we should not throw our pearls on a pig, neither should you put a VICA blazer on a boy who shows by his behavior that he has few or no desirable traits. He who would wear the VICA blazer should deserve it, not only in his own estimation but in the estimation of all who may see him.

The people of America look to VICA to provide many great leaders for the future. All the world will be benefited and peace will reign if it succeeds. Fit your character as well as your body to that worthy symbol on the important jacket you wear as a member of the VICA. You are the boys we train today to solve tomorrow's challenging problems. Just working is not enough; these jobs will need men of great character and wisdom. It is obvious we should cultivate the products of the world. Be careful--your jacket is showing.

Here are 12 points that may help you know how and where to properly wear your VICA jacket:

1. The jacket should only be worn by persons who are members of the organization.

2. It should be kept clean and neat at all times.

3. For the most attractive appearance, the jacket should be worn on official occasions with the zipper or buttons fastened. The collar should be turned down and the cuffs in place and buttoned.

4. It should be worn by officers and members on all official VICA occasions, as well as other occasions where the chapter is represented. It may be worn to school and other appropriate places.

5. The jacket should only be worn to places that are appropriate for members to visit.

6. It should be worn by contestants in the National Public Speaking Contest, and at other occasions when VICA members are receiving awards.

7. School letters and insignia of other organizations should not be attached to or worn on the jacket.

8. The jacket should not be worn with garments bearing the insignia of other organizations.

9. When the jacket becomes too faded and worn to wear in public, it should be discarded or the emblems and lettering removed.

10. The emblems and lettering should be removed if the jacket is given or sold to a non-member.

11. When the jacket is worn by a member he always conducts himself as a gentleman.

12. Members should refrain from smoking while wearing the VICA jacket or officially representing the organization.

WHAT VICA'S DO

SELF - The VICA member seeks to serve himself by developing into a happy, mature productive citizen. By being dedicated to the cause of his education he serves others as well as himself.

EVALUATION - During the year members take time to evaluate their activities, attitudes and progress. They take stock of what they are doing and what they can do for improvement. Evaluation is a means of improving the quality of current work and gives a basis for future planning. Evaluation reports by members should be made in Chapter meetings and discussed openly by all. Reports of this nature are not interesting only to the members, but should be given to the school's administrators as examples of VICA work. Good community publicity is helpful, too.

FAMILY - The family is the focal point of every VICA's life. Promoting the family's well being and safety is the way a VICA develops into an adult capable of bearing the responsibility of his own family. Helping to make home an attractive and comfortable place can be an activity where a student uses training in class, or on-the-job, to build Mom a piece of furniture or redecorate a room in the home, or some other project depending on the student's training.

SCHOOL - The VICA is proud of his school and works to make it a better place for learning. Everyday thoughtfulness will help keep a school neat. School clean-up and beautification drives develop school pride. Working to help develop or improve the school's library of occupational texts and materials is a worthwhile idea. Ushering at school events, operating a concession stand for a good cause, or being a "big brother" to an underclassman during orientation are typical of the VICA. Being available to assist counselors, teachers, principals, and other school personnel is a way of expressing your appreciation for what the school is doing for you.

CHAPTER - The Chapter is the most vital working unity of the entire structure of VICA. This is where member participation is most important. It is here that activities are planned and conducted. This is where the democratic process is practiced, and leadership is developed. The Chapter is the basic social unit. Members usually have supervised social activities, such as: inviting out parents, employers, interested persons, and sponsoring cook-outs, dances, etc.

COMMUNITY - Developing civic consciousness is an important part of the VICA's development. Understanding how local government operates and exercising the right to vote to choose community leaders is only a sample of future responsibilities. Thinking of those less fortunate and trying to understand that people are interdependent on one another is essential. The VICA seeks to fulfill his civic responsibilities by sponsoring and participating in community service projects. These services are of immediate value to the community and help prepare the VICA for adult responsibilities in the community.

STATE AND NATION - Striving to be better citizens is an important task of the VICA member. Basic is patriotism. Knowing history is not enough, the VICA must work to develop a true appreciation for the democratic way of life and always be aware of forces that might steal his freedoms. A VICA works to preserve his heritage by practicing democracy, honoring the flag and fulfilling his civic responsibilities. Understanding other people and nations is accomplished by reading books, entertaining foreign visitors, and hearing guest speakers.

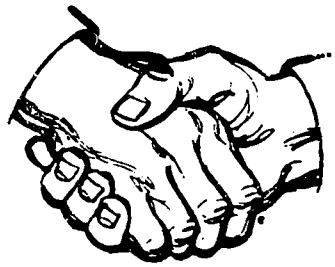

AN OBLIGATION

I am an elected officer of a local VICA

I am aware of the responsibilities and duties of my office

I realize that my enthusiasm for club activities will reflect to all my fellow club members

I accept this responsibility with a real desire to make our state a moving and growing success

I want to be the best officer ever elected to this office

I will diligently serve to the best of my ability as a representative of all those who had the faith in me to elect me

I will do my best to abide by the pledge of the Vocational Industrial Clubs of America and support its constitution and by-laws

I shall take the club creed as a part of the philosophy of my life

11 KEYS TO LEADERSHIP

1. SET A GOOD EXAMPLE - Your subordinates tend to emulate you, so make sure you're worthy of imitation.

2. GIVE YOUR PEOPLE GOALS AND A SENSE OF DIRECTION - They need to know why as well as what they are doing.

3. KEEP THEM INFORMED - When changes are in the offing, let them know.

4. LET THEM IN ON YOUR PLANS - Ask for their advice. Let them know you want them to play a part in your decision-making.

5. LET THEM KNOW THAT YOU WILL HELP THEM TO GET AHEAD - Help one man toward a raise or a promotion and your whole staff will perform better.

6. DON'T GIVE ORDERS - Give requests and suggestions.

7. EMPHASIZE SKILL, NOT RULES - Keep an open mind about unorthodox solutions. His way may be better than your way.

8. GIVE CREDIT WHEN IT IS DUE - Everyone wants and needs recognition for a job well done.

9. PRAISE IN PUBLIC - and

10. CRITICIZE IN PRIVATE - Ridicule a man for his mistakes and he will tend to avoid situations which expose him to the possibility of making another mistake. Praise a man publicly and he will seek more responsibility.

11. MAKE NEW IDEAS WELCOME - Never disparage a man's brainchild, no matter how wild it seems, or he won't come to you when he has a good idea.

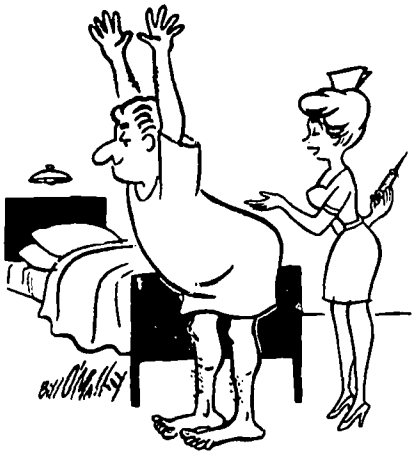

"That's just fine — now let's see if you can bend over and touch the floor."

TEN COMMANDMENTS OF HUMAN RELATIONS

1. Thou Shalt Love People ... Not Just Use Them. The greatest thing in the world is a person. The greatest thing about a person is his motive, and the greatest motive is love.

2. Thou Shalt Develop Understanding ... If every man's care were written on his brow, how many would our pity share who bear our envy now?

3. Thou Shalt Compliment More Than Criticize ... You had better cover your neighbor's faults with a cloak of charity. You may need a circus tent to cover your own!

4. Thou Shalt Not Get Angry ... If you are right, you don't need to. If you are wrong, you can't afford to.

5. Thou Shalt Not Argue... It's no use to win the argument and lose the people. Beware of the attitude which says:

   In matters controversial
   My attitude is fine
   I always see two points of view
   The one that's wrong, and mine.

6. Thou Shalt Be Kind ... You had better be kind to the people you meet on the way up, they are the same ones you meet on the way down.

7. Thou Shalt Have a Sense of Humor ... A sense of humor is to a man what springs are to a wagon -- it saves him a lot of jolts.

8. Thou Shalt Smile ... No man is ever fully dressed until he has a smile on his face-remember, "Laugh and the world laughs with you, weep and you weep alone."

9. Thou Shalt Practice What Thou Preachest... One example is worth one thousand arguments.

10. Thou Shalt Go To School To the Headmaster of the Universe. The Master of Men; the Secretary of Human Relations... namely Jesus Christ. He is the greatest leader of men the world has ever known...the personification of the ultimate in human relations!

BEATITUDES OF A LEADER

Blessed is the leader who has not sought the high places, but who has been drafted into service because of his ability and willingness to serve.

Blessed is the leader who knows where he is going, why he is going, and how to get there.

Blessed is the leader who knows no discouragement, who presents no alibi.

Blessed is the leader who knows how to lead without being dictorial; true leaders are humble.

Blessed is the leader who seeks for the best for those he serves.

Blessed is the leader who leads for the good of the most concerned, and not for the personal gratification of his own ideas.

Blessed is the leader who develops leaders while leading.

Blessed is the leader who marches with the group, interprets correctly the signs on the pathway that leads to success.

Blessed is the leader who has his head in the clouds but his feet on the ground.

Blessed is the leader who considers leadership an opportunity for service.

- Author unknown

* * * * * * *

THE MISTAKES OF MAN

The delusion that individual advancement is made by crushing others.

The tendancy to worry about things that cannot be changed or corrected.

Insisting that a thing is impossible because we cannot accomplish it.

Neglecting development and refinement of the mind and not acquiring the habit of reading and studying.

Refusing to set aside trivial preference.

HOW THE UNSUCCESSFUL STUDENT SEES HIMSELF

A person who doubts himself is like a
Man who would enlist in the ranks of
His enemies and bear arms against himself.
He makes his failure certain by himself being
The first person to be convinced of it.

Alexandre Dumas

WHAT THE TEACHER BELIEVES

No printed work nor spoken plea
Can teach young minds what men should be,
Not all the books on all the shelves
But what the teachers are themselves.

Anonymous

THE ART OF CHANGING YOURSELF

Wilferd A. Peterson

Man alone, of all the creatures of earth, can change his own pattern. Man alone is architect of his destiny.

William James declared that the greatest revolution in his generation was the discovery that human beings, by changing the inner attitudes of their minds, can change the outer aspects of their lives.

History and literature are full of examples of the miracle of inner change. Do you know the Persian story of the hunchback prince who became straight and tall by standing each day before a statue of himself made straight?

Change requires the substituting of new habits for old. You mold your character and future by your thoughts and acts.

Change can be advanced by associating with men with whom you can walk among the stars.

Change can be inspired by selecting your own spiritual ancestors from among the great of all ages. You can practice the kindliness of Lincoln, the devotion of Schweitzer, the vision of Franklin.

Change can be achieved by changing your environment, let go of lower things and reach for the higher. Surround yourself with the best in books, music, and art.

Change can be accomplished most of all through the power of prayer, because with God all things are possible.

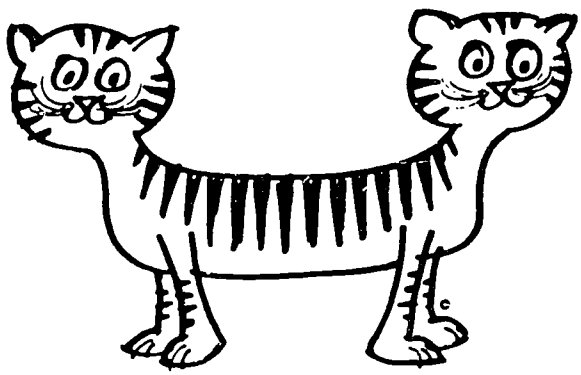

Eleanor Roosevelt:

"No one can make you feel inferior without your consent."

SERVICES OF THE STATE ASSOCIATION

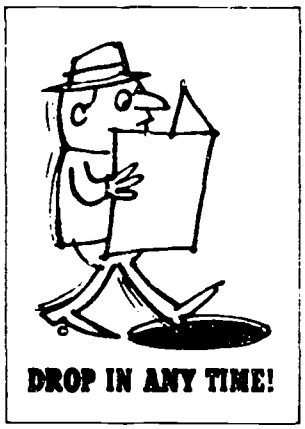

The existence of an organization is only justified if it serves to develop and train youth, and this is the purpose of the state association. Below are listed functions of the association:

1. Assist in the development of clubs and promoting of membership.

2. Promote unity, the development of youth, and of clubs through the promotion of communications, a program of activities, and conferences.
   A. Communication
      (1) Correspondence
      (2) Newsletters
      (3) Newspaper
      (4) Magazine
   B. Activities
      (1) Contests
      (2) Statewide Projects
      (3) State Program of Work
      (4) Exhibits
   C. Conferences
      (1) District
      (2) Regional
      (3) State
      (4) National

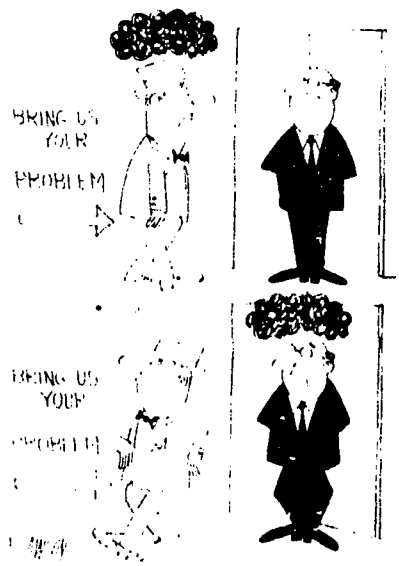

3. Publishing of Materials
   A. Handbook for Members
   B. Brochures for Public Relations
   C. Contest Rules

4. Administration of State Association
   A. Financing the Work of the State Association
      (1) Dues
      (2) Contributions
      (3) Fund Raising Projects
   B. Election of Executive Council
   C. Working with Advisory Council

5. Cooperating with National VICA
   A. Promote Nationwide Projects
   B. Promote National Unity
   C. Participate in National Activities
      (1) Conference
      (2) Contest
      (3) Work Committees
   D. Promote National Program of Work

ORGANIZATION AND MANAGEMENT

To insure a complete and informational program during the school year, step by step coordination and planning is a must. The following information is an expansion of the chapter management techniques found in the Ohio VICA Local Officers Handbook.

With appreciation we use the following plan from Charles Dygert, Ohio State Director.

Just what is chapter management? It is the implementation of the five basic functions of chapter operation: Planning - Organizing - Staffing - Directing - Evaluating. The use of these basic principles will not only help with the effectiveness of your program, but will assist in a more efficient chapter operation. These basic principles can be defined as ten steps commonly referred to as the "Basic Ten of Chapter Management".

I. A "Program Plan of the Year"

A month by month program must be developed and should contain activities reflecting ideas, opinions, and goals of the total membership. Sources for program planning: membership questionnaire, survey of school and community needs, previous project evaluations, State and National handbooks, other youth organizations.

II. A "Year's Planned Budget"

Activities require financing. With the outlined program developed for the year, a budget must be designed to accomplish these objectives. A committee, usually indicated as the finance committee (including the club treasurer), shall be directed to prepare the financial requirements of the club's programs, including all anticipated expenses and possible sources of income to cover these expenses.

Armed with the information, the finance committee can determine if the objectives are within financial reason or if they are over-ambitious and would require additional financing. In any case, the finance committee shall present their findings to the membership for their approval. If the activities are within the financial means of the club, then little resistance should be anticipated in its passage. However, should the objectives of the organization exceed the expected income of the organization, then adjustments must be made. The membership may ask the program planning committee, who proposed the year's activities, to reduce the scheduled programs in order to avoid further financial responsibility. On the other hand, the members may feel the planned program is well within the objectives of the club and direct the finance committee to seek the ways and means for additional financing to cover the programs. In any event, whether the program is cut or the budget is expanded, one or the other must be altered to retain a sound program with adequate financing.

III. Organizational Structure

The conduct of a local club activity is the responsibility of every member. Each individual within your organization must have a function to perform. A balanced structure of club responsibilities is important to equalize the work load and pinpoint responsibility. Individuals will then acquire a greater opportunity to utilize their own abilities, plan and execute their own activities, while developing and training themselves and others. An effective organization structure will also create an atmosphere to assist in the integration of personalities and make for improved human relationships.

The organization structure plays an important role in identifying responsibilities of the individual member. Therefore, it would seem important to either print copies of your orgnaization structure or create a poster size copy (or larger) to display in the club meeting room. Members are less apt to shirk responsibilities when members are aware of those assigned duties.

IV. Motivation

Motivation is the magic word of the educator. Without motivation, learning is hampered and many times extinguished. If learning is to occur, the student must be able to relate the knowledge to some individual need. To offer knowledge with a tag of "this is important to know" will not sell the learner. He must be able to visualize the information as being of some need to him, now or in the future. Youth activities very often spur interest to subject areas, such as: a student has a renewed interest in English so he may be able to better express himself in the club meetings or a member of the clubs publication committee sees a need for a greater vocabulary. Students using parliamentary rules in business sessions are better able to discern the operation of government in civics class. The club secretary may wish a course in typing to better prepare the minutes. Cooperating with community officials in a clean-up campaign may stimulate interest in studies of municipal government. The list is as exhaustive as the ideas contrived by the members to plan new activities. The utilization of the club activity as a motivational force must be considered an important function of the activity. While one cannot guarantee this reaction in all members, the very possibility of a positive motivational force in one or two members indicates its significance.

It is important for all members to clearly understand the organization, but equally important is the member's interest in taking an active role in the club's activities. Without this formula, the individual will, without a doubt, find difficulty in contributing to the organization and likewise, benefiting from his membership. The club advisor's role in providing the spark to encourage strong activity on the part of the individual member is an ability which could make or break an organization. In every situation the membership will adopt the enthusiasm of the leader, be it negative or positive. Therefore, the individual's enthusiasm is a direct reflection of the leader's ability to motivate.

The advisor must be ready to fan the simplest flicker of enthusiasm to keep the ambitions and ideas of the members burning. The prime quality of the advisor must be his positive approach for generating enthusiasm in others. The advisor, as an instrument of motivation, can never afford to dampen the enthusiasm of the club effort. To do so will create untold difficulties in ever rekindling any effort towards real participation in an activity. A positive approach may be a simple compliment or a long heart-to-heart talk; but in any case, it may be just the spark needed to cause an individual or an organization to surge ahead towards new accomplishments.

In today's educational setting, with a multitude of activities available for youth, the local VICA organization must offer appealing activities if it is to be effective in attracting young people to its program. It is important that the advisor analyze every facet of the chapter's activities from a member's viewpoint and interest level and not from his own.

Youth must be motivated, supervised, stimulated and informed. As an advisor or VICA officer, you should ask yourself these questions:

1. Is the job or task clearly outlined?

2. Do the individuals who have assigned tasks in the chapter have the skills necessary to carry out these assigned jobs?

3. Do the advisors and officers attend meetings regularly; and, does the advisor interfere in meeting functions or merely advise when necessary?

4. Is the advisor aware of all meeting and committee progress?

5. Is praise given those who carry out their tasks, and is criticism tactfully used when necessary?

6. Does the chapter operate with a list of objectives (calendar) to insure progress is up to par?

As the key motivator of the club activity, the advisor must be aware that his actions serve as examples for the members, therefore, he should set the best example possible.

SIX GOALS OF A MOTIVATIONAL LEADER

1. Show enthusiasm!

2. Strive for achievement!

3. Set examples by involving yourself beyond what is expected! (An 8 - 4 instructor creates and 8 - 4 student)

4. Share credit for success and recognition!

5. Share blame for failure, but offer suggestions for improvement!

6. Conduct your actions so that members may be proud of you!

V. Membership Recruitment

Active membership recruitment is an essential function of any club activity. Stimulation of a club effort can only be maintained through an on-going active member recruitment program. The one-shot method of creating interest in your activity will only attract motivated young people and deny entry to the individual who may wish to join as he sees others profiting from their membership. The activity must constantly have its doors open for membership to insure everyone the opportunity for participation in worthwhile activities and fulfill a need for personal growth. But don't expect a flood of applicants simple because you offer the opportunity for membership. Regular membership drives are essential.

Even though the membership drive has added spice and renewed loyalty to the existing members and new members to add to the rolls, the job is not done. A new member is not a member until he has completed certain requirements or membership. New members need to know they are wanted. Surprisingly enough, the most frequent reason for club drop-outs is because they don't feel wanted. The initial entry into an organization is extremely critical. The fledgling wants to learn and become an active member. Therefore, he needs guidance and assurance that he is needed in the organization. The new member needs a great deal of personal attention in his initial stages.

Here are some tips on handling prospective members:

1. Invite the student to a regular meeting as a guest.

2. Give him enough advance notice to assure no conflicts and personally take him to the meeting.

3. Introduce him to as many members as possible before the meeting starts.

4. Send parents introductory letter.

5. Formally introduce him during the meeting as a guest and prospective member.

6. The president should make all prospective members feel welcome and extend to them an invitation to join.

7. At the conclusion of the meeting all prospective members should be asked to meet with the membership chairman for a brief orientation.

   This first orientation should cover basic purposes, aims, and objectives. All pertinent local information as to dues, initiation fee, meeting times, etc., should be thoroughly explained.

8. The VICA member should bring the new member to the next several meetings to assure that he feels needed and wanted.

9. All new members' names should be put in the local publication and they should be promptly placed on the state and national mailing list.

10. The new member should be given constant personal attention until he can function on his own as a VICA member.

When the new member has accepted membership, he should be formally installed as a member. A formal installation indicates to the new member that he is becoming active in a worthwhile organization. If possible, the ceremony should be presented before the entire membership. Once the student is a true member of the organization, he must be given responsible duties to insure his retention as an active member.

To review the principles of a sound membership campaign designed for growth and development of the individual and organization, the following list of six functions are essential for successful membership growth.

(a) Establish an active membership program
(b) Contact all eligible students
(c) Give prospective members personal attention
(d) Have a formal installation
(e) Conduct an enthusiastic orientation program
(f) Give new members meaningful responsibilities

VI. Contribution of "other" individuals

Many individuals and organizations are eager to assist, when needed, to enhance the development of your local organization.

While the advisor may be adept in many areas of the club activity, he cannot be expected to be an expert in all areas of youth development and organizational management. He, therefore, should turn to the various agencies and civic groups for assistance. A two-fold benefit can be realized from such an arrangement: first, your organization benefits from these services offered by the various organizations; and secondly, the organizations become aware of your activity, understanding its goals and purposes, giving your club a valuable public relation tool. Additionally, these contacts may lead to future employment and educational opportunities.

WHERE WOULD A CLUB ADVISOR OR OFFICER LOOK FOR ASSISTANCE?

The school - within each school system there exists many capable individuals who would be eager to offer services to your program. The speech or english teacher could lend a hand in the instruction of public speaking, or give assistance to the publications committee in the preparation of your newsletter. A program of banquet etiquette could be presented by your home economics teacher. The development of a choral group or a drum and bugle unit could bring the band director or music teacher to give advice and counsel. When instructing in the areas of parliamentary procedure, the government or civic teacher could offer valuable assistance.

With the inclusion of your principal and superintendent in some of your functions, new understandings and relationships are nurtured, and in most cases strong administrative support for your club function results. It should be recognized that establishing a youth club demands school administration backing which tends to insure a worthwhile activity.

School administrators, who do not understand the purposes or motives of a club activity, should not be expected to automatically endorse such an effort. This is why it is so very significant to include school officials in the initial stages of organization and continue to use their organizational abilities throughout the year. Honoring the school administration and staff with certificates and membership status will also help to enlist their contributions for your club activity.

The community - each community has governmental units, church organizations, professional associations, and civic groups, which could be petitioned to give both moral and physical help in the establishment of wholesome youth activity. The mayor's office could be an excellent starting point to coordinate a city clean-up campaign or a club governmental awareness project. The various council members and mayor's assistants may be willing to assist as speakers for one of your programs. Again, honorary membership would be in order.

The city police and fire departments could coordinate: fire safety programs, poison control campaign, fire arm safety instruction before annual hunting season, a car safety lane operation, or any other event or program in which they could be of assistance.

The local church organization could assist in your club's annual needy family collection of Thanksgiving or Christmas. Likewise, their knowledge would be of value while attempting to bring to the school an awareness of world hunger and suffering. Also, the local minister or priest could be a direct aid in the identification of the duties of your club chaplain.

The various civic associations, with school administration approval, could directly assist your club with organizational and administrative problems within your chapter. Civic groups, such as the Lions, the Jaycees, Civitan International, Kiwanis, Optimist Club, and the Toastmasters and Toastmistress Clubs, all have youth development programs to directly assist with the leadership training of your club members and officers.

The success of your youth activity in providing a well-rounded program of activities and meaningful leadership development opportunities for the members will depend a great deal on the club leaders' effectiveness in utilizing the resources of school staff and community government, church and civic associations. If the activity is to broaden the base of a student's experience, it is mandatory that individuals, external to your club activity, are fully involved in the conduct and planning of the youth activity.

VII. Membership meetings

A good meeting is the core of a successful club activity. The meeting, as a leadership skill, helps to orient and assimulate new members, create greater enthusiasm, provide leadership training, and in general establish an atmosphere of group achievement. However, the meeting cannot accomplish these objectives unless considerable energies have been spent in the planning of the next gathering of the membership.

The meeting should be planned at least one week in advance of the date chosen to bring the members together. The meeting planners are generally the executive officers and advisor. This planning committee should structure the meeting to meet certain objectives. These objectives should include: necessary chapter business, progress of current club activities (committee reports), plans for future activities (new business), guidance to mold the membership into a functioning unit, provisions for leadership training, educational activity, (guest speaker or film) and provide fellowship.

Well planned, regularly held chapter meetings are necessary to maintain member interest, insuring regular attendance, and for promoting the general welfare of the group. An annual program should be planned in September by the planning committee. Each meeting should be part of the annual program, rather than just a gathering that is not part of the total program. Meetings are held to conduct chapter business. Never meet just for the sake of meeting; have a definite reason for holding each meeting.

Chapter activities are to help make school work of the members more interesting - not to take the place of school work. Regular night meetings should be held in addition to those held during the school day. Social and recreational activities should be included in several of the meetings.

Satisfactory chapter meetings must:

1. Be carefully planned in advance.

2. Be started and closed on time.

3. Move along with pep and enthusiasm so members will not become bored and time will not be wasted.

4. Proceed according to the agenda.

5. Have the business proceedings recorded by the club secretary.

6. Be conducted according to parliamentary procedures.

7. Be held in a well-lighted, ventilated comfortable meeting place.

8. Include well-prepared committee reports.

9. Show that each officer knows his duties and responsibilities.

10. Hold the interest and attention of all members.

VIII. Good Publications

A local publication (newsletter) is a necessary segment of an active communication and publication, easy to read, with information on current events concerning your activity. A committee, with a budget, should be established to put your local story in print.

The basics of a good publication include the following:

A. A format should be selected and retained for each publication. If your committee adopts an 8½ x 11 page with three columns, be sure each issue reflects this decision.

B. The selection of the individuals who will actually write the news is important. They must have an understanding of writing a news story to be able to make your publication an effective tool of public relation.

Your writing should observe the following pointers:

* Use short, easy-to-read sentences.

* Paragraphs should be short, too. A good rule of thumb is to have no more than four typewritten lines in each paragraph.

* Language should be simple, grammar correct.

* Check and double check every name, address and quotation for accuracy.

* Organization names should be written in full the first time mentioned; later you may abbreviate.

* Keep the story brief.

Pick out the most important or interesting part of your information. This will be your "lead". It is the opening paragraph of your story. It should be short and pack a punch. You want it to be so interesting that the reader or listener will feel that he's really going to miss something if he doesn't go on to the rest of the story.

The trend in lead-writing is toward one sentence. And a short sentence, at that.

* Facts should be accurate, not exaggerated.

When your story is written, check to make sure that all important information has been included. Re-check the accuracy of the story - accuracy cannot be emphasized enough. Ask yourself if enough names have been included to give the story a personal touch.

C. The publication should be printed at least once a month. If at all possible, time the printing so that the issue will be received by the members a few days prior to the next meeting. This will give the member an up-date on current events so he may be better informed for the meeting.

D. Economic restrictions may prohibit the publication of a professionally designed newsletter. But, every school has, at least, a spirit ditto machine which is very economical to operate. This type of reproduction can produce attractive copies. However, the design is up to your publications committee.

E. Adhere to news copy deadlines. The local newspaper will not hold a publication for a late news item and neither should your publications committee.

F. Encourage committee chairmen to prepare news releases concerning their activities. This is a must if they expect support and club interest and enthusiasm for their projects.

G. The distribution of your paper is important. To produce a publication that no one sees is a wasted effort. Be certain that your school and community is well supplied with copies. So they may be aware of your activities, local newspapers, will, many times, reprint one of your articles as a public service.

H. Have publications committee visit your local newspaper to learn how to present newsworthy stories for publication.

Here are some good tips in maintaining good press relations:

1. See the right person at the right time. Don't take up their time when they are close to deadline.

2. If the press asks you for information, get it to them quickly and without qualifications.

3. Don't be offended when the press checks your story. That's their job.

4. Be sure the story has news value and deserves press attention.

5. Contact the press personally whenever possible. Keep articles brief.

6. Furnish photographs when appropriate.

7. Don't expect to be shown an advanced copy of your story.

8. Use news conferences sparingly.

9. Be honest with media. Give them only the facts.

The local publication is a valuable link in the chain of public relations. If a community is knowledgeable of your activities (via your publication) and those activities are worthwhile, you can be sure of support in your efforts.

IX. Record Keeping

Members of a responsible organization will keep good records of their activities (income, expenses, successes, and failures) to direct and guide the next year's chairman. Analysis of both successful and unsuccessful activities will often provide information for success. Each activity must be recorded, using a standard reporting procedure adopted by the organization, to insure the continuance of productive programs.

Record keeping is everyone's responsibility. The club secretary and treasurer keep records because they realize that it is one of their functions as an officer. But how about the committee chairman? Is he keeping records of all committee meetings, including decisions reached and action taken? These records, if kept intact, establish a sequence of events that can be of valuable assistance to the new chairman. The new chairman can pull the records for that particular event, evaluate its success or failure, present the findings in a committee meeting, and take action which should insure a profitable activity. However, if proper records had not been retained, the whole committee would be working in the dark and searching for answers to assist them in their task.

The following points should be considered when evaluating and recording a possible project:

A. How much will it cost to run?

B. If it fails, how much could we lose?

C. What is the maximum possible profit?

D. What has been the previous success of this or similar projects?

E. Is the community ready for such an activity?

F. How many man hours of planning and work are required?

G. Will project conflict with other events in the community?

H. Are outside agencies needed to complete this project?

The records of meetings, committee actions, projects, income and expenditures, correspondence, and membership are all valuable materials to be retained by an organization. Without adequate records, organizational growth is stymied, for each administration will be searching for answers. The organization who evaluates and improves its programs through analysis of club records is paving the way for a successful and growing club activity.

X. Club Representation at State and National Meetings

Most organizations developed within the past ten years have expanded and developed regional, state and national structure. The individual club member must be aware that he is a member of an organization, national in scope, and thus has rights of representation in the deliberation of their conduct and decisions. While a strong local activity is important, likewise is the members attention to matters of the national organization. To ignore this responsibility and take an apathetic attitude will tend to restrict the development of the individual at the local level. Every member has a responsibility to be informed concerning new and changing policies of the various national organizations. (In this respect, the member is preparing himself for identical responsibilities after graduation - responsibilities of citizenship which require the same awareness of the operation of local, state and national government.) The right of representation must be exercised. If your club rates two voting delegates at a state or national meeting, be sure you have representatives there, informed and ready to debate the issues. Too often, criticisms are lodged against decisions in which a majority of the membership representatives were not present. Almost without exception, these criticisms are from the chapters that failed to have representatives at the policy-making sessions. An active, informed membership must be "involved" in all segments of the club activity, be it local, state or national, to insure their representation on matters which concern their club's function.

PERSONALITY SELF RATING SCALE

Circle the appropriate number following each trait. Five is outstanding, four is excellent or considerably above average, three is average, two is mediocre, and one is poor. Total your score below.

1.	Do I maintain a well-groomed appearance?	1 2 3 4 5
2.	Is my posture alert and poised?	1 2 3 4 5
3.	Do I have a pleasing voice?	1 2 3 4 5
4.	Is my disposition cheerful?	1 2 3 4 5
5.	Do I make friends easily?	1 2 3 4 5
6.	Do I exert a positive leadership?	1 2 3 4 5
7.	Am I generally thoughtful of the feelings of others?	1 2 3 4 5
8.	Is my enthusiasm sincere and contagious?	1 2 3 4 5
9.	Do I persevere until I achieve success?	1 2 3 4 5
10.	Am I sincere in my interest in other people?	1 2 3 4 5
11.	Am I ambitious to get ahead?	1 2 3 4 5
12.	Do I get along well with others?	1 2 3 4 5
13.	Do I react constructively to criticism?	1 2 3 4 5
14.	Do I remember names and faces?	1 2 3 4 5
15.	Am I punctual on all occasions?	1 2 3 4 5
16.	Do I have and evidence a spirit of cooperation?	1 2 3 4 5
17.	Am I free from prejudice?	1 2 3 4 5
18.	Do I know how people react in most situations?	1 2 3 4 5
19.	Do I refuse to allow what other people say to hurt me?	1 2 3 4 5
20.	Am I generally a good listener?	1 2 3 4 5
21.	Can I criticise without being offensive?	1 2 3 4 5
22.	Do I usually like people for what they are (or do I wait to see if they like me)?	1 2 3 4 5
23.	Do I enjoy being part of a group?	1 2 3 4 5
24.	Am I reliable?	1 2 3 4 5
25.	Can I adapt myself to all situations?	1 2 3 4 5

Total Score _____

And now to evaluate your scores -- If your score totaled over 100, your personality rating is definitely superior. And if you've been honest with yourself, you are among the people who are most likely to succeed. 90-100 is above average. 75-90 is average. 75-90 is average. Below 75 shows plenty of room for improvement.

MONTHLY EVALUATION

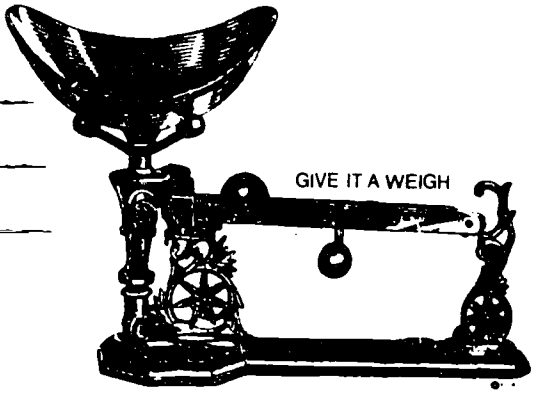

MONTH _____

ADVISOR _____

SCHOOL _____

TRADE AREA _____

Number of Students Enrolled ____

Number of VICA Members ____

Meeting Dates _____

How Many Members Were Present? _____

Was This Meeting Unit _____ All School _____

List the agenda for the meetings:

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

What committees were appointed or reported to the group:

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

What type activity was planned or carried out:

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

State briefly how this meeting carried out the yearly program of work. If more space is needed please use another page.

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GUIDE

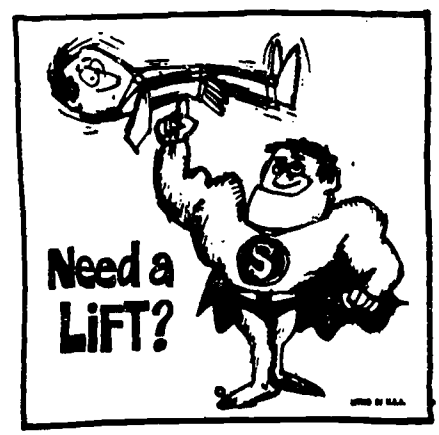

Symbolism of the Emblem

THE SHIELD REPRESENTS PATRIOTISM

The shield denotes belief in democracy, liberty and the American way of life.

THE TORCH REPRESENTS KNOWLEDGE

The flaming torch reflects the light of knowledge which dispels the darkness of ignorance. In the light of the torch, progress will be made toward the vocational goals of the individual.

THR ORBITAL CIRCLES REPRESENT TECHNOLOGY

The circles present the challenge of modern technology, and the training needed to accept and master the challenge of new technical frontiers and the need for continuous education.

THE GEAR REPRESENTS THE INDUSTRIAL SOCIETY

The gear, symbolic of the industrial society denotes the interdependence and cooperation of the individual working together with labor and management for the betterment of mankind.

THE HANDS REPRESENT YOUTH

The hands portray a search for knowledge and the desire to acquire a skill. In the process to attain knowledge and skill, the individual will develop a respect for the dignity of work and become a productive and responsible citizen.

THE COLORS REPRESENT OUR ORGANIZATION

Red and white represent the states and clubs; blue represents the common union of the states and clubs; and the gold represents the individual, the most important element of the Vocational Industrial Clubs of America.

THE PLEDGE

UPON MY HONOR, I Pledge

To prepare myself by diligent study and ardent practice to become a worker whose services will be recognized as honorable by my employer and fellow workers,

To base my expectations of reward upon the solid foundation of service,

To honor and respect my vocation in such a way as to bring repute to myself,

And further, to spare no effort in upholding the ideals of the Vocational Industrial Clubs of America.

MOTTO

Preparing for Leadership in the World of Work

VICA CREED

I Believe in the Dignity of Work

I hold that mankind has advanced to his present culture through the intelligent use of his hands and mind. I shall maintain a feeling of humbleness for the knowledge and skills that I receive from craftsmen, and I shall conduct myself with dignity in the work I do.

I Believe in the American Way of Life

I know our culture of today is the result of freedom of action and opportunities won by our American forefathers, and I will uphold their ideals.

I Believe in Education

I shall endeavor to make the best use of knowledge, skills, and experience that I learn in school in order that I may become a better workman in my chosen occupation and a better citizen in my community. To this end I will continue my learning both in and out of school.

I Believe in Fair Play

I shall through honesty and fair play respect the rights of my fellowman. I shall always conduct myself in the manner of the best craftsmen in my occupation, and treat those with whom I work as I would like to be treated.

I Believe Satisfaction is Achieved by Good Work

I feel that compensation and personal satisfaction received for my work and services will be in proportion to my creative and productive ability.

I Believe in High Moral and Spiritual Standards

I shall endeavor to conduct myself in such a manner as to set an example for my fellowman by living a wholesome life and by fulfilling my responsibilities as a citizen of my community.

GOALS AND PROGRAMS FOR YOUTH DEVELOPMENT

The Vocational Industrial Clubs of America serve the trade, technical and industrial students of America through development of their citizenship and leadership qualities. To do this, it has been necessary for VICA to establish goals and develop programs with consideration for the unique needs of youth living in an age where skill and motivation are essential to success.

VICA's programs are an outgrowth of its goals. Central to all of these programs is the concept of the total development of the individual.

Facing a dynamic future in trade, technical and industrial education, only dynamic and far-seeing programs can serve the many youth who must be served.

NATIONAL PROGRAM OF WORK

"The youth of VICA, if we will concert our efforts, can contribute significantly to the betterment of not only ourselves but also mankind."

A National Program of Work outlining specific areas in which VICA members might actively work, sets the pace for VICA nation-wide. An awareness of the needs of industrial youth, the objectives of vocational education and the universal value of industrial education are reflected in this National Program of Work. All of the VICA programs are in some way related to these six major goals:

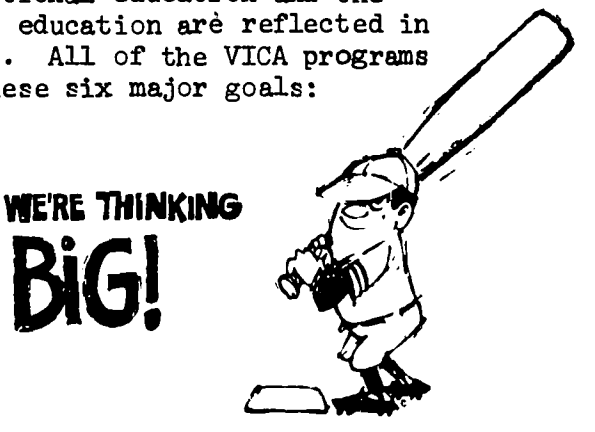

- PERSONAL GROWTH

  To assist each VICA member to start his own personal program of self-improvement by encouraging scholarship, citizenship and participation in VICA activities that will serve personal growth such as leadership conferences, home, school and community improvement activities.

- COMMUNITY UNDERSTANDING

  To promote and improve relations and understanding among all segments of our society; such as among fellow students, students and teachers, employees and employers, management and labor, school and community, and other nations.

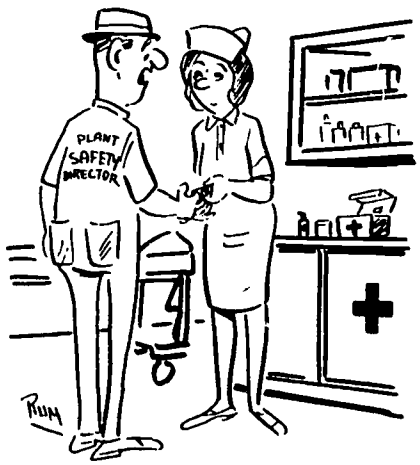

"I dropped a dime at the coffee machine and someone stepped on my finger."

- SAFETY

  To reduce the rate of accidents among youth by promoting safety in the shops, classrooms, on the job, and on the highways.

- TEACHER RECRUITMENT

  To make known the critical need for teachers and to encourage capable students to go into the field of industrial education.

- VOCATIONAL YOUTH COOPERATION

  To promote greater cooperation of the youth involved in areas of vocational education.

- GOOD PUBLIC RELATIONS

  To give the general public an awareness of the good work that youth engaged in industrial education are doing not only to better themselves, but also their community, state, nation and work.

GOALS OF THE ORGANIZATION

"These goals must be achieved if we are to meet the challenges facing VICA and trade, technical and industrial education."

To achieve potential membership and to continue to serve the development of industrial-technical youth, VICA's goals must include:

- Acceptance of VICA activities by the educator as an integral part of the instructional program
- Creation of programs that will motivate members in their training and club activities
- More and better leadership training programs

- Creation and expansion of leadership training conferences on local and state levels as well as national.
- Expanding competitive activities
- Additional publications for use by members and clubs
- Improvement of public relations at all levels through correspondence, publications, goodwill tours to industrial organizations, and the involvement of VICA in the mainstream of local school, civic and community activities.
- Improved financing of state organizations and of the National Organization
- The employment of a full-time person on the staff of each State Department of Education to carry out the duties of the State Association Advisor
- The establishment of a post-secondary division of VICA to accommodate students enrolled in other than high school training programs.

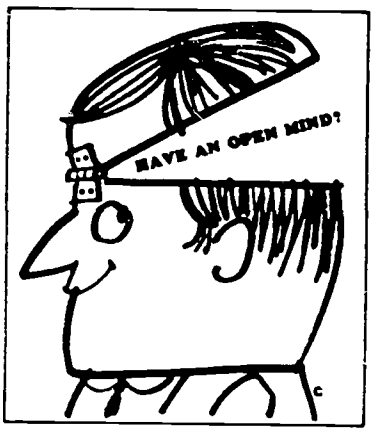

Duties of the Officers

Tips for Leaders

What is a Leader? Leadership is the ability in a well adjusted person to handle people, to inspire, or influence the actions of others to make decisions or move a group to action.

What are the Qualities of Leadership? A good leader must have certain qualities which can be learned by the average person if he works on them intelligently. These qualities are also highly desirable in everyday life.

1. A leader believes in and understands the principles of democracy.

2. A leader respects the rights and dignity of others. He realizes that every person can make worthy contributions.

3. A leader is willing to accept responsibility and do his part through work within the group.

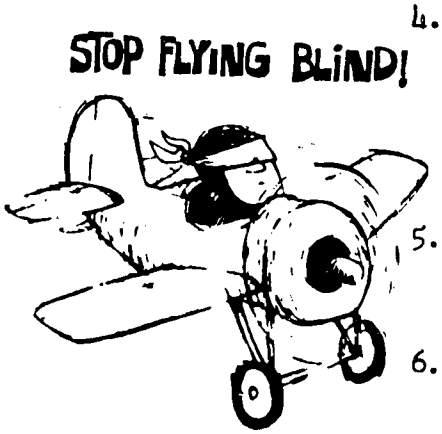

4. A leader is able to work and get along with people in a friendly and peaceful manner. He must be straight forward, agreeable, and industrious. The leader praises where praise is due, and he has sensitivity to the basic trends and moods of the group.

5. A leader is able to communicate his thoughts and feelings in a clear and understandable manner as well as verbalize the ideas of the group.

6. A leader is well informed on matters which concern the group. He arrives at a decision only after he has had an opportunity to secure and study pertinent information.

7. A leader is confident in himself, he possesses integrity and also shows trust for his fellow group members.

8. A leader is optimistic and enthusiastic; he believes that group action can overcome obstacles and solve problems. He works within the group with "zest" and enjoyment.

9. A leader is open-minded. He does not claim to have all the answers; he seeks the opinions of the group and accepts and supports them if they seem best for the group. However, he is willing to compromise on issues.

10. A leader has strength of conviction. He will "take a stand" and be counted, yet he can be convinced otherwise if evidence is presented that leads him to know he is in the wrong.

11. A leader will show initiative in getting the group started through sound and careful planning. He proceeds with the group discussion with knowledge rather than with reckless abandon.

12. A leader is public spirited, thus he will not help one individual achieve a selfish end. The leader will desire and work for those things that will benefit the group.

13. The leader will restrain his own desires for self-expression, but when he does express facts or offer possible solutions, he should never make a statement which may commit him to partisanship.

DEMONSTRATING LEADERSHIP

1. Be sure you know what you are talking about. You should make every effort to refrain from discussing topics which may be controversial.

2. Stay out of arguments. No one ever won an argument. You should avoid any discussions relating to government policies, political issues, racial situations, etc.

3. In making any kind of a presentation before a group, never start a sentence with "I think." Discuss some of your Chapter or State Association activities, some of the outstanding accomplishments by VICA members and other topics which you know will be of interest to those whom you are addressing.

4. It always pays to be a good listener but at the same time, be a good conversationalist. It has been said that the secret of success lies in the ability to get the other person's point of view and see things from his point of view as well as your own.

5. Always refer to fellow VICA members as "Trade and Industrial Education students or VICA members." If possible, it is always desirable to call fellow students by their first name.

6. When speaking with or about IMPORTANT or OLDER people, they are always referred to as "Mr.", "Mrs.", or "Miss."

7. When you are talking with other officers in public places, never be critical of anyone and avoid all "griping."

8. It is always fitting to find something good to say or talk about when discussing items or activities referring to Trade and Industrial Education or VICA. You should avoid the remark, "My Chapter does it this way, etc."

9. Make it a point to act interested, to be friendly and smile. The words "Sir," "Thank you" and "Pardon me" are never out of place.

PERSONAL GOALS, HABITS, DRESS, AND ETHICS
DESIRED IN LOCAL OFFICERS

1. He should be a good speaker -- able to adapt remarks to any situation.

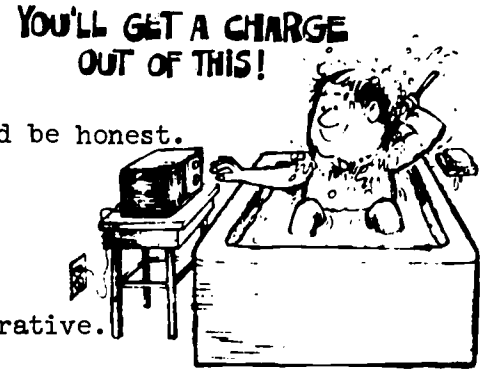

2. He should have a good personality.

3. He should have exceptional morals and be honest.

4. He should have good manners.

5. He should be reliable and punctual.

6. He should be a hard worker and cooperative.

7. He should have a good knowledge of Trade and Industrial Education and VICA.

8. He should have poise and be confident of himself.

9. He should be stimulating in everything he says and does.

10. He should be proud to be a VICA member and a Local Officer.

11. He should always dress to fit the occasion -- Personal neatness is a must.

12. He should wear his blazer with distinction.

13. a. Smoking while wearing the VICA Blazer is highly undesirable.

    b. The VICA Blazer should be kept in the best possible condition.

13. He should be humble, not a "glory grabber."

14. He should have a personal code of ethics.

15. He should conduct himself as a good Trade and Industrial Education student first and last, with VICA Blazer on or off.

16. He should know the proper method of meeting people.

17. He should know proper methods of correspondence.

18. He should be a good conversationalist.

19. He should be courteous. The words "Please" and "Thank You" pay dividends. Use them often.

20. He is careful of what he says and how he says it.

21. He does his level best at all times. He makes the most effective use of time and money.

22. He does not commit himself orally or in writing until he is sure he is right.

23. He is prompt in all appointments. He plans ahead - arrives a little ahead of schedule.

24. He makes a special effort to remember people's names. He keeps records of people he meets.

25. He uses good table etiquette at all times.

26. He avoids "smutty" or off-color jokes or stories.

REMEMBER -- the eyes of many people will be upon you. What you do and how you do it should leave a favorable impression. Watch your conduct, avoid anything that may be questioned.

QUALITIES OF LEADERSHIP AND CHARACTER

1. A leader believes in and understands democratic principles.

2. A leader respects the rights and dignity of all people.

3. A leader accepts responsibility.

4. A leader works well with others.

5. A leader is well informed before making decisions.

6. A leader is optimistic and enthusiastic.

7. A leader is confident in himself and trusts his brother members.

8. A leader is open minded but will take a stand based on knowledge and conviction.

9. A leader plans with his group.

10. A leader works for the benefit of the group.

Helpful Hints for Local Officers

1. As a local VICA Officer, you represent the only organization attracting youth to careers in Trade and Industrial Education.

2. Wherever you may go, people will be watching you. What you do and how you do it must leave a favorable impression. You must be mindful at all times that your conduct must never be questioned.

3. The words "please" and "thank you" are to be used often. You will find that they pay liberal dividends.

4. Be careful <u>what</u> you say and <u>how</u> you say it.

5. Always make the most effective use of your time and money. It is most important that you do your very best at all times.

6. <u>Never</u> commit yourself orally, or in writing, unless you are certain that you are right, or that you can keep the commitment.

7. If you have an appointment, plan to arrive <u>before</u> the appointed time.

8. If you must smoke, use good judgment in doing so. When you wear your VICA Blazer in public, you are not permitted to smoke.

9. Make a special effort to remember the names of people you meet. It might be helpful to keep a written record of these individuals for future reference, particularly, if you want to send them a "thank you" note. Always be sure you have their name spelled correctly.

10. Make it a point to know as much as you can about all the areas of vocational education in your state, particularly, some of the activities of the other vocational education youth organizations.

11. If you make a speech as a local officer during your term of office, here are some helpful suggestions:

    (a) Be sure to bring greetings from your local VICA Chapter

    (b) Express appreciation for being invited to participate in the activity

(c) Let the audience know you are aware of some of the outstanding activities the group is doing.

(d) Be sure to express appreciation for the efforts of the "VIPS" in promoting and assisting the group in its activities.

(e) Do not talk too long. A five-to-eight minute talk that is well planned in advance and presented effectively will serve the purpose. Remember that banquet programs particularly have a tendency to last too long.

(f) If you use jokes or stories in connection with your presentation, make certain that they offend no one.

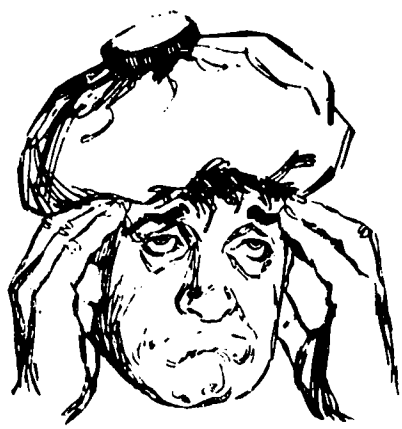

CHARACTERISTICS OF LEADERS

The Good Leader:	The Poor Leader:
Has faith in people and wants to work with them.	Takes the job for the "honor" that he can get out of it.
Has poise and confidence Speaks in a clear voice and enunciates words clearly.	Fails to understand what his example means to the other VICA members.
Carefully pre-plans his program so the meeting moves with dispatch.	Lets everything go until the last minute, then just hopes everything will work out.
Shows interest and alertness by his own attitude, mind, body and countenance.	Seems bored, is not alert, whispers to other members and appears disinterested.
Is democratic in dealing with VICA members.	Dominates, imposes opinions, and forces others to depend upon him.
Is fair and impartial -- doesn't take sides when he is presiding.	Shows what side he is on before getting the facts into the open.
Is patient, optimistic and gives credit for work done.	Is impatient, sarcastic, pessimistic, critical and takes the work of others for granted.
Is sensitive to the individual and recognizes individual differences.	Doesn't notice a loss of interest and fails to watch the group to detect boredom and weariness.
Acts as a helper, umpire and moderator so that all are encouraged to share in the work of VICA.	Cares about the business in general and does not consider individual differences.
Shows a sense of humor to relieve the tension of a serious meeting.	Has no humor in a meeting. The business is the most important thing, not the people.
Realizes that to serve VICA as a leader, his responsibility is to let others share responsibilities.	Takes advantage of his leadership position to show his importance.
Believes in the organization and has a sincere desire to serve it to the best of his abilities. Wants to be a team member.	Doesn't like the idea of giving anything extra to the organization; but does want to be the big voice.

SPEECH OUTLINE

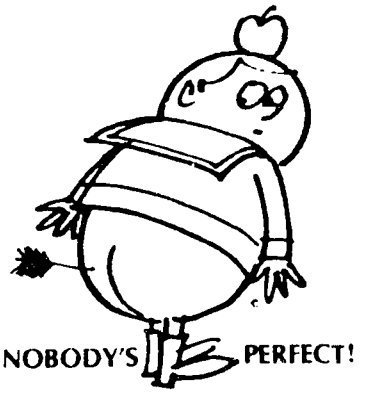

I. Introduction

A. Recognize Chairman
B. Recognize Visitors
C. Recognize Parents
D. etc.
1. Greetings from your VICA chapter or association
2. Thanks for invitation
3. Compliment group on some successful accomplishment
If another club:
(a) Recent project accomplished
(b) Conference participation
(c) 100% membership

If another organization
(a) For their cooperation with youth groups or other well-known activities of their organization

II. Main Topic of Speech

A. Suggested Topics
1. School Betterment Project
2. Civil Responsibility
3. Community Improvement
4. Future Plans through VICA
5. Personal Development through VICA
6. Major Activities of our VICA Chapter
7. What We Learn in Vocational Education
8. Opportunities and How my Program Prepares Me
9. Our VICA Creed and What It Means to Me
10. Youth Power is Important
11. The Challenge my Group Presents
12. Opportunities for Students in Vocational Education
13. The Eight Essentials of Chapter Operation
14. The Meaning of Leadership
15. What It Takes to be an Officer
16. What Are Good Guidelines for Money-Making Activities

III. Closing
Briefly review your topics. Thank the audience for their attention. Express appreciation again for their work and for allowing you to talk to the group.

THE PRESIDENT

The President is the key to the whole organization and must be selected for qualities of good leadership.

A good leader is one who can work with people and in turn get people to work with him for the good of the organization. He knows the work that has to be done and recognizes that it will take many people to do the job. He is able to judge impartially the interest and abilities of others and to determine where they can make the best contribution to the program. Furthermore, he delegates authority but never abnegates his own. He keeps himself informed at all times of the efforts and progress of those to whom he has given a responsibility and sees that the organization is moving forward.

The effective President is vitally interested in his organization and its purposes and constantly strives to acquire a better understanding of it. He knows how to delegate authority through the appointment of committees and chairmen. He understands the duties of each elected official and is aware of the quality of his performance.

The first duty of the President is to preside over all meetings. The manner in which this is done can make the difference between the success or failure of the organization and its meetings. Characteristics of good leadership are indicated when:

1. Meetings begin on time and proceed in the pattern established by the order of business.

2. The presiding officer shows a complete understanding of the matters under discussion and the possible effect of any recommendations on the organization.

3. The President fully understands his function as a presiding officer and never interjects his (or her) personal opinions or in any way dominates the situation.

4. Meetings are conducted by good parliamentary procedure and ample but not excessive time is allowed for discussion. A good President can bring the issue to a satisfactory conclusion when he sees the discussion is being monopolized by certain individuals or when the discussion is dragging because of insufficient response.

Order of business for a Local VICA Meeting

Opening Ceremony

(Roll call as part of ceremony - do not neglect to introduce guests at close of ceremony)

Minutes of previous meeting

Officer's Reports
(Treasurer will usually have his report ready at all meetings)

Unfinished or old business

Committee reports

New Business

Closing Ceremony

Other suggested leadership training activities

1. Demonstrations on parliamentary practice, dress, etc.
2. Discussion of any parts of officer qualification.
3. Prepare speech outline for future delivery.
4. Discussion of desirable and undesirable activities for a Local VICA President.
5. Others.

THE VICE-PRESIDENT

The Vice President is the first assistant to the President and should prepare himself for the office as carefully as the President. Generally, the chief responsibility of the Vice President is to preside at meetings and other functions in the absence of the President; therefore, he must be well informed of the issues and skilled in handling of the affairs of the organization.

However, the office of Vice President usually carries specific responsibilities for program planning. In most organizations this is a major task involving many skills and much hard work. Generally a committee is appointed to assist the Vice President in determining the program topics and personnel involved, securing speakers, arranging for adequate facilities, and developing the printed program. Work on the program should start early in the year and be completed as early as possible to provide an effective and successful year of activities.

The Vice President also assists the President by meeting with all committees, coordinating the program, and assuring that all activities are in keeping with general Club practices.

It is important to note that the Vice President must be prepared at any time to assume the office of President when necessary.

COMMITTEE REPORTS

The vice president of the chapter should arrange for sufficient number of committee report blanks for all committees for the entire year. Below is a recommended format to be reproduced.

Date _____

Report from _____ Committee

Committee Members: Present: _____

_____

_____ Absent: _____

Purpose of Meeting: _____

_____

_____

_____

(SAMPLE)

Action to be taken: _____

_____

_____

_____

_____

_____

_____

Comments: _____

Chairman

_____

Secretary

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

Secretary's Book

SUGGESTED DUTIES OF THE SECRETARY

A good secretary contributes much toward the efficiency of a club. Some clubs have one or more recording and corresponding secretaries while others have only one secretary who performs all the duties belonging to that office. Whether your club has one secretary or more than one, you may find the following list of suggested duties helpful.

1. Keep complete and accurate account of proceedings of the club's business meetings and the meetings of officers. Minutes of meetings should include:

   a. Name of organization
   b. Kind of meeting
   c. Place, date and time
   d. Name of presiding officer
   e. Approximate number present
   f. All business proceedings
   g. Reports of committees, motions stated and action taken
   h. Signature of secretary

2. Keep a membership list and record of attendance at meetings.

3. Serve as chairman of the membership committee.

4. Call meeting to order in absence of the president and vice-president and entertain a motion for a temporary chairman.

5. Read minutes of meetings and call president's attention to any unfinished business.

6. Count the vote on either side, when a vote is by raising hands or standing, unless tellers have been appointed.

7. Read correspondence directed to the group.

8. Answer all correspondence promptly and file the letter and the reply for future reference.

9. Collect and record reports of all committees and all written resolutions.

10. Advise the president on matters of business to be taken up or business procedures to be followed.

11. Include in the secretary's book the following:

    a. Minutes of meetings
    b. List of state and local officers
    c. List of local committees
    d. Local, state and national programs of work
    e. Local and state constitutions

SUGGESTIONS FOR RECORDING MINUTES

The following suggestions may be helpful to the secretary in recording minutes:

1. Use a uniform heading for reports. Such headings should include: Identification of the meeting; date; place; time (usually); members present (use number if group is large - use individual list if group is small).

2. Use underlined headings and a separate paragraph for each different item on the agenda.

3. Start a new page for the report of each meeting.

4. Allow margins on each page.

5. Use only one side of the paper.

6. Number each page.

7. Write minutes in third person.

8. In a meeting which tackles a problem or issue, state the problem, note the major points of agreement, and the conclusion. If you are not certain a conclusion was reached, ask.

9. Ask the group to check the accuracy of your record when you are in doubt about their opinion on a point.

10. Record items in the order they are discussed. Notes can be cut apart and organized under headings later.

11. Collect all committee reports and attach to minutes. It is not necessary to take notes on the reports -- only on acceptance, rejection or modifications.

12. Record the names of persons making motions. It is not necessary to record names of those seconding motions.

13. Get the motions in the words of those who made them. If necessary, ask that the motion be written out.

14. Tell how the motion was disposed of.

15. Keep the minutes as brief as possible, but include all essential information.

16. State facts, not the opinions of the secretary.

17. Read the minutes at the following meeting where necessary changes and corrections are made in order to secure approval.

18. Include the minutes in this book in the approved form, typed (preferably) or written in longhand. Sign. They then become a permanent club record.

STATE OFFICERS FOR THE YEAR ____ (SAMPLE)

Office	Name	Address

STATE ADVISER

Name	Address

CLUB OFFICERS FOR THE YEAR_____

Office	Name	Address

ADVISER

Name	Address

Parliamentarian

The Club Parliamentarian serves as a consultant to the President on procedural matters. An authority on parliamentary procedure is frequently needed and the Parliamentarian is the source of such information.

The Parliamentarian who is a credit to the Club must possess certain qualifications:

1. A working knowledge of parliamentary law

2. The ability to give opinions based upon parliamentary law and not upon biased opinion

3. The ability to be a person in whom others have confidence, since he may be called upon to settle controversial issues.

The Parliamentarian, as the President's consultant on parliamentary matters, must perform a variety of duties:

1. Serve as a source of parliamentary information, having no authority to enforce his ideas or rulings.

2. Call attention to any error in procedure which he observes.

3. Keep in his possession necessary references to check if a decision is questioned. These references should include:

   a. Robert's Rules of Order, Revised

   b. Official Guide for the Vocational Industrial Clubs of America

   c. National, State and Local Constitutions

Treasurer

The treasurer is the banker and custodian of the Club funds. The responsibilities of the office include billing for annual dues, sending out membership records, assisting in the making of the annual budget, paying all approved bills, maintaining accurate records, and preparing financial statements. An annual financial statement, audited by a committee appointed by the President, is submitted at the end of each fiscal year.

The Treasurer must have full knowledge of the regulations concerning the handling of the organization's finances as determined by the Constitution and/or By-laws. A knowledge of simple account keeping must be mastered and all records must be maintained accurately.

The most important qualities for success in this office are accuracy and dependability. Monies should be collected, recorded, and deposited promptly. Approved expenditures should be recorded and bills paid upon receipt. Confusion and inaccuracies most frequently occur when details are not promptly attended to.

Reporter

The Reporter's job is mainly one of publicity. Good publicity is important to any organization to inform and interest the public in the group and its program and purposes.

After obtaining the details about a meeting or program from the Vice-President and Program Committee, the Reporter prepares the necessary news releases and distributes them to the local press, radio, and television media. Don't forget school bulletin boards, and other places necessary to reach people interested in the meeting. Information vital to press releases is place, date, and time of meeting; subject of program; speakers; type of meeting, etc.

Above all, the Reporter must have a "nose" for news and a knowledge of how to work with news people. The medium Reporter that handles school news can give you tips for writing a good article, what makes a good news story, and how to prepare copy for his medium. There is no better training than to visit the offices of these news personnel to learn the tricks of the trade. Perhaps you could get them to visit your vocational classes and your Club to see what your objectives are as a Reporter. If your community has more than one newspaper or radio or television station, don't play favorites with your stories: you may alienate the others and your stories may not reach all of the population.

Additional duties of the Reporter, with the assistance of a committee appointed by the President, could also include collecting publicity to display at State and National meetings. Such exhibits provide an opportunity to share ideas and publicity techniques. This would include:

1. Planning the type of material wanted

2. Planning preparation and presentation of the material

3. Arranging for place of display

4. Setting up the exhibit and arranging for its return

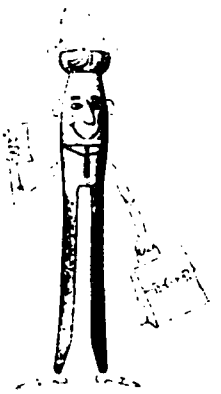

1. Gather and classify chapter news.

2. Prepare news notes and articles for publication or broadcast.

3. Contact local newspapers, provide with a cut or mat of the emblem and supply issues of the VICA "Advance" news.

4. Send news notes to State reporters.

5. File clippings and pictures of chapter activities and keep a chapter scrapbook.

6. Serve as chapter historian. Complete the chapter scrapbook.

7. Assist in maintaining a chapter bulletin board.

8. Supply material for reports.

9. Assist with planning and arranging chapter exhibits.

10. Arrange for VICA participation in local radio and/or TV programs.

REPORTING VICA NEWS THROUGH NEWSPAPERS

Most chapter reporters will find that newspapers are the best outlet for news. Practically everybody has a newspaper, whether it be daily or weekly. And, you will find that editors are happy to carry VICA news. Why? Most editors are vitally interested in local news, for next to advertising it's their "bread and butter."

Most editors realize the value of VICA training and are willing to give local chapters recognition.

There are, however, several factors that will help you get more stories printed.

Tips for Better Relations with Editors

1. Get acquainted with your editor. Visit him personally. Pick a time when he is not busy meeting deadlines. Explain your job to him. Let him know you want his help in reporting VICA news.

2. Set up a schedule. Select a regular time for sending in your stories. Usually, this depends on the paper's deadline date before going to press, especially if it's a weekly. Daily newspapers have more flexible schedules.

3. Include editors in your activities. If possible, invite them to assit on special committees for major events. Sometimes they won't be able to help, but you will never offend them by asking. Participating in your programs will make them feel less like a promotion agent for your chapter.

4. Treat all editors fairly in your area. If your town or area has more than one paper, see that all editors get the same chance at your news.

5. Prepare stories neatly. Editors receive an unbelievable amount of material during the week. The chances are that if they receive copy that's not neat and legible, they may toss it in the wastebasket. So here are some tips to help you land your stories in the paper:

   a. Type all copy.

   b. Double or triple space between lines. This gives the editor room to edit and make necessary changes.

   c. Leave at least one inch margin on every side of the page.

d. Write on only one side of a page.

e. Indicate continuation of a story by writing "more" at the bottom of the page.

f. Indicate the story's end by the figure "30".

6. Proof-read stories carefully. Errors are a bone of contention to every editor. Like everyone else, editors are busy people. They can't take time to check every story for accuracy. So, before turning in a story, ask yourself these questions:

   a. Is the story accurate?

   b. Is the story complete? Does it answer WHO, WHAT, WHY, WHEN, AND WHERE?

   c. Are all names and words spelled correctly?

   d. If figures are mentioned, are they correct?

PRINCIPLES OF GOOD NEWS WRITING

SHORT, SIMPLE, AND CLEAR. These three words are the key to good news writing. They should apply to every word, sentence, and paragraph you write.

Short Words

Long words with many syllables are difficult words. Short words are one key to fast, easy reading. They give your story punch.

After you write a story, go through it. Take a closer look at any long words you used. See if you can replace them with shorter, more concise words.

Here's an easy way to find out whether your writing contains words that make the story easy to read. Simply count the number of syllables in a 100 word sample. Rudolph Flesch worked out this technique.

The more syllables there are in a 100 word sample, the more difficult it is to read. This is a rough guide:

Easy reading ..... From 100 to 130 syllables per 100 words
Standard reading .... From 130 to 160 syllables per 100 words
Difficult reading ... Above 160 syllables per 100 words.

Although trite words are often short words, avoid using them. Trite words and expressions contribute to poor writing because the reader is bored with them. Probably one of the most trite words in the English language is very. In writing or speaking, we say that something is VERY long, VERY short, VERY hot, VERY nice, VERY good, VERY bad. The question one must always aks is "how very is very."

Quite is another trite word. Always remember that "quite is trite."

To give you a better idea of how difficult words can make reading, here is an example:

> "An important consideration in today's complex economy is the marketability of alternative crops . Safflower in particular, deserves advance arrangements, for it is produced entirely on contract."

O.K. Bet it takes you longer to figure out that one. In case you have trouble, here's what it says:

> "Be sure you can find a market for substitute crops. Safflower, for example, is grown only on contract. So plans for selling it must be worked out before planting."

Active Verbs

Active verbs improve the readability of a story. Try to use them whenever possible to give the story more punch. Here's an example that illustrates how substituting an active verb for a passive verb improves the sentence. (You'll also find more examples of passive verbs in this handbook.)

Passive: John Jones was asked by the chapter to serve as chairman.
Active: The chapter asked John Jones to serve as chairman.

Short Sentences

All of us learned in school that a sentence is simply a group of words that express a complete thought. A basic sentence contains a subject, a verb, and sometimes an object.

As children, we learned to write a simple sentence: "I see a dog." "He hit me." "I won't plow the back 40." A child's writing may be tiresome, but it communicates.

By adding words and phrases, we can make the thought of a simple sentence more refined and more exact. But we can also make the sentence more complex.

We become more complex when we attempt to express two or three thoughts.

EXAMPLE: If not more than two-thirds of the vocational trade and industrial education teachers ask for pay raises, and not more than one third ask to have their salaries doubled before the next biennium, some consideration will be given to increases for those whose salaries are below the minimum, assuming money is appropriated and if it isn't needed for something else.

There are a number of ways in which you can measure the complexity of a sentence. The easiest, according to Flesch, is to measure the length of the sentence by counting the number of words. In general, the shorter the sentence, the easier the reading.

In general, an average sentence length of about 17 words is right for newspaper stories.

It's easy to find the average sentence length. Just count the total number of words and divide by the number of sentences. In counting sentences, you can figure a colon or a semicolon the same as a period provided there is a complete sentence on each side of it.

It would be an obvious mistake, of course, to make all sentences the same length. Such writing is choppy, dull, and uninteresting. The good writer strives for variety. There is nothing wrong with an occasional long sentence, if it is properly constructed. The reading difficulty comes when all sentences are long and when many of them are improperly constructed.

SHORT PARAGRAPHS

The long winded speaker seems to talk for five minutes without taking a breath. The long winded writer writes for five minutes without indicating a paragraph.

The paragraph in a written message serves a number of valuable purposes. It is the means of organizing the parts of the message into a logical sequence of movement. It can indicate a change in pace or direction. Paragraphs are means of enumerating points in the message, even though numbers or letters are not used. Most important, perhaps, paragraphs give the message "breathing room." It's the writer's task to make reading easy for the reader. Paragraphs help him do that.

Unfortunately, there are no definite rules to follow in using paragraphs. But you may find these general guides helpful:

1. For almost any story, keep the first paragraph short--not more than one or two sentences.

2. Use a paragraph each time you indicate a new thought or a new piece of information.

3. Use paragraphs when you present a series of informational items, even though the items are related.

4. Use paragraphs to present information supporting the major message.

5. Use paragraphs when enumerating, regardless of whether you use enumerating symbols.

ERIC

BASIC NEWS STORY FORM

In many respects, writing or building a news story is like building a house. To do the job it is meant to do, the right parts must be in the right places.

It's the shell or basic structure of a house that holds it up. After you build a firm shell, you can add a colorful, interesting exterior. But, without the basic structure, the additional color and high class design won't do much good.

Writing a news story also calls for a basic structure or shell. If you look closely, you'll notice that nearly all good news stories give the most important facts first, tell more about these facts later in the story, and then bring in less important facts near the end.

This, in the broadest sense, is a definition of the basic structure or shell of a news story. More specifically, these basic parts are called (1) the lead (2) the body, and (3) -- a subdivision of the body -- additional information.

The News Story Lead

Most news stories, written as editors and readers like them best, tell the most important things first. It's the writer's job to determine the most important facts in the story and to put them in the first paragraph or two. The summary of important facts is called the story lead. The lead has two main objectives: To grab the reader's attention and to give the "Heart" of the story in summarized form.

The Body of a News Story

The body of a news story serves two main purposes: (1) to give the reader more information on facts presented in the lead and (2) to give additional information on points that were not important enough to be included in the lead. To write a good news story, use the lead as a guide for writing the rest of the story. It is logical that the most important fact in the lead is also the most important point in the body of the story. The least important fact in the lead is no more important to the body.

Additional Information

Additional information includes facts that are not included in either the lead or the body of the story. Usually, this information has little importance.

But, it is included in the story because it supports and further explains other information presented in the lead or the body. Additional information is, therefore, included at the end of the story.

Summary

In this section, we have discussed the organization of a news story--its lead, body, and additional information. When you sit down to write a news story, you'll find it easy to organize by simply reading the material and choosing the most important facts. Jot these facts down in order of their importance. These facts should appear in the same sequence in the story.

There's also another reason for putting the most important facts first. Newspaper editors often run short of space. When this happens, they begin shortening stories by chopping off the last paragraphs. If your most important facts are in the last few paragraphs, the readers might never see them.

This Registration Form must be postmarked by September 14

REGISTRATION FORM

OFFICERS' LEADERSHIP TRAINING CONFERENCE

School_____ Advisor_____

Location of Conference_____

Number of Members you are bringing to Conference:_____
(two maximum)

Number of Advisors and Chaperones accompanying: _____

TOTAL INDIVIDUALS ATTENDING: _____

Name	Office (or advisor)
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

ELECTION OF OFFICERS

The election and selection of VICA officers is probably the most important step you will take in the organization of your club. Through past experience, you have probably found that when electing officers in a strict nomination from the floor situation, you may end up with officers who are very popular, but who have no desire to work. With this in mind, the following method of filing for office is recommended:

_____ VICA
Officer Candidate File Form

To file for any VICA Office:

1. You must obtain this form and state your intentions to your advisor.

2. You must obtain on this form 10 signatures of dues-paying VICA members.

3. You must give a one-minute campaign speech at the designated time, prior to the election.

4. No VICA member may sign more than one petition per office. Example: Joe Doe may sign 8 petitions for 8 separate offices, but may not sign any 2 for the same office.

5. The officers to be elected are: *President, President-Elect, Secretary, Treasurer, Reporter, Parliamentarian, and *Historian.

*Optional

Petition

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

I hereby state that I intend to run for the office of

_____ and if elected, I will fulfill the duties

of that office to the best of my ability.

_____
Candidate's Signature

This form must be postmarked by March 15.

UTAH VICA
State Officer Nomination Petition

We hereby do declare that _____
School

intends to file for the offices of _____

and _____. The students running

for these offices are _____,

_____, _____,

and _____.

We understand the qualifications for these offices and do declare that the above members are qualified and will be present to give their campaign speech at the State Spring Leadership Conference.

_____
President

_____
Advisor

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HOW IT OPERATES

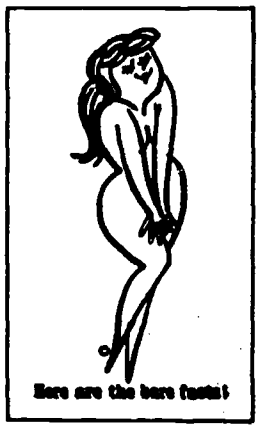

The national organization structure demonstrates the relationships of local, state and national organization. It is important that the member understands that the national association is made up of state associations and the state associations are state organizations of local VICA chapters.

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA
NATIONAL STRUCTURE

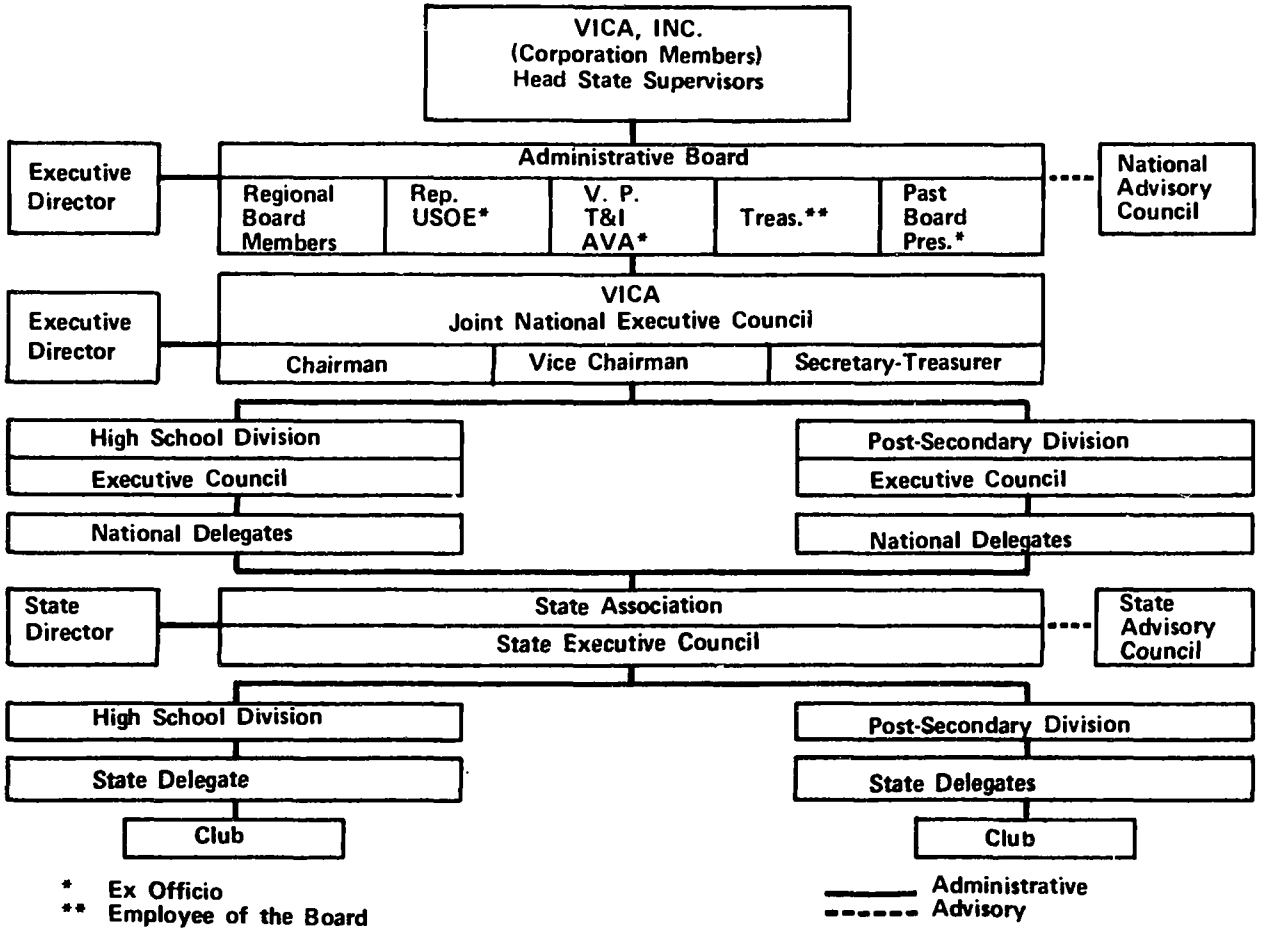

SUGGESTED VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

STATE STRUCTURE

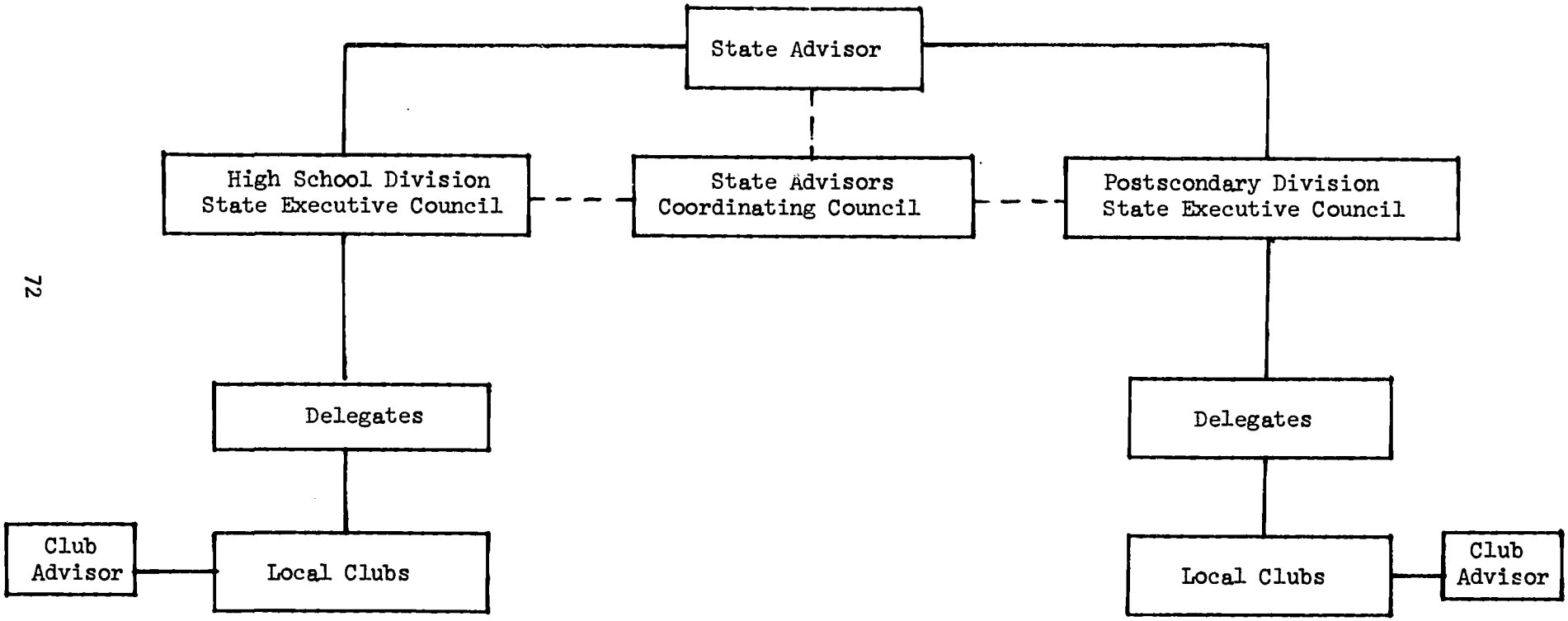

Suggested VICA Local Structure

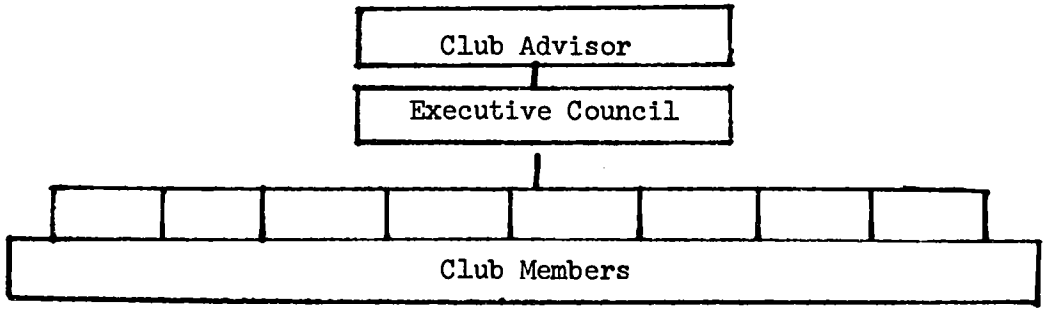

Suggested VICA Local Structure for Multi-Section Schools

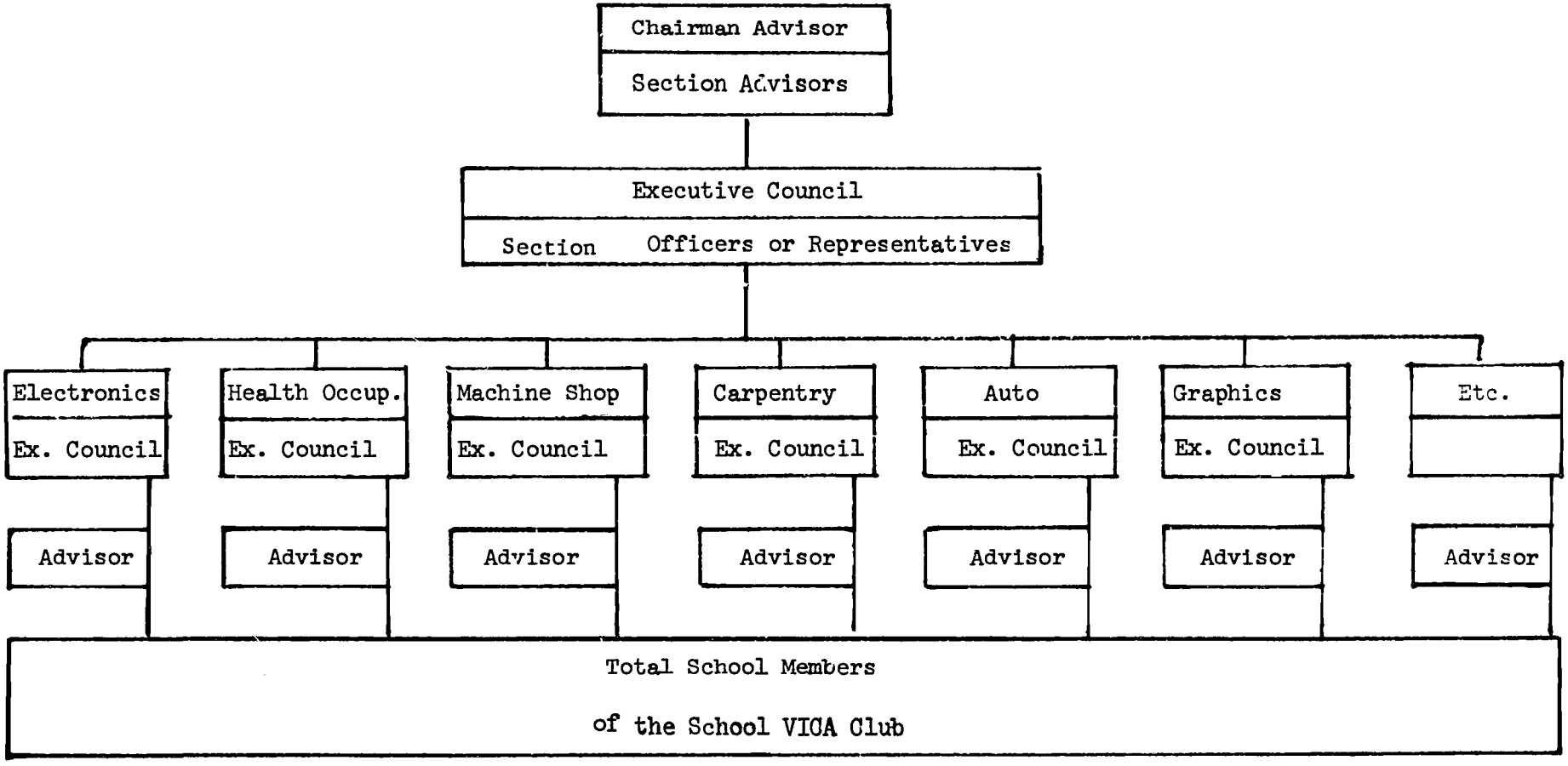

ested Organizational Chart
be on Display in School

Note: Additional committees may be added as needed.

VICA EXECUTIVE COUNCIL

President _____
Vice President _____
Secretary _____
Treasurer _____
Parliamentarian _____
Reporter _____

COMMITTEES

Section Leaders

- Metals
- Woods
- Electronics
- Graphics
- Commercial Art
- Automechanics
- Drafting
- Health Occupations
- _____
- _____

Field Trips

Fund Raising

Finance

Service Proj

Banquet

Specials

Structure Chart

Outstanding Club Contest

Homecoming

Parent Open House

Safety

The goal of this chart is to show every members name, on at least one line on the entire chart.

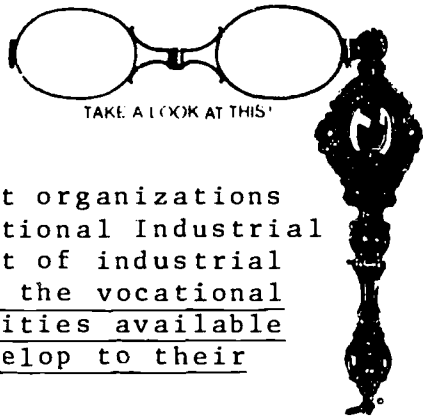

HOW TO FORM A CLUB

Educational, labor, and management organizations recognize the important role that Vocational Industrial Club activities play in the development of industrial students. It is the responsibility of the vocational industrial teacher to make these activities available to his students in order that they develop to their fullest potential.

Starting a new Club is not a difficult task if a plan is formulated in advance and the proper groundwork is done. Most important at the beginning is that the teacher, called a Club Advisor, be familiar with Club operation. He can secure information from his State Supervisor, Director of Industrial Education, or State Association Advisor.

Next, interest needs to be developed among the students. Most vocational students will not wish to organize VICA. They are not involved, and have a history of non-involvement and are fearful of leadership roles. The instructor needs to build confidence, sell the program and get them started for the first time! Once involved, almost all students having experienced the VICA program wish to continue the VICA activity! The Club Advisor should stimulate an interest among several key students and encourage them to become familiar with Club work and its operation. The interested students should form a "Committee to Organize VICA" and elect a Chairman to serve until a Club is underway and a President is elected. A meeting can now be planned and all potential members should be encouraged to attend. (Be sure to give the meeting plenty of advance publicity--announcements, bulletin boards, and so forth.)

At this first organized meeting, the Chairman should call the meeting to order, have those present introduce themselves, and proceed with the following steps:

1. Various students from the Organizing Committee give the following:

    a. History of VICA
    b. How it operates
    c. Purposes
    d. Presentation of Emblem, Creed, Pledge, and Motto and their significance
    e. Why join VICA
    f. Discussion of activities for the Club in the school

g. Discussion of the recreation and fellowship of Club work
h. Explanation of the relationship of VICA to vocational industrial education, stressing that VICA is a youth organization and that the teacher is an advisor only
i. Essentials of a good Club

2. Discuss State and National constitutions.

3. Discuss "Should We Organize?" and appoint a committee of students to prepare a report recommending that a Club should or should not be organized.

4. If the group decides to organize, the "Discussion of a Local Constitution" is in order. If the committee has done any work on this, it is presented for discussion. VICA provides a "Suggested Local Club Constitution."

5. If the group understands the proposed Club constitution, it may wish to vote on its ratification. If there are suggestions for change, the Chairman may wish to refer them to a constitutional committee for alteration. Referral would require that the meeting be adjourned until later.

6. Once the Club constitution is adopted, the Chairman calls for election of officers and leads the discussion of their duties and responsibilities. When chosen, the President-elect conducts the election of other officers named by the constitution.

7. The Petition for Charter is completed by the Secretary and signed by the President and Club Advisor. (This petition is obtained from your State headquarters.) The Petition for Charter, the membership roster and dues should be sent to your State Advisor, who will take care of arrangements for your National membership. The State Association will act on your petition and will notify your Club of its action.

8. Now that an organizational structure exists, the President should appoint certain committees so the Club can begin to function.

   a. Program of Work Committee (permanent). When the program of work is adopted, other committees should be appointed.
   b. Committee on series of programs for regular meetings (temporary or permanent).

c. Committee to assume the responsibility of carrying out each major activity as set up in the Program of Work (permanent).
d. Committees on special activities (temporary). These committees usually are appointed to carry out some special activity that the Executive Council decides should be undertaken during the year. After such committees have made a satisfactory report to the Club and the reports are adopted, the committees can be dissolved.

9. Plans should be made to secure the necessary equipment and materials for conducting meetings and carrying out activities. Certain materials are made available to Clubs by the National organization:

   a. Official Guide
   b. Club Certificate of Charter
   c. Membership cards for Active Associate, and Professional Members.
   d. Various VICA Supplies (see catalogue); i.e., gavels, jackets, blazers, emblems, banners, notebooks, pins, secretary-treasurer notebooks.

Sample letters are provided which may be copied and used to inform parents and students of their responsibilities to VICA.

TO THE STUDENT:

By the time you receive this, you have probably been invited, asked, coerced, demanded, begged, or told to join VICA. You have probably asked, either your advisor, fellow students, or yourself the question "What's in it for me?" You wouldn't be normal if you hadn't. So in this short letter, we will try to answer your question.

First: All this leadership, citizenship, and high sounding ideal jazz probably doesn't mean much to you now, and it may never, but it's there if you want it.

Second: As a T & I class, you come together for two or three hours a day, you do your work, goof off, or whatever, and then go your merry way. You may have two or three close friends in the class but that's about it. With VICA, you can be more of a unit, you have some goals and purposes outside the regular classroom. You may get together for a big dance, a real "blast", or you might put on a banquet for your employers or prospective employers and really impress them. And don't think for a minute that it won't impress them, because <u>it will</u>, and it might mean a good job for you later on.

Third: How do you feel about competition? Are you a competitor? Well maybe you don't play football or basketball, but how about bowling or drag racing or poker or snooker? Is it more fun by yourself or when you have someone you're trying to beat? That's kind of a silly question, isn't it?

In VICA, we have contests in several different trade areas and new ones are started every year. We also have contests in the "academics," such as Public Speaking, Job Interview, etc., and we hold these contests on the local, district, and state level. You ought to see the trophies those kids walked away with last year! For those of you who don't feel that you can compete as an individual, we have a contest for the whole club and although this entails a lot of work, the reward of being the Outstanding VICA Club in the state is certainly worth all the effort.

Fourth: There are a lot of other things you can do and be and participate in in your club so before you say "Aw, to heck with it" --Give it a try! You can only get out of it what you put into it, and you may be surprised!

TO THE PARENT:

By enrolling in a Trade and Industrial class at _____ School, your (son, daughter) has done more than just enroll in another class. (He, she) has actually embarked on a new way of life because of the many wonderful advantages available to (him, her) through this experience.

In connection with and intertwined with T & I, your (son, daughter) will be expected to join VICA, the Vocational Industrial Clubs of America.

VICA is the only youth organization available for young people enrolled in T & I, Technical, and Health Training courses, and it is designed to give the student that something "extra" which will help him to take his place more effectively in society.

In our VICA Club, we stress leadership through the election of and leadership by officers. We stress participation through social and business meetings and friendly competition by the means of skill and academic contests on the local, district, and state levels.

The cost to the student for participation in VICA is being kept at a minimum. The dues are set by the student leadership conference delegates at state and National levels plus whatever local dues are required for use by his own club. These dues may be wasted if your (son, daughter) does not take advantage of the club, but if (he, she) does, (he, she) can reap no end of benefits through active participation.

WHAT MEMBERSHIP DUES PROVIDE

I. NATIONAL

A. INDIVIDUAL

1. VICA magazine (one year subscription)
2. Membership cards

B. CLUBS

1. Established clubs

(a) Organizational VICA information packet (Sept. each year)
(b) Public Relations material *(explanatory note #1)
(c) New publications

2. Newly established clubs

(a) Organizational packets (all of VICA's information)
(b) Public Relations material *(explanatory note #1)
(c) New publications

3. Prospective clubs

(a) Promotional material (by request)
(b) Field service workshops by VICA staff member (when available)

C. OFFICERS, STAFF, AND OPERATING EXPENSES

1. National Officers (expenses paid)

(a) National Executive Council meetings
(b) National Officers Leadership Conference
(c) National Leadership Conference
(d) Representing VICA at other National meetings (if requested)

2. Staff Members (National Headquarters)

(a) Executive director - salary
(b) Director of Public Information - salary
(c) Editor - salary
(d) National Treasurer - salary
(e) Secretarial pool - salary
(f) Field service (workshops) - expenses

3. General Operation (National Headquarters)

(a) Office space, furniture, equipment
(b) Stationery, envelopes, postage
(c) Mailing VICA magazine, filling orders
(d) Publications, correspondence
(e) Resource material - clubs and state associations.

4. National Leadership Conference

(a) National contests
(b) Awards

D. SUPPORTIVE UNITS

1. Professional news letter (mailed to:)

(a) All professional members
(b) State supervisors
(c) Teacher trainers
(d) Interested business and labor organizations

2. Promotional material to other professional organizations (by request)

II. STATE

A. INDIVIDUAL

1. State news letter

B. CLUBS

1. Established Clubs

(a) State VICA handbook (includes contest rules)
(b) State VICA information and correspondence
(c) Visits by state officers
(d) President and parliamentarian invited to state leadership training (when available)

2. Newly established clubs

(a) State VICA handbook
(b) Charter and creed
(c) Visits by state officers
(d) President and parliamentarian invited to state leadership training (when available)

3. Prospective Clubs

(a) Help from state officers to organize
(b) Two students invited to state leadership training (when available)

C. OFFICERS AND OPERATING EXPENSES

1. State Officers

(a) State leadership training session - expenses
(b) State leadership conference - expenses
(c) Other expenses as determined by the executive council

2. General Operation

(a) Publications, correspondence
(b) Postage, special programs, etc.

3. State Leadership Conference

(a) Contests
(b) Awards

III. LOCAL

1. Dues provide services at the option of club.

2. It is suggested that some of the dues be used to purchase accessories for leadership contests. (official VICA scrapbook, notebooks, etc.)

* Explanatory Note #1

Public relations materials relating to national VICA, VICA week, National meetings, VICA program and activities include: spot announcements for radio and T.V., newspaper releases, public relation guides, etc.

Explanatory Note #2

Students & advisors alike should realize that the VICA program is not totally supported by dues alone. Contributions at the National and state level have been and are a significant factor in financing this opportunity for the youth of our Nation. Contributions to local clubs are sometimes necessary when the need arises, such as unusually high costs to attend National conventions, etc.

Secondary Dues

The dues for joining_____ VICA will be $_____ per year. This may be broken down as follows:

National Dues	$1.50
State Dues	$1.25
Club Dues (Club materials, refreshments for meetings, travel expenses, banquet, expenses)	$
	$

<u>Optional Expenses</u>

Pin	$ 1.00
Ring	10.00
Pen	.25
Pencil	.10
Blazers	25.00

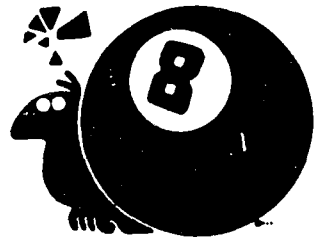

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PROGRAM OF WORK

ERIC

GOALS AND PROGRAMS FOR YOUTH DEVELOPMENT

The Vocational Industrial Clubs of America serve the trade, technical and industrial students of America through development of their citizenship and leadership qualities. To do this, it has been necessary for VICA to establish goals and develop programs with consideration for the unique needs of youth living in an age where skill and motivation are essential to success.

VICA's programs are an outgrowth of its goals. Central to all of these programs is the concept of the total development of the individual.

Facing a dynamic future in trade, technical and industrial education, only dynamic and far-seeing programs can serve the many youth who must be served.

NATIONAL PROGRAM OF WORK

"The youth of VICA, if we will concert our efforts, can contribute significantly to the betterment of not only ourselves but also mankind."

A National Program of Work outlining specific areas in which VICA members might actively work, sets the pace for VICA nationwide. An awareness of the needs of industrial youth, the objectives of vocational education and the universal value of industrial education are reflected in the National Program of Work. All of the VICA programs are in some way related to these six major goals:

*PERSONAL GROWTH

To assist each VICA member to start his own personal program of self-improvement by encouraging scholarship, citizenship and participation in VICA activities that will serve personal growth such as leadership conferences, home, school, and community improvement activities.

*COMMUNITY UNDERSTANDING

To promote and improve relations and understanding among all segments of our society; such as among fellow students, students and teachers, employees and employers, management and labor, school and community, and other nations.

*SAFETY

To reduce the rate of accidents among youth by promoting safety in the shops, classrooms, on the job, and on the highways.

*TEACHER RECRUITMENT

To make known the critical need for teachers and to encourage capable students to go into the field of industrial education.

*VOCATIONAL YOUTH COOPERATION

To promote greater cooperation of the youth involved in all areas of vocational education.

*GOOD PUBLIC RELATIONS

To give the general public an awareness of the good work that youth engaged in industrial education are doing not only to better themselves, but also their community, state, nation, and world.

The Utah Association of VICA fully adopts and is striving to adhere to the National Program of Work goals. The officers and advisors of Utah VICA strongly urge all to be completely familiar with the six major goals of the Program of Work.

THE STABILIZER

SUGGESTED CALENDAR OF WORK

C A L E N D A R

In order to accomplish the goals and purposes, the following calendar is suggested:

MAY

Selection & Election of President Elect
Social
Report of State Conference

JUNE

President Elect & Advisor attend National Leadership Conference

AUGUST

Planning session with President Elect and Advisor for opening week of school
Exhibit at County Fair

SEPTEMBER

1st week - General meeting of all industrial, technical and health education students - sell VICA
2nd week - Membership Drive - Attend State Leadership Conference
3rd week - Election of Officers - Organizational Meeting - Plan Homecoming

Exhibit at UEA
Exhibit at State Fair
Picture and News Coverage
Start of Scrap Book
Plan Program of Work

OCTOBER

VICA Dues Sent to State October 1
Weekly Planning Meetings with Officers
Community Service Project
Field Trip
Homecoming Float
Dinner Meeting/Speaker and Former Members

NOVEMBER

National Officers Leadership Convention
Sub-for-Santa and Community Service Project
Needy Family at Thanksgiving
News Coverage

DECEMBER

Fund Raising and Social
Sub for Santa
School Project
Music Over P. A.
Bulletin Board

JANUARY

Business Meeting
Dinner Meeting/Speaker

FEBRUARY

Employees - Employers Banquet
Parents Open House
Field Trip
News Coverage

MARCH

Planning for Local and State Convention
National VICA Week
Attend Job Fair

APRIL

Local Convention and State Convention

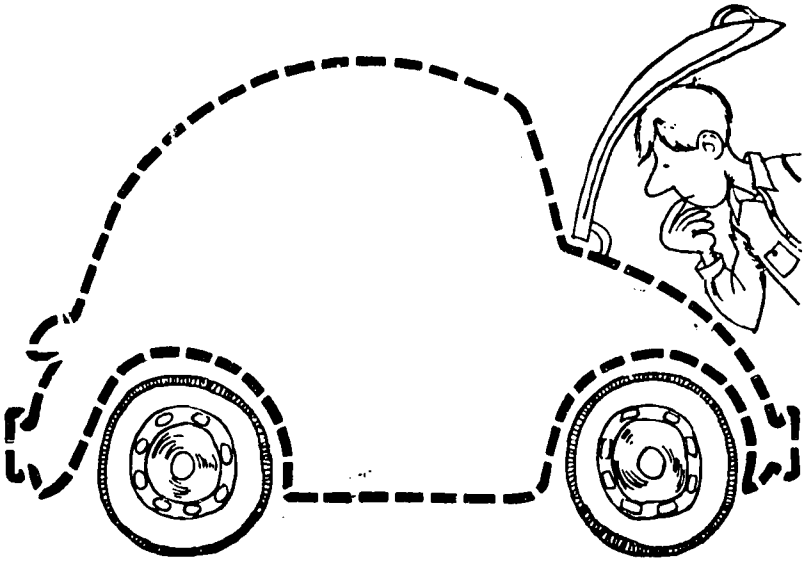

MONTH: August YEAR: 1973

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
			VICA INSTRUCTORS WORKSHOP LOGAN, UTAH			
19	20	21	22	23	24	25
26	27	28	29	30	31	

TH: September YEAR: 1973

nday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10 STATE OFFICER'S MEETING VIEWMONT - 3:30	11	12	13 U T A H	14 S T A T E	15 F A I R
16	17 S T A T E F A I R V I C A M	18 E M B E R S H I P	19 D R I V E	20 LEADERSHIP CONF. BYU	21	22
23	24	25	26	27	28	29
30						

MONTH: October YEAR: 1973

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5 DUES TO STATE DIRECTOR FOR 1ST CHARTER	6
7	8 NATIONAL AND STATE LEADERSHIP CONF. U E A WASHINGTON, D.C.	9	10	11 NO SCHOOL	12	13
14	15 STATE OFFICERS MEETING VIEWMONT - 3:30	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOTE: PLEASE NOTIFY STATE PRESIDENT OF LOCAL CLUB MEETINGS SO STATE OFFICERS CAN ATTEND

MONTH: November YEAR: 1973

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3 STATE AND LOCAL OFFICERS TRAINING CONF. UTC - SL
4	5 STATE OFFICERS MEETING VIEWMONT - 3:30	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22 N O THANKSGIVING	23 S C H O O L	24
25	26	27	28	29	30	

MONTH: December YEAR: 1973

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 A. V. A. CONVENTION ATLANTA, GEORGIA	4	5	6	7	8
9	10 STATE OFFICERS MEETING VIEWMONT - 3:30	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25 CHRISTMAS	26	27	28	29
30	31					

MONTH: January YEAR: 1974

day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14 STATE OFFICERS MEETING- VIEWMONT - 3:30	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

MONTH: February YEAR: 1974

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7 STATE OFFICERS & LOCAL CLUB PRESIDENTS SPRING CONF. ORIENTATION. DINNER - CHUCK-A-RAMA	8	9
10	11 STATE OFFICERS MEERING VIEWMONT - 3:30	12 NATIONAL VOCATIONAL ED. & NATIONAL VICA WEEK	13	14	15 DEADLINE FOR MEMBERSHIP TO STATE DIRECTOR	16
17	18	19	20	21	22	23
24	25	26	27	28		

MONTH: March YEAR: 1974

day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 DEADLINE FOR PRE-STATE CONF. AND CONTEST REG.	2
3	4	5	6	7	8	9
10	11 STATE OFFICERS MEETING VIEWMONT - 3:30	12	13	14	15 DEADLINE FOR ALL OFFICER NOMINATIONS QUEEN, NAT., & STATE	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

MONTH: April YEAR: 1974

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8 STATE OFFICERS MEETING VIEWMONT - 3:30	9	10	11	12 DEADLINE FOR FINAL CONFERENCE & CONTEST REG.	13
14	15	16	17	18	19	20
21	22	23	24	25 UTAH VICA LEADERSHIP CONFERENCE-BYU	26	27
28	29	30				

MONTH: May YEAR: 1974

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9 ADVISORS MEETING TO TURN IN MONEY AND ALL FORMS FOR NAT.	10	11
12	13 STATE OFFICERS MEETING VIEWMONT - 3:30	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

MONTH: June YEAR: 1974

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 MEETING FOR ALL PARTICIPANTS GOING TO NATIONAL CONFERENCE	4	5	6	7	8
9	10 NATIONAL VICA LEADERSHIP CONF.	11 SAN ANTONIO, TEXAS	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

SUGGESTED ACTIVITIES

Below are listed suggested activties for the local club:

Professional

- Regular club meetings
- Active member participation
- News articles in local papers
- Club Newsletter
- Presentation of Honorary Life Membership
- Club Handbook
- Properly equipped meeting room
- Folow-up of former members
- VICA Workshops
- Use of official Ceremonies
- VICA membership drive
- Assembly programs
- Radio and TV programs

Educational

- Visits to industrial establishments
- Visits to labor union halls
- Guest speakers
- Study of Parliamentary Procedure
- Open forums
- Visits to other clubs
- Establishment of Occupational Library
- State Leadership Conference attendance
- National Leadership Conference attendance
- "Career in Industry" program
- Educational exhibits
- Visits to State Legislature

Civic

- Safety campaigns
- Clean-up, paint-up project
- Needy family project
- "Good Citizenship" project
- "Get-Out-the Vote" project
- Faculty recognition
- Ushering at various events
- Community fund drives
- Assisting other school groups in activities
- School or Campus improvement

Social

- Parents' Banquet
- Employer-Employee Banquet
- Picnic
- Dance
- Hayride
- Athletic activities
- Skating party
- Scavenger hunt
- Talent Night
- Faculty Fete
- Entertainment of future members

NATIONAL VICA WEEK

"National VICA Week puts the spotlight on the importance of trade, technical and industrial education to the young person and to his community."

An annual National VICA Week gives VICA members the opportunity to highlight the purposes of the organization and the contributions being made by VICA youth to their school, community and nation.

It is also an opportunity to:

* Interest the community in trade, technical and industrial education

* Attract students to technical training early in their high school careers

* Involve parents and community leaders in the activities of industrial youth

* Emphasize aspects of the VICA program such as Civic Consciousness and Democracy by tying them into the Week's activities

* Create among VICA members a sense of unity and purpose as they work together to carry out special VICA Week programs and activities

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APPENDIX

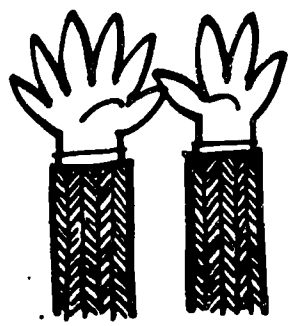

ERIC

THE VICA CLUB AS A PART OF TRADE AND INDUSTRIAL EDUCATION

The VICA Club Activity is an integral part of the Trade and Industrial Education Program. Because of this relationship, the functional role of the activity should benefit student development as follows:

* The main purpose of a student's participation in VICA activities is personal development, and is accomplished in student-initiated civic, educational, and social activities supervised by a Trade and Industrial Education teacher and administered by public school officials.

* The VICA activities also foster a respect for the dignity of work, promote high standards in trade ethics, workmanship, scholarship and safety, and develop patriotism by practicing democracy.

* VICA Clubs give the student the opportunity to develop his fullest potential in citizenship, leadership, and character.

The VICA Club Activity is designed for youth and young adults who are enrolled full time in a Trade and Industrial or Preparatory Vocational Program as learners and who are interested in a personal development program to increase their leadership and citizenship abilities.

ERIC
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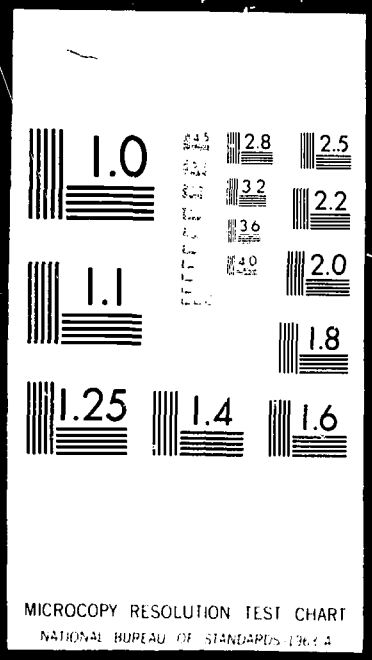
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS 1963 A

DESIRED OUTCOMES

The desired outcomes of a sound VICA activity within a Trade and Industrial Program are:

1. To unite in a common bond all students enrolled in industrial education.

2. To develop leadership abilities through participation in educational, industrial, civic, recreational, and social activities.

3. To foster a deep respect for the DIGNITY OF WORK.

4. To assist students in establishing realistic vocational goals.

5. To help students attain a purposeful life.

6. To create enthusiasm for learning.

7. To promote high standards in trade ethics, workmanship, scholarship, and safety.

8. To identify and assist those students interested in becoming future teachers.

9. To develop the ability of students to plan together, organize, and carry out worthy activities and projects through the use of the democratic process.

MEMBERSHIP CLASSIFICATIONS

The following membership classifications (as defined in the UTAH VICA constitution) represent the membership structure of the UTAH VICA Youth Activity.

ACTIVE - Any student enrolled in a regular Trade and Industrial or Preparatory Vocational course or an industrial cooperative training course.

ALUMNI - A former active member of a VICA Chapter.

HONORARY - Persons outside the public schools who have exhibited a sustained interest in vocational education.

PROFESSIONAL - Individuals, engaged in the field of education, who are associated with, or participating in, the professional development of VICA.

DUTIES OF THE LOCAL ADVISOR OF A VICA PROGRAM

The duties of the local advisor encompasses those competencies necessary to be able to function as an effective youth leader.

A. GENERAL

The advisors of local clubs are a select group of people who demonstrate their sincere interest in the education and social development of youth. They demonstrate this interest through their willingness to sponsor an activity that makes calls upon their time beyond the regular school day. It is the teacher who goes beyond the duties of the classroom who makes the greatest contribution to the total development of youth and becomes an effective advisor.

The rewards of being a VICA club advisor are many and are realized only by those who enjoy working with young people. The rewards are those of seeing a group of young people work together for the good of their trade program, school and community, and of helping them to participate in activities that will give them leadership, citizenship, and social experiences to supplement the skill training offered through the in-school Trade and Industrial Education Program. The local advisor will come in contact with people in club work throughout the state through the state-wide meetings.

The local advisor for a VICA club accepts the responsibility for assisting the students to organize a club program that will be of value to the students, the Trade and Industrial Education Program, the school and the state and national VICA organization. The responsibilities of a local advisor will depend upon the ability of the students to plan and conduct their own program. It should be the goal of all local clubs to develop the ability of its members to plan their own program and to conduct, successfully, the activities planned. A local advisor must recognize that the membership of clubs vary in ability of self-direction. The advisor must determine the ability and interest of the membership for self-direction and plan accordingly. A group that is not ready for self-direction must be given assistance in activities that will enable the students to gradually assume greater responsibility. The major values of the VICA program are not realized if the advisor must continue to plan and direct the program of activities.

B. ADMINISTRATIVE OR COORDINATION FUNCTION

To administor and coordinate the VICA program, the advisor should:

1. be prepared to advise and inform the members on club activities.

2. have a thorough knowledge of the constitutional documents at state and national levels and how they relate to each other.

3. have addresses of state office personnel, national club officials, state association officials, and regional club officials.

4. know the location of local clubs throughout the state.

5. know what materials and forms are required and available from the state and national office and how they can be obtained.

6. make certain that members pay their dues to the national and state associations and be aware that they have a right to know how such dues are used and what services are provided. This builds respect and a desire to belong and be active in the support of the organization.

7. encourage club members to make definite suggestions for local club work, state and national conference and convention programs. Appoint a committee to suggest ideas for club publicity, radio and TV programs, scrapbooks, activity books, club programs, and club activities. (Many more may be added as there is a need for them and so they will be used.)

8. initiate a newspaper. Encourage each club to give news items to the club editor. Suggest kinds of information to prepare.

9. keep the local clubs advised as to actions taken and changes made by the Executive Council, State Association, and National Organization. These reports should be sufficiently inclusive to keep the clubs in complete understanding of these actions.

10. be certain state and national handbooks are available to club members. These articles contain constitutions, histories, contest areas and other information needed for the operation of the local club.

11. have readily available for each meeting a copy of Robert's Rules of Order.

12. make sure students are fully aware of the reason for vocational education programs and the need for skilled technicians and tradesmen.

13. make the students aware of the need for leadership skills and that they should be knowledgeable of their part in the society upon graduation.

C. SUPERVISORY FUNCTION

To properly supervise the VICA club, the advisor must:

1. assume the initiative for getting a local VICA Chapter established in the school by:

   a. obtaining all information from the state advisor as to the procedure to follow in organizing a chapter.

   b. talking with leaders of vocational education concerning the benefits of organizing a chapter.

   c. arranging for the students to attend meetings of nearby chapters.

   d. visiting or corresponding with others who have had success in the organization and operation of their chapter.

   e. inviting students from other chapters to meet with his students to discuss the benefits of having their own chapter.

2. develop leadership by:

   a. providing training for each officer in his respective office.

   b. developing a program of activities which will bring out the qualities of leadership needed for <u>all</u> members.

   c. providing all members with correct parliamentary procedures and the experience needed to conduct a meeting.

   d. providing members with the knowledge necessary to make a wise choice of officers.

   e. providing opportunity for attendance at regional, state, and national meetings.

3. promote knowledge of the VICA Constitutions and By-Laws by:

   a. informing the members that VICA is their organization.

   b. obtaining copies of the state and national constitutions and discussing them with the students.

   c. studying and discussing the history of VICA.

   d. providing local school administrators and faculty with information concerning VICA.

4. assist in development of a program of worthwhile activities by:

   a. arranging for the local chapter to develop a program which will be acceptable to the members, school, and community.

   b. assisting the students in preparing for participation in regional, state, and national programs and contests.

   c. helping local officers set up committee work and suggest ways to accomplish goals of the committee assignments.

   d. advising chapter on maintaining a balanced program of activities.

   e. assisting in the development of a comprehensive organizational structure with an organization chart.

   f. seeing that all members are involved in some area of activity.

   g. assisting the members in evaluations of their activities.

   h. making certain the program of projected activities is adequately financed through approved fund raising activities and that all chapter funds are properly protected.

   i. assisting the students in developing a calendar of events for the entire year. This should be developed early in the year, but should not be so rigid that it cannot be changed to meet the needs of the membership.

   j. making certain that chapter records are properly kept.

   k. seeing that all chapter equipment is secured and available for chapter meetings.

   l. arranging regular and special meetings during school periods, after school, or evenings. Committee work or meetings may be accomplished during lunch hour. See that meetings are conducted in a businesslike manner.

   m. assisting officers in making arrangements for all eligible members to attend leadership training sessions or conferences.

   n. assisting program chairman, speaker and entertainment committees in choosing activities for club programs.

5. keep school authorities and the public in touch with chapter operation by:

   a. establishing good working relationship with school officials. A list of activities planned, how they will be conducted, what students will participate, and how the club will be financed should be made available to the school administrators.

   b. informing local news media and industrial personnel of club activities

   c. encouraging students to plan and conduct assembly programs which will familiarize non-member students with local chapter activities.

6. develop potential officers and leaders by:

   a. explaining the desirable character traits expected of officers and assisting students in their preparation for offices.

   b. reviewing national, state, and regional activities which develop leadership.

   c. encouraging students in planning their careers, with emphasis on advancement through knowledge of the democratic process, both in school and after graduation.

   d. encouraging students to develop some systematic means of savings.

   e. encouraging all students to further their knowledge and skills through training on the job and in local technical facilities after graduation.

   f. promoting a local awards program for students who have done outstanding work in the VICA chapter, and give them recognition, both at school and in the community.

GUIDELINES FOR VICA CHAPTER ADVISORS IN PLANNING SUCCESSFUL CLUB ACTIVITIES

1. Activities should:

   a. contribute to teaching objectives.

   b. be directed toward organizational goals.

   c. serve as a means of public relations.

   d. reflect the thinking of the total group.

   e. involve all members.

2. Chapter advisor should act only in an advisory capacity.

3. Activities require time to be developed and carried out and should not be done without preparation.

4. An adequate instructional program and chapter success are inseparable.

5. Committee work must contribute to the overall activity program.

6. Chapter success is dependent upon the enthusiasm of officers and advisors.

7. Leadership development should be a major part of all chapter activities. Activities should reflect long-range plans, as well as immediate plans.

8. Chapter activities should be concommitant to the local school program and be a compliment to the club members, school, and community.

EVALUATE PROGRESS OF THE VICA PROGRAM

To effectively determine the progress and impact of the club activity, a plan of evaluation should be implemented as follows:

A. periodically evaluate the progress and accomplishments of the VICA program.

B. counsel with VICA members and administration to determine whether the VICA program objectives are being attained.

C. improve activities where necessary and re-evaluate after a trial period. This will assure the perpetual growth of a dynamic youth activity within the framework of the VICA.

ERIC

THE UTAH ASSOCIATION OF VICA

HOSTING HINTS

I. Your job is important! Most people make up their minds about a meeting in the first few minutes - and that's when you operate. You can help build a "feeling" about the place with your own friendliness, helpfulness and cooperation. Just as if they had visited your own home, we want them to be able to say "we had a wonderful time."

II. To help these guests, you must -

A. Watch the ventilation. Know which windows open easily with the least draft on your guest. Try them before a meeting, just to be sure. Be ready to open or close them without disturbing the session.

B. Watch the lighting. Test those window curtains to be sure. Be certain of the location of light switches - you may need to know. Take care that glare from windows or lights doesn't get a guest in the eyes.

C. Watch the chair arrangement. Seat each guest so that he can both see and hear. If 20 or less attend, a circle is good; if more a semi-circular arrangement of rows will allow the informality which participation meetings demand.

D. Be ready for latecomers. Encourage the firstcomers to take the front seats - or the seats farthest from the door. Be sure that extra chairs are on hand if you need some. Once the meeting begins, you may be too late!

III. To answer questions, you must know -

A. The location of meeting rooms, fire escapes, telephones, rest rooms, etc.

B. The complete plan for the conference. Know when and where the next meeting is held. Know the personalities and events involved in the program.

C. Who the leaders are in your own session, to be able to inform latecomers.

D. When the meeting is expected to be over.

IV. In greeting your guests, you must -

A. Take the opportunity to break the ice for them. "What is your name?" "Where do you live?", etc. Telling a guest that he is welcome does wonders for a meeting. Do the same thing here that you would do at a home in a party.

B. Help your guests meet other people - always the host's responsibility.

C. Remember that you are the host for the whole group. Don't spend too much time with one person.

D. Help get the people into the room and seated when a meeting is to begin.

V. During the meeting -

A. Step outside to welcome latecomers. Bring them up to date on what has been said and done in the meeting. Bridge them into the session carefully.

B. Have a chair next to the door to greet latecomers, take messages, etc.

C. When hall noises bother the group, step out and quiet them down.

D. Keep your eye on the Chairman of Discussion Leader as much as possible to be available to him if you are needed.

E. If you must move about, do it quietly for the sake of the meeting.

VI. When the meeting is over, you should -

A. Prop the doors open so that people can leave easily.

B. See to it that the room is left in good order for the next group.

VII. <u>ARRANGING FOR A SPEAKER</u>

Letter of Invitation

Be sure to include the following -

Your name - address - telephone number

Name of your organization

Your position in organization

Purpose of organization

Area to be covered

How frequently it meets

We expect maximum - minimum number at meeting

Date - time - place - building - town

Group composition - male - female - or both

Specific theme, topic, etc.

What specifics are you trying to reach

FOLLOW UP

Give Time To Be Used

Suggest transportation facilities

Send advance publicity, also clippings after meeting

Inquire if family is coming with him

Arrange for hotel accommodations

Assure him that equipment is ready before he can ask

Leave some time for him to be alone

See that he gets a local paper

Arrange to meet him if coming by train or plane

Provide escort from hotel to meeting place

Have two or three members write him a letter after he returns home

Any gratuities or compensation should be delivered in person at meeting

Have data regarding your city or community prepared if speaker desires same

Speaker may wish to see your city - be prepared to have guided tour but do not force it upon him

VIII. DUTIES OF THE CHAIRMAN

A. Speaker

Interview speaker before meeting

Use a 5" x 8" card for the speaker - print his name, present identity and his best experience that qualifies him

Introduction

Brevity is important, but establishing his position is also important

Insist that speaker stay to time

Ask him what method he wants me to use to warn him that he has only two or three minutes left.

Chairman must prepare the environment

B. Panel

When using a panel, make name tags to be placed on the table in front of panel members using lettering large enough so that it can be read in the entire room

Chairman should interview panel members before meeting

Chairman is responsible to see to it that the group is in a situation that makes sense to them

Chairman gives history of the occasion - why this subject at this time with these leaders

He attempts to draw into his introduction the interest of the group

Has the job of orienting the group

He might present the target of the meeting

Checklist of HIGHLIGHTS OF MEETING ARRANGEMENTS

I. PLACE

Select a hotel or auditorium --

- that is easily accessible to those attending
- that has adequate and comfortable meeting room facilities
- where the management is friendly, anxious to please

II. MEETING ROOM

Have chairs set up --

- so everyone can see the speaker easily
- so they face away from doors and windows
- so entrance and exit are easy, not distracting
- at U-shaped tables for less than 25; round tables for 25 to 100; theater style for more than 100

Have headtable arranged --

- to seat only necessary number
- on a raised platform if attendance is over 40
- with a lectern that holds notes, is well lighted, and good height for speakers
- with a background that provides a favorable setting

Have special equipment, such as --

- raised platform for visual-aid easels
- spotlights for highlighting visual aids, banners, etc.
- spotlight on speaker, if necessary
- gavel for chairman
- time-limit warning light for speakers
- microphone, if needed (test for sound and placement before meeting)
- projector, if needed (check type of current, sound, film, room-darkening before meeting)
- memo pads, pencils, water and glasses
- "take-home" kits
- special working papers (background material)
- club or organization banner

Have ventilation and lighting --

- so temperature is lower than normal to start meeting
- so there is a movement of air without drafts
- so light is ample, without glare

III. NEARBY FACILITIES

Arrange for --

- check room or checking facilities
- registration desk, with

- registration cards

- name badges, tickets if needed

- plenty of change, if registration fee or luncheon

- ample staff for quick registration, who have been thoroughly briefed

- "message" board

- directional signs to meeting room

- welcoming or reception committee

IV. LUNCHEON OR DINNER

Arrange for --

- meeting room for headtable guests, and for their advance notification

- suitable menu

- definite time for both beginning and end of service

- adequate number of waiters

- placing starter and dessert on tables before guests arrive

- signal for waiters to leave (before tables are cleared, if necessary)

- lectern, headtable flowers, microphone if needed

- place cards, if needed

- invocation

V. TIMING

It is your responsibility to --

- set down a time schedule in black and white

- urge the chairman to start the meeting on schedule

- brief the chairman on concise introductions, summaries and conclusion

- schedule "breaks" for both morning and afternoon (with cokes or coffee if appropriate)

- set the length of "breaks" according to size of crowd

- write introduction cards or script so speakers identification is given first, and his name last

VI. STAFF

Good meeting management requires you to --

- visualize every "zone" of meeting activity

- assign responsibility for each "zone" to one person

- brief all meeting-management personnel on who's in charge of what

INSTALLATION CEREMONY

After finishing his/her farewell address, the President requests the admission of the newly-elected Officers. The Officers are led in, preferably by the Chairman of the Nominating Committee. They are led to a center table on which is placed a large blue candle at the apex of the "V" formed by white candles (one fo each officer). The Chairman lights the blue candle.

CHAIRMAN: WITH THE LIGHTING OF THIS CANDLE, MR. PRESIDENT, I PRESENT TO YOU THE DULY CHOSEN OFFICERS-ELECT FOR (year), CHOSEN FOR THEIR ABILITIES AND QUALITIES OF LEADERSHIP. IT IS THE DUTY OF THE (Name of Club) EXECUTIVE COUNCIL TO PROPERLY INSTALL THE OFFICERS-ELECT, IN ORDER THAT THEY MAY ASSUME THEIR RESPONSIBILITIES MAY 1, 19__.

PRESIDENT: MR./MISS PARLIAMENTARIAN, WILL YOU PROCEED WITH THE INSTALLATION OF THE NEW OFFICERS.

The Parliamentarian faces the audiende from behind the rostrum and the Parliamentarian-elect approaches and faces the rostrum.

PARLIAMENTARIAN:

MR./MISS PARLIAMENTARIAN-ELECT, IT IS YOUR DUTY TO SERVE AS A CONSULTANT TO THE PRESIDENT ON PROCEDURAL MATTERS. AN AUTHORITY ON PARLIAMENTARY PROCEDURE IS FREQUENTLY NEEDED AND THE PARLIAMENTARIAN IS THE SOURCE OF SUCH INFORMATION. HE MUST HAVE IN HIS POSSESSION AT ALL TIMES ROBERT'S RULES OF ORDER, THE OFFICIAL GUIDE OF THE VOCATIONAL INDUSTRIAL CLUBS OF AMERICA, AND THE NATIONAL, STATE, AND LOCAL CONSTITUTIONS.

THE LIGHTING OF YOUR CANDLE IS SYMBOLIC OF THE PASSING OF THE TORCH. MAY I REMIND YOU THAT THE SHIELD, A VITAL PART OF THE VICA EMBLEM, REPRESENTS PATRIOTISM. THE SYMBOL OF YOUR OFFICE, THE SHIELD, DENOTES BELIEF IN DEMOCRACY, LIBERTY AND THE AMERICAN WAY YOU LIVE.

PLEASE REPEAT AFTER ME:

PARLIAMENTARIAN-ELECT:

I, _____(Name)_____, PROMISE TO FULFILL THE DUTIES OF MY OFFICE AS PARLIAMENTARIAN TO THE BEST OF MY ABILITY.

The Parliamentarian, as he/she gives a pin to the new officer, will say:

PARLIAMENTARIAN:

I NOW PRESENT YOU WITH THE PIN OF YOUR OFFICE AND DECLARE YOU DULY OBLIGATED AND INSTALLED AS PARLIAMENTARIAN OF _____(Club Name)_____ FOR _____(Year)_____.

Reporter-elect approaches and faces the rostrum.

REPORTER: MR./MISS REPORTER-ELECT, IT IS YOUR DUTY TO STRIVE TO INFORM THE PUBLIC OF YOUR ACTIVITIES. IT IS YOUR OBLIGATION AS REPORTER TO COMPILE REPORTS OF ALL THE ACTIVITIES OF VICA, AND RELEASE THEM TO THE PRESS, RADIO AND TELEVISION. YOU ARE IN CHARGE OF ALL PUBLIC RELATIONS CARRIED ON IN VICA.

AS YOU LIGHT YOUR CANDLE, MAY I REMIND YOU THAT THE SYMBOL OF YOUR OFFICE IS THE GEAR, SYMBOLIC OF THE INDUSTRIAL SOCIETY WHICH DENOTES THE INTER-DEPENDENCE AND COOPERATION OF THE INDIVIDUAL WORKING TOGETHER WITH LABOR AND MANAGEMENT FOR THE BETTERMENT OF MANKIND.

PLEASE REPEAT AFTER ME:

REPORTER-ELECT:

I, _____, PROMISE TO FULFILL THE DUTIES OF MY OFFICE, AS REPORTER, TO THE BEST OF MY ABILITY.

The Reporter, as he/she gives a pin to the new Officer, will say:

REPORTER: I NOW PRESENT YOU WITH THE PIN OF YOUR OFFICE AND DECLARE YOU DULY OBLIGATED AND INSTALLED AS REPORTER OF (Club Name) FOR (Year).

The Treasurer faces the audience from behind the rostrum and the Treasurer-elect approaches and faces the rostrum.

TREASURER: MR./MISS TREASURER-ELECT, YOU HAVE BEEN ELECTED BY YOUR FELLOW MEMBERS TO SERVE AS TREASURER OF THE ORGANIZATION. IT WILL BE YOUR RESPONSIBILITY TO REPORT TO LOCAL CLUB AND STATE ASSOCIATIONS AS TO THE FINANCIAL STATUS OF THE NATIONAL ORGANIZATION. A KNOWLEDGE OF SIMPLE ACCOUNTING MUST BE MASTERED AND RECORDS MUST BE MAINTAINED ACCURATELY.

MR./MISS TREASURER-ELECT, YOU HAVE BEEN ELECTED BY YOUR FELLOW MEMBERS TO SERVE AS TREASURER OF THE ORGANIZATION. THE DUTIES OF YOUR OFFICE INCLUDE BILLING FOR ANNUAL DUES, SENDING OUR MEMBERSHIP RECORDS, ASSISTING IN THE MAKING OF THE ANNUAL BUDGET, PAYING ALL APPROVED BILLS, MAINTAINING ACCURATE RECORDS, AND PREPARING FINANCIAL STATEMENTS. A KNOWLEDGE OF SIMPLE ACCOUNTING MUST BE MASTERED AND ALL RECORDS MUST BE MAINTAINED ACCURATELY.

AS YOU LIGHT YOUR CANDLE, MAY I REMIND YOU THAT THE FLAMING TORCH, THE SYMBOL OF YOUR OFFICE, REFLECTS THE LIGHT OF KNOWLEDGE WHICH DISPELS THE DARKNESS OF IGNORANCE. IN THE LIGHT OF THE TORCH, PROGRESS WILL BE MADE TOWARD VOCATIONAL GOALS OF THE INDIVIDUALS.

PLEASE REPEAT AFTER ME:

TREASURER-ELECT:

I, (Name), PROMISE TO FULFILL THE DUTIES OF MY OFFICE, AS TREASURER, TO THE BEST OF MY ABILITY.

The Treasurer, as he/she gives a pin to the new Officer, will say:

TREASURER: I NOW PRESENT YOU WITH THE PIN OF YOUR OFFICE AND DECLARE YOU DULY OBLIGATED AND INSTALLED AS TREASURER OF (Club Name) FOR (Year).

The Secretary faces the audience from behind the rostrum and the Secretary-elect approaches and faces the rostrum.

SECRETARY: MR./MISS SECRETARY-ELECT, YOU HAVE BEEN HONORED BY YOUR FELLOW MEMBERS WITH THE RESPONSIBILITY OF KEEPING ACCURATE MEETINGS. YOU HAVE CUSTODY OF THE CONSTITUTION AND BY-LAWS AND WILL HAVE THEM AVAILABLE AT EACH MEETING TO BE USED FOR REFERENCE. YOU WILL CHECK AND WRITE CORRESPONDENCE AND COMMUNICATIONS. YOU SHOULD PROVIDE THE PRESIDENT WITH AN AGENDA FOR THE COMING MEETING.

AS YOU LIGHT YOUR CANDLE, MAY I REMIND YOU THAT THE SYMBOL OF YOUR OFFICE, THE ORBITAL CIRCLES, REPRESENT THE CHALLENGE OF MODERN TECHNOLOGY. THEY SIGNIFY THE TRAINING NEEDED TO ACCEPT AND MASTER THE CHALLENGE OF NEW TECHNICAL FRONTIERS AND THE NEED FOR CONTINUOUS EDUCATION.

PLEASE REPEAT AFTER ME:

SECRETARY-APPOINTEE:

I, (Name), PROMISE TO FULFILL THE DUTIES OF MY OFFICE AS SECRETARY TO THE BEST OF MY ABILITY.

The Secretary, as he/she, gives a pin to the new Officer, will say:

SECRETARY: I NOW PRESENT YOU WITH THE PIN OF YOUR OFFICE AND DECLARE YOU DULY OBLIGATED AND INSTALLED AS SECRETARY OF (Club Name) FOR (Year).

The President-elect faces the audience from behind the rostrum and the new President-elect approaches and faces the rostrum.

PRESIDENT-ELECT:

MR./MISS PRESIDENT-ELECT, YOU HAVE BEEN SELECTED BY YOUR FELLOW VICA MEMBERS TO SERVE AS PRESIDENT-ELECT THIS YEAR. YOUR DUTIES WILL REQUIRE YOU TO PRESIDE AT MEETINGS AND OTHER FUNCTIONS IN THE ABSENCE OF

YOUR PRESIDENT AS THE ONE CHARGED WITH THE RESPONSIBILITY FOR THE PROGRAM OF ACTIVITIES FOR THE COMING YEAR. YOU MUST PROVILE THE SPARK AND ENTHUSIASM TO KEEP VICA RUNNING SMOOTHLY.

AS YOU LIGHT YOUR CANDLE, MAY I REMIND YOU THAT THE SYMBOLS OF YOUR OFFICE ARE THE HANDS. THE HANDS REPRESENT YOUTH, AND PORTRAY A SEARCH FOR KNOWLEDGE AND A DESIRE TO ACQUIRE A SKILL. IN THIS PROCESS, WE WILL DEVELOP A DIGNITY FOR WORK AND BECOME MORE PRODUCTIVE AND RESPONSIBLE CITIZENS.

PLEASE REPEAT AFTER ME:

NEW PRESIDENT ELECT:

I, (Name), PROMISE TO FULFILL THE DUTIES OF MY OFFICE AS PRESIDENT-ELECT TO THE BEST OF MY ABILITY.

The President-elect, as he/she gives a pin to the new Officer will say:

PRESIDENT-ELECT:

I NOW PRESENT YOU WITH THE PIN OF YOUR OFFICE AND DECLARE YOU DULY OBLIGATED AND INSTALLED AS PRESIDENT ELECT OF (Club Name) FOR (Year).

The President and President-elect take their place at the rostrum, facing the audience.

PRESIDENT: MR./MISS PRESIDENT-ELECT, YOU HAVE BEEN SELECTED BY YOUR FELLOW VICA MEMBERS TO LEAD OUR ORGANIZATION FOR THE COMING YEAR. A GOOD PRESIDENT IS ONE WHO CAN WORK WITH PEOPLE AND IN TURN GET PEOPLE TO WORK WITH HIM/HER FOR THE BETTERMENT OF THE ORGANIZATION. YOU MUST BE AWARE OF THE WORK THAT HAS TO BE DONE AND PROVIDE LEADERSHIP IN GETTING THE WORK DONE. IT'S YOUR RESPONSIBILITY TO SEE THAT THE ORGANIZATION IS ALWAYS MOVING AHEAD. YOU MUST KNOW HOW TO DELEGATE AUTHORITY TO FELLOW OFFICERS AND COMMITTEES. YOU MUST PRESIDE OVER MEETINGS, ALWAYS USING PROPER PARLIAMENTARY PROCEDURE AND PRACTICES. YOU MUST BE THE GUIDING LIGHT FOR FELLOW OFFICERS AND MEMBERS IN THE COMING YEAR.

AS YOU LIGHT YOUR CANDLE, MAY I REMIND YOU THAT THE SYMBOLS OF YOUR OFFICE ARE THE LETTERS V-I-C-A. EACH OF THESE LETTERS ALONE MEANS VERY LITTLE, BUT TOGETHER THEY REPRESENT THE STRENGTH OF OUR ORGANIZATION. IN THE SAME RESPECT, EACH OF YOUR OFFICERS ALONE CAN DO LITTLE, BUT TOGETHER THEY CAN WORK TO CARRY OUT THE ACTIVITIES AND DUTIES OF THE VICA ORGANIZATION. SO, I URGE YOU TO LEAD YOUR OFFICERS IN WORKING TOGETHER IN AND FOR THE STRENGTH OF VICA.

PLEASE REPEAT AFTER ME:

PRESIDENT-ELECT:

I, (Name), PROMISE TO FULFILL THE DUTIES OF MY OFFICE, AS PRESIDENT, TO THE BEST OF MY ABILITY.

The President, as he/she gives a pin to the new President, will say:

PRESIDENT: I NOW PRESENT YOU WITH THE PIN OF YOUR OFFICE AND DECLARE YOU DULY OBLIGATED AND INSTALLED AS PRESIDENT OF (Club Name) FOR (Year).

Officers-Elect are escorted to positions on stage by outgoing officers. When the retiring officers have escorted the officers-elect to their proper positions, they leave the stage and assume the seats of the new officers in the audience before the cermonial candles. The Retiring President remains on the stage with the President.

The Retiring President passes the gavel to the New President.

RETIRING PRESIDENT:

I PASS TO YOU THIS GAVEL TO CLOSE THE (Name of the Conference), AND WITH ITS RAP YOU LAUNCH THE NEW YEAR.

(The President-elect may present an acceptance speech before rapping the gavel to signify the closing of the meeting.)

ADOPTED 1972

CONSTITUTION OF THE UTAH ASSOCIATION OF THE VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

ARTICLE I - NAME

The official name of this organization shall be the Utah Association of the Vocational Industrial Clubs of America and may be referred to as the Utah VICA.

ARTICLE II - PURPOSES

The purposes of this Association are:

To unite in a common bond without regard to race, creed, or national origin full time students enrolled in classes with vocational trade and industrial objectives.

To provide leadership for the local clubs.

To provide a clearinghouse for information and activities.

To provide recognition and prestige through an association of local clubs.

To develop leadership abilities through participation in educational, vocational, civic, recreational, and social activities.

To foster a deep respect for the D I G N I T Y O F W O R K.

To assist students in establishing realistic vocational goals.

To help students attain a purposeful life.

To create enthusiasm for learning.

To promote high standards in trade ethics, workmanship, scholarship and safety.

To develop the ability of students to plan together, organize and carry out worthy activities and projects through the use of the democratic process.

To foster a wholesome understanding of the functions of labor and management organizations and a recognition of their mutual interdependence.

To create among students, faculty members, patrons of the school and persons in industry a sincere interest in and esteem for trade and industrial education.

To develop patriotism through a knowledge of our Nation's heritage and the practice of D E M O C R A C Y.

ARTICLE III - ORGANIZATION

Section 1. The Utah Association of the Vocational Industrial Clubs of America is an Association of local clubs of the State of Utah operating in accordance with a charter granted by the National VICA.

Section 2. The administration of the Utah VICA shall be vested in the State Executive Council comprised of the State Advisor, State Supervisor, State Officers, and their individual advisors.

Section 3. Charters shall be issued to local clubs by the Executive Council of the Utah Association of the Vocational Industrial Clubs of America.

Section 4. A State Advisory Council composed of leaders from Education, Business, and Labor Unions shall be appointed by the Head State Supervisor to provide counsel, advice, and assistance to the State Association in carrying out its functions. Equal representation shall be given Business and Labor.

Section 5. State officers will be elected each year for the following positions:

> President-elect, treasurer, parliamentarian, and reporter. (Secretary will be appointed by the president).

ARTICLE IV - MEMBERSHIP

Section 1. Membership of the Utah Association of the Vocational Industrial Clubs of America shall consist of the total eligible members of the chartered local club and members shall hold the same membership status as in their respective local club.

Section 2. A local club must have at least eight (8) members and all members of the State Association must be members of the National Organization to qualify for a charter.

Section 3. Each local club and State Association shall be open for membership to all students regardless of race, color, or national origin.

Section 4. Classes of membership which will be recognized by the Utah Association of VICA are:

Active Membership: Full-time preparatory students enrolled in pre-vocational and vocational industrial education courses offered in trade and industrial education meeting the requirements of the State Plan for Vocational Education.

Professional Membership: Persons associated with or participating in the professional development of VICA as approved by a state association. Such members shall include club advisors, teacher-educators, and supervisors. Professional members will pay dues as established by VICA, but members will be ineligible to serve as a national voting delegate, hold national office or otherwise represent his state association in National VICA.

Associate Membership: Cooperative employers, and/or training station sponsors, advisory council members and lay persons associated with and contributing to the improvement and development of the organization and vocational trade and industrial education. They are not eligible to hold office or vote.

Honorary Life Membership: Individuals who have made significant contributions to the development of VICA and vocational trade and industrial education whose membership has been approved by the National Executive Council upon the recommendation of a state association. Such membership shall not require payment of national dues.

Section 5. A Membership Year shall be from September 1 through August 31 inclusive.

ARTICLE V - VOTING DELEGATES

Section 1. The VICA member shall exercise his franchise through voting delegates to national meetings.

Section 2. Each local club shall elect voting delegates to the State Leadership Conference. The number of delegates shall be determined as provided in the By-Laws.

Section 3. The number of voting delegates to the National Convention shall be variable with the directives of the national constitution. The number of alternates shall be the same as the number of delegates. The President of the State Association is automatically a voting delegate.

ARTICLE VI - MEETINGS

Section 1. A State Leadership Conference shall be held each year and this shall serve as the official annual meeting of the Utah State Association of VICA.

Section 2. The State Executive Council shall be empowered to call special meetings.

ARTICLE VII - OFFICERS

Section 1. The officers of the Utah Association of VICA shall be the President, President-elect, Secretary, Treasurer, Parliamentarian and Recorder.

Section 2. These officers shall be elected by a majority vote of the voting delegates at the annual State Leadership Conference.

Section 3. Officers shall serve for a term of one year. (The nomination of officers are explained in the By-Laws).

ARTICLE VIII - DUES

Section 1. State dues shall be determined at the State Leadership Conference for the school year which follows and shall accompany each charter. The amount which has been set by the National VICA as National dues shall be set aside from amount, to be forwarded by the State Advisor to the National Treasurer.

Section 2. The State Treasurer shall report on or before December 1 of each school year as to which clubs have paid their membership dues in full. These clubs shall be designated as clubs in good standing.

ARTICLE IX - EMBLEMS AND COLORS

The emblem of the Utah Association of VICA, and its colors shall be the same as those adopted by National VICA.

ARTICLE X - AUDIT

The Accounts of the State Treasurer shall be audited each year by an auditing committee appointed by the State Advisor.

ARTICLE XI - AMENDMENTS

Section 1. This Constitution may be amended by a two-thirds vote of the authorized delegates to any annual State Conference or a vote of two-thirds of the local presidents.

Section 2. Only such amendments shall be made as are in keeping with the purposes stated in Article II of this Constitution.

Section 3. Emergency amendment changes may be made by the Executive Council calling a special meeting of local club delegates; delegates being determined as stated in section 7 of the by-laws.

ARTICLE XII - RULES, REGULATIONS AND BY-LAWS

Section 1. Such rules, regulations and by-laws as are deemed necessary for the proper conduct of this organization shall be adopted.

Section 2. No rules, regulations, or by-laws shall be adopted which are contrary to this Constitution.

Section 3. In all meetings, Robert's Rules of Order, Revised, shall serve as standard procedure.

Section 4. Nominees for the office of president-elect must be registered as high school sophomores and VICA club members at the time of nomination.

Section 5. The secretary for the Utah VICA will be appointed by the president.

Section 6. Nominations for all offices will be submitted on a form furnished by the State Supervisor. Each club may nominate one (1) candidate for each office. All applications must be submitted to the State President by March 15. Applicants will be screened by at least three (3) State officers appointed by the State Advisor, the State Advisor, and the State Supervisor. Announcement of final candidates will be made to each club at least two weeks before the convention.

Section 7. Delegates to the State Convention will be determined by the number of registered members in each club. Two delegates may be seated for the first eight (8) members. Another may be seated for each additional ten (10) members.

ARTICLE XIII - IMPEACHMENT OF ANY/ALL OFFICERS

If at any time there is need to remove a State Officer, each chartered club will be represented by one delegate to serve with the Executive Board as a member of this hearing committee. Removal will be determined by said committee.

Section 1. State Officer must maintain C average while in office.

Section 2. When officers are found under the influence of alcohol while on official VICA business or in official VICA dress.

Section 3. Officer not performing duties of office as determined by the Executive Council and functioning State officers.

Section 4. Impeachment of any officer must be done by a unanimous vote of the Executive Council.

ERIC

NOTES ON CONTEST RULES

1. Where a national contest exists, state rules are identical unless otherwise notified.

2. Where a state contest exists and a national counterpart is non-existant, rules and regulations have been determined by the Executive Council and the State Advisory Board. Rules are available from the State VICA Advisor.

3. Usually a contest is held at the State Leadership Conference if at least two contestants are available unless otherwise notified.

4. In the case of only one contestant, he/she automatically qualifies as the state's national contestant, if the advisor feels he/she is qualified to compete nationally.

5. Suggestions for new state contests should be submitted in writing to the Executive Council by February 1 each year.

6. A copy of the National Competitive Activities Guide is available from the State VICA Advisor.

DON'T CUT YOUR UMBILICAL CORD!

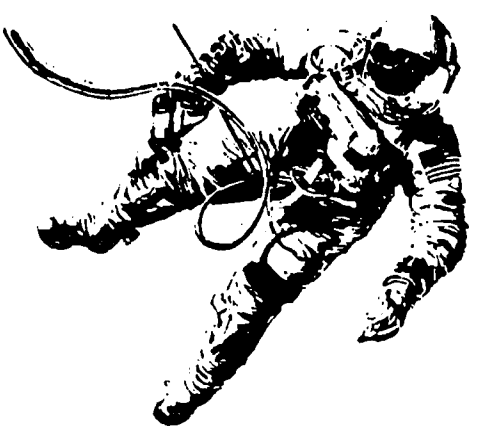

Follow contest rules.

* VICA CURRICULUM

UNIT AND MULTI-PROGRAM LESSON PLANS

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

by
JoAnne Ruark

NORTHEAST OKLAHOMA VICA ADVISOR

* With slight adaptions for use in Utah

PREFACE

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

The Vocational Industrial Clubs of America is a youth organization designed to develop the student in leadership abilities, in addition to his particular skill or trade, which will aid him in being a successful employee in his chosen field of endeavor. It is also designed to unite a common bond among all students enrolled in trade, industrial, technical and health education.

Students becoming involved in VICA will develop the ability to plan together, organize, and carry out worthy activities and projects through use of the democratic process, which is a necessity in today's society. As one Superintendent of a Vocational-Technical School said, "The youth organizations are a vital part of the educational process in a Vocational-Technical environment. Students who are participating in the activities of these organizations grow spiritually, mentally, and socially. The many and varied experiences at the high school level are forerunners of fruitful membership in the many civic clubs that play an important role in our American way of life."

These unit and multi-program lesson plan outlines should be included within the curriculum of all trade, industrial, technical and health education. We, in vocational-technical education, believe that youth organizations are an integral part of the instructional program for the secondary and post-secondary student. These lesson plan outlines are designed to fulfill and supplement these beliefs.

Acknowledgment must be made to Mr. Jack Berry, Oklahoma State VICA Director, Stillwater, Oklahoma; Mrs. Joyce Bates, Cosmetology Instructor and VICA Advisor, Kingfisher High School and Northwest Oklahoma District VICA Advisor, Kingfisher, Oklahoma; Mr. Paul Beck, Bartlesville, Oklahoma, a former student; Mr. Milton Worley, Mr. Bob Jarvis, and Mr. Bruce Gray, all of the Great Plains Area Vo-Tech Center, Lawton, Oklahoma, for their words of wisdom, advice, and organizational chart of their youth organizations — a copy of which is included in this outline.

D E D I C A T I O N

To my husband, James

INTRODUCTION

These Unit Lesson Plan outlines have been prepared for the use of the individual VICA unit in a multi-program school. It can also be adapted for the use of a school where there is no multi-program by just adding some of the activities included in the Multi-Program Lesson Plan outlines.

The Multi-Program Lesson Plan outlines have been prepared for the use of the All-School VICA Advisor's use in coordinating all units within the multi-program school, such as an area school or a high school with more than one VICA chapter unit.

Also included in this folder are suggestions for Yearly Program Calendar, organizational charts of other area schools, and suggested organizational charts given from the Oklahoma State Department of Vocational Education -- VICA Division.

Room has been left in these outlines for individual units to insert, change, adapt, or whatever is needed to accomplish their particular goals. These outlines cannot be adhered to completely by any one unit, but should be used only as a guide or outline for reference to help accomplish the goals of VICA -- the six goals of the National Program of Work: Personal Growth; Community Understanding; Safety; Teacher Recruitment; Vocational Youth Cooperation and Good Public Relations. Other goals of VICA, as I view it, are to help the individual

student to adapt and live a useful and productive life by being involved with the community around him and not just being able to earn a living through the use of his learned trade or skill. A student can be highly trained in a skill area and not be successful if he is not a well-rounded community-minded citizen, which VICA strives to accomplish.

The old adage that white-collar workers are the leaders of the community is not necessarily true today. Neither is the one that the blue-collar worker is the "underdog". As almost everyone knows, or should be aware, the blue-collar worker or the skilled person usually makes a higher wage than the white-collar worker -- he is more productive -- so why not make him a leader? VICA provides this "extra" for the vocational students. They can become leaders and they can be a leader in their community.

Through VICA activities, the student learns how to plan, organize, direct, and control, which were once thought to be possessed only by the people in management positions. Although I have been trained and have specialized in management, I know this is not true. I strongly believe in vocational education and in VICA. I believe that I can take the "average" student and develop him to be a leader -- a leader and a manager in his VICA club and in adult civic clubs when he matures. I believe the student who participates in VICA and becomes involved with all activities concerning VICA can be the president of any civic club in his community or a leader among his co-workers in his vocation and do an outstanding job. He will be able to perform by planning,

organizing, staffing, directing and evaluating. He will be able to share his knowledge and leadership abilities with his community and co-workers along with being able to lead them in activities vital to our society today. These are some of the reasons why I want to reach the top of my personal mountain and to dedicate my life to working and influencing vocational students. The following paragraph will explain what I am talking about, which I wrote as my goals for obtaining a doctoral degree and is a part of my graduate folder:

"Being cognizant of the fact that most people reach the foothill of his own personal mountain; a few reach the timberline, still fewer reach the snowline, and a precious few reach the peak of the mountain, I want very much to be among that last number -- I know the view from the top is great. This view, I hope, will enable me to help point the way to others and help them to climb THEIR own personal mountain."

It is for these reasons that I would take the time to prepare so diligently these lesson plan outlines -- if only one person is helped or can be directed to climbing his own personal mountain to become a useful person in society that perhaps otherwise would have failed -- then my time and energy in preparing these have been well worth the effort.

JoAnne Ruark

UNIT LESSON PLAN

VICA

I. VICA - Week 1. 1st Day. SEPTEMBER

II. PURPOSE:

To acquaint the student with VICA.

III. PREVIOUS LEARNINGS:

A. First-year students: Nothing.
B. Second-year students: Since these people have had some past experience in VICA, utilize them to help promote VICA and initiate enthusiasm so they will be ready for the all-school assembly.

IV. PRESENTATION:

A. Use second year students. Let as many who want to, tell how VICA has helped them -- especially those students who participated in either a District or State Career Day.
B. If this is only a one-year program, then you will have no second-year students. In this case, I would suggest you borrow some of your last year students or borrow some second-year students from a sponsor in another program.
C. The advisor can follow the students by answering questions, such as, "Why join VICA?" See attached Sheet.

Ref: National Leadership Handbook, June, 1970. pp. 83, 84.

V. ASSIGNMENTS:

Here is an excellent chance to hand out material for parents and students to read: TO THE PARENT and TO THE STUDENT.

VI. MATERIALS NEEDED:

A. Copies for each student of:
TO THE PARENT and TO THE STUDENT
B. Advisor's Guide
C. National Leadership Handbook, June, 1970.

BASIC QUESTIONS ABOUT VICA

1. What is VICA?

   The VOCATIONAL INDUSTRIAL CLUBS OF AMERICA is a national organization for youth -- boys and girls enrolled fulltime in trade and industrial, technical, and health education classes.

2. Who is VICA?

   VICA is the youngest national vocational youth organization and potentially the largest in the nation. It presently has a potential of more than three hundred thousand members. With the emphasis now on trade and industrial education it is predicted that VICA will have one million members by 1975.

3. What is the VICA goal?

   The goal of VICA is to help students with interests in the Trade, Industrial, Technical, or Health fields become happy, mature and productive citizens.

4. Who may join VICA?

   Any student enrolled full-time in Trade and Industrial, Technical, or Health Education classes may become a member. Membership is voluntary.

5. How to join VICA.

   Those wishing to join should talk with their Trade and Industrial Education teacher.

   Chapters-desiring to affiliate should write their State Supervisor of Trade and Industrial Education, or the State Director.

Dr. Francis Tuttle, Ron [illegible] Ayres, and Jack P. Berry, "Local Officer's Handbook", (Stillwater, Oklahoma). p. 6. (mimeographed.)

UNIT LESSON PLAN

VICA

I. VICA - Week 1. 2nd Day. SEPTEMBER

II. PURPOSE:

To teach VICA objectives and purposes.

III. PREVIOUS LEARNINGS:

Introduction to VICA and why they should join the organization.

IV. PRESENTATION:

A. Now that interest has been stimulated for the first meeting, the history of VICA can be presented for background information.
Ref. National Leadership Handbook, June, 1970, pp. 58-61.
Ref. Utah State Handbook, August, 1972

B. Now that they know the history, which may be a little dull to some of them -- depending on how the sponsor presents it -- the Purposes of VICA can be presented, which should put a little more enthusiasm into them.

Ref: National Leadership Handbook, June 1970, pp. 62.

C. To continue this "pep talk" use pp. 63, 64, 65, which gives the symbolism of the VICA emblem, Motto, Pledge, Colors, and the Creed.

V. ASSIGNMENTS:

Hand out copies of the creed and the pledge. I think these have so much meaning in their words that it will help the enthusiasm of being part of a club which has these purposes and goals.

VI. MATERIALS NEEDED:

A. National Leadership Handbook, June 1970, pp. 58-65.
B. Creed - copies for each student.
C. Pledge - copies for each student.

UNIT LESSON PLAN

VICA

I. VICA - Week 1. 3rd Day SEPTEMBER

II. PURPOSES:

A. To start a membership drive for VICA. Have units compete for 100% membership. All 100% units will be treated to a party (or some similar incentive) and all non-100% units will pay for the expense of the party.
B. To explain what VICA's do.

III. PREVIOUS LEARNINGS:

They have now learned what VICA is, what it does, and why they should join VICA.

IV. PRESENTATION:

A. Appoint a chairman and some members for the membership drive committee.
B. Let this campaign be entirely the students' ideas of how to get more people to join. They can make all types of posters and put them up on campus or just in their own class unit.
C. The reason for letting the students do all this is to get them involved right off the start! It is their club, so let them do the work and they will do a fantastic job on getting members!
D. Go over WHAT VICA'S DO. (See next page).

V. ASSIGNMENTS:

A. Give copies of the next page: WHAT VICA'S DO to each student so that he can see it as you go over it.
B. Give the membership drive committee the authority to get all materials needed for their posters or whatever they feel they need -- to get members.
C. Give them time in class to work on this along with planting an idea of getting together, either after school or in their home to work on these. MORE INVOLVEMENT.

VI. MATERIALS NEEDED:

A. Copies of WHAT VICA'S DO.
B. Posters, magic markers, crepe paper, etc.

WHAT VICA'S DO

SELF - The VICA member seeks to serve himself by developing into a happy, mature productive citizen. By being dedicated to the cause of his education he serves others as well as himself.

EVALUATION - During the year members take time to evaluate their activities, attitudes and progress. They take stock of what they are doing and what they can do for improvement. Evaluation is a means of improving the quality of current work and gives a basis for future planning. Evaluation reports by members should be made in Chapter meetings and discussed openly by all. Reports of this nature are not interesting only to the members, but should be given to the schools' administrators as examples of VICA work. Good community publicity is helpful, too.

FAMILY - The family is the focal point of every VICA's life. Promoting the family's well being and safety is the way a VICAN develops into an adult capable of bearing the responsibility of his own family. Helping to make home an attractive and comfortable place can be an activity where a student uses training in class, or on-the-job, to build mom a piece of furniture or redecorate a room in the home, or some other project depending on the students' training.

SCHOOL - The VICA is proud of his school and works to make it a better place for learning. Everyday thoughtfulness will help keep a school neat. School clean-up and beautification drives develop school pride. Working to help develop or improve the school's library of occupational texts and materials is a worthwhile idea. Ushering at school events, operating a concession stand for a good cause, or being a "big brother" to an underclassman during orientation are typical of the VICA. Being available to assist counselors, teachers, principals, and other school personnel is a way of expressing your appreciation for what the school is doing for you.

CHAPTER - The Chapter is the most vital working unity of the entire structure of VICA. This is where member participation is most important. It is here that activities are planned and conducted. This is where the democratic process is practiced, and leadership is developed. The Chapter is the basic social unit. Members usually have supervised social activities, such as: inviting out parents, employers, interested persons, and sponsoring cook-outs, dances, etc.

COMMUNITY - Developing civic consciousness is an important part of the VICA's development. Understanding how local government operates and exercising the right to vote to choose community leaders is only a sample of future responsibilities. Thinking of those less fortunate

and trying to understand that people are interdependent on one another is essential. The VICA seeks to fulfill his civic responsibilities by sponsoring and participating in community service projects. These services are of immediate value to the community and help prepare the VICA for adult responsibilities in the community.

STATE AND NATION - Striving to be better citizens is an important task of the VICA member. Basic is patriotism. Knowing history is not enough, the VICA must work to develop a true appreciation for the democratic way of life and always aware of forces that might steal his freedoms. A VICA works to preserve his heritage by practicing democracy, honoring the flag and fulfilling his civic responsibilities. Understanding other people and nations is accomplished by reading books, entertaining foreign visitors, and hearing guest speakers.

Dr. Francis Tuttle, Roy E. Ayres, and Jack P. Berry, "Local Officer's Handbook" (Stillwater, Oklahoma), p. 7. (mimeographed.)

UNIT LESSON PLAN

VICA

I. VICA - Week 1. 4th Day. SEPTEMBER

II. PURPOSES:

A. To appoint officer election committee.
B. To collect dues from anyone who wishes to pay.
C. To start teaching VICA unit (next 9 pages).
D. To explain dignity of official VICA wearing apparel

III. PREVIOUS LEARNINGS:

They have learned quite a lot about VICA by now and are having the chance to join and run for a unit officer.

IV. PRESENTATION:

A. Appoint a chairman and a committee for election of unit officers.
B. Let the students set the guidelines and/or qualifications for unit officers.
C. Each candidate should have to give a campaign speech of a 1 minute maximum length, if students agree with this.
D. Set a deadline for date of speeches and election.
E. Explain points on wearing apparel and encourage all to purchase this wearing apparel. Windbreakers are great if they aren't officers and do not wish to purchase the sweaters or blazers.
F. Hand out Sheet: Terminal & Specific Objectives. Explain this sheet thoroughly so they will know what is expected of them.

V. ASSIGNMENTS:

A. Look over Objectives sheet.
B. Committee be ready to give report tomorrow.

VI. MATERIALS NEEDED:

A. Objectives sheets for each student class.
B. Official VICA Items Catalog - Balfour.
C. National Leadership Handbook, June 1970.
D. Advisor's Guide.

Terminal Objectives

After completion of this unit the student should be able to name the purposes of the VICA organization. He should be able to write the VICA motto and VICA pledge from memory. He should be able to identify the symbols of the VICA emblem and tell what each represents. He should be able to write what each color of the VICA organization represents and the emphasis of the VICA creed.

Specific Objectives

The student should be able to:

1. Name five purposes of the VICA organization.
2. Write from memory the VICA motto.
3. Write from memory the VICA pledge.
4. Name four beliefs the VICA creed emphasizes.
5. Write what each color of the VICA organization represents.
6. Identify the symbols of the VICA emblem and write what each symbol represents.

Suggested Activities

Instructor:

1. Provide students with objective sheet.
2. Provide students with information sheets and job sheets.
3. Make transparencies.
4. Discuss terminal and specific objectives.
5. Discuss information sheets.
6. Demonstrate and discuss procedures outlined in job sheets.
7. Administer evaluation.

Student:

1. Study objective sheet.
2. Study information sheets.
3. Demonstrate the ability to accomplish the procedures outlined in the job sheets.
4. Respond to evaluation.

Instructional Materials

Included in this unit:

1. Objective sheet
2. Information sheets
3. Transparency master
   TM 1--Symbols of The VICA Emblem
4. Evaluation
5. Evaluation answers

Additional Materials:

1. Official Guide, Vocational Industrial Clubs of America, Vocational Industrial Clubs of America, Inc., 1025 15th Street, N.W., Washington, D.C. 20005.

VICA

Information Sheet

I. Purposes of a VICA organization

A. To unite in a common bond all students enrolled in trade and industrial education

B. To develop leadership abilities through participation in educational, vocational, civic, recreational, and social activities

C. To foster a deep respect for the DIGNITY OF WORK

D. To assist students in establishing realistic vocational goals

E. To help students attain a purposeful life

F. To create enthusiasm for learning

G. To promote high standards in trade ethics, workmanship, scholarship, and safety

H. To develop the ability of students to plan together, organize, and carry out worthy activities and projects through use of the democratic process

I. To foster a wholesome understanding of the functions of labor and management organizations and a recognition of their mutual interdependence

J. To create among students, faculty members, patrons of the school, and persons in business and labor a sincere interest in and esteem for trade, industrial, and technical education

K. To develop patriotism through a knowledge of our Nation's heritage and the practice of DEMOCRACY

II. VICA motto--Preparing for Leadership in the World of Work

III. VICA pledge--UPON MY HONOR, I pledge:

A. To prepare myself by diligent study and ardent practice to become a worker whose services will be recognized as honorable by my employer and fellow workers

B. To base my expectations of reward upon the solid foundation of service

C. To honor and respect my vocation in such a way as to bring repute to myself

D. And further, to spare no effort in upholding the ideals of the Vocational Industrial Clubs of America

IV. VICA creed--Emphasizes a belief in

A. The dignity of work

B. The American way of life

C. Education

D. Fair play

E. Satisfaction achieved by good work

F. High moral and spiritual standards

V. Colors of the VICA organization

A. Red and white--Represent the individual states and clubs

B. Blue--Represents the common union of the states and of the clubs

C. Gold--Represents the individual

VI. Symbols of the VICA emblem (Transparency 1)

A. Shield--Represents patriotism

B. Torch--Represents knowledge

C. Orbital circles--Represent technology

D. Gear--Represents the industrial society

E. Hands--Represent youth

F. VICA--Represents Vocational Industrial Clubs of America

SYMBOLS OF THE VICA EMBLEM

Shield ——— Represents Patriotism

Torch ——— Represents Knowledge

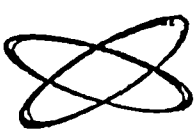

Orbital Circles ——— Represents Technology

Gear ——— Represents the Industrial Society

Hands ——— Represents Youth

The letters "V-I-C-A" ——— Represents Vocational Industrial Clubs of America

Evaluation

1. Name five purposes of the VICA organization.

   a.

   b.

   c.

   d.

   e.

2. Write the VICA motto.

3. Write the VICA pledge.

   Upon my honor I pledge:

   a. To prepare myself--

   b. To base my expectations--

   c. To honor and respect--

   d. And further--

4. Name four beliefs the VICA creed emphasizes.

   a.

   b.

   c.

   d.

5. Write what each color of the VICA organization represents.

   a. Red and white--

   b. Blue--

   c. Gold--

6. Identify the following symbols and tell what each symbol represents.

a. 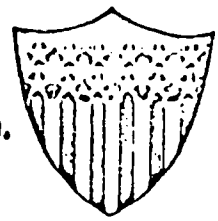

b.

c. 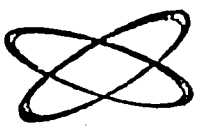

d.

e.

f.

a._____ Represents_____

b._____ Represents_____

c._____ Represents_____

d._____ Represents_____

e._____ Represents_____

f._____ Represents_____

Evaluation Answers

1. Any five of the following.

   a. To unite in a common bond all students enrolled in trade and industrial education

   b. To develop leadership abilities through participation in educational, vocational, civic, recreational, and social activities

   c. To foster a deep respect for the DIGNITY OF WORK

   d. To assist students in establishing realistic vocational goals

   e. To help students attain a purposeful life

   f. To create enthusiasm for learning

   g. To promote high standards in trade ethics, workmanship, scholarship, and safety

   h. To develop the ability of students to plan together, organize, and carry out worthy activities and projects through use of the democratic process

   i. To foster a wholesome understanding of the functions of labor and management organizations and a recognition of their mutual interdependence

   j. To create among students, faculty members, patrons of the school, and persons in business and labor a sincere interest in and esteem for trade, industrial, and technical education

   k. To develop patriotism through a knowledge of our Nation's heritage and the practice of DEMOCRACY

2. VICA motto--Preparing for Leadership in the World of Work

3. VICA pledge--UPON MY HONOR, I pledge:

   a. To prepare myself by diligent study and ardent practice to become a worker whose services will be recognized as honorable by my employer and fellow workers

   b. To base my expectations of reward upon the solid foundation of service

   c. To honor and respect my vocation in such a way as to bring repute to myself

   d. And further, to spare no effort in upholding the ideals of the Vocational Industrial Clubs of America

4. Any four of the following:

   a. The dignity of work
   b. The American way of life
   c. Education
   d. Fair play
   e. Satisfaction achieved by good work
   f. High moral and spiritual standards

5. a. Red and white--Represent the individual states and clubs
   b. Blue--Represents the common union of the states and of the clubs
   c. Gold--Represents the individual

6. a. Shield--Represents patriotism
   b. Torch--Represents knowledge
   c. Orbital circles--Represent technology
   d. Gear--Represents the industrial society
   e. Hands--Represent youth
   f. VICA--Represents Vocational Industrial Clubs of America

UNIT LESSON PLAN

VICA

I. VICA - Week 1. 5th Day. SEPTEMBER

II. PURPOSES:

A. To have report from officer election committee.
B. To collect dues from anyone wishing to pay.
C. To continue teaching VICA Unit -- objectives sheet handed out yesterday.
D. To hear report of membership, to date.

III. PREVIOUS LEARNINGS:

Objectives of this particular unit and what is expected of the student -- Terminal and Specific Objectives.

IV. PRESENTATION:

A. Hear report from committee.
B. Hand out Information Sheets.
C. Discuss purposes of a VICA organization, one-by-one.
D. Discuss motto and what it means.
E. Discuss pledge and what it means.
F. Discuss emphasis of creed.
G. Discuss the significance of the colors.
H. Discuss purchasing official VICA wearing apparel.
I. Hear report of membership to date.

V. ASSIGNMENTS:

Look over Information Sheets again before coming to class.

VI. MATERIALS NEEDED:

A. Information Sheets for each student.
B. Unit on VICA.
C. National Leadership Handbook, June 1970.
D. Advisor's Guide.
E. Official VICA Items Catalog - Balfour.

UNIT LESSON PLAN

VICA

I. VICA - Week 2. 1st Day. SEPTEMBER

II. PURPOSES:

A. To collect dues from any member wishing to pay.
B. To hear campaign speeches.
C. To elect unit officers
D. To elect all school officers at all school assembly.

III. PREVIOUS LEARNINGS:

A. Have heard officer election committee report.
B. Have heard membership drive committee report.

IV. PRESENTATION:

A. Campaign speeches.
B. Election of officers.
C. President appoints committee chairmen:
1. Safety Committee chairman.
2. Official VICA equipment chairman.
3. VICA wearing apparel chairman.
4. Initiation and installation chairman.
5. Social activities chairman.
6. Community activities chairman.
7. Publicity chairman -- responsible for speakers to come in.
8. Publicity chairman -- responsible for field trips, banquets, etc.
9. State newsletter publicity chairman.
10. VICA magazine publicity chairman and radio and/or television shows.
11. Assembly Programs chairman.
12. Publicity chairman -- responsible for agenda of school student speakers who would be willing to speak before civic, business and trade groups.
13. Follow-up study of club alumni chairman.
14. Outstanding club contest chairman -- responsible for coordinating entire year's activities for competition in outstanding club. This is an ongoing program beginning the first month of school and a chairman could certainly help to have an outstanding club.
15. Highway Safety contest chairman.
16. Safe Driving contest chairman.

Week 2. 1st Day continued.

V. ASSIGNMENTS:

A. Committee chairman for the year assigned.
B. Hand out committee chairmen duties.
C. Hand out duties of officers.

VI. MATERIALS NEEDED:

A. Committee chairmen duties.
B. Officer Duty Sheets.
C. Advisor's Guide.
D. National Handbook.

UNIT LESSON PLAN

VICA

I. VICA - Week 2. 2nd Day SEPTEMBER

II. PURPOSES:

To discuss and plan for officer leadership training conference.

III. PREVIOUS LEARNING:

Officers have studied their duties.

IV. PRESENTATION:

A. Plan and discuss officer leadership training conference.
B. Discuss the need for leadership training.

V. ASSIGNMENT:

A. Make some assignments as far as duties for the conference.
B. Appoint individuals to be responsible for certain phases.

VI. MATERIALS NEEDED:

A. National Handbook
B. Utah State Handbook
C. Application Form

UNIT LESSON PLAN

VICA

I. VICA - Week 2. 3rd Day. SEPTEMBER

II. PURPOSES:

A. To reinforce previous learnings of VICA Unit.
B. To learn about VICA emblem.

III. PREVIOUS LEARNINGS:

A. Have gone over Information Sheet.
B. Have learned the purposes of VICA.
C. Have discussed pledge, creed and colors.

IV. PRESENTATION:

A. Go over Information Sheet again.
B. Use transparencies to teach VICA emblem.
C. Review all sheets of Unit on VICA.

V. ASSIGNMENT:

Final test on Vica Unit tomorrow, so review and be ready.

VI. MATERIALS NEEDED:

A. Information Sheet.
B. Transparencies of VICA emblem.
C. Advisor's Guide for reference material.
D. National Leadership Handbook for reference material.

UNIT LESSON PLAN

VICA

I. VICA - Week 2. 4th Day. SEPTEMBER

II. PURPOSES:

A. To evaluate comprehension of students on VICA Unit.
B. To finish committee chairmen appointments, if any.

III. PREVIOUS LEARNINGS:

A. History of VICA.
B. What VICA's do.
C. Teaching of VICA Unit.

IV. PRESENTATION:

A. Give test on VICA Unit.
B. President should appoint any committee chairmen not previously appointed. Perhaps a committee on planning the Yearly Program for this unit.
C. President asks that this committee call a meeting and plan the Yearly Program. It should be ready to submit for approval by Friday, so that it can be submitted to the all-school advisor.

V. ASSIGNMENTS:

A. Any committee ready for a report should report at tomorrow's meeting.
B. Report on membership.
C. Find out memberships of the other units in school.

VI. MATERIALS NEEDED:

A. Evaluation tests.
B. Make lists of new committee appointments.
C. Advisor's Guide for handy reference.
D. National Leadership Handbook for reference.

UNIT LESSON PLAN

VICA

I. VICA - Week 2. 5th Day. SEPTEMBER

II. PURPOSES:

A. To return evaluation sheets.
B. To re-teach unit, if necessary.

III. PREVIOUS LEARNINGS:

A. Evaluation.
B. Committee assignments.

IV. PRESENTATION:

A. Return evaluation sheets and go over them.
B. Re-teach anything which is deemed necessary.
C. Answer all questions concerning VICA Unit.
D. Discuss possibilities of the Yearly Program if committee has anything to discuss yet.

V. ASSIGNMENTS:

A. Contact school officers on any topic you wish discussed at officer leadership conference.
B. Be ready to submit Yearly Program to unit Monday for adoption and have one ready to submit to School VICA Advisor.

VI. MATERIALS NEEDED:

A. Tests and hand back.
B. Samples of Yearly Program for committee.
C. Advisor's Guide.
D. National Leadership Handbook.

UNIT LESSON PLAN

VICA

I. VICA - Week 3. 1st Day SEPTEMBER

II. PURPOSES:

A. To have President preside for the first time for entire meeting.
B. To adopt Yearly Program.
C. To elect unit Representatives for the all-school executive committee.

III. PREVIOUS LEARNINGS:

A. Have had lessons on VICA.
B. President has read his duties and should know them.
C. Other officers should know their duties also.

IV. PRESENTATION:

A. President calls the meeting to order.
B. Yearly Program should be submitted and voted on.
C. President presents each candidate for his campaign speech.

D. Elect unit Representative for all-school executive board.

V. ASSIGNMENTS:

A. Unit officers study duties again to be more familiar with their office.
B. Committee turn in Yearly Program to School Advisor.
C. Committees needing to report on progress of activities be ready for Monday.

VI. MATERIALS NEEDED:

A. Paper for note-taking.
B. Advisor's Guide for reference.
C. National Leadership Handbook.
D. Robert's Rules of Order.

UNIT LESSON PLAN

VICA

I. VICA - Week 3. 2nd Day. SEPTEMBER

II. PURPOSES:

A. To hold short meeting for any committee reports.
B. Collect any dues from students wanting to pay.

III. PREVIOUS LEARNINGS:

A. Have learned how to hold meetings.
B. Committees have met and planned activities.

IV. PRESENTATION:

A. President calls meeting to order.
B. Committees give reports: membership, special activities, etc.

V. ASSIGNMENTS:

A. Unit class Representative should be ready to meet with school officers tomorrow after election. They should be ready to report on unit officers and unit Yearly Program.
B. This executive board should organize and appoint their chairmen for all the same positions as unit chairmen.
C. Schedule another meeting soon.

VI. MATERIALS NEEDED:

A. Robert's Rules of Order.
B. Advisor's Guide.
C. National Leadership Handbook.

UNIT LESSON PLAN

VICA

I. VICA - Week 3. 3rd Day. SEPTEMBER

II. PURPOSES:

A. To discuss anything not previously discussed.
B. To get up-to-date membership list.
C. To compare membership with other unit memberships.
D. Collect any dues not paid.

III. PREVIOUS LEARNINGS:

A. Several meetings have been held.
B. Dues have been collected.
C. Membership roster should have been kept.

IV. PRESENTATION:

A. President calls meeting to order.
B. Opens for discussion on any unfinished business.
C. Discussion is open for new business.
D. Hear report on membership.
E. Hear comparison of this unit membership with other unit membership.
F. Start planning for the picnic for the unit 100% memberships.
G. Meeting adjourns.
H. During break — vote on all-school officers.
I. Unit class Representative meet with the elected officers.
J. Representatives give unit reports on the various committees, e.g. membership, Yearly Program for their unit, unit officers, etc.
K. Start planning all-school Yearly Program.

V. ASSIGNMENTS:

A. Set another meeting to finish planning Yearly Program.
B. Set a meeting time to meet with Advisor, for approval of Yearly Program.
C. Set a date for the picnic for the 100% membership units.

VI. MATERIALS NEEDED:

A. Robert's Rules of Order.
B. Copies of unit Yearly Programs.
C. National Leadership Handbook.
D. Copy of "The National Program of Work Guidebook".

UNIT LESSON PLAN

VICA

I. VICA - Week 3. 3rd Day. SEPTEMBER

II. PURPOSES:

To learn parliamentary procedure.

III. PREVIOUS LEARNINGS:

Have had no lessons on parliamentary procedure.

IV. PRESENTATION:

A. Obtain a copy of "Parliamentary Guide for Vocational Industrial Club of America", Texas Association, Inc. Jarrell D. Gray or any suitable parliamentary guide.
B. Students may all want to purchase a copy of this.
C. pp. 35 gives a good Lesson Plan on Parliamentary Procedure.

V. ASSIGNMENTS:

We will study further tomorrow.

VI. MATERIALS NEEDED:

A. Jarrell D. Gray, Parliamentary Guide for Vocational Industrial Club of America (Texas Association, Inc.; Wolfe City: Henington Publishing Company, 1969) or any suitable guide.
B. Robert's Rules of Order

UNIT LESSON PLAN

VICA

I. VICA -- Week 3. 5th Day. SEPTEMBER

II. PURPOSES:

To study further parliamentary procedure.

III. PREVIOUS LEARNINGS:

Have had some study on parliamentary procedure.

IV. PRESENTATION:

Discuss parliamentary procedure following outline in Gray's "Parliamentary Guide" or any suitable guide.

V. ASSIGNMENTS:

We will study further tomorrow and have some questions.

VI. MATERIALS NEEDED:

A. Jarrell D. Gray, Parliamentary Guide for Vocational Industrial Club of America (Texas Association, Inc.; Wolfe City: Henington Publishing Company, 1969) or any suitable guide.
B. Robert's Rules of Order

UNIT LESSON PLAN

VICA

I. VICA - Week 4. 1st Day. SEPTEMBER

II. PURPOSES:

To study further parliamentary procedure.

III. PREVIOUS LEARNINGS:

Have studied parliamentary procedure for two days.

IV. PRESENTATION:

Further discussion and have some questions ready to ask them from the Parliamentary Guide.

V. ASSIGNMENTS:

No assignment. Will have another unit meeting Monday.

VI. MATERIALS NEEDED:

A. Jarrell D. Gray, Parliamentary Guide for Vocational Industrial Club of America (Texas Association, Inc.; Wolfe City: Henington Publishing Company, 1969), or any suitable guide.
B. Robert's Rules of Order.

UNIT LESSON PLAN

VICA

I. VICA - Week 4. 2nd Day. SEPTEMBER

II. PURPOSES:

To study opening and closing ceremonies.

III. PREVIOUS LEARNINGS:

Have held meetings and studied parliamentary procedure.

IV. PRESENTATION:

A. Go over opening and closing ceremonies with them and give demonstration of how it should be.
B. If you have any last year students, utilize these for demonstration purposes.
C. Teach them how to move and place symbols on emblem.

V. ASSIGNMENTS:

Hand out copies of opening and closing ceremonies.

VI. MATERIALS NEEDED:

A. Advisor's Guide.
B. Copies of Opening and Closing ceremonies.
C. National Leadership Handbook.

UNIT LESSON PLAN

VICA

I. VICA - Week 4. 3rd Day. SEPTEMBER

II. PURPOSES:

A. To determine the students performance on opening and closing ceremonies.
B. To discuss and decide on safety projects.
C. To discuss initiation and installation of unit officers.

III. PREVIOUS LEARNINGS:

A. Have had discussion and demonstration of opening and closing ceremonies.
B. Have appointed safety committee.
C. Have appointed initiation and installation committee.

IV. PRESENTATION:

A. Have officers go through opening and closing ceremonies.
B. Go ahead with meeting according to parliamentary procedure.
C. Discuss safety after hearing from safety committee.
D. Discuss initiation and installation after hearing from this committee.
E. Adjourn.

V. ASSIGNMENTS:

None

VI. MATERIALS NEEDED:

A. Advisor's Guide.
B. Opening and Closing Ceremonies.
C. Parliamentary Guide.
D. National Leadership Handbook.

UNIT LESSON PLAN

VICA

I. VICA - Week 4. 4th Day. SEPTEMBER

II. PURPOSES:

A. To finalize some of the safety project plans.
B. To finalize plans for initiation and installation of unit members.

III. PREVIOUS LEARNINGS:

A. Have had discussion on safety projects.
B. Have had discussion on initiation and installation.

IV. PRESENTATION:

A. President calls meeting to order and officers perform Opening and Closing Ceremonies.
B. Finalize safety project plans.
C. Finalize initiation and installation of unit members.
D. Discuss any other business necessary at this time.
E. Meeting Adjourns.

V. ASSIGNMENTS:

No meeting tomorrow.
Optional: Have a trade in demonstrating opening and closing ceremonies to other units.

VI. MATERIALS NEEDED:

A. Initiation and Installation ceremonies to study.
B. Advisor's Guide.
C. National Leadership Handbook.

UNIT LESSON PLAN

VICA

I. VICA - Week 5 & 6. 3rd Day. OCTOBER

II. PURPOSES:

To have all school officers train unit officers

III. PREVIOUS LEARNING:

All school officers have been to Officers Leadership Training Conference.

IV. PRESENTATION:

A. President calls meeting to order according to VICA opening and closing ceremonies.
B. All school officers report to units on Officer Leadership Training Conference.
C. All school officers meet with their unit counterparts for individual help.

V. ASSIGNMENTS:

Possible practice for reports and treasurer and secretary.

VI. MATERIALS NEEDED:

Portfolio of handouts collected in Officers Leadership Training Conference.

UNIT LESSON PLAN

VICA

I. VICA - Week 7. 3rd Day. OCTOBER

II. PURPOSES:

To hear reports on all committees progress.

III. PREVIOUS LEARNINGS:

Committees and chairmen have been assigned to plan for these activities.

IV. PRESENTATION:

A. President calls meeting to order according to VICA opening and closing ceremonies.
B. Asks for committee reports:
   1. Report on Highway safety contest plans.
   2. Report on Safe Driving contest plans.
   3. Report on Safety committee plans and what is being done.
   4. Report on Outstanding Chapter activities.
   5. All other committees should report and if time does not permit today, finish tomorrow. These should be moving right along day-by-day and news coverage in the newspaper and radio, television, etc.
C. Any other business should be taken care of at this time.

V. ASSIGNMENTS:

Make any assignments needed at this time that have not been taken care of previously.

VI. MATERIALS NEEDED:

A. Forms for committee reports.
B. Advisor's Guide.

UNIT LESSON PLAN

VICA

I. VICA - Week 8. 3rd Day. OCTOBER

II. PURPOSES:

To hold unit initiation and installation this week according to previous plans.

III. PREVIOUS LEARNINGS:

Plans have already been made prior to this time.

IV. PRESENTATION:

A. Installation of unit officers.
B. Initiation of all members.
C. Closing ceremonies.

V. ASSIGNMENTS:

None particularly, unless deemed necessary at this time.

VI. MATERIALS NEEDED:

A. Initiation Ceremony copies.
B. Installation Ceremony copies.
C. Camera for pictures for news coverage.
D. Advisor's Guide.

UNIT LESSON PLAN

VICA

I. VICA - Week 9. 3rd Day. OCTOBER - NOVEMBER

II. PURPOSES:

To plan for the activities of November.

III. PREVIOUS LEARNINGS:

A. All unit officers have now been installed.
B. All unit members have been initiated.
C. Committees have had several meetings.
D. Yearly Program of work has been adopted.

IV. PRESENTATION:

A. President calls meeting to order in regular VICA opening ceremonies.
B. Discussion is made on the activities for this month according to this unit's Yearly Program of work, e.g. helping needy families at Thanksgiving, etc.
C. Discuss the traits of a leader again although this has already been discussed in the Leadership Training Conference last month. It always helps to remind and reinforce learnings.

V. ASSIGNMENTS:

A. Remind students to carry out their assignments for the activities of this month.
B. Remind them that committee reports are due next meeting.

VI. MATERIALS NEEDED:

A. Copy of traits of a Leader.
B. Advisor's Guide.
C. Notepaper for note taking.

UNIT LESSON PLAN

VICA

I. VICA - Week 10. 3rd Day. NOVEMBER

II. PURPOSES:

A. To reinforce enthusiasm of being a VICA member.
B. To plan an activity.
C. To hear committee reports.

III. PREVIOUS LEARNINGS:

A. VICA has been studied and should be thoroughly understood by now; however, reinforcement is always advisable.
B. The Yearly Program has been adopted, but may need to be altered to fit a specific class or new idea.

IV. PRESENTATION:

A. President calls meeting to order in regular VICA opening ceremonies.
B. Business is taken care of.
C. Review Part I of the National Leadership Handbook, June 1970, "YOU'RE A VICA MEMBER". pp. 9-13.
D. Discuss some activity that perhaps could be accomplished which was not on the Yearly Program. Something particularly fitting for this month.
E. Discuss field trip.
F. Discuss speaker.
G. Committee reports should be given.
H. Meeting adjourns.

V. ASSIGNMENTS:

A. All students should carry out assignments when given in a meeting.
B. Next meeting will be finalizing the activities for November and further study on VICA.

VI. MATERIALS NEEDED:

A. National Leadership Handbook, June 1970. pp. 9-13.
B. Copies of these pages should be handed out to each student.
C. Advisor's Guide.
D. Robert's Rules of Order.

UNIT LESSON PLAN

VICA

I. VICA - Week 11. 3rd Day. NOVEMBER

II. PURPOSES:

A. To finalize the activities for November.
B. To study the challenge of youth.

III. PREVIOUS LEARNINGS:

A. Have learned what being a VICA member means.
B. Have discussed various activities for this month.

IV. PRESENTATION:

A. President calls meeting to order in regular VICA opening ceremonies.
B. Conducts meeting according to Robert's Rules of Order and VICA Parliamentary Procedure.
C. Finalizes November's activities.
D. Discuss skipping next week's meeting due to Thanksgiving.
E. Finish all business.
F. Discuss "YOUTH: Tempered by Challenge"

Ref: National Leadership Handbook, June 1970, pp. 17-24.

G. Meeting adjourns.

V. ASSIGNMENTS:

A. Any student who has assignments should get them completed.
B. Remind them of next meeting and what to be thinking about before meeting time.

VI. MATERIALS NEEDED:

A. National Leadership Handbook, June 1970. pp. 17-24.
B. Have copies of these pages for each student for easy discussion purposes.
C. Advisor's Guide.
D. VICA Parliamentary Guide.
E. Robert's Rules of Order.

UNIT LESSON PLAN

VICA

I. VICA - Week 13. 3rd Day. NOVEMBER

II. PURPOSES:

A. To preplan December's activities.
B. To review parliamentary procedure.
C. To work on safety programs.

III. PREVIOUS LEARNINGS:

A. Have discussed the challenge of youth.
B. Have discussed the virtues to be practiced by man.
C. Have discussed Rules of Civility.
D. Have planned safety projects for the year.

IV. PRESENTATION:

A. President calls meeting to order in regular VICA opening ceremonies.
B. Review VICA Parliamentary Procedure.
C. Discuss safety program.
D. Discuss December's activities.
E. Take up any unfinished business.
F. Meeting adjourns.

V. ASSIGNMENTS:

A. Committees get reports ready for first meeting in December.
B. Safety committee should be in full-swing and come up with some other good ideas.

VI. MATERIALS NEEDED:

A. VICA Parliamentary Guide.
B. Robert's Rules of Order.
C. Advisor's Guide.
D. National Leadership Handbook, June 1970.

UNIT LESSON PLAN

VICA

I. VICA - Week 14. 3rd Day. DECEMBER

II. PURPOSES:

A. To review Part II of the National Leadership Handbook.
B. To review the program, administration, evaluation, advisory council, system of promotion, etc. (This was covered in the Leadership Training Conference.)

III. PREVIOUS LEARNINGS:

A. Have discussed this briefly in the Leadership Training Conference in October.
B. Have studied Part I: "You're a VICA member".

IV. PRESENTATION:

A. Advisor should conduct this meeting.
B. Have hand outs of pages 17-27.
C. Discuss each of these individually.

V. ASSIGNMENTS:

A. Have hand outs of the rest of Part II for them to look over before another meeting.
B. Remind them that next meeting is committee report time.

VI. MATERIALS NEEDED:

A. Copies of National Leadership Handbook, June 1970. pp. 17-27 and parts of the rest of the chapter that will pertain to next meeting.
B. National Leadership Handbook.
C. Advisor's Guide.

UNIT LESSON PLAN

VICA

I. VICA - Week 15. 3rd Day. DECEMBER

II. PURPOSES:

A. To hear committee reports to date.
B. To finish discussion on Part II.
C. To finalize December's activities.

III. PREVIOUS LEARNINGS:

A. Committees have been assigned reports.
B. Handouts on the rest of Part II have been received by the students.
C. Previous plans were made for December.

IV. PRESENTATION:

A. President opens meeting in regular VICA opening ceremonies.
B. Committee reports.
C. Discussion on final Part II.
D. Discussion and finalization of December's activities.
E. Set date for next meeting in January.
F. Meeting adjourns.

V. ASSIGNMENTS:

A. Remind them that next meeting will be in January after Christmas vacation.
B. Some assignment may be given that would be particularly fitting at this time.

VI. MATERIALS NEEDED:

A. Paper for reports.
B. Advisor's Guide.
C. National Leadership Handbook.
D. VICA Parliamentary Guide.

UNIT LESSON PLAN

VICA

I. VICA - Week 16. 3rd Day. JANUARY

II. PURPOSES:

A. To plan for January's activities.
B. To discuss a VICA sweetheart dance for Valentine Day honoring your VICA sweetheart. (Or some similar activity)
C. To discuss the possibility of an Industrial-Student Banquet.

III. PREVIOUS LEARNINGS:

A. The students have learned how to plan activities.
B. They have learned how to discuss activities according to parliamentary procedure.

IV. PRESENTATION:

A. President opens meeting in regular VICA opening ceremonies.
B. Discuss January activities.
C. Discuss the VICA Sweetheart and the possibility of a Dance in her honor.
D. Discuss some other activity such as an Industrial-Student Banquet.
E. Set the requirements and qualifications for your unit VICA Sweetheart which will be a candidate for the all-school VICA Sweetheart.
F. Set the date for filing and for the election.
G. Meeting adjourns.

V. ASSIGNMENTS:

A. Students who were assigned to committee for the qualifications and requirements for the VICA Sweetheart should get busy and turn these in within two days.
B. Students wishing to file for candidacy or who seek nomination to VICA Sweetheart should be doing so by the next meeting date.

VI. MATERIALS NEEDED:

A. Advisor's Guide for reference on some of these type activities.
B. National Leadership Handbook, June 1970.
C. VICA Parliamentary Guide.

UNIT LESSON PLAN

VICA

I. VICA - Week 17. 3rd Day. JANUARY

II. PURPOSES:

A. To accept nominations for VICA Sweetheart candidacy.
B. To finish discussing some of the activities for January.
C. To set a date for the February Valentine Dance.

III. PREVIOUS LEARNINGS:

A. The students have been acquainted with the qualifications for their unit VICA Sweetheart.
B. The students are acquainted with activities for the month.

IV. PRESENTATION:

A. President opens meeting in regular VICA opening ceremonies.
B. Accept nominations for VICA Sweetheart candidacy.
C. If everything is in order, go ahead and have election. If everything is not in order, wait until next week.
D. Discuss January activities.
E. Set date for the February Valentine Dance or whatever the occasion designated to honor the VICA Sweetheart.
F. Discuss further the possibility of an Industrial-Student Banquet.
G. Take care of any unfinished business.
H. Meeting adjourns.

V. ASSIGNMENTS:

A. Committee chairmen get reports ready for next meeting.
B. Review Yearly Program before next meeting.

VI. MATERIALS NEEDED:

A. Need copy of unit Yearly Program.
B. Advisor's Guide.
C. VICA Parliamentary Guide.
D. National Leadership Handbook, June 1970.

UNIT LESSON PLAN

VICA

I. VICA - Week 18. 3rd Day. JANUARY

II. PURPOSES:

A. To hear committee reports.
B. To encourage the wearing of VICA wearing apparel.
C. To review the National Program of Work.

III. PREVIOUS LEARNINGS:

A. Committee chairmen have given previous reports and should know the proper procedure on giving reports.
B. Members know the importance of VICA wearing apparel.
C. Members have studied the National Program of Work previously; however, they should be reviewed at this time.

IV. PRESENTATION:

A. President opens meeting in regular VICA opening ceremonies.
B. Take care of old business first.
C. If VICA Sweetheart was not elected last week, hold the election at this time.
D. Review and discuss the importance and points gained by wearing the official VICA wearing apparel on VICA DAYS at school and to all official meetings.
E. Committee chairmen should give their reports to date.
F. Discuss the National Program of Work.
Ref: National Leadership Handbook, June 1970, pp. 78-79.
G. Meeting adjourns.

V. ASSIGNMENTS:

A. Remind VICA Sweetheart that she must be ready for the event honoring her by acquiring the appropriate clothing.
B. Remind the students to carry out their duties for the activities of the month.

VI. MATERIALS NEEDED:

A. National Leadership Handbook, June 1970, pp. 78-79.
B. Advisor's Guide.
C. VICA Parliamentary Guide.
D. Robert's Rules of Order.

UNIT LESSON PLAN

VICA

I. VICA - Week 19. 3rd Day. JANUARY

II. PURPOSES:

To review Personal Development For The Leader, Part IV.

III. PREVIOUS LEARNINGS:

Some previous study of this has been made much earlier in the year.

IV. PRESENTATION:

A. Advisor or a well-informed student could present this or be the discussion leader.
B. National Leadership Handbook, June 1970, pp. 127-133.
C. Copies of these could be made to hand out to students so that they could follow or transparencies of the highlights could be made so that attention could be held toward the front of the room.
D. Have open discussion.
E. Meeting adjourns.

V. ASSIGNMENTS:

A. Students who have jobs to perform before the February events and activities should be reminded to have them completed.
B. Remind them that contests will be discussed first meeting in February.

VI. MATERIALS NEEDED:

A. National Leadership Handbook, June 1970, pp. 127-133.
B. Advisor's Guide.
C. Transparencies - if used.
D. Hand outs - if used.

UNIT LESSON PLAN

VICA

I. VICA - Week 20. 3rd Day. FEBRUARY

II. PURPOSES:

A. To discuss all contests for District Leadership Conf. Day.
B. To plan competition between units in preparation for District contests.

III. PREVIOUS LEARNINGS:

Students have been familiarized with types of contests.

IV. PRESENTATION:

A. Advisor should probably be in charge of this meeting.
B. Discuss in detail the contests available on the District level.
C. Explain how competition between units will determine who will go to the District contests.
D. Explain that this unit competition should be as serious as District competition.
E. Set date for unit competition.
F. Anyone wishing to participate must file by Friday.
G. Meeting adjourns.

V. ASSIGNMENTS:

A. Remind students of filing period for contests.
B. Remind them how participation in contests helps them to develop individually.
C. Remind them that next meeting finalizes VICA Sweetheart honor event.

VI. MATERIALS NEEDED:

A. Copies of all District contests and rules.
B. Advisor's Guide.
C. National Leadership Handbook.

UNIT LESSON PLAN

VICA

I. VICA - Week 21. 3rd Day. FEBRUARY

II. PURPOSES:

A. To finalize VICA Sweetheart honor event.
B. To finalize plans for unit contests.

III. PREVIOUS LEARNINGS:

A. Students have been notified of filing period for contests.
B. Students have discussed VICA Sweetheart honor event previously.

IV. PRESENTATION:

A. President opens meeting in regular VICA opening ceremonies.
B. President conducts meeting according to parliamentary procedure.
C. Discuss final preparation and make assignments of duties for the VICA Sweetheart honor event.

D. Discuss and finalize plans for unit contests. Make all necessary student assignments.
E. Make sure each participant knows exactly what he is supposed to do.
F. Finish any other business that should be brought up at this time.
G. Meeting adjourns.

V. ASSIGNMENTS:

A. Remind students to be sure to carry out all assignments made during the meeting.
B. Make sure each participant understands his performance.
C. Make sure the Sweetheart has proper wearing apparel for the event.

UNIT LESSON PLAN

VICA

VICA - Week 21. 3rd Day continued. FEBRUARY

VI. MATERIALS NEEDED:

A. Duties of participants in contests.
B. Rules and regulations for contests.

C. Robert's Rules of Order.
D. Advisor's Guide.
E. Forms are completed for contests.

ERIC

UNIT LESSON PLAN

VICA

I. VICA - Week 22. 3rd Day. FEBRUARY

II. PURPOSES:

A. To discuss activities of District VICA Leadership Conference Day in March.
B. To discuss any unfinished activities on the Yearly Program of Work for the month of February.
C. To discuss having a local career day within the unit.

III. PREVIOUS LEARNING:

A. Previous discussion on monthly activities.
B. Previous discussion on District VICA Leadership Conference Day in March.

IV. PRESENTATION:

A. President opens meeting in regular VICA opening ceremonies.
B. President conducts meeting according to parliamentary procedure.
C. District VICA Leadership Conference Day in March.
D. Discuss the possibility of holding a local career day with the unit -- invite speakers for local industry to inform the students of the job opportunities in their particular skill or trade in the community as well as in other communities.
E. Discuss any unfinished activities for the month of February or substitute some other activity that may be more fitting for this month.
F. Meeting adjourns.

V. ASSIGNMENTS:

A. Remind students that monthly unit reports of all committees are due next meeting.
B. Remind them to wear official VICA wearing apparel on all VICA Dress-up days and to all official meetings.
C. Remind students to wear official VICA wearing apparel when representing the school when working on community projects.
D. Remind them of proper apparel on DISTRICT VICA LEADERSHIP DAY.

UNIT LESSON PLAN

VICA

VICA - Week 22. 3rd Day continued. FEBRUARY

VI. MATERIALS NEEDED:

A. Copy of Yearly Program of Work.
B. Copy of District VICA Leadership Conference Day.
C. Copy of local Leadership Conference Day activities and what students are wanting to learn from this local Leadership Conference Day.
D. Parliamentary Guide.
E. Advisor's Guide.

ERIC

UNIT LESSON PLAN

VICA

I. VICA - Week 23. 3rd Day. FEBRUARY

II. PURPOSES:

A. To further prepare for District VICA Leadership Day.
B. To hear all committee reports.

III. PREVIOUS LEARNINGS:

A. Previous discussions on District VICA Leadership Day.
B. Previous experience on giving committee reports.

IV. PRESENTATION:

A. President opens meeting in regular VICA opening ceremonies.
B. Further planning for District VICA Leadership Day.
C. President presents each committee chairman to give his report to date.
D. Meeting adjourns.

V. ASSIGNMENTS:

A. Remind students to be working hard on their contests for District.
B. Make notes of committee reports to date.
C. Make sure that safety projects are progressing as scheduled.
D. Make sure that all students understand their responsibility toward the community when asked to give speeches to civic organizations, work on community projects, etc.

VI. MATERIALS NEEDED:

A. Copy of District VICA Leadership Day activities.
B. Advisor's Guide.
C. Copy of contest rules and regulations.

UNIT LESSON PLAN

VICA

I. VICA - Week 24. 3rd Day. MARCH

II. PURPOSES:

To further prepare for District VICA Leadership Day.

III. PREVIOUS LEARNINGS:

Have had lessons on District VICA Leadership Day.

IV. PRESENTATION:

A. Work on contests for District VICA Leadership Day.
B. Make posters for any student running for District Officer.
C. Make data sheets for candidate to be mailed to other school chapters, asking for their votes for your candidate.
D. Work! Prepare! Work! Prepare! Work! Prepare!

V. ASSIGNMENTS:

A. Help them all you can to work on their contests and get ready for District VICA Leadership Day.
B. Suggest improvements in a diplomatic manner.

VI. MATERIALS NEEDED:

A. Copy of District VICA Leadership Day activities and contest guidelines.
B. Advisor's Guide.
C. National Leadership Handbook, June 1970.

UNIT LESSON PLAN

VICA

I. VICA - Week 25. 3rd Day. MARCH

II. PURPOSES:

To continue preparing for District VICA Leadership Day.

III. PREVIOUS LEARNINGS:

Have been working and preparing for this for a few weeks.

IV. PRESENTATION:

A. President should call meeting to order in regular VICA opening ceremonies.
B. Regular business should be disposed of.
C. President should introduce each participant and let him continue his contest in front of the group, e.g. public speaking, extemporaneous speaking, etc.
D. Give the class a chance to comment on the speech, etc., and give constructive criticisms. Remember our main purpose now is to be as good as we can and all work to be the best!
E. Meeting adjourns.

V. ASSIGNMENTS:

A. Make any assignments deemed necessary to be ready for the District VICA Leadership Conference Day.
B. Help students in any way that you can be of help without doing the work for them.
C. Again, give suggestions in a diplomatic manner so that they will be adhered to.

VI. MATERIALS NEEDED:

A. Copy of District VICA Leadership Conference Day activities and contest guidelines.
B. Advisor's Guide.
C. National Leadership Handbook, June 1970. Review the qualities of leaders.

UNIT LESSON PLAN

VICA

I. VICA - Week 26. 3rd Day. MARCH

II. PURPOSES:

To finalize preparation for District VICA Leadership Day.

III. PREVIOUS LEARNINGS:

Should be ready to finalize this meeting date.

IV. PRESENTATION:

A. President calls meeting to order in regular VICA opening ceremonies.
B. Business and activities for the month of March, other than the contests should be discussed at this time.
C. President presents each participant and lets him perform his part of the contests in front of the class again.
D. After all participants are finished, have a discussion and constructive criticisms again.
E. This is the final time before District, so really get down to business!
F. Make final transportation plans.
G. Meeting adjourns.

V. ASSIGNMENTS:

A. This is the last chance to make any suggestions or give any instructions, and assignments before leaving for District.
B. Go over the conduct rules of the day.
C. Remind them of their official VICA wearing apparel, especially contestants.
D. Tell them no matter if they win, draw, or lose, they are still winners just for the fact that they participated.

VI. MATERIALS NEEDED:

A. Copy of District VICA Leadership Conference Day activities and contest guidelines.
B. Copy of conduct for District VICA Leadership Conference Day.
C. Advisor's Guide.
D. National Leadership Handbook, June 1970.

UNIT LESSON PLAN

VICA

I. VICA - Week 27. 3rd Day. MARCH

II. PURPOSES:

To hear reports on District VICA Leadership Day.

III. PREVIOUS LEARNINGS:

Students have attended District VICA Leadership Day. be able to report and make suggestions for improvement for STATE VICA LEADERSHIP CONFERENCE DAY.

IV. PRESENTATION:

A. President calls meeting to order in regular VICA opening ceremonies.
B. President should present chairman of District VICA Leadership Day for report on District VICA Leadership Conference Day.
C. Each participant should report what he found to be "right" and "wrong" and suggest improvements to be made for STATE VICA LEADERSHIP CONFERENCE DAY.
D. All winners will be able to attend STATE VICA LEADERSHIP DAY.
E. Inform the students who want to attend these days, who were not winners, what the costs will be, etc.
F. Inform all other chairmen to be ready for up-to-date reports for next meeting.
G. Meeting adjourns.

V. ASSIGNMENTS:

A. Remind the committee chairmen to be ready with reports for next meeting.
B. Remind safety committee to be up-to-date on their projects and ask if they need any help from other students.

VI. MATERIALS NEEDED:

A. Copy of STATE VICA LEADERSHIP CONFERENCE DAY ACTIVITIES and contest guidelines.
B. Notepaper for jotting notes on the reports given at this meeting.
C. Advisor's Guide.
D. Be ready with any suggestions, etc., to be handed out, if necessary.

UNIT LESSON PLAN

VICA

I. VICA - Week 28. 3rd Day. APRIL

II. PURPOSES:

A. To hear up-to-date reports from all committees.
B. To plan for STATE VICA LEADERSHIP CONFERENCE DAY.
C. To finalize April's activities which were scheduled on the Yearly Program of Work.

III. PREVIOUS LEARNINGS:

A. Students are familiar with committee reports.
B. Students have attended District contests and are now ready to plan for State contests.
C. Students are familiar with the Yearly Program of Work.

IV. PRESENTATION:

A. President calls meeting to order in regular VICA opening ceremonies.
B. Business and activities for the month of April should be discussed and disposed of.
C. Each committee chairman should given an up-to-date report on their progress.
D. Any committee needing additional help should ask for volunteers.
E. Start planning for State VICA LEADERSHIP CONFERENCE DAY. Any participant ready to perform his particular skill or speech may do so at this meeting.
F. Discussion for an outstanding performance at State should be encouraged at this time.
G. Meeting adjourns.

V. ASSIGNMENTS:

A. No particular assignments other than activities for the month and contests.
B. Remind them that next meeting will take care of conduct for STATE VICA LEADERSHIP CONFERENCE DAY.

VI. MATERIALS NEEDED:

A. Copy of STATE VICA LEADERSHIP CONFERENCE DAY activities and contest guidelines.
B. Advisor's Guide.
C. Notepaper for taking notes on committee reports.
D. National Leadership Handbook, June 1970.

UNIT LESSON PLAN

VICA

I. VICA - Week 29. 3rd Day. APRIL

II. PURPOSES:

A. To work on all plans concerning STATE VICA LEADERSHIP DAY.
B. To hear campaign speeches of students running for State Officer.

III. PREVIOUS LEARNINGS:

A. Students are familiar with the planning of these DAYS.
B. Students are familiar with campaign speeches.

IV. PRESENTATION:

A. President calls meeting to order in regular VICA opening ceremonies.
B. President presents candidates for State Officers to give their speeches before this class.
C. Suggestions for improvement should be given.
D. Now all work on plans for STATE VICA LEADERSHIP DAY.
E. Conduct discussed thoroughly.
F. Meeting adjourns.

V. ASSIGNMENTS:

A. WORK! PLAN! WORK! PLAN! WORK! PLAN!
B. Make campaign posters, data sheets, etc.

VI. MATERIALS NEEDED:

A. Posters for campaigning.
B. Magic markers, tape, etc.
C. Advisor's Guide.
D. National Leadership Handbook, June 1970.
E. Copy of activities and contest guidelines for STATE VICA LEADERSHIP CONFERENCE DAY.

UNIT LESSON PLAN

VICA

I. VICA - Week 30. 3rd Day. APRIL

II. PURPOSES:

A. To finalize all plans for STATE VICA LEADERSHIP DAY.
B. To finalize transportation and costs.

III. PREVIOUS LEARNINGS:

Students have had previous experience in these lines when they attended District VICA Leadership Conference Day.

IV. PRESENTATION:

A. President calls meeting to order.
B. All final plans are made at this time.
C. Transportation and costs are finalized.
D. Final assignments and instructions should be given at this time.
E. Meeting adjourns.

V. ASSIGNMENTS:

A. GOOD LUCK AT STATE VICA CONTESTS!
B. Bring back as many trophies as can be transported.

VI. MATERIALS NEEDED:

A. Assignment sheets.
B. Schedules of where students should be and when.
C. Instructions about conduct should be handed out so there will be no misunderstandings.
D. Be sure to wear official VICA wearing apparel.

UNIT LESSON PLAN

VICA

I. VICA - Week 31. 3rd Day. APRIL

II. PURPOSES:

A. To hear report on STATE VICA LEADERSHIP CONFERENCE DAY.
B. To hear suggestions for changes next year.

III. PREVIOUS LEARNINGS:

Have attended STATE VICA LEADERSHIP CONFERENCE DAY.

IV. PRESENTATION:

A. President calls meeting to order in regular VICA opening ceremonies.
B. President presents each participant at STATE VICA LEADERSHIP DAYS for his report of his activities.
C. Discussion and suggestions for changes and improvements for next year and for Nationals.
D. Each student should tell the fun and the work at conventions, and what they have gained in experiences and why students returning next year should try to participate.
E. Take up any unfinished business that should be disposed of at this time.
F. Meeting adjourns.

V. ASSIGNMENTS:

A. Make assignments for students who are going to Nationals.
B. Explain about Nationals, when it is, conduct, activities, transportation, costs, etc.

VI. MATERIALS NEEDED:

A. Copy of National contests rules and regulations.
B. Copy of National Officer candidate rules and requirements.
C. Advisor's Guide.
D. National Leadership Handbook, June 1970.

UNIT LESSON PLAN

VICA

I. VICA - Week 32. 3rd Day. MAY

II. PURPOSES:

A. To make final activities plans on the Yearly Program of Work for May and June.
B. To have students prepared to make thorough reports at the All-School Assembly on unit's Yearly Program.
C. To discuss further about Nationals.
D. To discuss and hear reports if all committee reports have been turned in to the All-School Historian, Advisor, etc.
E. To hear if all news has been turned in to proper persons.

III. PREVIOUS LEARNINGS:

Students have had previous experience in all of these activities mentioned in purposes of this meeting.

IV. PRESENTATION:

A. President calls meeting to order in regular opening ceremonies.
B. Discuss final activities to be finished which were scheduled on the unit Yearly Program of Work for May and June.
C. Discuss reports and see that all students have turned in their committee reports to proper persons, e.g. All-School Advisor and Historian, Reporter, etc.
D. Discussion should be made as to whether the class thinks they have received proper news coverage both in school and in the news media for the community.
E. Discussion should be made about committee reports and Convention reports prepared to be given at the All-School Assembly for unit for the Yearly Program.
F. Discussion should be made about attending Nationals, as far as those participating in contests -- others: costs, transportation, lodging, conduct, etc.
G. Take up and dispose of any unfinished business at this time.
H. Meeting adjourns.

UNIT LESSON PLAN

VICA

VICA - Week 32. 3rd Day continued. MAY

V. ASSIGNMENTS:

A. Make final assignments about Nationals.
B. Assign those wanting a final social to get together and plan what they want for presentation to the next meeting.
C. Make other assignments deemed necessary at this time.

VI. MATERIALS NEEDED:

A. Copy of National contest rules and regulations.
B. Copy of National Officer candidate rules and requirements and have it filled in completely to be mailed to State VICA Advisor.
C. Advisor's Guide.
D. National Leadership Handbook, June 1970.
E. Unit Scrapbook and news coverages to date.
F. Paper for making assignments.

UNIT LESSON PLAN

VICA

I. VICA - Week 33. 3rd Day. MAY

II. PURPOSES:

To dispose of the unit meeting this week and attend the All-School Assembly.

III. PREVIOUS LEARNINGS:

Students are experience by this time or at least they certainly should be.

IV. PRESENTATION:

Students attend All-School Assembly and give all necessary and prepared reports.

V. ASSIGNMENTS:

None.

VI. MATERIALS NEEDED:

Students need copies of their reports to give to the proper persons after reporting to the student body during the All-School Assembly.

UNIT LESSON PLAN

VICA

I. VICA - Week 34. 3rd Day. MAY

II. PURPOSES:

A. To discuss the possibility of having a final social gathering.
B. To discuss if all activities have been carried out as scheduled in unit Yearly Program of Work.
C. To hear suggestions for next year's Program of Work.

III. PREVIOUS LEARNINGS:

Students are experienced.

IV. PRESENTATION:

A. President calls meeting to order in regular VICA opening ceremonies.
B. Discussion of final social gathering.
C. Discussion on activities being carried out as pre-scheduled.
E. Dispose of last-minute business.
F. Meeting adjourns.

V. ASSIGNMENTS:

Make assignments deemed necessary.

VI. MATERIALS NEEDED:

A. Copy of this year's unit Yearly Program of Work.
B. Paper for notes on social gathering.
C. Advisor's Guide.
D. National Leadership Handbook, June 1970.
E. Parliamentary Guide.

UNIT LESSON PLAN

VICA

I. VICA - Week 35. 3rd Day. MAY

II. PURPOSES:

To finalize all plans on going to Nationals.

III. PREVIOUS LEARNINGS:

Students are experienced.

IV. PRESENTATION:

A. President calls meeting to order -- probably for the last time this year.
B. Discussion on final plans for Nationals.
C. Dispose of any unfinished business.
D. Meeting adjourns.

V. ASSIGNMENTS:

Only those necessary for Nationals.

VI. MATERIALS NEEDED:

A. Copy of National rules and regulations.
B. Advisor's Guide.
C. National Leadership Handbook, June 1970.
D. All receipt books should be turned in to sponsor to be turned in to All-School Advisor.

REFERENCE MATERIALS

Title	Where Available
Leadership Handbook	VICA Headquarters 105 N. Virginia Avenue Falls Church, Virginia 22046
Officers Handbook	VICA Headquarters 105 N. Virginia Avenue Falls Church, Virginia 22046
Your VICA Year (Suggested Calendar of Activities)	VICA Headquarters 105 N. Virginia Avenue Falls Church, Virginia 22046
The National Program of Work	VICA Headquarters 105 N. Virginia Avenue Falls Church, Virginia 22046
Guide to Public Relations	VICA Headquarters 105 N. Virginia Avenue Falls Church, Virginia 22046
Parliamentary Guide for Vocational Industrial Clubs of America by Jarrell D. Gray	Texas Association, Inc. Henington Publishing Co. Wolfe City (1969)
Workbook of Parliamentary Guide for Vocational Industrial Clubs of America	Texas Association, Inc. Henington Publishing Co. Wolfe City
VICA Supply Catalogue	Balfour Supply Service 11722 Parklawn Drive Rockville, Maryland 20852

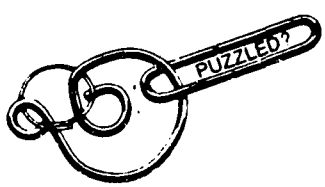

ACCESSION NUMBER: VT100638

TITLE: OCCUPATIONS RELATED TO SANITATION.

PERSONAL AUTHOR: CRABTREE, JACQUELYN

DESCRIPTOR: *OCCUPATIONAL INFORMATION; *ENVIRONMENTAL TECHNICIANS; *SANITATION; *HEALTH FACILITIES; *PUBLIC HEALTH; SANITARY FACILITIES

IDENTIFIER: *COUNCIL BLUFFS; IOWA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 550

ABSTRACT: TO PROVIDE THE STUDENTS OF COUNCIL BLUFFS SCHOOLS WITH A BETTER UNDERSTANDING OF THE PERSONS AND PROCESSES REQUIRED TO MAINTAIN A CLEAN AND HEALTHFUL COMMUNITY, THIS PUBLICATION DESCRIBES DUTIES, TRAINING, SALARY, AND PERSONAL QUALIFICATIONS OF THE WORKERS INVOLVED. OVER 12 OCCUPATIONS RELATED TO SANITATION ARE DESCRIBED INCLUDING THE HEALTH OFFICER, HEALTH EDUCATOR, SANITARIAN, PUBLIC HEALTH STATISTICIAN, SANITARY ENGINEER, AND MICROBIOLOGIST. THE CITY HEALTH DEPARTMENT AND THE SEWAGE TREATMENT PLANT OF COUNCIL BLUFFS ARE DESCRIBED, AND RELATED MATERIALS AND BIBLIOGRAPHY ARE INCLUDED. (MU)

INSTITUTION NAME: POTTAWATTAMIE COUNTY SCHOOL SYSTEM, COUNCIL BLUFFS, IOWA.

SPONSORING AGENCY NAME: IOWA STATE DEPT. OF GUIDANCE AND VOCATIONAL EDUCATION, DES MOINES

VT 100638

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OCCUPATIONS RELATED TO SANITATION

By

Jacquelyn Crabtree

For Pottawattamie County School
System's Exemplary Project

Department Of
Guidance and Vocational Education

Earl E. Winters
Project Director

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ERIC

PREFACE

In the following pages are brief descriptions of some of the occupations concerned with sanitation. Under each occupation are these topics: (1) duties, (2) training, (3) salary, (4) personal qualifications, (5) any outstanding advantages or disadvantages.

In the end of the unit is a list of related materials which are available from the Media Center of Area XIII at Halverson Educational Center. Other materials related to this area may be found in the individual school libraries.

The purpose of this unit is to make the children more aware of the importance of sanitation and that many people work together to accomplish this. After studying this unit, the children should be aware of the many occupations related to sanitation as well as a better understanding of the importance and the process of keeping their community clean and healthy.

ERIC

INTRODUCTION

When we say sanitation, what do we mean? Sanitation is defined in the New American Webster Handy College Dictionary as "the process of garbage disposal, sewage, etc.". Therefore, in a city we would expect the sanitation department to be in charge of collecting and disposing of gargage and disposing of sewage. In addition to these, sanitation also may include water purification, water and air pollution control, and controlling and improving health standards in restaurants, public recreation areas, schools, hospitals and housing.

In order to accomplish all these goals, many different people are employed. Often these people are employed by the city health department. Sometimes, however, the people needed for sanitation work are employed under two departments: a city health department, and a sanitation departmnnt.

A city health department will be under the direction of a director of health (also called a health officer). Under him may be any or all of the following personnel: (1) public health nurses, (2) sanitarians, (3) sanitary engineers, (4) health educator, (5) medical social worker, (6) public health laboratory worker, (7) public health statistician, (8) public health dentist, (9) public health microbiologists, (10) sanitary technicians, (11) administrative associate, (12) medical administrator, (13) nutritionist, and (14) veterinarian.

Sometimes a city will have a sanitation department separate from the health department. When the sanitation department is a separate entity, it is usually responsible for garbage collection and disposal and sewage treatment. Other responsibilities may be designated to the sanitation department depending on the size of the city and the organizational structure of the city departments.

With increasing population, it is becoming more important each day for the citizens of our country to keep their yards, parks, and buildings clean. Air and water pollution are very popular topics these days. The employees of the health department of a city or county can help the public improve and maintain health standards. The members of the city health department will educate the public on ways to minimize air and water pollution.

On the following pages are brief discussions of each of the various occupations that may be included in a city health department with the exception of the veterinarian. A separate unit on the veterinarian is available from the media center.

ERIC

HEALTH OFFICER

The health officer is the head of the city health department. He may also be called the Director of Health or the Commissioner of Health. He is employed by local, county and state health departments.

A health officer may be expected to perform some or all of the following duties:

(1) To see that laws relating to health and sanitation are enforced,

(2) To make inquiries as to the causes of the occurences of communicable diseases,

(3) To do studies,

(4) To design programs for solving community health problems,

(5) To choose the staff for the programs he plans,

(6) To write up the annual budget,

(7) To pinpoint the major health problems of the community,

(8) To report the kind of work that is done,

(9) To be accountable for "Fiscal Affairs",

(10) To be a public relations personnel

To be a health officer one must have a medical degree, one year of intern work in an approved general hospital and at least one year of graduate work toward a higher degree in public health.

In 1969 salaries of health officers ranged from four to eight thousand dollars a year in small towns and from seven to twelve thousand dollars a year in cities. A county health officer's salary ranged from seven to nine thousand dollars a year or higher in 1969.

HEALTH OFFICER

Summary Sheet

Definition: The health officer is the director of the city, county, or state health department.

Employment Agencies:

(1) Local health departments
(2) County health departments
(3) State health departments

Duties:

(1) Enforcement of health and sanitation laws
(2) Make inquiries of causes of occurences of communicable diseases
(3) Plan programs for solving community health problems
(4) Write up the annual budget
(5) Choose the staff for the programs he plans
(6) Pinpoint major health problems of the community
(7) Report the kind of work done by the department
(8) Responsibility for the use of the money
(9) Public relations

Training:

(1) Must have a medical degree
(2) One year of intern work in an approved general hospital
(3) At least one year of graduate work toward a higher degree in public health

Salary:

(1) Health officers in small towns in 1969 received annual salaries ranging from $4,000 to $8,000.
(2) Health officers in cities in 1969 received salaries from $7,000 to $12,000 a year.
(3) County health officers' salaries ranged from $7,000 to $9,000 a year and occasionally higher in the late 1960's.

ADMINISTRATIVE ASSOCIATE

An administrative associate is not a medically trained person. However, he may be in charge of any of the non-medical activities, such as personnel. He is directly responsible to the medical administrator and is subordinate to him.

To be an administrative associate one must have a bachelor's degree in public health. The bachelor's degree may be in a related field instead of public health, but if it is there will usually be a short on-the-job training period.

Promotion in this field will require at least one year of graduate study in public health. In addition to the graduate study working experience in public health is required.

Salaries for this position range from $6,000 to $12,000 under Civil Serive.

SUMMARY

Definition: An administrative associate is a person who assists the administrator of the health department. However, he is not a medically trained person.

Training: This position requires a bachelor's degree in public health or a related field. If the degree is not in public health a short on-the-job training period is generally required.

Duties: He is in charge of non-medical activities, such as personnel. He may be in charge of more than one area.

Salaries: In the Civil Service an administrative associate receives between six and twelve thousand dollars a year.

Future: For promotion from this position, one will need at least one year of graduate study in public health plus some work experience in public health.

HEALTH EDUCATOR

Webster's Handy College Dictionary defines educator as "a teacher" and health as "freedom from disease." Therefore, a health educator would be a person who teaches people how to stay free from disease.

A health educator may work for health departments, schools, volunteer agencies or the United States Public Health Service. He is responsible for getting information to the citizens of a community regarding health problems and conditions. His duties are specified in the paragraph below.

A health educator may perform some or all of the following duties: (1) To create in the citizens an interest in their community health problems, (2) To help the citizens solve these problems, (3) To plan training programs, (4) To organize and implement television and radio programs, (5) To initiate a speaker's bureau and keep it in operation, (6) To assist citizens and health agencies in designing programs of an educational nature, such topics as "Ways to Improve Sanitation" and "Communicable Diseases: Can They Be Controlled?" .

To be a health educator one must have a bachelor's degree in science with additional training in sociology and education. One must also have nine months of graduate work and field study toward a master's degree in public health.

A health educator needs experience either as a teacher or as a community worker. He (or she) also needs to know how to make visual and educational materials and how to set up television and radio conferences.

The salary of a health educator may vary from $3,500 to $7,500 or more depending upon the position held, amount of training, and experience in the field.

ERIC

HEALTH EDUCATOR
Summary Sheet

Employment:

(1) Health departments
(2) Schools
(3) Volunteer agencies
(4) United States Public Health Service

Duties:

(1) To create in the citizens an interest in their community health problems
(2) To help citizens solve their community health problems
(3) To plan training programs
(4) To organize and implement television and radio programs
(5) To initiate a speaker's bureau and keep it in operation
(6) To assist citizens and health agencies in designing programs of an educational nature, such topics as "Ways to Improve Sanitation" or Communicable Diseases: Can They Be Controlled?".

Training:

(1) Bachelor's degree in science with additional training in sociology and education
(2) Nine months of graduate work and field study toward a master's degree in public health

Special Qualifications:

(1) Experience as a teacher or community worker
(2) Knowledge of the methods of radio and television conferences.
(3) Knowledge of how to make visual and educational material

Salary:

(1) It will depend upon one's position, training and experience in the field.
(2) In the 1960's the annual salary of a health educator ranged from $3,500 to $7,500.

MEDICAL SOCIAL WORKER

Medical social workers are employed by public health agencies, welfare departments, rehabilitation centers, clinics, and church related agencies.

Their job is to work with people who are handicapped and help them face the situation and work through the problems. They also assist the patient and the family in adjusting to the new situation and help them to plan ahead. Often a medical social worker will try to restore the patient's confidence in himself and help him to accept rehabilitation treatment or services, such as a service for placing handicapped people in jobs.

This job requires a bachelor's degree in social science. The course of study should include economics, sociology, psychology, social anthropology and statistics. Although it is not a requirement, it is preferred that one have two years of graduate work toward a master's degree in social work. For administrative positions, a master's degree is a must. For some administrative positions a doctoral degree is preferred.

The National Association of Social Workers recommends that a beginning medical social worker receive no less than $6,000 a year. However, salaries will differ according to the type of job held, the size of the organization and the location of the job. Generally, the salaries are higher in more populated

areas. Federal agencies pay their medical social workers from $6,050 to $16,460 depending upon their Civil Service rating. Top administrative positions will usually pay from eight to fifteen thousand dollars a year and occasionally more. Most medical social workers work a forty hour week.

Presently, there is a shortage of social workers and the chances for advancement are good. The future for social workers is very good. They are in great demand.

ERIC

MEDICAL SOCIAL WORKER
Summary Sheet

Employment Agencies:

(1) Public health agencies
(2) Welfare departments
(3) Rehabilitation centers
(4) Clinics
(5) Church related agencies

Duties:

(1) To help handicapped people adjust to their situation and work through any problems
(2) Restore confidence in patients
(3) Help the patient accept rehabilitation treatment or services
(4) To help the family of the patient accept the situation

Training:

(1) Minumum requirement is a bachelor's degree in social science
(2) Recommended courses for study include economics, sociology, psychology, social anthropology and statistics
(3) Two years of graduate work toward a master's degree in social work is preferred, but not required
(4) Administration positions require at least a master's degree.
(5) Some administrative positions require a doctoral degree.

Salary:

(1) The National Association of Social Workers recommend a starting salary of no less than $6,000 a year.
(2) Salaries will vary according to the size of the department.
(3) Salaries in the U.S. Civil Service range from $6,050 to $16,460.
(4) Top administrative positions pay from $8,000 to $15,000 a year and occasionally more.

Future:

(1) At the present time there is a shortage of social workers.
(2) The future is very good as social workers should remain to be in great demand.

PUBLIC HEALTH STATISTICIAN

A statistician is a person who collects and interprets numerical data. He is a mathematician. To be a statistician one needs a high degree of training and ability in mathematics. Anyone who does not enjoy working with numbers would not be happy as a statistician. A public health statistician must have a college degree with emphasis in physics, chemistry, math, government and economics. He should also be able to express his ideas effectively in writing.

Public health statisticians are employed by state health departments, large city health departments, volunteer agencies, the U. S. Public Health Service, Census Bureau and the Children's Bureau.

Public health statisticians may be the registrar of births and deaths. They will use this information in doing studies on births, deaths and sickness. After the studies are completed they report their findings to the public. They must be able to explain the results in an interesting way and in a manner that is easy to understand.

In addition to these tasks, a public health statistician often serves as a consultant to officials of the health department.

A statistician who is the director of a bureau of public health statistics receives a salary of six to ten thousand dollars a year. In some cases the salary may be higher. An assistant director of public health statistics may receive an annual salary between five and seven thousand or higher.

ERIC

PUBLIC HEALTH STATISTICIAN

Summary Sheet

Definition: A statistician is a person who collects and interpretes numerical data.

Training:

(1) Must have a college degree with emphasis in physics, mathematics, chemistry, government and economics
(2) Should be able to write fluently
(3) Need a high degree of training and ability in math

Employment Agencies:

(1) State health departments
(2) Large city health departments
(3) Volunteer agencies
(4) United States Public Health Service
(5) Census Bureau
(6) Children's Bureau

Duties:

(1) Registrar of births and deaths
(2) Make studies on births, deaths and sicknesses
(3) Report findings of studies to the public
(4) Consultant to health officials

Salary:

(1) In the 1960's a director of a bureau of public health statistics received a salary of $6,000 to $10,000 a year.
(2) An assistant director of a public health statistics bureau received a salary between $5,000 and $7,000 in the 1960's.

NUTRITIONIST

Nutritionists may be employed by colleges, universities and school systems as teachers or dieticians in the food service programs. Other places of employment for nutritionists are: (1) public health agencies, (2) restaurants, (3) large companies with food service programs for their employees, (4) the Armed Forces, (5) voluntary health agencies, (6) hospitals and related institutions, (7) Veterans Administration and (8) U. S. Public Health Service.

In this unit we are mainly concerned with the nutritionists who work in the public health departments. As a member of the health team he is responsible for some or all of the following duties: (1) to design and implement programs that will eliminate, prevent and control diets that are not nutritionally balanced and not nutritionally suited to the individuals using them, (2) to write up material on health for other health workers to use, (3) to assist with programs that are concerned with educating people about balanced diets, (4) to assist and promote any programs that encourage the public to eat better balanced meals, (5) to make surveys of the ways people use food and the kind of diets they follow.

The public health nutritionist is mainly concerned with educating the public about kinds of foods and helping them learn to eat better balanced meals.

This job requires a bachelor's degree with a major in foods or nutrition. (This is a general requirement for all nutritional jobs.) In addition to a bachelor's degree to be a chief of a division one must have four years of experience, a course in hospital dietetics and a year of post graduate work in human nutrition. To be a staff nutritionist one must have a bachelor's degree and one year of experience.

In the 1960's a staff nutritionist received between $2,600 and $4,000 a year and a division chief received an annual salary between $4,000 and $6,000.

ERIC

NUTRITIONIST

Summary Sheet

Employment Agencies:

(1) Public health agencies
(2) Restaurants
(3) Large companies with food service programs for their employees
(4) Hospitals
(5) Voluntary health agencies
(6) Colleges and universities
(7) U.S. Public Health Service
(8) Veterans Administration

Duties:

(1) To design and implement programs to initiate the use of better balanced diets
(2) To write up material on health for the use of the other health workers
(3) To assist with programs that educate people about the use of properly balanced diets
(4) To plan programs and start programs that will eliminate and prevent unbalanced diets
(5) To make surveys of the kinds of diets that people use
(6) To promote programs that encourage people to eat more nutritionally balanced meals

Training:

(1) A bachelor's degree from a college or university with a major in foods or nutrition
(2) A staff nutritionist must have a year's experience in addition to the bachelor's degree.
(3) A chief of a division must have four years experience, a course in hospital dietics and a year of post graduate work in human nutrition in addition to his bachelor's degree.

Salary:

(1) In the 1960's a staff nutritionist received between $2,600 and $4,000 a year.
(2) In the 1960's a division chief received an annual salary of between $4,000 and $6,000.

PUBLIC HEALTH DENTIST

A public health dentist may work for a city, county or state health department; for school boards; or for the federal government. The majority of dentists (about nine out of every ten) are in private practice. Of those who do work as public health dentists, the majority are commissioned officers in the Armed Forces. The next largest group are the public health dentists who hold other federal positions, such as working in a Veteran's hospital. The rest of the public health dentists are full time employees of schools, hospitals and state or local health departments.

Public health dentists regardless of where they are employed are hired to perform one or more of the following duties: (1) to actually fill teeth, clean teeth, etc. for a designated group, (2) to conduct dental health programs, and (3) to oversee other dentists and dental hygienists.

In order to be able to work as a dentist in the United States, one must have graduated from a four year dental school. All dental schools require at least two years of college for admission. Some schools require three years of college and many schools like to have students who have completed a bachelor's degree in an accredited college or university. Most dental colleges give D.D.S. (doctor of dental surgery) degrees. A few schools give the doctor of dental medicine (D.M.D.) degree, which is equivalent to the D.D.S. degree. The competition for admission to dental schools is tough; therefore, those applicants with higher grades and more years of college are more apt to be accepted.

To be a dentist there are several personal qualities that are needed. First, one must be skillful with his hands. Second, he should be in good health. Third, his eyesight should be good. Fourth, he should be calm and reassuring. Fifth, he should be understanding and emphathetic. Sixth, he should be outgoing, putting his patients at ease as much as possible. To be a dentist requires both intelligence and good manual skills.

The employment outlook for dentists is very favorable. The demand for dentists is expected to increase as the population grows and as people become more aware of the importance of caring for their teeth. However, even though the future of dentistry is promising, the number of people entering the field will be limited due to lack of space in the dental schools. This may be helped by some federal funding, but no definite grants have been made at this time.

In 1968, a dentist working for another dentist earned between $3,500 and $7,000 a year. The dentists who were supervising other dentists earned between $8,000 and $10,000 a year or higher.

ERIC

PUBLIC HEALTH DENTIST

Summary Sheet

Employment Agencies:

(1) City, county and state health departments
(2) School boards
(3) Federal government
(4) Armed Forces

Duties:

(1) Dental work
(2) Dental health education
(3) Supervise other dentists and dental hygientists

Training:

(1) Must be a graduate of a four year dental school
(2) Minimum college for entrance into dental school is two years.
(3) Some dental schools require three years of college.
(4) Many dental schools prefer entrants who have a bachelor's degree from an accredited college or university.
(5) Most dental schools give the D.D.S. (Doctor of Dental Surgery) degree.
(6) A few dental schools give the D.M.D. (Doctor of Dental Medicine) degree.
(7) The D.D.S. and the D.M.D. degrees are equivalent.

Personal Qualifications:

(1) Manual dexterity
(2) Good health
(3) Good eyesight
(4) Understanding and empathy
(5) Calm and reassuring
(6) Outgoing----able to put patients at ease

Future:

The future of dentistry is promising. The demand is expected to increase as people become more educated as to the importance of dental hygiene. However, due to lack of space in the dental schools, the number of people entering this field will be limited.

Salary:

(1) A dentist working for another dentist received between $3,500 and $7,000 a year in 1969.
(2) A head dentist received between $8,000 and $10,000 a year in 1969.

MEDICAL ADMINISTRATOR

A medical administrator is the director of special programs in a specific area, or of several programs, depending upon the size of the department. He may direct programs in such areas as maternal and child health , tuberculosis control, or cancer control.

To be a medical administrator a person must have at least one medical degree. Some jobs will require more than one medical degree. To be qualified to work in a specialized area, such as cancer, one must have additional schooling in that specific area.

A medical administrator's responsiblities may include diagnosing, acting as a consultant, and doing research.

In the late 1960's a medical administrator could expect to receive between $7,000 and $9,000 a year in a smaller department and between $8,000 and $12,000 a year in a larger department.

SUMMARY

Definition: A medical administrator is the director of special programs in a specific area, such as mental health.

Training: This position requires a minumum of one medical degree. To work in a specialized area, additional training in that area is required.

Duties: A medical administrator's duties may include diagnosing, acting as a consultant and doing research.

Salary: In the 1960's a medical administrator of a small department received between seven and nine thousand dollars a year, and an administrator of a large department received between eight and twelve thousand dollars a year.

PUBLIC HEALTH LABORATORY WORKER

Bacteriologists, serologists, parasitologists and chemists are four types of public health laboratory workers. Public health laboratory workers test samples of food, water and sewage. They analyze it to see what the bacteria level is in it. They test the food and water to see if it is safe for human use. The conclusions of these tests are used in identifying and controlling diseases in humans and animals. Public health laboratory workers also do research and make therapuetic and preventive preparations which he provides when they are needed.

To be a public health laboratory worker one must have at least a bachelor's degree. For some jobs a master's degree or a medical degree may be required. Listed below are positions public health laboratory workers may obtain along with the training and salary. This list uses the salaries which were in effect in 1968.

	POSITION	TRAINING	EXPERIENCE	SALARY
1.	Jr. Asst.	Bachelor's degree	none	$2-2,500
2.	Sr. Asst.	B.S. degree	none	$2,500-3,000
3.	Associate	M.S. degree	one year (lab)	$4-5,000
4.	Prin. Bact. Chem.,etc.	Ph.D science or Ph.D public health or Masters degree plus two years exp.		$4,500 to $6,500
5.	Assoc. Path.	M.D.	one year	$5-7,000
6.	Prin. Path.	M.D.	five years	$5-7,000
7.	Asst. Dir. Public Health Lab.	Ph.D biological science or Ph.D public health or M.D and three years exp.		$5-7,000
8.	Dir. Public Health Lab.	---qualifications same as for assistant		$6-8,000

PUBLIC HEALTH LABORATORY WORKER

Summary Sheet

Types of public health laboratory workers:

(1) Bacteriologists
(2) Serologists
(3) Parasitologists
(4) Chemists

Duties:

(1) Test samples of food, water and sewage.
(2) Conclusions of tests used identifying and controlling diseases.
(3) Do research.
(4) Make therapeutic and preventive preparations.

Training:

(1) Minimum college training required is a bachelor's degree.
(2) A master's degree or medical degree is required for some positions. (see table below)

Position	Training	Experience	Salary
Jr. Assistant	B.S. degree	none	$2,000 - $2,500
Sr. Assistant	B.S. degree	none	$2,500 - $3,000
Associate	M.S. degree	1 yr. (lab)	$4,000 - $5,000
Principal Bacteriologist, Chemist, etc.	Ph.D. science Ph.D. public health or Master's degree	none none 2 years	$4,500 - $6,500
Assoc. Path.	M.D.	1 year	$5,000 - $7,000
Prin. Path.	M.D.	5 years	$5,000 - $7,000
Asst. Director, Public Laboratory	Ph.D., biological science; Ph.D., public health; or M.D.	3 years	$5,000 - $7,000
Director, Public Health Laboratory	Same as assistant	3 years	$6,000 - $8,000

PUBLIC HEALTH NURSE

Public health nurses work in many areas. They are often employed by city, county, and state health departments. Many schools hire public health nurses to work in the schools. These nurses are commonly referred to as school nurses. School nurses have offices in the school buildings. They bandage children when they scrape their knees, give whatever medication that they are allowed to give when it is necessary, are responsible for making sure that children have the correct shots before entering school, and often hold shot clinics during the school year. Due to some legal cases where schools have been sued for issuing medicine, such as aspirin, to a child where it proved harmful, many schools are very wary of allowing medications of any kind to be given without written consent of the parent.

Shot clinics are held by the school nurses to allow children to get necessary vaccinations at no cost to the parents. Many children would not receive these shots if the parents had to go to a doctor's office and pay for them. A doctor is required to be at each shot clinic in case a child has a reaction to the shot. Rarely are the doctor's services needed, but legally a doctor is required to be there.

Another agency or branch of public health nurses is the Visiting Nurse Association. The Visiting Nurse Association is a program operated primarily in urban areas. The nurses in this program visit people in their homes and help them learn better

health habits. For example, a visiting nurse may show a family how to brush their teeth correctly. It may be the first time that these people know that they are supposed to brush their teeth. (For more information about the work of a visiting nurse, contact the Visiting Nurse Association in your area or see the reference section of this unit.)

Public health nurses are also employed by federal bureaus, by public health associations, and by commerce and industry. The emphasis of the public health nurses' program is prevention of sickness rather than cure. However, Visiting Nurses do give nursing care to people in their homes and give medicine as prescribed by the doctor.

Public health nurses are registered nurses. Before a registered nurse can work as a nurse, she must be licensed by the state she will be working in. To get a license, an RN must pass an examination by the state board and be a graduate of a school of nursing approved by the state.

Graduation from high school is a prerequisite for entering a school of nursing. There are three types of nursing programs. First, there are the diploma programs which are taught at hospitals and private schools. This program usually is a three-year program. Second, there are bachelor degree programs which generally are four-year programs at colleges and universities. Some bachelor degree programs require five years. Third, there are associate degree programs which are conducted at junior colleges and community colleges. This type of program usually requires two years of training.

To be a public health nurse there are several personal qualifications one needs. One is the ability to get along well with people. Frequently when a public health nurse visits a home, the people will be uncooperative or disagreeable. She must be able to get along with these people. She must be tactful and able to persuade people to work with her. She will need to be able to make quick decisions and, therefore, she will need to have good judgement. Good physical condition and emotional maturity are a necessity as the public health nurse will find herself in situations which require fast adjustments, physically and emotionally. It would be an asset for a public health nurse to be able to speak a foreign language where she is working with people who are not English born and who don't know the English language very well. She also will need a strong desire to care for sick and injured people.

Presently, the outlook for public health nurses is very promising through the seventies, and there is expected to be an increase in the demand for them.

In 1968 the average annual salary of the public health nurse, employed by local governments was $7,225. A nurse with a bachelor's degree employed by the United States Public Health Service received $6,507 in 1968.

PUBLIC HEALTH NURSES

Summary Sheet

Employment Agencies:

(1) Boards of education.
(2) City, county and state health departments.
(3) Visiting Nurse Association.
(4) Federal bureaus.
(5) Public health associations.
(6) Commerce and industry.

Training:

(1) High school diploma is needed for admission into nursing school.
(2) Types of nursing programs:
    (a) Diploma--three year programs in hospitals and private schools.
    (b) Bachelor's program--bachelor's degree, four or five years in an accredited college or university.
    (c) Associate degree--two year program in junior college and community colleges.

Personal Qualifications:

(1) Ability to get along with all kinds of people.
(2) Tact.
(3) Persuasiveness.
(4) Physically fit.
(5) Good judgement.
(6) Emotional maturity.
(7) Able to make quick decisions.
(8) Desire to work with sick and injured.
(9) Able to speak a foreign language.*

*optional

Duties:

(1) Visit people in their homes and give them nursing care.
(2) Help people learn better health habits.
(3) Give medication prescribed by physicians.
(4) Bandage wounds, cuts, scrapes, etc.
(5) Give medications that are allowed.
(6) Help with shot clinics.
(7) Make sure children entering school have all required shots.

Note: Duties four (4) through seven (7) are duties of a school nurse.

Employment Outlook:

The future of public health nursing is very promising. The demand for public health nurses is expected to increase.

Salary:

As of 1968, public health nurses employed by local governments received $7,225 per year on the average. Those working for the United States Public Health Service received $6,050 in 1968.

ERIC

SANITARIAN

Sanitarians are members of the health staff. Their duties are many and vary greatly according to the size of the department. Some of their duties coincide with those of sanitary engineers. These duties are designated according to the size of the department. In a small department, a sanitary engineer might have to do such things as inspect food plants although this is usually considered to be a duty of the sanitarian.

Some or all of the following may be considered as duties of a sanitarian: (1) To inspect food plants, water supplies, waste disposal plants, housing, swimming pools and other recreational facilities, dairies, and hospitals and schools; (2) To gather samples of food and water; (3) To test samples; (4) To testify in court cases that involve public health regulations; (5) To teach health education classes; (6) To develop health education programs to be used in the community; (7) To work to get new health laws passed; (8) To be a consultant on complicated industrial and individual sanitation problems; (9) To suggest ways of correcting water pollution, etc., so as to comply with state and federal sanitation regulations; (10) To analyze reports on inspections and investigations; (11) To serve as an advisor to government officials; (12) To write up health laws and regulations; (13) To work with other community workers in planning civil defense measures and control of communicable diseases.

In government systems or large local health departments or agriculture departments, sanitarians may specialize in one area. In smaller departments, one sanitarian may be responsible for many and varied duties.

Professional sanitarians are sometimes assisted by sanitarian technicians, especially in investigations regarding whether or not a place has violated federal and state health regulations and laws.

Sanitarians are employed by all levels of government in their health departments, by manufacturers of food products, by organizations, by colleges and universities as teachers and a few work on a consultative basis.

To be a professional sanitarian, a bachelor's degree in environmental health is recommended, however, a bachelor's degree in basic science is usually accepted. Generally, for administrative positions a graduate degree in some type of public health is required. In some cases, a sanitary technician with two years of college and some work experience can advance to the position of professional sanitarian. As in other occupations, there is a trend to upgrade the standards of the sanitary technicians to require a bachelor's degree.

The American Public Health Association has recommended the following courses in studying to be a sanitarian: mathematics, biology, chemistry, physics, elementary bacteriology, advanced bacteriology, medical entomology and a series of public health courses. Liberal arts courses are also suggested.

At the present time, there are thirty-one (31) colleges and universities that offer undergraduate work for sanitarians. There are about one hundred (100) universities that offer graduate work in this area.

When a sanitarian begins work, he is placed in a training program where he will work under an experienced sanitarian for up to one year. During this year, he gets on-the-job training in such areas as evaluating conditions, recommending corrective action, and environmental health practice. In a few years, a sanitarian may be promoted to a minor supervisory position. With more experience, a sanitarian may receive a position of more responsibility. It is possible for a sanitarian to advance to top supervisory and administrative positions. However, due to the many new developments in this field, many take short term courses in the various areas relating to sanitation. In 1968, thirty-one (31) of the states had laws for registration of sanitarians.

To be an effective sanitarian, there are two personal qualities that are necessary. One is the ability to get along well with people. The second personal quality is to be able to speak effectively. These are necessary as the sanitarian in inspecting places must be able to impress upon the people the importance of complying with the health laws. He must be tactful and able to get along with people in order to be able to tell them where and how they can and should upgrade their sanitation procedures without insulting people and causing hard feelings.

The employment outlook is favorable. With the emphasis on pollution control, there will probably be an increase in the demand for sanitarians in the 1970's.

Several points in regard to the work of the sanitarian should be pointed out. The sanitarian will come in contact with unpleasant physical surroundings,

such as sewage disposal plants. He will need to spend considerable time away from his desk. However, frequently, his transportation or gasoline mileage will be given.

A beginning sanitarian with a college degree could expect to receive between $7,000 and $7,500 in 1968.

In 1968, the following table indicates the salaries paid for the various jobs a sanitarian could hold:

Position	Training	Salary
Beginning Sanitarian	College degree	$7,000-$7,500
Experienced Sanitarian	College degree	$8,000-$10,000
Sanitarian aide	No college degree	$6,000-$8,000
Professional Sanitarian	College degree-Federal Government	$5,732-$6,321
Experienced Prof. Sanitarian	College degree-Federal Government	$8,500-$14,400
Environmental Health Director	College degree	$14,000-$16,000

For further information, write:

American Public Health Association
1790 Broadway
New York, New York 10019

National Association of Sanitarians
1550 Lincoln Street
Denver, Colorado 80203

International Association of Milk, Food & Environmental Sanitarians
Blue Ridge Road
P. O. Box 437
Shelbyville, Indiana 46176

SANITARIAN

Employment:

(1) City, county, state and federal government.
(2) Manufacturers of food products.
(3) Organizations.
(4) Colleges and universities.

Duties:

(1) Inspect food plants, water supplies, waste disposal plants, housing, swimming pools and other recreational facilities, dairies, hospitals and schools.
(2) To gather samples of food and water.
(3) To test samples.
(4) To testify in court cases involving public health regulations.
(5) To teach health education classes.
(6) To develop health education programs.
(7) To act as a consultant to industry and individuals regarding complicated health problems.
(8) To suggest ways of correcting water pollution, etc., so as to comply with state and federal sanitation regulations.
(9) To analyze reports on inspections and investigations.
(10) To serve as an advisor to government officials.
(11) To write up health laws and regulations.
(12) To work with other community workers in planning civil defense measurers and controls of communicable diseases.

Training:

(1) Bachelor's degree--environmental health--degree in basic science usually acceptable.
(2) Graduate degree in some phase of public health required for administrative positions.
(3) Sometimes a sanitary technician with two years college and work experience can be advanced to the position of a sanitarian.
(4) Recommended courses in studying to be a sanitarian (American Public Health Association) are mathematics, biology, chemistry, physics, elementary bacteriology, advanced bacteriology, medical entomology, public health courses and liberal arts courses.
(5) On the job training, up to one year training in areas such as evaluating conditions, recommending corrective action and environmental health practice.
(6) Short-term courses in various fields are offered for sanitarians working in the field to help them keep up on new developments.

Special Qualifications:

(1) Ability to get along well with people.
(2) Ability to speak effectively.
(3) Tact.

Outlook:

The outlook for sanitarians is promising. With increasing emphasis on pollution control, there will be an increase in demand for the sanitarian.

Disadvantages:

(1) Come in contact with unpleasant physical surroundings.
(2) Must spend considerable time away from his office.

Advantages:

(1) Job is important.
(2) Transportation or gasoline mileage is often provided.

Salary:

Beginning Sanitarian - college degree - $7,000-$7,500
Experienced Sanitarian - college degree - $8,000-$10,000
Sanitarian Aide - no college degree - $6,000-$8,000
Prof. Sanitarian - college degree (Fed. govt.) - $5,732-$6,321
Experienced Prof. Sanitarian - college degree (Fed. govt.) - $8,500-$14,400
Environmental Health Director - college degree - $14,000-$16,000

SANITARY ENGINEER

Sanitary engineers usually have a degree in civil engineering with training in sanitation or a degree in sanitary engineering. To be a sanitary engineer, one needs to be well trained in chemistry, bacteriology and biology.

Sanitary engineers are employed by city, state and county health departments and by some industries.

Engineers are expected to devise ways to use raw materials or create new methods of making a product more effective. Therefore, engineers concerned with sanitation will be expected to plan programs and systems which will make our communities cleaner and healthier.

The duties of a sanitary engineer may include some or all of the following: (1) To design sewage treatment water purification plants and new sewers; (2) To investigate water purification and sewage treatment plants; (3) To examine water supplies; (4) To appraise recreational areas in the vicinity and make suggestions for improving the sanitation in these areas; (5) To collect samples of water; (6) To test samples or have them tested; (7) To design methods of controlling water and air pollution; (8) To plan ways of effectively collecting and disposing of garbage; (9) To periodically examine sewage and refuse disposal; and (10) To be the director in charge of other personnel involved in the sanitation activities.

Sanitarians and sanitary engineers can be easily confused. It should be noted that the sanitary engineer is more concerned with planning ways

of implementing sanitation practices, whereas the sanitarian does the more detailed work of the sanitation department, such as inspecting housing.

The topic of pollution is very much in the public eye. A council called the Environmental Protection Agency has been established. Last June, the EPA adopted emission standards requiring a ninety percent (90%) reduction in automobile engine emissions of carbon monoxide and hydrocarbons by 1975 and of nitrogen oxides by 1976. A Clean Air Act has been passed in the United States Congress which requires antipollution standards on cars by 1976. Ford Motor Company has developed an engine that would meet the 1976 antipollution standards; however, it is still in the experimental stage. The engine is a programmed combustion engine (PROCO). In this engine, the fuel and air are mixed inside the cylinder rather than in an outside carburetor.

A sanitary engineer working in the area of controlling pollution would try to design ways that would lessen the amount of fumes, gases, etc., that industrial plants and cars put into the air everyday.

Another area of increasing importance is world health. Sanitary engineers may be sent overseas by such agencies as the Peace Corp to help people learn about sanitation. Through such efforts as these, diseases such as malaria and typhoid fever are brought under control. (The Panama Canal is a prime example of this.)

Other specialized areas a sanitary engineer may work are in (1) housing hygiene, (2) occupational health, (3) insect and rat control, (4) control of health conditions on types of transportation.

Being a sanitary engineer is rewarding. It is an important job and the wide range of problems makes it interesting. This job has a high degree of security and the demand for sanitary engineers is expected to increase in the future.

There are some rather outstanding disadvantages however. In this job, one must often go where there are disagreeable sights and odors. In addition to this, long hours are sometimes required.

In the late 1960's, a sanitary engineer could expect to receive from $3,000 to $8,000 or occasionally higher. No recent figures on salaries are readily available, but it is reasonable to assume that the salaries in the 1970's would be somewhat higher.

ERIC

SANITARY ENGINEER

Employment:

(1) City, state and county health departments.
(2) Some industries.

Training:

(1) B.S. degree in civil engineering with training in sanitation or a B.S. degree in sanitary engineering.
(2) The sanitary engineer will need to be well trained in chemistry, bacteriology and biology.

Duties:

(1) To design sewage treatment plants, water purification plants and new sewers.
(2) To examine water purification plants and sewage treatment plants.
(3) To examine water samples.
(4) To appraise recreational facilities and make needed suggestions for improving the sanitation practices in these areas.
(5) To collect samples of water.
(6) To test samples and have them tested.
(7) To design methods of controlling water and air pollution.
(8) To plan ways of effectively collecting and disposing of garbage.
(9) To periodically examine sewage and refuse disposal.
(10) To be the director in charge of other personnel involved in the sanitation activities.
(11) Plan ways of lessening the amount of fumes, gases, etc., that industrial plants and cars put into the air daily.
(12) To help people learn about sanitation and sanitary practices.

Areas of Specialization:

(1) Controlling pollution.
(2) World health.
(3) Housing hygiene.
(4) Occupational health.
(5) Insect and rat control.
(6) Control of health conditions on types of transportation.

Advantages:

(1) Important job.
(2) Interesting job--great variety of problems to solve.
(3) High degree of security.
(4) Demand is expected to increase in the future.

Disadvantages:

(1) Long hours are often required.

(2) One must go where there are disagreeable sights and odors.

Salary:

(1) Late 1960's, the salary was $3,000 to $8,000 or sometimes higher; no recent figures are available.

ERIC

MICROBIOLOGIST

Employment:

Microbiologists are employed by city, county and state health departments; by colleges and universities as teachers and researchers; by medical schools and associated hospitals; by the Federal government; by manufacturers of drugs, chemicals and foods; and by research organizations. (Over half of the microbiologists are employed by colleges and universities as teachers and researchers.)

Duties:

The microbiologist studies organisms that are so tiny that a microscope must be used to see them. He mainly studies the microorganisms that cause disease and tries to find ways of controlling and curing the diseases they cause.

Public Health Microbiologists' work primarily pertains to the difficulties a disease may cause a community. They periodically inspect milk products and the drinking water. They examine samples of water sent to them by local physicians for any indications of disease. They also help maintain and enforce government standards for food, milk and meat.

"The two most important things any microbiologist knows are how to get rid of bacteria and how to use the microscope and all its accessories."

Training

The minimum training is a bachelor's degree with a major in life science. For teaching and research, a minimum of a master's degree is

required. For most college positions, a doctoral degree is preferred. In studying to become a microbiologist, the following courses are recommended: (1) biochemistry, (2) physics, (3) organic chemistry, (4) inorganic chemistry, (5) mathematics, (6) laboratory techniques, and (7) use of laboratory equipment.

Salary:

The salary of a microbiologist is dependent upon the extent of training and his experience. In 1969, a microbiologist with a bachelor's degree could expect to receive between $4,000 and $8,000 annually. A microbiologist with a master's degree received between $5,500 and $10,000 annually. In 1969, a microbiologist with a doctoral degree received between $7,500 and $15,000 annually.

Employment Outlook:

The future of microbiologists is very promising. They should be much in demand in the 1970's and the demand is expected to increase.

This has been a brief resume' of the work of a microbiologist. If more detailed information is wanted, such as different types of microbiologists, it is recommended that you read Careers, Research Number 145, "Science Careers for Men and Women as Microbiologists," which is available at the Guidance-Vocational Education Department, Pottawattamie County School System, in Roosevelt Grade School.

MICROBIOLOGIST

Employment:

(1) City, county and state health departments.
(2) Colleges and universities.
(3) Federal government.
(4) Manufacturers of drugs, chemicals and foods.
(5) Research organizations.

Note: Over half of the microbiologists are employed by colleges and universities as teachers and researchers.

Duties:

(1) Inspect milk products and drinking water.
(2) Examine samples of water sent to them by physicians for indications of disease.
(3) Study microorganisms that cause disease.
(4) Try to discover ways of controlling and/or curing the diseases the microorganisms cause.
(5) Help maintain and enforce government standards for food, milk and meat.

Training:

(1) B.S. degree with major in life science.
(2) M.A. degree minimum requirement for teaching and research.
(3) Doctoral degree is preferred for some college positions.
(4) Recommended courses of study: biochemistry, physics, organic chemistry, inorganic chemistry, mathematics, laboratory techniques and use of laboratory equipment.

Salary:

1969	B.S. degree	$4,000 - $8,000
1969	M.A. degree	$5,500 - $10,000
1969	Doctoral degree	$7,500 - $15,000

Employment Outlook:

(1) Promising.
(2) Demand expected to increase.

A MODEL OF A CITY HEALTH DEPARTMENT

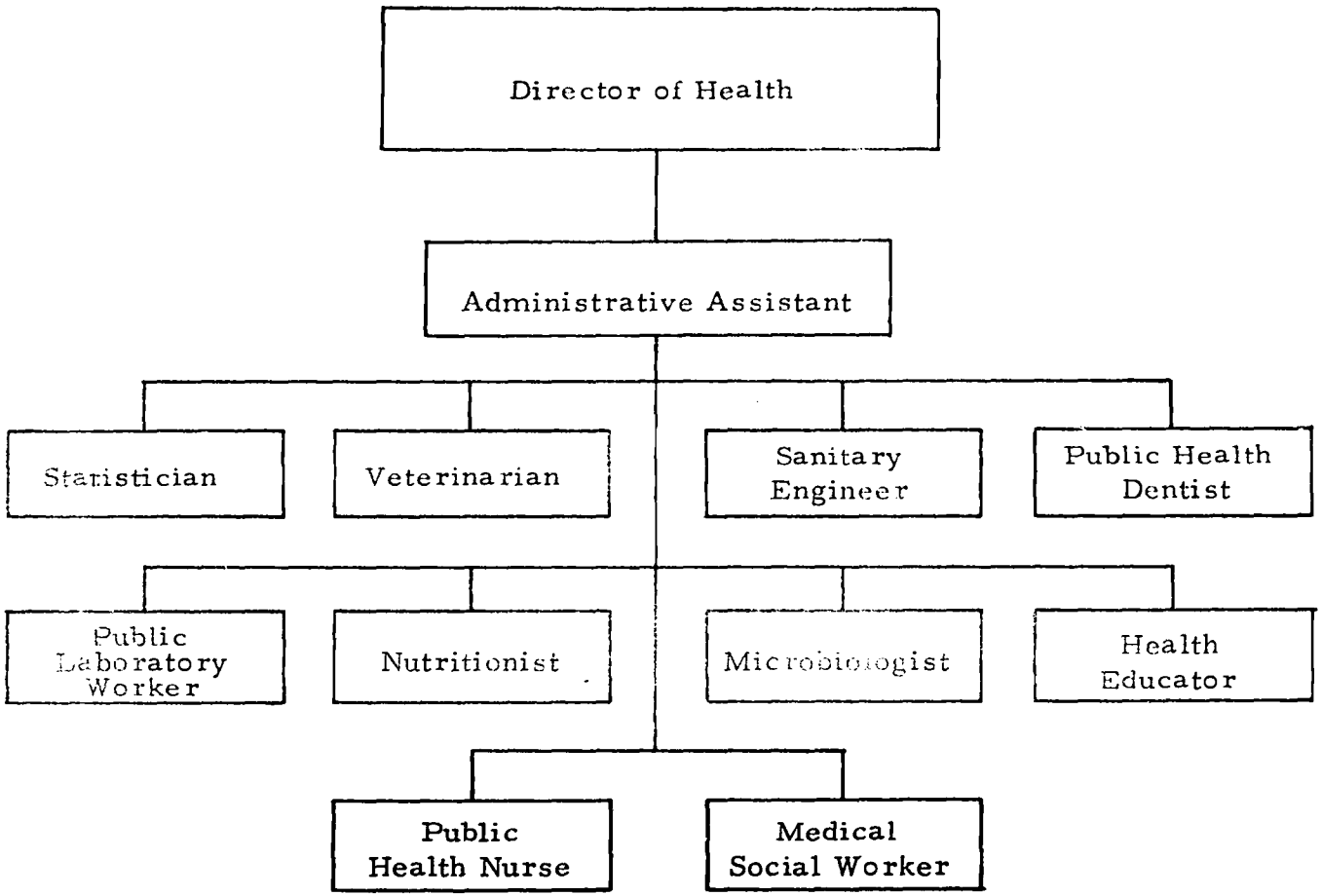

SANITATION DEPARTMENT OF COUNCIL BLUFFS

The sanitation department of Council Bluffs includes garbage collection, landfill and answering calls about dirty yards or trash overflowing in the alleys.

The city has eight garbage trucks and seven routes. There is one extra truck. The landfill is located at 3400 16th Ave. The process of landfill is when garbage is buried in the ground. Council Bluffs uses about five acres a year for landfill. Presently, the city is considering a new landfill site of eighty-two acres, which would solve the city's landfill problem for many years to come. The landfill is also used by the dog pound to dispose of dead dogs and by the city for sewage sludge.

The city does not have tours through the landfill, but people are welcome to go look at it. The landfill project costs $50,000 alone.

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*This information was obtained from Bob Martin, the head of the sanitation department in Council Bluffs, Iowa. For further information contact Mr. Bob Martin.

THE CITY HEALTH DEPARTMENT OF COUNCIL BLUFFS, IOWA

The city health department of Council Bluffs is organized slightly different than the model given in this unit for city health departments. Council Bluff's health department consists of two sanitarians, a housing inspector, a secretary and a director of public health. The laboratory work is done on a contract basis either by the Omaha-Douglas County Health Department or by a private laboratory. The public health nurses are contracted from the Visiting Nurse Association staff. The entire staff of the Visiting Nurse Association is available to the city.

One sanitarian works in the area of food. He inspects restaurants, milk and grocery stores. Generally, he only inspects grocery stores when he receives a complaint. As he is inspecting, he may collect samples to be tested.

The second sanitarian is concerned with the upkeep of the environment. He does such things as inspecting swimming pools to see if they are in compliance with city ordinances. He checks on water and air pollution and sees that surroundings are kept free from pollution.

The housing inspector inspects housing for compliance with city health ordinances.

There is also a city board of health. It is an advisory board that is responsible along with the city council for city health policies. Presently, serving on the city health board are the following: Dr. Robert Westfall, M.D.; Dr. Emmet Mathiasen,M.D.; Dr. David Nelson, Vet.; Dr. Norman Knott, D.D.S.; and Ed Lynn, Administrator of the Hospital.

CITY SEWAGE TREATMENT PLANT
3301 23rd Avenue
Council Bluffs, Iowa
Telephone: 323-9567

Field trips to the sewage treatment plant are welcome. However, the plant needs to know a week in advance when the group will come and how many will be in the group. They request that there be one adult for every eight (8) to ten (10) students so that they can divide them into small groups and also for the protection of the children.

The plant is under city and state civil service, not federal. The superintendent of the plant must have a grade four state certification. Directly below the superintendent is the chief operator, who is in charge of the plant. One must have a grade three state certification to be a chief operator. Under the chief operator in Council Bluffs, there are eleven (11) men: operator one's, operator two's, utility men and maintenance men and a full-time laboratory technician.

The city recently hired Denny Geist as City Engineer. His only connection with the sanitation department is planning new sewers.

The Superintendent of the treatment plant is Warren Striner.

The Superintendent of the sewers is John Ebbert.

MODEL OF A COUNTY HEALTH DEPARTMENT

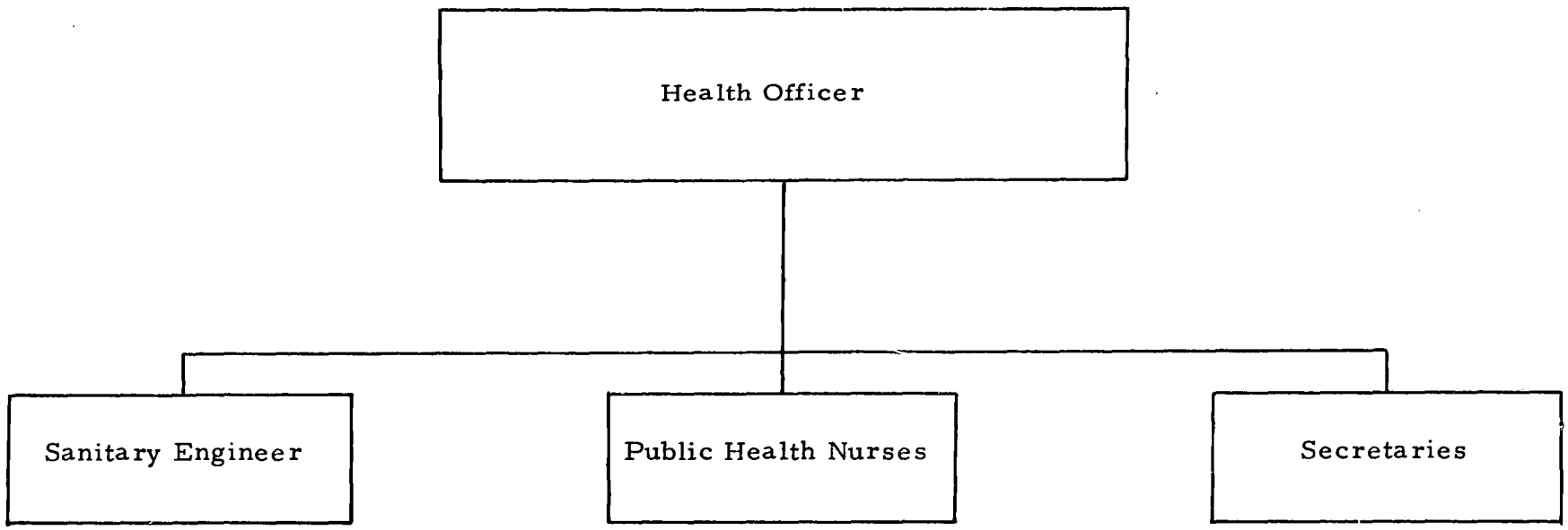

MAIN DUTIES OF STATE HEALTH DEPARTMENTS

1. Maternal health
2. Health of infants and young children
3. School health
4. Control of communicable diseases
5. Sanitation----pure water, food, air
6. Nuisance abatement
7. Mental health
8. Accident prevention
9. Programs for the elderly
10. Collection and analysis of vital statistics
11. Venereal disease
12. Tuberculosis

*Note: The administrative structure varies with states.

ERIC

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Careers, Research Number 145, "Science Careers For Men and Women As Microbiologists"

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SRA Occupational Brief, Number 250, "Sanitary Engineers"

SRA Occupational Brief, Number 248, "Public Health Workers"

Junior Occupational Briefs, "Finding Out About Sanitary Engineers", SRA

Junior Occupational Briefs, "Public Health Sanitarian", SRA

Junior Occupational Brief, "Medical Social Worker", SRA

Junior Occupational Briefs, "Finding Out About Microbiologists, SRA

Junior Occupational Brief, "Finding Out About Biochemists, SRA

Junior Occupational Briefs,"Finding Out About Traffic Engineers," SRA

"Jobs in Science", SRA, Chicago, Ill. 1963 No. 1 Job Family Series

**Careers are available at the Guidance and Vocational Education office in Roosevelt Elementary School

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Books:

371.42 G	Your Future in Civil Engineering, Golze, Alfred, Rosen, 1965 (159p) (teacher reference)
371.42 H	Conservationists and What They Do, Harrison, William Watts, 1963 (170p) (teacher reference)
371.42 S	The Night Workers, Schwartz, Alvin Dutton, 1965 (Upper elementary/teacher)
352	About the People Who Run The City, Newman, Shirlee Pethin, Melmont, 1963 (Gr. 2-5)
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333.7 G	Conservation From A to Z, Green, Ivak Oddv, 1966, 64p. Photo.
	Careers and Opportunities in Engineering, Wacks, Theodore (Teacher Reference)
371.42 Sp. Ed.	Window Worker's Helper Street Department Worker Pipe Cleaner's Helper (Sewage)

Filmstrips:

FS-1418 Community Helper For Health (Very Good) (Visiting Nurse, School Nurse, Dental Clinic, School Doctor, Health Clinics, Health Braids)

FS-1286 Community Helper Series (Health)

FS-1430 Dental Hygienist

FS-1432
1433 Registered Nurse

FS-169 Nothing Can Live Without Water

FS-1397 Air Pollution and You

FS-469 Meaning of Conservation

Sound Filmstrips:

SFS-38 Conservation for Today's America (especially part B) (38B includes water conservation)

SFS-141 Health Careers (Doctor, Nurse, Therapist, Medical Social Worker--Part II) Very Long--recommend for upper elementary and older

Study Prints

SP1554 Keeping the City Clean and Beautiful

SP-864 Erosion

Films:

K-231 Community Helpers--Sanitation Department (Garbagemen, Keeping the streets clean, cutting trees, land fill) (11 min. color)

K-228 Community Services (11 min. color)

K-232 Night Community Helpers (11 min. color)

M-872 Conservation: A Job For Yong America (color, M-H 1967)

S-153 Conserving Our Water Resources Today (11 Min, color)

Films:

S-300 Our City Government (10min. B/W)

S-301 Community Keeps House, A (Good) (11 min. B/W)

S-38^ Our Natural Resources (10 min. color)

S-421 Your Health, Disease and It's Control (11 min. Color)

S-427 Water For The Community (purification) (11 min. color)

S-489 Meaning Of Conservation (11 min. B/W)

S-650 Our Community (12 min B/W)

S-777 Conservation For Beginners (11 min. B/W)

S-851 Cleanliness and Health (11 min. color)

N-66 The City (11 min. color--government)

M-107 Eat For Health (11 min. color)

M-306 Microbes and Their Control (13 min. color)

M-307 City and It's People, A (12 min. color)

M-404 Conserving Our Natural Resources (18 min. color)

M-551 What is Ecology? (11 min. color)

K-215 Food For Health (le min. color)

Tapes and Recordings:

AST-1449 (tape) Community Helpers For Health

RC 340,341,342,343,345

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This unit was developed under the purview of the Pottawattamie County School System's exemplary project, an "Area-Wide Project for Occupational Orientation, Exploration, Counseling, Job Training, and Job Placement for Elementary and Secondary Students.

Earl E. Winters
Project Director

ACCESSION NUMBER: VT100639

TITLE: CAREER EDUCATION CATALOG.

DESCRIPTOR: *CAREER EDUCATION; *INSTRUCTIONAL MATERIALS; *CATALOGS; BOOKS; FILMS; ELEMENTARY GRADES; SECONDARY GRADES

IDENTIFIER: *POTTAWATTAMIE COUNTY SCHOOL SYSTEM; IOWA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 550

ABSTRACT: THIS DOCUMENT CATALOGS MATERIALS PURCHASED BY THE POTTWATTMIE COUNTY SCHOOL SYSTEM'S CAREER EDUCATION PROJECT FOR USE IN GRADES K THROUGH 12. MATERIALS ARE CLASSIFIED AS RELATING TO OCCUPATIONAL AWARENESS OR TO SELF AWARENESS AND FURTHER SUBGROUPED AS SMALL MEDIA, 16MM FILMS, AND BOOKS. OVER 400 ENTRIES AND A LISTING OF 36 PROFESSIONAL BOOKS ON CAREER EDUCATION ARE INCLUDED. (MU)

INSTITUTION NAME: POTTAWATTAMIE COUNTY SCHOOL SYSTEM, COUNCIL BLUFFS, IOWA.

VT 100639

Career Education Catalog

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Kits
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The Halverson Center for Education
Route 1 · Council Bluffs, Iowa 51501
Phone 366-0503

VT 100 639

POTTAWATTAMIE COUNTY SCHOOL SYSTEM

"An Intermediate School District"

The Halverson Center for Education • Route 1 Council Bluffs, Iowa 51501

DR. CALVIN R. BONES, *Supt.*

TELEPHONE (712) 366-0503

Dear Teacher:

The educational material that is referred to in this catalog was purchased by the Pottawattamie County School System's Career Education Project.

Most of the items listed were used extensively during the 1972-73 school year. Anticipating an even greater demand for the material, additional copies of various items were purchased and will be available around the first part of October.

Funding for the project terminates September 30, 1973 which will greatly reduce the ability of the Pottawattamie County School System to provide additional materials. However, we would like to be kept informed of commercial products that would help you in implementing the concepts of career education.

Please call me if there is anything I can do to help you with your career education endeavors.

Sincerely yours,

Rodney L. Bartels

Rodney L. Bartels, Ed. D.
Administrative Assistant

RLB/lec

ERIC

OCCUPATIONAL AWARENESS

SMALL MEDIA

Sound Filmstrips

The Wonderful World of Work Series

Takes the children into many worlds of work. Exposes children to a variety of occupations. Excellent for developing occupational awareness of the world of work. Filmstrips Records Guides

SFS–500	Occupational Beginnings Wally, The Worker Watcher/Newspaper Boy/Junior Homemakers 2 RC 2 FS	K-3
SFS–501	The Utility Workers Electrical Servicers/Gas and Oil Servicers/Telephone Servicers 3 RC 3 FS	K-3
SFS–502	Home Services Mail Delivery/Dairy Product Delivery 2 RC 2 FS	K-3
SFS–503	Retail Store Workers Drug Store/Supermarket/Service Station 3 RC 3 FS	K-3
SFS–504	An Introduction What Else Do Fathers Do?/Just What Do Mothers Do? 2 RC 2 FS	K-3
SFS–505	Importance of the Hand It's in Your Hands 1 RC 1 FS	4-6
SFS–506	The Utilities Electrical Workers/Gas and Oil Workers/Telephone Workers 3 RC 3 FS	4-6
SFS–507	Distributive and Office Occupations Getting the Goods to the Users/A Matter of Business 2 RC 2 FS	4-6
SFS–508	Natural Resources, Personal Services, Technical-Industry It's the Growing Thing/At Your Service/Raw Steel to Rolling Wheels 3 RC 3 FS	4-6
SFS–509	Home Economics and Health Services Food–Shelter–Clothing/Helping the Healing Hands 2 RC 2 FS	4-6

Career Discoveries Series

Designed to help children become aware of basic personality traits of various types of work. Each set explores one area. The first filmstrip helps students identify key job traits. The other three filmstrips are describing workers in the field. Records Filmstrips

SFS–510	People Who Work in Science Recording Engineer/Laboratory Technician/Ocean Life Scientist 4 RC 4 FS	4-6
SFS–511	People Who Help Others Community Organizer/Day Care Worker/Physical Therapist 4 RC 4 FS	4-6
SFS–512	People Who Create Art People Who Create Art/Puppeteer/Young Drummer/Industrial Designer 4 RC 4 FS	4-6
SFS–513	People Who Organize Facts Bakery Forewoman/Automotive Researcher/TV Sports Editor 4 RC 4 FS	4-6
SFS–514	People Who Make Things Aircraft Assembler/Chef/Model Builder 4 RC 4 FS	4-6
SFS–515	People Who Influence Dthers Model/Creative Director/County Agent 4 RC 4 FS	4-6

* * * *

SFS–516	Books Talk Back 1 RC 1 FS Shows the jobs involved in the making of a book.	4-12

* * * *

Job Attitude Series

Helps youth explore and understand personal and social values which they must be able to handle and work with when they enter the world of work.

SFS–517	Trouble at Work Hazing/Failure to Communicate/Absenteesim/Lack of Ambition 2 RC 4 FS	7-12
SFS–518	Liking Your Job and Your Life Construction Worker/Factory Worker/Community Worker/TV Repairman 2 RC 4 FS	7-12

SFS–519	Why Work at All 1 RC 1 FS	7-12
SFS–520	A Job That Goes Someplace 2 RC 2 FS	7-12

* * * *

SFS–521 Jobs and Gender 7-12

Shows that today people are choosing jobs according to individual interest and ability, crossing stereotypes of work that has typically been considered for women and for men. 2 RC 2 FS

* * * *

SFS–527 Key, Career Exploration Set 6-10

Designed to introduce the world of work to students and to encourage them to explore various career opportunities. It has ten job families based on the areas of interest. 10 FS 5 Cassettes

FILMSTRIPS:

Overview	Persuasive Interest
Outdoor Interest	Artistic & Musical Interests
Mechanical Interest	Literary Interests
Computational Interest	Social Service Interests
Scientific Interest	Clerical Interests

Filmstrips

FS–3000 Airport Workers K-3

Shows the many jobs involved in an airport.

Fathers Work Series

Shows a father at his job, beginning and ending his day at home. Filmstrips are narrated by the children.

FS–3001	My Dad is a Carpenter	K-3
FS–3002	My Dad is a Moving Man	K-3
FS–3003	My Dad Works in a Shoe Store	K-3
FS–3004	My Dad Works in a Factory	K-3
FS–3005	My Dad Works in a Supermarket	K-3
FS–3006	My Dad Works in a Service Station	K-3

Mothers Work, Too Series

Shows six mothers in various occupations. Follows each mother through a working day, starting and ending at home.

FS–3007	My Mother Works at Home	K-3
FS–3008	My Mother Works in an Office	K-3
FS–3009	My Mother Works in a Bank	K-3
FS–3010	My Mother Works in a Drug Store	K-3
FS–3011	My Mother is a Waitress	K-3
FS–3012	My Mother is a Dental Assistant	K-3

Kits

Kit–400 World of Work–On the Job 6-12

Cassettes help the student learn the types of people one will work with and ways of handling interpersonal relations and work situations as they arise. 12 Cassettes 1 Cassette Player Student Record Books

Kit–401 World of Work–Getting a Job 6-12

Cassettes discuss steps in getting a job and such topics as what to say in an interview. How do you put your best foot forward? 20 Cassettes 1 Cassette Player Student Record Books

Kit–402 Community Helpers at Work–Desk Top Activities K-6

Over 40 stand-up figures and plastic stands. Children can create illustrations or stories showing where each works, what he does and what he wears. Four Scenes: Firemen, Policeman, Mailman, Doctor.

Kit—404 Building a House K-3

A child is to put the puzzle pieces in the correct order to show the steps involved in building a house. Good practice in sequencial experience. 12 pieces.

Kit—405 Crossword Puzzles (Occupations) 3-6

Eight laminated crossword puzzles printed in color on durable cardboard. Students may write answers in crayon and grease pen. When they are finished, wipe off their answers and let another student use it.

PUZZLES: Secretary, Builder, Druggist, Milkman, Bus Driver, Service Station Attendent, Grocer

Kit- 406 Crossword Puzzles (Farm and City) 2-6

Eight laminated puzzles which can be used over and over. Write answers on, wipe answers off.

PUZZLES: City Traffic, City Works, Crops, Farm Animals, City Recreation, City Buildings, Farm Buildings, Farm Machinery

Kit—407 Community Workers—Flannel Board Aids K-3

Illustrations of over fifteen different workers.

Kit—421 When I Grow Up I Want to Be—Flannel Board Aids K-6

Children can dress people as what they want to be. Can be used for language arts experiences. Good aid for making children aware of many types of occupations.

Kit—408 My Community K-6

Pictures of people who work in the community. 12 Pictures

PICTURES: School, Post Office, Police Station, Fire Station, Library, Supermarket, Hospital, Drug Store, Zoo, Airport, Park, Beach

Kit—409 People We Know K-3

Set of 12 pictures.

PICTURES: Librarian, Firemen, Dentist, Doctor/Nurse, Milkman, Butcher, Teacher/Principal, Repairman, Postman, Barber, Check-Out Clerk, Policeman

Kit—418 Career Games/Career Development Laboratory 6-12

The Career Game is the most innovative approach to career guidance that has been developed in the last 20 years. The game incorporates the new ideas of involvement, decision making, and self-concept building. Contains 398 cards, 1 cassette, 1 reel-to-reel tape and 1 filmstrip. The Development Laboratory contains 60 reel-to-reel tapes presenting unrehearsed interviews with men and women for this career guidance program.

Kit—419 Iowa Script (Microfiche) 6-12

Describes jobs that are typically found in Iowa. This can be used to help students become aware of occupations in the state and perhaps find a job in their geographical area which is suitable to them.

Kit—420 Iowa Script Elementary Occupational Deck (Microfiche) 4-6

The elementary deck is organized around 15 occupational clusters. Five representative occupations have been selected from each cluster based on the educational requirements for entry.

Records

Theory Dictation Records

Gregg Shorthand, Diamond Jubilee Series—Gregg Publishing Division, McGraw Hill Company, Inc. Set of 4 records in each set, from 40 words a minute to 85 words a minute. JS

RC—144

Side 1—Brief forms and derivatives—40 wam thru 50 wam
Side 2—Brief form letters—60 wam thru 80 wam

Side 1—Lesson 3 Groups A and B—45 wam thru 50 wam
Side 2—Lesson 4 Groups A - C—45 wam thru 50 wam

Side 1—Lesson 8—50 wam
Side 2—Lesson 9—50 wam

Side 1—Lesson 10—50 wam
Side 2—Lesson 11—50 wam

RC—150

Side 1—Lesson 15—55 wam
Side 2—Lesson 16—55 wam

Side 1—Lesson 17—55 wam thru 60 wam
Side 2—Lesson 19—60 wam

Side 1—Lesson 20—60 wam
Side 2—Lesson 21—60 wam

Side 1—Lesson 22—60 wam
Side 2—Lesson 23—60 wam

RC—155

Side 1—Lesson 27—65 wam
Side 2—Lesson 28—65 wam thru 70 wam

Side 1—Lesson 29—65 wam thru 70 wam
Side 2—Lesson 31—70 wam

Side 1—Lesson 32—70 wam
Side 2—Lesson 33—70 wam thru 75 wam

Side 1—Lesson 34—70 wam thru 75 wam
Side 2—Lesson 35—70 wam thru 75 wam

RC—160

Side 1—Lesson 37—75 wam
Side 2—Lesson 38—75 wam

Side 1—Lesson 39—75 wam thru 80 wam
Side 2—Lesson 40—75 wam thru 80 wam

Side 1—Lesson 41—75 wam thru 80 wam
Side 2—Lesson 43—80 wam

Side 1—Lesson 44—80 wam
Side 2—Lesson 45—80 wam thru 85 wam.

Phrase-Letter Gregg Dictation Records

These speed dictation records are recommended for students who have completed their study of shorthand theory. On Side One, the Warmup Phrase letters are dictated repetitively at faster speeds. On Side Two, the "answers" from the instructor's handbook are dictated repetitively at speed 10 wam slower. The speeds range from 50 wam to 130 wam. JS

RC—166

Side 1—Letter No. 2—60 wam thru 80 wam
Side 2—Answer No. 2—50 wam thru 70 wam

Side 1—Letter No. 41—60 wam thru 90 wam
Side 2—Answer No. 41—50 wam thru 70 wam

Side 1—Letter No. 81—60 wam thru 90 wam
Side 2—Answer No. 81—50 wam thru 70 wam

Side 1—Letter No. 118—60 wam thru 90 wam
Side 2—Answer No. 118—50 wam thru 70 wam

Side 1—Letter No. 158—60 wam thru 90 wam
Side 2—Answer No. 158—50 wam thru 80 wam

RC—171

Side 1—Letter No. 198—70 wam thru 100 wam
Side 2—Answer No. 198—60 wam thru 80 wam

Side 1—Letter No. 237—70 wam thru 110 wam
Side 2—Answer No. 237—60 wam thru 90 wam

Side 1—Letter No. 275—70 wam thru 100 wam
Side 2—Answer No. 275—60 wam thru 90 wam

Side 1—Letter No. 312—70 wam thru 100 wam
Side 2—Answer No. 312—60 wam thru 90 wam

Side 1—Letter No. 352—70 wam thru 90 wam
Side 2—Answer No. 352—60 wam thru 90 wam

RC—176

Side 1—Letter No. 389—80 wam thru 130 wam
Side 2—Answer No. 389—70 wam thru 110 wam

Side 1—Letter No. 428—80 wam thru 120 wam
Side 2—Answer No. 428—70 wam thru 100 wam

Side 1—Letter No. 467—80 wam thru 120 wam
Side 2—Answer No. 467—70 wam thru 100 wam

Side 1—Letter No. 509—80 wam thru 120 wam
Side 2—Answer No. 509—70 wam thru 90 wam

Side 1—Letter No. 553—80 wam thru 120 wam
Side 2—Answer No. 553—70 wam thru 110 wam

Gregg Speed Dictation Records JS

These speed dictation records are recommended for students who have completed their study of shorthand theory. Some of the records on Side One provide short, repetitive dictation at two speeds; others provide sustained dictation for five minutes. Side Two provides only sustained dictation for five minutes. The speeds range from 50 wam to 150 wam.

RC—182

Side 1—Take No. 17—50 wam thru 60 wam
Side 2—Take No. 18—50 wam

Side 1—Take No. 19—50 wam
Side 2—Take No. 20—50 wam

Side 1—Take No. 21—60 wam thru 70 wam
Side 2—Take No. 22—60 wam

Side 1—Take No. 23—60 wam
Side 2—Take No. 26—60 wam

Side 1—Take No. 27—60 wam
Side 2—Take No. 28—60 wam

RC—192

Side 1—Take No. 84—90 wam thru 100 wam
Side 2—Take No. 88—90 wam

Side 1—Take No. 89—90 wam
Side 2—Take No. 90—90 wam

Side 1—Take No. 104—100 wam thru 110 wam
Side 2—Take No. 105—100 wam

Side 1—Take No. 106—100 wam
Side 2—Take No. 108—100 wam

Side 1—Take No. 109—100 wam
Side 2—Take No. 110—100 wam

RC—202

Side 1—Take No. 25 & 48—130 wam thru 140 wam
Side 2—Take No. 16 & 66—130 wam

Side 1—Take No. 24 & 47—130 wam
Side 2—Take No. 64 & 15—130 wam

Side 1—Take No. 46 & 45—140 wam thru 150 wam
Side 2—Take No. 87 & 14—140 wam

Side 1—Take No. 44 & 43—140 wam
Side 2—Take No. 86 & 13—140 wam

Side 1—Take No. 41 & 42—140 wam
Side 2—Take No. 85 & 12—140 wam

RC—187

Side 1—Take No. 49—70 wam thru 80 wam
Side 2—Take No. 58—70 wam

Side 1—Take No. 59—70 wam
Side 2—Take No. 60—70 wam

Side 1—Take No. 63—80 wam thru 90 wam
Side 2—Take No. 65—80 wam

Side 1—Take No. 67—80 wam
Side 2—Take No. 68—80 wam

Side 1—Take No. 69—80 wam
Side 2—Take No. 70—80 wam

RC—197

Side 1—Take No. 127—110 wam thru 120 wam
Side 2—Take No. 128—110 wam

Side 1—Take No. 129—110 wam
Side 2—Take No. 130—110 wam

Side 1—Take No. 142—120 wam thru 130 wam
Side 2—Take No. 143—120 wam

Side 1—Take No. 144—120 wam
Side 2—Take No. 147—120 wam

Side 1—Take No. 148—120 wam
Side 2—Take No. 149—120 wam

RC—207

Side 1—Letter at 100 and 110 wam
Side 2—Letters at 100 wam

Side 1—Letter at 100 and 110 wam
Side 2—Letters at 100 wam

Side 1—Letter at 110 and 120 wam
Side 2—Letters at 110 wam

Side 1—Letter at 100 and 110 wam
Side 2—Letters at 100 and 110 wam

Tapes

Gregg Shorthand Theory Dictation Series JS

Theory dictation tapes correlated with Gregg Shorthand, Diamond Jubilee Series. Tape speed 3¾, double track.

AST–1382	Lessons 3-4, Speed 40–45–50 wam
AST–1383	Lessons 5-6, Speed 40–50–55 wam
AST–1384	Lessons 7-8, Speed 45–50–55 wam
AST–1385	Lessons 9-10, Speed 45–50–55 wam
AST–1386	Lessons 11-12, Speed 45–50–55 wam
AST–1387	Lessons 13-14, Speed 50–55–60 wam
AST–1388	Lessons 15-16, Speed 50–55–60 wam
AST–1389	Lessons 17-18, Speed 50–55–60 wam
AST–1390	Lessons 19-20, Speed 55–60–65 wam
AST–1391	Lessons 21-22, Speed 55–60–65 wam
AST–1392	Lessons 23-24, Speed 55–60–65 wam
AST–1393	Lessons 25-26, Speed 60–65–70 wam
AST–1394	Lessons 27-28, Speed 60–65–70 wam
AST–1395	Lessons 29-30, Speed 60–65–70 wam
AST–1396	Lessons 31-32, Speed 65–70–75 wam
AST–1397	Lessons 33-34, Speed 65–70–75 wam
AST–1398	Lessons 35-36, Speed 65–70–75 wam
AST–1399	Lessons 37-38, Speed 70–75–80 wam
AST–1400	Lessons 39-40, Speed 70–75–80 wam
AST–1401	Lessons 41-42, Speed 70–75–80 wam
AST–1402	Lessons 43-44, Speed 75–80–85 wam
AST–1403	Lessons 45-46, Speed 75–80–85 wam
AST–1404	Lessons 47-48, Speed 75–80–85 wam
AST–1405	Lessons 49-50, Speed 70–80–90 wam
AST–1406	Lessons 51-52, Speed 70–80–90 wam
AST–1407	Lessons 53-54, Speed 80–90–100 wam
AST–1408	Lessons 55-56, Speed 80–90–100 wam
AST–1409	Lessons 57-58, Speed 80–90–100 wam
AST–1410	Lessons 59-60, Speed 80–90–100 wam
AST–1411	Lessons 61-62, Speed 80–90–100 wam
AST–1412	Lessons 63-64, Speed 80–90–100 wam
AST–1413	Lessons 65-66, Speed 80–90–100 wam
AST–1414	Lessons 67-68, Speed 80–90–100 wam
AST–1416	Lessons 69-70, Speed 80–90–100 wam

OCCUPATIONAL AWARENESS

16mm FILMS

Kindergarten – Six

S–321 ARITHMETIC IN THE FOOD STORE–11 min. color PI
As members of a class shop for a class picnic, they use arithmetic to compare sizes, prices and numbers of items. Using dot drawings, they add and subtract with hundreds, tens and ones. They add cents and convert cents to dollars and cents.

M–349 BAKERY BEAT–15 min. color PI
Depicts the night workers who race with dawn each day to bake their quotas of bread and cakes. Scenes alternate between a two-man bakery and a giant one. No narration is used.

M–156 BOY OF THE CIRCUS, A–11 min. color PI
Dino, a circus boy, shows how circus people work together to produce an exciting spectacle.

M–700 BREAD–11 min. color PI
The story of bread–from the grain fields, to food on the table. Shows wheat being harvested and stored in grain elevators; grain being ground into flour; and finally a trip through a bakery shows the process of making bread.

K–304 BUS DRIVERS' HELPERS–10 min. color PI
By observing other children on a school bus field trip, the students viewing this film are able to discover for themselves that good bus riding habits are essential for everyone's health and safety. The student is reminded about keeping a quiet voice, hands and arms inside the bus at all times, and remaining seated.

S–169 CIRCUS–8 min. color PIJ
Illustrates the various activities of a circus as created and drawn by children.

M–906 CLOTHING–A PAIR OF BLUE JEANS–15 min. color PI
Takes a pair of blue jeans as a child's favorite item of clothing to provide the basis for a lesson in economics and clothing manufacture. Uses a lyrical ballad to illustrate the concepts following the process of making the jeans from cotton fields to the boy who buys the pair new.

M–699 COMMUNITY BAKERY, A–11 min. color PI
How the baker at work contributes to the daily need of his townspeople. By showing the step-by-step process of making bread–from the ingredients used to the packaging and selling–the viewer is also introduced to the methods of food production and distribution.

K–227 COMMUNITY HELPERS–CLEANERS AND LAUNDRIES–13 min. color PI
Shows clothes going through dry cleaning solvent in a special machine and how different fabrics are treated in different ways. Shows workers and the large automatic equipment at the commercial laundry. Student discovers the importance of these community helpers.

S–245 COMMUNITY HELPERS–THE SANITATION DEPARTMENT–11 min. color PI
Depicts the many functions of the sanitation department–trash pickup, sanitary landfill operations. Tree trimming, street cleaning and snow removal stresses the importance of not littering the city.

K–228 COMMUNITY SERVICES–11 min. color PI
Whether it be a television set out of order, a car in the mechanic's garage for maintenance, or a new building being constructed, services of all varieties can be obtained from people in the community who specialize in the jobs we need to have done.

K–237 DAIRY FARM TODAY–10 min. color PI
This film takes the viewer on an excursion through one of the new dairies, thus affording the student a contrasting view of how dairy methods have changed.

S–302 DAY WITH FIREMAN BILL, A–11 min. B/W PI
Shows the major activities and some of the responsibilities of a rookie fireman.

M–736 DOCTOR, THE–17 min. color PI
Shows a doctor taking care of children in his office, at a hospital clinic, and in the home of a patient who has measles. Within this framework, the film dramatizes the number of years it takes to become a doctor and introduces the roles of many medical specialists.

L–122 DONALD IN MATHMAGIC LAND–26 min. color PIJS
Donald Duck learns the importance of mathematics. Sequences show how its basic principles relate to music, art, architecture, sports and other phases of life.

M–320 EVERYONE HELPS IN A COMMUNITY–14 min. color PIJ
Traces the development of a community from a farm in the wilderness to a modern community. Contrasts work in the pioneer days with the specialized work of today.

K–253 FAMILIES AND JOBS–RISA EARNS HER DIME–9 min. color PI
There are a number of basic concepts dealt with in this film; needs and wants; goods and services; banks and checks; money; rules and responsibilities.

K–229 FATHERS–WHAT THEY DO–10 min. color PI
A lesson in basic, primary economics is presented through viewing the working day of three fathers–a gas station attendant, a carpenter, and a hardware store owner.

M–108 FIREMAN, THE–11 min. color PI
Shows how firemen work, describes their equipment in action. Care of equipment, drills, testing of trucks, hose, ladders, and life saving devices are illustrated. A real fire is shown with firemen answering the alarm and extinguishing the blaze.

S–236 FIREMEN–ON GUARD–11 min. color PI
Discusses the many duties of firemen. Shows how they are trained and what kinds of fires they must fight.

K–238 FOOD CANNERY, THE–10 min. color PI
The student receives a true picture of how a modern cannery plant operates to provide clean and fresh food in cans for us to eat.

S–778 HELPERS AT OUR SCHOOL–11 min. color PI
Students learn that many helpers, including himself, must work together to make the whole school run smoothly.

S–621 HELPERS WHO COME TO OUR HOUSE–11 min. B/W P
Tells the story of Joey's family moving into a new home. Joey learns that the newspaper boy, mailman, milkman, garbage men and others come to his house and other houses in the community, and earn their living by being helpers.

S–779 HELPFUL LITTLE FIREMAN–11 min. color PI
A semi-fantasy about a little boy who works at a fire station. One night, he accompanies the chief to a fire. During the emergency, the little fireman does a small job so well that he becomes a hero.

M–718 HOSPITAL, THE–13 min. color PI
Shows that the modern hospital is equipped to function as "a small city within a city." It presents the operations of the hospital in a reassuring manner, as its staff ministers to the needs of the patients.

K–236 HOW COMMUNICATIONS HELP THE COMMUNITY–11 min. color PI
Shows the unique roles of radio, television, newspaper, telephone and other means of communications, and how they are used to inform members of the community.

S–183 LET'S VISIT A SHOPPING CENTER–11 min. color PI
Employs the Collins family to relate the importance of a shopping center–it is close to home, has plenty of parking space and sells almost anything needed.

S–312 MAKING CHANGE FOR A DOLLAR–11 min. color P
A young girl who goes to the school supply store to buy her school supplies learns the many ways in which her dollar bill can be changed into coins of various denominations.

S–316 MEASUREMENT IN THE FOOD STORE–11 min. color PI
Follows the Martin family on a shopping trip. Members of the family encounter problems involving standard units of measurement such as ounces and pounds, fluid ounces and pints, and dry pints and quarts.

K–230 MOTHERS–WHAT THEY DO–11 min. color PI
Visualized in this film is the work of three mothers–a full time housewife, a full time working mother, and a part time working mother. An overiew of a typical day is covered in the lives of each mother.

M–943 NANCY GOES TO THE HOSPITAL–15 min. color PI
Captioned sound film dealing with hospital and helpers; slow-paced designed to inform and alleviate fears of young children about hospitals. Also valuable for a social studies unit on commmunity helpers.

K–232 NIGHT COMMUNITY HELPERS–11 min. color PIJ
An introduction to the activities and importance of night workers as told by a street light repairman–firemen, doctors, repairman, radio announcers, bakers, dairymen, etc. and how they affect us nightly.

S–923 NUMBERS IN OUR LIVES–10 min. color P
This film focuses attention on some of the ways in which numbers and number names are used by almost everyone. The film shows that we use numbers to count, to measure, and to play games.

K–251 SCHOOLS AND JOBS–LOTS OF PEOPLE WORK HERE–10 min. color PI
Schools run on the basis of a division of labor. This specialization breeds interdependence.

K–252 SCHOOLS AND LEARNING–LEARNING IS MY JOB–10 min. color PI
This film deals with some of the ways youngsters learn in school.

E–317 STORY OF THE WHOLESALE MARKET, THE–11 min. color PI
Follows the basic activities of one workday at the wholesale produce market. Shows how the market depends on the cooperation of many workers, and introduces elementary concepts of economics and public health.

M–951 SUPERMARKET, THE–15 min. color PI
Shows the child how the supermarket functions and introduces and reinforces the verbal labels necessary for a complete understanding of the experience. Aids the language-impaired child to recreate and interpret in structured form an experience with which he is already familiar.

K–233 TRANSPORTATION BY FREIGHT TRAINS–10 min. color PI
Shows how trains bring us the products and goods we need for a modern living. Identifies the different types of cars and defines many railroad terms. Explains the jobs of the yardmaster, engineer, conductor and flagman.

K–235 TRANSPORTATION MAINTENANCE–11 min. color PI
This film offers a close look at mechanics and their skills. Whether at a service station or at the big garage of a city transportation department, a mechanic is proud of his job...he is doing the important work of keeping our vital transportation moving.

M–80 TRUCK DRIVER–16 min. color PI
Shows the driver of a large trailer truck starting out on an overnight trip 350 miles away.

K–234 TRUCKS AND TRUCK TRANSPORTATION–11 min. color PI
Portrays the importance of trucks in our daily lives. Places major emphasis on the many different sizes and types of trucks used today. Explains how each truck is individually designed to accomplish particular tasks in our modern society.

K–265 TRUCKS IN OUR NEIGHBORHOOD–A FIRST FILM–12 min. color PI
There are many kinds of trucks, and they are used to do many different kinds of jobs. Explains the various trucks that might come to a typical neighborhood. We see the trucks and the workers who drive them as they provide a neighborhood with the products and services it needs.

Seven – Twelve

M–874 AIRLINE STEWARDESS, THE–12 min. color JS
Follows a typical day with a stewardess for Pan American. Her job requires the ability to deal with people. This job places great emphasis on good grooming; and her job is physically hard.

K–240 APPLYING FOR A JOB?–13 min. color JS
After a series of discouraging interviews, Ruth rushes to the next one too fast to check her appearance, resulting in another turndown. Her attention to proper dress for the next interview results in a successful job offer.

M–196 APTITUDES AND OCCUPATION–16 min. B/W JS
Explains how scholastic achievement, aptitude and interest tests can help students select a satisfying occupation. Individual counseling coupled with consideration of grades and extracurricular activities are stressed as necessary adjuncts.

K–239 ARE YOU READY FOR A JOB?–10 min. color JS
Jobs today require varying degrees of skills. The value of high school and college education is stressed, as it applies to the opportunities available to today's graduates.

E–172 BELLMAN, THE–10 min. color JS
The Bellman (Hall Porter) is seen as the hotel or motel employee who has the greatest opportunity to make the guest feel like a "very important person" through courtesy and personal service.

M–932 BOOKKEEPING–OCCUPATION AND OPPORTUNITY–15 min. color JS
Traces the history of bookkeeping from early Babylonians, Egyptians and Romans through modern times. Shows the importance of keeping accurate records in financial matters and in business inventories.

E–30 CAREERS–AGRI-BUSINESS–11 min. color JS
Shows the many occupations that assist the farmer in getting the most from his land. The field man who gives the farmer advice and the benefit of research, the food processing plant foreman, the food technician and the many people who sell and distribute the processed food.

E–31 CAREERS–CLERICAL–9 min. color JS
The jobs of stenographer, file clerk, receptionist, PBX operator, and key punch operator are shown.

E–35 CAREERS–COMMUNICATIONS–12 min. color JS
Presents three fields of communicating: printing, advertising, and photography.

E–36 CAREERS–CONSTRUCTION–9 min. color JS
The construction project begins as an idea. It is planned and laid out by the architects and engineers, then other workers contribute. This film portrays many of these jobs.

E–32 CAREERS–HEALTH SERVICES–11 min. color JS
Featured are three of the many jobs in this vital area of work. The medical technician, the nurse technician, and the occupational therapist

E–33 CAREERS–MECHANICAL–11 min. color JS
The workday of two men, an automobile mechanic and an airplane mechanic, is shown. Viewers see some of the complex equipment used by mechanics and are told of the training necessary to be knowledgeable in these occupations.

E–34 CAREERS–SALES–11 min. color JS
Included are the retail clothing saleswoman, the life insurance salesman, the produce salesman, the door-to-door salesman, and finally, the sales executive who jets from appointment to appointment.

E–41 CAREERS–TECHNICIANS–12 min. color JS
The role of technicians in industry is wide and varied. Presents the computer industry, construction and the plastic industry.

K–241 CHOOSING A JOB–12 min. color JS
The school counselor places Carol in a career education program so that she can try out a number of jobs. Shows how such career programs may save young students from frustrating job hopping after finishing school.

K–242 COMMUNICATING WITH THE PUBLIC–12 min. color JS
Filmed interviews with office workers stress vital qualities for dealing with the public—courtesy, patience, tact. A series of vignettes involves the viewers in discussing solutions for these business situations.

M–939 CONSUMER EDUCATION–BUDGETING–12 min. color JS
Going it on your own for the first time may be the best way to learn the importance of a budget. The importance of individual budgets is demonstrated and the very important financial basis of living, based on sound budget planning, is learned.

K–219 Consumer Education–Installment Buying–13 min. color JS
A vivid dramatization of the benefits and dangers of purchasing commodities on an installment plan. Through the medium of viewing two sisters involved in the purchase of a car, every facet of installment buying is explored. Down payments, interest charges, maximum loan limits are studied.

K–220 CONSUMER EDUCATION–RETAIL CREDIT BUYING–11 min. color JS
A charge plate can very definitely become a major spending hazard. It's so easy. Two sisters learn this the hard way. Father shows them the right way to compute credit charges, the money paid in interest charges, and all the various facets of buying on credit. They learn credit buying can be an asset, not a liability.

K–254 COOKS, CHEFS AND RELATED OCCUPATIONS–7 min. color JS
Shows the multitude of jobs and job duties that most people don't realize exist in this field. Opens with montage of job sites; trains, planes, ships, restaurants, schools, hospitals. Carefully defines the career and financial potentials of occupations in this field.

M–448 COTTON–FROM FIBER TO FABRIC–23 min. color IJS
Shows the production of yarns for use in weaving a wide variety of fabrics. Illustrates weaving, dyeing, finishing and printing of cotton fabrics. Includes new processes in finishing cotton fabrics to extend their usefulness.

E–363 COUNTRY VET–12 min. color IJS
Shows Dr. Milburn, a black veterinarian in South Dakota, preparing to operate on a dog, treating a raccoon with a broken leg, giving shots to animals, and dehorning cows. Though his leisure hours are few, he enjoys his demanding profession.

K–249 DEALING WITH PROBLEM PEOPLE–THE DISORDERLY WORKER–8 min. color JS
Adult characters and authentic work situations provide the framework to display problem personalities. Sam, the disorderly worker, is insensitive to the disorder and filth which he creates. Sample questions are displayed to stimulate class discussion.

K–250 DEALING WITH PROBLEM PEOPLE–THE FORGETTER–8 min. color JS
Adult characters and authentic work situations provide the frame work to display problem personalities. Art, the forgetter ceases to concentrate to the point where he endangers himself and his fellow workers. Sample questions are displayed to stimulate class discussion.

K–248 DEALING WITH PROBLEM PEOPLE–THE HOTHEAD–8 min. color JS
Adult characters and authentic work situations provide the framework to display problem personalities. Harry the hothead, blows his top at the slightest irritation. Sample questions are displayed to stimulate class discussion.

K–247 DEALING WITH PROBLEM PEOPLE–THE SCOFFER–8 min. color JS
Adult characters and authentic work situations provide the framework to display problem personalities. Bill, the scoffer believes that rules were made to be broken. Sample questions are displayed to stimulate class discussion.

M–942 DRAFTING–OCCUPATIONS AND OPPORTUNITIES–13 min. color JS
From drawing board to final construction, drafting is a means of visual communications and a key to organized thinking and planning. Viewers learn that drafting knowledge can be useful to anyone, from the housewife to an auto enthusiast.

E–173 FRONT DESK, THE–10 min. color JS
Demonstrates the importance of proper guest relations at the front desk in a variety of challenging situations. Highlights include handling of guests' complaints, requests for service, questions about hotel facilities, local sights and entertainment.

K–244 GETTING A PROMOTION–14 min. color JS
After working for a year, three girls return to their high school as consultants during a Career Day program. Although the girls' advancements are in different fields, they illustrate the same qualifications–ability and willingness to tackle their jobs with enthusiasm.

M–354 I NEVER WENT BACK–16 min. color JS
Discusses the high school drop out. Stresses that the "end of formal education is never the end of education itself." Explains the value of night school and on-the-job training.

K–201 JOB INTERVIEWS–MEN–16 min. color JS
Three young applicants are interviewed for trainee positions, and the viewers are asked to evaluate the applicants as an employer would. The interviews provide a basis for a discussion ranging from appearance and attitude of applicants to goals and long-range preparation for employment.

K–202 JOB INTERVIEWS–WOMEN–17 min. color JS
Three young applicants are interviewed for trainee positions, and the viewers are asked to evaluate the applicants as an employer would. The interviews provide a basis for a discussion ranging from appearance and attitude of applicants to goals and long-range preparation for employment.

K–256 JOB OPPORTUNITIES IN HOTELS AND MOTELS–11 min. color JS
A bellman is interviewed by the hotel personnel manager to plan his future in the hotel business. Entry level jobs, and promotion possibilities are outlined as we tour the laundry, housekeeping and engineering departments.

K–212 JOBS AND ADVANCEMENT ON THE MOVE–13 min. color JS
Presents a vocational guidance film for junior and senior high school students using dramatized situations to discuss jobs and advancement.

M–875 JOBS AND CONTINUING EDUCATION–12 min. color JS
Uses nonacademic situations to dramatize the prevocational skills and attitudes which young people must acquire, emphasizes the internal feelings of the characters in the film as they are confronted with decisions and choices.

M–873 JOBS AND INTERVIEWS–GETTING STARTED–15 min. color JS
Dramatizes, in non-academic situations, the prevocational skills and attitudes young people must acquire. Presents as much factual information as possible, but the emphasis is on the internal feelings of the characters as they are confronted with decisions and choices.

K–211 JOBS AND THEIR ENVIRONMENTS–ON THE JOB–14 min. color JS
Dramatizes, in non-academic situations, the prevocational skills and attitudes young people must acquire, presents as much factual information as possible, but the emphasis is on the internal feelings of the characters as they are confronted with decisions and choices.

S–884 JOBS FOR MEN–WHERE AM I GOING?–11 min. color JS
Uses dramatized incidents to point out skills and attitudes which young men must acquire in order to secure jobs. Emphasizes the role of internal feelings when confronted with decisions and choices.

K–210 JOBS FOR WOMEN–WHERE ARE YOU GOING, VIRGINIA?–11 min. color JS
Dramatizes, in non-academic situations, the prevocational skills and attitudes young people must acquire. Presents as much factual information as possible, but the emphasis is on the internal feelings of the characters as they are confronted with decisions and choices.

K–255 JOBS IN COSMETOLOGY–10 min. color IJS
This film explores the wide variety of skills providing gainful employment in the hairdressing and cosmetology profession to thousands of men and women of all ages. It details the procedures and qualifications as well as the training for a successful career as a licensed beautician.

K–260 JOBS IN SMALL AND MAJOR ELECTRIC APPLIANCE REPAIR–7 min. color JS
Shows a route repairman and his helper at work during an emergency repair call in a private home; also a number of job sites and work situations in repair shops.

K–257 JOBS IN THE AUTOMOTIVE TRADES–10 min. color JS
Offers a fresh and dramatic insight into the many interesting and rewarding jobs in the automotive trades. Actual job duties are described as the work is being performed.

K–258 JOBS IN THE BAKING INDUSTRY–7 min. color JS
The never-ending supply and demand for daily breads and pastries open many job opportunities for men and women to make and sell a wide variety of bakery products. Shows the making of baked goods from single breads and pastries to intricately hand-iced cakes.

K–261 JOBS IN THE SHEET METAL TRADES–10 min. color JS
Shows the many types of jobs where both men and women operate sheet metal working tools and machines. Also introduces jobs in molding and cutting plastics.

K–213 JOBS IN THE WORLD OF WORK–A GOOD PLACE TO BE–13 min. color JS
Provides vocational guidance for junior and senior high school students, dramatized situations in discussing jobs.

S–883 MACHINIST, THE–11 min. color JS
This job requires good manipulative ability plus a combination of skills--reading blueprints, operating precision instruments and machines, and a knowledge of mathematics to make a finished product from raw materials.

S–882 MECHANIC SUPERVISOR, THE–11 min. color JS
Students will learn of the technical and communication skills needed to become a mechanic and they will see that a mechanic supervisor needs the same skills plus the ability to deal with people.

K–266 MAID–CLEANING THE BATHROOM–9 min. color JS
Demonstrates proper procedures for cleaning the bathroom with attention to providing necessary supplies and correct use of detergents and other chemicals.

K–267 MAID–MAKING UP THE ROOM–9 min. color JS
Shows the proper responsibilities of a maid making up a check-out room with special emphasis given to thoroughness in cleaning.

M–430 NEWSPAPER SERVES IT'S COMMUNITY, A–14 min. B/W IJS
Shows process of printing a newspaper from reporting an event to final distribution of the paper. Includes views of the city room, the library, linotype machines and printing presses.

L–204 NORTHEAST–HEADQUARTERS FOR A NATION–22 min. color IJS
An overview of the Northeast is presented through scenes of its harbors, government agencies, commerce marts and the interaction of its people. The viewer learns of the region's immense power and impact--political industrial, cultural and economic.

K–259 OPPORTUNITIES IN CLERICAL WORK–10 min. color JS
Explores the many opportunities for today's clerical worker. Stresses the necessity for every applicant to acquire the basic skill of typing. Expansion of data processing centers and the growing adoption of electronic computers has brought opportunities to men and women who have acquired skill and experience in clerical work.

K–262 OPPORTUNITIES IN SALES AND MERCHANDISING–11 min. color JS
Portrays the career opportunities in sales and merchandising occupations and how entry jobs fit into the career ladder and work settings. We see actual work settings and the occupational skills to be found in this field.

K–263 OPPORTUNITIES IN THE MACHINE TRADES–7 min. color JS
A graphic presentation of the many job opportunities for beginners in this field. We see workers at various machines and learn something about their operation and the work they perform.

K–264 OPPORTUNITIES IN WELDING–7 min. color JS
Views of spot welding in a shop and manual welding--horizontal and vertical. Scenes showing the many kinds of welds and weldings, jobs that go into making boilers and fork-lift trucks and aircraft maintenance showing workers using heliarc equipment.

L–301 PEOPLE WHO CARE–MENTAL HEALTH CAREERS–25 min. color S
Presents various aspects of mental health work as a career. Follows the treatment of a young woman suffering from depression to show the various forms of therapy and psychiatric care which led to her recovery. Points out new trends in treating mental illness as observed in a community hospital.

M–870 PEOPLE WHO MAKE THINGS–16 min. color JS
Vocational guidance. Interviews and on-the-job scenes with several young people who prefer jobs where they can use their hands to create.

M–735 PRODUCE, FROM FARM TO MARKET–16 min. color IJ
Centering on the early morning rush hours of a wholesale produce market, the film shows how produce arrives, by truck, ship and plane and then leaves the market for city customers--all within the space of a few hours. Also points up the fluctuations of pricing at the wholesale level.

M–631 RAILROAD BUILDERS, THE–14 min. color IJS
Uses live photography, original prints and photographs to present an account of the building of the first continental railroad. Explains how the railroad builders contributed to westward expansion.

K–245 SALESMANSHIP–CAREER OPPORTUNITIES–15 min. color JS
Shows the broad range of vocational opportunities available in a sales career. Qualifications, techniques, training, sales tools, and compensation methods are explained. Shows that there is a worthwhile future in sales and sales management for those who possess adequate training and ability.

L–81 STORY OF A NEWSPAPERMAN, THE–25 min. B/W JS
Shows some of the problems faced by a small town newspaperman, who must report world and local news to his readers and must also solicit advertising and take an editorial stand on matters raised by public officials.

E–174 TELEPHONE MANNERS–10 min. color JS
Basic training for every person who must use the telephone in business. Tips on courtesy when answering the phone, taking messages, transferring and placing a call. Special attention given to "warmth" and friendliness, its importance, how to achieve it, what it means to the person who receives it.

E–350 TODAY'S NEWSPAPER–22 min. color JS
A step-by-step account of exactly how newspapers are put together. Takes the viewer through the editorial and advertising departments into the composing room, through the platemaking process--right down to the press room.

E–360 VIOLIN MAKER, THE–12 min. B/W IJS
In a society that depends on mass production, there are few opportunities for young people to see craftsmen at work. This film provides such a model in the person of an old man who brings a chunk of wood to his cluttered workshop to make a violin.

K–246 VOCATIONS IN AGRICULTURE–15 min. color JS
Six high school students take time off from an afternoon swim to discuss their future careers. They investigate agricultural research and engineering--communications--business practice--conservation--education and service--and of course, farming and ranching.

S–109 WHY BUDGET–12 min. B/W JS
Explains what the budget is, how it is set up in relation to needs and income, and what is to be gained by following a well-planned budget.

L–121 WIDE WINDOW OF MR. MALONE, THE–27 min. B/W JS
Gives a brief history of the New York Times telling how it achieved prominence. Shows what is involved in getting out the newspaper on a single day.

K–243 WORKING TOGETHER–12 min. color JS
A practical case study of the necessity of cooperation in an office. As part of a typing pool, Linda demonstrates the correct way to tackle an unforeseen tough job.

M–808 YOUR JOB–APPLYING FOR IT–13 min. color JS
Interviews with workers of varying ages and education show that the way to apply for a job and get it is by following a planned procedure.

M–807 YOUR JOB–FINDING THE RIGHT ONE–14 min. color JS
We see how young people can locate jobs suited to their needs and abilities. The film shows how to organize a plan of action that will get the "right job."

M–809 YOUR JOB–FITTING IN–16 min. color JS
After witnessing the action of an employee who is fired for doing "too little" and the actions of an employee who is fired for trying to do "too much," the viewer is challenged to decide how he would respond to each situation.

M–812 YOUR JOB–GETTING AHEAD–16 min. color JS
Questions about changing jobs, recognizing dead-end jobs, picking areas for advancement and planning for additional education are answered frankly and sincerely.

M–811 YOUR JOB–GOOD WORK HABITS–13 min. color JS
Good work habits, such as working steadily, concentrating and planning ahead, can lead to a promotion, a raise and other benefits.

M–810 YOUR JOB–YOU AND YOUR BOSS–16 min. color JS
Interviews with supervisors and employees at their jobs answer many of the important questions faced by young people regarding dependability, familiarity and authority.

OCCUPATIONAL AWARENESS

BOOKS

K–6

I Want To Be Series

387.7 Greene
I Want To Be An Airplane Hostess

636 Greene
I Want To Be An Animal Doctor

720 Baker
I Want To Be An Architect

664 Greene
I Want To Be A Baker

192.8 Greene
I Want To Be A Ballet Dancer

332.2 Baker
I Want To Be A Bank Teller

796.35 Greene
I Want To Be A Baseball Player

646.7 Baker
I Want To Be A Beauty Operator

629.28 Greene
I Want To Be A Bus Driver

694 Greene
I Want To Be A Carpenter

622 Greene
I Want To Be A Coal Miner

917.8 Greene
I Want To Be A Cowboy

637 Greene
I Want To Be A Dairy Farmer

617.6 Greene
I Want To Be A Dentist

610.69 Greene
I Want To Be A Doctor

630.1 Greene
I Want To Be A Farmer

614.84 Greene
I Want To Be A Fireman

639 Greene
I Want To Be A Fisherman

634.9 Baker
I Want To Be A Forester

640 Greene
I Want To Be A Homemaker

027.62 Greene
I Want To Be A Librarian

621 Greene
I Want To Be A Mechanic

780 Greene
I Want To Be A Musician

070.4 Greene
I Want To Be A News-Reporter

610.73 Greene
I Want To Be A Nurse

634 Greene
I Want To Be An Orange Grower

629.1 Greene
I Want To Be A Pilot

352 Greene
I Want To Be A Policeman

383 Greene
I Want To Be A Postman

647.8 Greene
I Want To Be A Restaurant Owner

625.7 Greene
I Want To Be A Road Builder

658.85 Baker
I Want To Be A Sales Clerk

506 Greene
I Want To Be A Scientist

651 Baker
I Want To Be A Secretary

387 Greene
I Want To Be A Ship Captain

629.13 Greene
I Want To Be A Space Pilot

629.13 Greene
I Want To Be A Storekeeper

388 Baker
I Want To Be A Taxi Driver

371.1 Greene
I Want To Be A Teacher

621.3 Greene
I Want To Be A Telephone Operator

625.2 Greene
I Want To Be A Train Engineer

629.28 Greene
I Want To Be A Truck Driver

590.74 Greene
I Want To Be A Zoo Keeper

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Come To Work With Us Series

629.4 Wilkinson
Come To Work With Us In Aerospace

629.13 Wilkinson
Come To Work With Us In An Airport

637.1 Wilkinson
Come To Work With Us In A Dairy

658.87 Wilkinson
Come To Work With Us In A Department Store

384.55 Wilkinson
Come To Work With Us In A TV Station

362.1 Wilkinson
Come To Work With Us In A Hospital

Come To Work With Us Series (cont)

690 Wilkinson
Come To Work With Us In House Construction

688.7 Wilkinson
Come To Work With Us In A Toy Factory

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About Series

634 Greene
About Apples From Orchard to Market

387 Chace
About The Captain Of A Ship

636.2 Landin
About Cowboys Around The World

610.73 Thompson
About Miss Sue, The Nurse

610 Thompson
About Doctor John

629.36 Philips
About The Driver Of A Bus

385 Johnson
About The Engineer Of A Train

630.1 Payton
About Farm Helpers

352 Hefflefinger
About Firemen

634.9 Dobrin
About Foresters

371.42 Hoffman
About Friendly Helpers For Health And Safety

331.7 Hefflefinger
About Helpers Who Work At Night

352 Jubelier
About Jack's Dental Check-Up

615 Thompson
About Jerry & Jimmy & Pharmacist

629.13 Radlauer
About Missles And Men

352 Newman
About The People Who Run The City

629.13 Chace
About The Pilot Of The Plane

341.6 Landin
About Policemen Around The World

352 Dillion
About Policemen

687 Shannon
About Ready-To-Wear Clothes -- Garment Workers

371.42 Hoffman
About School Helpers

635 Johnson
About Truck Farming

621.48 Radlauer
About Atomic Power For People

386 Newman and Sherman
About Canals

633 Harvey
About Cotton Growing

301 Hoffman
About Family Helpers

641 Shannon
About Food and Where It Comes From

371.42 Hoffman
About Friendly Helpers Around Town

612 Ericsson
About Glasses For Gladys

629.13 Allison
About Helpful Helicopters

371.42 Radlauer
About Men At Work

384 Simpson
About News And How It Travels

383 Hastings
About Postmen

636.3 Israel
About Sheep On A Ranch

638.21 Wormser
About Silkworms and Silk

630.1 Israel
About The Tractor On The Farm

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At Series

629.13 Colonius
At The Ariport - Workers

664.7 Colonius
At The Bakery - Workers

636.06 Hefflefinger
At The Pet Hospital - Workers

383 Colonius
At The Post Office - Workers

385.1 Reck
At The Railroad Station - Workers

591 Colonius
At The Zoo

027.6 Colonius
At The Library

637.1 Hastings
At The Dairy

332.1 Rees
At The Bank - Workers

Fic. Misch
At Daddy's Office

True Book Series

629.13 Lewellen
True Book of Airports & Airplanes
338.1 Carlisle
True Book of Bridges
677 Nighbert
True Book of Cloth
384 Miner
True Book of Communication
631.4 Gates
True Book of Conservation
917.8 Martin
True Book of Cowboys
629.13 Blanford
True Book of Flight
350 Miner
True Book of Policemen & Firemen
383 Miner
True Book Of Our Post Office & It's Helpers
629.13 Podendorf
True Book Of Space
612 Hinshaw
True Book of Your Body & You
370 Elkin
True Book Of Schools
500 Lewellen
True Book Of Toys At Work
613 Haynes
True Book of Health

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I Know Series

664.7 Iritani
I Know A Baker
332.1 Williams
I Know A Bank Teller
629.28 Gray
I Know A Bus Driver
637.1 Stanek
I Know A Dairyman
658.87 Henriod
I Know A Grocer
070.4 Henriod
I Know A Newspaper Reporter
610.73 Schima
I Know A Nurse
371.1 Buchheimer
I Know A Teacher
551.59 Williams
I Know A Weatherman
590.74 Henriod
I Know A Zoo Keeper
636.039 Iritani
I Know An Animal Doctor

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Let's Go Series

664 Buchheimer
Let's Go To A Bakery
332 Sootin
Let's Go To A Bank
687 Lazarus
Let's Go To A Clothing Factory
629.2 Goodspeed
Let's Go To A Garage
523.2 Wolfe
Let's Go To A Planetarium
614.7 Harris
Let's Go To A Sanitation Department
641.31 Chapman
Let's Go To a Supermarket
629 Sootin
Let't Go To An Airport
625.7 McWilliams
Let's Go To Build A Highway
385.09 Rosenfield
Let's Go To Build The First Transcontinental Railroad
917.55 Borreson
Let's Go To Colonial Williamsburg
791.3 Palazzo
Let's Go To The Circus
020 Buchheimer
Let's Go To The Library
347.972 Rosenfield
Let's Go To The Supreme Court
623.3 Buchheimer
Let's Go To The Telephone Company
917.53 Rosenfield
Let's Go To The White House
973.4 Polking
Let's Go With Lewis & Clark

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K-6

Colby Books

356 Colby
Air Drop: Men, Weapons & Cargo By Parachute

621.38 Colby
Communications: How Man Talks To Man Across Land, Sea & Space

629.4 Colby
Count Down: Behind the Scenes At Our Missile Bases

353.5 Colby
FBI: How The G-Men Use Science As Well As Weapons To Combat Crime

353.3 Colby
Fish & Wildlife: The Story Of The Work Of The U.S. Fish & Wildlife Service

363.2 Colby
Police

308.4 Colby
SAC: Men & Machines Of Our Strategic Air Command

614.84 Colby
Smoke Eaters: Trucks, Training and Tools Of The Nation's Firemen

631.4 Colby
Soil Savers: Work Of Soil Conservation Service Of The U.S. Department of Agriculture

355.3 Colby
Special Forces (U.S. Army's Experts in Unconventional Warfare)

629.2 Colby
Trucks On The Highway

353.3 Colby
Park Ranger

356.07 Colby
West Point: Cadets Training & Equipment

358.40 Colby
Air Force Academy

359.07 Colby
Annapolis: Cadets Training

359.9 Colby
Frogmen: Training Equipment & Operations

359.9 Colby
Leatherneck: Training Weapons & Equipment of Marine Corps

359.9 Colby
Danger Fighters: Men & Ships Of U.S. Coast Guard

Miscellaneous

Fic. Lenski
Corn Farm Boy (Iowa Farm Life)

Fic. Lenski
Cowboy Small

Fic. Lenski
Judy's Journey

Fic. Lenski
The Little Airplane

Fic. Lenski
The Little Auto

Fic. Lenski
The Little Farm

Fic. Lenski
The Little Fire Engine

Fic. Lenski
The Little Sail Boat

Fic. Lenski
Little Sioux Girl

Fic. Lenski
Papa Small (Family Life)

Fic. Lenski
Prairie School

Fic. Lenski
We Live In The Country

625.2 Lenski
The Little Train

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338.4 Arnold
Story Of Cattle Ranching

629.136 Bagwell
This Is An Airport

331 Baker
Workers Long Ago

359 Baldwin
The New Navy

637 Banks
How We Get Our Dairy Food

641.4 Banks
How Foods Are Preserved

665 Bate
Who Fishes For Oil?

658.87 Bendick
First Book Of Supermarkets

359 Bergarest
Our New Navy

629.45 Branley
A Book Of Astronauts For You

614.84 Brewster
The First Book Of Firemen

363.2 Brown
Someone Always Needs A Policeman

614.84 Cameron
Big Book Of Real Fire Engines

797.23 Ciampi
Skin Diver

K-6

Miscellaneous (cont)

387.2 Cosgrave
Clipper Ship
347.9 Coy
The First Book Of The Supreme Court
152.4 Dunn
Feelings
610.73 Elting
The First Book Of Nurses
670 Elting
The Lollypop Factory & Lots Of Others
070 Feigebaum
This is a Newspaper
353.5 Floherty
Our FBI
363.2 Floherty
Behind The Silver Shield
629.45 Freeman
You Will Go To The Moon
917.8 Greene
Cowboys, What Do They Do?
620 Greene
Railroad Engineers & Airplane Pilots
355 Greene
Soldiers & Sailors: What Do They Do?
Fic. Greene
Truck Drivers: What Do They Do?
359.9 Hunt
The Story Of The U.S. Marines
371.42 Jackson
Work Around The World: Work In Our Country and Work In Other Lands (The World We Live In Series)
351.7 Kuhn
The Story Of The Secret Service
352 Lattin
Peter's Policeman
338 Lent
Men At Work In The Great Lakes States
338.0974 Lent
Men At Work In The Mid Atlantic States
338 Lent
Men At Work In New England
338 Lent
Men At Work On The West Coast
372.4 Levenson
The Day Joe Went To The Supermarket
358.41 Loomis
Story of U.S. Air Force
380.3 McCabe
How Communication Helps Us
655 McCabe
How Printing Helps Us
390 McKern
The Many Faces Of Man
362.1 Meeker
How Hospitals Help Us
630 Meuer
How Farms Help Us
614.84 Olds
The Big Fire
341.13 Pierson
What Does A U.N. Soldier Do?
300 Preschool Press Time Library
The Sesame Street Book Of People & Things
301.42 Provus
How Families Live Together
355.071 Reader
The West Point Story
364.1 Reynolds
The FBI
347.9 Richards
The Story Of The Supreme Court
359.071 Riesenberg
The Story Of The Naval Academy
658.87 Romano
This Is A Department Store
338 Rubicam
Men At Work In The Great Plains States
338 Rubicam
Men At Work In The Mountain States
621.386 Schneider
Your Telephone & How It Works
363.6 Schneider
Let's Look Under The City
352 Schwartz
City & Its People
371.42 Schwartz
The Night Workers
628 Shannon
Smokejumpers & Fire Divers
301.3 Stanek
How People Live In the City
301.3 Stanek
How People Live In The Suburbs
353 Stanek
How Our Government Helps
362.7 Teltsch
Getting To Know The U.N. Peace Force
621.9 Victor
Machines
625.2 Young
If I Drove A Train
621 Zaffo
Big Book Of Real Building & Wrecking Machines

371.42 Ault
Reporting The News
356.07 Azoy
West Point Today
371.42 Bayliss
Community Service & Related Specialists
371.42 Belick
Your Career In Medicine
371.42 Berry
Your Future in Meteorology
371.42 Bibby
Your Future In Electronic Computer Field
371.42 Biegeleison
Careers & Opportunities In Commercial Art
371.42 Boydan
School Teaching As A Career
371.42 Brooking
Engineering Technicians
621.38 Carroll
Careers & Opportunities in Electronics
350 Cohn
Careers In Public Planning & Administration
371.42 Cohn
Careers With Foreign Languages
331.7 Costello
Concise Handbook Of Occupations
371.42 Coy
Engineers & What They Do
371.42 Curtis
Your Future In Music
610.73 Dodge
The Story Of Nursing
351.1 DuPre
Your Career In Federal Civil Service
387.7 Engeman
Airline Stewardess
371.42 Engeman
Doctor: His Training & Practice
610.73 Engeman
Student Nurse: Her Life In Pictures
371.42 Ernst
Lawyers & What They Do
665 Floherty
Flowing Gold: The Romance of Oil
371.42 Floherty
Forest Ranger
070 Floherty
Get That Story: Journalism
353.2 Floherty
Men Against Crime
384 Floherty
Men Against Distance: Story of Communications
621.388 Floherty
Television Story
353.5 Floherty
Youth & The FBI
371.42 Gelb
Your Future In Beauty Culture
371.42 Gimpel
Navy Men & What They Do
371.42 Golze
Your Future In Civil Engineering
371.42 Greenberg
So You Want To Be A Dentist
371.42 Greenleaf
Occupations & Careers
371.42 Hanaburgh
Your Future In Forestry
371.42 Harrison
Conservationists & What They Do
371.42 Harrison
Find A Career In Auto Mechanics
353.5 Hellyer
The U.S. Border Patrol
371.42 Hopke
The Encyclopedia Of Careers and Vocational Guidance - Vol. I & II
371.42 Kalb
Your Future As A Physician
371.42 Kaplan
Careers In Department Store Merchandising
610.23 Kinsinger
Health Technicians
371.42 Leeming
Jobs That Take You Places
629.13 Lent
Jet Pilot Overseas
371.42 Levine
Your Future In Electronic Engineering
371.42 Lingenfelter
Vocations For Girls
363.2 Liston
Your Career In Law Enforcement
658.85 Liston
Your Career In Selling
371.42 Lobsenz
Writing As A Career
371.42 Logsdon
Library Careers
371.42 Maule
Executive Careers For Women
371.42 Murphy
Handbook For Job Facts
333.7 Neal
Nature's Guardians
351.7 Neal
Six Against Crime

7-12 (cont)

371.42 Neal
Your Career In Foreign Service
371.42 Nourse
So You Want To Be A Doctor
371.42 Nourse
So You Want To Be A Lawyer
371.42 Nourse
So You Want To Be A Scientist
610.73 Nourse
So You Want To Be A Nurse
371.42 Noyes
Your Future As A Secretary
371.42 Paradis
From High School To A Job
371.42 Paul
Your Future In Medical Technology
371.42 Perry
17 Million Jobs
371.42 Pollack
Careers & Opportunities In Engineering
506.9 Pollack
Careers & Opportunities In Science
371.42 Pond
Your Future In Personnel Work
780.07 Rich
Careers & Opportunities In Music
371.42 Riser
Your Future In Veterinary Medicine
355 Schuon
Servicewomen & What They Do
371.42 Scott
Your Future In Retailing
651.8 Seligsohn
Your Career In Computer Programming
371.42 Sidney
Agricultural, Forestry & Oceanographic Technicians
371.42 Smith
Find A Career In Education
808.06 Spears
High School Journalism
371.42 Splaver
Your Career If You're Not Going To College
371.42 Stambler
Find A Career In Aviation
371.42 Starrett
Find A Career In Medicine
388.3 Stevens
The Trucks That Haul By Night
371.42 Sullivan
Careers In Government
371.42 Taylor
Your Future In Automotive Industry
371.42 Thompson
Your Future In Nuclear Energy Fields
658.8 Troxell
Fashion Merchandising
371.4 U.S. Department of Labor
Occupational Outlook Handbook
371.42 Wacks
Careers In Engineering
371.42 Walmsley
Your Future In The Army
500 Watson
The World Of Science: Scientists At Work Today In Many Challenging Fields
371.42 West
Find A Career In Electronics
371.425 Westervelt
Choosing A Career In A Changing World
651 Whitcomb
Strictly For Secretaries
371.42 Wiggs
Marketing, Business & Office Specialists
651 Wood
The Receptionist: A Practical Course in Office Techniques
793.3 Woody
Young Dancer's Career Book

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SMALL MEDIA

Sound Filmstrips

First Things: Values Series

Each filmstrip in the series presents two or more moral conflicts or dilemmas which have been developed around concepts of truth, promises, fairness, rules and property rights. Children are given chances to respond to each situation. Filmstrips Records Guides

SFS–528	The Trouble With Truth 1 RC 2 FS	K-4
SFS–529	You Promised 1 RC 2 FS	K-4
SFS–530	That's No Fair! 1 RC 2 FS	K-4
SFS–531	But It Isn't Yours 1 RC 2 FS	K-4
SFS–532	What Do You Do About Rules? 1 RC 2 FS	K-4

First Things: Social Studies/Guidance

These are sound filmstrips which help increase the children's understanding of themselves and society. They create a stronger awareness of community relations and institutions and discover new ways of handling interpersonal relations, and problems. Filmstrips Records

SFS–533	Who Do You Think You Are? 1 RC 3 FS	K-4
SFS–534	Guess Who's in a Group 1 RC 3 FS	K-4
SFS–535	What Happens Between People 1 RC 2 FS	K-4
SFS–536	What Do You Expect of Others? 1 RC 3 FS	K-4
SFS–537	You Got Mad: Are You Glad? 1 RC 2 FS	K-4

Growing to Know Me Series

Multi-Media program to help the teacher assist each child in developing a good self image which will enable him to cope with everyday problems and situations as they occur. The program will also help the teacher assist the child in his development so that he becomes a responsible and worthwhile citizen. 48 Filmstrips 48 Cassettes

SFS–538	Unit I, Volume A A Boy Called Sam/First Night Away From Home/Miss Potts Comes to Babysit/Everyone Gets Angry Sometimes/The Bravest Boy in the World/I Think I Saw a Dinosaur	4-6
SFS–539	Unit I, Volume B Is There Still Room for Me?/Small One/Wisest Boy in Town/A Rainy Day/Can I Be President?/ Everything Just for Me	4-6
SFS–540	Unit II, Volume A I am Me/Waiting for Me/Bobby's Bad Day/New Boy in Town/Penny's Purple Heart/Lonely One	4-6
SFS–541	Unit II, Volume B The People Next Door/The Special Gift/Susie's Surprise/Jenny/The Boy Who Had to Be Right/ I Really Think It's Broken	4-6

Kits

Focus on Self Development–SRA

Three developmental programs to help the child understand himself, his peer, his environment and how they interrelate.

Kit–410	Stage One: Awareness 5 FS 9 RC 40 SP	K-2
Kit–412	Stage Two: Responding 6 FS 7 RC 40 SP	2-4
Kit–414	Stage Three: Involvement 6 FS 7 RC 40 SP	4-6

DUSO Kit (Development Understanding of Self and Others)

A program of activities and materials developed to help children with social and emotional development. It is designed so it can be used effectively by regular classroom teachers. These kits include such as puppets, color posters, records,, discussion cards and story books.

Kit–416	DUSO Kit–Level I	K-3
Kit–422	DUSO Kit–Level II	4-6
Kit–417	Understanding Our Feelings Includes pictures of people expressing various feelings and emotions. Good for discussion of how we feel and why and for making children aware of feelings and developing ways of handling their feelings effectively. 28 Pictures	K-6

SELF–AWARENESS

16mm FILMS

Kindergarten – Six

S–127 BEGINNING RESPONSIBILITY–BEING ON TIME–11 min. color PI
Explains the importance of being prompt by using the examples of firemen and train engineers. Latecomer, Jimmy, discovers that he can learn to be on time by getting ready in advance and by estimating how long it takes to get things done.

S–76 BEGINNING RESPONSIBILITY–BOOKS AND THEIR CARE–11 min. color PI
Illustrates the proper care of books. Shows how to open and handle a new book, how to keep from soiling it, how to store it and how to mend it if damaged. Conve the attitude that books are something to appreciate and enjoy.

S–77 BEGINNING RESPONSIBILITY–DOING THINGS FOR OURSELVES IN SCHOOL–11 min. color PI
Explains how a young boy learns to do things for himself by watching others, by profiting from his mistakes, by asking for help and by practice. Emphasizes the importance of self-reliance.

S–746 BEGINNING RESPONSIBILITY–GETTING READY FOR SCHOOL–11 min. color PI
Rick often stays up late, oversleeps in the morning, has to rush, forgets things and is often late for school. He soon realizes how to become organized by the help of a friend.

S–647 BEGINNING RESPONSIBILITY–LEARNING TO FOLLOW INSTRUCTIONS–11 min. color PI
When David cannot seem to learn how to follow instructions, some of his toy animals magically come to life and help him. He learns to pay attention, understand or ask questions and remember the order of the instructions.

S–78 BEGINNING RESPONSIBILITY–OTHER PEOPLE'S THINGS–11 min. color PI
Explains how public and private property, as well as articles that are borrowed or found, should be cared for. Stresses the need for respecting the property of others.

S–862 BEGINNING RESPONSIBILITY–USING MONEY WISELY–11 min. color PI
In trying to stretch his budget, Tom learns some simple economic facts--that money is exchanged for time and skills, that it is used for such necessities as food and clothing, and that careful choices are necessary to keep within one's income.

S–745 BEGINNING RESPONSIBILITY–BEING A GOOD SPORT–11 min. color PI
How conflicts might be resolved, situations involving other youngsters and the underlying motives that lead them to varying degrees of sportsmanship are explored.

M–454 EMPEROR'S NEW CLOTHES–16 min. color PI
Dramatizes the Hans Christian Andersen story of a vain and foolish emperor and two fakes who unwittingly teach him a lesson.

S–225 EMPEROR'S OBLONG PANCAKE, THE–6 min. color P
Animated version of the story by Peter Hughes of the emperor who tried to change all the round objects in his kingdom into oblong ones. Narration by Edward Everett Horton.

S–783 EVERYDAY COURTESY–11 min. color I
Presents actual situations which point out the courteous forms of social acts, such as introductions, extending and accepting oral and written invitations, and showing respect for one's elders.

S–55 GETTING ALONG WITH OTHERS–11 min. B/W P
Shows children in familiar situations at home and at school. Stresses fair play, sharing, helping one another and taking turns.

S–181 GETTING ANGRY–10 min. color PIJ
Shows how a teacher quiets an argument that erupts when a student's model space capsule is hit by a ball. She points out that most of the anger is misdirected and even without valid cause. Film may be stopped after a flashback sequence for class discussion.

S–992 GROWING UP, GROWING OLDER–8 min. color PI
Traces the life of one person, John Miller, from infancy to old age. Designed to help the child become aware of the continuity of life and of his changing roles and increasing responsibilities as they relate to the change in his maturity.

M–949 HOW TO SOLVE A PROBLEM–13 min. color PI
Some young children are playing with a large ball. As they toss it back and forth, it becomes lodged in a tree. The children are faced with the problem of retrieving the ball. How they solve the problem is the subject of this film.

S–975 LATE FOR DINNER–WAS DAWN RIGHT–8 min. color P
Presents the story of Dawn who is scolded by her mother for coming home late to dinner. Features Dawn's side of the situation --on the way home she bumped into a woman who dropped a five dollar bill and she tried to catch up with the woman on a bus in an effort to return the money.

S–784 LET'S PLAY FAIR–11 min. color PI
Problems in fairness are illustrated by the case of Billy, who understands the rules of baseball but does not always know what is fair in other situations.

S–623 LET'S SHARE WITH OTHERS–11 min. B/W PI
Discusses dividing things, taking turns sharing through words and expression, and doing things together as essentials of fair play and thoughtfulness.

M–922 LITTLE AIRPLANE THAT GREW, THE–9 min. color PIJ
Tells a story of a little boy who daydreams when he should be studying. Presents the universal human qualities of joy, boredom, imagination and sheds light on the pros and cons of self-indulgence.

S–609 LITTLE ENGINE THAT COULD, THE–11 min. color P
Animated story of the little engine that pulled a trainload of toys to the children on the other side of the mountain.

S–191 LITTLE RED HEN, THE–11 min. color P
Uses both art and live action to retell the fable, "The Little Red Hen."

S–478 LITTLE ROOSTER WHO MADE THE SUN RISE, THE–11 min. color P
Animated Story of the rooster who discovers that his crowing does not make the sun rise, but who acquires pride in doing his job of waking his farmyard friends.

S–921 MY TURTLE DIED TODAY–8 min. color PI
This story creates an opportunity for discussion of the inevitability of death and the continuity of life in a situation which provides for expression of compassion without sentimentality.

M–960 ONE SPECIAL DOG–17 min. color PI
The universal qualities of family love, concern for one another, warmth and understanding are apparent in this sensitive story about a Southwest Indian family and one "special" dog.

S–974 ONLY BENJY KNOWS–SHOULD HE TELL–4 min. color P
Presents the story of a boy who goes to a store with his mother and sees some boys he knows slipping toys into their pockets. Examines whether or not tattling is justified in this situation.

S–782 OUR FAMILY WORKS TOGETHER–11 min. color PI
Discusses how family cooperation and planning can result in a successful week-end trip.

S–785 PEOPLE ARE DIFFERENT AND ALIKE–11 min. color IJ
Points out that it is easy to see differences in people but that people are more alike in the important ways, shows that all people need friendship and love, food and a place to live and that they want an education, fun and happiness.

S–976 REPORT CARD–HOW DOES RICCARDO FEEL–5 min. color P
A scolding instead of expected praise for a good report card. How could it happen? By using the empathy young viewers will have for Riccardo, teachers can help them see that people do not always control their emotions.

S–932 SCHOOL PROBLEMS–GETTING ALONG WITH OTHERS–11 min. color PI
Pictures five typical school problems which dramatize decision making. The sequences detail how students handle tardiness, bothersome neighbors, cheating, working and playing with knives.

S–366 STORY OF KING MIDAS, THE–11 min. color PI
Presents the classic story book tale of the king with the golden touch, who learns that greed can bring unhappiness.

S–25 UGLY DUCKLING, THE–11 min. color P
Hans Christian Adnerson's famous fairy tale of the unwanted duckling who becomes a beautiful swan.

S–937 VALUES–BEING FRIENDS–9 min. color PI
Teaches the meaning of friendship. Shows that people may disagree but still remain friends. Emphasizes trust and helping each other.

S–942 VALUES–THE RIGHT THINGS TO DO–9 min. color PI
Presents a story about deciding what is the right thing to do and raises the question, should we do what we know is right even if we might get into trouble.

S–943 VALUES–UNDERSTANDING OTHERS–9 min. color PI
Raises and discusses questions on value--how can we learn to understand other people better, should we expect them to change. Explains that when we try to understand how others feel, we begin to care more about them.

S–940 VALUES–TELLING THE TRUTH–10 min. color PI
Illustrates specific values as three boys walk home from school together. They spot a cement mixer and a man building a walk by pressing stones into the cement. Some are left over. The boys pick the stones up and hit Mrs. Jensen's window. Rod and Julian run, but John stays and tells the truth.

S–941 VALUES–UNDERSTANDING OURSELVES–9 min. color PI
Through a story of three boys, presents these concepts--everybody has an idea of the kind of person he is. Sometimes it seems like it would be more fun to be someone else. Each person, if he could really choose, would rather be himself.

S–938 VALUES–COOPERATION–11 min. color PI
Stresses the value of cooperation by picturing three boys playing together.

E–144 WHAT SHOULD I DO–THE FIGHT–6 min. color I
Shows children how to deal with others who want to start fights.

E–145 WHAT SHOULD I DO–THE GAME–6 min. color IJ
Presents the problem of how to cope with playing by the rules and those who do not abide by the rules.

E–146 WHAT SHOULD I DO–LUNCH MONEY–6 min. color IJ
Represents the problem of finding an article and assuring its return to the rightful owner.

E–147 WHAT SHOULD I DO–THE PROJECT–6 min. color I
Depicts how to work on a project with others and how not to end with a few doing the work and the rest giving orders.

E–96 WHO NEEDS RULES?–11 min. color IJ
Two episodes follow an opening montage ranging from the simple everyday rules of getting along to more complex rules of federal law.

* * * *

Seven - Twelve

K–221 ALCOHOL AND YOU–28 min. color JS
This documented treatment of drinking explores the social pressures and the drinking habits that can lead an individual into becoming an alcoholic. With objective evidence presented, the student is faced with the challenge to make a mature, rational decision of his own.

M–288 BEGINNING TO DATE–12 min. color J
Dramatizes right and wrong approaches to dating and basic rules for conduct on a date, stressing consideration for others. Offers help to the timid.

K–222 BEYOND LSD–25 min. color JS
Presents the communication gap between the generation of teenagers and young adults, and the generation of those over thirty. Explains that teenage use of LSD is a symptom of this communication gap. J. Thomas Ungerleider, MD of the Neuropsychiatric Institute at UCLA, discusses some problems of parent-teenage relationships.

M–869 CRISIS HOUSE–22 min. color JS
Covers discussions at a residence for people who were caught up in the drug scene and are now trying to find lives with greater meaning. Reveals the troubles, anxieties and aspirations of the residents as they discuss pressures and other matters troubling young people.

K–345 DRIVIN' AND DRINKIN'–14 min. color JS
This film deals with the effect alcohol has on an individual who drives.

K–312 DRIVIN' AND DRUGS–14 min. color JS
This film deals with the effect that drugs may have on an individual who drives. It is important that all drivers understand that different drugs may affect them differently at different times.

K–200 DRUGS AND THE NERVOUS SYSTEM–18 min. color JS
Uses aspirin to illustrate how the common drug works on the nervous system. Shows the serious disruption caused by narcotics. Discusses the effects of substances such as airplane glue, stimulants (amphetamines), depressants (barbiturates and opiates), and hallucinogens (marijuana and LSD). An animated film.

K–316 DRUGS, DRINKING AND DRIVING–13 min. color JS
Physiological and psychological experiments at UCLA demonstrate the effects that alcohol and drugs can have on driving. Animation shows effects on the human nervous system in this powerful and important film.

M–278 EVERYBODY'S PREJUDICED–21 min. B/W JS
Presents a comparison between the kind of prejudices we all employ and the unreasoning prejudices of the bigot.

S–910 FENCE, THE–7 min. color PIJS
This animated allegory illustrates the consequences of a single, inconsiderate act. The Golden Rule has wide application in this world of potential animosity and misunderstanding.

M–830 GROUP PROBLEM SOLVING–13 min. color JS
Explains effective group discussion techniques and organization as illustrated by a panel discussion by high school students about whether a more equitable and practical grading system can be achieved.

E–99 HOUSE THAT JACK BUILT, THE–8 min. color IJS
Presents a comic animated cartoon about a man who builds his house in the best development he can afford but then yearns for something that does not look the same as that which everyone else has.

E–332 HOW CLOSE CAN YOU GET?–10 min. color JS
"No matter how close you get to another person, you are still alone." This belief of Ann's leads into an intense discussion of marriage. Some people expect total involvement and sacrifice from both partners. Others feel this is impossible and even dangerous to expect.

K–134 IS IT WORTH YOUR LIFE–24 min. color JS
"Smoking is the single biggest cause of disease and death in this nation today." This film shows how and why cigarette smoking damages the normal cleansing of the human lung.

S–105 JUNIOR HIGH– A TIME OF CHANGE–11 min. color IJ
Defines some of the problems that arise upon entering junior high school. Acquaints students with the many resources available in school to assist them in coping with their problems, and suggests specific techniques for adjusting to their new role.

K–209 LSD–A TRIP TO WHERE–25 min. color JS
Explores the reasons why psychedelic drugs are used and the problems caused by the use of LSD. Simulates an LSD trip as experienced by the narrator.

K–225 LSD–INSIGHT OR INSANITY–28 min. color JS
Doctors, scientists and geneticists discuss the possible effects of LSD on the chromosomes. Examines the psychological and physiological effects of LSD use.

S–648 MAKING FRIENDS–11 min. B/W JS
Considers three types of friendship--casual acquaintances, special friends and family friends. Uses the problems of three high school boys to point out ways people can make and keep friends.

L–192 MARIJUANA–34 min. color JS
The arguments against smoking marijuana are hard proven facts. Why, then, do students find challenges and reasons to justify their addiction to it. Sonny Bono, of Sonny and Cher, explores and explains in detail, the reasons for not smoking marijuana. Students are given an objective picture. The rational decision is theirs.

K–223 MARIJUANA–THE GREAT ESCAPE–20 min. color JS
The film shows that every marijuana user sacrifices control of his own will, judgment, and perception. The story realistically demonstrates the established effects of marijuana and emphasizes the possibility of psychological dependence. The unavoidable conclusion is that the drug can be an extremely dangerous "escape".

M–353 NARCOTICS–WHY NOT–15 min. color JS
Presents interviews with narcotic addicts undergoing rehabilitation at a state hospital. Depicts the dangers inherent in drugs and narcotics.

F–331 ONE OR MANY?–13 min. color JS
How does dating in the 9th and 10th grades differ from dating later? How do you begin to have more serious relationships? Would you rather concentrate on one person at a time, or spread your interest among several?

E–55 PEOPLE–10 min. color PIJS
Shows scenes of people of all ages and races as they rest, work and play to demonstrate that people are different yet alike.

K–224 SPEEDSCENE–THE PROBLEM OF AMPHETAMINE ABUSE–17 min. color JS
The most malignant form of abuse is the repeated high-dosage injection of amphetamine, one form of which is called "speed". In addition to the physical dangers of hepatitis, malnutrition, and death are the psychological problems inherent in the life style of the "speed" culture and the user's inability to deal with his environment.

L–172 SPUD'S SUMMER–A JOURNEY TO INTER–RACIAL UNDERSTANDING–26 min. color IJS
Recounts the feelings and experiences of a six-year-old boy from Harlem making his first visit to the country. Reveals how his world broadens and ideals change as a result of his trip.

E–324 TO PLAN YOUR FAMILY–15 min. color S
A frank description of woman's reproductive system and of the most common methods of contraception, stressing the pill and IUD. Side effects and irrational fears are discussed. The interviews with women using contraceptives are geared to be understood by persons with all levels of education.

S–116 TOWARD EMOTIONAL MATURITY–11 min. B/W JS
Gives an illustration of an eighteen-year-old girl, faced with a decision deeply involving her feelings for both her parents and a boy. Designed to help adolescents understand and control their emotions.

M–222 TROUBLEMAKER, THE–14 min. color IJS
A story of a boy who turns troublemaker as a means of satisfying his own needs. Shows the interaction between the troublemaker and his peer group.

M–221 UNDERSTANDING OTHERS–12 min. B/W IJS
Stresses that a person should be judged by his true worth and ability, rather than by his economic background and social skills.

S–118 UNDERSTANDING STRESSES AND STRAINS–10 min. color JS
A discussion of one side of the Health Triangle--this time the mental side--with emphasis on the pressures and worries of everyday life which can damage man's health.

E–333 WHAT DO GIRLS WANT FROM BOYS?–9 min. color JS
Why do girls often prefer to date older boys? Why do some boys resent girls their own age? What does a girl mean when she asks to be "treated like a woman?"

E–95 WHAT'S YOUR AUTHORITY?–11 min. color IJ
Two episodes examine the nature of authority and prepare the child to cope with the authorities he will encounter at home, at school, and in society. "Where Does the Buck Stop?"

M–331 YOU AND YOUR BABY COME HOME–19 min. color JS
Two mothers and two babies demonstrate the proper care of mother and child in both nursing and bottle feeding. The need for sleep, rest, exercise and the baby's handling, bathing, feeding and preparation for sleep are demonstrated.

SELF–AWARENESS

BOOKS

K–6

617.7 Adler
Your Eyes

612 Aliki
My Five Senses

Fic. Bethell
When I Grow Up

395 Betz
Your Manners Are Showing

598 Brenner
Is It Bigger Than A Sparrow?

614 Chapin
Healthy Is Happy

510 Chapman
How Many? How Much?

395 Clark & Quigley
Etiquette, Jr.

301.45 Dunham
Someday I'm Going To Be Somebody

301.1 Evans
People Are Important

613 Farnsworth
All About You

613 Farnsworth
Choosing Your Goals

613 Farnsworth
Growing Every Day

613 Farnsworth
You & Others

611 Follett
Your Wonderful Body

612 Fryer
How We Hear

611 Gallant
Me & My Bones

612 Goldin
Straight Hair, Curly Hair

371 Hage
How Schools Help Us

395 Hoke
Etiquette: Your Ticket To Good Times

613 Irwin
Finding Your Way

613 Irwin
Understanding Your Needs

618.92 Jubetier
Jill's Check Up

617.6 Lapp
Dentist's Tools

172 Leaf
Fair Play

613 Leaf
Health Can Be Fun

170 Leaf
How To Behave & Why

616.8 Lewellen
You & Your Amazing Mind

162 Liberty
The First Book Of The Human Senses

500 Podendorf
Many Is How Many?

500 Podendorf
Sounds All About

728 Provus
How We Get Our Shelter

525 Radlauer
About Four Seasons & Five Senses

611 Ruchlis
What Makes Me Tick?

611 Sands
Why Glasses?

617 Schloat
Your Wonderful Teeth

612 Schneider
How Your Body Works

612 Schneider
You & Your Senses

612 Schneider
Lifeline: The Story Of Your Circulatory System

612 Showers
A Drop Of Blood

152.1 Showers
Find Out By Touching

612 Showers
Follow Your Nose

612 Showers
Hear Your Heart

612 Showers
How Many Teeth

612 Showers
How You Talk

612 Showers
Look At Your Eyes

612 Showers
Your Skin & Mine: Story of Skin

612 Weart
The Story Of Your Blood

687 Wonder Starters
Clothes

646.7 Wonder Starters
Hair

617 Wonder Starters
Teeth

612 Zim
Our Senses & How They Work

K–6 (cont)

612 Zim
Your Heart & How It Works
612 Zim
What's Inside Of Me

* * * *

7–12

395 Allen & Briggs
Mind Your Manners
301.43 Armstrong
Questions Boys Ask
301.4 Boone
'Twixt Twelve & Twenty
395 Beery
Manners Made Easy
301.43 Beery
Young Teens Talk It Over
301.43 Daly
Personality Plus
371.42 Ferguson
Ecology, Conservation & Environmental Control
301.43 Glendining
Teen Talk
613.8 Houser
Drugs: Facts On Their Use & Abuse
395 Lee
Manners To Grow On
301.42 Landis
Your Dating Days
613.8 Louria
The Drug Scene
301.43 Menninger
How To Be A Successful Teenager
395 Roosevelt
Book Of Common Sense Etiquette

PROFESSIONAL BOOKS ON CAREER EDUCATION

371.42 ASCD
Life Skills In School & Society

301.43 ASCD
Youth Education - Problems, Perspectives, Promises

371.5 Bany & Johnson
Classroom Group Behavior

371.9 Bereiter
Teaching Disadvantaged Children In The Pre-School

158 Blocher
Developmental Counseling

330.076 Clarkson, Kenneth & Stone, Courtenay
Micro-Economics In Action

712 Cohn
Careers In Public Planning & Administration

371.96 Cohen
Teach Them All To Read: Theory, Methods & Materials For Teaching The Disadvantaged

371.42 Detjen
Elementary School Guidance

371.42 Division of Research, Los Angeles, California
Guiding Today's Children

371.42 Garry
Guidance Techniques For Elementary Teachers

371.1 Greenberg
Teaching With Feeling

301.31 Hawkins & Vinton
The Environmental Classroom

370.113 Hirsch & Pucinski
The Courage To Change: New Directions For Career Education

371.42 Hopke
Encyclopedia Of Careers & Vocational Guidance (Vol. I & II)

371.92 Hurley
Poverty & Mental Retardation: A Casual Relationship

371.42 Isaacson
Career Information In Counseling & Teaching

371.5 Larson
School Discipline In An Age Of Rebellion

371.9 Loretan
Teaching The Disadvantaged

371.42 McDaniel
Readings in Guidance

371.4 Munson
Elementary School Guidance: Concepts, Dimensions & Practice

371.42 Ohlsen
Guidance Services In The Modern School

371.4 Peters, Shertzer & Van Hoose
Guidance In Elementary Schools

371.42 Peters
Vocational Guidance & Career Development

371.1 Rogers
Classroom Discipline: An Idea Handbook for Elementary School Teachers

371.42 Rosenberg
New Concepts of Vocational & Technical Education

371.43 Schneiders
Counseling The Adolescent

371.42 Shertzer
Guidance: Techniques For Individual Appraisal & Development

607 Silvius & Curry
Teaching Successfully In Industrial Arts

371.89 Smith & Donaldson
Outdoor Education

371.42 Smith
Principles & Practices Of The Guidance Program

658.91 Stadt, Bittle, Kenneke, Nystrom
Managing Career Education Programs

370 Thompson
Foundations Of Vocational Education

371.2 Thomas
Individual Differences In The Classroom

158 Tyler
The Work Of The Counselor

371.42 Wiggs
Marketing, Business & Office Specialists

ACCESSION NUMBER: VT100640

PUBLICATION DATE: 01JUN73

TITLE: INDEPENDENT LIVING.

PERSONAL AUTHOR: ATWOOD, GLENNA, AND OTHERS

DESCRIPTOR: *CONSUMER EDUCATION; *CONSUMER ECONOMICS; HOME ECONOMICS; *MONEY MANAGEMENT; *INTEGRATED CURRICULUM; BUSINESS EDUCATION; HOME ECONOMICS EDUCATION; SOCIAL STUDIES

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 550

ABSTRACT: THIS CURRICULUM IN CONSUMER EDUCATION INTEGRATED SUBJECT MATTER FROM HOME ECONOMICS, BUSINESS, AND SOCIAL STUDIES TO PROVIDE STUDENTS WITH KNOWLEDGE REQUIRED FOR USING PERSONAL RESOURCES TO BEST ADVANTAGE. SKILLS IN CONSUMER BUYING ARE DEVELOPED IN THE AREAS OF FOOD, CLOTHING, SHELTER, CARS, FURNITURE, AND APPLIANCES AND INFORMATION IS GIVEN ON HEALTH AND SECURITY, LEGAL RESPONSIBILITIES, AND MONEY PLANNING AND MANAGEMENT. (MU)

INSTITUTION NAME: HAMPDEN ACADEMY, MAINE.

VT 100640

INDEPENDENT LIVING

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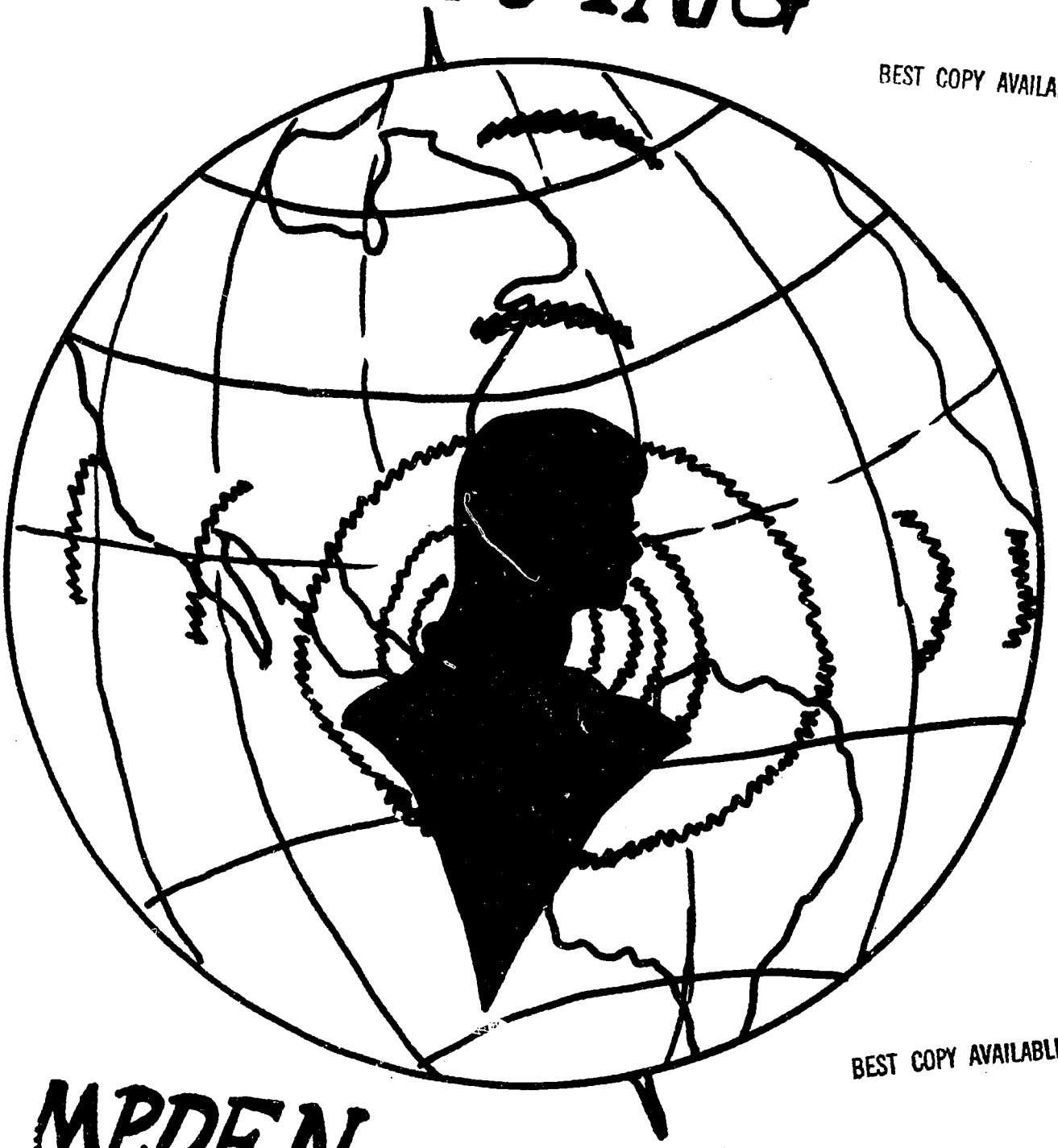

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Hampden, Maine

June 1, 1973

Cover Design:

Margie Forrest
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Illustrations:

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FORWARD

This project "Independent Living" was designed to do something about preparing the student to face his venture into the first years beyond high school. There seemed to be no course open to all students that would teach him such things as how to write a check and balance his account.

The team approach was an opportunity to use the best from 3 different areas. We are grateful to the State Department of Home Economics, Business, and Social Studies for their interest and encouragement to start the project.

We are most fortunate to be aided in our project by qualifying for a federal grant. This has made it possible for us to share our experiences through this publication. We are especially grateful to Dr. Charles Ryan, Director of the Research Coordinating Unit of the Bureau of Vocational Education; to Dr. James Muro, our evaluator and consultant; and to Janis Cross and Marion Moody for their valuable advice and support.

We would like to give special thanks to Mr. John Skehan, Superintendent of S.A.D.#22; Mr. Robert Rowe, Principal of Hampden Academy; Mr. David Greenier, Assistant Principal of Hampden Academy; and to our guidance personnel, Mr. Martin Arsenault and Miss Veronica Barry. Their support has been of utmost importance. We are also grateful to local resource people. We have found lawyers, bankers, insurance salesmen, car salesmen, store personnel and many others most willing to give of their time to help these students prepare for the future.

We want to give special thanks to Floyd Calderwood and the Industrial Arts Department for the printing of this booklet. Special thanks also go to the teachers: Blaine Atwood, Social Studies; Nancy Inman, Business; and Debra Fontaine, Home Economics, for all the extra hours they have contributed beyond the required time.

Beverly Kane, head of Business Department; and Blaine Atwood, Curriculum Coordinator, Social Studies, were assistant co-directors. Without them, it would not have been possible to carry out this project.

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BRIEF SUMMARY OF THE REPORT

Problem Area

Consumerism has become a major issue in the lives of people today. In spite of higher wages, the consumer has a major problem in stretching his dollar to cover expenses. The wide variety of goods and services available, the wide variety of quality of these and the wide variety of ways of acquiring these make for much confusion. The importance of this topic in the eye of the Vocational Department of State Education is evident in the new title given to Home Economics - that is - Consumer Economics and Homemaking. However, there has been very little done to vitalize or update the means of teaching Consumer Education. Traditional curriculums seem to stifle new ideas and methods. With the newer, freer programs suggested by the Vocational State programs, it has become possible to make use of new ideas. Since no one department has all the answers for consumers, it seems reasonable to assume that a cooperative venture by a number of professionals might eventually serve the consumer better. Since every person becomes a consumer to some extent, there needs to be a course that will be of use to all. We choose to call this course Independent Living since students tend to associate Consumer Economics to studying dull ideas and has been to some extent a "dumping ground" in the past.

Independent Living suggests that here is a course that will be alive, -- where useful, needed, up-to-date information will be taught - where any idea can be discussed if it is going to affect the student after graduation.

Consumerism is a major issue today. The 1972-73 pretest, showed that only a small percentage of students had any significant knowledge of the subject. Results of the post-test showed that statistically there was a significant improvement in knowledge and consumer affairs.

Activity Description

This program uses knowledge already acquired in the field of Consumer Education and adds several new dimensions.

This course in Independent Living is designed so that the student can find the contents useful and helpful. It is broken up into six broad areas: Food, Clothing, and Shelter; Cars, Furniture, and Appliances; Protecting Family Health and Security; You and the Law; Ways to Handle Money; and Ways to Shop. It is a totally new concept of introducing life situations to ALL Seniors, who all need assistance in adjusting to this complex society.

It becomes unique because of the way we choose to vitalize the program. If two heads are better than one, we decided along with the urgings of the heads of the various State Vocational Departments that three heads would be even better. Cooperation between Home Economics Department, Social Studies Department, and the Business Department is the basis and key word in connection with this project. Basically,

the Home Economics Department will teach students in the area of household budgeting and comparative shopping, the Social Studies Department will teach in the area of the outlook of today's consumer and his rights, and the Business Department will teach in the area of accounts and ways of buying.

The program is also unique in that we will not strive for homogeneous grouping. Students from all walks of life will share a classroom.

The program has much potential for creating enthusiasm in this area, not only at Hampden Academy but in other schools throughout Maine. It has the potential of putting Consumer Education or Independent Living where it belongs - at the top of the list of required subjects for living.

Since this is already a required part of the Vocational program there should be no problems for any school in trying this idea or something similar.

Related Research

For years, the field of Consumer Education has pretty much stood still in the high schools of the State of Maine. In some schools, it is integrated in the Home Economics curriculum, in some it is taught as a course under Business, and occasionally it is incorporated in a Social Studies Department. In recent years, there has been much concern from the Vocational Department. As a result of a meeting with Marion Moody, Janice Cross and Ralph Bickford of the State Department of Education, we learned that a conference was held in the Fall of 1971 concerning this. As an outcome, a seminar was held in March of 1972. The state leaders in Vocational Education decided to ask the vocational teachers in Business, Home Economics, and Social Studies of a high school to try a team teaching approach to teaching consumer education. Thus, Hampden Academy became involved.

Of all related research for the need of this vitalizing of Consumer Education, we feel comments made by former students point up the largest proof of need -- "I was lost when I found myself on my own at college", "I didn't even know how to write a check - much less balance my account", "How was I to know it costs so much to just live?"

This last year has been full of incidents showing the desirability of being a knowledgeable consumer. For instance, rising food costs have made people more aware of the importance of wise shopping.

By pre-testing and post-testing students taking Independent Living in the 1972-73 school year, we found that the students did gain in knowledge when there was the opportunity to study these kinds of things.

OVERALL OBJECTIVES AND PROCEDURES

Objectives:

1. The student will be shown how to perform tasks necessary for responsible living beyong high school.

2. The student will be exposed to ways of consumer buying through the use of credit, contracts, budgets and comparative shopping.

3. The student will be introduced to proper sources to use in the future so that he may continue on in the areas of self-improvement.

4. The personnel involved will attempt to reach out to the community and other schools to share information gained.

Procedures:

1. Each of the three departments will teach the portion best suited to its particular specialties on a cooperative basis in 6 week segments.

2. Make use of local resource people, up to date pamphlets, books, films and any other appropriate guides.

3. We will attempt to reach the community and other schools through several avenues such as the following suggestions:

   a. A workshop for other high school teachers designed to present the objectives and procedures of the project is currently in the planning steps. Preliminary plans include cooperation with the University of Maine at Orono Home Economic Department and Dr. David Nichols of the College of Education.

   b. Use Independent Living Students to share career information with elementary students. (possible use of mini courses)

   c. Make video tape or slides/tape to be available for use in other schools - probably as a student project.

   d. Adult education which would present a series of evening classes to adults of the community teaching much of the same material. (something like the financial classes in Bangor)

e. Develop 3 or 4 specific model packages as guidelines for future ones.

f. Write articles in such magazines as Forecast, Maine Teacher, Home Economics Journal, Business World and Business Education Forum. Expected Contribution to Developing New Models of Vocational Education: Hopefully having established a model program to be used or adapted by other schools, we can be of help in setting up such programs.

DACY'S

Easy Credit - Charge it Today!

No money needed!
You Can Have this 10 SPEED

BUSINESS SPECIFIC OBJECTIVES

1. Objective

The student will be able to interpret and evaluate warrantees, guarantees, and service contracts.

Procedure

Visit stores, analyze warrantee and guarantee, use Consumer Reports, and Changing Times.

Use films and filmstrips, overhead projectors, to illustrate values, points of legality, and satisfactory service.

Evaluation Question

What is the criteria needed to interpret and evaluate warrantee, guarantee, and service contracts more effectively?

Outcome Data

Pre-test and post-test results?
Do students understand use and values of warrantee, guarantee, and service contracts more clearly?

2. Objective

The student will be able to interpret and classify types of loans.

Procedure

To compare 30-day, revolving and installment loans.
To compute interest on the previous items with the aid of the truth-in-lending law.
Have the students use comparative contracts to purchase the particular item he wishes to purchase.
Have speakers for types of institutions to explain services they offer.
Use of filmstrips/films, overhead projectors to illustrate more effectively consumer credit.
Help to insure a good credit rating.
To identify the different loan institutions.

Evaluation Question

What does a student need to know to be able to classify and interpret loans?

Enumerative Data	Outcome Data
Case situations with multiple choice answers, for classification of loans best suited for given situation.	Can the student apply his knowledge to a given situation? Teacher-made situation test.

3. Objective

The student will be able to identify proper banking procedures.

Procedures

Investigate values and useages of checking accounts, through the medium of business magazines, banking institution's articles.

Tour banks for general introduction and understanding of banks. use overhead projectors, posters, checkbooks for computation and understanding of checking

Students compare simulated savings in commercial and savings banks in stated period of time through actually going to banks and comparing.

Evaluation Question

What does a student need to know in order to identify proper banking procedures effectively?

Enumerative Data	Outcome Data
Does the student know evidence of knowledge of banking services? List ways of using money in this area.	Pre-testing Post-testing Do students show gaining of knowledge in this area?

BUSINESS

I. MONEY AND BANKING

Different ways to pay for things
Checking accounts
Writing checks
Bank Recon. statement
Endorsements
Savings accounts
Interest - Dividends
Full service banks
Savings banks
Choosing right bank for you
Other bank services
Stocks

II. CREDIT

Service Credit
Credit cards (all types)
Installment buying
Advantages and disadvantages of credit
Truth-in-lending
Finance and interest rates
Credit institutions
Legal trouble
Credit Bureau
Using credit wisely

III. BORROWING MONEY

Personal Use
Car Loan
Mortgages
Student loans

IV. WARRANTY

Implied warranty
Expressed warranty
Reading a warranty
Sales talk

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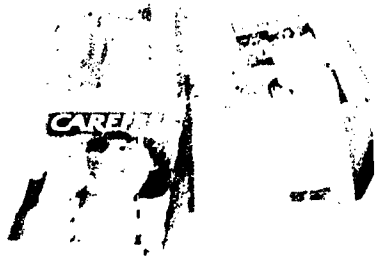

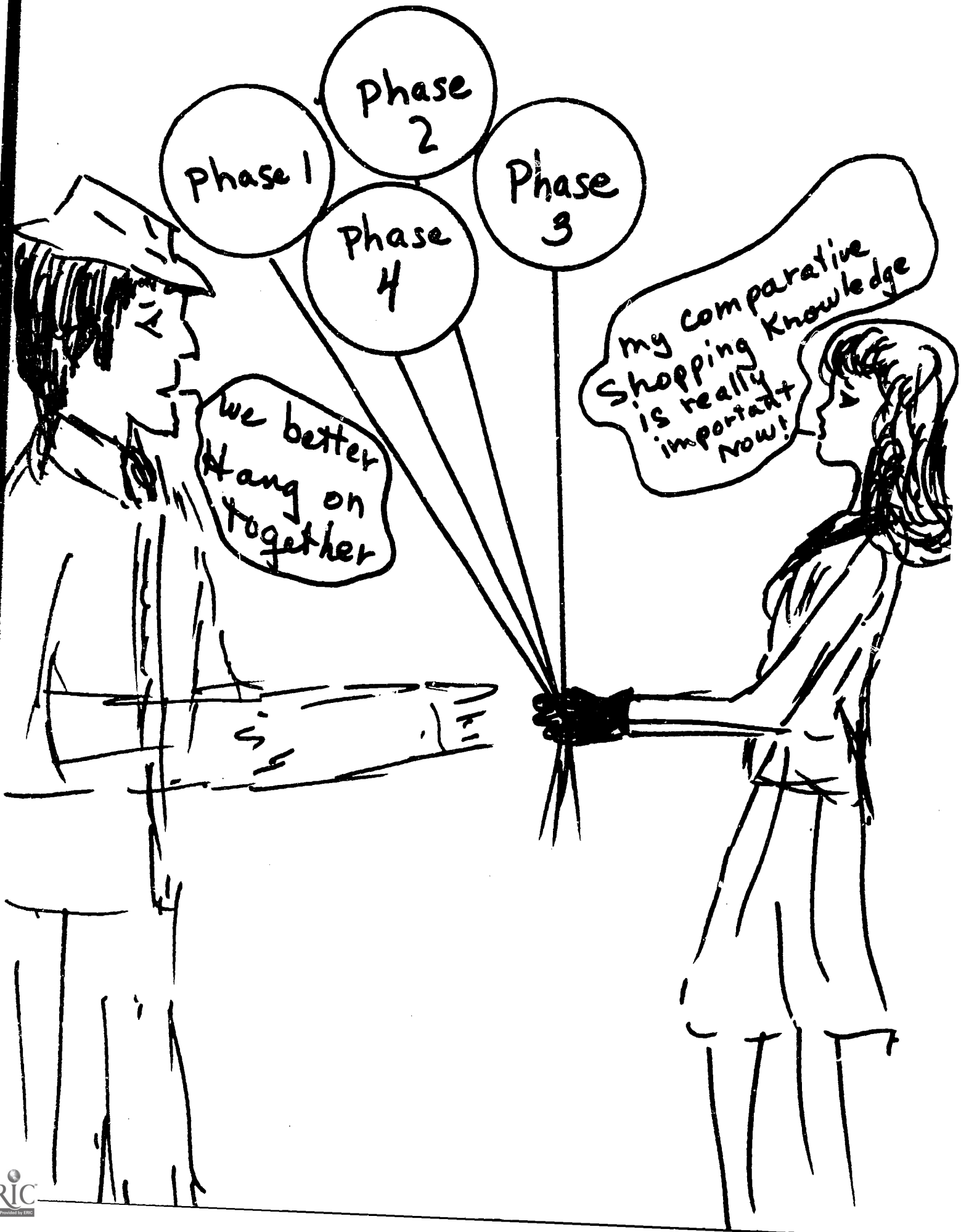
Phase 1
Phase 2
Phase 4
Phase 3
we better Hang on together
my comparative Shopping Knowledge is really important now!

HOME ECONOMICS SPECIFIC OBJECTIVES

1. Objective

The student will be able to identify values and goals - what they are, how they change as time goes by, and how they are formed.

Procedure

A lecture and discussion will be used to attain a definition of values and goals.

A questionnaire will be used to assess present values, wants, and needs.

The formulation of future goals is incorporated throughout the course.

Evaluation Question

What goals and values have been identified by the students?

Outcome Data

pre-test
post-test

2. Objective

The student will prepare a household budget.

Procedure

The student will make out a week's menus, the grocery list, and make use of a local market to check prices, arriving at a reasonable amount to budget for food.

Lecture and discussion to attain the definition of budget and of what a budget is composed.

Make a month's budget based on approximations of student's future situation.

Evaluation Question

Does the student know the procedure involved in preparing a household budget?

Enumerative Data

How many students can successfully prepare a budget?
Teacher evaluation

3. Objective

The student will be able to compose an outline of comparative shopping procedures.

Procedure

Visit store(s), use visual aids, give handouts, and have speaker(s) to make a study of shopping for quality and needs.

Have students follow through the procedure of comparative shopping for at least one major article, for example - a refrigerator.

Evaluation Question

Can the student show procedures involved in doing comparative shopping?

Enumerative Data

How many students can successfully complete an outline of comparative shopping procedures?
Teacher evaluation

HOME ECONOMICS

I. VALUES AND GOALS

What are values and goals?
How do values and goals differ -- between people, groups, and at different stages of the life cycle.
What are your values and goals. (a questionnaire based on A Date with Your Future is used to help students sort through their own values and goals, see bibliog.)
How are you going to attain your goals.

II. BUDGETING

What is a budget, what's included in a budget?
Different ways people handle budgeting.
Doing a budget--see budgeting assignment in appendix.
The food budget -
- What you should know about meal planning.
- Do a weeks menus, make a grocery list and check prices.

III. COMPARISON SHOPPING

A comparison of low, medium, and high priced food products.
How to compare prices to get the most for your money.
What influences your purchase decisions?
- Advertising.
- Store practices that "persuade the consumer".

Where can you get consumer information on products and and dealer reputations?
Comparative shopping assignment -- see appendix.
How to tell quality when shopping for clothes, food, furniture, housing, etc.
Tips on furnishing and decorating.
Gift ideas to save money.
Other topics asked for specifically by groups.

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Newspaper articles also utilized: The Wall Street Journal and local newspapers.

IF I HAD A MILLION DOLLARS—
IF ONLY I HAD ONE DOLLAR.

ERIC

SOCIAL STUDIES SPECIFIC OBJECTIVES

1. Objective

The students will identify some of the agencies and ways of obtaining legal help.

Procedure

By placing information in the hands of the students and through classroom simulation, the students will learn from materials from the Maine Bar Association, Pine Tree Legal, and Combat.

Evaluation Question

What are some of the sources of legal help?

Outcome Data

Pre test - post-test
Test the students knowledge of legal help before and at the end of the course.

2. Objective

The students are to identify ways to protect himself and his family in the area of health and security.

Procedure

Use an insurance man as a speaker for information regarding life and health insurance.

Students have to solve a hypothetical problem that they find themselves in.

Students will be asked to identify the different kinds of insurance and agencies available for help in health and security.

Evaluation Question

List some of the desirable types of insurance program?

Enumerative Data

Have students list and identify types and program before and after this phase of unit.

3. Objective

Students will be able to differentiate and to compare ways to buy new and used cars.

Procedure

By simulation, the student will buy and trade new and used cars.

Evaluation Question

Students to identify desirable differentials and dealer mark up in trading cars.

Outcome Data

Pre test - Post-test the students knowledge of dealer mark up and cost differentials in trading cars.

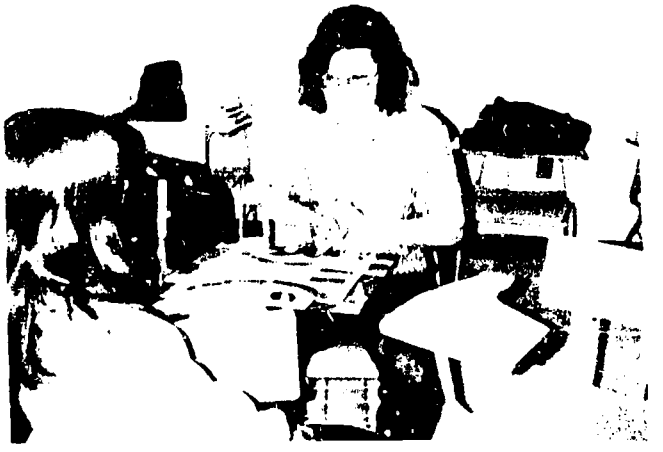

SOCIAL STUDIES

I. YOU AND THE LAW

Legislation granting full adult rights to all persons 18 years old and over
How are laws made
State court system
Federal court system
Personal of the courts
You, your job and the law
Marriage
Wheels and the Law
If you are arrested
Wills
Contracts
Law suits
Leases
Frauds
Getting a lawyer
Other sources of legal help
Truth-in-lending
Advertising and credit
The bargain
Promises by Seller and Buyer
Spoken promises
Written contracts
What are you signing
Implied (unspoken and unwritten) promises
Safeguards against frauds
Advertising

II. INSURANCE

Health Insurance to fit your needs
Medical Insurance
Hospital Insurance
Major Medical Insurance
Surgical Insurance
Medicare
Medicaid
Life Insurance
Term
Cash value
Social Security
Unemployment Insurance
Quacks and Medical frauds
Die now - Pay later (Funerals)

III. BUYING A CAR

Checking out a used car
Costs of running a car
Car Insurance
New Cars
Base cost to dealer
Dealer Participatory Advertising
Manufacturers suggested list

Difference (what is reasonable profit for dealer)
Car repairs

IV. WISE BUYING FROM LEGAL STANDARDS

Be sharp don't be cheated
Read the label
Sales and special buys
Is there a difference between Brand X and Brand Y
Over the counter drugs
Prescription drugs
Income Tax

V. CONDENSED UNIT ON OUR MONEY AND HOW OUR ECONOMY WORKS

Power of the purse
Federal Reserve System
Economic Flow Cycle

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U.S. Dept. of Health, Education, & Welfare Food and Drug Admin. Federal Food, Drug, and Cosmetic Act As Amended. Washington, D.C.: U.S. Gov. Printing Office, 1971

U.S. Dept. of Health, Education, & Welfare Food and Drug Admin. First Facts About Drugs. Washington, D.C.: U.S. Gov. Printing Office, 1971

U.S. Dept. of Health, Education, & Welfare. How The FDA Works For You. Maryland: FDA, 1971

U.S. Dept. of Health, Education, & Welfare Food and Drug Admin., rev. ed. 5. Read The Label On Foods, Drugs, Devices, Cosmetics and Household Chemicals. Washington, D.C.: U.S. Gov. Printing Office, 1965

U.S. Dept. of Health, Education, & Welfare Food and Drug Admin. Your Money and Your Life. Washington, D.C.: U.S. Gov. Printing Office, 1965

U.S. Dept. of Transportation. Cost of Operating An Automobile. Washington, D.C.: U.S. Gov. Printing Office, 1972

U.S. Dept. of Transportation. Tires - a Comparison of Tire Reserve Load for 1971 Passenger Cars. Washington, D.C.: U.S. Gov. Printing Office, 1970

United States Treasury Department's Bureau of the Mint & Bureau of Engraving. Fundamental Facts About United States Money. Atlanta: Federal Reserve Bank of Atlanta, 1971

What Truth In Lending Means To You. Washington, D.C.: Board of Governors of the Federal Reserve System

When Boy Meets Car. Reprinted from Discovery, the Allstate Motor Club Magazine

You and The Law. Illinois: Kiwanis International, 1963

You and The Law. Maine: Maine State Bar Association, 1972

You and Your Money. Virginia: Federal Reserve Bank of Richmond, 1959

FILMS

From: American Land Title Association
1828 L. Street, N.W.
Washington, D.C. 20036

Title: BLUEPRINT FOR HOME BUYING (1971) 14 mins.
Takes home buyers through the basics in selecting, financing, and closing with regard to purchasing residential real estate.

From: Armco Steel Corporation
703 Curtis Street
Middletown, Ohio 45042

Title: HEY, HOW ABOUT RIGHT NOW? 30 mins.
Are youth part of a valueless society? Are elders stifled by so many rules and regulations that they have lost their humanness?

From: Armstrong Cork Company
Consumer Services
Liberty and Charlotte Streets
Lancaster, Pennsylvania 17604

Title: THE LOOK OF QUALITY 20 mins.
Detailed look at what goes into the making of fine furniture, both in terms of styling and in terms of craftsmanship.

From: Association-Sterling Films
484 King Street
Littleton, Mass. 01460

Title: APARTMENT LIVING, A BETTER ENVIRONMENT TODAY 25 mins.

Title: COLOR, THE MAGIC TOUCH 27½ mins.
Explains how tones of color can make a room smaller, larger, cooler, warmer, more comfortable, or more formal.

Title: THE LAST WORD 20 mins.
Dramatizes the complex business function of marketing for the home products field.

Title: LITTLEST GIANT 94 mins.

Title: THE ODDS AGAINST 29½ mins.
Correctional systems of U.S., detention, probation, imprisonment, and parole.

Title: PERSONAL FINANCIAL PLANNING 11 mins.

Title: TAKE ANOTHER LOOK 28 mins.

Title: THE WISE USE OF CREDIT 11 mins.

From: Consumers Union Film Library
267 West 25th Street
New York, New York 10001

Title: A VISIT TO CONSUMERS UNION 20 mins.
Tells the story of Consumers Union

Title: FOOD BUYING - EXPERTS COMMENT ON TV VIEWERS' QUESTIONS 20 mins.
Topic - the high cost of living, experts discuss the problem, as it relates to food buying, on a TV talk show.

From: Consumers Union of United States, Inc.
256 Washington Street
Mount Vernon, New York 10550

Title: CONSUMERISM: LET THE SELLER BEWARE # 40

From: Ford Motor Company
Film Library
The American Road
Dearborn, Michigan 48121

Title: CHALLENGE OF THE SEVENTIES: TO MAKE A HOUSE A HOME 30 mins.
Depicts builder projects throughout the country which utilize space, environment, design and the "planned community" concept to make homes more liveable.

From: Modern Talking Pictures
230 Boylston Street
Chestnut Hill
Boston, Mass. 02167

Title: CARE-A-VAN 37 mins.
Relates how to use, buy and get the most out of your refrigerator, range, dishwasher, washer and dryer, and local repair service.

Title: IMPULSE 90 25 mins.
An overview of a cashless, checkless society.

Title: CREDIT 14 mins.

Title: SOMETHING OF OUR OWN 27½ mins.
Homeownership to residents of public housing.

Title: WALL TO WALL DECORATING 14½ mins.
Importance of wall accessories. Old and contemporary craftsmen at work.

Title: WHAT MAKES US TICK

Title: WORKING DOLLARS

From: National Audiovisual Center
General Services Administration
Washington, D.C. 20409

Title: THE IMAGE CHANGERS 28 mins.
Discusses relationship between community, the police, and youth.

From: The Sperry and Hutchinson Company
Consumer Services
P.O. Box 935
Fort Worth, Texas 76101

Title: THE SUPERMARKET 12 mins.

Filmstrips:

CREDIT SOURCES
BE CREDIT WISE
THE CONSUMER DECIDES
INSTALLMENT CONTRACTS

Tapes:

GROLIER
BUYING A CAR
CREDIT PITFALLS

RESOURCE PEOPLE:

Extension Agents

Financial Planning Specialist

Real Estate Broker & Appraiser

Better Business Bureau or Chamber of Commerce

Industrial Arts Teachers

Specialists from the State Departments

Local people -

Home repairs
Refinishing furniture
etc.
Insurance Salesmen
Automobile Salesmen
Banker

SOURCES OF INFORMATION:

Consumer Information - Superintendent of Documents
Consumers ALL — U.S. Government Printing Office
Consumers Guide to U.S.D.A. Services — Washington, D.C. 20402

Council on Consumer Information - 15 Gwynn Hall
University of Missouri
Columbia, Missouri

Educators Guide To Free Films - Educators Progress Service, Inc.
Randolph, Wisconsin

Educators Information Services - American Advertising Federation
655 Madison Avenue
New York, New York 10021

Family Finance Unit Outline - M204 - Gillum Book Co.
Box 4504
Kansas City, Missouri 64124

Free and Inexpensive Material - Council for Family Financial Education
110 Fidler Lane
Silver Spring, Md. 20910

Grolier Kit - Grolier Educational Corporation
845 Third Avenue
New York, N.Y. 10022

Joint Council on Economic Education
1212 Avenue of the Americas
New York, N.Y. 10036

Household Finance Corporation - Local

Learning Packages - American Home Economics Assoc.
2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Learning Packages - Home Economics Education
212 Education Bldg.
The Pennsylvania State University
University Park, Penn.

National Better Business Bureau - 52 Chancy Street
Boston, Mass.

Sears Consumer Information - Local

Selected Teaching Aids - President's Committee on Consumer Interests
Executive Office of the President
Washington, D.C.

Sharp Shopper (Game) G99 - Gillum Book Co.
Box 4504
Kansas City, Missouri 64124

Small Homes Council - University of Illinois
Urbana, Illinois

Magazines:

Changing Times
Consumer Reports
Consumer Bulletin
U.S. News
Time
Reader's Digest
Good Housekeeping
Redbook
McCalls
Better Homes and Gardens
Forecast for Home Economics
What's New in Home Economics
Co-Ed
Family Circle
Media & Consumer

Newspaper articles also utilized from:
The Wall Street Journal
Local Newspapers

LEARNING PACKAGES AVAILABLE

From: American Home Economics Association
2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Any package.....each $2.00

Student Sections.....10 for $3.00

Bargain Hunters -- 1003 Consumer Education: Influence of the "Sale" sign.

Dollars for Housing -- 1008 Consumer Education: Buying a Home.

Houses To Buy or Not To Buy -- 1010 Housing: Factors to Consider When Buying A House.

New Lease for Living -- 1014 Housing: Renting An Apartment.

The Consumer is King -- 1016 Consumer Education: Consumer Rights and Responsibilities.

This Little Piggy Went To Market -- 1019 Consumer Education: Types of Stores & Their Services.

From: Home Economics Education
212 Education Bldg.
The Pennsylvania State University
University Park, Pennsylvania

Advertising Appeal -- Miller, Sandra -- 30 pgs.

Auto Knowledge -- Olsen, Mary -- 18 pgs.

Combining Resources for Educational or Occupational Training -- Atwood, Junce -- 33 pgs.

The Consumer Makes A Choice -- Young, Hitomi -- 19 pgs.

Introduction to the Home Economics Learning Packages -- Olmstead, Cheryl -- 52 pgs.

Money Might -- Krantz, Anne -- 20 pgs.

On Being A Choosy Consumer -- Miller, Sandra -- 31 pgs.

Spending Plan -- Halliday, Laura -- 36 pgs.

TEACHING TECHNIQUES

Lecture

Discussion

Speakers

Filmstrips

Films

Tapes

Handouts

Examples or display of examples

Demonstrations

Class involvement - planning, preparing, shopping, serving, etc. a meal.

Oral reports

Field Trips

Overhead projectors

Long-range projects

Roleplaying - See Appendix

Games - See Appendix

- MANAGING YOUR MONEY
- CROSSWORD PUZZLES
- 100 QUESTIONS
- BUDGETING GAME
- ISLAND GAME
- AUCTION GAME

FIELD TRIPS WERE TAKEN TO THE FOLLOWING PLACES:

D'Lor Beauty School, Eastern Maine Vocational Technical Institute, Husson College, New England Telephone, Mansfield Beauty School, and the University of Maine at Farmington and Orono - All students were given the opportunity to visit a school or some place that tied in with a career choice.

Bangor International Airport and Bangor Travel Agency - Many of our students are interested in traveling. Career possibilities enter in here.

Bangor Police Station - Tied in with "You and The Law" as well as careers.

Bangor Savings Bank, Merchants Bank, and Merrill Trust Co. - These were in connection with the business department concerning bank accounts, loans, etc.

Sears, Roebuck and Co. - This visit served a 3 fold purpose - there was a visit to the credit department, to the appliance department, and to the furniture department.

LONG RANGE PROJECTS - CHOOSE 1 OR MORE
ANY INDIVIDUAL CHOICE APPROVED BY THE TEACHER

1. Travel
2. Temporary living quarters.
3. The home you look forward to.
4. Career choice.
5. The world of advertising.
6. The future outlook on Cars and Transportation.
7. Buying by mail.
8. A 50-50 arrangement for marriage as to work, care of children, shopping, etc.
9. Mate choice.
10. Planning a family - population problems.
11. Ecology (pick your own phase).
12. A plan for an ideal community (in your way of thinking).
13. How to deal with people, problems, places you are apt to meet up with.
14. Decorating your own apartment and furnishing.
15. Buying a car.
16. A new self-confident "me".
17. How I can use my money to make money.
18. Drug Pricing and Drug Ads.
19. Food additives, cosmetics, etc.
20. A year between High School and College.
21. Your own choice with teacher approval.

A minimum of 1 long-range project will be required from each student.

An example of procedure follows:

1. Student chooses a topic - for example: Travel.

2. Student jots down ideas - needs - confers with teacher. Break down into three parts and decide upon what part will be done under the guidance of which teacher.

   Examples:

   S.Studies - Study of areas of interest, monetary system, etc.

   Business - Carrying money, obtaining visas, etc.

   Home Ec. - Plans needed to go shopping, budgeting for, etc.

3. Student confers with each teacher at beginning of 6 week period and must pass that portion of the report in at the close of the 6 week period. Student and teacher will evaluate together.

4. Student can expect guidance from each teacher involved plus Mrs. Gove will help if materials are needed, arrangements need to be made to speak with outside people, etc.

5. You may do as many other independent projects as you wish as a mini (6 weeks), midi (12 weeks), or a maxi (18 weeks) project.

EXPLANATION OF THE LONG RANGE PROJECTS

Because we recognized the many different needs and goals of each student we wanted to provide opportunity for independent study to supplement the basic information presented in class. We asked each student to choose one major topic to work on throughout the semester. We are including one of the student's projects to show how there was a carry over from one department to another. Also included is the sheet of suggested topics and the preliminary plan sheet to be filled out by each student. The student was encouraged to do other mini projects of interest.

Examples of how the topics were broken down follows:

Home Economics

Travel	Info. on Food Pricing
Planned the trip and a study of foods, prices, style of clothing, housing, and ways of living in different countries. How much should one tip? What are the advantages and disadvantages of the different means of travel?	Compare prices of groceries at different stores from the same list. In one grocery store compare the prices on different brands of 10-15 different items (same size). A. cheapest b. store brand c. most expensive. Choose a few of those items to check for quality in the different brands.

Social Studies

Understanding the culture of foreign people. Understanding legal aspects of traveling abroad. What protection is available for the tourist?	1. Investigate Pure Food & Drug Act laws protecting consumer as to packaging, labeling, etc. 2. Laws governing advertising. 3. Common practices that deceive the consumer. 4. Eligibility and use of surplus fodds.

Business

Learning about passports, visas, cost of travel, value of money in different countries, how to use traveler's checks.	1. Food plans a. How they work - contracts - options - advantages - disadvantages b. rate of interest - include freezer enrollment fee - What stipulations 2. Milk bills from dairys - eggs, cheese, juice - cheaper or more expensive. 3. Side of beef - Wise practice?

(See Appendix for form used)

STUDENT EVALUATION

In evaluating, we have had the students write evaluations of each 6 week segment. We feel that the student's opinions are of utmost importance.

Such comments as the following were helpful in improving the class as time went on.

"I'd like more doing and less talking."

"The films should be spaced better."

"Supply us with specific information such as which paper towels are really most practical for the money."

It was encouraging that the students had so many positive things to say about the course. The following are typical examples of these comments.

"The atmosphere is condusive to learning - small classes, informal class discussions, something happening every day thus eliminating boring, time consuming classes."

"It's what life is all about."

"Every student should take this course."

"When I took the post-test I was amazed to see how all the information fell into place."

"It makes sense. So many courses in high school seem to have no relevance."

"There is freedom to choose what you need to learn."

TEACHERS EVALUATION

HOME ECONOMICS

I thought the first year of Independent Living was most successful. However, as with anything, I can see room for improvements and have some suggestions. I would also like to mention some of the techniques that worked well this year.

I found that the success of different techniques differed with each group of students depending on their particular needs and interests.

The budgeting game worked well. The only criticism is that the game is oriented for a family of four and many of the situations presented would be ones the students may encounter ten years from now. I plan to revamp the game so it will be situations the students will be facing just as they get out on their own.

The students evaluated the food budget, budgeting, and comparison shopping assignments as very worthwhile.

A major change that was suggested for next year and I hope to organize and develop is making the Home Economics section into more of an independent study type of situation. (For example, one day/week would be nine for lecture games, similations, etc. and the other days the student could work on various topics, or projects they were most interested in.

I also plan to incorporate other suggestions the students made. For example, a short unit on grooming, more "doing" projects, etc.

SOCIAL STUDIES

The strength of the course as I see it is that it was planned by students and staff to fill the needs of the students. It is constructed to be useful in the student's future as well as while they still are Juniors and Seniors. The course is designed to reach all students whether they are college bound or just plan on going to work after high school. It is taught using the expertise of the three departments making for flexability and a variety of teachers for the student. I have already seen some students that graduated at mid-year that have told me how it has helped them. The long range project that each student did got them really involved in something of real interest and value to them.

The improvements that I have seen from the beginning are getting the students more involved in some phases and less lecture. Films need to be better spaced and previewed. We need to better organize the first six week phase and the last six week phase because of the problems at the beginning and ending of the school year.

BUSINESS

Evaluations:

Communication is excellent between the student and teacher. The whole environment in this class is different. You might even say it is relaxing.

This class is something that is not obtainable any place else in the school program.

The student is free to discuss uncovered areas that seem real to them now -- real things they can use. To the student this is life not just school. The student can see how this particular class will pertain to their life now and definitely in the future.

Enthusiasm is an important element in this class, not only in the teacher but also in the student, and I believe we have this enthusiasm.

Recommendations:

Further organization among the three sections to avoid some repetition and adding things not already covered.

Keep working at breaking down the departmental barriers providing a merger among the three departments. Interrelation of all three departments is important.

Finally, the time element is a big problem. Finding the available time for the teachers involved to discuss the program after or before each section is of utmost importance.

A P P E N D I X

ERIC

METHOD OF RANKING

1st quarter -	Teacher A -	2/3
	Teacher B -	1/3
2nd quarter -	Teacher B -	1=3
	Teacher C -	2/3

Rank:

85 - Complete minimum requirements of long range project
- Home work assignments completed on time or acceptable reason if late
- Participation in class
- Outside reading or observed. Submit list of what you read end of each 6 weeks
  Newspaper articles - magazines - books - pamphlets - T.V. programs, etc.
- Positive attitude shown
- Must have an average of 85 on quizzes or tests - may be taken over if lower if desired. (NOTE - we will only be giving quizzes to evaluate whether or not you have absorbed important facts. Our aim is to be sure you have this knowledge)

Above 85 - Obviously, anything beyond the very minimum gives you extra points. A 90 for example, could be earned because a student did the minimum plus showed much initiative in obtaining speakers, arranging panels or helping with bulletin boards. Another student has done the minimum plus participates actively during class time, showing that he or she is listening, observing and reading outside of class with appropriate material.

Above 93 - A student might for example, earn a 96 because beyond the minimum, all work is of A quality. He or she participates actively in class, does extra work and projects of A quality, shows proof that he or she is making practical application of this course to his or her own progress toward Independent Living and so on.

Under 85 but at least a 70

1. Attend classes regularly and at least look as though you are listening.
2. Complete 1 long range project.
3. Whether you get a 70 or some numbers from there to 84, will depend on quality and quanity of homework, readings and class participation.

Below 70 - No indication that you have tried, that you have gained from this class, nor that you have contributed to this class.

Oh No! I can't be THIS STUPID!
Now everything falls into place. YIPEE!
Happiness is Getting it all Together!

Because we wanted a reliable measurement of knowledge gained, we put together the following pre-test/post-test. The test is given at the beginning to all 3 groups and again at the closing of the semester. We also gave this test to another group of students not taking Independent Living so we would have something to compare.

1. You have a rent lease and the owner now wants to change it. Which of the below legal agencies can help you?

   (a) A.A.A.
   (b) Pine Tree Legal Ass'n.
   (c) Maine Credit Bureau
   (d) Better Homes Inc.

2. What is the name of the organization that most lawyers in a city or county belong to?

   (a) Lawyer's Referral Service
   (b) Bar Association
   (c) Chamber of Commerce
   (d) Public Defenders Ass'n.

3. Mrs. Smith is 70 years old. She belongs to a medical insurance program for aged people, 65 years old or older. This program is called -

   (a) Medicare
   (b) Medicaid
   (c) Maine Medical Ass'n.
   (d) Doctors Emergency Service

4. If a person is arrested, the next step in legal procedure is -

   (a) Charge
   (b) Booking
   (c) Trial
   (d) Sentence

5. Which of the below things you <u>should</u> <u>not</u> do if you are arrested?

   (a) Get a lawyer whether you are guilty or not
   (b) Go with the policeman who arrest you, even if you are not guilty
   (c) Phone your family or a lawyer if you have one
   (d) Answer all questions that the police ask you

6. You have 10/20/5 coverage on your car. This is

   (a) Too little
   (b) The least anyone should take
   (c) More than the minimum
   (d) Not enough

7. One basic element of fraud is

   (a) There must be knowledge on the part of the person who makes the statement that it is false.
   (b) The false statement must influence the person who was deceived.
   (c) The person deceived must suffer emotionally or physically because of the loss.
   (d) A false statement has to be spoken.

8. Bob insured his life for $15,000. At age 70, he stopped paying premiums. He was no longer insured. He could, however, get $5,000. back in cash from the insurance. What kind of insurance did he have?

   (a) Straight Life
   (b) Limited Payment
   (c) Endowment
   (d) Term

9. Jack was told by the funeral director that he would have to pay for all the things below. Which of them is required by the law?

   (a) Casket
   (b) Embalming
   (c) A death certificate
   (d) None of the above

10. Major Medical insurance protects you against a -

   (a) A short illness that costs a lot of money.
   (b) All hospital bills.
   (c) All doctor bills.
   (d) A long illness that costs a lot of money.

11. Blue Cross is a

   (a) hospital insurance.
   (b) surgical insurance.
   (c) accident insurance.
   (d) Pediatrics insurance.

12. Pet has a bad cold. He goes to the supermarket and buys Dristan. He has bought

   (a) an over the counter drug.
   (b) a prescription drug.
   (c) the drug illegally.
   (d) a non-commercial drug.

13. Bill gets a prescription from a doctor at the hospital clinic. To get the best buy, he should

   (a) Shop around.
   (b) buy at the hospital pharmacy.
   (c) ask the doctor where to go.
   (d) go to his own neighborhood drugstore.

14. Sally wants to stock the family medicine chest with such things as aspirin and first aid cream. Her best bet for quality for less money is to go to

(a) her neighborhood drugstore.
(b) a large drugstore in the city.
(c) a large department store.
(d) a big discount store.

15. Dave wants to buy some aspirin. He should buy

(a) a well-known brand costing $1.30 for 100 tablets.
(b) the drugstore's own brand costing $.98 for 100 tablets.
(c) a lesser known brand costing $.59 for 100 tablets.
(d) an unknown brand costing $.39 for 100 tablets.

16. Which of the following phrases most nearly defines the concept of "individual independence" discussed in class?

(a) Breaking away from home and parents.
(b) Having enough money to do the things you want to.
(c) Being able to control others.
(d) Being self-sufficient.

17. You have heard the term "values" used considerably. Which of the following phrases <u>would not</u> be an aspect of its definition?

(a) Values are acquired through one's association with others.
(b) Values change from group to group.
(c) People who don't believe in God have no values.
(d) Values determine your attitude from day to day.

18. Of the following financial goals, which can be considered essentially middle class?

(a) One must save now in order to insure financial security.
(b) One must work toward owning his own home in a good neighborhood so that he will eventually be considered a successful person.
(c) Both parents are willing to work in order to provide a higher standard of living.
(d) All of the above.

19. Of the following financial goals, which can be considered essentially lower class?

(a) It is better to spend extra money now and have fun with it, because there is no guarantee that you'll ever have it again.
(b) So long as one sees to it that his family is clothed and fed, he can do whatever he likes with the money that's leftover.
(c) If it makes it easier, one should borrow money to pay today's bills because interest and payments can be dealt with later.
(d) All of the above.

20. Having evaluated the financial goals that are typical of both middle and lower class, it is apparent that

(a) Financial goals along with level of income have a great deal to do with determining whether one is middle or lower class.
(b) Both middle and lower class goals are impractical.
(c) Amount of income has nothing to do with whether one adopts middle or lower class financial goals.
(d) Only middle class goals are without fault.

21. Which of the following is not likely to be a crucial factor in choosing financial goals?

(a) Family size, marital status, level of income.
(b) The Dow-Jones averages.
(c) The expectations of friends and close associates.
(d) Your own expectations.

22. Which of the following is least essential for maintaining a household budget?

(a) Simple, accurate records of spending and income.
(b) Cooperation from family members.
(c) The amount of green stamps certain purchases can obtain.
(d) Consideration of the nutritional value of foods as well as the price.

23. When making a budget the average young couple should

(a) Consider immediate or short-term goals instead of future or long-term goals.
(b) Consider future family size and income changes instead of over their immediate spending needs.
(c) Try to imitate what worked best for their parents.
(d) None of the above.

24. If a family has a sharply fluctuating income they should:

(a) Plan a simple budget according to the smallest amount of income they expect.
(b) Plan two budgets according to the smallest and largest amount of income they expect.
(c) Borrow money if necessary in order to maintain the standard of living permitted by the largest amount of income they expect.
(d) Plan to pay the largest expenses when they expect to receive the largest amount of income.

25. A practical and efficient budget must:

(a) have everything figured to the exact cent.
(b) be simple.
(c) organize expenses day by day.
(d) never change.

26. In evaluating your budget's worth you must not -

(a) compare what you actually spend to what you had planned to spend.
(b) consider how well it met your families needs.
(c) go on a shopping spree in order to release frustrations.
(d) work and rework it until it becomes suitable.

27. Tom and Pam want to buy a table. Which one will probably cost more?

(a) A solid pine table.
(b) A pine veneer table.
(c) A walnut veneer table.
(d) A solid walnut table.

28. Tom and Pam want their table to be strong. What kind of joint should there be between the legs and the frame of the table top?

(a) Mortise - and - Tenon joint.
(b) Butt joint.
(c) Tongue - and - groove joint.
(d) Dovetail joint.

29. Let's assume a single man is about to buy these items. Which sounds like a bad buy because of spoilage?

(a) A 2-lbs. box of sugar. (will use in 6 months)
(b) Beef steaks. (will use in 3 days)
(c) 3 lbs. of sliced liverwurst. (will use in 2 months)
(d) A large-size cereal. (will use in 4-5 weeks)

30. Fabrics made from the same fiber -

(a) All have the same characteristics.
(b) Don't always have the same characteristics.
(c) Always have the same weave.
(d) Always have the same finish.

31. Sue has a 6-cylinder Ford. She always uses hi-test gas. What does this give her?

(a) A lot more gas mileage.
(b) A lot more power.
(c) About the same mileage and power as regular gas.
(d) More expensive bills.

32. Jill and Peter took out a $20,000 mortgage at 8% interest for 20 years; how much would they have saved over the life of the mortgage if they had gotten 7% interest?

(a) More than $1,000.
(b) Less than $200.
(c) About $500.
(d) About $400.

33. Joel has a job which calls for him to transfer locations a great deal. He just arrived in Bangor and doesn't know how long he'll be here. He assumes at least two months. He should

(a) get a room at the hotel.
(b) get a leased apartment.
(c) get an apartment without a lease.
(d) none of the above.

34. The profit in $1.00 worth of supermarket groceries is about:

(a) 10§
(b) 3§
(c) 25§
(d) 15§

35. The institution created for the promotion of thrift and home ownership and that which specializes in making loans to persons buying and building homes:

(a) commercial bank.
(b) Savings and Loan Association.
(c) mortgage company (Trust Company).
(d) finance company.

36. Highest rates of interest than those ordinarily charged for real estate loans best describes:

(a) VA Loan.
(b) FHA Loan.
(c) Conventional Loans.
(d) All of the above.

37. Which of the following would NOT be considered a closing cost?

(a) Fee for recording deed.
(b) Interest on borrowed money.
(c) Title insurance.
(d) Real estate stamps.

38. Which of the following is NOT TRUE concerning U.S. Government Savings Bonds, Series E?

(a) Banks sell bonds without charging a commission for the service.
(b) Interest yield is over 3 percent per year.
(c) The only denominations purchasable are $25, $50. and $100.
(d) Payroll deductions.

39. The "three C's of Credit" are:

(a) character, capacity, collateral.
(b) character, capacity, capital.
(c) character, convenience, capital.
(d) character, conscience, capital.

40. Deductions from a debtor's wages is called:

(a) insolvent.
(b) attachment.
(c) garnishment.
(d) lien.

41. Cheaper type of bank loan is:

(a) revolving loan.
(b(Secured loan.
(c) Unsecured loan.
(d) personal loan.

42. Whenever Joe writes a check he puts the check information on:

(a) a passbook.
(b) a statement.
(c) a stub.
(d) a receipt.

43. Which type of charge account has a service charge?

(a) 30-day charge.
(b) 90-day charge.
(c) revolving charge.
(d) all of the above.

44. Interest, credit checks, and insurance fees are part of:

(a) down payment.
(b) finance charge.
(c) the balance.
(d) initial cash.

45. The truth-in-lending Act says a store must tell you:

(a) the cash price and the credit price.
(b) the down payment and the balance.
(c) the yearly finance rate and the total.
(d) none of the above.

46. Suppose you borrow $300. discount in advance. How much money will you get?

(a) Less than $300.
(b) $300.
(c) More than $300.
(d) $300 plus interest.

47. Mike makes $280 a month in take-home pay. What is the most he should spend each month on credit payments?

(a) $28.
(b) $ 7.
(c) $16.
(d) $50.

48. Jane brought a clock radio with a warrantee. After two months it didn't work. She should:

(a) take it back to the store.
(b) send it to the factory.
(c) try to fix it herself.
(d) buy a new one.

49. Which of these institutions usually have higher interest charges?

(a) Banks.
(b) Finance Companies.
(c) Credit Unions.
(d) Savings and Loan.

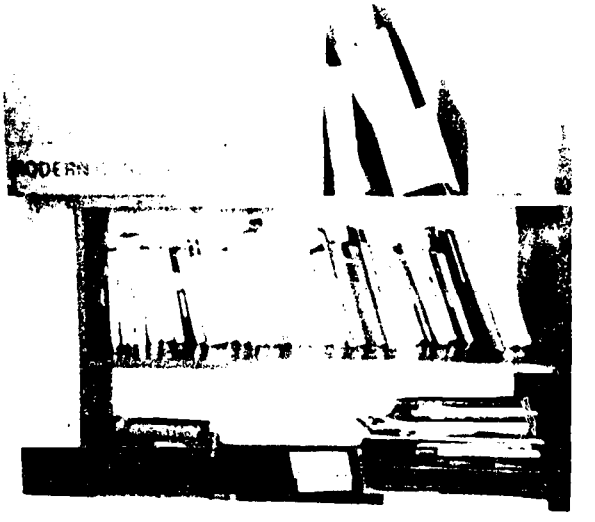

To be filled out by student at beginning of Semester.

Independent Living
Long Range Project

Name_____

Title of Project_____

Brief outline and description to be completed with each of the 3 departments.

HOME ECONOMICS_____

_____

_____

Comments (by teacher)_____

_____

Date Completed Teacher's signature

****

SOCIAL STUDIES_____

_____

_____

Comments (by teacher)_____

_____

Date Completed Teacher's signature

****

BUSINESS_____

_____

_____

Comments (by teacher)_____

_____

Date Completed Teacher's signature

PROBLEM ON SALESMANSHIP

A salesman comes to your home selling vacuum cleaners. He has not been asked by you to come. He sells you a vacuum cleaner for $295.00 plus interest and carrying charges. He tells you that all you have to do is pay $20.00 now and $20.00 a month until it is paid for. He tells you the rate of interest is only 2%. You sign the contract and take the vacuum cleaner. The next day you decide that you do not want the cleaner and that he didn't tell you the true interest rate. So you write the company a letter telling them that you don't want the cleaner and that they can pick up the cleaner and you want your money back.

Six weeks later a man comes to get the cleaner but tells you that you won't have the money back. You tell him you will not give him the cleaner unless you get the money. He says that he will not and that he will sue you for breach of contract.

A few weeks later you get a summons from the Plaintiff Ritz Ditty Vacuum Cleaner Company stating you owe them $291.73 and that you are to appear in the Penobscot District Court on the next Wednesday.

The summons tells you that the attorney is

PROBLEM ON INSURANCE

You are now out living on your own in an apartment. You become sick and go to a doctor. He rushes you to the hospital for an operation of your appendix. You are confined to the hospital for one week and then for one week at your apartment before you can go back to work. The last day before you can go back to work you fall down the stairs and break your leg. You go to the outpatient at the hospital. You are now confined to your apartment for three more weeks before going back to work.

Facts:	Hospital	$75.00 per day
	Surgery	$65.00 per hour
	Anesthetist	$35.00 per hour
	Doctors	$ 8.00 per visit
	X-Rays	$20.00 each - a total of 3 X-Rays
	Bone Specialist	$30.00 per visit - a total of 3 visits
	Total for medication	$45.00
	Use of out-patient	$75.00

Tell me your total medical expenses for these 5 weeks.

Tell me your total living (apartment, food, etc.) expenses for these 5 weeks.

Now tell me your overall total for the 5 weeks and how you plan on paying all your expenses.

COMPARATIVE SHOPPING ASSIGNMENT

WRITTEN REPORT DUE

Over the next three weeks, choose one fairly costly item you'd like to own (for example - stereo, tape deck, etc.) and check it out as if you were going to buy it for cash.

Read Consumer Reports, etc. to find which brands and models are recommended as the best (read about problems found with it and others and weigh these facts against price and your values and needs).

Check at least three sources for purchase (3 types - for ex.- discount, Value house - Catalog, mailorder - Sears, well-known "higher priced" store). Check out descriptions, what included, price, warranties, guarantees, services offered, etc. (Show how and why you narrow your choices down to what, which.) Call Chamber of Commerce (in Bangor - acts as Better Business Bureau) to learn reputation of dealer(s) - any complaints, how complaints handled, does dealer back up his merchandise? Decision.

Include phamphlets, etc., if possible.

BUDGETING ASSIGNMENT
Independent Living

A month's budget

Choose situation for budget - family, career girl, bachelor, teen-ager.

Choose income situation - occupation, get a close approximation of salary - wages.

Establish - Housing situation
Car situation
Hobbies
Any unusual expenses - circumstances

(Remember recreation, entertainment - all work and no play....)

We will allow as much class time as possible, so I can give you guidance as needed, but I will not do your budget for you. I will help get figures, but use all resources available!

Do budget for one month (may have breakdown - some annual expenses - car insurance, etc.)

MANAGING YOUR MONEY
(CUNA Mutual Insurance Society)

Object:

Borrowing $2,000 from Credit Unions.

Repay this $2,000 loan to credit union and save $2,000 in his share-savings account.

This game is similar to "Life." A vacation is picked. You could go through "hard times" and "good times." It involves buying insurance, credit obligations and emergencies. Wise handling of money for unknown and unexpected events.

****

Crossword Puzzles by Dr. Peter Yacyk of Rider College

on the following: Credit, Investments, and Money and Banking.

****

100 Questions

Credit and loan terms (vocabulary)

Consumer Study Units A-B-C

BUDGETING GAME

(This is a brief description, if anyone is interested in further details feel free to call or write to me: Mrs. Debra Fontaine, Hampden Academy, Hampden, Me. 04444.)

One can either buy or make a game of this nature.

The budgeting game is set up for groups of four to play. Each group picks a housing situation, car situation, and a goal or luxury item to save for. Each group receives a monthly income for the 12 months of the year. After the group plans the budget for the month, they receive a situation and have to decide how they will take care of it from their monthly budget. (For example, June - You have just received an invitation to a wedding and Mom went a little overboard and ordered a gift that costs $50.00.)

ISLAND GAME

Objective: This game will have two objectives. First of all, it allows students to think about what types of people they would most like to live with. A community is made up of people but what kind of people are desired? Secondly, the game will deal with group problem solving, decision making, leadership, participation in groups, and diversity of opinions.

Time: 30 minutes (but should be preceded by the Auction game)

Materials: A list of the same 15 character traits used in the Auction game.

Rules: Divide students into groups containing about 5 members. Tell the groups that they were each given islands of their own containing all the materials and buildings necessary to be a "community." Using the character-trait list they are to decide what types of people they would like to have on their island. They can pick only 3 different characters so therefore as a group they must decide which 3 traits are most important for the success of the "community." The mechanics of the game should be manipulated so that if a group contains three people, they should try to select only two traits or if a group contains eight people, they should try to pick only four traits. (in other words, not everyone is going to get his first choice)

After the small groups make their selection (and if time remains) combine everybody together and play the game all over again.

(Game by Mr. Gary S. Furst, 12 Natick St., Worcester, Mass. 01604)

AUCTION GAME

Objective: This game enables students to examine what types of people make up a community where they would like to live. It involves diversity of roles, economics and committments.

Time: 30 minutes. (This game should be played directly before the island game.)

Materials: A list of 15 character traits dittoed for every student, the same 15 character traits typed out on separate slips of paper, fake money; (5 ones, 4 fives, and 2 tens for each student)

Character traits:

1. Someone who always tells the truth.
2. Someone you can always depend on, who never lets you down.
3. Someone who is never afraid of anything.
4. Someone you could trust to tell a secret.
5. Someone you know would stand by you in a fight.
6. Someone who never gives up even if it gets tough.
7. Someone you can talk to when you're not happy and who makes you feel better.
8. Someone who always has good ideas.
9. Someone who shares his things with you.
10. Someone who can always see both sides of an argument.
11. Someone who doesn't like to be pushed around.
12. Someone who doesn't like to lose.
13. Someone who gets even with people.
14. Someone who buys you what you want.
15. Someone who takes you places.

Rules: Write the entire list of character traits on the blackboard and read them out loud, to make sure the students understand each trait. Distribute money and the list of traits to each student and tell them that they each have been given their own islands out in the Pacific and are in the fortunate position of being able to form their own communities. "What kind of people do you want to live with? Here is a list of some types of people. Can you suggest any others? (If so add them to the game.) We are now going to have an auction so that you are able to buy the people you want to live with. You have only $45.00 so you won't be able to buy everybody. You should decide early in the game which characters you want and save your money until we auction them off. You may want to buy only one character." (If you have a big class you may hold separate auctions or else you will have to add more character traits. There should be about two traits for each student.)

After carefully explaining the rules and character traits conduct an auction in the usual, good-hearted style. When a student purchases a particular character, hand him the slip of paper.

(Game by Mr. Gary S. Furst, 12 Natick St., Worcester, Mass. 01604)

COURSE IMPROVEMENTS

The teachers, directors, and consultant/evaluator, as a group presented the following suggestions for course improvement for the 1973-74 school year.

1. Form an advisory committee. Include other teachers, guidance personnel, students and citizens of the community.

2. Continue to use students for suggestions and evaluation.

3. Meet as a group more often. Time is a problem but communication among the teachers and directors is essential and the more the better.

4. Publicize the course within the school as much as possible for better understanding of what the course offers.

ACCESSION NUMBER: VT100641

PUBLICATION DATE: JUL71

TITLE: LET'S ADD VERVE TO TEACHING NUTRITION.

PERSONAL AUTHOR: SHIPLEY, FRANCES

DESCRIPTOR: *UNITS OF STUDY (SUBJECT FIELDS); *HOME ECONOMICS; *NUTRITION; *NUTRITION INSTRUCTION; *TEENAGERS; SECONDARY GRADES

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: NIM V.7NO.4(1974)PP. 550

ABSTRACT: THIS INTRODUCTORY UNIT FOR GRADES 8 THROUGH 10 PROVIDES THE INSTRUCTOR WITH A 3-COLUMN TEACHING GUIDE OF OBJECTIVES, CONTENT GENERALIZATIONS, AND LEARNING EXPERIENCES WHICH FOCUS ON THE CHARACTERISTICS OF FOOD AND THE FOOD HABITS OF TEENAGERS. CONTENTS DEAL WITH WAYS OF USING THE FOOD HABITS OF TEENAGERS TO THEIR BEST ADVANTAGE IN PROMOTING A HEALTHFUL ATTITUDE TOWARD GOOD NUTRITION. IT IS SUGGESTED THAT THE TOTAL UNIT TIME BE CONFINED TO TWO WEEKS OR LESS AND THAT OTHER CONCEPTS OF NUTRITION BE INTEGRATED INTO OTHER UNITS OF HOME ECONOMICS. FOR EXAMPLE, CONCEPTS RELATING NUTRITION TO FOOD STORAGE, FOOD PREPARATION, AND FOOD COSTS WILL BE TAUGHT DURING A PLANNING AND FOOD PREPARATION UNIT WHICH COULD WELL FOLLOW THIS UNIT. NUTRITIONAL NEEDS OF INFANTS, PRE-SCHOOLERS, PREGNANT AND NURSING WOMEN, AND SENIOR CITIZENS CAN BE MORE MEANINGFUL WHEN INTEGRATED INTO OTHER UNITS IN THE HOME ECONOMICS CLASSES. (AUTHOR/MU)

INSTITUTION NAME: NORTHWEST MISSOURI STATE COLL., MARYVILLE. DEPT. OF HOME ECONOMICS.

VT 100641

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LET'S ADD VERVE TO TEACHING NUTRITION

Curriculum: Introductory Nutrition
(Eighth, Ninth, or Tenth Grade)

July 1971

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Frances Shipley
Department of Home Economics
Northwest Missouri State College
Maryville, Missouri

VT 100 641

ERIC

LET'S ADD VERVE TO TEACHING NUTRITION

How many home economics students think that studying nutrition is exciting? How many students think that studying nutrition is important? How many students develop better food habits as the result of having studied nutrition? How many home economics teachers teach nutrition with verve or imagination? The available research indicates that the answer to each of these questions is a smaller percentage than home economics teachers would like to admit. Traditionally the introduction to nutrition presented in the beginning home economics classes has had the reputation of being dull and sometimes impractical.

A recent study reported the reasons students in a health education course rated their nutrition unit as less interesting than other areas of the health class. The reasons given in rank order were: (1) the subject matter was boring; (2) what was taught had already been taught in grammar school or junior high home economics; (3) it involved memorizing "useless" facts and technical vocabulary; (4) material was taught at too low a level and was covered in a superficial manner; and (5) the teacher appeared disinterested and presented the material in a dull manner. (#1, p. 62) It is likely that some of these responses could also be relevant to introductory nutrition units being taught in home economics.

In another study when some middle to lower socio-economic groups of high school students were asked what they were interested in concerning nutrition the answers included such statements as "We hate proteins and vitamins--couldn't the teacher talk about bread and beef?" "We hate to be told what to eat; give us the facts and let us decide to do it our way. We hate to be nagged." (7, p. 14) Some other

interests expressed included interest in dieting, questions concerning T.V. advertisements on foods and drugs and what to do if their mother didn't cook balanced meals and they couldn't change her habits. (#7, p. 14)

The effectiveness of teaching nutrition appears to be slight. The following report from a study of sixth graders in Ohio states that, "the sixth graders had a basic understanding of the specific foods they need to eat every day and why they need these foods, but other evidence indicated that the children fail to apply this knowledge to every day living." (#8, p. 56) In a study conducted in Iowa in which nutrition concepts held by seventh and eighth grade pupils were examined, there were only a limited number of relationships between the scores and the amount of home economics completed. (#4, p. 11)

Possible reasons why teenagers do not follow the guidelines for nutrition are suggested by Dr. Leverton.

> "(a)Too often teen-agers have been given the idea that nutrition means 'eating what you don't like because it's good for you,' rather than 'eating well because it will help you want to do and becom.'
> (b)Adolescents are not experiencing the nutritional disaster that adults are telling them will result from poor food habits.
> (c)Food is only one component of the busy lives of teen-agers and can receive only a fraction of their attention. What they need and will eat is not always available to them at places and times when they do eat.
> (d)Many persons who are in strategic positions to help them are not knowledgeable about practical nutrition. Some are actually misinformed." (#6, p. 15)

As teachers we must keep our knowledge of nutrition up-to-date. It has been suggested that teaching nutrients in terms of deficiency diseases and isolated functions is obsolete, in regard to the complicated interrelationships of nutrients which we now know exist. It is further suggested that such teaching may encourage self-prescription and the adoption of claims made by the food faddist.(#3, p. 15)

Studies conducted by Huenemann to determine eating practices of teen-agers indicated that roughly one-third of the teen-agers studied had irregular eating practices quite different from the three-meal-a-day-pattern. "Obviously a change to regular meal eating would necessitate a change in the entire way of life of these children and their families. Is this a realistic and essential goal for nutrition educators? Should home economics and nutrtion teaching change its emphasis from meal-planning to buying of nutritions snacks and convenience foods?" (#5, p. 391)

This project in curriculum development was undertaken to provide a somewhat different approach to an introductory unit in nutrition. The sequence and learning activities suggested, hopefully will lead students into an exploration of foods providing for "discovery" of information which they can relate to their personal needs, avoid preaching, and develop a feeling for kinds and combinations of foods that can fill a variety of nutritional needs. An actual experience with food is provided at the beginning of the unit to provide a tangible experience with food in relation to nutrition and to capitalize on the motivation of students for laboratory experiences. Learning experiences have been provided which will guide students in the use of reference books, rather than using the traditional assignment, "Read pages 1 through 8."

This unit is designed to focus on the individual nutritional needs of teen-agers. For this reason, concepts relating nutrition to food storage, food preparation, and food costs have not been included with the intention that they will be taught during the planning and food preparation unit. The concepts of nutritional needs of infants, pre-schoolers, pregnant and nursing women, and senior citizens have not been included as these concepts will be more meaningful integrated into other units in the home economics

classes. These concepts with the exception of nutrition for the p[illegible] schooler are likely to be more relevant to the student in the later adolescent age span.

This resource unit has been planned to immediately precede the unit taught in planning and preparation of food. However, the suggestion could easily be used as a part of a unit in personal development.

The unit was developed after careful study of several articles, pamphlets and books which are suggested as resource for teacher use in the resource unit.

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INTRODUCTION: RESOURCE UNIT--EXPLORING CHARACTERISTICS OF FOODS AND FOOD HABITS

This unit was prepared to be used in the instruction of 8th, 9th, or 10th grade students as an introduction to nutrition. It is suggested that the total unit time be confined to two weeks or less and that other concepts of nutrition be integrated into other units in home economics. For this reason each teacher will need to eliminate some of the learning activities and possibly some of the objectives. Students should have time to explore each activity thoroughly and some students will necessarily work more slowly than others.

It is strongly recommended that the two activities in which students have actual experiences with foods should always be included in the unit. This provides for a concrete association with food to nutrition, greater transfer of learning and may serve as a motivating factor.

Unit Concepts

(1)Factors affecting eating habits

(2)Energy value of foods

(3)Identification of nutrients

(4)Contributions made to health by nutrients

(5)Nutrient content of various foods

(6)Individual nutritional needs

(7)Density of nutrients in foods

(8)Variety of foods needed to support health

(9)Variety of food patterns

(10)Weight control

(11)Nutrition terms in advertising food and food supplements.

If it is necessary to omit objectives because of the time element, it is suggested that objectives 1, 3, 4, 9, and 11 might be omitted. Any or all of these objectives could be omitted without disturbing the

sequence of the unit since they reinforce concepts introduced in other objectives.

The following references were used in developing the unit and are suggested for teacher use in preparing and teaching the unit. For additional suggestions of learning activities these references would be most helpful.

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Pattison, Barbour, and Eppright. TEACHING NUTRITION. Iowa State University Press, Ames, Iowa. 1970.

NUTRITION HANDBOOK FOR FAMILY FOOD COUNSELING. National Dairy Council, Chicago. 1968.

A SOURCE BOOK ON FOOD PRACTICES WITH EMPHASIS ON CHILDREN AND ADOLESCENTS. National Dairy Council, Chicago. 1968.

WEIGHT CONTROL SOURCE BOOK. National Dairy Council, Chicago. 1967.

BASIC HOME ECONOMICS--A GUIDE FOR TEACHERS Home Economics Series No. 1. State Department of Education, Jefferson City, Mo.

FOODS AND NUTRITION--A GUIDE FOR TEACHERS. Home Economics Series No. 7. State Department of Education, Jefferson City, Mo. 1968.

The following persons served as consultants for this project:

Dr. Beverly Crabtree, Home Economics Education, University of Missouri

Mrs. Mildred Breadshear, Mo. Mo. Extension Nutritionist

Mrs. Betty Carruth, Nutrition Education, Texas Tech University

Recommended references for student use include the following:

Leverton, Ruth M. A GIRL AND HER FIGURE. National Dairy Council, Chicago. 1968.

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"Nutrient Value of Common Foods in Percent of RDDA." Prepared by Project HELIM (Home Ec. Low Literacy Materials) Published in ILLINOIS TEACHER. Vo. XIII, No. 5. May-June 1970.

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Objectives	Content Generalizations	Learning Experiences
#1. Identify factors that influence what people eat.	The foods prepared or available for people to eat vary with knowledge, skills, customs, climate, locality, nationality, religious beliefs, and the activities in which one is engaged. The food which one chooses to eat from that which is available is generally chosen in relation to likes and dislikes, habit, dustom, and the time available for either preparation or eating.	Students bring a one day food record from the previous day to class at the beginning of the unit. The record may be used for discussion and saved for other activities throughout the unit. (See Appendix for record form.) Students answer dittoed questionnaire containing questions such as the following: (1)What did you eat the first time you ate today? (2)Where did you get what you ate the second time you ate today? (3)How many times a day do you generally eat (including meals and snacks)? (4)With whom do you generally eat? (5)What do you generally eat for holidays that are important to your family? (6)What do you generally eat for the Fourth of July? Students share their answers in circular response. (The discussion can be guided so students make comparisons between the kinds of foods they eat at home and at school, and the kind of food eaten for holidays, and identify why the same kinds fo foods were not eaten for each occasion and by each class member. Each time a new factor of influence is identified a caricature illustrating the factor may be shown on a transparency, or an appropriate picture could be place on a bulletin board with its caption.)

Students analyze case situations to determine what influenced why they ate what they ate, where they ate, with whom they ate, and the time they ate. (Students may work on case situations individually or in small groups depending on the size of the class. Case situations should be developed so that many factors are involved in relation to the choices made about the foods eaten.) See APPENDIX for sample case situation.

Students study their one day food record and write a sentence describing what they ate that day. This may be written on the food record and handed in.

Objective #2:
Compare the ways in which various foods differ in energy value.

If a food is thick, oily, or greasy-crisp, slick, smooth, or gooey, sweet or sticky, compact or concentrated it will generally be relatively high in calories.

If a food is thin, watery or dilute, bulky or has lots of fiber or coarseness and is watery-crisp instead of greasy crisp it is generally rather low in calories.

Students use food composition charts and prepare a display of portions of the following foods which would provide approximately 100 calories.

Butter	Carrots
Sugar	Dry Skim Milk
Chocolate Candy	Bread
Apple	White Potato
Cheddar Cheese	Glazed Doughnuts

Discuss the display in relation to the characteristics of the food which require large portions to make 100 calories and those which require smaller portions to make 100 calories. Touch, smell, and taste the foods.

Objective #3: Identify components of foods which contribute caloric value to the foods.	Calories or energy value of food is produced by carbohydrates, fats, and proteins.	Students use references to determine which components found in foods contribute calorie value to the foods. (Use food models of samples of real foods to reinforce students findings. You may use oil to represent pure fat, sugar to represent pure carbohydate, and cottage cheese to represent a food that is primarily protein.) A $\frac{1}{4}$ inch square of wax paper equals approximately 1 gram; therefore, if the $\frac{1}{4}$ inch square is used to represent 1 gram of fat it is equal to 9 calories, if it represents 1 gram of protein carbohydrates it is equal to 4 calories. Students identify the proportions of carboydrates, fats, and proteins present in the foods they measured in relation to the pereentage of the required daily dietary allowance a standard serving of the food provides. (A food chart based on % of RDDA provided is available in ILLINOIS TEACHER Vol. XIII, No. 5 May-June 1970) Chart findings on a dittoed bar graph using crayons. (See sample in APPENDIX) Discuss and compare the relationship of the caloric value depicted on the completed charts to the % of carbohydrates, fat, and protein provided by the food.
Objective #4: Define nutrient.	Food is made up of certain chemical substances that work together and interact with body chemicals to serve the needs of the body.	Provide pure ascorbic acid (can be purchased for freezing fruits) and tang for the students to taste. Discuss does it taste like Tang? Why or why not?

	The Recommended daily dietary allowances (RDDA) are those that will maintain good nutrition in practically all healthy persons in the United Stztes. (National Academy of Sciences, National Research Council, Food and Nutrition Board)	Students identify vitamins and minerals in addition to carbohydrates, fats, and proteins present in the food they measured, by completing the bar graphs for the additional nutrients.
Objective #5: Identify the contributions to good health made by the various nutrients.	Each nutrient has specific functions and influences the functioning of other nutrients.	Each student present a commercial to sell an assigned nutrient (include water) and fiber, using references to identify the nutrient's contributions to good health. Watch filmstrip: How Food Becomes You. Available from the National Dairy Council.
Objective #6: Recognize relationships between individual characteristics and nutritional needs.	The amounts of nutrients needed are influenced by age, sex, size, activity, and state of health.	Students use radioscopics depicting various individual characteristics that would relate to nutrient intake. Using references answer specific questions concerning unique nutritional needs of the individual picture. (The learning experience will be more relevant if the picture depict teen-agers who have a variety of characteristics.) Students evaluate food habits and food intake depicted in case situations to determine (1) ways in which food intake was adequate, (2) ways in which food intake was not adequate (3) possible ways the food habits might influence energy, weight, skin, nails, hair, and digestion if pursued for a long period of time. (See sample case situation in APPENDIX) (Students may use references or the activity could be used as a measure of achievement.)

Objective #7: Analyze nutrient content of various foods using composition charts to determine their leading nutritive value.	Foods providing high proportions of the same kinds of nutrients have been grouped together to provide a simple guide to good nutrition, commonly referred to as the "Basic Four". (1)The fruit and vegetable group is rich in vitamins A and C. (2)The milk group provides large proportions of calcium, vitamin D, riboflavin, and protein. (3)Enriched or whole grain breads and cereals are among our most reliable sources of thiamine, niacin, protein and iron. (4)The meat group is an excellent source of protein, niacin, and iron. Plant proteins are in general of lower biological value than animal proteins but can be mixed in certain proportions to supplement each other.	Each student identify those nutrients which are found in the largest portions (leading nutrients) in an assigned food or foods. Either pictures or graphs may be used to depict the food. As students report their findings group the models or pictures of foods having like nutrient values together. This will show the basic principle of the "Basic Four".
Objective #8: Analyze food composition charts to determine those which provide the greatest amount and number of nutrients.	Although a food may provide a large proportion of one nutrient most foods contain a variety of other nutrients all of which make a contribution to good nutrition. Although some foods provide a high proportion of many essential nutrients, no food by itself, has all the nutrients needed for full growth and health.	Students use references and make a list of 10 foods which they would eat that have large proportions of most all nutrients. List the nutrients which they contain. Discuss the lists made identifying those nutrients which are missing from the foods or present only in very small amounts.

Objective #9: Interpret why a variety of foods are needed to create an adequate diet.	When meals contain foods which have significant amounts of major nutrients, the body will also be supplied with other nutrients.	Students analyze the one day food record which they made the first day, using the checklist of food categories provided in the APPENDIX. Identify any of the nutrients which were either very limited or lacking in the day's food record. Record this information on the food record. List foods which <u>they would eat</u> to provide these nutrients.
	Nutrients do their best work in the body when teamed with other nutrients.	Students select a piece of a puzzle on which a nutrient is listed. Match the piece with the other appropriate pieces of the same color to identify nutrients needed to work together. (See sample in APPENDIX) Each group use references and report to class the ways in which nutrients help each other. The puzzles may then be placed on a bulletin board.
Objective #10: Recognize that adequate nutritional status can be achieved through a variety of food patterns.	There are many combinations of foods or patterns of eating by which people may achieve an adequate diet.	Show filmstrip: Your Food--Chance or Choice? (Available from National Dairy Council) Students analyze menus typical of different areas of the United States, different ethnic groups, and food patterns which include snacking and unusual food combinations for meals. Determine what foods contribute the nutritional requirements and if the diets are nutritionally adequate. (For suggestions see FORECAST FOR HOME ECONOMICS May/June 1971. F-86-87.

tive #11: Distinguish cause and effect relationships between food eaten and weight control	When we do not use the energy provided in food, the excess energy is stored in the body in the form of fat.	Students work in buzz groups using reliable references to determine: (1)factors affecting appropriate weight for various individuals, (2)factors affecting energy required by various individuals, (3)suggestions for gaining weight (4)suggestions for losing weight and weight control, (5)reasons to be concerned about weight control, (6)results of extreme overweight or underweight.
	When calories in excess of body need are stored, overweight in the result.	
	The athletic individual with highly developed muscles may exceed the weight standards and yet have no excess accumulation of fat.	Students use "pinch" test to determine if they have an excess deposit of fat.
	An individual who falls within the desirable weight range could have excessive deposits of fat and a lower than satisfactory development of lean muscles.	(Students stand up straight and attempt to pinch up a layer of flesh below the navel, if they can pinch up a fold of ½ inch or more in thickness, it may mean a deposit of unnecessary fat tissue.) Additional information on pinch tests can be found in Introduction to Nutrition 2nd Ed. by Henrietta Fleck. Macmillan Co. 1971.
	A person with a large body frame will weigh more because of the weight carried in the bony structure.	Students weigh two bones identical except for size. (Leg bones could be secured from a butcher for this purpose.) Discuss the difference in the weight of the bones in relation to total body weight.
	Bone is heavier than fat; therefore, a person with a large body frame may weigh more than a person with a small body frame with excess deposits of fat.	Demonstrate the difference in the weight of bone and fat using two glass measuring cups 3/4 full of water. Place a meat bone in one and a pat of butter of equal thickness and diameter in the other. Discuss the results.

tive #12: re nutritional characteristics of b basic low caloried diets, fad diets, and prepared liguid diets.	An adequate reducing diet will generally be more effective and provide more lasting results if: (1)it establishes a basic pattern for eating, (2)it includes appetizing and pleasant food familiar to the person, (3)it preserves and trains the appetite, (4)it prevents hunger, (5)carried out with the knowledge and supervision of a medical doctor and if caloric intake for teenagers is not less than 1500 calories daily.	Students prepare meals based on (1) a low calorie foundation diet, (2) a fad diet, (3) a diet of health foods, and (4) a prepared liguid diet. (Students could also prepare a liguid diet using dry skim milk and dextrose using the blender. Then the cost of prepared liguid formula and the home made liguid diet could be prepared.)
	The well-planned 1,000 calorie diet is balanced in terms of essentail nutrients but is inadequate in caloric value allowing the body to draw on stored energy to meet its needs.	Analyze, taste, and evaluate diets in relation to the characteristics of an adequate reducing diet.
	Energy needs take presedence over other body building needs.	Students examine charts showing number of calories expended per hour in various types of activities. Calculate approximately the total number of calories one would need to maintain energy for a day's activities.
Objective 13: Interpret nutritional terms used in food advertising and on food labels to determine ways in which they are helpful and ways in which they may be misleading.	The nutritional value of some foods may be increased by enriching, fortifying, or adding vitamins and minerals. No single food is essential to health; good nutritional status requires eating the proper amounts of many nutrients that are available from a mixed diet including many different combinations of food. The nutrients, singly and in combinations of chemical substances simulating natural foods, are available in the market and these may vary widely in usefulness, safety of use, and cost.	Collect advertisements from newspapers, magazines, T.V. and radio (may be collected on tape recorder) for food products and food supplements. Identify the terms used to indicate the food's nutritional value or to persuade people that it has nutritional value. Use references to determine what words such as enriched, fortified, cultured, health foods, etc. mean. If words found in the advertisements are not adequate, additional words may be supplied by the teacher and drawn from a hat by the students to research.

Students report findings, and discuss if the terms are legitimate, misleading, or pure "puffery".

Students study articles showing how people have been misled by advertising and food faddism to the detriment of their health. Use open discussion for reporting.

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Approximate time I ate	Food eaten and amount	Where I ate	Who I Ate With

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APPENDIX II

Sample Case Situation; Objective #1

Mary and Sue are sophomores in high school. Tonight is the first night of the Regional Tournament and their team plays in the first game at 6:30. Mary's parents picked the girls up at school after they had finished their music lessons to go to the tournament. On the way they stopped at a drive-in for supper. Mary and Sue nad double cheese burgers, french fried onion rings, and coke.

Sample Case Situation: Objective #16

Jolene is fourteen years old and quite busy. She baby sits until 9:00 each evening for a family with two small children. The mother works until 9:00 so Jolene prepares the evening meal for the children and herself. The mother usually leaves a casserole or sometimes commercially prepared pot pies or hamburgers to be prepared for supper. Last night Jolene prepared pot pies, french fires, carrot and celery sticks, and ice cream sundies for supper. Later when she got home she had a milk shake for a bed-time snack. This morning she was late and there was little time for breakfast so Jolene drank a glass of orange juice and hurried off to school. At lunch time she decided to go through the sandwich line at the cafeteria where she selected a ham and cheese sandwich, an apple, and an ice cream bar. After school Jolene had a coke.

APPENDIX III

Sample Bar Graph

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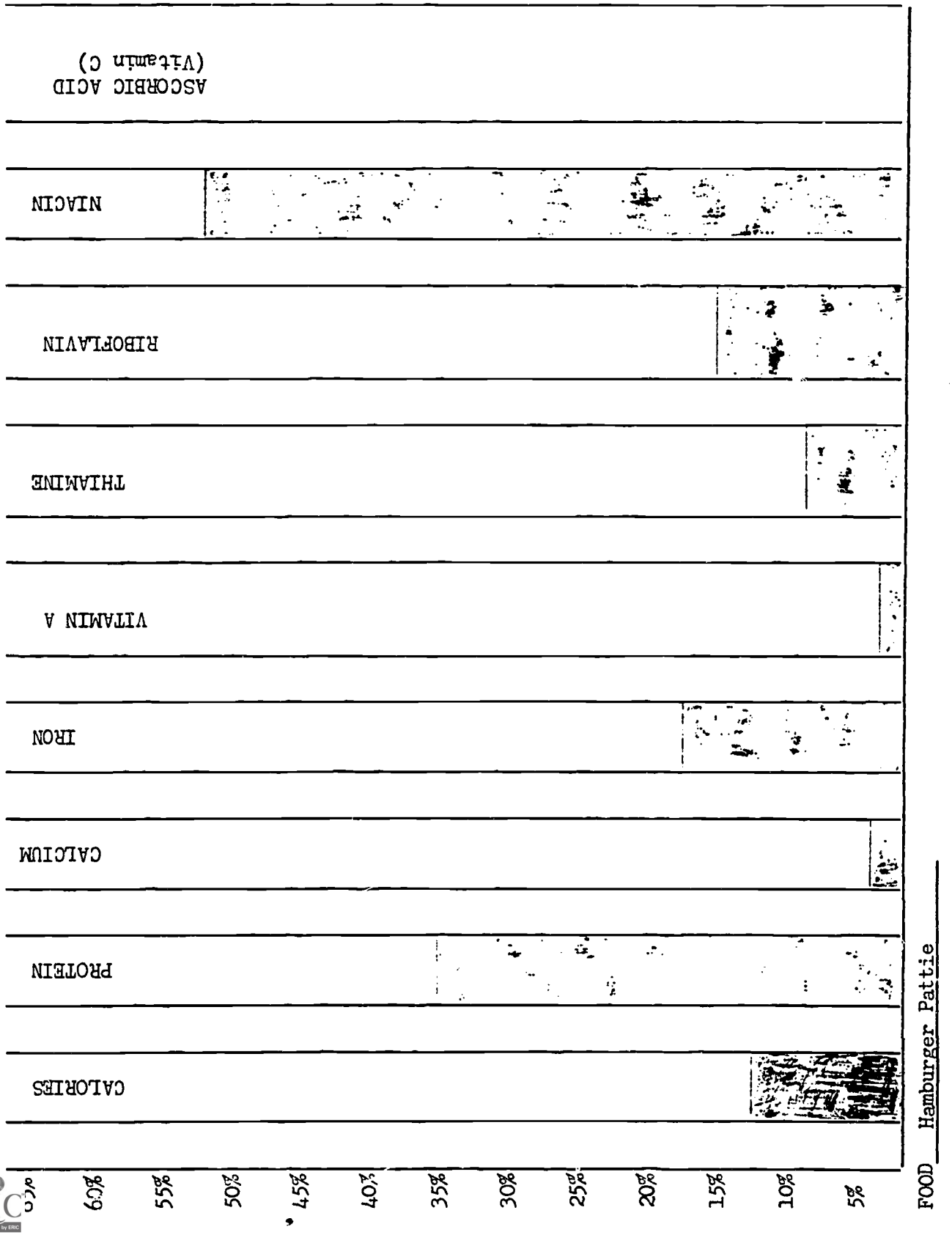

APPENDIX IV

Checklist for an Adequate Diet:

The number of necessary servings are indicated by a symbol. You may check the blank beside each symbol if you ate a food from the general category in an adequate amount to make 1 serving.

Milk, cheese, or ice cream
(1 1/3 oz. Cheddar cheese=1 cup milk
12 oz. cottage cheese=1 cup milk
4 oz. cream cheese=1 cup milk
1 pt. ice cream=1 cup milk)

Whole-grain or enriched breads, cereals, macaroni, spaghetti, rice

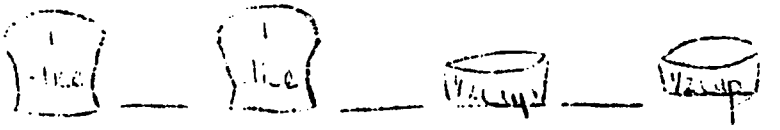

Meat, Chicken, eggs, fish, dry beans or peas or nuts

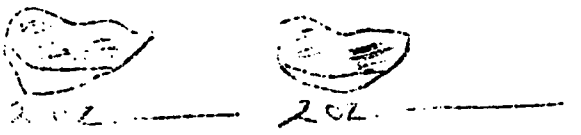

Fruits and vegetables
(One or more serving may be raw)
Dark green leafy or yellow vegetable or yellow fruit

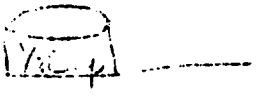

Citrus fruit or other fruit or vegetable which provides Vitamin C.

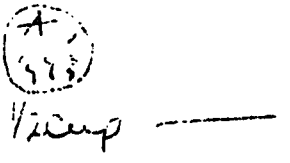

Other fruits and vegetables, One serving may be potatoes.

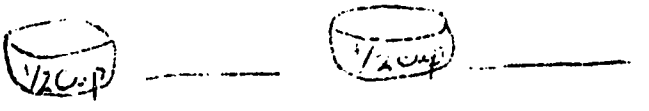

APPENDIX V BEST COPY AVAILABLE

Sample Puzzle; Objective #9

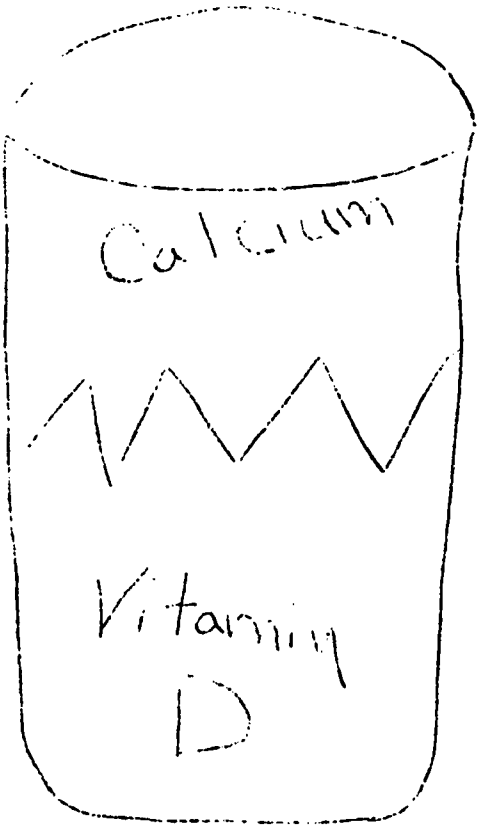

Other nutrients which function together are discussed in the booklet A GIRL AND HER FIGURE, American Dairy Council.

ACCESSION NUMBER: VT100642

TITLE: ORIENTATION TO TEXTILES; STUDENT'S BOOKLET.

DESCRIPTOR: *PROGRAMED INSTRUCTION; *TEXTILES INSTRUCTION; *PROGRAMED UNITS; *OCCUPATIONAL INFORMATION; *INDIVIDUALIZED PROGRAMS

IDENTIFIER: SOUTH CAROLINA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 551

ABSTRACT: TO ACQUAINT STUDENTS WITH THE BASIC STEPS INVOLVED IN MAKING CLOTH BY THE "COTTON SYSTEM" WHICH IS WIDELY USED IN SOUTH CAROLINA, THIS WORKBOOK, ALONG WITH A CASSETTE TAPE, IS USED AS AN INDIVIDUALIZED INSTRUCTIONAL UNIT. A WORKSHEET PROVIDES PROBLEMS TO BE SOLVED AFTER EACH FRAME IS VIEWED BY THE STUDENT. A TEACHER'S GUIDE IS AVAILABLE AS VT 100 643. (MU)

INSTITUTION NAME: CLEMSON UNIV., S.C. VOCATIONAL EDUCATION MEDIA CENTER.

SPONSORING AGENCY NAME: SOUTH CAROLINA STATE DEPT. OF EDUCATION, COLUMBIA. OFFICE OF VOCATIONAL EDUCATION.

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Student's Booklet

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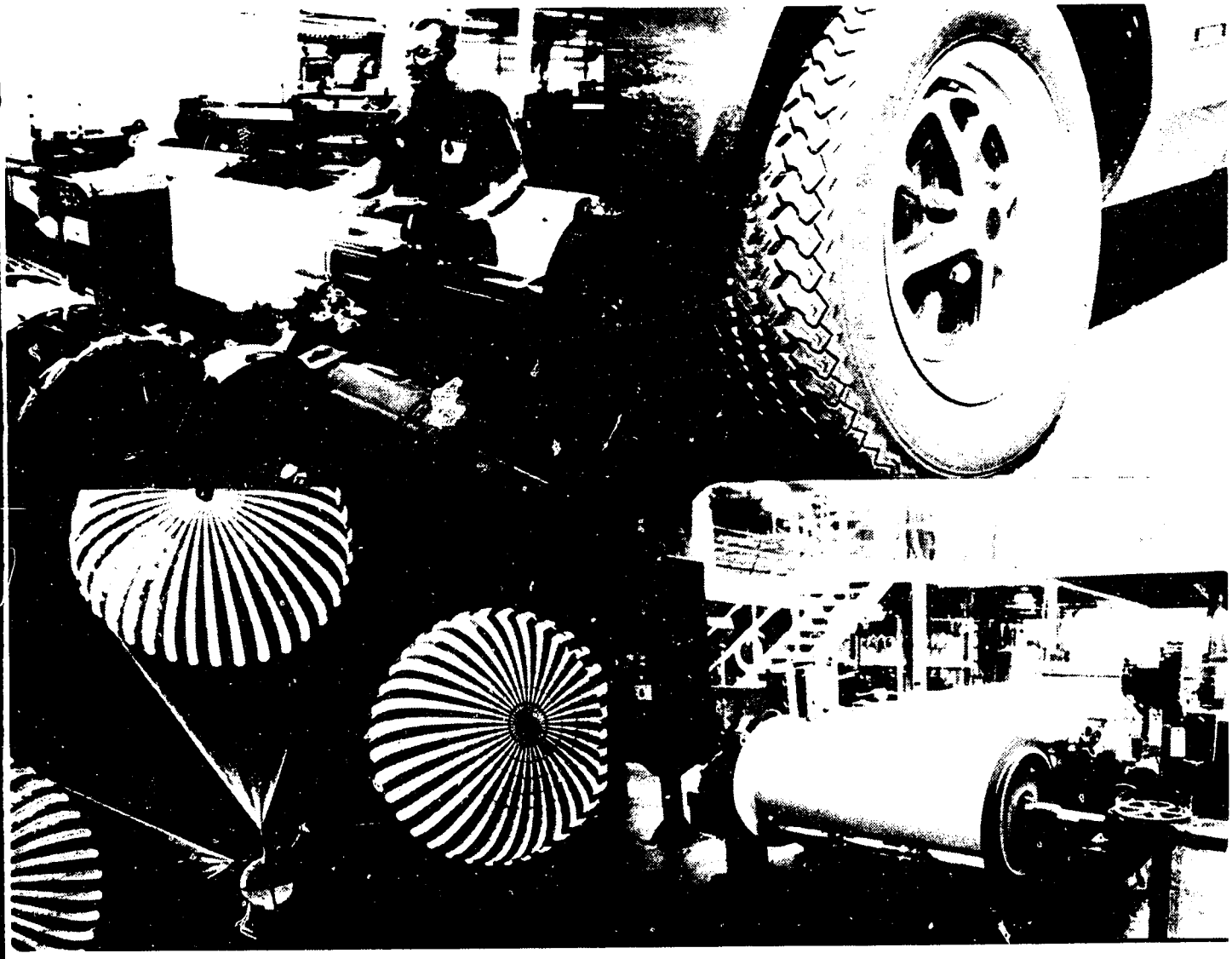

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ORIENTATION TO TEXTILES

VT 100 642

ERIC

IMPORTANT: Read pages 1 and 2 before starting the filmstrip.

Student's Worksheets

for

ORIENTATION TO TEXTILES FILMSTRIP

Produced by:

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

In Cooperation With:

South Carolina Department of Education
Office of Vocational Education
Columbia, South Carolina 29201

1972

ERIC

INTRODUCTION

The Textile industry is one of the most important industries in several southern states, and especially in South Carolina. Approximately 200,000 people (one of every four workers) in South Carolina are employed in the industry.

The state's economy depends heavily upon the textile industry with more than $1,500,000,000 value being added annually by the manufacture of textile products.

All people, as consumers, make use of products of the textile industry. Look around you and see the hundreds of applications of textiles we use every day. Clothing, automobile upholstery, furniture, carpet, drapes, and automobile tires are just a few examples of products which contain textile materials.

The purpose of this teaching unit is to acquaint you with the basic steps involved in making cloth by the "Cotton System." The "Cotton System" is only one of several ways used to manufacture cloth, but is the most widely used system in South Carolina.

PERFORMANCE OBJECTIVE

Upon completion of this unit, you will be administered a matching test in which you will be asked to match the names of textile processes with brief descriptions of the processes. Students should be expected to answer 10 of the 12 items correctly upon completion of the unit. For students not attaining this goal with the first viewing, additional viewings may be required.

EQUIPMENT REQUIRED

1 filmstrip projector and one cassette tape playback unit or a combination projector playback unit.

Do not mark in this booklet. Mark your answers on the answer sheet which your instructor will provide or on a blank sheet of paper.

STUDENT WORKSHEETS

Orientation to Textiles Filmstrip

Problem A. In South Carolina, the textile and apparel industries employ (1) _____ people. Circle the correct answer on your answer sheet.

Now let's review the two processes you have studied thus far. Fill in the blanks to complete the following statements:

The (2) _____ process fluffs the tightly-packed fibers.

The (3) _____ process removes trash from the fibers and converts the loose fibers into a cylindrical package called a (4) _____.

Now turn on the recorder and proceed to frame 16 to check your answers.

Problem B. Fill in the blanks to complete the following statements:

The (1) _____ machine opens the fibers thoroughly, cleans trash from the fibers, changes the flat sheet of fiber into a rope-like strand called a (2) _____ and coils it in a can.

The (3) _____ performs two functions. It arranges the fibers in a more parallel fashion and makes a single strand of fiber that has an even thickness at all points. The process by which it does this is called (4) _____ or averaging.

Now turn on the recorder and proceed to the next frame to check your answers.

Problem C. The (1) _____ process stretches and twists rope-like and rope-size sliver into a smaller cord-size strand. It is then wound onto spools called (2) _____.

In the spinning process, strands of fiber are stretched and twisted at a high rate of speed to form thread which is known in the trade as (3) _____.

The person who removes the finished bobbins of thread from the spinning frame is known as a spinning (4) _____.

Now turn on the recorder and proceed to the next frame to check your answers.

Problem D. The purpose of the (1) _____ process is to rewind the yarn from a bobbin to a cheese.

The purpose of the (2) _____ process is to rewind the yarn from bobbins onto cones.

The purpose of the (3) _____ is to twist two or more strands of yarn together in order to make heavier yarn.

Now turn on the recorder and proceed to the next frame to check your answers.

Problem E. The (1) _____ process winds hundreds of strands of yarn onto a beam.

The (2) _____ process coats strands of yarn with a starchy solution to give it strength to undergo the (3) _____ process.

In the cloth room, the cloth is (4) _____ and graded.

Now turn on the recorder and proceed to frame 41 to check your answers.

Problem F. Matching Test

In the blanks on the left, place the letter that corresponds to the description that closest fits the names on the left.

_____	1.	Weaving	a.	Puts the starchy solution on yarn and then dries it.
_____	2.	Picking	b.	Separates the tightly-packed fibers as they come from the bale.
_____	3.	Opening	c.	Changes laps of fiber into sliver.
_____	4.	Carding	d.	Reduces strands of sliver in size and adds a slight twist.
_____	5.	Roving	e.	Performed on a loom.
_____	6.	Spinning	f.	Checking the cloth for defects.
_____	7.	Spooling	g.	Going almost 100 yards.
_____	8.	Winding	h.	Rewinds yarn from bobbins onto cones.
_____	9.	Twisting	i.	Fluffs the cotton and puts it into rolls called laps.
_____	10.	Warping	j.	Rewinds yarn from bobbins into cheeses.
_____	11.	Slashing	k.	Makes fibers longer.
_____	12.	Inspecting	l.	Winds yarn from hundreds of cheeses onto a single beam.
			m.	Changes fibers from roving form into thread or yarn.
			n.	Twists together two or more strands of yarn to make heavier yarn.
			o.	Going over once, then back twice.

ACCESSION NUMBER: VT100643

TITLE: ORIENTATION TO TEXTILES; TEACHER'S GUIDE.

DESCRIPTOR: *PROGRAMED INSTRUCTION; *TEACHING GUIDES; *PROGRAMED UNITS; *TEXTILES INSTRUCTION; *OCCUPATIONAL INFORMATION

IDENTIFIER: SOUTH CAROLINA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 551

ABSTRACT: THIS TEACHING GUIDE PROVIDES THE INSTRUCTOR WITH THE MATERIALS FOR USING THE PROGRAMED UNIT DESCRIBED IN VT 100 642. THE PERFORMANCE OBJECTIVE, MATERIALS NEEDED, SUPPLEMENTARY MEDIA, A COPY OF THE STUDENT WORKSHEET, AND THE FILMSTRIP NARRATION ARE INCLUDED. DIRECTIONS FOR ADMINISTERING THE TEST AND AN ANSWER KEY ARE GIVEN. (MU)

INSTITUTION NAME: CLEMSON UNIV., S.C. VOCATIONAL EDUCATION MEDIA CENTER.

SPONSORING AGENCY NAME: SOUTH CAROLINA STATE DEPT. OF EDUCATION, COLUMBIA. OFFICE OF VOCATIONAL EDUCATION.

VT 100643

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Teacher's Guide

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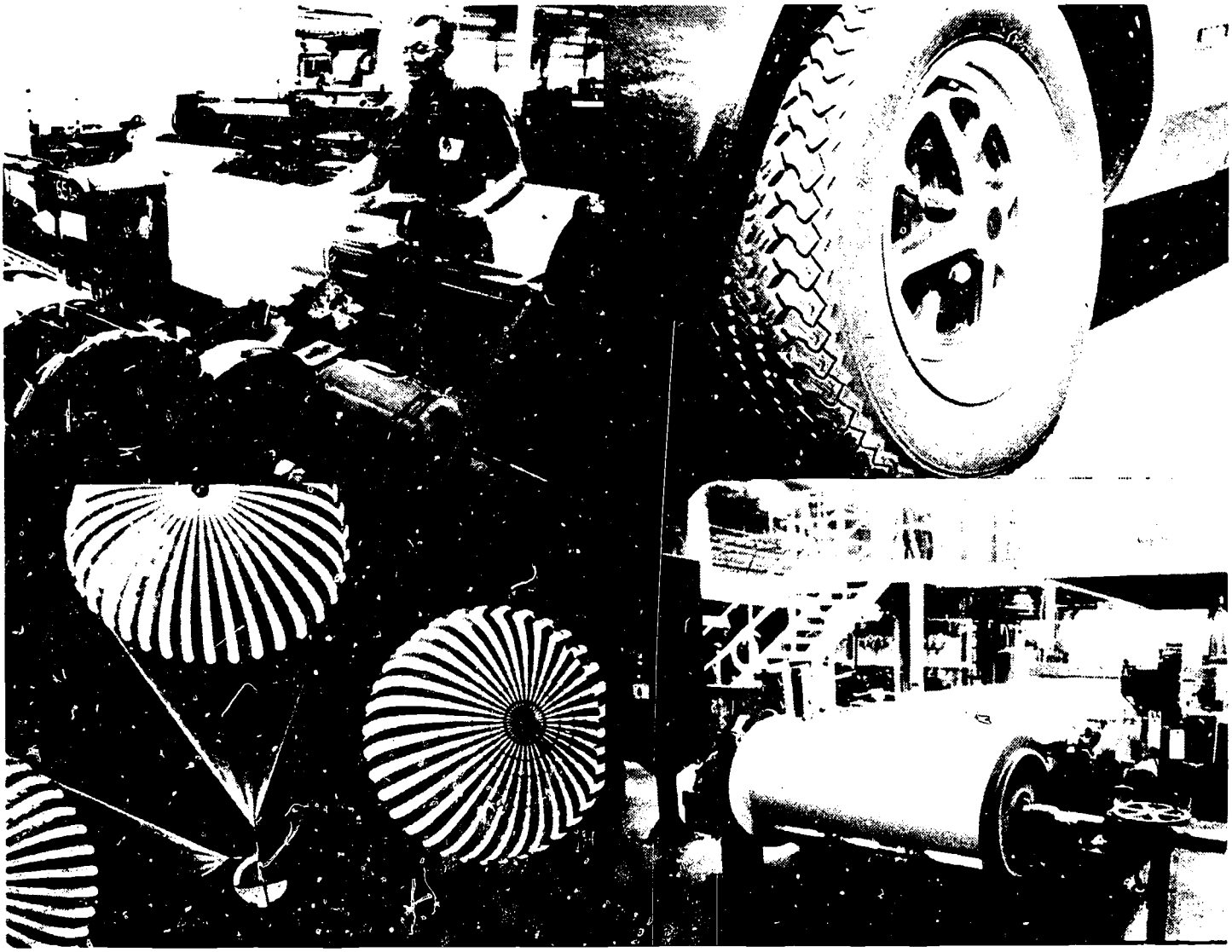

ORIENTATION TO TEXTILES

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Teacher's Guide

for

ORIENTATION TO TEXTILES FILMSTRIP

Produced By:

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

In Cooperation With:

South Carolina Department of Education
Office of Vocational Education
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1972

ERIC

PREFACE

"*Orientation to Textiles*" is a teaching unit which was designed to be used as an individualized instructional unit. However, the unit may be used for group instruction if the instructor desires.

ERIC

TABLE OF CONTENTS

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ERIC

INTRODUCTION

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The state's economy depends heavily upon the textile industry with more than $1,500,000,000 value being added annually by the manufacture of textile products.

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The purpose of this teaching unit is to acquaint students with the basic steps involved in making cloth by the "Cotton System." The "Cotton System" is only one of several ways used to manufacture cloth, but is the most widely used system in South Carolina.

PERFORMANCE OBJECTIVE

Upon completion of this unit, students will be administered a matching test in which they will be asked to match the names of textile processes with brief descriptions of the processes. Students should be expected to answer 10 of the 12 items correctly upon completion of the unit. For students not attaining this goal with the first viewing, additional viewings may be required.

EQUIPMENT AND MATERIALS REQUIRED

1 filmstrip projector and one cassette tape playback unit or a combination projector playback unit.

*1 answer sheet per student.

SUPPLEMENTARY MEDIA

Textile Teaching Kit, available from American Textile Manufacturers Institute, Inc., 1501 Johnston Building, Charlotte, North Carolina 28202.

The Story of Cotton, Teaching Kit, National Cotton Council, 1918 N. Parkway, Memphis, Tennessee 38112.

ADMINISTERING THE UNIT

1. Set up the projector with the focus frame (Frame 1).

2. Advance projector to Frame 2 Orientation to Textiles.

3. Set up a cassette tape recorder or cassette player unit. Place the cassette labeled "Orientation to Textiles" in the unit.

4. Provide students with booklet entitled, "Orientation to Textiles – Student Worksheets" and an answer sheet (to be reproduced locally from page 9 of Teacher's Guide).

5. Switch on the tape recorder and start the lesson.

6. Upon completion of unit, check results of matching test. An answer key is on page 10 of the Teacher's Guide.

*NOTE TO TEACHER:

Reproduce the answer sheet form on page 9 and provide each student with a copy prior to viewing the filmstrip.

FILMSTRIP NARRATION

Frame	Narration
1	Focus
2	Orientation to Textiles. As you view this lesson, advance the projector to the next frame when you hear this signal.
3	Produced by Vocational Education Media Center, Clemson University, Clemson, South Carolina 29631 in cooperation with Office of Vocational Education, State Department of Education, Columbia, South Carolina 29201.
4	All of us depend upon the textile industry to provide us with the many products we use every day.
5	Textile products are used extensively in our homes for decoration and comfort.
6	Textile materials are used in manufacturing the tires we use on trucks, tractors and automobiles.
7	We depend upon the textile industry to produce materials for making our clothing. The industry produces thousands of styles and colors of fabrics for the clothing industry.
8	America's space program has depended heavily upon the textile industry to produce special types of fabrics for the unique demands of space exploration. This slide shows an astronaut walking on the surface of the moon. His suit was made of special fiberglas fabric manufactured especially for the space program by the textile industry.
9	These parachutes which made possible the safe landing of astronauts returning from the moon are products of the American textile industry.
10	South Carolina's economy depends heavily upon the textile industry. Approximately 200,000 South Carolinians are employed in the textile and apparel industries. In fact, one of every four workers employed in South Carolina works in textiles.
11	This modern textile factory located in the piedmont section of South Carolina is one of the largest such plants in the world. This plant converts cotton and man-made fibers into cloth. The cloth is then made into sheets and pillow cases or sold in large quantities to other companies who will make it into finished goods.
12	Fibers such as cotton which are used for making cloth come into the factory in tightly-wrapped packages called bales. The first step in the making of cloth is loosening or separating the tightly-packed fibers by a process called opening. The machines in this scene are openers. The unopened bale in the center and the opened bale to the left are man-made fibers. Note how bright and white these fibers are. Cotton fibers are in the opening machine on the right. Notice the difference in the color of the cotton and the man-made fibers. The cotton fibers have a dull greyish appearance.

Frame	Narration, Continued
13	Here we see fibers from a bale being tossed into an opening machine which will separate and fluff up the fibers. Remember the opening machines or openers loosen the tightly-packed fibers and fluff them.
14	The machine is called a picker. It cleans trash from the fibers and arranges the mass of fibers into a flat sheet. Then this flat sheet is rolled up into a roll called a lap. In review, the picker or picking process cleans the fibers, forms them into a flat sheet and rolls the sheet up into a roll called a lap.
15	Stop the recorder and answer the questions in Problem A on page 3 of the worksheets.
16	Check your answers. If your answers are correct, go on to the next frame. If not, stop the recorder when you hear the tone and correct your answers before restarting.
17	The lap from the picker is placed in this machine which is called a card. The carding machine does four things: (1) It opens the fibers thoroughly. (2) It cleans the fibers of trash and tufts of fiber. (3) It changes the flat sheet of fibers into a rope-like form called a sliver. (4) It coils the sliver into a tall can. A can of sliver is seen at the right in the picture.
18	This slide shows a length of sliver as it appears when it comes from the card.
19	This is a drawing frame. It does two things: First, it mades the fibers more parallel, and Second, it produces a sliver of consistent thickness.
20	The major purpose of the drawing process is to even out the thick and thin spots in strands of sliver. In the drawing process, several strands of this uneven sliver are blended together to form one strand of more even sliver. This process is called doubling or averaging. Remember the purpose of the drawing process is to make strands of sliver with even thickness.
21	Stop the recorder and answer the questions in Problem B on page 3 of your worksheet.
22	Check your answers and if all are correct, advance the projector to the next frame. If your answers are incorrect, stop the recorder when you hear the tone and correct your answers before restarting.
23	These machines are roving frames. They take the rope-like sliver which comes from the drawing frame, stretch it, twist it, and make it into much smaller strands called roving. The roving is then wound onto spools called bobbins.
24	Here we see a strand of roving and a bobbin filled with it. In the spinning process which comes next, the bobbins of roving will be made into thread which is called yarn.

Frame	Narration, Continued
25	This is a spinning frame. You see bobbins of roving at the top of the machine. The roving is stretched by means of drafting rollers and the fibers are spun at a high rate of speed into thread and wound onto bobbins. The thread which is made in the spinning process is commonly known as yarn.
26	This man is a spinning doffer. He removes full bobbins of yarn from the spinning frame and replaces these with empty bobbins. Recently, mechanical doffers have been developed and are now in use in a few plants in South Carolina.
27	Stop the recorder and answer the questions in Problem C on page 3 of the worksheets.
28	Here are the answers you should have given. If your answers are correct, go on to the next frame. If not, stop the recorder when you hear the tone and correct your answers before restarting.
29	The spooling process rewinds the yarn from bobbins like the ones on the left onto tubes to form packages called cheeses like the one on the right.
30	This machine is a spooler. It winds the yarn from several bobbins onto short spools to form packages of yarn called cheeses. Let's review that the spooler winds yarn from bobbins into packages called cheeses.
31	Some yarn from the spinning process is rewound from the bobbins onto cones instead of cheeses. Here we have bobbins of yarn on the left, an empty cone in the center and full cone on the right.
32	This machine is a winder. It winds yarn from bobbins onto cone-shaped spools. Yarn may be put up in these packages if it is to be sold commercially or if it is to undergo the twisting and warping processes later. Remember the winder winds yarn from bobbins onto spools called cones.
33	For some applications, heavy yarn is needed. To obtain this heavy yarn, two or more strands of yarn are twisted together on twisting machines such as this one. Yarn from the cheeses at the top of the machine are twisted together and wound on bobbins. Keep in mind this fact the purpose of the twisting process is to make heavier yarn.
34	Stop the recorder and answer the questions in Problem D on page 3 of the worksheets.
35	Check your answers. If your answers are correct, go on to the next frame. If not, stop the recording when you hear the tone and correct your answers before restarting.
36	This machine is a warper. It winds hundreds of strands of yarn side by side on a large drum called a beam. The strands come from cheeses which are mounted on the rack at the rear called a creel. The purpose of the warper or warping process is to place hundreds of strands of yarn side by side on a large spool called a beam.

Frame	Narration, Continued
37	This is a slasher or slashing machine. In the slashing process, the strands of yarn are coated with a starchy liquid and dried on steam-heated drums. This gives the yarn the protective coating it will need for the weaving process. Let's repeat that the slashing process coats the strands with a liquid which when dried gives a tough coating.
38	This loom makes cloth by interlacing strands of warp yarn (which runs lengthwise) with filling yarn (which runs crosswise). In the weaving process, the warp yarn is slowly unrolled from the large loom beam, and the filling yarn is interlaced by a shuttle or other device which travels rapidly back and forth across the loom.
39	This is the cloth room. Here all cloth made in the plant is inspected by these inspectors who correct minor defects, mark defects which can't be corrected and grade the cloth. To make it easier for them to inspect the cloth, the room is darkened and the cloth moves over a backlighted inspection frame in front of the inspector. The cloth at this point is called grey goods because of its dirty appearance. The grey goods may undergo several finishing processes (bleaching, dyeing, and printing) before it can be made into finished articles.
40	Stop the recorder and answer the questions in Problem E on page 4 of the worksheets.
41	Check your answers. If you have all the answers correct, go on to the next frame. If not, stop the recording when you hear the tone and correct your answers before restarting.
42	In this lesson, you have studied the steps which many textile plants follow in making cloth. Yet, you have viewed only a small portion of the work performed in the industry. You have been shown only one system used to make fibers into cloth. As you pursue further study in textiles, you will learn other systems which are used. After viewing the next frame, stop the recorder and complete the matching test on page 4 of the worksheets. Have your instructor check your work.
43	Appreciation is expressed to J. P. Stevens & Co., Inc., for their assistance in preparing this unit.
44	THE END.

STUDENT WORKSHEETS

Orientation to Textiles Filmstrip

Problem A. In South Carolina, the textile and apparel industries employ (1) _____ people. Circle the correct answer on your answer sheet.

Now let's review the two processes you have studied thus far. Fill in the blanks to complete the following statements:

The (2) _____ process fluffs the tightly-packed fibers.

The (3) _____ process removes trash from the fibers and converts the loose fibers into a cylindrical package called a (4) _____.

Now turn on the recorder and proceed to frame 16 to check your answers.

Problem B. Fill in the blanks to complete the following statements:

The (1) _____ machine opens the fibers thoroughly, cleans trash from the fibers, changes the flat sheet of fiber into a rope-like strand called a (2) _____ and coils it in a can.

The (3) _____ performs two functions. It arranges the fibers in a more parallel fashion and makes a single strand of fiber that has an even thickness at all points. The process by which it does this is called (4) _____ or averaging.

Now turn on the recorder and proceed to the next frame to check your answers.

Problem C. The (1) _____ process stretches and twists rope-like and rope-size sliver into a smaller cord-size strand. It is then wound onto spools called (2) _____.

In the spinning process, strands of fiber are stretched and twisted at a high rate of speed to form thread which is known in the trade as (3) _____.

The person who removes the finished bobbins of thread from the spinning frame is known as a spinning (4) _____.

Now turn on the recorder and proceed to the next frame to check your answers.

Problem D. The purpose of the (1) _____ process is to rewind the yarn from a bobbin to a cheese.

The purpose of the (2) _____ process is to rewind the yarn from bobbins onto cones.

The purpose of the (3) _____ is to twist two or more strands of yarn together in order to make heavier yarn.

Now turn on the recorder and proceed to the next frame to check your answers.

Problem E. The (1) _____ process winds hundreds of strands of yarn onto a beam.

The (2) _____ process coats strands of yarn with a starchy solution to give it strength to undergo the (3) _____ process.

In the cloth room, the cloth is (4) _____ and graded.

Now turn on the recorder and proceed to frame 41 to check your answers.

Problem F. Matching Test

In the blanks on the left, place the letter that corresponds to the description that closest fits the names on the left.

_____	1. Weaving	a.	Puts the starchy solution on yarn and then dries it.
_____	2. Picking	b.	Separates the tightly-packed fibers as they come from the bale.
_____	3. Opening	c.	Changes laps of fiber into sliver.
_____	4. Carding	d.	Reduces strands of sliver in size and adds a slight twist.
_____	5. Roving	e.	Performed on a loom.
_____	6. Spinning	f.	Checking the cloth for defects.
_____	7. Spooling	g.	Going almost 100 yards.
_____	8. Winding	h.	Rewinds yarn from bobbins onto cones.
_____	9. Twisting	i.	Fluffs the cotton and puts it into rolls called laps.
_____	10. Warping	j.	Rewinds yarn from bobbins into cheeses.
_____	11. Slashing	k.	Makes fibers longer.
_____	12. Inspecting	l.	Winds yarn from hundreds of cheeses onto a single beam.
		m.	Changes fibers from roving form into thread or yarn.
		n.	Twists together two or more strands of yarn to make heavier yarn.
		o.	Going over once, then back twice.

NOTE TO TEACHER:

Reproduce this form and provide each student with a copy prior to the lesson.

ANSWER SHEET FOR STUDENT WORKSHEETS

Orientation to Textiles Filmstrip

Problem A.

1. 108,000; 53,000; 200,000
2. _____
3. _____
4. _____

Problem B.

1. _____
2. _____
3. _____
4. _____

Problem C.

1. _____
2. _____
3. _____
4. _____

Problem D.

1. _____
2. _____
3. _____

Problem E.

1. _____
2. _____
3. _____
4. _____

Problem F. Matching Test

_____ 1. Weaving
_____ 2. Picking
_____ 3. Opening
_____ 4. Carding
_____ 5. Roving
_____ 6. Spinning
_____ 7. Spooling
_____ 8. Winding
_____ 9. Twisting
_____ 10. Warping
_____ 11. Slashing
_____ 12. Inspecting

ANSWER KEY

Problem A.

1. 200,000
2. Opening
3. Picking
4. Lap

Problem B.

1. Carding
2. Sliver
3. Drawing
4. Doubling

Problem C.

1. Roving
2. Bobbins
3. Yarn
4. Doffer

Problem D.

1. Spooling
2. Winding
3. Twisting

Problem E.

1. Warping
2. Slashing
3. Weaving
4. Inspected

Problem F. Matching Test

1. e
2. i
3. b
4. c
5. d
6. m
7. j
8. h
9. n
10. l
11. a
12. f

ACCESSION NUMBER: VT100644

PUBLICATION DATE: 74

TITLE: INDUSTRIAL EDUCATION SAFETY GUIDE. RECOMMENDATIONS AND UTAH OCCUPATIONAL SAFETY AND HEALTH ACT (UOSHA) STANDARDS.

DESCRIPTOR: *SAFETY; *SAFETY EDUCATION; *INDUSTRIAL EDUCATION; *STANDARDS; SAFETY EQUIPMENT; SCHOOL SAFETY; ACCIDENT PREVENTION

IDENTIFIER: *UTAH OCCUPATIONAL SAFETY AND HEALTH ACT; UOSHA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 551

ABSTRACT: THE GUIDE CONTAINS AN ABRIDGMENT OF SELECTED UTAH OCCUPATIONAL SAFETY AND HEALTH ACT (UOSHA) STANDARDS WITH RECOMMENDATIONS FOR USE IN INDUSTRIAL EDUCATION CLASSES. IT SHOULD ASSIST INDUSTRIAL EDUCATION INSTRUCTORS, SUPERVISORS, AND ADMINISTRATORS TO ORGANIZE, EVALUATE, AND MAINTAIN APPROPRIATE SAFETY PROGRAMS. TOPICS WHICH ARE COVERED INCLUDE: (1) LEGISLATION, (2) LEVELS OF RESPONSIBILITY, (3) LIABILITY, (4) NEGLIGENCE, (5) SAFETY PROGRAM, (6) SAFETY AND HEALTH INSPECTIONS, (7) UOSHA STANDARDS AND SAFETY RECOMMENDATIONS, (8) SAMPLE RECORDS AND FORMS, AND (9) EMPLOYMENT OF MINORS. AN EXTENDED APPENDIX CONTAINS LEGISLATIVE ACTS, LISTS OF RESOURCES, REPORT FORMS, SAFETY CHARTS, AND CHILD LABOR LAW PROVISIONS. (AUTHOR/MU)

INSTITUTION NAME: UTAH STATE BOARD FOR VOCATIONAL EDUCATION, SALT LAKE CITY.

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Utah State Board of Education
1974

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INDUSTRIAL EDUCATION

SAFETY GUIDE

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FOREWORD

This new Industrial Education Safety Guide has been developed to conform in part with the Utah State Occupational Safety and Health Act which went into effect July 1, 1973.

The Utah Occupational Safety and Health Act (UOSHA) has a significant relationship to, and a direct effect on, industrial education. In a letter to the State Specialist for Industrial Arts Education, the State Administrator of the Occupational Safety and Health Act stated concerning the law:

"The standards (UOSHA) are merely the beginning and, as we all understand, the administration of those standards and their enforcement is the real challenge and its achievement will depend on everybody cooperating.

This, of course, commences at the lowest level, which is a classroom or shop, and the instructor and those associated with him must enforce the regulations uniformly, fairly and thoroughly."

This guide is an abridgment of selected UOSHA standards with inserted precautionary safety recommendations which relate to industrial education. Those using this publication should refer to the unabridged document(s) for further information and specific details.

The UOSHA standards in this guide have been extracted and it should be clearly understood that this publication in no way alters, deletes, modifies or changes the Utah Safety Standards published by the State Industrial Commission.

This guide has been developed to assist industrial education instructors, supervisors and administrators to organize, evaluate and maintain appropriate safety programs and to help them understand and comply with the new UOSHA standards.

It was developed under the leadership of Joe O. Luke, State Specialist in Industrial Arts Education. It will be coordinated with other aspects of educational employment, which will be developed by the State Board of Education.

WALTER D. TALBOT
State Superintendent of
Public Instruction

A C K N O W L E D G M E N T S

Appreciation is expressed to those who assisted in preparing this new Industrial Education Safety Guide. Special credit is extended to Dr. Jerry Grover with the assistance of Dr. Carl Wallis and Blaine R. Parker for research and for compiling the initial draft.

Special gratitude is expressed to the following state and national educational leaders, industrial consultants, and safety experts for their technical review and recommendations for this guide:

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TERMINOLOGY

OSHA:	Federal Williams-Steiger Occupational Safety and Health Act of 1970.
UOSHA:	Utah Occupational Safety and Health Act of 1973.
Employer:	The state, each county, city, town and school district therein; every person, firm and private corporation including public utilities, having one or more workers or operatives regularly employed in the same business or in and about the same establishment, under any contract of hire.
Employee:	Any person suffered or permitted to work by an employer.
Person:	The general public, one or more individuals, partnerships, associations, corporations, legal representatives, trustees, receiver, the State of Utah and its political subdivisions.
U.S.:	Utah Standards (UOSHA).
F.R.:	Federal Register Volume 37-Number 202, October 18, 1972 and Volume 37-Number 243, December 16, 1972.
S.R.:	Safety recommendation.
LEA:	Local Education Agency. (School districts, area vocational centers and technical schools.)
NFPA:	National Fire Protection Association.
ANSI:	American National Standards Institute. Formerly American Standards Association (ASA).
Standard:	An occupational health and safety standard or group of standards which requires conditions, or the adoption or use of one or more practices, means, methods,

operations, or processes, reasonably necessary to provide safety and healthful employment and places of employment.

Safety Standards: Standards pertaining to safety.

National Consensus Standard: Any occupational safety and health standard of modification (a) adopted by a nationally recognized standards-producing organization under procedures where it can be determined by the administration and comission that persons interested and affected by the standard have reached substantial agreement on its adoption; (b) was formulated in a manner which affords an opportunity for diverse views to be considered; and (c) has been designated as such a standard by the Secretary of the United States Department of Labor.

I. INTRODUCTION: LEGISLATION

From the inception of industrial education as a curriculum area in public education, industrial educators have exhibited concern for the safety of students in their shops and laboratories. They have the unique opportunity and responsibility to educate and train young men and women to work safely and successfully in today's technological society.

Because of recent National and State legislation, safety must be considered a priority and re-emphasized in the industrial education program. The growing concern in the nation for the safety and health of its citizens was enacted into law with the passage of the Occupational Safety and Health Act of 1970 by the United States Congress. The act became law April 23, 1971. It is designed specifically to eliminate unsafe working conditions in all areas of employment and is intended as a guide to the states in setting up occupational safety and health programs which conform to regulations established in the 1970 act.

The new law makes it mandatory for every employer to keep his place of employment "free from hazards that are likely to cause death or serious harm to his employees." "Employer" means " a person engaged in business affecting commerce who has employees . . . ." The law requires enabling legislation by each of the states, which legislation Utah passed in the Utah Occupational Safety and Health Act of 1973 (UOSHA). The Utah Law reads in brief:

> "AN ACT RELATING TO OCCUPATIONAL SAFETY AND HEALTH: PROVIDING FOR ADMINISTRATION OF THE ACT IN THE UTAH STATE INDUSTRIAL COMMISSION THROUGH ESTABLISHMENT OF A DIVISION OF OCCUPATIONAL SAFETY AND HEALTH UNDER THE DIRECTION OF AN ADMINISTRATOR SELECTED BY THE COMMISSION: PROVIDING AUTHORITY IN THE COMMISSION TO PROMULGATE RULES, REGULATIONS AND PROCEDURES TO EFFECTUATE THE PURPOSE OF THIS ACT: PROVIDING FOR THE CREATION OF AN OCCUPATIONAL SAFETY AND HEALTH ADVISORY COUNCIL: PROVIDING FOR THE CREATION OF A REVIEW COMMISSION: PROVIDING FOR AUTHORITY IN THE DIVISION AND THE ADMINISTRATOR

THROUGH PROPER PROCEDURES TO INAUGURATE SAFETY AND HEALTH STANDARDS AND ENFORCE COMPLIANCE WITH SUCH STANDARDS: PROVIDING FOR CIVIL AND CRIMINAL PENALTIES: PROVIDING FOR A SEVERABILITY CLAUSE: AND PROVIDING AN EFFECTIVE DATE."

The Utah Act further states:

Section 2: In the interpretation and application of the Act, the public policy of the state is declared to be as follows:

1. Assure every man and woman in Utah a safe and healthful place in which to work, thereby preserving human resources.

2. Provide coordinated state plan for implementation, establishment, and enforcement of Occupational Safety and Health standards as effective as the federal Williams-Steiger Occupational Safety and Health Act of 1970.

Section 3: As stated in this Act:

1. The word "employer" means the state, each county, city, town and school district therein; every person, firm, and private corporation, including public utilities, having one or more workmen or operators regularly employed in the same business or in or about the same establishment, under contract or hire.

Section 4: The Commission:

1. Shall make, establish, promulgate, and enforce all necessary and reasonable rules and provisions to carry this act into effect.

2. This act shall apply to all workplaces in the State of Utah except where other federal agencies have preempted the State by prescribing and enforcing standards affecting Occupational Safety and Health.

Section 5:

1. Each employer shall furnish each of his employees employment and a place of employment free from recognized hazards that are likely to cause death or physical harm to his employees

> and comply with the standards promulgated under the act. Each employee shall comply with the Occupational Safety and Health standards, orders, rules, and regulations promulgated under the act.

In neither the Federal nor the State Acts are students considered employees, except in those cooperative education classes where they are receiving pay. However, it is the intent of framers of the Utah Occupational Safety and Health Act that it apply to schools equally with other agencies, and that the safety and health standards be taught to and practiced by students. State UOSHA inspectors will visit school facilities including shops and laboratories to review safety and health applications and give counsel on meeting state and federal safety and health standards.

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II. LEVELS OF RESPONSIBILITY

A. Federal

A growing national awareness of the need for safer and healthier environment in which Americans can live and work has developed in recent years. Federal legislators, aware of this, enacted the National Occupational Safety and Health Standard--under the title: The Williams-Steiger Occupational Safety and Health Act of 1970.

B. State

The Utah State Legislature adopted the federal act in the Utah Occupational Safety and Health Act of 1973. This Act (UOSHA) establishes the State Industrial Commission as the enforcing agency and sets standards of occupational safety and health equal to and comparable with the national standard.

C. State Board of Education

As a state agency, the State Board of Education, (State Board for Vocational Education) is responsible to direct compliance with safety and health standards by organizations under its jurisdiction. As interpreted (Section 15) the law requires the State Board

1. to direct local education agencies to enter into compliance with UOSHA standards and regulations, and

2. to provide leadership and assistance to local educational agencies in complying with state occupational safety and health standards.

D. Employers (Local Educational Agencies)

1. As public agencies, LEA's should:

   a. Implement and enforce UOSHA standards and regulations, including the Utah Eye Safety Law.

   b. Provide and maintain appropriate facilities, tools, and equipment to assure employees (instructors) a safe and healthful place to work.

   c. Comply with State Board of Education safety and health recommendations.

d. Comply with State Industrial Commission safety and health orders.

E. Employees (Instructors)

1. Implement and enforce UOSHA standards and regulations including the Utah Eye Safety Law.

2. Comply with employer's (LEA) safety and health standards and regulations.

3. Comply with State Board of Education safety and health recommendations.

4. Comply with State Industrial Commission safety and health orders.

5. Properly maintain facilities, tools, and equipment.

6. Repair and/or report unsafe facilities, tools, and equipment and unhealthful conditions to appropriate school authorities.

7. Become fully familiar with the State Industrial Education Safety Guide.

F. Students

1. Students are not referred to in the Utah Occupational Safety and Health Act. However, it seems logical to assume that a number of the UOSHA standards and regulations for employees (instructors) should be applicable to students in industrial education classes. Therefore, students should;

2. Comply with UOSHA and LEA safety standards and regulations as they apply in their training activities, including the Utah Eye Safety Law.

G. Parents

1. Through PTA and other means, secure parental support and cooperation in encouraging students to respect and comply with the safety law and regulations.

III. LIABILITY

A. Common law in the United States has long held that a person who has been injured or in some way damaged by the wrongful conduct of another person may recover for the damages he suffered. There are two main types of wrongful conduct considered under the common law. One is negligence, and the other is an intentional act. Under the law, a school teacher may be adjudged liable for damages resulting to a student under his instruction from either a negligent act or an intentional act.

B. One of the historical maxims of the Common Law is that the "King can do no wrong." From this historical concept has grown the well-established legal principal that the government cannot be sued without its consent.

C. The Governmental Immunity Act (63-30-3 - Utah Code Annotated 1953) sets forth the common law principle that the school district cannot be sued except in certain situations which the statute excepts from the common law principle.

D. The new Governmental Immunity Act, (beginning July 1, 1966) makes the school district a partner in susceptibility to legal liability along with the professional teacher.

E. During the course of a teacher's employment, the state may be held liable for his negligent acts under the doctrine of respondent superior, or master-servant principle of common law, or under modern agency concepts. The state may be held responsible for torte committed or caused or allowed to occur by its employees.

IV. NEGLIGENCE

A. This discussion of negligence is intended only as a guide to assist industrial education personnel in protecting students, local education agencies, and themselves from implication of negligence in the teaching of manipulative processes in industrial education programs. In any instance where negligence may be implied, the guidance of competent legal personnel should be obtained.

B. The following basic elements may provide a basis for accusation or inference of negligence:

1. The failure of the individual to act so as to protect others from unnecessary risks. When such failures result in injury, they may result in revealing negligence.

2. Failure to act as a reasonable and prudent person would act under the same or similar circumstances (either action or inaction may constitute negligence).

3. Lack of due diligence or care. This could involve such things as care of physical facilities, care and maintenance of tools and equipment, adequate supervision, safety instruction, and proper example.

4. Allowing a third person (an individual other than the instructor or student) to use an object or engage in an activity if the instructor knows or should know that the person is likely to perform in such a manner as to create unreasonable risk or harm to himself or others.

5. Failure by the instructor to protect pupils against their own childish acts, immaturity, or irresponsibility could constitute a case for negligence. However, failure of a student to act with reasonable prudence to safeguard himself may constitute contributory negligence and may somewhat relieve the instructor of liability.

6. Failure to reasonably foresee unsafe conditions or to anticipate the consequence of unsafe conditions, may be ruled as negligent.

C. The following recommendations may assist instructors in avoiding accusation or inference of negligence in the industrial education laboratory or classroom.

1. Comply with UOSHA standards and regulations.

2. Comply with the Utah Eye Safety Law. See Appendix A.

3. Maintain continuous supervision in your laboratory and classroom.

4. Establish and maintain an effective safety program.

5. Comply with the State Board of Education safety recommendations and State Industrial Commission safety orders.

6. Maintain industrial education facilities, tools and equipment in compliance with UOSHA standards. Keep records of your actions.

7. Correct and/or report unsafe facilities, tools and equipment and unhealthful conditions to appropriate school authorities. Keep records of your actions.

8. Tag unsafe tools and equipment clearly as "OUT OF ORDER - UNSAFE" until they are repaired or replaced. Unsafe power equipment should also be disconnected from power sources.

9. Maintain an accurate record of accidents and injuries. A copy should be filed in the instructor's office. Additional copies should be filed in the appropriate administration offices.

10. Provide safety instruction in the use of tools and equipment.

11. Require students to complete safety tests with scores the instructor approves prior to permitting them to use tools or equipment or engage in manipulative activities. Require students' signatures on the safety test and retain in file for one year.*

* For additional information relating to parental consent or permission forms, release forms and waivers, see section IX page 59.

12. Require parental approval prior to permitting students to use tools and equipment or to engage actively in manipulative activities. Require both parent and student signatures and retain in file for one year.* See Appendix B.

    Require vehicle release form for all appropriate activities involving vehicles.* See Appendix C.

13. Use good judgment and intelligent reasoning in the selection of activities in which students are expected to participate.

14. Portray a proper example for students by virtue of words, deeds and actions.

D. Liability Insurance

Liability insurance is available from the following professional organizations at minimal cost:

UEA (Utah Education Association) - UEA has a blanket policy in the amount of $100,000 or $50,000. Instructors must be members of UEA to receive coverage. For more information contact Horace Mann. Educators (UEA Office) 875 East 180 South, Murray, Utah. Phone, 262-8411.

AVA (American Vocational Association) -AVA has a $300,000 policy at a cost of $5.00 annually. Instructors must be members of AVA. For more information contact American Vocational Association, Inc., 1025 - 15th Street, N.W., Washington, D.C. 20005

V. SAFETY PROGRAM

A. Industrial education laboratories provide an environment for the development of safety concepts and safe habits. Students should be taught to work and live in a technological society which places a high degree of emphasis on occupational safety and health.

B. It is the professional responsibility of industrial education instructors with the assistance of LEA's to initiate and continually maintain a safe and healthful environment.

C. Instructors should prepare a written plan of safety education and laboratory management. In summary, the plan should include (but not be limited to) the following:

1. The objectives of the program.

2. A layout of industrial education facilities specifying the location of:

   a. Equipment.
   b. Master electrical control panel/switch.
   c. Safety zones.
   d. Danger areas.
   e. Fire extinguishers.
   f. First aid.
   g. Aisles.
   h. Exits.

3. A list and description of tools and equipment :

   a. Power equipment.
   b. Non-power equipment.
   c. Test equipment.
   d. Work benches.
   e. Tool storage cabinets.
   f. Hoists.

4. A list of student organization and management responsibilities.

   a. Safety committee.
   b. Personnel organization.
   c. Housekeeping procedures.

5. Safety standards for classrooms and laboratories.

   a. Information/instruction sheets.
      (1) Policies.
      (2) Procedures.
      (3) Rules.
      (4) Regulations.
   b. Safety tests.
   c. Demonstrations.
   d. Lectures.
   e. Safety posters.
   f. Safety signs.
   g. Color coding.

6. Safety standards for tools and equipment. See Appendix D.

   a. Information/instruction sheets.
      (1) Policies.
      (2) Procedures.
      (3) Rules.
      (4) Regulations.
   b. Safety tests.
   c. Parental permission.
   d. Demonstrations.
   e. Lectures.
   f. Safety posters.
   g. Safety signs.
   h. Color coding.

7. Safety and maintenance inspections of equipment.

   a. Guards.
   b. Operating condition.
   c. Broken parts.
   d. Non-slip work area.

8. Safety and maintenance inspections of facilities.

   a. Electrical.
   b. Housekeeping.
   c. Ventilation.
   d. Lighting.

9. Description of protective equipment.

   a. Eyeglasses, goggles or shields.

b. Clothing.
c. Shoes.
d. Hard hats.
e. Respirators.
f. Hair retainers.

10. Accident/injury policy and procedures.

a. Student(s).
b. Instructor(s).

11. Evacuation plans.

a. Fire.
b. Man-made or natural disaster.

12. Safety posters.

a. Accident prevention.
b. Safety awareness.

13. Safety signs.

a. Danger.
b. Caution.
c. Safety instructions.
d. Safety regulations.
e. Informational.
f. Regulatory.
g. Exit.

14. Safety suggestion box for students.

15. Safety field trips.

a. Industries.
b. Construction sites.
c. Manufacturing plants.
d. Local city, state and federal government jobs, shops and installations.

16. Guest safety consultants.

a. Safety engineers.

b. Safety technicians.
c. UOSHA personnel.

17. Safety instructional aids. See Appendix E.

a. Films.
b. Periodicals and magazines.
c. Text and reference books.
d. Charts, posters and signs.

ERIC

VI. SAFETY & HEALTH INSPECTIONS

A. Safety inspections from the State Board of Education, State Industrial Commission or other outside agencies should be expected and/or solicited, and welcomed at any time.

B. This guide (sectionVII) has been designed so that it may be utilized as a self evaluation safety and health checklist for industrial education programs.

C. The State Board of Education will use this checklist (the Utah Industrial Education Safety and Health Inspection Checklist) for safety and health inspections.

D. The checklist is also recommended for instructors, supervisors, and administrators for safety and health inspections of industrial education programs.

E. Checking procedure: Place a check (x) in the appropriate blank according to the following scheme:

C - Compliance
NC - Non Compliance
NA - Not Applicable

VII. UOSHA STANDARDS & SAFETY RECOMMENDATIONS

A. General:

C NC NA

___ 1. A Safety and Health Protection on the Job poster must be displayed in a prominent place in the establishment which employees (instructors) normally report to work. See Appendix I. OSHA Recordkeeping Requirements.

___ 2. Employers (LEAs) must keep an occupation injury and illness report for employees (instructors). OSHA Recordkeeping Requirements. See section IX and Appendix J.

___ 3. Industrial Education instructors should conduct regular self evaluations (inspections of their industrial education programs.) SR

___ 4. Industrial Education instructors should initiate and continuously maintain an appropriate safety program. SR See section V, page 10.

___ 5. Industrial Education instructors should have a written statement outlining proper procedures to follow in the event of an accident. SR

___ 6. Accident reports should be made out as soon as possible after an accident has occurred. Copies of the report should be retained in the instructors' file. Additional copies of the report should be filed in appropriate administrative offices. SR

B. Buildings:

___ 1. Every building designed for human occupancy shall be provided with exits sufficient to permit the prompt escape of occupants in case of fire or other emergency. (UOSHA 1910.36(b)(1)-U.S.

C NC NA

___ 2. Each facility shall have adequate toilet facilities which are separated for separate sexes. (UOSHA 1910.141(c)(1)(ii)-F.R.

___ 3. All exits shall be clearly visible or the route to reach them shall be conspicuously indicated. (UOSHA 1910.36(o)(5)-U.S.

___ 4. All exits shall be marked by readily visible signs. (UOSHA 1910.37(q)-U.S.

___ 5. It is recommended that a minimum clearance of not less than seven feet six inches should be provided over work areas or means of egress. (OSHA 1910.37(a)

___ 6. Every stairway, floor opening, or pit or floor hole into which a person can accidentally walk, shall be guarded. (UOSHA 1910.23(a)(1)(8)-U.S.

___ 7. All flights of stairs having four or more risers shall be equipped with standard stair railings. (UOSHA 1910.23)(d)(1)-U.S.

___ 8. Classrooms, offices and laboratories shall be lighted with not less than 30-foot candles. Drafting rooms shall be lighted in not less than 50-foot candles. SR

___ 9. An adequate number of waste receptacles shall be provided and maintained in a sanitary condition. (UOSHA 1910.141(3)-F.R.

___ 10. Specific signs must be displayed to define specific hazards of a nature that failure to designate them may lead to accidental injury to workers or to the public. (UOSHA 1910.145(a)-F.R.

___ 11. Corridors and storage areas shall be lighted in not less than 10-foot candles. (UOSHA 1926.56(a)-F.R.

___ 12. Accident prevention tags are a temporary means of warning and should be used until a positive means can be employed to eliminate the hazard. (UOSHA 1910.145(4)(f)-F.R.

C NC NA

___ 13. All shops shall be kept clean and orderly and in a sanitary condition. Cleaning and sweeping shall be done in a manner to minimize contamination of the air. (UOSHA 1910.141(a)(1)(i)-F.R.

___ 14. All wall openings from which there is a drop of more than four feet shall be guarded. (UOSHA 1910.23(b)(1)-U S.

___ 15. The Occupational Safety and Health Administration should be contacted when new installations of facilities, material, or equipment are made which may endanger the safety or health of employees. -S.R.

C. Storage Areas

___ 1. Storage of material shall not create a hazard. (UOSHA 1910.176(b)-U.S.

___ 2. All storage areas shall be kept free from accumulation of materials that constitute hazards from tripping, fire, explosion, or pest harborage. (UOSHA 1910.176(c)-U.S.

___ 3. Floor areas under material and storage racks should be kept free of stored materials as well as debris,

refuse, scrap and other foreign matter. S.R.

D. Work Areas

C NC NA

___ 1. Safety zones should be marked off around every work area where there is danger of possible injury. S.R. (See Appendix F.)

___ 2. Non-skid type paint or abrasive material should be placed in the work areas of equipment where there is danger of slipping or of receiving injury. Rubber mats around the machines are not recommended. S.R.

___ 3. Floors should be kept free of dangerous projections and obstructions and should be kept free from debris, refuse, scrap, oil and other foreign matter. S.R.

___ 4. Scrap boxes, strategically placed near scrap-producing equipment or work areas should be used to help keep scrap off the floor and the shop area clean. S.R.

E. Color Coding

Safety Color Code for Marking Physical Hazards. (UOSHA 1910.144)
NOTE: See back cover for color samples.

The following safety color codes shall be used for marking physical hazards:

___ 1. RED: Shall be used as the basic color for the identification of fire protection equipment and apparatus . . . If painting the extinguisher is impractical or undersirable, color should be used on the housing, wall, or support to identify the location of such equipment . . . .
(ii) DANGER . . . .
(iii) STOP. Emergency stop bars, buttons, or electrical switches on hazardous machines shall be red.

___ 2. ORANGE: Orange shall be used as the basic color for designating dangerous parts of machines or energized equipment. Orange shall be used to

emphasize hazards when enclosure doors are open or when gear bolts, or other guards around moving equipment are open or removed, exposing unguarded hazards.

C NC NA

___ 3. Y E L L O W : Yellow shall be the basic color for designating caution and for marking physical hazards. Solid yellow, yellow and black stripes, or checkers (or yellow with suitable contrasting background) should be used interchangeably using the combination which will attract the most attention . . . .

___ 4. G R E E N : Green shall be used to designate safety and the location of first-aid equipment (other than fire-fighting equipment).

___ 5. B L U E : Blue shall be the basic color for designation of Caution, limited to warning against the starting, use of, or the movement of equipment under repair or being worked upon.

___ 6. P U R P L E : Purple shall designate radiation hazards.

___ 7. B L A C K & W H I T E : Black, white, or a combination of these two shall be the basic colors for designation of traffic and housekeeping markings.

___ 8. Colors shall meet the tests specified in section 3, color definitions, of ANSI 253.1-1967 Safety Color Code for marking physical hazards. (UOSHA 1910.144(b)

F. Signs and Tags

___ 1. Signs and symbols shall be visible at all times when work is being performed, and shall be removed or covered promptly when the hazards no longer exist. (UOSHA 1926.200(a)-F.R.

___ 2. Danger signs shall be used only where an immediate hazard exists. Danger signs shall have red as the predominating color for the upper panel; black outline on the borders; and a white lower panel for additional sign wording. (UOSHA 1926.200(b)-F.R.

FIGURE 1
DANGER SIGN

C NC NA

— — —

3. Caution signs shall be used only to warn against potential hazards or to caution against unsafe practices. Caution signs shall have yellow as the predominating color; black upper panel and borders; yellow lettering of "caution" on the black panel; and the lower yellow panel for additional sign wording. Black lettering shall be used for additional wording. (UOSHA 1926.200(c)-F.R.

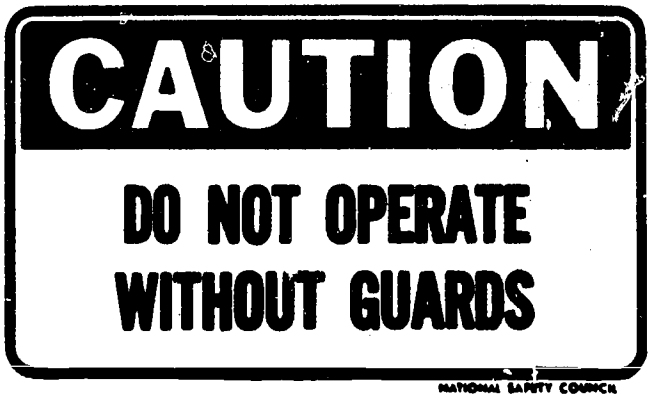

FIGURE 2
CAUTION SIGN

— — —

4. Exit signs, when required, shall be lettered in legible red letters, not less than 6 inches high, on a white field and the principal stroke of the letters shall be at least three-fourths inch in width. (UOSHA 1926.200(d)-F.R.

C NC NA

5. Safety instruction signs, when used, shall be white with green upper panel with white letters to convey the principal message. Any additional wording on the sign shall be black letters on the white background. (UOSHA 1926.200(e)-F.R.

FIGURE 3
SAFETY INSTRUCTION SIGN

6. Directional signs, other than automotive traffic signs, shall be white with a black panel and a white directional symbol. Any additional wording on the sign shall be black letters on the white background. (UOSHA 1926.200(f)-F.R.

FIGURE 4
DIRECTIONAL SIGN

C NC NA

___ 7. Blue shall be the standard color for informational signs. It may be used as the background color for the complete sign or as a panel at the top of such types of "Notice" signs, which have a white background. (UOSHA 1910.145(a)

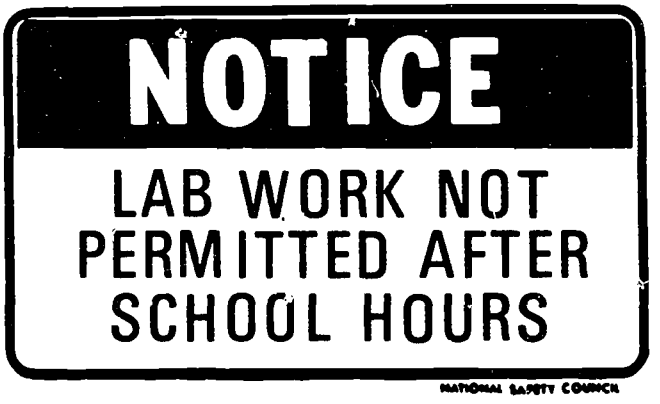

FIGURE 5
INFORMATIONAL SIGN

___ 8. There shall be no variation in the type of design of signs posted to warn of specific dangers and radiation hazards. (UOSHA 1910.145(c) (1)-U.S.

___ 9. The colors, porportions, and location of the identification panels of each sign shall be in accordance with Table J-1 to J-4. Standard Proportions for Safety Instruction Signs. (UOSHA 1910.145(d) Table J-1 to J-4) - F.R.

___ 10. All employees shall be instructed that danger signs indicate immediate danger and that special precautions are necessary. (UOSHA 1910.145(c) (1) (ii)-U.S.

___ 11. Accident prevention tags shall be used as a temporary means of warning employees of an existing hazard, such as defective tools, equipment, etc. They shall not be used in place of, or as a substitute for, accident prevention signs. (UOSHA 1926.200(h)-F.R.

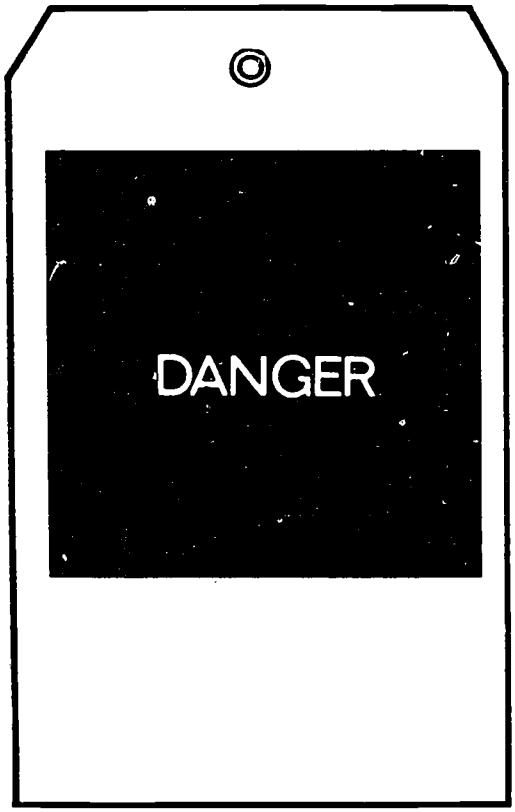

FIGURE 6 - DANGER TAG

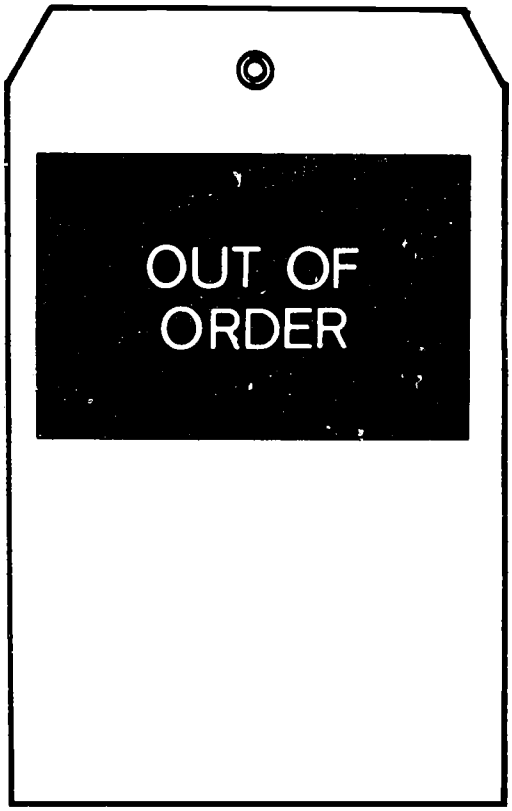

FIGURE 7 - OUT OF ORDER TAG

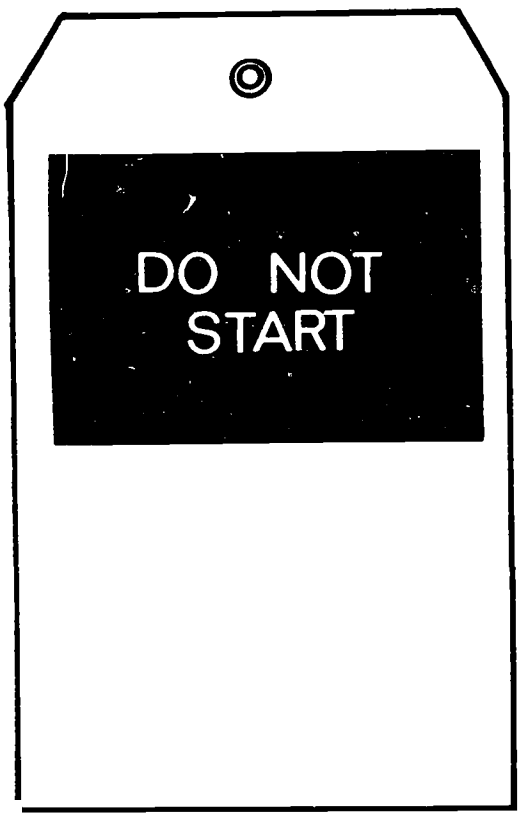

FIGURE 8 - DO NOT START TAG

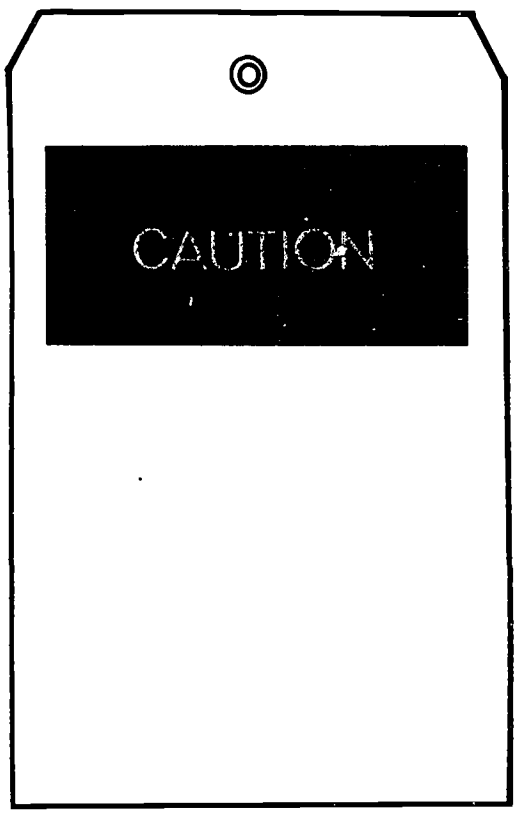

FIGURE 9 - CAUTION TAG

G. Personal Protection

C NC NA

___ 1. The employer is responsible for requiring the wearing of appropriate personal protective equipment in all operations where there is an exposure to hazardous conditions. (UOSHA 1926.28(a)-F.R. Sect. 14, (1)(2)-U.S.

___ 2. The employer (LEA) shall instruct each employee in the recognition and avoidance of unsafe conditions and the regulations applicable to his work environment, to control or eliminate any hazards or other exposure to illness, or injury. (OSHA 1926.21(2)-F.R.

___ 3. All exposures to any material or substance at concentrations above those specified in the Threshold Limit Values of Airborne Contaminants for 1970, shall be avoided by exhaust of fumes, or protective equipment shall be provided and used. (OSHA 1910.93; 1926.57(a)-F.R.

___ 4. Safety shoes shall be worn to protect against foot injury where heavy pieces of equipment are handled. (OSHA 1910.94(5); 1926.55(a)-F.R. 1910.94(a)(5)(v)-U.S.

C NC NA

___ 5. All persons required to work in such a manner that their clothing may become wet shall be provided with such aprons, coats, jackets, sleeves, or other garments for protection. (UOSHA 1910.94 (d) (9) (iv) -U.S.

___ 6. Portection against the effect of noise shall be provided when the sound level exceeds 90 decibels for eight hours per day, 94 decibels for four hours per day, 100 decibels for 2 hours, or 105 decibels for one hour. Exposure to impulsive impact should never exceed 140-decibel peak sound. (OSHA 1910. 95(a) (3) -F.R.-U.S.; 1926.101-F.R.; 1926.52(a) (d) (e)-F.R.

___ 7. Where instructors (employees) desire to provide their own protective equipment, the LEA (employer) shall be responsible to assure its adequacy, including proper maintenance, and sanitation of such equipment. (UOSHA 1910.132(b) -U.S.

___ 8. Suitable eye protectors shall be provided where machines or operations present the hazard of flying objects, glare, liquids, injurious radiation or a combination of these hazards. (UOSHA 1910.133(a) (1) -U.S.; 1926.102-F.R. See Appendix P-Q.

___ 9. Respirators shall be provided by the employer (LEA) when such equipment is necessary to protect the health of the employee (instructor). (UOSHA 1910.134(2) -F.R.

___ 10. Head protection shall be used in any area where there is danger from falling or flying objects, and from limited electrical shock and burn. (OSHA 1910.135-F.R.; 1926.100 -F.R.

___ 11. Loose clothing such as tails, ties, lapels, cuffs, torn clothing or similar garments which can become entangled in moving machinery shall not be worn where an entanglement hazard exists. (UOSHA Subpart I, Sec. 15.5-U.S.

___ 12. Wrist watches, rings, or other jewelry shall not be worn on the job where they constitute a safety hazards. (UOSHA Subpart I, Sec. 15.9-U.S.

C NC NA

___ 13. Where there is a risk of injury from hair entanglement in moving parts of machinery, employees (instructors) shall confine their hair to eliminate the hazards. (UOSHA Subpart I, Sec. 15.2.3.-U.S.

___ 14. Adequate facilities for maintaining personal cleanliness shall be provided in every place of employment. These shall be convenient for the employees for whom they are provided and shall be maintained in a sanitary condition. (UOSHA 1910.141(d)-U.S.

___ 15. If an employee is exposed to personal hazard the employer must provide appropriate protective equipment for the employee. (UOSHA Sec. 14.1-U.S.

___ 16. Whenever protective equipment is provided by the employer, (LEA) it shall be the duty of each employee (instructor) to use the equipment. (UOSHA Sec. 14.2-U.S.

___ 17. Avoid inhaling fumes from brass, zinc, galvanized iron, or lead paint. -S.R.

H. First Aid

___ 1. Employees (instructors) should have a written statement outlining proper first aid procedures. - S.R.

C NC NA

___ 2. A list of telephone numbers and addresses, from which an emergency service can be secured, shall be posted in a conspicuous place (in classroom or shop buildings) so necessary help can be obtained in case of emergency. This list shall include:

a. Responsible supervisor (school authorities)
b. Doctor
c. Hospital
d. Ambulance
e Fire Department
f. Sheriff or Police. (UOSHA Sec. 23.2-U.S.

___ 3. If a clinic, infirmary, or hospital is not nearby, a person must be available who has been adequately trained to render first aid. (UOSHA 1910.151(b)-U.S.

___ 4. First aid supplies approved by the consulting physician shall be readily available. (UOSHA 1910.151(b)-U.S.

___ 5. First aid services and provisions for medical care shall be made available by the employer for every employee. (UOSHA 1910.23-F.R.

___ 6. Any condition that exposes the eyes or any other part of the body to injurious corrosive materials must be supplied with a suitable facility for quick drenching or flushing of the eyes and body. (UOSHA 1910.151(c)-U.S.

___ 7. Washing facilities, including soap, towels, and hot water shall be provided for all persons required to handle any liquids which may burn, irritate, or may otherwise be harmful to the skin. (UOSHA 1910.94 (d) (ix)-U.S.

___ 8. A green first aid cabinet should be appropriately marked and placed in a conspicuous area in each separately located shop or laboratory. The contents shall have an adequate supply of first aid equipment available for immediate use when needed. The American Red Cross, Salt Lake Chapter, recommends that the following supplies be available in a school first-aid cabinet:

(1) 2 units 1 inch Adhesive Compress
(2) 2 units 2 inch Bandage Compress

(3)	2 units	3 inch Bandage Compress
(4)	2 units	4 inch Bandage Compress
(5)	1 unit	3 inch x 3 inch Plain Gauze Pads
(6)	2 units	Gauze Roller Bandage
(7)	1 unit	Eye Dressing Packet
(8)	4 units	Plain Absorbent Gauze (½ sq. yd.)
(9)	3 units	Plain Absorbent Gauze - 24" x 72"
(10)	4 units	Triangular Bandages
(11)	1 unit	Tourniquet - Scissors - Tweezers

I Fire Protection

C NC NA

___ 1. Portable extinguishers shall be maintained in a fully charged and operable condition and kept in their designated places. (UOSHA 1910.157(a)(1)-U.S.

___ 2. Extinguishers shall be conspicuously located where they will be readily accessible and immediately available in the event of fire. (UOSHA 1910.157 (a)(2)-U.S.

___ 3. The locations and intended use of extinguishers shall be marked conspicuously. (UOSHA 1910.157(a)-U.S.

___ 4. Extinguishers designed for separate classes of fires shall be marked conspicuously. (UOSHA 1910. 157(a)(4)-U.S.

C NC NA

___ 5. Fire extinguishers suitable for the control of flammable liquid fires must be available, and one portable fire extinguisher having a rating of not less than 12-B units shall be located outside of and not more than ten feet from the door opening of any flammable materials storage room. (UOSHA 1910.106(7)-F.R.

___ 6. Extinguishers shall be mounted on hangers, or in the brackets supplied, or in unlocked cabinets, or set on shelves. (UOSHA 1910.157(a) (5)-U.S.

___ 7. The number and size of extinguishers needed to protect a property shall be determined as prescribed in the UOSHA law. (UOSHA 1910.157(c) (1) (i)-U.S.

___ 8. All extinguishers must be maintained at intervals of not more than one year. They shall be inspected thoroughly, recharged and/or repaired to insure operability and safety. (UOSHA 1910.157(d) (3)-U.S.

___ 9. The employer (LEA) shall be responsible for the development of a fire protection program. (UOSHA 1926.150(a)-F.R.

___ 10. Carbon tetrachloride and other toxic vaporizing liquids for fire extinguishers are prohibited. (UOSHA 1926.150(c) (2) (vii)-F.R.

___ 11. Any extinguisher removed from the premises to be recharged shall be replaced by a spare extinguisher during its absence. (UOSHA 1910.157(d) (3) (ii)-U.S.

___ 12. Fire protection equipment of the hose system type shall meet the design requirements of the National Fire Protection Association Standard and OSHA. (UOSHA 1910.158(a) (1)-F.R.

NOTE: See Appendix O for fire extinguishers.

J. Flammable Liquids

___ 1. Only approved containers or approved portable tanks shall be used to store flammable liquids or materials, and each portable tank shall be provided with one or more devices to allow venting in case internal pressure becomes too great. (UOSHA 1910.106(d) (2) (i) (ii)-F.R.

C NC NA

___ 2. Portable cans for flammable liquids must be of no more than 5-gallon capacity, having a flash-arresting screen, spring closing lid, and spout cover so designed that it will safely relieve internal pressure when subjected to fire exposure. (UOSHA 1910.106(29) -F.R.

___ 3. All solvent waste, oily rags, and flammable liquids shall be kept in fire resistant covered containers. (UOSHA 1926.252(c)-F.R.

___ 4. Storage cabinets for flammable or combustible liquids must be fire resistant and not more than 60 gallons of flammable or 120 gallons of combustible liquid may be stored in a storage cabinet. (UOSHA 1910.106 (3) (i) (ii)-F.R.

___ 5. Cabinets for flammable and combustible liquids shall be labeled in conspicuous lettering "FLAMMABLE-KEEP FIRE AWAY". (UOSHA 1910.106(3) (ii)

___ 6. Cleaning solvents shall be restricted to those having flash points of not less than 100° F. (UOSHA 1910. 107(g) (5)-F.R.

___ 7. Storage of flammable and combustible liquids, which are incidental to the work being done, such as automobile assembly or construction of electronic equipment, shall be stored in tanks or closed containers. (UOSHA 1910.106(e) (2) (i) (ii)-F.R.

___ 8. All dip tanks containing a flammable or combustible liquid shall have proper ventilation and have automatic extinguishing facilities for 150 gallon capacity or a surface area exceeding 4 sq. ft. (UOSHA 1910.108 (a) (b) (5)-F.R.

___ 9. All liquified petroleum gases must be stored in approved containers and used with approved valves and manifold assemblies. (UOSHA 1910.110(b) (2)-F.R.

___ 10. When LP gas and other gases are stored or used in the same area, the containers shall be marked to identify their content. (UOSHA 1910.110(b) (5)-F.R.

C NC NA

___ 11. LP gas hoses shall be fabricated of materials that are resistant to the action of the LP gas in the liquid and vapor phases. (UOSHA 1910.110(b)(9)-F.R.

K. Compressed Gas & Gas Cylinders

___ 1. The safe condition and arrangement of compressed gas cylinders in the laboratory shall be determined by visual inspection by the employer (LEA). (UOSHA 1910.101 (a)-F.R.

___ 2. All compressed gas cylinders or portable tanks shall have pressure relief devices installed and maintained. (UOSHA 1910.101(c)

___ 3. The movement, handling, and storage of acetylene cylinders, acetylene pipe systems, and the generation of acetylene must be in accordance with the Compressed Gas Association pamphlet G-1.4-1966. (UOSHA 1910.102(a)(b)(c) -F.R.

___ 4. All compressed gas cylinders shall be marked legibly with the name of the compressed gas contained therein. (UOSHA 1910.103(b)(2)(c); 1910.252(a)(2)(i)-F.R.

___ 5. Compressed hydrogen must be stored in adequately ventilated areas at least 20 feet from any flammable materials or oxidizing gases, and at least 25 feet from any open flame or other source of ignition, and at least 75 feet from any concentrations of people, 50 feet from ventilation intakes or air-conditioning equipment and air compressors, and 50 feet from flammable gas storage. (UOSHA 1910.103(b)(2)(d)(1)(2)(3)(4)(5)-F.R.

___ 6. Compressed gas cylinders under the control of the employer (LEA) must be inspected regularly to determine that they are in a safe condition. (UOSHA 1910.166(b)(i)

___ 7. Acetylene shall not be generated nor piped nor utilized at a pressure in excess of 15 p.s.i. gage pressure. (UOSHA 1910.252(a)(1)(ii)-F.R.

___ 8. Rules and instructions covering the operation and maintenance of oxygen and fuel gas supply equipment, including generators and oxygen or fuel gas distribution piping

systems, shall be readily available. (UOSHA 1910.252(a)(1)(iv)

C NC NA

___ 9. Compressed gas cylinders shall be stored away from radiators and other sources of heat. Inside buildings, the cylinders shall be stored in well-protected, well-ventilated, dry locations at least twenty feet from highly combustible materials. (UOSHA 1910.252(a)(2)(ii)(a)(b)-F.R.

___ 10. Storage spaces for cylinders shall be located where they will not be knocked over or damaged by passing or falling objects. (UOSHA 1910.252(a)(2)(ii)(b) -F.R.

___ 11. All compressed gas cylinders should be secured at all times to prevent accidental damage caused by falling or tipping over. -S.R.

___ 12. Empty cylinders shall have their valves closed and valve protection caps shall be in place. (UOSHA 1910.252(a)(2)(ii)(c)(d)-F.R.

___ 13. Oxygen cylinders stored in an outside generator house shall be separated from the generator, or carbide storage rooms by a non-combustible partition. (UOSHA 1910.252(a)(2)(iv)(c)-F.R.

___ 14. Oxygen cylinders in storage shall be separated from fuel gas cylinders or combustible materials by a minimum distance of twenty feet, or by a non-combustible barrier at least five feet high. (UOSHA 1910.252(a)(2)(iv)(c)-F.R.

___ 15. Oxygen cylinders or apparatus shall be kept free from oily or greasy substances and shall not be handled with oily hands or gloves. (UOSHA 1910.252(a)(2)(v)(a)-F.R.

___ 16. Gas cylinders not having fixed hand wheels for their valves shall have keys, handles, or special wrenches on the valve stems while these cylinders are in service. (UOSHA 1910.252(a)(2)(v)(b)(5) -F.R.

C NC NA

___ 17. Gas cylinders shall be kept far enough away from the actual welding or cutting operation that sparks or hot slag will not reach them. (UOSHA 1910.252(a)(2)(v)(b)(9)-F.R.

___ 18. Gas cylinders shall not be placed where they might become part of an electric circuit. (UOSHA 1910.252(a)(2)(v)(b)(10)-F.R.

___ 19. Gas cylinders shall never be used as rollers or supports whether full or empty, and the number and markings stamped into cylinders shall not be tampered with. (UOSHA 1910.252(a)(2)(v)(b)(11)-F.R.

___ 20. Only the owner of the cylinder or person authorized by him shall refill a cylinder. (UOSHA 1910.252(a)(2)(v)(b)(13)-F.R.

___ 21. Unless connected to a manifold, oxygen from a cylinder shall not be used without first attaching an oxygen regulator to the cylinder valve. (UOSHA 1910.252(a)(2)(v)(b)(16)-F.R.

___ 22. Gas cylinder valves shall not be tampered with nor shall any attempt be made to repair them. (UOSHA 1910.252(a)(2)(v)(b)(18)(i)-F.R.

___ 23. Fuel gas cylinders shall be placed with valve end up whenever they are in use. (UOSHA 1910.252(a)(2)(iii)(b)-F.R.

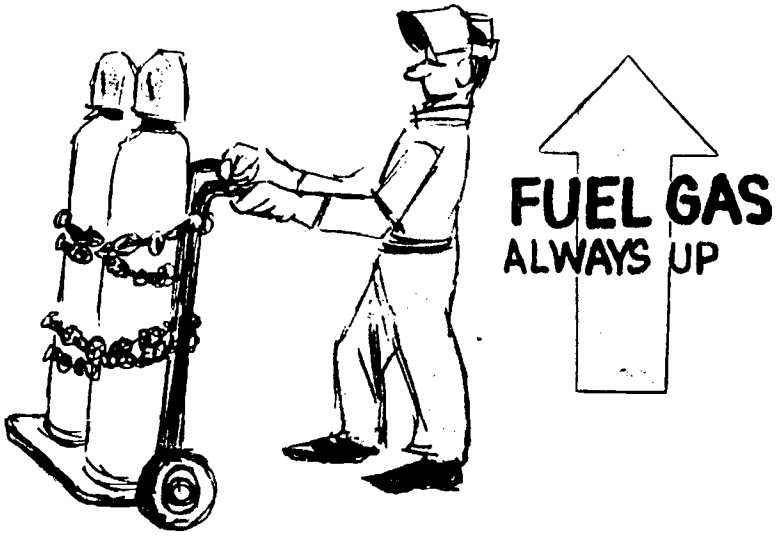

C NC NA

___ 24. Before connecting a regulator to a cylinder valve, the valve shall be opened slightly and closed immediately to blow off sediment in the connection. (UOSHA (a) (2) (v) (b) (18) (ii) (c) (3)-F.R.

___ 25. Before a regulator is removed from a cylinder valve, the valve shall be closed and the gas released from the regulator. (UOSHA 1910.252 (a) (2) (v) (b) (18) (ii) (c) (4)-F.R.

___ 26. Nothing which may damage the safety device or interfere with the quick closing of the valve shall be placed on top of an acetylene cylinder when in use. (UOSHA 1910.252(a) (2) (v) (b) (18) (ii) (c) (s)-F.R.

___ 27. Fuel gas shall never be used from cylinders without reducing the pressure through a suitable regulator. (UOSHA 1910.252(a) (2) (v) (b) (18) (ii) (c) (9)-F.R.

___ 28. An acetylene cylinder valve shall not be open more than one and one-half turns; preferably no more than three-fourths of a turn. (UOSHA 1910.252(a) (2) (v) (b) (b) (18) (c) (ii) (c) (11)-F.R.

L. Air Systems and Compressors

___ 1. Every air receiver must have a drain pipe and valve at the lowest point of the receiver. (UOSHA 1910. 169(b) (2)-F.R.

___ 2. Every air receiver shall be equipped with an indicating pressure gage and with one or more spring-loaded safety valves. (UOSHA 1910.169(b) (3) (i)-F.R.

___ 3. All safety valves on air receivers shall be tested frequently and at regular intervals to determine if they are in good operating condition. (UOSHA 1910.169(b) (3) (iv)-F.R.

___ 4. Compressed air shall not be used for cleaning except where reduced to less than thirty p.s.i., and then only with effective chip guarding and personal

protective equipment. (UOSHA 1910.242(b)-F.R.

C NC NA

___ 5. Compressed air should not be used for cleaning clothing or machines in industrial education programs. -S.R.

M. Electrical

NOTE: Items in this section have been extracted from the Federal Register May 19, 1971.

1. UOSHA has adopted the National Electrical Code NFPA 70-1971; ANSI CI-1971 as the Electrical standard. (UOSHA 1910.308(a) Items No. 2 through 25 are referred to in the National Electrical Code.

___ 2. Connections of electrical wires to terminals shall be such as to insure a solid connection without damaging the conductors, and shall be made by means of pressure connectors (including the screw type) or solder. A No. 8 or smaller conductor may be connected by means of clamps or screws with terminal plates having upturned lugs. (UOSHA 1910.310(g)-F.R.

___ 3. Conductors shall be spliced or joined with approved splicing devices or soldering with a fusible metal or alloy. (UOSHA 1910.310(h)-F.R.

___ 4. Over-current devices shall be enclosed in cutout boxes or cabinets. (UOSHA 1910.312(e)(1)-F.R.

___ 5. Fuses and circuit breakers shall be so located or shielded that persons will not be burned or otherwise injured by their operation. (UOSHA 1910.312(f)(10-F.R.

___ 6. Extension cords shall be protected against accidental damage caused by traffic, sharp corners, or projections, and pinching in doors or elsewhere. (UOSHA 1926.402(a)(11)-F.R.

___ 7. Extension cords shall not be fastened with staples, hung from nails, or suspended by wire. (UOSHA 1926.402(a)(12)-F.R.

C	NC	NA		
			8.	Extension cords used with portable tools and appliances shall be of three-wire type. (UOSHA 1926.401(f)-F.R.
			9.	All alternating-current systems shall be grounded when they can be so grounded that the maximum voltage to ground does not exceed 150 volts. (UOSHA 1910.314(a)(3)-F.R.
			10.	All metal enclosures which are free from ground contact shall be grounded except runs of less than 25 feet. (UOSHA 1910.314(d)(2)-F.R.
			11.	All equipment connected by cords and plugs which are liable to become energized shall be grounded. (UOSHA 1910.314(d)(4)-F.R.
			12.	The path to ground from circuits, equipment, and conductor enclosures shall be permanent and continuous, and shall have ample current-carrying capacity to conduct safely any currents liable to be imposed upon it. (UOSHA 1910.314(d)(6)(e)(1)-F.R.
			13.	The grounding conductor of a wiring system shall also be used for grounding equipment. (UOSHA 1910.314(d)(6)(e)(2)-F.R.
			14.	Each flexible cord shall be equipped with attachment plug and shall be energized from an approved receptacle outlet. (UOSHA 1910.316(b)(2)-F.R.
			15.	Flexible cord shall not be used as a substitute for the fixed wiring of a structure for run-through holes in walls, ceilings, or floors, or run-through windows or doorways, or similar openings. (UOSHA 1910.316(b)(2)(c)-F.R.
			16.	Flexible cord shall be used only in continuous length without splice or tap. (UOSHA 1910.316(b)(2)(d)-F.R.
			17.	Flexible cord shall be so connected to the current source and to fittings that tension will not be transmitted to joints or terminal screws. (UOSHA 1910.316(b)(2)(e)-F.R.

C NC NA

___ 18. Portable electrically-heated appliances rated at more than 50 watts and reaching temperatures in excess of 121 degrees Centigrade, shall be provided with the underwriter-approved heater cords. (UOSHA 1910.320(b)(1)(i)-F.R.

___ 19. Infra-red heating lamps rated at 300 watts or less, may be used with lamp holders of the medium base, unswitched porcelain type. (UOSHA 1910.320(b)(7)-F.R.

___ 20. Screw shell lamp holders shall not be used with infra-red lamps over 300 watts rating. (UOSHA 1910.320(b)(7)(ii)-F.R.

___ 21. Each appliance shall be provided with a means for disconnection from all ungrounded conductors. (UOSHA 1910.320(c)-F.R.

___ 22. Switches, circuit breakers, motor controllers, and fuses, including push-buttons, relays, and similar devices shall be provided with enclosures, and the enclosure in each case, together with the enclosed apparatus, shall be approved as a complete assembly. (UOSHA 1910.324(d)(2)(f)(1)-F.R.

___ 23. Circuit breakers, motor controllers, and switches shall be provided with enclosures approved for their class of operation. (UOSHA 1910.324(d)(2)(f)(1)(i)-F.R.

C NC NA

___ 24. By suitable guard or by location, each fixture shall be protected against physical damage. (UOSHA 1910.324(d) (2) (i) (1) (ii)-F.R.

___ 25. All electrical devices located in an explosive type atmosphere shall be protected and sealed against arcing which would cause ignition of the atmosphere. (UOSHA 1910.324(d) (1) (i) (2) (ii)-F.R.

N. Use of Abrasives

___ 1. Floor and bench mounted grinders shall be provided with rests which are rigidly supported and readily adjustable. Such work rests shall be kept at a distance not to exceed one-eighth (1/8) inch from the surface of the wheel. (UOSHA 1926.303(c) (2)-F.R.

___ 2. The concentration of dust or fumes in the breathing zone of an abrasive blasting operator shall be kept below the level specified in UOSHA 1910.93; 1910.94 (a) (2) (ii)-U.S.

___ 3. Air exhausted from abrasive blasting equipment shall be discharged through dust collecting equipment. (UOSHA 1910.94(a) (4) (iii)-F.R.

___ 4. Respirators shall be worn by all abrasive blasting operators when using silica sand when the nozzle and the blast are not physically separated from the operator. (UOSHA 1910.94(a) (5) (ii)-F.R.

___ 5. Labs performing dry grinding, polishing, or buffing shall provide suitable hood or enclosures that are connected to an exhaust system. (UOSHA 1910.94(b) (3) (ii)-F.R.

___ 6. The abrasive wheel guard shall cover the spindle and nut, and flange projections. (UOSHA 1910. 215(a) (2)-U.S.

___ 7. On bench and floor stand grinding wheels, the safety guards shall be such that the exposure of the wheel will not exceed 90 degrees or $\frac{1}{4}$ of the periphery. (UOSHA 1910.215(b) (3)-F.R.

C NC NA

___ 8. On surface grinders and cutoff machines, the exposed portion of the blade shall not exceed 150 degrees. (UOSHA 1910.215(b)(5)-F.R.

___ 9. Blotters or compressible washers shall always be used between the flanges of the abrasive wheel. (UOSHA 1910.215 (c)(6)(i)-F.R.

___ 10. On all grinders, the driving flange shall be securely fastened to the spindle. (UOSHA 1910.215(c)(7)-F.R.

___ 11. Abrasive wheels shall be mounted between flanges which shall be not less than one-third the diameter of the wheel. (UOSHA 1910.215(c)(1)-F.R.

___ 12. Before mounting any abrasive wheel; it shall be inspected closely and sounded by the user with the ring test to make sure it has not been damaged. (UOSHA 1910.215(d)(1) -U.S.

___ 13. When bushings are used in the wheel hole on abrasive wheels, they shall not exceed the width of the wheel, and shall not contact the flange. (UOSHA 1910.215(d)(4)-U.S.

___ 14. Grinding machines shall be supplied with sufficient power to maintain the spindle speeds at manufacturer rated levels under all conditions of normal operation. (UOSHA 1926.303 (a)-F.R.

___ 15. The maximum exposure of the grinding wheel periphery on portable grinders and sides shall not exceed 180 degrees. The top half of the wheel shall be enclosed at all times. (UOSHA 1910.243(c)(4)-F.R.

O. Hand Tools

___ 1. Employers (LEA's) shall not issue nor permit the use of unsafe hand tools. (UOSHA 1926.301(a)-F.R.

___ 2. Wrenches, including adjustable pipe, end, and socket wrenches shall not be used when jaws are sprung to the point that slippage occurs. (UOSHA 1926.301-F.R.

C NC NA

___ ___ ___ 3. Impact tools such as drift pins, wedges, and chisels shall be kept free from mushroomed heads. (UOSHA 1926.301(c)-F.R.

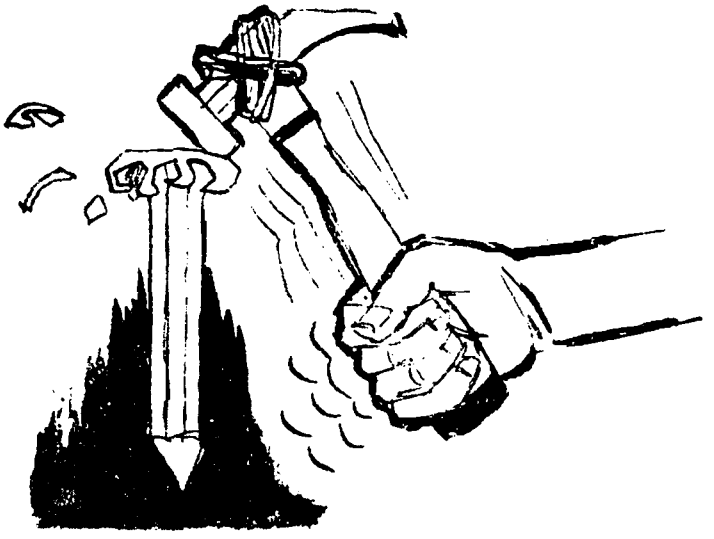

___ ___ ___ 4. The wooden handles of tools shall be kept free of splinters or cracks and shall be kept tight in the tool. (UOSHA 1926.301(d)-F.R.

P. Jacks & Hoists

___ ___ ___ 1. All jacks shall have a positive stop to prevent overtravel. (UOSHA 1926.305(2)-F.R.

___ ___ ___ 2. Fluids used in hydraulic-powered tools shall be fire-resistant. (UOSHA 1926.302(9)(d)(1)-F.R.

___ ___ ___ 3. The operator shall make sure that the jack used has a rating sufficient to lift and sustain the load. (UOSHA 1910.244(a)(1)

___ ___ ___ 4. All jacks must have a firm foundation, or the base of the jack shall be blocked to prevent slippage. If there is danger of slippage of the object on the jack, it also shall be blocked. (UOSHA 1910.244 (a)(2)(i)-F.R.

___ ___ ___ 5. After a load has been raised, it shall be cribbed, blocked, or otherwise secured at once. (UOSHA 1910.244(a)(2)(iii)-U.S.

C NC NA

___ 6. Each jack shall be thoroughly inspected every six months. (UOSHA 1910.244(a) (2) (vi) (a)-F.R.

___ 7. The size of load on any crane or hoist shall not exceed its rated load. (UOSHA 1910.179(n)-F.R.

Q. Industrial Trucks & Forklifts

___ 1. High Lift Rider Trucks shall be fitted with an overhead guard. (UOSHA 1910.178(e) (1)-U.S.

___ 2. Concentration levels of carbon monoxide gas created by powered industrial trucks shall not exceed the level specified in OSHA 1910.93. (UOSHA 1910.178(i) (1)-U.S.

___ 3. Only trained and authorized operators shall be permitted to operate a powered industrial truck. (UOSHA 1910.178 (L)-F.R.

___ 4. When leaving a powered industrial truck, the high lift shall be fully lowered, controls shall be neutralized, the power shut off, brakes set, and the key or connector plug removed. (UOSHA 1910.178(m) (5)-U.S.

___ 5. A powered industrial truck shall be kept in safe repair at all times. (UOSHA 1910.178(p) (1)-U.S.

R. Lead Acid Storage Batteries

___ 1. When changing batteries, facilities should be provided for flushing and neutralizing spilled electrolyte and for adequate ventilation of fumes from gasing batteries. (UOSHA 1910.178(g) (2)-U.S.

___ 2. Face shields, aprons, and rubber gloves shall be provided for employees handling acids or batteries. (UOSHA 1926.403(a) (5)-F.R.

___ 3. Battery charging installations shall be located in areas designated for that purpose. (UOSHA 1926.403(b) (1)-F.R.

___ 4. A carboy tilter or siphon shall be provided for handling electrolyte. (UOSHA 1910.178(g) (6)-U.S.

C NC NA

___ 5. When mixing electrolyte, acid shall be poured into water; water shall not be poured into acid. (UOSHA 1910.178(g)(7)-F.R.

___ 6. When charging batteries, the vent caps should be kept in place to avoid electrolyte spray. (UOSHA 1910.178(g)(9)-F.R.

___ 7. Smoking shall be prohibited in the charging area. (UOSHA 1910.178(g)(10)-U.S.

___ 8. Precautions shall be taken to prevent open flames, sparks, or electric arcs in battery charging areas. (UOSHA 1910.178(g)(11)-F.R.

S. Machine Hazards Guarding

___ 1. Each employer (LEA) shall be responsible for the safe condition of tools and equipment used by employees, (instructors). (UOSHA 1910.242(a)

___ 2. One or more methods of machine guarding shall be provided to protect the operator and other employees in the machine area from hazards. (UOSHA 1910.212(a)(1)-U.S.

___ 3. General requirements for machine guards. Guards' shall be affixed to the machine where possible and secured elsewhere if for any reason attachment to the machine is not possible. The guard shall be such that it does not offer an accident hazard in itself. (UOSHA 1910.212(a)(2)-U.S.

___ 4. The point of operation of machines where operation exposes an employee to injury shall be guarded. (UOSHA 1910.212(a)(3)(ii)-U.S.

___ 5. Special tools shall be provided to assist the operator that he may avoid placing his hands in the danger zones. (UOSHA 1910.212(a)(3)(iii)-F.R.

___ 6. Machines designed for a fixed location shall be securely anchored to prevent walking or moving. (UOSHA 1910.212(b)-U.S.

C NC NA

___ 7. All belts, pulleys, gears, shafts, and moving parts shall be guarded, if exposed to contact by employees (instructors) or otherwise create a hazard. (UOSHA 1926.300(b)(c)-F.R.

___ 8. A control switch must be provided on each machine that allows the operator to turn off the power without leaving his position at the point of operation. (UOSHA 1910.213 (b)(1)-U.S.

___ 9. On any machine where injury to the operator might result if motors restart after power failure, restarting shall be prevented by means of an automatic cutout switch. (UOSHA 1910.213(b)(3)-U.S.

___ 10. Equipment or circuits that are de-energized shall be rendered inoperative and have tags attached at all points where the equipment or circuits can be energized. (UOSHA 1926.400(g)-F.R.

___ 11. All pneumatically driven nailers, staplers, and other equipment provided with automatic fastener feed, which operates at more than 100 pounds per square inch pressure at the tool head, shall have a safety device on the muzzle to prevent the tool from ejecting fasteners unless the muzzle is in contact with the work surface. (UOSHA 1926.302(b)(3)-F.R.

C NC NA

___ 12. A bandsaw shall be so guarded that the sawblade shall be enclosed except for the working portion of the blade between the bottom of the guide rolls and the table. (UOSHA 1910.213(i) (1)-U.S.

___ 13. A guard for the blade on the bandsaw shall protect the saw blade at the front and outer side, and this portion of the guard shall be self-adjusting to raise and lower with the guide. (UOSHA 1910. 213(h) (5) (i) (1)-F.R.

___ 14. All bandsaws shall be provided with a tension control device to indicate proper tension. (UOSHA 1910. 213(h) (5) (i) (2)-F.R.

___ 15. Hand-held, power-driven tools shall be provided with appropriate switches for each type of tool. (UOSHA 1910.243(a) (2)-U.S.; 1926.300(d) (2) (3)-F.R.

___ 16. All portable electric tools must be properly grounded by a separate ground wire and polarized plug and receptacle. (UOSHA 1910.213(a) (11)-F.R.

___ 17. All pneumatic power tools shall have the operating trigger so located as to minimize the possibility of its accidental operation, and shall be arranged to close the air inlet valve automatically when the pressure of the operator's hand is removed. (UOSHA 1910.243(b) (1) (i)-F.R.

___ 18. The muzzle end of an explosive-actuated or high-velocity tool shall have a protective shield or guard at least three and one-half inches in diameter mounted perpendicular to and concentric with the barrel, and designed to confine any flying fragments that might otherwise create a hazard at the time of firing. (UOSHA 1910.243(d) (2) (1) (a)-U.S.

T. Graphic Arts

___ 1. All roller-type printing machines will be supplied with nip guards. (UOSHA 1910.262(dd) (1)-F.R.

C NC NA

___ 2. All roller gears shall be provided with a protective disc which will enclose the nips of the inrunning gears. (UOSHA 1910.262(dd)(1)-F.R.

___ 3. The nip at the inrunning side of all calenders rolls shall be provided with a guard extending across the entire length of the nip and arranged to prevent the fingers of the workers from being pulled in between the rolls. (UOSHA 1910.262(ee)-F.R.

___ 4. On all rotary staple cutters, a guard shall be installed completely enclosing the cutter to prevent the hands of the operator from reaching the cutting zone. (UOSHA 1910.262(ff)-F.R.

U. Carpentry, Cabinet-Making

___ 1. Each woodworking machine shall be so constructed as to be free from sensible vibration when the largest size tool is mounted and run idle at full speed. (UOSHA 1910.213(a)(1)-F.R.

___ 2. Circular saw fences shall be so constructed that they can be firmly secured to the table without changing their alignment with the saw. (UOSHA 1910.213(a)(6)-F.R.

___ 3. Circular saw gages shall be constructed so as to slide in grooves or tracks that are accurately machined. (UOSHA 1910.213(a)(7)-F.R.

___ 4. Hinged saw tables shall be so constructed that the table can be firmly secured in any position and in true alignment with the saw. (UOSHA 1910.213(a)(8)-F.R.

___ 5. It is recommended that each power-driven woodworking machine be provided with a disconnect switch that can be locked in the "OFF" position. (UOSHA 1910.213(a)(10)-F.R.

___ 6. Exhaust systems for the removal of undesired vapors or dusts shall be in operation continually during all operations which they are designed to serve. (OSHA 1926.57(d)-F.R.

C NC NA

___ 7. Featherboards or suitable jigs shall be provided wherever standard guarding cannot be used in dadoing, grooving, jointing, molding, and rabbeting. (UOSHA 1910.213(a)(15)-F.R.

___ 8. On tenoning machines, all feed chains and sprockets shall be completely enclosed and all sprockets and chains shall be guarded at the sides by plates, and each tenoning machine shall have all cutting heads and saws, if used, covered by metal guards. (UOSHA 1910.213(k)(1-3)-F.R.

___ 9. Each hand-fed saw shall be guarded by a hood, which shall completely enclose that portion of the saw above the table. (UOSHA 1910.213(c)(1)-U.S.

___ 10. Each hand-fed circular saw shall be furnished with a spreader. (UOSHA 1910.213(c)(2)-U.S.

___ 11. The upper hood of the radial saw shall completely enclose the upper portion of the blade and include the saw arbor. (UOSHA 1910.213(h)(1)-U.S.

___ 12. The radial saw used for ripping must be provided with nonkickback fingers or dogs. (UOSHA 1910.213(h)(2)-U.S.

___ 13. Adjustable stops shall be provided on radial saws to prevent the forward travel of the blade beyond the position necessary to complete the cut. (UOSHA 1910.213(h)(3)-U.S.

___ 14. The installation of a radial saw shall be such that the front end of the unit will be slightly higher than the rear, so as to cause the cutting head to return gently to the starting position when released by the operator. (UOSHA 1910.213(h)(4)-U.S.

___ 15. On a radial saw, the direction of saw rotation shall be conspicuously marked on the hood. (UOSHA 1910.213(h)(5)-F.R.

___ 16. The knife projection on a jointer shall not exceed 1/8" beyond the cylindrical body of the head. (UOSHA 1910.213(j)(1)-U.S.

C NC NA

___ 17. On a jointer, the clearance between the edge of the rear table and the cutter head shall be no more than 1/8", and the table throat opening shall not be more than 1½" when the tables are set or aligned for a zero cut. (UOSHA 1910.213(j)(2)-F.R.

___ 18. Each jointer with a horizontal cutting head shall have an automatic guard which will cover all sections of the head on the working side of the fence or gage. (UOSHA 1910.213(j)(3)-U.S.

___ 19. Each jointer must have a guard which will cover the section of the head in back of the gage or fence. (UOSHA 1910.213(j)(4)-U.S.

___ 20. On a wood shaper, the cutting heads of each machine shall be enclosed with a cage or adjustable guard so designed as to keep the operator's hand away from the cutting edge. (UOSHA 1910.213(m)(1)-U.S.

___ 21. Each planing machine shall have all cutting heads covered by a metal guard. (UOSHA 1910.213(n)(1) -U.S.

___ 22. On a planer, all feed rolls shall be guarded by a hood to prevent hands of the operator from coming in contact with the inrunning rolls at any point. (UOSHA 1910.213(n)(3) -F.R.

___ 23. Wood lathes used for turning long pieces of stock held only between the two centers shall be equipped with long curved guards extending over the tops of the lathes. (UOSHA 1910.213(o)(4)-F.R.

___ 24. Each drum sanding machine shall have an exhaust hood or other guard, if no exhaust system is required over the drum. (UOSHA 1910.213(p)(2)-F.R.

___ 25. Disk sanding machines shall have an exhaust hood or other guard. (UOSHA 1910.213(p)(3)-F.R.

___ 26. Belt sanding machines shall be provided with guards at each nip point where the sanding belt runs on to the pulley. (UOSHA 1910.213(p)(4)-U.S.

C NC NA

___ 27. Woodworking machinery with blades that are dull, badly set, improperly filed, or improperly tensioned shall be immediately removed from service. (UOSHA 1910.213(s)(1)-U.S.

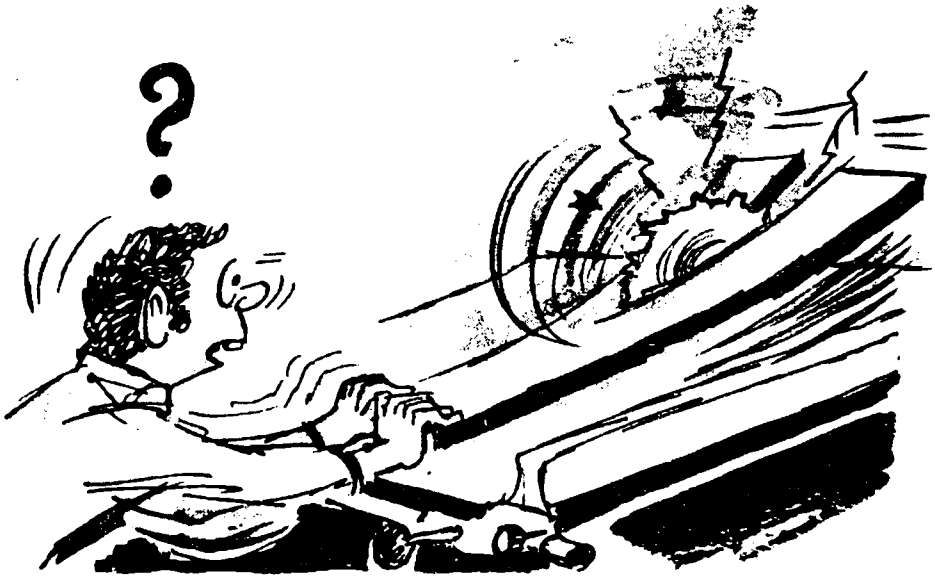

___ 28. Appropriate push sticks or blocks, in several sizes and types for the work to be done, shall be available at the workplaces on all woodworking machines. (UOSHA 1910.213(s)(9)-U.S.

___ 29. All portable circular saws shall be equipped with guards above and below the base plate or shoe, and when the tool is withdrawn from the work, the lower guards shall automatically and instantly return to covering position. (UOSHA 1910.243 (a)(1)-U.S.

___ 30. Portable belt sanding machines shall be provided with guards at each nip point where the sanding belt runs on to the pulley. (UOSHA 1910.243(a) (3)-U.S.

U. Welding Area

___ 1. Oxygen manifolds shall not be located in an acetylene generator room. (UOSHA 1910.252(v)(3)(ii)(b)-F.R.

C NC NA

___ 2. An oxygen manifold to which cylinders having an aggregate capacity of more than 6,000 cubic feet of oxygen are connected, shall be located outdoors. (UOSHA 1910.252(v)(3)(ii)(d)-F.R.

___ 3. Master shut-off valves for both oxygen and fuel gas shall be provided at the entry end of the portable outlet header. (UOSHA 1910.252(a)(3)(iv)(d)-F.R.

___ 4. When acetylene cylinders are coupled, approved flash arresters shall be installed between each cylinder and the coupler block. (UOSHA 1910.252(a)(3)(v)(d)-F.R.

___ 5. Each fuel gas cylinder head shall be provided with a backflow check valve. (UOSHA 1910.252(a)(3)(v)(e)-F.R.

___ 6. Protective equipment shall be installed in the fuel gas piping to prevent backflow of oxygen into the fuel gas supply system; passage of the flashback into the fuel gas supply system; and excessive back pressure of oxygen in the fuel gas supply system. (UOSHA 1910.252(a)(5)(iii)(b)-F.R.

___ 7. Stations equipped with approved backflow and flashback devices may have as many as four torches supplied from one station outlet, with each outlet supplied with a shut-off valve. (UOSHA 1910.252(a)(5)(iv)(h)-F.R.

___ 8. The generally recognized colors for welding hoses are: red for acetylene, green for oxygen hose and black for inert gas and air hose. (UOSHA 1910.252(a)(5)(v)(b)-U.S.

___ 9. When parallel lengths of oxygen and acetylene hoses are taped together, not more than four inches out of twelve inches shall be covered by tape. (UOSHA 1910.252(a)(5)(v)(c)-U.S.

___ 10. Acetylene generators shall be of approved construction and shall be plainly marked with the maximum rate of acetylene in cubic feet per hour for which they are designed, and the weight and size of carbide necessary for a single charge. (UOSHA 1910.252(a)(6)(i)-F.R.

C	NC	NA		
—	—	—	11.	Relief valves on acetylene generators shall be regularly operated to insure proper functioning and must not be set in excess of 15 p.s.i. (UOSHA 1910.252(a)(6)(ii)(b)-F.R.
—	—	—	12.	Non-automatic generators shall not be used for generating acetylene at pressures exceeding one p.s.i. and all water overflow shall be visible. (UOSHA 1910.252(a)(6)(ii)(c)-F.R.
—	—	—	13.	The use of common salt or other corrosive chemicals for protection of freezing of generators is not permitted. (UOSHA 1910.252(a)(6)(iv)(2)-F.R.
—	—	—	14.	Portable acetylene generators shall not be used within ten feet of combustible materials other than the floor. (UOSHA 1910.252(d)(5)(v)(a)(1)-F.R.
—	—	—	15.	Portable generators shall not be used in rooms of total volume less than thirty-five times the total gas generating capacity per charge of all generators in the room. (UOSHA 1910.252(a)(6)(v)(a)(3)-F.R.
—	—	—	16.	Generators shall not be used in rooms having a ceiling height of less than ten feet. (UOSHA 1910.252(a)(6)(v)(a)(3)-F.R.
—	—	—	17.	Portable generators shall be cleaned and recharged and the air mixture blown off outside of buildings. (UOSHA 1910.252(a)(6)(v)(b)(1)-F.R.
—	—	—	18.	The water carbide residue mixture drained from the generator shall not be discharged into sewer pipes. (UOSHA 1910.252(4)(a)(6)(vii)(a)(4)-F.R.
—	—	—	19.	Portable generators shall be located at a safe distance from the welding position so that they will not be exposed to sparks, slag, or misdirection of the torch flame. (UOSHA 1910.252(a)(6)(v)(b)(5)-F.R.

C NC NA

___ 20. Calcium carbide shall be contained in metal packages of sufficient strength to prevent rupture. These packages shall be water and air tight and shall be conspicuously marked, CALCIUM CARBIDE - DANGEROUS IF NOT KEPT DRY. (UOSHA 1910.252(a)(6)(v)(7)(i)(a)-F.R.

___ 21. Only quantities of calcium carbide of less than 600 pounds may be stored indoors. (UOSHA 1910.252(a)(6)(v)(7)(ii)-F.R.

___ 22. Open circuit voltages for arc welding and cutting machines shall not exceed 80 volts for manual alternating current machines; 100 volts for automatic machines, and 100 volts for manual direct current machines. (UOSHA 1910.252(b)(2)(iii)(a)-F.R.

___ 23. Terminals for welding leads should be protected from accidental electrical contact by personnel or metal objects. (UOSHA 1910.252(d)-F.R.

___ 24. All ground connections shall be checked to determine if they are mechanically strong and electrically adequate for the required current. (UOSHA 1910.252(e)

___ 25. A disconnecting switch or controller shall be provided at or near each welding machine. (UOSHA 1910.252(b)(2)(iv)(d)-F.R.

___ 26. Printed rules and instructions covering the operation of arc welding equipment supplied by the manufacturer shall be strictly followed. (UOSHA 1910.252(b)(4)(vi)-F.R.

C	NC	NA		
—	—	—	27.	Electrode holders, when not in use, shall be placed so that they cannot make electrical contact with persons or compressed gas tanks. (UOSHA 1910.252(b)(4)(vii)-U.S.
—	—	—	28.	Cables with splices within ten feet of the holder shall not be used. (UOSHA 1910.252(b)(4)(viii)-U.S.
—	—	—	29.	Cables from the arc welder should be inspected frequently for wear and damage. (UOSHA 1910.252(4)(ix)(c)-F.R.
—	—	—	30.	Spot and seam welding machines shall have all external welding control circuits less than 120 volts. (UOSHA 1910.252(b)(4)(c)(2)(i)-F.R.
—	—	—	31.	All press welding machine operations, where there is a possibility of the operator's fingers being under the point of operation, shall be guarded by use of a device such as electronic eye circuit or two hand controls. (UOSHA 1910.252(4)(b)(c)(2)(iv)-F.R.
—	—	—	32.	On spot welders, a shield guard of safety glass or suitable fire-resistant plastic may be necessary at the point of operation. (UOSHA 1910.252(b)(4)(c)(2)(v)-F.R.
—	—	—	33.	All foot switches on spot welders shall be guarded to prevent accidental operation of the machine. (UOSHA 1910.252(b)(4)(c)(2)(vi)-F.R.
—	—	—	34.	Whenever welding or cutting is performed in locations where a fire might develop, fire watchers shall be required. (UOSHA 1910.252(d)(2)(iii)-F.R.
—	—	—	35.	Fire watchers shall have fire extinguishing equipment readily available and be trained in its use. (UOSHA 1910.252(d)(2)(v)-F.R.
—	—	—	36.	Cutting or welding shall be permitted only in areas that are or have been made fire safe. (UOSHA 1910.252(d)(2)(xv)-F.R.

C NC NA

___ 37. No welding or cutting shall be performed on containers having flammable materials until they have been absolutely cleaned. (UOSHA 1910.252(d)(3)(i)-F.R.

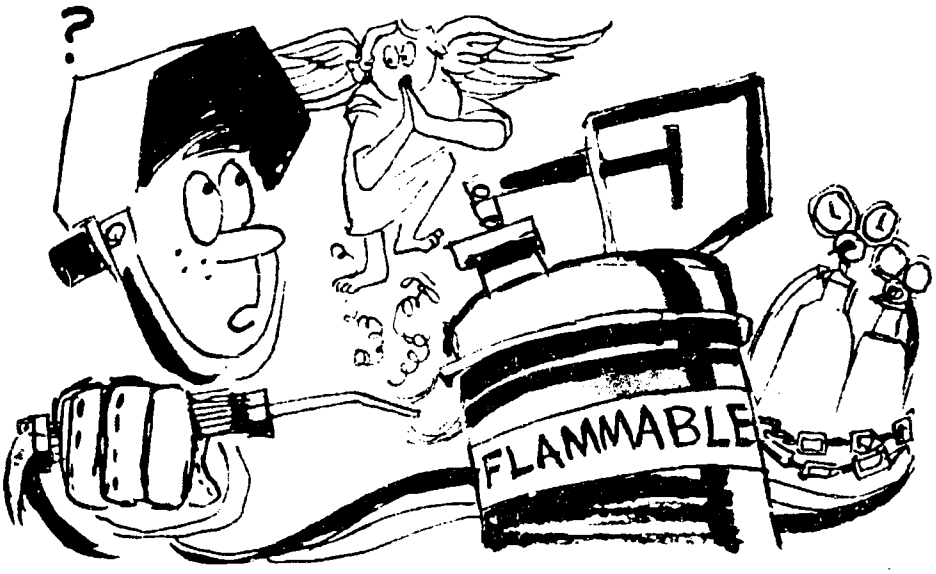

___ 38. Where the welding or cutting torch is not in use, the torch valve shall be closed and the gas supply to the torch positively shut off at some point outside the confined area. (UOSHA 1910.252(d)(4)(ii)-F.R.

___ 39. Helmets or handshields shall be used during all arc welding or cutting operations. (UOSHA 1910.252(e)(2)(ii)(b) -F.R. See Appendix P & Q.

___ 40. Goggles or other suitable eye protection shall be used during all gas welding or oxygen cutting operations. (UOSHA 1910.252(e)(2)(i)(b)-F.R.

___ 41. All operators and attendants of resistance welding or resistance brazing equipment shall use transparent face shields or goggles. (UOSHA 1910.252(e)(2)(i)(c)-F.R.

___ 42. Helmets and handshields shall be made of a material which is an insulator for heat and electricity. (UOSHA 1910.252 (e)(2)(ii)(a)-F.R.

___ 43. Helmets and hand shields shall be arranged to protect the face, neck, and ears from direct radiant energy, and they shall be provided with filter plates and cover plates designed for easy removal. (UOSHA 1910.252(e)(2)(ii) (b)-F.R.

C NC NA

___ 44. All filter lenses shall bear some permanent distinctive mark by which the source and shade may be identified readily. (UOSHA 1910.252(e) (2) (ii) (h)-F.R.

___ 45. Prescribed filters shall be used for particular types of welding. (UOSHA 1910.252(e) (2) (ii) (i)-F.R. See Appendix P & Q.

___ 46. Where the work permits, the welder should be enclosed in an individual booth painted with a finish of low reflectivity such as zinc oxide and lamp black. (UOSHA 1910.252(e) (2) (ii) (j) (iii) -F.R.

___ 47. All arc welding electrode-holders must be adequately insulated on all their outer surfaces. (UOSHA 1926.351(a) (2)-F.R.

___ 48. Employees exposed to the hazards created by welding, cutting or brazing operations shall be protected by personal protective equipment. (UOSHA 1910.252(e) (3) (i)-F.R.

___ 49. Welding exhaust ventilation shall consist of freely moving hoods intended to be placed by the welder or burner as close as practicable to the work. (UOSHA 1926.353(a) (3)-F.R.

___ 50. All people, including the operator, in the area of inert gas arc metal welding, not protected by screening shall be protected by filter lenses. (UOSHA 1926.353(d) (1) (ii)-F.R.

___ 51. Welders and other employees who are exposed to the radiation shall be protected so that the skin is covered completely to prevent burns. (UOSHA 1926.353(d) (1) (iii)-F.R.

___ 52. For welding operations, mechanical ventilation shall be provided in a space of less than 10,000 cubic feet per welder, or in a room having a ceiling height of less than 16 feet. (UOSHA 1910.252(f) (2) (i)-F.R.

C NC NA

___ 53. Degreasing or other cleaning operations involving chlorinated hydrocarbons shall be so located that no vapors from these operations will reach or be drawn into the atmosphere surrounding any welding operation. (UOSHA 1910.252(f)(11)(ii)-F.R.

W. Spray Finishing Operations

___ 1. Spray booths or spray rooms are to be used to enclose or confine all spraying operations. (UOSHA 1910.94(c)(2)-U.S.

___ 2. Spraying shall not be conducted outside of predetermined spraying areas. (UOSHA 1910.107(g)(1)U.S.

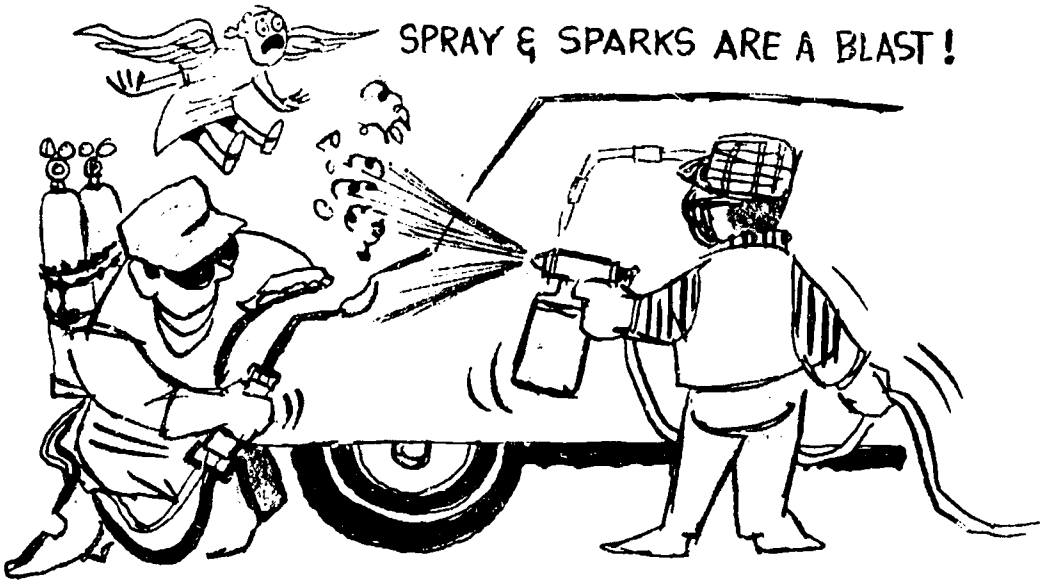

___ 3. There shall be no open flame or spark producing equipment in any spraying area nor within 20 feet thereof, unless separated by a partition. (UOSHA 1910.107(c)(2)-U.S.

___ 4. Electrical wiring and equipment in spray booths shall conform to the provisions of the National Electrical Code. (UOSHA 1910.107(c)(2)-U.S.

___ 5. Electric lamps outside of, but within twenty (20) feet of any spraying area, and not separated therefrom by a partition, shall be totally enclosed to prevent the falling of hot particles and shall be protected from mechanical injury by suitable guards or by location. (UOSHA 1910.107(c)(7)-U.S.

C NC NA

___ 6. Spray booths shall be substantially constructed of steel not thinner than No. 18 U.S. gauge, securely and rigidly supported, or of concrete or masonry, except that aluminum or other substantial noncombustible material may be used for intermittent or low volume spraying. Spray booths shall be designed to sweep air currents toward the exhaust outlet. (UOSHA 1910.107(b) (1)-U.S.

___ 7. Electric motors driving exhaust fans shall not be placed inside booths or ducts. (UOSHA 1910.107(d) (5)-U.S.

___ 8. Ventilating and exhaust systems shall be in accordance with the Standard for Blower and Exhaust Systems for Vapor Removal, NFPA No. 91-1961. (UOSHA 1910.107(d) (1)-U.S.

___ 9. All spraying areas shall be provided with mechanical ventilation adequate to remove flammable vapors and mists. (UOSHA 1910.107(d) (2)U.S.

___ 10. Mechanical ventilation shall be kept in operation at all times while spraying operations are being conducted and for a sufficient time thereafter to allow vapors from drying coated articles and drying finishing material residue to be exhausted. (UOSHA 1910.107(d) (2)U.S.

___ 11. The use of electrostatic spraying equipment must conform to the standards set up in UOSHA 1910.107(h) U.S.

___ 12. "NO SMOKING" signs on contrasting color backgrounds shall be conspicuously posted at all spraying areas and paint storage rooms. (UOSHA 1910.107(g) (7)-U.S.

X. Miscellaneous

___ 1. All equipment and materials used in concrete construction and masonry work shall meet the requirements as prescribed in ANSI - A10.9. (UOSHA 1926.700(a)-F.R.

C NC NA

___ 2. Scaffolds shall be furnished and erected in accordance with the basic standards for all persons engaged in work that cannot be done safely from the ground except for short periods of work that can be done from ladders. (UOSHA 1910.41(3) (4)-U.S.

___ 3. Hardening and tempering tanks should be located as far as practicable from the furnace and should not be located near other combustible materials. Tanks must be so designed that maximum workload is incapable of raising the temperature of the cooling medium to within 50° below its flash point. (UOSHA 1910.108(1) (i) (iii)-F.R.

___ 4. All cleaning operations involving immersion of materials in liquids shall be done in a tank designed for this purpose and with proper ventilation. (OSHA 1910.94(d)-F.R.

___ 5. All ladders must be maintained to insure safety and serviceability, and safety precautions must be observed in connection with the use of ladders. (UOSHA 1910.25(d) (1) (i)-F.R.

VIII. CLASS SIZE

The specific nature of industrial education programs presents unique safety and health problems. The programs are material and equipment oriented. The students are involved actively in a variety of activities such as construction, fabrication and servicing. These activities require considerable floor space and freedom of movement. The chart below recommends the maximum class size and the minimum floor space required for secondary Jr. High and High School industrial education programs. - S.R.

RECOMMENDED MAXIMUM CLASS SIZE AND/OR MINIMUM SPACE REQUIREMENTS FOR SECONDARY JR. HIGH AND HIGH SCHOOL INDUSTRIAL EDUCATION PROGRAMS.

C NC NA	Laboratory	Maximum Number of I.A. Students	Maximum Number of T & I Students	Minimum *Minimum Lab Space Required	Space Required Per Student
___	Power	24 Students	20 Students	3600 sq. ft.	150 sq. ft.
___	Metals	24 Students	20 Students	3000 sq. ft.	125 sq. ft.
___	Woods	24 Students	20 Students	2400 sq. ft.	100 sq. ft.
___	Plastics	24 Students	20 Students	2400 sq. ft.	100 sq. ft.
___	Welding	24 Students	20 Students	2400 sq. ft.	100 sq. ft.
___	Machine	24 Students	20 Students	2400 sq. ft.	100 sq. ft.
___	IACP	24 Students		2400 sq. ft.	100 sq. ft.
___	General	24 Students	20 Students	2400 sq. ft.	100 sq. ft.
___	Electronics	24 Students	20 Students	2160 sq. ft.	90 sq. ft.
___	Graphics	24 Students	20 Students	2160 sq. ft.	90 sq. ft.
___	Crafts	24 Students	20 Students	2160 sq. ft.	90 sq. ft.
___	Drafting	30 Students	20 Students	1800 sq. ft.	60 sq. ft.

*Minimum laboratory space does not include classrooms, storage rooms, paint rooms, etc.

IX. RECORDS AND FORMS

It is essential for industrial education instructors to keep records of students in their classes. The main objective of records dealing with safety and health is to call attention to accident areas and situations so steps may be taken to correct unsafe condition(s). Records may also be used to protect an employee (instructor) and/or the employer (LEA) if an instructor is required to provide evidence of instruction or proper procedures relating to the safety and health of students.

Industrial education instructors have traditionally used a variety of parental consent or permission forms, release forms and waivers. These forms are valuable as records. The parental related forms also establish an important channel of communication between the instructor and the parent or guardian.

However, individuals (parents or students) may not sign away their rights. Therefore, it should be clearly understood that employers (LEAs) or employees (instructors) are not necessarily protected from liability if the parent or student signs a waiver.

A. Parental Permission/Consent Forms

1. Written parental permission should be obtained before minor students are permitted to use tools and operate equipment in industrial education laboratories. The purpose of this permission is to emphasize that safety is a cooperative effort, and to impress upon both students and parents that there is a certain degree of danger involved in the use of tools and equipment. It also offers the parent the option to prohibit the student's use of tools or equipment if he so desires. See Appendix B.

B. Transportation for Off-Campus Activities

1. School functions should utilize LEA transportation wherever possible.

2. If LEA transportation is not feasible or possible, and the instructor and the administration find it necessary to transport students off-campus in private vehicles, a student car release form should be completed and submitted to the designated sponsor by the student. The instructor should submit a copy of the form to the main administrative office for information and filing before the student leaves the campus. See Appendix C.

C. Safety Tests

1. Instructors should administer appropriate safety tests to students before allowing them to use tools or equipment which could cause injury. The completed tests should be filed for reference. In addition to the test, a "statement of acknowledgment" should be filed with the safety test. See Appendix G.

D. Inspection/Evaluation Forms

1. Instructors are responsible to conduct routine safety inspections of facilities, tools, and equipment at regular intervals to determine if they are in proper operating condition and comply with UOSHA safety standards.

2. The Utah Industrial Education Safety and Health Inspection Check List will be used by the State Board of Education. The check list is recommended for industrial education instructors, supervisors and administrators. The check list includes selected UOSHA safety regulations. See Section VII, page 13.

3. The Industrial Commission, Occupational Safety Division, will use UOSHA forms for LEA citations.

4. The Industrial Commission, Occupational Safety Division, is required to evaluate (inspect) schools, including industrial education laboratories and report the evaluation to the Federal Department of Labor - Occupational Safety and Health Administration.

E. Accident Forms

1. Accident reports should be made out as soon as possible after an accident has occurred. Copies of the reports should be retained in the instructor's file. Additional copies should be filed in appropriate administrative offices.

2. A variety of accident report forms are available; however, they should all contain the following information when completed.

   a. What was the nature of the accident? What were the circumstances leading up to the accident? What was the nature of the injuries or damage? What were the persons involved doing? What unsafe act or acts were committed? What were the direct or indirect causes? What machine, tool, substance, or object was most closely connected with the accident? What corrective action is indicated?

   b. Who was injured or nearly injured? Who were the participants in the accident? Who committed the unsafe act? Who were the witnesses? Who administered first aid to the injured? Who completed the accident report?

   c. Where did the accident occur? Where was the instructor at the time of the accident? Where was the injured person with respect to the machine, tool, substance, object, or person most closely associated with the accident?

   d. When did the accident occur? When was the accident investigation made? When was the accident report completed?

   e. Why was the unsafe act or the hazardous condition permitted? Why did the person act unsafely? Why did the accident occur?

   f. How did the accident happen? How did the physical environment contribute to the accident? How can similar future accidents be prevented?[1]

---

[1] William A. Williams, Accident Prevention Manual for Shop Teachers, (American Technical Society, Chicago, 1963), pp. 387-388.

NOTE: The National Safety Council accident report form may be found in Appendix H.

F. Employee (Instructor) Injury and Illness.

1. UOSHA requires that all employers (LEAs) must keep occupational injury and illness records for their employees (instructors) within the establishment where they are employed. (School Facilities)

2. Fatal or potentially fatal accidents must be reported immediately to the state industrial commission, Occupational Safety and Health Division. UOSHA 3.1.1
   Report to:
   Utah State Industrial Commission
   Occupational Safety and Health Division
   350 East Fifth South
   Salt Lake City, UT 84111
   Phone: 328-6401

3. Employers' (LEAs) first report of injury must be reported on Industrial Commission Form 122. UOSHA Record Requirements. See Appendix K.

4. Each recordable occupational injury and illness must be entered on a log of cases (OSHA Form No. 100) within two working days of receiving information that a recordable case has occurred. OSHA Record keeping Requirements. See Appendix J.

5. All logs must be kept current and retained for five (5) years following the end of the calendar year to which they relate. OSHA Recordkeeping Requirements.

6. An annual summary of occupational injuries and illnesses (OSHA Form No. 102) must be posted in the month of February in every establishment (school). The form must be signed by the person making or causing it to be made stating it is a true and accurate report. OSHA Recordkeeping Requirements. See Appendix L.

7. All safety and health records must be retained in the office of the employer (LEA) for five (5) years. UOSHA Recordkeeping Requirements.

X. EMPLOYMENT OF MINORS - SAFETY REQUIREMENTS

A. Federal Requirements. (Fair Labor Standards Act of 1938.)

1. At 16 years of age young people may be employed in any occupation other than those declared hazardous by the Secretary of Labor.

2. At 18 years of age young people may be employed in occupations declared hazardous by the Secretary of Labor, provided they are either apprentices or student-learners, and provided:

   a. that apprentices are employed in trades that are recognized as apprenticeable; their work is incidental to their training; it is intermittent and for short periods of time; they are registered under written agreements in accordance with state standards recognized by the Federal Bureau of Apprenticeship or written agreements which conform to state and federal standards.

   b. that student learners are enrolled in a course of study and training in a cooperative vocational training program under a recognized state or local educational authority or a substantially similar program conducted by a private school; they are employed under a written agreement which provides that their work is incidental to their training; it is intermittent and for short periods of time; safety instructions shall be given by the school and correlated by the employer with on-the-job training; the work shall be under close supervision of a qualified and experienced person. Each student learner shall work under a written agreement signed by the learner, by the employer and by the school coordinator or principal. Copies of the agreement shall be kept on file by both the school and the

employer. This exemption for employment of student learners may be revoked in any individual situation where it is found that reasonable precautions have not been observed for the safety of the minors employed thereunder. (A Guide to The Child Labor Provisions of the Fair Labor Standards Act. Child Labor Bulletin No. 101)

3. Hazardous Occupations Orders Nos. 5, 8, 10, 12, 13, 16, & 17. Nothing in these orders shall authorize noncompliance with any federal or state law, regulation or municipal ordinance establishing a higher standard. If more than one standard applies to a single activity the higher standard shall be applicable. (Ibid)

4. Occupations declared particularly hazardous for minors between 14 and 18 years of age are included in 17 Hazardous Occupations Orders, which include motor vehicle driving and helping, operating power driven woodworking, metal working, paper products machines and others. School administrators and instructors should be familiar with these orders found in Child Labor Bulletin No. 101 - A Guide to Child Labor Provisions of the Fair Labor Standards Act. See Appendix M for a listing of the 17 Hazardous Occupations Orders for Minors.

5. Employment of 14 and 15-year old minors is limited to certain occupations under conditions which do not interfere with their schooling, health or well being. They may not be employed:
   - during school hours
   - between 7 p.m. and 7 a.m.
   - more than 3 hours per day - on school days
   - more than 18 hours per week - in school weeks
   - more than 8 hours per day - on non-school days
   - more than 40 hours per week - in non-school weeks

   For list of permitted occupations, see Appendix N.

B. State Requirements. Information Applicable to Youth Employment Law -Title 34, Chapter 23.

1. Policy

a. It is the policy of the State of Utah to encourage the growth and development of young people through providing work opportunitites while at the same time adopting reasonable safeguards to protect them from certain working hazards.

2. The Commission - 34-23-11 & 13.

a. It shall be the duty of the Industrial Commission and of the inspectors and agents of the Commission to enforce this chapter, to make complaints against persons violating its provisions and to prosecute violations of the same before courts of proper jurisdiction. The Commission, its inspectors and agents shall have authority to enter and inspect any place or establishment covered by this chapter and to have access to such records as may aid in enforcement of this chapter.

b. The Industrial Commission after hearings duly conducted shall have authority to promulgate rules and regulations which shall have the force of law prohibiting the employment of minors in any place of employment dangerous or prejudicial to the life, health, safety or welfare of minors; except such rules and regulations shall not be inconsistent with any of the provisions of this chapter.

3. The Schools - Age Certificates - 34-23-3 & 10

a. No youth under the age of 16 shall be employed or permitted to work during school hours, except, as authorized by proper school authorities.

b. All public and private schools and school districts within the state shall cooperate with employers or prospective employers by issuing age certificates (or lists of students with their dates of birth) showing the date of birth of students or recent students according to school records. Such age certificates do not relieve the employer of full responsibility for complying with all laws and regulations pertaining to employment of minors.

4. Coverage

a. This act applies to all youth under the age of 18 years of age but does not apply to a person who has received a high school diploma.

5. Hours of Work

a. No youth under the age of 16 shall be permitted to work before or after school in excess of 4 hours a day, nor before 5:00 a.m. or after 9:30 p.m. unless the next day is not a school day, nor in excess of 8 hours in any 24 hour period, nor more than 40 hours in any week.

6. Permitted Employment

a. Youths 16 years and older may work in all occupations not declared hazardous and in occupations involving the use of motor vehicles if licensed to operate the motor vehicle for such purpose pursuant to state motor vehicle laws and regulations.

b. Youth 14 years and older may work in a variety of non-hazardous occupations, such as retail food service, automobile service stations, (excepting operation of motor vehicles and use of hoists,) public messenger service, janitorial and custodial service, lawn care, approved type vacuum cleaners, floor polishers, power lawn mowers, and sidewalk snow removal and other similar work as approved by the Industrial Commission and in non-hazardous areas in manufacturing, warehousing, storage and construction not determined harmful by the Industrial Commission.

c. Youth 12 years of age or older may work in the sale and delivery of periodicals, door to door selling of merchandise and delivery thereof, baby sitting, agricultural work not hazardous and any other occupation not determined harmful by the Industrial Commission.

d. Youth 10 years of age or older may work in the delivery of handbills, advertising and advertising samples, shoe shining, gardening and lawn care involving no power-driven lawn or snow removal equipment, caddying and any occupation not determined harmful by the Industrial Commission.

e. With consent of minor's parent, guardian or custodian, no specific age limitations are necessary for

(1) Home chores or other work done for parent or guardian or
(2) Casual work not determined harmful by the Industrial Commission, or
(3) Agricultural work including the operation of power-driven farm machinery in the production of agricultural products.

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APPENDIX A

EYE SAFETY ACT
Section 53-20-1 Utah Code Annotated 1953 As Ammended

AN ACT REQUIRING ALL PUPILS, TEACHERS AND VISITORS TO WEAR EYE PROTECTIVE DEVICES WHILE PARTICIPATING IN OR DIRECTLY OBSERVING CERTAIN INDUSTRIAL EDUCATION, PHYSICS, AND CHEMISTRY LABORATORY ACTIVITIES, AND DEFINING EYE PROTECTIVE DEVICES.

Be it enacted by the Legislature of the State of Utah:

Section 1. Every pupil, teacher and visitor in any public or private school participating in any of the following activities:

1. Industrial education activities involving experience with:

   a. Hot molten metals
   b. The operation of machinery or equipment that may throw particles of foreign matter into the eyes
   c. Heat treating, tempering, or kiln firing of any industrial materials
   d. Gas or electric arc welding
   e. Caustic or explosive materials, or

2. Chemistry or physics laboratories when using caustic or explosive chemicals, and hot liquids or solids,

is required to wear industrial quality eye protective devices while participating in activities which may endanger their vision. A board of education shall furnish such devices for pupils and teachers and shall furnish such equipment for all visitors to these laboratories. A board of education may purchase such devices in large quantities and sell them at cost, rent, or loan them to pupils and teachers. "Industrial quality eye protective devices," as used in this section, means devices meeting the standards of the American Standard Safety Code for head, eye, and respiratory protection, Z2.1-1959, promulgated by the American Standards Association, Incorporated.

APPENDIX B

SAMPLE PERMISSION FORM

_____ has our/my permission to operate
(student's name)
the equipment in the _____ laboratory

at _____ School. It is understood

that instruction in safe operation will be given before he/she is allowed

to use any piece of equipment and that he/she will be properly supervised

at all times.

In case of accident, it is preferred that he/she be given treatment

by:

Dr: _____

or Dr: _____

Our home phone number is: _____

Our work phone number is: _____

If neither parent can be reached at the above numbers, please notify:

_____ at _____
(responsible person) (telephone number)

Date: _____

Signed: _____
(father)

_____
(mother)

_____
(Other specify relationship)

ERIC

APPENDIX C

SAMPLE VEHICLE RELEASE FORM

Date: _____

To Whom it May Concern:

I, _____ hereby release the _____
(student)
_____ School from responsibility and risk for my transportation

to _____ for the purpose of _____
(destination) (activity)
_____ and return to the _____

School or to my home.

Date(s) of travel, activity and return:

From _____, _____ to _____, _____.
(day) (time) (day) (time)

Signed: _____

Statement of Parent or Guardian

I hereby consent to the above release and activity for _____
(student)
_____ who is my _____.

Signed: _____
☐ Parent ☐ Guardian

Note of Sponsor of Activity

_____ is participating in _____
(student) (activity)
_____ on _____ at _____
(date) (location)
_____, which is sponsored by _____

Transportation is by _____.

Signed: _____
(principal)

APPENDIX D

SAFETY SUGGESTIONS FOR INDUSTRIAL TOOLS, EQUIPMENT AND FACILITIES

General Safety Instructions

I This section consists of a list of safety suggestions for tools, equipment and facilities to aid instructors in developing safety standards for their own laboratory situations. It should be understood that this is a general listing of tools and equipment and is not intended to be a comprehensive guide.

A. General Instructions

1. Shop Practice:

(a) Secure approval of your instructor on all work you plan to do. This applies to all projects and assignments in which you use shop equipment and tools.

(b) Report immediately to your instructor upon incurring any injury, even though slight.

(c) Wear suitable eye protection devices when engaged in any activity where hazards to the eyes may exist.

(d) Be sure clothes are safe and suitable for shop work. Remove or fasten any loose clothing. Roll loose sleeves above elbows. Keep hair away from equipment in operations. Students with long hair must confine their hair in nets or caps when around tools & equipment.

(e) Observe rules governing operators' zones around tools and machines.

(f) Cooperate with your classmates in the student management program of your shop.

(g) Caution any student you see violating a safety rule.

(h) Report to the instructor or shop foreman any equipment that does not seem to work properly.

(i) Keep tools and materials from projecting over the edge of benches wherever possible.

(j) Use a brush or piece of wood to clear away dry chips from your machine or bench (the machine must be turned off and have come to a full stop).

(k) Keep the floor clear of scraps and litter.

(l) Keep bench and cabinet drawers and locker doors closed.

(m) Wipe up immediately any liquids spilled on the floor. Use a rag to clean oily areas.

(n) Place oily rags and other combustible materials in provided metal containers.

(o) Follow prescribed safety instructions in handling large, heavy, and long pieces of material.

(p) Avoid storing or placing objects overhead.

(q) Practice designated procedures to use in case of earthquake, fire, or other disaster.

2. Use, Storage, & Disposal of Flammable Liquids

(a) Store flammable liquids in a fireproof room or cabinet.

(b) Bring into the shop only sufficient flammable liquid for immediate use. Keep only in a safety container approved by the Underwriter's Laboratory. Label container with name of contents.

(c) Use only approved cleaning solutions.

(d) Avoid contact of carbon-removing or paint-stripping compounds with your skin.

(e) Keep the top of oil drums and the surrounding area clean and free of combustible materials.

(f) Properly dispose of unwanted flammable liquids and combustible materials daily.

3. Electrical Circuits

(a) Consider all wires and other conductors in a circuit live until proved dead by a safe method of testing.

(b) Use test lamp or suitable meter for testing a circuit.

(c) Turn on switch only when you know what it operates.

(d) Turn off power before replacing a fuse.

(e) Locate and correct fault that caused circuit breaker to open or fuse to blow before turning on power.

(f) Be sure circuit is protected against overload by a fuse or circuit breaker of correct current-carrying capacity.

(g) Make changes in the wiring of a circuit only when power is turned off.

(h) Select and use wire of correct current-carrying capacity.

4. Hand Tools, General:

(a) Be sure hands are free of dirt and oil.

(b) Use proper type and size of hand tool for the work being done.

(c) Make sure that the tools are sharp and in good condition before using them.

(d) Handle edged or pointed tools by the handles, with sharp points or edges pointed away from you or others.

(e) Make sure when using sharp-edged tools to direct your action away from your classmates or yourself.

(f) Clamp small work on bench or secure in vise when using gouge or wood chisel.

(g) Control chisels, gouges, and carving tools with one hand while the other hand supplies the power.

(h) Wear a face shield or eye protection device (safety glasses, goggles, spectacles, etc.) when chipping or cutting with a cold chisel. Arrange your work so that classmates are protected from flying chips.

(i) Pass tools to classmates with the handles forward.

(j) Clamp small work on bench or secure in vise when driving screws.

5. Machine Tools, General:

(a) Carefully read instruction manual before operating machine.

(b) Qualify as a safe machine operator by taking operator tests and following operating and safety instructions.

(c) Obtain permission from your instructor before using any power equipment.

(d) Check adjustments on machines before turning on the power. (Rotate machine one revolution by hand whenever possible.)

(e) Make sure that all other students are clear of the machines before turning on the power.

(f) Keep all machine safety guards in correct position.

(g) Keep hands and/or fingers clear of cutting, shearing, or pinching zones.

(h) Start your own machine and remain with it until you have turned it off and it has come to a full stop.

(i) Stay clear of machines being operated by others.

(j) Make sure that no one else enters the operator zone.

(k) Wait for machines to come to a full stop before oiling, cleaning, or adjusting.

(l) Keep floor clean around machines.

(m) Be sure machine is electrically grounded.

B. Specific Tool Instructions (Not Covered in General Instructions)

1. Bandsaw:

(a) Make sure prescribed width of saw is in the machine for the work being done. Check with instructor.

(b) Plan sawing procedure so there may be a maximum forward feed with a minimum of backing out of cuts.

(c) Cut only stock which has flat surface to bear against the table.

(d) Check to see that all guards are in place.

(e) Set upper saw guide $\frac{1}{4}$ inch or less above the stock to be cut. Check with instructor if stock is rough or warped.

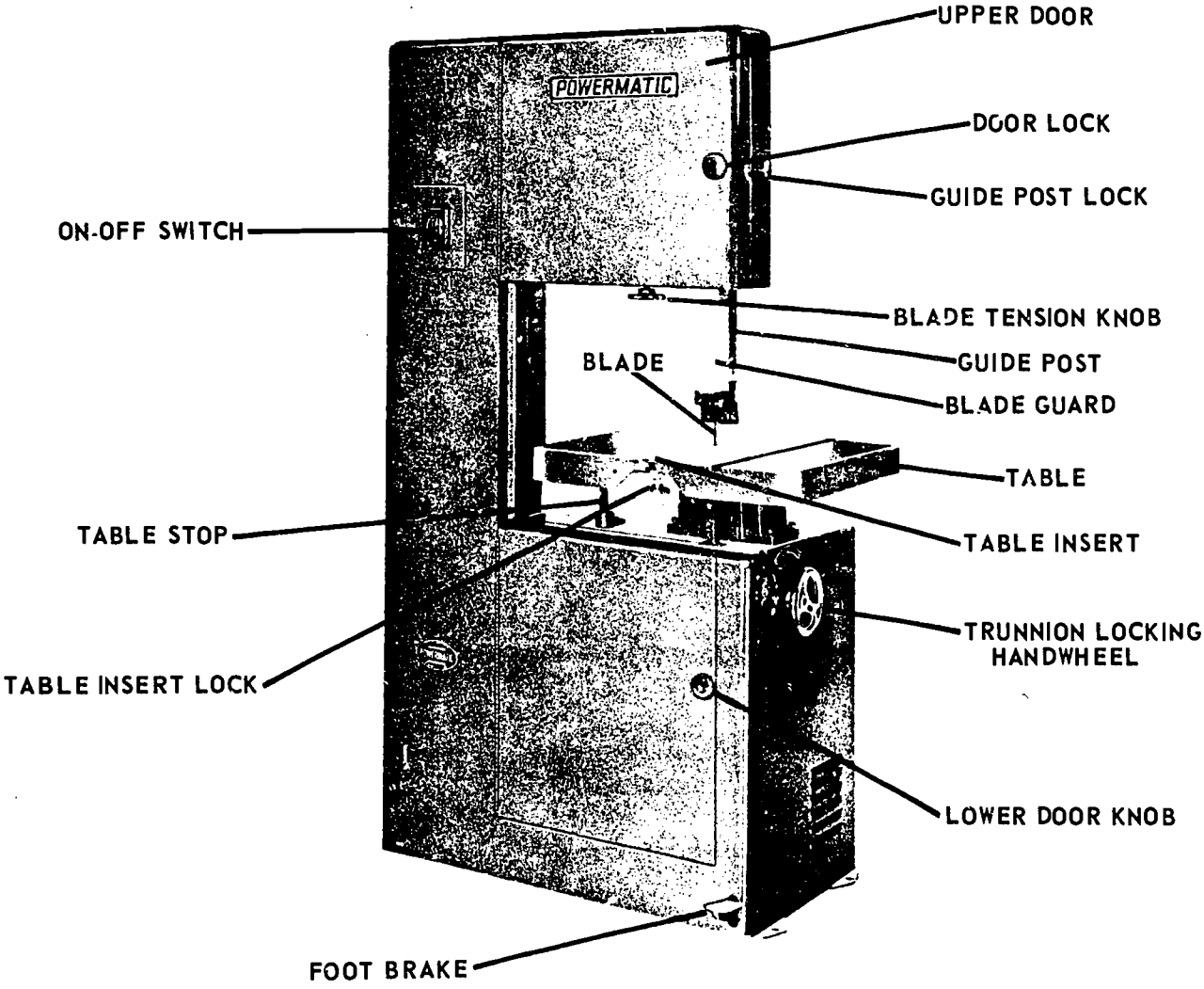
UPPER DOOR
POWERMATIC
DOOR LOCK
GUIDE POST LOCK
ON-OFF SWITCH
BLADE TENSION KNOB
GUIDE POST
BLADE
BLADE GUARD
TABLE
TABLE STOP
TABLE INSERT
TRUNNION LOCKING HANDWHEEL
TABLE INSERT LOCK
LOWER DOOR KNOB
FOOT BRAKE

BANDSAW

(f) Ask your instructor to approve all special setups.

(g) Wear eye protection devices.

(h) Hold material firmly.

(i) Keep fingers and hands out of direct line of cut.

(j) Keep fingers a safe distance from saw blade.

(k) Feed material into machine at a moderate rate of speed, especially when cutting curves.

(l) Allow machine to come to a dead stop before backing saw out of a long cut.

(m) Keep waste from accumulating on the saw table.

(n) Step away immediately if the saw breaks or comes off. Shut off power if possible without endangering self. Notify your instructor.

2. Bar Folder:

(a) Remove sharp burrs and edges on sheet metal before folding.

(b) Fold only single thickness of sheet metal within capacity of the bar folder. (Follow manufacturer's gauge limit specifications).

(c) Hold handle firmly.

(d) Let the bar down slowly after completing a bend.

3. Brake:

(a) Fold only single thickness of sheet metal within capacity of the brake (follow manufacturer's specifications as to gauge limits).

4. Bender:

(a) Follow manufacturer's specifications on sizes of material that can be bent safely.

(b) Make sure stock is inserted correctly and held down safely before operating bender.

(c) Make bends smoothly and steadily.

(d) Restore machine lever to proper position when through operating.

5. Buffer:

(a) Hold work securely using both hands.

(b) Ask your instructor for special instruction and permission to buff small pieces.

(c) Wear eye protection devices.

(d) Apply compound sparingly.

(e) Keep hands away from the wheel while it is in motion.

(f) Hold work below center (horizontal axis) as wheel revolves toward you.

(g) Buff flat surfaces from center toward lower edge. Sharp edges should point downward.

(h) Press material against wheel with only sufficient pressure to cause wheel to polish the material.

(i) Turn off power after using buffer.

6. Circular Saw:

(a) Be sure that all lumber is free of loose knots, nails, sand, paint or other foreign material.

(b) Select and install proper saw blade for ripping material or cutting across the grain. Use a blade which is sharp and free of cracks or other defects.

(c) Set saw blade to 1/8 inch or less above the stock being cut.

(d) See that all guards and other safety devices are in their proper position.

(e) Ask your instructor to check all special setups including dado blades and heads.

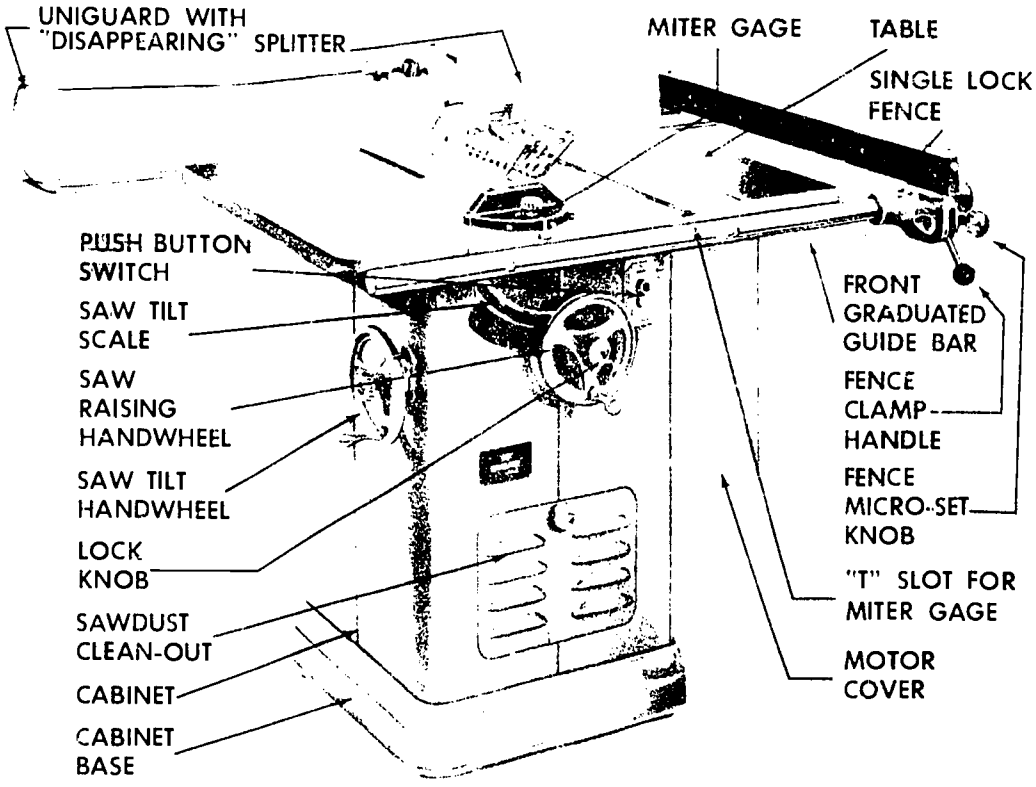

CIRCULAR SAW

(f) Wear eye protection devices. See that loose sleeves, ties or other loose clothing are removed or tied out of the way.

(g) Set and use ripping fence when ripping; and cutoff gauge when cross cutting. See that cutoff board is properly mounted on gauge.

(h) Use holding jig or a safe method of clamping guides when cutting round stock. Check with instructor before turning on the machine.

(i) Clamp or fasten a clearance block to ripping fence or table when it is used as a gauge to cut stock to a prescribed width.

(j) See that adequate push sticks are on hand to meet all types of needs. Use push sticks at ends of cuts.

(k) Feed stock only as fast as saw will cut freely. Stand to one side of stock going through saw.

(l) Feed stock yourself--allow no one to help. Keep fingers clear of saw.

(m) Have assigned helper only to support long stock as it comes through saw.

(n) Shut off saw and move out of operating zone to respond to anyone trying to attract your attention.

(o) After using saw on any special setup, return all adjustments, guides, etc. to normal operating position before leaving work place.

8. Compression Molder

(a) Wear eye protection devices.

(b) Turn on heating units and wait until the gauge reads 350° before operating machine.

(c) Remember that the platens are heated and that all molds placed on the platen will have to be handled with gloves.

(d) As the molds cavities are filled, use gloves to handle the mold.

(e) Do not exceed 40,000 lbs. pressure on the mold.

(f) When opening mold, use gloves to hold mold and hit mold with a wooden mallet to open.

(g) Keep mold centered in the middle of the platens.

8. Drill Press:

(a) Be certain that the table and head of drill press are secure.

(b) Select correct size and kind of drill for work. Be sure it is sharp.

(c) Select designated coolant for the drill press and apply to drill point as needed.

(d) See that belt guard is in place.

(e) Remove chuck key immediately after using it.

(f) Wear eye protection devices.

(g) Keep hands away from revolving spindle, chuck, drill, and chips.

(h) Operate feed handle so that drill cuts evenly into work.

(i) Ease up on feed pressure when drill begins to break through material.

(j) Back drill out as soon as hole is drilled.

(k) Stop the drill press before attempting to remove work, chips, or cuttings.

(l) Use a brush to remove chips or shavings.

(m) Step away immediately if work comes loose or is seized by drill; shut off power if possible, without endangering self.

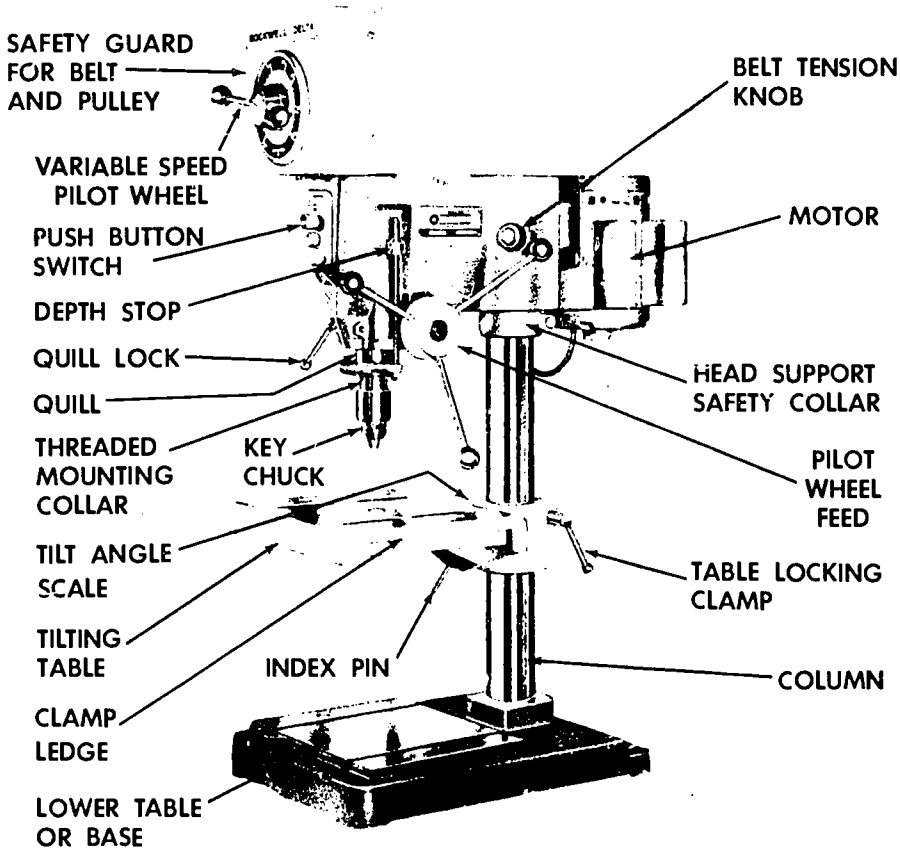

DRILL PRESS

(n) Clean off drill press table and surrounding area. Return cleaned drills, coolants, and clamping devices to designated places.

9. Drill Press (Radial):

(a) Comply with all instructions given for regular drill press.

(b) Follow operating instructions carefully. Check with the instructor if you are uncertain about any procedure or if the machine seems not to be running correctly.

(c) See that coolant is flowing at proper volume for work being done.

(d) Recheck automatic speed and feed settings.

(e) Keep hands, clothing, tools clear of moving parts of the drill. Brush shavings and chips away with a handled brush.

10. Electronic Devices:

(a) Keep chassis of an AC-DC radio clear of ground wires and other grounded conductors.

(b) Avoid coming in contact with grounded objects when making adjustments on an AC-DC radio connected to a power source.

(c) Be sure capacitor is discharged before touching its terminals or connections.

(d) Disconnect electric cord from power before touching anything behind transmitter panel.

(e) Remove headphones while working on a transmitter or receiver.

(f) Keep one hand behind your back or in your pocket when testing high voltage circuits.

(g) Make certain chassis, cabinet, and cable shields of a transmitter or receiver are grounded.

(h) Wear gloves and a face shield when handling a cathode-ray tube.

11. Engines (Automobile):

(a) Check fuel line for possible leaks.

(b) Vent exhaust to the outside of building and provide adequate ventilation whenever running an engine whether engine is in a test stand or in a car.

(c) Keep your head and hands away from revolving fan.

(d) Be sure to block wheels of any mobile engine test stand you may use.

(e) Use, when necessary, a carbon dioxide (CO_2) extinguisher for flammable liquid fires.

12. Forge:

(a) Obtain permission from your instructor before lighting gas forge.

(b) Clear area of all flammable material.

(c) Keep area well ventilated.

(d) Light gas forge by following this procedure:

(1) Wear eye protection devices.
(2) Run air for two minutes in unlighted forge.
(3) Turn air off.
(4) Place a lighted piece of paper in the forge.
(5) Create draft by turning on air slowly.
(6) Turn on the gas slowly.
(7) Adjust the flame so that all fire is confined within forge.

(e) Follow lifting and carrying instructions when handling long and heavy pieces of steel. Warn others of moving or extending lengths of materials

in pathways and work areas. Secure assistance when needed.

(f) Use tongs or pliers to handle hot metal.

(g) Follow safety instructions when moving hot metal. Warn students who may be in the way. Consider all metal around the furnace as being hot.

(h) Mark hot metal with chalk or soapstone with the word HOT if it is necessary for you to leave your work.

(i) Keep anvil face clear of scraps and flakes of metal.

(j) Hammer only the metal being forged. Striking the hammer on face of anvil may cause chips of steel to fly.

(k) Stand so that your face is protected when quenching metal.

(l) Shut off GAS first and AIR last when you have finished using the forge.

(m) Quench hot tongs before putting them away.

13. Furnace (Bench):

(a) Obtain permission from your instructor before lighting furnace for soldering.

(b) See that area is properly ventilated.

(c) Wear eye protection devices.

(d) Light furnace by following this procedure:

(1) Stand to one side of furnace.
(2) Place a lighted piece of paper in the furnace if furnace does not have a pilot light.

(3) Turn on the gas slowly.
(4) Adjust the flame so that all the fire is confined within furnace.

(e) Secure soldering copper in a vise when it is necessary to file tip.

(f) Place the soldering copper on the prescribed rest when not in use.

(g) Determine heat readiness of a soldering copper by testing it with a piece of solder.

(h) Select correct flux for soldering job you are planning to do.

(i) Stand so that you will be protected from any fumes while tinning a copper or soldering.

(j) Immediately wipe up any spilled flux.

(k) Shut off gas when you have finished using soldering furnace.

(l) Clean area when you have completed your soldering.

14. Furnace (Crucible)

(a) Handle tools, castings, or other metal in the foundry area cautiously. They may be hot.

(b) Obtain approval from your instructor before closing a mold.

(c) Keep molds covered until ready for pouring.

(d) Keep all flammable material away from the working area.

(e) Obtain permission from your instructor before lighting a furnace.

(f) Light gas furnace by following manufacturer's recommendations.

(g) Wear eye protection devices.

(h) Preheat cold metal to remove moisture before placing in a crucible containing any molten metal.

(i) Preheat skimmer before using.

(j) Shut off GAS first and AIR last when you have finished using the furnace.

(k) Wear eye protection devices, gloves, and protective covering for the feet and legs when handling ladles or crucibles of molten metal.

(l) Move cautiously and carry molten metal close to the floor to reduce possible dangers.

(m) Place mold on floor before pouring metal.

(n) Stand so that your face is protected when pouring metal.

(o) Allow casting to cool sufficiently to handle before breaking it out of mold.

15. Graphic Arts - Lead & Rule Cutter, Hand Miterer, Trimming Board & Proof Press:

(a) Be sure that your fingers are clear of the moving parts of the lead and rule cutter and the hand miterer.

(b) Keep your fingers away from the blade when cutting stock on the trimming board.

(c) Make certain that when you are ready to use the proof press your hands are clear of the track and ends of press.

16. Grinder:

(a) Set tool rest 1/16 inch to 1/8 inch from the wheel.

(b) Dress wheel when necessary.

(c) See that guard is in place.

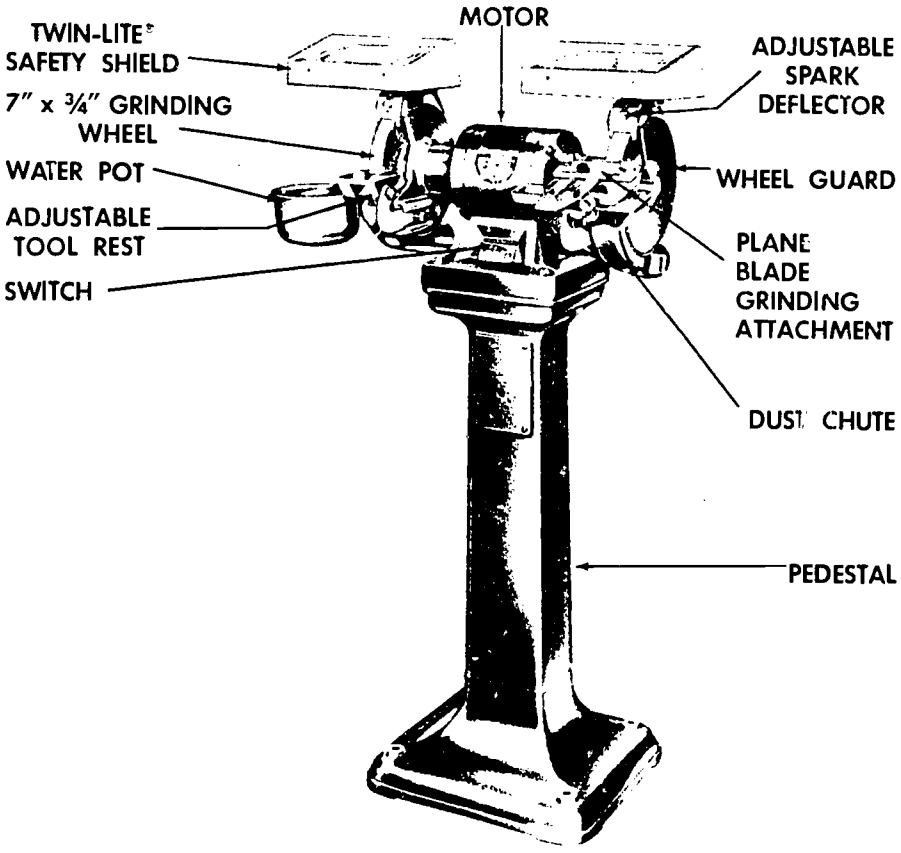

GRINDERS

(d) Wear eye protection devices and use safety guard on grinder.

(e) Stand to one side of the wheel.

(f) Hold work with your hands. Ask your instructor for permission to grind small pieces, and ask for special instruction on grinding small pieces.

(g) Use the face of the wheel only.

(h) Press material against wheel with just sufficient pressure to cause steady, even removal of metal.

(i) Keep work in motion across face of wheel.

17. Hoists, Lifts, and Cranes:

(a) Place crane or hoist directly over the object to be lifted.

(b) Do not lift any object unless the chain, cable, or rope to be used is in good condition.

(c) Double-check fastening of chain, cable, or rope to the object to make sure it is secure before lifting with crane or hoist. Balance object before lifting.

(d) Make sure all persons and obstructions are clear before raising or lowering an engine or car.

(e) Support car with stands or blocks before doing work under the car or removing wheels.

(f) Obtain permission from your instructor before getting under a raised car.

(g) Wear eye protection devices when working under a car.

18. Injection Molding Machine:

(a) Obtain permission from the instructor before using the shear.

(b) Wear eye protection devices.

(c) Turn on switch and set thermostat to the setting recommended by the instructor.

(d) Place mold into the clamp in the position marked on the mold. Carefully insert the mold until it touches the stop.

(e) Clamp pressure should be set for positive but not excessive pressure.

(f) Keep hands away from mold when applying clamp pressure.

(g) Keep hands away from heated nozzle as the mold is placed in and removed from the clamp.

(f) If mold is hard to open or the plastic part sticks in the mold, see the instructor. Do not use any metallic tool to remove a part.

19. Jointer:

(a) Use only clean wood in jointer. Inspect for checks, loose knots or other defects that may cause pieces to fly from jointer knives.

(b) Use only stock that is 12 inches long or longer. Stock to be surfaced must be at least 3/8 inches thick.

(c) Clamp fence firmly. See that guard is over the knives and securely in place.

(d) Wear eye protection devices.

(e) Limit individual cuts on the jointer to 1/8" or less. Push stock through with approved push stick.

JOINTER

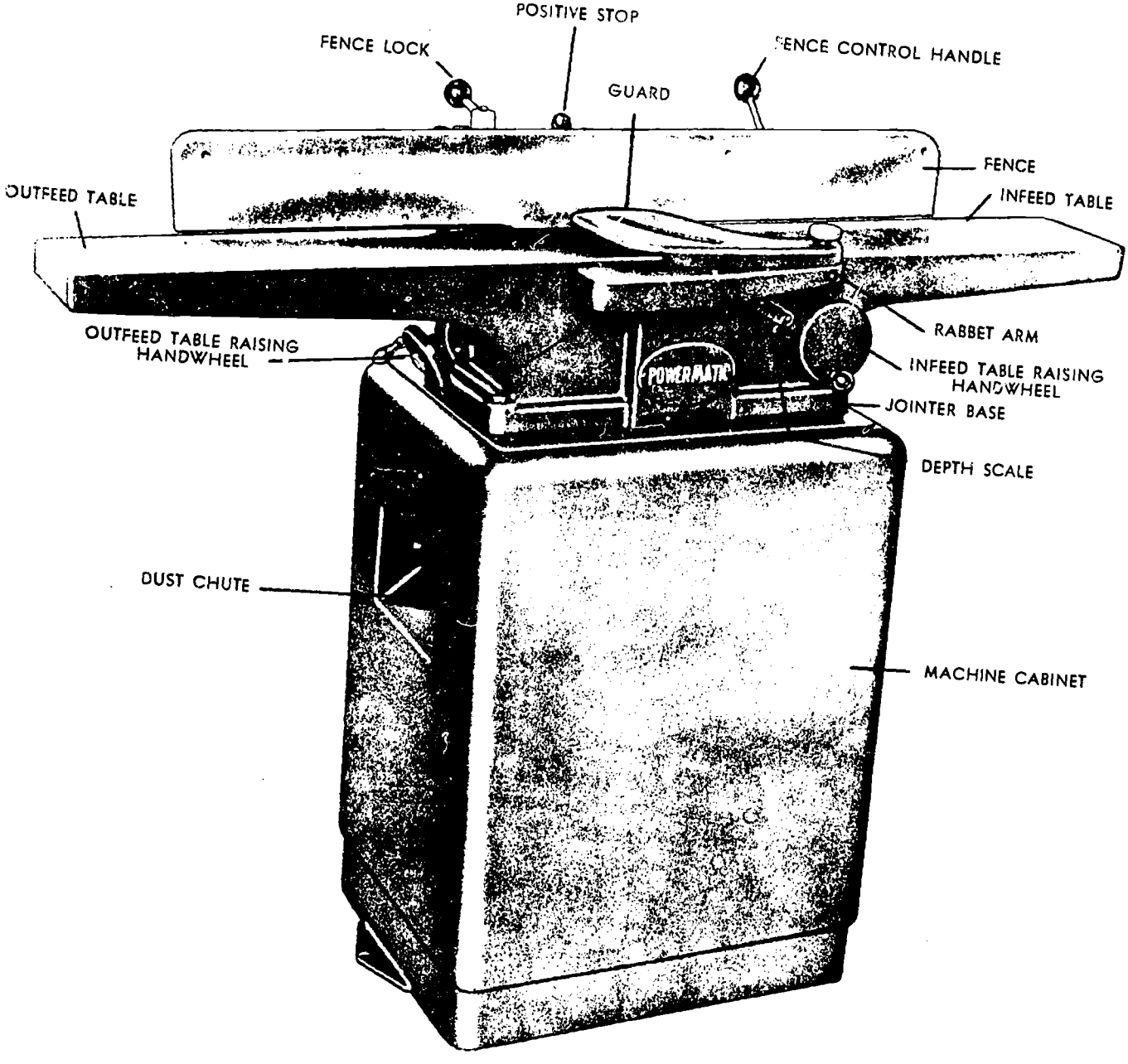
POSITIVE STOP
FENCE LOCK
FENCE CONTROL HANDLE
GUARD
FENCE
OUTFEED TABLE
INFEED TABLE
RABBET ARM
OUTFEED TABLE RAISING HANDWHEEL
INFEED TABLE RAISING HANDWHEEL
POWERMATIC
JOINTER BASE
DEPTH SCALE
DUST CHUTE
MACHINE CABINET

20. Lathe (Metalwork)

(a) Roll sleeves above elbows and remove or fasten any loose clothing.

(b) Check to see that all guards are in place.

(c) Be sure that all parts of the carriage will clear any rotating part during full length of cut.

(d) Remove chuck key or wrench immediately after using

(e) Set tool on horizontal center (or slightly above) of work to be turned.

(f) Wear eye protection devices.

(g) Place your hands on the controls or at your sides except when filing or polishing.

(h) Keep hands away from chips.

(i) Cuts that are close to chuck or against a shoulder are to be finished by hand feed.

(j) Bring lathe to a complete stop before reversing.

(k) Remove tool holder and tool post before filing or polishing.

(l) Between-Centers Turning Instructions:

(1) Use lathe dog to drive work.
(2) Clamp tailstock securely.
(3) Adjust the tailstock center; lubricate if necessary.
(4) Regulate depth of cut according to size and type of metal.
(5) Use tools that are properly ground for the particular job.

(m) Chuck and Faceplate Turning Instructions:

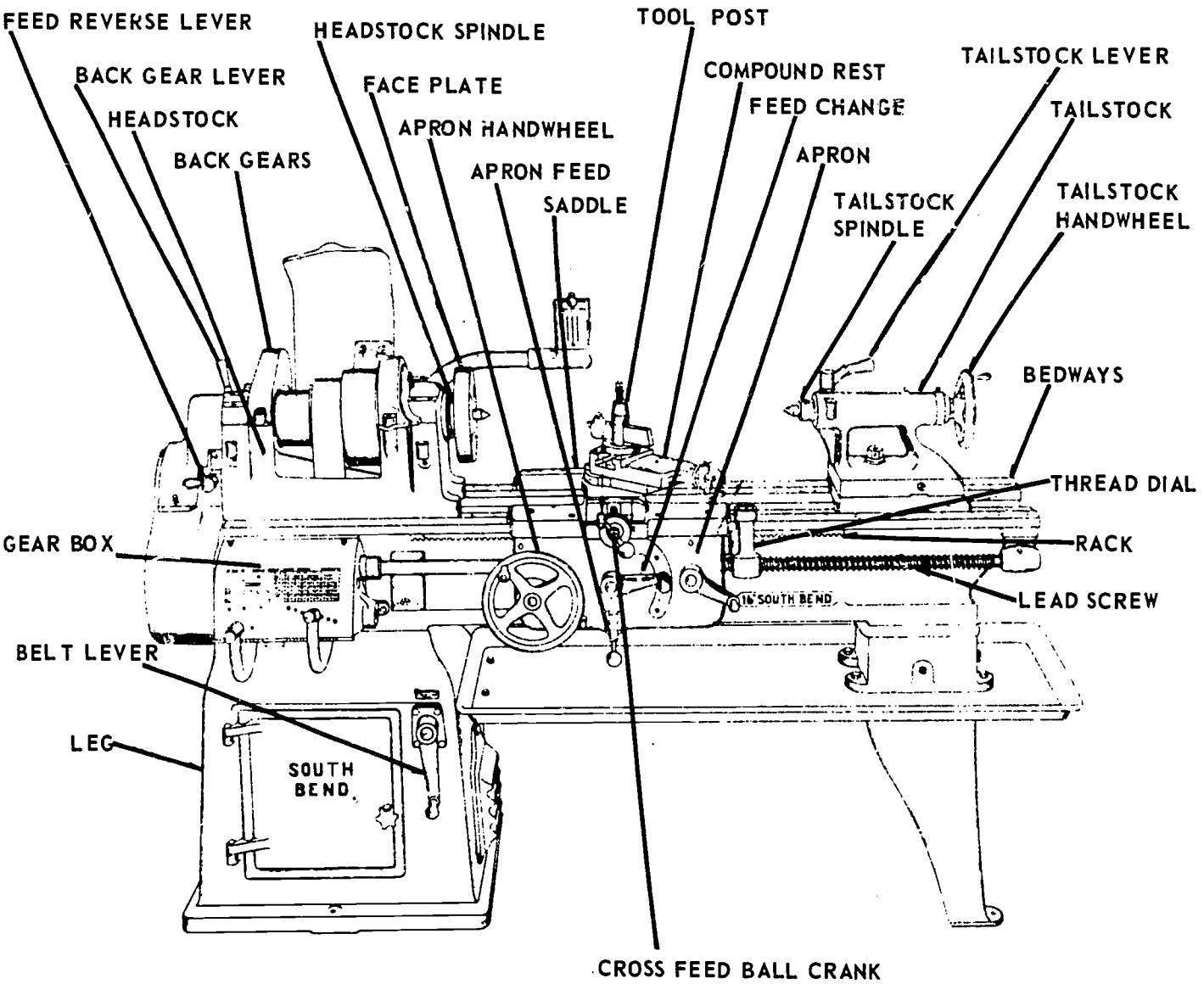
FEED REVERSE LEVER
BACK GEAR LEVER
HEADSTOCK
BACK GEARS
HEADSTOCK SPINDLE
FACE PLATE
APRON HANDWHEEL
APRON FEED
SADDLE
TOOL POST
COMPOUND REST
FEED CHANGE
APRON
TAILSTOCK SPINDLE
TAILSTOCK LEVER
TAILSTOCK
TAILSTOCK HANDWHEEL
BEDWAYS
THREAD DIAL
RACK
LEAD SCREW
GEAR BOX
BELT LEVER
LEG
SOUTH BEND
16" SOUTH BEND
CROSS FEED BALL CRANK

METAL LATHE

(1) Place a board under chuck when threading the chuck on or off spindle. Keep your fingers clear.
(2) Secure work firmly in chuck.
(3) Remove chuck key or wrench immediately after using it.
(4) Counterbalance work on the faceplate if it is irregular in shape.
(5) Turn chuck or faceplate by hand through one complete cycle to make sure work is clear.
(6) Regulate depth of cut according to size and type of metal.
(7) Stand to one side of revolving faceplate.
(8) Stop power feed before tool reaches jaws or chuck.

21. Lathe (Wood Turning)

(a) Basic Turning:

(1) Roll loose sleeves above elbows, fasten down or remove loose clothing--tie, necklace, fringed shirt. Tie or cover up long hair.
(2) Check machine and make adjustments with power off.
(3) Do not use stock with loose knots, cracks or defects. See that laminated work is glued solidly, with no defects and is dry.
(4) See that stock is mounted on centers in the lathe, properly balanced.
(5) Position tool rest at prescribed distance from work; check with the instructor for distance in relation to work to be done. Set it firmly. Make adjustments only when lathe is stopped.
(6) Wear eye protection devices.
(7) When operating, hold the lathe tool firmly with both hands. Keep the lathe tool solidly against tool rest. Apply cutting edge to stock at horizontal center, not lower. Apply just enough pressure against stock to make a smooth, even cut.

WOOD LATHE

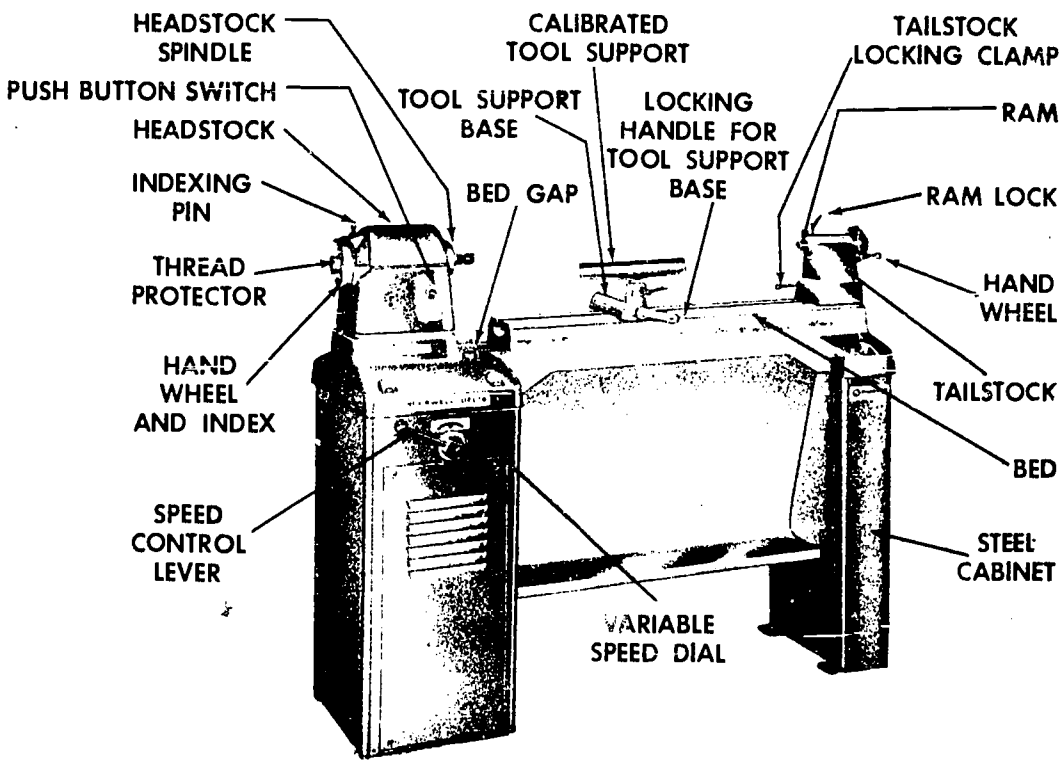

(8) Keep hands away from stock while it is revolving.

(9) Make caliper measurements only while machine is at full stop.

(10) Adjust tool rest frequently to keep it close to stock. Make adjustments when machine is stopped.
(11) Remove tool rest to sand or finish stock.
(12) Shut off power and clean machine and workplace when job is finished.

(b) Spindle Turning:
(1) See that centers are fully imbedded in stock. Lubricate dead center (tailstock) with prescribed oil or wax.
(2) Clamp tailstock firmly after adjusting in center of stock--tighten down tailstock clamp screw.
(3) Turn spindle one or more full turns by hand to check turning radius and adjust tool rest.
(4) Start lathe at slowest speed to begin turning operation.
(5) Rough stock to round with light controlled cuts.
(6) Adjust speed to correspond with diameter of work and adjust tool rest to optimum efficiency and safety.

(c) Faceplate Turning:

(1) Cut stock to cylindrical on band saw or scroll saw before setting it up on faceplate.
(2) Choose correct size of faceplate to match diameter of stock.
(3) Select screws sufficiently heavy to hold thickness and weight of stock on faceplate.
(4) Double check fastenings. See instructor before turning at high speeds.
(5) Adjust speed to correspond with diameter of work and adjust tool rest to optimum efficiency and safety as diameter decreases.
(6) Begin work at lowest safe spindle speed. Adjust speed to get clean smooth cuts as diameter decreases.

22. Milling Machine:

(a) Use correct fitting wrenches on machine parts.

(b) Select proper cutter; be sure it is sharp

(c) Handle all cutters carefully.

(d) Use only a soft hammer or a mallet to seat work against the parallels or bottom of vise.

(e) Be sure that job is securely fastened.

(f) Wear eye protection devices.

(g) Make certain that work, milling machine table, and any holding device will clear arbor and support during cut.

(h) Set machine for appropriate depth of cut.

(i) Select feed to match depth of cut.

(j) Disengage handles when automatic feed is to be used or table is to be locked.

(k) Stand to one side of machine when starting.

(l) Be sure that cutter is turning in proper direction.

(m) Feed work against the rotation of cutter.

(n) When machine is at rest, use a brush to remove chips from work.

(o) Release all automatic feeds.

23. Milling Machine (Turret):

VERTICAL TURRET MILLER

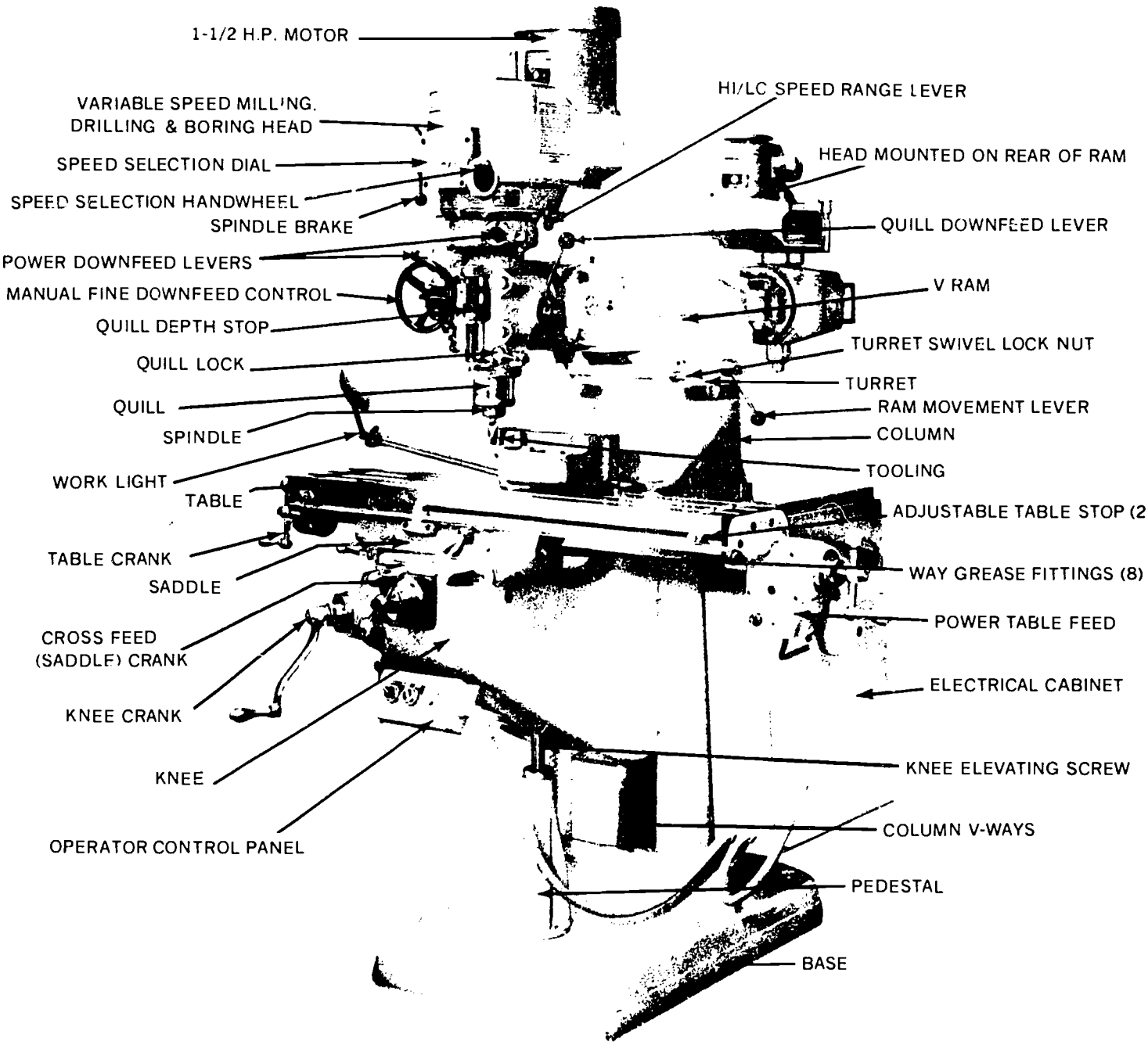

(a) Check setups with instructor.

(b) Use correct fitting wrenches on machine parts and controls.

(c) Handle cutters carefully to protect hands and keep cutters sharp.

(d) Select prescribed cutter for each type and size job.

(e) Use only soft hammer to seat work on machine ways or in vise (bronze, plastic rubber).

(f) Check vise, hold downs, clamps to see that work is fastened securely.

(g) Make sure that table, holding devices, work will clear arbor and support mechanisms before engaging automatic feeds. Pass lathe and work through full cycle of operation by hand before engaging power.

(h) Be sure loose clothing, tie, shirt sleeves, long hair, etc. are removed or tied out of way before starting milling operation. Wear eye protection device.

(i) Set machine for prescribed depth of cut Set feed and speed to match cut. See that cutter is rotating in right direction before engaging feed.

(j) Disengage handles when automatic feeds are engaged.

(k) Stand at one side of machine while cut is being made.

24. Offset Press:

OFFSET PRESS

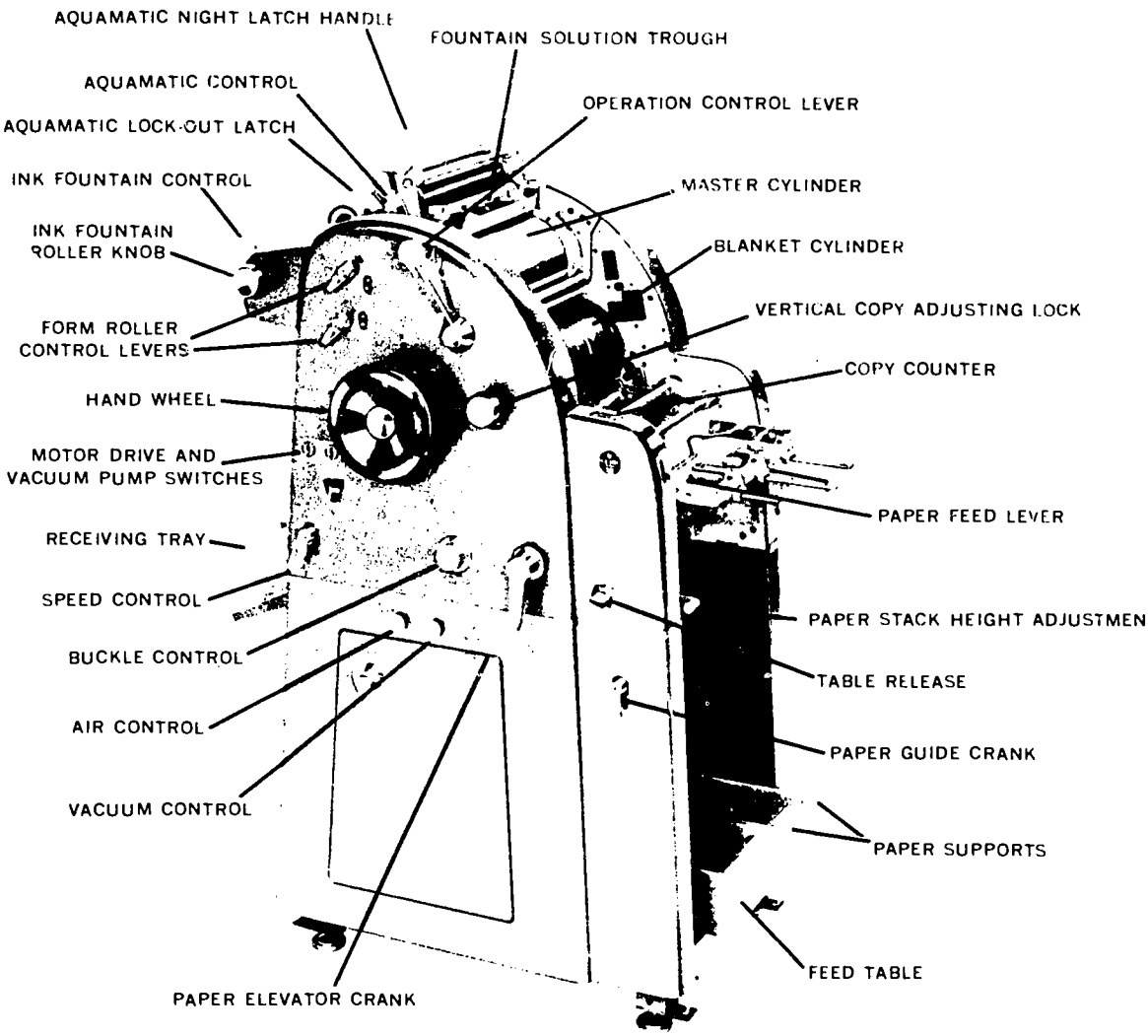

(a) Never touch these machines unless you are operating them.

(b) Beware of roller and gear; keep covers and guards in place.

(c) Never reach for misprinted or dropped paper while the press is in operation.

(d) Keep hands away from grippers.

(e) Do not leave the press while it is in operation.

25. Offset Plate Maker:

(a) Do not look into the light used for exposing the plates; it will burn your eyes.

(b) Do not turn on the light unless the vacuum frame is locked down.

(c) Do not touch the photo carbons; they are hot.

26. Paper Cutter:

(a) Be certain the handle (lever) controlling blade is in its proper position and the safety lock is engaged before setting back gauge.

(b) Keep hands clear of blade at all times.

(c) Limit amount of stock to be cut at any one time.

(d) Use care when jogging stock against back gauge and side so as to avoid being cut by the paper.

(e) Keep both hands on the handle (lever) controlling blade during cut and return to proper position.

(f) Be sure handle (lever) controlling blade is returned to its proper position before reaching for cut stock.

(g) Check to see that safety lock engages after using cutter.

27. Paper Drill:

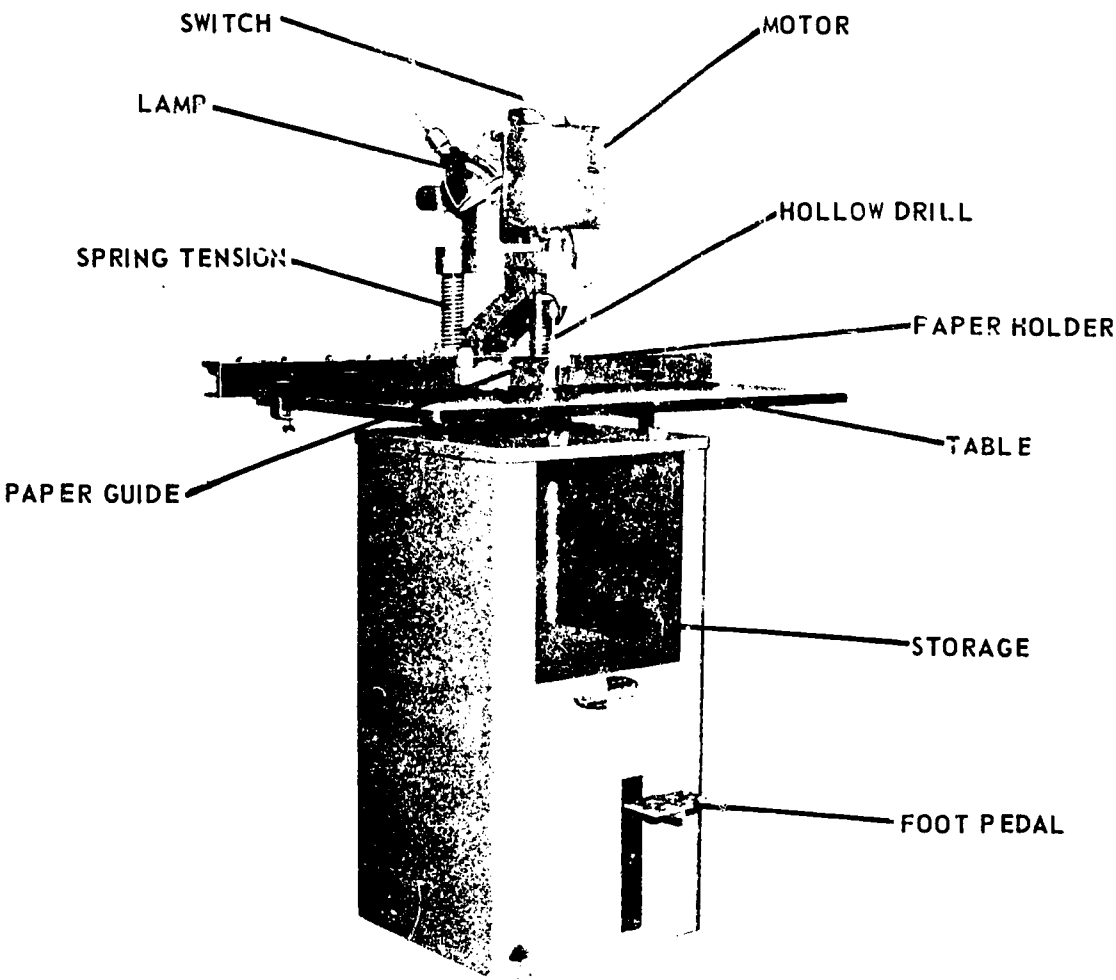

PAPER DRILL

(a) Hold paper securely against paper guide.

(b) Be sure fingers are clear before stepping on foot pedal.

(c) Let foot pedal return slowly.

28. Planer (Metalwork):

(a) Secure work firmly in the machine.

(b) Select prescribed tool for the job.

(c) Set machine for indicated depth of cut.

(d) Make sure that work clears cross rail and sides of machine.

(e) See that stops are set for controlling the movement of table.

(f) Wear eye protection devices.

(g) Check to see that starting lever is in neutral position before starting the motor.

(h) Keep your hands away from cutting tool and line of travel of moving parts of machine.

29. Planer (Woodwork):

(a) Use only clean lumber.

(b) Do not use wood that has loose knots or other defects.

(c) See that length of stock is longer than the distance between centers of feed rolls.

PLANER

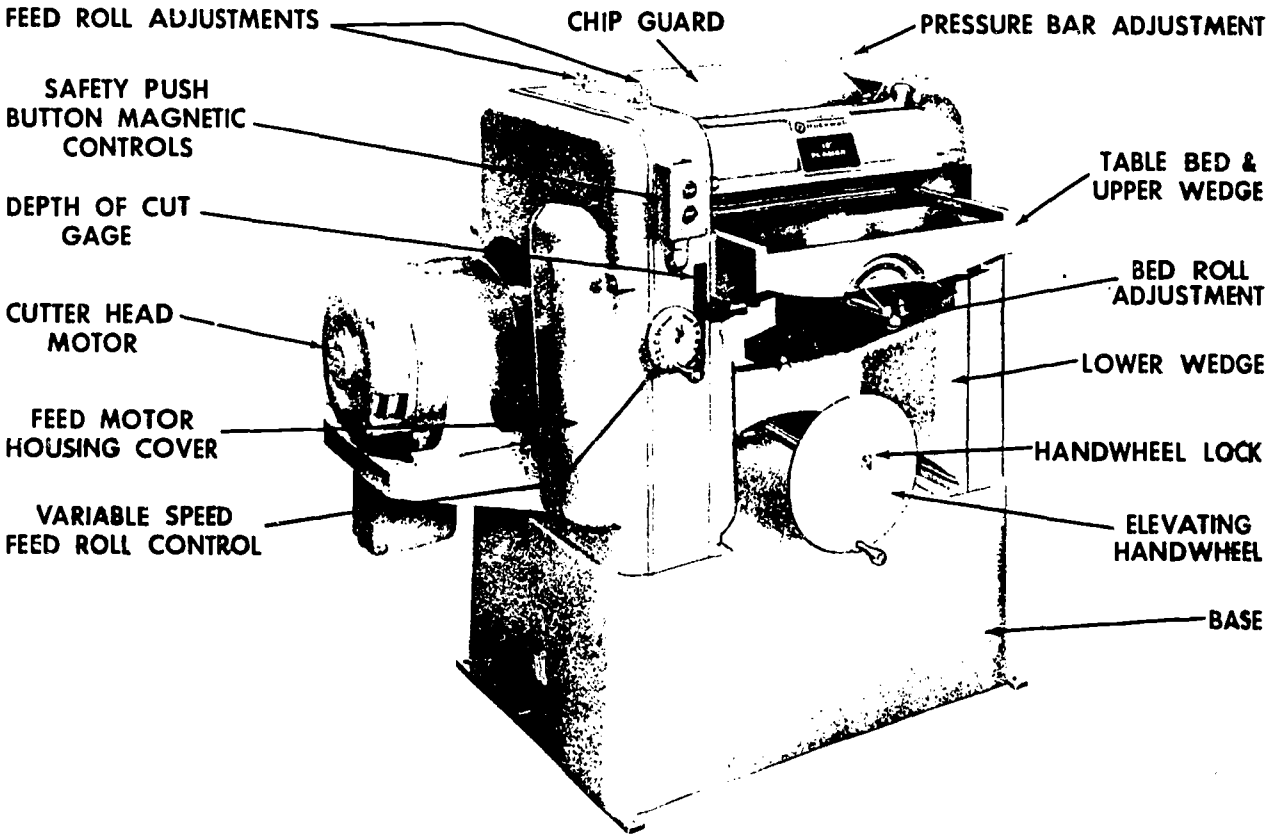

(d) Adjust cut to measurements taken on thickest part of the board.

(e) Limit cuts to 1/8 inch or less on narrow stock.

(f) Limit cuts on wide stock to 1/16 inch or less.

(g) Run thin stock through planer on top of a thick surfaced board.

(h) Wear eye protection devices.

(i) Stand to one side of planer when machine is in operation.

(j) Keep hands away from feed rolls and away from board (s) already gripped by the feed rolls.

(k) Allow material to travel completely through planer before making any additional depth of cut adjustment.

30. Portable Electric Tools:

(a) Remove chuck or holding key immediately after using it.

(b) Remove locking device if drill is equipped with one.

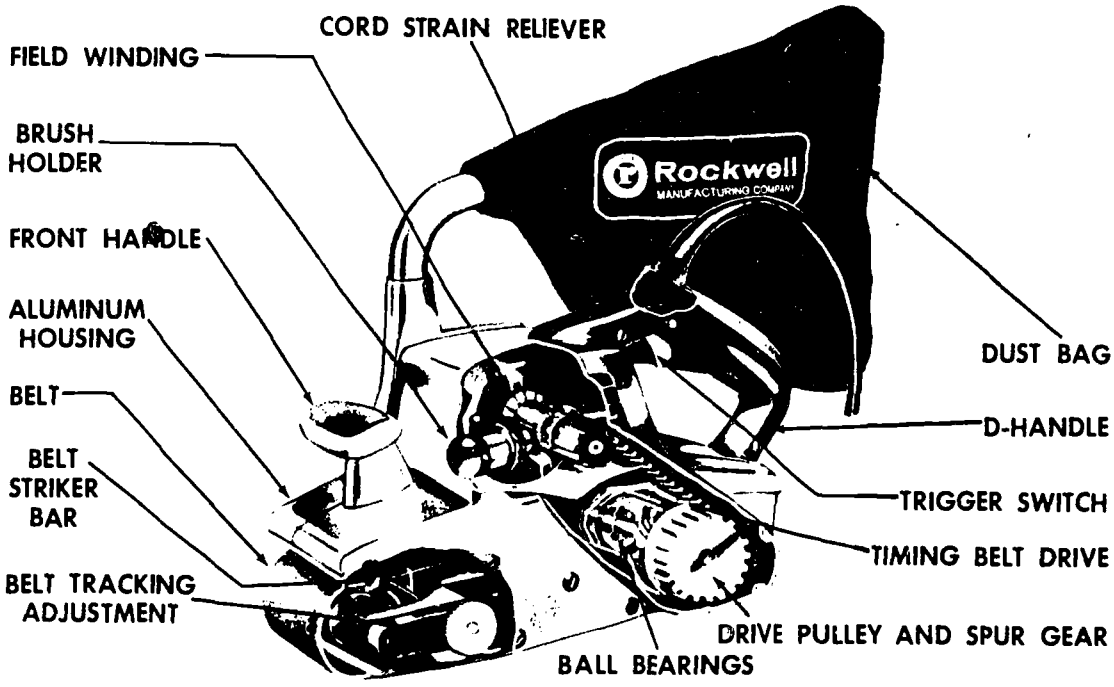

BELT SANDER

(c) See that a grounded wire is connected to the portable tool.

(d) Keep electric cord and plug dry at all times.

(e) Wear eye protection devices.

(f) Hold the machine firmly.

(g) All guards should be operating properly.

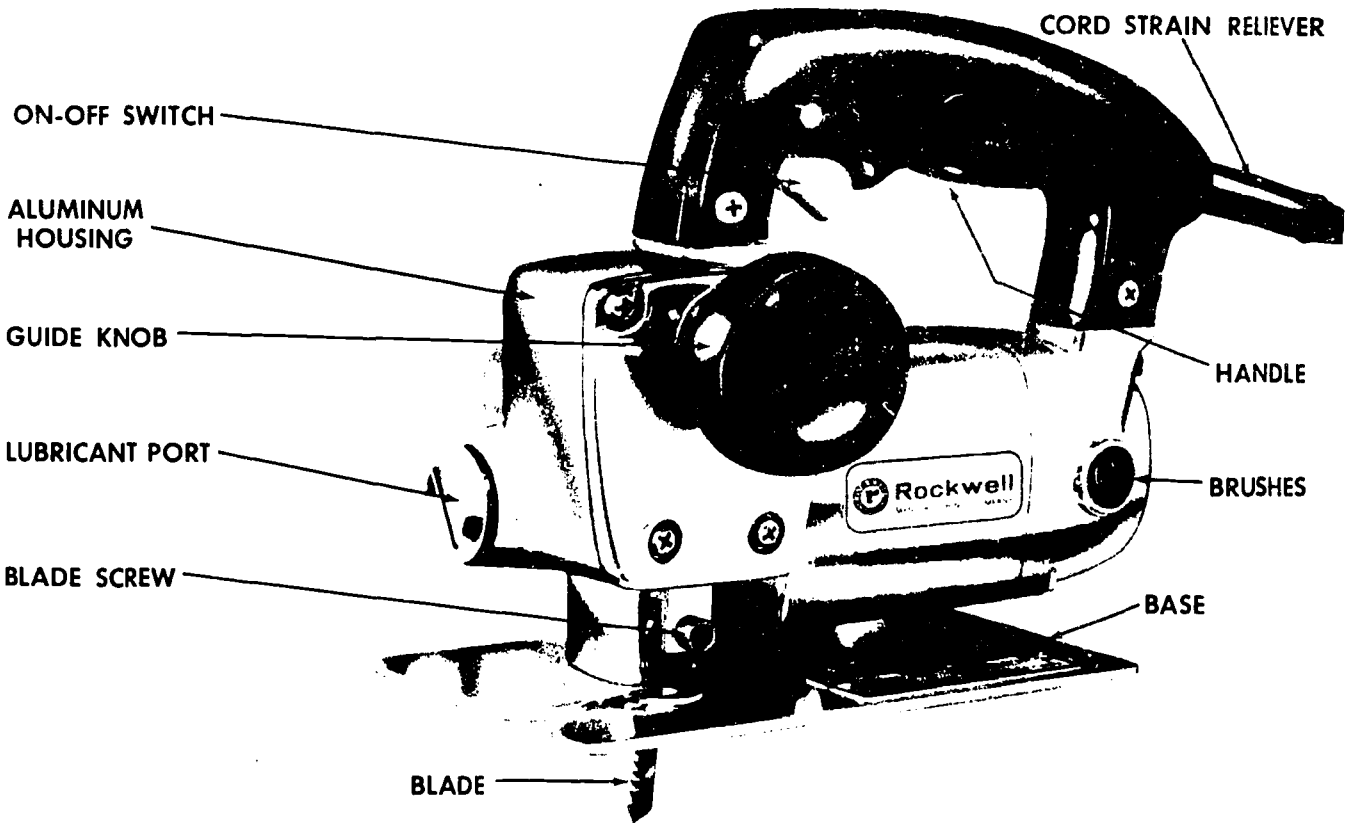

BAYONET SAWS

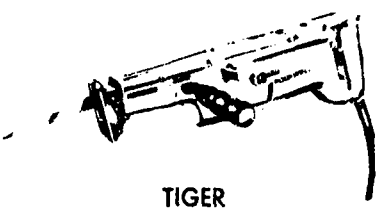

TIGER
2-SPEED ALL-PURPOSE SAW

POWER DRILL

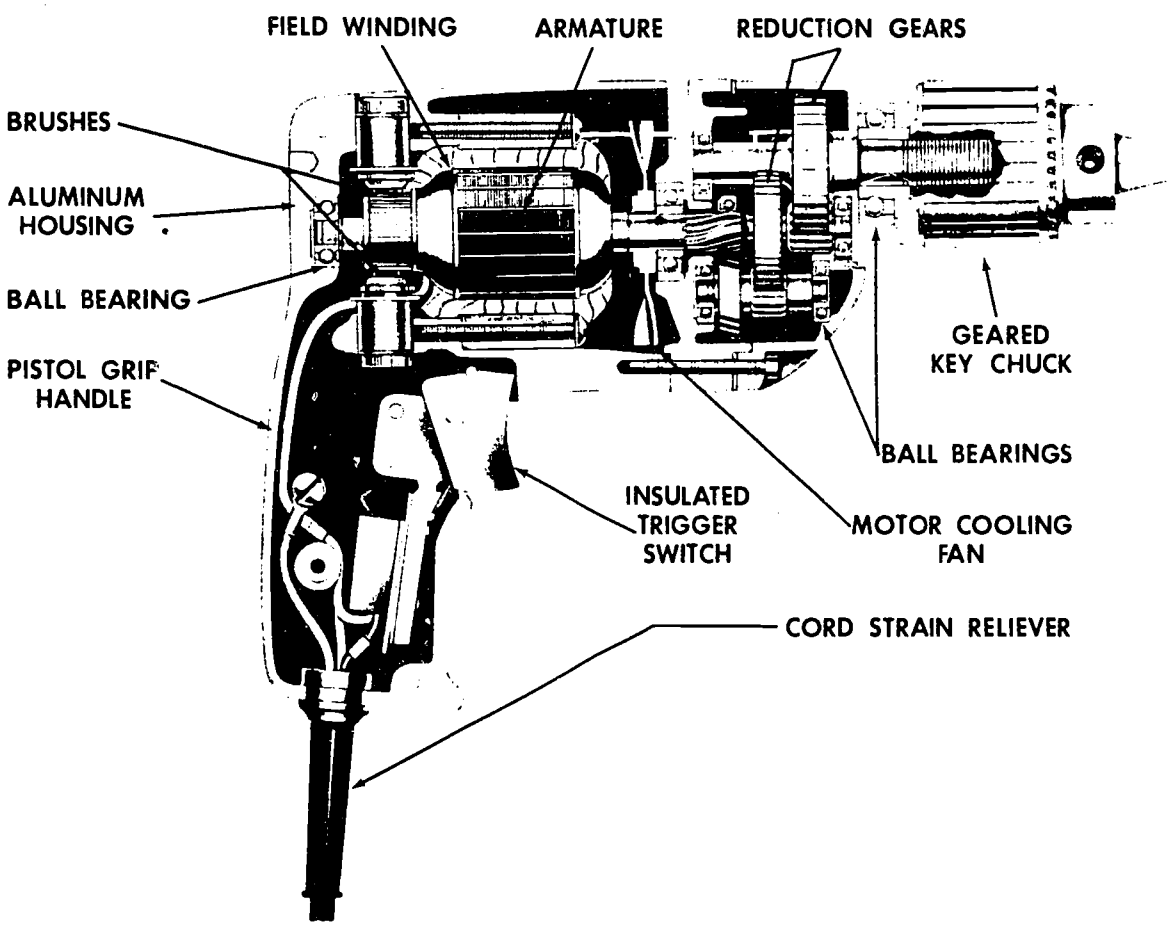

(h) Turn off power and hold machine firmly until it comes to a dead stop.

(i) Disconnect electric cord. Clean and return machine to designated place.

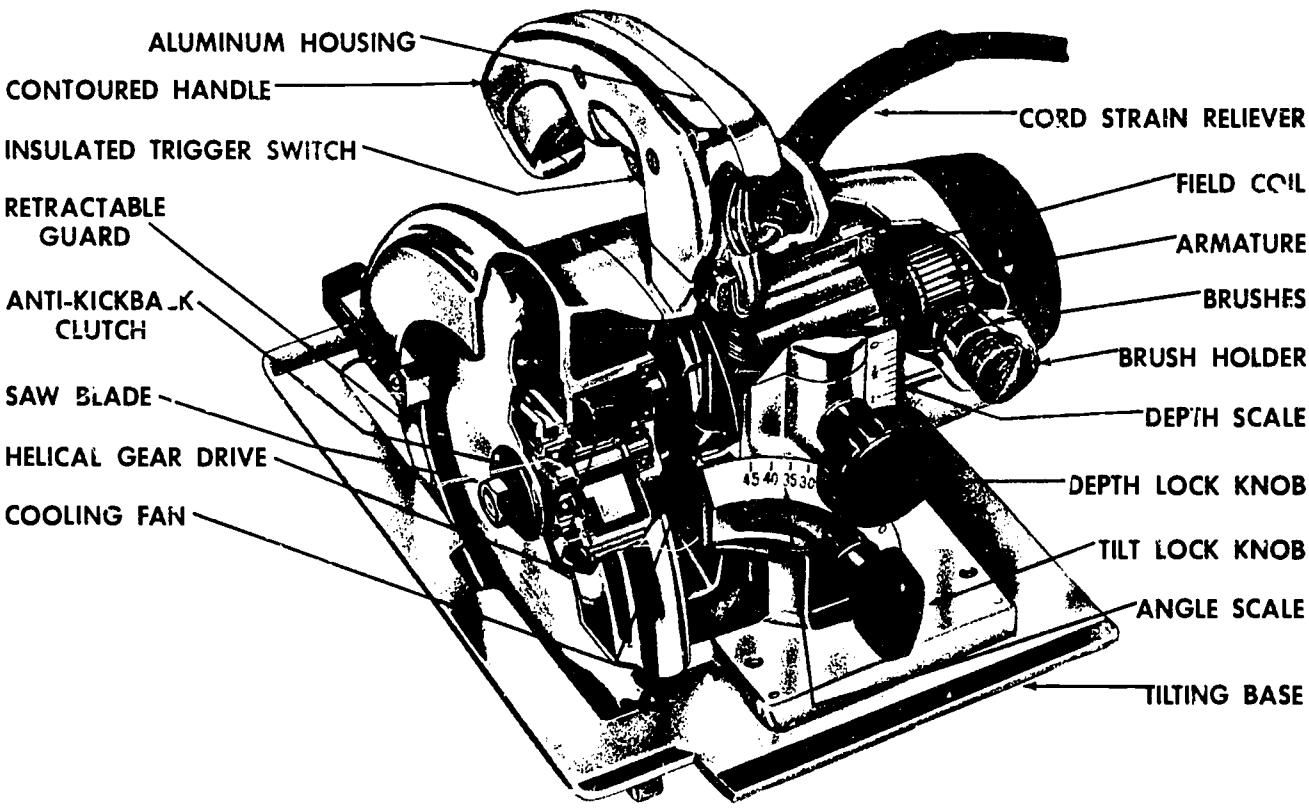
ALUMINUM HOUSING
CONTOURED HANDLE
INSULATED TRIGGER SWITCH
RETRACTABLE GUARD
ANTI-KICKBACK CLUTCH
SAW BLADE
HELICAL GEAR DRIVE
COOLING FAN
CORD STRAIN RELIEVER
FIELD COIL
ARMATURE
BRUSHES
BRUSH HOLDER
DEPTH SCALE
DEPTH LOCK KNOB
TILT LOCK KNOB
ANGLE SCALE
TILTING BASE

POWER SAW

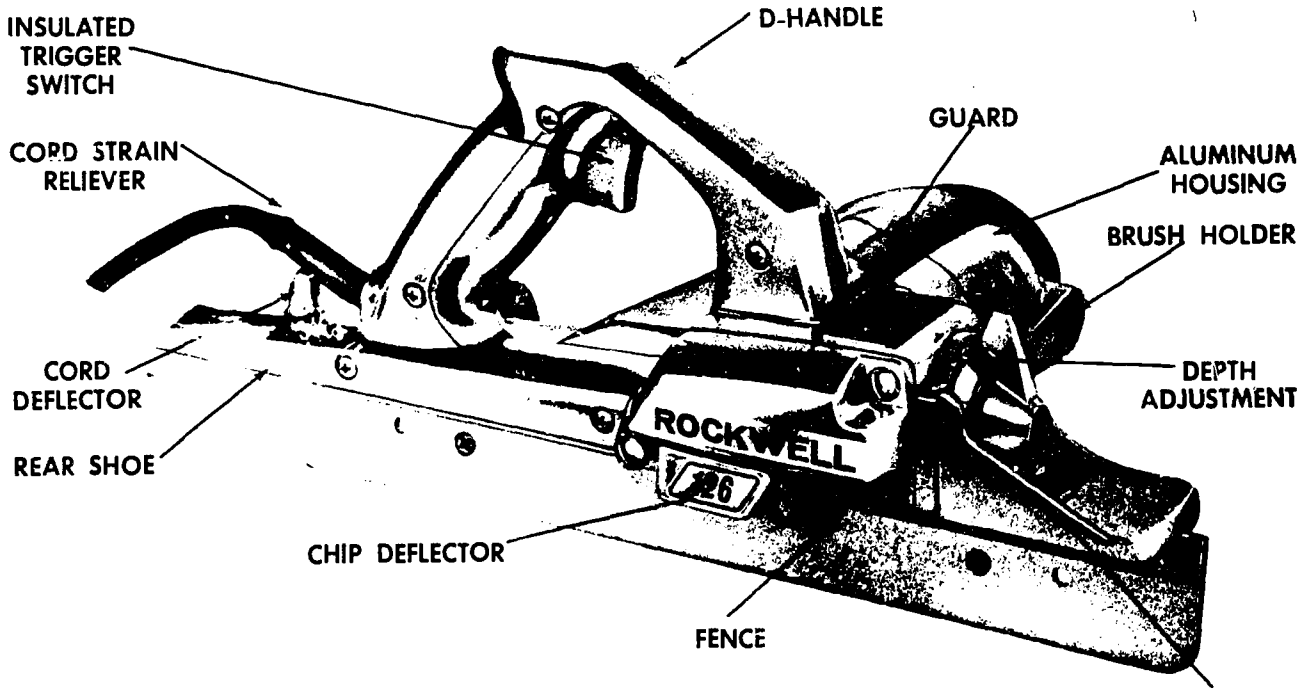

PLANER (PORTABLE)

POWER SANDER

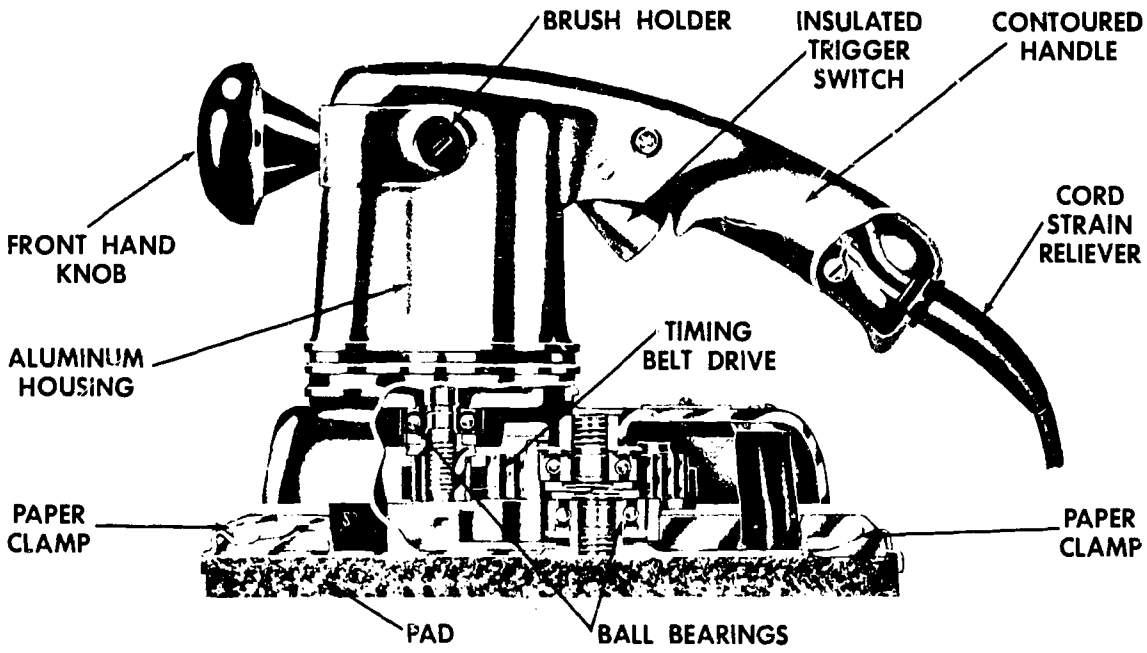

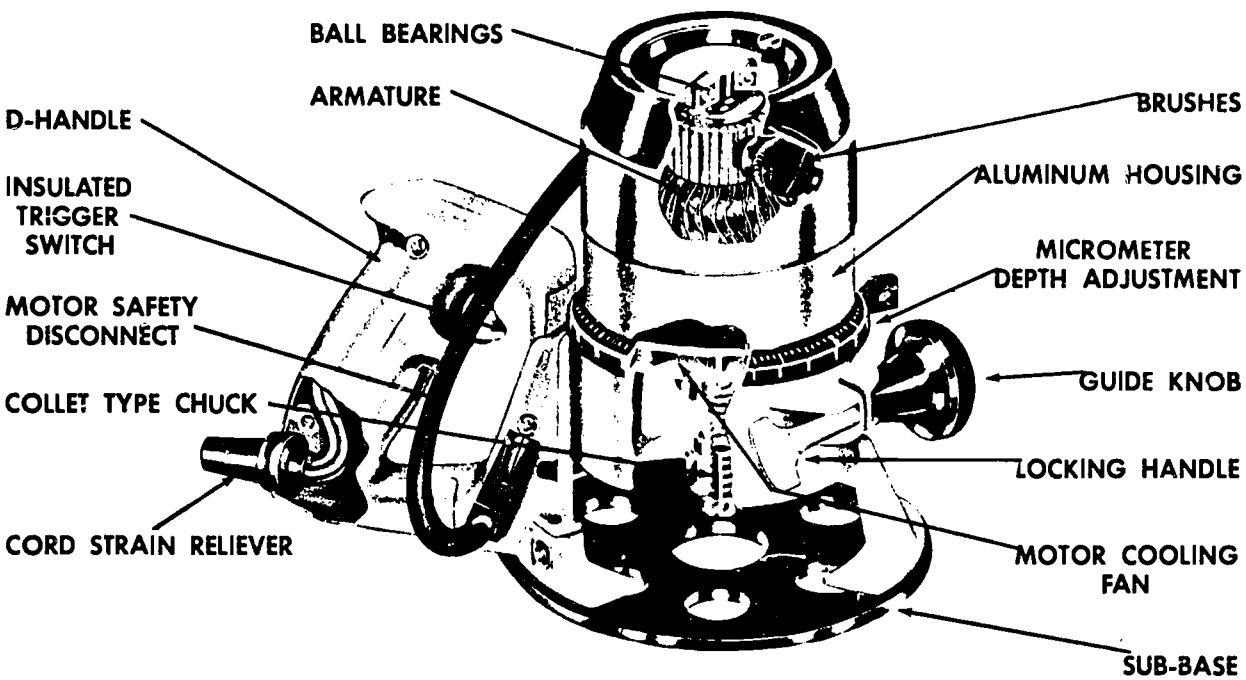
BALL BEARINGS
ARMATURE
D-HANDLE
INSULATED TRIGGER SWITCH
MOTOR SAFETY DISCONNECT
COLLET TYPE CHUCK
CORD STRAIN RELIEVER
BRUSHES
ALUMINUM HOUSING
MICROMETER DEPTH ADJUSTMENT
GUIDE KNOB
LOCKING HANDLE
MOTOR COOLING FAN
SUB-BASE

ROUTERS

32. Radial Saw:

(a) Ask your instructor to approve all special setups.

(b) Wear eye protection devices.

(c) Hold stock firmly against fence.

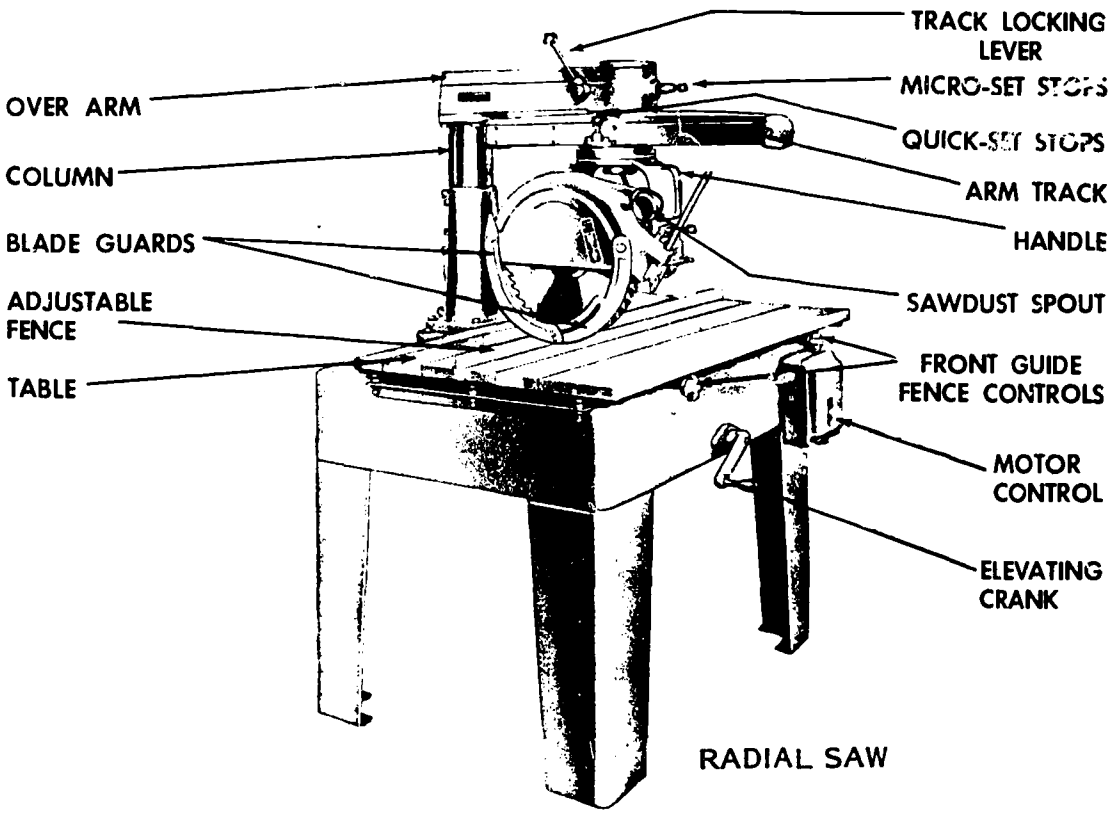

RADIAL SAW

(d) Stand to one side and keep hands away from the direction of travel of saw.

(e) Feed saw into material only as fast as it will easily cut.

(f) Cut only one piece of stock at a time.

(g) Use a piece of wood to remove scraps from path of saw blade only when saw is at a dead stop.

(h) Turn off power after using radial-arm saw, return saw to beginning position carefully, and stand by until the machine has stopped.

33. Roto Molder:

(a) Wear eye protection devices.

(b) Check to see that the arrow on the roto arm is in vertical position. Do not open oven door at any time unless the arrow is in the vertical position.

(c) Turn on heating unit and turn reostat clockwise to 500° position and wait until oven comes to full heat.

(d) Use gloves to handle all molds.

(e) Check slot in mold stem so that it conforms to the clamp on the roto arm.

(f) Cool mold with air blast from safety nozzle. Beware, mold is hot.

(g) Always remove mold from the oven according to the time limit specified for the project.

(h) If smoke appears coming from the oven, notify the instructor immediately.

34. Punch Press:

(a) Follow manufacturer's instructions on gauges of stock that can be punched.

(b) Set machine table and guides before turning on power.

(c) Hold stock flat on table against guides. Use both hands.

(d) Wear eye protection devices.

(e) Keep foot not used to operate press free from treadle sweep.

35. Sander, Belt & Disc (Abrasive Disk Finishing Machine) (Abrasive Belt Finishing Machine):

(a) Check sanding belt or disc for breaks or tears.

(b) Wear eye protection devices when using any sander.

(c) Keep fingers away from abrasive surfaces of sanders.

(d) Sand on the down stroke of a belt sander and on the down side of a disc sander.

(e) Hold work securely. Machine sand only objects large enough to hold safely against the sander. Check with instructor on irregular or smaller objects.

(f) Keep work moving evenly and steadily over abrasive surface of sander, or portable sander over work. Apply only sufficient pressure to smooth surface being sanded.

(g) Pull plug on portable sander and return it to its station.

36. Scroll Saw:

(a) Make sure saw blade is correct size and type for work to be done. Check it for correct blade tension.

(b) Cut only stock that has a flat bearing surface.

ABRASIVE BELT FINISHING MACHINE

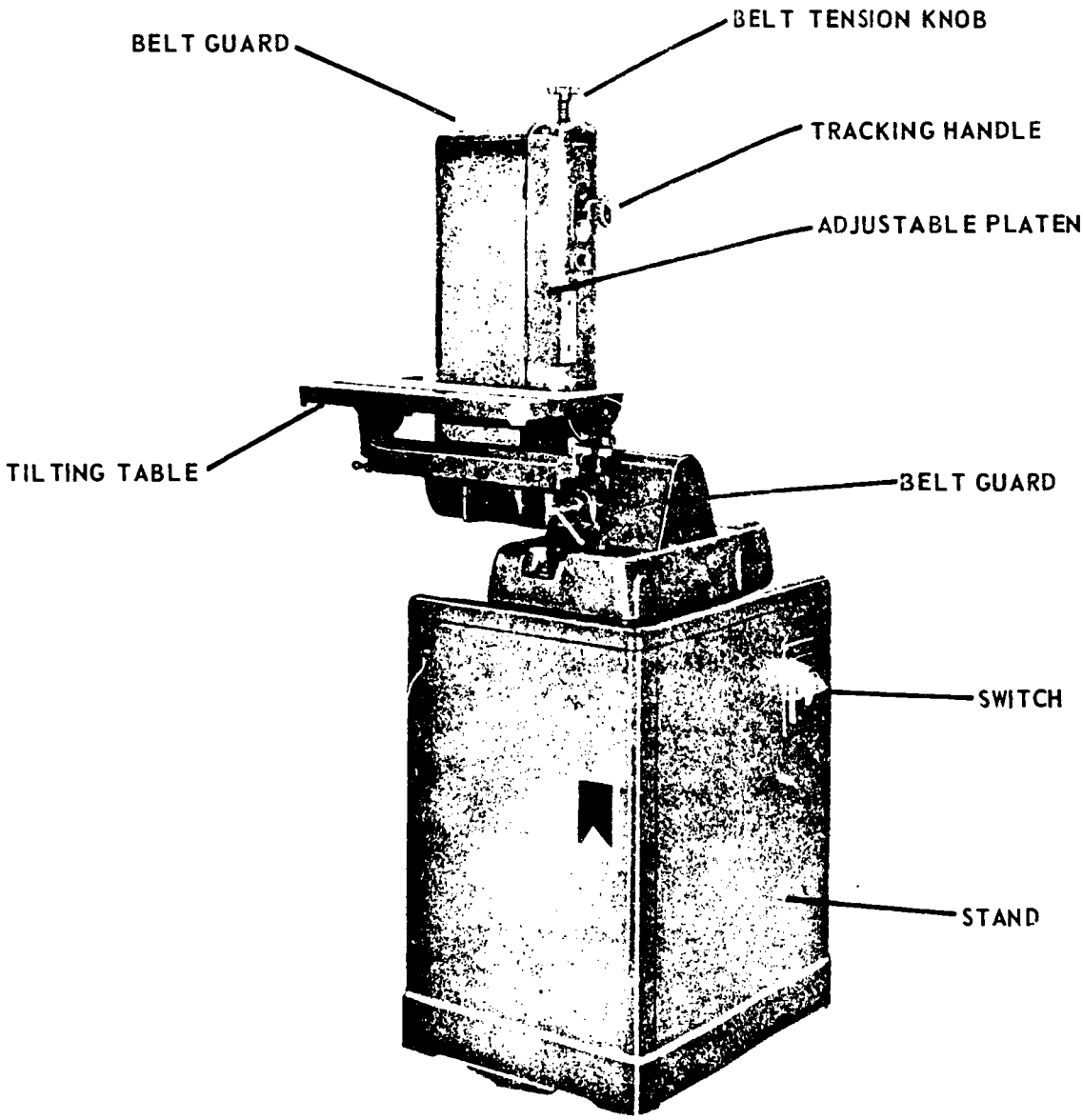

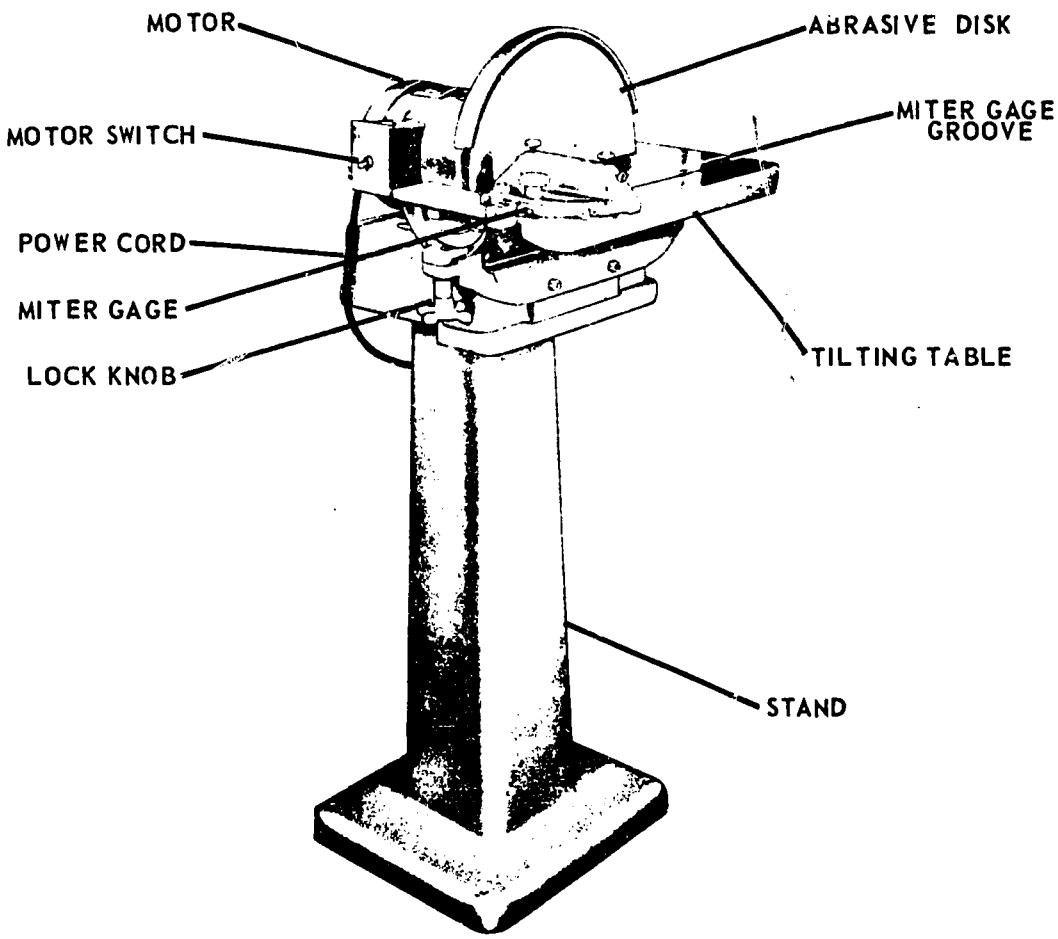

ABRASIVE DISK FINISHING MACHINE

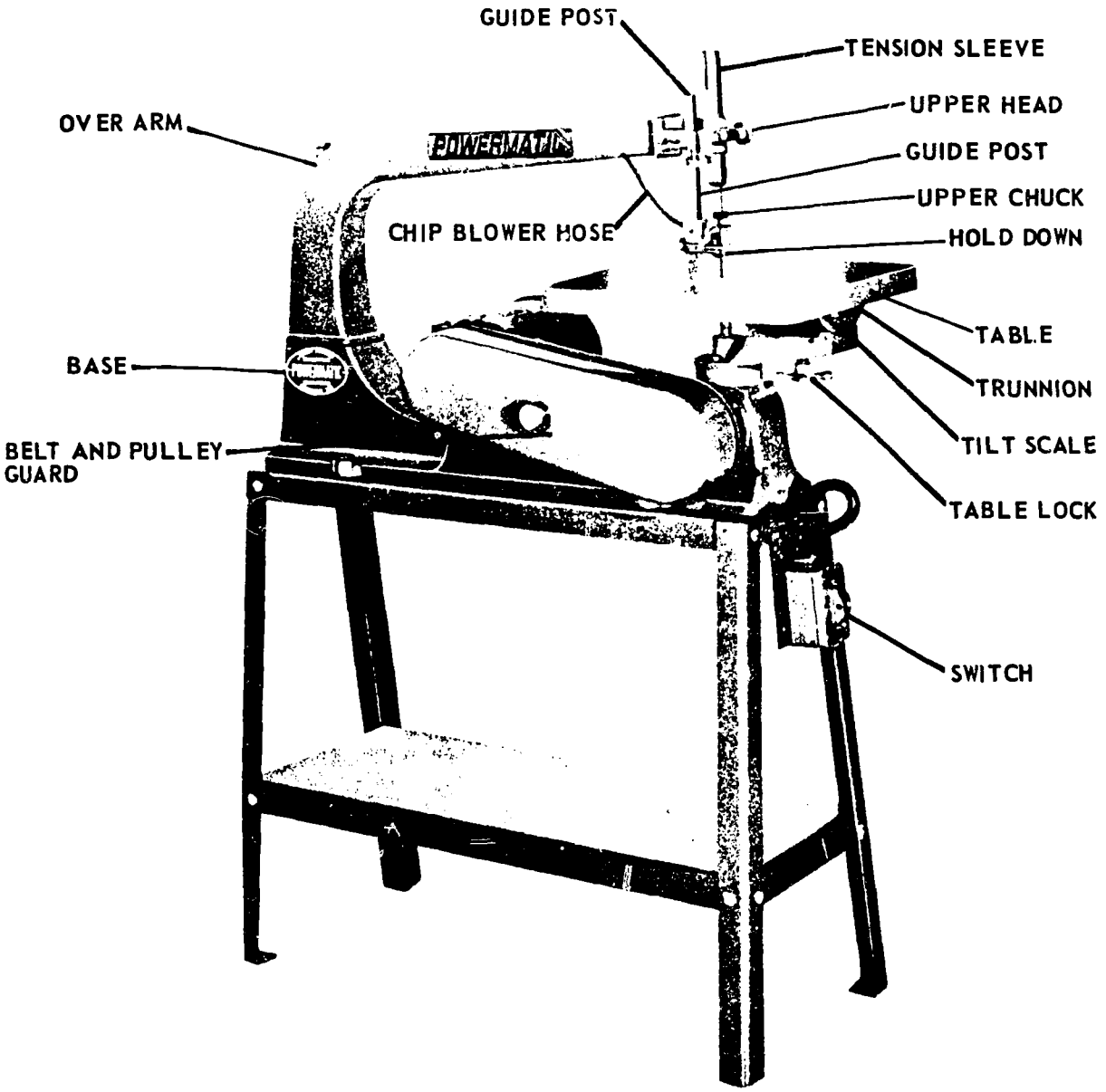
GUIDE POST
TENSION SLEEVE
UPPER HEAD
OVER ARM
POWERMATIC
GUIDE POST
UPPER CHUCK
CHIP BLOWER HOSE
HOLD DOWN
TABLE
BASE
TRUNNION
TILT SCALE
BELT AND PULLEY GUARD
TABLE LOCK
SWITCH

SCROLL SAW

(c) Adjust blade guide or hold down shoe to be as close to work as possible.

(d) Turn saw by hand through one full revolution to be sure the work will clear.

(e) Select machine speed to match thickness of work and type of material.

(f) Wear eye protection devices.

(g) Feed material into saw at moderate speed, without pressure on blade. Hold material firmly.

(h) Keep hands away from saw blade and out of line of travel of saw.

37. Shaper (Metalwork).

(a) Use soft hammer or mallet to set work on the parallels.

(b) Secure work firmly in the machine.

(c) Select prescribed tool for the job.

(d) Set machine for indicated depth of cut.

(e) Be sure that ram and head will clear your work and any holding device.

(f) Wear eye protection device.

(g) Check to see that starting lever is in neutral position before starting the motor.

(h) Stand to one side of machine when starting.

38. Shaper (Woodwork):

WOOD SHAPER

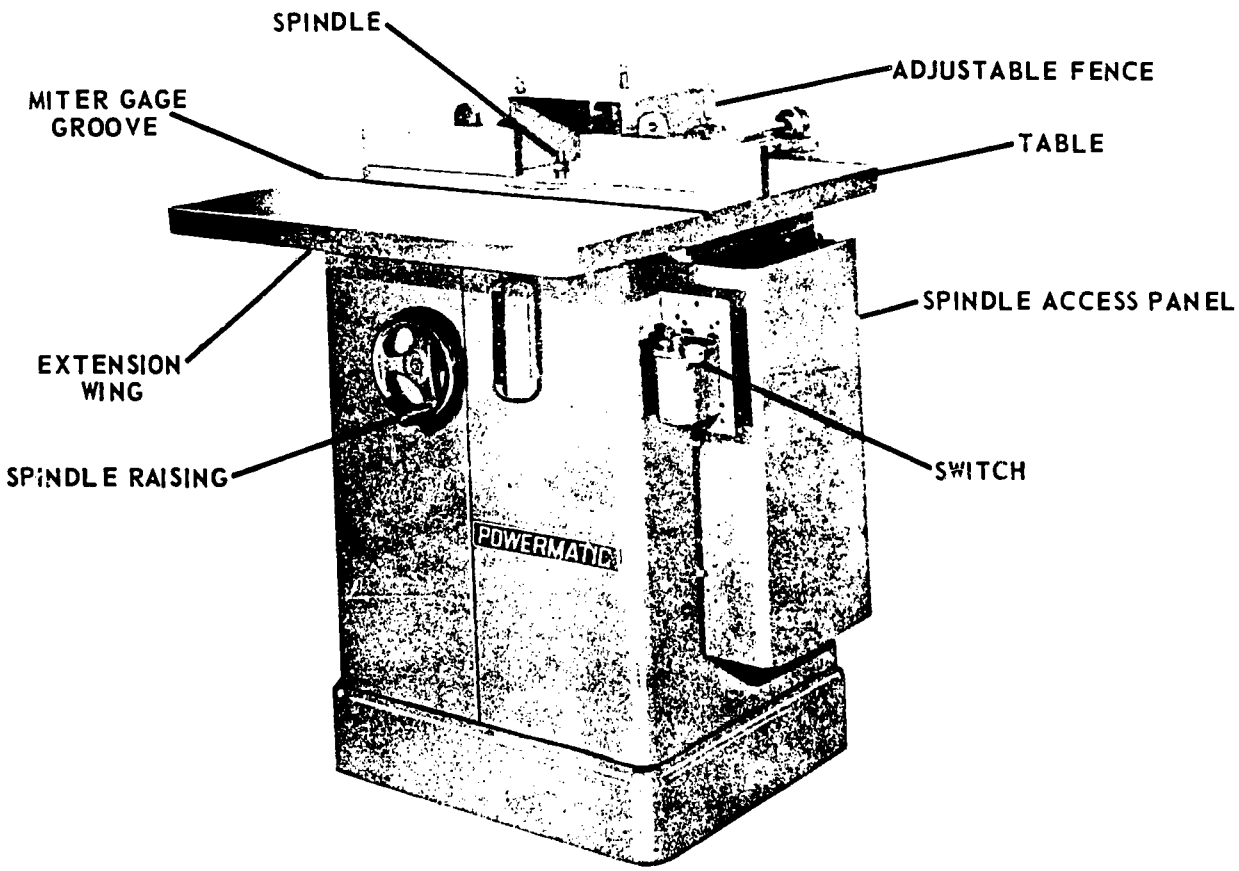

(a) Make sure stock is free from cracks, splits or loose knots.

(b) Check to see that cutters are seated correctly before tightning spindle locknut.

(c) Use fence and guards whenever you can fit them to work being done. Employ fixed collar.

(d) Check with instructor on all unusual or special problems or setups.

(e) Wear eye protection devices.

(f) Use spring guard and push stick; keep hands away from cutters.

(g) Enter stock against the rotation of the spindle. Hold it firmly.

(h) Test setup on a safe size piece of wood.

(i) Feed stock steadily into cutters--govern speed to get smoothest cut.

39. Shear:

(a) See that guards are in place.

(b) Follow manufacturer's specifications as to gauge of sheet metal that can be cut safely.

(c) Wear eye protection devices.

(d) Stand directly in front of machine.

(e) Feed pieces of metal into shear from front (operator's position)

(f) Hold stock securely against guide.

(g) Make sure the foot that is not being used to operate treadle is clear before pushing down on treadle.

(h) Regulate pressure on treadle according to gauge and type of stock. Keep foot on treadle to ease its return to normal position.

(i) Allow small pieces of metal being cut to drop to the floor or into a container.

(j) Be careful of sharp and jagged edges when picking up trimmings.

40. Slip Roller:

(a) Limit stock size used in the machine to manufacturer's specifications.

(b) Stand to operate machine.

(c) Hold stock firmly with one hand while pulling the lever steadily with the other.

(d) Return lever to starting position smoothly.

(e) Make machine adjustments before putting stock in the machine.

41. Stapling Machine:

(a) Wear eye protection devices.

(b) Keep your fingers away from movable parts of the stapler.

(c) Place your foot firmly on lever control.

(d) Turn off power after using stapler.

42. Storage Batteries:

(a) Obtain permission from your instructor before servicing or charging a storage battery.

(b) Use proper instruments for testing a storage battery.

(c) Avoid overfilling a battery, especially if it is to be charged.

(d) Use water and baking soda (a neutralizer) to clean off the top of a battery.

(e) Remove and transport a battery with a battery lifter.

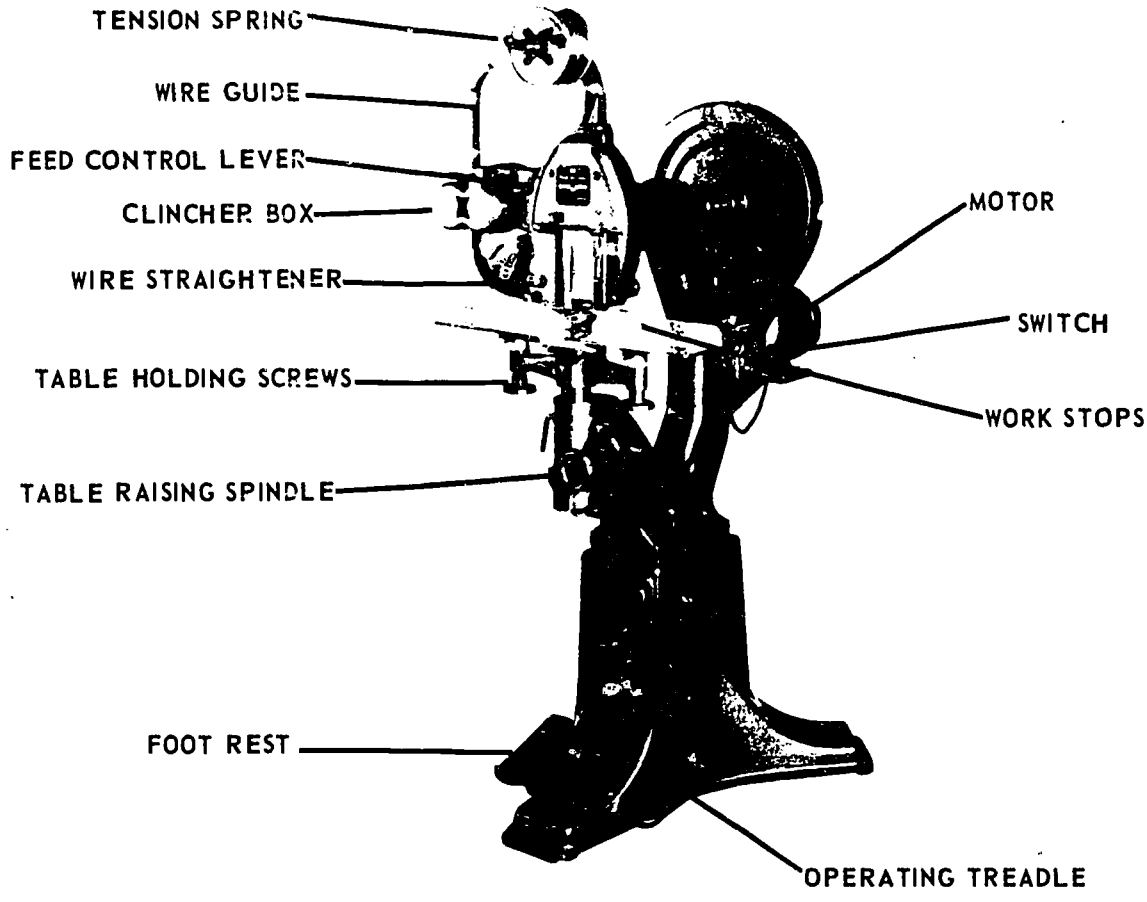

STAPLING MACHINE

(f) Handle battery or acid with care. Wash immediately any part of your body or clothing that comes in contact with acid.

(g) Wash hands immediately after handling a battery.

(h) Charging:

(1) Wear eye protective devices.
(2) Provide ample ventilation when using a charger.
(3) Keep open flames and sparks away from a battery being charged.
(4) Turn off charger before disconnecting leads (wires) from charger to battery.
(5) Replace cell covers before moving battery.

43. Surface Grinder:

(a) Secure work firmly in the machine.

(b) Select correct wrenches, hold downs, clamps, etc. for machine and work.

(c) Wear eye protection devices for grinding.

(d) Run table and work through complete cycle of process by hand before turning on power feed.

(e) Keep hands away from moving parts while automatic feed is engaged.

44. Tool & Die Cutting Machine:

(a) Attach plastic or metal pieces securely to the table.

(b) Move milling cutters at a rate suited to the material being machined.

(c) Operate the air controls with low pressure (2 lbs.)

45. Thermoforming Machine:

(a) Wear eye protection devices.

(b) Check the thickness of the plastic and adjust the clamp frame to this thickness.

(c) Turn on heating unit and be sure to keep your hands away from the heated surface.

(d) Regulate air pressure and vacuum to the specifications provided by your instructor.

(e) Keep fingers away from the clamp area as the mold is moved into the clamp frame.

(f) Keep hands from heated plastic until properly cooled.

(g) Use safety air nozzle gun to cool plastic and be careful to direct the air only on the plastic.

46. Uniplane:

(a) Remove tie, rings, watch and other jewelry, and roll up sleeves.

(b) Keep the cutterhead free of all gum and pitch.

(c) Always hold the work firmly against the fence.

(d) Wear eye protection devices.

(e) Make sure cutters are securely held in the cutterhead.

(f) Always use push sticks or a push block when working with small material.

(g) Safety guards should be in place and used at all times.

UNIPLANE

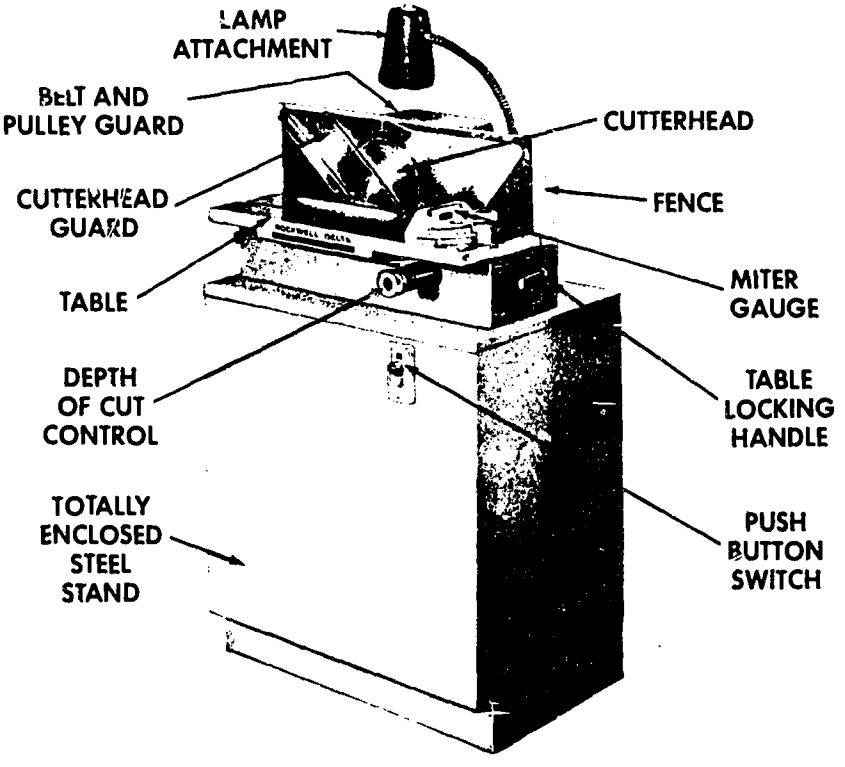

47. Welder (Oxy-Acetylene):

(a) Obtain permission from your instructor before using welding equipment.

(b) Fasten cylinders with a chain or other suitable device as a protection against falling or rolling.

(c) Close cylinder valve and replace protective cover before moving cylinder.

(d) Keep welding equipment free of oil and grease. Use only clean rags for wiping off welded equipment.

(e) Inspect hose and tips before using.

(f) Make sure that hose is properly connected and all connections are tight.

(g) Check for leaking cylinders or connections. If there is a leak, shut off all valves and report immediately to the instructor.

(h) Make sure you have ample ventilation.

(i) Keep all flammable material away from working area.

(j) Be sure that you wear welding goggles. All assistants and observers must also wear welding goggles.

(k) Release regulator pressure screw. Open cylinder valves gradually.

(l) Open acetylene cylinder valve one-fourth to three-fourths of a complete turn. Keep wrench in place so that valve may be shut off quickly if necessary.

(m) Keep acetylene pressure in the hose below 15 pounds per square inch.

(n) Use a friction torch lighter to ignite torch.

(o) Close acetylene valve first if torch backfires.

(p) Make certain lighted torch always points away from you and other students.

(q) Keep sparks and flare away from cylinders.

(r) Close cylinder valves when you have finished your welding job.

(s) Quench section of metal that has been welded or mark with chalk or soapstone the word HOT on the metal if it is necessary for you to leave your work.

48. Welder (Electric):

(a) Wear a helmet with proper observation window, treated gauntlet gloves, and treated leather apron. All assistants and observers must also wear protective helmets and clothing.

(b) Keep sleeves and pants cuffs rolled down. Wear leather jacket.

(c) Make sure electric welding is done only in a correctly constructed booth or room or behind proper screens.

(d) Be sure there is ample ventilation.

(e) Keep all flammable material away from working areas.

(f) See that floor area is clear of all obstructions.

(g) Report to your instructor at once if electrode holder, holder cable connection, cable or cable terminals at the welding machine, ground clamp, lugs, or cable get hot.

(h) Hang up electrode holder and turn off welder when work is being changed or when work has been completed.

APPENDIX E

SAFETY MATERIALS RESOURCES

American Gas Association - 1032 East 62nd Street, Cleveland, OH 44103

American Iron and Steel - 150 East 42nd Street, New York, NY 10017

American Legion - 700 North Pennsylvania St., Indianapolis, IN 46206
206

Canadian Consul General - 500 Boylston Street, Boston, MA 02116

Channing L. Bete - 45 Federal Street, Greenfield, MA 01301

Edison Electric Institute - 750 Third Avenue, New York, NY 10017

General Motors - Educational Arts - G.M. Building, Detroit, MI 48202

Lederle Labs - 2300 S. Eastern Avenue, Los Angeles, CA 90022

3M Company, Visual Products Division - 3M Center, St. Paul, MN 55101

National Education Association - 1201 Sixteenth Street, N.W., Washington, DC 20036

National Society for Prevention of Blindness - 79 Madison Avenue, New York, NY 61801

Pharmaceutical Manufacturers - 1144 Fifteenth Street N.W., Washington, DC 20005

Serina Press - 70 Kennedy Street, Alexandria, VA 22305

Signal Press - 1730 Chicago Avenue, Evanston, IL 60201

State Insurance Fund, Safety Standards Department, 147 East Sixth South, Salt Lake City, UT (posters)

Vocational Agricultural Services (Charts) - University of Illinois, 434 Mumford Hall, Urbana, IL 61801

Publications may be obtained from the following organizations:

American Industrial Hygiene Association, 14125 Prevost, Detroit, MI

Compressed Gas Association, 11 West 42nd Street, New York, NY

Superintendent of Documents, Government Printing Office, Washington, DC 20402

Employers Mutuals of Wausau, Safety and Health Services Dept., Wausau, WI

National Board of Fire Underwriters, 85 John Street, New York, NY

Shell Chemical Company, 50 West 50th Street, New York, NY

Zurich-American Insurance Company, Film Department, 111 West Jackson Boulevard, Chicago, IL 60604

ERIC

VISUAL AIDS FILMS AND FILMSTRIPS

Inspirational

Attitude for Safety. 20 min., 16 mm., sd., color and b & w, Job Corps, Staff Resources Division, 1200 - 19th Street, N.W., Washington, D.C. 1965 Summary: Designed to alert Job Corps conservation staff to accident potentials

Be a Pro. 14 min., 16 mm., sd., color. Industrial Accident Prevention Association, 90 Harbour Street, Toronto 1, Canada. 1965. Summary: Portrays necessity of learning and adhering to safety procedures in industrial operation. Especially for Canadian audiences.

Everything to Lose. 26 min., 16 mm., sd., color. Caterpillar Tractor Company, Peoria IL. 1965. Summary: Dramatizes consequences of taking chances in typical shop situations.

It's Your Accident. 23-3/4 min., 16 mm., sd., color. Association of Mill and Elevator Mutual Insurance Company, 2 North Riverside Plaza, Chicago, IL 60611. 1965. Summary: Points out how emotions and attitudes can affect safety.

Safety at Work (1963) . 16 mm., 18 minutes, color. Shows that sound safety programs can reduce the number of industrial deaths and injuries. Aetna Life and Casualty, Public Relations and Advertising Department, Film Library, 151 Farmington Avenue, Hartford, CN 06115.

Instructional

Always on the Job. 20 min., 35 mm. film strip, sd., b & w, 1953. Air Reduction Sales Company, 60 East 42nd Street, New York, NY 10017. Summary: Basic approach to safety in electric arc welding shown in cartoon style.

The Anatomy of an Explosion. 18 min., 16 mm., color. Sterling Films Association, 2221 South Olive Street, Los Angeles, CA 90007. Summary: Explains how explosion protection systems are designed to snuff out a potential explosion.

Automotive Shop Safety. 23 min., 16 mm., sd., b & w, 1963. U.S. Army Pictorial Center, 35-11 35th Avenue, Long Island City, New York, NY 11001. Summary: Illustrates common automotive shop situations in military operations, explaining safe procedures.

Breathing for Others. 14 min., 16 mm., sd., color. British Admiralty., U.S. Contact - International Film Bureau, Inc., 332 South Michigan Avenue, Chicago, IL 60604. 1965. Summary: Demonstrates situations requiring mouth-to-mouth resuscitation. 1966.

Building for Safety . 1959. 14½ min., 16 mm., color.Underwriters Laboratories, Inc., 1655 Scott Boulevard, Santa Clara, CA 95050. Summary: Illustrates and describes the testing of building materials.

Case of the Cluttered Corner. 10 min., 16 mm., sd., b & w, 1958. Associated Films, Ind., 347 Madison Avenue, New York, NY 10017. Summary: Broken leg leads to finding out how and why the corner got cluttered.

Cause and Effect. 15 min., 35 mm., film strip, sd., b & w, 1957. Zurich Insurance Company, 111 West Jackson Boulevard, Chicago, IL 60604. Summary: Typical occupational accident prevention.

Close Shaves. 15 min., 35 mm. film strip, sd., b & w, Zurich Insurance Company, 111 West Jackson Boulevard, Chicago, IL 60604. Summary: Near accidents are warnings of danger.

Communication for Safety Series. (4 films) National Safety Council, 425 North Michigan Avenue, Chicago, IL 60611.
No. 1. Let's Talk About Safety. 10 min., 16 mm., sd., b & w, 1959. Summary: Talking about safety can be a helpful habit.
No. 2. Take a Talkie - Brief. 10 min., 16 mm., sd., b & w, 1959. Summary: Ten minutes a day devoted to safety talks.
No. 3. Setting 'Em Straight. 10 min., 16 mm., sd., b & w, 1959. Summary: How to correct worker's unsafe habits without causing hurt feelings.
No. 4. Let Everybody Help. 10 min., 16 mm., sd., b & w, 1959. Summary: Cooperation comes when workers know their ideas are wanted.

Current Facts. 22 min., 35 mm., film strip, sd., 1961. Liberty Mutual Insurance Company, 175 Berkeley Street, Boston, MA 02117. Summary: Causes of electric shock accidents from cords, appartus, and portable devices.

The Danger of Color. 1970. 16 min., 16 mm., color. Tow Motor Corporation, Sales Development, 16100 Euclid Avenue, Cleveland, OH 44112. Summary: Gives tips on avoiding accidents for all who work around material handling machinery.

Don't Push Your Luck. 1967. 13 min., 16 mm., color. National Society for the Prevention of Blindness, Inc., Public Information Department, 79 Madison Avenue, New York, NY 10016. Summary: Presents a vivid re-enactment of a bleeding eye accident that occurs in an industrial plant.

Don't Take Chances. 13½ min., 16 mm., sd., color, 1963. International Film Bureau, Inc., 332 South Michigan Avenue, Chicago, IL 60604 Summary: Dramatization of the fatal result of chance taking.

Easy Does It. 15 min., 35 mm., film strip, sd., b & w, 1951. Zurich Insurance Company, 111 West Jackson Boulevard, Chicago, IL 60604. Summary: Handling materials - includes a photo quiz.

Electricity - Principles of Safety. 11 min., 16 mm., sd., color, 1960. Coronet Instructional Films, 65 East South Water Street, Chicago, IL 60601. Summary: Points out common hazards of electricity and their causes.

Everybody's Job. 15 min., 35 mm., film strip, sd., b & w, 1953. Zurich Insurance Company, 111 West Jackson Boulevard, Chicago, IL 60604. Summary: How a safety committee works.

Everything to Lose. 1966. 18 min., 16 mm., color. Caterpillar Tractor Company, Modern Talking Picture Service, 16 Spear Street, San Francisco, CA 94105. Summary: Shows the terrible consequences of ignoring shop safety rules.

Falls. 5 min., 16 mm., sd., b & w, Contemporary Films, Inc., 267 West 25th Street, New York, NY 10001. Summary: Spotlights most common cause of industrial falls.

Falls Are No Fun. 10 min., 16 mm., sd., b & w, 1957. Associated Films, Inc., 347 Madison Avenue, New York, NY 10017. Summary: Cartoon treatment of situations resulting in falls.

First Aid. 29 min., 16 mm., sd., b & w, American Red Cross, 615 North Asaph Street, Alexandria, VA, 22314. or inquire of local chapter. Summary: Basic life-saving and related skills taught in revised standard first aid course of American Red Cross.

The Guy Behind Your Back. 20 min., 35 mm., filmstrip., sd., b & w, 1953. Air Reduction Sales Company, 60 East 42nd Street, New York, NY 10017. Summary: The fundamental approach to safety for operators of oxyacetylene welding and cutting equipment. Cartoon style.

Heads You Win. 15 min., 35 mm., filmstrip, sd., b & w, 1954. Zurich Insurance Company, 111 West Jackson Voulevard, Chicago, IL 60604. Summary: Safety in the small shop.

Hear's How. 15 min., 35 mm., film strip, sd., b & w, 1950. Zurich Insurance Company, 111 West Jackson Boulevard, Chicago, IL 60604.

How to Avoid Muscle Strains. 15 min., 16 mm., sd., b & w, Bray Studies, Inc., 729 Seventh Avenue, New York, NY 10019. Summary: For industrial, school and general public. Basics of lifting and handling for prevention of back and muscular injury.

How to Have an Accident at Work. 8 min., 16 mm., sd., color, 1960. Walt Disney Productions, 16 mm Film Division, 350 S. Buena Vista, Burbank, CA or 545 Cedar Lane, Teaneck, NJ. Summary: Donald Duck disregards all rules on the job and blames fate for his troubles.

Human Factors in Safety. Series of 4. 10 min. each, 16 mm., sd., color, and b & w. National Safety Council, 425 North Michigan Avenue, Chicago, IL 60611. 1965. Summary: Teaches fundamental concepts of human behavior as related to accidents.
The Key Man Series. (4 films) Associated Films, Inc., 347 Madison Avenue, New York 10017.
No. 1. Point of No Return. 10 min., 16 mm., sd., b & w, 1961. Summary: Study of consequences of an accident.
No. 2. You're the Key Man. 10 min., 16 mm., sd, b & w, 1961. Summary: Decisions and attitudes of foreman can result in greater safety consciousness in workers.
No. 3. It's the Little Things that Count. 10 min., 16 mm., sd., b & w, 1961. Summary: Editor of plant magazine finds out who was most responsible for the winning of top safety award.
No. 4. People are the Puzzle. 10 min, 16 mm., sd., b & w, 1961. Summary: Knowing your people is the key to accident prevention.

Lifting - A Weight Away. 8 min., 16 mm., color. 1970. United States Postal Service, 631 Howard Street, San Francisco, CA 94106. Summary: Presents a demonstration of proper lifting methods to avoid injuring the back muscles of the body.

Lifting, Man's Age Old Problem. 14 min., 16 mm., color. 1964. Aetna Life and Casualty, Public Relations and Advertising Dept., Film Library, 151 Farmington Avenue, Hartford, CN 06115. Summary: Discusses back injuries.

Lucky. 18½ min., 16 mm., sd., color., 1959. Union Carbide Nuclear Company, P.O. Box 1310, Paducah, KY 42202. Summary: Shows how attitudes can affect worker and his job.

Matter of Degree. 13 min., 35 mm film strip, sd., color, 1957. Crown Zellerbach Corporation, One Bush Street, San Francisco, CA 94119. Summary: Outlines program for prevention of employer accidents.

Mind Your Back. 13¼ min., 16 mm., sd., color, 1965. Australian News and Information Bureau, 636 Fifth Avenue, New York, NY 10020. Summary: Demonstrates right and wrong methods of lifting/handling objects.

Painting Safely. 22 min., 35 mm., film strip, sd., color, 1958. California State Compensation Insurance Fund, 525 Golden Gate Avenue, San Francisco, CA 94101. Summary: Teaches safe practices in the painting trade.

Safety for Sure. 11 min., 16 mm., sd., b & w, U.S. Department of Agriculture, Motion Picture Service, Washington, DC 10140 or loan from nearest U.S. Forest Service Office. Summary: Presents four key points to be taught on any job.

Safety in the Shop. 10 min., 16 mm., sd., b & w, Mogul's, 112 West 48th Street, New York, NY 10019. Summary: Emphasizes the supervisor's responsibility in teaching and maintaining safe practices.

Safety Management Films Series. (8 films) Each 10 min., 16 mm., sd, b & w, 1963. National Safety Council, 425 North Michigan Avenue, Chicago, IL 60611. Summary: Deals with several elements of safety management for supervisors and foremen.

No. 1. Run the Team
No. 2. Plan for Prevention
No. 3. Let Them Know
No. 4. Mind Over Matter
No. 5. Safety is in Order
No. 6. Bare Minimum
No. 7. Guard Duty
No. 8. Sell Safety

Safety Zone. 27 min., 16 mm., color. 1968. Gypsum Association, Film Library, 201 North Wells Street, Chicago, IL 60606. Summary: Depicts preventative and corrective action vital to every plant safety program.

School Shop Safety. 14-3/4 min., 16 mm., sd., color, 1968. Film Associates, 11559 Santa Monica Boulevard, Los Angeles, CA 90025. Summary: Covers the problem of developing safety consciousness in the industrial arts shop.

Shadow of Doubt. 5 min., 16 mm., sd., color, 1965. Pacific Telephone, Room 507, 620 C Street, San Diego, CA. Summary: Covers supervisors role in preventing accidents.

Slips and Falls. 10½ min., 16 mm., color. 1965. Bell System Telephone Office. Request made through local Bell System Telephone business office. Summary: Illustrates slipping and falling hazards.

So You're New Around Here. 10 min., 16 mm., sd., b & w, 1955. Associated Films, Inc., 347 Madison Avenue, New York, NY 10017. Summary: Indoctrination of new employees in safe shop.

Stop, Look and Beware. 15 min., 35 mm film strip, sd., b & w, 1951. Zurich Insurance Company, 111 West Jackson Boulevard, Chicago, IL 60604. Summary: The importance of observing warning signs.

Woodworking Machines. 17 min., 35 mm film strip, sd., b & w, 1946. Associated Films, Inc., 347 Madison Avenue, New York, NY 10017 or regional office. Summary: Covers all phases of safety in the wood shop from guards and machine operation to housekeeping and eye protection.

Working Safely in the Shop. 11 min., 16 mm., sd., color and b & w, 1953. Coronet Instructional Films, 65 East South Water Street, Chicago, IL 60601. Summary: Three essentials of school shop safety: How to keep the shop safe, how to dress, safe operation of machines.

Personal Protective Equipment

Caution - Eyes at Work. 23 min., 16 mm., sd., color, 1954. American Optical Company, Safety Products Division, Southbridge, MA 01551. Summary: Importance of proper professional practices for adequate industrial eye protection programs.

Eyes Right. 16 min., 35 mm film strip, sd., 1962. Bureau of Safety, 20 North Wacker Drive, Chicago, IL 60606. Summary: Eye protection equipment - manufacture, care, and use.

Disorderly Conduct. 15 min., 35 mm. slide film sd., b & w., 1952. Zurich Insurance Company, 111 West Jackson Boulevard, Chicago, IL 60604. Summary: Covers principal factors in industrial housekeeping.

It's Up to You. 11½ min., 13mm., sd., color, 1961. Bausch & Lomb, Film Distribution Department, Rochester, NY 14602. Summary: Dramatic eye protection story which presents the stark reality of an eye injury.

Margin of Safety. 22 min., 16 mm., sd., b & w. Modern Talking Picture Service, Inc., 322 South Michigan Avenue, Chicago, IL 60604. Summary: Need for safety measures in industry, adoption of safety rules and use of safety shoes.

No Accidents. 10 min., 16 mm., sd., b & w. International Film Bureau, Inc., 332 South Michigan Avenue, Chicago, IL 60604. Summary: Importance of floors and machines free of shavings and litter. Also safe clothing, shoes, and goggles.

Noise and Hearing. 30 min., 16 mm., sd., color, 1957. Mine Safety Appliances Company, Braddock, Thomas and Mead Streets, Pittsburgh, PA 15208. Summary: Series of three films which explain the effect of noise on hearing in industry.

One to a Customer. 11 min., 16 mm., sd., b & w, 1955. Aetna Life Affiliated Company, 151 Farmington Avenue, Hartford, CT 06115. Summary: Demonstrates how protective equipment should be used in a wide variety of jobs.

Safety Shoes, Positively our Most Neglected Article of Clothing. 22 min., 16 mm., sd., color. Lehigh Safety Shoe Company, Emmaus, PA, 1965. Summary: Satirical treatment of use of foot protection in industry.

Take Your Choice. 12¼ min., 16 mm., sd., color, 1964. Detroit Society for the Prevention of Blindness, 51 West Warren Avenue, Detroit, MI 48201. Summary: Eye protection in high school chemistry laboratory.

Tools: Hand & Power

A New Approach to Saw Safety. 12 min., 16 mm., sd., color, 1958. Brett-Guard Corporation, 100 South Van Buren Street, Englewood, CA 07631. Summary: Features sponsor's see-through guard.

Design for Safety. 26 min., 16 mm., sd., b & w, 1952. U.S. De Department of Labor, Bureau of Labor Standards, Washington, DC. Summary: Safety integrated in engineering courses. Deals with machine guarding and other safety materials.

Don't Drop Your Guard. 10 min., 16 mm., sd.. b & w, 1951. Aetna Life Affiliated Companies, 151 Farmington Avenue, Hartford, CT 06115. Summary: Demonstrates protection provided by different types of machine guards.

The Grinding Wheel. 20 min., 16 mm., sd., color, 1964. Norton Company, Publicity Department, Worcester, MA 01606. Summary: Care, use, storage, and dressing procedures.

Grinding Wheel Safety. 20 min., 16 mm., sd., color. Norton Company, Publicity Department, Worcester, MA 01606. Summary: Principal causes of wheel breakage. Need for proper guarding. Care and selection based on ASA standard safety code.

It Didn't Have to Happen. 14 min., 16 mm., sd., b & w, 1953. International Film Bureau, Inc., 332 South Michigan Avenue, Chicago, IL 60604. Summary: Careless or self-assured worker who scorns use of guards and safety devices on woodworking machines endangers life.

Lock and Tag. 23 min., 16 mm., sd., color, 1957. Calvin Company, 1105 Truman Road, Kansas City, MO 64106. Summary: Dramatizes isolation of equipment being repaired.

Machines. 7 min., 16 mm., sd., b & w, Contemporary Films, Inc., 267 West 25th Street, New York, NY 10001 or 614 Davis Street, Evanston, IL 60201 Summary: Reconstructs the steps that led to fatal accident caused by carelessness and handling machinery.

Safe in Hand. 20 min., 35 mm., film strip, sd., b & w, 1946. Associated Films, Inc., 347 Madison Avenue, New York, NY 10017. Summary: How to pick and use right tool safely.

Safety Depends on You. 13½ min., 16 mm., sd., b & w or color, 1959. Public Service Films, Inc., 6626 Romain Street, Hollywood, CA 90038. Summary: Covers all general hand tool safety precautions.

Sharp as a Razor. 15½ min., 16 mm., sd., b & w or color, 1959. Public Service Films, Inc., 6626 Romain Street, Hollywood, CA 90038. Summary: Sharp cutting tools are safe when used properly.

Fire Prevention and Fire Safety

Extinguish that Fire. 25 min., 16 mm., sd., color, 1965. Los Angeles City Fire Department, 217 South Hill Street, Los Angeles, CA. Summary: Shows classes of fires and how to handle appropriate types of extinguishers.

Are You Sure. 14½ min., 16 mm., sd., color, 1962. Associated Films, Inc., 347 Madison Avenue, New York 10017 or regional office. Summary: Fire employees think they caused serious industrial fires. Each reviews his careless acts.

Cause for Alarm. 13 min., 16 mm., sd., b & w, 1950. Associated Films, Inc., 347 Madison Avenue, New York, NY 10017 or regional office. Summary: What to do in case of fire.

Flammables Engineering. 26½ min., 16 mm., sd., color, 1960. The Protecoseal Company, 1920 South Western Avenue, Chicago, IL 60608. Summary: Flammable liquids and their use. Also fire prevention principles applied to handling.

Know Your Fire Extinguishers. 20½ min., 16 mm., sd., color, 1950. Factory Mutual Engineering Corporation, 1151 Boston-Providence Turnpike, Norwood, MA 02062. Summary: Which extinguishers suitable for different types of fires.

Waterfog, Master of Fire. 37 min., 16 mm., sd., color, Rockwood Sprinkler Company, 38 Harlow Street, Worcester, MA. Summary: How waterfog controls flammable liquid and the principles and operation of equipment.

Flammable Liquid Fire Safety. 20 min., 16 mm., sd., color, 1956. Factory Mutual Engineering Corporation, 1151 Boston-Providence Turnpike, Norwood, MA 02062. Summary: Shows right way to handle liquids and importance of using safety containers and approved equipment.

Posters and Charts

Poster Directory. National Safety Council, 425 North Michigan Avenue, Chicago, IL 60611. 1966-67. Summary: Minatures of all posters available from the Council, 58 p.

State Insurance Fund, Safety Standards Department, 147 East Sixth South, Salt Lake City, UT.

Also See: National Directory of Safety Films. Published by: National Safety Council, 1971-72 Edition. See especially pages: 1, 7, 8, 9, 10, 11, 35, 36 and 47.

SOURCES OF HELP-NATIONAL ORGANIZATIONS

American Insurance Association, Engineering and Safety, 85 John Street, New York City, New York 10038

Educational, statistical, and engineering service organization. Materials include inspection blanks for checking fire hazards, standards, and recommended practices.

American Medical Association, 535 N. Dearborn Street, Chicago, IL 60610

Concerned with industrial nursing, workmen's compensation and rehabilitation, occupational dermatoses and industrial opthalmology. Published materials.

American Mutual Insurance Alliance, Accident and Fire Prevention Department, 20 North Wacker Drive, Chicago, IL 60606

Technical safety data and materials.

American National Red Cross, 17th and E Streets, N.W., Washington, D.C. 20006.

First aid texts and courses, instructor's manuals, charts and other teaching materials. Visual aids, such as films and posters available through local chapters.

American Petroleum Institute, Safety and Fire Protection Services, 1271 Avenue of Americas, New York City, NY 10020.

Safety and fire protection manuals related to petroleum industry.

American Society of Safety Engineers, 5 North Wabash Avenue, Chicago, IL 60602

Professional society for safety specialists. Many local chapters have active assistance programs for schools.

American Society for Testing and Materials, 1916 Race Street, Philadelphia, PA 19103

Sponsors research in the properties of engineering materials and develops standards, including specifications and test methods.

American Welding Society, 345 East 47th Street, New York City, NY 10017

Materials dealing with proper and safe use of welding by industry.

Courtesy National Safety Council

ROCKWELL INSTRUCTIONAL AIDS

NOTEBOOK CHARTS (AD-1569)

8½ x 11" NOMENCLATURE AND SAFETY CHARTS, three-ring punched for student notebooks. Each set contains 20 copies of all 24 charts or 480 sheets. The cost breaks down to 15¢ per student. These charts cover most portable and stationary tools normally used in schools.

TRANSPARENCIES

(Sold only in sets @ $3.00 per set)

SAFETY AND NOMENCLATURE charts, same as the notebook sheets, in transparency form:

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($60.00 per set)

SAFETY: MACHINE AND POWER TOOLS

Operational safety rules and suggestions for machine tools, stationary wood and metalworking tools, portable electric and air tools -- 48 transparencies in the complete set -- line drawings in two and three colors -- available by product groups or individually.

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Philadelphia, Pennsylvania 19144

($130.00 per complete set)

FLYER

Descriptive flyer on above transparencies, with complete list, sample pictures and prices

(No charge)

SAFETY INSTRUCTION MATERIAL - COORDINATED

A. STUDENT MANUAL - 96 page w/24 colored illustrations covering nomenclature, safety & operating of 24 power tools - woodworking, metalworking and metals & welding - #173 ($3.90)

B. INSTRUCTORS PACKET - includes one student manual and suggested student/teacher activities-safety exams, 24 transparency masters and other background material. #273 ($6.50)

C. SAFETY EXAMS - 24 safety exams (25 pads) ready to fill out #601-624 (75¢ per pad)

Order from: HOBAR ENTERPRISES, INC.
Hobar Publications
1305 Tiller Lane
St. Paul, Minnesota 55112

APPENDIX F

Safety Zone Specifications

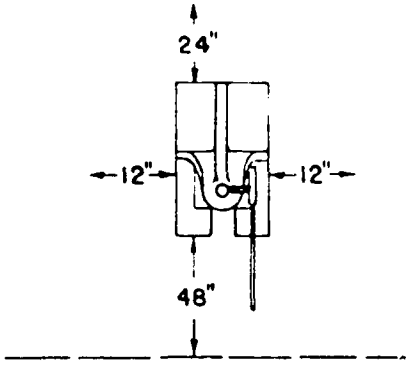

ARBOR PRESS

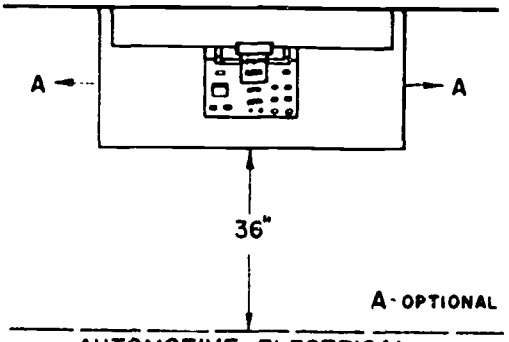

AUTOMOTIVE ELECTRICAL TEST BENCH

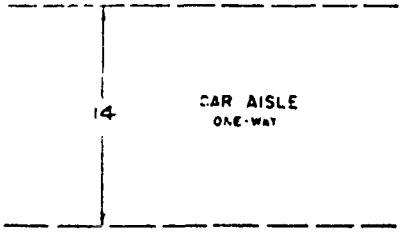

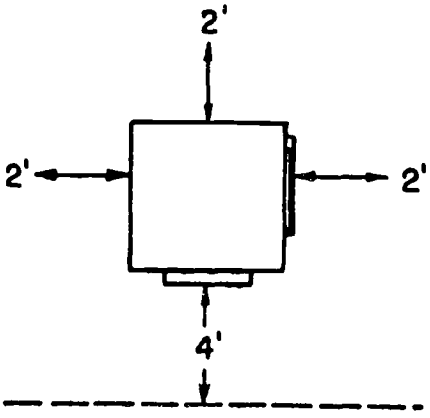

CERAMIC KILN

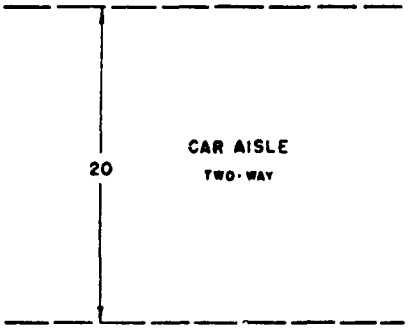

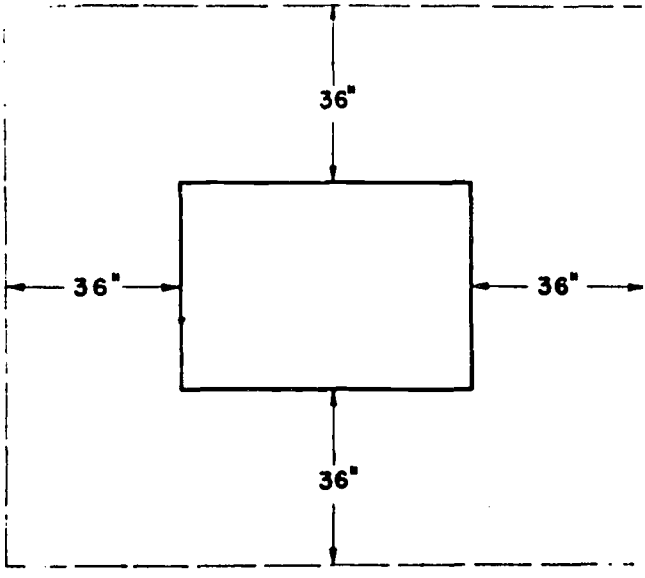

ENGINE DEGREASER

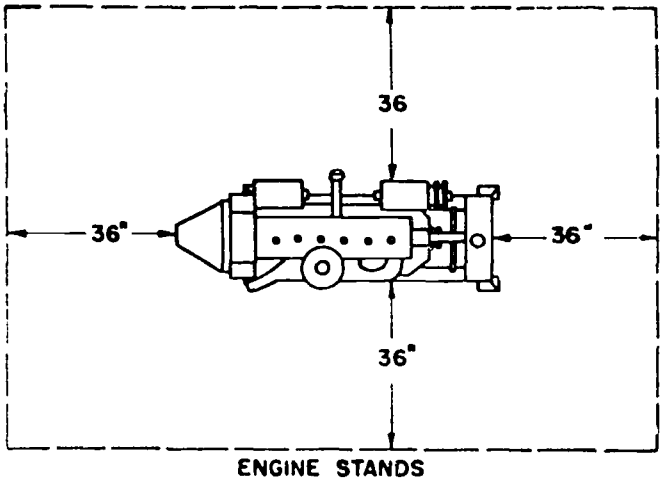

ENGINE STANDS
EXERCISE AND RUNNING

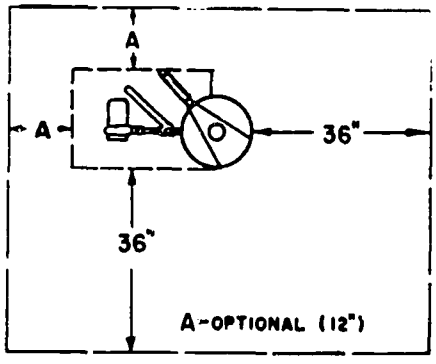

FURNACE

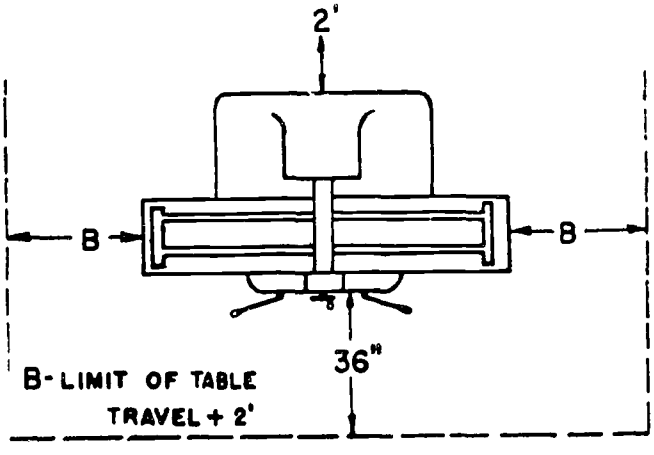

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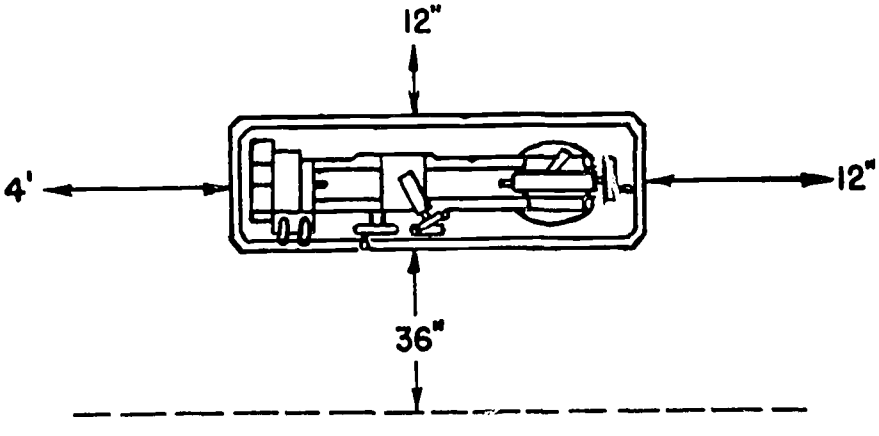

METAL LATHE

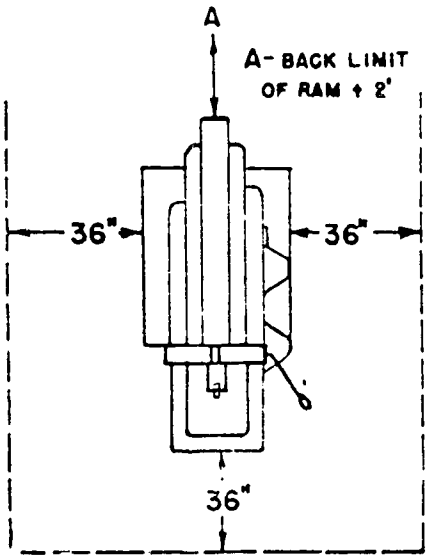

METAL SHAPER

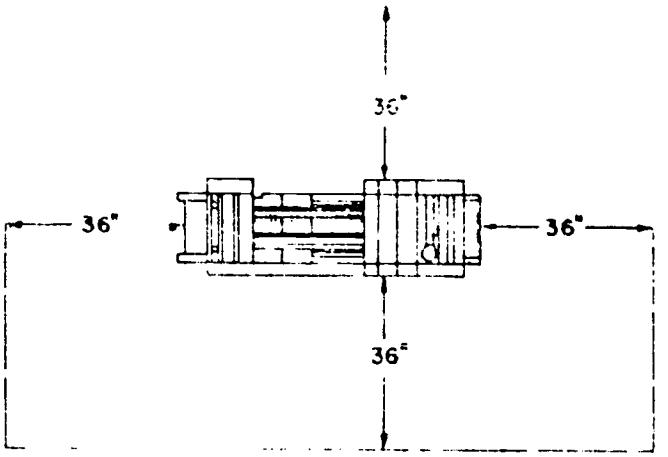

MULTILITH MACHINE

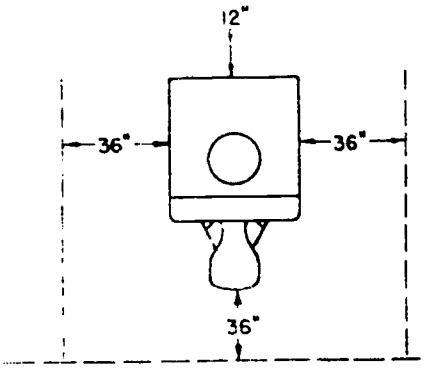

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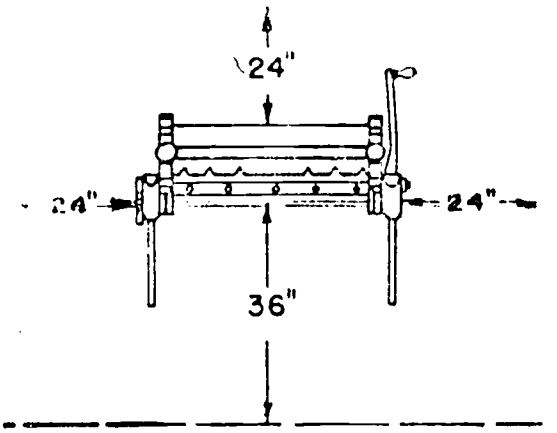

SHEET METAL BRAKE

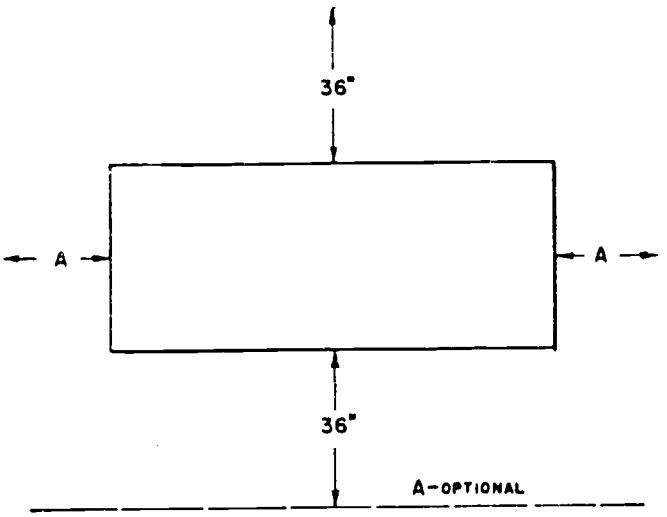

SHEET METAL MACHINE TABLE

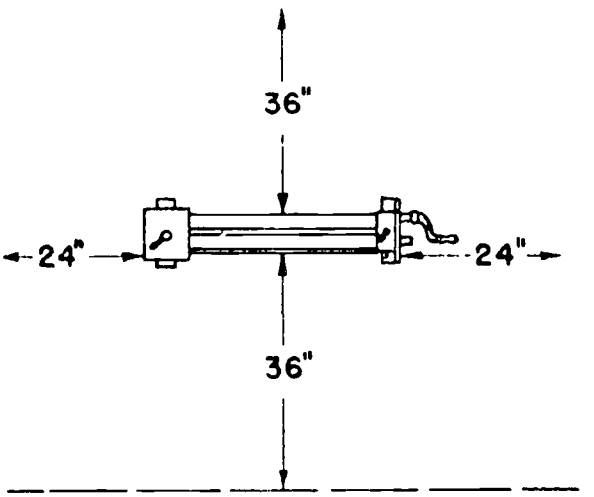

SLIP ROLLS

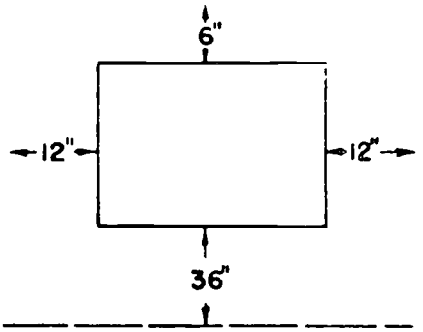

SPARK PLUG CLEANER

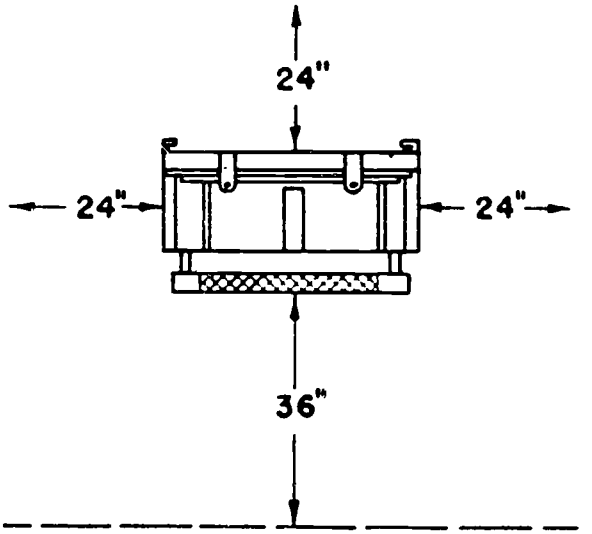

SQUARING SHEARS

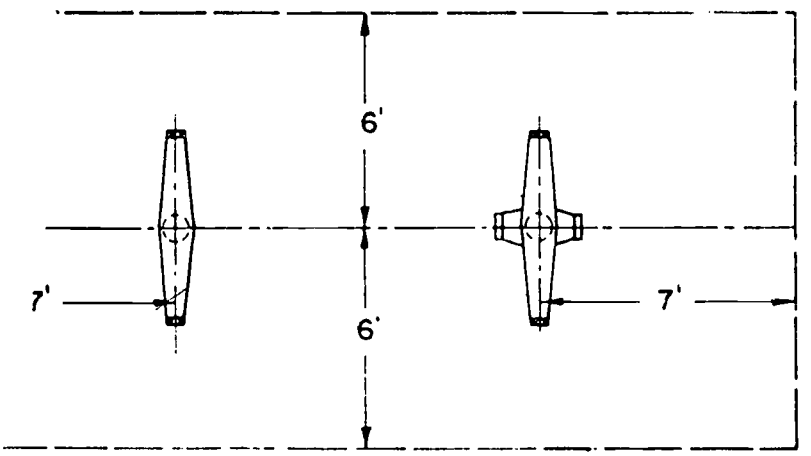

TWIN-POST HOIST

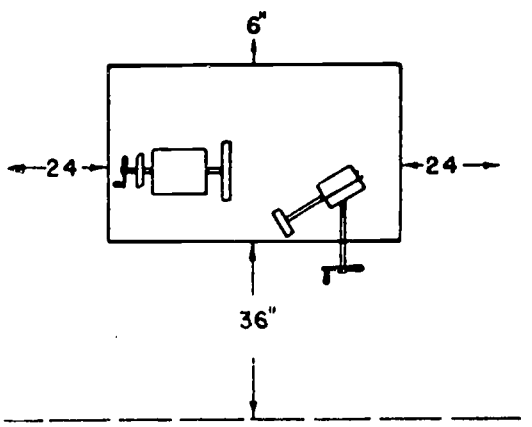

VALVE REFACER

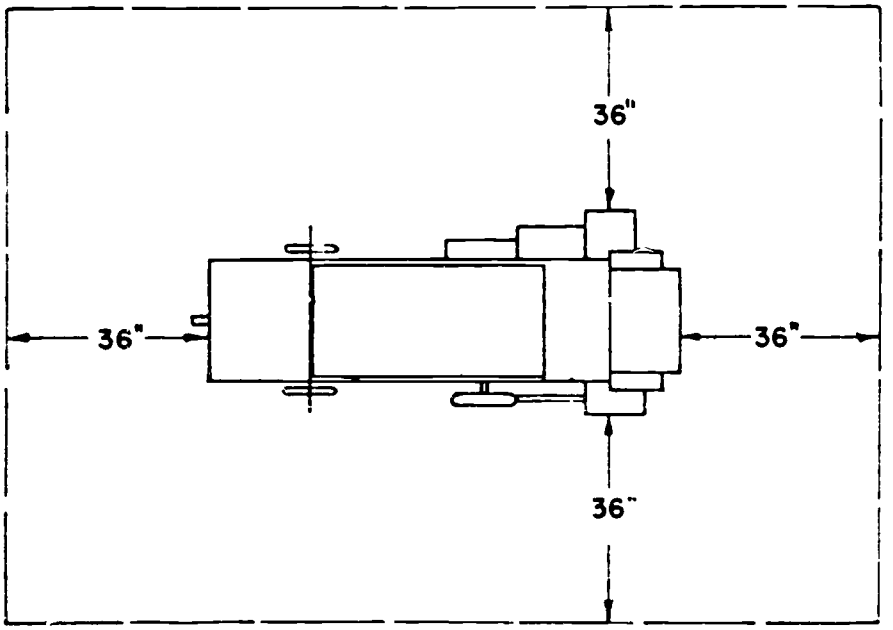

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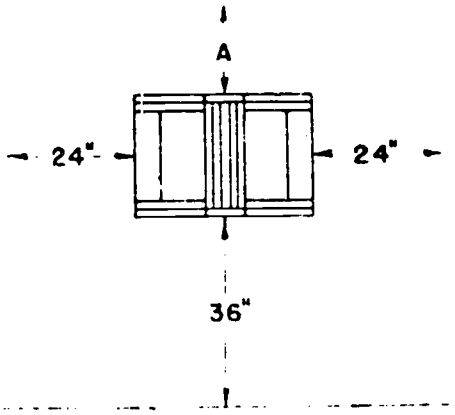

PROOF PRESS

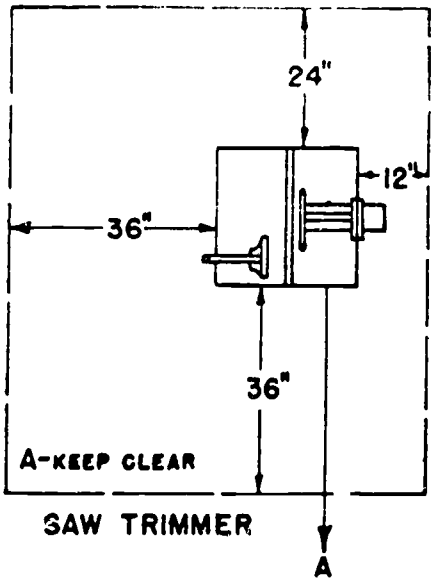

SAW TRIMMER

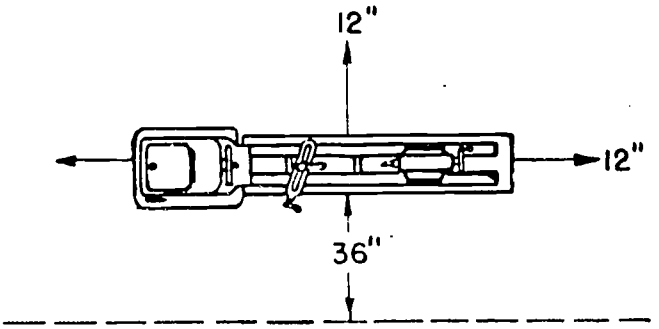

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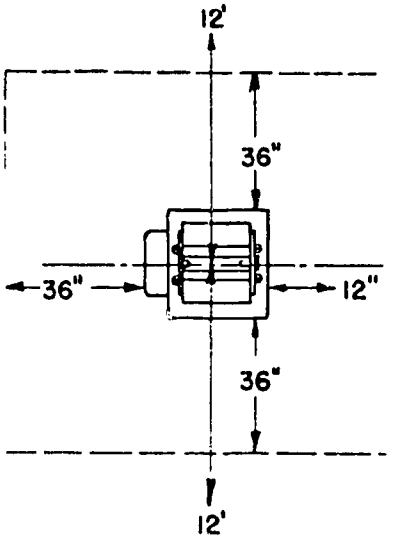

WOOD PLANER

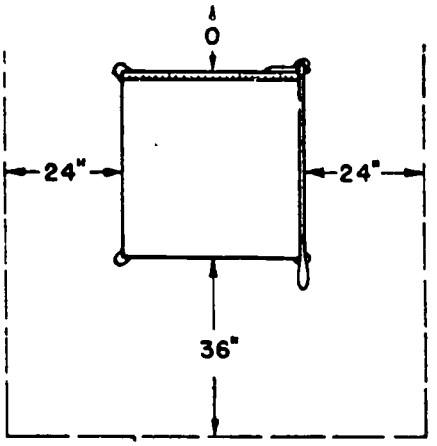

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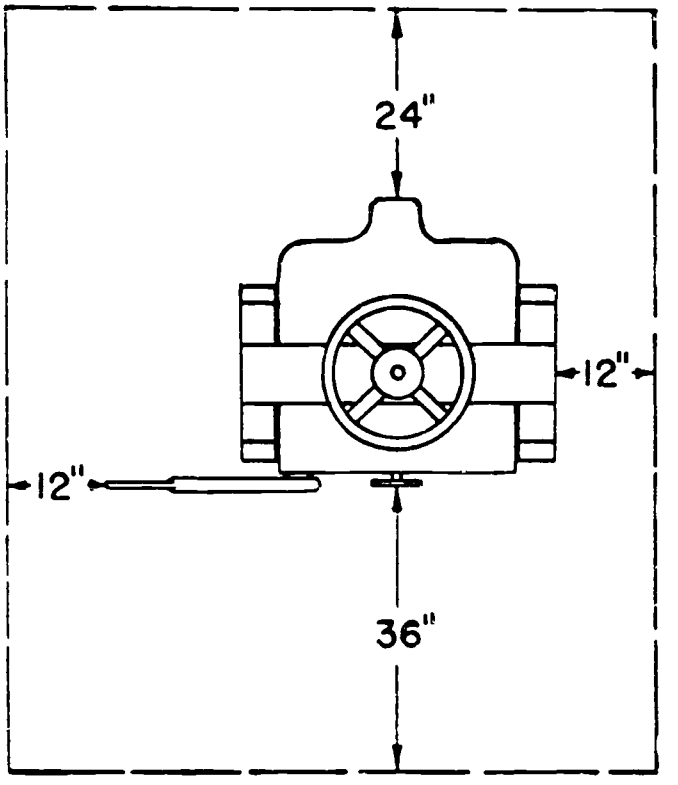

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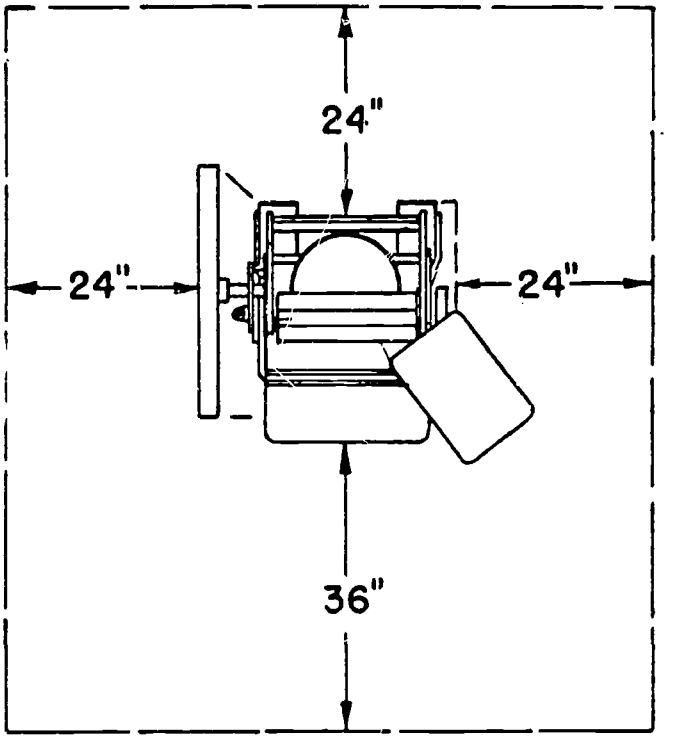

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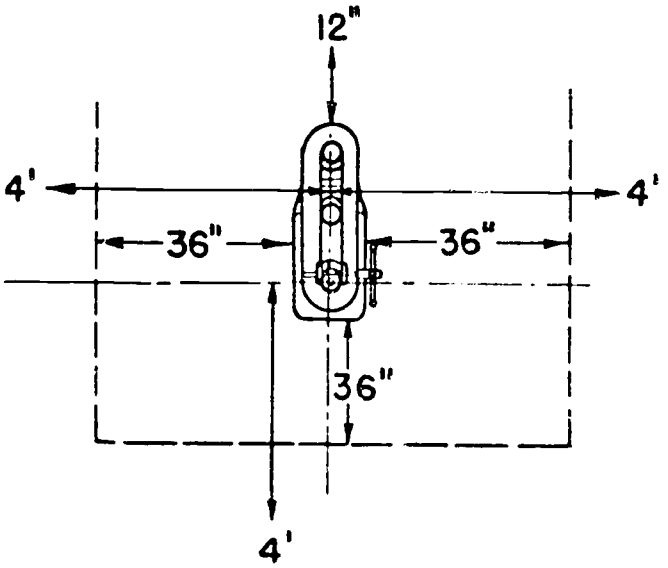

DRILL PRESS

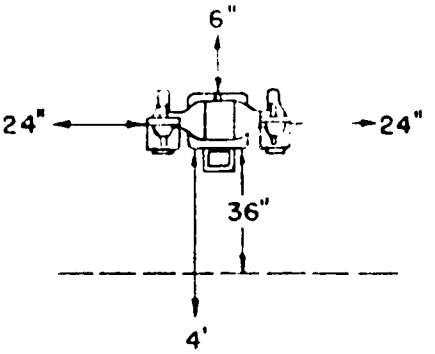

FLOOR GRINDER

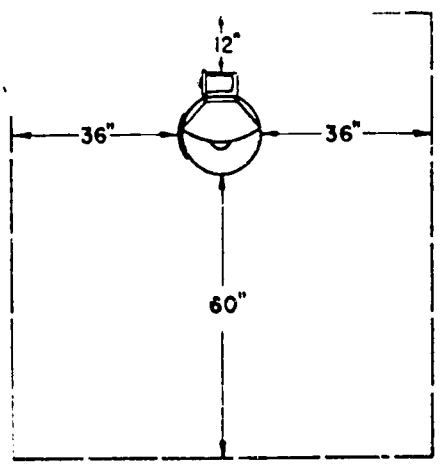

FORGE

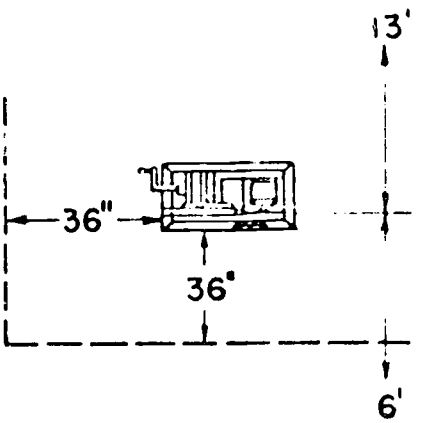

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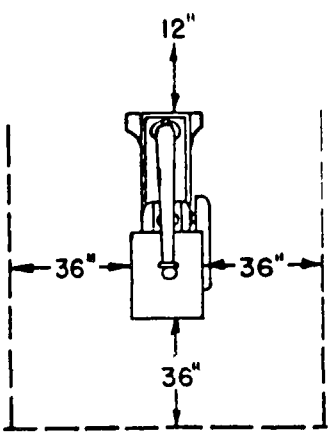

JIG SAW

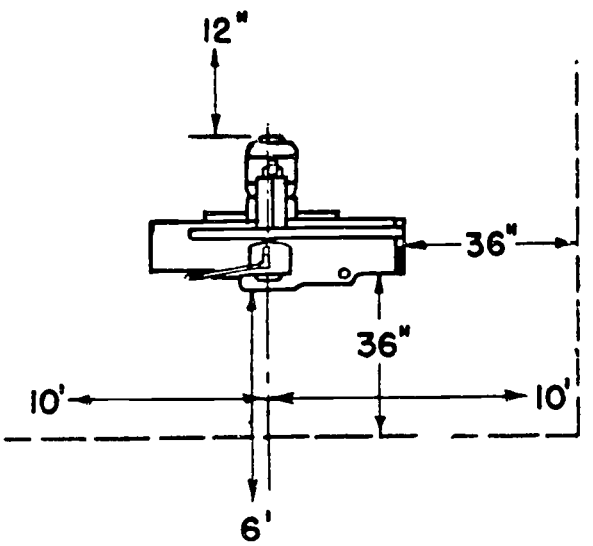

JOINTER

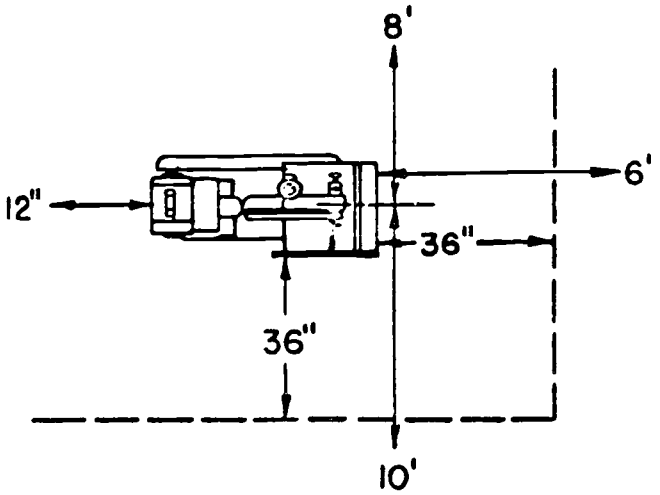

BAND SAW

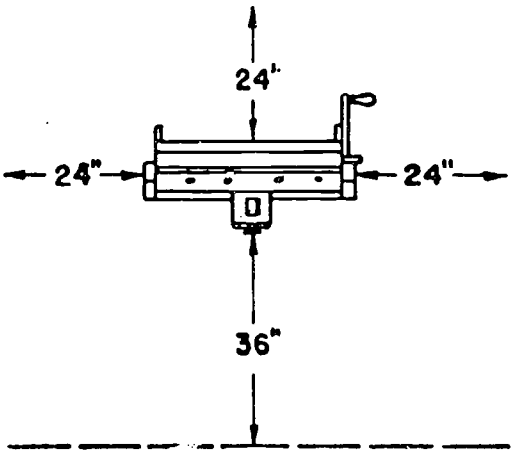

E R FOLDER

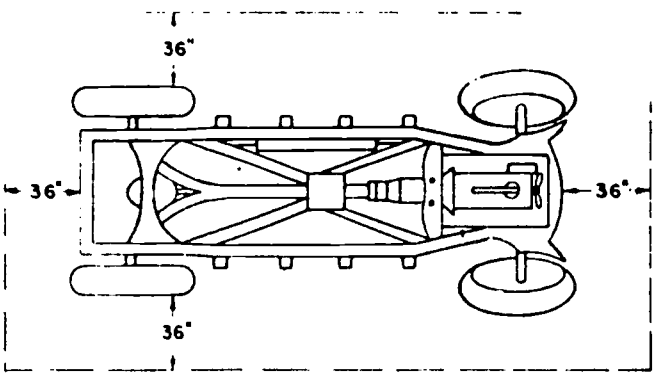

CHASSIS STALL

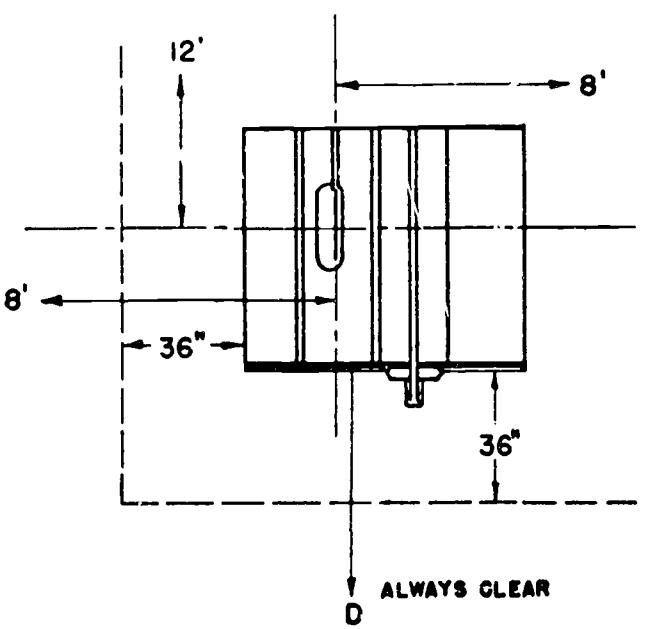

CIRCULAR SAW

APPENDIX G

STATEMENT OF ACKNOWLEDGEMENT

This is to certify that I have received safety instructions in

_____,

My instructor has demonstrated to me how to operate each machine correctly and safely. I promise to observe all safety precautions, and if ever in doubt regarding any operation, I will consult my instructor and obtain the necessary information.

SIGNED_____

DATE_____19____

APPENDIX H

STANDARD STUDENT ACCIDENT REPORT FORM

Part A. Information on ALL Accidents

1. Name: _____ Home Address _____
2. School _____ Sex: M ☐, F ☐. Age: ____ Grade or classification: _____
3. Time accident occurred: Hour _____ A.M. _____ P.M. Date _____
4. Place of Accident: School Building ☐ School Grounds ☐ To or from School ☐ Home ☐ Elsewhere ☐

5. NATURE OF INJURY

Abrasion	Fracture
Amputation	Laceration
Asphyxiation	Poisoning
Bite	Puncture
Bruise	Scalds
Burn	Scratches
Concussion	Sprain
Cut	Strain
Dislocation	
Other (specify) _____	

PART OF BODY INJURED

Abdomen	Foot
Ankle	Hand
Arm	Head
Back	Knee
Chest	Leg
Ear	Mouth
Elbow	Nose
Eye	Scalp
Face	Tooth
Finger	Wrist
Other (specify)	

DESCRIPTION OF THE ACCIDENT

How did accident happen? What was student doing? Where was student? List specifically unsafe acts and unsafe conditions existing. Specify any tool, machine or equipment involved. _____

6. Degree of Injury: Death ☐ Permanent Impairment ☐ Temporary Disability ☐ Nondisabling ☐
7. Total number of days lost from school. ____ (To be filled in when student returns to school)

Part B. Additional Information on School Jurisdiction Accidents

8. Teacher in charge when accident occurred (Enter name): _____
   Present at scene of accident: No ____ Yes ____

9. IMMEDIATE ACTION TAKEN

First aid treatment ____	By (Name) _____
Sent to school nurse ____	By (Name) _____
Sent home	By (Name) _____
Sent to physician	By (Name): _____
	Physician's Name _____
Sent to hospital	By (Name): _____
	Name of hospital: _____

10. Was a parent or other individual notified? No ____ Yes ____ When: _____ How: _____
    Name of individual notified _____
    By whom? (Enter name): _____
11. Witnesses: 1. Name _____ Address: _____
    2. Name: _____ Address: _____

12. LOCATION

Specify Activity	Specify Activity
Athletic field	Locker
Auditorium	Pool
Cafeteria	Sch grounds
Classroom	shop
Corridor	Showers
Dressing room	Stairs
Gymnasium	Toilets and washrooms
Home Econ.	
Laboratories	Other (specify)

Remarks

What recommendations do you have for preventing other accidents of this type? _____

Signed: Principal _____ Teacher _____

Stock No. 429-21

APPENDIX I

SAFETY AND HEALTH PROTECTION ON THE JOB

The Williams-Steiger Occupational Safety and Health Act of 1970 provides job safety and health protection for workers. The purpose of the Federal law is to assure safe and healthful working conditions throughout the Nation.

The U.S. Department of Labor has primary responsibility for administering the Act. The Department issues job safety and health standards, and employers and employees are required to comply with these standards.

BY LAW: SAFETY ON THE JOB IS EVERYBODY'S RESPONSIBILITY!

EMPLOYERS: The Williams-Steiger Act requires that each employer furnish his employees a place of employment free from recognized hazards that might cause serious injury or death; and the Act further requires that employers comply with the specific safety and health standards issued by the Department of Labor.

EMPLOYEES: The Williams Steiger Act also requires that each employee comply with safety and health standards, rules, regulations, and orders issued under the Act and applicable to his conduct.

COMPLIANCE WITH SAFETY AND HEALTH REQUIREMENTS

To ensure compliance with safety and health requirements, the U.S. Department of Labor conducts periodic job-site inspections. The inspections are conducted by trained safety and health compliance officers. The law requires that an authorized representative of the employer and a representative of the workers be given an opportunity to accompany the inspector for the purpose of aiding the inspection. Workers also have the right to notify the Department of Labor and request an inspection if they believe that unsafe and unhealthful conditions exist at their worksite. In addition, employees have the right to bring unsafe conditions to the attention of the safety and health compliance officer making the inspection. If upon inspection the Department of Labor believes that the Act has been violated, a citation of violation and a proposed penalty is issued to the employer.

Citations of violation issued by the Department of Labor must be prominently displayed at or near the place of violation.

The Act provides for mandatory penalties of up to $1,000 for each serious violation and for optional penalties of up to $1,000 for each non-serious violation. Penalties of up to $1,000 are required for each day during which an employer fails to correct a violation within the period set in the citation. Also, any employer who willfully or repeatedly violates the Act is to be assessed civil penalties of not more than $10,000 for each violation.

Criminal penalties are also provided for in the Act. Any willful violation resulting in death of an employee, upon conviction, is punishable by a fine of not more than $10,000 or by imprisonment for not more than six months, or by both. Conviction of an employer after a first conviction doubles these maximum penalties.

The Act provides that employees may not be discharged or discriminated against in any way for filing safety and health complaints or otherwise exercising their rights under the Act.

For assistance and information, including copies of the Act and of specific safety and health standards, contact the employer or the nearest office of the Department of Labor.

OSHA POSTER

Secretary of Labor

Stock No. 115-11

OSHA NO. 100

LOG OF OCCUPATIONAL INJURIES AND ILLNESSES

Form Approved
OMB NUMBER 44R 1453

Case or file no.	Date of injury or initial diagnosis of illness. If diagnosis of illness was made after first day of absence enter first day of absence. (mo./day/yr.)	Employee's Name (First name, middle initial, last name)	Occupation of injured employee at time of injury or illness	Department to which employee was assigned at time of injury or illness	DESCRIPTION OF INJURY OR ILLNESS		EXTENT OF AND OUTCOME OF INJURY OR ILLNESS					
					Nature of injury or illness and part(s) of body affected (Typical entries for this column might be: Amputation of 1st joint right forefinger; Strain of lower back; Contact dermatitis on both hands; Electrocution—body)	Injury or illness code *See codes at bottom of page.*	Fatalities	Lost Workday Cases		Nonfatal Cases Without Lost Workdays		
							Enter date of death (mo./day/yr.)	Enter workdays lost due to injury or illness (*see instructions on back.*)	If, *after* lost workdays, the employee was permanently transferred to another job or was terminated, enter a check in the column below	If no entry was made in columns 8 or 9, but the injury or illness did result in: Transfer to another job or termination, or; medical treatment, other than first aid, or; diagnosis of occupational illness, or; loss of consciousness, or; restriction of work or motion: Enter a check in the column below		If a check in column 11 represented a transfer or termination, enter another check in column 12
1	2	3		4	5	6		7	8	9	10	11	12

Company Name ----------

Establishment Name ----------

Establishment Location ----------

Injury Code:
10 All occupational injuries

Illness Codes

21 Occupational skin diseases or disorders
22 Dust diseases of the lungs (pneumoconioses)
23 Respiratory conditions due to toxic agents
24 Poisoning (Systemic effects of toxic materials)
25 Disorders due to physical agents (other than toxic materials)
26 Disorders due to repeated trauma
29 All other occupational illnesses

APPENDIX K

Form 122

EMPLOYER'S FIRST REPORT OF INJURY

ORIG: INDUSTRIAL COMMISSION CC: INSURANCE CARRIER CC: EMPLOYER

This form contains all items requested on OSHA Form 101 – "Supplementary Record of Occupational Injuries and Illnesses"

THE Industrial Commission of Utah — State Capitol, Salt Lake City, Utah

Do NOT Use These Spaces

Case Number

Claim Number

Adjuster

Class — Cause

Employer

1. EMPLOYER'S NAME ..... (Individual, Partnership, or Firm Name)
2. MAIL ADDRESS ..... Zip ..... Phone .....
3. LOCATION IF DIFFERENT FROM MAIL ADDRESS .....
4. (IMPORTANT) NAME OF INSURANCE CARRIER .....
5. REPORT OF INJURY WAS MADE TO ..... (Name) ..... (Position) ..... (Date Reported)

Employee

6. NAME OF INJURED EMPLOYEE ..... Date of Birth .....
7. HOME ADDRESS ..... (Street & Number) ..... (City) ..... (Zip) ..... AGE .....
8. SOCIAL SECURITY NUMBER ..... 9. MARITAL STATUS ..... 10. SEX .....
11. OCCUPATION ..... (Enter regular job title, NOT the specific activity he was performing at time of injury)
12. LENGTH OF TIME EMPLOYED BY ABOVE NAMED EMPLOYER .....
13. DEPARTMENT ..... (Department or division where injured was regularly employed, regardless of place of injury)
14. NUMBER OF HOURS WORKED PER DAY ..... NUMBER OF DAYS EMPLOYEE WORKS PER WEEK .....
15. WAGES: PER HOUR $ ....., OR PER DAY $ ..... OR PER WEEK $ ....., OR PER MONTH $ .....
16. IF ON COMMISSION OR PIECE BASIS, GIVE AVERAGE EARNINGS $ ..... PER .....
17. (IMPORTANT) NAME OF WIFE AND OTHER MINOR DEPENDENTS AND THEIR BIRTH DATES:

Dependents

Name	Relationship	Birthdate	Present Address

Accident Details

18. DATE of INJURY or DIAGNOSIS OF ILLNESS ..... HOUR OF DAY ..... HOUR SHIFT COMMENCED .....
19. INJURED LEFT WORK ..... HAS INJURED RETURNED TO WORK ..... IF SO, GIVE DATE .....
20. WAS PLACE OF ACCIDENT OR EXPOSURE ON EMPLOYER'S PREMISES .....
21. WAS INJURY FATAL ..... IF SO, GIVE DATE OF DEATH .....
22. PLACE OF ACCIDENT OR EXPOSURE ..... (Street & Number) ..... (City) ..... (State) ..... (Zip)
    (If it occurred on employer's premises give address of plant or establishment in which it occurred.
    If it occurred outside employer's premises state address or provide place references locating place of injury as accurately as possible.)
23. WHAT WAS EMPLOYEE DOING WHEN INJURED .....
    (Be Specific – if he was using tools or equipment name them and tell what he was doing with them.)
24. HOW DID THE ACCIDENT OCCUR .....
    (Describe fully the events, give full details on all factors which led or contributed to the accident.)
25. NAME THE OBJECT OR SUBSTANCE WHICH DIRECTLY INJURED THE EMPLOYEE .....
    (For example, the machine or thing he struck against or which struck him; the vapor or poison he inhaled or swallowed, the chemical or radiation which irritated his skin; or in cases of strains, hernias, etc., the thing he was lifting, pulling, etc.)
26. DESCRIBE THE INJURY OR ILLNESS IN DETAIL AND INDICATE THE PART OF BODY AFFECTED .....
27. ATTENDING PHYSICIAN ..... ADDRESS .....
28. HOSPITAL ..... ADDRESS .....

SIGNATURE of person making report ..... TITLE ..... DATE .....
(Sign in Ink) (This report Must Be Signed By Employer Or Person Other Than Injured Employee)

OSHA No. 102

Form Approved
OMB No. 44R 1453

Summary

Occupational Injuries and Illnesses

Establishment Name and Address:

Injury and Illness Category		Fatalities	Lost Workday Cases			Nonfatal Cases Without Lost Workdays*	
			Number of Cases	Number of Cases Involving Permanent Transfer to Another Job or Termination of Employment	Number of Lost Workdays	Number of Cases	Number of Cases Involving Transfer to Another Job or Termination of Employment
Code 1	Category 2	3	4	5	6	7	8
10	Occupational Injuries						
	Occupational Illnesses						
21	Occupational Skin Diseases or Disorders						
22	Dust diseases of the lungs (pneumoconioses)						
23	Respiratory conditions due to toxic agents						
24	Poisoning (systemic effects of toxic materials)						
25	Disorders due to physical agents (other than toxic materials)						
26	Disorders due to repeated trauma						
29	All other occupational illnesses						
	Total—occupational illnesses (21-29)						
	Total—occupational injuries and illnesses						

*Nonfatal Cases Without Lost Workdays—Cases resulting in: Medical treatment beyond first aid, diagnosis of occupational illness, loss of consciousness, restriction of work or motion, or transfer to another job (without lost workdays).

APPENDIX M

Excerpts from A Guide to Child Labor Provisions of The Fair Labor Standards Act.

Those occupations declared to be particularly hazardous for minors between 16 and 18 years of age (also for minors 14 and 15) are included in the seventeen Hazardous Occupations Orders listed below:

(1) Occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components. (p. 9)

(2) Occupations of motor-vehicle driver and helper. (p. 10)

(3) Coal-mine occupations. (p. 11)

(4) Logging occupations and occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill. (p. 11)

(5) Occupations involved in the operation of power-driven woodworking machines. (p. 13)

(6) Occupations involving exposure to radioactive substances and to ionizing radiations. (p. 14)

(7) Occupations involved in the operation of elevators and other power-driven hoisting apparatus. (p. 15)

(8) Occupations involved in the operation of power-driven metal forming, punching, and shearing machines. (p. 16)

(9) Occupations in connection with mining, other than coal. (p. 17)

(10) Occupations in or about slaughtering and meat-packing establishments and rendering plants. (p. 18)

(11) Occupations involved in the operation of certain power-driven bakery machines. (p. 19)

(12) Occupations involved in the operation of certain power-driven paper-products machines. (p. 20)

(13) Occupations involved in the manufacture of brick, tile, and kindred products. (p. 21)

(14) Occupations involved in the operation of circular saws, band saws, and guillotine shears. (p. 21)

(15) Occupations involved in wrecking, demolition, and ship-breaking operations. (p. 22)

(16) Occupations involved in roofing operations. (p. 23)

(17) Occupations in excavation operations. (p. 23)

APPENDIX N

Excerpts from A Guide to Child Labor Provisions of The Fair Labor Standards Act.

Employment of 14- and 15-year-old minors is limited to certain occupations under conditions which do not interfere with their schooling, health, or well-being.

14- and 15-year-old minors may not be employed:

during school hours.
between 7 p.m. and 7 a.m. (time is measured according to local standards).
more than 3 hours a day - on school days.
more than 18 hours a week - in school weeks.
more than 8 hours a day - on nonschool days.
more than 40 hours a week - in nonschool weeks.

14- and 15-year-olds may be employed in -

(1) Office and clerical work (including operation of office machines).
(2) Cashiering, selling, modeling, art work, work in advertising departments, window trimming and comparative shopping.
(3) Price marking and tagging by hand or by machine. Assembling orders, packing and shelving.
(4) Bagging and carrying out customers' orders.
(5) Errand and delivery work by foot, bicycle, and public transportation.
(6) Clean up work, including the use of vacuum cleaners and floor waxers, and maintenance of grounds, but NOT including the use of power-driven mowers or cutters.
(7) Kitchen work and other work involved in preparing and serving food and beverages, including the operation of machines and devices used in the performance of such work, such as but not limited to, dish-washers, toasters, dumb-waiters, popcorn poppers, milk shake blenders, and coffee grinders.
(8) Work in connection with cars and trucks if confined to the following:

Dispensing gasoline and oil. Courtesy service. Car cleaning, washing, and polishing. Other occupations permitted by this section.

But NOT including work:

Involving the use of pits, racks or lifting apparatus or involving the inflation of any tire mounted on a rim equipped with a removable retaining ring.

(9) Cleaning vegetables and fruits, and wrapping, sealing, labeling, weighing, pricing and stocking goods when performed in areas physically separate from areas where meat is prepared for sale and outside freezers or meat coolers.

14- and 15-year-old minors may be employed in any occupation except the excluded occupations listed below:

14- and 15-year-old minors may NOT be employed in -

(1) Any manufacturing occupation.
(2) Any mining occupation.
(3) Processing occupations (except in a retail, food service, or gasoline service establishment in those specific occupations expressly permitted there in accordance with the foregoing list).
(4) Occupations requiring the performance of any duties in workrooms or workplaces where goods are manufactured, mined, or otherwide processed (except to the extent expressly permitted in retail, food service, or gasoline service establishments in accordance with the foregoing list).
(5) Public messenger service.
(6) Operation or tending of hoisting apparatus or of any power-driven machinery (other than office machines and machines in retail, food service, and gasoline service establishments which are specified in the foregoing list as machines which such minors may operate in such establishments).
(7) Any occupations found and declared to be hazardous.

In September 1968 the regulation of 14 to 18 year-olds driving vehicles as part of their employment was amended as follows:

(a) Finding and declaration of fact: Except as provided in paragraph (b) thereof the occupations of motor-vehicle driver and outside helper on any public road, highway, in or about any mine (including open pit mine or quarry), place where logging or sawmill operations are in progress, or in any excavation of the type identified in paragraph (a) 1500.68(a) are particularly hazardous for the employment of minors between 16 and 18 years of age.

(b) Exemptions.

(1) Incidental and occasional driving. The finding and declaration in paragraph (a) shall not apply to the operation of automobiles or trucks not exceeding 6,000 pounds gross vehicle weight if such driving is restricted to daylight hours; provided, such operation is only occasional and incidental to the child's employment; that the child holds a State license valid for the type of driving involved in the job which he performs and has completed a State approved driver education course; and provided further, that the vehicle is equipped with a seat belt or similar device for the driver and for each helper, and the employer has instructed each child that such belts or other devices must be used. This subparagraph shall not be applicable to any occupation of motor-vehicle driver which involves the towing of vehicles.

(2) School bus driving. The finding and declaration in paragraph (a) shall not apply to driving a school bus during the period of any exemption which has been granted in the discretion of the Secretary of Labor on the basis of an application filed and approved by the Governor of the State in which the vehicle is registered. The Secretary will notify any State which inquires of the information to be furnished in the application. Neither shall the finding and declaration in paragraph (a) apply in a particular State during a period not to exceed the first 40 days after this amendment is effective while application for such exemption is being formulated by such State seeking merely to continue in effect unchanged its current program using such drivers, nor while such application is pending action by the Secretary.

(c) Definitions. For the purpose of this section:

(1) The term "motor vehicle" shall mean any automobile, truck, truck-tractor, trailer, semitrailer, motorcycle, or similar vehicle propelled or drawn by mechanical power and designed for use as a mean of transportation but shall not include any vehicle operated exclusively on rails.

(2) The term "driver" shall mean any individual who, in the course of his employment, drives a motor vehicle at any time.

(3) The term "outside helper" shall mean any individual, other than a driver, whose work includes riding on a motor vehicle outside the cab for the purpose of assisting in transporting or delivering goods.

(4) The term "gross vehicle weight" includes the truck chassis with lubricants, water and full tank or tanks of fuel, plus the weight of the cab or driver's compartment, body, and special chassis and body equipment, and payload.

ERIC

KNOW YOUR FIRE EXTINGUISHERS

	WATER TYPE				FOAM	CARBON DIOXIDE	DRY CHEMICAL	
	STORED PRESSURE	CARTRIDGE OPERATED	WATER PUMP TANK	SODA ACID	FOAM	CO2	CARTRIDGE OPERATED	STORED PRESSURE
CLASS A FIRES WOOD, PAPER, TRASH HAVING GLOWING EMBERS (ORDINARY COMBUSTIBLES)	YES	YES	YES	YES	YES	NO (BUT WILL CONTROL SMALL SURFACE FIRES)	NO (BUT WILL CONTROL SMALL SURFACE FIRES)	NO (BUT WILL CONTROL SMALL SURFACE FIRES)
CLASS B FIRES FLAMMABLE LIQUIDS, GASOLINE, OIL, PAINTS, GREASE, ETC. (FLAMMABLE LIQUIDS)	NO	NO	NO	NO	YES	YES	YES	YES
CLASS C FIRES ELECTRICAL EQUIPMENT (ELECTRICAL EQUIPMENT)	NO	NO	NO	NO	NO	YES	YES	YES
CLASS D FIRES COMBUSTIBLE METALS (COMBUSTIBLE METALS)	SPECIAL EXTINGUISHING AGENTS APPROVED BY RECOGNIZED TESTING LABORATORIES							
METHOD OF OPERATION	SQUEEZE HANDLE OR TURN VALVE	TURN UPSIDE DOWN AND BUMP	PUMP HANDLE	TURN UPSIDE DOWN	TURN UPSIDE DOWN	PULL PIN SQUEEZE LEVER	RUPTURE CARTRIDGE-SQUEEZE LEVER	PULL PIN-SQUEEZE LEVER
RANGE	30'–40'	30'–40'	30'–40'	30'–40'	30'–40'	3'–8'	5'–20'	5'–20'
MAINTENANCE	CHECK AIR PRESSURE	WEIGH GAS CARTRIDGE ADD WATER IF REQUIRED	DISCHARGE AND FILL WITH WATER ANNUALLY	DISCHARGE ANNUALLY -RECHARGE	DISCHARGE ANNUALLY -RECHARGE	WEIGH SEMI-ANNUALLY	WEIGH GAS CARTRIDGE-CHECK CONDITION OF DRY CHEMICAL	CHECK PRESSURE GAUGE AND CONDITION OF DRY CHEMICAL

APPENDIX P

Selection Chart

Recommended Eye and Face Protectors for Use in Industry, Schools, and Colleges

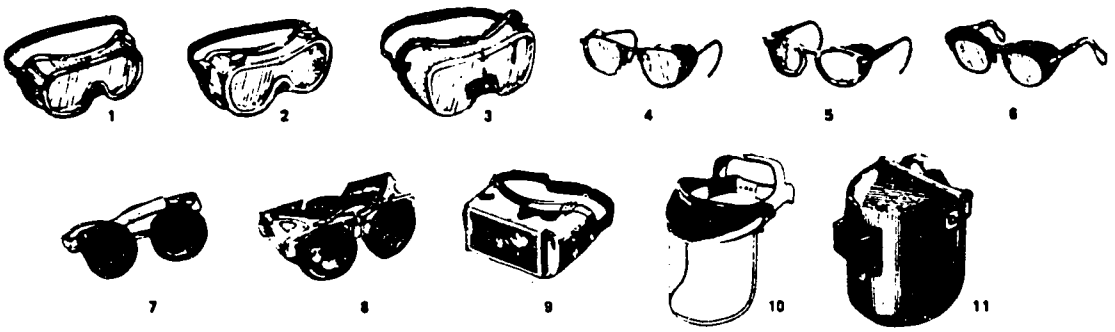

1. **GOGGLES**, Flexible Fitting, Regular Ventilation
2. **GOGGLES**, Flexible Fitting, Hooded Ventilation
3. **GOGGLES**, Cushioned Fitting, Rigid Body
*4. **SPECTACLES**, Metal Frame, with Sideshields
*5. **SPECTACLES**, Plastic Frame, with Sideshields
*6. **SPECTACLES**, Metal-Plastic Frame, with Sideshields

** 7. **WELDING GOGGLES**, Eyecup Type, Tinted Lenses (Illustrated)
7A. **CHIPPING GOGGLES**, Eyecup Type, Clear Safety Lenses (Not Illustrated)
** 8. **WELDING GOGGLES**, Coverspec Type Tinted Lenses (Illustrated)
8A. **CHIPPING GOGGLES**, Coverspec Type, Clear Safety Lenses (Not Illustrated)
** 9. **WELDING GOGGLES**, Coverspec Type, Tinted Plate Lens
10. **FACE SHIELD** (Available with Plastic or Mesh Window)
11. **WELDING HELMETS

*Non-sideshield spectacles are available for limited hazard use requiring only frontal protection.
**See appendix chart "Selection of Shade Numbers for Welding Filters."

APPLICATIONS		
OPERATION	**HAZARDS**	**RECOMMENDED PROTECTORS:** Bold Type Numbers Signify Preferred Protection
ACETYLENE–BURNING ACETYLENE–CUTTING ACETYLENE–WELDING	SPARKS, HARMFUL RAYS, MOLTEN METAL, FLYING PARTICLES	**7, 8, 9**
CHEMICAL HANDLING	SPLASH, ACID BURNS, FUMES	**2**, 10 (For severe exposure add 10 over 2)
CHIPPING	FLYING PARTICLES	**1, 3**, 4, 5, 6, 7A, **8A**
ELECTRIC (ARC) WELDING	SPARKS, INTENSE RAYS, MOLTEN METAL	**9, 11** (11 in combination with 4, 5, 6, in tinted lenses, advisable)
FURNACE OPERATIONS	GLARE, HEAT, MOLTEN METAL	**7, 8, 9** (For severe exposure add 10)
GRINDING–LIGHT	FLYING PARTICLES	**1, 3**, 4, **5, 6**, 10
GRINDING–HEAVY	FLYING PARTICLES	**1, 3**, 7A, **8A** (For severe exposure add 10)
LABORATORY	CHEMICAL SPLASH, GLASS BREAKAGE	**2** (10 when in combination with 4, 5, 6)
MACHINING	FLYING PARTICLES	**1, 3**, 4, **5, 6**, 10
MOLTEN METALS	HEAT, GLARE, SPARKS, SPLASH	**7, 8** (10 in combination with 4, 5, 6, in tinted lenses)
SPOT WELDING	FLYING PARTICLES, SPARKS	**1, 3**, 4, **5, 6**, 10

APPENDIX Q

Filter Lens Shade Numbers for Protection Against Radiant Energy

Welding Operation	Shade Number
Shielded metal-arc welding 1/16-, 3/32-, 1/8-, 5/32-inch diameter electrodes	10
Gas-shielded arc welding (nonferrous) 1/16-, 3/32-, 1/8-, 5/32-inch diameter electrodes	11
Gas-shielded arc welding (ferrous) 1/16-,3/32-, 1/8-, 5/32-inch diameter electrodes	12
Shielded metal-arc welding 3/16-, 7/32-, 1/4-inch electrodes	12
5/16-, 3/8-inch diameter electrodes	14
Atomic hydrogen welding	10-14
Carbon-arc welding	14
Soldering	2
Torch brazing	3 or 4
Light cutting, up to 1 inch	3 or 4
Medium cutting, 1 inch to 6 inches	4 or 5
Heavy cutting, over 6 inches	5 or 6
Gas welding (light), up to 1/8-inch	4 or 5
Gas welding (medium), 1/8-inch to 1/2-inch	5 or 6
Gas welding (heavy), over 1/2-inch	6 or 8

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COLOR CODE

CAUTION
PHYSICAL HAZARDS

FIRE - - DANGER - - STOP

EQUIPMENT WARNING

SAFETY - - FIRST AID

RADIATION HAZARDS

TRAFFIC
HOUSEKEEPING

COLORS SHALL CONFORM TO ANSI Z53.1 – 1967

ACCESSION NUMBER: VT100645

TITLE: STUDY-GUIDE FOR FERTILIZER AND CHEMICAL SALESMAN.

PERSONAL AUTHOR: BINKLEY, HAROLD

DESCRIPTOR: AGRIBUSINESS; *AGRICULTURAL EDUCATION; *AGRICULTURAL SUPPLY OCCUPATIONS; *FERTILIZERS; *AGRICULTURAL CHEMICAL OCCUPATIONS; *MARKETING

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 551

ABSTRACT: THIS GUIDE FOR INDIVIDUAL STUDY ASSISTS THE AGRIBUSINESS WORKER WITH 19 SEPARATE LESSONS CONCERNING THE JOB OF SELLING FARM CHEMICALS. EACH LESSON CONTAINS A STATEMENT OF THE PROBLEM, THE GIVEN SITUATION, DIRECTIONS, CONTENT MATERIAL WITH REFERENCES FOR THE ASSIGNMENT, AND A STUDENT WORKSHEET. SOME OF THE LESSON TOPICS ARE: (1) THE IMPORTANCE OF FERTILIZERS IN MODERN FARMING, (2) HOW PLANTS USE VARIOUS PLANT NUTRIENTS, (3) HOW TO INTERPRET A SOIL TEST, (4) METHODS OF APPLYING FERTILIZER, AND (5) RECOMMENDATIONS FOR USING PESTICIDES. (MU)

INSTITUTION NAME: KENTUCKY UNIV., LEXINGTON. DEPT. OF VOCATIONAL EDUCATION.

VT 100 645

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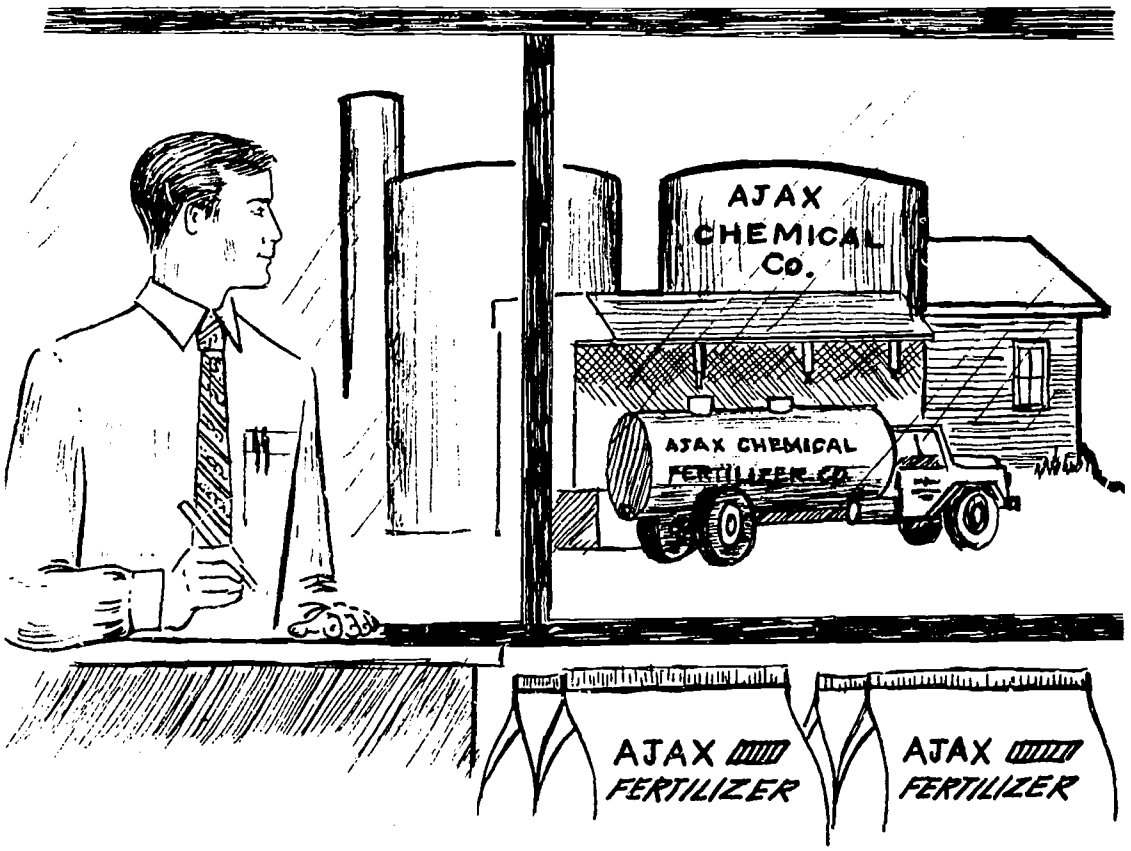

DEPARTMENT OF VOCATIONAL EDUCATION
COLLEGE OF EDUCATION
UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY

Fertilizer and Chemical Salesman

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Study-Guide
for
Fertilizer and Chemical Salesman

This study-guide, along with others, is an outgrowth of a series of workshops for teachers of agriculture in Arizona, Kentucky, Minnesota, North Carolina, and South Dakota.

Prepared
by

Harold Binkley
Agricultural Education
Department of Vocational Education
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Lexington, Kentucky

Study-Guide

for

Fertilizer and Chemical Salesman

Major Objective: To develop the knowledges and understandings needed by a sales person employed in a fertilizer and chemical business

NOTE: These knowledges and understandings are needed to perform the jobs and carry out the responsibilities you will have in your experience program as a fertilizer and chemical salesman.

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Instructions for Using the Guide	3
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2. Understand how fertilization is affected by the chemical, biological, and physical properties of soil	6
3. Understand how plants use the various plant nutrients	10
4. Know the common nutrient deficiencies of the State	12
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Introduction To The Guide

A fertilizer or chemical salesman will be working both inside and outside. In either case the salesman will be working directly with farmers and others in selling fertilizers and other chemicals and in checking field results. He might also be required to operate the chemical or fertilizer applicator. A great deal of knowledge and understanding will be needed for success as an employe in a fertilizer business.

Instructions For Using The Guide

This is an individual-student study-guide. It is to guide your study of this important phase of agriculture. The learnings (knowledges and understandings) listed in the Table of Contents are needed by you to perform the jobs and carry out responsibilities you are to have when placed for an experience program as a fertilizer and chemical salseman. How well you learn the lessons in this study guide will determine, to a marked degree, your success with your experience program and ultimate success as a fertilizer and chemical salesman.

Each learning (lesson) in this study guide starts on a separate page. The following suggestions are made to guide you in working through each lesson:

1. Read the situation carefully. This should help you sharpen-up a "felt need" for in-depth study in this area.

2. State the problem or area of study. The idea here is to "put a fence around" the area you will study on a given day or period and not try to cover the entire "water front" or the whole subject at one time, but to develop depth in knowledge to each area of study.

3. Use the content material to help you analyze the problem or delineate the things you will deal with in your study of this area -- to help you develop a study plan.

4. After you have developed your plan of study you may wish to check it with your teacher to be sure it is complete and that you haven't left out an important part.

5. On the opposite page of each lesson is a "worksheet" page provided for you to put down your plan of study and your learning(s) (decision or conclusion reached and/or significant things learned) as a result of your study, including the pages in the references that were most helpful to you.

6. Take the list of references and through study of the index and table of contents of each reference decide on the pages to read for study. You may read several pages in one reference and only one page in another, which are appropriate for the particular learning.

7. Study the references, making notes as you study.

8. Write down the significant things you learned from your study of this area. You may want to summarize the learnings in the form of a conclusion or decision. In addition, you may want to copy down certain significant facts or dates to help you remember and use them.

Good luck to you. You will learn much from this unit of study by working through each lesson carefully and thoroughly.

Learning No. 1: Understand the importance of fertilizer in modern farming

The Situation:

Until about 1900 the demands for greater agricultural production in the U. S. were primarily met by bringing new land into cultivation. Since then, increased production has been brought about by irrigation, drainage, and land clearing, but this increase is small. The large increase in crop production has come from existing acreage.

The population of the U.S. has been increasing at a rapid rate, thereby increasing the need for more food and fiber. Without fertilizer, we would have a national food shortage. Crop production must keep up with the exploding population. The fertilizer industry has an important contribution to make in increasing crop production. At the start of this unit on fertilizer and chemicals, what is it that you need to know?

Problem or Area of Study: Write on worksheet.

Content Material:

-- Amounts of various fertilizers used annually

-- Tons of fertilizers used in recent years

-- Trends in use of fertilizers

-- Effect of fertilizer on crop production and quality of product

References:

Using Commercial Fertilizers

1971 Handbook of Agricultural Charts

Kentucky Agricultural Statistics, 1971

State Experiment Station Publications

Worksheet

Problem or Area of Study Importance of fertilizers in modern farming

Analysis or Things to Consider in Study

1. Amount of fertilizer used annually
2. Tons of fertilizers used
3. Trends in use of fertilizers
4. Effect of fertilizer on crop yields and quality of products

References:	Title	Pages
	1971 Handbook of Agricultural Charts	pages 10 and 12
	Kentucky Agricultural Statistics 1971	pp 109-15

Conclusion-Decision or Significant Things Learned

Use of commercial fertilizers in modern day farming is a must. The 1971 Handbook of Agricultural Charts, shows in Figure 10 the following indexes for selected farm inputs for 1971 compared to 1950 as a base year = 100: 1) labor 47 (a significant decrease), 2) farm real estate 107, 3) mechanical power and machinery 130, 4) fertilizer and liming materials 368 (a significant steady increase for the past 20 years), and 5) all other inputs 171. The use of large quantities of appropriate fertilizers, based on soil tests has made a significant contribution to a 60 percent in total crop production per acre while decreasing the total cropland used by 10 percent. There was an increase in 1,596,048 tons for 1971 over 1970 in the United States, a 4 percent increase. The commercial fertilizers used in the United States for 1971 was 41,184,685 tons. Mixed fertilizers based on crop needs and soil tests are increasing in volume of sales each year; crop yields and quality of products is closely related to this.

Learning No. 2: Understand how fertilization is affected by chemical, biological, and physical properties of soil

The Situation:

Soil pH, bacterial action, and the physical conditions of the soil all work together to determine the kind, amount, and the time to make fertilizer applications. These factors also determine how effective the fertilizers will be in increasing crop yields.

Some fields never respond to fertilization, regardless of the amount applied. Fields located on the same farm and planted to the same crops may respond quite differently to identical applications of fertilizer. What accounts for this? What do you need to know to be able to sell a farmer the kind of fertilizer which will give him good results?

Problem or Area of Study: Write on worksheet
(Perhaps, you will want to break this learning down into three parts: chemical, biological, and physical properties of soil. Three worksheets are provided.)

Content Material:

-- Adjusting soil PH

-- PH requirements of plants

-- Effect of PH on availability of plant nutrients

-- Base exchange capacity

-- Rate of decomposition of organic matter

References:

Profitable Soil Management

Nature and Properties of Soils

Modern Corn Production

State Experiment Station Publications

Worksheet

Problem or Area of Study _____

Analysis or Things to Consider in Study

1. _____
2. _____
3. _____
4. _____

References: Title Pages

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Conclusion-Decision or Significant Things Learned

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References:	Title	Pages

Conclusion-Decision or Significant Things Learned

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Conclusion-Decision or Significant Things Learned

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Learning No. 3: Understand how plants use the various plant nutrients

The Situation:

Protoplasm is common to both plant and animal life. Animals in order to survive depend on other animals or plants as a source of food. Animals, in the final analysis, are completely dependent upon plant life. Plants can, however, live independently of all animal life. All a plant needs is a supply of water, carbon dioxide, light, and several mineral elements to be self-sufficient. The raw materials that a plant requires for its own production then become most important. Your knowledge of how a plant uses the various nutrients is important. What do you need to know at this point?

Problem or Area of Study: Write on worksheet

Content Material:

-- Essential elements in plant nutrition

-- Use made of nitrogen

-- Use made of phosphorus

-- Importance of potassium

-- Parts of plant affected by nutrients or lack of nutrients

-- Need for minor elements

References:

Using Commercial Fertilizers

Modern Corn Production

State Experiment Station Publications

Worksheet

Problem or Area of Study _____

Analysis or Things to Consider in Study

1. _____
2. _____
3. _____
4. _____

References: Title Pages

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Conclusion-Decision or Significant Things Learned

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Learning No. 4: Know the common nutrient deficiencies of the State

The Situation:

The animal and human bodies have ways of showing when there is a lack of a vitamin or mineral. The eyes and condition of skin or bone indicate a deficiency within the body.

There are certain nutrients in the soil that limit crop yields once these are built up, other nutrients will limit crop yields. Each area or region of a state differs from the others. If you are to be successful in selling fertilizers in your area, what will you need to know?

Problem or Area of Study: Write on worksheet

Content Material:

-- Indicators of nitrogen deficiency in plants

-- Indicators of phosphorus deficiency in plants

-- Indicators of potassium deficiency in plants

-- Parts of plant affected by deficiencies of the various minerals

-- General appearances of plants which are deficient in minerals

References:

Using Commercial Fertilizers

Hunger Signs in Crops

Modern Corn Production

State Experiment Station Publications

Worksheet

Problem or Area of Study _____

Analysis or Things to Consider in Study

1. _____
2. _____
3. _____
4. _____

References: Title Pages

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Conclusion-Decision or Significant Things Learned

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Learning No. 5: Know the characteristics of common fertilizer materials

The Situation:

Sales and service employes in the retail fertilizer business should be familiar with the various fertilizer materials and their characteristics that will or will not make them suited to the various needs of customers. The materials in fertilizers which supply the three major plant foods: nitrogen, phosphorus, and potassium should be studied. For example, nitrogen is an abundant inert gas found in the atmosphere. Why must nitrogen then be added to many soils for maximum plant growth? Certain sources of phosphorus and potassium in fertilizers are harmful to certain crops. What must you know about the commonly used fertilizer materials used in your area?

Problem or Area of Study: Write on worksheet

Content Material:

-- Groups of nitrogen-carrying materials used in the fertilizer industry

-- Nitrogen-carrying materials that are dangerous to handle

-- Phosphorus-carrying materials used in the industry and source

-- Potash-carrying materials used in the industry and the source

References:

"Our Land and Its Care"

Profitable Soil Management

Using Commercial Fertilizers

State Experiment Station Publications

Worksheet

Problem or Area of Study _____

Analysis or Things to Consider in Study

1. _____
2. _____
3. _____
4. _____

References: Title Pages

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Conclusion-Decision or Significant Things Learned

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Learning No. 6: Understand the principles involved in soil testing and other methods used to determine soil fertility

The Situation:

When fertilization of soils was in its early stages, there were no means by which one could determine how much and what kinds of plant nutrients were needed. Today soil testing, plant-tissue testing, and field test-plots are used to determine soil fertility. These tests are valuable aids in planning a soil fertility program, but they can be no better than the methods used. As a fertilizer salesman, what must you know if you are to succeed?

Problem or Area of Study: Write on worksheet

Content Material:

-- Location from which soil samples should be taken

-- Time of year for taking samples

-- Securing representative samples

-- Equipment and materials needed for taking soil samples

-- Mechanics of taking a soil test

-- Green-tissue tests reveal hidden hunger -- how to use

-- Use of demonstration plots

References:

"Our Land and Its Care"

Profitable Soil Management

Using Commercial Fertilizers

Hunger Signs in Crops

State Experiment Station Publications

Worksheet

Problem or Area of Study _____

Analysis or Things to Consider in Study

1. _____
2. _____
3. _____
4. _____

References: **Title** **Pages**

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Conclusion-Decision or Significant Things Learned

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Learning No. 7: Know how to interpret a soil test

The Situation:

As a fertilizer salesman, you may perform a service to a prospective customer by taking a soil test. When the sample is analyzed and the results are known, you must be able to interpret these results in an accurate manner so that they can be thoroughly understood by the farmer. If you are to sell the farmer what he really needs, you must be able to take the results of a soil test and do something with them.

Problem or Area of Study: Write on worksheet

Content Material:

-- The PH of the soil

-- Organic matter and/or nitrogen content of the soil

-- Available phosphorus in the soil

-- Available potassium in the soil

-- Secondary and minor-element content of the soil

-- Color and texture of the soil

-- Soluble salt content of the soil

References:

"Our Land and Its Care"

Profitable Soil Management

State Experiment Station Publications

Worksheet

Problem or Area of Study _____

Analysis or Things to Consider in Study

1. _____
2. _____
3. _____
4. _____

References: Title Pages

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Conclusion-Decision or Significant Things Learned

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Learning No. 8: Make fertilizer recommendations

The Situation:

A fertilizer salesman will be asked to make recommendations as to how much and what kind of fertilizer to apply after interpreting the results from a soil or tissue test. Several factors must be taken into consideration when making fertilizer recommendations after an accurate soil-test report is made available to you. You have the results of the soil test, now what is it that you want to be able to do with accuracy?

Problem or Area of Study: Write on worksheet

Content Material:

-- Desired yield of crop

-- Kinds and amounts of nutrients supplied by the soil

-- Nutrient requirements of crops

-- Climatic conditions

-- Previous crop history

-- Kind and amount of fertilizer needed, based on the above facts

-- Time of application

-- Method of application

References:

"Our Land and Its Care"

Profitable Soil Management

Using Commercial Fertilizers

State Experiment Station Publications

Worksheet

Problem or Area of Study _____

Analysis or Things to Consider in Study

1. _____
2. _____
3. _____
4. _____

References: **Title** **Pages**

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Conclusion-Decision or Significant Things Learned

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Learning No. 9: Understand fertilizer make-up and labels

The Situation:

After the recommendations on the soil tests have been received, the farmer must choose the fertilizer best adapted or the analysis that comes closest to those recommendations. To work for a company selling fertilizers, one must be able to tell the farmer what the numbers on a bag of fertilizer mean. To help the farmer, one should be able to recommend the tonnage of a certain fertilizer (ex. 5-20-20) needed to apply 100 lbs. of phosphorus per acre.

After you have made recommendations, it would be wise to check other fertilizer formulas to see which formula would be the cheapest for the farmer and still provide him the recommended amounts of the different nutrients needed per acre. What are several of the most important jobs and facts a fertilizer salesman should know about fertilizer make-up and labels?

Problem or Area of Study: Write on worksheet

Content Material:

-- Information on fertilizer tags
-- Available nitrogen; phosphorus; and potassium for crop use
-- Sources of fertilizer elements that are harmful to selected crops

References:

Using Commercial Fertilizers

"Our Land and Its Care"

State Experiment Station Bulletins

Worksheet

Problem or Area of Study _____

Analysis or Things to Consider in Study

1. _____
2. _____
3. _____
4. _____

References: **Title** **Pages**

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Conclusion-Decision or Significant Things Learned

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Learning No. 10: Know the methods of applying fertilizers in the area

The Situation:

Applying fertilizers depends on the crop, soil, climate, date, rate of growth, kind of fertilizer, and equipment used. The aim is to apply the correct amount at the correct time and place it where it will do the most good. Methods change as the rate of application increases. As a salesman in the fertilizer industry, one must have knowledge of all application methods. What must you be up-to-date on and have a thorough knowledge of?

Problem or Area of Study: Write on worksheet

Content Material:

-- Methods -- advantages and disadvantages of each

- -- Banding along the row
- -- Broadcasting or top-dressing
- -- Side-dressing
- -- Drilling
- -- Deep drilling
- -- Bedding
- -- Plow-sole application
- -- Fallow application
- -- In irrigation water

References:

Experiment Station Publications of state

Using Commercial Fertilizers

Worksheet

Problem or Area of Study _____

Analysis or Things to Consider in Study

1. _____
2. _____
3. _____
4. _____

References: Title Pages

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Conclusion-Decision or Significant Things Learned

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ERIC

Learning No. 11: Understand the economics of fertilizer application

The Situation:

The age-old belief, "If a little bit is good, a whole lot is better," is proven wrong again and again in the fertilizer industry. As a salesman, one must determine from the soil-test analysis the amount of fertilizer to apply.

If climatic conditions are right, one may apply more fertilizer than is needed to have a balanced soil condition, and in return receive a higher return. But is this man making more money per acre than the man who applies only the recommended amount? What is it called when the "cost of inputs" comes close to the "amount of output" that the soil is producing? What do you need to know here?

Problem or Area of Study: Write on worksheet

Content Material:

-- Diminishing returns in applying fertilizer

-- Fixed costs of producing crops

-- Variable costs of producing crops

-- Total cost of production

-- The level of production desired or that can reasonably be expected

-- The market value of the product

References:

"Our Land and Its Care"

Using Commercial Fertilizers

State Experiment Station Publications

Worksheet

Problem or Area of Study _____

Analysis or Things to Consider in Study

1. _____
2. _____
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4. _____

References: Title Pages

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Conclusion-Decision or Significant Things Learned

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ERIC

Learning No. 12: Merchandise fertilizers effectively

The Situation:

As with agricultural chemicals, fertilizers are ever changing. What is new today may be old tomorrow. As a salesman in the fertilizer industry, one must be able to tell customers what is new and on the market today. Since the salesman probably will not be in charge of advertising, it would be very important that he know of new fertilizer formulas recommended for his area along with new methods of application, etc. This is very important in selling. What is new in your state and area in the fertilizer line?

Problem or Area of Study: Write on worksheet

Content Material:

-- New fertilizers - mixtures, materials, etc.

-- New methods of applications

-- Current technology

-- Effective advertising ideas

-- Things to strengthen sales and service ability

References:

Experiment Station Publications

USDA Publications

Recent publications from the fertilizer industry

Worksheet

Problem or Area of Study _____

Analysis or Things to Consider in Study

1. _____
2. _____
3. _____
4. _____

References: **Title** **Pages**

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Conclusion-Decision or Significant Things Learned

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ERIC

Learning No. 13: Understand the importance of chemicals in modern farming

The Situation:

Without the use of chemicals to control pests and weeds, man could not control the perils of disease and insects, and therefore the hunger that still prevails in many parts of the world. The World Health Organization estimates that two-thirds of the world's population still do not have enough to eat. In the United States alone it is estimated that millions of dollars are lost each year due to weeds, insects and diseases in livestock. Just how many dollars are lost annually because of these three things? How important are chemicals in their control?

Problem or Area of Study: Write on worksheet

Content Material:

-- Dollars lost annually through diseases of animals

-- Dollars lost annually through parasites and diseases of crops

-- Loss of crops due to weeds

-- Increased yields due to weed control

-- Quality of product where chemicals are used

-- Effect of chemicals on cost of production

-- Use of chemicals on crops in storage

References:

1969 Weed Control Manual and Herbicide Guide

Insects, Yearbook of Agriculture

State Experiment Station Publications

USDA Publications

Worksheet

Problem or Area of Study _____

Analysis or Things to Consider in Study

1. _____
2. _____
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References: Title Pages

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Conclusion-Decision or Significant Things Learned

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Learning No. 14: Identify the various types of pests in your area and the damage done by each

The Situation:

No attempt should be made to try and identify all the pests (weed, insect, disease, etc.) that prevail today. This would not be practical for anyone. It is very important to know the weeds, insects, diseases, etc. that are prevalent in your area. To be able to identify these pests is an important skill for you to have.

Weeds do damage by taking nutrients from the plants. Insects and other pests have eating habits and cause other damage to plants, which will help you to identify insects and diseases. What do you need to know at this point?

Problem or Area of Study: Write on worksheet
(Perhaps, you will want to study this learning in three parts: 1) weeds, 2) insects, and 3) diseases. Three worksheets are provided for your convenience.)

Content Material:

-- Classification of insect pests, eating habits

  -- Life span

  -- Methods of reproduction

-- Weeds common in the area

  -- Perennials

  -- Biennials

  -- Methods of reproduction

-- Plant diseases in the area

  -- Effect on plants

  -- Methods of spreading

References:

State Experiment Station Publications

USDA Publications

Publications by manufacturers of chemicals

Worksheet

Problem or Area of Study _____

Analysis or Things to Consider in Study

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References: Title Pages

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Conclusion-Decision or Significant Things Learned

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Learning No. 15: Understand the chemicals available for farm use

The Situation:

Chemicals for control of pests, weeds, and diseases have been in existence for less than 100 years. At first the chemicals available were nothing but concoctions of arsenic and sulfur which were for pests only. The field is now crowded with recommended chemicals for almost all kinds of pests, weeds, and diseases. These chemicals came under a variety of brand names and in a variety of forms. What do you need to know now?

Problem or Area of Study: Write on worksheet
(You may want to study this learning in three parts -- chemicals for use on: 1) pests, 2) weeds, and 3) diseases. Three worksheets are provided for your use.)

Content Material:

-- Insecticides, basic materials in each

-- Fungicides, basic materials in each

-- Herbicides, basic materials in each

-- Forms available in each of the above

References:

1969 Weed Control Manual and Herbicide Guide

State Experiment Station Publications

USDA Publications

Publications by manufacturers of chemicals

Worksheet

Problem or Area of Study _____

Analysis or Things to Consider in Study

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Learning No. 16: Understand the harmful effects and what is required in the safe handling of chemicals

The Situation:

Each year hundreds of people die or are injured by accidental poisoning. Some deaths and injuries result from accidental consumption of chemicals by children, and others result from contact with these chemicals during their application.

Problem or Area of Study: Write on worksheet

Content Material:

-- Harmful chemicals; name each and harmful effects

  -- First-aid procedures to follow

  -- Precautions to take in handling and use

-- Storage of chemicals

-- Protective clothing

-- Handling broken containers

References:

Farm Chemicals Handbook

State Experiment Station Publications

USDA Publications

Publications by manufacturers of chemicals

Worksheet

Problem or Area of Study _____

Analysis or Things to Consider in Study

1. _____
2. _____
3. _____
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References:	Title	Pages

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Learning No. 17: Understand the importance of the manufacturer's instructions

The Situation:

All agricultural chemicals are extensively tested before being put on the market. Each company must follow rigid rules set down by Federal and State regulating agencies. Before a chemical is put on the open market, the manufacturer knows from extensive trials what type of weed or pest it will control. The amount of chemical needed for a given situation is also known from trials. The procedure for handling the chemical is definitely known. State and Federal regulations require the manufacturer to give on the container full instructions for the proper application of the chemical.

Each year many farmers obtain very poor results from their chemical applications. Why does this happen? What do you need to know?

Problem or Area of Study: Write on worksheet

Content Material:

-- Purpose of chemical

-- Contents of chemical

-- Safety measures involved in handling the chemical

-- Proper mixing of the materials

-- Methods of application

References:

Labels on containers for farm chemicals used locally

State Experiment Station Publications

Worksheet

Problem or Area of Study _____

Analysis or Things to Consider in Study

1. _____
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Learning No. 18: Make recommendations for use of pesticides

The Situation:

Once a pest problem has been correctly identified, a control procedure should be decided upon. However, before recommending a pesticide, you must determine if the problem is severe enough to merit the cost of treatment and if chemical control is the best treatment. If chemical control is necessary, several factors must be considered in recommending a specific type of pesticide. What do you need to know?

Problem or Area of Study: Write on worksheet

Content Material:

-- Herbicides
  -- Contact chemicals
  -- Growth regulators
  -- Soil sterilants

-- Insecticides
  -- Stomach poisoning
  -- Contact poisoning
  -- Repellents
  -- Attractants

-- Cost of chemical

-- Residues

-- Dilutions and dosages

-- Application of the material

References:

Manufacturer's recommendations

State Experiment Station Publications

Worksheet

Problem or Area of Study _____

Analysis or Things to Consider in Study

1. _____
2. _____
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Learning No. 19: Understand advertising and merchandising of agricultural chemicals

The Situation:

It would appear that the chemical industry will continue to be a rapidly growing industry with opportunities for many qualified young men in sales and service occupations. The industry is growing at a rate of 5-10 percent annually,with indications that this rate will accelerate. In recent years there has been much publicity, biased and otherwise, about the indiscriminate use of pesticides, especially insecticides and herbicides. It is the duty of an employe in the business to know the new information on new and old chemicals in order to increase sales through advertising. Also, it is to your advantage to know good merchandising methods.

Problem or Area of Study: Write on worksheet

Content Material:

-- Use of less toxic compounds

-- New compounds with less residue

-- Results of recent pest-control research

-- Things to consider in selecting pesticides

-- Systemic-action pesticides

-- Merchandising methods available at time of need

-- Information for prospective buyers (leaflets)

-- Developing displays

-- Setting up test plots

References:

Publications by manufacturers of chemicals

State Experiment Station Publications

USDA Publications

Worksheet

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Learning No. 20:

The Situation:

Problem or Area of Study: Write on Worksheet

Content Material:

References:

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Worksheet

Problem or Area of Study _____

Analysis or Things to Consider in Study

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References: Title Pages

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Learning No. 21:

The Situation:

Problem or Area of Study: Write on Worksheet

Content Material:

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Worksheet

Problem or Area of Study _____

Analysis or Things to Consider in Study

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Conclusion-Decision or Significant Things Learned

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ACCESSION NUMBER: VT100646

TITLE: STUDY-GUIDE FOR LANDSCAPE GARDENER.

PERSONAL AUTHOR: BINKLEY, HAROLD

DESCRIPTOR: *AGRICULTURAL EDUCATION; *TURF MANAGEMENT; *LANDSCAPING; *ORNAMENTAL HORTICULTURE OCCUPATION; HORTICULTURE; *ORNAMENTAL HORTICULTURE

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 552

ABSTRACT: THIS GUIDE FOR INDIVIDUAL STUDY FOR A LANDSCAPE GARDENER LISTS 18 SEPARATE LESSONS CONCERNING THE JOB. EACH LESSON CONTAINS A STATEMENT OF THE PROBLEM, THE GIVEN SITUATION, DIRECTIONS, CONTENT MATERIAL WITH REFERENCES FOR THE ASSIGNMENT, AND A STUDENT WORKSHEET. SOME OF THE LESSON TOPICS ARE: (1) PRINCIPLES OF LANDSCAPE DESIGN, (2) TRANSPLANTING TREES AND SHRUBS, (3) SOIL MANAGEMENT OF THE LANDSCAPE, (4) HOW TO USE GARDENING EQUIPMENT, (5) PLANT DISEASES AND THEIR CONTROL, AND (6) TURF MANAGEMENT. (MU)

INSTITUTION NAME: KENTUCKY UNIV., LEXINGTON. DEPT. OF VOCATIONAL EDUCATION.

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STUDENT STUDY GUIDE FOR LANDSCAPE GARDENER

DEPARTMENT OF VOCATIONAL EDUCATION
COLLEGE OF EDUCATION
UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY

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A Landscape Gardener

ERIC
Full Text Provided by ERIC

Study-Guide
for
Landscape Gardener

This study-guide, along with others, is an outgrowth of a series of workshops for teachers of agriculture in Arizona, Kentucky, Minnesota, North Carolina, and South Dakota.

Prepared
by

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Agricultural Education
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Lexington, Kentucky

ERIC

Study-Guide

A Landscape Gardener

Major Objective: To develop the knowledges and understandings needed by a landscape gardener

NOTE: These knowledges and understandings are needed to perform the jobs and carry out the responsibilities you will have as a landscape gardener.

ERIC

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Introduction To The Guide

Landscaping covers the very broad field of outdoor composition or design. It not only embraces garden design, but also the development of estates, public parks, cemeteries, boulevards, and public or private grounds of every kind. In the United States, the construction of new homes, buildings, parks, recreational areas and golf courses has given rise to the tremendous use of plant materials. Freeways, industrial plants, commercial establishments, homes, and schools also demand many types of plant materials. Over 30,000,000 hobbyists in the nation have turned to landscape gardening for relaxation and satisfaction. This great landscaping demand for plants, trees, and shrubs has, as in other agricultural industries, put a new emphasis on the need for men and women well trained in the landscape business.

Landscape gardening is one of the greatest arts in America. The development and perpetuation of America's grounds, beautified by our landscape gardeners, is a necessary requirement of our present society. How well we develop and maintain the landscape areas will contribute to the overall beauty of our country. The mode of our times is reflected in how well our country's beauty is maintained by our landscape artisans. The ornamental horticulturists of the nation are custodians for developing and preserving America's landscape potentials. The landscape gardener are the backbone of the nation's technicians in ornamental horticulture.

Instructions For Using The Guide

This is an individual-student study-guide. It is to guide your study of this important phase of agriculture. The learnings (knowledges and understandings) listed in the Table of Contents are needed by you to perform the jobs and carry out responsibilities you are to have when placed for an experience program as a landscape gardener. How well you learn the lessons in this study guide will determine, to a marked degree, your success with your experience program and ultimate success as a landscape gardener.

Each learning (lesson) in this study guide starts on a separate page. The following suggestions are made to guide you in working through each lesson:

1. Read the situation carefully. This should help you sharpen-up a "felt need" for in-depth study in this area.

2. State the problem or area of study. The idea here is to "put a fence around" the area you will study on a given day or period and not try to cover the entire "water front" or the whole subject at one time, but to develop depth in knowledge to each area of study.

3. Use the content material to help you analyze the problem or delineate the things you will deal with in your study of this area -- to help you develop a study plan.

4. After you have developed your plan of study you may wish to check it with your teacher to be sure it is complete and that you haven't left out an important part.

5. On the opposite page of each lesson is a "worksheet" page provided for you to put down your plan of study and your learning(s) (decision or conclusion reached and/or significant things learned) as a result of your study, including the pages in the references that were most helpful to you.

6. Take the list of references and through study of the index and table of contents of each reference decide on the pages to read for study. You may read several pages in one reference and only one page in another, which are appropriate for the particular learning.

7. Study the references, making notes as you study.

8. Write down the significant things you learned from your study of this area. You may want to summarize the learnings in the form of a conclusion or decision. In addition, you may want to copy down certain significant facts or dates to help you remember and use them.

Good luck to you. You will learn much from this unit of study by working through each lesson carefully and thoroughly.

Learning No. 1: Understand the need for landscape gardening

The Situation:

In earlier times, rulers and other wealthy people of the civilized world maintained expensive and elaborate gardens. Their gardeners handed down knowledge to sons or to apprentices who spent much of their lifetimes learning every aspect of horticulture. Today's horticulturist was yesterday's gardener; and the person who knew how to make things grow into things of beauty was--as he is today--in great demand. A gardener not only could maintain a garden in colorful perfection, but could also provide color throughout the growing season. Millions of dollars are spent annually on beautifying the home and surroundings; increased emphasis has been placed on park and highway beautification, golf courses; and more ornamentals are used for malls and indoor landscaping of offices and businesses. You will enjoy your work as a landscape gardener if you appreciate the need for landscaping. What would you like to know?

Problem or Area of Study: Write on worksheet

Content Material:

-- The changing need for gardeners

-- Present demand for gardeners and landscape aides

-- Compensation for such jobs

-- Profits resulting from good gardening

References:

Approved Practices in Beautifying the Home Grounds

USDA Publications

State Experiment Station Publications

Worksheet

Problem or Area of Study *Understand the need for landscape gardening*

Analysis or Things to Consider in Study

1. *The changing need for gardeners*
2. *Present need for gardening and landscape aides*
3. *Competition for jobs*
4. *Profits resulting from good gardening*

References: Title Pages

Approved Practices in Beautifying the Home Grounds pp. 1-8

Conclusion-Decision or Significant Things Learned

The field of landscape gardening has become a major agricultural industry, outranking by a wide margin many of the traditional agricultural occupations. The economic aspect of landscaping and home beautification is a relatively new business in America. Until the mid 50s of the 19th Century home beautification, for the most part, was a segment of life only a few wealthy people. The last two decades has resulted in a tremendous change. Construction of new homes, private and public buildings, parks, golf courses, other recreational areas and the out-door living at home has increased the demand for landscape services. The jobs in the field for aides, part-time and full-time landscape gardeners are a source of pride, satisfaction, and employment for a large number of trained individuals. Competition for the good jobs is on the increase. The need for the services for the landscape gardener are on the increase. The profession requires more and more skill and the pay is good for those who can render a wide variety of efficient service to customers.

Learning No. 2: Understand landscape drafting

The Situation:

The work of this occupation requires an understanding of landscape drafting. One must possess knowledge of the following: the symbols and conventions used in drawing; lettering of the style used by draftsmen; the principles used in mechanical drawing such as: the relationship of views, projections, intersections, and so on; a knowledge of at least the elementary principles of design; the strength, characteristics, and limitations of materials; pencil sketching, that one may pictorially express his ideas; the principles of perspective drawing; a working knowledge of shades and shadows; writing specifications and estimating costs; and methods of rendering and applying wash to drawings.

The landscape architect must depend upon the draftsman to carry out in detail the work he conceives. The landscape draftsman must be trained to make accurate drawings mechanically. What is the significant thing that you need to know at this point?

Problem or Area of Study: Write on worksheet

Content Material:

-- Drafting tools used in landscape design

-- Techniques for using drafting tools

-- Use of lines, their weight and width; use of letters

-- Purpose of symbols and what they represent

-- Types of drawings

References:

Architectual Drawing

State Experiment Station Publications

USDA Publications

Worksheet

Problem or Area of Study _____

Analysis or Things to Consider in Study

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References: Title Pages

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Learning No. 3: Understand the use of plant materials

The Situation:

Landscape gardening, as you know, is the art or method of changing or enhancing natural surroundings so as to produce a more pleasing appearance or suitable arrangement. A building, no matter how beautiful, would look bare and unattractive without some kind of planting. Furthermore, you know that landscaping is divided into two distinct styles, one formal and the other informal. The formal type has trees, lawns, shrubs, and flowers laid out in regular design. The informal type is based on no fixed pattern; the plantings are grouped as they would appear in nature. Sometimes both styles are combined. Walks and drives in themselves add no beauty to grounds devoted to the growth of grass, trees, shrubs, and plants. The foundation planting about public buildings must be studied in relation to the building design, studied for harmony of character, of line and form of texture, and of color. What plants are used doesn't matter too much, but how they are used matters greatly. Your concern is to get a delightful and gracious picture. What do you need to know about plant materials?

Problem or Area of Study: Write on worksheet

Content Material:

-- Importance of trees and shrubs in the landscape

-- The part that ground cover plays

-- Use of the lawn and lawn substitutes

References:

Approved Practices in Beautifying the Home Grounds

Grounds for Living

USDA Publications

Worksheet

Problem or Area of Study _____

Analysis or Things to Consider in Study

1. _____
2. _____
3. _____
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References: Title Pages

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Conclusion-Decision or Significant Things Learned

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Learning No. 4: Understand the principles of landscape design

The Situation:

The landscape design of an entire area establishes the background for all that lies within it. Many different features are matters of landscape design and landscape service, such as: highways of agreeable curve and set of continual advance movement so as to make the approach to a community a pleasing experience; the conservation of natural advantages and beauties and their emphasis on the characteristics of local plant material where planting is needed, and such general attention to the details of the countryside as made for its highest beauty development.

In the study of landscape design three things are to be specially observed. These are: 1) the distribution of the mass, 2) the light and dark (or light and shade), and 3) the skyline. The landscape design is developed in relation to the broad panorama. These principles are of the utmost importance and need to be applied throughout any designed homestead or elsewhere. You will need to be familiar with landscape design principles in your work.

Problem or Area of Study: Write on worksheet

Content Material:

-- Role of mass in landscape design
-- Importance of harmony in plotting the area
-- Basic types of landscape design
-- Selecting type of landscape design
-- Balance and scale with the lawn, trees, foundation planting, etc.
-- Color and color combinations in the landscape design

References:

Approved Practices in Beautifying the Home Grounds
State Experiment Station Publications
USDA Publications

Worksheet

Problem or Area of Study _____

Analysis or Things to Consider in Study

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ERIC

Learning No. 5: Understand what is involved in developing a landscape plan

The Situation:

Good landscaping is dependent on three major disciplines: 1) engineering, 2) art, and 3) horticulture. One is to assume that the architecture of the home is such that the money spent has purchased the best possible design and that walks, drives, grades, and other physical structures are adequate and aesthetically pleasing without being changed.

There are too many parts to a good landscape plan to carry in your head. You must put them on paper. Take time to consider each addition to a plan by checking with neighbors and by asking yourself the advantages and disadvantages. Use a pencil. You will change your ideas many times.

Before you begin to landscape a place, regardless of size, you must have some plan for the work. Even if you do not plan to carry out the whole development at once, whatever you do will be right, and ultimately you will have the complete development without having to rip up and rearrange. It is imperative that you understand the principles of developing a landscape plan. What is it that you need to know at this point?

Problem or Area of Study: Write on worksheet

Content Material:

-- Importance of mapping the areas to landscape
-- Place of the public area in the landscape plan; the private area
-- Role of foundation plantings in the landscape plan
-- Role of border plantings in the landscape plan

References:

Approved Practices in Beautifying the Home Grounds

The Lawn Book

Grounds for Living

State Experiment Station Publications

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ERIC

Learning No. 6: Understand construction of landscape structures, such as arbors, trellises, patios, and fences

The Situation:

The garden or lawn area can be greatly improved in appearance and usefulness if a careful study is made relative to the use of outdoor structures such as arbors, trellises, fences, pools, rock gardens, etc. From the standpoint of appearance, structures must be sturdy in design, and the size should be in keeping with the surrounding buildings and plantings. Too often trellises, arbors, and fences are small and fragile in construction. Outdoor structures can be used to an advantage in making the house appear larger, in separating one area from another and in making one area blend naturally with another.

Because the outdoor area in present day living is considered an outdoor living room and not merely a place to be viewed, it should be planned for usefulness and convenience.

What do you need to know about landscape structures?

Problem or Area of Study: Write on worksheet

Content Material:

-- Importance of structures -- trellises, arbors, and fences

-- Planning and designing outdoor structures

-- Choosing the materials to use

-- Construction of structures

-- Place of retaining walls and walks

-- Place of rock gardens and pools

References:

Approved Practices in Beautifying the Home Grounds

Grounds for Living

Worksheet

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ERIC

Learning No. 7: Understand what is involved in establishing a lawn

The Situation:

In order for one to do a good job of establishing a lawn, he must utilize the natural contours of an area. Extensive grading is costly and may result in an artificial-looking landscape scheme. Preliminary study is just as helpful to good lawn building as it is to home building. Preliminaries in lawn building include rough grading, installation of drainage, and underground utilities.

Many new lawns turn out to be disappointments because they were seeded in the wrong season and not fertilized properly. The awn is usually the dominant feature in the landscape picture. It sets off the house and enhances other landscape plantings. Lawns are becoming more important with the modern trend to outdoor living. Since you will be establishing lawns as a part of your training, you will need to develop an understanding of the factors involved in establishing a new lawn. What are your question-problems at this point?

Problem or Area of Study: Write on worksheet (Perhaps you will want to break this lesson down into three areas for study: 1) preparing the lawn for seeding, 2) fertilizing the lawn, and 3) seeding the lawn. Three worksheets are provided.)

Content Material:

-- Grading and drainage

-- Times of the year to seed the lawn

-- Seed-bed preparation in establishing a new lawn

-- Varieties of grass to use

-- Fertilizing: kind, amount, and applying

-- Caring for the new lawn during germination of the seed

-- Sodding in establishing a lawn

References:

Approved Practices in Beautifying the Home Grounds

The Lawn Book

State Experiment Station Publications

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ERIC

Learning No. 8: Understand transplanting trees and shrubs

The Situation:

Transplanting trees and shrubs is used by the gardener usually for replacement or for establishing seasonal color. Locate the plants in the best possible situation for maximum enjoyment and minimum upkeep. It is poor economy to short either the plant materials or labor in an effort to cut costs. It is possible to fool the client as to preparations, but the plant can't be fooled.

Sometimes it becomes necessary to move a tree or shrub to another location. This can be done by bare rooting, balling, or boxing, depending on the time of year and the kind of plant. Trees or shrubs should be moved when the plant is most dormant. This will reduce shock and allow the reestablishment of the root system before the growing season starts. There are several things you will need to know in transplanting.

Problem or Area of Study: Write on worksheet

Content Material:

-- Importance of the planting hole: depth; width

-- Place of diagonal planting pattern

-- Role of planting mix

-- Planting procedure

- Depth to set the tree or shrub
- Use of top soil
- Curvature of surface soil after setting
- Watering

References:

Approved Practices in Beautifying the Home Grounds

Grounds Maintenance Handbook

State Experiment Station Publications

Worksheet

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ERIC

Learning No. 9: Know steps in pruning trees and shrubs

The Situation:

There seems to be a basic human urge to prune at certain times of the year, with little real understanding of the purposes. Pruning needs of plants vary, depending upon the variety and the desired purpose. The garden should be a combination of healthy plants in a relationship and scale that achieves a pleasing effect. Pruning improves the health of the plant and establishes the design. In an overgrown yard, plants have lost their relationship to one another. The effect is one of disintegration. However, it is easy to re-establish the relationship of the plants to the total garden design.

An unpruned shrub not only detracts from the garden's beauty, it also becomes a likely place for diseases and pests to develop. Pruning can be used to create specialized artistic effects with plants; bonsai, or dwarf plants, is one such effect. What do you need to know about pruning trees and shrubs in your work as a landscape gardener?

Problem or Area of Study: Write on worksheet

Content Material:

-- Purposes in pruning
-- Time to prune various trees and shrubs
-- Types of pruning
-- Where to cut and amount to cut
-- Effect of the different cuttings
-- Role of scaffold branches

References:

Approved Practices in Beautifying the Home Grounds

Grounds for Living

State Experiment Station Publications

Worksheet

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ERIC

Learning No. 10: Understand soil management of the landscape

The Situation:

A general understanding of soils and the manner in which soils serve to provide plants with food, moisture, and support, is essential to success in landscaping. Specific knowledges of the soil will aid in making corrections that will help provide the best possible growing situation. The soil supplies and stores plant nutrients. It is a habitat for essential soil micro-organisms. The soil serves as a reservoir for water and air, and the soil mass acts as an anchor for plants.

If all these are not in proper balance, plants cannot achieve normal growth. When they are thrown out of balance, the plant will show symptoms, but before these symptoms have time to develop we should take a look at several factors that cause these symptoms. If you are to keep these factors in balance, what will you need to know?

Problem or Area of Study: Write on worksheet

Content Material:

-- Determining the need for nitrogen, phosphorus, potash, and other nutrients
-- Use of tests results from a soil sample
-- Determining the pH
-- Effect of soil texture on plant growth
-- Effect of soil structure on plant growth
-- Characteristics of soil salts and their effect on plants

References:

The Lawn Book

Grounds for Living

State Experiment Station Publications

Worksheet

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ERIC

Learning No. 11: Understand fertilizer rates for lawns -- application and special uses

The Situation:

To have a good lawn requires, first of all, the desire for beautiful surroundings. Without that desire there is little chance for successful establishment of a high-quality lawn because it goes without saying that it must be cared for, fed regularly, and mowed at the proper height. Well-landscaped grounds with dark green turf can add hundreds of dollars in value to an individual home. There are many different kinds of fertilizers with varying amounts of nutrient content on today's market. The fertilizer of any reputable manufacturer will result in a more beautiful and vigorous lawn when used according to directions. "Specialty" fertilizers are available for shrubs and ornamentals. Frequently, these contain some of the essential micro-nutrients. Fertilization is a very important aspect of good turf management, and you will need to know the proper fertilization practices. What do you need to know regarding fertilizing a lawn?

Problem or Area of Study: Write on worksheet

Content Material:

-- Nutrients that are likely to limit the growth of lawn grasses

-- Importance of using the right kind and amount of fertilizer

-- Methods of applying fertilizer materials

-- Times of the year to apply fertilizer

References:

The Lawn Book

State Experiment Station Publications

Worksheet

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Analysis or Things to Consider in Study

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ERIC

Learning No. 12: Know how to add soil amendments and mulches

The Situation:

Few soils are naturally good enough to sustain the level of plant growth and appearance required for ornamental purposes. Various available materials can improve the soil. Ideally, soil improvement should be made before the planting. It is possible to correct deficiencies later, but it is difficult and expensive. Amendments are added for a variety of reasons. There are fertilizers to increase the fertility, but often with secondary benefits, including factors which you will discover. Specific amendments are used to loosen soils, improve porosity, increase water penetration and retention, change soil pH, or some combination of these.

When amendments are used as a surface layer, they are called mulches. Since you will be using amendments in your job as a landscape gardner, what will you need to know about amendments and their use?

Problem or Area of Study: Write on worksheet

Content Material:

-- Effect of using inorganic amendments

-- Benefits of using organic amendments

-- Characteristisc of planting soils

-- When to apply amendments

-- How to apply amendments

References:

Approved Practices in Beautifying the Home Grounds

The Lawn Book

State Experiment Station Publications

Worksheet

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ERIC

Learning No. 13: Know how to use gardening equipment

The Situation:

As labor becomes more expensive, the gardener must use mechanized equipment to do his work. He is called upon to operate and service gasoline-powered machines and to know about soils, amendments, watering, pruning, and countless other things. Most gardening includes working with turf.

Mower classifications indicate movement and function of their blades--reel, rotary, and hammer knife. Other turf machines include renovators, aerators, and vertical mowers. Miscellaneous items are hedge shears, blowers, and vacuums. Numerous specialized items are used in certain related areas. To know how to successfully use the various equipment is essential to success as a landscape gardener.

Problem or Area of Study: Write on worksheet

Content Material:

-- The various equipment used by a landscape gardener
-- Specific use to make of each piece of equipment
-- Characteristics and use of different classes of mowers
-- Characteristics and use of special work machines
-- Precautions to take in each piece of equipment
-- Importance of a good regular maintenance program on equipment
  - What maintenance and service is involved

References:

The Lawn Book

Grounds Maintenance Handbook

State Experiment Station Publications

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Analysis or Things to Consider in Study

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ERIC

Learning No. 14: Understand use of gardening tools

The Situation:

The mark of any good craftsman in his knowledge, use, and care of the tools of his trade. The correct use of tools and equipment enables him to do his work better and more efficiently. Tools must be kept sharp, be in good repair, and be readily accessible for use. When it comes to buying, "you get what you pay for" is especially true of tools. Tools are classified as to their use in gardening. It is unlikely that a gardener will need to own all varieties, even though he might have use for all at one time or another.

Choose from the list of tools for digging, cultivation and leveling, pruning, watering, cleanup, and miscellaneous only those normally needed. But always get the best tool. As a landscape gardener, what will you need to know about the use of garden tools, as it pertains to buying?

Problem or Area of Study: Write on worksheet

Content Material:

-- Selection of the tools you will need to use

-- Importance of buying good tools

-- Using the right tool for the right job

-- The value of maintaining the gardening tools

-- What is involved in maintenance of tools

References:

Grounds for Living

Grounds Maintenance Handbook

State Experiment Station Publications

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ERIC

Learning No. 15: Know plant diseases and their control

The Situation:

There are several categories of plant diseases. Some diseases are the result of improper cultural practices and are called physiological diseases. They include such conditions as: inadequate drainage or simply too much water; too heavy or too light a soil for certain plants; sun plants in the shade or the reverse; tender plants with too much heat, cold, smog, wind, salt spray, etc.; and acid-loving or alkali-loving plants with the wong pH. When the above conditions, and insects and larger garden pests, have been eliminated as causes, the disease can be identified; and when proper control measures have been implemented the situation will be corrected. In some cases, by the time the condition has been observed and identified it may be too late to effect a control or a cure. Many problems arise in the successful management of beautiful, well-kept lawns and landscape areas. The landscaper should be able to identify the important lawn diseases and have a working knowledge of the control of these problems. What do you need to be able to do at this point?

Problem or Area of Study: Write on worksheet

Content Material:

-- Recognition of different common diseases

-- Causes of different diseases; classes

-- Control measures to take for each kind of diagnosis

References:

The Lawn Book

Grounds Maintenance Handbook

USDA Publications

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Problem or Area of Study _____

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ERIC

Learning No. 16: Know plant insects and their control

The Situation:

Insects, diseases, and other garden pests are all natural phenomena. One cannot achieve immunity. The best you can hope for is a stand-off. By understanding the weak points of a garden, you can look for symptoms and minimize the damage. General classes of insects are: sucking insects that pierce the leaf and suck out sap; chewing insects that eat leaves or flowers; soil pests that attack roots; miscellaneous pests that require specific treatment; and larger pests such as pets, rodents, and people. Now that you will be identifying the best way to control them: What are the "one-two" things you need to know?

Problem or Area of Study: Write on worksheet

Content Material:

-- Classifying the pests according to their eating habits

-- Identifying the damage or symptoms caused by the specific pests

-- Decide on the specific control measure to use for each kind of pest

-- Procedures to follow in controlling each insect or pest

References:

The Lawn Book

Approved Practices in Beautifying the Home Grounds

State Experiment Station Publications

USDA Publications

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ERIC

Learning No. 17: Know weeds and their control

The Situation:

A weed is any unwanted plant. One of the problems of gardening is the removal and exclusion of undesirable plants. It is far easier and less expensive to get rid of them before planting than to try removing them from cultivated beds, ground cover area, or turf. If control measures are not taken before planting, then the gardener must study and determine the best control to use. Weeds are usually hardier than pampered exotic plants; therefore, it is necessary to create an ideal situation so that the more delicate desirable plants can compete. If this condition deteriorates, and watering, pest control, fertilizer, and soil conditioning fail to maintain a favorable situation, the weeds will take over the turf or other plantings. Weeds are a result, not a cause, of poor turf management. There are now numerous materials that can be used singly or in conjunction with others to effect control of any combination of weeds in most situations. What do you need to know about weed control?

Problem or Area of Study: Write on worksheet

Content Material:

-- Recognizing lawn weeds
-- Place of cultivation in controlling weeds
-- Part a mulcher plays in controlling weeds
-- Use of plastics in weed control
-- Chemical weed control; selection of chemical; kind, amount, and when to apply

References:

Approved Practices in Beautifying the Home Grounds

The Lawn Book

State Experiment Station Publications

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ERIC

Learning No. 18: Understand turf management

The Situation:

If one is to understand the nature of turf management he must be aware of the seasonal needs and timing of turf practices. Although lawn upkeep is a seasonal proposition, it should not be overlooked that there is plenty to be done in each of the seasons. Also, it should be realized that at any given time the work to be done may look either forward or backward; that is, it may have to do with the closing of the past season and the completion of plant growth, or with the preparation for a new season and a new generation of plants. As with all complicated tasks that stretch over a period, it is well to plan a year ahead and lay out the plan in terms of a program. Since you will be managing turf on residential, industrial, recreational areas, and golf courses, what will you need to know about the job of turf management.

Problem or Area of Study: Write on worksheet

Content Material:

-- Importance of aeration in turf management
-- When to mow; height to mow
-- Results of thatch accumulation on the turf; removal
-- Moisture in turf maintenance and management; how to control
-- Maintenance requirements of various varieties of turf grasses
    - When, how much, and how to apply fertilizers needed
-- Setting up a management plan

References:

Grounds Maintenance Handbook

The Lawn Book

State Experiment Station Publications

USDA Publications

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ACCESSION NUMBER: VT100647

PUBLICATION DATE: 72

TITLE: UNIT BUDGETS FOR MAJOR CROP AND LIVESTOCK ENTERPRISES.

PERSONAL AUTHOR: NICOL, ROGER C.; HUDSON, WILLIAM E.

DESCRIPTORS: *AGRICULTURAL EDUCATION; *FARM ACCOUNTS; *BUDGETING; *BUDGETS; FARM MANAGEMENT; INSTRUCTIONAL MATERIALS; LIVESTOCK; FIELD CROPS; *VOCATIONAL AGRICULTURE

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 552

ABSTRACT: THIS PUBLICATION PROVIDES VOCATIONAL AGRICULTURE TEACHERS WITH A QUICK SOURCE OF UNIT BUDGET INFORMATION IN ORDER THAT THEY MAY HELP HIGH SCHOOL STUDENTS AND FARMERS REALIZE THE NEED FOR AND THE VALUE OF MORE DETAILED COST ACCOUNTING FOR THE MAJOR LIVESTOCK AND CROP ENTERPRISES COMBINED IN THEIR FARM BUSINESSES. CONTENTS INCLUDE TEN MAJOR CROP ENTERPRISE BUDGETS AND FOUR MAJOR LIVESTOCK ENTERPRISE BUDGETS. EACH INCLUDES THE UNIT OF PRODUCTION USED, THE LEVEL OF PRODUCTION, AND ITEMIZED COSTS AND RETURNS. (AUTHOR/MU)

REPORT NUMBER: AGDEX 810

AVAILABILITY: AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, ROOM 201, 2120 FYFFE ROAD, COLUMBUS, OHIO 43210

INSTITUTION NAME: OHIO STATE DEPT. OF EDUCATION, COLUMBUS. AGRICULTURAL EDUCATION SERVICE.; OHIO STATE UNIV., COLUMBUS. DEPT. OF AGRICULTURAL EDUCATION.

VT 100647

AGDEX 810

UNIT BUDGETS

FOR

MAJOR LIVESTOCK AND CROP ENTERPRISES

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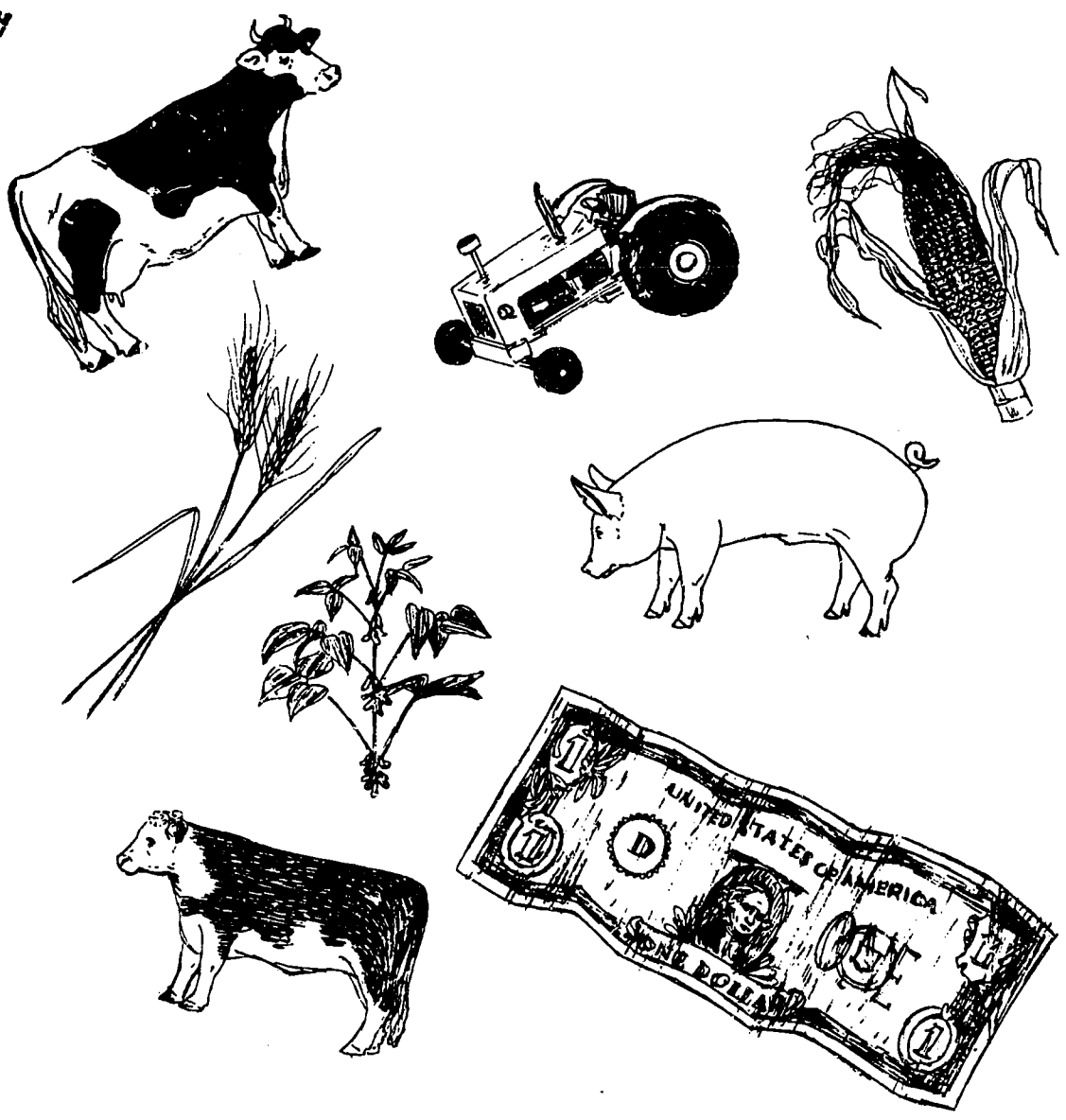

Agricultural Education Service
State Department of Education

and

Department of Agricultural Education
The Ohio State University

1972

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UNIT BUDGETS
FOR
MAJOR CROP AND LIVESTOCK ENTERPRISES

MAJOR CROP ENTERPRISE BUDGETS

Roger C. Nicol

LIVESTOCK ENTERPRISE BUDGETS

William E. Hudson

1972
The Ohio Agricultural Education
Curriculum Materials Service

ERIC

FOREWORD

The unit budgets for major crop and livestock enterprises included in this publication were developed by Roger C. Nicol, former teacher of vocational agriculture at Fairbanks High School and William E. Hudson, farm management instructor at Wayne County Area Vocational Center.

Unit budgets have been developed for various price and production levels within each enterprise group. It should be pointed out that these budgets are based upon average price and cost figures and should be interpreted as such. The primary value of these budgets will be as guidelines for teachers to use in helping high school students develop budgets for crop and livestock enterprises and in helping farm operators with farm planning and reorganization. To be of maximum benefit, these unit budgets should be adjusted to the local situation relative to prices and production costs.

It is the intent of this publication to provide teachers of vocational agriculture with a quick source of unit budget information in order that they can help high school students and farmers realize the need for and the value of more detailed cost accounting for the major crop and livestock enterprises combined in their farm business. The need for accurate production coefficients cannot be overemphasized if sound management decisions are to be made.

John T. Starling
Associate Professor
Department of Agricultural Education

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MAJOR CROP ENTERPRISE BUDGETS

By

Roger C. Nicol

INTRODUCTION

Crops:

1. Labor charge was established at $2.50/hr.

2. Land charge was established by using a 7% capitalization rate (6 1/2% interest, 1/2% taxes).

3. An average land value was used; however the values will be too low for certain areas of Ohio and teachers will need to make this adjustment.

4. Fertilizer costs reflect recommended rates of application corresponding to productivity capacity of the soil. Costs for nitrogen are 8¢ per lb.; phosphorus, 8¢; and potassium, 5¢.

Crop Unit (One Acre) Corn

Level of Production: 80 bu.

COSTS:

Labor 5.5 hrs. @ $2.50/hr.	$ 13.75	
Tractor Power @ $3.00/hr.	6.00	
Machinery @ $3.00/hr.	12.00	
Lime	1.00	
Fertilizer	13.45	
Seed	3.00	
Chemicals	4.30	
Land $360.00 Value -- Interest @ 6 1/2%	23.40	
Taxes @ 1/2%	1.80	
TOTAL COSTS		$ 78.70

RETURNS:

80 bu. @ $1.00 per bu.	$ 80.00	
TOTAL COSTS	78.70	
NET RETURN PER ACRE		$ 1.30
80 bu. @ $1.10 per bu.	$ 88.00	
TOTAL COSTS	78.70	
NET RETURN PER ACRE		$ 9.30
80 bu. @ $ 1.20 per bu.	$ 96.00	
TOTAL COSTS	78.70	
NET RETURN PER ACRE		$ 17.30
80 bu. @ $1.30 per bu.	$104.00	
TOTAL COSTS	78.70	
NET RETURN PER ACRE		$ 25.30

Crop Unit (One Acre) Corn

Level of Production: 100 bu.

COSTS:

Labor 6.0 hrs. @ $2.50/hr.	$ 15.00	
Tractor Power @ $3.00/hr.	$ 6.00	
Machinery @ $3.00/hr.	$ 13.00	
Lime	$ 1.50	
Fertilizer	$ 16.60	
Seed	$ 3.75	
Chemicals	$ 6.45	
Land $385.00 Value - Interest @ 6 1/2%	$ 25.03	
Taxes @ 1/2%	$ 1.93	
TOTAL COSTS		$ 89.26

RETURNS:

100 bu. @ $1.00 per bu.		$100.00	
	TOTAL COSTS	89.26	
	NET RETURN PER ACRE		$ 10.74
100 bu. @ $1.10 per bu.		$110.00	
	TOTAL COSTS	89.26	
	NET RETURN PER ACRE		$ 20.74
100 bu. @ $1.20 per bu.		$120.00	
	TOTAL COSTS	89.26	
	NET RETURN PER ACRE		$ 30.74
100 bu. @ $1.30 per bu.		$130.00	
	TOTAL COSTS	89.26	
	NET RETURN PER ACRE		$ 40.74

Crop Unit (One Acre) Corn

Level of Production: 120 bu.

COSTS:

Labor 7.5 hrs. @ $2.50/hr.	$ 18.75	
Tractor Power @ $3.00/hr.	6.00	
Machinery @ $3.00/hr.	14.00	
Lime	2.00	
Fertilizer	19.50	
Seed	4.50	
Chemicals	8.40	
Land $410.00 Value -- Interest @ 6 1/2%	26.65	
Taxes @ 1/2%	2.05	
TOTAL COSTS		$101.85

RETURNS:

120 bu. @ $1.00 per bu.		$120.00	
	TOTAL COSTS	101.85	
	NET RETURN PER ACRE		$ 18.15
120 bu. @ $1.10 per bu.		$132.00	
	TOTAL COSTS	101.85	
	NET RETURN PER ACRE		$ 30.15
120 bu. @ $1.20 per bu.		$144.00	
	TOTAL COSTS	101.85	
	NET RETURN PER ACRE		$ 42.[illegible]
120 bu. @ $1.30 per bu.		$156.00	
	TOTAL COSTS	101.85	
	NET RETURN PER ACRE		$ 54.15

Crop Unit (One Acre) Corn

Level of Production: 140 bu.

COSTS:

Labor 7.0 hrs. @ $2.50/hr.	$ 17.50	
Tractor Power @ $3.00/hr.	6.00	
Machinery @ $3.00/hr.	15.00	
Lime	2.50	
Fertilizer	22.40	
Seed	5.25	
Chemicals	10.60	
Land $435.00 Value -- Interest @ 6 1/2%	28.28	
Taxes @ 1/2%	2.18	
TOTAL COSTS		$109.71

RETURNS:

140 bu. @ $1.00 per bu.		$140.00	
	TOTAL COSTS	109.71	
	NET RETURN PER ACRE		$ 30.29
140 bu. @ $1.10 per bu.		$154.00	
	TOTAL COSTS	109.71	
	NET RETURN PER ACRE		$ 44.29
140 bu. @ $1.20 per bu.		$168.00	
	TOTAL COSTS	109.71	
	NET RETURN PER ACRE		$ 58.29
140 bu. @ $1.30 per bu.		$182.00	
	TOTAL COSTS	109.71	
	NET RETURN PER ACRE		$ 72.29

Crop Unit (One Acre) Wheat

Level of Production: 30 bu.

COSTS:

Labor 1.3 hrs. @ $2.50/hr.	$ 3.25	
Tractor Power	3.75	
Machinery	6.70	
Lime	1.00	
Fertilizer	8.35	
Seed	5.00	
Chemicals	-0-	
Land $360.00 Value -- Interest @ 6 1/2%	23.40	
Taxes @ 1/2%	1.80	
TOTAL COSTS		$ 53.25

RETURNS:

30 bu. @ $1.25 per bu.		$ 37.50	
	TOTAL COSTS	53.25	
	NET RETURN PER ACRE		-$ 15.75
30 bu. @ $1.50 per bu.		$ 45.00	
	TOTAL COSTS	53.25	
	NET RETURN PER ACRE		-$ 8.25
30 bu. @ $1.75 per bu.		$ 52.50	
	TOTAL COSTS	53.25	
	NET RETURN PER ACRE		-$ .75

Value of Straw - .9 ton @ $15.00 per ton	$ 13.50
Additional cost - equal to 1/2 the value	6.75
ADDITIONAL NET RETURN	$ 6.75

Crop Unit (One Acre) Wheat

Level of Production 35 bu.

COSTS:

Labor 1.34 hrs. @ $2.50/hr.	$ 3.35	
Tractor Power	3.80	
Machinery	6.80	
Lime	1.50	
Fertilizer	11.25	
Seed	6.00	
Chemicals	-0-	
Land $385.00 Value -- Interest @ 6 1/2%	25.03	
Taxes @ 1/2%	1.93	
TOTAL COSTS		$ 59.66

RETURNS:

35 bu. @ $1.25 per bu.		$ 43.75	
	TOTAL COSTS	59.66	
	NET RETURN PER ACRE		-$ 15.91
35 bu. @ $1.50 per bu.		$ 52.50	
	TOTAL COSTS	59.66	
	NET RETURN PER ACRE		-$ 7.16
35 bu. @ $1.75 per bu.		$ 61.25	
	TOTAL COSTS	59.66	
	NET RETURN PER ACRE		$ 1.59

Value of Straw - 1.05 tons @ $15.00 per ton	$ 15.75
Additional Costs - equal to 1/2 the value	7.88
ADDITIONAL NET RETURN	$ 7.87

Crop Unit (One Acre) Wheat

Level of Production: 40 bu.

COSTS:

Labor 1.36 hrs. @ $2.50/hr.	$ 3.40	
Tractor Power	3.85	
Machinery	6.90	
Lime	2.00	
Fertilizer	14.00	
Seed	7.00	
Chemicals	-0-	
Land $410.00 Value -- Interest @ 6 1/2%	26.65	
Taxes @ 1/2%	2.05	
TOTAL COSTS		$ 65.85

RETURNS:

40 bu. @ $1.25 per bu.		$ 50.00	
	TOTAL COSTS	65.85	
	NET RETURN PER ACRE		-$ 15.85
40 bu. @ $1.50 per bu.		$ 60.00	
	TOTAL COSTS	65.85	
	NET RETURN PER ACRE		-$ 5.85
40 bu. @ $1.75 per bu.		$ 70.00	
	TOTAL COSTS	65.85	
	NET RETURN PER ACRE		$ 4.15

Value of Straw - 1.2 tons @ $15.00 per ton	$ 18.00
Additional Costs - equal to 1/2 the value	9.00
ADDITIONAL NET RETURN	$ 9.00

Crop Unit (One Acre) Wheat

Level of Production: 45 bu.

COSTS:

Labor 1.33 hrs. @ $2.59/hr.	$ 3.45	
Tractor Power	3.90	
Machinery	7.00	
Lime	2.50	
Fertilizer	17.35	
Seed	8.00	
Chemicals	-0-	
Land $435.00 Value -- Interest @ 6 1/2%	28.28	
Taxes @ 1/2%	2.18	
TOTAL COSTS		$ 72.66

RETURNS:

45 bu. @ $1.25 per bu.		$ 56.25	
	TOTAL COSTS	72.66	
	NET RETURN PER ACRE		-$ 16.41
45 bu. @ $1.50 per bu.		$ 67.50	
	TOTAL COSTS	72.66	
	NET RETURN PER ACRE		-$ 5.16
45 bu. @ $1.75 per bu.		$ 78.75	
	TOTAL COSTS	72.66	
	NET RETURN PER ACRE		$ 6.09

Value of Straw - 1.35 tons @ $15.00 per ton	$ 20.25
Additional Costs - equal to 1/2 the value	10.13
ADDITIONAL NET RETURN	$ 10.12

Crop Unit (One Acre) Oats

Level of Production: 60 bu.

COSTS:

Labor 1.3 hrs. @ $2.50/hr.	$ 3.25	
Tractor Power	3.75	
Machinery	6.70	
Lime	1.00	
Fertilizer	8.35	
Seed	3.75	
Chemicals	-0-	
Land $360.00 Value -- Interest @ 6 1/2%	23.40	
Taxes @ 1/2%	1.80	
TOTAL COSTS		$ 52.00

RETURNS:

60 bu. @ $.65 per bu.		$ 39.00	
	TOTAL COSTS	52.00	
	NET RETURN PER ACRE		-$ 13.00
60 bu. @ $.70 per bu.		$ 42.00	
	TOTAL COSTS	52.00	
	NET RETURN PER ACRE		-$ 10.00
60 bu. @ $.75 per bu.		$ 45.00	
	TOTAL COSTS	52.00	
	NET RETURN PER ACRE		-$ 7.00
60 bu. @ $.80 per bu.		$ 48.00	
	TOTAL COSTS	52.00	
	NET RETURN PER ACRE		-$ 4.00

Value of Straw - .9 tons @ $15.00 per ton	$ 13.50
Additional Costs - equal to 1/2 the value	6.75
ADDITIONAL NET RETURN	$ 6.75

Crop Unit (One Acre) Oats

Level of Production: 70 bu.

COSTS:

Labor 1.34 hrs. @ $2.50/hr.	$ 3.35	
Tractor Power	3.80	
Machinery	6.80	
Lime	1.50	
Fertilizer	11.25	
Seed	4.00	
Chemicals	-0-	
Land $385.00 Value -- Interest @ 6 1/2%	25.03	
Taxes @ 1/2%	1.93	
TOTAL COSTS		$ 57.66

RETURNS:

70 bu. @ $.65 per bu.		$ 45.50	
	TOTAL COSTS	57.66	
	NET RETURN PER ACRE		-$ 12.16
70 bu. @ $.70 per bu.		$ 49.00	
	TOTAL COSTS	57.66	
	NET RETURN PER ACRE		-$ 8.66
70 bu. @ $.75 per bu.		$ 52.50	
	TOTAL COSTS	57.66	
	NET RETURN PER ACRE		-$ 5.16
70 bu. @ $.80 per bu.		$ 56.00	
	TOTAL COSTS	57.66	
	NET RETURN PER ACRE		-$ 1.16

Value of Straw - 1.05 tons @ $15.00	$ 15.75
Additional Costs - equal to 1/2 the value	7.88
ADDITIONAL NET RETURN	$ 7.87

Crop Unit (One Acre) Oats

Level of Production: 80 bu.

COSTS:

Labor 1.36 hrs. @ $2.50/hr.	$ 3.40	
Tractor Power	3.85	
Machinery	6.90	
Lime	2.00	
Fertilizer	14.40	
Seed	4.25	
Chemicals	-0-	
Land $410.00 Value -- Interest @ 6 1/2%	26.65	
Taxes @ 1/2%	2.05	
TOTAL COSTS		$ 63.50

RETURNS:

80 bu. @ $.65 per bu.		$ 52.00	
	TOTAL COST	63.50	
	NET RETURN PER ACRE		-$ 11.50
80 bu. @ $.70 per bu.		$ 56.00	
	TOTAL COST	63.50	
	NET RETURN PER ACRE		-$ 7.50
80 bu. @ $.75 per bu.		$ 60.00	
	TOTAL COST	63.50	
	NET RETURN PER ACRE		-$ 3.50
80 bu. @ $.80 per bu.		$ 64.00	
	TOTAL COST	63.50	
	NET RETURN PER ACRE		$ .50

Value of Straw - 1.2 tons @ $15.00 per ton		$ 18.00
Additional Costs - equal to 1/2 the value		9.00
	ADDITIONAL NET RETURN	$ 9.00

Crop Unit (One Acre) Oats

Level of Production : 90 bu.

COSTS:

Labor 1.38 hrs. @ $2.50/hr.	$ 3.45	
Tractor Power	3.90	
Machinery	7.00	
Lime	2.50	
Fertilizer	17.30	
Seed	4.50	
Chemicals	-0-	
Land $435.00 Value -- Interest @ 6 1/2%	28.28	
Taxes @ 1/2%	2.18	
TOTAL COSTS		$ 69.11

RETURNS:

90 bu. @ $.65 per bu.		$ 58.50	
	TOTAL COSTS	69.11	
	NET RETURN PER ACRE		-$ 10.61
90 bu. @ $.70 per bu.		$ 63.00	
	TOTAL COSTS	69.11	
	NET RETURN PER ACRE		-$ 6.11
90 bu. @ $.75 per bu.		$ 67.50	
	TOTAL COSTS	69.11	
	NET RETURN PER ACRE		-$ 1.61
90 bu. @ $.80 per bu.		$ 72.00	
	TOTAL COSTS	69.11	
	NET RETURN PER ACRE		$ 2.89

Value of Straw - 1.35 tons @ $15.00 per ton	$ 20.25
Additional Costs - equal to 1/2 the value	10.13
ADDITIONAL NET RETURN	$ 10.12

Crop Unit (One Acre) Soybeans

Level of Production: 26 bu.

COSTS:

Labor 4.38 hrs. @ $2.50/hr.	$ 10.95	
Tractor Power	7.00	
Machinery	8.00	
Lime	.58	
Fertilizer	3.50	
Seed	3.75	
Chemicals	3.00	
Land $360.00 Value -- Interest @ 6 1/2%	23.40	
Taxes @ 1/2%	1.80	
TOTAL COSTS		$ 61.98

RETURNS:

26 bu. @ $2.40 per bu.		$ 62.40	
	TOTAL COSTS	61.98	
	NET RETURN PER ACRE		$ .42
26 bu. @ $2.50 per bu.		$ 65.00	
	TOTAL COSTS	61.98	
	NET RETURN PER ACRE		$ 3.02
26 bu. @ $2.60 per bu.		$ 67.60	
	TOTAL COSTS	61.98	
	NET RETURN PER ACRE		$ 5.62
26 bu. @ $2.70 per bu.		$ 70.20	
	TOTAL COSTS	61.98	
	NET RETURN PER ACRE		$ 8.22
26 bu. @ $2.80 per bu.		$ 72.80	
	TOTAL COSTS	61.98	
	NET RETURN PER ACRE		$ 10.82
26 bu. @ $3.00 per bu.		$ 78.00	
	TOTAL COSTS	61.98	
	NET RETURN PER ACRE		$ 16.02
26 bu. @ $3.20 per bu.		$ 83.20	
	TOTAL COSTS	61.98	
	NET RETURN PER ACRE		$ 21.22

Crop Unit (One Acre) Soybeans

Level of Production: 30 bu.

COSTS:

Labor 4.46 hrs. @ $2.50/hr.	$ 11.15	
Tractor Power	7.25	
Machinery	8.25	
Lime	1.00	
Fertilizer	5.25	
Seed	4.00	
Chemicals	6.00	
Land $385.00 Value -- Interest @ 6 1/2%	25.03	
Taxes @ 1/2%	1.93	
TOTAL COSTS		$ 69.86

RETURNS:

30 bu. @ $2.40 per bu.		$ 72.00	
	TOTAL COSTS	69.86	
	NET RETURN PER ACRE		$ 2.14
30 bu. @ $2.50 per bu.		$ 75.00	
	TOTAL COSTS	69.86	
	NET RETURN PER ACRE		$ 5.14
30 bu. @ $2.60 per bu.		$ 78.00	
	TOTAL COSTS	69.86	
	NET RETURN PER ACRE		$ 8.14
30 bu. @ $2.70 per bu.		$ 81.00	
	TOTAL COSTS	69.86	
	NET RETURN PER ACRE		$ 11.14
30 bu. @ $2.80 per bu.		$ 84.00	
	TOTAL COSTS	69.86	
	NET RETURN PER ACRE		$ 14.14
30 bu. @ $3.00 per bu.		$ 90.00	
	TOTAL COSTS	69.86	
	NET RETURN PER ACRE		$ 20.14
30 bu. @ $3.20 per bu.		$ 96.00	
	TOTAL COSTS	69.86	
	NET RETURN PER ACRE		$ 26.14

Crop Unit (One Acre) Soybeans

Level of Production: 40 bu.

COSTS:

Labor 4.58 hrs. @ $2.50/hr.	$ 11.45	
Tractor Power	7.40	
Machinery	8.40	
Lime	2.50	
Fertilizer	9.00	
Seed	4.50	
Chemicals	7.50	
Land $410.00 Value -- Interest @ 6 1/2%	26.65	
Taxes @ 1/2%	2.05	
TOTAL COSTS		$ 79.45

RETURNS:

40 bu. @ $2.40 per bu.		$ 96.00	
	TOTAL COSTS	79.45	
	NET RETURN PER ACRE		$ 16.55
40 bu. @ $2.50 per bu.		$100.00	
	TOTAL COSTS	79.45	
	NET RETURN PER ACRE		$ 20.55
40 bu. @ $2.60 per bu.		$104.00	
	TOTAL COSTS	79.45	
	NET RETURN PER ACRE		$ 24.55
40 bu. @ $2.70 per bu.		$108.00	
	TOTAL COSTS	79.45	
	NET RETURN PER ACRE		$ 28.55
40 bu. @ $2.80 per bu.		$112.00	
	TOTAL COSTS	79.45	
	NET RETURN PER ACRE		$ 32.55
40 bu. @ $3.00 per bu.		$120.00	
	TOTAL COSTS	79.45	
	NET RETURN PER ACRE		$ 40.55
40 bu. @ $3.20 per bu.		$128.00	
	TOTAL COSTS	79.45	
	NET RETURN PER ACRE		$ 48.55

Crop Unit (One Acre) Soybeans

Level of Production: 50 bu.

COSTS:

Labor 4.6 hrs. @ $2.50/hr.	$ 11.50	
Tractor Power	7.55	
Machinery	7.50	
Lime	3.00	
Fertilizer	11.00	
Seed	4.75	
Chemicals	8.00	
Land $435.00 Value -- Interest @ 6 1/2%	28.28	
Taxes @ 1/2%	2.18	
TOTAL COSTS		$ 83.76

RETURNS:

50 bu. @ $2.40 per bu.	$120.00	
TOTAL COSTS	83.76	
NET RETURN PER ACRE		$ 36.24
50 bu. @ $2.50 per bu.	$125.00	
TOTAL COSTS	83.76	
NET RETURN PER ACRE		$ 41.24
50 bu. @ $2.60 per bu.	$130.00	
TOTAL COSTS	83.76	
NET RETURN PER ACRE		$ 46.24
50 bu. @ $2.70 per bu.	$135.00	
TOTAL COSTS	83.76	
NET RETURN PER ACRE		$ 51.24
50 bu. @ $2.80 per bu.	$140.00	
TOTAL COSTS	83.76	
NET RETURN PER ACRE		$ 56.24
50 bu. @ $3.00 per bu.	$150.00	
TOTAL COSTS	83.76	
NET RETURN PER ACRE		$ 66.24
50 bu. @ $3.20 per bu.	$160.00	
TOTAL COSTS	83.76	
NET RETURN PER ACRE		$ 76.24

Crop Unit (One Acre) Tobacco, Burley

Level of Production: 2000#

COSTS:

Plant Bed Costs	$ 49.00	
Labor 324 hrs. @ $2.00/hr.	648.00	
Tractor & Machinery	98.00	
Fertilizer	60.00	
Manure	36.00	
Lime	3.50	
Chemicals	24.50	
Curing Barn Charge, 8% of Value	90.00	
Cover Crop	8.00	
Insurance	9.00	
Land $4000.00 Value -- Interest @ 6 1/2% (1)	260.00	
Taxes @ 1/2%	20.00	
Supplies, Sticks, etc.	6.00	
Curing, Fuel, etc.	31.50	
Trucking to Market	10.00	
Marketing Fees	59.00	
TOTAL COSTS		$1,412.50

RETURNS:

2000 lbs. @ $65.00 per cwt.	$1,300.00	
TOTAL COSTS	1,412.50	
NET RETURN PER ACRE		-$112.50
2000 lbs. @ $70.00 per cwt.	$1,400.00	
TOTAL COSTS	1,412.50	
NET RETURN PER ACRE		-$ 12.50
2000 lbs. @ $75.00 per cwt.	$1,500.00	
TOTAL COSTS	1,412.50	
NET RETURN PER ACRE		$ 87.50

(1) Assumes land valued at $4,000.00 per acre resulting from tobacco allotment values.

ERIC

Crop Unit (One Acre) Tobacco, Burley

Level of Production: 2500#

COSTS:

Plant Bed Costs	$ 49.00	
Labor 334 hrs. @ $2.00/hr.	668.00	
Tractor & Machinery	104.00	
Fertilizer	65.00	
Manure (10 ton)	36.00	
Lime	3.50	
Chemicals	24.50	
Curing Barn Charge (8% of Value)	100.00	
Cover Crop	8.00	
Insurance	9.00	
Land $4000.00 Value -- Interest @ 6 1/2%[1]	260.00	
Taxes @ 1/2%	20.00	
Supplies, Sticks, etc.	6.25	
Curing, Fuel, etc.	35.00	
Trucking to Market	12.00	
Marketing Fees	73.75	
TOTAL COSTS		$1,474.00

RETURNS:

2500 lbs. @ $65.00 per cwt.	$1,625.00	
TOTAL COSTS	1,474.00	
NET RETURN PER ACRE		$ 151.00
2500 lbs. @ $70.00 per cwt.	$1,750.00	
TOTAL COSTS	1,474.00	
NET RETURN PER ACRE		$ 276.00
2500 lbs. @ $75.00 per cwt.	$1,875.00	
TOTAL COSTS	1,474.00	
NET RETURN PER ACRE		$ 401.00

[1] Assumes land valued at $4000.00 per acre resulting from tobacco allotment values.

ERIC

Crop Unit (One Acre) Tobacco, Burley

Level of Production: 3000#

COSTS:

Plant Bed Costs	$ 49.00	
Labor 354 hrs. @ $2.00/hr.	708.00	
Tractor & Machinery	110.00	
Fertilizer	75.00	
Manure	36.00	
Lime	3.50	
Chemicals	29.50	
Curing Barn Charge, 8% of value	108.00	
Cover Crop	8.00	
Insurance	9.00	
Land $4000.00 Value -- Interest @ 6 1/2%[1]	260.00	
Taxes @ 1/2%	20.00	
Supplies, Sticks, etc.	6.50	
Curing, Fuel, etc.	38.50	
Trucking to Market	14.00	
Marketing Fees	88.50	
TOTAL COSTS		$1,563.50

RETURNS:

3000 lbs. @ $65.00 per cwt.	$1,950.00	
TOTAL COSTS	1,563.50	
NET RETURN PER ACRE		$ 386.50
3000 lbs. @ $70.00 per cwt.	$2,100.00	
TOTAL COSTS	1,563.50	
NET RETURN PER ACRE		$ 536.50
3000 lbs. @ $75.00 per cwt.	$2,250.00	
TOTAL COSTS	1,563.50	
NET RETURNS PER ACRE		$ 686.50

[1] Assumes land valued at $4000.00 per acre resulting from tobacco allotment values.

ERIC

Crop Unit (One Acre) Tobacco, Burley

Level of Production: 3500#

COSTS:

Plant Bed Costs	$ 49.00	
Labor 364 hrs. @ $2.00/hr.	728.00	
Tractor & Machinery	116.00	
Fertilizer	90.00	
Manure	36.00	
Lime	3.50	
Chemicals	35.00	
Curing Barn Charge, 8% of Value	115.00	
Cover Crop	8.00	
Insurance	9.00	
Land $4000.00 Value -- Interest @ 6 1/2%(1)	260.00	
Taxes @ 1/2%	20.00	
Supplies, Sticks, etc.	6.75	
Curing, Fuel, etc.	42.00	
Trucking to Market	16.00	
Marketing Fees	103.25	
TOTAL COSTS		$1,637.50

RETURNS:

3500 lbs. @ $65.00 per cwt.	$2,275.00	
TOTAL COSTS	1,637.50	
NET RETURN PER ACRE		$ 637.50
3500 lbs. @ $70.00 per cwt.	$2,450.00	
TOTAL COSTS	1,637.50	
NET RETURN PER ACRE		$ 812.50
3500 lbs. @ $75.00 per cwt.	$2,625.00	
TOTAL COSTS	1,637.50	
NET RETURN PER ACRE		$ 987.50

(1) Assumes land valued at $4000.00 per acre resulting from tobacco allotment values.

Crop Unit (One Crop) Cigar Tobacco

Level of Production: 1500#

COSTS:

Labor 180 hrs. @ $2.00/hr.	$360.00	
Plant Bed	9.50	
Tractor & Machinery	52.50	
Twine, Supplies, etc.	3.00	
Fertilizer	30.00	
Chemicals	23.80	
Stripping & Curing Facilities $500 @ 8%	40.00	
Land $750.00 Value -- Interest @ 6 1/2%	48.75	
Taxes @ 1/2%	3.75	
TOTAL COSTS		$ 571.30

RETURNS:

1500# @ $34.00 per cwt.		$510.00	
	TOTAL COSTS	571.30	
	NET RETURN PER ACRE		-$ 61.30
1500# @ $38.00 per cwt.		$570.00	
	TOTAL COSTS	571.30	
	NET RETURN PER ACRE		-$ 1.30
1500# @ $42.00 per cwt.		$630.00	
	TOTAL COSTS	571.30	
	NET RETURN PER ACRE		$ 58.70

Crop Unit (One Acre) Cigar Tobacco

Level of Production: 2000#

COSTS:

Labor 180 hrs. @ $2.00/hr.	$360.00	
Plant Bed	9.50	
Tractor & Machinery	70.00	
Twine, Supplies, etc.	5.00	
Fertilizer	39.00	
Chemicals	24.50	
Stripping & Curing Facilities - $600 @ 8%	48.00	
Land $750.00 Value -- Interest @ 6 1/2%	48.75	
Taxes @ 1/2%	3.75	
TOTAL COSTS		$559.75

RETURNS:

2000# @ $34.00 per cwt.		$680.00	
	TOTAL COSTS	559.75	
	NET RETURN PER ACRE		$120.25
2000# @ $38.00 per cwt.		$760.00	
	TOTAL COSTS	559.75	
	NET RETURN PER ACRE		$200.25
2000# @ $42.00 per cwt.		$840.00	
	TOTAL COSTS	559.75	
	NET RETURN PER ACRE		$280.25

Crop Unit (One Acre) Cigar Tobacco

Level of Production: 2500#

COSTS:

Labor 210 hrs. @ $2.00/hr.	$420.00	
Plant Bed	12.00	
Tractor & Machinery	84.00	
Twine, Supplies, etc.	7.00	
Fertilizer	48.00	
Chemicals	28.00	
Stripping & Curing Facilities - $700 @ 8%	56.00	
Land $750.00 Value -- Interest @ 6 1/2%	48.75	
Taxes @ 1/2%	3.75	
TOTAL COSTS		$707.50

RETURNS:

2500# @ $34.00 per cwt.		$850.00	
	TOTAL COSTS	707.50	
	NET RETURN PER ACRE		$142.50
2500# @ $38.00 per cwt.		$950.00	
	TOTAL COSTS	707.50	
	NET RETURN PER ACRE		$242.50
2500# @ $42.00 per cwt.		$1050.00	
	TOTAL COSTS	707.50	
	NET RETURN PER ACRE		$342.50

Crop Unit (One Acre) Hay

Level of Production: 1.5 ton

COSTS:

Labor 3.66 hrs. @ $2.50/hr.	$ 9.15	
Tractor Power	4.00	
Machinery	8.00	
Lime	5.00	
Fertilizer	-0-	
Seed	5.50	
Bailing Twine	1.35	
Storage	4.50	
Chemicals	-0-	
Land $360.00 Value -- Interest @ 6 1/2%	23.40	
Taxes @ 1/2%	1.80	
TOTAL COSTS		$ 62.70

RETURNS:

1.5 tons @ $20.00 per ton	$ 30.00	
TOTAL COSTS	62.70	
NET RETURN PER ACRE		-$ 32.70
1.5 tons @ $25.00 per ton	$ 37.50	
TOTAL COSTS	62.70	
NET RETURN PER ACRE		-$ 25.20
1.5 tons @ $30.00 per ton	$ 45.00	
TOTAL COSTS	62.70	
NET RETURN PER ACRE		-$ 17.70
1.5 tons @ $35.00 per ton	$ 52.50	
TOTAL COSTS	62.70	
NET RETURN PER ACRE		-$ 10.20
1.5 tons @ $40.00 per ton	$ 60.00	
TOTAL COSTS	62.70	
NET RETURN PER ACRE		-$ 2.70

Crop Unit (One Acre) Hay

Level of Production: 2.4 ton

COSTS:

Labor 5.4 hrs. @ $2.50/hr.	$ 13.50	
Tractor Power	4.30	
Machinery	8.20	
Lime	1.00	
Fertilizer	3.50	
Seed	5.75	
Baling Twine	1.75	
Storage	7.20	
Chemicals	2.60	
Land $380.00 Value -- Interest @ 6 1/2%	24.70	
Taxes @ 1/2%	1.90	
TOTAL COSTS		$ 74.40

RETURNS:

2.4 tons @ $20.00 per ton	$ 48.00	
TOTAL COSTS	74.40	
NET RETURN PER ACRE		-$ 26.40
2.4 tons @ $25.00 per ton	$ 60.00	
TOTAL COSTS	74.40	
NET RETURN PER ACRE		-$ 14.40
2.4 tons @ $30.00 per ton	$ 72.00	
TOTAL COSTS	74.40	
NET RETURN PER ACRE		-$ 2.40
2.4 tons @ $35.00 per ton	$ 84.00	
TOTAL COSTS	74.40	
NET RETURN PER ACRE		$ 9.60
2.4 tons @ $40.00 per ton	$ 96.00	
TOTAL COSTS	74.40	
NET RETURN PER ACRE		$ 21.60

Crop Unit (One Acre) Hay

Level of Production: 3.3 tons

COSTS:

Labor 6.8 hrs. @ $2.50/hr.	$ 17.00	
Tractor Power	4.90	
Machinery	9.20	
Lime	1.50	
Fertilizer	7.00	
Seed	5.55	
Baling Twine	2.25	
Storage	9.90	
Chemicals	6.00	
Land $400.00 Value -- Interest @ 6 1/2%	26.00	
Taxes @ 1/2%	2.00	
TOTAL COSTS		$ 91.30

RETURNS:

3.3 tons @ $20.00 per ton	$ 66.00	
TOTAL COSTS	91.30	
NET RETURN PER ACRE		-$ 25.30
3.3 tons @ $25.00 per ton	$ 82.50	
TOTAL COSTS	91.30	
NET RETURN PER ACRE		-$ 8.80
3.3 tons @ $30.00 per ton	$ 99.00	
TOTAL COSTS	91.30	
NET RETURN PER ACRE		$ 7.70
3.3 tons @ $35.00 per ton	$115.50	
TOTAL COSTS	91.30	
NET RETURN PER ACRE		$ 24.20
3.3 tons @ $40.00 per ton	$132.00	
TOTAL COSTS	91.30	
NET RETURN PER ACRE		$ 40.70

Crop Unit (One Acre) Hay

Level of Production: 4 ton

COSTS:

Labor 8 hrs. @ $2.50/hr.	$ 20.00	
Tractor Power	5.80	
Machinery	10.20	
Lime	3.10	
Fertilizer	10.50	
Seed	5.75	
Baling Twine	2.00	
Storage	12.00	
Chemicals	6.00	
Land $420.00 Value -- Interest @ 6 1/2%	27.30	
Taxes @ 1/2%	2.10	
TOTAL COSTS		$104.75

RETURNS:

4 tons @ $20.00 per ton	$ 80.00	
TOTAL COSTS	104.75	
NET RETURN PER ACRE		-$ 24.75
4 tons @ $25.00 per ton	$100.00	
TOTAL COSTS	104.75	
NET RETURN PER ACRE		-$ 4.75
4 tons @ $30.00 per ton	$120.00	
TOTAL COSTS	104.75	
NET RETURN PER ACRE		$ 15.25
4 tons @ $35.00 per ton	$140.00	
TOTAL COSTS	104.75	
NET RETURN PER ACRE		$ 35.25
4 tons @ $40.00 per ton	$160.00	
TOTAL COSTS	104.75	
NET RETURN PER ACRE		$ 55.25

Crop Unit (One Acre) Hay

Level of Production: 6 ton

COSTS:

Labor 11.2 hrs. @ $2.50/hr.	$ 28.00	
Tractor Power	6.70	
Machinery	11.20	
Lime	2.50	
Fertilizer	21.00	
Seed	6.00	
Baling Twine	4.50	
Storage	18.00	
Chemicals	8.00	
Land $440.00 Value -- Interest @ 6 1/2%	28.60	
Taxes @ 1/2%	2.20	
TOTAL COSTS		$136.70

RETURNS:

6 tons @ $20.00 per ton		$120.00	
	TOTAL COSTS	136.70	
	NET RETURN PER ACRE		-$ 16.70
6 tons @ $25.00 per ton		$150.00	
	TOTAL COSTS	136.70	
	NET RETURN PER ACRE		$ 13.30
6 tons @ $30.00 per ton		$180.00	
	TOTAL COSTS	136.70	
	NET RETURN PER ACRE		$ 43.30
6 tons @ $35.00 per ton		$210.00	
	TOTAL COSTS	136.70	
	NET RETURN PER ACRE		$ 73.30
6 tons @ $40.00 per ton		$240.00	
	TOTAL COSTS	136.70	
	NET RETURN PER ACRE		$103.30

Crop Unit (One Acre) Grass Silage

Level of Production: 5 ton

COSTS:

Labor 4.83 hrs. @ $2.50/hr.	$ 12.08	
Tractor Power	7.00	
Machinery	13.00	
Lime	1.00	
Fertilizer	3.50	
Seed	6.00	
Chemicals	2.60	
Storage	19.00	
Land $360.00 Value -- Interest @ 6 1/2%	23.40	
Taxes @ 1/2%	1.80	
TOTAL COSTS		$ 89.38

RETURNS:

5 tons @ $7.00 per ton	$ 35.00	
TOTAL COSTS	89.38	
NET RETURN PER ACRE		-$ 54.38
5 tons @ $8.00 per ton	$ 40.00	
TOTAL COSTS	89.38	
NET RETURN PER ACRE		-$ 49.38
5 tons @ $9.00 per ton	$ 45.00	
TOTAL COSTS	89.38	
NET RETURN PER ACRE		-$ 44.38
5 tons @ $10.00 per ton	$ 50.00	
TOTAL COSTS	89.38	
NET RETURN PER ACRE		-$ 39.38

Crop Unit (One Acre) Grass Silage

Level of Production: 10 ton

COSTS:

Labor 8.66 hrs. @ $2.50/hr.	$ 21.65	
Tractor Power	9.50	
Machinery	15.00	
Lime	2.00	
Fertilizer	10.50	
Seed	6.00	
Chemicals	6.00	
Storage	38.00	
Land $400.00 Value -- Interest @ 6 1/2%	26.00	
Taxes @ 1/2%	2.00	
TOTAL COSTS		$136.65

RETURNS:

10 tons @ $7.00 per ton	$ 70.00	
TOTAL COSTS	136.65	
NET RETURN PER ACRE		-$ 66.65
10 tons @ $8.00 per ton	$ 80.00	
TOTAL COSTS	136.65	
NET RETURN PER ACRE		-$ 56.65
10 tons @ $9.00 per ton	$ 90.00	
TOTAL COSTS	136.65	
NET RETURN PER ACRE		-$ 46.65
10 tons @ $10.00 per ton	$100.00	
TOTAL COSTS	136.65	
NET RETURN PER ACRE		-$ 36.65

Crop Unit (One Acre) Grass Silage

Level of Production: 15 ton

COSTS:

Labor 11.5 hrs. @ $2.50/hr.	$ 28.75	
Tractor Power	12.00	
Machinery	17.00	
Lime	2.50	
Fertilizer	12.45	
Seed	6.50	
Chemicals	8.00	
Storage	57.00	
Land $440.00 Value -- Interest @ 6 1/2%	28.00	
Taxes @ 1/2%	2.20	
TOTAL COSTS		$174.40

RETURNS:

15 tons @ $7.00 per ton		$105.00	
	TOTAL COSTS	174.40	
	NET RETURN PER ACRE		-$ 69.40
15 tons @ $8.00 per ton		$120.00	
	TOTAL COSTS	174.40	
	NET RETURN PER ACRE		-$ 54.40
15 tons @ $9.00 per ton		$135.00	
	TOTAL COSTS	174.40	
	NET RETURN PER ACRE		-$ 39.40
15 tons @ $10.00 per ton		$150.00	
	TOTAL COSTS	174.40	
	NET RETURN PER ACRE		-$ 24.40

Crop Unit (One Acre) Corn Silage

Level of Production: 14 ton

COSTS:

Labor 9.0 hrs. @ $2.50/hr.	$ 22.50	
Tractor Power	10.00	
Machinery	18.00	
Lime	1.00	
Fertilizer	21.00	
Seed	3.50	
Chemicals	1.50	
Storage	28.00	
Land $360.00 Value -- Interest @ 6 1/2%	23.40	
Taxes @ 1/2%	1.80	
TOTAL COSTS		$130.70

RETURNS:

14 tons @ $7.00 per ton	$ 98.00	
TOTAL COSTS	130.70	
NET RETURN PER ACRE		-$ 32.70
14 tons @ $8.00 per ton	$112.00	
TOTAL COSTS	130.70	
NET RETURN PER ACRE		-$ 18.70
14 tons @ $9.00 per ton	$126.00	
TOTAL COSTS	130.70	
NET RETURN PER ACRE		-$ 4.70
14 tons @ $10.00 per ton	$140.00	
TOTAL COSTS	130.70	
NET RETURN PER ACRE		$ 9.30

Crop Unit (One Acre) Corn Silage

Level of Production: 17 ton

COSTS:

Labor 10.0 hrs. @ $2.50/hr.	$ 25.00	
Tractor Power	12.00	
Machinery	26.00	
Lime	1.50	
Fertilizer	27.00	
Seed	4.25	
Chemicals	5.60	
Storage	34.00	
Land $400.00 Value -- Interest @ 6 1/2%	26.00	
Taxes @ 1/2%	2.00	
TOTAL COSTS		$157.35

RETURNS:

17 tons @ $7.00 per ton		$119.00	
	TOTAL COSTS	157.35	
	NET RETURN PER ACRE		-$ 38.35
17 tons @ $8.00 per ton		$136.00	
	TOTAL COSTS	157.35	
	NET RETURN PER ACRE		-$ 21.35
17 tons @ $9.00 per ton		$153.00	
	TOTAL COSTS	157.35	
	NET RETURN PER ACRE		-$ 4.35
17 tons @ $10.00 per ton		$170.00	
	TOTAL COSTS	157.35	
	NET RETURN PER ACRE		$ 12.65

Crop Unit (One Acre) Corn Silage

Level of Production: 20 ton

COSTS:

Labor 11.0 hrs. @ $2.50/hr.	$ 27.50	
Tractor Power	16.00	
Machinery	22.00	
Lime	2.00	
Fertilizer	32.00	
Seed	5.00	
Chemicals	7.50	
Storage	40.00	
Land $440.00 Value -- Interest @ 6 1/2%	28.60	
Taxes @ 1/2%	2.20	
TOTAL COSTS		$182.80

RETURNS:

20 tons @ $7.00 per ton		$140.00	
	TOTAL COSTS	182.80	
	NET RETURN PER ACRE		-$ 42.80
20 tons @ $8.00 per ton		$160.00	
	TOTAL COSTS	182.80	
	NET RETURN PER ACRE		-$ 22.80
20 tons @ $9.00 per ton		$180.00	
	TOTAL COSTS	182.80	
	NET RETURN PER ACRE		-$ 2.80
20 tons @ $10.00 per ton		$200.00	
	TOTAL COSTS	182.80	
	NET RETURN PER ACRE		$ 17.20

Crop Unit (One Acre) Sugarbeets

Level of Production: 18 ton

COSTS:

Labor 11.75 hrs. @ $2.00/hr.	$ 23.50	
Thinning and Hoeing	13.50	
Tractor Power and Fuel	8.46	
Machinery	40.00	
Hauling to Market	27.00	
Fertilizer	25.20	
Lime	1.50	
Seed	5.00	
Weed Spray	6.50	
Leaf Spot Spray	9.00	
Land Charge $600/acre -- Interest @ 6 1/2%	39.00	
Taxes @ 1/2%	3.00	
TOTAL COSTS		$201.66

RETURNS:

18 ton @ $14.05 per ton	$252.90	
TOTAL COSTS	201.66	
NET RETURN PER ACRE		$ 51.24

COSTS, RETURNS, AND NET INCOME
PER ACRE OF VEGETABLE CROPS[1]

	Snap Beans	Cabbage	Carrots	Cucumbers	Peppers
Gross Returns Per Acre					
Yield (Lb.)	6,000	60,000	50,000	5000-16000	15,000
Value at Packing House Door	$270.00	$480.00	$450.00	$604.00	$897.00
Cost Per Acre					
Irrigation:					
Fixed	$ 15.46	$ 15.46	$ 15.46	$ 15.46	$ 15.46
Variable	2.70	3.60	1.80	1.80	1.80
Materials:					
Seed	$ 35.00	$ 25.00	$ 13.00	$ 35.00	$ 10.00
Fertilizer	19.00	32.00	35.00	19.00	60.00
Insecticides & Herbicides	10.00	17.00	23.00	22.00	23.00
Applications:					
Custom Plow, disc, plant, spray	$ 18.00	$ 20.76	$ 17.48	$ 24.76	$ 22.76
Custom Harvest	25.00	10.00	25.00	25.00	20.00
Custom Hauling*					
Local	$ 10.50	$ 60.00	$ 50.00	$ 18.00	$ 26.25
75 miles	15.00	178.50	112.50	35.70	63.75
150 miles	22.50	294.00	170.00	61.20	101.25
Net Income Per Acre					
Crop processed locally	$134.34	$296.18	$269.26	$442.98	$717.73
Crop hauled 75 miles	129.84	177.68	206.76	425.28	690.23
Crop hauled 150 miles	122.34	62.18	149.26	399.78	645.73

[1] Adapted from: D. H. Doster, et. al., "Feasibility of Vegetable Production in the Mad River Valley of Ohio," Res. Bul. 1026, OARDC, Wooster, Ohio, April, 1970.

COSTS, RETURNS, AND NET INCOME PER ACRE OF VEGETABLE CROPS[1]

	Irish Potatoes	Fall Spinach	Spring Spinach	Sweet Corn	Tomatoes
Gross Returns Per Acre					
Yield (Lb.)	36,000	18,000	18,000	14,000	40,000
Value at Packing House Door	$666.00	$216.00	$196.00	$134.00	$700.00
Costs Per Acre					
Irrigation:					
Fixed	$ 15.46	$ 15.46	$ 15.46	$ 15.46	$ 15.46
Variable	3.60	1.80	1.80	3.60	1.80
Materials:					
Seed	$ 90.00	$ 5.00	$ 5.00	$ 5.00	$ 39.00
Fertilizer	40.00	22.00	22.00	20.00	41.00
Insecticides & Herbicides	25.00	13.00	13.00	15.00	22.00
Applications:					
Custom Plow, Disc, Plant, Spray	$ 18.01	$ 17.48	$ 17.48	$ 24.00	$ 24.76
Custom Harvest	41.00	40.00	40.00	5.00	200.00
Custom Hauling*					
Local	$ 36.00	$ 31.50	$ 31.50	$ 14.00	$ 60.00
75 miles	81.00	----	----	----	80.00
150 miles	108.00	----	----	----	130.00
Net Income Per Acre					
Crop processed locally	$396.93	$ 69.76	$49.76	$ 31.94	$295.98
Crop hauled 75 miles	351.93	----	----	----	275.98
Crop hauled 150 miles	324.93	----	----	----	225.98

[1] Adapted from: D. H. Doster, et.al., "Feasibility of Vegetable Production in the Mad River Valley of Ohio," Res. Bul. 1026, OARDC, Wooster, Ohio, April, 1970.

LIVESTOCK ENTERPRISE BUDGETS

By

William E. Hudson

INTRODUCTION

These budgets have been prepared for an easy reference for teachers who are conducting Farm Business Planning and Analysis Programs, and they should be useful in helping high school students develop crop and livestock budgets. The information used in developing these budgets was taken from the "Ohio Farm Management Handbook."

The following points should be noted before using the budgets:

1. The figures used are averages that may not reflect your local situation and it may be necessary to adjust the figures to levels common in your area.

2. Labor charge was established at $2.50 per hour.

3. Interest on livestock and operating capital was established at 7 percent.

4. Livestock and operating capital was calculated by taking:

   a. One-twelfth of feed cost and cash expenses
   b. Average livestock investment.
   c. Other cost expenses

5. Overhead costs on buildings and equipment include:

   a. Depreciation
   b. Interest
   c. Repairs
   d. Taxes
   e. Insurance

6. Miscellaneous costs include:

   a. Additional supplies
   b. Utilities
   c. Use of machinery

7. Market price for livestock is NET unless it is stated otherwise.

8. In converting hay to silage equivalent a conversion factor may be used (2.5 or 3 tons silage equals one ton hay).

Livestock Unit: Dairy Replacement Heifer

Estimated Level of Production: Birth to 2 years

COSTS:

Feed - Corn 20 bu. @ $1.30/bu.	$ 26.00	
Supplement 700 lbs. @ $6.50/cwt.	45.50	
Hay 4 tons @ $30./ton	120.00	
Pasture 5 mo. @ $3./mo.	15.00	
Labor 30 hours. @ $2.50/hr.	75.00	
Veterinary, Medicine & Miscellaneous	18.00	
Calf Cost	40.00	
Overhead Costs on Buildings and Equipment $80.00 @ 12% (2 years)	19.20	
Interest on Livestock and Operating Capital $370.00 @ 7% (2 years)	51.80	
Breeding	12.00	
TOTAL COSTS		$422.50

RETURNS:

$375.00 per head	$375.00	
Other Income: _____	_____	
TOTAL RETURNS		$375.00
LESS TOTAL COSTS		422.50
NET PROFIT		-$ 47.50
$425.00 per head	$425.00	
Other Income: _____	_____	
TOTAL RETURNS		$425.00
LESS TOTAL COSTS		422.50
NET PROFIT		$ 2.50
$475.00 per head	$475.00	
Other Income: _____	_____	
TOTAL RETURNS		$475.00
LESS TOTAL COSTS		422.50
NET PROFIT		$ 52.50

Livestock Unit: Dairy Cow (30-40 Cow Herd) Pasture System

Estimated Level of Production: 12,000# of 3.5 Milk

COSTS:

Feed - Corn 70 bu. @ $1.30/bu.	$ 91.00	
Supplement 700 lbs. @ $6./cwt.	42.00	
Hay 3.5 tons @ $30./ton	105.00	
Pasture 6 mo. @ $3./mo.	18.00	
Labor 60 hrs. @ $2.50/hr.	150.00	
Veterinary & Medicine	9.00	
Depreciation on Breeding Stock (1)	50.00	
Overhead Costs on Buildings and Equipment $690.00 @ 14%	96.60	
Interest on Livestock and Operating Capital $341.00 @ 7%	23.87	
Breeding	9.00	
Miscellaneous and Milk Testing	41.00	
TOTAL COSTS		$635.47

RETURNS:

$5.60/cwt. - Net (less marketing costs)	$672.00	
Other Income: Calf @ $40.00	40.00	
TOTAL RETURNS		$712.00
LESS TOTAL COSTS		635.47
NET PROFIT		$ 76.53
$5.80/cwt.	$696.00	
Other Income: Calf @ $40.00	40.00	
TOTAL RETURNS		$736.00
LESS TOTAL COSTS		635.47
NET PROFIT		$100.53
$6.00/cwt.	$720.00	
Other Income: Calf @ $40.00	40.00	
TOTAL RETURNS		$760.00
LESS TOTAL COSTS		635.47
NET PROFIT		$124.53

(1) Based on 25% of $200.00 valuation for replacement and depreciation.

Livestock Unit: Dairy Cow (30-40 Cow Herd) Pasture System

Estimated Level of Production: 15,000# of 3.5 Milk

COSTS:

Feed - Corn 90 bu. @ $1.30/bu.	$117.00	
Supplement 900 lbs. @ $6./cwt.	54.00	
Hay 3.5 tons @ $30./ton	105.00	
Pasture 6 mo. @ $3./mo.	18.00	
Labor 60 hrs. @ $2.50/hr.	150.00	
Veterinary & Medicine	9.00	
Depreciation on Breeding Stock(1)	70.00	
Overhead Costs on Buildings and Equipment $690.00 @ 14%	96.60	
Interest on Livestock and Operating Capital $385.00 @ 7%	26.95	
Breeding	9.00	
Miscellaneous & Milk Testing	41.00	
TOTAL COSTS		$696.55

RETURNS:

$5.60/cwt. - Net (less marketing costs)	$840.00	
Other Income: Calf @ $40.00	40.00	
TOTAL RETURNS		$880.00
LESS TOTAL COSTS		696.55
NET PROFIT		$183.45
$5.80/cwt.	$870.00	
Other Income: Calf @ $40.00	40.00	
TOTAL RETURNS		$910.00
LESS TOTAL COSTS		696.55
NET PROFIT		$213.45
$6.00/cwt.	$900.00	
Other Income: Calf @ $40.00	40.00	
TOTAL RETURNS		$940.00
LESS TOTAL COSTS		696.55
NET PROFIT		$243.45

(1)Based on 25% of $280.00 valuation for replacement and depreciation.

Livestock Unit: Dairy Cow (80-100 Cow Herd) Dry Lot, Moderate Roughage

Estimated Level of Production: 12,000# of 3.5 Milk

COSTS:

Feed - Corn 70 bu. @ $1.30/bu.	$ 91.00	
Supplement 700 lbs. @ $6./cwt.	42.00	
Hay 3.0 tons @ $30./ton	90.00	
Grass Silage 2.5 ton @ $12.50/ton	31.25	
Corn Silage 5 ton @ $9.25/ton	46.25	
Labor 50 hrs. @ $2.50/hr.	125.00	
Veterinary & Medicine	9.00	
Depreciation on Breeding Stock(1)	50.00	
Overhead Costs on Buildings and Equipment $553.00 @ 14%	77.42	
Interest on Livestock and Operating Capital $341.00 @ 7%	23.87	
Breeding	9.00	
Miscellaneous & Milk Testing	34.00	
TOTAL COSTS		$628.79

RETURNS:

$5.60/cwt. - Net (less marketing costs)	$672.00	
Other Income: Calf @ $40.00	40.00	
TOTAL RETURNS		$712.00
LESS TOTAL COSTS		628.79
NET PROFIT		$ 83.21
$5.80/cwt.	$696.00	
Other Income: Calf @ $40.00	40.00	
TOTAL RETURNS		$736.00
LESS TOTAL COSTS		628.79
NET PROFIT		$107.21
$6.00/cwt.	$720.00	
Other Income: Calf @ $40.00	40.00	
TOTAL RETURNS		$760.00
LESS TOTAL COSTS		628.79
NET PROFIT		$131.21

(1) Based on 25% of $200.00 valuation for replacement and depreciation.

Livestock Unit: Dairy Cow (80-100 Cow Herd) Dry Lot, Moderate Roughage

Estimated Level of Production: 15,000# of 3.5 Milk

COSTS:

Feed - Corn 90 bu. @ $1.30/bu.	$117.00	
Supplement 900 lbs. @ $6./cwt.	54.00	
Hay 3 tons @ $30./ton	90.00	
Grass Silage 2.5 ton @ $12.50/ton	31.25	
Corn Silage 5 ton @ $9.25/ton	46.25	
Labor 50 hrs. @ $2.50/hr.	125.00	
Veterinary & Medicine	9.00	
Depreciation on Breeding Stock (1)	70.00	
Overhead Costs on Buildings and Equipment $553.00 @ 14%	77.42	
Interest on Livestock and Operating Capital $386.00 @7%	27.02	
Breeding	9.00	
Miscellaneous & Milk Testing	34.00	
TOTAL COSTS		$689.94

RETURNS:

$5.60/cwt. - Net (less marketing costs)	$840.00	
Other Income: Calf @ $40.00	40.00	
TOTAL RETURNS		$880.00
LESS TOTAL COSTS		689.94
NET PROFIT		$190.06
$5.80/cwt.	$870.00	
Other Income: Calf @ $40.00	40.00	
TOTAL RETURNS		$910.00
LESS TOTAL COSTS		689.94
NET PROFIT		$220.06
$6.00/cwt.	$900.00	
Other Income: Calf @ $40.00	40.00	
TOTAL RETURNS		$940.00
LESS TOTAL COSTS		689.94
NET PROFIT		$250.06

(1) Based on 25% of $280.00 valuation for replacement and depreciation.

Livestock Unit: Beef Cow and Calf to Market

Estimated Level of Production: 1 Calf to 1,000#

COSTS:

Feed - Corn 35 bu. @ $1.30/bu.	$ 45.50	
Supplement 375 lbs. @ $6./cwt.	22.50	
Silage 3 ton @ $10/ton	30.00	
Hay 1.9 ton @ $30./ton	57.00	
Pasture 7 mo. @ $3./mo. (1)	21.00	
Labor 19 hrs. @ $2.50/hr.	47.50	
Veterinary & Medicine	4.10	
Depreciation on Breeding Stock (2)	10.00	
Overhead Costs on Buildings and Equipment $164.00 @ 14%	22.96	
Interest on Livestock and Operating Capital $412.00 @ 7%	28.84	
Breeding	5.00	
Miscellaneous	3.00	
TOTAL COSTS		$297.40

RETURNS:

$28.00/cwt. x 1000# (less marketing costs)	$280.00	
Other Income: _____	_____	
TOTAL RETURNS		$280.00
LESS TOTAL COSTS		297.40
NET PROFIT		-$ 17.40
$30.00/cwt. x 1000#	$300.00	
Other Income: _____	_____	
TOTAL RETURNS		$300.00
LESS TOTAL COSTS		297.40
NET PROFIT		$ 2.60
$32.00/cwt. x 1000#	$320.00	
Other Income: _____	_____	
TOTAL RETURNS		$320.00
LESS TOTAL COSTS		297.40
NET PROFIT		$ 22.60

(1) No charge for gleaning stubble.
(2) Cull cow valued at $170; replacement $220; 5 year life.

Livestock Unit: Beef Cow - Conventional Management

Estimated Level of Production: 450 lb. Calf - 90% Calf Crop

COSTS:

Feed - Corn 0 bu. @ $1.30/bu.	-0-	
Supplement 20 lbs. @ $6./cwt.	$ 1.20	
Hay 1.5 tons @ $30./ton	45.00	
Pasture 6 mo. @ $3./mo.(1)	18.00	
Labor 12 hrs. @ $2.50/hr.	30.00	
Veterinary & Medicine	3.00	
Depreciation on Breeding Stock (2)	10.00	
Overhead Costs on Building and Equipment $54.00 @ 14%	7.56	
Interest on Livestock and Operating Capital $204.38 @ 7%	14.31	
Breeding	5.00	
Miscellaneous	2.50	
TOTAL COSTS		$136.57

RETURNS: (90% Calf Crop)

$31.00/cwt. Net (less marketing costs)	$125.55	
Other Income: _____	_____	
TOTAL RETURNS		$125.55
LESS TOTAL COSTS		136.57
NET PROFIT		-$ 11.02
$33.00/cwt.	$133.65	
Other Income: _____	_____	
TOTAL RETURNS		$133.65
LESS TOTAL COSTS		136.57
NET PROFIT		-$ 2.92
$35.00/cwt.	$141.75	
Other Income: _____	_____	
TOTAL RETURNS		$141.75
LESS TOTAL COSTS		136.57
NET PROFIT		$ 5.18

(1) No charge for gleaning stubble.
2) Cull cow - $170; replacement $220; 5 year life.

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Livestock Unit: Beef Cow - Extended Pasture

Estimated Level of Production: 450 lbs. Calf - 90% Calf Crop

COSTS:

Feed - Corn 0 bu. @ $1.30/bu.	-0-	
Supplement 20 lbs. @ $6/cwt.	$ 1.20	
Hay 1 ton @ $30./ton	30.00	
Pasture 8 mo. @ $3./mo.(1)	24.00	
Labor 6 hrs. @ $2.50/hr.	15.00	
Veterinary & Medicine	3.00	
Depreciation on Breeding Stock(2)	10.00	
Overhead Costs on Buildings and Equipment $34.00 @ 14%	4.76	
Interest on Livestock and Operating Capital $203.46 @ 7%	14.24	
Breeding	5.00	
Miscellaneous	2.50	
TOTAL COSTS		$109.70

RETURNS: (90% Calf Crop)

$31.00/cwt. Net (less marketing costs)	$125.55	
Other Income: _____	_____	
TOTAL RETURNS		$125.55
LESS TOTAL COSTS		109.70
NET PROFIT		$ 15.85
$33.00/cwt.	$133.65	
Other Income: _____	_____	
TOTAL RETURNS		$133.65
LESS TOTAL COSTS		109.70
NET PROFIT		$ 23.95
$35.00/cwt.	$141.75	
Other Income: _____	_____	
TOTAL RETURNS		$144.75
LESS TOTAL COSTS		109.70
NET PROFIT		$ 32.05

(1) No charge for gleaning stubble.
(2) Cull Cow $170; replacement $220; 5 year life.

Livestock Unit: Feeder Steer

Estimated Level of Production : 450 - 1000#

COSTS:

Feed - Corn 35 bu. @ $1.30/bu.	$ 45.50	
Supplement 375 lbs. @ $6./cwt.	22.50	
Hay .5 ton @ $30./ton	15.00	
Silage 3 tons @ $9.25/ton	27.75	
Labor 8 hrs. @ $2.50/hr.	20.00	
Veterinary and Medicine	1.10	
Feeder Cost	157.50	
Overhead Costs on Buildings and Equipment $121.00 @ 14%	16.94	
Interest on Livestock and Operating Capital $213.00 @ 7%	14.91	
Breeding	-0-	
Miscellaneous	3.90	
TOTAL COSTS		$325.10

RETURNS: (1000#)

$28.00/cwt. Net (less marketing costs)	$280.00	
Other Income: _____	_____	
TOTAL RETURNS		$280.00
LESS TOTAL COSTS		325.10
NET PROFIT		-$ 45.10
$30.00/cwt.	$300.00	
Other Income: _____	_____	
TOTAL RETURNS		$300.00
LESS TOTAL COSTS		325.10
NET PROFIT		-$ 25.10
$32.00/cwt.	$320.00	
Other Income: _____	_____	
TOTAL RETURNS		$320.00
LESS TOTAL COSTS		325.10
NET PROFIT		-$ 5.10

Livestock Unit: Feeder Steer

Estimated Level of Production: 650 - 1050#

COSTS:

Feed - Corn 26 bu. @ $1.30/bu.	$ 33.80	
Supplement 275 lbs. @ $6./cwt.	16.50	
Hay .4 ton @ $30./ton	12.00	
Silage 3 tons @ $9.25/ton	27.75	
Labor 7 hrs. @ $2.50/hr.	17.50	
Veterinary and Medicine	.85	
Feeder Cost	215.00	
Overhead Costs on Buildings and Equipment $121.00 @ 14% (8 mos.)	11.28	
Interest on Livestock and Operating Capital $263.00 @ 7% (8 mos.)	12.26	
Breeding	-0-	
Miscellaneous	3.00	
TOTAL COSTS		$349.94

RETURNS: (1050#)

$28.00/cwt. Net (less marketing costs)	$294.00	
Other Income: _____	_____	
TOTAL RETURNS		$294.00
LESS TOTAL COSTS		349.94
NET PROFIT		-$ 55.94
$30.00/cwt.	$315.00	
Other Income: _____	_____	
TOTAL RETURNS		$315.00
LESS TOTAL COSTS		349.94
NET PROFIT		-$ 34.94
$32.00/cwt.	$336.00	
Other Income: _____	_____	
TOTAL RETURNS		$336.00
LESS TOTAL COSTS		349.94
NET PROFIT		-$ 13.94

Livestock Unit: Sow and 2 Litters to Market

Estimated Level of Production: 14 Hogs @ 220 lbs.

COSTS:

Feed - Corn 180 bu. @ $1.30/bu.	$234.00	
Supplement 1800 lbs. @ $7./cwt.	126.00	
Creep Feed 400 lbs. @ $7./cwt.	28.00	
Hay .2 ton @ $30./ton	6.00	
Labor 24 hrs. @ $2.50/hr.	60.00	
Veterinary & Medicine	24.00	
Depreciation on Breeding Stock (1)	-0-	
Overhead Costs on Buildings and Equipment $482.00 @ 14%	67.48	
Interest on Livestock and Operating Capital $221.00 @ 7%	15.47	
Breeding	4.15	
Miscellaneous	27.50	
TOTAL COSTS		$592.60

RETURNS: (3080#)

$20.00/cwt. Net (less marketing costs)	$616.00	
Other Income: _____	_____	
TOTAL RETURNS		$616.00
LESS TOTAL COSTS		592.60
NET PROFIT		$ 23.40
$22.00/cwt.	$677.60	
Other Income: _____	_____	
TOTAL RETURNS		$677.60
LESS TOTAL COSTS		592.60
NET PROFIT		$ 85.00
$24.00/cwt.	$739.20	
Other Income: _____	_____	
TOTAL RETURNS		$739.20
LESS TOTAL COSTS		592.60
NET PROFIT		$146.60

(1) Value of cull sow equals cost of gilt.

Livestock Unit: Sow and Litter - 2 Litters (1 Litter to Market @ 220#, 1 Litter to 60#)

Estimated Level of Production: 14 Pigs (7-220#; 7-60#)

COSTS:

Feed - Corn 112 bu. @ $1.30/bu.	$145.60	
Supplement 1232 lbs. @ $7./cwt.	86.24	
Hay .15 tons @ $30./ton	4.50	
Creep Feed 400 lbs. @ $7./cwt.	28.00	
Labor 20 hrs. @ $2.50/hr.	50.00	
Veterinary and Medicine	21.00	
Depreciation on Breeding Stock (1)	-0-	
Overhead Costs on Buildings and Equipment $482.00 @ 14%	67.48	
Interest on Livestock and Operating Capital $221.00 @ 7%	15.47	
Breeding	5.00	
Miscellaneous	24.57	
TOTAL COSTS		$447.86

RETURNS:

$20.00/cwt. x 1540#	$308.00	
$32.50/cwt. x 420#	136.50	
TOTAL RETURNS		$444.50
LESS TOTAL COSTS		447.86
NET PROFIT		-$ 3.36
$22.00/cwt. x 1540#	$338.80	
$35.00/cwt. x 420#	147.00	
TOTAL RETURNS		$485.80
LESS TOTAL COSTS		447.86
NET PROFIT		$ 37.94
$24.00/cwt. x 1540#	$369.60	
$37.50/cwt. x 420#	157.50	
TOTAL RETURNS		$527.10
LESS TOTAL COSTS		447.86
NET PROFIT		$ 79.24

(1) Value of cull sow equals cost of gilt.

Livestock Unit: Sow and 2 Litters to 60#

Estimated Level of Production: 12 Pigs Per Year

COSTS:

Feed - Corn 36 bu. @ $1.30/bu.	$ 46.80	
Supplement 550 lbs. @ $7./cwt.	38.50	
Hay .15 ton @ $30./ton	4.50	
Creep Feed 336 lbs. @ $7./cwt.	23.52	
Labor 10 hrs. @ $2.50/hr.	25.00	
Veterinary and Medicine	18.48	
Depreciation on Breeding Stock(1)	-0-	
Overhead Costs on Buildings and Equipment $253.00 @ 14%	35.42	
Interest on Livestock and Operating Capital $80.00 @ 7%	5.60	
Breeding	4.06	
Miscellaneous	6.30	
TOTAL COSTS		$208.18

RETURNS: (720#)

$32.50/cwt. Net (less marketing costs)	$234.00	
Other Income: _____	_____	
TOTAL RETURNS		$234.00
LESS TOTAL COSTS		208.18
NET PROFIT		$ 25.82
$35.00/cwt.	$252.00	
Other Income: _____	_____	
TOTAL RETURNS		$252.00
LESS TOTAL COSTS		208.18
NET PROFIT		$ 43.82
$37.50/cwt.	$270.00	
Other Income: _____	_____	
TOTAL RETURNS		$270.00
LESS TOTAL COSTS		208.18
NET PROFIT		$ 61.82

(1) Value of cull sow equals cost of gilt.

Livestock Unit: Sow and 2 Litters to 60 lb.

Estimated Level of Production: 14 Pigs Per Year

COSTS:

Feed - Corn 42 bu. @ $1.30/bu.	$ 54.60	
Supplement 635 lbs. @ $7./cwt.	44.45	
Hay .15 ton @ $30./ton	4.50	
Creep Feed 400 lbs. @ $7./cwt.	28.00	
Labor 11 hrs. @ $2.50/hr.	27.50	
Veterinary & Medicine	19.00	
Depreciation on Breeding Stock(1)	-0-	
Overhead Costs on Buildings and Equipment $261.00 @ 14%	36.54	
Interest on Livestock and Operating Capital $92.00 @ 7%	6.44	
Breeding	4.06	
Miscellaneous	6.03	
TOTAL COSTS		$231.12

RETURNS: (840#)

$32.50/cwt. Net (less marketing costs)	$273.00	
Other Income:		
TOTAL RETURNS		$273.00
LESS TOTAL COSTS		231.12
NET PROFIT		$ 41.88
$35.00/cwt.	$294.00	
Other Income:		
TOTAL RETURNS		$294.00
LESS TOTAL COSTS		231.12
NET PROFIT		$ 62.88
$37.50/cwt.	$315.00	
Other Income:		
TOTAL RETURNS		$315.00
LESS TOTAL COSTS		231.12
NET PROFIT		$ 83.88

(1) Value of cull sow equals cost of gilt.

Livestock Unit: Sow and 2 Litters to 60 lb.

Estimated Level of Production: 16 Pigs Per Year

COSTS:

Feed - Corn 48 bu. @ $1.30/bu.	$ 62.40	
Supplement 700 lbs. @ $7./cwt.	49.00	
Hay .15 ton @ $30./ton	4.50	
Creep Feed 450 lbs. @ $7./cwt.	31.50	
Labor 12 hrs. @ $2.50/hr.	30.00	
Veterinary & Medicine	19.50	
Depreciation on Breeding Stock (1)	-0-	
Overhead Costs on Buildings and Equipment $269.00 @ 14%	37.66	
Interest on Livestock and Operating Capital $104.00 @ 7%	7.28	
Breeding	4.06	
Miscellaneous	6.30	
TOTAL COSTS		$252.20

RETURNS: (960#)

$32.50/cwt. Net (less marketing costs)	$312.00	
Other Income: _____	____	
TOTAL RETURNS		$312.00
LESS TOTAL COSTS		252.20
NET PROFIT		$ 59.80
$35.00/cwt.	$336.00	
Other Income: _____	____	
TOTAL RETURNS		$336.00
LESS TOTAL COSTS		252.20
NET PROFIT		$ 83.80
$37.50/cwt.	$360.00	
Other Income: _____	____	
TOTAL RETURNS		$360.00
LESS TOTAL COSTS		252.20
NET PROFIT		$107.80

(1) Value of cull sow equals cost of gilt.

Livestock Unit: Sow and 2 Litters to 60 lbs.

Estimated Level of Production: 18 Pigs Per Year

COSTS:

Feed - Corn 52 bu. @ $1.30/bu.	$ 67.60	
Supplement 775 lbs. @ $7./cwt.	54.25	
Hay .2 ton @ $30./ton	6.00	
Creep Feed 504 lbs. @ $7./cwt.	35.28	
Labor 13 hours. @ $2.50/hr.	32.50	
Veterinary and Medicine	20.00	
Depreciation on Breeding Stock(1)	-0-	
Overhead Costs on Buildings and Equipment $277.00 @ 14%	38.78	
Interest on Livestock and Operating Capital $116.00 @ 7%	8.12	
Breeding	4.06	
Miscellaneous	6.03	
TOTAL COSTS		$272.62

RETURNS: (1080#)

$32.50/cwt. Net (less marketing costs)	$351.00	
Other Income: _____	_____	
TOTAL RETURNS		$351.00
LESS TOTAL COSTS		272.62
NET PROFIT		$ 78.38
$35.00/cwt.	$378.00	
Other Income: _____	_____	
TOTAL RETURNS		$378.00
LESS TOTAL COSTS		272.62
NET PROFIT		$105.38
$37.50/cwt.	$405.00	
Other Income: _____	_____	
TOTAL RETURNS		$405.00
LESS TOTAL COSTS		272.62
NET PROFIT		$132.38

(1) Value of cull sow equals cost of gilt.

Livestock Unit: Market Hog - 60-220# - 3.5 months

Estimated Level of Production: 220# Hog - 2% Death Loss

COSTS:

Feed - Corn 9 bu. @ $1.30/bu.	$ 11.70	
Supplement 90 lbs. @ $7./cwt.	6.30	
Hay or silage 0 tons @ $30./ton	-0-	
Pasture 0 months. @ $3./mo.	-0-	
Labor .6 hrs. @ $2.50/hr.	1.50	
Veterinary and Medicine	.33	
Feeder Pig	21.00	
Overhead Costs on Buildings and Equipment $62.00 @ 14% (3.5 mo.)	2.60	
Interest on Livestock and Operating Capital $35.00 @ 7% for 3.5 mo.	.71	
Breeding	-0-	
Miscellaneous	1.40	
TOTAL COSTS		$ 45.54

RETURNS:

$20.00/cwt. Net (less marketing costs)	$ 43.12	
Other Income: _____	_____	
TOTAL RETURNS		$ 43.12
LESS TOTAL COSTS		45.54
NET PROFIT		-$ 2.42
$22.00/cwt.	$ 47.43	
Other Income: _____	_____	
TOTAL RETURNS		$ 47.43
LESS TOTAL COSTS		45.54
NET PROFIT		$ 1.89
$24.00/cwt.	$ 51.74	
Other Income: _____	_____	
TOTAL RETURNS		$ 51.74
LESS TOTAL COSTS		45.54
NET PROFIT		$ 6.20

Livestock Unit: Ewe - Early Lambing

Estimated Level of Production: 120% Lamb Crop - 95#

COSTS:

Feed - Corn 2.4 bu. @ $1.30/bu.	$ 3.12	
Supplement 14 lbs. @ $6./cwt.	.84	
Hay or silage .4 ton @ $30./ton	12.00	
Pasture 7 months @ $.75/mo.	5.25	
Labor 5 hrs. @ $2.50/hr.	12.50	
Veterinary and Medicine	.30	
Depreciation on Breeding Stock(1)	4.00	
Overhead Costs on Buildings and Equipment $36.00 @ 14%	5.04	
Interest on Livestock and Operating Capital $26.25 @ 7%	1.84	
Shearing and Dipping	1.25	
Breeding	.50	
Miscellaneous	.63	
TOTAL COSTS		$ 47.27

RETURNS: (114#)

$29.00/cwt. Net (less marketing costs)	$ 33.06	
Other Income: Wool - 10# @ $.62	6.20	
TOTAL RETURNS		$ 39.26
LESS TOTAL COSTS		47.27
NET PROFIT		-$ 8.01
$31.00/cwt.	$ 35.34	
Other Income: Wool - 10# @ $.62	6.20	
TOTAL RETURNS		$ 41.54
LESS TOTAL COSTS		47.27
NET PROFIT		-$ 5.73
$33.00/cwt.	$ 37.62	
Other Income: Wool - 10# @ $.62	6.20	
TOTAL RETURNS		$ 43.82
LESS TOTAL COSTS		47.27
NET PROFIT		-$ 3.45

we cost $24.00; salvage value $4.00; 5 years life.

Livestock Unit: Ewe - Late Lambing

Estimated Level of Production: 120% Lamb Crop - 95#

COSTS:

Feed - Corn 1.7 bu. @ $1.30/bu.	$ 2.21	
Supplement 10 lbs. @ $6./cwt.	.60	
Hay or silage .42 ton @ $30./ton	12.60	
Pasture 7 months @ $.75/mo.	5.25	
Labor 4 hrs. @ $2.50/hr.	10.00	
Veterinary and Medicine	.35	
Depreciation on Breeding Stock(1)	4.00	
Overhead Costs on Buildings and Equipment $30.00 @ 14%	4.20	
Interest on Livestock and Operating Capital $25.75 @ 7%	1.80	
Shearing and Dipping	1.25	
Breeding	.50	
Miscellaneous	.25	
TOTAL COSTS		$ 43.01

RETURNS: (114#)

$29.00/cwt. Net (less marketing costs)	$ 33.06	
Other Income: Wool - 10# @ $.62	6.20	
TOTAL RETURNS		$ 39.26
LESS TOTAL COSTS		43.01
NET PROFIT		-$ 3.75
$31.00/cwt.	$ 35.34	
Other Income: Wool - 10# @ $.62	6.20	
TOTAL RETURNS		$ 41.54
LESS TOTAL COSTS		43.01
NET PROFIT		-$ 1.47
$33.00/cwt.	$ 37.62	
Other Income: Wool - 10# @ $.62	6.20	
TOTAL RETURNS		$ 43.82
LESS TOTAL COSTS		43.01
NET PROFIT		$ .81

(1) Ewe cost $24.00; salvage value $4.00; 5 years life.

Livestock Unit: Market Lamb (25# Gain)

Estimated Level of Production: 95# Lamb, 3 months, 4.5# Wool, 5% Death Loss

COSTS:

Feed - Corn 2.5 bu. @ $1.30/bu.	$ 3.25	
Supplement 15 lbs. @ $6./cwt.	.90	
Hay .08 ton @ $30./ton	2.40	
Labor .85 hours @ $2.50/hr.	2.13	
Veterinary & Medicine	.44	
Shearing	.80	
Overhead Costs on Buildings and Equipment $5.70 @ 14% for 6 months	.40	
Interest on Livestock and Operating Capital $16.00 @ 7% for 3 months	.28	
Feeder Lamb - 70# @ $19./cwt.	13.30	
Miscellaneous	.35	
TOTAL COSTS		$ 24.25

RETURNS:

$23.00/cwt. Net (less marketing costs)	$ 20.76	
Other Income: 4.5# Wool @ $.50/lb.	2.25	
TOTAL RETURNS		$ 23.01
LESS TOTAL COSTS		24.25
NET PROFIT		-$ 1.24
$25.00/cwt.	$ 22.56	
Other Income: 4.5# Wool @ $.50/lb.	2.25	
TOTAL RETURNS		$ 24.81
LESS TOTAL COSTS		24.25
NET PROFIT		$ .56
$27.00/cwt.	$ 24.37	
Other Income: 4.5# Wool @ $.50/lb.	2.25	
TOTAL RETURNS		$ 26.62
LESS TOTAL COSTS		24.25
NET PROFIT		$ 2.37

(1) Assumed Buildings and equipment used twice a year.

ACCESSION NUMBER: VT100648

PUBLICATION DATE: 73

TITLE: STUDENTS LOOK AT COOPERATIVES IN THEIR DAILY LIVES. SERIES ON COOPERATION IN A FREE ENTERPRISE SOCIETY WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS.

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DESCRIPTORS: /AGRICULTURAL EDUCATION; *UNITS OF STUDY (SUBJECT FIELDS); *COOPERATIVES; MARKETING; MANAGEMENT; MANUALS; *INDIVIDUAL STUDY

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 552

ABSTRACT: THIS STUDENT MANUAL, PROVIDING A UNIT OF STUDY ON COOPERATIVES, CAN BE USED FOR INDIVIDUAL STUDY IN AGRICULTURAL EDUCATION CLASSES AT THE SECONDARY LEVEL OR IN YOUNG FARMER EDUCATION CLASSES. MATERIAL COVERED CONSISTS OF THE FIRST UNIT OF A 10-PART SERIES AND INCLUDES A GENERAL DESCRIPTION OF COOPERATIVES AS ECONOMIC ORGANIZATIONS AND THEIR DISTINGUISHING CHARACTERISTICS AND SUCCESSES. TEXTUAL CONTENT, ILLUSTRATIONS, SAMPLE FORMS, AND WORKSHEETS GIVE THE STUDENT MATERIALS FOR INDIVIDUAL STUDY. RELATED UNITS ARE AVAILABLE AS VT 100 649 THROUGH VT 100 657. (MU)

REPORT NUMBER: AGDEX 836, UNIT I

AVAILABILITY: AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, ROOM 201, 2120 FYFFE ROAD, COLUMBUS, OHIO 43210

INSTITUTION NAME: OHIO STATE DEPT. OF EDUCATION, COLUMBUS. AGRICULTURAL EDUCATION SERVICE.; OHIO STATE UNIV., COLUMBUS. DEPT. OF AGRICULTURAL EDUCATION.

SPONSORING AGENCY NAME: MARTHA HOLDEN JENNINGS FOUNDATION, CLEVELAND, OHIO.; OHIO COUNCIL OF FARMER COOPERATIVES.

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Unit I
AGDEX 836

COOPERATION IN A FREE ENTERPRISE SOCIETY
WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

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I. STUDENTS LOOK AT COOPERATIVES IN THEIR DAILY LIVES

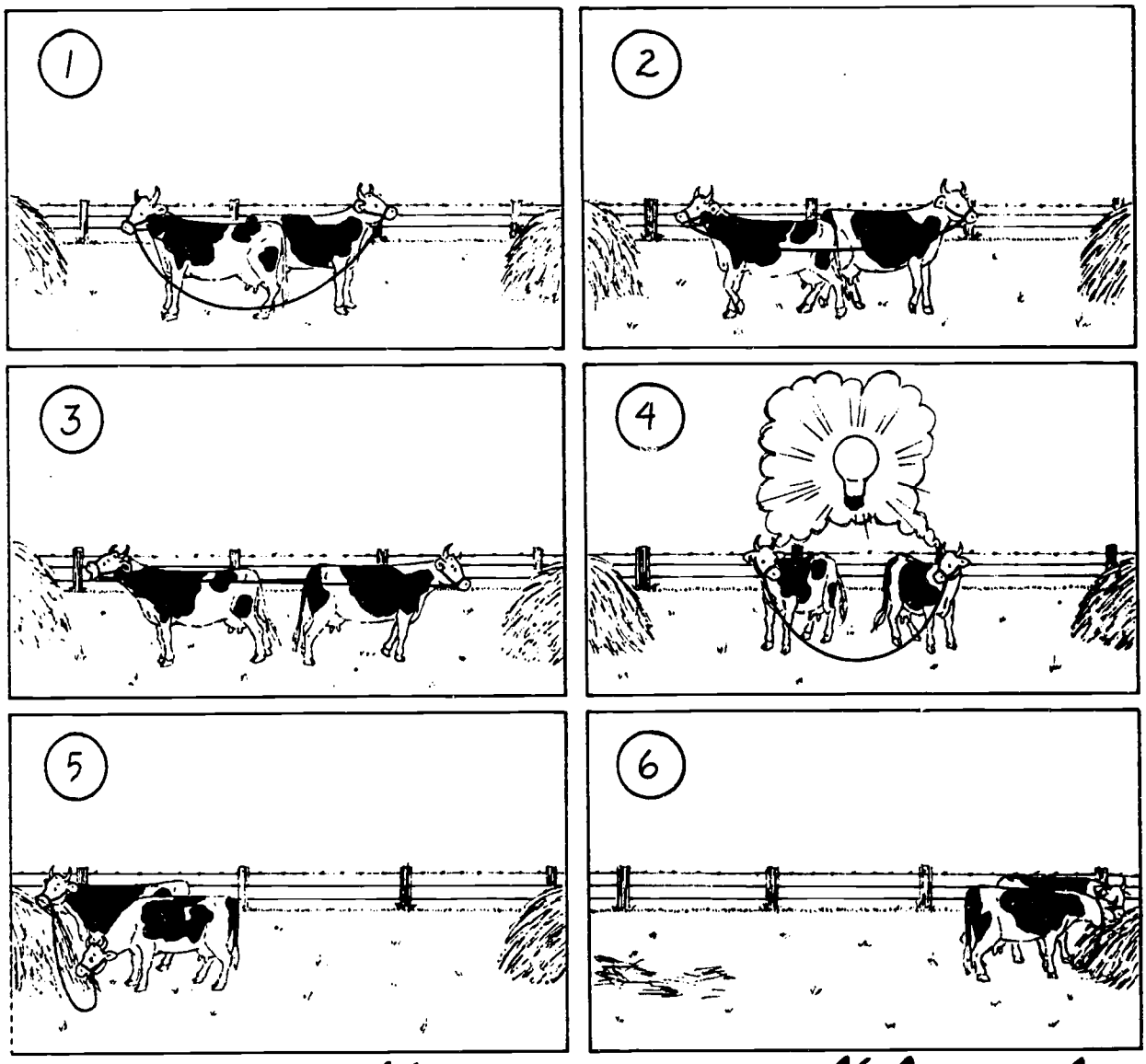

cooperation = accomplishment

THE OHIO AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE

Agricultural Education Service
State Department of Education

and

Department of Agricultural Education
The Ohio State University

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The Cover Page

The sequence of six drawings illustrate what actually goes on in nature which includes man as well as animals.

1. Individuals perceive something they want, in this case, food.
2. Individuals move to reach *their* objective regardless of others.
3. Individual actions offset each other so that no one can reach his objective.
4. The light dawns — nothing can be accomplished by opposing each other.
5. The objective is achieved by working together.
6. Sharing through joint action accomplishes what individual independent action cannot.

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I. STUDENTS LOOK AT COOPERATIVES IN THEIR DAILY LIVES

Unit I of the series on

COOPERATION IN A FREE ENTERPRISE SOCIETY
WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

By

Dr. J. H. Lintner

Under the Direction of

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A Project of

Martha Holden Jennings Foundation

and

Ohio Council of Farmer Cooperatives

OHIO AGRICULTURAL EDUCATION
CURRICULUM MATERIALS SERVICE
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ACKNOWLEDGMENTS

The series of units on cooperation and cooperatives is the result of a cooperative effort of a number of people and organizations.

Dr. Charles H. Ingraham, Consultant-Coordinator for the Ohio Council of Farmer Cooperatives, felt the need for some curriculum material which would be different and more effective than earlier efforts. He approached Dr. Harlan E. Ridenour to see what could be done by the Ohio Agricultural Education Curriculum Materials Service which follows an innovative approach unique in the curriculum materials field.

Dr. Ridenour agreed to undertake the project if appropriate financing could be secured.

The Martha Holden Jennings Foundation of Cleveland, Ohio through Mr. George B. Chapman, Jr., Chairman of the Advisory Committee, provided half the cost of the project. The Ohio Council of Farmer Cooperatives and the Ohio Agricultural Education Curriculum Materials Service jointly matched this contribution.

The Educational Committee of the Ohio Council, augmented by other cooperative experts as needed, served as the Advisory Committee for the project. They not only provided guidance in the quarterly meetings but reviewed the draft copies. Members of this committee were:

Mr. C. Neilson Griffith, Vice President, Landmark, Inc. as Co-Chairman;
Mr. Don Schriver, Asst. Director of Public Relations, Ohio Farmers as Co-Chairman;
Mr. Thomas Farr, President, Louisville Bank for Cooperatives;
Mr. Robert Walker, Director of Public Relations Program, Nationwide Insurance;
Mr. Paul Slade, General Manager, Ohio Agricultural Marketing Associations;
Mr. Merle Lashey, Jr., Executive Vice President, Ohio Federation of Production Credit Associations;
Mr. James Ross, Master, Ohio State Grange;
Mr. D. L. Burgeois, Manager, Federal Land Bank, and Alvin Reuwee, Northern Ohio Breeders Association served ex officio as President and Secretary-Treasurer for the Ohio Council of Farmer Cooperatives.

Members of the Board of Trustees of the OCFC were provided draft copies and many reviewed them in their entirety.

Teachers of Agricultural Education who tried out the units in draft form with their classes were: Mr. Richard Bertz, Pike-Delta-York High School; Mr. Phil Hulse, River Valley High School; Mr. Odell Miller, Marysville High School; Mr. Gary Moore, Fort Frye High School; Mr. Joe Parrish, Caldwell High School; Mr. Ray Stemen, Fairfield Union High School; and Mr. David White, McComb High School.

Other interested persons who made significant contributions to the project include: Mr. Jack Hill, Vice President, Education and Community Service, Ohio Farm Bureau Federation, and Mr. Richard McCrea, Educational Consultant, Martha Holden Jennings Foundation.

The author and co-directors gratefully acknowledge the interest and assistance of all who contributed to the project, especially to Mrs. Evelyn Roediger who prepared the manuscript for printing and Miss Tressa Scott who did the art work.

PREFACE

Although this Student Manual was prepared primarily for use on the secondary school level, it is realized that there may not be sufficient time to cover everything during the high school course. Some of the units may purposely be reserved for use with Young Farmer classes or other out-of-school groups. However, it is hoped that all 11th and 12th grade Agricultural Education students will complete at least Units I, II, and III. Two weeks of formal study would seem to be a minimum.

The units are designed to progress according to the time available and the individual need or interest warrants. Each unit is complete. Although only Unit I is covered, students will have a working knowledge of cooperatives commensurate with the time and effort expended.

It is believed that students and teachers can proceed with the units without a text or teaching guide. In a study of cooperatives, as well as many other areas of agriculture, there may not be one correct solution for any problem situation. For this reason, students should respond as they see fit, rather than attempt to find the "right answer."

It is much more important for students to individually interpret questions and resolve them in terms of their own situations, rather than strive for uniformity among the class.

Discussions with classmates as individuals or as a teacher-directed class is to be encouraged, having in mind the ever present problem of total exploration versus efficient use of time.

The self-grading proposal at the end of each unit may be used as the students and teachers see fit. Teachers and students are encouraged to jointly develop the points to be considered in grading (with the relative weighting of each) upon the completion of Unit I.

Although the writer has no feeling that his judgment on rating individual performance should be more than a "point of departure" for class consideration, it is as follows:

1. Evidence of thinking and understanding 40
2. Evidence of additional search and research outside the manual and classroom (family · neighbors - cooperative directors, managers, employers) 20
3. Quality of responses in manual 10
4. Completeness of responses in manual 10
5. Participation in discussion with:
   - classmates as individuals with the teacher only as a resource person
   - class as a whole under the teacher's direction 20

If a student is not satisfied with his or her grade or the way in which it was determined they may go back to the objectives at the beginning of each unit. If the student can actually perform the actions as stated, the degree of competence should determine the grade.

J. H. Lintner

COOPERATION IN A FREE ENTERPRISE SOCIETY WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

UNIT TITLES

Unit I.	Orange	Students Look At Cooperatives in Their Daily Lives, 24 pages.
Unit II.	Rose	Students Look At Cooperatives As They Will Affect Their Lives Ten Years Hence, 24 pages.
Unit III.	Yellow	How Are Cooperatives Organized? 20 pages.
Unit IV.	Lime	Are Rochdale Principles Applicable in Today's Cooperatives? 8 pages.
Unit V.	Olive	What Are Cooperative Members' Responsibilities? 25 pages.
Unit VI.	Red	Should I Serve As a Director or Officer of a Cooperative? 27 pages.
Unit VII.	Green	The Manager's Role and Responsibility in a Successful Cooperative, 12 pages.
Unit VIII.	Aqua	The Legal Basis For Cooperatives, 34 pages.
Unit IX.	Gray	How Should Cooperatives Be Taxed? 17 pages.
Unit X.	Bronze	Discovering Problems in Cooperative Operations and Taking Appropriate Action, 15 pages.
Unit X, page X-16		The Challenge.

I. STUDENTS LOOK AT COOPERATIVES IN THEIR DAILY LIVES

INTRODUCTION

How often do you hear the term *cooperation* used in your daily life? It might be interesting to keep track of the number of times it comes into your conversation, over the radio or on TV, in your reading, and especially in your classes (particularly if you are studying a vocational course such as Vocational Agriculture, Distributive Education, etc.).

What does the term mean? Is it being used correctly? Does it have the same meaning for everyone? Most important, what are the implications for you in your career as a student and later on when earning a living and as an active participant in society?

It is easily recognized that cooperation is something different than cooperative marketing and neither is synonymous with *Cooperative Occupational Experience* which is the basis for vocational education. While cooperation and cooperatives may be considered casually in connection with these and other aspects of a curriculum or course of study, the wide interest and need for understanding makes it imperative that a short unit be devoted exclusively to this subject for detailed consideration and study.

But is classroom study enough? Field trips to find out what is presently going on are a *must*. Participation experiences, growing out of this study, are the best way to develop the feeling and confidence to make the right decisions throughout your life when confronted with situations involving cooperation or cooperatives.

Although specific objectives will be indicated for each section or chapter, it would seem best to formulate our overall objective at this point. Perhaps you can improve on the following:

> The short unit in *cooperation* should prepare students to; identify existing forms of cooperation and cooperatives, analyze their strengths and weaknesses and develop competency to correctly determine the degree to which they will, (1) participate, (2) take steps to change for the better, or (3) organize new cooperatives to meet a genuine or pre-supposed need.

UNIT OBJECTIVES

As the result of your study and class participation in this unit, you should be able to do the following:

1. Distinguish between cooperation (social, public relations, etc.) and cooperative business (purchasing, selling, marketing or service).
2. Identify existing cooperatives in the local community (what they do, method of operation, "track record," etc.).
3. Determine individual involvement [user (patron), member, employee, manager, director, etc.]
4. Evaluate proposals for formation of new or different cooperative organizations, activities, or businesses before promoting or joining.
5. Analyze the causes of successes and failures of cooperative organizations and businesses in the past.

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DEFINING TERMS

Cooperation

Someone said that the best definition for cooperation is to *so conduct yourself that others can work with you.* This certainly *covers the waterfront* and implies that it takes place when two or more people agree that more can be accomplished working together than separately. This situation arose early in the struggle of mankind for a better existence. Well developed cooperatives of craftsmen and artisans existed in ancient Egyptian and Babylonian civilizations about 3100 to 1500 B.C.

Within your own experience you can think of instances where you joined with others in accomplishing something that you could not do alone. After thinking about this, list several examples and compare them with other students.

_____

_____

_____

_____

Cooperation and cooperatives in pioneer times were less formal than in today's society. Your grandparents and perhaps your parents will recall examples in their lives which were meaningful but which you probably will never experience. Why not talk with them and then list some good examples to compare with other students.

_____

_____

_____

_____

_____

_____

From these examples it would appear that there are different types of cooperation. Perhaps they can be grouped into (1) social, (2) economic (business) or (3) both, which we will call Socio-Economic.

Cooperation, then, is an all inclusive term that includes all forms of joint effort whether social, economic, or both.

Cooperative

Any form of cooperation becomes a cooperative when it has a formal organization and continues over a period of time. Although not absolutely necessary, it usually has elected officers, a code of regulations, membership fees or stock purchase, and some specific objective(s) valuable to the group and not attainable by the individual. There is an implied contractual agreement between the individual member and the group. This may be evidenced by membership cards, stock certificates, initiation ceremonies, etc.

Economic Cooperative

When a cooperative exists solely to serve its members as one way of doing business in our

competitive society, it is considered as an economic cooperative. Sometimes the terms economic and business are used interchangeably.

In this students manual, *economic cooperation* includes all business cooperatives and membership organizations which are not primarily socially oriented. However, it is well to distinguish between a cooperative business and a cooperative activity. Candy sales by the senior class or baked goods sales by the Home Economics Society are cooperative activities rather than a business because they are not in continuous operation and depend largely on volunteer work or labor. The group ordering of class rings or graduation announcements is a cooperative activity. In general, the test for a business cooperative would be whether there was an opportunity to make a profit if the labor (or capital) involved was paid at the prevailing rate for a similar business run by an individual or a corporation.[1]

Social Cooperatives

The objective of a social cooperative stems from the human desire for group activity without economic or business aspects.

The church, luncheon clubs, fraternal organizations. and school activities (candy sales), etc. belong in this category.

See how many you can identify as active in your community.

SOCIAL COOPERATIVES I KNOW ABOUT

School	Community	State	National

[1]In 1965, the USDA developed the following definition: A cooperative is a voluntary contractual organization of people having a mutual ownership interest in providing themselves a needed service(s) on a non profit basis. It is usually organized as a legal entity to accomplish an economic objective through joint participation of its members. In a cooperative the benefits from assuming investment and operational risks or the losses incurred are shared equitably by its members in proportion to their use of the cooperative's services. A cooperative is democratically controlled by its members on the basis of their status as member-users and not as investors in the capital structure of the cooperative.

Figure 1. The Marysville FFA repairing tombstones at the Raymond Cemetery in cooperation with the Liberty Township Trustees.

Is this a cooperative activity or an economic cooperative?

Socio-Economic Cooperatives

Early cooperation always had social overtones even though the major objective was economic. Thus, the women of the community always jointly prepared the dinner for *threshing* and a square dance regularly followed a *barn raising*.

Later on, cooperative organizations specifically appealed to members because they provided both social and economic advantages. Perhaps the best example today is the Farm Bureau Federation-Landmark.

In some cooperatives there has been a transition from social to socio-economic and then back to social (e.g. the Grange). Others have gone the other way from economic to socio-economic to primarily economic (e.g. the Ohio Farmer's elevators).

See what you can do in identifying the socio-economic cooperatives in your community; trace any shifting of primary objectives since organized. Use the following page for a worksheet (page I - 5). If you have difficulty, your teacher may be able to provide source books or will hold a class discussion if you ask him.

From this, see if you can formulate a definition for a socio-economic cooperative which will be meaningful for our study at this time, without having to resort to an example.

_____

_____

_____

LOCAL BUSINESS COOPERATIVES

No attempt should be made to determine whether economic (business) cooperatives are more important in the lives of students than other forms of cooperation. However, it may be better to concentrate on them for our study at this time.

In general, there are three kinds of business cooperatives organized to meet the specific needs of their members. These are:

1. Marketing cooperatives, which primarily handle one or more commodities (products) which the member raises for use by someone else (i.e. livestock).
2. Purchasing cooperatives which primarily handle supplies or raw materials needed by the members (i.e. feed).
3. Service cooperatives in which the cooperative primarily does something for its members which involves a specialized skill or equipment (i.e. dairy herd testing or rural electric cooperatives).

WORKSHEET FOR IDENTIFYING AND CLASSIFYING SOCIO-ECONOMIC COOPERATIVES*

Where Found: (Insert name of group or organization below.)	Primary Objectives At This Time (Social or Economic) (Give percent estimate for each if both objectives are involved.)	Transition In The Past or Projected In The Future (Example: social to economic or vice-versa)
In your school: 1. 2. 3.		
In your community: 1. 2. 3.		
Statewide: 1. 2. 3.		
Regional in scope: 1. 2. 3.		
National in scope: 1. 2. 3.		

*Suggestion: start with cooperatives or organizations you may feel have cooperative aspects which you can identify in your school, then work outward geographically. You may find that a cooperative may operate in the community using one name but actually is affiliated with a county or state organization using a different name. In this case, use the name easily understood in your family, then follow with the different name in ( ).

If you have difficulty, refer to the *Directory of Ohio Cooperatives* published by The Ohio State University Cooperative Extension Service or other sources available through your teacher.

You may have trouble with *bargaining cooperatives.* Some people would consider them as marketing; others would classify them as service. However, do not mix up labor union bargaining with bargaining as in milk marketing, tomato contracts, wool pools, etc. A labor union might be considered a form of cooperative in its broadest sense, but it cannot be considered as a business cooperative in bargaining; its members are not entrepreneurs (capitalists) as are the members (stockholders) of cooperatives. Labor unions are organized to bargain with entrepreneurs and are often in conflict with cooperatives as well as cooperations for profit.

In a strict sense, a bargaining cooperative is one which negotiates price and contract provisions with a processor for a group of producers. It does not physically handle the product or take title to it. A good example is the Ohio Agricultural Marketing Association which does this for tomato, popcorn, grape and vegetable growers. Milk cooperatives, although originally organized for *bargaining* are now primarily marketing; they have added other marketing functions such as transportation, standardization, grading, and processing. Your parents will probably be able to recall the transition from bargaining to marketing (e.g. Central Ohio Milk Producers or Milk Incorporated).

It must be realized that there is overlapping. Frequently a cooperative will function in more than one capacity. For example, the cooperative elevator usually purchases surplus farm raised grain as well as selling feed to those who need it; or grinding grain as a service either at the mill or on the farm. It is not necessary or desirable to try to classify cooperatives exactly into marketing, purchasing or service but it is helpful in understanding their operations and problems to be reasonably familiar with their major functions and where they fit in. See how you can identify and classify business cooperatives you find in your county or community, using the chart on page I - 7. Use the proper name for the organization and note that the term cooperative does not appear in all organizations.

If you know of some state or regional operations which you care to include in this classification, put them on a separate chart similar to the one for those represented locally.

Now that we have become acquainted with the business cooperatives in the local area, perhaps we should visit one or more to see how they operate. This can be done by the entire class as a group visiting one cooperative. However, too much time would be required if visits were made to all. Individuals or small groups of students may visit other cooperatives to secure the information which will be shared with their class members. For ease of reference, the information on all cooperatives visited should be recorded on a form which the teacher can reproduce from the one shown on page I - 8.

Figure 2. This centralized economic cooperative serves Michigan and Kentucky as well as Ohio.

WORKSHEET FOR IDENTIFYING AND CLASSIFYING ECONOMIC (BUSINESS) COOPERATIVES REPRESENTED IN LOCAL OR COUNTY AREA

Name of Cooperative	Major Operations Listed In Order of Importance	CLASSIFICATION Percent of Total Operations*		
		Marketing	Purchasing (Supply)	Service
1.				
2.				
3.				
4.				

*Rough estimates by individual students (without a lot of research) are all that are necessary at this time.

Before you go it would be well to understand the difference between a centralized and a federated type of organization. This is illustrated in Figure 3, page I - 9. Note that in the federated type the individuals belong directly to a local co-op which is in turn a member of a larger state or regional organization (e.g. County Farm Bureau Cooperative Association-Landmark). In the centralized type, the members do business directly with the main organization rather than through a local organization (e.g. Ohio Wool Growers or Producers Livestock Association).

There are advantages and disadvantages to each type of organization. We will find out about these later, but they are not necessary at this point.

Following your visit you may care to discuss with other class members the things that impressed you most about the cooperative and things you felt should be improved to help them in their effort to increase farmers' net income.

VISIT TO A BUSINESS COOPERATIVE BY _____ (Student's Name)

Date of visit _____

Name of Cooperative _____

Principal Location _____ Branches at: _____

_____

Manager's Name _____ No. of employees _____

Brief description of operation:

_____

_____

_____

When organized _____ Current book value of facilities _____

Total volume of business last year $ _____

Average for past ten years, estimate $ _____

Net operating profit last year $ _____

Average for past ten years, estimate $ _____

Number of members (stockholders) _____

Amount of business with members, estimate _____% Non members _____%

Patronage refunds, dividends or allocations to members last year $ _____ or _____%

Average for past ten years, estimate $ _____ or _____%

Names of members of the Board of Directors. (Place an * in front of those you recognize and ** in front of those you know personally. Use reverse side of sheet if more than eight.)

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

When do the Board of Directors meet? _____

Is an agenda prepared for each meeting (example)? _____

Is this a Centralized or Federated organization? _____

What taxes did this co-op pay last year? _____

_____

Does the business operate as a cooperative "exempt" or "non exempt" from Federal Income Tax? _____

Has there been any changes in the tax payments over the past ten years? _____

If so, about when did this take place? (State the reason for the change.) _____

_____

_____

_____

Figure 3.

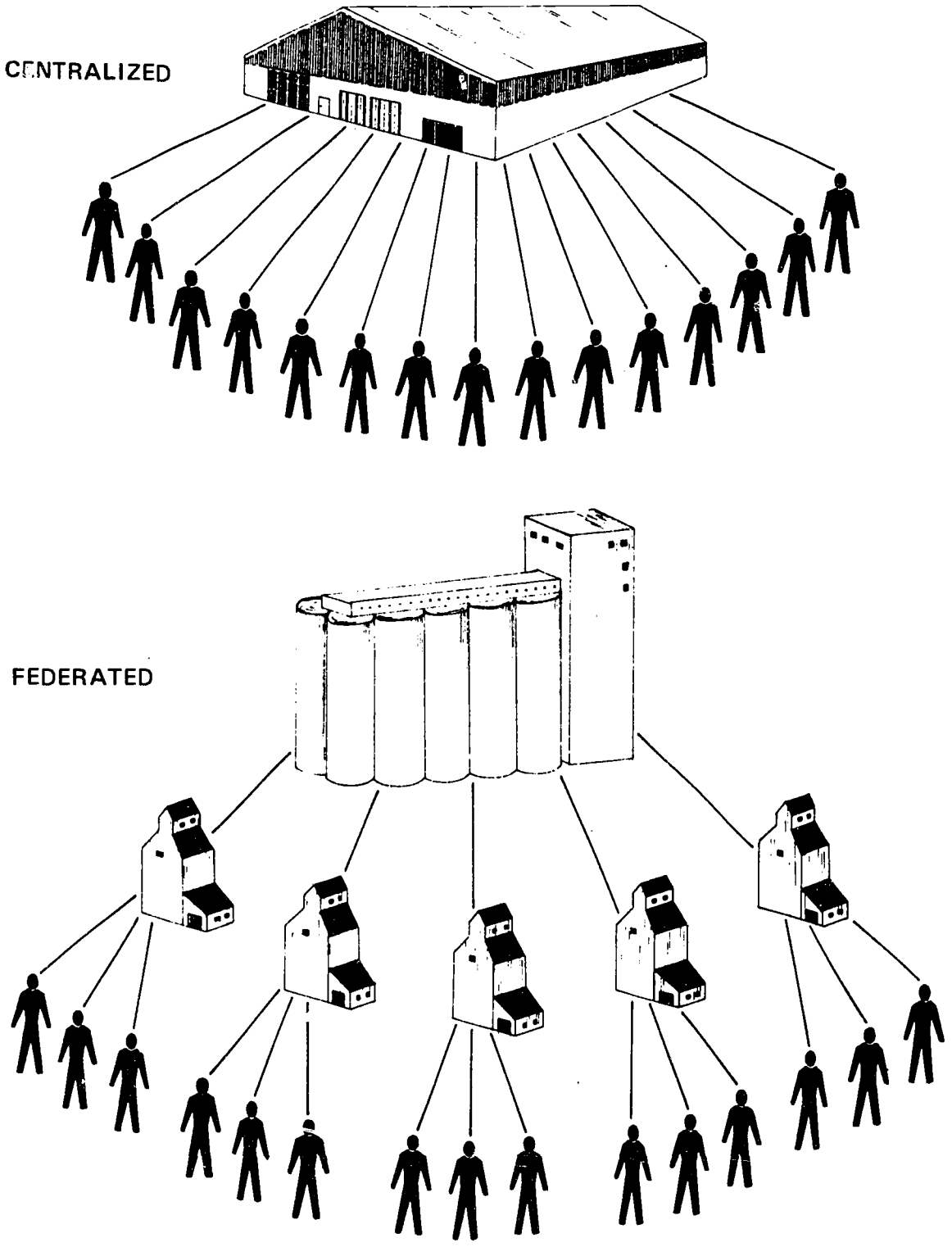

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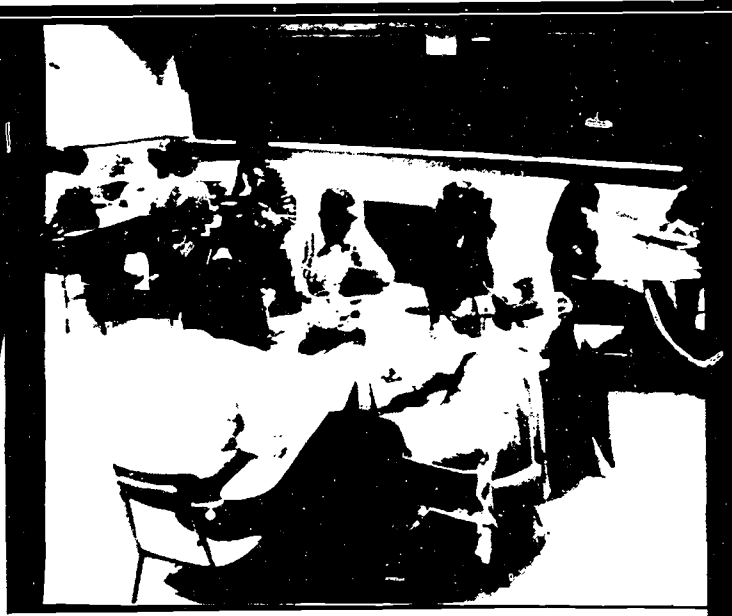

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Captions for centerfold - pages I - 10 and I - 11.

FORTY-THREE OHIO REPRESENTATIVES WERE AMONG THE 600 YOUTH SCHOLARS FROM 47 STATES GATHERED FOR THE GENERAL SESSIONS IN THE STEVENS AUDITORIUM ON THE IOWA STATE UNIVERSITY CAMPUS

Similar institutes are held each year for delegations sponsored by local and regional cooperatives. (Pictures are listed clockwise beginning at bottom center.)

1. One of the dorms used by the Youth Scholars attending the AIC Summer Institute in 1973. The arrow (upper right) shows the location of the Ohio boys group.
2. Steve Zumbach, past national FFA officer and former president of the student body at Iowa State University represented youth in the *Banquet of the Generations* featured at the AIC.
3. Secretary of Agriculture Butz presented AIC certificates to representatives of National Youth Organization; in this case: Sandi Towkilson of Wisconsin, Miss Rural Electrification.
4. Youth Scholars at AIC divided into 30 sections to learn more about basic cooperative principles in their consideration of the annual report of a major cooperative.
5. Randy Miller, President; Kathy Weyrich, Secretary; and James Bratton, Adviser of Mowerystown Chapter receive a plaque for the outstanding chapter in cooperatives for Ohio in 1972.
6. Youth sections divided into groups of Board of Directors to consider actual case situations involving "The Role of the Board of Directors," and "Open Membership and Business Citizenship."
7. Youth Scholars were surprised to see the labels of many foods found in supermarkets and to learn that they are processed by Farmer Cooperatives.
8. The Youth Scholars hold their own with the adults at the AIC picnic. Note the package of nuts in the shirt pocket and bottle of grape juice carried in one student's mouth when his hands are full.

   The entire menu of 25 items served at the Cooperative Foods picnic at AIC were selected from the many offered by processors cooperatively organized. Included were: grape juice, oranges, sliced ham, fried chicken slided turkey, jellied cranberries, honey, raisins, sweet corn, almonds, ice cream and other foods one would expect at an old-fashioned picnic.
9. Each of the youth sessions selected one boy and one girl as candidates for associate AIC Trustees. This shows the 30 girls preparing a questionnaire used by the judging committee (standing) to select the winner.
10. The AIC Youth Scholar program closed with the annual ball. Ina Cook of Georgia who was selected as Miss AIC of 1973 is second from the left, with Darwin Hall from Illinois the FFA representative, fourth from left. They will serve as Associate Trustees and make public appearances for AIC and cooperatives during 1973. Glenna Schmeeple (third from left) and Kent Bamford (on right) the FFA representative, both from Colorado, served as Youth Co-Chairmen and addressed the AIC General Sessions on the subject "Youth - Don't Count Us Out."
11. The Youth Scholars departing for home after a memorable experience at AIC in 1973. One youth summed it up this way, "I guess the thread that ran through the whole meeting was the desire of cooperatives to serve people. I will always remember the friends I made, the faith the cooperative leaders have in youth, and the importance of cooperatives as business institutions."
12. Two members of the Ohio group rested on the bus en route home after a rewarding week at Iowa State University.

When talking about or considering cooperatives in any way, always remember that there are three basic principles that distinguish cooperatives from other types of corporate businesses:

1. **Cooperatives provide goods and services to members at cost (including handling, etc.).** Savings or net margins above costs are returned or allocated to users (patrons) in proportion to their use of the cooperative (patronage refunds or dividends).[1]
2. **Control of the cooperative is in the hands of its members.** Traditionally, cooperatives operate on a one member - one vote basis. However, about 25 percent of the states permit cooperatives to allocate a limited number of votes according to the number of shares of stock a member holds or the extent of his patronage. In Ohio, the laws say no member of a stock co-op shall have more than 1/20 of the total votes.
3. **Federal and state laws specify maximum interest rate of 8 percent that a cooperative** may pay on stock. This is to keep ownership in the hands of its users rather than investors, who are primarily interested in a profitable return on their investment.

INDIVIDUAL INVOLVEMENT

Participation in a cooperative is always a voluntary thing. The first decision is whether to participate *at all,* then to *decide the degree.*

Before going further, let us see what the duties and responsibilities are for the different types of involvement you may have.

1. **User (sometimes called patron)** - one who makes use of a cooperative but is not involved financially or in any other way. He has no responsibility to continue patronage on a long time basis and usually does not share directly in the economic gains of the cooperative, unless he is also a member or stockholder.
2. Member - one who pays a lifetime membership fee or buys one or more shares of common stock either of which entitles him to vote at the annual meeting and receive a patronage refund if one is declared by the Board of Directors. He has an implied responsibility to continue patronage in order to insure overall success, protect his investment, and increase the patronage refund.
3. Employee - a person who works for wages or salary in operating the cooperative; his attitude, ability, and industry will affect the overall success of the cooperative and its ability to continue his employment and payment of wages. Students of Agri-Business and Distributive Education frequently continue as employees after their *co-op* education has been completed. An employee may also be a member-user, but this usually is not required as a pre-requisite for employment. Most employees must be bonded.
4. Manager - A person who is responsible for the day to day operations of the cooperative and the financial success at the end of the year. He is responsible to the Board of Directors within the policy guidelines, prepares the annual budget, hires and trains the help, makes market projections, is responsible for extension of credit, collects accounts, adjusts complaints, makes monthly reports and performs any management functions which are necessary to insure the success of the cooperative.

   The manager usually receives a salary determined by the Board of Directors and sometimes a share of the gross or net profit. He must be bonded. He may or may not

[1] Allocations may be stock dividends or certificates of equity rather than cash.

be a member or stockholder, but ordinarily is never a member of the Board of Directors while serving as a manager.[1]

A stockholder should never be a member of the Board of Directors while serving as manager. Individuals frequently progress from employee status to assistant manager, to manager.

5. **Director** - must be a member or common stockholder elected at the annual meeting by the other members as per the by-laws.

As a member of the Board of Directors, he is jointly responsible for all policy decisions, hiring the manager, approving the budget, evaluating the monthly and annual reports, and doing anything necessary to insure the success of the cooperative.

Members of the Board of Directors may be responsible for the failures (debts) of the cooperative and must at all times act prudently for the rest of the membership. They may serve without remuneration but frequently receive a fee or expenses for attending monthly or special meetings.

The officers are usually elected by the Board of Directors and have specific responsibilities set forth in the by-laws.

Following your visit to a cooperative or familiarization through a report by another student, you may care to make a preliminary decision on the degree to which you would like to become involved in the business cooperatives in your community, using the following chart.

PERSONAL INVOLVEMENT IN BUSINESS CO-OPS

DIRECTIONS: Indicate your decision by an X in appropriate columns or use a ? if not sure. (*Officer - indicate P = President, VP = Vice President, S = Secretary, T = Treasurer.)

	NOW						IN THE FUTURE					
Name of Cooperative	User	Member	Employee	Manager	Director	Officer *	User	Member	Employee	Manager	Director	Officer *

[1] In some instances a manager is the treasurer or assistant treasurer in order to be able to handle stock certificate, transfer, and similar matters. Unit VIII shows a Federal Land Bank Stock with a transfer procedure.

JOINING A NEW OR DIFFERENT COOPERATIVE

A dialogue similar to the following, might have taken place in any high school between any two students who mav or may not be members of an existing organization. In this instance, it took place between two delegates as they drove homeward after attending a county (state) FFA meeting.

John Delegate: "Y'know, if we just had more money we could put on a much better FFA program and then we would be able to win some of the chapter awards like _____ chapter."

Joe Alternate: "Yeah, maybe become a Gold Medal Chapter and get a lot of recognition. Maybe a trip to the National Convention at Kansas City."

John: "We've got just as good members and just as much interest as some of those other chapters that received awards. Did you notice how _____ chapter got credit for cooperative activities which were also money making schemes?"

Joe: "They sure did. It makes sense to kill two birds with one stone and that's what we should try to do next year."

A few days later at school.

Joe: "I've got it! I've got it!"

John: "Got what?"

Joe: "An idea, what else? You remember what we talked about making money for the chapter through a cooperative? Well, did you see the article in the *Farm Magazine* about raising Guinea fowl? Here it is. (See Figure 4.) Read it and see what you think."

John: (after reading) "Well, if the Poultry Specialist at Ohio State University thinks there is a chance to make money, we might try it. You notice he states here 'An enterprising producer could create a lucrative business raising Guinea fowl, if he took pains to establish the market as his production developed."

"This is something really great. We would be the first in and make a lot of money."

Joe: 'I'll take it up under New Business at the next meeting. You get some copies made of this article to pass out to all the members so that they will know what's cooking."

What do you think of the article? Of Joe's idea?

_____

_____

_____

_____

When the matter is brought up in the FFA meeting, what questions would you ask?

1. _____
2. _____
3. _____
4. _____
5. _____

Figure 4.

Guinea fowl for profit —may be possible

By S. P. Touchburn
OSU Poultry Department

LAST FALL I returned from sabbatical leave in France, having spent a year conducting research at the poultry research station of the National Institute for Agricultural Research located near Tours. During the year I visited many commercial operations. But will share with you my impressions upon visiting a guinea fowl production unit. To me, it represents an exciting, unique development in poultry production.

Most of us remember flocks of a few guinea fowl roaming freely on the farm, roosting in trees, serving little else than as decorations or as "watchdogs" by raising an awful din when strangers approached. In France (and Italy) guinea fowl production was recently developed on a commercial scale. That is a far cry from what I would ever imagine possible.

The organization I visited is almost certainly the largest in the world. It is an integrated breeder flock and hatchery enterprise with a production exceeding eight million keets (baby guineas) a year. All of this has developed in less than ten years. Much of the success is due to the cooperation between the producer and government researchers through the liaison of an extension specialist. This led to the discovery that egg production of guinea hens housed in cages was vastly superior to that in floor-housed birds. They also learned that techniques of artificial insemination which had been developed for chickens applied equally well to guinea fowl.

This operation maintains 70-80,000 hens in production year-'round. The hens lay for nine months, producing 150 eggs each. Fertility and hatchability levels of 90 and 80 percent, respectively, result in an average yield of 110 keets per hen. The hens are kept in modern poultry houses in three-tiered laying cages four to six to a cage, similar to commercial egg-producing chickens. The males are similarly housed in a separate part of the building. Two men inseminate 4,400 hens per week while caring for the birds and collecting eggs. All-pullet flocks are used because production in the second year falls to 70 percent of that in the first year.

Day-old keets sell for 25 to 40 cents, depending on season and contract. They reach a weight of 2.6 pounds at 10 to 11 weeks of age and generally sell for 32 cents per pound live weight. They have a dressing yield of 80 percent which equals or surpasses that of broiler chickens. By 10 or 11 weeks of age the males and females do not differ in body weight (an advantage to the processor), but adult females weigh 3.90 pounds and the males, which are smaller weigh 3.63 pounds.

Guinea fowl respond dramatically to genetic selection, since they represent an untapped pool of genetic variability. Research is likewise just beginning to determine the nutrient requirements of this newly-exploited member of the poultry family.

In France, dressed guinea fowl is available in butcher shops and supermarkets throughout the year and its consumption ranks second after chicken and ahead of turkey. The meat is prized for its slightly "gamey" flavor and is an ever-popular restaurant dinner. Much of this popularity results directly from a cooperative advertising campaign sponsored by the producers.

In our affluent American society there is room for a greater diversity in the luxury foods category. I believe an enterprising producer could create a lucrative business raising guinea fowl if he took pains to establish the market as his production developed.

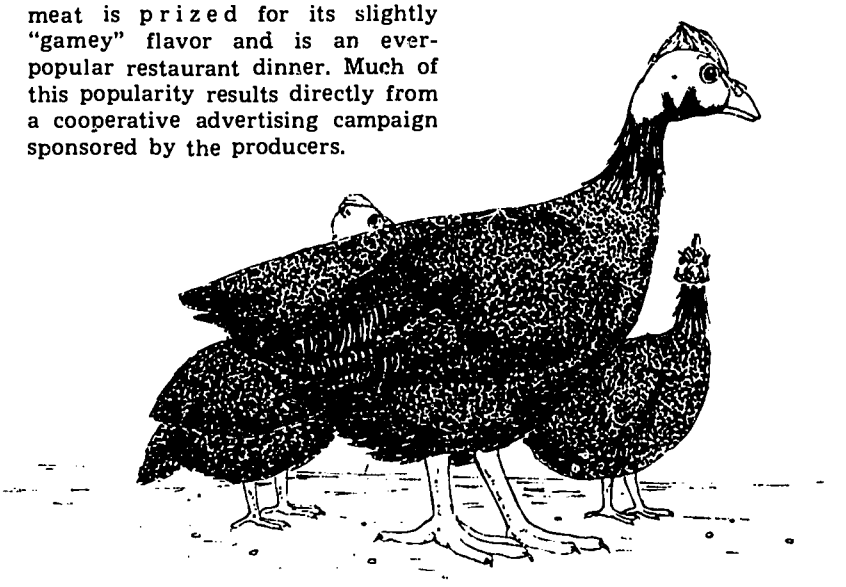

Guinea hen and keets.

It is not intended that Guinea fowl be proposed or considered by every chapter. Rather, it is hoped that this will stimulate each chapter or group to examine what it already is doing in cooperatives and come up with something better, perhaps Guinea fowl, perhaps citrus, perhaps: (your own idea) _____

_____

_____

Figure 5 gives an account of how the Drummond, Oklahoma Cooperative grew and sold 2.5 million pounds of a highly salable food resource last year. This cooperative would never have been formed several years ago if the members had rejected the proposal because it was something new and different. If you feel that Guinea fowl are "far out" (esoteric) what do you think about *mung beans* (used in chop suey)?

_____

_____

_____

_____

What action should be taken before the chapter decides — to go ahead with the Guinea fowl Production Cooperative, to substitute another or to drop it?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

How will you vote when the question is called for? _____ Why? _____

_____

_____

If the decision is affirmative, but the vote is close and you are in the minority, what will you do? (Place an X in the appropriate column for each question.)

	YES	NO
1. Support the chapter project with money for operating capital?		
2. Contribute your time to the project, but not risk any money.		
3. Ask your father (or a business man) to help provide the capital to get started by:		
a. buying shares of stock.		
b. co-sign a note to the bank to secure the capital necessary.		

Figure 5. Mung beans. (Courtesy *The Furrow*)

PHOTOS: WAYNE BURKART

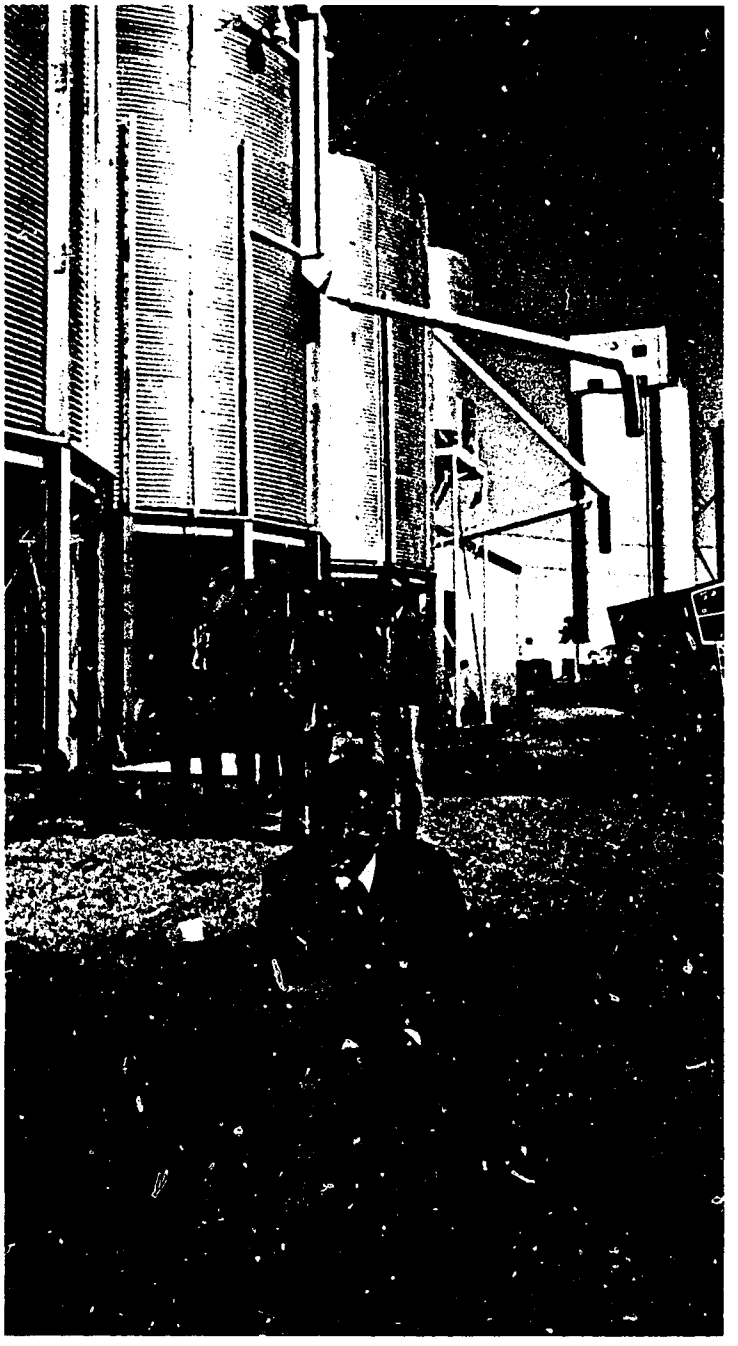

Convinced that they have a lot more than a catch crop now, farmers in the Drummond, Okla., area have invested heavily in mung bean processing and storage facilities. Mung beans from the Drummond Co-op are sold directly to food processors and restaurants throughout North America. Co-op manager Bill Reiswig, backed up by growers Carl Mack, Ira Ott, Ken Marney, and Josh Bingham, is shown in front of the recently completed processing complex.

	YES	NO
4. See how many orders for Guinea fowl you can get in anticipation of production?		
a. from family and friends?		
b. from strangers?		
5. Ask teachers and school mates to buy Guinea fowl because:		
a. they are something different.		
b. they are better than chicken or turkey.		
c. they will cost less than other meat.		
d. they are produced by a cooperative which should be supported.		
e. students need to learn about the cooperative way of doing business.		
f. the money will be used to support other worthwhile chapter activities.		
g. some other reason you think of and is not mentioned above.		
_____		
_____		
_____		
6. Decide that there is a real economic need for a supply of Guinea fowl and the chapter can earn money through the labor of the students even though the return per hour would be less than they would receive if they worked for wages:		
a. on a farm.		
b. as part-time help in town.		

After serious consideration, what do you feel are the chances for success of the Guinea fowl project? (Give some reasons for your appraisal in complete sentences.)

_____

_____

_____

_____

Do you feel that some similar thought process and interplay of group dynamics should be followed by any student group considering some economic business activity? _____

If yes, what would be the probable affect on the student cooperatives with which you are acquainted? (Use the form at the top of the next page, inserting your choice of a, b, c, d or e in the right hand column.)

a. Would not have been organized.
b. If organized would be successful.
c. Would only be successful if students donated their time.
d. Would not be successful if students were paid as much for their time as they would earn in other jobs.
Would fail after organization and attempted operation.

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Name of Cooperative	Type of Product of Service	Probable Affect
1.		
2.		
3.		
4.		

As a delegate to consider revising the FFA Chapter Contest (or similar activity in other high school organizations), how would you react to a proposal that:

1. Only economic business activities be considered in the section of the report on cooperation? _____ Why? _____

   _____

2. Only business activities which showed a net profit after students were paid (received credit) for their labor, would be considered in making Gold Medal awards? _____ Why? _____

   _____

WHY COOPERATIVES SUCCEED OR FAIL

The circumstances needed to insure success of a cooperative are well-known and will be studied in detail in later units of this student manual. They can be briefly stated as follows:

1. Founded on a necessity which is recognized by the potential members.
2. Leadership by *idea men* with vision and insight as to what needs to be done and how it can be accomplished (continuity of leadership equally important with initial input).
3. Adequate equity capital provided by members.
4. Members keep themselves informed and participate in decisions on policy issues (e.g. plant expansion, new ventures).
5. Managers accept the challenge for success or failure.
6. Business aspects are separated - legislative, social or idealogical considerations.
7. Capacity to change to meet changing conditions.

At this time, it may be well to take a brief look at what should be avoided when new cooperatives are proposed for student participation. Almost everyone recognizes that cooperatives (as one of the four ways of doing business) have accomplished much over the years, particularly by reducing costs through competition, increasing returns through bargaining, and providing needed services and technologies. All this has occurred in spite of the continued record of failure among

individual cooperatives over the years.[1] [It is presumed that the other three forms - individually owned business, partnerships, and corporations have been previously studied. If you need a quick review on the advantages or disadvantages of each, spend ten minutes going over Figure 6, reading first from top to bottom in the left hand column and then left to right for each of the other four columns.]

It is safe to say that almost all cooperatives in existence today have had major changes in their objectives, method of operations, or both. This is probably good as the alternative would, in all probability, have been failure, merger or dissolution.

The old cliché that "People do not plan to fail, they merely fail to plan" is particularly applicable to cooperatives. Wouldn't it be better to find out the possibility of success, before organizing a cooperative, rather than add one more to the long list of failures. A cooperative can be a success but consideration must be given *before* organizing rather than after they fail.

With this in mind, let us consider what experience has shown necessary to promote success, and analyze the cause of failures.

To be successful over a long period of time a cooperative, particularly a business cooperative, must improve the economic position of its members in some way. This means increasing the income from products sold, saving money or improving the quality of items purchased at the same cost, and/or providing some new or better service.

A cooperative, to be successful, must do more for its member/users than existing agencies (including other cooperatives as well as individually owned business, partnerships, or corporations) and be prepared to keep this up for a long period of time. The critical time is shortly after organization when competing agencies usually lower prices, shave margin of profit, and/or provide better service in order to protect their position in the market.

A cooperative should lead rather than follow other businesses in the field in which it operates; this leadership should be recognized by the member/stockholder.

There are some things a cooperative (or any form of business) cannot do; for this reason it should not be organized if its success in the eyes of the member/patron depends on:

1. Setting prices without control of a major portion (monopoly) of its supply (e.g. milk marketing).
2. Guaranteeing the cost of production. (There is no control over individual producer's efficiency or the weather.)
3. Eliminating the functions of the middle man - a cooperative can take over one or more of the middle man's functions and perhaps do them cheaper but cannot eliminate them (e.g. donate time as with the FFA or other students co-op's).
4. Force (coerce) members to patronize or *go along with* the cooperative against their will (e.g. withhold products from market or buy only what the co-op has to offer).

In the last analysis, a cooperative may be successful because in the beginning it is different and holds promise for the member/patrons. However, it must have the business ability to operate profitably and satisfy its users, or succumb to competition in our free enterprise economy.

The ability of the manager is frequently the determining factor in success or failure. A good manager may be able to overcome obstacles for a weak cooperative while a poor one sometimes causes a strong organization to lose its effectiveness.

Before starting a cooperative (or any) business, the major question which will determine

---

[1] The record of failure among other forms of business ventures is even worse than cooperatives.

Figure 6. Methods of doing business in a free enterprise society.

METHODS OF DOING BUSINESS IN A FREE ENTERPRISE SOCIETY

FEATURES COMPARED		TYPES OF BUSINESS		
	Individual	Partnership	Corporation	
			Investor-Oriented	Cooperative
1. Who uses the services?	Non-owner customers	Generally non-owner customers	Generally non-owner customers	Chiefly the owner patrons
2. Who owns the business?	The individual	The partners	The stockholders	The member-patrons
3. Who votes?	None necessary	The partners	Common stockholders	The member-patrons[1]
4. How is voting done?	None necessary	Usually by partners' share in capital	By shares of common stock	Usually one-member one-vote
5. Who determines policies?	The individual	The partners	Common stockholders and directors	The member-patrons and directors
6. Are returns on ownership capital limited?	No	No	No	Yes -- 8% or less (usually less, if any)[1]
7. Who gets the operating proceeds?	The individual	The partners in proportion to interest in business	The stockholders in proportion to stock held	The patrons on a patronage basis[1]

[1]Basic cooperative principles referred to on page I - 10 of this unit.

eventual success or failure is "economic need." If this exists, it may succeed. If it does not, it will eventually fail. Economic need does not depend on the notion (wishful thinking) of one person or a group of persons. Facts are needed and should be assembled and objectively studied before organizing.[1]

The following questions should be researched *before*, not after organization:

1. Will the volume of business which can be initially secured and maintained over a long period of time be adequate?
2. Can financing be secured at costs the organization can afford?
3. Can efficient management be hired and kept at what the co-op can afford to pay?
4. Can the co-op meet the competition when the other forms of business unite against it, as can be expected.
5. Will the membership subordinate individual interest when differences of opinion develop with the manager or Board of Directors (e.g. hours of operation or number of brands of dairy feed to stock).

It would be an unusual community which has not had one or more failures by cooperatives. Your parents or neighbors may be able to assist, if you have no personal knowledge, in completing the following chart.

LOCAL (SCHOOL, COMMUNITY, OR COUNTY) COOPERATIVES WHICH HAVE NOT BEEN SUCCESSFUL

Name of Cooperative	Type of Operation	Your opinion on the probable cause of failure listed in order of importance. (Insert numbers*)

* 1. Insufficient volume of business.
2. Not enough capital (equity) particularly at the beginning.
3. Lack of credit (too much debt) or the high cost of financing (interest, fees, etc.).
4. Inefficient management (either the manager or the Board of Directors, or both).
5. Loss of membership loyalty or patronage.
6. Other: _____(your reaction).

[1] It is presumed that the 10 marketing functions of buying, standardizing, transporting, selling, packaging, risk taking, market information, financing, storage, processing, etc. have been previously studied. Each market function will eventually be done by a business firm which can do it most efficiently, whether a cooperative or not.

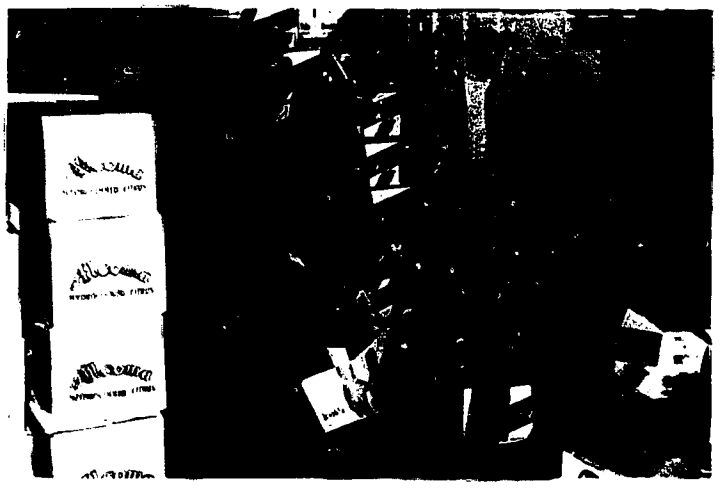

Figure 7. Many FFA chapters handle citrus. It may be a cooperative activity or an economic cooperative depending on how it is organized. Can you explain the difference to your parents or neighbors?

YOUR REACTION

Having completed Unit I, what is your feeling about cooperation and cooperatives? Has there been any change in your thinking as a student about the cooperatives in your daily life? Try your hand at putting your thoughts on paper. One paragraph is enough. (If you have difficulty in getting started or would prefer an alternative, write a paragraph on "The Importance of Equity and Debt in the Success of a Cooperative." Should you finish before the rest of the class, your teacher will undoubtedly give you extra credit for doing both paragraphs.)

Just in case you did not realize it, these one or two paragraphs were your examination (test) for this unit. Now that you have completed Unit I, what grade do you feel you should receive considering classroom participation and field trips, as well as the test?

Circle and insert + or − where appropriate: A B C D E

Your teacher will make his appraisal of your work and then you can compare. The chances are that there won't be more than a 10 percent difference in your judgments.

ACCESSION NUMBER: VT100649

PUBLICATION DATE: 73

TITLE: STUDENTS LOOK AT COOPERATIVES AS THEY MAY AFFECT THEIR LIVES TEN YEARS HENCE. SERIES ON COOPERATION IN A FREE ENTERPRISE SOCIETY WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS.

PERSONAL AUTHOR: LINTNER, J. H.

DESCRIPTORS: *AGRICULTURAL EDUCATION; *UNITS OF STUDY (SUBJECT FIELDS); *COOPERATIVES; MARKETING; MANAGEMENT; *FUTURES (OF SOCIETY); *INDIVIDUAL STUDY; MANUALS

EDRS PRICE: NOT AVAILABLE IN VT-ERIC SET.

ISSUE: CIE V.7NO.4(1974)PP. 552

ABSTRACT: THIS STUDENT MANUAL, PROVIDING A UNIT OF STUDY ON COOPERATIVES, CAN BE USED FOR INDIVIDUAL STUDY IN AGRICULTURAL EDUCATION CLASSES AT THE SECONDARY LEVEL OR IN YOUNG FARMER EDUCATION CLASSES. MATERIAL COVERED CONSISTS OF THE SECOND UNIT OF A 10-PART SERIES AND INCLUDES A CONSIDERATION OF THE FUTURE POSSIBILITIES OF COOPERATIVES IN RELATION TO THE STUDENTS' FUTURE NEEDS. TEXTUAL CONTENT, ILLUSTRATION, SAMPLE FORMS, AND WORKSHEETS GIVE THE STUDENT MATERIALS FOR INDIVIDUAL STUDY. RELATED UNITS ARE AVAILABLE AS VT 100 648 AND VT 100 650 THROUGH VT 100 657. (MU)

REPORT NUMBER: AGDEX 836, UNIT II

AVAILABILITY: AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, ROOM 201, 2120 FYFFE ROAD, COLUMBUS, OHIO 43210

INSTITUTION NAME: OHIO STATE DEPT. OF EDUCATION, COLUMBUS. AGRICULTURAL EDUCATION SERVICE.; OHIO STATE UNIV., COLUMBUS. DEPT. OF AGRICULTURAL EDUCATION.

SPONSORING AGENCY NAME: MARTHA HOLDEN JENNINGS FOUNDATION, CLEVELAND, OHIO.; OHIO COUNCIL OF FARMER COOPERATIVES.

VT 100 649

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Unit II
AGDEX 836

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COOPERATION IN A FREE ENTERPRISE SOCIETY
WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

II. STUDENTS LOOK AT COOPERATIVES AS THEY MAY AFFECT THEIR LIVES TEN YEARS HENCE

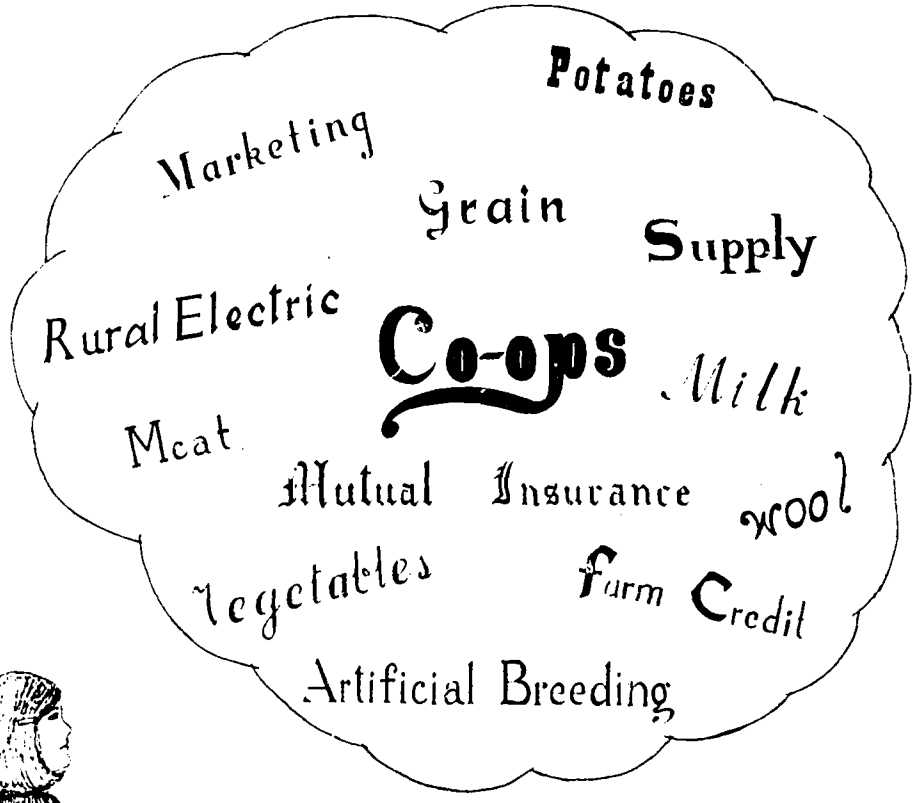

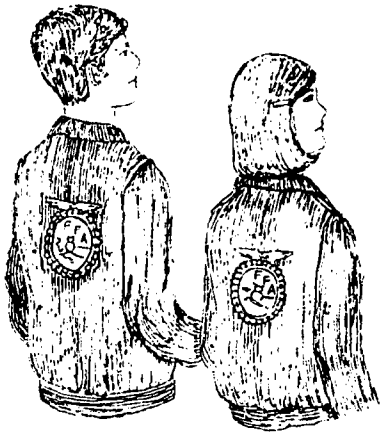

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The Cover Page

The artist's concept indicates that students may visualize co-ops as a whole or focus on the commodity or service they provide. Actually, a student may visualize a specific cooperative he knows about rather than project by commodity or service (example: Production Credit rather than Farm Credit).

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II. STUDENTS LOOK AT COOPERATIVES AS THEY MAY AFFECT THEIR LIVES TEN YEARS HENCE

Unit II of the series on

COOPERATION IN A FREE ENTERPRISE SOCIETY
WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

By
Dr. J. H. Lintner

Under the Direction of

Dr. Harlan E. Ridenour, Director
Ohio Agricultural Education
Curriculum Materials Service

and

Dr. Charles H. Ingraham, Professor of
Agricultural Economics, The Ohio State University

A Project of

Martha Holden Jennings Foundation

and

Ohio Council of Farmer Cooperatives

OHIO AGRICULTURAL EDUCATION
CURRICULUM MATERIALS SERVICE
Room 254, 2120 Fyffe Road
Columbus, Ohio 43210

1973

ACKNOWLEDGMENTS

The series of units on cooperation and cooperatives is the result of a cooperative effort of a number of people and organizations.

Dr. Charles H. Ingraham, Consultant-Coordinator for the Ohio Council of Farmer Cooperatives, felt the need for some curriculum material which would be different and more effective than earlier efforts. He approached Dr. Harlan E. Ridenour to see what could be done by the Ohio Agricultural Education Curriculum Materials Service which follows an innovative approach unique in the curriculum materials field.

Dr. Ridenour agreed to undertake the project if appropriate financing could be secured.

The Martha Holden Jennings Foundation of Cleveland, Ohio through Mr. George B. Chapman, Jr., Chairman of the Advisory Committee, provided half the cost of the project. The Ohio Council of Farmer Cooperatives and the Ohio Agricultural Education Curriculum Materials Service jointly matched this contribution.

The Educational Committee of the Ohio Council, augmented by other cooperative experts as needed, served as the Advisory Committee for the project. They not only provided guidance in the quarterly meetings but reviewed the draft copies. Members of this committee were:

Mr. C. Neilson Griffith, Vice President, Landmark, Inc. as Co-Chairman;
Mr. Don Schriver, Asst. Director of Public Relations, Ohio Farmers as Co-Chairman;
Mr. Thomas Farr, President, Louisville Bank for Cooperatives;
Mr. Robert Walker, Director of Public Relations Program, Nationwide Insurance;
Mr. Paul Slade, General Manager, Ohio Agricultural Marketing Associations;
Mr. Merle Lashey, Jr., Executive Vice President, Ohio Federation of Production Credit Associations;
Mr. James Ross, Master, Ohio State Grange;
Mr. D. L. Burgeois, Manager, Federal Land Bank, and Alvin Reuwee, Northern Ohio Breeders Association served ex officio as President and Secretary-Treasurer for the Ohio Council of Farmer Cooperatives.

Members of the Board of Trustees of the OCFC were provided draft copies and many reviewed them in their entirety.

Teachers of Agricultural Education who tried out the units in draft form with their classes were: Mr. Richard Bertz, Pike-Delta-York High School; Mr. Phil Hulse, River Valley High School; Mr. Odell Miller, Marysville High School; Mr. Gary Moore, Fort Frye High School; Mr. Joe Parrish, Caldwell High School; Mr. Ray Stemen, Fairfield Union High School; and Mr. David White, McComb High School.

Other interested persons who made significant contributions to the project include: Mr. Jack Hill, Vice President, Education and Community Service, Ohio Farm Bureau Federation, and Mr. Richard McCrea, Educational Consultant, Martha Holden Jennings Foundation.

The author and co-directors gratefully acknowledge the interest and assistance of all who contributed to the project, especially to Mrs. Evelyn Roediger who prepared the manuscript for printing and Miss Tressa Scott who did the art work.

PREFACE

Although this Student Manual was prepared primarily for use on the secondary school level, it is realized that there may not be sufficient time to cover everything during the high school course. Some of the units may purposely be reserved for use with Young Farmer classes or other out-of-school groups. However, it is hoped that all 11th and 12th grade Agricultural Education students will complete at least Units I, II, and III. Two weeks of formal study would seem to be a minimum.

The units are designed to progress according to the time available and the individual need or interest warrants. Each unit is complete. Although only Unit I is covered, students will have a working knowledge of cooperatives commensurate with the time and effort expended.

It is believed that students and teachers can proceed with the units without a text or teaching guide. In a study of cooperatives, as well as many other areas of agriculture, there may not be one correct solution for any problem situation. For this reason, students should respond as they see fit, rather than attempt to find the "right answer."

It is much more important for students to individually interpret questions and resolve them in terms of their own situations, rather than strive for uniformity among the class.

Discussions with classmates as individuals or as a teacher-directed class is to be encouraged, having in mind the ever present problem of total exploration versus efficient use of time.

The self-grading proposal at the end of each unit may be used as the students and teachers see fit. Teachers and students are encouraged to jointly develop the points to be considered in grading (with the relative weighting of each) upon the completion of Unit I.

Although the writer has no feeling that his judgment on rating individual performance should be more than a "point of departure" for class consideration, it is as follows:

1.	Evidence of thinking and understanding	40
2.	Evidence of additional search and research outside the manual and classroom (family - neighbors - cooperative directors, managers, employers)	20
3.	Quality of responses in manual	10
4.	Completeness of responses in manual	10
5.	Participation in discussion with: - classmates as individuals with the teacher only as a resource person - class as a whole under the teacher's direction	20

If a student is not satisfied with his or her grade or the way in which it was determined they may go back to the objectives at the beginning of each unit. If the student can actually perform the actions as stated, the degree of competence should determine the grade.

J. H. Lintner

COOPERATION IN A FREE ENTERPRISE SOCIETY WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

UNIT TITLES

Unit I.	Orange	Students Look At Cooperatives In Their Daily Lives, 24 pages.
Unit II.	Rose	Students Look At Cooperatives As They Will Affect Their Lives Ten Years Hence, 24 pages.
Unit III.	Yellow	How Are Cooperatives Organized? 20 pages.
Unit IV.	Lime	Are Rochdale Principles Applicable In Today's Cooperatives? 8 pages.
Unit V.	Olive	What Are Cooperative Members' Responsibilities? 25 copies.
Unit VI.	Red	Should I Serve As a Director or Officer of a Cooperative? 27 pages.
Unit VII.	Green	The Manager's Role and Responsibility in a Successful Cooperative, 12 pages.
Unit VIII.	Aqua	The Legal Basis For Cooperatives, 34 pages.
Unit IX.	Gray	How Should Cooperatives Be Taxed? 17 pages.
Unit X.	Bronze	Discovering Problems in Cooperative Operations and Taking Appropriate Action, 15 pages.
Unit X, page X-16		The Challenge.

II. STUDENTS LOOK AT COOPERATIVES AS THEY MAY AFFECT THEIR LIVES TEN YEARS HENCE

While in high school students consider almost everything they experience from two points of view simultaneously:

1. How it affects them at the present time.
2. How it will affect them after graduation, ten or more years in the future.

The same is true of cooperation and participation in cooperatives. While in high school you are primarily interested in student cooperatives which usually serve only a limited number of people and do not involve large financial outlay. It is hoped that this experience will better prepare you for participation in cooperatives later on in life. Let's begin right now by anticipating what you need to know which will make your future experience more meaningful.

UNIT OBJECTIVES

As the result of your study and class participation in this unit, you should be able to do the following:

1. Anticipate your future needs and explore where cooperative help can be found.
2. Identify the forms of cooperation that will be available to the individual after he finishes high school.
3. Anticipate individual involvement in cooperatives later on in life and be prepared to make correct decisions as to the role you may take as a user (patron), member, employee, manager, director, etc. of an existing cooperative or as an organizer of a new cooperative.
4. Describe the role of cooperatives in a free competitive society (capitalism) compared to other forms of government.
5. Describe the difference between a system of government and an economic system (e.g. democracy and capitalism).

ADULT COOPERATIVES (IN OHIO)

As a result of your study and activity so far you should now have the "feel" of what cooperatives will be available to you later on in life in contrast with those you engaged in as a student.

You will note that major cooperatives are "big business" involving many people with great financial status. They usually are statewide, regional, and sometimes national in scope. Cooperatives are frequently involved in more than one commodity or service. Some tend to duplicate in function and appear to compete rather than supplement each others purpose and efforts.

The length of time cooperatives have been organized or doing business is not always indicative of their importance; it does not necessarily mean that newer organizations will not be formed when the need is felt by enough people.

The Ohio Council of Farmer Cooperatives lists in alphabetical order the following as member organizations:

Central Ohio Breeding Association

Columbus Fruit & Vegetable Cooperative Association, Inc.

Farm Insurance Mutuals of Ohio

Landmark, Inc.

Louisville Bank for Cooperatives

Nationwide Insurance Companies

NATIONWIDE INSURANCE

NOBA, Inc.

Ohio Agricultural Marketing Association

Ohio Farmers Inc. (Fostoria)

Ohio Federation of Federal Land Bank Associations

Ohio Federation of Production Credit Associations

Ohio Milk Producers Federation

OHIO MILK PRODUCERS FEDERATION

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Ohio Potato Growers Association

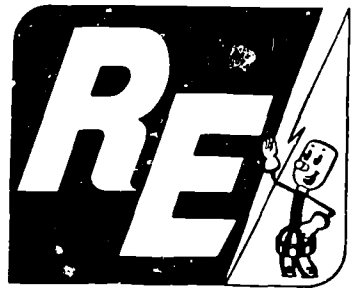

Ohio Rural Electric Cooperative, Inc.

Ohio State Grange

Ohio Wool Growers Cooperative Association

Producers Livestock Association

Ohio Council of Farmer Cooperatives

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What do you know about each of these organizations? Is this present knowledge sufficient for you to decide whether you should become a member or user (patron) of the local affiliate in the future? If so, please proceed with the worksheet on page II - 6.

If you need more information before making a tentative decision, ask your teacher for help. He may: (1) hold a class discussion to make use of the combined knowledge of the group; (2) have an individual class member make a five minute report on those cooperatives not presently understood; or if available, (3) provide information sheets similar to the one shown in Figure 2 for the cooperative you are interested in.

A brief account of the Ohio Council of Farmer Cooperatives and the operations of each of its member organizations will be found in the front pages of the directory prepared by Dr. Charles H. Ingraham, Extension Economist, College of Agriculture, The Ohio State University and Consultant-Coordinator for the OCFC. Your teacher probably has a copy or will secure one or more through the Extension Service or the County Co-op Council Chairman, representative, or contact for the Ohio Council of Farmer Cooperatives.

There are a number of cooperatives you may know about which are not members of the Ohio Council. Please list these in the lower portion of the worksheet (page II - 6) and indicate your judgment in possible involvement in the future. Do not include any which are not business cooperatives.

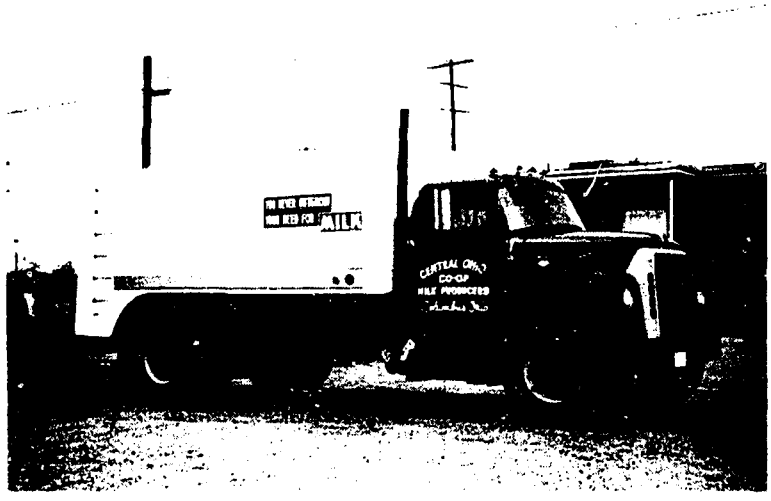

Figure 1. When this Association of Producers added transportation to price negotiation, it became a *marketing* rather than a *bargaining* co-op (refer to Unit I, page I - 6). This is an example of adding an additional marketing function rather than first stage processing since this co-op does not own a plant.

FUTURE INTEREST IN COOPERATIVES

Name of Cooperatives Belonging to Ohio Council	Tentative Decision To Participate After Leaving School		Major Reason For This Tentative Decision
	Yes	No	
Central Ohio Breeding Assc.			
Columbus Fruit & Vegetable Cooperative Assc., Inc.			
Farm Insurance Mutuals of Ohio			
Landmark, Inc.			
Louisville Bank for Cooperatives			
Nationwide Insurance Company			
NOBA, Inc.			
Ohio Agricultural Marketing Assn.			
Ohio Farmers, Inc., (Fostoria)			
Ohio Federation of Federal Land Bank Associations			
Ohio Federation of Production Credit Associations			
Ohio Milk Producers Federation			
Ohio Potato Growers Assn.			
Ohio Rural Electric Co-op, Inc.			
Ohio State Grange			
Ohio Wool Growers Co-op Assn.			
Producers Livestock Association			
OTHER CO-OPS (Insert Name, may be locals or affiliates)			

Figure 2.

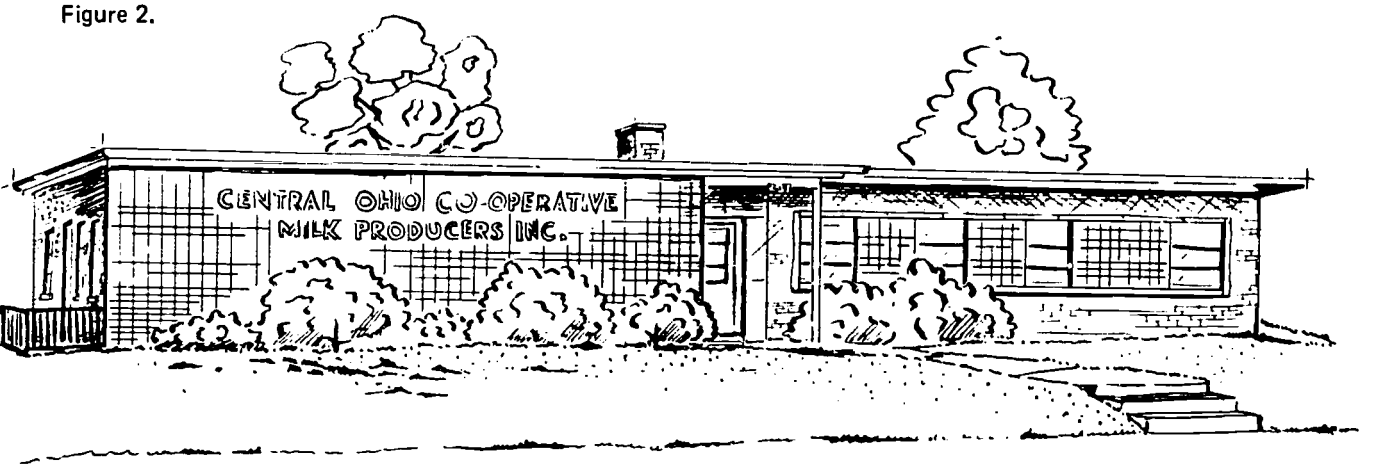

CENTRAL OHIO COOPERATIVE MILK PRODUCERS, INC.[1]

A bargaining and marketing association for dairy farmers

PURPOSE: To act as a bargaining agent for individual dairy farmer members.

To market milk and provide the highest income for all members under existing market conditions.

OBJECTIVES AND SERVICES PERFORMED:

To guarantee a market for member milk.

To assure payment for milk sold.

To provide an accurate butterfat sampling and testing program for members.

To offer for sale dairy production supplies and equipment.

To provide market information for members.

To assure the best use of milk according to its economic value.

To provide an advertising, promotion and research program for milk and dairy products.

To provide skilled representation in state and national legislation.

To broaden the market influence through affiliation with Central Valley Milk, Inc., Ohio Milk Producers Federation, Great Lakes-Southern Milk, Inc., Associated Reserve Standby Pool Cooperative and National Milk Producers Federation.

COCMP organized, in 1939, a merger of Columbus Milk Producers and Scioto Valley Milk Producers. Other mergers and consolidation came in 1962 with Ross Co. Milk Producers, 1968 with Marietta-Athens Milk Producers and 1969 with Pickaway Dairy Cooperative Association.

COCMP provides management services and working arrangements with Scioto Co. Milk Producers Association, Portsmouth, Ohio, and our federated groups (Ohio Milk Producers Federation, Great Lakes-Southern Milk, Inc., Associated Reserve Standby Pool Cooperative and National Milk Producers Federation).

COCMP provides business and supply offices at:

Columbus, Ohio, 519 E. Eleventh Ave.
Marietta, Ohio, 1035 Greene St.
Athens, Ohio, 35 Elliott St. (producer supplies)

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[1]Sample of "Handout" material usually available upon application to any co-op which is a member of the Ohio Council. material will provide ready orientation for those casually interested and detailed study where a prospective member is concerned with the operations as indicated by the financial statement.

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Figure 2. Continued.

The latest financial statement (1st quarter - Dec. 1, 1971 through Feb. 29, 1972) shows assets as follows:

Cash assets	$ 263,718.41	
Other assets (milk payroll)	1,916,741.48	
Fixed assets	334,979.81	
		$2,515,439.70
Liabilities:		
Current (milk payroll)	$2,007,123.07	
Reserves	67,356.14	
Capital Stock	252,246.69	
Surplus capital	61,568.18	
Surplus (earned)	39,906.24	
Revolving certificates	71,526.04	
Undistributed savings	15,713.34	
		$2,515,439.70

Latest fiscal period Dec. 1, 1970 through Nov. 30, 1971.

Assets	$2,599,047.73
Operating Statement - Income	688,971.18
Expenses	644,592.71
Allocated to "A"Stock	21,706.38
Net savings allocated to cash and patronage certificates	22,672.09
Net Savings	44,378.47

COCMP had on January 1, 1972, 1,355 members. The area covered by COCMP is divided into 11 districts, with each district divided into advisory council units. There are 11 directors and 54 councilmen. The Board of Directors meets at least monthly and the Advisory Council meets quarterly.

Directors are elected for a two year term at a district election meeting held in their district. Directors are eligible only if they have served as an advisory councilman for one full year and within a five year period.

All members are eligible to serve as an advisory councilman and are elected yearly at the district election meeting.

COCMP operates on a one member one vote principle. The member is assessed a fee of 5½¢ per cwt. for operation of the association plus ½¢ per cwt. to be issued in Class "A" preferred stock plus any advertising and promotion voted by the membership (4¢ per cwt. at present time). All members sign a membership agreement and pay $1.00 for one share of common stock.

Any income over expenses is allocated to the member according to the amount of milk marketed during the period with 20 percent of cash and the remainder as a patronage certificate.

Patronage certificates are rotated on a five year basis.

The association does not pay interest on shares of stock but allocates any savings in patronage certificates.

At this time you may have some questions about the Ohio Council. These may include:

When was it organized? What is its major purpose? How is it financed?

What action would I take if I were a member of a cooperative which did not belong to the OCFC?

How does each cooperative in which you are interested meet the three criteria for a cooperative listed on page I - 10 of Unit I?

The best way to find out would be to invite the county (district) co-op council chairman to come to your class. He represents the OCFC in providing leadership for the cooperative educational programs. You or your teacher may already know the person but since they usually change each year, you may have to do some inquiring. This chairman usually is a manager of one of the co-ops but may be one of the directors.

If no member of your class can identify the current chairman, let's have a little contest to see who can find out first. There will be no prizes but it will be a challenge.* Your teacher probably will have a better opinion of your interest in cooperatives if you come up with the right person. When you find out, insert his name, etc. here.

Name: _____ Title: _____

Co-op he represents: _____

Address: _____

*There is a true story about two millionaires who owned steam boats in the early days of our country. One challenged the other to a race from New Orleans to St. Louis for a $100,000 wager. The other refused unless it was $200,000. It kept going up until finally the race was held for 5¢ cash and a million dollars worth of glory.

Can you think of an example in which people do things because they want to - rather than for a prize. If so, share it with others below:

_____

_____

_____

_____

In addition to finding out who is the present county chairman, see if you can find out the following about the county cooperative council.

Meetings held (time and place) _____

Last meeting held _____ Number attending _____

Educational programs sponsored in the last 12 months:

1. _____

2. _____

Are minutes kept? _____

How is the program financed (place an X for applicable statement)?

1. Dues paid in advance _____

2. Costs assessed afterward _____

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If you are unable to get your questions answered about the Ohio Council of Farmer Cooperatives through personal contact, the following may be of interest.

The member cooperatives realize that there must be a continuous program of informing and educating everyone about what is going on in this cooperative method of doing business in our free enterprise society. Cooperatives can do some of this within their own organizations but much can be done better by considering cooperatives "across-the-board."

The Ohio Council operates through ten work areas (districts) which are identical with the Extension Area Centers. A member of the Board of Trustees is assigned to lead each area and assist in the development of county and area programs. This assignment includes the selection of county chairman elected by the co-ops in the county, and the area chairman elected by the county chairmen. As with any organization some counties and some areas do better than others.

Many counties have a monthly luncheon meeting where the managers of each co-op get to know each other better and informally consider mutual problems. Such meetings provide an opportunity to plan and coordinate educational programs.

Area meetings of county chairmen are usually not held on a scheduled basis, but the chairman works closely with the consultant-coordinator of the OCFC in providing information from the counties and disseminating information from the Council. There is an annual meeting of the OCFC and the Board of Trustees which meets quarterly.

As an adult, you will be interested in knowing how the cooperative(s) to which you may belong, participate in the county councils, area meetings and annual meetings of the OCFC.

With over 200 cooperatives in Ohio, you may wonder why only 17 are members of the OCFC.[1] In most instances, only the parent organization belongs. For example, Landmark, Inc. represents all of the 86 county Farm Bureau Cooperative Associations and pays all of the dues for these organizations.

Figure 3. The Marysville Yards of the Producers Livestock Association opened in 1971 - other auction markets are located at: Bucyrus, Coshocton, Delta, Eaton, Findlay, Greensville, Hillsboro, Lancaster, Mt. Vernon, Springfield, Wapakoneta, Washington Court House, Wilmington in Ohio and Vincennes and Ft. Wayne in Indiana.

The Marysville auction is the newest of 22 facilities operated by the Ohio cooperative. It is an attractive steel and concrete building with more than 46,000 square feet under roof and an additional 8,000 square feet in outside livestock pens.

Members of the cooperative pay no dues. A charge for services rendered is made and at the end of each year all savings over actual operating expenses are prorated back to each person who had made use of marketing or related services.

[1] In 1968, there were 216 cooperatives in Ohio according to Dr. Martin A. Abramson, Deputy Administrator, Farmer Cooperative Service, USDA.

YOUR INVOLVEMENT IN COOPERATIVES IN THE FUTURE

In Unit I, page I - 11, you were asked to make a preliminary decision on personal involvement in cooperatives in your own community. Let's go deeper into the role you may take, in anticipation of your involvement after leaving school.

1. USER (PATRON)

When you buy or sell as an adult, you may care to give more weight to:

a. What cooperatives in general have done to increase returns and lower prices by providing competition in the past.

b. What would happen if the cooperatives went out of business and the competition presently supplied was withdrawn.

c. What new technology have cooperatives made available to you which otherwise probably would not have been provided.

Consider yourself as a non member. Suppose that bailing twine (or any item which you need) of the same quality at the same price was available from a cooperative or an old line company. Where would you buy? _____

Why? _____

_____

2. MEMBER (STOCKHOLDER)

The best way to support cooperatives and benefit from memberships is to pay a membership fee or buy a share of stock.[1] However, there is a *painless* way you may prefer as an adult. This would be to patronize a cooperative which credits non members with the amount of patronage refund until they accumulate enough to earn a membership or share of stock. In this way, you automatically become a member.

Once a member, what are your privileges and responsibilities? Here are some of them:

a. Co-op members own their business and receive the benefits. They, rather than the manager or Board of Directors, control it and are the key to whether it is profitable or not.

b. Members provide their proportionate share of the capital. When money has to be borrowed, each individual must bear his proportionate share of the added cost of doing business. This is necessary because of the interest paid on borrowed capital.

c. Every policy making decision affects each member's operation. Members acting as a group may withdraw authority previously delegated to the Board of Directors or manager. (Members cannot revoke contracts previously made.) As an individual, a member needs to be informed and active in order to work with other members to insure that the co-op will operate properly.

d. Members join a cooperative for mutual benefit. Maximum material benefit results only when each member provides maximum patronage of all services which fit his operations.

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[1] Membership in a farm credit association is automatic upon securing a loan.

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e. Each member must bear his share of the risks in proportion to his equity and patronage. Co-ops should set aside resources to cover possible losses (e.g. uncollectible debts). There is no risk or personal liability other than the membership fee or stock purchased but if a co-op does not make money the patronage refund (dividend) is reduced.

f. Since the cost of doing business must be paid before there is a patronage refund (dividend), members should provide their share of operating costs in direct proportion to their patronage.

g. It is not enough merely to join. Each member has an obligation to maintain the cooperative especially by:

(1) Reading and understanding the copy of the by-laws given him when he becomes a member.

(2) Continuing to support during temporary adverse conditions (e.g. a price war).

(3) Bringing in new members.

(4) Taking suggestions and criticisms to Boards of Directors or membership meetings (annual or special) rather than merely *griping*.

(5) Accepting the *majority rule* principle on policy decisions even when in personal disagreement with the other members.

(6) Serving on the Board of Directors or committees when asked to do so.

After reflecting on a member's status indicated above, will you be willing to accept them as an adult? Yes No (circle)

List the number of any of the above which you cannot accept and briefly explain your position.

_____

_____

_____

_____

Do you feel everyone is qualified to become a member just because he has the money to buy a membership or share of stock? Yes No

3. DIRECTOR

Once a member, the next adult step open to you is to become one of the Board of Directors. Before accepting a nomination there are three (or four) documents with which you should become familiar and every cooperative should have:

a. The Charter (or Articles of Incorporation) under which the cooperative was organized.

b. The By-laws (or Code of Regulations) which set forth the duties of the Board of Directors.

c. A code of ethics which clarify authority exercised by the Board as a whole or by individual Board members, and general rules concerning the conduct of the business particularly relationships with the members, the manager, and the employees.

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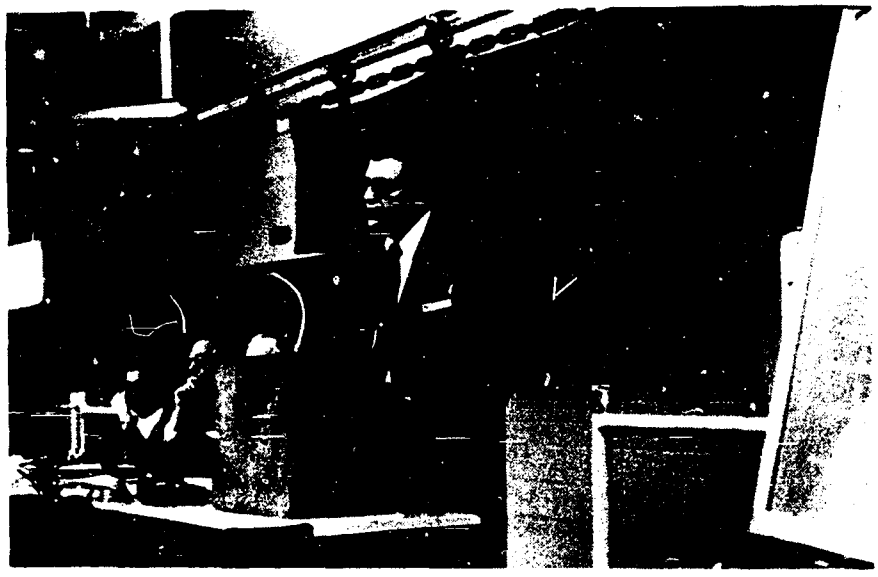

Figure 4. Bryce Weiker, sales manager of NOBA, Inc., is reporting to the members at the 1973 Annual Meeting Max Drake, General Manager of NOBA, Inc. is seated in the middle.

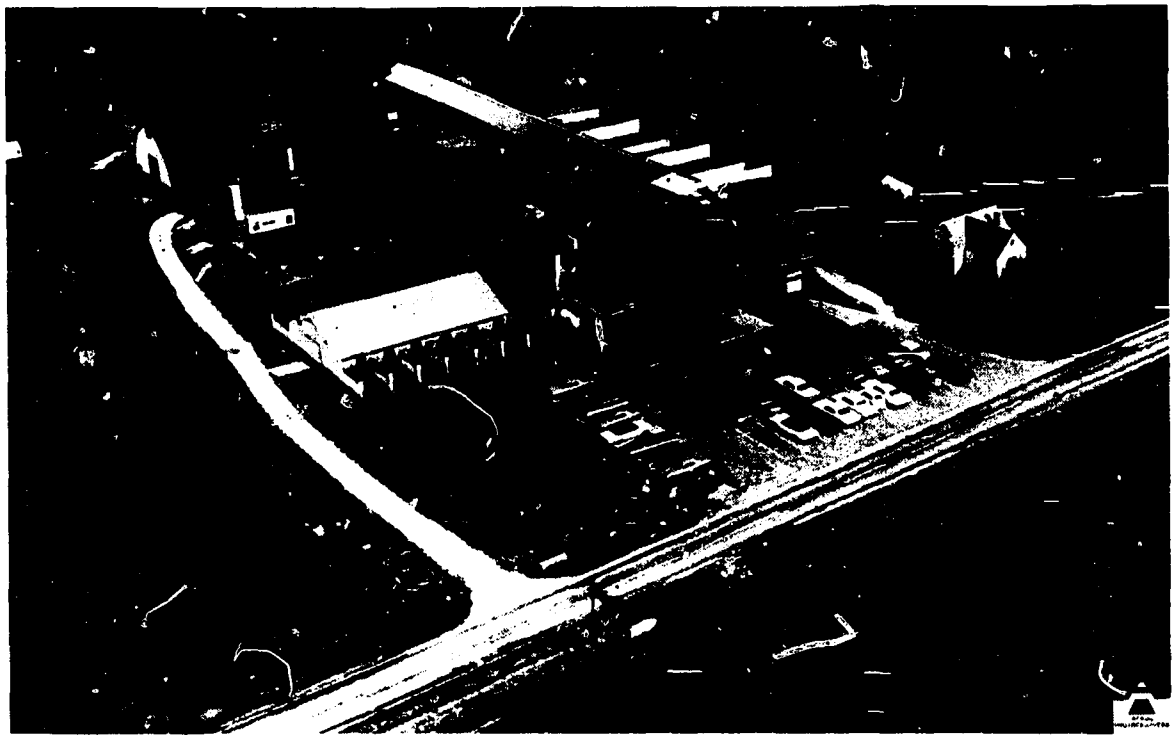

Figure 5. The Central Ohio Breeding Association is a cooperative which serves members but also sells semen to private inseminators to increase the volume of sales and reduce costs.

d. A policy manual in which decisions of the Board on recurring situations are recorded so that they will be followed in future similar situations without taking up time in Board meetings.

More time will be devoted to developing these documents in Unit III, but for the present, let's concentrate on the part of the by-laws covering the duties of the Board of Directors.

Your teacher has probably already secured a copy of the by-laws for one or more cooperatives. You may care to examine the one for a cooperative you are particularly interested in.[1] When you examine a set of by-laws look for statements covering the following:

(1) General supervision and control of the business including installation and operation of an accounting system which will properly record all business transactions and provide monthly and annual reports showing the correct status.

(2) Employment of a manager, fixing his salary, defining his duties, delegation of authority and determining the responsibilities for which he will be accountable. Did you find this? Yes No (circle)

(3) Hiring of other employees (operating, auditing, legal council, etc.) Did you find this? Yes No

(4) Approve budgets, make periodic analyses of members' needs, forecasts of all phases of the operation and take timely action as indicated. Did you find this? Yes No

(5) Maintain continuous control through (a) review of periodic reports (monthly and quarterly) of the general manager and treasurer, (b) comparing the current position with the previous report and the goals set up in the budget or other planning documents. Did you find this? Yes No

(6) Provide for security bonds to cover the manager and employees (cost paid by the co-op). Did you find this? Yes No

(7) Provide for insurance to cover property, stock, liability, and indemnification (protect board members from damage suits for improper action). Did you find this? Yes No

(8) Select a depository (bank) for funds and determine the manner of receiving, depositing, and disbursing. Also power to change banks, persons signing or countersigning checks, etc. Did you find this? Yes No

(9) Engage an auditor (competent, disinterested, public) to examine books and make an annual report directly to the Board of Directors and members at the annual meeting showing:

(a) Balance sheet indicating the assets and liabilities of the cooperative.

(b) Operating statement showing the cost of, receipts from, and gross margins of each of the major products and services; listing of all expenses; dividends paid; retained earnings and provision for taxes. Did you find this? Yes No

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[1] If this is not convenient, you may use the example found in *Legal Phases of Farmer Cooperatives,* Information Bulletin, No. 66, Farmers Cooperative Service, USDA, usually found in the County Extension Offices.

(10) Handling members' suggestions and complaints sympathetically; keeping the membership informed on the affairs of the cooperative. Did you find this? Yes No

(11) Any other item found which you feel is good or bad and would be of interest to the rest of the class.

_____

_____

_____

After considering the duties of a director, do you feel you might care to serve as an adult?

_____ Why or why not? _____

_____

_____

There are two schools of thought on pay for directors. One is that they should receive adequate compensation in order to attract good men who will do a good job. This increases the cost and reduces the patronage returns to the members. The other is that the director should do this as a service for little or no compensation. In either case, there may be merit in limiting the length of time to insure that *if it is good* it will be passed around and *if it is bad* no one will suffer long. What is your judgment on the length of time an individual should serve as a director? (circle)

3 years 5 years 10 years How many? _____ No limit

Some cooperatives have no limit on the total years but specify that a director cannot serve more than two consecutive terms. Is this good or bad? _____ Why? _____

_____

_____

What do you feel an adult should receive for attending a monthly meeting? (circle)

Stipend: $0 $2 $5 $10 $25 $100 How much? _____

Mileage from home and return:

None 8¢ per mile 10¢ per mile 15¢ per mile How much? _____

Stipend only: Yes No

Mileage only: Yes No

Both stipend and mileage: Yes No

You may care to discuss your appraisals with others in the class *after* you have made them.

The president and vice president are always members of the Board of Directors and elected from within this group. The secretary and treasurer may or may not be elected members of the Board of Directors as set forth in the by-laws.

All the officers have responsibilities in addition to those for all directors which you may or may not wish to undertake. These duties and responsibilities are set forth in the by-laws and are generally similar to those performed by the officers of any business.

An officer may receive more compensation than a director as authorized by the Board of Directors or as set forth in the by-laws. This is usually limited to the treasurer or secretary,

depending on the size of the cooperative and the amount of additional time required to perform their duties. However, under the Ohio Cooperative Marketing Act (Farnsworth-Green), no officer may receive a salary as a full time employee.

Experience shows that the officers bear greater responsibility for the success of the cooperatives. They hear more criticism and rarely receive credit for what is accomplished. In light of these facts, what is your present feeling about serving as an officer? _____

_____

_____

_____

Which office would you prefer to hold ten years hence? _____

Why? _____

_____

_____

5. MANAGER

A co-op manager, perhaps more than any other individual, is responsible for the success of the cooperative. He must simultaneously solve all of the problems of operating the business on a day to day basis, and advise the Board of Directors on longer term projections.

Under the former task, he will be concerned with sales promotion, purchasing, distribution, pricing, financing, personnel, accounting, and record keeping. Under the latter, he will prepare budgets, make periodic reports, projections, recommendations, or do anything expected or a counselor so that the Board and manager can work as a team.

As an adult you may view the position of a manager in three different lights:

a. From the position of a member of the Board of Directors working *hand in glove* to insure the success of the cooperative.

b. As a key employee responsible to the Board of Directors, yet constantly aware of your day to day relationship with the other employees on one hand and the users (patrons) on the other.

c. As a member (stockholder) who is never quite sure whether the manager is doing the best possible job. You want to make suggestions for improvement of service, yet hesitate to take them up directly with the manager or through the Board of Directors.

Regardless of which position you may be in, you will be concerned with:

a. How the manager gets hired and what qualifications he should have.

b. What are his duties and responsibilities?

c. What are his relationships with the Board of Directors, other employees and user/members?

d. How is his work evaluated?

In a well-run cooperative all of the above will be written down and available for ready reference.

You may have discovered some of them when looking over the by-laws or the policy manual. There may be a written job description which is a separate document.

From your previous contacts, did you find out enough about the manager's role? You may care to go back and re-examine documents or make further inquiry in order to complete the following for a cooperative you may have been studying.

THE CO-OP MANAGER'S JOB

NAME OF COOPERATIVE (insert): _____	FOUND	NOT FOUND
Qualifications and experience (age, education, farm background, work background, etc.)		
Authority to hire (and fire) subordinates (fix compensation, determine duties, delegate responsibility, etc.).		
Responsibility to train subordinates (set standards for performance, evaluate progress, raise wages or salaries, etc.).		
Responsibility for purchasing, pricing, inventory control, etc.		
Responsibility for setting up and operating, accounting, reporting, and collection procedures.		
Responsibility for analyzing, forecasting and recommending action to the Board of Directors (e.g. building program).		
Responsibility for maintaining good member/patron relationships.		

6. EMPLOYEE

Students in Agri-Business will have considered the pros and cons of working as a non-management employee and some may have had occupational experience in a cooperative.

Ten years from now you may already be an employee of a cooperative, or as an adult who has started in another line of work, you may be offered an opportunity to work for wages or salary in a non-management position of a cooperative. Would you accept? Here are some of the things you should consider:

a. Is there a job description or if not, how will I know what I am supposed to do and how much am I expected to accomplish in a given time?

b. Who will I look to for training and supervision?

c. How will I be compensated?

   (1) Money with or without incentive payments (commission or bonus).

   (2) Retirement benefits.

(3) Medical and hospital insurance.

(4) Life Insurance.

(5) Vacation, sick leave, etc.

d. When and how will my work be evaluated?

e. What are the opportunities for promotion?

f. Will I be happy with working conditions and management?

All of these factors apply whether the business is a cooperative or not. However, in a cooperative, greater emphasis must be placed on training employees to understand co-op principles. Employee morale is vital to the success of any business, particularly cooperatives.

A cooperative must have well trained personnel, not only in the technical side (sales, warehouse, delivery, bookkeeping, etc.), but, most important, in cooperative principles so that he can educate and inform those whom he works with or customers he serves.

An employee of a cooperative who does not believe in the cooperative way of doing business will not be happy; if many employees feel this way the morale will be poor. This will be apparent to the users (patrons) with a negative effect.

A good employee wants a program of information and training so that: (1) he gets satisfaction out of doing his job, (2) it makes him feel important to the success of the cooperative in which he has a vested interest as this is where he makes his living and looks for promotion.

From your experience with employees of cooperatives perhaps you can think of an instance where it was evident that the individual was well trained in co-op principles and used this knowledge effectively. Please indicate and share it with your classmates.

_____

_____

_____

A federated cooperative handles 32% Dairy Feed manufactured by its parent company on which the local co-op receives a patronage refund. It also handles a proprietary brand of equal quality and price. As an employee how would you explain to a member (stockholder) why it is to his advantage to buy the former? _____

_____

_____

_____

If you prefer, develop this into a simple skit and *role play* with a classmate for the benefit of the class.

In Unit I, page I - 11, you were asked to indicate your possible involvement in cooperatives which you studied or were familiar with. Now go back and see if you have a different appraisal from the view point of an adult, perhaps ten years from now. If you do please indicate by marking with a red X or ? in the *future* set of boxes. Add the names of other cooperatives to the list, if you feel you will be involved with them as an adult.

COOPERATIVES IN A FREE COMPETITIVE SOCIETY

As an adult, you will repeatedly have to face up to a personal evaluation of the role which cooperatives do and should play in our present society. From your history, political science (Problems of American Democracy), and economics courses in school, as well as your experience as part of a family engaged in agriculture or some other way of earning a living, you have been continuously exposed to the virtues and shortcomings of capitalism (as a way of doing business) and democracy (as a form of government).

To many people, a cooperative is the ready solution to any imperfection in capitalism. In fact, some people would consider cooperatives as a separate economic system rather than a part of the capitalistic approach.

Although you need not make a final commitment now, you may care to make some tentative decisions on the following:

- Are capitalism and democracy the same thing? Yes No (circle)
- Are capitalism and the free enterprise system of economic the same thing? Yes No
- Are cooperatives and cooperation possible only in a democracy? Yes No
- Do cooperatives strengthen or weaken a free enterprise economy? Yes No
- Should a single or a group of cooperatives attempt to influence change in society (government) as well as change in the economy? Yes No
- Should cooperatives expect different treatment from government than accorded other ways of doing business? Yes No
- Can cooperatives solve problems for the society which other organizations have not been able to do? Yes No For the economy? Yes No

To help you decide, the following are considered basic:

1. An economic system is a set of controls (laws, customs and regulations) which determines how the resources which are available to a group of people are utilized in the satisfaction of their needs and wants.
2. These *resources* are controlled by: (a) individuals, (b) business organizations (including cooperatives) and (3) governments.
3. Capitalism allows the most individual freedom in the use of resources. Communism or state socialism allows the least freedom with socialism, fascism and mixed systems (those containing elements of two or more systems operating at the same time within an economy) in between.
4. In any economic system there are six basic features:
   a. Ownership of property.
   b. Initiation of enterprise.
   c. Economic incentives.
   d. A pricing mechanism.
   e. Market competition.
   f. The role of government in influencing the other five.

Professor Ewell Roy has charted these factors as they are found in the five economic systems existing in the world today which is shown in Figure 6.

Figure 6. Comparisons of the Five Economic Systems.

COMPARISONS OF THE FIVE ECONOMIC SYSTEMS[1]

ITEM	CAPITALISM	FASCISM	SOCIALISM	COMMUNISM	MIXED
Ownership of property.	Individual	Individual, but with state direction.	State owns basic industries; balance owned by individuals.	State owns everything.	Individuals and government.
Initiation of enterprise.	Individual, partnership, and corporate.	Corporate structure emphasized. (Industry groups)	State owns basic industries; free enterprise permitted elsewhere.	Only the state initiates enterprise.	Individuals and government.
Economic incentives.	Profit motive predominates; nonprofit motives supplement.	Profit motive and state power are interrelated.	Limited economic incentives are provided; emphasis is on incentives other than profit.	Economic incentive is severely limited.	Mixed. Some economic; some political.
Pricing mechanism.	Free market prices guide individuals and businesses in producing exchanging and consuming.	Free market prices guide the economy if they fulfill the state's goals.	Free market prices do not predominate? state administered prices prevail.	State planners and technicians set prices at their will.	Mixed. Some economic; some political.
Market competition.	Various types of enterprises compete, with the government as watchdog.	The state fosters corporate monopoly as a means of political control.	The state has no competition if it does not want it.	No one competes with the state.	None in heavy industry; competition otherwise; situations vary.
Can true cooperatives exist?[2]	Yes. Cooperatives are truly consistent within capitalism.	Yes. However, cooperatives are often rendered ineffective when they oppose the state.	Yes, in the consumer goods sector. No, in the producer goods sector.	No. Cooperatives cannot exist because of the economic and political control of the state.	Yes, but much depends on the influence and control of the government.

[1] Roy, Ewell Paul, "Cooperatives Today and Tomorrow," The Interstate Printers & Publishers, Inc., Danville, Illinois, 1964.

[2] A true cooperative is defined as a "business organized, financed and managed by, of and for its patrons, furnishing and/or marketing at cost, goods and/or services to patrons." You may care to compare this concept with the three principles of a cooperative stated in Unit I, page 10.

Take 15 minutes to go over Figure 6. Explore it as you see fit. Become thoroughly familiar with capitalism before proceeding to the other economic systems.

It may help you to recall that perhaps the best example of each of the economic systems is:

Capitalism - The United States of America

Fascism - Hitler and Mussolini regimes in World War II

Socialism - England after World War II

Communism - Russia (Union of Soviet Republic)

Mixed - Emerging countries particularly in Africa where the government approach socialism in control of railroads, heavy industry, and electrical power but leave agriculture and small industry to private ownership. It should be noted that once socialism is initiated in a mixed economy, it is more difficult to go back to private ownership than it is to move toward complete state ownership.

Although we are primarily interested in cooperatives at this time, the fact that most farmers and Agri-Businessmen are *entreprenuers* makes it worthwhile to go over all of the market features of each of the economic systems.

After your 15 minutes of study - go back over your responses on page II - 19 and make any changes you care to.

Now see what you can do with the following questions:

1. Which economic system allows the widest opportunity for individual action?

   _____ The least? _____

2. When must the state (society) restrict individual action? _____

   _____

   _____

   Give an example: _____

   _____

3. Can true cooperatives exist in all economic systems? _____

   Under which system are cooperatives most effective? _____

   The least? _____

4. What replaces the profit incentive of capitalism in other economic systems?

   _____ and _____

5. In Russia — the term cooperative is used to describe a group of farm families operating a large tract of land under a manager. This manager is appointed by the state using machinery supplied by the state, with any products above the assigned quota belonging to the group. Do you feel that this is a proper use of the term cooperative? _____

   Why or why not? _____

   _____

   _____

   _____

SYSTEMS OF GOVERNMENT VERSUS ECONOMIC SYSTEMS

Is there a difference between systems of government and economic systems? In Figure 6, you undoubtedly noted that fascism, socialism and communism are used to designate economic systems and are also commonly accepted as forms of government. Only capitalism is not considered a form of government. Rather it is the economic system practiced in a democracy. Do you feel we should try to differentiate between economic systems and systems of government? Why or why not? _____

_____

_____

_____

In one sense, democracy is a giant cooperative. To some people, cooperatives, developed to their maximum potential, are an economic system all of their own rather than a part or feature of all economic systems. Do you agree? _____ Why or why not? _____

_____

_____

_____

Your interest in revising your own position in your study of cooperatives will continue both in school and after graduation.

If we accept the principle that governments exist to serve the interests of the people they govern and that an economic system "determines the manner in which resources available are utilized in the satisfaction of human wants."[1] It becomes apparent that systems of government and economic systems are closely intertwined. Can cooperatives function better as a part of an economic system or as a separate system all its own? _____
Do you have any thoughts about this? _____

_____

_____

_____

_____

Changes in prices in the market place are the reflections of consumer desires. Consumer purchases tend to automatically adjust production since consumers decide how and what to spend their money on; and producers plan accordingly.

Whoever makes economic decisions depends heavily on these price relationships. Who makes these decisions under:

Capitalism: _____

Fascism: _____

Socialism: _____

Communism: _____

---

[1]Due, John F., "Intermediate Economic Analysis," R. D. Irwin, Inc., Homewood, Illinois, 1950.

Cooperatives fit well in a democracy because they:

- Are profit oriented.
- Support the principle of private ownership.
- Welcome competition.
- Provide a form for doing business which enforces the role of the individual who cannot compete as a self proprietor, partner or as a stockholder in a cooporation for profit.

It is hoped that whenever you felt a need to check your thinking as you proceeded through this unit, you brought up the matter for discussion with other members of the class. If this was not done before, perhaps you should do it now.

YOUR EVALUATION

As in Unit I, you are probably in a better position than any one else to evaluate your progress in anticipating your attitude and possible involvement in cooperation and cooperatives when you become an adult. Since it is difficult to anticipate ten years ahead, you need not make a definite commitment (on paper) at this time concerning these matters.

However, please indicate your appraisal of the grade you feel you should receive on your participation in this unit. Circle and insert + or — where appropriate.

A B C D E

Your teacher will do the same and then you can compare. If there is a major difference in your appraisal and that of your teacher, perhaps you can justify your position by writing a paragraph on "Are Cooperatives an Asset or Liability in a Capitalistic Economy?"

Figure 7 on page II - 24 shows McComb, Ohio Farm Management class on field trips to study cooperatives in their career. Wider coverage is made possible by splitting up the group according to individual interests.

Figure 7. McComb Chapter visits cooperatives.

Pat Rider, the manager of McComb Farmers Cooperative an affiliate of the Ohio Farmers of Fostoria explains the operation of the grain marketing and feed division.

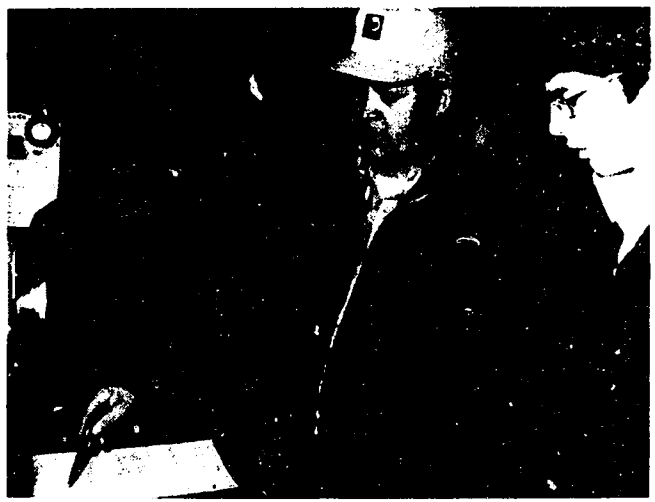

Clyde Rader, beef buyer at the Findlay Producers Market explains the price list for feeder pig auctions.

Bob Bradner, manager of the Wood-Hancock REC explains the operation of the Cardinal Generating Plant, cooperatively owned by all the rural electric co-ops in Ohio to Duane Statler, FFA Secretary and Steve Neiderhiser, FFA Vice President in the meeting room at the REC office.

Fred Cribley, manager of the Northern Ohio Production Credit Association serving five counties, discusses net worth sheets with representatives of McComb chapter.

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ACCESSION NUMBER: VT100650

PUBLICATION DATE: 73

TITLE: HOW ARE COOPERATIVES ORGANIZED? SERIES ON COOPERATION IN A FREE ENTERPRISE SOCIETY WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS.

PERSONAL AUTHOR: LINTNER, J. H.

DESCRIPTOR: *AGRICULTURAL EDUCATION; *UNITS OF STUDY (SUBJECT FIELDS); *COOPERATIVES; MARKETING; *MANAGEMENT; PLANNING; MANUALS; *INDIVIDUAL STUDY; ORGANIZATIONS (GROUPS)

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 553

ABSTRACT: THIS STUDENT MANUAL, PROVIDING A UNIT OF STUDY ON COOPERATIVES, CAN BE USED FOR INDIVIDUAL STUDY IN AGRICULTURAL EDUCATION CLASSES AT THE SECONDARY LEVEL OR IN YOUNG FARMER EDUCATION CLASSES. MATERIAL COVERED CONSISTS OF THE THIRD UNIT OF A 10-PART SERIES AND INCLUDES THE PLANNING AND ORGANIZING PROCEDURES CONCERNED WITH ESTABLISHING A COOPERATIVE AS A GOING CONCERN. TEXTUAL CONTENT, ILLUSTRATIONS, SAMPLE FORMS, AND WORKSHEETS GIVE THE STUDENT MATERIALS FOR INDIVIDUAL STUDY. RELATED UNITS ARE AVAILABLE AS VT 100 648 - VT 100 649 AND VT 100 651 - VT 100 657. (MU)

REPORT NUMBER: AGDEX 836, UNIT III

AVAILABILITY: AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, ROOM 201, 2120 FYFFE ROAD, COLUMBUS, OHIO 43210

INSTITUTION NAME: OHIO STATE DEPT. OF EDUCATION, COLUMBUS. AGRICULTURAL EDUCATION SERVICE.; OHIO STATE UNIV., COLUMBUS. DEPT. OF AGRICULTURAL EDUCATION.

SPONSORING AGENCY NAME: MARTHA HOLDEN JENNINGS FOUNDATION, CLEVELAND, OHIO.; OHIO COUNCIL OF FARMER COOPERATIVES.

VT 100650

Unit III
AGDEX 836

COOPERATION IN A FREE ENTERPRISE SOCIETY
WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

III. HOW ARE COOPERATIVES ORGANIZED?

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tate Department of Education

and

Department of Agricultural Education
The Ohio State University

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The Cover Page

Duane Stateler, McComb FFA showing poster which placed first in the National Competition at the American Institute of Cooperation, Ames, Iowa, August, 1972. Duane's trip was sponsored by the McComb Farmers Cooperative Association and the Hancock-Wood Rural Electric Corporative, Inc.

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III. HOW ARE COOPERATIVES ORGANIZED?

Unit III of the series on

COOPERATION IN A FREE ENTERPRISE SOCIETY
WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

By

Dr. J. H. Lintner

Under the Direction of

Dr. Harlan E. Ridenour, Director
Ohio Agricultural Education
Curriculum Materials Service

and

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A Project of

Martha Holden Jennings Foundation

and

Ohio Council of Farmer Cooperatives

OHIO AGRICULTURAL EDUCATION
CURRICULUM MATERIALS SERVICE
Room 254, 2120 Fyffe Road
Columbus, Ohio 43210

1973

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ACKNOWLEDGMENTS

The series of units on cooperation and cooperatives is the result of a cooperative effort of a number of people and organizations.

Dr. Charles H. Ingraham, Consultant-Coordinator for the Ohio Council of Farmer Cooperatives, felt the need for some curriculum material which would be different and more effective than earlier efforts. He approached Dr. Harlan E. Ridenour to see what could be done by the Ohio Agricultural Education Curriculum Materials Service which follows an innovative approach unique in the curriculum materials field.

Dr. Ridenour agreed to undertake the project if appropriate financing could be secured.

The Martha Holden Jennings Foundation of Cleveland, Ohio through Mr. George B. Chapman, Jr., Chairman of the Advisory Committee, provided half the cost of the project. The Ohio Council of Farmer Cooperatives and the Ohio Agricultural Education Curriculum Materials Service jointly matched this contribution.

The Educational Committee of the Ohio Council, augmented by other cooperative experts as needed, served as the Advisory Committee for the project. They not only provided guidance in the quarterly meetings but reviewed the draft copies. Members of this committee were:

Mr. C. Neilson Griffith, Vice President, Landmark, Inc. as Co-Chairman;
Mr. Don Schriver, Asst. Director of Public Relations, Ohio Farmers as Co-Chairman;
Mr. Thomas Farr, President, Louisville Bank for Cooperatives;
Mr. Robert Walker, Director of Public Relations Program, Nationwide Insurance;
Mr. Paul Slade, General Manager, Ohio Agricultural Marketing Associations;
Mr. Merle Lashey, Jr., Executive Vice President, Ohio Federation of Production Credit Associations;
Mr. James Ross, Master, Ohio State Grange;
Mr. D. L. Burgeois, Manager, Federal Land Bank, and Alvin Reuwee, Northern Ohio Breeders Association served ex officio as President and Secretary-Treasurer for the Ohio Council of Farmer Cooperatives.

Members of the Board of Trustees of the OCFC were provided draft copies and many reviewed them in their entirety.

Teachers of Agricultural Education who tried out the units in draft form with their classes were: Mr. Richard Bertz, Pike-Delta-York High School; Mr. Phil Hulse, River Valley High School; Mr. Odell Miller, Marysville High School; Mr. Gary Moore, Fort Frye High School; Mr. Joe Parrish, Caldwell High School; Mr. Ray Stemen, Fairfield Union High School; and Mr. David White, McComb High School.

Other interested persons who made significant contributions to the project include: Mr. Jack Hill, Vice President, Education and Community Service, Ohio Farm Bureau Federation, and Mr. Richard McCrea, Educational Consultant, Martha Holden Jennings Foundation.

The author and co-directors gratefully acknowledge the interest and assistance of all who contributed to the project, especially to Mrs. Evelyn Roediger who prepared the manuscript for printing and Miss Tressa Scott who did the art work.

PREFACE

Although this Student Manual was prepared primarily for use on the secondary school level, it is realized that there may not be sufficient time to cover everything during the high school course. Some of the units may purposely be reserved for use with Young Farmer classes or other out-of-school groups. However, it is hoped that all 11th and 12th grade Agricultural Education students will complete at least Units I, II, and III. Two weeks of formal study would seem to be a minimum.

The units are designed to progress according to the time available and the individual need or interest warrants. Each unit is complete. Although only Unit I is covered, students will have a working knowledge of cooperatives commensurate with the time and effort expended.

It is believed that students and teachers can proceed with the units without a text or teaching guide. In a study of cooperatives, as well as many other areas of agriculture, there may not be one correct solution for any problem situation. For this reason, students should respond as they see fit, rather than attempt to find the "right answer."

It is much more important for students to individually interpret questions and resolve them in terms of their own situations, rather than strive for uniformity among the class.

Discussions with classmates as individuals or as a teacher-directed class is to be encouraged, having in mind the ever present problem of total exploration versus efficient use of time.

The self-grading proposal at the end of each unit may be used as the students and teachers see fit. Teachers and students are encouraged to jointly develop the points to be considered in grading (with the relative weighting of each) upon the completion of Unit I.

Although the writer has no feeling that his judgment on rating individual performance should be more than a "point of departure" for class consideration, it is as follows:

1. Evidence of thinking and understanding 40
2. Evidence of additional search and research outside the manual and classroom (family - neighbors - cooperative directors, managers, employers) 20
3. Quality of responses in manual 10
4. Completeness of responses in manual 10
5. Participation in discussion with:
   - classmates as individuals with the teacher only as a resource person
   - class as a whole under the teacher's direction 20

If a student is not satisfied with his or her grade or the way in which it was determined they may go back to the objectives at the beginning of each unit. If the student can actually perform the actions as stated, the degree of competence should determine the grade.

J. H. Lintner

COOPERATION IN A FREE ENTERPRISE SOCIETY
WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

UNIT TITLES

Unit I.	Orange	Students Look At Cooperatives In Their Daily Lives, 24 pages.
Unit II.	Rose	Students Look At Cooperatives As They Will Affect Their Lives Ten Years Hence, 24 pages.
Unit III.	Yellow	How Are Cooperatives Organized? 20 pages.
Unit IV.	Lime	Are Rochdale Principles Applicable In Today's Cooperatives? 8 pages.
Unit V.	Olive	What Are Cooperative Members' Responsibilities? 25 pages.
Unit VI.	Red	Should I Serve As a Director or Officer of a Cooperative? 27 pages.
Unit VII.	Green	The Manager's Role and Responsibility in a Successful Cooperative, 12 pages.
Unit VIII	Aqua	The Legal Basis For Cooperatives, 34 pages.
Unit IX.	Gray	How Should Cooperatives Be Taxed? 17 pages.
Unit X.	Bronze	Discovering Problems in Cooperative Operations and Taking Appropriate Action, 15 pages.
Unit X, page X-16		The Challenge.

III. HOW ARE COOPERATIVES ORGANIZED?

It's easy to say "Let's start a cooperative" but the most critical time in the life of the organization will be NOW, before operations are attempted. If you and your classmates are to be successful in a cooperative venture, it will pay to understand the organizational procedure to insure success.

UNIT OBJECTIVES

As the result of your study and class participation in this unit, you should be able to do the following:

1. Describe the sequence of events after an individual *gets an idea* until the beginning of actual operations.
2. Develop competence in conducting a meeting of the organizing committee for a proposed cooperative (class or community).
3. Plan and participate in a survey to determine the need and potential success of a proposed cooperative.
4. Participate in a general meeting preparatory to the decision to organize.
5. Draft a code of regulations, membership agreement, and budget.
6. Secure approval from proper authority: school - community (incorporation) - state (charter).
7. Elect a Board of Directors who in turn will elect officers as provided in the by-laws.
8. Hire a manager.

SEQUENCE OF EVENTS

The best way to learn how to organize a cooperative is to actually participate. The principles are the same regardless of whether the co-op is small for the benefit of students or large for the benefit of adults. Since you will soon be graduating let's proceed on the basis of organizing a major cooperative and adapting the procedure and documents to a specific cooperative to be organized for a group of students (class organization, e.g. FFA).

1. THE SPARK

You will remember the Guinea fowl project proposed on I - 15, Unit I. All cooperatives start like this with an idea or *spark* which comes to the minds of creative people. They are usually friends or members of a group already organized for a broader or different purpose. The idea springs from some need which they recognize but can do little about as individuals. It usually involves money as in this instance. The officers were right in taking the *idea* to the group for discussion before further action.

For student groups, the officers will undoubtedly discuss proposals with their advisors before scheduling an organization meeting. When you are out of school, help and consultation is always available from the following:

- Vocational Agriculture, Distributive Education or Home Economics Teachers
- State or County Cooperative Councils or County Extension Agents
- Production Credit Association, Federal Land Bank Associations or District Banks for Cooperatives
- Credit Union League
- Area Extension Economist
- Rural Electric Association
- Farmers Home Administration
- Public Relations or Educational Directors of major cooperatives

Your group may have a better proposal to work on than the Guinea fowl project. If not, your class may use it as a basis for action, to see how far you can go.

Regardless of the ideas or proposal for cooperative action the sequence of events follows the same order:

1st The Spark (Guinea fowl or something better for your group).

2nd The first meeting of potential members (FFA or other student group).

3rd The development of the Survey Committees' report (need and feasibility).

4th The second meeting of potential members (investors) - decision to act.

5th The work of the Organizing Committee in securing approval (legal status) and the sign up of members.

6th The first meeting of the charter members (election of the Board of Directors).

7th The initial meeting of the Board of Directors.

8th Hiring a manager and starting operations.

Now that you have the overall sequence in mind, what do you think?

- Should we proceed in organizing a cooperative? Yes No (circle)
- Shall we use the Guinea fowl proposal? Yes No
- What need or project might be better than the Guinea fowl proposal for your group?

_____

_____

_____

_____

2. THE FIRST ORGANIZATION MEETING

Once the leaders are convinced that a first organization meeting should be held, planning ahead is important.

a. Who will preside? _____
(Insert name and title)

b. Who will present the idea? _____
(Name)

c. What information should be presented?

- Need
- Potential membership and volume
- Managerial skills required
- Facilities needed
- Capital required - to start? To operate?
- Organizational structure
- Other considerations you may think of: _____

_____

_____

d. Provision for discussion - (How) _____

_____

_____

e. What action or next step can be anticipated? _____

_____

_____

f. If response is favorable, the next step is to appoint or elect a survey or study committee to thoroughly explore all aspects. This committee will report findings in writing at the second organization meeting.

- Who would you nominate to serve on the Survey Committee?
  (Insert name) _____

3. THE WORK OF THE SURVEY COMMITTEE

Let's assume (1) the idea or *spark* is favorable to the group and (2) you have been appointed as a member of the Survey or Organizing Committee charged with the following responsibilities:

a. Judging whether the proposed cooperative will be successful and beneficial to the members and the community.

b. Working out the details of how the organization will operate.

c. Making a written report with recommendations covering the points in paragraph 2c, (top of this page) supported by committee judgments.

Now, what do you do?

1st Get the facts.

2nd Consider alternative courses of action.

3rd Make decisions on each proposed action.

4th Make the written report.

Economic surveys may vary from very brief for student organizations to lengthy and involved for adult. The committee should use all possible sources, taking advantage of what has already been done. These sources include colleges of agriculture, state and federal agencies,

cooperative councils and trade associations, state and regional cooperatives and if necessary, private research and consulting firms.

The committee report may take the form found on page III - 5 through III - 10 which you may vary to fit the individual cooperative you are working on. Members of the class can work together or in groups. They will prepare survey reports on as many different cooperatives as they are interested in, or all may work on the same one. Remember: each member should develop his own decisions and estimates. (See Figure 1 beginning on page III - 5.) Although this form appears lengthy and complex, it is easy to understand and use if you complete it step by step. Items which do not apply may be lined out or omitted when a final draft is made.

Several actual examples of stock certificates or membership agreements are shown in Figures 2, 3, and 4 which may be interesting and worthy of your consideration at this time. Be sure to note the steps for: (1) transferring ownership, (2) refund at time of death or cease farming, and (3) dissolution of company particularly in Figure 2.

A Federal Land Stock Certificate is found in Unit VIII, *The Legal Basis for Cooperatives.*

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Don Schriver, Co-Chairman of the Educational Committee conducts a panel discussion with four Youth Scholars (representing four major youth organizations, FFA, 4-H, FHA, and Farm Bureau) who attended the AIC Summer Institute.

Figure 1. Format for report of the Survey Committee.

_____

_____
(Use appropriate heading or letterhead)

Date _____

Report of the Survey Committee on _____
(Insert name of proposed cooperative)

Located at _____

Serving the territory _____

I. THE NEED FOR THIS COOPERATIVE

The committee finds _____

_____

_____

and recommends that _____

_____

II. THIS RECOMMENDATION IS BASED ON THE FOLLOWING:

		Committee Estimates
1.	Potential membership (users)	
a.	Number of users	_____
b.	Number of investors among users	_____
c.	Number of investors not users	_____
d.	Average amount of investment (cost of membership plus stock)	$_____
e.	Average use made by each member per year or season	$_____
f.	What plan is proposed to secure maxumum membership	
	_____	
	_____	
2.	Capital required to get started	
a.	Land	$_____
b.	Buildings	$_____
c.	Office equipment (itemize)	
	_____ $_____	
	_____ $_____	
	_____ $_____	
	_____ $_____	$_____

Figure 1. Continued.

			Committee Estimates
d.	Operating equipment (itemize)		
	_____	$_____	
	_____	$_____	
	_____	$_____	
	_____	$_____	$_____
e.	Materials and supplies (itemize)		
	_____	$_____	
	_____	$_____	
	_____	$_____	
	_____	$_____	$_____
f.	Transportation (itemize)		
	_____	$_____	
	_____	$_____	
	_____	$_____	
	_____	$_____	$_____
g.	Incorporation and legal fees		$_____
		TOTAL	$_____
3.	Operating capital needed for 1st year		
a.	Rent	$_____	
b.	Salaries	$_____	
c.	Labor	$_____	
d.	Transportation (operation & depreciation)	$_____	
e.	Utilities (electricity, water, telephone)	$_____	
f.	Supplies	$_____	
g.	Auditor and attorney fees	$_____	
h.	Interest on borrowed money	$_____	
		TOTAL	$_____
4.	Cost per unit - (fixed capital $_____ amortized over _____ years plus operating capital for 1st year divided by _____ units produced or handled) =		$_____
5.	Volume of business		
a.	Number of units produced or handled		_____
b.	Unit cost of production or operation		$_____
c.	Volume of business anticipated (5a x 5b)		$_____
d.	Anticipated net profit or margin		$_____

Figure 1. Continued.

6. Financing

   a. Amount from members (equity)* $_____

   b. Amount from investors (equity)* $_____

      (debt)** $_____

   c. Amount to be borrowed $_____

   d. Possible sources _____

   e. Will the cooperative be incorporated or not? _____

   f. Will it be a membership fee organization or sell stock certificates? (See Figures 6 and 7 for examples.) _____

Note: If the type of organization has not been previously discussed in class at the time of visiting a cooperative, this would be a good time to do so. To prepare for this discussion, see what you can do with the following: (The same form may be used to evaluate the centralized versus federated form of organization whenever this question arises.)

TYPE OF ORGANIZATION	ADVANTAGES	DISADVANTAGES
Membership fee		
Common stock		

7. Outlets and proposed marketing or merchandising methods

   a. Who will be the major customers? _____

   b. Where will the place(s) of business be located? _____

   c. How many products will be handled at the beginning? _____ Later on? _____

   d. What specific area will be served (if different than membership area)? _____

   e. Will the co-op do business with non-members? Yes No (circle) to what extent?

      $_____ or _____%

* Equity is money put into business not returnable (or the last to be paid) in the event of failure (membership fee and common stock).

** Debt is money put into business on which interest must be paid and repayment made before common stock in the event of failure (preferred stock, bonds, debentures).

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2. The Secretary-Treasurer sells shares of stock to students who desire to become members. There were 200 shares of stock issued to 40 students at $.50 per share.

A STUDENT COOPER

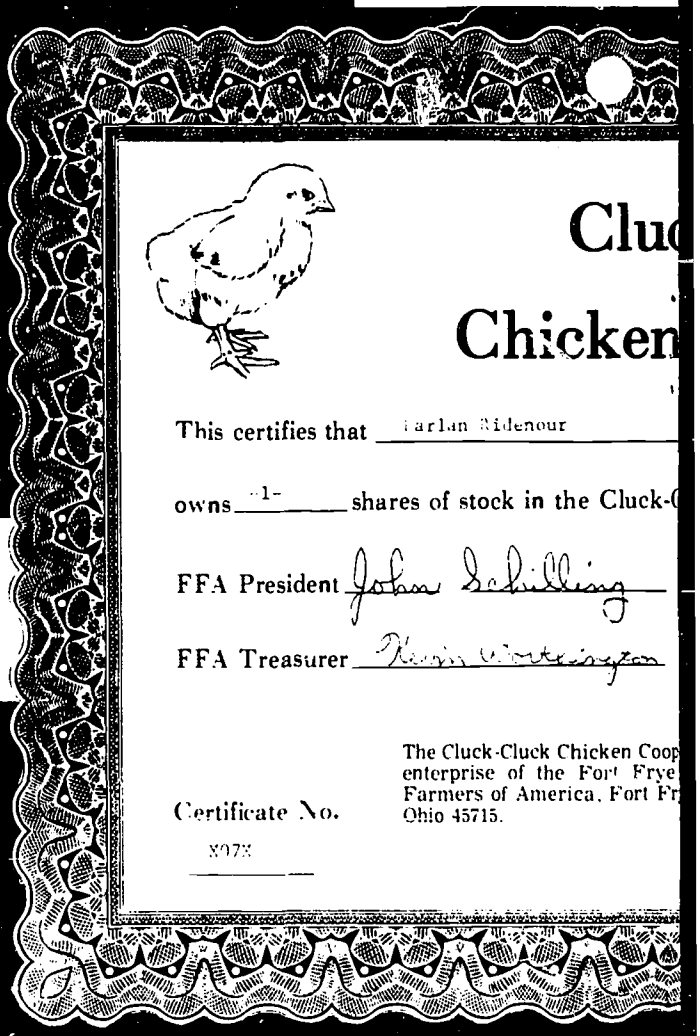

Cluc

Chicken

This certifies that Harlan Ridenour

owns -1- shares of stock in the Cluck-C

FFA President John Schilling

FFA Treasurer Kevin Worthington

Certificate No. 8078

The Cluck-Cluck Chicken Coop enterprise of the Fort Frye Farmers of America, Fort Fr Ohio 45715.

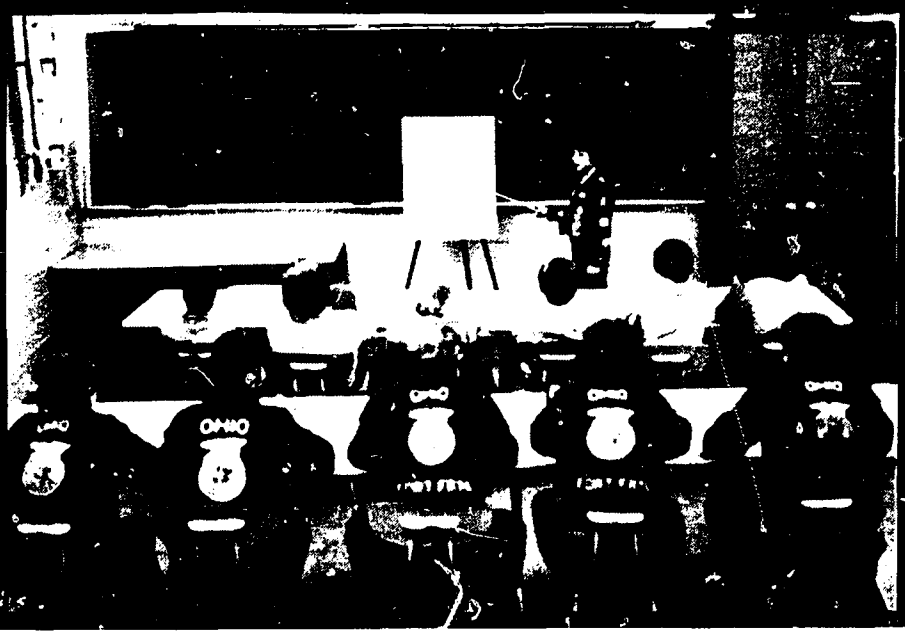

A member of the Organizing Committee explains the economics of the Poultry Project to a potential group of stockholders.

Future F

THE NATIONAL ORGANIZA

FORT FRYE CHAPTER
FORT FRYE HIGH
BEVERLY OHIO 45715

April 30, 19

Dr. Harlan E. Ridenour, Director
Ohio Agricultural Education
Curriculum Materials Service
The Ohio State University
Room 254, 2120 Fyffe Road
Columbus, Ohio 43210

Dear Dr. Ridenour,

Greetings from Beverly, Ohio. Just wanted to how our Cluck Cluck Chicken Cooperative is comin explaining some about our Cluck Cluck Chicken Co chickens are doing fine

RATIVE IS FORMED

ck-Cluck

Cooperative

_____ of Columbus, Ohio

Cluck Chicken Cooperative.

CCCC President Tom Merrick

FFA Advisor Gary Moore

erative is an educational
Chapter of the Future
ve High School, Beverly.

VOCATIONAL FFA AGRICULTURE

armers of America

TION FOR STUDENTS OF VOCATIONAL AGRICULTURE

73

rop you a note and tell you a little about
nclosing some pictures with captions
The students are enthused and the

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3. The Chicken Selection Committee recommended Plymouth Rock-Cornish cross as first choice and Rhode Island Reds for the second, when reporting back to the stockholders.

4. The Nutrition Committee determined the type of ration to be used and where it will be purchased.

Figure 1. Continued.

8. Management and control of business

   a. How will the board of Directors be chosen? _____

   b. What fees and expenses will be paid to Directors? _____

   c. What type of manager will be employed? _____

   d. What salary and/or commission will manager receive? $_____

   e. What will be his duties and responsibilities in relation to the Board of Directors? _____

   f. What reports will the manager make to the Board of Directors? _____

9. Production or marketing agreement

   a. Will one be used? _____ If not, how will volume of business be assured? _____

   b. How long a period will the agreement cover? _____

   c. Will production or sales contracted for be on an estimated quantity per month? _____

      Or percent of yearly production? _____

   d. How will producers be paid? _____

   e. How will cost of operation of the co-op be met: (1) deductions on basis of per unit sold, _____ or (2) percent of dollar sales _____

   f. What are the penalties for non compliance

      (1) by the members _____

      (2) by the cooperative _____

10. Other aspects or items taken into consideration in arriving at the recommendation made at the beginning of the report (page III - 5). This may include developing a budget for the first year's operation.

_____

_____

_____

_____

Chairman _____

Member _____

Member _____

Figure 2. Front of a Capital Stock.

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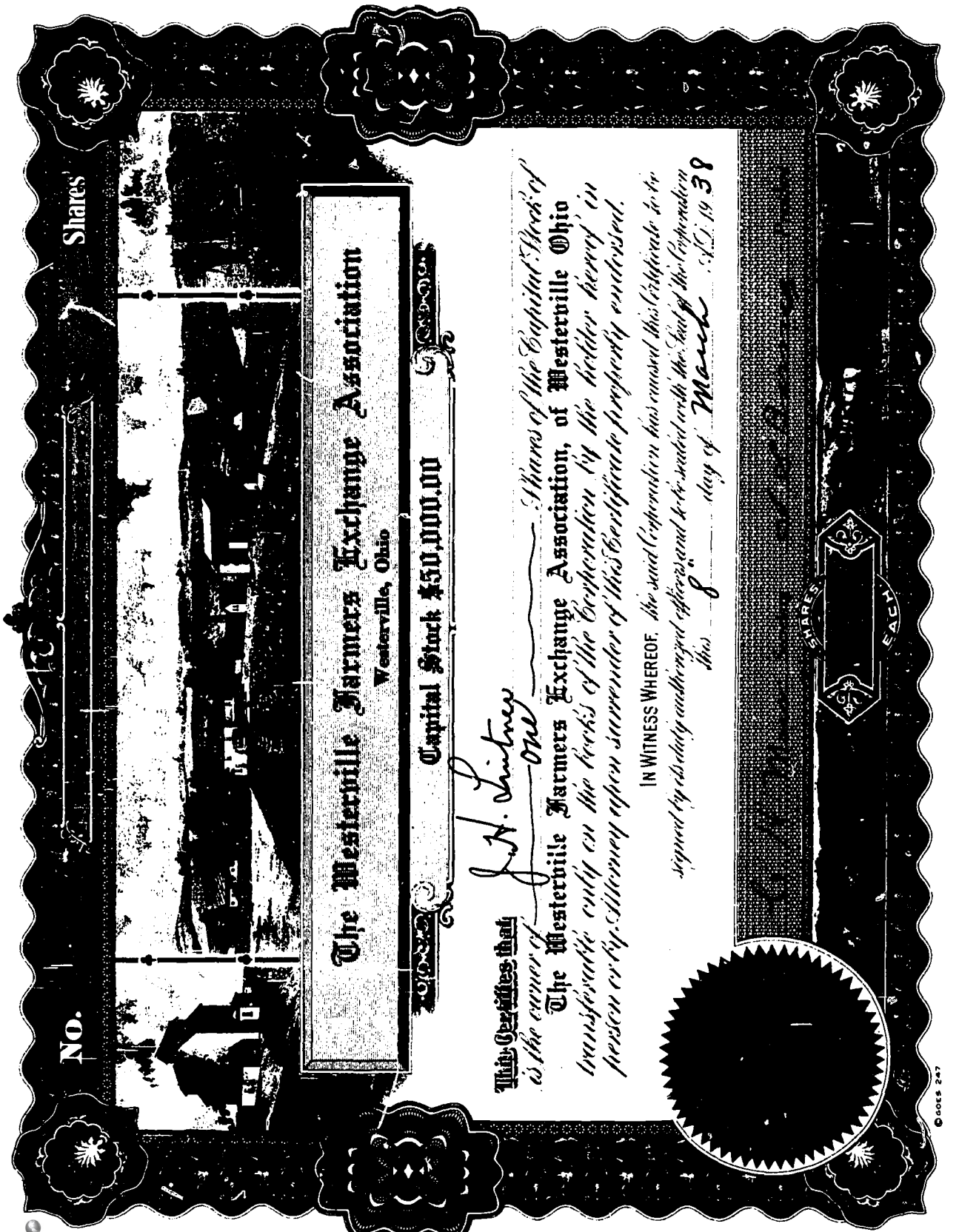

Figure 2. Reverse side of a Capital Stock (continued).

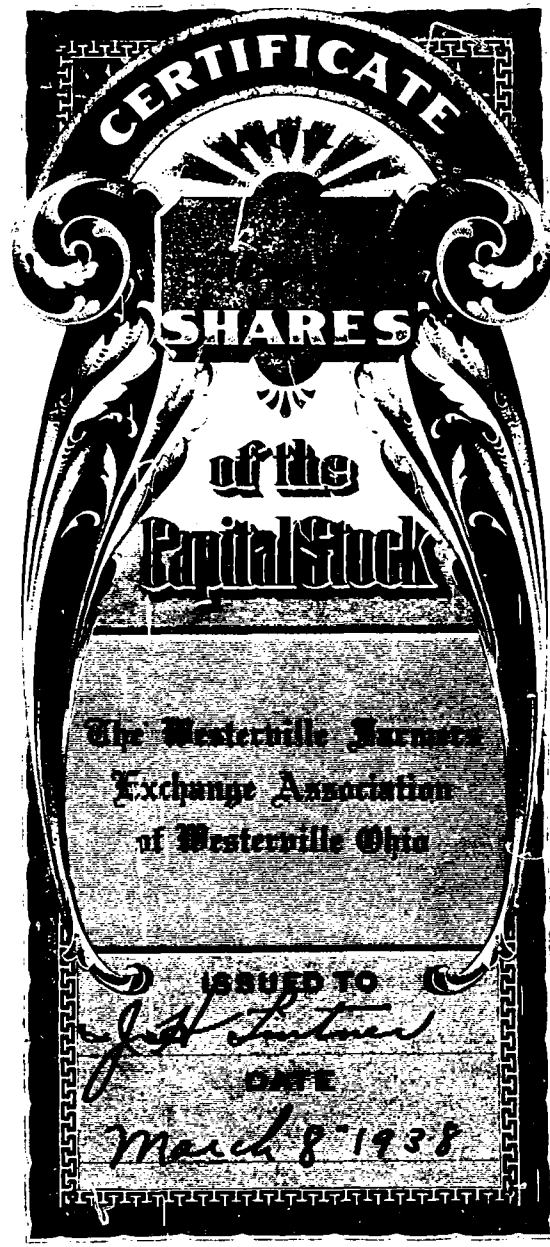

LIMITATIONS AND RESTRICTIONS

—of—

Common Stock of

The Westerville Farmers Exchange Association of Westerville, Ohio

Shares and Shareholders

Qualifications of Share Holders—Only co-operative marketing associations or persons engaged in the production of the agricultural products, such as hay, grain, live stock, and farm produce to be handled by or through the Association, including the lesses and tenants of land used for the production of such products, and any lessors and landlords who receive as rent all or any part of the crop raised on the leased premises, may become holders of the common shares of this Association, and shares of the common stock of this Association may be issued and transferred only to such associations and persons.

Limitation on Share Ownership—No shareholder of this Association shall own more than one twentieth of the common stock of the Association.

Voting—Each holder of common stock in the Association shall be entitled to one vote only regardless of the number of shares he or she may hold. Such vote may be cast either in person or by proxy. No stockholder shall be allowed to vote more than one proxy. All proxies shall be in writing, and filed with the Secretary before voting, and entered of record in the minutes of the meeting.

Dividends—No dividends shall be paid on stock of the Association greater than Eight (8) percent per annum; and all other net income, less reserves hereinafter specified, shall be distributed back to its shareholders, on the basis of patronage.

Transfer of Stock—The shares of stock of this Association shall be transferable only on the books of the Association and by authority of the board of directors, and no transfer of common stock shall be made except to a person or association having the qualifications mentioned in Section 2 of Articles III of these By-Laws, which fact shall be determined by the Board of Directors before transfer is made.

The stock of this company is not assignable unless the owner of such stock has paid his indebtedness to the company in full.

Disqualification or Death of Share Holder—In the event any of the shareholders of this association shall at any time for any reason cease to have the qualifications necessary for a shareholder in this Association, or for any other reason be disqualified to hold stock herein, the right of such shareholder to receive dividends on the stock held by such shareholder and/or patronage dividends by reason of the ownership of such stock and/or the right to vote shall immediately cease and determine; in which event the Association shall have the right and option of purchasing the stock of such share holder at a price fixed by appraisal by the board of directors, which shall be payable within one year after the happening of such event.

For Value Received, hereby sell, assign and transfer unto

Shares

of the Capital Stock represented by the within Certificate, and do hereby irrevocably constitute and appoint

Attorney

to transfer the said Stock on the books of the within named Corporation with full power of substitution in the premises.

Dated

19

In presence of

NOTICE: THE SIGNATURE OF THIS ASSIGNMENT MUST CORRESPOND WITH THE NAME AS WRITTEN UPON THE FACE OF THE CERTIFICATE IN EVERY PARTICULAR WITHOUT ALTERATION OR ENLARGEMENT OR ANY CHANGE WHATSOEVER

Figure 3. Specimen form of common stock certificate.

SPECIMEN FORM OF COMMON STOCK CERTIFICATE

COMMON STOCK CERTIFICATE

NUMBER— —SHARES

.....**Farmers Cooperative Association**

.....

Capital Stock $200,000

THIS IS TO CERTIFY THAT.....

is the owner of.....shares of the Common Stock of

..... Farmers Cooperative Association, a corporation, which stock is transferable on the books of the corporation only on surrender of this certificate, in accordance with law and the Articles of Incorporation and bylaws.

This corporation is a cooperative association organized and existing under and by virtue of the laws of the State of , with capital stock of $200,000 divided into 5,000 shares of common stock of a par value of $1 per share and 195,000 shares of preferred stock of a par value of $1 per share. Noncumulative dividends of not to exceed .....percent (.....%) per annum may be paid on the stock evidenced by this certificate, in the sole discretion of the board of directors, as provided in the bylaws and as authorized by law.

The stock evidenced by this certificate may not be transferred to or owned by any person not engaged in the production of agricultural products, and no transfer of this certificate in violation hereof or of the bylaws, shall be valid for any purpose.

The stock evidenced by this certificate may be retired upon call of the board of directors of the corporation, subject only to the restrictions and provisions of the bylaws.

All voting rights in this corporation are vested in the holders of the common stock, but no such holder shall have more than one vote regardless of the number of shares of common stock owned by him.

In the event of dissolution of the corporation, all outstanding classes of preferred stock issued by this corporation shall be preferred in the order of their preference, as to the assets, up to the par value of such stock plus any dividends declared and unpaid thereon, before any of such assets shall be distributed in retirement of the common stock.

IN WITNESS WHEREOF, the undersigned corporation has caused this certificate to be issued by its duly authorized officers this.....day

of.....A.D., 19.....

.....Farmers Cooperative Association

By.....
President

ATTEST:

.....
Secretary

(Seal)

Figure 4. Membership agreement.

MEMBERSHIP AGREEMENT

The undersigned hereby applies for membership in GREAT WESTERN PRODUCERS COOPERATIVE, a Colorado corporation, having its principal office address in the City and County of Denver and State of Colorado and being composed of sugarbeet producers in the states of Colorado, Kansas, Michigan, Montana, Nebraska, Ohio, and Wyoming, and in consideration of the acceptance of this application agrees:

(1) To pay a Five Dollar ($5.00) entrance fee upon his execution of this agreement, to be used and otherwise consumed by the cooperative in the regular conduct of its business affairs.

(2) To execute in favor of the cooperative an irrevocable assignment for the benefit of the cooperative of One Dollar ($1.00) per ton of sugarbeets purchased from the member by a sugarbeet processor for sugarbeets produced in the harvest year corresponding to the date of this membership agreement, which assignment shall be effective and payable at the rate of fifty cents (50¢) per ton from each of the two next sugarbeet payments, to be payable from a sugarbeet processor to the member after the date of the signing of this membership agreement. Any deficiency or amount not accruing to the benefit of the association under the said assignment shall be paid directly to the association from the member upon demand. Such sums upon receipt by the association shall constitute equity capital of the member. The undersigned does hereby irrevocably give to the cooperative an assignment of the said sums, according to the terms hereof, and consents, authorizes, and directs his sugarbeet processor, with whom he has a sugarbeet contract (the Great Western Sugar Company or Northern Ohio Sugar Company as the case may be), to deduct said sums on all such sugarbeets delivered by the undersigned to the processor and to pay such amount to the cooperative. The undersigned further agrees to execute or cause to be executed any documents which might be further required to effectuate the provisions of this membership agreement.

(3) To comply with, and be bond by, the articles of incorporation and bylaws, and all amendments thereto, of the cooperative. After the membership of the undersigned shall have been in effect for one (1) year from the date of its acceptance by the cooperative, either party may terminate it in any year on the last day of the anniversary month in which this agreement was so accepted by notifying the other party in writing of this intention, such notice to be given between the first and the 15th day of the month immediately prior to the effective date of termination. If neither of the parties hereto so notifies the other. It is hereby mutually agreed that this shall constitute conclusive evidence that the parties hereto have renewed this agreement for another year.

The acceptance of this application by the cooperative shall constitute an agreement between the cooperative and the undersigned upon the terms hereinabove set forth.

SIGNED this _____ day of _____, 19 _____.

_____
(Producer's Signature

_____
(Print Name Here)

$5.00 Entrance Fee attached hereto
hereby acknowledged.

_____
(Address)

_____
(Witness)

_____
(Social Security or Identification Number)

The above membership agreement was accepted by GREAT WESTERN PRODUCERS COOPERATIVE the _____ day of _____, 19 _____.

GREAT WESTERN PRODUCERS COOPERATIVE

Executed in duplicate.

By: _____ President

By: _____ Secretary

4. THE SECOND MEETING OF THE POTENTIAL MEMBERS

This is perhaps the most important event in the life of a cooperative. Every effort should be made to reach all prospective members and have them present. An outside speaker recognized as an authority on cooperatives may be invited to *set the stage* and assist the group. Visual aids and/or *handouts* should be used to present the survey data.

The purpose of this general meeting is to consider the report of the survey committee. There should be sufficient time to discuss each item so that changes can be made to the satisfaction of the group. When this is done, the committee must decide whether or not to go ahead.

After this meeting has actually taken place in your group the person presiding over this meeting puts the question, "Shall we proceed to organize _____
(Insert name of cooperative)
_____?"

How will you vote? _____

If the vote is favorable, there will be some expense involved in organization which will be separate from the cost of capital raised through membership fees or stock certificates.

How should this organization money be raised?

- Voluntary contributions _____
- Assess each organizing member their estimated share _____

5. THE ORGANIZING COMMITTEE'S JOB

The Organizing Committee appointed or elected at the second meeting may have to break into sub-committees to accomplish the following:

Would you serve on this committee if asked?

a. Sign up the required number of members. (Requires thorough knowledge of how co-op will operate, a businesslike approach with no promises which cannot be fulfilled.) _____

b. Secure the necessary capital. _____
_____ % from members to be held *in escrow** until quota is met;
_____ % through loans negotiated but no final arrangements as co-op not yet legally in existence.

c. Draft the legal organization documents. _____
Work with an attorney retained for this purpose to insure the kind of organization the members want which will meet all legal requirements of the state including:
- The Articles of Incorporation (charter)
- The By-laws
- The Marketing Agreement if needed
- The Application for Membership
- The Membership Certificate and Revolving Fund Certificates (if applicable) to insure that capital contributions will eventually revolve back to individual.

*In keeping of a third person for delivery to a given party upon the fulfillment of some condition.

NOTE: For the purposes of the student cooperative you are considering, it would be too expensive to have an attorney. Assistance can probably be secured from the legal council of some cooperative already in operation in your community. If this is not possible, the manager or public relations representative can undoubtedly provide copies of the documents already in use which can be adapted. See Farmers Co-op Service, Bulletin 10, Circular 18 or Information Pamphlet 66, USDA Office of Information, Washington, D. C. 20250.

Nothing really happens until the Articles of Incorporation under the state law applicable to cooperatives is met. This legal basis will be covered in Unit VIII but remember: filing the *Articles* is not possible without evidence that the minimum number of members and the minimum paid in capital have been met.

For a student cooperative, approval of the school administration and/or Board of Education may take the place of legal incorporation. However, to the degree possible, the actual work of the organizing committee should be the same.

6. THE FIRST MEETING OF THE CHARTER MEMBERS

Charter members are those individually named in the Articles of Incorporation. They are considered members or stockholders as soon as the Articles are filed. They meet to adopt the by-laws. A waiver of notice of the first meeting must be signed before the meeting begins.

If the initial Board of Directors are not designated in the Articles, they are elected at this meeting.

Individuals not named in the Articles but who have subscribed for stock or agreed to become members do not attend this meeting. They are not officially members until official approval by the Board of Directors.

7. THE FIRST MEETING OF THE BOARD OF DIRECTORS

This meeting should be held immediately after the adoption of the by-laws. Consider yourself a member of the Board of Directors of the cooperative you have helped organize. What specific action would you take during the meeting on the considerations listed below:

	Your Action
a. Elect the first officers (previous meetings have temporary chairman and secretary.)	Names of persons you will nominate: President: _____ V. Pres.: _____ Secretary: _____ Treasurer: _____
b. Adopt the form for membership or stock subscription and marketing agreement (if one is used). This may be identical with the one used in the sign up period or modified to fit the circumstances.	What motion would you make? _____ _____ _____ _____
c. Selecting the bank to do business with.	What proposal will you make? Name: _____ _____ _____

d. Arranging for bookkeeping and auditing, bonding of officers and employees designated to handle funds.

Name: _____

e. Securing either temporary or permanent facilities for doing business. This is the Directors responsibility even though preliminary investigation has been done by the survey committee.

Place: _____

f. Preliminary consideration of hiring a manager (nominations, screening, interviews, salary, etc.)

Names of Possibilities: _____

8. HIRING THE MANAGER

You have been appointed as the chairman of the subcommittee to search for and screen applicants for the position of manager. What do you do?

	Your Action
a. Securing applicants.	Word an advertisement: _____
• Possibilities other than advertising?	
b. The application form to include age, education, health, dependents, previous experience, qualifications, including knowledge of cooperatives, bank (credit) references, character references, salary expected - when available.	Prepare a draft (may be done on a separate sheet). _____
c. The personal interview - where, when, who will be present? Questions to be asked:	Your impression: _____ Appearance: _____ Qualifications: _____ Personality: _____ Knowledge of co-op: _____ Salary: _____ Other: _____

d. The job description must be specific for your cooperative.

Prepare one or adapt from the one shown in Figure 5. (Be sure to clarify *hedging vs speculation* if this is applicable to your cooperative. Use the space below Figure 5.)

Figure 5. Job description actually used by a local cooperative.*

MANAGEMENT

1. The Manager is in charge of employees, as to:
   a. Hiring and firing
   b. Planning duties of, and giving directions to employees
   c. Setting individual wage rates, and keeping the Board of Directors informed concerning any raises given.
2. The Manager should plan ahead to have supplies, seed, fertilizer, etc., on hand before the start of the season needing it.
3. The Manager should delegate as much work as possible to help keep employees reasonably busy so he can be as available as possible to meet customers, salesmen, and care for management problems in general.
4. The Manager is to see that all applicable job description items are carried out.
5. The Manager is not to speculate in the grain market, although hedging is permissable.
6. Pursuant to the provisions of the fire insurance policy regulations and/or the local fire department rules and suggested procedures. The Manager is to set up procedures and duties for all employees in case of fire, or other emergency.
7. Key employees should be provided with the information about rules and regulations regarding coverage of fire, and other insurances.

---

*You can probably improve on both the content and the language.

The manager is a key figure in the success of a cooperative. It is important to select the right person. This requires time. But it is also important to get him on the job early to work with the Board of Directors in getting the business started, particularly in the matters of:

		Your Action
		Your proposals as manager for your co-op being organized.
a.	Site selection.	Where: _____
b.	Building or renting.	Which: _____
c.	Machinery & storage -	What: _____
	• New or used:	
d.	Office furniture & equipment.	What: _____
	• New or used:	
e.	Business forms and procedures.	What: _____
f.	Developing a budget for the first year's operation if not previously done.	Use a separate sheet.
g.	Starting actual operations.	Sequence: _____

Now that everything has been accomplished for starting your cooperative, when will it start operations? _____ (Insert date)

YOUR EVALUATION

Go back over the objectives for this unit (page III - 1) and see whether each has been accomplished. Please indicate below the grade you feel you should receive based on your participation and accomplishments. Circle and insert + or – where appropriate.

A B C D E

Your teacher will do the same and then you can compare. The difference between your appraisals on this unit may be greater than Unit I or II since much depends on your participation in the classwork as well as in the student manual. If the difference in the appraisals cannot be reconciled, your position will be helped by writing a paragraph on the following situation.

A person without experience who wants to organize a cooperative comes to you for advice on how to proceed. What will you tell him (use your own words)?

ERIC

ACCESSION NUMBER: VT100651

PUBLICATION DATE: 73

TITLE: ARE ROCHDALE PRINCIPLES APPLICABLE IN TODAY'S COOPERATIVES? SERIES ON COOPERATION IN A FREE ENTERPRISE SOCIETY WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS.

PERSONAL AUTHOR: LINTNER, J. H.

DESCRIPTOR: *AGRICULTURAL EDUCATION; *UNITS OF STUDY (SUBJECT FIELDS); *COOPERATIVES; MARKETING; MANAGEMENT; ADMINISTRATIVE PRINCIPLES; MANUALS; *INDIVIDUAL STUDY; *HISTORICAL REVIEWS

IDENTIFIER: *ROCHDALE PRINCIPLES

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 553

ABSTRACT: THIS STUDENT MANUAL, PROVIDING A UNIT OF STUDY ON COOPERATIVES, CAN BE USED FOR INDIVIDUAL STUDY IN AGRICULTURAL EDUCATION CLASSES AT THE SECONDARY LEVEL OR IN YOUNG FARMER EDUCATION CLASSES. MATERIAL COVERED CONSISTS OF THE FOURTH UNIT OF A 10-PART SERIES AND INCLUDES A STUDY OF THE ORIGINAL PRINCIPLES GOVERNING COOPERATIVES AS EXPRESSED IN THE ROCHDALE SOCIETY IN 1844. TEXTUAL CONTENT, ILLUSTRATIONS, SAMPLE FORMS, AND WORKSHEETS GIVE THE STUDENT MATERIALS FOR INDIVIDUAL STUDY. RELATED UNITS ARE AVAILABLE AS VT 100 648 - VT 100 650 AND VT 100 652 - VT 100 657. (MU)

REPORT NUMBER: AGDEX 836, UNIT IV

AVAILABILITY: AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, ROOM 201, 2120 FYFFE ROAD, COLUMBUS, OHIO 43210

INSTITUTION NAME: OHIO STATE DEPT. OF EDUCATION, COLUMBUS. AGRICULTURAL EDUCATION SERVICE.; OHIO STATE UNIV., COLUMBUS. DEPT. OF AGRICULTURAL EDUCATION.

SPONSORING AGENCY NAME: MARTHA HOLDEN JENNINGS FOUNDATION, CLEVELAND, OHIO.; OHIO COUNCIL OF FARMER COOPERATIVES.

VT 100 651

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COOPERATION IN A FREE ENTERPRISE SOCIETY
WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

IV. ARE ROCHDALE PRINCIPLES APPLICABLE IN TODAY'S COOPERATIVES?

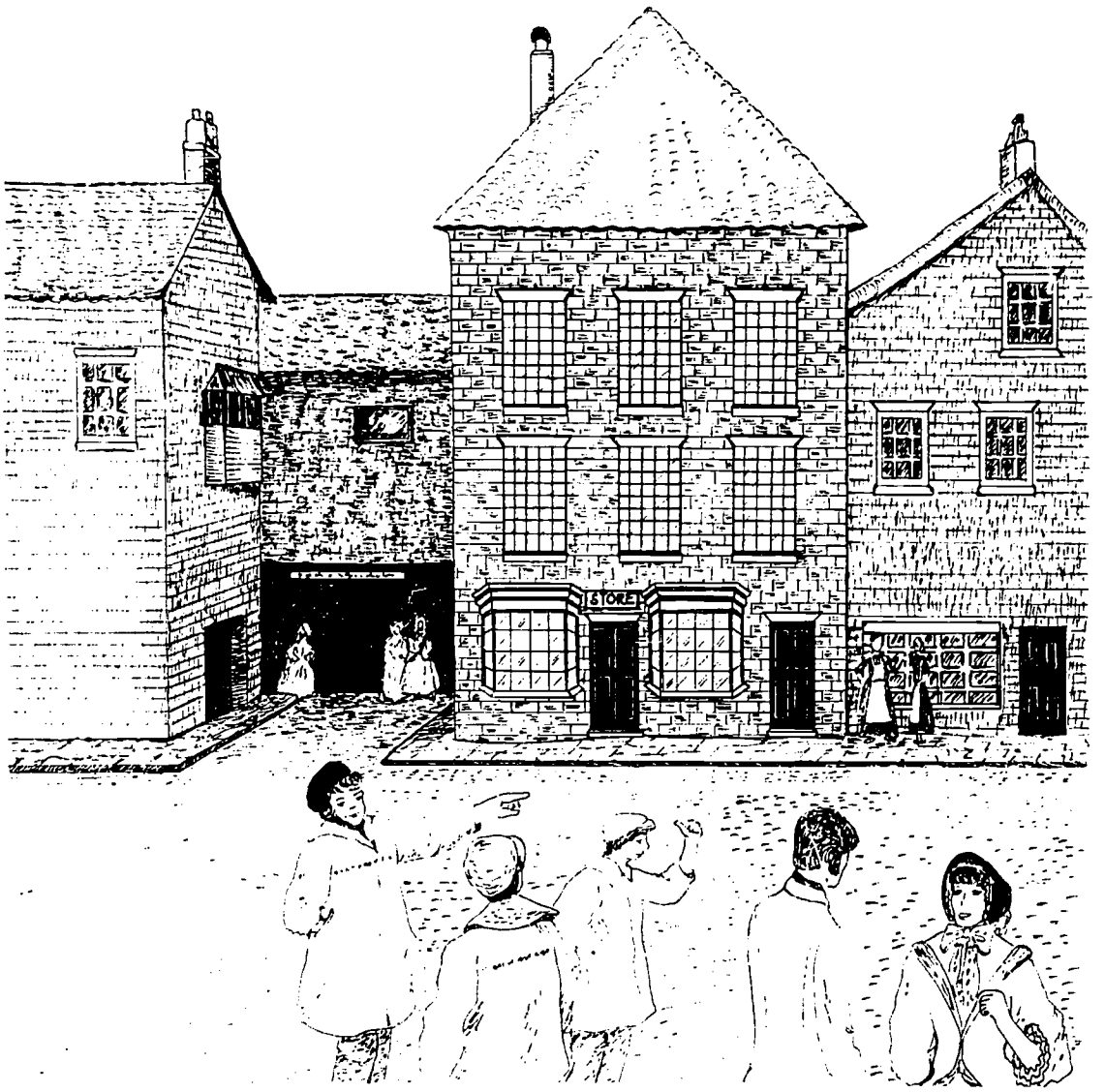

THE OHIO AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE

Agricultural Education Service
State Department of Education

and

Department of Agricultural Education
The Ohio State University

1973

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The Cover Page

Sketch of the original cooperative store started by the "Rochdale Pioneers" on a street known as Toad Lane in Rochdale, England. This store exists today as a museum essentially as it was when operated over a century ago. The author visited it in 1961.

ERIC

IV. ARE ROCHDALE PRINCIPLES APPLICABLE IN TODAY'S COOPERATIVES?

Unit IV of the series on

COOPERATION IN A FREE ENTERPRISE SOCIETY
WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

By

Dr. J. H. Lintner

Under the Direction of

Dr. Harlan E. Ridenour, Director
Ohio Agricultural Education
Curriculum Materials Service

and

Dr. Charles H. Ingraham, Professor of
Agricultural Economics, The Ohio State University

A Project of

Martha Holden Jennings Foundation

and

Ohio Council of Farmer Cooperatives

OHIO AGRICULTURAL EDUCATION
CURRICULUM MATERIALS SERVICE
Room 254, 2120 Fyffe Road
Columbus, Ohio 43210

1973

ERIC

ACKNOWLEDGMENTS

The series of units on cooperation and cooperatives is the result of a cooperative effort of a number of people and organizations.

Dr. Charles H. Ingraham, Consultant-Coordinator for the Ohio Council of Farmer Cooperatives, felt the need for some curriculum material which would be different and more effective than earlier efforts. He approached Dr. Harlan E. Ridenour to see what could be done by the Ohio Agricultural Education Curriculum Materials Service which follows an innovative approach unique in the curriculum materials field.

Dr. Ridenour agreed to undertake the project if appropriate financing could be secured.

The Martha Holden Jennings Foundation of Cleveland, Ohio through Mr. George B. Chapman, Jr., Chairman of the Advisory Committee, provided half the cost of the project. The Ohio Council of Farmer Cooperatives and the Ohio Agricultural Education Curriculum Materials Service jointly matched this contribution.

The Educational Committee of the Ohio Council, augmented by other cooperative experts as needed, served as the Advisory Committee for the project. They not only provided guidance in the quarterly meetings but reviewed the draft copies. Members of this committee were:

Mr. C. Neilson Griffith, Vice President, Landmark, Inc. as Co-Chairman;
Mr. Don Schriver, Asst. Director of Public Relations, Ohio Farmers as Co-Chairman;
Mr. Thomas Farr, President, Louisville Bank for Cooperatives;
Mr. Robert Walker, Director of Public Relations Program, Nationwide Insurance;
Mr. Paul Slade, General Manager, Ohio Agricultural Marketing Associations;
Mr. Merle Lashey, Jr., Executive Vice President, Ohio Federation of Production Credit Associations;
Mr. James Ross, Master, Ohio State Grange;
Mr. D. L. Burgeois, Manager, Federal Land Bank, and Alvin Reuwee, Northern Ohio Breeders Association served ex officio as President and Secretary-Treasurer for the Ohio Council of Farmer Cooperatives.

Members of the Board of Trustees of the OCFC were provided draft copies and many reviewed them in their entirety.

Teachers of Agricultural Education who tried out the units in draft form with their classes were: Mr. Richard Bertz, Pike-Delta-York High School; Mr. Phil Hulse, River Valley High School; Mr. Odell Miller, Marysville High School; Mr. Gary Moore, Fort Frye High School; Mr. Joe Parrish, Caldwell High School; Mr. Ray Stemen, Fairfield Union High School; and Mr. David White, McComb High School.

Other interested persons who made significant contributions to the project include: Mr. Jack Hill, Vice President, Education and Community Service, Ohio Farm Bureau Federation, and Mr. Richard McCrea, Educational Consultant, Martha Holden Jennings Foundation.

The author and co-directors gratefully acknowledge the interest and assistance of all who contributed to the project, especially to Mrs. Evelyn Roediger who prepared the manuscript for printing and Miss Tressa Scott who did the art work.

PREFACE

Although this Student Manual was prepared primarily for use on the secondary school level, it is realized that there may not be sufficient time to cover everything during the high school course. Some of the units may purposely be reserved for use with Young Farmer classes or other out-of-school groups. However, it is hoped that all 11th and 12th grade Agricultural Education students will complete at least Units I, II, and III. Two weeks of formal study would seem to be a minimum.

The units are designed to progress according to the time available and the individual need or interest warrants. Each unit is complete. Although only Unit I is covered, students will have a working knowledge of cooperatives commensurate with the time and effort expended.

It is believed that students and teachers can proceed with the units without a text or teaching guide. In a study of cooperatives, as well as many other areas of agriculture, there may not be one correct solution for any problem situation. For this reason, students should respond as they see fit, rather than attempt to find the "right answer."

It is much more important for students to individually interpret questions and resolve them in terms of their own situations, rather than strive for uniformity among the class.

Discussions with classmates as individuals or as a teacher-directed class is to be encouraged, having in mind the ever present problem of total exploration versus efficient use of time.

The self-grading proposal at the end of each unit may be used as the students and teachers see fit. Teachers and students are encouraged to jointly develop the points to be considered in grading (with the relative weighting of each) upon the completion of Unit I.

Although the writer has no feeling that his judgment on rating individual performance should be more than a "point of departure" for class consideration, it is as follows:

1.	Evidence of thinking and understanding	40
2.	Evidence of additional search and research outside the manual and classroom (family - neighbors - cooperative directors, managers, employers)	20
3.	Quality of responses in manual	10
4.	Completeness of responses in manual	10
5.	Participation in discussion with:	
	- classmates as individuals with the teacher only as a resource person	
	- class as a whole under the teacher's direction	20

If a student is not satisfied with his or her grade or the way in which it was determined they may go back to the objectives at the beginning of each unit. If the student can actually perform the actions as stated, the degree of competence should determine the grade.

J. H. Lintner

COOPERATION IN A FREE ENTERPRISE SOCIETY WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

UNIT TITLES

Unit I.	Orange	Students Look At Cooperatives In Their Daily Lives, 24 pages.
Unit II.	Rose	Students Look At Cooperatives As They Will Affect Their Lives Ten Years Hence, 24 pages.
Unit III.	Yellow	How Are Cooperatives Organized? 20 pages.
Unit IV.	Lime	Are Rochdale Principles Applicable In Today's Cooperatives? 8 pages.
Unit V.	Olive	What Are Cooperative Members' Responsibilities? 25 pages.
Unit VI.	Red	Should I Serve As a Director or Officer of a Cooperative? 27 pages.
Unit VII.	Green	The Manager's Role and Responsibility in a Successful Cooperative, 12 pages.
Unit VIII.	Aqua	The Legal Basis For Cooperatives, 34 pages.
Unit IX.	Gray	How Should Cooperatives Be Taxed? 17 pages.
Unit X.	Bronze	Discovering Problems in Cooperative Operations and Taking Appropriate Action, 15 pages.
Unit X, page X-16		The Challenge

IV. ARE ROCHDALE PRINCIPLES APPLICABLE IN TODAY'S COOPERATIVES?

The surest way to tell whether a person is knowledgeable about cooperatives is to mention "Rochdale Principles." If the individual is *non plussed* and it is apparent that it is a new term, you will know at once that either:

1. His knowledge of cooperatives is rather limited, or
2. He is rather youthful, as most adults working with cooperatives know the meaning of the term.

So that you will not be in either of the above categories for very long, let's explore these principles and see how they apply in today's cooperatives and particularly in *your* cooperative.

UNIT OBJECTIVES

As the result of your study and class participation in this unit, you should be able to do the following:

1. Describe the meaning of the Rochdale Principles in the original setting and their influence on subsequent cooperatives.
2. Determine the degree to which the Rochdale Principles are applicable in today's cooperatives.
3. Decide which of the Rochdale Principles are to be followed in the class's proposed cooperatives.
4. Identify which of the Rochdale Principles have not been followed when cooperatives have failed in the school, community, or state.

Why "Rochdale"

It all started back in 1844 in the small town of Rochdale, near Manchester in England. Times were hard among the workers who labored long hours in weaving cloth or making shoes for low incomes. Most of all there was no way to get ahead as the things they had to buy could only be obtained from merchants (storekeepers) who demanded a high *mark up* on their goods.

Cooperatives had been in existence in one form or another for generations before Rochdale. However, consumer cooperatives which might have provided competition and reduced margins had never been attempted. After all, why should they be? This was the time of the *haves* and the *have nots* and the merchants had a good thing going for them.

Twenty-eight of these individual craftsmen (entreprenuers) in Rochdale decided to do something about it. As usual, there had to be a leader and for the "Pioneers," as they called themselves, it was Charles Howarth. Just as Thomas Jefferson is acknowledged as the architect of the Constitution of the United States, Charles Howarth was the man most responsible for the *principles* under which the cooperative (known as The Rochdale Equitable Pioneers Society) was organized to purchase supplies and consumer goods cooperatively for their members. These principles were followed by all early successful cooperatives.

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Thirteen of the original members photographed several years after the founding of the Society. Front row, left to right: James Standring, John Bent, James Smithies, Charles Howarth, David Brooks, Benjamin Rudman, John Scowcroft. Standing are: James Manock, John Collier, Samuel Ashworth, William Cooper, James Tweedale, and Joseph Smith.

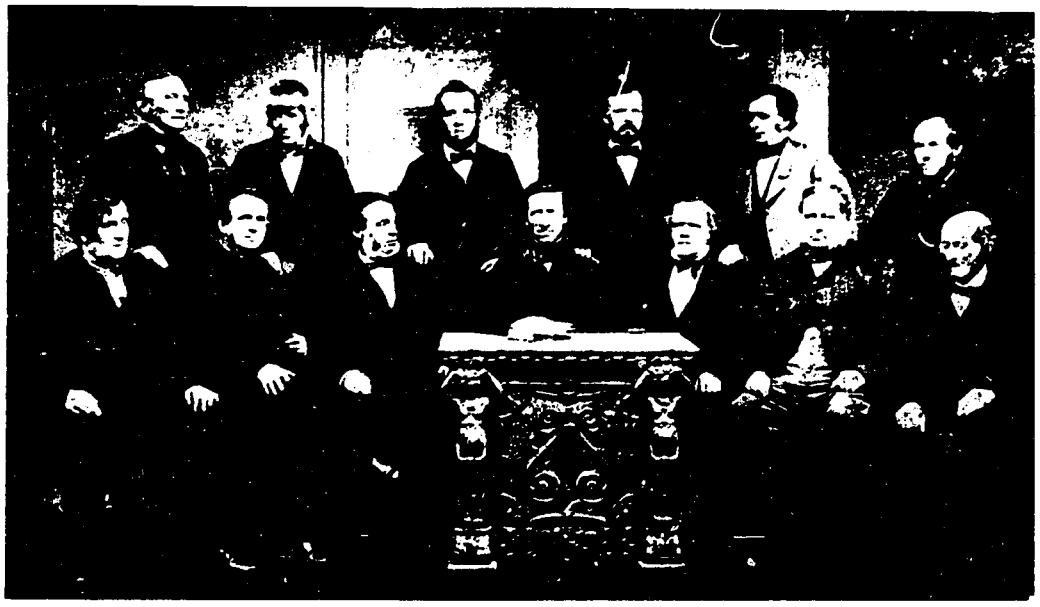

THE ORIGINAL PRINCIPLES

1. **Open Membership** - anyone could join who had good character and habits.
2. **One Man, One Vote** - the individual person, rather than the amount invested, was considered most important.
3. **Cash Transactions** - credit in those days was synonymous with usury.
4. **Membership Education** - particularly in the meaning of cooperatives and the functioning of the "Society of Equitable Pioneers." Many members and their families had very little formal schooling and lectures were given in mathematics, history, French, etc.
5. **Political and Religious Neutrality** - Cooperatives should deal only in Economics and not attempt to take sides on other issues.
6. **No Unusual Risk Assumption** - limited capital particularly at the beginning forced a conservative approach.
7. **Limited Interest on Stock** - the dividends should largely be made on patronage rather than money invested.
8. **Goods Sold at Competitive Prices** - not to do so would invite a price war and retaliatory measures from the established merchants which could defeat the cooperative.
9. **Limited Number of Shares Owned by One Member** - control is not concentrated and membership feels greater responsibility for success.
10. **Savings (Net Margins) Distributed According to Patronage** - This is perhaps the only real or universal principle and the only one which has persisted in all cooperatives since that time.

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ROCHDALE TODAY

After over 125 years of continuous operation, the Rochdale Equitable Pioneers' Society Ltd. is stronger than ever. In 1971, the total sales were over $10 million (16.5% increase over the previous year) and the patronage refund to members amounted to about $10,000 (sales £484,873 and patronage refund £3816).

The old . . .

The Pioneers' Toad Lane store, opened on December 21st, 1844.

The Cooperative Wholesale Society is considered to be one of the largest cooperatives in the world.

The Rochdale Pioneers Society had 51,579 members on January 25, 1972 with a much larger number of users.

This cooperative has not only expanded horizontally to serve most of England through about 100 retail outlets, but is vertically integrated through its own "Cooperative Wholesale Society" with 200 factories scattered throughout the world producing almost everything needed for the home.

. . . and the new

One of the society's attractive self-service stores.

ROCHDALE EQUITABLE PIONEERS' SOCIETY LTD.

TOAD LANE **ROCHDALE ENGLAND**

FACTS AND FIGURES, 1966

Membership	44,161
Annual Sales	Over £3 million
Number of Shops	81
Dividend	10d. in the £

DEPARTMENTS

Grocery and Provisions	Wallpaper and Paints
Greengrocery	Radio and Television
Butchery	Photography
Dairy	Pharmacy and Optical
Drapery	Ladies' Hairdressing
Fashions	Fuels
Men's Wear	Travel
Footwear	Petrol and Cars
Furnishings	Funeral Furnishing

Are the Rochdale Principles Still Valid?

Although successful cooperatives generally followed the Rochdale Principles as they came into being, there was always some modification to fit the individual situation and changing times. This is true of the Rochdale Pioneers Society which now allows credit and permits other than members to buy at their stores. [A user becomes a member by paying a fee of £2 (about $5) and loses his membership if he does not patronize the store(s) to the extent of at least £4 (about $10) every year. The author became a member in 1961 to receive a certificate but is no longer a member because he did not meet the patronization requirement.] Patronage is also considered in voting.

In the United States the original Rochdale Principles have been modified or abandoned to varying degrees. Present practice is indicated below. After reading and reflection, please indicate your reaction in the right hand column followed by specific examples in the cooperatives you know about.

Present Practice in Rochdale Principles	Your Reaction and Examples from Co-ops You Know About
1. Membership restricted:	
• Intelligent, efficient individuals who recognize the need for cooperative organization and will contribute to its objectives by using the cooperative (example, to be a member of a Breeding Association - a man must have cows or other livestock).	•
• Members who are irresponsible, chronic kickers and trouble makers can be expelled.	•
• Applications for membership received only at specific intervals.	•
• Applications must be approved by Board of Directors.	•
2. **One man-one** vote still used in smaller co-ops, but most consider the amount of patronate or number of shares of voting stock in addition. However, every member has at least one vote (state laws must be followed or changed with 32 states out of 50 still requiring one man-one vote with varying provision for proxy voting).	2.
3. **Credit** (either secured or *openbook*) is the rule, rather than cash, largely due to the competition and because it does not interfere with other aspects of cooperatives.	3.

4. **Member education** is less important now than when the Rochdale Pioneers started and there was little formal schooling. However, member relations which insure that each member fully understands his rights and responsibilities is very important and may be considered education.

4 _____

5. **Neutrality** in politics and religion is still the generally accepted policy of cooperatives. There are exceptions but they are dangerous. There is little to be gained and much to be lost through dissention among the co-op members who may be divided on candidates, proposals and beliefs. It has never been a major factor in the United States but still goes on to varying degrees in other countries. Cooperatives can and should become involved in legislation affecting them (example, Taxes) which is different than ordinary "politicing."

5 _____

6. **Unusual risk assumption** depends on interpretation. However, cooperatives still tend to be conservative in assuming risks with members invested capital or products, if they can be avoided. (Commodities should be hedged and failure to do so is speculation.

6 _____

7. **Limited interest** on stock with returns made through patronage is generally followed but clarification is needed since many co-ops use membership fees rather than stock. Capital is acquired through bonds or preferred stock at different rates of interest.

7 _____

8. **Regular retail prices** are usually followed although *special sales* are increasing either to meet competition or to move inventory. It takes a lot of member loyalty to pass up an immediate price advantage for a prospective refund at the end of the year.

8 _____

9. **Limitations on shares owned** are no longer important as Ohio laws limit one owner to no more than 5% (1/20th) of total of the common stock in a stock co-op or one vote per member in a membership co-op.

9 _____

10. Patronage refunds based on the volume of business by each member are still accepted as the best way of allocating net returns after all expenses paid. 10 _____

THE ROCHDALE PRINCIPLES IN YOUR COOPERATIVE

To what extent were the original Rochdale Principles followed in the proposal for organizing a cooperative in your class in Unit III?

_____

_____

_____

_____

ROCHDALE PRINCIPLES AMONG COOPERATIVES WHICH FAILED

From your knowledge of cooperatives which have failed and your study in Unit I, page I-18, do you feel they might have been successful if the Rochdale principles had been followed? _____ Please give as many examples as possible using specific cooperatives and indicate which principle(s) was violated.

_____

_____

_____

_____

_____

There is one aspect of cooperatives not specifically mentioned as a Rochdale Principle which is an underlying cause of failure in many cooperatives. It is the fact that cooperatives must be founded on necessity if they are to be successful. This was certainly true of the Rochdale Pioneers and should be considered most important whenever the formation of a new cooperative is considered.

Since many cooperatives no longer return patronage refunds either because of failure to earn them or because they retain them for capital investment, perhaps the "founded on necessity" factor is more universal as a *principle* of all successful cooperatives than patronage refunds. Do you have an opinion on this? If so, write it down.

_____

_____

_____

_____

_____

_____

SINGULAR OR PLURAL

Although the Rochdale Principles are still in practice to varying degrees in different cooperatives, it might be better to think in singular terms rather than plural. Thus, the Rochdale *Principle* which has endured and will always characterize a true cooperative is "net margins distributed according to patronage."

YOUR EVALUATION

You may have found this unit extremely interesting and have enjoyed this brief journey into the past and up to the present. You may also have found it difficult or uninteresting in terms of your participation and responses. Regardless, please indicate your appraisal of the grade you should receive for this unit. Circle and insert + or – where appropriate.

A B C D E

Your teacher will do the same thing and then you can compare judgments. If there is a major difference and you want to convince your teacher that the Rochdale Principles are meaningful to you, write a paragraph explaining why they are important in modern cooperatives even though not always followed.

_____

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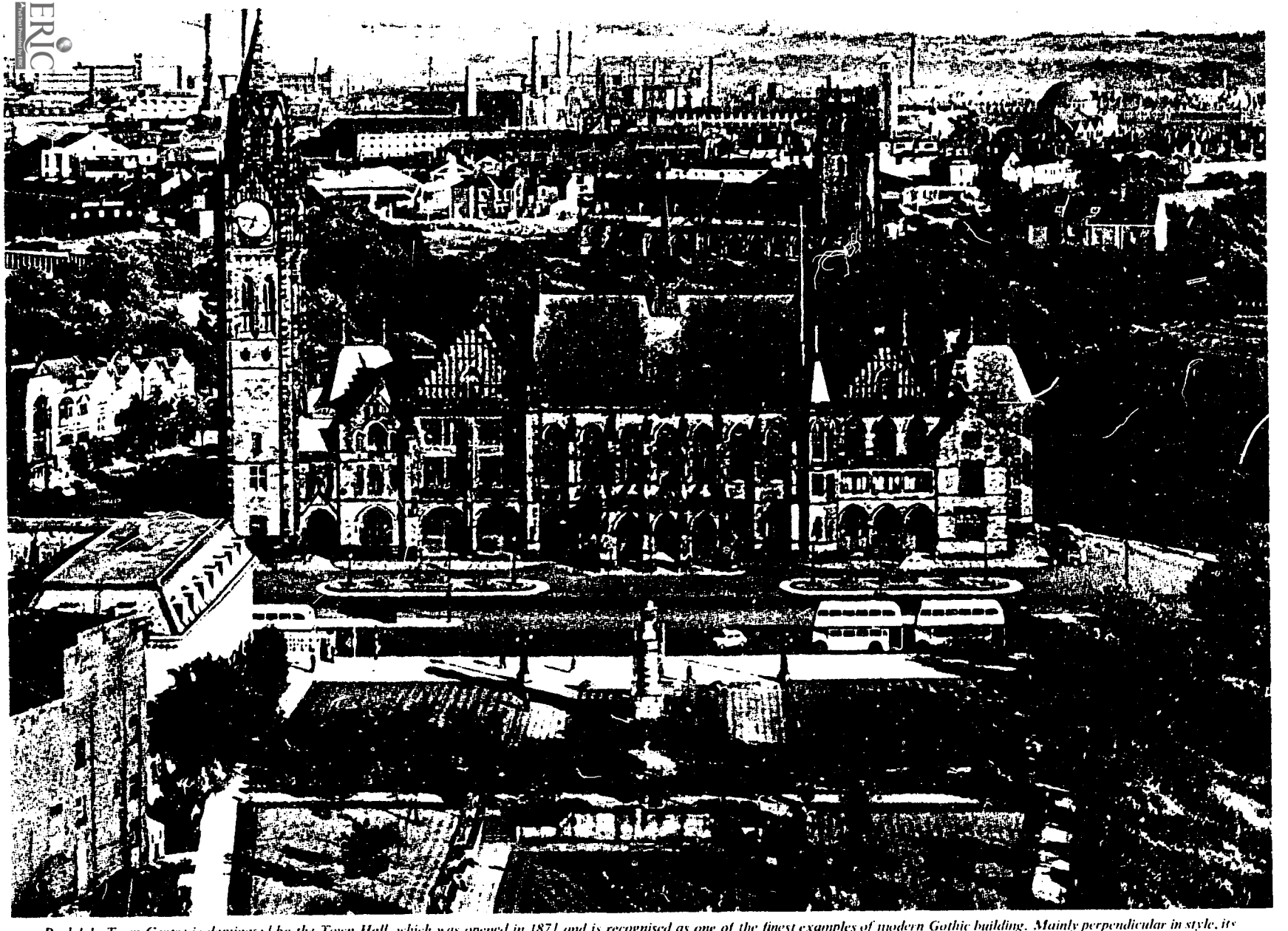

Rochdale Town Centre is dominated by the Town Hall, which was opened in 1871 and is recognised as one of the finest examples of modern Gothic building. Mainly perpendicular in style, its bold design incorporates pinnacles, spires, and great buttresses. In the mid-distance is the Parish Church of St. Chad, whose registers begin in 1582. Beyond, on the perimeter of the town, stand factories for spinning and weaving, some of which were built before the Rochdale Pioneers' Society came into being. When the Society first opened their small shop in Toad Lane in 1844, with stock valued at £16 11s. 11d., the town's population was some 20,000. The present Rochdale Pioneers' Society has annual sales of over £3,000,000 and the town now has a population of almost 90,000.

ACCESSION NUMBER: VT100652

PUBLICATION DATE: 73

TITLE: WHAT ARE COOPERATIVE MEMBERS' RESPONSIBILITIES? SERIES ON COOPERATION IN A FREE ENTERPRISE SOCIETY WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS.

PERSONAL AUTHOR: LINTNER, J. H.

DESCRIPTOR: *AGRICULTURAL EDUCATION; *UNITS OF STUDY (SUBJECT FIELDS); *COOPERATIVES; MARKETING; MANAGEMENT; MANUALS; *INDIVIDUAL STUDY; *GROUP MEMBERSHIP

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 553

ABSTRACT: THIS STUDENT MANUAL, PROVIDING A UNIT OF STUDY ON COOPERATIVES, CAN BE USED FOR INDIVIDUAL STUDY IN AGRICULTURAL EDUCATION CLASSES AT THE SECONDARY LEVEL OR IN YOUNG FARMER EDUCATION CLASSES. MATERIAL COVERED CONSISTS OF THE FIFTH UNIT OF A 10-PART SERIES AND INCLUDES A CONSIDERATION OF THE MEMBERSHIP QUALIFICATIONS, RESPONSIBILITIES, AND OBLIGATIONS OF JOINING A COOPERATIVE. TEXTUAL CONTENT, ILLUSTRATIONS, SAMPLE FORMS, AND WORKSHEETS GIVE THE STUDENT MATERIALS FOR INDIVIDUAL STUDY. RELATED UNITS ARE AVAILABLE AS VT 100 648 - VT 100 651 AND VT 100 653 - VT 100 657. (MU)

REPORT NUMBER: AGDEX 836, UNIT V

AVAILABILITY: AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, ROOM 201, 2120 FYFFE ROAD, COLUMBUS, OHIO 43210

INSTITUTION NAME: OHIO STATE DEPT. OF EDUCATION, COLUMBUS. AGRICULTURAL EDUCATION SERVICE.; OHIO STATE UNIV., COLUMBUS. DEPT. OF AGRICULTURAL EDUCATION.

SPONSORING AGENCY NAME: MARTHA HOLDEN JENNINGS FOUNDATION, CLEVELAND, OHIO.; OHIO COUNCIL OF FARMER COOPERATIVES.

VT 100 652

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Unit V

AGDEX 836

COOPERATION IN A FREE ENTERPRISE SOCIETY
WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

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V. WHAT ARE COOPERATIVE MEMBERS' RESPONSIBILITIES?

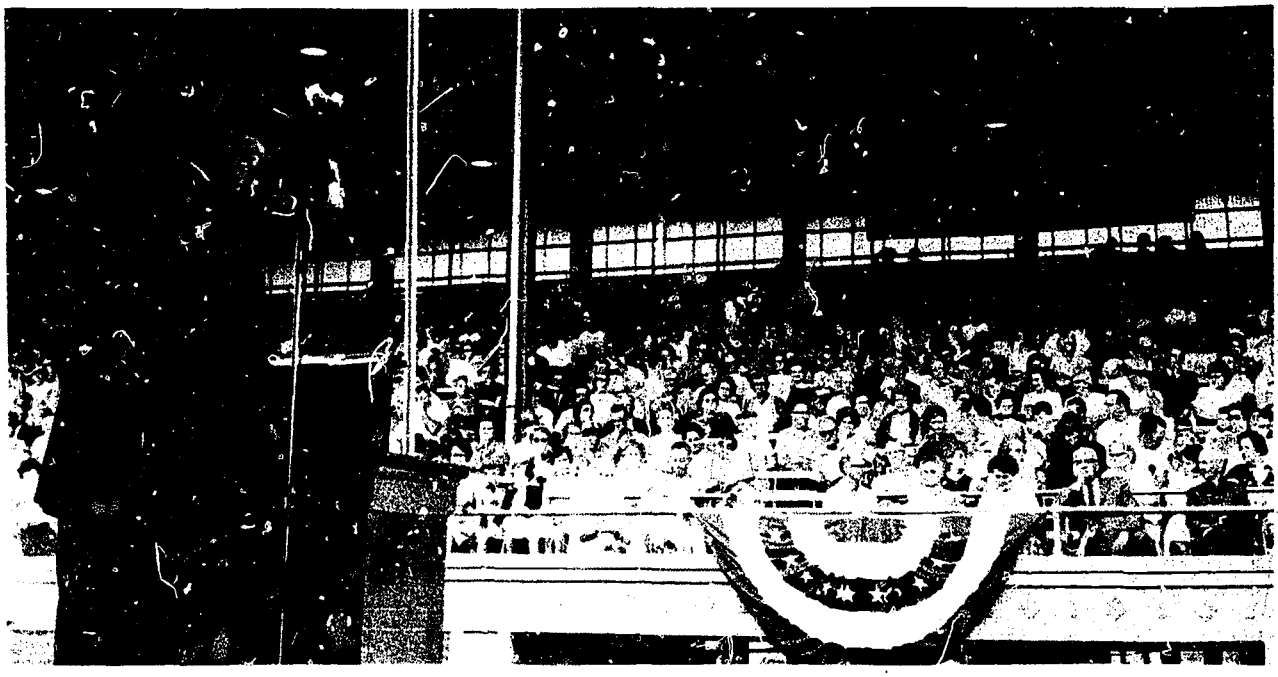

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and

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The Ohio State University

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The Cover Page

The manager of the South-Central Rural Electric Cooperative presents the annual report to the membership at the fairgrounds in Lancaster, Ohio which was rented to accomodate the crowd. The strength of a co-op depends on interested members.

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V. WHAT ARE COOPERATIVE MEMBERS' RESPONSIBILITIES?

Unit V of the series on

COOPERATION IN A FREE ENTERPRISE SOCIETY
WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

By
Dr. J. H. Lintner

Under the Direction of

Dr. Harlan E. Ridenour, Director
Ohio Agricultural Education
Curriculum Materials Service

and

Dr. Charles H. Ingraham, Professor of
Agricultural Economics, The Ohio State University

A Project of
Martha Holden Jennings Foundation
and
Ohio Council of Farmer Cooperatives

OHIO AGRICULTURAL EDUCATION
CURRICULUM MATERIALS SERVICE
Room 254, 2120 Fyffe Road
Columbus, Ohio 43210

1973

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ACKNOWLEDGMENTS

The series of units on cooperation and cooperatives is the result of a cooperative effort of a number of people and organizations.

Dr. Charles H. Ingraham, Consultant-Coordinator for the Ohio Council of Farmer Cooperatives, felt the need for some curriculum material which would be different and more effective than earlier efforts. He approached Dr. Harlan E. Ridenour to see what could be done by the Ohio Agricultural Education Curriculum Materials Service which follows an innovative approach unique in the curriculum materials field.

Dr. Ridenour agreed to undertake the project if appropriate financing could be secured.

The Martha Holden Jennings Foundation of Cleveland, Ohio through Mr. George B. Chapman, Jr., Chairman of the Advisory Committee, provided half the cost of the project. The Ohio Council of Farmer Cooperatives and the Ohio Agricultural Education Curriculum Materials Service jointly matched this contribution.

The Educational Committee of the Ohio Council, augmented by other cooperative experts as needed, served as the Advisory Committee for the project. They not only provided guidance in the quarterly meetings but reviewed the draft copies. Members of this committee were:

Mr. C. Neilson Griffith, Vice President, Landmark, Inc. as Co-Chairman;
Mr. Don Schriver, Asst. Director of Public Relations, Ohio Farmers as Co-Chairman;
Mr. Thomas Farr, President, Louisville Bank for Cooperatives;
Mr. Robert Walker, Director of Public Relations Program, Nationwide Insurance;
Mr. Paul Slade, General Manager, Ohio Agricultural Marketing Associations;
Mr. Merle Lashey, Jr., Executive Vice President, Ohio Federation of Production Credit Associations;
Mr. James Ross, Master, Ohio State Grange;
Mr. D. L. Burgeois, Manager, Federal Land Bank, and Alvin Reuwee, Northern Ohio Breeders Association served ex officio as President and Secretary-Treasurer for the Ohio Council of Farmer Cooperatives.

Members of the Board of Trustees of the OCFC were provided draft copies and many reviewed them in their entirety.

Teachers of Agricultural Education who tried out the units in draft form with their classes were: Mr. Richard Bertz, Pike-Delta-York High School; Mr. Phil Hulse, River Valley High School; Mr. Odell Miller, Marysville High School; Mr. Gary Moore, Fort Frye High School; Mr. Joe Parrish, Caldwell High School; Mr. Ray Stemen, Fairfield Union High School; and Mr. David White, McComb High School.

Other interested persons who made significant contributions to the project include: Mr. Jack Hill, Vice President, Education and Community Service, Ohio Farm Bureau Federation, and Mr. Richard McCrea, Educational Consultant, Martha Holden Jennings Foundation.

The author and co-directors gratefully acknowledge the interest and assistance of all who contributed to the project, especially to Mrs. Evelyn Roediger who prepared the manuscript for printing and Miss Tressa Scott who did the art work.

PREFACE

Although this Student Manual was prepared primarily for use on the secondary school level, it is realized that there may not be sufficient time to cover everything during the high school course. Some of the units may purposely be reserved for use with Young Farmer classes or other out-of-school groups. However, it is hoped that all 11th and 12th grade Agricultural Education students will complete at least Units I, II, and III. Two weeks of formal study would seem to be a minimum.

The units are designed to progress according to the time available and the individual need or interest warrants. Each unit is complete. Although only Unit I is covered, students will have a working knowledge of cooperatives commensurate with the time and effort expended.

It is believed that students and teachers can proceed with the units without a text or teaching guide. In a study of cooperatives, as well as many other areas of agriculture, there may not be one correct solution for any problem situation. For this reason, students should respond as they see fit, rather than attempt to find the "right answer."

It is much more important for students to individually interpret questions and resolve them in terms of their own situations, rather than strive for uniformity among the class.

Discussions with classmates as individuals or as a teacher-directed class is to be encouraged, having in mind the ever present problem of total exploration versus efficient use of time.

The self-grading proposal at the end of each unit may be used as the students and teachers see fit. Teachers and students are encouraged to jointly develop the points to be considered in grading (with the relative weighting of each) upon the completion of Unit I.

Although the writer has no feeling that his judgment on rating individual performance should be more than a "point of departure" for class consideration, it is as follows:

1.	Evidence of thinking and understanding	40
2.	Evidence of additional search and research outside the manual and classroom (family - neighbors - cooperative directors, managers, employers)	20
3.	Quality of responses in manual	10
4.	Completeness of responses in manual	10
5.	Participation in discussion with: - classmates as individuals with the teacher only as a resource person - class as a whole under the teacher's direction	20

If a student is not satisfied with his or her grade or the way in which it was determined they may go back to the objectives at the beginning of each unit. If the student can actually perform the actions as stated, the degree of competence should determine the grade.

J. H. Lintner

COOPERATION IN A FREE ENTERPRISE SOCIETY
WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

UNIT TITLES

Unit I.	Orange	Students Look At Cooperatives In Their Daily Lives, 24 pages.
Unit II.	Rose	Students Look At Cooperatives As They Will Affect Their Lives Ten Years Hence, 24 pages.
Unit III.	Yellow	How Are Cooperatives Organized? 20 pages.
Unit IV.	Lime	Are Rochdale Principles Applicable in Today's Cooperatives? 8 pages.
Unit V.	Olive	What Are Cooperative Members' Responsibilities? 25 pages.
Unit VI.	Red	Should I Serve As a Director or Officer of a Cooperative? 27 pages.
Unit VII.	Green	The Manager's Role and Responsibility in a Successful Cooperative, 12 pages.
Unit VIII.	Aqua	The Legal Basis For Cooperatives, 34 pages.
Unit IX.	Gray	How Should Cooperatives Be Taxed? 17 pages.
Unit X.	Bronze	Discovering Problems in Cooperative Operations and Taking Appropriate Action, 15 pages.
Unit X, page X-16		The Challenge.

V. WHAT ARE COOPERATIVE MEMBERS' RESPONSIBILITIES

If your class or group organized a cooperative to serve its needs as suggested in Unit II or you or your family belong to an existing cooperative, you will be interested in understanding the members' responsibilities. People who have made a deep study of cooperatives are positive that if there is one factor which is more important than any other in determining the success of a cooperative that is the degree to which the members understand their opportunities and responsibilities.

Accordingly, let's examine these responsibilities and determine the degree to which you will accept them.

UNIT OBJECTIVES

As the result of your study and class participation in this unit, you should be able to do the following:

1. Describe the role of members as owners as well as patrons.
2. Evaluate the qualifications of a good member.
3. Decide, before signing the membership agreement, the degree of membership loyalty you are prepared to accept.
4. Accept responsibility for serving on committees, acting at annual meetings, nominating competent directors, or running for office yourself.
5. Keep informed on day to day and year long operations.
6. Assume responsibility for business risks, costs of operation, providing necessary capital and working cooperatively with other members, the Board of Directors, and manager.

MEMBERS HAVE A DUAL ROLE

Cooperative members "wear two hats" at all times whether they realize it or not. In fact, it is a continual push and pull as to which hat he should be wearing when making a management decision for his farm operations.

These two hats are: (1) as an owner, and (2) as a user or patron. The members are always the owners since they provide the capital through membership or stock purchase. They wear the other hat whenever a decision is made to use or not to use the services of their organization. It would seem logical that a member would automatically be a user of the cooperative he owns but this does not always follow.

It is difficult for farmers or students to realize that they are owners. In many business transactions they deal with other people who are the owners or propriators; in cooperatives they are actually dealing with themselves.

There is a way to help the individual understand the ownership role in a cooperative. He should consider his membership or share of stock as another tool or factor in his total operations, like his ownership of land, livestock, or machinery. Listed on pages V - 2 and V - 3 are actual statements made by members of cooperatives. See how you react.

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Statement	Was this person thinking as an owner or farmer? (circle answer)	If the statement was made to you, how would you reply?
"I always use the cooperative because I am an owner and unless I use (patronize) it, I cannot expect others to do so."	Owner - Farmer	
"I helped to organize the cooperative, but no longer feel any responsibility for its success."	Owner - Farmer	
"I use the cooperative whenever I can, but they do not carry everything I need, so I have to go elsewhere."	Owner - Farmer	
"I buy (or sell) wherever I can get the best price."	Owner - Farmer	
"I would rather take advantage of a good deal at the time rather than receive a patronage refund later on at the end of the year."	Owner - Farmer	

Statement	Was this person thinking as an owner or farmer? (circle answer)	If the statement was made to you, how would you reply?
"They (the cooperative) don't do as good a job as they used to and for that reason I no longer go there."	Owner - Farmer	_____ _____ _____
"The service is not as good as those new fellows who have just started up."	Owner - Farmer	_____ _____ _____
"I go to the co-op because it is convenient and provides good service even though I could do better pricewise elsewhere."	Owner - Farmer	_____ _____ _____
"The co-op used to be all right when margins were too high, but now that there is little difference between co-ops and non co-ops, I go wherever I want to."	Owner - Farmer	_____ _____ _____
"Those fellows (Board of Directors) run the co-op to suit themselves and not for the members."	Owner - Farmer	_____ _____ _____

MEMBER QUALIFICATIONS

The following worksheet shows some qualifications for membership besides the money required to join. Please indicate whether you agree or disagree by placing an X in the appropriate column. You may care to discuss this in class after everyone makes individual decisions.

Qualifications for Co-op Members	Agree	Disagree
1. They are efficient in farming or agribusiness.		
2. They are financially solvent and active in farming or agribusiness.		
3. They are not looking for something for nothing.		
4. They know quality in relation to buying and selling practices.		
5. They believe in the cooperative way of doing business (competitive prices for equal quality and profits returned according to patronage).		
6. They have self-confidence in what they are doing and propose to do in their farming or agribusiness operations.		
7. They understand business competition and know that "you can't win them all."		
8. They are willing to postpone immediate price advantage in favor of greater returns in the future.		
9. Please add some other qualifications you can think of:		

MEMBER LOYALTY

If there is one single factor which determines the degree of success of a cooperative, it is the loyalty (responsibility and understanding) of its members. Many cooperatives succeed because of the feeling the members have toward the cooperative organization in which they share the ownership, which surmounts inept management, changing economic conditions, increased competition, etc. Conversely, a cooperative is on the downward grade whenever the membership begins to lose this feeling; unless something is done it will eventually fail.

It may be difficult to define loyalty as applied to a cooperative but it will help for you to respond to the following questions: (Circle the letter which indicates your choice.)

1. A person should not join unless prepared to make use of the cooperative:
   a. All of the time.
   b. Part of the time.
   c. Whenever it is to their advantage.

Figure 1. A Member of What?

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A LOCAL COOPERATIVE

Members belong directly to a local cooperative. They own the business and receive patronage refunds on the net savings.

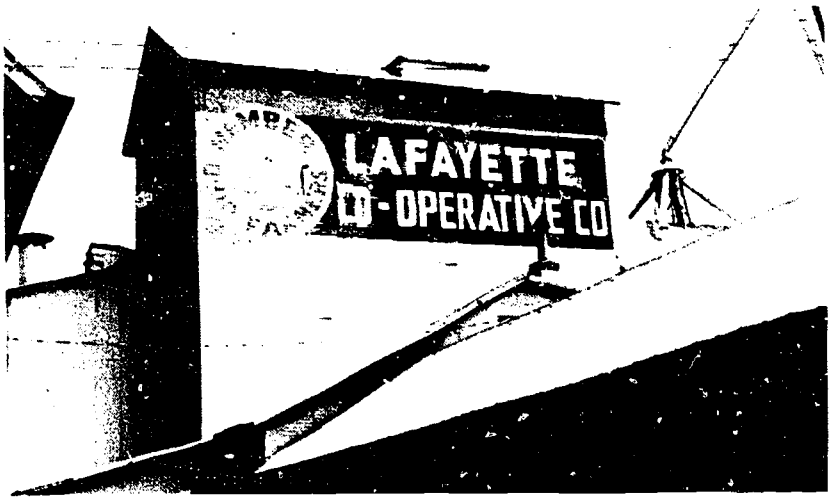

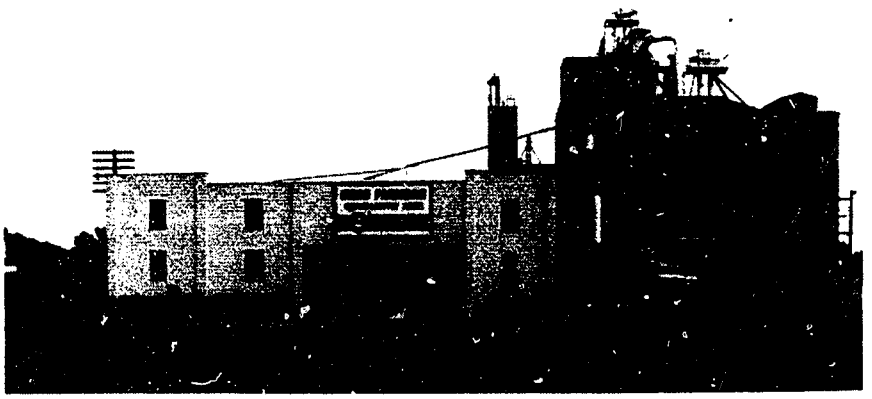

A REGIONAL COOPERATIVE

Local cooperatives may belong to Regionals. The locals own the business and receive patronage refunds according to the volume of business they provide.

A TERMINAL COOPERATIVE

The Midstates Grain Terminal at Toledo, Ohio is jointly owned by several Regional Cooperatives. They receive the patronage refunds to Locals.

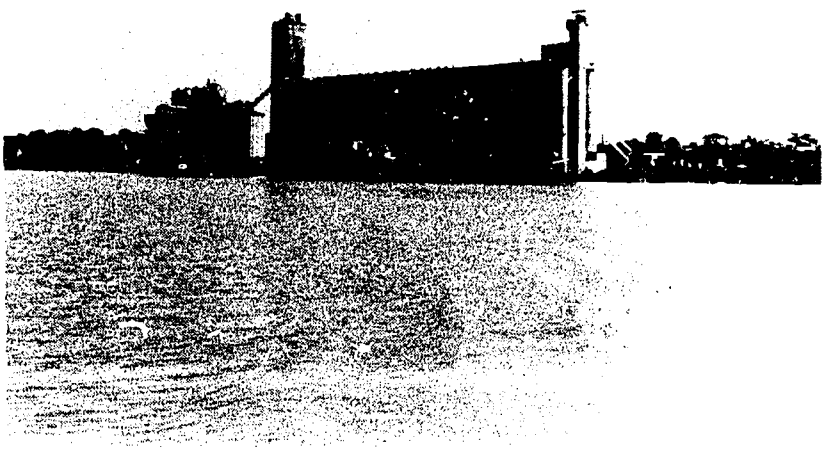

Actually a farmer is a member of all three; directly to the local and indirectly to the others.

2. Once a member. the individual has a responsibility to:
   a. Use the co-op whether it is to his advantage or not.
   b. Leave his money in whether he uses the co-op or not.
   c. Work with other members to bring about changes rather than stop using a cooperative when dissatisfied with results.
   d. Do nothing as it is really up to the Board of Directors.
3. At annual (or other membership) meetings, a member should:
   a. Accept the judgment of the manager or Board of Directors.
   b. Point out circumstances and ask questions even though they may be embarrassing.
   c. Propose corrective action for immediate consideration by the membership.
4. In talking informally with other members:
   a. Criticize the cooperative or the management without knowing all the facts or proposing a workable solution to a recognized problem.
   b. Blame other members for actions taken even though you did not attend a meeting or were in the minority in the voting.
   c. Threaten to withdraw or not use the cooperative because it was not meeting your immediate needs or wishes.
   d. Not even mention the co-op even though both of you are members, since you do not want your views on the cooperative to interfere with the friendship.

It is easy to be an enthusiastic supporter of a co-op but it takes courage to be loyal to a cooperative when it hurts your pocketbook. What would you do in the following circumstances, all of which actually happened?

1. A fertilizer dealer offers you the same analysis for $2 a ton less than the co-op to which you belong. Your action and why. _____

   _____

   _____

2. Your brother buys a petroleum bulk station and asks you to buy from him so he can get started with a rural delivery route even though your co-op also makes deliveries on your road. Your action and why. _____

   _____

   _____

3. The artificial insemination co-op to which you belong costs less, but you feel the bulls they have are not as good as outside suppliers. Your action and why. _____

   _____

   _____

4. The co-op to which you belong is competitive in price, but has no provision for bulk spreading of fertilizer which you prefer. Your action and why. _____

   _____

   _____

5. Your co-op pays your neighbors 10¢ per bushel over market price to raise certified seed, but does not need any more producers. A dealer wants you to raise seed for a proprietary firm. Your action and why. _____

_____

6. Describe some other example or circumstance you know about which would indicate membership loyalty. _____

_____

Indicate your action under similar circumstances. _____

_____

Farmers (producers) generally expect their cooperatives to obtain higher prices for products marketed and lower prices or more service for purchases. To do this they must have market control which is only possible if the member is willing to permit someone else to make important production and marketing decisions.

To be successful a cooperative cannot accept just any level of production or any quality of product which a member chooses to deliver. Strict control of production and marketing rights by the cooperative for successful bargaining and marketing operations are vital to their success.[1] The ultimate test of membership loyalty is the degree to which a producer is willing to give up his controls over the amount produced and his right to select alternate market outlets.

To insure compliance (not necessarily loyalty), some cooperatives require iron clad controls for the delivery of products. These are frequently used by "grower" cooperatives involved in speciality crops such as tomatoes, cucumbers, grapes, and apples in Ohio and citrus, nuts, raisins, etc. in the far west, Texas or Florida. Such contracts may be for more than one year. The degree of market control will be increased for the cooperative but the control of the member over his product will be decreased.

Contracts usually contain a penalty clause for noncompliance. This is relatively mild in the case of bargaining cooperatives but may be severe and restrictive in the case of: (1) marketing cooperatives and (2) contracts between a producer (regardless of whether he is a member of a bargaining cooperative or not) and a processor.

Read over the bargaining contract shown in Figure 1, pages V - 8 and V - 9 (note particularly the underlined words) and then decide what you would do if you were a tomato producer.

_____ I would accept the contract.

_____ I would not accept the contract because _____

_____

_____ I would try to work through the Board of Directors to change the contract as follows:

_____

_____

_____

_____

[1] A bargaining co-op negotiates price without taking title or doing any processing.

A marketing co-op not only negotiates price but also takes title to or does some processing (forward integration).

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Figure 1. Membership and Marketing Agreement.

MEMBERSHIP AGREEMENT AND MARKETING CONTRACT No.

THIS AGREEMENT is entered into on the date subscribed hereto by and between the [redacted] ation, and agricultural cooperative incorporated under the laws of the State of Ohio, hereinafter called "Association," and the undersigned grower, hereinafter called "Member."

WITNESSETH:

In consideration of the mutual promises, covenants and conditions to be kept and performed by the parties hereto, the parties agree as follows:

(1) The member shall deliver all canning or processing tomato crops to be grown by him, or for him, or in which he has an interest, either as landlord or tenant, on lands owned or otherwise held by him, or in which he has any other interest whatsoever, to the association, or to such other person, firm or corporation as the association shall approve during the term of this contract. Official notice of such approval shall be given to the member by the association by first class, United States mail, addressed to the member shown on the association record.

(2) The association, for the purpose of marketing, or contracting for the sale of tomatoes of members to any person, firm or corporation, shall prescribe or approve the form and substance of the purchase and sale agreement between the member and the buyer of the tomatoes, and such contract shall be designated as "Approved Contract".

The member agrees to sell no canning or processing tomatoes to any buyer whose form of purchase contract and substance has not received prior approval of the association.

(3) The association may direct the buyer of a member's tomatoes to make direct remittance to the member for all tomatoes sold by the member to the buyer, less an amount not to exceed 1½% (one and one-half percent) of the gross sales price of such tomatoes, which amount the member authorizes to be deducted from the gross sales price, and hereby directs the buyer of his tomatoes to pay such deducted amount directly to the association on its demand. Such deducted amounts shall be used for the actual and necessary marketing expense of member's tomatoes, and also for the general maintenance and support of the association.

Should it be found, at the end of any year, that the aggregate amount of deductions from gross sales proceeds of members, as aforesaid, are greater than the amount of marketing expenses and expenses of maintaining the association as aforesaid, such excess amount shall be allocated and refunded to the members, ratably, in proportion to the volume of their patronage in the manner provided in the Code of By-Laws of the association.

(4) The association agrees to handle, market or contract to market, to the best of its ability under economic and marketing conditions from time to time existing, all canning or processing tomatoes produced and delivered to it by the member, in such form and manner, and at such prices as the association deems for the best advantage of all members who have signed agreements similar hereto; subject, however, to conditions affecting the marketing of tomatoes which may be beyond the control of the association.

In performing the marketing service herein specified, the association agrees to dilligently solicit, for and on behalf of its members, approved contracts with the greatest possible number of processors of canning or processing tomatoes and brokers thereof; and to dilligently attempt to procure the largest possible market for the members' tomatoes.

(5) The association agrees to render, to the extent of its capacity and ability such other services to its members with reference to dissemination and distribution of information, data and statistics pertaining to the production, marketing and utilization of tomato crops for the market, as may, from time to time, be currently available.

The association further agrees to represent the member, and other members, in the improvement of conditions respecting grading of tomatoes for the market.

(6) Unless already a member of the association, the member agrees to pay an entrance fee of One Dollar ($1.00) at the time of the execution of this agreement, and to conform to and abide by the provisions of the Articles of Incorporation and the Code of By-Laws of the association.

(7) It is understood and agreed that this contract is one of many other marketing contracts similar in substance and form executed between other growers or producers and the association, who are mutually and individually obligated to each other through the association; and that the association shall be deemed to be acting on its own name for and on behalf of all such producers in carrying out and enforcing such contracts in any actions or legal proceedings arising therefrom.

It is further understood and agreed that the true value of this contract, and all similar marketing contracts executed by other producers, depends upon the adherence of each and all of the contracting members to each and all of said contracts, and the association and its members would be materially damaged by the breach of this contract. In case of the breach of this contract, it would be extremely difficult and impracticable to calculate with mathematical accuracy the exact amount of damages, and, therefore, it is specifically agreed that the member will pay to the association an amount equal to 25% (twenty-five percent) of the gross sales proceeds for all canning tomatoes, sold or otherwise disposed of by or for the member contrary to the provisions of this contract, which amount is agreed to be reasonable and liquidated damages.

(8) The breach or cancellation of a similar contract or contracts by any one or more other members of the association shall in no manner impair or affect the obligations under this contract, or the mutuality of interests hereunder created.

(9) It is agreed that this contract shall be binding upon both parties hereto, their administrators, heirs, successors and assigns, and also the spouse of the member. Therefore, no sale, transfer, lease or other conveyance of land by the member made for the purpose of evading, directly or indirectly, his obligations hereunder, shall discharge any obligations hereunder or herein created.

(10) This contract shall become effective when accepted by the Directors of the association, and shall thereupon supersede any previous contracts made between the member and the association.

(11) Unless cancelled, as hereinafter provided, this contract shall be in full force and effect for the term of one (1) year from the date of its acceptance by the Directors of the association, and shall be automatically renewed from year to year thereafter, without any other action being taken by either party hereto, for a period of ten (10) years.

(12) Either party hereto may cancel this agreement by serving written notice of cancellation upon the other party between the 15th and the 31st days of December in any year, whereupon the cancellation shall become effective on, but not before, the first day of November of the next succeeding year, providing all obligations of both parties hereto have been fully paid and discharged.

IN WITNESS WHEREOF, this agreement has been executed in triplicate, by the parties hereto on this _____

day of _____, 19 _____.

Received Payment of $_____ for $1.00 share of stock. Share of stock is member's receipt.

_____
Agent

_____
Member

_____
Member's Address

_____ _____
Phone Number County

Processor _____

Average acreage _____

New or old member _____

_____
Executive Vice President & Secretary

NOTE: Send all three copies to Tomato Division Office. Duplicate will be returned after signing.

Figure 1. Membership and Marketing Agreement (continued).

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Figure 2. "Growers" contract.

TOMATO CONTRACT

№ 344

....., 1971

1. .....of..... (Hereinafter known as the Grower) hereby agrees to plant, grow, harvest and deliver; and (hereinafter known as the Company) agrees to purchase the usable crop from.....acres of Tomatoes during the 1971 season, subject to the terms of this agreement.

2. COMPENSATION:

(a) For deliveries which meet the minimum requirements for acceptance, provided that the Tomatoes are free from sunburn, worms, anthracnose, fruit fly eggs, or other conditions causing the Tomatoes to be unfit for processing, the Company agrees to pay the following prices per ton of usable Tomatoes; the grading to be according to the U.S. Standards of grade evaluation for Tomatoes for processing as effective February 6, 1964, as determined by grading a representative sample of each delivery:

RAW COLOR VALUE	USABLE PERCENTAGE 96 to 100	91 to 95	88 to 90
63.0 and above	$37.00	$35.50	$34.00
62.9 and below	32.00	30.50	29.00

(b) The Company agrees to pay for Tomatoes delivered and accepted under this agreement on November 1, 1971, and will at the request of the Grower, make reasonable payments against deliveries at an earlier date. Any charges or indebtedness due the Company from the Grower for this or previous crops shall be considered as advance payments on the crop and shall be a first lien on the crop.

3. PLANTS, SEED, FERTILIZER, AND HAMPERS:

(a) The Company agrees to furnish tomato plants required by the Grower under this agreement at $7.00 per M.

(b) The Company gives no warranty, expressed or implied, as to purity, or any other quality of plants or seed supplied under this agreement, and is expressly relieved of any liability for the quantity or the quality of the crops grown therefrom.

(c) Charges:
Planter Rental, $1.00 per acre.
Tote Bins not returned, $15.00 each.

4. DELIVERIES:

(a) The company will measure all acres of tomatoes owned or operated by the grower. If the planted acres exceed the contracted acres, the Company may at its option refuse to accept deliveries from the contracted acreage in excess of 110% of the three year average tons per acre of the grower. If the fruit count of the acreage indicates a yield above the three year average of the grower, the company will accept deliveries above the average after proof that no deliveries from non-contracted acreage have been made. The three year average deliveries of this contract are ..... tons per acre for a total of ..... tons.

(b) It is mutually agreed that deliveries shall be made in approved tote bins and accepted between the hours of 7:00 A.M. and 5:00 P.M., each day except Saturday and Sunday (unless Grower receives special permission from the Company), according to a schedule established on the previous business day by the Grower and with the Company. The Company shall have the right to limit deliveries to 1500 lbs. per acre per day on any day on which receipts are so heavy as to prevent orderly delivery, handling, and processing of the crop.

5. PRODUCTION CONDITIONS:

(a) The Grower agrees to plant the crop on suitable land approved by the Company.

(b) The Grower agrees to use only plants or seed supplied or approved by the Company.

(c) The Grower agrees to follow an approved program for prevention of fruit fly egg contamination during such periods as required by the Company.

(d) The Grower agrees to permit Company representatives to enter and inspect acreage covered in this agreement.

(e) The Grower represents and warrants to the Company that in the planting, growing, harvesting, and delivering of the crop he will comply with, and enforce compliance with, all applicable provisions of the Fair Labor Standards Act of 1938 as amended, and all other applicable laws—including without limiting the generality thereof—those relating to the employing of minors. The Grower agrees to indemnify and hold harmless the Company against any violation thereof.

6. PESTICIDE CHEMICAL APPLICATIONS:

It is mutually agreed that either party may apply or direct the application of insecticides, fungicides, herbicides, or other pest control chemicals to the soil or crop. Only chemicals approved by the Company shall be used, and applied only on schedules approved by the Company and in compliance with label directions approved by the Environmental Protection Agency. It is further agreed that the Company will be free of responsibility for loss or injury to the crop or surrounding crops or livestock due to such chemicals, their application, or residues.

7. SEASON:

It is mutually agreed that the season shall begin when enough Tomatoes have ripened to permit practical harvesting and processing procedures, and shall terminate at 5:00 P.M. October 1, 1971, subject to extension for specified periods by the Company upon 24 hours advance notice posted at the receiving station.

8. PROVIDENTIAL RELEASE:

It is mutually agreed that the obligation of either party to perform any executory provisions or obligations of this contract is qualified by the inability of either party to perform on account of fire, strikes, lockouts, acts of God, war, orders of a duly constituted government authority, or any other causes not within the control of the parties.

9. ASSIGNMENT:

Assignment by the Grower of part or all of sums which may be due the Grower under this contract will be recognized only when such assignment is accepted in writing by the Company and copy of the assignment is filed in the office of the Company.

10. CONTINUATION ON REVERSE SIDE OF THIS CONTRACT:

The provisions printed on the reverse side of this Contract are part of this agreement and are so accepted.

Grower..... By.....

Telephone No.....

Owner..... Farm Location: County.....

Owner's Address..... Road.....at.....

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Figure 2. "Growers" contract (continued).

11. STANDARDS:

Tomatoes delivered under this contract shall be graded and compensation determined according to the United States standards for grade evaluation of tomatoes for processing as effective February 6, 1964. Except

(a) Tomatoes that have been frozen or frosted, shall be classed as culls.
(b) Tomatoes with green shoulders and free from other Category B defects may be classified as Category A.
(c) Tomatoes with stems are accepted and are to be placed in Category A (not in Category C as stated in U.S. Standards) unless other defects classify them for Category B, C or Culls.

Either Company or Grower may request regrade of any load not yet accepted or unloaded. The average of the two grade results will constitute final grade and will be used for basis of load acceptance or rejection.

12. GRADING:

The standards of inspection for determining the price for acceptable tomatoes are based on:

1. COLOR EVALUATION

(a) The raw juice used for the color determination shall be extracted from a representative sample by means of an approved extracter fitted with a .034 inch mesh screen juice attachment.
(b) Color measurements shall be made on a composite raw juice sample by means of a photoelectric instrument (USDA Tomato Colormeter) in terms of tomato color value.

2. DEFECT EVALUATION

(a) CATEGORY A

"Category A" consists of tomatoes which are free from mold or decay, but which may have any other defect or combination of defects the removal of which in the process of trimming would cause a loss of not more than 5 percent, by weight, of the tomato.

(b) CATEGORY B

"Category B" consists of tomatoes which are free from mold or decay, but which have any other defect or combination of defects the removal of which in the process of trimming would cause a loss of more than 5 percent but not more than 20 percent, by weight, of the tomato.

(c) CATEGORY C

"Category C" consists of tomatoes which are affected by mold or decay, or which have a combination of defects including mold or decay, the removal of which in the process of trimming would cause a loss of not more than 20 percent, by weight, of the tomato.

(d) CULLS

"Culls" are tomatoes which do not meet the requirements of either Category A, B or C.

(e) USABLE PERCENTAGE

"Percent Usable" is a calculation of total weights of tomatoes in Category A and the remainder of sound tomatoes in Category B, after trimming, plus 80 percent of the weight of tomatoes in Category C.

(f) PERCENT WASTE

"Percent Waste" is a calculation of total weights of Culls and trimmings from Category B, plus 20 percent of the weight of tomatoes in Category C.

13. MINIMUM STANDARDS FOR ACCEPTANCE:

In order to maintain acceptable operating and product standards, the Company reserves the right to reject deliveries which

(a) are lower than 63 Raw Color Value, or
(b) contain more than 25% Category C as described, or
(c) contain more than 7% Culls, or
(d) contain wormy or worm damaged fruit in excess of one percent.

	Figure 1	Figure 2
Which is the most restrictive?		
Which specifies the price to be received?		
Which has the most severe penalties for noncompliance?		

It is usually not too much of a financial sacrifice to comply with a contract if a drought occurs and the fresh market price is considerably higher than the contract price. However, when production is tied up over a period of several years to insure a proper volume (almost necessary for "forward integration" into processing, etc.) the stakes are higher and the decision more difficult.

Would you be willing to agree for delivery of your product over a period of years without an assured price? This is what the rice farmers of Arkansas were asked to do fifty years ago and must be faced by producers of sunflower seed in Ohio and the Middle West if facilities for handling and storage are to be provided. A co-op which requires a plant for processing and storage cannot be successful without an assured volume.

Agreements on bargaining and processing for other crops are similar to those shown in Figure 1 and Figure 2 for tomatoes.

Depending on the area you are located in, see if you can locate similar agreements and contracts for popcorn, sunflowers, cucumbers, grapes, cabbage, sugar beets, canning crops (peas, beans, etc.). You may use these in place of the tomato agreements in making your responses on pages V - 7 and V - 11.

Bargaining cooperatives and marketing cooperatives have been mentioned several times (Units I, II, and V). At this time it may help you as a member to develop a greater awareness of the difference between the two types of organizations. This may be done by examining the table on the following page.

Please consider each line separately; asking yourself the following questions for each:

a. Do I understand what is meant by the business element or function (Column 1) involved?

b. Can I visualize the application of Column 1 in Columns 2 and 3 in a cooperative I know about?

If you have trouble with any item, ask your teacher, or go to the manager of a local cooperative.

When you finish, look over Columns 2 and 3 and circle those items which you feel are critical to the success of either the marketing or bargaining types of cooperatives.

Example: (Line) I. Involvement of members Desirable Essential

Wheat pooling agreements are a little different than bargaining and marketing agreements but may be examined at this time if interested.

TABLE 1. MARKETING AND BARGAINING COOPERATIVES
HOW DO THEY DIFFER? [1]

The purpose of this table is to show the differences between a marketing cooperative (handling products) and a bargaining cooperative (not handling products).

Business Element or Function	Marketing Co-op	Bargaining Co-op
a. Handle product	Yes	No
b. Primary function	Assembling Processing Storing Distributing Selling	Negotiate the sale of members product
c. Nature of market	Cash market	Contract market
d. Market price	Determined by supply and demand	Determined by negotiation
e. Potential for expanding services to members	Many	Few
f. Own plant and equipment	Yes	No
g. Assignment (transfer of title)	Mostly no	Yes
h. Primary objective	Reduce cost to obtain more of market spread	Increase price and/or improve terms of sale
i. Need for volume	Desirable	Essential
j. Scale of operation	Related to firm	Related to industry
k. Need for economic skills	Desirable	Essential
l. Involvement of members	Desirable	Essential
m. Influence over producer action	Relatively small	Substantial
n. Market control	Do not have	Required
o. Capability to exercise power in the market	Weak (usually)	Strong
p. Capital requirements	Large	Small
q. Sources of operating Capital	Member equity Retained earnings and borrowed funds	Check-off
r. Benefits	Accrue to co-op-then alloted to patrons	Go directly to patron
s. Emphasis in communications	Accomplishments and pride of ownership	Plans, strategy and enforcement
t. Emphasis in public relations	Employee, farmer, and community	Farmer and buyer

[1] Adapted from William E. Black, Extension Economist in Marketing and Policy, Texas A & M University.

CONTROL OF AGRICULTURE

Dr. Wallace Barr, Extension Economist, The Ohio State University, brought this aspect into focus in the March, 1973 issue of *Economic Information for Ohio Agriculture* shown below:

What Do We Mean By Control Of Agriculture?

Control is closely related to decision-making. People in general, and farmers in particular, place a high value on their decision-making role. When farmers were numerous and had more political power, they controlled U.S. agricultural policy and the organizational system. Everyone knew who would make the decisions in agriculture--farmers. They ran the farms, controlled farm organizations and elected Congressmen.

Control is shifting and is increasingly being vested in those individuals or firms that make the buying, selling and producing decisions because they 1) have control of the resources used in agriculture, 2) have access to markets for selling their products, financing, and buying supplies, and 3) have access to technical information.

This situation was recognized several years ago by major farm organizations. The wheat pool agreement shown in Figure 3, pages V - 14 and V - 15, is one attempt to keep control of a major farm commodity through joint action of:

- the producer (individual farmer)
- the farmers' membership organization (Farm Bureau)
- the farmers' cooperative (Landmark)

Please read this agreement in Figure 3, then do a little research work in your community to answer the following questions:

1. How well has this wheat pool succeeded? _____

   _____

2. If it was not as popular in your community as you feel it should be, what were the reasons? _____

   _____

   _____

   _____

3. If wheat farmers do not do something like this to control their market, what will be the long time result? _____

   _____

   _____

FARM BUREAU MUTUAL WHEAT POOL

The following is an agreement between the OHIO FARM BUREAU FEDERATION, INC., a non-profit corporation with its principal place of business at 245 North High Street, Columbus, Ohio which will hereinafter be referred to as "FARM BUREAU", THE FARM BUREAU COOPERATIVE ASSOCIATION, INC., a farmers cooperative with its principal place of business at 245 North High Street, Columbus, Ohio, which will hereinafter be referred to as "LANDMARK", and the undersigned farmer who is a producer of soft red winter wheat, who will hereinafter be referred to as the "Producer". This agreement is entered into for the purpose of a program for the accumulation and sale of soft red winter wheat produced by the undersigned and other Producers signing similar contracts, to be known as Farm Bureau Mutual Wheat Pool and hereinafter referred to as the "Program".

THE PRODUCER AGREES AS FOLLOWS:

(1) He is a member of a County Farm Bureau and will continue his membership during the term of this contract.

(2) To sell to LANDMARK during the first year of this contract, soft red winter wheat produced by Producer on the number of acres indicated below, the amount of such soft red winter wheat being estimated as indicated below.

(3) During the second and each subsequent year that this contract is in effect, if Producer elects to participate in the Program for that year, he shall sign and return to FARM BUREAU on or before April 1st, a card to be furnished by FARM BUREAU indicating his intent to participate in the Program, the number of acres of soft red winter wheat which he agrees to sell to LANDMARK that year, and the estimated number of bushels to be produced from said number of acres.

(4) At the earliest reasonable time after harvesting in each year of participation in the Program, to deliver the soft red winter wheat produced for the Program to the elevator indicated below which has been selected by the Producer and approved by FARM BUREAU. Producer, at the time of delivery, shall disclose to the receiving elevator any liens on any of the wheat delivered hereunder, and LANDMARK is authorized to pay the holder of any lien from payment due the Producer as hereinafter provided.

(5) Title to the wheat shall pass to LANDMARK at the time of its delivery to the approved elevator. Thereafter, LANDMARK shall have full power and authority to store and handle or contract for the storage and handling of the wheat in any manner consistent with the objectives of the program.

(6) It is understood and agreed that this contract is one of a number of similar contracts which are entered into for the purpose of combining the soft red winter wheat of all Producers signing contracts similar to this one, which may be commingled and combined together and sold by LANDMARK at such times and in such quantities as LANDMARK in its sole judgment shall consider most advantageous to the contracting Producers. It is anticipated that marketing will be in an orderly manner, but LANDMARK may at its discretion sell all of the wheat in the Program at a single time, or at different times in different proportions, and may sell to a single buyer or to two or more buyers, and may sell through a common marketing agency with other cooperative associations conducting similar Programs.

(7) It shall be a violation of this contract if the Producer fails to deliver the wheat which he has agreed to deliver as herein provided, unless such failure is caused by conditions beyond the control of the Producer. Because the remedy at law would be inadequate and would be impractical and extremely difficult to determine actual damage resulting from the failure to deliver, Producer agrees to pay LANDMARK the sum of 10c per bushel for the number of bushels estimated by the Producer in the year in which the failure occurred, as liquidated damages for the breach of this agreement, it being agreed that this agreement is one of a series dependent for its true value upon the adherence of each and all of the contracting Producers to each and all of such agreements, but the cancellation of any other similar contracts or the failure of any of the Producers to comply therewith shall not affect the validity of this contract.

(8) To accept payment for wheat sold in the Program on a ratable basis with all other contracting Producers participating in the Program after the deduction of the expenses of the Program, and adjustments for freight differentials.

(9) To appoint FARM BUREAU as his agent for the purpose of negotiating with LANDMARK concerning expenses and other details of the Program, and for conducting programs for the promotion of sales in domestic and foreign markets. LANDMARK is authorized to reimburse FARM BUREAU out of the proceeds of Program wheat a reasonable amount for expenses of promotion.

LANDMARK AGREES AS FOLLOWS:

(1) To store, handle and sell red winter wheat in the Program in such manner, at such times, and upon such terms as in its judgment will be to the best advantage of the Producer and all other Producers in the Program. Program wheat shall be disposed of on or before May 31st of the year following harvest.

(2) To employ competent personnel and help, including persons experienced and qualified in the handling and sale of wheat, to manage and conduct the Program. To pay the expenses of the Program including reimbursement to FARM BUREAU for the reasonable amount of expenses of promotion of the Program.

(3) To pay to Producer for the wheat sold to LANDMARK under the Program ratably with other Producers in the Program, the proceeds of the sale by LANDMARK of all wheat in the Program less the expenses of the Program. The amount due each Producer shall be determined by dividing the amount determined under this paragraph by the total number of bushels of wheat in the Program, and multiplying the per unit amount thus determined by the number of bushels which the Producer has sold to LANDMARK under the Program. The amount thus determined may be adjusted by taking into consideration freight differentials between different points of origin of grain in the Program. Payment shall be made not more than thirty (30) days after the last of the wheat in the Program is sold, and final settlement is received by LANDMARK.

FARM BUREAU AGREES AS FOLLOWS:

(1) It will act as agent of the Producer for the purposes set forth in paragraph 9 of Producer's agreements.

(2) It will contact and attempt to sign up as many Producers as possible to help insure a sufficient volume of wheat in the Program to make it effective.

(3) It will review the operation of the Program with LANDMARK from time to time.

Figure 3 (continued).

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(4) It will attend to the selection of a committee of contracting Producers, whose function will be to represent all Producers in the Program in matters concerning the Program, inquire into the progress of the Program, and consult with FARM BUREAU about the Program.

(5) It will conduct programs for increasing the demand for and sale of Program wheat in domestic and foreign markets.

GENERAL CONDITIONS AND AGREEMENTS:

(1) All LANDMARK local elevators are approved for handling and storing Program wheat, and other local elevators may be approved by FARM BUREAU, provided however, that LANDMARK is able to enter into appropriate handling and storage contracts with such LANDMARK or other local elevators.

(2) All soft red winter wheat delivered under this contract shall be adjusted to No. 2 grade U.S.D.A. standards. Adjustments for grade variations shall be made at the time of delivery at the authorized elevator. The elevator operator shall determine the monetary difference between the wheat delivered and No. 2 grade on the basis of normal market differentials, and the Producer will be paid the difference if his wheat exceeds No. 2 grade, or shall pay to the elevator operator the difference if his wheat is less than No. 2 grade. LANDMARK shall not be required to separately store Program wheat, but it may be commingled with other wheat of like grade and quality.

(3) FARM BUREAU, with the consent of LANDMARK, may elect not to conduct the Program in any year during the term of this contract, when in the opinion of FARM BUREAU it would not be desirable to conduct it because of the small volume of wheat committed to the Program, or for any other cause FARM BUREAU considers that the Program might not benefit the Producer.

(4) This agreement shall be in effect for a period of ten (10) years, but may be terminated by the Producer by the giving of a written notice to FARM BUREAU at its office at 245 North High Street, Columbus, Ohio, so as to reach FARM BUREAU during the month of April in any year. FARM BUREAU may, at its option, terminate this contract in the event that Producer does not elect to participate in the Program in any year, in which event written notice shall be given to the Producer so as to reach him on or before June 1, or FARM BUREAU may terminate the contract in any year which the Producer elects to participate in the Program but fails to deliver any wheat under the contract at harvest time as provided herein, or otherwise breaches the contract.

(5) The breach or cancellation of a similar contract or contracts by any one or more of the other contracting Producers shall not impair or affect the obligations under this contract or the mutuality of interests hereunder created.

(6) It is agreed that this contract shall be binding on all the parties hereto, their administrators, heirs, successors and assigns. If Producer is a partnership, this contract shall be binding on all members of the partnership, jointly and severally. No sale, transfer, lease, or other conveyance of land by the Producer made for the purpose of evading directly or indirectly the obligations hereunder, shall discharge any obligations hereunder or herein created.

(7) This contract shall become effective when accepted by the Management of FARM BUREAU. This contract shall constitute the entire agreement between and among the parties, and it is agreed that no oral conditions, promises, convenants, representations or inducements in addition to or at variance with any of the terms of this contract shall be binding.

IN WITNESS WHEREOF, FARM BUREAU and LANDMARK by their duly authorized officers, and Producer have hereunto set their hands this _____ day of _____, 19 .

_____
Signature of Applicant

_____
Producer (Please Print Name Here)

_____
Mailing Address (Please Print)

OHIO FARM BUREAU FEDERATION, INC.

By _____
Title

THE FARM BUREAU COOPERATIVE ASSOCIATION, INC.

By _____
Title

Location of Farm _____

Number of acres for 19__

Estimated bushels of soft red winter wheat for 19 _____

Elevator at which delivery is to be made _____

(Information to be supplied by Producer)

ERIC

If you were a wheat producer, how do you feel about the specific provisions of the contract shown in Figure 3?

I Accept	I Object	No Reaction	
			Producer must be a member of the Farm Bureau.
			Requirement that 10¢ a bu. must be paid as liquidated damage for failure to deliver all wheat produced. (Suppose you could get more than this by selling outside the pool.)
			Provisions for paying for expenses of operation and promotion before delivering proceeds to the producer.
			Having to wait until all wheat sold before receiving payment for wheat delivered.
			Signing up for 10 years even though it can be cancelled on a yearly notification.
			Any provision you feel strengthens the agreement. Identify: _____ _____
			Any provision you feel weakens the agreement. Identify: _____ _____

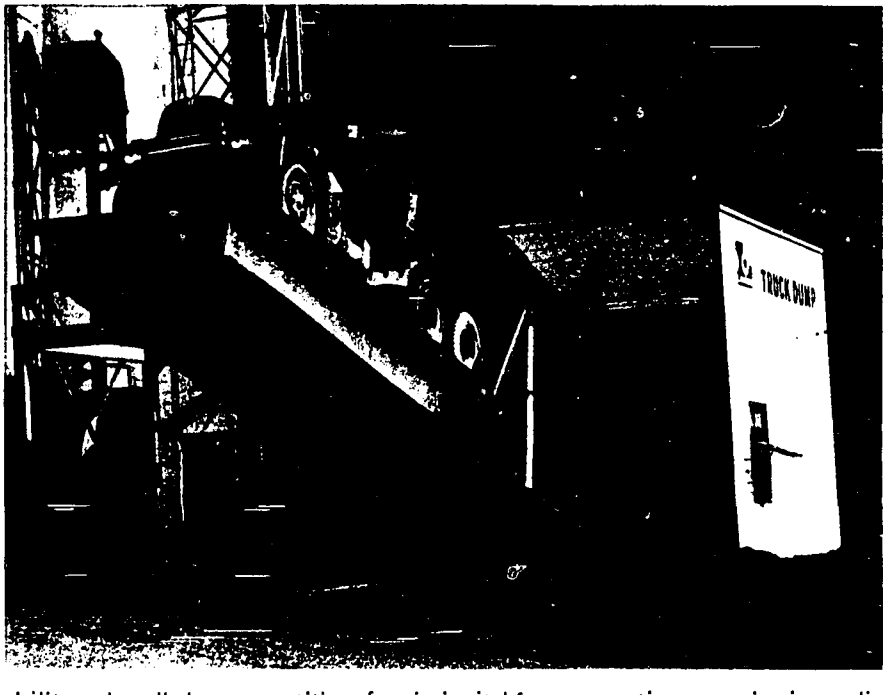

Figure 4. The ability to handle large quantities of grain is vital for cooperatives engaging in pooling operations.

Anything involving contracts similar to those considered in this unit also involve member loyalty. Now, see if you can improve on this concept of membership loyalty?

"A loyal member of an economic cooperative is one who willingly accepts the short term price disadvantages as a part of the cost for the narrowing of margins resulting from cooperative efforts in the past and which can only be insured in the future by the competition from cooperatives."

Hint: What aspects of cooperative loyalty, if any, have not been covered?

_____

_____

_____

_____

MEMBERSHIP RESPONSIBILITIES

The major responsibility of a cooperative member is to make use of the organization, but is that enough? Cooperatives, like any other business, requires direction. This is a responsibility of the owners and cannot safely be left to a hired manager.

As one of the owners of a co-op, how much work (time and effort) are you willing to do to insure its success? Read all the possibilities listed below and then indicate with an X those items with which you approve.

- None unless paid.
- Occasionally if work rather than responsibility is involved. Example: taking tickets at the annual banquet.
- Frequently in subordinate capacities with minimum responsibility. Example: as a committee member.
- Whenever called upon or nominated. Example: draft a code of bylaws or serve on the Board of Directors.
- Attend annual meetings but take no active part in the proceedings which may involve responsibility or work.
- Prepare yourself for eventually assuming responsibility for the success of the cooperative by individual study, attending seminars, director's clinics, national meetings, etc.
- Work informally with other members, the Board of Directors or manager to promote the success of the cooperative even though you have no title or responsibility other than as "a member."

The ultimate in member responsibility is a member nominating himself rather than waiting for someone else to ask him to serve. Suppose you are unhappy with the way the co-op is being operated. It is easy to criticize or wait for someone else to do something. You feel you are well equipped and prepared to serve as a director and help improve the cooperative. How would you go about getting nominated at the annual meeting?

Indicate your choice with an X.

____ Ask another member to nominate you.

____ Let the manager know you are available.

____ Approach a member of the Board of Directors and seek his advice on how to get nominated.

____ Inquire about monthly meetings and study monthly reports if available to the member. This will indicate your interest and ability.

Monthly reports are unlike annual reports which are always open to the public. They may be restricted to directors use to protect the cooperative from unfair use by the competition. Example: If the feed business showed a small operating loss for a single month and this became known to a competitor, it might be built up to "The co-op is going to the dogs." However, if a member displays a sincere interest and can be trusted not to leak information from monthly reports, the manager or a director will usually show, permit examination, or explain the monthly reports to the individual.

Note: The author is proud to report that no cooperative visited in connection with the preparation of this manual ever refused to allow examination of the monthly reports and the manner in which they were prepared.

KEEPING INFORMED

When a cooperative is not going well the individual member may be the last to know. When he does it may be too late for correct action.

As an owner what can you do to be aware of what is going on? Would you be willing to do any or all of the following: (Indicate your choice with an X.)

	Yes	No
Personal observation - Whenever you go to the cooperative, be alert to everything that goes on whether it pertains to your visit or not. Example: Walk through the store or warehouse even though your business is with the grain storage.		
Study periodic reports - To Discover: (1) the state of the business compared with the same month a year earlier, (2) which department or operation is making money and which is not paying its way, (3) what service is being provided even though not presently profitable.		
Report observations or concerns to the manager or members of the Board of Directors as you happen to see them. Example: Indifference by employees.		
Inquire about monthly meetings of the Board of Directors. If you are invited to attend, care should be exercised not to disrupt the meeting by entering into the business discussion or decision.		
Raise questions in annual meeting. The annual meeting may be a social occasion but it is the best opportunity to raise questions growing out of the financial statement. The auditor or his representative may be in attendance or the president or manager should be able to answer questions not readily apparent. Example: Why is there no provision for bad debts? Or: Why can't we qualify for *tax exempt* status?		

ASSUMING RISKS

As an owner of the business each member of the cooperative must accept the risks of doing business. Here are some examples:

1. Cost of Operation (No. 1)

Cooperatives generally *meet the competition* pricewise but many members feel they should *be the competition*. That is, they should offer price inducements or provide service which is superior (but costs more) to competitors. This may please members and increase volume but what happens if the favorable prices or superior service result in an operating loss? This is just one example of the business risk which must be taken every day. As a member (owner) are you willing to assume this? Yes No (circle)

2. Cost of Operation (No. 2)

Allowing charge purchases and providing delivery services which increase the cost of operations. Should the members who pay cash or do their own transporting subsidize these services for others. _____ Why or why not? _____

_____

_____

What do you think about the balance between member services and cost of operation? _____

_____

_____

Can you give an example in a cooperative you know about? _____

_____

_____

_____

3. Providing Capital

Capital to build or operate a business is either equity (provided by the shareholders) or debt (borrowed from others). In a cooperative the question always comes up as to whether the members should provide the capital (all or part) or whether it should be borrowed either from the Bank for Cooperatives or the Public Money Market (preferred stocks, bonds, debentures, etc. purchased by investors who are not members).

Too often the members are reluctant to provide risk, capital or money for their own business and the operation suffers from under-capitalization or heavy expense for interest on debt.

The interest on borrowed money must be paid before there is any net profit. Might it be better for members to have more equity in their business even though they had to borrow the money in their own name rather than in the name of the cooperative? What do you think about this? _____

_____

_____

What do you feel should be the equity to debt ratio in a cooperative? (Indicate your choice with an X.)

_____ 10% equity - 90% debt
_____ 25% equity - 75% debt
_____ 50% equity - 50% debt
_____ 75% equity - 25% debt
_____ 90% equity - 10% debt

What is the equity to debt ratio (approximate) for a cooperative you know about or can find out about either from the annual report or by asking the manager? _____

There is a limit to which the Bank for Cooperatives can go in loaning money. If the members cannot or will not provide the equity, the only resource is the public money market (preferred stock, bonds, debentures sold to non members). Many large cooperatives are doing this because of the large amounts of capital needed for expansion.

How do you feel about this? _____

_____

_____

What changes do you see happening as cooperatives get larger? _____

_____

_____

_____

If you are interested, find out from the manager or members of the Board of Directors of a cooperative you know about whether they borrow from the public. If they do, find out how it is accomplished. Your teacher will be glad to know about your efforts and your classmates interested in your findings in a five minute report.

_____ Record here the date when the report was given.

4. Working Cooperatively

The essence of cooperation is *sharing* the bad as well as the good. In any shared situations, risks are always involved. They may involve personal friendship and social position as well as financial considerations.

Cooperative members usually fall into three categories:

1. Do not want to get involved other than financially.
2. Want to become involved to the degree that their views are accepted even though this may lose friends and alienate neighbors (examples: Union Lettuce or Natural Foods).
3. Try to find a middle ground between "1" and "2" by friendly and open relations with all members of the co-op, its manager, and the members of the Board of Directors.

Do you consider yourself as belonging to Group 1 2 3 (circle)?

Do you know of members of a cooperative in your community who fit in each of these groups? Think about this, but do not identify them by name.

5. Can You Accept?

Reproduced below is a "Creed for Cooperative Members."[1] Read each statement carefully and see if you accept, reject or have reservations, then mark with an X in the appropriate column.

	Your Judgment		
	I Accept	I Reject	I Have Reservations
I will keep myself informed on the affairs, problems, and methods of my cooperative so as to be an intelligent and constructive member.			
I will exert my influence to see that my cooperative has the best possible directors and officers in terms of general competence and integrity.			
I will faithfully support my cooperative with my patronage and encourage my friends to use it, because in volume there is strength.			
I will help build and maintain my cooperative by contributing my share of essential capital.			
I will insist that full information be provided me on the operations and financial condition of my cooperative, based on accurate accounting and proper auditing.			
I will not expect miracles from my cooperative, but I will insist on receiving from it honest values and efficient services.			
I will refrain from asking my cooperative to give me favors in the form of credit or other special services.			
I will take pride in my cooperative and use my influence to see that it assumes its fair share of community responsibilities.			
I will stand by my cooperative in its days of adversity and help protect it from weaknesses which come with prosperity.			
I will always remember that my cooperative is ME, and others like ME, and that its behavior is a reflection of MY behavior.			

6. Learning From The Past.

You will recall from Unit I that a large number of cooperatives organized in the past are not in existence today. The underlying reason of course is the membership. Perhaps the members did not have the knowledge or ability to achieve their objectives. Perhaps forces beyond their control negated their efforts. Perhaps there were some quirks of individual character which were not realized at the time but doomed the organization before it started. The Grange pioneered in cooperative effort in this country.

---

[1]Joseph C. Knapp, Administrator, Farmers Cooperative Service, USDA, Washington, D. C.

However, it was only one of the many organizations which saw their economic cooperatives start, flourish for a time, then gradually phase out or phase into some other organization. The role of the individual member is forcefully brought out in the concluding statement of Mr. George Cerney, after he studied the Grange effort in detail.[1] This is reproduced in Figure 5. It is well worth your attention, as it brings out the importance of the members themselves in influencing the success of their organization.

As you read, underline the words, phrases or sentences which you find interesting especially those which pertain to the role of the members in their cooperative. When you finish, ask yourself the question: Are the members any different today than they were 100 years ago, in the way they think and act about cooperatives?

Put your thoughts on paper below pointing out where changes have or have not taken place from what went on in over a generation ago.

[1]Cereney, George (Manager of Member and Community Relations, Midland Cooperatives, Minneapolis, Minnesota) "Cooperation in the Midwest in the Granger Era 1869-1875." Published in *Agricultural History*, Vol. 37, No. 4, October, 1963.

Figure 5. Cooperation in the Midwest in the Granger Era 1869-1875.

III. Conclusion

All of the Grange cooperatives organized in the 1870's disappeared. Their failure was frequently attributed to the fact that the farmer is independent, self reliant, aggressive, and suspicious; therefore found it difficult to work together and exhibit the patience and foresight to make a cooperative successful. True, the farmer bought from the cooperative only so long as the price was lower. Farmers did not understand what the cooperative could accomplish if they would stand together. With no history of experience, and operating without benefit of cooperative incorporation laws and knowledge of the Rochdale Principles, farmers interpreted the benefits of a cooperative solely on the basis of price. Once the price level was reduced, the large savings were gone and the only incentive had disappeared.

The major problem facing Grangers who organized a cooperative was their ignorance of business know-how and cooperative know-how. They operated cooperatives like cut-price stores with a minimum mark up and without a backlog of reserves for the rainy day.

The Granger cooperatives undoubtedly encountered very stiff competition. But in the early 70's they did have the advantage of being able to open stores in areas in which their competitors charged high prices. Some of the merchandise, such as sewing machines, was sold at more than a 100% mark-up over the wholesale cost. These high prices would permit cooperative management to make many mistakes and still end the year with respectable earnings. However, when they sold at cut prices they precipitated price wars, from which many never recovered.

The severe Panic of 1873 made it difficult for any business to survive, cooperative or proprietary. The drop in agriculture prices and a tightening of credit squeezed the farmer's resource of ready cash. When the cash system was adhered to, the cooperative member withdrew because the store denied him credit. When credit was given, losses were sustained on bad accounts. Either way the store lost out. For these and other reasons, the coopertives did not survive

Another more basic weakness of these early cooperatives was their failure to adhere to the Rochdale cooperative principles. Voting was conducted on the basis of one vote per share as in private joint-stock corporations. This practice allowed control to move into the hands of the wealthy few. Cooperatives which permitted one vote per share without limitation on number of shares owned, discovered that the wealthy farmers in the trade area bought the shares of the cooperative offered for sale. The cooperative, then, became no different from other businesses on Main Street.

It was a tragedy that the Grangers of the Midwest forged ahead to set up many cooperatives long before they heard of the Rochdale system. Although the *Prairie Farmer* and the *Patrons Handbook* carried an account of the Rochdale Store in the summer of 1874, it was a year later before O. H. Kelley wrote his suggested rules for the organization of a cooperative store and the National Grange began advocating the Rochdale system. The basic Rochdale principles of one vote per member, paying refunds on the basis of patronage, paying limited return on share capital, open membership, and selling for cash at market prices, would have given the Grange stores a greater chance for survival. By 1874, some of the Rochdale principles were not permitted in some states because the Grangers had already succeeded in passing state laws to incorporate cooperatives based on operations which did not include these principles.

The adoption of the Rochdale principles, although absolutely necessary, alone would not have guaranteed survival. We know that all of the Grange stores and elevators in the Midwest organized in the 1870's disappeared.

Why was it possible that fifty years later cooperatives organized in the 1920's had a very good chance for survival? The rise of wholesale cooperatives was the major factor in making it possible for small, independent, isolated cooperatives to succeed. The Cooperative Central Exchange, later renamed Central Cooperatives, Inc., a cooperative grocery wholesale, was organized in 1917. The Minnesota Co-op Oil Co., later known as Midland Cooperatives, Inc., a cooperative petroleum wholesale, was organized in 1926.

Figure 5. (Continued)

These regionals were able to help small, independent cooperatives to survive by making it possible for them to pool their buying power and their experience. In the petroleum business, for example, Midland offered many services to individual member cooperatives: help in organization, training for employees and directors, counsel on operations, patronage refunds from wholesale and manufacturing activities and other aids.

When the Grangers set up a cooperative, they had many decisions to make but no one to turn to for advice. Do you buy from certain companies and not others? Do you permit credit? How much do you pay the manager? What kind of bookkeeping system should we set up? Do you sell for market price or for a lower price? Should the business incorporate? Grangers made these decisions on a trial and error basis Even if the manager and cooperative directors had recognized the benefit of meeting with other managers and directors to exchange ideas, successes and mistakes, the poor roads and slowness of travel would have prevented regular meetings.

These experiments in cooperation, although they disappeared within a short time, were not without useful results. Competition of the Grange cooperatives reduced monopoly prices. The farmer received valuable business experience, obtained a new respect for the Rochdale plan, and finally, a new tolerance developed between two traditionally antagonistic classes, the farmer and middleman.

Figure 6. Negative guide makes a positive point.

This 'Negative' Guide Makes Positive Point

A veterinary association in Iowa, according to the *Virginia Poultryman*, has come up with 10 ways a member can sink a cooperative—without fail:

1. Don't attend meetings; if you do, come late.

2. Always leave before adjournment.

3. Never speak up at any meeting. Wait till you get outside.

4. Sit in the back of the room where you can chat freely with other members.

5. Vote in favor of every action. Then go home and do nothing.

6. Find fault with the officers and other leaders every chance you get. It keeps them on their toes and enables you to say, "I told you so," if something does not go well.

7. Take all you can get in the way of benefits and services. Give as little as possible in return.

8. Keep your ideas to yourself. But be a good listener and pick up all the tips you can from others.

9. Never ask anyone to join. Only fall guys serve on a membership committee.

10. Only serve on a committee if they make you chairman. Do as little as possible and try not to call a meeting. You can always report progress.

The 10 ways have been proved effective and probably would work with any association, concludes the article.

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YOUR EVALUATION

This unit largely requires individual consideration and decision rather than activity. To what degree have you put yourself into facing up to membership responsibilities? Go back over the unit objectives on page V - 1 and appraise the degree to which you can accomplish them. Please indicate by circling the letter grade you feel you should receive for this unit and insert + or - where appropriate.

A B C D E

Your teacher will do the same thing and then you can compare. If there is a major difference of opinion, go back over your responses and revise or justify.

ACCESSION NUMBER: VT100653

PUBLICATION DATE: 73

TITLE: SHOULD I SERVE AS A DIRECTOR OR OFFICER OF A COOPERATIVE? SERIES ON COOPERATION IN A FREE ENTERPRISE SOCIETY WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS.

PERSONAL AUTHOR: LINTNER, J. H.

DESCRIPTORS: *AGRICULTURAL EDUCATION; *UNITS OF STUDY (SUBJECT FIELDS); *COOPERATIVES; MARKETING; MANAGEMENT; *GOVERNING BOARDS; ROLE PERCEPTION; MANUALS; *INDIVIDUAL STUDY

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIV V.7ND.4(1974)PP. 554

ABSTRACT: THIS STUDENT MANUAL, PROVIDING A UNIT OF STUDY ON COOPERATIVES, CAN BE USED FOR INDIVIDUAL STUDY IN AGRICULTURAL EDUCATION CLASSES AT THE SECONDARY LEVEL OR IN YOUNG FARMER EDUCATION CLASSES. MATERIAL COVERED CONSISTS OF THE SIXTH UNIT OF A 10-PART SERIES AND INCLUDES A CONSIDERATION OF THE RESPONSIBILITIES, QUALIFICATIONS, AND FUNCTIONS OF MEMBERSHIP ON THE BOARD OF DIRECTORS OF A COOPERATIVE. TEXTUAL CONTENT, ILLUSTRATIONS, SAMPLE FORMS, AND WORKSHEETS GIVE THE STUDENT MATERIALS FOR INDIVIDUAL STUDY. RELATED UNITS ARE AVAILABLE AS VT 100 648 - VT 100 652 AND VT 100 654 - VT 100 657. (MU)

REPORT NUMBER: AGDEX 836, UNIT VI

AVAILABILITY: AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, ROOM 201, 2120 FYFFE ROAD, COLUMBUS, OHIO 43210

INSTITUTION NAME: OHIO STATE DEPT. OF EDUCATION, COLUMBUS. AGRICULTURAL EDUCATION SERVICE.; OHIO STATE UNIV., COLUMBUS. DEPT. OF AGRICULTURAL EDUCATION.

SPONSORING AGENCY NAME: MARTHA HOLDEN JENNINGS FOUNDATION, CLEVELAND, OHIO.; OHIO COUNCIL OF FARMER COOPERATIVES.

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VI. SHOULD I SERVE AS A DIRECTOR OR OFFICER OF A COOPERATIVE?

Unit VI of the series on
COOPERATION IN A FREE ENTERPRISE SOCIETY
WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

By

Dr. J. H. Lintner

Under the Direction of

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A Project of

Martha Holden Jennings Foundation

and

Ohio Council of Farmer Cooperatives

OHIO AGRICULTURAL EDUCATION
CURRICULUM MATERIALS SERVICE
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Columbus, Ohio 43210

1973

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ACKNOWLEDGMENTS

The series of units on cooperation and cooperatives is the result of a cooperative effort of a number of people and organizations.

Dr. Charles H. Ingraham, Consultant-Coordinator for the Ohio Council of Farmer Cooperatives, felt the need for some curriculum material which would be different and more effective than earlier efforts. He approached Dr. Harlan E. Ridenour to see what could be done by the Ohio Agricultural Education Curriculum Materials Service which follows an innovative approach unique in the curriculum materials field.

Dr. Ridenour agreed to undertake the project if appropriate financing could be secured.

The Martha Holden Jennings Foundation of Cleveland, Ohio through Mr. George B. Chapman, Jr., Chairman of the Advisory Committee, provided half the cost of the project. The Ohio Council of Farmer Cooperatives and the Ohio Agricultural Education Curriculum Materials Service jointly matched this contribution.

The Educational Committee of the Ohio Council, augmented by other cooperative experts as needed, served as the Advisory Committee for the project. They not only provided guidance in the quarterly meetings but reviewed the draft copies. Members of this committee were:

Mr. C. Neilson Griffith, Vice President, Landmark, Inc. as Co-Chairman;
Mr. Don Schriver, Asst. Director of Public Relations, Ohio Farmers as Co-Chairman;
Mr. Thomas Farr, President, Louisville Bank for Cooperatives;
Mr. Robert Walker, Director of Public Relations Program, Nationwide Insurance;
Mr. Paul Slade, General Manager, Ohio Agricultural Marketing Associations;
Mr. Merle Lashey, Jr., Executive Vice President, Ohio Federation of Production Credit Associations;
Mr. James Ross, Master, Ohio State Grange;
Mr. D. L. Burgeois, Manager, Federal Land Bank, and Alvin Reuwee, Northern Ohio Breeders Association served ex officio as President and Secretary-Treasurer for the Ohio Council of Farmer Cooperatives.

Members of the Board of Trustees of the OCFC were provided draft copies and many reviewed them in their entirety.

Teachers of Agricultural Education who tried out the units in draft form with their classes were: Mr. Richard Bertz, Pike-Delta-York High School; Mr. Phil Huise, River Valley High School; Mr. Odell Miller, Marysville High School; Mr. Gary Moore, Fort Frye High School; Mr. Joe Parrish, Caldwell High School; Mr. Ray Stemen, Fairfield Union High School; and Mr. David White, McComb High School.

Other interested persons who made significant contributions to the project include: Mr. Jack Hill, Vice President, Education and Community Service, Ohio Farm Bureau Federation, and Mr. Richard McCrea, Educational Consultant, Martha Holden Jennings Foundation.

The author and co-directors gratefully acknowledge the interest and assistance of all who contributed to the project, especially to Mrs. Evelyn Roediger who prepared the manuscript for printing and Miss Tressa Scott who did the art work.

ERIC

PREFACE

Although this Student Manual was prepared primarily for use on the secondary school level, it is realized that there may not be sufficient time to cover everything during the high school course. Some of the units may purposely be reserved for use with Young Farmer classes or other out-of-school groups. However, it is hoped that all 11th and 12th grade Agricultural Education students will complete at least Units I, II, and III. Two weeks of formal study would seem to be a minimum.

The units are designed to progress according to the time available and the individual need or interest warrants. Each unit is complete. Although only Unit I is covered, students will have a working knowledge of cooperatives commensurate with the time and effort expended.

It is believed that students and teachers can proceed with the units without a text or teaching guide. In a study of cooperatives, as well as many other areas of agriculture, there may not be one correct solution for any problem situation. For this reason, students should respond as they see fit, rather than attempt to find the "right answer."

It is much more important for students to individually interpret questions and resolve them in terms of their own situations, rather than strive for uniformity among the class.

Discussions with classmates as individuals or as a teacher-directed class is to be encouraged, having in mind the ever present problem of total exploration versus efficient use of time.

The self-grading proposal at the end of each unit may be used as the students and teachers see fit. Teachers and students are encouraged to jointly develop the points to be considered in grading (with the relative weighting of each) upon the completion of Unit I.

Although the writer has no feeling that his judgment on rating individual performance should be more than a "point of departure" for class consideration, it is as follows:

1.	Evidence of thinking and understanding	40
2.	Evidence of additional search and research outside the manual and classroom (family - neighbors - cooperative directors, managers, employers)	20
3.	Quality of responses in manual	10
4.	Completeness of responses in manual	10
5.	Participation in discussion with: - classmates as individuals with the teacher only as a resource person - class as a whole under the teacher's direction	20

If a student is not satisfied with his or her grade or the way in which it was determined they may go back to the objectives at the beginning of each unit. If the student can actually perform the actions as stated, the degree of competence should determine the grade.

J. H. Lintner

COOPERATION IN A FREE ENTERPRISE SOCIETY
WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

UNIT TITLES

Unit I.	Orange	Students Look At Cooperatives In Their Daily Lives, 24 pages.
Unit II.	Rose	Students Look At Cooperatives As They Will Affect Their Lives Ten Years Hence, 24 pages.
Unit III.	Yellow	How Are Cooperatives Organized? 20 pages.
Unit IV.	Lime	Are Rochdale Principles Applicable in Today's Cooperatives? 8 pages.
Unit V.	Olive	What Are Cooperative Members' Responsibilities? 25 pages.
Unit VI.	Red	Should I Serve As a Director or Officer of a Cooperative? 27 pages.
Unit VII.	Green	The Manager's Role and Responsibility in a Successful Cooperative, 12 pages.
Unit VIII.	Aqua	The Legal Basis For Cooperatives, 34 pages.
Unit IX.	Gray	How Should Cooperatives Be Taxed? 17 pages.
Unit X.	Bronze	Discovering Problems in Cooperative Operations and Taking Appropriate Action, 15 pages.
Unit X, page X-16		The Challenge.

VI. SHOULD I SERVE AS A DIRECTOR OR OFFICER OF A COOPERATIVE?

You become a patron (user) of a cooperative when you use it in some way. You become a member (owner) when you pay the membership fee or buy a share of stock. Whether you should take the next step and serve as a director or officer is the question which you sooner or later will face. This unit is intended to assist you in making this decision and preparing yourself for this service.

UNIT OBJECTIVES

As the result of your study and class participation in this unit, you should be able to do the following:

1. Determine the powers and responsibilities (legal and moral) of directors.
2. Evaluate the qualifications of a good director or officer.
3. Assess personal qualifications and willingness to be a director or officer.
4. Assess the policy making role and the responsibilities of the Board members in working with the manager, the members, and the employees.
5. Function properly in a public relations role for the Board as a whole rather than as an individual director, member, or patron.

DIRECTOR'S POWERS AND RESPONSIBILITIES

As discovered in Unit II, the Board of Directors derives its powers from the code of bylaws. The bylaws in turn rest on the laws under which the cooperative is chartered and the majority vote of the members. These bylaws may be changed as provided for in the constitution which is usually done at the annual meeting. However, until this happens a director should know what is presently authorized and act accordingly.

If you were elected to the Board, which of the following would you do in order to find out your powers and responsibilities? (Indicate your choice with an X.)

_____ 1. Depend on the manager or other directors to tell you.

_____ 2. Read the bylaws over once.

_____ 3. Go over the bylaws before every meeting to refresh your memory.

_____ 4. Have a copy of the bylaws with you for easy reference during a meeting when a question is raised.

While a cooperative should not be judged on a single event, what is your feeling about the following incidents, both of which actually happened?

Incident #1.

When a visitor at a Board meeting asked to see the bylaws, the secretary immediately offered with the remark, "I always keep a copy in the minutes book so we can check whenever a comes up."

Incident #2.

When the same visitor attended another Board meeting and a point came up on membership, several directors had different recollections, but only one had a copy of the bylaws to refer to.

Your comment on these incidents: _____

_____

_____

One can always check on his legal responsibilities as director, but moral responsibilities must be accepted by the individual as circumstances arise.

Each director represents all of the members. He must vote to serve their best interests collectively, rather than any one individual, especially himself. For example, a credit policy must be rigidly applied to directors as well as members. To emphasize the moral aspects of acting as a director, a good co-op Board adopts a code of ethics similar to what is shown in Figure 1.

Contrast this Code of Ethics with the listing of the Duties and Responsibilities for a Board of Directors as shown in Figure 2, page VI - 4.

There is a very fine line between moral and legal responsibilities. It brings to mind the wisdom of a Supreme Court Judge who, when asked by a reporter to define obscenity, responded essentially, "I am not sure I can define it, but I am positive that I know what it is when I see it."

Perhaps the same applies to ethics. A member of a Board of Directors is usually aware when he is acting ethically in a specific instance even though it may be difficult for him to generalize between ethical and legal.

While it is not absolutely necessary to have both a Code of Ethics and a statement of Duties and Responsibilities, the former usually emphasize the moral responsibilities and the latter the responsibilities. Note that each Board should develop its own rather than merely accept what some other co-op has done. What do you think of these samples (Figures 1 and 2)?

Indicate your choice with an X.

_____ 1. Okay as is.

_____ 2. Not enough distinction between them to justify two separate documents.

_____ 3. Moral and legal responsibilities are not clearly separated.

Now try your hand at lining out anything in the Code of Ethics which you feel are legal responsibilities and check to see if they are found in the Duties and Responsibilities. Next, see if you can locate a Code of Ethics or statement of director's responsibilities for a cooperative in your community that you like better than these samples.

Lastly, for extra credit, consider yourself a member of the committee to revise either the Code of Ethics or Duties and Responsibilities for a cooperative in your community. This may be submitted directly to your teacher or made as a brief report to the class.

DIRECTOR'S QUALIFICATIONS

There are many qualifications for a good director including:

1. His business record and the way he manages his own affairs.
2. His willingness to work and ability to work with others.
3. His reputation for honesty and integrity especially among his neighbors.

ERIC

Figure 1. Sample code of ethics.

SAMPLE CODE OF ETHICS
for a
Cooperative Board of Directors
(Each Co-op Board should prepare their own.)

The Board of Directors believes it is to be expedient and proper to adopt a Code of Ethics to clarify any uncertainty which may now or in the future exist, regarding the authority exercised by the Board, or individual Board members, and general rules applicable to Board members' conduct of Landmark's business. The bounds of authority as proposed herein appear to us as a medium by which greater unanimity and closer coordination can be effected between Board members, and among Board members, management, and employees.

The Board recognizes its authority as being limited to establishment of policies deemed beneficial to Landmark; to employing a manager to have charge of the business of the Association under the direction of the Board, and to effecting other duties as outlined by the Bylaws.

The members of this Board recognize that, except when the Board is in formal meeting, his authority is equal only to the rights and authority of any individual member of Landmark.

The Board recognizes that the Bylaws are their instruction from the membership for the Board's actions. The Board shall hire a manager. Under the direction of the Board of Directors, the manager or acting manager shall employ, supervise, and discharge all employees, agents, and laborers.

The Board agrees that while an individual Board member may disagree with a policy or action adopted by majority vote of the Board, he should support said policy or action as being the considered judgment of the Board. The individual member shall have the right and duty to present further evidence and argument to the Board, and the Board shall have the duty of reconsidering upon proper evidence.

The Board agrees that an individual Board member shall not discuss disputed Board actions or policies with growers or others except for counsel and then with the utmost discretion and in a manner which will foster confidence in our Association.

4. His capacity for leadership either demonstrated or potential.
5. His understanding of cooperative principles and loyalty to the cooperative association.
6. His willingness to discuss the workings and problems of the cooperative with fellow members to develop a two way understanding.

All of the qualifications are readily accepted, but there is one other which, more than anything else, determines the degree to which a director will be able to influence the success of a cooperative. Do some real, hard thinking and see if you can identify this ability?

Hint: Although this ability should be possessed by every director, it is generally conceded to be more valuable to the president, vice president, treasurer, and especially the manager. It will take more than one word but can be done in one sentence.

ERIC

DUTIES AND RESPONSIBILITIES OF A BOARD OF DIRECTORS

(Sample Statement of a Cooperative)

Basic Function

Direct and control the affairs and activities of the Association in the fulfillment of the objectives defined in the organization papers, or adopted by the members.

Major Duties and Responsibilities

1. Perform such duties as are set forth in the Bylaws.
2. Control and preserve the rights and conserve the assets, and exercise the corporate powers of the corporation.
3. Select, fix the compensation, designate the responsibilities, and delegate to the General Manager, authority commensurate with the results for which he is held responsible.
4. Consider and act on the objectives, policies, programs, budgets, and other management controls needed to direct the administration of the Association's affairs, and assure desired results.
5. Review periodic analyses of members' needs and direct whatever long-range forecasting and planning activities are necessary to assure that all phases of the organization's operations are adequately equipped to meet members' needs most effectively.
6. Maintain continuous control over the Association's activities through the consideration and review of periodic reports, analyses, and statistics submitted by the General Manager and the Treasurer; compare the current position with the requirements of approved goals, programs and budgets; effect remedial action through the General Manager whenever the need is indicated.
7. Consider and act on the membership applications recommended by the management, and to enforce existing membership contracts.
8. Assure that members' complaints and suggestions are sympathetically considered, that members are kept adequately informed of the affairs of the Association, and that sound relationships, understanding, and communication are maintained between the management and members.
9. Have made annually an audit of the fiscal affairs of the Association by an outside independent auditor, employed and reporting directly to the Board.

If you wrote something like the following, give yourself a "plus;" "Ability to understand a Financial Statement and act on the information it provides."

FINANCIAL STATEMENTS

What is a financial statement and why is it so important?

You saw one in Unit II, pages II - 7 and II - 8 and undoubtedly were given one for the cooperative(s) you visited as a part of Unit I. They are always included in the annual report. Your family or neighbors may have some copies of former years which you can look at or borrow and bring to class. Farmers ordinarily do not prepare financial statements unless they are incorporated but business concerns, including cooperatives, always do for three reasons.

1. As a basis for borrowing money, especially for working capital.
2. As a basis for paying taxes.
3. As a management tool for use in controlling the operation of the business.

Which of these do you consider the most important: 1 2 3 (circle)

Why? _____

_____

A financial statement always consists of two parts:

1. The **Balance Sheet** which shows the financial position of a business *for any given point in time,* usually at the end of the year or month.
2. The **Operating Statement** (profit and loss) which shows the earnings *over a given period of time,* usually a year or a month.

There are two single "key" words which will test your ability to distinguish between the balance sheet and operating statement. See if you can find them in the above statements and then double underline them (═══) or put them in a box.

Other information is sometimes included in financial statements as footnotes or supplementary schedules such as for retained earnings, reserves for depreciation, etc., but should be confused with the two major parts.

Sometimes cooperatives modify the titles, *balance sheet* and *operating statement* or use descriptive terms in an effort to make them more understandable. Examples are *Comparative Balance Sheet* (when figures are provided for more than one period of time), *Statement (or Results) of Operations, Income and Expense Report, Profit and Loss Statement, etc.*

Financial statements are usually prepared by employers who are trained in accounting, but directors usually do not have similar training to be able to understand and use them. If directors do not know the meaning of the terms used or the implications for running the business, they not only have the right but the duty to inquire. If you were newly elected to the Board, who would you ask if some item on the financial statement was not entirely clear to you. Indicate your answer with an X.

_____ 1. Another director you know.
_____ 2. The treasurer.
_____ 3. The president.
_____ 4. The manager.
_____ 5. The bookkeeper.
_____ 6. The auditor.
_____ 7. Some other person(s). (Identify) _____

_____

It will help you in understanding a financial statement to be familiar with the following terms and where they fit into the total picture. The following will help:

1. The **Balance Sheet** consists of three things:
   a. **Assets** - what is owned or owed to the co-op.
   b. **Liabilities** - what is owed to others (creditors) by the co-op.
   c. **Net Worth** - what the co-op owes to its members (owners).

The sum of the assets must always equal the sum of the liabilities and net worth, hence the name *balance*. The assets and liabilities are always found by going to the bookkeepers records but the net worth is calculated since it is what is left over when what is owned (liabilities) is subtracted from what we have or others owe us (assets).

Regardless of the descriptive title used you can always identify the balance sheet portion of a financial statement by looking for the two identical figures. These may be on opposite sides of the sheet or top and bottom but once found it is easier to interpret the figures on which they are based.

a. Assets consist of:

   (1) Current assets include cash and items which can be readily converted into cash such as accounts receivable, marketable securities, readily salable inventories, etc. Note that any reserve set up for bad debts, etc. must be subtracted to determine the net current assets.

   (2) Fixed assets include the land, buildings and equipment which are *not* easily converted into cash in the normal operation of the business. They have value and the amount which probably can be realized if the firm ceased to operate is usually carried on the balance sheet as: (a) original cost less depreciation, (b) reappraisal at the current time, or (c) cost of reproduction. Land is listed separately from buildings and equipment as it rarely depreciates and frequently increases in value.

   (3) Other assets include securities, prepaid insurance or taxes, unused supplies (not to be confused with inventory). Note that although patents, trade names and *good will* may be valuable, they are ordinarily not listed as an asset for a co-op since their true value cannot be accurately determined. If they are listed as *intangible assets* the amount should be deducted from the total assets and net worth when analyzing the financial statement.

b. Liabilities consist of:

   (1) Current liabilities include accounts payable, accrued taxes, rents, wages, and salaries due, dividends declared, but not yet paid, and that portion of long term loans which are due within the next year.

   (2) Other liabilities include mortgages, notes or other claims which will *not* fall due within the next 12 months.

c. Net Worth represents the owners' equity in the co-op. It consists of:

   (1) The value of the stock or memberships.

   (2) Any retained earnings (the difference between total earnings to date and total patronage refunds to date) - the total is usually amplified by a separate schedule to show the changes which have taken place during the period covered by the operating statement.

At this time, see if you can make a one sentence statement as to why a director should be able to understand and interpret the information contained on a balance sheet.

_____

_____

_____

If you included appraise and plan in your statement you are on the right track.

2. The **Operating Statement** (profit and loss statement) consists of three parts.

   a. **Gross Profit** (margin) - what is left after subtracting the cost of the goods and services sold for the period covered, from the net sales.

   b. **Operating Profit** - what is left after subtracting the overhead cost of doing business (office and administrative, expenses, selling expenses, reserve for doubtful accounts, etc., but not interest or income taxes) from the Gross Profit.

   c. **Net Profit** or loss is what is left from subtracting interest paid on operating capital, income taxes, and any non operating income or expense.

The format for an operating statement varies from company to company, more than the format for a balance sheet so as to be most useful for those who read it (directors, creditors, and for tax purposes).

See if you can explain (or amplify) in your own words the statement: "The final net profit or loss is the ultimate measure of the skill of management (Board of Directors plus manager).

_____

_____

_____

Now again refer to Figure 2, page II-7 and II-8 of Unit II. The presentation at the top of page II-8 is not intended to be a complete financial statement, but it will give you some practice in finding your way around financial information which sometimes is presented in fragmentary form as in this instance.

See if you can find the two figures which indicate which part belongs to the balance sheet.

Which item normally found in a balance sheet is not present in this fragmentary statement?

_____

Although there was no title given for the balance sheet portion, the operating statement is designated but is not well placed. Put a circle around it when you find it.

Even though you may not be a typist, see if you can do a better job of presenting the material in proper financial statement form (use a separate page).

If you were to change this financial statement into a comparative balance sheet and comparative operating statement, what would you add? _____

_____

The last test of your progress in understanding financial data is to explain why the total of the assets found on page II - 8 of Unit II, is $2,515,439.70 and the assets shown under- *Latest fiscal period Dec. 1, 1970 through Nov. 30, 1971 - is $2,599,047.73.*

_____

_____

The data in financial statements take on greater meaning when there is something to compare or measure current performance. These may take three forms

1. Comparison of your cooperative with others engaged in the same type of business on specific aspects. Example: Total Assets. This is usually provided by the Farmers Cooperative Service of the USDA and presented at Director's Clinics, etc.
2. Comparison of items in a single statement. Example: Gross margin of fertilizer to gross margin of feed (vertical analysis).
3. Comparison of the same item at different points in time. Example: Net profit or gross sales for one year or one month against the previous period or average over 5 to 10 years (horizontal analysis).

Figure 3. "Now, who else has a question about the annual report."

Figure 3 is a cartoon but it brings up several points for your consideration.

1. Should the president or manager ever make the statement alluded to him in the caption? Yes No (circle)
2. Should a director ever feel uncomfortable because he admits he does not understand an annual report? Yes No
3. Do you feel that there are other directors in the group who do not understand every item in a financial statement but elect to keep silent rather than ask questions?
   Yes No
4. Do you feel that some people decline to be nominated to become a director because they are afraid that they will not understand financial statements? Yes No
5. What would you do if you were in a meeting and something like this came up? _____

_____

AMATEUR OR PROFESSIONAL

Directors of cooperatives are rarely able to analyze a financial statement and derive the meaning from it as successfully as their counterparts in private business. Too often they make no effort to improve and thus remain amateurs in a competition where only those who make sound business decisions can survive. While it is not intended that a director of a cooperative become a professional money manager, it is not necessary for you or anyone to always be a rank amateur.

A director of business cooperatives can look for professional help from three sources:

1. The staff including the accountant, the attorney, and the manager.
2. Meetings with directors of other cooperatives such as the Director's Clinics sponsored by the Ohio Council of Farmer Cooperatives, American Institute of Cooperation and others.
3. Reading and studying financial statements of other cooperatives. These are easily obtained and are often interpreted in financial and cooperative journals.

Whenever the meaning or relationship of an item in a financial statement is not fully understood by a director, it is his *duty* rather than privilege to ask questions. The staff are there to provide the information *to the satisfaction of the directors* rather than the other way around.

If the manager cannot tell you what is included in *deferred credits* or the meaning of *contributed capital,* what would you do? _____

_____

_____

_____

If the manager or accountant cannot tell you why the co-op cannot - does not - or should not qualify as *tax exempt* for Federal Income Tax purposes, who should you look to?

_____

_____

_____

Reproduced in Figures 4, 5, and 6 are annual financial statements for three existing cooperatives for your consideration. They are labeled A, B, and C since identification is not important for our study.

Take 10 minutes to study each financial statement in detail (line by line) and then respond with yes, no or ? (or insert the appropriate figure) to the following:

Co-op A Fig.4	Co-op B Fig. 5	Co-op C Fig. 6	
			1. Can you identify the balance sheet portion?
			Is this comparative or not?
			2. Can you identify the operating statement portion?
			Is this comparative or not?
			3. Is other information provided which is not a part of either the balance sheet or operating statement?
			Is this information helpful to you as a director?
			4. Is the information presented in sufficient detail?
			Could or should minor items be consolidated?
			5. Can you find the *net income*?
$	$	$	How much is it?
			6. Can you find the stockholders equity?
$	$	$	How much is it?
			7. Can you find the gross margin?
$	$	$	How much is it?
			8. Can you find the patronage refund?
$	$	$	How much is it?
			9. Can you find the retained earnings?
$	$	$	How much is it?
			10. Can you find the amount of working capital?
$	$	$	How much is it?

Which of the three financial statements do you prefer (consider format, ease of understanding, amount of information, pertinency of information, etc. rather than $ amounts).

Figure 4 Figure 5 Figure 6 (circle)

Why? _____

_____

_____

_____

_____

_____

_____

_____

_____

Figure 4. A.

COMPARATIVE BALANCE SHEET

WHAT WE HAVE (Assets)		As of FEBRUARY 29, 1972			As of FEBRUARY 28, 1971	
Cash on Hand and in Bank		$ 1,930			$ 17,428	
Customers Notes and Accounts Principally for Merchandise Purchases - Net	$ 576,425			$ 462,309		
Less: Amount Received for Notes Discounted	46,379	530,046		-0-	462,309	
Other Receivables		244,341			99,280	
Insurance, Supplies and Other Expenses Paid for in Advance		35,887			24,056	
Inventory of All Merchandise on Hand and In Transit		1,020,420			1,261,417	
		$ 1,832,624			$ 1,864,490	
Land, Buildings, Machinery, Equipment and Trucks	$1,049,860			$ 905,938		
Less: Allowance for Depreciation	568,704	481,156		475,983	429,955	
Investments in Other Cooperatives		169,730			160,014	
Other Assets		280			280	
TOTAL of What We Have		$ 2,483,790			$ 2,454,739	
WHAT WE OWE OTHERS (Liabilities)			Source of Funds			Source of Funds
Amounts on Notes, Mortgages and Debenture Bonds Owing Banks and Others Due Within One Year	$ 760,526			$ 916,466		
Amounts Owing for Merchandise, etc.	626,135			431,336		
Interest, Taxes and Other Expense not Paid	108,580			68,118		
Dividends Payable (for Preferred, Common and Patronage)	9,002	$ 1,504,243	60.6%	9,002	$ 1,424,922	58.0%
Due on Mortgage Loans, Debenture Bonds, etc. Due After One Year	691,456			750,622		
Other Liabilities	7,000	698,456	28.1%	7,000	757,622	30.9%
TOTAL of What We Owe Others		$ 2,202,699	88.7%		$ 2,182,544	88.9%
WHAT WE OWN (Net Worth)						
Investment of Shareholders in Class A Common and Preferred Stock	$ 136,055			$ 136,035		
Class B Common Stock	70,970			70,970		
Undistributed Savings Reinvested or Left in the Business	71,641			62,765		
Amounts Donated or Paid in to be Used in the Operations of the Business	2,425	281,091	11.3%	2,425	272,195	11.1%
TOTAL of What We Owe Others and What We Own		$ 2,483,790	100.0%		$ 2,454,739	100.0%

Figure 4. A (continued).

RESULTS OF OPERATIONS FOR THE PERIOD
From **MARCH 1** to **FEBRUARY 29**

	1972	1971
Sales	$9,129,186	$7,457,010
Gross Margins	$ 855,602	$ 802,229
Other Income	604,317	444,646
Total Income	$1,459,919	$1,246,875
Expenses	1,438,352	1,233,951
Net Savings	$ 21,567	$ 12,924

TEN - YEAR ANALYSIS

	Sales Volume	Net Savings
1972	$9,129,186	$ 21,567
1971	7,457,010	12,924
1970	6,647,525	13,275
1969	5,225,258	38,408
1968	5,906,171	101,316
1967	5,888,833	150,001
1966	5,799,367	117,449
1965 (Six Month Year)	3,454,756	29,855
1964	5,498,813	(13,119)
1963	5,094,716	19,001

Figure 5. B.

FINANCIAL STATEMENT

As of December 31, 1972

ASSETS			
Current:			
Cash in Office		$ 1,550	
Cash in Banks		412	
Accounts Receivable	$319,124		
Less- Provision Bad Debts	7,341	311,783	
Inventory- Grain & Merchandise		1,037,295	
Prepaid Industrial Insurance		6,546	
Accts. Rec- Dry & storage not billed		18,500	
Prepaid Expenses		2,021	
TOTAL CURRENT ASSETS			$1,378,107
Real Property & Equipment			
Cost		1,308,567	
Less- Provision for Depreciation		695,547	
Book Value of Real Property & Equipment			613,020
Investments in Other Cooperatives			88,255
TOTAL ASSETS			$2,079,382
LIABILITIES			
Current:			
Due Bank- Checking Account		9,057	
Accounts Payable		328,667	
Prepaid Storage Income		1,544	
Notes Payable- Local Banks		140,000	
Notes Payable- Implement Inventory		236,952	
Provision for Federal Income Tax		23,363	
Accrued Expenses		16,861	
12 Payments to Louisville Bank		48,000	
Working Capital Loan- Louisville Bank		200,000	
TOTAL CURRENT LIABILITIES			1,004,444
Mortgage Payable- Louisville Bank for Cooperatives			276,600
TOTAL LIABILITIES			1,281,044
Equities			
Common Stock		297,900	
Preferred Stock		62,650	
Patronage Allocation- Members		66,625	
Retained Earnings- Not Allocated		364,066	
Contributed Capital		7,097	
TOTAL EQUITIES			798,338
TOTAL LIABILITIES AND EQUITIES			$2,079,382

STATEMENT OF OPERATIONS

January 1 thru December 31, 1972

	Sales	Gross Margin
Wheat	$ 325,852	$ 13,837
Corn	1,065,844	133,124
Oats	63,815	14,990
Soybeans	1,846,258	48,394
Fertilizer	508,005	118,899
Seeds	48,420	8,925
Feeds	509,495	112,719
Hardware	346,486	113,173
Chemicals	232,806	21,560
Implements & Parts	1,057,709	133,311
Lumber Yard	562,129	188,443
Grinding Income		34,931
Hauling, Storage & Weighing		11,453
Discounts Earned		533
Collection Old Accounts		599
Miscellaneous Income		5,605
Interest & Service Charge Income		10,426
Patronage Income		30,464
Totals	$6,566,819	$1,001,386
Less— Expenses:		
Bad Debts	5,594	
Discounts Allowed	48,521	
Salary & Labor	429,768	
Utilities	39,097	
Telephone	6,315	
Office	9,954	
Repairs & Maintenance	41,737	
Truck Delivery	20,156	
Pest Control	733	
Leases & Rents	3,659	
General Taxes	42,796	
Payroll Taxes	22,549	
Workmen's Compensation Insurance	9,162	
Insurance	17,180	
Employee Group Insurance	12,547	
Pension Plan	12,818	
Advertising	13,951	
Collection Expense	2,277	
Dues & Subscriptions	1,194	
Auto Expense	3,370	
Miscellaneous	3,267	
Depreciation	93,281	
Donations	870	
Audit & Legal	1,787	
Member Meetings & Mailings	1,248	
Directors Fees & Expense	1,447	
Interest	38,989	
Total Expense		884,267
Net Profit		$117,119

Figure 6. C.

ME, EXPENSE, SAVINGS

	1972
Net Sales to Customers	$232,194,616
Proceeds Returned to Farmers	228,051,859
Gross Income	$ 4,142,757
Wages and Salaries	$ 2,001,461
Advertising	96,230
Depreciation	235,008
Bonds and Insurance	113,506
Taxes	261,954
Interest	107,727
General/Administrative Expense	1,105,604
Total Expense	$ 3,921,490
Savings from Operations	$ 221,267
Non Operating Income	182,308
Savings for Farmers	$ 403,575

SOURCE AND APPLICATION OF FUNDS

Source of Funds	
Savings	$403,575
Depreciation	99,346
Long Term Debt	57,505
Sale of Capital Assets	313,230
Funds Provided	$873,656
Application of Funds	
Pay Estates	$ 52,855
Funds Applied	$ 52,855
Net Increase in Working Capital	$820,801

* * * *

Comparative Statistical Data

Year	Working Capital	Extended Debt	Capital Reserves
1972	$2,042,093	$ 839,844	$4,647,725
1970	$1,291,277	$ 609,100	$3,898,281
1968	$ 664,708	$ 768,335	$3,160,787
1966	$ 828,679	$1,041,258	$3,220,753
1964	$1,006,115	$1,167,683	$3,205,479
1962	$ 686,081	$1,248,453	$2,909,739

MONTHLY FINANCIAL STATEMENTS

Annual financial statements are of interest primarily to members (including directors) and financial institutions. They are presented at the annual meetings. Monthly financial statements are the main working tools of the directors and the manager in the operation of the business. They are always considered at the monthly meeting. Monthly financial statements provide the same information as the annual statements but may be in a different format if this will assist the directors in their task of:

1. Appraising what is currently going on.
2. Making decisions to correct deficiencies or plan ahead.

Shown in Figures 7 and 8 are monthly statements for two different cooperatives, you will note that they do not appear alike and Figure 8 is markedly different in format from that followed by the same co-op (Figure 4) for the annual report. If you are a typical director you will look for certain information in about the following order. See if you can find this for each cooperative.

Co-op D Fig. 7	Co-op E Fig. 8	
$	$	1. Net profit or savings for the month?
$	$	2. How does this compare with the same month a year ago?
$	$	3. How is the co-op so far for the current fiscal year?
$	$	4. What is the total net worth (stockholders equity) of the co-op on the last day of the month?
$	$	5. How does this compare with the net worth for the same month a year ago?
$	$	6. What is the total gross margin for the month?
$	$	7. How does this compare with the gross margin for the same month a year ago?
$	$	8. What is the volume of business for the month?
$	$	9. How does this compare with the volume of business a year ago?
$	$	10. What were the total expenses for the month?
$	$	11. How does this compare with the total expenses for the same month a year ago?
$	$	12. Is it possible to determine from the statements which phase of the business was the most profitable for the month? If so, give the titles of the items and the amounts.
$	$	
$	$	
$	$	

Figure 7. D.

BALANCE SHEET
AS OF JUNE 30, 1972

ASSETS

	AS OF June, 1971			AS OF June, 1972
CURRENT ASSETS:				
Cash on Hand	200.00			200.00
Cash in Bank	6,843.71			751.81
Account Receivable	26,506.01		33,605.28[1]	
Less, Res. for Bad Debts	(84.99)		(127.59)	33,477.69
Inventory-Farm Store	185,989.49			117,425.98
Inventory-Elevator	15,047.96			7,688.70
TOTAL CURRENT ASSETS	154,501.93			159.544.18
FIXED ASSETS:				
Land	4,345.82	4,345.82[2]	[3]	4,345.82
Building	4,467.29	42,891.57	38,423.36	4,468.21
Machinery & Equipment	2,493.99	16,473.10	14,539.61	1,933.49
Office Equipment	49.85	1,267.57	1,229.29	38.28
Trucks	1,700.20	15,208.34	14,236.79	971.55
TOTAL FIXED ASSETS	13,057.05			11,757.35
OTHER ASSETS:				
Prepaid Insurance	1,250.67			(.65)
Investments	6,309.85			6,309.85
Sales Tax	(1,178.47)			(673.88)
Dealer Reserve	794.37			1,693.86
Contingent Credit	455.92			455.92
TOTAL OTHER ASSETS	7,632.34			7,785.10
TOTAL ASSETS	175,191.32			179,086.63

[1] These figures are placed here to indicate how the net for accounts receivable in the last column is calculated.

[2] The figures in this column are the book value of the fixed assets at the beginning of the month.

[3] The figures in this column are the book value of the fixed assets at the end of the month after the depreciation, shown in the last column, is subtracted.

Figure 7. D (Continued).

LIABILITIES AND NET WORTH

LIABILITIES:		
Accounts Payable	29,335.92	16,518.61
Notes Payable-Bank	13,490.74	10,000.00
Notes Payable-IHC	61,481.49	76,675.09
Accrued WH Tax	335.00	442.97
Accrued City Tax		101.63
Accrued FICA	189.14	232.29
Accrued State Tax		105.95
Accrued RE Tax	436.58	130.12
Accrued PP Tax	511.98	273.68
Sales Tax Payable		462.50
TOTAL LIABILITIES	105,780.85	104,942.84
NET WORTH:		
Capital Stock Issued	19,200.00	18,100.00
Paid in Surplus	1,647.10	2,032.10
Earned Surplus	51,012.80	51,125.84
Net Profit to Date	(2,449.43)	2,885.85
TOTAL NET WORTH	69,410.47	74,143.79
TOTAL LIAB & NET WORTH	175,191.32	179,086.63

PROFIT AND LOSS STATEMENT
AS OF JUNE 30, 1972

	JUNE, 1971	JUNE, 1972	YEAR TO DATE
SALES:			
Farm Store	21,154.12	29,972.37	136,467.40
Elevator	7,742.24	15,403.47	51,462.28
TOTAL SALES	28,896.36	45,375.84	187,929.68
COST OF GOODS SOLD:			
Farm Store	17,480.67	23,847.96	116,466.46
Elevator	6,426.06	12,322.78	41,158.83
TOTAL COST OF GOODS SOLD	23,906.73	36,170.74	157,625.29
GROSS MARGIN:			
Farm Store	3,673.45	6,124.41	20,000.94
Elevator	1,316.18	3,089.69	10,303.45
TOTAL GROSS MARGIN	4,989.63	9,205.10	30,304.39
ADD: SERVICE	700.08	963.42	4,754.90
GRINDING	86.52	99.43	534.47
TOTAL	787.40	1,062.85	5,289.37
TOTAL GROSS MARGIN & SERVICE	5,777.03	10,267.95	35,593.76

Figure 7. D (continued).

EXPENSE:			
FARM STORE EXPENSES:			
Salaries	1,379.85	1,416.74	6,186.96
Advertising	226.66	244.51	945.90
Supplies & Expense	17.31	174.58	513.24
Truck Expense	147.32	21.89	285.42
Truck Depr.	71.37	62.83	314.15
TOTAL	1,842.51	1,920.55	8,245.67
ELEVATOR EXPENSE:			
Salaries	791.50	1,182.31	5,183.54
Advertising		22.50	281.00
Supplies & Expense		136.08	247.73
Truck Expense	154.35	21.91	285.47
TOTAL	945.85	1,362.80	5,997.74
OCCUPANCY EXPENSE:			
Building Depr.	104.07	104.07	520.59
Equipment Depr.	51.31	44.50	223.06
Rent			86.00
Heat, Light & Power	149.82	219.17	1,606.92
Repair & Maintenance		87.99	245.46
TOTAL	305.20	455.73	2,682.03
ADMINISTRATIVE EXPENSES:			
Executive Salaries	350.00	700.00	3,500.00
Office Salaries	463.75	694.70	2,385.02
Office Expense	273.22	138.81	490.73
Telephone	.44	148.46	726.69
Dues & Subscriptions		39.00	103.17
Insurance	1,360.79	550.62	2,651.92
Payroll Taxes	183.45	170.51	848.31
Other Taxes	502.00	734.00	4,049.48
Office Depr. (Equip)	2.93	1.25	6.33
Cash Short or over	(20.34)	(.40)	43.91
TOTAL	3,116.24	3,176.95	14,805.56
TOTAL EXPENSES	6,209.80	6,916.03	31,731.00
OPERATING MARGINS	(432.77)	3,351.92	3,862.76
OTHER INCOME & EXPENSES:			
Discount Earned	(578.01)	23.87	14.71
Other Income	466.00		
Discount Allowed	(14.15)	(12.74)	(75.57)
Interest Paid	(285.54)	(55.99)	946.05
TOTAL	(411.70)	(44.86)	(976.91)
NET PROFIT AND/OR LOSS	(844.47)	3,307.06	2,885.85

Figure 8. E.

REPORT TO BOARD OF DIRECTORS

AS OF November 30, 19 71

Audit

BALANCE SHEET

ASSETS	THIS YEAR	BUDGET	YEAR AGO
CASH	134,269		5,266
NOTES RECEIVABLE	108,881		149,433
NOTES RECEIVABLE DISCOUNTED	(7400)		(7,850)
ACCTS. REC.	457,986		324,657
RES.—BAD DEBTS	(19,600)		(19,600)
OTHER CURRENT ASSETS	100,927		242,073
Inv. Supply INVENTORY	397,096 40,475		377,831 112,756
NON-CURRENT ASSETS—NET	1,058,069		962,096
TOTAL ASSETS	2,270,703		2,146,662

LIAB. & NET W.

NOTES PAYABLE			
MORTGAGE LOANS SHORT TERM	36,000		36,000
ACCOUNTS PAYABLE	324,650		240,947
OTHER CURRENT PAYABLES	58,349		58,896
NON-CURRENT PAYABLES	259,300		278,300
TOTAL LIABILITIES	678,299		614,143
NET WORTH	1,592,404		1,532,519
TOTAL LIABILITIES AND NET WORTH	2,270,703		2,146,662

IS OUR ASSOCIATION'S POSITION STRONG OR WEAK?

	*	THIS YEAR	YEAR AGO
INVENTORY TURNOVER supply		4.4	4.2
CURRENT ASSETS TO CURRENT LIABILITIES		2.89	3.52
NET WORTH TO NON-CURRENT ASSETS		1.50	1.59
AVERAGE DAYS SALES IN ACCTS'. REC. supply		59	49
OWNERS' EQUITY		70%	71%
CREDITORS' EQUITY		30%	29%

Figure 8. E (Continued).

MONTH OF November THIS YEAR	YEAR AGO	RESULTS OF OPERATIONS		CUMULATIVE 12 MONTHS THIS YEAR	%	YEAR AGO	%
		INCOME					
$ 227,274	$ 130,135	SUPPLY SALES	1.	$ 2,345,375		$ 1,949,315	
483,970	106,392	MARKETING SALES	2.	2,340,645		2,161,764	
$ 711,244	$ 236,527	TOTAL SALES		$ 4,686,020		$ 4,111,079	
$ 47,089	$ 29,295	GROSS MARGIN SUPPLY SALES	3.	$ 417,780	17.8	$ 337,784	17.3
33,960	2,839	GROSS MARGIN MARKET SALES	4.	152,054	6.5	161,126	7.5
37,673	60,714	OTHER INCOME	5.	346,800	7.4	299,877	7.3
$ 118,722	$ 92,848	TOTAL INCOME		$ 916,634	19.5	$ 798,787	19.4
		EXPENSE					
$ 25,566	$ 32,774	LABOR EXPENSE		$ 320,456	6.8	$ 294,141	7.1
7,306	7,802	DEPRECIATION EXPENSE		110,797	2.4	97,389	2.4
5,333	10,252	INSURANCE AND TAXES		68,089	1.5	70,170	1.7
2,337	3,607	TRUCK OPERATING EXPENSE		32,884	.7	31,565	.8
58,082	21,557	OTHER EXPENSE	6.	213,985	4.5	168,975	4.1
$ 98,624	$ 75,992	TOTAL EXPENSE		$ 746,211	15.9	$ 662,240	16.1
$ 20,098	$ 16,856	NET BEFORE INCOME FROM:		$ 170,423	3.6	$ 136,547	3.3
3,704	971	PAT. REF. RECEIVED		22,686	.5	12,131	.3
(742)		P. OR L. ON SALE OF C. A.		(1011)		180	
$ 23,060	$ 17,827	NET SAVINGS		$ 192,098	4.1	$ 148,858	3.6

Explanation of numerical references on page 4. (Departmental breakdown and summary schedules omitted.)

You could continue your search for indicators of the financial status of the co-op until every item is considered but this would take considerable time. An experienced director looks for the key indicators as brought out in the above brief examination of the two monthly statements. A newly elected director would probably study the monthly statement at home and then prepare a list of questions to be asked at the next meeting.

As you examine the monthly statements shown in Figure 7 and 8, list below five questions you would ask at the next meeting for each of these cooperatives.

Cooperative D shown in Figure 7.

1. _____

_____

2. _____

_____

3. _____

_____

Cooperative E shown in Figure 8.

1. _____

_____

2. _____

_____

3. _____

_____

It is not enough for a director to be able to find information on a monthly statement. He must search for the meaning in order to make intelligent decisions. This always ends in the question, "Why." It naturally is impossible to pinpoint reasons from the financial statement alone which is where the manager comes in. A good manager will go over the monthly statement with the Board and provide the explanations. But just in case he does not, the directors will want to at least know the following:

1. Why was there a profit or loss for the month?
2. Why was the profit or loss greater or less than the same month a year ago?
3. Why is the cumulative profit or loss for the year to date greater or less than the same period a year ago?
4. Why is the total net worth at the end of the current month greater or less than this month a year ago.

Put yourself in the place of a director. Are there other questions in addition to the ones above? _____

_____

Better still ask the manager or one of the directors of a co-op you know about for a copy of the monthly financial statements. Use it as a basis for your questions.

From your examination of monthly statements which format do you like best?

Figure 7 Figure 8 (circle) Why? _____

From your examination of financial statements you can readily see that the meaning comes from comparison. This takes three forms:

1. Comparison of relationship between items for a single period of time (monthly, quarterly, or yearly reports). Example: Net Profit from Farm Supply Department compared to the Petroleum Department (this is known as vertical analysis).
2. Comparison of the same item at different periods of time. Example: Net income for the current month with the previous month or the same month a year ago. (This is known as horizontal analysis.)
3. Comparison of the items on annual report with the same items in the budget.

Considering the importance of *trend,* which of these comparisons do you feel is the most value to the Board of Directors in making decisions and why?

Eye ball analysis, when you make comparisons as indicated above, may be supplemented by *ratio analysis,* which involves deriving an indicator showing the relationship of one dollar amount to another. This only involves simple mathematics but is usually done by the accountant as shown in the box headed *Is Our Association Strong or Weak?* in Figure 8, page VI-19.

The number of ratios or indicators which can be derived from financial reports is lengthy. No attempt will be made in this manual to go deeply into how they are derived or their meaning. However, when you become a director you will naturally be interested in studying the ratios used as indicators of the following:

1. Tests of Liquidity - current ratio, liquid ratio, etc.
2. Tests of Solvency - total liabilities to net worth ratio; and fixed assets to net worth ratio.

3. Tests of Profitability - net profit to net worth; ratio or net income to net sales.
4. Misc. ratios including inventory turnover which is the ratio of the goods sold to the average inventory.

Ratios are most valuable when they can be compared with a standard or average for similar businesses known as *Industry Wide Figures.* This is the purpose of the column headed [illegible] in the *Is Our Association Position Strong or Weak;* which is part of Figure 8, page VI-19. If you insert the numbers 3, 2, 1, 25, 75, and 25 in this column from top to bottom, you will have another standard to measure the current period and the same period a year ago. After you put the figures in the column headed (*), what is your feeling about the position of this co-op? Is it strong or weak and why? _____

_____

_____

_____

_____

ADVISORY COMMITTEES

Some cooperatives set up or appoint advisory committees. These committees allow students and Young Farmers to *get the feel* of being a director before actually assuming the duties and responsibilities of a regular director. Members of the advisory committee may attend the regular Board meetings, but do not vote.

Do you know of any advisory committees among the cooperatives in your community? If so, how is the arrangement working out? _____

_____

_____

If not, contact the manager or a director of one or more cooperatives in your community and get their reaction to something like this to enable members to get training and experience before actually becoming a director. What were the results of your brief conferences?

_____

_____

_____

_____

YOUR PERSONAL DECISION

Now that you have a better idea of what it takes to be a good director, how do you see your qualifications to assume this role? You are in a better position than anyone else to appraise your personal strengths, weaknesses, and willingness to learn. After reflecting on this unit, what is your decision? Indicate with an X on the appropriate line.

I am willing to become a director _____ an officer _____

I do not wish to become a director _____ an officer _____

Write a paragraph explaining the reasons for your decision. _____

_____

_____

_____

_____

_____

_____

DIRECTORS MAKE POLICY

The strength of a cooperative depends on the members, the directors, the manager, and the employees. Each has a definite role. The *members* provide the capital and use the services. The *directors (representing the members)* - make policy. The *manager* - administers the policy. The *employees* - operate on a day to day basis.

There is always a tendency for one level of authority to assume a role in another. This happens unwittingly because they think they are helping out. Actually, they are hurting the organization.

The following incidents which actually happened will bring this out and emphasize the role of the Board of Directors in making policy and not operating.

Incident #1.

A cooperative has a main office and a branch 17 miles away. The branch is losing money and nearby members are complaining of poor service. This item is not on the agenda but is brought up by a director in the monthly meeting. The manager is present and asked how much time he spends at the branch. His response is *whenever I think I am needed.*

The Board recently accepted the manager's recommendation that a second branch be closed because it was losing money and he needed more time to direct the operations of the two remaining operations.

A director moves that the manager spend three days a week at the main office and two at the branch. This is promptly passed by the Board; the manager reluctantly accepts.

Was this action making policy or operating? _____

If you were the manager, what would you do? _____

_____

_____

Is there an alternative the Board could have taken? _____

_____

_____

_____

_____

Incident #2.

The manager phones the Board members and tells them that there will be no monthly meeting because the bookkeeper is taking her vacation and there will be no financial statement to present until she gets back.

Was the manager making policy or operating? _____

If you were a director and did not like the idea of having a financial statement a month late, what would you do? _____

_____

_____

How could this situation have been avoided? _____

_____

What would the manager have done if the bookkeeper had been killed in an accident?

_____

_____

If you were the manager, what would you have done when the bookkeeper scheduled her vacation time? _____

_____

_____

THE BOARD FUNCTIONS AS A GROUP

A member has opinions and makes judgments on all matters that affect the cooperative.

When the member becomes a director, he continues to have his opinion and makes judgments on each item on the agenda for the various meetings. He has a responsibility to put forward anything which he feels should be considered for the good of the cooperative up until the vote is taken. When the majority has ruled, the decision is the group decision.

At that point, the director has the responsibility of referring to the *Board decision* rather than his judgment, when discussing it with members. In fact, a good director will *interpret* the action taken by the Board so that members will understand that it was a joint action regardless of whether he voted with the majority or minority.

An example will bring this out.

Several members phoned the manager about keeping open on Saturday so grain could be delivered and combining or shelling could be continued over the weekend to take advantage of the favorable weather. The manager refused and cited the Board of Director's Policy. The members went to see a director who explained that the Board considered two points in arriving at the policy covering this matter:

a. If the co-op kept open after normal hours the employees would have to be paid overtime which would adversely affect the gross margin and be unfair to the members who did not deliver grain.

b. Since two competing, privately owned elevators did not keep open on Saturday, all of the non members grain which normally went to them would come to the co-op. This would not be fair to the members as it would delay the unloading and use up the drying and storage capacity.

The director pointed out that the Board's responsibility was to the entire membership and that they acted as a group regardless of their feelings as individuals.

How do you feel about the way the director handled this situation? _____

_____

_____

_____

_____

_____

_____

If you were a member who had no storage when his truck and gravity flow wagon(s) were full, how would you feel?

a. Toward the Board's policy? _____

_____

_____

_____

_____

b. Toward the director's explanation of this policy? _____

_____

_____

_____

_____

Perhaps you have a better example showing how directors can promote understanding among members by emphasizing that the policy is:

a. A joint action for the benefit of the co-op as a whole.

b. Taken after consideration of all aspects which may not have been apparent to the individuals. _____

_____

_____

_____

_____

YOUR EVALUATION

Has this unit helped you decide whether to become a director or not? _____

If you were a director, do you feel you could satisfactorily use the information in a financial statement to help manage the co-op successfully? _____

What grade do you feel you should receive for your work on this unit? Circle and insert + or - if appropriate.

A B C D E

Ask your teacher to make his appraisal of your work and then compare.

A DIRECTOR'S PLEDGE

I pledge to do my best for the cooperative association that has elected me to serve in a position of honor and trust.

I will:

Above all things be honest and diligent.

Place the interests of the association above my own personal interests.

Give as careful attention to the affairs of the cooperative as I give to my own business.

Give the necessary time to board meetings and other deliberations.

Study the business and problems of the association, and the broader considerations that affect its welfare.

Strive for continued and increased efficiency in the association.

Be prompt and attentive at all meetings of the directors so that there is no loss of valuable time.

Do independent and careful thinking, express my honest opinion, and not be a rubber stamp.

Be open-minded and a teamworker and realize that the individual views of board members cannot always prevail.

Remember that the majority rules and that the minority must fall in line.

Present the views of the board of directors to fellow members, rather than my own, whenever I speak for the association.

Strive to keep this a members' cooperative and not let it become a directors' or manager's cooperative.

Represent the association in its entirety and not just the members from my community.

Do all in my power to have the association controlled democratically, including the election of directors.

Welcome new ideas or "new blood" as a means of keeping life in the association and the service to the patrons at a high level.

Do everything possible to inform members and patrons of established policies and programs of the association.

ACCESSION NUMBER: VT100654

PUBLICATION DATE: 73

TITLE: MANAGER'S ROLE AND RESPONSIBILITY IN A SUCCESSFUL COOPERATIVE. SERIES ON COOPERATION IN A FREE ENTERPRISE SOCIETY WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS.

PERSONAL AUTHOR: LINTNER, J. H.

DESCRIPTOR: *AGRICULTURAL EDUCATION; *UNITS OF STUDY (SUBJECT FIELDS); *COOPERATIVES; MARKETING; *MANAGEMENT; MANUALS; *INDIVIDUAL STUDY; MANAGERIAL OCCUPATIONS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 554

ABSTRACT: THIS STUDENT MANUAL, PROVIDING A UNIT OF STUDY ON COOPERATIVES, CAN BE USED FOR INDIVIDUAL STUDY IN AGRICULTURAL EDUCATION CLASSES AT THE SECONDARY LEVEL OR IN YOUNG FARMER EDUCATION CLASSES. MATERIAL COVERED CONSISTS OF THE SEVENTH UNIT OF A 10-PART SERIES AND INCLUDES GROUP ORGANIZATION AND RELATIONSHIPS AND THE QUALIFICATIONS, CONTRACTUAL AGREEMENTS, AND TRAINING OF AN EFFECTIVE MANAGER OF A COOPERATIVE. TEXTUAL CONTENT, ILLUSTRATIONS, SAMPLE FORMS, AND WORKSHEETS GIVE THE STUDENT MATERIALS FOR INDIVIDUAL STUDY. RELATED UNITS ARE AVAILABLE AS VT 100 648 - VT 100 653 AND VT 100 655 - VT 100 657. (MU)

REPORT NUMBER: AGDEX 836, UNIT VII

AVAILABILITY: AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, ROOM 201, 2120 FYFFE ROAD, COLUMBUS, OHIO 43210

INSTITUTION NAME: OHIO STATE DEPT. OF EDUCATION, COLUMBUS. AGRICULTURAL EDUCATION SERVICE.; OHIO STATE UNIV., COLUMBUS. DEPT. OF AGRICULTURAL EDUCATION.

SPONSORING AGENCY NAME: MARTHA HOLDEN JENNINGS FOUNDATION, CLEVELAND, OHIO.; OHIO COUNCIL OF FARMER COOPERATIVES.

VT 100 654

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Unit VII
AGDEX 836

COOPERATION IN A FREE ENTERPRISE SOCIETY
WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

VII. THE MANAGER'S ROLE AND RESPONSIBILITY IN A SUCCESSFUL COOPERATIVE

Member—Patron

Employee

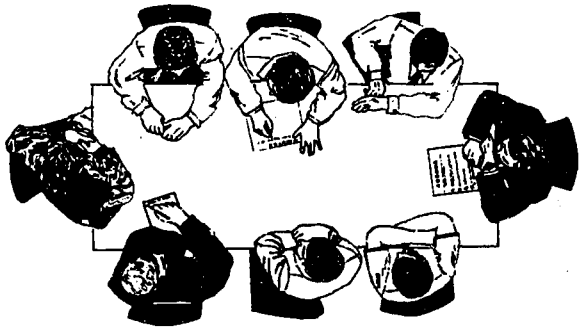

Board of Directors

THE OHIO AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE

Agricultural Education Service
State Department of Education

and

Department of Agricultural Education
The Ohio State University

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The Cover Page

The manager constantly deals with the Board of Directors, the employees and the member/patrons.

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VII. THE MANAGER'S ROLE AND RESPONSIBILITY IN A SUCCESSFUL COOPERATIVE

Unit VII of the series on

COOPERATION IN A FREE ENTERPRISE SOCIETY
WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

By

Dr. J. H. Lintner

Under the Direction of

Dr. Harlan E. Ridenour, Director
Ohio Agricultural Education
Curriculum Materials Service

and

Dr. Charles H. Ingraham, Professor of
Agricultural Economics, The Ohio State University

A Project of
Martha Holden Jennings Foundation

and

Ohio Council of Farmer Cooperatives

OHIO AGRICULTURAL EDUCATION
CURRICULUM MATERIALS SERVICE
Room 254, 2120 Fyffe Road
Columbus, Ohio 43210

1973

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ACKNOWLEDGMENTS

The series of units on cooperation and cooperatives is the result of a cooperative effort of a number of people and organizations.

Dr. Charles H. Ingraham, Consultant-Coordinator for the Ohio Council of Farmer Cooperatives, felt the need for some curriculum material which would be different and more effective than earlier efforts. He approached Dr. Harlan E. Ridenour to see what could be done by the Ohio Agricultural Education Curriculum Materials Service which follows an innovative approach unique in the curriculum materials field.

Dr. Ridenour agreed to undertake the project if appropriate financing could be secured.

The Martha Holden Jennings Foundation of Cleveland, Ohio through Mr. George B. Chapman, Jr., Chairman of the Advisory Committee, provided half the cost of the project. The Ohio Council of Farmer Cooperatives and the Ohio Agricultural Education Curriculum Materials Service jointly matched this contribution.

The Educational Committee of the Ohio Council, augmented by other cooperative experts as needed, served as the Advisory Committee for the project. They not only provided guidance in the quarterly meetings but reviewed the draft copies. Members of this committee were:

Mr. C. Neilson Griffith, Vice President, Landmark, Inc. as Co-Chairman;
Mr. Don Schriver, Asst. Director of Public Relations, Ohio Farmers as Co-Chairman;
Mr. Thomas Farr, President, Louisville Bank for Cooperatives;
Mr. Robert Walker, Director of Public Relations Program, Nationwide Insurance;
Mr. Paul Slade, General Manager, Ohio Agricultural Marketing Associations;
Mr. Merle Lashey, Jr., Executive Vice President, Ohio Federation of Production Credit Associations;
Mr. James Ross, Master, Ohio State Grange;
Mr. D. L. Burgeois, Manager, Federal Land Bank, and Alvin Reuwee, Northern Ohio Breeders Association served ex officio as President and Secretary-Treasurer for the Ohio Council of Farmer Cooperatives.

Members of the Board of Trustees of the OCFC were provided draft copies and many reviewed them in their entirety.

Teachers of Agricultural Education who tried out the units in draft form with their classes were: Mr. Richard Bertz, Pike-Delta-York High School; Mr. Phil Hulse, River Valley High School; Mr. Odell Miller, Marysville High School; Mr. Gary Moore, Fort Frye High School; Mr. Joe Parrish, Caldwell High School; Mr. Ray Stemen, Fairfield Union High School; and Mr. David White, McComb High School.

Other interested persons who made significant contributions to the project include: Mr. Jack Hill, Vice President, Education and Community Service, Ohio Farm Bureau Federation, and Mr. Richard McCrea, Educational Consultant, Martha Holden Jennings Foundation.

The author and co-directors gratefully acknowledge the interest and assistance of all who contributed to the project, especially to Mrs. Evelyn Roediger who prepared the manuscript for printing and Miss Tressa Scott who did the art work.

PREFACE

Although this Student Manual was prepared primarily for use on the secondary school level, it is realized that there may not be sufficient time to cover everything during the high school course. Some of the units may purposely be reserved for use with Young Farmer classes or other out-of-school groups. However, it is hoped that all 11th and 12th grade Agricultural Education students will complete at least Units I, II, and III. Two weeks of formal study would seem to be a minimum.

The units are designed to progress according to the time available and the individual need or interest warrants. Each unit is complete. Although only Unit I is covered, students will have a working knowledge of cooperatives commensurate with the time and effort expended.

It is believed that students and teachers can proceed with the units without a text or teaching guide. In a study of cooperatives, as well as many other areas of agriculture, there may not be one correct solution for any problem situation. For this reason, students should respond as they see fit, rather than attempt to find the "right answer."

It is much more important for students to individually interpret questions and resolve them in terms of their own situations, rather than strive for uniformity among the class.

Discussions with classmates as individuals or as a teacher-directed class is to be encouraged, having in mind the ever present problem of total exploration versus efficient use of time.

The self-grading proposal at the end of each unit may be used as the students and teachers see fit. Teachers and students are encouraged to jointly develop the points to be considered in grading (with the relative weighting of each) upon the completion of Unit I.

Although the writer has no feeling that his judgment on rating individual performance should be more than a "point of departure" for class consideration, it is as follows:

1. Evidence of thinking and understanding 40
2. Evidence of additional search and research outside the manual and classroom (family - neighbors - cooperative directors, managers, employers) 20
3. Quality of responses in manual 10
4. Completeness of responses in manual 10
5. Participation in discussion with:
   - classmates as individuals with the teacher only as a resource person
   - class as a whole under the teacher's direction 20

If a student is not satisfied with his or her grade or the way in which it was determined they may go back to the objectives at the beginning of each unit. If the student can actually perform the actions as stated, the degree of competence should determine the grade.

J. H. Lintner

COOPERATION IN A FREE ENTERPRISE SOCIETY WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

UNIT TITLES

Unit I.	Orange	Students Look At Cooperatives In Their Daily Lives, 24 pages.
Unit II.	Rose	Students Look At Cooperatives As They Will Affect Their Lives Ten Years Hence, 24 pages.
Unit III.	Yellow	How Are Cooperatives Organized? 20 pages.
Unit IV.	Lime	Are Rochdale Principles Applicable In Today's Cooperatives? 8 pages.
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Unit X.	Bronze	Discovering Problems in Cooperative Operations and Taking Appropriate Action, 15 pages.
Unit X, page X-16		The Challenge.

VII. THE MANAGER'S ROLE AND RESPONSIBILITY IN A SUCCESSFUL COOPERATIVE

From your experience with the previous units you are undoubtedly aware of the importance of the *manager* in the success of a cooperative.

He is the catalyst and *go between* for the Board and members, on the one hand, and the employees on the other. It can be truthfully said that a competent manager can make a mediocre Board look good and also overcome the poor quality of employee performance.

Whether you should aspire to be a manager or not is *not* as pertinent in this unit as it is for you to consider what a manager should do and what responsibility he should accept.

UNIT OBJECTIVES

As the result of your study and class participation in this unit, you should be able to do the following:

1. Describe the relationship of the manager (day to day operations) and the Board of Directors (Board policy decisions) necessary for the success or the future of a cooperative.
2. Describe the relationship of the manager to the employees, the members, or the patrons.
3. Enumerate and evaluate the qualifications of a good manager.
4. Prepare a contractual agreement with the manager (tenure, compensation, bonding, etc.).
5. Provide proper training for the manager and in serving management as a team with the Board of Directors.

THE MANAGER'S RELATIONSHIP TO THE BOARD

The manager is hired by the Board and is responsible to them. He must operate within the policies defined by the Board. When none exist covering a specific situation, which is likely to come up again as a matter of daily operations, he should recommend a policy determination. Much wisdom is required in deciding when to refer a matter to the Board and when to act on his own. He will not be a manager if he refers everything to the Board and yet cannot assume the Board's functions by deciding on matters of policy.

A manager's duties fall into two categories:

1. Technical business problems including, purchasing, sales promotion, processing distribution, pricing, and services.
2. Internal business problems including accounting, financing, budgeting, personnel, credit, etc.

From this you can see that a firm understanding must exist at all times between the manager and the Board. The best way to insure this understanding is through a position description. If one does not exist at the time a manager goes on the job, he should immediately write one and submit it to the Board for approval or revision.

If a position description does exist, the new manager should go over it carefully to see that it covers everything needed so that he can function properly. In this way he can be sure where he stands and what is expected.

ERIC

Read over the Position Description shown in Figure 1, page VII-3. Now, see if you as a manager have the following authority and responsibility. Did you find these in Figure 1? (Where possible underline the word or words in Figure 1 which cover each item.)

Yes	No	
____	____	1. Hire and fire subordinates.
____	____	2. Make monthly and annual reports.
____	____	3. Recommend changes concerning the cooperative's objectives and operations.
____	____	4. Conduct and control the administration and financial operations including an adequate bookkeeping and accounting system.
____	____	5. Supervise (train) and direct all employees.
____	____	6. Attend Board of Directors meetings (should not be a voting director).
____	____	7. Time required on the job, amount of vacation and when to be taken, etc.
____	____	8. Conflict of interest or sideline activities.
____	____	9. Develop budgets to present to the Board.
____	____	10. Public relations responsibilities and development of membership loyalty.
____	____	11. Right to delegate responsibilities.

From your examination of Figure 1 do you consider the position description:

adequate _____ too general _____ incomplete or imprecise _____

Inquire at the cooperatives in your community and see:

1. Whether a position description for the manager exists. Yes No (circle)
2. Whether you like it better than Figure 1 or not. Yes No

   Why?_____

   _____

No position description can cover every aspect of the manager's relationship to the Board. Understanding (rapport) comes from working together over a period of time.

The following incident which actually happened will bring this out.

A general manager accepted the job knowing that the office manager, although well liked by the members and other employees, was difficult to supervise (which may have caused the previous manager to resign). After three months the manager fired the office manager, through the authority set forth in the position description, but did not inform the Board. When the monthly billing *fowled up,* members complained and business fell off. A director brought the matter up in a meeting and expressed surprise that he did not know about this situation until his neighbors complained. If you were the manager, what would you do? _____

_____

_____

_____

_____

Figure 1. Position Description of a General Manager.

POSITION DESCRIPTION —— GENERAL MANAGER

(Sample Statement of a Cooperative)

A. Basic Functions

The General Manager is responsible for the effective management of all affairs of the Association. He plans, directs, and coordinates the programs and activities of the Association for balanced, comprehensive accomplishment to attain the objectives established by the Board of Directors.

B. Responsibility and Authority

Within the limits of the Articles of Incorporation, the bylaws, and the objectives and policies established or authorized by the Board of Directors, he is responsible for and has commensurate authority to accomplish the duties set forth below.

He may delegate portions of his responsibilities, consistent with sound operations and authorized policies and procedures, together with proportionate authority for their fullfillment, but he may not delegate nor relinquish any portion of his accountability for results.

He may, in order to carry out his functions properly, secure the services of outside agencies or consultants to examine, investigate or facilitate changes in operations, procedures, or methods.

He will:

1. Advise and assist the Board of Directors in consideration and determination of whatever objectives, policies, and other basic controls required for the most effective management of the Association.
2. Maintain a continuing study of economic, industrial, and technological developments and trends, and provides the Board with whatever forecasts and plans are necessary to assure that all phases of Association operations are adequately equipped to meet members' needs and take full advantage of the long range potentials of the business.
3. Define and recommend operating and financial objectives; develop in conjunction with the department heads, short and long term plans and programs with supporting budget requests and financial estimates for each department, and the Association as a whole; submit proposals to the Board of Directors for approval.
4. Interpret and administer policies established by the Board; issue standard practice instructions to members and department heads, and other personnel affected, to assure uniform interpretation.
5. Direct and generally supervise immediate subordinates in their performance of assigned duties, and in the same manner in which they pursue their objectives and programs; render advice, assistance and guidance to subordinates.
6. Take action to correct unsatisfactory conditions that may arise in any phase of operation, and direct whatever action may be deemed necessary to accomplish approved objectives.
7. Keep the Board of Directors regularly and fully informed of the progress and results of the firm's operations for conformity with established objectives, programs, and budgets, and all important internal and external factors influencing them.
8. Ensure that the organization structures at all levels of the firm are the most efficient for the type of operations in which the firm is engaged; plan for changes in the organizational structure required to adjust to future trends of the firm's operations, and secure the approval of the Board when major realignments are required.
9. See that the organization is staffed with competent people, that they are delegated authority, and compensated commensurate with their responsibilities; that appropriate limitations of their authority are defined and understood with respect to policy and commitments on expenditures and actions affecting personnel.

Figure 1. (Continued).

10. Subject to Board approval, authorize the appointment, promotion, retirement or release or management personnel at the department head level.
11. Direct the administration of the policies and programs for executive and managerial compensation.
12. Ensure that adequate provision is made by department heads for keeping abreast of the technological and marketing developments pertaining to the firms' field of operations.
13. Ensure that firm executives and their subordinates are familiar with and maintain the standards of grade, pack, and quality which have been adopted by the firm.
14. Ensure that all funds, physical assets, and other property of the firm are appropriately safeguarded and administered.
15. Ensure that due attention is paid by all executives to promoting and maintaining a high level of efficiency and economy in all aspects of the firm's operations and activities; encourage improvement in methods and procedure which will effect efficiency and economy.
16. Keep all management personnel informed of matters concerning the progress and well-being of the firm and their employment with it.
17. Encourage participation and creative effort by maintaining a constructive attitude toward suggestions and by giving full credit to subordinates for their contributions.
18. Provide suitable opportunities for the development of executives and supervisory personnel, both to maintain existing competence and insure adequate basis for promotion.
19. Maintain appropriate contacts and develops necessary relations with government departments, industry organizations, labor unions, and other organizations which have an influence on the attainment firm's objectives.
20. Ensure that members are accorded equitable treatment in their transactions and relations with the firm.
21. Keep the members adequately informed of the affairs of the firm and encourages their participation; maintain sound relationships between staff and the members, and see that proper consideration is given to member complaints and suggestions.

1972

How could this situation have been avoided? _____

_____

_____

Would such action have - helped hindered (circle) - the manager's position with the Board? Why? _____

_____

_____

THE MANAGER'S RELATIONSHIP TO THE EMPLOYEES

The manager hires the help, which makes him the *boss*. However, his success depends on their success and in successful cooperatives there is a two way flow of communication so that the *Chief-Indian* relationship rarely is apparent.

The manager is responsible for:

1. Orienting employees on the cooperative way of doing business including the bylaws, membership agreements, patronage refunds, etc.
2. Providing a *Job Description* and making it clear at the outset *what* the employee is supposed to do; how much he is to *receive* for doing a good job and what will be the next step (promotion or pay increase) if he does.
3. Giving proper training, both technical and for personal growth.
4. Observing the employees work at regular intervals to be sure that it is being done right.
5. Informing the employee how he is doing. Help him to overcome weaknesses.
6. Providing the employee with a sense of job satisfaction for doing a worthwhile performance.

The efficiency and morale of employees is usually in direct proportion to their attitude toward their supervisor or manager.

What do you think about the employee-manager relationship in the following incident, which actually happened?

A patron inquired for the manager and was told "He is on vacation." When asked "Who runs the place when the manager is not here?" the reply was, "I don't know, I just work here." When the patron went to the office and inquired who was in charge when the manager was on vacation, the office manager replied, "I am new on the job and am not sure." When the patron went to the elevator and encountered a long time employee, he inquired, "Are you in charge while the manager is on vacation?" The reply was, "I run the feed end but perhaps I can help you?"

What is your reaction to:

1. The attitude and action of the first employee? _____

_____

_____

2. The attitude and action of the office manager? _____

_____

_____

3. The attitude and action of the elevator employee? _____

_____

_____

4. The feeling of the employees toward their job and their relation to the manager?

_____

_____

_____

_____

Perhaps you can think of a better example for either good or bad relationship between the manager and the employees of a cooperative with which you are familiar. Please share it with your classmates. _____

_____

_____

_____

_____

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Figure 2. Managers of "Big" co-ops become executive vice presidents, but perform the same functions on a higher level. Ken Probasco who *manages* Landmark, says "Farmers should never be completely satisfied with their cooperatives. There is always room for improvement. The way to get such improvement is evolutionary change."

THE MANAGER'S RELATIONSHIP TO THE MEMBERS

The manager, more than anyone else, is responsible for interpreting the business to the members. He does this through:

1. Personal contacts - individual or group.
2. Newsletters, (house organs.) annual reports, etc.
3. The way he trains employees - to provide service, know cooperative principles, develop membership loyalty, etc.
4. The evidence of planning and efficient operations - budgeting, net profit, patronage refunds, etc.

A manager must be readily accessable to the members. He must feel the responsibility of listening to them when they wish to voice an opinion or air a complaint. The following is an incident that actually happened.

> A member inquires, "Is the manager in?" The secretary replies "Did you have an appointment?" or "What did you want to see him about?" Either of these suggests an aloofness which does not build a mutual respect that should exist between the manager and the members.
>
> Upon being admitted to the manager's office, the manager condescendingly says, "What can I do for you?" The member then relates something he feels the manager should know or something he feels he should have provided for him. This may vary from something really important to something which at first glance looks petty. It

really may be indicative of a situation that, unless corrected, may work against the success of the cooperative. The following will illustrate:

Member (who evidently had an unsatisfactory experience with an employee) to manager: "I have been a member for 40 years and always come here first when I need something. Last spring I needed a 16 foot gate and you had only 14 foot, so I had to go to _____(competitor)_____."

"Now I need a 14 foot gate and you have lots of 12 ft. and 16 ft. but no 14 ft. gates. I hate to have to go to _____(competitor)_____ but that is what I am going to do and while I am there look over the kitchen appliances he has on sale."

If you were the manager, what would you do? _____

_____

_____

_____

The manager actually said, "Well, you know you can't win them all." and then seeing that the member was unimpressed, tried to pass it off jokingly with, "Now, if you really want to support your cooperative, why not take the 16 ft. and then cut off 2 ft."

If you were the member, what would you think:

1. About the manager? _____

_____

_____

_____

2. About your co-op? _____

_____

_____

_____

How might a small incident like this be symptomatic of something much more serious?

_____

_____

_____

If you were the manager what step(s) would you take to see that the incident did not arise in the future? _____

_____

_____

_____

Figure 3. How is your co-op responding to members' needs?

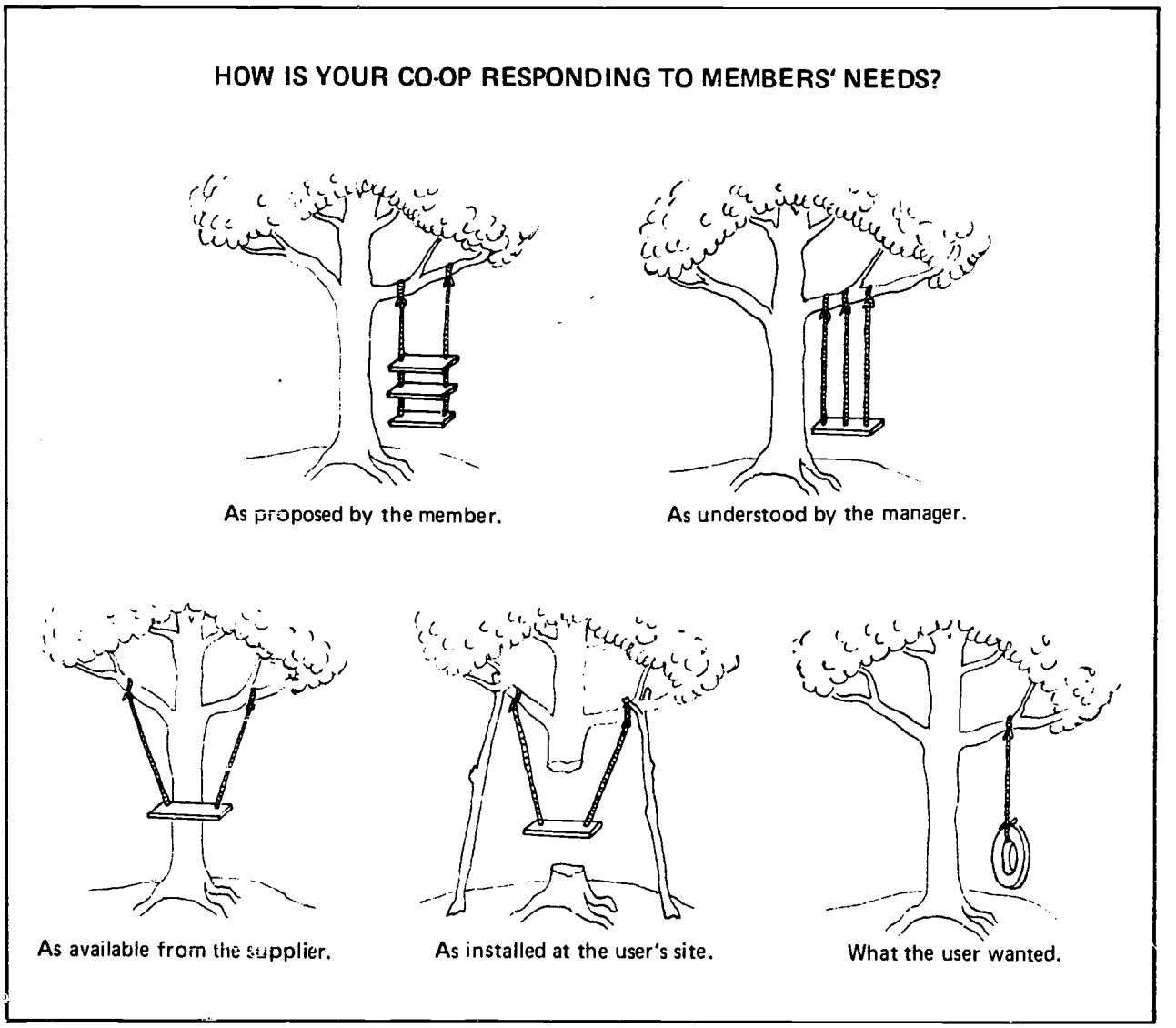

QUALIFICATIONS OF A GOOD MANAGER

Good managers rarely have all of the following abilities when they start on the job. Some develop them, others compensate by delegating to others, and still others do not try.

Which qualifications do you feel are important? (Indicate with an X in the appropriate column.)

Importance			
Very	Some	Little	
			1. Intellectual ability.
			2. Technical ability.
			3. Administrative ability.
			4. Creative ability (imaginative).
			5. Ability to look ahead and anticipate trends (economic and social).
			6. Leadership ability (to have others want to follow).
			7. Ability to work (see that the details of operating the business are taken care of).
			8. Ability to make sound decisions rapidly.
			9. Public relations ability (can speak and write effectively on the cooperative).
			10. Ability to coordinate (bring together different points of view, analyze, and find a middle ground all can support.
			11. Moral ability (distinguish right from wrong).
			12. Judgment ability (flexible enough to recognize differences in people, yet firm enough to avoid trying to be "all things to all people.").

THE MANAGER'S CONTRACT

From your appraisal of the qualifications which a manager should possess, you probably have a greater appreciation for the need to adequately compensate the well qualified individuals. This always comes up when the individual is interviewed by the Board and should be spelled out in the contract.

Consider yourself a member of the Director's committee to negotiate a contract with a manager. What points should be covered? (Indicate your choice by putting the proper letter in the blank.

_____ 1. (a) written, (b) oral

_____ 2. Length: (a) 1 year, (b) 3 years, (c) indeterminate (as long as satisfactory to both parties)

_____ 3. Notice by each party to be given: (a) 1 month, (b) 5 months, (c) 6 months

_____ 4. (a) full time, (b) part-time, (c) define or spell out

_____ 5. (a) salary only, (b) salary plus commission, (c) salary plus bonus, (d) salary plus percentage of net profits, (e) commission only, (f) salary plus fringe benefits, (g) other you prefer: _____

_____ 6. (a) vacation time with pay, (b) vacation time without pay

_____ 7. Hospital insurance: (a) self, (b) family, (c) none

_____ 8. Sick leave: (a) with pay, (b) without pay, (c) none

_____ 9. Medical insurance: (a) self, (b) family, (c) none

_____ 10. Life insurance: (a) self, (b) family, (c) none

_____ 11. Retirement plan: (a) Board pays all, (b) Board shares, (c) none

_____ 12. Discounts on merchandise purchased: (a) yes, (b) no

_____ 13. Transportation: (a) automobile, (b) truck, (c) mileage

_____ 14. Attending manager training schools, clinics, etc.: (a) mileage only, (b) lodging, (c) meals, (d) all expenses

_____ 15. Bonding: (a) none, (b) personal, (c) paid by cooperative

16. Other points you think of: _____

_____

_____

_____

_____

THE MANAGER'S TRAINING

With cooperatives increasing in size and complexity every year and competition becoming increasingly fierce, a manager who is competent when hired may be woefully out of touch or out-of-date with a matter of years and sometimes months.

In large cooperatives continuous executive management up-grading becomes equally important with day to day operations. Members and directors will have to delegate more decisions to management to permit flexability in the same way that top management (general manager, vice presidents, etc.) must delegate to assistants (middle management).

A young man cannot afford to remain long in a dead end position and a large cooperative cannot afford to not develop qualified persons to replace middle management).

As a director or member of a cooperative, how would you feel about the following managerial training? (Indicate with an X in appropriate column.)

Required	Optional	Discouraged	
			1. Attendance at manager's clinics sponsored by the Extension Service at no cost other than travel (usually one day).
			2. Attendance at management schools provided by regional cooperatives at no cost other than travel (usually one day).
			3. Attendance at specialized training schools (Institutes) for longer periods of training (2 to 6 weeks) with tuition in addition to travel and living expenses paid.
			4. Attendance at national meetings such as the American Institute of Cooperation (AIC) or National Rural Electric (REC) and similar associations with registration fees as well as travel expenses paid.
			5. Active participation in county or area council monthly meetings organized by the Ohio Council of Farmer Cooperatives in which managers can compare experiences in solving similar problems and plan for coordinated cooperative public relations and education programs.

If you are interested or need extra credit, call on several managers or directors and get their reactions on management training. (Your teacher will provide extra copies of the form on page VII - 10 if you wish to use them.)

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Figure 4. John Scrafford, sales manager for Farm Supply conducts a training session for Landmark store managers at the State Office Conference Room - 1972.

YOUR EVALUATION

As with the other units, please indicate the grade you feel you have earned as the result of participation in this unit. Circle and insert + or - if appropriate.

A B C D E

Your teacher will do the same and then compare.

ACCESSION NUMBER: VT100655

PUBLICATION DATE: 73

TITLE: LEGAL BASIS FOR COOPERATIVES. SERIES ON COOPERATION IN A FREE ENTERPRISE SOCIETY WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS.

PERSONAL AUTHOR: LINTNER, J. H.

DESCRIPTOR: *AGRICULTURAL EDUCATION; *UNITS OF STUDY (SUBJECT FIELDS); *COOPERATIVES; MARKETING; MANAGEMENT; *INDIVIDUAL STUDY; *LEGISLATION; MANUALS; LAWS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 554

ABSTRACT: THIS STUDENT MANUAL, PROVIDING A UNIT OF STUDY ON COOPERATIVES, CAN BE USED FOR INDIVIDUAL STUDY IN AGRICULTURAL EDUCATION CLASSES AT THE SECONDARY LEVEL OR IN YOUNG FARMER EDUCATION CLASSES. MATERIAL COVERED CONSISTS OF THE EIGHTH UNIT OF A 10-PART SERIES AND INCLUDES THE NEED FOR, DEVELOPMENT OF, AND USE OF FEDERAL AND STATE LAWS IN THE OPERATION OF COOPERATIVES. TEXTUAL CONTENT, ILLUSTRATIONS, SAMPLE FORMS, AND WORKSHEETS GIVE THE STUDENT MATERIALS FOR INDIVIDUAL STUDY. RELATED UNITS ARE AVAILABLE AS VT 100 648 - VT 100 654 AND VT 100 656 - VT 100 657. (MU)

REPORT NUMBER: AGDEX 836, UNIT VIII

AVAILABILITY: AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, ROOM 201, 2120 FYFFE ROAD, COLUMBUS, OHIO 43210

INSTITUTION NAME: OHIO STATE DEPT. OF EDUCATION, COLUMBUS. AGRICULTURAL EDUCATION SERVICE.; OHIO STATE UNIV., COLUMBUS. DEPT. OF AGRICULTURAL EDUCATION.

SPONSORING AGENCY NAME: MARTHA HOLDEN JENNINGS FOUNDATION, CLEVELAND, OHIO.; OHIO COUNCIL OF FARMER COOPERATIVES.

VT 100 655

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Unit VIII
AGDEX 836

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COOPERATION IN A FREE ENTERPRISE SOCIETY
WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

VIII. THE LEGAL BASIS FOR COOPERATIVES

THE OHIO AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE

Agricultural Education Service
State Department of Education

and

Department of Agricultural Education
The Ohio State University

1973

VT 100 655

The Cover Page

President Harding signing the Capper-Volstead Cooperative Marketing Law to provide a basis for cooperatives (February 18, 1922). Witnesses include the authors and members of farm organizations including the Farmers' Union, American Farm Bureau, The Grange, and National Board of Farm Organizations.

ERIC

VIII. THE LEGAL BASIS FOR COOPERATIVES

Unit VIII of the series on

COOPERATION IN A FREE ENTERPRISE SOCIETY
WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

By

Dr. J. H. Lintner

Under the Direction of

Dr. Harlan E. Ridenour, Director
Ohio Agricultural Education
Curriculum Materials Service

and

Dr. Charles H. Ingraham, Professor of
Agricultural Economics, The Ohio State University

A Project of

Martha Holden Jennings Foundation

and

Ohio Council of Farmer Cooperatives

OHIO AGRICULTURAL EDUCATION
CURRICULUM MATERIALS SERVICE
Room 254, 2120 Fyffe Road
Columbus, Ohio 43210

1973

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ACKNOWLEDGMENTS

The series of units on cooperation and cooperatives is the result of a cooperative effort of a number of people and organizations.

Dr. Charles H. Ingraham, Consultant-Coordinator for the Ohio Council of Farmer Cooperatives, felt the need for some curriculum material which would be different and more effective than earlier efforts. He approached Dr. Harlan E. Ridenour to see what could be done by the Ohio Agricultural Education Curriculum Materials Service which follows an innovative approach unique in the curriculum materials field.

Dr. Ridenour agreed to undertake the project if appropriate financing could be secured.

The Martha Holden Jennings Foundation of Cleveland, Ohio through Mr. George B. Chapman, Jr., Chairman of the Advisory Committee, provided half the cost of the project. The Ohio Council of Farmer Cooperatives and the Ohio Agricultural Education Curriculum Materials Service jointly matched this contribution.

The Educational Committee of the Ohio Council, augmented by other cooperative experts as needed, served as the Advisory Committee for the project. They not only provided guidance in the quarterly meetings but reviewed the draft copies. Members of this committee were:

Mr. C. Neilson Griffith, Vice President, Landmark, Inc. as Co-Chairman;
Mr. Don Schriver, Asst. Director of Public Relations, Ohio Farmers as Co-Chairman;
Mr. Thomas Farr, President, Louisville Bank for Cooperatives;
Mr. Robert Walker, Director of Public Relations Program, Nationwide Insurance;
Mr. Paul Slade, General Manager, Ohio Agricultural Marketing Associations;
Mr. Merle Lashey, Jr., Executive Vice President, Ohio Federation of Production Credit Associations;
Mr. James Ross, Master, Ohio State Grange;
Mr. D. L. Burgeois, Manager, Federal Land Bank, and Alvin Reuwee, Northern Ohio Breeders Association served ex officio as President and Secretary-Treasurer for the Ohio Council of Farmer Cooperatives.

Members of the Board of Trustees of the OCFC were provided draft copies and many reviewed them in their entirety.

Teachers of Agricultural Education who tried out the units in draft form with their classes were: Mr. Richard Bertz, Pike-Delta-York High School; Mr. Phil Hulse, River Valley High School; Mr. Odell Miller, Marysville High School; Mr. Gary Moore, Fort Frye High School; Mr. Joe Parrish, Caldwell High School; Mr. Ray Stemen, Fairfield Union High School; and Mr. David White, McComb High School.

Other interested persons who made significant contributions to the project include: Mr. Jack Hill, Vice President, Education and Community Service, Ohio Farm Bureau Federation, and Mr. Richard McCrea, Educational Consultant, Martha Holden Jennings Foundation.

The author and co-directors gratefully acknowledge the interest and assistance of all who contributed to the project, especially to Mrs. Evelyn Roediger who prepared the manuscript for printing and Miss Tressa Scott who did the art work.

PREFACE

Although this Student Manual was prepared primarily for use on the secondary school level, it is realized that there may not be sufficient time to cover everything during the high school course. Some of the units may purposely be reserved for use with Young Farmer classes or other out-of-school groups. However, it is hoped that all 11th and 12th grade Agricultural Education students will complete at least Units I, II, and III. Two weeks of formal study would seem to be a minimum.

The units are designed to progress according to the time available and the individual need or interest warrants. Each unit is complete. Although only Unit I is covered, students will have a working knowledge of cooperatives commensurate with the time and effort expended.

It is believed that students and teachers can proceed with the units without a text or teaching guide. In a study of cooperatives, as well as many other areas of agriculture, there may not be one correct solution for any problem situation. For this reason, students should respond as they see fit, rather than attempt to find the "right answer."

It is much more important for students to individually interpret questions and resolve them in terms of their own situations, rather than strive for uniformity among the class.

Discussions with classmates as individuals or as a teacher-directed class is to be encouraged, having in mind the ever present problem of total exploration versus efficient use of time.

The self-grading proposal at the end of each unit may be used as the students and teachers see fit. Teachers and students are encouraged to jointly develop the points to be considered in grading (with the relative weighting of each) upon the completion of Unit I.

Although the writer has no feeling that his judgment on rating individual performance should be more than a "point of departure" for class consideration, it is as follows:

1.	Evidence of thinking and understanding	40
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If a student is not satisfied with his or her grade or the way in which it was determined they may go back to the objectives at the beginning of each unit. If the student can actually perform the actions as stated, the degree of competence should determine the grade.

J. H. Lintner

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VIII. THE LEGAL BASIS FOR COOPERATIVES

Any *group undertaking* sooner or later must be sanctioned by an *authority*. This is true whether such undertaking operates in a school system, on a statewide, or nationwide basis.

Students and citizens frequently find out after they have started something that they have no legal basis for operation. To their regret, it is many times more difficult to secure *status* after the fact than it would have been to anticipate meeting requirements. With this in mind, let us turn our attention to the legal side of cooperatives.

UNIT OBJECTIVES

As a result of your study and class participation in this unit, you should be able to do the following:

1. Describe the necessity for a legal basis for all business cooperatives and most membership cooperatives.
2. Outline the development and application of federal laws to cooperatives including:
   a. Sherman Anti-Trust Act, 1890.
   b. Clayton Act, 1914.
   c. Capper-Volstead Act, 1922.
   d. Farm Credit Legislation, 1916-1933.
   e. The Rural Electrification Act, 1936.

   Most recently -

   f. The Farm Credit Act of 1971.
   g. Agricultural Fair Practices Act of 1971 (prohibits processors from discriminating against cooperatives).
   h. Numerous others as interested.
3. Discover state laws applicable to cooperatives including: agricultural production; marketing and credit associations; consumer cooperatives including Rural Electrification Associations; Credit Unions, etc.
4. Plan for a cooperative achieving its legal requirements and avoid penalties or revocation of right to operate.

THE NECESSITY

In a democracy the rights of an individual are recognized until he does something which affects the rights of others in the society in which we all live. When this happens laws, rules, regulations, licensing, etc. are developed to protect all of society even though the actions of the individual may be restricted. The same applies to groups of individuals operating as either a corporation for profit or cooperatives.

Examples of adjusting the individual or group rights to the legal restrictions imposed by society are easily found in almost everything we do. See if you can give four or five that quickly come to mind and then compare your list with your classmates. To start you off, think about ecology (pesticide application), pollution (manure disposal), pure food (stilbesterol), etc.

ERIC

The government (through its agencies, school, community, state, etc.) has a dual role in providing a legal basis for operation. Although we usually think of the restrictive aspects first, we should also consider the enabling measures which assist groups to get started or operate in a way not possible for individuals. Two of these, the Farm Credit system and the Rural Electric Administration will be considered later.

Securing a legal basis for operation of a Student Cooperative is relatively easy in a high school which is administered by a principal or superintendent according to the policies set up by the Board of Education. The same is usually true on a college campus.

As soon as a cooperative goes beyond a student project or becomes a business rather than an activity it must comply with state and national laws to have legal status. Whether you feel that this is good or bad might be worthy of class discussion but this should probably take place in Problems of Democracy, Sociology or History rather than Agriculture or Economics where time is limited.

THE FEDERAL LAWS

One of the continuing problems of cooperatives has been to try to fit their operations to laws covering the other three ways of doing business. Until special laws for cooperatives were passed, cooperatives had to comply with provisions for general corporation for profit. This was the reason many early cooperatives were formed as capital stock companies rather than non stock or membership organizations. This does not mean that one form of organization is better or more *cooperative* than the other. However, it is generally easier to understand that cooperatives are *not for profit* when there is No Common Stock.

The right to organize has always been basic in a democracy but early attempts to form marketing cooperatives were viewed as a combinations in *restraint of trade*. This was prohibited by the Sherman Anti-Trust Act of 1890. The many law suits against cooperative Board of Directors indicated the need for a legal basis for cooperatives different from that for the other ways of doing business.

In 1914, the Clayton Act was passed. This Act exempted Agricultural Cooperatives from the provisions of the Sherman Anti-Trust Act if they were non stock, non profit organizations. It did not apply to capital stock cooperatives (which were in the majority). Actually it was intended to permit organization of laborers and later included non stock, non profit agriculture producers, probably as a political gesture.

The Capper-Volstead Act of 1922 clarified the position of all Farmer Cooperatives, whether stock or non stock, but only with respect to marketing agricultural products. It does not authorize the chartering of cooperatives or exempt them from investigation and prosecution for regulation of Farmer Marketing Cooperatives to the Secretary of Agriculture who can hold public hearings. If warranted, it can issue *cease and desist* orders, which can be enforced by court action.

While it would be tedious and unproductive to examine all of the federal laws pertaining to cooperatives, the Capper-Volstead Act is short and so basic to cooperatives that you may care to become familiar with it. (See Figure 1, page VIII - 4.) The important phrases are underlined. Try reading them consecutively and see how they hang together.

There are three very important stipulations in this Act. You discovered two of them when considering Rochdale Principles in Unit IV. The third is one which will come up again in Unit IX when we look into the matter of taxation. See if you can pick out these three items and identify them in your own words.

1. _____

2. _____

3. _____

Since the Capper-Volstead Act applies only to Cooperative Marketing, other legislation has been passed from time to time to take care of other forms of cooperatives. These are too numerous for our study at this time. Only those which affect a large number of people or bear a name which you should identify will be included.

1. THE FARM CREDIT SYSTEM

How do you think of the Farm Credit System? (Indicate your choice with an X.)

a. As a government institution or operation

b. As a system of banking

c. As a fine example of true cooperatives.

We hope you marked statement "c" as that is correct. The United States farmer has the finest system of credit found anywhere in the world. With the exception of commercial banks for checking and savings, it is all cooperative.

You may have gotten acquainted with Production Credit Associations, Intermediate Credit Bank, Federal Land Bank Associations, etc, while considering the needs for credit in other phases of your agricultural course.[1] Now we will look at them as cooperatives and how they became legally established.

In 1916, the Federal Farm Loan Act was passed to provide a source of long term credit for farmers to purchase land and make capital improvements. Previous to that time, farmers were handicapped because commercial banks could not loan money for these purposes as they were limited to short term loans at high rates of interest. There have been several subsequent acts to update the Farm Loan operation (through the Federal Land Bank Associations) and add other forms of credit needed by farmers.

In 1923, the Intermediate Credit Act was passed to provide credit (through Production Credit Associations) for production and marketing in the same way as Land Banks provided for long term credit.

The Farm Credit Act of 1933 updated the earlier laws and created the Bank for Cooperatives. This completed the credit system which provides for every need a farmer may have including:

---

[1] Intermediate Term Credit is technically correct as this is a typed loan provided by Production Credit Association through the Federal Intermediate Credit Banks which are cooperatively organized.

Figure 1. The United States Capper-Volstead Act, 1922.

UNITED STATES CAPPER-VOLSTEAD ACT

An Act to Authorize Association of Producers of Agricultural Products

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, that persons engaged in the production of agricultural products as farmers, planters, ranchmen, dairymen, nut or fruit growers may act together in associations, corporate or otherwise, with or without capital stock, in collectively processing, preparing for market, handling, and marketing in interstate and foreign commerce, such products of persons so engaged.

Such associations may have marketing agencies in common; and such associations and their members may make the necessary contracts and agreements to effect such purposes; Provided, however, That such associations are operated for the mutual benefit of the members thereof, as such producers, and conform to one or both of the following requirements:

First. That no member of the association is allowed more than one vote because of the amount of stock or membership capital he may own therein, or,

Second. That the association does not pay dividends on stock or membership capital in excess of 8 per centum per annum.

And in any case to the following:

Third. That the association shall not deal in the products of non-members to an amount greater in value than such as are handled by it for members.

Section 2. That if the Secretary of Agriculture shall have reason to believe that any such association monopolizes or restrains trade in interstate or foreign commerce to such an extent that the price of any agricultural product is unduly enhanced by reason thereof, he shall serve upon such association a complaint stating his charge in that respect, to which complaint shall be attached, or contained therein, a notice of hearing, specifying a day and place not less than thirty days after the service thereof, requiring the association to show cause why an order should not be made directing it to cease and desist from monopolization or restraint of trade.

An association so complained of may at the time and place so fixed show cause why such order should not be entered. The evidence given on such a hearing shall be taken under such rules and regulations as the Secretary of Agriculture may prescribe, reduced to writing, and made a part of the record therein. If upon such hearing the Secretary of Agriculture shall be of the opinion that such association monopolizes or restrains trade in interstate or foreign commerce to such an extent that the price of any agricultural product is unduly enhanced thereby, He shall issue and cause to be served upon the association an order reciting the facts found by him, directing such association to cease and desist from monopolization or restraint of trade.

On the request of such association or if such association fails or neglects for thirty days to obey such order, the Secretary of Agriculture shall file in the district court in the judicial district in which such association has its principal place of business a certified copy of the order and of all the records in the proceeding, together with a petition asking that the order be enforced, and shall give notice to the Attorney General and to said association of such filing. Such district court shall thereupon have jurisdiction to enter a decree affirming, modifying, or setting aside said order, or enter such other decree as the court may deem equitable, and may make rules as to pleadings and proceedings to be had in considering such order. The place of trial may, for cause or by consent of parties, be changed as in other causes.

The facts found by the Secretary of Agriculture and recited or set forth in said order shall be prima facie evidence of such facts, but either party may adduce additional evidence. The Department of Justice shall have charge of the enforcement of such order. After the order is so filed in such district court and while pending for review therein, the court may issue a temporary writ of injunction forbidding such association from violating such order or any part thereof. The court may, upon conclusion of its hearing, enforce its decree by a permanent injunction or other appropriate remedy. Service of such complaint and of all notices may be made upon such association by service upon any officer or agent thereof engaged in carrying on its business or on any attorney authorized to appear in such proceeding for such association, and such service shall be binding upon such association, the officers, and members thereof.

Approved, February 18, 1922

- Short term credit - less than one year - commercial banks
- Intermediate Term Credit - 1 to 8 years - Production Credit Associations
- Long term - 5 to 40 years - Land Bank Associations
- Credit for cooperatives - regional - Bank for Cooperatives

All farm credit facilities are based on the geographical location of the twelve federal reserve districts which for Ohio, Indiana, Kentucky, and Tennessee have offices in Louisville, Kentucky.

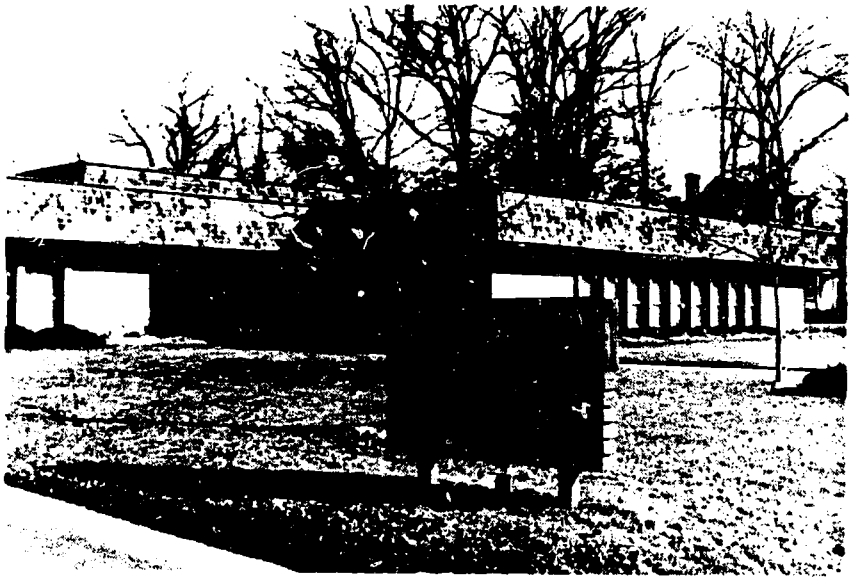

Figure 2. The Farm Credit Center at Marion, Ohio not only houses the Production Credit Association and Federal Land Bank Association but also takes care of other agencies working with farmers.

Either a Production Credit Association or a Land Bank Association (or perhaps both) are located in your county or nearby. Perhaps you visited one when studying Unit I. If not, this may be a good time to do so or the office manager may be invited to come to your class. He will explain how the system is based on local control (or you can study Figure 3).

a. Only those who are producers can join.

b. Borrowers buy shares in the local association and control its operation through the one man - one vote principle.

c. Local associations secure funds from District Federal Banks and elect their representatives to District Boards of Directors.

d. District Banks secure funds through the sale of securities (bonds or debentures) in the public money market.

e. Money left over, after expenses of operation, is returned to the local association and in time to the farmer borrower as a patronage dividend (refund).

f. When credit is no longer needed, a borrower from the Federal Land Bank Association has his stock in the cooperative refunded, while a borrower from the Production Credit Association must sell his stock back to the cooperative to be sold to others who need credit or transfer it from voting stock to non voting stock.

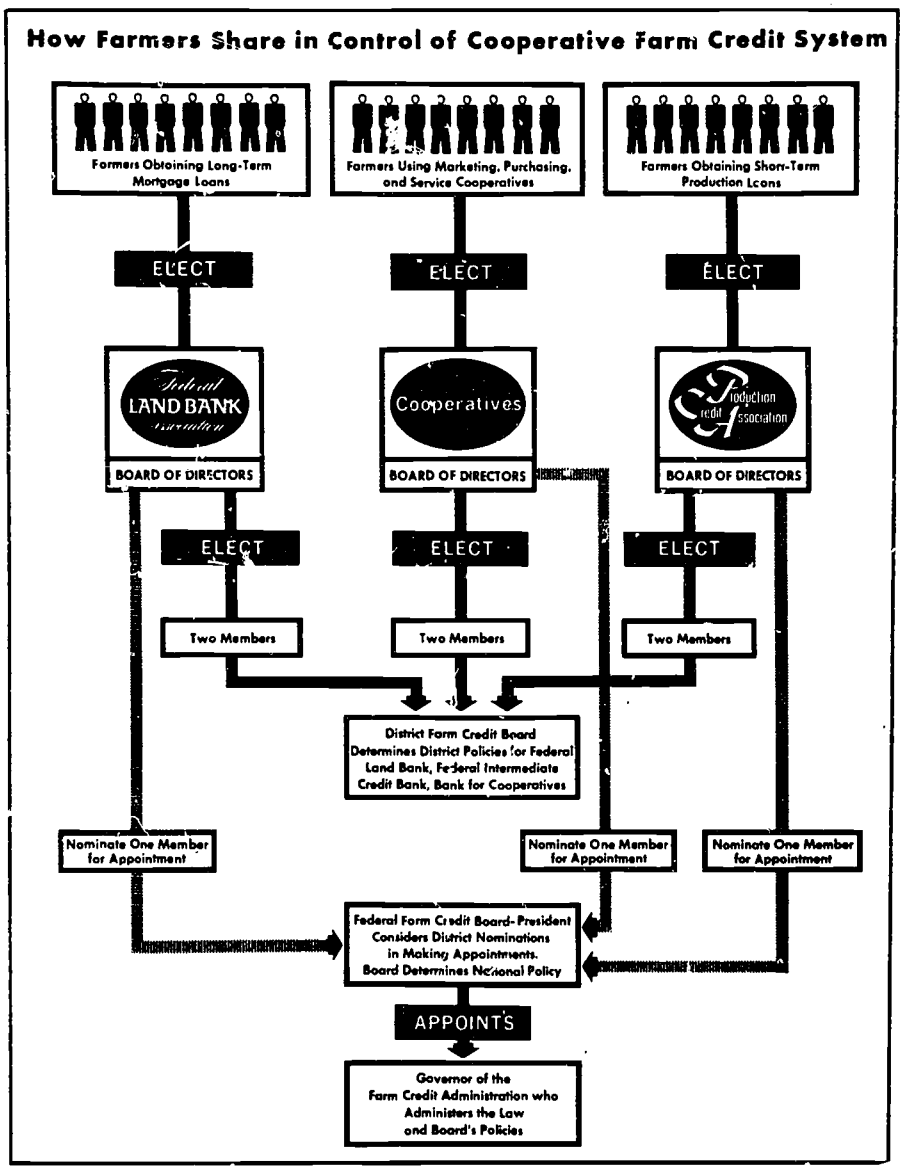

Figure 3. The Farm Credit Act of 1955 transferred control of the Farm Credit Administration from the federal government to the elected representatives of those who use the services of the Production Credit Associations, Federal Land Bank Associations and Banks for Cooperatives.

Figure 4. James Noffsinger, manager of the Fulton County Production Credit Association goes over the provisions of the *standby* loan with two members of the Wauseon FFA Chapter. This loan was negotiated to finance the cooperative business activities of the chapter which was the winner of the Ohio FFA Chapter Cooperative Award for 1973.

Whether you are a potential borrower or not, you will be interested in finding out about the current status of your local association.

Name _____

Manager _____

Established _____ Area Served _____

Number of Borrowers _____ Amount of Loans $_____

Number of Loans in Default _____ Amount $ _____

Minimum stock purchase required _____ %

% Interest charged to borrower _____ %

% Interest paid to District Bank _____ %

Patronage dividends (refund) received by association from District Bank _____ % or $

Patronage dividends (refund) paid to borrowers by local association _____ % or $

Degree to which original federal money has been repaid _____ % or $
(Local ownership)

Although the federal government originally owned all the capital stock of the different banks, the success of the system in paying this off (with interest) through earnings has been rewarding.

All of the Federal Land Banks and local associates have repaid the original federal capital. Production Credit Associations are all farmer owned and federal capital in the Intermediate Credit Banks is repaid. The Banks for Farmer Cooperatives started last but now has replaced the federal capital with that owned by the cooperatives who owe money. (See Figure 5.)

The latest *updating* of the Farm Credit System came about through the passage of the Farm Credit Act of 1971. The general purpose of this Act is to broaden the coverage and provide more flexability in making loans to meet the needs of all rural people, whether farmers or not. It covers all three aspects of the Farm Credit Cooperatives briefly, as shown below. If you had been a member of the Money and Banking Committee when the bill was considered in Congress, indicate in the left columns how you would have voted.

YOUR VOTE

For	Against	Abstain	
			Changes pertaining to the Federal Land Bank System:
			a. Allows loans to be made for more than 65% of the appraised value of the primary security (land and other collateral which indicates borrowers ability to repay).
			b. Delegates to local Land Bank Associations the authority to close loans. (Taking the application, appraising the security, investigating the credit deciding on the loan, disbursing the funds.)
			c. Permits loans to be made on non-farm rural residences in incorporated communities not exceeding 2,500 population, provided that the total of such loans does not exceed 15% of the loans outstanding in any Land Bank district.
			Changes pertaining to the Intermediate Credit Bank and Production Credit Associations:
			a. Authorizes PCA's to make loans for mobile homes, private water and sewage systems and home improvement in areas primarily agricultural in nature (less than 2,500 population) although the borrower is not a farmer.
			b. Allows financing of farm related businesses such as custom operators who are not farmers but who provide services directly related to farming (combining, crops, spraying, and dusting, etc.)
			c. Provides financially related services to members including insurance (in addition to credit or life insurance) estate planning, farm management and electronic record keeping.
			Changes pertaining to The Banks for Cooperatives:
			a. Requires that at least 80% of the voting control be held by producers or eligible cooperatives.
			b. Requires that the volume of business with members be at least equal to the volume with non members.
			c. No member of a cooperative that borrows money shall have more than one vote or the cooperative must limit dividends on stock or membership capital to 10% per year (or less when permitted by state laws).
			d. Any cooperative presently a borrower may continue to do so provided it does not materially change its entity structure, ownership, or control (even though it does not meet a, b, c above) provided it is otherwise eligible.

Figure 5. Farm Credit System.

FARM CREDIT SYSTEM
Net Worth as of Selected Dates

Banks and Associations	December 31, 1934			June 30, 1962			June 30, 1972		Dividends, patronage refunds and franchise taxes - organization to June 30, 1972		Peak capital owned by U. S. Government	
	Capital owned by			Capital owned by								
	U.S. Government	Farmers and farmers' cooperatives	Earned net worth	U. S. Government	Farmers and Farmers' cooperatives	Earned net worth	Capital owned by farmers and farmers' cooperatives	Earned net worth	U. S. Government	Farmers and farmers' cooperatives	Amount	Date
1	2	3	4	5	6	7	8	9	10	11	12	13
Federal land banks	$176,885,893	$103,976,993	$4,974,983	-	$175,617,230	$298,150,510	$495,083,340	$398,843,571	-	$282,578,612	$313,942,505	6/30/39
Federal land bank associations	-	100,371,658	Deficit	-	175,697,590	94,926,396	495,531,280	167,982,991	-	166,863,382	-	-
Federal intermediate credit banks	100,000,000	-	3,396,880	$101,389,120	40,524,780	75,067,039	233,182,745	162,455,131	$41,568,618	157,323,194	125,789,120	9/30/65 to 12/31/68
Production credit associations	90,086,450	4,222,000	696,747	465,000	202,364,149	153,455,773	705,797,22[illegible]	360,187,893	67,847	76,157,218	90,106,775	11/30/34 5/45 to 2/28/54
Banks for cooperatives	110,000,000	1,517,700	2,613,581	94,837,500	66,989,259	105,653,708	190,078,184	125,481,997	24,791,429	130,285,761	178,500,000	
TOTAL	476,972,343	210,088,351	11,682,191	196,691,620	661,193,008	727,253,426	2,119,672,778	1,214,951,583	66,427,894	813,208,167	xx	xx

Source: Farm Credit Administration, USDA, Washington, D.C.

From your study of all Credit Systems you should be able to respond to the following:

a. Why is a borrower required to buy stock in a local association even though the cost is included in the amount of the loan?

_____

_____

_____

_____

b. Who is responsible when loans are not paid off on time?

_____

_____

_____

_____

c. What happens if the local association cannot repay the money borrowed from the district bank when it comes due?

_____

_____

_____

_____

d. Why must a borrower *sell his stock* (refund or change to non voting) when he pays off the loan?

_____

_____

_____

_____

e. Do you feel the original capital loans of the federal government to the district banks (so that they in turn can provide funds for the local associations) should have been grants with no interest or repayment? _____ Explain: _____

_____

_____

_____

_____

A sample certificate of stock is shown in Figure 6. Note on the form how the manager becomes involved in the transfer of stock.

ERIC

F.L.B.A. 25
Rev. 1-60

Certificate No._____

Certificate Of Stock

No. of Shares_____ of the Par Value $_____

Federal Land Bank Association, of _____

County of_____ State of_____, organized under the Act of Congress known as the "Federal Farm Loan Act."

This is to certify that* _____

_____ of _____, _____, is a member (are members) of said Association and the owner (s) of shares, as enumerated above, of the par value of $5 each of the Capital Stock of the said Association which were subscribed for in connection with a first mortgage loan, No._____, made by the Federal Land Bank of Louisville and endorsed by said Association.

This certificate is issued, and the said shares of capital stock are held by the said Association as collateral security for the payment of said loan, subject to all the provisions of said Act, and any acts amendatory thereof or supplementary thereto, and of the rules and regulations thereunder.

In Witness Whereof, the President and the Manager of said Association have hereunto set their signatures and the official seal of the said Association this _____ day of_____, 19_____.

(Association Seal) _____ Manager _____ President

TRANSFERS

DATE	TRANSFERRED TO:	
_____	• _____	
	Address _____	_____ Manager
_____	• _____	
	Address _____	_____ Manager
_____	• _____	
	Address _____	_____ Manager
_____	• _____	
	Address _____	_____ Manager

*The joint owner holding Power of Attorney should be designated at (P.A.) and only his address given.

(Transfers continued on reverse side.)

Figure 6. Certificate of Stock.

Figure 6. Certificate of Stock (continued).

ASSIGNMENTS OF BENEFICIAL INTEREST

DATE	ASSIGNED TO:	ADDRESS	SIGNATURE OF MANAGER

STOCK RETIRED

Date of Entry	Description	Par Value Of Stock Retired	Amount Paid To Shareholder	Balance

ERIC

The overall success of the cooperative Farm Credit System is indicated by the loss experience from date of organization to June 30, 1972 according to the Farm Credit Administration, USDA as shown below:

Federal Land Banks	.89% of loans made
Production Credit Associations	.38% of loans made
Bank for Cooperatives	.14% of loans made

From this record would you say:

	Yes	No
Farmers are good credit risks.		
Farm Credit cooperatives are well run.		
The loan committees did a good job.		

Almost everyone makes an application for credit at some period during their lifetime. Many people are surprised by the questions asked and the records needed to support the application. You may have seen credit applications during a separate study of farm credit. If not, you may care to examine the applications for a Production Credit loan (Figure 7) and the Fieldman's Report (Figure 8). Even though you do not want to apply for a loan now, start filling out the loan application either for yourself or for your FFA school farm cooperative. You should at least reach the box entitled:

NET WORTH Last Year $	This Yr.	

When you have finished, put yourself in the role of the Fieldman and see how much of the form (Figure 8) you can complete. (Note: Figure 7 and Figure 8 are both two page figures.)

Figure 7. Production Credit Association Loan Application.

LOAN APPLICATION
PRODUCTION CREDIT ASSOCIATION

PCA CODE	LOAN NO.	SOCIAL SECURITY NO.	P. O. BOX NO. / TEL. NO.

1. Name(s)
2. P.O. Rt. In County, State of Zip

My Int.	FINANCIAL STATEMENT ALL ASSETS	Value	FINANCIAL STATEMENT ALL LIABILITIES	Amount
	Dairy: Cows Heifers Calves Bulls		**Chattel Liens**	
	Beef: Cows Heifers Calves Bulls		P.C.A. Due	
	Steers Steers Steers		Orig. $ AA $	
	Gilts Sows Boars		To Covers	
	Pigs Shoats Mkt. Hogs		Orig. $ Made Due	
	Hens Pullets Turkeys		To Covers	
	Investment In Growing Crops (or Current Value)		Orig. $ Made Due	
	Bu. Corn Bu. Oats		**Unsecured Note(s)**	
	T. Silage T. Hay		To Due	
	Bu. Wheat Bu. Soybeans		Orig. $ Made	
	Lbs. Tobacco B. Cotton		To Due	
	Tractor No. $ Implements $		Orig. $ Made	
	Truck No. $ Auto No. $		Open Accts., Taxes, Etc.	
	Notes and Accts. Receivable			
	PCA Stock: A B Equity $			
	Outside Business (Except Real Estate)		Current Liabilities of Outside Business	
	Stocks and Bonds (Market Value)		Other Debts:	
	Cash on hand or in Bank			
	CURRENT ASSETS Last Yr. $ This Yr.		CURRENT DEBTS Last Yr. $ This Yr.	
	Tract I: Title in / Survivorship (Yes-No) Acres		**Real Estate Mortgages**	
	Tract II: Title in / Survivorship (Yes-No) Acres		To Yr. Due Rate	
	Tract III: Title in / Survivorship (Yes-No) Acres		Tract Orig. Amt. $ Contr'd	
	Tract IV: Title in / Survivorship Clause (Yes-No)		To Yr. Due Rate	
	(Indicate Life Estates, Real Estate Purchased under contract, kind property in Tract IV), Total Value Real Estate		Tract Orig. Amt. $ Contr'd	
			Tract IV Other Real Estate	
			Total Real Estate Indebtedness	
	TOTAL ASSETS Last Yr. $ This Yr.		TOTAL DEBTS Last Yr. $ This Yr.	
			NET WORTH Last Yr. $ This Yr.	

3. (a) Insurance: Life $____ Beneficiary ____ Hospitalization $____ Other C. L. I. $____

Buildings ____ } Auto Liability ____ } Farm Liability ____ } Chattels ____

Agent ____ } Agent ____ } Agent ____ } Agent ____

(b) Notes endorsed or guaranteed for others $____ Ever in Bankruptcy? ____ Date ____

(c) Do you want Credit Life Ins.? ____ Amt. $____ Birthdate ____ 2nd Beneficiary ____

4.

X	Share	Acres	Kind of Crop	Year	Est. Per A.	Name of Farm	X	Share	Acres	Kind of Crop	Year	Est. Per A.	Name of Farm

5. Dates	Purposes of Loan and Sources of Repayment	Amount of Advance	Estimated Receipts	Outstanding Balance
	To Pay PCA Bal. Prin. $ Int. $			
	LSF $ CLI $ CBS $ Eq. Res. $ Legal $			
	TOTAL AMOUNT APPLIED FOR $			

The above statements are true and were made for the purpose of procuring the credit requested and will be used for the purpose indicated. We authorize ____ to exercise our voting rights and the association to record our stock in our names with right of survivorship, if husband and wife.

Date ____ 19____ Signed ____ Signed ____

Farm Visit and Inspection ____ 19____ Mat. Date ____ 19____ A/A Clause $____ O/E Note $____

Application approved ____ 19____, for $____ subject to the following requirements: ____

L C	Closing Authority

Ex-Comm. Ex-Comm. Sec'y-Treas.

Figure 7 (continued).

Figure 8. Fieldman's Report.

FIELDMAN'S REPORT _____ PCA

THE MAN AND FARM FAMILY

1. Name _____ Age ____ Wife _____ Age ____ Dependents ____
yrs. farming ____ present farm ____ this county ____ formerly resided _____ County
State of _____ Lives on farm (Yes☐ No ☐) Farm Help - Family: _____ Hired: _____
2. Name _____ Age ____ Wife _____ Age ____ Dependents ____
yrs. farming ____ present farm ____ this county ____ formerly resided _____ County
State of _____ Lives on f rm (Yes ☐ No ☐) Farm Help - Family: _____ Hired: _____
3. (Management) _____
(Experience) _____
(Credit Record) _____
(Cooperation) _____
(Health) _____ Reference: _____
4. Reasonable value of Farm(s) owned ____ A. $ _____ ____ A. $ _____ ____ A. $ _____
Crops, Fixtures, and other Chattels will be located on Farm Land (s):
Owned by - Rented from _____ A. ____ Located on _____ Rd. ____ Mi. ____ From _____
State of _____ Basis of Rental _____ Twp/Sec/Range/Dist. _____
Owned by - Rented from _____ A. ____ Located on _____ Rd. ____ Mi. ____ From _____
State of _____ Basis of Rental _____ Twp/Sec/Range/Dist. _____
Owned by - Rented from _____ A. ____ Located on _____ Rd. ____ Mi. ____ From _____
State of _____ Basis of Rental _____ Twp/Sec/Range/Dist. _____
Productivity and type of land; condition of buildings: _____

5. Have courthouse real estate records been checked? _____ When? _____ By Whom? _____ If records indicate information given in financial statement relative to title(s), survivorship clause(s) or debt(s) to be incorrect, explain: _____

6. **PROPERTY TO BE GIVEN AS SECURITY TO THIS LOAN**

ON HAND: All Beef Cattle $ _____ All Dairy Cattle $ _____ All Hogs $ _____ All _____ $ _____
EXCEPT: _____ Total $ _____
TO BE PURCH. { Feeder Cattle $ _____ Feeder Hogs $ _____ Breeder Cattle $ _____ Breeder Hogs $ _____
Other _____ Total $ _____
FARM EQUIP. On Hand $ _____ To Be Purchased $ _____ Car - Truck: On Hand or To Be Purchased $ _____
EXCEPT: _____ Total $ _____
STORED CROPS { To Feed: (Itemize) _____ Total $ _____
To Sell: (Itemize) _____ Total $ _____
Property and Crops Covered by FS and SA Dated _____ 19 ____ R.E. Mtg. Dated _____ 19 ____
OTHER SEC.: _____ Total $ _____
R E : A ____ $ _____ P Lien $ _____ A ____ $ _____ P Lien $ _____ Ins. $ _____ Agt. _____
Other Loans Secured by Above _____ RE Mtg. or FS/SA

7. **STATEMENT OF INCOME AND EXPENSE — APPLICANTS SHARE ONLY**

Income From	Income Previous 12 Months	Estimated Income Next 12 Months
Dairy Prod.		
Cattle		
Hogs		
Lambs, Wool		
Poultry		
Corn		
Wheat		
Soybeans		
Cotton		
Tobacco		
Outside Inc.		
Total Inc.		

ESTIMATED COST OF OPERATION NEXT 12 MONTHS	
Family Expenses: (Food, clothing, education, household, medical services, etc.)	
Feed $ Seed $ Fertilizer $ Lime $	
Labor $ Tractor oil and fuel $ Repairs on equipment $	
Custom Work $ Veterinary $ Auto-Trk. $	
Other farm supplies	
Livestock to be purchased, fed, and sold	
Repairs on buildings and fences	
(A) TOTAL OPERATING EXPENSES $	XXX
R. E. Pay'ts Due Amt. $ Due Amt. $	
Int. and pay'ts on other debts (except PCA)	
Int. and pay'ts on other PCA loans	
Taxes: R. E. $ Pers. Prop. $ Income $ Other $	
Cash Rent: Due Amt. Due Amt.	
Insurance: Fire, lightning, cyclone $ Auto $	
Life $ Hospitalization $ Liability $	
(B) TOTAL FIXED OVERHEAD EXPENSES $	XXX
TOTAL EXPENSES (A plus B)	

Source of outside income: _____ Years of seniority: _____

8. Analysis of credit extended during term of previous loan:

Renewal $ _____ Capital $ _____ Feeders $ _____ Operating $ _____ Total $ _____

Repayments Expected $ _____ Repayments Made $ _____ Renewal Expected $ _____ Actual Renewal $ _____

Has the member complied with your Assn's full proceeds policy? _____ If not, explain under remarks and indicate action taken

9. REMARKS: _____

Date _____ 19____ Signature _____
(Field Representative)

Figure 8 (continued).

2. RURAL ELECTRIFICATION

Most of your grandparents will recall country living before 1936 when the Rural Electrification Act was passed. Only those farms located near cities had electric power from central generating plants. The cost per kilowatt hour was so high electricity was sparingly used for lighting and perhaps pumping water. A limited number of farmers who could not get "high line" current bought individual generating sets, but for the most part, you did things by hand or perhaps with a gasoline engine (which frequently would not start).

In the following chart, list all of the operations you use electricity for now in the left hand column and then ask older members of your community how they were performed before 1936.

Kind of Operation Using Electricity Today	How Performed Before 1936
Example: Household lighting, barn lighting, area lighting	High line, "Delco" - gas or kerosene

Figure 9 shows the coverage of the 28 REC's in Ohio. The unshaded areas in the industrial portions of the state are presently served by Public Utility Companies but the rates are appropriate for farmers largely due to the REC's activity (a Rural Electric Cooperative would have been formed if existing utilities had not been willing to do this).

Just as Commercial Banks were not prepared to meet the needs for Farm Credit, the municipal and public utility electric companies did not feel that they could afford to run poles and lines to scattered farms at costs for current which the farmers could afford to pay. During the depression years of the early thirties, farmers could not afford to provide the capital to organize cooperatives to bring electricity to agriculture which was so badly needed.

The positive side of government regulations changed all this with the Rural Electrification Act passed in 1936. The result is perhaps the best example today of a successful cooperative. Unfortunately after almost 40 years, many people do not recognize that they are participating members of a very successful cooperative when they pay their monthly bill.

Figure 9. Service areas of Rural Electric Systems in Ohio.

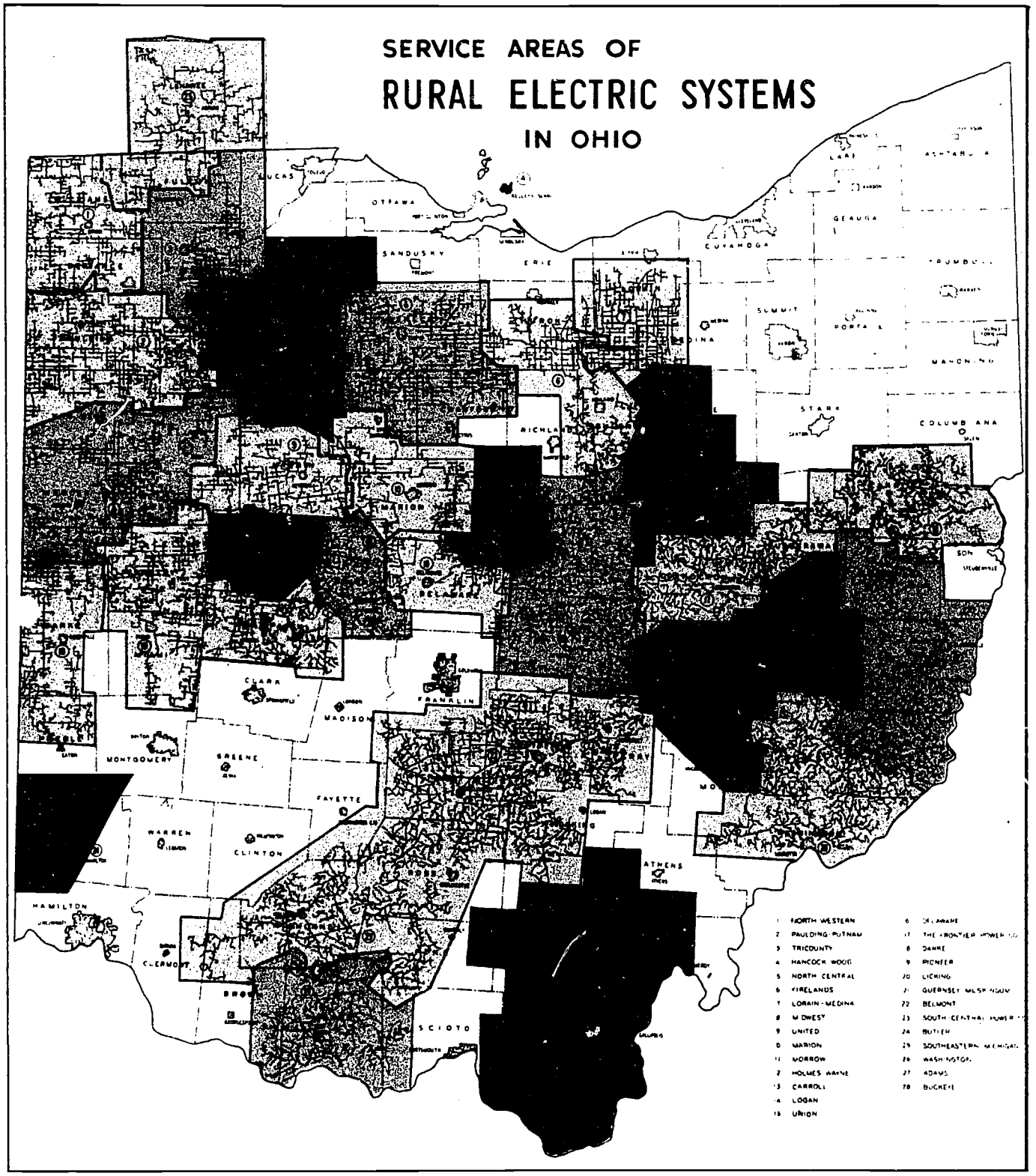

The reason probably is that electricity is readily available anywhere and all the time (current is restored in reasonable lengths of time after *acts of God* interrupt service) but a secondary reason may be that although Rural Electric Cooperatives are uniformly successful, net savings are allocated as capital credits rather than paid in cash.

These capital credits are similar to patronage refunds for other types of cooperatives. They represent the accounting record of each member share of the systems equity. These funds may be used for debt reduction, plant expansion or rate reduction, but are presently only paid in cash to settle estates or when a member moves away. How much is the capital credits allotted to the member-patron in Figure 10 for 1972? _____ Since membership started? _____

Figure 10. Capital credit statement.

BUTLER RURAL ELECTRIC COOPERATIVE, INC.
P.O. Box 3030 Phone 894-9000
Hamilton, Ohio 45013
Address Correction Requested

First Class Mail
U.S. Postage
1 oz. Paid
Permit No. 31
Hamilton
Ohio 45013

CAPITAL CREDIT STATEMENT	Year	Capital Credit Number
	1972	0000000341

Service Number	Total Billing	CR	Capital Credits	CR	CODE
1013300400	261.47		21.15		0
Totals	261.47		21.15		

Current Total of the assigned Capital Credits in your account	134.95	

JOHN FARMER
RR 1
COLLEGE CORNER OH
45003

BUTLER RURAL ELECTRIC COOPERATIVE, INC.
P.O. Box 3030 Hamilton, Ohio 45013 Phone: 894-9000

CAPITAL CREDIT STATEMENT

The capital credit earnings reflected in the "Capital Credits" column on the reverse side of this card represents your share of the operating margins realized by your cooperative for the year indicated. These margins have been equally allocated to all participating consumers based upon total dollar billing. Your participation is indicated in the "Total Billing" column.

These margins (payments in excess of expenses) become patronage capital and are used by your cooperative for operating capital, necessary reserves, storm damage, and other contingencies. Patronage capital is being paid back to the members as the financial condition of the cooperative permits and the by law provisions are met. Patronage capital credits are returned in the same order in which they were earned; that is, the capital first paid in will be the first refunded.

Should you cease to purchase energy from the cooperative and change your present address, you should notify the cooperative of address changes, as there will be correspondence relative to the final disposition of these credits.

CAPITAL CREDITS SHOWN ON THIS STATEMENT CANNOT BE APPLIED TO YOUR ENERGY BILL.

Keep this statement for your records.

ALLOCATION CODES
0 = Cooperative 1 = G & T No. 1 2 = G & T No. 2 3 = Statewide 4 = Misc.

The manager or a member of the Board of Directors of the local Rural Electric Cooperative will be glad to tell you about the REC in your area if you contact him. He will explain how the REC's got started using federal capital to build lines and provide service at a cost per kilowatt hour (kwh.) near or below that charged by Investor Owned Utility Companies.

The Rural Electric Cooperatives operate on a member ownership rather than a stock basis. The membership fee $10-$15 each member pays would not nearly pay for the capital costs of building the line. This is where the government helped with loans at 2% interest for 35 years to Rural Electric Cooperatives to be repaid out of earnings. In return, the cooperative had to serve everyone - "the last house down the road." This is known as *area coverage* under the Pace Act establishing REC's. These 2% loans were available to both cooperative (member owned)and investor owned utilities. After the cost of operations is deducted the margin is used to repay this federal financing before any patronage refund accrues to the members. The requirements for additional capital to maintain the lines and provide generating equipment means that net savings are not paid in cash but retained by the cooperative to be used for this purpose instead of having to borrow additional capital. Eventually these *capital retains* will be paid off in rotation following the revolving fund principle shown in Figure 11.

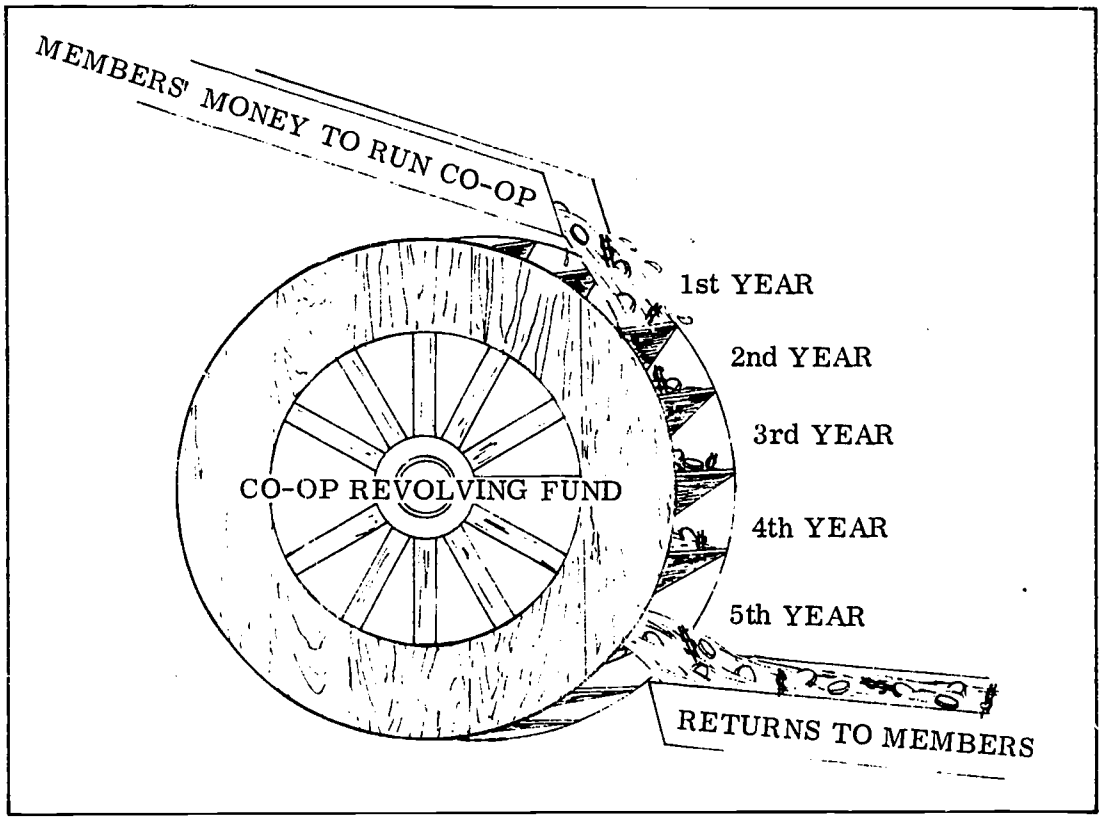

Figure 11. The net savings of the cooperative are used to operate the cooperative rather than being paid to members. A rotation plan is set up so the money is eventually paid to the members.

See if you can identify the *capital credits* in the annual report of your local REC. $_____

If you secure your electricity from an REC, ask your parents to show you the statement they receive each year showing the amount of capital credits accumulated to their account. These credits are presently being used for capital but will eventually revolve back to them. How much is this for the current year? $ _____ How much has accumulated since becoming member? $ _____

Each REC has a Code of Regulations (bylaws) which is worth reading in its entirety but particularly to see how it provides for patronage (capital credits). Figure 12 is a good example (the underlined statements are of particular interest). After you have read it, see if you can explain the term *Donated Capital* which appears in the balance sheet of every annual report.

_____

_____

_____

_____

How much did the donated capital amount to for your REC in the last annual report?

$_____

If you were a member of the Board of Trustees of a REC and the matter came up of whether to pay off the money borrowed from the federal government (so that the local REC would be 100 percent locally owned) or make minimum payments, how would you vote? Why?

_____

_____

_____

Does this explain why only two of the 28 REC's in Ohio have repaid the federal capital? This may be an appropriate time to raise the interesting question, "Does a cooperative ever become debt free?"

What do you think about this? _____

_____

_____

Members of REC's reduce costs by reading their own meters. The post card sent each member has two parts as shown in Figure 14. The left hand side is the monthly bill which the member keeps. The right hand side is detached after the meter is read and returned by the member with his check. Note that the older type cyclometer type meters are read by drawing marks on the dials while the newer digital type meter is read by recording numbers in a box on the reverse side.

Figure 13. Members of REC's reduce costs by reading their own meters.

Figure 12. Code of Regulations.

Extracted from Delaware Rural Electric Cooperative, Code of Regulations.

Section 2. Patronage Capital in Connection with Furnishing Electric Energy. In the furnishing of electric energy the Cooperative's operations shall be so conducted that all patrons will through their patronage furnish capital for the Cooperative. In order to induce patronage and to assure that the Cooperative will operate on a non profit basis the Cooperative is obligated to account on a patronage basis to all its patrons for all amounts received and receivable from the furnishing of electric energy in excess of operating costs and expenses properly chargeable against the furnishing of electric energy. All such amounts in excess of operating costs and expenses at the moment of receipt by the Cooperative are received with the understanding that they are furnished by the patrons as capital. The Cooperative is obligated to pay by credits to a capital account for each patron all such amounts in excess of operating costs and expenses. The books and records of the Cooperative shall be set up and kept in such a manner that at the end of each fiscal year the amount of capital, if any, so furnished by each patron is clearly reflected and credited in an appropriate record to the capital account of each patron, and the Cooperative shall within a reasonable time after the close of the fiscal year notify each patron of the amount of capital so credited to his account. All such amounts credited to the capital account of any patron shall have the same status as though they had been paid to the patron in cash in pursuance of a legal obligation to do so and the patron had then furnished the Cooperative corresponding amounts of capital.

All other amounts received by the Cooperative from its operations in excess of costs and expenses shall, insofar as permitted by law be (a) used to offset any losses incurred during the current or any prior fiscal year and (b) to the extent not needed for that purpose, allocated to its patrons on a patronage basis and any amount so allocated shall be included as a part of the capital credited to the accounts of patrons, as herein provided.

In the event of dissolution or liquidation of the Cooperative, after all outstanding indebtedness of the Cooperative shall have been paid, outstanding capital credits shall be retired without priority on a pro rata basis before any payments are made on account of property rights of members. If, at any time prior to dissolution or liquidation, the board of trustees shall determine that the financial condition of the Cooperative will not be impaired thereby, the capital then credited to patrons' accounts may be retired in full or in part. Any such retirements of capital shall be made in order of priority according to the year in which the capital was furnished and credited, the capital first received by the Cooperative being first retired.

Notwithstanding any other provision of this code of regulations, the board of trustees, at its discretion, shall have the power at any time upon the death of any patron, if the legal representatives of his estate shall request in writing that the capital credited to any such patron be retired prior to the time such capital would otherwise be retired under the provisions of this code of regulations, to retire capital credited to any such patron immediately upon such terms and conditions as the board of trustees, acting under policies of general application, and the legal representatives of such patron's estate shall agree upon; provided, however, that the financial condition of the Cooperative will not be impaired thereby.

Figure 14. Electric bill and rate schedule.

PIONEER RURAL ELECTRIC CO-OP, INC.
P.O. Box 604
Piqua, Ohio 45356

READ METER NOW

"Owned by those we serve"

Address Correction Requested

Return Postage Guaranteed

First Class Mail
U.S. Postage
1 oz. Paid
Permit No. 330
Piqua
Ohio 45356

From Reading	To Reading	KWH Multiplier	KWH Used	Amount $	¢	CR	Code
0025	1668	1	1643	34	15		
Security Light				3	50		
				Net Bill $	¢	CR	Code
			mo. 6 day 15 yr. 73	37	65		R

9-D-102
John Cooperator
No. 1 Street
Louisville, Ohio 43210

Rate Schedule	mo.	day	yr	Gross Bill $	¢	CR	Code
0001	7	25	73	40	15		R

PREVIOUS RDG. 1668

Cooperative Code	Location Number	Account Number
	9-D-102	7780 00

Billing Date mo	day	yr.	Account Number	CL	BC	Net Amount Due $	¢	CR
7	15	73	7780 00		R	37	65	

Keep For Your Records

RETURN THIS PORTION

PIONEER RURAL ELECTRIC CO-OP, INC.

P. O. Box 604 Piqua, Ohio 45356

Office Hours:
8:00 A.M. to 5:00 P.M.
Mon. – Fri.

Telephones:
Piqua: 773-2523
Sidney: 492-9492
Urbana: 653-7202

Check "Country Living" Magazine for other numbers to call after hours and days not open.

Consistent reading and marking your meter the same day each month will result in correct billing.

PLEASE ENTER METER READING BEFORE RETURNING ATTACHED STUB.

Statement is due and payable on receipt.

When reporting trouble or anything unusual be sure to give your account number or location.

Late payments may not be reflected on this billing.

CODES
- R– Regular Bill
- M– Minimum Bill
- E– Estimated Bill
- F– Final Bill
- P– Prorated Bill
- A– Annual or Seasonal
- B– Budget Billing
- I– Inactive with Balance
- S– Watch Light Only
- L– Line Retention Minimum
- K– Contract Minimum
- N– New Account
- C– Changed Meter "C" in Cr Column denotes a credit or a credit balance.

- Read your meter on the day you receive your bill.
- Amount due must be received in our office by the 25th of each month.
- Check your fuses before reporting you are out of current.
- Record dial type meter readings on reverse side. If your meter is a cyclometer type record reading below.
- Detach and return this portion of the card with your payment.

Thank you for your cooperation

ENTER METER READING HERE			

RATE SCHEDULE

First	50	KWH	per	month	@ 8.0¢	per	KWH
Next	50	"	"	"	@ 4.0¢	"	"
Next	200	"	"	"	@ 3.0¢	"	"
Next	200	"	"	"	@ 2.5¢	"	"
Next	1,500	"	"	"	@ 1.5¢	"	"
Over	2,000	"	"	"	@ 1.3¢	"	"

Since all REC's are autonomous, the individual rate schedules must be considered in checking the amount charged on the monthly bill. See if you can verify the gross amount of the bill due in Figure 14 using the rate schedule below the bill.

1. Is the gross bill correct or incorrect? _____
2. What percent discount is allowed for prompt payment of the gross bill? _____
3. What is the term used to indicate the amount due if the bill is paid promptly?

_____

Assuming that you had an older type meter put in the marks on the various dials to show the meter reading at the end of the month.

What kind of an electric meter do you have at home - cyclometer (dials) or digital (numbers)? _____

See if you can verify the amount of the monthly bill your family received last month against the meter reading. Suppose you were away from home so that you received an estimated bill, explain how the meter prevents you from being overcharged if the actual current was less than estimated. _____

_____

_____

_____

_____

_____

A current development (1973) which will be of interest is the proposal by President Nixon to undo by executive order the Pace Act (1944) which provides for Rural Electrification Administration lending money at 2% to finance needed capital growth. If this executive order stands the REC would become under the Rural Development Act, presently up for Congressional Action.

The major effect of this change is that the REC's would secure their capital financing through the public money market in about the same manner as the Production Credit Associations at a cost of about 5% (it would be a sliding scale with the government paying any cost over 5%) rather than the present 2%. This would mean that the cost of electricity to the user would go up.

How do you feel about this presidential action and proposed legislation?

_____

_____

_____

_____

_____

_____

_____

The following statements have been made concerning this development to which you may care to react.

Agree	Disagree	
		The change to public financing will provide stability.
		The REC's violate a cooperative principle of selling for less which is only possible when capital financing is available from the government for 2% while other electric generating companies pay 5%.
		The REC's have never paid a patronage dividend (refund) in cash so that the increase in cost of financing really is not significant.
		President Roosevelt created the REC through executive order in 1935, so it would be legal for President Nixon to change it by similar executive order.
		The REC's are not truly cooperatives as they are chartered in Ohio under the Non Profit Organization statute rather than the Farnsworth-Green Law.
		The proposed Rural Development Act was not designed to finance the nations 1,000 member served REC's and should not be used for this purpose.

The office in Columbus, Ohio performs service for the 28 autonomous REC's and also for jointly owned Buckeye Power which operates the Cardinal Generating Plant at Brilliant, Ohio.

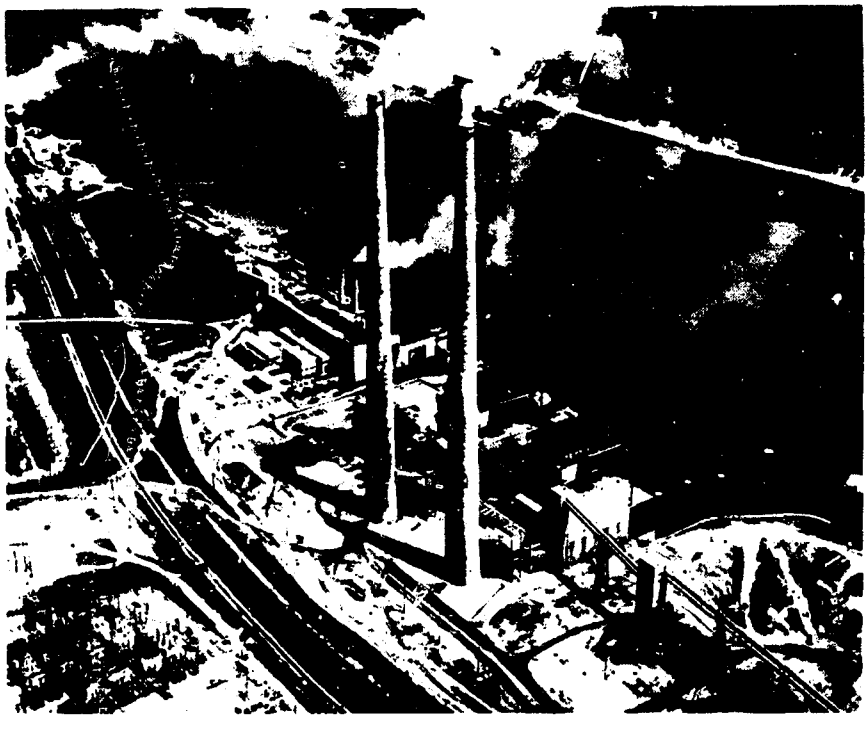

Figure 15. Cardinal Generating Plant at Brilliant, Ohio.

Are you a student of government or feel that it is difficult for the concerned voters to influence legislation? If so, you will be pleased at the events subsequent to President Nixon's proposal mentioned on VIII - 15. The Rural Electrification forces made their position clear to the legislators. The result was Public Law 93-32 which updates the Pace Act and supersedes the proposal to include Rural Electric under the Rural Development Act.

President Nixon signed this into law on May 11, 1973. This occurred less than five months after his executive order changing the operation of the Pace Act. Like most legislation, the new act is a compromise which will probably work out well in the future.

Significant provisions of the new act include:

1. The Rural Electric Cooperatives will operate under a separate law. Congress will set the amount available for loan. The Executive branch will not set this amount through the office of Budget and Management, as specified under the Rural Development Act.
2. The money to loan REC's will come from the public money market rather than directly from the Treasury. In this way, there will be no "Budgetary Impact." (Increasing the size of the budget and having to be included each time a budget is approved.) This will be accomplished by the Rural Electric Administration in Washington. It will sell securities(borrow notes or certificates of beneficial interest) based on the loans to REC's.
3. The government will subsidize the interest rate. If the securities have to be sold for more than 5%, the difference will be paid from government sources. This will provide an assured money supply to finance capital expansion at reasonable rates.
4. Loans at 2% may still be made to REC's which (a) have an average density of customers of two or less per mile or (b) have an average gross revenue per mile at least $450 below the average REC system. These situations are usually found in the western states, not Ohio.
5. Generation and transmission loans will be made at the 5% rate which will assist in providing additional sources of electric power.
6. The present ceiling for loans under the new law is initially set by Congress at $618 million. It may be increased by mutual agreement of the Congress and administration. This will provide loans for REC's which need them most, but will not be sufficient for all the needs of all REC's. Any loans beyond this will bear the *going* interest rate of the public money market.

If the manager of your REC is invited to your class, ask him how the new act affects (a) the local REC, (b) the individual member, (c) the cost of electrical current on the monthly statement, and (d) the probable effect on equity allocations.

If the manager does not visit the class, your teacher will undoubtedly give you extra credit if you personally visit his office. You might secure the answers to the above questions and report back to the class. Be sure to find out (a) the average number of customers per mile in your REC _____, (b) the average gross revenue per mile $ _____.

(Insert) (Insert)

3. OTHER FEDERAL LEGISLATION

There have been so many federal acts which directly or indirectly involve cooperatives. It would be difficult to list them all, much less study them. However, you will be interested in picking out the cooperative aspects of such laws as you come in contact with them. All acts are numbered and usually have a descriptive title. Example: The Taylor Grazing Act. In some cases the names of the Sponsors (Congressmen) are used in cooperative circles for identification. If you do not know what they stand for, you must inquire or appear ignorant (as happens when *Smith-Hughes* is used instead of Vocational Agriculture or FFA).

Two acts which are in this category are:

a. Robinson-Patman Act (1936) provides that patronage refunds paid by cooperatives do not represent discrimination in price (wholesale and milk cooperatives are affected).

b. Webb-Pomerene Act (1918) allows domestic firms to form export associatives without being considered in restraint of trade under the Sherman Anti-Trust Act. (This is timely because of the exports of wheat and feed grains to Russia.)

STATE LAWS

Although federal laws affect all phases of cooperatives, it is interesting to note that only the Federal Farm Loan Act, the Farm Credit Act, and the Granger-Thye Act (Grazing Associations, 1950) provide for federal chartering. This means that most cooperatives secure legal status through state laws. Agricultural cooperatives are chartered under special laws in all fifty states.

1. FARMERS COOPERATIVES

In Ohio, the laws covering agricultural cooperatives (associations) is known as the Farnsworth-Green Act passed in 1923. Prior to that time cooperatives had to be chartered under the general laws for all corporations. These unfortunately did not fit the exact needs of cooperatives.

Figure 16. Gov. Donahey signing the Farnsworth-Green Cooperative Act. (L. to r., Henry Ballard, Farm Bureau Counsel; Murray D. Lincoln, Farm Bureau, Secretary; C. A. Dyer, Grange Legislative Agent; C. V. Truax, Director of Agriculture; Harry Caton, Master State Grange; L. B. Palmer, President Farm Bureau Federation.

Unlike the Capper-Volstead Act on the federal level, the Farnsworth-Green Law for the State of Ohio is much longer. It should be read by everyone interested in organizing a cooperative. Copies are readily secured from the Secretary of State, County Agricultural Extension Service Agents, or the Ohio Council of Farmer Cooperatives, The Ohio State University, Room 223, 2120 Fyffe Road, Columbus, Ohio 43210.

The Farnsworth-Green Law is quite comprehensive and covers almost every aspect for the establishment and operation of a good cooperative. It provides for both membership (without capital stock) and capital stock types of cooperatives.

Some specific items in the law which you will notice are:

a. Non member business must not exceed that of members for the same period of time.

b. Prohibits the use of cooperative in the title or business name of any firm which does not comply with the provisions governing agricultural associations (Farmers' Cooperatives).

c. Requires at least five incorporators who are agriculture producers and residents of the state.

d. Filing Fees - ($25 minimum for non profit) - application and money to be sent to the Secretary of State.

e. Limitation of financial liability to membership fee on voting stock owned.

f. Not more than 5 percent of stock owned by one member.

g. Not more than 8 percent interest paid on capital stock.

h. One man-one vote principle for cooperatives organized without capital stock.

i. Provision for Marketing Contracts with liquidated damages for breach of contract.

j. No discrimination against members of a cooperative.

k. Membership in cooperative and Marketing Contracts are not in *Restraint of Trade.*

l. Marketing Contracts not to exceed 10 years.

Since the Farnsworth-Green Law provides for both cooperatives incorporated *for profit* and *not for profit*, there is no special form used by the office of the Secretary of State for applications.

Forms 102 and 103 shown in Figures 17 and 18 are usually used for membership cooperatives. However they may be used for cooperatives issuing stock by the addition of a fifth item in proper sequence.

FIFTH. The amount of stated capital with which the corporation shall begin business is

----------Dollars ($----------).

Alternatively, cooperatives issuing stock may use Form 101 obtainable from the Secretary of State (not shown in this manual) intended for use by general corporations.

Figure 15. Articles of Incorporation.

Form C-102 Corporation Not For Profit
Prescribed by Secretary of State—Ted W. Brown

APPROVED FOR FILING

By _____

Date _____

Amount _____

FOR OFFICIAL USE ONLY

Articles of Incorporation

—OF—

_____
(Name of Corporation)

The undersigned, a majority of whom are citizens of the United States, desiring to form a corporation, not for profit, under Sections 1702.01 et seq., Revised Code of Ohio, do hereby certify:

FIRST. The name of said corporation shall be _____

_____.

SECOND. The place in Ohio where the principal office of the corporation is to be located is

_____, _____County.
(City, Village or Township)

THIRD. The purpose or purposes for which said corporation is formed are:

FOURTH. The following persons, not less than three, shall serve said corporation as trustees until the first annual meeting or other meeting called to elect trustees.

GIVE STREET AND POST OFFICE ADDRESS

_____ _____

_____ _____

_____ _____

_____ _____

IN WITNESS WHEREOF, We have hereunto subscribed our names, this _____ day of _____, 19____;

_____

_____

_____

(INCORPORATORS' NAMES SHOULD BE TYPED OR PRINTED BENEATH SIGNATURES)

Articles will be returned unless accompanied by Form C-103 designating statutory agent.

See Section 1702.06, Revised Code.

Figure 16. Appointment of Agent.

Form C-103 Prescribed by Secretary of State Ted W. Brown

Original Appointment of Agent

The undersigned, being at least a majority of the incorporators of_____
(Name of Corporation)

_____,

hereby appoint _____,
(Name of Agent)
a natural person resident in the county in which the corporation has its principal office, a corporation having a business address in the county in which_____
(Name of Corporation)

_____

has its principal office (strike out phrase not applicable), upon whom (which) any process, notice or demand required or permitted by statute to be served upon the corporation may be served. His (Its)

complete address is_____, _____,
(Street or Avenue) (City or Village)

County, Ohio, .
(Zip Code)

_____
(Name of Corporation)

_____

_____
(INCORPORATORS NAMES SHOULD BE TYPED OR PRINTED BENEATH SIGNATURES)

_____, Ohio

_____, 19____

_____
(Name of Corporation)

Gentlemen: I, It (strike out word not applicable) hereby accept(s) appointment as agent of your corporation upon whom process, tax notices or demands may be served.

_____
(Signature of Agent or Name of Corporation)

By_____
(Signature of Officer Signing and Title)

ks: All articles of incorporation must be accompanied by an original appointment of agent. There is no filing fee for this appointment.

2. CONSUMER COOPERATIVES

The Farnsworth-Green Law was written primarily for agricultural producers but an amendment (1729.28) provides for Consumer Cooperatives with the language shown in Figure 19.

Figure 17. Amendment (1729.28).

1729.28 CONSUMERS' COOPERATIVES

An association incorporated for the purpose of purchasing, in quantity, grain, goods, groceries, fruits, vegetables, provisions, or any other articles of merchandise, and distributing them to consumers at the actual cost of purchasing, holding, and distribution, may employ its capital in the purchase of such merchandise as it desires, and in the purchase or lease of such real and personal estate, subject always to the control of the stockholders, as is necessary or convenient for purposes connected with its business.

Such association may adopt such plan of distribution of its purchases among its stockholders and others as is most convenient and best adapted to secure its proposed ends. Profits arising from the business may be divided among the stockholders from time to time, as the association deems expedient, in proportion to the several amounts of their respective purchases.

Consumer Cooperatives may also be chartered in any state under the District of Columbia Act (1940). Since incorporators need not be residents of the District of Columbia, this act operates essentially the same as the three established (see VIII - 6) by federal acts. Any five or more persons in any state may incorporate under this act for the purpose of "acquiring, producing, building, operating, manufacturing, furnishing, exchanging, or distributing, any type or types of property, commodities, goods, and services for the primary and material benefit of their patrons as ultimate consumers."

This Act covers almost any form of Consumer Cooperative except credit and insurance.

3. CREDIT COOPERATIVES (OTHER THAN AGRICULTURE)

Credit unions may be chartered either under the Federal Credit Union Act of 1960 or Chapter 1333 of the Ohio Code, both of which are used equally in this state.

Note: Although farmers and rural residents can organize or become members of a credit union, they are usually better served by Production Credit, The Farms Home Administration or other sources of credit specifically designed for their needs. For this reason no further examination of Credit Unions organization and operation will be included in this student manual. In contrast the student manual for use in urban schools will focus on consumer types of cooperatives, such as Credit Unions, in about the same way that emphasis has been on Producer Cooperatives in this manual.

KEEPING OUT OF TROUBLE

Individuals and groups who know what they want to accomplish and are sincere in organizing a new cooperative or joining an existing one are frequently dismayed at the legal requirements which must be met to accomplish a desirable end.

There is little trouble in student organizations unless and until they become so large that incorporation is desirable or necessary. When this happens someone who is experienced in legal requirements must be consulted or retained (employed) either on a part or full time basis. This individual is usually an attorney but executives of different associations (commodity, marketing, trade, etc.) can usually be helpful.

An attorney who is retained should be one well versed in the legal basis for cooperatives and the importance of developing the legal instruments in a way which will accomplish the intent of the cooperatives. For example, whether it should be capital stock or non stock, or whether it should try to qualify for exemption from corporate taxes or not.

The office of the Secretary of State will provide a form (Figure 15 for filing and also a check list to help in its preparation). Note that this form may be used by any organization not for profit, whether it is a cooperative or not. The filing fee of $25 must accompany the application together with the Form C 103 (Figure 16) designating the *Statutory Agent.* This individual is usually the attorney but does not have to be. The purpose is to have a single individual the Secretary of State can contact at any time since members of the Board of Directors or managers frequently change.

If you desire to go ahead with a cooperative without help of an attorney, the wording for all legal documents is set forth in Information Bulletin 66 which can be secured from the Farmers Cooperative Service, U.S. Department of Agriculture, Washington, D. C. 20250 and may already be in your departmental library.

YOUR EVALUATION

Continuing our previous practice, please indicate your appraisal of the grade you feel you should receive on your participation in this unit. Circle and insert + or - where appropriate.

A B C D E

Your teacher will do the same and then you can compare. If you wish to improve your grade, write a paragraph explaining your feeling about the ambivalent (good or bad) aspects of the federal government's participation in cooperatives. Use examples from your own experience or as brought out in this unit. (You may use the extra space on the next page to finish, if you need it.)

_____

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ACCESSION NUMBER: VT100656

PUBLICATION DATE: 73

TITLE: HOW SHOULD COOPERATIVES BE TAXED? SERIES ON COOPERATION IN A FREE ENTERPRISE SOCIETY WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS.

PERSONAL AUTHOR: LINTNER, J. H.

DESCRIPTOR: *AGRICULTURAL EDUCATION; *UNITS OF STUDY (SUBJECT FIELDS); *COOPERATIVES; MARKETING; MANAGEMENT; *TAXES; MANUALS; *INDIVIDUAL STUDY

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 555

ABSTRACT: THIS STUDENT MANUAL, PROVIDING A UNIT OF STUDY ON COOPERATIVES, CAN BE USED FOR INDIVIDUAL STUDY IN AGRICULTURAL EDUCATION CLASSES AT THE SECONDARY LEVEL OR IN YOUNG FARMER EDUCATION CLASSES. MATERIAL COVERED CONSISTS OF THE NINTH UNIT OF A 10-PART SERIES AND INCLUDES PLANNING FOR THE TAX LIABILITY OF A COOPERATIVE, INFLUENCING LEGISLATION IN TAXING COOPERATIVES, AND EVALUATING THE USEFULNESS OF COOPERATIVES AS BIG BUSINESSES. TEXTUAL CONTENT, ILLUSTRATIONS, SAMPLE FORMS, AND WORKSHEETS GIVE THE STUDENT MATERIALS FOR INDIVIDUAL STUDY. RELATED UNITS ARE AVAILABLE AS VT 100 648 - VT 100 655 AND VT 100 657. (MU)

REPORT NUMBER: AGDEX 836, UNIT IX

AVAILABILITY: AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, ROOM 201, 2120 FYFFE ROAD, COLUMBUS, OHIO 43210

INSTITUTION NAME: OHIO STATE DEPT. OF EDUCATION, COLUMBUS. AGRICULTURAL EDUCATION SERVICE.; OHIO STATE UNIV., COLUMBUS. DEPT. OF AGRICULTURAL EDUCATION.

SPONSORING AGENCY NAME: MARTHA HOLDEN JENNINGS FOUNDATION, CLEVELAND, OHIO ; OHIO COUNCIL OF FARMER COOPERATIVES.

VT 100 656

ERIC

Unit IX

AGDEX 836

COOPERATION IN A FREE ENTERPRISE SOCIETY
WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

IX. HOW SHOULD COOPERATIVES BE TAXED?

BEST COPY AVAILABLE

VT 100 656

THE OHIO AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE

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The Cover Page

Dr. Charles H. Ingraham, Consultant Coordinator for the Ohio Council of Farmer Cooperatives, conducts a *Director's Training Clinic* at Alliance, Ohio to discuss *Taxation Problems Among Ohio Cooperatives.*

ERIC

IX. HOW SHOULD COOPERATIVES BE TAXED?

Unit IX of the series on

COOPERATION IN A FREE ENTERPRISE SOCIETY
WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

By
Dr. J. H. Lintner

Under the Direction of

Dr. Harlan E. Ridenour, Director
Ohio Agricultural Education
Curriculum Materials Service

and

Dr. Charles H. Ingraham, Professor of
Agricultural Economics, The Ohio State University

A Project of

Martha Holden Jennings Foundation

and

Ohio Council of Farmer Cooperatives

OHIO AGRICULTURAL EDUCATION
CURRICULUM MATERIALS SERVICE
Room 254, 2120 Fyffe Road
Columbus, Ohio 43210

1973

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ACKNOWLEDGMENTS

The series of units on cooperation and cooperatives is the result of a cooperative effort of a number of people and organizations.

Dr. Charles H. Ingraham, Consultant-Coordinator for the Ohio Council of Farmer Cooperatives, felt the need for some curriculum material which would be different and more effective than earlier efforts. He approached Dr. Harlan E. Ridenour to see what could be done by the Ohio Agricultural Education Curriculum Materials Service which follows an innovative approach unique in the curriculum materials field.

Dr. Ridenour agreed to undertake the project if appropriate financing could be secured.

The Martha Holden Jennings Foundation of Cleveland, Ohio through Mr. George B. Chapman, Jr., Chairman of the Advisory Committee, provided half the cost of the project. The Ohio Council of Farmer Cooperatives and the Ohio Agricultural Education Curriculum Materials Service jointly matched this contribution.

The Educational Committee of the Ohio Council, augmented by other cooperative experts as needed, served as the Advisory Committee for the project. They not only provided guidance in the quarterly meetings but reviewed the draft copies. Members of this committee were:

Mr. C. Neilson Griffith, Vice President, Landmark, Inc. as Co-Chairman;
Mr. Don Schriver, Asst. Director of Public Relations, Ohio Farmers as Co-Chairman;
Mr. Thomas Farr, President, Louisville Bank for Cooperatives;
Mr. Robert Walker, Director of Public Relations Program, Nationwide Insurance;
Mr. Paul Slade, General Manager, Ohio Agricultural Marketing Associations;
Mr. Merle Lashey, Jr., Executive Vice President, Ohio Federation of Production Credit Associations;
Mr. James Ross, Master, Ohio State Grange;
Mr. D. L. Burgeois, Manager, Federal Land Bank, and Alvin Reuwee, Northern Ohio Breeders Association served ex officio as President and Secretary-Treasurer for the Ohio Council of Farmer Cooperatives.

Members of the Board of Trustees of the OCFC were provided draft copies and many reviewed them in their entirety.

Teachers of Agricultural Education who tried out the units in draft form with their classes were: Mr. Richard Bertz, Pike-Delta-York High School; Mr. Phil Hulse, River Valley High School; Mr. Odell Miller, Marysville High School; Mr. Gary Moore, Fort Frye High School; Mr. Joe Parrish, Caldwell High School; Mr. Ray Stemen, Fairfield Union High School; and Mr. David White, McComb High School.

Other interested persons who made significant contributions to the project include: Mr. Jack Hill, Vice President, Education and Community Service, Ohio Farm Bureau Federation, and Mr. Richard McCrea, Educational Consultant, Martha Holden Jennings Foundation.

The author and co-directors gratefully acknowledge the interest and assistance of all who contributed to the project, especially to Mrs. Evelyn Roediger who prepared the manuscript for printing and Miss Tressa Scott who did the art work.

PREFACE

Although this Student Manual was prepared primarily for use on the secondary school level, it is realized that there may not be sufficient time to cover everything during the high school course. Some of the units may purposely be reserved for use with Young Farmer classes or other out-of-school groups. However, it is hoped that all 11th and 12th grade Agricultural Education students will complete at least Units I, II, and III. Two weeks of formal study would seem to be a minimum.

The units are designed to progress according to the time available and the individual need or interest warrants. Each unit is complete. Although only Unit I is covered, students will have a working knowledge of cooperatives commensurate with the time and effort expended.

It is believed that students and teachers can proceed with the units without a text or teaching guide. In a study of cooperatives, as well as many other areas of agriculture, there may not be one correct solution for any problem situation. For this reason, students should respond as they see fit, rather than attempt to find the "right answer."

It is much more important for students to individually interpret questions and resolve them in terms of their own situations, rather than strive for uniformity among the class.

Discussions with classmates as individuals or as a teacher-directed class is to be encouraged, having in mind the ever present problem of total exploration versus efficient use of time.

The self-grading proposal at the end of each unit may be used as the students and teachers see fit. Teachers and students are encouraged to jointly develop the points to be considered in grading (with the relative weighting of each) upon the completion of Unit I.

Although the writer has no feeling that his judgment on rating individual performance should be more than a "point of departure" for class consideration, it is as follows:

1.	Evidence of thinking and understanding	40
2.	Evidence of additional search and research outside the manual and classroom (family - neighbors - cooperative directors, managers, employers)	20
3.	Quality of responses in manual	10
4.	Completeness of responses in manual	10
5.	Participation in discussion with:	
	- classmates as individuals with the teacher only as a resource person	
	- class as a whole under the teacher's direction	20

If a student is not satisfied with his or her grade or the way in which it was determined they may go back to the objectives at the beginning of each unit. If the student can actually perform the actions as stated, the degree of competence should determine the grade.

J. H. Lintner

COOPERATION IN A FREE ENTERPRISE SOCIETY WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

UNIT TITLES

Unit I.	Orange	Students Look At Cooperatives In Their Daily Lives, 24 pages.
Unit II.	Rose	Students Look At Cooperatives As They Will Affect Their Lives Ten Years Hence, 24 pages.
Unit III.	Yellow	How Are Cooperatives Organized? 20 pages.
Unit IV.	Lime	Are Rochdale Principles Applicable In Today's Cooperatives? 8 pages.
Unit V.	Olive	What Are Cooperative Members' Responsibilities? 25 pages.
Unit VI.	Red	Should I Serve As a Director or Officer of a Cooperative? 27 pages.
Unit VII.	Green	The Manager's Role and Responsibility in a Successful Cooperative, 12 pages.
Unit VIII.	Aqua	The Legal Basis For Cooperatives, 34 pages.
Unit IX.	Gray	How Should Cooperatives Be Taxed? 17 pages.
Unit X.	Bronze	Discovering Problems in Cooperative Operations and Taking Appropriate Action, 15 pages.
Unit X, page X-16		The Challenge.

IX. HOW SHOULD COOPERATIVES BE TAXED?

Every society has operating expenses which sooner or later must be paid for by its members. We call this taxation. The term *tax exempt* (frequently heard) always means free from some particular phase or type of taxation, rather than complete exemption of all forms of taxation.

In our democracy, legislators have used tax laws to encourage or inhibit certain aspects of society or segments of the population, hoping for the eventual good of everyone. This is a part of *Public Policy* and is a continuous process. You can identify current developments in almost every newspaper or magazine you pick up. The *guaranteed annual wage* is a good example but you can probably think of many others.

Cooperatives have never been exempt from all taxation. To encourage them as desirable undertakings for the good of all concerned, the laws have afforded preferential treatment when certain conditions are met. This is the same principle that applies wherever government exerts its influence on our free economy. (Ask a farm machinery dealer about the 7% original investment tax credit now in effect on new machinery and buildings.)

The question is not "Should cooperatives be taxed?" but "How should they be taxed?" This will be considered in this unit so that a better understanding will result and legal requirements will be met.

UNIT OBJECTIVES

As the result of your study and class participation in this unit, you should be able to do the following:

1. Discover the present situation for school; community; state; and nationwide operations, e.g., state sales tax on FFA operations.
2. Plan to meet the tax liability of a cooperative.
3. Influence legislation affecting taxing cooperatives.
4. Evaluate some cooperatives as "Big Business" rather than big cooperatives, and decide whether this is good or bad; If the latter; what should be done and how would you as an individual influence future developments?

THE PRESENT SITUATION

1. KINDS OF TAXES

There are several forms of taxes which everyone should know about and which must be paid, when applicable, by individuals or groups.

These are:

a. **Real Property** - land and permanent buildings regardless of who owns them with certain exemptions (churches).

b. **Personal Property** - machinery, equipment and inventory owned by individuals, partnerships or corporations including cooperatives.

c. **Sales** - collected from everyone unless specifically exempted (example: food).

d. **Income** - includes interest and dividends as well as wages and net profits from business or farming. Paid by everyone unless specifically exempted.

e. **Corporation** - a tax on the net profits of corporations including cooperatives unless specifically exempted.

f. **Excise** - a special tax on the manufacture or sale of certain products (examples: tobacco or movie tickets).

g. **Estate** - paid only when an individual dies and then by his heirs.

There are several levels of government which have the right to levy taxes including: city, county, state, and federal. (One often hears of *school taxes* but they are usually county taxes taxes based on real estate evaluation in a specific school district.)

See if you can identify the level of government which collects the different taxes in the location where you live using the following form. Ask your parents to help if necessary.

Taxes on:	Taxes Collected by:*			
	City	County	State	Federal
Real Estate				
Personal Property				
Sales				
Income				
Corporations				
Excise				
Estate				

* Place an X in the proper column when applicable.

2. SCHOOL ORGANIZATIONS

Organizations such as the FFA are considered much like individuals as long as their operations (sales) are:

a. Casual - not conducted on a continual or regular basis.

b. Involve products raised or produced by the group rather than purchased for resale.

In Ohio, a farmer does not collect taxes on products he sells so that the FFA has no tax liability on the products raised on the Chapter or School Farm. No taxes are paid on items purchased at a farm sale in the country or *garage* sale in the city as these are considered *casual*. The senior class does not ordinarily collect taxes on the *annual yearbook*.

Schools are exempt from Real Estate Taxes. No tax is due on a farm owned by the school but operated by the FFA.

Schools in Ohio do not collect taxes for meals served to its members but must do so for those served to *outsiders,* except in casual instances.

What happens when the FFA or other school organizations (example: Junior Achievers) own land or operate a business in its own name? What happens when a *bake sale* becomes a regular event rather than casual?

These questions should be answered before the situations arise. Help can usually be obtained from the school administration. If not, consult the district office of the Department of Taxation, State of Ohio or write to the State Office, 68 East State St., Columbus, Ohio 43215 for a copy of the pamphlet *Know Your Sales Tax.*

Most school and many adult organizations are exempt because they are non profit. The exemption is not automatic and approval should be obtained before, rather than after, the fact. What is the situation in your own school?

Name of Organization	Activity	Tax Liability	
		Kind	Amount Paid Last Year
1.			
2.			
3.			
4.			

3. ADULT ORGANIZATIONS

The granting of exemptions as a matter of *public policy* has characterized the tax laws of the United States since its founding. Whether this is good or bad is subject to continual debate. Almost everyone would agree that the land on which a church stands should not be taxed, but what do you think about a farm or business owned or operated by a church? The same question applies to certain *non profit* organizations such as fraternal orders, the Red Cross, Goodwill Industries, etc.

Certain cooperatives may be considered *non profit* but in general, economic or business cooperatives have paid property excise and sales taxes since their beginning. It is only in the area of income and corporation taxes (and then usually only on the federal level) where exemptions have been granted and are under continuous discussion.

Farmers' cooperatives are subject to taxes just as any other business or corporation, with the exception of the Federal Income Tax. Originally they were exempted from federal taxes largely to encourage this type of organization and assist the members in competing in the business world.

Tax laws have changed from time to time. With each change the distinction between cooperatives and other forms of business has lessened. Since 1951, cooperatives are subject to corporate income taxes unless certain conditions are met.

Whether cooperatives should attempt to qualify for *exempt status* is a matter for concern by management (Board of Directors and manager) and decision by the membership, usually at an annual meeting.

The issue hinges on whether the cooperative should pay the corporate tax on its net profits and then the members pay individual income taxes on these same profits. Since corporations for profit now pay 22 percent tax on their net income per year, if $25,000 or less and 48 percent if more than $25,000, you can readily see the competitive advantage for a cooperative.

When an *exempt* cooperative *passes through* its net profit, these are reported as income by the members - and the tax paid accordingly. The income tax for an individual is usually much less than 48 percent. Therefore, it is not a question of not paying income taxes on the profits of a cooperative but paying them at a lower rate and **only once**. This is frequently referred to as the *single taxation* concept.

Before going into how a cooperative qualifies for Federal Income Tax exemption, how do you feel about tax exemption in general? (Put an X in the appropriate column.)

Agree	Disagree	
		Everyone should pay his fair share and no exemptions allowed.
		Tax exemptions should be allowed in certain instances as matters of *public policy* to encourage or discourage certain activities.
		All school activities should be exempt.
		All non profit organizations should be exempt.
		Farmers cooperatives should be exempt.
		All consumers' cooperatives (credit unions, Rural Electrification Co-ops, etc.) should be exempt.
		The tax exemptions should be *tightened up* even though this means more complicated reporting and enforcement.

It should be noted that tax exemptions are presently available to many other citizens besides farmers (example: the 22 percent depletion allowance on oil and other extractive industries).

What is not generally realized is that non cooperatives *can qualify* for exempt status under the same laws covering cooperatives if they meet the same qualifications. This is brought out in News Report 332 of David Volkin's article, "Any Corporation Can Achieve a Tax Status Comparable to Cooperatives" in the October, 1966 issue of *News for Farmer Cooperatives,* which can be obtained from the USDA and is summarized as follows:

"The essential condition to be met by a corporation is to enter into a legally binding contract with its customers before any transactions with them that will establish the obligation of the corporation to return sales receipts in excess of costs to its customers. With this obligation and its implementation, the amounts involved never become corporate income and thus cannot be taxed as corporate income."

"Where there is no legally binding pre-existing obligation to return sales receipts in excess of costs to its customers, the amounts involved *are* corporate income and subject to corporate income tax. The significance of this statement lies in the fact that it applies to cooperatives as well as other types of corporations!"

"For corporations that are willing to adjust their basic objectives, operations and philosophy to comply with these conditions, the opportunity is available for tax treatment comparable to that accorded cooperatives."

PLANNING TO MEET FEDERAL INCOME TAX LIABILITY

If a cooperative is to reduce Corporation Income Tax, it must apply for it under the provisions of certain laws. No attempt will be made to trace the evolution of these laws up to the present, other than to identify "Sub-Chapter T." (1966) as the statute which applies to tax exemption. All businesses which qualify are known as *exempt*; those which do not are known as *non exempt*. This is useful but it must be remembered that it applies only to Federal Income Tax and not to all taxes, as many uninformed people think.

To qualify for exempt status (Section 521 of the Revenue Act of 1951) an Agricultural Marketing or Supply Cooperative must:

1. Turn back all net proceeds to both members and non members on the basis of patronage.
2. Pay no more than eight percent interest on Capital Stock which must be substantially owned by producers who use the association.
3. Accumulated Reserves must be used for specific purposes.
4. Value of products marketed for non members must not exceed total for members. The value of supplies sold to persons who are neither members or producers must not exceed 15 percent of the value of the cooperative's purchases.

Since 1963, cooperatives must include all income in their gross for determining income taxes except that which has been distributed to patrons as patronage refunds.[1]

A recurring problem of cooperatives has been the difficulty in maintaining their capital structure. They have traditionally withheld part or all of patronage refunds (Capital Retains) for this purpose. If they paid out all the profits as refunds, they would have to start all over again each year.

Sub Chapter T. allows exempt (or non exempt) cooperatives (Sect. 521 of the Revenue Act of 1951) to deduct the amounts paid out for patronage dividends either in cash or as Capital Retains before reporting Federal Income Tax. These payments must be as (1) money, (2) property or (3) qualified written notices of allocation (Capital Retains). Amounts paid in cash or property are deductible the year in which paid, while allocations (Capital Retains) are deductible the year in which paid off.

The key word in allocations is *Qualified*. A qualified allocation:

1. Must be in the form of capital stock revolving fund certificates, certificates of indebtedness or any written notice to show the recipient the dollar amount of the total allocation.
2. Must have the written consent of the patron before the end of the tax year. This may be a separate document; incorporated on sales tickets; made a part of marketing agreements; or a *Qualified Check* on which the patron gives consent by his endorsement that he will report the entire amount of the allocation on his individual Federal Income Tax return.
3. At least 20 percent of any allocation must be paid in cash and must be made to non members as well as members. The *qualified check* method of payment is especially useful for payment to non members as it must be cashed within 90 days after the filing date for the tax return of the cooperative. However, the *qualified check* cannot be used if one of the other methods of securing consent of the patron has been used.

Figure 1 shows the form of a qualified check. Note that the upper portion shows the Total Savings or *Refund,* 20 percent cash payment and the 80 percent capital retained. Why do you suppose the Social Security number must be put on the check portion before cashing?

_____

_____

_____

Figure 2 shows a form of Written Consent as a part of a membership agreement. Note the part underlined.

---

[1]Cooperatives exempted from the Revenue Act of 1962 include: mutual ditch, irrigation, Rural Electric, mutual telephone, building, and loan associations, mutual insurance, and similar organizations.

Figure 1. A qualified check.

PRODUCERS LIVESTOCK ASSOCIATION
COLUMBUS, OHIO 43203

DATE 9/01/72

NUMBER 10-10074

1970 EQUITY CERTIFICATE

THIS CERTIFIES THAT [redacted] HAS A CAPITAL CREDIT, SHOWN BELOW, REPRESENT[redacted]E ASSOCIATION THROUGH PATRONAGE RETAINED DU[redacted]

DATE ISSUED	SAVINGS	CAPITAL CREDIT
SEPTEMBER 1, 1972	$18[redacted]	$14.76

Wm J Hoewscher
PRESIDENT

Gerald L. Miller
TREASURER

NOT NEGOTIABLE

PRODUCERS LIVESTOCK ASSOCIATION
1561 LEONARD AVENUE
COLUMBUS, OHIO 43203

PAYABLE THROUGH BANK OFFICE
OHIO NATIONAL BANK
COLUMBUS, OHIO

DATE 9/01/72

CHECK NUMBER 10-10074

25-1
413

CHECK AMOUNT $3.69

3DOLLARS09CENTS

(SPECIMEN)

PAY TO THE ORDER OF John Farmer

280-26-3705
SOCIAL SECURITY NO.

TREASURER

⑆041200014⑆ 80 1⑈0⑈010 10⑈

Dear Patron:

We are enclosing your share of Producers Livestock Association's allocated savings for the year 1971 as authorized by the Board of Directors.

Please retain the upper half called the 1971 Equity Certificate for your files. The lower half is the check portion. We are required by law to ask for your Social Security Number. Please write this in the space provided on the face of the check and then you may cash at your local bank.

We sincerely appreciate your patronage and hope that we can merit your continued business in the years ahead.

PRODUCERS LIVESTOCK ASSOCIATION

Figure 2. Written consent as part of a Membership Agreement.

NOBA, INC.

Tiffin, Ohio

Application for Membership

I _____
Name (Please print as you want it on the stock)

_____
Address State Zip Code

do hereby apply to the Board of Directors of Noba, Inc. for one share of Class A Common (membership) Stock, par value $50.00, in Noba, Inc. and do hereby agree to comply and be bound by the Articles of Incorporation, the Amended Code of By-Laws, and all other regulations now in force or hereinafter adopted by the Association. I affirm that I am engaged in the production of agricultural products for market and thereby meet the minimum qualifications for membership. I am aware of the provision of Section 10, Article X, of the Amended Code of By-Laws printed on the reverse side of this application.

As a member I agree that I will take into account, in the manner provided in 26 U.S.C. 1385 (a), the stated dollar amounts of any written notice of allocation received by me.

Date _____ Miss / Mrs. / Mr. _____

My Social Security or IRS Identification No. is _____
(This number is necessary for dividend payments)

* * * * * * * * * * * *

Accepted by the Noba Board of Directors _____ date.

Section 10, Article X, of the Amended Code of By-Laws

"Each person who hereafter applies for and is accepted to membership in this Cooperative and each member of this Cooperative on the effective date of this By-Law, who continues as a member after such date shall, by such act alone, consent that the amount of any distributions with respect to his patronage occurring after February 1, 1964, which are made in written notice of allocation (as defined in 26 U.S.C. 1388) and which are received by him from the Cooperative, will be taken into account by him at their stated dollar amounts in the manner provided in 26 U.S.C. 1385 (a) in the taxable year in which such written notices of allocation are received by him."

Ask the adult members of your family about the form used by their cooperative in securing consent for qualified exemption. If possible, secure different types and discuss their wording with other members of the class. Milk marketing co-ops are a good place to start. (See Figure 3.)

Figure 3. Agreement Form.

2-1-68

AGREEMENT

THIS AGREEMENT between The Central Ohio Cooperative Milk Producers, Inc., hereinafter referred to as the Association, and the undersigned Producer,

WITNESSETH

THE PRODUCER AGREES --

* * * * * * *

4) In addition to other remedies provided by law, the association shall, in case of breach of this contract, be entitled to equitable relief by injunction or otherwise. Notwithstanding any other provision, the association reserves the right to allocate net savings or earnings by qualified written notices of allocation, and the producer hereby consents to take into account for federal income tax purposes, in accordance with the Internal Revenue Code at the stated dollar amount, qualified written notices of allocations of patronage dividends, including allocations on a patronage basis of non-patronage earnings, and the face amount of any per-unit retain certificates (capital investments) issued by the association to him.

* * * * * * *

IN WITNESS WHEREOF the parties have affixed their signatures hereto on the _____ day of _____, 19__.

THE CENTRAL OHIO COOPERATIVE MILK PRODUCERS, INC.

By _____ Pres.

By _____ Sec'y

PRODUCER _____

by _____

Many people feel that the reason 20 percent of patronage refunds must be made in cash is to enable the member to pay the Federal Income Tax due on the entire amount of the allocations. This implies that if a farmer had to pay (from other sources) the income tax on capital retains, he might not patronize the cooperative. How do you feel about this?

_____

_____

_____

_____

_____

PLANNING TO MEET TAX LIABILITY

With the exception of Federal Income Tax it is fairly easy to include anticipated tax payments in the annual budget. However, for the Federal Income Tax (which may be paid by the cooperative, or the individual member, or shifted from one to the other) considerable planning on a fairly long range is highly desirable. This is easier if considered at the time the cooperative is organized, but can be accomplished for existing cooperatives by planning at least a year in advance.

You will recall that members of cooperatives *wear two hats*. One is as a patron or user and the other as one of the owners of the business. Sometimes these dual roles are in conflict. It requires effort by the individual to identify his role in a specific situation and act prudently. This is certainly true in planning for *tax exempt* status. There may be some economic advantages for one cooperative and not for another. Presently about 50 percent of the cooperatives are tax exempt but the trend is toward giving up tax exemptions because of (a) the increase in percentage of nonmember business and (b) the increasing amount of *book work* required to make the proper tax returns.

To help make a wise decision on the most advantageous tax status the member (owner), particularly those serving on the Board of Directors, should consider the following:

1. **The proportion of** nonmember business to member - non exempt cooperatives do not have to pay patronage dividends on nonmember business. This increases the amount paid to members and reduces the bookkeeping.
2. **Whether a capital stock** or **noncapital stock organization** - exempt status is an advantage to capital stock cooperatives as dividends on stock are free from corporation tax.
3. The amount of non **patronage income** - exempt status is an advantage if refunds are to be made to members on nonmember patronage or no tax is paid on these amounts - if nonexempt, the tax must be paid on the non patronage income before computing the refund to members.
4. **The size of the net income anticipated** - tax exempt status is roughly worth twice as much for cooperatives with over $25,000 net income. As the rate on corporate taxes goes up exempt status is more advantageous.
5. **Additional business activities** - exempt status limits the business to marketing farm products and/or purchasing farm supplies - not more than 50 percent of the marketing and 15 percent of the purchasing business must be for nonmembers. If a cooperative desires to add another *line* or do more nonmember business, this may wipe out the other advantages of exempt status.
6. **Effect on other cooperatives** - most cooperatives do business with regional or interregional cooperatives in which they share ownership (example: fertilizer or gasoline) - a change in exempt status for the advantage of one may be disastrous to the other in which the first holds membership.
7. **Location** - cooperatives near cities with more nonmember business usually find nonexempt status advantageous.

The ultimate decision which will require a change in the bylaws must be made by the membership. There may be a strong feeling either for exempt or nonexempt status which must be considered if harmony is to continue.

What is your feeling about the present *exempt* or *nonexempt* status in the cooperatives you know about or to which your parents (or relatives) belong? The following worksheet (Figure 4, pages IX - 12 and IX - 13) may help you decide whether a change should be made (last column).

It is not necessary to have exact figures but you may have to seek help from your parents or the cooperative manager.

As the result of your efforts in Figure 4, what do you feel about the future? Will the trend be toward tax exempt or nonexempt? _____ What are the main reasons for your judgment?

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

INFLUENCING LEGISLATION ON TAXING COOPERATIVES

Cooperatives were encouraged fifty years ago by favorable tax treatment. This has gradually changed over the years because of the decreasing influence of agriculture and the increasing requirements and restrictions (interpretations) of the Internal Revenue Service. How do you feel about this? Please indicate with an X in the appropriate column.

Agree	Disagree	
		All cooperatives should have a tax advantage.
		Farm cooperatives must have a tax advantage to be successful.
		Present tax laws are adequate for cooperatives to flourish.
		Tax laws must be changed to meet the needs for cooperatives in the future.
		Tax laws for consumer cooperatives (urban) must be different than for farm cooperatives.
		Tax laws should favor (protect) farmers or other minority population groups even though they do not have legislative *clout*.
		Cooperatives which cannot compete with tax advantages should be allowed to fail.

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Figure 4.

Name of Cooperative	Present Status Exempt or Nonexempt	Capital Stock or Non Stock	Non Patronage Income % of Total Net Income or $	Amount of Supplies Sold to Non-members % of Total or $	Normal Net Income Per Year - Under or over $25,000	Opportunity For Adding Other Business Activities Yes or No

If there is a need for change in the laws affecting cooperatives, how would you go about this? _____

_____

_____

_____

_____

If the farmers or other cooperative group feel that a change should be made in the tax exempt requirements but do not have sufficient individual votes to accomplish this, what might they do? (Circle the number of your choice.)

1. Join an existing organization.
2. Change the present activities or *thrust* of existing organizations.
3. Start a new organization for long time action.
4. Promote or join an *activist group* for short term spectacular action to accomplish something not possible under existing laws.

Figure 4 (Continued).

Opportunity for Expanding Nonmember Non Producer Business Yes or No	Are Non Farm Business Activities Needed to Make the Farm Production & Marketing Business Competitive	Amount of Patronage Refund Last Year / Average of Last 10 Yrs.	Your Recommendations For Change

There are several organizations which *lobby* for preferential treatment of cooperatives. Which ones can you name and how much do you know about them?

Name	Where Located	Type of Operation*	Level Operation**	Major Achievements or Programs
1.				
2.				
3.				
4.				

*Economic, legislative or both

**Federal, state, or both

What is your feeling about National Cooperative Organizations attempting to influence legislation? (Circle the number of your choice.)

1. There should be only one organization.
2. The larger the number of organizations the better.
3. All organizations can work together and accomplish more than either 1 or 2 above.

What are the reasons why your choice of statements is not presently being successfully followed? _____

_____

_____

_____

What suggestions do you have for improving the present situations (legislative and lobbying[1]). _____

_____

_____

_____

_____

OTHER CONSIDERATIONS

Although cooperatives have traditionally developed from the grass roots (bottom up), there is an increasing feeling that future progress in economic cooperatives will come from converting big business to big cooperatives. This is because of:

1. Cooperative operations must be big to compete.
2. Difficulty in raising capital to build or buy big cooperative business operations.
3. Successful operations require skilled executive personnel who expect salaries that small cooperatives are unable or unwilling to pay.
4. Small cooperatives cannot grow fast enough to compete if they depend on: (a) retained earnings; (b) managers who will work for salaries the members feel they can afford to pay.

How do you feel about this proposal to connect big business to big cooperatives?

_____

_____

_____

_____

The Welch Grape Juice Conversion to a major cooperative is often cited as an example of what should take place in other areas. If you are interested, see if you can work up a brief class report on how this conversion came about. Then ask adult members of a cooperative whether they think this pattern should be followed by all cooperatives.

Finally, challenge your fellow students to pick out the most important factor in the Welch Conversion to a cooperative which may be difficult to duplicate in other cooperative undertakings. Hint: Find out about the role of Jack Kaplan.

---

[1] A lobbiest is one whose aim is to help his client (a businessman, corporation or a cooperative) make the best of existing laws and to encourage the government along the lines which will benefit his client.

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There is another aspect of taxation which deserves attention and might as well be considered at this time: "Who actually pays the corporate tax?" This applies to cooperatives as well as corporations for profit. It is easy to say that big corporations should pay more taxes when they make large profits, but does this actually happen? The corporations may actually transmit the tax money to the federal government, but it is the consumer who provides this money. This is because taxes are like raw materials and labor which are all part of the cost of doing business. When a tax is levied against a business regardless of whether corporate for profit or cooperative, it is paid for by the user (a consumer when he patronizes that business). Do you agree with this analysis? _____See if you can provide an example.

_____

_____

_____

_____

Another thing to be considered is whether high corporate taxes are good for the economy or not. There is a saying that "money which makes money should be taxed" but if investors are reluctant to start or expand businesses because of low yield, caused at least in part by high corporate taxes, what does this do for employment? _____

_____

_____

Can you illustrate this with an example in your own community? _____

_____

_____

_____

_____

_____

BIG COOPERATIVES OR BIG BUSINESS

All cooperatives start small but rarely remain that way. The successful ones feel they must grow bigger in order to compete (serve their membership). This is in the American tradition but in the process the original objectives may be obscured or lost. Is size or *bigness* always good? The question is raised for conglomerates (super corporations horizontally integrated) as well as for cooperatives.

What happens when an organization (either corporation or cooperative) becomes large? (Insert appropriate word or words.)

Managerial skill required _____

Influence of individual member or stockholder on management decisions _____

Proportion of employees to members _____

Attitudes of employees (toward their job or participating corporator)_____

Salaries of management compared to remuneration of board members or payments (refunds or dividends) to members. _____

Overlapping of territory and duplication of service _____

Risks taken _____

Earnings _____

Necessity or desirability for governmental control _____

Necessity or desirability for lobbying to influence legislation _____

Indicate below the cooperatives you know about and give your appraisal of their present size. (*Put an X in the appropriate column.)

Name of Cooperative	Size*			Your Suggestions for Change, If None, State Why.
	Too Big	About Right	Too Small	
1.				
2.				
3.				
4.				

If you felt that a cooperative was too large or too small, what would you do? (Circle the number of your choice.)

1. Stop paying dues or sell stock.
2. Talk informally with other members and Board members.
3. Speak out in public meetings or in press releases.
4. Start a campaign to change the direction (elect different board members).
5. Do nothing but "bitch."

6. Take other action such as: _____

_____

_____

_____

_____

_____

EVALUATION

Did you find this unit interesting, informative or boring? Your feeling does not need recording but for the record, we do need your appraisal of the grade you should receive for your participation and progress in this unit. Please circle and indicate + or -.

A B C D E

Compare this with the appraisal of your teacher. If you desire to improve your grade, do a little research and then write a paragraph on the following:

While presently there is no National Sales Tax, there have been several proposals for a *Value Added* tax which you may have read about in newspapers or heard about over the radio and TV. Explain why this is a form of sales tax and how it would affect cooperatives.

_____

_____

_____

_____

_____

_____

_____

_____

_____

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ACCESSION NUMBER: VT100657

PUBLICATION DATE: 73

TITLE: DISCOVERING PROBLEMS IN COOPERATIVE OPERATIONS AND TAKING APPROPRIATE ACTION. SERIES ON COOPERATION IN A FREE ENTERPRISE SOCIETY WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS.

PERSONAL AUTHOR: LINTNER, J. H.

DESCRIPTOR: *AGRICULTURAL EDUCATION; *UNITS OF STUDY (SUBJECT FIELDS); *COOPERATIVES; MARKETING; MANAGEMENT; *INDIVIDUAL STUDY; MANUALS; *ADMINISTRATIVE PROBLEMS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 555

ABSTRACT: THIS STUDENT MANUAL, PROVIDING A UNIT OF STUDY ON COOPERATIVES, CAN BE USED FOR INDIVIDUAL STUDY IN AGRICULTURAL EDUCATION CLASSES AT THE SECONDARY LEVEL OR IN YOUNG FARMER EDUCATION CLASSES. MATERIAL COVERED CONSISTS OF THE TENTH UNIT OF A 10-PART SERIES AND INCLUDES A CONSIDERATION OF SOME OF THE PROBLEMS ENCOUNTERED IN OPERATING A COOPERATIVE. TEXTUAL CONTENT, ILLUSTRATIONS, SAMPLE FORMS, AND WORKSHEETS GIVE THE STUDENT MATERIALS FOR INDIVIDUAL STUDY. RELATED UNITS ARE AVAILABLE AS VT 100 648 THROUGH VT 100 656. (MU)

REPORT NUMBER: UNIT X AGDEX 836

AVAILABILITY: AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, ROOM 201, 2120 FYFFE ROAD, COLUMBUS, OHIO 43210

INSTITUTION NAME: OHIO STATE DEPT. OF EDUCATION, COLUMBUS. AGRICULTURAL EDUCATION SERVICE.; OHIO STATE UNIV., COLUMBUS. DEPT. OF AGRICULTURAL EDUCATION.

SPONSORING AGENCY NAME: MARTHA HOLDEN JENNINGS FOUNDATION, CLEVELAND, OHIO.; OHIO COUNCIL OF FARMER COOPERATIVES.

VT 100 657

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Unit X
AGDEX 836

COOPERATION IN A FREE ENTERPRISE SOCIETY
WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

X. DISCOVERING PROBLEMS IN COOPERATIVE OPERATIONS AND TAKING APPROPRIATE ACTION

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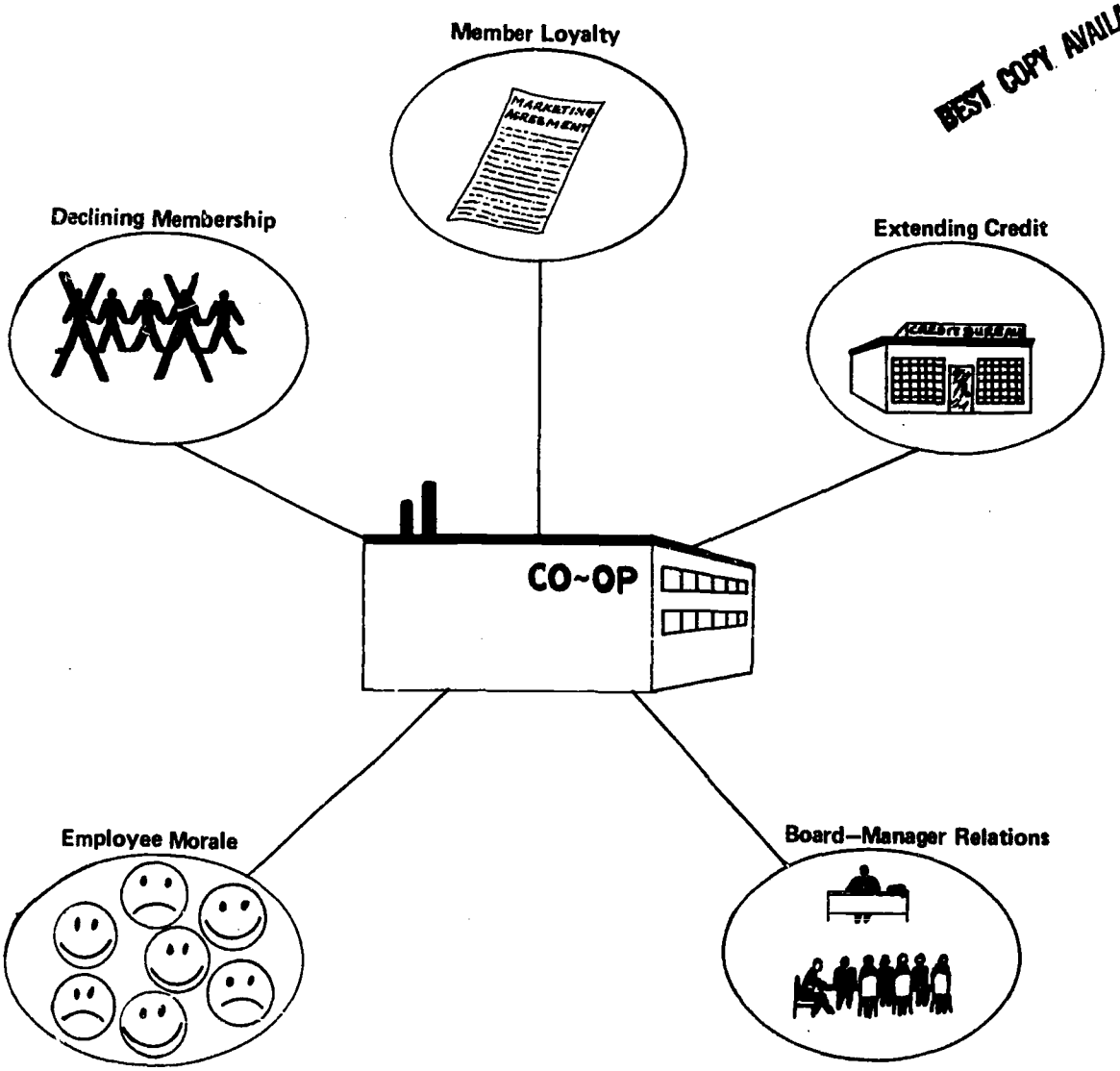

THE OHIO AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE

Agricultural Education Service
State Department of Education

and

Department of Agricultural Education
The Ohio State University

1973

The Cover Page

The artist's concept depicts the major problems of cooperatives (not necessarily in the order of importance).

1. Declining or (disinterested) membership
2. Member loyalty
3. Extending credit
4. Board-Manager relations
5. Employee morale

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X. DISCOVERING PROBLEMS IN COOPERATIVE OPERATIONS AND TAKING APPROPRIATE ACTION

Unit X of the series on

COOPERATION IN A FREE ENTERPRISE SOCIETY
WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

By

Dr. J. H. Lintner

Under the Direction of

Dr. Harlan E. Ridenour, Director
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Agricultural Economics, The Ohio State University

A Project of

Martha Holden Jennings Foundation

and

Ohio Council of Farmer Cooperatives

OHIO AGRICULTURAL EDUCATION
CURRICULUM MATERIALS SERVICE
Room 254, 2120 Fyffe Road
Columbus, Ohio 43210

1973

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ACKNOWLEDGMENTS

The series of units on cooperation and cooperatives is the result of a cooperative effort of a number of people and organizations.

Dr. Charles H. Ingraham, Consultant-Coordinator for the Ohio Council of Farmer Cooperatives, felt the need for some curriculum material which would be different and more effective than earlier efforts. He approached Dr. Harlan E. Ridenour to see what could be done by the Ohio Agricultural Education Curriculum Materials Service which follows an innovative approach unique in the curriculum materials field.

Dr. Ridenour agreed to undertake the project if appropriate financing could be secured.

The Martha Holden Jennings Foundation of Cleveland, Ohio through Mr. George B. Chapman, Jr., Chairman of the Advisory Committee, provided half the cost of the project. The Ohio Council of Farmer Cooperatives and the Ohio Agricultural Education Curriculum Materials Service jointly matched this contribution.

The Educational Committee of the Ohio Council, augmented by other cooperative experts as needed, served as the Advisory Committee for the project. They not only provided guidance in the quarterly meetings but reviewed the draft copies. Members of this committee were:

Mr. C. Neilson Griffith, Vice President, Landmark, Inc. as Co-Chairman;
Mr. Don Schriver, Asst. Director of Public Relations, Ohio Farmers as Co-Chairman;
Mr. Thomas Farr, President, Louisville Bank for Cooperatives;
Mr. Robert Walker, Director of Public Relations Program, Nationwide Insurance;
Mr. Paul Slade, General Manager, Ohio Agricultural Marketing Associations;
Mr. Merle Lashey, Jr., Executive Vice President, Ohio Federation of Production Credit Associations;
Mr. James Ross, Master, Ohio State Grange;
Mr. D. L. Burgeois, Manager, Federal Land Bank, and Alvin Reuwee, Northern Ohio Breeders Association served ex officio as President and Secretary-Treasurer for the Ohio Council of Farmer Cooperatives.

Members of the Board of Trustees of the OCFC were provided draft copies and many reviewed them in their entirety.

Teachers of Agricultural Education who tried out the units in draft form with their classes were: Mr. Richard Bertz, Pike-Delta-York High School; Mr. Phil Hulse, River Valley High School; Mr. Odell Miller, Marysville High School; Mr. Gary Moore, Fort Frye High School; Mr. Joe Parrish, Caldwell High School; Mr. Ray Stemen, Fairfield Union High School; and Mr. David White, McComb High School.

Other interested persons who made significant contributions to the project include: Mr. Jack Hill, Vice President, Education and Community Service, Ohio Farm Bureau Federation, and Mr. Richard McCrea, Educational Consultant, Martha Holden Jennings Foundation.

The author and co-directors gratefully acknowledge the interest and assistance of all who contributed to the project, especially to Mrs. Evelyn Roediger who prepared the manuscript for printing and Miss Tressa Scott who did the art work.

PREFACE

Although this Student Manual was prepared primarily for use on the secondary school level, it is realized that there may not be sufficient time to cover everything during the high school course. Some of the units may purposely be reserved for use with Young Farmer classes or other out-of-school groups. However, it is hoped that all 11th and 12th grade Agricultural Education students will complete at least Units I, II, and III. Two weeks of formal study would seem to be a minimum.

The units are designed to progress according to the time available and the individual need or interest warrants. Each unit is complete. Although only Unit I is covered, students will have a working knowledge of cooperatives commensurate with the time and effort expended.

It is believed that students and teachers can proceed with the units without a text or teaching guide. In a study of cooperatives, as well as many other areas of agriculture, there may not be one correct solution for any problem situation. For this reason, students should respond as they see fit, rather than attempt to find the "right answer."

It is much more important for students to individually interpret questions and resolve them in terms of their own situations, rather than strive for uniformity among the class.

Discussions with classmates as individuals or as a teacher-directed class is to be encouraged, having in mind the ever present problem of total exploration versus efficient use of time.

The self-grading proposal at the end of each unit may be used as the students and teachers see fit. Teachers and students are encouraged to jointly develop the points to be considered in grading (with the relative weighting of each) upon the completion of Unit I.

Although the writer has no feeling that his judgment on rating individual performance should be more than a "point of departure" for class consideration, it is as follows:

1.	Evidence of thinking and understanding	40
2.	Evidence of additional search and research outside the manual and classroom (family - neighbors - cooperative directors, managers, employers)	20
3.	Quality of responses in manual	10
4.	Completeness of responses in manual	10
5.	Participation in discussion with: - classmates as individuals with the teacher only as a resource person - class as a whole under the teacher's direction	20

If a student is not satisfied with his or her grade or the way in which it was determined they may go back to the objectives at the beginning of each unit. If the student can actually perform the actions as stated, the degree of competence should determine the grade.

J. H. Lintner

COOPERATION IN A FREE ENTERPRISE SOCIETY
WITH EMPHASIS ON THE COOPERATIVE WAY OF DOING BUSINESS

UNIT TITLES

Unit I.	Orange	Students Look At Cooperatives In Their Daily Lives, 24 pages.
Unit II.	Rose	Students Look At Cooperatives As They Will Affect Their Lives Ten Years Hence, 24 pages.
Unit III.	Yellow	How Are Cooperatives Organized? 20 pages.
Unit IV.	Lime	Are Rochdale Principles Applicable in Today's Cooperatives? 8 pages.
Unit V.	Olive	What Are Cooperative Members' Responsibilities? 25 pages.
Unit VI.	Red	Should I Serve As a Director or Officer of a Cooperative? 27 pages.
Unit VII.	Green	The Manager's Role and Responsibility in a Successful Cooperative, 12 pages.
Unit VIII.	Aqua	The Legal Basis For Cooperatives, 34 pages.
Unit IX.	Gray	How Should Cooperatives Be Taxed? 17 pages.
Unit X.	Bronze	Discovering Problems in Cooperative Operations and Taking Appropriate Action, 15 pages.
Unit X, page X-16		The Challenge.

X. DISCOVERING PROBLEMS IN COOPERATIVE OPERATIONS AND TAKING APPROPRIATE ACTION

The continued success of a cooperative depends on member vigilance in recognizing problems and taking early corrective action.

In Unit I, you became aware of the large number of cooperatives which did not succeed.[1] This happened for one of two reasons:

1. The initial organization was faulty, or
2. The problems arising in day to day operations were not discovered or if recognized, no corrective action was taken.

Once a cooperative is properly launched, it should be successful if members and management are continually looking for problem situations and are willing to take corrective action promptly.

UNIT OBJECTIVES

As the result of your study and class participation in this unit, you should be able to do the following:

1. Become aware of potential problems, e.g., extending credit to patrons.
2. Spot problem situations in day to day and long time operations.
3. Indicate the role of patron, member, director, and manager in anticipating problems and taking appropriate action.

POTENTIAL PROBLEMS

If we know what to look for, problem situations can be recognized before they become serious. What are the most common? You can probably add to those presented below but for a starter, let us consider the following:
(Note: All of the situations presented actually happened, but names are withheld for obvious reasons.)

1. EXTENDING CREDIT

Situation:

At a monthly meeting of a Board of Directors of a Farm Supply Cooperative, it was noted that the accounts receivable had increased regularly over the past year. Is this good or bad? _____ What is the reason for your answer?

_____

_____

_____

[1]The record of success or failure among cooperatives has always been more favorable than for private business enterprises.

Examination of the amounts owed by patrons showed three accounts on which no payment had been made during the past year. One was for $16, another for $35, and the third for $1450. The manager felt that none were collectable. The first two were on *open account*. After three months, one percent had been added when each monthly statement was sent, but no replies had been received. In the third instance the man had signed a note, when no payment had been made on a purchase contract for several home appliances six months after the initial installment. The note could not be discounted at the bank.

How could these situations have been avoided? _____

What action should be taken now? _____

If a credit policy has not been established, what do you feel it should include: (Circle)

a. Interest charged on open account after:

   1 month 3 months 6 months _____ months

b. Limit on amount of single purchase charged to open account without bankable notes:

   $50 $100 $500 $1000 $_____

c. Purchases to be *financed* in ways other than open account or promissory note (i.e. without cost to co-op. Example: PCA) if more than:

   $50 $100 $500 $1000 $_____

d. Limit on credit:

   (1) Same for members and nonmembers

   (2) Lower limit for nonmembers than members

   (3) Limit for members not to exceed book value of stock owned or equity.

e. Other provisions you consider important: _____

Figure 1 shows a credit policy for an actual cooperative.

Figure 1. Credit Policy.

BOARD POLICY 5-E Credit Policy

"Credit policies of this company shall be competitive, and sound for the company, and shall include the following terms:

2% discount for cash

30 days net

Credit beyond 30 days shall cost the customer 1½ percent per month, and

If extended for 90 days or more shall be supported by a note."

How do you feel about this credit policy? What has been omitted? How can it be improved?

_____

_____

_____

_____

What is the credit policy for:

a. A school cooperative you know about. _____

_____

How can it be improved? _____

_____

b. A cooperative to which you or your family belong. _____

_____

_____

How can it be improved? _____

_____

_____

c. A state or regional cooperative with which a local cooperative does business.

_____

_____

_____

How can it be improved? _____

_____

_____

2. MEMBERSHIP DECLINING

Situation:

The number of members wanting to redeem stock exceeds new members wanting to purchase. The Board has adopted a policy of redeeming stock only in the case of the owner's death, and then only at the rate of 65 percent of the face value (which presently is 51 percent of the book value).

When this situation was brought up in the annual meeting, a member of the board pointed out that the equity of the remaining members was increased whenever a share of stock was redeemed. Is this good or bad? _____

What is the reason for your answer? _____

_____

_____

What should be done, if anything? _____

_____

_____

_____

What is the membership situation in:

a. A school cooperative you know about? _____

_____

_____

_____

_____

b. A cooperative to which you or your family belong? _____

_____

_____

_____

c. A state or regional cooperative with which a local cooperative does business?

_____

_____

_____

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3. EMPLOYEE MORALE

Situation:

The drag chain for unloading home-grown corn at the cooperative elevator has not been working for over a year. This forces employees or patrons to scoop grain off by hand when grinding is to be done. The cause is a broken casting which can be welded if it can be removed or access provided, either of which is a disagreeable job. No one really complains but nothing has been done. Is this good or bad? _____

_____

What should be done by any or all of the following:

Person Involved	Action to be Taken
Employee	
Patron-User	
Manager	
Board Member	

Why is a situation like this an indication of lowered employee morale? _____

_____

_____

_____

Can you think of a situation indicating poor employee morale in:

a. A student cooperative you know about? _____

_____

b. A local cooperative to which you or your family belong? _____

_____

Can you also think of a situation indicating high employee morale?

a. A student cooperative you know about. _____

_____

b. A local cooperative to which you or your family belong? _____

_____

4. BOARD—MANAGER RELATIONS

Situation:

At a monthly meeting the manager passes out the operating statement for the past month (August) without comment. A member notes that the net profit for the month was minus $1,203.12 and asks "Why?" The manager's reply was "There are always two bad months in the year. One is January and the other is August. We did all right for June and July and this can be expected."

On the same profit and loss statement it showed the net profit for August of the previous year was $1,452.90. None of the Board members pointed this out. Neither the manager or the Board did anything to analyze the statement to discover the reason for the loss this year.

How do you feel about this situation? _____

_____

_____

If you were a Board member, what would you do? _____

_____

_____

If you were the manager, what would you do? _____

_____

_____

If you were the president of the Board, what would you do? _____

_____

_____

Complacency on the part of management is a major indication of the decline of a cooperative.

Can you think of such a situation in:

a. A student cooperative you know about? _____

_____

_____

ERIC

b. A local cooperative to which you or your family belong? _____

_____

_____

If the manager's monthly operating statement indicated a substantial net profit, what questions might be raised and why? _____

_____

_____

_____

_____

5. MEMBER LOYALTY

Situation:

A member has his tractor overhauled at the cooperative where it was purchased, because "It is convenient and costs less than any other place." The wage paid to the mechanic at the cooperative at $3.25 per hour (recently raised from $2.75). The same member states: "I buy my cow feed from whoever will deliver it to my farm for the least cost. The cooperative's annual report shows that the gross margin was $17,039 from feed, but the implement repair business lost $625.

Is there an inconsistancy in the philosophy of this member? _____

Is it fair for the feed business to subsidize the tractor repair operation? _____

What would happen if the mechanic was offered $5.00 per hour elsewhere? _____

_____

_____

Should a member patronize a cooperative only when it is to his personal advantage to do so?

_____

_____

Try your hand at analyzing and rationalizing these circumstances. _____

_____

_____

_____

What is your personal feeling on member loyalty? _____

_____

_____

_____

_____

6. THE ANNUAL MEETING

Situation:

Twenty one percent of the members attended, although the Board decided the co-op would pay for half of the cost of their dinner (but not for wives, unless stockholders). After a fine dinner and a slide presentation on agriculture in Russia, the president called attention to the annual report and announced that the co-op lost money the previous year. Inquiry revealed that this resulted from a recommendation from the *new* auditor that the inventory figures be brought into line with what the merchandise would actually bring at a public sale.

It seemed that this situation had been going on for several years. This enabled annual reports to show a profit when actually there was none. No one raised any of the following questions:

a. Why had the previous auditor not discovered the discrepancy?

b. Why did the new auditor bring the situation to the attention of the Board?

c. Why did the auditor suggest that the discrepancy be taken all in one year rather than spread over a period of years?

d. What caused the discrepancy?

e. How should a similar situation be prevented in the future?

f. Should the old Board members be re-elected?

g. Should the present manager be retained?

Think about this and ask yourself: "Could this happen in the cooperatives to which I or members of my family belong?" --then write a paragraph on why these questions were not asked by the members and what you would have done if you were a member.

_____

_____

_____

_____

_____

What do you consider the primary purpose of the annual meeting?

a. Food and fellowship (sometimes subsidized at the expense of patronage refunds).

b. Entertainment or inspirational speaker.

c. Have the Financial Report explained in detail so that members understand the meaning of each item and implications for the next year.

d. Have the Board and/or manager discuss the major problems encountered during the year and the reasons for the actions taken.

e. Permit and encourage the members to raise questions even though this takes time and may be embarrassing.

Circle your choice (above) and explain why the annual meeting is an indication of the present status of the cooperative.

_____

_____

_____

_____

_____

There are many other situations which telegraph the operating conditions of the cooperative including: (a) are prices competitive or non competitive; (b) quality of service; (c) properly stocked or too little or too much stock; (d) slow moving items; (3) directors who do not attend meetings or who vote as individuals rather than for the interest of the majority, etc.

You can probably think of some other *indicators* of a cooperative's *health*.

_____

_____

_____

_____

_____

_____

7. UNFORTUNATE DECISIONS BY MANAGEMENT

Whether cooperative or investor-owned, one unfortunate major decision may undo a long period of successful management. There is no reason to believe that the type of organization has any influence on this but you will recall from Unit I that cooperatives may be organized as either centralized or federated. Now that you have made an *indepth* study of cooperatives perhaps we should consider which type gives the members the most influence over the decisions by the management. We should consider whether this influence is good or bad for the cooperative.

In Figure 2 you see a good example of a centralized cooperative with all business and accounting operations controlled from the Columbus headquarters. Is this good or bad? _____ Give some logical reasons for your response. _____

_____

_____

_____

Contrast this with a federated cooperative you know about or a local cooperative which is neither centralized or federated. From your knowledge and experience, see if you can decide in your own mind which type of organization allows the member the most timely influence on decision of management (Board of Directors and/or manager) which may turn out to be unfortunate. You need not write down your decision but be sure to make one before you proceed.

Now, again decide in your own mind whether it is good or bad to allow members to be so well informed and so closely involved that they can influence management to avoid any possible unfortunate decisions. Try and think of examples you know about which support both sides. free to discuss this with your classmates, teacher, parents or neighbors.

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Figure 2. Example of Centralized Cooperative.

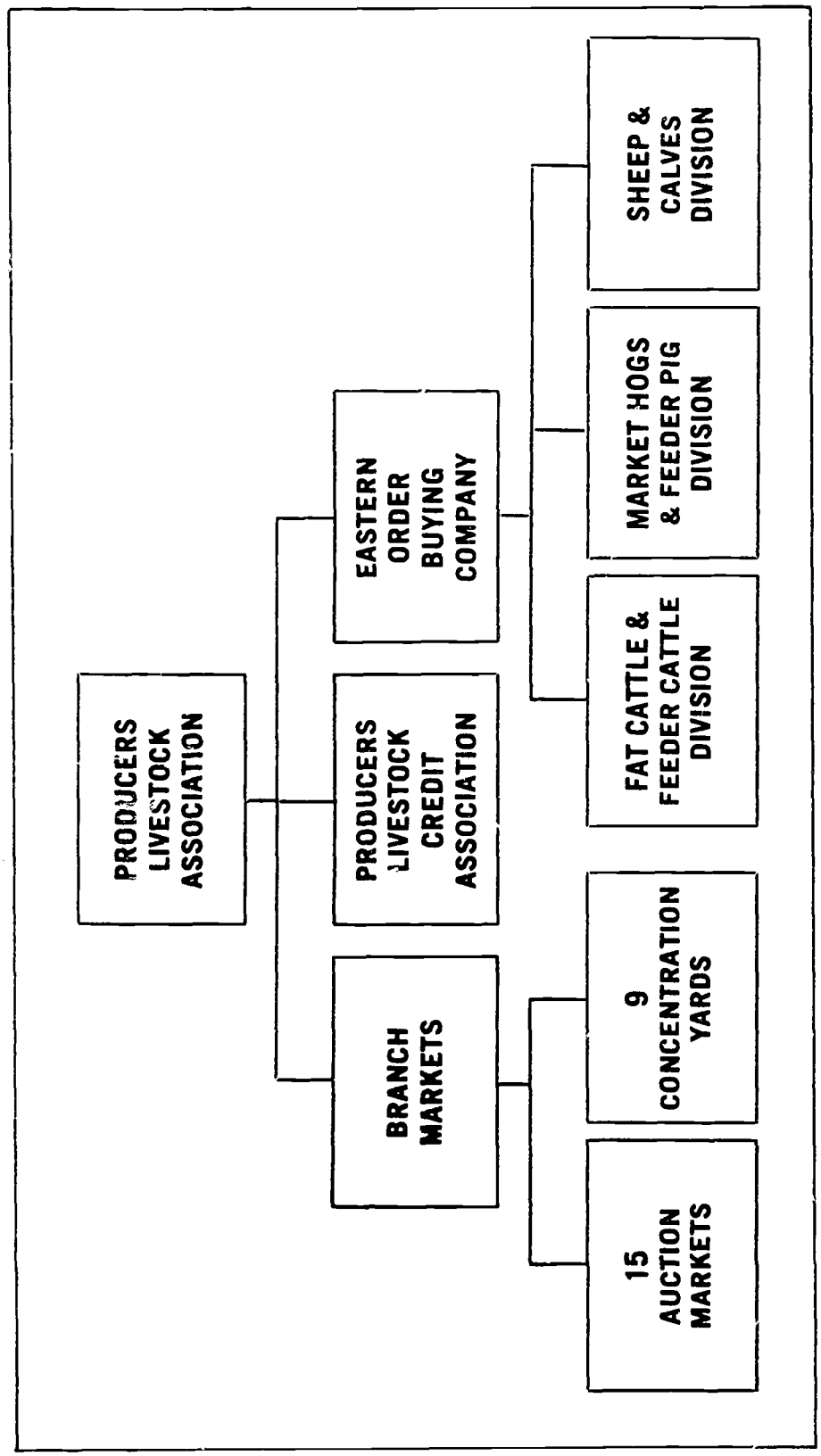

Returning to Figure 2, if you wanted to change this cooperative into a federated type of organization, what would you do? (Be specific.) _____

_____

_____

_____

_____

What would be the advantages over the present organization? _____

_____

_____

_____

_____

What might be the disadvantages of changing from the present type of organization?

_____

_____

_____

_____

8. CAUSING MEMBERS TO SHIFT THEIR THINKING FROM PRODUCTION ORIENTATION TO MARKET (CONSUMER) ORIENTATION

Currently cooperative members think in terms of their organization getting more for what they produce regardless of whether this is what the consumers and retailers want.

They prefer to devote the majority of their time to *raising things* rather than marketing. Often they are inclined to think that their cooperative should take whatever they deliver, regardless of quantity or quality. This may be a short term advantage that in the long run works against the cooperative (where he is a part owner) which must compete in the consumer oriented market.

How do you feel about this? Do you prefer to merely raise things and expect the market to absorb your product? Or, are you willing to think in terms of what the consumer wants rather than what you want to produce. Be honest with yourself in crystalizing your thoughts and putting them in writing.

_____

_____

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_____

_____

If you are willing to become a marketer as well as a producer, what is the next step? To be successful, a marketer has to have control over a portion of the supply (quality, quantity, and timing). This involves producing enough but not too much. How can this be done if a cooperative member is production oriented only? Commitments evidenced by contracts are needed but often difficult to enforce since the supplier is also the part owner of the cooperative. Penalties for non performance are essential but in the last analysis there must be a change in thinking by the membership that supports the consumers position rather than the producers.

This was brought up in Unit V which you may care to go back and review before responding to the following:

Yes	No	
		I enjoy raising products more than marketing them.
		I feel that marketing is a part of production and am willing to devote more time to this in the future.
		I am willing to give up some of my prerogatives (rights) as a producer in order to strengthen the position of the cooperative as a marketer.
		I feel that it is impossible to change farmers from production to market orientation without government stimulation, subsidy or control.
		I feel that any earnings through marketing above the fair market value of the crops produced should be: (1) rebated to the producer, (2) shared between the producer and the marketing agency, (3) kept by the cooperative to provide funds for developing new products, diversifying, or permanent equity capital.

How do you react to the statement, "The enemy of the farmer is the farmer"?

_____

_____

_____

_____

SPOTTING PROBLEM SITUATIONS

There are three general ways of discovering problem situations:

1. Observation - what you can see by walking and looking and asking.
2. Monthly and Annual Reports - including comparison with budgets.
3. Comparison of annual reports for a series of years.

Observation and monthly reports usually show the short term trouble spots while the annual reports over a period of time reveal the long term problems.

The actual operating condition can be discovered if one chooses to dig for it. Whose responsibility do you feel this is: (Circle the letter of your choice.)

a. The manager

b. The manager and employee(s) (office and plant)

c. The Board and the manager

d. The president of the Board

e. The president of the Board and the manager

f. The auditor

g. The auditor and the manager

h. The auditor and the Board

i. Other (please indicate) _____

_____

Give some reasons for your selection . _____

_____

_____

DOING SOMETHING ABOUT PROBLEM SITUATIONS

Each problem situation may require a different approach. This is the reason a Policy Manual is helpful for recurring situations but will not cover every individual circumstance.

The way a situation is handled is probably more important than the final outcome. Think of how a charming young lady with a less than attractive face would feel if you said: "When I gaze into your eyes, time stands still," compared to "Your face would stop a clock."

This is certainly true in almost any problem situation involving a cooperative. The following situation, which actually happened, will help to bring this out.

An auditor presenting the annual report to the Board of Directors referred to *stale accounts* rather than bad debts.

A Board member inquired, "How stale?"

The manager volunteered, "The oldest is 14 months since the last action. Six months ago, I got ____(name omitted)____ to sign a note for the $1200 still due on the refrigerator, stove, and kitchen appliances he bought on open account."

Second Board member: "Why have no payments been made?"

Manager: " ____(name omitted)____ has no job at present, but is hoping to rent a farm on the shares. This is a dairy farm and he hopes to use part of the milk check."

Third Board member: "Why did we let him have these appliances with no down payment?"

Manager: "This is possibly my fault. The employee who made the sale came to me and said ____(name omitted)____ needed the stuff, had a job and would pay $100 a month. Since he knows the man and things were a little slack at the time, I said "O.K." When the purchaser lost his job after two months and no payments were made for four months, I went to see him and got the note signed."

Board member: "Can we discount the note at the bank?"

Manager: "No, but it will strengthen our claim in case he takes bankruptcy."

Board member: "Do we usually sell appliances on open account especially to nonmembers?"

Manager: "We have no policy on this, but we had these appliances on the floor for some time and this seemed a good time to move them."

The conversation went on for some time with each party recognizing their responsibility as follows:

a. The sales person should not have sold the appliances on open account.

b. The manager should not have accepted the fact that the man had a job as satisfactory credit.

c. A promissory note should be *bankable* or the deal financed through a finance company.

d. The manager should have tried to collect when the first payment was missed.

e. The Board should have examined *stale* accounts at each Board meeting.

f. The Board should have a policy statement on credit and it should be written down for all employees to follow.

g. The members should go into the cause of losses due to uncollectable debts at the annual meeting since it is money out of their pockets.

The usual procedure in such circumstances is to look for a *scape goat* or someone to blame. If this had transpired the following may have happened:

a. The sales person fired or quit rather than accept blame.

b. The manager censured or quit rather than accept blame.

c. The president blamed for not having appointed a *credit committee* to look into *stale accounts* each month.

d. The Board blamed for not having a written credit policy.

e. Board members not re-elected at the annual meeting.

As it turned out the manager assumed the responsibility; the salesman will not let it happen again; the president appointed a credit committee; the Board adopted a written credit policy prepared by the manager in consultation with the credit committee; the president took the blame at the annual meeting and the Board members were re-elected.

What do you think about the way this matter was handled? _____

_____

_____

_____

Does it ever pay to try to fix the blame when more than one person is involved? Give reasons for your answer. _____

_____

_____

_____

_____

EVALUATION

This unit may have been very tedious for you or very challenging, depending on how much you put yourself into the situations. It could have been covered in an hour or less with no real thinking on your part. We hope that it took much longer than this and your genuine efforts to project yourself is reflected in your grade. Please indicate your appraisal with a circle and indicate + or - when appropriate. Then check your judgment with your teacher.

A B C D E

ERIC

THE CHALLENGE

If you feel that the units in this student manual show up the weaknesses of cooperatives which detract from their strengths, please pause to reflect on the alternative, "What would happen if cooperatives no longer operate?"

Every informed person acknowledges that if cooperatives had not been organized and given legal status, three situations would presently exist:

1. The spread between the price received by the producer and the market price would be greater.
2. The mark up on materials purchased by the producer and the cost of manufacturing would be greater.
3. Service and credit provided by investor owned businesses would not be as good.

The position of the member has been enhanced because of the competition provided by the cooperatives. If this competition no longer existed, what would happen?

If competition has become so intense that cooperatives have difficulty in making a financial return (patronage refunds), would their continuing the competitive battle with other forms of doing business justify their continued existence (as an economic force and contributor to community life)?

If your answers to the above questions supports the position of cooperatives in a free society, what are you and other members of the rising generation prepared to do?

In considering who changes cooperatives either for better or worse there are three recognizable groups:

Group One. Those who tolerate the day to day ups and downs of a cooperative organization and say little. These are the average members who pay their dues but do little else.

Group Two. Those who cannot tolerate the day to day stresses and strains of a cooperative and make their dissatisfaction known. These are the leaders if they offer constructive alternatives.

Group Three. Those who also cannot tolerate the status quo of a cooperative but whisper instead of shout as with Group Two, or remain silent as in Group One. These are the victims of the cooperative as they are not satisfied but are unwilling to try changing the situation.

This is at once a challenge and an opportunity. There is no question that the organization and operation of cooperatives will change just as all forms of business are in continual transition. You can be:

- an activist
- a "wait and see'er"
- an "I told you so'er"

Which will it be?

ACCESSION NUMBER: VT100658

PUBLICATION DATE: 73

TITLE: INSECTICIDES. KINDS, FORMULATIONS, MIXING, AND APPLICATION.

PERSONAL AUTHOR: FRIDLINE, CLARENCE R.

DESCRIPTOR: *INSTRUCTIONAL MATERIALS; MANUALS; PUBLICATIONS; *VOCATIONAL AGRICULTURE; *INSECTICIDES; PESTICIDES; HERBICIDES; RODENTICIDES; *AGRICULTURAL SUPPLIES; *PLANT SCIENCE; SECONDARY GRADES

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 555

ABSTRACT: DESIGNED PRIMARILY FOR USE BY HIGH SCHOOL VOCATIONAL AGRICULTURE STUDENTS, THIS MANUAL CONTAINS INFORMATION ON INSECTICIDES AND THEIR USE. INCLUDED ARE EIGHT TOPICAL UNITS AND ACCOMPANYING STUDENT EXERCISES FOR USE IN FACILITATING FURTHER LEARNING OF PUPILS IN THE SPECIFIC AREAS OF STUDY OUTLINED. IN ORDER OF THEIR ENTRY IN THE MANUAL, TITLES OF THE UNITS ARE: (1) HOW INSECTICIDES DESTROY OR CONTROL INSECTS, (2) WHAT IS THE CHEMICAL NATURE OF INSECTICIDES, (3) WHAT ARE THE DIFFERENT INSECTICIDE FORMULATIONS, (4) THE INSECTICIDE LABEL, (5) LEGISLATION ON INSECTICIDE USE, (6) APPLYING INSECTICIDES, (7) SAFETY IN USING INSECTICIDES, AND (7) COMMON TERMS USED IN INSECTICIDE WORK. (SN)

REPORT NUMBER: AGDEX 606

AVAILABILITY: AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, ROOM 201, 2120 FYFFE ROAD, COLUMBUS, OHIO 43210

INSTITUTION NAME: OHIO STATE DEPT. OF EDUCATION, COLUMBUS. AGRICULTURAL EDUCATION SERVICE.; OHIO STATE UNIV., COLUMBUS. DEPT. OF AGRICULTURAL EDUCATION.

VT 100 658

ERIC

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INSECTICIDES

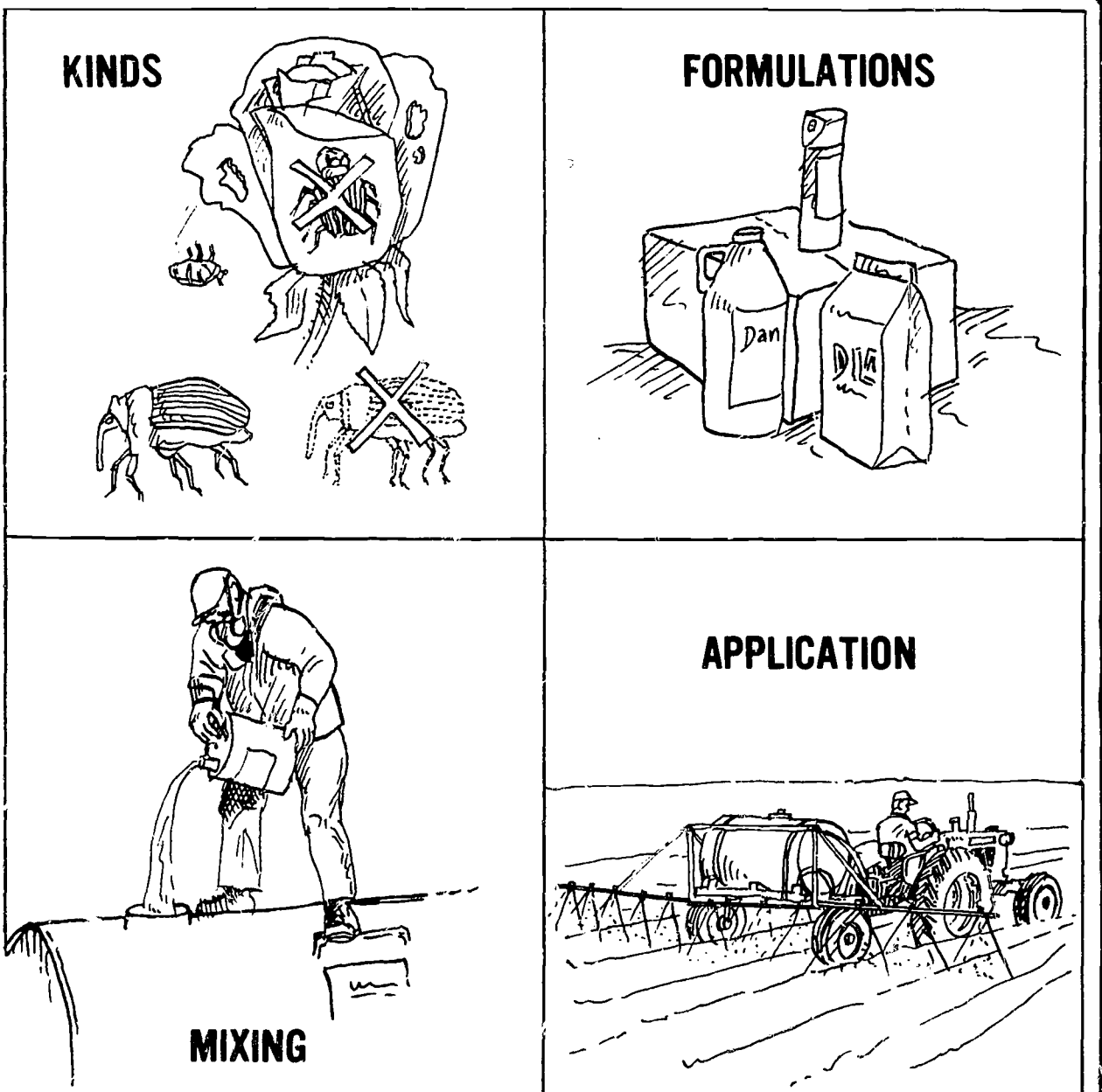

VT 100 658

Ohio Agricultural Education Curriculum Materials Service

Agricultural Education Service
State Department of Education

Department of Agricultural Education
The Ohio State University

1973

INSECTICIDES

KINDS, FORMULATIONS, MIXING, AND APPLICATION

By

Clarence R. Fridline

Ohio Agricultural Education
Curriculum Materials Service

1973

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ACKNOWLEDGMENTS

Technical assistance for this manual was provided by Dr. Acie C. Waldron, Extension Specialist, Pesticide Chemicals, The Ohio State University. After the manual was completed, Dr. Waldron extensively reviewed the material.

Illustrations were prepared by Donald Boyd.

Layup work and typing of the manuscript by Evelyn Roediger.

The following publications were used in preparing the material in this manual:

Waldron, Acie C. *Pesticides and the Environment,* Bulletin 536, Cooperative Extension Service, The Ohio State University, 1972.

Waldron, Acie, C. "Here's What It Means To You, New Federal Pesticide Legislation Will Affect Everyone," *The Ohio Farmer,* February 3, 1973.

Goleman, D. L. and Waldron, Acie C. *Be Prepared When Using Pesticides,* Bulletin L-152, Cooperative Extension Service, The Ohio State University, 1972.

Pesticide Use and Applicator Law, Ohio Department of Agriculture, Division of Plant Industry, 1970.

Pesticide Information Manual, prepared by Pesticide Coordinators of the Northeastern Regional Cooperative Extension Service, 1970.

Waldron, Acie C. "Agricultural Chemical Newsletter," mimeograph, Cooperative Extension Service, The Ohio State University, Nov. 16, 1972.

Illustrations were obtained from the following sources:

United States Department of Agriculture
Cooperative Extension Service, Iowa State University
Geigy Chemical Company
Monsanto Company
Michlin Chemical Company
American Cyanimid Company
Cooperative Extension Service, Auburn University, Alabama

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INTRODUCTION

Insecticides are only one of many pesticides used in controlling unwanted animals or plants. Animals or plants are considered pests for several reasons:

- when they damage crops or livestock
- when they spread disease
- when they annoy or destroy man.

A pesticide is a substance or mixture of substances used to kill or keep under control unwanted plants or animals. The ending *cide* means killer. Some of the most common pesticides are:

Insecticides	control insects and closely related animals such as spiders, milipedes, and centipedes
Acaricides	control mites
Molluscides	controls snails and slugs
Nemotocides	control nemotodes (eel worms)
Fungicides	control fungus (disease)
Bactericides	control bacteria (disease)
Herbicides	control plants (weeds)
Rodenticides	control rodents (rats and mice)

The importance of pesticides in Ohio agriculture is strongly indicated by data given in a report, "The Production of Food and Feed in Ohio in Relation to Use."* It is estimated that a ban on all pesticides would result in a $173.2 million per year loss in field crops; $35.8 million per year loss in greenhouse and nursery crops; and $40.2 million per year loss in livestock and livestock products. The total would amount to about $250 annual loss for Ohio agricultural production.

Table 1 shows estimated percentage loss on several field crops where insecticides were not used.

TABLE 1

ESTIMATED EFFECT OF PRODUCING SEVERAL FIELD CROPS IN OHIO WITHOUT USING INSECTICIDES.

CROP	LOSS IN VALUE WITHOUT INSECTICIDES Percentage
Field Crop	10
Soybeans	1
Wheat	2
Alfalfa	60
Sugar Beets	5
Sweet Corn	40
Tomatoes	15

*Data for this publication prepared by Dr. Edward Stroube, Extension Agronomist (Weed Control), The Ohio State University.

This manual, prepared primarily for use by high school vocational agriculture students, deals with information in regard to insecticide usage. As you study the manual you should keep in mind the following objectives you will need to accomplish if you are to become proficient in using insecticides efficiently and safely:

1. Learn the ways insecticides work to control insects.
2. List the different chemical sources of insecticides.
3. Describe the different types of insecticide formulations
4. Understand the legal restrictions for certain uses of insecticides.
5. Determine the limitations in insecticide use, restrictions in time and mode of application, and time intervals until re-entry and/or harvest.
6. Discuss the legal involvements with insecticides for labeling and use.
7. Figure the correct amount of an insecticide to use with mixing material.
8. Figure the amount of insecticide material needed to cover a given area.
9. Calibrate spray and granular applicators to be sure correct amount of mixed material is being applied.
10. Describe how to safely store and handle insecticides including the disposal of containers and unused materials.
11. Learn how to use all protective procedures and devices needed for protection against poisoning in applying an insecticide.

ERIC

I. HOW INSECTICIDES DESTROY OR CONTROL INSECTS

Many substances are used in controlling or destroying insects. When we think of an insecticide we usually think of a chemical substance that by some means will either kill, subdue, or drive away the unwanted insect from the valuable plants or animals.

Most chemical insecticides are poisons and affect the normal functions of a specific part of the insect. It may be cells, nerve tissue, or other parts of the body. If the insecticide is to be of any value in control, it must destroy the insect but not in any way damage the valuable plants or animals. Some chemicals are of little value as insecticides because they may leave excessive harmful residues, may be too toxic for safe formulation and application, or may cause detrimental effects to the treated plant or animal.

Insecticides are classified in several ways. One way is to classify them according to how they react when they come in contact with the insect that is to be controlled.

STOMACH POISONS

Stomach poisons are usually sprayed or dusted on a plant or animal. The insect pest consumes some of the poisonous material while eating a portion of the plant or animal. Insects with chewing type mouthparts such as grasshoppers, beetles, some species of lice and most larva are controlled with stomach poison insecticides.

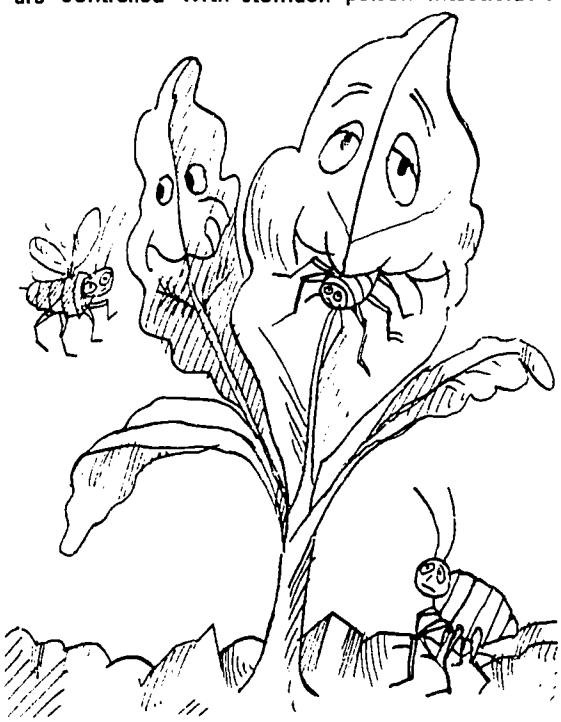

Figure 2. Systemic insecticides kill insects when the insecticide, dispersed in the plant sap or animal blood is consumed by the insect. In a sense, this type of insecticide acts as a stomach poison.

Figure 1. Stomach poisons are insecticides which kill insects when they are consumed.

SYSTEMIC POISONS

Some insecticides move throughout the entire plant system from the point of application. This happens whether the poison was applied to the above ground or to the root zone of the plant. The material enters the plant and is moved by its sap. This is called translocation.

To be of any value for use, this type of insecticide must break down within the plant tissues quickly enough that the plants are not poisonous to man or animals at the time of harvest, yet persist long enough to provide economical insect control.

Systemic insecticides have also been developed for use in controlling insects that attack animals. An example is the insecticide "ronnel," which, given internally to beef cattle, will destroy cattle grubs. It can not be used safely on dairy cattle as the insecticide will be absorbed into the milk making it unfit for use.

FUMIGANTS

Fumigants are contact insecticides as they give off gaseous vapors and enter through the insects breathing system. For some insects, such as stored grain pests, this type of insecticide is very effective. The selection of the right fumigant depends on other factors besides its ability to kill the insect. Since many fumigants are used against insects attacking stored food materials, they must not leave a poisonous residue or an unpleasant odor or taste.

CONTACT POISONS

As the name suggests, this type of insecticide kills when it comes in contact with the insect. Many insects, such as aphids, leaf hoppers and some species of lice, feed by sucking fluids from plants or animals. Stomach poisons are of limited value in controlling insects with sucking type mouthparts, while contact poisons are more effective.

Contact insecticides can be used for controlling insects with any type of mouthparts. The method by which they kill insects is varied; some attack the nerve center, others the respiratory system. Contact type insecticides kill the insects they reach, but usually have little effect on later arriving ones.

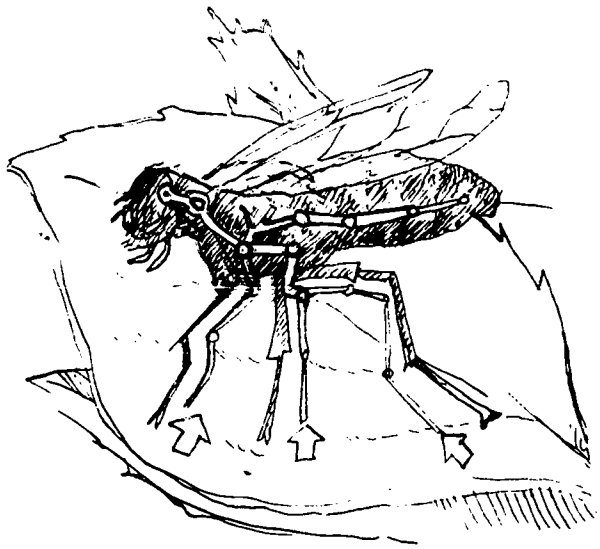

Figure 3. Contact insecticides kill insects by attacking the nervous or respiratory system.

REPELLANTS

Repellants are chemicals which drive insects away. Repellant materials are used in a variety of ways to prevent insect attacks. An example is creosote treated wood which repels termites and powder post beetles. Many cattle sprays are repellant materials against flies.

ATTRACTANTS

Attractants work just the opposite of repellants. They are materials used to lure insects to certain places where they may be caught and killed. In addition to chemical attractants, there are those that rely on sexual stimuli. Other attractants include color, light, or food.

CHEMICAL STERILANTS

This comparatively new type of insecticide strikes at an insect's tremendous capacity to reproduce. When you stop to realize that just one female of many insect species will produce hundreds, even thousands, of eggs, this type of control has strong possibilities.

The sterile male method is one type of control. Males are treated with a chemical or by other means to sterilize them. They are then released to mate with females, thereby producing unfertile eggs.

II. WHAT IS THE CHEMICAL NATURE OF INSECTICIDES?

Another classification of insecticides is by their chemical makeup. Many of our present day insecticides enter an insect's body by more than one way. It is possible for an insecticide to be a stomach poison, a contact poison, as well as a systemic poison. The classification of insecticides as to their chemical nature is:

- inorganic compounds
- organic compounds from plants
- synthetic organic compounds.

INORGANIC COMPOUNDS

Any insecticide which is of mineral origin is considered an inorganic compound. Some of the most common minerals used to make inorganic insecticides are: arsenic, copper, boron, fluoride, mercury, sulphur, and zinc.

Inorganic compounds are usually effective as stomach poisons. Lead arsenate is an example of an inorganic type of insecticide.

ORGANIC COMPOUNDS FROM PLANTS

It is believed that over 2000 species of plants contain materials poisonous to insects. Many of the insecticides of plant origin are not as poisonous to animals and other plants as those derived from other sources. Plant derived insecticides are effective mainly as contact poisons, but some of them will kill insects as stomach poisons. Rotenone and pyrethrum are examples of insecticides derived from plants.

SYNTHETIC ORGANIC COMPOUNDS

Compared to inorganic and organic plant compounds as insecticides, the synthetic organic compounds are relatively new. The use of arsenic (inorganic compound) dates from the middle ages, and poisons of plant origin were used by the Romans. The use of DDT during World War II showed the power of synthetic organic compounds to kill insects. The problem with some synthetic compounds, as with DDT, is the persistence of some toxic residues over a long period of time.

Synthetic organic compounds are used as stomach poisons, contacts, fumigants, and systemics. Three of the most common synthetic organic compound groups are:

1. chlorinated hydrocarbons
2. organophosphates
3. carbamates.

CHLORINATED HYDROCARBONS

The chlorinated hydrocarbons or organochlorines make up a large group of insecticides. Many insecticides in this group have given outstanding insect control, but some of them are very poisonous to man and other warm blooded animals and must be handled with extreme care.

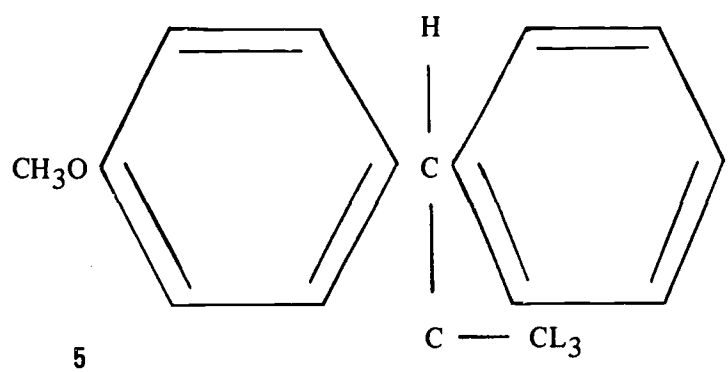

Figure 4. Chemical structure of methoxychlor (marlate) an important insecticide of the chlorinated hydrocarbon or organochlorine group and one of the least toxic of the hydrocarbon or organochlorine insecticides.

ORGANOPHOSPHATES

Organophosphorus compounds are highly poisonous to many insect species. As with the chlorinated hydrocarbon group some of them are extremely poisonous to man and other animals and must be handled with extreme care. One of the most poisonous organophosphates is parathion – one drop of this material in the eye is fatal to man.

Figure 5. Chemical structure of parathion - an important but highly toxic insecticide of the organophosphate group.

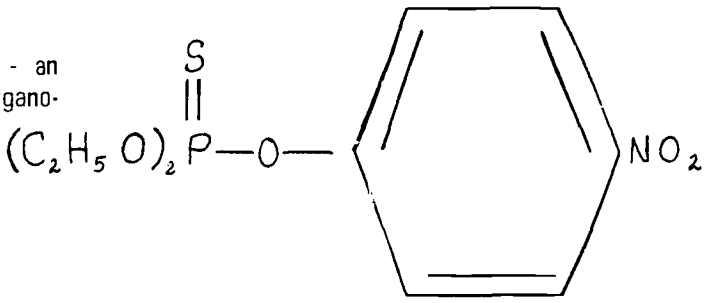

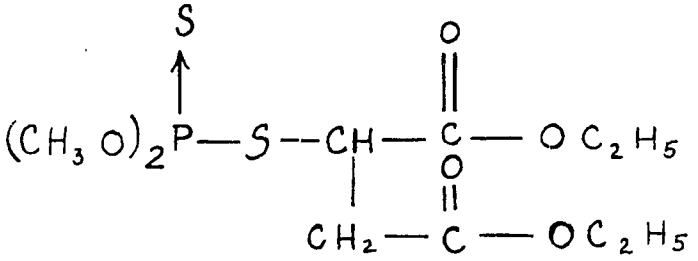

Figure 6. Chemical structure of malathion - an important insecticide of the organophosphate group and one of the slight toxicity to mammals.

CARBAMATES

This group of synthetics became popular with the development and use of carbaryl (Sevin). This insecticide has a wide range of uses and a low level o fresidual action. It has relatively little toxicity for man and other warm-blooded animals, but is extremely toxic to bees.

Figure 7. Chemical structure of carbaryl (Sevin) an important insecticide of the carbamate group.

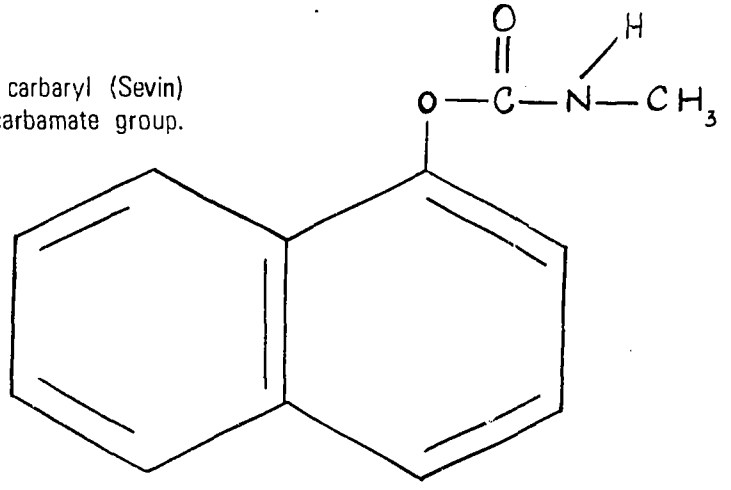

III. WHAT ARE THE DIFFERENT INSECTICIDE FORMULATIONS?

It is usually not practical or possible to use insecticides in their pure form or as they come from the chemist's laboratory. In this condition, they are coarse or sticky solids, or heavy liquids and, as such, are unsuitable for application to plants or animals. They are also concentrated, which could result in a more costly, and heavier application than necessary. Using more poison than required could cause detrimental effects to the plant or animal or excessive residue on the edible materials at harvest. Insecticides are sold as formulations and may be dusts, solutions, wettable powders, granules, emulsions, aerosols, or baits.

DUSTS

Dusts are made by mixing the insecticide with finely ground plant or mineral materials. Some of the common plant materials used are finely ground wheat or soybean flour. Mineral materials used are talc, clay or sulphur. Most dust formulations are used directly as they come from the container.

SOLUTIONS

Solutions are made by dissolving the insecticide in some type of solvent. Water is commonly used. The solvent employed depends on its ability to hold the insecticide in solution, and the degree to which it will dissolve the insecticide. Sometimes two solvents are used to prepare a solution. Most solutions are mixed with a carrier such as water at the time of application.

WETTABLE POWDERS (WP)

Wettable powders are prepared by mixing the insecticide with a material that is either readily soluble in water or can be easily and finely suspended in a water solution. Because wettable powders do not stay in suspension with water they must be continually sitrred or agitated to give uniform coverage and avoid nozzle and hose plug-up.

EMULSIFIABLE CONCENTRATES (EC)

Emulsion type materials when mixed with water give the solution a milky appearance. They are prepared by mixing the insecticide with an emulsifying agent and an organic solvent. Additional constituents in the formulation may include surfactants, spreaders, stickers, etc. that provide for better efficiency and adherance of the spray solution to the target surface.

AEROSOLS

Aerosols are commonly sold in pressurized cans and are used for small scale insect control. The insecticide is mixed with liquified gas type materials. When released from the can, the liquified gas and insecticide mixture is propelled into the air. The liquified gas evaporates and the insecticide is deposited on the insects or areas where insects are to be controlled.

Aerosols used for large scale insect control employ the use of smoke or mechanically generated oil clouds or fogs of liquified gaseous materials. This is used for large scale fly and mosquito control.

Figure 8. Most aerosol sprays are used for control of household insects and have limited use for controlling garden insects.

GRANULES

In formulations of this type, the insecticide may be coated on organic substances like ground corn cob grits or synthetic polymer or on inorganic substances like sand. They may also be coated on a granule and then encapsulated in plastic covering.

BAITS

Baits use an insect attractant which is mixed with the insecticide. These may be in the liquid or dry form. The type of attractant varies according to the insect to be controlled.

ERIC

STUDENT EXERCISE: Obtain a list of the insecticides commonly used in your area. Sources of information to obtain this list would be from the following: Vocational Agriculture Teacher; County Agricultural Extension Agent; pesticide dealers; commercial pesticide applicators; pest control operators; livestock and crop farmers; orchardists; nursery and greenhouse operators; truck crop farmers. You and your teacher should decide how extensive a list of insecticides you are to obtain.

Reproduce the form as shown below in your notebook, then fill in the information as shown by the blank columns. Printed references for securing this information are: *Insect and Mite Pests of Livestock; Insect Pests of Field Crops; Insect and Mite Control on Woody Ornamentals; Insect Control on Commercial Greenhouse Floral Crops; Control of Household Insect and Mite Pests; Ohio Fruit Spraying Recommendations; Home Vegetable Garden Insect Control; Insect Control on Greenhouse Vegetables; Control of Vegetable Insects and Diseases for Commercial Growers; Insecticides and Acaricides (mimeo).* All of these publications are available from your County Agricultural Extension Service.

Name of Insecticide	Type of Insecticide	Chemical Nature or Source	Available Formulations	Crops Where Commonly Used	Insects Controlled
Example: carbaryl (Sevin)	Stomach poison	Synthetic organic compound-carbamate	Wettable powder and baits.	Corn, alfalfa, vegetable & fruit crops	Armyworms, flea beetles, European corn borer, alfalfa weevil larvae

IV. THE INSECTICIDE LABEL

Insecticides are poisons, but, when handled safely, are one of our most valuable materials for controlling unwanted insects. After determining that it will be necessary to apply an insecticide, there are some very careful steps that must be taken.

- Select the best insecticide that is registered for control of the insect on the particular crop involved.
- Determine how much insecticide will be needed.
- Carefully follow all directions as given on the label.

All insecticides offered for sale must be legally registered with the United States Environmental Protection Agency and usually with the State Department of Agriculture. (At present, all insecticide products sold within the State of Ohio must be registered with the Ohio Department of Agriculture). This is also true of all other kinds of pesticides. Before any chemical insecticide can obtain registration, research data on performance, toxicity, metabolism, residues, and effect on environment along with proposed labeling must be submitted, reviewed, and approved by special divisions within the organization of EPA. Registered labels must specify what insects the material is intended to control, on what crops it can be used for such insect control, and explicit directions on how to use the material.

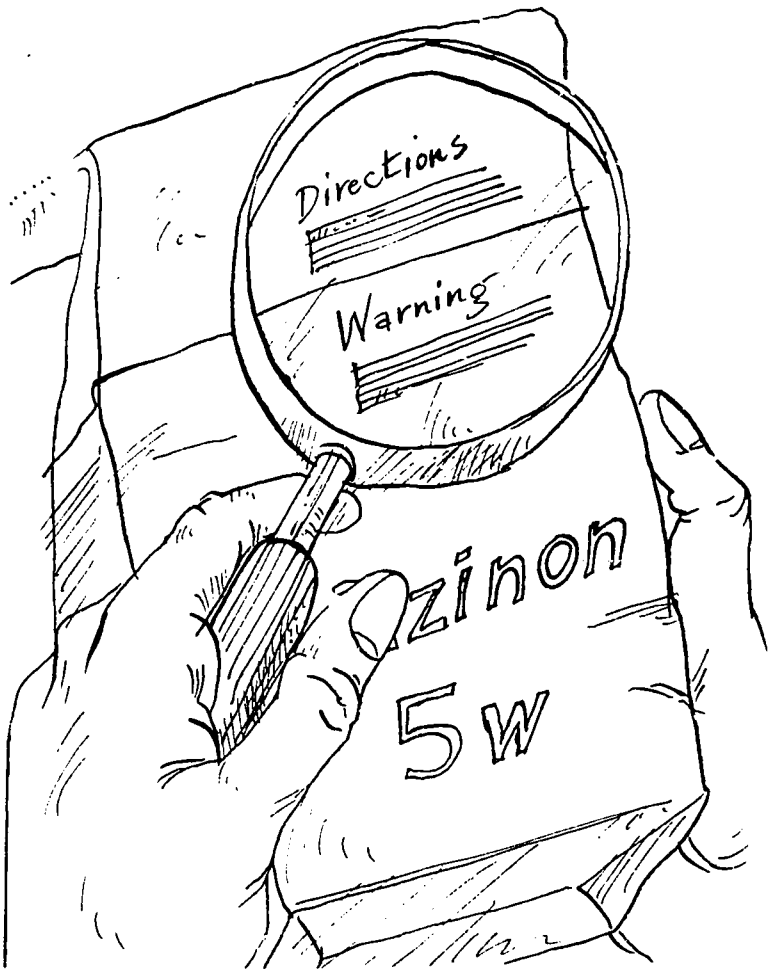

Figure 9. Carefully reading of the label is important before or using any insecticide.

Each approved insecticide label represents several years of laboratory and field research. It takes an average of from 5 to 8 years of research before an insecticide is proved of value and registered for use. Registration must be obtained for each crop or animal use intended; i.e., registration for use on corn for control of corn borer does not mean that the material can be used on corn for control of rootworm nor can it be used on alfalfa for control of armyworm, etc. Data must be submitted to support each specific application for registration which, if approved, is then reflected in the uses printed on the label. The cost of developing insecticides may average as high as one million dollars per year of research.

The insecticide label not only serves as an identification and recommended use of the product, but also as a legal instrument.

All insecticide labels, in order to comply with legal requirements, must supply the following information:

1. Name of manufacturer
2. Name of product
3. Active chemical ingredients and percentages.
4. The type of pesticide, or what the product does (insecticide, fungicide, etc.)
5. Recommendations for specific use
6. Storage precautions. (Future regulations may also specify precautions and directions for disposal of waste pesticides and empty containers.)
7. Directions for use.
8. Personal precautions
9. Precautions if the insecticide is toxic to pollinating insects, birds, or other wildlife.

The more complex parts of the label are further explained:

NAME OF PRODUCT

The name of a product by a brand name or trade name is not sufficient identification, as many chemicals can be sold under the same brand or trade name.

RECOMMENDATIONS FOR SPECIFIC USE

This section of the label gives specific uses such as pests controlled and specific places for its use; which plants, animals or other places it may be used.

DIRECTIONS FOR USE

This part of the label must give detailed instructions as to amounts to use, how to use, and when to use.

PERSONAL PRECAUTIONS

All insecticides are grouped according to their toxicity to man and other warm blooded animals. The label must display by words and signs which group the insecticide is in. (Table 2.)

GROUP I. Because of the intense toxicity of products in this group, the word POISON must be printed in red on the label. The display of a skull and crossbones symbol must be shown on the label. Refer to Table 2 for acute oral LD_{50}.

The label must also carry the word DANGER and/or WARNING and specific instructions for handling, plus an antidote statement. The label must also carry the statement (if accidental poisoning has occurred) "Call A Physician Immediately."

GROUP II. The word WARNING for products of moderate toxicity plus handling instructions is required on the labels of all insecticides one-tenth as toxic as those in Group I. Refer to Table 2 for acute oral LD_{50}.

GROUP III. The word CAUTION for products of slight toxicity, plus instructions for avoiding the principle hazards is required. Refer to Table 2 for acute oral LD_{50}.

GROUP IV. Relatively non-toxic. No signal word is required on the label based on acute toxicity; however, the nature of product and use pattern may require appropriate precautionary statements. Refer to Table 2 for acute oral LD_{50}.

All insecticides regardless of their toxicity must carry on their label "KEEP AWAY FROM CHILDREN."

Federal regulations and standards require that before the label for an insecticide is released so that the product may be sold, careful toxicity tests are made. This is done to determine the precautions needed while handling the insecticide.

In testing an insecticide, test animals such as rats are used to determine acute oral LD_{50}'s. From this is calculated the amount of insecticide that would be needed to kill a 150 pound man. Acute oral toxicity refers to the amount of insecticide that would need to be eaten at one time to cause death. Acute oral LD_{50}'s are set up for each insecticide by determining the milligrams of insecticide required per kilogram of animal weight to kill 50 percent of the test animals (usually rats or rabbits). The LD_{50} is written as milligrams of insecticide per kilogram of body weight (mg/kg). As an example, the LD_{50} for malathion is 1375 mg/kg. Compare this with parathion where the acute oral LD_{50} is 3 mg/kg. By referring to Table 2, you can determine the category of toxicity of both insecticides or any others where the LD_{50} is known.

In addition to gaining entry into the body orally, insecticides can gain entry by way of inhalation or absorption through the skin (dermally). Dermal toxicity is rated by LD_{50}'s the same as oral toxicity. Inhalation toxicity is rated by LC_{50}'s (Table 2).

TABLE 2

FEDERAL INSECTICIDE, FUNGICIDE AND RODENTICIDE ACT -- CATEGORIES OF TOXICITY

		ROUTE OF ADMINISTRATION			
		LD_{50}			LC_{50}
		Oral		Dermal (skin)	Inhalation
Category or Group	Signal Word on the Label	Oral (mg/Kg)*	Lethal Oral Dose 150# Man	(mg/kg)* 24 hr. exposure	(ug/1)**
I. Highly Toxic	DANGER – skull and crossbones POISON	0 to 50	A few drops to a teaspoonful	0 to 200	0 to 2000
II. Moderately Toxic	WARNING	over 50 to 500	1 teaspoonful to 1 ounce	over 200 to 2000	over 2000 to 20,000
III. Slightly Toxic	CAUTION	over 500 to 5000	1 ounce to 1 pint or 1 pound	over 2000 to 20,000	
IV. Relatively Nontoxic	None required based on acute toxicity. Nature of product and use pattern may require precautionary statements.	over 5000	over 1 pint or 1 pound	over 20,000	

LD_{50} – The dose level which will kill 50 percent of test animals. Minimum of 14 days observation. Animals fasted for oral studies.

LC_{50} – The air concentration which will kill 50% of test animals exposed for a period of 1 hour. Minimum of 14 days observation. Vapor or gas may be expressed in ppm.

* – Equivalents: 1000 milligrams (mg) = 1 gram (g); 28.3 grams = 1 ounce; 1 kilogram (kg) = 2.2 pounds (lb)

** – Equivalent: 1 liter (1) = 1.06 quarts; 1000 micrograms (ug) = 1 milligram (mg)

☠ POISON ☠

ATROPINE IS AN ANTIDOTE. CONSULT PHYSICIAN FOR EMERGENCY SUPPLY.

FIRST AID

CALL A PHYSICIAN AT ONCE IN ALL CASES OF SUSPECTED PARATHION POISONING.

If symptoms or signs of poisoning include blurred vision, abdominal cramps, and tightness in the chest, do not wait for a doctor but give two atropine tablets (each 1/100 grain or 0.65 milligrams) at once. (One tablet to children under five years of age.)

Move patient immediately from the area where parathion is present.

Remove contaminated clothing and wash the skin clean with plenty of soap and water to remove all traces of parathion. If swallowed, induce vomiting by giving salty or soapy warm water. Have victim lie down and keep quiet.

NEVER GIVE ANYTHING BY MOUTH TO AN UNCONSCIOUS PERSON.

PHYSICIANS NOTE: This product is a cholinesterase inhibitor. Warning symptoms include weakness, headache, tightness in the chest, blurred vision, non-reactive pin-point pupils, salivation, sweating, nausea, vomiting, diarrhea, and abdominal cramps.

TREATMENT: Large doses of atropine are required. For adults, give 2.0 mg. to 4.0 mg. of atropine, preferably by intravenous injection, at once and repeat every 10 to 15 minutes until pupils dilate. In addition to atropine, if 2-PAM Chloride (pralidoximechloride) is available, administer according to manufacturer's directions. Never give morphine. Clear chest by postural drainage. Artificial respiration or oxygen administration may be necessary. Observe patient continuously 48 hours. Repeated exposure to cholinesterase inhibitors may, without warning, cause prolonged susceptibility to very small doses of any cholinesterase inhibitor. Allow no further exposure until time for cholinesterase regeneration has been allowed as determined by blood tests.

896.08-000.14 (USDA Reg. No. 524-144)

DIVISION ST. LOUIS, MISSOURI, U.S.A.

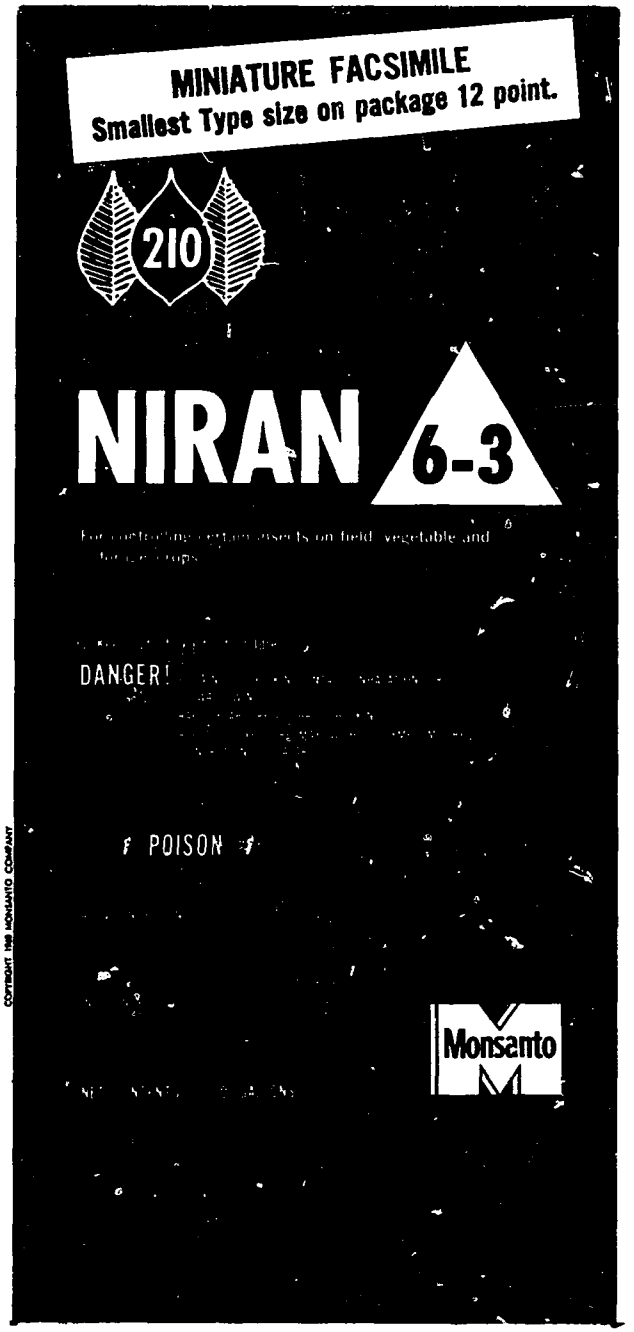

WARNING NOTICE

Monsanto Company warrants that this material conforms to the chemical description on the label and is reasonably fit for the purposes referred to in the directions for use. This product is sold subject to the understanding that the buyer assumes all risks of use or handling which may result in loss or damage which are beyond the control of the seller, such as for example incompatibility with other products, the manner of its use or application, or the presence of other products or materials in or on the soil or crop. Monsanto makes no other express or implied warranty of fitness or merchantability. The exclusive remedy of the user or buyer, and the limit of the liability of Monsanto Company or any other seller for any and all losses, injuries or damages resulting from the use or handling of this product shall be the purchase price paid by the user or buyer for the quantity of this product involved. The buyer and all users are deemed to have accepted the terms of this notice which may not be varied by any verbal or written agreement.

TO PREVENT PERSONAL INJURY AND POSSIBLE FATALITIES:

Keep all persons and animals out of treated areas for 48 hours.

Toxic to fish and wildlife. Do not contaminate any body of water nor apply to any area not specified on the label.

Vacated areas should not be re-entered until drifting insecticide and volatile residues have dissipated.

DIRECTIONS FOR USE

Be sure to read the precautionary statements before using.

This product is designed to be applied by trained operators using airplane or power ground equipment. The hazards and precautions for handling the product in this container are equally applicable to it after dilution with water for spray application. Add the concentrate to the spray tank while filling with water, and mix thoroughly either by means of a tank agitator or pump by-pass. For best results, thoroughly cover all surfaces to be treated with spray. Rates of application given below should not be exceeded. Never apply later than indicated to assure residue levels at harvest are below tolerances established by the Food and Drug Administration.

Consult the State Agricultural Extension Service or Experiment Station for specific recommendations regarding use interval before harvest, application, dosage and timing of sprays. The following dosage rates are to be used in sufficient water to cover the specified area. Use at least 3 gallons of water per acre. For application by aircraft add the desired amount of concentrate per acre to ½ to 3 gallons of water.

DIRECTIONS (Continued)

FIELD AND FORAGE CROPS

DO NOT APPLY NIRAN 6-3 ON THE FOLLOWING CROP WITHIN 5 DAYS OF HARVEST.

COTTON—For control of cotton leafworms, fleahoppers, Lygus bugs, red spider mites, thrips and garden webworms, use ½ pint per acre. For control of cabbage loopers, boll weevils, bollworms and budworms, use ⅔ to 1½ pints per acre. For aphids, cotton leaf perforators, armyworms up to third instar, stink bugs and salt marsh caterpillars, use 1 pint per acre. Application to cotton should be made at 4 to 5 day intervals until control is obtained.

CAUTION—When necessary to enter treated cotton fields within 48 hours after application, protective clothing should be worn. Do not apply within 5 days of harvest or of handpicking cotton.

DO NOT APPLY NIRAN 6-3 ON THE FOLLOWING CROP WITHIN 12 DAYS OF HARVEST, CUTTING OR FORAGE USE.

CORN (Field, Hybrid, Sweet and Pop)—For control of rootworm adults, use ¼ pint per acre. For aphids, armyworms, fall armyworms, budworms, spider mites, cutworms, and European corn borers, use ½ pint per acre. For stink bugs use ¾ pint per acre. For European corn borer control, apply first spray when 75% of corn plants show SHOT-HOLE feeding and follow with two additional sprays at 5 to 7 day intervals. Use sufficient water per acre to provide complete coverage and be certain whorls of plants are well treated.

DO NOT APPLY NIRAN 6-3 ON THE FOLLOWING CROPS WITHIN 15 DAYS OF HARVEST, PASTURING, CUTTING OR FORAGE USE.

ALFALFA, CLOVER, GRASS AND VETCH—For control of aphids, alfalfa weevils alfalfa caterpillars, armyworms, cutworms and grasshoppers, use ¼ to ½ pint per acre. For webworms and spider mites, use ½ pint per acre. For tortricid moths and clover leaf weevils, use ⅔ pint per acre. Do not spray legumes during bloom period to avoid injury to honey bees.

SMALL GRAINS (Wheat, Oats, Barley)—For control of aphids (greenbugs), armyworms, brown wheat mites, fall armyworms, winter grain mites and thrips, use ¼ pint per acre. For grasshoppers, use ½ pint per acre. For cutworms, leafhoppers and Say's plant bugs, use ½ to ¾ pint per acre. For chinch bugs and false chinch bugs, use ¾ pint per acre.

DO NOT APPLY NIRAN 6-3 ON THE FOLLOWING CROP AFTER FLOWERING.

SAFFLOWER—For control of aphids and Lygus bugs, use ½ pint per acre.

DO NOT APPLY NIRAN 6-3 ON THE FOLLOWING CROP WITHIN 5 DAYS OF PRIMING.

TOBACCO—For control of aphids, use ¼ pint per acre.

SAMPLE

Figure 10. Specimen label of Niran 6-3 an insecticide containing parathion, highly toxic in category, Group I. (Courtesy Monsanto Company)

Figure 10. Continued

DIRECTIONS (Continued)

DO NOT APPLY NIRAN 6-3 ON THE FOLLOWING CROPS WITHIN 20 DAYS OF HARVEST OR FORAGE USE.

SOYBEANS—For control of two spotted mites, use ½ pint per acre. For stink bugs use ¾ pint per acre. For bollworms, fall armyworms, green cloverworms, velvet bean caterpillars and webworms, use 1 pint per acre.

SUGAR BEETS—For control of alfalfa loopers, aphids, armyworms, blister beetles, flea beetles, leafhoppers, leaf miners, Lygus bugs, stink bugs and webworms, use ⅓ to ⅔ pint per acre. If tops of sugar beets are to be used for cattle feed, do not apply within 60 days of harvest

DO NOT APPLY NIRAN 6-3 ON THE FOLLOWING CROP WITHIN 21 DAYS OF HARVEST, CUTTING OR FORAGE USE.

SORGHUM—For control of corn earworms, corn leaf aphids, false chinch bugs and sorghum webworms, use ½ pint per acre. For sorghum midges, use ½ pint per acre. Leaf injury may occur on some hybrid varieties of sorghum. Spray a few rows a week or so before booting to test effects upon plants

VEGETABLES

DO NOT APPLY NIRAN 6-3 TO THE FOLLOWING CROP WITHIN 5 DAYS OF HARVEST.

POTATOES—For control of aphids, blister beetles, leafhoppers, leaf miners, plant bugs, potato psyllids, thrips and vegetable weevils, use ½ to 1½ pints per acre. For southern potato wireworms, use 2½ to 5½ pints per acre applied as a pre-plant broadcast soil treatment. For garden symphylans, use 6½ pints per acre as a pre-plant broadcast treatment.

DO NOT APPLY NIRAN 6-3 ON THE FOLLOWING CROP WITHIN 7 DAYS OF HARVEST.

ARTICHOKES—For control of plume moths, use 1 pint per acre.

DO NOT APPLY NIRAN 6-3 ON THE FOLLOWING CROPS WITHIN 15 DAYS OF HARVEST. WHEN THE TOPS OF CARROTS, BEETS AND TURNIPS ARE USED AS FOOD, DO NOT APPLY WITHIN 21 DAYS OF HARVEST.

BEANS (Dry)—For control of aphids, armyworms, leafhoppers, leaf miners, leaf rollers, Mexican bean beetles and red spider mites, use ⅓ pint per acre. For garden symphylans, use 6½ pints per acre as a pre plant broadcast treatment.

BEETS (Red)—For control of aphids, blister beetles and webworms, use ½ pint per acre. For flea beetles, use ¾ pint per acre. For wireworms, use 2½ to 5½ pints per acre applied as a pre-plant broadcast soil treatment.

DIRECTIONS (Continued)

CARROTS—For control of aphids, vegetable weevils, leafhoppers and petrobia mites, use ½ pint per acre For wireworms, use 2½ to 5½ pints per acre applied as a pre plant broadcast soil tre. .ent

CUCUMBERS—For control of aphids and two spotted mites, use ½ pint per acre

ONIONS—For control of onion thrips, use ¼ pint per acre

PEAS (Garden and Blackeye)—For control of aphids and pea weevils, use ½ pint per acre For army worms, loopers and spider mites, use ⅓ to ¾ pint per acre

PEPPERS—For control of aphids and leaf miners, use ½ pint per acre For flea beetles, use ⅓ to ¾ pint per acre.

SWEET POTATOES—For control of aphids, spider mites and leafhoppers, use ⅓ to 1 pint per acre.

TOMATOES—For control of aphids, armyworms, cabbage loopers, grasshoppers, lea' miners, spider mites, tomato russet mites, whiteflies, plant bugs and psyllids, use ½ pint per acre. For garden symphylans, use 6½ pints per acre as a pre plant broadcast treatment.

TURNIPS—For control of aphids, cabbage loopers, cabbage webworms and vegetable weevils, use ¼ to ⅓ pint per acre For cabbage loopers, use ¾ pint per acre.

DO NOT APPLY NIRAN 6-3 ON THE FOLLOWING CROPS WITHIN 21 DAYS OF HARVEST.

BEANS (Green)—For control of aphids, armyworms, leafhoppers, leaf miners, leaf rollers, Mexican bean beetles, red spider mites and plant bugs, use ⅓ pint per acre. For garden symphylans, use 6½ pints per acre as a pre-plant broadcast treatment

CABBAGE AND COLE CROPS (Broccoli, Brussels Sprouts, Cauliflower, Kohlrabi)—For control of aphids, cabbage caterpillars and vegetable weevils, use ¼ to ½ pint per acre. For loopers, armyworms and flea beetles, use ⅓ to 1 pint per acre.

CELERY—For control of aphids, celery leaf tiers, celeryworms, spider mites and tarnished plant bugs, use ⅓ pint per acre For leafhoppers, use ¾ pint per acre.

COLLARDS, KALE, MUSTA' ND SPINACH—For control of aphids, cabbage loopers, imported cabbageworms, leaf miners, vegetable weevils, leafhoppers, crown mites and seed corn maggots in crown, use ½ pint per acre.

LETTUCE (Leaf, Bibb, Head)—For control of aphids, armyworms, cabbage loopers and imported cabbageworms, use ¼ to ⅓ pint per acre.

RUTABAGAS—For control of aphids and cabbage loopers, use ⅓ pint per acre.

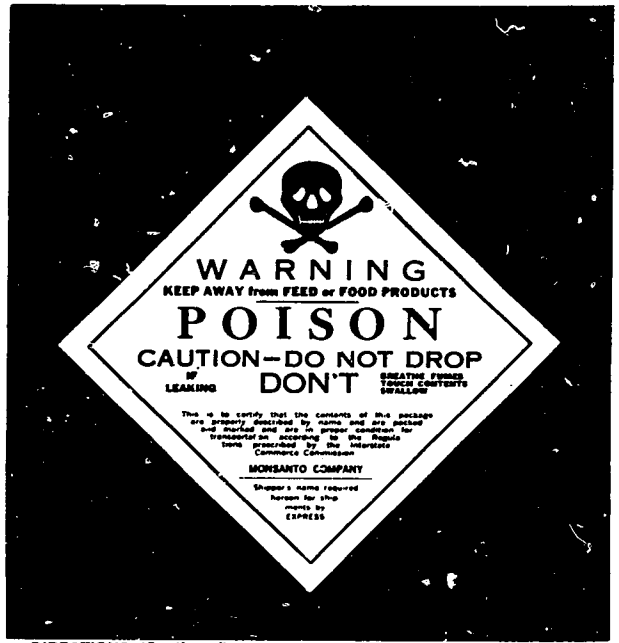

DIRECTIONS (Continued)

FRUITS

DO NOT APPLY NIRAN 6-3 ON THE FOLLOWING CROPS WITHIN 14 DAYS OF HARVEST.

APPLES—For control of aphids, codling moths, plum curculio and red banded leaf rollers, use ¼ to ½ pint per 100 gallons of water Parathion sprays may injure the foliage and fruit of McIntosh apples and related varieties, such as Cortland, Kendall, Macoun, Melba, etc., and Golden Delicious or Jonathan Consult State Agricultural Extension Service or Experiment Station for specific recommendations regarding possibility of injury.

GRAPES—For control of aphids and grape leaf folders, use ½ to ¾ pint per 100 gallons of water. For grape leafhoppers, use 1 pint per 100 gallons of water.

PEACHES—For control of aphids, peach tree borers, plum curculio and Oriental fruit moths, use ½ pint per 100 gallons of water. For peach tree borer apply 2 or 3 sprays to trunk from ground to scaffold limbs timed with moth flight.

PLUMS—For control of aphids, peach tree borers and plum curculio, use ½ pint per 100 gallons of water. For orchard pests such as codling moth, oriental fruit moth and plum curculio apply at petal fall and every 10 to 14 days thereafter to maintain control.

STRAWBERRIES—For control of aphids, use 1 pint per acre.

WARNING

Be sure to read and understand the precautionary statement before using

Do not use in any manner other than recommended on this label.

Because this material is poisonous by skin contact, inhalation or swallowing it should not be used in such a manner or under weather conditions as will permit drift of the spray onto areas not intended to be sprayed

DISPOSAL OF EMPTY CONTAINER—Do not re use this container Completely empty the contents and bury the unused chemical at least 18 inches deep in an isolated location away from water supplies Rinse out the inside of the container with water to which has been added detergent and caustic soda Carefully discard the rinse solution by burying at least 18 inches deep in an isolated area away from water supplies. Puncture and crush empty metal container and bury at least 18 inches deep in a supervised public or private dump.

Keep out of reach of children.

DANGER!

POISONOUS BY SKIN CONTACT, INHALATION, OR SWALLOWING

RAPIDLY ABSORBED THROUGH SKIN

REPEATED EXPOSURE MAY, WITHOUT SYMPTOMS, BE INCREASINGLY HAZARDOUS

DO NOT GET ON SKIN, IN EYES, ON CLOTHING: Wear heavy natural rubber gloves and goggles Wear clean waterproof or freshly laundered protective clothing (coveralls, rubber boots, cap, etc.) Destroy and replace gloves frequently

Wash thoroughly with soap and warm water before eating or smoking

Bathe immediately after work and change all clothing Wash clothing thoroughly with soap and hot water before re use

In case of contact, immediately remove contaminated clothing and wash skin thoroughly with soap and water, for eyes, flush with water for 15 minutes

DO NOT BREATHE DUST, VAPOR, OR SPRAY MIST: Wear a mask or respirator of a type passed by the U S Department of Agriculture for PARATHION protection Airplane pilots should wear full face canister type mask

If handled indoors, provide mechanical exhaust ventilation

Do not apply or allow drift to areas occupied by unprotected humans or beneficial animals

DO NOT STORE NEAR FOOD OR FEED PRODUCTS: Keep out of reach of children and domestic animals Bury spillage, clean up area with strong lye solution

MONSANTO COMPANY AGRICULTURA

SAMPLE

Figure 11. Specimen package label of diazinon insecticide, an example of category, Group II - moderately toxic. (Courtesy Geigy Chemical Company)

Diazinon®

AG500

Insecticide

SAMPLE LABEL

For control of insects on fruits, nuts, vegetables, field crops, and ornamentals

Active Ingredients: 84%
O,O-diethyl O-(2-isopropyl-6-methyl-4-pyrimidinyl) phosphorothiate . . 48%
Xylene 36%

Inert Ingredients: 16%

Total: 100%

Diazinon AG500 contains 4 lbs. Diazinon per gallon.

Warning:

Keep out of reach of children. **May be fatal if swallowed. May be absorbed through the skin. Do not breathe spray mist. Do not get in eyes, on skin, or on clothing. Wash thoroughly after handling. Avoid contamination of food and feed. Keep out of reach of domestic animals. Do not use on humans, household pets, or livestock. Do not permit children or pets to go on to sprayed grass until spray has completely dried.**

Fish and Wildlife Caution:
This product is toxic to fish and wildlife. Birds feeding on treated areas may be killed. Keep out of lakes, streams or ponds. Apply this product only as specified on this label.
This product is highly toxic to bees exposed to direct treatment or residues on crops. Protective information may be obtained from your Cooperative Agricultural Extension Service.

Do not reuse empty container. Destroy it by perforating or crushing. Bury or discard in a safe place.

Minimum Flash Point: 82°F.
Do not use or store near heat or open flame.

DIRECTIONS FOR USE AND CONDITIONS OF SALE AND WARRANTY

IMPORTANT: Read the entire **Directions For Use** and the **Conditions Of Sale And Warranty** before using this product.

Conditions Of Sale And Warranty

The **Directions For Use** of this product reflect the opinion of experts based on field use and tests. The directions are believed to be reliable and should be followed carefully. However, it is impossible to eliminate all risks inherently associated with use of this product. Crop injury, ineffectiveness or other unintended consequences may result because of such factors as weather conditions, presence of other materials, or the manner of use or application all of which are beyond the control of Geigy or the Seller. All such risks shall be assumed by the Buyer.

Geigy warrants that this product conforms to the chemical description on the label and is reasonably fit for the purposes referred to in the **Directions For Use**, subject to the inherent risks referred to above. **Geigy makes no other express or implied warranty of Fitness or Merchantability or any other express or implied warranty.** In no case shall Geigy or the Seller be liable for consequential, special or indirect damages resulting from the use or handling of this product. Geigy and the Seller offer this product, and the Buyer and user accept it, subject to the foregoing **Conditions Of Sale And Warranty** which may be varied only by agreement in writing signed by a duty authorized representative of Geigy.

Geigy

EPA Reg. No. 100-461 AA

11/71 GAC 130-083

Figure 11. Continued.

Diazinon® AG500

General Information

Diazinon AG500 is an emulsifiable solution which when diluted with water according to the directions below is intended for the control of insect pests of agricultural crops. Do not use in barns or dwellings. Do not use on livestock.

In the directions for use given below, unless otherwise noted, Diazinon AG500 should be mixed with sufficient water to assure thorough coverage. Best control is obtained when application is made at first sign of insects. Applications should be repeated as necessary to maintain control.

Directions for Use

Fruit and Nut Crops

Almonds

Mites, Twig Borers: Apply 1-1½ pts. per 100 gals. of water.

Parlatoria Scales, San Jose Scales: Mix 1-1½ pts. Diazinon plus 2-3 gals. dormant oil per 100 gals. of water and apply as a dormant spray.

Almond hulls may be used for feed for livestock.

Apricots

Aphids, Brown Mites (Clover Mites), Two-spotted Spider Mites, Olive Scale Crawlers, San Jose Scale Crawlers: Mix 1 pt. per 100 gals. of water. Apply when aphids, mites, and scale crawlers first appear.

Olive Scale Crawlers: Mix ½ pt. of Diazinon AG500 plus 1½ gals. light medium horticultural oil per 100 gals. of water. Apply when scale crawlers are present.

Apricot Mealybugs: Mix 1 pt. per 100 gals. of water. Apply as a cover spray from petal fall to June.

Do not apply within 10 days of harvest.

Blueberries

Cranberry Fruitworms, Cherry Fruitworms, Blueberry Maggots, Aphids, Thrips, Two-spotted Mites: Mix 1 pt. per 100 gals. of water. Apply up to 200 gals. of spray per acre, or apply 2 pts. per acre in sufficient water for thorough coverage. Do not apply within 7 days of harvest.

Caneberries, i.e., Blackberries, Boysenberries, Dewberries, Loganberries, Raspberries

Leafhoppers, Thrips, Aphids, Two-spotted Mites, Raspberry Sawflies: Mix 1 pt. per 100 gals. of water and apply up to 200 gals. of spray per acre, or apply 2 pts. per acre in sufficient water for thorough coverage.

Raspberry Fruitworms: Apply at the above rates when blossom buds separate and repeat application immediately before blossoms open.

Dryberry Mites: Mix 2 pts. per 100 gals. water. Apply as a dormant spray in early spring, when canes are still on the ground and buds are closed. Make a second application when the buds are well developed, but still closed.

Do not apply within 7 days of harvest.

Raspberry Crown Borers (Raspberry Root Borers): Mix 2 qts. per 100 to 200 gals. of water and apply as a drench to the crown area and to the lower canes. Apply either in the spring before berries begin to form, or in the fall after harvest.

Cherries

Eye-spotted Bud Moths, Fruit-tree Leaf Rollers: Mix 1 pt. per 100 gals. of water. Apply in cover sprays as necessary, beginning with petal fall.

Leafhoppers: Apply 1 pint per 100 gallons of water in 3-5 applications beginning at petal fall and continuing through the growing season, or apply as infestations develop.

Cherry Fruit Flies: Mix ½-1 pt. per 100 gals. of water. Make 3 or 4 applications, beginning when adult cherry fruit flies begin to emerge and repeat at 10-day intervals.

Black Cherry Aphids: Mix 1 pt. per 100 gals. of water. Apply as a cover spray when aphids appear and repeat after 10 days.

San Jose Scale Crawlers: Mix 1 pt. per 100 gals. of water. Apply during the pre-pink stage or when crawlers first appear.

Do not apply within 10 days of harvest.

Cherry Rust Mites: Mix ½-1 pt. per 100 gals of water. Apply as a supplemental spray after harvest.

Citrus Fruits

i.e., Grapefruit, Lemons, Limes, Oranges, Tangelos, Tangerines, Citrus Citron, Kumquats, and hybrids of these

Citrus Aphids, Fruit-tree Leaf Rollers, Cottony-cushion Scale Crawlers, and Soft Scale Crawlers: Apply ½-1 pt. per 100 gals. of water (maximum 1,000 gals. per acre) as a thorough cover spray when aphids and crawler stages of scale insects first appear.

Fruit-tree Leaf Rollers: Use ½-1 pt. per 100 gals. of spray (maximum 1,000 gals. per acre) when an average of 50 percent of eggs in egg masses have hatched in the spring.

Citrus Thrips: Apply 1 pt. in 100 gals. of water (maximum 1,000 gals per acre) when thrips first appear.

Citrus Snow Scales: Apply 1-2 pts. per 100 gals. of water (maximum 1,000 gals. per acre) as a post-bloom spray and again as a summer spray. For heavy snow scale infestations, use the higher dos-

SAMPLE

Figure 12. Specimen label of Malathion insecticide, an example of one slightly toxic in category, Group III. (Courtesy American Cyananid Company)

Before using, read the directions for the proper methods and procedures which must be followed to achieve effective insect control and avoid permanent damage to automobile and other paint finishes.

THIS PRODUCT IS HIGHLY TOXIC TO BEES EXPOSED TO DIRECT TREATMENT. PROTECTIVE INFORMATION MAY BE OBTAINED FROM YOUR COOPERATIVE AGRICULTURAL EXTENSION SERVICE.

DISCLAIMER

American Cyanamid Company does not assume any responsibility for any damages which result from failure to properly design, maintain or operate any ULV equipment or from failure to determine or to obtain proper droplet size.

American Cyanamid Company warrants only that the material contained herein conforms to the chemical description on the label and is reasonably fit for the use therein described when used in accordance with the directions for use.

Any damages arising from a breach of this warranty shall be limited to direct damages, and shall not include consequential commercial damages such as loss of profits or values, etc.

American Cyanamid Company makes no other express or implied warranty, including any other express or implied warranty of FITNESS or of MERCHANTABILITY.

BUYER assumes the risk of any use contrary to label instructions, or under abnormal conditions, or under conditions not reasonably foreseeable by American Cyanamid Company.

AGRICULTURAL USES

DIRECTIONS FOR USE

Do not use this product for any uses other than those specified herein.

MALATHION is used undiluted in specially designed aircraft or ground equipment capable of applying ultra low volumes for control of the insects indicated below. Aerial applications are most effective when made at a boom height of 5 feet and a swath width of 50 feet. Do not make application when winds exceed 5 mph.

Mist blowers and boom sprayers utilizing a controlled air flow to facilitate particle size and spray deposition may be used at a vehicle speed of 4 to 10 mph.

Mist blowers with a pump capable of producing up to 40 psi and blower speeds of 2600 rpm are satisfactory. Use flat fan nozzles, 8001 placed 30° into air blast or rotary atomizers into the air produce an efficient spray particle with a mass medium of 40 to 100 microns. Swath widths should not exceed 30 feet, and applications should not be made when winds exceed 5 mph.

Boom-sprayers with a filtered rotary air compressor, either PTO or gas engine driven or an air pump capable of producing at least 12 psi are satisfactory. Use air pressure on chemical tanks and an accurate metering valve to assure a calibrated flow of the pesticide. Air should be regulated with relief valve and gauge for proper air and liquid mixture. Pneumatic-type spray nozzles, as suggested by equipment manufacturer, should be used for spray particles with mass medium diameter of 30 to 100 microns. Applications should not be made when winds exceed 5 mph.

Repeat applications should be made as necessary unless otherwise specified.

BEFORE USING THIS PESTICIDE
STOP
READ THE LABEL

CYTHION
THE PREMIUM GRADE MALATHION

MALATHION ULV* CONCENTRATE Insecticide

EPA Reg. No. 204-201 AA

EPA Reg. No. 241-110 AA

CYANAMID

Active Ingredient:

Malathion** 95.0%
Inert Ingredients 5.0%

**O,O-dimethyl phosphorodithioate of diethyl mercaptosuccinate

(One gallon contains 9.7 pounds of malathion)

SPECIMEN

CAUTION!

KEEP OUT OF REACH OF CHILDREN

HARMFUL BY SWALLOWING, INHALATION OR SKIN CONTACT

Avoid Breathing Spray Mist
Avoid Contact With Skin
Wash Thoroughly After Handling
Change Contaminated Clothing
Do Not Contaminate Food Or Feed Products

PRECAUCIÓN

AL USUARIO: Si usted no lee inglés, no use este producto hasta que la etiqueta le haya sido explicado ampliamente.

(TO THE USER: If you cannot read English, do not use this product until the label has been fully explained to you.)

IN CASE OF AN EMERGENCY ENDANGERING LIFE OR PROPERTY INVOLVING THIS PRODUCT, CALL COLLECT, DAY OR NIGHT, AREA CODE 201-835-3100.

Figure 12. Continued

Undiluted spray droplets of MALATHION will permanently damage automobile paint. Cars should not be sprayed. If accidental exposure does occur, the car should be washed immediately. Consult your state experiment station or state extension service for proper timing of sprays.

This product is highly toxic to bees exposed to direct treatment. Protective information may be obtained from your Cooperative Agricultural Extension Service.

CROP	PESTS CONTROLLED	FLUID OUNCES PER ACRE	INTERVAL BETWEEN LAST APPLICATION AND HARVEST
Alfalfa	Alfalfa caterpillar Western yellow striped armyworm	8 – 12	Use lower rate when larvae are small. May be applied on day of harvest or grazing. Use higher rate when larvae are large or when alfalfa is thick. 5 days.
	Alfalfa weevil larvae	16	5 days. Apply when day temperatures are expected to exceed 65°F. and when 50-70% of leaves show feeding damage.
	Beet armyworm	8 – 16	Use lower rate when larvae are small. May be applied on day of harvest or grazing. Use higher rate when larvae are large or when alfalfa is thick. 5 days.
	Grasshoppers	8	May be applied on day of harvest or grazing.
	Do not apply to alfalfa in bloom. Do not apply to seed alfalfa.		
Beans (lima, green, snap, Navy, red kidney, wax, dry, black-eye)	Mexican Bean Beetle Leafhoppers Green Cloverworm Japanese Beetle Lygus Bug	8	1 day.
Blueberries	Blueberry Maggot	10	0 day.
Cherries	Cherry Fruit Fly	12 – 16	1 day. Apply by aircraft only. Use higher rate when foliage is heavy or infestation is severe. Make first application as soon as flies appear.
Cereal Crops, (barley, corn, oats, wheat) and grasses	Cereal leaf beetle	4 – 8	Barley, oats, wheat: 7 days of harvest or forage use. Corn: 5 days. Grasses: May be applied on day of harvest or grazing.
Clover, Pasture and Range Grass, Grass, Grass Hay, Nonagricultural Land (wastelands, roadsides, soil bank lands)	Grasshoppers	8	May be applied on day of harvest or grazing. Do not apply to clover in bloom.
Corn	Adult Corn Rootworm	4	5 days.
Cotton	Early Season Insects Thrips, Fleahoppers Leafhoppers	4 – 8	0 day.
	Boll Weevil	8 – 12	Early to midseason (0 day.)
		16	Late season (0 day.)
	Grasshoppers	8	(0 day.)
	Lygus Bugs	8 – 12	(0 day.)
		16	Very heavy migrating populations.
[illegible]n Crops (barley, corn, oats, [illegible], rice, grain sorghum and [illegible]eat)	Grasshoppers	8	7 days. Corn: 5 days of harvest or forage use.

SAMPLE

Figure 13. Specimen label of Methoxychlor insecticide an example of one relatively nontoxic in category, Group IV. (Courtesy Michlin Chemical Corporation)

MICHLIN "MX-2"

25.1% TECHNICAL

METHOXYCHLOR

EMULSIFIABLE SOLUTION
CONTAINING
2 LBS. ACTUAL METHOXYCHLOR PER GALLON

ELM TREE SPRAY

INSECTICIDE

FOR CONTROL OF INSECT PESTS OF LIVESTOCK, CROPS, STORED GRAIN, AND TREES

ACTIVE INGREDIENTS:	BY WEIGHT
*Methoxychlor, Technical	25.1%
Xylene	72.9%
INERT INGREDIENTS:	2.0%
TOTAL	100.0%

*Equivalent to 22.1% 2,2-bis (p-methoxyphenyl) -1,1,1-trichloroethane and 3% other isomers and reaction products.

IMPORTANT: Users should observe the usual precautions concerning application of oil-containing products to crops during high temperatures, since many crops are then more susceptible to oil injury.

CAUTION!

APPLY THIS PRODUCT ONLY AS SPECIFIED ON LABEL

1. **Harmful if swallowed; KEEP OUT OF REACH OF CHILDREN.**
2. **Inhalation and skin contact may cause toxic sympton. Avoid breathing spray mist. Avoid contact with the skin.**
3. **In case of spillage on skin, wash with soap and water.**
4. **Avoid contamination of feed and foodstuffs.**
5. **Do not spray house pets.**
6. **Do not feed treated plants to dairy animals or to animals being finished for slaughter.**
7. **Do not spray inside dairy barns (to prevent contamination of milk).**
8. **This product is toxic to fish. Keep out of any water.**
9. **FLAMMABLE MIXTURE: Keep away from heat or open flame. Do not spray into or near fire or open flame.**
10. **Store at temperature above 40°F. If exposed to prolonged cold, place in warm storage (50–80°F.) for several hours and agitate well before using.**
11. **This product is toxic to bees and should not be applied when bees are actively visiting the area.**

INSECTICIDE PRODUCTS DIVISION

MICHLIN "MX-2" METHOXYCHLOR INSECTICIDE FOR USE AS A MOSQUITO LARVICIDE

STOP

Michlin "MX-2" Methoxychlor Insecticide is recommended for use as a larvicide (1) applied as a prehatch winter treatment for the control of "spring brood" mosquito larvae, and (2) applied as a surface treatment to water breeding sites when larvae are present during the spring and summer.

HOW TO APPLY

Michlin "MX-2" (emulsifiable liquid) may be mixed with water for spray application, or may be applied in undiluted form to mosquito source. For aircraft application, use appropriate rate in 2 to 10 gals. of water per acre. Apply only to known mosquito breeding sites.

Prehatch— Make a single application during the winter months at a rate of 1 to 2 qts. Michlin "MX-2" per acre (0.5 to 1 lb. actual methoxychlor per acre).

Larvicide— Make one or more applications to the source, as needed, for succeeding broods during the spring and summer. Apply at the rate of ¾ to 2 pints Michlin "MX-2" per acre (0.18 to 0.5 lb. actual methoxychlor).

NOTE: This product is toxic to fish. Keep out of lakes, streams or ponds. Shrimp and crab will be killed at application rate recommended on this label. Do not apply where these are important resources. Do not apply to water drainage areas where runoff or flooding will contaminate water by cleaning of equipment, or disposal of wastes.

OTHER RECOMMENDATIONS AND DIRECTIONS

FORAGE CROPS—(Alfalfa, clover, grass, soybean, cowpea and peanut forage)—Apply at the following rate using low gallonage or conventional equipment. Start applications at first sign of infestation and repeat at 7- to 14-day intervals as needed. Do not apply later than 7 days before harvest or grazing:

Leafhopper, spittlebug	1 to 2 qts. per acre.
Alfalfa caterpillar, flea beetles	1½ to 2 qts. per acre.
*Alfalfa weevil (larvae), alfalfa webworm, fall armyworm, clover leaf weevil, Mexican bean beetle, pea weevil, soybean caterpillar, velvet bean caterpillar	2 to 3 qts. per acre.
Cowpea curculio, Japanese beetle	3 qts. per acre.
Armyworm	3 to 4 qts. per acre.

*For pea aphid and as an alternate program for control of alfalfa weevil, add malathion (emulsifiable liquid) at the rate of 1 to 1¼ lbs. active per acre.

POTATOES—Use 2 qts. per acre for control of Colorado potato beetle, leafhoppers, and flea beetles. Re-treat as necessary.

LIVESTOCK—(except dairy animals)—For control of certain external parasites.—

Use as a spray only. Do not use in dipping vats.

Cattle—Use 1 qt. Michlin "MX-2" to 12½ gals. of water. Apply 2 qts. of spray per mature animal for control of hornflies; for control of short-nosed and long-nosed cattle lice, apply as a drenching spray.

Hogs—For control of lice, use 1 qt. Michlin "MX-2" to 12½ gals. of water applied as a drenching spray.

SELF APPLICATOR FLY CONTROL ON CATTLE—(except dairy animals)—For control of hornflies dilute 1 gal. Michlin "MX-2" with 4 gals. of Diesel fuel or furnace type oil. Do not use any other type of oil. Use 1 gal. of solution to saturate burlap on "back rubber," soak burlap every two to three weeks.

GRAIN STORAGE BINS—To clean up infestations in empty storage bins, use 1 gal. Michlin "MX-2" in 10 gals. of water applied at the rate of 2 gals. of spray per 1,000 sq. ft. before products are stored. This aids in control of cadelle, flat grain beetle, saw-toothed grain beetle, lesser grain borer, red flour beetle, long-headed flour beetle, rice weevil, granary weevil, confused flour beetle, foreign grain beetle and hairy fungus beetle. **NOTE**—Do not add grain to bin for at least 24 hours or until walls have dried out thoroughly.

CONTACT AND SPACE SPRAY FOR FLIES—To reduce populations of houseflies and stable flies in farm buildings, in barnyards, in alleys, or dumps and other outdoor locations, dilute 1 pt. of Michlin "MX-2" with 2½ gals. of water and apply in space by mist blower or directly to flies by hydraulic sprayer, hand sprayer or cylindrical pressure sprayer. Care should be taken to avoid contamination of milk handling equipment, feedstuffs, feed troughs and watering receptacles. Dairy animals should not be present while spraying. Do not use in poultry houses.

COMPATIBILITY—Do not use this product with any spray materials which are incompatible with oil. Do not apply within 14 days of sulfur or sulfur-product applications.

CONTAINER DISPOSAL—Do not reuse empty drum. Return to drum reconditioner or destroy by perforating or crushing and burying in a safe place.

USDA Reg. No. 5285-11

SPECIMEN LABEL

Figure 13. Continued.

CONTENTS:

50 U.S. GALLONS

GENERAL INFORMATION

Michlin "MX-2" is an emulsifiable insecticide containing 2 pounds actual methoxychlor per gallon, and is to be used as a spray with water (forming a stable emulsion) for the control of certain insects. It is suitable for high- or low-volume application.

DIRECTIONS FOR USE

As a treatment for control of the carrier of Dutch elm disease.

FOR DORMANT SPRAY

IN HYDRAULIC SPRAYER:

Use 8 gallons Michlin "MX-2" diluted with any water to make 100 gallons of spray.

The average 50 ft. elm tree should take approximately 25 gallons for proper coverage.

IN MIST BLOWERS:

Use 10 gallons Michlin "MX-2" diluted with water to make 20 gallons of spray.

The average 50 ft. elm tree should require approximately 2½ gallons for proper coverage.

FOR FOLIAR SPRAY

After leaves have bud or full grown

IN HYDRAULIC SPRAYER:

Use 8 gallons Michlin "MX-2" diluted with any water to make 200 gallons of spray.

IN MIST BLOWERS:

Use 5 gallons Michlin "MX-2" diluted with water to make 20 gallons of spray.

WHEN TO APPLY

Apply Michlin "MX-2" and dilute as a dormant treatment in the spring before leaves appear, when temperature is above 40°F. and there is no danger of freezing before the spray dries. After leaf buds appear, dilute and apply as foliar spray. This product is compatible with superior type white oil.

SAMPLE

NOTICE TO BUYER

MANUFACTURER IS NOT RESPONSIBLE FOR ANY STATEMENT BEYOND WHAT IS PUBLISHED ON THIS LABEL.

MICHLIN CHEMICAL CORP.
DETROIT, MICH. 48211

V. LEGISLATION ON INSECTICIDE USE

In order to understand legislation about insecticides and other pesticides it is important to review recent federal and state legislative action.

FEDERAL LEGISLATION

The Environmental Protection Agency (EPA)

The Environmental Protection Agency became operative in December 1970. The purposes of EPA are:

1. It is an independent agency and has no obligation to promote agriculture or commerce, only to protect and enhance the environment.
2. It has the responsibility to research, set standards, monitor, and enforce the five following environmental hazards:
   a. air pollution
   b. water pollution
   c. solid waste disposal
   d. radiation
   e. pesticides.
3. To insure maximum participation in environmental programs, ten regional offices throughout the United States have been set up to work with state and local officials and private organizations.
4. EPA regulates the use of economic poisons, which include insecticides and other pesticides, that fall under the Federal Insecticides, Fungicide, and Rodenticide Act and the Federal Food, Drug, and Cosmetic Act.

An example of action taken by EPA is the banning for public use (with very few exceptions) the insecticide DDT.

Federal Environmental Pesticide Control Act of 1972

This Act contains many provisions which were not contained in the Federal Insecticide, Fungicide, and Rodenticide Act under which insecticides have been regulated since 1947. The Federal Environmental Control Act is classified as amendments to the FIFRA and is primarily concerned with the following:

1. Registration and labeling of materials
2. Regulation of use and classification of pesticide products
3. Certification of pesticide applicators
4. Safe use and disposal of pesticide materials.

All regulations of the Act have not been completed and interpretations that will apply to state agencies farmer applicators, and dealers have not been made at present. Some provisions are very specific; whereas others will require clarification. Some of the provisions that apply to insecticide usage are:

1. With certain exceptions any pesticide in United States trade must be registered with the Administrator of the EPA.
2. No pesticide may be registered or sold unless the labeling makes clear any injury the pesticide can cause man and any unreasonable adverse effects the pesticide can have on environmental values.
3. All registered pesticides are to be classified for either general or restricted use, or both, depending upon the purpose for the pesticide use and the criteria for determining hazards. A pesticide would be restricted because of the possible harm to human health or the environment.
4. if a pesticide is classified for both general and restricted use, the Administrator of the EPA may require that the packaging and labeling of a pesticide for the restricted use be clearly distinguishable from the general use.

5. If a pesticide is classified for restricted use, it shall be limited to that specific use only, and it shall be used only under the direction of a certified applicator. At present, regulations in regard to the program of certification are uncertain, but it is likely that all persons applying pesticides for agricultural uses will need to be certified.

Standards that apply to pesticide applicators:

1. No regulation under the Environmental Control Act of 1972 may require a private applicator to maintain records or file reports. A private applicator is one who uses or supervises the use of any pesticide which is classified for restricted use for purposes of producing any agricultural commodity. The pesticide may be applied on property owned or rented by the private applicator or his employer or on the property of another. However, the application of pesticide on another's property must be without pay other than the trading of personal services between producers.

   At present there is only speculation about the implications certification will have on the agricultural producer what will constitute an agricultural commodity. The necessity for the farmer to become a certified applicator will depend upon the personal or supervised use of restricted use pesticides in his own operation. Consequently, until pesticides are classified by EPA, it will be difficult to anticipate the extent of certification required of Ohio farmers.
2. A commercial applicator is a certified applicator who uses or supervises the use of any restricted use pesticide on the property of others for which he receives payment for his services.
3. Each state has the responsibility of formulating certification programs after the EPA establishes the minimum standards. Upon approval by EPA, certification is to be accomplished by the state program.

Unlawful Acts, Penalties, and Indemnities

Unlawful acts:

1. It is unlawful for any person to sell, offer for sale, or deliver any pesticide or device that is not registered (including those having registrations canceled) or any registered pesticide if any claims relative to sale and/or formulation differ from the statements in the registration.
2. It is unlawful for any person to detach, alter, deface, or destroy any label required by the Act.
3. It is unlawful for any person to use any registered pesticide in any manner inconsistent with the label and permitted use, or for any person to continue the use of pesticides when directed otherwise by suspension and cancellation orders.

Penalties:

1. Any registrant, commercial applicator, wholesaler, dealer, retailer, or other distributor is liable up to a $5,000 civil penalty if convicted of a violation of FEPCA. Private applicators (farmers) and other persons are liable to a $1,000 civil penalty on their second and subsequent offences.
2. Any registrant, commercial applicator, wholesaler, dealer, retailer, or other distributor is liable to a penalty of $25,000 or one year in prison, or both, upon conviction of a misdemeanor. Private applicators and other persons are liable to $1,000 or 30 days in prison, or both.

Indemnities:

1. Persons owning a pesticide whose registration is suspended and later cancelled are eligible for payment by the Administrator of an indemnity for the pesticide owned. This may not apply to the farmer with only a small amount left over.

OHIO PESTICIDE USE AND APPLICATOR LAW

The Ohio Pesticide Use and Applicator Law is intended to prohibit anyone from engaging in the business of pesticide application without a license. The Law requires the Director of Agriculture to establish a system for licensing and regulating those engaged in the business of applying pesticides and it requires the Director of Agriculture to annually adopt a list of restricted use pesticides.

The Ohio Pesticide Use and Applicator Law became effective September, 1970, more than two years before the enactment of the Federal Environmental Pesticide Control Act. Therefore, it is hoped that the examination and licensing of commercial applicators and the provisions on use of restricted materials in the Ohio Pesticide Use and Applicator Law (with minor modifications) might meet the requirements set up by the Federal Environmental Pesticide Control Act.

Under regulations now in effect in Ohio, persons who apply pesticides are governed by the law as follows:

1. Farmer Applicators
   a. If a restricted insecticide is needed for controlling insects, consult the County Agricultural Extension Agent for assistance.
   b. If it is determined that the insecticide is needed and it will be used according to restricted use descriptions, a user's permit will be issued.
      (1) One copy of the permit must be given to the dealer from whom the pesticide is bought.
      (2) The farmer applicator is permitted to apply the restricted insecticide only on his own farm or other property he owns.
      (3) If a farmer applicator wishes to apply restricted insecticides to property other than his own an applicator's license must be obtained.
      (4) No fee is charged for a user's permit.
      (5) A separate user's permit must be obtained for each restricted insecticide.

Figure 13. Restricted pesticide - user's permit.

OHIO DEPARTMENT OF AGRICULTURE
DIVISION OF PLANT INDUSTRY
RESTRICTED PESTICIDE - USER'S PERMIT

NO. 420054

Name of User: _____ County: _____ Date: _____

Address: _____

Crop: _____ Acreage: _____ Proposed Rate of Application _____

Location of Crop: _____ Twp.: _____

Pest(s) to be Controlled: _____

Pesticide: _____ Amount: _____ Formulation: _____

I certify that the above information is true to the best of my knowledge and belief and that I have received instructions by the issuing agent of the precautions which must be taken by me to protect myself, my employees and adjoining property.
THIS PERMIT EXPIRES 90 DAYS AFTER ISSUANCE. s/s _____

AGENT'S CERTIFICATION

I certify that this permit was issued solely on the basis of the information contained above, that the above usage is in accord with the information on approved uses on file in this office and that I provided the user with corresponding safety instructions.

Orig. to User Tripl. to ODA s/s _____
Dupl. to Dealer Quad. retain (Issuing Agent)

2. Applicator License

   To obtain an applicator's license, it must be applied for by using the special form available from the County Agricultural Extension Service Office, or from the Department of Agriculture, Division of Plant Industry, Reynoldsburg, Ohio 43068.

Complete the application form by filling out the necessary information requested and return the form to the Department of Agriculture, Division of Plant Industry along with the following:

a. A check for $50 which is the fee required to obtain an applicator's license.

b. A certificate of liability insurance with the following coverage:

(1) $100,000 bodily injury liability on each person

(2) $300,000 liability on each occurance

(3) $20,000 property damage on each occurance and $100,000 aggregate.

The applicant for an applicator's license is required to take a written examination. If a passing mark is received, he is issued a license.

The license must be renewed each year before March 1 to avoid a penalty. The $50 fee is charged each year, but the license may be renewed without an examination until it is determined a new examination will be required.

Suspension, Revocation, or Modification of a License

The Director of Agriculture may deny, suspend, revoke, or modify the provision of any license issued if he finds that the applicant or licensee has:

- Made false or fraudulent claims representing the effect of materials or methods to be used.
- Made a pesticide recommendation or application which was not in accordance with the label registered by the Department of Agriculture.
- Applied known ineffective or improper materials.
- Operated in a faulty, careless, or negligent manner.
- Impersonated any state, county, or city inspection official.
- Refused or failed to keep, maintain or submit proper records.
- Made false or fraudulent records, invoices, or reports.
- Engaged in the business of applying pesticides without having a licensed applicator or operator in direct supervision.
- Used fraud or misrepresentation in making application for a license or renewal of a license.
- Refused or failed to comply with any limitation or restriction of a duly issued license.
- Aided or abetted any person to evade the provisions of a licensed operator.
- Made false or misleading statements in any inspection concerning any infestation of pests or the use of pesticides.

Penalty:

The penalty for the violation of any section of the law regarding pesticide applicators or operators is a fine of not more than $200 for a first offense and not more than $400, or imprisonment for not more than one year, or both, for each subsequent offense.

3. Pesticide Operator's License

A license is required for an operator of a spray outfit, even though he is employed by a pesticide applicator.

An applicant for a pesticide operator's license will complete an application form and submit the application form along with a fee of $10.

An examination is given the applicant for a pesticide operator's license similar to the one given the pesticide applicator.

4. Public Pesticide Operator's License

Public operators are employed by federal, state, county, township or municipalities to apply pesticides.

No fees are required for a public operator's license.

The license examination for a public operator has the same subject matter as a pesticide operator under contract.

5. Pesticide Dealer's Permit

A dealer who handles restricted use pesticides is required to have a dealer's permit.

No fee is required for a dealer's permit.

No person shall sell or offer for sale or otherwise distribute to the ultimate user a restricted use pesticide unless he has obtained a valid pesticide dealer's permit from the Director of Agriculture.

No person shall sell a restricted use pesticide to a person who does not possess a proper applicator's license, user's permit, or commercial permit except to those public agencies who employ a public operator.

The dealer shall keep a record on a form provided by the Director of all sales of restricted use pesticides which shall include the name and address of the purchaser, the type and serial number of his license or permit, and the kind and quantity of the restricted use pesticide sold. The dealer's copy of the user's permit and the records of sales shall be kept on file and shall be available during all reasonable hours for inspection upon request of the Director. The dealer shall retain such records for no less than three years.

What Causes An Insecticide Or Pesticide to be Restricted?

An insecticide in all formulations may be classed as restricted or only one or two formulations may be so classified. The classification depends on the following reasons:

1. High residual action in one or more ways.
   a. The insecticide may remain in the soil for a long time and may leach into creeks, ponds, or lakes.
   b. Residues may occur in plants that are a source of food for man and animals.
   c. Residues from animal insecticides may remain in the fatty tissues of the animal or more into products such as milk.
2. Very toxic to humans or other warm blooded animals.
3. Highly poisonous to pollinating insects, birds, or other wildlife.

Restricted use pesticides are further classified according to their hazardness. A list of restricted use pesticides will not be given because the list may change from year to year either by federal or state rulings. At the end of this section space will be provided to prepare a list of the important insecticides.

1. Because of their extremely high toxicity and the extreme care required for their safe usage, a group of pesticides are restricted to use by pesticide applicators, pesticide operators, and public operators licensed in a proper classification under the regulations of the Ohio Pesticide Use and Applicator Law. Most of the pesticides in this group are rodenticides.
2. Another group of restricted pesticides and there are many insecticides in this group – are restricted to registered uses and to uses by pesticide applicators or operators licensed under the regulations of the Ohio Pesticide Use and Applicator Law. Others who have obtained a commercial permit or a user's permit may also use restricted pesticides in this group.

Further restrictions for pesticides in Group 2 above:

a. Some pesticides from the restricted group shall be used only if occupants of lands within 1,000 feet of the boundries of an open field or area to be treated are notified of the intention to use such materials and of the precautions necessary to be observed for the safety of humans and animals. This must be done 24 hours prior to application, unless a shorter period shall be agreed to by all such occupants.
b. Another group of pesticides from the restricted group shall be used only if fields or areas scheduled for treatment are posted with appropriate warning signs (Figure 14).

Developed Courtesy of O. P. I.

Figure 14. The diamond shaped sign, printed in black on red stock, was developed by the Ohio Pesticide Institute's Board of Trustees with the cooperation of Harold Porter, Chief of Plant Industry, Ohio Department of Agriculture.

The landowner has the regal responsibility for posting warning signs, but the applicator should supply the posting signs. Due to legal responsibilities, the applicator should ascertain that the field or area has been posted, and then he should remove the signs after the danger period has passed. As shown in Figure 14, the period of time is usually 48 hours.

3. No pesticide that is required to carry a special warning signal on the label indicating that it is especially toxic to honey bees shall be dispensed over an area of one-half acre or more in which the crop plant is in flower, unless the owner or caretaker of any registered apiary located within one-half mile of the treatment site shall be notified no less than 24 hours in advance of such treatment.

STUDENT EXERCISE:

This exercise is for the purpose of obtaining information about the hazards of insecticides. There is a list of insecticides from the previous exercise.

Reproduce the form as shown below in your notebook and then fill in the columns as in the examples below. In addition to the references as given for the previous exercise dealing with insecticides, the following will be helpful in securing the information: "Current List of Restricted Insecticides" (mimeograph available from your County Agricultural Extension Service) and *Farm Chemicals Handbook*, published by Meister Publishing Company, Willoughby, Ohio.

Name of Insecticide	How Poisonous To Humans?	How Poisonous To Pollinating Insects or Other Wildlife	Restricted Use?	Regulations for Restricted Use	Residual Action?
Examples: Malathion	Slight (Group III)	Poisonous to fish	None	None	Some
Aldrin	Moderate (Group II)	Poisonous to fish and birds	Yes	Spray concentrate formulations	Yes

VI. APPLYING INSECTICIDES

Insecticides are applied to control insects in a number of ways. The method used depends on the insect to be controlled and where the insecticide is to be applied. A different type of equipment might be used to control insects found in the soil compared to those found on plants or animals. The season of the year in regard to crop growth may also determine special kinds of equipment.

In general, insecticides are applied in the following ways:

- ground operated sprayers, dusters or granular machines
- aerial operated sprayers, dusters or granular applications
- hand operated sprayers or dusters for small applications.

Regardless of the method used, the equipment must be operated safely with the correct amount of insecticide applied. Most of the insecticides used by the farm operator are applied with some type of spray or granular ground application equipment. Aerial applications are applied by licensed operators.

Figure 15. Survey fields often to determine when the insect population is high enough to justify spraying.

Applying the correct amount of an insecticide according to the latest recommendations is a very important part of any insect control program. Not enough insecticide may not accomplish control of the insects; more than the amount specified will not necessarily improve insect control, results in greater costs, may cause damage to the plants or animals involved, and may result in excessive toxic residues at harvest. Recommendations for the amount of insecticide to use for certain circumstances are given in a variety of ways. It becomes necessary for the applicator to calculate the amount of material to use for his own particular situation which will be influenced by the type and concentration of the formulation, the method and rate of application and the size of the area to be covered. Most recommendations made by qualified entomologists are given in terms of actual active ingredient amount per area or per volume of water. Therefore, it becomes necessary for the applicator to calculate how much of the formulated material is to be used under those conditions.

Different companies formulating insecticides provide different amounts of active ingredients in their products. It is important to remember that no insecticide material has 100 percent active ingredients. The amount may vary from as much as 5 percent to 80 percent. The applicator must also determine how much carrier material (water) to use with the insecticide to cover a certain area.

DETERMINING THE AMOUNT OF MATERIAL NEEDED TO APPLY A CERTAIN AMOUNT OF ACTIVE INGREDIENT

Dry Materials (wettable powders). Note: Other dry materials such as dusts and granules are applied as they come from the container. No mixing with a carrier is required.

The formula for determining the pounds of dry material needed to supply a certain amount of an active ingredient is as follows:

$$\frac{\text{Amount of active ingredient needed in pounds}}{\text{Percentage of active ingredient in the dry material}} \times 100$$

Liquid Materials (emulsifiable concentrates and solutions).

Formulas for determining the volumn of a concentrated liquid needed to supply a desired weight of an insecticide are:

1. $\frac{\text{Pounds active ingredient in concentrated liquid}}{\text{Number of pints in the container}}$ = Pounds of active ingredients per pint of material
2. $\frac{\text{Pounds of active ingredient needed}}{\text{Pounds of active ingredient per pint of concentrate}}$ = Number of pints needed

DETERMINING THE PERCENTAGE OF ACTIVE INGREDIENT IN A SPRAY MIXTURE

Formula:

$$\frac{\text{(Pounds insecticide used) x (Percent active ingredient)}}{\text{(Gallons of spray mixture) x (8.3)*}}$$

DETERMINING THE POUNDS OF WETTABLE POWDER NEEDED TO MIX SPRAY CONTAINING A GIVEN PERCENTAGE OF ACTIVE INGREDIENT

Formula:

$$\frac{\text{(Gallons of spray wanted) x (Percent active ingredient wanted) x 8.3}}{\text{Percent active ingredient in pesticide}}$$

DETERMINING THE GALLONS OF EMULSIFIABLE CONCENTRATE NEEDED TO MIX A SPRAY CONTAINING A GIVEN PERCENTAGE OF ACTIVE INGREDIENT

Formula:

$$\frac{\text{(Gallons of spray wanted) x (Percent active ingredient wanted x 8.3)}}{\text{(Pounds of active ingredient per gallon of concentrate) x (100)}}$$

STUDENT EXERCISE:

1. How many pounds of an 80 percent wettable powder insecticide are needed to supply 2 pounds of actual insecticide? _____
2. How many pints of 4 pounds per gallon of an emulsifiable concentrate are required to obtain 1 pound of insecticide? _____
3. Eight pounds of a 50 percent wettable powder insecticide were mixed in 100 gallons of water, what percentage of insecticide did the finished spray contain? _____

---

* 8.3 = pounds per gallon of water

4. How many pounds of a 25 percent wettable powder insecticide are needed to make 100 gallons of spray containing 0.03 percent insecticide? _____

5. How many gallons of a 25 percent emulsifiable concentrate (2 pounds of insecticide per gallon) are needed to make 100 gallons of spray containing 0.25 percent insecticide? _____

APPLICATION EQUIPMENT

It is necessary to have reliable, accurate equipment in order to uniformly apply the exact amount of insecticide recommended. Applying excessive amounts of an insecticide does not provide better insect control. This may damage the crop and leave excessive residues thereby making the crop unfit for use. In addition, this is an expensive waste of materials. If the insecticide is not applied in a uniform manner, some insects will not be controlled due to insufficient material being applied in some areas.

The proper use of insecticide application equipment is a precision job requiring adherence to some very important steps.

Insecticides are applied by spray, dust, or granular application equipment. Spray equipment is most commonly used in applying insecticides. Spray equipment used for herbicides (weed control) in most cases should not be used for insecticide application because of the possibilities of cross contamination.

Dust type applicators have limited usage due to drift hazards and the dust not sticking where needed.

The use of granular equipment is important for use in controlling soil insects since certain systemic insecticides are applied to the soil. No liquid is needed for such applications. Granular insecticides are applied as they come from the container and no mixing is required.

SPRAY EQUIPMENT

Most field type sprayers are constructed with, or similar to, the layout as shown in Figure 16. Pressurized tanks are sometimes used for materials of a corrosive nature. This is to avoid passing corrosive materials through the pump. Also fogging equipment often employs pressurized tanks.

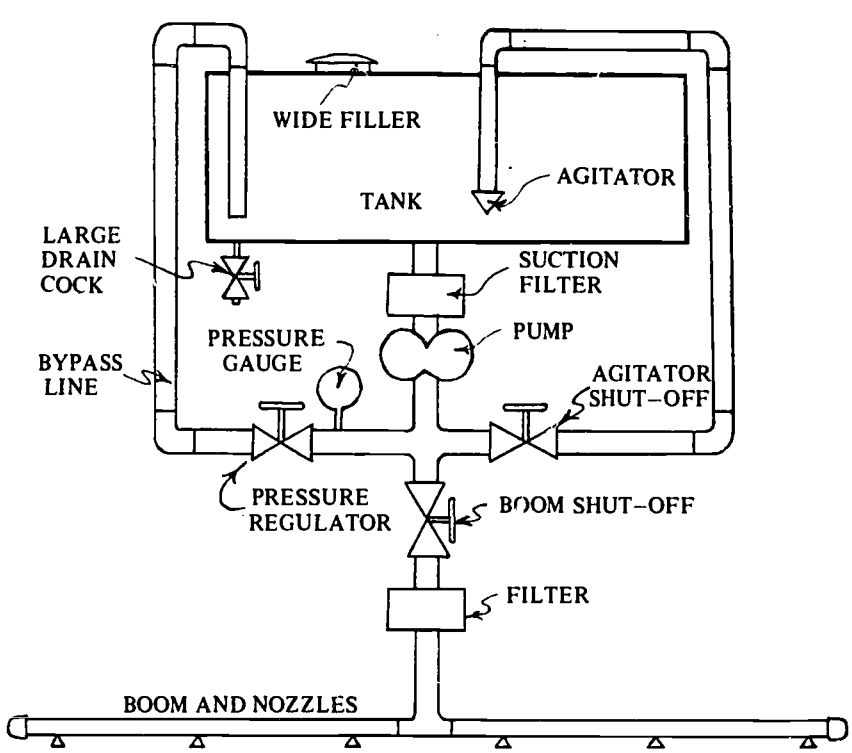

Figure 16. Layout of the sprayer.

Pumps

Pumps of three types may be used on spray equipment. Pumps are rated in gallons per minute (gpm) which is the capacity of a pump to discharge a certain amount of liquid in a time period of one minute. Figure 17 shows three types of pumps.

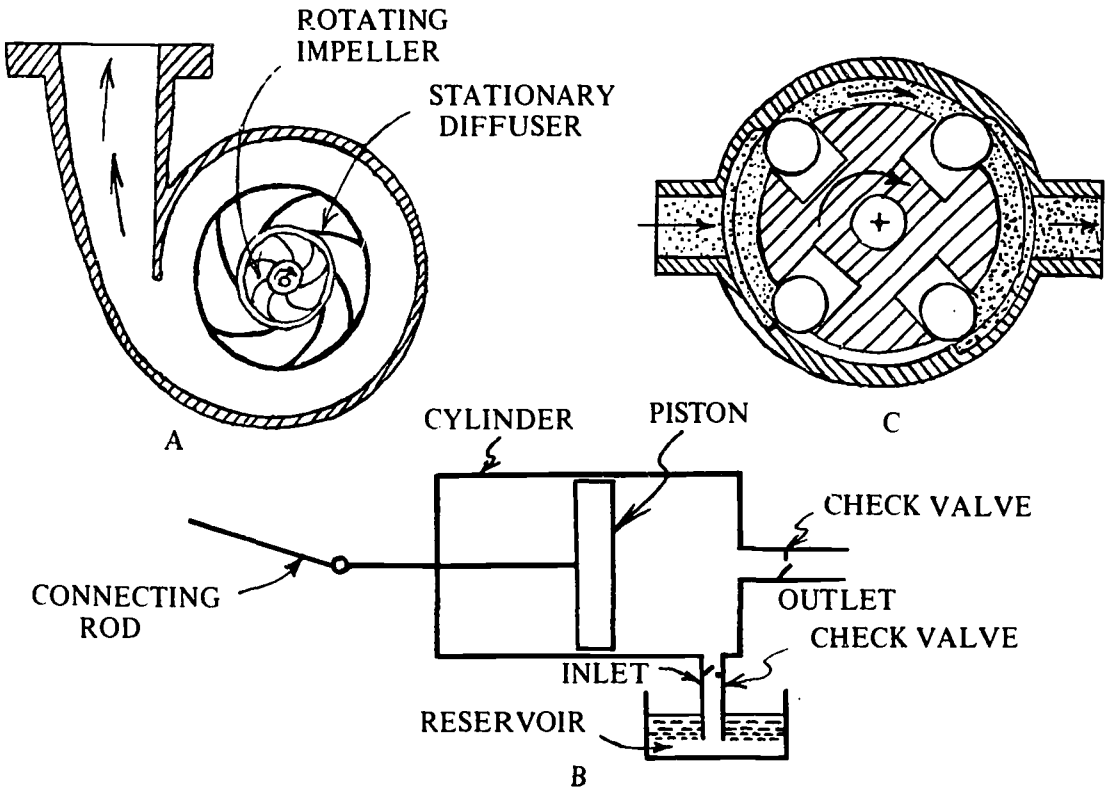

Figure 17. Three types of pumps used on sprayers: A. Centrifugal; B. Piston; C. Roller.

Tank Agitators

Agitation of the liquid material in the tank is needed to be sure a uniform mixture of water and insecticide is applied over the area. Otherwise some areas would receive a heavier concentration of insecticide than others.

Wettable powders are suspended in water and need to be constantly agitated by mechanical or hydraulic means. Emulsifiable concentrates form an emulsion in water and do not require as much agitation.

Filters

Filters are placed in the pump suction lines, in the main supply line, and each of the nozzles. Removal of large particles is needed to prevent clogged nozzles, also to prevent excessive wear on the pump parts.

Pressure Regulator

The pressure regulator is the relief valve. When pressure in the lines exceeds the pressure setting, the liquid returns to the tank. Most pressure regulators have an operating range of from 10 to 80 pounds per square inch (psi). Adjustment of the regulator allows for operating at different psi; this is determined partly by the type of nozzle used.

Pressure Gauge

The pressure gauge usually has a reading range in relation to the pressure regulator. The recommended operating pressure for each type nozzle is specified by the manufacturer (Figure 18). While operating the sprayer, the gauge should be constantly checked. If the gauge reading changes, this indicates something about the sprayer is not working properly.

Nozzles

Figure 18 shows some of the common types of nozzles and their uses. As shown in the figure, each nozzle has a correct operating pressure. Manufacturers specifications for correct pressures are available for each type nozzle.

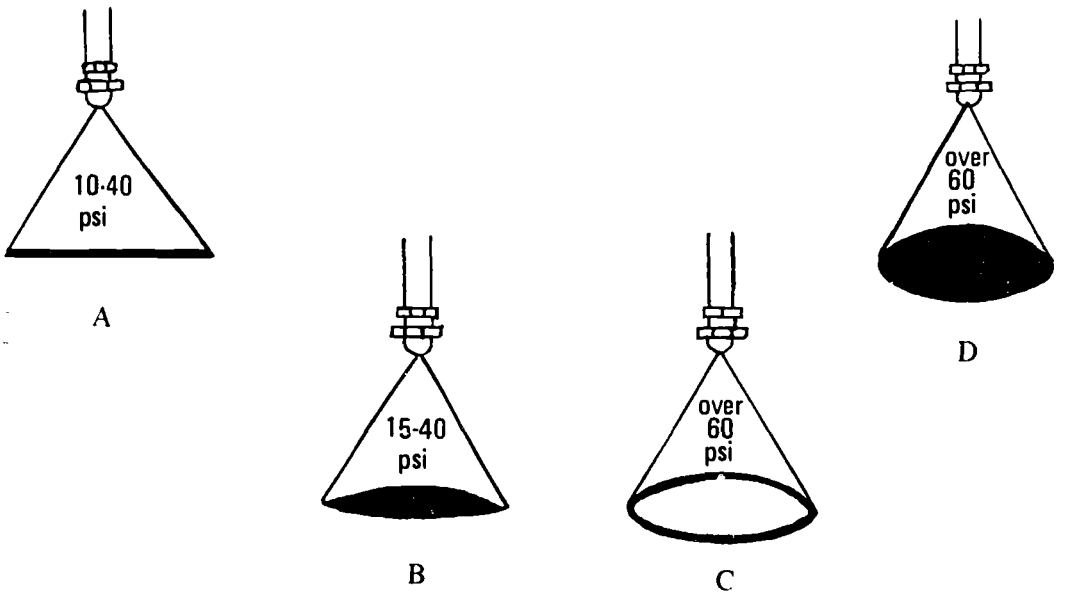

Figure 18. Several types of nozzles are available, producing various spray patterns: A. Even spray for hand spraying; B. Flat fan for weeds and brush; C. Hollow cone for insecticides and fungicides; D. Solid cone for insecticides and fungicides.

When the operating pressure is not according to specifications for the nozzle used, the spray pattern will be changed. Worn nozzles do not form even sized droplets and too much spray may be applied.

Drop Pipes

For overall application of an insecticide, nozzles are attached directly to the sprayer boom. Drop pipes are used where special direct application of an insecticide is needed at the base of plants and to the soil surrounding plants.

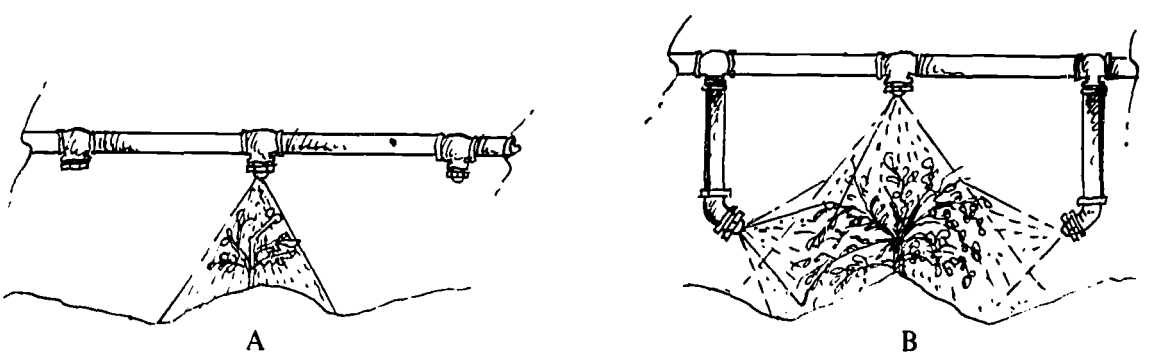

Figure 19. A. For application to small plants, drop pipes are unnecessary; B. for large plants drop pipes are used to assure adequate coverage.

PREPARING THE SPRAYER FOR USE

Checking over the sprayer before applying an insecticide may save considerable time, adjustments, and repairs once field operations have started. Several necessary steps should be taken in preparing the sprayer for use.

1. Check the sprayer pump by hand turning before attaching to power take-off to be sure it isn't stuck.
2. Remove all nozzles and flush out. If particles are stuck in the orifice, use a toothpick to clean out. Do not use metal objects such as a pocket knife as this can change the orifice size and thereby change the output and spray pattern.
3. While nozzles are removed, put water in tank, start pump, and flush out the spray lines.
4. Clean all filter screens, pump sections, main delivery line, and nozzles. Replace any filters that are corroded or otherwise damaged.
5. After all parts are checked and cleaned, determine if the output for each nozzle is the same.
   - hang or place a small container under each nozzle
   - operate the pump at required pressure for one minute
   - check the containers to see if each contains the same amount of liquid
   - replace any defective nozzles.

CALIBRATING THE SPRAYER

After the sprayer has been throughly cleaned and the nozzle output has been checked, you are now ready to calibrate the sprayer. Calibration is nothing more than checking the equipment to determine if it will deliver the right amount of material in a given area. Several different methods of calibration may be used; three are given here:

Method I

One accurate way to calibrate a sprayer is:
- fill the tank with water (do not use insecticide mixture)
- spray one acre
- measure the number of gallons needed to refill the tank.

Procedure

1. Determine the distance the sprayer must travel to cover one acre.
2. Measure the width covered by the sprayer boom.
3. There are 43,560 sq. ft. in one acre.
4. Divide the width of the sprayer boom into the square feet in one acre.

   EXAMPLE: The sprayer boom is 20 ft. wide.

$$\frac{43{,}560}{20 \text{ (boom width)}} = 2{,}178 \text{ ft.}$$

5. A sprayer with a 20 ft. boom must travel 2,178 ft. to cover one acre (Table 3.).
6. Mark the starting and stopping points for the sprayer to cover one acre.
7. Cover the staked area with sprayer operating at recommended pressure and ground speed.
8. Refill sprayer tank, carefully measuring the water needed. If 10 gallons is needed, the sprayer was applying 10 gallons per acre.

If you wish to speed up the procedure, use fractions of an acre.

TABLE 3

FEET TO TRAVEL FOR ONE ACRE AND FRACTIONS OF AN ACRE WITH VARIOUS BOOM WIDTHS

SPRAY PATTERN WIDTH IN FEET	FEET OF TRAVEL TO COVER		
	1/4 Acre	1/2 Acre	1 Acre
15	726	1452	2904
20	544.5	1089	2178
25	435.5	871	1742
30	363	726	1452
35	311	622	1244
40	272.5	545	1089
45	242	484	968

Method II

Since emulsions and suspension mixtures may not flow through nozzles at the same rate as water, the following procedure may be used:

1. Drive the sprayer equipment over the required distance for one acre or a fraction of an acre as described in Method I, except do not apply any spray.
2. Keep track of the time required to do this.
3. Operate the sprayer for the same length of time stationary.
4. Collect and measure the insecticide mixture.
5. This will give the application rate at the chosen travel speed.

Method III

This method requires less travel distance:

1. Fill the sprayer tank and adjust to the desired operating pressure.
2. Spray 660 feet or 1/8 of a mile at desired speed (probably three to four mile per hour). Mark the throttle setting so the same speed can be obtained later.
3. Measure the amount of water needed to refill the tank.
4. $\frac{\text{Gallons of water needed} \times 66}{\text{Spray pattern width}}$ = gallons per acre

You should also calibrate the nozzles to determine that application is at an even rate along the boom. This can be done by hanging a collection can over each nozzle during a 100 ft. or longer run and measuring the amount of water collected in each can.

BAND SPRAYING

If insecticide recommendations call for the material to be applied in bands, the formula to use is:

$$\frac{\text{band width in inches} \times \text{gallons of spray needed per acre}}{\text{row spacing in inches}} = \text{amount of mixed spray needed}$$

FIELD OPERATION OF THE SPRAYER

Before starting a spraying job, the number of acres a tankful of spray will cover is need. The formula to use is:

$$\frac{\text{size of tank}}{\text{gallons per acre}} = \text{number of acres}$$

Now determine the amount of insecticide to be added to the tank to get the correct application per acre. Multiply the amount needed per acre by the acres a tankful will cover.

ADJUSTING SPRAY RATE

It may be necessary to adjust the rate of spraying. Spray rate is determined by three factors.

1. *Ground speed.* This should be kept below 5 miles per hour. Speeds above 5 miles per hour may cause the boom to bounce and spoil the distribution pattern.
2. *Pressure* is determined by the nozzle used and can only be varied within the limits of the nozzles. Too low a pressure gives poor distribution; too high a pressure causes drifts.
3. *Nozzle size* for insecticide application should be the hollow cone or solid cone type that operate above 60 psi.

To increase spray rate:

1. Use a lower gear on tractor
2. Increase sprayer pump pressure
3. Use larger nozzles

To decrease spray rate:

1. Use a higher gear
2. Decrease pressure
3. Use smaller nozzles

TABLE 4

HOW TO DETERMINE FORWARD SPEED

DISTANCE IN FEET TRAVELED IN ONE MINUTE	88	176	264	352	440	528
MILES PER HOUR	1	2	3	4	5	6

SPRAYER FIELD OPERATIONS

1. Adjust nozzle height to get complete coverage. Running the boom too high produces spray drift and overlap. Running too low gives poor coverage. The boom should be level to give uniform coverage (Figure 20). Some nozzles are calibrated and the spray pattern specified to give uniform overlap for better coverage.

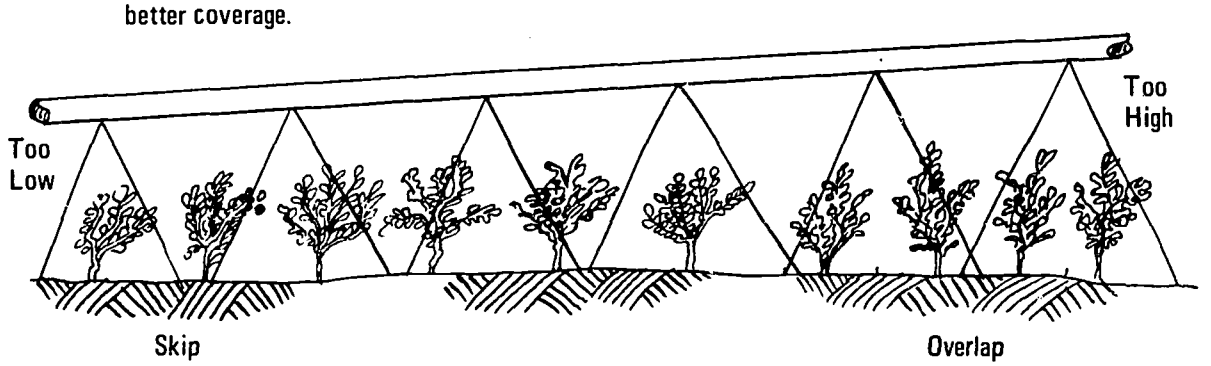

Figure 20. Operate the boom at the correct height. Running too low gives poor coverage; too high produces drift and overlap.

2. Always use clean water and strain water as the tank is filled. It is a good plan to fill the tank half full, start the agitator, and add the insecticide to assure good mixing. This is especially important when wettable powders are used. After adding insecticide, finish filling the tank with water.
3. When field spraying join each round carefully to avoid missed strips or heavy overlaps.
4. While spraying, carefully observe the pressure gauge. Variations in pressure indicates something is wrong and should be corrected at once.
5. If nozzles become clogged they should be cleaned immediately, unless extremely toxic sprays are used. Then it is best to wait until the end of the field is reached. This is done to avoid going into the sprayed crop.
6. Try to spray on calm days to avoid drifts.
7. When the particular spray job is completed, clean out the spray equipment throughly.
   - circulate detergent through entire sprayer
   - clean screens and nozzles in kerosene and store in light oil
   - store hoses and booms in a dry location
   - order any necessary repair parts at once.

CALIBRATING GRANULAR APPLICATORS

Granular applicators are most commonly used for controlling insects found in the soil. Granules are prepared ready to apply as they come from the container. They are usually more expensive than spray formulations. To provide the correct amount of granules depends on several factors:

- relative humidity and temperature (warm, moist situations may cause granules to cling together) size of granules and uniformity
- condition of openings in applicator
- speed of agitator.

Procedure in Calibrating

The granular applicator must be operated in field conditions where it is to be used, as this affects delivery.

1. Adjust all settings for estimated amount to be applied.
2. Set tractor at ground speed wanted.
3. Operate spreader over measured distance (see Method I, Calibrating Sprayer) in field to be treated.
4. Collect the granules from each hose. The amount from each hose should be the same.
5. Weigh all granules collected.

$$\frac{43{,}560 \times \text{weight of granules collected}}{\text{width covered} \times \text{distance traveled}} = \text{pounds used per acre}$$

Band Application of Granules

The formula for calculating band application of granules is the same as for band spray applications.

$$\frac{\text{band width in inches} \times \text{weight of granules needed per acre}}{\text{row spacing in inches}} = \text{pounds of granules per acre for row}$$

ACTIVE INGREDIENTS RECOMMENDATIONS

Many recommendations are given for the amount of insecticide to apply in actual active amounts. Granules like emulsions or wettable powders have a certain percentage of actual insecticide. This percentage is given on the label.

Formula: $$\frac{100 \times \text{pounds actual insecticide needed per acre}}{\text{percent active ingredient}} = \text{pounds per acre needed from the insecticide container}$$

STUDENT EXERCISE:

1. If spray equipment has a spray pattern width of 22 feet and is operated over a distance of 660 feet (1/8 mile), and 3 gallons of water are used, the gallons per acre being applied would be: _____
2. How many gallons of water would be applied per acre if over a 300 feet distance 10 gallons of water was used: The spray pattern width is 21 feet. _____
3. Gallons per acre from a measured acre reveals that only 40 gallons were applied instead of the 50 gallons wanted. To increase the rate: a. travel faster or slower _____ b. increase or decrease pump pressure _____.
4. How many acres can be sprayed with one tankful of spray when the sprayer tank capacity is 110 gallons and the rate of application per acre is 10 gallons? _____
5. Using the equipment as described in the problem above, how much insecticide would have to be added to make one full tank of spray, if the label states that 3 pints per acre are to be applied? _____
6. How many pounds per acre of granules are being applied if the swath width is 40 feet, the distance traveled is 500 feet, and the weight of the granules collected is 20 pounds? _____
7. Using the above rate of pounds per acre you have calculated, how many pounds per acre will you need (for same rate as solid application) if it is to be applied in 14 inch bands: The row spacing is 40 inches. _____
8. If an insecticide with a 20 percent active ingredient were to be used to apply 5 pounds of active ingredient per acre, how many pounds of the granules would need to be applied per acre? _____

CALCULATING TRACTOR SPEEDS

If your tractor is not equipped with a speedometer you may wish to calculate MPH (miles per hour).

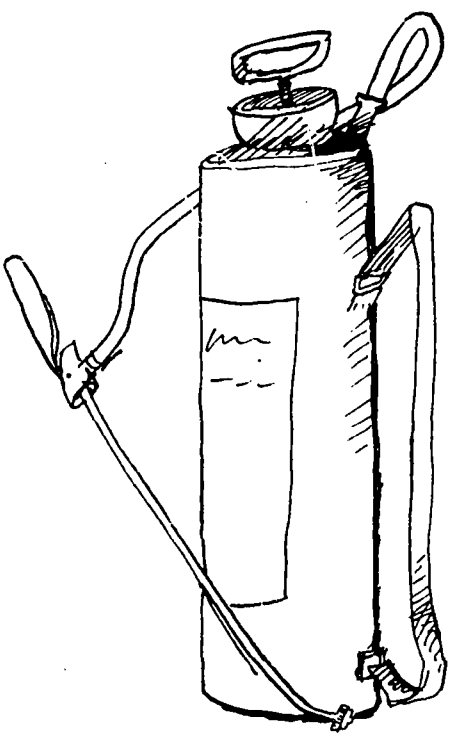

Figure 21. There are several types and makes of hand sprayers (knapsack type), but all of them operate under pressure and provide continuous spray that is controlled by a hand valve.

1. Set two markers 88 feet apart in a field. This is 1/60th of a mile.
2. On your tractor set the gear and throttle settings you plan to use.
3. Check the time in seconds, from running start, to drive the 88 feet.
4. Tractor speed is: $\frac{60 \text{ seconds}}{\text{time in seconds to drive 88 feet}}$

Another method of calculating MPH which you may prefer to use is:

1. On your tractor set the gear and throttle settings that you plan to use.
2. Measure the distance that the tractor will travel in one minute.
3. The formula to use is:

$$\text{MPH} = \frac{\text{Distance traveled in one minute} \times 60 \text{ minutes}}{5280 \text{ (feet in one mile)}}$$

Problems

1. If it took 15 seconds to drive 88 feet the MPH is _____
2. If a tractor traveled 528 feet in one minute the MPH is _____

CALIBRATING HAND SPRAYERS

Some insect control problems involve the use of hand or knapsack sprayers. Most hand sprayers have a capacity of 2 to 3 gallons. Two procedures may be used in calibrating them.

Method I

1. Mark off an area 10 ft. wide and 10 ft. long; this equals 100 sq. ft.
2. Fill the sprayer and mark the water level.
3. Pump in air pressure and spray the 100 sq. ft. area.
4. Measure the amount of water needed to fill to the previous water level.
5. Use the following Table to convert amount of water and chemical needed for one acre.

TABLE 5

HAND SPRAYER QUANTITY CONVERSION AMOUNTS

NOZZLE DISCHARGE PER 100 SQUARE FEET	AMOUNT OF SPRAY DELIVERED PER ACRE	AMOUNT OF INSECTICIDE TO ADD TO THREE GALLONS OF LIQUID TO APPLY ONE PINT PER ACRE OF INSECTICIDE
1/2 pint	27 gallons	2 ounces
1 pint	55 gallons	1 ounce
1 1/2 pints	82 gallons	3/4 ounce
1 quart	110 gallons	1/2 ounce

Method II

1. Measure and stake out an area 16½ ft. x 16½ ft.; this is one square rod.
2. Fill sprayer with water and spray the square rod area. Keep track of the length of time required to do this.
3. Refill the sprayer and pump in air pressure, and this time, collect the spray from the nozzle for the length of time it took to spray the square rod.
4. Measure the collected spray in pints (gallons per acre = number of pints x 20).

KEEPING RECORDS OF INSECTICIDES USED

Regardless of the size of the insecticide application, detailed, accurate records should be kept. Almost all insecticides are poisons. By having a record of date and use, it will help avoid applying an insecticide too close to previous application or too close to harvest. Careless use of an insecticide may cause excessive residues, which in turn could cause legal liabilities. Records can help establish proof of having used registered insecticides properly.

Sample forms are shown for both crop and livestock use. These forms are available at your County Agricultural Extension Service Office.

Address.....

Producer's Name.....

Year.....

CHEMICAL USE RECORD

Dairy Animals, Livestock, Poultry, and Animal Housing

PROTECT

Use Pesticides Safely

FOLLOW THE LABEL

This form provides a simple method for recording the use of pesticides, feed additives, or drugs in livestock or animal housing. This information is necessary in order to establish the proper time interval between the last treatment and the earliest date that meat, milk, or eggs can be marketed. You will also find this information useful for evaluating the results of treatment.

Species of Animal or Poultry	Market Class (beef, layer broiler, dairy, etc.)	Material Used and Rate of Application or Dosage	Method of Treatment (feed, drench, spray, injection, etc.)	Date of First Treatment	Date of Final Treatment	Earliest Date that Meat, Milk or Eggs Can Be Marketed	Special Precautions

Form 7491

GROWER'S PESTICIDE APPLICATION RECORD

FOR FORAGE, FRUIT, AND VEGETABLE CROPS

Use Pesticides Safely — Follow the Label

Grower's Name ..... Crop and Variety .....

DATE OF APPLI-CATION	NAME OF AREA TREATED (Description)	DATE OF PLANTING OR STAGE OF GROWTH	PESTS CONTROLLED	MATERIALS USED AND HOW APPLIED	AMOUNT MATERIAL USED	AREA COVERED (Acres or Cu. Ft.)	WEATHER CONDITIONS

n's Phone No. .....

Use Pesticides Only: —on crop specified, —at time specified, —at rate specified

VII. SAFETY IN USING INSECTICIDES

Insecticides are poisonous. If they weren't they wouldn't kill insects. The user of insecticides is safe from being poisoned if he follows the necessary precautions.

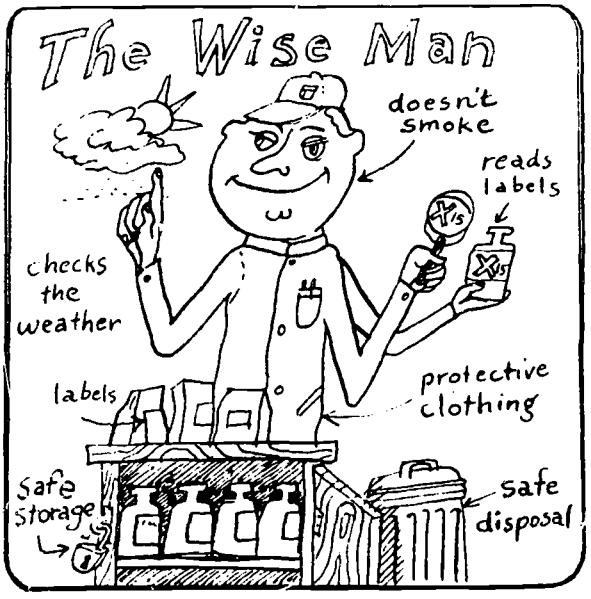

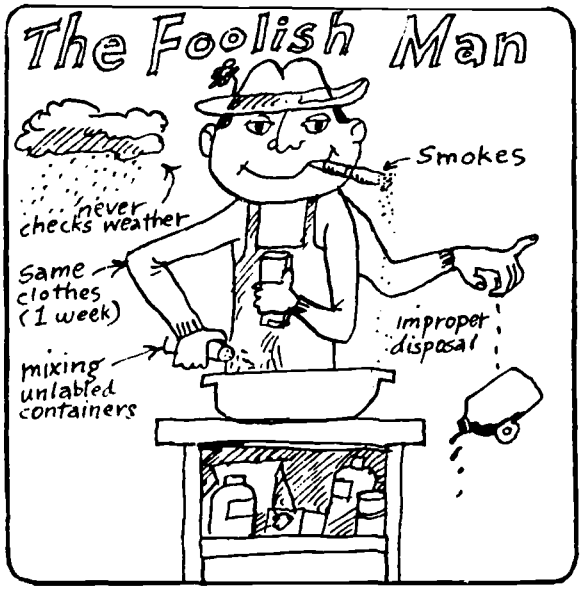

The following areas are important for safe use and handling of insecticides:

- mixing and applying
- disposal of unwanted insecticides and used containers
- storage of insecticides.

Directions on the label in regard to proper use of the insecticide, precautions, and personal protective devices should be carefully followed.

MIXING AND APPLYING INSECTICIDES

The person most likely to become poisoned from insecticides is the applicator; that is the person who mixes and applies the insecticide material. In many cases the applicator is the person who is least concerned. This may be due to lack of information in regard to the dangers of handling insecticides, or a careless attitude resulting from the continued use of insecticides.

The following are several important safety precautions in mixing and applying insecticides:

Selecting the Insecticide

Before buying an insecticide the following should be done:

1. Make a positive identification of the insect to be controlled.
2. Get the latest recommendations for possible insecticides to use. In recommendations for controlling some insects, several insecticides are sometimes given.
3. Check the labels on possible insecticides to use.
4. Make sure the label lists your insect and the crop or animal to be treated.
5. Examine the label carefully to determine if a waiting period is required from application time of insecticide until the crop may be used or the livestock marketed.
6. The label will state what protective clothing and respiratory devices are recommended to be used. If you do not wish to use protective clothing and other protective devices, then it is best to use a less hazardous insecticide.
7. Specific requirements for each insecticide are given on the label. It is important to follow them exactly.

Figure 22. Gas mask and protective clothing used during aerosol treatment in greenhouse. (USDA Photo)

Mixing the Insecticide

Since almost all insecticides that are applied as a spray need to be diluted with water, care should be taken when mixing the spray concentrate with water.

1. Open the container carefully, after putting on protective clothing, to prevent the concentrate solution from squirting on you.
2. Carefully pour insecticide concentrate into sprayer tank. In case the concentrate solution has a tendency to come out in spurts, pour with the spout positioned from the top of the can. This will provide a more even flow of the insecticide concentrate.

Safety in Applying Insecticides

The actual application of insecticides exposes the applicator to hazards which can be overcome by following safety practices.

1. Wear the recommended protective clothing as described on the label of the insecticide you are planning to use.
2. Avoid all possible drift of spray mist or dust by applying the insecticide on calm days.

3. Observe the precautions given on the label of the insecticide being used in regard to endangering bees and wildlife.
4. Try to prepare only as much insecticide material as will be needed to do the job. If some material is left over, apply it to the adjacent borders of the field or fields where the insecticide was applied. If this can not be done, dispose of the excess material in a waste area where there is no danger of runoff to contaminate streams or ponds.
5. Rinse spraying equipment and dispose of rinse material in the same manner as for unused material.
6. Thoroughly wash with soap and hot water after handling insecticide materials before eating or smoking.

Protective Clothing

Requirements for protective clothing and respiratory devices will vary depending on the insecticide, method of application and weather and other conditions when it is applied. Following are some general examples:

1. For use of an insecticide in a greenhouse or other enclosed area, such as a granary, the applicator should have complete coverage protection. This would include hood covering (with goggles), coveralls, rubber gloves, boots, full face gas mask with cannister and fume type filter (one approved by the U. S. Department of Agriculture).

Figure 23. Wearing respirator and protective clothing while loading spraying equipment with insecticide concentrate. (USDA Photo)

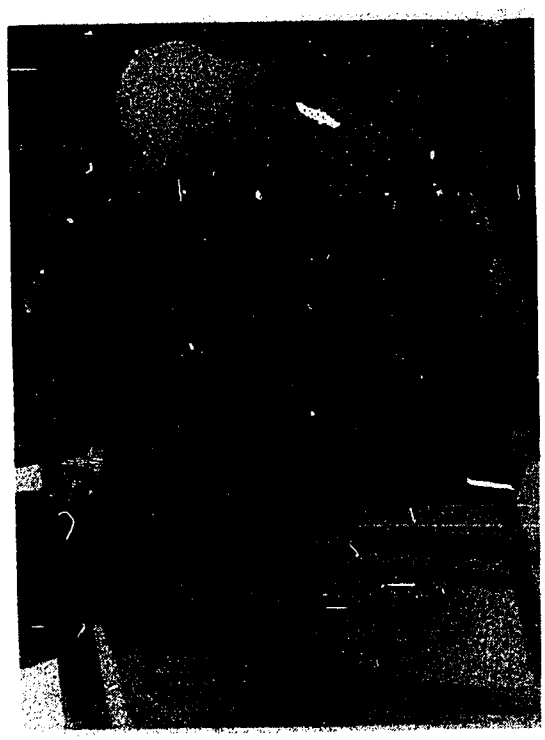

Figure 24. An operator uses a gas mask while applying a fumigant to grain. (USDA Photo)

2. Spraying an insecticide in an orchard, the applicator should wear a rain hat, raincoat or waterproof coveralls, rubber gloves, boots, goggles, and a chemical cartridge respirator of the type that is recommended on the label of the insecticide that is to be used.
3. In dusting or spraying a field crop the applicator should wear a hat, coveralls (waterproof if spraying and the insecticide is highly toxic), boots, goggles, and a chemical cartridge respirator if the insecticide is highly toxic.

Figure 25. Respirator with properly adjusted straps. (USDA Photo)

Figure 26. Wash your hands thoroughly after handling an insecticide. (USDA Photo)

DISPOSAL OF UNWANTED INSECTICIDES AND USED CONTAINERS

Disposal of Unwanted Insecticides

When insecticides become outdated or are no longer wanted by a dealer or consumer they must be disposed of in a safe manner. Following are some rules for disposal:

1. Disposal of surplus or waste insecticides may be accomplished by burying in an area away from tile lines or drainage ditches. Burial should be at least 18 inches deep. Using a sanitary landfill dump, where refuse is regularly covered with soil, is satisfactory.
2. DO NOT dispose of excess or unwanted insecticides near a well, pond, stream, drainage ditch, sewerage system, or street gutter.
3. DO NOT feed seed treated with an insecticide to livestock or wildlife nor offer such seed for sale as livestock feed or for domestic use.

Disposal of Empty Insecticide Containers

The problem of empty insecticide containers as well as other pesticides is that they are seldom if ever entirely free of insecticide material and thereby can poison children, pets, livestock, fish and wildlife. Following are some rules for disposal:

1. Empty containers of insecticides sold for household and garden use are generally satisfactorily disposed of through regular trash collection procedures. Any special instructions given on the labels relating to disposal of used containers should be followed.
2. Used containers should never be used to store other substances nor should they be where children, pets, or livestock may have access to them. As soon as the containers are empty, they should be made useless by crushing breaking, burning, or by punching holes in them.
3. In handling insecticide containers, avoid contact with skin or breathing of dust or vapors. Stay away from smoke or fumes when burning. Wash thoroughly with soap and hot water before eating or smoking and always at the end of the work day.

Insecticide and other pesticide containers are of three general types:

- containers which are combustible
- containers which are not combustible, but which are small enough to be easily crushed or broken
- containers which are not combustible and which are not easily crushed or broken.

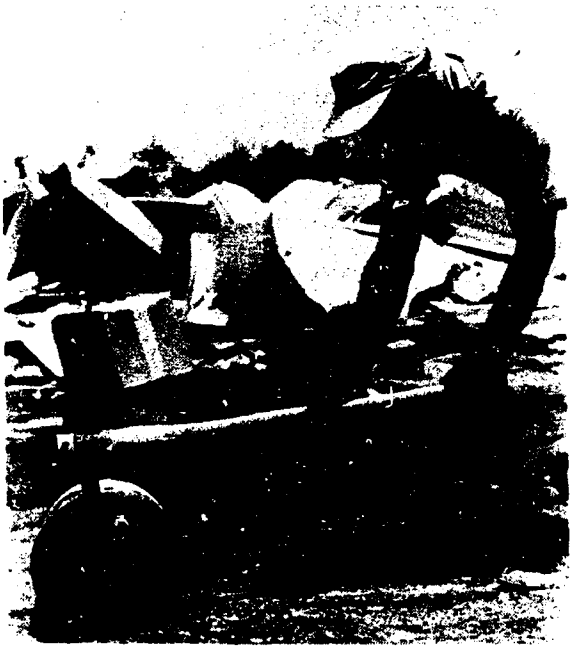

Figure 27. Chopping holes in an empty insecticide container, as this man is doing at a dump, is one safe way to make sure the container will not be reused. Also included now in the procedure for containers to be destroyed is punching a hole near the rim to provide for more complete drainage of the rinse before crushing. (USDA Photo)

Combustible Containers are those which can be destroyed by burning. They are: paper bags, fiber drums, burlap bags, cloth bags, cardboard boxes, fiber boxes, and wooden boxes.

Following are suggested procedures for safe disposal of empty combustible containers. They are listed in order of preference, that is, the safest method listed first, etc.

1. Burn the empty containers in a commercial incinerator as soon as possible after they have been emptied.
2. Burn or bury the empty containers in a supervised public or private dump. Notify the supervisor of the disposal area of the nature of the containers so that necessary precautions may be taken.
3. Burn the empty containers in an open fire at the site of use if such is permitted by local authorities.
4. If unable to burn empty containers in any manner, thoroughly crush them and bury the pieces at least 18 inches deep in an isolated area away from water supplies.

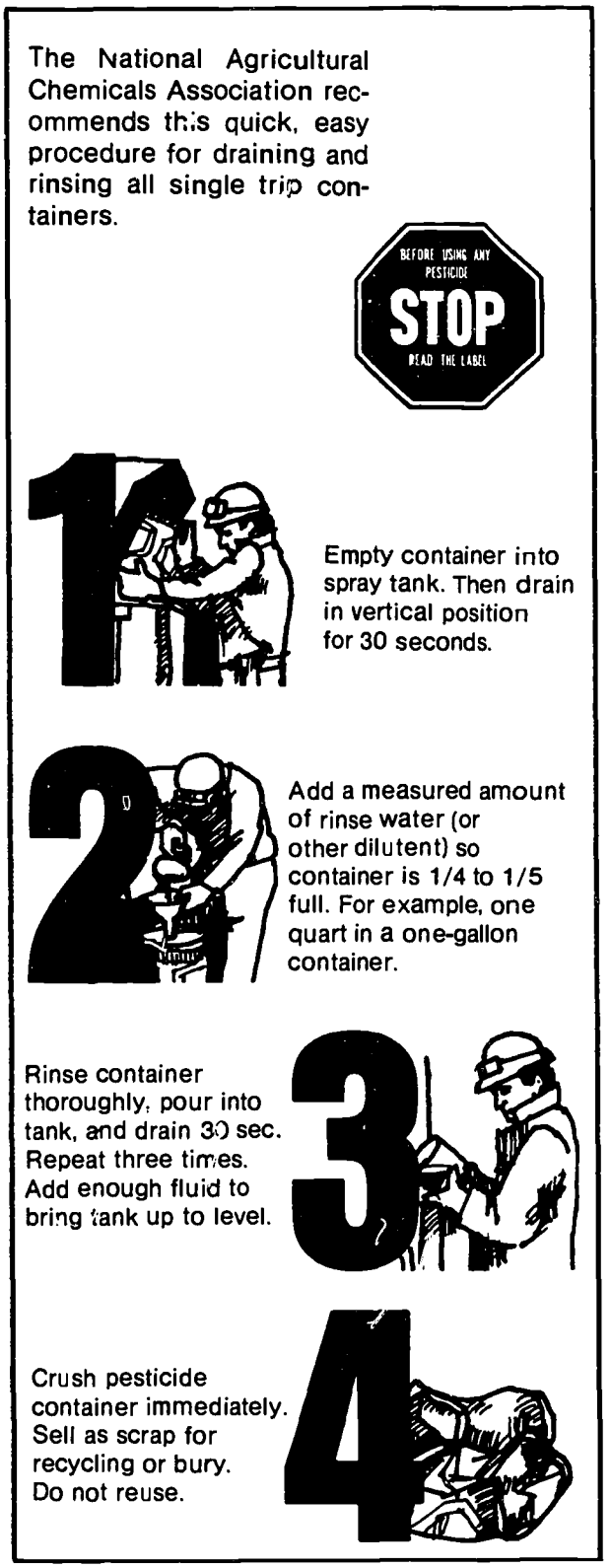

Figure 28. Reduce hazards! Follow this rinse and drain procedure for insecticide containers.

Non-Combustible Containers are those made of glass, plastic, or metal. Non-combustible containers are divided into two categories:

- small - those up to and including the five-gallon size
- large - those 15, 30, or 55 gallon metal containers.

Following are procedures for disposal of small containers:

1. It is important that all personnel engaged in the handling and decontamination of empty containers be aware of the poisonous hazards associated with this process. Protective clothing should be worn, which would include gloves and footwear, freshly laundered cap and coveralls, and goggles or face mask.
2. Carefully and completely wash the outside of the empty container with water. Rinse out the inside of the container with water, to which has been added household or commercial detergent and caustic soda (lye) in the following proportions:
   - less than 5-gallon, 1 pint water and 1 teaspoon of detergent
   - 5-gallon, 2 quarts water, 2 tablespoons of detergent and 1/2 cup caustic soda (lye).
3. Bury the rinse solution at least 18 inches deep in an isolated area away from water supplies.
4. Break glass containers completely, mutilate and puncture plastic containers, puncture and crush empty metal containers.
5. Discard all of the pieces where they will be buried in a supervised public or private dump and notify the supervisor of the nature of the material. If this is not possible, bury all of the pieces at least 18 inches deep in an isolated area away from water supplies.

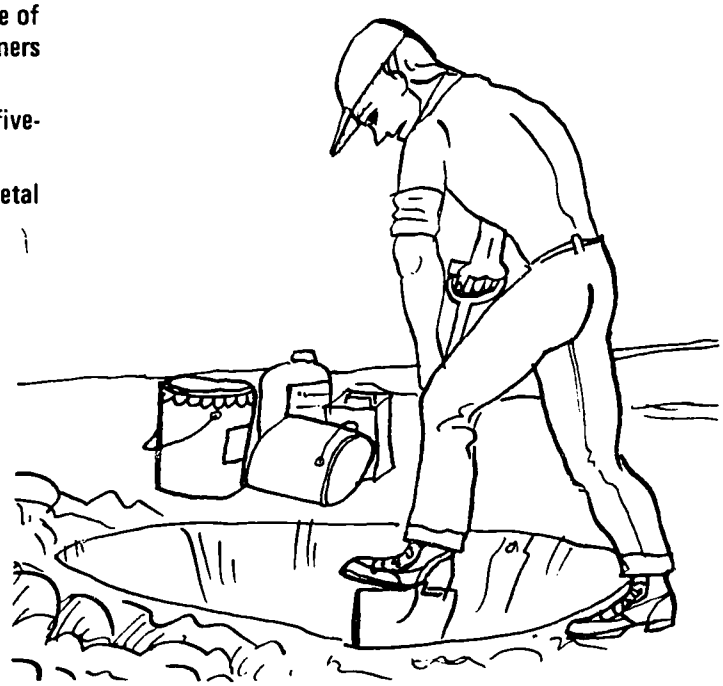

Figure 29. Bury all containers 18 inches deep if other safe methods of disposal are unavailable.

Following are procedures for disposal of large containers:

1. This type of container has an economic value and can become most hazardous if not handled properly.
2. Carefully wash the outside of the container with water and decontaminate the inside of the container. For 30-gallon drums use 3-gallons of water, ½ cup detergent and 1-pound of caustic soda (lye). For 55-gallon drums, use 5 gallons of water, 1 cup detergent and 2 pounds of caustic soda (lye). Protective clothing should be worn including gloves and footwear, freshly laundered cap and overalls, and goggles or face-shield.
3. Tighten all bungs or other closures and transport to a professional drum reconditioner. The containers will then be professionally reconditioned which will make them suitable for use for non-food products.
4. If for some reason the drum reconditioner will not accept the containers, mutilate by puncturing or other means to prevent re-use. Bury in a supervised public or private dump, notifying the supervisor of the nature of the material. If impossible to dispose of in a public or private dump, bury at least 18 inches deep in an isolated area away from water supplies.

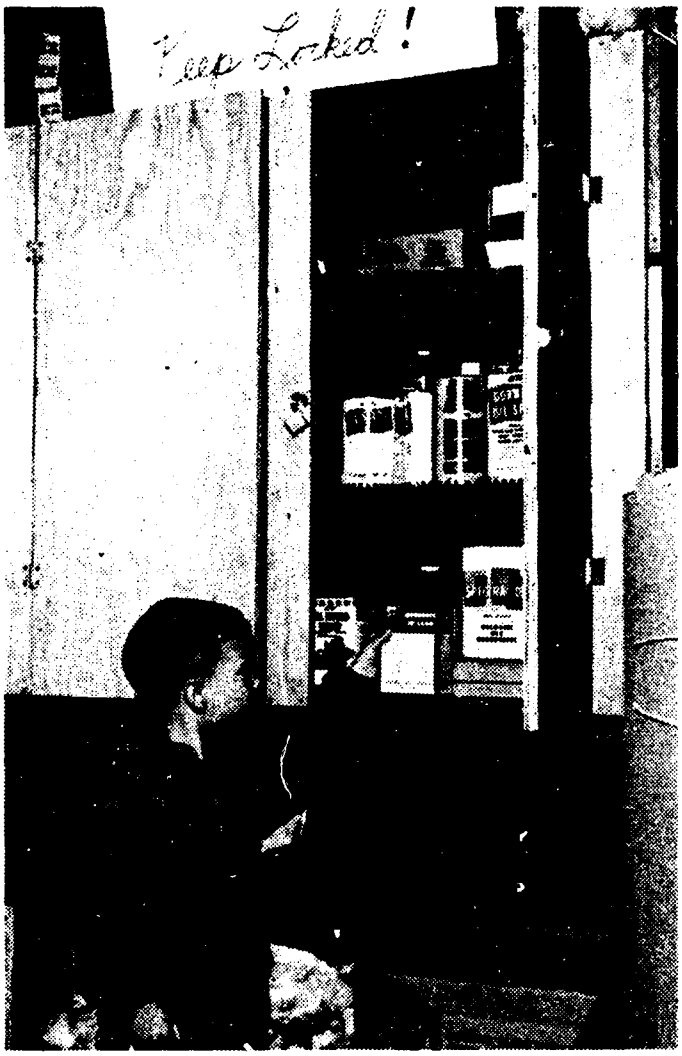

Figure 30. Insecticide and other pesticide containers often attract curious children. An adequate storage should prevent children and others from access to stored pesticides. (Extension Service, Iowa State University)

STORING INSECTICIDES

Improper storage is one of the main causes of accidental deaths from insecticides. Adequate storage facilities should be provided even though additional time, effort, and cost will be involved. It is well worth the effort when you consider the number of children and others that have died because of improper storage of insecticides and other pesticides.

A new design may replace the traditional skull and crossbones symbol on poisonous substances. Most poisonous substances, including insecticides, are marked clearly enough to warn adults as to their hazards but often prove ineffective for children. Most children cannot interpret the label and often are attracted to the skull and crossbones symbol.

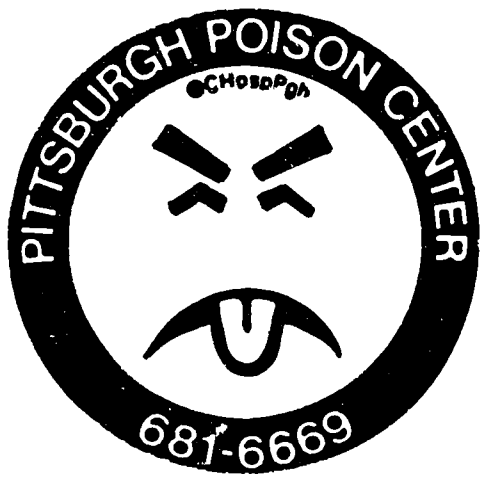

Figure 31. A new symbol – "MR. YUK" – that has proven effective in keeping children from handling containers containing poisonous materials.

Dr. Richard Moriarty of the Poison Information Center, at the Children's Hospital of Pittsburg, conducted tests of numerous designs to determine which was the least appealing to children. The symbol known as "Mr. Yuk" owes its name to one of the child participants. Explaining why he would not touch the container with the Day-Glo green face with protruding tongue, "It looks yukky."

The following are some rules for storing insecticides and other pesticides in the home or on the farmstead:*

1. Purchase the minimum amount of insecticide needed for one season.
2. Store insecticides, tightly closed, in the original container. Never store, transport, or leave in a food or drink container.
3. See that all labels remain attached to the insecticide container. Keep an inventory and date containers as they are stored. Discard outdated and unidentified containers and materials.

*Prepared by Dr. Edward Stroube and Dr. Acie C. Waldron, Extension Specialists, The Ohio State University.

4. All insecticide storage rooms, cabinets, or sheds should be locked and all entrances to the storage area marked clearly "Pesticides – Keep Out."
5. Store in a dry, well ventilaged place, at temperatures above freezing, or water where such can become contaminated.
6. Do not store pesticides with food, feed, seed, fertilizer, or water where such can become contaminated.
7. Examine containers periodically for leaks and tears. Dispose of leaking and torn containers immediately and clean up spillage.
8. Take precautions of potential fire hazards.

ERIC

VIII. COMMON TERMS USED IN INSECTICIDE WORK

1. *Absorption* -- the entrance of a chemical into a plant or animal.
2. *Acaricide* -- a chemical used to kill mites (a close relative of insects). Also referred to as *miticide*.
3. *Active ingredients* -- the actual amount of insecticide present in the formulation.
4. *Adsorption* -- the binding of a chemical to the outside surface of small soil particles or to plant parts.
5. *Aerosol* -- suspensions of a liquid or solid in air.
6. *Antidotes* -- a remedy used to counteract the effects of a poison.
7. *Attractant* -- a substance used to attract destructive insects. Usually used with a killing agent.
8. *Band application* -- application as a band usually made over or beside a crop row.
9. *Basal application* -- application as a band directed at the base of a plant.
10. *Biological control* -- control of insects by means of living organisms like parasites, disease producing organisms and cropping practices such as fall plowing.
11. *Broadcast application* -- application made uniformly over an entire field.
12. *Carrier* -- inert material, such as dusts, clays, oils, water, and air, that provides for more uniform distribution of the insecticide.
13. *Chemosterilant* -- a chemical used to sterilize insects.
14. *Chlorinated hydrocarbon insecticide* -- a synthetic compound that contains hydrogen, carbon and chlorine. They are persistent insecticides that kill insects mainly by contact action. They are insoluable in water and are decomposed by alkaline materials and high temperatures. Examples of chlorinated hydrocarbon insecticides are: DDT, aldrin, dieldrin, heptachlor, lindane, methoxychlor.
15. *Compatible chemicals* -- chemicals that can be mixed together and still maintain a satisfactory state without decreasing their effectiveness against the intended pests.
16. *Concentration* -- the amount of actual pesticide or active ingredient contained in a formulation or mixture.
17. *Dilutent* -- any material used to dilute an insecticide to the desired concentration.
18. *Dosage* -- the amount of insecticide to be applied on a given area, like an acre or per unit of water.
19. *Drift* -- movement of material outside the intended area during or shortly after application.
20. *Emulsifiable concentrate* -- a liquid formulation containing a high amount of insecticide dissolved in a solution with an emulsifier, designed to be mixed with water before being used.
21. *Emulsion* -- a mixture in which the insecticide in liquid form, as minute globules, is suspended in water.
22. *Formulation* -- in the form in which the insecticide is offered for sale to the user: as emulsifiable concentrate, wettable powder, granule, dust, oil solution, etc.
23. *Fumigant* -- a chemical which, as a gas, kills insects.
24. *Granules* -- a formulation in which the insecticide is impregnated upon particles of some inert material.
25. *Hazard* -- the likelihood that a pesticide will cause harm when used as proposed.
26. *Insecticide* -- a chemical used to kill insects.
27. *Label* -- a printed statement affixed to the insecticide container by the manufacturer listing the contents, directions for use, and precautions. An insecticide label must be approved and registered by the EPA and the State Department of Agriculture.
28. LC_{50} -- concentration required to kill 50 percent of a test animal population in a 24-hour period, often used on fish.
29. LD_{50} -- amount of insecticide required to kill 50 percent of a test animal population (Lethal dose 50).

30. *LVC* -- low volumn concentrate spraying by air or ground of an insecticide undiluted and in a very concentrated liquid form. Dose usually from 2 to 16 fluid ounces per acre but always less than one-half gallon per acre.

31. *Mg/kg* -- used to express the amount of insecticide in milligrams per kilogram of animal body weight to produce a desired effect. 1,000,000 miligrams = 1 kilogram = 2.2 pounds

32. *Nozzle* -- a device for metering a spray solution.

33. *Organic phosphate insecticide* -- a synthetic compound derived from phosphoric acid. Organic phosphate insecticides are primarily contact killers with relative short lasting effects. They are decomposed by water and high temperatures. Examples are: malathion, parathion, diazinon, etc.

34. *Orifice* -- a hole in nozzle tips are granular applicators through which the spray or granules flow.

35. *Pesticide* -- a chemical or mixture of chemicals used to kill any animal or plant considered as a pest.

36. *Phytotoxic* -- injurious or poisonous to plants.

37. *Rate of application* -- similar to dosage but more inclusive. As an example: apply malathion at 1 pound actual ingredients per acre in 10 gallons of water.

38. *Repellent* -- a chemical used to repel, rather than kill, an insect.

39. *Residual* -- a characteristic of an insecticide to persist after application in amounts sufficient to kill pests for usually several days to several weeks or longer.

40. *Resistant species* -- insects that survive relatively high rates of an insecticide application.

41. *Residue* -- amount of insecticide present after application.

42. *Solubility* -- the maximum amount of a liquid or solid that will dissolve in a liquid.

43. *Soluble powder* -- a powder formulation that dissolves and forms a solution in water.

44. *Surfactant* -- a material which reduces surface tension between two unlike materials such as oil and water. A spreader or wetting agent.

45. *Suspension* -- a mixture in which the insecticide, in a solid form composed of tiny particles, is suspended in water.

46. *Synergist* -- a chemical that, when mixed with an insecticide, increases its toxicity. The synergist may or may not have insecticidal properties of its own.

47. *Systemic insecticide* -- one absorbed by treating plants or animals and translocated via their circulatory system to most all tissues.

48. *Tolerance* -- the amount of insecticide deemed safe and permitted by law on an agricultural product.

49. *Toxicity* -- capacity of an insecticide to do harm.

50. *Toxin* -- a poison produced by a plant or animal.

51. *Volatility* -- the rate of evaporation of a chemical.

52. *Wettable powder* -- a powder formulation containing a wetting agent that causes the powder to form a suspension in water.

ACCESSION NUMBER: VT100659

PUBLICATION DATE: 72

TITLE: SOME IDENTIFYING CHARACTERISTICS OF 60 CROP AND WEED SEEDS.

PERSONAL AUTHOR: FRIDLINE, CLARENCE R.

DESCRIPTOR: *INSTRUCTIONAL MATERIALS; MANUALS; *VOCATIONAL AGRICULTURE; *AGRONOMY; PLANT IDENTIFICATION; PLANT SCIENCE; *WEEDS

IDENTIFIER: *SEED IDENTIFICATION

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 556

ABSTRACT: PREPARED PRIMARILY AS A STUDY REFERENCE FOR HIGH SCHOOL VOCATIONAL AGRICULTURE STUDENTS, THIS PUBLICATION PROVIDES INFORMATION ON THE IDENTIFYING FEATURES OF SOME 60 CROP AND WEED SEEDS. AS AN ADDED AID FOR FACILITATING STUDENT LEARNING IN THE AREA, A STUDENT EXERCISE IS PROVIDED FOR THE PURPOSE OF HELPING PUPILS TO ORGANIZE THE CONCEPTS AND IDENTIFICATION FEATURES PRESENTED FOR EACH SEED AS IS A GLOSSARY OF TERMS. SPECIFIC TYPES OF SEEDS FOR WHICH INFORMATION IS GIVEN INCLUDE: (1) GRAIN CROP SEEDS, (2) FORAGE CROP SEEDS, (3) GRASS CROP SEEDS, (4) NOXIOUS WEED SEEDS, AND (5) COMMON WEED SEEDS. (AUTHOR/SN)

REPORT NUMBER: AGDEX 100/40

AVAILABILITY: AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, ROOM 201, 2120 FYFFE ROAD, COLUMBUS, OHIO 43210

INSTITUTION NAME: OHIO STATE DEPT. OF EDUCATION, COLUMBUS. AGRICULTURAL EDUCATION SERVICE.; OHIO STATE UNIV., COLUMBUS. DEPT. OF AGRICULTURAL EDUCATION.

VT 100 659

AGDEX 100/40

SOME IDENTIFYING CHARACTERISTICS OF 60 CROP AND WEED SEEDS

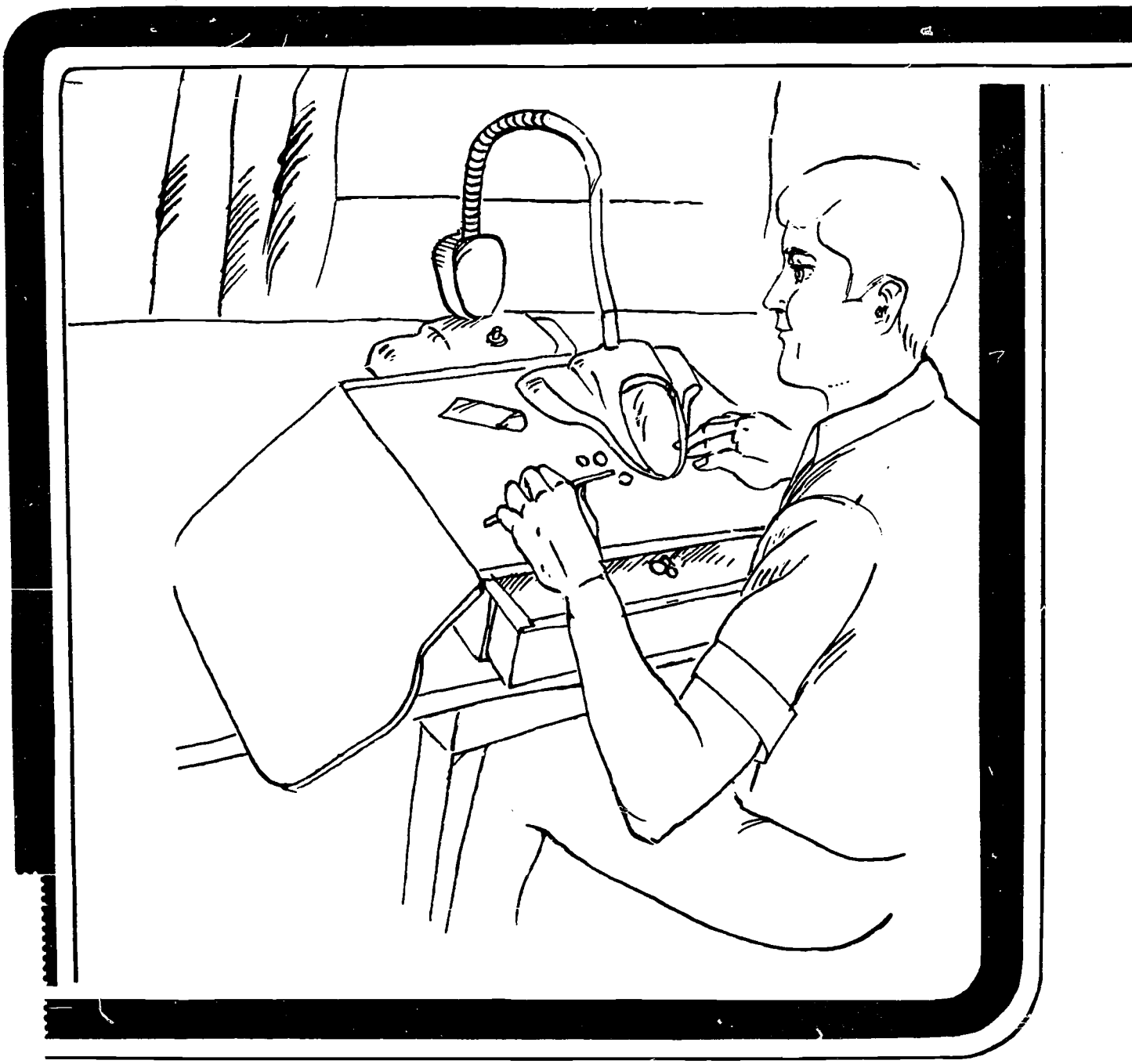

VT 100 659

THE OHIO AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE

Agricultural Education Service
State Department of Education

and

Department of Agricultural Education
The Ohio State University

Revised November 1972

PREFACE

The positive identification of our common crop and weed seeds is an ability that can be used by many people employed in agricultural occupations. To the farmer it is important since he will use seeds in producing crops. The ability of the farmer to identify harmful weed seeds can be of great benefit to him. People employed in a number of other agricultural occupations may also need a knowledge of seed identification. Such persons include seed processors and dealers, seed analysts, and other persons who deal with the production, processing, distribution, and law enforcement in regard to seed sales.

All states have legal restrictions governing the sale and distribution of seeds. In regard to the seed law, weed seeds are classified as prohibited or primary noxious and secondary noxious. The amount permitted of these two classes of weed seeds, in seed offered for sale, is different. In this case, it seems important to be able to make identifications of the various harmful weed seeds.

This publication was prepared primarily as a study reference for high school vocational agriculture students. A student exercise is provided for the purpose of organizing characteristics for each seed studied.

Clarence R. Fridline
Curriculum Materials Specialist
Ohio Agricultural Education
Curriculum Materials Service

ACKNOWLEDGMENTS

The publication "Some Identifying Characteristics of 60 Crop and Weed Seeds" was prepared by Clarence R. Fridline, Curriculum Materials Specialist for the Ohio Agricultural Education Curriculum Materials Service. Mr. Fridline recently retired from teaching Vocational Agriculture at the Mt. Vernon, Ohio High School. He is recognized for his great interest and capabilities in the area of agronomy and was quite successful in training agronomy teams for the State Vocational Agriculture Judging Contest.

The drawings were prepared by Ann Engel with the exceptions of crown vetch, giant foxtail, dodder, barnyard grass, and the front cover which were prepared by Donald E. Boyd.

The typing and layup work in preparing the manuscript for printing was done by Evelyn M. Roediger.

SLIDE SERIES

A color slide series and script of the same title has been prepared by Mr. Fridline to accompany the publication and is available from the same source.

Harlan E. Ridenour, Director
Ohio Agricultural Education
Curriculum Materials Service

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GLOSSARY

Since the following terms are commonly used in describing characteristics of weed and crop seeds, they should be understood and used as an aid in identification.

1. AWN... A pointed bristle-like appendage.
2. BEAK... An elongated tip.
3. BRACT... A small leaf-like appendage, attached to the hull, usually scaly in appearance.
4. BULB... A bud, often underground, with fleshy scales.
5. HILUM... The scar of a seed, which was the point of attachment of the stalk.
6. HULL... The outside covering of a seed.
7. LENS SHAPED... Disked shaped, thick in the center and tapering to the edges.
8. OBLONG... Longer than wide, the sides nearly or quite parallel, ends rounded.
9. OVATE... Egg shaped, one end broader than the other.
10. RACHILLA... A small stalk attached at the bottom of certain grass seeds.
11. RACHIS... That part of the stem where the seed is fastened.
12. SPIKELET... The seed containing unit of the grass plants, it may contain several seeds or a single seed.
13. SPINE... A thorn-like structure.
14. TUBERCLE... A small knob-like protruding structure.

SOME IDENTIFYING CHARACTERISTICS OF
60 CROP AND WEED SEEDS

Clarence R. Fridline

CROP SEEDS

I. GRAIN CROP SEEDS

1. Barley Hordeum vulgare Linnaeus

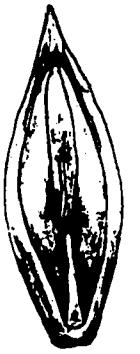

The shape is oval and ridged.
It is light yellow to dull white in color
Barley seed is about 1/2" long and 3/16" wide.
A winter annual or summer annual grain crop.

2. Buckwheat Fagopyrum saggittatum Gilibert

These seeds are three angled.
Dull tan to dark brown in color.
The seed coat is dull in appearance.
The size is about 1/4".
An annual, short season grain crop, often used on poorly drained soils.

3. Corn, dent Zea mays Linnaeus

Color mostly yellow, may be white, and sometimes red.
Seeds are smooth, wedge-shaped, flat, and dented.
Seeds are about 5/8" long and 3/8" wide.
Corn is one of the most important grains grown.

4. Corn, pop Zea mays Linnaeus

The color may be white, yellow or red.
The seeds are smooth, oval shaped and pointed.
Seeds are about 3/8" long and 3/16" wide.
Popcorn is used as a confection.

5. Corn, sweet Zea mays Linnaeus

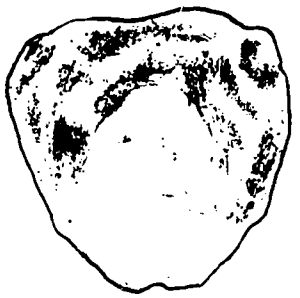

Yellow or white colored when ripe, seeds are shriveled and sunken in appearance.
Seeds are wedge-shaped, about 1/2" long and 3/8" wide.
Sweet corn is used in the green stage (milk) for human consumption.

6. Oats Avena sativa Linnaeus

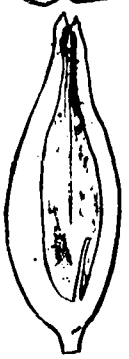

The color may be white, yellow or light gray.
Seeds are oval shaped and smooth, ridged on back, with distinct veins.
They are about 1/2" long and 3/16" wide.
A winter or summer annual grain crop.

7. Rye Secale cereale Linnaeus

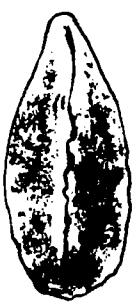

The color is greenish brown.
Seeds are elongated with a shallow crease.
Seeds are 1/4" to 3/8" long and 3/16" wide.
A winter annual used for green manure or grain.

8. Sorghum Sorghum vulgare Pers.

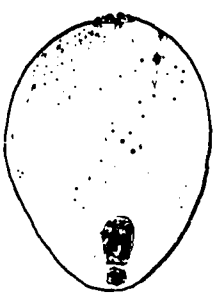

Grain sorghum seeds are white or red in color, with outer hulls absent.
Sweet sorghum seeds are red or black, with a glossy outer hull.
Shape is ovate or round.
Seeds are about 1/8" in diameter.
An annual used for forage or grain.

9. Soybeans Glycine max Linnaeus

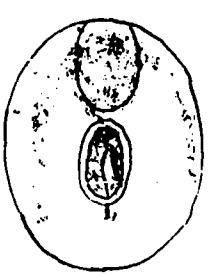

Most varieties are yellow in color, some are brown or black.
The hilum (seed scar) may be the same color as the seed, or it may be black, gray, or brown.
Seeds are rounded in shape.
They are about 1/4" in diameter.
A legume and an important annual grain crop.
At present it is less commonly used as a hay crop. Sometimes used as a green manure crop.

10. Wheat Triticium aestivum Linnaeus

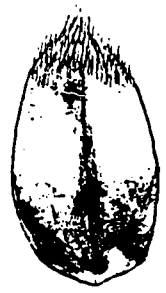

Light red to reddish brown color.
Seeds are elongated, plump, with a shallow crease.
Seeds are about 1/4" long and 1/8" wide.
On one end of the seed is a slight pubescence which can be seen only by observing closely.
An important winter annual grain crop.

II. FORAGE CROP SEEDS

Legumes

11. Alfalfa Medicago sativa Linnaeus

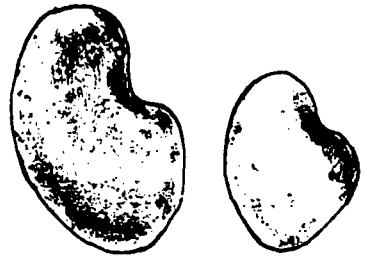

Color will vary from ivory to light green.
Shape will vary from kidney shaped to mitten shaped.
Seeds are slightly lustrous.
Size is about 1/16".
A valuable perennial forage crop, used for both pasture and hay.

12. Alsike clover Trifolium hybridum Linnaeus

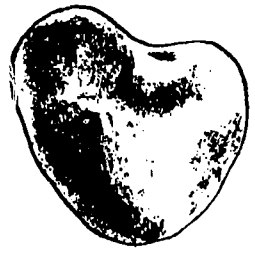

Color will vary from purple to dark green, to black.
Shape varies from mitten to heart shaped.
Seeds are slightly lustrous.
Size is about 1/16".
A short lived perennial forage crop of minor importance, used in wet areas.

Annual Lespedezas

13. Common lespedeza Lespedeza striata (Thunberg) Hooker and Arnott

With hulls attached which is commonly the way it is found, seeds are tan in color.
They are shaped like a shield and are pointed at one end.
Hulled seeds are dull red in color.
Slightly longer than wide and rounded.
They are about 1/16" in size; hulled seeds slightly smaller.
An annual forage crop, adapted to low fertility and acid soils.

14. Korean Lespedeza Lespedeza stipulacea Maximowicz

With hulls attached, which is commonly the way it is found, seeds are gray-brown in color.
They are blunt, not pointed like common lespedeza.
Hulled seeds are maroon to black and lustrous.
Hulled seeds are almost round and flat.
They are about 1/16" in size, hulled seeds slightly smaller.
An annual forage crop adapted to low fertility and acid soils.

15. Birdsfoot Trefoil Lotus corniculatus Linnaeus

Dark green to light brown in color.
Ovate to slight mitten shaped; ends are rounded.
Seeds are lustrous.
They are about 1/16" in size.
An important perennial forage crop.

16. Crownvetch Coronilla varia Linnaeus

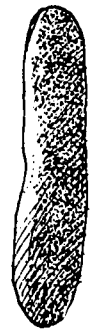

Seeds are dark brown in color.
Seeds are oblong shaped with rounded ends and slightly flattened.
They are lustrous to dull in appearance.
They are about 1/8" long and 1/32" thick.
A perennial crop used for reclamation purposes, roadside cover, and possibly pasture.

17. Hairy vetch Vicia villosa Roth

Seeds are dull black in color.
Hilum marking is light colored and is long and narrow.
Seeds are spherical shaped.
Seeds of hairy vetch may be confused with the seeds of wild mustard and rape; hairy vetch seeds are 3 to 4 times larger than rape (rape seeds are larger than mustard) Hairy vetch seeds are about 1/8" in diameter.
A winter annual used as a cover crop or green manure. The seeds of hairy vetch are very difficult to remove from wheat seed and in this situation becomes a weed.

18. Red clover Trifolium pratense Linnaeus

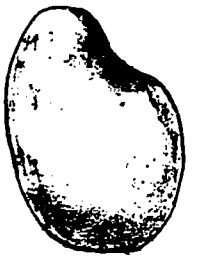

Seeds are mitten shaped and heart shaped.
Color varies from yellow to slight greenish to purple.
Seeds are lustrous.
They are larger than the seeds of white or alsike clover.
They are about 1/16" in size.
An important biennial or short lived perennial forage crop, used mainly for hay.

19. Sweetclover Melilotus alba (White) Desrousseaux
Melilotus officinalis (yellow) (Linnaeus) Lamarck

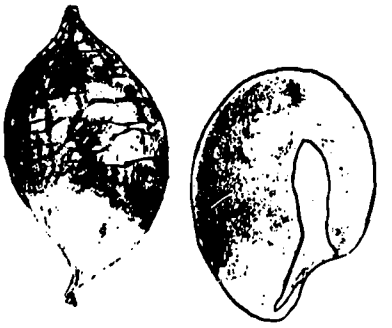

Unhulled: The hull of sweetclover is gray to tan in color. It is net veined and pointed on one end.

Hulled: Seeds are mitten shaped.
They are light ivory to greenish colored and lustrous.
It is 1/16" in size.
An annual or biennial used mainly as green manure.

20. White clover Trifolium repens Linnaeus

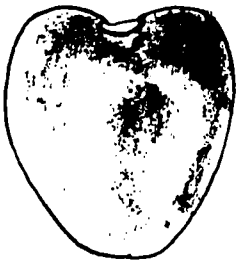

Seeds are mitten shaped to heart shaped.
The color varies from yellow to orange.
Seeds are lustrous.
The size is about 1/32".
A perennial crop of value as a pasture. White clover is considered by some people as a weed in lawns.

III. GRASS CROP SEEDS

21. Bluegrass
Canada bluegrass Poa compressa Linnaeus
Kentucky bluegrass Poa pratensis Linnaeus

Seeds elongated, broadest at center, with a triangular cross-section and a slender rachilla.
They have a distinct ridge on each side.
Light brown color and dull.
They are about 1/16" in size.
Kentucky and Canada bluegrass seeds are the same in appearance.
Canada bluegrass is a perennial pasture crop of minor importance.
Kentucky bluegrass is a perennial pasture and lawn crop of major importance.

22. Bromegrass Bromus inermis Leysser

Seeds elongated, flattened, having a chaffy appearance, with a slender rachilla.
The color is light brown with darker streaks.
The size is about 1/4" to 3/8" in length.
An important perennial forage crop.

23. Orchardgrass Dactylis glomerata Linnaeus

Seeds are slender, and the back of seed is curved with a curved awn.
Seeds light yellow to gray-yellow in color.
The size is about 1/4" in length.
An important perennial grass used for pasture and hay.

24. Redtop Agrostis alba Linnaeus

Seeds are pointed on one end and blunt on the other.
The color is light tan to light gray and they have a silvery appearance.
The size is about 1/32" being one of the smallest of the grass seeds.
A perennial plant widely distributed, found in lawn, pastures, and roadsides.

25. Ryegrass
Annual Lolium multiflorum Lamarck
Perennial Lolium perenne Linnaeus

Upper third of seed is flattened and the rachilla is short, thick and wedge-shaped.
The color is light tan.
Annual has the same characteristics except it has an awn.
The size is about 3/16" in length.
A short lived perennial or annual used as a cover crop and in lawns.

26. Sudangrass Sorghum sudanense (Piper) Stapf

Seeds are rounded at base and pointed at the other end.
The rachilla is short, about 1/4" to 1/2" the length of the seed, and has a ragged break appearance at the end.
The color varies from yellow, pink or dark red, with a very lustrous appearance.
The size is about 1/4" to 3/8" in length.
An annual forage crop of major importance.

27. Tall Fescue Festucia arundinacea Linnaeus

An elongated seed, and the rachilla is cylindrical, slender with a knob on the end.
The color is light tan.
The size is about 1/4" in length.
A perennial used as a cover in heavily trampled areas, and in sod waterways; also used for spring, fall, and winter pasture.

28. Timothy Phleum pratense Linnaeus

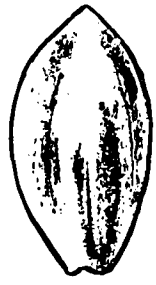

Seeds are almost football shaped.
The outer hulls are white to ivory with a lustrous appearance; the inner hulls are tan to gray in color.
The size is about 1/16" in length.
A perennial forage crop used mainly for hay.

IV. OTHER CROPS

29. Rape Brassica rapa Linnaeus

Seeds spherical shaped.
The color is dark brown to black (usually black)
The size is 1/16" in diameter, they are about 2 to 3 times larger than mustard and 3 to 4 times smaller than hairy vetch.
They have a dull lustrous appearance.
An annual used as a pasture crop.

WEED SEEDS

V. NOXIOUS WEED SEEDS

Prohibited or Primary Noxious Weed Seeds

30. Canada thistle Cirsium arvense (Linnaeus) Scopoli

Seeds are banana shaped.
At the apex are cup shaped with a tubercle in the center.
The color is light to dark brown and they have a slight lustre.
A perennial, primary noxious weed, very widely distributed. Seeds found in most all crops; difficult to remove from clover, alfalfa, and timothy seed.

31. Field bindweed Convolvulus arvensis Linnaeus

One side of the seed is flattened and two sides are rounded, which gives the seeds a shape similar to an orange section.
The seeds are dark brownish gray.
The seed coat is dull with a roughened appearance.
The size is about 1/8".
A perennial primary noxious weed widely distributed.

32. Johnsongrass Sorghum halepense (Linnaeus) Pers.

Seeds are rounded at base and pointed at other end.
It has an awn that is easily broken.
The rachilla extends almost 3/4 the length of the seed and is club shaped at the end.
The color is black to ivory and is lustrous.
The size is about 1/8" in length.
A perennial, primary noxious weed widely distributed. Seeds difficult to clean from wheat and oats.

33. Quackgrass Agropyron repens (Linnaeus) Beauvois

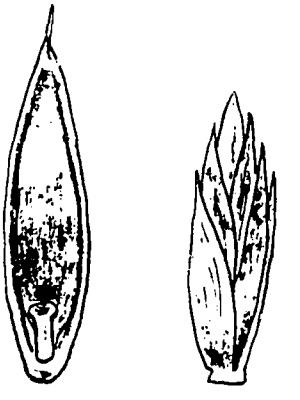

Seeds are elongated, flattened and have a short awn that is easily broken.
Seeds of quackgrass may remain attached to the rachis and thus will be in a spikelet.
The color is light tan.
The size is about 5/16" in length.
A perennial, primary noxious weed widely distributed. Seeds may be difficult to clean from oats, orchard grass, ryegrass and fescue.

Secondary Noxious Weed Seeds

34. Buckhorn plantain Plantago lanceolata Linnaeus

Seeds are oblong and boat shaped.
The color is light brown to dark brown with a dark spot at the bottom of the indentation.
Seeds are lustrous in appearance.
The size is about 1/16" in length.
A perennial, secondary noxious weed found in lawns and hay fields. The seed is difficult to clean from forage crop seeds of red clover and timothy.

35. Corn-cockle Agrostemma githago Linnaeus

Triangular to irregular shaped seeds and rounded on the back
The color is black with a rough seed coat.
The size is about 1/8" in length.
A winter annual, secondary noxious weed.
The seed is difficult to clean from wheat seed.

36. Curly dock Rumex crispus Linnaeus

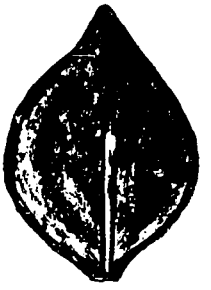

The seeds are three-angled and sharp edged.
When the hull is attached, the seed is surrounded by three heart shaped bracts.
The color is bright brown, hulled seeds have a lustrous appearance.
The size is about 1/16".
A perennial secondary noxious weed, widely distributed, a problem in oats fields and new established hay fields.

37. Red sorrel Rumex acetosella Linnaeus

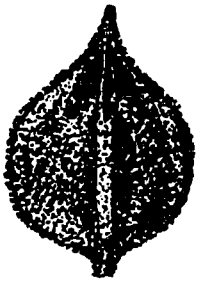

Three angled seeds.
The color is reddish-brown with a dull, scaly appearance. If the sced covering is removed they are lustrous in appearance.
The size is about 1/32".
A perennial, secondary noxious weed found in low fertility, acid soils of pastures. Seed is difficult to clean from timothy and clover seed.

38. Wild garlic Allium vineale Linnaeus

Wild garlic produces aerial bulblets, flat on one side.
The color is pearly white to pinkish-tan.
They are about 1/4" long, about the same size as a wheat kernel.

Numbers 38 and 39

39. Wild onion Allium canadense Linnaeus

Wild onion bulblets are larger than wild garlic and flat on one side.
Crushed bublets reveal a black seed, flat on one side, about 1/8" in diameter.

Both wild onion and wild garlic are perennial, secondary noxious weeds widely distributed; a particular problem in wheat, oats, and pasture fields.
The bulblets are almost impossible to clean from wheat and oats seeds.

VI. COMMON WEED SEEDS

40. Barnyardgrass Echinochloa crusgalli (Linnaeus) Beauvois

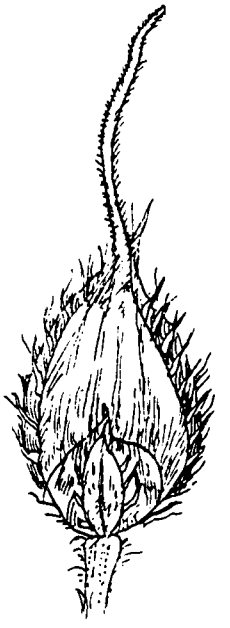

The seeds have a rounded back and flat bottom.
If the outer hull is removed the seeds are hard shiny and smooth.
The outer hulls of the seed are papery and frequently are covered with bristles. They are often tipped with an awn.
The color will vary from tan to brown.
They are about 3/16" long.
An annual problem weed in cultivated areas.

41. Cheat (chess) Bromus secalinus Linnaeus

The seeds are deep boat-shaped with enrolled margins.
The seeds are normally awnless; if the awn is present, it is 1/8" to 1/4" in length.
The color is yellow-gray.
They are about 3/8" in length.
A winter annual weed often found in wheat fields, along roadsides and field borders. Seed is difficult to clean from wheat.

42. Chicory Chichorium intybus Linnaeus

These seeds are narrow and wedge-shaped; they are flat at one end, rounded at the other, and are 4 to 5 angled.
The color varies from light tan to dark brown.
They are about 1/16" in length.
A perennial weed usually found along roadsides, waste land and other uncultivated areas.

43. Common plantain Plantago major Linnaeus

These seeds are angular shaped; often rounded on one side and angular on the other.
The color is deep brown to black, with a white marking in the center.
They are about 1/16" in length.
A perennial problem weed in lawns and hay fields. Seed is difficult to clean from timothy and clover seed.

44. Common ragweed Ambrosia artemisiifolia Linnaeus

These seeds are roughly ovate at the broader end, with several short spines and a thicker central spine. They have blunt longitudinal ridges.
The color is light brown.
They are about 1/8" in length.
An annual weed widely distributed.

45. Dodder (field) Cuscuta campestris Yunck

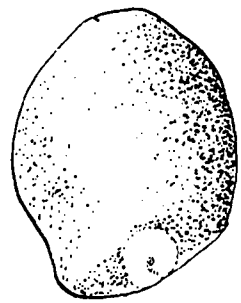

The shape is globular or angular, with one or more flat surfaces.
The color is gray to grayish-yellow with a roughened seed coat.
They are about 1/32" in diameter.
An annual parasitic plant found mainly on legume plants, but it may be found on many other broadleaved plants. The seeds of dodder are very difficult to clean from those of clover and alfalfa.

46. Field Peppergrass Lepidium campestre (Linnaeus) Brown, R.

These seed are football shaped, more pointed on one end than the other, and they have a roughened seed coat.
The color is reddish brown to dark brown.
They are about 1/16" in length.
An annual weed found mainly in uncultivated areas. Seed is difficult to clean from clover and timothy seed.

Foxtails

47. Green Foxtail Setaria viridis (Linnaeus) Beauvois

Seeds are football shaped, slightly ridged and are more pointed on one end than the other.
If the hull is present it covers the entire seed.
The color is gray to grayish green and they have a dull appearance.
The seed are about 1/16" long.
An annual serious problem weed in cultivated areas.

48. Yellow Foxtail Setaria glauca (Linnaeus) Beauvous

The shape is oval, plane on one side and convex on the other.
The outer papery hull on the back covers only the lower half of the seed.
The color is yellow to light brown.
They are about 1/8" in length, being the largest of the foxtail seeds.
An annual serious problem weed in cultivated areas.

49. Giant Foxtail Setaria faberii Herrmann

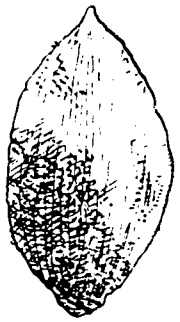

These seeds are similar in shape to those of green foxtail, except if the hull is present it covers about 4/5 of the seed.
The color is gray to grayish-green with a dull appearance.
They are about 3/16" in length.
An annual serious problem weed in cultivated areas.

50. Giant ragweed Ambrosia trifida Linnaeus

These seeds have a woody like hull, blunt ridges and several thick, blunt spines at one end with a central conspicuous beak.
The color is light gray to tan.
The length is about 5/16".
An annual problem weed of wide distribution.
Seed may be difficult to clean from soybean seed.

51. Jimsonweed Datura stramonium Linnaeus

They are kidney shaped to irregular shaped, flattened, and the seed coat is rough being covered with small pits.
The color is usually black but may be gray.
The length is about 1/4".
An annual weed, widely distributed, usually found on fertile soil. A special problem in soybean fields. It can be poisonous to livestock.

52. Lambsquarter Chenopodium album Linnaeus

These seeds are double convex (lens) shaped, with notched margin.
The hulled seeds glossy to dull black; frequently they will have a light green hull attached.
They are about 1/16" in diameter.
An annual weed found in cultivated areas.

53. Redroot pigweed Amaranthus retroflexus Linnaeus

These seeds are elliptical shaped and double convex (lens) shaped with a slight notch at one end.
The color is jet black and very glossy.
They are about 1/32" in diameter.
An annual weed widely distributed.

Smartweeds

54. Ladysthumb Polygonum persicari Linnaeus

These seeds are almost round, flattened with a point on one end.
The color is shiny black.
Some seeds may have a gray to tan chaffy hull attached.
They are about 1/8" in diameter.
An annual weed widely distributed but a particular problem in corn and soybean fields.

Numbers 54 and 55.

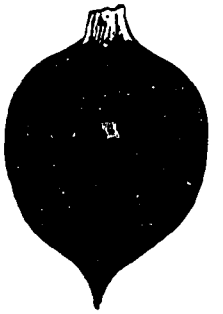

55. Pennsylvania Polygonum pensylvanicum Linnaeus

The shape and color of these seeds is the same as ladysthumb.
The size may be twice as large as for ladysthumb.
An annual weed widely distributed but a particular problem in corn and soybean fields.

56. Velvetleaf Abutilon theophrasti Miller

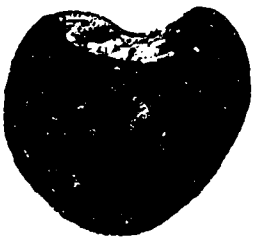

These seeds are flat and heart-shaped.
The color is a mottled grayish-brown.
They are about 1/8" in diameter.
An annual weed found in cultivated areas, particularily corn and soybean fields.

57. Wild buckwheat Polygonum convolvulus Linnaeus

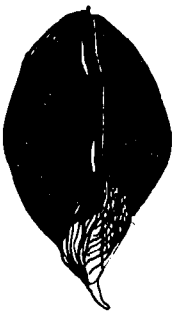

The shape is three angled.
The color is a lustrous black and are sometimes covered with a dull brown hull.
The size is about 3/16" in length.
An annual weed widely distributed but a particular problem in cultivated fields.

58. Wild carrot Daucus carota Linnaeus

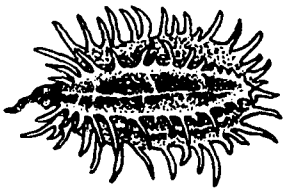

These seeds are oblong, flattened and with four rows of hooked spines extending from end to end.
They are straw colored.
They are about 1/16" in length.
A biennial weed widely distributed but found mostly in uncultivated areas.

59. Wild Mustard Brassica kaber (De Candolle) Wheeler

Seeds are spherical shaped, with a slight depression at the hilum.
The color varies from black, to gray-black to reddish brown.
They are about 1/32" in diameter, being 2 to 3 times smaller than rape seeds with which they may be confused.
An annual weed widely distributed. Broken pod sections containing seed may be difficult to clean from oats seed.

60. Yellow rocket Barbarea vulgaris Brown, R.

The shape is oval to oblong and notched at one end.
The color varies from tan to grayish-brown.
The size is about 1/32".
A winter annual weed mostly a problem in hay fields.

STUDENT ACTIVITY: Reproduce the form as shown in your notebook. Then fill in the descriptions for the crop and weed seeds you study in the appropriate columns.

Name of Seed	SHAPE - Describe as to round, ellipitical, oval, flattened, elongated or some common object such as "football shaped."	COLOR AND SEED COAT - Give color or colors and describe as to smooth, lustrous, dull or pitted.	SIZE - Give actual dimensions or describe as related to some familiar object.	OTHER CHARACTERISTICS - Such as hilum, presence of ridges, spines, awns bracts.
Example:				
Quackgrass	Elongated and flattened	Light tan and dull.	5/16"	Short awn that is easily broken. Seeds may remain attached to the rachis; others in spiklet form.

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ACCESSION NUMBER: VT100660

PUBLICATION DATE: 72

TITLE: INSIDE STORY OF MADAM BROOD SOW.

PERSONAL AUTHOR: BARNES, HERBERT W.

DESCRIPTOR: *AGRICULTURAL EDUCATION; *SLIDES; COLOR PRESENTATION; *LIVESTOCK; *ANIMAL SCIENCE; BIOLOGY; *AGRICULTURAL PRODUCTION

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 556

ABSTRACT: THIS PAMPHLET CONTAINS THE NARRATIVE THAT ACCOMPANIES A COLOR SLIDE SERIES, "THE INSIDE STORY OF MADAME BROOD SOW." EACH SLIDE IS REPRODUCED IN A COLUMN TO THE LEFT OF THE PARAGRAPH DESCRIBING IT. SLIDES DEAL WITH A PICTORIAL ACCOUNT OF WHAT HAPPENS IN THE BROOD SOW DURING THE GESTATION PERIOD. THE SLIDE SERIES SHOULD BE USED WITH THE LIVESTOCK BREEDING STUDENT REFERENCE BOOK AND TRANSPARENCY SERIES DEVELOPED BY ROGER ROEDIGER. SLIDES AND THE REFERENCES ARE AVAILABLE FROM THE AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, ROOM 201, 2120 FYFFE ROAD, COLUMBUS, OHIO 43210. (MU)

REPORT NUMBER: AGDEX 440/22

AVAILABILITY: AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, ROOM 201, 2120 FYFFE ROAD, COLUMBUS, OHIO 43210

INSTITUTION NAME: OHIO STATE DEPT. OF EDUCATION, COLUMBUS. AGRICULTURAL EDUCATION SERVICE.; OHIO STATE UNIV., COLUMBUS. DEPT. OF AGRICULTURAL EDUCATION.

VT 100 660

AGDEX 440/22

THE INSIDE STORY OF MADAM BROOD SOW

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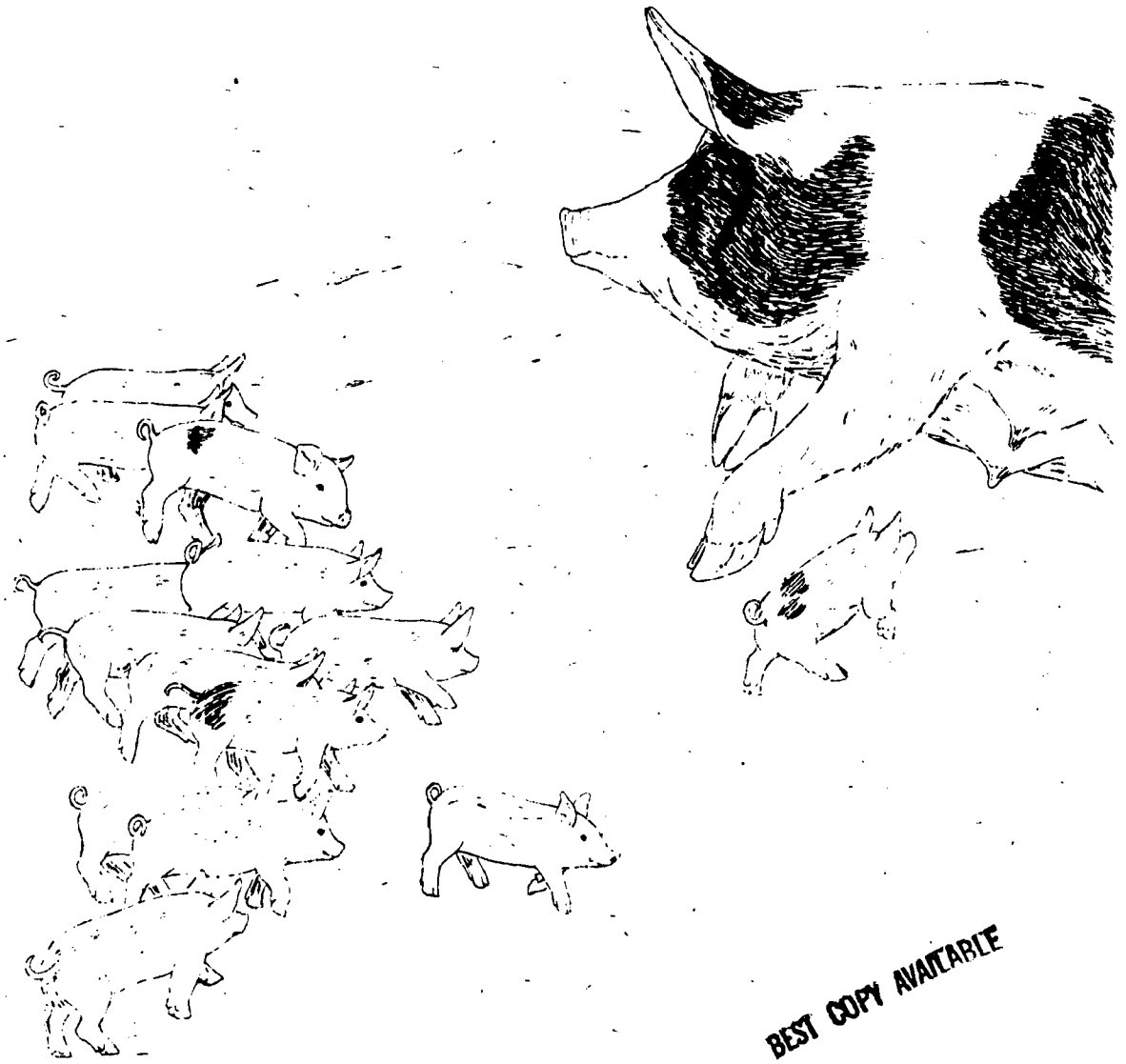

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Agricultural Education Service
State Department of Education

and

Department of Agricultural Education
The Ohio State University

1972

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FOREWORD

The color slide series "The Inside Story of Madam Brood Sow" was first produced by the Ralston Purina Company, St. Louis, Missouri as an educational film strip. The Ralston Purina Company discontinued the film strip. Permission was granted to The Ohio Agricultural Education Curriculum Materials Service to use selected parts of the film strip.

Herbert W. Barnes, Swine Extension Specialists, The Ohio State University, selected the original "Inside Story of Madam Brood Sow" slides to be used in the new series. In addition, slides 3, 4, 11, 12, 13, 14, 15, and 22 were provided by the Ohio Agricultural Research and Development Center. Mr. Barnes also prepared the script which accompanies the slide series.

"The Inside Story of Madam Brood Sow" provides a pictorial account of what happens in the brood sow during the gestation period. The slide series should be used with the Livestock Breeding student reference book and the Livestock Breeding Transparency Series developed by Roger D. Roediger which are available from the same source as this slide series.

Harlan E. Ridenour, Director
Ohio Agricultural Education
Curriculum Materials Service
Room 201, 2120 Fyffe Road
Columbus, Ohio 43210

Credit:

THE OHIO AGRICULTURAL EDUCATION
CURRICULUM MATERIALS SERVICE
HERBERT W. BARNES

THE RALSTON PURINA COMPANY

PRESENTS

The Ohio Agricultural Education
Curriculum Materials Service
and Herbert W. Barnes,
Swine Extension Specialist,
The Ohio State University
With Selected Illustrations Provided By
The Ralston Purina Company Presents

1. This set of slides was first produced by Ralston Purina Company and is now revised by the addition of slides made at the Ohio Agricultural Research and Development Center.

2. The ability of the sow to have numbers of pigs, and to do it in approximately 114 days, is one of the greatest factors in making hog production profitable. These pictures are to help you understand this great ability and a few of the things that influence this intricate process.

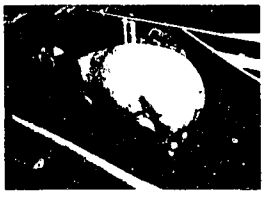

3. This sow shows signs that she is about to farrow -- the full udder, the swollen vulva, the relaxed muscles in the rump, and her apparent restlessness and anxiety tell us she is about to:

4. Lie down and "shell out" pigs.

5. These sows, however, were bred, then sacrificed at various intervals after breeding to show us how the litter is developed.

6. Here is one slaughtered about one month after breeding. Cutting away the abdominal wall we see the intestines and some of the internal organs of the sow. For this picture, the intestines have been pulled forward by the cords tied to the sows legs to expose the uterus, that mass of folds to the extreme right in the back part of the abdominal cavity. The uterus is the place where the pigs are conceived, where they grow and develop during this 114 day period.

7. Here we see the uterus more clearly, after the intestines and other organs have been removed.

8. Let's lift this pig making machine outside the factory for a closer look at it's various parts. The tube extending to the right is the vagina thru which at farrowing time the pigs will be sent out into the world. The large muscle extending from the vagina into the center of the folds of the uterus is known as the broad ligament. This ligament not only holds the uterus in place but is filled with blood vessels conveying food from the blood stream to nourish the growing pig embryos. The ovaries are indicated by the arrows. Here the ova, or eggs, mature before moving out into the uterus for conception.

9. But let's see what has been happening inside the machine during the first 30 days. In the upper and lower parts of this picture, two of folds - or compartments - of the uterus have been opened. In each of these folds is a mass of gelatin like substance. In the center of that mass is a tiny embryo pig, just a gelatin like body itself.

10. Coming up closer and pulling away much of the other covering we get a good look at the 30 day embryo pig. At this stage it looks much like the embryo of a chicken, or human.

11. Now, let's go back and take a close look at the ovary. This is the lumpy structure in the center of the screen. The larger lumps are caused by the corpus luteum that forms in the follicle after a mature egg is shed from the follicle at the time of heat. The smaller areas that look something like water blisters are follicles from which eggs would have come in the next heat period, had she not gotten pregnant first.

The crooked tube that leads from the ovary to the horn of the uterus is the oviduct, or Fallopian tube. The egg is fertilized while in this tube, then migrates into the uterus about 48 hours later, where it implants and begins to grow.

12. The embyro pig at this stage is protected by fetal membranes and fluids. He will eventually grow large enough to fill this sack.

13. If we carefully lift him out of natures "plastic bag" at this point we can see how tissue differentiation is growing various structures and organs at this very early age. At this time the largest organ in the pig is the kidney, located along the backbone.

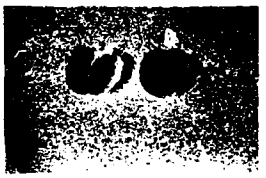

14. Unfortunately, at this time not all of the embryos are living. Here are two dead ones, partially resorbed. It is estimated that 30-35 percent of the embryos die in the first month after breeding. Not all the causes of this are known. Some of the known causes of early embryo mortality are:

Disease that cause the sow to have an abnormal body temperature. Heat stress on the sow caused by hot weather, with no relief from the heat provided by the manager.

Over feeding the sow during pregnancy.

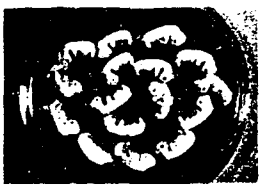

15. When things do go well, it appears that nature has given the sow a great capacity to reproduce. This 16 pig litter, all normal were taken from a first-litter Duroc gilt 25 days after breeding. A petri dish holds them all.

16. Our next stop on our trip through this pig factory is at 60 days. During the second thirty days the folds of the uterus have increased greatly inside, indicating fast growth of the pig embryos. Here again we have cut through the muscle walls of the folds or compartments of the uterus. one at the top and one at the bottom of the picture. This 15 inch ruler gives an indication of the enlarged size of the uterus. Note the enlargement of the blood vessels as the job of supplying food to the pigs becomes greater.

17. Let's get up closer for a better look at one of these pigs. What just 30 days before was a soft gelatin like mass has now assumed a definite shape and a firmer substance -- snout, ears, legs, and even the tail may be clearly seen. While the possibility of resorbtion of a body of this size and substance is less likely than at 30 days, the danger of death is still great. This pig needs a constant flow of the right kind and quality of nutrients to build muscle, hide and tissue of all kinds. Vitamins cannot be stored in the sow's body. She must get them in her feed from day to day.

18. After 60 days the pig is still a long way from being born alive, strong, and healthy. With only 54 days to go, this embryo measures only about 4 1/2 inches in length,

19. but he has come a long way in the last 30 days as this comparison with the 30 day embryo shows.

20. Here at 90 days, the uterus is fuller and heavier, and occupies larger part of the sows abdominal cavity. Since the other organs don't grow smaller, the abdominal muscles have to stretch to contain their load.

21. This close up of the 90 day old embryo shows continued development of ears, eyes, snout, and legs. The ever increasing job of feeding this youngster is seen in the mass of blood vessels. The bright red arteries carrying blood from the heart and the bluish veins taking the blood back to the heart for another load of food and oxygen.

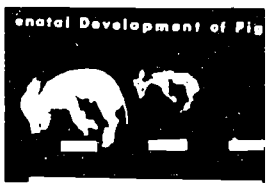

22. A comparison of the size of the embryo pigs at 25, 59, and 94 days after conception reminds us of how the rate of growth is accelerated as farrowing time approaches.

23. Now, at 110 days, about one week to go, it is easy to make out the shapes of the pigs contained in the horns of the uterus. It appears that one "eager beaver" already has his nose at the opening of the birth canal, waiting for the signal to go.

24. Just two to four days before farrowing time the only hair visible on the embryo is around the snout -- the feet and mouth are not yet fully formed. This illustrates the important fact that growth and development of the embryo pig continues right up to the very hour the pigs are farrowed. The job of Madam Brood Sow never stops.

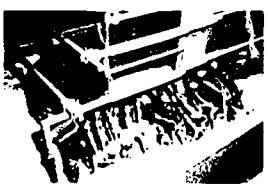

25. Two days later and our trip is finished. Madam Brood Sow has farrowed 12 big strong husky pigs. Yes, it is a tremendous job that Mother Nature has given Madam Brood Sow and while performing that big task she must also keep her own body in good condition and fill her udders with enough milk to nurse those pigs through the weaning.

26. THE END. Or is it? This lesson has described reproduction as it occurs within the sow. It has indicated some problems that may influence the number of embryos that live. Other questions that you might try to answer:

a. What influences the number of eggs that are available to be fertilized by the sperm?

b. What might influence the percentage of the available eggs that do become fertilized?

c. What regulates the heat periods, or estrus?

d. What is the appropriate age to breed the gilt?

e. What is the appropriate age to begin using the boar?

f. What is the ideal time during estrus to inseminate the gilt or sow?

Nature -- and Madam Brood Sow -- are wonderful. But there's much that we must do as managers and herdsmen to permit nature and brood sows to do their best.

The answers to the questions on the preceeding page may be obtained by studying the book Livestock Breeding and the Livestock Breeding Transparency Series which is available from the Ohio Agricultural Education Curriculum Materials Service.

ERIC

ACCESSION NUMBER: VT100661

PUBLICATION DATE: 72

TITLE: TILLAGE SYSTEMS FOR CORN.

PERSONAL AUTHOR:. FRIDLINE, CLARENCE R.; BONE, SAMUEL W.

DESCRIPTOR: *AGRICULTURAL EDUCATION; *SLIDES; COLOR PRESENTATION; *AGRICULTURAL PRODUCTION; *AGRONOMY; *CORN (FIELD CROP)

IDENTIFIER: *OHIO

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 556

ABSTRACT: THIS PAMPHLET CONTAINS THE NARRATIVE THAT ACCOMPANIES A COLOR SLIDE SERIES, "TILLAGE SYSTEMS FOR CORN." EACH SLIDE IS REPRODUCED IN A COLUMN TO THE LEFT OF THE PARAGRAPH DESCRIBING IT. SLIDES DEAL WITH THE FOLLOWING AREAS OF INFORMATION: (1) THE PURPOSE OF TILLAGE, (2) SOIL PROPERTIES, (3) THE WATER CYCLE, (4) OHIO SOILS, AND (5) COULTERS AND NO-TILLAGE PLANTERS. SLIDES ARE AVAILABLE FROM THE AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, ROOM 201, 2120 FYFFE ROAD, COLUMBUS, OHIO 43210. (MU)

REPORT NUMBER: AGDEX 111/510

AVAILABILITY: AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, ROOM 201, 2120 FYFFE ROAD, COLUMBUS, OHIO 43210

INSTITUTION NAME: OHIO STATE DEPT. OF EDUCATION, COLUMBUS. AGRICULTURAL EDUCATION SERVICE.; OHIO STATE UNIV., COLUMBUS. DEPT. OF AGRICULTURAL EDUCATION.

VT 100 661

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AGDEX 111/510

TILLAGE SYSTEMS FOR CORN

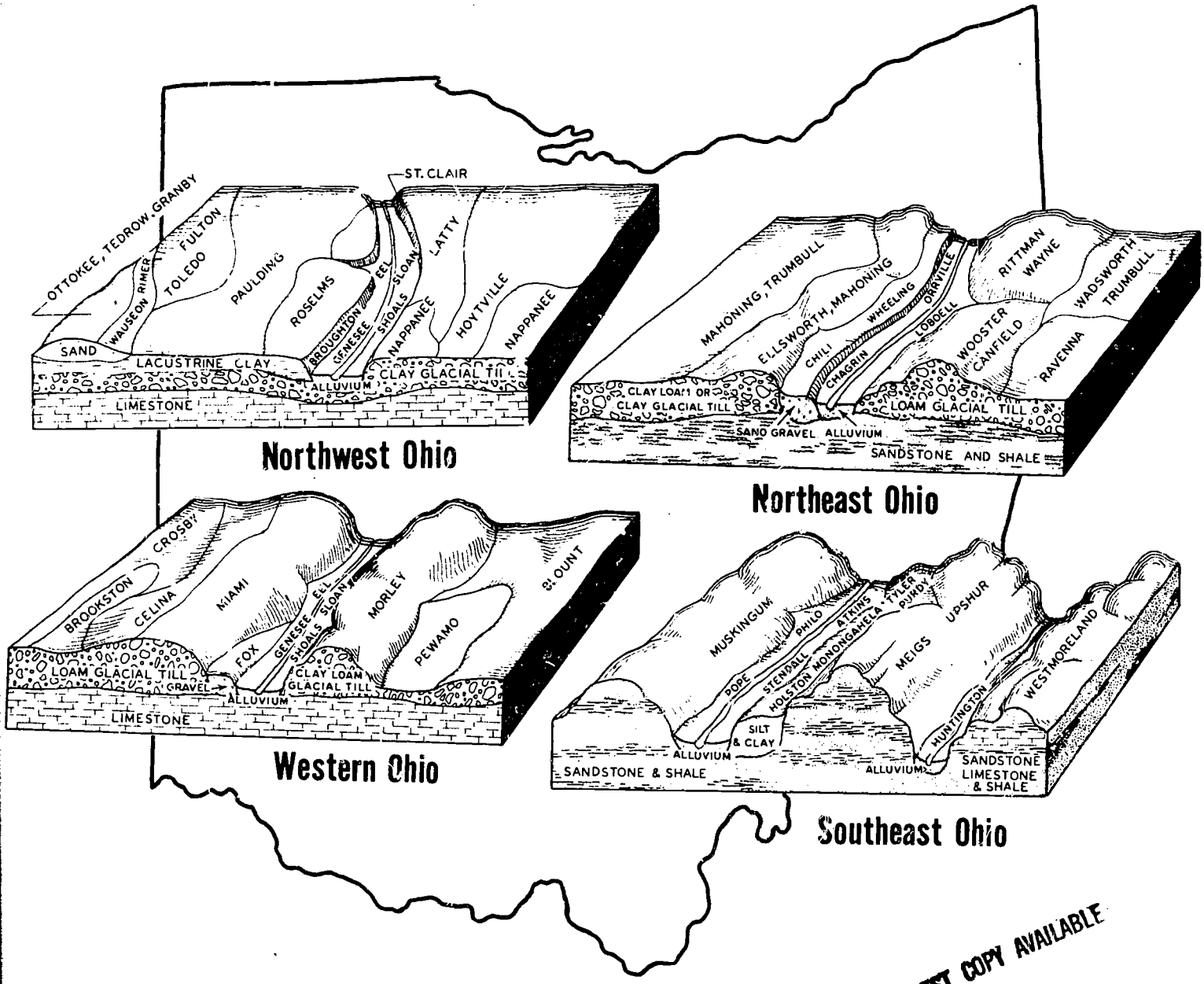

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Agricultural Education Service
State Department of Education

and

Department of Agricultural Education
The Ohio State University

1972

ERIC

FOREWORD

The slide series "Tillage Systems for Corn" is designed to prevent basic information about tillage practices for raising corn. Tillage is one of the most costly and time consuming operations involved in the raising of corn. There is a need to keep the cost of raising corn to a minimum. Also those tillage operations which affect the time of planting corn are critical since planting after the optimum date reduces the potential yield.

Ohio has many different soil types and each reacts differently to tillage operations. In this slide series the soil types that react similarly to the various tillage operations have been grouped together. The data presented has been taken from research conducted by the Department of Agronomy and the Department of Agricultural Economics and Rural Sociology at The Ohio State University.

The effect of various tillage methods in each of the groups of similar soil types is presented in terms of corn yields and cost of production.

The slide series does not present answers. It does present information about the effect of different tillage systems and their costs upon the different types of soil commonly found in Ohio. This information may be used as a basis for the student to draw his own conclusions for a given soil type under the specific weather conditions for the season being considered.

Data for slides showing machinery costs and time required for different tillage operations was obtained from Ohio Farm Management Handbook, The Ohio Agricultural Extension Service, The Ohio State University.

Data for slides showing yield results from tillage research was obtained from The Department of Agronomy, The Ohio State University.

Data for slides showing losses from erosion and amount of water run off was obtained from The Department of Agronomy, The Ohio Agricultural Research and Development Center, The Ohio State University, and from the North Appalachian Hydrological Research.

James E. Dougan, Director
Agricultural Education Service
State Department of Education

Harlan E. Ridenour, Director
Ohio Agricultural Education
Curriculum Materials Service
The Ohio State University

TILLAGE SYSTEMS FOR CORN

1. TILLAGE SYSTEMS FOR CORN

Clarence R. Fridline, Curriculum Materials Consultant
and
Samuel W. Bone, Extension Agronomy
The Ohio State University
for
Ohio Agricultural Education
Curriculum Materials Service

2. The tillage system used should provide for the best possible use of natural resources, which would include sunlight, rainfall, temperature and the soil and its properties.

3. The main purpose of tillage is to prepare a seedbed and provide the best possible plant growth environment. To germinate, corn seeds need a soil that is warm, moist, and well supplied with air. It should only be tilled enough to give contact between the seed and the soil. Only five percent of the corn plant's lifetime is involved with germination, yet this stage of growth is very vital, and has much to do with securing the desired plant population.

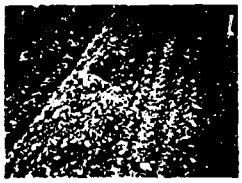

4. Tillage should improve or preserve the soil tilth. Tilth is commonly defined as the physical condition of the soil in relation to plant growth. A soil with good tilth has durable coarse particles to allow for aeration and water infiltration, but enough fine particles to surround the seed to provide moisture.

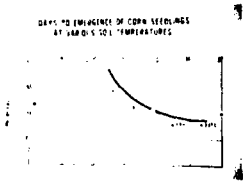

5. Corn will germinate at a temperature of about 55°F. However, it will germinate more quickly at higher temperatures. Tillage has a warming effect on the soil, especially wet soils.

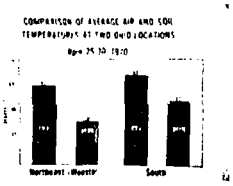

6. From rather limited studies conducted in Ohio, there is a fairly close relationship between air temperature and soil temperature.

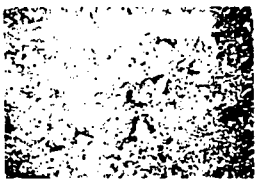

7. Soil Properties. Soils vary considerably in their capacity to produce good corn plant growth, and all soils do not respond the same to different tillage practices.

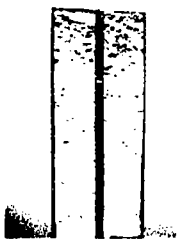

8. How rapidly or slowly water and air moves within a soil is determined mostly by two items -- Texture and Structure. Texture refers to the size of the individual soil particles, and structure refers to how they are arranged. Many soils have a gray or yellow material (mottling) in the sub-soil (right). This gray-yellow mottling indicates slow water movement. The depth at which this mottling occurs determines how well or how poorly the natural drainage is in a soil. The soil on the left shows good internal drainage.

9. Desirable surface soil structures are those that permit rapid water penetration, such as crumb and granular. Platy structures slow up water penetration. Rate of water movement is usually faster in blocky structure. Columnar, prismatic, or larger units of structure restrict water movement.

10. Working a soil too wet or overworking it is a threat to the soil structure and plant growth. The development of a compact layer below the cultivated soil layer may limit growth.

11. The soil on the left has a granular appearance, that on the right has been packed by over tillage.

12. Low corn plant population resulting from over tillage and poor soil structure.

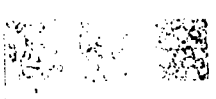

SOIL MOISTURE

13. Excess soil moisture, or the saturation point as shown (right C) prevents the soil from warming, as air is excluded. For effective tillage this must be improved by artificial drainage. The water held by the soil particles is capillary water, and is the water plants use. The water not held by the soil particles will move downward in the soil. How rapidly this happens depends on the soil structure. As the capillary water is used by the plants or evaporates from the soil, and is not replaced, the soil reaches the wilting point (left A). The thin film of water on soil particles, known as hygroscopic water, is tightly attached and cannot be used by plants. A soil with moisture at 50 percent of field capacity (center B) is suitable for tillage.

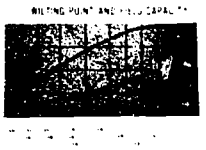

14. The field capacity and wilting point are shown for several soil textures. Notice a one foot depth of a sand texture will hold .8 inch of available water. A loam texture holds 2.0 inches of water or 2 1/2 times that of the sand texture.

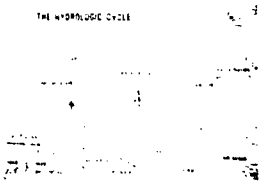

15. A look at the water cycle (hydrologic cycle) shows how water becomes a natural resource for us to use. Examine the chart and determine how water may be lost through mis-management. The water cycle is an ever continuing process. The amount of precipitation varies slightly from year to year, but the average is about 36 inches per year in Ohio.

16. Between 17 and 20 inches of the annual precipitation occurs from April through August. This varies slightly in different areas of the state. It is estimated that to produce 150 bushels of corn per acre 22 to 24 inches of rainfall is needed or about 450,000 gallons per acre.

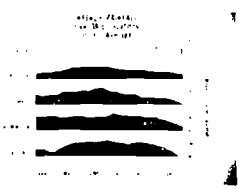

17. The amount of rainfall by months and weeks from April to September in five different locations in Ohio have different distribution patterns. Does the amount of rainfall in your area coincide with the water needs of corn?

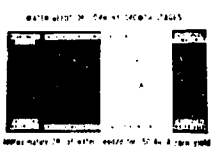

18. Over one-third of the water needs of corn takes place from tasseling to late dough state. Refer back to slide 17. Will earlier planting bring the water needs of corn, and higher rainfall periods more in line?

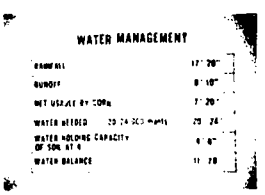

19. Careful water management becomes increasingly important as we attempt for higher yield goals. Two important items appear, the amount of water lost as runoff, and the amount of water held in the root zone area of the soil.

20. The question arises, "When is the Best Time to Plant Corn?" This will vary according to where you are located in the state.

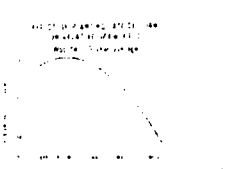

21. As the chart shows, planting should be done in northern Ohio between April 20 and May 10. Moving from north to south, the season in April and May is about one day earlier for each 10 miles. Therefore, in southern Ohio the planting dates would be April 10 to May 1.

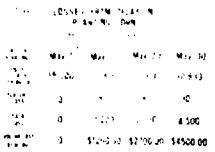

22. Yield losses from a delay in planting can be from 1 to 2 bushels a day, for each day past the optimum date. On large acreages this loss in dollars could be staggering.

23. Weather is an important factor in the amount of time available to prepare and plant land for corn. The larger the acreage the more important it becomes.

24. Under the best possible weather conditions with good drainage on sod land twenty five days were available for tillage. For the worst weather conditions on stalk land with poor drainage only four days were available. On the average ten to twenty days were available for tillage depending upon soil drainage and soil cover. A ten hour day would give, for twenty days, two hundred hours time in the spring before May tenth for preparing and planting land for corn.

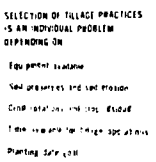

25. Selection of the tillage practices to use is an individual problem, and may be based on the items as shown.

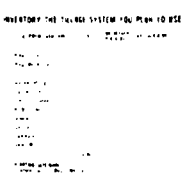

26. For your own corn growing situation at home plan the tillage system you will use, by using the form as shown. Slides 27 and 28 will provide you with the information you will need to complete the inventory.

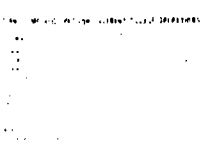

27. You may determine average amounts for the cost and time required for each tillage operation.

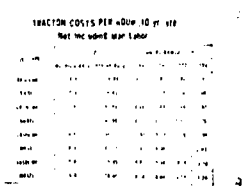

28. You may determine average tractor costs per hour (10 year life) not including man labor.

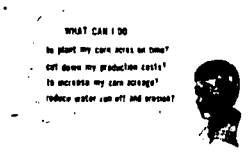

29. With many corn growers several questions need answering.

30. Different tillage systems are under study at various locations in the state on different soil types. Each of the major soil types of Ohio are illustrated in this slide series. You may wish to use only those soil types similar to the ones in your area. To determine the soil types that are similar, refer to the soils section of the current issue of the Ohio Agronomy Guide.

31. Location of Crosby silt loam.

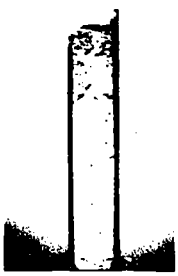

32. Crosby soils are poorly drained, are medium-textured and are average to below average in fertility, when compared with other soils of the area.

EFFECT OF TILLAGE ON CORN YIELDS
Crosby Silt Loam Clark Co
1965 70

Tillage Practices			
	130	125	116
	130	122	120
	134	116	115

33. The tillage system used had very little effect on yield, on continuous corn, or corn, oats, and hay sequence. The biggest difference is shown in comparing no tillage at 116 bu. per acre with spring plow, disc, plant, and cultivate at 125 bu. per acre on a corn-soybean rotation.

34. Location of Brookston silty clay loam.

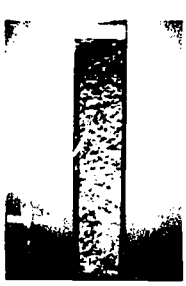

35. The biggest problem with Brookston soil is the poor natural drainage, and this could be a problem in getting early spring tillage done during some years.

36. Tillage systems involving fall-winter or spring plowing shows the highest yields. As tillage is decreased yield seem to decrease also.

37. Soil tillage using the rotary tillage method.

38. Action of rotary tillage on the soil.

39. Tillage using the chisel plow. Use of the chisel plow and the field cultivator may be very similar. Notice fertilizer (anhydrous ammonia) being applied as the seed bed is being prepared.

40. Location of Hoytville clay and Toledo clay.

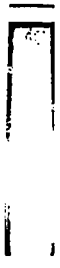

41. Characteristics of Hoytville clay. Toledo is very similar. Both are high in fertility, but drainage is the biggest problem.

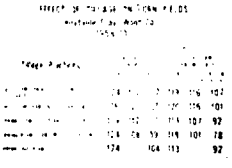

42. Most of the soils in this area are fall or winter plowed due to the problem of getting plowing done in the spring. Poorest yields are shown from late planted situations.

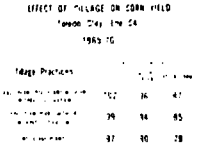

43. Tillage research on Toledo clay indicate no particular dif-difference in yields from the three tillage systems used. However, no tillage seems to depress yields over a 4 or 5 year period on continuous corn.

44. Fall or winter plowed Hoytville clay. Fall or winter plowing reduces the amount of time needed in the spring to have soil ready to plant.

45. Rainy spring weather delays plowing, and in desperation the soil may be plowed too wet. This causes many problems in getting satisfactory soil tilth, which may involve several discings to break up the clods as shown here.

46. Location of Rossmoyne silt loam.

47. The problems that may occur on Rossmoyne soil and soils similar to it are lack of water infiltration and accelerated erosion.

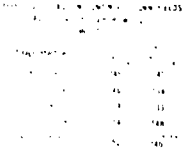

48. Yields from no tillage systems, with residue, compare favorably with plowing, discing, field cultivating and rotary tillage.

49. Location of Canfield and Wooster silt loam.

50. Erosion and water loss may be the most serious problem on Wooster and Canfield soils.

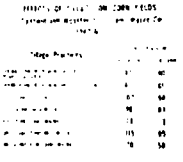

51. Yield results from tillage systems research on Wooster and Canfield soils shows no tillage is practical only when adequate soil cover as mulch or residue is used. As residue cover is reduced, tillage must be increased to maintain high yields.

52. Location of Wellston silt loam.

53. With Wellston and soils closely related, erosion is the biggest problem. Soils involved in this research in addition to Wellston are Keene and Gilpin.

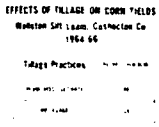

54. Very significant yield increases are noted for no tillage on these soils.

55. Close-up view of fluted coulter used on some no tillage planters.

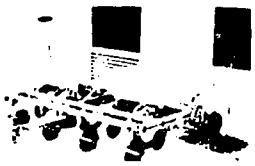

56. Allis Chalmers NO-TIL planter with fluted coulter. A straight coulter is used for fertilizer. The seed is followed by a press wheel.

57. Oliver no tillage planter uses the fluted coulter and straight coulter.

58. John Deere with fluted coulter, straight coulter, and press wheel.

59. Heavy duty, straight coulter used on the Buffalo no tillage planter with trash guards and press wheel.

60. This type of no tillage planter (Sidewinder) uses rotary tillers.

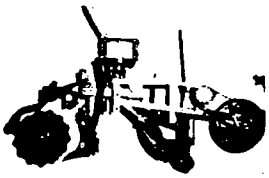

61. Combination serrated coulter, chisel plow, planter shoe, and press wheel used on the Cole no tillage planter.

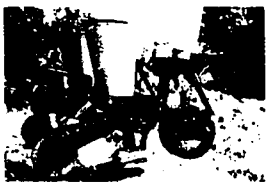

62. The Bridger planter uses heavy duty coulter, chisel type planter shoe and press wheel.

63. In no tillage plantings, herbicides must be used to control weeds and other vegetation.

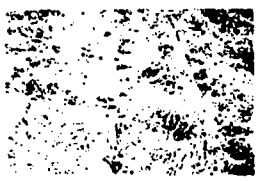

64. Vegetation killed at planting time.

65. Residues from no tillage planted fields provides protection against water evaporation, runoff, and erosion.

66. Corn stalks on the surface in a continuous corn growing situation provides protection against water run off and erosion.

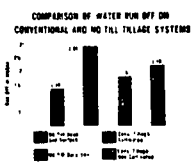

67. Water run off is extremely high on no tillage, bare soil (with little or no residue). From the water retention standpoint, it is questionable whether no tillage should be considered where no residue or mulch is present. (USDA Hydrological Research at Coshocton, Ohio, 1964-66.)

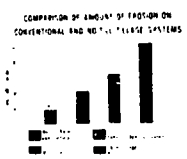

68. Under conventional tillage (plow, disc, plant) not cultivated, the erosion is 5 times that from no tillage with dead sod (crop residue) on the surface. (USDA Hydrological Research at Coshocton, Ohio, 1964-66.)

[redacted]

69. Even though a no tillage planter costs about one-third more to use than a conventional planter, the total machinery cost for tillage is one half as much as when compared with conventional tillage. This is machinery cost only. Costs of seed, fertilizer and spray are not included.

[redacted]

70. It requires 3 times as many hours to prepare and plant soil for corn using conventional tillage, as compared with no tillage, and twice as long using conventional tillage as compared to chisel plowing. The time factor becomes increasingly important as acres increase.

ACCESSION NUMBER: VT100662

PUBLICATION DATE: 72

TITLE: LAWN CARE AND MANAGEMENT.

PERSONAL AUTHOR: MILLER, ROBERT W.

DESCRIPTOR: *AGRICULTURAL EDUCATION; *SLIDES; COLOR PRESENTATION; *TURF MANAGEMENT; LANDSCAPING; *GROUNDS KEEPERS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 557

ABSTRACT: THIS PAMPHLET CONTAINS THE NARRATIVE THAT ACCOMPANIES A COLOR SLIDE SERIES, "CARE AND MANAGEMENT OF LAWNS." EACH SLIDE IS REPRODUCED IN A COLUMN TO THE LEFT OF THE PARAGRAPH DESCRIBING IT. SLIDES DEAL WITH THE FOLLOWING AREAS OF LAWN MANAGEMENT: (1) SEED SELECTION, (2) SEEDING, (3) FERTILIZING, (4) MOWING, (5) WEED CONTROL, (6) DISEASE CONTROL, AND (7) WATERING AND THATCH CONTROL. SLIDES ARE AVAILABLE FROM THE AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, ROOM 201, 2120 FYFFE ROAD, COLUMBUS, OHIO 43210. (MU)

REPORT NUMBER: AGDEX 273

AVAILABILITY: AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, ROOM 201, 2120 FYFFE ROAD, COLUMBUS, OHIO 43210

INSTITUTION NAME: OHIO STATE DEPT. OF EDUCATION, COLUMBUS. AGRICULTURAL EDUCATION SERVICE.; OHIO STATE UNIV., COLUMBUS. DEPT. OF AGRICULTURAL EDUCATION.

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AGDEX 273

LAWN CARE AND MANAGEMENT

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THE OHIO AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE

Agricultural Education Service
State Department of Education

and

Department of Agricultural Education
The Ohio State University

Revised 1972

VT 100 662

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FOREWORD

The color slide series "Care and Management of Lawns" was developed by Dr. Robert W. Miller, Associate Professor of Agronomy, The Ohio State University, for the Ohio Agricultural Education Curriculum Materials Service.

The slides showing actual situations were provided by Dr. Miller. The illustrations were prepared by the Curriculum Materials Service.

The slide series deals with the following areas of lawn management: seed selection, seeding, fertilizing, mowing, weed control, disease control, watering, and thatch control. The slide series should be used with the Ohio Extension Bulletins: 271, "Your Lawn;" 546, "Lawn Establishment;" and L187, "Control of Turfgrass Pests;" by Dr. Miller and the Teaching Guide, "Establishment and Maintenance of Lawns," available from the publisher of this slide series.

The slide series should be a valuable source of information for classes studying lawn care.

Harlan E. Ridenour, Director
Ohio Agricultural Education
Curriculum Materials Service

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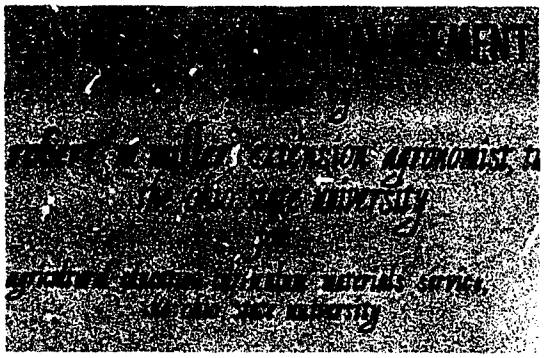

1. LAWN CARE AND MANAGEMENT by Dr. Robert W. Miller, Extension Agronomist, Turf, The Ohio State University, for the Agricultural Education Curriculum Materials Service, The Ohio State University. (It is recommended that the Ohio Extension Bulletins: 271, "Your Lawn;" 546, "Lawn Establishment;" and L 187, "Control of Turfgrass Pests" be used with the slide series.)

2. As we compare lawns in the community, we always have the question, "Which is my lawn?" Is it the one that is well managed, such as the bluegrass lawn that we see here providing a beautiful setting for a home? It takes more than beautiful grass to provide such a setting. The landscaping pattern, the use of annuals, and a beautiful lawn are all involved.

3. Or does your lawn look more like this one--unkept, weedy, and poorly managed? These lawns may appear side by side. Just because the neighbor's lawn is unkept is no excuse for you to have an untidy lawn. Here we see the poor use of landscaping materials as well as a poorly managed turf.

4. You can have a good lawn if you select the right grass. This is a basic consideration. If you do not select a proper grass to begin with, it makes little difference what you do afterwards. An undesirable grass cannot be made into a beautiful lawn even if you follow the best management practices. The same care should be taken whether purchasing sod or seed. Once an undesirable grass species is established, it cannot be eliminated without complete renovation. The type of lawn present should be one consideration if you are purchasing a home.

5. There are several different grass species that are used for turf. This one is Kentucky bluegrass. It is the basic turfgrass used in Ohio. Kentucky bluegrass is the one that most homeowners should use. It is often used for golf course fairways. It is the one we see on most school campuses. Kentucky bluegrass provides a fine textured turf with a moderate amount of care.

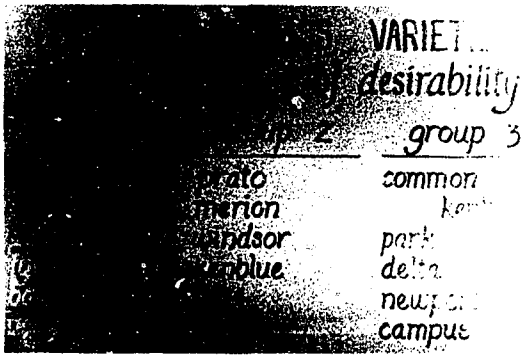

6. There are many varieties of Kentucky bluegrass available. Some are much better than others. On this slide we see some of the varieties grouped in order of desirability. (See Bulletin 546 for more detailed description.) It is considered desirable to blend two or more varieties to take advantage of their strong points. For example, Merion which is susceptible to stripe smut may be blended with Pennstar which is resistant to the disease. Aggressive grasses such as Merion should make up no more than 20 percent of the blend.

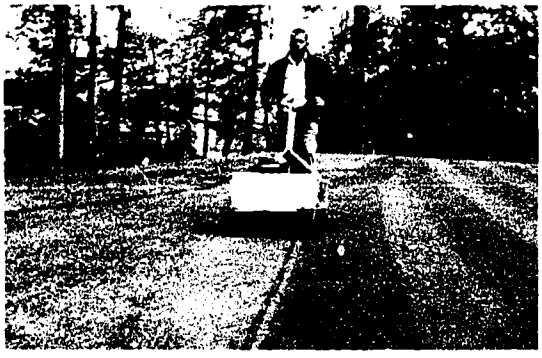

7. Here we see creeping bentgrass used on a golf course green. It will take the extremely close mowing but requires high fertility and frequent applications of fungicides. It also requires daily mowing and frequent watering. Because of its high maintenance requirements and its susceptibility to disease, creeping bent is not usually considered for use in Ohio home lawns.
Colonial bentgrass is a close relative of creeping bentgrass. It does not require quite as much management as does creeping. It should not be used for lawns unless one is willing to provide very high management. Highland and Astoria are varieties of colonial bentgrass.

8. Another species of grass that has special use in Ohio is tall fescue. Tall fescue is a coarse textured grass that we see along highway right-of-ways. Many schools use this grass on their athletic fields. It is tough and wear resistant. Another important agricultual use of tall fescue is for sod waterways. Tall fescue might be considered for use at a play area in the back of the house, but is usually considered too coarse for a desirable front lawn. When mixed with Kentucky bluegrass it appears in clumps and is one of the most serious weeds in lawns.

9. Zoysia is often advertised for use in Ohio. It will make a desirable turf during the hot part of the summer but will look as we see it here after the first hard frost in the Fall. It must be vegetatively established and will remain green from 160 to 190 days during the growing season. It is better adapted in more southern regions. Several species of grass are sometimes used in turf grass mixtures that should not be considered. Included are common type ryegrasses, orchardgrass, redtop, bromegrass, timothy, and others. These grasses are undesirable in appearance and are virtually impossible to eliminate after they have become established in a lawn. Manhattan and Pennfine ryegrasses are fine textured and may be used in a lawn where quick cover is desired.

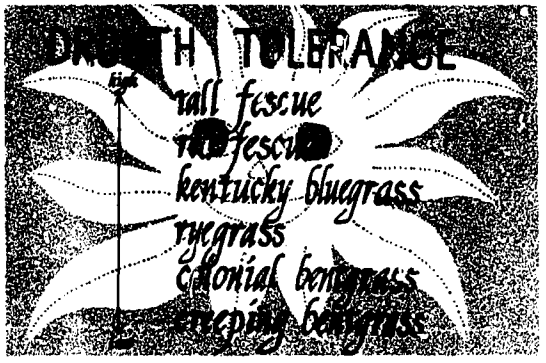

10. The next few slides will compare characteristics of some grass species that make them desirable or undesirable for use as a turf grass. In this slide we compare the drought tolerance of several species. Notice that Kentucky bluegrass is intermediate in drought tolerance.

11. The texture of the blade of the grass is another important characteristic. Of the ones listed, tall fescue is the only one that is too coarse to make an attractive grass for home lawn use. Although Kentucky bluegrass is considered intermediate in texture, it makes a very beautiful turf. The blade width along with its capacity to form a dense sod makes this grass ideally adapted for home lawns.

12. Shade tolerance of a grass may be the predominate characteristic to consider in lawns where several trees are present. Kentucky bluegrass, unfortunately, is not a shade tolerance species. In dense shade or even partial shade it is necessary to use some other grass, perhaps mixed with Kentucky bluegrass, for home lawns. Red fescue is the best grass to use under shady conditions. It is very fine textured and the turf is not as dense as we sometimes would like. Either creeping red fescue or chewing fescue are suitable for use in Ohio. Pennlawn is one improved variety of creeping red fescue. These fine leaved fescues should not be confused with the coarse textured tall fescue.

13. Wear resistance becomes the most important characteristic in choosing a turf grass for hard used areas such as athletic grounds and lawns used by large numbers of children. Kentucky bluegrass will stand a moderate amount of wear. If the area is to receive excessive traffic, tall fescue will make a more desirable turf than bluegrass. Bentgrass should not be used in areas where there is much traffic.

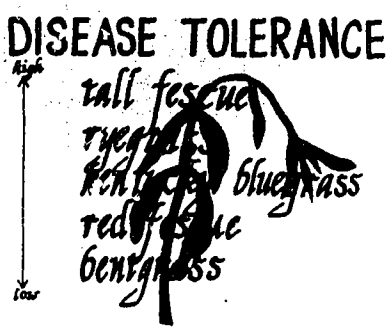

14. Disease tolerance is another important consideration. You will note that Kentucky bluegrass is intermediate in tolerance to diseases. Bentgrasses will require frequent applications of fungicides if diseases are to be avoided.

15. You can have a good lawn if you select the right grass and seed properly. Sodding will provide a quicker turf than seeding and is just as acceptable if quality sod is used.

16. The preparation of a root zone for seeding or for sodding should be identical. The first step in preparing a root zone is to roughgrade making sure the area has good surface drainage. In some instances, tile drainage may be desirable.

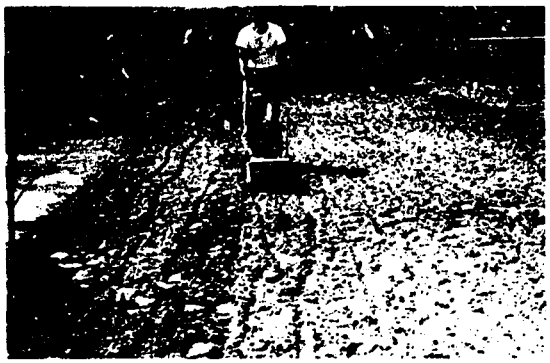

17. The next step in the preparation of the root zone is to till the area to a depth of 5 to 6 inches. A soil test should have been taken prior to this time to determine if corrective lime and fertilizer is needed. Since this is the last time that you will have an opportunity to incorporate lime and fertilizer into the root zone, it is a step that must not be overlooked. Corrective fertilization or liming should be worked into the top 4 to 6 inches of the soil. All stone and other debris should be removed from the top 4 to 6 inches of the root zone.

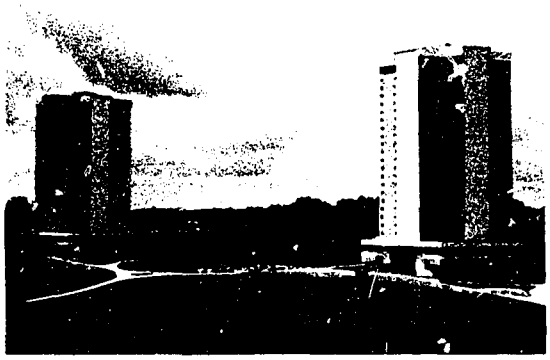

18. The final step in the preparation of the root zone is to be sure that the surface is even and firm. A loose root zone is not satisfactory for either seeding or sodding.

Apply 25 lb/1000 sq. ft. of a 10-20-10 fertilizer or equivalent after the final grading is completed and rake lightly into the soil surface.

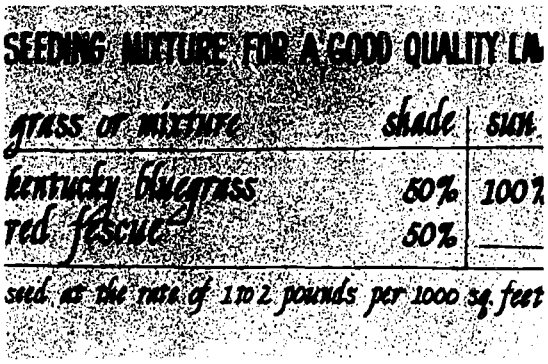

SEEDING MIXTURE FOR A GOOD QUALITY LA

GRASS OR MIXTURE	shade	SUN
kentucky bluegrass	50%	100%
red fescue	50%	—

seed at the rate of 1 to 2 pounds per 1000 sq. feet

19. Now you are ready for either seeding or sodding. If you have decided to sod you should select weed free turf that contains the species and varieties of grass that you desire. Under shade conditions use a mixture of about 1/2 Kentucky bluegrass and 1/2 red fescue. Under sunny conditions, seed with an improved variety of Kentucky bluegrasses or with a blend of varieties as discussed earlier. Seed at the rate of 1 to 2 pounds of seed per 1,000 sq. ft. The seed should be applied in two directions with a hand fertilizer spreader or other seeding device.

SEPTEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

20. The best time for seeding turf grasses is in the late summer. In Southern Ohio the middle of September is preferred. In Central Ohio the best time would be about the first week in September. In Northern Ohio the last week of August or the first week of September is satisfactory compared to spring seedings. Grasses will germinate and establish much faster in late summer when the soils are warm provided that adequate moisture is supplied. Also annual grassy weeds such as crabgrass and foxtail which are problems in spring seeding are avoided.

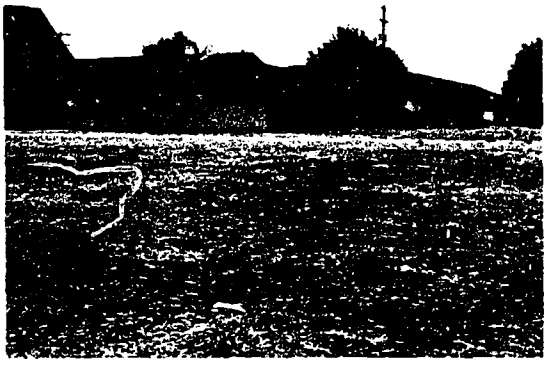

21. A mulch greatly improves the chances of getting good establishment. Straw is the most commonly used material. One fifty pound bale for 1,000 sq. ft. of area is the proper amount to apply. With Fall seedings, oat straw is preferable to wheat or barley straw. Wheat and barley are winter hardy and will be present in the lawn during the early part of the next season. Oats, however, will winter kill and disappear before spring. Extreme care should be taken in choosing straw that is as weed free as possible. It is not necessary to remove the mulch provided we have not applied an excessive amount. Peat moss and other materials are satisfactory for mulches but are more expensive than straw.

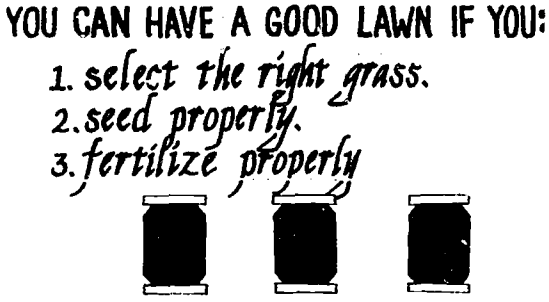

22. You can have a good lawn if you select the right grass, seed properly, and fertilize properly.

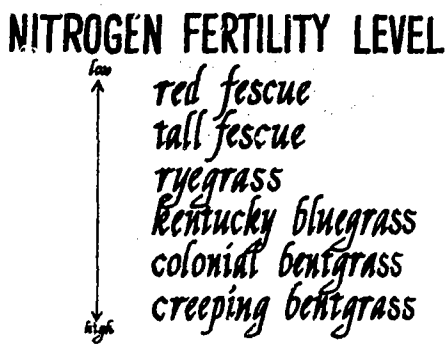

23. This slide shows the nitrogen fertility requirement for several turf grasses. The fescues require the least nitrogen and the bent grasses the most. Again, as with several other characteristics, Kentucky bluegrass is intermediate.

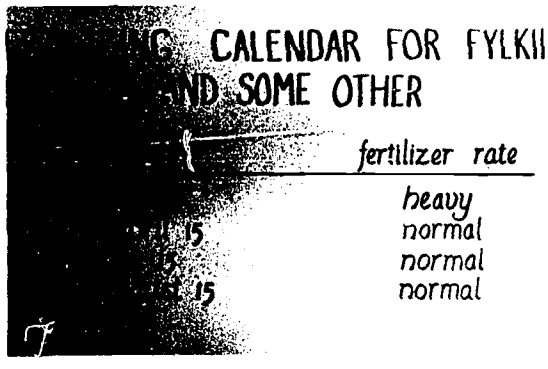

24. Pennstar, Fylking, and some other improved bluegrasses should receive a minimum of four applications of fertilizer per year. A fertilizer consisting of nitrogen, phosphorus, and potassium should be used in September and in March or April. Applications made in June and July or August may be either of a complete fertilizer or of nitrogen alone. Application rates recommended on the bag of most commercial fertilizers will supply a little less than one pound of nitrogen per 1,000 sq. ft. of area. For additional information concerning this matter refer to Bulletin 271, "Your Lawn."

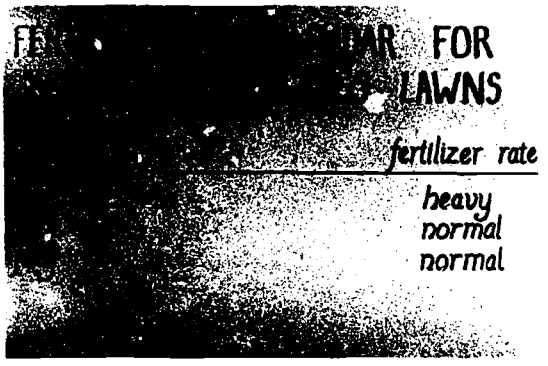

25. Common Kentucky bluegrass types do not require as much fertilizer as some of the improved varieties. Three applications are usually sufficient for common types. The basic application of fertilizer is made in September. Additional application should be made in bluegrass and other bluegrass varieties susceptibility to leafspot diseases, applications of nitrogen fertilizer in March or early April should be avoided because of the increased susceptibility to leafspot resulting from late winter and early spring applications of fertilizer.

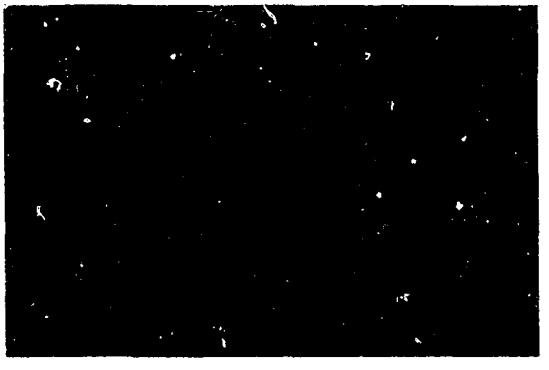

26. Fertilizer has many effects on lawns other than making them grow more and keeping them greener. A well fertilized lawn will have fewer weeds. This slide shows that the weed population decreased as the amount of nitrogen applied increased. With 10 pounds of actual nitrogen per 1,000 sq. ft. Merion bluegrass had no weeds.

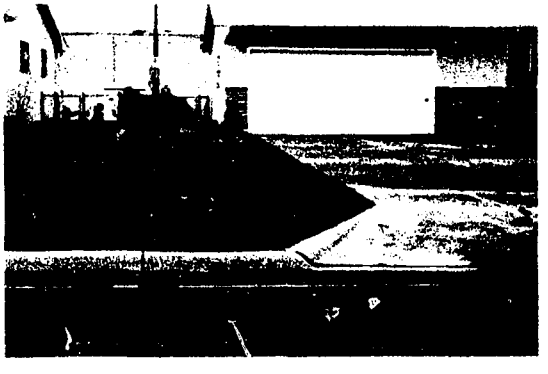

27. Improper application of fertilizer may result in "burn" or chemical injury to the turf. Always be sure to apply fertilizer evenly and in the proper amounts. Quickly available sources of nitrogen are more likely to burn than the slow release forms. Other factors also may result in burning. Improper use of various chemicals such as the ones to control weeds is a major cause of burning. Dogs, particularly females, burn spots in turf when they urinate. Shallow rocks or other objects may cause brown areas in the turf during periods of dry weather.

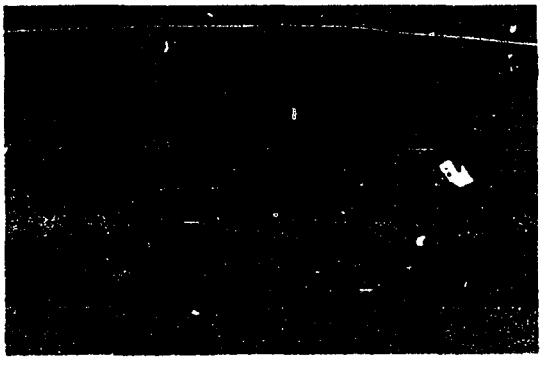

28. You can have a good lawn if you select the right grass, seed properly, fertilize properly, and mow properly.

29. A good rule for mowing is to remove no more than one-third the amount of your final cut--that is, if you are mowing your grass to three inches, no more than one inch should be removed at any one mowing. Of course, this is ideal. Sometimes grass gets ahead of us. Mowing then should be done as frequently as possible, especially if the grass is growing rapidly. A reel-type mower, if properly adjusted and sharpened, will do a better job cutting than will a rotary. It is also safer to use. Disadvantages of the reel mower are that it costs more, may not trim close to buildings and other objects, and will not mow high vegetation.

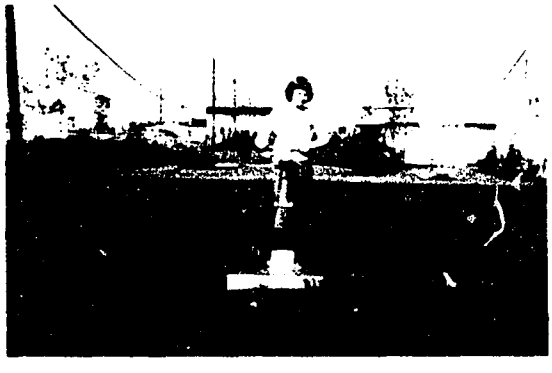

30. This is a very poor job of mowing. Too much growth is being removed. One mowing such as this will stop root growth for a period of 21 to 28 days. Another reason why this is a poor job of mowing is that a child this age should not be allowed to operate a rotary mower. A rotary mower may throw debris, especially wire, with a velocity approaching that of a bullet. It is essential to keep mowers sharp and properly adjusted. Dull mowers have a bruising effect and result in a lawn with the ends of the blades frayed and brown. Grass mowed with a dull mower may also be slow in recovering.

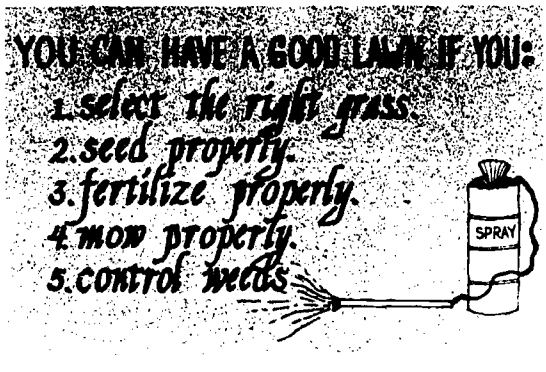

31. You can have a good lawn if you select the right grass, seed properly, fertilizer properly, mow properly, and control weeds. There are many types of weeds in a lawn.

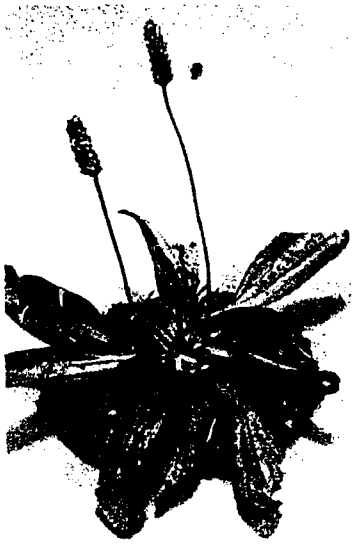

32. First, let's look at broadleaf weeds. Here is one of the most common-- buckhorn plantain. It is easily controlled with any one of several available herbicides. Herbicides to control broadleaf weeds should not be applied until the weather has warmed up and the weeds are actively growing. Applications with fertilizer in late March or early April are a waste of money.

33. Chickweed is more difficult to control than buckhorn plantain. Either silvex or dicamba is effective in controlling chickweed.

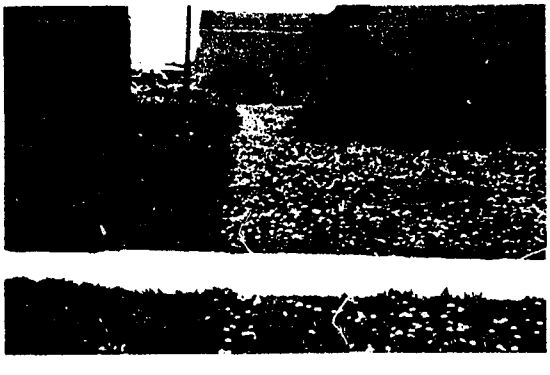

34. Dandelion is the most common of all lawn weeds. It is also the easiest to control. Any one of several available herbicides are effective. Even though dandelion is noticed most in the spring, it is a perennial that can be treated any time during the growing season.

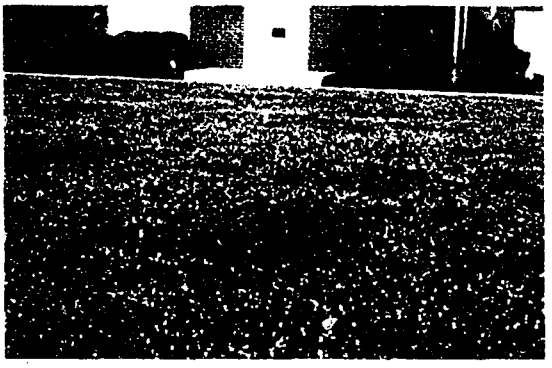

35. Clover is detrimental if it becomes so thick that it competes with the grass. Clover usually goes dormant during the hot part of the summer. If excessive amounts are present, it will result in bare areas in mid-summer giving other weeds an ideal chance to invade. It may be controlled with silvex or with dicamba.
Today, there are herbicides or mixtures of herbicides available to control almost any broadleaf weeds present in lawns. When using herbicides, always be sure to read the directions on the label and follow them. Serious damage to trees, shrubs, and other ornamentals may result from improper use of many herbicides.

36. A very troublesome grass in many lawns, especially in the southern half of the state, is Nimblewill. Nimblewill is a perennial grass that grows fast during the hot part of the summer. At the first hard frost in the fall Nimblewill will turn brown and remain brown until late April. There is no way to selectively remove Nimblewill from desirable turf grasses. Good management practices that favor the growth of bluegrass will help keep Nimblewill from invading. Once present, the only ways to remove this weed is with a herbicide that will kill all grasses or dig it out.

37. Crabgrass is perhaps the best known of all lawn weeds. It is an annual that must germinate and come from seed each spring. If you have an undesirable broadleaf grass in your lawn that lived over winter, it is not crabgrass. Crabgrass dies with the first hard frost in autumn.

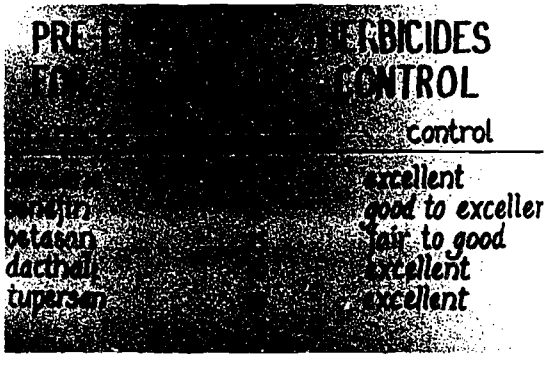

38. There are several pre-emergence herbicides available for crabgrass control. This slide lists several of them. Many times one herbicide will be marketed under several brand names. All of them do a satisfactory job of controlling crabgrass. These herbicides control crabgrass by preventing the seed from germinating or by killing the seedling soon after it has germinated. Because of this, it should be applied in late March or early April.

Tupersan is the only one that can be safely used at the same time desirable grasses are seeded.

39. Some broadleaf perennial grasses become a pest in lawns. The best known one is tall fescue shown in this slide. Others are Orchardgrass, timothy, bromegrass, and redtop. There are no selective means to control these grasses. The only way to eliminate them is to use a herbicide that will kill all grasses. Dalapon and Amitrol-T may be used for this purpose. If occasional clumps of these grasses are present, the easiest way to get rid of them is to dig them out. The best way to control lawn weeds is to use good management practices and grow a lawn so dense that weeds cannot invade.

40. You can have a good lawn if you select the right grass, seed properly, fertilize properly, mow properly, control weeds, and control diseases and insects.

41. Many diseases attack turfgrasses. The one that probably does more damage than any other is heliminthosporium leaf spot. It is not the most spectacular of the diseases, but results in a general thinning and deterioration of the turf. During severe outbreaks, it may thin grass as much as 80%. Most homeowners probably will not want to go to the trouble and expense of carrying out a preventive disease control program. Unfortunately, one application of most fungicides does little to control diseases. Proper chemical prevention of diseases requires application of fungicides at 7 to 14 day intervals. The homeowner may help to prevent diseases by selecting resistant varieties and carrying out good culture practices. If the lawn has a history of disease or a severe outbreak occurs, you will want to consider fungicidal treatments. In this slide we see some of the damage that occurs as a result of leafspot. Chemical recommendations for disease control are given in L 187, "Control of Turfgrass Pests."

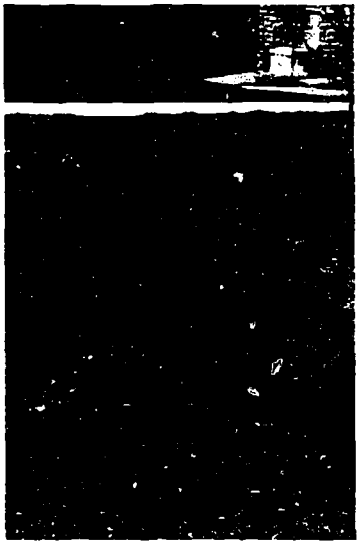

42. It is often necessary to control insects to save our lawns from complete destruction. The grubs of several types of beetles may chew off roots. Damage, seen in this slide, is caused by feeding of the larval or worm stage. Fortunately, these grubs are easily controlled by using insecticides such as Chlordane, Aldrin, Dieldrin, or Heptachlor. Proper treatment will provide control for extended periods of time. The Sod Webworm is one of the most destructive insect pests of bluegrass. The adult moth does not cause damage. Effective control must be directed at the larvae; the best time to treat is when the majority of the eggs have hatched and the small larvae are present, but before excessive damage occurs. This requires the turf manager to keep a sharp eye to determine when it is necessary to treat. Other damaging insects are chinchbugs and the Kentucky bluegrass billbug. Insecticides for sod webworm, chinchbug, and billbug control are Seven and Diazinon. Other insects such as cut worms may at times damage lawns. Refer to L 187, "Control of Turfgrass Pests" for complete control recommendations.

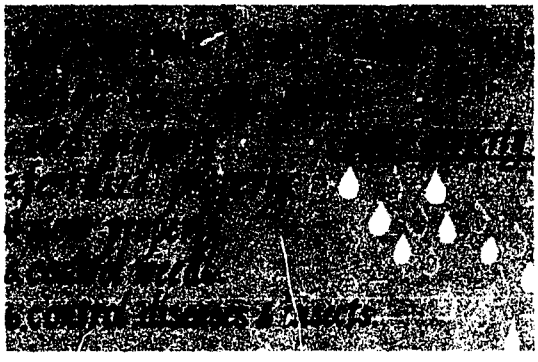

43. You may have a good lawn if you select the right grass, seed properly, fertilize properly, mow properly, control weeds, control disease and insects, and water properly.

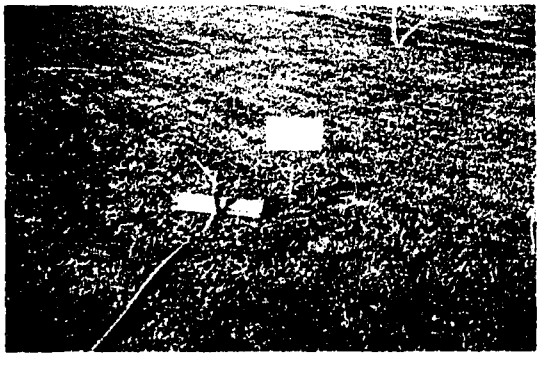

44. The watering program often makes the difference between a good and a poor lawn. A good watering program consists of infrequent but thorough waterings. This means that during dry periods it will be necessary to allow the sprinklers to run in one place long enough to apply enough water to wet the soil to a depth of from 3 to 5 inches. The amount of water to do this varies with soil types but for most soils at least one inch of water is required. After the grass has been thoroughly watered, it will not be necessary to water again for at least one week. Light, infrequent watering is one of the best ways to have a poor lawn. With this type of treatment roots are shallow and weak and weed invasion is greatly increased. Turf subjected to light infrequent watering is much more subject to injury during droughty periods.

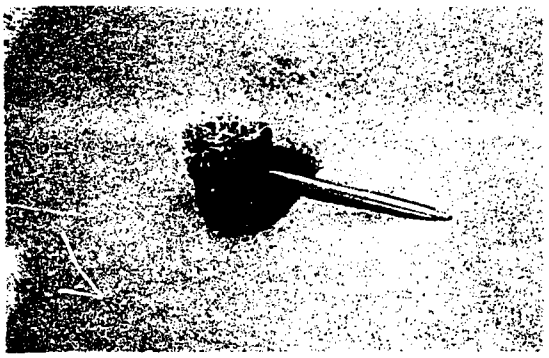

45. In this slide we see a condition commonly referred to as thatch. Thatch is the accumulation of clippings and dead plants or dead plant parts. For some reason, these organic materials accumulate faster than they decompose and become an organic layer at the surface of the soil. The grass becomes unthrifty, fertilizer utilization is inadequate, water cannot easily penetrate into the soil, grass growth is poor and is more subject to disease and insect infestations.

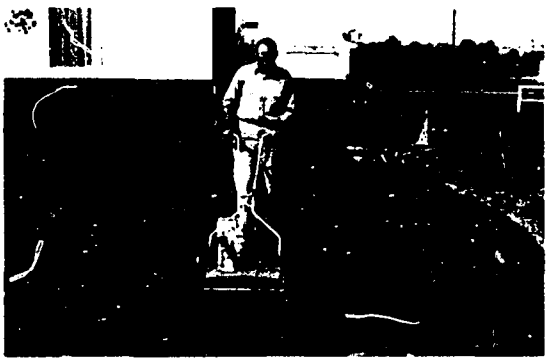

46. What can be done about thatch? If thatch has been allowed to accumulate to the point that we saw in the previous slide, it is very difficult to correct the situation without completely renovating the lawn. Vertical mowers, such as seen here, are good tools to remove thatch provided that we start before there has been a great accumulation. On well managed lawns, thatch should be removed yearly. The best times to remove thatch are in March and in early September.

ACCESSION NUMBER: VT100663

PUBLICATION DATE: 72

TITLE: FLOWERING SHRUBS.

PERSONAL AUTHOR: LUCAL, KARLE

DESCRIPTOR: *AGRICULTURAL EDUCATION; *SLIDES; COLOR PRESENTATION; *ORNAMENTAL HORTICULTURE; PLANT IDENTIFICATION; *FLORICULTURE

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 557

ABSTRACT: THIS PAMPHLET CONTAINS THE NARRATIVE THAT ACCOMPANIES A COLOR SLIDE SERIES, "FLOWERING SHRUBS." EACH SLIDE IS REPRODUCED IN A COLUMN TO THE LEFT OF THE PARAGRAPH DESCRIBING IT. SLIDES DEAL WITH THE FOLLOWING AREAS OF ORNAMENTAL HORTICULTURE: (1) IDENTIFICATION OF SHRUBS, (2) VARIETIES OF SHRUBS, (3) STRUCTURES OF PLANTS AND FLOWERS, AND (4) SEASONAL FLOWERING PERIODS FOR VARIOUS SHRUBS. SLIDES ARE AVAILABLE FROM THE AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, ROOM 201, 2120 FYFFE ROAD, COLUMBUS, OHIO 43210. (MU)

REPORT NUMBER: AGDEX 276

AVAILABILITY: AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, ROOM 201, 2120 FYFFE ROAD, COLUMBUS, OHIO 43210

INSTITUTION NAME: OHIO STATE DEPT. OF EDUCATION, COLUMBUS. AGRICULTURAL EDUCATION SERVICE.; OHIO STATE UNIV., COLUMBUS. DEPT. OF AGRICULTURAL EDUCATION.

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AGDEX 276

FLOWERING SHRUBS

VT 100 663

The Ohio Agricultural Education Curriculum Materials Service

Agricultural Education Service
State Department of Education

and

Department of Agricultural Education
The Ohio State University

1972

PREFACE

Flowering shrubs have been admired and grown from the earliest days of man's organized civilization, and their use in the landscape supercedes the Pilgrims landing at Plymouth Rock. When the early settlers of our country wished to enhance their homes and grounds with some natural beauty, flowering shrubs were used to a large extent. However, with the advancement of horticultural science, many new and desirable plants have been developed and introduced. The result has been to use fewer flowering shrubs in foundation plantings in favor of evergreens. Flowering shrubs are still used copiously on the home grounds and to a lesser extent on commercial and industrial grounds.

Generally speaking when the term flowering shrub is mentioned, one thinks of the deciduous type of plant. However, some flowering shrubs are also evergreen and are prized highly by those who possess them. Some plants, that are classed as flowering shrubs, are paradoxically not grown for their flowers but for other outstanding characteristics such as their fruit, their foliage, or bark.

This series of slides is by no means a complete compilation of all available flowering shrubs. It does include, for the most part, the characteristics for identification such as leaf, flower, fruit, fall color (if it is worthy of mention) and the winter dormant bud. It is designed to help the horticulture instructor in the classroom when the actual plants are either unavailable or "out of season." Most of the plants shown are rather common but there is a sprinkling of some of those not used as often as others either because they are difficult to find or because they do not grow well in some situations.

Karle Lucal
Teacher of Vocational Horticulture
Penta-County Area Vocational School

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FLOWERING SHRUBS

Karle Lucal, Teacher of Vocational Horticulture
Penta-County Area Vocational School

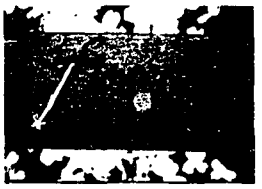

1. Flowering Shrubs

2. Azalea (Rhododendron). It should be noted here that almost all taxonimists class Azaleas as Rhododendrons. Basically, the difference is that Azaleas have five stamens whereas Rhododendrons have ten stamens and have black spots on the underside of their leaves. Some Azaleas are deciduous and some are evergreen, whereas most of the Rhododendrons are evergreen. Shown here is the deciduous Exbury hybrid Azalea variety Gibraltar.

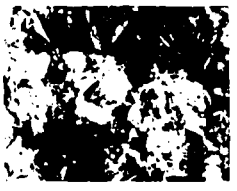

3. A close-up of Gibraltar - count the stamens.

4. A group of the evergreen type of Azaleas. Note that the flower size is smaller on this type.

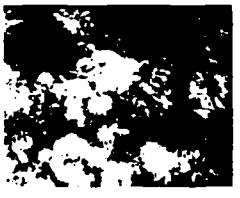

5. Shown here is a group of Mollis, Ghent, and Exbury hybrid deciduous Azaleas.

6. A close-up of a Mollis type Azalea flower.

7. The winter-bud on the evergreen type of Azalea appears as a swelling at the terminal end of a stem surrounded by leaves.

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8. Rhododendron flowers appear in clusters at the terminal ends of stems. Colors range from white, yellow, pink, lavender, blue, and red.

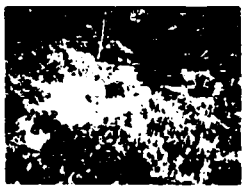

9. New growth appearing on Rhododendron. Note the large evergreen leaves.

10. Winter buds on Rhododendron surrounded by the large, leathery evergreen leaves.

11. Red Barberry (Berberis thungbergi atropurpurea) grown as a hedge. Note the decreasing intensity of the red color as the hedge approaches the light shade of the white birch tree. Full sunlight intensifies the red color. It grows to 7 feet tall, its insignificant flowers are yellow, and bears red berries.

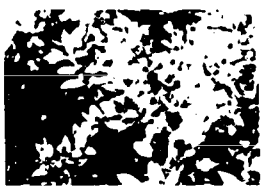

12. Calycanthus florida (Sweet Shrub) is an old time favorite whose unusually colored flowers are perhaps its most distinguishing characteristic. Blooms mid May and has aromatic foliage when crushed. It grows to 9 feet tall.

13. The Calycanthus florida is easily recognizable in the winter by its opposite buds on a somewhat flattened but thickened node. The seed pod is also an identity characteristic.

14. Caragana arborescens (Siberian Pea Shrub) is a member of the leguminaceae family. It bears typical pea-type flowers of bright yellow in May and June. This is one of the lesser known flowering shrubs. It will grow to 18 feet tall.

15. The close-up of the Caragana flower illustrates its papilionaceous (pea) structure.

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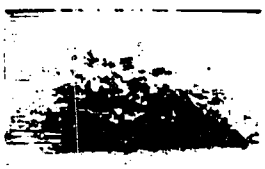

16. The old time favorite chaenomeles speciosa formerly known as Cydonia japonica, is commonly called the Japanese flowering Quince. A member of the Rosaceae family, it comes in many colors ranging from white through pink and red to orange, and grows from dwarf to rather tall sizes. Bloom: March - April.

17. A close-up of Japanese Quince flowers shows its 5 petaled structure which is typical of the Rosaceae family. This shrub is a favorite food of rabbits and other rodents in the winter.

18. The dormant twig of the Japanese Quince shows that it is an alternate leaved shrub and also shows that it bears an occasional thorn. The flower buds for the following spring are quite evident.

19. Clematis paniculata is listed as a vine that will grow to 30 feet tall but the one shown here was kept trimmed to become a very effective shrub. It blooms in late August into September and has fragrant, white flowers in abundance.

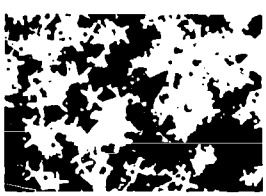

20. A close-up of the 4-sepaled flower with some of the foliage showing. The leaves are opposite and compound with 3-5 leaflets.

21. Generally when the Dogwood plant is mentioned thoughts turn to the beautiful flowering tree. Pictured here is the close-up of the white flower of the red-twig Dogwood bush known botanically as Cornus alba. Here is an example of a flowering shrub grown for the winter effect it gives with its bright red stems. The leaves are opposite and entire. Blooms late May and grows to 9 feet tall.

22. The flowers are followed with clusters of white berries that later turn bluish. These berries make good bird food.

23. Drab winter landscapes are brightened by the bright red bark on the stems of the red-twig dogwood. There is another variety that has bright yellow bark.

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24. Twigs in the winter show the nodes to be oppostie. Terminal buds are generally elongated.

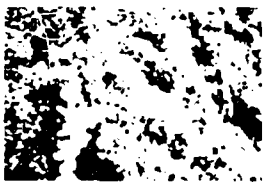

25. Cotoneaster apiculata is a shrub used more for its bright red fruits than for its small pink flowers in June. It grows to 3 feet and the bright red berries will measure to 3/8 inches diameter. Being related to the hawthorns and apples it is subject to fire blight and quite susceptible to red spider mite. It thrives under cool conditions better than hot. In spite of its faults their use in landscape should not be discouraged.

26. Cotoneaster apiculata is an alternate leaved shrub as is evidenced by this dorment twig.

27. Cotoneaster multiflora is one of the few Cotoneasters that is of interest when in flower as well as in fruit. It blooms in mid May, grows to 8 feet tall and is quite wide spreading requiring plenty of room to grow. Fruit is bright red.

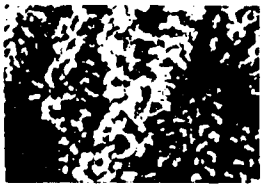

28. The flowers of Cotoneaster multiflora are white and quite prolific.

29. Cotoneaster multiflora is quite a spectacle in the fall when the bright red, 3/8 inch berries are so abundant that they have a tendency to make the branches droop down.

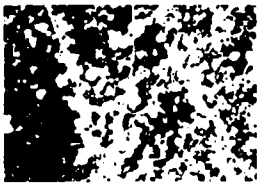

30. A close-up of Cotoneaster multiflora gives an idea of both the brilliant color, the size and the abundance of the fruit in the fall.

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31. The winter bud is illustrated in this dormant twig showing the alternate leaf and bud formation.

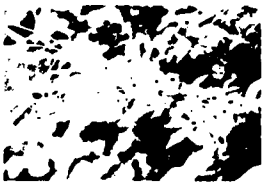

32. One of the most useful and effective shrubs used abundantly in the landscape is the Euonymus alatus and its dwarf cultivar Euonymus alatus compacta. Commonly called Burningbush or Winged Euonymus it grows to 9 feet tall in the specie and to 4 - 5 feet in height in the dwarf form. The small greenish-white flowers in the spring are quite inconspicuous.

33. The brilliant fall coloring of the foliage is the outstanding characteristic of this shrub and makes a sharp contrast with other fall colors in the landscape before the leaves drop.

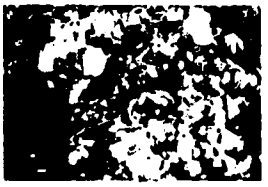

34. A close-up of the foliage and fruit in the fall illustrates the brilliance that is sought after.

35. The dormant twig illustrates the corky ridges that give rise to its common name - wingbark E. and also illustrates the alternate and subalternate placement of the buds.

36. Probably no flowering shrub is used as widely as the Forsythia genus. The varieties of the intermedia specie is probably used more than those of the ovata suspensa, and veridissima species. Flowers appear in mid April long before many other flowering shrubs. Depending on species and variety Forsythia will grow from 2 feet to 9 feet tall.

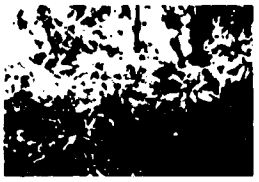

37. A close-up of Forsythia flowers shows the characteristics of the flower formation and their abundance on the stems.

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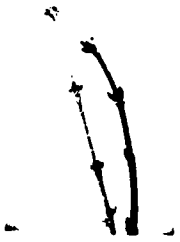

38. The dormant twig clearly illustrates the opposite characteristic of Forsythia leaves and buds.

39. Fothergilla is native to southeastern United States, but is hardy in Zone 5. It is closely related to the witch hazels and is attractive both in mid May when in bloom and again in the fall when its foliage turns brilliant yellow to scarlet. It is very effective in foundation plantings and with evergreens as a background.

40. A close-up of the flower shows the unusual flower structure and the alternate leaf arrangement.

41. The Hamamelis genus is not widely used but has a definite place in a shrub border where some height up to 15 feet tall, and size is desired. The entire group has not only unique flowers but all are among the earliest and latest to flower. Some witch hazels bloom as early as February and the one shown here, Hamamelis virginiana, blooms in early October. This is truly a native to nearly half of the U. S. and is striking in the fall with its yellow flowers and alternate foliage.

42. The dormant twig shows the formation of the buds and their alternate characteristic.

43. The dormant twig of Hamamelis mollis which blooms in March. Both leaf and flower buds are illustrated here.

44. Hibiscus syriacus is desirable from the standpoint that it blooms in the last half of the year adding colors of white, pink, blue, purple, and purplish red to the landscape. It grows to 15 feet in height and the flowers, either single or double range from 2 inches to 3 1/2 inches in diameter. It belongs to the same family as Hollyhocks, Cotton, and the velvet weed. The flowering period is quite extended, starting in August and lasting sometimes into September.

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45. A close view of the flower and foliage showing the alternate arrangement of the leaves.

46. The structure of the flower is brought out in detail in this close-up.

47. In the winter the dormant twigs often retain the seed capsules. The alternate bud arrangement is revealed here, too, thus giving two identification characteristics when not in leaf and flower.

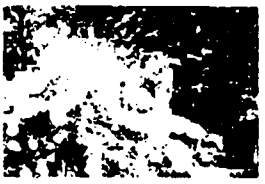

48. The Hydrangeas are a group of flowering shrubs that have been used for many years. They are not valued as highly as some other flowering shrubs but can be effective especially when planted by themselves rather than part of a mixed planting. H. arborescens grandiflora, not shown here, is very common and was discovered before 1900 in Ohio. It bears creamy white, snowball like flowers, and blooms on current years wood in early July. Hydrangea paniculata grandiflora blooms in August with white cone shaped panicles which gradually turn to a pinkish bronze and persist long after the leaves have fallen. This slide shows H. p. g. in close-up with the pink color beginning to show. It is a rather coarse shrub.

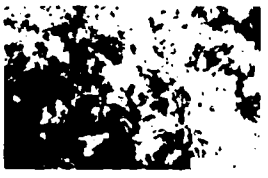

49. Pictured here is Hydranges quercifolia, the Oak leaved Hydrangea, which has some good qualities. It has erect panicles of small white flowers which turn to a purplish color at maturity. Its leaves, which somewhat resemble those of the Red Oak, turn a pleasing reddish color in the fall.

50. Dormant twigs of Hydrangeas show the opposite characteristic of their leaf and bud structure. This one is Hydrangea quercifolia.

51. Kolkwitzia amabilis is a flowering shrub belonging to the same family as honeysuckle. It bears light to medium pink flowers, very similar in structure to Weigela, in early June. It is very vigorous and upright growing with

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51.(cont.) arching branches. The fall foliage color is reddish. It will grow to 10 feet in height and is perhaps best used as a specimen or in a shrub border. Illustrated here is a close-up of the flowers and opposite foliage.

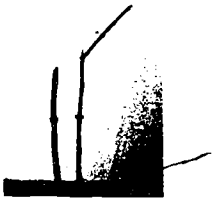

52. The young twigs of Kolwitzia amabilis shown here illustrate the opposite bud characteristic but does not show the exfoliating characteristic of the bark which evidences itself on older stems.

53. The Honeysuckle bushes have been a favorite for many years in the home landscape. They are effective as hedges and in mixed shrub borders and occasionally as a specimen. Pictured here is a close-up of Lonicera fragrantissima flowers which appear a little before or at the same time as Forsythia. The flowers are fragrant and are borne on the previous years wood. It is a semi-evergreen shrub which holds its leaves well into December.

54. The dormant twig of Lonicera fragrantissima not only shows the opposite characteristic of the leaf buds but also shows the flower buds present.

55. Lonicera tatarica is one of the best species of the honeysuckle genus. Pictured here is one of the darkest flowered varieties, Zabelii. This honeysuckle adapts well to almost any soil and is rather free of diseases and insects. It blooms in late May and will grow to 9 feet in height. It can be used as a hedge, a specimen, or in a mixed shrub border.

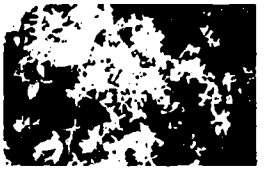

56. A close-up of Lonicera talarica Zabelii flowers and foliage.

57. Not only is the flower attractive and showy on Lonicera tatarica Zabelii, but the fruit is very attractive also. It attracts birds and furnishes them with food.

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58. The dormant twig shows the opposite leaf bud formation but does not show flower bud formation. Flowers are born on new, current years growth. Older, mature stems will show the characteristic exfoliating bark.

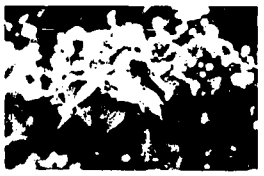

59. The Philadelphus genus has been grown and used primarily. for its abundant white and sometimes fragrant flowers. This is one of those shrubs that is cultivated 50 weeks of the year so that the flowers can be enjoyed for two weeks. There are over a hundred species and varieties in cultivation and the flowers will vary from single to double and from small to large. The Mock Orange ranges in height from a low mound to 9 feet tall. Shown here is a single variety. Most Mock Oranges bloom in early June to mid June.

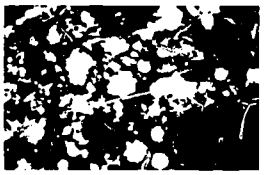

60. A double variety of Philadelphus shows why it is universally grown and admired.

61. The dormant twig shows how Philadelphus holds on to its seed bearing capsules well into the winter and also its opposite bud and leaf characteristic.

62. Prunus glandulosa, well known by its common name of Flowering Almond, is liked by many people for its abundant double pink flowers in early May. There are single varieties which bear fruit, but the double one is universally grown and it bears no fruit. It reaches a height of 4 1/2 feet and holds its foliage well to the ground. Its worst enemy is perhaps the borer which attacks practically every specie of Prunus.

63. A close-up of the flowers shows its extreme doubleness and also its abundance on the stem. Flower buds were initiated the year before.

64. Prunus glandulosa is an alternate leaved plant as is evidenced by this dormant twig.

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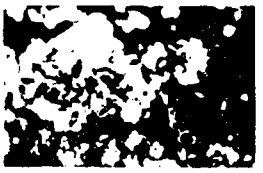

65. Pyracantha is a shrub that is greatly admired for its spectacular and prolific fruit bearing in the fall of the year. There are over 30 species and varieties grown in the United States but perhaps the one grown the most is P. coccinea and its many varieties. Commonly called Firethorn, the variety Lalandei is most frequently seen. It has scarlet-orange berries. The variety Aurea has yellow fruits and Kasan has orange-red fruits. Pyracantha blooms in mid June with clusters of white flowers. It is very subject to fire-blight and sometimes to a scab disease which turns the fruit black. This slide shows the many clusters of white flowers.

66. Pyracantha can be used in many ways. Illustrated here it is used against a stone wall. A very popular way to use it is in an espalier form against a wall or other vertical plane.

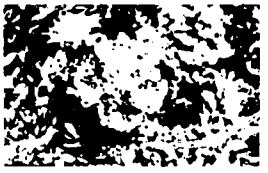

67. A close-up of the clusters of fruit explains its popularity as an ornamental shrub.

68. The dormant twig shows that its leaf buds are alternate. The name Firethorn is derived partially from the fact that it has many very stiff sharp thorns.

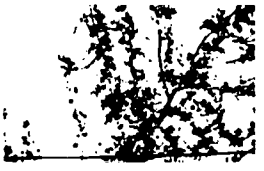

69. Ribes odoratum, the Clove Currant, is a shrub growing to 6 feet tall that is found in many old gardens. It is grown and admired chiefly for the very fragrant, spicy aroma of the yellow flowers that appear in early May. It is not propagated by nurserymen because it is one of the Ribes species that is the alternate host for the White Pine Blister Rust. It is included here only to explain why such a lovely shrub is on the forbidden list in Ohio and many other states where the five needled pines are grown.

70. The dormant twig of Ribes odoratum shows it to be alternate leaved.

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71. Of the approximately 100 species and varieties of Spirea grown in the United States, only 22 are recommended, and none really constitute an important ornamental group. All Spireas do not bloom at the same time, thus, making it possible to extend the flowering period over about a three month period with the many species and varieties. Flowers are generally flat clusters of white or deep rose with occasionally a spike type of flower like in S. billiardii. Shown here is S. prunifolia which is superior to all of the Spireas. Its flowering period, which is mid May, is extended over a longer period than any other Spirea and it has lovely autumn foliage color of orange to red. This is the true Bridal wreath, and grows to 9 feet tall.

72. A close-up of the inflorescense reveals the numerous, very double 1/2" diameter button type flowers.

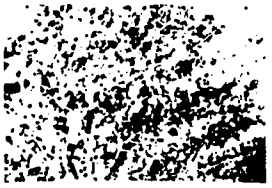

73. Fall color of Spirea prunifolia is a very desirable asset in the landscape.

74. The dormant twig shows the alternate characteristic of the leaf buds. Flowers appear in the spring before the leaves.

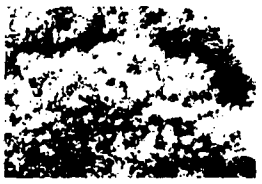

75. The Syringa, or Lilac, group was brought to this country from Europe by our early settlers and later some of the species were brought in from Asia by plant explorers. The most commonly grown Lilacs are the European specie, Syringa vulgaris, and its hundreds of varieties. The so called French Lilacs are merely varieties of S. vulgaria that originated in France. The flowers can be observed in either single or double form and colors ranging from white to shades of blue, pink, mauve, magenta, purple, violet, and creamy yellow can be observed. The flowers are generally very fragrant and will not bloom on current years growth. Borers and scale insects are the most common pests, and powdery mildew is the most common disease. Renewal pruning should be practiced to obtain the maximum sized flowers. Lilacs will grow in practically any soil, but seem to flower best in neutral or slightly alkaline soils. Shown here is S. vulgaris. S. vulgaris will grow to 20 feet tall.

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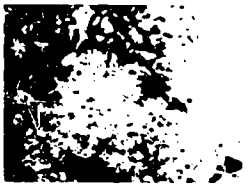

76. A close-up of a single form of S. vulgaris flower.

77. A nice addition to a planting of lilacs, and one that will extend the season of flowering is Syringa villosa, commonly known as late Lilac. This native of north China grows to 9 feet tall and makes a very compact bush. It can easily be rooted from soft wood cuttings under mist.

78. A close-up of S. villosa flowers reveals that the flowers are not as large as S. vulgaris. Neither are they as fragrant.

79. One of the lilacs that should be used more widely is Syringa amurensis japonica, the Japanese Tree Lilac. This plant will attain 30 feet in height, blooms in mid June, and the trunk and older branches resemble the bark of a cherry tree. The flower is a creamy-yellow color and appears in large pyramidal heads. It has its own fragrance but perhaps is not as appealing as that of S. Vulgaris.

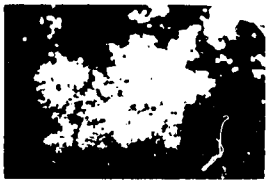

80. A close-up of the flower head of S. amurensis japonica shows that the individual florets are smaller than S. vulgaris, but the color and size of flower head is unique.

81. A close-up of the dormant twig of S. vulgaris reveals the opposite bud and leaf character of all lilacs. The terminal buds are generally flower buds and the lateral buds are leaf buds.

82. Weigela florida varieties are widely grown for their outstanding funnel like flowers which are generally born in great profusion in mid to late May. Flower colors range from white through shades of pink to red. These plants will grow from 9 to 12 feet tall but will suffer some set back in severe winters and will require considerable pruning. Some varieties have recurrent, albeit sporadic, blooming habits. It makes a tremendous spectacle of itself when well grown and in full bloom.

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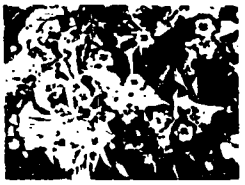

83. Weigela florida Vanicek blooms late May and is perhaps one of the better varieties.

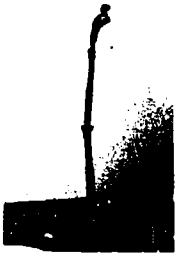

84. A close-up of the dormant twig reveals its opposite leaf bud characteristic and helps to identify it during the winter.

Reference: Shrubs and Vines for American Gardens. Donald Wyman, Revised edition, 1969, Macmillen Co.

ERIC

ACCESSION NUMBER: VT100664

PUBLICATION DATE: 72

TITLE: VIBURNUM.

PERSONAL AUTHOR: LUCAL, KARLE

DESCRIPTOR: *AGRICULTURAL EDUCATION; *SLIDES; COLOR PRESENTATION; *FLORICULTURE; *ORNAMENTAL HORTICULTURE; LANDSCAPING

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 557

ABSTRACT: THIS PAMPHLET CONTAINS THE NARRATIVE THAT ACCOMPANIES A COLOR SLIDE SERIES, "VIBURNUM." EACH SLIDE IS REPRODUCED IN A COLUMN TO THE LEFT OF THE PARAGRAPH DESCRIBING IT. SLIDES DEAL WITH THE FOLLOWING AREAS OF INFORMATION ON THE FLORICULTURE OF VIBURNUM: (1) THE VIBURNUM SHRUB, (2) ITS CHARACTERISTICS, TYPES, AND SEASONAL CHANGES, AND (3) ITS USES IN LANDSCAPING. SLIDES ARE AVAILABLE FROM THE AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, ROOM 201, 2120 FYFFE ROAD, COLUMBUS, OHIO 43210. (MU)

REPORT NUMBER: AGDEX 276

AVAILABILITY: AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, ROOM 201, 2120 FYFFE ROAD, COLUMBUS, OHIO 43210

INSTITUTION NAME: OHIO STATE DEPT. OF EDUCATION, COLUMBUS. AGRICULTURAL EDUCATION SERVICE.; OHIO STATE UNIV., COLUMBUS. DEPT. OF AGRICULTURAL EDUCATION.

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AGDEX 276

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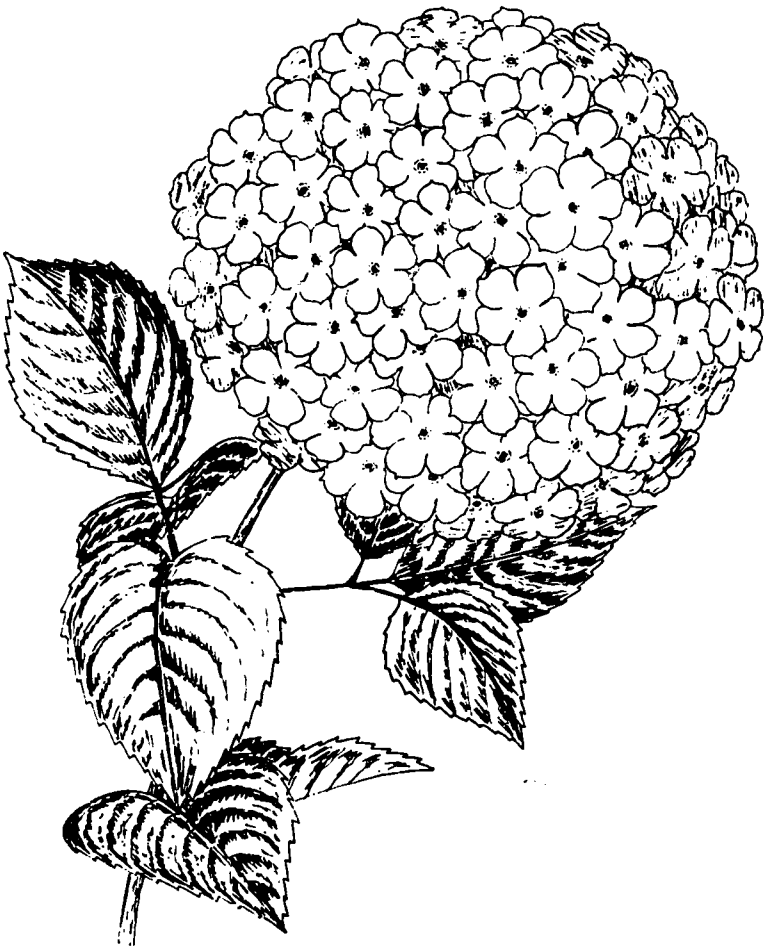

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PREFACE

The Caprifoliaceae family is not one of the largest families in the plant kingdom but it does have some of the very interesting and beautiful shrubs that are widely and commonly seen and used in our temperate zone. Beside the Viburnum such well known plants as Abelia, Kolkwitzia (Beauty Bush), Lonicera (Honeysuckle), Sambucus (Elderberry), Symphoricarpos (Snow Berry, Coral Berry), and Weigela are found. The genus Viburnum is a large one which numbers over 90 species and varieties. They grow from 3 feet to 30 feet in height and are interesting in respect to their flowers, fruit, and foliage, during the growing season as well as in the fall when some species and varieties color up beautifully. Their varied growing habits add to their interest. All Viburnums have opposite simple leaves which are either deciduous or evergreen.

The flowers are mostly creamy white to pure white with a few showing traces of a light pink coloring. Flowers are always terminal, usually are small and borne in flat, rounded, or pyramidal clusters. Some species have two types of flowers, sterile and fertile. The fertile flowers are smaller than the larger, showy sterile flowers. The fertile flowers produce fleshy, one seeded drupe types of fruit, generally in clusters, and range in color from red, yellow, blue or black, and ranging in size from 3/8" to 3/4" in diameter. Birds are attracted to the fruit of the Viburnum and bird lovers would do well to plant some of the heavier fruiting species and varieties.

The native habitat of Viburnums are eastern and central Asia and North America. Viburnums have few pests, which is another asset in their favor.

This slide series makes no attempt to show all of the 90 plus species and varieties, but includes most of those that are commonly grown in landscapes and for the most part are readily available from nurseries. The dormant winter twig is included in this series as an aid to classroom teachers who would give instruction on identification during the winter months.

Karle Lucal
Teacher of Vocational Horticulture
Penta-County Area Vocational School

References:

1. Encyclopedia of Horticulture - L. H. Bailey, MacMillan Co.
2. Hortus, L. H. Bailey, MacMillan Co.
3. Shrubs and Vines For American Gardens, Donald Wyman, MacMillan Co.

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VIBURNUM

Karle Lucal, Teacher of Vocational Horticulture
Penta-County Area Vocational School

1. Viburnum.

2. Viburnum burkwoodii - This is of hybrid origin, the result of crossing V. carlisii x V. utile. It grows to 6 feet or more, has pinkish to white flowers which are fragrant. The fruit is red to black in color depending on the state of maturity. The autumn foliage color is claret. This plant is easily propagated by cuttings and has a much more vigorous habit of growth than V. carlesii, one of its parents.

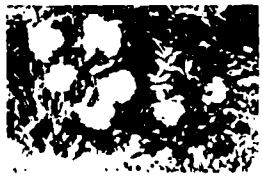

3. V. burkwoodii flower in close up shows the rounded form that some Viburnums have.

4. The winter terminal bud is very evident as are also the opposite nodes.

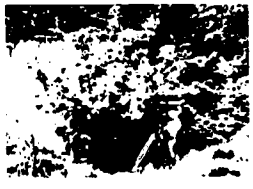

5. Viburnum carcephalum - This is another Viburnum of hybrid origin resulting from a cross of V. carlesii x V. macrocephalum. This is a definite improvement over V. carlesii because the foliage has a nice sheen to it. The flowers are not as fragrant as V. carlesii but are much larger. The fruit is red to black. This is one of the better Viburnums that originated in England. This plant will grow to a height of 9 feet and blooms in late May.

6. A close up shows the large, rounded type of flower and the beautiful foliage.

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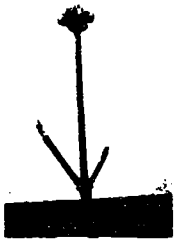

7. The dormant winter twig displays the large terminal flower bud and the dormant leaf buds.

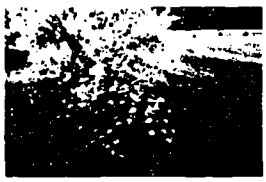

8. Viburnum carlesii - A native of Korea, this Viburnum is one of the most fragrant of all. It grows to five feet in height, bears pink to white flowers in mid May, has black berries, and has a reddish to wine red autumn foliage color. This is one of the parents of the two previously shown Viburnums. It is hard to propagate and is generally grafted. It is subject to a graft disease for which there is no control. The common name for this plant is Korean Spice Viburnum.

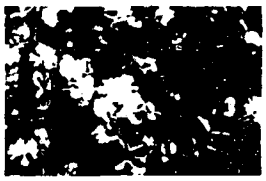

9. A close up of the flower shows the pink coloration of the unopened flower and also the smaller size compared to V. carlcephalum.

10. The dormant winter twig of V. carlesii shows both the dormant flower and leaf buds.

11. Viburnum cassinoides - Witherod. Grows to six feet in height, blooms in early June with creamy white flowers which are borne in flat clusters. The fruit is at first green turning to red and at full maturity is black. The foliage turns to a pleasing red color in the fall. This is a native of the northeastern United States. This is a very serviceable Viburnum and adapts itself well to varied soil conditions and to either full sun or partial shade.

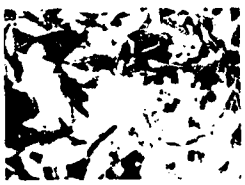

12. A close up of the flat flower and the foliage. Note the foliage is very distinct from other Viburnums.

13. The fruit of V. cassinoides is very attractive. Often a single cluster will show the various color changes that take place.

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14. The dormant winter twig shows some characteristics that are different from other Viburnums. The leaf buds are long and narrow much like the foliage itself.

15. Viburnum dentatum - Arrowwood. Grows 15 feet in height, blooms in early June with creamy white flat clusters of flowers. The fruit is blue at maturity and the fall foliage color is glossy red. This is another native of eastern United States. This is a Viburnum that grows well and vigorously, with many stems from the base, in almost any situation. It is not generally grown as a specimen as is illustrated here, but makes an excellent filler in a shrub border.

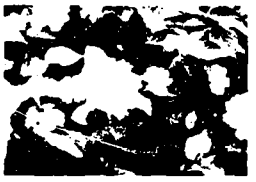

16. A close up of flower and foliage. The foliage is very serrated and dentate.

17. The mature fruit is a very dark blue and is very abundant. The individual drupes are small compared to other Viburnums.

18. The dormant winter twig shows the terminal flower bud and the opposite lateral leaf buds.

19. Viburnum lantana - Wayfaring Tree. Grows to 15 feet in height, blooms in mid May with white flat clusters of flowers. The fruit is attractive being at first red and finally black at maturity. The foliage is rather tomentose and turns red in the fall. Its native habitat is Europe and Western Asia. This is a very stout and upright growing shrub and does very well in dry situations.

20. A close up of the flower and the rather rugose foliage of V. lantana.

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21. The fruit in the early stages is a very attractive red. The mature black fruit hangs on well into the winter and become very shriveled like raisins but provide good bird food.

22. The dormant winter twig shows the quite large tomentose flower bud and the long, narrow leaf buds. It also shows the heavier or thicker stem which is characteristic of V. lantana.

23. Viburnum lentago - Nannyberry. Grows to 30 feet in height, blooms in late May with white flat clusters of flowers. The fruit is black and the fall foliage color is purplish red. It is a native of the eastern United States. Not as upright as V. lantana, its branches will sometimes arch over and touch the ground where they will take root.

24. A close up of the flower and foliage of V. lentago. The foliage is quite different from other Viburnums.

25. The dormant winter twig shows the more slender stem, long internodes, rather blunt terminal flower bud and rather rounded leaf buds.

26. Viburnum opulus variety Roseum (sterile). This Viburnum is known as the old fashioned English Snowball, or just Snowball Bush. It is a native of Europe. Grows to 12 feet in height, blooms in late May (traditionally around Memorial Day) with white ball shaped clusters of flowers. The flowers are completely sterile, therefore there are no fruits. Foliage turns a reddish color in the fall. Although it is widely grown it is not considered one of the better Viburnums because aphids attack it annually and distort the leaves and terminal ends of the young stems. It is very attractive, however, when in bloom.

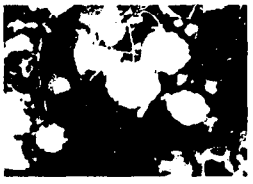

27. A close up of the flower and foliage gives reason enough for its popularity. The large 2 1/2 to 3 inch diameter ball shaped flowers in pure white are striking. The foliage resembles a Maple leaf to a certain degree.

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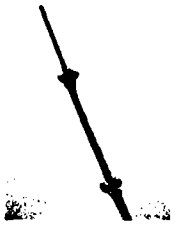

28. The dormant winter twig shows the rounded foliage buds, whereas the terminal flower buds are quite small.

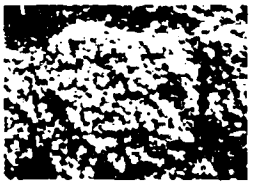

29. Viburnum opulus nanum - A very dwarf, seldom over two feet in height, sterile form of V. opulus. It has seldom, perhaps never, been known to bear flowers and is a good plant for a dwarf hedge because of its dense and compact growth. Aphids do not seem to attack it nearly as much as it does the V. opulus roseum.

30. Viburnum plicatum tomentosum - Japanese Snowball. Grows to nine feet in height and bears flat flower clusters in pure white on each side of the stem. This flowering habit is responsible for another of its common names, viz., Doublefile Viburnum. It blooms in late May, bears red to black fruit, on rather horizontal branches. In fact, sometimes this plant will attain as much width as it does height. It is a native of China and Japan.

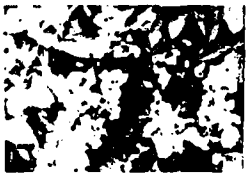

31. A close up of the flowers show its erect flat flowers on each side of the stem. The foliage is quite deeply veined giving it a rugose appearance.

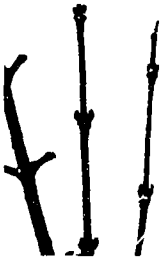

32. The dormant winter twig shows the very slender terminal flower bud and the conical shaped leaf buds.

33. Viburnum prunifolium - Black Haw. Grows to 15 feet in height, blooms in mid May with white, flat clusters of flowers. The fruit is black at maturity and is one of the largest of the Viburnums, sometimes up to 1/2 inch long. The fruit persists late into the fall and becomes shriveled much like a prune. At this stage the flesh of the fruit is very tasty, even to humans. The foliage is a shining red in the fall and is rather distinct from other Viburnums. This is one of our native plants, having been found in eastern United States.

34. A close up of the flower and foliage of V. prunifolium. The flat flower clusters are large which result in the abundance of fruits.

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35. Both fall coloring of the foliage and the heavy fruiting habit are shown here.

36. The dormant winter twig of V. prunifolium makes this one of the easiest to identify. Note the long tapering terminal flower buds and the very small, depressed leaf buds.

37. Viburnum rhytidophyllum - Leatherleaf Viburnum. Grows to nine feet in height, blooms in late spring with small yellowish white flowers in flat clusters four to eight inches in diameter. The fruit is red to black. The foliage is three to seven inches long, is very rugose, and is semi-evergreen to evergreen. For best results in the north it should be kept out of the prevailing wind. It is native to central and western China.

38. Close up of V. rhytidophyllum flower and foliage. Note the very rugose character of the leaves.

39. The dormant winter twig. This picture was taken in late winter and shows how the foliage often times has a tendency to droop during this period. Also visible in the axil of the nodes are the long, pointed vegetative buds. The flower bud is quite advanced.

40. Viburnum sieboldii - Siebold Viburnum. Grows to 30 feet tall, blooms in late May with creamy white flat clusters of flowers and bears red to black fruit on red fruit stalks. The foliage of V. sieboldii is very attractive, being rugose, dark green and lustrous in the growing season and red in the fall. It is a native of Japan. V. Sieboldii makes an excellent specimen plant and is rated by some horticulturists as the best of all Viburnums.

41. A close up of the flower and foliage shows its striking beauty early in the growing season.

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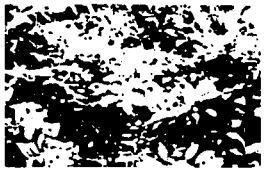

42. The fruit in late summer is a brilliant red and attracts birds. In some seasons the birds have eaten all the fruit before it has a chance to turn black. However, the red fruit stalks remain to add color.

43. The dormant winter twig shows a stout stem, the terminal flower bud guarded by leafy scale-like appendages, and the prominent opposite lateral leaf buds.

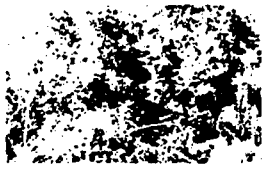

44. Viburnum trilobum - American Cranberrybush. Grows to 12 feet in height, blooms in late May with flat clusters of white flowers. The foliage is rather large and lobed somewhat like a Maple. The foliage turns red in the fall. The fruit is perhaps the most spectacular characteristic of V. trilobum because it is brilliant red in color and borne in abundance. The fruit can be used for preserves and some clones or varieties have been selected for this purpose. V. trilobum is a native of southern Canada and northeastern United States. This slide gives an overview of V. trilobum in the fall of the year.

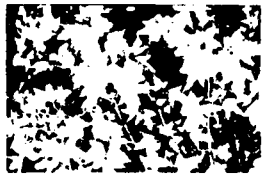

45. A close up of the flower and foliage shows the 3-lobed leaves and the white color of the fertile flowers.

46. The fruit in a close up view is in large clusters and of brilliant color. Birds are also attracted to this Viburnum.

47. The dormant winter twig shows the terminal flower buds and the lateral leaf buds to be about equal in size and shape.

48. Viburnums can be used in landscaping as specimens or used in a shrub border or grouping. In this instance it is used in a mixed planting for height or background. This is V. trilobum with a planting of Pyracantha in the foreground.

ACCESSION NUMBER: VT100665

PUBLICATION DATE: 73

TITLE: INSECT PESTS OF FIELD CROPS AND STORED GRAINS.

PERSONAL AUTHOR: BRIDLINE, CLARENCE R.

DESCRIPTORS: MANUALS; INSTRUCTIONAL MATERIALS; PUBLICATIONS; *ENTOMOLOGY; AGRICULTURE; *VOCATIONAL AGRICULTURE; PESTICIDES; INSECTICIDES; *FIELD CROPS; *GRAINS (FOOD)

IDENTIFIERS: *INSECT PESTS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: CIM V.700.4(1974)PP. 557

ABSTRACT: THIS MANUAL PROVIDES STUDENTS WITH DESCRIPTIONS, IDENTIFICATION AIDS, SURVEY METHODS, AND CONTROL TECHNIQUES WHICH MAY BE USED WITH REGARD TO HARMFUL PLANT AND GRAIN INSECTS. SINCE THE PUBLICATION IS INTENDED MERELY AS A FACILITATOR OF INSTRUCTION IN THE AREA, THE INFORMATION PRESENTED MAY BE STUDIED IN A RANDOM OR SEQUENTIAL MANNER AS THE TEACHER DEEMS APPROPRIATE. SPECIFIC TOPICAL CONTENTS IN ORDER OF THEIR ENTRY BY SECTION INCLUDE: (1) USING SURVEY METHODS TO DETERMINE THE LEVEL OF INSECT POPULATIONS, (2) INSECT PESTS OF CORN, (3) INSECT PESTS OF SOYBEANS, (4) INSECT PESTS OF SMALL GRAINS, AND (5) INSECT PESTS OF FORAGES. IN ADDITION, STUDENT EXERCISES ARE PROVIDED AT THE END OF THE MANUAL. (SN)

REPORT NUMBER: AGDEX 100/620

AVAILABILITY: AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, ROOM 201, 2120 FYFFE ROAD, COLUMBUS, OHIO 43210

INSTITUTION NAME: OHIO STATE DEPT. OF EDUCATION, COLUMBUS. AGRICULTURAL EDUCATION SERVICE.; OHIO STATE UNIV., COLUMBUS. DEPT. OF AGRICULTURAL EDUCATION.

VT 100665

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INSECT PESTS OF FIELD CROPS AND STORED GRAINS

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Agricultural Education Service
State Department of Education

and

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The Ohio State University

1973

INSECT PESTS OF FIELD CROPS AND STORED GRAINS

By

Clarence R. Fridline

The Ohio Agricultural Education
Curriculum Materials Service

1973

ERIC

ACKNOWLEDGMENTS

Technical assistance in preparing this publication was provided by Dr. W. F. Lyon and Dr. B. D. Blair, Extension Entomologists, The Ohio State University; Dr. G. J. Musick, Dr. H. D. Niemczyk and Dr. R. E. Treece, Research Entomologists, The Ohio Agricultural Research and Development Center. After the manual was completed Dr. Musick extensively reviewed the material.

Illustrations by Donald Boyd.

Layup work and typing by Evelyn M. Roediger.

Several publications were used as references during the preparation of this manual:

Davidson, R. H. and Pears, L. M. Insect Pests of Farm Garden and Orchard, John Wiley and Sons, Inc., New York, New York, 1966.

Borror, Donald J. and White, Richard E. A Field Guide to the Insects of America North of Mexico, Houghton Mifflin Co., Boston, Mass., 1970.

Insect Pests of Field Crops, Cooperative Extension Service, The Ohio State University, 1972.

Control of Insects Affecting Stored Grains, Cooperative Extension Service, The Ohio State University, 1972.

Common Names of Insects, Approved by The Entomological Society of America. C. C. Blickenstaff, Chairman Committee on Common Names of Insects, December, 1970.

A Study of Insects, Agricultural Extension Service, University of California.

Survey Methods for Insects Found in Field Crops, Mimeograph, United States Department of Agriculture.

Several other publications, too numerous to mention, were used in compiling the information contained in this manual.

Illustrations were obtained from the following sources: United States Department of Agriculture; Federal Extension Service, United States Department of Agriculture; National 4-H Service Committee; Illinois State Natural History Survey; Geigy Chemical Company; Ohio Agricultural Research and Development Center.

Assistance has been provided by many individuals and this assistance is greatly appreciated.

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INTRODUCTION

This manual, "Insect Pests of Field Crops and Stored Grains," provides descriptions, identification aids, survey methods, and controls for harmful insects.

Number of Insects	Agricultural Commodity
13	Corn
12	Soybeans
4	Small Grains
3	Forage Crops
9	Stored Grains

To effectively control any insect pest, you first need to find out all you can about it. You can accomplish very little if you guess. Learning all about an insect would include the type of metamorphosis it undergoes and a description of each life stage. The time of year when each life stage occurs is also helpful. How the insect obtains its food needs to be known; as this may determine what kind of an insecticide will be needed.

Insect identification might be considered a two-fold process:

1. Learning the identifying features of insects by each stage of their life cycle and where each stage can be found, as in the soil, leaves, stems, flowers, seeds and roots.

2. Learning to identify different insects by the type of feeding damage they do, the different plants they feed on, and the parts of the plant they feed on, such as roots, stem, leaves and seed.

General insect identification aids are provided in the manual, "Some Common Types of Insects,"* which should serve as a basic reference for insect identification.

Controlling insects with insecticides is a constantly changing procedure. The insecticide that is recommended today may be replaced by a new and more effective one next week, therefore, no specific insecticide recommendations are given. Instead, you are given an opportunity to select for yourself the most effective insecticide to use for each insect you study by referring to the latest control information available on the subject.

The Ohio Cooperative Agricultural Extension Service publishes annually the latest, up-to-date, authorized insecticide recommendations. These publications may be obtained from the Cooperative Extension Service Office in your county. Use only The Latest Issue Of These Publications.

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*Available from the Ohio Agricultural Education Curriculum Materials Service, Room 201, 2120 Fyffe Rd., Columbus, Ohio 43210.

Determining whether an insect population is heavy enough in a given situation to warrant using expensive insecticides or other control methods is a problem that needs to be answered. With some insect species it is possible to conduct surveys which determine the approximate insect population. Estimates of potential damage can be made from this information. Several such surveys are described in Chapter I. A survey method is given under each insect description, if the populations for that particular insect can be practically surveyed.

You should be aware that it is impossible to survey some insect species before their damage to crops has been discovered. This is due to the hidden habits of some insects. In the situations involving these insects, surveys may be conducted to determine the extent of damage and possibly point out preventative measures for the future.

You also need to be aware that with some insects (particularily several attacking soybeans), that insect numbers needed to justify controls are not available. In these cases surveys can be made; the results reported to the County Agricultural Extension Agent for assistance in determining if an insecticide is needed, and if needed, which insecticide to use.

As you use this manual you should learn to accomplish the following skills:

1. Conduct the correct survey procedure for insects to determine the following:

   a. the insect population
   b. the amount of damage the insect has caused.

2. Identify each insect.

3. Learn the damaging stage or stages within the life cycle of each insect.

4. Identify the plant damage caused by each insect.

5. Learn the biological and cultural methods of control that are practical to use for each insect.

6. Select an insecticide control program to use for each insect.

You may not wish to thoroughly study all of the insects that are described in this manual. Some of them may not be a problem in your area. Time may be a limiting factor. You and your teacher together should decide which insects you will study.

At the end of this manual are some suggested student exercises which should be helpful in organizing the insect information.

I. USING SURVEY METHODS TO DETERMINE THE LEVEL OF INSECT POPULATIONS

Is an insect population heavy enough to justify control measures? This question needs to be answered whenever any of the harmful insects or their feeding damage is observed.

The proper use of the correct survey method during the right time of year will provide you with:

a. an estimate of the insect population.
b. an estimate of the amount of damage being done or the damage that may be done.
c. an indication of whether controls must be used.

Some insects such as wireworms and seed corn maggots can not be surveyed in time to use controls. The damage has been done before the insect can be observed. Surveys in these situations are usually made to determine the extent of the damage and to determine future preventative measures.

Types of surveys are general and specific.

Since 1953, state and federal survey entomologists have been employed to make checks on insect populations. The purpose of these general surveys is twofold:

1. To serve as a detection system for any new insects that might be moving into an area.

2. To serve as a warning system. Farmers could then be made aware of when and where any insect population was reaching the damaging point. Controls could then be employed.

Specific insect surveys are done to determine the level of the insect population or the feeding damage done by a single insect species. The purpose of which is to determine if controls are needed.

SURVEY METHODS

1. The Sweep Method

This is a widely used method for detecting insect populations on small grain and forage crops.

The sweep method consists of a 180° swing or half circle with a 15 inch diameter net. The hoop which holds the net is held vertically with the lower half brushing over the top 10 to 12 inches of the plants into the crop. The handle should be three feet long.

Figure 1. Using the sweep net to survey for insect populations. (Photo by C.R. Fridline)

The sweep net should be held in one hand, about one foot from the end of the handle. The protruding end of the handle resting along the forearm. A two-handed sweep may be used, but be sure to make a full half circle swing.

Counts should be made after each sweep until you have gained some experience in making sweeps and counting insects. This is especially important if the insects being surveyed are of the quick flying or jumping species such as the potato leafhopper or the meadow spittlebug.

The number of sweeps to make in a field depends on the number of insects. In most cases, ten sweeps made at random throughout the field will be sufficient. In surveying, to establish an early season population, such as potato leafhopper, 100 to 200 sweeps per field may be needed.

Procedure to Follow

1. Make 5 to 10 sweeps and if several insects are captured make counts after each sweep. This indicates that the insect population is high and the general population can be established from these counts.

2. If 10 to 20 sweeps are made before enough insects are captured to make a count, then 100 to 200 sweeps should be made to collect enough insects to determine the population.

3. Calculate the number of insects per 100 sweeps regardless of the number of sweeps made.

   a. If 5 insects are found in 10 sweeps, it would be 50 insects per 100 sweeps.
   b. If 2 insects are counted in 200 sweeps, it would be one insect per 100 sweeps.

Insects on which the sweep method may be used are:

Leafhopper adults and nymphs
Aphids
Spittlebug adults
Alfalfa weevil adults and larvae
Chinch bug adults on corn
Grasshopper adults and nymphs
Cereal leaf beetle adults and larvae
Many larvae of butterflies and moths, except those that feed near the soil such as cut worms and webworms.

Figure 2. Counting insects captured in the sweep net. (Courtesy OARDC)

Making Your Own Sweep Net*

You can make your own sweep net by following the directions given:

1. The handle may be made from a 3 foot piece of broom handle, or a 1" x 36" piece of dowel rod.

   a. Drill two 3/16" holes at one end on opposite sides of the handle.
   b. Offset the holes, one at 3 1/2" from the end, the other at 4" from the end.
   c. Cut grooves on each side, from the holes to the handle end. The grooves should be deep enough to imbed the wire.

2. The hoop should be made from a 54" piece of No. 8 galvanized wire.

   a. At one end of the wire, bend at a right angle 3 3/4", then bend at a right angle at 1/4".
   b. The other end, bend at 4 1/4", then 1/4".
   c. Then bend into a hoop.

---

*A sweep net may be purchased from: Wards Biological Supply House, 3000 Ridge Road, Rochester, New York 14609.

3. The net should be made from a single piece of muslin cloth 30" x 48".

   a. Fold cloth in half, 24" x 30".
   b. Make a pattern as shown in Figure 3.
   c. Using the pattern, cut material 1/4" wider than pattern to allow for a sewing seam.
   d. Stitch a seam along cut edges, then trim material to 1/8" of stitched seam.
   e. Turn newly made net so that the seam is on the inside, and make a French seam. Stitch French seam flat to net.
   f. Make a 3" seam in the top of net by turning under the open end and stitching.
   g. Double the hem back over itself and stitch. This will make a hem 1 1/2" wide.

4. Complete the sweep net assembly by threading the wire hoop through the hem at the top of the net. Fasten the hoop to the handle by wrapping with wire or sliding on the ferrule.

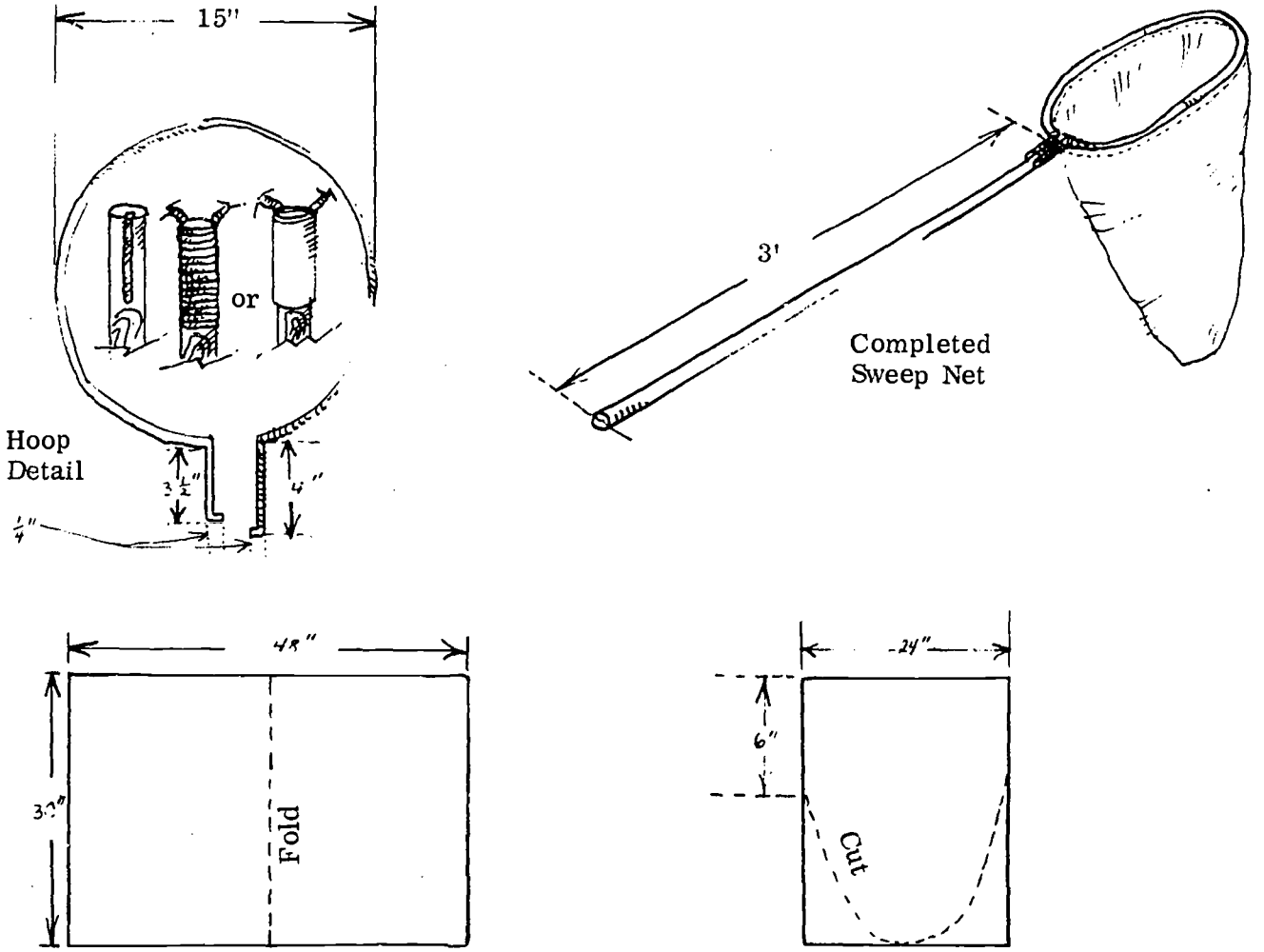

Detail of Net Construction

Figure 3. Plans For Making A Sweep Net (Courtesy California Agricultural Extension Service).

List of Material:

1. 1 - 3' x 1" diameter broom handle or dowel

2. 1 - 54" No. 8 galv. wire

3. 1 - 3' No. 12 galv. wire or 1 - 4" x 1" (inside diameter pipe)

4. 1 - 30" x 48" unbleached muslin

2. The Stem Count Method

This method is used mainly to determine the number of nymphs and larvae of certain insect species. It is used to determine populations of spittlebug nymphs, Hessian fly larvae and pupae, cereal leaf beetle, wheat stem saw-fly larvae and wheat stem maggot.

All of the insects or damage done is counted on individual stems. Examine under the leaf sheaths and leaves and all other parts of the stem.

When moving into the field to be surveyed, examine 5 to 10 stems in one spot, then at random move throughout the field, making 5 to 10 stem counts until 100 stems have been counted.

Keep a record of the number of stems examined, the insects found, and the damaged stems.

3. The Square Foot Method

This method is used to determine the populations of some insects during late winter and early spring. It is used for counting alfalfa weevil adults; aphids, when plants are less than 3 to 4" tall; and some soil insects.

To use this method, measure off one square foot on the ground and count all of the insects in the square foot area.

Six to ten samplings in a field, taken at random, will be sufficient for a general population survey.

4. Survey Method For Corn Insects Above Ground

This method is used to determine populations of armyworm larvae, grasshopper adults and nymphs, corn leaf aphids (estimating number per tassel, leaf whorl, etc.), Japanese beetle adults, chinch bug adult and nymphs, corn rootworm adults, flea beetles adults, corn earworm larvae, European corn borer (egg masses, larvae, pupae).

Count all insects found on 25 consecutive plants, plant whorls, ears or heads. If checking for leaf whorl feeding, count 100 to 200 plants in surveying above ground insects.

Determine the number of insects per 100 plants.

For the larvae and pupae of the European corn borer or other stalk boring insects use the following procedure:

a. Before sampling, walk about 50 steps into the field.

b. Starting with the first plant on your right, examine 25 consecutive plants for infestation. Record the number of infested plants.

c. Dissect and record the number of larvae or pupae found on the last two infested plants.

d. Determine the number of insects per infested plant by multiplying the average number of larvae or pupae per infested plant times the percent of plants infested, and times 100.

Example: The two infested plants examined had 5 larvae. The average per plant is 2.5.

Of the 25 plants inspected 14 were infested. Fourteen divided by 25 is .56
2.5 x .56 = 1.40

1.40 x 100 = 140 insects per 100 plants.

5. Survey Methods For Corn Insects Below Ground

This method is usually used during the early season when the corn plants are small. It is used to determine the stand damage and the number of insects present for cutworms, rootworms, white grubs, Japanese beetle larvae, wireworms, seed corn maggot, seed corn beetle and other seed and root feeding insects.

Examine 25 consecutive plants at two places in the field at least 50 rows apart. If infestation is severe throughout the field, fewer plants at two locations in the field will be enough.

As you walk along the row, look for plants that are stunted, wilting, dying, missing or cut off.

Examine the soil and roots at two of the damaged or missing plants in each group of the plants examined in the field. Count the number of larvae found.

Example: The two infested plants examined had 6 larvae. The average per plant is 3.

Of the 25 plants inspected 15 were infested. Fifteen divided by 25 is .6
3 x .6 = 1.8

1.8 x 100 = 180 insects per 100 plants.

6. Berlese Funnel Method

This method is used mainly by survey entomologists as it requires special equipment not available to the average person. The method is used to determine overwintering insect populations in crop fields, grass sod or trash in fence rows and woodland areas, where many crop insects hibernate. This method can also be used on many insect species in the summertime.

The procedure used is to cut off 10 plants at ground level and collect them along with the trash found around the plants. The material is then taken to the

laboratory and placed in the Berlese funnel. The heat above the funnel causes the insects to leave the plants and trash and fall down into the collection bottle, where they can be counted. The collection bottle should contain a 70 percent alcohol solution to preserve the insects.

For grass sod areas, a square foot or square yard of surface material is collected and checked for insect numbers with the Berlese funnel.

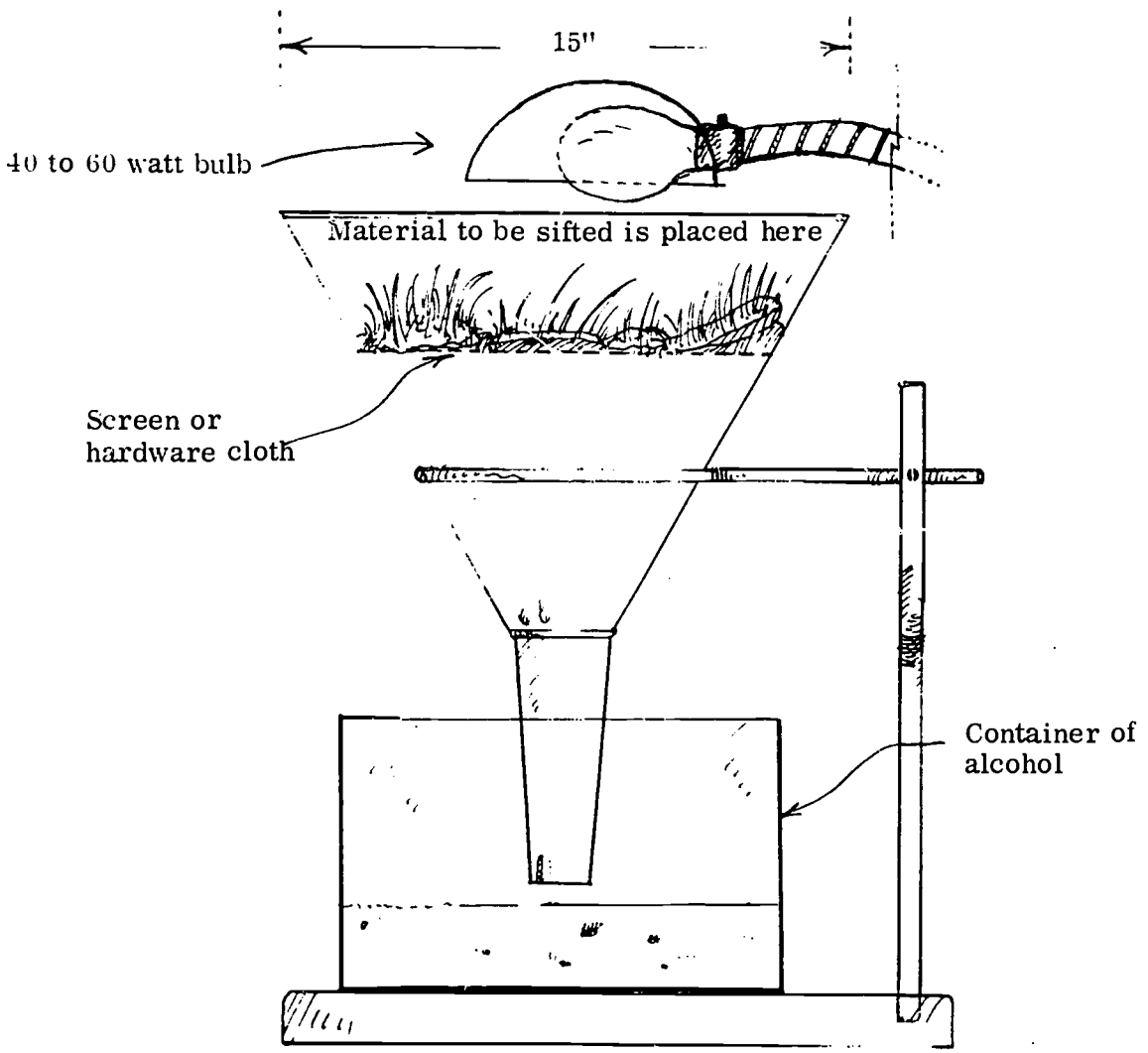

Figure 4. The Berlese Funnel.

The Berlese funnel can be supported by a ringstand, or by 3 or 4 legs attached near the middle of the funnel. The light bulb can be that of an ordinary gooseneck lamp, or it can be a metal cylinder placed over the top of the funnel. The material to be sifted is placed on the screen.

II. INSECT PESTS OF CORN

Corn is more seriously damaged by insects than any other field crop. Damage can begin after the seed is planted and continue until the crop is mature.

Although new tillage practices for corn have several advantages agronomically, insect problems have increased. This is especially true for those insects found in the soil. Included in this group are the wireworms, seed corn beetles, seed corn maggots, subterranean cutworms, white grubs, and corn rootworms.

Ohio research studies made in 1969 showed that in some cases no tillage corn fields had as much as 90 percent stand reductions. This was caused by wireworms and seed corn maggots.

Soil insect problems become more complicated in no tillage situations. Since insecticides to control soil insects effectively need to be incorporated into the soil, either new insecticides or new equipment permitting incorporation of the insecticide in no tillage corn fields needs to be developed.

Thirteen insect pests of corn are described in this section. Four of those described in this section are also harmful to soybeans.

Name of Insect	Crop	Plant Parts Injured
European corn borer	Corn	Stalk, ear, leaves
Corn rootworms (southern, northern, and western)	Corn	Ear silks, roots
Wireworms	Corn, soybeans	Seeds, seedlings, roots
Flea beetle	Corn	Leaves
Seed corn maggot	Corn, soybeans	Seeds, seedlings
Seed corn beetle	Corn, soybeans	Seeds, seedlings
Armyworms	Corn	Entire plant
Aphids	Corn	Leaves, tassels, ears
Chinch bug	Corn	Stalk, leaves
Cutworms	Corn	Stalk
Sod webworm	Corn	Seedlings
White grubs	Corn	Roots
Corn earworm	Corn, soybeans	Ears, pods

EUROPEAN CORN BORER - *Ostrinia nubilalis* (Hubner)

Order - Lepidoptera Family - Pyralidae

The European corn borer is a serious pest of corn. The damage by this insect in Ohio, in 1970, was estimated at over five million dollars. For the United States the annual loss is estimated at over 400 million dollars. The insect was first observed in Massachusetts in 1917, and since that time has spread to all of the important corn producing states.

The young larvae feed on the leaves of corn plants and later bore into the stalks, ear shanks and ears. They may weaken the stalks and ear shanks to the extent that the ear may drop prematurely or the stalk may break over, thereby causing heavy losses at harvest time.

In the United States, the European corn borer has from one to several generations per year. In Ohio, it passes through two generations a year.

Figure 5. Corn stalks severely damaged by extensive tunneling of the European corn borer larvae. (Courtesy USDA)

DESCRIPTION

Adults

The adult is a moth with a wing spread of about 1 inch.

The females are light brown with dark, wavy, irregular lines across their wings.

The male is smaller in size and darker in color with less irregular wing patterns.

FIRST GENERATION

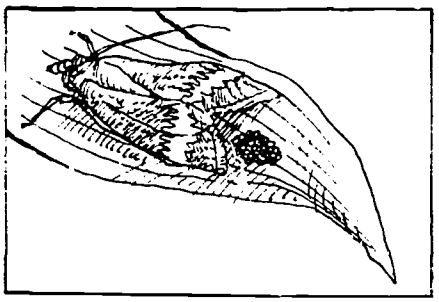

1. June
Eggs laid on underside of corn leaves.

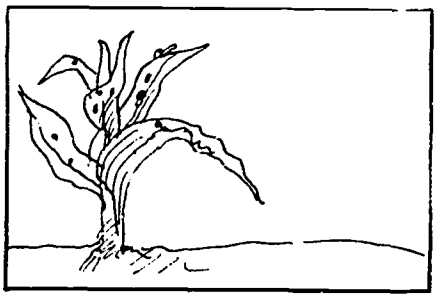

2. June and July
Larvae feed in leaf whorls and burrow into stalks

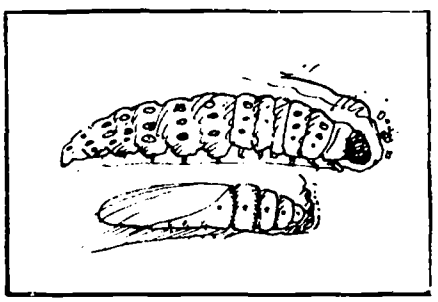

3. July and August
Larvae pupate in corn stalk tunnels made by larvae and moths emerge.

SECOND GENERATION

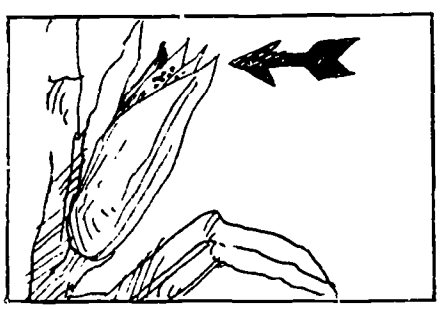

1. Late July and Early August
Eggs laid near leaves of ear zone.

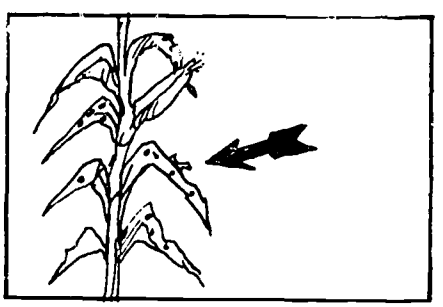

2. August
Larvae feed in leaf axils and bore into corn stalks.

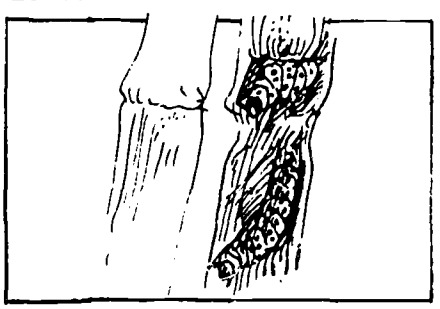

3. September and May
Mature larvae overwinter or diapause in corn stalks.

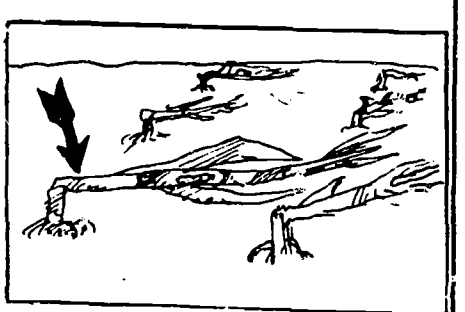

4. May
Larvae pupate in corn stalks and moths emerge.

Figure 6. Seasonal life cycle of the European corn borer in Ohio.

The first generation of moths appear in May and June, and usually mate in one to three days.

The adults of the second generation appear in late July and early August.

The moths are most active in early morning or late evening at temperatures of above 60°F.

A B

Figure 7. European corn borer moths: (A) female with egg mass on corn leaf; (B) male. (Courtesy of Illinois Natural History Survey)

Eggs

The female moths usually lay eggs within three days after mating.

The eggs are laid overlapping (shingle like) one another in masses of from one to fifty eggs per mass.

The egg masses are usually laid on the underside of the leaf; occasionally they may be laid on the upper surface, the stalk, or the husk.

The eggs hatch in three to nine days.

Larvae

The newly hatched first generation larvae crawl into the whorl of the corn plant and feed. The second generation larvae feed in the axils of the leaves.

As they mature they bore into the stalk, ear shank or ears.

The mature larva is about 3/4 to 1 inch long.

The head is dark brown or black, and the body is light cream colored.

Each segment of the body has a row of small round, dark brown spots.

Winter is passed in the mature larva (prepupa) stage.

Figure 8. Corn stalks showing the tunneling of the European corn borer larvae. (Courtesy DeKalb AgResearch Inc.)

Figure 9. European corn borer larvae (A); European corn borer pupa (B). (Courtesy DeKalb AgResearch Inc.)

Pupae

The larva changes to a pupa in the tunnels of the corn stalk.

The pupa is light to dark brown in color.

It is torpedo shaped and 1/2 to 5/8 inch long.

The pupal stage lasts from two to three weeks.

SURVEY METHODS

For first brood, June 10 to 25, count 25 corn plants and record the number of plants with feeding damage on the leaves.

For the second brood, early August, count 25 plants to determine the number of egg masses on the flag leaves and leaves near the ear.

CONTROL METHODS

Cultural

Plant resistant hybrids. (See Figures 10 and 11.)

Before May, bury all corn stalks and weeds by deep and clean plowing. Disking and shallow plowing will not kill all of the larvae.

The worst corn borer damage may occur in fields where corn is planted very early.

If stalks are chopped prior to plowing, a more thorough and clean plowing job will result, therefore fewer larvae will survive.

Chemical

First brood, June 15 to 25, apply recommended insecticide when 75 per cent of plants show leaf feeding. For seed corn production fields control may be justified at 50 percent leaf feeding.

Second brood, early August and later, apply recommended insecticide if corn is planted late for your area and moths are active.

Use only the latest recommended insecticides. Obtain recommendations from the Cooperative Extension Service Office in your county

CAREFULLY FOLLOW ALL DIRECTIONS FOR USING THE INSECTICIDE!

Figure 10. Susceptible corn on left severely damaged by European corn borer. Resistant corn on right has very little damage. (Courtesy USDA)

Figure 11. Rows of corn on left and right tolerant to European corn borer; center row not tolerant and badly damaged. (Courtesy USDA)

CORN ROOTWORMS

Southern - Diabrotica undecimpunctata howardi Barber
Northern - Diabrotica longicornis (Say)
Western - Diabrotica virgifera Leconte

Order: Coleoptera Family - Chrysomelidae

There are two species of corn rootworms that at present cause damage to Ohio corn fields, southern corn rootworm and northern corn rootworm. The southern corn rootworm is also known as the spotted cucumber beetle. It attacks several plant species, including over 200 weeds, grasses or cultivated crops. The northern corn rootworm is a pest of corn only. It is predicted that the western corn rootworm will be a pest in Ohio corn fields in a short time.

All species have a complete metamorphosis. Southern has two generations per year, whereas the northern and western have but one.

The larvae of all species damage corn by feeding on the roots, thereby weakening the root system. This causes the corn to lodge. A field damaged by corn rootworms will have curved stalks. The stalks will have a sledrunner or gooseneck appearance.

The adults of all species feed on corn silks and if this occurs during pollination, poor seed set (scattergrain) will result.

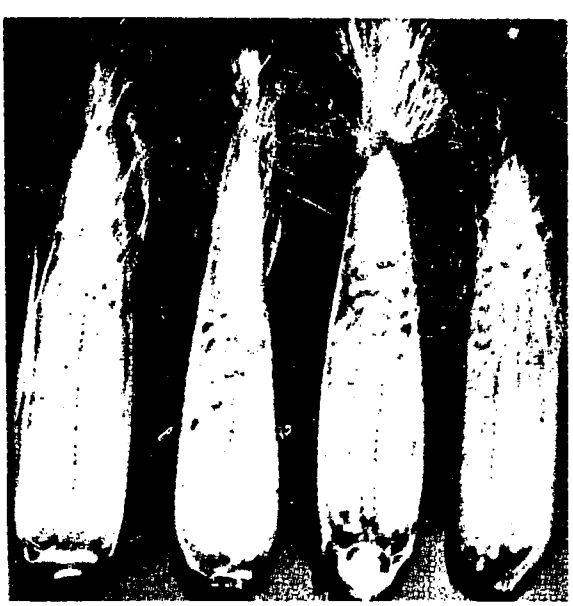

Figure 12. Ears of corn damaged as a result of corn rootworm adults feeding on silks (scattergrain). (Courtesy Federal Extension Service, USDA)

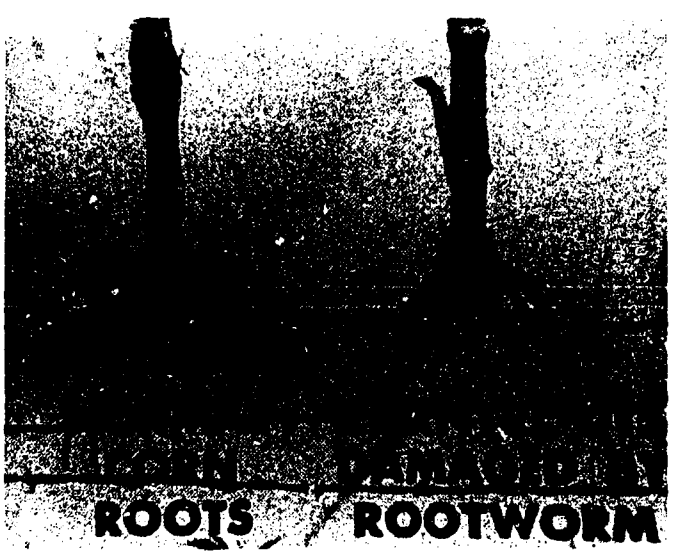

A B

Figure 13. Corn roots: (A) normal; (B) damaged by corn rootworms. (Courtesy American Potash Institute)

DESCRIPTION

Southern Corn Rootworm

Adults

The adult (beetle) is greenish yellow with 12 black spots on its wing covers (elytra).

It is about 1/8 inch in length.

The adults overwinter in southern United States under crop residues and emerge in the spring. Adult beetles migrate north in late April or early May.

Only the second generation adults feed on the silks of corn.

Figure 14. Corn plants fallen or lodged because of injury to the roots by the southern corn rootworm. (Courtesy USDA)

Figure 15. Adult beetle of southern corn rootworm. (Courtesy Federal Extension Service, USDA)

Eggs

The adult females lay their eggs in the soil next to the plants that the larvae later attack.

The eggs are very small, white, and elliptically (oval) shaped.

Larvae

The larvae are thread-like white worms.

They are about 1/2 inch long when fully grown.

They can be recognized by the presence of a dark spot on each end of the body.

Pupae

The pupa is white and does not have a pupal case.

It is found in a cell in the soil.

The pupal stage lasts about 12 days.

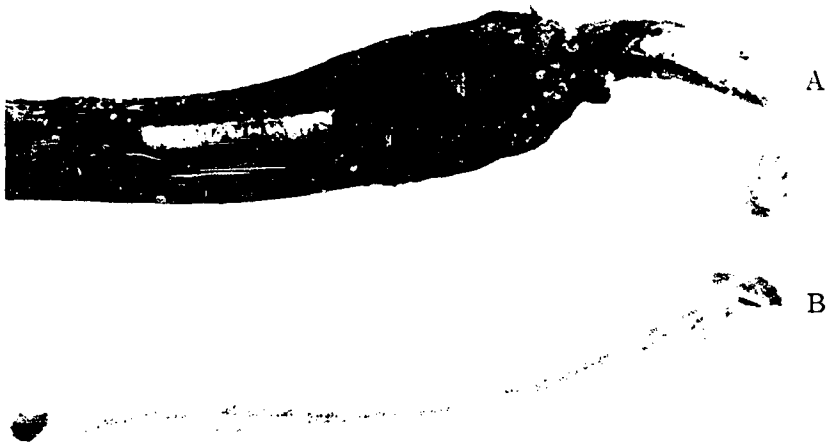

Figure 16. (A) Larvae and work of southern corn rootworm on corn. (Courtesy USDA)
(B) Corn rootworm larvae. (Courtesy Geigy Chemical Co.)

DESCRIPTION

Northern Corn Rootworm

Adults

The adult beetle is a solid light brown to pale green in color.

It is 1/8 to 1/4 inch in length.

It appears in corn fields in late July or early August and feeds on pollen and silks of corn plants and other pollinating plants.

In August, the female beetles lay eggs in the soil.

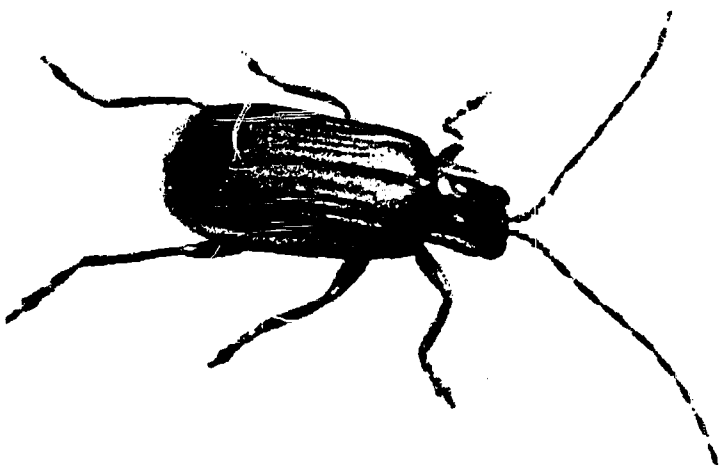

Figure 17. Northern corn rootworm adult (left) and corn rootworm eggs (above). (Courtesy Geigy Chemical Co.)

Eggs

The eggs are small, globular and white

They are found around corn roots.

They overwinter in the egg stage.

For maximum hatching, the eggs must be exposed to near freezing temperatures.

Larvae

In late spring the eggs hatch and the larvae feed on corn roots.

The larvae when mature are about 1/2 inch in length.

They are thread-like in appearance and the skin of the bodies is wrinkled.

They mature by the middle of July and pupate in cells in the soil.

Pupae

The pupae are small, white, without a pupal case.

The pupal stage lasts about 10 days.

Figure 18. Corn rootworm pupa. (Courtesy Geigy Chemical Co.)

DESCRIPTION

Western Corn Rootworm

At present the western corn rootworm is not a problem in Ohio corn fields, but it is expected to move into the state in a short time.

The western corn rootworm is closely related and has a similar life cycle to that of the northern species.

Adults

The adult beetles are yellow to green with black stripes running the length of their wing covers (elytra).

They are about 1/8 to 1/4 inch in length.

In August the female beetles lay eggs in the soil.

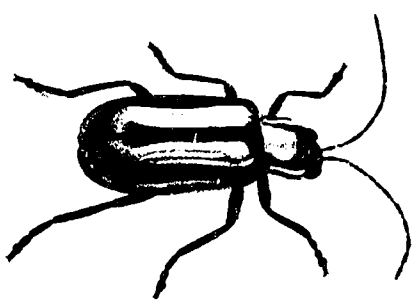

Figure 19. Western corn rootworm adult. (Courtesy Geigy Chemical Co.)

Larvae

Since it takes several weeks for all eggs to hatch, larvae of all sizes may be found in June and early July.

The larvae are thread-like in appearance and the skin of the bodies is wrinkled.

They reach maturity about the middle of July and pupate in cells in the soil.

Pupae

The pupae are small, white, without a pupal case.

The pupal stage lasts about 10 days.

SURVEY METHODS

Silk Damage - Count all adults found feeding on the silks of 25 consecutive plants. Repeat at least two times. Determine the percentage of infested plants and the number of beetles per plant.

Larval Populations - For rootworm damage to roots of corn plants in June, count 100 consecutive plants at two locations in the field or a total of 200 plants. Determine the amount of damage, also count the number of larvae in the soil and on the roots.

CONTROL METHODS

If survey shows that the beetles are preventing pollination, treat with the current insecticide recommendation. If beetle populations for the previous year are high, a soil insecticide should be used for the subsequent year.

If larval populations are over 10-15 per plant, use emergency soil insecticide treatments.

For both situations use only the latest recommendations, obtained from your County Agricultural Extension Service.

CAREFULLY FOLLOW ALL DIRECTIONS FOR USING THE INSECTICIDES!

WIREWORMS - Several Species

Order - Coleoptera Family - Elateridae

Wireworms are the larvae of the click beetle. Damage to corn and soybeans is caused by the larvae (wireworms) consuming the newly planted seed or seedlings. They feed on the roots of corn and soybeans, and the roots of many other plants. The most severe damage is done early in the growing season.

Wireworms have a complete metamorphosis. One generation of this insect may require as long as six years to complete. Most of the life cycle of this insect is spent in the soil.

Figure 20. A field of corn showing poor stand and stunted growth due to wireworm damage. (Courtesy American Potash Institute)

Figure 21. Wireworm damage to corn roots. (Courtesy Federal Extension Service, USDA)

DESCRIPTION

Adults

The adult is a click beetle, so named because when placed on its back will flip in the air with an audible "click" attempting to land on its feet.

The beetles are tan to black in color and are about 1/2 inch long.

Adults may live for as long as six months.

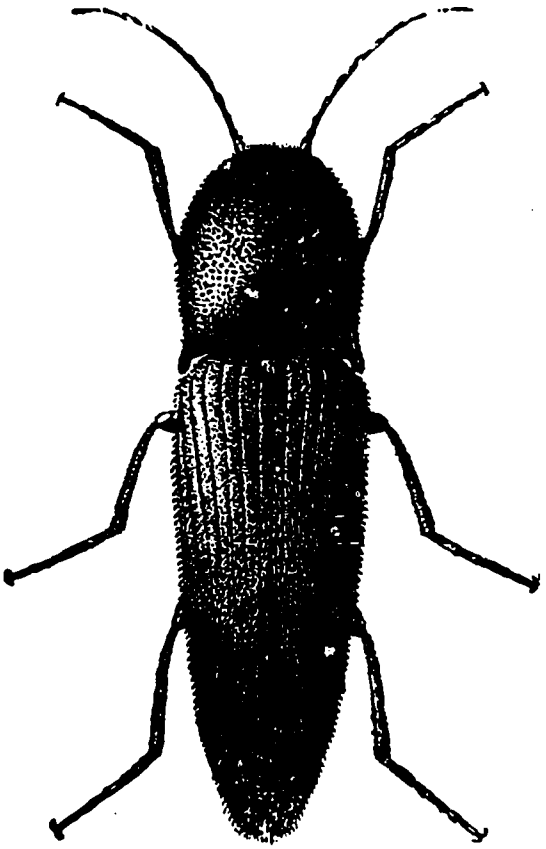

Figure 22. Click Beetle - adult of the wireworm. (Courtesy USDA)

Figure 23. Wireworm damage to corn seedling (left) and wireworm larvae (right). (Courtesy Federal Extension Service, USDA)

Eggs

The eggs are small and oblong; they are found in the soil one to six inches deep.

The eggs are laid during the spring or early summer.

They hatch in two to three weeks.

Larvae

Young larvae are yellow and change to brown as they mature.

They vary in length from 1/2 to 1 1/2 inches.

They are shiny, cylindrical, hard bodied, and segmented.

They have a wire-like appearance, hence their name.

Their bodies taper slightly at both ends.

They live for as long as six years in the soil.

Pupae

The pupal stage is about two weeks in length and is spent in a cell in the soil.

SURVEY METHOD

To determine the extent of existing wireworms, sift the soil from a square foot area, six inches in depth, through a 30 mesh sieve. Do this six to ten places in the field. If an average of three wireworms per sifting is found, you probably will have a problem.

CONTROL METHODS

Wireworm damage is usually heaviest in a field that has been in a grass sod for several years. Fall plowing will expose the larvae, pupae, and the adults to freezing weather and destroy natural pathways for activity.

If a field is known to have an infestation of wireworms, apply a recommended insecticide to the soil before planting. The insecticide should be broadcast and disced into the soil. Applying the insecticide after planting is usually not successful.

Latest insecticide recommendations may be obtained from your County Agricultural Extension Service.

CAREFULLY FOLLOW ALL DIRECTIONS FOR USING INSECTICIDES!

FLEA BEETLE - Chaetocnema pulicaria Melsheimer

Order - Coleoptera Family - Chrysomelidae

The flea beetle can be quite damaging to corn fields. The most damage is done during late May and June when the corn is small. They are also carriers of a bacterial wilt of corn called Stewart's disease. If flea beetle populations are high, the whole corn plant will have a scorched appearance.

The flea beetle has a complete matamorphosis and in Ohio has two generations per year.

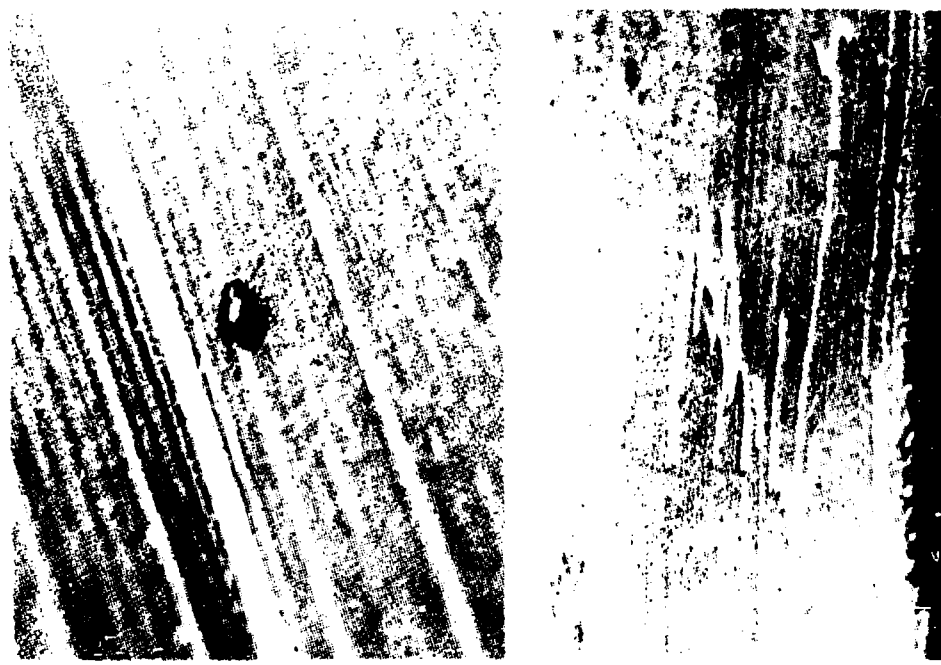

Figure 24. Adult flea beetle (left); feeding damage to corn leaf appears as white lines (right). (Courtesy Federal Extension Service, USDA)

DESCRIPTION

Adults

The adult flea beetle is small, about 1/16 inch in length.

Some are black, others are brown-black with faint lighter markings.

The hind legs are distinctly enlarged and thickened and the beetles jump freely when disturbed.

They hibernate in the soil, crop refuse, and other vegetation.

The first generation adults appear in late May and June.

The second generation appears in early August. The feeding on corn of both generations of adults appears as fine white lines on the leaves. (See Figure 24.)

Eggs

Very tiny eggs are laid on or in the soil at the base of the plant.

They hatch in about one week.

Larvae

Larvae are slender, very small and feed on plant roots.

The larvae pupate in about two weeks.

Pupae

The pupal stage lasts about two weeks.

SURVEY METHODS

Flea beetles attack corn when the plants are small. Stake out 100 plants in a row, count all damaged plants in the row. Do this at several places in the field. Count again in 24 hours and again in 48 hours. This gives rate of damage increase.

CONTROL METHODS

Cultural

Keeping fields free of weeds is important in flea beetle control.

Chemical

See recommendation for when and what insecticide to use for control.

Latest recommendations for using insecticide can be obtained from your County Agricultural Extension Service.

CAREFULLY FOLLOW ALL DIRECTIONS FOR USING INSECTICIDES!

SEED CORN MAGGOT - *Hylemya platura* Rondani

Order - Diptera Family - Anthomyiidae

The maggots (larva) feed on the germ part of unsprouted seed, or on newly sprouted seed. In either case if the infestation is severe enough they can reduce plant populations. Most damage is done during cool, moist weather conditions.

This insect has a complete metamorphosis, and is believed to have four generations per year. The entire life cycle may be completed in four weeks.

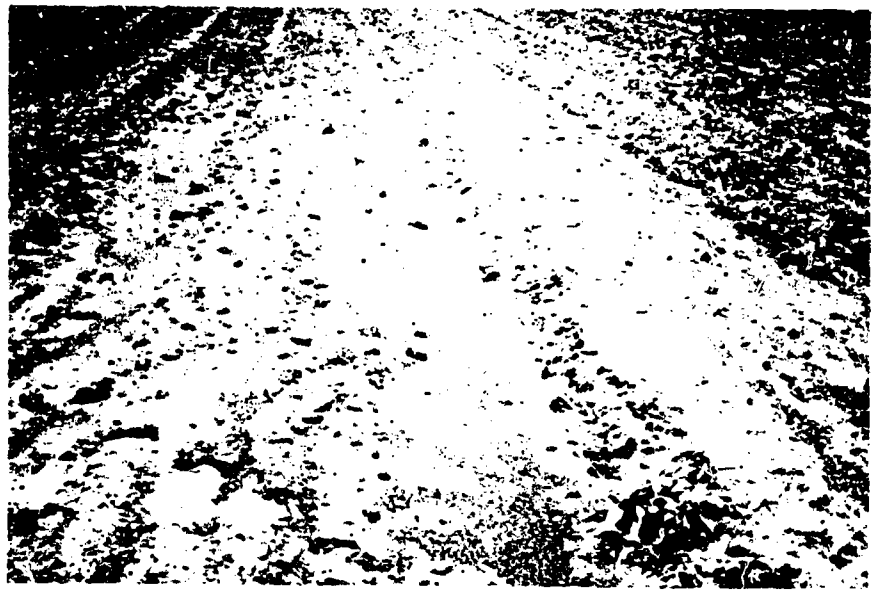

Figure 25. Soybean field damaged by seed corn maggot. (Courtesy Ohio Seed Improvement Assoc.)

DESCRIPTION

Adults

The adult is a gray to brown fly about 1/5 of an inch in length.

They resemble the common house fly, except their wings are folded flat over the body and they are 1/2 the size.

They first appear in April or May.

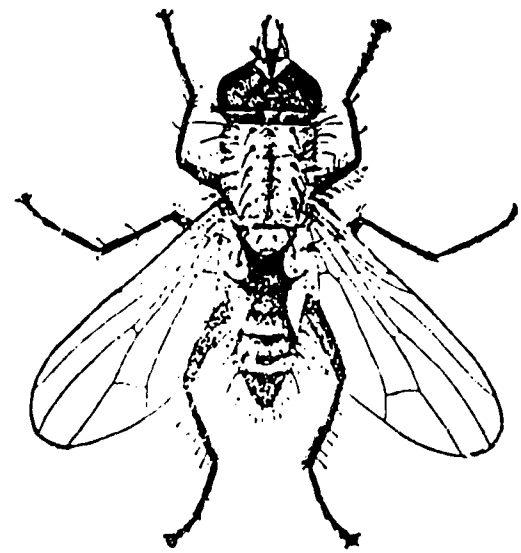

Figure 26. Female of the seed corn maggot. (Courtesy USDA)

Eggs

Eggs are laid by the adult female fly on decaying organic matter or germinating seeds.

They also may be found on young moist plant parts.

The eggs are small, white, and oblong shaped.

Larvae or Maggots

Eggs hatch at temperatures as low as 50°F., and maggots can develop at low spring temperatures.

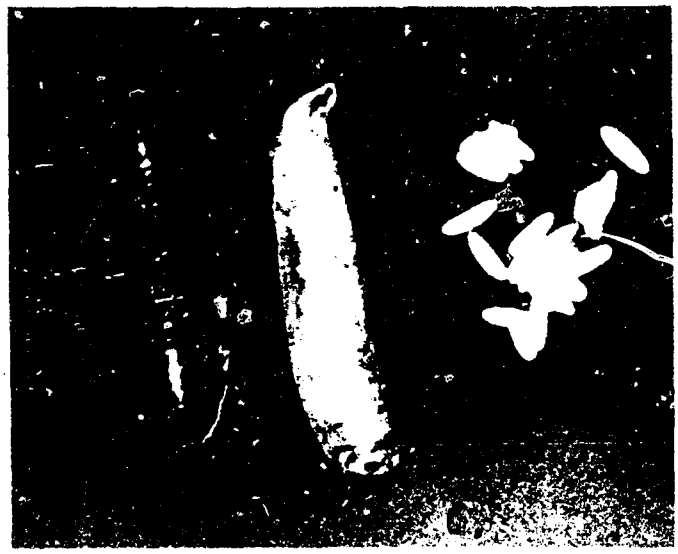

Figure 27. Pupa, larva, and eggs (left to right) of seed corn maggot. (Courtesy Federal Extension Service, USDA)

Figure 28. Seed corn maggot and damage to corn seed. (Courtesy Federal Extension Service, USDA)

The maggots mature in two to three weeks.

They are pale yellow to white, legless, and are found burrowing in corn, soybean, and other seed.

The maggots are about 1/4 inch long with a pointed head.

Pupae

The pupal stage is passed in the soil.

The pupal stage is about two weeks in length.

SURVEY METHODS

No survey method available before damage is noticed. To determine the extent of damage, examine 100 consecutive plants at two places in the field, about 50 rows apart. If infestation is severe throughout the field, 25 plants at two locations will be sufficient.

As you walk along the row look for plants that are missing. At two of the missing plant spots in sample area, examine the soil and roots. Count the number of larvae found.

Determine the number of insects per 100 plants by multiplying the average number of larvae per plant by the percent of plants infested and times 100.

CONTROL METHODS

A cultural control which is not practical for corn is to delay planting until after the first generation of maggots have pupated. This doesn't occur until after June 1, and could be used for soybeans.

If seeds are placed in high organic matter field situations, treatment of seed with the current recommended insecticide is the best control. Latest insecticide recommendations can be obtained from your County Agricultural Extension Service office.

CAREFULLY FOLLOW ALL DIRECTIONS FOR USING THE INSECTICIDE!

SEED CORN BEETLES

Slender Seed Corn Beetle - Clivina impressifrons LeConte
Common Seed Corn Beetle - Agonoderus lecontei Chaudoir

Order - Coleoptera Family - Carabidae

There are two species of seed corn beetles that attack germinating seed of corn and soybeans. The damage from these beetles is usually most severe in cold and wet springs when germination is slow.

Very little is known about their life cycle, but beetles can be found almost anytime during the summer, so there must be overlapping generations.

DESCRIPTION

Both species are active and are attracted to lights on warm spring evenings.

They are slender and about 1/4 inch long.

One species is oblong in shape with two brown stripes on its wing covers.

The other species is very dark red in color, glossy, with a noticeable "pinch" between the head and abdomen.

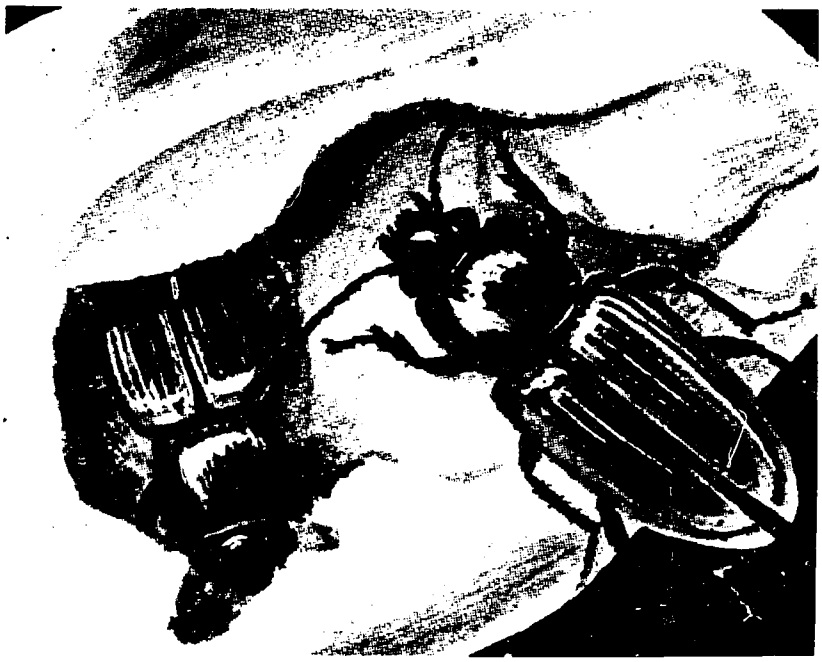

Figure 29. Adults of the common seed corn beetle. (Courtesy Federal Extension Service, USDA)

SURVEY METHODS

No practical survey can be made for insect populations prior to damage.

To determine the extent of damage, examine 100 consecutive plants at two places in the field about 50 rows apart. If infestation is severe throughout the field, 25 plants at two locations will be sufficient.

As you walk along the row look for plants that are missing. At two of the missing plant spots in the sample area, examine the soil and roots. Count the number of beetles found.

Determine the number of insects per 100 plants by multiplying the average number of beetles per plant, by the percent of plants infested and multiply by 100.

CONTROL METHODS

If problems are expected, use a seed treatment. Refer to the latest recommendation for the insecticide that should be used.

The latest insecticide recommendations are available at your County Agricultural Extension Service Office.

CAREFULLY FOLLOW ALL DIRECTIONS FOR USING THE INSECTICIDE!

ARMYWORMS

Fall Armyworm - Spodoptera frugiperda (J. E. Smith)
Armyworm - Pseudaletia unipuncta (Haworth)

Order - Lepidoptera Family - Noctuidae

The armyworm larva gets its name from the fact that it travels in large numbers from field to field feeding on small grain crops and corn. There are two species found in Ohio, the armyworm and the fall armyworm. The armyworm may be found from May through September and the fall armyworm is usually found during late July and August.

During cold, wet, spring weather the armyworm can cause serious damage to corn and small grain crops. The larvae crawl from field to field devouring everything in their path. The fall armyworm is more of a pest in the southern states, but during some years the adults migrate north and damage field corn later in the season. (August).

Both species have complete metamorphosis.

DESCRIPTION

Armyworm

Adults

The adult is a moth with a wing spread of about 1 1/2 inches.

Each forewing has a small white dot near the center.

The hind wings have a darker coloring on the margins.

The moths appear and lay eggs in late April and May.

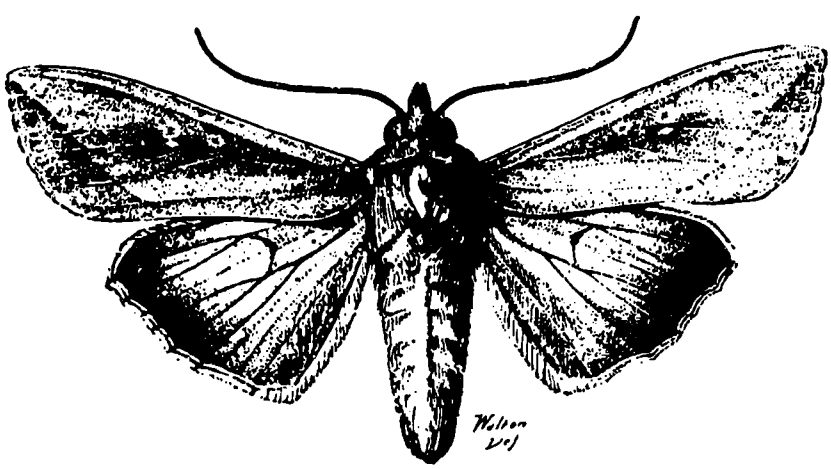

Figure 30. Adult moth of the armyworm. (Courtesy USDA)

Eggs

The eggs are laid in large masses at night.

The egg masses are found on folded leaf blades or under the leaf sheaths of grass plants.

Eggs resemble small white beads and are smaller than a pin head.

Larvae

Eggs hatch in eight to 10 days into tiny green larvae.

They molt several times and reach their full growth in about three to four weeks.

The full grown larvae are about 1 1/2 inches in length.

Their color varies from green to brown.

They have one almost black stripe on each side.

They have one stripe on their back, with a fine, lighter colored broken line running down the center.

The head is pale brown with a green tinge, mottled with dark brown.

The larvae hide during the day under weeds, clods of soil, and at the base of corn plants, feeding only at night or on cloudy days.

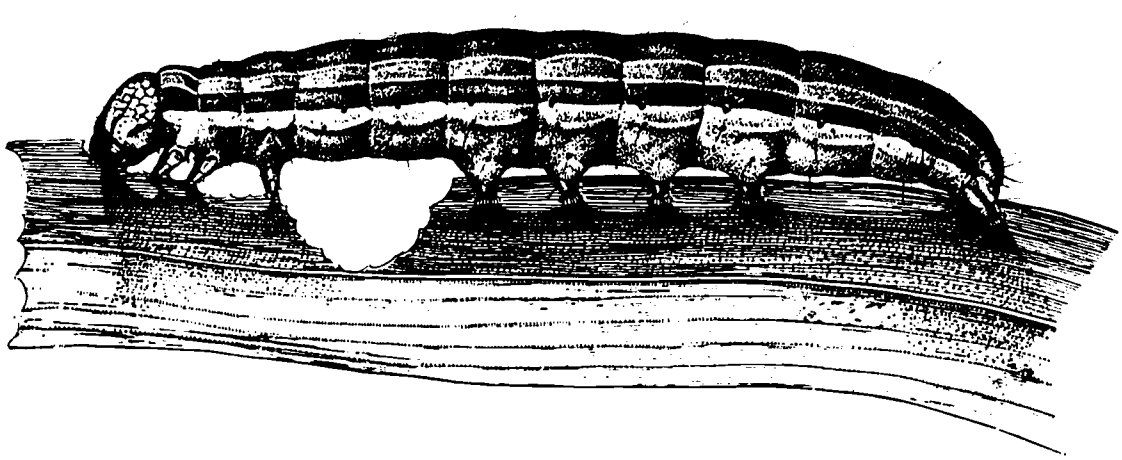

Figure 31. Armyworm larvae. (Courtesy USDA)

Pupae

The larvae pupate in the soil near the surface.

Figure 32. Pupae of the armyworm. (Courtesy USDA)

DESCRIPTION

Fall Armyworm

None of the stages of the fall armyworm survive during the winter in Ohio. This insect must migrate into the state each year.

Adults

The moths have a wing spread of about 1 inch.

The forewings are dark gray, mottled with light and dark spots.

The hind wings are grayish white.

The moths usually appear late in July or August.

Figure 33. Adult fall armyworm moth. (Courtesy USDA)

The female moths may travel many miles. They lay their eggs at night on grass plants.

Eggs

Eggs are small, white and are laid in masses of 100 or more.

They hatch in about 10 days.

Larvae

Mature larvae are about 3/4 inches long.

They have a raised, white inverted Y shaped marking on the front of their head.

The body has sparsely covered black hair arising from black tubercles.

The larvae become fully grown in about three weeks, enter the soil a few inches and pupate.

Pupae

Pupae are about 1/2 inch long.

They are light brown to tan.

The pupal stage last from one to two weeks.

SURVEY METHODS

Determine the percent of plants damaged by examining 100 consecutive plants in a row. Do this at two locations in the field at least 50 rows apart. Count the number of plants that are damaged. At the site of damaged plants, count the number of armyworms found.

Multiply the average number of larvae per damaged plant, by the percent of plants damaged. This gives average number of larvae per 100 plants.

Example: Average armyworms per plant 1 1/2
Total plants damaged = 30

30 ÷ 200 = 15 percent 15 x 1 1/2 = 22.5 larvae per 100 plants.

If survey reveals 10 or more larvae per 100 plants a recommended insecticide should be used.

CONTROL METHODS

Biological

Natural enemies help keep the armyworm in check. The red-tailed tachnia fly is one of the most important ones. It lays its eggs on the armyworm and its larva bore into the body eating out the insides. The flies breed and multiply rapidly, and some years keep the armyworm completely controlled. Another parasite, a small wasp (apanteles sp.) is effective.

Chemical

If the survey shows a need, use a recommended insecticide. The latest recommendations can be obtained from your County Agricultural Extension Service.

BE SURE TO FOLLOW ALL DIRECTIONS CAREFULLY!

CORN LEAF APHID - *Rhopalosiphum maidis* (Fitch)

Order - Hemiptera Family - Aphididae

The reproductive process of the insects described so far is sexual in nature. That is the female insect lays eggs only after mating with the male. The aphid in addition to reproducing as just described also produces young from unfertilized eggs and without mating. This process is called *parthenogenesis.* The unfertilized eggs hatch within the female body and young nymphs are born. This is called *ovoviviparous* reproduction.

The type of metamorphosis of the corn leaf aphid, as well as all other aphid species, is gradual. The nymphs grow by stages into adults, and the adults may be winged or wingless.

The aphid has piercing-sucking mouthparts, and therefore feeds on plant sap. They also secrete a sticky substance called honeydew. If this is deposited on the silk, it is more attractive for the moth of the corn earworm (a serious pest of sweet corn).

Figure 34. Aphid clusters on corn leaf. (Courtesy Federal Extension Service)

DESCRIPTION

Adults

The adult stage is in two forms, winged and wingless.

Both winged and wingless forms produce young.

Only the winged form mates and lays eggs.

It is uncertain whether aphids overwinter in Ohio as eggs or the adults migrate here in the spring.

At the approach of cold weather winged males and females mate; after mating the females deposit the overwintering eggs.

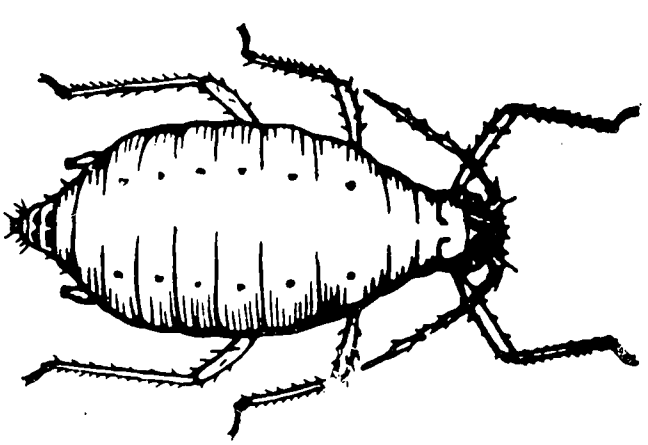

Figure 35. Wingless form of the corn leaf aphid. (Courtesy National 4-H Service Committee)

Eggs

The eggs are small, oval, and glossy black.

Eggs hatch in the spring into wingless nymphs; all of which are female.

Nymphs

The nymphs may develop into winged or wingless females.

They are greenish blue in color.

Two projections at the rear of the abdomen, called cornicules, are present on all aphid species.

SURVEY METHODS

When first tassels start to appear, count 100 plants throughout the cornfield. Keep track of the number of plants that are infested. If 50 percent of the tassels are exposed within one or two days after aphids appear and the soil moisture is low, a recommended insecticide should be used.

CONTROL METHODS

Cultural

There are several hybrids resistant to the corn leaf aphid. When possible, aphid resistant hybrids should be used.

Chemical

For an insecticide to be effective, timing of the application is very important. If an insecticide is not applied within 48 hours after tassels are out, it will usually not prevent injury.

For latest insecticide recommendations consult your County Agricultural Extension Service.

BE SURE TO FOLLOW ALL DIRECTIONS CAREFULLY!

CHINCH BUGS - *Blissus leucopterus leucopterus* (Say)

Order - Hemiptera Family - Lygaeidae

Since the chinch bug has piercing-sucking mouthparts, the damage is done by the nymphs and adults removing plant sap. They feed almost entirely on grass plants.

If chinch bugs are numerous enough, they will cause plant growth retardation and will even kill the plant. The damage observed in corn is, first, the lower leaves wilt, followed by wilting of the entire plant which later turns white.

The chinch bug has a gradual metamorphosis. They usually have two generations per year.

Figure 36. A corn plant infested with chinch bugs. (Courtesy Federal Extension Service, USDA)

Figure 37. Chinch bugs: nymphs (top) and adult (bottom). (Courtesy Federal Extension Service, USDA)

DESCRIPTION

Adults

The adults are black and white.

They are small, only about 1/5 inch in length.

They have whitish colored wings, marked by a white triangle on the outer margins.

The legs and base of the antennae are red.

The adults hibernate, and are often found in sod along roadsides, fence rows and pasture fields.

On the first warm days of spring the adults emerge and lay eggs.

Eggs

Each adult female will lay several hundred eggs.

The eggs are laid at the rate of 15 to 20 per day, behind the lower leaf sheaths of grasses or in the soil around plants.

The eggs are yellow-white, oblong, very small, and they turn red just before hatching.

They hatch in from one to three weeks into tiny nymphs.

Nymphs

The nymphs when first hatched are bright red but darken as they reach adult stage.

The nymphs first feed on small grain crops and as these crops ripen will then crawl to corn fields.

The adult stage is reached the latter part of June.

SURVEY METHODS

Use the sweep method on field borders if the areas are grassy. This will give an indication of chinch bug adult populations that may be moving into the corn field.

In corn fields use row count method. Count 100 consecutive corn plants and keep a record of the number of plants infested with chinch bugs.

If field borders show high populations and chinch bugs appear to be migrating into corn fields, use recommended insecticide.

CONTROL METHODS

Biological

A fungus disease causes heavy losses to chinch bug populations if weather conditions are favorable. Warm humid conditions favor the development of the disease fungus spores, whereas hot dry conditions favor chinch bug development.

Chemical

Insecticide barriers may be used between adjacent small grain and corn fields, or if the chinch bug has already invaded a corn field the application of an insecticide to the entire field may be used.

In either case use the current recommendation, available at your County Agricultural Extension Service office.

BE SURE TO FOLLOW ALL DIRECTIONS CAREFULLY!

ERIC

CUTWORMS

Black cutworm Agrostis ipsilon (Hufnagel)
Clay backed cutworm Agrostis gladiaria (Morrison)

Order - Lepidoptera Family - Noctuidae

Cutworm damage usually starts in low spots in the field. As the name implies, they cut off plants at the soil surface or slightly above. A heavy infestation could seriously damage a field.

There are several species of cutworms that damage corn. Two common ones are the black cutworm and the clay backed cutworm. All cutworms under go a complete metamorphosis in their development. Depending on the species, they may have from one to several generations per year.

DESCRIPTION

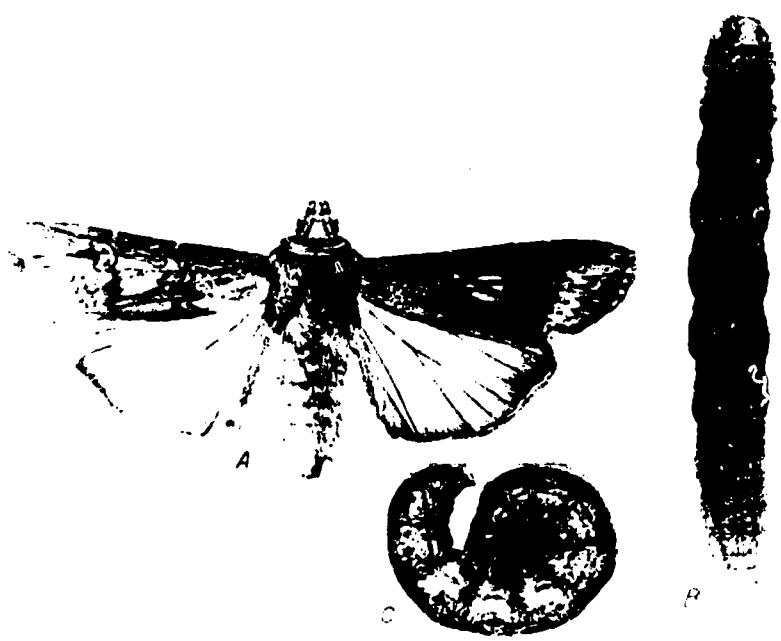

Figure 38. Black cutworm moth (A); larvae (B & C). (Courtesy USDA)

Adults

All of the adults of cutworms are moths, and they appear in the spring when the weather warms.

The moths have a wing spread of about 1 1/4 inches.

Most of the species have dark gray forewings; they are often variously marked with darker or lighter spots and narrow bands.

The rear wings are lighter colored.

The moths lay many hundreds of eggs on grasses and weeds.

Eggs

The eggs are small and usually dome shaped.

They are dirty white colored with brown markings.

They have numerous ridges on the surface.

Larvae

When full grown the cutworm is 1 1/4 to 2 inches in length.

The black cutworm may be light gray to black.

The black cutworm can be distinguished from other species by the large, shiny, convex skin granules on the surface of the body.

The clay-backed, sometimes called dingy, cutworm is grayish brown on top with a buff-gray stripe on each side.

The cutworm feeds mostly at night and hides underneath soil clods, stones or rubbish during the day.

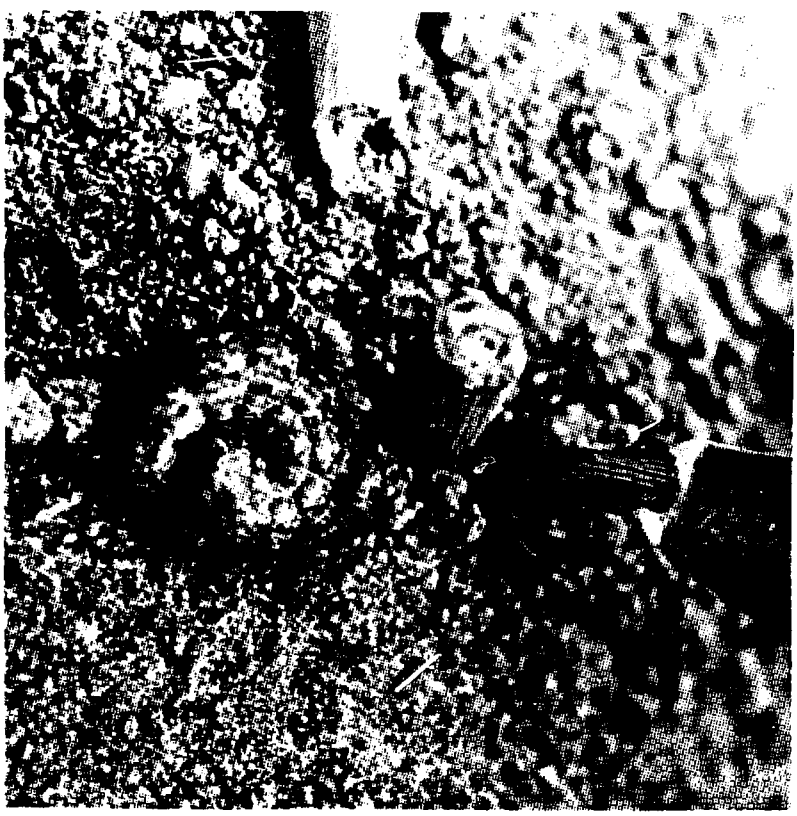

Figure 39. Black cutworm larva and damaged corn stalk. (Courtesy Federal Extension Service, USDA)

Pupae

The pupa is torpedo shaped and may be light or dark brown.

Figure 40. Pupa of black cutworm. (Courtesy USDA)

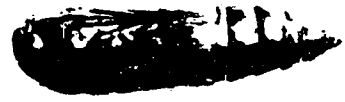

SURVEY METHODS

Determine the percent of plants damaged by examining 100 consecutive plants in a row. Do this at two locations in the field 25 to 50 rows apart. Count the number of plants that are cut off. At the site of damaged plants count the number of cutworms by examining the soil around the cut off plants.

Multiply the average number of larvae per damaged plant by the percent of plants cut off. This gives the average number of larvae per 100 plants.

Example: Average cutworms per plant = 1 1/2
Total plants cut off 30

30 ÷ 200 = 15 % 15% x 1 1/2 = 22.5 larvae per 100 plants

CONTROL METHODS

Cultural

Land kept free of weeds during late summer is rarely infested with cutworms.

A rotation in which corn does not follow a grass sod will help to avoid damage.

Chemical

If cutworms have damaged ten or more corn plants per 100 in the field, apply the currently recommended insecticide.

The insecticide should be applied in the late afternoon or evening. Obtain the latest recommendations from your County Agricultural Extension Service.

CAREFULLY FOLLOW ALL DIRECTIONS FOR INSECTICIDE USE!

SOD WEBWORMS - *Crambus caliginosellus* Clemens

Order - Lepidoptera Family - Noctuidae

Sod webworms are the larva of a grass moth. They are widely distributed and are occasionally a pest in corn fields. This more often occurs when a corn field was previously in grass sod.

Most of the damage is done by the larva feeding slightly below or at the soil surface.

They have a complete metamorphosis, and there are several species. The corn root webworm has one generation per year; the bluegrass webworm has three.

DESCRIPTION

Adults

The moths are pale brown in color.

They are 1/2 to 3/4 inch in length.

They hold their wings tightly over the body when at rest.

Adult moths appear during the summer months.

They lay their eggs over grassy areas while either in flight or at rest.

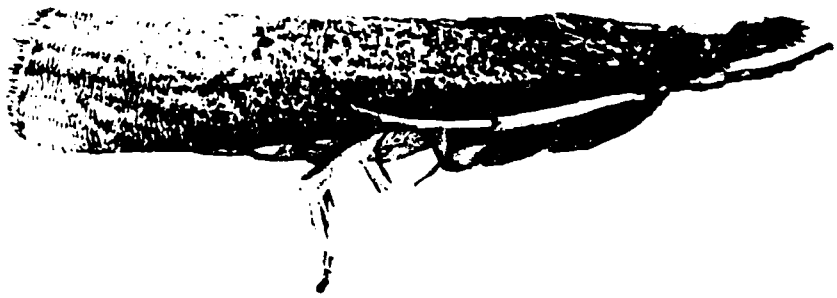

Figure 41. Sod webworm moth. (Courtesy USDA)

Eggs

Eggs hatch in about seven days.

Larvae

The larvae vary in color from yellow to white.

They spin silken threads webbing leaves and soil particles together.

They often form silken tubes in which they live.

In the spring they again feed and then pupate.

Figure 42. Sod webworm larva. (Courtesy USDA)

Pupae

The pupae are found close to the feeding tunnels, inside cocoons.

The cocoons are lined with soft gray silk and covered with soil particles interwoven with silk.

SURVEY METHODS

Count all larvae around 25 consecutive plants.

Count number of plants damaged and figure percentage of plants damaged.

Multiply the average number of larva per plant times the percent of damaged plants for the average number of larva per 100 plants. If 10 or more larvae are found per 100 plants, use a recommended insecticide.

CONTROL METHODS

Most damage results in corn fields where the previous crop has been sod. Late fall plowing to kill overwintering larva is helpful.

If survey shows need, apply recommended insecticide. Latest recommendations can be obtained at the County Agricultural Extension Service office.

BE SURE TO FOLLOW ALL DIRECTIONS CAREFULLY!

WHITE GRUBS (June Beetles) - Phyllophaga rugosa Melsheimer

Order - Coleoptera Family - Scarabaeidae

The white grub damages many plants but they injure corn by feeding on the roots and pruning them. This will cause the plants to become seriously stunted or killed when the damage is severe. Mature corn plants damaged by the white grub can be easily pulled from the ground.

There are several species of white grubs which are the larva of June beetles. Often called "June bugs." They undergo a complete matamorphosis and the most common species have a life cycle span of three years.

DESCRIPTION

Adults

Beetles appear in late May or June.

They are dark brown to black.

The body is about one inch in length, with a cumbersome appearance.

They have long, slender, spiney legs.

The beetle is attracted to light, may be observed on window and door screens at night.

They lay eggs in the soil at a depth of from 1 to 8 inches, usually in timothy and bluegrass sods near a wooded area.

Figure 43. June beetle adult (left); pupae of the June beetle (white grub, right). (Courtesy Illinois State Natural History Survey)

Eggs

Eggs are laid individually.

They are pearly white in color.

About three weeks later (late June or early July) they hatch into young larva.

Larvae

The larvae spend their entire life span in the soil.

Newly hatched larva feed on plant roots and decaying vegetation.

By October of the first year, they have moved down in the soil below plow depth where they form a winter cell.

The following May, they move upward to soil surface and feed on plant roots.

They again move below plow depth by October and over winter.

The following May they move toward the soil surface and feed as before.

In August they form a cell about seven inches under the soil and pupate.

Figure 44. Larva of the June beetle (white grub). (Courtesy Federal Extension Service, USDA)

The adults emerge the following June.

The white grub body is permanently curved in a "C" shape.

They have three pairs of legs near the head.

The body is glistening white, with the skin at the rear of the abdomen transparent, causing the body contents to be visible.

The head is brown.

They are about 1 1/2 inches long when mature.

Pupae

The pupal stage lasts about 4 weeks.

SURVEY METHODS

To determine the number of white grubs present, sift the soil through a sieve from a square foot area and six inches deep. Do this at six to 10 locations in the field. The best time of year to do this is late September or early October.

If an average of three grubs per square foot area are found the white grub population is high enough to justify the use of control measures.

CONTROL METHODS

White grub damage can be reduced by planting deep rooted legumes such as alfalfa. This is most effective if done the year of heaviest damage.

If valuable crops are liable to be severely damaged; use a recommended insecticide to control them. Latest recommendations can be obtained from your County Agricultural Extension Service.

BE SURE TO FOLLOW ALL DIRECTIONS CAREFULLY!

CORN EARWORM - Heliothis zea (Boddie)

Order - Lepidoptera Family - Noctuidae

In addition to being a pest of corn, the corn earworm damages soybeans, tomatoes, tobacco and cotton plus some other crops. When attacking tomatoes, the insect is known as the tomato fruitworm; on tobacco, the tobacco budworm; and cotton, the cotton bollworm.

Corn attacked by the corn earworm will show globs of excrement at the silk end of the ear where the kernels have been eaten. Silks are sometimes destroyed before pollination is complete.

This insect is a severe problem in sweet corn due to the repulsiveness of the worm in the ears.

Damage to ears by the corn earworm opens a way for disease organisms to enter and cause molds.

Soybeans are damaged by the larvae eating the developing seed pods.

The corn earworm has a complete metamorphosis and in Ohio has two generations per year.

DESCRIPTION

Adults

The adults are moths with a wing expanse of 1 1/2 inches.

The front wings are light grayish brown, marked with dark irregular lines and with a dark area at the wing tip.

Figure 45. Moth of the corn earworm. (Courtesy Illinois Natural History Survey)

The hind wings are white with irregular dark markings, also with some dark spots.

The moths are most active at dusk, which is when they lay most of their eggs.

Each female moth will lay from 500 to 3000 eggs.

Fresh corn silk is one of the favorite places for egg laying by the females.

Eggs

Eggs are laid singly and have a hemispherical shape with ridges on the side.

They are yellowish colored.

They are about half the size of a common pinhead.

Eggs hatch in from two to ten days depending on the temperature.

Larvae

The young larvae feed on leaves or may bore directly into cornsilk.

If soybeans are being attacked, they eat into the seed pods destroying the developing seeds.

The mature larvae are about two inches long.

They are brown, to green, to pink, to black; varying greatly in color.

They have alternating light and dark stripes running lengthwise of the body.

The head is yellow.

The legs are dark or nearly black.

When mature the larvae crawl or drop to the ground where they burrow into the soil three to five inches deep and make a cell.

Figure 46. Corn earworm larva feeding on soybean pods. (Courtesy Federal Extension Service, USDA)

Figure 47. Corn earworm larva feeding in an ear of corn. (Courtesy Federal Extension Service, USDA)

Pupae

The pupal stage lasts 10 to 25 days or longer depending on the temperature.

The insect overwinters in the pupal stage in warm climates of the south. In northern states infestation occurs from the migration of the adults.

SURVEY METHODS

Damage may already be done before infestation is observed. To determine the extent of infestation, count all plants that have infestation on 100 consecutive plants. Do this at two field locations.

Determine the number of larvae per 100 plants.

CONTROL METHODS

Biological

The larvae are cannibalistic in nature and this reduces the population. Three parasites also help in reducing the number of larvae; an egg parasite, a larval parasite, and a predatory bug.

Cultural

Several resistant hybrids are available. More are available for sweet corn than for field corn. No resistant soybean varieties are available.

Time of planting will help control the corn earworm, if done so that silking occurs when the moths are not present.

Chemical

Usually insecticides are not applied to field corn to control the corn earworm. With sweet corn and soybeans, insecticides are used.

Use only the latest recommendations from your County Agricultural Extension Service. (Phamplet on vegetable insects for sweet corn)

BE SURE TO FOLLOW ALL DIRECTIONS CAREFULLY!

III. INSECT PESTS OF SOYBEANS

Several insect pests attack soybeans, but usually the damage done is not as severe as the damage done to corn. Two insects described in this section also damage corn, they are the grasshopper and the Japanese beetle. A total of eleven insects and one mite specie are described.

Name of Insect	Plant Parts Injured
Mexican bean beetle	Leaves
Green and brown stink bugs	Pods
Bean leaf beetle	Leaves, stems, roots
Tarnished plant bug	Flower buds, seed pods
Green cloverworm	Leaves
Thrips	Leaves
Three-cornered alfalfa hopper	Leaves
Japanese beetle	Leaves, corn silks
Grasshoppers	Leaves and pods, leaves and ears
Blister beetle	Leaves
Locust leaf miner	Leaves
Two-spotted spider mite (not an insect)	Leaves

With the exception of grasshoppers, blister beetles and Japanese beetles; no insecticide controls are printed in the field crop insecticide phamplet available from your County Agricultural Extension Service Office.

Most of the insects described in the soybean section attack soybeans sporadically. If any of the insects are observed causing damage to the extent that it is of economic importance, consult your County Agricultural Extension Agent for insecticide recommendations.

MEXICAN BEAN BEETLE - *Epilachna varivestis* Mulsant

Order - Coleoptera Family - Coccinellidae

The Mexican bean beetle on occasion becomes a problem of economic importance in soybean fields. It is more commonly found as a pest on garden beans.

Both larvae and adults feed on the leaves and where infestation is serious will cause heavy losses. Beetle feeding gives the leaves a skeletonized appearance.

The Mexican bean beetle has a complete metamorphosis, one complete generation and a partial second per year in Ohio.

Figure 48. Adult, larva and leaf damage by Mexican bean beetle. (Courtesy Federal Extension Service, USDA)

DESCRIPTION

Adults

The adult beetles are from 1/4 to 1/3 inch long.

They are ovate with a convex shape.

They are yellow to coppery brown in color.

Each wing cover has eight small black spots that form three rows across the body when the wings are at rest.

Adults overwinter in plant remnants on the ground and emerge in late May or early June.

Eggs

Shortly after becoming active, the adult females start laying eggs.

The eggs are yellow, laid in masses of from 40 to 60 on the underneath sides of leaves.

A female beetle may lay up to 1500 eggs, but the average is about 450.

Eggs hatch in about seven days.

Larvae

The newly hatched larvae are green, changing to yellow as they mature.

The larvae are 1/3 inch long when full grown.

They have six rows of long, branching, black tipped spines.

When larval growth is complete, they cement themselves to uninjured leaves, sometimes in groups where they transform to pupae.

Pupae

The pupa appears by pushing out of the larval skin, crowding the skin back to the abdomen.

The exposed part of the pupae is bare, smooth, orange and rounded in front.

Adults emerge in about 10 days.

SURVEY METHOD

Count a total of 100 plants by counting 5 to 10 plants at different field locations. Keep a record of the number of injured plants. Count the number of insects (adults and larvae) at two of the damaged plants in each group of plants examined. Determine the number of insects per infested plant, by multiplying the number of adults and larvae per infested plant, by the percent of plants infested and by 100.

Report the results of your survey to your County Agricultural Extension Agent and have him assist you in determining whether an insecticide should be used, and if so, which insecticide to use.

CAREFULLY FOLLOW ALL DIRECTIONS IN USING INSECTICIDES!

GREEN AND BROWN STINK BUGS

Green Stink Bugs - Acrosternum hilare (Say)
Brown Stink Bugs - Euschistus impictiventris Stal

Order - Hemiptera Family - Pentatomidae

The green and brown stink bugs on occasion damage soybean plants by sucking the sap from developing bean pods. This causes the seeds and pods to become shriveled.

The metamorphosis is gradual and several generations are produced each year.

DESCRIPTION

Adults

The adults of the green specie is about 1/2 inch long and 1/4 inch wide, the brown specie is smaller.

As the descriptive name implies, one specie is green and one is brown.

Adults overwinter in sheltered places such as fence rows.

When spring temperatures warm to 70°F. or more they become active and start laying eggs.

Figure 49. The green stink bug. (Courtesy Federal Extension Service, USDA)

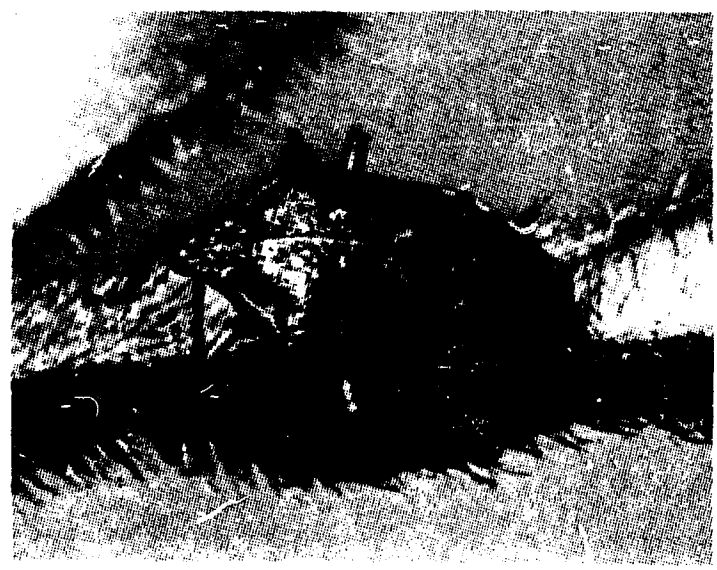

Figure 50. The brown stink bug. (Courtesy Federal Extension Service, USDA)

Eggs

A female may lay up to 500 eggs in a period of a month.

The eggs are laid in clusters of about thirty.

They hatch in about one week.

Nymphs

The nymphs go through five instars (molts) and reach the adult stage in about six weeks.

SURVEY METHOD

If adults or nymphs of either the brown or green specie are observed in a soybean field, possibly a survey should be made to determine the population.

Use the sweep method by making ten sweeps at random throughout the field. Determine the number of insects per 100 sweeps. If five insects are found in ten sweeps, it would be 50 insects per 100 sweeps.

CONTROL METHODS

Report the results of your survey to your county Agricultural Extension Agent and have him assist you in determining whether an insecticide should be used.

If an insecticide is to be used BE SURE TO FOLLOW ALL DIRECTIONS CAREFULLY!

BEAN LEAF BEETLE - Cerotoma trifurcata (Forster)

Order - Coleoptera Family - Chrysomelidae

Injury to soybean plants is done by both the adults and larvae of the bean leaf beetle. The adults feed on the underside of the leaves, eating rounded holes in them. The larvae chew on the roots and nodules and feed on the stems just below the soil surface.

The bean leaf beetle has one generation per year and has a complete metamorphosis.

DESCRIPTION

Adults

The adults vary in color from yellow to red.

They are about 1/4 inch in length.

They have three or four black spots in a row along the inner edge of each wing cover.

Around the outer margin of each wing cover is a black band.

The adults are found on the undersides of leaves and when disturbed will drop to the ground.

Overwintering occurs in the adult stage, in or near soybean fields of the previous year.

The female adults move to the soil to lay their eggs.

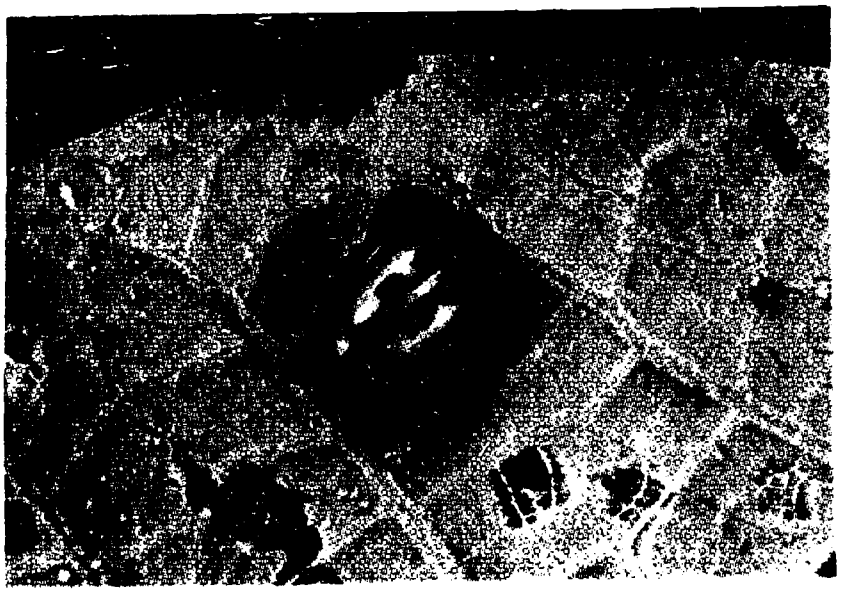

Figure 51. Adult bean leaf beetle and damaged leaf. (Courtesy Federal Extension Service, USDA)

Eggs

The eggs are orange and are shaped similar to a lemon.

The eggs are found in clusters of a dozen or more and each female may lay 40 or more such clusters during the period of a month.

Eggs hatch in from one to two weeks.

Larvae

The larvae are white and at each end are dark brown in color.

The body is very noticably segmented.

They have six very small legs near the head end of the body.

Pupae

The larvae form a cell in the soil where they change to the pupal stage.

The pupae are white and soft bodied.

The pupae stage is about one week in length.

SURVEY METHODS

Count a total of 100 plants by counting in groups of 5 to 10 at different field locations. Keep a record of the number of injured plants. Count the number of insects (adults and larvae) at the location of one or two of the injured plants in each of the groups counted. Determine the number of insects per infested plant by multiplying the average number of larvae or worms per infested plant by the percent of plants infested and multiply by 100.

CONTROL METHODS

Use an approved insecticide if soybean field is infested enough to justify it. Consult your County Agricultural Extension Agent for assistance. He can also assist you in determining which insecticide to use.

BE SURE TO FOLLOW ALL DIRECTIONS FOR INSECTICIDE USE CAREFULLY!

TARNISHED PLANT BUG - Lygus lineolaris (Palisot de Beauvois)

Order - Hemiptera Family - Miridae

The tarnished plant bug may attack soybeans to the extent that control measures may be needed. Damage is done to the flower buds and the developing seed pods by the action of the piercing-sucking mouthparts of the adults and nymphs.

They have a gradual metamorphosis and usually have three generations per year.

DESCRIPTION

Adults

The adults are about 1/4 inch long.

The color may vary from brown to tan to green.

They are flattened, oval, with small head projecting in front.

They overwinter as adults and when warm weather arrives become active and lay eggs in the stems of plants.

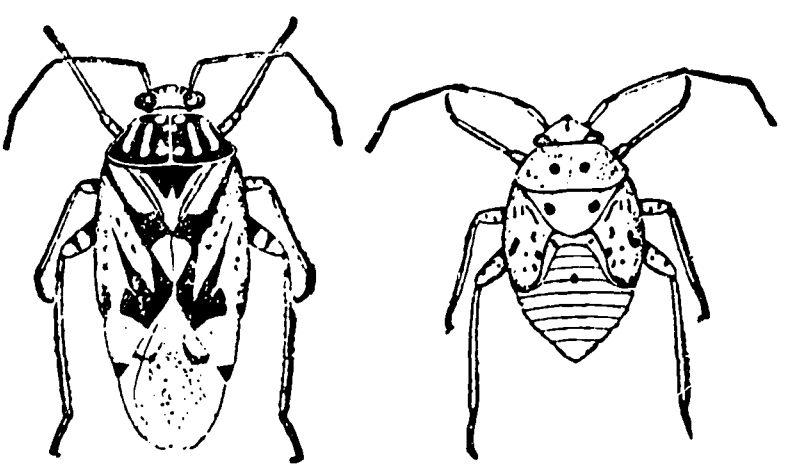

Figure 52. The tarnished plant bug, (left) adult; (right) nymph. (Courtesy Illinois State Natural History Survey)

Eggs

The egg is elongate and slightly curved, with the outer end cut off squarely.

Eggs hatch into nymphs in about ten days.

Nymphs

The newly hatched nymphs are about 1/25 of an inch long.

They are oval and have long legs.

They are yellow-green in color.

They grow rapidly and molt five times before reaching the adult stage.

SURVEY METHODS

If adults or nymphs of the tarnished plant bug are observed in a soybean field, possibly a survey should be made to determine the population.

Use the sweep method by making ten sweeps at random throughout the field. Determine the number of insects per 100 sweeps. If five insects are found in ten sweeps, it would be 50 insects per 100 sweeps.

CONTROL METHODS

Report the results of your survey to your County Agricultural Extension Agent and have him assist you in determining whether an insecticide should be used.

If it is determined that an insecticide should be used, BE SURE TO FOLLOW ALL DIRECTIONS CAREFULLY!

GREEN CLOVERWORM - *Plathypena scabra* (Fabricius)

Order - Lepidoptera Family - Noctuidae

The green cloverworm can be a pest of soybeans. When present in abundance, infested fields have a ragged appearance as many of the leaves have been eaten off by the worms. It also attacks other legume plants such as alfalfa and the clovers, hence the name "cloverworm."

The insect has a complete metamorphosis and two generations per year.

DESCRIPTION

Adults

The adult is a moth.

They are dark brown to almost black, with lighter markings.

They have a wingspread of about 1 1/4 inches.

When at rest the wings are so placed as to give the insect a triangular appearance.

Overwintering may take place in the adult or pupal stage and moths are found in sheltered places such as barns and other buildings.

They become active in late April or May at which time egg laying starts.

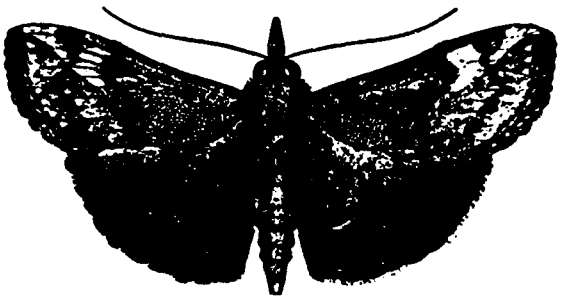

Figure 53. Moth of the green cloverworm. (Courtesy USDA)

Eggs

Eggs are laid singly on the undersides of leaves of the plants the worms later attack.

Larvae

The eggs hatch into small larvae which are nearly the same color as the soybean leaf.

They have two narrow white stripes down each side of the body.

When fully grown they will be about one inch long.

They feed on the leaves, completing their growth in about four weeks.

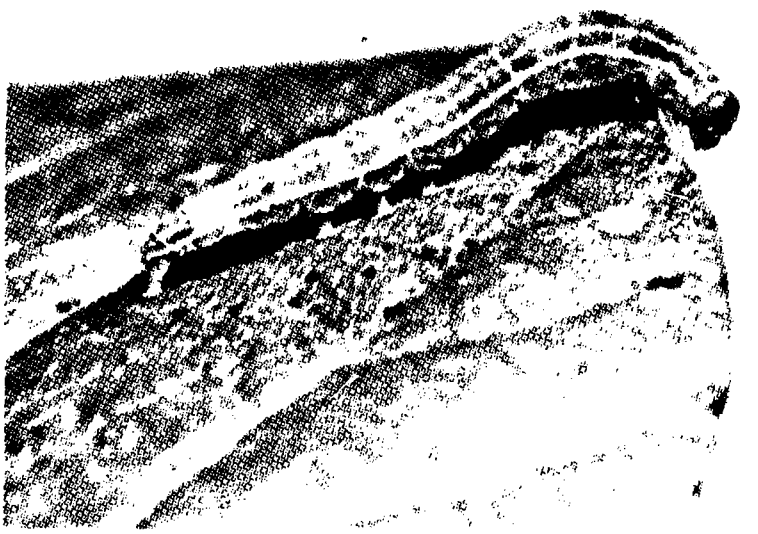

Figure 54. Larvae of the Green Cloverworm (Courtesy Federal Extension Service, USDA)

Pupae

When larval growth is completed, the larvae crawl down the plant and form silken cocoons under plant residues, or just below the soil surface.

In the cocoons they change to brown pupae.

They remain in the pupae stage from ten days to three weeks and emerge as moths.

SURVEY METHOD

If the green cloverworm is observed in soybean fields, a survey possibly should be run to determine the population and extent of damage.

Count 25 consecutive plants and keep a record of the number infested. Do this at four locations in the field to get a count of 100 plants. At each location (25 plant count) count the number of green cloverworms on two plants that are infested. Determine the number of insects per infested plant by multiplying the average number of larvae or worms per infested plant by the percent of plants infested and multiply by 100. Report the results of your survey to your County Agricultural Extension Agent and have him assist you in determining whether to treat the field and what treatment to use.

BE SURE TO FOLLOW ALL DIRECTIONS FOR USE OF THE INSECTICIDE CAREFULLY!

THRIPS - Frankliniella tritici (Fitch)

Order - Thysanoptera Family - Thripidae

Thrips live on soybean plants by feeding on the sap. Plants attacked by thrips will have a silvered and bleached appearance. Small black dots will be observed on the leaves which is the excrement from the insects.

The metamorphosis is gradual and several generations are produced each year.

DESCRIPTION

Adults

They are tiny, slender and about 1/25 of an inch long.

They are grayish-black in color.

The wings are bristly with two white bars across them.

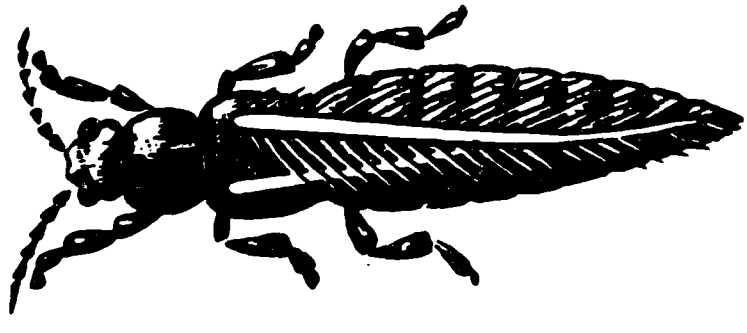

Figure 55. Adult Thrip. (Courtesy USDA)

Eggs

Eggs are laid on leaves.

Nymphs

The nymphs are reddish-brown in color.

SURVEY METHODS

If thrips are found in soybean fields, perhaps a survey should be run to determine the population and the extent of damage.

Count 25 consecutive plants and keep a record of the number infested. Do this at four locations in the field, which will give a 100 plant count. At each location of a 25 plant count, count the number of thrips on two plants that are infested. Determine the number of insects per infested plant by multiplying the average number of adults or nymphs per infested plant by the percent of plants infested and multiply by 100.

CONTROL METHODS

Report the results of your survey to your County Agricultural Extension Agent and have him assist you in determining whether an insecticide should be used.

If it is determined that an insecticide should be used, BE SURE TO FOLLOW ALL DIRECTIONS CAREFULLY!

TWOSPOTTED SPIDER MITE- *Tetranychus urticae* Koch

Order - Acarina Family - Tetranychidae

The twospotted spider mite is not a true insect, having eight legs and belonging to the class arachinida.

During periods of hot, dry weather damage by the twospotted spider mite may be observed on soybeans. The leaves become blotched with pale yellow to brown spots that may vary in size from small spots to areas as large as a twenty-five cent piece. The leaves gradually die and drop off. The underneath surface of the leaves have a white powdery appearance.

DESCRIPTION

When the white dusty or powdery material found on the underneath surfaces of the leaves is examined under a magnifying lens, the following will be observed:

The white specks will be seen to consist of empty skins and tiny eggs, which are suspended on very tiny strands of silk.

On these strands of silk and on the surface of the leaf, will be seen tiny eight-legged mites.

They will vary in size, but the largest will be about 1/60 of an inch long.

Besides sucking the sap from the plants it is believed the mites also poison them.

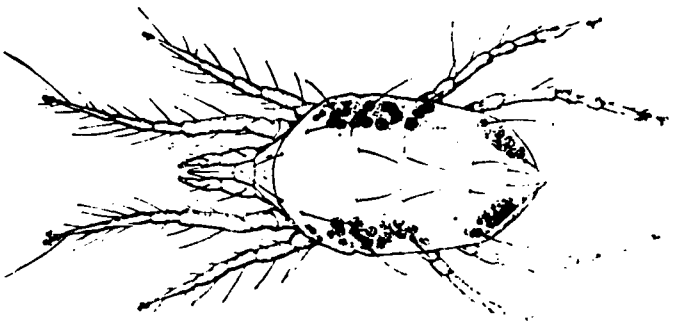

Figure 56. Twospotted spider mite. (Courtesy USDA)

SURVEY METHODS

Count 25 consecutive plants and keep a record of the number of infested plants. Do this at four locations in the field which will give a total of 100 plants. The number of infested plants will be the percentage.

CONTROL METHODS

Consult your County Agricultural Extension Agent for the latest insecticide recommendations.

BE SURE TO FOLLOW ALL DIRECTIONS FOR USING THE INSECTICIDE CAREFULLY!

THREECORNERED ALFALFA HOPPER - Spissistilus festinus (Say)

Order - Hemiptera Family - Cicadellidae

The threecornered alfalfa hopper may occasionally attack soybeans to the extent that insecticidal controls may be needed.

The hoppers feed on plants by sucking out the sap. When the hoppers are abundant, soybean plants show a lack of vigor, growth is retarded, and in most cases the leaves have a mottled, whitened appearance.

The threecornered alfalfa hopper has a gradual metamorphosis and several generations occur each year.

DESCRIPTION

Adults

They are very small, about 1/10 of an inch long.

They are green in color.

They have a blunt, snub-nosed appearance.

They have sloping sides, with flat top, forming threecornered appearance.

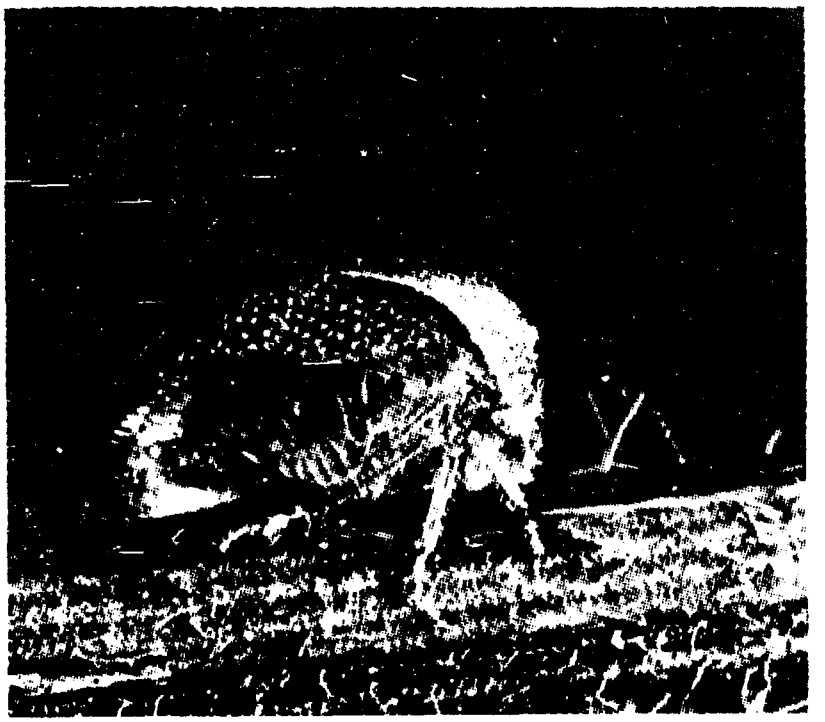

Figure 57. Threecornered Alfalfa Hopper. (Courtesy Federal Extension Service, USDA)

SURVEY METHODS

If the threecornered alfalfa hopper is observed in soybean fields or feeding damage is noticed, survey the field to determine the insect population.

Use the sweep method and make five to ten sweeps at random throughout the field. Count the insects after each sweep.

Report the results of your survey to your County Agricultural Extension Agent and have him assist you in determining whether to treat field and which treatment to use.

BE SURE TO CAREFULLY FOLLOW ALL DIRECTIONS FOR USING THE INSECTICIDE!

JAPANESE BEETLE - Popillia japonica Newman

Order - Coleoptera Family - Scarabaeidae

The Japanese beetle is known to damage over 300 different plants. It is one of the most serious insect pests causing over 12 million dollars damage annually in this country.

It damages corn by chewing off the silks before pollination. In many fields

the corn has pollinated before the beetle attacks, then no particular harm is done. They also feed on soybean plants.

The Japanese beetle has a complete metamorphosis and one generation per year.

DESCRIPTION

Adults

The beetles are about 1/2 inch in length.

They are shiny, metallic appearing and dark green to brown.

There are six tufts of white hair on each side of the abdomen.

The adults appear in late June and are active until September.

Female adults lay eggs in the soil an inch or more deep during July or August.

Figure 58. Japanese beetle adult and soybean leaf damage. (Courtesy Federal Extension Service, USDA)

Eggs

Eggs are white and hatch in about two weeks.

Larvae

The larvae or grubs resemble very closely the white grubs of May beetles.

At the rear of the abdomen the skin is transparent permitting ingested food to be visible.

The body is glistening white.

They have three pair of legs near the head.

The head is dark brown to black.

The grubs feed on roots of plants until cold weather arrives.

The grubs hibernate during cold weather, going down in the soil to a depth of six to twelve inches and making winter cells.

When warm weather arrives they move to the surface and feed on plant roots.

By late May or early June they pupate.

Figure 59. Larva (grub) of the Japanese beetle. (Courtesy USDA)

Pupae

The pupal stage lasts about two weeks in the soil.

SURVEY METHODS

Count several plants, if some ears show 18 to 20 beetles and they keep the silks cut, the damage could be serious if pollination hasn't occurred.

In soybean fields, count 25 consecutive plants and keep a record of the number showing feeding damage. Do this at four locations in the field, which will give a 100 plant count. Count the number of beetles on two plants that are infested. Determine the number of insects per infested plant by multiplying the average number of beetles per infested plant by the percent of plants infested and then multiply by 100.

CONTROL METHODS

Beetles chew off the silks of corn at ear tips preventing pollination. If corn has already pollinated there is no need for control. Damage is most frequently found in late maturing hybrids or in late planted corn.

If survey shows beetle population high enough to prevent pollination, apply recommended insecticide.

Latest insecticide recommendations may be obtained from your County Agricultural Extension Service.

CAREFULLY FOLLOW ALL DIRECTIONS FOR USING THE INSECTICIDE!

GRASSHOPPERS - Melandplus differentialis Thomas

(DIFFERENTIAL GRASSHOPPER)

Order - Orthoptera Family - Acrididae

Grasshoppers damage a large number of crops including corn and soybeans. Soybeans are probably more seriously damaged in Ohio.

There is a large number of grasshopper species with about five doing serious damage.

They have a gradual metamorphosis and one generation per year.

DESCRIPTION

Adults

Grasshoppers are so very common that almost everyone recognizes them on sight.

The hind legs are much larger than the middle or front pair.

They move by jumping or flying.

They have two pair of wings; the front ones are thickened and elongate and when the insect is resting the front wings are covered by the rear ones.

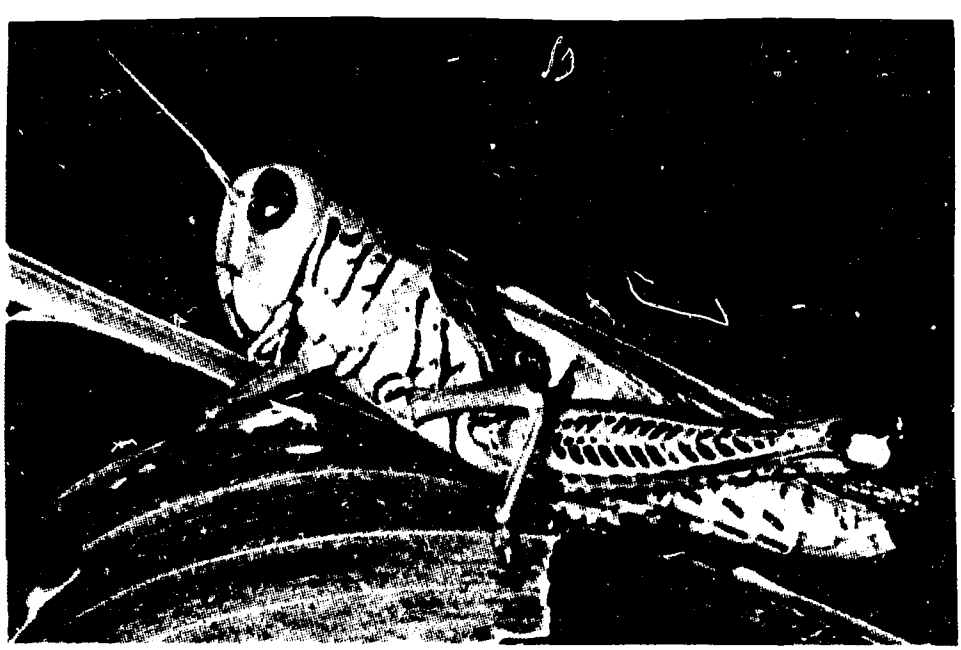

Figure 60. Grasshopper feeding on corn plant. (Courtesy Federal Extension Service, USDA)

Rear wings are membranous, broad and partly rounded and folded fan-like when at rest.

Adult females lay eggs in pods in the soil in late summer.

Eggs pass through the winter and young nymphs hatch in the spring.

Nymphs

Young nymphs start feeding where they hatch.

If food becomes scarce, they will migrate to other places.

They pass through about six molts before they reach the adult stage.

Figure 61. Grasshopper damage to corn ear. (Courtesy Federal Extension Service, USDA)

SURVEY METHODS

Use the sweep net along fence rows and other areas adjacent to soybean fields in August. Since grasshoppers have the migratory habit, this may or may not give an indication of grasshopper populations that may invade the soybean field.

To determine the number and percentage of damaged plants, use the stem count method.

CONTROL METHODS

Biological

There are several natural enemies of grasshoppers which help to keep them under control. The blister beetle and some other insects lay their eggs in the soil, near or in the grasshopper egg pods. Upon hatching the larvae of these insects

destroy grasshopper eggs. In some situations they will destroy up to 50 percent of the eggs.

Cultural

Fall plowing and discing to kill overwintering eggs will cut down on the numbers.

Chemical

Insecticides in the form of sprays, dusts and poison baits are effective. Refer to the latest insecticide recommendations from your County Agricultural Extension Service.

CAREFULLY FOLLOW ALL DIRECTIONS FOR USING INSECTICIDES!

LOCUST LEAF MINER - *Xenochalepus dorsalis* (Thunberg)

Order - Coleoptera Family - Chrysomelidae

The locust leaf miner, as the name implies, is primarily a pest of locust trees, but adults may occasionally cause feeding damage to soybean leaves.

The locust leaf miner has a complete metamorphosis and two generations per year.

DESCRIPTIONS

Adults (1st brood)

The first brood adults overwinter in sheltered places and in the spring as foliage is developing emerge and lay eggs on the undersides of leaves.

The adult beetles are about 1/4 inch long.

They are black-bodied with orange wing covers.

Eggs

The eggs are small, white, and flattened.

They hatch in about one week.

Larvae

The larvae are yellowish-white with a black head and black legs.

The larvae feed between the upper and lower leaf surfaces forming mines, hence the name leaf miner.

Pupae

Just before pupation, each larva forms a separate mine tunnel in the leaf.

Adults (2nd brood)

The second brood of adults appears in late July.

They scatter widely after emerging and may feed on soybean leaves.

Eggs are laid, larvae develop, pupation occurs, and the overwintering adults appear in September.

SURVEY METHODS

If locust leaf miner adults are observed feeding on soybean plants, survey the field to determine the extent of damage being done.

Count 25 consecutive plants and keep a record of the number showing feeding damage. Do this at four locations in the field to get a count of 100 plants. At each 25 plant count location, count the number of locust leaf miner adults on two plants that show feeding damage. Determine the number of insects per infested plant by multiplying the average number of leaf miner adults per infested plant by the plants infested and by 100.

Example: Average number of leaf miner adults per plant = 2
Total plants damaged = 20

20 ÷ 100 = 20% 20% x 2 = 40 insects per 100 plants.

Report the results of your survey to your County Agricultural Extension Agent and have him assist you in determining whether to treat the field and which treatment to use.

CAREFULLY FOLLOW ALL INSTRUCTIONS IN REGARD TO USING THE INSECTICIDE!

BLISTER BEETLES

Striped Blister Beetle - Epicauta vittata (Fabricius)
Margined Blister Beetle - Epicauta pestifera Werner

Order - Coleoptera Family - Meloidae

There are several species of blister beetles, the most common being the black and the striped. They are often referred to as "old fashioned potato bugs."

They damage a large number of plants including feeding on the leaves and pods of soybeans. In most years they are not too serious a problem, but late in August or early September they may do injury to the extent that a control is needed.

Blister beetles have a complete metamorphosis.

DESCRIPTIONS

Adults

They are about 1/2 inch in length and are oblong in shape.

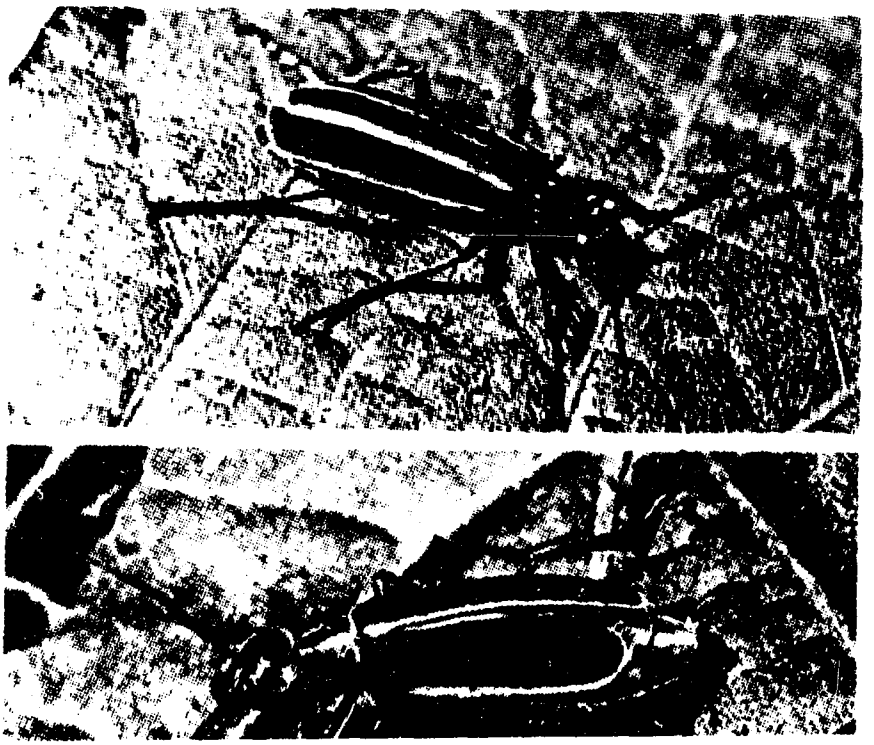

Figure 62. Blister beetles (upper) striped species, (lower) margined species. (Courtesy Federal Extension Service, USDA)

Larvae

Larvae are found in the soil.

The larvae have a beneficial value as they feed on grasshopper eggs.

SURVEY METHODS

Use the sweep method to determine insect populations in August. Survey fence rows and field borders.

CONTROL METHODS

Refer to the latest insecticide recommendations to control beetles in the field and nearby areas. Your County Agricultural Extension Service can supply you with the latest insecticide recommendations. FOLLOW ALL DIRECTIONS FOR USING INSECTICIDES CAREFULLY!

IV. INSECT PESTS OF SMALL GRAINS

The small grain crops are wheat, oats, rye, and barley. Wheat and oats are the most important in Ohio from the standpoint of the number of acres grown. Both wheat and oats each have an important insect pest problem.

The insect pests described for small grains are:

Insect Name	Crop Most Seriously Damaged	Parts of Plant Injured
Hessian Fly	Wheat	Stem
Cereal Leaf Beetle	Oats, Barley	Leaves
Wheat Stem Sawfly	Wheat, Rye, Barley	Stem
Wheat Jointworm	Wheat	Stem

HESSIAN FLY - Mayetiola destructor (Say

Order - Diptera

Family - Cecidomyiidae

The Hessian fly is probably the most destructive insect pest of wheat in Ohio. It also damages winter barley, rye and spelt. Oat plants are not affected.

The insect gets its name from the fact that it is believed to have been introduced into this country in straw bedding used by Hessian soldiers during the Revolutionary War. The insect was first found on Long Island about 1779, in an area near a camp used by Hessian soldiers.

The Hessian fly has a complete metamorphosis and has two generations per year. The larvae of the autumn brood feeds on the young wheat plants, stunting their growth, often causing winter killing. The spring brood causes similar damage except the weakened stems often lodge or break over before harvest. Wheat heads are usually small with poor quality grain.

Figure 63. Wheat damaged by Hessian fly. (Courtesy USDA)

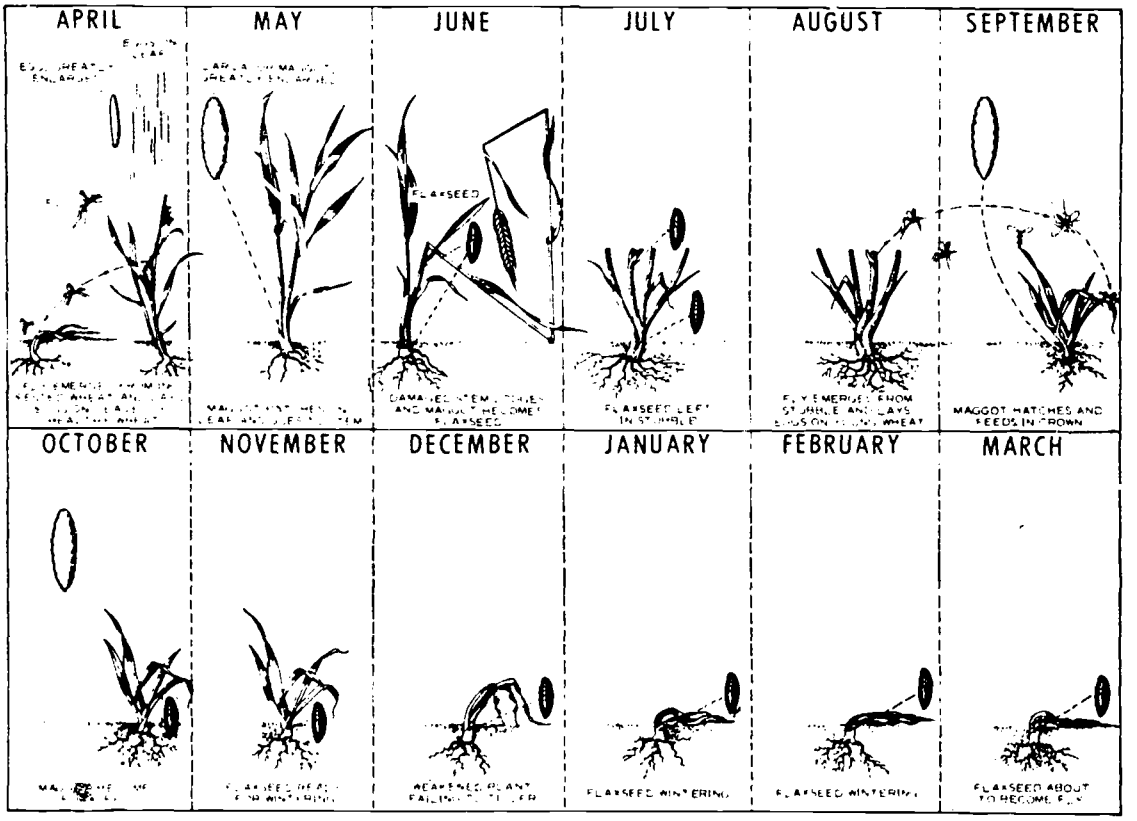

Figure 64. Seasonal life cycle of the Hessian fly in Ohio. (Courtesy Ohio Agricultural Extension Service)

DESCRIPTIONS

Adults

As the name suggests the adult is a fly less than 1/4 inch in length.

The abdomen on the female fly is red tinged.

The male fly is slightly smaller, black in color, with a pair of claspers at the tip of the abdomen.

The adults of the fall brood emerge from wheat or other grass stubble in late August or early September and lay eggs on young wheat plants.

The spring brood hatches in April and lays eggs on the leaves of wheat plants.

Eggs

The eggs are very small, elongated, and yellow-red in color.

The eggs are deposited by the adult female fly on the upper surface of the leaves of wheat or other grass plants.

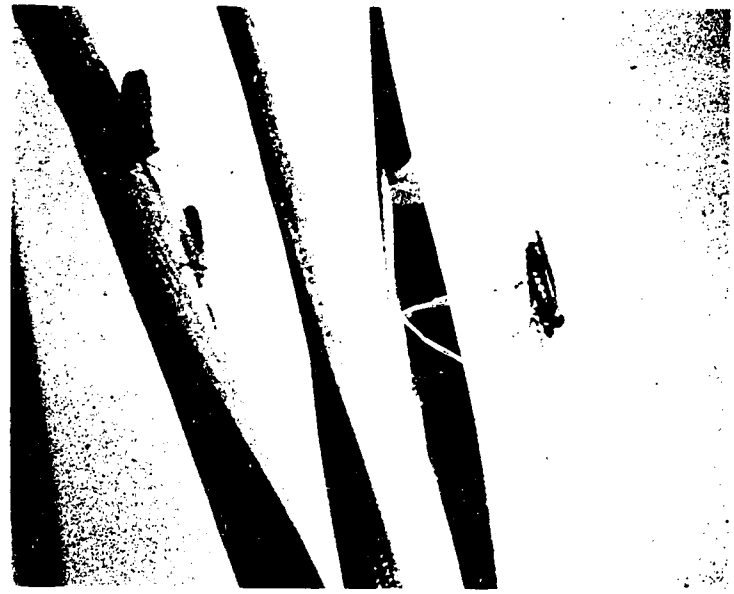

Figure 65. Adult Hessian fly female (center) laying eggs on wheat leaf. Upper left, male is shown. (Courtesy DeKalb AgResearch Inc.)

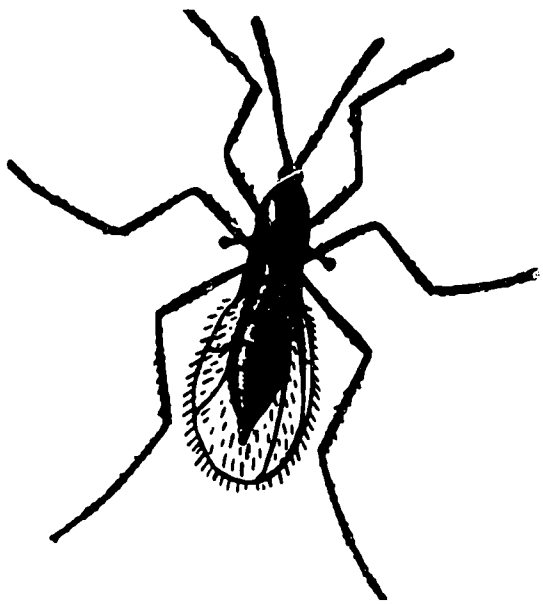

Figure 66. Adult female Hessian fly. (Courtesy National 4-H Service Committee)

Larvae

The eggs hatch in three to ten days into tiny legless maggots.

These maggots are red tinged after first hatching; later turning white.

The maggots move to the base of the leaf sheath where they feed between the leaf sheath and the stem for about four to six weeks, then change to pupae.

Figure 67. Hessian fly larva (right picture) and pupa showing location (left picture) behind lower leaf sheaths. (Courtesy Federal Extension Service, USDA)

Pupae

This is often referred to as the "flaxseed stage" since the tiny pupae resemble the seed of flax being brown and flattened.

The autumn brood overwinters as pupae that change to adult stage in April; the spring brood pupates in late June and emerge as adults in August.

SURVEY METHODS

The stem count method is used to determine the seriousness of Hessian fly infestation. A total of 100 stems should be examined for the presence of larvae or pupae. Examine under the leaf sheaths as well as the stem. Do not examine all of the stems in one spot in the field, but groups of five to ten stems at random throughout the field. Determine the number of insects per 100 stems and the percent of stems infected.

CONTROL METHODS

Cultural Control

Delay the planting of wheat until after the fly free date. This varies throughout the state and the date within a zone or area will vary slightly from year to year. This practice of planting will only work satisfactorily when all wheat growers within a locality observe the fly free date for planting.

Resistant Varieties

There are some newer developed wheat varieties that are fairly resistant to the Hessian fly. These should be used if it is necessary to sow wheat prior to the fly free date, however, the earlier wheat is planted the more likely an infestation of Hessian fly. Resistant wheat varieties should not be planted more than seven days prior to the fly free date.

Chemical

At present there is no satisfactory insecticide that can be used to control the Hessian fly.

CEREAL LEAF BEETLE - *Oulema melanopus* (Linnaeus)

Order - Coleoptera Family - Chrysomelidae

The cereal leaf beetle does severe damage to oats by both the adult and larval stages feeding on the leaves. It also feeds on corn, wheat, rye and barley, but does little or no economic damage.

The adult beetles usually eat through the entire leaf tissue. The larvae eat only through the upper leaf surface and leave the lower or underneath epidermis intact.

Young oat plants may be killed from heavy infestation of the adult beetles. Heavy larval feeding gives the plants a white appearance at the leaf blade tips and the entire field will have a frosted look.

The insect was first observed in northwestern Ohio, in Williams County, in 1963. By 1967, the insect had spread over the entire state and by 1970 caused a loss to the oats crop of over 130 thousand dollars.

The cereal leaf beetle has a complete metamorphosis and one generation per year.

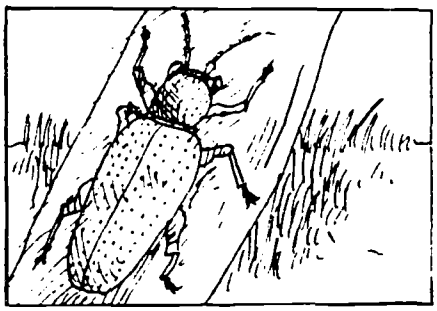

1. April - May
Adults feed on wheat and winter barley and lay a few eggs.

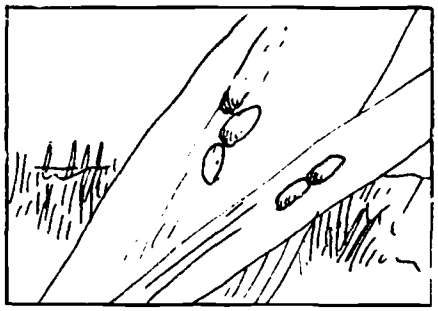

2. April-May-June
When oat plants emerge adults move and lay most of their eggs by the last of June; eggs are laid in clusters of ten or less.

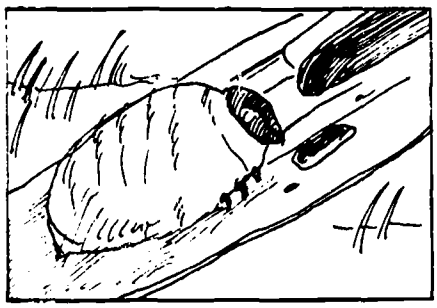

3. May-June-July
Larvae feed on oats plants until late June or early July and then pupate.

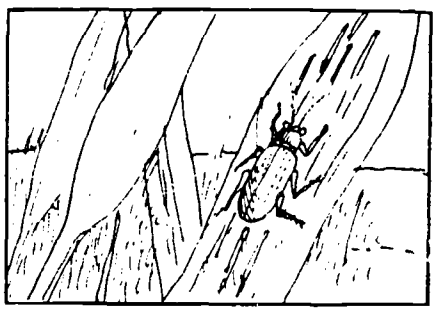

4. July
New adults emerge and feed on corn plants or other grasses for about two weeks.

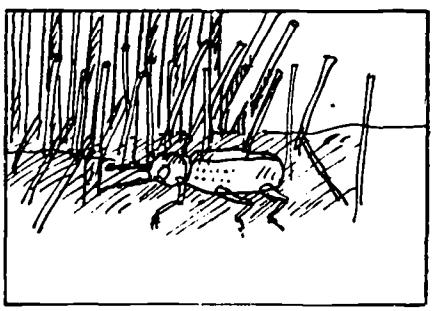

5. August - April
Adults hibernate in grain stubble or other plant refuse.

Figure 68. Life cycle of the cereal leaf beetle.

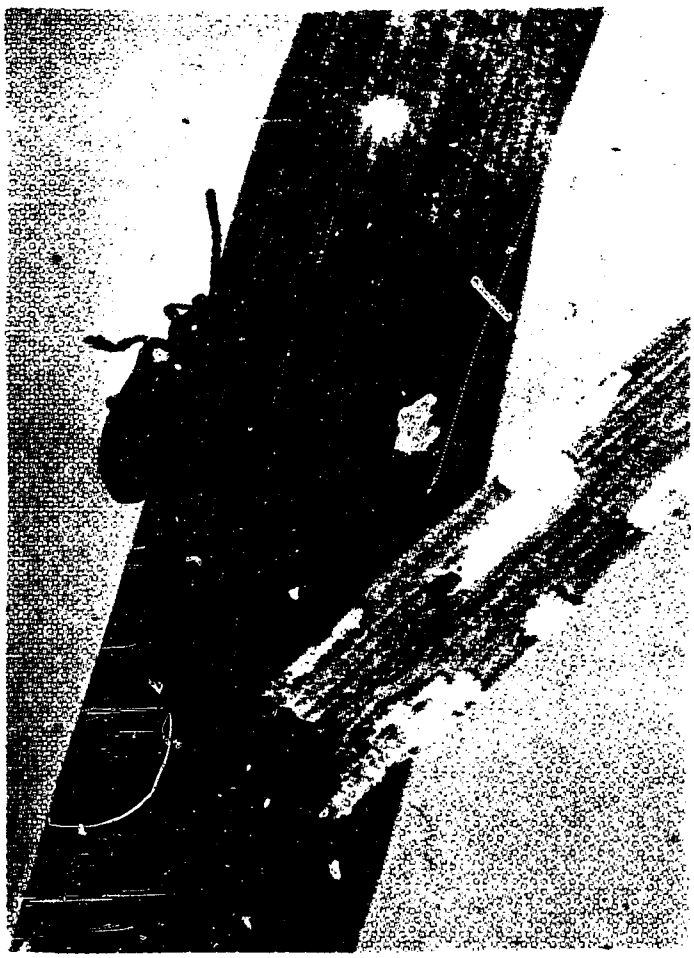

Figure 69. Feeding damage by cereal leaf beetle, adult (upper left), larva (lower center). (Courtesy Federal Extension Service, USDA)

Adults

The adult is a slender beetle about 3/16 inch in length.

The exterior wings are blue-black with a metallic sheen.

The legs and underneath part of the thorax are red.

The males are slightly smaller than the females.

Overwintering adults appear when spring temperatures reach about 60°F., at which time they feed on grasses.

In late April or May, they move into winter wheat or winter barley, where they feed, and lay eggs. As oats plants emerge the beetles move into these fields and deposit most of their eggs.

Each female beetle will lay from 100 to 150 eggs with up to ten eggs deposited per leaf.

Eggs

The egg is cylindrical (less than 1/16 inch in length) with rounded ends.

When newly laid they are light yellow, but darken to almost black just before hatching.

The eggs are covered with a shiny, sticky film which causes them to stick to the leaf.

In warm weather the eggs will hatch in about five days.

Figure 70. Adult cereal leaf beetle. (Courtesy OARDC)

Figure 71. Larva of the cereal leaf beetle. (Courtesy OARDC)

Larvae

The larva has a pale yellow body, the head and legs are brown-black and when full grown measures about 1/16 inch long.

They are usually covered with a globule of fecal matter and are sluglike in appearance.

The larvae develop in about ten days and undergo four molts (instars).

They undergo a prepupal stage lasting about two days, at which time they discard the fecal covering and move into the top two inches of the soil and pupate.

Pupae

The pupal stage is about two to three weeks in length.

The new adults emerge in early July and feed on succulent growth of corn or wild grasses for about two weeks.

They then become inactive for the remainder of the summer and in autumn hibernate in grain stubble or in protected places in woodlots.

SURVEY METHODS

Oat fields should be inspected soon after plant emergence for adult beetle damage and then periodically throughout the growing season for larval damage.

For every larvae, found on an oats stem, oat yields will be reduced 3.17 bushels per acre. As an example if 100 stems are counted and 200 larvae are counted, the oat potential is 80 bushels per acre, the actual yield would be reduced to about 73 bushels per acre. Loss will vary depending on the vigor of the plants and the stage of development when attacked.

Walk into the oat field and carefully count the number of larva on 20 stems.

Then at random throughout the field make four more counts, giving a total of five counts or 100 stems.

Figure the number of larvae per stem.

CONTROL METHODS

Quarantines

Quarantines are set up in accordance with federal and state laws and these laws are enforced by the U. S. Department of Agriculture.

Commodities such as small grains, ear corn, soybeans, forage seed, grass, hay, straw, and harvesting machinery must be certified as "cereal leaf beetle free" prior to moving them out of the state into non-regulated areas.

Information in regard to regulations can be obtained from: Plant Pest Control Division, USDA, Old Post Office Building, Box 8598, Columbus, Ohio 43215.

Chemical

Fumigants may be used to control beetle infestations in some commodities. Materials and methods to use should follow latest recommendations.

Survey methods should show at least two larvae per stem to justify the cost of spraying with an insecticide. Apply recommended insecticide when most of the eggs have hatched and many of the larvae are half grown. This will occur in late May or early June, depending upon location and weather conditions.

Latest insecticide recommendations may be obtained from literature available at your local Agricultural Extension Service office.

CAREFULLY FOLLOW ALL RECOMMENDATIONS FOR USING THE INSECTICIDE!

WHEAT STEM SAWFLY - Cephus cinctus Norton

Order - Hymenoptera Family - Cephidae

The wheat stem sawfly has a complete metamorphosis with one generation per year. The damage done by this insect is not as serious in Ohio as that done by the Hessian fly, but it can cause serious losses. The wheat stem sawfly also attacks rye, barley, timothy and other grasses.

DESCRIPTION

Adults

The adult insect stage is a small, slender bodied sawfly, and is black with yellow markings.

The adults appear in June and are present for about one month.

They lay eggs on leaves and stems of wheat plants and other grasses.

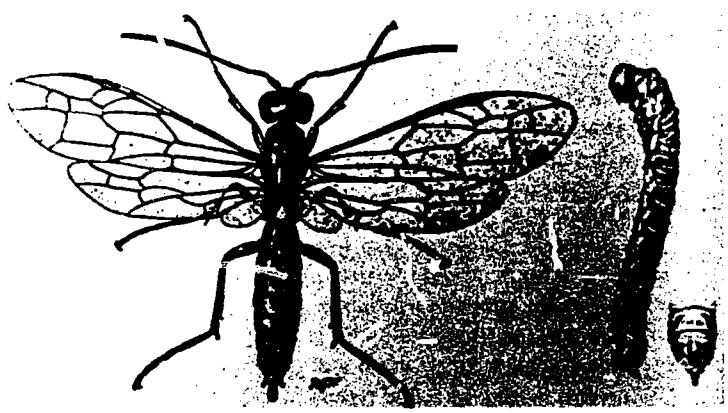

Figure 72. Adult fly (left) and Larva (right) of wheat stem sawfly. (Courtesy USDA)

Eggs

The eggs are small and white and hatch a few days after they are laid.

Larvae

The larvae are slender, yellow, and almost legless.

They are a caterpillar-like worm and tunnel inside the stems of wheat, thereby weakening the plants causing yield losses and stem breakage.

Fully grown larva are about 1/2 inch in length.

In late July, the larvae move to the base of the stems and gnaw a ring from the inside. The stems then easily break off at ground level.

The larvae then plug the top of the stem stub with a web-like material and form a chamber where they overwinter.

Figure 73. Larva of wheat stem sawfly in wheat stem. (Courtesy Federal Extension Service, USDA)

Pupae

Pupation occurs in late May and lasts until the middle of June when the adult fly appears.

SURVEY METHODS

Survey methods used are the same as for the Hessian fly, except the inside of the stem is examined for the presence of larva. This is done in late June and early July.

CONTROL METHODS

Cultural

Plowing under of stubble and working the ground in the fall is recommended to prevent escape of the adult fly.

Chemical

No insecticidal control is available.

WHEAT JOINTWORM - Harmolita tritici (Fitch)

Order - Hymenoptera Family - Eurytomidae

The wheat jointworm occasionally may be a serious pest. It has one generation per year and has a complete metamorphosis.

DESCRIPTION

Adults

The adult is a wasp about 1/8 inch long, black and has two pair of wings.

It has a wasp-like appearance and the leg joints are yellow.

The flies appear in wheat fields in late April to May and lay their eggs in stems near the joints.

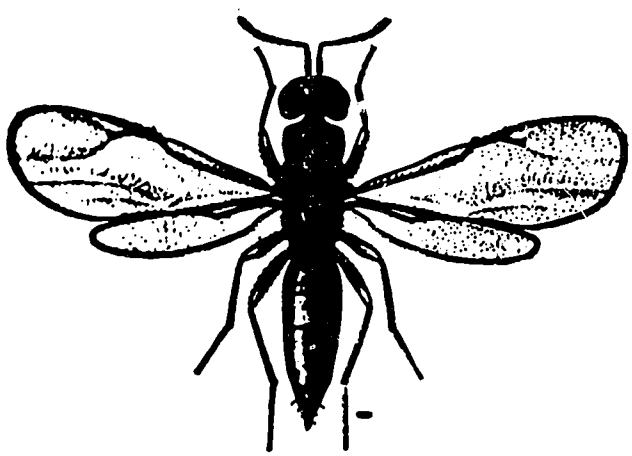

Figure 74. Adult of wheat jointworm. (Courtesy National 4-H Service Committee)

Figure 75. A badly infested wheat field in which many of the stems have fallen. Injury caused by the wheat jointworm. (Courtesy USDA)

Eggs

Eggs are tiny and several eggs are usually deposited in one place.

Larvae

The larvae are small legless grubs.

They feed on the stems mainly above the third and fourth joints from the ground and cause the stem to develop gall-like thickenings.

By harvest the gall-like thickenings become hard and brittle causing the stems to break over.

Cells are found inside the galls: each cell containing a single larva.

The larvae are yellow and about one inch long.

Each gall may contain as many as twenty larvae.

Figure 76. Damaged wheat stem as a result of wheat jointworm feeding. (Courtesy USDA)

Pupae

The larvae remain in the galls until winter when they pupate.

In the spring the adults emerge through small circular holes they make by gnawing through the cell walls of the galls.

SURVEY METHODS

Follow the same method as with Hessian fly except count the number of galls found on wheat stems.

CONTROL METHODS

Cultural

Fall plowing when practical to do so will cover the infested stems and prevent emergence of adults the following spring.

If straw is infested with wheat jointworm larvae and pupae and is used for bedding, the manure should be hauled to fields and plowed under before late April to prevent adult emergence.

Chemical

No insecticidal control is available.

V. INSECT PESTS OF FORAGES

Only three insect pests are described in this section. Two of the three insects described are serious pests of alfalfa. Grass plants used for forages such as timothy and brome grass are not injured to any extent by insects.

The insects described in this section are:

Name of Insect	Crop Attacked	Parts of Plant Injured
Alfalfa Weevil	Alfalfa	Leaves
Potato Leafhopper	Alfalfa	Stems and leaves
Meadow Spittlebug	Clover, alfalfa	Stems

ALFALFA WEEVIL - Hypera postica (Gyllenhal)

Order - Coleoptera Family - Curculionidae

The alfalfa weevil became a serious insect pest in Ohio in the early 1960's when it migrated into southeastern counties. It has since spread throughout the entire state.

Damage by this insect is done by both the adults and larvae feeding on leaves and leaf buds. The larvae do more damage than the adults. Alfalfa weevil damage is more of a threat to the first growth, but often does serious damage to the second growth.

The insect has a complete metamorphosis. It produces one generation per year and sometimes produces a partial second generation.

DESCRIPTION

Adults

The adult is a beetle with a prominent snout.

It is about 3/16 of an inch in length and the color varies from brown to black with lighter markings.

From June to August adults emerge, feed, then leave fields and return in October-November and hibernate when cold weather arrives.

When cold weather arrives they hide under plant debris and in the soil until spring.

When warm weather arrives in the spring, the adults become active and the females lay eggs in dead stems and later in the new green alfalfa plants.

Some of the females mature in late summer and lay eggs which hatch, causing the second partial generation.

Figure 77. Feeding damage by the adult alfalfa weevil. (Courtesy OARDC)

Figure 78. Feeding damage on alfalfa by the larvae of the alfalfa weevil. (Courtesy OARDC)

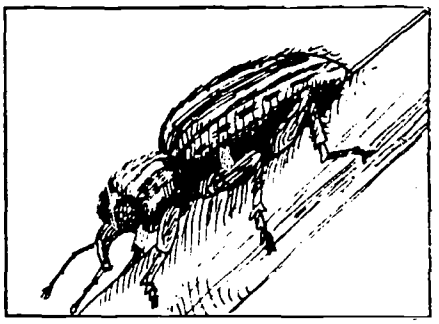

1. April - May
Adults become active and lay eggs.

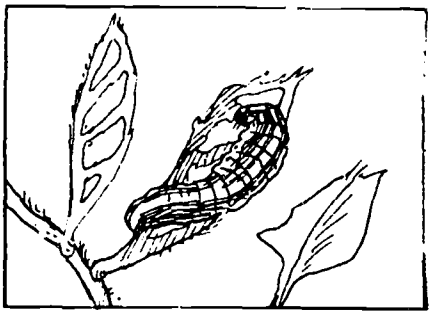

2. April - June
Larvae feed on alfalfa.

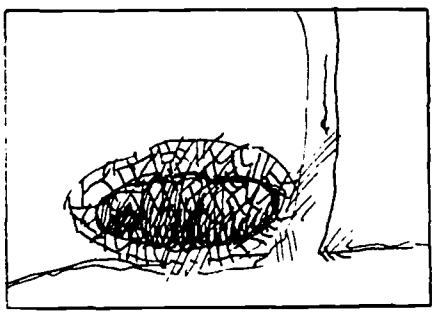

3. May - June
Pupate in cocoon, on plant or on the ground.

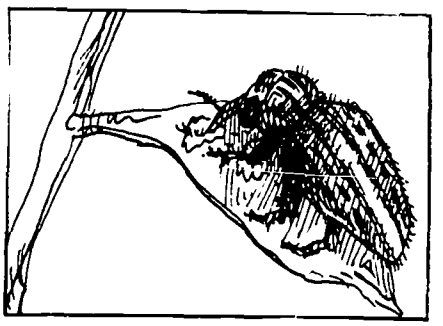

4. June - August
Adults emerge, feed on alfalfa and leave fields.

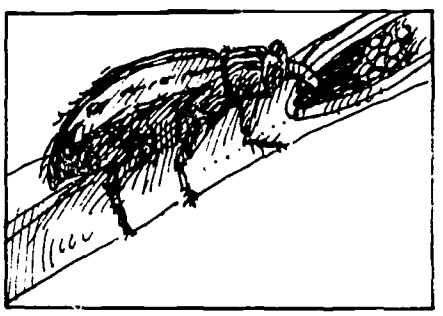

5. September - November
Adults move back into the fields and some lay a few eggs before cold weather.

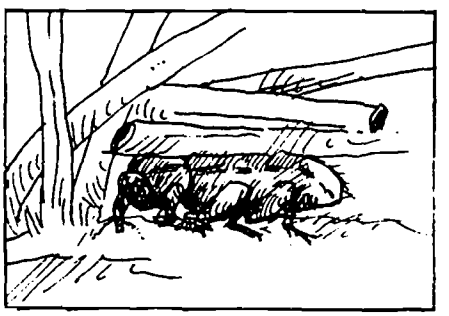

6. November - March
Adults overwinter and hide under plant debris.

Figure 79. Life cycle of the alfalfa weevil.

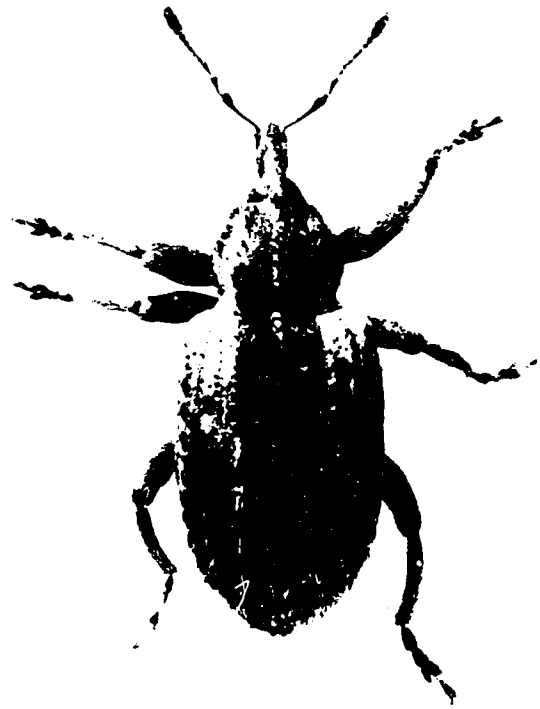

Figure 80. Adult alfalfa weevil. (Courtesy OARDC)

Eggs

The eggs are very small, oval and yellow.

The eggs are placed in clusters of three to nineteen and each female is capable of laying 400 to 1500 eggs.

Weather is a big factor in determining when the eggs hatch. Hatching takes place in southern Ohio as early as mid March and during mid May in northern Ohio.

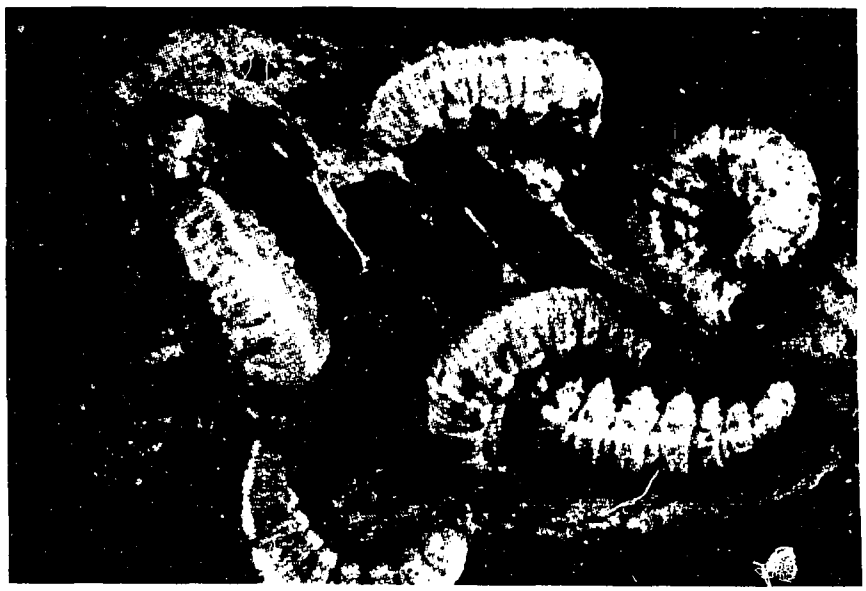

Figure 81. Larvae of the alfalfa weevil feeding on alfalfa leaves. (Courtesy Federal Extension Service, USDA)

Larvae

The larvae when newly hatched are about 1/32 of an inch long.

Soon after hatching the larvae crawl to the terminal leaf buds and start feeding.

Later they move to the outer leaves and feed while curled over the leaflet edges. When disturbed, they fall to the ground.

When fully grown the larvae are about 3/8 of an inch in length, light green in color, with a black head and a white stripe along the middle of the back.

Pupae

When the larvae are full grown, they spin a lace-like cocoon in which pupation takes place. This is done on the plant or on the ground.

The pupal stage lasts about two weeks and then the new adults emerge.

Figure 82. Pupal stage of the alfalfa weevil (left) in cocoon; cocoon removed (right). (Courtesy OARDC)

SURVEY METHODS

Inspect alfalfa plants once a week starting the first week in April.

Count the number of larvae that can be seen without touching the plants.

Make 20 plant counts at five different field locations.

Determine the percentage of plants that show weevil feeding.

CONTROL METHODS

Biological

One effective method of alfalfa weevil control involves introducing the insect to parasitic wasps. A total of six wasp species parasitic to the alfalfa weevil has been released in Ohio since the insect became a serious problem. At present only three of the species have become well established. These are all parasitic to the larvae.

Figure 83. A parasitic wasp deposits eggs on alfalfa weevil larva. (Courtesy OARDC)

Two native parasites have been observed to attack the weevil. One attacks the adults, the other the eggs. The egg parasite averages about 2 percent control and the adult parasite has given as high as 17 percent control, but it is usually much lower.

Chemical

If two or more larvae are counted per plant and 50 to 75 percent of the leaves show weevil feeding damage, apply a recommended insecticide according to the directions for using.

Use insecticides early to avoid destroying the parasitic wasps. To insure continued presence and eventual build-up of alfalfa weevil parasites caution should be used in following an insecticide spray program. Spraying for alfalfa weevil larvae control should be avoided unless absolutely necessary.

Damage from the alfalfa weevil can be prevented by spraying to kill the adults before egg laying. These sprays are applied early in the spring and the parasitic wasps are not harmed as they would be if later sprays are applied to control larvae.

Follow latest insecticide recommendations to determine what to use and the time to apply. This information can be obtained from your County Agricultural Extension Service.

CAREFULLY FOLLOW ALL DIRECTIONS FOR USING THE INSECTICIDE!

POTATO LEAFHOPPER - Empoasca fabae (Harris)

Order - Hemiptera Family - Cicadellidae

The potato leafhopper can be, and often is, a serious insect pest of alfalfa. The name "potato leafhopper" comes from the fact that this insect is also a serious pest of potatoes. It is known to live on a hundred or more other plants.

Serious infestations of the potato leafhopper can cause losses of 50 percent or more to second and third cuttings of alfalfa. It also can cause serious damage to newly established fields. The potato leafhopper is a sapsucking insect and when present in large enough numbers will turn the leaves yellow, eventually causing stunting of the entire plant.

The insect does not overwinter in Ohio, but is carried here by winds from southern states with warmer winter climates. In warmer climates, as the Gulf States, the leafhopper breeds throughout the year. It has a gradual metamorphosis and even though it only breeds in Ohio during the summer months several generations are produced per season.

DESCRIPTION

Adults

The adult is pale green, wedge-shaped and about 1/8 of an inch in length.

It will jump or fly when disturbed by a passerby in the field or by any similar disturbance.

The females lay eggs in the stems and veins of the leaves.

Figure 84. Adult leafhopper (left); damaged alfalfa leaf (right). (Courtesy Federal Extension Service, USDA)

Eggs

The eggs are slender and white.

In warm weather they hatch in about six to nine days.

Nymphs

The nymphs take about three weeks from hatching to reach the adult stage.

They are pale green and molt four times before they are fully grown.

SURVEY METHODS

Use the sweep method and make five to ten sweeps in the alfalfa field in late June. If the population is heavy, so that the insects need to be counted after each sweep, then the infestation is severe. However, if you make ten to twenty sweeps before a need to count, then a hundred or more sweeps should be made at random throughout the field to determine the population.

One leafhopper adult per net sweep will usually justify applying an insecticide.

CONTROL METHODS

The use of insecticides will give very good control of the potato leafhopper in alfalfa fields. The new growth of the second crop or cutting should be about four to six inches tall when the insecticide is applied.

Follow the latest recommendations and directions for insecticide use. The latest insecticide recommendations may be obtained from your County Agricultural Extension Service.

CAREFULLY FOLLOW ALL DIRECTIONS FOR USING THE INSECTICIDES!

MEADOW SPITTLEBUG - Philaenus spumarius (Linnaeus)

Order - Hemiptera Family - Cercopidae

Spittlebugs are rather widely distributed in Ohio. During some years the population of the insect becomes high enough to cause serious damage to forage crops. It is more harmful to red clover, but will also damage alfalfa.

Spittle bugs injure plants by the nymphs sucking out the sap. This causes stunting of growth and thereby reduces the yield.

The insect has a gradual metamorphosis with one generation per year.

DESCRIPTION

Adults

The adult spittlebugs appear about June 1 and are present throughout the summer feeding on a number of different plants.

The adults are small, about 3/16 of an inch in length and are jumping - flying type insects.

The color will vary from light tan to dark brown and many of them will be mottled from brown to tan.

The adults begin laying eggs the forepart of September and are killed later by cold weather.

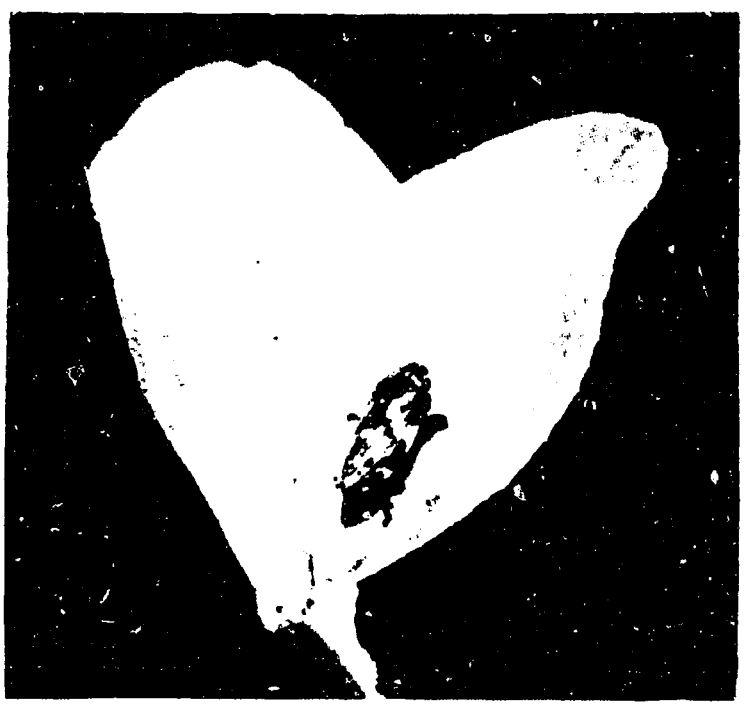

Figure 85. Meadow spittlebug adult. (Courtesy Federal Extension Service, USDA)

Eggs

Eggs are laid in row masses between the leaf sheaths and stems.

The color of the eggs is white at first and then they turn a light brown before hatching.

The eggs overwinter and start hatching in April.

Nymphs

Nymphs when first hatched are yellow, but later turn green before they become adults.

The nymphs excrete a liquid which mixes with air forming a spittle mass. This spittle mass is necessary for the nymphs to develop.

Figure 86. Nymph (upper center) and adults of the meadow spittlebugs. (Courtesy USDA)

Figure 87. Spittle masses of the meadow spittlebug. (Courtesy USDA)

SURVEY METHODS

The number of spittle bug nymphs that will be present in the spring can be determined by surveying the adult population in a clover or alfalfa field the previous autumn.

Move at random throughout the field making 50 to 100 sweeps with the sweep net. If 100 sweeps are made and over 100 adult spittlebugs are captured, it will probably be profitable to use an insecticide.

If adult spittlebugs are not surveyed in the fall; the nymphs can be surveyed in the spring. Examine 100 stems and keep a record of the number of spittle masses. Examine 10 masses to get an average number of nymphs per mass. Apply an insecticide when there is an average of one nymph per stem.

CONTROL METHODS

Cultural

During some seasons large numbers of spittlebug eggs may be found on crop and weed plants during the fall. In such cases fall or winter plowing if advisable, will cut down on the population for the following season.

Chemical

If the autumn survey for adult spittlebugs finds more than 100 adults per 100 sweeps of the net, it will probably be profitable to use an insecticide.

If the spring survey for nymphs shows an average of one or more nymphs per stem an insecticide should be applied.

Follow the latest recommendations for insecticide use if it is determined necessary to use one. Best results are obtained by spraying as soon as possible after the nymphs first appear. Insecticide recommendations can be obtained from your County Agricultural Extension Service.

CAREFULLY FOLLOW ALL DIRECTIONS FOR USING THE INSECTICIDE!

ERIC

VI. INSECT PESTS OF STORED GRAINS

Estimated losses caused by insect infestations of stored grains in Ohio is five million dollars yearly. The type of damage done depending on the insect specie may vary from hollowed out grain to webs spun over the grain. Grain heats when attacked by insects; this causes moisture condensation on the grain surface. This causes moldy and caked grain.

The stored grains that are most often infested by insects are: wheat, oats, shelled corn, barley, rye, and grain sorghum. Soybeans are seldom infested.

There are more than 20 insect species found in stored grains in Ohio, but only about half of them are of major importance. Stored grain insects are broken down into two general classifications.

1. Primary - those that attack whole grain kernels and complete their development inside the kernel. Those of importance in regard to the damage they do are:

   Granary weevil
   Rice weevil
   Angoumois grain moth

2. Secondary - those that feed mainly on cracked or broken kernels. Those of importance in regard to the damage they do are:

   Indian meal moth
   Flat grain beetle
   Saw-toothed grain beetle
   Cadelle
   Confused flour beetle
   Red flour beetle

General Preventative Practices

Under our food grain regulations, it is illegal to sell contaminated grain. One important source of contamination is grain insects.

Insects found in stored grains can be destroyed by fumigants and other methods, but pure food standards suggest that the problem be approached from prevention rather than control standpoint. Good preventive practices are much less troublesome and expensive than controlling established insect populations.

Figure 88. Kernels of wheat thoroughly riddled and devoured by the boring and feeding of the lesser grain borer and its larva. (Courtesy USDA)

Procedures To Follow In Prevention Of Stored Grain Insects

1. Avoid storing grain in buildings that also house hay, straw, livestock or livestock feed (ground). The higher temperatures resulting from hay insulation and animal heat, and the almost constant presence of insects around livestock areas contribute to higher insect populations.

2. Seriously consider using the following bin sanitation practices before storing grain:

   a. Sweep out and destroy all dust, chaff and webs from storage bins. Remove all old feed accumulations, such as old feed sacks.

   b. Apply a residual insecticide spray to walls and floors of the bin areas. Use the latest recommendations for the insecticide to use, and FOLLOW DIRECTIONS CAREFULLY.

   c. Repair any areas around and in the bin where water or snow might blow in on the stored grain.

   d. Remove all old stored grain if possible. If not possible. treat the old stored grains with a recommended insecticide.

3. Before harvesting and at harvesting of grain do the following:

   a. Clean out wagons, combines, elevators and any other equipment involved with harvesting where insects may have laid eggs. Feed the first two or three bushels of grain passing through the combine.

   b. Avoid storing grain above 12 percent moisture. Grain stored above this amount is a constant source of disease and insect infestation.

   c. Avoid storing grain that has a large amount of cracked or broken grains or other inert matter. Grain with a lot of trash in it will more readily attract insects.

   d. If previous problems have been experienced with stored grain insect pests, treat the newly harvested grain with an insecticide.

      (1) Spray insecticide into the grain stream as it goes into storage.
      (2) Be sure to use the latest recommended insecticide and FOLLOW DIRECTIONS FOR ITS USE CAREFULLY.
      (3) If the above practice is not used, apply a surface treatment to the stored grain. This will prevent Indian meal moth attacks. Use insecticide recommended for this purpose. FOLLOW DIRECTIONS CAREFULLY.

Surveying Stored Grains For Insects

Even when the best of preventative practices are used, insect invasions in stored grains may occur. During warm weather stored grain should be inspected every 30 days to determine the presence of any insects.

Procedure:

1. Take the temperature of the stored grain by fastening a thermometer to a stick and inserting it two feet below the grain surface.
   If insects are present and active, the temperature will be above 60°F. The most favorable temperature for insect activity in stored grains is about 80°F.
   A less accurate method, but one that will work is to insert a rod in the grain at several locations. By feeling the rod, you can tell if the grain is heating.

2. To inspect for insects, use a grain probe and insert to a depth of at least two feet in the center of the bin. Sift the probed grain through a 12-mesh to the inch screen.

3. One granary weevil or rice weevil per quart of grain sampled indicates fumigation is needed at once.

Figure 89. Sampling bin for possible insect infestation.
(Photo by C.R. Fridline)

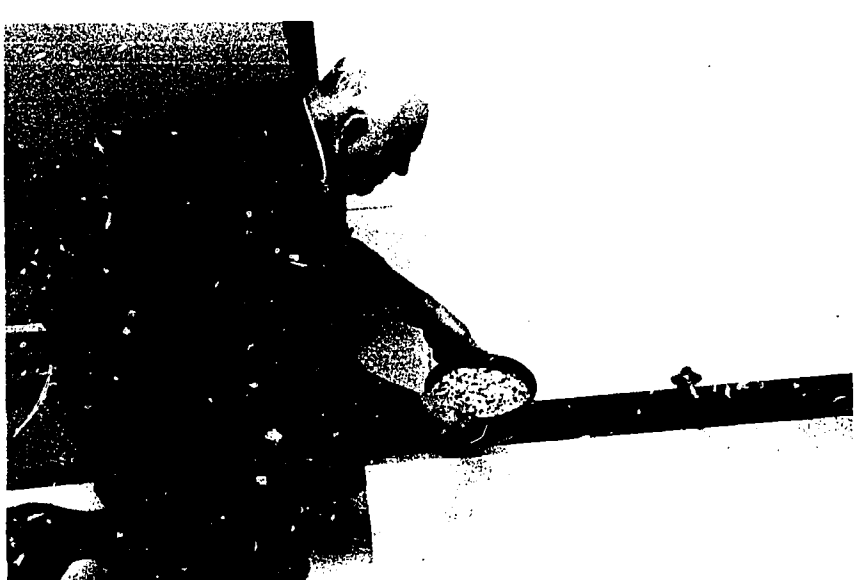

Figure 90. Checking sampled grain for insects with 10-mesh screen.
(Photo by C.R. Fridline)

Insects, especially weevils, can cause grain shrinkage and dockage losses as high as 45 cents per bushel.

Corn will grade weevily on the market, if in one quart of grain:

a. two weevils are found
b. one weevil and ten other grain beetles
c. 25 other beetles

Wheat will grade weevily on the market, if in one quart of grain:

a. two weevils are found
b. one weevil and two other grain beetles
c. three other grain beetles

Fumigation of Stored Grain

One of the most effective ways to stop an insect infestation in stored grains is by fumigation. The object of fumigation is to build up and hold a poisonous gas, in all parts of the bin, long enough to kill all stages of insect development.

Fumigant materials are in solid, liquid or gas forms under normal atmospheric conditions. The solid and liquid forms change to gas at the time of application.

Since all of the fumigants are poisonous and enter mainly through the respiratory tract, special canister type respirators are required. Fumigation, therefore, should be done by an experienced, trained operator.

Fumigation Procedures:

1. Level the grain in the bin and remove any crust that may have formed. When grain is heaped up, the fumigant material action will be similar to water on a hillside. The fumigant gas material must move down into the grain to be effective.

2. Close all holes, cracks or other openings. If the gases leak from the bin they will not be effective.

3. Fumigants vaporize better at temperatures above 65°F. or higher. Avoid windy days to cut down on fumigant loss.

4. Apply liquid fumigants evenly over the surface with a sprayer.

5. Grain with a moisture content above 15 percent can not be effectively fumigated.

6. Wheat with inert matter of over three percent will require almost twice the regular recommended dosage.

7. A six to eight-inch air space is recommended above the grain surface. If there is a large air space above, cover the grain with a tarpaulin after fumigation.

Figure 91. Fumigating a bin of stored grain. When liquid chemical is sprayed onto the surface of the grain, a gas forms and diffuses downward to kill insect pests inside the bin. (Courtesy USDA)

Fumigations Precautions :

1. Apply the fumigant from outside the bin.
2. Use a canister type gas mask.
3. Never fumigate alone; always work in pairs.
4. After fumigation keep bin closed for 72 hours.
5. While under fumigation, keep bins locked. Post signs, "DANGER KEEP OUT."
6. Allow bins to air out completely before entering.

PRIMARY STORED GRAIN INSECTS

Granary Weevil - Sitophilus granarius (Linnaeus)
Rice Weevil - Sitophilus oryzae (Linnaeus)

Order - Coloptera Family - Curculionidae

There are two species of weevils that are probably the most destructive insect pests of stored grains in Ohio: the granary weevil and the rice weevil. They attack whole healthy kernels of grain, eating out the inside, until only the hull remains. Weevil damage to grain is also serious from a contamination standpoint, because cleaning the grain does not remove those insects hidden inside the kernels.

DESCRIPTION

Both species of weevil undergo a complete metamorphosis.

Adults

Both weevils overwinter in the adult stage.

Both are reddish-brown to almost black.

Both have prominent snouts.

The granary weevil is slightly the larger of the two, but it seldom is longer than 3/16 of an inch.

The rice weevil has four yellow to red spots on its wings.

The rice weevil flies, the granary weevil does not, as it has no wings under its wing covers.

The thorax of the granary weevil is marked with longitudinal punctures.

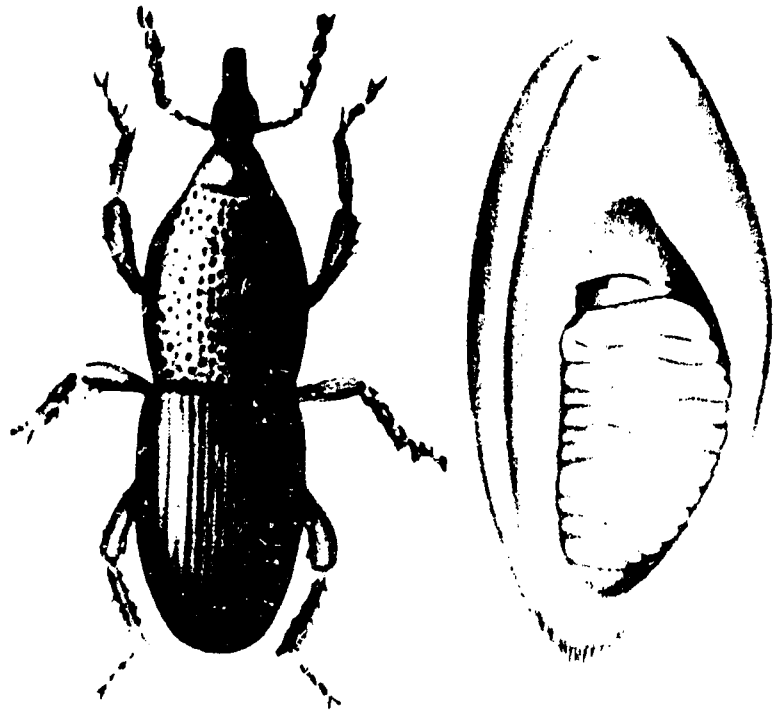

Figure 92. Granary weevil adult (left) and larva (right). Courtesy Federal Extension Service, USDA)

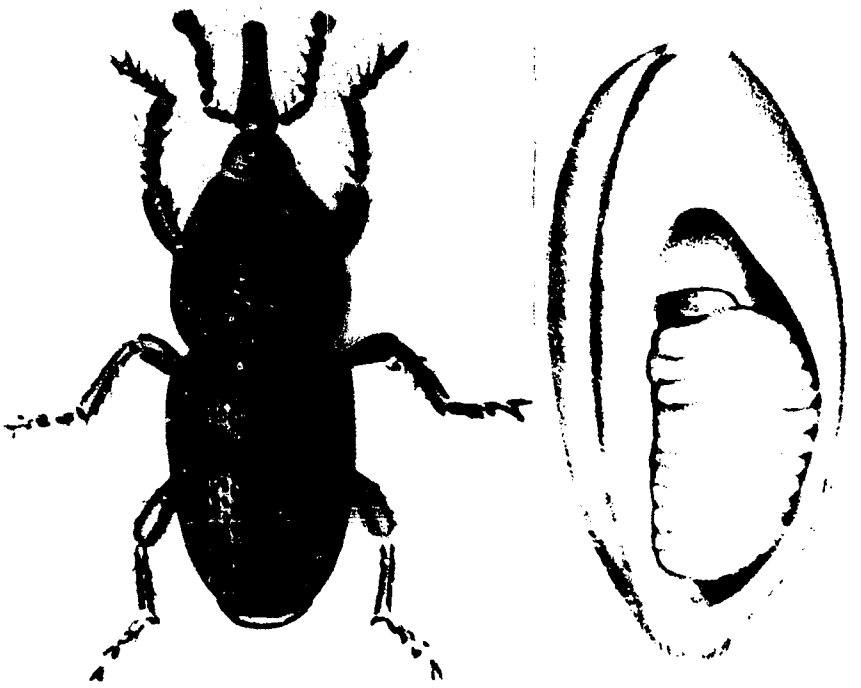

Figure 93. Rice weevil (left) and larva (right). (Courtesy Federal Extension Service, USDA)

Eggs

The female weevils deposit their eggs in holes they chew in grain kernels; they seal the hole shut with a gelatinous material after the egg is laid.

Female adult weevil may lay from 50 to 400 eggs during her lifetime.

Eggs hatch inside the grain.

Larvae

The larvae are small, white and legless.

They devour the inside of the grain until they are full grown.

A larva can only develop in a kernel of grain that is large enough for it to live in.

Pupae

When larvae are full grown they pupate inside the grain. After pupation they emerge from the grain cavity as adults.

The entire life span of weevils requires about four weeks in warm weather. During cooler weather of autumn and spring a longer time is required.

ANGOUMOIS GRAIN MOTH - Sitotroga cerealella (Olivier)

Order - Lepidoptera Family - Gelechiidae

This is the most common of the moth insects that attack stored grains. The larvae attacks grain in storage as well as in fields. Most of the damage done by this insect in Ohio is done to stored grains.

DESCRIPTION

Adults

The moth is buff or yellowish brown in color.

It has a wing span of about 1/2 of an inch.

The wings are narrow and fringed with hair.

The moths emerge in the spring and lay their eggs on stored grains or heads of small grains in the field.

Eggs

The number of eggs laid may vary from 40 to 400.

The eggs are white when first laid, but later change to a reddish color.

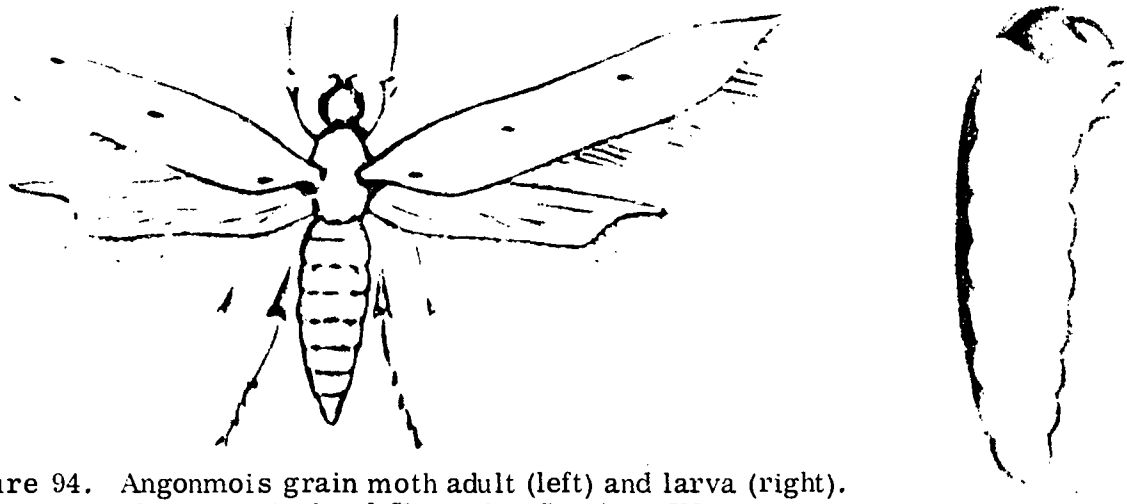

Figure 94. Angonmois grain moth adult (left) and larva (right). (Courtesy Federal Extension Service, USDA)

Larvae

When the larvae hatch they crawl to a grain kernel and often spin a cocoon, which assists them in boring into hard kernels.

After the larva enters the kernel it feeds on the inside until fully grown.

It then prepares an exit hole in the kernel hull, which has a flaplike lid.

Pupae

A silken cocoon is spun and the larva changes to a dark red pupa.

After the pupae stage, the adult moth emerges, pushing its way through the flaplike opening.

The life span from egg to adult can be completed in five weeks. Development is longer in cooler weather.

SECONDARY STORED GRAIN INSECTS

Five species of grain and flour beetles do important damage to stored grains in Ohio. They are often commonly referred to as "bran bugs." Although grain and flour beetles are usually less destructive than the weevils, they are usually present in greater numbers especially in wheat and oat bins.

Grain beetles are more damaging than flour beetles, as they attack the germ of the grain. Both cause about equal contamination in grain.

Both the adult and larva stages cause damage to a wide variety of grain and grain products. Grain beetles move from kernel to kernel consuming the germ part of the grain. Flour beetles feed on grain particles only and ground grain meal and flour.

FLAT GRAIN BEETLE - Cryptolestes pusillus (Schönherr)

Order - Coleoptera Family - Cucujidae

Adults

They are about 1/16 of an inch in length, flattened and oblong.

The color is red to brown.

The antennae are two-thirds as long as the body.

It is often found with the rice weevil, as the adults cannot survive in whole grains, but feeds only on broken or otherwise damaged grain.

Eggs

Eggs are laid in ground grain materials.

They are very small and white.

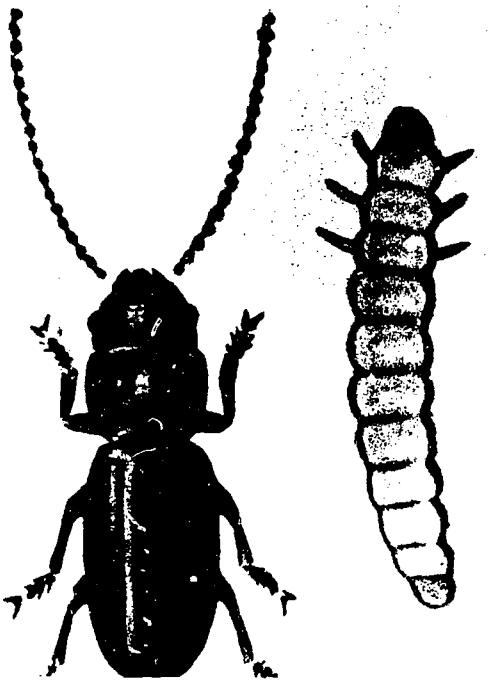

Figure 95. Flat grain beetle adult (left) and larva (right). (Courtesy Federal Extension Service, USDA)

Larvae

The larvae usually eat only the germ of whole grains.

They also feed on dead insects.

When the larvae are full grown they form cocoons of a gelatinous material to which grain particles adhere.

Pupae

They transform to the pupal stage in the larval cocoons.

Later emerge as adults.

The life span of the flat grain beetle is from five to nine weeks.

SAWTOOTHED GRAIN BEETLE- Oryzaephilus surinamensis (Linnaeus)

Order - Coleoptera Family - Cucujidae

The sawtoothed grain beetle is one of the most common of beetles found infesting stored grains and other food products. Breeding of this insect is continuous in warm weather and where infestations are present. All life stages will be observed with both adults and larvae feeding.

DESCRIPTION

Adults

The adult beetle is slender, flat and about 1/10 of an inch long, being one of the smallest of the grain insect pests.

It is red-brown in color.

The thorax bears six sawtoothed projections on each side.

Eggs

Female beetles lay eggs by dropping them loosely in food material or by

tucking them in a grain crevice.

The very small white eggs hatch in from three to five days.

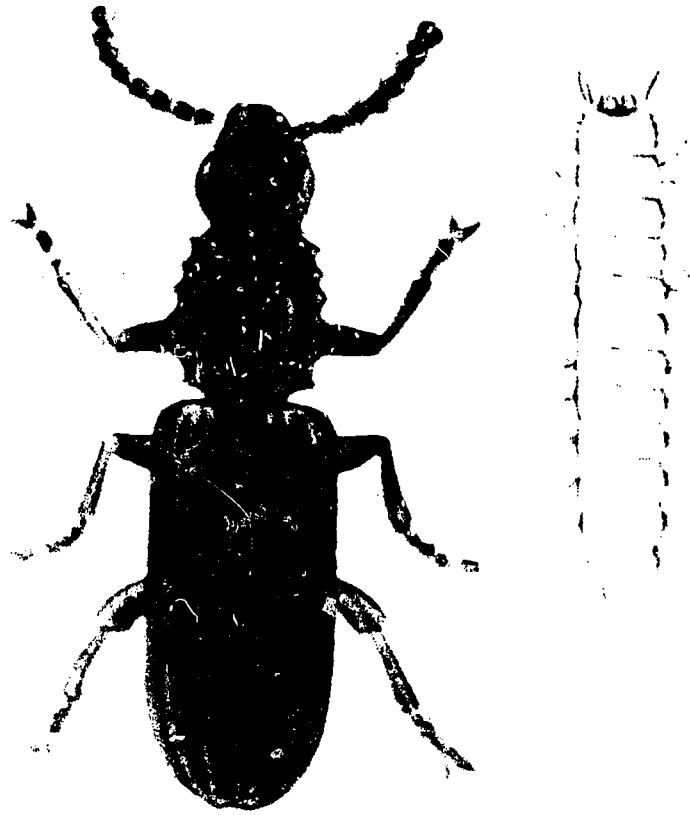

Figure 96. A sawtoothed beetle adult (left) and a larva (right). (Courtesy Federal Extension Service, USDA)

Larvae

The larvae crawl about actively, feeding at random.

In warm weather they become full grown in about two weeks.

When full grown the larvae construct cocoon-like coverings by joining together food fragments with a sticky secretion.

Pupae

Larvae change to pupa in the cocoon in about one week.

CADELLE - *Tenebroides mauritanicus* (Linnaeus)

Order - Coleoptera Family - Ostomidae

This insect is very common and is quite often found feeding on flour or meal as well as grain. Both the larvae and adults destroy grain and grain products. They have the destructive habit of going from one grain to another, eating out the germ.

Both the larvae and the adults can live for a long time without food. They may remain hidden in cracks and crevices of storage bins for a long time after

grain is removed. When new grain is placed in the bin it soon becomes infested.

DESCRIPTION

Adults

Adult beetles are about 3/8 of an inch long.

The color is shiny black.

They are oblong and flattened.

Many of the adults live for a year, some even up to two years

Females are capable of laying up to 1000 eggs per beetle in their lifetime.

Eggs

The eggs are white and laid in masses in food materials.

They hatch in about one week in warm weather.

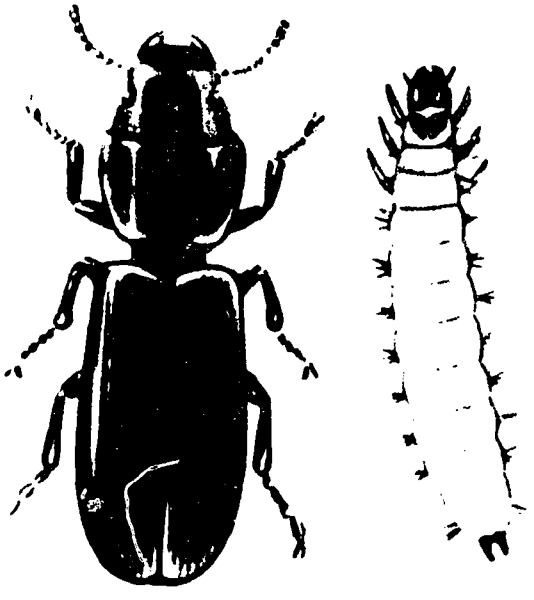

Figure 97. Cadelle adult (left) larva (right). (Courtesy Federal Extension Service, USDA)

Larvae

The larvae are fleshy white with a black head.

They have two dark horny projections at the posterior end.

When full grown the larvae is about 3/4 of an inch in length.

The larvae frequently bore into timbers in wooden grain storage bins.

Pupae

When fully grown the larvae pupate and shortly thereafter emerge as adult beetles.

It requires about two and one-half months to complete the life span from egg to adult in warm weather.

CONFUSED AND RED FLOUR BEETLES

Confused Flour Beetle - Tribolium confusum Jacquelin du Val
Red Flour Beetle - Tribolium Castaneum (Herbst)

Order - Coleoptera Family - Tenebrionidae

These two species of stored grain pests are very closely related and will be described together.

DESCRIPTION

Adults

The beetles are about 1/7 of an inch in length, flattened and oval shaped.

The head and upper parts of the thorax are densely covered with minute punctures.

The winged covers are ridged length-wise and puncture marks are between the ridges.

The average life of the beetle is about one year, but may live from three to four years.

About the only way to distinguish between the two species is to examine the antennae.

a. The segments of the antennae of the confused flour beetle increase in size gradually from the base to the tip.

b. The last few segments of the red flour beetle are much larger.

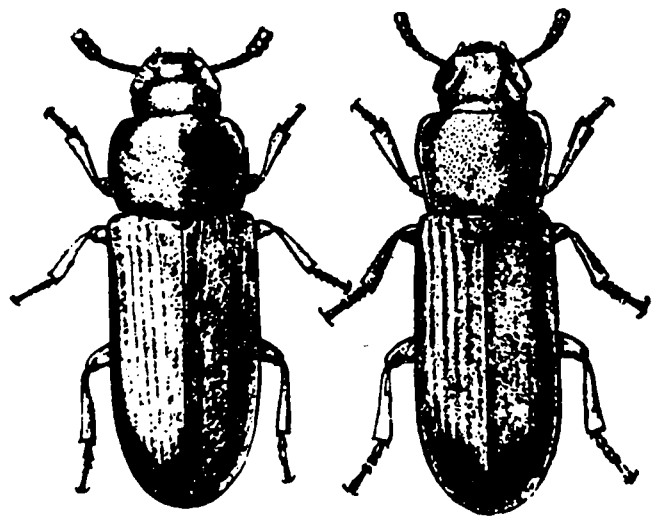

Figure 98. Red flour beetle (left) and confused flour beetle (right). (Courtesy USDA)

Eggs

Each female lays an average of 400 eggs.

The eggs are small, white and laid loosely in flour or other meal material where the adults are living and feeding.

The eggs are covered with a sticky material and will stick to a box, sack or other container. Fresh material placed in them is quickly contaminated.

Eggs hatch in from five to twelve days.

Larvae

Larvae are small, worm-like, slender and wiry in appearance.

Fully grown larvae are about 3/16 of an inch in length.

They are white tinged with yellow.

The larvae feed on flour, grain dust, and the broken surfaces of grain particles.

Pupae

Larva change to pupa and the pupa is without a case.

The color at first is white, later yellow, and then brown.

The life span is about six weeks in warm weather.

INDIAN MEAL MOTH - *Plodia interpunctella* (Hübner)

Order - Lepidoptera Family - Pyralidae

The Indian meal moth is a very common insect pest of stored grains. Generally it feeds only on cracked or broken kernels, or kernels previously damaged by weevils or the angoumois grain moth.

In addition to feeding on grains, the Indian meal moth feeds on flour, meals, fruits, and nuts. This insect presents a serious problem from the standpoint of food contamination.

DESCRIPTION

Adults

The moth is attractive in appearance, with the forewings red-brown lustered on the outer two-thirds and light grey on the inner third.

It has a wing-span of about 3/4 of an inch.

When at rest the wings are folded over the body.

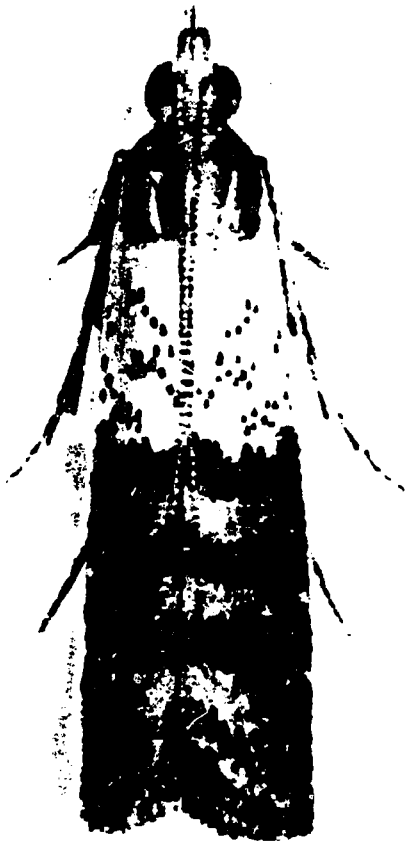

Figure 99. The Indian meal moth with wings folded as ordinarily seen when the moth is resting on some surface in the grain storage area. (Courtesy USDA)

Figure 100. The Indian meal moth with wings spread. (Courtesy USDA)

Eggs

The female moths lay from 100 to 300 eggs, singly or in groups on food materials.

The eggs are gray-white in color.

They hatch in a very short time.

Larvae

The larvae are small white caterpillars.

When full grown they are about 1/2 of an inch long.

They have a brown head with white bodies that are pink-tinged.

As the larvae reach full growth they spin silken webs and these webs may cover the entire surface of stored grains.

Many of the kernels will be found webbed together with the silken threads.

Figure 101. Well grown larva of Indian meal moth crawling on a kernel of wheat. (Courtesy USDA)

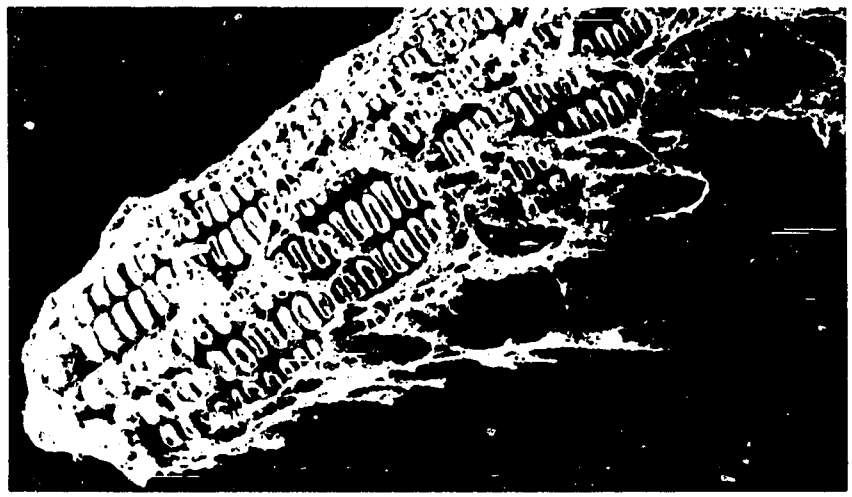

Figure 102. Section of an ear of corn after infested by Indian meal moth. (Courtesy USDA)

Pupae

Larvae change to pupae in the silken web-like mass.

The pupae are light borwn.

The life span is from four to six weeks in warm weather.

ERIC

STUDENT EXERCISE I. Reproduce the form as shown below in your notebook. With your teacher's assistance. you should decide which insects are important to you. Then using this manual, fill in the information under each column heading.

Name of Insect	Order	Family	Type of Metamorphosis	Number of Generations	Overwinters As:	Life Stages That Injure
Example: Northern Corn Rootworm	Coleoptera	Chrysomelidae	Complete	One	Egg	Adult and larva

STUDENT EXERCISE II. Follow the same procedure as given for Exercise I.

Name of Insect	Crop or Crops Damaged	Time of Year Damage Takes Place	Seriousness of Damage	Damage Characteristics	Insects Characteristics
Example: Northern Corn Rootworm	Corn	Larva: May & June Adult: July & Aug.	Very serious in continuous corn fields	Roots destroyed Silks cut off	Adult: light brown to pale green 1/8 to 1/4" long. Larva: thread like worms, about 1/2" long when full grown.

STUDENT EXERCISE III. Follow the same plan as for Exercises I and II.

Name of Insect	Expected Time of Insect Presence In Crop	Survey Method	Survey Procedure
Example: Northern Corn Rootworm	Larva: May & June Adult: July, August, & September	Larvae : Corn insects found below ground. Adults: Corn insects found above ground.	Larvae: When corn plants are small, count 100 consecutive plants at 2 field locations. Determine % of plants damaged. Adults: Count all adults feeding on corn silks for 25 consecutive plants. Determine the percentage of infested plants and number of plants damaged.

STUDENT EXERCISE IV. Follow the same plan as given for Exercises I, II, and III, but in addition use the latest publications for your area that give insecticide control recommendations which are available at the office of your County Agricultural Extension Service.

Name of Insect	Cultural or Biological Control	Insect Population or amount of damage to need chemical control	CHEMICAL CONTROL					
			Insecticide Name	Restrictions	Amt. /acre Actual Ingredients	Type Application	When Apply	Placement
Example:								
Northern Corn Rootworm	Avoid planting corn 2 years in a row in the same field	Adults: If some ears have 18 - 20 beetles, spray.	Adults: Carbaryl (Sevin)	None	1 - 2 lbs.	Foliar Spray	Before Pollination	Direct spray to silks
		Larva: Use emergency treatment if heavy root feeding is observed.	Larva: Diazinon	None	1 lb.	6" band to soil	Soon as damage is noticed	Row

ACCESSION NUMBER: VT100666

PUBLICATION DATE: 73

TITLE: GETTING ALONG ON YOUR JOB.

PERSONAL AUTHOR: SHANNON, THEODORE P.

DESCRIPTOR: *WORK ATTITUDES; *ETHICAL VALUES; *PERSONAL VALUES; *VOCATIONAL EDUCATION; *SAFETY; ENTRY WORKERS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: VIEW V.7NO.4(1974)PP. 558

ABSTRACT: THIS NARRATIVE ACCOUNT OF TEN INCIDENCES IN VARIOUS JOB SITUATIONS PROVIDES THE STUDENT PREPARING FOR EMPLOYMENT WITH A VARIETY OF THOUGHT-PROVOKING QUESTIONS. THEY DEAL WITH BEHAVIOR, WORK ATTITUDES, PERSONAL HABITS, HONESTY, AND SAFETY PRACTICES ON THE JOB. EACH INCIDENT ENDS IN A SERIES OF QUESTIONS THAT SHOULD INITIATE SELF-QUESTIONING AND CLASSROOM DISCUSSION. (MU)

REPORT NUMBER: AGDEX 900/60 AWE 10

AVAILABILITY: AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, ROOM 201, 2120 FYFFE ROAD, COLUMBUS, OHIO 43210

INSTITUTION NAME: OHIO STATE DEPT. OF EDUCATION, COLUMBUS. AGRICULTURAL EDUCATION SERVICE.; OHIO STATE UNIV., COLUMBUS. DEPT. OF AGRICULTURAL EDUCATION.

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AGDEX 900/60
AWE 10

GETTING ALONG ON YOUR JOB

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OHIO AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE
Agricultural Education Service
State Department of Education
and
Department of Agricultural Education
The Ohio State University
1973

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GETTING ALONG ON YOUR JOB

Prepared by Theodore P. Shannon, Associate
Curriculum Materials Service

Typing and Layout by Evelyn Roediger

Illustrations by Tressa Scott

Distributed by the Ohio Agricultural Education Curriculum Materials Service
Dr. Harlan E. Ridenour, Director

Introduction to the unit:

This unit is not going to tell you how to get along on *your* job. Instead it'll tell about some things that can and do happen on jobs. Some of the things you'll be reading about in this unit might hit pretty close to home. Maybe some of the things you'll be reading about have happened to someone you know -- maybe even to *you*.

The main reason you're going to read the little stories in this unit is so that you'll start *thinking* -- thinking about what *you* would do if you ever find yourself in any of these kinds of tight situations.

There are 10 short stories in this unit. Each of the stories is about a particular kind of bad scene that a person or persons somehow got into with their jobs. When you are finished with each story, you should be able to write your feelings and reactions to each of the questions that follow the story.

ALWAYS <u>underline</u> words you don't know. Ask the teacher about them.

1 It was Thursday. On Monday, the secretary had told Kevin that Mr. Martin, the personnel manager, could see him on Wednesday afternoon. Kevin had gotten involved in somethings and didn't make it in. He figured that if Mr. Martin was in on Wednesdays, he was probably in on Thursdays, too. He was probably there every day.

Kevin walked into the room marked EMPLOYMENT and went over to the secretary's desk. When he told her his name, she said, "Oh, you were supposed to come in *yesterday*." He explained that he had got involved in changing his spark plugs and forgot to come in. He asked her if he could talk to Mr. Martin right then because he had some shopping he wanted to do. Just then, the door marked PERSONNEL MANAGER opened. A man wearing a gray suit stepped out and called the secretary in. As she got up to go in, the secretary said to Kevin, "I'll ask him if he can see you now."

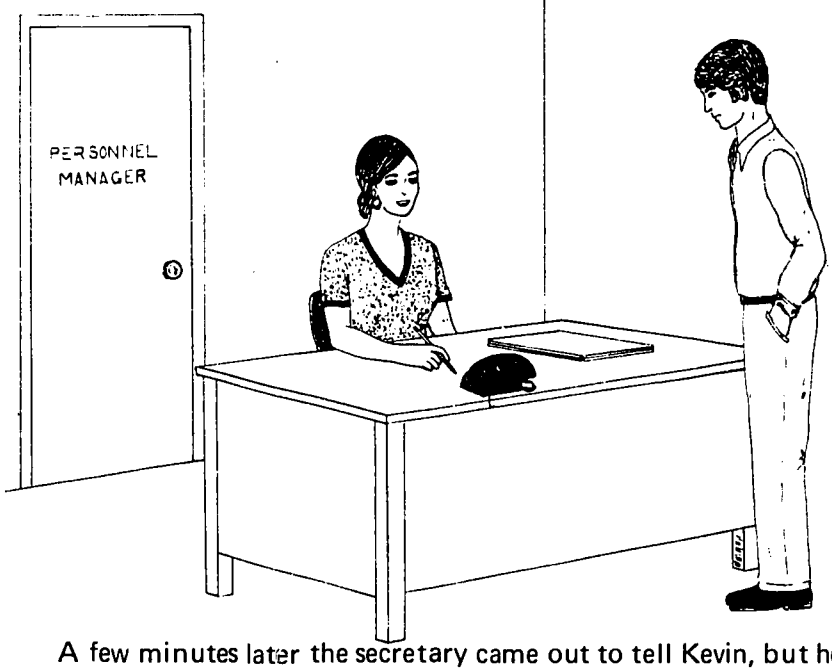

Kevin overheard some talk about numbers and things. Then he heard the secretary ask Mr. Martin if it would be all right for Kevin to come in and talk to him about a job. "Isn't he the kid who was supposed to be in here yesterday?" Mr. Martin asked. She said he was. "Well, send him on home," said Mr. Martin.

A few minutes later the secretary came out to tell Kevin, but he was already gone.

As far as you can tell, did Kevin make any mistakes? If he did, what were they?

Do you think the personnel manager acted fairly with Kevin? Why do you suppose he didn't want to talk to Kevin?

Suppose *you* were the personnel manager. What would you have done?

2 Allyson had been working at the office for nearly 6 months. It was an office for a large construction company. About 15 other girls worked in the office. Since there were so many, the office manager had the girls take their coffee breaks at two different times. One group went from 10:00 to 10:15. The second group went from 10:15 to 10:30. Allyson was in the first group. At first she was very careful about being back at her desk by 10:15 or 10:16. One day, though, she started talking to her friend Sherry who took the 10:15 break. She enjoyed talking to Sherry so much that it was 10:25 before she realized how late it was. She hurried to get back to her desk. She worried for the rest of the day that someone would say something to her about being late. No one did.

For a few days after that she made *sure* she was back from her breaks on time. But then 3 or 4 days later it happened again. Allyson got started talking to Sherry and didn't get back until 10:30. She wasn't concerned about it as she had been the first time. Before long, Allyson was staying over to talk to Sherry every day.

One Monday when Allyson got to work, she noticed that the girls in the office were upset. Soon she found out why. The company's business had slowed down, and some employees were going to be laid off. Allyson felt bad, but didn't start to worry. There were 5 girls in the office with less seniority than her.

It all seemed unreal when Allyson found herself standing in front of Mr. Dyke's desk. He was saying, "So, Allyson, mainly because of abusing the coffee break privilege, it has been decided that you are among those we're going to have to let go...."

What would *you* be feeling if you were standing in front of Mr. Dyke's desk?

Do you think Allyson was in the wrong?

Could Sherry have helped Allyson at all?

Should a supervisor have had to warn Allyson about taking long breaks?

Is it a company's responsibility to keep reminding employees of regulations?

3 Even though Frank had a police record for stealing, Mr. Cummins hired him. Mr. Cummins ran the local gas station. He liked to work with the vocational co-op programs in the high school so he always hired fellows to work part-time at his gas station.

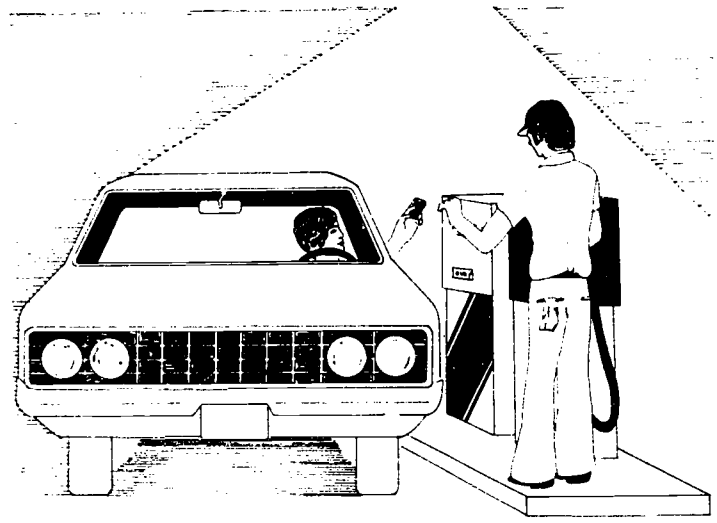

Frank had spent some time at the detention home the year before because he'd been caught stealing money at school. The experience made him decide that stealing was definitely not for him. When he told his vocational teacher and Mr. Cummins about the record, they asked him if they could trust him. He assured them that they could. He needed the job too much to mess it up by stealing or anything else.

One Sunday night Frank had to run the station by himself. It was a pretty busy night. After awhile he had to go to the desk drawer where Mr. Cummins kept the extra change. There was usually $15 or $20 worth of change in the drawer, but when he looked, the drawer was empty He was a little irritated, but he figured Mr. Cummins just forgot to leave it. Since he needed change, he ran across the street to the restaurant and bought some with his own money, got a receipt and went back to the station.

As Frank was walking out of homeroom on Monday morning, his vocational teacher came up to him. He took him aside and said, "Mr. Cummins just called me and told me that $23 in change was taken from the station last night. I think we'd better have a talk, Frank...."

If you were Frank, what would your first reaction be?

How would you handle yourself when you got to the vocational teacher's office?

What factors in the situation would point the finger toward Frank?

If he gets cleared, how do you think Frank ought to act toward Mr. Cummins and the vocational teacher?

4 "Rich is in one of his moods again," said George. "Man, I'm getting *tired* of that cat coming in here with a long face and acting sour all the time!"

"He sure is something else to have to work with," replied Dave. "When he comes in and acts like that, I wouldn't care if he'd go home and *never* come back."

Rich didn't hear what his friends had just said about him. He hadn't even noticed them standing there. He had already walked right by George and Dave. He'd had a bad scene with his girl the night before and an argument with his mother that morning. Besides that the guy at the service station had told him that his car needed lower ball joints, and it would cost him about $70. So, Rich had a lot on his mind when he came to work. Whenever he felt hassled, he simply clammed up. He could always think better that way.

Later in the morning Rich started to feel better. When it was time for the break, he went over to get some coffee with Gary. As he started to talk, Gary just frowned at him and walked away.

George and Dave were ticked at Rich. Were they justified?

Why do you suppose Gary ignored Rich at break time? How do you suppose Rich felt?

Do you feel that the attitudes of these fellows might have any effect on their work? How?

Suppose you are uptight about something personal. Do you have any right to take this bad feeling to work with you? Why?

5 Joe and Mike smiled and winked at Cheryl as they turned to leave. She had just given them each an extra free hamburger with their orders. She didn't do that for everyone; only her closest friends. Actually, she had never thought too much about it one way or the other. There was really no risk because Mr. Katz, the owner of the hamburger place, hardly ever came in. Besides, with all his money, he sure wasn't going to miss a few hamburgers.

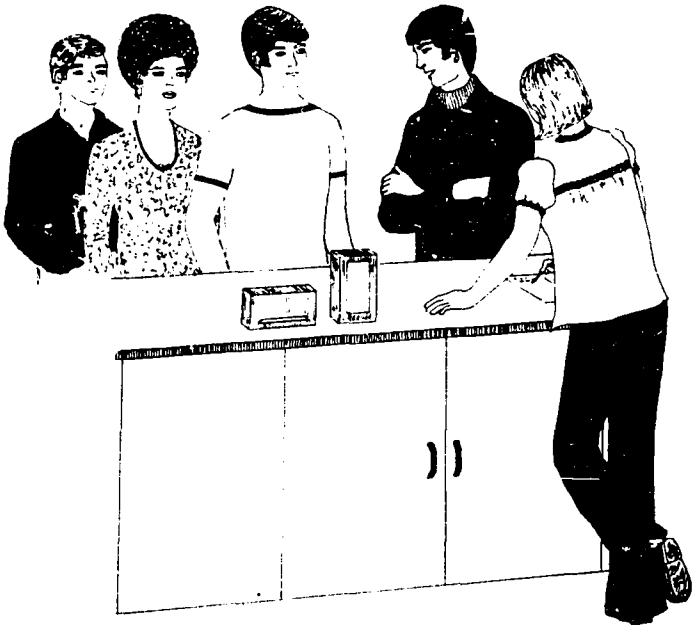

It had all started a few weeks after she'd started working at the hamburger place. Cheryl noticed that Sue, the head counter girl, was sliping in extra hamburgers for her friends from time to time. Then one day, Mike came in and as she filled his order, he jokingly said, "Hey, how about a bonus today?" She figured it wouldn't hurt anything because Sue did it all the time, so she slipped an extra hamburger into his sack. That's how it started. Now it was kind of a regular thing to do whenever her friends came in.

One busy Friday afternoon, Cheryl noticed that Sue wasn't at work. Everybody worked on Friday afternoons, and she was pretty sure that Sue wasn't sick. When she got a chance, she walked over to Jan and asked where Sue was. Jan replied, "Didn't you hear? Katz found out that Sue had been giving away hamburgers and canned her on the spot this afternoon!"

How do you suppose Mr. Katz found out about Sue? How many different ways of knowing would he have?

What do you think about Mr. Katz firing Sue? After all, she was only giving away hamburgers.

What if *you* owned the hamburger place and found out that one of your employees had been giving away free hamburgers?

Finally, what about Cheryl? What should she do?

6 After the 3rd straight day of ringing in after 7:00, Chris decided he'd better do something. His night life was getting better all the time, and it was getting harder and harder to get up in the mornings. The main thing that got Chris was that he knew his pay was getting docked everytime he clocked in late. Anytime he clocked in after 7:00, he was docked 'til 7:15. This happened even if he rang in at 7:01. Since it was costing him money, he worked out a little plan.

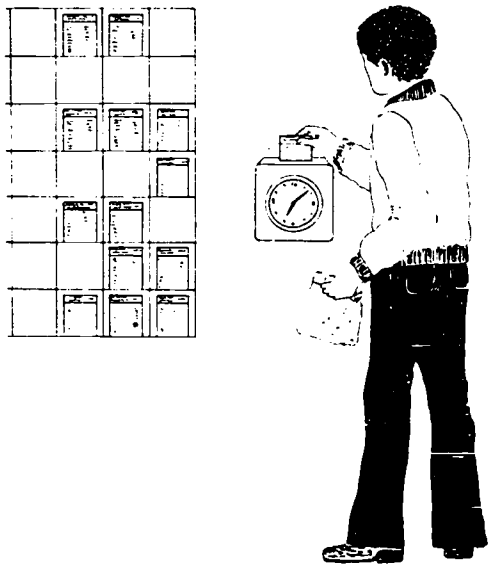

Chris went over to talk to Dan at lunch time. He had known Dan in school the year before. Dan was a very quiet person who no one ever paid much attention to. Chris knew that Dan would do just about anything for someone who treated him half-way decent. So, Chris went up to him and pulled the old buddy-buddy act and suggested they split a pizza together after work.

Later, while they were talking, Chris really laid it on thick. Finally, he mentioned that he'd sure appreciate a little favor. Dan eagerly asked what it was. Chris said it wasn't much; he'd just really appreciate it if Dan would simply punch his time card for him on mornings that he wasn't able to get to work by 7:00. Dan seemed a little concerned at first, but then he finally agreed to do it.

Everything went smoothly, and Chris began coming in later and later. Without fail Dan would punch Chris's time card in at 6:55 or 6:56. It was such a beautiful situation that before long Chris started to leave work early. Dan would always punch his time card out for him. Twice Chris skipped work altogether.

After 2 weeks on the new set-up, pay day finally rolled around. Around 10:00 Chris noticed the supervisor was coming around handing out paychecks to the guys. When he got to Chris, he didn't smile like he usually did. Instead, he tossed Chris's envelope to him and said, "Last one for you, smart boy. We've been on to you for 2 weeks. Your pink slip is inside."

Forget about Chris for a minute and think about Dan. Do you suppose that he got his pink slip, too? Do you think it was fair for Chris to get Dan to do what he did?

Okay what about Chris? What do you think about what he did? If he hadn't been nailed would it have been all right for him to keep on doing it?

Suppose *you* were an employer. What would you do if you had someone like Chris working for you?

How do you figure Chris will handle his next job application? Remember, applications nearly always have a "Reason for leaving" section for past jobs. If it were *you,* how would *you* handle it? (See AWE 2, "Getting Your Job," page 12.)

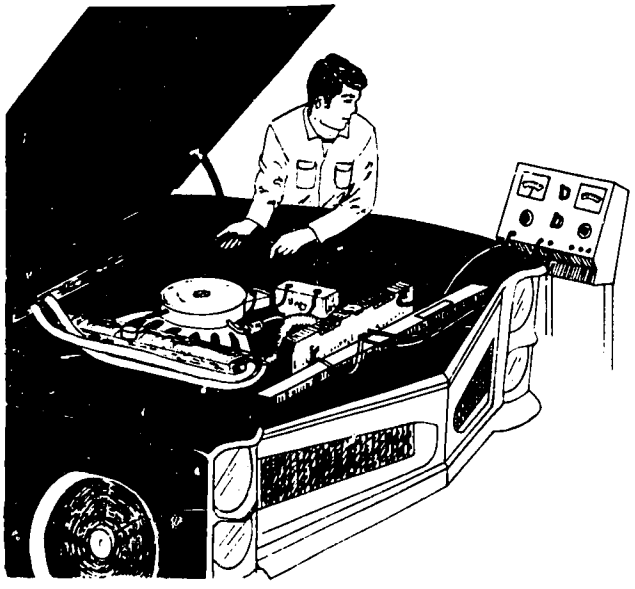

Marty was worried. Gene, the owner of the garage where he worked, had called a meeting of all the mechanics and helpers earlier in the afternoon. Gene told them that something was very wrong with the stock inventory; someone was taking unauthorized parts. Regardless of what was being done with the parts, it was stealing as far as Gene was concerned. He said that he was losing so many parts that he couldn't even break even. Since he had no idea who was doing it, he was going to have to make everybody pay. Unless the guilty person came across, or someone else would tell who it was, *everyone* was going to be cut to half-time.

Marty's friend Chuck also worked at the garage. They were good friends, but they were like night and day. Marty was quiet and serious. He had taken the mechanic's job so he could go to tech school in the fall. Chuck, on the other hand, didn't seem to care about anything. His family had money, and he really didn't have to work. His dad was going to pay his way to tech school in the fall. In fact, his dad had gotten the mechanic's job for him.

There was a real catch. Ever since mid-June Chuck had been kind of privately bragging about all of the things he was ripping off from the garage. Marty didn't approve of the whole thing, but he had never said anything to anybody....

Okay, think about it. First of all, do you think that Gene, the garage owner, is justified in cutting everyone to half-time? Are there other ways he could deal with the problem?

Marty is in a bind. Chuck is his close friend, but....well, what would *you* do if you were in Marty's shoes?

No matter what you'd like to call it, Chuck was stealing. Since Marty knew all about it, where does that put Marty?

Suppose you lost a job because of stealing. How would you explain it to your next employer?

8 Because his new job was 18 miles from home, Bob figured it was time to get a better car. Besides, he was clearing almost $400 a month, and he figured he could afford it. He was 21, but he had neither a credit rating nor collateral. So, the finance company said he'd have to get a co-signer for his loan. His parents couldn't help, but his favorite aunt, Aunt Judy, said she'd co-sign.

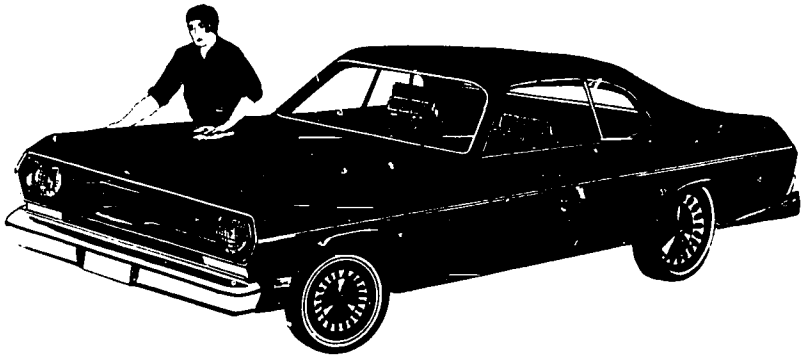

Well, his aunt co-signed, and then shortly afterward, she had to go out of state to take care of Bob's grandmother who had gotten sick. Bob assured her there'd be no problem; he'd make the payments.

Bob's loan came to $1,239.84 beyond his down payment of $250. His payments for 24 months, including interest were $51.66 a month. He made the February and March payments on time with no problem. By April, though, he was short on cash; he'd bought mag wheels and outside pipes for his car. So, he figured he'd just skip the payment. He didn't suppose that the finance company would mind if he'd make the missed payment during May. By the middle of May, he began to get little reminders and notices, but he didn't start worrying. He was confident he'd get caught up, so he didn't bother to go in and see the people at the finance company.

In the 3rd week of May, Bob got a raise on his job. He'd wanted a tape deck for his car for a long time, and this was his chance to get one. Well, when the end of May rolled around, he was short on cash again, and he couldn't make his car payment for the second month in a row. He really felt bad about it, and he vowed to himself to get it together and make his June payment no matter what.

On the morning of June 11, Bob went out as usual to get in his car and drive the 18 miles to work. His car was gone! He ran back into the house and called the police to report that his car had been stolen. When he told the officer on the phone his name, kind of car, and license number, the officer started to shuffle through some papers. Finally he said, "Your car hasn't been stolen. The finance company repossessed it last night. They've already called in to report it to us."

What would *your* first reaction be in this situation?

What about your job? Would you remember to call in? How would you get to work? How would your boss react if you missed 3 or 4 days of work because of no transportation?

Where does Bob stand with the finance company? Are they in the right? What do you suppose will happen to Bob's car and his loan?

Does this cause Bob's Aunt Judy any legal problems? How do you think she will feel towards Bob after this?

9 At last he was driving a lift truck! After waiting more than a year, Don's chance had finally come. Besides being a fun job, being a lift truck driver meant a $1.18 hourly raise for him. The crew of lift truck operators was a different kind of bunch, and Don had envied them from the start. They weren't required to be in one spot all day long. They were free to move all over the plant. And when they weren't running, they could just sit and talk.

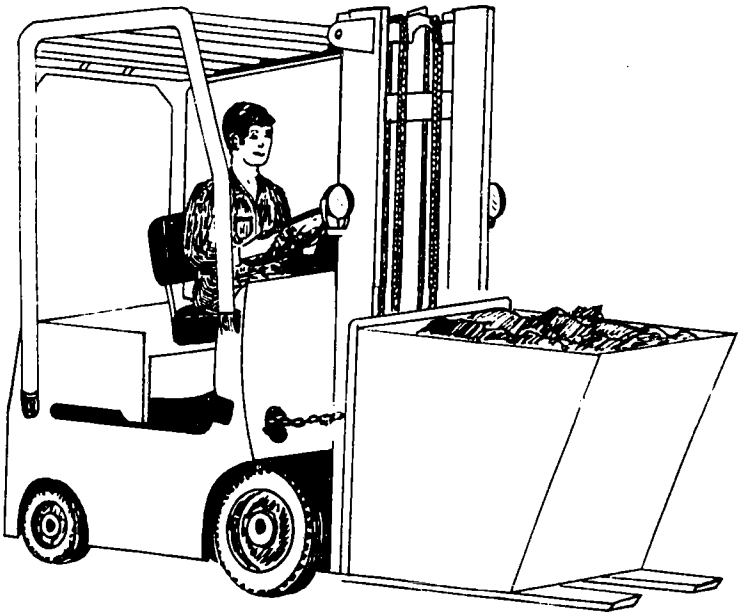

The supervisor took Don aside to explain to him the things that a lift truck driver needed to know. Don listened in the same frame of mind that he was in when he'd studied for his driver's license test a couple of years before. He politely listened to everything, but he really didn't hear anything as the supervisor explained the safety regulations to him.

Don stopped doing 2 things after his first day of driving the lift truck: he stopped using the safety chain to hook his load to his lift truck; and he stopped honking his horn when he approached a turn in the lift truck lane. As far as Don could see, the other drivers never did these things. Besides, a few of them laughed at him when they saw that he did. To Don, being accepted by the other drivers as being "one of the boys" meant almost as much as the driving itself. Anyway fastening the safety chain and taking time to honk were a drag.

By the end of the first week everything was going fine. Don felt comfortable and confident about his new job. On Monday morning just before lunch, Don was running a load of scrap metal to the scrap baler. He was in a hurry because it was his last load before lunch. He came around a corner fast -- he hadn't honked because no one ever crossed there. But on that day a clean-up man happened to be pushing a wheelbarrow across the lane....

What do you suppose happened?

Even if Don could stop in time, what would happen to his load?

No matter what would happen, the clean-up man would very likely be killed. If *you* were driving the lift truck, how do you think you would feel during the first few seconds after it happened?

No doubt Don would instantly lose his job. That'd all go down in his work record, of course, and that would be bad. But what about the dead worker's family? Could they press charges of manslaughter or criminal negligence? Check this out....

ERIC

10 The goggles looked funny. They sure weren't designed to look nice. Besides that, they were uncomfortable and hot to wear. That's why Tom had stopped wearing them. Oh, he'd been told all about eye safety, and he read the company handbook and everything. He just didn't like to wear his goggles. His grinding wheel had a shield over it, and he was very careful when he worked So, he figured he was safe enough.

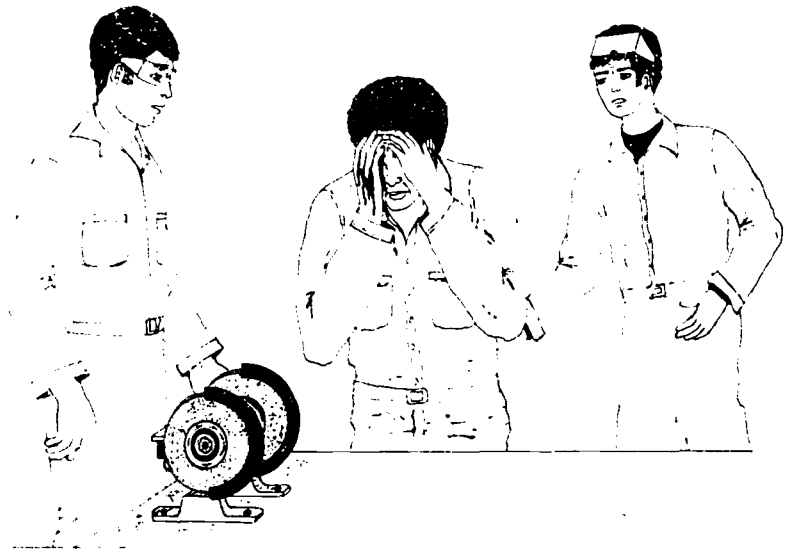

What Tom didn't take into consideration was his safety when he was *away* from his machine. One morning after his coffee break as he was heading back to his grinder, he passed by some other machines that were already running. As he turned to say hi to one of the operators, the sliver hit him in the eye like a bullet. He screamed and instantly covered his face with his hands. Blood and fluid from his eye began to trickle from beneath his hands as he stumbled blindly....

What does it feel like to have a tiny bug or speck of dirt in your eye? How long can you stand it?

Was Tom's situation the result of an unsafe act or an unsafe condition (see AWE 7, "Getting Started on Your New Job")? What's the difference between the two?

Try going through an entire class period with one of your eyes completely covered, so you can't see anything with it. Afterward, write down what it was like being able to see out of only one eye.

List at least 5 safety precautions that you follow on your job:

1.

2.

3.

4.

5.

Note to the teacher:

An excellent film that can be shown in conjunction with this section is "It's Up To You," a 15-minute color film distributed by the Harvest Films Incorporated Company, 309 Fifth Ave., New York, New York 10016. This is a very graphic film about what can happen when safety glasses are not worn.

Conclusion:

You've just read about and thought about 10 widely different situations that all stem from or can affect working on a job. If you conscientiously wrote down your feelings about each of the situations, you should have a good start on developing new kinds of attitudes about jobs. These are the kinds of attitudes that can help you become a good worker and be successful on on your job no matter what kind of job it is. In short, these are the kinds of attitudes that a mature worker develops so that his job can become a satisfying part of his life.

If your class hasn't already done it, an interesting extension to this unit would be to spend a day or two in class discussing other kinds of negative situations on jobs that you've heard about. Finally, it would be good to wind up by discussing the many positive things that can result when workers put forth effort to get along on their jobs.

ACCESSION NUMBER: VT100667

PUBLICATION DATE: 72

TITLE: BUILDING AN INSURANCE PROGRAM.

PERSONAL AUTHOR: SHANNON, THEODORE P.

DESCRIPTORS: *INSURANCE PROGRAMS; *HEALTH INSURANCE; *FIRE INSURANCE; *VOCATIONAL EDUCATION

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 558

ABSTRACT: BASIC FACTS ABOUT INSURANCE AND INSURANCE PROGRAMS ARE PROVIDED IN THIS SUPPLEMENTARY READING MATERIAL FOR THE HIGH SCHOOL STUDENT ABOUT TO GRADUATE. CONTENTS INCLUDE THE REASONS FOR INSURANCE AND INFORMATION ABOUT LIFE INSURANCE, CAR INSURANCE, PROPERTY AND LIABILITY INSURANCE, AND HEALTH INSURANCE. THEIR IMPORTANCE AND VALUE ARE DEMONSTRATED BY SUGGESTED SITUATIONS. SAMPLE INSURANCE FORMS AND A SHORT EXERCISE FOR USE IN TESTING STUDENT UNDERSTANDING ARE INCLUDED. (MU)

REPORT NUMBER: AGDEX 900/12 AAE 9

AVAILABILITY: AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, ROOM 201, 2120 FYFFE ROAD, COLUMBUS, OHIO 43210

INSTITUTION NAME: OHIO STATE DEPT. OF EDUCATION, COLUMBUS. AGRICULTURAL EDUCATION SERVICE.; OHIO STATE UNIV., COLUMBUS. DEPT. OF AGRICULTURAL EDUCATION.

VT 100667

AGDEX 900/12

AWE 9

BUILDING AN INSURANCE PROGRAM

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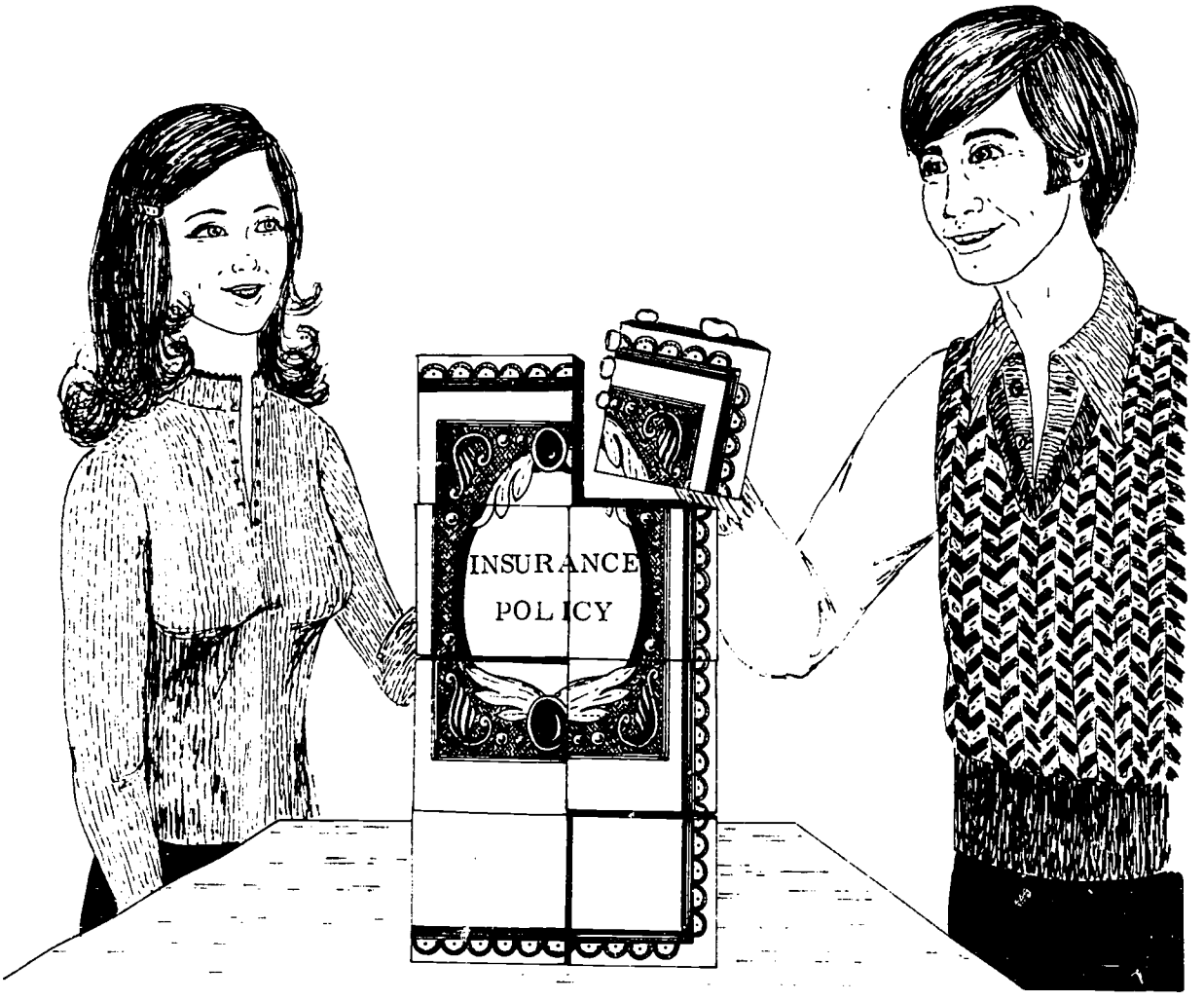

THE OHIO AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE

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Department of Agricultural Education
The Ohio State University

1972

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VT 100 667

BUILDING AN INSURANCE PROGRAM

Prepared by Theodore P. Shannon, Associate
Curriculum Materials Service

Typing and Layout by Evelyn Roediger

Illustrations by Susan Bastian

Distributed by the Ohio Agricultural Education Curriculum Materials Service
Dr. Harlan E. Ridenour, Director

Introduction to the unit:

Right now as you're finishing high school, the thought of buying insurance probably seems like a drag to you. Well, doesn't it? When you get out and start working full time, there's probably all kinds of things you'll want to buy. There's nothing wrong with that. The only thing is, a lot of young people (in fact, people of all ages) sometimes don't give enough thought to insurance. To pay $400 to $500 a year for all kinds of insurance seems like a waste. What do you think? Okay, after you graduate you'll probably run right out and buy a new car. Then you'll probably rent a place of your own; maybe you'll even buy a house in a couple of years. Of course you'll need furniture and clothes so you'll start using credit. Everything's fine until one afternoon you're driving home from work and WHAMMO! The next thing you know you're in the hospital really racked up. Right away that means medical and hospital bills. After awhile you find out that you'd run a red light and hit another car. So you've got a traffic fine to pay plus replacing the other guy's car plus paying his medical expenses. We won't even talk about the fact that he could probably sue you. Anyway, what about your car? It'll have to be repaired or replaced. Hey, this is only half of it -- what about all your credit bills? If you're laid up in the hospital, you can't be at work. And if you're not working, there won't be any money to pay the bills.... Are you starting to get the picture? Just to make sure, let's add a few more details. Besides everything else, you have a wife and a baby. Your injuries are so bad that you don't recover -- you die. What then? You've left two people in a very bad situation. There'll be funeral expenses... want to go on? We could, but this unit is not written to scare you. It's written to give you some basic information that can help you when you're planning your personal insurance program. Don't forget -- the things that you just read about DO happen in real life, and you are a real person....

Areas of study in this unit:

A. What insurance is all about

B. Life insurance

C. Automobile insurance

D. Property and liability insurance

E. Health insurance

Things you should be able to do when you're finished with this unit:

1. Fill out the sample application forms in this unit.
2. Describe the difference between a good risk and a bad risk.
3. Define what a "beneficiary" is.
4. List 4 reasons why it's smart to begin thinking about life insurance right after high school.
5. Describe the difference between mutual companies and stock companies.
6. Describe the difference between whole life insurance and term life insurance.
7. Define what a "rider" is.
8. List the 7 areas of automobile insurance coverage described in this unit.
9. List at least 8 things that affect the cost of auto insurance.
10. Describe the difference between hospitalization insurance and major medical insurance.
11. Correctly answer the matching questions at the end of this unit.

ALWAYS underline words you don't know. Ask the teacher about them.

A. What insurance is all about

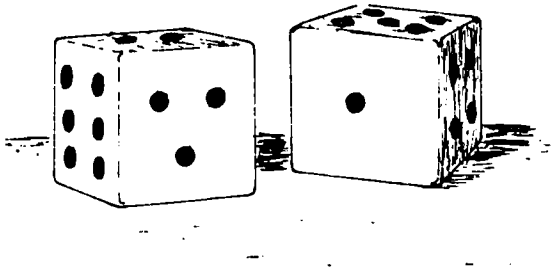

Insurance is a gamble. It's a game of chance. When you buy insurance, you're betting that something is going to happen. If an insurance company sells you a policy, it's betting against you. The company is playing the odds that something won't happen to you (or isn't likely to happen to you). Insurance companies use averages. This is the way they decide if people are good risks or bad risks. When a company is willing to take a chance on you, you're a good risk. The averages show that what you think might happen to you--is not likely to happen. The company is willing to take a

chance with you. They'll bet with you. On the other hand, if you've had some bad scenes, or averages show that a lot of people like you have, then you are a bad risk. In other words when you're betting that something is going to happen to you, the company is agreeing with you. This is exactly what happens when a person with a bad driving record can't get automobile insurance. He's a bad risk for the company and the company says so.

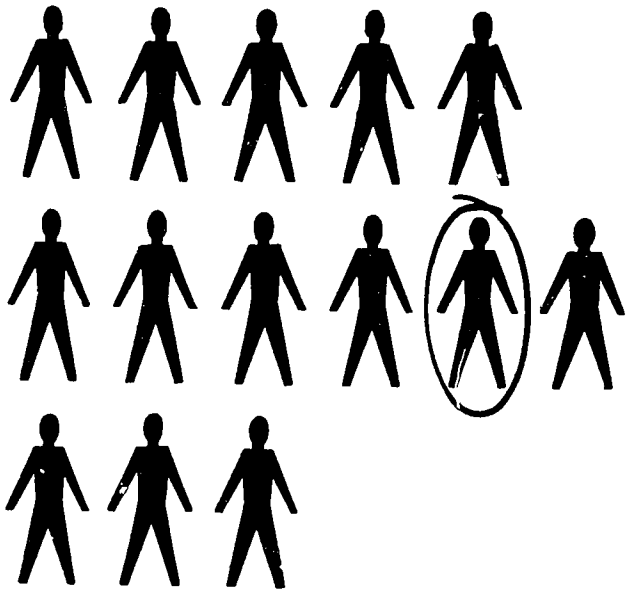

The reason insurance companies can stay in business is the way they handle money. If a company takes you as a client and sells you a policy, you start to pay for it. The company is selling policies to thousands of other people. The company takes this money and uses it to make more money for the company. Sure, if something happens to you, the company will pay. But remember, the company wouldn't have sold to you unless you were a good risk. By the time anything does happen to you, the company has made money from what you've paid in.

By this time you're probably thinking, "Why can't I just play the same odds myself -- for free?" Well, you can -- but, even if its free, can you afford it??? What if you are the 1 in 10,000? Insurance companies are in business because people can't afford to personally assume the risk. Many people take

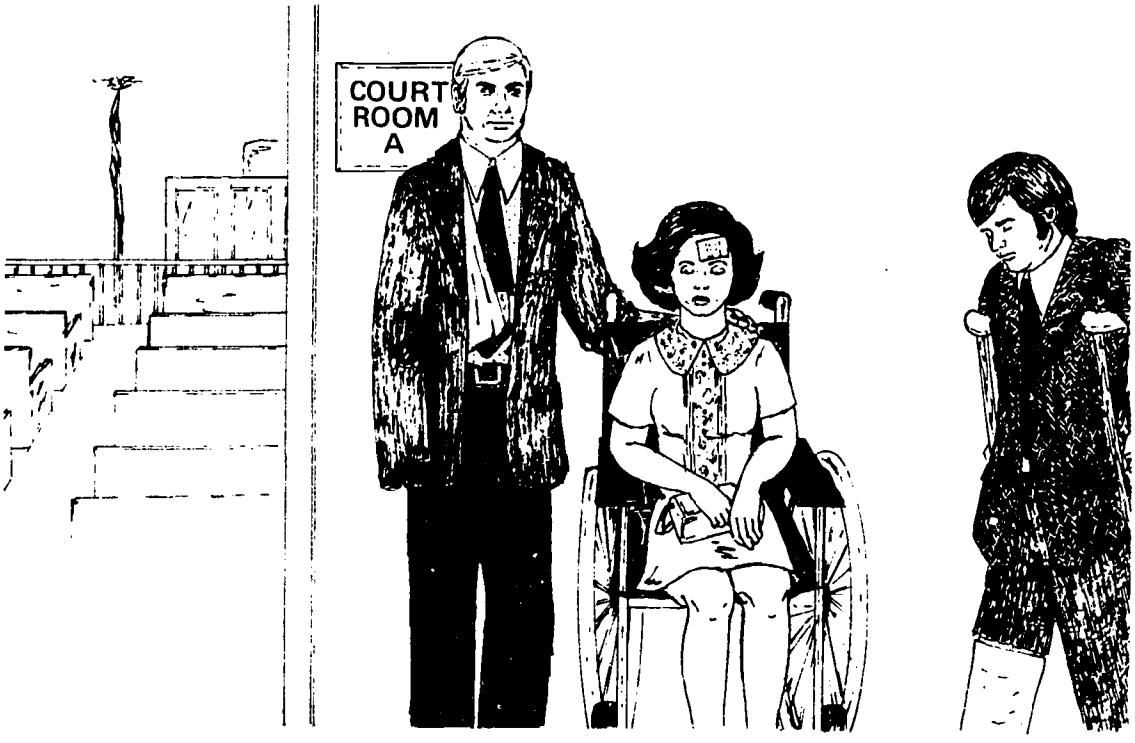

automobile insurance for 40 or 50 years and never have a claim against their policies. Oh, maybe a broken windshield or something, but nothing big. Over those 40 or 50 years these people may have paid in several thousand dollars for their policies. But, what about the person who has just one accident -- and it's his fault? The expenses that come out of just one accident like this can be unbelievable - $10,000, $25,000, $50,000, $80,000, $110,000. . . That's why people can't afford to take the risk upon upon themselves. A person really has no choice but to bet that something is going to happen to him and then hope it doesn't.

B. Life insurance

Of all the kinds of insurance, life insurance is probably the most important. It's important for all single persons, and it's very important for married men and women. The way a life insurance policy works is simple. Suppose you buy a life insurance policy for $5000. Since you aren't married, you name someone in your family as beneficiary. Your beneficiary is the person who will receive the money from your insurance policy when you die. You may go along for a few years and keep your policy paid up; then one day your "number" comes up: you have an accident and are injured very badly. After many days in the hospital with operations and everything, you die. Well, you're gone and you don't have to worry anymore -- but what about the hospital bills and the funeral expenses? Those still have to be paid whether you're around or not. And, if you were living at home helping to support your family, how would your income be replaced? Well, here is where your $5000 life insurance policy is worth its weight in gold.

This same kind of thinking is even more important when it comes to a married man. Suppose he and his wife have 2 children and a $20,000 mortgage on a house. Of course his wife probably can't work because she has to take care of the children. Where would she be if the husband died and had no life insurance? How could she support herself and the children? How could she keep on paying for the house? You'd have to agree that it would be mighty rough for her. If the husband had purchased the right kind of life insurance, the mortgage could be taken care of and the wife would receive some cash, too.

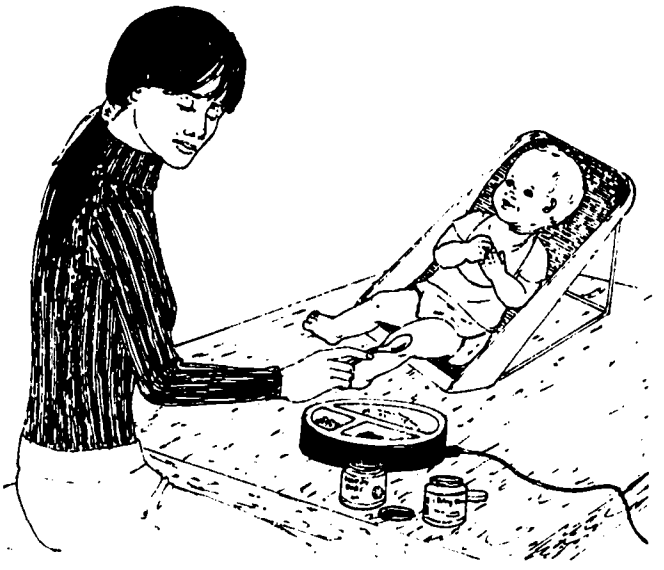

The reason for having life insurance, then, is not for the policyholder himself. It's for the policyholder's survivors -- the persons he leaves behind when he dies. A lot of people can't (or won't) look this far ahead. They say, "Well, when I'm dead and gone, what does it matter?" Just ask his survivors how much it matters....

Like other kinds of insurance, life insurance can become very complicated. This unit is not going to explain about all the details of life insurance. That's a job

for an insurance agent.* This unit will go on to cover some of the basic facts about life insurance and other kinds of insurance so that you can take the first step in building your own insurance program.

There are 3 main questions to consider when you're thinking about life insurance:

1. When should you buy?

2. How much should you buy?

3. What kind should you buy?

When you should buy, like the other 2 questions, is something only you can answer. There are no particular age limits. If you want to, you can start buying life insurance while you're still in school. Probably the time to begin to think seriously about life insurance is within 2 years or so after you graduate. There are 4 reasons that support this idea (next page):

$10,000 for about $120 a year

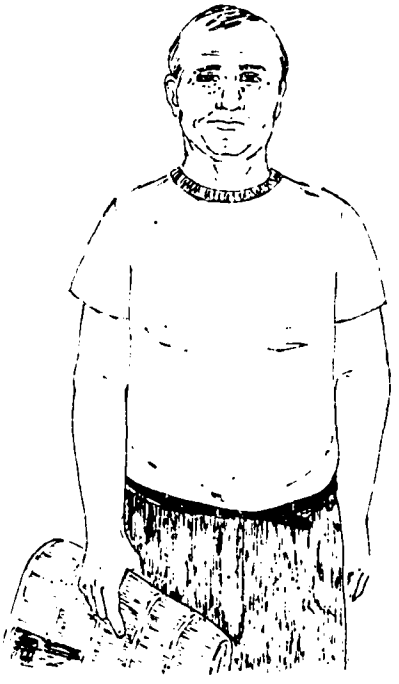

$10,000 for about $300 a year

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*It would be helpful to invite some insurance agents into your class. They can explain the details about the different kinds of insurance. They can also provide information for the sample application forms in this unit.

1. Your age: you'll be young, and the premium (cost of the insurance) will be low. The older you get, the more it costs to buy life insurance. Also, the sooner you buy, the sooner your policy begins to build loan value and cash value.

2. Your health: you're healthy now, but as you get older the probability of having bad health increases. If you're unlucky or not careful and fall into bad health, the cost of life insurance zooms -- or, you might not be able to buy any at any price.

3. Your occupation: cost of life insurance is affected by what kind of work you do. It's a good bet that you probably won't be into any really hazardous (dangerous) jobs during your first couple of years out of school. But what about after that? Not too many of us know for sure what kind of work we'll be doing 4 or 5 years from now. And the thing is, people don't really think about life insurance until they get into hazardous jobs; yet then it's almost too late. If they can get it at all, it will be very expensive. Hobbies are also something to think about. Suppose your hobby is driving 190 mph dragsters on Sunday afternoons. You'd probably have a hard time finding an insurance agent who'd be anxious to sell to you....

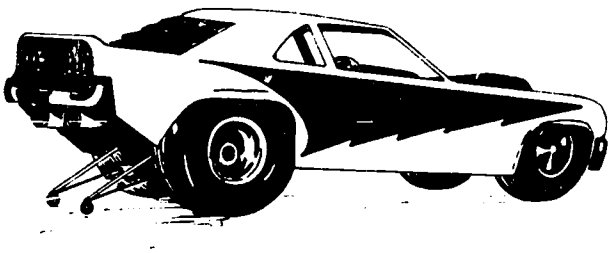

4. Your need for protection: right now and always in the future you have a need for protection, or at least your family does. Protection from what? From things like expensive medical, hospital, funeral, mortgage, and credit-debts. It's not fun to think or talk about, but these problems do occur. . .

These items are the most important basic things to think about with life insurance. Now let's look at a few other things you need to keep in mind. When you're about to buy that first policy, the amount (what the policy is worth) is important. And the amount is related to the premium you'll be paying, too. It's really hard to say what kind of coverage a young person should start out with. This depends on each person's needs and what he or she can afford. Usually, the best place to start is between $5000 and $10,000. This would seem to cover most person's needs, and the cost is not great. To go through the trouble to start a $1000 or $2000 policy is hardly worth the effort (although it is better than nothing). On the other hand, for a young person just out of school to start right in with $20,000 or more is a little silly (unless he's got a pipeline of money coming in to pay for it).

It is very, very, important for you to choose a good insurance agent. There are no rules to point out here. This is something you have to do yourself. Two things you might want to be very careful with are: buying from people who come directly to you to sell to you; and buying from an agent just because he's a friend of the family. Now don't get the wrong idea. These people might offer you great coverage at reasonable rates. The thing is, let that be the reason you'd buy from them. Don't buy from someone just because he's nice to you or puts the pressure on you. Be smart enough to know what you're looking for. Be sharp enough to know the difference between a good deal and a bad deal. When you're looking around for an agent, ask everyone you know. Make telephone calls. Sooner or later you'll come up with some good names.

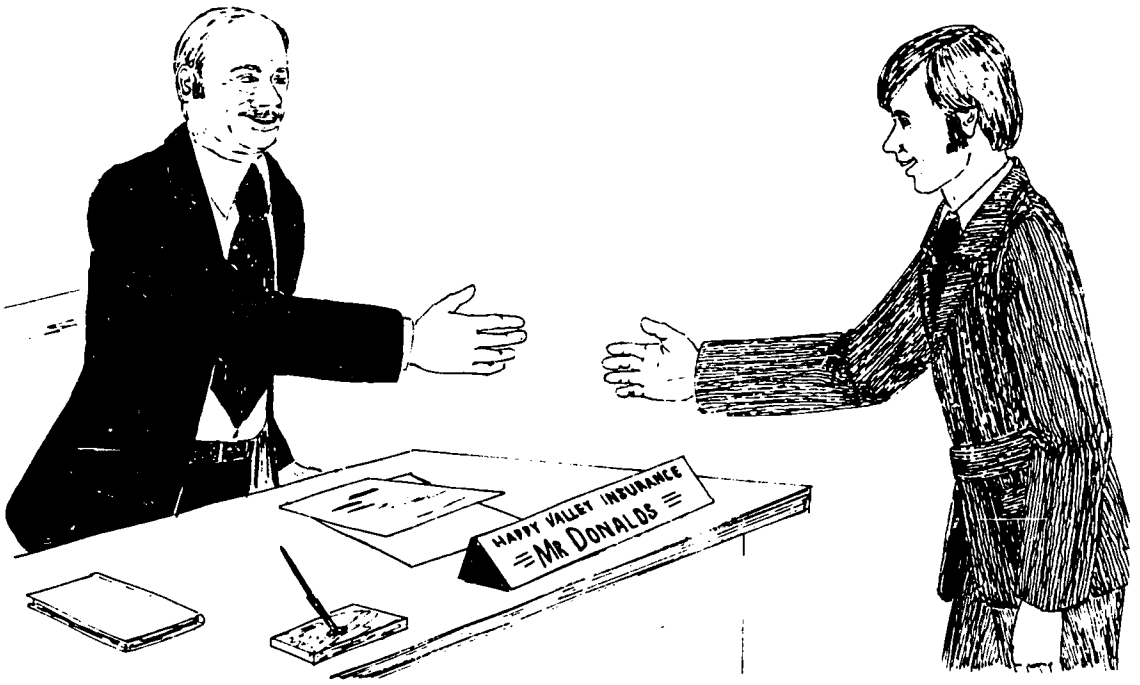

Once you find a good life insurance agent, stick with him. Let him help you plan your life insurance program. Don't go out and buy a lot of different little policies from different companies. That can get pretty expensive. Another thing to keep in mind is this: once a policy is started, it's not wise to change it much or drop it. This is another reason for dealing with just one good agent. He can help you and advise you all along the way.

There are a few terms that you ought to know at this point (really, there are many terms, but most of them can be better explained to you by an insurance agent). The first two terms deal with companies. There are two kinds of life insurance companies: mutual companies and stock companies. "Mutual" and "stock" refer to how the companies are set up. What these terms mean to you is simple. If you buy from a mutual company, the premium will be higher than for a stock company, but you can receive dividends. This means you can get some money back each year. The amount you get back depends upon how successful the year has been for your insurance company. There are several ways you can use your dividend. You can:

a. receive it as a cash payment

b. let the company put it back toward your premium (which will lower what you have to pay)

c. purchase more life insurance

d. let it draw interest like a savings account

If you buy from a stock company, there are no dividends but your premium will be lower (on the average) than it would be with a mutual company. So, it's up to you to decide which way you want to go.

Both kinds of companies offer two basic types of life insurance: whole life and term. Whole life has many other names like "straight life," "permanent cash value," "ordinary life," and "limited payment." They all mean whole life. On the other hand, term insurance usually has no other name.

With whole life, you keep on paying for it and it becomes worth more to you. Term insurance is cheaper than whole life, but it only covers a certain term (a period of time, like 20 years); then it's finished. This difference is for a reason. When you're first building your insurance program, whole life is what you'd want. But, as you get a little older, you'll probably buy a house, or you might start a business. You'd need extra insurance on yourself then, but not always. That's when you'd buy term insurance. For a reasonable cost you can have the extra coverage you'll need for the time period that you'll need it. So, with whole life insurance, the coverage, cash value, and loan value are yours as long as you keep paying for it. With term life insurance the coverage stays in effect only for a specified period of time, then it's not worth anything. One interesting thing to know about whole life is that if you live to be 100 (or 99 or 98, depending on the company), the policy becomes yours. The company gives it over to you and it'll never cost you another cent. That's something to look forward to ....

Last of all, another term you ought to know about is rider. A rider is some thing extra you and your agent add to your basic policy. Riders cost a tiny bit more, but they could prove to be invaluable to you later on. Some common riders you'd want to think about (especially if you're a guy) are:

1. Waiver of Premium - If you're sick or injured past a certain time limit and are unable to work, the company will pay your premium for you.

2. Guaranteed Insurability (or Guaranteed Purchase Option) - This means that at certain ages (usually 25, 28, 31, 34, 37, and 40) you will be offered the chance to buy more life insurance coverage with no questions asked. Without this rider you just might not be able to get extra insurance later when you need it (remember when we talked about your health and occupation??).

NOW .....

8 YEARS FROM NOW?

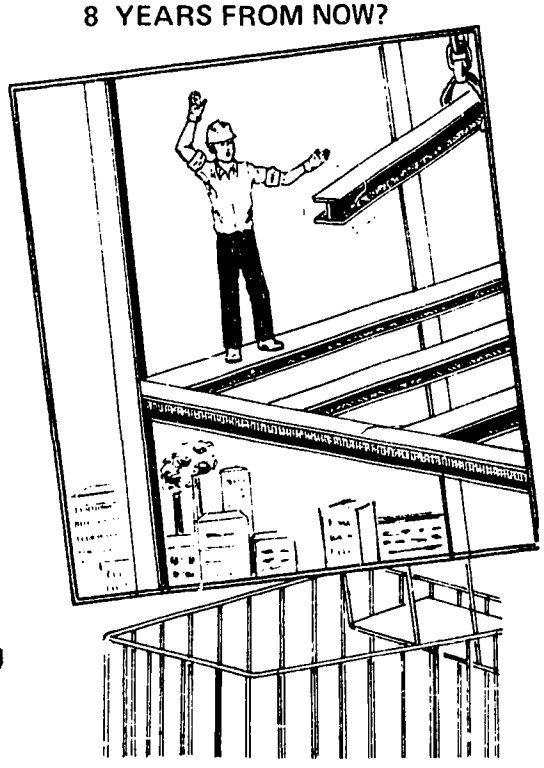

3. Accidental Death - This applies if your death would be accidental rather than natural. This is where the old term "double indemnity" comes in. If your death would be accidental, your life insurance policy would pay twice as much. A $10,000 policy would pay $20,000.

4. Family Protection - This guarantees you the option of insuring your wife and children later on.

5. Term Riders - These are like buying a term policy, only simpler. Term riders can pay off your house or provide an income for your wife.

Well, that's about it for life insurance. There's much more to it than what we've covered in this unit, but that's information for an insurance agent to handle. Remember: search around for a good agent, and when you find one, stick with him. Above all else, ASK QUESTIONS about anything you don't understand BEFORE you sign anything. Asking questions doesn't cost you anything. Not asking questions could cost you plenty....

On the next three pages are some sample forms. On pages 10 and 11 are the application forms, and on page 12 are the bottom stubs from the forms. The completed form was filled out by Dave Palmer. He was 21 1/2 when he filled out the form. The figures shown are for the kind of insurance he wanted based on his age. If you're younger than that, actual figures for you would probably be a little less. The bottom stubs are your authorization for an investigation and your receipt. Look over the completed application and then fill out the blank one for yourself.

(It might be a good idea to wait to do this until you can have an insurance agent come into your class.)

ERIC

APPLICATION FOR INSURANCE TO

Investors Syndicate Life INSURANCE AND ANNUITY COMPANY

PART 1 — No. 000000

1. Full Name of Proposed Insured: DAVID LEE PALMER — Sex: X M / F

2. Insurance Age: 21½ — Birthdate: JUNE 11, 1951 — Country or State Where Born: OHIO

3. a. Res. No. and St. or R.F.D. City County State ZIP: 541 FRAZER ST. AVONDALE, OHIO ZIP 44197 — Years: 21

b. Where are premium notices to be sent? SAME ADDRESS ZIP

4. Is this insurance intended to replace or change existing life insurance or annuities? Yes / No: X

5. Has any application ever been made on Proposed Insured's life to this or any other insurance company which has been declined, postponed or modified as to amount, plan or premiums? If yes, explain in Item 19. Yes / No: X

6. Has Proposed Insured in the past 5 years flown as a pilot, crew member, or passenger on other than scheduled airlines, or does he intend to do so? If yes, complete Aviation Questionnaire Form L36. Yes / No: X

7. Amount of Life Insurance in force on Proposed Insured

Company	Amount	ADB	Yr. Issued
NONE			

8. Type of Business or Trade: ELECTRICIAN'S HELPER

Occupation-Duties: WORK ON MAINTENANCE OF A FACTORY'S ELEC. SYST.

9. INSURANCE APPLIED FOR

a. **Base Plan:** (if other than ISP) _____ Amount $ 10,000 (if ISP) Units _____ or ICA $ _____ for ____ years

b. **Additional Benefits:**
- ISP RIDER – Units _____ or ICA $ _____ for ____ years
- X Waiver of Premium
- X Accidental Death – Amount $ 10,000
- X Guaranteed Purchase Rider – Amount $ 10,000
- Nominator Insurance / FIR / CIR } Complete appropriate application form
- X $10. POLICY CHARGE

c. **Total Annual Premium** $ 146.00 (Include all riders and benefits)

d. **Premiums Payable** A SA Q (M) (Circle one) X Bank Auth / Dated Checks / Mtl Allot

e. Amount paid with this Application $ 12.77

f. Automatic Premium Loan Provision is NOT to apply

10. **Ownership:** If Owner is other than the Proposed Insured:

	Name	Relationship
Owner		
Contingent Owner		

If Proposed Insured is under insurance age 22, ownership shall mean nominator ownership unless permanent ownership is requested in Item 19.

11. **Beneficiary:** (Give full name, and relationship to Proposed Insured)

Primary: (Unless otherwise stated herein, proceeds will be paid equally to those living at death of Insured.) — Relationship

JACK W. PALMER — FATHER

Contingent, if no primary beneficiary survives Insured: (Unless otherwise stated herein, proceeds will be paid equally to those living at death of Insured.) — Relationship

HEALTH AND MEDICAL HISTORY OF PROPOSED INSURED (Do Not Answer Questions 12 Through 18 if Being Examined By Physician)

12. Exact height 5 ft 9 in and weight 160 lbs (clothed)

Birth weight if under 12 months of age _____ lbs _____ oz

13. Is Proposed Insured now under medication, treatment or consultation for any disease, ailment or condition? Yes / No: X

14. Has Proposed Insured had any illness, injury, operation or condition in the past 5 years which has Yes / No:
- a. Caused him to consult any physician or other practitioner? X
- b. Confined him to a hospital, sanitarium, or clinic? X

15. Has Proposed Insured ever been treated for, taken medication for, or had any known indication of any disease or disorder of Yes / No:
- a. Heart, blood pressure, blood or blood vessels? X
- b. Lungs or bronchi? X
- c. Brain or nervous system? X
- d. Liver, stomach, intestines or rectum? X
- e. Kidneys, bladder, genital organs, or any part of urinary tract? X
- f. Thyroid, diabetes, or glands? X
- g. Any other disease, disorder or physical or mental condition? X

16. Is there any family history of Tuberculosis, diabetes, cancer, high blood pressure, heart or kidney disease, mental condition or suicide? (Father, Mother, Brothers or Sisters) Yes / No: X

17. Questionnaire for Women Yes / No
- a. Has Proposed Insured had any female disorder or difficulty in pregnancy?
- b. Is Proposed Insured now pregnant?

18. If any answer is "Yes" in Questions 13 through 17, give details below. Include, where applicable, the reasons for any consultation and dates, the patient or clinic number, and the names and addresses of all physicians, hospitals, etc.

19. Remarks, explanations and special instructions

20. Home Office Corrections and Additions

IT IS AGREED: (1) that unless the Company is bound by the conditional receipt bearing the same number as this application, there shall be no liability hereunder until a policy has been delivered to the Owner and the first premium paid in full, all while the health and other conditions relating to the insurability of the Proposed Insured remain as described in this application. (2) that the statements and answers on this application, including Part II of Medical Examination, if any, and any additional supporting signed statements are, to the best of my knowledge and belief, complete and true whether written by the hand of the Proposed Insured or otherwise and are to be considered the basis of any insurance issued hereon, and the knowledge of the Proposed Insured shall be deemed knowledge of the Owner. (3) no agent or other person, except an officer of the Company, has authority to accept any representation or information not contained in this application or to modify any contract of insurance or to waive any requirement in the application or in the contract of insurance. (4) that acceptance of any policy issued on this application, whether or not on the plan applied for and at the premium rate stated above, will constitute a ratification of any change in the form of the policy, or correction in or addition to the application, made by the Company in the space headed "Home Office Corrections and Additions" copy of which, attached to the policy, constitutes sufficient notice of the change made.

Dated at AVONDALE (City) OHIO (State) this 12TH day of DECEMBER 19 72

SAMPLE

David Lee Palmer
Proposed Insured (May be omitted below age 15)

James Cummins
Licensed Representative

Owner or Nominator, if other than Proposed Insured

APPLICATION FOR INSURANCE TO

PART 1

Investors Syndicate Life INSURANCE AND ANNUITY COMPANY

№ 000000

1. Full Name of Proposed Insured — Sex: M / F

2. Insurance Age | Birthdate | Country or State Where Born

3. a. Res. No. and St. or R.F.D. - City, County, State, ZIP — Years

ZIP

b. Where are premium notices to be sent? ZIP

4. Is this insurance intended to replace or change existing life insurance or annuities? Yes No

5. Has any application ever been made on Proposed Insured's life to this or any other insurance company which has been declined, postponed or modified as to amount, plan or premiums? If yes, explain in Item 19. Yes No

6. Has Proposed Insured in the past 5 years flown as a pilot, crew member or passenger on other than scheduled airlines or does he intend to do so? If yes, complete Aviation Questionnaire Form L36. Yes No

7. Amount of Life Insurance in force on Proposed Insured

Company	Amount	ADB	Yr. Issued

8. Type of Business or Trade

Occupation - Duties

9. INSURANCE APPLIED FOR

a. **Base Plan:** (if other than ISP) _____ Amount $_____

(if ISP) Units _____ or ICA $_____ for ____ years

b. **Additional Benefits:**

ISP RIDER - Units _____ or ICA $_____ for ____ years

Waiver of Premium

Accidental Death Amount $_____

Guaranteed Purchase Rider Amount $_____

Nominator Insurance FIR CIR } Complete appropriate application form

c. **Total Annual Premium $**_____ (Include all riders and benefits)

d. **Premiums Payable** A SA Q M (Circle one) Bank Dated Mtl Auth Checks Allot

e. Amount paid with this Application $_____

f. Automatic Premium Loan Provision is ____ to apply

10. **Ownership:** (If Owner is other than the Proposed Insured)

	Name	Relationship
Owner		
Contingent Owner		

If Proposed Insured is under insurance age 22, ownership shall mean nominator ownership unless permanent ownership is requested in Item 19.

11. **Beneficiary:** (Give full name and relationship to Proposed Insured)

Primary: (Unless otherwise stated herein, proceeds will be paid equally to those living at death of Insured.) — **Relationship**

Contingent, if no primary beneficiary survives Insured: (Unless otherwise stated herein, proceeds will be paid equally to those living at death of Insured.) — **Relationship**

HEALTH AND MEDICAL HISTORY OF PROPOSED INSURED (Do Not Answer Questions 12 Through 18 if Being Examined By Physician)

12. Exact height ____ ft ____ in. and weight ____ lbs. (clothed)

Birth weight if under 12 months of age _____ lbs _____ oz

13. Is Proposed Insured now under medication, treatment or consultation for any disease, ailment or condition? Yes No

14. Has Proposed Insured had any illness, injury, operation or condition in the past 5 years which has Yes No

a. Caused him to consult any physician or other practitioner?

b. Confined him to a hospital, sanitarium, or clinic?

15. Has Proposed Insured ever been treated for, taken medication for, or had any known indication of any disease or disorder of Yes No

a. Heart, blood pressure, blood or blood vessels?

b. Lungs or bronchi?

c. Brain or nervous system?

d. Liver, stomach, intestines or rectum?

e. Kidneys, bladder, genital organs, or any part of urinary tract?

f. Thyroid, diabetes, or glands?

g. Any other disease, disorder or physical or mental condition?

16. Is there any family history of Tuberculosis, diabetes, cancer, high blood pressure, heart or kidney disease, mental condition or suicide? (Father, Mother, Brothers or Sisters) Yes No

17. Questionnaire for Women Yes No

a. Has Proposed Insured had any female disorder or difficulty in pregnancy?

b. Is Proposed Insured now pregnant?

18. If any answer is "yes" in Questions 13 through 17, give details below. Include, where applicable, the reasons for any consultation and dates, the patient or clinic number, and the names and addresses of all physicians, hospitals, etc.

19. Remarks, explanations and special instructions

20. Home Office Corrections and Additions

IT IS AGREED (1) that unless the Company is bound by the conditional receipt bearing the same number as this application, there shall be no liability hereunder until a policy has been delivered to the Owner and the first premium paid in full, all while the health and other conditions relating to the insurability of the Proposed Insured remain as described in this application; (2) that the statements and answers on this application, including Part II of Medical Examination, if any, and any additional supporting signed statements are, to the best of my knowledge and belief, complete and true whether written by the hand of the Proposed Insured or otherwise and are to be considered the basis of any insurance issued hereon, and the knowledge of the Proposed Insured shall be deemed knowledge of the Owner; (3) no agent or other person, except an officer of the Company, has authority to accept any representation or information not contained in this application or to modify any contract of insurance or to waive any requirement in the application or in the contract of insurance; (4) that acceptance of any policy issued on this application, whether or not on the plan applied for and at the premium rate stated above, will constitute a ratification of any change in the form of the policy, or correction in or addition to the application, made by the Company in the space headed "Home Office Corrections and Additions" copy of which, attached to the policy, constitutes sufficient notice of the change made.

Dated at _____ City _____ State this _____ day of _____ 19

SAMPLE

Proposed Insured (May be omitted below age 15)

James Cummins

Licensed Representative

Owner or Nominator, if other than Proposed Insured

ERIC Full Text Provided by ERIC

The undersigned hereby authorizes any physician, hospital, clinic, insurance company, or other organization, institution, or person to give Investors Syndicate Life Insurance and Annuity Company any information it requests about the undersigned or any children of the undersigned including information about health, medical history and any hospitalization, advice, diagnosis or treatment. A photostatic copy of this authorization shall be considered as effective and valid as the original.

Date DECEMBER 12, 1972 David Lee Palmer

Proposed Insured's Signature (Nominator, if Juvenile Insurance)

CONDITIONAL RECEIPT

Do Not Detach Unless Full First Premium is Paid With Application **No** 000000

IN NO EVENT SHALL ANY INSURANCE BE EFFECTIVE UNDER THIS RECEIPT FOR ANY PERIOD UNLESS THE PROPOSED INSURED IS INSURABLE ON THE BASIS STATED BELOW

Received from _____ $ _____ as premium for insurance with Investors Syndicate Life Insurance and Annuity Company of Minneapolis, Minnesota, based on the application bearing the same date and serial number as this receipt. The insurance shall be effective as of the date of this receipt or the date of completion of medical examination ordinarily required by Company, whichever is later. If Company at its Home Office shall be satisfied that on said date the person or persons proposed for insurance were insurable on the plan applied for and at the premium rate stated in the application. If the Proposed Insured dies prior to Company's actual issuance and delivery of the policy applied for, the total liability of the Company under this receipt shall not exceed the amount applied for, or $50,000, whichever is the smaller amount.

If Company ordinarily would decline to issue a policy or would issue or issues a policy for other than the plan applied for or for other than the premium rate stated in the application, Company shall incur no liability hereunder except to refund the above payment upon surrender of this receipt.

This receipt shall be void if death is due to suicide or if it is given for check or draft which is not honored on presentation or if the printed matter in this receipt is altered or modified.

Date DECEMBER 12, 1972, 19__ SAMPLE Samuel Cummins Representative

Form L 34G

NOTIFICATION OF INVESTIGATION

In compliance with Public Law 91-508, this notice is to inform you that in connection with your application for insurance (1) a routine investigation may be made as to your insurability, including, if applicable, information as to character, general reputation, personal characteristics and mode of living, and (2) additional information as to the nature and scope of any investigation requested will be furnished to you upon written request made to Investors Syndicate Life Insurance and Annuity Company within a reasonable time after you receive this notice.

The undersigned hereby authorizes any physician, hospital, clinic, insurance company, or other organization, institution, or person to give Investors Syndicate Life Insurance and Annuity Company any information it requests about the undersigned or any children of the undersigned including information about health, medical history and any hospitalization, advice, diagnosis, or treatment. A photostatic copy of this authorization shall be considered as effective and valid as the original.

Date _____

Proposed Insured's Signature (Nominator, if Juvenile Insurance)

CONDITIONAL RECEIPT

Do Not Detach Unless Full First Premium is Paid With Application **No** 000000

IN NO EVENT SHALL ANY INSURANCE BE EFFECTIVE UNDER THIS RECEIPT FOR ANY PERIOD UNLESS THE PROPOSED INSURED IS INSURABLE ON THE BASIS STATED BELOW

Received from _____ $ _____ as premium for insurance with Investors Syndicate Life Insurance and Annuity Company of Minneapolis, Minnesota, based on the application bearing the same date and serial number as this receipt. The insurance shall be effective as of the date of this receipt or the date of completion of medical examination ordinarily required by Company, whichever is later. If Company at its Home Office shall be satisfied that on said date the person or persons proposed for insurance were insurable on the plan applied for and at the premium rate stated in the application. If the Proposed Insured dies prior to Company's actual issuance and delivery of the policy applied for, the total liability of the Company under this receipt shall not exceed the amount applied for, or $50,000, whichever is the smaller amount.

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This receipt shall be void if death is due to suicide or if it is given for check or draft which is not honored on presentation or if the printed matter in this receipt is altered or modified.

Date _____, 19__ SAMPLE Samuel Cummins Representative

Form L 34G

NOTIFICATION OF INVESTIGATION

In compliance with Public Law 91-508, this notice is to inform you that in connection with your application for insurance (1) a routine investigation may be made as to your insurability, including, if applicable, information as to character, general reputation, personal characteristics and mode of living, and (2) additional information as to the nature and scope of any investigation requested will be furnished to you upon written request made to Investors Syndicate Life Insurance and Annuity Company within a reasonable time after you receive this notice.

C. Automobile insurance

Insurance for your car and other persons' cars is something you can't overlook. As you read about earlier, just one mistake while you're driving could cost you for years to come. If you have an accident that's your fault, the other person could take you for everything you have (and everything your family has, too). This is the game of chance again. Probably you won't ever cause an accident or even be in one. But what if you would cause an accident? No smart person can afford to play that kind of game. Well, maybe there is one kind of person -- the person who neither owns or drives a car and never will. Do you fit that description??

There are several areas of coverage in automobile insurance:

a. bodily injury

b. property damage

c. medical payments

d. comprehensive

e. collision

f. uninsured motorist

g. towing

The first three -- bodily injury, property damage, and medical payments -- make up your liability insurance. This insures what you are liable for (damages or injuries that you cause). If a person carries no other kinds of automobile coverage, he should carry these. These are the most expensive areas of coverage (besides collision), and you don't have to think too hard to figure out why. One person by himself can cause a lot of damage. Suppose you're driving down a street some after-

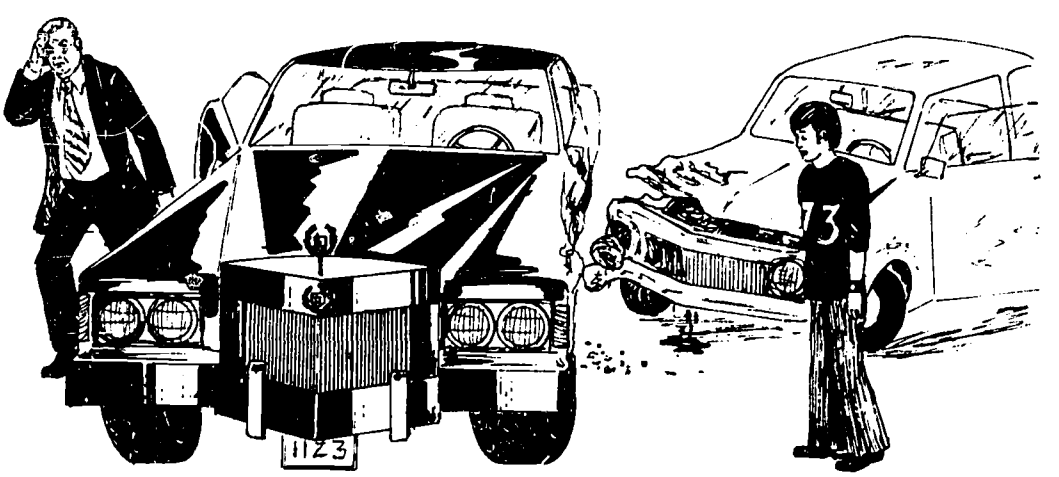

noon. You swerve to miss a bump and crash into a car coming toward you. That knocks you over the curb and you crash into a parked car. Finally you smash into the side of a house (you think this couldn't happen? read the newspaper). Can you begin to imagine the cost of what you've just done? First of all, forget about yourself. You're hurt and your car is demolished, but you can't afford to think about that. Your first responsibility is to pay for everything else. You'll have medical and hospital bills for the injured people. You'll have two cars to repair or replace. You'll have the house to repair. Plus, there's always a possibility of a lawsuit against you. Without good insurance coverage, you could be paying for the rest of your life.

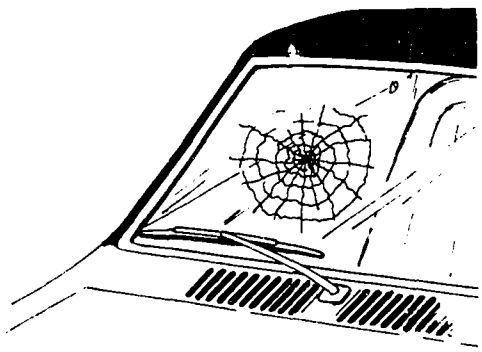

The comprehensive part of auto insurance covers things in and on the car and the car itself. If you get a broken windshield, this is what will replace it. If your car is stolen, comprehensive is what covers it for you.

Collision is what pays for fixing your car if you damage it. If you have an accident that's your fault, collision coverage takes care of damages on your car. Collision coverage is almost always deductible. This means that the first $50 or $100 on a repair bill is deducted by the company and paid by you. Basically, this is to keep people from making claims on every little $10 scrape or $20 dent that they get. If insurance companies had to pay on every little claim like that, the cost of auto insurance would be out of sight. So, they say, "You take care of the little things; we'll take care of the big things."

This leaves two areas of coverage: uninsured motorist and towing. These are both important areas of coverage and they're the cheapest. Where would you be if someone who had no insurance ran into your car? This is what uninsured motorist coverage is for. It protects you from people who don't have auto insurance. Finally, the towing coverage is the cheapest of all. It's so cheap that you really can't afford to pass it up. Some of you or your families might be members of the local AAA (American Automobile Association). This is fine. AAA is a very good organization (if you're not a member, you should look into it). But, what about that 1 chance in 100 where you get stranded and there are no AAA tow trucks around? And if you're not a member of AAA, you could be stranded right beside an AAA tow truck and you'd still have to pay for it.

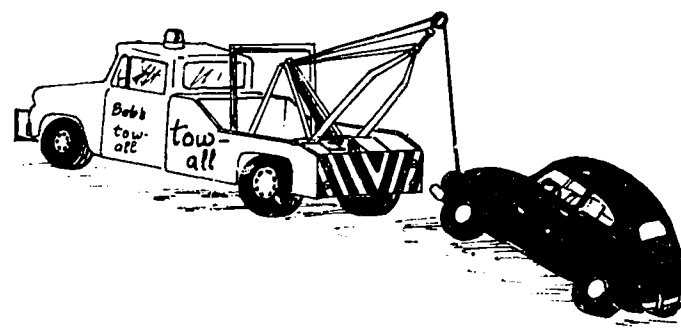

Well, so much for the areas of coverage. Now let's look at the many things that can affect the cost of your auto insurance:

a. your age

b. whether you're male or female

c. your marital status

d. the area in which you live

e. whether your car is used for business or pleasure

f. how far you drive to work every day

g. your past driving record

h. your past record with your insurance company

i. the year of your car

j. the type (model and engine) of car you have

k. how many persons will be driving your car

l. the areas of auto insurance coverage you have

m. how many cars in your immediate family are insured with the same company

These are all pretty concrete things. In other words, if you're a guy, you're a guy. If you've had 3 speeding tickets, you've had 3 speeding tickets. The insurance companies have averages for all kinds of areas like these. They will study your past record and rate you as an insurance risk. The kind of rating you have will determine how much you will have to pay for your insurance.

On pages 16 and 17 you'll see a sample auto insurance application form. Look over the completed form, then fill out the blank for yourself. On page 18 you'll see the rates that Dave got (Dave was 21 1/2 at the time). One thing that's smart to remember: before you buy a car, check out beforehand with an agent how much the insurance will cost you.

NOTE TO THE TEACHER: Since auto insurance is usually the first kind of insurance teenagers become familiar with, an interesting class assignment in "comparison shopping" for different rates for various kinds of coverage might evolve from this section of the unit.

APPLICATION FOR AUTOMOBILE INSURANCE

Application for automobile insurance—E&E Insurers, Inc.

1. Name and Address of Insured
541 FRAZER ST. AVONDALE, OHIO 44197 CUYAHOGA -- HAPPY VALLEY

2. How [illegible] at your present address? 21 YRS If less than 1 year, please give last former address

3. Where are you employed? Name and business: MORGAN MFG. CO. — MAKES PACKING CARTONS

Place of employment: RT. 2, AVONDALE, OHIO

A INSURANCE HISTORY

1A

	Yes	No
[illegible] during past 5 years?		✓
[illegible]		✓
[illegible] during past 5 years?		✓
d. Has any owner or operator been convicted or paid a fine for a moving traffic violation during the past 5 years?		✓
e. Has any owner or operator been involved in any accident or claim during past 5 years?		✓

EXPLAIN ALL "YES" ANSWERS IMMEDIATELY BELOW BY COMPLETING ITEMS 1B & 1C

1B [illegible] Date of Loss | Explanation of "Yes" answers (use separate sheet if necessary)

B IDENTIFICATION OF OWNER AND OPERATORS

1. [illegible]

[illegible]	Age	Married Yes	Married No	Percent of Use	Relationship to Insured	Occupation	Years of Driving Experience
DAVID LEE PALMER	21½		✓	100%		ELECTRICIAN	5

1C. [illegible] HAPPY VALLEY INS. CO. Policy # A-2120-43210

2. State location of any existing car damage including broken glass:
NONE

[illegible] policy [illegible] Yes ✓ No If Yes, please give policy number

3. [illegible] to and from work? ✓ Yes No If Yes, what is the mileage one way? 9 Miles

4. Excluding [illegible] principally in any business or occupation? Yes ✓ No

C DESCRIPTION OF CAR AND LIENHOLDER* INFORMATION

1. [illegible] We must have the automobile serial number to assume the policy.

Year	Make	Body Type (Please indicate 2 DR or 4 DR)	SERIAL NUMBER	No. of Cyl.	Engine	Model or Series Name
1966	CHEVROLET	2 DR	00000000000	8	190 327	IMPALA

[illegible] Yes ✓ No If Yes, please complete information requested on the following lines

[illegible] Month Day Year

2. Please [illegible] the ages of all children in your household

[illegible] NONE Females

D POLICY DATA

SAMPLE

1. [illegible] JANUARY 15 19 73 12:01 A.M. standard time at the address of [illegible] but not sooner than 12:01 A.M. on the day following the postmark on the envelope containing this completed application.

I do hereby [illegible] that the information given in this application is true and hereby request the Company in reliance thereon to issue the policy of insurance applied for herein and any renewal thereof.

Your Phone No. (216) 553-2123 PLEASE SIGN David Lee Palmer
Written Signature

As a routine part of our processing of an application, an investigation may be made which will provide information on the applicant's character, general reputation, personal characteristics, mode of living and; if applicable, on the condition and use of property to be insured. Additional information as to the nature and scope of this inquiry will be provided upon written request.

*The "lienholder" is the bank or finance company that holds the title to your car until it's paid for.

APPLICATION FOR AUTOMOBILE INSURANCE

Application for automobile insurance—E&E Insurers, Inc.

1. Name and Address of Insured

Street and Number — City & State — County & Township

2. How long have you lived at your present address? . If less than 1 year, please give last former address

Street & Number — City & State

3. What is your employer's name and business?

Place of employment?

A INSURANCE HISTORY

1A.

	Yes	No
a. Has any insurer canceled or refused automobile insurance for any owner or operator: **during past 5 years?** (Answer optional in Ohio)		
b. Does any owner or operator have a physical impairment? (one arm, eye, legs, etc.)		
c. Has any owner or operator had his driver's license revoked or suspended **during past 5 years?**		
d. Has any owner or operator been convicted or paid a fine for a moving traffic violation **during the past 5 years?**		
e. Has any owner or operator been involved in any accident (as driver) **during past 5 years?**		

EXPLAIN ALL "YES" ANSWERS IMMEDIATELY BELOW BY COMPLETING ITEMS 1B & 1C.

1B

Date of Occurrence	Full Name of Operator Involved	Date of Birth	Driver's License #	Explanation of "Yes" answers (Use separate sheet if necessary)

B IDENTIFICATION OF OWNER AND OPERATORS

1. Identification of all operators:

Names of all Operators (including yourself)	Age	Married Yes	Married No	Percent of Use	Relationship to Insured	Occupation	Years of Driving Experience

1C. Name of current auto insurance co. Policy #

2. State location of any **existing** car damage including broken glass:

3. Do you have another auto policy with E&E? Yes No If yes, please give policy number:

4. Is the car customarily driven to and from work? Yes No If yes, what is the mileage **one way?** Miles

5. **Excluding** to and from work, is the car used **principally** in any business or occupation? Yes No

C DESCRIPTION OF CAR AND LIENHOLDER INFORMATION

1. Description of Automobile. We must have the automobile serial number to issue the policy.

YEAR	MAKE	BODY TYPE—PLEASE INDICATE 2 DR OR 4 DR SEDAN	DR HARDTOP	DR CONVERT	DR STA WAG	SERIAL NUMBER	NO. OF CYL	ENGINE H.P.	ENGINE CU. IN.	MODEL OR SERIES NAME

2. Is car financed? Yes No If yes, please give complete information requested on the following lines:

Name of Bank or Lienholder — Number & Street — City — State — Zip

Date Lien expires Month Day Year

2. Please give the ages of **all** children in your household

Males: Females:

D POLICY DATA

SAMPLE

1. Date policy to be effective _____ 19__, 12:01 A.M. standard time at the address of the insured, **but not sooner** than 12:01 A.M. on the day following the postmark on the envelope containing this completed application.

I declare that the information given in this application is true and hereby request the Company in reliance thereon to issue the policy of insurance applied for herein and any renewal thereof.

Your Phone No. (include area code) ____ ____ ____ PLEASE SIGN _____ Written Signature

As a routine part of our processing of an application, an investigation may be made which will provide information on the applicant's character, general reputation, personal characteristics, mode of living and, if applicable, on the condition and use of property to be insured. Additional information as to the nature and scope of this inquiry will be provided upon written request.

EDUCATOR & EXECUTIVE INSURERS, INC.

4300 NORTH HIGH STREET • COLUMBUS, OHIO 43214

DATE	COUPON NO.	STATE	COUNTY	CITY	TERR.	CLASS	OCC.	SYM.	VEHICLE DESCRIPTION

SAMPLE

E&E AUTOMOBILE INSURANCE

BROAD FORM FAMILY POLICY

SEMI-ANNUAL RATES

AND EXPLANATION OF COVERAGES

IT'S EASY TO INSURE YOURSELF WITH E&E JUST . . .

1. Compare rates and coverages with those on your present policy.
2. Enter your selection in the space provided below and total to determine your six-months premium.
3. Complete the application and mail with your check or money order.

BODILY INJURY AND PROPERTY DAMAGE LIABILITY—Coverages A & B (NOT SOLD SEPARATELY)

Bodily Injury Limits	$25,000 per Person $50,000 per Accident	$ 50,000 per Person $100,000 per Accident	$100,000 per Person $300,000 per Accident
Your Rate:	$88.60 (6 Mo.)		
Property Damage Limits	$10,000 per Accident	$25,000 per Accident	$50,000 per Accident
Your Rate:	$72.00		

Protects you against having to pay for injury to others or damage to their property. Limits shown exceed minimum required by State Financial Responsibility Law, but represents, in our judgment, the minimum for adequate protection.

UNINSURED MOTORISTS—Coverage J (REQUIRED WITH A & B) Your Rate: $2.50

Pays for bodily injury costs arising out of an automobile accident in which an uninsured or hit-skip motorist is at fault. Limits established by State Financial Responsibility Law. **Law requires that the Uninsured Motorist Coverage be included in any auto liability policy. Coverage may be rejected in writing, except in Pa. and W. Va. Rejection form sent on request.**

MEDICAL PAYMENTS—Coverage C (NOT AVAILABLE WITHOUT COVERAGES A & B)

	Up To $1000 per Person	Up To $2000 per Person	Up To $5000 per Person
Your Rate:		$5.30	

Pays medical and/or funeral expenses for each member of your family in any automobile accident and offers the same protection to all passengers in your automobile. Family members living in your home are also covered while pedestrians. **Medical Payments limit increased 50% if injured person was using seat belt.**

COMPREHENSIVE—Coverage D (NOT AVAILABLE ALONE)

Your Rate: $9.10

Pays for loss by fire or theft and for accidental damage to your car (including broken glass) except by collision or upset. Not recommended for models over 10 years old.

COLLISION—Coverage E (NOT AVAILABLE WITHOUT COVERAGE D)

Your Rate: — (CAR IS "TOO OLD")

Pays for damage to your car caused by collision or upset. Loss is limited to the actual cash value of your car less the deductible amount you select. Not recommended on models over 8 years old.

TOWING AND LABOR—Coverage I (NOT AVAILABLE ALONE)

Your Rate: $1.00

Pays up to $25 per claim for towing costs and for labor at place of disablement . . . parts not included. Not available on models over 10 years old.

D. Property and liability insurance

Some young people think that property insurance is something they won't have to worry about for a long time -- if they ever think about it at all. Hey, as soon as you get an apartment it's time to think about property insurance. Even

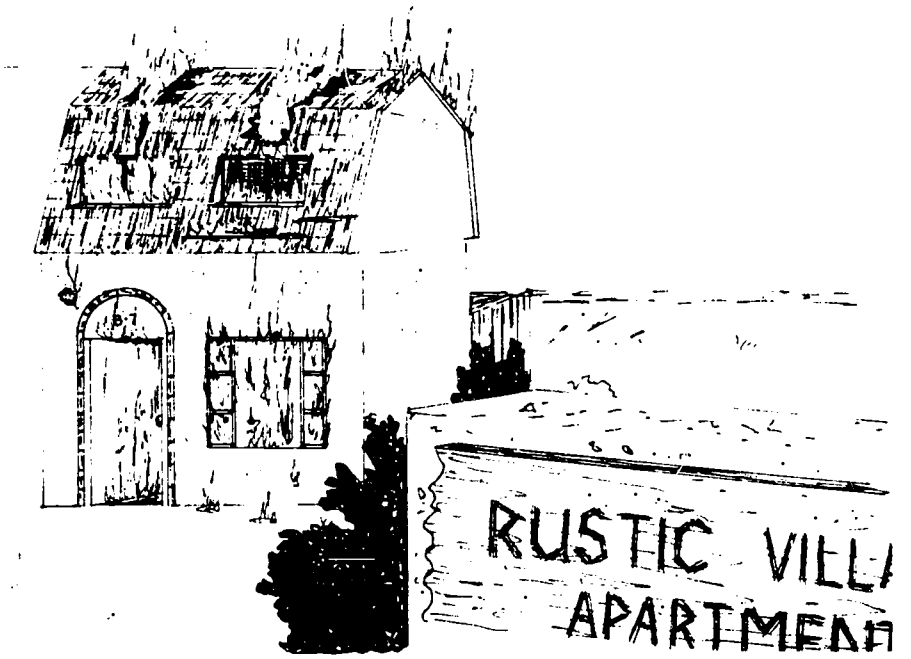

though you only rent an apartment, there'll be things inside it that are yours, like your clothes and furniture. Someone might break into your apartment and steal your things, or it could catch on fire. This is one reason you'll need property insurance. Another reason is liability. Suppose someone comes to visit you and they fall and break a leg inside your apartment -- you are liable.

The amount of property coverage you'll need will vary according to how much you own (the amounts for personal liability coverage should be about the same no matter if you rent or own a home). If you don't have very much furniture or other belongings, you won't need a lot of coverage. If you have a lot of valuable things or are buying a home, you'll need more coverage.

On page 20 you'll see a list of items that are covered by a typical property insurance policy. The cost of the policy would depend on the limits of coverage a person would want (that's why there are no figures on it). On pages 21 and 22 you'll see a sample application form for a property insurance policy. Look over the completed one and fill out the blank one for practice (use information about where you live now).

Educator & Executive Insurers Inc.

Home Office
4400 North High Street
Columbus, Ohio 43214
614-267-2581

Kentucky Office
101 West Walnut Street
Louisville, Kentucky 40202
502-582-3378

SAMPLE

TENANT/HOMEOWNERS INSURANCE

A PERSONAL RATE QUOTATION FOR _____

ON HOUSEHOLD FURNISHINGS AND PERSONAL PROPERTY LOCATED AT _____

_____

HERE'S WHAT YOUR E & E HOMEOWNERS POLICY WILL INCLUDE:

PROPERTY COVERAGES	
$ *	BASIC COVERAGE on HOUSEHOLD GOODS AND OTHER PERSONAL PROPERTY ON the premises against damage by all of the hazards listed below.
$ *	Coverage on household goods and other PERSONAL PROPERTY OFF THE PREMISES
$ *	To cover ADDITIONAL LIVING EXPENSES off the premises if your residence becomes uninhabitable because of damage by any hazard covered under your policy.

PERSONAL LIABILITY COVERAGES — Higher limits available — rates on request

$ 25,000	Personal liability coverage to protect you and your family from claims against you by others for injury or property damage arising from incidents occurring on or off the premises (auto accidents excluded).
$ 500 per person $ 25,000 per accident	For payment of medical bills of your guests or other visitors injured in your home or any person injured away from your home as a result of your actions or those of a member of your family or an animal owned by you. (Injuries resulting from an automobile accident are not included.)
$ 250	Voluntary payment (without legal liability being established) for damage to the property of others occurring in your home or as a result of any action (except an automobile accident) by you or a member of your family.

* *Property coverages are subject to a $50 deductible. In other words, if the total loss from any occurrence is less than $50, you pay the full amount; if the loss exceeds $50, you pay the first $50 or less, depending on the total amount of the loss. The deductible diminishes to zero on losses of $500 or more.*

YOUR ANNUAL PREMIUM . . . . . $_____

Your E & E Tenant Homeowners policy protects your household goods and other personal property against theft and against damage caused by:**

1. fire or lightning
2. smoke
3. vandalism or malicious mischief
4. electrical accidents, even though no fire results
5. explosion
6. riot or civil commotion
7. water leakage from appliances or plumbing, heating or air conditioning systems
8. collapse of the building
9. motor vehicles, aircraft, or any type of falling object
10. hail or windstorm, including water damage which is a direct result of windstorm damage to the structure.

It also provides coverage (up to 10% of the amount of basic coverage) for the repair or replacement of alterations or improvements made by you to the rented property if they are damaged or destroyed as a result of any of the perils listed above.

You'll find that it's delightfully simple and easy to insure yourself with E & E. Just complete the application on the reverse side of this sheet and mail it with your check or money order. If you have any questions, please don't hesitate to give us a call (collect) 614-267-2581 in Columbus or 502-582-3378 in Louisville.

** *Listing of coverages is intended to be generally descriptive; precise details of coverage are contained in the policy.*

SAMPLE

Educator & Executive Insurers Inc.

Home Office
4400 North High Street
Columbus, Ohio 43214
614-267-2581

Kentucky Office
101 West Walnut Street
Louisville, Kentucky 40202
502-582-3378

APPLICATION FOR TENANT/HOMEOWNERS INSURANCE

A IDENTIFICATION OF PROPERTY AND TENANT

1 Name(s) DAVID LEE PALMER

2 Mailing Address 541 (Number) FRAZER ST. (Street) AVONDALE (City) 44197 (Zip Code) CUYAHOGA (County)

3 Address or location of property (if other than shown above)

4 Is your property located within the above named city limits? [X] Yes [ ] No. If "NO", please give (1) location of property by name of city, town, unincorporated village or township within which it is located

(2) Name of fire department responding to call (3) Distance in miles

(4) Distance from nearest fire hydrant [ ] less than 1000 feet [ ] 1000 feet or more.

5 Do you maintain an additional residence at a location other than described below? [ ] Yes [X] No

If "Yes", please give complete address

6 Your Occupation: ELECTRICIAN'S HELPER Place of Employment MORGAN MFG. CO.

B DESCRIPTION OF PROPERTY

1 Type of construction [ ] Brick [X] Frame [ ] Other (specify):

2 Type of roofing material: [X] Composition Shingle [ ] Wood Shingle [ ] Other (specify):

3 Is this [X] a single home [ ] a double or duplex [ ] an apartment building containing more than two units

4 Number of stories 2 Number of apartment units —.

5 Are any business activities, including farming, performed on the premises? [ ] Yes [X] No

If "yes", give details:

6 Do you have any roomers or boarders? [ ] Yes [X] No If "yes", how many?

C INSURANCE HISTORY

1 Has any company declined or cancelled your fire or homeowners insurance within the past five years? [ ] Yes [X] No

If "yes", when and why

2 Please give details of claims filed by you or claims payments made to you during the past five years under your fire or homeowners policy, including date, type of loss and amount of loss. NONE

3 Do you have any other E & E insurance policies? [X] Yes [ ] No If "yes", please give policy numbers:

Auto = 7274433110 Homeowners = Life or Health =

D POLICY DATA

1 Amount of Coverage Requested $ 10,000 Premium Enclosed $ 42.

2 Date policy is to be effective: FEBRUARY 14, 19 73, 12 Noon Standard Time, but not sooner than 12:00 Noon Standard Time on the day following the postmark date on the envelope containing this completed application.

1746 12-68 Date FEBRUARY 9, 1972 Signature David Lee Palmer

SAMPLE

Educator & Executive Insurers Inc.

Home Office	Kentucky Office
4400 North High Street	101 West Walnut Street
Columbus, Ohio 43214	Louisville, Kentucky 40202
614-267-2581	502-582-3378

APPLICATION FOR TENANT/HOMEOWNERS INSURANCE

A IDENTIFICATION OF PROPERTY AND TENANT

1 Name(s) _____

2 Mailing Address _____
Number Street City Zip Code County

3 Address or location of property (if other than shown above) _____

4 Is your property located within the above named city limits? ☐ Yes ☐ No. If "NO", please give (1) location of property by name of city, town, unincorporated village or township within which it is located

_____

(2) Name of fire department responding to call _____ (3) Distance in miles

(4) Distance from nearest fire hydrant ☐ less than 1000 feet ☐ 1000 feet or more.

5 Do you maintain an additional residence at a location other than described below? ☐ Yes ☐ No

If "Yes", please give complete address

6 Your Occupation: _____ Place of Employment

B DESCRIPTION OF PROPERTY

1 Type of construction ☐ Brick ☐ Frame ☐ Other (specify):

2 Type of roofing material: ☐ Composition Shingle ☐ Wood Shingle ☐ Other (specify):

3 Is this ☐ a single home ☐ a double or duplex ☐ an apartment building containing more than two units

4 Number of stories _____ Number of apartment units _____

5 Are any business activities, including farming, performed on the premises? ☐ Yes ☐ No

If "yes", give details: _____

6 Do you have any roomers or boarders? ☐ Yes ☐ No If "yes", how many? _____

C INSURANCE HISTORY

1 Has any company declined or cancelled your fire or homeowners insurance within the past five years? ☐ Yes ☐ No

If "yes", when and why _____

_____

2 Please give details of claims filed by you or claims payments made to you during the past five years under your fire or homeowners policy, including date, type of loss and amount of loss _____

_____

3 Do you have any other E & E insurance policies? ☐ Yes ☐ No If "yes", please give policy numbers:

Auto # _____ Homeowners # _____ Life or Health # _____

D POLICY DATA

1 Amount of Coverage Requested $ _____ Premium Enclosed $ _____

2 Date policy is to be effective: _____, 19____, 12 Noon Standard Time, but not sooner than 12:00 Noon Standard Time on the day following the postmark date on the envelope containing this completed application.

Date _____ Signature _____

1746 12-68

E. Health insurance

Like the other kinds of insurance you've read about, health insurance is something you really can't afford to be without. With the high costs of medical care today, one serious injury or illness could just about wipe you out financially.

There are 2 parts to any basic health insurance plan (there's a third, but we'll talk about that in a minute): hospitalization and major medical. Hospitalization coverage comes in many forms, but basically it covers standard hospital expenses such as room cost, daily physician's visits, x-rays, "standard" surgery, etc., up to a certain amount, like $10,000. Major medical coverage comes in beyond the hospitalization limits. Major medical covers the really heavy medical expenses. Usually, you can get hospitalization without major medical if you want to, but not the other way around.

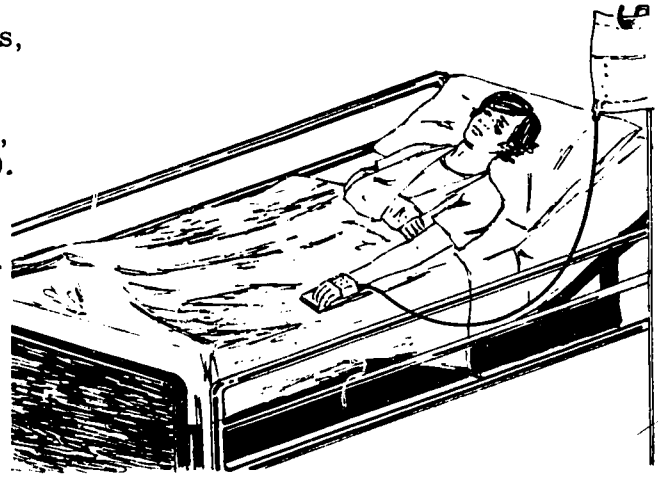

These days you can usually get health insurance where you work. Most employers will pay part or all of health insurance costs for employees. This is a great way to get it, but you always have to be careful when you quit. You might find yourself with no coverage at all. You can always buy your own health insurance policy, but it'll be a lot more expensive than a group policy. Whether or not it's best for you to take company coverage or buy your own health insurance policy is something you'll need to discuss with your insurance agent.

A third part of health insurance that's becoming popular is disability income insurance. It's not really health insurance, but it goes into effect if you're injured or ill and can't work. This kind of insurance will start to provide you with some income if you're disabled and can't work. This kind of policy is very good for married people who have families.

The application forms for individual health insurance policies can get very complicated. If you ever decide to buy your own health insurance policy, you'll need to sit down with an agent to go over the details.

On the next page you'll see a sample application for group health insurance. This is the kind of form you'll fill out when you go to work for a business or a company. Look over the completed copy and fill out the blank one for yourself.

MALE ☒
FEMALE ☐

JONES MANUFACTURING COMPANY

APPLICATION FOR BLUE CROSS—BLUE SHIELD INSURANCE / AUTHORIZATION FOR PAYROLL DEDUCTION

000-00-0000 — Social Security Number
PALMER, DAVID L. — Employee Name: Last, First, Middle Initial
6-11-51 — Date of Birth

541 FRAZER ST. — Home Address, Street
AVONDALE — City
OHIO — State
44197 — Zip Code

NOT MARRIED — Spouse's Name: Last, First, Middle Initial
Spouse's Date of Birth

Spouse Employed By **JONES** Yes ☐ No ☐ If Yes: _____
Department Name
Dept. No.

If this is a transfer, give the following information from your present identification Card, Otherwise Leave Blank

Blue Cross Office: City and State only

Name Coverage Is Under — Group No. — Certificate/Contract No.

APPLICATION

I hereby make application for the contracts checked below and agree to the services and conditions applicable to this group contract.

	Hospital	Surgical
Single (employee only)	☒	☒
Family (employee and eligible dependents)	☐	☐

NOTE: A. Surgical cannot be taken without Hospital.
B. Coverage (single or family) must be the same if both Hospital and Surgical are taken.

This Section to be completed by the department

Title Code — Range — Step — Employment Date

Department Name — Dept No.

SAMPLE

AUTHORIZATION

I hereby authorize you to deduct such amount as may be necessary to pay the announced rates for the policies which I have checked above and remit this amount to the insurer. I undestand that these rates are subject to change. This authorization shall remain in force until such time as I revoke it in writing.

David Lee Palmer — Signature of Employee
3-13-73 — Date

FOR OFFICE USE ONLY

BC# . . . . . .
CODE . . . . .
ED . . . . . .
BC# . . . . . .
CODE . . . .
ED . . . . . .
TC. . .WP. . .WC. . .SC. . .
. . . . . — BC Rate
. . . . . — BS Rate
. . . . . .

Form No. 7900—Gen. Strs. 53759

MALE ☐
FEMALE ☐

JONES MANUFACTURING COMPANY

APPLICATION FOR BLUE CROSS—BLUE SHIELD INSURANCE / AUTHORIZATION FOR PAYROLL DEDUCTION

Social Security Number | Employee Name: Last | First | Middle Initial | Date of Birth

Home Address | Street | City | State | Zip Code

Spouse's Name: Last | First | Middle Initial | Spouse's Date of Birth

Spouse Employed By **JONES** Yes ☐ No ☐ If Yes: _____ Department Name _____ Dept. No.

If this is a transfer, give the following information from your present identification Card, Otherwise Leave Blank

Blue Cross Office: City and State only

Name Coverage Is Under | Group No. | Certificate/Contract No.

This Section to be completed by the department

Title Code | Range | Step | Employment | Date

Department Name | Dept No.

SAMPLE

APPLICATION

I hereby make application for the contracts checked below and agree to the services and conditions applicable to this group contract.

	Hospital	Surgical
Single (employee only)	☐	☐
Family (employee and eligible dependents)	☐	☐

NOTE: A. Surgical cannot be taken without Hospital.
B. Coverage (single or family) must be the same if both Hospital and Surgical are taken.

AUTHORIZATION

I hereby authorize you to deduct such amount as may be necessary to pay the announced rates for the policies which I have checked above and remit this amount to the insurer. I undestand that these rates are subject to change. This authorization shall remain in force until such time as I revoke it in writing.

Signature of Employee | Date

FOR OFFICE USE ONLY

BC# . . . . .
CODE . . . . .
ED . . . . . .
BC# . . . . .
CODE . . . .
ED . . . . . .
TC. . WP. . WC. . SC. .
. . . . . | . . . . . .
BC Rate | BS Rate
. . . . . .

Form No. 7900—Gen. Strs. 53759

EXERCISE

Read the definitions. Then read the list of terms. Put the letter of the term beside the definition that it goes with (use each term only once).

_____ 1. With this kind of life insurance you keep on paying for it and it becomes worth more to you.

_____ 2. Responsibility for injuries or damages that you cause.

_____ 3. This kind of health insurance covers the heavy medical expenses (like beyond $10,000).

_____ 4. The person who receives the money from your life insurance policy when you die.

_____ 5. The cost of an insurance policy (what you pay).

_____ 6. This kind of life insurance company pays you yearly dividends.

_____ 7. With this kind of life insurance the coverage stays in effect for a certain period of time, then it's not worth anything.

_____ 8. Something extra you add on to a basic life insurance policy.

_____ 9. When you see this term, it means that the policyholder himself pays for the first $50 or $100 worth of damages.

_____10. This kind of health insurance covers the "standard" hospital and medical expenses up to a certain amount, like $10,000.

_____11. This kind of insurance provides you with some income if you're sick or hurt and can't work.

_____12. This kind of insurance would cover you if someone stole something from your apartment or if it caught on fire.

_____13. This part of auto insurance pays for fixing your car if you damage it in an accident.

_____14. The part of auto insurance that covers things in and on your car and the car itself.

_____15. The bank or finance company that holds the title of your car until its paid for.

A. Mutual Company
B. Beneficiary
C. Collision
D. Lienholder
E. Whole Life
F. "Deductible"
G. Liability
H. Hospitalization
I. Premium
J. Disability Income Insurance
K. Comprehensive
L. Term Insurance
M. Major Medical
N. Rider
O. Property Insurance

ACKNOWLEDGMENTS

The sample life insurance forms on pages 10, 11, and 12 were provided by representatives of the Investors Syndicate Life Insurance and Annuity Company, Minneapolis, Minnesota.

Additional life insurance information was provided by representatives of the State Life Insurance Company of Indianapolis, Indiana.

The sample automobile insurance forms on pages 16, 17, and 18 and the tenant/homeowners insurance forms on pages 20, 21, and 22 were provided by Educator & Executive Insurers, Inc., Columbus, Ohio.

The sample hospitalization forms on pages 25 and 26 were provided by the Office of Personnel Services, The Ohio State University, Columbus, Ohio.

ACCESSION NUMBER: VT100668

PUBLICATION DATE: 73

TITLE: BUILDING CONSTRUCTION. AN INTEGRATED SECONDARY-POST SECONDARY CURRICULUM GUIDE AND TEST. (TENTATIVE).

DESCRIPTOR: *STATE CURRICULUM GUIDES; *BUILDING TRADES; *TRADE AND INDUSTRIAL EDUCATION; *CONSTRUCTION (PROCESS); SECONDARY GRADES; POST SECONDARY EDUCATION; MASONRY; CARPENTERS

IDENTIFIER: *UTAH

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 558

ABSTRACT: QUALITATIVE REQUIREMENTS FOR BUILDING CONSTRUCTION CLASSES ARE REFLECTED IN THIS STATE CURRICULUM GUIDE FOR USE IN UTAH SCHOOLS IN SECONDARY AND POSTSECONDARY GRADES. IT IS DESIGNED SO THAT A STUDENT MAY BEGIN THE COURSE IN THE HIGH SCHOOL AND COMPLETE IT IN A POSTSECONDARY SCHOOL WITHOUT REPEATING MATERIAL ALREADY MASTERED. NINE UNITS CONTAINING OBJECTIVES, CONTENT, SUB-UNITS OF SUBJECT MATTER, AND TESTS COVER THE FOLLOWING AREAS: (1) ORIENTATION, (2) BLUEPRINTS, (3) SAFETY, (4) TOOLS, (5) CONCRETE AND FORMS, (6) BUILDING MATERIALS, (7) FLOORS, (8) ROOF FRAMING, AND (9) FINISHING. MANY WORKING DRAWINGS ILLUSTRATE THE SUBJECT MATTER. (AUTHOR/MU)

INSTITUTION NAME: UTAH STATE BOARD FOR VOCATIONAL EDUCATION, SALT LAKE CITY.

VT 100 668

BUILDING CONSTRUCTION

BEST COPY AVAILABLE

An Integrated Secondary-Post Secondary Curriculum Guide (Tentative)

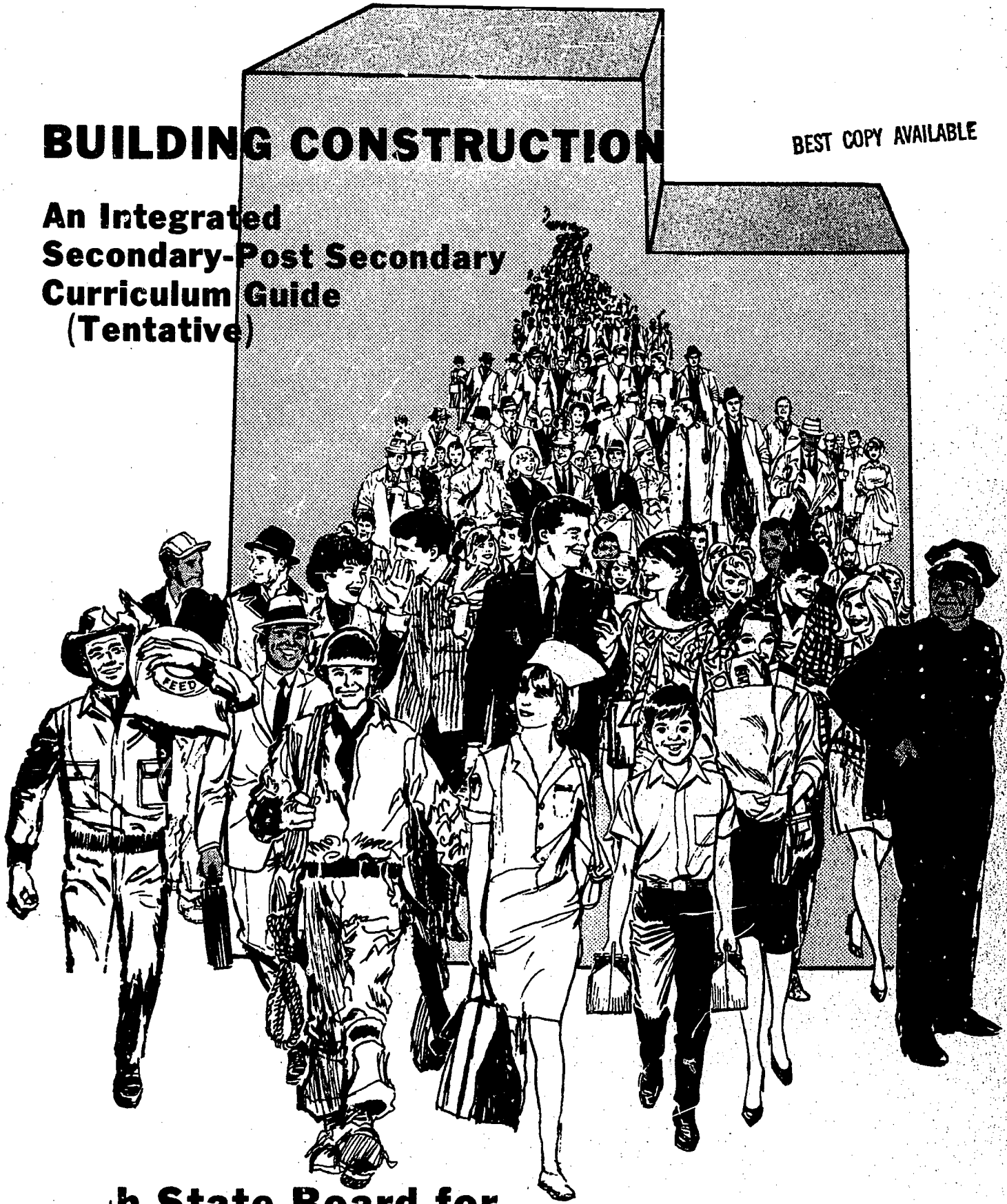

:h State Board for

ocational - Technical Education 1973-74

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BUILDING CONSTRUCTION

An Integrated Secondary - Post Secondary

Curriculum Guide and Test

(Tentative)

UTAH STATE BOARD OF EDUCATION

WALTER D. TALBOT

State Superintendent of Public Instruction

VAUGHN L. HALL

Deputy Superintendent for Adult,
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Salt Lake City, Utah

1973

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F O R E W O R D

With the continued growth and development of trade and industrial education programs in the public high schools of Utah, a need for a total articulated course of study guide has become very evident. Students are entering a skill training program at the junior and/or senior year of high school. Some students leave the high school on or before graduation and enter the labor force; others continue their training at a post-secondary institution. Some students enter a skill training program for the first time after high school graduation.

Vocational educators have been aware of the problems created by an open entry concept which allows students to enter and have a vocational program at any time.

The following curriculum guide is designed in such a way that a student may begin the course in the high school and complete it in the high school or may continue it in a post-secondary school without repeating that which he has successfully mastered.

The continued hope for the guide's success, however, can only be accomplished by a thoughtful, dedicated teacher whose prime objective is to better prepare each individual student for the responsibility of employment.

Walter D. Talbot
Superintendent of Public Instruction

P R E F A C E

The objective of this curriculum guide relates directly to three of the "State Adopted Goals of Education."

1. Intellectual Maturity Continuum
2. Ethical, Moral, Spiritual Maturity Continuum
3. Productive Maturity Continuum.

As this curriculum is skillfully applied by professional teachers to the teaching - learning process, students who come under its influence will find themselves much better prepared to enter the labor market and experience the thrill of getting their first "real" job.

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REFERENCE MATERIAL 136

EXPLANATION AND INSTRUCTION FOR INSTRUCTOR'S USE OF GUIDE IN BUILDING CONSTRUCTION

PURPOSE:

This plan of instruction prescribes the qualitative requirements for building construction in terms of learning objectives presented in the preferred training sequence.

The sections of this course guide include the units to be covered, the purpose of each unit, the subunits needed to cover the unit, the objectives written in student behavioral terms as related to each of the subunits.

Each unit includes tests, both written and manipulative performance, covering the behavioral objectives in that unit.

The course guide does not structure the program to the point where the individual personality of the teacher is lost, but outlines the course material and provides a path he is to follow. The more salient points are listed and the teacher is left to develop this material into a classroom presentation which will provide the best learning environment for his students.

The articulation committees agreed the guide would be of most value to the teacher if the students were provided with the written material contained in each unit as the units are taught. This includes the unit title, purpose, subunits, and objectives.

The numbers along the right hand margin of the test questions indicate the subunits with which the questions are associated.

This guide is to prepare students with job entry skills at varying levels at which they may choose to leave the program. Hopefully, they should be encouraged to complete the total program.

The objective of the guide is to take a student from limited knowledge and skills to saleable knowledge and skills that are necessary for success in the building trades.

It is not intended that all the subunits and objectives included in the guide be taught at the high school level, but only as training of the instructor, physical plant, equipment, student ability, and time allows.

The guide was constructed to outline WHAT should be taught and not HOW to teach the material. The individual instructor should use the best methods available to him to present the material and instruct the skills in the most effective way.

The major effort should be directed toward providing realistic instruction and training based on the following two points:

1- To provide a set of objectives which can be tested to evaluate student competency.

2- Through the successful implementation of the course guide, students who enroll in vocational training programs will have the opportunity to (a) meet the learner or entry requirements in business and industry, and (b) establish a set of structured principles that will allow him to by-pass entry courses at the post-secondary level.

The material outlined in the course guide has been designed to meet the minimum requirements for articulation from high school to business and industry, or post-high school institutions. The teacher must insist that the student demonstrate proficiency in the areas set forth in the course guide in order for articulation in vocational subjects to be successful. The guide does not dictate teaching method, rather, it should be viewed as a set of objectives which can be used to elevate the success of the teacher and the student in completing this course of study.

EXPLANATION AND INSTRUCTION FOR INSTRUCTOR'S USE OF TEACHER'S SUPPLEMENT

This supplement gives brief explanations of the behavioral objectives along with some of the available references or sources of resource materials to aid the instructor in presentation of the course.

There are certain topics of an informational nature that should be included in a course of this kind, and it is the purpose of this supplement to aid in the dissemination of this material.

It is not the intent that this supplement is all inclusive, but rather that it be a guide to suggest some of the possible resources of material. In areas where availability of the necessary reference materials is difficult to obtain, or where the intent of the objectives might be interpreted differently, the objectives are given in more detail in this supplement.

The numbers along the left hand margin of the teacher's supplement correspond to the behavioral objectives in the building construction guide.

UNIT 1:0:0 Orientation

PURPOSE:

Upon completion of this unit, the student will be familiar with the job opportunities, personal qualifications for carpenters, how to join an apprenticeship program, welfare benefits for carpenters, school policy and shop policy.

UNIT 1:0:0 Orientation

PURPOSE:

To make the student familiar with job opportunities, personal qualifications for carpenters, how to join an apprenticeship program, welfare benefits for carpenters, school policy, and shop policy.

CONTENT:

1:1:0 Job Opportunities

1:2:0 Personal Qualifications of Carpenters

1:3:0 Apprenticeship Training - Apprentice and Employer

1:4:0 Welfare Benefits for Carpenters

1:5:0 School Policy

1:6:0 Shop Policy

SUBUNIT: OBJECTIVE:

1:1:0 Job Opportunities

1:1:1 Suggested sources are: the local employment agency, federal agencies, Utah Department of Employment Security. (174 Social Hall Avenue, Salt Lake City, 84111, "Utah Job Guide").

1:1:2 Suggested sources are: United Brotherhood of Carpenters and Joiners of America, Washington, D.C., Utah Department of Employment Security, Department of Labor, Washington, D.C.

1:1:3 Suggested sources are: Local employment office, local contractors, carpenters union, Home Builder's Association, and Utah Department of Employment Security.

1:1:4 It is suggested that a representative from the employment agency in the local area be invited to meet with the class.

1:1:5 Suggested sources: school counselor, local employment office, different trade contractors, Utah Department of Employment.

UNIT 1:0:0 Orientation

1:1:6 The contractors division of business regulations has a booklet listing the many different types of contractors that are licensed. Example: general, handyman, electrical, plumbing, drywall, etc.

1:1:7 The contractors division of business regulations provides information on requirements for obtaining a contractor's license.

1:2:0 Personal Qualifications of Carpenters

1:2:1 To be successful in the building industry an individual must have good health, manual dexterity, natural mechanical ability, a love of the out-of-doors, and be reliable.

1:2:2 A successful carpenter must have good physical health which would include good eyesight, good hearing, use of both hands, ability to move around easily, good lungs, heart and physical stamina.

1:2:3 Poor eyesight, hearing, lack of physical dexterity, lack of physical stamina or a fear of heights could limit the work of a carpenter.

1:2:4 An ideal reference for this objective would be the film "The Carpenter" produced for the United Brotherhood of Carpenters and Jointers of America. Write to; General Secretary, United Brotherhood of Carpenters and Joiners of America, 101 Constitution Ave. N.W. Washington, D.C. 20001. Other sources might be a local chapter or contractor invited to talk to the class.

1:3:0 Apprenticeship Training - Apprentice and Employer

1:3:1 The home builders association, carpenters union, associated general contractors and mill and cabinet association sponsor apprenticeship programs that are usually offered at Utah Technical College at Salt Lake, Utah Technical College at Provo, and several junior colleges.

1:3:2 The State Apprentice Council - 431 South 6th East, Salt Lake City, would be a source for this information.

UNIT 1:0:0 Orientation

1:4:0 Welfare Benefits for Carpenters

1:4:1 A representative from the carpenters union, or Associated General Contractors should be invited to explain the benefits available for a union carpenter. An independent contractor or non-union carpenter should also be invited to explain benefits available to non-union workers.

1:4:2 A local contractor or businessman could outline the important parts of the laws pertaining to social security unemployment compensation and industrial insurance.

1:5:0 School Policy

1:5:1 A copy of school policy should be made available to the student.

1:6:0 Shop Policy

1:6:1 A copy of the Shop Policy Manual should be made available to the student.

ERIC

Building Construction
Test for Unit 1:0:0 Orientation

Name_____ Date_____ Score_____

True-False

Directions: Some of the following statements are true and some are false. If the statement is true, circle the "T" at the left of the number. If the statement is false, circle the "F" at the left of the number.

T F 1. Carpenters make up the smallest group of tradesmen in the occupations included in the building trades. 1:1:0

T F 2. Apprenticeship is no longer a means of learning one of the building trades. 1:3:0

T F 3. Some workers become journeymen by working their way up from laborers or helpers. 1:3:0

T F 4. To obtain information for a contractor's license contact the Business Regulation Contractors Division in the State of Utah. 1:1:0

T F 5. It is the responsibility of the employee to be responsible for his own unemployment compensation payments. 1:4:0

T F 6. It is the employer's responsibility to pay all of the social security and industrial insurance. 1:4:0

Multiple Choice

Directions: Each of the questions or incomplete statements listed below is followed by several words, phrases, or a series of numbers. From these you are to choose the one which answers the question or completes the statement correctly. Place the letter of that word or phrase (A, B, C, D, or E) in the numbered blank space at the left of the item.

_____ 7. The estimated number of carpenters in the labor force in 1966 was about: 1:1:0

A. 350,000
B. 500,000
C. 650,000
D. 850,000

_____ 8. Which of the following would not be a place to look for work as a carpenter: 1:1:0

A. Carpenter's Union
B. Apprenticeship Council
C. Home Builder's Association
D. General Contractor
E. Employment Office

_____ 9. Which of the following trades would not require a contractor's license: 1:1:0

A. sub
B. door hanger
C. drywall
D. handyman
E. roofing

_____ 10. Which of the following would not sponsor a carpenter apprentice: 1:3:0

A. Technical College
B. Union
C. Home Builders Association
D. Contractor
E. AGC

_____ 11. Which of the following is not a requirement to become a registered apprentice:

A. Must take a test
B. Have a sponsor
C. Take related theory
D. Must start as carpenter helper
E. Be interviewed

_____ 12. The carpentry apprenticeship is a program of on-the-job training combined with classes of related: 1:3:0

A. Activity
B. Instruction
C. Drills
D. Lectures

_____ 13. The main objective of the apprenticeship training program is to provide for each apprentice the training he needs to become a: 1:3:0

A. Coordinator
B. Instructor
C. Journeyman
D. Agent

_____ 14. The apprenticeship program for the carpentry trade usually includes ages: 1:3:0

A. Sixteen to twenty-seven
B. Eighteen to twenty-eight
C. seventeen to thirty

_____ 15. When starting out to assemble a collection of tools, you should buy: 1:2:0

A. Quality tools and take care of them
B. Less than top quality tools until you have become proficient in their use.
C. cheap tools and discard them when they become worn out.

UNIT 2:0:0 Blueprint Reading and Planning

PURPOSE:

Upon completion of this unit, the student will know symbols, abbreviations, how to obtain dimensions or scale from working drawings, read details, interpret specifications and contour lines, and be familiar with local building and zoning codes.

UNIT 2:0:0 Blueprint Reading and Planning

PURPOSE:

Upon completion of this unit, the student will know symbols, abbreviations, how to obtain dimensions or scale from working drawings, read details, interpret specifications and contour lines, and be familiar with local building and zoning codes.

CONTENTS:

2:1:0 Symbols

2:2:0 Abbreviations

2:3:0 Dimensions and Scaling

2:4:0 Details

2:5:0 Specifications

2:6:0 Contour lines

2:7:0 Codes

2:8:0 Estimating

INTRODUCTION:

CONSTRUCTION DRAWINGS

The construction drawings of a structure are presented in general and detail drawings. General drawings consist of plans and elevations; detail drawings are made up of sectional and detail views. Since it is the purpose of these drawings to be exact about shape and size, working drawings are generally scale-size projects. In some instances, a proportional-size projects. In some instances, a proportional-size detail drawing may be included to show how parts look when they are assembled.

In construction drawings, "plan" views are obtained, looking down on the object with a vertical line of sight. Plan views correspond to top views and involve only horizontal dimensions of width and depth. Any view involving vertical dimensions is an "elevation." This could be a front view, side view, or any other elevation view. Different elevations are indicated as front, right, etc., or according to the direction from which the view is taken. Writing on the drawing gives the type and size of materials used in construction. This writing is called construction notes and is usually found at the bottom of the print. The graphic scale is usually located in the lower right corner of prints.

Because of the size of the object being represented, different scales are used for general and detail drawings. In general, plan views and elevation views are drawn on separate sheets in order to make the view large enough for practical use. Detail views, drawn to a larger scale, furnish information not provided on general views. They are strategically placed on the main views and on additional sheets as needed to give the worker a complete picture of the structure.

SUBUNIT OBJECTIVE:

2:1:0 Symbols

2:1:0 Sets of working drawings may be obtained from the FHA office, city and/or county inspection department, and architects offices. Sample of symbols may be found on pages _____.

2:2:0 As well as sources listed in 2:1:1, most blueprint reading books provide sample drawings covering the lines in this objective.

2:1:3 Information in 2:1:1 and 2:1:2 is also applicable to this objective.

2:2:0 Abbreviations

2:2:1 and 2:2:2 Sample abbreviations are included on pages ___, ____, and ____.

2:3:0 Dimensioning and Scaling

2:3:1 Refer to 2:1:1, 2:1:2 for working drawings.

2:3:2 This objective can be performed either in the shop or on an actual building project.

2:3:3 This objective can be performed either in the shop or on an actual building project.

2:4:0 Details

2:4:1 Refer to 2:1:1, 2:1:2

2:5:0 Specifications

2:5:1 A sample of a typical specification form is included on page ____. Other sources would be from local architects, textbooks, and contractors.

2:6:0 Contour Lines

2:6:1 A sample of contour lines is included on page____.

2:7:0 Codes

2:7:1 A student must be aware of the following necessary steps in obtaining a building permit:

1) check zoning and obtain lot
2) obtain a minimum of 5 sets of plans
3) (in a large community) obtain a house number
4) go to planning department for approval
5) apply for building permit
6) pay necessary fees

2:7:2 Most communities require that an individual applying for a building permit provide a sketch locating the building on the lot showing side yard, back yard, and front yard dimensions.

2:7:3 Two samples of specification forms are included on pages ____ and ____.

2:7:4 A copy of a FHA or a VA form should be furnished each student.

2:7:5 First inspection, in most communities, is called for after the footings have been placed and the forms are installed with reinforcement steel in place, ready to place concrete for the foundation walls. The rough plumbing, heating, and electrical inspections are made before the rough framing inspection. The plumbing, electrical and heating require a final inspection. A final building inspection should be called for after all other inspections have been completed.

2:7:6 Most areas are divided into use districts. Salt Lake, for instance, is divided into 15 districts as shown below:

R_1 - Single family dwellings

R_2 - Two family Dwellings

R_4 - Three and four family dwellings

R_5 R_6 - Multiple family dwellings

R_7 - Multiple family, limited office

A_1 - Agriculture

B_3 - Limited business or neighborhood shopping

C_1 - Liminted commercial

C_2 - Controlled low density commercial

C_3 - General business activity

M_1 - Light industrial

M_3 - Intermediate industrial

T - Trailer courts

2:7:7 The purpose of this objective is to make the student aware of side, front, and back yard regulations in each zone area. It is suggested that the local building inspector be invited to give a lecture to the class.

2:7:8 The Uniform Building Code Volume VI "Dwelling House Construction" should be made available to the student.

2:7:9 Several different sources of tables should be made available to the student. Examples: FHA handbook, Uniform Building Code book, engineering tables, manufactures of forest products, lumber supply companies and many texts.

2:7:10, 2:7:11, 2:7:12, and 2:7:13, will all refer to tables provided in 2:7:9.

2:8:0 Estimating

2:8:1 The working drawings obtained in 2:1:1 should be used. Since prices change so rapidly it is suggested that the instructor invite a local material dealer to talk to the class prior to assigning this objective.

Architectural symbols are used to simplify the drawing. In order to read and understand blueprints, you must be able to recognize and interpret these symbols. Some of the more common symbols are shown in figures A, B, C, and D. See how many of them look like what they represent.

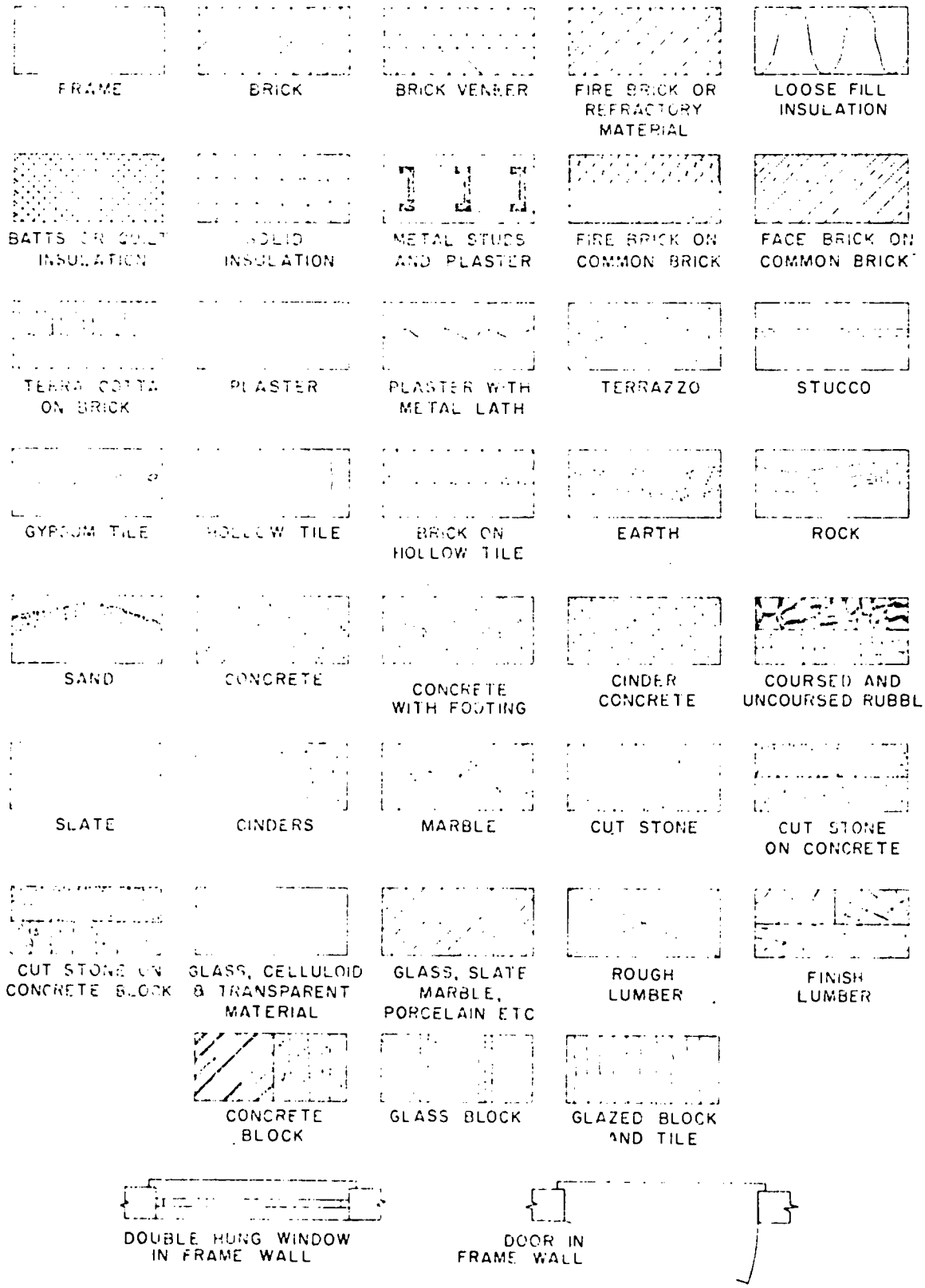

Figure A Material Symbols

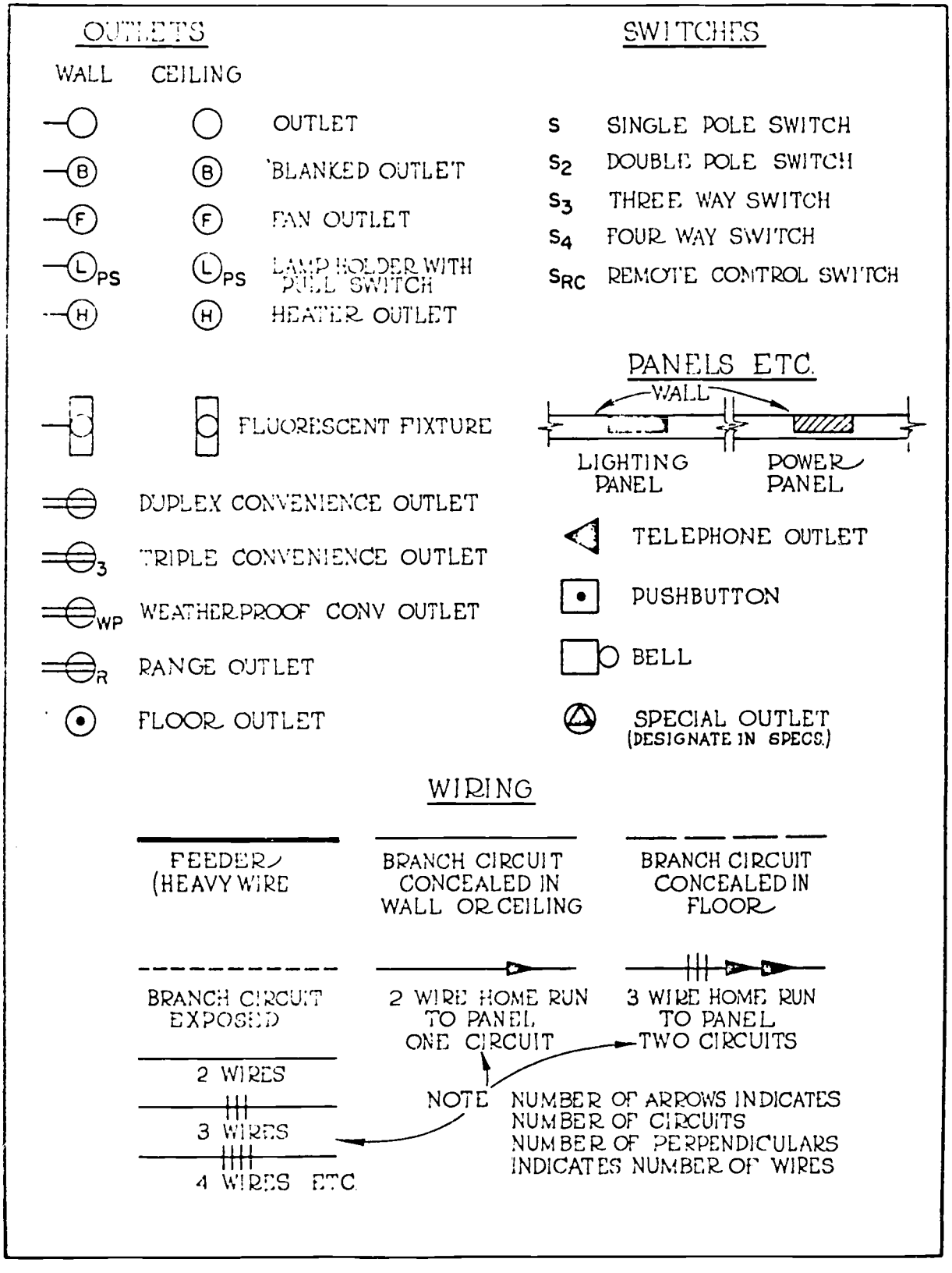

Figure B Electrical Symbols

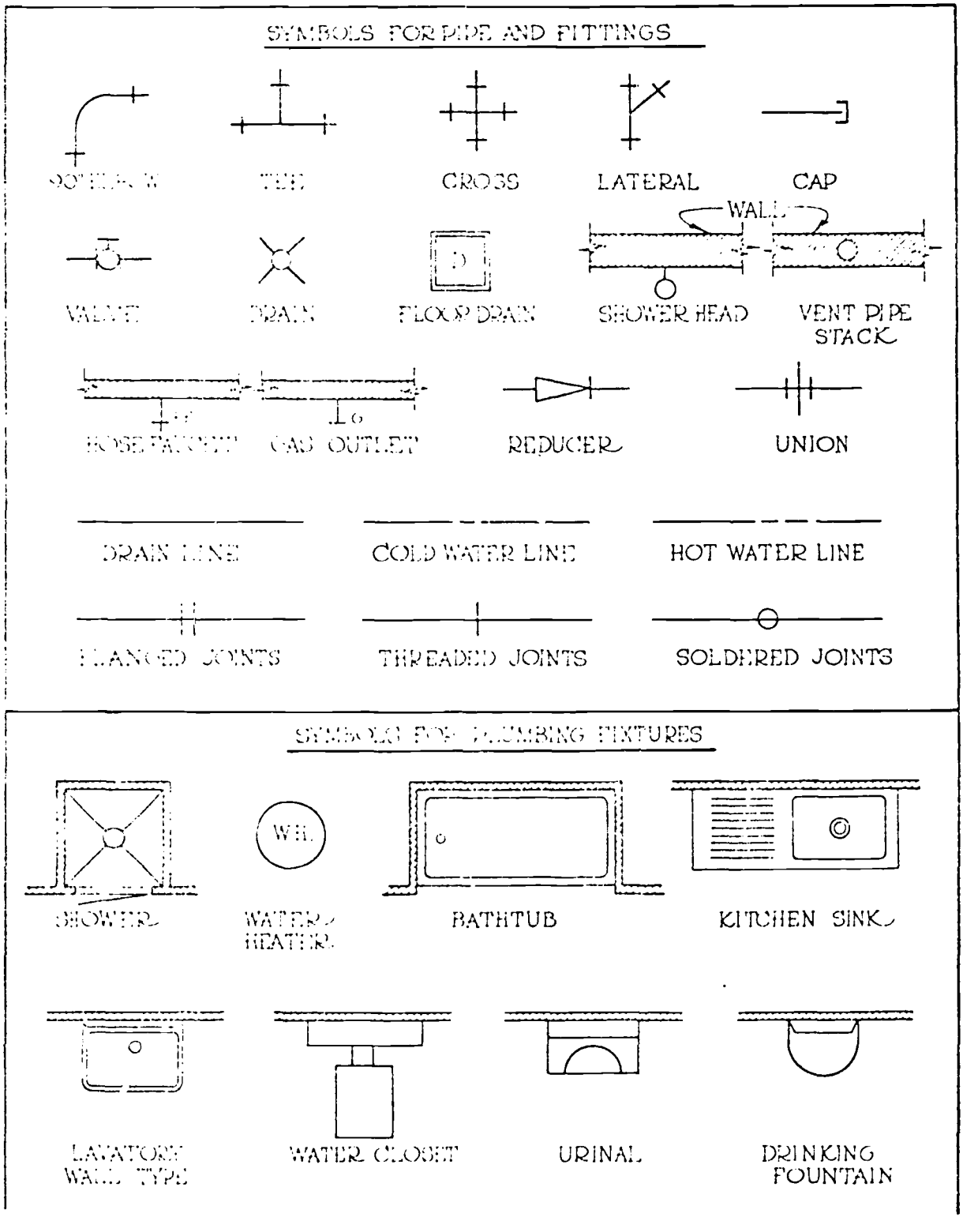

Figure c Plumbing Symbols

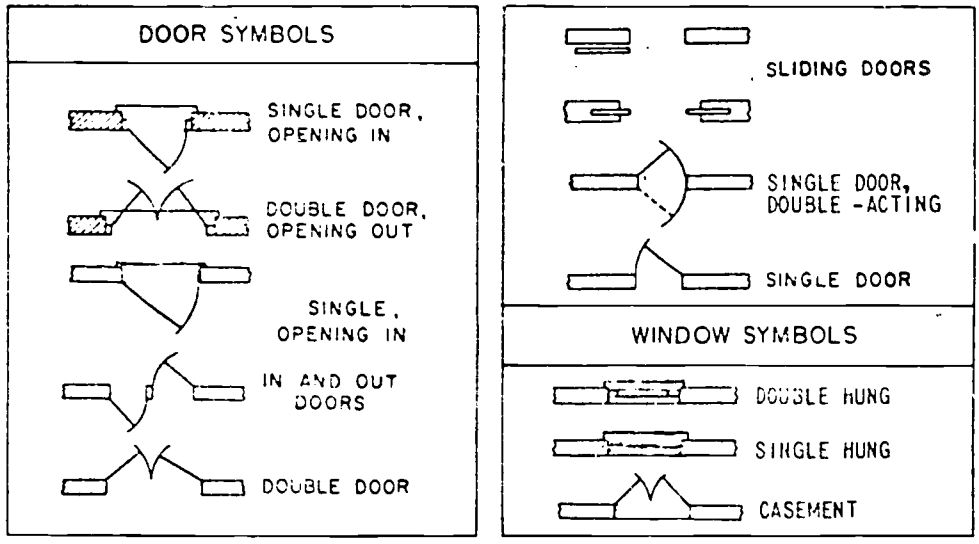

Figure D Door and Window Symbols

DRAWING DETAILS

The titles placed on drawings are very important. When they are placed on a drawing, they will be strategically placed to clearly refer to the part, detail, or view which they identify. Titles for rooms will stand out clearly near the center of the area. Titles for detail views will be carefully placed for easy reading and correctly identified according to the reference system being used throughout the set of plans.

The blueprint method of reproduction has been so widely used that plans of all types are now quite often called blueprints. The blueprint is the builder's guide. It is a complete diagrammatic sketch, with dimensions, of a structure to be built and contains most of the information needed by the builder. All builders must know how to read blueprints and build by them. The blueprint, as used by the builder, is made up of different types of lines showing various views with a scale and legend. Study some of the illustrations on the previous pages and note the different kinds of lines. Let's see what these lines are.

Extension Lines

It may sometimes be necessary to lengthen or extend working lines on a drawing. These lengthening lines are known as extension lines. As shown in figure E, the end of an extension line should never join the working line which it extends.

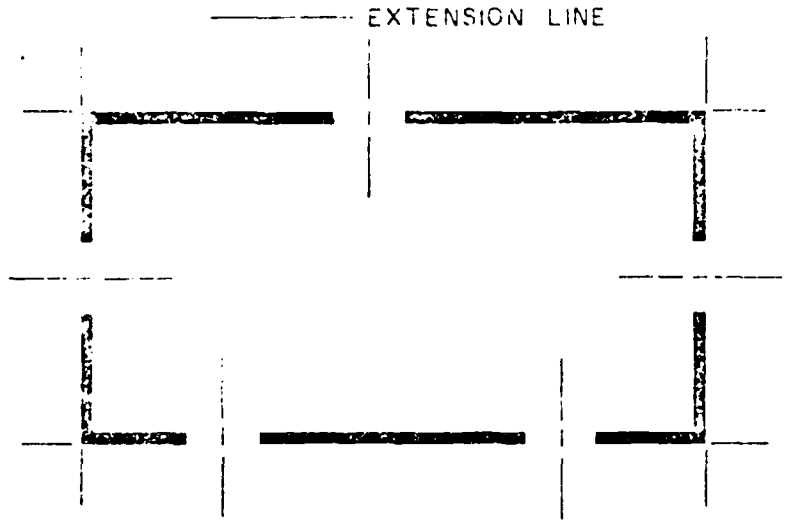

Figure E Extension Lines

Dimension Lines

Dimension lines are usually located between extension lines, and dimensions are given in feet and inches. The numerals are placed slightly above or in the dimension line with the reading position from the bottom and right-hand edge of the sheet. The main requirement is that dimensions be clear, definite, and unmistakable. Figure 2 shows how fractions, inches, feet, and combinations of these are specified on plans or drawings.

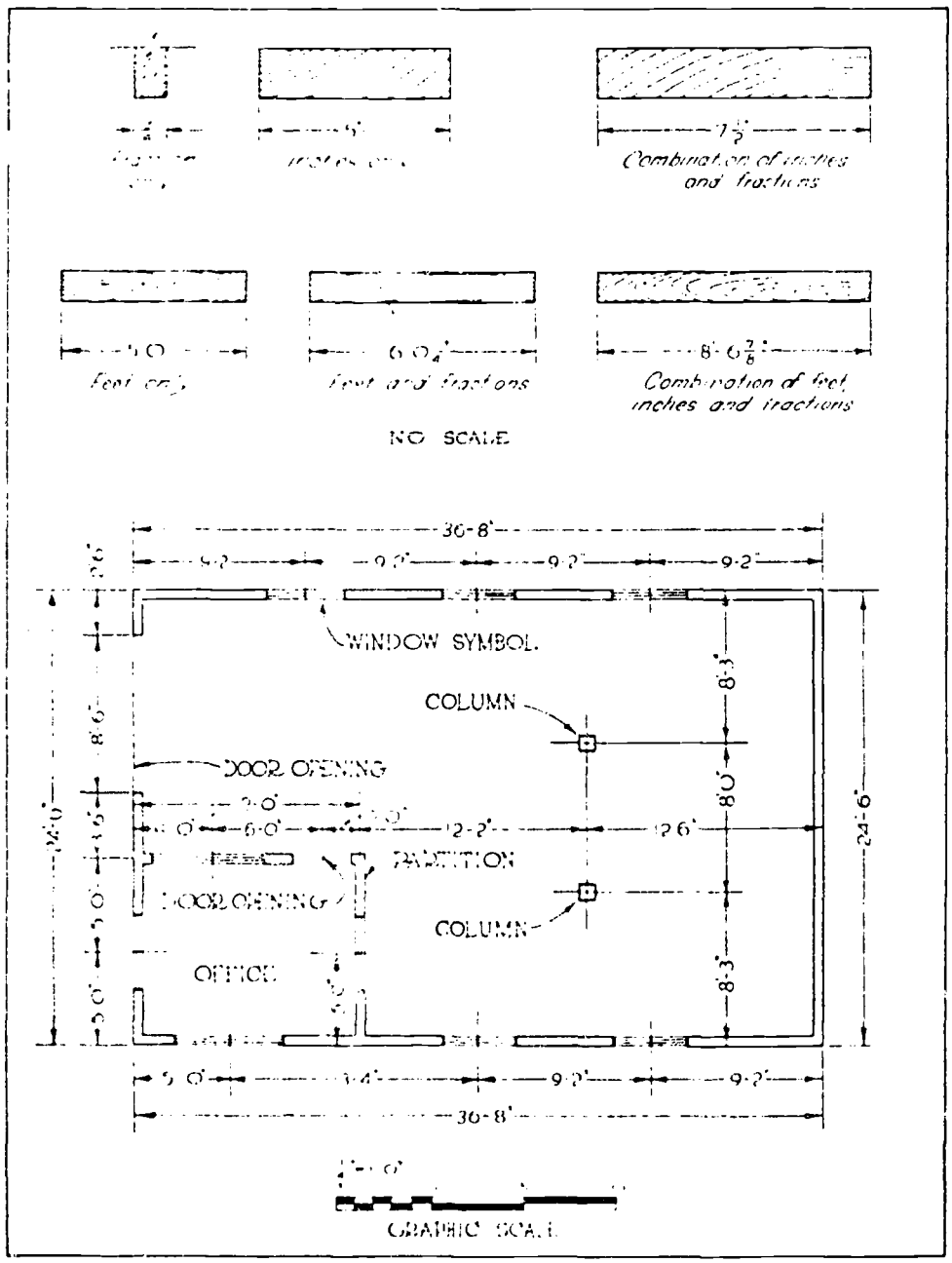

Figure F Dimensioning

Working Lines

The lines which represent the edges of surfaces, as shown in figure 3, are somewhat heavier than the other lines on the drawing and are known as working lines. These lines may be straight or curved, depending upon the shape and view of the object.

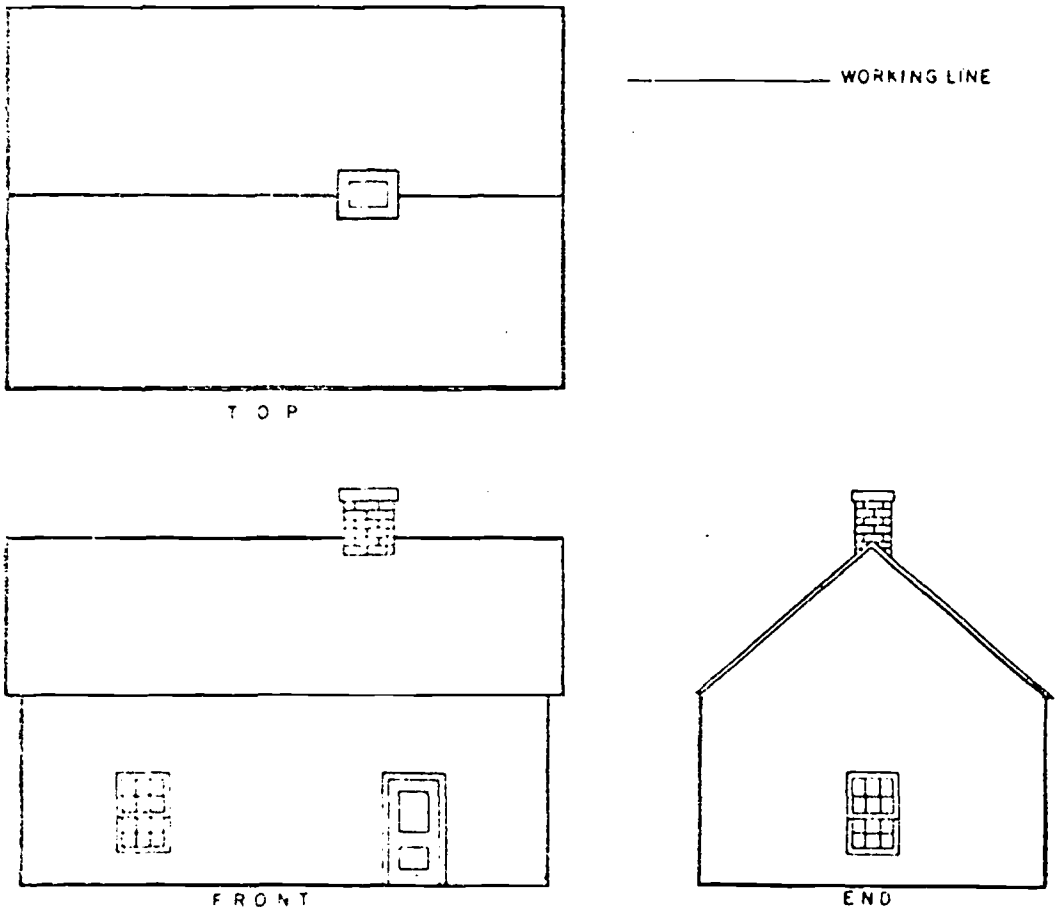

Figure 6 Three Views Showing Working Lines

Hidden Lines

An outline of an object edge which is invisible in the particular view is known as a hidden line and is represented by a series of short dashes, approximately 1/8 inch in length, as shown in figure 4. The space between dashes is about equal to the width of the line.

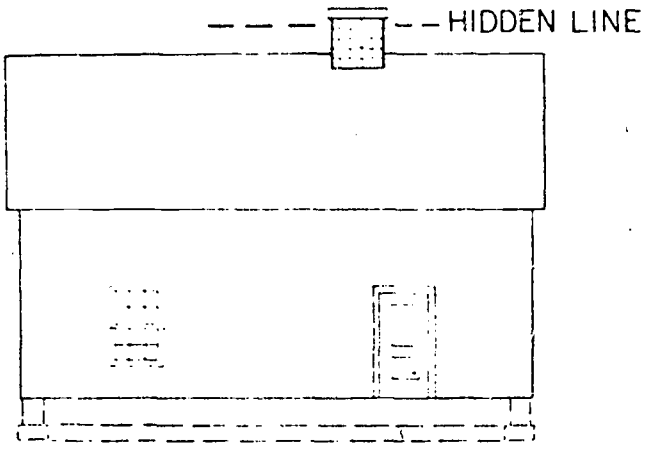

HIDDEN LINES SHOWING
CEMENT FOOTING UNDERGROUND

Figure H

Center Lines

Center lines, as shown in figure 4, indicate the center of an object. They are also used to show the center of holes or openings in objects and curved portions.

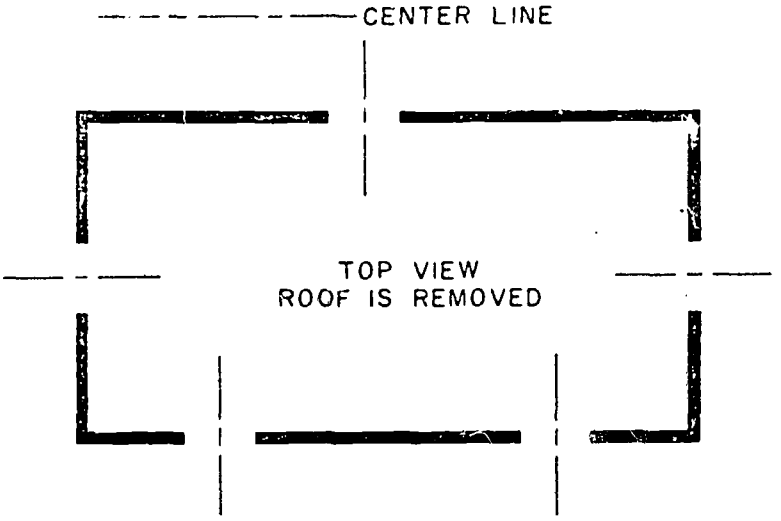

Figure I

Break Lines

Two kinds of break lines are used. One kind indicates short breaks and the other indicates long breaks, as illustrated in figure 6. The short break line is drawn freehand. A ruled line with occasional freehand zig-zags is used for long breaks. Break lines indicate that an object continues without change in detail. Only a short portion of the entire object is represented when break lines are used. The method of indicating breaks in round solid and round hollow shapes is also shown in figure 6.

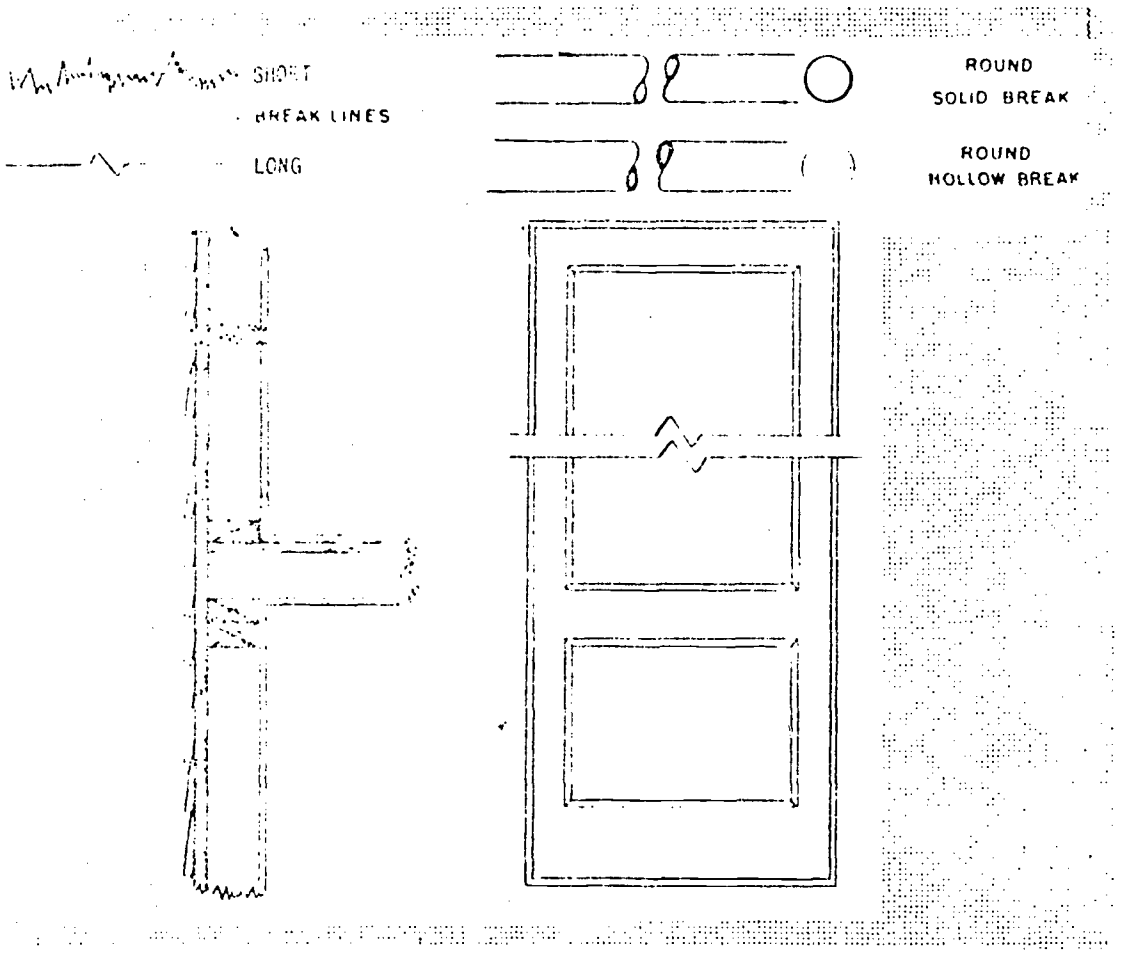

Figure J Break Lines

Because of the lack of space on blueprints, it is common practice to use abbreviations for many items. Some of the more common abbreviated items are listed below:

Apt.	Apartment
Bm.	Beam
Bldg.	Building
B.R.	Bedroom
C.A.	Cold Air
Clg.	Ceiling
Clos., Cl., or C.	Closet
Cem.	Cement
Conc.	Concrete
Det.	Detail
Diam.	Diameter
D.R.	Dining Room
Dr.	Door
D.S.G.	Double-Strength Glass
D.H.	Double Hung
Dn.	Down
Drgs.	Drawings
Ea.	Each
El.	Elevation
Ent	Entrance
Ext.	Exterior
Fin.	Finish
Flash.	Flashing
Fl.	Flooring or Flush
Fur.	Furring
Gar.	Garage
Galv.	Galvanized
G.I.	Galvanized Iron
Gl.	Glass
H.	Hall
Ht.	Height
H.A.	Hot Air
Jb.	Jamb
K. or Kt.	Kitchen
Lt.	Light
Linol.	Linoleum
L.R.	Living Room
Mldg.	Molding
Mull.	Mullion
Mor.	Mortar
O.C.	On Center
O.S.	Outside
O.S. Cas.	Outside Casing
R.	Riser or Radius
Rm.	Room
Sec.	Section
Specs.	Specifications
S.S.G	Single Strength Glass
Wd.	Wood
Yd.	Yard

ABBREVIATIONS COMMONLY USED ON PLAN VIEWS

Access Panel	AP
Acoustic	ACST
Acoustical Tile	AT
Aggregate	AGGR
Air Conditioning	AIR COND
Aluminum	AL
Anchor Bolt	AB
Angle	∠
Apartment	APT
Approximate	APPROX
Architectural	ARCH
Area	A
Area Drain	AD
Asbestos	ASB
Asbestos Board	AB
Asphalt	ASPH
Asphalt Tile	AT
Basement	BSMT
Bathroom	B
Bath Tub	BT
Beam	BM
Bearing Plate	BRG PL
Bedroom	BR
Blocking	BLKG
Blueprint	BP
Boiler	BLR
Book Shelves	BK SH
Brass	BRS
Brick	BRK
Bronze	BRZ
Broom Closet	BC
Building	BLDG
Building Line	BL
Cabinet	CAB.
Calking	CLKG
Casing	CSG
Cast iron	CI
Cast Stone	CS
Catch Basin	CB
Cellar	CEL
Cement	CEM
Cement Asbestos Board	CEM AB
Cement Floor	CEM FL
Cement Mortar	CEM MORT
Center	CTR
Center to Center	C to C
Center Line	℄ or CL
Center Matched	CM
Ceramic	CER
Channel	CHAN
Cinder Block	CIN BL
Circuit Breaker	CIR BKR
Cleanout	CO
Clean Out Door	COD
Clear Glass	CL GL
Closet	C, CL or CLO
Cold Air	CA
Cold Water	CW
Collar Beam	COL B
Concrete	CONC
Concrete Block	CONC B
Concrete Floor	CONC FL
Conduit	CND
Construction	CONST
Contract	CONT
Copper	COP
Counter	CTR
Cubic Feet	CU FT
Cut Out	CO
Detail	DET
Diagram	DIAG
Dimension	DIM
Dining Room	DR
Dishwasher	DW
Ditto	DO.
Double-Acting	DA
Double Strength Glass	DSG
Down	DN
Downspout	DS
Drain	D or DR
Drawing	DWG
Dressed and Matched	D & M
Dryer	D
Electric Panel	EP
End to End	E to E
Excavate	EXC
Expansion Joint	EXP JT
Exterior	EXT
Finish	FIN.
Finished Floor	FIN. FL
Firebrick	FBRK
Fireplace	FP
Fireproof	FPRF
Fixture	FIX.
Flashing	FL
Floor	FL
Floor Drain	FD
Flooring	FLG
Fluorescent	FLUOR
Flush	FL
Footing	FTG
Foundation	FND
Frame	FR
Full Size	FS
Furring	FUR
Galvanized Iron	GI
Garage	GAR
Gas	G
Gloss	GL
Glass Block	GL BL
Grille	G
Gypsum	GYP
Hardware	HDW
Hollow Metal Door	HMD
Hose Bib	HB
Hot Air	HA
Hot Water	HW
Hot Water Heater	HWH
I Beam	I
Inside Diameter	ID
Insulation	INS
Interior	INT

ABBREVIATIONS COMMONLY USED ON PLAN VIEWS (Cont'd)

Iron	I
Jamb	JB
Kitchen	K
Landing	LDG
Lath	LTH
Laundry	LAU
Laundry Tray	LT
Lavatory	LAV
Leader	L
Length	L, LG or LNG
Library	LIB
Light	LT
Limestone	LS
Linen Closet	L CL
Lining	LN
Linoleum	LINO
Living Room	LR
Louver	LV
Main	MN
Marble	MR
Masonry Opening	MO
Material	MATL
Maximum	MAX
Medicine Cabinet	MC
Minimum	MIN
Miscellaneous	MISC
Mixture	MIX
Modular	MOD
Mortar	MOR
Moulding	MLDG
Nosing	NOS
Obscure Glass	OBSC GL
On Center	OC
Opening	OPNG
Outlet	OUT
Overall	OA
Overhead	OVHD
Pantry	PAN.
Partition	PTN
Plaster	PL or PLAS
Plastered Opening	PO
Plate	PL
Plate Glass	PL GL
Platform	PLAT
Plumbing	PLBG
Porch	P
Precast	PRCST
Prefabricated	PREFAB
Pull Switch	PS
Quarry Tile Floor	QTF
Radiator	RAD
Random	RDM
Range	R
Recessed	REC
Refrigerator	REF
Register	REG
Reinforce or Reinforcing	REINF
Revision	REV
Riser	R
Roof	RF
Roof Drain	RD
Room	RM or R
Rough	RGH
Rough Opening	RGH OPNG
Rubber Tile	R TILE
Scale	SC
Schedule	SCH
Screen	SCR
Scuttle	S
Section	SECT
Select	SEL
Service	SERV
Sewer	SEW.
Sheathing	SHTHG
Sheet	SH
Shelf and Rod	SH & RD
Shelving	SHELV
Shower	SH
Sill Cock	SC
Single Strength Glass	SSG
Sink	SK or S
Soil Pipe	SP
Specification	SPEC
Square Feet	SQ FT
Stained	STN
Stairs	ST
Stairway	STWY
Standard	STD
Steel	ST or STL
Steel Sash	SS
Storage	STG
Switch	SW or S
Telephone	TEL
Terra Cotta	TC
Terrazzo	TER
Thermostat	THERMO
Threshold	TH
Toilet	T
Tongue and Groove	T & G
Tread	TR or T
Typical	TYP
Unfinished	UNF
Unexcavated	UNEXC
Utility Room	URM
Vent	V
Vent Stack	VS
Vinyl Tile	V TILE
Warm Air	WA
Washing Machine	WM
Water	W
Water Closet	WC
Water Heater	WH
Waterproof	WP
Weather Stripping	WS
Weephole	WH
White Pine	WP
Wide Flange	WF
Wood	WD
Wood Frame	WF
Yellow Pine	YP

ABBREVIATIONS COMMONLY USED ON ELEVATIONS

Aluminum	AL
Asbestos	ASB
Asphalt	ASPH
Basement	BSMT
Beveled	BEV
Brick	BRK
Building	BLDG
Cast Iron	CI
Ceiling	CLG
Cement	CEM
Center	CTR
Center Line	℄ or CL
Clear	CLR
Column	COL
Concrete	CONC
Concrete Block	CONC B
Copper	COP
Corner	COR
Detail	DET
Diameter	DIA or ø
Dimension	DIM.
Ditto	DO.
Divided	DIV
Door	DR
Double-Hung Window	DHW
Down	DN or D
Downspout	DS
Drawing	DWG
Drip Cap	DC
Each	EA
East	E
Elevation	EL
Entrance	ENT
Excavate	EXC
Exterior	EXT
Finish	FIN.
Flashing	FL
Floor	FL
Foot or Feet	' or FT
Foundation	FDN
Full Size	FS
Galvanized	GALV
Galvanized Iron	GI
Gauge	GA
Glass	GL
Glass Block	GL BL
Grade	GR
Grade Line	GL
Height	HGT or H or HT
High Point	H PT
Horizontal	HOR
Hose Bibb	HB
Inch or Inches	" or IN.
Insulating (Insulated)	INS
Length	LGTH, LG or L
Length Over All	LOA
Level	LEV
Light	LT
Line	L
Lining	LN
Long	LG
Louver	LV
Low Point	LP
Masonry Opening	MO
Metal	MET. or M
Molding	MLDG
Mullion	MULL
North	N
Number	NO. or #
Opening	OPNG
Outlet	OUT
Outside Diameter	OD
Overhead	OVHD
Panel	PNL
Perpendicular	PERP
Plate Glass	PL GL
Plate Height	PL HT
Radius	R
Revision	REV
Riser	R
Roof	RF
Roof Drain	RD
Roofing	RFG
Rough	RGH
Saddle	SDL or S
Scale	SC
Schedule	SCH
Section	SECT
Sheathing	SHTHG
Sheet	SH
Shiplap	SHLP
Siding	SDG
South	S
Specifications	SPEC
Square	SQ or □
Square Inch	SQ IN. or □"
Stainless Steel	SST
Steel	STL
Stone	STN
Terra Cotta	TC
Thick or Thickness	THK or T
Typical	TYP
Vertical	VERT
Waterproofing	WP
West	W
Width	W or WTH
Window	WDW
Wire Glass	W GL
Wood	WD
Wrought Iron	WI

Many of these abbreviations are approved by the American Standards Association. Others have been accepted by architects and engineers for use on working drawings. Some clue as to what the abbreviation stands for can be obtained by naticing the thing to which it is related on the drawing. Most draftsmen always use capital letters on drawings. Abbreviations which make an actual word such as IN. are usually fallowed by a periad.

GENERAL OUTLETS

Ceiling	Wall	
○	—○	Outlet.
Ⓑ	—Ⓑ	Blanked Outlet.
Ⓓ		Drop Cord.
Ⓔ	—Ⓔ	Electrical Outlet; for use only when circle used alone might be confused with columns, plumbing symbols, etc.
Ⓕ	—Ⓕ	Fan Outlet.
Ⓙ	—Ⓙ	Junction Box.
Ⓛ	—Ⓛ	Lamp Holder.
$Ⓛ_{PS}$	—$Ⓛ_{PS}$	Lamp Holder with Pull Switch.
Ⓢ	—Ⓢ	Pull Switch.
Ⓥ	—Ⓥ	Outlet for Vapor Discharge Lamp.
Ⓧ	—Ⓧ	Exit Light Outlet.
Ⓒ	—Ⓒ	Clock Outlet. (Specify Voltage.)

CONVENIENCE OUTLETS

- Duplex Convenience Outlet.
- $_{1,3}$ Convenience Outlet other than Duplex. 1=Single, 3=Triplex, etc.
- $_{WP}$ Weatherproof Convenience Outlet.
- $_{R}$ Range Outlet.
- $_{GR}$ Grounded Outlet.
- Duplex Convenience Outlet — Split Wired
- $_{S}$ Switch and Convenience Outlet.
- [R] Radio and Convenience Outlet.
- Special Purpose Outlet. (Des. in Spec.)
- Floor Outlet.

SWITCH OUTLETS

S	Single Pole Switch.
S_2	Double Pole Switch.
S_3	Three-Way Switch.
S_4	Four-Way Switch.
S_D	Automatic Door Switch.
S_E	Electrolier Switch.
S_K	Key Operated Switch.
S_P	Switch and Pilot Lamp.
S_{CB}	Circuit Breaker.
S_{WCB}	Weatherproof Circuit Breaker.
S_{MC}	Momentary Contact Switch.
S_{RC}	Remote Control Switch.
S_{WP}	Weatherproof Switch.
S_F	Fused Switch.
S_{WF}	Weatherproof Fused Switch.

SPECIAL OUTLETS

$O_{a,b,c,etc}$
$Ⓢ_{a,b,c,etc}$
$S_{a,b,c,etc}$

Any Standard Symbol as given above with the addition of a lower case subscript letter may be used to designate some special variation of Standard Equipment of particular interest in a specific set of Architectural Plans. When used, they must be listed in the Key of Symbols on each drawing and if necessary further described in the specifications.

PANELS, CIRCUITS, AND MISCELLANEOUS

- Lighting Panel.
- Power Panel.
- —— Branch Circuit; Concealed in Ceiling or Wall.
- —·— Branch Circuit; Concealed in Floor.
- ----- Branch Circuit; Exposed.
- Home Run to Panel Board. Indicate number of Circuits by number of arrows. Note: Any circuit without further designation indicates a two-wire circuit. For a greater number of wires indicate as follows —#— (3 wires) —##— (4 wires), etc.
- —— Feeders. Note: Use heavy lines and designate by number corresponding to listing in Feeder Schedule.
- Underfloor Duct and Junction Box. Triple System. For double or single systems, eliminate 1 or 2 lines. This symbol equally adaptable to auxiliary system layouts.
- Ⓖ Generator.
- Ⓜ Motor.
- Ⓘ Instrument.
- Ⓣ Power Transformer. (Or draw to scale.)
- Controller.
- Isolating Switch.

AUXILIARY SYSTEMS

- Push Button.
- Buzzer.
- Bell.
- Annunciator.
- Outside Telephone.
- Interconnecting Telephone.
- Telephone Switchboard.
- Ⓣ Bell Ringing Transformer.
- [D] Electric Door Opener.
- [F] Fire Alarm Bell.
- [F] Fire Alarm Station.
- City Fire Alarm Station.
- [FA] Fire Alarm Central Station.
- [FS] Automatic Fire Alarm Device.
- [W] Watchman's Station.
- [W] Watchman's Central Station.
- [H] Horn.
- [N] Nurse's Signal Plug.
- [M] Maid's Signal Plug.
- [TV] TV Outlet.
- [SC] Signal Central Station.
- Interconnection Box.
- Battery.
- ——·—— Auxiliary System Circuits. Note: Any line without further designation indicates a 2-Wire System. For a greater number of wires designate with numerals in manner similar to —·—12-No. 18W-¾" C., or designate by number corresponding to listing in Schedule.
- $_{a,b,c}$ Special Auxiliary Outlets. Subscript letters refer to notes on plans or detailed description in specs.

American Standards Association

Electrical Symbols for Architectural Plans

STANDARD SYMBOLS FOR PLUMBING, PIPING AND VALVES

(Approved by the American Standards Association, November, 1973)

PLUMBING

- Corner Bath
- Recessed Bath
- Roll Rim Bath
- Sitz Bath
- Foot Bath
- Bidet
- Shower Stall
- Shower Head (Plan) (Elev.)
- Overhead Gang Shower (Plan) (Elev.)
- Pedestal Lavatory
- Wall Lavatory
- Corner Lavatory
- Manicure Lavatory
- Medical Lavatory
- Dental Lavatory
- Plain Kitchen Sink
- Kitchen Sink, R & L Drain Board
- Kitchen Sink, L H Drain Board
- Combination Sink & Dishwasher
- Combination Sink & Laundry Tray
- Service Sink
- Wash Sink (Wall Type)
- Wash Sink
- Laundry Tray
- Water Closet (Low Tank)
- Water Closet (No Tank)
- Urinal (Pedestal Type)
- Urinal (Wall Type)
- Urinal (Corner Type)
- Urinal (Stall Type)
- Urinal (Trough Type)
- Drinking Fountain (Pedestal Type)
- Drinking Fountain (Wall Type)

PLUMBING (continued)

- Drinking Fountain (Trough Type)
- Hot Water Tank
- Water Heater
- Meter
- Hose Rack
- Hose Bibb
- Gas Outlet
- Vacuum Outlet
- Drain
- Grease Separator
- Oil Separator
- Cleanout
- Garage Drain
- Floor Drain With Backwater Valve
- Roof Sump

PIPING

- Soil and Waste
- Soil and Waste, Underground
- Vent
- Cold Water
- Hot Water
- Hot Water Return
- Fire Line
- Gas
- Acid Waste
- Drinking Water Supply
- Drinking Water Return
- Vacuum Cleaning
- Compressed Air

PIPE FITTINGS

For Welded or Soldered Fittings, use joint indication shown in Diagram A	Screwed	Bell and Spigot
Joint		
Elbow - 90 deg		
Elbow - 45 deg		
Elbow - Turned Up		
Elbow - Turned Down		

PIPE FITTINGS (continued)

For Welded or Soldered Fittings, use joint indication shown in Diagram A	Screwed	Bell and Spigot
Elbow - Long Radius		
Side Outlet Elbow - Outlet Down		
Side Outlet Elbow - Outlet Up		
Base Elbow		
Double Branch Elbow		
Single Sweep Tee		
Double Sweep Tee		
Reducing Elbow		
Tee		
Tee - Outlet Up		
Tee - Outlet Down		
Side Outlet Tee Outlet Up		
Side Outlet Tee Outlet Down		
Cross		
Reducer		
Eccentric Reducer		
Lateral		
Expansion Joint Flanged		

VALVES

For Welded or Soldered Fittings, use joint indication shown in Diagram A	Screwed	Bell and Spigot
Gate Valve		
Globe Valve		
Angle Globe Valve		
Angle Gate Valve		
Check Valve		
Angle Check Valve		
Stop Cock		
Safety Valve		
Quick Opening Valve		
Float Opening Valve		
Motor Operated Gate Valve		

Symbols used for plumbing fixtures, piping, fittings, and valves.

ERIC Full Text Provided by ERIC

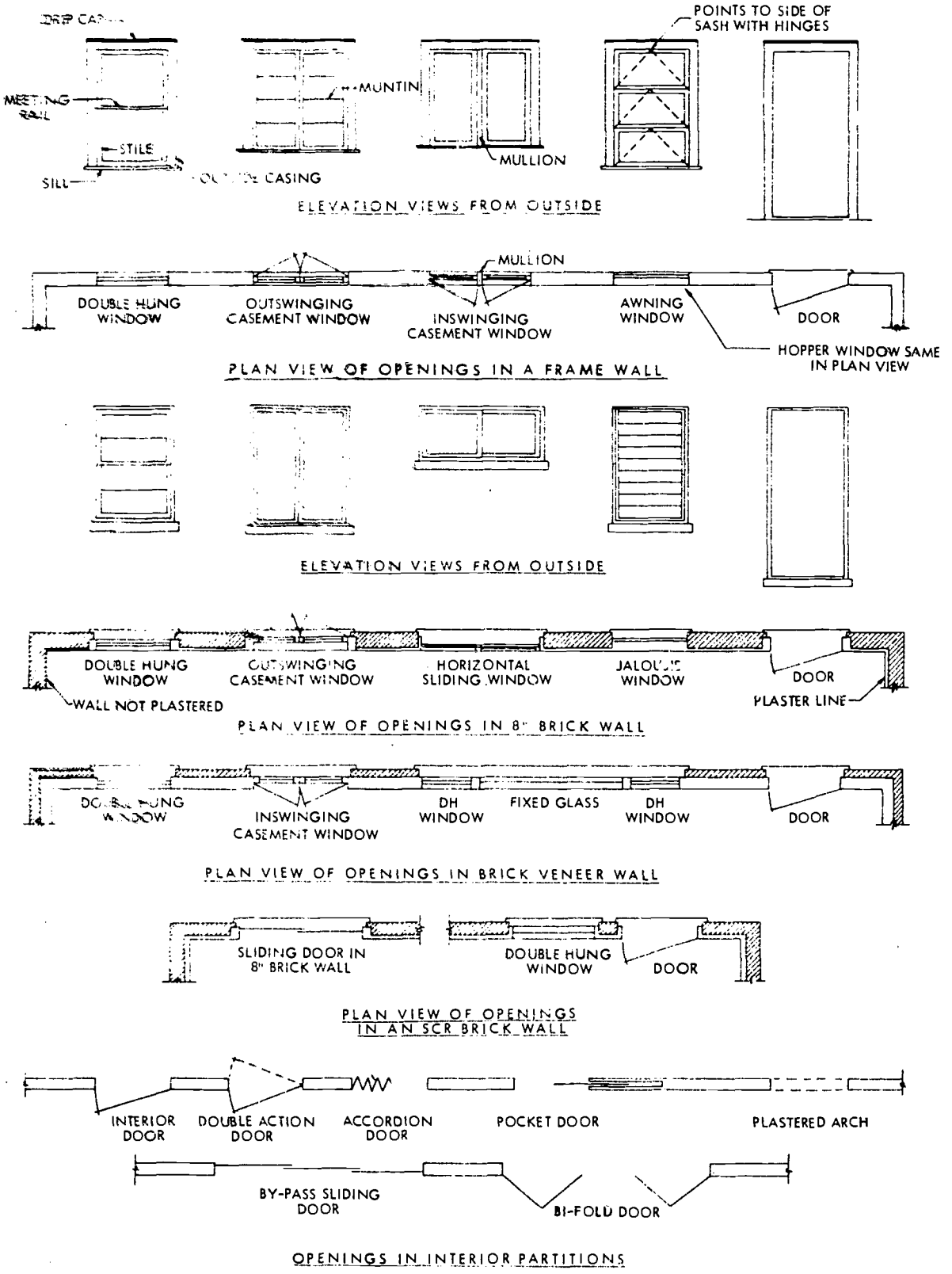

Symbols commonly used for openings in exterior walls and interior partitions.

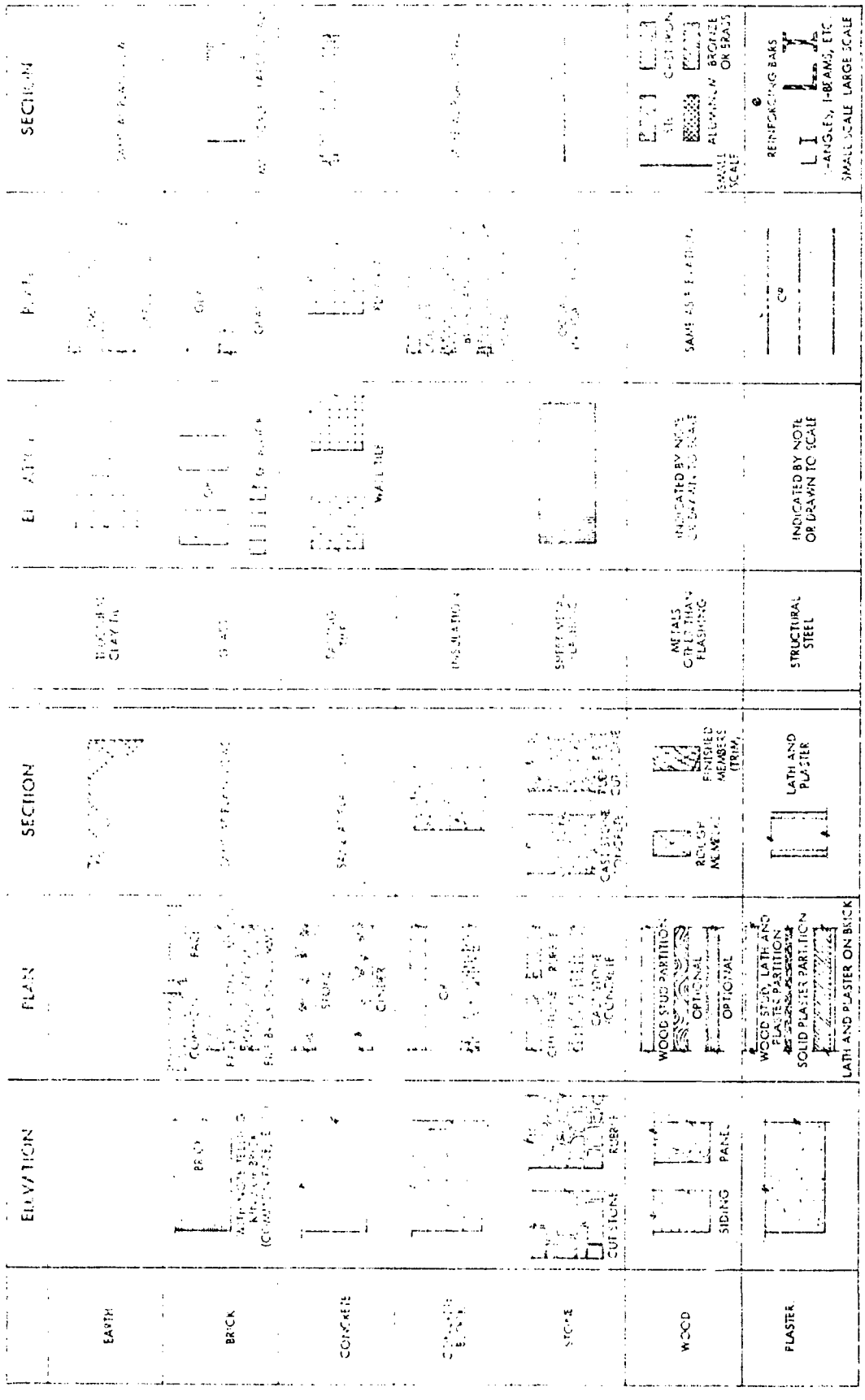

Symbols used for common materials shown on blueprints.

INTERSECTION OF FRAME WALL AND FRAME PARTITION
OR TWO FRAME PARTITIONS

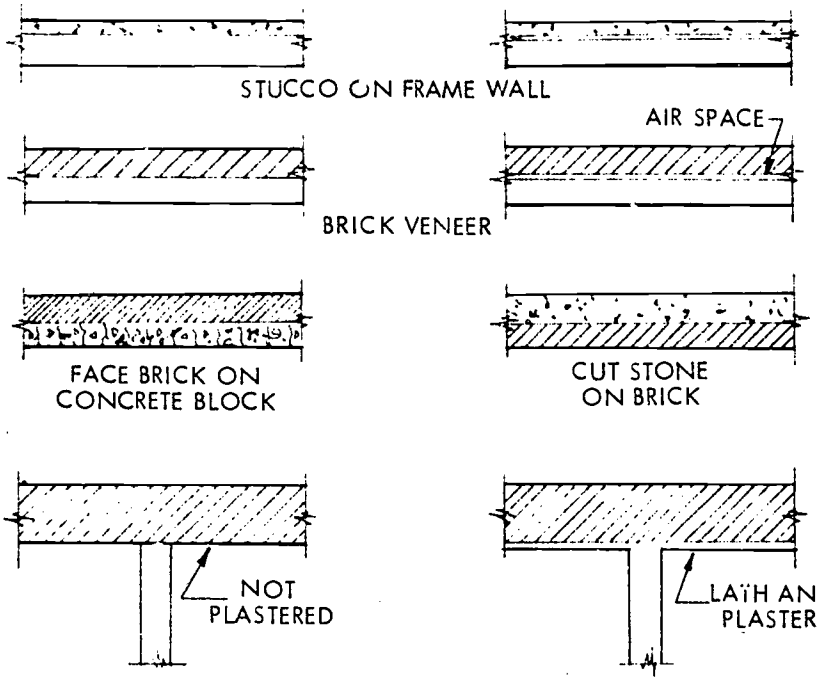

INTERSECTION OF BRICK WALL
AND WOOD STUD PARTITION
NOTE: PLASTER LINE OMITTED
ON PARTITION

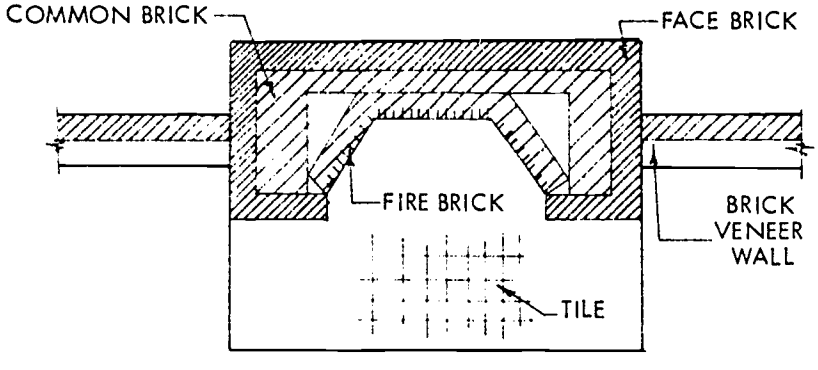

PLAN VIEW OF FIREPLACE

Materials are often used in combination.

Scaling

Because full-scale drawings are usually impossible or impractical, they are reduced proportionally or scaled down. For example, one inch may be used to represent one foot. Using this scale, the actual drawing would be 1/12 the actual size.

In many cases, using a scale of 1 inch equals 1 foot is impractical because the drawing using this scale would still be too large for convenience. A scale where 1/2 inch is used to represent 1 foot is frequently used, and a drawing using 1/2 inch equal to 1 foot would be half as large as the same drawing using a scale where 1 inch equals 1 foot.

An architect's scale is a measuring device designed for use in making or interpreting drawings drawn to scale. The architect's scale is a triangular ruler, with various scales on the six edges. In addition to the usual 1-inch markings, scales of 1/8, 1/4, 3/16, 3/8, 1/2, and 3/4 inch are included. At the end of each scale, one section equivalent to one foot on that scale is divided into 12 equal parts. This scale may be used for scaling inches, and is included in addition to the foot or feet markings.

Examine an architect's scale, and you will note that some of the scales start with the zero foot markings on the left, while other zero foot markings are on the right. This is done to increase the range of the scale, and make reading the scale easier. The scales sharing markings are multiples; for example, the 3/16- and 3/8-inch scales share markings, and are on the same edge.

Note the 3/16 scale shown The 12 graduations which represent inches are shown at the left end of the scale, as viewed in the figure.

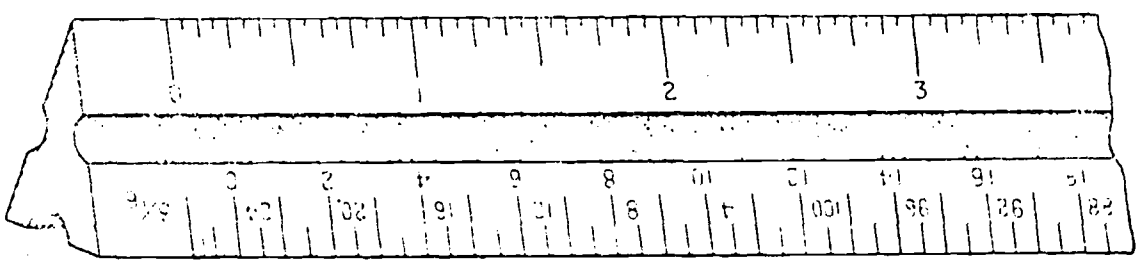

Architect's Scale

Using the architect's scale seems difficult at first, but given the opportunity to use the scale and practice, you will find its use relatively easy.

SPECIFICATIONS

1. WORK REQUIRED: The contractor shall furnish and erect all woodwork mentioned in the building specifications or indicated on the drawings, including all framing and finishing woodwork. He is to co-operate with and do any necessary carpentry required by other trades for completing their work.

2. DIMENSION LUMBER: Unless otherwise specified, all dimension lumber shall be at least No. 2 yellow pine or fir. All lumber shall be straight and free from any defects that would weaken the stick.

3. WOOD JOISTS: All joists will be spaced 16 inches OC (on center).

The cutting of floor joists to facilitate the installation of piping and duct work will be permitted, with the following limitations.

(a) The top or bottom edges of joists may be notched not to exceed 1/6 of the joist depth.

(b) If cutting of a floor joist more than 1/6 of its depth is found necessary, a header the full depth of the joist shall be cut in to support the end of the joist.

4. ROOF: The composition shingled roof is to be sheathed with No. 2, 1 x 8 shiplap. Use 3 tab, square butt, 220 pound shingles with 5 inches to the weather.

5. INSULATION: Furnish and install wall thickness (3 1/2") rock-wool blankets in all ceilings and roof as indicated and 2-inch rock-wool batts in all exterior walls. All insulation to be installed according to manufacturers' instructions.

6. PARTITIONS: All studding partitions and outside walls shall be constructed as shown of 2 x 4's or 2 x 6's, with plates well spiked. All studs to be spaced 16 inches OC (on center). Double studding around all openings, at all corners, and properly trussed across all openings.

7. WOOD FLOORS: Joists shall be floored with No. 2, 1 x 8 shiplap sheathing laid diagonally and double-nailed at each joist.

Finished floors shall be hardwood as noted on the drawings.

8. CALKING: All exterior doors and window frames set in masonry and all intersections of wood and masonry shall be calked with an approved standard brand of calking.

9. DOORS: All doors to be sandpapered, scraped, and hand smoothed. For sizes, thicknesses, and design, see drawings.

10. CLOSETS: All closets to have 12-inch shelf and hook strips. Include 3/4 inch gas pipe across back for hangers.

11. FINISH HARDWARE: All finish hardware, such as locks, butts, door checks, and similar finish hardware, except as otherwise specified, will be purchased by the owner and delivered to the building where the contractor shall receipt for it and properly install it. Contractor shall include in his bid an allowance of $100.00 for finish hardware.

Figure Specifications

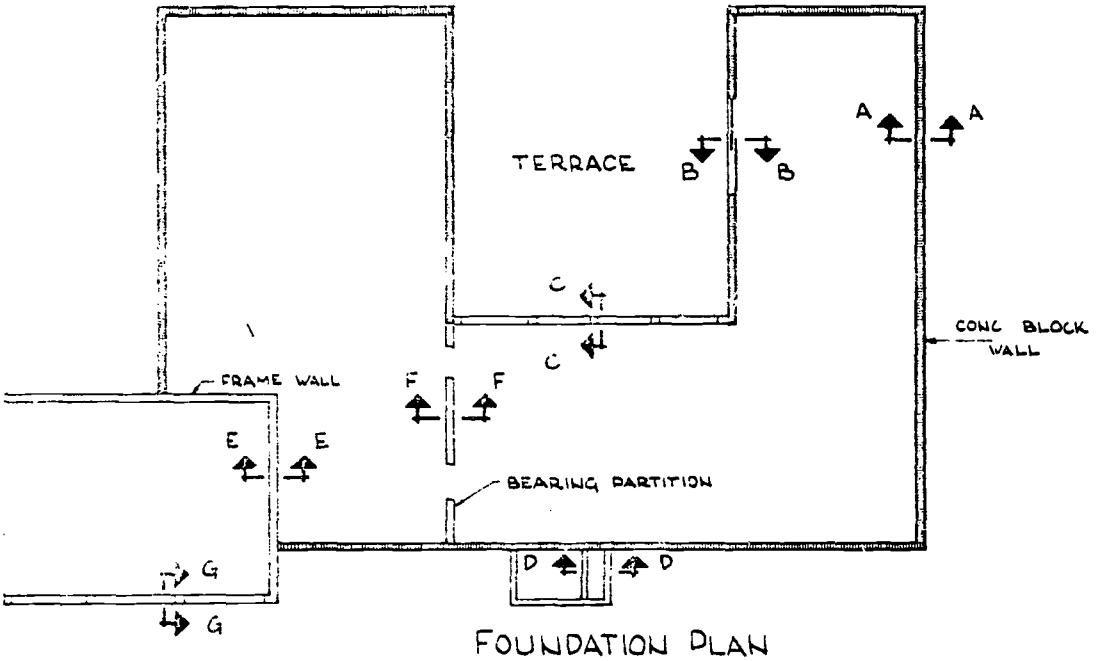

FOUNDATION PLAN

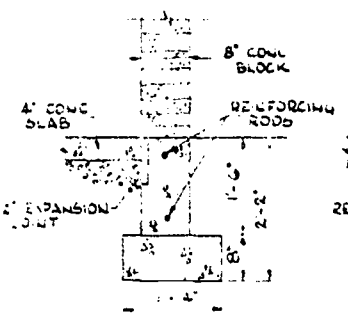

SECTION A-A
TYPICAL WALL SECTION

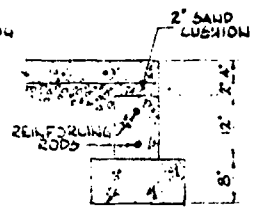

SECTION B-B
TAKEN AT OPENING TO PATIO GLASS DOORS

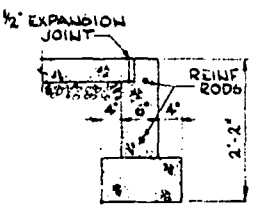

SECTION C-C
TAKEN AT WINDOWS NO MASONRY

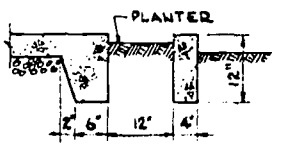

SECTION D-D
TAKEN AT FRONT ENTRANCE

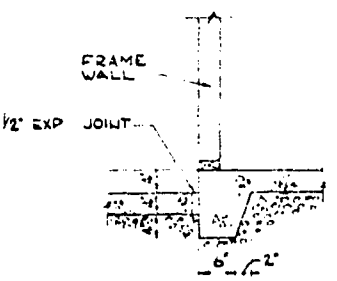

SECTION E-E
SHOWING CARPORT FLOOR

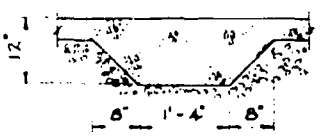

SECTION F-F
UNDER BEARING PARTITION

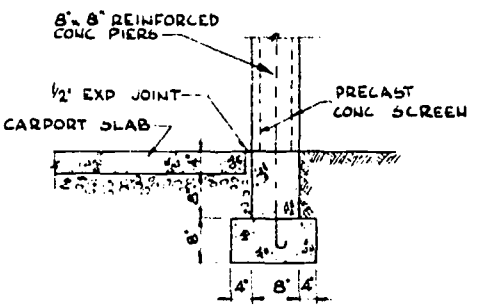

SECTION G-G
AT CARPORT SCREEN

Detail drawings of sectional views taken at various places in the foundation wall will give all of the information needed to build the form work.

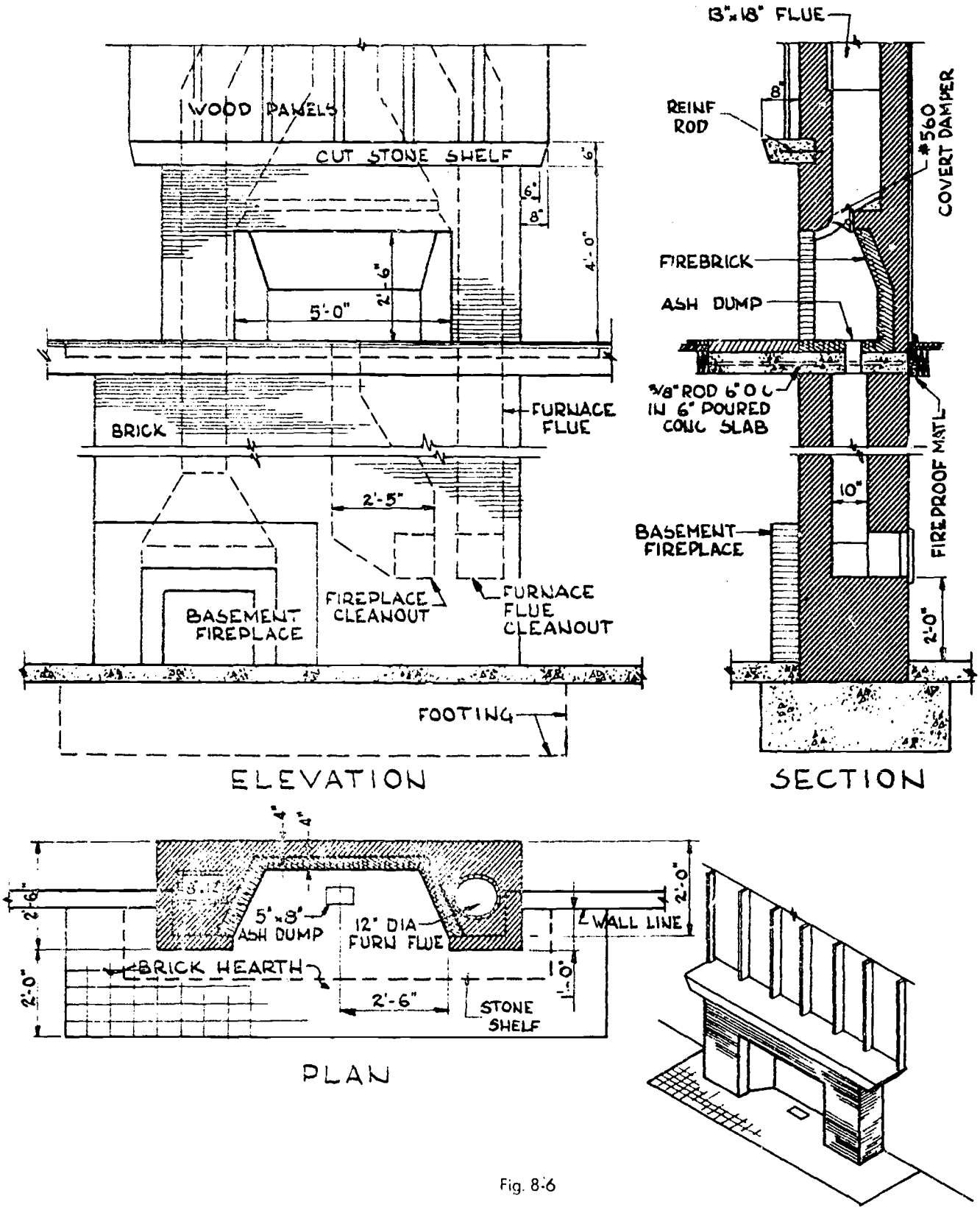

Fig. 8-6

Detail views of a fireplace are necessary to show information about construction, flues, dimensions, etc.

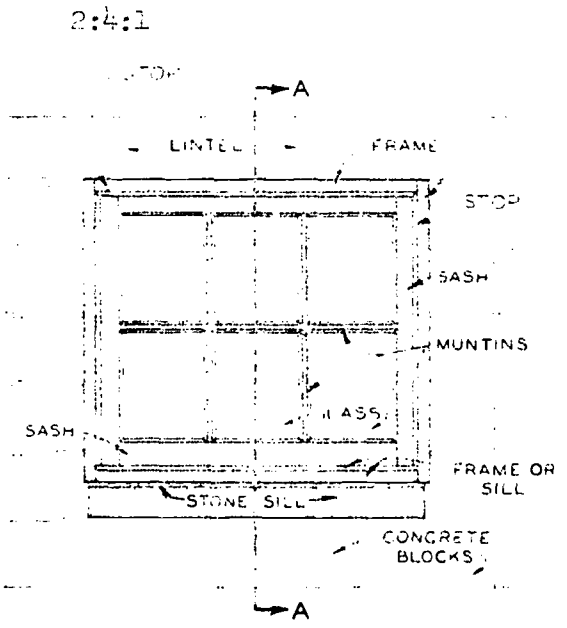

Section line A-A shows where an imaginary slice is taken through a basement window in a concrete block wall. Arrows indicate the direction in which the view is taken.

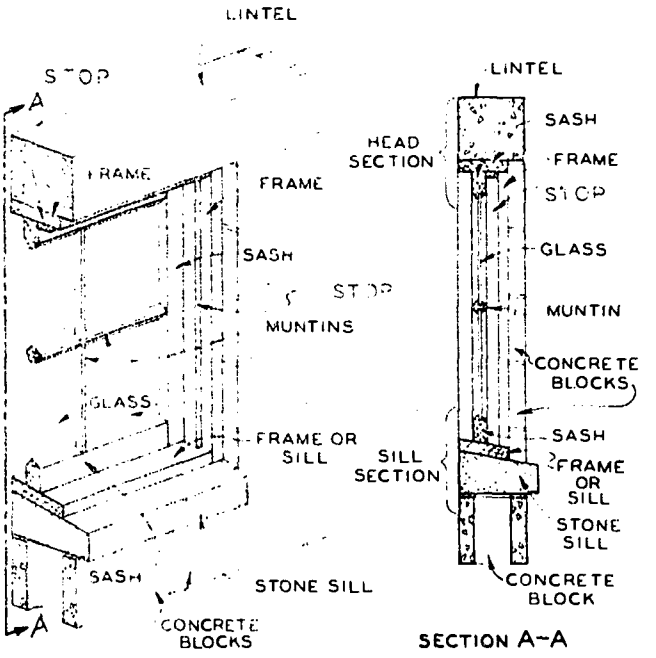

The section view at the right, SECTION A-A, shows each part of the window and frame in detail.

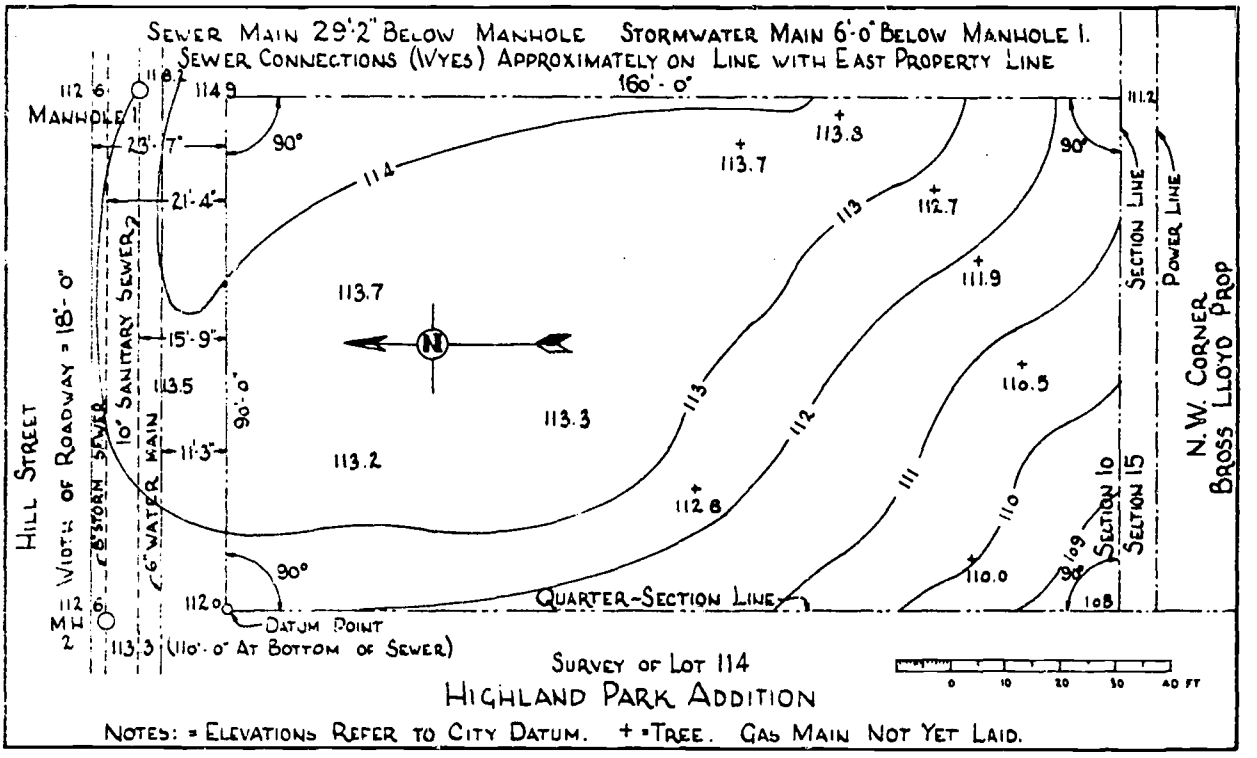

Fig.

A survey gives the exact shape and size of a lot in relation to a "datum point". The natural grade is shown by contour lines at 1'-0" intervals in this case.

CONTOUR LINES. Contour lines are lines drawn on a surveyor's plat or on an architect's plot plan to show the slope of the ground. A contour line may be explained by thinking of the lowest contour line as the shore of a lake. If the water were to rise one foot the shore line (contour line) would take a new shape as the water covered more of the earth. The intervals of contour lines on small lots are usually in units of one foot elevations. If the tracts are large or very hilly, contour lines may be in two foot or larger units.

The Plot Plan

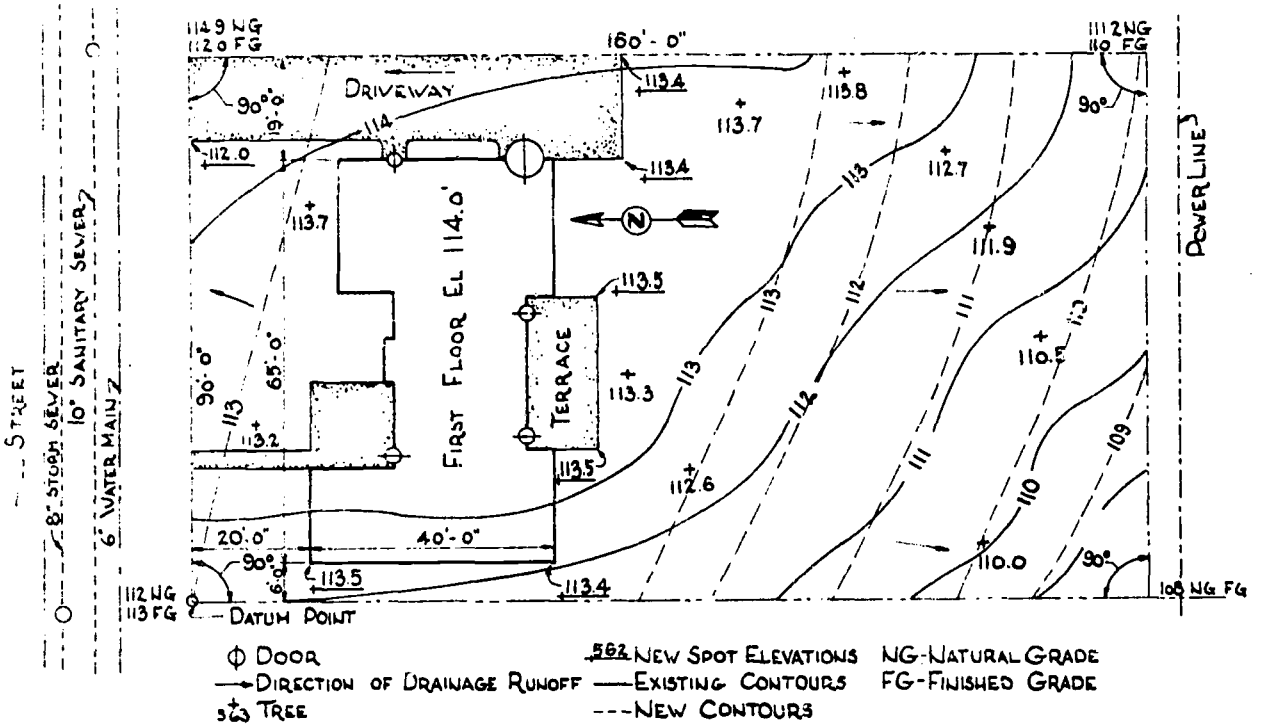

Fig. 9-4

An architect's plot plan shows elevations, location of the house, and much other information.

FHA Form 2005
VA Form 26-1852
Rev. 3/68

FEDERAL HOUSING ADMINISTRATION

For accurate reproduction of carbon copies, form may be separated at line above fold. Staple completed sheets together in original order.

Form Approved
Budget Bureau No. 63-R0055

☐ Proposed Construction

DESCRIPTION OF MATERIALS

No. _____ (To be inserted by FHA or VA)

☐ Under Construction

Property address _____ City _____ State _____

Mortgagor or Sponsor _____ (Name) _____ (Address)

Contractor or Builder _____ (Name) _____ (Address)

INSTRUCTIONS

1. For additional information on how this form is to be submitted, number of copies, etc., see the instructions applicable to the FHA Application for Mortgage Insurance or VA Request for Determination of Reasonable Value, as the case may be.
2. Describe all materials and equipment to be used, whether or not shown on the drawings, by marking on the drawings the appropriate letter or number and entering the information called for in each space. If space is inadequate, enter "See misc." and describe under item 27 or on an attached sheet.
3. Work not specifically described or shown will not be considered unless required, then the minimum acceptable will be assumed. Work exceeding minimum requirements cannot be considered unless specifically described.
4. Include no alternates, or equal phrases, or contradictory items. (Consideration of a request for acceptance of substitute materials or equipment is not thereby precluded.)
5. Include signatures required at the end of this form.
6. The construction shall be completed in compliance with the related drawings and specifications, as amended during processing. The specifications include this Description of Materials and the applicable Minimum Construction Requirements.

1. EXCAVATION:

Bearing soil, type _____

2. FOUNDATIONS:

Footings: concrete mix _____, strength psi _____ Reinforcing _____

Foundation wall: material _____ Reinforcing _____

Interior foundation wall: material _____ Party foundation wall _____

Columns: material and sizes _____ Piers: material and reinforcing _____

Girders: material and sizes _____ Sills: material _____

Basement entrance: areaway _____ Window areaways _____

Waterproofing _____ Footing drains _____

Termite protection _____

Basementless space: ground cover _____, insulation _____, foundation vents _____

Special foundations _____

Additional information _____

3. CHIMNEYS:

Material _____ Prefabricated (*make and size*) _____

Flue lining: material _____ Heater flue size _____ Fireplace flue size _____

Vents (*material and size*): gas or oil heater _____, water heater _____

Additional information _____

4. FIREPLACES:

Type: ☐ solid fuel, ☐ gas-burning, ☐ circulator (*make and size*) _____ Ash dump and clean-out _____

Fireplace: facing _____, lining _____; hearth _____, mantel _____

Additional information _____

5. EXTERIOR WALLS:

Wood frame: wood grade, and species _____ ☐ Corner bracing. Building paper or felt _____

Sheathing _____, thickness _____, width _____, ☐ solid; ☐ spaced _____" o. c.; ☐ diagonal. _____

Siding _____, grade _____; type _____, size _____; exposure _____"; fastening _____

Shingles _____, grade _____; type _____; size _____; exposure _____"; fastening _____

Stucco _____, thickness _____". Lath _____; weight _____ lb.

Masonry veneer _____ Sills _____ Lintels _____ Base flashing _____

Masonry: ☐ solid, ☐ faced, ☐ stuccoed, total wall thickness _____", facing thickness _____", facing material _____

Backup material _____, thickness _____", bonding _____

Door sills _____ Window sills _____ Lintels _____ Base flashing _____

Interior surfaces: dampproofing _____ coats of _____, furring _____

Additional information _____

Exterior painting: material _____, number of coats _____

Gable wall construction: ☐ same as main walls, ☐ other construction _____

6. FLOOR FRAMING:

Joists: wood, grade and species _____; other _____, bridging _____, anchors _____

Concrete slab: ☐ basement floor, ☐ first floor, ☐ ground supported, ☐ self-supporting; mix _____; thickness _____";

reinforcing _____, insulation _____, membrane _____

Fill under slab: material _____ thickness _____". Additional information: _____

7. SUBFLOORING: (*Describe underflooring for special floors under item 21.*)

Material: grade and species _____, size _____, type _____

Laid: ☐ first floor, ☐ second floor, ☐ attic _____ sq. ft., ☐ diagonal, ☐ right angles. Additional information: _____

8. FINISH FLOORING: (*Wood only. Describe other finish flooring under item 21.*)

Location	Rooms	Grade	Species	Thickness	Width	Bldg. Paper	Finish
First floor							
Second floor							
Attic floor	sq. ft.						

Additional information _____

9. PARTITION FRAMING:

Studs: wood, grade and species _____ size and spacing _____ Other _____

Additional information _____

10. CEILING FRAMING:

Joists: wood, grade, and species _____ Other _____ Bridging _____

Additional information _____

11. ROOF FRAMING:

Rafters: wood, grade and species _____ Roof trusses (see detail) grade and species _____

Additional information _____

12. ROOFING:

Sheathing: wood, grade, and species _____, ☐ solid, ☐ spaced _____" o.c.

Roofing _____, grade _____, size _____; type _____

Underlay _____, weight or thickness _____, size _____, fastening _____

Built-up roofing _____, number of plies _____, surfacing material _____

Flashing: material _____, gage or weight _____, ☐ gravel stops, ☐ snow guards

Additional information _____

13. GUTTERS AND DOWNSPOUTS:

Gutters: material _____, gage or weight _____ size _____, shape _____

Downspouts: material _____, gage or weight _____ size _____, shape _____, number _____

Downspouts connected to: ☐ Storm sewer, ☐ sanitary sewer, ☐ dry-well ☐ Splash Blocks: material and size _____

Additional information _____

14. LATH AND PLASTER

Lath: ☐ wood, ☐ metal, ☐ gypsum: material _____, weight or thickness _____ Plaster: coats _____, finish _____

Lath: ☐ wood, ☐ metal, ☐ gypsum: material _____, thickness _____, finish _____

Additional information _____

15. DECORATING: *(Paint, wallpaper, etc.)*

Room	Wall Finish Material and Application	Ceiling Finish Material and Application
Kitchen		
Bath		
Other		

Additional information _____

16. INTERIOR DOORS AND TRIM:

Interior doors: type _____; material _____, thickness _____

Door frame: type _____, material _____ Base: type _____, material _____; size _____

Finish doors _____; trim _____

Other trim (size, type and location) _____

Additional information _____

17. WINDOWS:

Windows: type _____, make _____; material _____, sash thickness _____

Glass: grade _____, ☐ sash weights, ☐ balances: type _____; head flashing _____

Trim: type _____, material _____ Paint _____, number coats _____

Weatherstripping: type _____; material _____ Storm sash, number _____

Screens: ☐ full, ☐ half: type _____, number _____; screen cloth material _____

Basement windows: type _____, material _____, screens, number _____, Storm sash, number _____

Special windows _____

Additional information _____

18. ENTRANCES AND EXTERIOR DETAIL:

Main entrance door: material _____, width _____, thickness _____". Frame: material _____, thickness _____"

Other entrance doors: material _____, width _____; thickness _____". Frame: material _____, thickness _____"

Head flashing _____ Weatherstripping: type _____, saddles _____

Screen doors: thickness _____", number _____, screen cloth material _____ Storm doors: thickness _____", number _____

Combination storm and screen doors: thickness _____", number _____, screen cloth material _____

Shutters: ☐ hinged, ☐ fixed Railings _____, Attic louvers _____

Exterior woodwork: grade and species _____ Paint _____; number coats _____

Additional information _____

19. CABINETS AND INTERIOR DETAIL:

Kitchen cabinets, wall units: material _____, lineal feet of shelves _____, shelf width _____

Base units: material _____, counter top _____; edging _____

Back and end splash _____ Finish of cabinets _____, number coats _____

Medicine cabinets: make _____, model _____

Other cabinets and built-in furniture _____

Additional information _____

20. STAIRS:

Stair	Treads		Risers		Stringer		Handrail		Balusters	
	Material	Thickness	Material	Thickness	Material	Size	Material	Size	Material	Size
Basement										
Main										
Attic										

Disappearing: make and model number _____

Additional information _____

21. SPECIAL FLOORS AND WAINSCOT:

	Location	Material, Color, Border, Size, Gage, Etc.	Threshold Material	Wall Base Material	Underlayer Material
Floors	Kitchen				
	Bath				

	Location	Material, Color, Border, Cap, Size, Gage, Etc.	Height	Height Over Tub	Height in Showers (From Floor)
Wainscot	Bath				

Bathroom accessories: ☐ Recessed; material _____; number _____; ☐ Attached; material _____; number _____

Additional information: _____

22. PLUMBING:

Fixture	Number	Location	Make	Mfr's Fixture Identification No.	Size	Color
Sink						
Lavatory						
Water closet						
Bathtub						
Shower over tub△						
Stall shower△						
Laundry trays						

△☐ Curtain rod △☐ Door ☐ Shower pan: material _____

Water supply: ☐ public; ☐ community system; ☐ individual (private) system.★

Sewage disposal: ☐ public; ☐ community system; ☐ individual (private) system.★

★*Show and describe individual system in complete detail in separate drawings and specifications according to requirements.*

House drain (inside): ☐ cast iron; ☐ tile; ☐ other _____ House sewer (outside): ☐ cast iron; ☐ tile; ☐ other _____

Water piping: ☐ galvanized steel; ☐ copper tubing; ☐ other _____ Stil cocks, number _____

Domestic water heater: type _____; make and model _____; heating capacity _____

_____ gph. 100° rise. Storage tank: material _____; capacity _____ gallons

Gas service: ☐ utility company; ☐ liq. pet. gas; ☐ other _____ Gas piping: ☐ cooking; ☐ house heating.

Footing drains connected to: ☐ storm sewer; ☐ sanitary sewer; ☐ dry well. Sump pump; make and model _____

_____, capacity _____; discharges into _____

23. HEATING:

☐ Hot water. ☐ Steam. ☐ Vapor. ☐ One-pipe system. ☐ Two-pipe system.

☐ Radiators. ☐ Convectors. ☐ Baseboard radiation. Make and model _____

Radiant panel ☐ floor; ☐ wall; ☐ ceiling. Panel coil, material _____

☐ Circulator. ☐ Return pump. Make and model _____; capacity _____ gpm

Boiler: make and model _____ Output _____ Btuh.; net rating _____ Btuh.

Additional information: _____

Warm air. ☐ Gravity. ☐ Forced Type of system _____

Duct material: supply _____, return _____ Insulation _____, thickness _____ ☐ Outside air intake.

Furnace: make and model _____ Input _____ Btuh; output _____ Btuh

Additional information: _____

☐ Space heater. ☐ floor furnace; ☐ wall heater. Input _____ Btuh; output _____ Btuh; number units _____

Make, model _____ Additional information: _____

Control: make and types _____

Additional information: _____

Fuel: ☐ Coal, ☐ oil; ☐ gas, ☐ liq. pet. gas, ☐ electric, ☐ other _____; storage capacity _____

Additional information: _____

Firing equipment furnished separately: ☐ Gas burner, conversion type. ☐ Stoker: hopper feed ☐; bin feed ☐

Oil burner. ☐ pressure atomizing, ☐ vaporizing _____

Make and model _____ Control _____

Additional information: _____

Electric heating system: type _____ Input _____ watts; ⊘ _____ volts; output _____ Btuh.

Additional information: _____

Ventilating equipment: attic fan, make and model _____; capacity _____ cfm.

kitchen exhaust fan make and model _____

Other heating, ventilating or cooling equipment _____

24. ELECTRIC WIRING:

Service. ☐ overhead, ☐ underground Panel. ☐ fuse box, ☐ circuit-breaker, make _____ AMP's _____ No. circuits _____

Wiring: ☐ conduit, ☐ armored cable, ☐ nonmetallic cable; ☐ knob and tube, ☐ other _____

Special outlets ☐ range, ☐ water heater, ☐ other _____

☐ Doorbell ☐ Chimes Push-button Location△ _____ Additional information: _____

25. LIGHTING FIXTURES:

Total number of fixtures _____ Total allowance for fixtures, typical installation, $ _____

Nontypical installation _____

Additional information _____

26. INSULATION:

Ceiling		
Walls		
Floor		

HARDWARE: (Make, material, and finish)

SPECIAL EQUIPMENT: (Include only equipment and appliances which are acceptable by local [illegible] and which are [illegible] (Do not include items which, by established custom, are supplied by occupant and removed when he vacates premises or which are prohibited by law from becoming reality.)

27. [illegible] materials, equipment, or construction items not shown elsewhere, or use to provide [illegible] space [illegible] was inadequate. Always reference by item number to correspond to numbering used on this to[illegible]

PORCHES:

TERRACES:

GARAGES:

WALKS AND DRIVEWAYS:

Driveway width _____ base material _____, thickness _____", surfacing material _____, thickness _____"
Front walk width _____ material _____; thickness _____" Service walk width _____ material _____; thickness _____"
Steps material _____; treads _____"; risers _____" Check walls _____

OTHER ONSITE IMPROVEMENTS:

(Specify all exterior onsite improvements not described elsewhere, including items such as unusual grading, drainage structures, retaining walls, fence, railings, and accessory structures.)

LANDSCAPING, PLANTING, AND FINISH GRADING:

Topsoil _____" thick ☐ front yard ☐ side yards ☐ rear yard to _____ feet behind main building
Lawns (seeded, sodded, or sprigged) ☐ front yard _____ ☐ side yards _____; ☐ rear yard _____
Planting: ☐ as specified and shown on drawings. ☐ as follows

_____ Shade trees, deciduous _____" cal. per		_____ Evergreen trees _____ _____' to _____', B & B.	
_____ Low flowering trees, deciduous,	_____' to _____'	_____ Evergreen shrubs _____' to _____', B & B.	
_____ High-growing shrubs, deciduous,	_____' to _____'	_____ Vines, 2-year _____	
_____ Medium growing shrubs, deciduous,	_____' to _____'		
_____ Low-growing shrubs, deciduous,	_____' to _____'		

IDENTIFICATION — This exhibit shall be identified by the signature of the builder, or sponsor, and/or the proposed mortgagor if the latter is known at the time of application.

Date _____ Signature _____

Signature _____

Building Construction
Test for Unit 2:0:0 Blueprint Reading and Planning

Name_____ Date_____ Score_____

True------False

Directions: Some of the following statements are tru and some are false. If the statement is true, circle the "T" at the left of the number. If the statement is false, circle the "F" at the left of the number.

T F 1. A detail drawing can be illustrated in plan, elevation, or section view. 2:4:0

T F 2. A detail drawing can be illustrated in a section view only. 2:4:0

T F 3. It is not necessary to have a set of specifications or description of materials to accompany house plans. 2:5:0

T F 4. One reason specifications are written is because drawings become quite complex with a great amount of pertinent data which must be included. 2:5:0

T F 5. It is better to finish the complete set of plans for a building and then write the necessary specifications. 2:5:0

T F 6. The contractor is usually the person who prepares and writes the specifications. 2:5:0

Multiple Choice

Directions: Each of the questions or incomplete statements listed below is followed by several words, phrases, or a series of numbers. From these you are to choose the one which answers the question or completes the statement correctly. Place the letter of that word or phrase (A, B, C, D, or E) in the numbered blank space at the left of the item.

_____ 7. To find the size and shape of footings for a new building, the carpenter can refer to: 2:1:0
(a) the plot plan (c) the specifications
(b) schedules (d) the foundation plan

_____ 8. One of the following scales is not found on an architect's scale: 2:3:0
(a) 3 = 1'-0"
(b) 3/16"=1'-0"
(c) 3/4"=1'0"
(d) 2'=1'-0"

_____ 9. Plans drawn to the scale 1/4"= 1'-0" are drawn to: 2:3:0
(a) 1/48 scale (c) 1/18 scale
(b) 1/24 scale (d) 1/12 scale

_____ 10. A recommended method of finding an unknown dimension on a working drawing is to: 2:3:0
(a) scale the undimensioned part with a good quality architect's scale
(b) scale the undimensioned part with any accurately divided ruly
(c) calculate the unknown dimension from related given dimensions
(d) estimate the dimension in the course of the layout

_____ 11. One is false. Specifications do the following: 2:5:0
(a) include estimating cost (c) specify the materials to be used
(b) explain the drawings (d) describe work manship and extent of work.

_____ 12. Building specifications protect: 2:5:0
(a) the prospective home owner and the builder
(b) the carpenter and the architect
(c) the carpenter and the prospective home owner
(d) the architect and the builder

_____ 13. Contour lines are associated with which of the following: 2:6:0
(a) foundation plan (c) floor plan
(b) plot plan (d) elevation views

_____ 14. Specifications will cover all but one of the following items: 2:7:0
(a) scope of the work to be done (c) material grades
(b) plumbing fixture dimensions (d) methods of application

_____ 15. In accordance with the Minimum Property Standards (FHA No. 300), a chimney should normally extend for what minimum distance above the highest portion of the building that is located within 10 feet of the chimney: 2:7:0
(a) 1'0" (c) 2'0"
(b) 1' 6" (d) 3' 6"

_____ 16. Following the classification system employed in the Uniform Building Code, the type of construction providing the highest degree of public safety and resistance to firs is: 2:7:0
(a) Type I (c) Type A
(b) Type V (d) Type D

_____ 17. The local building code adopted by a city or county must conform with, or can be more rigid than: 2:7:0
(a) state minimum standards
(b) all sections of the Uniform Building Code
(c) FHA minimum Property Standards
(d) State's Construction Safety Orders

_____ 18. FHA Minimum Property Standards: 2:7:0
(a) applies to all construction not covered by local codes
(b) are not subject to variance
(c) control the construction of dwellings having no more than two dwelling units
(d) govern in FHA construction except where a local or state standard is higher.

_____ 19. Building codes are established and maintained to:
(a) protect the interests of the suppliers of building materials
(b) provide standards of construction which will be beneficial to the general welfare of the community as well as to the individual
(c) preclude litigation between the homeowner and contractor at some later date.

SYMBOLS 2:1:0

Match the following names of material symbols with the pictures on Figure 3. Write the name on the line below the corresponding symbol.

a. Loose fill insulation	l. Batt insulation
b. Stucco	m. Brick
c. Finish lumber	n. Concrete with footing
d. Concrete block	o. Rough lumber
e. Gypsum tile	p. Couble hung window
f. Sand	q. Coarse and uncoarse rubble
g. Concrete	r. Rock
h. Glass and transparent material	s. Brick veneer
i. Earth	t. Face brick on common brick
j. Frame	u. Plaster
k. Plaster with metal lath	v. Exterior door

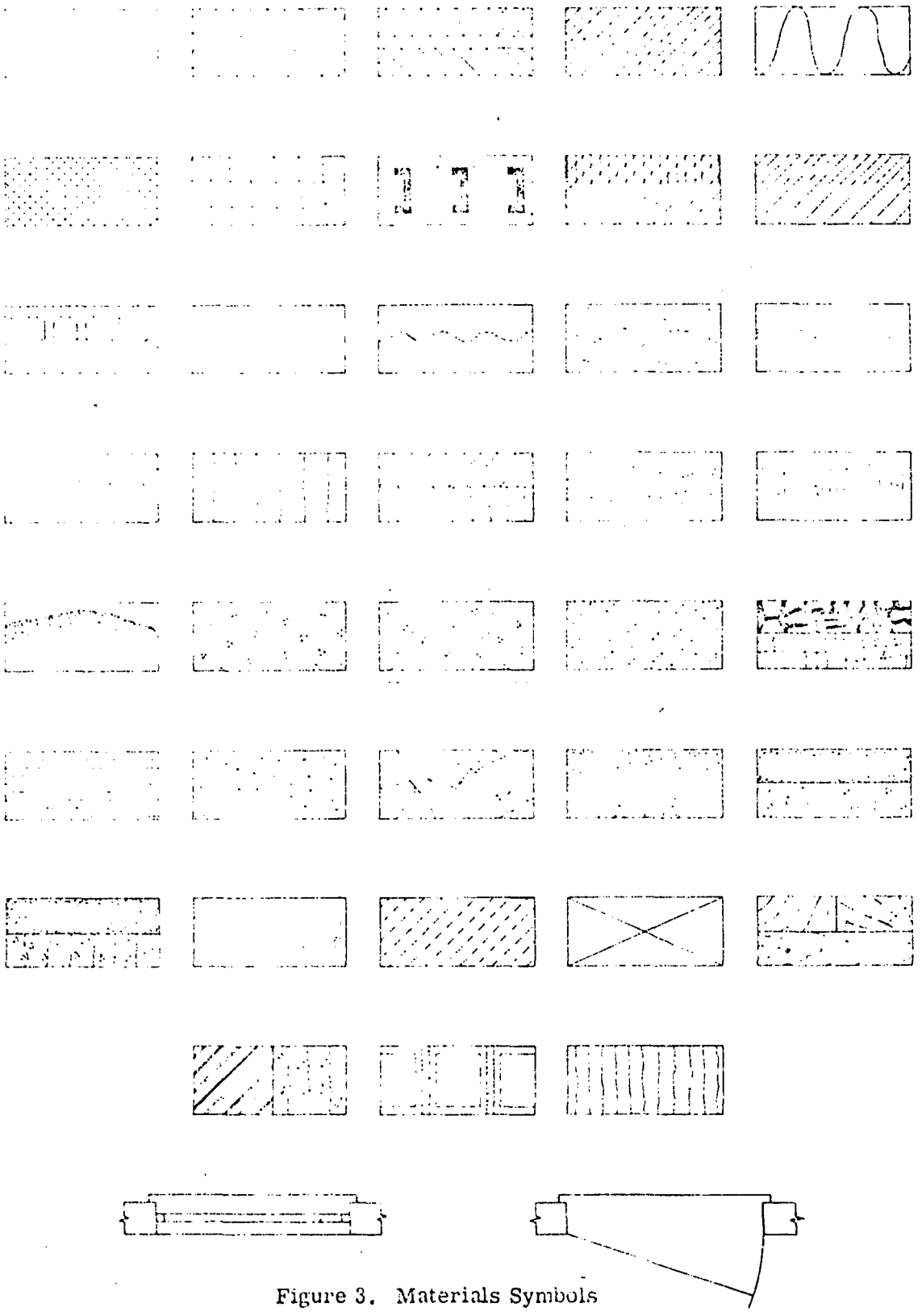

Figure 3. Materials Symbols

SYMBOLS USED FOR WINDOWS AND DOORS ON ELEVATION DRAWING

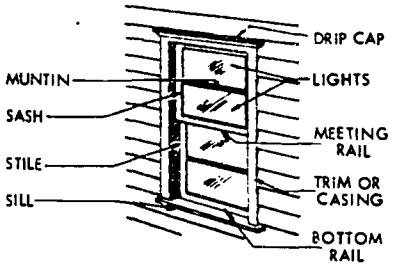

WINDOW IN FRAME WALL

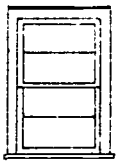

SYMBOL

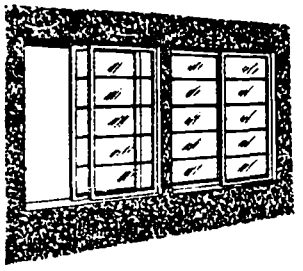

WINDOW IN MASONRY WALL

SYMBOL

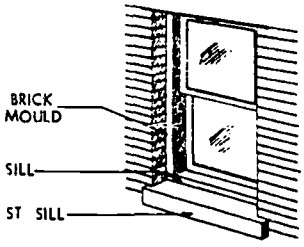

WINDOW IN BRICK WALL

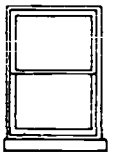

SYMBOL

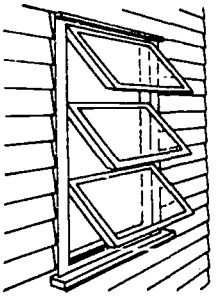

WINDOW IN FRAME WALL

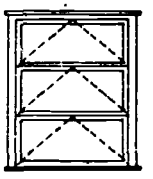

SYMBOL

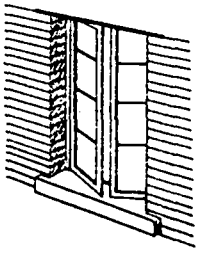

WINDOW (METAL) IN BRICK WALL

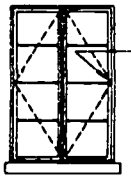

SYMBOL

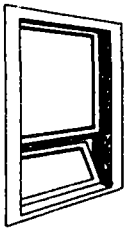

WINDOW IN FRAME WALL

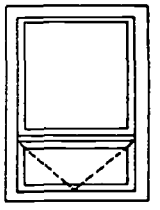

SYMBOL

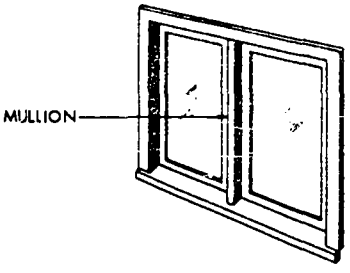

WINDOW (WOOD) IN WOOD WALL

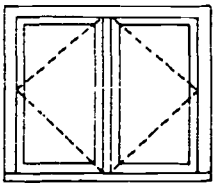

SYMBOL

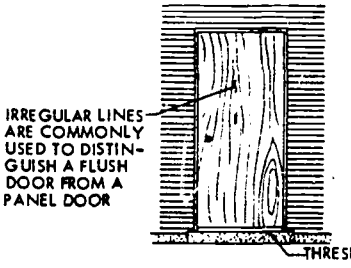

DOOR IN BRICK WALL

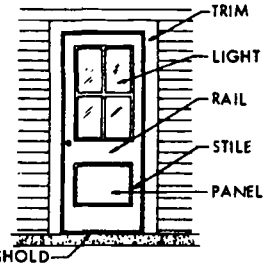

DOOR IN FRAME WALL

WINDOW AND DOOR SYMBOLS

Many lines are omitted when symbols are drawn. Wood windows have wider sash parts than metal windows. Windows in frame walls have wood trim. Windows in masonry walls have a narrow brick mold. The side which has the hinges on swinging windows is indicated by the apex (or point) of a dashed triangle. (Note the swing symbol for a casement window.) A stationary window with no provision for opening is called a "fixed sash window." Locks and hinges on doors are not generally shown. It is necessary to refer to the floor plan to see the swing of the doors.

Self-Check Quiz No. 3-B

(Based on Figs. 3-3 and 3-4)

COMPLETION TEST: Sketch the approximate shape of the FRONT and RIGHT SIDE ELEVATIONS in the space provided. *Answers are given in the appendix.*

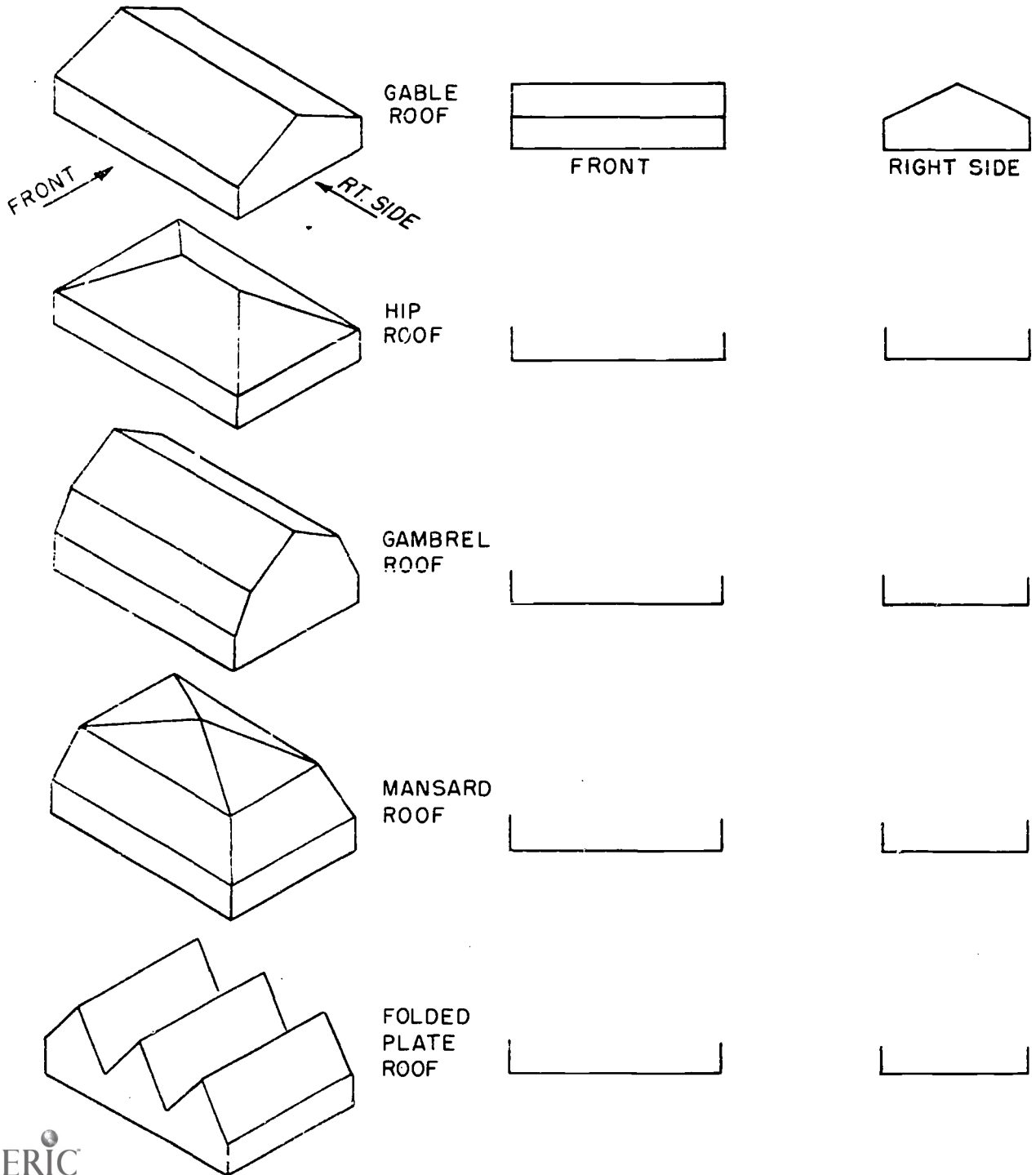

Plan Abbreviations Test

In the space provided fill in the full word for the abbreviated word without referring to a list.

Example: BSMT STAIRWAY BASEMENT

1. AL SASH 1. _____
2. 16" C TO C 2. _____
3. OAK FIN. FL 3. _____
4. FIBER GLASS INS 4. _____
5. REC RAD 5. _____
6. WALL HUNG W C 6. _____
7. DRAIN TO C B 7. _____
8. C W SUPPLY 8. _____
9. SERVICE RACEWAY TO E P 9. _____
10. 3'-6" M O FOR FRAME 10. _____
11. SH & RD IN CLOSET 11. _____
12. UNEXC UNDER KITCHEN 12. _____
13. 4" CEM FL 13. _____
14. CONC B WALL 14. _____
15. EXC FOR FOOTING 15. _____
16. P S LIGHT 16. _____
17. WINDOW WITH SSG 17. _____
18. EQUAL FROM CTR 18. _____
19. ½" BITUMINOUS EXP JT 19. _____
20. RECESSED MC 20. _____
21. S P TO SEWER 21. _____
22. 4 × 10 BM 22. _____
23. CER TILE WALL 23. _____
24. INT TRIM 24. _____
25. OBSC GL IN DOOR 25. _____
26. REF NICHE 26. _____
27. ½" BRG PL 27. _____
28. F S DET 28. _____
29. REG FACE 29. _____
30. 3 WAY SW 30. _____
31. CIN BL PARTITION 31. _____
32. D A DOOR 32. _____
33. 14 R UP 33. _____
34. CHIMNEY COD 34. _____
35. DSG IN SIDE LIGHTS 35. _____
36. GI FLASHING 36. _____
37. LAV FAUCETS 37. _____
38. PL ARCH 38. _____
39. R TILE IN ENTRY 39. _____
40. BRZ TH AT FRONT DOOR 40. _____
41. C A RETURN 41. _____
42. H B 1'-6" FROM GRADE 42. _____
43. 2 × 4 PL 43. _____
44. W F GIRDER 44. _____
45. SLOPE TO DR 45. _____
46. CABINET HDW 46. _____
47. LINO FLOOR 47. _____
48. FINISHED P O 48. _____
49. T & G SIDING 49. _____
50. W S WINDOWS 50. _____

Elevation Abbreviations Test

COMPLETION TESTS In the space provided fill in the word for the abbreviated word. Only fill in the abbreviated word or words.

Example: ASPH SHINGLES ASPHALT

1. COMMON BRK WALL 1. _____
2. BLDG LINE 2. _____
3. CI COLUMN 3. _____
4. CAM CAP 4. _____
5. CLG LINE 5. _____
6. CONCRETE COL 6. _____
7. CONC WALK 7. _____
8. COP DOWN SPOUT 8. _____
9. COR OF STUD 9. _____
10. 24'-0" DIA TANK 10. _____
11. APPROXIMATE DIM 11. _____
12. SASH DO. 12. _____
13. SASH 32 × 24 DIV 13. _____
14. 12 LIGHT DHW 14. _____
15. 74 RISERS DN 15. _____
16. COPPER DS 16. _____
17. REFER TO SECTION DRG 17. _____
18. FRONT EL 18. _____
19. ENT DETAIL 19. _____
20. EXT FINISH 20. _____
21. FIN. FLOOR 21. _____
22. CHIMNEY FL 22. _____
23. CONC FL 23. _____
24. 32 FT 24. _____
25. GI GUTTER 25. _____
26. GL BLOCK 26. _____
27. 4'-0" ABOVE GR 27. _____
28. 3'-0" ABOVE SILL HT 28. _____
29. H PT OF LOT 29. _____
30. 17 IN. 30. _____
31. LG OF OPENING 31. _____
32. 6 LT WINDOWS 32. _____
33. BLDG L 33. _____
34. PIPE 37" LG 34. _____
35. LP OF LOT 35. _____
36. MET THRESHOLD 36. _____
37. WOOD MLDG 37. _____
38. HORIZONTAL MULL 38. _____
39. STACK 36" OD 39. _____
40. 3'-0" × 6'-8" PNL DR 40. _____
41. PL GL STORE FRONT 41. _____
42. MEASURE FROM PL HT LINE 42. _____
43. ARCH HEAD 3'-0"R 43. _____
44. ASPHALT RFG 44. _____
45. RGH TROWELLED CEMENT 45. _____
46. SC ¼" = 1'-0" 46. _____
47. INSULATED SHTHG 47. _____
48. ¾" PLYWOOD SH 48. _____
49. SHLP SIDING 49. _____
50. REFER TO SPEC 50. _____

divided into twelve parts, each representing one inch. Fig. 6-4 shows how the scale is used to read the dimension of the width of opening A-B. Full feet are measured on the left of the line marked "0" and the inches are measured on the right side of the line.

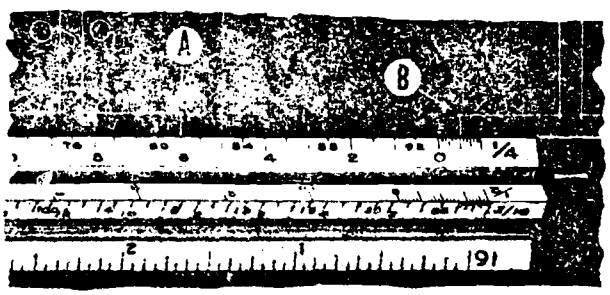

Fig. 6-4

To scale the distance from A to B, place the scale so that the largest possible number of feet on the scale is at Point A (6 in this case). There are 12 subdivisions on the scale to the right of 0; each one represents one inch. There are 6 subdivisions between 0 and Point B. The opening, therefore, is 6'-6".

When a drawing is made at a scale of 1/8" = 1'-0" the scale marked 1/8 is used. Fig. 6-3. Whole feet are read to the right of the line marked "0" and parts of a foot are read to the left of the line. The space representing parts of a foot is divided into only six parts because, if it were divided into twelve parts, the spaces would be so small that they would be difficult to distinguish. Each one of the six parts represents 2 inches to scale.

Fig. 6-5 shows four examples of how distances are measured to scale using four different scales. The distances from A to B are to be determined in each case. The space used for measuring parts of a foot is divided into twelve parts on both the 1/4" scale and the 3/16" scale. Each space represents one inch. The 1/2" scale and the 3/4" scale are different in that the space is divided into 12 parts but each one is again divided in half. The smallest unit then represents one-half inch. Thus it is possible to measure spaces representing inches and also half inches.

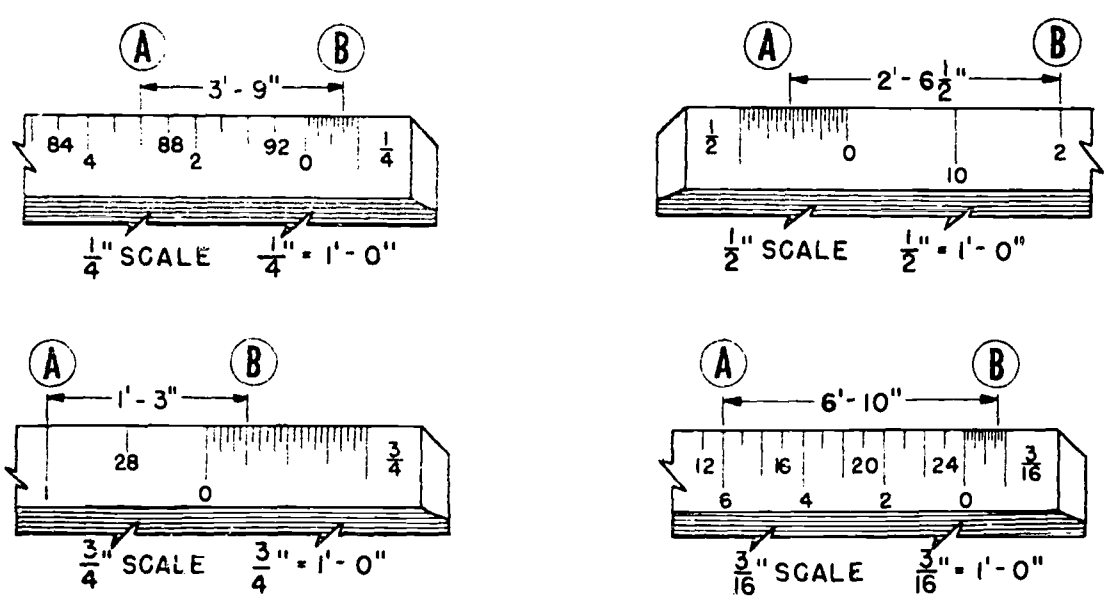

Fig. 6-5

The scale is placed so that full feet are measured on one side of the line marked "0" and inches on the other side of the line.

Notice that the 3/16" scale and 1/4" scale provide divisions in feet and inches. The 1/2" scale and 3/4" scale provide divisions in feet, inches, and half inches.

Test **Using an Architect's Scale**

Using an architect's scale, measure the following line lengths using the scale given at the left. Insert the dimensions in the space provided. *Note* however that any measured or scaled dimensions on a print can be only approximate. Paper shrinkage, caused by the varying moisture content of the paper, can result in a line measurement that is off as much as two inches at ¼" = 1'-0". This is why it is a poor practice to *scale* a drawing. Always use the stated dimensions.

Example:
¼" = 1'-0"

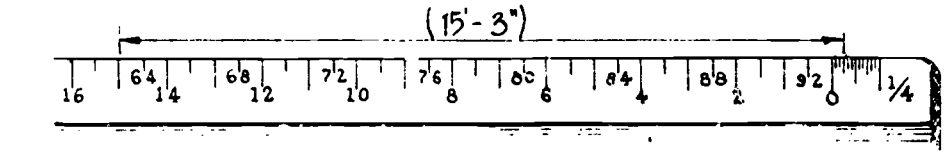

1. ¼" = 1'-0"

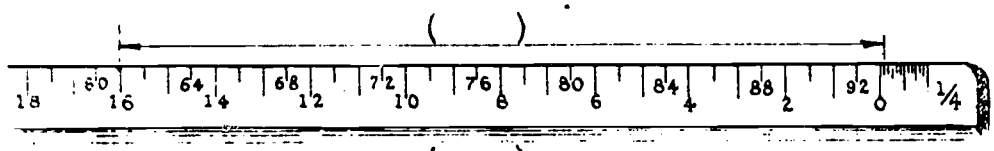

2. ¼" = 1'-0"

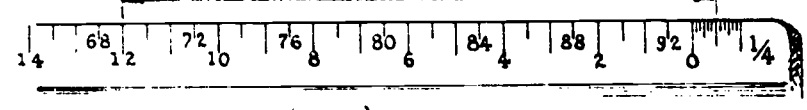

3. ¼" = 1'-0"

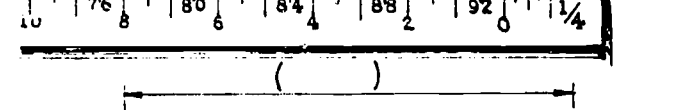

4. ⅜" = 1'-0"

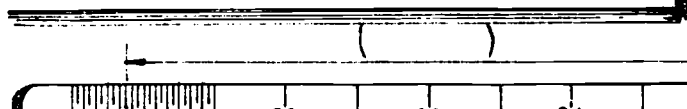

5. ¾" = 1'-0"

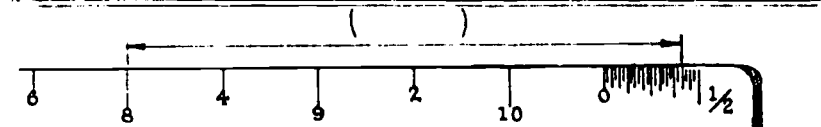

6. ½" = 1'-0"

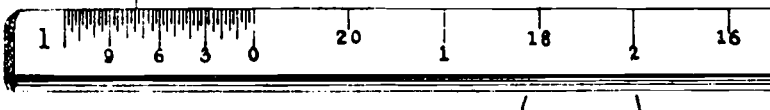

7. 1" = 1'-0"

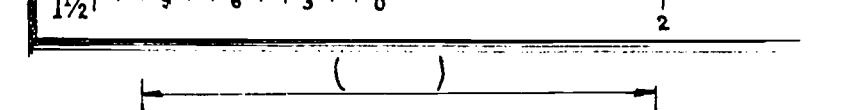

8. 1½" = 1'-0"

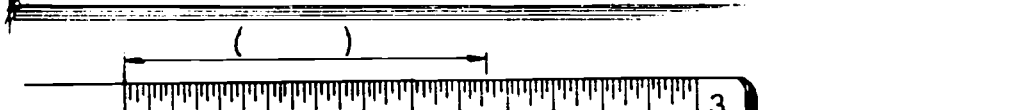

9. 1½" = 1'-0"

3" = 1'-0"

Using Folding Rule to Draw to Scale and to Read Dimensions. A folding rule or any ruler divided into inches and 1/16's of an inch may be used to make drawings and to read drawings at 1/4" = 1'-0" scale. It must be stressed however that the results will not be perfectly accurate because the small divisions shown on the architect's scale are not available. Also, blueprints should be measured *only as a last resort* after every other means of obtaining the required dimension has been exhausted.

Occasionally a craftsman finds it necessary to make a sketch on the job to scale. This may be done in order to work out a problem, or to transmit information back to his shop or to the architect. The ability to use a folding rule as a device to make meaningful sketches will prove to be valuable.

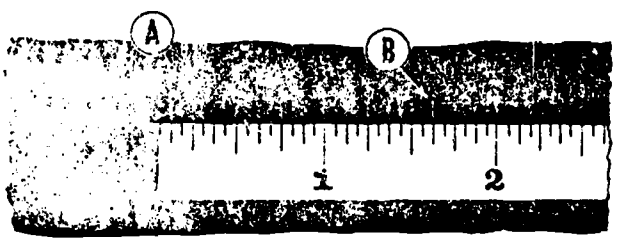

Fig. 6-6

A blueprint drawn at the scale of 1/4" = 1'-0" may be scaled using a folding rule. In measuring the distance from A to B, the end of the rule is placed on line A. The number of full 1/4" spaces is counted. There are six, each representing 1'-0". Two 1/16" spaces finish out the distance to point B. Each one represents 3 inches. Thus the dimension equals 6'-6".

Each 1/4 inch space on the folding rule is considered to be 1 foot on the sketch or blueprint. Each 1/16 inch space on the folding rule is considered to be 3 inches. Thus a distance of 13/16" would represent 4'-9" at the scale of 1/4" = 1'-0". It is necessary to count the number of 1/4 inch spaces to find the number of feet and add the number of 1/16" spaces giving each one the value of 3 inches. Fig. 6-6 gives an example of how a folding rule may be used to measure using the scale 1/4" = 1'-0".

Measuring Blueprints to Obtain Dimensions. Even though it is possible to measure blueprints with an architect's scale or folding rule to obtain missing dimensions, this practice should be used only if every other means has been used first. Blueprints are reproductions of original drawings and in the reproduction process a slight amount of shrinkage may occur. With the new diazzo processes, this is negligible. However, a problem may develop in that the part of the drawing to be measured may not be drawn to scale. Architects do everything they can to draw the plans exactly to scale. Occasionally last minute changes are made which would mean completely redrawing the plans in order to have them exactly to scale. If the work must go ahead without taking this additional time, only the dimensions may be changed rather than doing all of the drafting work over again. When one dimension is changed usually it affects one or more other dimensions.

All the necessary dimensions are generally included on the blueprints. Sometimes it takes study to find them. They may be somewhere else on the same view or on one of the other blueprints in the set. Occasionally it is necessary to do a little arithmetic to find the information.

The over-all length of the house would only be shown on one of the sides. Heights of similar windows above the floor would be shown once on an elevation view. A series of dimensions locating partitions may be shown on one line across a floor plan. If partitions continue across the building from wall to wall, it is unnecessary to show the same dimensions in other rooms.

It may be necessary to look at several blueprints in order to find a desired dimension. A sectional view through an exterior wall, for example, may show dimensions which are required when working on the exterior of the house and which might otherwise appear on elevation views.

Test **Using a Folding Rule** or Steel Tape

Using a folding rule or a ruler divided into 16ths, measure the distance between points. Insert the ~~approximate~~ dimensions in the space provided. Remember that paper shrinkage will cause line lengths to vary. SCALE: 1/4" = 1'-0".

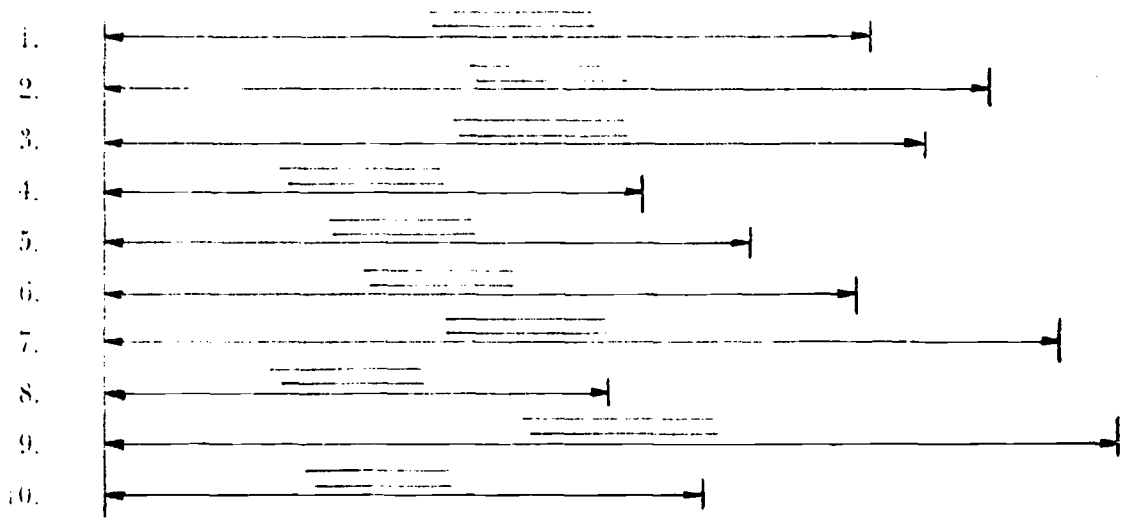

Calculating and Checking Missing Dimensions Test

Calculate the missing dimensions then scale them using a folding rule or ruler divided into 16ths. Insert the correct dimensions in the space provided. SCALE: 1/4" = 1'-0".

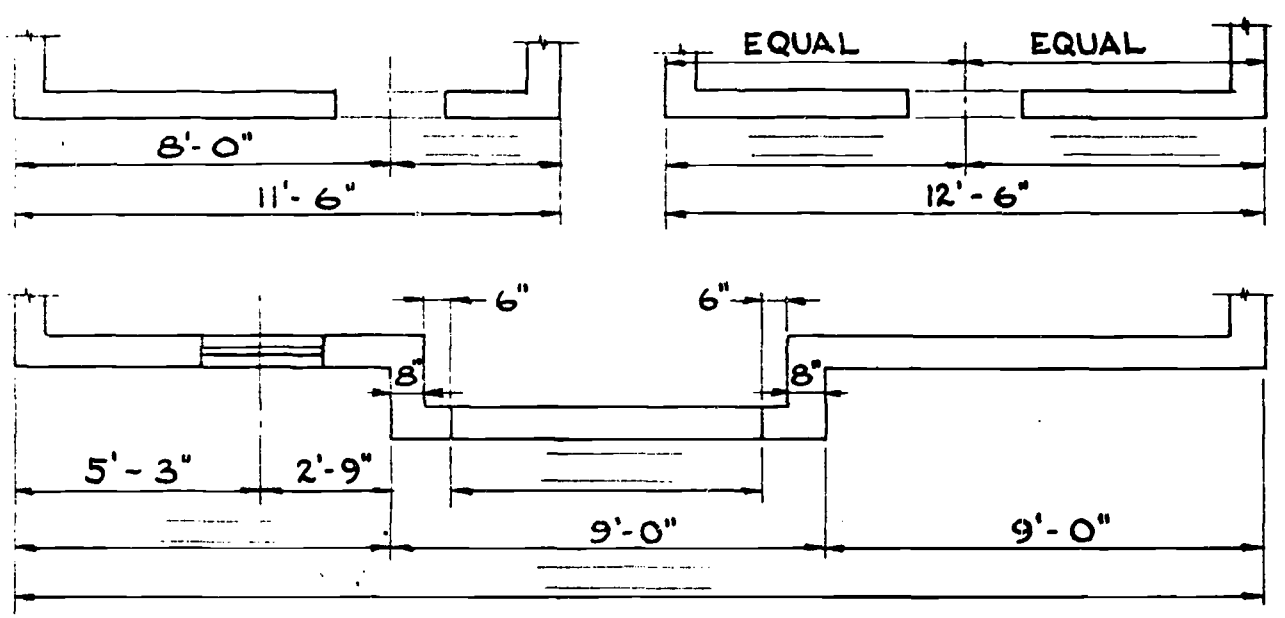

NOTE:
Each view on Test Drawing has been given a letter A to I to identify it.

COMPLETION TEST: Key words and numbers have been omitted in each of the following statements. Fill in the spaces so that they make complete and correct sentences.

	For Scoring
DETAILS A AND B	
1. The fireplace hearth is ____ above the finished floor level.	1. _____
2. The fireplace opening is ____ high.	2. _____
3. The fireplace hearth is supported by a slab of _____.	3. _____
4. The chimney is made of _____ and the mantel of _____.	4. _____
5. Firebrick is used at the _____ and on the _____ of the fireplace.	5. _____
DETAIL C	
6. The lavatory has a ceramic tile wainscot _____ high.	6. _____
DETAIL D	
7. The dropped ceiling over the tub is called a _____ ceiling.	7. _____
8. The end of the tub enclosure has a _____ wall finish.	8. _____
9. Other parts of the bathroom walls have a _____ wainscot with _____ above.	9. _____
DETAIL E	
10. The number of cabinet doors shown in elevation is ____.	10. _____
11. The number of drawers shown in elevation is ____.	11. _____
12. Ventilation is provided by _____ and _____.	12. _____
DETAIL F	
13. The counter is ____ above the floor.	13. _____
14. The soffit above the cabinet is ____ above the floor.	14. _____
15. Part of an upper cabinet is sacrificed because of the _____.	15. _____

(Cont.)

DETAIL G

16. The blank space at the right is because of the _____. 16. _____

DETAIL H

17. The casing is a trim member used around _____ and _____. 17. _____

18. The cornice mold is used on living room walls at the _____. 18. _____

19. Typical trim details such as in Detail H are usually shown _____ size. 19. _____

DETAIL I

20. The trussed rafter is used in the building to support the _____ roof. 20. _____

21. The main wood members used are ____ × ____, ____ × ____ and ____ × ____. 21. _____

22. The bottom chord is spliced with an overlap of _____. 22. _____

23. The slope of the truss is ____ inches in 12 inches. 23. _____

24. The plywood soffit is over the _____. 24. _____

25. The width of the metal lath and plaster ceiling is _____ to the inside face of the studs. (Use 3⅝" for width of 2 × 4.) 25. _____

Tear Off Here

SCORE:

UNIT 2:4:0 Details Test

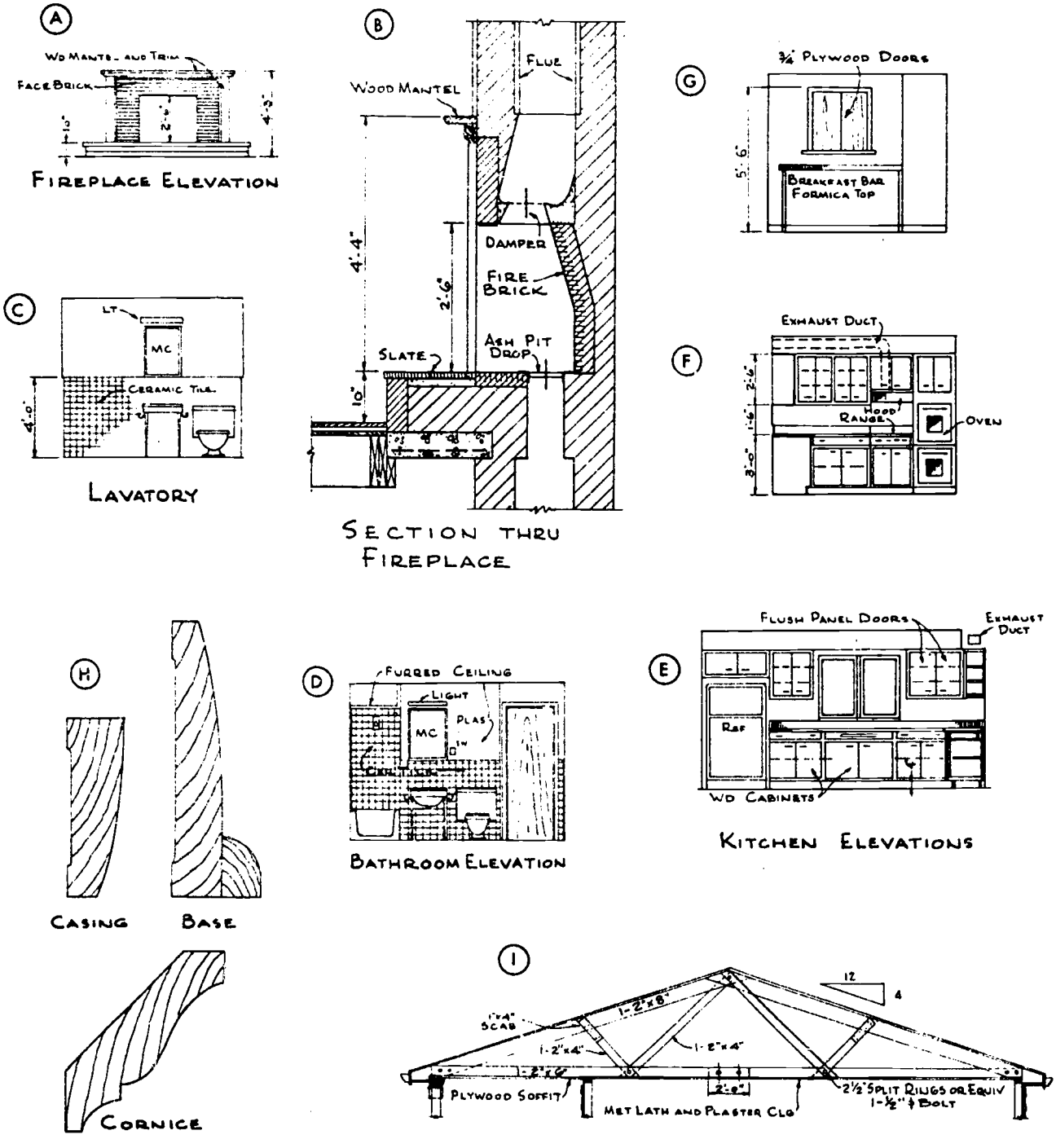

UNIT 3:0:0 Safety

PURPOSE:

After completion of this unit, the student will demonstrate proper safety practices for himself and to those he works with by performing them on the job and/or in the school shop.

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CONTENT:

3:1:0 Personal

3:2:0 Safety to Others

3:3:0 Construction Safety Practices

3:4:0 Hand Tools

3:5:0 Power Machines

3:6:0 First Aid

SUBUNIT: OBJECTIVE:

3:1:0 Personal

3:1:1 The Industrial Commission of Utah publishes a handbook, "General Safety Orders", State Capitol Building, Salt Lake City, UT, that should be made available to the student.

3:1:2 Such items as a tie, loose or torn clothing, shoes, rings, or watches, gloves, etc., are all items that are hazardous in and around building construction. Further references are easily available in texts on building construction.

3:1:3 Several recommended kinds of safety equipment are: hard hats, safety glasses, safety shoes, resperators, and safety shields. These are items the student should know about.

3:1:4 Most texts such as Durbahn's "Fundamentals of Carpentry" Volume 1, are good sources for safety practices. Safety points on lifting that should be stressed are: wear approved safety shoes, stand close with feet slightly spread, bend knees, grasp firmly, lift by straightening legs, keep body verticle, do not turn the body, have help on heavy items.

3:2:0 Safety to Others

3:2:1 In the prevention of accidents, good housekeeping is an important factor. Some of the points that should be stressed are: well defined walkways must be provided on construction jobs and/or in the shop, and be kept free of any hazard that might cause one to trip. Rubbish and scrap material must be disposed of or cleared from the sight daily. Scrap receptacles must be placed in convenient locations. Extension cords, electric cable, air lines, etc., must be kept clear of the working area and walkways. Materials must be piled neatly. Nails must be bent over or removed from lumber. Oily rags, waste paper and other flammable materials must be kept in tightly closed metal containers. Remove snow and slush before it forms ice, and spread sand over slippery areas.

3:2:2 Although state and local codes, rules, and reulations vary in their requirements, they, in general, agree that: where hard compact material is encountered, all trenches over eight feet in length and five feet or more in depth shall be braced at intervals not exceeding eight feet with two-inch minimum thickness plank stringers placed vertically against the trench wall opposite each other and braced with timbers or screw jacks. When loose or slipping material is encountered, all trenches four feet or more in depth shall have their sides secured by the use of sheet piling and suitable bracing or the sides of the trench must be sloped to the angle of repose of the material being excavated.

All plank stringers and wooden sheet piling shall not be less than two inches in thickness for trenches up to seven feet in depth and not less than three inches for trenches over seven feet deep. Sheet piling, shoring, and adequate bracing shall be provided for the face of any excavation where the ground is cracked or caving is likely to occur. Shores or braces for sheet piling shall not be cut to a bevel but shall be held by wedges and the wedges shall be nailed. Shores or braces bearing against the earth shall have a footing of sufficient area to keep within the allowable soil pressure. If necessary, "dead men" shall be buried to resist the thrust of the braces. No worker shall work in a trench without wearing a hard hat. Erection of bracing shall be carried along simultaneously with the excavation.

Inspection of all bracing and excavation areas shall be made daily, and any weaknesses observed shall be remedied immediately. Ladders or ramps shall be provided for safe access or egress at intervals not greater than fifty feet.

3:2:3 Scaffolding and staging have been the causes of many minor and serious accidents due to faulty construction, or dur to inexperience on the part of the designer or the man constructing them. For safety's sake, every man using scaffolding, whether he has a part in constructing them or not, should know the following safety rules and regulations which govern its construction.

Any type of scaffold should be so constructed that it will carry at least four times the load for which it is intended.

All timbers should be carefully selected - dry straight grained, free of knots and other defects.

Nails in scaffolds, double headed or otherwise, must be driven home; and a minimum of four nails at each joint. The size of the nail used will depend on thickness of stock, i.e. 8d nails for one inch stock and 16d for two inch stock, etc.

If work is being done over the scaffold, overhead protection must be provided.

All planks must have end bearing on scaffold ledgers or supports with adequate supports throughout their lengths to ensure minimum safety factor ratio of four to one.

All structural members must be inspected daily before work is started. No weakened or damaged scaffold should be used.

Makeshift scaffolds using unstable objects for supports (such as barrels, boxes, piles of brick) should never be used.

Where safety rules and regulations have been made by the State Safety Commission in regard to scaffolds, they should be followed since they have been made for your protection and the protection of others.

3:2:4 References that might be made available for student use are: Safety and Health Regulations for Construction Federal Register, Volume 36, number 75, Part II, Washington, D.C.; General safety orders

covering Utah Industries, Industrial Commission of Utah, State Capitol Building, Salt Lake City, Utah; Carpentry Safety, United Brotherhood of Carpenters and Joiners of America, 101 Constitution Avenue, N.W., Washington, D.C. 20001; and most textbooks on building construction contain scaffolding information.

3:2:5 Class "A" fire - wood, debris, rubbish, etc. - extinguished by application of water, foam, or soda-acid.

Class "B" fire - electrical equipment - extinguish by using dry chemical, carbon dioxide or vaporizing liquid.

Some references are: Federal Register, Vol. 36, No. 75, Washington, D.C. page 7352; Cabinet and Millwork by Feirer, page 62.

3:2:6 The danger of fires can be minimized if preventive measures such as the following are taken:

Never permit rubbish or combustable materials to accumulate on the job.

Keep volatile materials stored away from immediate job site.

Don't smoke near volatile materials.

Keep all containers of flammable liquids tightly plugged or capped.

Take proper precautions to assure protection from fire when using a stove or salamander.

Use non-combustible screens around all cutting and welding operations.

Ground all electrical equipment.

Eliminate or repair all defective electrical equipment and wiring.

3:2:7 Often in a shop or on the job, the improper handling of materials creates a hazard to individuals working in the area. When moving large objects, heavy objects, long objects, or bulky objects, help should be used to avoid endangering anyone else in the area.

3:2:8 Safety is closely related to good housekeeping and storage of materials. Building materials and supplies should be placed in carefully laid piles, positioned to allow adequate ailes and walkways. Piles of framing lumber and sheathing should be laid on level skids raised at least 6 inches above the ground. All pieces should be well supported and lying straight. Lumber piles should be stripped to avoid lumber falling and injuring anyone. It should not be stacked too high, and should be covered with a water tight cover.

3:3:1 Some of the points that might be covered are: Excavations; all obstacles such as trees, boulders, etc., which might become a hazard during excavation operations must be removed before excavation begins. Locate all underground utility installations such as sewer, gas, water, etc., which might be encountered. Never excavate below the level of the base footing of any foundation unless precautions have been taken to ensure protection for all workmen.

Never undercut an earth bank until adequate shoring has been placed. Always inspect excavations after rains--add additional shoring if needed.

Many serious accidents are caused in the unsafe operation of construction and overhead equipment. Statistics show that 75-80 percent of injuries that occur around power equipment is due to pure carelessness. Familiarity or long acquaintance with construction equipment breeds indifference to the dangers involved. Most injuries and serious accidents could be avoided or eliminated if all workers would follow the following simple rules:

Never permit the operation of construction equipment without some means of signaling or warning nearby workers of the operator's intentions.

Never operate or permit operation of a defective piece of equipment.

Do not permit unauthorized personnel to ride moving equipment.

Never work or walk under skips, buckets, etc.

Never stand in or onto a confined area when loads are being raised or lowered.

Never ride on a load or in a sling.

Never grab or hold onto a cable or rope as it is being pulled through a set of sheaves.

Never leave a piece of equipment if the engine is running.

Never use or permit to be used equipment for any purpose other than that for which it was designed.

Never attempt to lubricate, clean, repair, or refuel any piece of equipment while it is in motion.

Always keep in place all guards over moving parts of equipment.

Never remove guards except for repairs or adjustments, and then only after power is off.

Never operate cranes near power lines without proper and adequate supervision.

Never overload construction equipment.

Always insist on proper maintenance.

When using cranes:

Never overload.

Do not operate on uneven ground.

Do not permit boom to contact high tension wires.

Keep job within safe boom radius.

Keep job within capacity of crane.

Watch out for breading cables.

Watch out for dropping or slipping of materials.

Never walk under a lift.

Never walk in line of crane travel.

Watch out for swinging boom.

Always stay clear of operating crane.

Never permit crane to block exit.

While it is the responsibility of management to provide barricades, the carpenter has the responsibility of building them, and should have a thorough

understanding of safety requirements, which in general are:

Approved guard rails or board fences shall be provided for all public walkways boardering on the job site.

All obstructions on a sidewalk shall be protected by an approved type of guardrail.

Ample side barricades and overhead protection shall be provided when there is danger of injury from falling materials.

All openings or excavations that create a safety hazard shall be guarded with approved guardrails.

3:4:0 Hand Tools

3:4:1, 3:4:2, and 3:4:3 should be covered at the discretion of the instructor, and references used from available texts in the shop.

3:5:0 Power Machines

3:5:1 and 3:5:2 should be covered at the discretion of the Instructor, and references used from available texts in the shop.

3:6:0 First Aid

3:6:1 and 3:6:2 The instructor should invite a local fire department representative, doctor or red cross representative to come into the class and give first aid instruction.

Building Construction
Test for Unit 3:0:0 Safety

Name_____ Date_____ Score_____

Multiple Choice

Directions: Each of the questions or incomplete statements listed below is followed by several words, phrases, or a series of numbers. From these you are to choose the one which answer the question or completes the statement correctly. Place the letter of that word or phrase in the numbered blank space at the left of the item.

_____ 1. It is a basic safety principle that accidents can be: 3:0:0
(a) reduced (c) prevented
(b) predicted (d) forestalled

_____ 2. The crosscut handsaw most often used in finish carpentry work is the: 3:4:0
(a) 8 point (c) 14 point
(b) 12 point (d) 10 and 11 point.

_____ 3. The hazard of protruding nails can best be reduced by: 3:1:0
(a) wearing thick leather soled shoes
(b) removal or bending nails over
(c) wearing rubber-soled shoes
(d) dismissing the carpenters who leave them in work areas.

_____ 4. When power tools are used, ties, rings and wrist watches should be removed:
(a) to prevent their being damaged
(b) as a safety measure
(c) because they are inappropriate.

_____ 5. The teeth of a handsaw must be bent to give them correct clearance. This bending of the teeth is called:
(a) pitch (c) bevel
(b) hook (d) set

UNIT 4:0:0 Tools and Equipment

PURPOSE

Upon completion of this unit, the student will be able to use and maintain the basic hand and power hand tools, and power machines used in the building trades. In addition, he will know how to use a jig or template, and how to assemble scaffolding on the job site.

CONTENTS

4:1:0 Hand Tools

SUBUNIT: OBJECTIVE:

4:1:0 Hand Tools

The ease and accuracy with which a carpenter lays out his work depends upon his skill and training in the use of layout and measuring tools such as rules, squares, levels, plum-bobs, scribers, dividers, T levels and chalk lines.

4:1:1 The standard categories of hand tools are measuring, testing, sawing, boring, cutting, supporting or holding, pounding, impelling, paring, shaving, abrading, wrenches, and miscellaneous tools.

4:1:2 Reference texts for this objective are: Hand Woodworking Tools, McDonnol, Delmar Publishers, Wood Working for Industry, Feirer, Bennett Publisher.

4:1:3 An example of this type of text is on page 68, Building Trades Blueprint Reading, 4th edition, Sundberg, American Technical Society, Chicago, Illinois.

4:1:4 Since the success of an individual in building construction depends upon his ability to measure accurately the intent of this objective is to develop the student's exactness.

4:1:5 This objective is similar to 4:1:4.

4:1:6 The Stanley manufacture furnishes excellent literature on the steel square, and most texts on building construction provide good references on the steel square.

4:1:7 - 4:1:15 "Steel Square," Sigman, Sigman Publishers, _____ North Carolina, Hand Woodworking Tools," McDonnel, Delmar Publishers, Albany 5, New York and Stanley Tool Company all provide good reference for the steel square.

4:1:16 "Hand Woodworking Tools," by McDonnell, Delmar Publishers 5, New York, is a good reference. Straight lines can be accomplished with a straight edge and pencil or knife, chalk line, layout string, marking gage, rough gaging with a bench rule or pencil and finger, and builder"s transit level.

4:1:17 The most common squares that are available are the try square, the try and miter square, combination square, and framing square. Also refer to Stanley Tool Catalog.

4:1:18 The protractor and sliding T bevel, the protractor on a combination square, the angle divider and steel square are three tools that can give a desired angle.

4:1:19 The tools listed in 4:1:18 might be provided so the student can accomplish this objective.

4:1:20 It is suggested that the student use his own initiative to do this objective.

4:1:20 - 4:1:23 Should all be handled in a similar manner challenging the student to accomplish the objectives without any help.

4:1:24 This objective is a "trick of the trade," and every carpentry student should know it. The novice will wrap the string around the nail, around another nail or object and back. This wastes time and is not necessary. The string should be pulled tight looped over the end of the finger and twisted several times. It is then placed over the nail and the loose end of the line pulled up cinching the string so it won't slip.

4:1:25 A small, strong line of nylon makes the best chalk line. It should be stretched very tight, and when snapped pulled straight up. When working in a wind or over a long distance, the line should be held in the middle and smapped on each side to insure a straight line.

4:1:25 The chalkline reel contains a strong, light cord and colored, powdered chalk. It is used to make a straight line between two separated points. To snap a straight line, pull the string out of the reel and hold it taut between two points. The cord is then pulled straight up from the center and released to allow it to spring back into place. When the string strikes the surface, it leaves a straight line of powdered chalk on the surface. The second figure shows you how to snap a chalkline.

Chalkline Reel

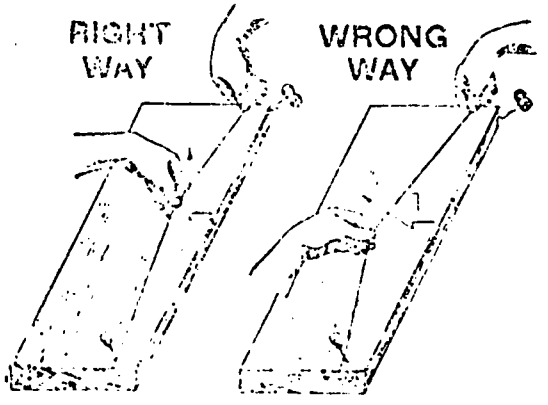

Snapping a Chalkline

4:1:26 Dividing a board into equal parts (any number) is accomplished by laying a rule at an angle across the board making the length of the rule a multiple of the number of parts the board is to be divided into, for example: A 11 1/4" board divided into three equal parts would require that the rule be placed at the end and 12 inch mark. Then mark on the 4" and 8" marks.

4:1:27 A quick method to perform this objective is to drive a nail into the top of the post allowing 1" to 1½" protruding out. Fasten the plumb bob line to the nail and permit it to hang. Measure the distance the line is from the post at the nail and then push thepost in or out until the measure at the plumb bob is the same. Fasten the brace.

4:1:28 This objective is intended to develop the student's proficiency in using the level along with a straight edge. Any wall, floor, or column in the shop can be used. This objective could also be used to teach the student to test whether a level is true or not, and how to true it up.

4:1:29 Most building construction texts provide a good reference for this objective. Depending upon available room, a right angle could be checked out using any multiple of 3, 4, and 5.

4:1:30 Refer to tests in unit 4:0:0 for sample test on the builder's transit level.

4:1:31 Each student should be given ample opportunity to practice setting up the builder's transit level and bringing it to level - a stay level as the instrument is rotated. References: C. L. Burger and Sons Inc., David White Instrument Co., Keufer and Esser Co., and Handworking Tools by McDonnal, Delmar Publisher, and most building construction books.

4:1:32 A problem requiring two or three set ups should be assigned to provide the student practical practice with the instrument.

4:1:33 The builder's transit level is a very versatile instrument, and an objective such as this one should help the student realize some of its versatility. The important part of this type of problem is the care with which the instrument is trued up. Students should work in pairs on this objective.

4:1:34 The instrument should be carefully set up over a designated point with a plumb bob and trued up. It should then be approximately sighted into a second designated point and the clamp screw tightened. Then the tangent screw turned until the instrument is exactly on the point. Then stakes may be sighted in a straight line with the instrument.

4:1:35 The various saws should be numbered and placed on a table so that each student can easily examine them. Pictures could also be effectively used.

4:1:36 Practice with the saws in this objective is very important because much of the success of an individual in the building construction industry depends upon his mechanical ability. This ability can be developed by exercises of this type.

UNIT 4:0:0 Tools and Equipment

4:1:37 It is important that the student learn to place molding in the miter box the proper way. Example: Cutting bedmold, the mold is put in with the bottom edge up, and the back of the mold held tightly against the back of the miter box.

4:1:38 A good reference for this objective is "Principles and Practices of Light Construction," Ronald C. Smith, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

4:1:39 In order to develop competency in the carpentry trade, each student should perform each of these exercises.

4:1:40 Reference books: "Hand Woodworking Tools," by McDonnell, Delmar Publishers, Albany 5, New York. Stanley's Tool Catealog. Some of the speciality planes are: Several different types of rabbet planes - bench rabbet place, side rabbet plane, cabinet makers rabbet plane, duplex rabbet plane, modified duplex rabbet plane: Double and tongue and groove match plane and spoke shave.

4:1:41 Most texts in building construction given an explanation on sharpening a plane, and adjustment. Every student should perform this objective in order to develop proficiency in building construction.

4:1:42 "Hand Woodworking Tools," by McDonnel, Delmar Publishers, is a good reference source for the hatchet. The single bevel edge should be selected for use in trimming wood to a straight line. Single bevels can only be used by right handed workers, the double bevel is used for general cutting. The half hatchet is provided with a nail driving head and a nail pulling slot, and can be obtained with either single or double bevel.

4:1:43 The student should at least know the differences in chisels, for example: Tang chisel, socket chisel, wood and steel handle chisel, butt chisel, paring chisel, firmer chisel and mortise chisel. Most building construction books have references on chisels. See "Hand Woodworking Tools," by McDonnel, Stanley's Tool cat

4:1:44 The chisel should be hollow ground at an angle of 20 degrees for general work. The student should develop skill in grinding the chisel and then whetting the chisel on an oilstone to produce a keen cutting edge.

4:1:45 Most textbooks in building construction have reference material covering drill bits.

4:1:46 To sharpen an auger bit, the spur of the bit should be filed on the inside surface. The cutter should be filed from underneath using a small mill file or. an auger bit file. Refer to pictures on page_____.

4:1:47 Most building construction textbooks provide references on drill sharpening. Refer also to illustrations below on sharpening procedures.

SHARPENING PROCEDURES

Boring Tools

Twist drills must be kept sharp. Dull drills not only cut slower, but they break easier. A properly sharpened twist drill has an angle of 59°.

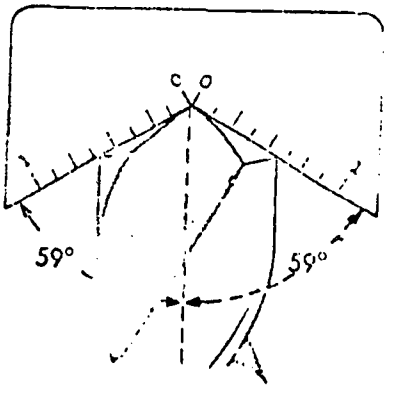

Proper Twist Drill Angle

A twist drill can be placed in a drill holder for sharpening.

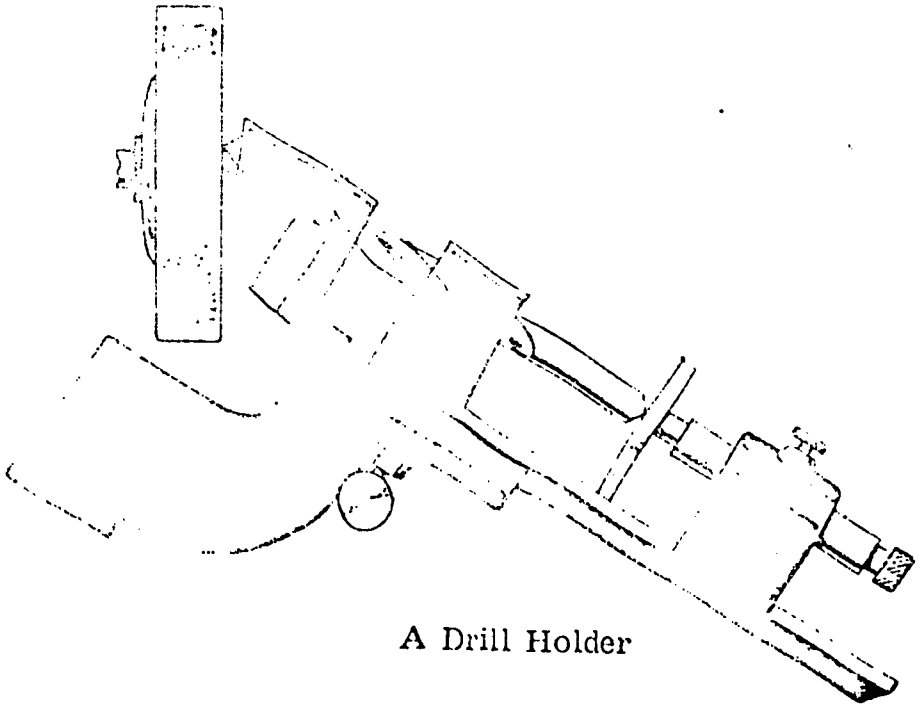

A Drill Holder

You can sharpen a drill by holding it in your hand; however this requires much practice and skill.

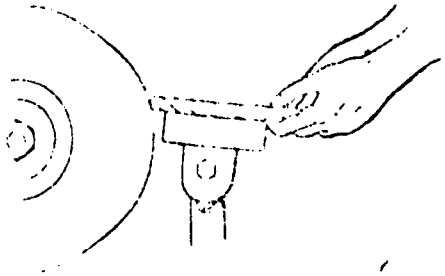

Holding a Drill in your hand

An auger bit has two cutting edges, the cutter and the spur.

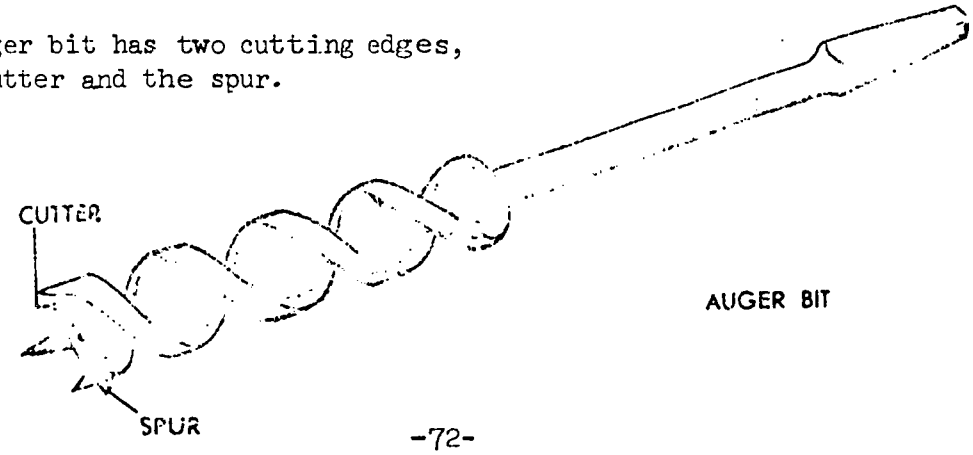

An Auger Bit

Auger bits are sharpened by using either an auger bit file or a small mill file. (right)

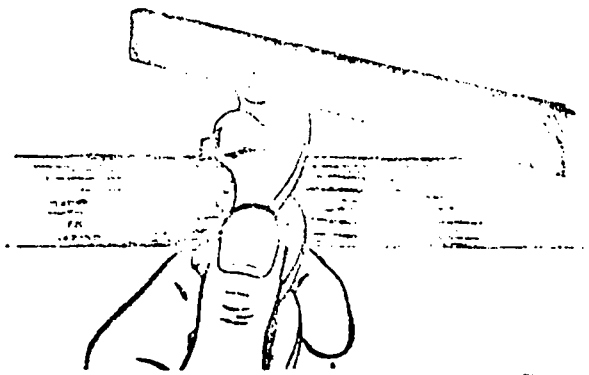

Sharpening the Spur

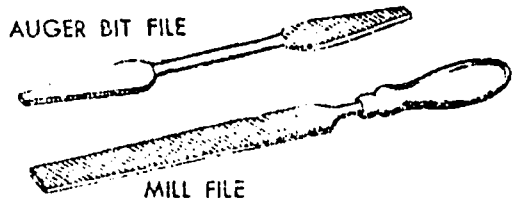

Files

The spur of the auger bit can be sharpened by filing the inside surface, taking care to retain the shape of the spur. Never file the outside surface of the spur. (left)

4:2:0 Power Hand Tools

4:2:1 Before a student uses power hand tools, he should be made aware of safe practices when using them. A suggested test for power hand tools is included in the test section.

4:2:2 References: "Cabinet making and Millwork," Feirer, Chas, A. Bennet Co., Inc. Peoria, Ill. and "The Use of Portable Power Tools: by McDonnel, Delmar Publishers, Inc., Albany 5, New York, and most manufactures of portable hand power tools.

4:2:3 To develop skill in the use of the portable electric handsaw which student should perform each part of this objective. A point that should be stressed is that the operator should watch the blade as it follows the line for a more accurate cut, and not watch the guide on the foot or base of the tool.

4:2:4 Most manufactures furnish a reference that covers with pictures and words, the uses of the many different available blades. Other references are: "Cabinet making and Millwork," by Feirer, Charles A. Bennett, Co., Inc., Feoria, Ill., and Portable Power Tools, by McDonnell, Delmar Publishing Inc., Albany 5, New York.

4:2:5 "Cabinet Making and Millwork," by Feirer, Charles A. Bennett Co., Inc., Feoria, Ill., "Portable Power Tools," by McDonnell, Delmar Publishers, Inc., Albany 5, N.Y., manufactures brochures. The student should be made aware of the versatility of the router and the many types of bits that are available.

4:2:6 Some of the available (commercial) templates are: Butte template for hanging doors, dove tails for drawer manufacture, stair routing templates, lock face templet for cutting a mortise, template to cut decorative patterns in drawer fronts and cabinet doors, and custom templates for special use. The student should also be made aware of the possibilities in making templates of his own.

4:2:7 The purpose of this objective is to make the student aware of the difficulty of doing a satisfactory job with a belt sander.

4:2:8 Som e of the available sanders are: hand belt sander used for general sanding and smoothing rough boards; disc sander for fast removal of old paint finishes; orbital sander - fine sanding and removal of a small amount of material; straight line vibrating sander - used to finish fine furniture; floor drum sander - finishing floor; disc floor sander - sand up to walls on floors.

4:2:9 It is the intent of this objective to acquaint the student with the numbering of abrasives and on what type of work each is used.

4:2:10 Each student should be given the opportunity to perform all the operations involved in operating an air-operated stapler.

4:3:0 Power Machines

4:3:1 A suggested test for power machines is in this testing section.

4:3:2 References on the radial arm saw can be found in "Cabinet Making and Millwork, by Feirer, Charles A. Bennett Co., Inc., Peoria, Ill., and "Portable Power Tools," by McDonnell, Delmar Publishers, Inc., Albany 5, New York.

4:4:0 Maintenance

4:4:1 The sharpening of hand tools is important to the successful craftsman. However, sharpening a saw, either hand or circular, may be beyond the scope of the instructor or ability of the students. In this event, it is suggested that the student be required to sharpen only those tools that can be ground and then whetted on an oil stone.

4:4:2 The student should be made aware of the importance of proper care of hand tools, and that each tool should have a place where it can be properly stored when it is not in use.

4:4:3 The intent of this objective is to make the student aware that if a cutting tool, such as a plane or chisel is not laid down properly, the cutting edge will be dulled or damaged.

4:5:0 Jigs and Templates

4:5:1 The student should learn that much time can be saved and more uniformity gained by the use of a jig. Quarter by half inch strips can be nailed to 1/4" plywood to facilitate a jig for trusses.

4:5:2 The use of a jig to cut component parts is a must in today's building construction since time is one of the important elements in competition. Whether using a table saw, radial arm saw, router, etc., the jig becomes an integral part of production. Reference: "Cabinet Making and Millwork" by Feirer.

4:5:3 There are many commercial jigs available as well as all possibilities of "homemade" jigs. The "unijig" is a commercial jig designed to hold studs and plates in place while nailing a partition together. The manufacture of trusses requires a jig. Doing boring, fluting, mitering, tenoning, doweling, dovetails, etc. can all be facilitated by the use of a jig.

4:6:0 Scaffolding and Ladders

4:6:1 The most common scaffold, for lower heights, would be the horse scaffold, single pole scaffold, and double pole scaffold. References on scaffolding are: General Safety Orders, Industrial Commission of Utah, Safety and Health Regulations for Construction, Federal Register Vol. 36, #75, National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611.

4:6:2 Some of the safety points a workman should be aware of in the construction of scaffolding are:

1. All scaffolds and their supports shall be capable of supporting the load they are designed to carry with a safety factor of at least four.

2. No scaffold shall be used for storage of material except that being currently used, and at no time shall any scaffold be overloaded.

3. Construction grade 2" x 10" planking is permissible up to 8 feet spans, and spans over 8" require 2" x 12".

4. All nails used in the construction of scaffolds shall be of ample size and length and used in sufficient quantities at each connection to develop the designed strength of the scaffold.

5. The erection, construction, alterations, and removal of scaffolds shall be done under the direction of men experienced in scaffold work.

6. The area in which scaffolds are being erected, used or dismantled, shall be roped off or otherwise barricaded for a sufficient distance around the scaffold to prevent passers-by from being struck by falling material.

7. Guard railing must be provided on scaffolds 6' or more above the ground. Guard rails not less than 2" x 4", 42" high with a midrail of 1" x 6".

8. When planking is lapped, each plank shall lap its end supports at least 12 inches.

9. Toe boards must be provided on all scaffolds 6' or higher, and toe board must be a minimum of 4" high.

10. Free-standing scaffolds must be secured by guy wires or other means to prevent tipping.

11. Life lines must be worn on swinging or suspended scaffolding.

12. Firm footing must be provided for each upright or post.

13. Scaffolds shall be cleared of all tools, material, and rubbish at the end of each working day - or tools and material must be safely secured.

14. Hard hats must be worn by all men within the area of any scaffold.

15. No one must ride a rolling scaffold when it is being moved.

16. The use of shore scaffolds or lean-to scaffolds is prohibited.

17. Adequate ladders must be provided for gaining access to scaffolds.

18. Workmen will not be permitted to climb on the cross bracing.

4:6:3 Most dealers of metal scaffolding will provide audio visual material, or will come and demonstrate their scaffolding to the class free of charge.

4:6:4 Some of the important points that should be considered essential in constructing a safe ladder are:

1. Materials used for ladder construction shall be of sufficient strength to provide a load safety factor of no less than four based on a single concentrated load of 200 pounds.

2. Wood used for ladder construction shall be of quality no less than "select structural grade" 1900 F. Douglas Fir and shall be selected to be as free from defects as practical.

3. Wood side rails of ladders having cleats shall be no less than $1\frac{1}{2}$" thick and $3\frac{1}{2}$" deep.

4. The width of single sleat ladders shall be at least 15", but not more than 20" between rails at the top.

5. Side rails may be flared top to bottom by not more than 1/4" for each 2' of length.

6. Single cleat ladders shall not exceed 30' in length.

7. Cleats will be 3/4" x 3½"

8. Cleats will be placed 12" top to top.

9. Cleats shall be inset into the edges of the side rails between the cleats; filler blocks shall be used on the rails between the cleats.

10. The cleats shall be secured to each rail with three 10d common wire nails.

4:6:5 A reference for building a ladder: "Principles and Practices of Light Construction," Ronald C. Smith, Prentice Hall, Inc., Englewood Cliffs, New Jersey. Building ladders might be a VICA project, and sold to patrons of the school.

4:6:6 Some safety rules for ladders are:

1. All cleats, or ungs, should have uniform spacing - 12" top to top.

2. Always inspect a ladder before using.

3. The ladder should be placed so that the horizontal distance from its lower end to the vertical wall is at least one-fourth the length of the ladder.

4. The bottom of the rails should be equipped with safety shoes, or blocked to avoid slipping.

5. A ladder should not be placed in front of a doorway unless the door is locked, blocked or guarded.

6. Be sure both rails are placed with firm support. Never place ladders on any unstable base to gain additional height.

7. Always face a ladder when climbing up or descending.

8. Hold on with both hands when climbing up or descending a ladder.

9. The ladders hould extend above the roof 3' or a grab rail provided.

10. The top beaving of the ladder should be solid enough to support the load.

11. Never lean beyond either side rail - place ladder in position so work can be done without leaning beyond the side rail.

12. Never splice together two short wood ladders to obtain a longer ladder.

13. Never use a metal ladder where contact with an electric current is possible.

14. Destroy or repair defective ladders.

15. Do not climb a ladder when shoes are muddy, greasy, or otherwise slippery.

16. Do not leave a ldder unattended.

Building Construction
Test for Unit 4:0:0 Tools and Equipment

Name_____ Date_____ Score_____

Multiple Choice

Directions: Each of the questions or incomplete statements listed below is followed by several words, phrases, or a series of numbers. From these you are to choose the one which answers the question or completes the statement correctly. Place the letter of that word or phrase in the numbered blank space at the left of the item.

_____ 1. The framing square is important to the carpenter since it 4:1:0
(a) enables him to determine if a wall is plumb
(b) can be used in checking how level the floor is
(c) is virtually as indispensable to him as his hammer, saw, or plane.

_____ 2. One of the common and most accurate stud layout tools is the: 4:1:0
(a) framing square (c) 12 foot pocket tape
(b) combination square (d) 50 foot steel tape

_____ 3. The length and width of the body or blade of a standard steel square are: 4:1:0
(a) 16" x 1 1/2"
(b) 16" x 2"
(c) 24" x 1 1/2"
(d) 24" x 2"

_____ 4. The ripsaw should be used to cut: 4:1:0
(a) diagonally across the grain of the wood
(b) hardwood only
(c) with the grain of the wood
(d) green wood only.

_____ 5. What is the width of the tonque of the framing square? 4:1:0
(a) 1" (c) 2"
(b) 1 1/2" (d) 2 1/2"

_____ 6. The Essex board-measure table is located on what part of the R-100 framing square: 4:1:0
(a) the face of the blade (c) the face of the tongue
(b) the back of the blade (d) the back of the tongue

_____ 7. The smallest divisions of an inch on any framing square are: 4:1:0
(a) eighths (c) twelfths
(b) sixteenths (d) tenths

_____ 8. To draw to a scale of 1"= 1'0" with the R-100 framing square, one would use the scale marked in:
(a) eighths (c) twelfths
(b) tenths (d) sixteenths

_____ 9. One main feature of the combination square is that it: 4:1:0
(a) has a fixed blade
(b) can be used for both 90° and 45° angular measurements
(c) has useful rafter tables on the blade
(d) requires little care to preserve its accuracy

_____ 10. The plumb bob can be used to: 4:1:0
(a) check for a true vertical
(b) determine the depth of an excavation
(c) check the level of building members

_____ 11. The hand drill and breast drill use:
(a) anger bits
(b) twist drills
(c) forstner bits

4:1:0 -

_____ 12. A twist drill which has been stamped "HS" or "HSS" 4:2:0
can be used to drill:
(a) wood only
(b) wood, plastics, and most soft metals
(c) most hard metals

_____ 13. Trammel points are: 4:1:0
(a) used to locate critical dimensions in carpentry
(b) replacement parts for the trammel
(c) used in conjunction with a rod to strike arcs greater than can be handled with ordinary compass

_____ 14. For rough construction work, a cross cut saw should have: 4:1:0
(a) twelve
(b) ten
(c) six
(d) eight points per inch.

_____ 15. The ripsaw has: 4:1:0
(a) 5 1/2
(b) 8
(c) 9 1/2
(d) 11 points per inch.

_____ 16. A bit gage determines: 4:1:0
(a) bit diameter
(b) bit length
(c) hole depth

_____ 17. The "smooth" plane will not produce a true surface because 4:1:0
(a) it is too short
(b) the blade width is too narrow
(c) the blade angle is incorrect for the job.

_____ 18. The portable router can be used to do all except one of the following operations: 4:2:0
(a) blading
(b) grooving
(c) fluting
(d) rounding
(e) mortising
(f) curtailing
(g) dovetailing

_____ 19. The usual modes of operation of mechanical nailers and staplers are: 4:2:0
(a) air or hydraulic
(b) air or electric
(c) electric or hydraulic

4:3:0

_____ 20. Cross cut, plywood, rip, hollow-ground, and combination blades are descriptive of:
(a) circular table saw
(b) portable electric saw
(c) band saw
(d) handsaw blades

_____ 21. When using the table saw, you should adjust the blade height to project: 4:3:0
(a) 1/16" to 1/8"
(b) 1/8" to 1/4"
(c) 1/4" to 3/8" above the material to be cut.

_____ 22. Various circular saw blades are available for the table saw. Which one of the following is least commonly used: 4:3:0
(a) hollowground
(b) rip
(c) dado
(d) combination

_____ 23. The largest portable electric drill in general use in the carpentry trade is: 4:2:0
(a) 3/4"
(b) 1"
(c) 1/2"
(d) 1/4"

_____ 24. The primary function of the grinder is to: 4:4:0
(a) maintain cutting and drilling tools
(b) polish and buff
(c) clean parts by means of a wire buffer wheel
(d) grind metals and other hard substances

_____ 25. A whetstone belongs to the: 4:4:0
(a) paring and shaving
(b) cutting
(c) boring
(d) abrading groups of tools

_____ 26. Painting a ladder: 4:6:0
(a) is to be preferred since it will protect that wood against rot
(b) will make it easy to detect flaws which might cause its failure in use
(c) should never be done

_____ 27. Which of the following trees produce the strongest lumber for scaffolding: 4:6:0
(a) pine
(b) redwood
(c) douglas fir
(d) cedar

UNIT 5:0:0 Excavation Layout - Concrete and Forms

PURPOSE:

Upon completion of this unit, the student will be able to prepare the building site for excavation, form for the footings and foundations, prepare for flatwork, concrete in the forms.

UNIT 5:0:0 Excavation Layout - Concrete and Forms

PURPOSE:

Upon completion of this unit the student will be able to prepare the building site for excavation, form for the footings and foundationa, prepare for flatwork, calculate concrete volumes and know how to place the concrete in the forms.

CONTENT:

5:1:0 Site preparation

5:2:0 Concrete

5:3:0 Footing

5:4:0 Foundations

5:5:0 Forms

5:6:0 Flatwork

5:7:0 Reinforcing

SUBUNIT: Objective

5:1:0 Site Preparation

5:1:1 Where the actual construction might not be possible, it is suggested that the layout work be done on the grass or on a vacant lot. References: Modern Carpentry, Wagner, Durbahn Vol. II, Principles and Practices of Light Construction, Smith.

5:1:2 The intent of this objective is to have the student set up an instrument accurately and quickly. The eight minutes was considered to be about maximum allowable time, but is only a suggestion.

5:1:3 If actual construction is not being done, it might be more feasible to have this objective worked out mathematically. Some of the considerations to be made are:

1. Distance above grade to top of foundation
2. Percent grade from property line to foundation
3. Thickness of foundation.

5:1:5 This objective can be done on the school grounds.

5:1:6 The ground used to perform 5:1:5 and 5:1:6 should be sloping or contoured to provide more challenge to the students in determining the depth of excavation at each corner.

5:1:7 In determining the volume of excavation, the student should allow two feet in each direction of the building to allow for erection and removal of forms.

5:1:8 This objective might be handled more efficiently if an excavating contractor is invited to talk to the class, or if the information is obtained by the instructor.

5:2:0 Concrete

5:2:1 Practical problems can be made up from a set of working drawings - or any at the instructor's discretion.

5:2:2 - 5:2:3 References: "Design and Control of Concrete Mixtures," Portland Cement Association, Old Orchard Road, Skokie, Illinois, 60076, pages 12-13 and 105-110.

5:2:4 References: "Design and Control of Concrete Mixtures," (see 5:2:2) and suppliers such as Intermountain Concrete Specialties, 425 West 17th So., Salt Lake City, UT 84115.

5:2:5 A local batching plant, building inspector, an engineer, or references in 5:2:2 would be good sources for this objective. Some of the problems involved are: distance of transport, adding additional water on the job, poor planning of job access, transporting concrete from trunk to point of placement, etc.

5:2:6 Reference: "Design and Control of Concrete Mixtures", some examples are: dropping concrete too far over vibrating, moving it too far adding water on the job, not tamping enough, or separating the "fines" and aggregate by pouring over steel or a wire, etc.

5:2:7 Some methods of curing concrete are: covering with water, covering with a water tight cover such as plastic, covering with burlap and wetting, and spraying with a chemical that seals in the moisture.

5:3:0 Footings

5:3:1 This objective can be accomplished with the use of batter boards or the builder's transit and stakes. References: Durbahn's "Fundamentals of Carpentry Vol.____ p. 72, Wagner's Modern Carpentry, or Fundamentals of Light Construction, by Smith.

5:3:2 This objective can be done inside the shop with 1" x 12" or outside using regular form material.

5:3:3 Grade stakes or grade nails can be placed six to eight feet apart around the perimeter of the forms.

5:3:4 The student must know that a footing should not be placed on loose soil, that different types of soil have varied load carrying capacities, the projection, of a footing beyond each side of the wall should be equal to the depth of the footing. FHA and local building boards specify the minimum width and depth of footings. References: "Concrete Form Construction," Delmar Publishers, FHA handbook, and most building construction texts.

5:3:5 The foundation wall can be anchored to the footings by the use of reinforcing rods, dowels, keyway, bricks placed in footing and projecting halfway up, or by monoliflic construction (i.e. pouring footing and wall in one pour) References: "Concrete Form Construction", pp. 30-35, Delmar Publishers.

5:3:6 This objective is intended to give the student experience in locating and laying out columns using either the batter boards or builder's transit. It also provided experience in forming and bracing column footing forms. References: "Reinforced Concrete Form Construction and Heavy Timber Construction," United Brotherhood of Carpenters and Joiners of America, "Concrete Construction," Delmar Publishers.

5:3:7 This objective is intended to make the student aware of how footings are placed in heavy construction. He should know that piles are made of wood, hollow steel cases filled with concrete, prestressed concrete, and how they are driven into the ground. If any heavy construction is underway, a field trip would be a very worthwhile experience, for a student to watch a pile driver in action. References: The Carpenter and Joiners of America - "Pile Driving".

5:3:8 If the student should develop proficiency in calculating volumes and/or cost, it quite often falls to the man on the job to calculate the need amount of concrete, and the student should learn how to quickly accomplish this along with knowing how much extra to order to allow for error or spillage.

5:4:0 Foundations

5:4:1 The importance of accurate layout should be stressed in this objective, and how the successful completion of a building is closely related to this accuracy of lay out. References: "Principles of Light Construction," "Concrete Form Construction," "Fundamentals of Carpentry," "Foundation," - Carpenters and Joiners of America, etc.

5:4:2 There are several companies furnishing various types of forms. It is suggested that the instructor invite one or more of these companies to visit the class, and provide the student with a broader knowledge of the different available forming systems. References: See 5:4:1

5:4:3 If cost is prohibitive, the instructor might use overlays or slides to show the students how the windows, doorways, and bulk-heads should be plumbed, leveled and braced. References: See 5:4:1.

5:4:4 This objective as well as 5:4:3 could be accomplished with a field trip, slides or overlays or actual performance on the forms. References: FHA Minimum Property Standards, Section 804-6, pp. 76, Section 805-6, pp. 80.

5:4:5 It is very important that the student be able to find these items on the working drawings.

5:4:6 Reference: FHA Minimum Standard, Sec 808-3.5, pp. 92. If it is not practical for the student to perform this objective, the student could write a paragraph outlining the steps in placing anchor bolts. Points that should be are: amount of projection, minimum amount in concrete, maximum spacing, diameter of bolt, putting a bend in the bolt, etc.

5:4:7 This objective is similar to 5:3:8 and 5:2:1, but the importance of doing this type of calculation supports the repetition.

5:4:8 Several factors that should influence the decision to order more concrete than calculated are: cost is greater to order a small amount if you run short, lost time waiting, an unwanted joint in the concrete, if it sets up before return of the truck, spillage, and uneveness or non-uniformity of forms.

5:4:9 Reference: FHA Minimum Standards Section 807-1 pp. 90, Modern Carpentry, p 103. A foundation can be cured by covering with burlap and keeping wet, spraying with a chemical that seals the moisture in, by leaving forms on for a specified length of time. Some methods of water-proofing are: brushing on asphalt, spraying asphalt curulson on, and applying hot membrane.

5:4:10 Brick, pumice, or concrete block are some other materials used for foundations. The area where the building is being built might not have easily accessible ready mix concrete, cost, and time would be some advantages. Some disadvantages might be, more difficult to waterproof, strength, and appearance.

5:4:11 The most common, but not necessarily the best method, is to backfill and puddle. On government inspected work, the requirement is to fill 6 to 8 inches and tamp This procedure is followed until it is completely backfilled. References: FHA Minimum Standards, Section 803-4.1, 803-4.2, pp. 75, and Modern Carpentry, pp. 105.

5:5:0 Forms

5:5:1 Besides the rod type form (steel rods dropped through a tie, and used with 1x8 or plywood) and wire tied forms, there are many commercial forms such as panel, steel and panel combination, and steel forms. Some of the advantages of these different forms are, ease and/or speed of erection, strength, can be used many times, fewer ties needed, circular forming, etc. References: Fundamentals, Vol II p 57, Modern Carpentry, pp 95-102, Principles of Light Construction, pp 60-67.

5:5:2 The best source of reference for this type of objective would be the manufactures of ties. Some of the more common ties are: Gates Ties (several differenc types), snap tie, simins tie, universal tie, standard form clamps, terry tye waler clamp, Rees tyes and pencil rod ties.

5:5:3 The purpose of this objective is to acquaint the student with more than one system of forming. Several companies supply forms, and usually are willing to loan forms or demonstrate their erection for educational purposes. Some of the companies have films or film strips that could help present this objective.

5:5:4 This objective can be done in the school shop or on a job site. References: FHA Minimum Standards, Section 1206-2 to 1206-4.2, pp 238,"Fundamentals of Carpentry," Vol II p 99, and"Concrete Form Construction," Delmar Publishers.

5:5:5 This forming could be done as an exercise in the school shop and the materials reused, or an actual installation of a concrete slab could be done. References: FHA Minimum Standards, Section 808-1 to 808-3.4 p 22, "Concrete Forms in Construction," Delmar Publishing, pp 88-93.

5:5:6 If actual placement of concrete is not done, the student might write a statement describing material used and describe how forms are cleaned and how oil is applied. Reference: Concrete form suppliers.

5:5:7 The most common material used is the Sona Tube, Colorado Concrete Column Form, and round steel forms. References: Concrete form suppliers.

5:6:0 Flatwork

5:6:1 The student should know the importance of careful grading. In order to ensure uniform thick slabs, to make it possible to order the correct amount, to avoid settling and make slab level, it is necessary to grade before placing perimeter forms.

5:6:2 The intent of this objective is to make the student aware of how a concrete slab should be placed when it is serving as a floor in a home. Terminte protection is primarily obtained by spraying and the damp proofing by placing plastic over a gravel fill. Reference: "Modern Carpentry," pp 104-106.

5:6:3 The student could do this objective on the school grounds or on an actual job site. Reference: "Concrete Form Construction," pp 89-93.

5:6:4 Several different methods are used currently. Some of the methods are: hanging the screeds, using metal pipe and a stirrup, staking a 2"x4" and using a manufacture's screed. A good source for reference would be a supplier of concrete forming supplies.

5:6:5 The importance of estimating quantities of concrete cannot be over stressed.

5:6:6 A good reference for this objective is "Conrete Form Construction," pp 91-92.

5:6:7 While it is necessary to imbed the larger aggregate, the bleeding of the concrete should be avoided as much as possible. Gandying the concrete should be a very minimum or avoided if possible. References: "A Practical Course in Concrete," Portland Cement Association, "Mason's Manual",Portland Cement Association.

5:6:8 Several finishes are: broomed, burlap, exposed aggregate, troweled finish, troweled float, wood float, etc. References: "Design and Control of Concrete Mixtures," Portland Cement Assoc. pp 60-62.

5:6:9 Expansion joint is recommended at all junctures of concrete, and at a maximum of 100 ft in any direction. FHA requires expansion joint at about 10 ft intervals. References: "Design and Control of Concrete Mixtures," Portland Cement Association, p. 102, FHA Minimum Property Standards, Section 1204-4.3, pp 237-38.

5:6:10 Primary purpose of marking concrete slabs is to control cracking - secondary is for design and/or pattern. Edging gives the slab a more finished look. Reference: "Design and Control of Concrete Mixtures," pp 63-64.

5:6:11 Some types of available expansion joints are: fiber glass material that will compress to one-half its thickness, impregnated calotex, tar, redwood, rubber, plastic, and open spaced joint with a metal cover. Reference: "Design and Control of Concrete," pp 63, 102.

5:7:0 Reinforcing

5:7:1 The reinforcing bar diameter is designated by number, and the number represents the number of 1/8's; i.e. a #4 rod is $\frac{1}{2}$" in diameter.

5:7:2 The working drawings would be the same as those used in previous objectives.

5:7:3 The student should be aware of how reinforcing rods are cut and tied. Some of the tools used by the "rod man" are: wire reel, side cutters, bolt cutter, torch, soap stone, welding equipment, etc. Two primary materials used in placing steel in beams are wire and chairs (lift or support to keep "rebar" off the beam soffit.)

5:7:4 The best source of reference would be the local lumber dealer or concrete specialties dealer. The important part is proper placement of wire mesh. It should be placed near the bottom of the slab making sure it is completely imbedded in the concrete.

Building Construction
Test for Unit 5:0:0 Excavation Layout - Concrete and Forms

Name_____ Date_____ Score_____

Multiple Choice

Directions: Each of the questions or incomplete statements listed below is followed by several words, phrases, or a series of numbers. From these you are to choose the one which answers the question or completes the statement correctly. Place the letter of that word or phrase in the numbered blank space at the left of the item.

_____ 1. The exact location of the building on the lot is provided on the: 5:1:0
(a) front elevation (c) foundation
(b) floor plan (d) plot plan

_____ 2. The level-transit differs from the builders level basically in that it: 5:1:0
(a) can be swung in the vertical as well as the horizontal plane
(b) has provisions for focusing
(c) has a greater field of vision

_____ 3. The plumb bob is used in conjunction with a level transit or builder's level in layout to: 5:1:0
(a) ensure that the base plate of the instrument will be level
(b) set the instrument directly over the dotum stoke
(c) ensure that the level line will be equivalent to the line of site at any setting
(d) set the instrument directly over a point.

_____ 4. When calculating volume for concrete content to be placed in forms, it is figured or estimated in: 5:2:0
(a) square feet (c) cubic feet
(b) square yards (d) cubic yards

_____ 5. When a foundation footing is not laid correctly on firm earth, cracks will develop in the foundation wall and it will be very difficult to make the foundation: 5:3:0
(a) level (c) termite-proof
(b) water-proof (d) frost-proof

_____ 6. One of the following is used in determining the width of footings: 5:3:0
(a) slope of ground (c) length of footing
(b) character of soil (d) mix of concrete

_____ 7. When pouring a foundation wall on footings, slipping can be prevented by: 5:3:0
(a) buldhead (c) boil board
(b) keyway (d) template

_____ 8. Batter board location or setback is in large part determined by:
(a) the type of footing forms to be used
(b) the slope of the site 5:3:0
(c) soil conditions
(d) the excavating method and equipment to be used

_____ 9. The geometric method of checking the squareness of a corner is:
(a) 1-2-3 method (c) A-B-C method 5:4:0
(b) 3-4-5- or 6-8-10 method (d) indirect method

_____ 10. Devices used to make openings for doors and windows are called:
(a) frames (c) jambs 5:4:0
(b) bucks (d) bulkheads

_____ 11. When placing concrete in walls the members that hold sections of form in a straight line are called: 5:4:0-
(a) studs (c) braces 5:5:0
(b) walers (d) spreaders

_____ 12. A special advantage of snap ties is that they: 5:5:0
(a) spread the forms most effectively
(b) can easily be broken off within the concrete
(c) can be screwed out of the concrete
(d) require only a few studs

_____ 13. A part that holds the walls of the forms the correct distance apart are called: 5:5:0
(a) shoes (c) spreaders
(b) separators (d) tie wires

_____ 14. A good method used to prevent forms from sticking, they should be: 5:5:0
(a) watered frequently (c) oiled well
(b) stryped immediately (d) dried throughly

_____ 15. An excellent plywood used in the construction of concrete forms is usually referred to as: 5:5:0
(a) marine (c) ply-form
(b) ply-score (d) exterior

_____ 16. Gravel is placed beneath a floor slab or around a floor slab or footing to: 5:5:0
(a) allow for expansion and contraction of the concrete
(b) make the floor warmer
(c) prevent frost cracks in floor slab
(d) permit moisture to drain.

_____ 17. To provide a recess for girders, which of the following are placed in forms: 5:5:0
(a) bulk-heads (c) bucks
(b) block outs (d) boil boards

_____ 18. The board feet required to form the outside perimeter of a slab 20' wide x 22' long, 4 inches thick using 2 x 4 lumber is: 5:6:0
(a) 56 (c) 72
(b) 48 (d) 84

_____ 19. When placing a concrete slab on a vapor barrier, the carpenter should: 5:6:0
(a) avoid stepping on the barrier
(b) provide a wet concrete mixture
(c) seal around utilities and projections
(d) prevent slippage of the barrier

_____ 20. Flatwork such as garage floors are reinforced with: 5:6:0
(a) stucco wire mesh
(b) 1/2" reinforcemtn iron
(c) No. 9 gauge 6" mesh
(d) 90 lbs. rolled concrete mesh

_____ 21. How many cubic feet of concrete would be required for a garage floor slab 20' wide and 21" long, and 4" thick: 5:6:0
(a) 128
(b) 137
(c) 139
(d) 140

_____ 22. The reason waterproof membrances are placed under a slab-type floor is mainly to: 5:6:0
(a) prevent rapid drying of concrete
(b) keep water out
(c) keep dirt out
(d) prevent slow drying of concrete

_____ 23. The placement of reinforcement for concrete can be found: 5:7:0
(a) on mechanical plans
(b) on structural plans
(c) in specifications
(d) on shop drawings

_____ 24. Which of the following would not ordinarily be included on a plot plan: 5:7:0
(a) direction arrow
(b) utility entrances
(c) distance between wall opening
(d) finish grades

UNTT 6:0:0 Lumber and Building Materials

PURPOSE:

Upon completion of this unit, the student will have a knowledge of lumber sizes, grades, kinds, how it is seasoned and how it is cared for. In addition, he will know how to select the proper adhesive, nail screw, bolt or staple in the application of the many various materials such as lumber, plywood, insulation, laminates, etc.

UNIT 6:0:0 Lumber and Building Materials

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CONTENT

6:1:0	Sizes of Lumber
6:2:0	Grades of Lumber
6:3:0	Kinds of Lumber
6:4:0	Seasoning and Care of Building Material
6:5:0	Plywood
6:6:0	Masonry
6:7:0	Laminates
6:8:0	Insulation
6:9:0	Adhesives
6:10:0	Power Driven Fasteners
6:11:0	Screws
6:12:0	Nails
6:13:0	Staples
6:14:0	Bolts and Anchors
6:15:0	Timber Connectors
6:16:0	Plastics
6:17:0	Paper
6:18:0	Acoustics
6:19:0	Special Concrete

UNIT 6:0:0 Lumber and Building Materials

SUBUNIT OBJECTIVE

6:1:0 Sizes of Lumber

6:1:1 Reference: "Modern Carpentry" p.60

Examples

Hardwood Designation	Nominal	Dressed
4/4	1	25/32
5/4	$1\frac{1}{4}$	1 5/32
5/4	$1\frac{1}{2}$	1 13/32
7/4	1 3/4	1 19/32
8/4	2	1 13/16

6:1:2 The student should know that because of costs, hardwoods come rough sawn and in random width and length while the softwoods come in designated widths of 4, 6, 8, 10 and 12 inches and lengths of 6, 8, 10, 12, 14, and 16 foot lengths.
References: "Cabinetmaking and Millwork", pp 178-180, "Modern Carpentry", pp 56-61, "Fundamentals of Carpentry," Vol II, pp 154-155.

6:1:3 The student must learn that lumber has a nominal size (that size referred to in the trade-ex-1x4) and the actual dressed size (ex-25/32 x 3 1/2")
References: Same as 6:1:2

6:1:4 These abbreviations should be memorized by the student to facilitate his ability to buy lumber.
References: "Fundamentals of Carpentry," Vol I p. 160, "Cabinetmaking and Millwork," p. 176.

6:1:5 The importance of estimating should be stressed to the student, and the formula for figuring board measure well learned.
References: "Cabinet and Millwork," pp.174 , "Fundamentals of Carpentry," Vol I, p. 160, "Modern Carpentry," pp. 60, 61.

6:2:0 Grades of Lumber

6:2:1-6:2:2 References: "Cabinetmaking and Millwork," pp. 178-179, West Coast Lumberman's Association booklet.

6:2:3 Reference: "Cabinetmaking and Millwork," p. 178.

Examples:	C Select	for fine finish cabinet work
	D Select	for cabinet work
	#1	Drawer sides, shelving, etc.
	#2	Cutting for short lengths in cabinets, or used in cornice work, etc.
	#3	
	#3	Sheathing, furring strips, etc.

6:2:4 The intent of this objective is that the instructor place a working drawing in the student's hand (a small project such as a playhouse or garage) and have him take off a bill of materials.
References: "Woodwork for Industry," pp. 76-77, "Cabinetmaking and Millwork," pp. 196-197.

6:2:5 The best reference source would be the specifications that come with the working drawing.

6:2:6 Reference: Fundamentals of Carpentry," Vol. I, pp 151-153. "Cabinetmaking and Millwork," p. 76. "Modern Carpentry," p. 57.
warp, pitch, splits, rot, knots, decay, check, worm holes.

6:3:0 Kinds of Lumber

6:3:1 Reference: "Modern Carpentry," pp. 64-65, "Cabinetmaking and Millwork," pp. 82, 100.
Some actual wood samples should be made up. Woods could be added or subtracted from those listed.

6:3:2 Reference: "Cabinetmaking and Millwork," pp. 82-96, "Fundamentals of Carpentry," Vol I, pp. 162-166.

TYPE CHARACTERISTICS

Fir - Soft, close grain, strong, inexpensive, good nail holding
Pine - Soft, cose grain, little shrinkage, inexpensive, lightweight
Cedar - Soft, close grain, has odor, rot resistant inexpensive
Redwood - Woft, close grain, water resistant, light, termite resistant.
Oak - Hard, open grain, heavy, strong.
Birch - Hard,close grain, strong, light and dark wood.
Walnut - Medium hard, open grain, expensive, attractive, machinable.
Alder - Medium hard, close grain, inexpensive, machinable.
Hemlock - Soft, uniform fine texture, inferior to pine or fir.
[illegible]e Fir - Soft, close grain, warps,finishes poorly.

UNIT 6:0:0 Lumber and Building Materials

6:3:3 Reference: "Cabinetmaking and Millwork," pp. 80-94, "Fundamentals of Carpentry," Vol I, pp. 162, 166; "Woodworking for Industry," Unit 5, pp. 79-83.

TYPE	USES
Fir	Structural material, millwork, plywood, sash
Pine	High Grade millwork, paralleling, lumber
Cedar	Shingles, sidings, structural, posts
Redwood	Planks, lumber, bridges, siding
Oak	Doors, Floring, paneling, millwork
Birch	Millwork, paneling, cabinets, doors
Hemlock	Sheething, doors, millwork, pulp and construction lumber
White Fir	Lumber, pulpwood, planning mill products

6:4:0 Seasoning and Care of Building Material

6:4:1 References: "Cabinetmaking and Millwork," pp. 72-73, "Modern Carpentry," p. 56, "Woodworking for Industry," Unit 8, pp. 103-110.

1. Warpage
2. Shrinkage
3. Dry rot
4. Less stains
5. Facilitates gluing
6. Bettery joints
7. Cheaper to transport

6:4:2 Reference: "Woodworking for Industry," p. 106 Stacked neatly, covered from weather, be able to determine the amount, be able to check cost, be able to check grade of lumber.

6:4:3 References: "Cabinetmaking and Millwork," pp. 72,73; "Modern Carpentry," p. 56; "Woodworking for Industry," Unit 8, pp. 103-110.

6:4:4 References: "Modern Carpentry," p. 120; "Fundamentals of Carpentry," Vol II, p. --.
Impregnation (cresote), pretreated materials, redwood, ventilation.

6:5:0 Plywood

6:5:1 References: "Cabinetmaking and Millwork," p. 125; "Modern Carpentry," p. 61.

4 x 7; 4 x 8; 4 x 9; 4 x 10; 4 x 12; 5 x 9

6:5:2 References: "Cabinetmaking and Millwork," p. 126; "Modern Carpentry," p. 64.

AA, AB, AC, B, BB, BC, CC, are exterior
AA, AB, AD, BB (Plyform), BB, BD, CD

6:5:3 References, "Modern Carpentry," p. 64; "Fundamentals of Carpentry," p. 175.

1. Interior, 2. Exterior, 3. Meridian
It is possible that the student might come up with construction types which would be: 1. Solid core, 2. Lumber core, and 3. Particle board core.

6:6:0 Masonry

6:6:1 Reference: "Building Trades Blueprint Recoding", p. 131.

Face $2\frac{1}{4}$ x $3\frac{1}{4}$ x 8"
Common $2\frac{1}{4}$ x 3 3/4 x 8"
Romain $1\frac{1}{2}$ x 3 3/4 x 12"
Norman $2\frac{1}{4}$ x 3 5/8 x 12"
SCR 2 1/16 x $5\frac{1}{2}$ x $11\frac{1}{2}$"
Fir 2 3/4 x $4\frac{1}{4}$ x 8 3/4"

6:6:2 Reference: "Principles and Practices of Light Construction," p 300; "Building Trades Blueprint Reading," p. 132.

Three core	8 x 7 3/4 x 15 3/4
Comer Return	8 x 7 3/4 x 15 3/4
Metal Sash	8 x 7 3/4 x 15 3/4
Pair or double Comer	8 x 7 3/4 x 15 3/4
Lintel	8 x 7 3/4 x 15 3/4
Typical	8 x 3 7/8 x 15 3/4
Metal Sash Jamb	7 3/4 x $5\frac{1}{4}$ x 11 3/4

Many of these blocks are made in one-quarter, one-half, and three-quarter sizes.

6:7:0 Laminates

6:7:1 References: "Modern Carpentry," pp. 396-405, "Cabinetmaking and Millwork," pp. 575, 592, 896; "Fundamentals of Carpentry," Vol I, p. 194.

Plastic laminates are used in cabinet tops, wall covering, bathroom showers, cases, table tops, counter tops, furniture.

6:7:2 References: Same as 6:7:1

Manufactures brands are: formica, micarta, panelite, textoligst, Wilsonart, Menirmor

6:7:3 "Modern Cabinetmaking," pp. 397,398; "Cabinetmaking and Millwork," pp. 575,592; "Woodworking for Industry," pp. 166, 171.

Prepare projects surface or areas, cut plastic laminate (usually oversize), apply cement to both surfaces (two coats to the wood), allow drying time. (Note do edges first); set laminate in place using slip sticks (dowel rods work well); position, touch, down, remove slip sticks, work from center out, roll, trim.

6:7:4 References: Refer to 6:7:2, 6:7:3

Some suppliers will give demonstrations. Small pieces are sometimes given away. Small projects can be made from this exercise for VICA fund raising or to take home. Example - clip boards, hot plate holders, etc.

6:7:5 References: "Cabinetmaking and Millwork," page 185, 186.

The moldings are: T molding, straight leg cove, clamp down, inside corner, divider, outside corner, end cap.

6:8:1 Reference: "Fundamentals of Carpentry," Vol. I, p. 217, "Modern Carpentry," Unit 13, pp. 277-306.

Loose fill, batt, aluminum foil, reflective aluminum foil backed gypsum, blanket, slab or block, ridged.

6:8:2 References: Refer to 6:8:1

A set of working drawings can be obtained from FHA. Local dealers could give information in this area.

6:8:3 References: Refer to 6:8:1

This could be done on small buildings, scale models, or mock ups.

6:9:0 Adhesives

6:9:1 References: "Fundamentals of Carpentry," Vol. I, pp. 271-279; "Cabinetmaking and Millwork," pp 534-538; "Modern Carpentry," pp 68,69.

animale, casein, plastic, polyvinyl, (white) resin.

6:9:2 References: "Cabinetmaking and Millwork," pp. 536-537.

Contact bond - plastic laminate
Ayoxy - dissimilar material
Polyvinyl - repair, general wood (interior)
Urea resin - Where there would be moisture
Plastic Powdered Resin - General woodwork where moisture is a problem.

6:9:3 References: Refer to 6:9:1

This could be done at the discretion of the instructor. Projects could be made from this exercise.

6:9:4 Reference: "Fundamentals of Carpentry," Vol. I pp. 274-275 Refer to Figure 1 on page 275.

6:9:5 References: Refer to 6:9:4

If materials not available, 6:9:4 would be sufficient.

6:9:6 References: Refer to 6:9:2

1. Epoxy 2. Mastic

6:9:7 References: "Modern Carpentry," p. 398. (See Handy says)

1. Ventilation. 2. Open Floor. 3. Heat. 4. Body contact. 5. Keep container closed when not using.

6:10:0 Power Driven Fasteners
References: "Builders Guide to Metal Penetrating," by Buildix Division, Illinois Tool Works Inc. 801 N Hilltop Dr., Itasca, Ill. 60143

6:10:1 Spored thread, fine, Hi-Lo special thread forms, bugle head, flat, wafer, oval, modified truss, trim pan, hex washer head, types point, tecks 2, 3, 4, 300, 400, 500, runner.

6:10:2 References: "Fundamentals of Carpentry," Vol I, pp 32-33, "Portable Power Tools," pp. 197-208.

This type of information could be taken from a demonstration of this sales representative.

6:10:3 References: "Fundamentals of Carpentry," Vol I, p 35. Manual that comes with the powder driven tool. "Portable Power Tools," p. 202.

Always use safety glasses.
Point only against the material into which the stud is to be driven.
Heavy gloves.
Never leave a loaded tool lying around.

6:10:4 Reference: "Fundamentals of Carpentry," Vol I. pp 32-33, "Portable Power Tools," p 194.

A sales representative will demonstrate this tool.

6:10:5 Reference: "Fundamentals of Carpentry," Vol I, p 33, "Portable Power Tools," p 194; "Modern Carpentry," p. 37.

1. Study manufactures operating directions
2. Use correct type and size for tool being used
3. Use the correct air pressure
4. Always point towards the work.

6:10:6 Reference: Refer to 6:10:5

Advantages of air - more economical operation, less breakdown, lighter weight.
Disadvantages of air - initial cost, need of compressor

Advantages of electricity - initial cost cheaper
Disadvantages of electricity - electrical shorts (safety problems.

6:10:7 Reference: FHA Bulletin No. UM-25a, "Fundamentals of Carpentry," Vol. I, pp. 32, 232, 233,"Portable Power Tools."

Decking - 16 D prepared nail treated nail
Insulation - Wide crown staple
Ceiling tile - Wide crown staple
Paper Barriers - Wide crown staple

6:11:0 Screws
References: "Fundamentals of Carpentry," Vol. I, p. 237, "Woodworking for Industry," pp 345-347, "Modern Carpentry," p. 68, "Cabinetmaking and Millwork," pp. 151-157.

6:11:1 1. oval 2. Round 3. flat (sloted and phillips)

6:11:2 References:
"Cabinetmaking and Millwork," pp. 151-157
"Woodworking for Industry," p. 346
"Fundamentals of Carpentry," Vol I, p 237
The instructor should indicate soft and/or hard woods, and if for phillips or slotted head screws.

6:11:3 Reference:
"Cabinetmaking and Millwork," pp. 151-157
"Fundamentals of Carpentry," Vol I, p. 236.
"Woodworking for I dustry," p 344.
Some finishes for screws are brass, steel, copper, bronze, and nickel. Brass, copper bronze used where there could be corrosion and decorative. Nickel for looks, general woodworking. Steel,general woodworking.

6:11:4 References:
"Woodworking for Industry," p. 347
"Cabinetmaking and Millwork," pp 152-156.
Select correct chank prolet countersink, correct width of blade for slotted screw; follow a chart to select screw size.

6:11:5 References: Refer to 6:11:1
To order screws from a catalog, you will need the following information:
1. type of head
2. type of finish
3. slotted or phillips
4. diameter
5. length
6. wood or metal

6:11:6 Reference: Refer to 6:11:1
Slotted: Disadvantages: are harder to fasten
Advantages: can get it in larger variety of hardwood
Phillips: Disadvantages: easier to fasten
Advantages: looks

6:11:7 References: Refer to 6:11:1
Types of heads for metal screws are: flat, ovale, round, pan head, and binding head. Comes in sizes 1/8", to 2" length and diameter from #2 to #14.

6:11:8 Reference:
"Fundamentals of Carpentry," Vol. I, p 236
Silver Plate, Gold plate, Sand brass are a few of the specialty screws.

6:11:9 Reference: A local dealer could supply a selection of screws.

6:12:0 Nails
References:
"Fundamentals of Carpentry," Vol. I p 223-231
"Woodworking for Industry," pp. 338-344
"Cabinetmaking and Millwork," pp. 148-150
"Modern Carpentry," p. 67

6:12:1 Kinds of nail heads: duples, flat, sinker, round, oval, checkerd, casing, cup, and hook head.

6:12:2 Reference: Refer to 6:12:1
Kinds of points: 1, regular, diamond, long diamond, blunt, round, needle sheared bevel.

6:12:3 References: Refer to 6:12:1
Eight kinds of nails; box, common, casing, finish, duplex, brads, cut, masonery, spiral, and amilor.

6:12:4 References: Refer to 6:12:1
Kind of materials are steel, copper aluminum, brass

6:12:5 References: Refer to 6:12:1
Kinds of coating are: galvained, cement, yeuk, nylon, resinous, blued, painted, Japanned

6:12:6 Reference: A local dealer can supply all assortments of nails for this objective.

6:12:7 References: Refer to 6:12:1
Some kinds of specialty nails are: duplex, roofing, masonery, shutrods, flooring, siding, and aluminum.

6:12:8 through 6:12:17
References: "Woodworking for INdustry," pp 340-343.
Heavy timber can be obtinaed and fastened into proper position for these exercises.

6:13:0 Staples

6:13:1 References: "Fundamentals of Carpentry," Vol. I, p. 232-234. "Portable Power Tools," p 187.
The supplier is also a good reference. Several types of points are: 1. chizel used for plywood, 2. inside chizel used for clenching against steel, 3. crosscut used for general nailing or tacking.

6:13:2 References: Refer to 6:13:1
Three different metals used for staples are: steel, aluminimum, bronze

6:13:3 References: "Fundamentals of Carpentry," Vol, I, pp. 30-31, "Portable Power Tools," pp. 178-182.
Two types hand operated staplers are: the Spring actuated and the roofing stapler (hit with hammer)

6:13:4 References: "Fundamentals of Carpentry," Vol. I, pp. 233-234
different lengths 1/4, 5/16, 3/8, 1/2, 9/16
different crown widths 12, 5/8, 3/4, 7/8, 1, 1¼"
different gauges 14, 16

6:14:0 Bolts and Anchors

6:14:1 through 6:14:3
References: "Fundamentals of Carpentry," Vol. I, pp. 242-246, "Woodworking for Industry," p. 351-355
Materials for these objectives could be completed by using small pieces or a mock-up.

6:14:4 References: "Fundamentals of Carpentry," Vol. I, p 242, "Cabinetmaking and Millwork," p. 159, "Woodworking for Industry," p. 354.
Lead shield, ackerman plug, anchor plate or bolt (glued on) used in concrete, block or brick

6:14:5 through 6:14:7
References: refer to 6:14:1 and to the supplier's catalogs.

6:15:0 Timber Connectors

6:15:1 References: "Fundamentals of Carpentry," Vol. I, pp. 247-254, "Woodworking for Industry," pp. 496-498.
Four types of timber connectors are: joist hanger, framing anchors, claw plates, clamping plates and etc.

6:16:0 Plastics

6:16:1 References: "Woodworking for Industry," pp. 163-170.
Information can be obtained from suppliers and manufactures.
Plastic vinyl tile, pannels, vinyl siding, vinyl rain gutters, plastic laminated for tops and panelled doors

6:16:2 Reference: Refer to 6:16:1
Three advantages of that solid vinyl has as a building material are: 1. very little maintenance or upkeep, 2. long life span, 3. withstand strain, heat, water, and scratches.

UNIT 6:0:0 Lumber and Building Materials

6:17:0 Paper

6:17:1 Reference: "Fundamentals of Carpentry," Vol II, pp. 335, 345 "Principles and Practices of Light Construction," pp. 157-159, 240-241.
Three different kinds of paper for building are rolled pregnated felt for under siding and shingles, rolled felt for deadening of sound in floors, and some walls, and sisal craft paper used for water proofing under concrete floors and between floors, aluminum for insulation.

6:17:2 Reference: Refer to 6:17:1
This objective could be completed on a full scale basis, mock-up, or in a scale model.

6:18:0 Acoustics

6:18:1 Reference: "Modern Carpentry," Unit 13, pp. 277-305, "Fundamentals of Carpentry," Vol. I, pp 200-203, "Fundamentals of Carpentry," Vol. II, pp 419, 421, "Woodworking for Industry," pp. 160, 161.
The best reference would be from local suppliers.
Dead airspace (structural timbers separated insulation battering, insulation board, etc.

6:18:2 References: Refer to 6:18:1
Acoustical spray, hanging ceiling acoustical tile.

6:18:3 References: Refer to 6:18:1
Some suppliers have brocken lots or discontinued items that could be used for this objective.

6:18:4 References: Refer to 6:18;1 and "Modern Carpentry," p. 303.

6:19:0 Special Concrete

6:19:1 References: "Design and Control of Concrete Mixtures," Chapter 15, p. 100, Concrete Products companies
1. prestressed beams. 2. built up slab
3. heavy weight concrete, 4. acoustical concrete
5. insulating concrete, 6. white or colored concrete.

NOTE: Before teaching the units on framing, check Uniform Building Code Vol 6, p. 15, Table 25 M on number of nails used on connecting wood members.

Building Construction
Test for Unit 6:0:0 Lumber and Building Materials

Name_____ Date_____ Score_____

Multiple Choice

Directions: Each of the questions or incomplete statements listed below is followed by several words, phrases, or a series of numbers. From these you are to choose the one which answers the question or completes the statement correctly. Place the letter of that word or phrase in the numbered blank space at the left of the item.

_____ 1. Dimension lumber is sold by the: 6:1:0
(a) board foot (c) square foot.
(b) lined foot

_____ 2. During the milling, a board 8 inches wide loses 1/2 inch. Therefore, what percent of adjustment should be allowed for when ordering material to cover a definite area? 6:1:0
(a) 8.50 percent (c) 7.25 percent
(b) 6.25 percent (d) 4.8 percent

_____ 3. A board foot is a unit that is an inch thick and one foot square, or any combination of measurements that will equal this amount. Which of the following measurements represent a board foot: 6:1:0
(a) 5" x 6" x 1" (c) 1" x 6" x 2'
(b) 1' x 4" x 3" (d) All of them

_____ 4. Which of the methods below may be used to find the number of board feet in any piece of lumber: 6:1:0
(a) nominal size x length in feet ÷ 12 = board feet
(b) nominal size x length in feet ÷ 144 = board feet
(c) $1 \times \frac{12}{12} \times 12$ = board feet
(d) $\frac{\text{Thickness in inches x width in inches x length in feet}}{144}$ = board feet

_____ 5. Find the board feet contained in 18 pieces of 2" x 4" x 16': 6:1:0
(a) 144 bd. ft. (c) 192 bd. ft.
(b) 180 bd. ft. (d) 188 bd. ft.

_____ 6. Structural lumber is called timber when both the thickness and the width individually are equal to or more than: 6:1:0
(a) $2\frac{1}{2}$" (c) 5"
(b) $3\frac{1}{2}$" (d) 6"

_____ 7. The dimensions of a board should always be written in the following order: 6:1:0
(a) thickness x width x length (c) thickness x length x width
(b) length x thickness x width (d) width x thickness x length

_____ 8. A correct formula for calculating board feet is: 6:1:0

(a) $\frac{T'' \times W'' \times L'}{144}$ (b) $\frac{T'' \times W'' \times L''}{12}$ (c) $\frac{T'' \times W' \times L'}{12}$

(d) $\frac{T'' \times W'' \times L''}{144}$

_____ 9. An order of dimensioned lumber for framing a small house includes: 6:1:0

8 pieces of 4" x 8" x 16'
36 pieces of 2" x 8" x 12'
(random length) 2" x 4" x 400'
22 pieces of 2" x 10" x 14'
350 pieces of 2" x 4" x 8' precut studes

Find the cost of the material if the price is $128.00 per M.
(a) $417.28 (b) $326.00 (c) $454.48 (d) $456.19

_____ 10. If you were a contractor and purchased 36 planks for scaffolding, they were all 2" x 10" x 12' of Douglas fir, select structural grade, and the price was $135.00 per M, find the cost you would have to pay: 6:1:0
(a) $97.20 (b) $93.70 (c) $83.70 (d) $96.70

_____ 11. If 130 leneal feet of 4" x 6" were needed to build a girder, how many board feet would this contain: 6:1:0
(a) 280 bd. ft. (c) 260 bd. ft.
(b) 294 bd. ft. (d) 302 bd. ft.

_____ 12. When you place an order for dimensioned lumber, you should, as a good policy: 6:2:0
(a) order only what you will use within a two week period to avoid warping
(b) order long lengths so you can cut out knots and split ends
(c) add 10 percent to, so you will have plenty to finish the job
(d) order the most economical grade in the shortest length that will do the job correctly.

_____ 13. The direction of least shrinkage in a Douglas Fir board is: 6:2:0
(a) in the slash grain (c) in the circumference
(b) along the length of the grain (d) across the grain

_____ 14. The highest grade of fir plywood produced carries the letter designation: 6:2:0 - 6:5:0
(a) A (b) B (c) C (d) D (e) N

_____ 15. In grading lumber, a blemish is an undesirable condition which will affect the: 6:2:0
(a) strength (c) utility appearance of a given piece of timber.
(b) durability

_____ 16. "Factory" or "shop lumber" is a classification denoting: 6:2:0
(a) use (b) manufacture (c) size

_____ 17. A softwood board with no defect or knot is graded: 6:2:0
(a) Select A (c) shop lumber
(b) construction (d) select D

_____ 18. Of the following West Coast conifers, the strongest structurally is the: 6:3:0
(a) Douglas fir (c) Cedar
(b) Sugar pine (d) Hemlock

_____ 19. A wood that does not split easily when nails are driven into it is: 6:3:0
(a) Douglas fir (c) Sugar pine
(b) Oregon pine (d) Oak

_____ 20. One of the following kinds of woods rarely used in building: 6:3:0
(a) fir (b) pine (c) hemlock (d) larch (e) spruce
(f) elm (g) oak (h) birch (i) cedar (j) redwood

_____ 21. How many of the following words are calssified as softwoods: (1) Cypress (2) Yellow popular (3) Redwood (4) Douglas fir; and (5) Cottonwood: 6:3:0
(a) one of the above (c) three of the above
(b) two of the above (d) four of the above

_____ 22. Black walnut is noteworthy because of its: 6:3:0
(a) beauty and availability
(b) strength and ease of workability
(c) its beauty and scarcity

_____ 23. When wood trim is to be natural finish, it is best to order what grade of lumber? 6:2:0
(a) construction (c) B and better
(b) standard (d) D

_____ 24. Dry rot can be prevented by: 6:4:0
(a) keeping lumber dry and ventilated
(b) selecting fungus-free lumber
(c) using flashing
(d) spraying lumber with Wolman salts

_____ 25. The extra protection against termite infestation, woodwork close to the soil should be: 6:4:0
(a) sprayed with paint (c) pressure treated with chemicals
(b) cement coated (d) sprayed with resin

_____ 26. To ward off termite invasion, posts should not extend through a basement floor and into the soil but should be placed on concrete or masonary footings that extend above the concrete floor at least: 6:4:0
(a) 2" (b) 4" (c) 6" (d) 8"

____ 27. The use of external plywood for sheathing, form work, and other oudoor applications has made previous work practices: 6:5:0
(a) obsolete
(b) obsolescent
(c) unpopular
(d) inefficient

____ 28. One of the following in most cases is not an advantage of manufactured wood: 6:5:0
(a) greater strength
(b) larger pieces
(c) greater economy
(d) dimensional stability
(e) smoother surfaces
(f) better insulating properties
(g) improved water resistance
(h) greater durability
(i) maintenance free finishes

____ 29. The designations "hardwood" and softwood" are expressions of; 6:3:0
(a) the relative density of the wood
(b) whether it is coniferous or deciduous
(c) an arbitrary classification system

____ 30. In many climates heat loss is a serious problem, which occurs primarily around the house's: 6:8:0
(a) windows
(b) doors
(c) perimeter
(d) roof

____ 31. With powder actuated tools, fasteners can be driven safely into which of the following materials: 6:10:2
(a) cast iron
(b) glazed brick
(c) concrete
(d) tile

____ 32. Screws are not used as often as nails in building construction because screws: 6:11:0
(a) cost more
(b) take longer to install, thus add to expenses
(c) tend to work out and loosen
(d) are more likely to fail under adverse conditions
(e) a and b

____ 33. The nail set is used in conjunction with: 6:12:0
(a) roofing nails
(b) finishing nails
(c) 10d nails and smaller
(d) cement coat box nails

____ 34. The holding power of a nail is largely dependent upon: 6:12:0
(a) the type of point
(b) the area and design of the shank
(c) the type of wood it is used with

____ 35. The nail most commonly used will have: 6:12:0
(a) a flat head and a diamond point
(b) a flat head and a chisel point
(c) a flat countersunk head and a diamond point
(d) a flat head and a duckbill point.

____ 36. The "penny system" is the method the the nail industry uses in referring to the: 6:12:0
(a) length
(b) diameter
(c) weight of nail

_____ 37. The casing nail is most like the: 6:12:0
(a) box nail (c) common nail
(b) brad (d) finish nail

_____ 38. The reason the staple is widely used in modern industry is due to: 6:13:0
(a) the great variety of sizes, designs, metals and finishes available
(b) the fact that these fastenings are used quite exclusively in specially designed, high-production greens
(c) their designed-in holding power

_____ 39. Framing connectors are used: 6:15:0
(a) where greater strength is desired
(b) where it is inconvenient to join structural members in conventional fashion
(c) to permit greater headrooms and more space.

Fill In

6:1:0 - 6:1:4

Directions: Fill in the correct term for each of the following lumber abbreviations:

S1S _____ R O _____

S2S _____ S/Lap _____

S4S _____ AD _____

S1E _____ KD _____

S1S1E _____ MBM _____

S1S2E _____ M _____

S2S1E _____ Bd. Ft. _____

T & G _____ EXT _____

INT _____

Write the actual sizes of the lumber listed below: 6:1:0

1. 2"x 4" (dimension) _____
2. 4" x 6" (dimension) _____
3. 1" x 12" (board) _____
4. 1" x 4" (finish) _____
5. 6" x 8" (timber) _____
6. 1" x 6" (flooring) _____
7. 2" x 6" (dimension) _____
8. 2" x 12" (dimension) _____
9. 1" x 8" (board) _____
10. 2" x 10" (dimension) _____

UNIT 6:0:0 Lumber and Building Materials

Matching

1. Softwoods	_____	A. Wood cells with thick walls and small openings	6:2:0
2. Heartwood	_____	B. A species of softwood	
3. Summerwood	_____	C. A defect showing itself near the center of the trunk	
4. Heatwood shakes	_____	D. Cone-bearing trees	
5. Checks	_____	E. Lengthwise separation of wood tissues	
6. Sapwood	_____	F. Wood nearest the center of the tree	
		G. Wood near the outside of the tree	

- - - -

UNIT 7:0:0 Floor and Wall Framing

PURPOSE

CONTENT

7:1:0 Floor

7:2:0 Walls

7:3:0 Components

SUBUNIT OBJECTIVE

7:1:0 Floor

7:1:1 References: "Modern Carpentry", Unit 7, Floor Framing
"Fundamentals of Carpentry," Vol. II, Chapter 4,
"Woodworking for Industry," Unit 46
"Principles and Practices of Light Construction," Unit 4.

7:1:2 References: Refer to 7:1:1
This objective can be accomplished on a project home or improvised by using a retaining wall or timber to simulate the activity . Leave room for subsiding.

7:1:3 References: Refer to 7:1:1
The layout of the sill for anchor bolts can be accomplished by measuring or by aligning the sill on top and anchor bolts and tapping (make sure of alignment)

7:1:4 References: Refer to 7:1:1
Two methods of fastening sill plates are:
1. anchor bolts. 2. Powder operated fastener (stud gum)

7:1:5 References: Refer to 7:1:1
The studs extend to the mudsill on ballon framing.
On plate form,framing it extends to the subfloor.

7:1:6 References: Refer to 7:1:1
This could be done on a scale model, or actual building.
Possible problems, heating plumbing, floor openings.

7:1:7 References: Refer to 7:1:1
There are three types of girders:
Solid beam - Advantages: time, fire resistent, (not used much any more) Disadvantages: checks, sag.
Built up - Advantages: strength, availability, fire resistant, Disadvantages: time.
Steel - Advantages: strength, longer span, Disadvantages: fire, framing problems.

7:1:8 Reference: Refer to 7:1:1 and FHA Minimum and/or Property standards.
This could be accomplished on the job site or a mock up situation.

7:1:9 Reference: Refer to 7:1:1 and FHA Minimum and/or uniform property standards
1. size, kind material, grade of material.

7:1:10 Reference: FHA Minimum peroperty standards 816.4 and also to 7:1:1
Note how many nails and where

scale	on the job
mock up	spans correct
crown up	
brick up joints	

7:1:11 References: Refer to 7:1:1 and FHA Minimum property standards pp. 44, 816-7, 816-7.1, 816-7.2, 816-7.3, 607-2.
headroom at least 6-8" width 2'-8" plus hand rail or 3'. This is figured out mathmatically.

7:1:12 References: Refer to 7:1:1 and FHA MInimum Property Standards, p. 110, 814-4.9
To determine the size of the rough opening for the fireplace.

7:1:13 References: Refer to 7:1:1, FHA Minimum Property Standards, p. 120, 816-6, Uniform Building code, p. 16, Table #25T.

7:1:14 References: Refer to 7:1:1
If not possible this could be done on a scale model with the exception of checking the crown - check with HFA 121, 122, 816-6.7, 8, 9, 10.

7:1:15 References: Refer to 7:1:1 and FHA minimum standards p. 122 816-8

7:1:16 References: Refer to 7:1:1 and 7:1:15

7:1:17 References: Refer to 7:1:1 and FHA Minimum Standards 130, 131 817-1 through 817-5.6.

7:1:18 References: Refer to 7:1:1

UNIT 7:0:0 Floor and Wall Framing

7:1:19 References: Refer to 7:1:1
A student should learn to estimate material from a set of working drawings.

7:1:20 References
Use kiln dryed lumber, proper nailing, gluing

7:2:0 Walls

7:2:1 References: Refer to 7:2:0

7:2:2 References: Refer to 7:2:0 and FHA minimum property standards, p. 134, Table 8-10.

7:2:3 References: Refer to 7:2:0
Note: consider the sheetrocks and underlayment thickness in determining stud length

7:2:4 References: Refer to 7:2:0
Door - 6'-8'
Clearance - for swing of door
clamp - thickness
space - for swing and clearance
Underlayment - thickness
trimming has bearing on plate - plate thickness

7:2:5 References: Refer to 7:2:0
Note first stud should be placed $15\frac{1}{4}$"
measure from partition to partition(usually)
mark all openings (doors, windows, etc)

7:2:6 References: Refer to 7:2:0
Note: Bottom plate can continue through the length of the building. The top plate must butt over a stud.

7:2:7 References: Refer to 7:2:0 and "Modern Carpentry," pp. 136-137.

7:2:8 References: Refer to 7:2:0
to be consistent, measure from a corner or point to the center of each opening.

7:2:9 References: Refer to 7:2:0
Note: First stud should be placed $15\frac{1}{4}$";measure partition to partition (usually)

7:2:10 References: Refer to 7:2:0
Note: Mark an 'X' on the side of the line the stud goes on.

7:2:11 References: Refer to 7:2:0
Note: Two 16D nails should be used on the ends of each stud or four 8D when toe nailing.

7:2:12 Reference: Refer to 7:2:0
Note: With wall section laying on the floor, use sway brace to hold square.

7:2:13 References: Refer to 7:2:0
1. Let in wall bracing - advantages: foster less problems with electrical and stronger
Note: Bracing is not required when using plywood sheathings.
2. Cut in braces disadvantages:takes more time, not as strong, have to take out for planking.
Advantages: use up short stock, can be installed with the walls in place.

7:2:14 References: Refer to 7:2:0
Sill depends on size of joist and thickness of subfloor
Corners, long (usually front and back) walls, come flush short (usually end) walls there should lie a $3\frac{1}{4}$" lap.

7:2:15 Reference: Refer to 7:2:0
Note: Nail siding and cut openings. The exception would be where the opening is large and short pieces can be utilized.
Refer to nailing schedule.

7:2:16 References: Refer to 7:2:16
Note: with siding on make sure subsiding is against the border. Without siding, snap a line .

7:2:17 References: Refer to 7:2:0
As a member of the team, the student's will raise a wall section.

7:2:18 References: Refer to 7:2:0
Emphasis should be given to the importance of the' top plate to tie the walls together. Refer to nail schedule.

7:2:19 References: Refer to 7:2:0
Note: a smaller building should be used other than a house, garage or small building.

7:2:20 References: Refer to 7:2:0
This objective can be accomplished by having the students observe this operation on a field trip to a job site or prebuilt home plant.

UNIT 7:0:0 Floor and all Framing

7:3:0 Components References: Local Manufactures

7:3:1 This objective provides a good opportunity for an outside assignment for a student to contact local manufactures.
cabinets, floor systems, wall systems, roof systems, concrete wall, roof, floor, systems concrete beams, bathroom, room or apartments.

ERIC

Building Construction
Test for Unit 7:0:0 Floor and Wall Framing

Name_____ Date_____ Score_____

Multiple Choice

Directions: Each of the questions or incomplete statements listed below is followed by several words, phrases, or a series of numbers. From these you are to choose the one which answers the questions or completes the statement correctly. Place the letter of that word or phrase in the numbered blank space at the left of the item.

_____ 1. One of the common and most accurate stud layout tools is the:
(a) Framing square (c) 12 foot pocket tape 7:2:0-
(b) combination square (d) 50 foot steel tape 4:1:0

_____ 2. A common practice for dimensioning an outside wall to an inside wall on a floor plan is shown from the: 7:1:0
(a) outside of the outside wall to the center of the inside wall
(b) center of the outside wall to the center of the inside wall
(c) center of the outside wall to the near side of the inside wall
(d) outside of the outside wall to the near side of the inside wall

_____ 3. One of the best types of wood to use in the west for mudsills is:
(a) Oregon Pine (c) Creosotid fir 7:1:0
(b) Port Orford Cedar (d) Heart Redwood

_____ 4. Joists are usually marked to length with a: 7:1:0
(a) pattern (c) measuring stick
(b) story pole (d) steel tape

_____ 5. Cutting bridging requires a great deal of time; therefore, some contractors are using: 7:1:0
(a) precut bridging (c) tie-wire bracing
(b) steel bridging (d) cast iron bridging

_____ 6. The distance between rows of cross bridging installed in floor joists should not exceed how many feet: (providing there are no other bracing materials involved).
(a) 6 (b) 8 (c) 12 (d) 16 7:1:0

_____ 7. The minimum clearance or crawl space between the bottom of floor joists and the ground beneath must be: 7:1:0
(a) 12" (b) 15" (c) 18" (d) 20"

_____ 8. In residential and light construction, it is common practice to space the joists how many inches on center: 7:1:0
(a) 24 (b) 18 (c) 16 (d) 12

_____ 9. Platform framing is usually avoided for what type of construction:
(a) three-story (c) split level 7:2:0
(b) single story (d) shingle siding

_____ 10. If a studded wall 8'1" high has two top plates and one bottom plate, how long are the studs if made of 2" x 4" that are S4S: 7:2:0
(a) 7' 7 1/8" (c) 7' 6 7/8"
(b) 7' 8½" (d) 7' 6 1/8"

_____ 11. When the foundation of a building is unlevel, then the mudsills must be: 7:2:0
(a) wet packed (c) skimmed and grouted
(b) planed (d) wedged

_____ 12. In plateform construction, the doors and windows are usually the same: 7:2:0
(a) width (c) style
(b) height (d) dimensions

_____ 13. A primary reason that platform construction can be done speedily is that work can be done while the walls are: 7:2:0
(a) vertical (c) being layed out
(b) square (d) lying flat

_____ 14. When stud spaces are left open at top and bottom, they act as:
(a) fire stops (c) insulators
(b) flues (d) pipes

_____ 15. The top and bottom plates should: 7:2:0
(a) have the same markings (c) be of different lengths
(b) be laid out differently (d) be of different thicknesses

_____ 16. Which of the following is the carpenter least concerned with when laying out the outside wall plates: 7:2:0
(a) width of the openings (c) thickness of the studs
(b) thickness of the walls (d) height of the openings

_____ 17. All stud layout marks should be: 7:2:0
(a) continued through openings (c) stopped and started over at all openings
(b) stopped at all openings (d) made by anyone.

_____ 18. The number of studs needed for a wall with openings is determined by which one of the following general rules: 7:2:0
(a) multiply the length of the wall by 3/4 and add one piece
(b) multiply the length of the wall by 3/4 and add 20 percent
(c) allow one stud for each linear foot of wall and add 20 percent
(d) allow one stud for each linear foot of wall

_____ 19. A house 42 feet wide and 56 feet long has 147 linear feet of inside partitions. How many linear feet of plate stock will be required for all the outside walls and inside partitions, including bottom, top, and double plate at the top: 7:2:0
(a) 686' (c) 1,029'
(b) 824" (d) 1,216'

_____ 20. A proper tool for establishing straight lines for outside walls is a: 7:2:0
(a) straightedge (c) wire
(b) string (d) chalk box

_____ 21. The partition double plates should lap over which of the following plates in the outside walls: 7:2:0
(a) both plates (c) top plate
(b) double plate only (d) none

_____ 22. The total thickness of the top, bottom, and double plate if S4S is used is: 7:2:0
(a) 3 $\frac{1}{4}$" (c) 4$\frac{1}{2}$"
(b) 3 7/8" (d) 4 7/8"

_____ 23. Erection of partitions should be done: 7:2:0
(a) before the erection of exterior walls
(b) after the erection of exterior walls
(c) after the erection of ceiling joists
(d) before the layout of partitions

_____ 24. In our area the most common spacing for studding is: 7:2:0
(a) 24" (b) 18" (c) 16" (d) 14"

_____ 25. The basic dimension used in determining the number of studs needed is the: 7:2:0
(a) linear feet of walls and partitions
(b) perimeter of the building
(c) linear feet of joists
(d) linear feet of mudsill

_____ 26. If a short level is used to plumb walls, it is important to use a: 7:2:0
(a) plub bob (c) straightedge
(b) curved board (d) level-transit

_____ 27. On a 2" x 4" steel wall, a let-in brace is usually: 7:2:0
(a) 2" x 4" (c) 2" x 3"
(b) 2" x 4" on edge (d) 1" x 4"

_____ 28. Plywood box beams are useful because: 7:3:0
(a) of their low cost (c) they are easy to construct
(b) they weigh less

_____ 29. A building material now widely used for roof beams and other structural parts of houses, church, school buildings, etc. is: 7:3:1
(a) extruded aluminum (c) laminated wood
(b) technical-type plywood (d) western red cedar

UNIT 8:0:0 Roof Framing

PURPOSE

CONTENT

8:1:0 Ceiling

8:2:0 Framing (Construction)

8:3:0 Covering

8:4:0 Types

SUBUNIT OBJECTIVE

8:1:0 Ceiling
References: "Modern Carpentry," Unit 8 and 9
"FHA Minimum Property Standards," Section 823, 144, 146
"Woodworking for Industry," Section E
"Fundamentals of Carpentry," Chapter 5

8:1:2 References: Refer to 8:1:0
Note: For backing around partitions, two joists (one on each side of partition) are better than a member fastened to top plate;when using a truss the member has to be fastened to top plate.

8:1:1 References: Refer to 8:1:0 and FHA Uniform Building Code 17 Table 25D
Working drawing will give all information necessary.

8:1:3 References: Refer to 8:1:0 and check nailing schedule FHA Uniform Building Code p. 15.

8:1:4 References: Refer to 8:1:0 and 8:1:2
1. Joist on either side of partition for backing
2. 2" x 6" member nailed to top of partition for backing.

8:1:5 References: Refer to 8:1:0, and FHA p. 143 Table 8-11. This could be done by giving the student five different size openings and have him give the size of header.

8:1:6 References: Refer to 8:1:0 and Modern Carpentry, p. 153, Figure 8-38. This can be accomplished by using a fastener such as a triplegrip or a ledger strip.

UNIT 8:0:0 Roof Framing

8:1:7 References:
A strong back sometimes called a razor back is a build up member used to support ceiling joist over a span.
Note: 3/4" x 3/4" strips are nailed to strong back and to the ceiling joist.

8:1:8 References: Refer to 8:1:0, FHA 605-4.2
Located where there is head room
minimum opening 14" x 22"
reason - maintenance, fire, installation and inspection

8:2:0 Framing (Construction)
References: "Woodworking for Industry," Section E, Unit 47
"Modern Carpentry," Unit 9
"Framing Sheathing and Insulation," Unit 14
"Principles and Practices of Light Construction," Unit 7
"Fundamentals of Carpentry," Vol. II, Chapter 5

8:2:1 References: Refer to 8:1:0
There are many pictures or drawings that could be used to identify five kinds of rafters, common, vally , jack, hip, cripple, vally jack, hip jack.

8:2:2 References: Refer to 8:2:0 and the steel segment
The R100 rafter square has the table on the face of the body. The plum cut, birds mouth, and tail cut are the areas to be cut. Make all measurements from line length.

8:2:3 References: Refer to 8:2:0 and 8:2:2
There is a specific table for hip and for vally rafter. Use 17" for unit of run instead of 12" as in the common rafter.

8:2:4 References: Refer to 8:2:0
A sketch without the labels would be a good way way of testing.

8:2:5 References: Refer to 8:2:0
A sketch without labels would be a good method of testing.

8:2:6 References: Refer to 8:2:0
The roof bracing members are perlen knee and collar gable and studs.

8:2:7 References: Refer to 8:2:0 "Modern Carpentry," p. 177
The parts are bottom cord, top cord, tension web, truss plate, gussett, or rafter or split ring.

8:2:8 References: Refer to 8:2:0
Trusses are placed 12", 16" and 24" on center.
They should be plunbed with a rubber strip worked on 12, 16, or 24" on center. Each truss is brought to the line and tacked.

8:2:9 References: Refer to 8:2:0 "Principles and Practices of Light Construction," p. 141
Always cut longest or center stud first

8:2:10 Reference: Refer to 8:2:0
Some length as common rafter and has no birds mouth.

8:3:0 Roof Coverings
References: "Modern Carpentry," Unit 10, pp 185-213
"Woodworking for Industry," Section E, Unit 47
"Principles and Practices of Light Construction," Unit 11
"Fundamentals of Carpentry," Vol II
FHA Minimum Standards, 904-1 to 905-1

8:3:1 References: Refer to 8:3:0
Note: Break the joint on the sheathing, refer to mailing schedule

8:3:2 Refer to 8:3:0, FHA Minimum Standards 904-3.8
Keep it straight with no ripples, correct amount of lak, stress safety, estimate over not under on amount needed.

8:3:3 Refer to 8:3:0 FHA Table 9-4 p. 173, #1, #2
Cedar shinges are the only sningles used on a roof #1 lining for better. Four squares equal 100 square coverage.

8:3:4 Refer to 8:3:0
Weights 190, 215, 230, 25, 290
3 bundles coures 100 square feet on the hemin asphalt four bundles

8:3:5 Refer to 8:3:0
Pitch determines to some degree amount of shingle to weather ?
Underlayment, needs to laped according to Mfc specifications
Flashing, should be inserted sotthat rain will run off
Spacing, shingles should be nailed with at least $\frac{1}{4}$" gap
Nailing, each shingle gets two nails 1" from side and 1" above what is left to the weather.

8:3:6 References: Refer to 8:3:0
In applying any asphalt shingle, always follow the manufactures specifications as to nailing and adhesive and underlayment.

8:3:7 References: Refer to 8:3:0
The pitch of the roof determines to some extent the type of roofing materials used 3 & 12 low pitch for asphalt thick _____ and wood shingles below 3 & 12 must have a roled or built up roof

8:3:8 References: Refer to 8:3:0
Lap at the vally
Lay one side and then the other, snap a line down the vally, and cut the top row. If not applicable, have student describe how it is done.

Unit 8:0:0 Roof Framing

8:3:9 References: Refer to 8:3:0
Use a metal flashery and cut the shingles to an even margin. If not applicable, have the student describe how it is done.

8:3:10 Refer to 8:3:0 and 8:3:4
Each manufacture has his own specifications for life span; it usually depends on the weight of the shingles

8:3:11 References: Refer to 8:3:0
Three kinds of material are rip ramp (out of same shingle) metal ridge role.

8:3:12 References: Refer to 8:3:0
The student could fill this objective by drawing a sketch or describing in a paragraph

8:4:0 Types of Roofs
References: "Modern Carpentry", "Principles and Practices of Light Construction."

8:4:1 Shed, hip gable, flat, gumbrel, mansard, dutch hip, butterfly, a fram, gothic arch

Building Construction
Test for Unit 8:0:0 Roof Framing

Name_____ Date_____ Score_____

Multiple Choice

Directions: Each of the questions or incomplete statements listed below is followed by several words, phrases, or a series of numbers. From these you are to choose the one which answers the questions or completes the statement correctly. Place the letter of that word or phrase in the numbered blank space at the left of the item.

_____ 1. To find information concerning the direction in which ceiling joists are to run, you would usually look on the: 8:1:0
(a) roof plan (c) plat plan
(b) foundation plan (d) floor plan

_____ 2. The purpose of a collar tie or collar beam is to: 8:2:0
(a) help counteract the spreading or sagging action of the roof
(b) take the crown out of the rafters
(c) reduce the span of the rafters
(d) act as a hanger off the ceiling joists.

_____ 3. The sliding T-level is used in roof framing to: 8:2:0
(a) convert inches per foot to degrees
(b) measure degrees
(c) figure the shortening of rafters
(d) make duplicate angle layouts on rafters.

_____ 4. One method of finding the length of a common rafter is to: 8:2:0
(a) take the diagonal of the total run and the total rise
(b) multiply the span of the roof by the diagonal of the cut
(c) take the measurement directly off the working drawings
(d) read the specification

_____ 5. The hypotenuse of the roof-frame triangle is the: 8:2:0
(a) run (c) rafter line length
(b) span (d) rise

_____ 6. The bird's mouth of a rafter is: 8:2:0
(a) the cut that rests on the top plate
(b) the cut that fits against the stud
(c) the bottom end of the rafter
(d) made-up of a level cut and a plumb cut.

_____ 7. In roof framing, a purlin is a: 8:2:0
(a) Brace connected with a bearing partition
(b) horizontal member nailed across the parallel rafters
(c) horizontal member connecting two opposing rafters
(d) post supporting the middle of a rafter.

_____ 8. The term "allowable span" is: 8:2:0
(a) one-half the vertical distance from roof apes to plate line
(b) the maximum width permitted for the building
(c) that part of the rafter length allowed between supports
(d) one-third the distance from ridge to plate line.

_____ 9. Which of the following is the pitch of a gable roof that has a total rise of 15' 0" and a span of 60' 0"? 8:2:0
(a) 1/3 (b) 1/4 (c) 1/5 (d) 1/6

_____ 10. The total run of a common rafter for building having a span of 34'8" is: 8:2:0
(a) 16'4" (b) 16'5" (c) 17'4" (d) 18'2"

_____ 11. The first step in laying out a common rafter with a framing square is to: 8:2:0
(a) lay out the ridge cut (c) determine rise per unit of run
(b) locate the seat cut (d) allow for shortening

_____ 12. The second step in laying out the rafter is to: 8:2:0
(a) lay out the ridge cut (c) determine rise per unit of run
(b) locate the seat cut (d) allow for shortening

_____ 13. When laying off rafter length with a framing square, each step marked off with the square represents one foot of: 8:2:0
(a) line length (c) span
(b) rafter run (d) rise

_____ 14. On a 1/4 pitch gable roof with a span of 30'-0", what is the rise and cut?
(a) 3'3" rise, 6 and 12 cut (c) 7'6" rise, 8 and 12 cut
(b) 7'6" rise, 6 and 12 cut (d) 15'4" rise, 4 and 12 cut

_____ 15. When the span of a gable roof is 24'0" and the cut is 8 and 12, what is the total rise? 8:2:0
(a) 6'6" (b) 8'0" (c) 10'0" (d) 12'0"

_____ 16. The measurement for the overhang of a rafter should start from the: 8:2:0
(a) plub line of the bird's mouth
(b) level line of the seat cut
(c) ridge cut
(d) bottom end of the board.

_____ 17. Where should the shortening measurement be taken on a common rafter: 8:2;0
(a) along the plumb cut
(b) at a right angle to the level cut
(c) at a right angle to the plumb cut
(d) at the seat cut.

_____ 18. A square of shingles normally will cover: 8:3:0
(a) 100 square feet
(b) slightly less than 100 square feet
(c) slightly more than 100 square feet
(d) approximately 100 square feet.

_____ 19. A simple roof that has four sloping sides is what type: 8:4:0
(a) hip (c) gable
(b) intersecting (d) shed

_____ 20. Three roof designs that have been considered basic designs are:
(a) shed, gable, and hip (c) hip, gambrel and dormer 8:4:0
(b) gable, mansard, and hip (d) gambrel, shed, and gable.

UNIT 9:0:0 Finishing

PURPOSE

CONTENT

9:1:0 Cornice

9:2:0 Windows

9:3:0 Doors

9:4:0 Exterior Wall Covering

9:5:0 Interior Wall Covering

9:6:0 Molding

9:7:0 Stairs and Rails

9:8:0 Components

SUBUNIT OBJECTIVE

9:1:0 Cornice
References: "Modern Carpentry," Unit 12
"Principles and Practices of Light Construction," Unit 11
"Fundamentals of Carpentry," Vol. II, PP. 376-406.
"Woodworking for Industry," Unit 48
"Interior and Exterior Trim"

9:1:1 Refer to 9:1:0
Facia, Plancier, Freize board, crown mold, bed mold

9:1:2 Refer to 9:1:0
Box, open, closed, wide box

9:1:3 Refer to 9:1:0
Meter cuts on all moldings
compound moniter up the rake
All plume cuts and butt joints

9:1:4 Refer to 9:1:0 and 9:1:3

9:1:5 Refer to 9:1:0
Screened vent (slot)
Manufactured aluminum perferted suffet material
screened vent over drilled holes
Manufactured metal plug with a screen

UNIT 9:0:0 Finishing

9:2:0 Windows

9:2:1 Refer to 9:1:0
The student can list those windows found in a set of working drawings.

9:2:2 Refer to 9:1:0
Casement, awning, double hung, bottom hinged (hopper) picture, (fixed) horizontal sliding, combination units.

9:2:3 Refer to 9:2:2
The student should be able to identify by sight different kinds of windows.

9:2:4 Refer to 9:1:0
If not practical, the student could outline the procedure for installing a window.

9:3:0 Doors

9:3:1 Refer to 9:1:0
Kinds by fold, slinging, and hinged (regular) 2.0, 2.2, 2.4, 2.6, 2.8, 3.0, and 6'8"

9:3:2 Refer to 9:1:0
Door frame - Robbeted stop ; (exterior)
Door Jamb - fastened on door stop (Interior)

9:3:3 Refer to 9:1:0
make sure it is square and plum
always nail over the shim

9:3:4 Refer to 9:1:0
double acting, loose-pine, solid-pine, ball-bearing, surface

9:3:5 Refer to 9:3:1
2.0, 2.2, 2.5, 2.6, 2.8, 3.0, wide by 6'8" high, widths of 1 3/8" and 1 5/8"

9:3:6 Refer to 9:1:0
Solid Core (slab), hollow core, one panel, two panel, four panel, 6 panel one light, two light etc. by fold

9:3:7 Refer to 9:1:0
Top rail, bottom rail, style, lock rail, pannel, mullion

9:3:8 Refer to 9:1:0
There are two methods of hanging a door. This is one way to install the jamb in the opening before cutting the grain. Note: Never drive any nails home until blocking is in place and jamb is plumb and square.

9:3:9 Refer to 9:1:0
Plumb the hinged side of the jamb to the opening and fasten, cut the grains, for the butts, and install door and fit the jamb to the door.

9:3:10 Refer to 9:1:0

This objective is to familiarize the student with the template for cutting the grains in a door.

9:3;11 Refer to "Fundamentals of Carpentry," Vol. II, PP. 454
Outside of a door is the street, or stall side of the door. When you stand outside a door, if the butts are on your right, it is a right hand door.

9:3:12 Refer to 9:1:0
Tubular, cylindrical and mortis
There are usually instruction and templates with each set of locking hardware.

9:3:13 Refer to "Modern Carpentry," p. 375.
If not practical, the student could describe in a paragraph the procedure.
Pocket or sliding doors come in one unit.

9:3:14 Refer to 9:1:0
The student should be able to cope the top and miter the bottom of the stop and miter the casing.

9:3:15 Refer to 9:1:0
The student could see these at a lumber yard or on a field trip if not applicable in the school shop.

9:3:16 Refer to "Modern Carpentry," p. 244
This can come out of the test section.

9:4:0 Exterior Wall Covering

References: "Modern Carpentry," Unit 10
"Fundamentals of Carpentry," Chapter 6
"Woodworking for Industry," Section E, Unit 48
"Principles and Practices of Light Construction," Unit 11

9:4:1 Reference: 9:4:0
Beveled, rubbed, bevel, rustic, drop, clap board, plywood of various kinds, aluminum, shake, battens, and plywood.

9:4:2 Refer to 9:4:0
This could be done on a mock up wall, or possibly to scale. Check Nailing schedule. Make sure it is plumb and level.

9:4:3 Refer to 9:4:2 and 9:4:0
This could be done on a mock up or on a scale model.

9:4:4 Refer to 9:4:2 and 9:4:0
Always cut longest or center board first and make sure it is centered and plumb. Use the same angle as the plumb cut on the rafter.

9:4:5 Refer to 9:4:0
The information for this objective could be obtained from the suppliers or manufactures.

9:5:0 Interior Wall Covering

References: "Fundamentals of Carpentry," Vol. II, Chapter 7 "Modern Carpentry," Unit 14, "Woodworking for Industry," "Principles and Practices of Light Construction," Chapter 12.

9:5:1 Refer to 9:5:0
This objective could be done on a mock-up. Check nailing schedule. Don't break the paper but make a dimple at each nail. If making an outside corner, use a metal corner head. Nail opposite and keep metal strip straight. No ceiling first

9:5:2 Refer to 9:5:0
This objective could be done on a mock-up. First coat apply tape to corners, seams and nails. Second andthird coats feather out the edges. Forth coats, fine finish

9:5:3 Refer to 9:5:0
gluing, stapling, are methods of fastenening. Plastic, cellulose, cork, wood fiber, cane fiber, and abestoes fiber are materials used to make ceiling tile. There are locking edges and plain. They come in many sizes 12"x12", 16"x16", 12"x24", 24"x24", 16"x32", and 24"x48" and many other sizes.

9:5:4 Refer to 9:5:0
Solid lumber, plywood, pressboard, plastic are materials used for wall coverings. They can be altered or surfaced in many ways to give various affects. These panels can be nailed, glued, (mastic) and with metals stripping. Note: a price list could be obtained from a supplier.

9:5:5 Refer to 9:5:0
The least waste and the fewer cuts are the objectives. This objective is to make the student plan ahead.

9:5:6 Refer to 9:5:0 and "Modern Carpentry," Unit 15
The layout and not getting mastic between the joints is important. Work from the center to the edges so as to have a uniform margin.

9:5:7 Refer to 9:5:0
Provide a floor plan for the student. There is a percentage to be added to the square foot area depending on the size of the flooring. Starting, joints, check nailing schedule, moisture proofing, deadening felt, go long way if possible.
Expansion because of moisture very important

9:6:0 Molding
References: Refer to 9:5:0 and "Modern Carpentry," Unit 17, pp. 362-382.

9:6:1 Refer to 9:6:0
This objective can be accomplished with a mock-up.

9:6:2 Refer to 9:6:0 p. 362
Base shoe, base board, quarter round, cone mold, door stop, bead mold, casing, stool, apron, bed mold

9:7:0 Stairs and Rails

References: "FHA Minimum Property Standards," "Modern Carpentry," Unit 16, "Woodworking for Industry," Section E, Unit 48, "Fundamentals of Carpentry," Vol. II, Chapter 7, "Simplified Stair Layout" Delmar

9:7:1 Refer to 9:7:0
Stringer, tred, riser, hand rail, skirting board.

9:7:2 Refer to 9:7:0
Preferred stair angle is from 30° to 35°. The formula is the Rise + tred = 17". Preferred rise is $6\frac{1}{2}$" + $7\frac{1}{4}$" Preferred tred, $10\frac{1}{4}$" to 11"

9:7:3 Refer to 9:7:0 and FHA MInimum Property Standards," pp 152, 607-2.1, 7 & 825.
6'-6" minimum headroom. 32" minimum width not including handrail. The board rail takes 4".

9:7:4 Refer to 9:7:0
This could be done on a mock-up, or if not practical just lay it out on a 1x12.

9:7:5 Refer to 9:7:0
Straight run, winder, straight run with landing, landing, open, closed, dog leg, geometrical, circular, housed and open newel.

9:7:6 Refer to 9:7:0
The student should be given the following information: working drawing and cost list. He will have to figure the number of treds, risers, stringers, and the size of each.

9:7:7 Refer to 9:7:0 9:7:2 and "Fundamentals of Carpentry," Vol. II, pp. 474, 475. Acceptable angle for a ramp 0° to 15° preferred 20° critical; stairs 30° to 35° critical 50°; ladder 75°

9:7:8 Refer to 9:7:0
Headroom, height of the rizer and width of the tred.
The rule R+T = 17 minimum
R+T = 18 maximum
T+R = 17 to 18

9:7:9 Refer to 9:7:0
From center of tred 36"
Right angle from nosing line 24"
Nosing line vertically 32"
Note: See chart #74 page 474, "Fundamentals of "Carpentry,".

9:7:10 Refer to 9:7:0
A fast stair is one with a high rize $8\frac{1}{4}$" or more and a short tred. A slow stair is one with a wide tred $11\frac{1}{2}$" or more and a low rize. The most desirable is a stair with a $7\frac{1}{2}$ rise 10" tred.

9:7:11 Refer to 9:7:0
This objective could be accomplished by building to a scale 3" to 1' or larger. They could be built for community,school,or VICA projects.

Building Construction
Test for Unit 9:0:0 Finishing

Name_____ Date_____ Score_____

Multiple Choice

Directions: Each of the questions or incomplete statements listed below is followed by several words, phrases, or a series of numbers. From these you are to choose the one which answers the questions or completes the statement correctly. Place the letter of that word or phrase in the numbered blank space at the left of the item.

_____ 1. Interior door jambs frequently employ the: 9:3:0
(a) rabbet (c) dado joint
(b) tongue and groove

_____ 2. A door is classified left or right handed, depending upon: 9:3:0
(a) which hand is normally used on the door know
(b) the location of the hinges when viewed from the outside
(c) the location of the hinges when viewed from the inside.

_____ 3. Generally, the sum of the tread width and riser height should be not less than 17" nor more than: 9:7:0
(a) 18" (b) 19" (c) 20" (d) 21"

_____ 4. The number of risers in a stairway exceeds the total number of treads by: 9:7:0
(a) one (b) two (c) three (d) four

_____ 5. For the layout of stringers and carriages in stair construction, the carpenter would probably use his: 9:7:0
(a) tri-square (c) framing square
(b) combination square (d) T-and miter square

_____ 6. Tread material for the main stairs of a dwelling is made of quality wood, ranging in thickness from: 9:7:0
(a) 1 1/8" to $1\frac{1}{4}$" (c) 1 5/16" to $1\frac{1}{2}$"
(b) $1\frac{1}{4}$" to 1 5/16 " (d) 1" to 1 1/8"

_____ 7. When the number and height of risers and total run of the stairs are fixed, the width of the tread may be determined by: 9:7:0
(a) multiplying the total run by the number of risers
(b) dividing the total run by the number of risers
(c) dividing the total run by one less than the number of risers
(d) dividing the total run by the height of the risers.

_____ 8. All stairways must have headroom clearance measured vertically from the nearest nosing to the nearest soffit of: 9:7:0
(a) 8' (b) 7'6" (c) 7' (d) 6'6"

_____ 9. The main stairs for a house should have risers as near as possible in height to: 9:7:0
(a) $7\frac{1}{2}$" (b) 7" (c) $6\frac{1}{2}$" (d) 6"

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ACCESSION NUMBER: VT100669

PUBLICATION DATE: 01SEP73

TITLE: CONSUMER AND HOMEMAKING EDUCATION. CURRICULUM OUTLINE. BEHAVIORAL OBJECTIVES.

DESCRIPTORS: STATE CURRICULUM GUIDES; *CONSUMER EDUCATION; *HOMEMAKING EDUCATION; *HOMEMAKING SKILLS; *HOME MANAGEMENT; HOMEMAKERS CLUBS

IDENTIFIERS: FUTURE HOMEMAKERS OF AMERICA; FHA; *UTAH

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 559

ABSTRACT: THIS CURRICULUM OUTLINE IS PLANNED TO BE USED AS A REFERENCE FOR IDEAS, METHODS, AND OBJECTIVES TO AID THE CLASSROOM TEACHER IN PLANNING ACTIVITIES IN CONSUMER EDUCATION IN UTAH ACCORDING TO THE STUDENT'S INDIVIDUAL NEEDS. ATTENTION IS GIVEN TO THE USE OF INDIVIDUALIZED INSTRUCTION IN AN INTRODUCTION TO THE TEACHER. A GENERAL RANGE OF LEARNING ACTIVITIES AND EXPERIENCES ARE INCLUDED ALONG WITH A SUGGESTED LEVEL ON WHICH THEY MIGHT BE TAUGHT: BEGINNING, INTERMEDIATE, AND ADVANCED. THE ROLE OF THE FUTURE HOMEMAKERS OF AMERICA (FHA) IN THE CLASSES AND THE PATTERNS FOR ORGANIZING FHA GROUPS ARE DETAILED. COLOR-CODED SECTIONS PROVIDE BEHAVIORAL OBJECTIVES AND LEARNING ACTIVITIES FOR CLOTHING, FOODS, SELF-CONCEPTS, HOME AND FAMILY, AND HOME MANAGEMENT. (AUTHOR/MU)

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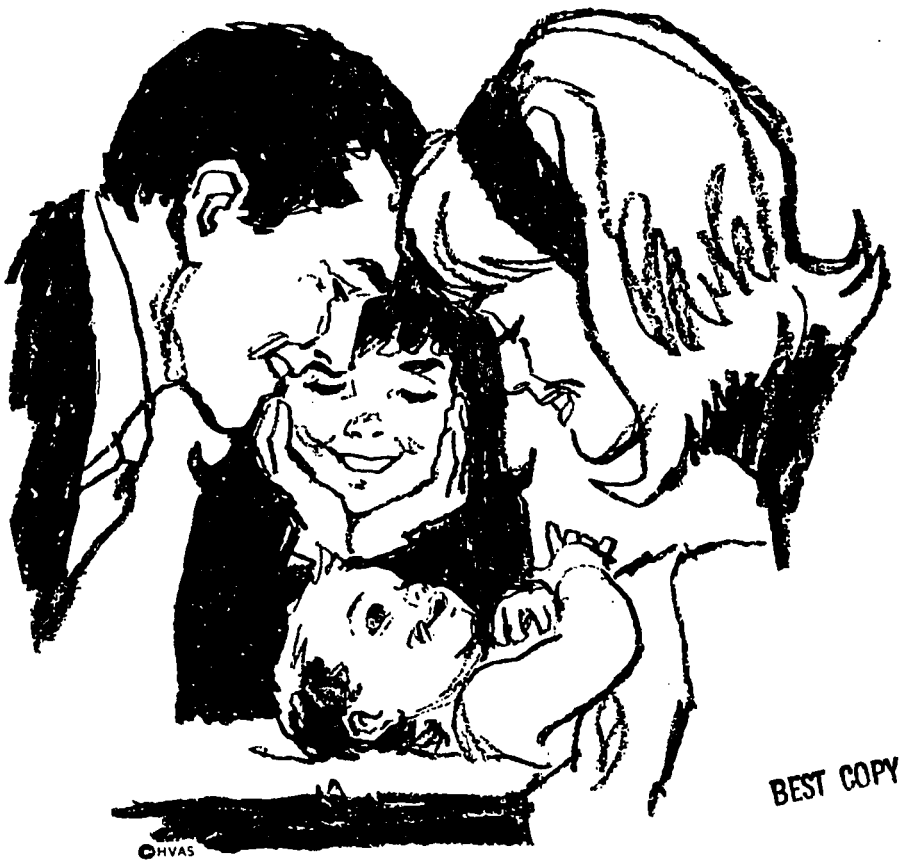

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CURRICULUM OUTLINE

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FOREWORD

Improving the quality of family living and strengthening family relationships is the major goal of Utah's Consumer and Homemaking Education program. Strong bonds are greatly needed in today's work. Some homes are unable to carry the entire responsibility of preparing individuals for effective personal and family living. Consumer and homemaking education is accepted as an important part of the total education of youth and makes a unique contribution to family living at the secondary level.

This curriculum outline has been planned, not as a static or structured entity, but as a frame of reference for ideas, methods, and objectives to aid the teacher in planning everyday classroom activities according to student's individualized needs. Local district personnel will need to adapt the learnings to fit the local school and community and to fulfill the various needs of the specific students in that school.

The format used is simple and easy to follow with the "Behavioral Objective" as the primary concern, with learning activities arranged in competency levels to facilitate the achievement of the objective.

From time to time new sections of this flexible outline will be prepared to keep the material up-dated according to technological changes.

Dr. Vaughn L. Hall
Deputy Superintendent
Adult, Vocational & Rehabilitation
Services

Purposes and Uses of this Curriculum Outline

This curriculum outline was designed to be used by individual teachers of Consumer and Homemaking Education as a general guide in their classrooms and as a source of ideas for learning activities in each subject matter area. It is not intended to be a complete guide to everything the teacher should include in any year or unit of work; rather an overall view of expected outcomes and methods of achieving those outcomes.

This guide was specifically designed for individualized instruction so that the needs of all students in a classroom will be met in a satisfactory manner both to the teacher and the students. A few points concerning individualized instruction along with specific examples will be included, and it is hoped that teachers will strive to develop techniques which will be interesting to students and will facilitate classroom management. Teaching and learning were meant to be stimulating and creative and this objective can be met through a wide use of individualized instructional techniques.

Individualized instruction does not necessarily mean one teacher working with one student, although that is a part of teaching which is important and effective when possible. Individualized instruction simply means that the varied needs and talents of students are considered and activities are planned and implemented to allow students to work at the level most appropriate. In the curriculum outline, a general range of learning activities and experiences are included along with a suggested level on which they might be taught. These levels are designated "B" (Beginning), "I" (Intermediate), and "A" (Advanced). Beginning indicates that the learning activities are designed for a student who has not had previous experience in the area of work, regardless of grade level. The basic information and activities are so designated and usually include fundamental techniques and vocabulary necessary for developing skills in that area. The Intermediate level indicates that the student has had the basic instruction (vocabulary, techniques) and is ready to develop more mature and advanced skills. The Advanced level indicates that the activities are designed for the student who has reached a development

competency level sufficient for complicated tasks, skills, and ideas. These levels have no reference to grade levels or junior or senior high courses except the implied one that beginners may be younger than more advanced students. It is entirely possible that some eighth graders may work on an Intermediate or even Advanced level while a senior who has never enrolled in a class before will be working on a Beginning or Intermediate level. It is to be expected that many classes will include students on more than one level so that several kinds of learning activities will be in progress in a single class. For example, a "Beginning Foods" class might contain students from ninth, tenth, eleventh, and twelfth grades with varying degrees of experience in food preparation from home or work, requiring the teacher to choose activities from all levels of learning to satisfy the needs of all students. With the development of "mini-courses" and short term special courses in many schools, a teacher may develop a series of lessons to cover all levels of a specific subject to be completed in a short time and would not include the supplemental material found in a full semester or year-long course. (For example, "Sewing with Knits" is taught in many schools as a mini-course. In this instance, only those objectives and activities which pertain specifically to "sewing with knits" would be used, leaving other activities and objectives to more comprehensive units.)

No daily lesson plans have been included because it is believed that each teacher can plan and use a personalized outline more efficiently. General behavioral objectives are given for each unit and should be kept in mind as units and lessons are planned. These behavioral objectives have been made broad and general in scope and should be considered the final result or outcome of a learning unit. With the behavioral objectives as the primary concern, learning activities, resources, and evaluation devices should be arranged and prepared to facilitate the achievement of the objective. The learning experiences are designed to include a variety of activities related to the objectives and should provide a broad enough range that home-making teachers in any area of the state could find appropriate ones. It is not expected that students participate in all of the listed experiences, rather those selected and developed by the teacher as being applicable to the school and community situation and various needs of the students. The learning

experiences are general and brief and should be used as ideas rather than lesson plans. It is expected that the teacher and students will develop them in detail to meet their needs and interests. Some learning experiences may be duplicated in more than one unit because that particular activity contributes to the development of more than one behavioral objective. It is also possible for the creative teacher to use activities from any one unit to meet other objectives.

As this curriculum outline is used, many activities require students to go outside the classroom to locate information and observe community resources. One purpose of this is to develop an interest and sense of participation in community affairs on the part of students. In turn, it will also offer a unique opportunity for members of the community to become involved in the school's activities. As teachers plan to use community facilities, it is wise to make previous contact in order to maintain cooperation with business people and community officials. A note of thanks and appreciation or special party at the school would also help develop good will. As students go into the community to do observations and comparison studies it would be wise to discuss with them the wisdom of discretion as they deal with people and use information.

This curriculum outline was designed in a simple style and format to make it easy and convenient to use by classroom teachers. It is not intended to be a static document but one adaptable to change and improvement. Teachers are invited to make additions and changes as they use the guide and periodically submit these ideas for consideration as additions to the book. No specific resources are listed in the body of the guide. This is to avoid the rapid obsolescence which occurs as books, pamphlets, films, etc. go out of print or become unavailable.

Separate resource aids which were prepared by teachers at the 1973 Summer Conference, will be distributed under separate cover. These supplements will include useful bibliographies, games, case studies, bulletins, evaluation devices, etc.

ACKNOWLEDGMENTS

The assistance of the following is gratefully acknowledged.

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Teacher Educators:

Brigham Young University - Dr. Ruth Brasher, Miss Carol Ellsworth
Utah State University - Mrs. Marie Krueger, Mrs. Becky Mitchell
University of Utah - Miss Delores Kluckman, Mrs. Olive Yenter

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Dr. Kent Worthington, Staff of the Utah State Board of Education.

Special acknowledgment is made to Beth Nelms Brown for compiling and revising Project SUCCESS materials and developing this curriculum guide outline to its completion.

HOMEMAKING EDUCATION IN UTAH - 1973

As home and family come under increasing attack from society, as long established standards of morality are challenged, and as society evolves from a producing society to a consuming society, the need for intelligent and useful education in Homemaking becomes more and more critical.

The purposes of Consumer and Homemaking Education in Utah are to:

1. Assist students in developing standards for value judgments and in making wise decisions in home and family affairs.

2. Assist students to develop their potential as individuals functioning as members of families and society and to develop skills necessary to live cooperatively in family situations.

3. Allow students to learn and perfect skills useful and desirable in establishing efficient and attractive homes and have creative outlets.

4. Train students in skills necessary to obtain gainful employment if desired or necessary.

5. Help students to gain an appreciation of the value of their resources and to develop attitudes and techniques leading to the efficient use of those resources.

6. Assist students in gaining an appreciation of the value of family life in our American society and in developing all skills necessary to strengthen home and family as the basic units of society.

In order to achieve these goals, attitudes and skills must be developed which will produce teachers who are adequately prepared and dedicated to the establishment of stable and pleasant family life for all. It is necessary for the teacher to be an involved

member of the community and society. She should be aware of local and national issues and developments which concern the home and family and to be ready to discuss them with her students in order for them to make wise decisions. She should maintain an interest in new developments in techniques and products so that she might help her students become intelligent consumers. She should acquaint herself with new developments in educational techniques, methods and materials and keep her classroom and her teaching methods contemporary with modern students' needs. The Consumer and Homemaking teacher should strive to develop in herself and instill in her students a respect and concern for individual family members and be dedicated to healthful, fulfilling homes and family life for all.

Homemaking Education should be stimulating, informative, and a challenge for all enrolled. It should be remembered that all people live in homes, whether it be a single man or woman living in a room or apartment; married couples and families in traditional homes; or participants in new experiments in group living. Therefore, all must eat, select and wear clothing and personal articles, spend money, time, and energy, interact with others, and arrange and decorate their surroundings. In Homemaking Education is found a unique opportunity to teach the fundamentals of human activity.

History and Background of this Curriculum Outline

The preliminary materials for this guide were a result of work done as part of Project SUCCESS.

Project SUCCESS was a state-funded project to determine needs and results in vocational education and career training. The study was instituted in three schools: East High, Kearns High, and Clearfield High; all large schools with large enrollments of potential students in vocational classes. A vocational coordinator was chosen in each school to direct activities throughout the program as it involved all areas of vocational interest.

The first task was that of writing behavioral objectives. The training for this aspect of the project was directed by Dr. Robert Maeger, an authority on behavioral objectives, via video tape presentations and telephone conferences. Local assistance was given by Dr. Kent Worthington, member of the staff in the Utah State Board of Education. In the homemaking area, teachers from the various schools were divided into subject matter groups for the purpose of writing behavioral objectives. These objectives were compiled and printed in the spring of 1970 and distributed to the teachers in the three high schools for use and evaluation during the school year of 1970-71. The summer conference of 1970 was built around curricular level behavioral objectives, and each participant was required to write behavioral objectives and use them in the classroom. These experiences with behavioral objectives helped homemaking teachers to think more clearly and precisely and to pinpoint expected outcomes of teaching. The Project SUCCESS materials and their evaluations were reviewed by state staff members and classroom teachers in 1971-72, and in the Fall of 1973 the task of re-writing and simplifying was begun. The format for this curriculum outline was determined by a committee of teacher educators, district and state consumer and homemaking education staff members and consultants. In June of 1972 and during 1972-73, behavioral objectives and learning activities and experiences were written. At the summer conference in June, 1973, teachers from the entire state participated in producing the resource materials which will supplement the curriculum outline.

The state offerings for Consumer and Homemaking Education include the following designations:

Beginning - 1 year (usually 7th or 8th grade, or a combination of one-half year of each).

Required.

Intermediate - (Comprehensive) 1 year (grades 9-12 according to students' individual schedule needs).

Elective.

Advanced - Any course selected above the comprehensive course (Homeliving does not require the comprehensive course as a pre-requisite). Class length varies from one semester to one year.

Elective.

At least two units in high school are required to be offered as students' schedules and interests allow. One of these units must be Homeliving.

ERIC

Course Descriptions and HEW Code Classification is incorporated from the booklet Standard Terminology for Curriculum and Instruction in Local and State School Systems. State Educational Records and Reports Series, Handbook VI.

Home Economics
09.00 00 00 00

Home economics comprises the group of related courses or units of instruction organized for purposes of enabling pupils to acquire knowledge and develop understanding, attitudes, and skills relevant to (a) personal, home, and family life, and (b) occupational preparation using the knowledge and skills of home economics. The subject matter of home economics includes, in addition to that which is unique to the area, concepts drawn from the natural and social sciences and the humanities.

The Ad Hoc committee for Home Economics applied the following rationale to the selection of the items for placement in the Home Economics area: (1) the items were determined by consensus of the committee to be appropriate to home economics in terms of preparation for personal, home, and family living, and for occupational preparation; (2) the items could be defined in brief form using only salient descriptive elements; and (3) the various items classified under Home Economics were identifiable by titles which were considered to be in current use in home economics.

Homemaking: Preparation for Personal, Home, and Family Living - 09.01 00 00 00

The courses or units of instruction in home economics which emphasize acquisition of knowledge and the development of understanding, attitudes, and skills relevant to personal, home, and family life in the areas described below.

Comprehensive Homemaking or Home Economics - 09.01 01 00 00

Instruction which derives content from a combination of the various areas of homemaking (as described by the items listed below) and emphasizes basic principles and interrelationships among these areas.

Child Development - 09.01 02 00 00

The study of children - their physical, mental, emotional, and social growth and development - and their care and guidance. In practice, content draws on aspects of the social and biological sciences.

Clothing and Textiles - 09.01 03 00 00

The study of clothing and textiles, including the significance of these to the individual and family, and the nature, acquisition, and uses of textiles and clothing products. Planned experiences in the selection, construction, maintenance, and alteration of clothing and other textile products are usually provided.

Consumer Education - 09.01 04 00 00

(For definition see 15.05 00 00 00 Consumer Education under SOCIAL SCIENCES/SOCIAL STUDIES.) Emphasis in home economics will be on consumer education as it relates to management of a home and to the welfare of family members.

Family Health - 09.01 05 00 00

The study of related aspects of health in family living with special emphasis on nutrition, emotional health, the relationship of the health of an individual to the well-being of the family, the prevention of illness, and the management and elementary skills involved in caring for the ill and convalescent in the home.

Family Relations - 09.01 06 00 00

The study of the nature, functions, and significance of human relationships in the family. The subject matter includes concepts and principles related to various family living conditions, the establishment and maintenance of relationships, and the preparation for marriage and family life. These designated aspects of family relationships emphasize the universality of families, the uniqueness of individuals and families, the development and socialization of the individual, and meeting the variety of needs and interests of family members.

Foods and Nutrition - 09.01 07 00 00

The study of food and its role in personal and family living, including the basic principles of health, food management, and economics. In practice, emphasis is frequently placed on meal management as a means of understanding the significance and nature of food, its care, and its preparation for individuals and families.

Home Management - 09.01 08 00 00

The study of the complexities and processes involved in formulating goals, making decisions, and effectively using and controlling human and other resources for establishing and maintaining a home and family. The subject matter provides for a variety of home management considerations, such as the societal and economic influences on individual and family management, values, goals and standards, family economics, and the organization of activities in the home.

Housing and Home Furnishings - 09.01 09 00 00

The study designed to develop judgment needed for creating a favorable environment for family living. Attention is given to a complex of housing and home furnishing considerations including the influence of housing on people; types and costs of housing; interior design; the care, maintenance, and improvement of homes and furnishings; and the relation of resources to family needs.

Other Homemaking - 09.01 99 00 00

Include here other organized subject matter emphasized in homemaking which is not listed above. (Specify.)

Relationship of Future Homemakers of America to Consumer and Homemaking Education

A. Role of FHA in Home Economics Education

1. The Future Homemakers of America is an organization for junior and secondary high school students who have taken or are currently enrolled in regular consumer and homemaking classes and/or occupational home economics courses. The primary goal of the Future Homemakers organization, "To help individuals improve personal, family, and community living," is also the overall goal of home economics education. Functioning as in integral part of the home economics program in occupational education, FHA provides opportunities through which youth-planned and youth-directed activities can be used to supplement, extend and enrich classroom learnings.

   This section of the guide is designed to project ideas for correlating the consumer and home economics curriculum with the Future Homemakers of America program.

B. Rationale for Correlating FHA with Classroom Instruction

1. The correlation of FHA activities with classroom instruction in home economics has several distinct advantages for the students, the teacher and the chapter. Some of the most important are:

   Students enrolled in consumer and homemaking and/or occupational home economics courses have increased opportunities to practice learnings and achieve objectives through FHA programs, chapter activities, degree work and community service projects.

   FHA members are able to extend instructional learnings by participating in related experiences not possible within the confines of the class because of the time involved.

Since many schools have no activity period for club meetings and transportation after school hours is a problem, integrating FHA with classroom instruction provides opportunities for students to participate who could otherwise not have been involved.

Students who are not members of the FHA may become interested in joining the organization as a result of observing the value of participation to those FHA members in the class.

Materials developed for and by FHA members at local, State and national levels may be used as references for classroom instruction; ideas and materials developed in the home economics class may be used as resources for FHA programs and projects.

It is possible for FHA members to plan and execute home experiences which contribute to personal efforts in the Degrees of Achievement program.

Classroom learnings may be enriched through planning related FHA activities to provide opportunities for students to participate in community projects at times other than during the school day.

Integrating FHA with classroom instruction enables the teacher to involve a higher percentage of students in planned experiences that will help them in developing leadership ability and social skills.

Teachers will have additional opportunities to do team-teaching, especially demonstrating their cooperative relationships as FHA advisers in multi-teacher departments.

It provides an avenue for adivsers to give additional and continuous guidance with FHA activities and gives teachers in a multi-teacher department an opportunity to work as a team in planning and implementing coordinated experiences for students.

FHA members working on degrees may select individual projects based on instructional activities and thus have additional opportunities to apply classroom learnings in similar situations elsewhere.

It provides an opportunity for students to plan and implement avenues to interpret the home economics education program to parents and other adults in the school and community.

It provides an additional avenue to students to demonstrate their learnings in a setting beyond the classroom.

C. Strategies for Correlating FHA "Impact 73" with classroom instruction in home economics.

1. The national organization of the Future Homemakers of America provides a program of work "Impact 73" to guide local chapters toward the objectives of the organization and the vocational home economics program. This program of work which is updated every four years is designed to be correlated with the home economics curriculum.

   As the teacher-adviser works with class members in planning for correlating class activities and FHA activities, it is her responsibility to:

   a. Acquaint students with responsibilities and opportunities which can be experienced through active participation in the Future Homemakers organization.

   b. Assist students in organizing a sub-chapter in the class.

   c. Involve students in planning for scope and sequence of unit work.

   d. Establish with each student objectives to be attained.

e. Relate unit objectives to the FHA program of work.

f. Plan and implement interrelated activities and experiences for desired behavioral objectives.

g. Evaluate student progress and the learning experiences in terms of the established objectives.

Success in integrating FHA experiences with the regular program will depend on the cooperative planning of classroom activities by teachers and all students (FHA members and non-members) in the class. In this instance "classroom activities" does not necessarily mean an organized chapter activity. The term does imply learning experiences which provide each student with opportunities to recognize the relationship between the FHA program of work and the home economics curriculum.

Such learning experiences may be provided through instruction and lab work in the classroom, school or community, FHA activities and/or home experiences. Thus, classroom activities in home economics, FHA and home experiences should all be correlated to provide a network of educational opportunities for each student to achieve the goal of effective personal, family and community living.

The following list of ideas may assist the teacher in planning group activities and individual experiences for FHA members as a means of extending and enriching classroom learnings:

Conduct a survey to obtain information needed by all students in a class.

Plan and implement a community project based on classroom learnings.

Take field trips.

Conduct baby-sitting service in local neighborhood.

Volunteer services to community agencies.

Sponsor a pollution control campaign.

Take a part-time job.

Plan a formal chapter program on a particular topic.

Attend seminars or workshops or conferences.

Sponsor a Bazaar in which personally constructed items are sold.

Arrange to prepare and serve meals for various groups in the community.

D. Patterns for Organizing FHA Sub-Chapters in Each Class

1. The home economics teacher must obtain approval of the administration prior to organizing sub-chapters in each class.

   The teacher should prepare a tentative outline of home economics units which includes FHA activities to show how each is releated to and will strengthen the total home economics program. The outline should be interpreted to the principal and other administrators.

2. When approval has been granted for organizing FHA sub-chapters in each class, the home economics teachers must design procedures to follow in organizing such sub-chapters in their classes.

   a. At the beginning of the school year an FHA orientation unit may be used in home economics classes to explain the nature and purposes of FHA and to enlist student assistance in organizing the sub-chapters.

   b. In multi-teacher departments, class sections can be combined into a sub-chapter. Example: all first-period classes would be combined into sub-chapter I, etc. In multi-teacher departments each home economics teacher may serve as a permanent or rotating adviser to that sub-chapter.

c. Both chapter and sub-chapter activities planned should be approved by all home economics teachers before being implemented by FHA members.

d. A successful program must be based on good communication and cooperation between the home economics teacher(s) and the student members and between the FHA leader(s) and the leaders of other organizations in the school.

3. Membership in sub-chapters include all students who are affiliated members of the State Association. Those students who are not members would be involved in a supervised independent study activity during sub-chapter meetings and activities. FHA members who are not currently enrolled in home economics may participate in sub-chapter meetings held during their study hall or after school.

ERIC

The following pages include suggested sequences according to competency levels

A Suggested Sequence for Clothing Curriculum

Beginning
names, uses of equipment
how to use a pattern
selection, use and care of sewing machines
basic fabric types
construction of simple clothing for self
selection of sewing supplies
grooming and simple care of clothing
wardrobe coordination
construction techniques using woven fabrics
cultural background of current dress

Intermediate
adapting and combining patterns
alterations to improve fit
fiber identification
construction of complicated articles (linings, sleeves, collars)
selection of sewing equipment
expressing personality in clothing
laundry techniques
compare ready-mades and home-sewn
construction techniques using woven or knitted fabrics
design personal touches and trims
personal wardrobe planning

Advanced
pattern design
fashion trends and practices
construction of garments using new techniques and more difficult fabrics
psychological influence on clothing selection
family clothing needs
budgeting for family clothing
regulations concerning fabrics, fibers (labeling)
creative hand work and adornment
fabric finishes
historic costume

A Suggested Sequence
for Foods Curriculum

Beginning
names, uses of equipment
terms, vocabulary used in cooking
how to use a recipe
meal planning
family table service
Basic Four
simple food preparation for self and family
how to buy food
care of food, storage, etc.

Intermediate
selection, care, storage of equipment
scientific principles applied to cooking
identification of nutrients
meals for special diets (pregnancy, children, ill, etc.)
special occasion or entertainment table service
comparison shopping for food
food preservation
laws regulating food, food sales

Advanced
experimentation with and investigation of cooking equipment
experimental approach to principles of cookery
research into effects of nutrients
special diets - weight control, food fads, etc.
elaborate or formal table service
cultural aspects of food - Foreign Foods
setting up & using family food budgets
family food storage and emergency plans
experimental

Occupational
economics of public food service
sanitation and cleanliness
public table service
how to deal with fellow employees and employer
how to serve public
large quantity food preparation and service

A Suggested Sequence
for Human Development

Beginning
develop self concept - roles, etc.
relationships with peers and family
recognize maturity
short-term care of children - baby sitting

Intermediate
living in families - purpose of family, roles of family members, families in other cultures
dating and courtship - customs, goals
marriage preparation - legal requirements
planning wedding, etc.
working with babies and children
technological influences on family life

Advanced
marriage adjustments - establishing roles, routines, etc., sex adjustment, in-law problems, financial arrangements, handling conflicts, and family planning
family interaction
pregnancy and pre-natal care
delivery of baby and care of newborn
experiences with young children
development and growth of children
locating sources of family help

Suggested Scope and Sequences for Housing and Home Furnishings

Beginning
family use of home
using room plans
basic art principles
designing, redecorating or improving one room (your own?)
furniture selection
make personal home accessory
small home equipment

Intermediate
housing of various cultures
historical aspects of housing
assessing family housing needs
assessing home site or location needs
monthly costs of housing - upkeep, etc.
using blueprints and house plans
using art principles in evaluating home design
designing, redecorating or improving parts of a home
furniture styles and designs
selecting home accessories
lighting in the home
home equipment
housekeeping and maintenance

Advanced
physical and psychological aspects of housing and homes
various types and styles of dwellings
renting vs. buying
sociological impacts of neighborhoods and communities
community zoning and city planning
home financing
using art principles in designing homes and interiors
designing and using accessories
designing kitchens and laundry areas
future of housing and decorating

A Suggested Sequence for Management and the Family

Beginning
personal decision-making
personal goals
use of personal money - budgets and records, establishing personal values
increasing personal income
emotional appeals of advertising
planning for use of time

Intermediate
decision-making in families
family goals
family money management - budgets and records
influences on family life-style
establishing family values
management of household tasks

Advanced
insurance and investments
consumer services and agencies and laws
credit buying, credit ratings
impact of management on individuals and families
money and banking industry (loans)
advertising costs to families and public
work simplification

ERIC

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CLOTHING

BEST COPY AVAILABLE

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SECTION ONE: CLOTHING CONSTRUCTION

Unit I: Equipment for Sewing

Behavioral Objectives:

The student will:
1. identify commonly used equipment in clothing construction
2. properly use and care for common clothing construction equipment
3. identify satisfactory equipment for clothing construction from locally available supplies

Learning Experiences and Activities

B Using a series of flash cards identify commonly used sewing equipment.

B-I-A Demonstrate sewing equipment and its correct use.

B In a "scavenger hunt" find sewing equipment from written clues.

B-I On a field trip to a local fabric or sewing notions store examine types and kinds of sewing equipment available including the price ranges of equipment.

B-I With a random pattern envelope and fabric sample, list equipment required to complete the article.

B-I Demonstrate to each other the proper use of various sewing equipment.

B-I-A Bring to class the necessary equipment for personal sewing.

B-I-A Study the manual of operation and care of the sewing machines in the lab.

B-I-A Sew on various types and brands of sewing machines and make a comparison of efficiency, ease of operation, durability, and cost.

I-A Visit stores or agencies which sell sewing machines and observe demonstrations of various models - list sales techniques which might influence a consumer.

I-A Bring to class samples of sales gimmicks used to sell sewing machines and analyze them.

I-A Interview owners of various types and brand names of sewing machines and ask them to evaluate their own equipment.

A Study the reports of a recognized consumer evaluating group and make a list of their recommended choices.

I-A Use at least three pieces of pressing equipment and designate their recommended uses.

B-I Compare at least two different steam irons and evaluate them as to cost, efficiency, etc.

I-A Use sewing machine attachments according to instruction book.

I-A Practice adjustment of tension to achieve a satisfactory stitch in any fabric.

B-I Use various types of cutting tools efficiently and correctly.

A Use a dress form and adjust according to personal measurements.

ERIC

Unit II: Vocabulary of Sewing

Behavioral Objectives:

The student will:
1. read and correctly follow pattern guide sheets and other commonly used sewing instructions
2. learn commonly used sewing terms

Learning Experiences and Activities

B Using sample pattern envelopes, become familiar with all information on the envelope with teacher explanation.

B Measure each other and record measurements and determine correct pattern size for various articles of clothing.

B-I Determine the correct amount of fabric to buy for various items of clothing, using pattern envelope.

B-I-A Make an illustrated notebook or card file showing various sewing terms (sketches, drawings, photographs, samples, etc.).

B-I Locate a reliable source of information about sewing, including vocabulary and techniques and keep it readily available.

B Using "spelling bee" techniques conduct a contest between teams matching sewing terms and their meanings.

B-I Make a series of illustrations (posters, displays, etc.) for use in the classroom as references for student questions.

B-I Read a pattern guide completely before using it and answer a series of specific questions.

I-A Read pattern guide through and write an individual one for personal use.

I-A Make a file of clippings, etc. concerning sewing techniques and new developments in techniques and materials for sewing.

I-A Observe a sewing show on TV and evaluate techniques shown.

Unit III: Construction Techniques

Behavioral Objectives:

The student will: 1. practice acceptable techniques and develop manual skills sufficient to complete a stated number of articles

Learning Experiences and Activities - (no B-I-A designations are listed below because learning experiences and clothing construction activities will be adjusted to conform to individual learning levels.)

I Teacher demonstrations will show methods and acceptable techniques of:

a. pattern layout and cutting (grain of fabric, bias, use of pins or adhesive, naps, plaids, scissors and shears, how to cut.)

b. marking (what, why, where, tailor tacks, chalk, pencil, carbon, pins.)

c. seams (plain, French, flat-felled, finishes, pressing.)

d. darts (finishing, pressing, relocating.)

e. facings (clean finish, turning and clipping, grading, tacking, pressing.)

f. zippers (slot, center, zipper foot, basting.)

g. buttonholes (machine-made, attachments, bound, hand-made, thread for, measuring, spacing, size.)

h. collars (facings, inter-facings, linings, edge-stitching, understitching, attached with bias, with facing, points and edges.)

i. sleeves (fitting into armseye, pinning, basting, finish edge, positioning.)

j. cuffs (fitting, continuous lap, closure.)

k. waistband (gathering, fitting, pleating, understitching.)

l. hems (measuring, marking, by hand, on machine, clean-finishing.)

m. linings and inter-facings (collars, facings, waistbands, types of fabrics, weights of fabrics.)

n. fasteners (buttons, hook and eye, snaps, hook and loop.)

o. pleats and gathers (how to measure, pinning and basting, easing.)

p. trims (types, how to apply, bias-strips.)

q. alterations and fitting techniques.

Demonstrations should be suited to fabric type and pattern selection. Demonstrations should be given to an appropriate size group and in enough detail to be easily followed. Demonstrations should be followed up with printed materials which illustrate technique shown. Demonstrations should be short - possibly illustrating only one technique at a time.

2 In clothing construction, teacher will keep a constant check on student performance and will evaluate performance in terms of use of correct construction techniques; use of time; working to potential.

3 Evaluation device or criteria for evaluating finished products should be cooperatively designed between student and teacher.

SECTION TWO: FABRICS FOR CLOTHING

Unit I: Fiber Content of Fabrics and Fabric Construction

Behavioral Objectives:

The student will:

1. identify the basic fibers used in fabrics
2. identify construction of fabrics used in clothing and household items
3. determine characteristics pertaining to use and care of fabrics used in clothing and household items

Learning Experiences and Activities

B-I Make a file of commonly used fabrics and include fiber content, weave (or knit) care instructions (divide file into fabrics used for household use and for clothing use.)

I-A Practice various types of fabric weaves with paper or strips of ribbon.

A Construct a piece of cloth using a simple loom.

A Visit a textile factory and observe fabric construction.

A Observe fabric construction in school or a home workshop.

B-I Visit a local fabric store and observe types of fabrics available.

I-A Differentiate between man-made and synthetic fibers and make a chart or file illustrating characteristics and care required.

I-A Determine quality of various fabrics by recognizing certain characteristics.

I-A Make a display of fabrics which have not been properly cared for, illustrating poor care techniques.

I-A Collect a sampling of various fabrics used for clothing and identify each sample as to name, characteristics of the fibers, and care of fabric and if possible, method of fabric construction.

I-A Interview a dry cleaner as to proper home care of fabrics.

A Analyze fabric finishes as to (a) use by wearer (b) cost to consumer (c) effectiveness.

A Compare coloring techniques of fabrics and evaluate their effectiveness through washing and exposure to light.

A Practice dying a fabric at home or in the school laboratory.

A Identify methods in which design is applied to fabrics .

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SECTION THREE: SOCIAL AND PSYCHOLOGICAL ASPECTS OF CLOTHING

Unit I: History of Clothing

Behavioral Objectives:

The student will:
1. identify historical costumes and fashion trends as related to historical events
2. analyze current fashion as to historical significance

Learning Experiences and Activities

I-A Choose a specific period of history and research the costumes and dress of the era.

I-A Choose a modern day fashion and trace its historic background.

B-I Illustrate with pictures or other means one cyclic change in fashion.

A Stage a fashion show of the past using models from your community wearing their older clothes.

A Visit a museum or display showing historic costumes.

A Choose an item of dress (dress, trousers, headgear, underwear, shoes & footwear, nightwear, children's clothes, bridal gowns, etc.) and make a display or scrapbook of its historical development.

I-A Interview men and women concerning the progress of clothing and fashion development during their lifetime.

I-A Trace the development of hair styles during a certain period of time.

A Using photographs, etc. from magazines or other sources show regional differences in current clothing.

A Do a research paper or project to illustrate how clothing and dress reflect historical events; the culture of a group; economic conditions; social attitudes, etc.

B-I Study current fashion magazines and/or newspapers to determine current fashion trends.

A Identify current fashion designers popular in U.S. and in other countries.

I-A Trace the influence of high fashion designers on personal clothing and fashion choices.

I-A Design a costume for personal wear using the influence of a historic costume.

I-A Design a costume for personal wear using the influence of a present-day designer.

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Unit II: Choice of Clothing

Behavioral Objectives:

The student will:

1. identify effects of line, texture and color on personal clothing choices
2. identify effects of social pressure on clothing choices
3. identify appropriate clothing for various activities in life

Learning Experiences and Activities

B-I Using a tape or ribbon, demonstrate the effects of line on various figures.

B-I Using various types of fabrics, demonstrate the effects of color, texture, and pattern on various figures and body types.

I In a discussion or brainstorming session, determine fabrics and designs which are associated with various age groups.

B Using colored fabric swatches, determine the effects of various colors on skin and hair.

I Make a list of favorite clothing - analyze the reasons for their being favored (sentiment, feel good, fit, color, etc.).

A With a tape measure, calculate figure proportions and draw a replica on drawing paper.

I Make a study of current fashions and clothing styles in local school and community - determine how this affects personal clothing choices.

A Wear an outfit which is completely different from current styles in local school - study responses to outfit.

I-A Collect pictures of clothing styles in countries other than one's own.

A Identify cultural effects on styles of dress.

I-A Make a list of all activities usually engaged in personally - add a list of appropriate clothing.

I Role play situations in which people are inappropriately dressed for situations.

I-A Identify current fads in dress and differentiate between fads and fashion changes.

A Collect a series of pictures which demonstrate the wearer's personality characteristics.

A Assess one's own personality characteristics as exhibited by personal clothing choices.

A Differentiate between clothing choices made due to personality characteristics and choices made because of job requirements, economic factors and fashion pressures.

A View TV and movies and identify clothing personalities of well-known celebrities - determine their influence on local fashion.

A Develop minute dramas portraying how clothing reflects an individual's role in society.

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Unit III: Wardrobe Planning and Family Clothing Needs

Behavioral Objectives:

The student will:
1. develop techniques of successful wardrobe planning
2. determine clothing needs for various family members in stages of the family life cycle

Learning Experiences and Activities

B Make a complete inventory of all personal clothing.

B-I Make a list of usual clothing needs for a person in local school and community.

B-I Plan projected personal clothing needs for one year.

B-I Visit local clothing stores and make a price range list for various types of clothing.

B-I Make a list of clothing repairs or alterations needed in personal wardrobe.

I-A Identify clothing needs of family members of all ages.

A Project cost of a specific family's clothing needs for one year.

I-A Visit local clothing stores and local fabric stores and compare costs of a ready-made wardrobe verses a home-sewn wardrobe.

I-A Choose a specific item of clothing (dresses, blouses, underwear, etc.) and compare costs of ready-mades and home-sewn items.

I Demonstrate color coordination of wardrobe items.

A Research and discuss the ways in which clothing satisfies certain basic needs of human beings as individuals and as members of families and societies.

I Demonstrate the principle that accessories can change a basic costume.

I Locate various styles and types of wardrobe accessories.

B-I Construct a clothing acquisition plan for one's personal use.

I-A Construct a clothing acquisition plan for a family of one's choice.

I-A Construct an accessory to coordinate with current wardrobe.

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Unit IV: Consumer Aspects of Clothing

Behavioral Objectives:

The student will:

1. recognize reliable consumer information when purchasing clothing and/or supplies for clothing construction
2. identify acceptable sources of supply for clothing
3. evaluate the value of ready-made and home-sewn items and choose appropriate items for personal use
4. recognize advertising appeals and make rational consumer decisions

Learning Experiences and Activities

B-I Compare cost, and construction techniques of ready-made and home sewn items.

I-A Research and compile a list or personal file of available resources to improve personal consumer knowledge.

I Collect a sampling of hang-tags and clothing and fabric labels and evaluate the information found there.

I Review the labeling act of 1972 and study some care labels from recently purchased clothing.

I Construct a check list to use when purchasing ready-made clothing.

I-A Compare various samples of ready-made clothing with similar home-sewn items. Evaluate as to (a) construction techniques, (b) finishing details, (c) fabric used.

I-A Make a list of clothing stores in the local community, evaluate these as to (a) quality of clothing sold (b) price (c) services rendered.

I-A Study a sampling of mail-order clothing catalogues or brochures.

I-A Attend a home party where clothing is sold and evaluate (a) selling techniques (b) quality of clothing shown (c) customer services

rendered (d) prices as compared to purchases in a store or shop.

A Make a collection of advertisements for clothing from various media and evaluate as to (a) emotional appeal (b) information given (c) influence on personal clothing choices.

A Determine policies of local clothing stores and other suppliers concerning return of defective merchandise.

A Write an essay entitled "The Impact of Teen Spending on the Economy".

A Evaluate ready-made items from stores of two price ranges and justify price differences if possible.

A Interview a department store buyer of clothing as to how decisions are made concerning what to buy.

A Using a specified budget amount of money, compile a list of clothing, purchased for a specific use (mission, trip, school year, camp for summer, etc.).

I-A Visit fabric shops in the local community and observe selling techniques and compare prices as well as customer services.

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Unit V: Grooming

Behavioral Objectives:

The student will:
1. recognize the advantages of a regular grooming routine
2. establish a regular routine of grooming habits

Learning Experiences and Activities

B-I Role play situations depicting how first impressions are made from awareness of grooming and mode of dress.

B-I Collect a series of pictures which illustrate examples of personal criteria of good and poor grooming.

I Role play situations depicting conflicts in values as related to grooming habits and modes of dress (long hair, levis to school, use of makeup, etc.).

B-I-A Demonstrate how one can enhance self through choice of clothing and proper care of clothing.

I-A Demonstrate application of makeup to enhance personal appearance.

I-A Investigate various brands and types of cosmetics.

I-A Make a collection of advertisements for cosmetics and analyze their appeal.

B-I Practice proper hand and nail care at home and in the classroom.

B-I-A Invite a cosmetologist to demonstrate proper hair, skin, and hand care.

I-A Compare hair styles and evaluate as to (a) appropriateness for individual and occasion, (b) ease of maintenance.

I-A Visit a modeling or "charm" school and observe techniques of body and hair care.

B-I Make a schedule of good grooming practices applicable in one's own personal life.

I-A Identify and evaluate appliances used for personal grooming (dryers, shavers, manicure sets, curlers, etc.).

I-A Write an essay entitled "My Philosophy of Good Grooming."

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SECTION FOUR: CARE OF CLOTHING

Unit I: Equipment for Clothing Care

Behavioral Objectives:

The student will:
1. identify necessary equipment for care of clothing and household fabrics
2. demonstrate proper use and care of clothing care equipment

Learning Experiences and Activities

B-I Identify various equipment necessary for proper care of clothing.

I-A Use, according to instruction manuals, home laundry appliances in school laboratory and at home.

A Visit local stores which sell home laundry equipment and observe types of equipment sold.

A Invite a repairman who services home laundry equipment to explain common problems and routine home maintenance of equipment.

A Visit a laundromat and observe types of equipment available.

A. Visit a commercial laundry and observe equipment used and techniques applied.

B Use irons of various types and evaluate them as to (a) efficiency and ease of use, (b) cost.

I-A Make a file containing information concerning laundry and clothing care supplies (bleach, soap, detergent, water conditioners, presoakers, stain removers, fabric softeners, etc.).

I-A Use various types of laundry supplies and evaluate as to (a) efficiency (b) cost.

I-A Compare costs of caring for clothing at home with that of using laundromat and self-service dry cleaning facilities.

I-A Identify equipment and supplies used for dry cleaning clothing.

I-A Visit a commercial dry cleaning plant and observe equipment and techniques used there.

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Unit II: Techniques of Clothing Care

Behavioral Objectives.

The student will: 1. Demonstrate proper techniques necessary for adequate care of clothing and household fabrics

Learning Experiences and Activities

I-A Research and prepare a personal file of information concerning proper care of fabrics.

B-I Study labels on clothing as related to laundering or dry cleaning instructions.

B-I Demonstrate correct techniques of minor clothing repairs (sewing on fasteners, rips, tears, etc.).

B-I Practice ironing techniques on various articles of clothing.

I-A Evaluate various techniques of clothing care as related to (a) ease and speed of care (b) time involved, (c) final results (examples - washing and ironing a shirt verses washing and drying a shirt without pressing, etc.).

I Demonstrate various techniques of spot removal on samples of different spots and different fabrics .

I Devise a schedule for care of personal clothing.

A Identify difference in techniques of caring for personal clothing and for household fabrics.

B-I-A Invite a representative from a utility company to demonstrate proper clothing care techniques.

A Interview a local homemaker as to her schedule of and techniques for care of clothing.

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SECTION ONE: PREPARATION OF FOOD

Unit I: Equipment for Cooking

Behavioral Objectives:

The student will:

1. identify common food preparation utensils & equipment
2. properly use common food preparation equipment, including correct maintenance and storage.

Learning Experiences and Activities

B Identify various measuring and mixing tools and equipment by orally stating or writing the correct name as it is shown by the teacher or fellow student.

B Compare various types of measuring utensils and state how they are different according to their use. (glass and metal cups, for example)

B Demonstrate proper use of measuring equipment for various ingredients commonly found in recipes (dry ingredients, shortening, liquids, sugars, etc.).

B Memorize common measuring equivalents.

B List equipment and utensils necessary to prepare a recipe selected by the teacher.

B In a scavenger hunt, locate various pieces of cooking equipment as their names are called by a class leader.

B-I Identify the most convenient storage place for kitchen equipment in (a) school laboratory and (b) home kitchen.

I Observe food preparation procedure of cooking partner(s) and identify proper and improper use of equipment and utensils.

I Identify various materials used to make kitchen and cooking equipment.

I-A Observe and evaluate characteristics of various kitchen utensils according to their composition (glass, metal, plastic, wood, etc.) Include observations as to cost, efficiency in use, ease of cleaning, storage, weight, etc.).

I Identify various small electric appliances used for food preparation.

I-A Use and evaluate small electric appliances according to instructions in owner's manual and teacher's directions. Evaluate efficiency, cleaning ease, etc. according to use.

I-A Demonstrate proper care and storage of small electric kitchen appliances in (a) school laboratory and (b) home kitchen.

A Collect pictures or actual samples of antique or old-fashioned kitchen equipment and discuss their use with the class.

A Collect pictures or actual samples of unusual kitchen utensils and explain their use to the class.

I Identify all tools in the classroom which can be used for a specific mixing or preparation technique.

I See a demonstration explaining the use, care, and storage of small electric appliances as provided by local power company.

A Prepare a variety of foods on the kitchen range or ranges available in the classroom (electric, gas, counter-top, micro-wave) and compare characteristics as to efficiency of heat, insulation, speed, cleanliness, cost of purchase, cost of operation, care required, space used, etc.

I Study the manufacturer's use and care manual for the ranges in the foods laboratory and follow directions exactly and carefully.

A Using an oven thermometer, test the accuracy of baking temperatures in the oven. When wide discrepancies occur, arrange to have it corrected.

A Study warranty and service arrangements for major and small appliances in classroom and at home.

I-A Locate reliable resources of information about use, care and service of major and small appliances in your home kitchen.

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I-A Participate in cleaning completely a kitchen range and refrigerator, learning to dissemble and reassemble parts for cleaning and care.

A Shop in stores and look for the variety of features available on kitchen ranges and refrigerators and evaluate the advantages and disadvantages of these features. (Catalogues or ads could be used if stores are not accessible.)

A Identify the various materials from which range-top and oven cooking utensils are made and evaluate the advantages and disadvantages of each.

A Use a variety of types of cooking and baking utensils and evaluate their performance.

A Make a cost study of purchase prices of various types of cooking utensils available in your area.

A Design a convenient storage area for cooking utensils.

I-A Prepare a basic list of utensils and equipment necessary to establish an efficient kitchen for ordinary food preparation and calculate the cost of purchasing these utensils.

A Identify special tools used for outdoor cooking and explain their use.

B-I Locate a reliable chart explaining substitution of ingredients in recipes.

B-I Prepare various recipes substituting required ingredients with recommended ingredients from substitution chart and evaluate the results.

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Unit II: Cooking Skills and Techniques

Behavorial Objectives:

The student will:
1. learn to read and follow a recipe
2. identify correctly terms commonly used in food preparation
3. observe rules of safety and sanitation
4. practice proper techniques in food prepa

Learning Experiences and Activities

B Find as many methods of writing a recipe as possible and evaluate which is easiest to use.

B Read a series of recipes and write down a list of terms which are unfamiliar and find their meaning.

B Practice following a recipe by preparing a food from a recipe never seen before.

I Make a collection of old recipes using terms and techniques not in common usage today.

B Practice decreasing and increasing recipe amounts.

I-A Locate at least one reliable source of substitutions of ingredients in recipes.

I-A Collect a group of recipes which have special significance; family favorites, personally tested, time-saving, inexpensive, etc.

A Conduct a recipe exchange among schoolmates, family, friends,

Unit III: Food Preservation

Behavioral Objectives:

The student will:
1. identify the micro-organisms which cause food spoilage
2. preserve various foods using correct techniques

Learning Experiences and Activities

I Listen to sanitarians from county health department explain how food spoilage can occur.

I Identify four types of micro-organisims (yeast, mold, bacteria and enzymes) which cause food spoilage and explain their action

I-A Show examples of action of micro-organisims which cause food spoilage.

I-A Demonstrate the basic methods of canning foods.

A Visit a commercial cannery and observe the techniques used in preserving foods.

I Practice canning fruits, vegetables, relishes, or meats using various methods and equipment in the school laboratory or at home.

I Describe fruit and vegetables which are suitable for canning.

I Locate sources of supply for fresh fruits and vegetables for cann in your area. Determine economical prices.

A Determine the cost of canning a particular fruit, vegetable, or

I-A Determine the cost of homemade jams, jellies, and preserves in
jars, sugar, fruit, etc.

A Demonstrate or prepare methods of preparing fruit relishes, fr
leathers, or dried fruits.

A Determine food needs for a family in an emergency situation.

A Plan menus for a family in an emergency situation.

A Determine space needs for family food storage.

I-A Practice techniques of drying food for preservation and evalua
the products for taste, nutrients retained and storage requirem

I-A Obtain some samples of freeze-dried foods and evaluate them fo
taste, ease of preparation, yield, storage requirements, and co

A Practice preparing survival meals with basic foods such as wh

I-A Practice techniques of pickle making using various recipes and
evaluate the results.

B-I Demonstrate or practice preserving food by freezing.

B-I Demonstrate the use of various wrapping materials for freezing
(freezerwrap, foil, plastic, bags, etc.) and containers. Evalu
cost of each type as well as suitability of each for long or short
term storage.

I-A Plan and prepare a complete meal that can be frozen for future
use.

I-A Describe satisfactory procedures for getting maximum use of
available space in a home freezer.

Unit IV: Tableware and Table Service

Behavioral Objectives:

The student will:
1. identify types and materials of available tableware and linens
2. properly set the table and serve a meal

Learning Experiences and Activities

I Visit a department store or specialty store and observe the types and materials of dinnerware available there.

I-A Determine price ranges of various types of dinnerware available in the local stores, mail order houses, etc. Explain the factors which contribute to the price differences.

A Take a survey of the table setting customs in the local community and report to the class.

A Take a survey and determine when and where and how tableware was accumulated in the local community (received as gifts, bought for self, ordered from store, etc.).

I-A Set up place settings in varying stages of formality in the school classroom and determine reaction to them by your fellow students.

I-A Research characteristics of types of tableware in books, pamphlets, films, filmstrips.

A Determine characteristics of tableware through use and handling in school classroom, public facilities, and home (fragility, beauty, cost, durability, etc.).

I For a given menu, draw a diagram of table setting required <u>or</u> set the table completely.

I-A Collect a file of table setting ideas for future reference.

B-I Role play situations depicting use of correct table manners in various situations.

I Diagram the sequence of serving meals using specific menus.

A Survey the community to determine commonly used forms of table service in homes.

A Visit a restaurant and observe techniques of table service used there - contrast these techniques with home table service.

B-I-A In laboratory experiences, utilize varied types and forms of table service as appropriate to the situation.

I-A Discuss the social role of food in our culture.

I-A Compare characteristics of various types of table linens, including durability, cost of purchase, upkeep involved, and suitability for occasion.

I-A Use various types of table linens in the school laboratory and at home to determine personal preferences.

A Determine the kinds of table linens available in the local community through stores, mail-order catalogs, etc.

B-I-A Collect items suitable for table setting accessories and centerpieces.

A Prepare a list of minimum tableware and table linens necessary for an ordinary home.

I-A Design and create original table linens including tablecloths, napkins, placemats.

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Unit V: Cultural Aspects of Food

Behavioral Objectives:

The student will:

1. identify the relationships between a society's way of life and the food they eat
2. study foods from foreign countries and various regions of the United States

Learning Experiences and Activities

I Observe local eating and food customs and make a list of them.

I Interview family, friends, neighborhoods, and classmates as to food customs and habits.

A Determine factors which influence local food customs such as local agricultural products, religion, cultural backgrounds, economic position, etc. of community.

A Interview mothers concerning the cooking customs they have and where they learned them.

A Read a recipe or cookbook of recipes of a foreign country and write a report of the food customs of that country.

A Interview a native or a visitor of a foreign country and discuss food and cooking customs.

A From reading and interviews make a list of "new" foods and cooking techniques.

A Read a selection of fictional cases involving food or eating customs in other cultures from the local one.

A Prepare authentic recipes which represent various other countries.

I-A Prepare or collect recipes which are American versions of foreign recipes.

I-A Shop in local stores and markets and locate food or table setting or cooking equipment which are representative of other cultures.

A Indicate the relationships of agricultural customs and conditions, economic conditions, religious background, etc. to the eating and food customs of a country or region of a country.

A Convert measurements of foreign recipes in metric weights and measures to pounds and ounces using a reliable conversion table.

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SECTION TWO: NUTRITION AND MEAL PLANNING

Unit I: The Body's Need for Food

Behavioral Objectives:

The student will:

1. identify the nutrients with their sources and classifications
2. describe the nutritional requirements and processes
3. identify caloric needs and the problems of weight control

Learning Experiences and Activities

B Identify the four basic food groups and explain the requirements of each.

B-I-A Identify each group of nutrients (vitamins, minerals, carbohydrates, fats, protein) and describe its function, source, and classification (chart or outline form).

I-A Read and compare various writings concerning the function of nutrients.

B-I-A Become familiar with reliable sources of information concerning food and nutrition - make a list of these sources available locally.

I-A Listen to a panel of experts or a speaker on nutrition explain the proper function of nutrients.

B-I-A Make a survey of published materials which make unreasonable or unproven claims for foods or nutrients and report to class.

I-A Visit a health food or "natural" food store and examine the products found there, investigating prices and claims made for foods.

I-A Compare prices of similar food products sold in health food stores and in ordinary food stores.

B-I Keep a record of all food eaten for a specified period of time and analyze it for adequacy.

A Locate a reliable and recommended chart of nutritional values of food to use for reference.

A Plan menus for a specified family for a designated period of time which will provide an adequate amount of all nutrients.

A Identify and explain the body processes involving food digestion, metabolism, etc.

I-A Identify and describe the processes of caloric balance and imbalance which may result in over or underweight conditions.

A Keep a record of all food eaten for a specified period and a record of activities during that period. From an authoritative source, calculate the calories eaten and calories burned.

I-A Plan a set of menus which would lead to loss or gain of weight.

B-I-A Invite a speaker from a local weight-control group to explain their organization's theories and methods of weight control.

I-A Collect advertisements which proport to help people lose weight. Analyze them for correct principles of weight control and evaluate their emotional appeals.

I-A Keep a record of activities for a typical day and determine calorie needs using a reliable calorie chart.

A Make a list of "How to Reduce Calories in Daily Diet" and "How to Increase Calories in Daily Diet."

A Listen to a clinical dietician explain the relationship between diet and certain metabolic diseases (diabetes, hypoglycemia, etc.) and plan menus for the control of such diseases.

Unit II: Meal Planning

Behavioral Objectives:

The student will: 1. plan meals for a family which are attractive, nutritious, and economical with the family resources of time, energy, and money.

Learning Experiences and Activities

B Determine the usual meal pattern in the local community.

B-I Compare the usual meal pattern in the local community with those of other cultures.

B-I-A Illustrate how variety in texture may be achieved in meals.

B-I-A Illustrate how a variety of temperatures may be accomplished in meals.

B-I-A Show how a variety of shapes can contribute to pleasant meals.

B-I-A Show how pleasing taste combinations contribute to pleasant meals. List some pleasant taste combinations.

I-A Plan a series of meals for a specified family which include a variety of tastes, shapes, temperatures and textures which demonstrate efficient use of food (use of leftovers, etc.).

I-A Make a grocery list from a set of menus and determine approximate cost of preparing the meals.

I-A Plan a work schedule for the preparation of one day's menus so as to allow for minimum kitchen time for the cook.

I-A Plan one meal, make the grocery list, time schedule and table setting plans for it.

Unit III: Meals for Others

Behavioral Objectives:

The student will:
1. plan meals for entertaining which are attractive, appropriate, and economical
2. identify the role of food in certain health problems and plan meals to help solve the problem

Learning Activities and Experiences

B-I Write an essay on the role of food in hospitality.

B-I Describe the type of food commonly served for entertainment in the local community.

I-A Ask a panel of homemakers who are outstanding hosts or hostesses to explain their philosophies and methods.

I-A Interview a local hostess, asking for her methods of preparing her home and food for others.

B-I-A Make a collection of recipes suitable for entertaining.

B-I Plan a simple social situation including menu, decorations, and time schedule.

I-A Start a collection of entertainment ideas for future reference including menus, recipes, decorations, table settings, centerpieces, and entertainment.

I-A Plan a series of menus for various occasions.

B-I-A Plan a social function for any size group and use the plans to prepare and serve food to the group. Evaluate the plans.

I-A Participate in a school social function such as a club party.

I-A Identify the effects of various factors in social situations such as time of party, location, guests present, season of year, etc.

SECTION THREE: BUYING FOOD

Unit I: Characteristics of Foods

Behavioral Objectives:

The student will:

1. recognize the characteristics of acceptable foods as stated in recommended publications and purchase fresh, appetizing foods
2. locate sources of information concerning food standards

Learning Experiences and Activities

I-A Listen to a speaker who is a local dealer in produce (manager of produce department, farmer's market, etc.) explain the characteristics of fresh fruits and vegetables.

I-A Listen to a speaker who produces fruits and/or vegetables explain the characteristics of fresh fruits and vegetables.

I-A Go to a local produce department or farmer's market and examine available fresh fruit and vegetables and determine freshness of produce.

A Locate information and make a list of seasonal fruits and vegetables available locally.

A Locate information concerning the storage of various foodstuffs: (1) which foods are commercially stored, (2) the conditions of storage, (3) effects of storage on foods.

I-A Listen to a speaker who is the manager of a meat department or meat market explain the characteristics of fresh meat, poultry, and fish.

I-A Determine how to read and use the "freshness codes" on food products available in your local markets.

A Make a list of sources available to the consumer concerning the freshness and desirable characteristics of food.

A Make a reference file of pamphlets, clippings, articles, booklets, etc. concerning characteristics of good foods.

A Write a letter suggesting improvement or commending good procedures of preserving and identifying fresh foods.

A Obtain a description of government grades of produce, meat, and canned goods.

A Identify two different grades of meat, produce, and canned goods according to USDA standards.

A Select one food and obtain samples of various saleable forms and evaluate it as to cost, preparation required, flavor, texture, etc. (potatoes for instance).

A Plan a menu using as many prepared foods as possible and calculate the cost. Change the foods to non-prepared foods and determine the cost difference and time difference of the two.

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Unit II: Selling Techniques

Behavioral Objectives:

The student will: 1. identify techniques of advertising and merchandising which influence the consumer in the food market

Learning Experiences and Activities

B-I-A Listen to tapes of radio or TV advertisements for food and cooking products. Identify the kinds of appeals made in the advertisements.

A Write a letter requesting the approximate advertising budget of a major food firm. Calculate the cost to consumers.

I-A Collect a file of magazine and newspaper advertisements for food or cooking products and identify the kinds of appeals made in the advertisements.

A List ways of selling food and food products which have been personally encountered, i.e.: free grocery store samples; coupons in mail, newspapers, or magazines; TV ads; personal recommendation; etc. Evaluate their effectiveness.

A Visit a grocery store or supermarket and observe the techniques of selling used there and make a list of them.

I-A Collect a series of food packages and evaluate the selling appeal of the packaging.

Unit III: Legislation Concerning Food

Behavioral Objectives:

The student will: 1. familiarize himself with laws which concern his local food supply as to quality, prices, types of food available and labeling

Learning Experiences and Activities

A Obtain a copy of local rules and regulations concerning sanitation, equipment, and conditions used in producing food and selling food.

I-A Invite a representative of the local Board of Health to speak to the class concerning laws and regulations of food processing and distribution.

I-A Visit a local food processing operation, restaurant, or grocery store and observe the methods used in complying with laws and regulations concerning health and safety.

I Collect a series of labels from cans and boxes containing food and evaluate the information found there.

I Differentiate between required information and volunteered information on food package labels.

I Obtain a copy of "Federal Food Standards" and study it.

I Make a list or obtain actual samples of the standard can sizes including the amount of contents.

I-A Participate in a taste comparison study of various brands of canned foods. Evaluate the taste, texture, cost, etc.

SECTION FOUR: LABORATORY EXPERIENCES WITH FOOD

Unit I: Preparing the Basic Four

Behavioral Objectives

The student will: 1. apply principles of food preparation to foods from the Basic Four and others

Learning Experiences and Activities:

(No B-I-A designations are listed below because learning experiences and laboratory activities will be adjusted to conform to individual learning levels.)

1. Teacher will demonstrate and/or students prepare representative and appropriate foods from the Dairy Food Group.

   a. Milk drinks
   b. Cream soups
   c. Creamed vegetables
   d. Gravies and sauces
   e. Milk desserts (custards, cream pies, puddings)
   f. Frozen dairy desserts (ice cream, sherbets, etc.)
   g. Cheese main dishes
   h. Cheese desserts
   i. Various forms of milk and cheese

2. Teacher will demonstrate and/or students prepare representative and appropriate foods from the Bread and Cereal Group.

   a. Quick breads
   b. Yeast breads
   c. Breakfast cereals
   d. Rice and rice dishes

e. Pasta and sauces
f. Cookies
g. Cakes
h. Pie crust

3. Teacher will demonstrate and/or students prepare representative and appropriate foods from the Meat, Eggs, and Fish Group.
   a. Beef and veal
   b. Pork
   c. Lamb and mutton
   d. Fish and Shellfish
   e. Poultry
   f. Variety and specialty meats
   g. Eggs
   h. Legumes
   i. Nuts and peanut butter
   j. Soy flour and granules

4. Teacher will demonstrate and/or students prepare representative and appropriate foods from the Fruit and Vegetable Group.

   a. Uses of fruits and vegetables
   b. Forms of fruits and vegetables (fresh, canned, frozen, juice, dried, etc.)
   c. Salads with fruit
   d. Desserts with fruit

Others

   a. Fats and oils
   b. Sugars and sweets

5. Prepare representative foods from each part of a meal including the following types of foods:

   a. appetizers and snacks
   b. soups
   c. salads
   d. breads
   e. beverages
   f. main dishes
   g. vegetables

h. fruits
i. desserts

6. Practice attractive service of food using appropriate garnishes.

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Unit II: Creative Aspects of Food

Behavioral Objectives

The student will: 1. practice the preparation of food as a creative art

Learning Experiences and Activities:

1. Combine two or more receipes to produce a new one.

2. Substitute new ingredients in a standard recipe for different flavors, textures and food values.

3. Investigate spices and herbs as they are purchased and determine their characteristics as to odor, flavor, appearance, etc.

4. From a spice cookbook, try various recipes using spices and herbs and evaluate the effects of the flavoring.

5. Write a new recipe using a spice or herb in a different way.

6. Obtain a personal copy of a spice chart for use at home.

7. Make a recipe file of interesting or unusual foods.

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Unit III: Scientific Principles of Food Preparation

Behavioral Objectives

The student will: 1. investigate the principles of science as related to food preparation, using acceptable scientific techniques

Learning Experiences and Activities:

1. Investigate the causes and prevention of browning in fresh fruits.

2. Investigate the effects of liquid temperature on gelatin products.

3. Investigate the effects of added solids to gelatin products.

4. Investigate the effects of cooking time and preparation procedures on vegetables and fruits.

5. Investigate the effects of dry heat and moist heat on meat, egg and poultry products.

6. Measure the boiling temperature of water.

7. Determine the effects of cooking time and resulting temperatures when preparing sugar mixtures (jellies, candies).

8. Investigate the thickening properties of flour, cornstarch, and tapioca.

9. Investigate the effects of leavening agents in quick breads and yeast breads.

10. Determine the effects of cooking on pasta products.

11. Investigate various methods of combining ingredients in cakes, cookies, pastries, quick breads, etc.

12. Determine the effects of micro-organisms on food.

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SELF AND OTHERS

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SECTION ONE: LEARNING ABOUT SELF AND OTHERS

Unit I: Experiences with Others

Behavioral Objectives:

The student will:

1. determine the cultural effects on personal development
2. identify the developmental stages
3. develop an awareness of sex roles in his society
4. begin an awareness of his own self-identity

Learning Experiences and Activities

I Read books, magazines, short stories and identify how society affects the fictional characters' personal development.

I-A Interview family or friends asking how early experiences contributed to adult characteristics.

I-A Contrast personal development in local culture with that of a different culture.

I-A Interview locally available people who grew up or lived in different cultures and inquire about differences in personal development.

A Identify how physical influences affect personal development (diet, rest, exercise, etc.).

I-A Identify how family values (education, morality, integrity, etc.) affect personal development.

A Read from literature to identify experiences in which a person begins to define self.

I Write a personal experience in which recognition of self as a distinct person occurred for the first time.

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I-A Analyze and define one's self - in a paragraph or a letter. Identify differences and similiarities (1) in the family, (2) among friends and acquaintances.

A With a counselor, take a battery of tests which help to identify self-capabilities and aptitudes. List individual strong points and individual weaknesses.

B-I Complete a questionnaire containing questions such as: (1) the things I can do well, (2) things I've tried, (3) things I'd like to do better, (4) things I've never done but want to try, (5) things I never want to try.

I-A List and discuss the effects of cultural institutions (church, school, governments, media) have had on members of family and others.

I-A List the stages of development and identify individual current stages.

I-A List a group of activities and characteristics and identify them as masculine or feminine. Compare lists with others of the same sex and of different sex for differences and agreements.

I-A Write a personal description of the impression of the role of each sex in society.

I-A Describe sex roles observed in individual family, community, etc.

I-A Participate in a brainstorming session to list activities which might be considered masculine or feminine. In another session, analyze the sex roles as indicated in the listed activities.

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Unit II: Maturity and Immaturity

Behavioral Objectives:

The student will: 1. identify the stages and characteristics of maturity

Learning Experiences and Activities

B From a textbook, list the stages of maturity.

B Identify yourself as related to your own stage of maturity.

B-I Read examples of personal attitudes and reactions in fiction and identify the stage of maturity of the characters.

I Describe an incident observed or participated in and evaluate the level of maturity exhibited.

I Recall from past experiences examples of behavior which illustrate maturity and immaturity.

I-A Identify maturity characteristics of a given age.

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SECTION TWO: LIVING IN FAMILIES

Unit I: Technological Aspects of Family Life

Behavioral Objectives:

The student will:
1. Identify the influences of technology on family life and society
2. identify the technological changes which have recently taken place in the home and in society

Learning Experiences and Activities

I Define technology and technological changes which occur in societies.

B-I Read a description of one aspect of family life of 50 years ago, 100 years ago, 200 years ago and determine what technology was available at the time.

B-I-A Ask an older person questions concerning how they did certain tasks when they were young (washed dishes, scrubbed floors, milked cows, moved from place to place, baked an apple pie, communicated with neighbors, washed clothes, kept warm in winter or cool in summer, plowed a field, sewed clothing, built a house, entertained themselves) and record their answers.

I Make a record of how certain tasks are done presently in individual homes and predict how they might be done 50 years from now.

I-A Contrast technological developments in individual homes with that of other cultures (other communities, states, countries).

I-A Discuss how technological advances have changed home and family life in the past 50 years. Include advantages and disadvantages.

B-I-A Visit local historical homes or museums to identify changes in living styles and technology.

B-I-A Brainstorm to identify technological developments of the future.

I-A Describe a family of the future.

A Collect information concerning influences on family structure and identify recent changes in family structure. Identify the role of technology in these changes.

Unit II: Family Interaction

Behavioral Objectives:

The student will:

1. determine the purposes of the family - both for the individual members and for society in general
2. identify the roles and contributions of family members during the stages of family life
3. identify cultural differences in families

Learning Experiences and Activities

B-I List the stages of the family life cycle and the roles of family members in each stage.

B Determine the present stage of the family life cycle of individual's family.

B Write an essay describing why people live in families.

B-I Describe the structure of families in local culture.

B-I Contrast local family structures with those in other cultures.

B-I Invite speakers who have lived in other cultures to describe family structure in those cultures.

I Read fictional or true accounts of family life in other cultures and contrast them to local family life.

I-A Collect a sample of clippings or articles which indicate changes in family structure in America.

I-A Invite someone who has participated in a family life style which is different from the local norm to discuss and explain those differences.

A Describe personal ideas of an ideal family structure.

I-A Describe the traditional roles of each family member.

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A Identify changes in roles which are occurring in current society.

A Take an opinion poll to determine local attitudes toward roles in families.

A Conduct a discussion, debate, or panel concerning the changing attitudes towards sex roles in marriage and in society.

I-A Identify personal attitudes toward sex roles in marriage and in society.

I-A Describe ways in which each member of a family contributes to the uniqueness of a family.

A Do a community study describing the local influences on families including (1) religious influences, (2) educational opportunities and attitudes, (3) social and recreation services, (4) legal protection, (5) ethnic makeup (6) political organization and influences.

Unit III: Sources of Help for Families

Behavioral Objectives:

The student will:
1. identify types of problems which may occur in families
2. locate locally available sources of help for families with problems

Learning Experiences and Activities

B-I List the types of problems which families may encounter (death, separation, divorce, money, illness).

B-I Read case studies or fictional accounts of how families reacted to problems.

B-I Write a personal account of how personal family reacted to a specific problem.

I Make a list of locally available sources of help for families with problems.

I Interview a marriage or family counselor and determine how he can help families with problems.

I Talk with a clergyman and discuss his role as a marriage and family counselor.

I Interview a social worker and discuss the types of problems families may encounter and steps taken to solve them.

I Visit a credit counseling service and discuss family financial problems and how they are solved.

SECTION THREE: THE BEGINNING AND GROWING FAMILY

Unit I: Mate Selection

Behavioral Objectives:

The student will:

1. identify characteristics of lasting personal relationships
2. compare various dating, engagement and marriage customs in various cultures
3. identify legal aspects and social customs of marriage and weddings

Learning Activities and Experiences

B Identify the personal characteristics of someone admired very much.

B Make a list of desirable personal characteristics one wants to develop.

I Describe the personal characteristics of the person one wants to date and marry.

I Describe the personal characteristics considered important in the father/mother of one's future children.

I-A Describe situations in which personal characteristics can be identified and determined in oneself and in others.

I-A Write a description of a personal relationship and/or personal acquaintance which is satisfying to the participants and is lasting (own parents, etc.).

B Identify the qualities of friendship.

B-I Write an essay on the kind of friend one wants to have or the kind of friend one wants to be.

I-A Discuss how friendship develops into love.

A Identify the stages of love.

I-A Write an essay on the personal meaning of love.

I-A Contrast dating practices among families in the local area.

I-A Contrast dating practices of the culture with that of other cultures.

I-A Invite a panel of boys/girls to discuss dating attitudes and techniques.

I-A Make a local study of facilities and activities available for dating.

I-A Write a description of the ideal date.

I-A Discuss the statement "never date anyone you wouldn't want to marry."

I-A Discuss how casual dating leads to more serious relationships.

I-A Discuss moral standards as related to dating (who sets society's influence and attitudes, etc.)

A Invite a group of engaged couples to discuss the process through which dating led to engagement.

B-I-A Invite a group of parents to discuss their feelings about dating.

A Identify the purposes of the courtship period leading to mate selection.

A Identify the purposes of the engagement period.

A Interview engaged people to determine their feelings concerning their engagement (what was purpose, how they are using period, etc.).

A Invite a jeweler to speak to the class concerning the purchase of diamonds, explaining size, cut, cast, care, etc.

A Visit local agencies to determine local requirements for marriage (age, blood tests, license, etc.).

A Obtain samples of documents needed to be married and examine them.

A Identify commonalities which would lead to successful marriage.

A Interview a local wedding advisor and determine social customs of weddings and receptions.

A Contrast local wedding customs to those of other parts of country or world.

A Obtain a locally acceptable book of etiquette concerning weddings and receptions.

A Interview a recent bride and determine procedures she used in planning her wedding and in using the wedding plans.

A Visit a local reception center to observe facilities and determine costs of weddings and receptions.

A Using a pre-determined budget, plan a wedding and reception for yourself or someone else.

A Make a list of local florists, printers or engravers, caterers, photographers, bridal shops or dressmakers, decorators, jewelers, etc. to use in planning a wedding.

A Using a pre-determined budget, plan a honeymoon trip including transportation, lodging, meals and entertainment.

I-A Identify characteristics which indicate readiness for marriage at various chronological ages and relate these ages to legal ages for marriage.

I-A Identify goals and values that lead to successful mate selection.

Unit II: Marriage Adjustment

Behavioral Objectives:

The student will: 1. identify roles assumed by marriage partners and adjustments necessary for early marriage success

Learning Experiences and activities

I-A Invite a panel of newlyweds to discuss the types of adjustments required during the early part of their marriage.

I-A Interview married couples concerning the marital adjustments they had to make during the early period of their marriages.

I-A Construct a questionnaire concerning the roles assumed by marriage partners and administer it to a given number of couples of various ages and life styles.

A Write personal philosophies of marriage roles.

A Compile a list of recent research or articles concerning marriage roles.

A Compile a list of references or sources of advice for married couples.

A Read case studies or fictional accounts of early marital adjustments.

A Discuss with a marriage or family counselor problems which may face newlywed couples.

A Discuss the influence of in-laws in early marriage adjustment.

A Identify legal responsibilities assumed by both marriage partners at the time of marriage.

A List areas in which the woman must have her name changed after her marriage (Social Security, driver's license, bank accounts, etc.).

A Describe various successful methods of handling family resources which might be used by newly married couples.

A Contrast marital adjustments of each marriage partner.

Unit III: Prenatal Care

Behavioral Objectives:

The students will:
1. identify adjustments necessary as family increases
2. determine stages of pre-natal development and the physical care necessary during pregnancy
3. identify legal and moral aspects of pregnancy

Learning Experiences and Activities

I Invite a panel of mothers of at least one child to discuss the adjustments necessary as children arrive in the family: (1) first child, (2) subsequent children. Tell of adjustments to all members of the family.

I-A Using charts and photographs, show the physical development of the unborn child.

I-A Invite a speaker from the March of Dimes to discuss birth defects and some possible causes.

I-A Invite a panel of obstreticians to discuss and answer questions concerning the physical aspects of pregnancy and to emphasize the importance of proper medical care, exercise, etc.

I-A Plan a series of menus for a pregnant woman, assuring her of a proper amount of all the necessary nutrients which are appetizing and interesting.

I-A Borrow a selection of maternity clothing from a local store or shop and examine the special features which contribute to the comfort and pleasure of a pregnant woman.

I-A Plan a wardrobe for an expectant woman which would be economical to families with small incomes.

I-A Contact an obstetrician concerning the usual medical fees for pre-natal and delivery care; the accepted methods of payment; extent of care and services included for the fee.

A Visit an obstetrician's office or a clinic and observe the facilities available for pre-natal care.

A After receiving parent's and administrative permission, describe the stages of labor and view a film depicting the birth of a baby.

I-A Discuss the implications of pre-marital pregnancy (legal and moral, psychological, etc.).

A Visit a hospital and observe the maternity facilities.

A Conduct a discussion with parents and students concerning family planning.

I-A Role play situations concerning psychological adjustment to pregnancy and physical care during pregnancy.

A After receiving parent's and administrative permission, conduct a discussion concerning abortion - legal, psychological and physical implications.

A Relate and explain fallacies of "old wives tales" concerning pregnancy and delivery.

Unit IV: Mother and the Newborn

Behavioral Objectives:

The student will:
1. identify basic physical and emotional needs of the newborn
2. determine supplies and equipment necessary for infants

Learning Experiences and Activities

I-A Ask a mother of a newborn to write a detailed schedule of a typical 24 hour period involving care of the baby.

I-A Invite a pediatrician to discuss physical characteristics and needs of an infant.

B-I-A Invite a mother to bring her baby to class for observation.

I-A Visit a local store and look at baby clothes and supplies to compile prices and characteristics of different kinds.

B-I-A Invite a mother to demonstrate how she bathes and dresses her baby.

B-I-A Ask a panel of mothers to discuss methods of feeding infants (kinds of bottles, breast-feeding, solids, schedules).

B Design babysitting kits to be used for small infants, toddlers, and pre-school age children.

B Make a babysitting notebook for use in keeping information and instructions.

B Role play situations which could possibly arise during babysitting experiences and develop solutions for them.

B-I Role play situations concerning care of an infant in a home including psychological adjustment to parenthood and sibling rivalry.

B-I-A Make an item of clothing or bedding suitable for an infant.

I-A Visit a local store or look in catalogs and examine furniture designed for use by babies and small children. Evaluate their usefulness as related to their costs.

I-A Contrast attitudes toward types of infant feeding held by different mothers and families.

I-A Determine the nutritional needs of a newborn baby and develop a sample feeding schedule.

I-A Develop a feeding program for a baby as it grows from newborn to one year old.

A Identify effects of diet on body growth and mental development of a baby and a young child.

I-A Interview a pediatrician concerning the health care routine and schedule of a child from birth to three years old including immunizations and routine childhood illnesses.

Unit V: Influences on Children

Behaviorai Objectives:

The student will:
1. identify the effects of heredity and environment on children
2. identify stages of development from infancy to schooi age

Learning Experiences and activities

I From an accepted book or article identify stages of growth and development of children in an outline form.

A Interview a biology teacher to determine hereditary influences and predictions (skin color, hair color, eye color, height, weight, etc.).

A Participate in a research study to determine common phsycial characteristics in a specific family (student's own).

I-A Identify attitudes and feelings of family members which affect development of family members, especially young children.

A Identify community influences on growing children (religious, poverty, legal, etc.).

I-A Read selections of literature or current publications, and identify situations which influence children's development and attitudes.

A Read at least one reliable sociological study indicating influences on family members.

A Identify the effects of placement within the family structure and of sex on individual family members.

Unit VI: Experiences with Young Children

Behavioral Objectives

The student will:

1. make necessary arrangements and preparation for all activities of a demonstration of pre-school activity
2. perform tasks applicable to pre-school activity

Learning Experiences and Activities:

A Draw room plans showing various arrangements for pre-school activities; evaluate plans and select the most efficient one.

A Make arrangements to provide adequate furniture necessary for pre-school activities (tables, chairs, easels, etc.).

A Construct play equipment from materials which are easily obtainable (cardboard carton playhouses, doll houses, playhouse furnishings, dolls, blocks, etc.).

A Plan activities which stimulate creative thinking in children and provide necessary equipment and supplies.

A Create one musical activity for children and provide adequate equipment and supplies.

A Plan one activity which promotes physical development in children and provide necessary equipment and supplies.

A Plan one story-telling activity, providing opportunity for the children to participate if possible.

A Plan and prepare a nutritious snack for children.

A Provide adequate bathroom facilities for children.

A Visit a nursery school or licensed day-care center in the community and observe facilities and techniques used there.

A Invite a director of a nursery school or day-care center to discuss facilities and activities necessary for a pre-school.

A Prepare a letter to parents inviting their children to participate in the pre-school activity explaining the program.

A Prepare observation sheets and assignments for use during the time in which the activity is to be conducted.

A Make schedule of supervision and observation which will assure that the children are properly cared for at all times.

A Evaluate pre-school activity to determine effectiveness of planned activities.

A Identify the application of child development principles in laboratory observations and experiences.

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HOME AND FAMILY

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SECTION ONE: THE HOME AND THE FAMILY

Unit I: Housing Needs

Behavioral Objectives:

The student will:

1. identify the physical and psychological needs of a family that are met by his home
2. document the various types of housing used by other cultures
3. identify the various types of dwellings used by families during the family life cycle
4. describe changes in housing and furnishings which have occurred in the past century and predict some for the future

Learning Experiences and Activities:

B-I Collect a series of pictures showing various types of dwellings used by other cultures.

I Interview families representing the various stages of the famiiy life cycle and determine the kinds of housing used during each stage.

I Identify reasons for the type of dwelling used by various cultures (materials available, tradition, climatic conditions, etc.).

I Describe own home and determine what physical and psychological needs are met by the home.

I Make a collection of pictures showing types of housing commonly used during the past century.

I Visit a restored home or building in local area to see housing of the past

I Make a list of physical comforts offered by present home and contrast those with homes of the past.

I Interview an older person and ask them to describe their housing in earlier times.

I-A Identify characteristics which are common to local housing and contrast them with housing of other national or regional areas.

I-A Catalogue types of housing available in the local area (homes, apartments, duplexes, condominiums, etc.).

A Brainstorm to list ways in which housing may be different in the future.

I Contrast physical protection offered by various kinds of dwellings and investigate ways that physical comfort has increased through new developments in technology.

A Choose one aspect of the home such as sleeping facilities, eating or food preparation areas, recreation facilities, etc. and trace its development through the past 100 years.

I Explain how housing needs change during various stages of the family life cycle.

A Role play situations where housing problems create family conflict.

Unit II: Selecting a Home or Home Site

Behavioral Objectives:

The student will:

1. determine housing and neighborhood needs of the family
2. identify desirable characteristics of a local home or home site for a specified family
3. become familiar with local zoning, etc. ordinances and officials

Learning Experiences and Activities:

B-I List a variety of personal activities and where they are carried on in one's home.

BI List personal activities of all family members and home facilities used.

I List neighborhood facilities used by ones' family (church, school, shopping, recreation, fire, police, etc.).

I Role play situations depicting family conflicts resulting from inadequate space for family activities.

I Complete a questionnaire concerning terminology of housing and types of dwellings.

I-A Construct a checklist of items to look for when renting or buying a home or apartment.

I-A Visit specific neighborhoods and evaluate the facilities provided for residents.

A Using newspaper advertisements or "for rent" signs, locate and visit locally available rental housing and evaluate the house or apartment and its neighborhood for one's own personal use.

A Determine range of rental rates in the local community.

A Using newspaper advertisements or "for sale" signs, locate and visit locally available houses, apartments, or condominiums and evaluate them and their neighborhood for one's own personal use.

A Visit a mobile home sales park and tour various mobile homes to determine types available.

I-A List the advantages and disadvantages of renting and of buying a home or apartment.

I-A List the advantages and disadvantages of single-family housing verses multiple-family housing.

A Visit a Parade of Homes, Home Show or Builders Show to see and evaluate new trends and ideas in home building.

I-A invite a local builder to explain what to look for in a home or apartment.

I-A Interview home owners and renters to discuss advantages and disadvantages of buying verses renting.

A Using a predetermined family situation, evaluate a specific home to determine how well the home meets the needs of that family.

A Invite a city or county zoning official to explain zoning ordinances.

A Identify a specific address and determine its zone by using zoning maps available through city or county offices.

I-A Obtain a city map and locate city and/or county landmarks on it.

A Identify common lot sizes found in the local community.

I-A Describe the most desirable neighborhood for one's personal use.

A Contrast case studies of neighborhoods and discuss how the individual homes and families affect the neighborhood.

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A Interview a community official about the long-range plans for the local community including schools, roads, shopping centers, industry, etc.

I-A Interview a realtor concerning types of housing currently available for rental in the local community.

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Unit III: Financing the Home

Behavioral Objectives:

The student will:
1. identify types and costs of home financing
2. Compare costs of various types of dwellings
3. identify costs of housing in addition to the rent or purchase price

Learning Experiences and Activities:

I Invite a loan officer from a local bank to explain home financing.

I Calculate the true cost of various homes by including interest costs in the purchase price.

I Determine the current interest rates of home loans.

I Identify all possible sources for money for home financing.

I-A Obtain loan contract agreements and examine them, discussing language and legal terms, agreements of contracting parties, legal requirements, etc.

I Determine the percentage of income generally spent on housing in the local community.

I Determine rate of average home mortgage payment in the local community.

I Determine rate of average home rentals in the local community.

A Contrast costs of rental and of home ownership (including insurance, taxes, etc.) in the local community.

I-A Invite home owners and home renters to discuss comparative costs.

A Make a chart listing interest rates and monthly payments for comparable new and used houses or condominiums with various down payments for 20-year, 30-year and 40-year

contracts using statistics of FHA (Federal Housing Authority) loans, G.I. loans, bank of savings and loan loans, and private lending agencies.

A Compute the costs of a local home including (a) total cost of house, (b) costs of loan or mortgage (c) down payment, including earnest money (d) closing costs (e) title fee (f) realtor fee.

A Determine yearly taxes, insurance costs, and utilities for an average home in the local community.

I-A Interview home owners to determine usual costs for upkeep and maintenance of the home.

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Unit IV: Floor Plans and Family Use

Behavioral Objectives:

The student will:
1. identify common blueprint and/or floor plan symbols and terms
2. evaluate floor plans for adequate and comfortable family life

Learning Activities and Experiences:

I Invite an architect or a contractor to explain what a blueprint is and how it is used.

I Make a dictionary of blueprint symbols and terms.

I Draw at least one room using the correct scale and all the necessary blueprint symbols.

I Collect a series of room or house plans which illustrate correct use of blueprint symbols.

I Make a list of activities of a family which take place in the home.

A For a specific family, plan a floor plan of a home which contains the necessary space for their regular activites.

I-A Compile a check list to evaluate housing or a house plan for adequate and convenient space for family activities.

A Identify minimum room dimensions as specified by the Federal Housing Authority.

I-A Make a file containing floor plans and home arrangements which are efficient and suitable to one's own personal needs.

A Locate or draw an inefficient or awkward floor plan and re-arrange it to become more efficient.

A Determine family needs and locate a floor plan or home design which provides adequate space for (a) receiving and entertaining visitors (b) family recreation and

hobbies (c) study and meditation (d) rest and sleep (e) food preparation (f) serving and eating meals (g) cleaning of dishes and utensils (h) laundering (i) cleaning and maintenance (j) bathing and dressing.

I-A Make a list of every type of item used by a family and determine the storage needs required to efficiently store these items.

A Role-play situations depicting the results of overcrowding in the home. Determine possible solutions to the situations.

B-I Discuss the importance of individual privacy and suggest ways family members can achieve it.

I Evaluate ones' present home and determine inexpensive ways more efficient use can be made of space available.

B-I Construct a simple space saver or organizer to use in the home.

i Arrange furniture in school lab or family home to depict efficient and effective placement.

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SECTION TWO: DECORATING AND FURNISHING THE HOME

Unit I: Art Principles and Interiors

Behavioral Objectives:

The students will:
1. identify the various art principles as they apply to interior decorating
2. experiment with and use the art principles in interior decorating

Learning Experiences and Activities

B-I-A Compile a file or collection of pictures or other illustrations which depict the basic art principles (proportion, balance, rhythm, emphasis and harmony).

B-I Bring to class one example of the following types of lines (a) vertical (b) horizontal (c) zig-zag (d) curved (e) diagonal and explain their effects.

B-I identify types of forms such as (a) rectangular (b) square (c) oval (d) triangular (e) round and discuss various combinations of forms and shapes.

B-I Illustrate the effects of texture in room decoration by using various fabrics and methods of surface treatment.

B-I Identify the primary, secondary, and intermediate colors and construct a simple color wheel using paint chips or water colors.

I Select one color and prepare 5 tints and 5 shades in progressive order of the value scale.

I Select one hue and its compliment and complete an intensity scale with progressive steps from complement to complement.

B-I Compile a collection of illustrations of the basic color schemes.

I	Observe a home or rooms to evaluate various color schemes.
I	Discuss factors which influence personal color choices.
I	Discuss psychological effects of color.
I	Analyze pictures of rooms depicting warm and cool colors and identify appropriate room exposures.
B-I	Identify one's own personal favorite color choices.
I-A	Design a room or a series of rooms which illustrate interesting and effective use of color.
I	Arrange furniture and decorating items to illustrate good and poor proportion.
I	Make a collection of illustrations depicting good and poor proportion in room design and arrangement.
B-I	Examine a series of illustrations of room designs and identify the center of interest in each.
I	Visit rooms or furniture displays and identify the centers of interest.
B-I	Prepare arrangements of formal and informal balance using any resources available within the home.
I	Make a collection of illustrations of types of balance in room decor.
I	Select real or pictorial examples of the following kinds of rhythm (a) repetition (b) gradation (c) transition (d) opposition (e) radiation.
I	Compare pictures or real examples of harmony in room decoration.
I-A	Interview an interior designer as to the use of the art principles in home decorating.
I-A	Visit a furniture store or decorating studio to observe and analyze the use of the art principles in home decoration.
A	Design a room or series of rooms which correctly and pleasingly use the art principles.

Unit II: Background Areas

Behavioral Objectives

The students will:
1. identify various ways of decorating walls, windows, ceilings and floors
2. compare cost, quality and maintenance of various treatments of walls, windows, ceilings and floors

Learning Experiences and Activities:

I Observe the treatment of floors, walls, and ceilings and floors and windows in different buildings and/or homes and describe them.

I Make a chart of materials used for floor coverings listing the construction, content, advantages and disadvantages.

I-A Visit a store and observe the types of wall coverings available including (a) paint (b) wall paper (c) fabric (d) paneling (e) tile.

A Interview homemakers as to ease of maintenance and their satisfaction with various wall coverings.

I-A Collect samples of various wall coverings.

A Read the instructions for application of various types of wall coverings and determine which is easiest and which would be most difficult.

B-I Observe various types of windows used in buildings in the local community.

I Identify the different parts of windows with their correct names.

I Observe draperies and curtains and identify (a) fabric used (b) construction techniques (c) hardware and fittings necessary.

I Select an appropriate window treatment (a) shades (b) blinds (c) drapes (d) curtains (e) shutters, etc.) for various window types and in various kinds of room decoration.

I-A Interview a homemaker as to cost, care and maintenance of various types of window treatments.

A Make a collection of illustrations of window treatments and identify how room arrangement and room use dictate style and type of window treatment.

I-A Measure one window and determine the amount of yardage required for a predetermined drapery style; then compare costs of ready-made, custom-made, and self-made draperies.

A Visit a professional drapery shop to observe fabrics and construction techniques.

A Construct a sample drape.

I Visit a store and observe samples of carpet, rugs, resilient flooring.

I-A Make a chart showing comparative (a) costs (b) wear (c) upkeep (d) construction and (e) performance of various types of floor coverings.

I-A Visit a model home or home for sale to observe types of wall, window and floor coverings.

A Discuss and illustrate how a room can change its character and appearance by varying uses of wall, floor and window treatments.

I Collect pictures showing various types of ceiling treatments.

A Discuss how ceiling treatment can affect space, light, heat, sound and the beauty of a room.

A Design a room or rooms using a harmonious combination of windows, wall, floor and ceiling treatments.

I Evaluate the effects of noise on family health and happiness.

- Visit school rooms such as cafeteria, music room, etc. and determine noise level.

- Examine accoustical materials and evaluate their effectiveness.

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Unit III: Furniture

Behavioral Objectives:

The students will:
1. identify various furniture styles
2. identify satisfactory construction of furniture
3. practice arranging and grouping of furniture for best family use

Learning Experiences and Activities:

I-A Identify illustrations of different furniture styles by identifying distinctive characteristics of each.

I Research and prepare a report of a favorite furniture style.

I-A Visit a furniture showroom and locate various furniture styles.

I-A Visit a museum and observe historical furniture styles.

I-A Obtain a reference book which explains and illustrates furniture styles.

A Visit model homes or local family homes to observe furniture styles and combinations used.

A Identify various woods used in furniture and their characteristics.

I Demonstrate proper care of wood and wood furniture.

I-A Refinish a piece of wood furniture in the school lab or home.

A Visit a furniture craftsman's shop to observe techniques of working with wood.

A Identify types of wood joinings and discuss characteristics.

A Observe upholstered furniture to determine parts of the furniture and construction techniques.

I Identify fabrics which are appropriate for upholstering furniture.

I	Differentiate between upholstery and slipcovers.
I	Determine care and maintenance of various upholstery fabrics.
I-A	Visit a professional upholstery shop and observe techniques used there.
I-A	Demonstrate simple upholstery techniques and identify tools and materials needed.
A	Construct a piece of upholstered furniture in the school lab or at home.
I-A	Experiment with furniture arrangements in school lab or home to facilitate traffic in and through rooms.
I-A	Experiment with furniture arrangement in rooms to facilitate privacy and room for family activities.
I-A	Draw room plans with furniture symbols which illustrate traffic patterns in the home.
I-A	Evaluate present room arrangements in school labs, homes, public buildings, as to convenience of furniture and furnishings arrangements.

Unit IV: Accessories

Behavioral Objectives:

The student will:
1. identify the advantages of proper use of home accessories
2. create attractive home accessories

Learning Experiences and Activities:

B-I Identify home accessories and categorize according to type and style.

I Visit a decorator studio and observe use of room accessories.

I Identify current fashions and fads in home accessories.

I Practice arranging accessories in a room to be consistent with art principles.

B-I-A Design and create a home accessory which is consistent with principles of design.

I-A Collect pictures and illustrations showing effective use of the following home accessories: (a) books, magazines (b) lamps (c) vases and other containers (d) flowers, fruit, leaves, etc. (e) candles (f) pictures, paintings (g) hangings, tapestries (h) bedspreads, pillows (i) statues, figurines (j) dishes, china, ashtrays (k) mirror (l) musical instruments.

I Examine home accessories and evaluate their use as functional or decorative.

Unit V: Lighting

Behavioral Objectives:

The students will:
1. identify various types of home lighting and their costs
2. describe the proper placement of lighting to increase comfort and efficiency

Learning Experiences and Activities:

I Identify types of lighting fixtures.

I-A Study literature provided by lighting authorities and determine lighting needs for typical rooms.

I Determine the location and kind of fixture needed to provide adequate lighting for a given room and/or a given task.

I-A Visit a lighting studio or store and observe types and styles of lighting fixtures and determine a price range.

I-A Invite a lighting expert to come to class and discuss, explain, and demonstrate types of lighting.

I Collect pictures or illustrations of types of lighting fixtures including (a) table lamps (b) standing lamps (c) overhead fixtures (d) hanging lamps.

A Role-play situations depicting the role that lighting plays in creating emotional atmosphere.

I Examine lamps of two prices and determine reasons for price differences.

A Trace development of home lighting through history of housing.

A Visit museums or historical homes to observe lighting techniques used in previous times.

A Design a room or rooms and include adequate and attractive lighting fixtures.

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Unit VI: Kitchens and Laundries

Behavioral Objectives:

The students will:

1. identify the types and arrangements of home kitchens and laundries
2. design a convenient and efficient kitchen and home laundry for the family
3. identify correct kitchen equipment of good quality

Learning Experiments and Activities:

A Visit a kitchen contractor's showroom and observe model kitchens shown there.

I Draw a simplified version of the basic kitchen designs.

I List the basic appliances and equipment required in a kitchen.

I List appliances and equipment which are desirable but not required in a kitchen.

I List the appliances and major equipment found in personal home kitchens.

A Design a kitchen for a specific family, showing its relationship to the other rooms of the house.

I Describe the functions of a kitchen to a family.

I-A Complete a specific food preparation task in home or school kitchen with an assistant counting steps traveled between work areas.

A Practice various arrangements of work centers and appliances to facilitate work and efficiency.

I-A Describe the four main work centers in a kitchen and list the major equipment and supplies required in each center.

I Draw scale models of various kitchen layouts and identify the "work triangle."

B-I-A Collect a file of pictures and ideas for kitchen layout and decoration.

I Describe the role of color and use of accessories in kitchen decoration.

I Visit an appliance store and study common kitchen appliances (range, cook top, oven, micro-wave oven, freezer, refrigerator, mixer, blender, toaster, can opener, electric knife, etc.) and evaluate appearance and range of style and price.

I-A Study use and care manuals for kitchen appliances and follow instructions.

A Interview an appliance salesman or repairman as to common problems of appliance care and maintenance.

I-A Study samples of floor covering materials commonly used in kitchens.

A Interview homemakers concerning the floor coverings in their kitchens as to durability, ease of upkeep, and comfort.

I-A Study samples of materials used in kitchen counter tops.

A Interview homemakers concerning the counter-top materials in their kitchen as to durability, ease of upkeep, and cost.

A Examine various kinds, sizes, and shapes of kitchen sinks and evaluate which type best suits personal needs.

A Design a kitchen which would be attractive and efficient and relate it to other rooms in the house.

A Visit model homes, rental units, and homes of friends and inspect the kitchens to evaluate their design, beauty, and efficiency.

I-A Study kitchens and cooking arrangements in historical homes or read description in books.

A List and illustrate with samples the various materials used to make kitchen equipment and tools.

I-A Use pans made of various materials and evaluate as to (a) ease in handling (b) heat conductivity (c) cleaning and maintenance required.

A Evaluate cookware's efficiency as related to shape and size of pans and lids.

B-I Identify names and uses of small equipment commonly found in a home kitchen or school lab.

A Complete a checklist of important features that are essential in kitchen appliances for an average family.

I Identify the major laundry appliances (washer, dryer).

A Use and evaluate various types of laundry appliances as to (a) ease of operation (b) cleaning power and drying efficiency (c) cost of purchase and operation.

A Design a laundry area which is efficient and attractive.

A Discuss various locations for a laundry area in a home with advantages and disadvantages of each location.

I-A Invite a representative of a power company to demonstrate laundry techniques and equipment.

A Collect ideas concerning work flow pattern and space needs for laundry jobs.

A Brainstorm ideas concerning other uses of laundry area besides washing and drying clothing (sewing, spot removal, ironing, etc.).

A Visit homes in the community and observe laundry areas.

A Document the relationship of the return of an investment in appliances with the frequency of use, efficiency of operation, use of special features, and appropriateness for the purpose intended.

A Discuss with an electrician wiring requirements for efficient and safe use of home appliances.

Unit VII: Landscaping and Gardening

Behavioral Objectives:

The student will:
1. identify attractive landscaping materials and devices
2. design and create attractive outdoor surroundings for the home

Learning Experiences and Activities:

I Identify the visual and physical effects of proper landscaping around a home.

I Interview a nursery owner as to which plant materials grow best in the local climate.

I-A Collect a file of information concerning plants and growing techniques.

I-A Correctly identify various locally grown plants.

A Interview a landscape architect as to techniques used to plan yards, patios and gardens.

I-A Make a tour of local yards and gardens to observe plants and designs for such areas.

A Determine costs of (a) designing and planting a new yard when done by professional landscape architect (b) designing and planting a new yard when done by home owner (c) care and upkeep of existing yard when done by home owner.

B-I Visit a local flower show.

I List necessary yard and garden care equipment, including costs.

A Determine costs of employing help such as yard care and compare with costs of buying and maintaining one's own equipment.

A Determine economic advantages of planting home vegetable gardens or home fruit trees.

B-I Practice planting and caring for a simple herb garden in pots in the school lab or at home.

A Plan a design for the outdoor portions of home site including (a) lawn (b) trees (c) gardens (d) storage (e) parking, driveway and garage, (f) play area (g) entertainment area (h) clothesline.

I Investigate proper care of cut flowers.

A Make a calendar of gardening tasks necessary during each month of the year.

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SECTION THREE: CARE AND MAINTENANCE OF THE HOME

Unit I: Equipment and Supplies

Behavioral Objectives:

The student will:
1. list equipment and supplies required for normal home maintenance
2. experiment with types and brands of home maintenance supplies and equipment to select the one most suitable for the family

Learning Experiences and Activities:

I Compile a list of essential home care appliances and equipment; add a list of desirable but not necessary equipment (vacuum cleaners, waxer, mops, brooms, wax applicators, etc.).

I Compile a list of essential home care supplies and add a list of desirable but not necessary supplies (waxes, polishes, glass cleaners, floor cleaners, carpet cleaners, sink cleaners, wood cleaners, oven cleaners, dust cloths, toilet bowl cleaners, etc.).

I Compile a list of essential laundry and fabric care supplies and add a list of desirable but not necessary supplies (detergent, bleach, water softeners and conditioners, static controllers, blueing, starch, sizing, etc.).

B-I Select various home cleaning supplies and study the instructions for use to determine suitability for use in the home.

A Construct a chart depicting costs of various cleaning supplies, taking into consideration the size of container and amount used for each application.

B-I-A Use, according to instructions found on the product, various home cleaning supplies (floor cleaner, carpet cleaner,

wood cleaner, all-purpose cleaner, sink cleaner, toilet bowl cleaner, wax, glass cleaner, furniture polish, fabric cleaner, etc.) and evaluate their performance.

I Collect advertisements for home cleaning and laundry supplies and compare advertised claims with actual results as determined in tests conducted in the school lab or at home.

A Interview a professional home cleaner as to methods, equipment, and supplies used; determine cost of the services.

B-I Describe safe and efficient storage of home cleaning and laundry supplies.

I Discuss hazards of misuse of cleaning and laundry supplies and establish safe practices.

I Visit a furniture shop or upholsterer and determine cleaning and maintenance requirements and practices for wood and upholstered furniture.

I Contact a professional carpet cleaner and determine methods, equipment and supplies used.

A Locate formulas for home made cleaning supplies, prepare them and compare their performance with commercial products.

A Use various models of home care equipment and compare their performance.

B-I Read and follow instructions for use and care of home cleaning equipment.

A Visit appliance stores and compare costs and features offered on various models of home care equipment.

A Compare costs of home cleaning supplies which are sold in stores with costs of those sold door-to-door and at home parties.

A Interview local homemakers as to their preferences of home care and laundry equipment and supplies.

Unit II: Housekeeping Tasks

Behavioral Objectives:

The students will:
1. identify tasks required for normal home maintenance
2. write a schedule for normal home maintenance
3. practice work simplification procedures to ease household tasks

Learning Experiences and Activities:

I Make a chart describing all the cleaning tasks necessary to clean and maintain each room in a typical home.

I-A Develop a cleaning schedule for an entire house on a (a) daily (b) weekly (c) monthly (d) semi-annual (e) annual basis.

A Role play situations depicting how a family can equitably divide cleaning and maintenance tasks.

I Describe how regular care and maintenance of rooms can eliminate major cleaning jobs.

B-I-A Visit and observe techniques of a local homemaker as she cleans and cares for her home.

A Choose a housekeeping task and analyze methods of doing it to be more efficient (using both hands, working from left to right, using proper equipment, etc.).

B-I Practice houskeeping tasks in the school lab and at home.

I Read a book or article describing work simplification procedures.

I Describe the relationship between adequate storage and efficient home care.

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SECTION ONE: FAMILY GOALS & DECISIONS

Unit I: Establishing Values and Setting Goals

Behavioral Objectives:

The student will:

1. identify own personal and family's values and goals
2. determine the role of values in the management of families' resources
3. establish a procedure for attaining personal & family goals

Learning Experiences and Activities

B-I Write an essay entitled "What I Want My Life to be Like in Five Years, Ten Years, Twenty Years."

I-A Divide one's life into categories such as (1) personal, (2) career, (3) social, (4) community, (5) family, and write three basic goals in order of importance.

I-A Identify the values of the family in a family conference or meeting.

A Report on at least one family goal and its plan for implementation.

I Define the differences between short-term and long-term goals.

I-A Choose three different definitions of goals; of values; and discuss them.

A Determine through discussion, values common to most families in the local community.

A Read selected fictional accounts of families to determine their values.

A List a typical family's resources and indicate how values influence their use of these resources.

A Determine goals and values which might be characterized as those common to American homes.

A Role play situations which depict conflicts in values and/or goals in families.

A Role play situations which depict conflicts in personal or family goals in interaction of society (school, work, social situations).

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Unit II: Decision Making

Behavioral Objectives:

The student will: 1. establish and use a reliable procedure for making personal and family decisions

Learning Experiences and Activities

B List three decisions made during a previous period (day, week, month, etc.).

B-I Relate (in discussions) the process through which one usually reaches decisions.

I In groups or individually, analyze a case study and reach a decision. Discuss the decision and why it was made.

I-A Play a decision-making game such as "Net Worth."

I-A Choose one particular personal decision and apply this decision-making technique.

A Role play situations which depict hasty or unwise decisions.

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Unit III: Environmental Influence on Use of Resources

Behavioral Objectives:

The student will: 1. establish the role of environment on a family's use of resources

Learning Experiences and Activities

I-A Trace the natural resources necessary to furnish and equip an average home.

B-I-A Make a list of ways to help conserve natural resources in homemaking activities.

I-A Invite a speaker from a conservationist group to discuss ecological housekeeping techniques.

A Review current legislation concerning conservation of natural resources.

A Interview three neighbors of differing ages and determine how environmental influences determine family life.

A Read an account of family life in the past century and identify environmental changes.

A Visit historical homes or museum exhibits and observe how family life was different then and determine how environment contributed to those differences.

A Role play situations which depict establishment of family housekeeping and recreational habits as influenced by environment.

I-A Write a representative of the Forest Service or National Park Service to discuss family recreation practices and their impact on the environment.

I-A Establish personal and family rules to follow when using outdoor recreation facilities which would preserve the environment.

SECTION TWO: THE FAMILY "USES" IT'S RESOURCES

Unit I: Budgeting - "Managing Money"

Behavioral Objectives:

The students will:
1. determine the effects of efficient planning for the use of money on a family
2. determine various methods of money record keeping and budgeting for self and family

Learning Experiences and Activities

I-A Examine sample copies of devices and materials designed to aid the family in keeping its financial records.

B-I Keep a record of all personal expenditures for a specified period of time.

I-A Study a detailed report of how certain families spend their money. (Single girl, single boy, newlywed, small family, large family, etc.).

I-A Role-play situations in which family members discuss allocation of family funds.

A Describe the effects that can result when a family has insufficient money.

A Read case studies and identify family attitudes toward money.

A Interview a specified number of people to determine general attitudes toward money in local community.

A Interview a marriage or family counselor to determine the role money plays in marital or family problems.

I-A Practice reconciling a family or personal checkbook.

A Review various techniques or methods of family financial record keeping (checkbooks, ledgers, receipt files, etc.) and analyze their effectiveness.

A Research reliable sources to determine percentages of income to be spent on various household items.

A Construct a questionnaire and administer it to a specified number of people to determine amounts generally spent on household and family items.

I-A Make a list of all personal needs and estimate costs.

A Trace a family's financial needs during the family life cycle.

A Interview members of families to determine their current financial requirements.

A Interview a tax accountant or IRS as to the importance of maintaining accurate expenditure records.

I-A Role-play situations depicting results of wise and unwise money management.

I-A Role-play situations depicting family differences in money management.

A Discuss how family attitudes towards money can cause marital conflict in newlyweds.

A Interview recently married couples to determine how they established their family spending practices and what techniques they use.

I-A Identify ways in which family members can contribute to the family income.

Unit II: Problems of Consumers

Behavioral Objectives:

The students will:
1. identify common problems of consumers
2. locate available sources of help for consumers
3. participate in activities helpful in solving consumer problems

Learning Experiences and Activities

B-I-A Relate one personal experience as a consumer in which there was dissatisfaction with goods or services received.

I-A Make a file of clippings, etc. describing common problems of consumers.

I Become familiar with current laws which protect consumers against fraud or unscrupulous business practices.

I-A Make a file of sales techniques which might cause problems for consumers.

B-I-A Listen to local radio and/or TV programs or segments which deal with consumer problems.

I-A Make a file of newspaper and/or magazine clippings which show consumer problems.

I-A Invite a local consumer advisor to speak about consumer problems.

I-A Subscribe to a national consumer magazine or report or newsletter.

I-A Subscribe to a local consumer service - newsletter, dialing service, etc.

I-A Identify agencies which attempt to protect consumers on the local, state, or national level.

A Select a random item and research the local market to identify the "best buy" using available consumer information.

A Interview a local merchant as to his methods of assisting the consumer.

Unit III: Credit

Behavioral Objectives:

The students will:
1. determine under what circumstances the use of credit is desirable
2. identify types of credit available
3. determine true costs of credit

Learning Experiences and Activities

I List the various forms of credit one's family uses.

I-A Research the local laws concerning credit buying.

I-A Collect advertisements for credit devices - analyze the appeals made.

A Describe a "cashless", "checkless" society.

A Compare cost of a specific item you get for cash and purchased with a bank credit card or store charge account.

A Figure interest costs for a specific group of purchases bought with a bank credit card.

A Discuss advantages of using bank or company credit cards over cash.

A Discuss advantages of using cash rather than credit cards.

A Keep a record of interest charges on all accounts for a specific period of time.

I-A Write an essay comparing use of credit in the present and 75 years ago.

I-A Role play situations concerning use of credit cards for impulse or unnecessary buying.

I-A Role play situations depicting over-buying using credit.

A Choose a specific houshold item (furniture, appliance, etc.) and compare offers from various stores in your community.

A Identify how one's personal or family credit rating is established and how widely this information is available.

A Research the current "Truth in Lending Law".

A List advantages of having a good credit rating.

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Unit IV: Family Financial Assistance

Behavioral Objectives:

The students will: 1. locate available sources of assistance for families with financial problems

Learning Experineces and Activities

I-A Using telephone yellow pages make a list of local assistance agencies for families in financial difficulty.

I-A Role play situations depicting families with financial difficulties.

I-A Invite a family counselor to speak about family financial problems.

A Visit the consumer credit counseling service and determine methods used to assist families in financial difficulty.

A Interview a representative of a finance company who advertises "consolidation loans" and determine the procedures involved and costs of such a loan.

A Contact a marriage or family counselor to determine the role of financial problems in marriage and family conflicts.

Unit V: Work Simplification

Behavioral Objectives:

The students will:
1. determine the schedule for procedures done regularly in a home
2. identify and use methods by which tasks can be simplified

Learning Experiences and Activities

B-I Make a list of daily activities necessary in housekeeping.

B-I Make a list of weekly housekeeping activities.

B-I Make a list of monthly housekeeping activities.

B-I Make a list of yearly or semi-yearly housekeeping tasks.

I Role play situations depicting division of family's housekeeping activities.

I Demonstrate use of both hands to simplify certain tasks.

I Make a list of housekeeping tools and supplies which assist in simplifying housekeeping.

I-A Diagram storage areas for various household items so required equipment and supplies are convenient to use.

B-I Construct a simple device to help organize storage areas (drawer divider, closet organizer, etc.).

I Analyze storage and work areas in the school labs and at home to determine efficiency of use of space.

A Design storage areas which are efficient and attractive.

I Demonstrate the correct methods of pushing, pulling, and lifting heavy objects.

B-I-A Plan a time schedule for doing household tasks:
a. preparing, serving and cleaning up after a meal.

b. cleaning a room, series of rooms, or whole house.
c. sewing an article of clothing or household accessories.
d. yard or garden work.
e. caring for an infant or young child.
f. laundry for a week.
g. entertainment of guests at a party.
h. participating in a hobby or creative activity.

I-A Explain, with diagrams, how furniture and household fixtures can be arranged to facilitate household efficiency.

A Keep a diary of homemaking activities for a specified period of time.

A Explain the concept of "dovetailing" tasks.

A Interview homemakers concerning their housekeeping schedule.

A Read case studies which depict good and poor management techniques and practices in the home.

A Invite a panel of homemakers who also work outside their homes to explain their schedules.

B-I-A Keep a diary of personal activities for a period of time and from it devise a workable time schedule.

ACCESSION NUMBER: VT100670

TITLE: WISCONSIN GUIDE TO LOCAL CURRICULUM IMPROVEMENT IN INDUSTRIAL EDUCATION, K-12.

DESCRIPTOR: *CURRICULUM GUIDES; *PROGRAM PLANNING; *INDUSTRIAL EDUCATION; SECONDARY GRADES; ELEMENTARY GRADES; CURRICULUM PLANNING; *CURRICULUM DEVELOPMENT

IDENTIFIER: *WISCONSIN

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 559

ABSTRACT: DEVELOPED PRIMARILY TO ASSIST WISCONSIN SCHOOL PERSONNEL IN PLANNING COMPREHENSIVE INDUSTRIAL EDUCATION PROGRAMS, THIS GUIDE PRESENTS CURRICULUM IDEAS AND MATERIALS WHICH MAY BE ADAPTED AND USED IN DEVELOPING INDIVIDUALIZED OR INTEGRATED PROGRAMS IN GRADES K-12. SPECIFIC CONTENTS OF THE GUIDE INCLUDE, IN ADDITION TO AN INTRODUCTORY OVERVIEW, INFORMATION ON THE TOPICS: (1) WHY INDUSTRIAL EDUCATION, (2) WHAT IS INDUSTRY, (3) OBJECTIVES AND CONTENT ORGANIZERS, (4) USING THE GUIDE FOR LOCAL CURRICULUM PLANNING, DEVELOPMENT, AND REVIEW, (5) EXAMPLES OF SUB-OBJECTIVES AND ACTIVITIES, AND (6) PROVISIONS FOR LEARNERS TO INTERACT, MAKE JUDGMENTS, AND DRAW PERSONAL CONCLUSIONS. SUPPLEMENTARY REFERENCES AND A BIBLIOGRAPHY ARE PROVIDED IN ORDER TO GIVE FURTHER DIRECTION AND GUIDANCE. (SN)

REPORT NUMBER: BULL-3541

INSTITUTION NAME: WISCONSIN STATE DEPT. OF PUBLIC INSTRUCTION, MADISON.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

VT 100670

THE WISCONSIN GUIDE TO LOCAL CURRICULUM IMPROVEMENT IN INDUSTRIAL EDUCATION, K-12

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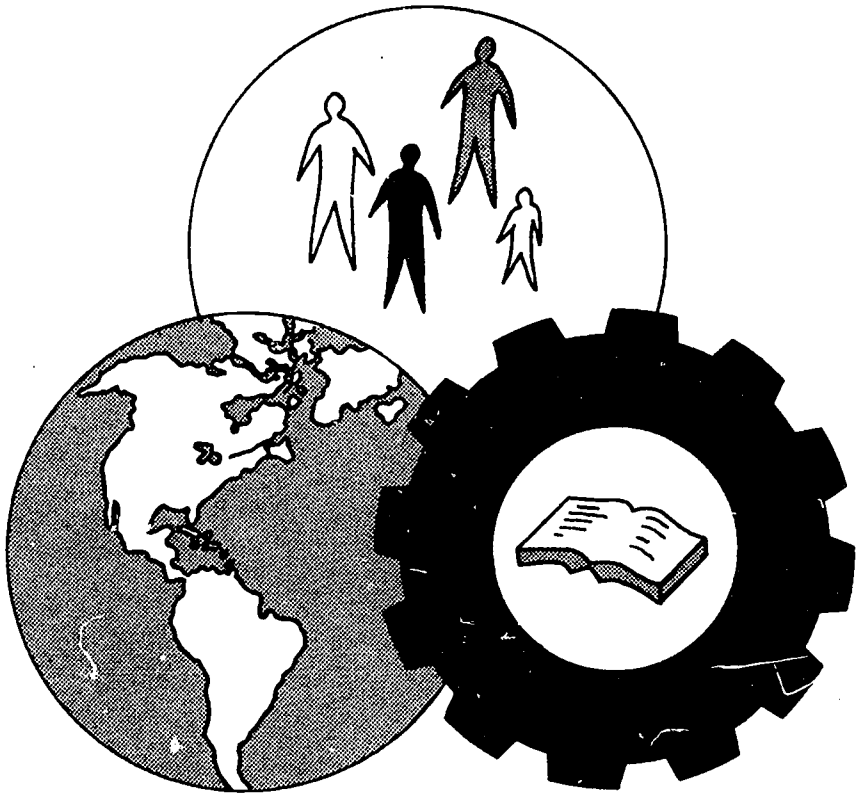

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Wisconsin Department of Public Instruction

Dr. Barbara Thompson / State Superintendent

VT 100 679

The Wisconsin Guide to Local Curriculum Improvement In Industrial Education, K-12

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Bulletin No. 3541

This Project Was Supported by Funds
Appropriated Under the
Vocational Education Act of 1963
Amended 1968—P.L. 90-576.
and the
National Defense Education Act
of 1958, Title III-A, as Amended—P.L. 85-864

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Preface

SCHOOL DISTRICTS throughout the State of Wisconsin are constantly striving to improve instructional programs. As a result, many schools have requested a resource to use in the development of local curricula. This publication, *The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12*, has been developed to assist school districts in planning appropriate programs. Other resources should be used as well.

This publication is based on the premise that a general knowledge of industry, as an institution in society, is essential to all students and that some will be interested in preparation for employment in industrial occupations. The identified body of content is appropriate for all students; however, methodology and emphasis need to be adjusted to accommodate individual student differences. This publication presents materials adaptable to all levels, kindergarten through grade twelve, for schools to use in developing comprehensive industrial education programs, establish individual courses, or plan instruction integrated with other academic areas.

Another major feature of this publication is that the source of content is industry, in all its facets. Acceptance of this idea suggests that industrial education, as a subject of study, must become more comprehensive than has commonly been the case.

It seems obvious that schools must continually examine society if they are to maintain effective programs. But in recent years, this need for examination has heightened; of special concern are:

(1) accelerating technogolical advance,

(2) increasingly evident social problems, and

(3) reappraisal of personal values.

Considerable research has been conducted within the field of industrial education during the past decade. The influence of such research is evident in this publication. Also evident are the contributions willingly made by a variety of agencies and especially by members of the curriculum committee charged with the responsibility of developing this guide.

Barbara Thompson

State Superintendent

Acknowledgments

THE DEPARTMENT of Public Instruction expresses its appreciation to the public schools, the university system, and industry for making it possible for staff members to participate in or offer suggestions on the production of this publication.

Special recognition is given to Chancellor Robert Swanson, University of Wisconsin - Stout, for editing this document.

Recognition is also given to Dr. James Bjornerud for providing the cover design.

The Guide would not have been possible without the contributions of the following individuals who gave freely of their time and efforts toward the goal of improving instruction in Wisconsin.

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Recognition is also given to all persons in the State Department of Public Instruction and the Wisconsin University System, industrial education teachers, undergraduate and graduate students, and industrial personnel who gave of their time and energy.

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Introduction for Teachers

FOR MANY YEARS, Wisconsin has offered quality industrial education programs to students enrolled in the public schools. Credit for this is due the teachers who have shown the desire to continually improve programs, keep their content current, and make instruction relevant.

It is with the aim of aiding teachers in these processes that this curriculum guide is presented. It attempts to provide meaningful direction and still leave opportunity for creative approaches in meeting the diverse needs of the school population in all grades, K through 12.

It seems obvious that schools must continually examine society if they are to maintain effective programs. But in recent years, this need for examination has heightened; of special concern are:

(1) accelerating technological advance,

(2) increasingly evident social problems, and

(3) reappraisal of personal values.

The decade of the 1960's saw a surge of experimental and innovative programs in education. There were many major projects in industrial education * and while no single program has been fully accepted by the profession as optimum, the combined weight of perhaps as many as thirty has had at least two effects:

(1) It has emphasized that industrial education is more than a study of the tools, materials, and processes of selected skilled trades and should encompass all the elements of industry.

(2) It has offered a variety of approaches and stimulated teachers to question which program or what parts of several programs will be appropriate for their students.

This curriculum guide is designed to reinforce and extend these effects.

A new wave of concern for career education in the elementary and secondary schools appeared in the late 1960's. Highlighted by statements from the U. S. Commissioner of Education, career education appears an important emphasis of the 1970's. This curriculum guide provides for this emphasis too, because industrial education is an extremely important means of aiding students in occupational awareness and preparation.

It will be noted that this bulletin deals with **Industrial Education.** Historically, the field has had two components: **Industrial Arts** (for general education purposes) and **Trade and Industrial Education** (for vocational purposes). In a few schools, the two have been divorced. While each has a specific emphasis, many more similarities than differences exist; and if students are to be adequately served, it is essential to draw into harmony all aspects of the field. Industrial education is more than a generic term which includes industrial arts and trade and industrial education.

The teaching-learning process involves several interrelated phases: (1) establishing what to teach, (2) designing and implementing strategies for students to experience content, and (3) evaluating the effectiveness of the results. This Guide focuses on the first phase—the selection of content. Five major objectives for industrial education are proposed. To give the objectives substance, content organizers are identified to structure detail.

The Guide is intended for use by teachers concerned with the study of industry at any grade level, kindergarten through twelve. This includes elementary teachers interested in developing units to be integrated into existing instruction as well as middle school, junior high, and senior high teachers whose total assignment is in this subject area. The Guide is only a framework for developing curricula. Individual teachers and departments may obtain additional assistance in curriculum improvement from the Wisconsin Department of Public Instruction, the Wisconsin teacher education institutions and state and regional professional organizations.

It is obvious that if this publication serves even a part of its purpose, change will be the result. Change for its own sake is not the goal, but without it there can be no improvement. Improvement is the goal; change is the process through which it is reached. This Guide is meant to be of aid in making evolutionary changes in existing operations.

There is no question that teachers will have to invest a considerable amount of time in drawing from this Guide for local use. An alternative was to prepare a prescriptive and detailed document; the committee rejected this approach as ineffective and undesirable.

As teachers contemplate change, they come to the conclusion that changes in program often entail increased costs, at least initially. It is the premise here that support, financial and otherwise, is most likely to be forthcoming for well-conceived programs which are carefully explained and can be shown to have promise of meeting student's needs.

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* Note: A concise review of innovative programs is available in *Innovative Programs in Industrial Education* by Cochran. (See supplementary references)

Why Industrial Education?

(A Rationale)

TO BE CONTRIBUTING members in their society, individuals must have knowledge and understanding of the world in which they live. In an ever more complex environment, such understanding becomes increasingly difficult. One of the major purposes of our educational system is to assemble, preserve, and transmit knowledge in such fashion as to transmit our culture with emphasis on the worth of each individual within that culture.

If we can't teach every student . . . something we don't know in some form, we haven't a hope of educating the next generation because what they are going to need is what we don't know. What we now have to teach them is to get ready to learn things that nobody knows yet. (Micheels)

The imagination, ingenuity and brainpower required for technical creativity is no less than, and perhaps no different from those required for philosophical activity. (Kranzberg)

A successful education system will promote intelligent decisions based on knowledge, positive attitudes, critical thinking, problem solving procedures, and creativity. It should also serve to develop in each individual a desire to live and act in harmony with the best qualities and ideals of his society.

It is fine to interpret industry to the student, but what is really needed is to interpret society from a technological standpoint and most of all understand how technology affects man . . .

One reason for many of our societal problems is that man does not fully realize the implication of his acts associated with industry and its technology . . . (Lauda)

To achieve these goals requires that education deal with those forces which have great influence and control over human pursuit.

Industry is one of the institutions developed by man to aid in solving his problems and meeting his material needs. Its influence on man, his environment, his modes of living, and even his values is pervasive and often subtle. It is likely that few fully realize the impact of industry on human beings—impacts both positive and negative.

Industry affects the lives of people by providing goods and services and affording individuals means of earning their livings. In this process of coordinating technology and human effort to provide for man's needs, problems result. The extent of industry's efforts and success in dealing with such problems has long-term effects which all must consider.

America's standard of living is considered high. Our homes, transportation systems, shopping centers, recreation facilities, and other aspects of the material culture of America are provided at least in part through industry. Industrial development has made our country a comfortable place in which to live. Certainly a major force in this development has been the profit motive; it is important for society that profits are related to providing better service to human beings.

However, it would be unwise to underestimate the influence of traditional attitudes in holding back the acceptance of new techniques and knowledges, and we shall find many examples of this in the underdeveloped countries which are not change oriented. In the end, societies that do not adjust themselves to new developments are, like the dinosaur, doomed to extinction, although this does not mean that every society should adjust in exactly the same way. (Brown)

Industry is such a potent force in contemporary society that it is important for all citizens to understand it. Thus, it seems essential to provide for its study. Industrial education is the major field of study through which this understanding becomes available.

What Is Industry?

Industry is an institution within society that develops and uses technology in conjunction with human and natural resources to develop, produce, distribute, and service something of value.

Social scientists have described our society as one in which industry has emerged as the decisive, the representative, and the constitutive institution—a society, therefore, in which industry stands out as the dominant social institution. For, unlike other social institutions, industry permeates our culture as a whole.
(Luetkemeyer)

Most industries in our society exist for profit motives. The profit motive system affects the economic condition and the standard of living within our society.

Industry includes many elements identified in this Guide. The extent to which man causes these to function and interact greatly determines the extent of industrialization of a community, state, or nation.

What is Industrial Education?

Industrial education is that segment of education which draws its body of content from industry. It provides for a comprehensive understanding of this societal institution as well as the development of competencies related to various elements of industry.

A comprehensive program of industrial education will involve study of the total institution of industry. Properly conceived, such a program will deal with all the elements which make up industry and the ways in which they interact. Consideration of the impacts of industry on man and society will be important. Industrial education also provides students the opportunity to develop competencies for entry into the world of work.

Objectives and Content Components

Objectives are the obligations a field of study assumes and constitute promises to students and the public of what will be studied and for what purpose. With the competition for students' time and public funds, it is important that the objectives are clearly understood by students, teachers, and the public. Industrial education in Wisconsin offers opportunities summarized by the following statements.

Objectives

To provide students the opportunity:

TO work with elements of industry to gain understanding of how they function in producing goods and services.

TO understand the interdependence of society and industry.

TO explore the context in which industry has developed and continues to develop.

TO explore occupational areas as a basis for selecting a career and understanding the pursuits of others.

TO prepare for entry into appropriate industrially related occupations and develop a base for further occupational education.

Content Organizers

Objectives broadly identify the responsibilities of industrial education in Wisconsin. If they are to become operational, it is necessary for teachers and curriculum workers to select content and design learning experiences in keeping with them. To provide a basis for the selection of content and to add meaning to the statements, a series of elements derived from an analysis of industry has been structured under each objective. To establish a content base which permeates the five objectives, industry is presented as eleven elements in three categories. The elements are those parts fundamental to the existence of industry which, when properly coordinated, result in a functioning unit. These elements are categorized as system elements, resource elements, and coordinating elements.

System Elements — organizational plans which when coordinated produce results. Systems are activated by the personnel within them (this does not preclude the activation of machine systems by personnel).

Resource Elements — human and natural means of supplying wants or minimizing deficiencies—stock or supply upon which one can draw when necessary. The means collected or possessed by industry in order to allow its systems to operate, produce, distribute and service something of value.

Coordinating Elements — those elements required which exist within each system for the purpose of bringing resources together so that the systems may operate to produce.

Content organizers are identified with each objective to provide specific focus. These organizers, along with the elements of industry, provide a basis for establishing finer detail. On the matrix for each objective the elements of industry appear on the vertical axis while content organizers appear on the horizontal axis. The following paragraphs introduce the content organization for each objective.

Objective

To provide students the opportunity to work with elements of industry to gain an understanding of how they function in providing goods and services.

The structured body of content to make this objective operational is the elements of industry. Eleven interrelated elements have been identified, categorized and presented as a basis for organizing finer detail. The elements are categorized into (1) system elements, (2) resource elements, and (3) coordinating elements. These elements interact with content organizers to provide detail. The organizers are: plan, execute, evaluate; sources, kinds, characteristics; and systems and resources. Systems and resources appear here as content organizers and they also serve as categories for elements of industry. The explanation for this is that these two categories of elements must be influenced by management and communications thus appearing as content organizers.

To provide students the opportunity to work with elements of industry to gain an understanding of how they function in providing goods and services.

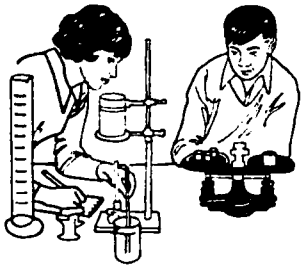

System Elements	Plan
Research and Development - investigation and experimentation conducted for the purpose of arriving at a solution to an identifiable need	*establishing a systematic plan to accomplish an end *identifying societal wants for goods and services *solving problems of industry, technology and society
Production - the methods and processes used in the output of goods and services	*developing systems for producing goods and services considering the elements of industry
Marketing and Distribution - flow of goods and services from producers to consumers	*establishing marketing procedures *developing systems to transport goods and services
Maintenance and Services - servicing property, equipment and people	*identify and predict maintenance and service problems *designing maintenance prevention plans *developing corrective plans

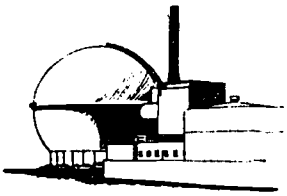

Resource Elements	Sources
Finance - acquisition and utilization of financial resources in industry	*determining sources of financial resources such as individuals, groups, institutions and governments
Manpower - human resources essential to industry	*identifying sources of manpower such as employment agencies, apprenticeship programs and school programs at many levels of preparation
Materials - substances from which products are produced	*identifying sources of materials that are extracted, grown, and manufactured
Power and Energy - the fundamental ingredient in all mechanization and technological development which may be transformed into work	*identifying sources of energy that are in continuous supply, supplies are exhaustible and those supplies which are replenishable through judicious utilization
Property - holdings or possesions of an enterprise upon which value can be placed	*determining sources of property such as purchased, inherited and granted

Coordinating Elements	Systems
Management - operational activities which provide for the leadership of an enterprise	*planning, making decision, determining policies and standards, delegating authority and responsibility, organizing and evaluating
Communications - interaction resulting in the exchange of ideas and information	*coordinating communications of man to man, man to machine, machine to man, and machine to machine

Execute	Evaluate
*designing goods and services *developing plans by experimentation, models and surveys	*choosing solutions for implementation and developing evaluative criteria to determine if goods and services satisfied societal desires
*implementing plans by obtaining resources, developing personnel, and performing operations	*evaluating the efficiency of the system of producing goods and services
*conducting marketing procedures *implementing systems of transportation	*verifying if the research and subsequent plans were effective and if viable alternatives were considered *determining if goods and services were readily made available
*conducting preventive maintenance plan *conducting maintenance by diagnosing, replacing parts, repairing, and adjusting	*determining if in plant and on site maintenance were effective *evaluating effectiveness of product maintenance plans and product reliability

Kinds	Characteristics
*selling stock and acquiring loans, subsidaries and grants	*considering economics of acquiring various kinds of financial resources
*identifying human resources as unskilled, semi-skilled, skilled, highly skilled	*considering human resources in light of life style expectations, duration of employment, commitment to the job, extent of responsibility
*selecting appropriate materials such as ceramic, plastic, petroleum, wood, metal, textile, paper, rubber, cement and foods	*selecting materials on criterion bases of composition, processability, availability, cost, aesthetics and function
*selecting appropriate kinds of energy such as heat, chemical, mechanical and atomic	*identifying energy on criterion bases of controlability, storability, transferability, applicability, availability, and environmental effects
*acquiring property of various kinds such as land, buildings, equipment, copyrights, franchises, patents, rights, & capitol.	*considering real and intangible forms of property

Resources
*coordinating resources and making resources available
*coordinating and transmitting information about resources through the systems elements

Objective

To provide students the opportunity to understand the interdependence of society and industry.

The structured body of content of this objective identifies the areas where society and industry interact and have reciprocal effects. Here, the dynamics are such that it is not possible to categorize social situations to correspond with any single element of industry. Society has many elements as does industry. The role of industrial education is not to analyze society, but to provide for a study of industry as an institution of society. Industry, therefore, must be studied as it corresponds to dynamic societal situations.

To provide students the opportunity to understand the interdependence of society and industry.

System Elements	Dynamic Societal Situations
Desearch and Development — Investigation and experimentation conducted for the purpose of arriving at a solution to an identifiable need	*Supply and demand* — industrial production is determined by societal demands for goods and services.
Production — the methods and processes used in the output of goods and services	*Industrial assets* — industries provide assets to the communities in which they are located; communities become dependent upon these assets from industry.
Marketing and Distribution — flow of goods and services from producers to consumers	*Location of industry* — industries are attracted to and are dependent upon areas in which there are human resources; people are attracted to areas in which industry exists.
Maintenance and Services — servicing property, equipment and people	*Human resources* — industry depends upon human resources to accomplish its goals and man depends on industry to fulfill his needs.
Resource Elements	*Financial dependencies* — man as a member of society is dependent upon industry for his financial support; industry is dependent upon society for its financial support.
Finance — acquisition and utilization of financial resources in industry	*Environment and industry* — industry operates to meet the needs of man and creates an environmental imbalance that is subject to limitations imposed by society.
Manpower — human resources essential to industry	*Profit factor* — the satisfaction of industry's motivation is partially dependent both upon man as a resource and as a consumer.
Materials — substances from which products are produced	
Power and Energy — the fundamental ingredient in all mechanization and technological development which may be transformed into work	
Property — holdings or possessions of an enterprise upon which value can be placed	
Coordinating Elements	
Management — operational activities which provide for the leadership of an enterprise	
Communications — interaction resulting in the exchange of ideas and information	

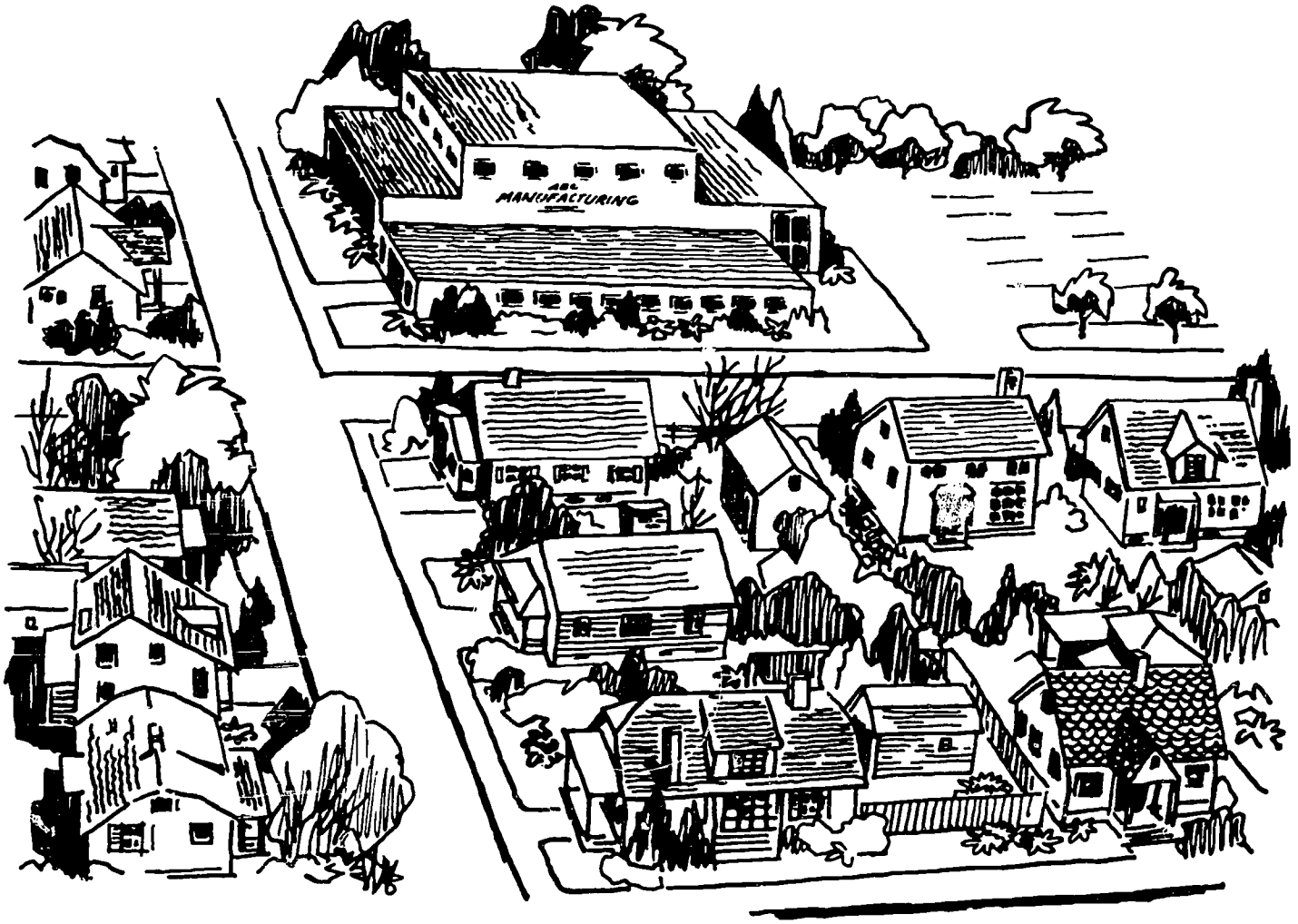

Objective

To provide students the opportunity to explore the context in which industry has developed and continues to develop.

This body of content traces the development of industry historically, indicating how it has arrived to its present state of development. Projections for the future are important considerations also. Here the elements of industry interact with content organizers of past, present, and future to provide detail.

. . . training in skills is no longer an end in itself but simply a means to understand the materials, operations, and nature of our industrial society. (Kranzberg)

An eminent British physicist and engineer, Professor Dennis Gabor, has said that modern man faces three great dangers: destruction by nuclear war, over-population, and the approach of the age of leisure and suggests that these are all aspects of a single danger: our inability to adjust to our own technology. The philosopher Hegel said many years ago: Man, insofar as he acts to change nature, acts to change himself. (Brown)

To provide students the opportunity to explore the context in which industry has developed and continues to develop.

System Elements	Past
Research and Development - investigation and experimentation conducted for the purpose of arriving at a solution to an identifiable need	*discovering by accident; by trial and error, from a small research base, by individuals, with limited technological capability
Production - the methods and processes used in the output of goods and services	*satisfying only the needs of an individual and his family
Marketing and Distribution - flow of goods and services from producers to consumers	*exchanging goods and services within a local market with limited transportation capability
Maintenance and Services - servicing property, equipment and people	*maintaining by the owner
Resource Elements	**Past**
Finance - acquisition and utilization of financial resources in industry	*financing by proprietorships, limited partnerships and small loans
Manpower - human resources essential to industry	*diversified skills of craftsmen with limited formal preparation
Materials - substances from which products are produced	*plentiful supplies of a limited number of natural materials not used to full potential
Power and Energy - the fundamental ingredient in all mechanization and technological development which may be transformed into work	*limited kinds of energy with vast potential but insufficient technology
Property - holdings or possessions of an enterprise upon which value can be placed	*small holdings with limited investment and simple transactions
Coordinating Elements	**Past**
Management - operational activities which provide for the leadership of an enterprise	*managed primarily by owner
Communications - interaction resulting in the exchange of ideas and information	*limited to audible words, handwritten messages and graphic illustrations

Present	Future
*discovering by coordinated research efforts, experimentation, with an extensive research base, and sophisticated technological capability	*expanding research base, instant information retrieval, highly specialized personnel and extensive technological capability
*standardizing parts and mass producing with automation and cybernation	*personalizing products, indivdual expression and modular components
*improving modes of transportation, processing, packaging and advertising	*increasing emphasis on product distribution and allied services
*maintaining products and production equipment by dealer maintenance, manufacturers warranties and service industries	*increasing demand for services *replacing modules and recycling of products

Present	Future
*financing by corporate stock sales and government subsidies	*computer assisted credit card transactions
*skilled human resources with specialized competencies trained in many formal programs	*highly specialized, educated individuals
*newly discovered kinds of natural and synthetic materials being used more nearly to potential	*increasing use of synthetics, new material sources discovered, new processes developed, depleting some supplies, replenishing other supplies and expanding reclaimation
*emerging kinds of energy to satisfy a high demand *depleting some existing sources of energy	*harnessing new sources efficiently to meet expanding demands
*corporate ownerships, large investments and complex transactions	*corporate ownerships, large investment, complex technologies and legislated controls

Present	Future
*skilled managers employed to manage large corporations *owners manage proprietorships and limited partnerships	*expanding responsibilities, international implications, governmental participation and a vast information base
*vast capabilities via electronics and graphic innovations	*linking continents and planets via satellites, computers and lasers

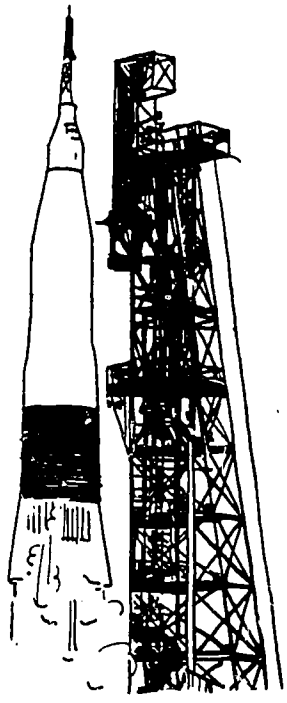

Objective

To provide students the opportunity to explore industrial occupational areas as a basis for selecting a career and understanding the pursuits of others.

A large segment of our population is employed by industry in a wide variety of industrially related occupations. Industrial education, therefore, should provide students with information which will serve as a basis for: selecting a career, developing humanistic skills and understanding the pursuits of others.

During the career selection process, students should be made aware of the elements of industry, job opportunities, the basic requirements of an

To provide students the opportunity to explore industrial occupational areas as a basis for selecting a career and understanding the pursuits of others.

System Elements	Self-Awareness Here I am—I Can do things:
Research and Development - investigation and experimentation conducted for the purpose of arriving at the solution to an identifiable need	*defining problems, collecting information, analyzing data, and proposing and evaluating solutions
Production - the methods and processes used in the output of goods and services	*planning and controlling process; cutting, shaping and forming materials; and fabricating components
Marketing and Distribution - flow of goods and services from producers to consumers	*advertising, selling, transporting and servicing products
Maintenance and Services - servicing property, equipment and people	*diagnosing and correcting problems and testing solutions
Resource Elements	
Finance - acquisition and utilization of financial resources in industry	
Manpower - human resources essential to industry	
Materials - substances from which products are produced	
Power and Energy - the fundamental ingredient in all mechanization and technological development which may be transformed into work	
Property - holdings or possessions of an enterprise upon which value can be placed	
Coordinating Elements	**Self-Awareness**
Management - operational activities which provide for the leadership of an enterprise	*thinking objectively, organizing activities, making decisions and evaluating
Communications - interaction resulting in the exchange of ideas and information	*initiating and receiving communications

occupation and how these compare with the students' capacities, talents and interests.

The body of content from which teachers draw to make this objective operational is the occupations of industry, structured around the elements of industry and content organizers of self-awareness, career awareness and career exploration.

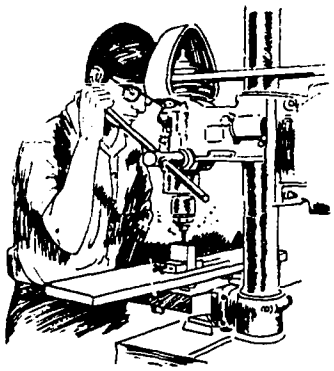

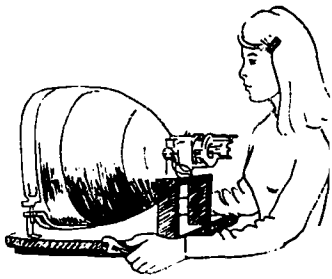

Career Awareness There are jobs to be done:	Career Exploration I would like to assess my interests by:
*associated with research and development in industry	*experiencing some activities of people that work in research and development
*producing goods and services, in factories and on sites	*experiencing some activities of people that work in producing various kinds of goods and services
*distributing goods and services to people	*experiencing some activities of people that distribute goods and services
*maintaining and servicing products for consumers and equipment for production	*experiencing some activities of people that maintain production equipment and consumer products

Resource Elements are static and are operationalized by System and Coordinating Elements. Therefore, career opportunities exist only in the System and Coordinating Elements.

Career Awareness	Career Exploration
*involving decision making, organizing, leading and evaluating	*experiencing some activities of people who make decisions, lead, organize and evaluate
*associated with internal and external communications	*experiencing some activities of people who communicate within industry and between industry and other publics

Objective

To provide students the opportunity to prepare specifically for entry into appropriate industrially related occupations and develop a base for further occupational education.

The content presented to students to accomplish this objective is drawn from task analyses of industrially related occupations. The analyses will reveal the basic skills, experiences, and knowledge of which advanced education for occupational entry is based.

Analysis of the competencies required will reveal those common to all or large numbers of occupations of job clusters and may involve basic attitudes, manipulative skills, as well as common abilities to read, write, communicate, and work with others.

The matrix that follows indentifies research and development, production, marketing and distribution, and maintenance and service as the systems of industry. Also identified as coordinating elements, are management and communications. Many clusters of occupational opportunities lie within these categories. To establish appropriate content, it is necessary to analyze each category and reduce each to clusters of occupations for study. Teachable content for a cluster of occupations may be obtained by stating job tasks as perceived by the curriculum developer, employees in the occupation and employers. To add balance to this process, technical competencies and human relationships are used as content organizers.

To provide students the opportunity to prepare specifically for entry into appropriate industrially related occupations and develop a base for further occupational education.

System Elements
Research and Development - investigation and experimentation conducted for the purpose of arriving at the solution to an identifiable need.
Production - the methods and processes used in the output of goods and services.
Marketing and Distribution - flow of goods and services from producers to consumers.
Maintenance and Services - servicing property, equipment and people.
Resource Elements
Finance - acquisition and utilization of financial resources in industry.
Manpower - human resources essential to industry
Materials - substances from which products are produced.
Power and Energy - the fundamental ingredient in all mechanization and technological development which may be transformed into work.
Property - holdings or possessions of an enterprise upon which value can be placed.
Coordinating Elements
Management - operational activities which provide for the leadership of an enterprise.
Communications - interaction resulting in the exchange of ideas and information.

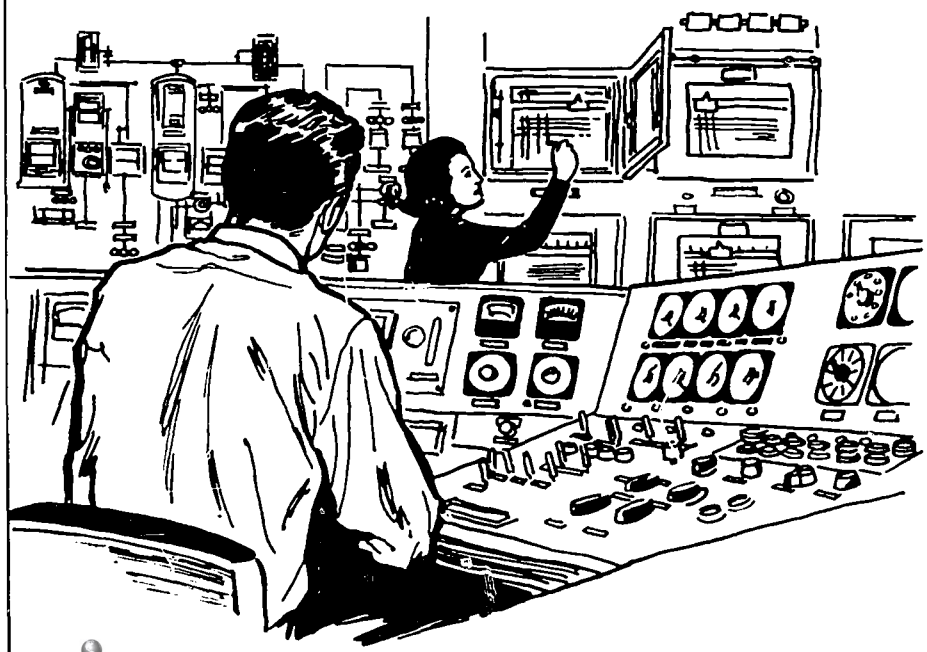

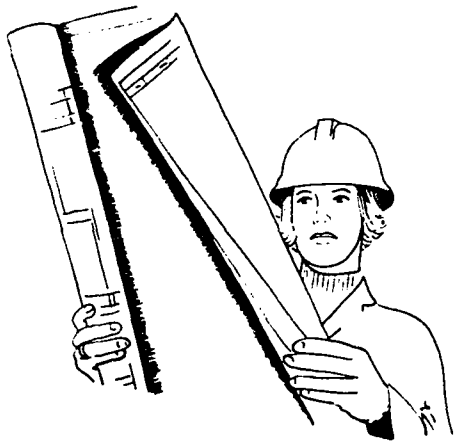

Technical Competencies	Human Relationships
*analytical thinking, technical understanding, and research knowledge: defining, collecting, analyzing, proposing and evaluating	*relate to individuals and groups at various levels within the industry and with the general public
*safe operating practices and quality craftsmanship	
*advertising, selling, servicing, transporting and product understanding	
*analytical thinking for diagnosing, technical skills for correcting, and evaluative understanding for testing	*relate to supervisory personnel and peers
Resource Elements are static and are operationalized by System and Coordinating Elements. Therefore, career opportunities exist only in the System and Coordinating Elements and are organized within these two categories.	*relate to management and labor
Technical Competencies	
*leading, organizing, decision making, communicating, information gathering, enlisting support of others, and utilizing resources effectively	*relate to consumers, transporters, service personnel
*man to man, man to machine, machine to man and machine to machine.	

Using the Guide for Local Curriculum Planning, Development, and Review

This Guide is intended for use in situations where a new industrial education curriculum is being developed, an existing program is being examined with a view to revision, or where an individual teacher wishes to examine what he is doing in his part of the program.

For any of these situations it will be well to look at the total process of developing an industrial education curriculum, K-12. Three levels of coordinated planning and decision making are essential. These levels are presented here and are diagramed below.

(1) **Establishing the basis for industrial education in the school system, K-12.**

(2) **Outlining the total curriculum, usually in terms of groups of experiences integrated with other learning activities in the lower grades and specific courses and groups of courses at the upper levels.**

(3) **Preparing teaching plans for the specific experiences and courses which will make up the total program.**

Curriculum Planning, Development and Review Model

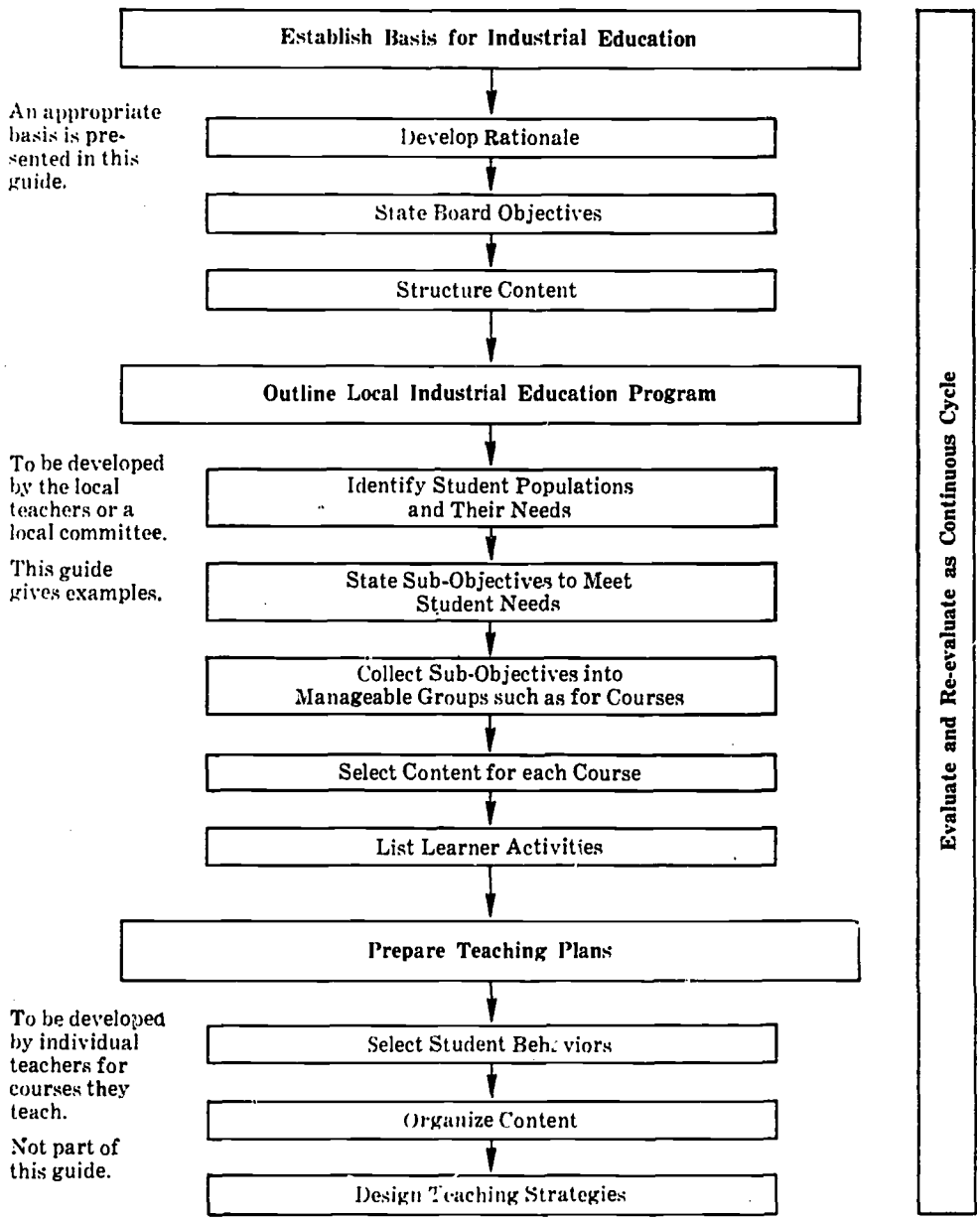

(1) **Establishing and reviewing the basis for industrial education in the school system, K-12.**

The first sections of this Guide are addressed to the three essential factors which set the basis for a total program of industrial education. They are:

(a) A rationale for studying industrial education, including definitions of industry and industrial education.

(b) Five broad objectives for the field, consistent with and leading from the rationale.

(c) A structure for organizing the content from which to draw in developing the curriculum and individual courses and learning experiences.

This bulletin presents a particular rationale, objectives, and a content structure. Teachers and curriculum planners who study and accept them have an established base for curriculum and course planning. School systems which find them inappropriate or inadequate must develop their own to provide essential points of reference.

(2) **Outlining a total curriculum for industrial education, K-12.**

Once the basis for the study of industrial education is established and accepted, it is necessary to identify the components of the curriculum to provide an integrated and articulated set of experiences. Five phases are involved.

(a) Identify the student populations to be served, develop a rationale for serving them, and determine their needs as a basis for formulating sub-objectives for the courses or groups of experiences which will comprise the curriculum.

(b) State sub-objectives which meet student and community needs and which reflect the broad field objectives with sufficient statements to set direction for content selection.

(c) Collect the sub-objectives into various manageable groups to serve as guidelines for courses or groups of experiences appropriate to the student populations to be served.

(d) Select content for each course reflecting each sub-objective and the field objective (s).

(e) List learner activities which will make the course content operational.

Following is an explanation of the five phases of outlining a total curriculum for industrial education, K-12.

(a) Identify the student population to be served and develop a rationale for them as a basis for determining the courses or groups of experiences which will comprise the curriculum.

The initial step in deciding on the courses or groups of experiences which will make up the total curriculum for industrial education is to identify, in terms of their needs, the various sub-populations which make up the school population, K-12.

As pointed out in the rationale presented in this Guide, there are needs common to the entire population; these may be called general education needs. In such cases, sub-populations are defined in terms of age, maturity, and experience levels. The school is already organized on this kind of leveling through the grade system, kindergarten to grade twelve. Grades are commonly grouped as elementary, middle-junior high, and senior high school. The courses designed for all will differ in terms of the complexity of understanding and activity possible at each grade level.

For example, the rationale in this Guide proposes that all citizens need to understand how the elements of industry function to provide goods and services. At the elementary level, the experiences may simply attempt to get students to understand that production of a product requires labor, materials, and processing equipment. At a high school level, the student may be capable of seeing a more complex relationship among the elements—for example, capital spent for extensive machinery and a greater amount of advertising may increase volume and result in a lower per unit cost for labor required to build a product.

There are other sub-populations to be served with courses on the basis of individual needs and characteristics such as:

(1) occupational goals
(2) interests that have developed in certain kinds of activities
(3) special abilities identified

In each school system, there are sub-populations of students who plan to go to work immediately upon graduation from high school. The courses identified for these students in Wisconsin high schools are the "capstone" courses, aimed at the development of job-entry skills. In certain career areas where advanced education beyond high school is required for job entry, the capstone course may provide the basis for further job preparation before entry.

Other sub-populations of students may have developed an interest in an industrial area, electronics for example, with no particular thought of this as a career. Such groups may be served by advanced courses aimed at extending interest based on refined knowledge and skill.

Sub-populations of students identified to have mechanical and artistic abilities may be served by courses in planning and product design. The course may or may not have a vocational emphasis.

Courses and experiences should be developed in terms of sub-populations to be served. For various reasons, it will not be possible to serve all of the identified sub-populations and priorities will have to be set in terms of the school's rationale and objectives for industrial education.

(b) State sub-objectives which meet student and community needs and which reflect the broad field objectives with sufficient statements to set direction for content selection.

Broad program objectives set the stage and give overall direction to a field of study but they must be further refined and detailed if they are to be of value in designing specific courses and selecting teaching materials and methods.

The process of detailing objectives and making them appropriate to specific sub-populations is one of examining each broad objective in terms of the identified need and maturity level of the sub-population. Knowledge of the characteristics of pupils of various age levels is thus very important for proper specification of objectives. Certain of the broad objectives for the field will not be applicable for particular sub-populations. As an example, the field objective having to do with preparation for occupational entry would not be appropriate to elementary or junior high school level students. On the other hand, for this same objective (preparation for occupational entry) especially at the "capstone" level, community needs in terms of the geographical placement area would be another most important consideration.

Keeping in mind the student population needs and (where appropriate) the community needs, the content as presented under the field objectives will be most helpful in suggesting sub-objectives.

(c) Collect the sub-objectives into various manageable groups such as those for the courses or groups of experiences appropriate to the student populations to be served.

Collect and organize the sub-objectives into various manageable and intra-related groupings, so that they can serve as guidelines for development of, or revision to, the courses intended to contribute to meeting the needs of the school population to be served.

The nature and extent of each of the groupings of sub-objectives should assist in determining the approximate amounts of time (emphasis) to devote to each of the several courses suggested to be developed or revised. Upon careful consideration, some groupings will likely suggest the establishment of units or courses of one-half school year, or less, in length. A few groupings will be so extensive as to reveal necessity for two-year, or perhaps three-year, course sequences within given content areas.

(d) Select content for each course reflecting each sub-objective and the field objective(s).

Sub-objectives already identified have established content within certain limitations. By referring to the content organizers and subsequent detail, the selection of content can be made. The selection is in terms of the student population already identified, the qualifications of the faculty who will teach this population, the facilities and time blocks within which the instruction is to occur and in terms of the parents, school board members and administrator whose influence may also be felt in decisions with respect to what shall be taught.

As an example, the field objective concerned with understanding the elements of industry suggests that the elements include system, resource, and coordinating elements. Within each of these activities, planning, executing and evaluating takes place. As a sub-objective in the junior high school "understanding how specialization of effort increases efficiency in production" limits the range of content. The content structure suggests elements of production, management, communication and materials. Each of these, as well as other elements, will serve as areas from which content may be selected. Information within the cells of the model under "plan", "execute", or "evaluate" will further aid in selection.

The entry under "execute" and opposite production called "perform operations" suggests content where a variety of activities might be employed to illustrate specialization. To make five hundred candlesticks it would be quite efficient to have each individual do all of one kind of operation. In contrast, each worker might perform all the operations involved in producing a quantity of candlesticks with no use of specialization.

Other appropriate content is identifiable upon examination of the suggested structure to meet specific needs.

(e) List learner activities which will make the course content operational.

Objectives give direction to a curriculum and its parts. The structured body of content provides substances from which to draw teaching materials. An important bridge between objectives and content is the specification of tasks that students will be able to perform as a result of instruction.

There are two kinds of tasks. In a program for job entry the learner tasks will often duplicate or simulate those required on the job. In programs for general education purposes, the task is used to facilitate acquisition of knowledge, skills, and attitudes and reveal the extent to which they have been acquired.

Tasks are action oriented, specifying what the student will do, not simply what he will know, though, of course, that is involved too.

The process of specifying tasks involves examining the sub-objectives against appropriate parts of the content structure and conceiving of activities which call for understanding and application of knowledge and skill—often in an attitudinal context. The process is a means of making content operational.

This section of the Guide outlines a system for curriculum improvement. A means of developing a rationale, stating broad objectives and structuring content are included. Also included is a means of identifying student populations to be served, stating sub-objectives, collecting sub-objectives into courses, identifying content, and selecting learner activities. The following pages contain examples of sub-objectives and activities which are appropriate to each of the broad objectives for industrial education.

As a result of experiencing content through various learning activities, students should be provided the opportunity to interact, make personal judgments, and draw conclusions. Examples of questions and statements that might stimulate such a process are provided on pages 21-23.

(3) Preparing teaching plans for industrial education courses, units and experiences.

Once the basis for the study of industrial education is established and accepted, and the total program is outlined, it is necessary to select student behaviors, organize content and design teaching strategies. Although these activities are essential, the process of course construction is not a part of this Guide.

Examples of Sub-Objectives and Activities

To provide students the opportunity to work with elements of industry to gain understanding of how they function in producing goods and services.

Elementary

Sub-objectives	Activities
Production element Develop an understanding of how goods may be produced	*construct a simple cotton gin and remove seeds from cotton. (unit on textile industry) *make butter, ice cream or cookies using production line techniques. (unit on the food industry)
Materials element Understand that raw materials can be converted to products by such simple processes as cutting, forming and shaping.	*cut simple forms from plywood with a jig saw. *mold modeling clay or "play dough" in a small mold or press.
Energy element Become aware that there are many sources of power.	*construct a simple windmill and operate it with a fan. *replace batteries in flashlight so they work properly. *generate steam in a model steam engine. *operate a model airplane engine.

Middle-Junior High

Production element Understand how specialization of effort increases efficiency of production.	*participate in a group production project where each person has a specialized job to do. *learn to do a narrow skill extremely well, observing the short time involved as compared to having to do all parts of a project.
Marketing element Understand how a manufacturer might determine if a product should be produced.	*conduct a sample survey of the school to determine if a product scheduled to be produced will be marketable. *design a way to communicate your ideas with the people of the sample survey by using drawings, photographs, phototypes and other media.

Marketing element Understand the importance of packaging a product.	*package products produced by a corporation in such a way that it will protect the product, be inexpensive to produce and be attractive to the consumer.

High School

Production element Understand that a breakdown in any element of industry can make the other elements ineffective or inoperative.	*trouble shoot a production line on the basis of work stopages. *find examples of increased maintenance resulting from faculty design or materials specification. *find examples where a shortage of one kind of personnel kept others from functioning properly.
Property elements Understand how equipment needs are determined and how purchases are made.	*determine specifications for a new machine to cut wood to satisfy the needs of the school laboratory or any machine needed in the school lab. *let bids to various vendors and determine the best machine buy based on specifications and cost.
Communications element Understand how information can be stored for easy retrieval.	*develop an inventory system for school laboratory supplies. *using keysort cards, design a system that will enable you to alphabetize all the industrial education students as a total group and as individual classes.

To provide students the opportunity to understand the interdependence of society and industry.

Elementary

Sub-objectives	Activities
Finance element Understand that industry must sometimes borrow money to meet expenses.	*borrow money to purchase materials to manufacture a product. *determine the cost at which the product must be sold to repay the loan and the interest on the loan. *consider how to finance production if loans are not available.
Marketing element Understand that advertizing is an integral function of industry.	*design an advertising campaign to convince people they need the product your company is producing.

Middle-Junior High

Manpower element Understand that different skills are needed for different jobs.	*write job descriptions for managerial jobs. *write job descriptions for production jobs. *compare the descriptions and consider how the skills are different and how they are alike. Also, compare how workers might obtain various competencies.
Materials element Develop an understanding of efficient use of materials.	*design and produce a product that could be constructed from typical small pieces of material left from the production of large products.

Senior High

Communications element Understand the public relations responsibilities of industry	*design a publicity campaign describing how the dust control system and eye production program protect workers in laboratories.
Property element Understand that capital holdings must be considered in the cost of production.	*determine depreciation of equipment and figure this into the market price of a product being marketed.

To provide students the opportunity to explore the context in which industry has developed and continues to develop.

Elementary

Sub-objectives	Activities
Materials elements Understand how materials can be changed through processing.	*construct a model log cabin typical of early America using natural materials. *visit a home construction site and collect modern day construction materials. *compare the materials used in the cabin and the materials used in a modern home.
Production element Understand that production is not limited to hard goods manufacturing.	*develop a ten minute puppet play that will help your classmates understand the mathematical concept of addition. *build background props for the play.
Communication elements Understand that television was not available to pioneer children as a way of learning.	*using a video tape recorder, tape the play so it can be shown to other classes on television.

Middle-Junior High

Research & Development element Understand the changing methodologies of industrial research.	*develop a product or a solution to a problem by working alone as an early American inventor might have worked. *develop a product or a solution to a problem by working with a team of people with a variety of skills. *compare the products or solutions of the two methods of research and development.
Production element Understand how efficiency may be improved through mass production.	*along with members of the class, construct simple projects independently as early American craftsmen might have. *set up a production line and mass produce the same simple project as a group. *compare both the quality and quantity of manufacturing using the two techniques.

High School

Maintenance & Service element Understand that when the cost of repairing a small appliance reaches a particular point, it is no longer feasible for a consumer to have it repaired because of our capability to produce inexpensive products.	*establish a small appliance repair shop, advertise for business, and repair appliances calculating the real cost of the repair work. *considering overhead, parts and labor, determine the cost of repair and the point at which it might be advisable for the consumer to purchase a new appliance.

Maintenance & Service element Understand that equipment must be maintained if it is to function efficiently for a period of time for which it was designed.	*design a maintenance plan for the school shop and project replacement needs and major repairs for the next five years.

To provide students the opportunity to explore industrial occupational areas as a basis for [redacted] career and understanding the pursuits of others.

Elementary

Sub-objectives	Activities
Research & Development element Be aware of self, related to research and development activities of people.	*survey a group of classmates to determine their favorite kinds of cookies. *decide how to make enough cookies for the class in the fastest way possible.
Production element Be aware of self, related to production activities.	*following a recipe, obtain the necessary ingredients for a large number of cookies. *mix the batter and bake the cookies. *place the cookies in packages.
Distribution element Be aware of self, related to distribution activities.	*design a poster stating that cookies will be available at milk time. *distribute cookies so each student will receive an equal number.

Middle-Junior High

Production element Understand that many people with special skills are needed to complete a complex product.	*visit a construction site and list the many skilled craftsmen that are needed to construct a new home. *discuss how these craftsmen might have developed the skills they use every day in their work.
Service element Understand that people provide services as well as goods	*list the people in your school that through their work provide services.
Research & Development element Understand that industrial career opportunities exist that are challenging to creative people.	*design a jig for a production run which will permit repetitive operations to be performed with a high degree of accuracy.
Production element Understand that some industrial occupations exist which require repetitive operations.	*take a position on a production line which requires a repetitive operation to be conducted over a long period of time.

High School

Management element Understand that career opportunities exist in industry which are people oriented.	*in an enterprise, play the role of management and negotiate a labor dispute concerning working conditions.
Service element Understand that some careers require both technical and humanistic skills	*tune a lawnmower engine as an employee of the small engine repair enterprise established by your class. Explain to the customer what you did to the engine and what the charges are for—parts and labor. *negotiate a price for printing a supply of stationery for the local chapter of Future Business Leaders of America.

To provide students the opportunity to prepare specifically for entry into appropriate industrially related occupations and develop a base for further occupational education.

High School

Sub-objectives	Activities
Maintenance & Service element Be able to properly tune an automobile	*develop a logical approach of diagnosing the problem. *determine and make necessary adjustments and parts replacements. *evaluate the results to determine if the problems have been solved.
Research & Development element Be able to modify existing drawings to improve the function of a machine part.	*identify the malfunction of the existing part. *identify possible solutions to the problem. *make sketches of the best solutions. *discuss the sketches with someone in a supervisory role. *make the necessary revisions on the existing drawing.
Production element Be able to layout the proper slope for a sewer pipe leading from a structure to the main.	*determine the necessary slope per foot of distance. *using a transit determine the elevation of the structure and the main. *determine the elevation of each end of the sewer pipe.
Production element Be able to establish a procedure for machining a casting to predetermined specifications.	*interpret the print to determine the necessary specifications and processes. *machine the casting using the tools and equipment best suited for the task. *maintain tolerance demanded by the specifications.

Provisions for Learners to Interact, Make Judgments and Draw Personal Conclusions

Today as perhaps never before, young people are searching for the answers to questions such as: Should we produce the conveniences we have come to depend upon at the expense of increasing pollution? Should industry grow in size and efficiency at the cost of human identity? Should products continue to be produced if it means exhausting unreplaceable raw materials for the convenience of a comparative few or adversely affecting mankind's health? What is truth in advertising and selling products? In searching for answers to these and other value-based concerns, students are faced with examining their own personal values and then considering what they deem to be appropriate action. The classroom provides a needed and viable opportunity for young people to consider the possible alternatives and the desirable and undesirable consequences of each alternative before they arrive at their own personal position. Through discussion and examination of some of our traditionally held beliefs (values), students can begin to understand and perhaps eventually contribute to the solution of the complex problems we face.

For teachers the examination of issues in the classroom requires openness, honesty, and a desire to help students arrive at their own personal conclusions. Teachers will need to provide experiences and raise questions that require students to consider all sides of issues. Most importantly, the teacher needs to view the classroom as a place where differences are expected, respected and encouraged; where students are challenged, not threatened; where learning is regarded as an active process, as a personal experience; where tentative conclusions based on the learner's own reading, his own searching and his own thinking are increasingly the norm.

The following questions and considerations are offered to teachers as suggestions for "triggering" discussions and examination of some of the issues facing our technological world today:

Objective 1

1. Even though a larger number of cookies can be made using the production line technique, shouldn't individual workers have the option to engage in all of the steps of production from beginning to end?
2. Items that are produced in an industrial society are determined in large measure by consumer demand. Does industry have any responsibility to shape demand? In what directions?
3. What is the meaning of "cost" and "benefit" in the cost-benefit decision making? What about social costs?

Objective 2

1. What is industry's responsibility to the consumer in terms of abuse or misuse of the products they produce? Should industry become involved in moral issues involving their products such as cigarettes, alcohol, etc.?
2. Do you feel that industries and communities can work together to the mutual benefit of both? Describe some of the problems and advantages to both the industry and the community and how they might cooperate.
3. Many industries are searching for new areas to locate and communities are looking for industry to provide jobs and bring more money into the community. How can communities decide if the benefits of a new industry with its advantages is worth the disadvantages such as more people, pollution, etc.?
4. Many problems arise between employer and employee. In these situations both usually suffer. What conditions or relationships need to be developed between employers and their employees so that problems such as strikes don't happen?
5. In looking at the financial dependency of employees on industry for good wages; and industry on the government for higher prices for its goods to pay higher wages; and the need of employees to have more money to buy the goods at the higher prices, what can be done to keep the balance in perspective?
6. As you look at all the beautiful things you would like to buy that are produced by industry and as you look at the beautiful country you enjoy being scarred by industry, what is important to you? Do you feel that the best of both worlds is possible? How?

Objective 3

1. What are the costs and benefits of handicraft production? Mass production?
2. Industrial growth is considered a positive value in American society. Consider this value in light of the following five dilemmas:
   A. It is believed that an annual economic (Gross National Product) growth rate of between three and four percent is necessary if the United States economy is to escape a depression; it is also believed that if the quantity of production is maintained or increases, we will be faced with an irreversible environmental crisis.
   B. It is believed that only the individual citizen can effectively control pollution; but it is also believed that we live in a highly organized society, a society of corporations and institutions where the individual is quite helpless.
   C. It is believed that the government should trim spending; but it is also believed that large sums of money from the federal government will be necessary if pollution is to be controlled.
   D. It is believed that population (too many people) and the processes used in trying to meet the needs of people is the major cause of pollution; but it is believed also that an increasing population means an increasing market which is important to the growth of any economy.
   E. It is believed that the American society is one of the most mobile societies in the world, and this mobility is necessary in providing economic opportunities for our citizens; but it is also believed that the American preoccupation with movement has interferred with our ability to develop more stable families, communities and institutions.
3. What processes are used in industry to help eliminate poor decisions (guesses)?
4. What are your feelings about replacement of man by machine in industry?
5. What is your opinion of the feeling people describe—you're just a number?

Objective 4

1. Benjamin Franklin once observed that an education was not so important for *making a living* as it was in *giving a reason for living.* Discuss Franklin's statement as it applies to career choice.
2. How do people determine likes and dislikes? What factors (things) influence our decisions? (likes and dislikes)
3. To what extent are we willing to experiment with things we don't know? What and how much influence (advertising) needs to be exerted to get some people to try new things?
4. Have you ever done something or made something you didn't like? How did it affect you—what feeling did you have?
5. What are some things (tasks) you feel you are good at? How did you become good at performing the task or tasks? Consider ability, experience, desire, knowledge (acquired in various ways), and other factors that help us become craftsmen. What needs are there to continue to be good? (continued growth, etc. There are also limiting factors—age, changes in skill, etc.)
6. What are your feelings about janitors, cooks, maids, waitresses, etc. (service people)? How would your school change if the service people were not at your school? What would motivate a person to choose services as a way to earn a living?

7. How are improvements made in services and production? (The idea is to have students come to the awareness that many people contribute to research and development). What are some ways that improvements can be initiated?
   How have you changed—getting dressed? (your skill improved, different types of clothes, you have just learned more about it, suggestions from others, observing others, etc.)
   Are you an idea person, that is, are you thinking of ways to do things differently, suggesting for the group, etc.? Explain.
8. How do you think people on the assembly line feel doing the same job every minute of everyday, day in and day out? What would be your feelings doing assembly line work? What would be some of the advantages and disadvantages of doing assembly line work?
9. What are some of the qualities that people working with the public should have? How would you describe your self relative to the qualities you stated? What are some ways the qualities you described can be gained by yourself and others?

Objective 5

1. List five reasons for taking any specific job. Now rank order the five items starting with the one you value most to the one you value least.
2. How do you feel about the statement, "If you are going to do a job, do it right?" What could you do when you discover you don't know what is wrong with an automobile you are to fix? What is your feeling about the statement, "The customer is always right."?
3. Frequently, you hear people say in answer to why something is done as it is, "We have always done it that way." What is your reaction to this answer?
4. A mistake has been made in calculating the elevation of a street and the slope of the sewer pipes doesn't meet the required standards. Several blocks have already been laid. What is your reaction and suggestion for dealing with this situation?
5. What are the various ways of learning something you don't know? Which ways seem to work best for you?

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Supplementary References

Books, Bulletins, Periodicals

1. American Vocational Association. *A Guide to Improving Instruction in Industrial Arts.* Washington, D. C.: American Vocational Association. 1968, p. 67.
   A recent structure and philosophy of industrial arts. Widely representative of a large committee. Authoritative.

2. Bloom, Benjamin S., Ed., *Taxonomy of Educational Objectives, Handbook I: Cognitive Domain.* New York: David McKay Company, Inc. 1956, p. 207.
   A basic reference in the knowledge domain with example for each level of the domain.

3. Cochran, Leslie H., *Innovative Programs in Industrial Education.* Bloomington, Illinois: McKnight and McKnight, 1970, p. 114.
   An overview of some twenty innovative programs in industrial education.

4. Gerbracht, Carl and Robert J. Babcock. *Elementary School Industrial Arts.* New York. Bruce Publishing Company, 1969. p. 280.
   A good reference to use when starting a K-1 industrial education program. The book covers such items as: Role of Industrial Arts in Elementary Schools; Programs for Exceptional Children: Facilities, Equipment, Tools and Supplies; Basic Skills; Projects and Activities; and the Role of the Industrial Arts Consultants. Has useful bibliographical references at the end of each chapter.

5. Gilbert, Harold G. *Children Study American Industry.* Dubuque. Wm. C. Brown Company, 1966, p. 211.
   Has a wide variety of industrial education activities for an elementary program. Contains units on Values and Procedures of Industrial Arts; Development of Industry; Manufacturing and Construction Activities; Transportation Activities; and Power Activities.

6. Krathwohl, David. et.al. Ed. *Taxonomy of Education Objectives—Affective Domain.* New York: David McKay Company, Inc., 1964. p. 196.
   A thorough treatment of the affective domain with examples for use in curriculum work.

7. Mager, Robert F., *Developing Attitude Toward Learning.* Palo Alto, California: Fearon Publishers, Inc., 1968, p. 104.
   Some suggestions on attitudes and how they may be developed.

8. Mager, Robert F., *Preparing Instructional Objectives.* Palo Alto, California: Fearon Publishers, Inc., 1962, p. 60.
   A fundamental treatment of instructional objectives and how to prepare them.

9. Mager, Robert F. and Beach, Kenneth M., Jr., *Developing Vocational Instruction.* Palo Alto, California: Fearon Publishers, Inc., 1967, p. 83.
   Use of the task analysis approach to vocational curriculum development.

10. Miller, William and Gardner, Boyd. *Teaching Elementary Industrial Arts.* South Holland, Illinois. Goodheart-Willcox Company, Inc., 1970, p. 224.
    Has units on the Role of Industrial Arts in the Elementary School; Methods and Materials of Construction; Correlating Constructional Activities With the Curriculum; Activity Area, Equipment, Tools, and Supplies. Also described are many projects and activities which are of interest to elementary youngsters.

11. Scobey, Mary-Margaret. *Teaching Children About Technology.* Bloomington, Illinois, McKnight and McKnight Publishing Company, 1968, p. 414.
    The author of this book has had a great deal of experience in elementary education and correlates many varied industrial activities with presently existing elementary school programs. The major parts of the book include Technology and the Elementary Curriculum; Major Industries of America; and Classroom Experiences. References at the end of each chapter are quite useful in obtaining materials for class presentations and many other purposes.

12. Simpson, Elizabeth Jane, *Illinois Teacher of Home Economics,* "The Classification of Educational Objectives, Psychomotor Domains". Volume X, No. 4, Winter 1966-67, pp. 110-144.
    A presentation of the psychomotor domain and its levels.

13. Stunnard, Arthur E. Ed. *Books: An Annotated Bibliography by the American Council for Elementary School Industrial Arts.* Publication No. 641-21338. Washington, D.C. American Industrial Arts Association, 1970, p. 201.

This publication is very helpful in that it lists many reference materials which the author feels would be useful to elementary teachers who are teaching about industry to elementary children. It also has an extensive list of books which contain information, fictional stories, etc., which can be used as correlative reading materials when combining the study of industry with other elementary classes such as science, mathematics, English, reading, social science, etc.

14. Tyler, Louise L., *A Selected Guide to Curriculum Literature: An Annotated Bibliography.* Washington, D.C., Center for the Study of Instruction, National Education Association, 1970, p. 135.

An excellent resource on recent curriculum materials together with a carefully prepared annotation of each reference.

Filmstrip, Tape Programs

The following 12 sets are available from VIMCET Associates, P. O. Box 24714, Los Angeles, California 90024. (Note that only those numbers in this set which are relevant have been included.)

1. "Systematic Instructional Decision Making"—An empirically based instructional model.
2. "Educational Objectives"—Developing precisely stated instructional goals.
3. "Selecting Appropriate Educational Objectives"—Modified versions of the Taxonomies of Education Objectives.
4. "Establishing Performance Standards"—Determining levels of learner proficiency.
6. "Perceived Purpose"—Establishing an "instructional set" for learners.
7. "Evaluation"—Judging the quality of instruction.
8. "A Curriculum Rationale"—An examination of Ralph Tyler's curriculum model.
9. "Defining Content for Objectives"—Objectives which possess broad content generality rather than test item equivalence.
10. "Identifying Affective Objectives"—Generating measurable instructional objectives in the affective domain.
11. "Analyzing Learning Outcomes"—An introduction to task analysis procedures.
13. "Teaching units and Lesson Plans"—Recommended elements of the two most popular forms of instructional plans.
16. "Modern Measurement Methods"—Uses of criterion referenced measurement and item sampling.

Bibliography

Throughout this publication is a variety of selected quotations used to support and give emphasis to the stated position. These quotations reflect current thinking appropriate to industrial education.

A Guide to Improving Instruction in Industrial Arts, Fourth Edition, American Vocational Association.

J. A. C. Brown, "Historical Development of Attitudes in a Productive Society," in Ziel, H. R., Ed., *Educational and Productive Society*, Toronto.

Melvina Kranzberg, "Remarks on Presentation of AIAA Report at COMPASS Conference, *Journal of Industrial Arts Education*, Sept. - Oct., 1969, p. 31.

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Joseph F. Luetkemeyer, *A Historical Perspective of Industry*, 17th Yearbook, American Council on Industrial Arts Teacher Education. Chapter 1, "Introduction to the Yearbook," McKnight and McKnight Publishing Co., p. 15.

Williams J. Micheels, *The Five-Year Program—The Name of the Game is Learning*, University of Wisconsin—Stout, Convocation Address, September, 1969, p. 5.

3000-38-3A-30013

ACCESSION NUMBER: VT100671

PUBLICATION DATE: 73

TITLE: OCCUPATIONAL INFORMATION IN AGRICULTURE: A SELECTED, ANNOTATED LIST OF CAREER BROCHURES, BULLETINS AND PAMPHLETS.

PERSONAL AUTHOR: HOOVER, NORMAN K.; ALLISON, RICHARD C.

DESCRIPTOR: *ANNOTATED BIBLIOGRAPHIES; *PUBLICATIONS; VOCATIONAL EDUCATION; *AGRICULTURAL OCCUPATIONS; *CAREERS; OCCUPATIONS; *OCCUPATIONAL INFORMATION

EDRS PRICE: NF AVAILABLE IN VT-ERIC SET.

DESCRIPTIVE NOTE: TEACHER EDUCATION SERIES, VOLUME 14, NO. 3.

ISSUE: AIM V.7NO.4(1974)PP. 559

ABSTRACT: CONTAINED IN THIS ANNOTATED BIBLIOGRAPHY ARE A LIST OF SOME 169 OCCUPATIONALLY-ORIENTED PAMPHLETS AND SUPPORTIVE LITERATURE WHICH ARE AVAILABLE TO TEACHERS, GUIDANCE COUNSELORS, AND LIBRARIANS IN THE AREA OF AGRICULTURE. SPECIFIC TOPICAL AREAS FOR WHICH REFERENCES ARE ENTERED INCLUDE: (1) AGRICULTURAL PRODUCTION, (2) AGRICULTURAL PROFESSIONS, AND (3) GENERAL AND MISCELLANEOUS. ADDRESSES OF PUBLISHERS FROM WHICH THE ANNOUNCED DOCUMENTS CAN BE OBTAINED ARE PROVIDED IN THE APPENDIX. (SN)

AVAILABILITY: THE PENNSYLVANIA STATE UNIVERSITY, COLLEGE OF AGRICULTURE, 102 ARMSBY BUILDING, UNIVERSITY PARK, PA. 16802

INSTITUTION NAME: PENNSYLVANIA STATE UNIV., UNIVERSITY PARK. DEPT. OF AGRICULTURAL EDUCATION.

VT 100671

OCCUPATIONAL INFORMATION IN AGRICULTURE

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A Selected, Annotated List of Career Brochures, Bulletins and Pamphlets

By

Norman K. Hoover
Professor of Agricultural Education

Richard C. Allison
Graduate Assistant in Agricultural Education

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Teacher Education Series
Volume 14 Number 3t
1973

ERIC

Foreword

Today in vocational education more emphasis is being placed on exposing students to a number of different occupational fields. This helps them become acquainted with the wide variety of career options that are available to them and from which they may choose several to explore in more detail. Exposure to well-documented career pamphlets enables the students to have a better understanding of what the career entails in terms of the nature of the work, duties, working conditions, personal qualifications, earnings, work hours, where employed, employment outlook, training requirements and where additional sources of information may be obtained. This is the primary purpose for preparing this list of 169 occupational pamphlets, including supportive literature.

The format of this publication follows that of the sixth edition of Occupational Information in Agriculture, 1969, by H. M. Byram, Michigan State University, East Lansing, Michigan. All publishers, however, have been contacted; therefore, prices, titles and dates reflect the 1973 up-dating. Additional items also have been added.

It is suggested that agriculture teachers, guidance counselors and school librarians obtain at least one copy of a brochure on each occupation or occupational family. Teachers should order a sufficient quantity of occupational briefs that are of interest to the majority of the class for group study and discussion. Single copies of these publications should be made available to individuals for personal study and assistance when making occupational and educational plans. Copies should also be made available for students not enrolled in agriculture, but who may have an interest in some of the off-farm occupations presented in this publication. Many of these jobs may be considered by urban youth.

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AGRICULTURAL PRODUCTION

Farm Operation

Animal Husbandman, Occupational Brief No. 238, (15)* 1971, 4 pp. 35¢. This brief takes a positive approach to the animal husbandman's opportunities in agriculture. Areas of work, training, salary and entry into the field are discussed. Personal qualifications, working conditions, employment outlook and types of employment are included.

Beekeeper, Career Summary S-205, (15) 1971, 2 pp. 20¢. The publication describes the duties, working conditions, requirements for employment, training needed, earnings, future outlook and related career information concerning the beekeeping industry.

Beekeeper, No. 01-156, (25) 1971, 4 pp. 25¢. This is a well written monograph covering adequately such items as the history and impor ance of the occupation to society, activities, and expected earnings of persons engaged in the work.

Cattle Farmer, Career Summary S-150, (15) 1970, 2 pp. 20¢. This career summary discusses the duties, working conditions, requirements, training, educational opportunities, salary and future outlook for a career in cattle farming.

Cattlemen, Occupational Brief No. 42, (42) 1970, 4 pp. 49¢. This brief tells of the nature of the work of cattlemen, the requirements, the expected income, suggestions on how to become established, advantages as well as disadvantages, and additional sources of reliable information.

Dairy Farmer, Career Summary S-75, (15) 1969, 2 pp. 20¢. This career summary includes information on the duties, working conditions, future outlook, personal qualifications, earnings and training required for dairy farming and managing.

Dairy Farmer, Occupational Brief No. 223, (16) 1971, 4 pp. 35¢. A brief overview of the history of the dairy business, a discussion of the work performed, working conditions, personal qualifications, training, expected monetary returns and the methods of entering the profession are discussed.

Educating for a New Agricultural Industry, (Fish Farmer), Occupational Reprint R195, (16) 1971, 4 pp. 35¢. Describes the history of fish farming and the five types of catfish farming programs. Levels of occupations found in catfish farming are discussed. An outline of a general course in catfish culture is presented.

* Number in parenthesis (16) refers to the numbered publisher found in the Appendix - Addresses of Publishers.

Farmers, Career Brief B-105 (15) 1970, 7 pp. 35¢. Types of farmers along with the duties, working conditions, personal qualifications, training requirements, training opportunities, earnings outlook and how to get started are discussed in this career brief.

Fruit Grower, No. 01-195, (25) 1970, 4 pp. 25¢. This brief describes the work of the fruit grower, requirements, getting started, income, outlook and sources of additional information.

Fur Farmers, Occupational Brief No. 45, (42) 1969, 4 pp. 49¢. This brief describes the history, working conditions, requirements of the job, earnings, future outlook and other considerations in choosing fur farming as a career.

General Farmer, No. 01-141, (25) 1973, 4 pp. 25¢. This is a well written pamphlet covering the nature of the work on the general farm. Qualifications, preparation, earnings, advantages and disadvantages are emphasized.

General Farmer, Occupational Brief No. 112, (16) 1970, 4 pp. 35¢. This publication gives the history, duties, working conditions, hours, earnings, training, physical and personal requirements, prospects and opportunities for women, places of employment, entrance and information on related occupations.

Mushroom Grower, No. 01-253, (25) 1968, 4 pp. 25¢. Mushroom growing is described in terms of its history, importance today, working conditions, qualifications needed to enter the field, preparation, employment outlook and income possibilities.

Poultry Farmer, Career Summary S-113 (15) 1970, 2 pp. 20¢. This career summary provides information on the duties, working conditions, personal qualifications, training requirements, earnings and future outlook for persons in the poultry business.

Poultryman, Occupational Brief No. 248, (16) 1972, 4 pp. 35¢. Describes the importance, work performed and the working conditions in the poultry industry. Information is given on the educational requirements, personal qualifications, where employed, promotional opportunities, hours, earnings and the outlook for the poultry business.

Truck Farmer, No. 01-254, (25) 1969, 4 pp. 25¢. The occupation of truck farmers is defined and described as to importance, nature of work qualifications, preparation needed, income, employment outlook, advantages, disadvantages and how to get started in this business.

Truck Farmer, Career Summary S-145, (15) 1970, 2 pp. 20¢. The duties, working conditions, requirements, training, earnings and outlook for truck farming careers are described in this career summary.

Farm Labor

Farm Hand, Job Guide G-41, (15) 1971, 2 pp. 20¢ The duties, working conditions, personal qualifications, training, earnings, hours, advancement possibilities and future outlook for farm hands are discussed in this career summary.

Farm Laborers, Occupational Brief No. 41, (42) 1969, 4 pp. 49¢. Primary emphasis is placed on the nature of the work, requirements of the job, opportunities, earnings, advantages and disadvantages.

Farm Manager, Career Summary S-261, (15) 1972, 2 pp. 20¢. This career summary describes the duties, working conditions, personal qualifications, education, salaries, hours, advancement opportunities and future outlook for farm managers.

Other Agricultural Production

Artificial Insemination, Careers in Livestock Improvement Involving, (32) N.D., 8 pp. Free. The use of A. I. and growth of the A. I. program for all types of livestock are noted. The positions of inseminating technician, field supervisors, director of field service, sales manager, sire analyst, director of information, laboratory supervisor - production manager, supervisor-herdsman, farm manager, office manager, director of finance-controller and general manager are noted as to the general requirements necessary to qualify for these jobs. Further sources of information on A. I. are listed.

Artificial Insemination-Technicians and the Training of Herdsmen-Inseminators, Recommended Minimum Standards for the Training of, (32) 1972, 8 pp. Free. The importance of the A. I. Program is emphasized. The need for emphasis as standards of training is presented. The various organizations and institutions offering A. I. training are listed. The importance of adequate training and how schools vary in the scope of their training are mentioned. Recommended curriculum standards for several training programs are presented.

Animal Care Operations, Occupational Brief No. 319, ( ) 1972, 4 pp. 35¢. Describes the nature of work with animals in kennels, pet shops and similar businesses, and in facilities for scientific laboratory animals. Working conditions, earnings, educational requirements and employment outlook are discussed.

Laboratory Animal Caretakers and Meat Inspectors, Educational Programs For, Occupational Reprint R180, (16) 1970, 2 pp. 35¢. (Cross-referenced under Agricultural Products.) The manpower needs for these non-farm, non-production oriented occupations are outlined. A shortage of trained workers for these jobs presently exists, and an increased demand for trained workers in the future is indicated. The competencies needed by new workers in laboratory animal caretaker and meat inspection jobs are enumerated. The level of competency and training programs needed are reviewed.

AGRICULTURAL SUPPLIES

Agri-Business Careers with USS Farm Service Centers, (50) N.D., 2 pp. Free. Describes how the USS Farm Service Center functions by marketing mainly fertilizer and other related products, qualifications, positions available, compensation, training and other related items are covered.

Agri-Business Selling, Your Farm Background and, (41) 1972, 44 pp. 30¢. This publication describes agricultural selling as an important and progressive field, the opportunities for substantial earnings, a stimulating and satisfying profession, the opportunities for advancement, the security for effective salesmen, qualifications for agricultural selling, a self-evaluation test and a list of program sponsors.

Agricultural Businesses (Agri-business), Careers and Jobs in, Research No. 53, (27) 1973, 24 pp. $2.00 single copy. A very complete brochure covering in detail the history, importance, kinds of work, job descriptions and the education necessary for a career in agribusiness.

The Auctioneer, Occupational Brief No. 102, (16) 1969, 4 pp. 35¢. This pamphlet covers the general field of auctioneering, with reference to agricultural auctioneering. The importance, types of work performed, working conditions, hours, earnings and training requirements are discussed. Auctioneering school addresses, advantages, disadvantages, methods of entry and suggested high school courses are given.

Blacksmith, Occupational Brief No. 388, (16) 1972, 4 pp. 35¢. Covers the history and types of work performed by blacksmiths. Working conditions, personal requirements, places of employment and how a person enters the trade are discussed. Information on unionization, earnings and educational requirements is given.

Feed Industry, Look to Your Future in a Growing Industry Agribusiness! The Formula, (4) 1972, 22 pp. Free. Describes the growth and the types and varieties of jobs, abilities and interests found in the feed industry. Specific occupations under the major headings of management, scientific research, sales communications and engineering are outlined.

Fur Industry Workers, Occupational Brief No. 211, (16) 1969, 4 pp. 35¢. A general description is given about fur farming, trapping and the kinds of work done in processing the pelts for fur garments. Occupations in manufacturing fur garments are given. The hours earnings, employment outlook and educational training information for fur industry workers are covered.

Grain, Feed, and Farm Supply, Careers in, (36) N.D., 5 pp. Free. This brochure points out career possibilities for technicians, college graduates and specialists with advanced degrees; also it gives the products and services of a modern feed mill. A small bulletin but readable for high school students.

Seed Business, Your Career in the, (7) N.D., 5 pp. Free. This leaflet describes what makes up the seed industry and it describes various jobs within the industry. It also suggests the kind of training and background required for each job and where to get more information on a career in the seed industry.

Weed Science, Careers in (52) 1969, 8 pp. Free. Discusses how the upsurge in the use of weed control chemicals has created a demand for people with skills in research, development, marketing and education. Tells how to prepare for and what to expect from a career in weed science.

AGRICULTURAL MECHANIZATION

Farm Equipment Dealership and Service-Careers, Research No. 245, (27) 1972, 24 pp. $2.00 single copy. Extensive information is presented on the development of farm equipment, the importance of the farm equipment business as a career, location and types of dealerships and the different jobs in the career. The pros and cons of the career, personal qualifications, education, training and the kinds of schoolings offered are given. This is a very comprehensive pamphlet about a farm equipment career.

Farm Equipment Mechanic, Occupational Brief No. 244,(16) 1971, 4 pp. 35¢. Emphasis is placed on describing the changes that are occurring in agricultural engineering. Farm mechanics work, employment possibilities, working conditions and expected salaries are discussed. Personal qualifications, education and experience needed and methods of entry into the field are described.

Farm Equipment "Shortliners", (21) 1972, 4 pp. Free. This leaflet describes some of the opportunities that can be found with farm equipment companies that produce "short line" equipment. It describes the various jobs within the industry and the education and background requirements for these positions.

Farm and Industrial Equipment Industry, Your Career-A Place in the, (22) 1972, 6 pp. Free. This brief pamphlet outlines the general employment opportunities in the farm and industrial equipment industry.

Farm and Industrial equipment industry, Your Spring-Board to a Rewarding Career in the, (22) N.D., 5 pp. Free. This brochure outlines the industry and steps a person should take to become employed in the equipment industry. It also suggests sources of further information.

Farm Power and Equipment Retailing, Careers in, (34) N.D., 5 pp. Free. This is an excellent brochure describing the kinds of jobs available in farm equipment sales and service. It notes the requirements for successful employment and suggests sources of further information on farm equipment retailing.

AGRICULTURAL PRODUCTS

Butcher No. 01-207, (25) 1971, 4 pp. 25¢. The monograph discusses the history and importance of meat cutting, the value of the work, qualifications, preparation needed, employment outlook, wages and information on how to get started in the job.

Canning and Preserving Industry, Occupational Brief No. 389, (16) 1972, 4 pp. 35¢. This brief describes the many skilled, unskilled, technical and professional opportunities in the industry. Of particular interest to students with an agricultural background are the description of work duties of the fieldman and supervisory positions.

Dairy Industry Jobs, Occupational Brief No. 174, (16) 1972, 4 pp. 35¢. Areas of work in this field are described. The working conditions, hours, earnings, educational requirements and the outlook for employment are covered in detail for prospective career persons.

Dairy Industry Workers, Occupational Brief No. 262, (42) 1971, 4 pp. 49¢. The jobs of dairy industry workers in dairy manufacturing are discussed; also, the requirements, training, earnings, outlook and sources of further information are given.

Dairy Processing Equipment Operator, Occupational Brief No. 173, (16) 1972, 4 pp. 35¢. The history, work performed, working conditions, personal and educational requirements, hours, probable income, training, promotional opportunities, employment outlook and methods of entry are discussed.

Dairy Technologist, Occupational Brief No. 214, (42) 1971, 4 pp. 49¢. This brief describes the nature of the work in the field related to dairy technology, the scientific nature of the work, the education and training needed, means of getting started in the field, earnings and outlook in dairy technology.

Food, The Science and Technology of, (26) 1964, 15 pp. Free. This attractive brochure covers the career opportunities in this field. The type of work the food technologist does in industry, education, government and research is explained.

Food Technologist, Occupational Brief No. 114, (16) 1973, 4 pp. 35¢. Food technology is defined in the introduction. Information is given on the type of work performed, the working conditions, earnings and the educational and personal requirements necessary to work in this field.

Laboratory Animal Caretakers and Meat Inspectors, Educational Programs For, Occupational Reprint R180, (16) 1970, 2 pp. 35¢. (Cross-referenced under Agricultural Products.) The manpower needs for these non-farm non-production oriented occupations are outlined. A shortage of trained workers for these jobs presently exists, and an increased demand for trained workers in the future is indicated. The competencies needed by new workers in laboratory animal caretaker and meat inspection jobs are enumerated. The level of competency and training programs needed are reviewed.

Meatcutter, Occupational Brief No. 81, (16) 1970, 4 pp. 35¢. The work performed by meatcutters in different kinds of establishments is outlined. Information is presented on working conditions, hours, earnings, personal qualifications and training requirements for the career.

Meat Industry, Opportunities for You, (6) N.D., 10 pp. Free. The briefly-outlined brochure describes the meat industry. It gives information on what opportunities to expect as a salesman; working in agriculture, business and commerce; if trained in science, engineering and communications.

Meat Inspectors, Occupational Brief No. 453, (16) 1971, 4 pp. 35¢. The type of work performed by a meat inspector is described. It describes the personal and educational training requirements necessary to become a meat inspector. Information is given on places of employment, methods of entry into the occupation, earnings, benefits and the working conditions to expect as a meat inspector.

Meat Packing Industry, Occupational Brief No. 423, (16) 1971, 4 pp. 35¢. Meat packing industry occupations are discussed. A description of the work performed, working conditions, hours, earnings, training requirements, opportunities and employment outlook are given.

Meat Packing Industry, Career Opportunities in the, (6) N.D., 12 pp. Free. This brochure gives a representative listing of job titles, job descriptions, and academic requirements for 19 major fields of the meat packing industry at the professional level. Major classifications are listed that require agricultural degrees or for which they are preferred. These are: administrative trainees for beef, lamb, veal and pork departments; trainees for dairy and hatchery operations; cattle, hog, sheep and lamb buyers; production management positions; and occupations concerned with minerals, meats, agricultural and garden plant foods.

Tobacco Products (Mfg) Occupations, Occupational Brief No. 327, (16) 1969, 4 pp. 35¢. The history, work performed, geographical locations of employment, personal qualifications, training requirements, probable income, employment outlook and methods of entry into the profession are discussed.

Training in Dairy Manufacturing from the Production and Management Standpoint, What Industry Wants for, Occupational Reprint R 158, (16) 1969, 3 pp. 35¢. Greater balance in the dairy technology curriculum is stressed by this industry author. Basic skills and attributes needed by recruits for the dairy industry are presented. Deficiencies, basic training needed, the need for social sciences and the retention of identity of the dairy industry are the other major points presented in this very informative article.

ORNAMENTAL HORTICULTURE

Floral Industry, Careers in the, (43) N.D., 6 pp. Free. A trade brochure that presents general information on the type of work, experience and training necessary for growers, wholesalers and retailers employed in the floral industry. A brief notation is made on teaching, research and extension positons in the floral industry. Sources of additional information are listed in general terms.

Florist Industry, Opportunities for you in the, (43) 1962, 13 pp. Free. This booklet describes the grower, the wholesaler, the retailer and related teaching, research and extension work in the florist industry. The description includes information on the work, on the education needed and the opportunities in various fields of the florist industry.

Florists, Occupational Brief No. 255, (42) 1970, 4 pp. 49¢. This publication describes the scope of the floral industry, and the type of work performed in the occupation. It gives a brief description of the type of training needed, advantages and disadvantages, earnings, getting started and the outlook for the industry.

Florist Shop Ownership, Management, and Careers in Florist Shops, Research No. 63, (27) 1972, 24 pp. $2.00 single copy. The nature of the retail florist business, its importance as a career, and where the florist works are described. Detailed information about the different jobs in a flower shop is given. The advantages and disadvantages, personal qualifications, training schools, income and opportunities are covered.

Horticulture, A Rewarding Career, (11) 1968, 9 pp. Free. The brochure describes horticultural careers and the kinds of work that are done in each. It discusses the training requirements, the future outlook and the rewards to be obtained from careers of this type.

Horticulture, Careers and Opportunities in the Science, Business, and Profession of, (40) N.D., 32 pp. Free. A very attractive brochure that describes in detail the careers and opportunities in horticultural science and the related industries of floriculture, fruit and vegetable processing, vegetable crops, ornamental nursery management and landscape nurserymen, plant breeding, plant nutrition and the production, culture and handling of fruits.

Horticulturist, No. 01-235, (25) 1970, 4 pp. 25¢. The history and importance of the horticultural industry are outlined along with information on working conditions, qualifications, preparation, employment outlook, wages and facts on related occupations are found in this leaflet.

Horticulturist, Occupational Brief No. 203, (16) 1972, 4 pp. 35¢. Describes the work performed by the professional and practicing horticulturist. Working conditions, hours, earnings educational requirements and the outlook for the industry are described.

Horticulturist, Career Summary S-132, (15) 1970, 2 pp. 20¢. The duties, working conditions, qualifications, training, earnings and employment posibilities for horticulturists are described in this short summary.

Horticulturists, Occupational Brief No. 376, (42) 1972, 4 pp. 49¢. This brief gives the history, discusses the horticulturist and his work, when and where the work is done, the working conditions, requirements, preparation, starting and advancing, possible earnings and the outlook for the professions.

Landscape Architect, Occupational Brief No. 164, (16) 1971, 4 pp. 35¢. This pamphlet describes the work performed by the landscape architect. It outlines the hours, wages, educational requirements and the outlook for the occupation.

Landscape Architects, Employment Outlook for, Bulletin 1700-36, (47) 1972, 8 pp. 10¢. This pamphlet is a reprint from the Occupational Outlook Handbook, 1972-73 edition. It presents information on the nature of the work, places of employment, training, other qualifications, employment outlook, earnings and working conditions. Sources of additional information are listed. In addition, a list of occupational outlook reprint series with prices and other occupational outlook publications is given.

Landscape Gardner, Occupational Brief No. 451, (16) 1971, 4 pp. 35¢. The landscape gardening occupation is described. The kinds of work performed are mentioned. Information is presented on the working conditions, personal requirements, places of employment, hours, earnings and the education required for this career.

Nursery Industry, Career Opportunities in the, (3) 1966, 6 pp. Free. This brochure discusses the nature of nursery work, career opportunities, the types of basic nursery businesses, types of educational institutions offering nursery training and sources of additional information.

Nurseryman, Occupational Brief No. 99, (16) 1969, 4 pp. 35¢. This pamphlet outlines the types of work performed by the nurseryman. The occupation is described in terms of the expected working conditions, hours, earnings, training opportunities and requirements and the locations where nurserymen are employed.

Ornamental Horticulture, Careers in, Series B-Bulletin No. 203, (1) N.D., 17 pp. Free. This brochure describes the vocational education opportunities in the field of ornamental horticulture. Job opportunities and the educational functions of ornamental horticulture instruction are described

AGRICULTURAL RESOURCES

Bureau of Sport Fisheries and Wildlife, Employment Opportunities in the, Bulletin No. 0-732-470, (47) 1964, 20 pp. 30¢. This excellent book gives a brief history of the Bureau of Sport Fisheries and Wildlife followed by a discussion of the 21 career opportunities, the opportunities in other Federal Agencies and the procedure for preparing for a career in conservation work.

Conservation Careers, (45) 1970, 33 pp. $1.50 single copy. This booklet is composed of a series of articles on conservation-related fields. It covers continuining education, reassessing education in natural resources, the conservationist in his community, the soil and water conservationist, the soil scientist, the resource manager, the resource economist, resource administrator, plant scientist, fish and wildlife biologist, recruiting, training and educating in soil and water conservation and in natural resources.

Conservation, Careers in, (45) N.D., 11 pp. Free. This is an attractive publication describing the kind of work done, training required, outlook of employment possibilities and where more information can be secured. It also discusses self-employment and employment by agencies.

Conservation Officer, Occupational Brief No. 213, (16) 1972, 4 pp. 35¢. This brochure describes the importance of the conservation officer, his duties and his responsibilities. It outlines the working conditions, personal qualifications, wages and the educational and training requirements. The advantages and disadvantages of the job are described.

Fisheries and Wildlife Conservation and Management, Scientific and Technical Careers - Jobs In, Research No. 254, (27) 1972, 24 pp. $2.00 single copy. This pamphlet defines and gives the scope of careers in these fields. The history and importance of fisheries and wildlife conservation and management are explained. The location of work is discussed and the types of employment are listed. Education for careers in fisheries and wildlife work is explained.

Forestry, Conservation, Ecology, Environmental Management, Career Profiles in, (47) 1973, 14 pp. 20¢. This booklet explains some of the job differences and career possibilities in forest-related fields, and provides a list of other sources of information on these occupations.

Game Protector? Do You Want to Become a, (39) 1961, 4 pp. Free. This reprint from the Pennsylvania Game News answers some of the most frequently asked questions about the conservation school for game protectors.

Hunting and Fishing Guide, Occupational Brief No. 354, (16) 1969, 4 pp. 35¢. A description of the nature of work performed by a guide is given. Licensing requirements, personal qualifications, earnings and employment outlook are some of the topics covered.

National Park Service, Careers in the, (49) 1967, 31 pp. Free. The principal occupational specialties found in the service are described. Duties and qualifications for each position are listed. Information on uniformed positions, salary, how to apply for positions, career development and advancement and other aspects of the service is given.

Park Naturalist, Career Summary S-128, (15) 1970, 2 pp. 20¢. This summary includes information on the duties, working conditions, personal qualifications, training, earnings and future outlook for careers in the area of park naturalist.

Park Ranger, Occupational Brief No. 120, (16) 1971, 4 pp. 35¢. The definition and history of park ranger jobs are given along with work locations, wages, training, personal requirements, preparation and employment opportunities.

Rangeland Resource Management, Career Opportunities in, (12) N.D., 11 pp. 1-3 copies free. This leaflet describes rangeland management in terms of qualifications for this kind of career. It also lists the colleges where education on rangeland management can be obtained.

Range Science and Range Management, Careers in (12) N.D., 16 pp. Free. This trade brochure categorizes rangeland in the total biological system and stresses the importance of range resources for man's welfare. The profession of range management, employment opportunities and how to get started in this career are covered. A list of schools offering courses or degrees in this field is given.

Soil Conservationist, Career Summary S-181, (15) 1971, 2 pp. 20¢. This summary includes a description of the duties, working conditions, personal qualifications, training, earnings, outlook and locations of employment for careers in soil conservation.

Soil Conservationist, Occupational Brief No. 201, (16) 1972, 4 pp. 35¢. The type of work performed in this career is described. Research categories are explained. Earnings, working conditions, qualifications and training opportunities are mentioned.

Soil Conservation Service, (48) N.D., 2 pp. Free. The scope of activities in the service is described. Responsibilities of SCS such as the Small Watershed Protection Program, The Great Plains Conservation Program and others are described.

SCS Before You Graduate, Students - Start Your Career in, Misc. Pub. 714, (48) 1971, 8 pp. Free. This leaflet explains the student trainee program. A description of the various professional positions in the service is given.

Soil Conservation Service, Careers in, Misc. Pub. 717, (48) 1971, 12 pp. 10¢. A description is given on what the Soil Conservation Service does and offers to the prospective employee. A description of the various professional positions in the service is given. Employment facts are given.

SCS, A Soil Science Career for You in, Misc. Pub. 716, (48) 1965, 8 pp. 5¢. The publication gives a brief outline of the opportunities in the soil science field, work of soil scientists, qualifications needed, nature of the work, explanation of the jobs and employment facts.

Wildlife Conservation Career for You, A, (53) 1968, 12 pp. Single copies free. Wildlife conservation is described in terms of the nature of the work, the education that is needed, the personal requirements necessary, the location of the work, the salaries involved and additional sources of related career information.

Wildlife Managers, Occupation Brief No. 149, (42) 1970, 4 pp. 49¢. The brief describes the wildlife managers work, the requirements and methods of getting started and includes information on wages and the future outlook for the job.

Wildlife Specialists, Career Brief B-107, (15) 1970, 7 pp. 35¢. This biref describes the history and importance along with the duties of a wildlife specialist. It briefly describes several jobs within the area of wildlife specialists and discusses the working conditions, qualifications, training, earnings, hours, employment locations and future outlook for this career.

FORESTRY

Forest Conservation Occupations, Occupational Brief No. 341, (16) 1971, 4 pp. 35¢. This brief describes the importance of forests to man. It outlines the duties and work performed by forest aides and other non-probessional forest conservation workers. The working conditions, personal requirements, locations of employment, hours, earnings and methods of entry are d3scribed. Educational training requirements and schools offering training are given.

Forest Products Industries, Opportunities Unlimited in the, (35) 1972, 16 pp. Free. This is an excellent, well-illustrated booklet that introduces students to the opportunities in forest products industry. It describes activities performed, preparation needed, specialized opportunities, advanced education, and opportunities in the careers of forestry, manufacturing, wood science and technology, marketing, research and development, information, communications and teaching.

Forest Technician, Career Summary S-24, (15) 1973, 2 pp. 20¢. The duties of a forest technician are described. Brief information is given on working conditions, personal qualifications, education and training requirements, and other pertinent topics.

Forest Technology: An Emerging Profession, Occupational Reprint R 114, (16) 1970, 4 pp. 35¢. A brief history of forestry is presented. A description is given on how the demand for forest technicians emerged. Results on testing the scholastic aptitudes and interests of forest technicians are presented to indicate the future success of students entering an associate degree program.

Forester, Career Brief B-52, (15) 1973, 7 pp. 35¢. The brief covers the history, duties, working conditions, personal qsualifications, educational requirements, training opportunities, earnings, employment locations, opportunities for women and the future outlook for careers as a forester.

Forester, Occupational Brief No. 88, (16) 1971, 4 pp. 35¢. The work performed and the duties of a general forester are presented. A description of several major classifications of the forestry field, including forest land management, wood science and technology, range and wildlife management, forest recreation and research, and teaching is given. Working conditions, hours and earnings, educational requirements, and other criteria for these careers are presented.

Forester, No. 01-194, (25) 1972, 4 pp. 25¢. The bulletin describes the history, work, working conditions, qualifications, preparation needed, employment outlook, wages, advantages, disadvantages and how to get started in the occupation.

Forestry, Careers and Jobs in, Research No. 23, (27) 1972, 24 pp. $2.00 single copy. The variety of career opportunities in the broad profession of forestry are pointed out. Forestry as a profession and career is described. The importance of the career and locations of employment are given. Detailed descriptions of jobs in forestry are listed. The attractions and disagreeable work in the career are enumerated. Other information on the career, such as personal qualifications, educational requirements and earnings in forestry employment are given.

Forestry Technician, Occupational Brief No. 283, (16) 1972, 4 pp. 35¢. The categories of the professional and subprofessional forestry workers are described in general terms. The type of work forest technicians do is explained in detail. Information is given on the working conditions, hours and earnings, personal and educational requirements and the methods of entry for this career.

Logging Industry, Occupational Brief No. 416, (16) 1972, 4 pp. 35¢. Logging is defined and the different phases of tree harvesting are described. A description is given on the kinds of work performed in this industry. Personal requirements, hours, earnings and employment outlook are covered.

Sawmill Occupations, Occupational Brief No. 441, (16) 1969, 4 pp. 35¢. A brief description is given on the operations performed in sawmilling. The work performed in sawmills is described by job categories. A description is given on the personal qualifications, training requirements, working conditions, earnings and employment outlook for careers in this occupation.

Society of American Foresters, Career Information Materials, (44) 1973, Free. The packet includes: (1) a brochure that gives a brief explanation of the forestry profession, (2) a brochure outlining the Forest Policies which are a consensus of members of the S. A. F., (3) a 1973 listing of accredited,and affiliated institutions offering professional forestry education, (4) a 1972 listing of SAF-recognized Forest Technician schools in the U.S. and Canada, and (5) a bibliography of general reading materials on forestry and forestry careers.

Tree Surgeon (Arborist), Occupational Brief No. 291, (16) 1971, 4 pp. 35¢. The duties, working conditions, personal qualifications, training, earnings and future outlook are discussed in this career summary.

Wood Technology Careers, Occupational Brief No. 477, (16) 1973, 6 pp. 50¢ The duties, working conditions, personal requirements, education, training, earnings, hours, and the future outlook for careers in the area of wood technology are described in this career summary.

AGRICULTURAL PROFESSIONS

Agricultural Research

Agricultural Research Careers (Professional), Career Brief B-120, (15) 1970, 7 pp. 35¢. Describes the history and importance of agricultural research. A few examples of the major professional areas in which agricultural researchers specialize are listed. Information is given on the duties, working conditions, personal and educational requirements, training opportunities, earnings, hours, advancement, outlook and related careers in research.

Agricultural Research Service, Scientific Careers in the, Misc. Pub. 798, (47) 1967, 37 pp. 35¢. This publication discusses the divisions of the Agricultural Research Service of the USDA and gives the locations where A.R.S. research scientists conduct research and tells something of the importance of these divisions. Additional information is given on the future outlook, employment possibilities, salary and advancement, professional growth, duty hours, privileges, retirement system and other sources of information.

Agriculture, Research Careers in, Research No. 210, (27) 1969, 24 pp. $2.00 single copy. The history and some outstanding research achievements in agriculture are noted. Places where agricultural research scientists work are listed. A job description is given on several types of professionals in this field. The attractive and unattractive features, personal qualifications, educational requirements and salaries are some of the other major points of this career that are covered.

Biologist, A Scientific Career for you as a, Research No. 3, (27) 1973, 24 pp. $2.00 single copy. A general description is given on the history of biology. A variety of occupational choices is covered. Comments by biological scientists are given. Personal qualifications, educational requirements, earnings and opportunities are among the many career aspects discussed in this pamphlet.

Botanist and Plant Scientist, A Scientific Career for You as a, Research No. 204, (27) 1972, 24 pp. $2.00 single copy. The science of botany and its subspecialties are described. Places of employment and jobs are discussed. Several persons tell about their work as botanists. The attractive and unattractive aspects of the work, personal qualifications, educational criteria, earnings and other factors of this career field are presented.

Botanists, Occupational Brief No. 294, (42) 1971, 4 pp. 49¢. The brief gives a short history of botany and the kinds of botanists, including those dealing with agriculture. The personal qualifications, training, getting started, job descriptions and expected earnings are also discussed.

Earth Scientists, Career Brief B-184, (15) 1970, 7 pp. 35¢. This career brief concerns itself with the history, duties, working conditions, training requirements and opportunities, personal qualifications, outlook, hours, earnings, advancement prospects and opportunities for women in the area of earth science.

Entomology - An Exciting Scientific Career, (20) 1970, 18 pp. Single copy free. The science of entomology is explained. The research and service work by entomologists is presented. Tips are given on preparing for a career in entomology. The fields, types of jobs and salaries for this career are explained.

Microbiologists, Occupational Brief No. 338, (42) 1963, 4 pp. 49¢. This brief describes the history, educational requirements and types of work, including those areas dealing with agriculture. The fields of employment, getting started, earnings, outlook and sources of additional information are given.

Soil Scientist, Occupational Brief No. 276, (16) 1973, 4 pp. 35¢. The work performed by soil scientists is presented. Information is given on the working conditions, hours, earnings, preparation and training opportunities for this occupation.

Zoologist, Occupational Brief No. 237, (16) 1972, 4 pp. 35¢. It describes the zoologist's functions and indicates work performed, where employed, working conditions, rewards, personal qualifications and training needed, future employment outlook and methods of entry into this profession.

Other Professional

Agricultural Banker, Occupational Brief No. 180R, (16) 1964, 4 pp. 35¢ Explains why these career persons are needed. The duties and type of work done by these men are covered. The salaries, educational background needed, training opportunities and the state colleges of agriculture are given as additional information.

Agricultural Education, Opportunities for You in, (14) N.D., 5 pp. Free. This leaflet gives the training, job opportunities and related jobs in the field of agricultural education. It briefly describes teaching agriculture as a career, the broad training and teacher education courses needed for this career.

Agricultural Engineer, Occupational Brief No. 176, (16) 1969, 4 pp. 35¢. The five fields of this career are described. The nine categories for career opportunities open to the agricultural engineer are presented. Information is given on working conditions, earnings and the education and background necessary for employment in the field.

(Agricultural Engineer) Did You Ever Wish You Could Change the World?, (8), N.D., 16 pp. Free. This leaflet stresses the importance of the agricultural engineering profession. The variety of tasks agricultural engineers do are described. Personal attributes and the type of training needed are given.

Agricultural Engineering, the Profession with a Future, (8) N.D. 6 pp. Free. This brochure describes the need for an agricultural engineer and describes the phases of agriculture engineering such as electrical power, farm structures, power and machinery and soil and water conservation procedures. The opportunities for employment and a list of interested employers are discussed.

Agricultural Engineering and You, (8) N.D., 14 pp. Free. An excellent brochure describing opportunities and requirements for agricultural engineers. It illustrates many of the kinds of work done by agricultural engineers and explains how and where to prepare for this work.

Agricultural Journalism for You, Is There a Career in, (2) N.D., 14 pp. Free. This leaflet describes what an agricultural journalist does. It gives information on the study programs available and where to get additional facts about the career.

Agronomist, Occupational Brief No. 179, (16) 1969, 4 pp. 35¢. This brief gives the history of the agronomist, describes the work he does in crop production and describes the work conditions, earnings, personal and educational requirements and training opportunities.

Agronomy, Crop Science and Soil Science, Careers in, (9) 1966, 12 pp. Free. An explanation of various career opportunities in agronomy is given. Illustrations are used to facilitate the explanation of the various careers. In addition, the training and rewards for the work are described. Also, a list of colleges offering programs in agronomy is included.

Animal Science In A New Era for Opportunity, Challenge, Success, (10) N.D., 18 pp. Free. This is an excellent, well-illustrated booklet covering careers in animal science. It discusses animal science careers in farming, ranching, agri-business, education, research, agri-services, communications and conservation. In addition, the booklet describes animal science careers in terms of the needs, the education required, the future outlook, the kinds of high school preparation needed, the opportunities for girls, the salaries and where to go to get the necessary education for these careers.

Animal Sciences, A Career in, (10) N.D., 8 pp. Free. The animal science profession is described. Career work of animal scientists in the phases of production, research, sales, service, business and education are given. The potential income and necessary education for the career are presented along with a list of colleges and universities to attend.

Cooperative Extension, Careers in,(33) 1969, 8 pp. Free. (Also available from local Extension offices.) The Cooperative Extension Service is explained in terms of employee assignments, advancement opportunities, educational and personal qualifications necessary and the rewards for this kind of work. Also included is a list of the State Extension Service offices where most information can be obtained.

Cooperative Extension Service Workers, Occupational Brief No. 92, 1965,(42) 4 pp. 49¢. This brief explains the role of the extension worker in towns and counties. A job description is given on the extension agent, youth worker, home economist and subject matter specialist. Other information is given on getting started, factors to consider and the earnings to expect.

Cooperatives, Careers in (19) 1965, 16 pp. Free. Although this brochure is outdated, it offers a very comprehensive overview for career opportunities in cooperative enterprises. Over eight job titles for cooperatives are listed. Careers in cooperative administration, marketing cooperatives, farm supply cooperatives, consumer service co-ops, finance and credit cooperatives are presented in narrative form. Sources of additional information are given.

County Agricultural Agent, Career Summary S-108, (15) 1969, 2 pp. 20¢. The career summary includes information on the duties, working conditions, personal qualifications, educational requirements, salaries and the future outlook for county agent work.

County Agricultural Agent, Occupational Brief No. 177, (16) 1972, 4 pp. 35¢. The position is defined. An explanation of the Cooperative Extension Service is given in order to understand the nature of the career work. The duties and responsibilities of the county agent are given. The working conditions, salary, personal qualification and training requirements are some of the information presented to further the understanding of this career.

County Agricultural Agent, Career As A, Research No. 160, (27) 1965, 23 pp. $2.00 single copy. The history of the extension service is traced up to present times. Definitions of career positions in the service are given. Descriptions are given on how the county agent organizes and plans his program of work. Extension projects are described. The attractive and unattractive features of the work, personal qualifications, basic education required, earnings and other opportunities for county agents are given.

Crop Scientists, Occupational Brief No. 211, (42) 1963, 4 pp. 49¢. A description is given on what a crop scientist does. Requirements, working conditions, training necessary, earnings and the future of this career are explained.

Dairy Science Graduate as Viewed by High School Students, Vocational Image of a, Occupational Reprint R 153, (16) 1968, 9 pp. 50¢. This is a detailed report on a scientific study by researchers to determine what image high school students had of the dairy science profession. The summary, presented in clear terms, showed high school students had a different image of the dairy science profession than the professionals had. Attracting young talent by implementing the results of the findings is stressed. The experimental procedures and tabulated results are presented.

Fisheries as a Profession - A Career Guide for the Field of Fisheries Science, (5) 1969, 12 pp. Single copies free. The brochure describes the field of the fishery professions in terms of its history, importance, salaries, benefits, avenues to employment and other pertinent information concerning careers in this area. This is an excellent, well-illustrated information source on professions in fisheries science.

Fisheries Scientist (Fish Culturist), Occupational Brief No. 190, (16) 1972, 4 pp. 35¢. Research, management, and education in fisheries as a career are discussed. The jobs performed at the professional level are outlined. Locations of employment, salary, working conditions, personal qualifications, educational requirements and opportunities are given for this career.

Press Photographers, Occupational Brief No. 264, (42) 1964, 4 pp. 49¢. The work of the press photographer is explained. Requirements, equipment needed, getting started, advancement, hours and earnings are given for this career.

Teaching Vocational Agriculture, A Bright Future -, (14) 1968, 5 pp. Free. This leaflet explains what teachers of vocational agriculture do and in addition, it explains the requirements and opportunities for Vocational Agriculture teachers. It also indicates the personal qualifications needed for this kind of work.

United States Department of the Interior, Careers in the, Research No. 258, (27) 1971, 24 pp. $2.00 single copy. The history, organization and administrative work of the Department are described. Each major division is discussed. They are public land management, water and power development, mineral resources, fish and wildlife service, office of territories, office of geography, office of the solicitor and research work. Specialized vocations such as fishery scientist, park naturalist and many others are briefly described. The attractive and unattractive features, personal qualifications, education and salaries are outlined.

Encyclopedia of Careers and Vocational Guidance, Volume I and II, Dr. William Hopke, editor, (30) 1972, $26.95 for two volumes. A descriptive brochure highlighting the career information that is covered in the two volumes.

Veterinary Medicine

Today's Veterinarian, (13) 1970, 22 pp. Single copies free. (Quantities 5¢ each) The history, educational requirements, course listings, and job descriptions are part of this brochure. Short sections are devoted to an explanation of veterinarians in agriculture, public health, research, industry, governmental research. Colleges of veterinary medicine are listed along with professional organizations.

Veterinarian, Occupational Brief No. 83, (16) 1971, 4 pp. 35¢. This is a good, short publication on the work of a veterinarian. It tells of the work performed by veterinarians, working conditions, hours, earnings, personal requirements, opportunities, employment outlook and references for further reading.

Veterinarian, Career Brief B-29, (15) 1972, 7 pp. 35¢. The history, nature of work, working conditions, personal qualifications, training requirements, training opportunities, earnings, hours, employment locations and future outlook for a career as a veterinarian are discussed in this career brief.

Veterinarians, Occupational Brief No. 139, (42) 1966, 4 pp. 49¢. A general discussion of veterinary medicine is presented. The duties of veterinarians, training and educational standards for their profession, what it takes to be successful, and how to get started in practice are discussed.

Veterinary Medicine, Opportunities in, (51) 1965, 144 pp. $1.45. This informative book analyzes the opportunities and the basic educational and career information necessary for any student planning a career in this field.

GENERAL AND MISCELLANEOUS

Agribusiness and Industry, Careers in, (29) 1965, 291 pp. $4.75. A book describing many off-farm agricultural businesses and industries. Emphasis is on occupations requiring college education.

Agricultural, Forestry, and Oceanographic Technicians, Career Opportunities, (30) 1969, 344 pp. Cost approx $10.00. Introductory writings cover the future and science of agriculture; a general description of the careers in agriculture, forestry, and oceanography, and the education and future of technicians. The book is divided into major career areas -- animal science, plant science, ornamental horticulture, forest and conservation, oceanography and off-farm employment. It lists schools offering technician training for the careers in the fields covered. Specific technician jobs are described in detail for each major career area. Information is presented for each technical area (for example the poultry production technician under the major career area of animal science) on the type of work done, necessary personal qualities, educational requirements, typical courses offered, entry level jobs, advancement possibilities, working conditions, earnings, benefits and the outlook for the future.

Agricultural Occupations, Handbook of, (29) 1969, 385 pp. $5.95. Three chapters are devoted to agricultural production. Seven chapters discuss the 82 agricultural occupations in the following instructional areas: agricultural supplies, mechanics, and products, ornamental horticulture, agricultural resources and forestry. The briefs include information on the description and nature of work, working conditions, education and personal qualifications, and how to enter and advance in each occupation. Professional occupations are listed in the areas of research, education, industry, business, specialized services, communications and recreation.

Agricultural Science and Modern Farming, Careers in, Research No. 20, (27) 1969, 24 pp. $2.00 single copy. The history of agriculture is briefly described. The farmer and the farm are mentioned. Jobs associated with the farm and the other areas of agriculture -- agricultural industry, business, science and research, education, services and communications are noted. A description is given of the work of a farmer on a livestock farm. The attractive and unattractive features, personal qualifications, education and training criteria, earnings and opportunities are given.

Agriculture, Careers that Improve the Quality of Life, Restore the Environment, Feed the World, (31) N.D., 14 pp. Free. Careers in agriculture are discussed stressing the importance of completing a vocational program in this field. Occupations in the major areas of agriculture are generally described and job positions are listed for each. These include farm production, agricultural products, services, supplies, mechanics, ornamental horticulture, natural resources and professional occupations.

Agriculture, Jobs in, Job Family Series No. 11, (42) 1966, 48 pp. $1.25. This bulletin discusses agriculture as a wide-open field, agricultural opportunities on the farm, agriculture in science and industry, agriculture in the community, the place of agriculture in everyday life, the future of agriculture, a list of facts about jobs in agriculture and suggested references for further reading.

Agriculture - More than Farming - Careers Unlimited, (23) 1968, 22 pp. Single copy free. This brochure explains that agriculture has many more opportunities than are found in farming alone. It describes many opportunities that are related to agriculture and considers the kind of preparation and experience needed to get into these jobs.

Agriculture, Programs of Study in, (18) 1973. Free. (Non-Pennsylvania students, parents or teachers may want to obtain similar information from the land grant institution or agricultural college in their state.) This packet of brochures describes the various career areas that a student may wish to pursue. The complete packet, containing brochures on the four and two-year majors listed below, may be obtained by contacting the office of Resident Education, 217 Agricultural Administration Building. Information on the winter and short courses may be obtained by contacting the Director of Short Courses, 306 Agricultural Administration Building. Additional information on a specific program of study may be obtained by writing directly to the department concerned. Information contained in each brochure for the specific area of study covers a description of the major, the opportunities, admission requirements, how to prepare yourself for the career and what to expect after graduation.

Four-Year Majors

Agricultural Business Management
Agricultural Economics & Rural Sociology
Agricultural Education
Agricultural Engineering
Agricultural Mechanization
Agronomy
Animal Industry
Animal Science
Environmental Resource Management
Food Science
Forest Science
General Agriculture
Horticulture
Plant Science
Wood Science

Two-Year Majors

Agricultural Business
Forest Technology
Wildlife Technology

Special Studies

Entomology
Plant Pathology

Winter and Short Courses

Farm Equipment Service and Sales -- Winter Course
Horseshoeing -- Short Course
Ornamental Nursery Management -- Winter Course
Pest Control Technicians -- Winter Course
Standardbred Caretaker's School -- Short Course
Turfgrass Management -- Winter Course

Agri-Opportunities, (23) N.D., 34 pp. 50¢. This booklet is a reprint from the National Future Farmer Magazine. It describes many of the various careers and job opportunities in the field of agriculture in terms of the kind of work performed, training required, personal qualifications, salaries expected and other information of value to young people interested in a career in agriculture. It offers an excellent condensation of much of the information that is available on the many careers found in agriculture.

Agriopportunities, Association Outlooks on, Occupational Reprint R177, (16) 1970, 8 pp. 5¢. Opportunities in agribusiness today are described by persons representing associations, societies and organizations serving the various segments of agriculture. Twenty-six careers are described.

Agriopportunities for Technical and Professional Graduates, Occupational Reprint R 171, (16) 1969, 6 pp. 50¢. A general discussion of the importance and opportunities for technical and professional persons entering agricultural occupations.

American Education Reprint, DHEW Publication No. (OE) 73-00502, (47) 1972, 13 pp. 15¢. Three articles are presented in this reprint. "Advancing Career Education," cites programs in six representative community colleges illustrating the increasing interest in the career education concept. "Careers on the Computer," explains a communication system linking 40 of Oregon's Lane County Schools to a computer to help students identify jobs that fit their own specifications. Federal funding for career education is presented.

Career Education, DHEW Publication No. (OE) 73-00501, (47) 1972, 12 pp. 20¢. This pamphlet tells about the concept of offering a wide range of career choices to students at all grade levels in order to prepare them for a successful life of work. It discusses the need for educational reforms, goals of career education and costs and gives examples of these kinds of programs.

Help Restore a Quality Environment, (17) 1971, 28 pp. Free. A very attractive brochure that presents information on careers, programs, areas of work, and opportunities which can be found in agriculture.

International Voluntary Services, (28) 1973, Free. International Voluntary Services are described in terms of what it is and does, why it exists, when it is needed, who qualifies and where its programs are conducted.

Occupational Outlook Handbook, Bulletin 1700, (48) 1972-73, 879 pp. $6.25. This publication issued biennially by the U.S. Department of Labor gives the current outlook for all occupations. It has one section specifically devoted to agriculture.

Peace Corps, (38) 1972, Free. The Peace Corps is now a part of ACTION. A general pamphlet describes what the Peace Corps is and how it functions, gives information on becoming a volunteer, and shows where and in what capacity volunteers are now serving. Other pamphlets describe Peace Corps farming and using agriculture in the Peace Corps. There are individual leaflets on agricultural economics, agricultural engineering, agronomy, horticulture and veterinary medicine.

Peace Corps Volunteer, Career Brief B-185, (15) 1970, 7 pp. 35¢. A Peace Corps career is described in terms of the history, duties, working conditions, training requirements, personal requirements, opportunities for women, hours, earnings, location of jobs and future outlook for this area of work.

PENNscript, occupational briefs are on microfiche and require a microfiche reader to be used. These are briefs on all areas of vocational education; some agricultural occupations are included. In addition to the regular deck, a special education deck is available. Price unknown. (54).

AGRI-INDUSTRY CAREERS

Vo-Ag Teaching Unit No. I, (46) 1972, $25.00. Exploring opportunities in production agriculture and related industries are covered in fifteen major subject areas. Lesson plans, references and transparencies are included for each subject area.

APPENDIX

ADDRESSES OF PUBLISHERS

1. Agricultural Education Div.
State Board of Vocational Ed. and Rehab.
405 Central Bldg.
Springfield, IL 62706

2. American Assoc. of Agricultural College Editors
208 Coliseum
West Virginia University
Morgantown, WV 26506

3. American Association of Nurserymen
835 Southern Bldg., N.W.
Washington, D.C. 20005

4. American Feed Manufacturers Assoc., Inc.
1701 N. Ft. Myer Dr.
Arlington, VA 22209

5. American Fisheries Society
1040 Washington Bldg.
15th St. and New York Ave., N.W.
Washington, D.C. 20005

6. American Meat Institute
59 E. Van Buren St.
Chicago, IL 60605

7. American Seed Trade Assoc., Inc.
Suite 964, 1030 15th St., N.W.
Washington, D.C. 20005

8. American Society of Agricultural Engineers
2950 Niles Road
St. Joseph, MI 49085

9. American Society of Agronomy
677 St. Segoe Rd.
Madison, WI 53711

10. American Society of Animal Science
Q Corporation, 39 Sheridan Ave.
Albany, NY 12210

11. American Society for Horticultural Science
P.O. Box 109
St. Joseph, MI 49085

12. American Society of Range Managemen
2120 S. Birch St.
Denver, CO 80222

13. American Veterinary Medical Assoc.
300 S. Michigan Ave.
Chicago, IL 60605

14. American Vocational Assoc.
1025 15th St., N.W.
Washington, D.C. 20005

15. Careers, Inc.
Box 135
Largo, FL 33540

16. Chronicle Guidance Publications, Ir
Moravia, NY 13118

17. College of Agriculture
(Name of your land grant institutic
(City, State Zip Code)

18. College of Agriculture
The Pennsylvania State University
University Park, PA 16802

19. Cooperative Foundation, The
59 East Van Buren St.
Chicago, IL 60605

20. Entomological Society of America
P.O. Box A.J., 4603 Calvert Rd.
College Park, MD 20740

21. Farm Equipment Manufacturers Assoc.
230 S. Bemiston
St. Louis, MO 63105

22. Farm & Industrial Equipment Inst.
410 N. Michigan Ave.
Chicago, IL 60611

23. Future Farmer
P.O. Box 15130
Alexandria, VA 22309

24. Goodrich Co., The B. F.
Public Relations Dept.
500 S. Main St.
Akron, OH 44318

25. Guidance Centre
1000 Yonge St.
Toronto 289, Ontario, Canada

26. Institute of Food Technologists
176 West Adams St.
Chicago. IL 60603

27. Institute for Research, The
Office 703, 610 S. Federal St.
Chicago, IL 60605

28. International Voluntary Services, Inc.
1555 Connecticut Ave., N.W.
Washington, D.C. 20036

29. Interstate Printers & Publishers, Inc.
Jackson At Van Buren
Danville, IL 61832

30. J. G. Ferguson Publishing Co.
6 North Michigan Ave.
Chicago, IL 60602

31. Maryland State Dept. of Education
Dept. of Vocational-Technical Ed.
P.O. Box 8718
Friendship International Airport
Baltimore, MD 21240

32. National Assoc. of Animal Breeders, Inc.
512 Cherry St.
P.O. Box 1033
Columbia, MO 65201

33. National Association of County
Agriculture Agents
P.O. Box 107
Fayetteville, AR 72701

34. National Farm & Power Equipment
Dealers Association
2340 Hampton Avenue
St. Louis, MO 63139

35. National Forest Products Assoc.
Wood Industry Careers
1619 Massachusetts Ave., N.W.
Washington, D.C. 20036

36. National Grain and Feed Assoc.
500 Folger Bldg., 725 15th St.
Washington, D.C. 20005

37. National Vocational Agriculture
Teachers Assoc., Inc.
Box 4498
Lincoln, NB 68504

38. Peace Corps
Washington, D.C. 20525
(Changed to ACTION-Peace Corps & VIST

39. Pennsylvania Game News
Pa. Game Commission, South Office Bld
P.O. Box 1567
Harrisburg, PA 17120

40. Pennsylvania State University
Dept. of Horticulture
103 Tyson Bldg.
University Park, PA 16802

41. Sales & Marketing Executives -
International
630 Third Avenue
New York, NY 10017

42. Science Research Associates, Inc.
259 East Erie St.
Chicago, IL 60611

43. Society of American Florists
901 N. Washington St.
Alexandria, VA 22314

44. Society of American Foresters
1010 - 16th Street, N.W.
Washington, D.C. 20036

45. Soil Conservation Society of America
7515 N.E. Ankeny Rd.
Ankeny, IA 50021

46. Successful Farming VO-AG Teaching Uni
Nasco
Fort Atkinson, WI 53538

47. Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

48. U.S. Dept. of Agriculture
Washington, D.C. 20402

49. U. S. Dept. of Interior
National Park Service
Washington, D.C. 20240

50. USS Farm Service Centers
United States Steel
10 East South Temple
Salt Lake City, UT 84111

51. Vocational Guidance Manuals
Universal Publishing & Distributing Corp.
800 Second Avenue
New York, N.Y. 10017

52. Weed Science Society of America
Fred W. Slife, Business Mgr.
Agronomy Dept., Univ. of Ill.
Urbana, IL 61801

53. The Wildlife Society
Suite S-176, 3900 Wisconsin Avenue, N.W.
Washington, D.C. 20016

54. PENNscript
5301 Jonestown Road
Harrisburg, PA 17112

ACCESSION NUMBER: VT100672

TITLE: CAREER GUIDANCE IN THE CLASSROOM.

PERSONAL AUTHOR: PASTRANA, RONALD R.

DESCRIPTOR: *CAREER EDUCATION; *TEACHING GUIDES; *SELF CONCEPT; *SECONDARY SCHOOL COUNSELORS; *CAREER PLANNING; PERSONAL VALUES; VOCATIONAL INTERESTS; VOCATIONAL APTITUDE

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: VIP V.7NO.4(1974)PP. 560

ABSTRACT: THIS UNIT, "SELF STUDY AND CAREER PLANNING," IS DESIGNED FOR USE BY COUNSELORS WITH SENIOR HIGH SCHOOL STUDENTS IN ONE CLASS A WEEK FOR 15 WEEKS. TEN SEPARATE TOPICS CONTAIN OBJECTIVES, TEACHER PREPARATION, KEY POINTS, LEARNING ACTIVITIES AND TEACHING STRATEGIES, POSTTEST ACTIVITIES, DIRECTIONS FOR SUMMARIZING THE LESSON, AND A PAGE FOR THE COUNSELOR-TEACHER'S NOTES. TOPICS COVER THE FOLLOWING AREAS: (1) INTRODUCTION, (2) WHO AM I?, (3) INTERESTS, (4) VALUES, (5) ATTITUDES, (6) APTITUDES, (7) PROBLEM SOLVING, (8) DECISION MAKING, (9) CAREER INFORMATION MATERIALS, AND (10) CAREER PLANNING. (MU)

INSTITUTION NAME: SUFFOLK COUNTY BOARD OF COOPERATIVE EDUCATIONAL SERVICES, DIX HILLS, N.Y.

VT 100 672

CAREER GUIDANCE

IN THE

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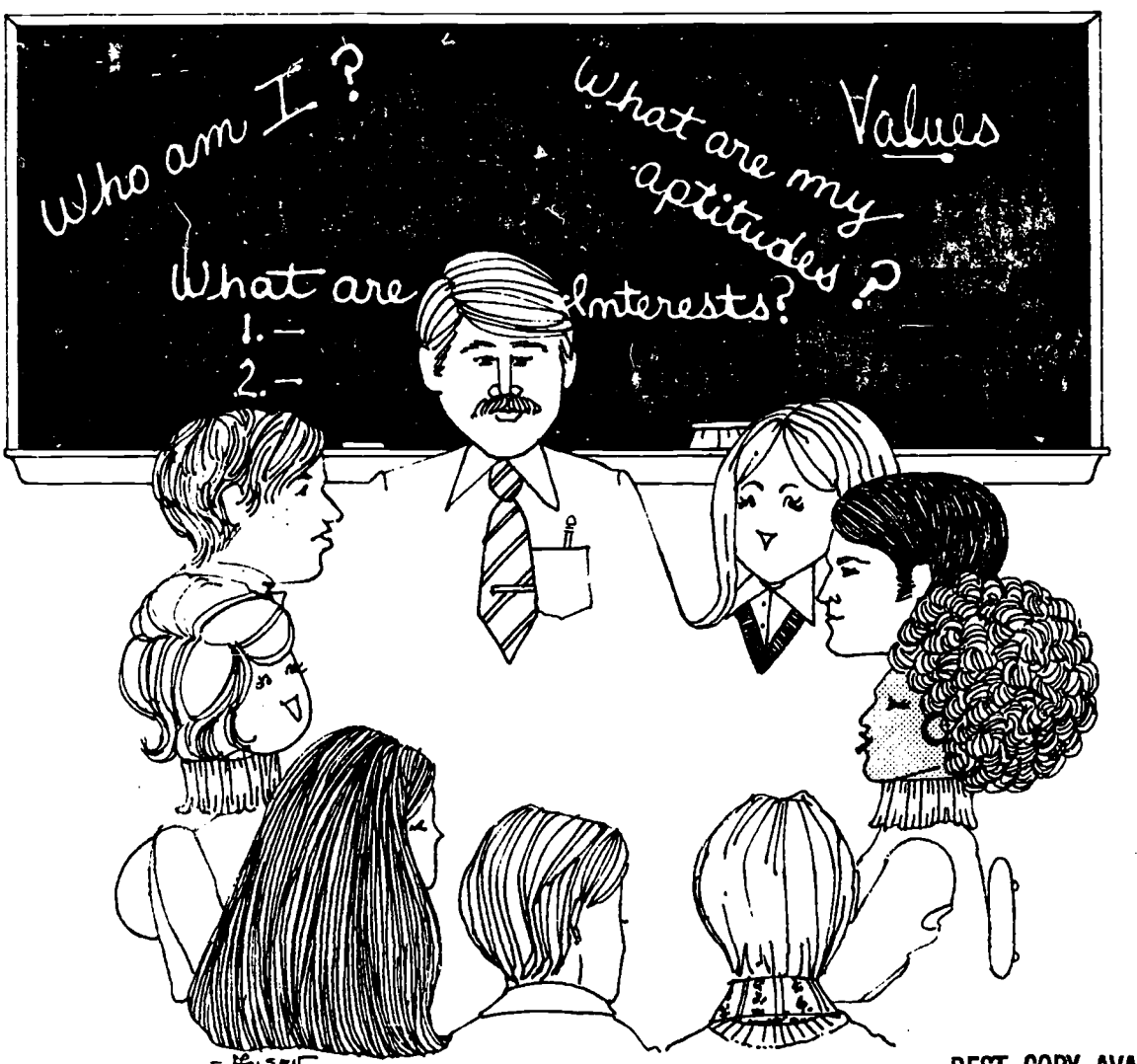

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BOCES III

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
THIRD SUPERVISORY DISTRICT OF SUFFOLK COUNTY

507 Deer Park Road, Dix Hills, N. Y. 11746

Gordon A. Wheaton, District Superintendent

CAREER EDUCATION PROJECT

Resource and Instructional Manual

For The Implementation

of a Model

Career Guidance Curriculum Unit

in cooperation with
Walt Whitman High School
South Huntington Public Schools
Huntington, Long Island, N. Y.

by
Ronald R. Pastrana
Secondary Career Education Consultant

ERIC

FOREWORD

The publication on Career Guidance in the Classroom is a part of the Career Education Project which is directed by Dr. William H. Heath, Assistant Superintendent of B.O.C.E.S. III. The project is also indebted to Dr. Pearl Campbell of the State Education Department who has provided overwhelming support for our endeavors.

The project began in the fall of 1972 when elementary school personnel representing the 18 school districts of the BOCES were screened and selected to provide the greatest range of experiences. These twenty-three volunteers met every other week throughout the 1972-73 school year with Alyce Scimeca and Ray Bongiovanni in their role as Career Education Liaison Instructors. These gatherings helped the project in a number of ways, not the least of which was clarification of the meaning of Career Education.

After the initial assembly it was soon evident that there were as many definitions of Career Education as there were members. The project liaison instructors settled down to establishing a common meaning to the title. This was accomplished by researching and reviewing existing national programs and subjecting them to constant critical evaluations, scrutiny and discussion.

As understanding emerged, so emerged directions for our own project. It was decided that sample career education instructional modules would be written around regular elementary school subject matter.

At this point in time an editorial board of six of the members was selected to meet daily during July to finalize ideas for the instructional sample modules. The remaining members participated in "Project Shadow." This part of the total project was an attempt to bring together business and education. Participating firms provided time during working hours for teachers to watch, as well as do, as they learned the inner mechanics of administration of the New York Telephone Company, General Electric and a host of others.

During the spring of the school year, as consideration was being given to proposals for continuation of the project into the 1973-74 school year, it was decided that a two fold approach should be adopted.

The emphasis on the elementary school portion would be expanded and an attempt made to bring Career Education, as a classroom activity, into the secondary school. The project owes a debt of gratitude to Ronald Pastrana for his devotion to the task and the tremendous amount of time and work expended. Its reception by the students will attest to the ultimate value of this volume.

Donald M. Friedman
Project Coordinator
Career Education Project

Philip X. Munisteri
Assistant Project Coordinator
Career Education Project

INTRODUCTION

This career guidance resource and instructional manual was written primarily for the secondary school counselor. Its purpose is to provide background information, resource materials, and procedures which are useful in teaching a guidance-based curriculum unit concerning self-awareness and the basics of career planning.

The manual is divided into three sections. Section I provides background information on the BOCES III Career Education Project, the relationship between Career Education, Career Guidance, and the Counselor as well as the development of the (Model) Career Guidance Curriculum Unit at Walt Whitman High School. Section II includes the model unit and the lesson plans with suggested learning activities and teaching strategies. Section III includes a glossary of career education terms to be used with the unit, a primary and related bibliography, and an appendix which consists of all student information and activity worksheets to be used with the unit.

This writer hopes that the concept of a career guidance teaching unit will be seen in terms of what it can do to help the counselor guide the learning experience of students and the strategies suggested will be viewed in terms of practical techniques for implementing the unit. However, since the unit is developmental, there is no doubt that it can be further expanded and improved.

I wish to ackowledge with sincere gratitude Richard L. Duncan, Guidance Consultant, Mesa Career Education Project, Mesa, Arizona, and Glen A. Thomas, Career Education Consultant, Helena Public Schools, Helena, Montana, for their assistance in providing information and materials that were invaluable in preparing the guidance-based teaching unit.

I am indebted to the staff at the Center for Vocational and Technical Education, Ohio State University, for their continuing technical assistance. I am especially grateful to Charles Bell, Research Associate at the Center, for his interest and hours of conversation during my visit to the Center which helped me to crystallize the concept of the model guidance unit.

I am finally grateful to my colleague and friend, Frank Keltos of Half Hollow Hills High School, for reviewing the manuscript and suggesting changes.

Ronald R. Pastrana

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SECTION I

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BACKGROUND OF THE BOCES III CAREER EDUCATION PROJECT

The Career Education Project is sponsored by the Board of Cooperative Educational Services of the Third Supervisory District, Suffolk County, New York.

For the academic year 1973-74, one guidance counselor from a high school will provide the secondary level continuum, since the main thrust of the project is on Career Education in the Elementary School. The major operational goal of the Career Education Project will be the development and implementation of innovative curriculum units integrated into the existing elementary school curricula.

The Secondary Career Education Program developed from the fact that there had to be a logical transition of the activities now operational at the elementary level, culminating eventually at the secondary level. It is reasonable that there be an integrated progression of career education into the secondary level and that the planning of this progression involve secondary level personnel to preclude the evolution of unrelated programs at the two levels.

It was decided that one secondary school in the Third Supervisory District be selected to pilot a transitional program. The program proposed was the development of a general course of study for high school students in "Career and Self Awareness". The course would be very strong in the affective domain and would aim at those students who have no or only vague ideas regarding their future goals.

Another aspect of the program combines the concept of a student-to-student advisor system in which high school students who have made a strong commitment to a particular occupational area could meet with elementary level students in peer group sessions. This concept, which entails peer group interaction, will undoubtedly help initiate the career development of the elementary school pupil as well as enhance the high school student's career concepts.

In essence, the Career Education Project hopes to make the elementary school child aware of his own unique identity and acquaint him with the world of work. Such introduction at the elementary level would afford him the opportunity of entering into the secondary level with preparatory skills which, when reinforced, would enable him to make more valid choices toward his career.

CAREER EDUCATION, GUIDANCE AND THE COUNSELOR

CAREER EDUCATION

Although there are nearly as many definitions of career education as there are definers, one emerging concept is that it is a developmental process which begins in kindergarten and continues through the adult years. This view maintains that the student progresses from an ititial awareness of career on to exploration and preparation, in a continuous advancement, toward placement in a satisfying adult life-role.

From the outset it is important to realize that Career Education will not supplant any current educational system. What is now taught in the public school is a vital part of Career Education. For example, learning to read and write is obviously a significant aspect of career preparation. So too, is learning to use mathematics and learning about the biological, physical and social aspects of the world we live in. It has become evident, however, that what we now have in contemporary education is just not enough to meet the needs of young people entering a complex and rapidly changing technological society. Thus, Career Education will include learning experiences that are already a part of American public education as well as others that are not.

The learning experiences that are not now a part of the total educational experience are rooted in the career development concept. By definition career development is a process of growing and learning about self and how self relates to the career roles played out during one's lifetime. As has been stated: For this process to evolve, students must be provided reality experiences which enable them to test their values and evolving self-concepts in the larger community and the world of work. Thus we can see that the career development concept offers a new learning dimension, for it seeks to bring education to the reality of the world of work at all grade levels.

In essence, Career Education is the infusion of various elements of the career development concept into contemporary education. It offers educators an opportunity to relate subject matter to the world of reality as well as to the interests and needs of their students.

GUIDANCE AND THE COUNSELOR

The prerequisite of any successful career education program is a strong career guidance service capable of serving all aspects of the students' educational life. Furthermore, within a Career Guidance Program no single function is more significant than the function of assisting students with their career development and career planning. In this context, guidance concerns itself not only with the planning for and acquisition of occupational skills, but also with the elements of self: aptitudes, attitudes, values, interests - all of which influence decision making and choice.

In its totality, this writer views career guidance as multi-dimensional in scope and strategy, continuous, sequential, and developmental in nature. Career guidance employs the techniques of individual counseling and group guidance, teaching of guidance curriculum units, multiple-opinion groups, and the student-to-student advisor system at the secondary and elementary levels. It also makes use of all media for dissemination of career information.

With the current emphasis on career guidance, the counselor has the opportunity and the responsibility to take a leadership role in the career developmental process of young people. He has the knowledge, skills, and expertise to deliver his specialized content area of "Self" and become the prime agent of change in the school.

DEVELOPMENT OF THE SECONDARY PROJECT AND CAREER GUIDANCE UNIT

IDENTIFICATION OF STUDENT NEEDS FOR CAREER GUIDANCE

During late Spring of 1973, the Walt Whitman High School Guidance Department, through its Career Guidance Service, gathered information on the career needs of students. The data obtained came from a variety of sources: individual counseling, group guidance sessions, class discussions, and career workshops. The prime source of data, however, was the "Career Guidance Survey", an evaluation instrument designed by this writer.* The survey was given to 400 students participating in Walt Whitman's Career Guidance Service. The responses to the survey amounted to 70% of the participating students. One major item in the survey was significant for the further development of the Secondary Career Education Project during the academic year 1973-74. Seventy six percent of the students responding indicated the need for a mini-course that would cover the following: interests, aptitudes, values, achievements, decision making and career planning. Furthermore, the students indicated that it was necessary to have some idea of the relationship between these six aspects and the realization of their career goals. In essence, they wanted to know more about themselves and the world of work.

The data obtained from the Career Guidance Survey and information pertaining to the Career Guidance Service at Whitman was informally reviewed and commended by the Guidance Unit of the Comprehensive Career Education Model (CCEM) at the Center For Vocational and Technical Education of Ohio State University.

THE SECONDARY PROJECT AND THE CAREER GUIDANCE CURRICULUM UNIT

The operational core of the Career Education Project is based in the identification of student needs for career guidance and the prime career guidance function of assisting individuals with their development and career planning.

Since the "Project" is concerned with career development, student planning and the study of self, its goals can best be achieved and reinforced through a guidance-based teaching unit. This led to the development of the Career Guidance Curriculum Unit entitled, "Self Study and Career Planning". The model unit is a career guidance strategy to initiate an understanding of both self and the rudiments of career planning.

This writer felt that a visual graphic of the model and the structure of the unit would reinforce the career development concept. The graphic indicates quite vividly that for effective career planning to take place, there must first be a study and understanding of self. (See Diagram for the (Model) Career Guidance Curriculum Unit.)

The model unit will utilize the group situation as the vehicle to initiate self understanding, decision making skills, and problem solving techniques. Through their actions and reactions the group members will demonstrate interpersonal dynamics, an underlying force in the areas mentioned above.

It is hoped that after the student finishes the unit, the knowledge he has gained will motivate him to continue these important investigations on his own. Thus by taking the initiative, he will be using decision making skills, refined with a degree of self understanding, which will eventually lead to a tentative career choice. In this way, it is hoped, the model unit will be an instrument for success.

* See Bibliography - Evaluation Report of the Career Guidance Service.

SECONDARY CAREER EDUCATION PROJECT

WALT WHITMAN HIGH SCHOOL

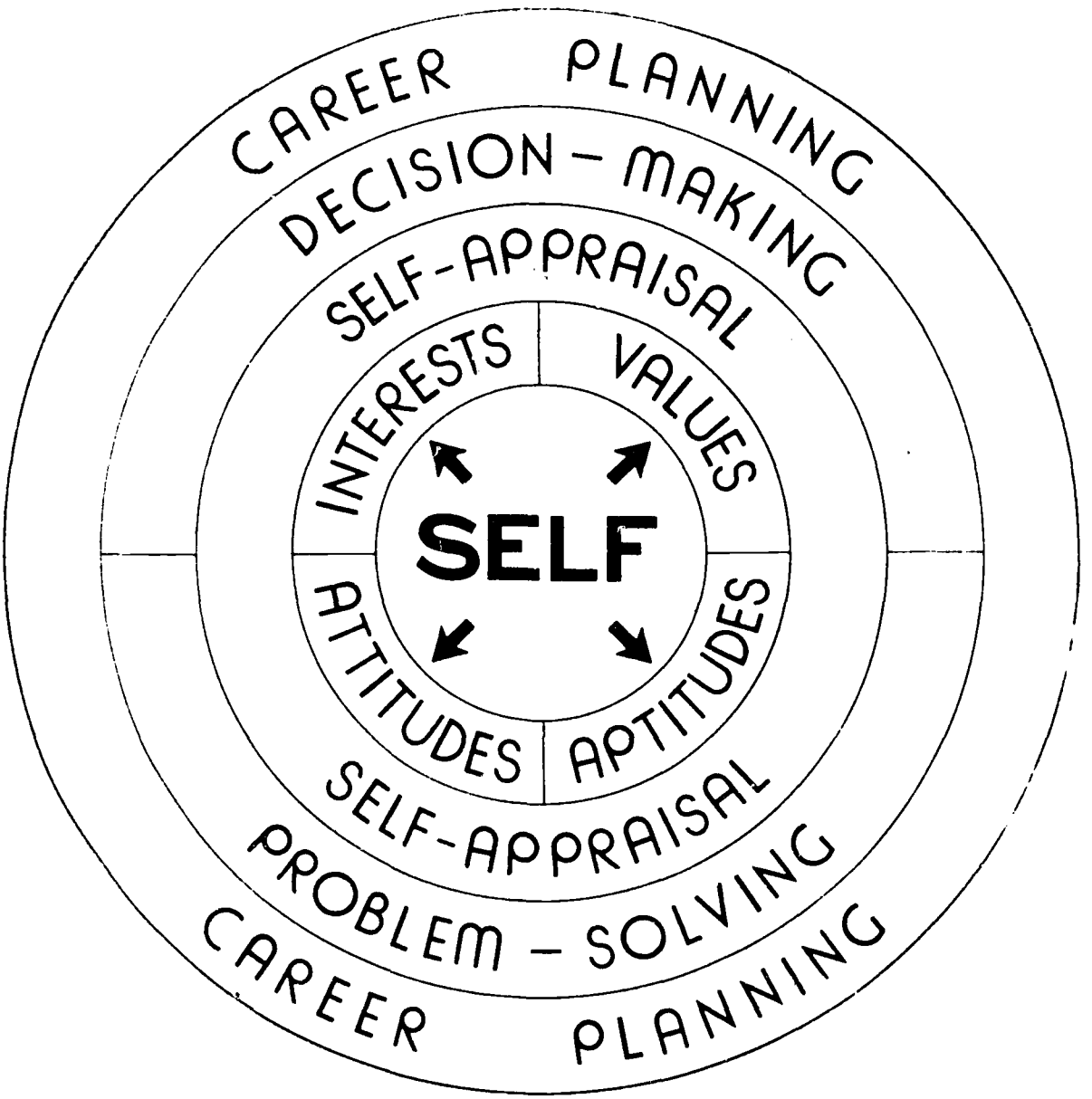

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CAREER GUIDANCE CURRICULUM UNIT

"Self Study and Career Planning"

SECTION II

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SUGGESTED USE OF THIS UNIT

This unit, entitled "Self Study and Career Planning", is designed for use by counselors with senior high students. However, seventh, eighth, and ninth grade students could equally profit from many of the learning activities and experiences found in most of the topics.

The unit calls for one class a week for a period of fifteen weeks, and consists of ten separate topics with each topic having a suggested class time. Each topic can be expanded at the discretion of the counselor in order to give full value to ongoing group discussions and personal appraisal information.

The topics included in the unit are arranged in a suggested sequence, but the counselor should feel free to rearrange the topics in the best possible way to meet student needs. The topics on "How to Use Career Information and Materials" and "What is Career Planning All About?" should be left in their present sequence since they contain culminating activities and exercises. At the end of each topic there is a note page to provide the counselor with space for his own thoughts and ideas on that specific topic.

Each student handout and worksheet used in a particular topic is found in the Appendix and numbered accordingly. The materials should be copied and placed on duplicating masters for easy distribution to students. It should be noted that each handout and worksheet is a model and the counselor can develop others according to his requirements.

Each student should maintain a notebook and folder in which to include the handouts and worksheets distributed during the course to serve as ready reference for personal career information which will help him facilitate his future career decisions.

The counselor will find a glossary of career education terms and bibliography in Section III of this manual. Each entry offers a ready reference to the current thought and development of career education and guidance. The glossary is especially important to the unit since it is the major source of terminology used in the ten topics.

It is most important that the counselor read the entire course before using it, to make notes in the spaces provided, and to alter the text in any way to best adapt it to his students' needs. This will insure the continuity and smooth implementation of the course.

(MODEL)
CAREER GUIDANCE CURRICULUM UNIT
"SELF STUDY AND CAREER PLANNING"

TOPIC 1

Topic Title: Introduction to the Career Guidance Unit

Grade Level: 10-12 (flexible)
Time: 1 hour

Objective:

To acquaint students with the rationale, purposes, and content of the unit.

Preparation:

1. Reproduce material describing the unit for distribution to students.

2. Notify students to bring a notebook and folder for materials distributed during the course of the unit.

Key Points:

1. This unit, as well as successive units, was developed to meet basic career needs of high school students.

2. The career needs were identified by a survey instrument.

3. The effective realization of career goals is dependent upon self-knowledge and career planning.

Learning Activities and Teaching Strategies

I. How did the Self Study and Career Planning Unit come about?

A. During the late Spring of 1973, the Walt Whitman Guidance Department conducted a career needs survey with 400 students. The survey told us that there was a definite need for students to take a mini-course that would cover the following:

1. I need to understand my interests, aptitudes, values, and achievements, and the decision making process.

2. I need to have some idea of the relationship between the above mentioned elements to the realization of my career goals.

To meet these needs, the present course was developed. The course is just a tool for helping you to learn about yourself and the basics of career planning.

B. Refer to course outline that was distributed to students at the start of class.

II. What is the Course Outline and how does it relate to "Self Study and Career Planning"?

A. The topics to be reviewed in the course include: Introduction, Who Am I?, Understanding My Interests (2 periods), Understanding My Values (2 periods), Understanding My Aptitudes (2 periods), What Are My Attitudes? (2 periods), Problem Solving Techniques, A Look At Decision Making, How To Use Career Information And Materials (2 periods), What Is Career Planning All About?

B. A brief description of the ten topics:

1. Introduction

This is the topic you are studying now. Its purpose is to give you a general idea of what this course is all about.

2. Who Am I?

This topic helps you to focus on yourself. You will think about your interests, values, aptitudes, attitudes, abilities and behavior. You will attempt to see yourself at this present time in relation to your school and career goals.

3. Understanding My Interests

This topic will help you to compare what you think your interests are with the results of an interest questionnaire. It will further help you to look at the kinds of occupations that go with your interest. You should determine whether you are interested in working with Data, People or Things.

4. Understanding My Values

Information about your values will help you to consider goals that include activities and settings that are important to you. Your values are the things that are important to you in your life. They affect your choice of school and career goals and just about everything else that is important to you. You will take a test called the Work Values Inventory to help you answer questions about your values.

5. Understanding My Aptitudes

Different opportunities in your future require different patterns of abilities. Your success in any field will depend a great deal on your aptitudes in those areas that are important to the field. This topic will help you to understand the meaning behind the scores on the Differential Aptitude Tests and the Armed Service Vocational Aptitude Battery. How to use the scores for Career Planning will be stressed.

6. What are My Attitudes?

Your attitudes influence how you act when you are by yourself or with other people. Getting some information about how you act in personal and social situations will help you to know in advance how you are likely to act in various settings related to school and career goals. This topic will show you how attitudes and the resulting behavior affect success in achieving the mentioned goals.

7. Problem Solving Techniques

This topic will show you how to develop a thought process which can be used to solve problems in an orderly and analytical manner in any given time frame. This thought process can be used for all problems especially in the process of decision making for career planning.

8. A Look at Decision Making

This topic presents decision making as a process that involves the collection of a body of information. It includes a variety of data and an analysis of the data through a problem solving approach to attain a solution.

9. How to Use Career Information and Materials

This topic will introduce the student to the information and materials found in the Career Information Resource Center and the community at large. At this point the student will be able to use what is available in a more sophisticated manner, having recently obtained insights into himself and the essentials needed for career planning.

10. What is Career Planning All About?

This topic introduces the student to career planning as a three-phased process. It involves as thorough an understanding of Self as possible, as complete an understanding of the world of work as possible, and then the integration of these so that effective decisions can be made.

Summary:

In summarizing the topic the counselor should, through student questions and class discussion, arrive at the general conclusion that an understanding of one's interests, aptitudes, values, attitudes, and behavior is necessary for effective decision making and career planning. This will subsequently facilitate the realization of one's career goals.

(MODEL)
CAREER GUIDANCE CURRICULUM UNIT
"SELF STUDY AND CAREER PLANNING"

TOPIC 2

Topic Title: Who Am I?

Grade Level: 10-12 (flexible)
Time: 1 hour

Objectives:

1. To encourage the student to gather as much information about himself as possible through a form of self study.

2. To have the student at this point in time appraise himself with respect to his interests, values, aptitudes and attitudes as they relate to his school and career goals.

Preparation:

Reproduce handout on Self Appraisal Essay for distribution to students.

Key Points:

1. "Self-appraisal" includes not only what we think about ourselves but also what others think about us.

2. A sincere and objective "self-appraisal" will help you to know who you are and where you are going.

3. All of our personal characteristics in one way or another affect school and career goals.

Learning Activities and Teaching Strategies

I. What do you know about yourself and your abilities?
Do you know what people think of your personality?
Do you know who you are?

A. The first part of this course will give you an opportunity to look for answers to these questions about yourself.

You will be using the answers to these questions for further self study so that you might know who you are and where you are going. Then you can plan where you are going!

B. As a starting point I would like you to appraise yourself by writing an essay to answer the question, "Who Am I?". This essay is for you and will be kept confidential. In your essay include some information about each of the following:

1. abilities (D.A.T. scores, ASVAB scores, your social, scholastic and physical abilities)

2. interests (hobbies, extra curricular activities, and possible career goals)

3. personality traits (attitudes, behavior, self control, confidence, etc.)

4. strengths and weaknesses (purely subjective as you see them)

5. other information you feel is important.

C. Review your essay "Who Am I?" and then place it in your career folder.

II. At this point divide class into small groups for discussion of how one's personal characteristics affect school and career goals.

A. Each group should write down some of the major findings and then report them to the class and a general class discussion should be held.

B. If time is of the essence, hold off general discussion for the next class. The continuity will be maintained since the next topic concerns "Understanding My Interests".

Summary:

In summarizing the topic the counselor should, through student questions and class discussion, arrive at the general conclusion that in order to know who we are and where we are going, we must first appraise our personal characteristics in an objective manner. A meaningful self-appraisal leads to a deeper understanding of ourselves and how we relate to others.

(MODEL)
CAREER GUIDANCE CURRICULUM UNIT
"SELF STUDY AND CAREER PLANNING"

TOPIC 3

Topic Title: Understanding My Interests

Grade Level: 10-12 (flexible)
Time: 2 hours

Objectives:

1. To help the student find out more about himself in the area of Interests.

2. To help the student relate his interest with possible work activities.

3. To help the student see his interests in relationship to working with Data, People and Things.

Preparation:

Reproduce sufficient copies of the Interest Check List developed by the U.S. Training and Employment Service.

Key Points:

1. Knowing about your interests will help you to relate them to your school and career goals.

2. The Interest Check List will help you to explore possible kinds of work you would like.

3. Your interests are subject to change and this is important to realize as you come to know who you are.

Learning Activities and Teaching Strategies

I. You learn about yourself by understanding your interests.

A. What are interests?

Interests can be thought of as the likes and dislikes of an individual. You could also say that they are activities you like to do, things that please you and give you much satisfaction.

B. Why gather information about our interests?

Knowing about your interests and how they might relate to your school and career goals should help you to have a happy life! This information will help you work toward those future activities you truly enjoy doing. The more information on your interests that you can gather, the more able you will be to plan well.

II. Introduce students to the Interest Check List.

A. To find out more about who you are in the area of interests, you will have the opportunity to take a special interest inventory called the Interest Check List. This inventory can help you to relate your interests with the kinds of work you might possibly like. It indicates a broad range of activities which are found in most industries and occupations in the United States today.

The Interest Check List is not a test and there are no right or wrong answers.

B. Administer the Interest Check List in accordance with the prescribed procedure. Approximately 20-25 minutes is the average time required to complete the Check List. Upon completion of the Check List by the student, he should return it to the counselor.

C. During the next class session, the counselor will discuss the Check List with the group.

III. How is the Interest Check List used?

A. It is an exploratory tool from which the student and counselor can investigate together the range of career interests of the student.

B. Discuss "liked" activities with the counselees to be certain that they represent true vocational interests and not interests based solely on such factors as the pay rates or the glamor aspects of the job. First, discuss the items doublechecked as "most liked". Then, review other items checked as "liked", particularly the occupational clusters of checks. It is important to bring out what is liked about these activities and why they are liked, and to explore relationships between "liked" activities in order to determine possible patterns of the strongest interests. Discuss with the counselee whether he has had actu work experience, leisure-time activities, schooling, or hearsay information bearing upon the activity, and whether he is interested in investigating the job possibilities for that activity. Interests given the greatest consideration should be those which reflect a desire to participate in the activity rather than to be an observer.

C. Negative interests may also be significant, particularly when they have a bearing on the formation of the vocational plan. Activities that are disliked should usually be eliminated from consideration. However, disliked activities should be explored when the counselee has had definite work experience or training involving these activities. Responses checked as uncertain might also be explored in activities in which the counselee has had work experience or training.

IV. What additional information can you obtain from the results of the Interest Check List?

A. Explain to the students that those work activities given the greatest consideration can be classified into three special categories called worker functions: Data, People and Things. This means that no matter what the job is the worker functions in terms of:

1. Data (instructions, information and ideas).

2. People (in the form of the public, supervisors and fellow workers, as well as animals dealt with on an individual basis as if they were human).

3. Things (materials, equipment, or products).

Some jobs emphasize one function more than the others and thus interests can tell the student what his worker function preference is. Would he like to work with People, or Data or Things or any combination of the three?

B. All this information will be useful to you when you begin career planning, if you keep one idea in mind: interests change and interests are just one part of coming to know who you are.

Summary:

In summarizing the topic the counselor should, through student questions and class discussion, arrive at the general conclusion that knowing about your interests and how they relate to your expressed occupational preferences and the worker function categories will be useful to plan for the future. The information gathered will also help to learn more about yourself now!

COUNSELOR NOTES

ERIC

(MODEL)
CAREER GUIDANCE CURRICULUM UNIT
"SELF STUDY AND CAREER PLANNING"

TOPIC 4

Topic Title: Understanding My Values

Grade Level: 10-12 (flexible)
Time: 2 hours

Objectives:

1. To help the student find out more about himself in the area of Values.

2. To provide the student with a means by which he can relate his values to what he thinks is important in determining his school and career goals.

Preparation:

1. Reproduce sufficient copies of the handout on "Work Values" for distribution to students.

2. Read manual for the administration of the Work Values Inventory.

Key Points:

1. Knowing about your values is important since they help determine your "life" goals, and your "life" goals give a picture of who you are.

2. Values are subjective and everyone forms his own ideas in accordance with his own unique life experiences.

3. Knowing about your values will help you identify those things you think are important in the work you will do some day.

Learning Activities and Teaching Strategies

I. Key questions regarding values clarify one's value system.

A. What are values?

Your values can be regarded as your idea of those things that are important to you. If you value something highly it definitely has importance to you in your life.

Ex.: If schooling, a job, or helping others is very important in your life, it then constitutes a significant value for which you will be willing to work very hard.

B. What other ways can we see values?

Values can also be seen as what you consider to be right or wrong. Values provide your life experiences with a framework of order so that life is not so perplexing.

C. Why are values important?

Values are of prime importance since they help determine your life goals, and your life goals give a picture of who you are. That is what you are beginning to find out.

II. Introduce students to the Work Values Inventory List.

A. Ask each student to indicate those values that are important to him and those values which are not important.

B. After the above task is done by individual students, divide them into small groups. Ask each group to determine, "Which values are more important than others?" Each group should report its findings to the class.

C. One outcome of the small group discussion is the discovery that values are subjective and that every one forms his own ideas in accordance with his own unique life experiences. On this basis, values that are important to some are not important to others, and to determine a master list of values by ranking is not valid or real. However, it is real for each individual for only he can say what is important to him.

III. At this point in the topic on values introduce the Work Values Inventory.

A. Indicate to the students that they previously had an experience with the Work Values Inventory List. By taking the complete inventory, they will now have an opportunity to match their previous results with the inventory results. The information obtained will help them identify those things they think are important in the work they will do some day.

B. Allow 30 minutes for the administration of the Work Values Inventory. Upon completion of the Inventory by each student, he should return it to the counselor.

IV. How can I use the results of the Work Values Inventory?

After you receive your scores on the Work Values Inventory and compare them with the results of the first exercise, you should have a clearer idea of what some of your values are today. This inforamtion gathered provides a basis for investigating those things which you seek in work, in schooling, and life in general.

Summary:

In summarizing the topic the counselor should, through student questions and class discussion, arrive at the general conclusion that our values reflect those things that are important to us in life. Our values will determine what things are important in future work experiences.

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CAREER GUIDANCE CURRICULUM UNIT
"SELF STUDY AND CAREER PLANNING"

TOPIC 5

Topic Title: Understanding My Aptitudes

Grade Level: 10-12 (flexible)
Time: 2-3 hours

Objectives:

1. To help the student find out more about himself in the area of Aptitudes.

2. To help the student understand the concept of aptitude in order to further assess his school and career goals.

Preparation:

1. Reproduce sufficient copies of the material or vocabulary terms and definitions to be used with this topic.

2. Compile (ASVAB) Armed Services Vocational Aptitude Battery Material to be used with this topic.

Key Points:

1. Aptitude is the capacity to learn in a particular area.

2. An aptitude score may be used as an indication for "probable success" in an occupation that requires that specific aptitude.

3. Aptitude potential can be developed.

4. An aptitude area is a combination of specific abilities.

Learning Activities and Teaching Strategies

I. Developing the concept "Aptitude".

A. Lead questions for discussion of aptitudes.

1. What is an aptitude?

2. How many kinds of aptitudes are there?

3. How does aptitude relate to who I am and where I am going?

4. What is the DAT and ASVAB?

B. At this point develop with the students a working definition of aptitude as a combination of abilities believed to be indicative of one's capacity to learn in some particular area.

Ex.: "musical aptitude" - a combination of physical and mental characteristics and motivational factors which are conducive to acquiring proficiency in the musical field.

C. It is important for the student to see aptitude as the capacity to learn.

II. At this point introduce the student to the various aptitude areas found in the Differential Aptitude Tests and the Armed Services Vocational Aptitude Battery.

A. Differential Aptitude Tests (DAT)

1. Verbal Reasoning
2. Numerical Ability
3. Abstract Reasoning
4. Clerical Speed and Accuracy
5. Mechanical Reasoning
6. Space Relations
7. Spelling
8. Language Usage

B. Armed Services Vocational Aptitude Battery (ASVAB)

1. Electronics
2. General Mechanical
3. Motor Mechanical
4. Clerical Administrative
5. General Technical

C. Distribute the handout material on terms related to the DAT, ASVAB, and standardized tests in general.

D. The counselor will review with the class each of the aptitude areas in the DAT and ASVAB and discuss any questions that may arise. The discussion will more than adequately give the students an appreciation for the variety of aptitude areas that exist.

III. How does aptitude relate to who I am and where I am going?

A. Explain to students that different opportunities in their future require different kinds of aptitudes. Their school and career goals will be influenced by their aptitude profile. Their success in any field will, of course, depend a great deal on their aptitudes in the areas that are important to that field.

B. For the next class session the counselor should tell the students to make an appointment in the guidance office with their counselor to obtain their scores from the DAT and the ASVAB.

IV. Interpreting your DAT and ASVAB scores.

A. By now the class should understand the meaning of the general terms used by the DAT and ASVAB: quartile, percentile, aptitude, aptitude area, and the general meaning of scores.

B. What does the aptitude score indicate?

1. The aptitude score may be used as an indicator for "probable success" in an occupation that requires that specific aptitude.

2. The DAT will give you a profile showing your strong abilities and weak abilities.

3. The ASVAB will give you a profile showing your strong aptitude areas and weak aptitude areas.

V. Administration of the test.

A. Distribute the DAT and ASVAB worksheet whereby each student will learn that specific conclusions can be drawn from his own set of scores.

B. It is important for the student to realize that he must include his general achievement in school along with his aptitude profile to obtain a true picture of his abilities.

VI. Can aptitudes be developed?

You already have an idea of the areas where your abilities and aptitudes are high and where they could still be developed. If you want to change your weak areas you just have to be willing to work hard at it. You can for the most part develop your abilities and aptitude areas!!

Summary:

In summarizing the topic the counselor should, through student questions and class discussion, arrive at the general conclusion that our abilities and aptitudes constitute a key factor in determing the kind of work we will do. We should consider our strong abilities and aptitudes and note that our weak areas for the most part can be developed with hard work! Even though we have the ability or aptitude for an occupation, we must also consider other factors like interests, values, attitudes, etc.

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TOPIC 6

Topic Title: Understanding My Attitudes

Grade Level: 10-12 (flexible)
Time: 2 hours

Objectives:

1. To help the student find out more about himself in the area of Attitudes.

2. To help the student see the relationship between his attitudes and his school and career goals.

3. To help the student gain insight into the relationship between attitudes and behavior.

Preparation:

Reproduce sufficient quantities of the Self-Appraisal Personality Scale, Self Rating Attitude Scale, and Situation-Reaction Exercise for distribution to students.

Key Points:

1. Attitudes influence how we act toward groups of people, objects, sets of ideas, situations, etc.

2. As a result of our attitudes we tend to avoid what has proved to be unpleasant and approach what has been rewarding.

3. Our behavior reflects our attitudes.

4. Knowing our attitudes and how we act in situations can help us to decide the work best suited for us.

Learning Activities and Teaching Strategies

I. Develop the concept "attitude".

A. What do we mean by attitude?

An attitude is an individual's tendency to act either positively or negatively toward groups of people, objects, sets of ideas, situations, or values.

Ex.: If a student does not perform well in school he has the tendency to develop a negative attitude toward school. His resulting behavior reflects his attitude.

(Ask students to give some examples of attitudes and possible outcomes.)

(Develop the discussion to the idea that the most important point about attitudes is that an individual will tend to avoid what has proved to be unpleasant and will approach what has been rewarding.)

B. How are attitudes formed?

"Attitudes are formed through learning but it rarely involves thinking." Attitudes are representative of one's feelings at a personal level.

C. How do attitudes relate to your personal and social behavior?

Your personal and social behavior includes how you act when you are by yourself or when you are with other people. How you act in part reflects your attitudes.

D. Why is it important to know something about my attitudes and personal and social behavior?

"Information about your attitudes and how you act in personal and social situations will help you to know in advance how you are likely to act in various settings related to school and career goals."

Ex.: If you don't like to meet new people, you probably would not like to work in a job that deals directly with the public.

II. Explore reality "attitude" situations.

A. Generate a group discussion by asking the significance of the following personal and social behaviors for school and career goals.

1. Handling difficult situations.

2. Working by yourself and using your attitudes.

3. Carrying through on an assigned or agreed upon task.

4. Contribution to others.

5. Considering the feelings of others.

(What attitudes do you see reflected in the above behavior?)

B. Introduce students to the Self-Appraisal Personality Scale and the Self Rating Scale.

III. Administer "attitude" evaluation scales.

A. To find out more about yourself in the area of attitudes and general personality you will take two self inventory rating scales:

1. Self-Appraisal Personality Scale.

2. Self Rating Attitude Scale.

The scales can help you explore your attitudes and general personality characteristics. The Self-Appraisal Personality Scale asks that you rate yourself in three areas: work habits, group attitudes, and personal characteristics; and the Self Rating Attitude Scale asks that you rate yourself according to personal descriptions.

After the students finish the exercise with the two self inventory rating scales, tell them that the best way to see how well they know themselves would be to ask their parents or friends to check their scale. Then compare to see if there are any differences of opinion. If there is a difference of opinion, it doesn't mean that you are wrong. You may know yourself better than anyone else. But, it may be helpful to try to figure out why the other person's opinion differs from yours.

At this time reintroduce the idea that knowing how you usually act in various situations can help you decide the type of school courses, or careers, which would be best for you.

B. Introduce students to the Situation-Reaction Exercise.

Explain that this exercise provides situations which you must react to in one of several ways. It is an exercise that asks you to predict what you would do in special situations. There are 10 questions and the exercise should take about 5 minutes.

IV. Direct post test activities.

A. After the class finishes the exercise divide the students into smaller groups to discuss the exercise and the meaning it has for school and career goals. Assign two questions to each group.

B. Each group should report its findings to the class and a general discussion should be held.

(This topic on attitudes just like the topics on interests, values, and aptitudes has tried to give you some information that will help you to discover the real you. How accurate your picture is depends upon how well you know yourself now than you did when you started this course.)

Summary:

In summarizing the topic the counselor should, through student questions and class discussion, arrive at the general conclusion that knowing our attitudes and how we act in a variety of situations will help us predict our suitability to various kinds of work settings.

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TOPIC 7

Topic Title: Problem-Solving Techniques

Grade Level: 10-12 (flexible)
Time: 1 hour

Objective:

To help students develop a thought process which can be used to solve problems in an orderly and analytical manner.

Preparation:

Reproduce sufficient copies of the handout on the general steps in the Problem Solving Process for distribution to students.

Key Points:

1. The problem solving technique can be used with a variety of problems, especially those related to decision making for career planning.

2. Problem solving process involves a series of steps that function as a guide to the thought process involved.

Learning Activities and Teaching Strategies

I. Approach the concept of "problem solving process".

A. What do we mean by problem solving process?

The problem solving process is a sound and analytical approach that helps you to arrive at decisions for the solution of problems.

B. What are the steps in the problem solving process?

1. Recognize the Problem

2. Make an Estimate of the Situation

3. Take Action

II. Analyze the aspects of the process.

A. Recognize the Problem

You must identify and evaluate all situations to determine the full impact of the problem.

B. Make an Estimate of the Situation

Before attempting to solve a problem, you must clearly define the exact nature of the problem - what is involved, what are the circumstances, when and where did the problem occur.

Here is a logical and orderly examination of these factors.

1. Determine the cause

   a. Once you have determined the exact nature of the problem, you must then determine why and how the problem arose and ascertain the facts that bear on the problem.

   b. If certain parts of the problem cannot be substantiated by facts, you may have to make logical assumptions, e.g., people must be interpreting me this or that way.

2. Determine possible solutions

   a. After you have determined the basic underlying cause or causes of the problem, you should consider possible solutions to the problem.

   b. Do not rule out a solution on first examination. Even if it later proves to be worthless in its entirely, a tentative solution may contain or suggest ideas of value.

   c. The more solutions you consider, the better your final solution is likely to be.

3. Evaluate possible solutions

   a. In evaluating the solutions you have picked, first compare their advantages and disadvantages.

   b. After you have done this with each solution, compare the merits of one solution against another to determine which solution is better.

   c. Above all, remember that jumping to conclusions often creates a more serious problem than the one you are attempting to solve.

4. Select the best solution

   This may be one of the single solutions considered previously, or it may be a combination of two or more of these possible solutions.

C. Take Action

1. Put the solution you have chosen into effect, using techniques appropriate to your personality.

2. Do not be content with merely initiated action, since success depends upon your ability and willingness to check results of the effort.

III. Evaluate the process with the class.

A. It is important to note that the above thought process can be used for the solving of all kinds of problems, especially those related to decision making for career planning.

B. At this point in the topic the counselor should give several examples of problem situations and have each student use the problem solving approach to solve them.

Summary:

In summarizing the topic the counselor should, through student questions and class discussion, arrive at the general conclusion that the problem solving process or some variation of it is helpful to arrive at decisions for solutions of many kinds of problems.

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TOPIC 8

Topic Title: A Look at Decision Making

Grade Level: 10-12 (flexible)
Time: 1 hour

Objectives:

1. To acquaint students with the various factors which influence decision making.

2. To help the student relate the general problem solving process to the career choice process.

Preparation:

1. Duplicate sufficient quantities of handout materials on Decision-Making for distribution to students.

2. Review the problem solving process thoroughly before beginning this topic.

Key Points:

1. The first part of decision making involves the gathering of much information about self, work, societal and cultural factors and many independent variables.

2. The second part of decision making is the analysis of data through a problem solving approach to attain a solution.

Learning Activities and Teaching Strategies

I. Introduce the process of decision making.

A. What have I learned about myself?

Elicit from students that they probably have a pretty good idea of who they are in the areas of interests, values, aptitudes, attitudes and behavior.

B. Point out that all this information will be useful when it comes time for them to choose school and career goals.

C. At this time develop the discussion to the specific areas of career goals by asking the question: What additional factors influence the making of decisions about career goals?

Elicit from the class such factors as: sex, age, physical abilities, personal history, social and cultural factors which operate on an impersonal basis, job requirements, employment opportunities, etc.

The main idea here is that decision making involves the gathering of much self information, work information, societal and cultural factors and many independent variables.

II. Develop the concept "decision making".

A. How can we describe decision making?

"It seems clear that although a decision may seem discrete, it is really only a step in a series of previously made decisions." It can be described as a continuing process having two parts:

1. The first part is the gathering of all kinds of information.

2. The second part is the analysis of the data through a problem solving approach to attain a solution.

B. What are the steps in the career choice process?

Elicit from the class the various steps in the general problem solving process.

1. Recognizing the nature of the problem.

2. Gathering the facts to determine the course.

3. Consider possible solutions.

4. Evaluate the solutions.

5. Select the best solution.

6. Put solution into effect.

(Explain to the student that the above thought process can be applied to making a career choice.)

III. Show the relationship of decision making to career choice process.

A. What are the basic steps in the career choice process?

1. The problem is making a career choice.

2. You gather information about self and the world of work.

3. Organize and evaluate pertinent data in an objective fashion.

4. Consider possible career choices.

5. Consider positive and negative consequences of choices.

6. Evaluate career choices.

7. Make tentative choice of career(s).

8. Continue to modify plans based on new information and personal feelings.

9. Continue the process.

B. The counselor should discuss the above career choice process with class for complete understanding and application.

Summary:

In summarizing the topic the counselor should, through student questions and class discussion, arrive at the general conclusion that decision making is a continuous process that involves the collecting of information and the analysis of data through a problem solving approach to attain a solution. Decision making is extremely important to the career choice process.

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TOPIC 9

Topic Title: How to Use Career Information and Materials

Grade Level: 10-12 (flexible)
Time: 2 hours

Objectives:

1. To acquaint the student with the Career Information Resource Center.

2. To encourage students to investigate occupations in which they are interested.

3. To encourage students to become knowledgeable about and to make use of resources available which present information about occupations.

Preparation:

1. Reproduce sufficient quantities of the guide, "An Outline For An Occupational Study", and the Career and Self-Appraisal Worksheet.

2. Reproduce sufficient quantities of the handout entitled "Types of Materials on Occupations".

Key Points:

1. Career planning involves investigation of resource materials dealing with occupations.

2. Students should learn proper techniques in using materials on careers and occupations.

Learning Activities and Teaching Strategies

I. Generate interest through discussion about occupations.

A. What advantages do you think there are in studying occupations?

Encourage students to answer this question in their own words.

B. Some major responses should include the following:

1. Education required.

2. Occupations change, learn about new ones that have great promise and projected ones now developing.

3. General understanding of the world of work.

4. Obtain a wide variety of information to help make effective decisions about career goals.

C. Many more items can be added to the list but it isn't necessary to establish the rationale for studying occupations. At this time, however, you can mention to the class that a survey given to the students listed 10 areas of information needed to study an occupation. The students selected the five more important areas they would want to know when investigating a possible career:

1. Education or training required.

2. Type of work (service rendered, working with People. Data, Things, etc.)

3. Interest in the career.

4. Starting salary.

5. Aptitudes and skills.

The above listing leads into the major ways a student can study a possible career.

II. Discuss the methods of researching occupations.

A. What are some of the ways we can use to study careers?

1. Learning from multi-media career materials.

2. Talking to people in a specific career and those who employ them.

3. Working part-time on a paid basis or volunteer.

B. Direct the class discussion to the fact that this topic will only involve the first way cited (multi-media materials) in studying a career due to the time element and objectives of the topics.

C. Refer now to the handout "Types of Materials on Occupations". Review this paper with the class and show as many examples of the material as possible.

III. Acquaint class with one established resource center.

A. Introduce the class to any established career information resource center in the guidance office or school library.

B. After the tour of the center return to the classroom and follow up on what the students have learned thus far about career materials and procedures to use in studying careers.

C. Each student should be ready to do an initial in-depth occupational study by using the "Outline For An Occupational Study". Ask each student to investigate one career and then compare what he has learned about the career with what he has learned about himself. He will use the Career and Self-Appraisal Worksheet for the comparative study.

D. Ask each student to bring the completed Career and Self-Appraisal study to the next and final class session.

Summary:

In summarizing the topic the counselor should, through student questions and class discussion, arrive at the general conclusion that students should become knowledgeable and informed about various careers and occupations, but that they should first develop a process of investigation that will provide them the information from the various available sources.

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TOPIC 10

Topic Title: What Is Career Planning All About? Grade Level: 10-12 (flexible)
Time: 1 hour

Objectives:

1. To encourage students to continue their career investigations.

2. To determine any changes which might have occurred in the areas of self-knowledge and career goals.

3. To obtain from students an anonymous evaluation of the course.

4. To review the highlights of the course.

Preparation:

Reproduce sufficient copies of course evaluation for distribution to students.

Key Points:

1. Career planning involves the integration of self knowledge and understanding with the knowledge and understanding of the world of work.

2. Individual career planning will mature as the student increases in his knowledge of self, knowledge of work and in his capacity to function within his social environment.

Learning Activities and Teaching Strategies

I. Refer to each students' completed career and self-appraisal study and state that the exercise was a framework to be used for successful career planning.

A. What does Career Planning involve?

1. Knowledge and understanding of self.

2. Knowledge and understanding of the world of work.

3. Integration of self and world of work so that effective decisions can be made.

B. The career and self-appraisal study made use of the knowledge you have learned about yourself and information about the career you studied. You then compared different factors of self and the career to make some tentative decisions. In a sense you had initiated the very process of career planning.

II. Involve the class in a course evaluation.

A. Review and discuss some of the course highlights.

B. Ask students to respond anonymously to the questions on the course evaluation form.

C. After collecting the evaluation forms, wish students good luck in continuing their career investigations and thank them for participating in the experimental program. Remind them that their counselors and the guidance office are always ready to assist them.

Summary:

In summarizing the topic the counselor should, through student questions and class discussion, arrive at the general conclusion that each student must understand and realize that in his own career planning, his personal characteristics and attributes are unique and they will definitely influence his tentative career goals. World of work information such as employment trends, job mobility, occupational supply and demand, etc. are critical considerations of career planning.

SECTION III

GLOSSARY OF TERMS
TO BE USED WITH
THE CAREER GUIDANCE CURRICULUM UNIT

For standardization and evaluation purposes, the source of definitions identified for the (Model) Career Guidance Curriculum Unit is the Comprehensive Career Education Model (CCEM) Glossary for Staff Development. The Comprehensive Career Education Glossary serves as a preliminary and developmental guide for CCEM/CVTE personnel, Local Educational Agency (LEA) personnel and all other persons involved with career education.

ABILITIES

Abilities are certain physical, mental, or social aspects of one's total being which characterize his capacity to perform.

ADJUSTMENT

Adjustment is the process of personal modification which one must accept to be effective in the changing world.

AFFECTIVE BEHAVIOR

Affective behavior is that behavior which is an expression of man's inner value judgement that deals with interests, beliefs, opinions and attitudes.

AFFECTIVE DOMAIN

The affective domain is a conceptual framework in which to deal educationally with interests, values, beliefs, attitudes, etc. in terms of the degree of internalization. It is useful because it provides guidelines for the development of educational objectives for curriculum and evaluation purposes.

APPRECIATIONS, ATTITUDES

Appreciations and attitudes are part of the affective component. They are how the individual feels toward his role and the roles of others in the world of work, career fields and toward society.

APTITUDES

Aptitudes are the tendencies, capabilities or potentials to learn or understand.

ATTITUDES

Attitudes relate to tendencies as reflected in behavior to accept or reject particular groups of individuals, sets of ideas, situations, or values.

AVOCATION

An avocation is a non-work activity pursued for enjoyment or self improvement.

CAREER

A career is a sequence of choices which form a pattern throughout one's life which represents part of one's self concept.

CAREER AWARENESS

Career awareness is the knowledge of careers, particularly as they relate to the behavior, education and training, growth, rewards, and life-styles of persons in specific occupations or related occupations.

CAREER DEVELOPMENT

Career development is a life long process which involves a series of experiences, decisions and interactions. When taken cumulatively, career development results in the formulation of a viable self-concept and provides the means through which that self-concept can be implemented both vocationally and avocationally.

CAREER EDUCATION

Career education is a comprehensive and organized instructional program designed to facilitate the career development of students. It is an attempt to integrate the general, academic, and vocational curricula and to bridge the gap between the school and the community. The program is characterized by "learning how to live" and "learning how to make a living".

CAREER GUIDANCE

Career guidance is the utilization of techniques including individual, group counseling and a variety of media for the dissemination of occupational information, and modifications of existing curriculum to meet student needs. Career guidance assists the student in career planning and decision making; enables the student to view life styles and personal satisfactions; and investigates education, work and leisure alternatives.

CAREER IDENTITY

Career identity involves matching self to a role or roles within the world of work.

CAREER INFORMATION

Career information pertains to occupations, educational requirements, and labor market information.

CONTENT

Content is the unique substance covered in an instructional unit. In the (Model) Career Guidance Curriculum Unit it is the career education material that has been identified by the developer of the unit or by the counselors using it.

COUNSELING

A problem oriented interpersonal process focused on solutions that are arrived at through the resources of the counseling situations, the family, the school or community.

DECISION-MAKING SKILLS

These skills are necessary in understanding cause and effect relationships and in applying information about self, society and the world of work.

LEARNING OUTCOMES

Learning outcomes specify a change in student behavior attributed to a teaching strategy.

LIFE STYLE

A life style is an individual's way of life based on his attitudes and values expressed in a consistent manner.

MODEL

A model is a framework for career guidance which identifies major components and serves as a reference for development of the career guidance process.

OCCUPATION

An occupation includes various work activities organized in similar ways. An occupation engages the worker's attention for a period of time but does not require single-minded commitment. It requires differentiated training and may involve considerable retraining.

PERSONAL ATTRIBUTES

Personal attributes are an individual's intrinsic qualities which he must consider when choosing a job and/or occupation.

PILOT TEST

Use of a product or instrument on a small scale during its developmental stage in order to obtain evaluation data for improving the product or instrument.

SELF

Self represents the entire make-up of the individual, emphasizing the relationship between the individual's changing perceptions of himself and a meaningful career choice.

SELF-APPRAISAL

Self-appraisal is the evaluation of one's self with respect to one's attitudes and values so that a realistic decision and choice can be made.

SELF-AWARENESS

Self awareness includes the knowledge of personal aptitudes, abilities, interests, aspirations, and limitations.

SELF-SOCIAL FULFILLMENT

Self-social fulfillment is the internalized value system which activates the individual to to strive toward those roles which allow personal satisfaction.

SIGNIFICANT OTHERS

Significant others are those who, through affective relationships, influence the career choice of individuals.

SOCIAL NEEDS

The social needs of society are those met through people interacting with one another in an effort to solve common problems. Work is one area in which interaction takes place.

STRATEGIES

Strategies are the teaching skills or methods of instruction that have been identified as being necessary to successfully teach an instructional unit.

VOCATION

Vocation implies a dedication or long term commitment with a high level or requirements, rewards, and expectations.

VOCATIONAL GUIDANCE

Vocational guidance is an "individualized" aspect of the educational program. It is designed to enable each student to reach his full potential in career development.

WORK

Work is the sulfillment of job duties, the expectations for which one has been employed and is characterized by productivity and effort.

WORKER TRAITS

Worker traits are those abilities and personal characteristics required of a worker to achieve average job performance.

WORLD OF WORK

The world of work is the variety of occupations from which an individual may choose to prepare for employment.

APPENDIX

STUDENT HANDOUTS AND WORKSHEETS

Student copies of worksheets which correspond to each topic (and which are labeled in the upper right hand corner) appear in the following section.

Course Outline

Self-Appraisal Cover Page, "Who Am I?"

Interest Check List

Work Values Inventory List

Understanding My Aptitudes Worksheet

Understanding My Aptitudes (Information)

Self-Appraisal Personality Scale

Self-Rating Attitude and Behavior Scale

Situation-Reaction Exercise

General Steps In the Problem Solving Process

Decision-Making Information Sheet

Types of Materials on Occupations

Career and Self-Appraisal Worksheet

Self-Study and Career Planning Evaluation Form

INTRODUCTORY TOPIC

COURSE OUTLINE

1. Introduction

   Overview of what the course is about and what it involves.

2. Who Am I?

   How you see yourself now in relationship to your aptitudes, interests, values, attitudes and behavior.

3. Understanding My Interests

   This topic helps you to think about your interests and relate them to different kinds of occupations. You will also learn if you are interested in working with Data, People or Things.

4. Understanding My Values

   Your values are the things that are important to you in your life. This topic will help you to see how values affect your choice of school and career goals and just about everything else that is important to you.

5. Understanding My Aptitudes

   This topic will help you to understand the meaning behind the scores on the Differential Aptitude Tests and the Armed Services Vocational Aptitude Battery. How to use the scores for Career Planning will be stressed.

6. What are my Attitudes?

   Your attitudes influence how you act when you are by yourself or when you are with other people. Knowing how you act in personal and social situations will help you to know in advance how you are likely to act in an occupational or school setting.

7. Problem Solving Techniques

   This topic will help you to develop a thought process which can be used to solve problems.

8. A Look at Decision Making

   This topic will help you to apply the problem solving thought process to the making of a career choice.

9. How To Use Career Information and Materials

This topic will introduce you to the types of occupational materials available in the school and the community. You will also learn how to use the information obtained and begin a career study project.

10. What is Career Planning All About?

Here you will see that career planning is a three phased process. This topic will summarize the highlights of the course and you will be asked to evaluate the course in terms of your individual experience.

(STUDENT COPY) TOPIC 2

COVER PAGE FOR

SELF APPRAISAL ESSAY

"WHO AM I?"

In your essay include some information about each of the following:

1. abilities (D.A.T. scores, ASVAB scores, your social, scholastic and physical abilities).
2. interests (hobbies, extra curricular activities, and possible career goals).
3. personality traits (attitudes, behavior, self control, confidence, etc.)
4. strengths and weaknesses (purely subjective as you see them).
5. other information you feel is important.

Keep In Mind

1. abilities - things you can do.
2. interests - things you like to do.
3. values - things that are important to you.
4. attitudes - feelings that influence your actions when you are by yourself or with others.

NEW YORK STATE DEPARTMENT OF LABOR
Division of Employment
New York State Employment Service

LOCAL · STATE · NATIONAL

Interest CHECK LIST

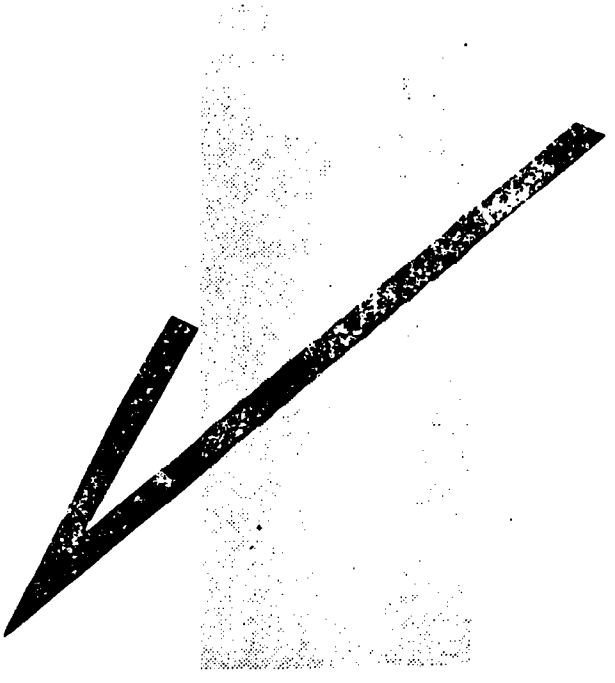

Developed by the
United States Training
and Employment Service

Name ..... *Date* .....

Address or School .....

It is important to all of us that we like our jobs, because, to succeed, we must be happy and interested in our work.

This Interest Check List may help you decide what kinds of work you would like. It indicates a broad range of activities which are found in most industries and occupations in the United States today.

Read and check each one of the statements carefully. If you think you would "like" to do this kind of activity, make a check √ under the "L"; if you "don't like" the activity, make a √ under the "D"; if you are not certain whether you would like the activity or not, make a √ under the "?".

After you have checked each activity, go back and double check √ √ at least three activities that you think you would most like to do.

You may check an activity even if you do not have training or experience for it, if you think you would enjoy the work. If you check the "?" this shows you are uncertain, either because you don't know enough about the activity or because you cannot make up your mind whether you like it or not.

After you have filled out the Check List, the Counselor will go over your responses with you to help you discuss further your interests and jobs you would like.

Read each of the items below and indicate how you feel about the activity described by placing a check✓ under

L (Like) ? (Uncertain) D (Dislike)

	L	?	D
Sketch or paint pictures of people or objects			
Create artistic designs			
Arrange or decorate interiors to get pleasing effects			
Carve objects from clay or stone			
Take photographs for use in advertising			
Design styles for clothing			
(WTG Pgs. 228, 230, 232)			
Prepare financial statements for a company			
Make appointments and answer telephone			
Make collections from customers			
Direct customers to proper departments in a store			
Talk to customers about complaints			
Conduct tours and act as a guide			
Interview persons to get census information			
Question motorists to get information for highway planning commission			
(WTG Pgs. 250, 252, 258)			
Observe and plot light flashes on radar scope to report air traffic			
(WTG Pg. 261)			
Select and catalog books and periodicals			
Sort and deliver letters			
(WTG Pg. 276)			
Operate office machines such as adding or calculating machines			
Check bills for errors			
Figure commissions and expenses			
Make change and cash checks			
Keep a set of books for a business concern			
Type letters and reports			
Take dictation in shorthand			
File reports alphabetically			
Operate a telephone switchboard			
Sell tickets and make change at theater			
(WGT Pgs. 269, 278, 280, 289, 291)			
Keep inventory of materials and equipment			
Sort articles by size and color			
Inspect and test quality of articles by taste, sight, or hearing			
Inspect articles by use of simple measuring devices			
Use precision measuring instruments to inspect products for flaws			
Carry and set stakes in a surveying crew			
(WTG Pgs. 271, 282)			

	L	?	D
Collect and analyze information about community problems			
Advise people about their personal problems			
Interview and counsel people about jobs or schooling			
Conduct public opinion surveys			
Conduct studies of economic problems			
(WTG Pgs. 294, 296)			
Cook in a restaurant			
Plan and prepare meals in a private home			
Bake cakes, cookies, and other pastries for customers			
Order food supplies for hotel			
Make bread cakes and other bakery products			
(WTG Pgs. 310, 319)			
Grind lenses for cameras and microscopes			
Assemble and repair watches and cameras			
Cut and shape glass or stone for jewelry and other small articles			
Cut, sew, and fit cloth, leather, or fur articles			
(WTG Pgs. 312, 319)			
Oil, adjust, and repair machinery			
Repair and overhaul automobile engines			
Repair typewriters, calculators, and adding machines			
Build and test electronic equipment			
Install and repair telephone switchboards			
Repair radio and TV sets			
Straighten bent fenders and auto bodies			
(WTG Pg. 312)			
Paint or do paper hanging in houses or buildings			
Fix drains and faucets			
Lay bricks to construct walls and chimneys			
Build frame houses and other wood structures			
Wind electrical coils and armatures			
(WTG Pgs. 312, 319)			
Develop and print pictures			
Letter or stencil posters and signs			
Set type by hand for printing			
Operate machines to set type			
(WTG Pg. 312)			

	L	?	D
Drill with a jackhammer in ore or rock			
Weld metal parts together using automatic welding machine			
Assemble metal parts with handtools			
Work aboard tugboats, barges, and river boats			
(WTG Pg. 322)			
Plant and care for flowers, lawn and shrubbery			
Saw, trim, and chop trees in a forest area			
(WTG Pg. 322)			
Instruct classes of students			
Show others how to play new sports or games			
(See Pg. 332)			
Operate machines to fill bottles, jars, or cans with liquids			
Feed metal stock into machine to cut or shape metal products			
(WTG Pg. 356)			
Pack fruits or vegetables for market			
Distribute printed advertising to homes			
Wash dishes and silverware by machine			
Stack bundles of wheat, oats, and barley			
(WTG Pg. 360)			
Plan and design roads and bridges			
Design tools, machines, and electric equipment			
Lay out machinery and plan flow of work in a factory			
Draft plans for tools or machines			
Make detailed drawings from specifications for buildings			
Survey land to determine its measurements and contour			
(WTG Pgs. 371,375,383,385)			
Sing as a paid entertainer			
Play a musical instrument			
Compose or arrange music			
Conduct an orchestra or band			
(WTG Pgs. 394,396,496)			
Act in a play			
Dance classical or interpretative dances			
Model clothing for customers			
(WTG Pgs. 392,398,408)			
Announce radio and TV programs			
(WTG Pg. 400)			
Play professional baseball or other sports			
(WTG Pg. 402)			

	L	?	D
Patrol forest lands			
(WTG Pg. 413)			
Plant, cultivate, and harvest crops			
Raise and care for cattle, hogs, horses, and chickens			
Cultivate vegetables for market			
(WTG Pg. 411)			
Catch large quantities of fish and market them			
Operate a fish hatchery			
(WTG Pg. 411)			
Direct traffic			
Direct fire fighting and prevention in factory			
Inspect machines and working conditions to prevent accidents			
Keep lookout for forest fires			
(WTG Pg. 416)			
Make chemical or laboratory tests			
Prepare medicines according to prescription			
Conduct experiments in properties of metals and other materials			
(WTG Pg. 418)			
Pilot an airplane for a commercial line			
(WTG Pg. 422)			
Assist clients in obtaining legal rights			
(WTG Pg. 425)			
Enforce state and national laws			
Guard property against fire, theft, or damage			
Store explosives			
Check people entering factory gate and direct to proper entrance			
(WTG Pg. 427)			
Construct and repair metal machines, parts, and tools			
Works with drills and lathes to cut and shape metal			
Operate automatic metalworking machines			
(WTG Pgs. 430, 447)			
Make or repair furniture or cabinets			
Operate machines to saw or shape wood			
Tend sawing or boring woodworking machines			
(WTG Pgs. 430,435,447)			
Operate a mimeograph machine			
Operate printing press			
(WTG Pg. 435)			

	1.	2.	3.
Operate textile looms or hosiery-knitting machines	___	___	___
Operate power sewing machine to make clothing	___	___	___
Use machines to press, stretch, or pleat fabrics	___	___	___
(WTG Pg. 435)			
Operate furnaces or ovens to heat or melt metals	___	___	___
Pour and dip hot metals into molds	___	___	___
Mix solutions for plastic materials	___	___	___
Tend machines which mix or cook foods or drugs	___	___	___
Operate equipment to refine petroleum products	___	___	___
Operate a concrete mixer	___	___	___
Polish marble or granite by machine	___	___	___
Mix paints according to formula	___	___	___
Tend tanks to dye or bleach leather	___	___	___
Operate equipment making or treating paper	___	___	___
(WTG Pgs. 435, 447)			
Operate cranes and power shovels to move materials	___	___	___
Lift and move objects with small crane or electric truck	___	___	___
(WTG Pg. 444)			
Direct a crew of workmen	___	___	___
Supervise clerical staff in an office	___	___	___
Organize and direct operations in a factory	___	___	___
Supervise a group of salesmen	___	___	___
(See Pg. 460)			
Observe and report weather conditions	___	___	___
Explore and chart earth's crust to locate gas and oil deposits	___	___	___
Work out high-speed computer problems using mathematics	___	___	___
(WTG Pgs. 466, 468)			
Perform nursing duties in hospitals or home	___	___	___
Treat animals for injury or disease	___	___	___
Do medical X-ray work	___	___	___
Plan menus for hospitals, schools, or hotels	___	___	___
(WTG Pgs. 473,477,479)			

	1.	2.	3.
Take charge of playroom for children	___	___	___
Organize games and read to small children	___	___	___
Take care of and feed infants in a nursery	___	___	___
(WTG Pg. 479)			
Purchase supplies for a large firm	___	___	___
Sell furniture in a store	___	___	___
Sell insurance or real estate	___	___	___
Sell building and construction equipment	___	___	___
Demonstrate cosmetics for sale	___	___	___
Canvass homes to demonstrate and sell products	___	___	___
Contact buyer for supermarket to get order for merchandise	___	___	___
Deliver products over an established route	___	___	___
Sell merchandise in a variety store	___	___	___
(WTG Pgs. 484, 488)			
Set tables and serve food and drinks	___	___	___
Give shampoos, manicures, and facials	___	___	___
Direct patrons to tables in restaurant	___	___	___
Give service to airline passengers during flight	___	___	___
Operate passenger elevator	___	___	___
(See Pg. 498)			
Sell gas and oil at a service station	___	___	___
(WTG Pg. 503)			
Serve as guide for hunting and fishing trips	___	___	___
(WTG Pg. 505)			
Clean and polish shoes	___	___	___
Deliver telegrams by bicycle	___	___	___
(WTG Pgs. 507, 509)			
Drive a trailer-truck or bus	___	___	___
(WTG Pg. 519)			
Write short stories or books	___	___	___
Write articles to influence people's opinions	___	___	___
Report events or activities	___	___	___
Edit or rewrite news items	___	___	___
Write TV and radio scripts	___	___	___
Comment on news for radio and TV	___	___	___
(WTG Pgs. 522,524,526)			

NOW, GO BACK AND DOUBLECHECK AT LEAST THREE ACTIVITIES THAT YOU WOULD MOST LIKE TO DO

WORK VALUES INVENTORY LIST

(Directions)

Please place a check after those values that are important to you and an X for those values which are not important.

	IMPORTANT	NOT IMPORTANT
1. Altruism -- the value found in work that lets one help others.	_____	_____
2. Esthetic -- the value found in work that lets one make beautiful things and add beauty to the world.	_____	_____
3. Creativity -- the value found in work that lets one invent new things, design new products, or develop new ideas.	_____	_____
4. Intellectual Stimulation -- the value found in work that lets one think for one's self and learn how and why things work.	_____	_____
5. Achievement -- the value found in work that gives one a feeling of accomplishment in doing a job well.	_____	_____
6. Independence -- the value found in work that lets one do a job his/her own way, as fast or slowly as you want.	_____	_____
7. Prestige -- the value found in work that makes one look important in the eyes of other people and gives one their respect.	_____	_____
8. Management -- the value found in work that lets one plan and lay out work for others to do.	_____	_____
9. Economic Returns -- the value found in work that pays well and lets one have the things you want.	_____	_____
10. Security -- the value found in work that allows one to be sure that one will have a job, even in hard times.	_____	_____
11. Surroundings -- the value found in work that is done under pleasant conditions - not too hot, too cold, too noisy, too dirty, etc.	_____	_____
12. Supervisory Relations -- the value found in work that is done for a supervisor who is fair and easy for you to get along with.	_____	_____

13. Associates -- the value found in work that is done with people one likes. _____ _____

14. Way of Life -- the value found in work that lets one live the kind of life one selects and lets one be the kind of person he wishes. _____ _____

15. Variety -- the value found in work that lets one do many different types of jobs. _____ _____

You will be able to compare your expressed values on this list with the scores you receive from the complete Work Values Inventory.

UNDERSTANDING MY APTITUDES

WORKSHEET

(On this sheet you will learn what specific conclusions can be drawn from your DAT and ASVAB scores.)

(DAT)

1. List the ability area or areas which are your particular strong ones:

_____ _____

_____ _____

2. In which quartile (first, second, third or fourth) does your VR + NA score fall?

_____

3. What does this score indicate to you?

_____

_____

4. List some careers that make use of your strong DAT ability areas:

_____ _____

_____ _____

_____ _____

5. List the area or areas which are weak:

_____ _____

_____ _____

6. What do these weak areas mean to you?

_____

_____

7. Does the information obtained from the DAT scores confirm or contradict what you already thought about your abilities? _____ What type of plans will you make due to the information obtained?

_____

_____

(ASVAB)

8. List the aptitude areas which are your particular strong ones:

_____ _____

_____ _____

9. In which percentile does your General Tech score fall? _____

10. What does this score indicate to you?

_____

_____

11. List some careers that make use of your strong ASVAB aptitude areas:

_____ _____

_____ _____

_____ _____

_____ _____

12. How do you see yourself in light of the information gathered from the DAT and ASVAB?

_____

_____

_____

_____

_____

_____

UNDERSTANDING MY APTITUDES

INFORMATION ON THE DAT, ASVAB, AND STANDARDIZED TEST

VOCABULARY

Standardized Test Vocabulary

Aptitude:

The capacity to learn.

Differential:

The difference between two.

Evaluation:

Estimate of nature or value of something or someone.

Norm:

A set standard of achievement usually derived from the average achievement of a large group.

Percentile:

Dividing individual scores into one hundred groups of equal frequency.

Profile:

The outline of something.

Quartile:

Dividing the distribution of the individuals into four groups of equal frequency.

Standardized Test:

A test which has been given to many people of different backgrounds over a period of time.

(ASVAB)

The (ASVAB) is a nine component ability test.

1. Coding Speed Test (CS)

In this speed test there is a Key and 100 items. The Key is a group of words with a code number for each word. Each item presents one word for which the student indicates the code number.

2. Word Knowledge (WK)

Each item requires the student to select the best synonym or definition for a specified word.

3. Arithmetic Reasoning (AR)

Each item is a reasoning problem involving application of arithmetic processes.

4. Tool Knowledge (TK)

Each item presents five drawings of various tools or shop equipment. The student indicates which of the four alternative drawings goes best with the lead drawing.

5. Space Perception (SP)

Each item consists of five drawings, a pattern and four boxes. The student determines which one of the boxes can be made by folding the given pattern.

6. Mechanical Comprehension (MC)

Each item includes a drawing or drawings illustrating some physical principle and a question concerning it.

7. Shop Information (SI)

This test has questions about shop practices and the use of tools. Many of the items contain drawings.

8. Automotive Information (AI)

Each item asks a question about the identification or operation of automobile parts.

9. Electronics Information (EI)

This test has questions about elementary principles of electricity and about electrical or electronic devices.

ASVAB Aptitude Areas

Each of the above sub-tests can be combined in special ways to form Aptitude Areas.

1.	Electronic=	Mechanical Comprehension + Electronic Information.
2.	General Mechanical=	Space Perception + Shop Information.
3.	Motor Mechanical=	Mechanical Comprehension + Automotive Information.

4. Clerical Administrative= Word Knowledge + Coding Speed.

5. General Technical= Word Knowledge + Arithmetic Reasoning.

Each one of the above aptitude areas corresponds to particular occupations found in the ASVAB Guide. You can correlate your strong aptitude areas with the more than 700 civilian occupations in the guide.

(DAT)

Differential Aptitude Tests

1. Verbal Reasoning

To understand, think, and reason with words -- an ability needed in almost all school subjects but especially important in courses that require extensive reading or class disucssion such as English, Social Studies, Science and History. The ability to understand and use ideas expressed in words in important in jobs such as teacher, guidance counselor, social worker, reporter, editor, lawyer -- and in jobs as diverse as life insurance salesman, policeman, bank teller, restaurant hostess, car rental clerk, and hospital attendant.

2. Numerical Ability

To reason with numbers and solve mathematical problems -- an ability related to the mastery of school subjects that require quantitative thinking such as business arithmetic, algebra, geometry, chemistry, and physics. Specific occupations require varying degrees of numerical ability -- important in jobs such as economist, engineer, credit analyst, cost accountant, insurance underwriter, market research analyst, mathematician and statistican -- and needed in a variety of other jobs such as account executive, bank manager, broker, business manager, sales clerk, salesman, surveyor, and weather observer.

VR + NA (Verbal plus Numerical)

An efficient indicator of general scholastic aptitude, the ability to learn from books and lectures and to master school subjects.

3. Abstract Reasoning

To think logically without words or numbers, to see and manipulate mentally the relationships among things, objects, patterns, diagrams or designs -- an ability useful in shop, drafting and laboratory courses. Useful for computer programmers, systems analysts, and scientists. A special use of the Abstract Reasoning Test is the comparison of the score with that achieved on the Verbal Reasoning Test for students with foreign language backgrounds. The Abstract Reasoning score may be the better indicator of the foreign student's readiness to learn.

4. Clerical Speed and Accuracy

The ability to compare and mark simple letter and number symbols quickly and accurately -- a perceptual-motor skill useful in business courses and in clerical tasks such as filing, coding, library cataloging, and stock room work. Needed for jobs such as bank teller, business manager, broker, cashier, clerk, cost accountant, salesman, stenographer, and typist.

5. Mechanical Reasoning

To understand mechanical principles and devices and apply laws of everyday physics -- to understand how appliances work and how tools are used. Courses in the physical sciences, technical studies, and manual training are easier for students who have mechanical reasoning ability. Useful in a wide variety of occupations such as auto mechanic, bulldozer operator, carpenter, drill press operator, longshoreman, photo-engraver, policeman, medical technologist, and engineer.

6. Space Relations

To "think in three dimensions" or picture mentally the shape, size, and position of objects. An ability that is helpful in geometry, drafting, art and design courses. Useful in jobs such as architect, bus driver, cabinet maker, die-maker, draftsman, dress designer, dental hygienist, geologist, nurse, and surveyor.

7. Spelling

To recognize correct and incorrect spellings of common English words. The ability to spell correctly is needed for written reports in any school subject. Predicts success in typing and stenographic courses. Needed for jobs such as secretary, technical manual writer, editor any job using writing skills.

8. Language Usage

Sensitivity to language structure, to recognize correct and incorrect word usage, grammar, and punctuation. An ability needed in English and other school subjects requiring class discussion and written reports. Command of language is needed in jobs such as copywriter, editor, lawyer, reporter, teacher, salesman -- any job requiring written or oral communication.

SELF-APPRAISAL PERSONALITY SCALE

NAME	VERY POOR	POORER THAN MOST	ABOUT SAME AS MOST	HIGHER THAN MOST	VERY HIGH
WORK HABITS					
1. Industrious					
2. Accuracy					
3. Promptness					
4. Concentration					
GROUP ATTITUDES					
1. Reliability					
2. Cooperation					
3. Leadership					
4. Sportsmanship					
5. Respect for others' rights					
PERSONAL CHARACTERISTICS					
1. Friendliness					
2. Courtesy					
3. Neatness					
a. in person					
b. in work					
4. Self-confidence					
5. Poise					
6. Self-control					

SELF RATING ATTITUDE AND BEHAVIOR SCALE

WHAT KIND OF PERSON ARE YOU?

Below you will see a double list of sentences that could be used to describe you or someone you know. Between each pair of sentences there are five blank spaces. You are to mark one of these spaces to show where you think a description of you would fall. Look at this example:

I am kind _____: ___X___: _____: _____: _____ I am cruel

You are to decide if you think you are kind or cruel. If you think you are very kind you place an X in the space closest to kind. If you think, on the other hand, that you are very cruel you would place the X in the space closest to cruel. If you think that you are kind, but not extremely so, you would place an X in the second place. In the example above, the X was placed in this second place because the person filling it out thinks that he is kind, but not extremely kind. If you think that you are neither kind nor cruel, then you would place the X in the middle.

SELF RATING ATTITUDE AND BEHAVIOR SCALE

I take my work seriously . . .	____:	____:	____:	____:	____	I am happy-go-lucky
I study hard	____:	____:	____:	____:	____	I don't study hard
I get good grades at school . .	____:	____:	____:	____:	____	I get poor grades
I read a lot	____:	____:	____:	____:	____	I don't read very much
I'm good at sports	____:	____:	____:	____:	____	I'm poor at sports
I like to lead others	____:	____:	____:	____:	____	I prefer to follow others
I can take orders	____:	____:	____:	____:	____	I don't like being told what to do
I am reliable	____:	____:	____:	____:	____	I don't mind breaking promises
I am generous	____:	____:	____:	____:	____	I think mostly about what I want
I like adventure	____:	____:	____:	____:	____	I hate to try new things
I do things quickly	____:	____:	____:	____:	____	I am slow and pain-taking
I get angry easily	____:	____:	____:	____:	____	I rarely lose my temper
I stay home most of the time	____:	____:	____:	____:	____	I go out most of the time
I am considerate of others . .	____:	____:	____:	____:	____	I think mostly of myself
I like to be around people . .	____:	____:	____:	____:	____	I am the "lone wolf" type
I like to talk	____:	____:	____:	____:	____	I prefer to listen to others
I make friends easily	____:	____:	____:	____:	____	I am shy with strangers
I have many friends	____:	____:	____:	____:	____	I haven't any friends
I am satisfied with my appearance	____:	____:	____:	____:	____	I don't like the way I look

SITUATION-REACTION EXERCISE

What would you do?

Do you know yourself well enough to predict what you would do in special situations? Read each question given below, then check the alternative action you think that you would take. Of course, you should realize that we all behave differently at different times. Your answer will be how you think you would usually behave. If what you think you would do is not listed in the choices given here, you can write in your own response in the space provided.

1. If your folks won't let you see your favorite TV show, what would you do?

____ a. Sulk and go to your room.

____ b. Pretend you didn't want to see it anyway.

____ c. Beg your folks to let you see it "this" time.

____ d. Cry out, "You never let me see the programs I want to."

____ e. _____

2. When your mother reminds you that you have a homework assignment to do, what do you usually do?

____ a. Continue listening to the radio and say, "In just a minute."

____ b. Get right at it and get it done.

____ c. Pretend to start studying while listening to the radio.

____ d. Ask for help from someone in the family.

____ e. _____

3. You have a job at home that is your special duty. What do you usually do?

____ a. Put off doing it.

____ b. Need to be reminded to do it every day.

____ c. Bribe someone else in the family to do it.

____ d. Go ahead and do it on time.

____ e _____

4. If your club is depending on you to introduce the speaker at the next assembly, what would you probably do?

____ a. Prepare your speech and practice your part until you know it well.

____ b. Trust to luck to think of something to say when the time comes.

____ c. Back out at the last minute and let someone else do it.

____ d. _____

5. If your teacher talked to you after school and suggested some ways you could improve your work, what would you probably do?

____ a. Sulk and think, "I never do things right."

____ b. Get angry at her criticism and tell your folks, "She picks on me."

____ c. Take your teacher's advice to heart and try to improve.

____ d. _____

6. Someone in your class at school gives a party and doesn't invite you. What would you do?

____ a. Try to "crash" the party.

____ b. Find some other interesting activity to do for that time.

____ c. Plan a party for the same time and try to get everyone to come to your party instead.

____ d. Spend the evening feeling sorry for yourself.

____ e. _____

7. You are reciting in class when your tongue gets twisted and out comes a ridiculous sentence. What would you do?

____ a. Join in the laughter, too.

____ b. Get angry at your classmates for laughing.

____ c. Feel embarrassed and worry about it the rest of the day.

____ d. _____

8. The same thing happens to your friend. What would you do?

____ a. Laugh at him.

____ b. Tease him by repeating the twisted sentence when you see him later.

____ c Say, "The same thing happened to me yesterday."

____ d. _____

9. If you're gaining weight too fast and the doctor says you must cut out sweets, what would you probably do?

____ a. Say, "Oh, I'm sure a little candy bar once in a while won't hurt."

____ b. Think to yourself, "Oh, why did this have to happen to me?"

____ c. Say to yourself, "It's going to be hard sometimes not to eat sweets, but I'll do it."

____ d. _____

10. When you hear a friend being criticized, what do you do?

____ a. Stick up for him.

____ b. Join in the criticism.

____ c. Try to change the subject.

____ d. _____

GENERAL STEPS IN THE PROBLEM SOLVING PROCESS

Remember that the problem solving process is a sound and analytical approach that helps you to arrive at decisions for the solution of problems.

A. Recognize the Problem

1. Identify and evaluate all situations to determine the full impact of the problem.

B. Make an Estimate of the Situation

1. Determine the cause (why and how of problem; obtain the facts)

2. Determine possible solutions

   a) consider various solutions to problem after determining cause or causes.

   b) do not rule out a solution on first examination.

   c) more solutions you consider, the better your final solution is likely to be.

3. Evaluate possible solution

   a) compare advantages and disadvantages of each solution.

   b) compare merits of one solution to the other to determine which is best.

   c) do not jump to conclusions.

4. Select the best solution

   a) may be one solution

   b) may be a combination of solutions

C. Take Action

1. Put solution into effect.

2. Check results and constantly evaluate.

DECISION-MAKING INFORMATION SHEET

A. Some Factors That Influence Decision Making

1. Interests
2. Values
3. Attitudes
4. Aptitudes
5. Physical abilities
6. Personal history
7. Personal behavior
8. Social behavior
9. Sex
10. Age
11. Social & cultural factors
12. Job requirements
13. Employment opportunities

(Possible guide to steps in the career choice process)

1. Recognize the problem (career choice).
2. Gather information about self and world of work.
3. Organize and evaluate pertinent data in an objective fashion.
4. Consider possible career choices.
5. Consider positive or negative consequence of choice.
6. Evaluate career choices.
7. Make tentative choice of career(s).
8. Continue to modify plans based on new information and personal feelings.
9. Continue process.

TYPES OF MATERIALS ON OCCUPATIONS

A. Career Fiction

An account, portrayed through the experiences of one or more fictional characters, of an occupation which may encompass duties, qualifications, preparations, conditions, and nature of work and advancement. Note: Some overglamorize professions and do not give an accurate picture.

B. Biography

An account of the life of a successful man or woman in a given field of endeavor, portraying the problems faced by this person in preparing for and advancing in his career.

C. Occupational Monograph

Extensive coverage of all phases of an occupation. A detailed, comprehensive analysis of a field of work and its related occupations (about 4,000 to 8,000 words).

D. Occupational Brief

Covers the various tupes of specialization in an occupational field in general terms. Not as extensive as a monograph, yet describes all phases of the various job opportunities (about 3,000 words).

E. Occupational Abstract

A concise summary of a job in an occupational area, citing the duties and nature of employment in general terms (about 1,500 words).

F. Occupational Guide

Brief facts about various phases of an occupational title. Contains general information about the occupation but does not describe any particular job. May be in outline form or a booklet or leaflet.

G. Job Series

Broad coverage of an entire occupational area, giving brief accounts of all job opportunities in a field. May be book, manual, or article.

H. Business and Industrial Descriptive Literature

Describes a particular business or industry. May show scope and pattern of occupational opportunities.

I. Occupational and Industrial Description

Describes the principal opportunities of an occupation in one industry or one occupation in several industries. Discusses an occupation as it relates to employment opportunities in industry. May include a brief account of the industries.

J. Recruitment Literature

Descriptive promotional information pointed toward recruiting young men and women into an occupation or career field. Brief coverage of facts.

K. Poster or Chart

Occupational information presented by pictures, graphs, tables in black and white or color, portraying information about jobs, opportunities, trends, qualifications, and preparations. Data is concise summarized form, permitting quick review or stimulating interest in a major occupational group.

L. Article or Reprint

An account of an occupation, a phase of an occupation, or a person performing the occupation. Covers most pahses of the job. Varies in length and degree of coverage. May also be a fact sheet, series of tables, etc. Usually, but not necessarily, in prose style. May be newspaper, magazine, or other publication.

M. Community Survey, Economic Report, Job Analysis

Very accurate, highly statistical, comprehensive reports made as the result of local, national or industrial studies. Professional studies not easily adapted to student use.

N. Other

Specialized occupational studies, general occupational reviews, technical reports or portions thereof, if applicable, and other miscellaneous occupational information. Information presented by types other than those listed above should be accounted for here. Includes occupations in relation to specific college curricula.

CAREER AND SELF APPRAISAL WORKSHEET

These questions are designed to help you to compare what you now know about this career with what you know or can learn about yourself. Completing this section will involve some repetition, but this is necessary in order to help you to select and to bring together the most important facts, take a good look at them, and decide what further information you may need, or what your next step should be.

Interests

List the things you would have to do in this occupation that you think you would enjoy.

List the things that you would have to do in this occupation that you think you would dislike.

Physical Requirements

List any particular physical requirements that you must meet in this occupation.

List any physical requirements that you think it may be difficult for you to meet.

Aptitudes

List any special aptitudes that are necessary for this occupation (mechanical, clerical, scholastic, etc.)

Have you taken any tests to measure these aptitudes? List results of these tests and/or other evidence of these aptitudes.

Preparation

List the number of years of high school and college training necessary or desirable.

List the number of years of high school and college training that you think you have the ability and desire to obtain.

Earnings

What are the expectancies in earnings for this occupation?

Do you feel that this will be satisfactory for you?

Job Demand

What is the present picture and the employment outlook for this occupation?

Does the employment outlook seem good in terms of your potential and your limitations? (Consider your chances for success in preparation, training, etc.)

Job Satisfaction

Ask someone in this occupation what he likes best and least about it. List what he likes most.

List the things that he dislikes.

Miscellaneous

List any other reasons what you think this would be a good occupation for you to enter.

_____

_____

_____

List any other reasons why you think this would not be a good occupation for you to enter.

_____

_____

_____

OUTLINE FOR AN OCCUPATIONAL STUDY

"The questions listed are intended to help you in search for the kinds of facts you will want to obtain before you decide whether or not to choose a particular occupation as a career."

This exercise can be used as a guide for all future job explorations. Answers to the questions asked may be obtained from many sources (employers, occupational materials, career workshops, personal job experiences, etc.)

Name of Occupation _____

1. Future prospects: Are workers in demand today? Is the employment picture expected to increase or decrease? What are the reasons?

_____

_____

_____

_____

What is the outlook for this occupation on Long Island and in New York?

_____

_____

_____

2. Nature of work: What are the tasks of the worker in this occupation?

_____

_____

_____

_____

Is the work done inside, outside or both?

_____

What are the working conditions? (hot, dry, humid, noisy, etc.)

_____

_____

Is work done with others, around others, or alone?

_____

3. Physical requirements:

Age limits? _____

Sex? _____

Weight? _____

Strength? _____

Others? _____

4. What abilities and aptitudes are needed for this career?

_____

_____

5. Education and Training: How many years of education required?

_____

What type of experience background required?

_____

Is there a special kind of training or educational background required?

_____

6. Advancement: What are the advancement opportunities? To what, after how long, and after what additional preparation or experience?

_____

_____

_____

7. Earnings:

Average earnings? _____

Beginning earnings? _____

Maximum expectancy? _____

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8. Geography: Are workers in this occupation evenly distributed over the U.S., or more concentrated in certain areas?

_____

_____

9. Advantages and disadvantages: Name some of the advantages and disadvantages of this occupation.

_____

_____

_____

_____

_____

10. Interest and Feelings: What are your feelings about this occupation? Do you have an interest in it? How do you relate to it?

_____

_____

_____

_____

_____

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SELF-STUDY AND CAREER PLANNING EVALUATION FORM

1. How has this course been helpful to you? _____

_____

_____

_____

2. How could this course have been more helpful to you? _____

_____

_____

_____

3. What did you learn about yourself in the following areas:

Interests: _____

_____

_____

_____

Values: _____

_____

_____

_____

Attitudes: _____

_____

_____

_____

Aptitudes: _____

_____

_____

_____

4. Do you understand how the career choice process works? _____

_____

_____

_____

5. Do you understand yourself better now than before you took the course? _____

_____

_____

_____

6. How do you feel about counselors teaching a course of this type? _____

_____

_____

_____

7. Additional comments: _____

_____

_____

_____

_____

_____

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ACCESSION NUMBER: VT100673

PUBLICATION DATE: JUN72

TITLE: ARMY PUBLICATIONS IDENTIFIED FOR THEIR POTENTIAL VALUE IN PUBLIC SCHOOL VOCATIONAL EDUCATION PROGRAMS. AN ANNOTATED BIBLIOGRAPHY.

PERSONAL AUTHOR: LEWIS, WILEY B.

DESCRIPTOR: *ANNOTATED BIBLIOGRAPHIES; *ARMED FORCES; *PUBLICATIONS; *VOCATIONAL EDUCATION; MILITARY ORGANIZATION; INDEXES (LOCATERS)

IDENTIFIER: *ARMY

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 560

ABSTRACT: THE ANNOTATED BIBLIOGRAPHY AND INDEXES CONTAINED IN THIS PUBLICATION ARE THE RESULTS OF A RESEARCH EFFORT CONDUCTED IN AN EFFORT TO PROVIDE DATA WHICH MIGHT BE USED TO SUPPORT THE CONTENTION THAT ARMY MATERIALS CAN BE USED IN A BENEFICIAL MANNER BY PERSONS INVOLVED IN PUBLIC SCHOOL VOCATIONAL EDUCATION PROGRAMS. TO BEGIN WITH, FIFTY ARMY PUBLICATIONS WHOSE CONTENT WAS ADJUDGED TO BE MOST NEARLY CONGRUENT WITH CURRENT PUBLIC SCHOOL VOCATIONAL EDUCATION PROGRAM REQUIREMENTS WERE IDENTIFIED AND A MEASURE OF THEIR READABILITY CALCULATED FOR DETERMINING THE READING EASE INDEX. DETAILED EXPLANATIONS OF THE METHODOLOGY USED, THE ARMY PUBLICATIONS EXAMINED, AND THE CONCLUSIONS AND RECOMMENDATIONS REACHED ARE INCLUDED IN THE DOCUMENT IN ADDITION TO THE BIBLIOGRAPHY AND INDEXES ENTERED. (AUTHOR/SN)

INSTITUTION NAME: VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. DIV. OF VOCATIONAL-TECHNICAL EDUCATION.

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ARMY PUBLICATIONS IDENTIFIED FOR THEIR POTENTIAL VALUE IN PUBLIC SCHOOL VOCATIONAL EDUCATION PROGRAMS

An Annotated Bibliography

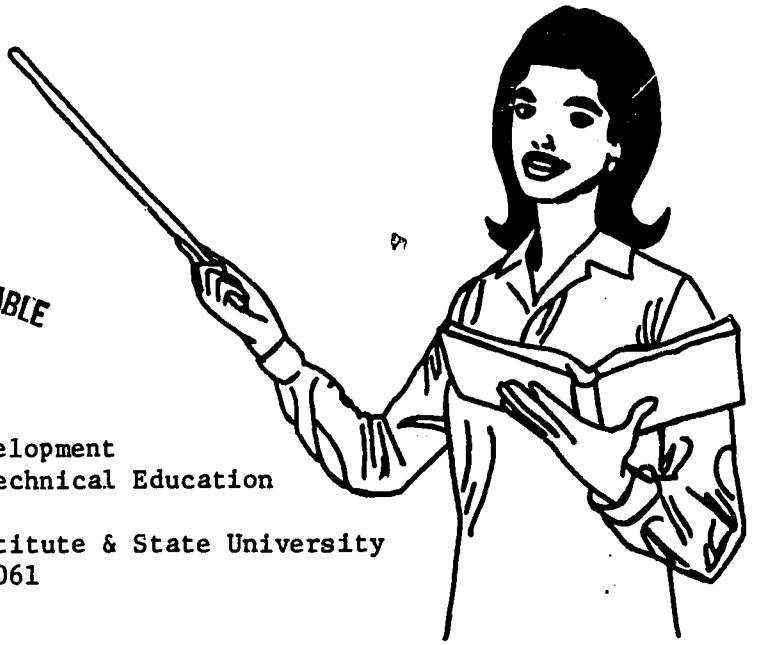

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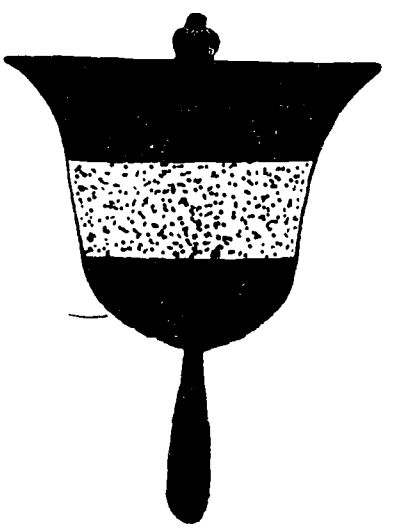

Curriculum Materials Development
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College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

June 1972

Final Report of

Project MISSIVE: Phase II

(Military Information Selected to Serve
Interested Vocational Educators)

Funded Through

Research Task Force
College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

and

Division of Vocational-Technical Education
College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

Principal Investigator: Wiley B. Lewis

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ACKNOWLEDGMENTS

The writer wishes to express his appreciation to those persons and organizations whose assistance made the completion of this study possible:

To Mr. John T. Cochran who calculated the reading ease indexes included as parts of the annotated bibliography units in Chapter III.

To the Research Task Force, College of Education for providing financial support during the conduct of this study.

And to Dr. Rufus W. Beamer, Head, Division of Vocational-Technical Education, College of Education for his support.

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CHAPTER I

INTRODUCTION TO THE STUDY

By 1944, educators had recognized that the education and training programs being carried on by the armed forces would provide a source of rich material of very great significance for civilian education in the United States (Lewis and Lewis, 1971). Though such recognition came at an early date, it was not until the late 1960's that an active interest in the materials developed. Straubel (1969 and 1970), in a Utah project using Air Force materials, conducted and obtained favorable results from what is considered to be the first full-scale test of whether military experience in vocational-technical education could be transferred to the civilian educational system.

Because of these beliefs and results, it was recommended that secondary sources or transition agencies similar to that depicted in Figure 1 be established for each of the service areas--The Air Force, The Army, and The Navy (Lewis and Lewis, 1971). At this time, the Aerospace Education Foundation (Straubel, 1969, 1970, and 1971) is attempting to make Air Force materials available while the Northwest Regional Educational Laboratory (NWREL) has directed a portion of its efforts toward making Navy training aids accessible for public use. Because specific efforts have not been made to release Army materials, it was proposed that a transition agency for these materials be established.

Recent contacts with representatives of the United States Office of Education, the Department of Defense, the Department of The Army, and selected vocational educators have produced indications of a willingness to give consideration to this matter. However, some of those persons involved have indicated skepticism toward the value of such an agency. The lack of research dealing specifically with the value of Army materials in public school vocational education programs makes it difficult to contradict these attitudes.

The Study

Statement of the Problem

To provide data which might be used to support the contention that Army materials can be used to advantage by those persons generally involved with public school vocational education programs, it was proposed that an annotated bibliography of printed materials which might be of value to vocational educators be prepared. In addition, the readability

FIGURE 1

UTILIZATION SYSTEM FOR MILITARY INFORMATION*

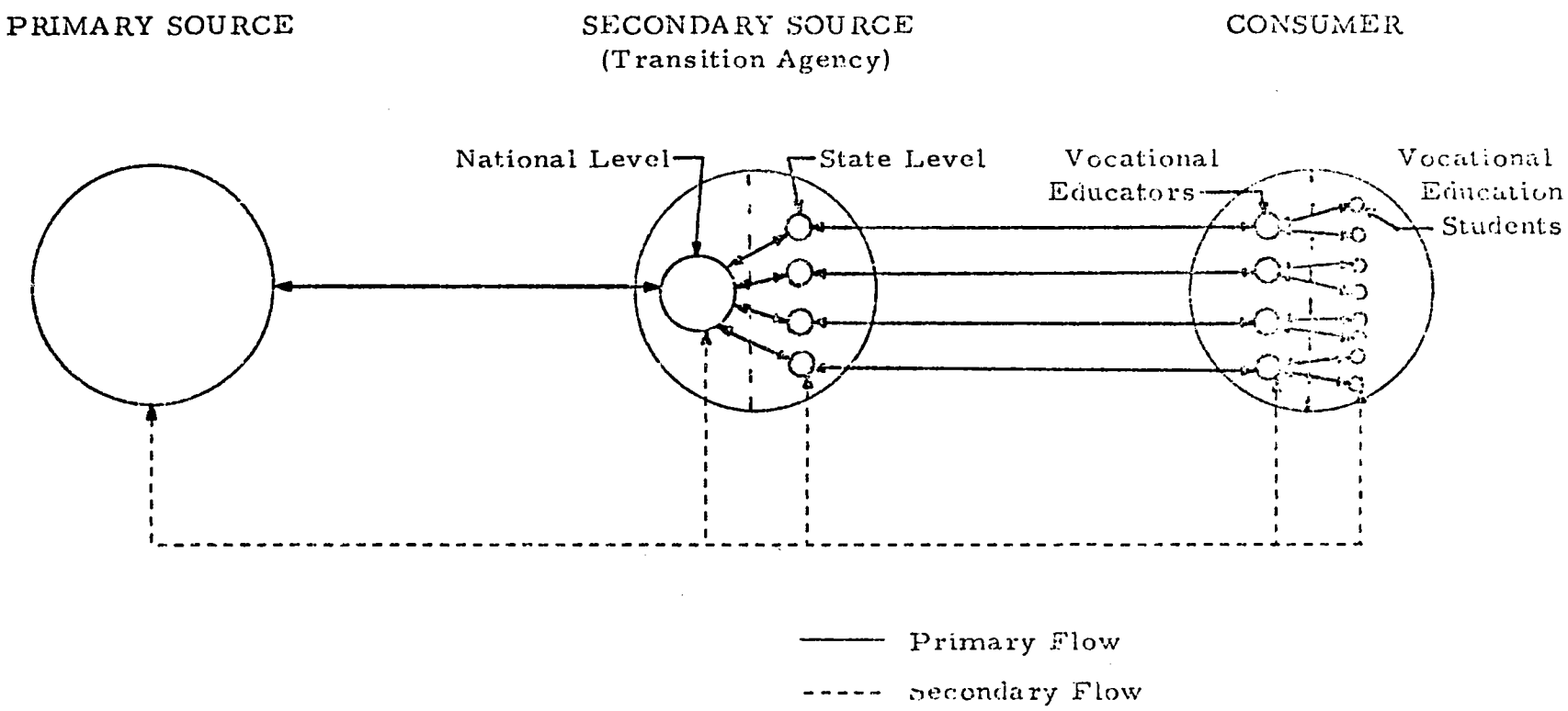

*Wiley B. Lewis and Annabelle M. Lewis, *Utilization of Military Information in Public School Vocational Education Programs* (Blacksburg, Virginia: Curriculum Materials Development, Department of Education, College of Arts and Sciences, Virginia Polytechnic Institute and State University, 1971), p. 47.

of these materials was to be determined and identified in the bibliography. It was anticipated that the bibliography would support the proposal for establishing a transition agency by showing that content relevant Army publications of an appropriate readability level could be obtained. Such a bibliography was recognized as providing only limited support since any transition agency established would be concerned with all accessible Army audio-visual sensory teaching-learning materials and devices which might be used by the teacher and/or learner to teach or master effectively and efficiently the skills, technologies, and general areas of learning required as a worker and as a citizen.

Objectives

Specific objectives considered necessary for accomplishing the major purpose of the study were:

1. To identify at least fifty publications of the United States Department of The Army which might be of value in public school vocational education programs and which are currently accessible to those persons involved in such programs.

2. To determine the readability of the materials identified.

3. To prepare an annotated bibliography of the identified publications which would include readability indexes.

Summary

The study was initiated in an effort to provide data which might be of value in supporting the contention that Army materials can be used to advantage by those persons involved in public school vocational education programs. To do this, it was believed that three specific objectives should be considered.

First, a select group of relevant Army publications were to be identified. Second, readability indexes were to be calculated for each publication. A description of how these objectives were achieved is presented in Chapter II of this report.

An annotated bibliography prepared as the result of the third objective is presented in Chapter III. Finally, the conclusions and the recommendations related to the study are recorded in Chapter IV.

CHAPTER II

METHODOLOGY

Identification of fifty currently accessible United States Department of The Army publications which might be of value to personnel associated with public school vocational education programs and calculation of the readability index for each of the identified publications were two processes given major consideration during the conduct of the study. Procedures used in carrying out these processes are described below.

Identification of Publications

Since the Carol M. Newman Library on the Virginia Polytechnic Institute and State University campus serves as a depository library—a library in which *certain* government publications, including some Department of The Army publications, are deposited for the use of the public--it was decided that The Army publications to be identified would be selected from those available at this source. This decision was made with the realization that . . . *the specific publications available depend upon those released by governmental agencies, upon decisions made by library personnel to secure the publications, and upon efforts by library personnel to make the publications available once they are obtained* (Lewis and Lewis, 1971).

It was decided that the principal investigator would identify appropriate manuals from those available. In doing this, all available Army publications were reviewed and those whose subject matter content was adjudged to be most nearly congruent with current subject matter requirements of vocational education programs familiar to the investigator were selected. Once a publication was selected, a readability index was calculated and an annotated bibliography entry was prepared.

Selecting a Readability Formula

Conceptually, readability refers to the nature of the interaction between the reader and the communications product of a writer. Readability has been defined in many ways but basically it connotes *comprehension difficulty* or *reading ease and human interest* (Flesch, 1948).

Summarizing the basic philosophy underlying the use of readability formulas which have been developed to predict readability, Chall (1956) stated the belief that the idea behind readability measurement was the

matching of the reader and the printed material. Such matching requires two basic assumptions: (1) that readers differ in their ability to read; and (2) that the printed material varies in turn in readability (i.e., varies in the amount and kind of ability needed to read and understand it) (DuVall, 1971).

In defining a readability formula, Klare (1952) wrote:

> *. . . a readability formula is a method of estimating the probable success a reader will have in reading and understanding a piece of writing. It is predictive in the sense that it provides an estimate of the difficulty for the writing without requiring the reader to read it and undergo tests on it. In other words it provides the kind of information about readability that a writer or teacher would have to judge through experience or measure through a reading test.*

The formulas which have been developed over the years have been formulas which *are mechanical measures rather than measures of expression or contextual difficulty* (Blair, 1971). This mechanical measurement will only yield an estimate of the readability of a passage.

One of the early readability formulas was devised by Rudolf F. Flesch (1943). This formula was based on three language variables: (1) the average sentence length in words; (2) the number of affixes; and (3) the number of references to people. Because of the formula's widespread use and application, Flesch (1948) revised the formula in an effort to overcome certain shortcomings which had been identified and to make the instrument more useful.

In revising the formula, the criterion of readability used was McCall-Crabbs' *Standard Test Lessons in Reading* (McCall and Crabbs, 1926). Flesch reanalyzed the test passages along the following dimensions: (1) average sentence length in words; (2) average word length in syllables; (3) average percentage of *personal words*; and (4) average percentage of *personal sentences*.

Flesch included separate measurements for reading ease and human interest in his revised work. The reading ease formula involved four steps (Klare, 1963).

1. Systematically select one hundred word samples from the material to be rated.

2. Determine the number of syllables per hundred words (wl).

3. Determine the average number of words per sentence (sl).

4. Apply in the following reading ease equation:

$$\text{Reading Ease} = 206.835 - 0.846\ wl - 1.015\ sl$$

Klare (1963) reported that Flesch's human interest formula also involved four steps.

1. Systematically select one hundred word samples from the material to be tested.

2. Count the number of personal words per hundred words (*pw*).

3. Count the number of personal sentences per hundred sentences (*ps*).

4. Apply in the following human interest equation:

$$\text{Human Interest} = 3.635\ pw + 0.314\ ps$$

Flesch (1948) stated that this latter formula *predicts only the effect of the two "human interest" elements on comprehension.* In other words, it reflects *to what extent human interest in a given text will make the reader understand it better.*

Use of the new reading ease formula was found to provide indexes which had a correlation coefficient of 0.70 with the criterion--McCall-Crabb's *Standard Test Lessons in Reading* (McCall and Crabbs, 1926). This coefficient was almost as high as the correlation coefficient computed for his first formula, 0.74. Indexes obtained by using the human interest formula had a much lower correlation coefficient with the criterion, 0.43. Flesch (1948) concluded that the human interest formula *does not seem to contribute much to the measurement of readability.*

The work of Flesch has served as an incentive to others interested in readability to formulate new ideas that would supplement and improve his work. Among persons in this category, the writer found Farr, Jenkins, and Paterson's work to be of particular interest. Believing that Flesch's reading ease formula (Flesch, 1948) could be further simplified, these individuals developed a new formula and prepared a table to facilitate the calculation of reading ease scores (Farr, Jenkins, and Paterson, 1951).

It was suggested that the following steps be followed (Farr, Jenkins, and Paterson, 1951).

1. Systematically select one hundred word samples from the material to be rated.

2. Determine the number of one syllable words per hundred words (*nosw*).

3. Determine the average number of words per sentence (*sl*).

4. Apply in the following reading ease equation or determine reading ease index by referring to *Flesch Reading Ease Index Table.*

$$\text{Reading Ease Index} = 1.599\ nosw - 1.015\ sl - 31.517$$

Farr, Jenkins, and Paterson (1951) compared the results obtained by using their formula with those obtained by using Flesch's reading ease formula statistically and concluded that the *simplified formula may safely be substituted for the original formula.* Because of their favorable results and because Flesch (1948) considered the human interest formula to contribute little to the measurement of readability, it was decided to use the Farr-Jenkins-Paterson simplification of Flesch's reading ease formula as a measure of readability in the study.

Guidelines for Calculating the Reading Ease Indexes

Actual utilization of the formula necessitated that several guidelines be established to promote efficiency and consistency within the study.

1. Systematically select samples of reading material to be used in calculating the reading ease indexes.
   a. It was determined that twenty narrative samples should be selected from each publication with each sample beginning on a different page. If a publication contained less than twenty pages, the number of samples required would be reduced to the maximum number possible considering the restriction that each sample begin on a different page.
   b. Pages containing narrative samples were selected by identifying the initial page through the use of a table of random numbers. Pages with the remaining selections were identified by alternately adding to and subtracting from the initial page number a constant number of pages multiplied by a sequential number, 1 through x, until the required number of samples were identified. The constant was the whole number obtained by dividing the total number of pages containing content related material in the publication by twenty. If a page was found to be unsuitable due to the nature of the content (e.g., illustrations, charts, tables, etc.), the page preceding or following the selected page was used. In only a few cases was the page containing the selection to be analyzed more than one page removed from the originally selected page. In a few cases this procedure did not result in twenty usable samples because of the numeric procedures. If this happened, the remaining pages were identified through the use of a table of random numbers.
   c. Except in those instances when only one paragraph began on a page, the narrative sample was identified by using a table of random numbers. A new selection always originated at the beginning of a paragraph.

2. Count the number of words in the sample ending at the terminal punctuation mark nearest one hundred words. Mark this point for identification. Portions of a single sample can appear on more than one page.

3. Identify the hundredth word in the sample.

4. Count the number of sentences in the sample ending at the mark described in step two (2) above.

5. Count the number of one-syllable words included in the sample up to and including the hundredth word identified in step three (3) above.

6. Calculate the number of words per sentence [step two (2) answer ÷ step four (4) answer].

7. Repeat steps one (1) through six (6) for each sample, recording all answers on Chart I, *Reading Ease Index Calculation Sheet.*

8. Determine the total of the columns headed *Number of Words Per Sentence* and *Number of One-syllable Words Per 100 Words.*

9. Determine publication average for columns headed *Number of Words Per Sentence* and *Number of One-syllable Words Per 100 Words* by dividing totals by number of samples.

10. Determine the publication's reading ease index by using the *Flesch Reading Ease Index Table* (Farr, Jenkins, and Paterson, 1951). Interpolated values of the reading ease index were calculated and recorded where appropriate.

CHART I

READING EASE INDEX
CALCULATION SHEET

Date_____ Publication Number_____

Sample Number	Number of Words in Sample	Number of Sentences in Sample	Number of Words Per Sentence	Number of One-syllable Words in 100 Words
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
	Total			
	Publication Average*			

READING EASE INDEX**_____

* Publication Average = Total ÷ N
N = Number of samples

** Reading Ease Index is to be determined by using the *Flesch Reading Ease Index Table* from: J.N. Farr, J.J. Jenkins, and D.G. Paterson, "Simplification of the Flesch Reading Ease Formula," *Journal of Applied Psychology*, XXXV, Number 5 (October, 1951), 335.

Interpreting the Reading Ease Index

Once the reading ease index has been calculated, it must be interpreted to be of value to those persons interested in the congruency of the student's reading ability and the readability of the printed material. Farr, Jenkins, and Paterson (1951) indicated the following relationship existed between the reading ease index and the printed material's description of style.

TABLE 1

RELATIONSHIP OF READING EASE INDEX TO DESCRIPTION OF STYLE

Reading Ease Index	Description of Style
0 - 29	Very Difficult
30 - 50	Difficult
51 - 59	Fairly Difficult
60 - 69	Standard
70 - 79	Fairly Easy
80 - 89	Easy
90 - 100	Very Easy

By combining the information in Table 1 with information provided by Flesch (1946), the relationship between the reading ease index and the reader's ability as reflected by categories of school grades completed becomes apparent. Table 2 presents a summary of the information from Table 1 and Flesch's material.

TABLE 2

RELATIONSHIP OF READING EASE INDEX AND DESCRIPTION OF STYLE TO SCHOOL GRADES COMPLETED

Reading Ease Index	Description of Style	School Grades Completed
0 - 29	Very Difficult	College
30 - 50	Difficult	High School or Some College
51 - 59	Fairly Difficult	Some High School
60 - 69	Standard	7th or 8th Grade
70 - 79	Fairly Easy	6th Grade
80 - 89	Easy	5th Grade
90 - 100	Very Easy	4th Grade

Information in Table 2 will prove to be of value to persons wishing to interpret the reading ease indexes presented as part of the annotated bibliography in Chapter III of this report. If a publication was to be used with students enrolled in programs designed for eleventh or twelfth grade students, the preferred values of the reading ease index should probably be 51 or higher. Publications to be used with eighth or ninth graders would probably give best results if their reading ease indexes were 60 through 69. Though the lower end of the reading ease index range given in Table 2 should be of primary concern in selecting materials for a particular group or individual, consideration should be given also to the maximum value. Material selected should not be written at such a low reading ease index level that the student will react negatively.

Summary

Fifty Army publications whose content was adjudged to be most nearly congruent with current public school vocational education program requirements were to be identified from Army publications available for review at the Carol M. Newman Library. Once the publications were identified, a measure of their readability was to be calculated by using procedures suggested by Farr, Jenkins, and Paterson (1951) for determining the reading ease index.

Since many public school vocational education programs are designed for high school students, especially those enrolled in grades eleven and twelve, it was believed that the value of Army publications in such programs would be supported if a relatively large proportion of the reading ease indexes were 51 or higher, especially 51 through 69. Results

of this type would tend to indicate that the material was suitable for use with students generally eligible to enroll in such courses. Regardless of whether results of this type were obtained, the indexes should be of value to teachers who attempt to individualize their instructional programs or to bring a wide variety of resources into the educational setting. In either case, the indexes might be used in an attempt to bring about the congruency of the individual's reading ability and the readability of the printed material.

While it is believed that these indexes can be of value in determining the suitability of Army publications for use in public school vocational education programs, they must not be viewed as being infallible. Flesch (1949) hoped for . . . *readers who won't take the formula too seriously and won't expect from it more than a rough estimate.* This writer hopes that users of the annotated bibliography entries in this report will consider Flesch's words when considering the reading ease index values given.

CHAPTER III

AVAILABLE ARMY PUBLICATIONS

As has been indicated in earlier sections of this report, Army information of potential value in public school vocational education programs is believed to exist if only it could be made available. Some Army publications which might be of value are identified in the annotated bibliography which appears in the last part of this chapter.

Bibliographical Entries

Items cited in the annotated bibliography generally are available to the public through the efforts of two sources--depository libraries and the United States Government Printing Office. Any publication identified in the bibliography might be found in a local depository library. Those with a cost specified may be purchased from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. The listed cost is the cost given in the issue of the *Monthly Catalog of United States Government Publications* in which the particular Army publication was announced.

If the desired publication cannot be obtained through either of these sources, one might contact Department of The Army personnel. Several vocational educators with whom the writer has discussed the use of Army publications in public school vocational education programs identified these personnel as excellent sources of such publications.

Each annotated bibliography entry is formatted as follows:

Author(s)
The department or departments originating the publication are identified.

Title of Publication
Departmental Publication Number(s)
In addition to the Army publication number, Air Force and Navy numbers are provided for those publications which represent the cooperative efforts of more than one department. The various codes which are used include:

Department of The Air Force
AFM - Air Force Manual
TO - Technical Order

Department of The Army
FM - Field Manual
TM - Technical Manual

Department of The Navy
NAVDOCKS - Bureau of Yards and Docks
NAVFAC - Naval Facilities Engineering Command
NAVMED - Bureau of Medicine and Surgery
NAVSUP - Naval Supply System Command

Publisher and Date of Publication
U.S. Government Printing Office Catalog Number *Cost*
Reading Ease Index

Narrative
Content of publication is reviewed in this section.

Illustration
One illustration from or representative of each publication is presented.

Publications cited in the annotated bibliography are sequenced alphabetically by author and title.

Two indexes are provided for the user's convenience beginning on page 71. Index A contains a listing of the departmental publication numbers of those items included as part of the annotated bibliography. Index B contains an alphabetical listing of all of the descriptors used in the annotated bibliography. If one is searching for a publication with a known publication number, Index A should be used. If a publication containing information related to a particular topic is desired, one should review the contents of Index B.

ANNOTATED BIBLIOGRAPHY

United States Department of The Army.

Army Fixed Laundry Organization.
Army TM 10-354.
Washington, D.C.: U.S. Government Printing Office, 1965. Inprint date incorrectly given on cover as 1962.
Catalog No. D 101.11:10-354.
Reading Ease Index: 46.7

Descriptors: *Home Economics Education; Laundry; Laundry Plant; Trade and Industrial Education.*

Operating procedures for fixed laundry plants, including instructions governing the use of supplies and equipment, are prescribed in this manual. Material presented covers the processes involved from the receipt of the bulk work through delivery of the finished work, preventive maintenance service, and housekeeping.

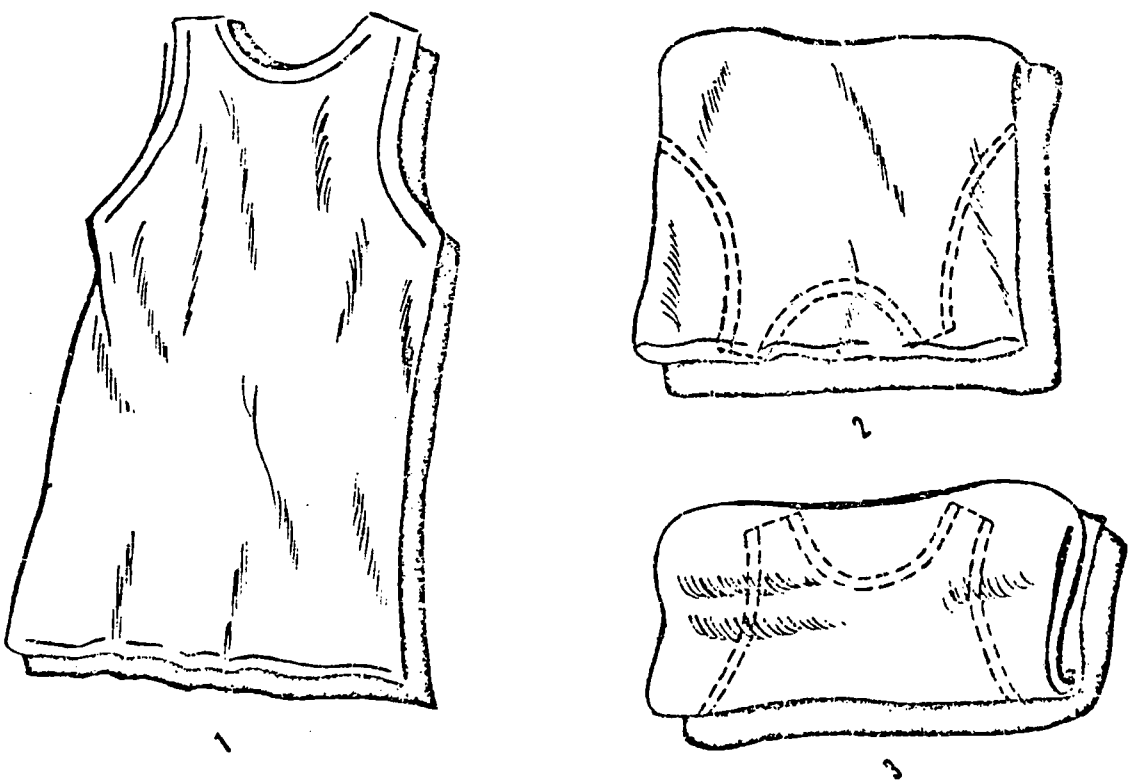

Correct method of folding undershirt.

United States Department of The Army.

Army Medical Department Handbook of Basic Nursing.
Army TM 8-230.
Washington, D.C.: U.S. Government Printing Office, 1970.
Catalog No. D 101.11:8-230. Cost: $5.25
Reading Ease Index: 45.6

Descriptors: *Health Occupations Education; Licensed Practical Nurse; Medical Aide; Nursing; Trade and Industrial Education.*

The nursing aspects of medical care and treatment are discussed in this illustrated manual. Major topics on which information is presented include anatomy and physiology, disease and injury, pharmacology and drug administration, basic nursing procedures, and outpatient medical care.

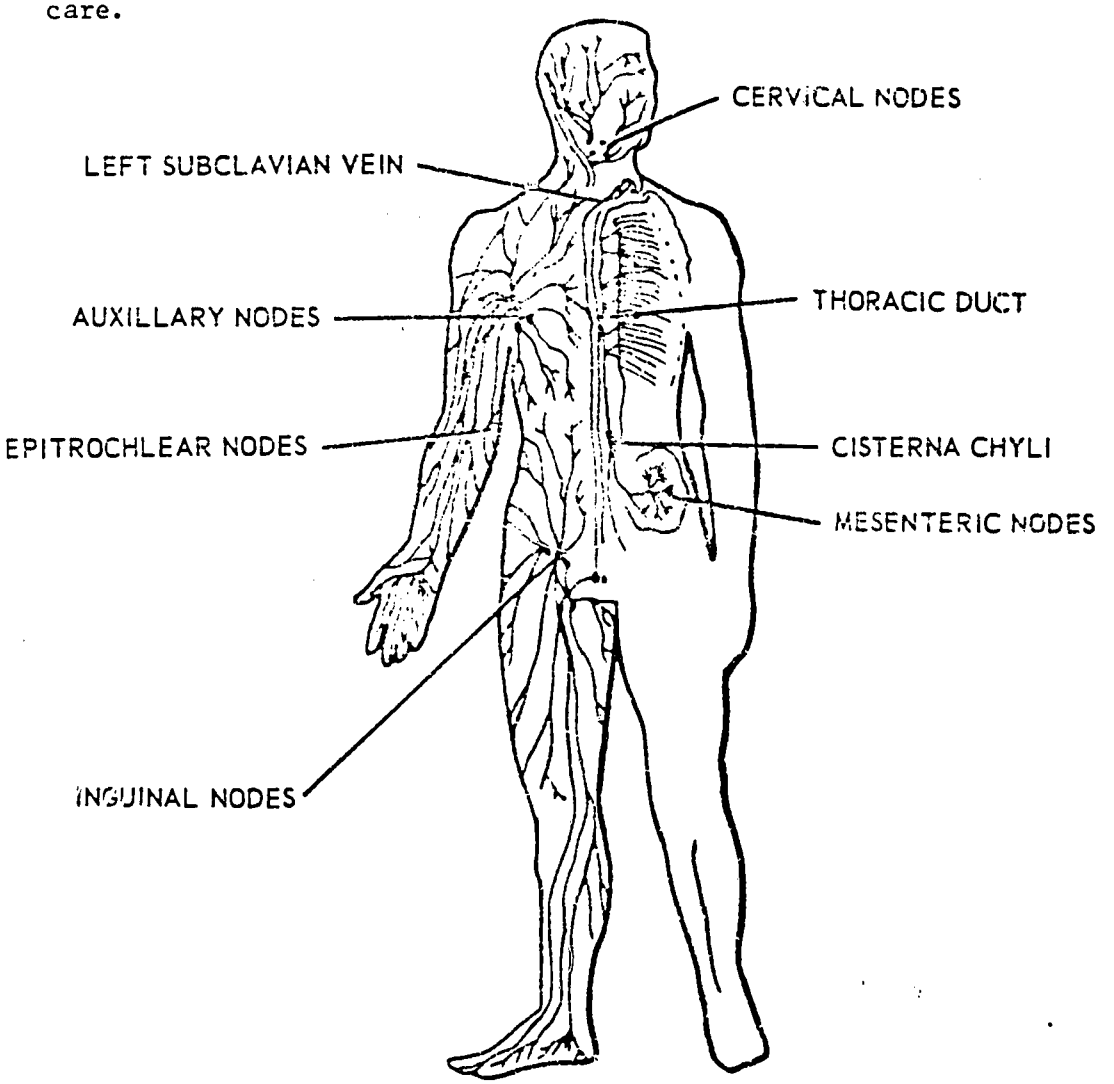

Lymphatic system.

United States Department of The Army.

Army Pictorial Techniques, Equipments, and Systems: Pictorial Fundamentals.
Army TM 11-401-1.
Washington, D.C.: U.S. Government Printing Office, 1966.
Catalog No. 101.11:11-401-1.
Reading Ease Index: 42.0

Descriptors: *Photographic Equipment; Photography; Pictorial Equipment; Pictorial Fundamentals; Pictorial Systems; Pictorial Techniques; Trade and Industrial Education.*

Material concerning the theory of light and optics, the camera, the principles of photographic exposure, the characteristics of sensitized photographic materials, photographic chemistry, and photographic processing is presented in this illustrated manual.

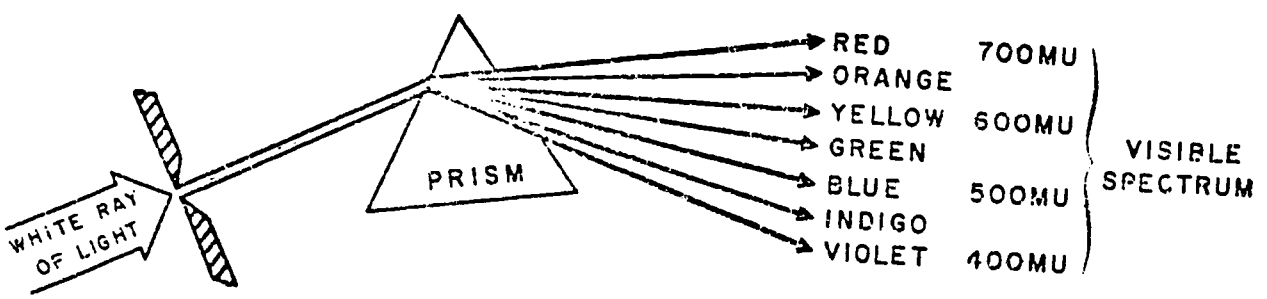

Dispersion of light by a prism.

United States Department of The Army.

Army Pictorial Techniques, Equipments, and Systems: Still Photography.
Army TM 11-401-2.
Washington, D.C.: U.S. Government Printing Office, 1969.
Catalog No. D 101.11:11-401-2. Cost: $2.50
Reading Ease Index: 53.1

Descriptors: *Photographic Equipment; Photography; Pictorial Equipment; Pictorial Fundamentals; Pictorial Systems; Pictorial Techniques; Still Photography; Trade and Industrial Education.*

The basic principles of still photography are discussed in this illustrated manual. Material on equipment and methods used for portrait, group, and copy photography as well as color, flash, infrared, polaroid, and other special types of still photography is included.

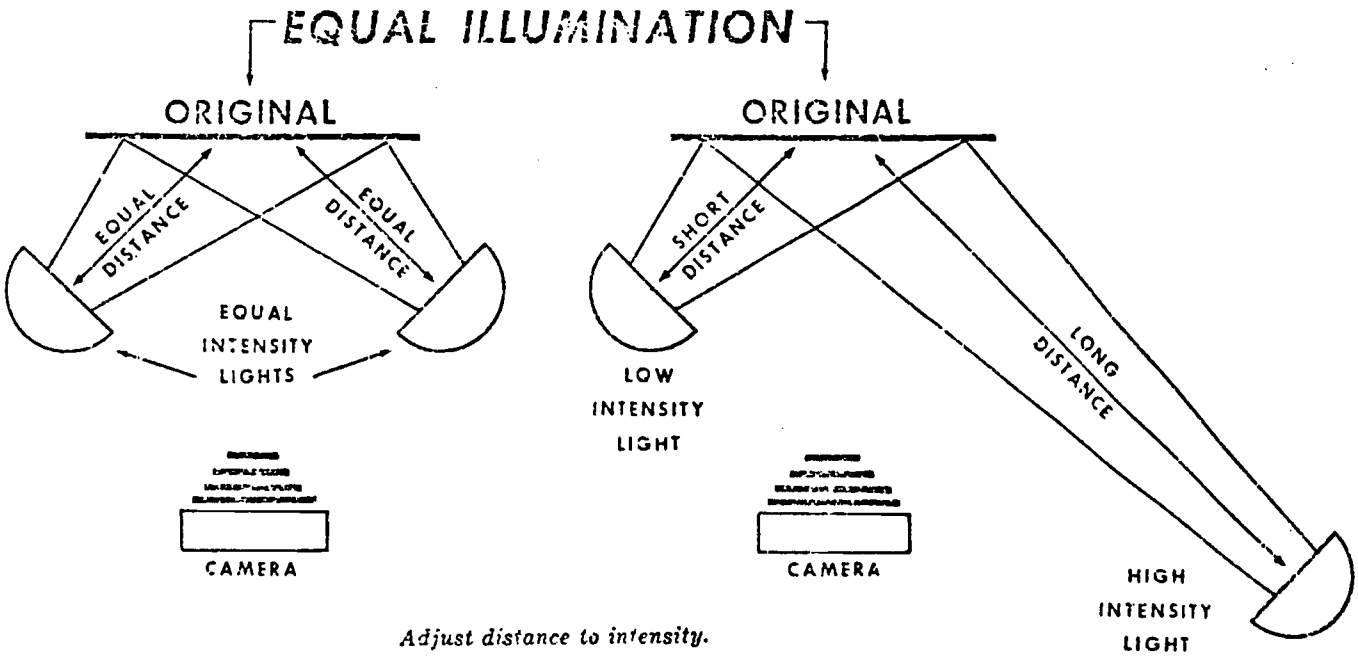

Adjust distance to intensity.

United States Department of The Army.

Army Social Work Handbook.
Army TM 8-246.
Washington, D.C.: U.S. Government Printing Office, 1962.
Catalog No. D 101.11:8-246.
Reading Ease Index: 31.2

Descriptors: *Health Occupations Education; Social Work; Social Work Specialist; Trade and Industrial Education.*

An orientation to social work and to related disciplines and sciences is presented in this manual. General duties of the social work specialist, the social work interviewing process, social study, recording and record keeping, research and statistics, and social work resources are discussed. Material presented for orientation to social work covers the basic concepts and principles of social work, socio-cultural factors in human behavior, socicemotional aspects of illness, sources of social dysfunctioning, medical orientation, personality growth and development, psychiatric conditions, and administration.

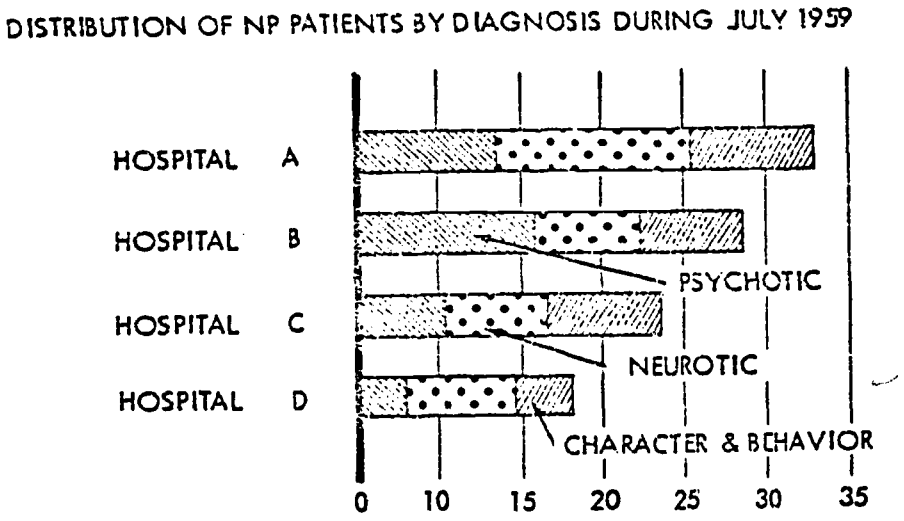

A typical subdivided bar chart.

United States Department of The Army.

Carpentry and Building Construction.
Army TM 5-460.
Washington, D.C.: U.S. Government Printing Office, 1960.
Catalog No. D 101.11:5-460. Cost: $0.75.
Reading Ease Index: 66.5

Descriptors: *Agricultural Education; Agricultural Mechanics; Building Construction; Carpentry; Trade and Industrial Education; Woodworking.*

Information presented in this manual is applicable for use in instructing and guiding personnel engaged in or responsible for carpentry and building construction. The functions of and the methods used by the carpenter in maintaining, repairing, and constructing buildings and other wooden structures are discussed and illustrated. Material concerning prefabricated buildings, including proper erection and recommended procedures, is also presented.

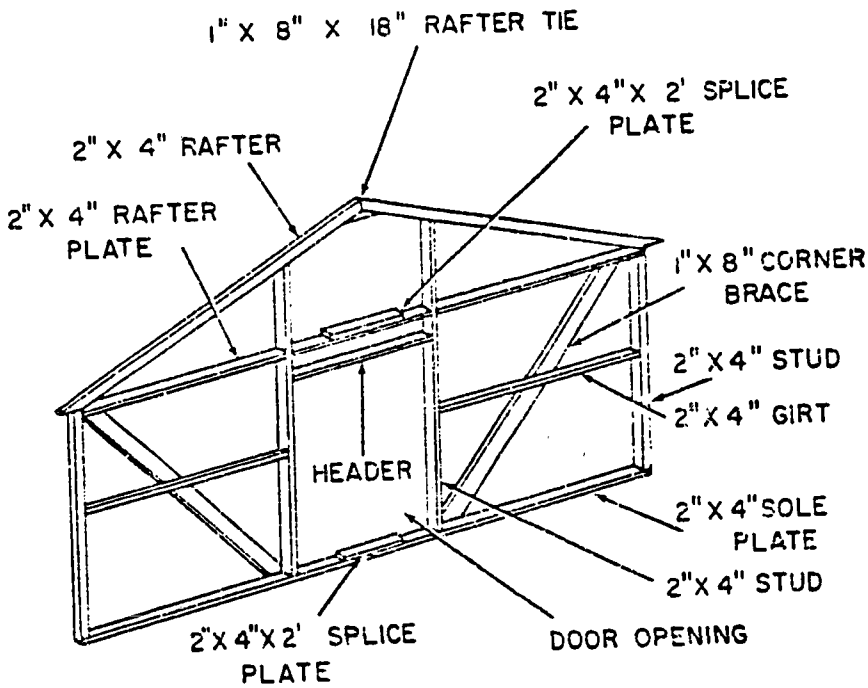

END PANEL - FRAMING DETAILS

United States Department of The Army.

Concrete and Masonry.
Army TM 5-742.
Washington, D.C.: U.S. Government Printing Office, 1970.
Catalog No. D 101.11:5-742.
Reading Ease Index: 49.0

Descriptors: *Agricultural Education; Agricultural Mechanics; Bricklaying; Concrete; Masonry; Trade and Industrial Education.*

The physical characteristics and properties of concrete materials; the selection of proportions for concrete mixtures; the use of forms and joints; and the placing, finishing, and curing of concrete are illustrated and discussed in detail. Explanations concerning the use of reinforced and prestressed concrete and accepted practices in the use of masonry materials, tools, and scaffolding are included.

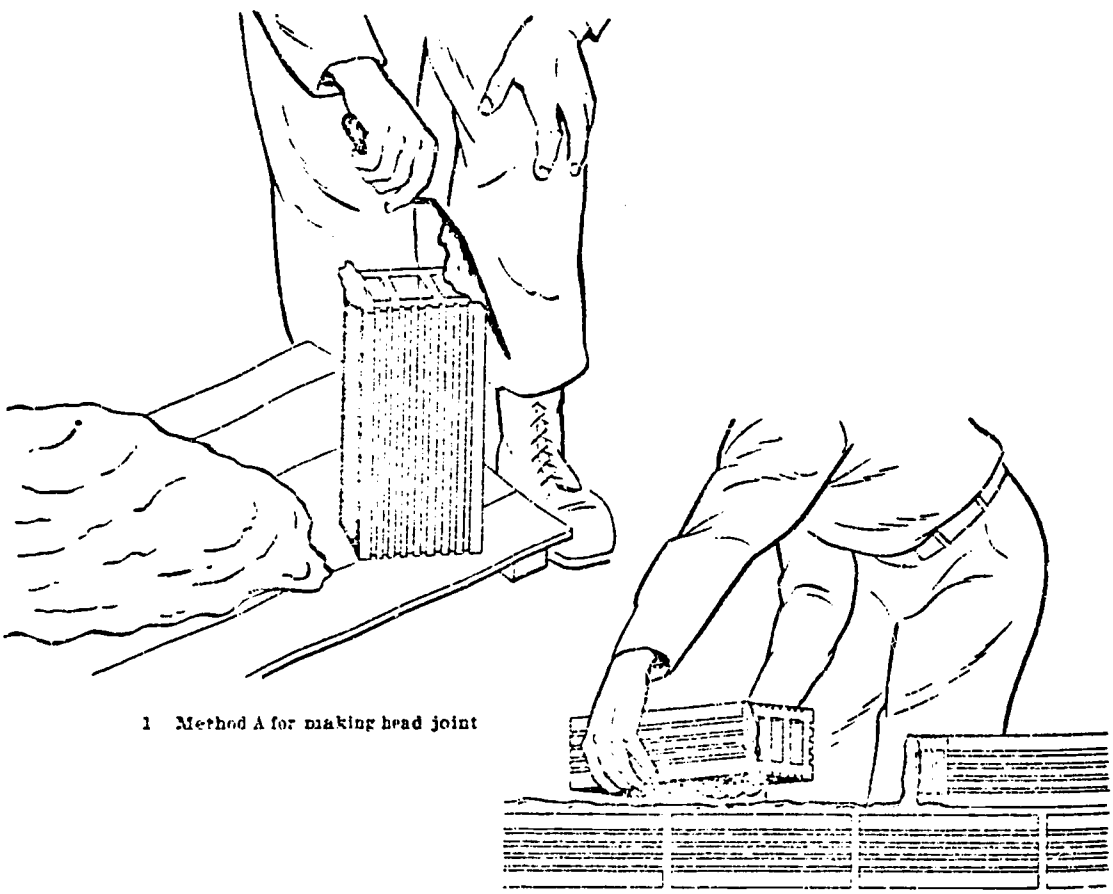

1 Method A for making head joint

2 Method B for making head joint

Laying side-construction tile.

United States Department of The Army.

Construction Surveying.
Army TM 5-233.
Washington, D.C.: U.S. Government Printing Office, 1964.
Catalog No. D 101.11:5-233.
Reading Ease Index: 50.0

Descriptors: *Agricultural Education; Agricultural Mechanics; Construction Surveying; Surveying; Trade and Industrial Education.*

A comprehensive analysis of problems which are typical in surveying and mathematical considerations are offered in this manual. Major topics discussed include curves, road surveying, earthwork, bridge surveys, and miscellaneous construction surveys.

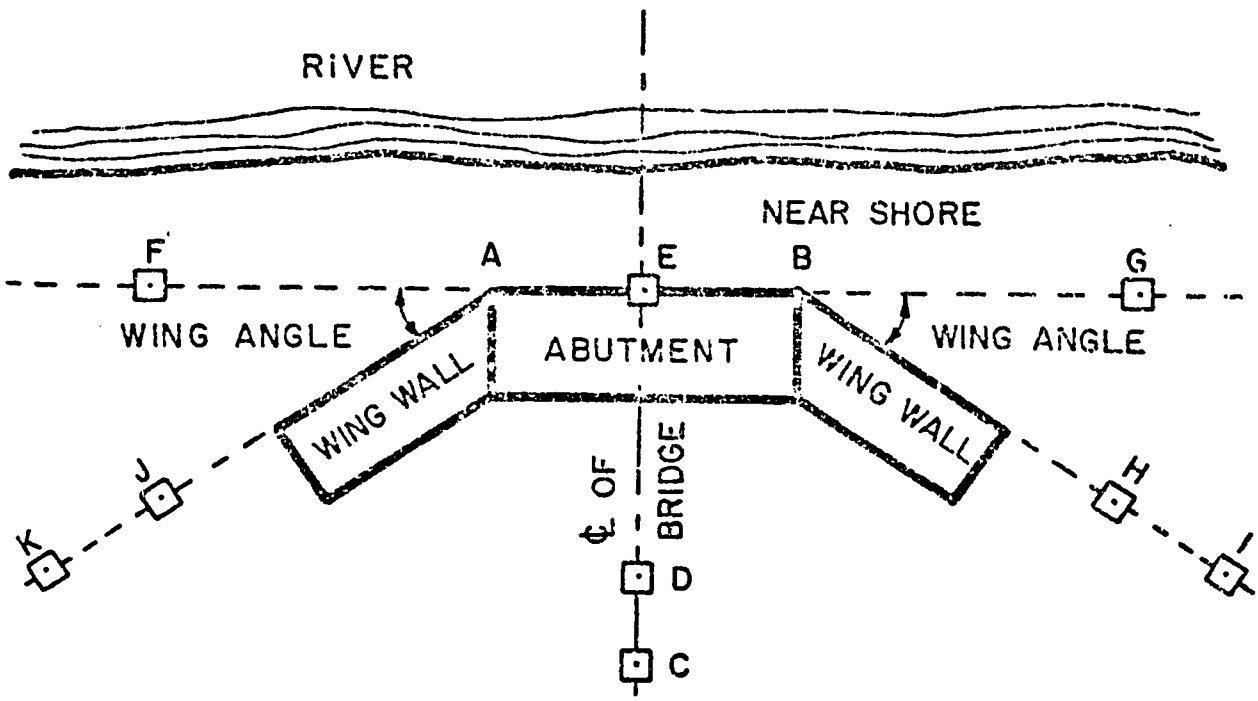

Staking wing walls.

United States Department of The Army.

Elements of Surveying.
Army TM 5-232.
Washington, D.C.: U.S. Government Printing Office, 1971.
Catalog No. 101.11:5-232. Cost: $2.25
Reading Ease Index: 48.2

Descriptors: *Agricultural Education; Agricultural Mechanics; Survey Data; Surveying; Surveying Instruments; Trade and Industrial Education.*

Material in this manual was prepared for the instruction and guidance of surveying-party personnel in the principles and procedures of surveying, and in the use of surveying instruments. Field procedures of surveying and the use, care, and adjustment of surveying instruments are covered. Discussions are included on some of the computations, adjustments, and graphic portrayal of survey data.

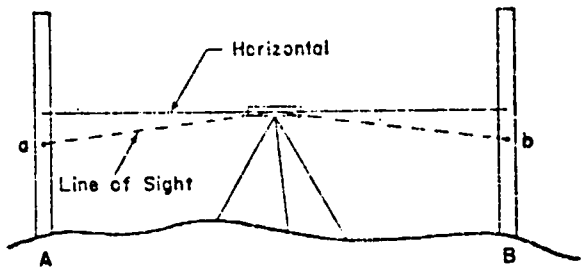

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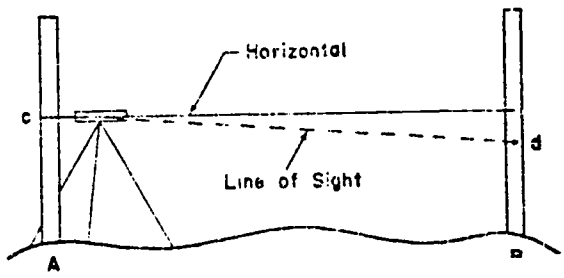

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Two-peg test.

United States Department of The Army.

Dental Specialists.
Army TM 8-225.
Washington, D.C.: U.S. Government Printing Office, 1971.
Catalog No. D 101.11:8-225/1971. Cost: $3.75
Reading Ease Index: 42.6

Descriptors: *Dental Assistant; Dental Specialist; Health Occupations Education; Trade and Industrial Education.*

Information in this manual is presented for use as reference material by the individual dental specialist, as a reference manual for on-the-job training, and as a text for any established dental specialist courses of formal instruction. The principles of anatomy and physiology, dental histology, oral pathology, and oral bacteriology are discussed. Materials included cover procedures pertaining to oral hygiene and preventive dentistry, dental X-rays, drugs used in dentistry, dental materials, maintenance of equipment, and the duties of each of the chair assistants.

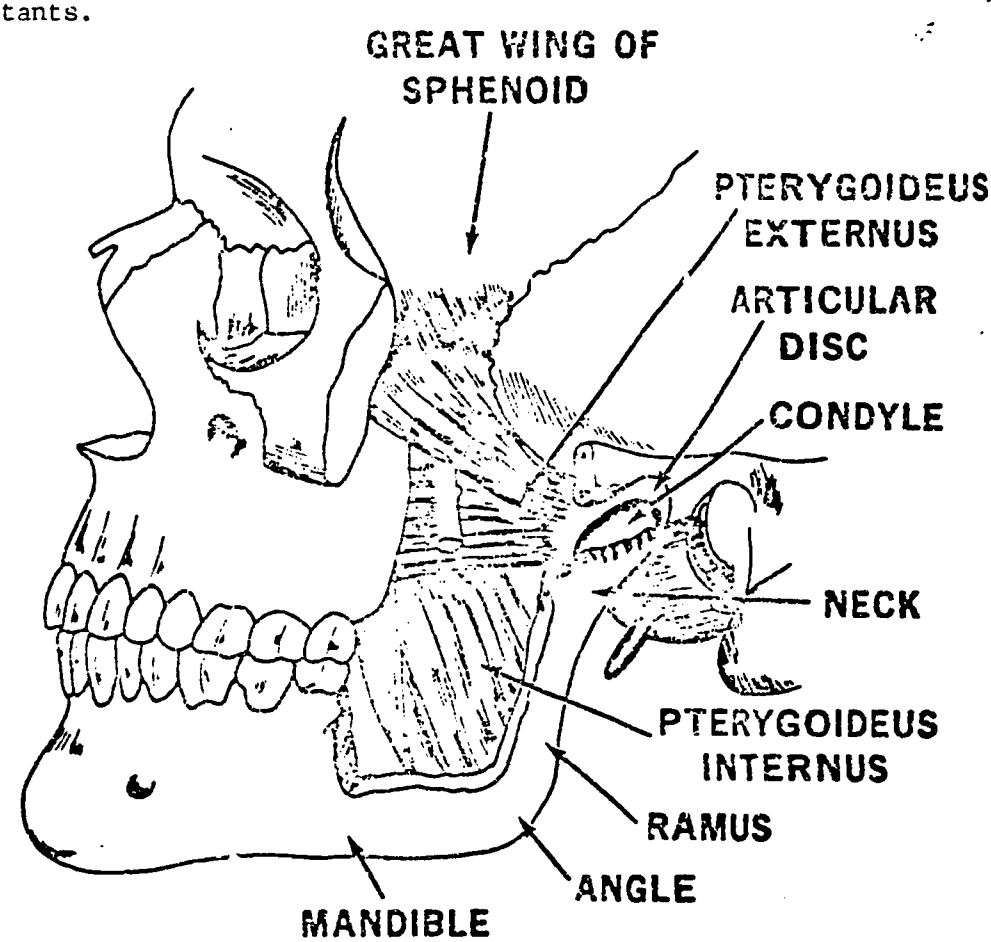

Internal and external pterygoid muscles.

United States Department of The Army.

Eye, Ear, Nose, and Throat Specialist.
Army TM 8-234.
Washington, D.C.: U.S. Government Printing Office, 1970.
Catalog No. D 101.11:8-234. Cost: $2.50
Reading Ease Index: 43.4

Descriptors: *Ear; Ear Specialist; Eye; Eye Specialist; Health Occupations Education; Licensed Practical Nurse; Medical Aide; Medical Specialist; Nose; Nose Specialist; Throat; Throat Specialist; Trade and Industrial Education.*

Basic information on the anatomy, physiology, diseases, and injuries of the eye, ear, nose, and throat is presented in this manual. Diagnostic and clinical procedures performed by the eye, ear, nose, and throat specialist are described in detail. Drawings and pictures included in the manual contribute to the student's understanding of the material presented.

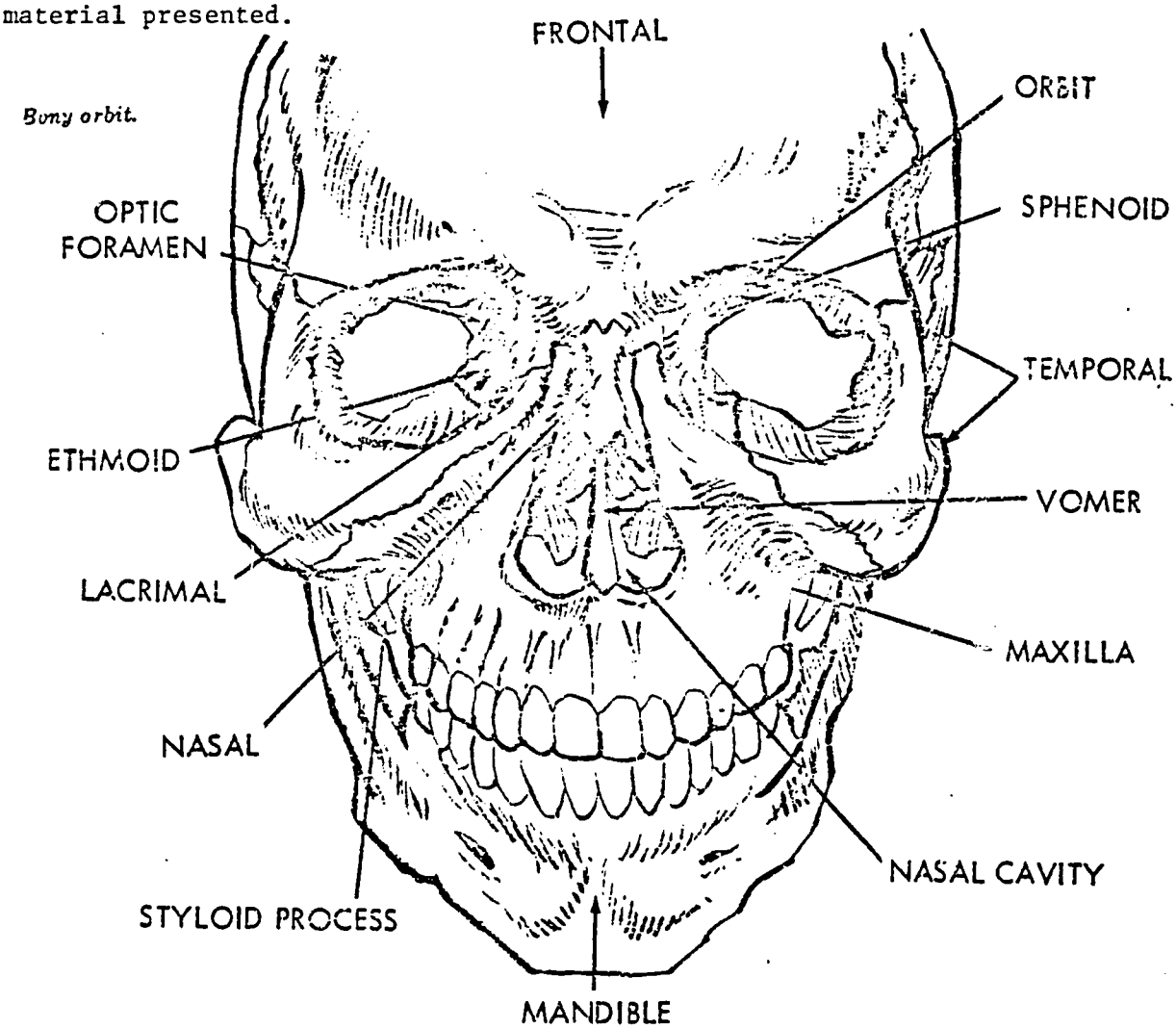

United States Department of The Army.

Field Water Supply.
Army TM 5-700.
Washington, D.C.: U.S. Government Printing Office, 1967.
Catalog No. D 101.11:5-700.
Reading Ease Index: 32.5

Descriptors: *Agricultural Education; Health; Health Occupations Education; Home Economics Education; Trade and Industrial Education; Water; Water Supply.*

Developed as a reference and training guide for personnel engaged in field water supply, this illustrated manual also serves as a reference for personnel who plan, inspect, and approve water sources and treated water facilities. Major topics discussed in this manual include water quality, water reconnaissance, development of water sources and water points, water purification equipment, water treatment processes, and use of existing facilities.

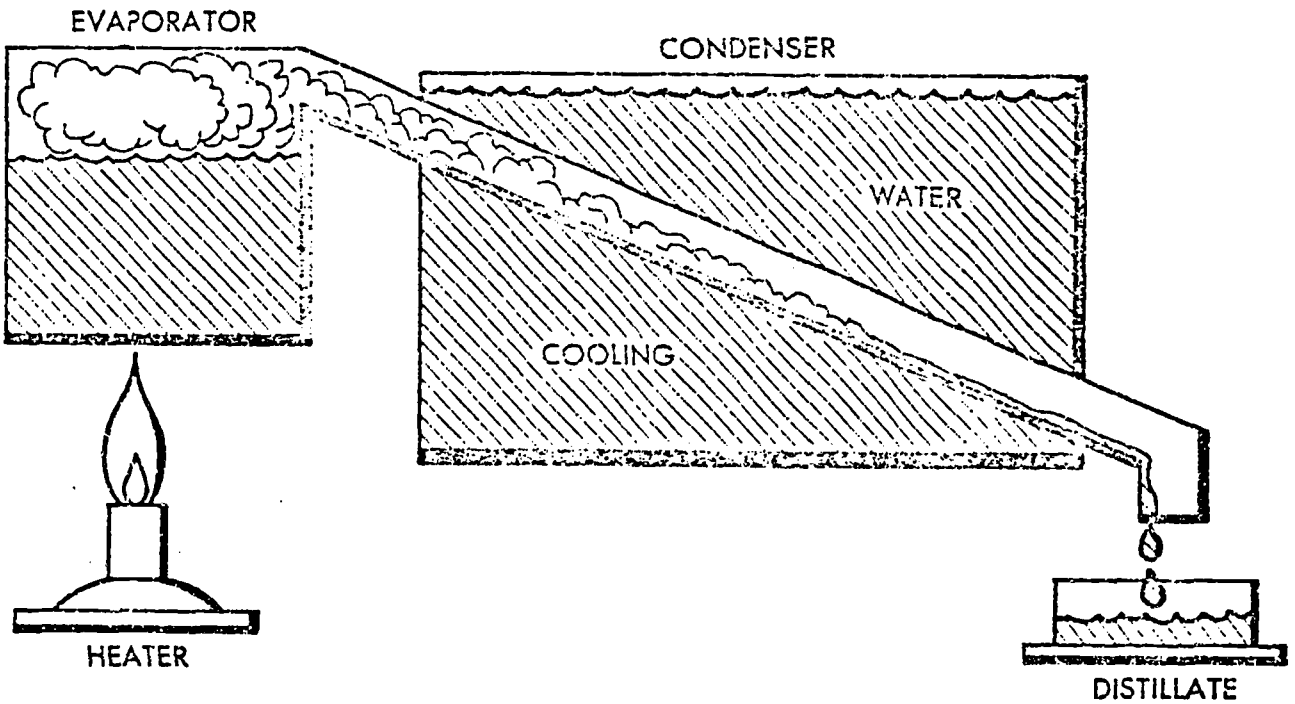

Distillation in its simplest form.

United States Department of The Army.

Firefighting (Structures and Aircraft) and Rescue Operations in Theaters of Operations.
Army TM 5-315.
Washington, D.C.: U.S. Government Printing Office, 1965.
Catalog No. D 101.11:5-315.
Reading Ease Index: 51.7

Descriptors: *Agricultural Education; Fire; Fire Prevention; Firefighting; Rescue Operations; Trade and Industrial Education.*

Designed to serve as a guide and basic reference for firefighting teams and other personnel engaged in fire prevention and firefighting, information in this manual covers the characteristics and chemistry of fire, equipment, first aid, tactics and techniques of firefighting, rescue, and fire prevention. While the material included is concerned primarily with structural, aircraft, and nuclear weapon fires, explosive, motor-vehicle, and natural cover fires are also discussed.

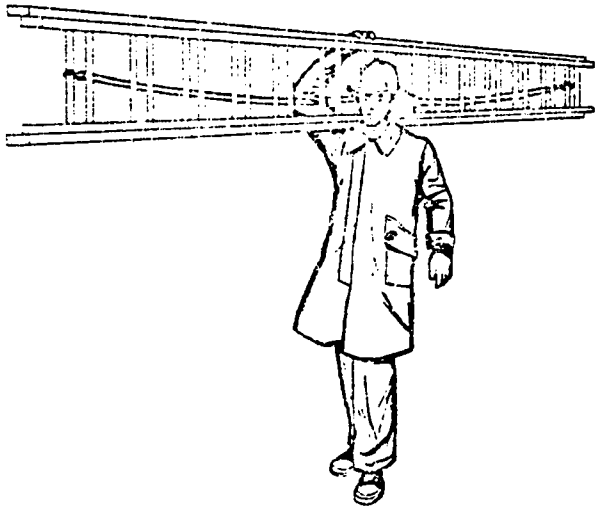

One-man extension ladder carry.

United States Department of The Army.

First Aid For Soldiers.
Army FM 21-11.
Washington, D.C.: U.S. Government Printing Office, 1970.
Catalog No. D 101.20:21-11/3.
Reading Ease Index: 59.2

Descriptors: *Accidents; First Aid; Health; Health Occupations Education; Lifesaving; Sickness; Trade and Industrial Education; Transportation; Wounded.*

Instructions in lifesaving measures including how to clear the upper airway, to give artificial respiration and closed-chest heart massage, to stop bleeding, to control shock, and to protect the wound are described in this manual. Special measures which should be applied for specific kinds of injuries, common emergencies, and injuries resulting from contact with toxic substances are explained. Improvised methods of transporting the sick and injured and some basic principles and methods of psychological first aid are presented.

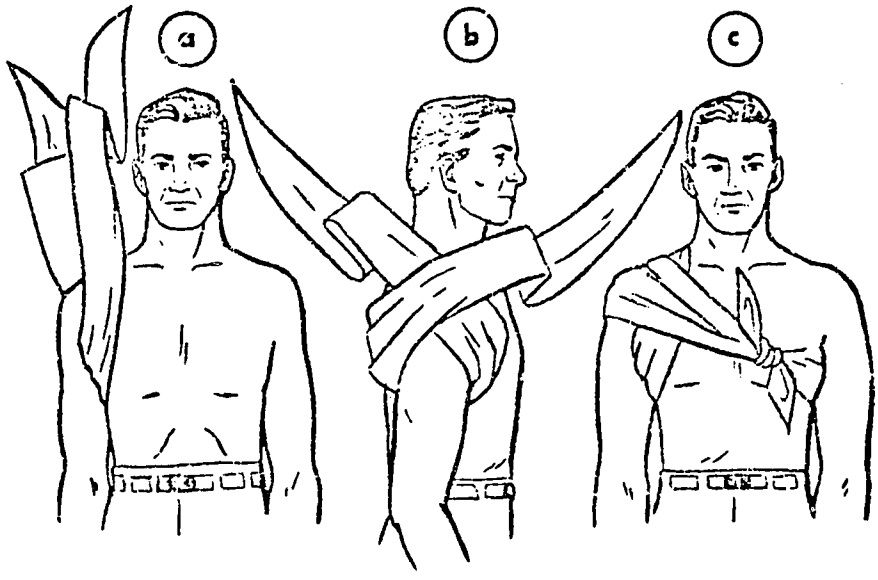

Applying cravat bandage to shoulder or armpit.

United States Department of The Army.

Fixed Wing Flight.
Army TM 1-250.
Washington, D.C.: U.S. Government Printing Office, 1968.
Catalog No. D 101.11:1-250.
Reading Ease Index: 46.7

Descriptors: *Airplanes; Fixed Wing Flight; Flight; Trade and Industrial Education.*

The general principles concerning the operation of airplanes are explained in this manual. Basic airplane aerodynamics and flight techniques, mechanics of flight maneuvers, major flight characteristics of a twin-engine airplane, and advanced methods of flying an airplane are discussed.

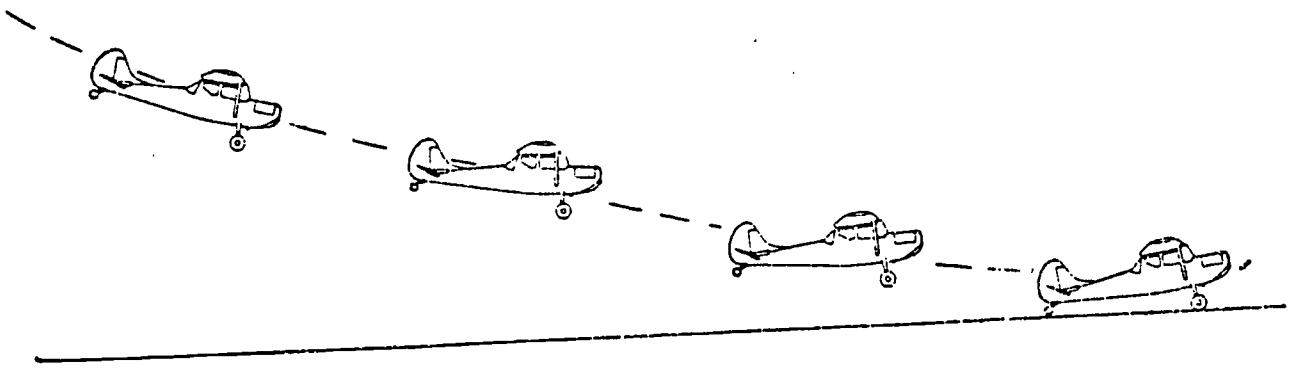

Normal landing.

United States Department of The Army.

General Repair of Footwear and Leather Goods.
Army TM 10-268.
Washington, D.C.: U.S. Government Printing Office, 1963.
Catalog No. D 101.11:10-268.
Reading Ease Index: 67.5

Descriptors: *Footwear; Leather Goods; Shoe Repair; Trade and Industrial Education.*

Preliminary inspection of items, preparation of items for repair, repair procedures, and inspection of the finished work are discussed in this illustrated manual. General procedures to be followed in the repair of both leather and rubber footwear items are covered.

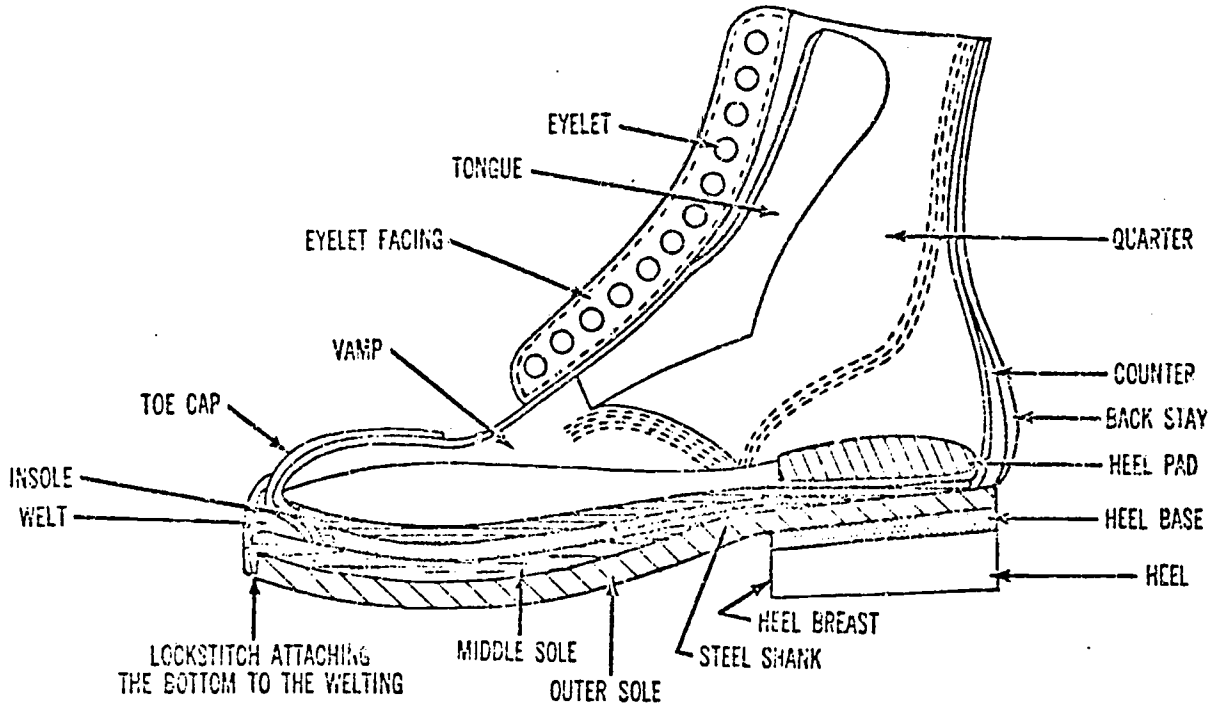

CROSS SECTION SIDE VIEW

United States Department of The Army.

Logging and Sawmill Operation.
Army TM 5-342.
Washington, D.C.: U.S. Government Printing Office, 1966.
Catalog No. D 101.11:5-342.
Reading Ease Index: 59.1

Descriptors: *Agricultural Education; Forestry; Logging; Sawmill Operation; Trade and Industrial Education.*

Published as a guide and reference, this manual is intended for the use of personnel engaged in logging or sawmill operations. Procedures for estimating the value of a given stand of timber, cutting the timber, removing it from the forest, and moving it to the sawmill site are described and illustrated. Standard components of sawmills along with the duties of operating personnel are discussed. Appropriate safety measures are included.

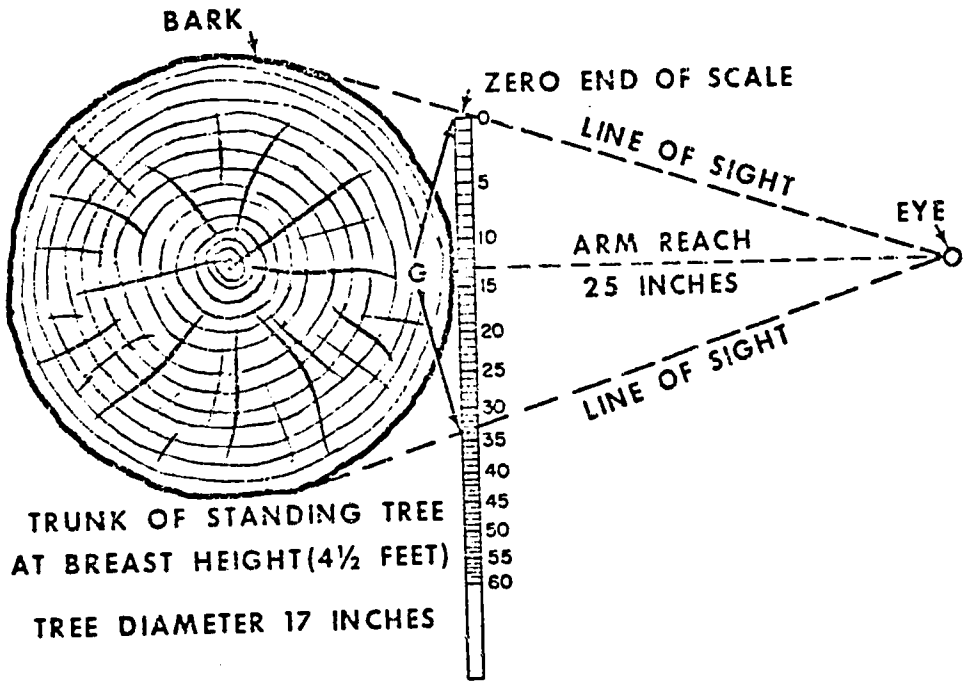

The Biltmore stick.

United States Department of The Army

Military Fixed Drycleaning Plant.
Army TM 10-300.
Washington, D.C.: U.S. Government Printing Office, 1966.
Catalog No. D 101.11:10-300.
Reading Ease Index: 50.8

Descriptors: *Drycleaning; Drycleaning Plant; Trade and Industrial Education.*

Operating procedures for fixed drycleaning plants are described in this manual. The processes involved from the receipt of the bulk work through the delivery of the finished work are discussed. Topics covered include receiving, marking, drycleaning, spotting, wet-cleaning, finishing and repair, and sorting and shipping.

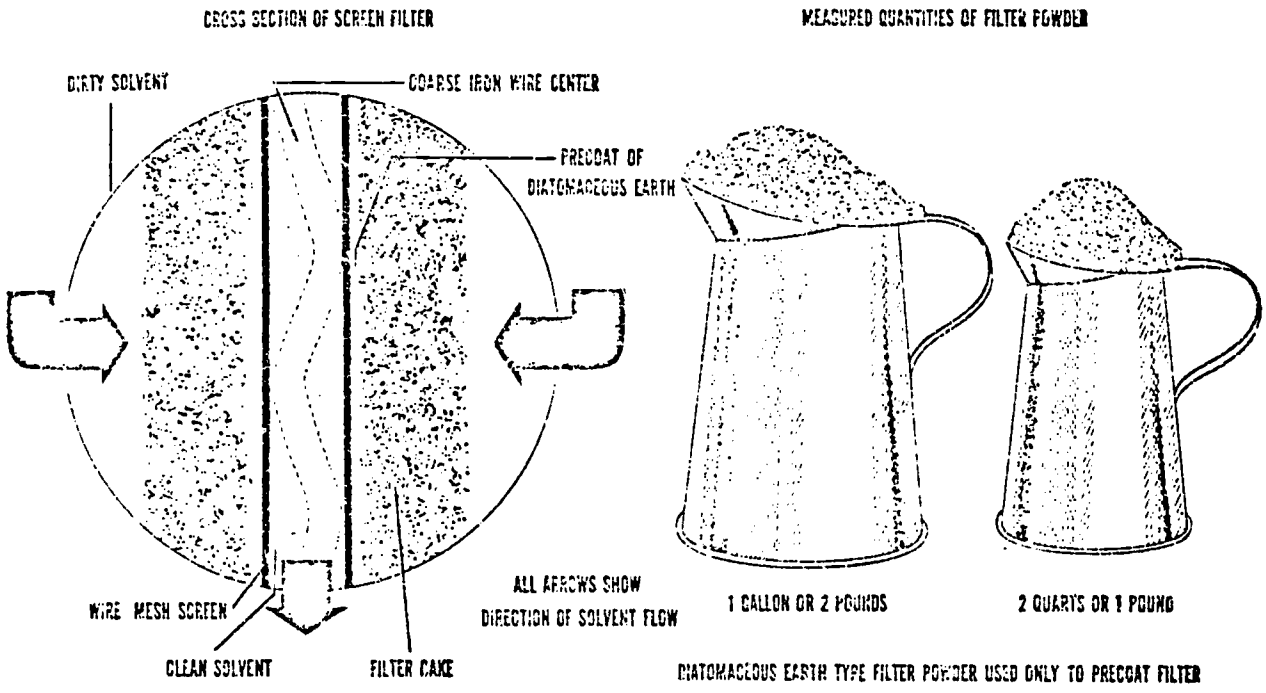

Diatomaceous earth filter, precoated.

United States Department of The Army.

Military Petroleum Pipeline Systems.
Army TM 5-343.
Washington, D.C.: U.S. Government Printing Office, 1962.
Catalog No. D 101.11:5-343.
Reading Ease Index: 40.4

Descriptors: *Bulk Supply Systems; Distribution Systems; Petroleum; Pipeline Systems; Trade and Industrial Education.*

Information on the planning, design, and maintenance of petroleum bulk supply and distribution systems is provided in this manual. Construction personnel are provided with information and instructions on the installation of pipeline systems and their appurtenances. Major topics discussed include bulk supply and distribution of petroleum liquids, equipment, supplies, planning, design, job management, pipelines, pumping stations, tank farms, distribution facilities, maintenance, and rehabilitation.

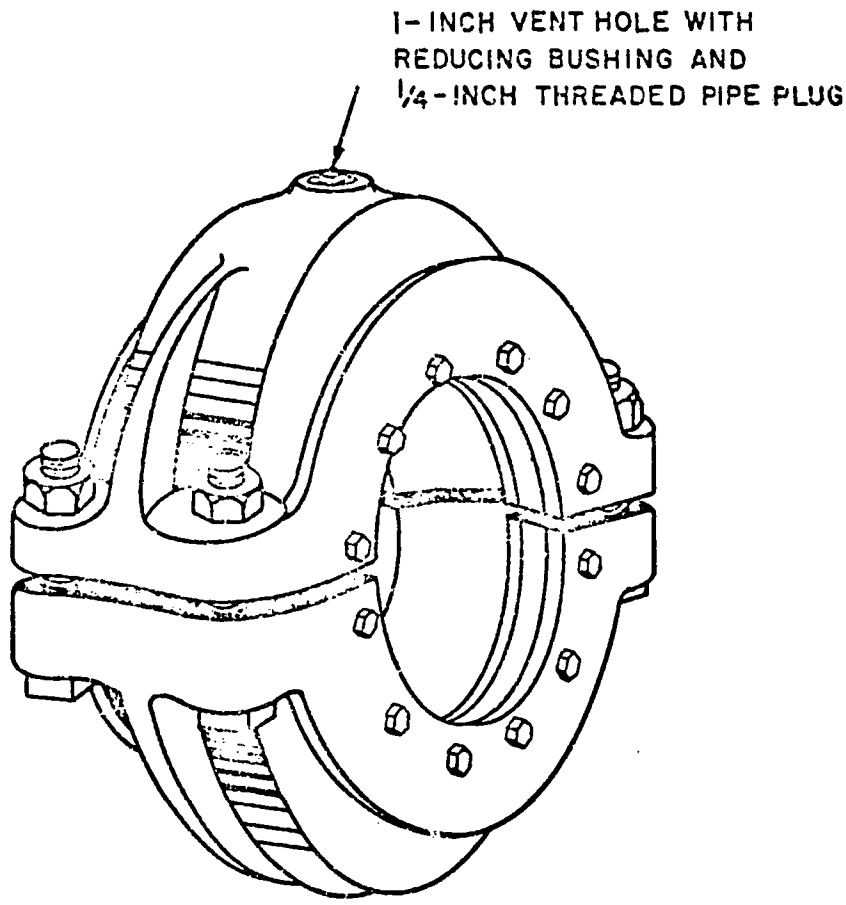

Overcoupling leak clamp.

United States Department of The Army.

Military Roentgenology.
Army TM 8-280.
Washington, D.C.: U.S. Government Printing Office, 1967.
Catalog No. D 101.11:8-280/1967. Cost: $5.25
Reading Ease Index: 40.6

Descriptors: *Health Occupations Education; Medical Aide; Roentgenology; Trade and Industrial Education; X-ray Specialist.*

This manual is intended as a reference for use in training the X-ray specialist and as a guide in performing his duties. Necessary skills and knowledges are covered and instructions for procedures are provided. Major topics include applied radiographic physics, X-ray tubes and circuits, radiological and electrical hazards, principles of roentgenographic exposure, X-ray film processing, and roentgenographic anatomy.

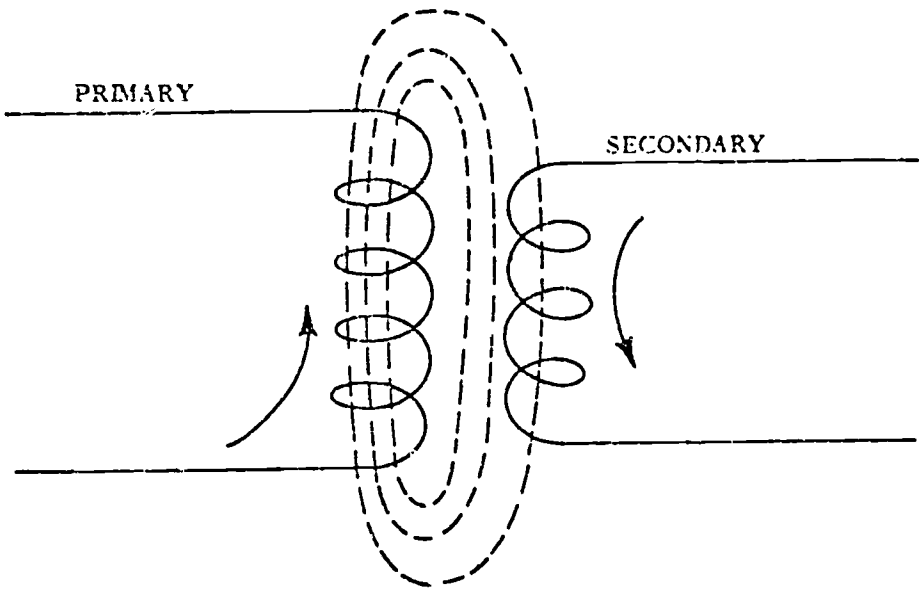

A simple air transformer.

United States Department of The Army.

Nuclear Handbook for Medical Service Personnel.
Army TM 8-215.
Washington, D.C.: U.S. Government Printing Office, 1969.
Catalog No. D 101.11:8-215.
Reading Ease Index: 29.1

Descriptors: *Health; Health Occupations Education; Medical Service Personnel; Medical Specialist; Nuclear Accidents; Nuclear Detonations; Trade and Industrial Education.*

Physical characteristics of nuclear weapon detonations and the biological effects which result; principles of diagnosis and management of patients with radiation injury alone or in combination with other injuries; operational problems in areas contaminated by fallout; and medical aspects of nuclear accidents involving nuclear weapons are discussed in this manual.

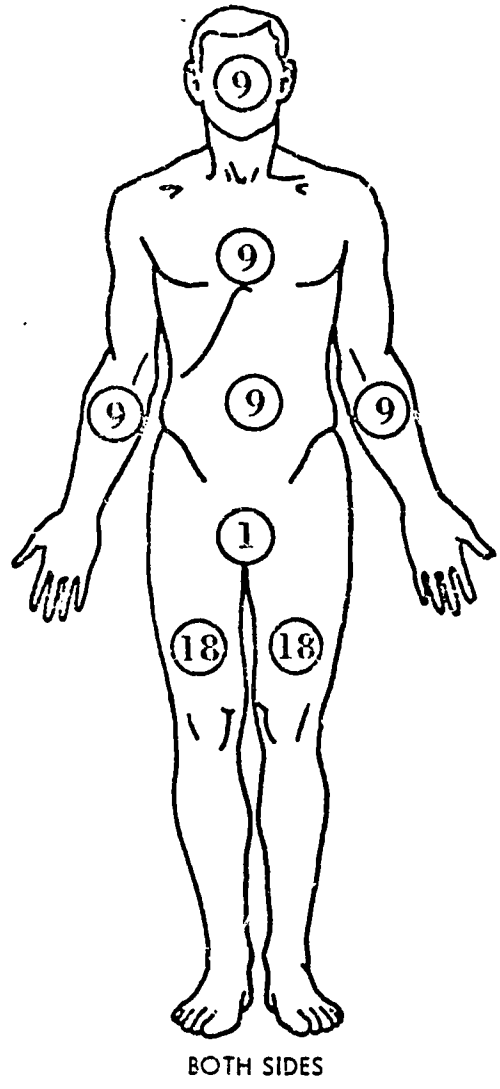

Rule of nines.

United States Department of The Army.

Nutrition.
Army TM 8-501.
Washington, D.C.: U.S. Government Printing Office, 1961.
Catalog No. D 101.11:8-501.
Reading Ease Index: 39.0

Descriptors: *Commercial Food Service; Food; Home Economics Education; Nutrition; Trade and Industrial Education.*

Portions of this manual are devoted to basic nutritional information and certain values, equivalents, percentages, and procedures useful in maintaining an adequate foods program. Subjects discussed include essential nutrients, calories and body weight control, dietary allowances and standards, nutrition in various environments, food classification, nutrition assessment, psychological aspects of food, and survival nutrition.

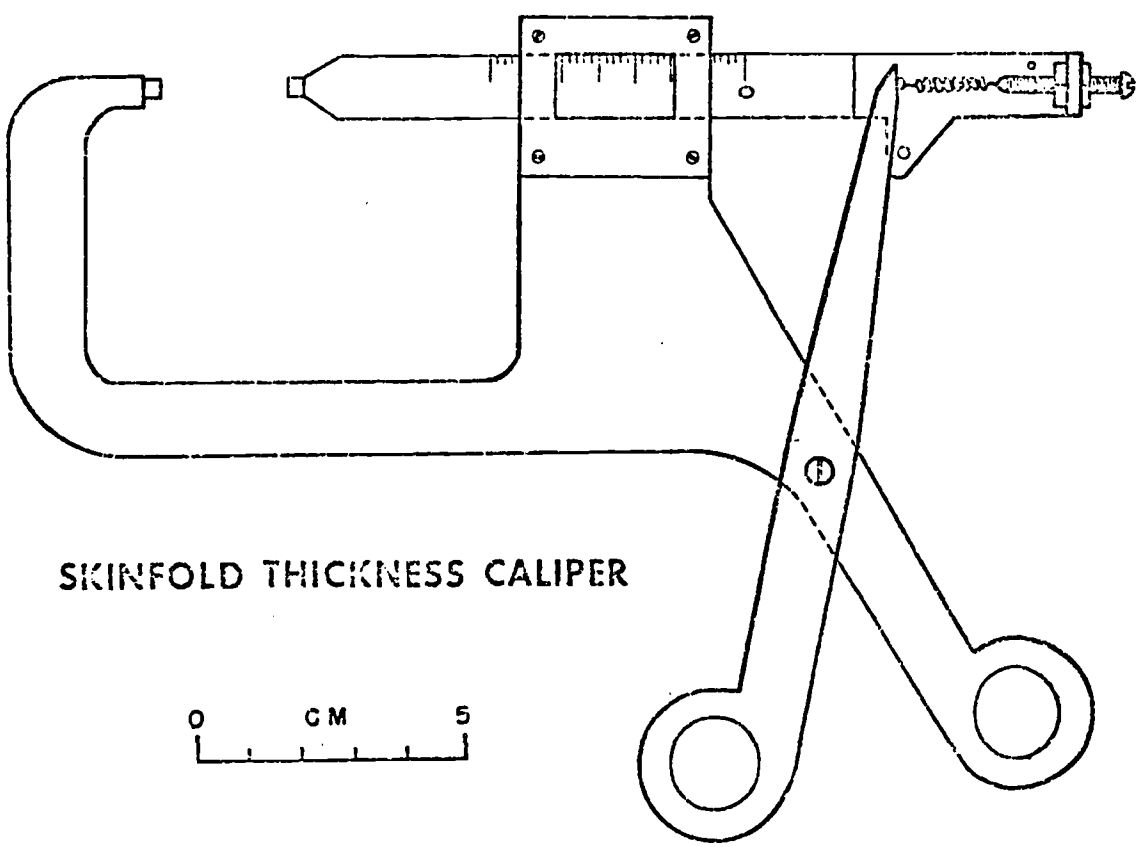

United States Department of The Army.

Pits and Quarries.
Army TM 5-332.
Washington, D.C.: U.S. Government Printing Office, 1963.
Catalog No. D 101.11:5-332.
Reading Ease Index: 42.7

Descriptors: *Pit Equipment; Pit Operation; Pits; Quarries; Quarry Equipment; Quarry Operation; Trade and Industrial Education.*

Methods and procedures used in locating and operating pits and quarries are outlined. Information on the equipment required to supply crushed stone, sand, and gravel is given; however, operation of this equipment is not covered. Topics discussed include site selection, pit operation, and quarry operation.

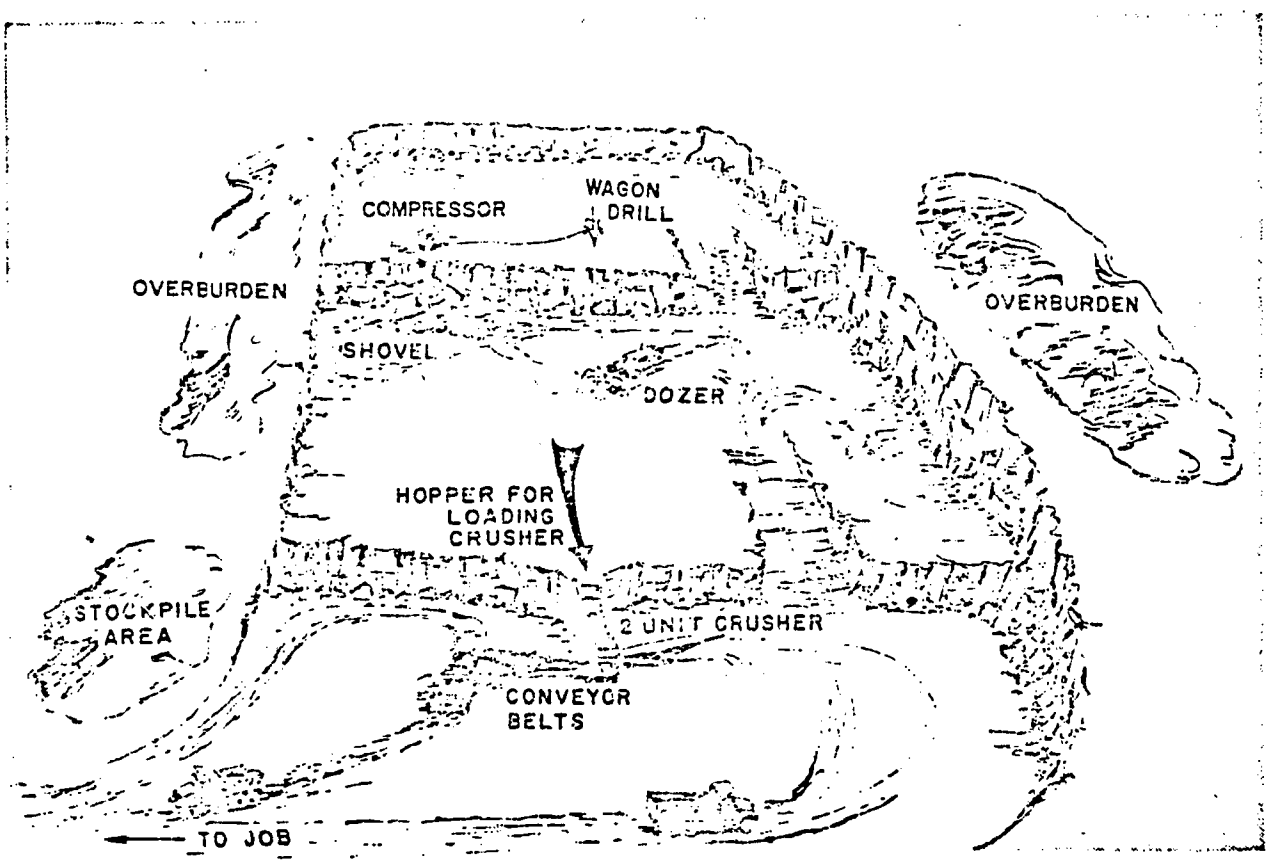

Typical quarry layout.

United States Department of The Army.

Principles and Applications of Mathematics For Communications-electronics.
Army TM 11-684.
Washington, D.C.: U.S. Government Printing Office, 1961.
Catalog No. D 101.11:11-684. Cost: $1.25
Reading Ease Index: 50.3

Descriptors: *Communications; Communications-electronics; Electronics; Mathematics; Trade and Industrial Education.*

Material in this manual provides the basic mathematics required by communications-electronics personnel. Principles and applications of arithmetic, algebra, logarithms, geometry, and trigonometry required for a practical understanding of electricity and electronics are presented.

Finding the angle of elevation to top of an antenna mast.

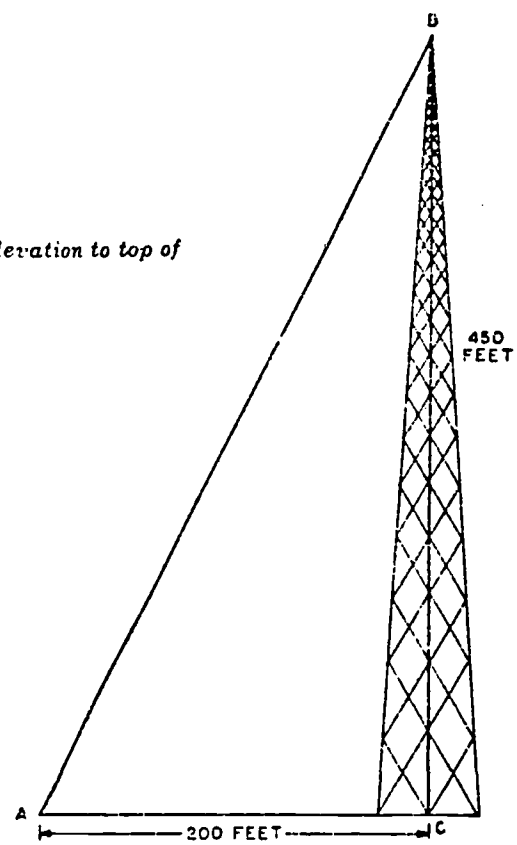

United States Department of The Army.

Repairs and Utilities: Concrete and Masonry.
Army TM 5-615.
Washington, D.C.: U.S. Government Printing Office, 1963.
Catalog No. D 101.11:5-615. Cost: $1.25
Reading Ease Index: 42.6

Descriptors: *Agricultural Education; Agricultural Mechanics; Concrete; Masonry; Trade and Industrial Education.*

Personnel engaged in the construction, maintenance, and repair of concrete and masonry structures will find this illustrated manual to be a materials and performance guide. Information presented comprises descriptions and discussions of materials, equipment, and methods used.

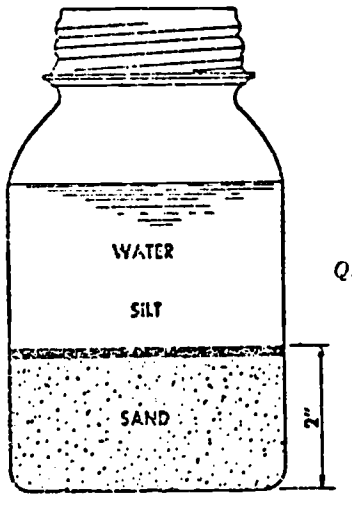

Quart-jar method of determining silt content of sand.

United States Department of The Army.

Repairs and Utilities: Ground Maintenance and Land Management.
Army TM 5-630.
Washington, D.C.: U.S. Government Printing Office, 1967.
Catalog No. D 101.11:5-630.
Reading Ease Index: 42.7

Descriptors: *Agricultural Education; Grounds Maintenance; Land Management; Lawn Care; Lawns; Ornamental Horticulture.*

Technical information in this manual is provided for the use of personnel engaged in grounds maintenance and land management activities. Properly applied, the principles and practices prescribed will aid in conserving the natural resources, in maintaining and improving the appearance of grounds, and in promoting operational safety and efficiency. Topics such as land management; soil; grasses, legumes, and ground cover; trees, shrubs, and vines; control measures; and natural beauty and outdoor recreation are discussed.

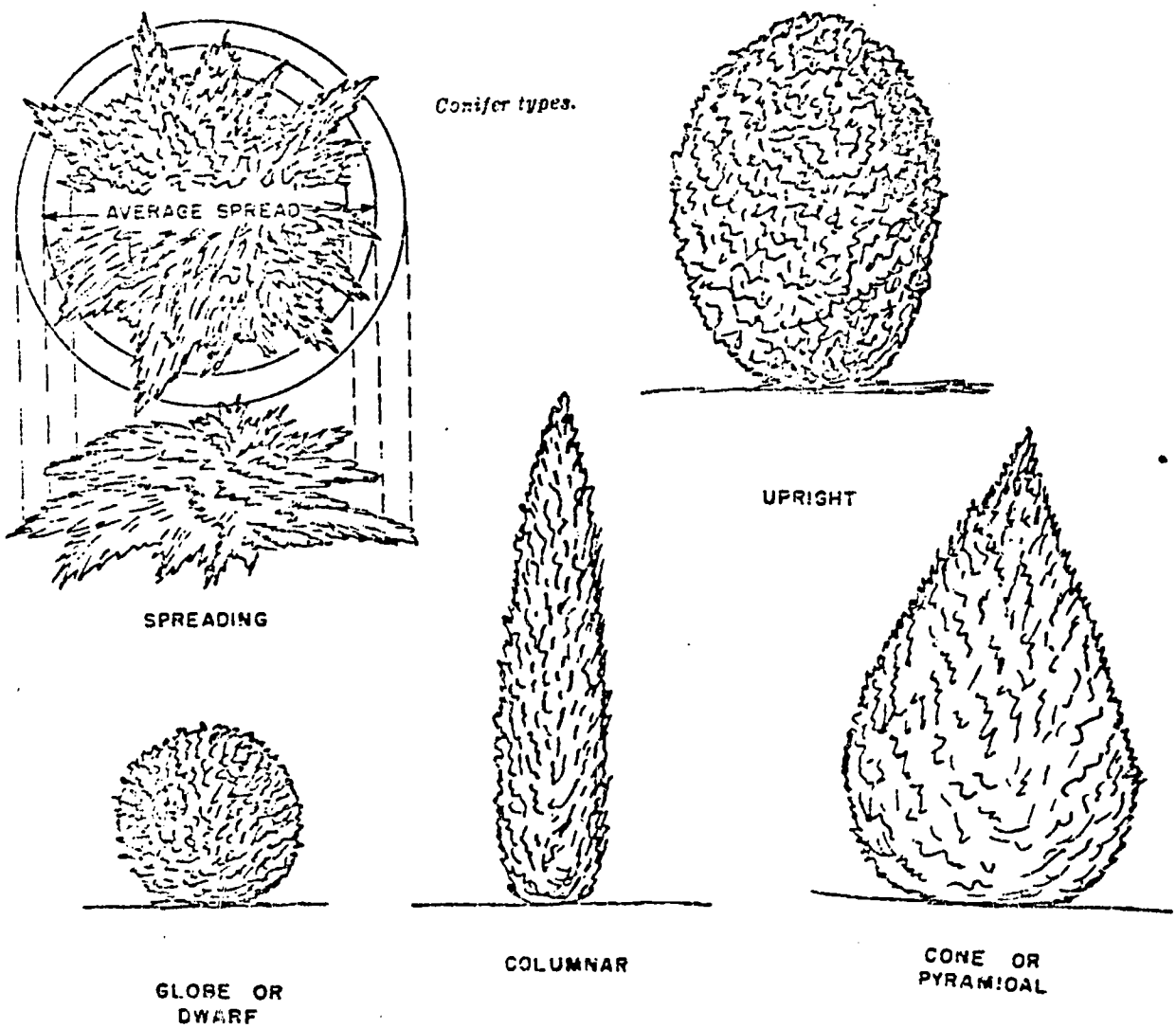

Conifer types.

United States Department of The Army.

Repairs and Utilities: Refrigeration, Air Conditioning, Mechanical Ventilation, and Evaporative Cooling.
Army TM 5-670.
Washington, D.C.: U.S. Government Printing Office, 1962.
Catalog No. D 101.11:5-670.
Reading Ease Index: 44.1

Descriptors: *Air Conditioning; Cooling; Mechanical Ventilation; Refrigeration; Trade and Industrial Education.*

Information on the proper operation, maintenance, and repair of refrigeration, air conditioning, mechanical ventilation, and evaporative cooling equipment is provided. In each section of the manual, components are described and maintenance and repair procedures are outlined with reference to the continued functioning of units and the prolongation of their useful life. The operation of equipment is discussed only to the extent that it applies to maintenance activities on existing equipment.

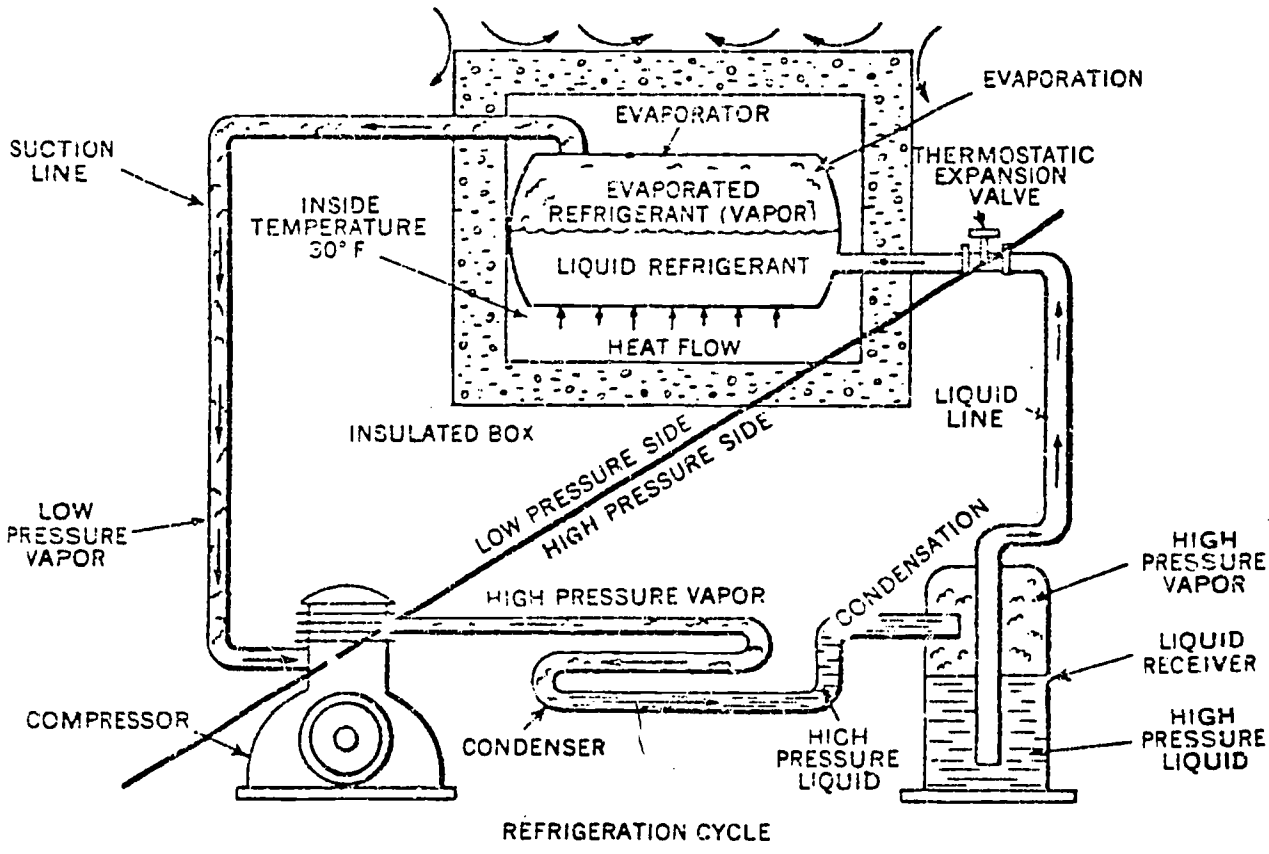

Low-pressure and high-pressure sections of simple refrigeration cycle.

United States Department of The Army.

Repairs and Utilities: Sheet Metal.
Army TM 5-625.
Washington, D.C.: U.S. Government Printing Office, 1964.
Catalog No. D 101.11:5-625.
Reading Ease Index: 46.0

Descriptors: *Agricultural Education; Agricultural Mechanics; Sheet Metal; Trade and Industrial Education.*

This text has been arranged for practical and concise reference to provide guidance for maintaining, repairing, replacing, and installing sheet metal items in buildings and structures. Materials, equipment, and methods used to fabricate, repair, replace, and install sheet metal items are described. Major topics discussed are trade practices; materials and methods; joints and fabrication; and installation, maintenance, and repair.

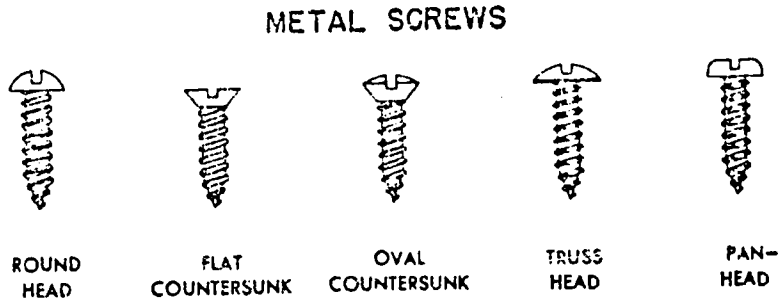

United States Department of The Army.

Rigging.
Army TM 5-725.
Washington, D.C.: U.S. Government Printing Office, 1968.
Catalog No. D 101.11:5-725.
Reading Ease Index: 63.8

Descriptors: *Agricultural Education; Agricultural Mechanics; Chains; Rigging; Rope; Rope Work; Trade and Industrial Education.*

Intended as a guide and basic reference for personnel whose duties require the use of rigging, this well-illustrated manual was developed for use in training and as an operational handbook. Material included covers the types of rigging and the application of fiber rope, wire rope, and chains used in various combinations to raise or move heavy loads. Basic information on knots, hitches, splices, lashing, and tackle systems is provided. Safety precautions and requirements for the various operations are listed, as well as rules of thumb for rapid safe-load calculations.

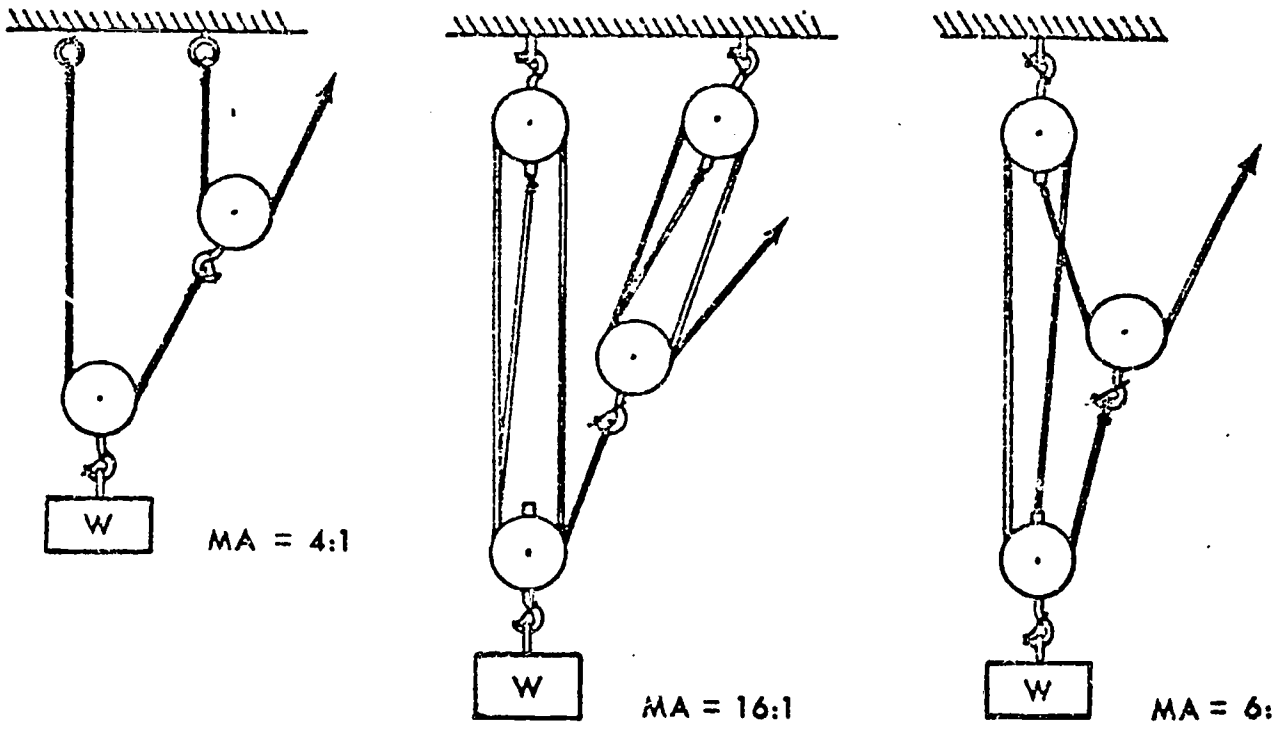

MA = MECHANICAL ADVANTAGE
W = WEIGHT

Compound tackle systems.

United States Department of The Army.

Rotary Wing Flight.
Army TM 1-260.
Washington, D.C.: U.S. Government Printing Office, 1965.
Catalog No. D 101.11:1-260.
Reading Ease Index: 37.5

Descriptors: *Flight; Helicopters; Rotary Wing Flight; Trade and Industrial Education.*

Material in this manual emphasizes basic helicopter aerodynamics and flight techniques with discussions on autorotation, night flying, precautionary measures, and formation flying. Information presented is general and applicable, in part, to all helicopters. Flight techniques discussed are applicable principally to the OH-13 and OH-23 helicopters.

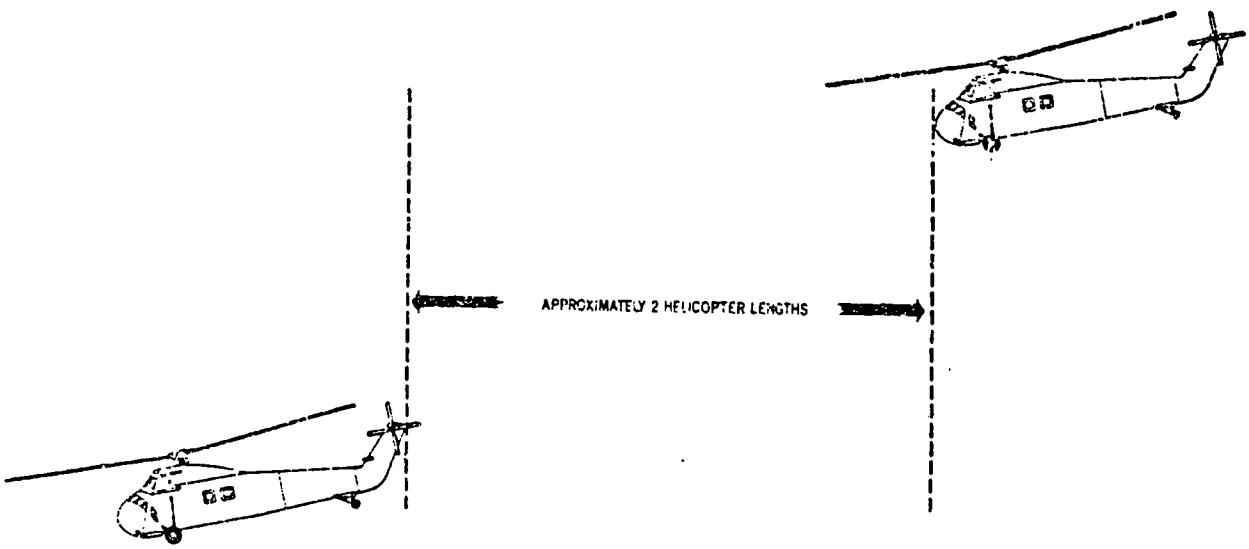

Two-plane section column formation.

United States Department of The Army.

Techniques of Military Instruction.
Army FM 21-6.
Washington, D.C.: U.S. Government Printing Office, 1954.
Catalog No. D 101.20:21-6. Cost: $0.55
Reading Ease Index: 50.1

Descriptors: *Agricultural Education; Business Education; Distributive Education; Health Occupations Education; Home Economics Education; Instruction; Teaching; Trade and Industrial Education.*

Designed to assist instructors in teaching efficiently, the material in this manual presents specific methods or techniques of instruction which have proven to be of value in successful teaching.

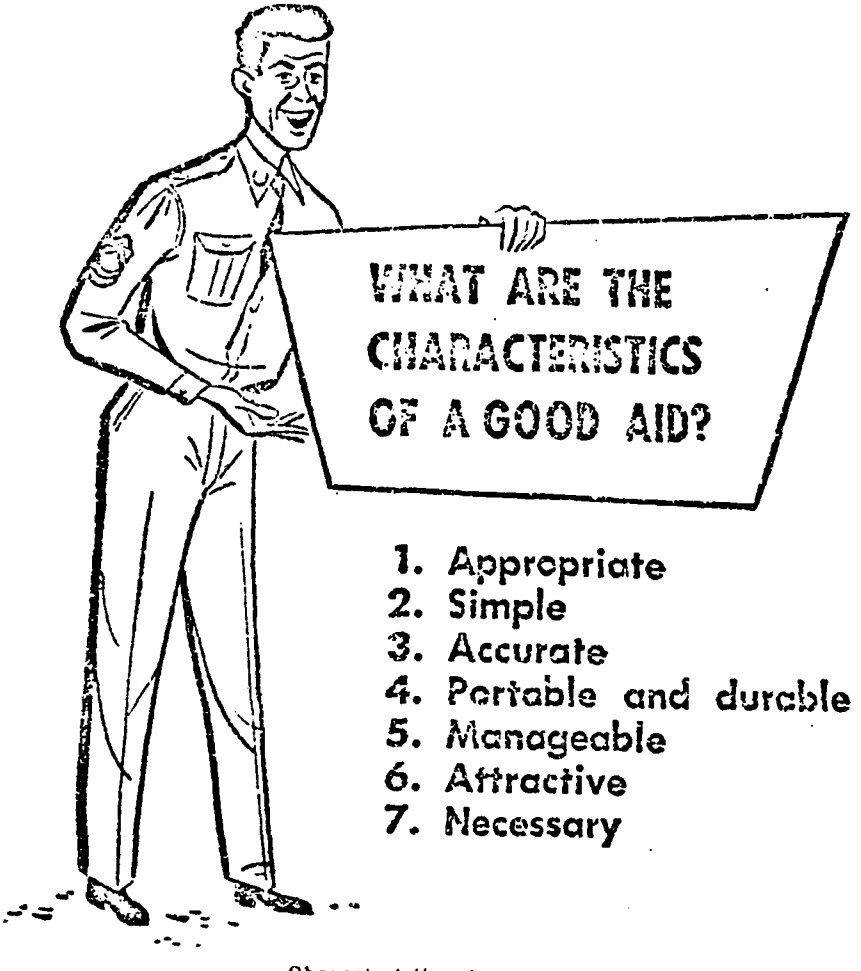

Characteristics of a good training aid.

United States Department of The Army.

Transportation of the Sick and Wounded.
Army FM 8-35.
Washington, D.C.: U.S. Government Printing Office, 1966.
Catalog No. D 101.20:8-35/1966.
Reading Ease Index: 49.3

Descriptors: *Health Occupations Education; Sick; Trade and Industrial Education; Transportation; Wounded.*

The principal methods and means of transporting the sick and wounded on land, in the air, and on water are described in this well-illustrated manual. Major topics discussed include manual transportation, litter transportation, transportation by ground vehicle, evacuation by air, and transportation by water.

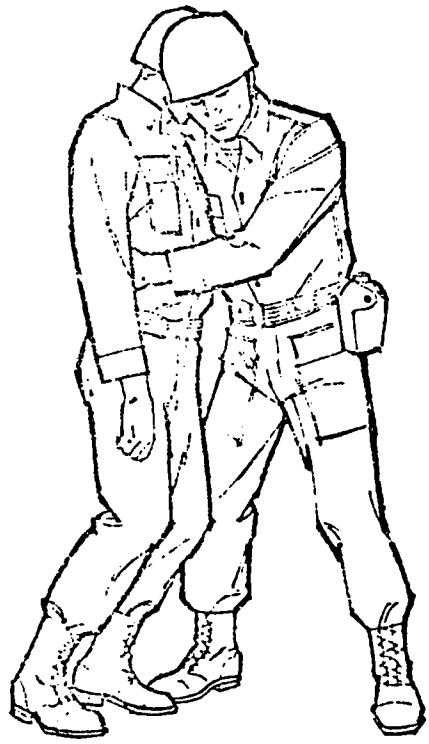

Take firmer hold across patient's back and raise him to his feet.

Fireman's carry (step three) (alternate method).

United States Department of The Army.

Use and Care of Handtools and Measuring Tools.
Army TM 9-243.
Washington, D.C.: U.S. Government Printing Office, 1960.
Catalog No. D 101.11:9-243. Cost: $1.00
Reading Ease Index: 64.0

Descriptors: *Agricultural Education; Agricultural Mechanics; Handtools; Measuring Tools; Tools; Trade and Industrial Education.*

Published for the use of individuals concerned with such items, this profusely illustrated manual provides a ready reference on the proper use, care, and application of handtools and measuring tools. Individual chapters covering measuring tools, non-edged handtools, and edged handtools explain the many types of tools in these categories and their function. Safety in the use of tools is stressed.

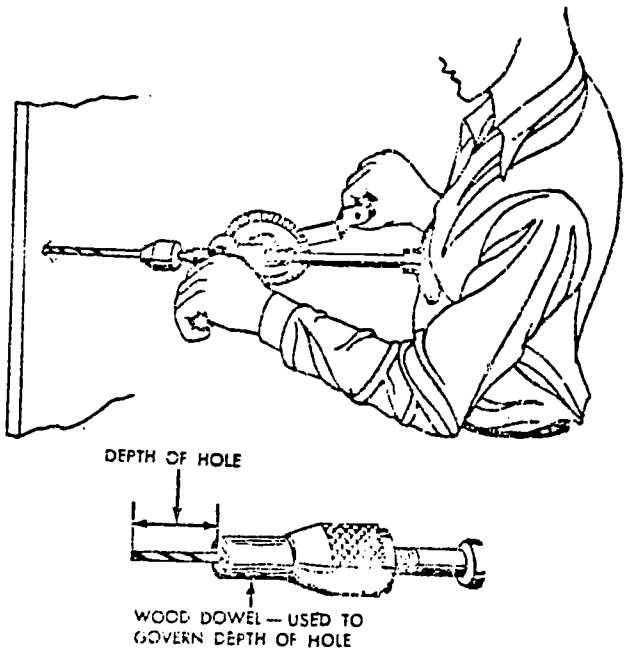

Using a breast drill and a wood dowel.

United States Department of The Army.

Utilization of Engineer Construction Equipment: Volume A--Earthmoving, Compaction, Grading, and Ditching Equipment.
Army TM 5-331A.
Washington, D.C.: U.S. Government Printing Office, 1967.
Catalog No. D 101.11:5-331A.
Reading Ease Index: 49.0

Descriptors: *Compaction; Construction Equipment; Ditching Equipment; Earthmoving; Grading; Heavy Equipment; Heavy Equipment Operation; Trade and Industrial Education.*

Information and guidance are furnished to personnel responsible for utilizing and supervising the operation of construction equipment through material in this manual. Characteristics, capabilities, and application of equipment for typical construction tasks; guides for estimating the output of various items of equipment; safety practices; and expedient equipment for specific construction tasks are described.

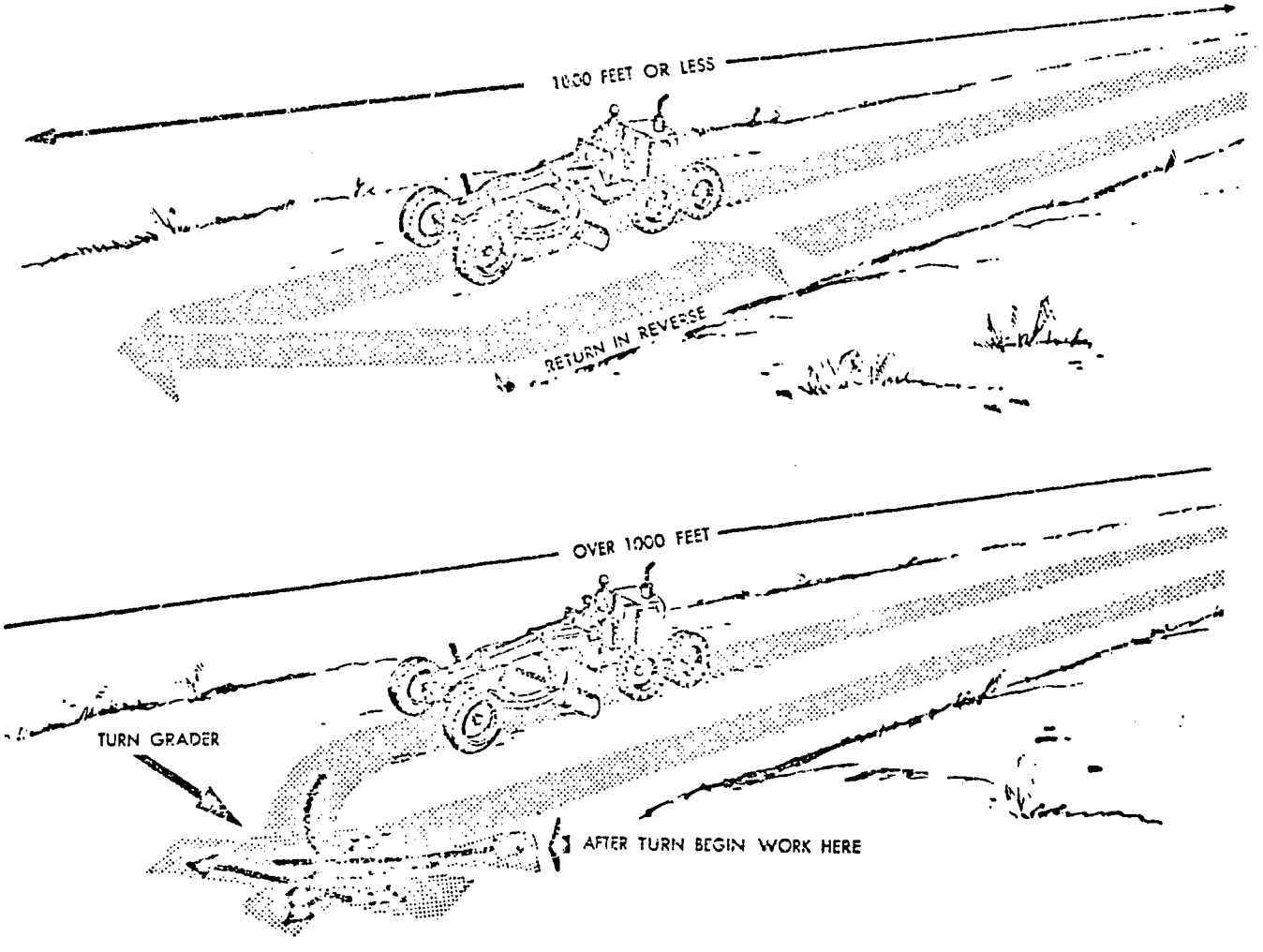

Eliminating unnecessary turns.

United States Departments of The Army and The Air Force.

Bread Baking.
Army TM 10-410; Air Force AFM 146-5.
Washington, D.C.: U.S. Government Printing Office, 1969.
Catalog No. D 101.11:10-410.
Reading Ease Index: 45.0

Descriptors: *Baking; Bread; Commercial Food Service; Food; Home Economics Education; Trade and Industrial Education.*

Information and illustrations in this manual will assist in preparing new bakery personnel in the fundamentals of bakery operation, beginning with the organization and personnel of the bakery plant and ending with the actual bread production procedures. These latter procedures involve the ingredients, principles, formulas, equipment, and faults which will be encountered during the production of bread.

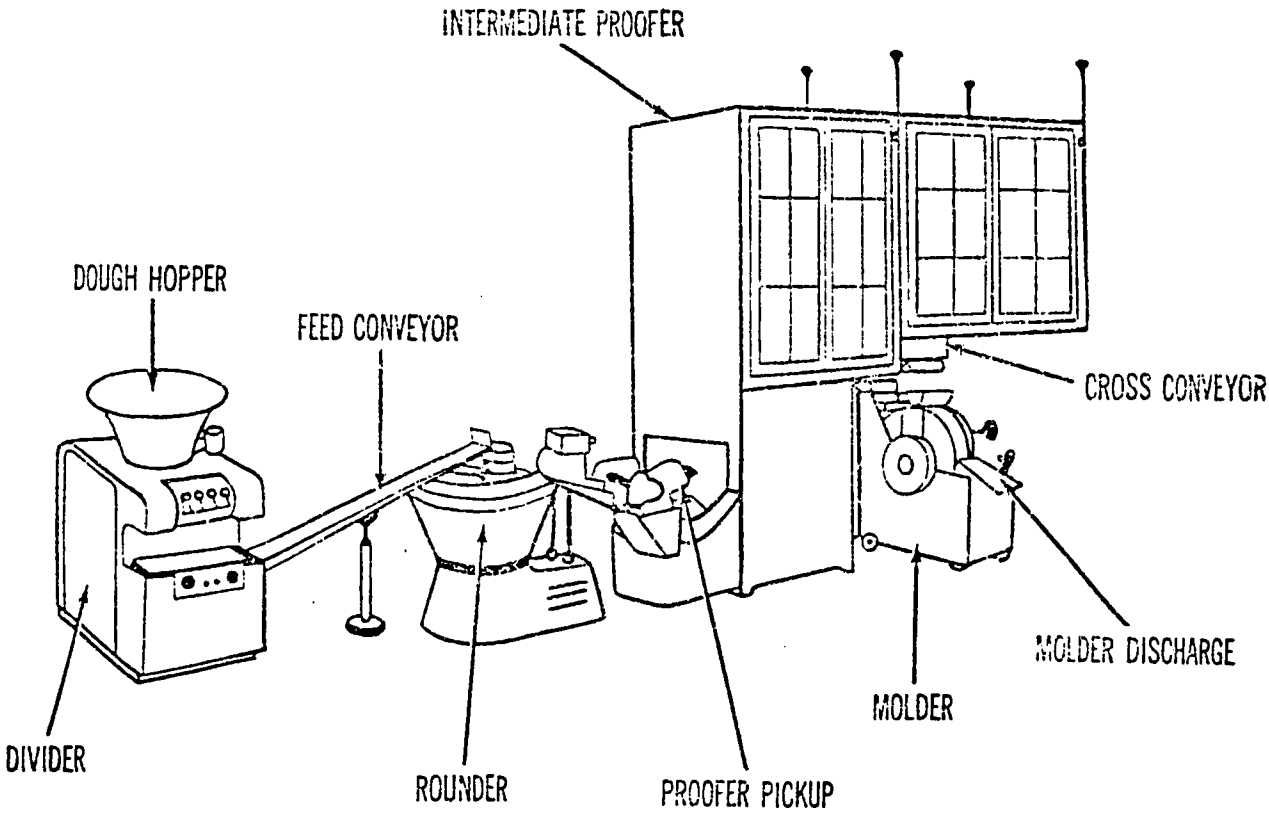

Complete dough makeup section.

United States Departments of The Army and The Air Force.

General Drafting.
Army TM 5-230; Air Force TO 00-25-103.
Washington, D.C.: U.S. Government Printing Office, 1962.
Catalog No. D 101.11:5-230. Cost: $1.50
Reading Ease Index: 48.6

Descriptors: *Agricultural Education; Agricultural Mechanics; Drafting; Drawing; Instruction; Trade and Industrial Education.*

Information for the instruction of personnel in general drafting procedures is presented in this manual. Material included herein covers the care and use of instruments; geometrical constructions and orthographic projection; third angle projection; selection of views; charts and graphs; working drawings; and notes and dimensions. Information concerning auxiliary views; isometrics; fasteners--screws, rivets, and welding; detail and assembly drawing; development and intersections; elements of construction and cartographic drawing; and reproduction is also presented.

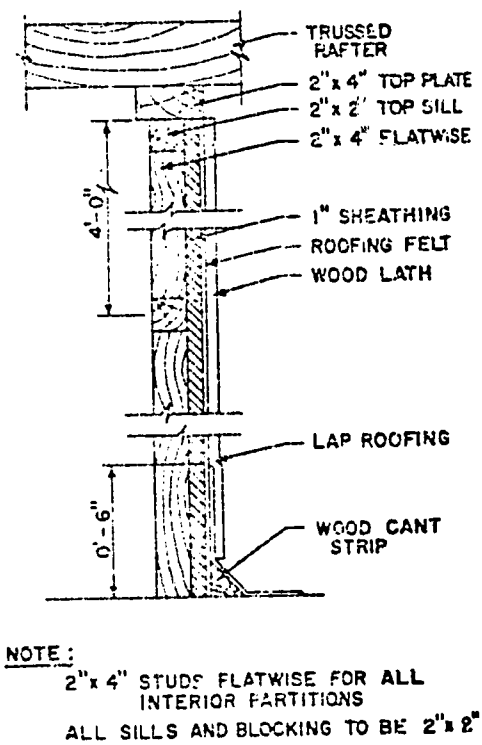

Specific and general notes.

United States Departments of The Army and The Air Force.

Interior Wiring.
Army TM 5-760; Air Force AFM 85-24.
Washington, D.C.: U.S. Government Printing Office, 1968.
Catalog No. D 101.11:5-760. Cost: $0.50
Reading Ease Index: 37.4

Descriptors: *Agricultural Education; Agricultural Mechanics; Electricity; Interior Wiring; Trade and Industrial Education; Wiring.*

Material in this manual provides practical information useful in the design, layout, installation, and maintenance of electrical wiring systems. Design of interior wiring systems, construction methods, and tools and materials used by electrical construction personnel are discussed and illustrated in detail.

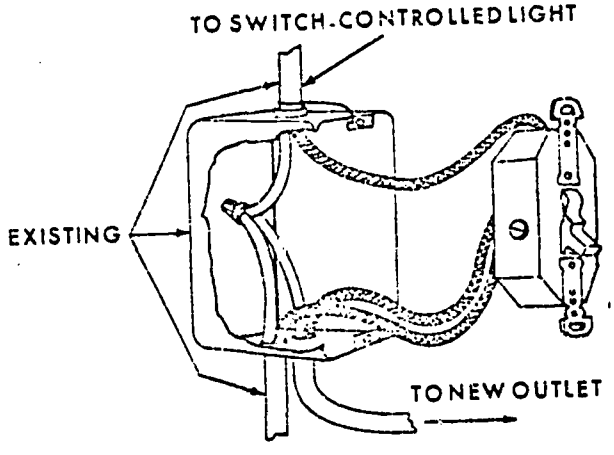

IN A SWITCH BOX

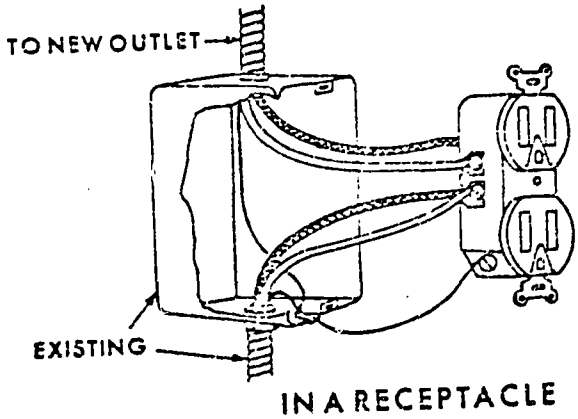

IN A RECEPTACLE

Additions to existing wiring.

United States Departments of The Army and The Air Force.

Meat Processing Ration Issue.
Army TM 10-418; Air Force AFM 146-6.
Washington, D.C.: U.S. Government Printing Office, 1964.
Catalog No. D 101.11:10-418/1964.
Reading Ease Index: 60.8

Descriptors: *Agricultural Education; Butchering; Meat Cutting; Meat Processing; Meatcutter; Trade and Industrial Education.*

The meat processing procedures described in this manual are adapted for use by either a meatcutter with hand equipment or by personnel engaged in production cutting with power equipment. Procedures for cutting and processing beef, veal, lamb, pork, and poultry are discussed.

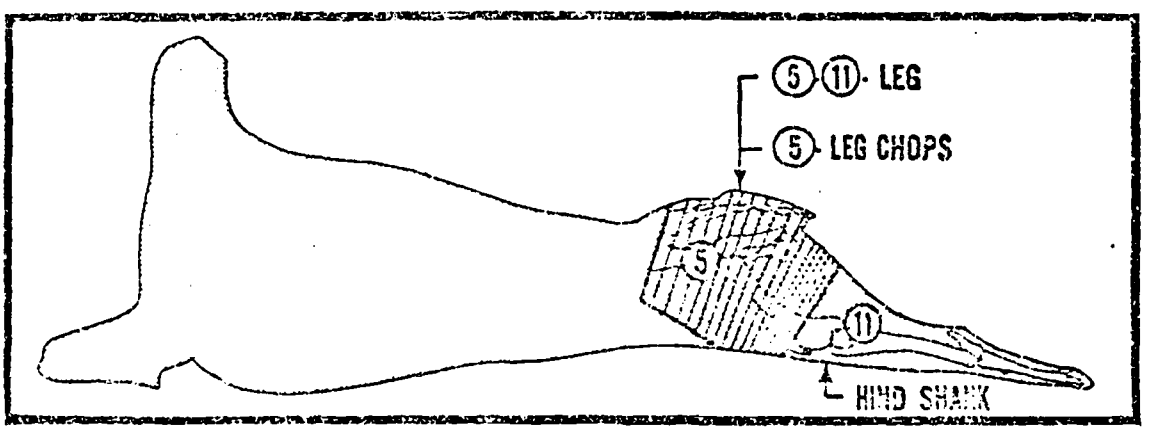

Cutting guide for leg chops.

United States Departments of The Army and The Air Force.

Military Sanitation.
Army FM 21-10; Air Force AFM 160-46.
Washington, D.C.: U.S. Government Printing Office, 1957
Catalog No. D 101.20:21-10. Cost: $1.00
Reading Ease Index: 49.4

Descriptors: *Health; Health Occupations Education; Licensed Practical Nurse; Medical Aide; Medical Specialist; Nursing; Sanitation; Trade and Industrial Education.*

Information and instruction in the use of established, practical measures designed to preserve health and prevent disease are provided in this manual. The fundamentals and principles of sanitation and their application are discussed. Major topics covered include control of communicable diseases, field water supply, improvised sanitary devices, waste disposal, kitchen sanitation, personal hygiene, and diseases and their control.

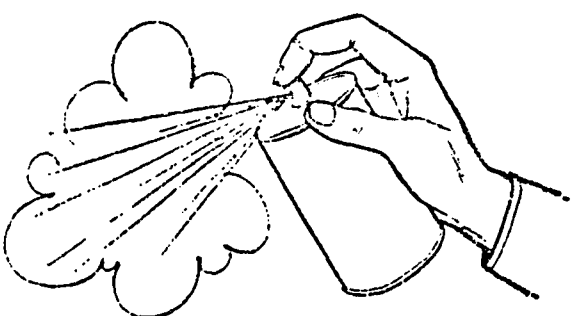

Aerosol bomb.

United States Departments of The Army and The Air Force.

Operation and Maintenance of Diesel-electric Locomotives.
Army TM 55-202; Air Force TO 45A2-2-1-2.
Washington, D.C.: U.S. Government Printing Office, 1965.
Catalog No. D 101.11:55-202.
Reading Ease Index: 40.4

Descriptors: *Diesel Locomotive; Diesel-electric Locomotive; Trade and Industrial Education.*

Designed for the use of personnel engaged in the operation, inspection, and maintenance of diesel-electric locomotives, this manual may be used as a general reference for standards and procedures governing such work. The construction of a typical diesel-electric locomotive and its components, the procedures to be followed in routine and emergency locomotive operation, and the requirements for adequate inspection and maintenance are described.

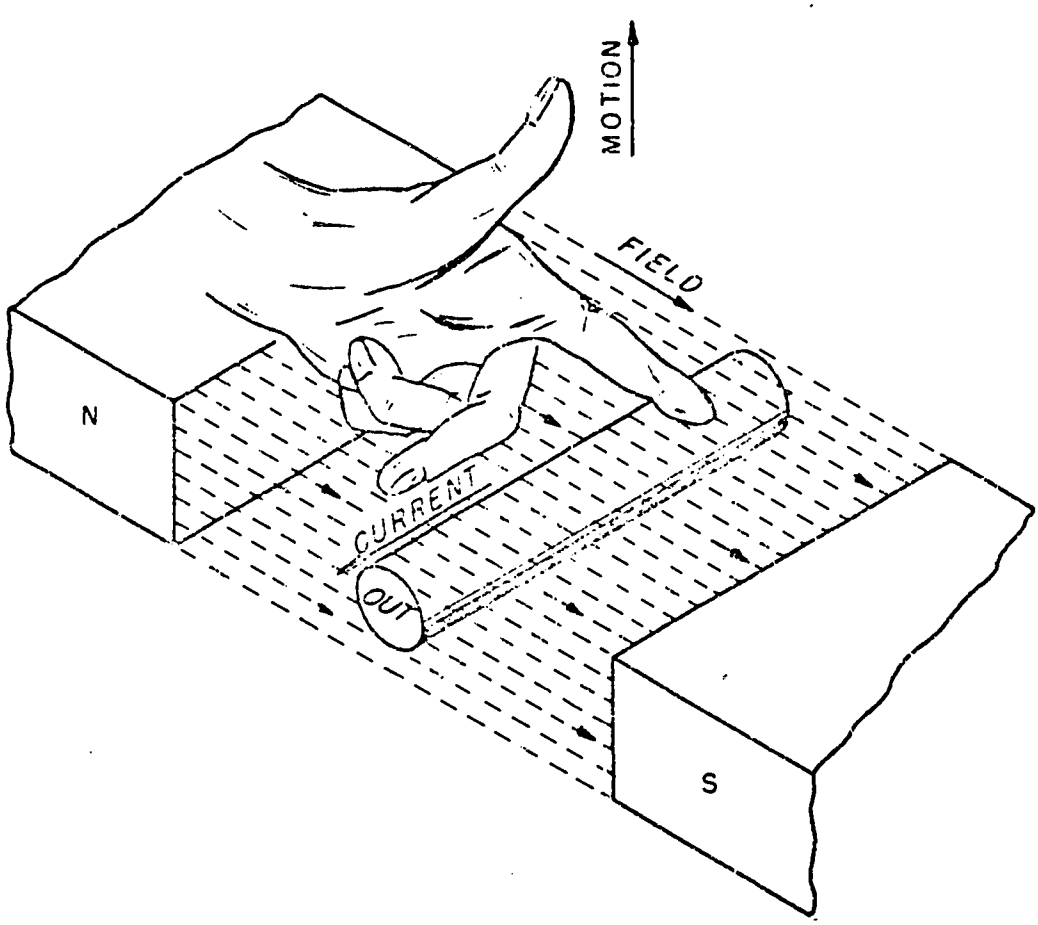

United States Departments of The Army and The Air Force.

Orthopedic Specialist.
Army TM 8-231; Air Force AFM 160-6.
Washington, D.C.: U.S. Government Printing Office, 1967.
Catalog No. D 101.11:8-231.
Reading Ease Index: 56.7

Descriptors: *Health Occupations Education; Licensed Practical Nurse; Medical Aide; Nursing; Trade and Industrial Education.*

The role of the orthopedic specialist as an assistant to the physician in the care of patients with diseases and injuries of an orthopedic nature is defined. Background information on anatomy, physiology, pathology, wounds, surgery, asepsis, and sterilization are provided. Basic cast and traction techniques are described and illustrated.

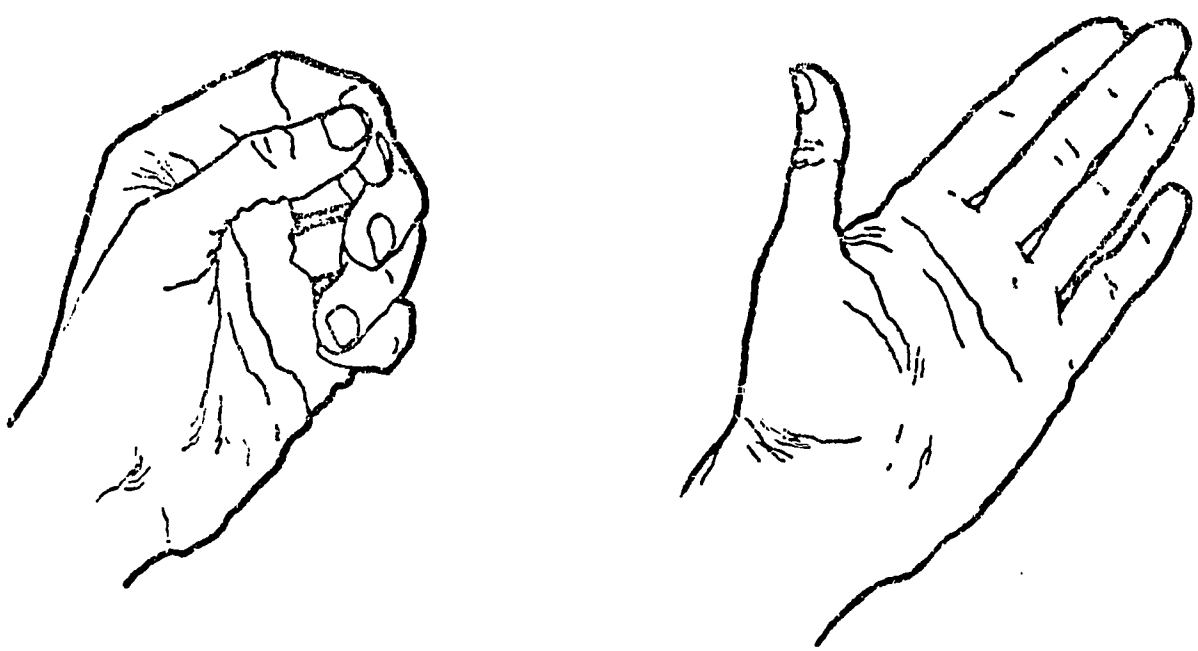

Finger motion.

United States Departments of The Army and The Air Force.

Pastry Baking.
Army TM 10-411; Air Force AFM 146-11.
Washington, D.C.: U.S. Government Printing Office, 1966.
Catalog No. D 101.11:10-411.
Reading Ease Index: 54.1

Descriptors: *Baking; Bread; Commercial Food Service; Food; Home Economics Education; Pastry; Trade and Industrial Education.*

General information regarding pastries and their preparation and specific instruction in the preparation of pies, cakes, cookies, quick breads, rolls, and Danish pastry are presented in this illustrated manual. The effect of altitude on baking as well as other matters concerning the baking process are discussed.

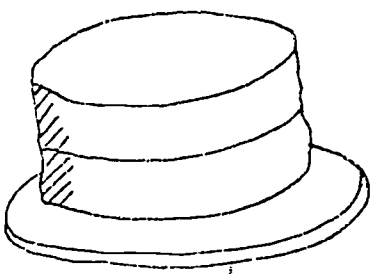

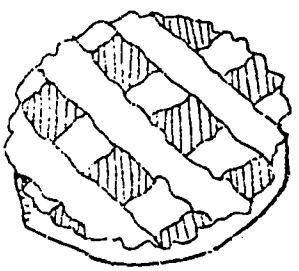

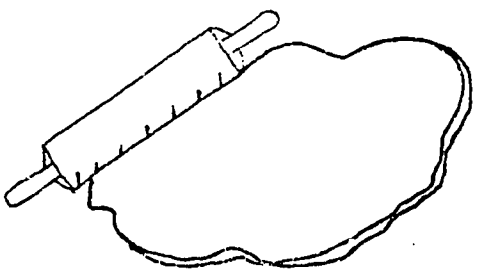

United States Departments of The Army and The Air Force.

Wells.
Army TM 5-297; Air Force AFM 85-23.
Washington, D.C.: U.S. Government Printing Office, 1957.
Catalog No. D 101.11:5-297. Cost: $1.00
Reading Ease Index: 58.4

Descriptors: *Agricultural Education; Trade and Industrial Education; Water; Water Supply; Well Drilling Equipment; Wells.*

The development of ground-water sources is covered in this manual. Various methods of well construction are discussed and the equipment involved is described. Operation of drilling equipment and the latest practices and techniques are described in detail. Emphasis is placed on dug, driven, jetted, and drilled wells. A separate chapter is devoted to equipment and aids that are found in civil practice and not normally in military usage.

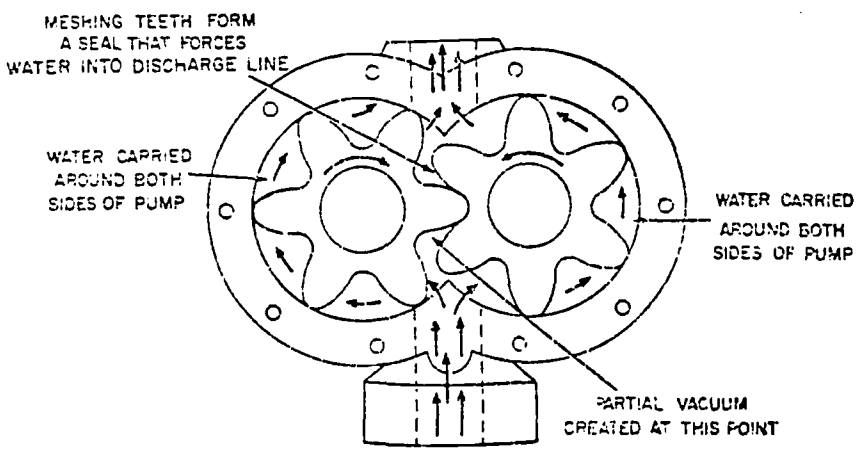

Rotary pump.

United States Departments of The Army and The Navy.

Installations--General: Woodland Management.
Army TM 5-631; Navy NAVDOCKS P-52.
Washington, D.C.: U.S. Government Printing Office, 1963.
Catalog No. D 101.11:5-631.
Reading Ease Index: 43.8

Descriptors: *Agricultural Education; Foresters; Forestry; Land Management; Trade and Industrial Education; Woodland Management.*

Guidance, standards, and technical aids to foresters, land managers, and others concerned with the protection and management of installation woodlands are provided in this manual. General practices are recommended. Major areas of emphasis are woodland management, protection, and silviculture.

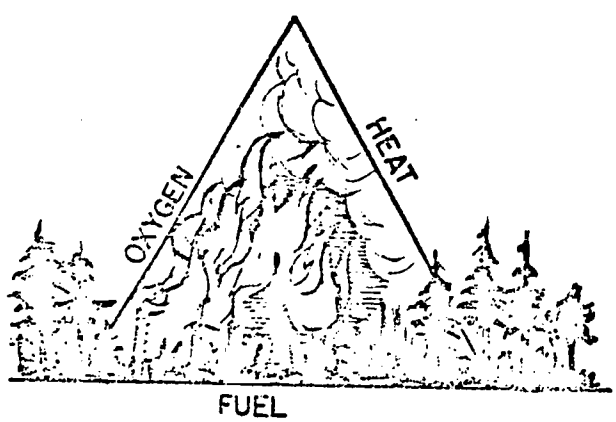

The fire triangle.

United States Departments of The Army, The Navy, and The Air Force.

Armed Forces Recipe Service.
Army TM 10-412; Navy NAVSUP Publication 7; Air Force AFM 146-12.
Washington, D.C.: U.S. Government Printing Office, 1969.
Catalog No. D 101.11:10-412/2. Cost: $18.50
Reading Ease Index: 56.0

Descriptors: *Commercial Food Service; Food; Home Economics Education; Recipes; Trade and Industrial Education.*

This extensive collection of over 600 recipes is designed for the preparation of meals for large groups of people. Each recipe is based on service for 100 individuals but scales are supplied for easy adjustment to larger or smaller quantities. Recipes in this collection are arranged under general categories such as: beverages; breads; cereal; cheese and egg dishes; desserts; meats, fish, and poultry; salads and salad dressings; sauces; soups; and vegetables.

United States Departments of The Army, The Navy, and The Air Force.

Children's Play Areas and Equipment.
Army TM 5-803-11; Navy NAVFAC P-383; Air Force AFM 88-30.
Washington, D.C.: U.S. Government Printing Office, 1969.
Catalog No. D 101.11:5-803-11. Cost: $0.40
Reading Ease Index: 31.0

Descriptors: *Child Care and Guidance; Children; Home Economics Education; Play Area; Play Equipment; Playground; Playlot.*

Criteria and guidelines for planning and equipping children's playlots and playgrounds in family housing developments and on elementary school grounds are described in this manual. The term "playlot" is used to mean a small play area for preschool children while "playground" means the basic recreation area in a residential neighborhood, accomodating a wide variety of recreation activities for persons of all ages, but primarily for elementary school children.

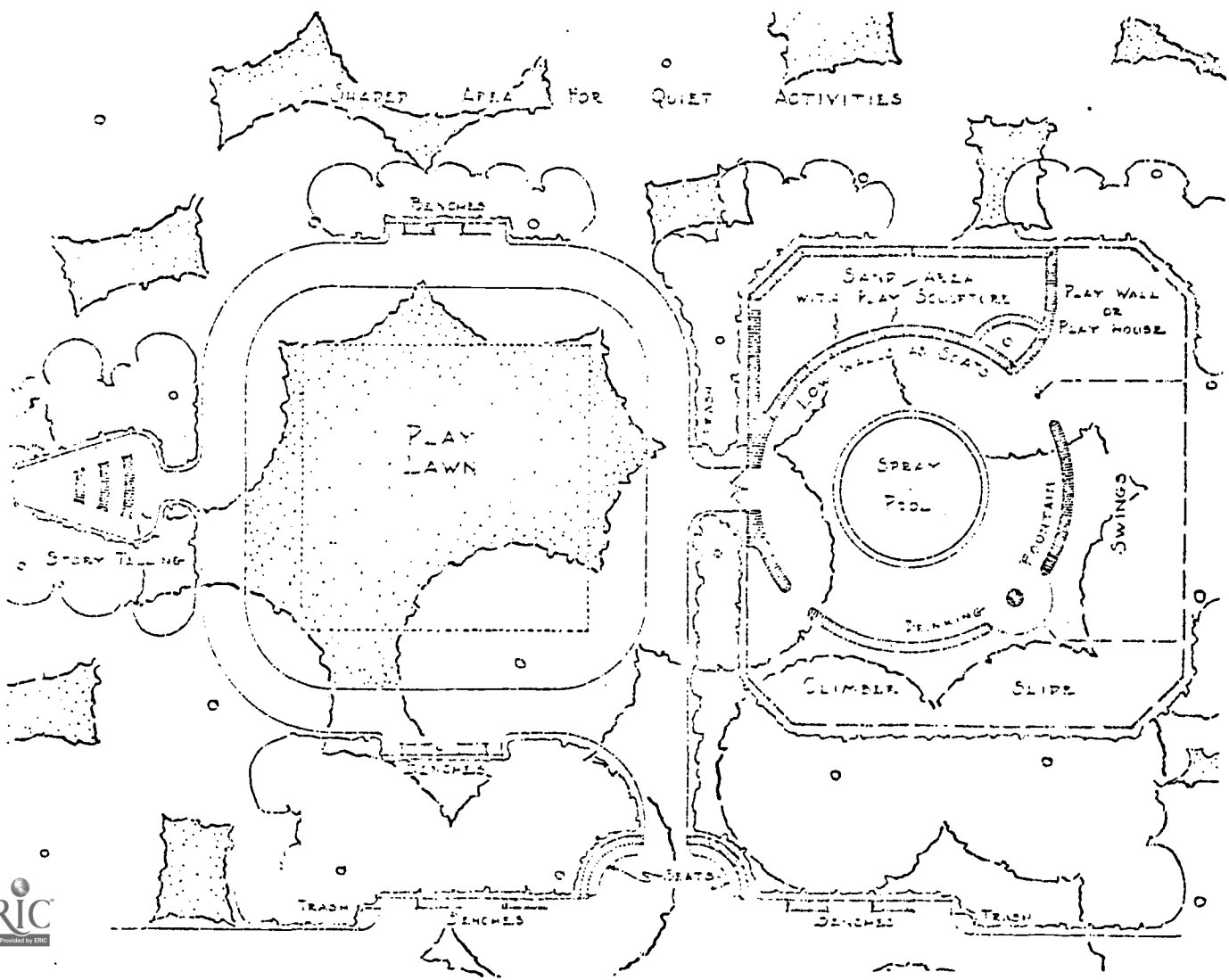

United States Departments of The Army, The Navy, and The Air Force.

Laboratory Procedures in Blood Banking and Immunohematology. Army TM 8-227-3; Navy NAVMED P-5101; Air Force AFM 160-50. Washington, D.C.: U.S. Government Printing Office, 1966. Catalog No. D 101.11:8-227-3. Cost: $2.00
Reading Ease Index: 40.9

Descriptors: *Blood Banking; Health Occupations Education; Immunohematology; Laboratory Procedures; Trade and Industrial Education.*

Material in this manual covers the collection, processing, and crossmatching of blood. Major topics include equipment and basic procedures employed in the blood bank laboratory; the more common blood antigen systems, their associated antibodies, and problems relevant to them; and the procurement of blood for transfusion purposes and its preparation for administration.

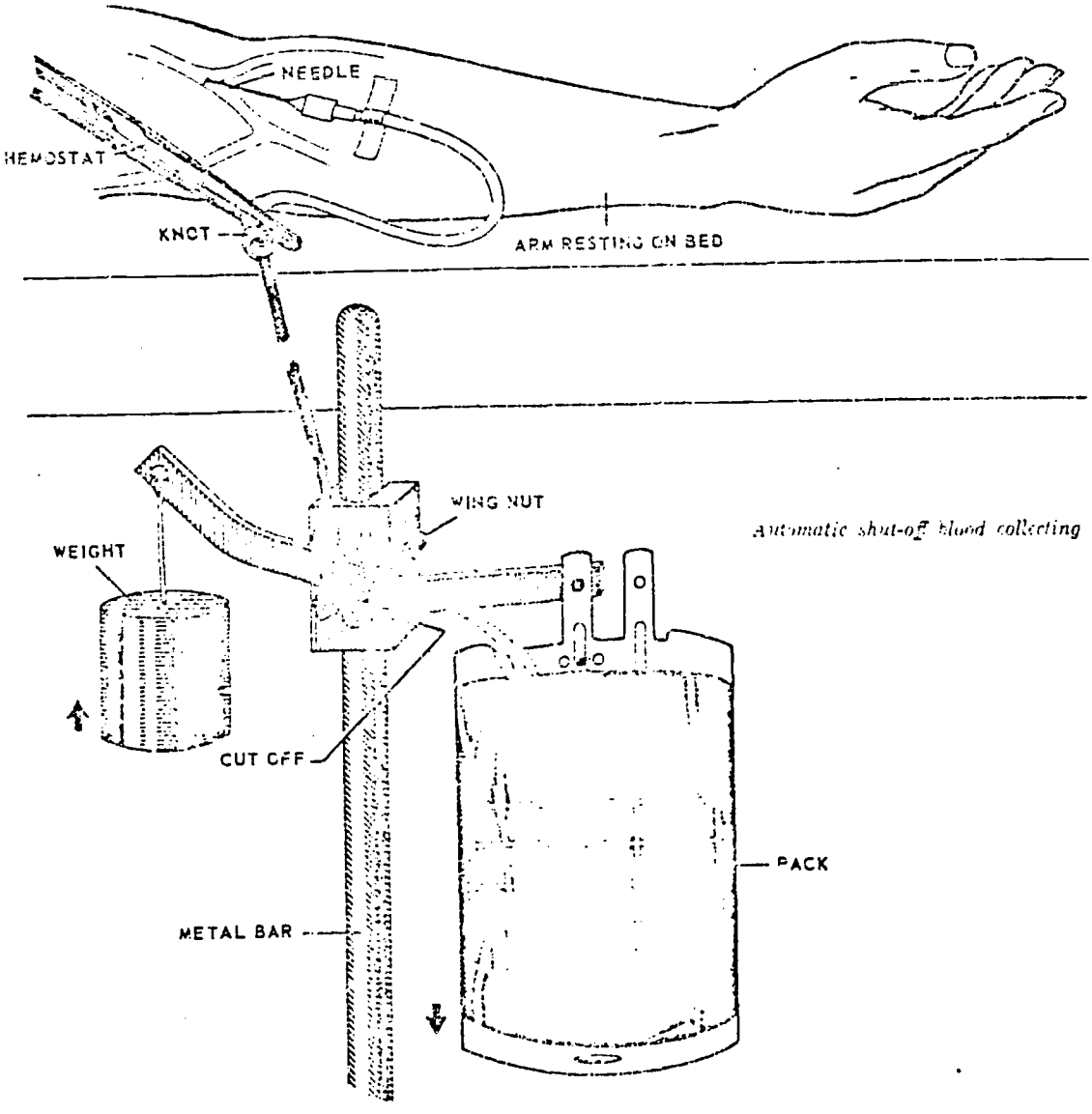

Automatic shut-off blood collecting balance.

United States Departments of The Army, The Navy, and The Air Force.

Maintenance and Operation of Gas Systems.
Army TM 5-654; Navy NAVFAC MO-220; Air Force AFM 91-6.
Washington, D.C.: U.S. Government Printing Office, 1970.
Catalog No. D 101.11:5-654. Cost: $1.25
Reading Ease Index: 47.2

Descriptors: *Gas Systems; Natural Gas; Natural Gas Systems; Trade and Industrial Education.*

Criteria and procedures for maintaining and operating natural gas systems are prescribed in this manual. Operating characteristics and alteration. repair, maintenance, inspection, and safety procedures are discussed. Special emphasis is placed on measures for monitoring gas systems so as to insure safe and efficient operation that will effectively protect both life and property.

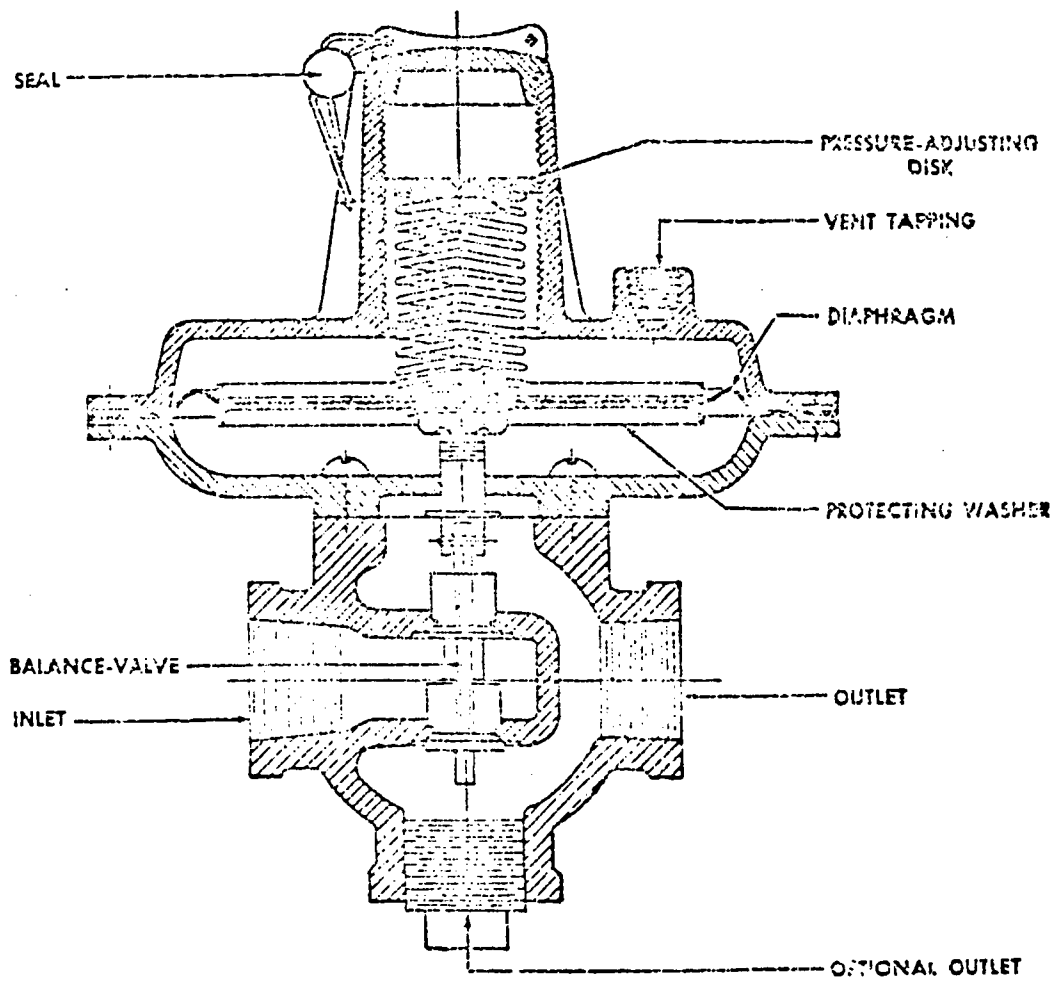

Spring-Loaded Regulator.

United States Departments of The Army, The Navy, and The Air Force.

Military Custodial Services Manual.
Army TM 5-609; Navy NAVFAC MO-125; Air Force AFM 91-2.
Washington, D.C.: U.S. Government Printing Office, 1969.
Catalog No. D 101.11:5-609.
Reading Ease Index: 50.2

Descriptors: *Cleaning Agents; Cleaning Equipment; Custodial Services; Home Economics Education; Trade and Industrial Education.*

Instructions for determining custodial workload, technical information on cleaning agents and equipment, and practical methods for custodial services are presented in this publication. Special emphasis is placed on the care of floors. Major topics include planning and scheduling, custodial service methods, elevator operation, and safety.

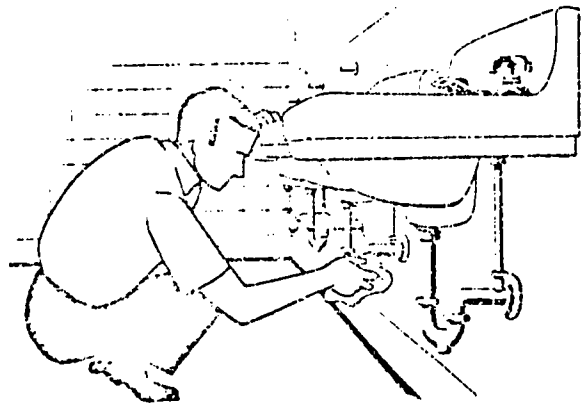

United States Departments of The Army, The Navy, and The Air Force.

Paints and Protective Coatings.
Army TM 5-618; Navy NAVFAC MO-110; Air Force AFM 85-3.
Washington, D.C.: U.S. Government Printing Office, 1969.
Catalog No. D 101.11:5-618. Cost: $7.25
Reading Ease Index: 37.3

Descriptors: *Agricultural Education; Agricultural Mechanics; Paint; Protective Coatings; Trade and Industrial Education.*

This illustrated manual furnishes information about products, practices, materials, equipment, methods, and safety measures used in the protective coating of buildings and other structures and equipment. Principal causes of failures of protective coatings are identified and specific corrective measures are suggested. Standards and methods prescribed are intended to accomplish the protective coating of such property in the most effective and economical manner.

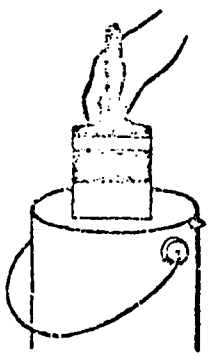

Paint brush bristles should not be dipped into the paint more than half the length of the bristles.

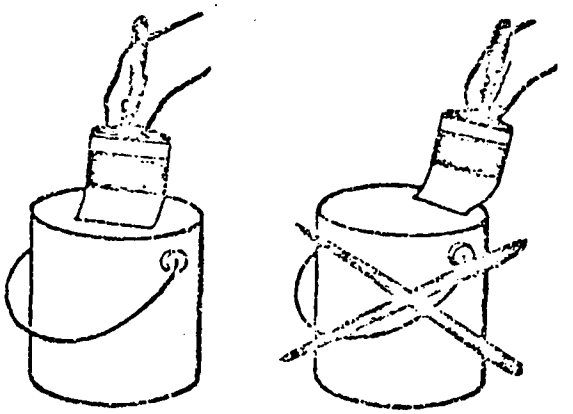

Excess paint should be removed from brush by gently tapping against side of can as shown at left, and NOT by wiping brush across top of can as shown at the right.

Loading a Paint Brush.

Summary

Army publications identified in the annotated bibliography are believed to have potential value for use in public school vocational education programs. In deciding whether to use one of the publications, particular attention should be given to the narrative in which the content of the publication is reviewed, the illustration, and the reading ease index.

Specific reference is made to the illustration for, in this writer's opinion, many of the publications identified are illustrated in such a manner that they might be of value to students possessing a wide range of reading abilities. Since the value of illustrations is not reflected in the reading ease index, the educator must use it, the reading ease index, as only one of several factors to be considered in deciding whether a particular publication should or should not be used.

The number of Army publications identified in the annotated bibliography whose reading ease index values were within a specific reading ease index range as established in Chapter II is shown in Table 3.

TABLE 3

NUMBER OF ARMY PUBLICATIONS IDENTIFIED IN THE ANNOTATED BIBLIOGRAPHY WHOSE READING EASE INDEXES WERE WITHIN SPECIFIC INDEX AND GRADE LEVEL RANGES

Reading Ease Index	School Grades Completed	Number of Identified Army Publications
0.0 - 29.5	College	1
29.6 - 50.5	High School or Some College	35
50.6 - 59.5	Some High School	9
59.6 - 69.5	7th or 8th Grade	5
69.6 - 79.5	6th Grade	0
79.6 - 89.5	5th Grade	0
89.6 - 100.0	4th Grade	0

Recognition should be given to the fact that of the thirty-five publications listed as *High School or Some College*, sixteen had an index value of 45.0 or higher.

Though the publications identified in the bibliography were available at one depository library, the Carol M. Newman Library, the writer wanted to further substantiate their accessibility in such libraries. The William Oxley Thompson Memorial Library, a depository library on The Ohio State University campus, was visited in an effort to determine how many of the Army publications identified in the annotated bibliography were available at this facility. A review of the Army publications available on the library shelves revealed that 80 per cent of the publications identified in the annotated bibliography could be obtained at this location.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Material presented in this chapter was organized into two major sections--conclusions and recommendations. The conclusions listed below were specified after considering the data and findings presented in this report. Based upon these conclusions, the recommendations appearing in the second section of this chapter were proposed.

Conclusions

The following conclusions were reached after evaluating the information presented in earlier chapters of this report.

1. Army publications whose content would be of value in public school vocational education programs generally are accessible to concerned educators and students.

2. Because of the rather wide range of reading ease index values calculated for the several Army publications selected, 29.1 through 67.5, and because of the relatively low index value for most of the publications, thirty-six publications with an index of 50.5 or less, the publications would probably be of greatest benefit as a text or reference to students enrolled in post-secondary vocational education programs.

3. Publications identified in the annotated bibliography will be of value in vocational education programs at the secondary level in which individualized instruction is of major concern, especially with students who have exhibited higher levels of reading ability.

4. Vocational educators at all levels will probably find Army publications with content related to their specific areas of interest to be of value as reference materials.

Recommendations

After reviewing the conclusions, it was believed that the following recommendations should receive consideration.

1. A systematic process for continuously refining, expanding, and updating the contents of the annotated bibliography in Chapter III should be developed and initiated.

2. Arrangements should be made to place the narrative portion of the refined, expanded, and updated annotated bibliography in a computerized information retrieval system which may be utilized by public school vocational educators and their students.

3. Public school vocational educators should exert efforts at all levels to make appropriate Army materials more accessible for their use.

4. A secondary source or transition agency such as that depicted in Figure 1, page 2, should be developed to facilitate the utilization of Army materials by public school vocational education personnel. Divisions of the secondary source or transition agency should be placed at both the state and national levels to aid in establishing a working dissemination system.

5. Research studies should be conducted to identify the extent to which the Farr-Jenkins-Paterson simplification of the 1948 Flesch reading ease formula can be used with confidence in identifying Army publications with a readability level congruent with the reading ability level of students in identifiable grade categories enrolled in specific public school vocational education programs. These studies should also direct consideration as to whether the generally profuse and well-prepared illustrations actually make the publications comprehensible to students of a lower grade category than that indicated by the reading ease indexes.

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_____. *Inventory of U S. Air Force Vocational Course Materials for Possible Adaptation to the Civilian School System. Final Report.* Washington, D.C.: Aerospace Education Foundation, 1971.

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ERIC

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Wounded*28,46
X-ray specialist*34

ACCESSION NUMBER: VT100674

TITLE: AGRICULTURAL MECHANICS PLANS FOR WASHINGTON.

PERSONAL AUTHOR: OWEN, KENNETH L.

DESCRIPTOR: *MECHANICAL SKILLS; *AGRICULTURAL EDUCATION; *INDUSTRIAL ARTS; *AGRICULTURAL ENGINEERING; *AGRICULTURAL RESEARCH PROJECTS; SECONDARY GRADES; ADULT EDUCATION; VISUAL AIDS; FARM MECHANICS (OCCUPATION); PROJECT TRAINING METHODS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 560

ABSTRACT: THESE IDEAS FOR AGRICULTURAL MECHANICS CLASSES PROVIDE PLANS FOR CONSTRUCTING A NUMBER OF FUNCTIONAL PROJECTS. SKILLS AND PROJECTS SUITABLE FOR SECONDARY GRADES INCLUDE WELDING AND CARPENTRY THAT PRODUCE A HAY FORK, TOOL CARRIER, WINCH, FORKLIFT, POST DRIVER, A SAWHORSE, AND A TRACTOR CARRY-ALL AMONG MANY OTHERS. FOR ADULT PROGRAMS, PLANS ARE INCLUDED FOR CONSTRUCTING AN OXY-ACETYLENE CUTTING TABLE, A HEAVY DUTY WORK TABLE, AND A SHEET METAL TOOL BOX. THERE ARE PLANS FOR OVER 40 PROJECTS IN ALL. (MU)

INSTITUTION NAME: WASHINGTON STATE UNIV., PULLMAN. DIV. OF AGRICULTURAL EDUCATION.

SPONSORING AGENCY NAME: WASHINGTON STATE BOARD FOR VOCATIONAL EDUCATION, OLYMPIA.

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AGRICULTURAL MECHANICS PLANS

for WASHINGTON

Prepared by

Kenneth L. Owen
Assistant Professor and
State Supervisor
Agricultural Education

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Washington State University
Agricultural Education
Pullman, Washington

In Cooperation with the State
Board for Vocational Education
Olympia, Washington

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Punch, Center / Foot Scraper
Sawhorse
Skills, Metal / Carpentry Skills
Tree Holder / All Purpose Funnel
Tool Carrier / Winch
Tool Gauge / Fire Place Set

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Dryer, Plant
Feeder, Salt or Mineral
Feeder Calf Self-Feeder
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Project Pictures
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Table or Benches, Picnic
Tailgate, Roll-Up Truck

/ Denotes project on reverse side of sheet

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Trimming Stand, Sheep
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C-Clamp Repair
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Clamp, Pipe to Pipe / Final Lathe Test
Holder, Pipe / Bell Center Punch
Jack Screw
Shield, Welding Face / Repair Kit

ADULT PROJECTS

Booth, Arc Welding
Extension Cord Extender / Oxy-Acetylene Cutting Table
Table, Heavy Duty Work
Toolbox, Sheet Metal

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PREFACE

Agricultural Mechanics is an important facet in the Agricultural industry and business world of today. Students and employers know the value of well trained and skilled agricultural mechanics, technicians, and engineers. Teaching agriculture students these skills and abilities is a function of Vocational Agriculture Instructors.

Good vocational agriculture mechanics instruction requires construction of functional projects. Many practical shop projects are constructed within the vocational agriculture shops in Washington. These projects often incorporate improvements on published plans or original design. This project attempts to consolidate the best ideas from each cooperating teacher.

Many times ideas and/or plans for learning and putting to use these useable skills are unavailable or fail to be put on paper. The materials within are not blueprints, but rather ideas with a few measurements.

Recognizing differences in need between secondary and adult education, the material is arranged into two major divisions (Secondary and Adult) with two sub-headings in each (Skills and Large Projects). It is further realized that these are not absolute divisions allowing interchangeable usage.

It is hoped this will be a continuing project to assist agricultural teachers with ideas and construction plans for use in their high school and adult education agricultural programs.

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ACKNOWLEDGEMENTS

Grateful acknowledgement is made to Mr. Gilbert A. Long, Assistant Professor, and Dr. C. O. Loreen, Professor of Agricultural Education at Washington State University for their generous assistance and advise in developing this project.

Sincere appreciation is extended to the six Washington Vocational Agriculture Instructors, Bob Anderson, Louis Anderson, Bob McKay, Lawrence McCauley, Jay Wood and Howard York, who took two days of vacation time to work as Agricultural Mechanics Consultants for this project.

Mr. Bert Brown and in cooperation with the State Board of Vocational Education have generously financed this project of which appreciation is extended.

To the forty-four Washington Vocational Agriculture Instructors who have sent suggested plans and ideas to the project, a debt of gratitude is owed:

Keith Sarkisian	Jay Wood	Paul Sollie
Larry Gilbertson	Ron Carlson	Chuck Stocker
Jim Beck	Bruce Froman	Chuck Clark
John King	John Myer	Ed Haugen
Jim Webb	Larry Morrow	Lee Coumbs
Norman Warren	Walt Grisham	Don Witke
Ervin Stritzke	Al Barger	Howard Hilstrom
Clarence Pearson	Clarence Hill	Geroge Fisher
Martin Teeter	Bob Anderson	Pete Manring
Charles Gronewald	Fred Martin	Bob McKay
George Peterson	Dale Simon	Marvin Evers
Ted Potter	Walter Schuh	Lawrence McCauley
Harold Gilkey	Bill Brown	Orin Dybdahl
David Myers	John Lofdahl	Larry Carsen
Louis Anderson		Joe Gnos

SECONDARY

SKILLS

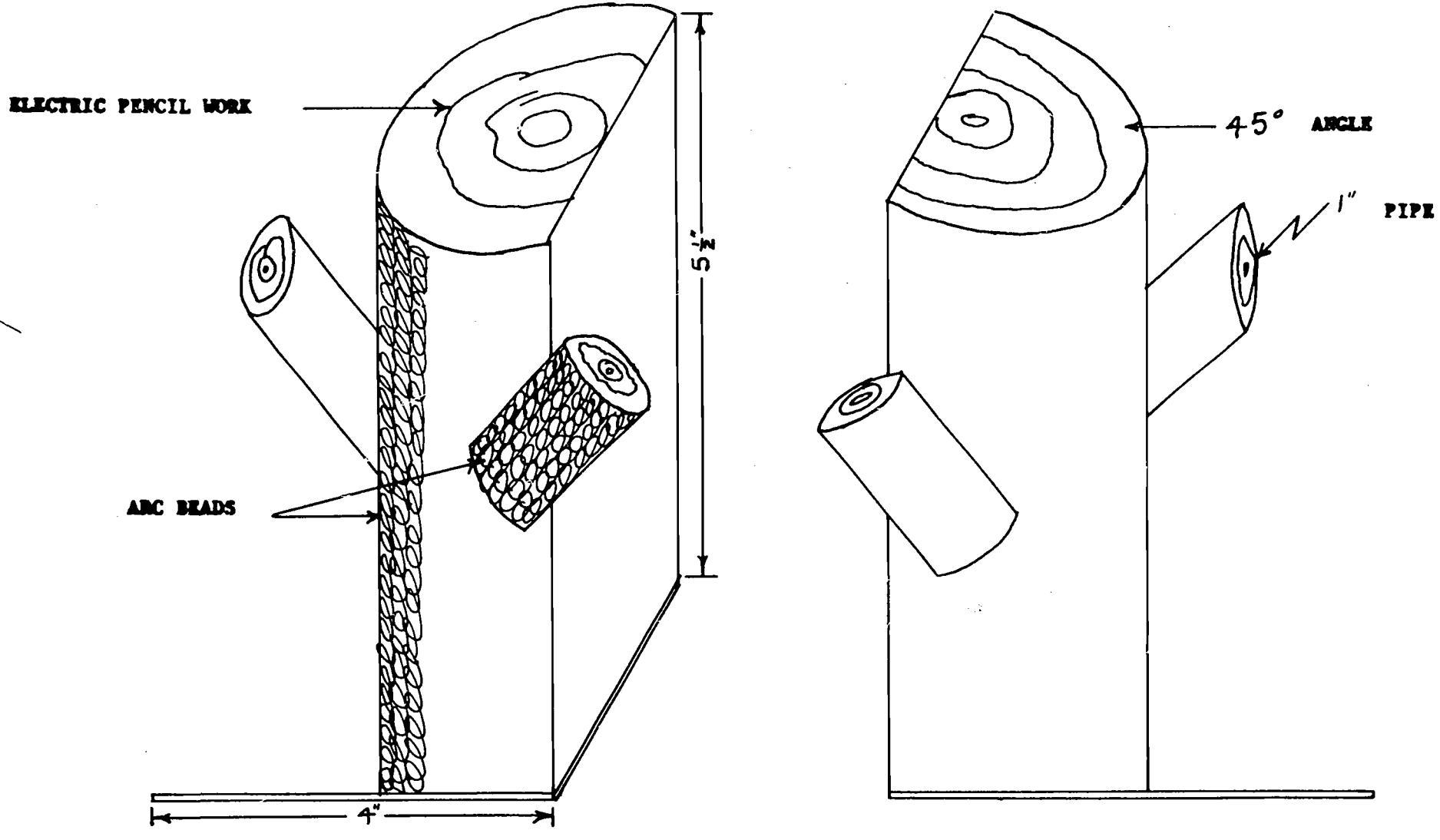

WELDING EXERCISE-BOOK ENDS

BOOK ENDS

LIST OF MATERIALS

1 - 3" x 5 1/2" Pipe (Cut in Half)
4 - 1" x 1 1/2" Pipe (Limbs)
2 - 1/8" x 4" x 4" Plate
2 - 1/8" x 3" x 4" Plate Cut in Circle
2 - 1/8" x 3" x 5 1/2" Plate
4 - 1/8" x 1" x 1" Plate

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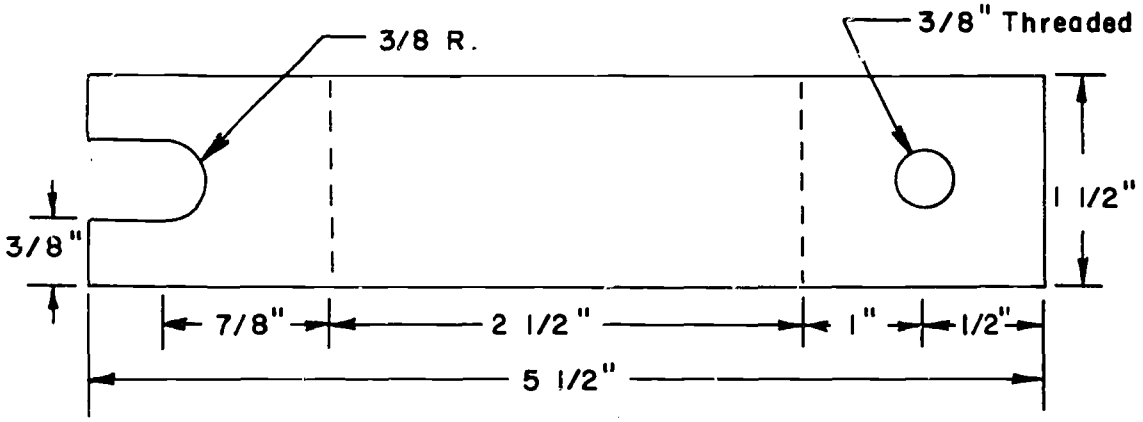

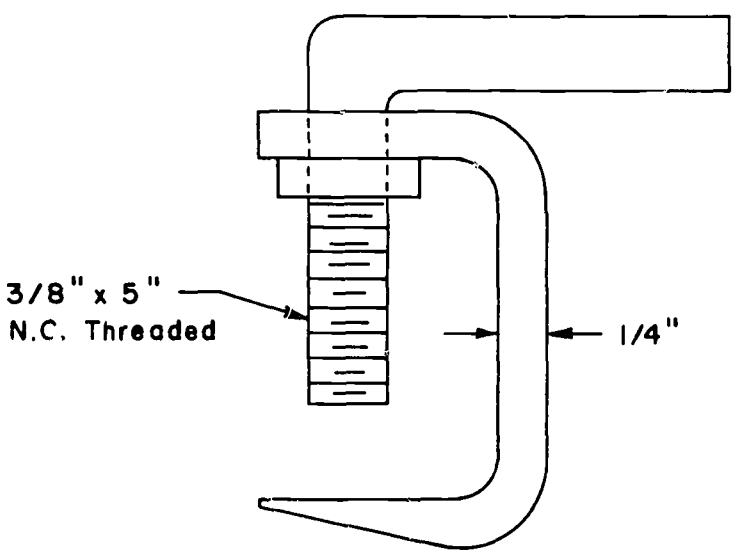

LIST OF MATERIALS

1 - 1/4" x 1 1/2" x 5 1/2" Mild Steel
1 - 1/4" x 1" x 1" Mild Steel
1 - 3/8" x 5 1/2" Round

BATTERY CONNECTOR REMOVER

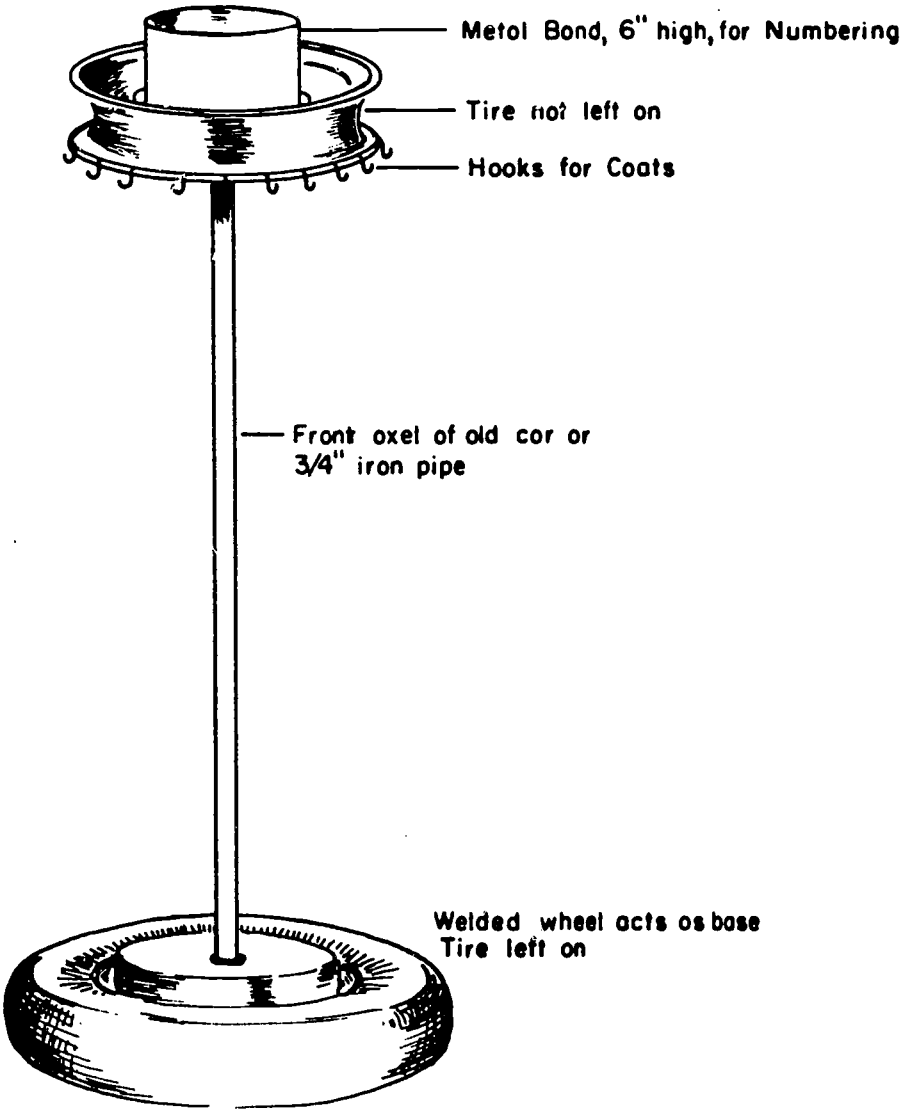

SHOP COAT HANGER

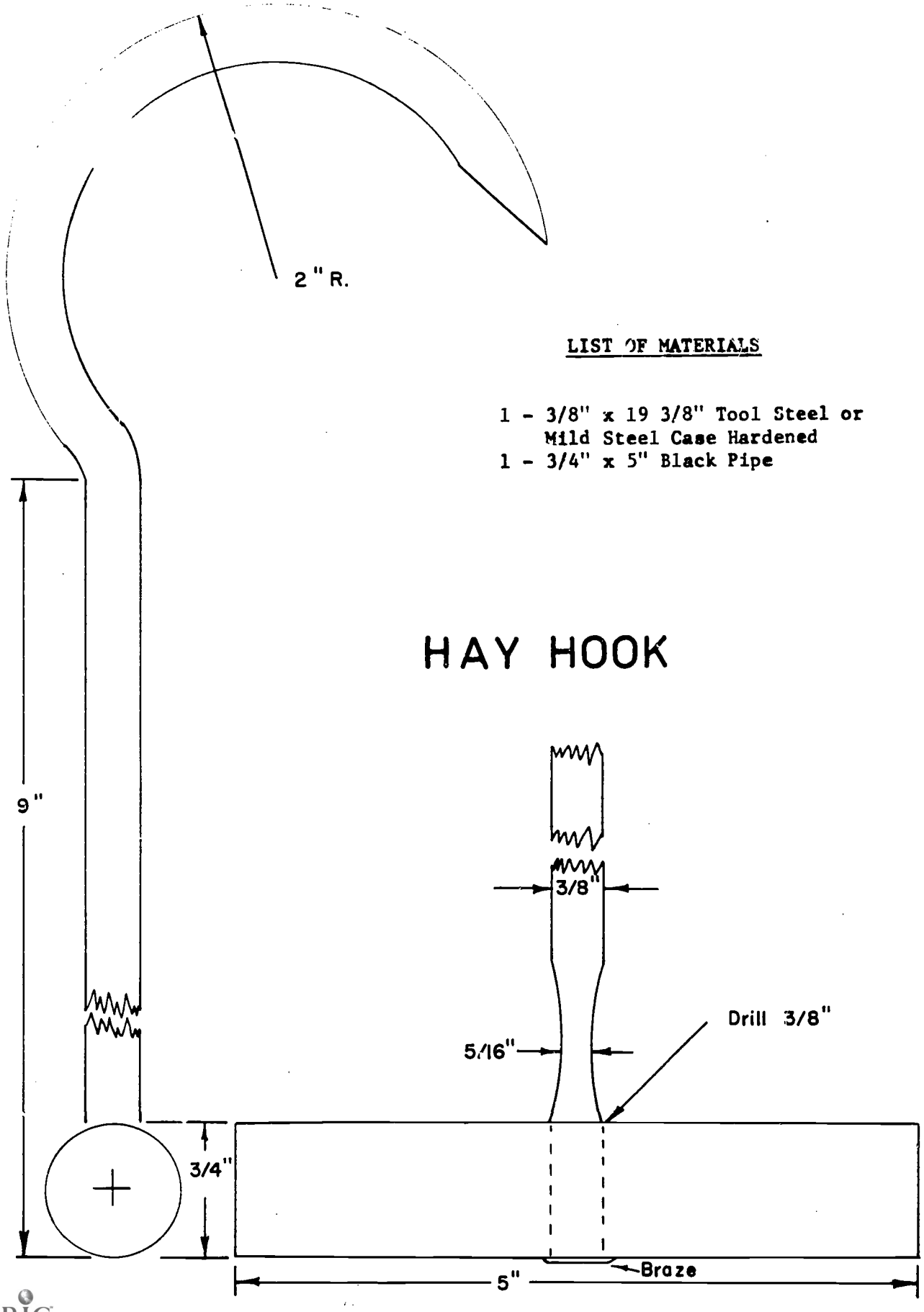

LIST OF MATERIALS

1 - 3/8" x 19 3/8" Tool Steel or
Mild Steel Case Hardened
1 - 3/4" x 5" Black Pipe

HAY HOOK

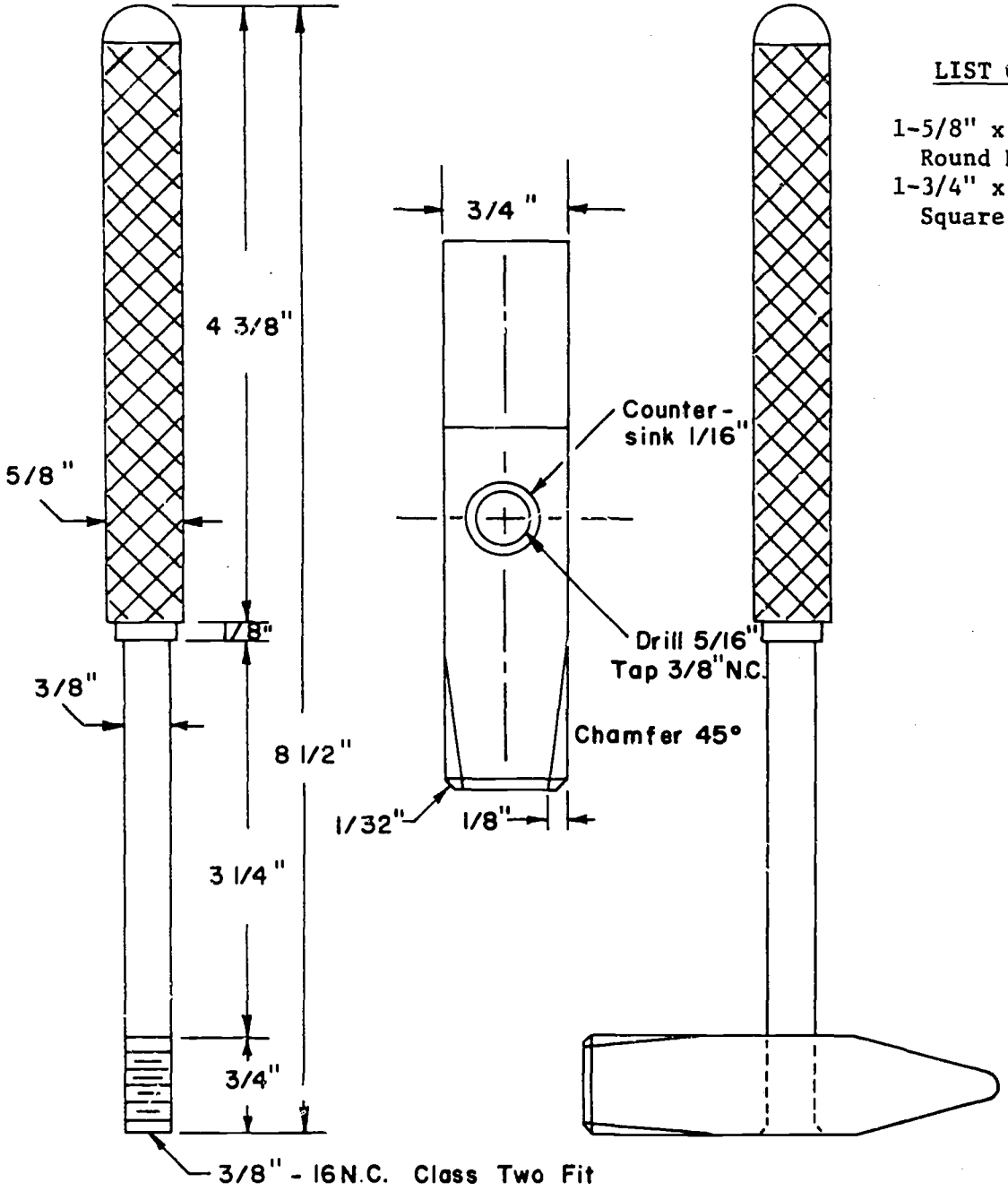

LIST OF MATERIALS

1-5/8" x 8 1/2"
Round Mild Steel
1-3/4" x 3/4" x 3 1/2"
Square Steel

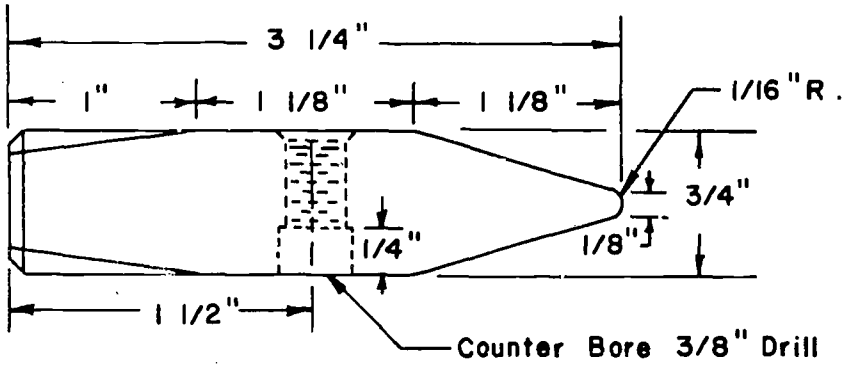

HAMMER, HANDLE, AND ASSEMBLY

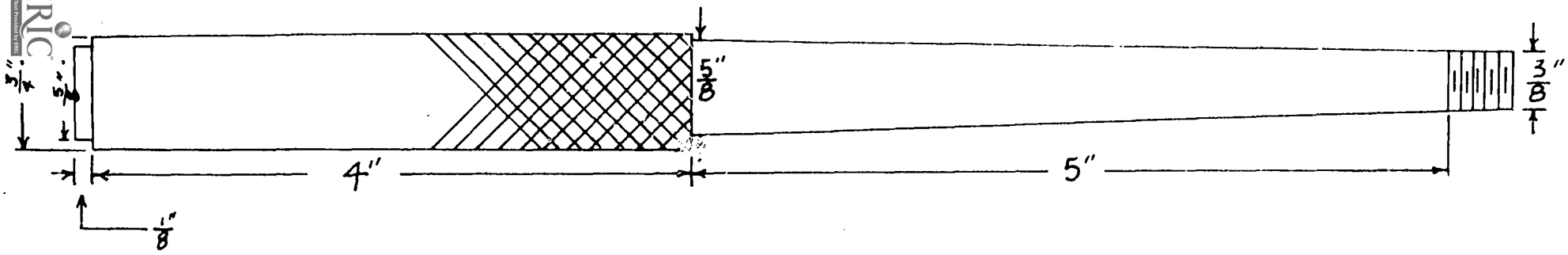

LIST OF MATERIALS

1 - 3/4" x 10 1/4" Round Steel
1 - 2 1/2" x 1 1/4" Round Steel
1 each - 1" x 1 1/4" Plastic and Brass

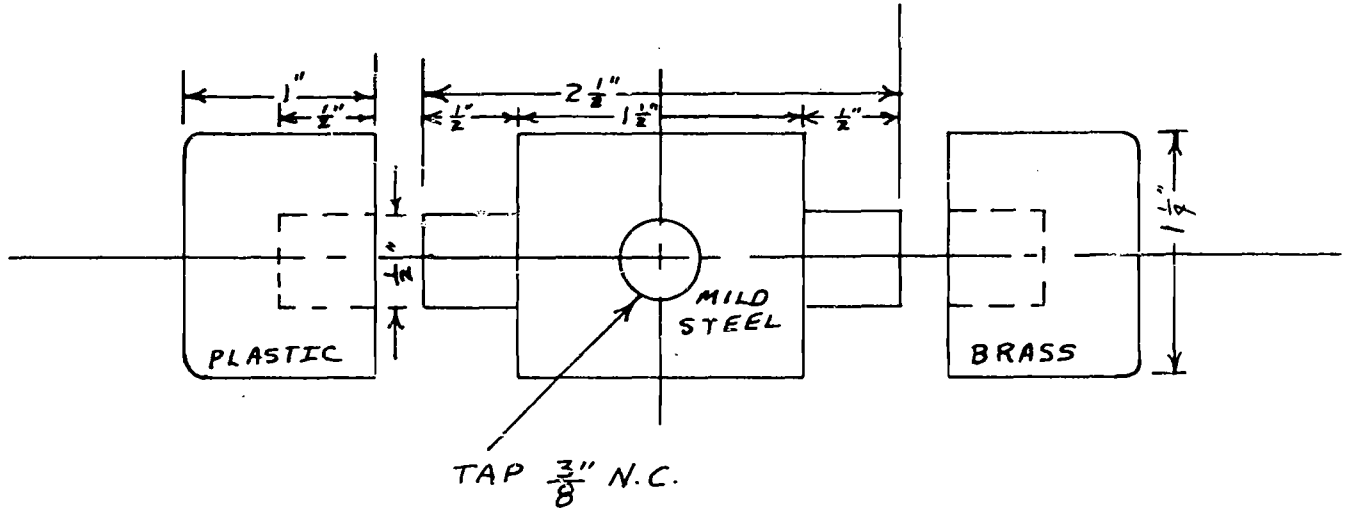

BRASS-PLASTIC MALLET

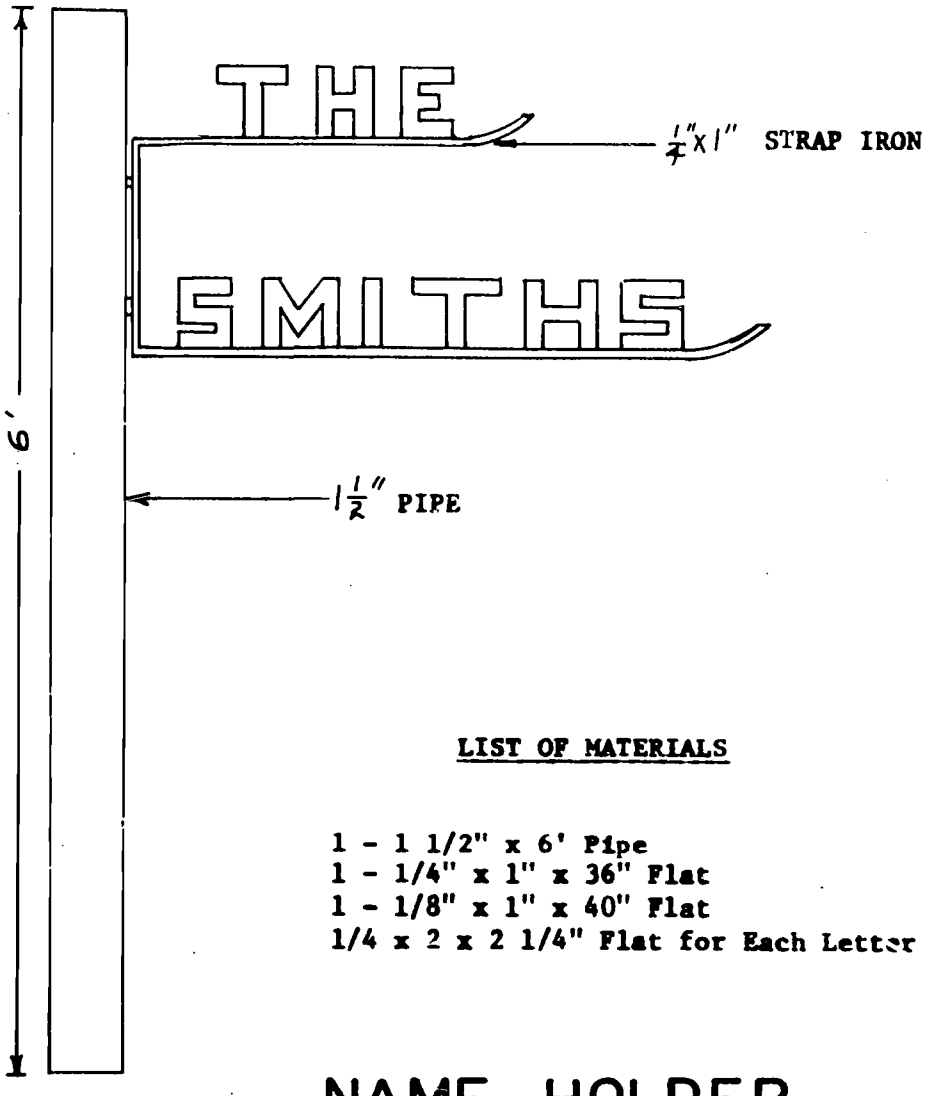

LIST OF MATERIALS

1 - 1 1/2" x 6' Pipe
1 - 1/4" x 1" x 36" Flat
1 - 1/8" x 1" x 40" Flat
1/4 x 2 x 2 1/4" Flat for Each Letter

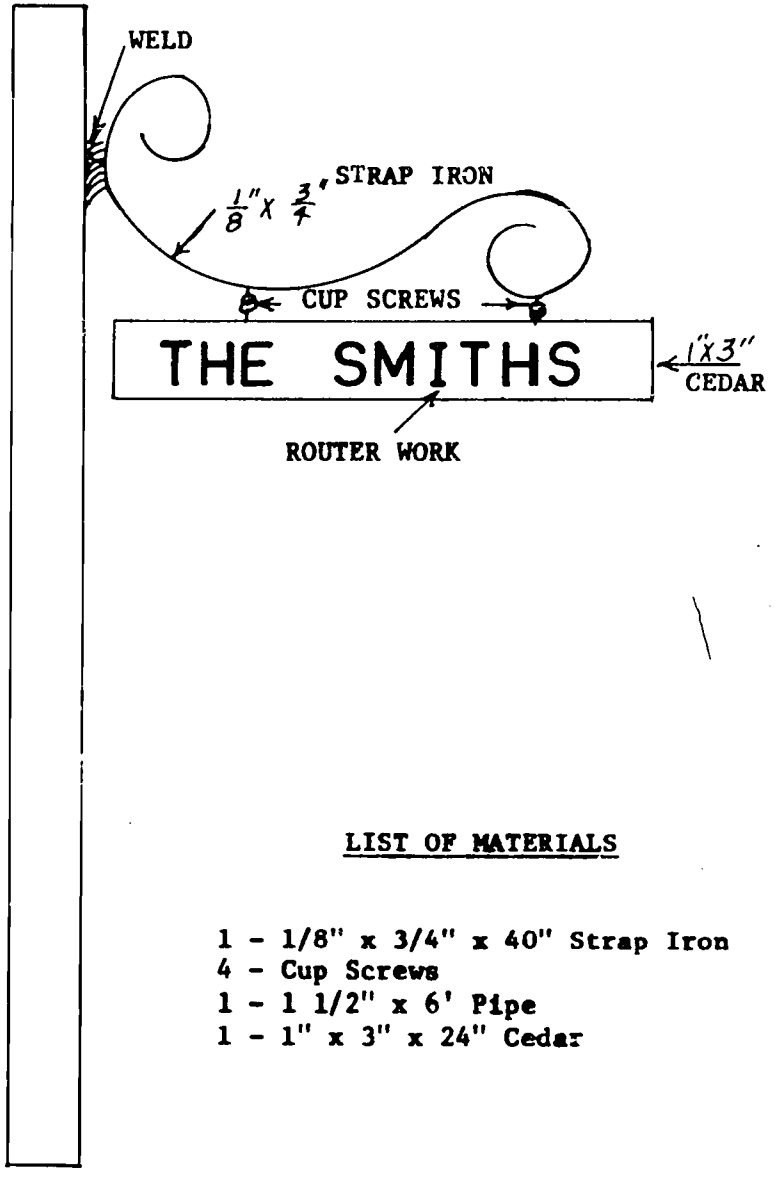

LIST OF MATERIALS

1 - 1/8" x 3/4" x 40" Strap Iron
4 - Cup Screws
1 - 1 1/2" x 6' Pipe
1 - 1" x 3" x 24" Cedar

NAME HOLDER

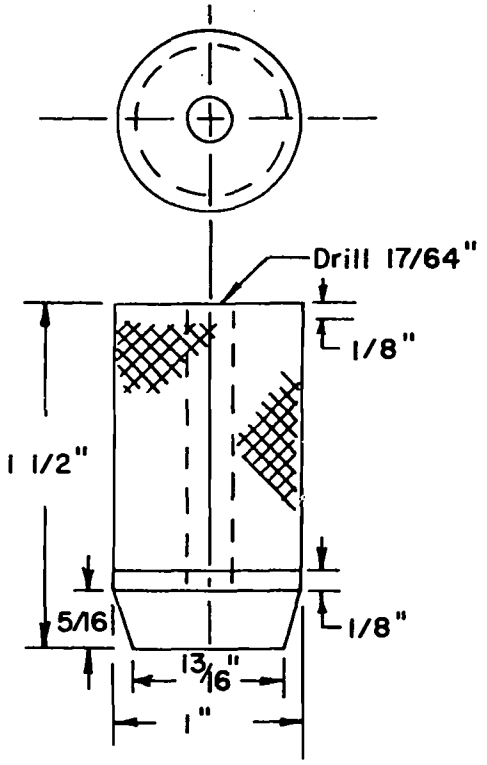

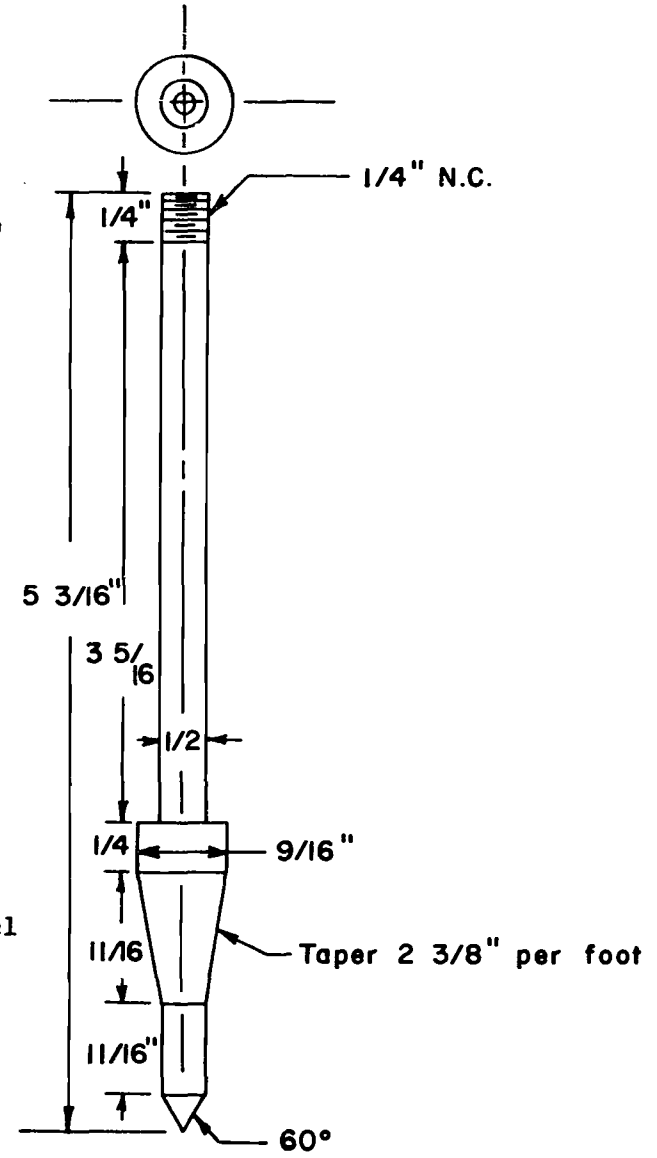

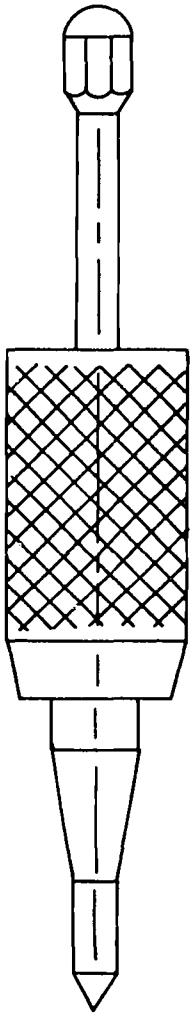

LIST OF MATERIALS

1 - 9/16" x 5 3/16" Tool Steel
1 - 1" x 1 1/2" Mild Steel
1 - 3/8" Hex x 2 1/2 C.R.S.

CENTER PUNCH

LIST OF MATERIALS

2 - 1/8" x 1" x 5" Mild Steel
4 - 1/8" x 1" x 10 1/2" Mild Steel
1 - 1/8" x 1" x 7" Mild Steel
2 - 1/4" x 1/2" Soft Iron Rivets
2 - 1/4" x 5" Soft Iron Rivets
8 - #10 Wood Screws
2 - Stiff Bristle Brushes

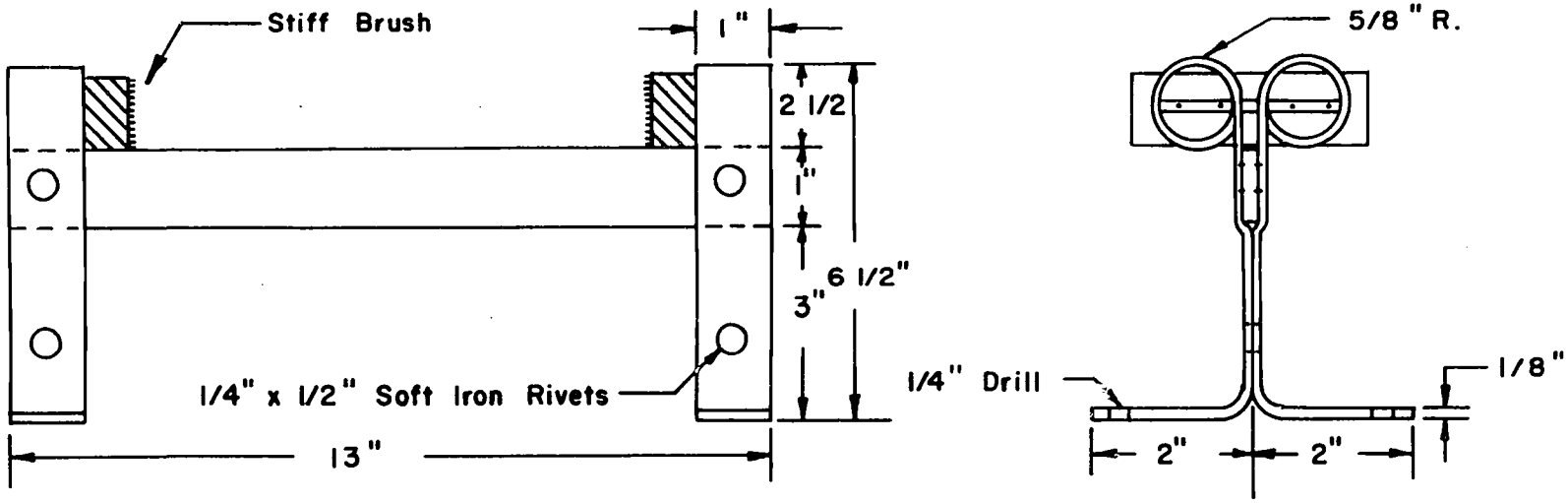

FOOT SCRAPER

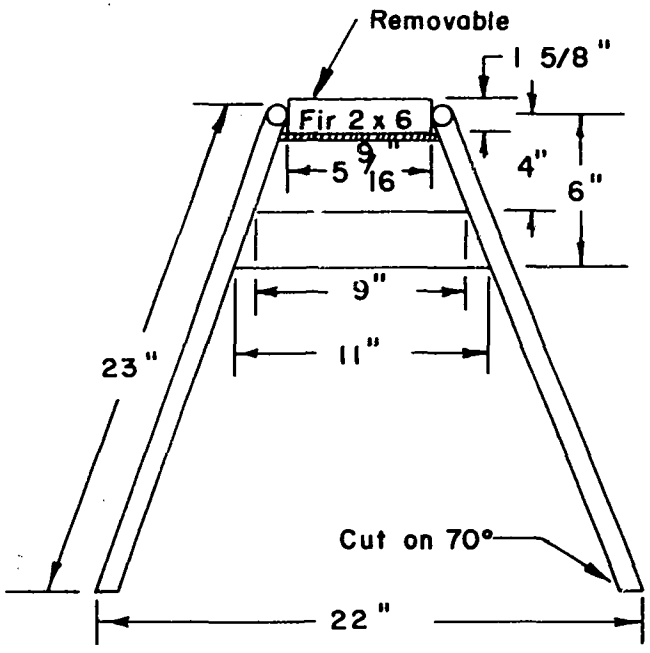

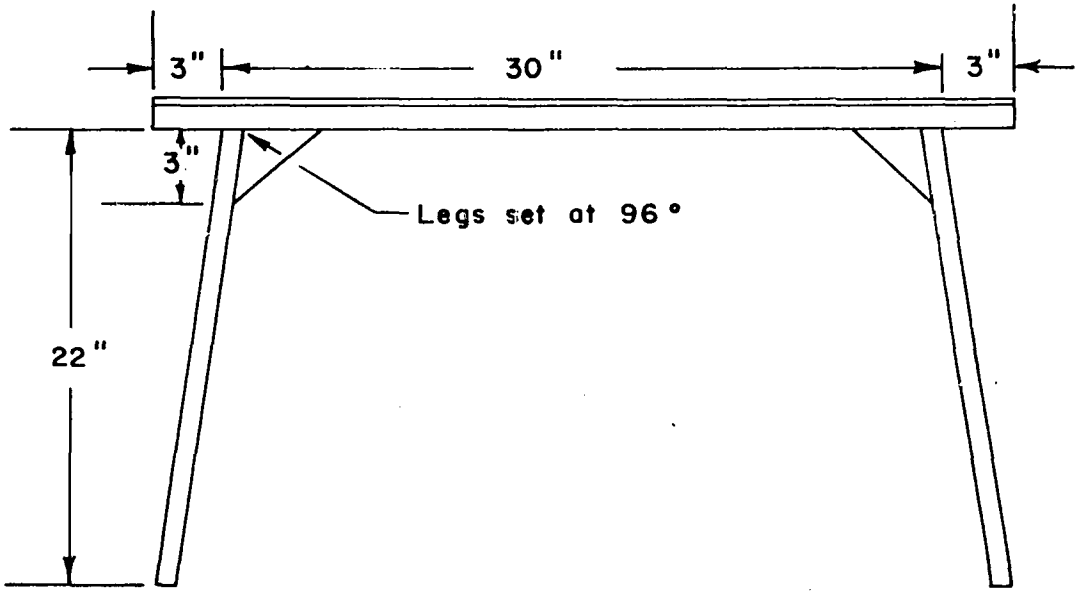

LIST OF MATERIALS

2 - 1" x 36" Black Pipe
4 - 1" x 23" Black Pipe
2 - 3/16" x 3" x 3" Flat Plate
2 - 3/16" x 9" x 11" Flat Plate
1 - #2 Planed 2 x 6 - 36" Long
2 - 1/2" x 5 3/4" Black Pipe

SAWHORSE

LIST OF MATERIALS

1 - 1 1/2" x 3" x 3 1/8" Metal Block

METAL SKILLS DEVELOPED

Milling Machine
Drill Press
Lathe
Tap & Drill
Power Hack Saw

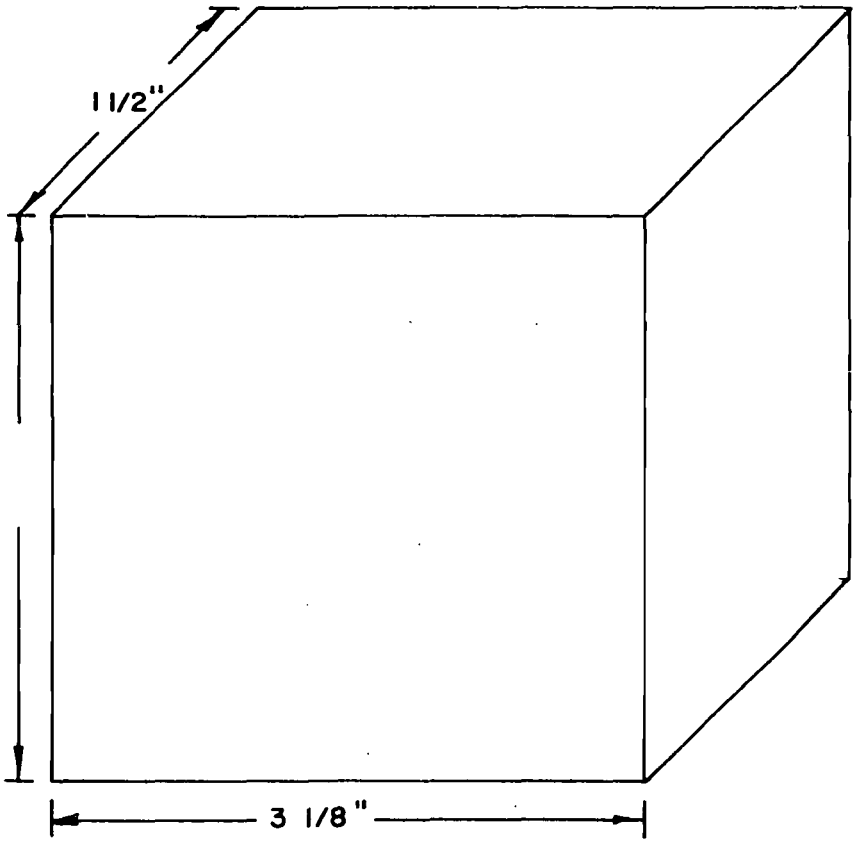

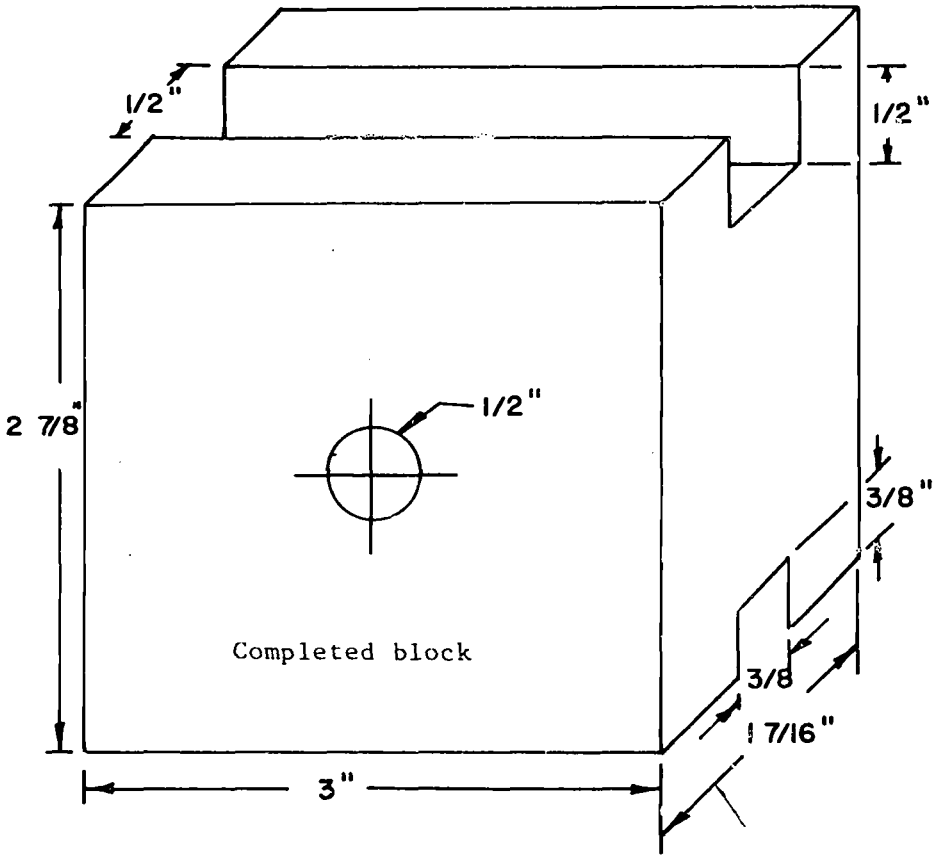

METAL SKILLS

LIST OF MATERIALS

1 - 2" x 4" x 12" Long

SKILLS DEVELOPED

Crosscut
Rip Saw
Plane
Brace and Bit
Draw Knife
Wood Chisel and Mallet
Square and Measuring Tape

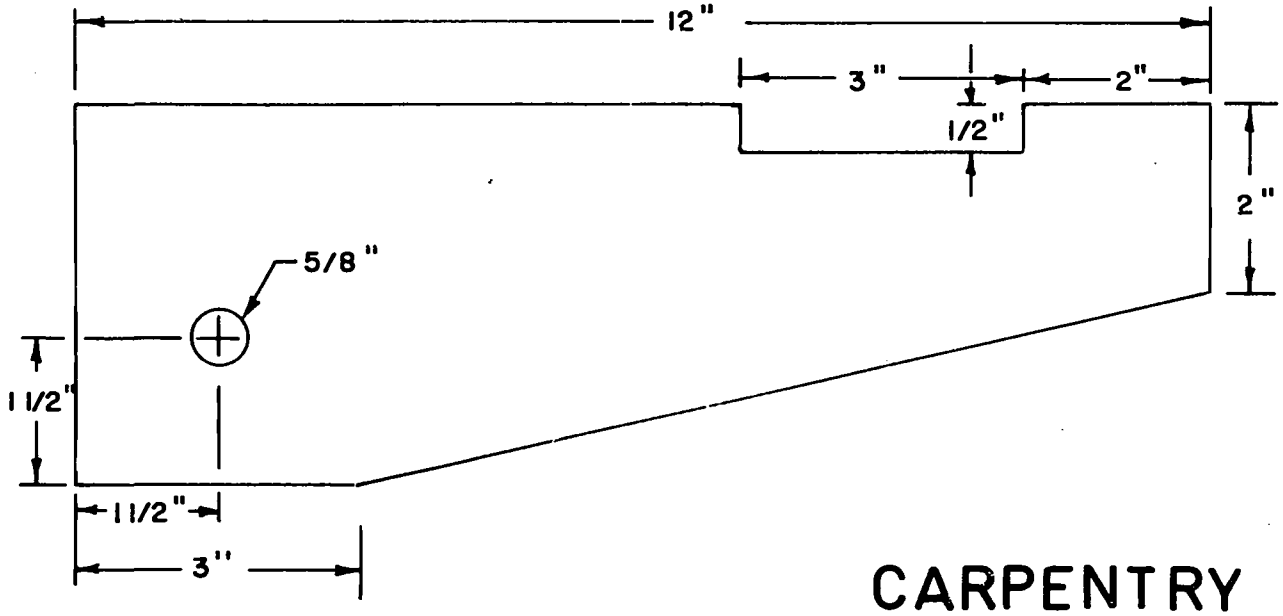

CARPENTRY SKILLS

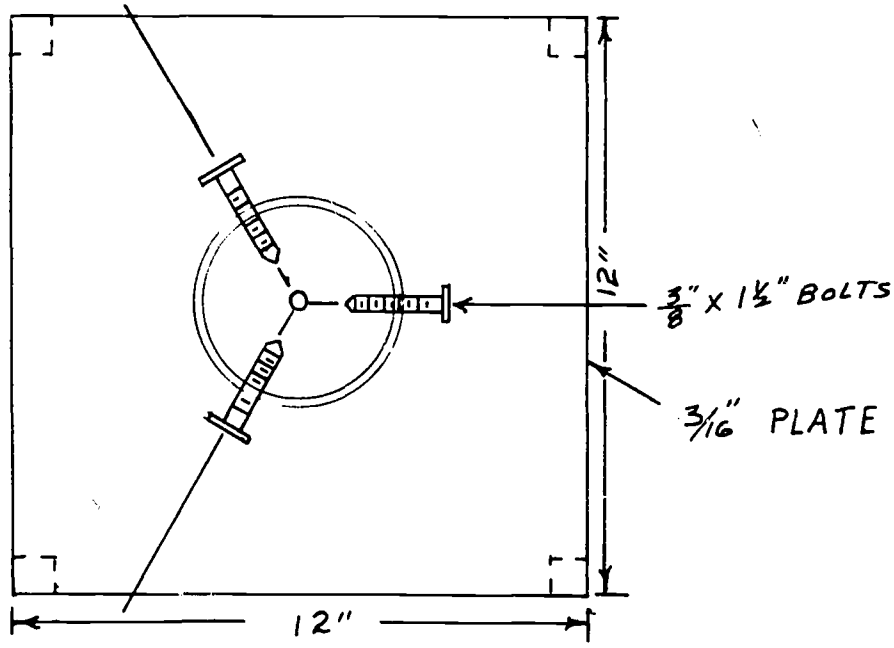

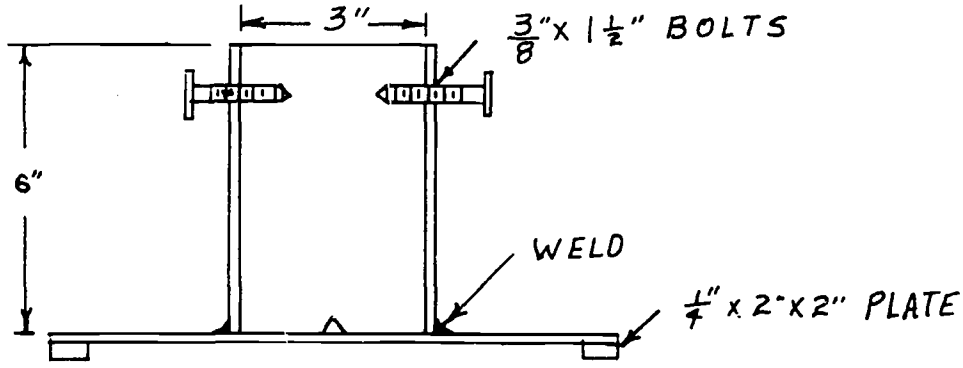

List of Materials

1 - 3/16" x 12" x 12" Plate
1 - 3" x 6" Pipe
3 - 3/8" x 1 1/2" Bolts
4 - 1/4" x 2" x 2" Plate
1 - 3/8" x 1 1/4" Bolt (Sharpened)

TREE HOLDER

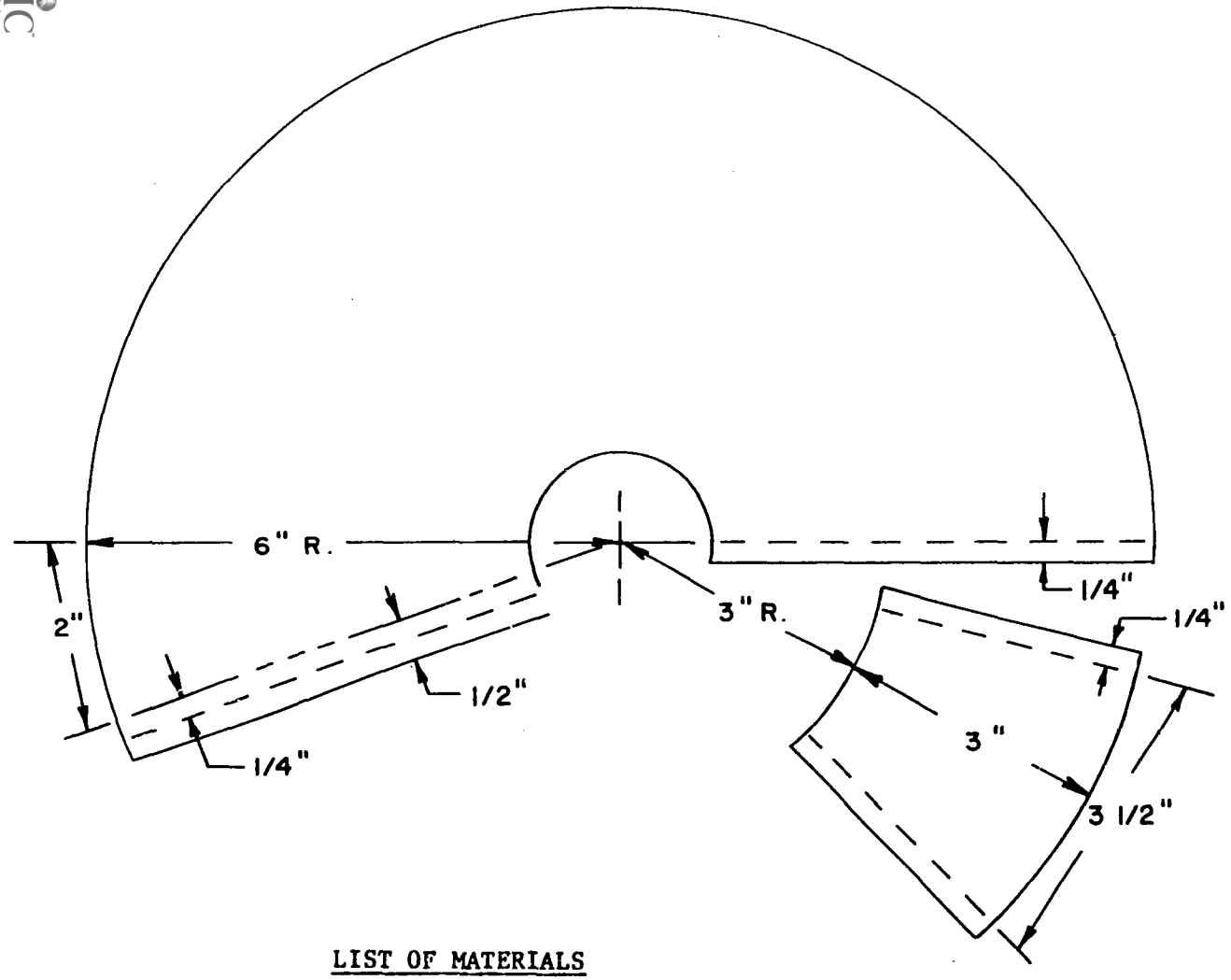

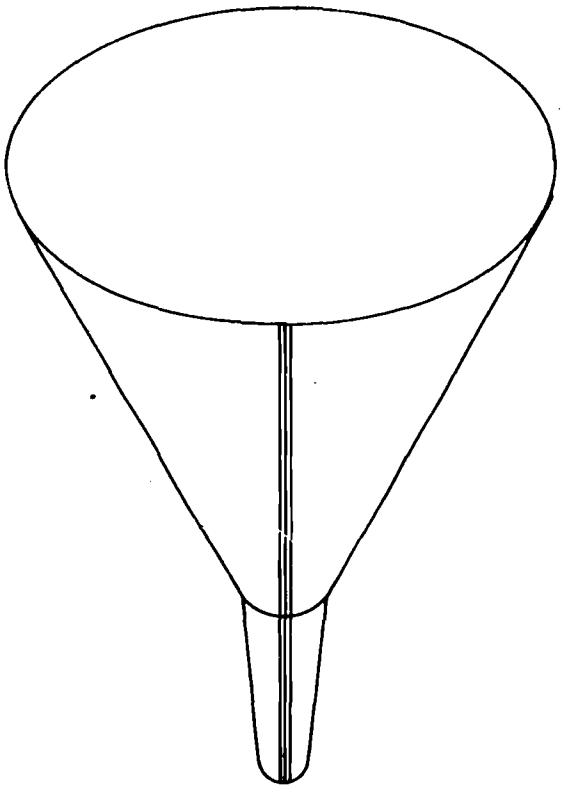

LIST OF MATERIALS

1 - 28 gage galv. 12" x 12"

ALL PURPOSE FUNNEL

LIST OF MATERIALS

1 - 3/16" x 1 1/4" x 23" Strap Iron - Handle
1 - 12" x 18" x 22 ga. Sheet Metal - Bottom
2 - 4 3/4" x 12" x 22 ga. Sheet Metal - Ends
2 - 2 3/4" x 18 3/4" x 22 ga. Sheet Metal - Sides
4 - 1/8" x 1/2" Soft Rivets

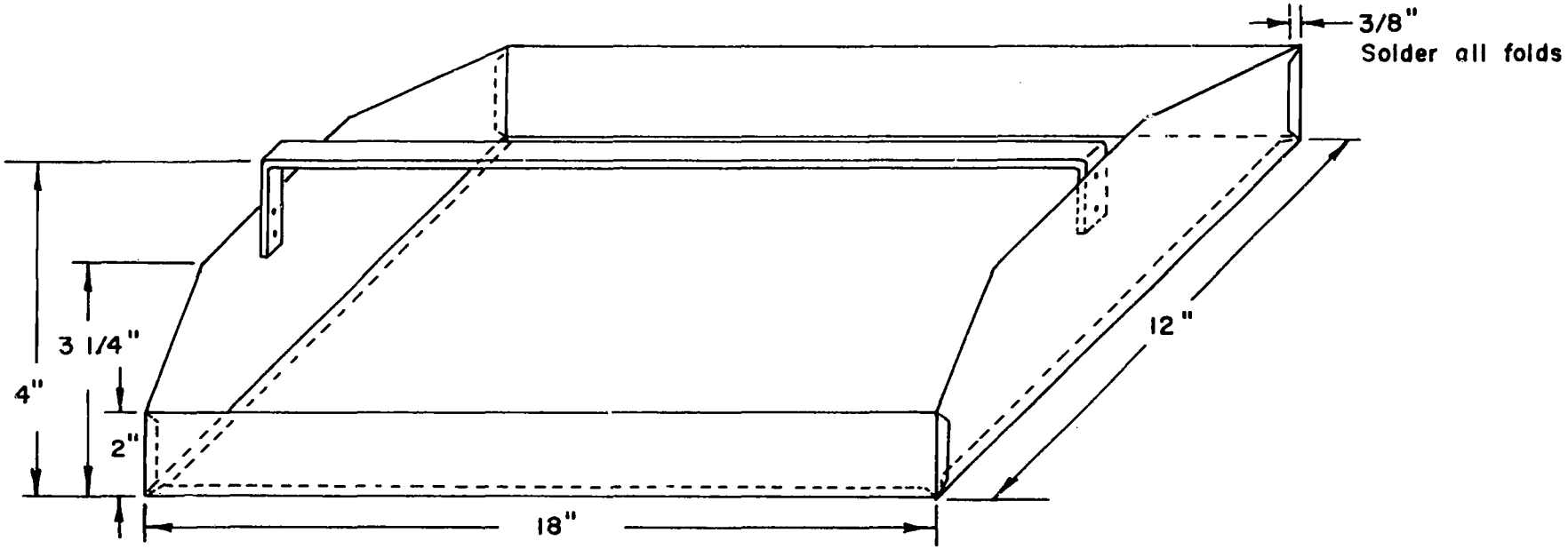

TOOL CARRIER

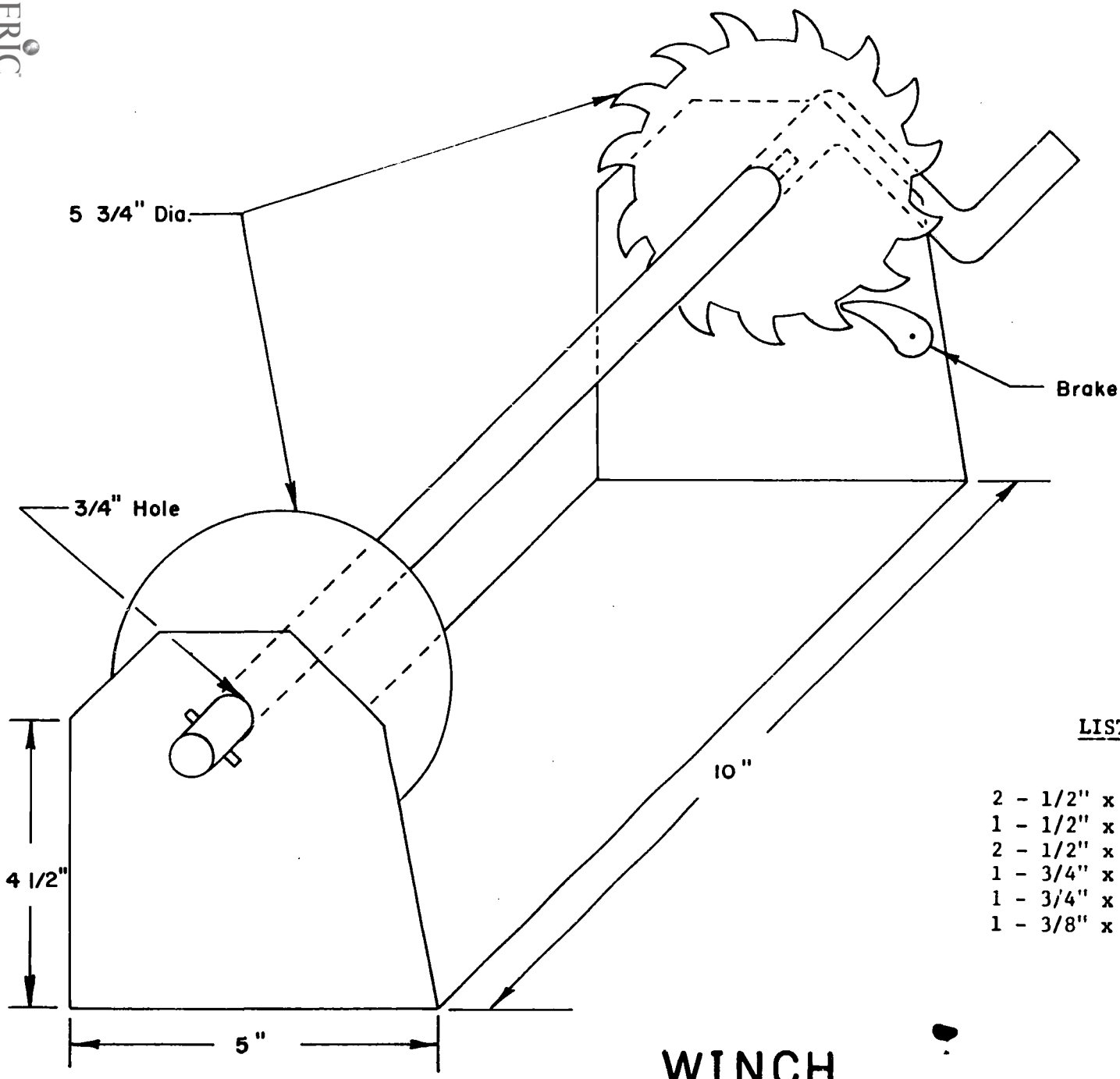

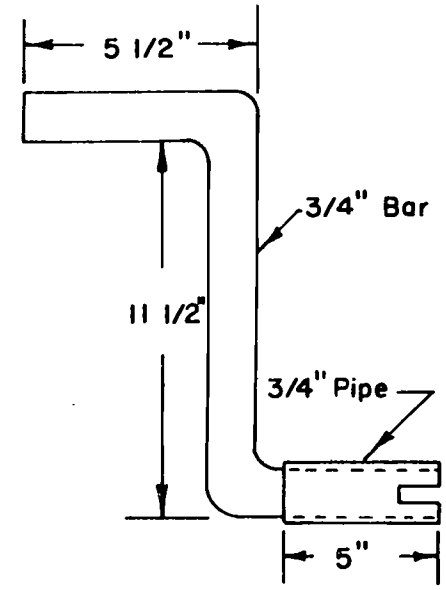

LIST OF MATERIALS

2 - 1/2" x 5" x 6" Plate
1 - 1/2" x 5" x 10" Plate
2 - 1/2" x 5 3/4" Diameter Plate
1 - 3/4" x 11 1/2" Round
1 - 3/4" x 22" Round
1 - 3/8" x 1 3/4" Round

WINCH

COLD METAL SKILLS DEVELOPED

1. Drawing transfer
2. Hacksaw use
3. Draw filing
4. Drilling
5. Tapping
6. Letter and number stamping
7. Metal finishing

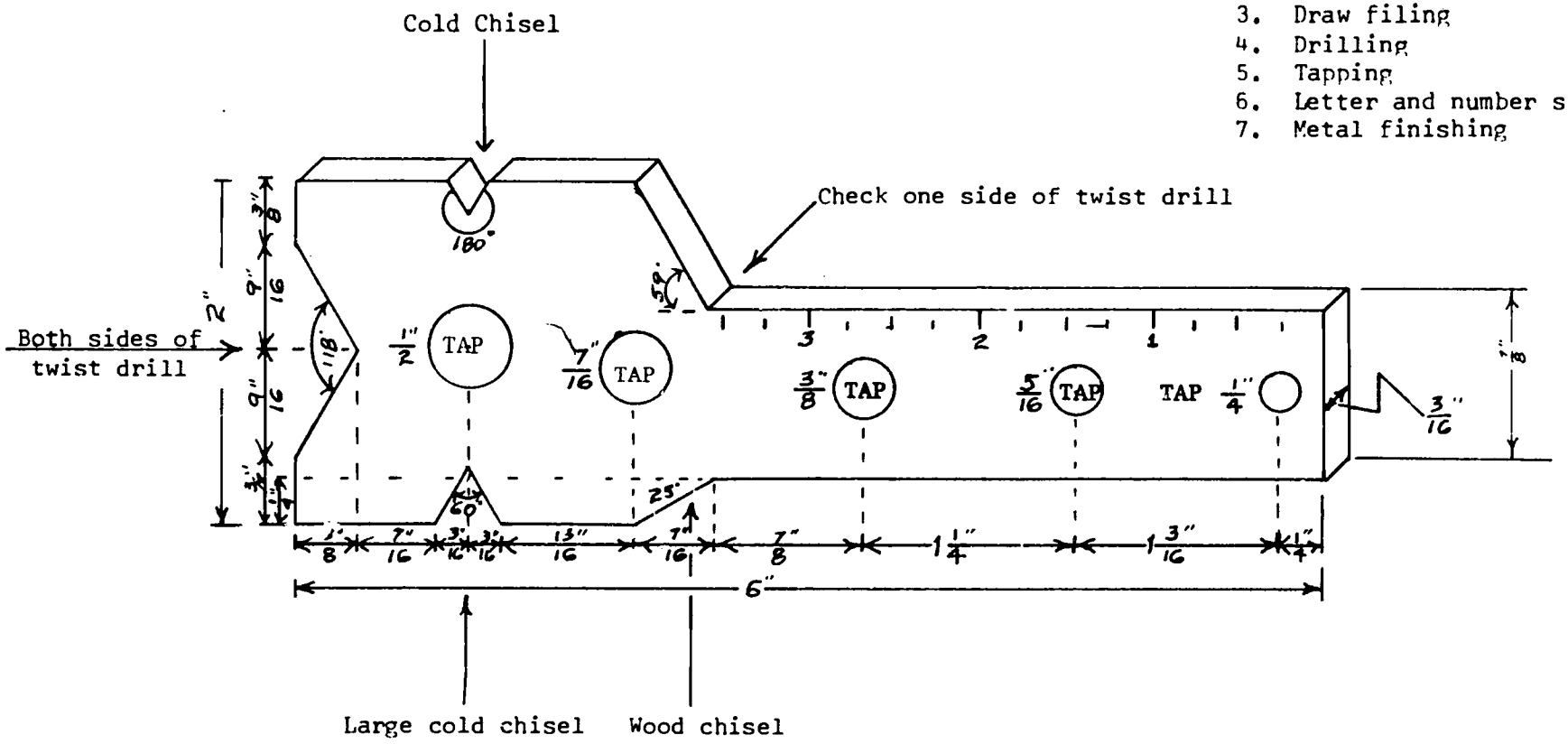

TOOL GAUGE

TOOL GAUGE

Scale 1" = 1"
3/16" x 2 x 6" flat stock
Stamp hole sizes on one side
Stamp angles on other side
Finish with carburendum powder and a dowel in fast speed of drill press

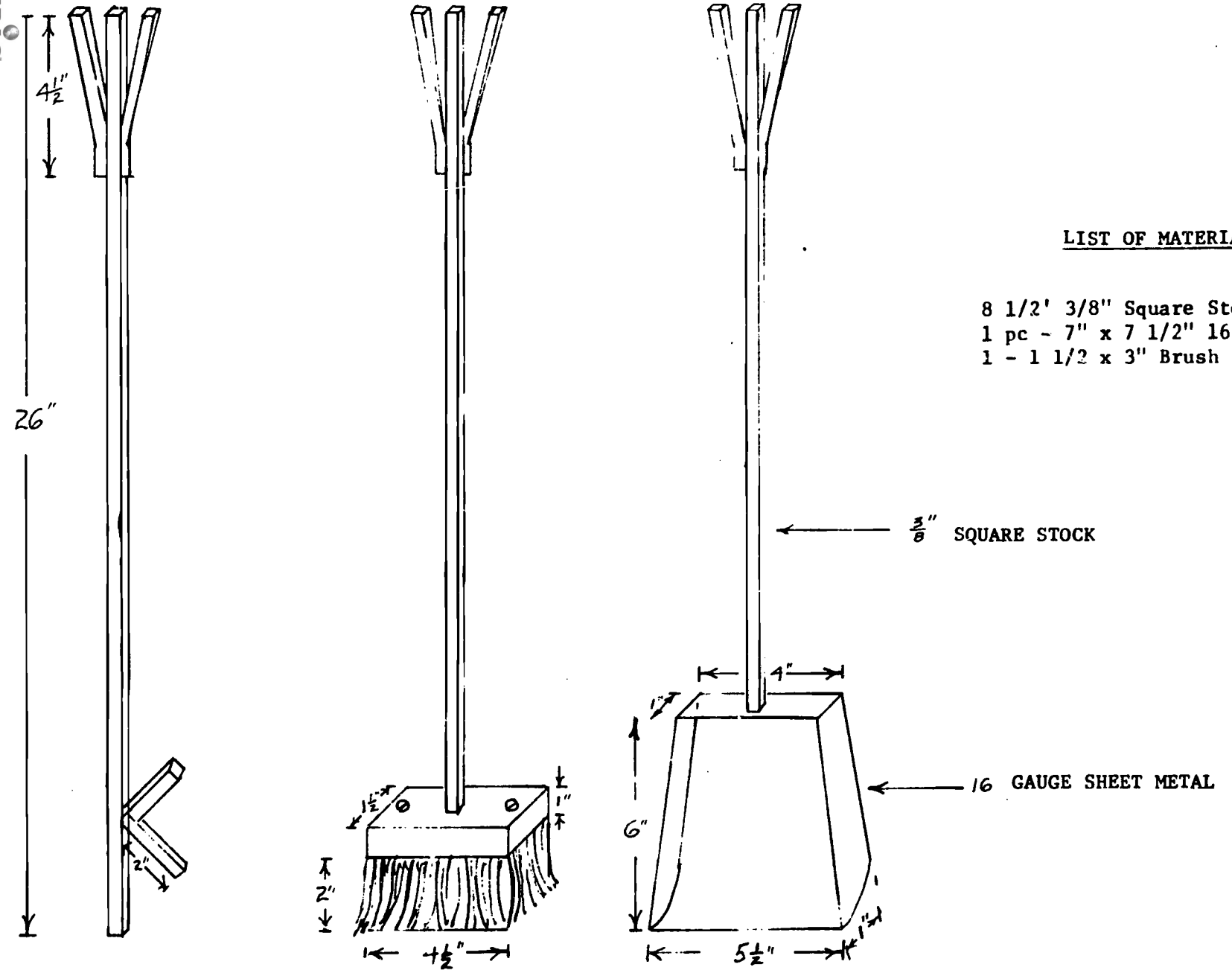

LIST OF MATERIALS

8 1/2' 3/8" Square Stock
1 pc - 7" x 7 1/2" 16 ga. Sheet Metal
1 - 1 1/2 x 3" Brush

FIRE PLACE SET

SECONDARY

PROJECTS

LIST OF MATERIALS

2 - 1/2" x 3" x 41 1/2" Flat
1 - 1/2" x 3" x 2 1/2" Flat
2 - 1/8" x 1" x 1" x 24" Angle
6 - 1/8" x 3" x 16" Flat
2 - 1" x 1" x 2" x 58" Channel
2 - 1/4" x 2" x 12" Flat
3 - 2" x 4" x 48" Fir
3 - 2" x 4" x 21" Fir
2 - 3/4" x 15" x 46" Pine
1 - 3/4" x 15" x 48" Pine
18 - 1/4" x 4 1/2" Carriage Bolts
12 - 1/4" x 1 1/4" Stove Bolts
24 - 1/4" x 3" Carriage Bolts

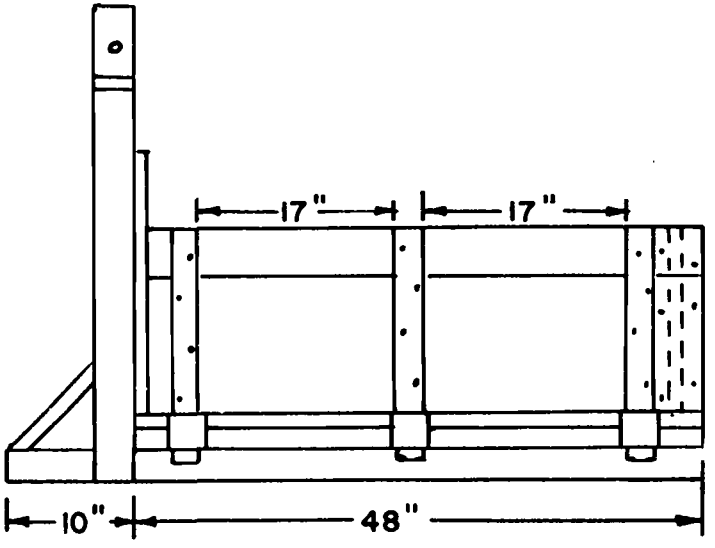

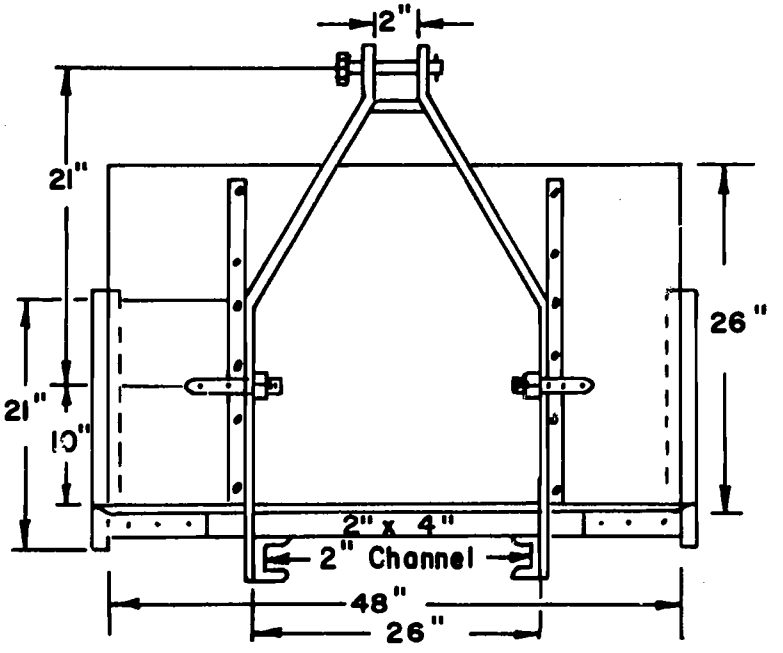

TRACTOR CARRY-ALL

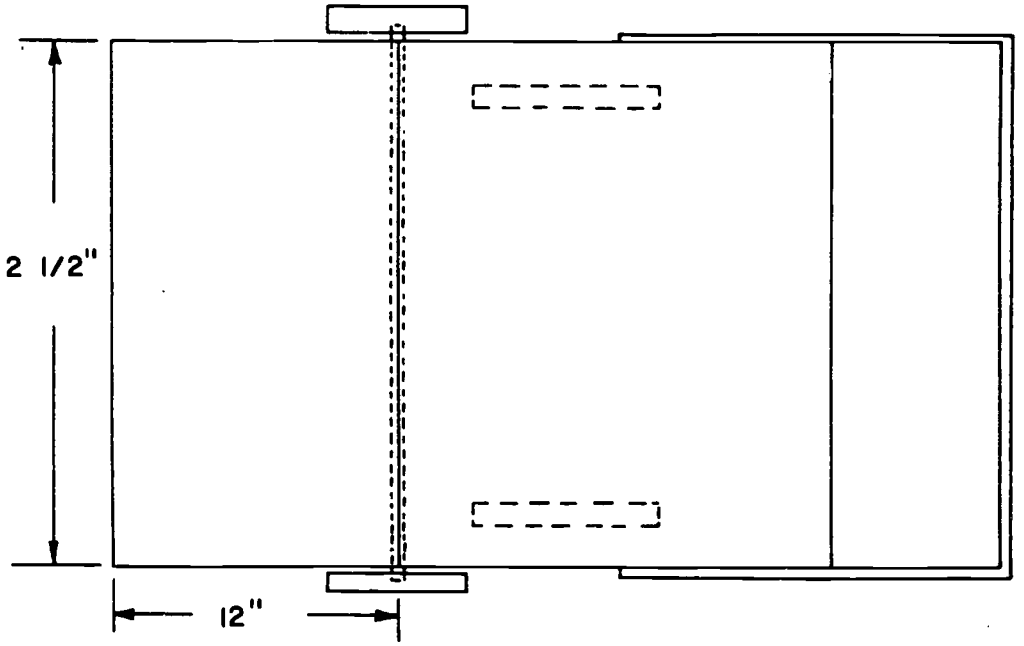

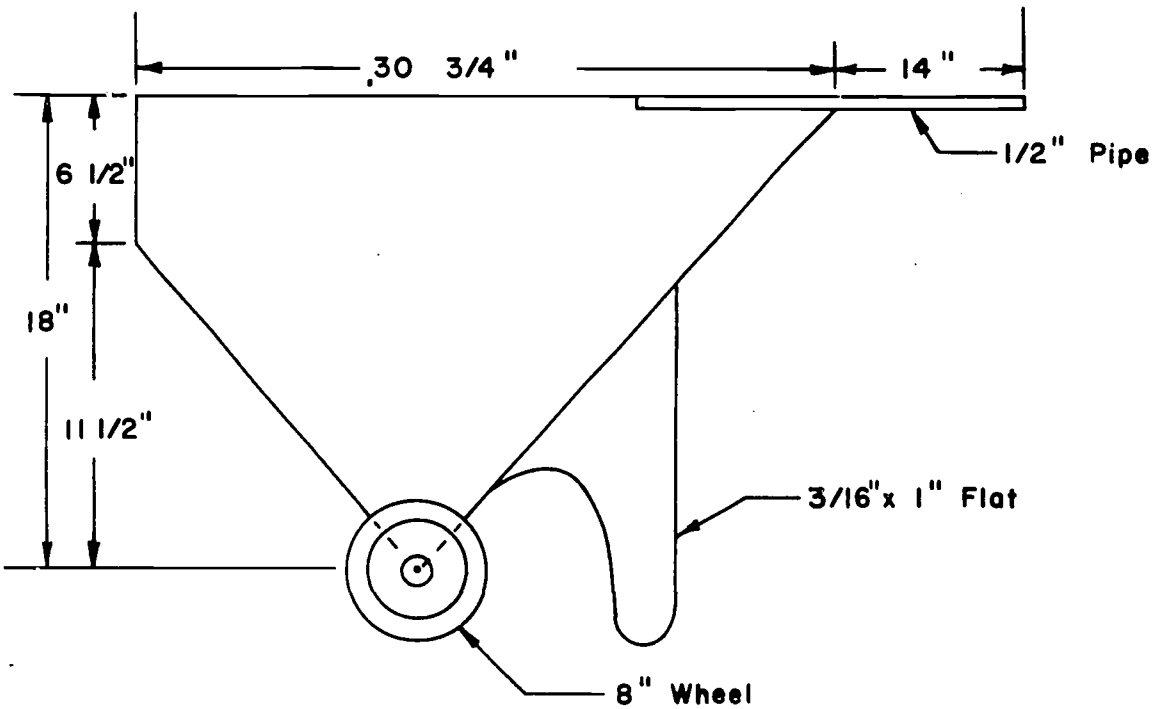

CART

CART

LIST OF MATERIALS

2 - 8" Wheels
1 - 1/2" x 16" Round for Axle
2 - 3/16" x 1" x 22 1/2" Flat Bar
1 - 1/2" x 49" Pipe
1 - 24 ga. 6 1/2" x 21 1/2" Front
1 - 24 ga. 21 1/2" x 18" Front - Bottom
2 - 24 ga. 30 3/4" x 18" x 6 1/2" x 27 1/2" Sides
1 - 24 ga. 21 1/2" x 27 1/2" Bottom Back

ERIC

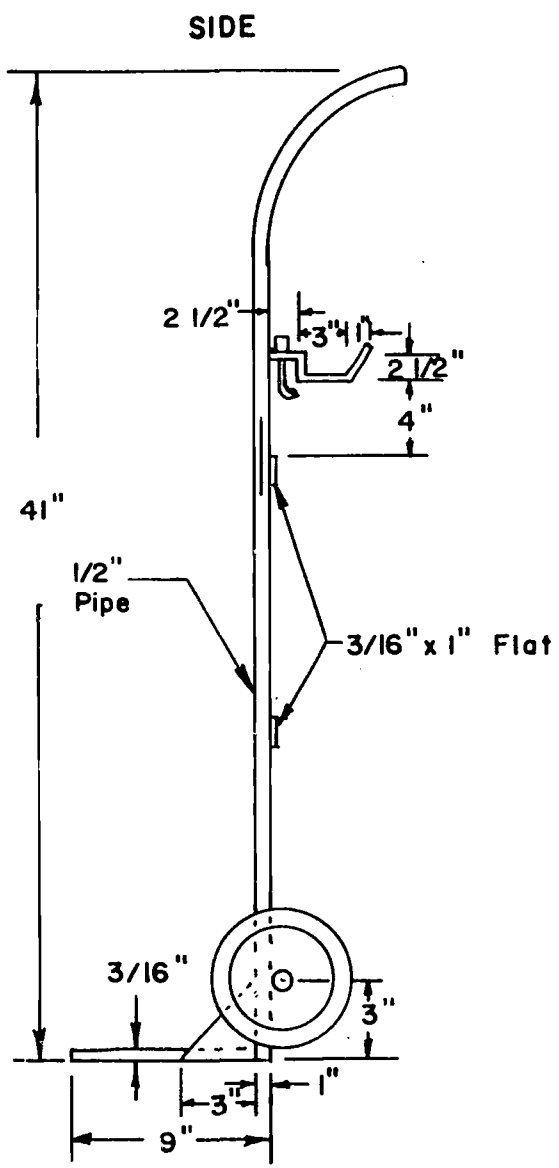

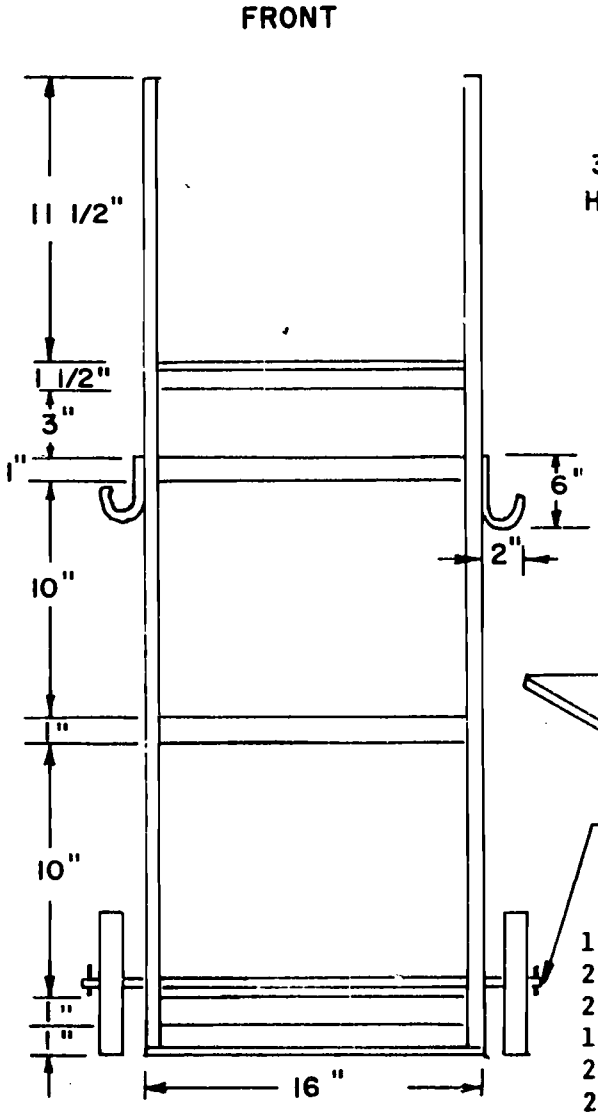

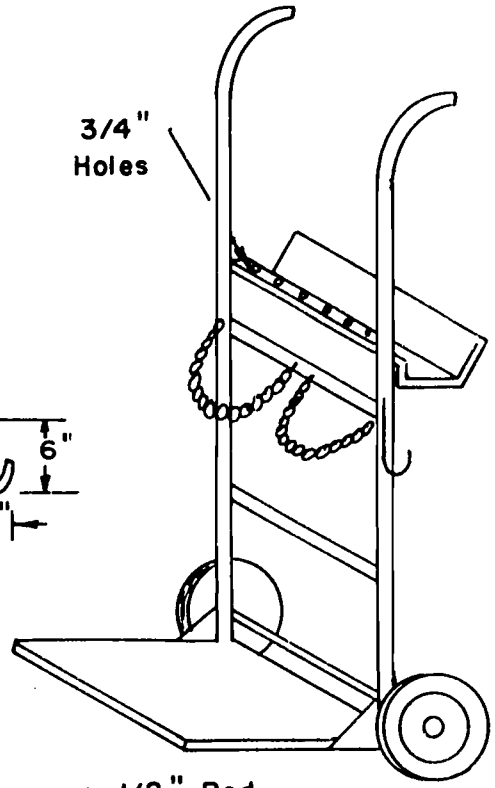

LIST OF MATERIALS

1 - 3/16" x 9" x 16" Flat Plate
2 - 3/16" x 3" x 3" Flat Plate
2 - 1/2" x 42" Black Pipe
1 - 1/2" x 22" Mild Rod
2 - 6" Wheels
2 - Cotter Pins
2 - 3/8" x 10" Round
3 - 3/16" x 1" x 16" Flat
3 - 1/8" x 2 1/2" x 16" Flat
1 - 1/8" x 3" x 16" Flat
2 - 3/4" Chains 22" Long
2 - Chain Snaps

OXY-ACETYLENE CART

List of Materials

2 - 7.7# 4" x 20" I Beam
2 - 7.7# 4" x 18" I Beam
1 - 3/8" x 4" x 12" Plate
4 - 1/4" x 2" x 2" x 4" Angle
3 - 1 1/4" Pipe Caps (Reamed)
3 - 1" x 2" x 4" Mild Steel (Hard Surfaced)
1 - 3/4" x 2" x 8" Mild Steel
1 - 20 Ton Hydraulic Jack

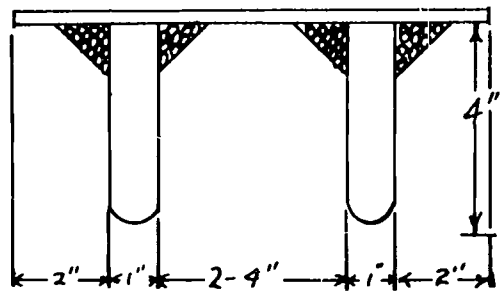

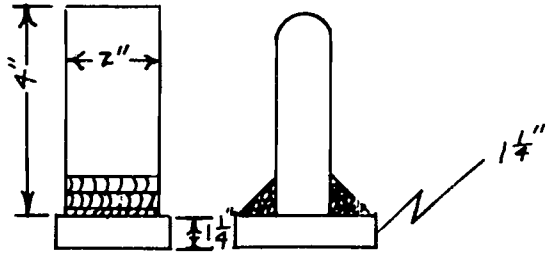

1 1/4" PIPE CAP THREADS, REAMED

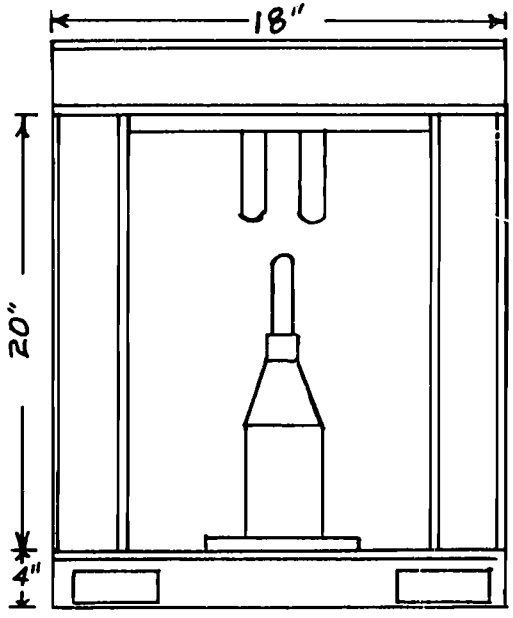

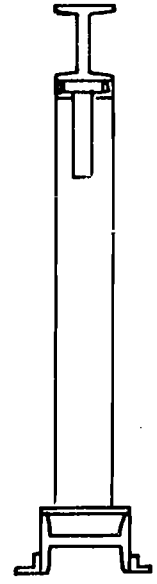

HYDRAULIC PRESS

PLANT DRYER

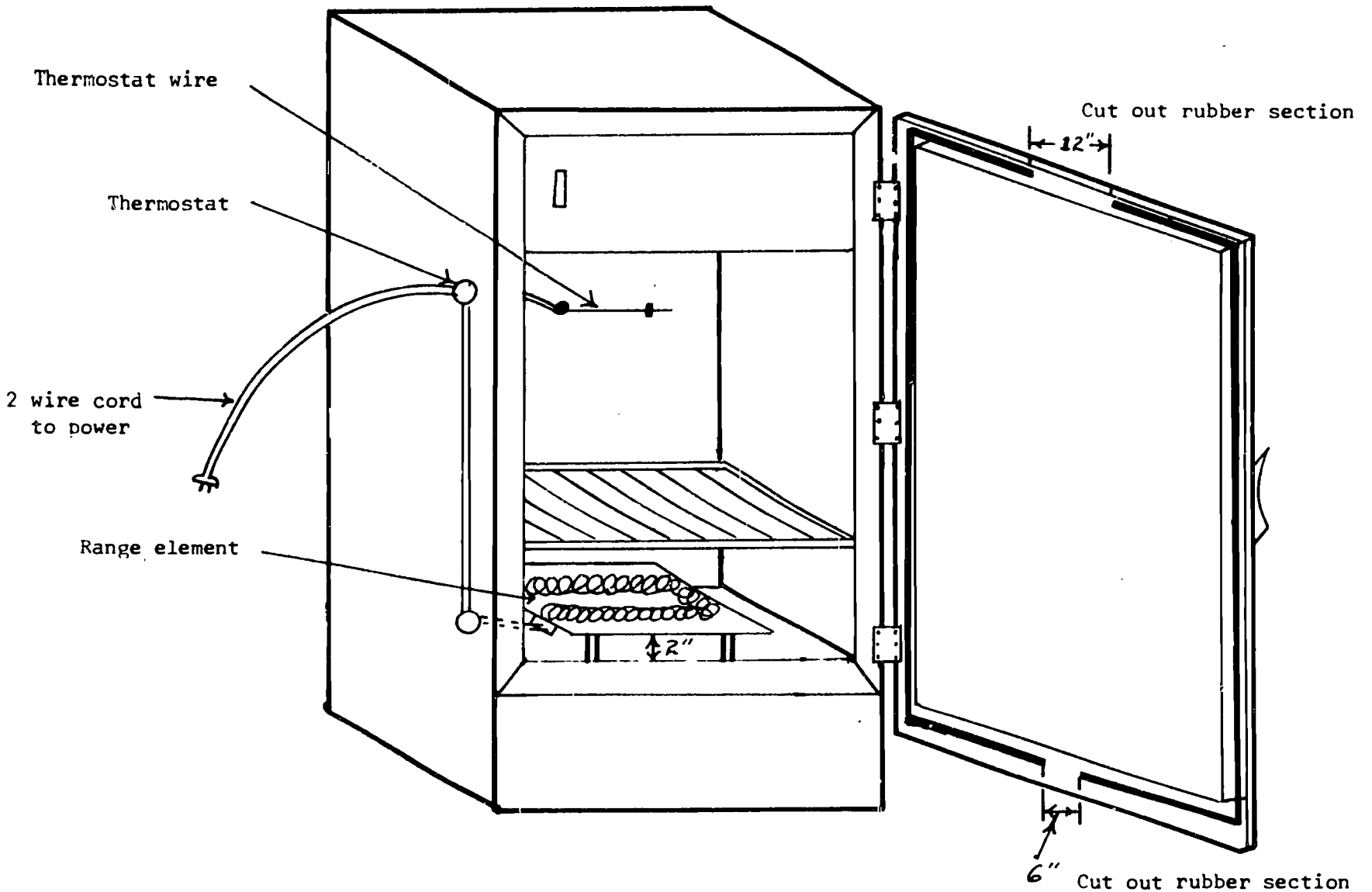

old refrigerator

PLANT DRYER FOR PRESSING SPECIMENS TO BE USED IN CLASSES

PLANT DRYER:

A simple method of drying pressed plant specimens for class use is to use an old refrigerator and install in it an old element from a kitchen oven. A large refrigerator is better.

Remove all shelves and brackets except for the lower shelf of the refrigerator.

Fasten the oven element 2" above the bottom of the refrigerator with metal screws.

Cut a 4-6 inch strip out of the rubber seal at the bottom of the refrigerator door. Cut a 12" strip out of the rubber seal at the top of the refrigerator door. This is essential for ventilation.

Use 100-115 volts rather than 220. Use a range oven thermostat that is adjustable. Drill a small hole through the side of the refrigerator for a wire leading to the thermostat and the element to the ground and one hot lead on the thermostat. Fasten the thermostat on the outside of the refrigerator. Use two wire cord from the thermostat to the source of power. Set the thermostat for 130-140 degrees. Check with a Fahrenheit thermometer.

Place plants on shelf and dry at about 130-140 degrees for 24 hours. This will be sufficient in most cases.

Bill of materials

1. 1 large used refrigerator
2. 1 used electric oven element
3. Thermostat wire and gauge in degrees Fahrenheit
4. 1 thermometer (130-140° drying range)

PLANT PRESS:

Use a slatted press about 12 inches by 18 inches and have ropes or straps to cinch the press up tight.

When pressing samples use the following method:

1. A sheet of absorbent material (blotter)
2. 2-3 thicknesses of newspaper
3. Plant specimen
4. 2-3 thicknesses of newspaper
5. A sheet of absorbent material
6. A sheet of corrugated cardboard
7. Repeat for the next specimen
8. Clamp tightly together

Change newspaper after 24 hours for plants that require further drying.

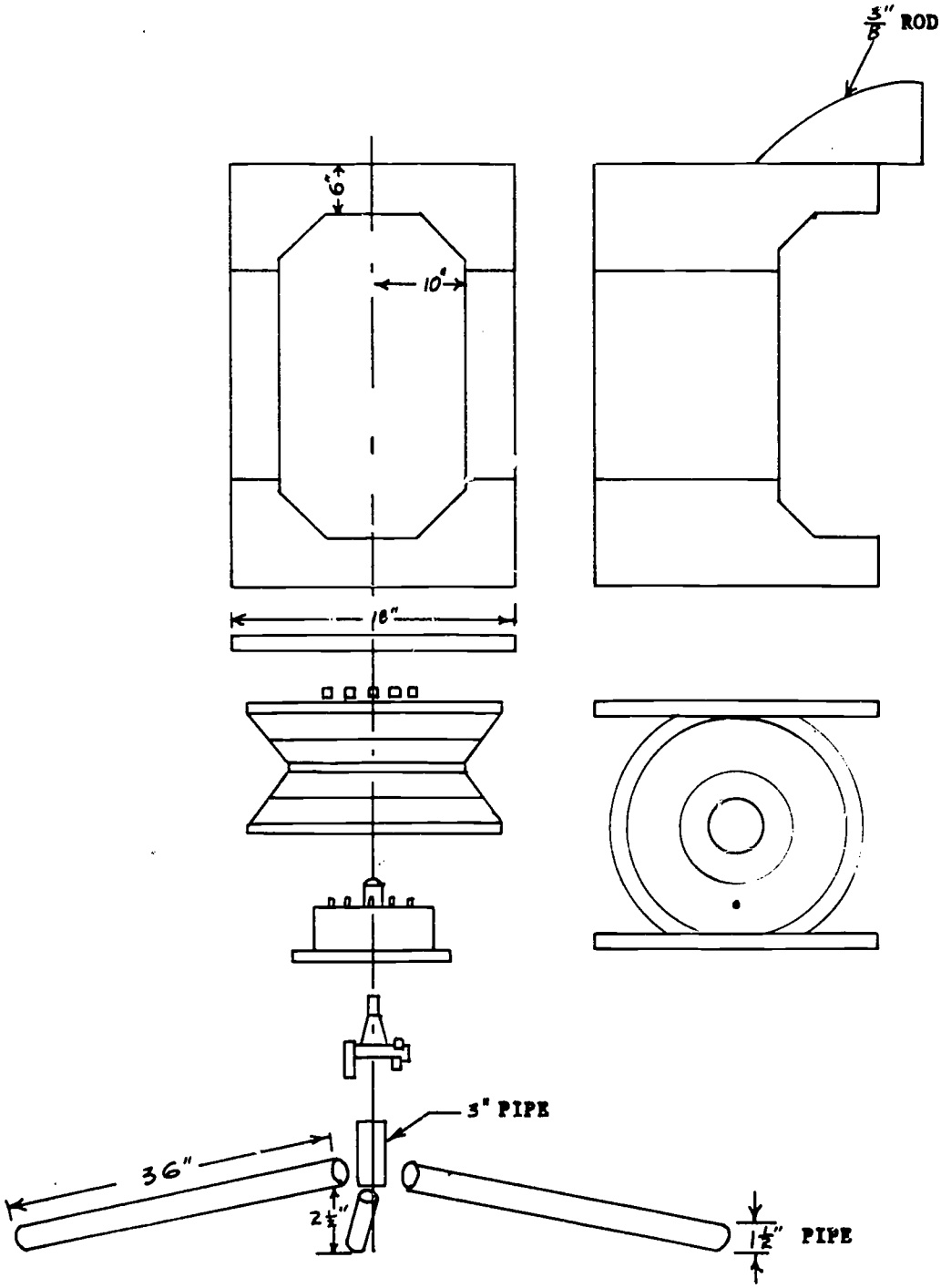

SALT OR MINERAL FEEDER

SALT OR MINERAL FEEDER

LIST OF MATERIALS

1 - 30 or 55 Gallon drum
3 - 1 1/2 x 36" Pipe
1 - 3" x 6" Pipe
1 - Wheel
1 - Spindle
2 - 1/2" x 18" Pipe
1 - 3/8 x 20" Round stock fin
1 - Sheet metal for fin

Caution:

When cutting barrels with torch - fill barrel with water before starting to cut.

ERIC

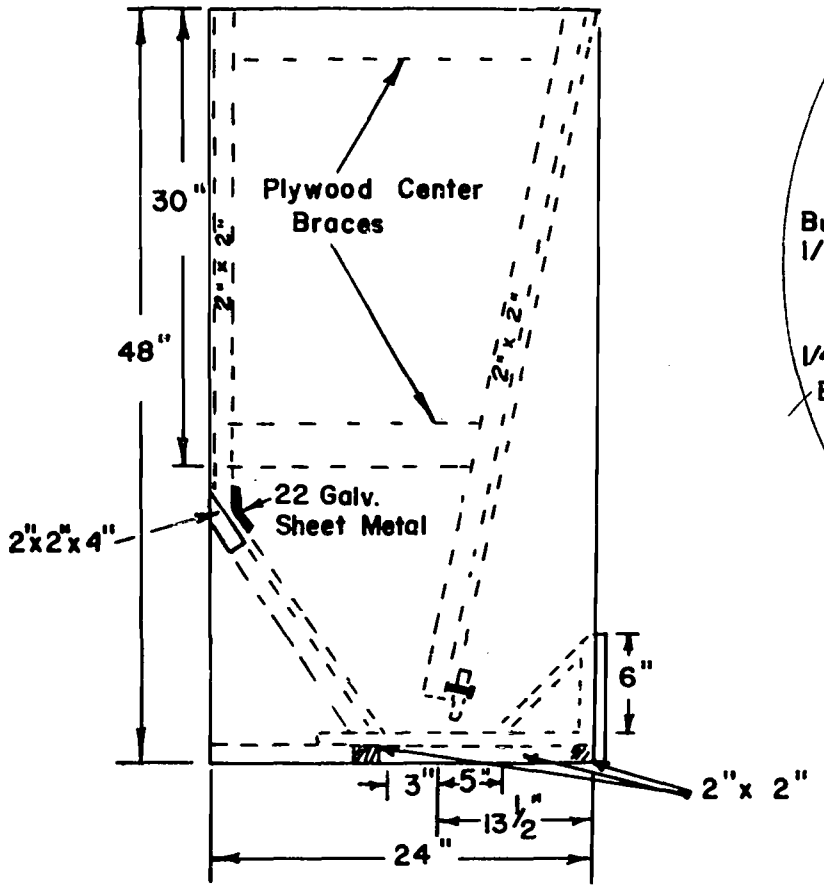

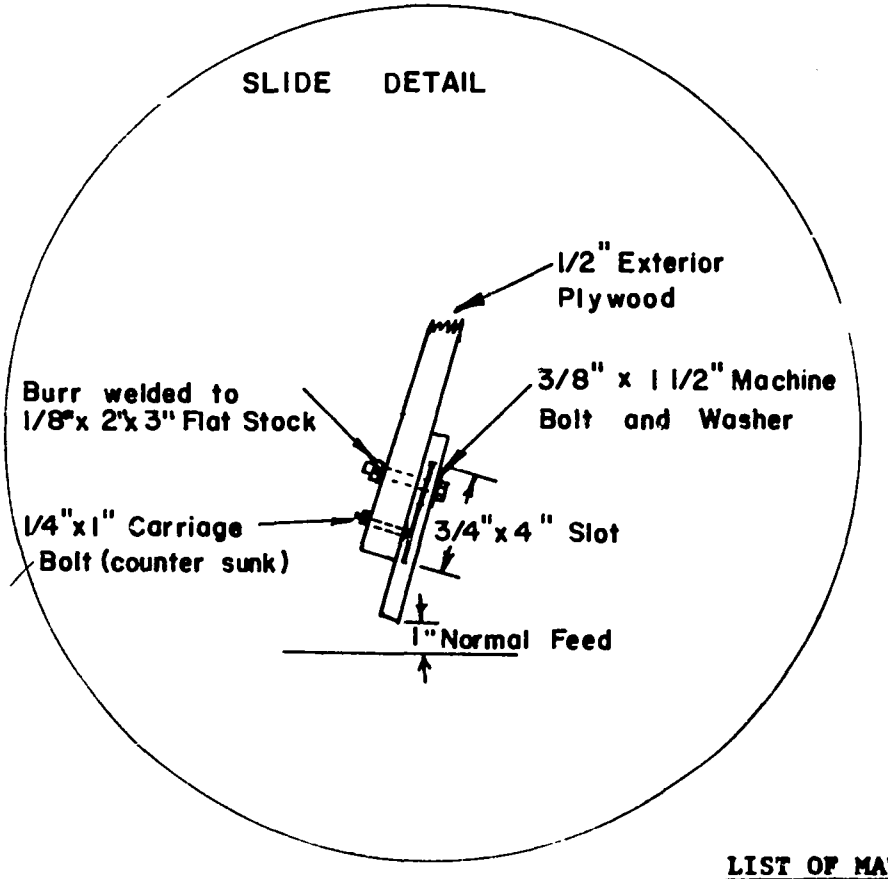

LIST OF MATERIALS

2 - Sheets 1/2" x 4' x 8' Exterior Plywood
37' - 2" x 2" Planed Fir
2 - 3/8" x 1 1/2" Machine Bolts and Washers
2 - 1/4" x 1" Carriage Bolts
2 - 1/8" x 2" x 3" Flat Stock
1 - 6" x 48" 22 Gage Sheet Metal

FEEDER CALF SELF-FEEDER

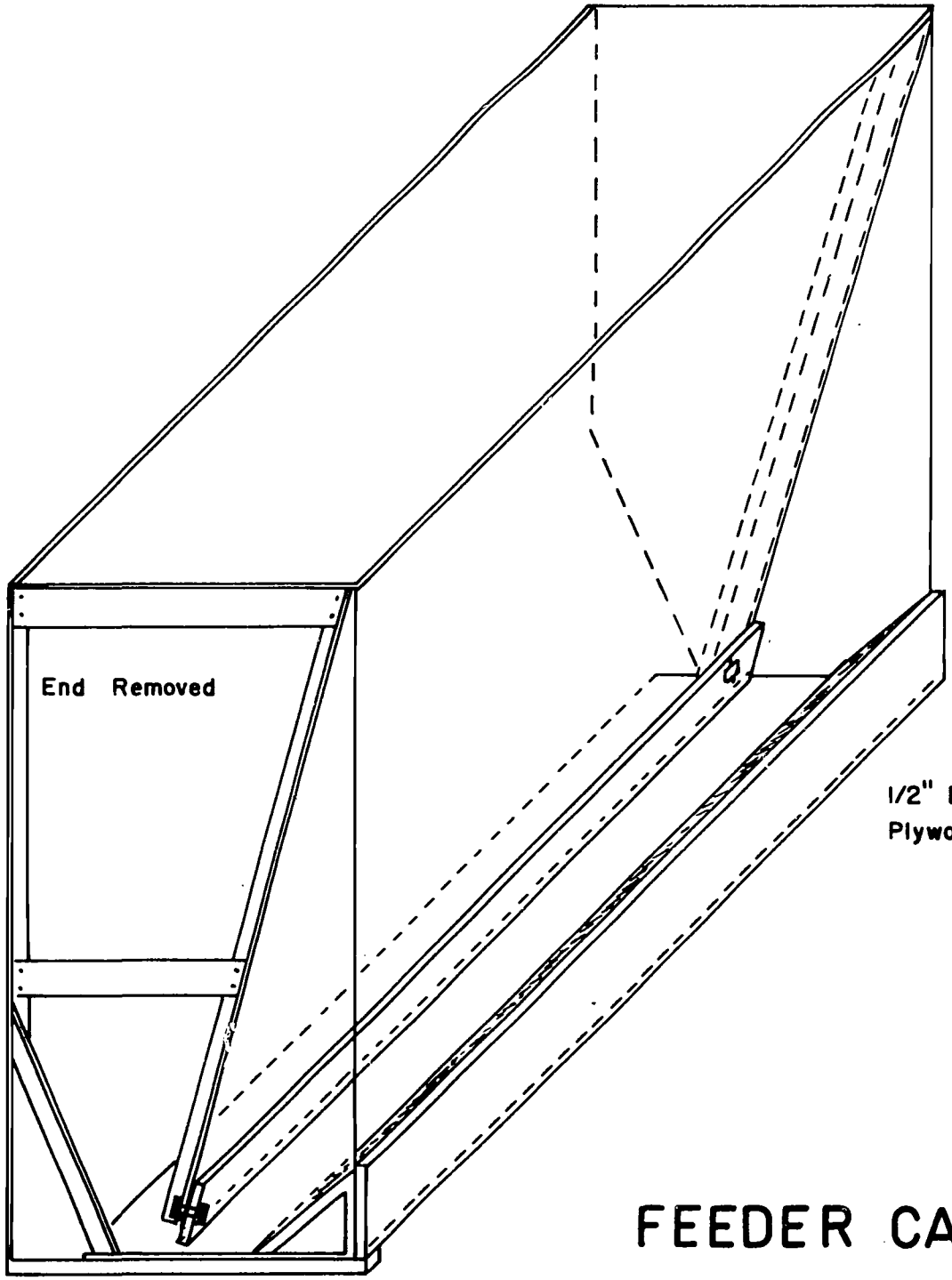

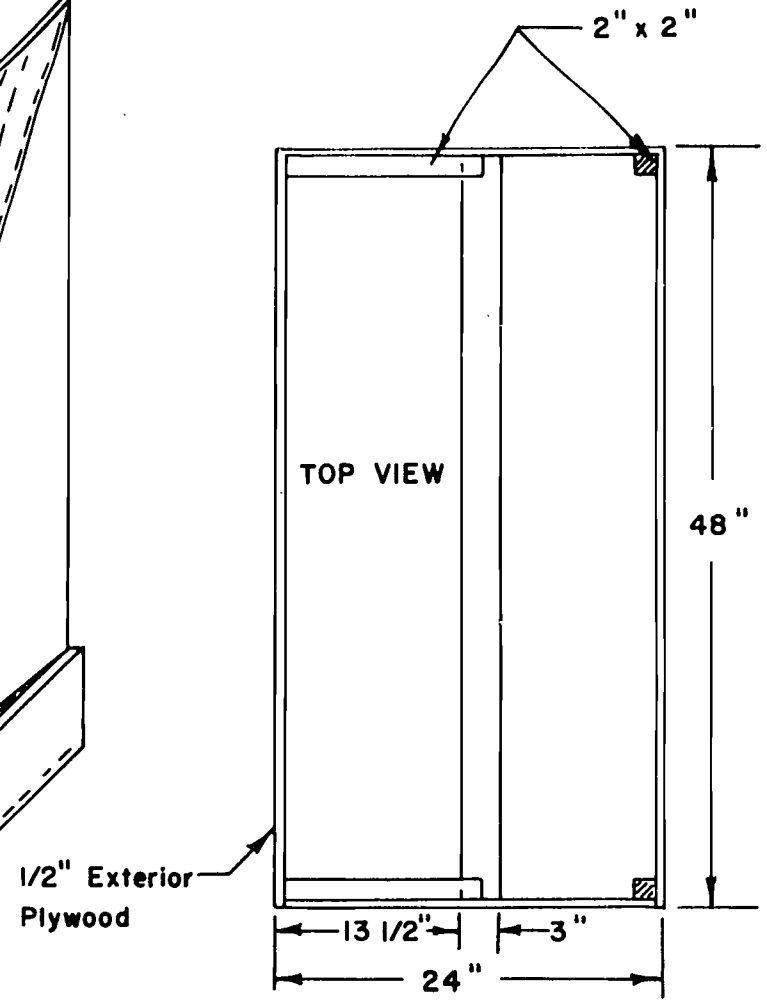

FEEDER CALF SELF FEEDER

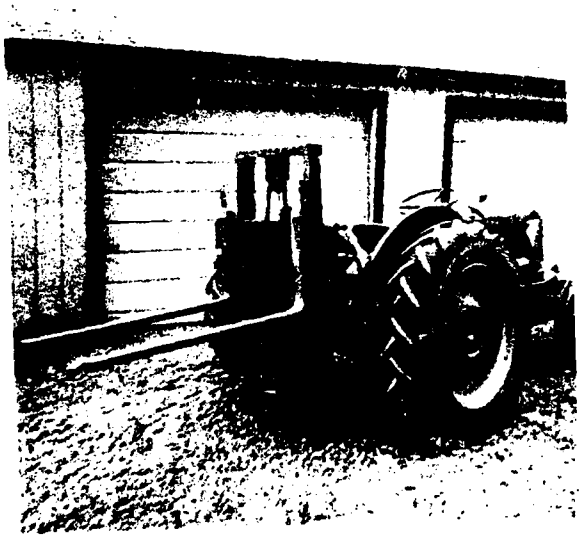

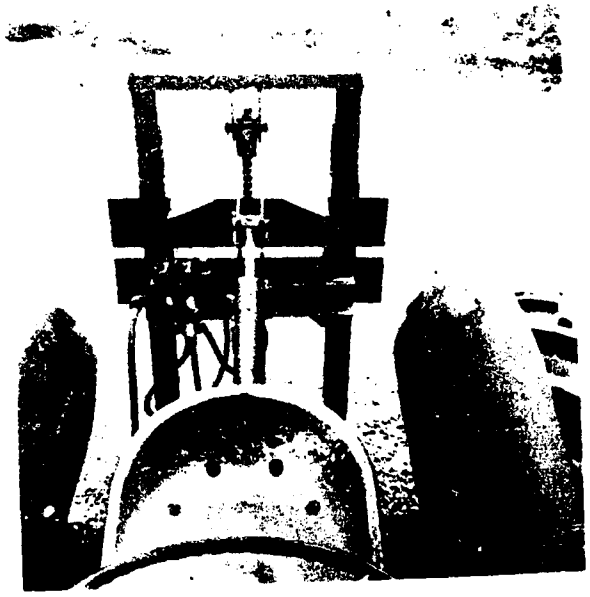

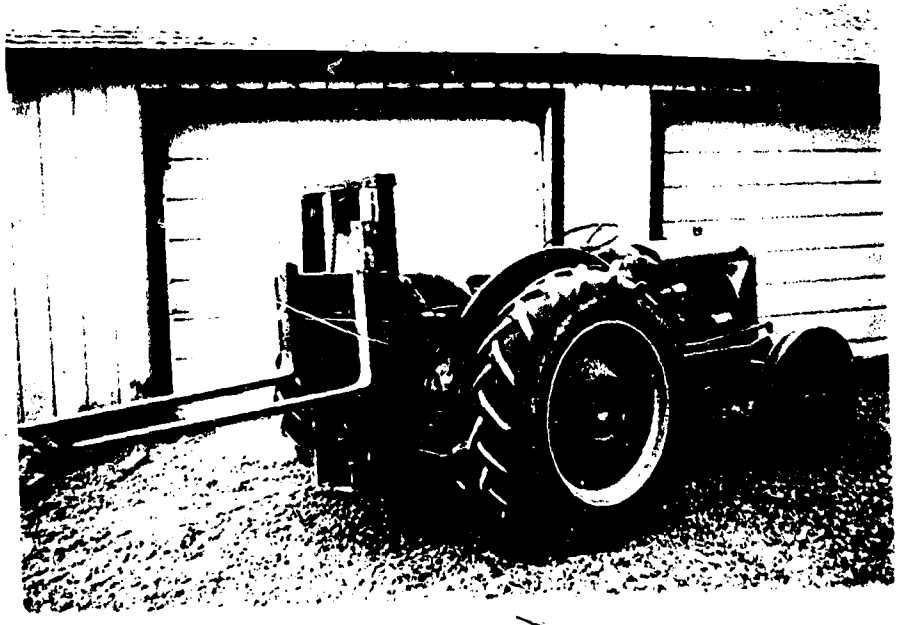

HYDRAULIC FORKLIFT

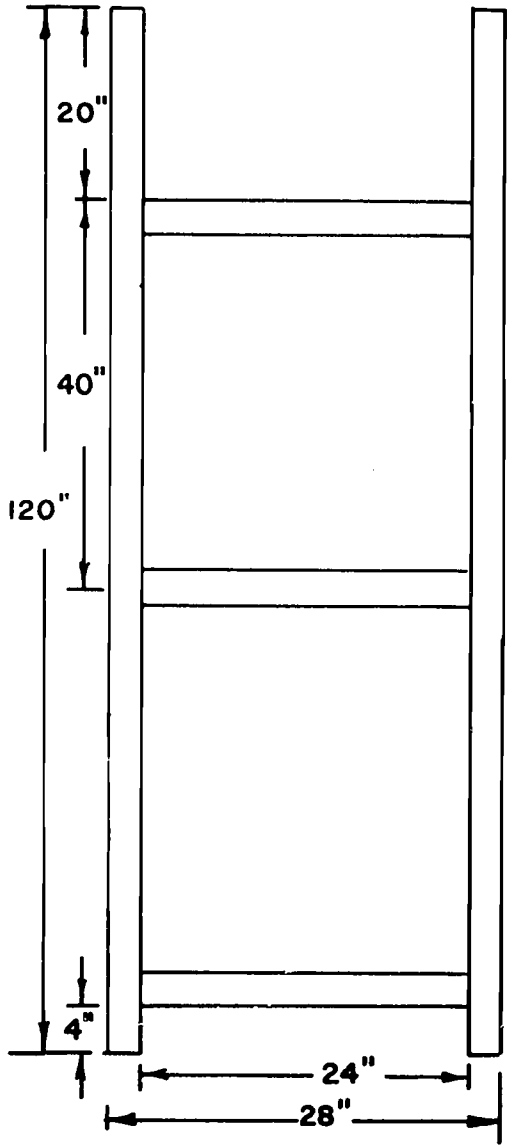

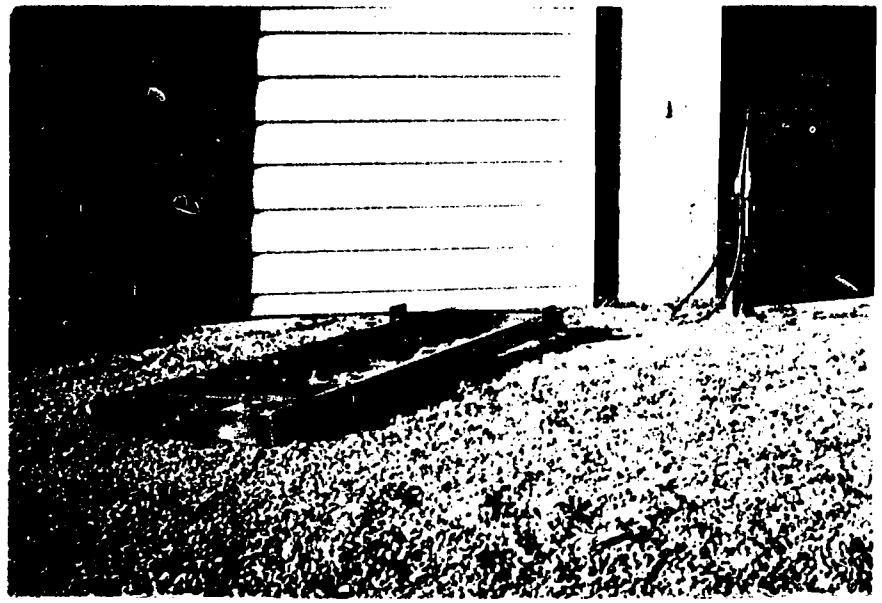

HYDRAULIC FORKLIFT-CARRIER FRAME

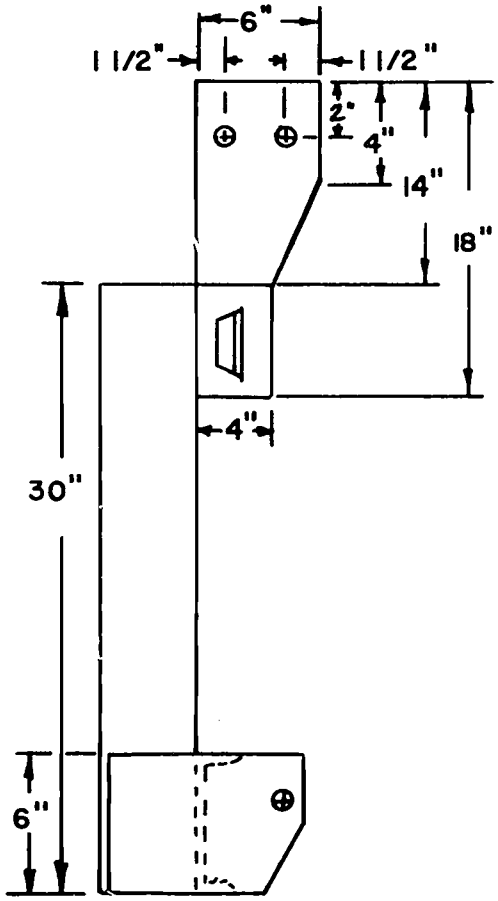

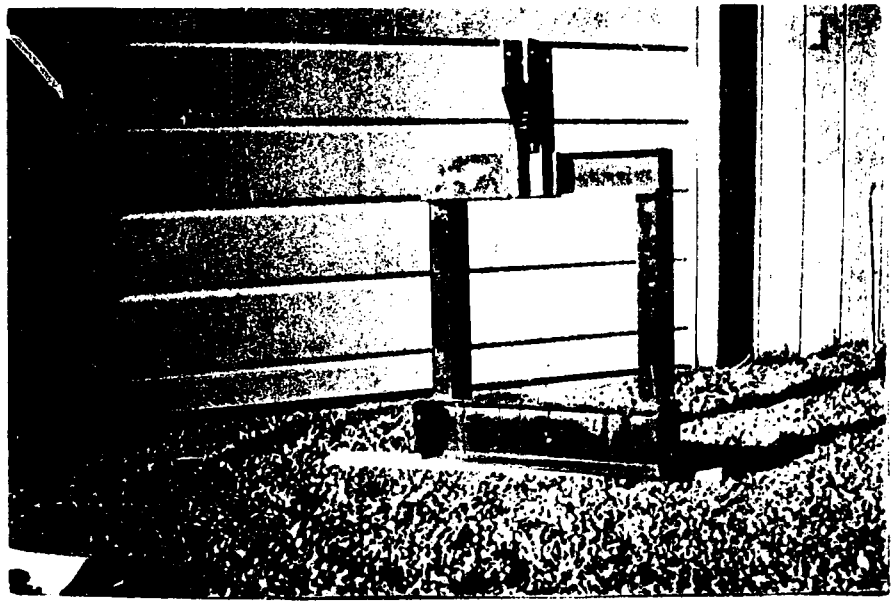

CHANNEL CARRIER-FORKLIFT

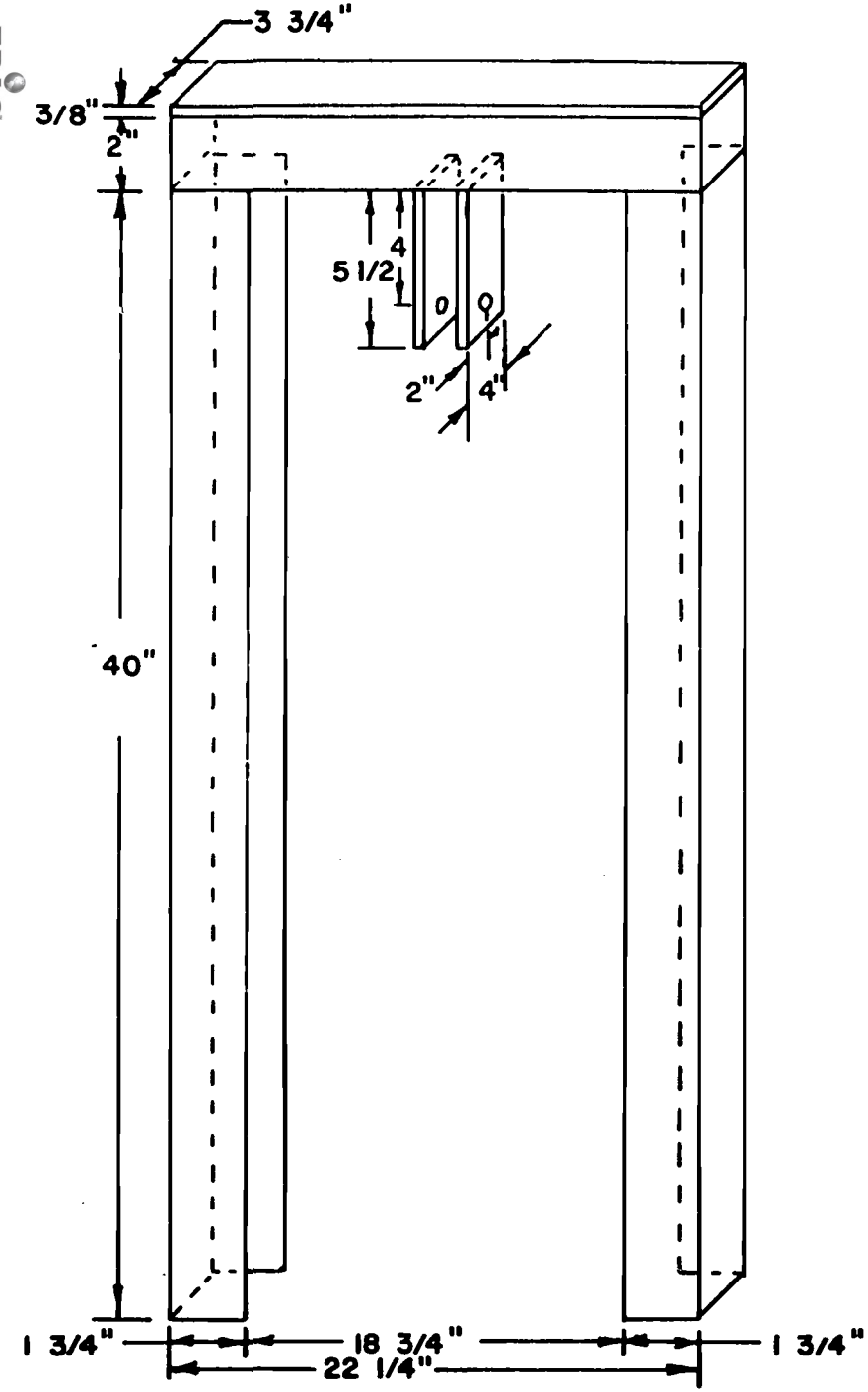

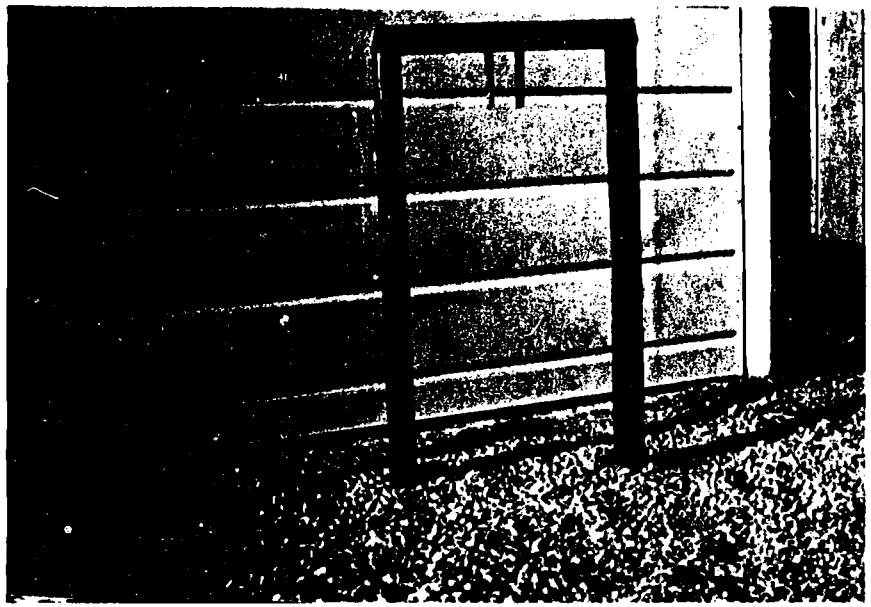

TELESCOPIC CHANNEL

HYDRAULIC FORKLIFT

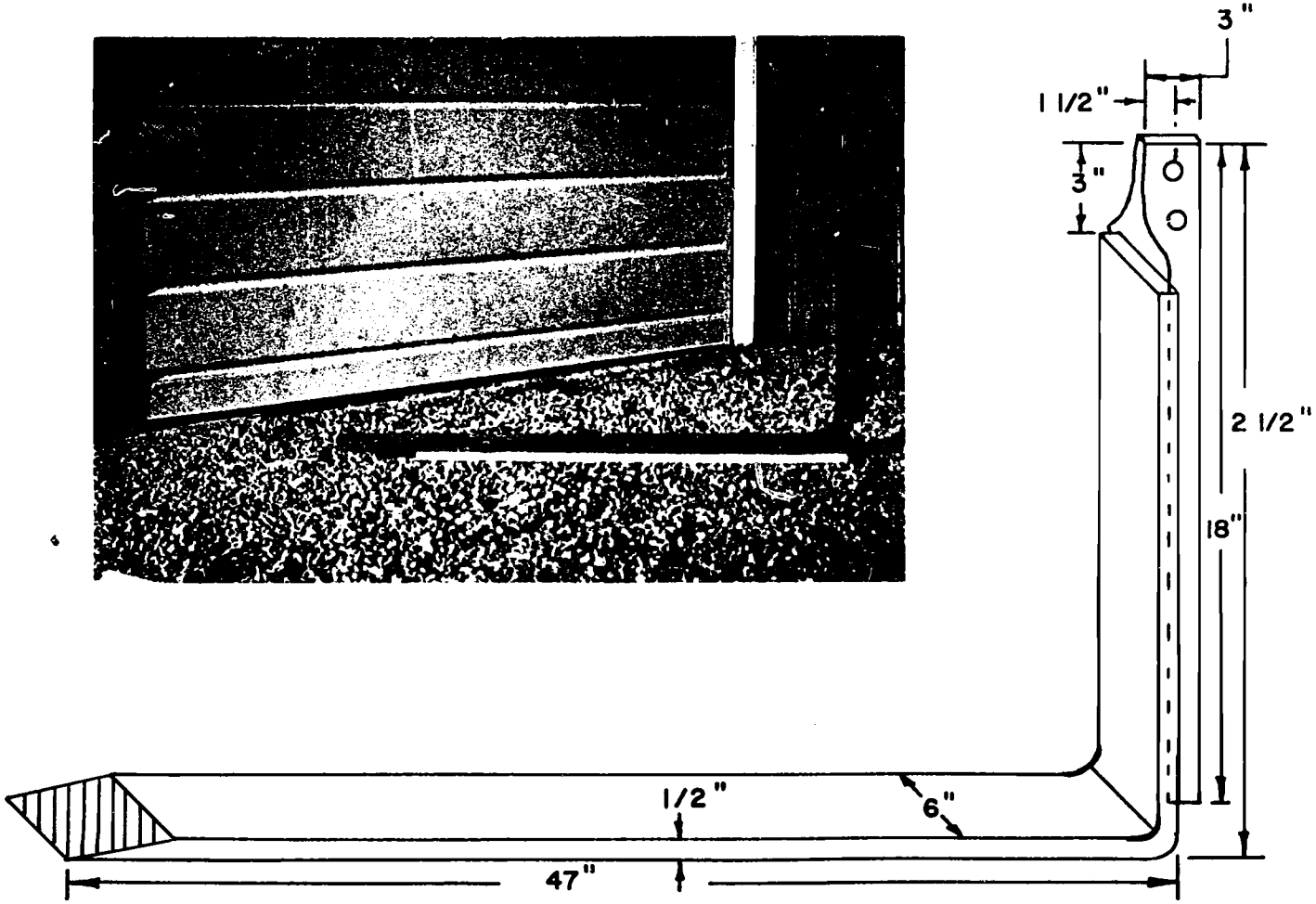

TONGS & CHAIN ROLLER-FORKLIFT

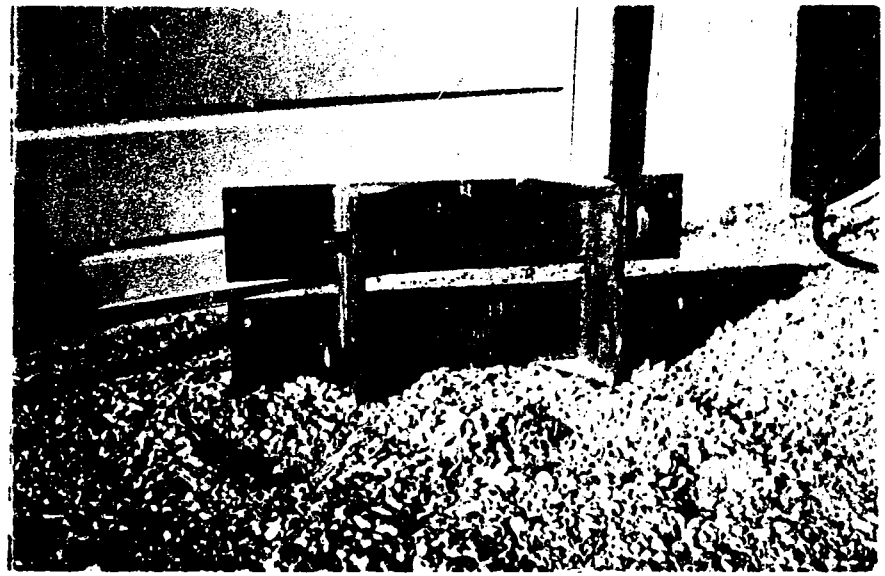

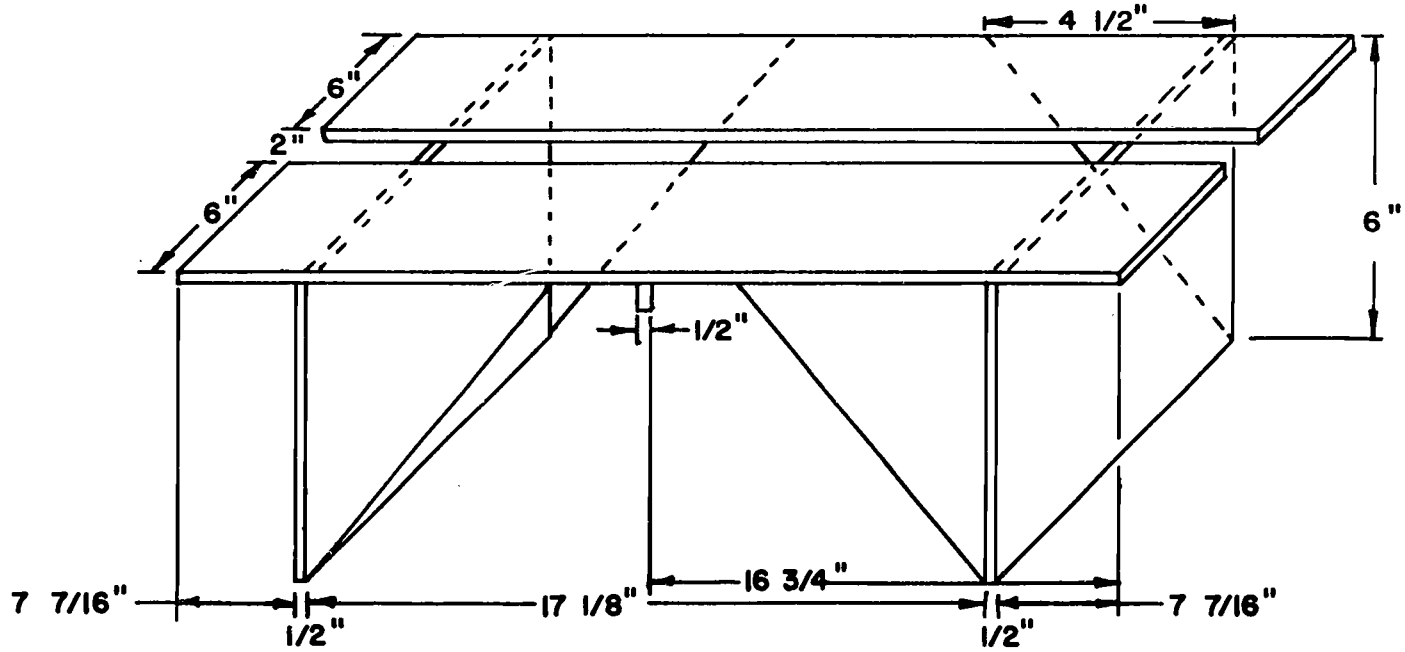

TRAVELING LIFT BRACKET-FORKLIFT

HYDRAULIC FORK LIFT

LIST OF MATERIALS

30' - 4" Channel
23" - 6" Channel
12' - 1 1/4" x 3" Flat Bar
9" - 1/4" x 5" Flat Bar
7" - 1/4" x 6" Flat Bar
4' - 1/4" x 4" Flat Bar
65" - 3/16" x 4" Flat Bar
61" - 1/2" x 6" Flat Bar
94" - 3/8" x 6" Flat Bar
13" - 3/8" x 5" Flat Bar
33" - 3/8" x 4" Flat Bar
3' - 3/8" x 3" Flat Bar
14" - 4" I Beam
28" - 3 1/4" Round Stock
2 - 3/4" - 5/16" Reducers
6 - 1/2" - 5/16" Reducers
1 - 1/2" x 1" Nipple
2 - 3/4" - 1/2" Reducers
2 - 1/2" - 38" Reducers
1 - 1/2" x 3" Nipple
2 - 1/2" L's
2 - 1/2" Street L's
4 - 3/4" Street L's
2 - 1/2" Couplings
48" - 1/2" Pipe
5 - 1/4" M x 1/4" F Hydraulic Unions
1 - 3/8" M x 1/4" f Hydraulic Unions
1 - 1/4" x 30" Hydraulic Hose
1 - 1/4" x 36" Hydraulic Hose
2 - 3/8" x 60" Hydraulic Hose
2 - 1/4" x 24" Hydraulic Hose
1 - Hydraluic Cylinder, Double Acting - 30" Stroke
1 - Hydraulic Cylinder, Double Acting - 8" Stroke
4 - Steel Ball Bearing Rollers
1 - Two Cylinder, Double Acting Valve
3 - 3/8" x 3 1/2" Hex Bolts
3 - 3/8" Hex Nuts
2 - #60 Chain Master Links
31" - #60 Chain
2 - 3/4" x 1 1/2" Hex Bolts
2 - 1" x 2" Hex Bolts
140" - Special Factory Steel (Slide Channel

Approximate Total Cost $365.00

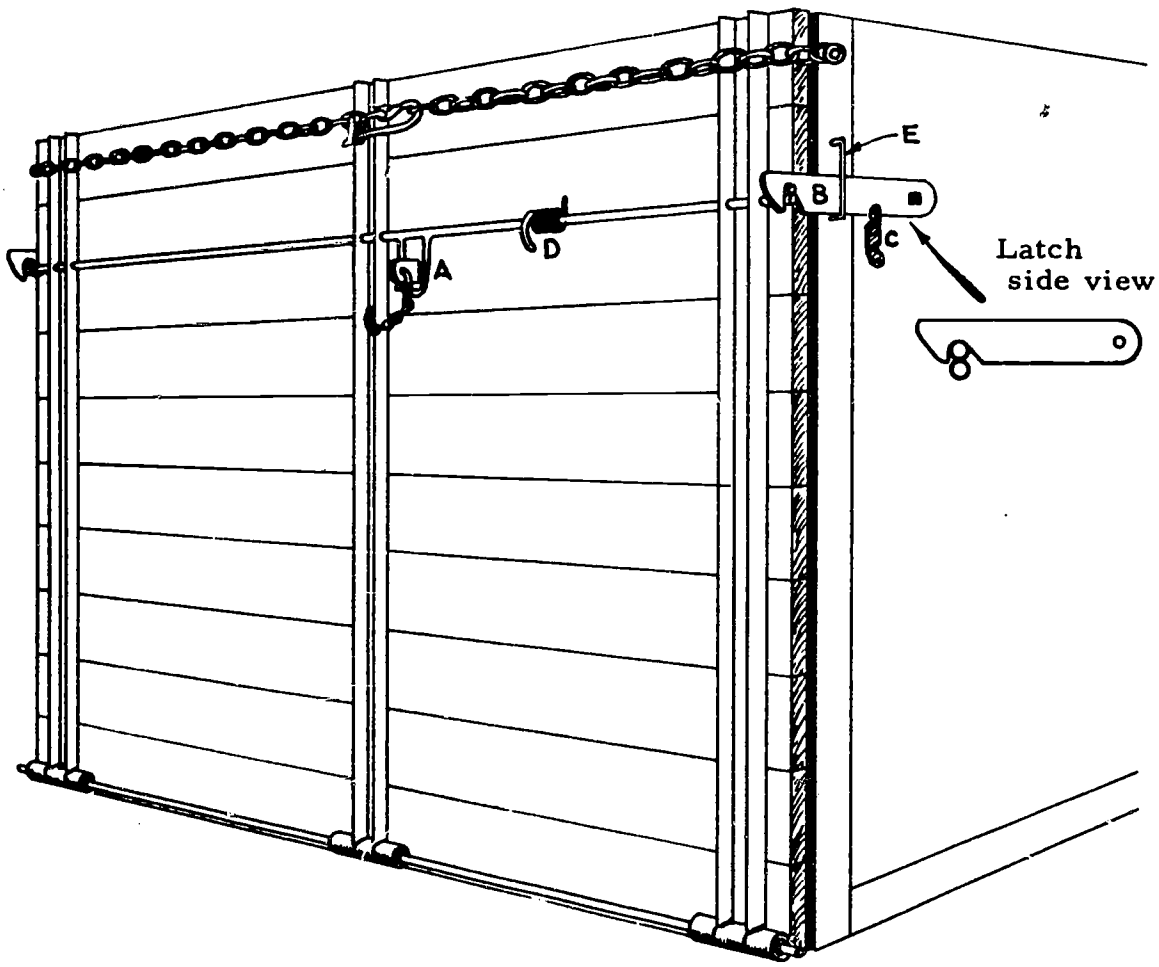

AUTOMATIC LATCHING DEVICE

ERIC

AUTOMATIC LATCHING DEVICE FOR STOCK TRAILER DOOR
eliminates any need for unscrewing rods, losing
nuts, bolts, etc. when loading livestock.

Notes on operation--

1. When lever "A" is lifted, rod approximately 3/4" D rotates freeing notch on latch "B"; upon release of lever, latches "B" return to original position by aid of extension springs, "C"; also lever returns to closed position by aid of torsion spring "D."
2. As stop "E" is welded to angle iron upright to prevent latch "B" from dropping down too far and interfering with opening of door.
3. Pipe of suitable diameter is used to make bearing points on 2" channel uprights for latch arrangement; also pipe is used for hinges at bottom with rod forming pin or hinge.
4. As a means of security during transport, a chain and binder arrangement as shown is recommended. If more security is desired, a T-shaped piece of metal (made from 1/4" x 2" flat) may be bolted to door and located so it will pass through lever "A," then a hook and short piece of chain can be used to hold more securely the latching mechanism.

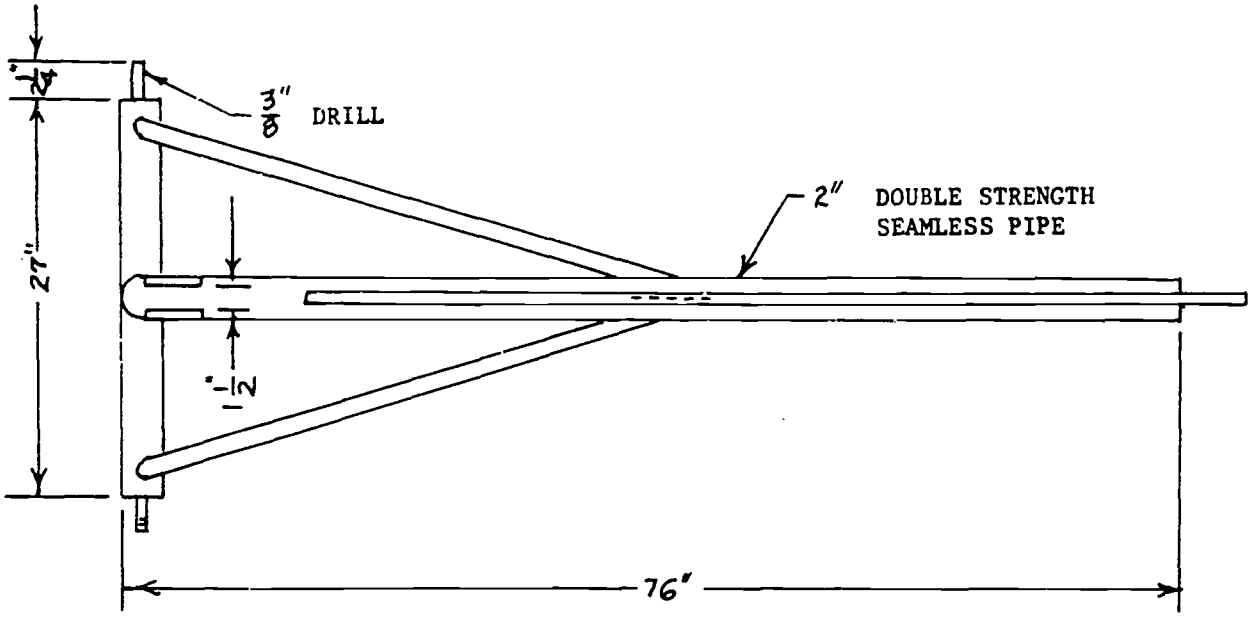

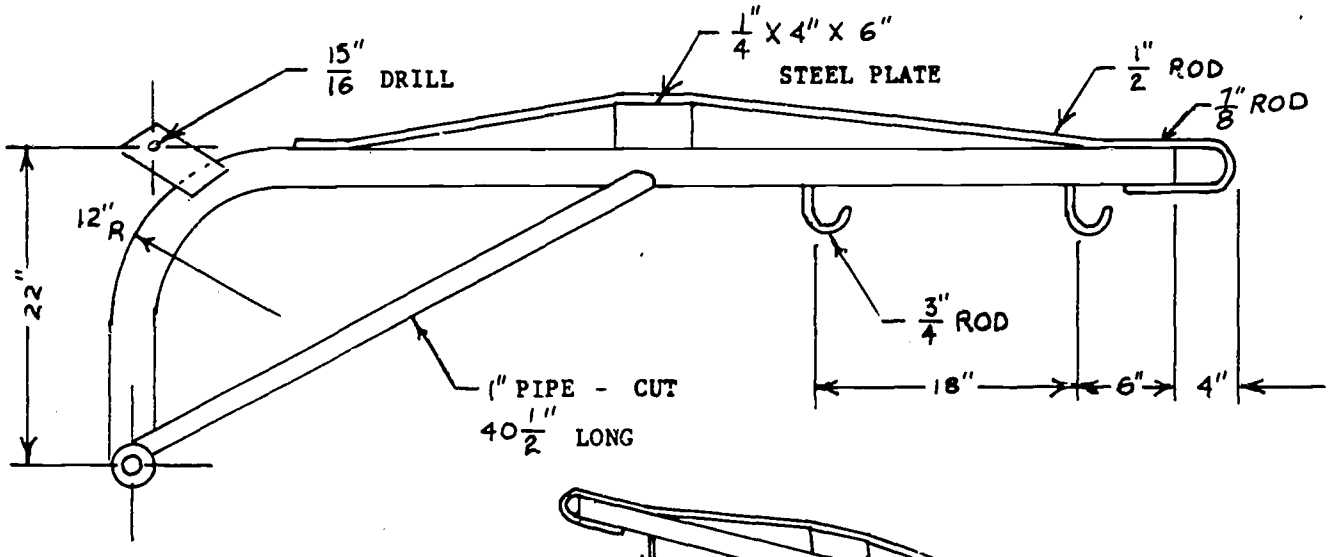

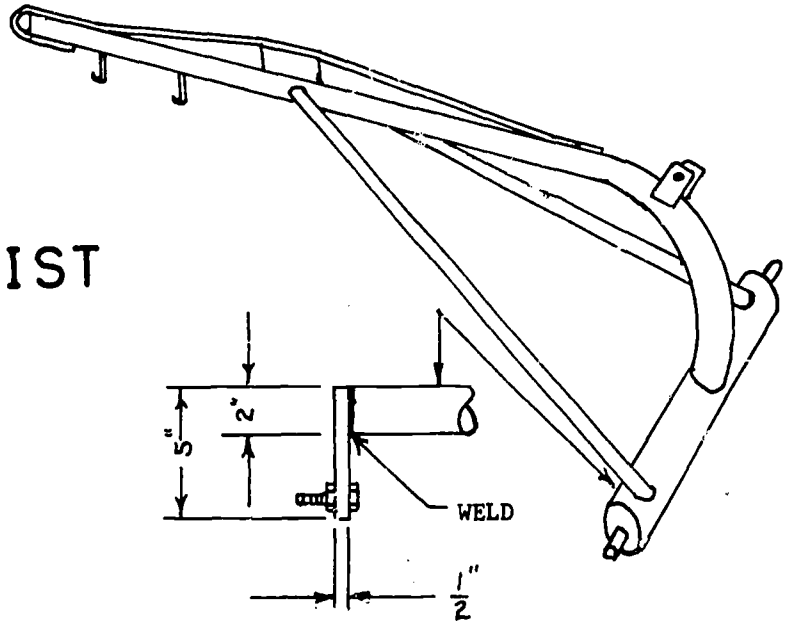

THREE-POINT HOIST

THREE POINT HOIST

LIST OF MATERIALS

1 - 2" x 98" Double Strength Pipe
1 - 2" x 27" Double Strength Pipe
2 - 1" x 40 1/2" Pipe for Braces
1 - 7/8" x 20 1/4" Round Rod for Hitch
2 - 3/8" x 2" x 2" Flat Metal for Closing in Hitch
2 - 1/4" x 4" x 6" Flat Metal for Top Hitch
1 - 3/8" x 3" x 5" Plate for Top Truss
2 - 3/4" x 7" Round Rod for Bottom Hooks

Alternate Hitch

2 - 1/2" x 2" x 5" Flat Metal
2 - 7/8" Implement Hitch Pins

ERIC

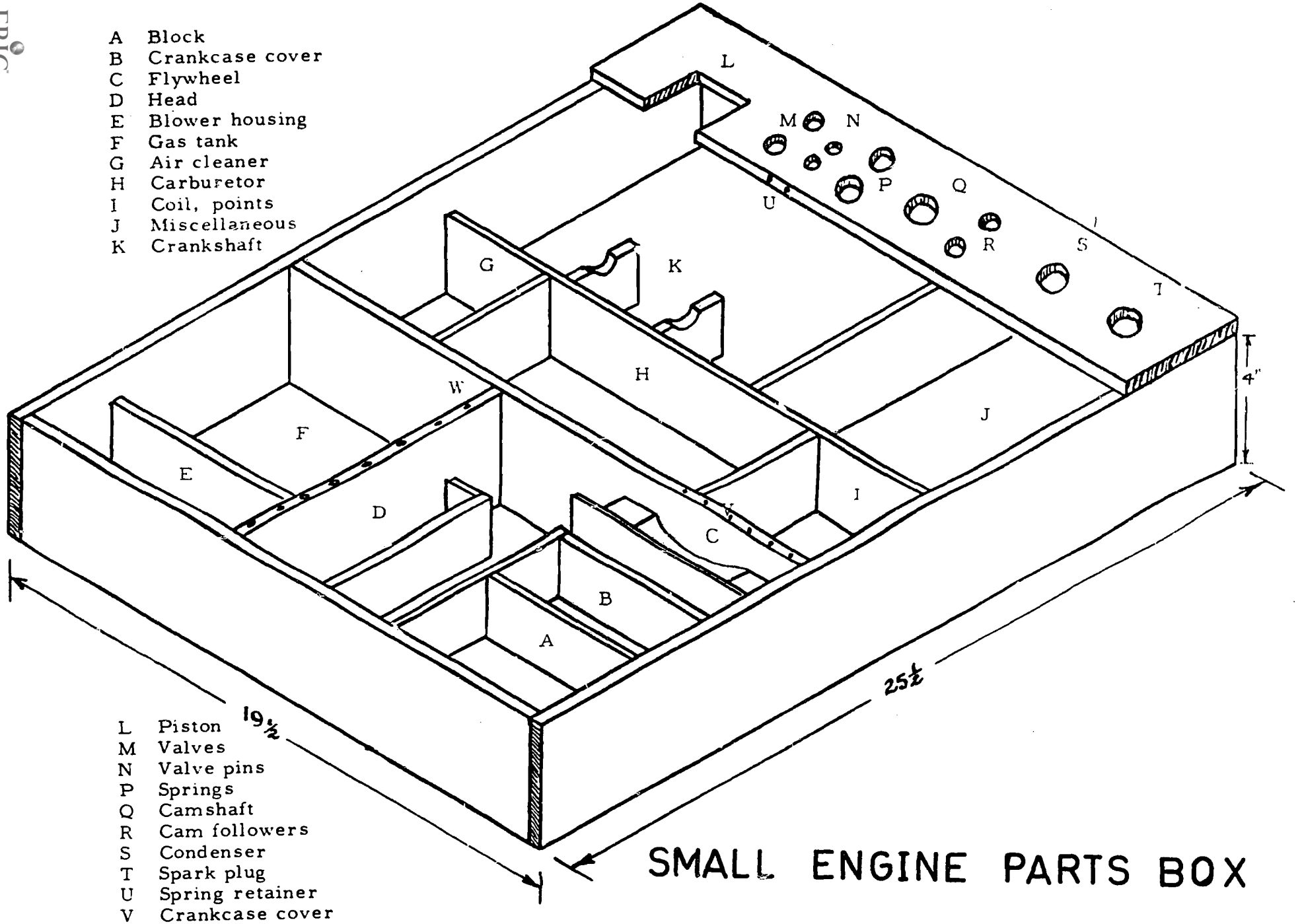

SMALL ENGINE PARTS BOX

SMALL ENGINE PARTS BOX

When disassembling a small gasoline engine, a student will usually place the parts in a neat pile on the work bench. During the course of the work on the engine parts are sometimes lost. At best, confusion results from the lack of organization of the disassembled parts.

The small engine parts box described here is so designed that each major component of the engine may be assigned a compartment. Each component may be completely disassembled and all parts kept in the assigned compartment. This arrangement allows more rapid reassembly and a degree of assurance that parts will not be lost. The small engine parts box also has the advantage of helping the student learn the parts of the small engine.

LIST OF MATERIALS

1 - 3/4" x 19 1/2" x 25 1/2" Plywood - Bottom
3 - 1" x 4" x 18" - Ends - Partition
1 - 1" x 4" x 19 1/2" Top
2 - 1" x 4" x 10 1/2" Partition
10 - 1" x 3" x Various Lengths - Partitions

ERIC

PORTABLE CLASSROOM AND SHOP PODIUM

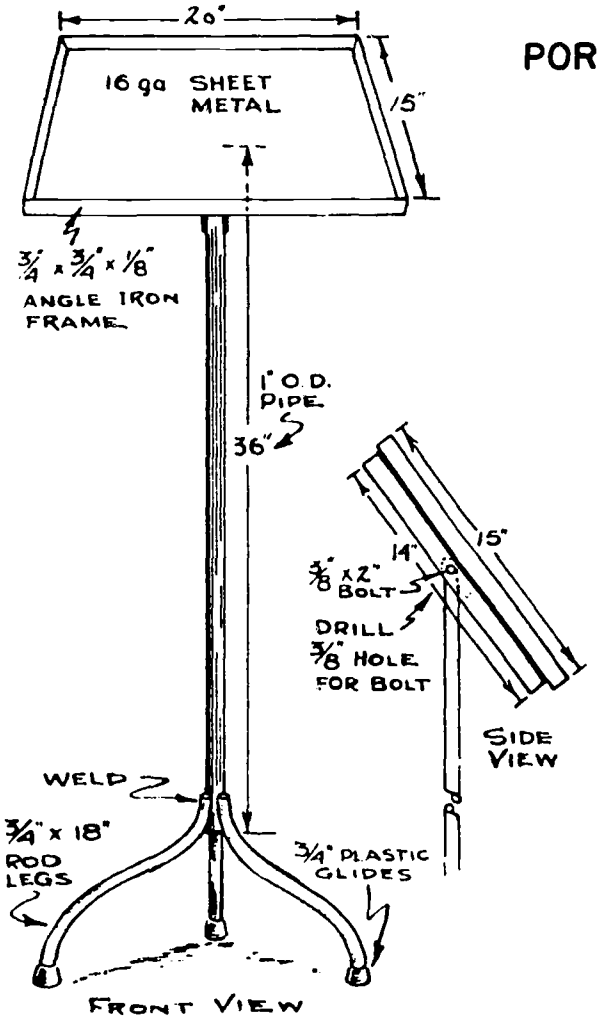

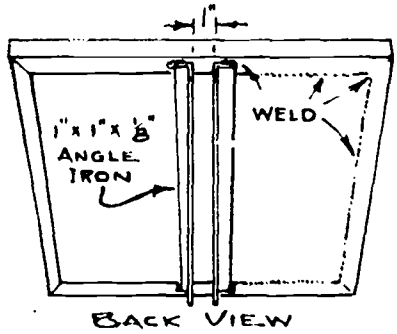

MATERIALS NEEDED

Angle iron frame – 70" - 3/4" x 3/4" x 1/8"
Sheetmetal - 200 sq. in - 16 guage
Bolt – 1 - 3/8" x 2"
Angle iron 2 pieces - 14" - 1" x 1" x 1/8"
Pipe 1" - O.D. - 36"
Rod 3/4" x 54"
Plastic Glides - 3/4" - (3)

You may find it very handy to have available a portable podium that you may use at various places in the classroom or the shop on which you may place notes or other reference material while giving a demonstration away from your regular teaching station.

This podium top is adjustable so that it can serve as a small stand or tilt and serve as a reference stand.

CLASSROOM AND SHOP PODIUM

ERIC

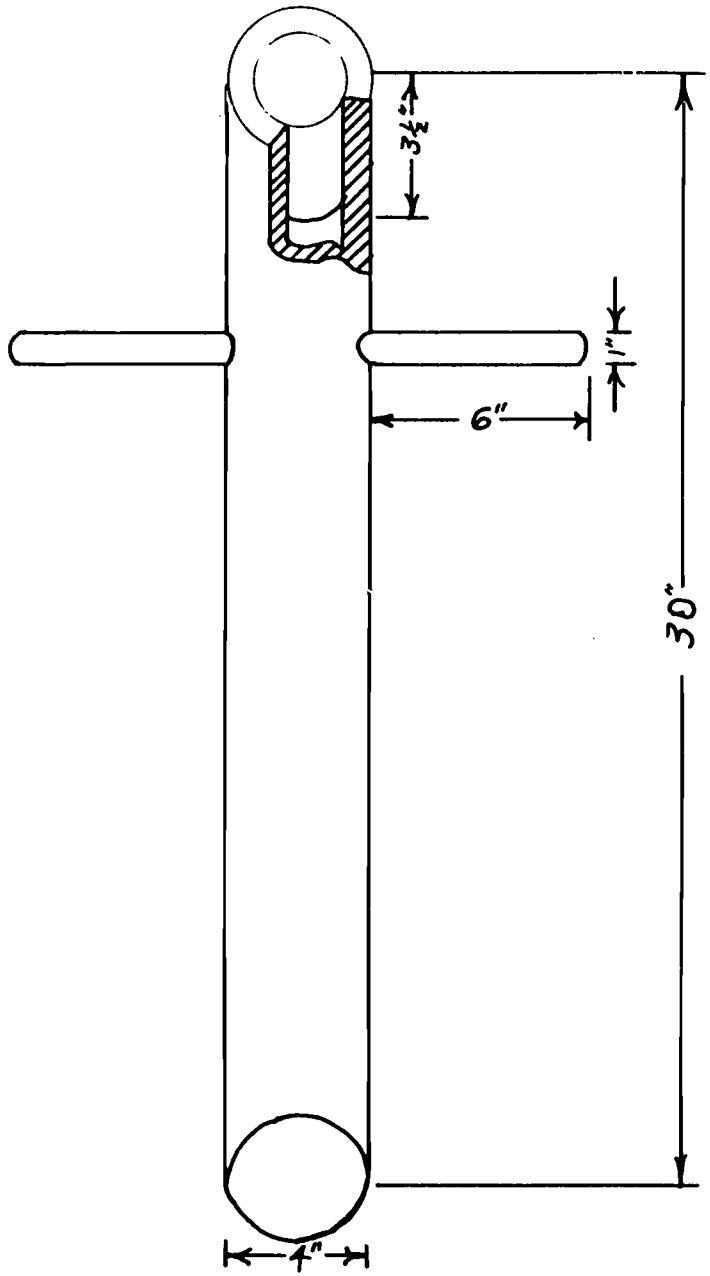

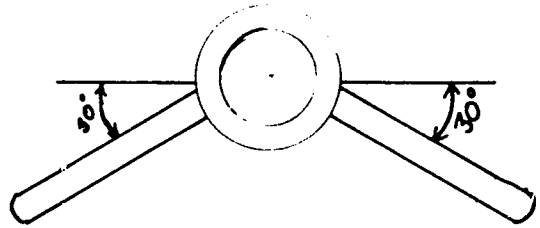

LIST OF MATERIALS

1 - 4" x 30" Black Pipe
2 - 1" x 6" Black Pipe
1 - 4" x 3 1/2" Steel Plug

STEEL POST DRIVER

LIST OF MATERIALS

2 - 1/2" x 14" Pipe
2 - 1/2" x 12" Pipe
2 - 1/2" x 24" Pipe
4 - 3/4" x 28" Pipe
1 - 1" x 24" Pipe
1 - 1 1/4" x 24" Pipe
2 - 3/8" x 12" Allen Screws

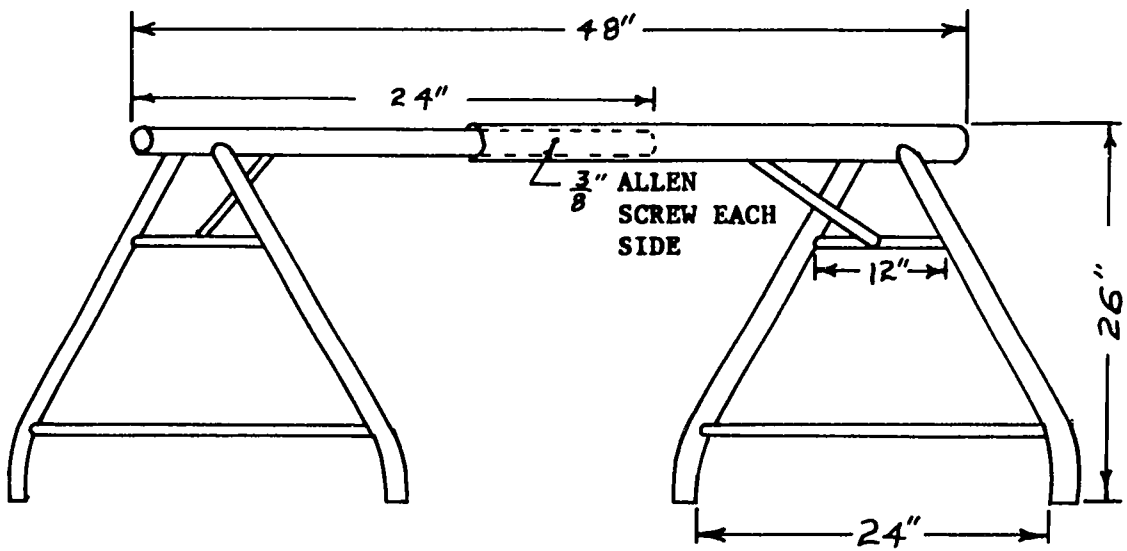

ADJUSTABLE SAWHORSE

Hydraulic Press for Shop

by

Harvey R. Wallace
Graduate Student

The following plan and explanation of a shop-made hydraulic press can be used in many ways - some of which are as follows:

1. It can be used to bend steel where the temper cannot be replaced in the steel. Examples are tractor draw-bar arms and other such items made from spring steel.

2. It can be used to break welds for inspection of penetration and slag pockets.

3. It can be used to press bearings, piston sleeves, and value guides in machinery and engines.

4. It can be used to make prefabricated parts. Truck rack stirrups are an example.

5. Other jobs of pressing and straightening could be mentioned but individual instructors will have many other uses.

University of Idaho

Department of Agricultural Education

1966

PRINCIPLES OF OPERATION

The principle of operation of the hydraulic press is that for every action there is an equal and opposite reaction. The press presented here employs this principle of operation.

By exerting the force on the stationary plates, letter "t", above the hydraulic cylinder of the jack, the jack body and ram assembly move downward to produce the pressure. After the desired pressure has been applied, the jack release valve is opened to take the pressure from the ram assembly. The compression springs exert a force on the steel strip just below the nuts of the part "j" which are connected to the ram assembly. This pressure is necessary in order to keep the jack in place constantly. The ram assembly is designated by the letters "r" and "s" on Page 3.

The table "e" can be adjusted to fit the various sizes of objects to be pressed. The cables and drums lift or lower the table into position until the steel locking and supporting pins are in place.

Blocks and other stock can be made and squared on each end to be used between the ram and the work resting on the table; this will eliminate to a certain extent, moving the table to fit every job.

Various types and thicknesses of blocks can be made to use between the ram head object to the pressed to form particular curves or bends.

LIST OF MATERIALS

(a) 1 piece - 2" angle iron with 3/16" web, 50" long: Bottom brace

(b) 2 pieces - 3" angle iron with 1/4" web, 24" long: Bottom Brace, Beveled End

(c) 4 pieces - 3" angle iron, 1/4" web, 73" long: Press legs

(d) 2 pieces - 5/8" steel rod, 43" long: Bent to fit the ends of the table

(e) 4 pieces - 5/8" steel bolts, 12" long: Used to hold the table together

(f) 2 pieces - 8: channel iron, 1/2" web or heavy weight, 52" long: For table

(g) 2 pieces - 1/4" x 7 1/2" steel plate, 20" long: For gusset plate in table

(h) 2 pieces - 1/4" cable, 70" long (each): Used to fasten table to drums

(i) 2 pieces - 5" channel iron, heavy weight or .325" web, 50" long: Frame top

(j) 2 pieces - 1" steel rod threaded at one end, 36" long: Fasten springs to ram

(k) 1 piece - 3/16" x 3" steel strap, 18" long: Tie rods (j) together

(l) 2 pieces - spring with 2 1/2" <u>inside</u> diameter, 18" long: To return ram assembly

(m) 4 pieces - 1/4" x 4" steel plate, 22" long: Diagonal brace.

(n) 4 pieces - 1/4" x 2 1/2" steel, 17" long: See detail #2, diagonal brace

(o) 2 pieces - 2" pipe, 15" long: Guides for pipe (p) for ram assembly

(p) 2 pieces - 1 1/2" pipe, 15" long: Bushing for the bolts (j), inside part (o)

(q) 1 piece - 5/8" steel, 18" x 10": See detail #1, part of ram assembly

(r) 1 piece - 5/8" steel, 10" diameter: See detail #1

(s) 1 piece - 2" round stock, 2" long: Ram Block

(t) 2 pieces - 5/8" x 10" x 10" and 5/8" x 10" x 8": Steel plate to receive jack

(u) 1 piece - 1" steel rod, 61" long: Shaft for the cable drums

(v) 1 piece - 1" steel rod, 6" long: Shaft for stop dog (y)

(w) 2 pieces - 1/4" x 3 3/4" steel, 10" long: Braces for top of frame

(x) 4 pieces - 1/4" cable clamps: To fasten cable to table arms

(y) 1 piece - use scrap material to make stop dog, 7" long

(z) 2 pieces - 3/8" x 5" steel, 50" long: Weld to inside the 5" channel at top of frame

List of Materials Continued

(aa) 2 pieces - 1/4" x 9" steel plate, 16" long: Braces for top of press

(bb) 4 pieces - 3/4" pipe, 10 1/8" long: Spacers for bolts (e) on table

(cc) 4 pieces - 1" steel pins #41-40 steel, 15" long: To lock table in place and for support on the table

(dd) 3 pieces - 1 1/8" pipe, 6" long: Bearings for the cable drum shaft (u)

ERIC

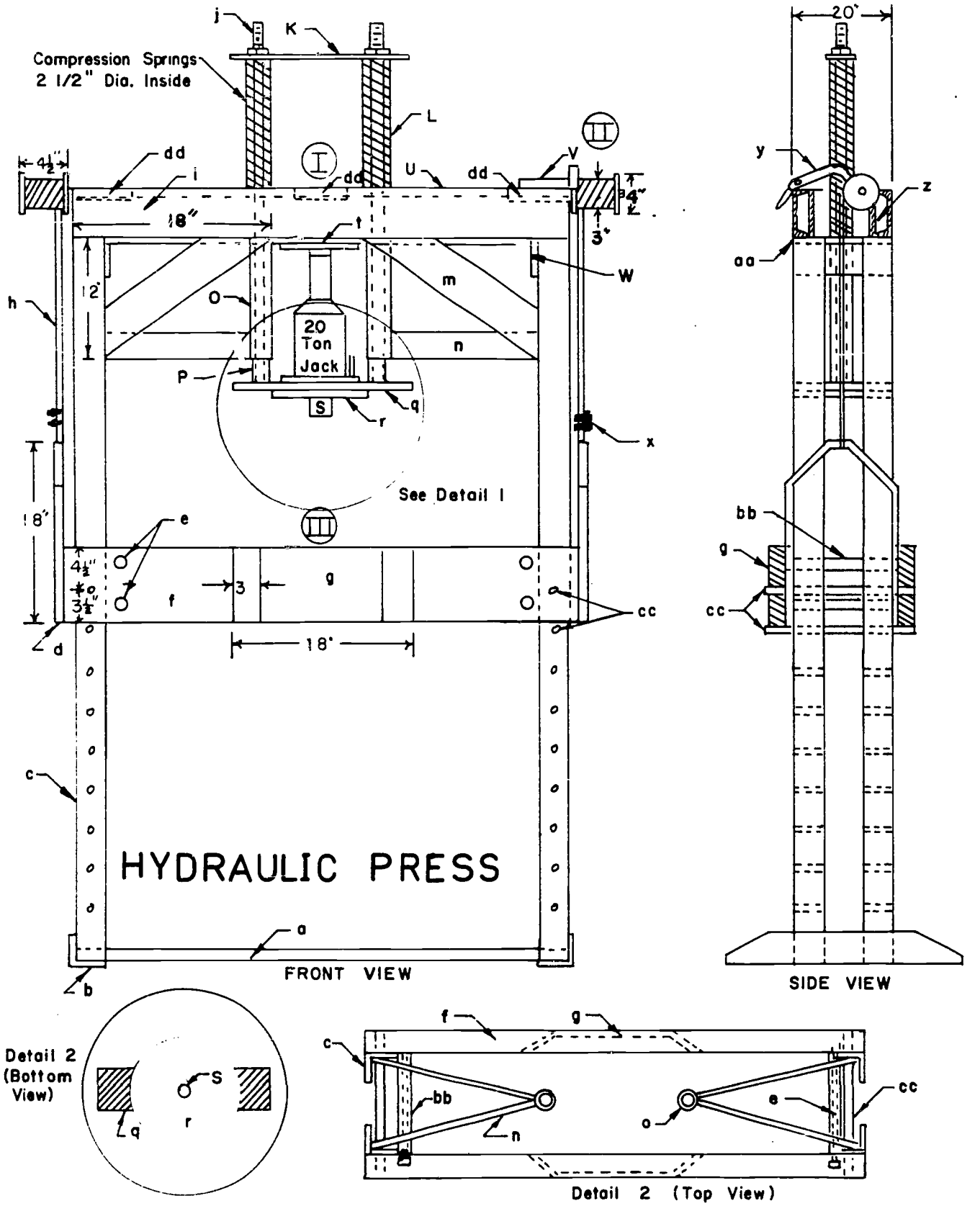
Compression Springs
2 1/2" Dia. Inside
j
K
L
dd
i
U
V
W
t
m
n
O
P
q
r
S
20 Ton Jack
See Detail I
e
f
g
3
cc
d
c
a
b
h
x
18"
12"
4½"
3½"
3"
4"
HYDRAULIC PRESS
FRONT VIEW
20"
y
z
aa
bb
SIDE VIEW
Detail 2 (Bottom View)
Detail 2 (Top View)

NOTES BY AREAS

Area I (Power Assembly)

1. The given sizes for the pipe in the drawing may not be essential to use for your particular mode. The smaller pipe serves as a bushing for the steel rod that extends the full 3 feet to the ram platform (q & r). The 1" steel rod (j) is welded at the plate on the ram platform. Allow the pipe to extend about 4" to 5" above the steel plate between the 5" channels to guide the bottom of the springs.
2. The 5" channel at the top of the press should be reinforced with a 3/8" x 5" steel plate for support. Between these channels, some type of steel plate should be used. These will be necessary for support and to provide a base for the compression springs used to return the jack to its original position.
3. You may prefer to use pull springs fastened below the top of the frame to return the jack, but keep in mind the possibility of using heat to assist in some work and the probability of losing the temper of the springs if they are fastened near the ram (q). The compression springs may have to be ordered specifically for the press due to the distance traveled by the jack.

Area II (Drum - Wench Assembly

1. The 1" shaft for the cable drums (u) should be fitted to three sections of 1 1/8" pipe (dd) <u>before</u> the drums are welded in place. These pipes can then be welded at the top of the press for bearings.

Area II (Drum - Wench Assembly) Continued

2. Any number of devices may be adapted at the right hand end of the shaft for raising the table. Some devices that have been suggested are an old steering wheel, or an old hand crank.
3. The serrated wheel on which the stop dog fits can be cut from stock if the proper size is not available. The stop dog (y) may be made from scrap material.

Area III (Press Table Assembly)

1. Use bolts made of quality steel for the lock pins such as bolts made from 41-40 steel. Some examples are bolts made by the Caterpillar Company or any bolts with six-point identification on the bolt head. All these bolts are made from steels that have a minimum of 150,000 psi tensile strength.
2. It is imperative that all the holes for adjusting the table be drilled to either 1 1/8" or 1 1/4" diameter to allow ample room for the pins that lock and support the table.
3. In the 8" channel, the holes that receive the pins that lock the table in place should be drilled 4 1/2" from the TOP of the 8" channel iron making up the table. If the hole was drilled in the center of the 8" channel, the 4" distance to the bottom of the channel iron would place the bottom edge of the channel iron in the CENTER of the next hole lower and the 1" pin would not fit in the lower hole because the table would be 1/2" too low. Therefore, the distance from the center of the hole drilled in the channel iron to the bottom of the table, or channel iron, should be 3 1/2" instead of 4".

Area III (Press Table Assembly) Continued

4. The press drawn should withstand the pressures of a 40 ton jack. A smaller jack will work within the frame equally as well.
5. The 3/4" pipes (dd) prevent the two sides of the table (f) from coming together too close and restricting the free movement of the table when being placed into position. The bolts (e) hold the table channel irons (f) together to prevent spreading.

Detail #2

1. This detail shows the position of the horizontal braces (n). These braces fit into the corners of the angle iron legs (c), and are welded to the pipe (o) for support of that pipe. The pipes (o) are welded through the top of the support plates (t) at the top of the press and extend about 4" above to allow the springs (l) to fit over them for a base.
2. The 3/4" pipe spacers (bb) used to keep the table (f) from binding during movement of the table. The bolts (e) used inside the spacers. These actually fasten the table together.
3. The gusset plates (g) are shown with the fitting arrangement within the channel iron used for the table (f).
4. The lock and supporting pins (cc) used to lock the table (f) in place.

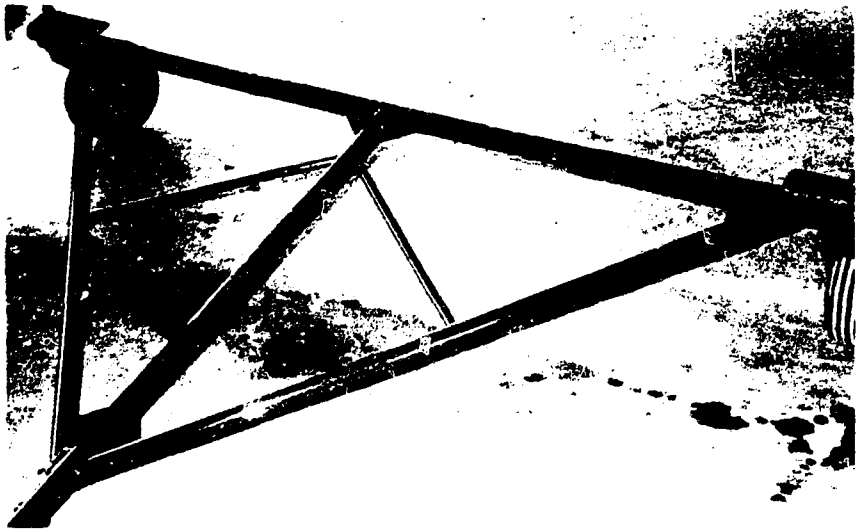

Machinery Hitch (cultivator)
Crazy wheels and all corners
gusseted with plate.

Portable Extension-Cord
Stand.

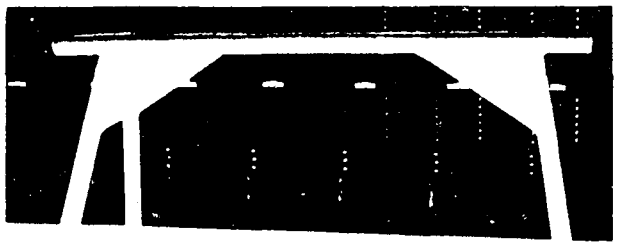

Pipe sawhorse.

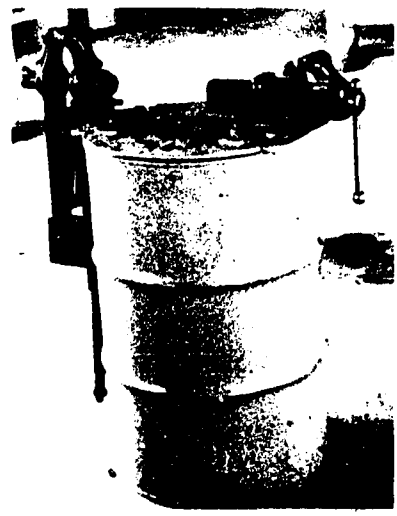

Vise Stand-- 55 gal. drum
1/3 filled with gravel or
concrete. One-half inch
steel plate for top.

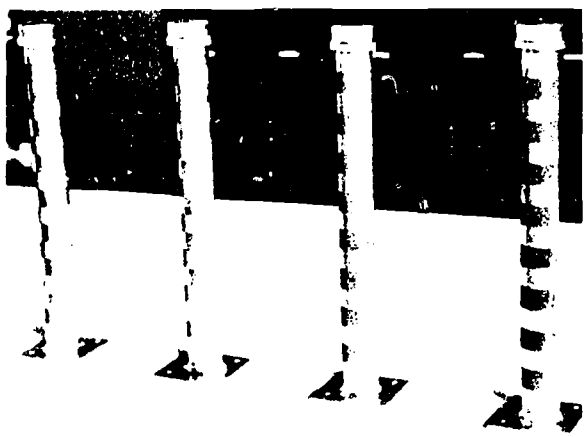

Driveway Reflectors---Pipe and
reflector tape.

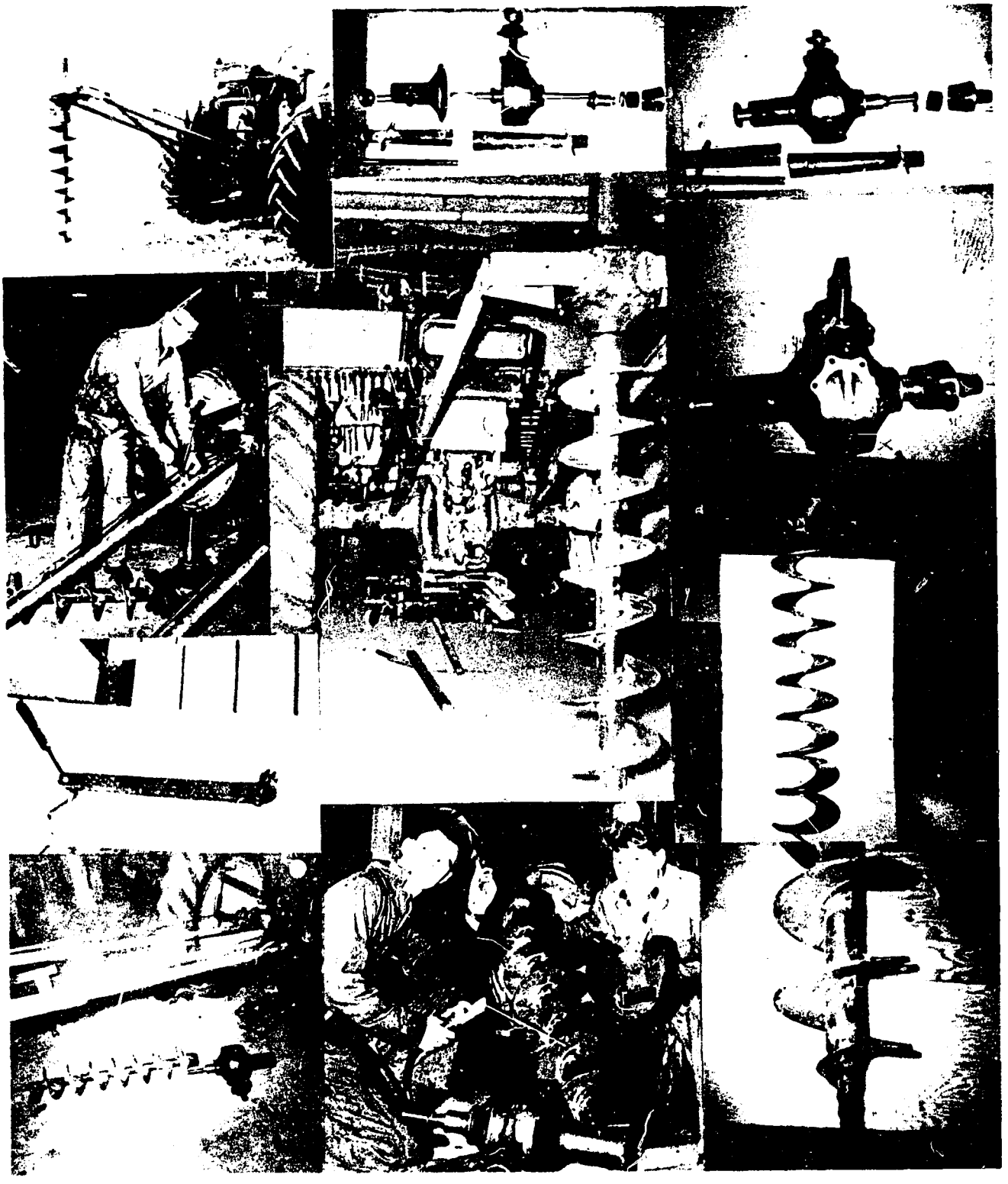

POST HOLE AUGER

ERIC

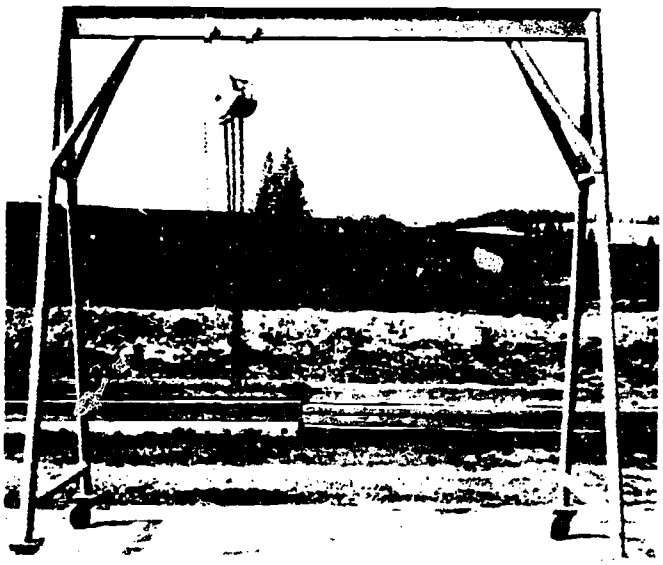

A-frame Hoist. Home made traveling dolly on I-beam top.

Two wheel trailer for concrete mixer.

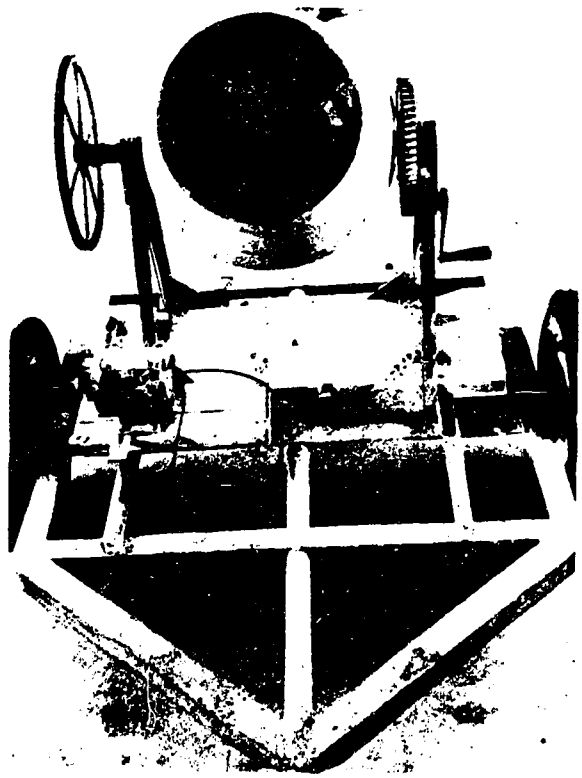

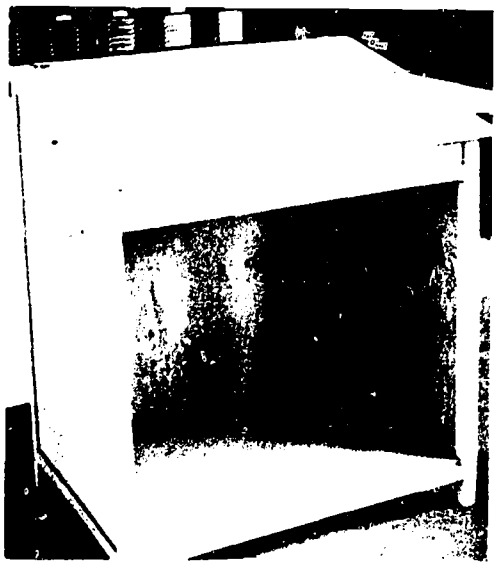

Instructors Shop desk--top hinged with storage space below. Knee space will hold lab stool when not in use.

Drill press vise holding bar.

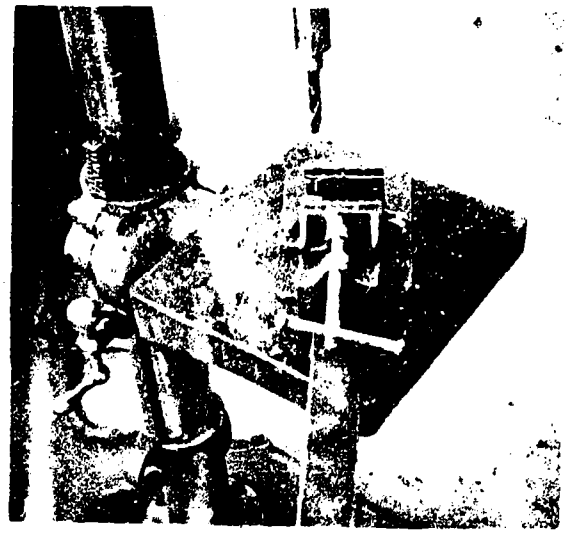

Truck or car stands.

Oxy-acetylene cart.

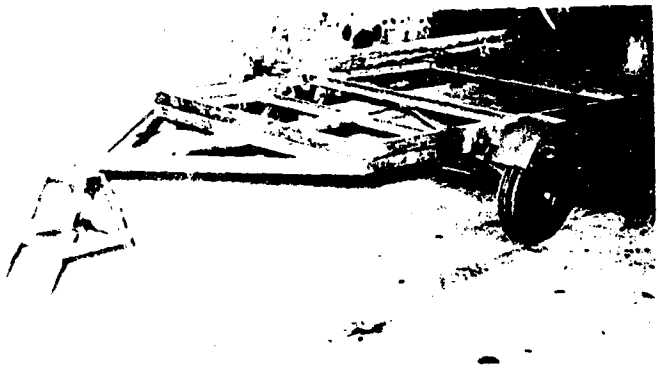

Tilt bed trailer.

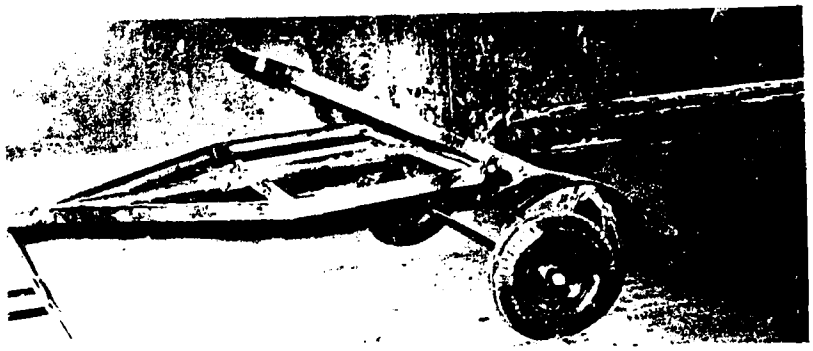

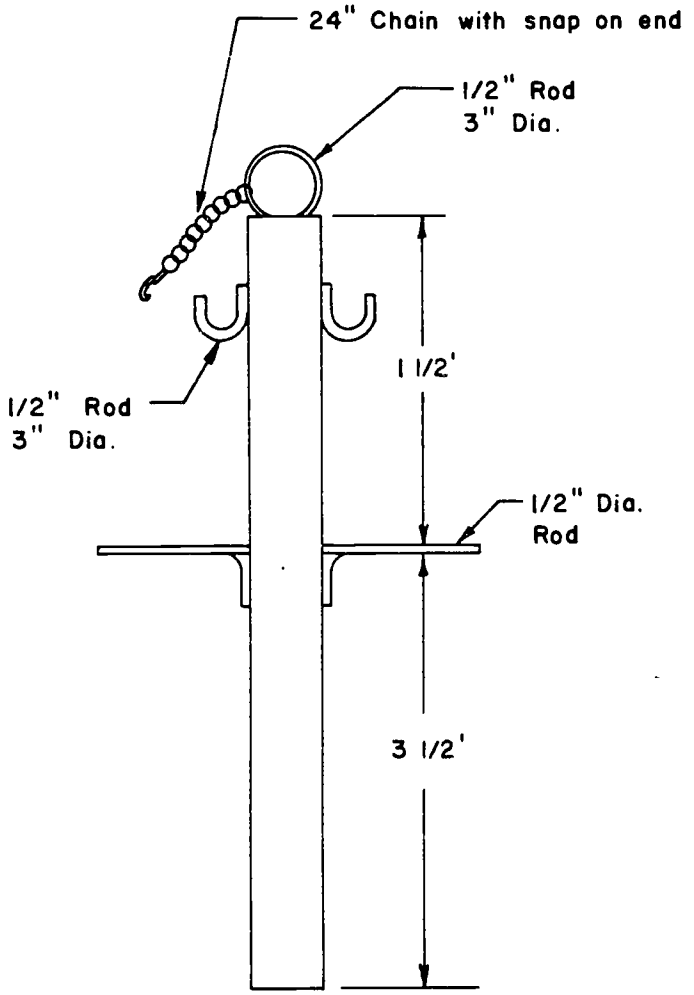

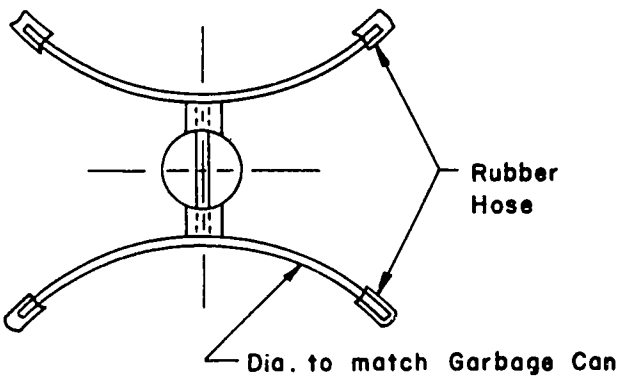

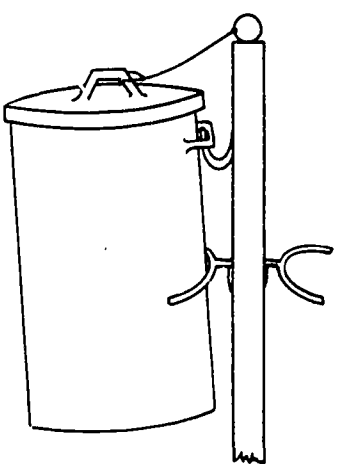

LIST OF MATERIALS

1 - 3" x 5' Pipe
2 - 24" Chains With Snap
2 - 12" x 6" Round (Hooks)
1 - 1/2" x 6" Round (Eye for Chain)
2 - 1/2" x 36" Round (Curvature of Garbage Can)
4 - 1/2" x 3" Garden Hose

DOG-PROOF GARBAGE CAN

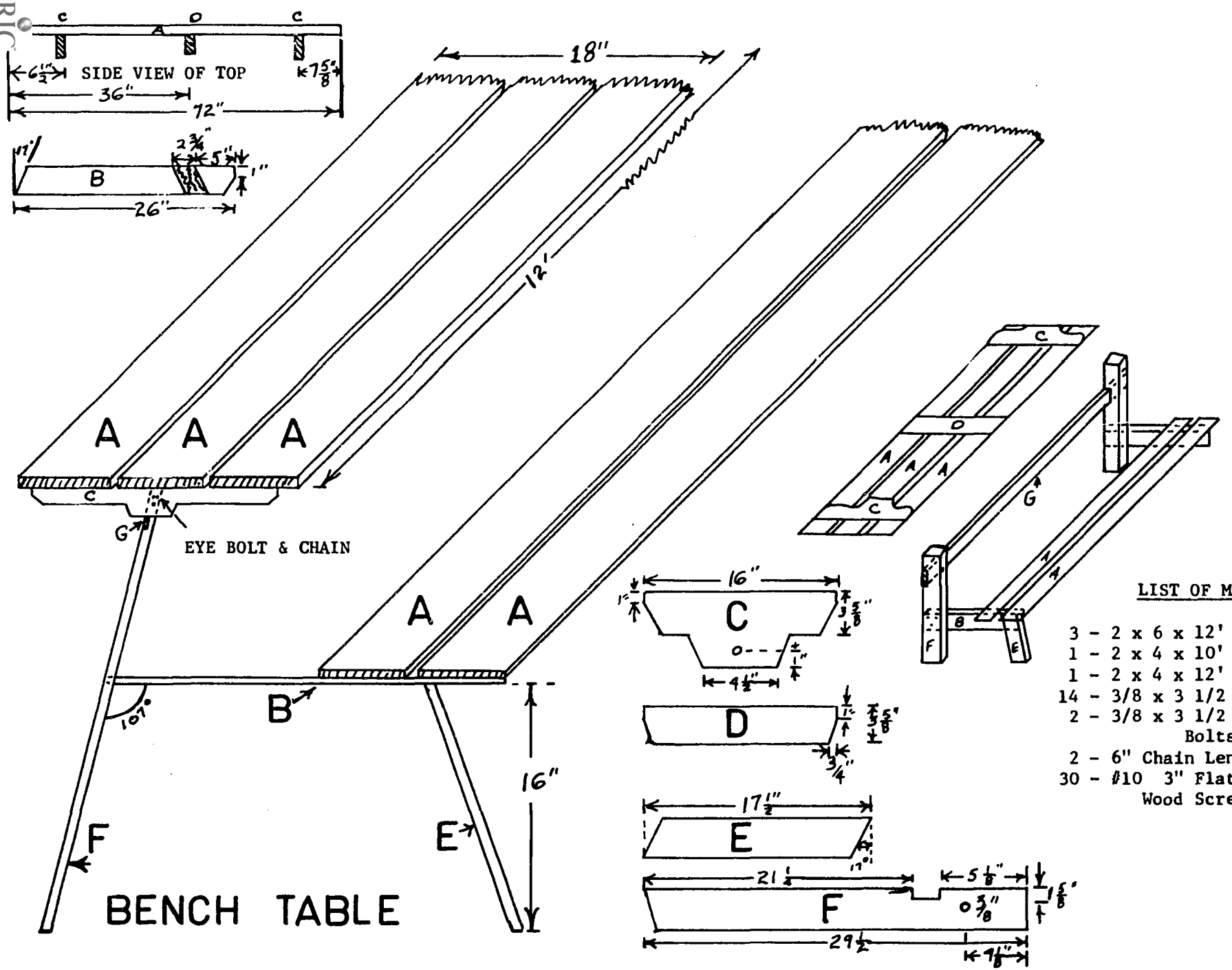

LIST OF MATERIALS

3 - 2 x 6 x 12'
1 - 2 x 4 x 10'
1 - 2 x 4 x 12'
14 - 3/8 x 3 1/2 C Bolts
2 - 3/8 x 3 1/2 Eye Bolts
2 - 6" Chain Lengths
30 - #10 3" Flat Head Wood Screws

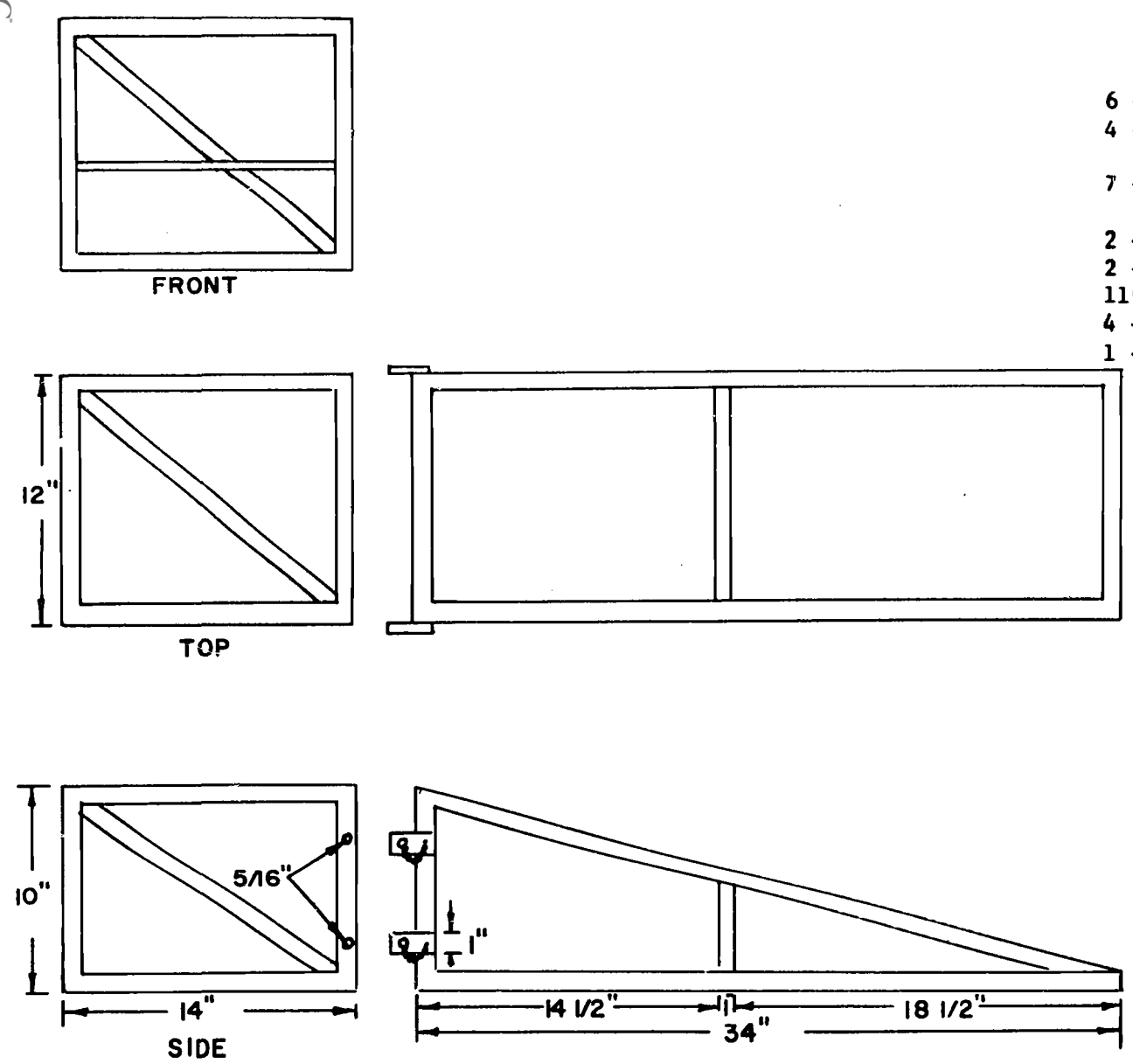

LIST OF MATERIALS

6 - 1/8" x 1" x 1" x 8" Angle - Uprights
4 - 1/8" x 1" x 1" x 14" Angle - Side Pieces
7 - 1/8" x 1" x 1" x 12" Angle - End Pieces
2 - 1/8" x 1" x 1" x 34" Angle - Sides
2 - 1/8" x 1" x 1" x 36" Angle - Ramp
116" - 1/8" x 1" Flat Bar Braces
4 - 1/4" x 1" Round - Pins
1 - 3/4" x 12" x 14" AD Plywood - Top
1 - 3/4" x 12" x 36" AD Plywood - Ramp Top
Numerous Stove Bolts

VEHICLE RAMP

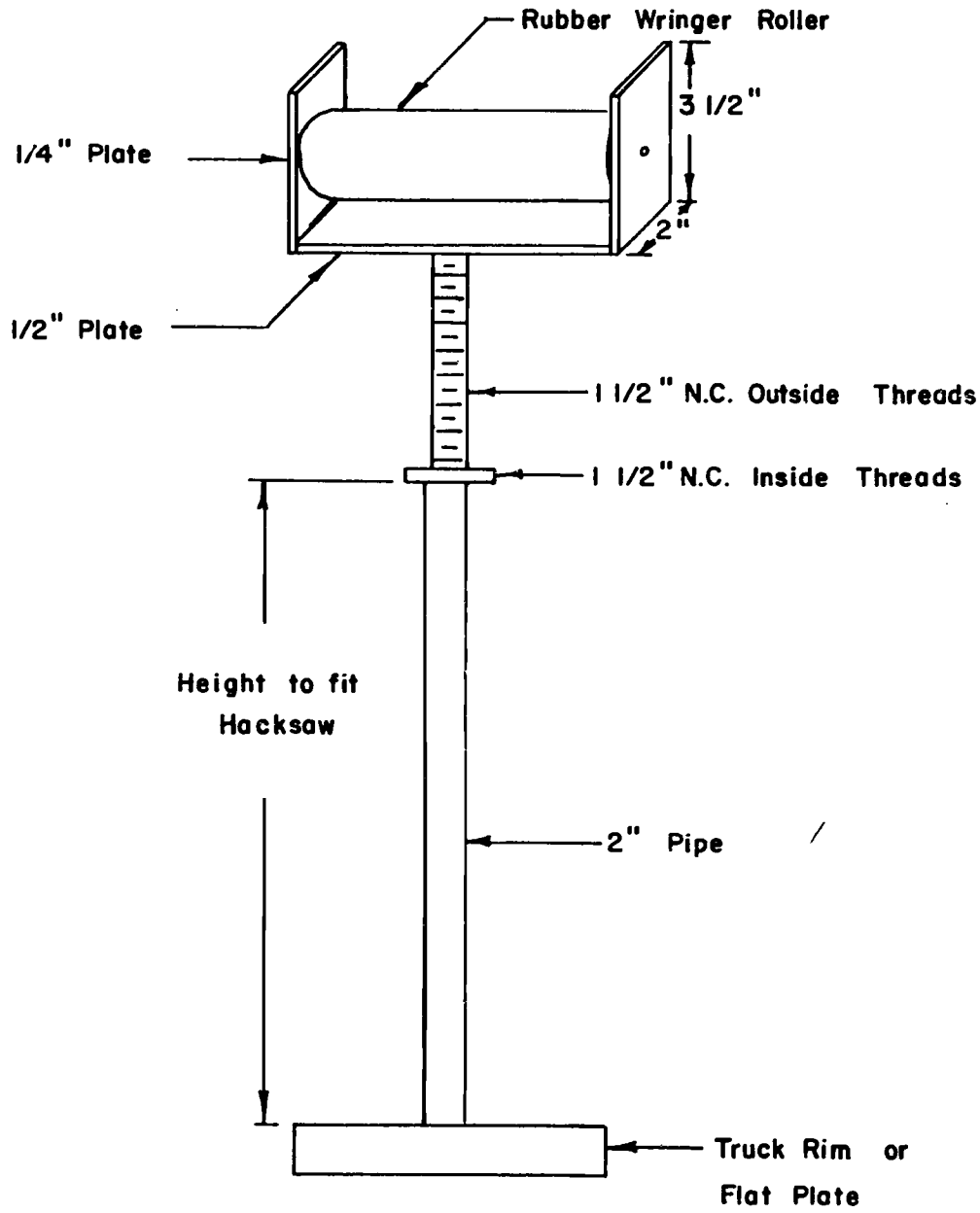

LIST OF MATERIALS

1 - Truck Rim
1 - 1 1/2" Round Threaded
1 - 2" Pipe
1 - Wringer Roller
2 - 1/4" x 2" x 3 1/2" Plate
1 - 1/2" x 2" x 14" Plate

ADJUSTABLE SHOP STAND

LIST OF MATERIALS

10' - 2 x 6 Fir
8 - 3 3/4 Carriage Bolts

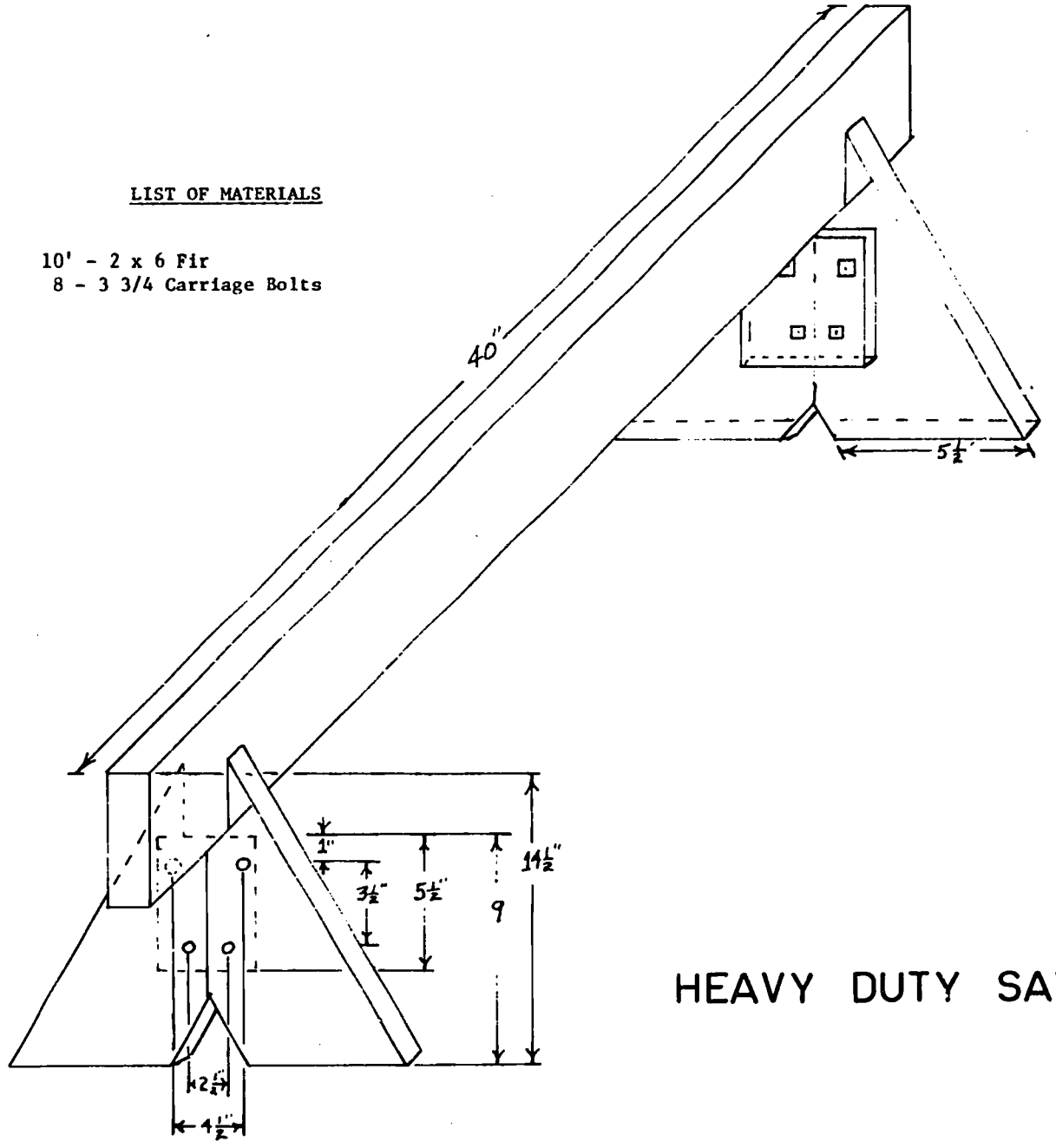

HEAVY DUTY SAW HORSE

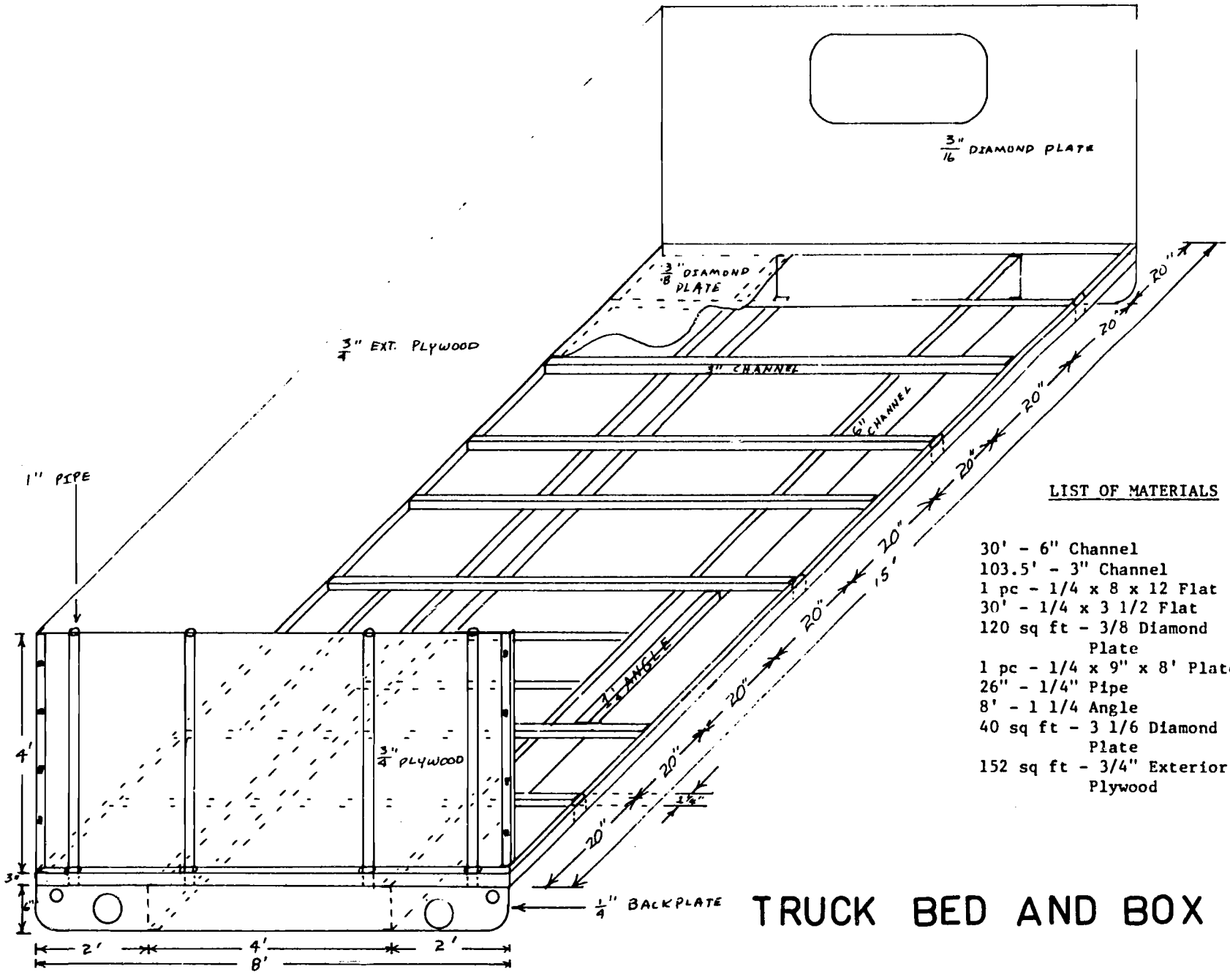

LIST OF MATERIALS

30' - 6" Channel
103.5' - 3" Channel
1 pc - 1/4 x 8 x 12 Flat
30' - 1/4 x 3 1/2 Flat
120 sq ft - 3/8 Diamond Plate
1 pc - 1/4 x 9" x 8' Plate
26" - 1/4" Pipe
8' - 1 1/4 Angle
40 sq ft - 3 1/6 Diamond Plate
152 sq ft - 3/4" Exterior Plywood

TRUCK BED AND BOX

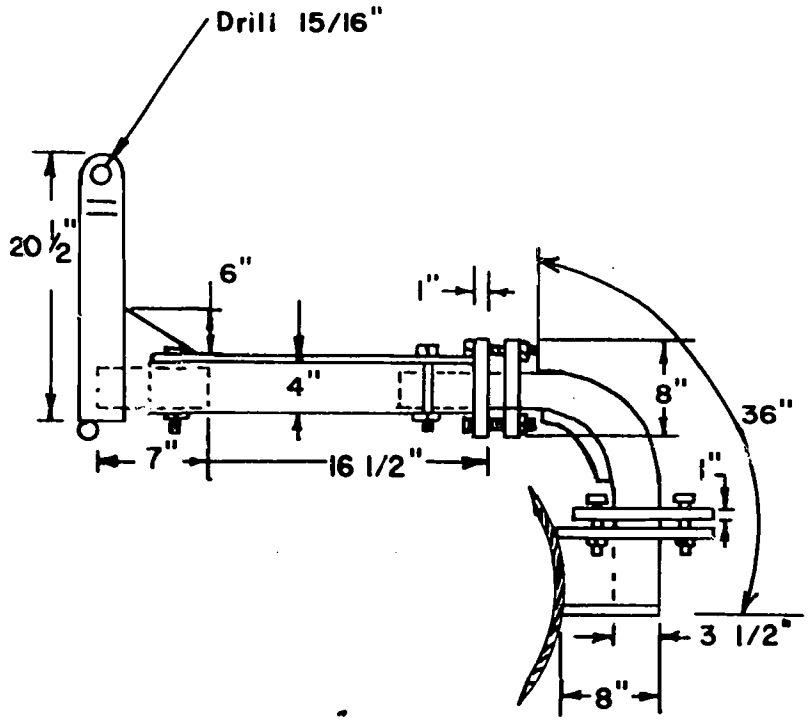

SIDE

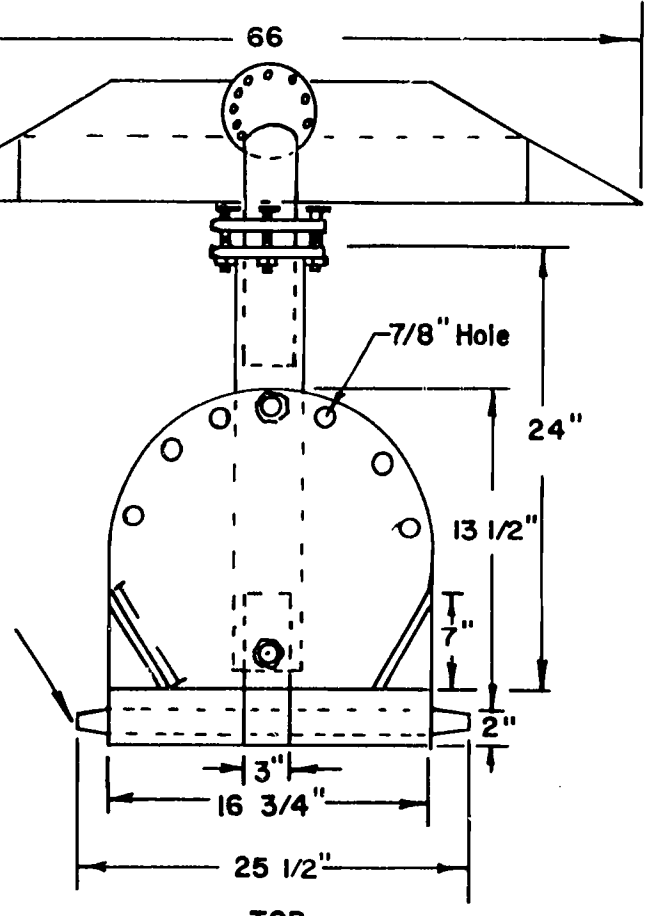

TOP

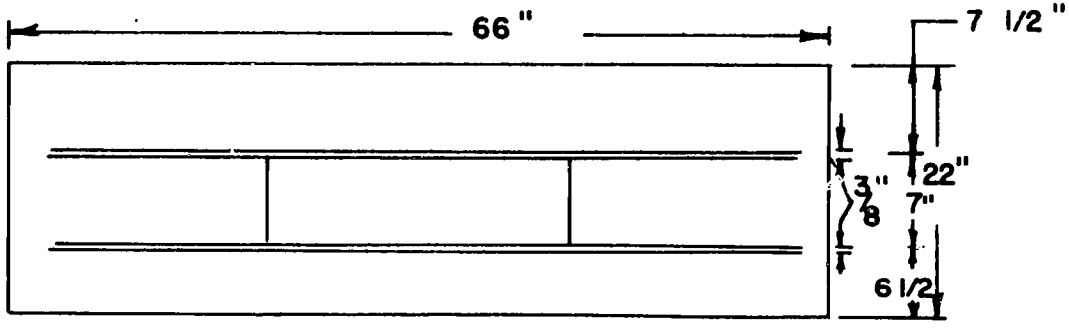

SCRAPER BLADE

SCRAPER BLADE

LIST OF MATERIALS

1 - 1/2" x 2 1/2" x 3" Flat Bar
2 - 1/2" x 2 1/2" x 20 1/2" Flat Bar
2 - 1/2" x 6" x 9 1/2" Flat Bar
1 - 1 1/2" x 25 1/2" Round Stock
1 - 3 1/2" x 7" Steel Pipe
1 - 3 1/2" x 46" Steel Pipe
1 - 4" x 20" Steel Pipe
4 - 1" x 8" Diameter Flat Bar
1 - 1: x 9" Diameter Flat Bar
1 - 1/2" x 13 1/2" x 16 3/4" Plate
2 - 7/8" x 6 1/2" NF Steel Bolts
8 - 7/8" x 3 1/2" NF Steel Bolts
1 - 1/2" x 22" x 66" Steel Plate For Blade

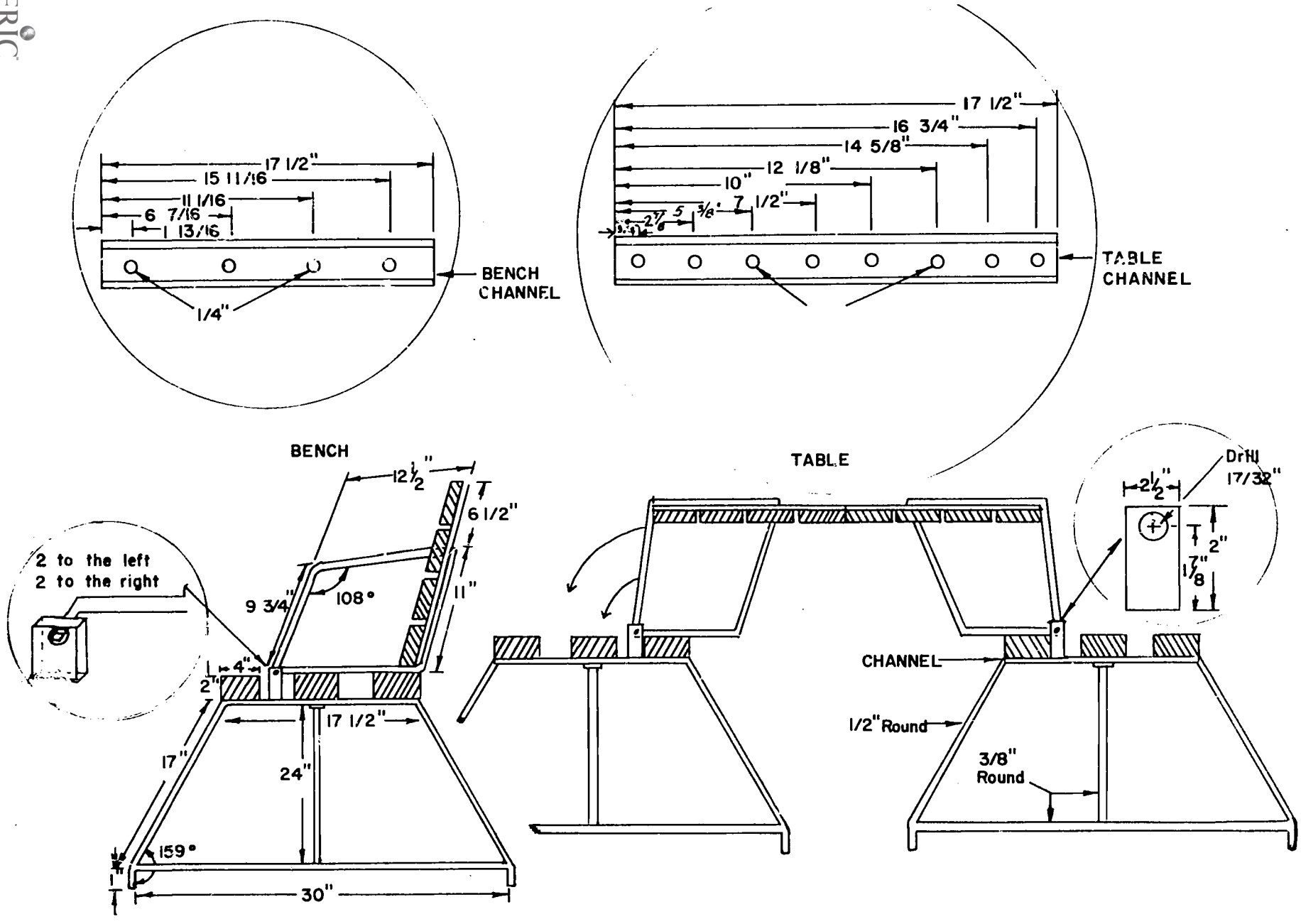

PICNIC TABLE OR BENCHES

PICNIC TABLE OR BENCHES

LIST OF MATERIALS

8 - 1/2" x 18" Round - Legs
4 - 1/2" x 22 1/4" Round - Arms
4 - 1/2" x 23 3/4" Round - Arm Braces
4 - 1/2" x 1 1/2" Round - Hinge Pin
4 - 3/8" x 30" Round - Between Leg Brace
4 - 3/8" x 24" Round - Leg to Wood Brace
8 - 3/16" x 1/2" x 1 1/2" x 17 1/2" Channel - Table & Bench Channel
4 - 1/2" x 1" x 2 1/2" Bar Steel - Hinge
4 - 1/8" x 2" x 2" Steel Plate - Brace Plate
8 - 2" x 4" x 60" Redwood - Bench Wood
8 - 1" x 4" x 60" Redwood - Table Wood
16 - 1/4" x 2 1/4" Carriage Bolts - Bench Bolts
32 - 1/4" x 1 1/2" Carriage Bolts - Table Bolts
16 - No. 8 x 1" Round Head Wood Screws - Brace Plate Screws

ROLL-UP TRUCK TAILGATE

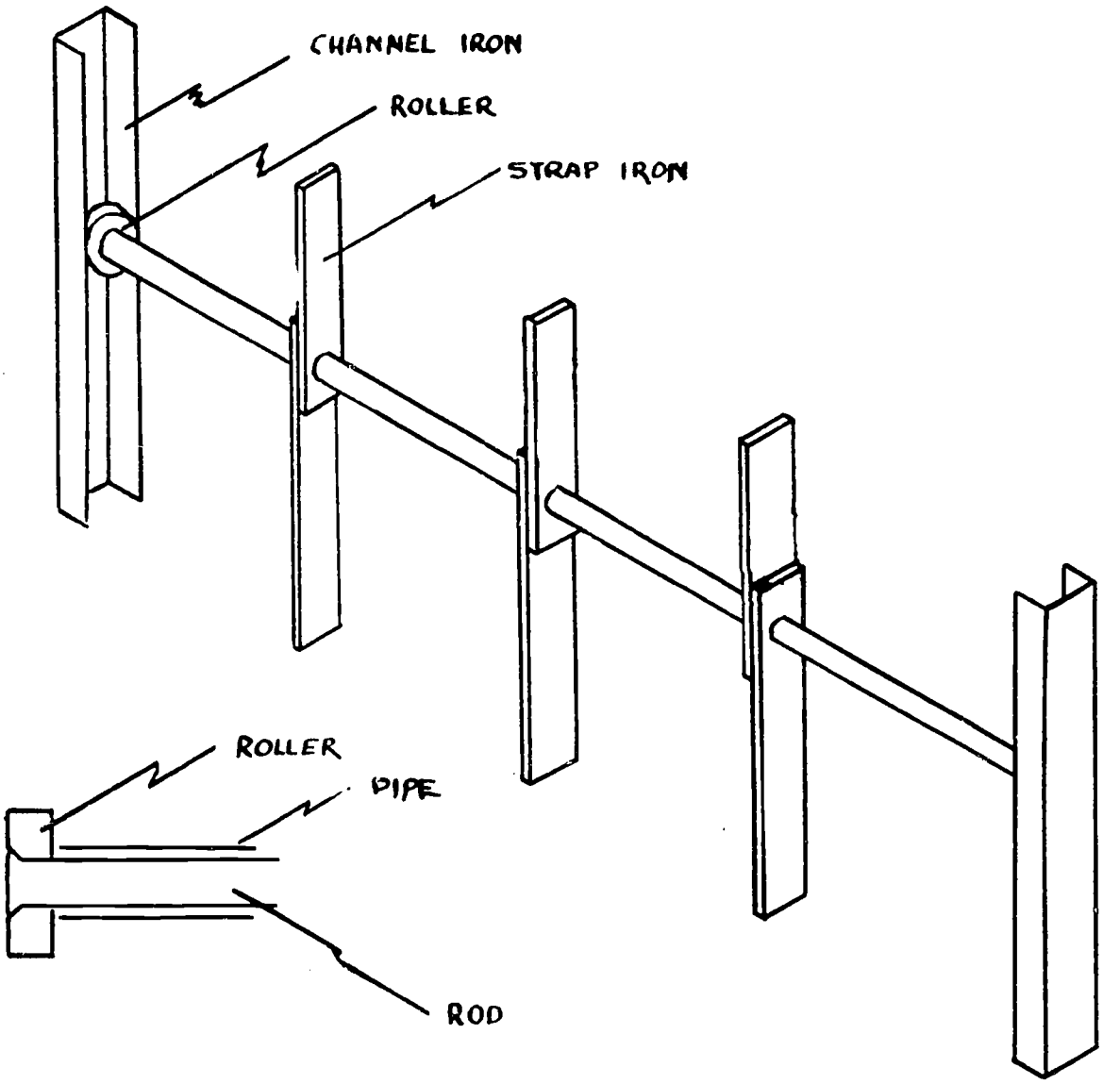

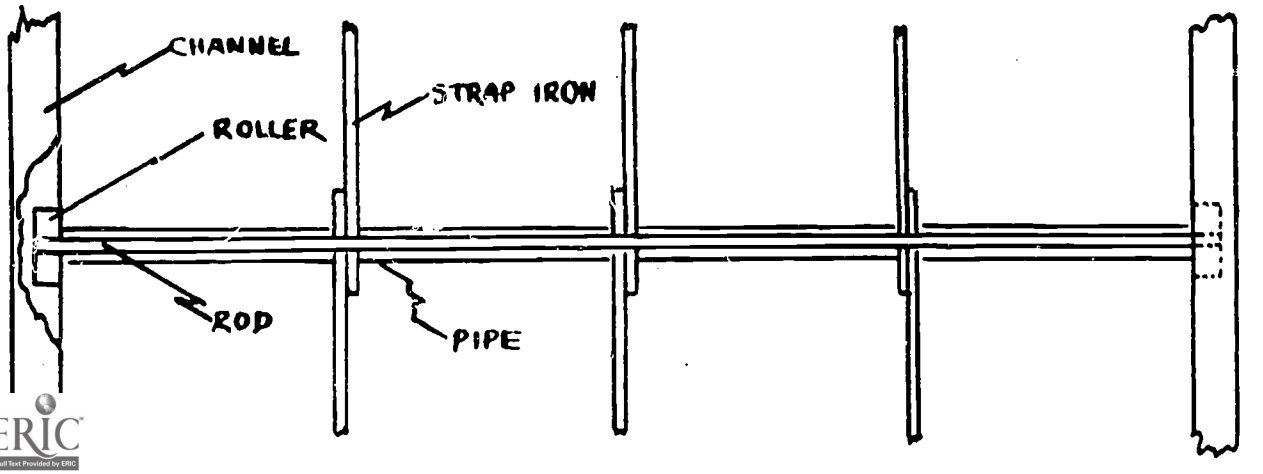

ERIC

The objective in designing this project was to construct a tail gate that could be opened while the truck is backed against a barn door or loading chute. It has the merit of easy handling.

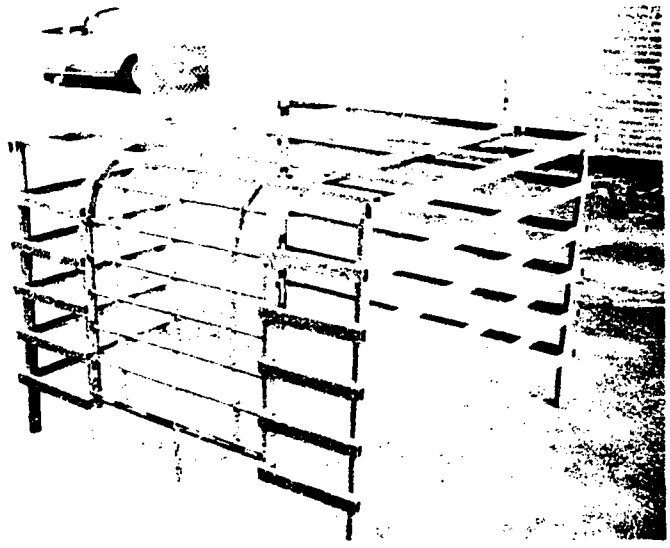

Key Points in Constructing Tail Gate

1. Cut flat steel -- 1/8" x $1\frac{1}{4}$" x 8". Drill $\frac{1}{2}$" hole $1\frac{1}{2}$" from end.
2. Cut 16 pieces $\frac{1}{2}$" pipe -- 11" long. Cut 16 pieces $\frac{1}{2}$" pipe -- 6" long.
3. Cut rod $\frac{1}{2}$" x 36" (8 pieces).
4. Cut 16 pieces round steel $\frac{1}{2}$" x 1 5/8". Drill $\frac{1}{2}$" hole in center and countersink $\frac{1}{4}$".
5. Cut 2 pieces channel iron -- 8" longer and two times the total height of the gate.
6. The roller wheels (#4): Forge the $\frac{1}{2}$" rod to fit the hole and so they may swivel. Place horizontal and vertical spacers onto rod in proper order and forge other end of rod onto wheel.
7. In bending the 90° turn in the channel iron (#5): This can be done by bending flat iron and welding flat iron to the back and trimming. This is then spliced to the channel.

NOTICE:

This type of construction makes this unit very heavy. With minor adjustments, top and sides could be made detachable to facilitate installing and removing from truck.

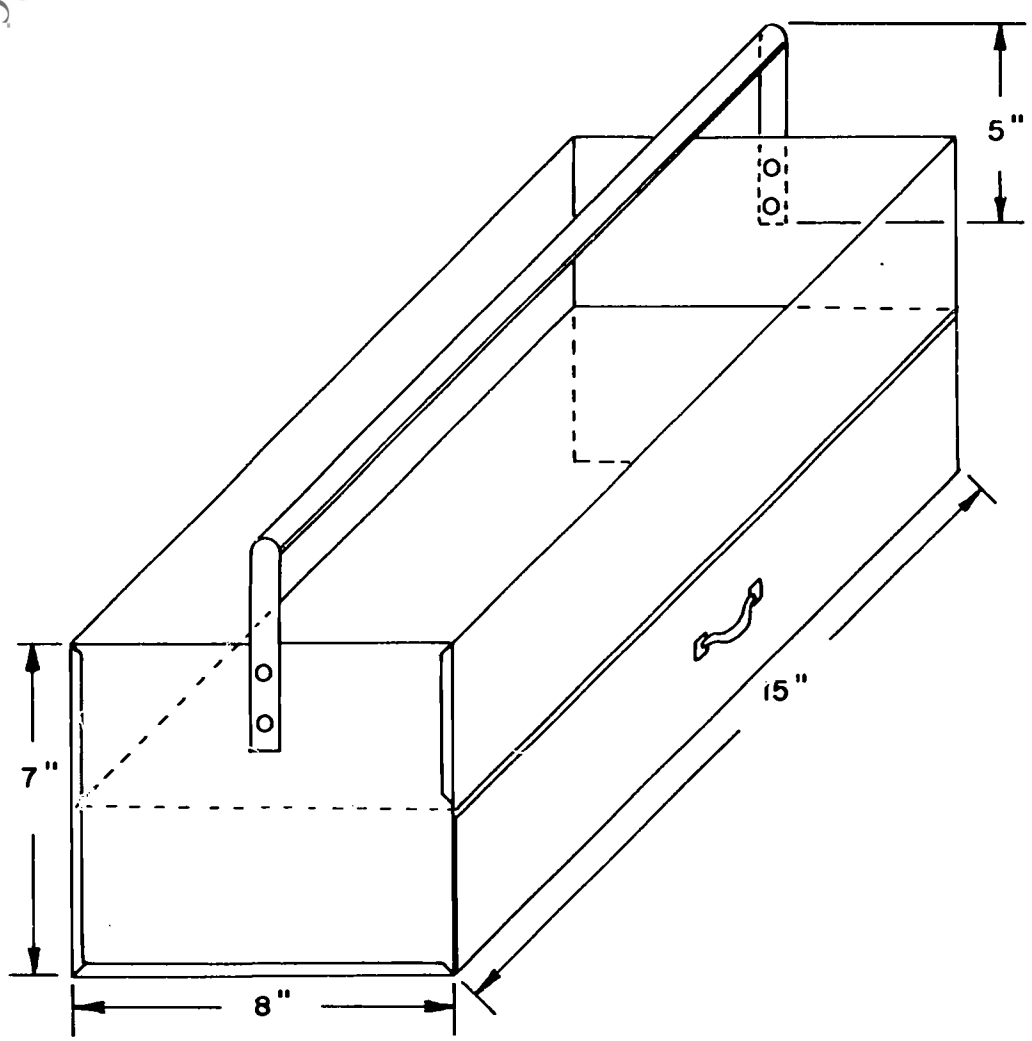

LIST OF MATERIALS

1 - 1" x 15 1/8" Black Pipe
2 - 1/8" x 3/4" x 5" Strap Iron
1 - Hasp
2 - 7" x 8" 22 Gage Sheet Metal - Ends
1 - 7 3/8" x 15 3/4" 22 Gage Sheet Metal - Back
1 - 3 1/2" x 15 3/4" 22 Gage Sheet Metal - Front
1 - 3 5/16" x 15 1/8" 22 Gage Sheet Metal - Drawer Front
2 - 3 3/16" x 8 3/4" 22 Gage Sheet Metal - Drawer Ends
1 - 3 3/16" x 14 7/8" 22 Gage Sheet Metal - Drawer Back
2 - Drawer Guides
1 - 8" x 15 3/4" 22 Gage Sheet Metal - Bottom
4 - 1/8" x 1/2" Soft Rivets

UTILITY TOOL BOX

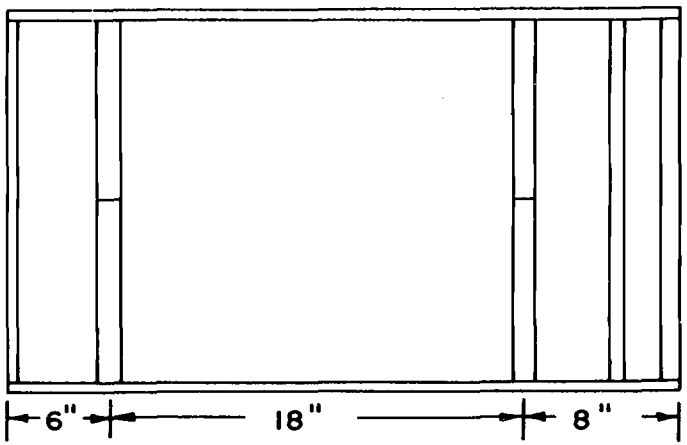

LIST OF MATERIALS

2 - 1/8" x 1" x 42" Angle
2 - 1/8" x 1" x 31" Angle
3 - 1/8" x 1" x 18" Angle
2 - 1/8" x 1" x 12" Angle
1 - 24" Chain

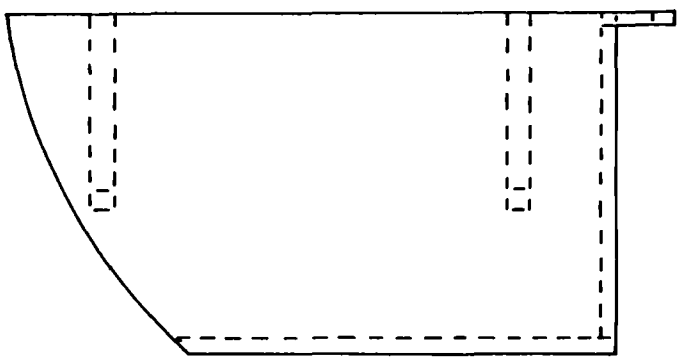

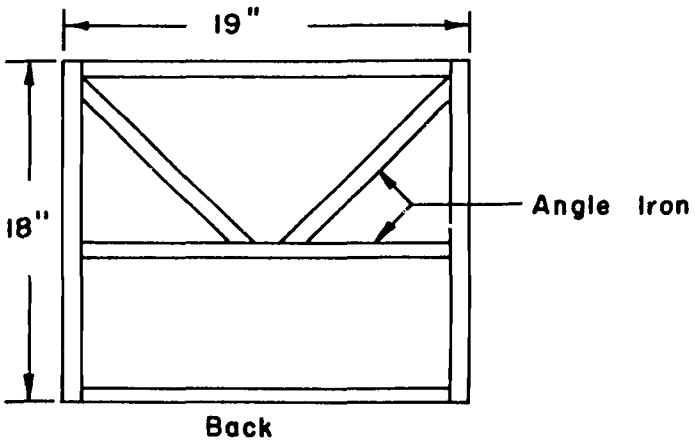

BARREL RACK

A FOLDING SHEEP TRIMMING STAND

In the farm shop you may build a folding sheep trimming stand. This will aid one greatly in preparing sheep to exhibit at various shows.

Follow the directions given in the diagrams and comments and you will have a sheep trimming stand that can be folded into a 2 foot by 2 foot square and taken along with you to the show.

SHEEP TRIMMING STAND

FOLDING SHEEP TRIMMING STAND

YOKE

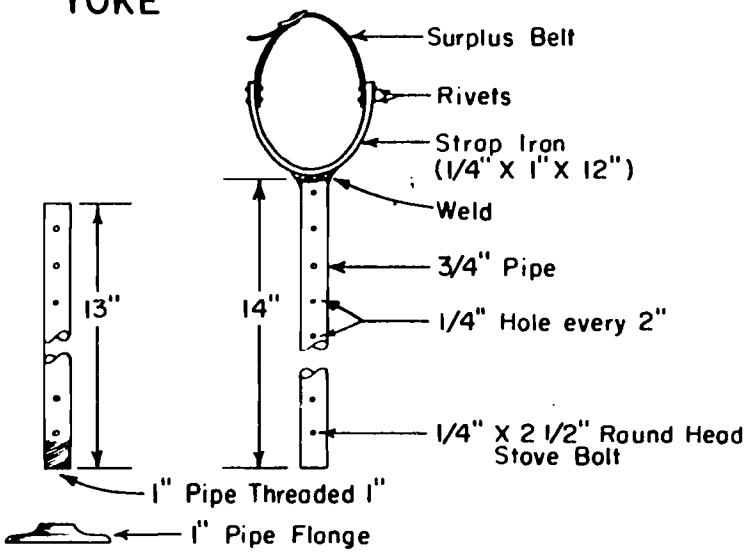

TOP VIEW

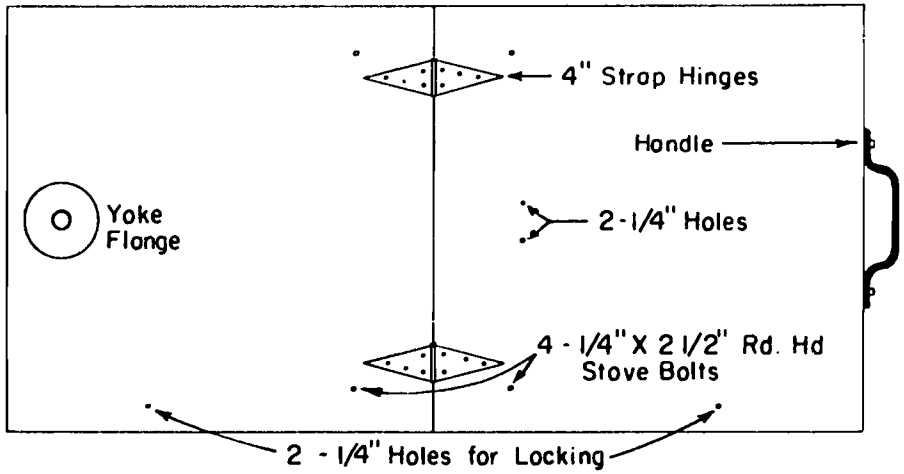

LEGS - 4

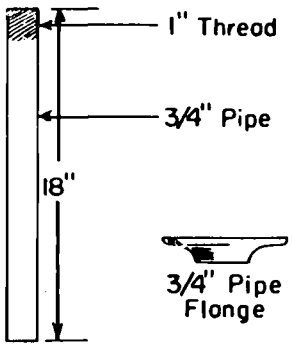

HANDLE

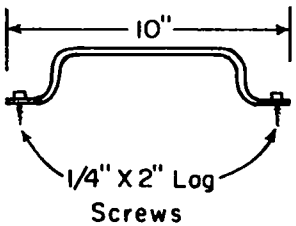

BOTTOM VIEW

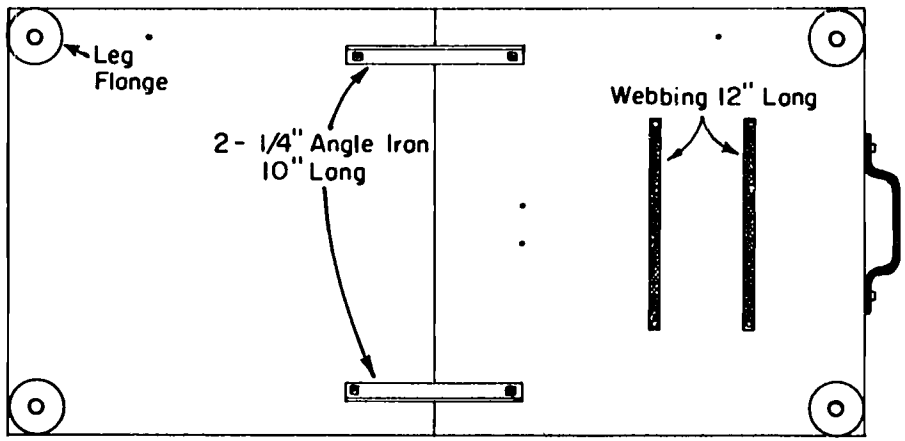

2 Pieces 2'X 2'X 3/4" Plywood. After assembly cover each section with rubber matting 2'X 2' tack at yoke and handle ends.

STOCK WATERING SYSTEM

Automatic, Heated

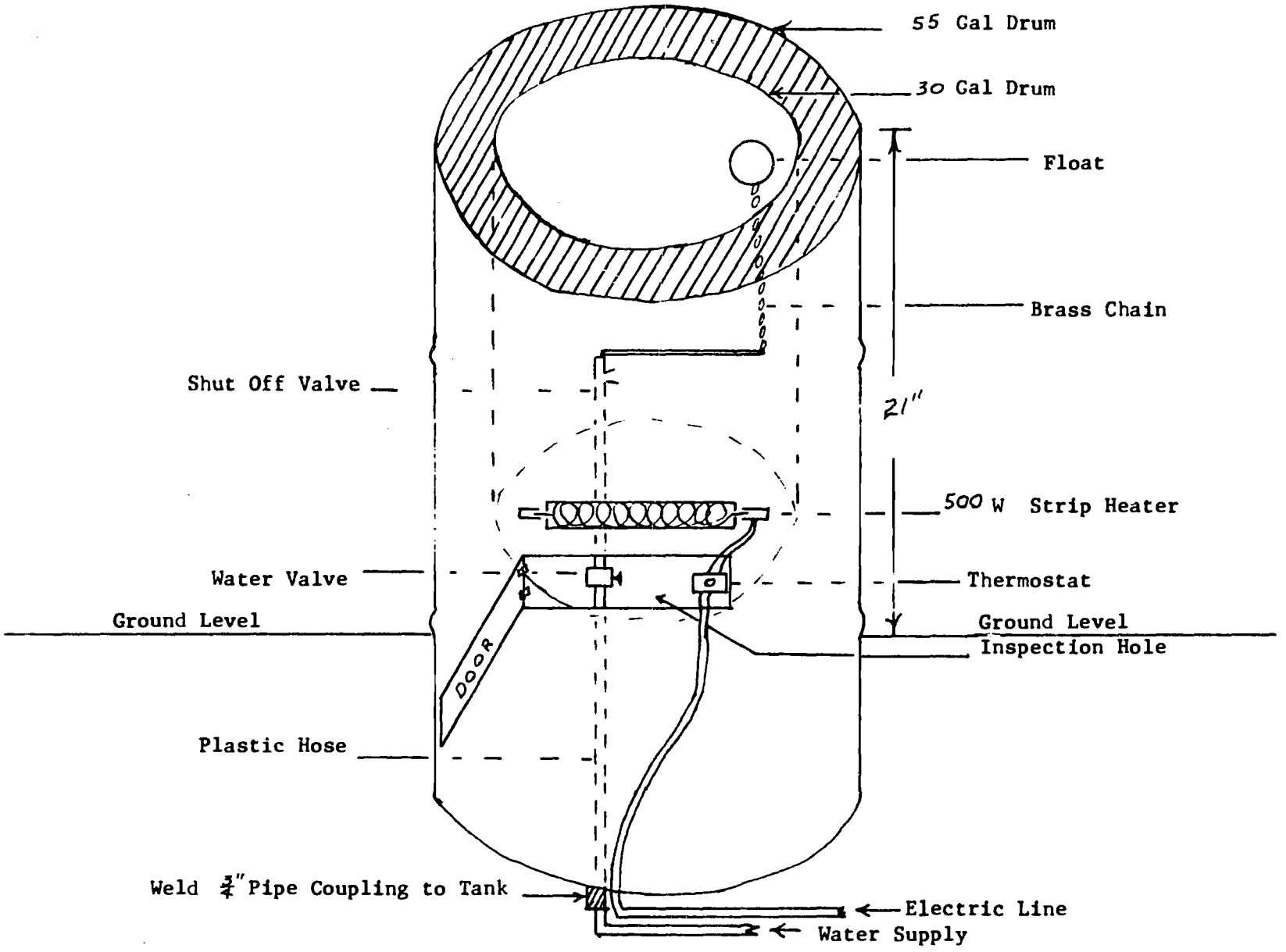

STOCK WATERING SYSTEM

LIST OF MATERIALS

1 - Thermostate (Submersible)
1 - Strip Heater 500W
1 - Water Valve
1 - Hose-Pipe Adapter
1 - Rod, Chain, Float
1 - Shut Off Valve
1 - 55 Gal. Drum
1 - 30 Gal. Drum
Hose Fittings

CAUTION:

Before cutting barrel with torch, fill completely with water.

ERIC

MANIFOLD WELDING SYSTEM

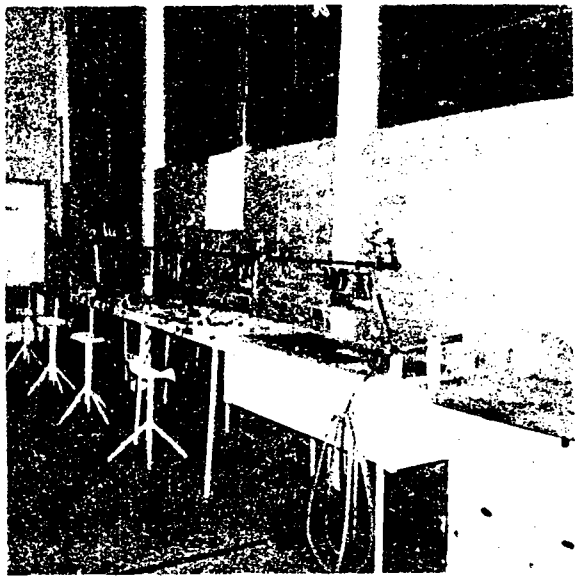

Above - View of 5 welding stations.

Below - View of end station that can be used for welding or cutting. Note cutting pit that keeps slag and sparks off your feet and hoses. The 25-foot hose on this lets the torch go out into shop for welding and cutting on large projects.

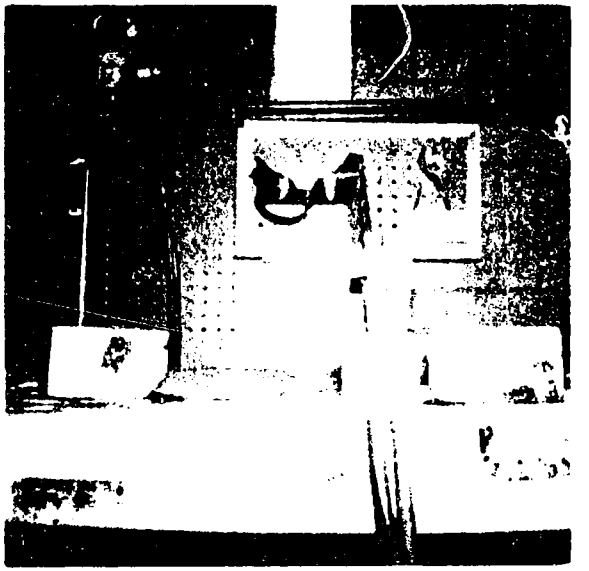

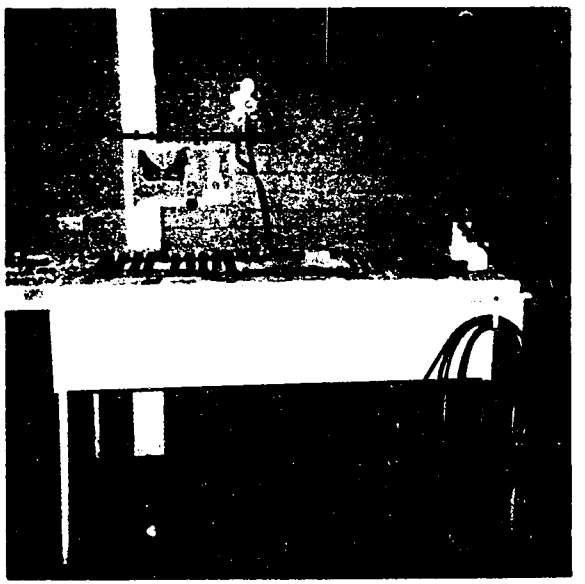

Above - Single station showing individual station regulators and goggles, lighter, pliers, torch, and holder.

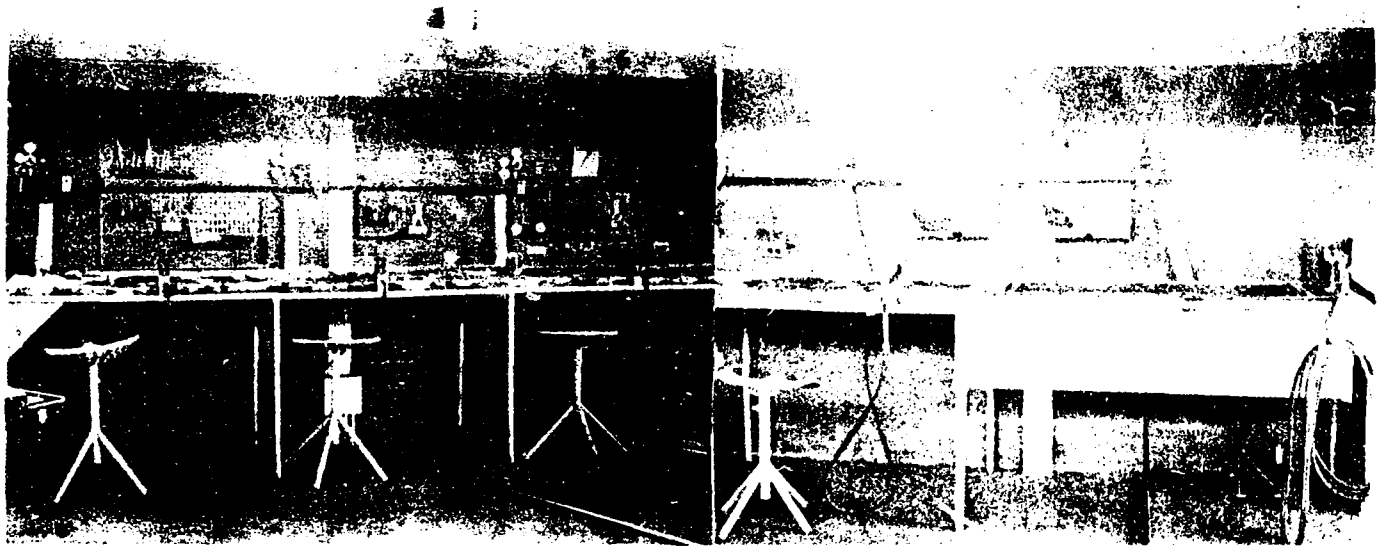

View of 5 welding stations after exhaust fan and aluminum safety pipe were added.

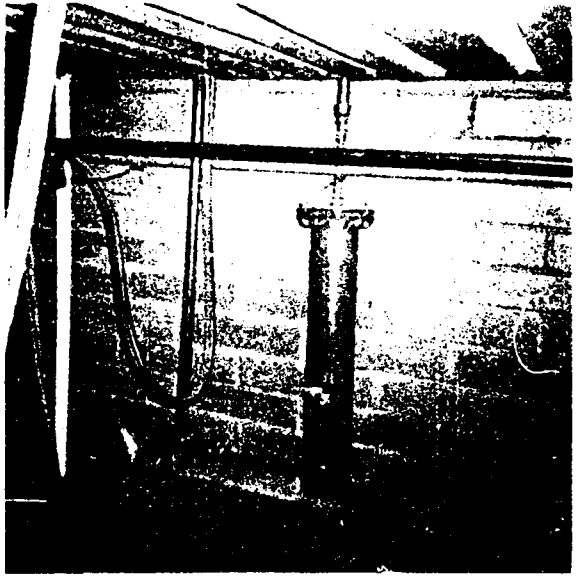

Picture of water flash back arrester which adds safety to the system. Only the acteylene is forced through this water.

Some Advantages of this System

1. Students can be placed in compact area to gas weld which makes instruction more efficient.

2. All clyinders can be stored out side of shop.

3. Saves room in shop floor space.

4. Keeps all oxyacetylene welding supplies in one area.

5. This is a much safer system than a portable unit.

    a) You cannot bang into cylinders, master gauges and regulators.

    b) Impossible to get a flash back into cylinder.

    c) Line pressures are controlled by instructor.

6. Cost about $550 to $600 for a complete system.

7. Gibson Welding of Spokane has a complete materials inventory for this system.

WHEEL ALIGNING JIG

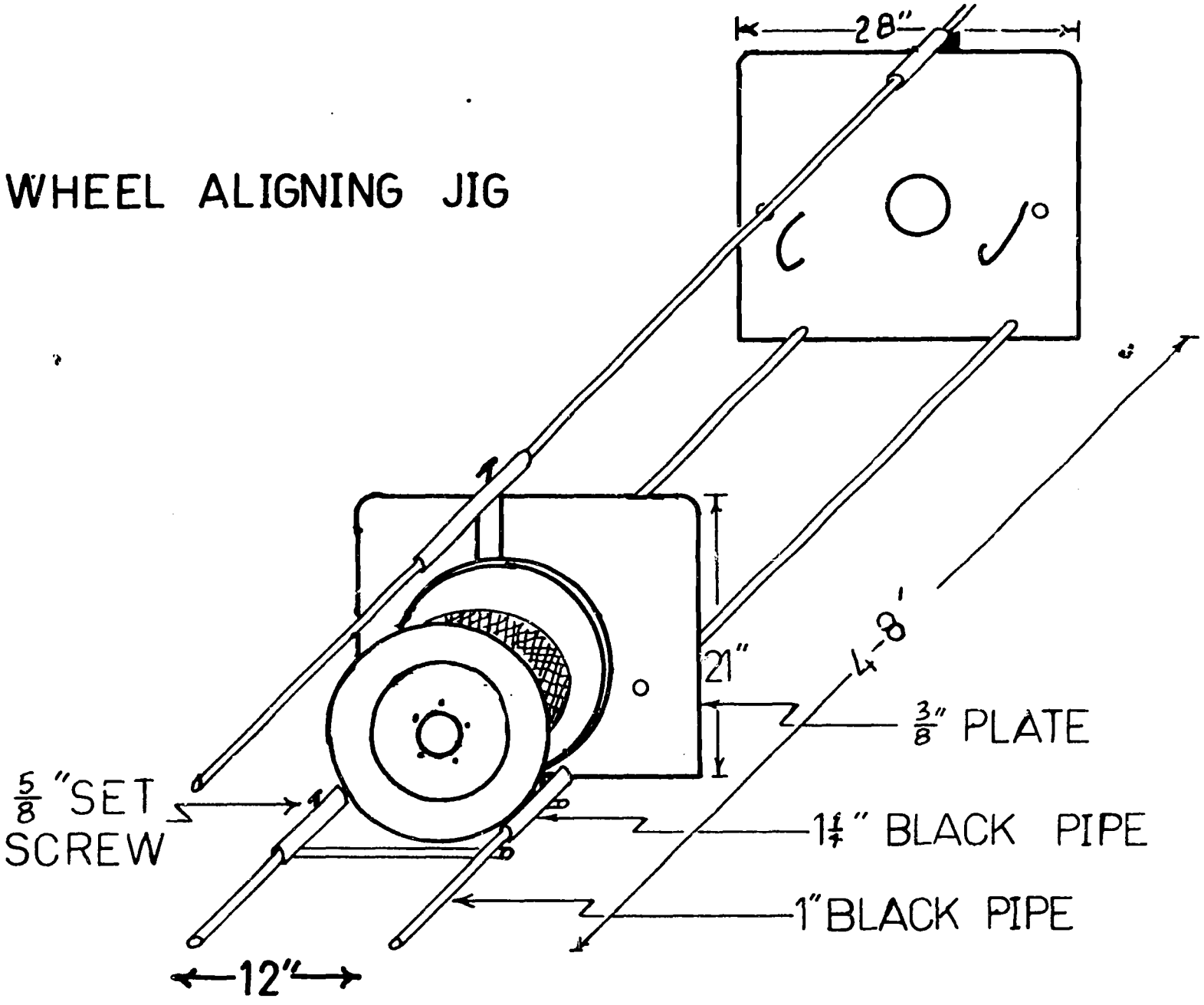

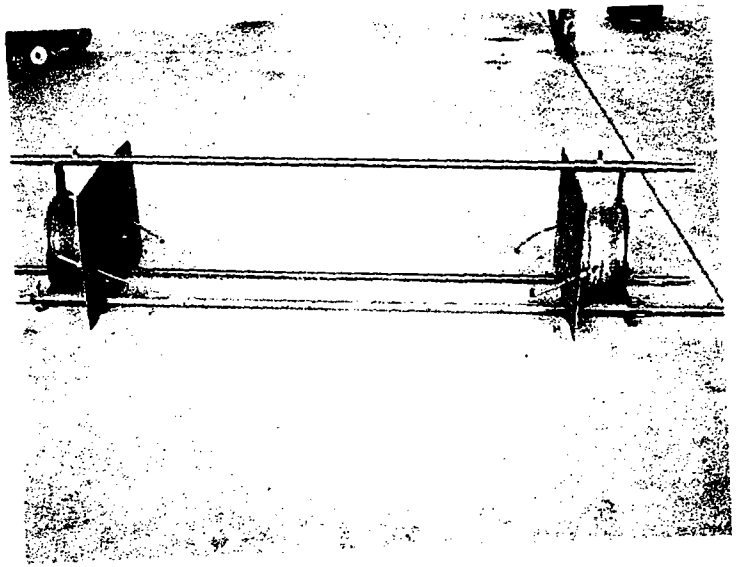

This view shows completed jig without wheels for alignment.

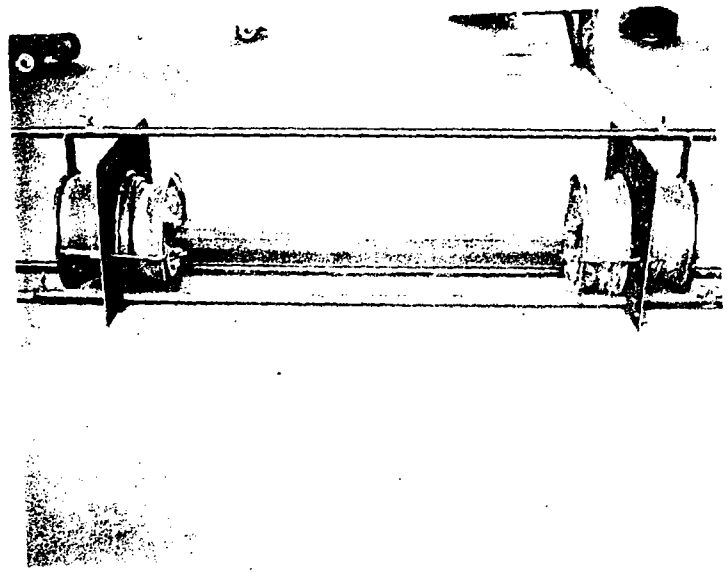

A view with two wheels and axle in jig for proper alignment.

Bill of Materials

3---1" x 10' black pipe
6---1 1/4" x 12" black pipe
2---3/8" x 21" x 28" plate
2---car rims
6---1/2" x 1" M bolts and nuts
4---1" x 12" black pipe
4---1/2" x 12" mild steel rod
6---1/2" x 2 1/2" mild steel rod
4---1/2" washers and nuts
2---1/4" x 3" x 6" mild steel

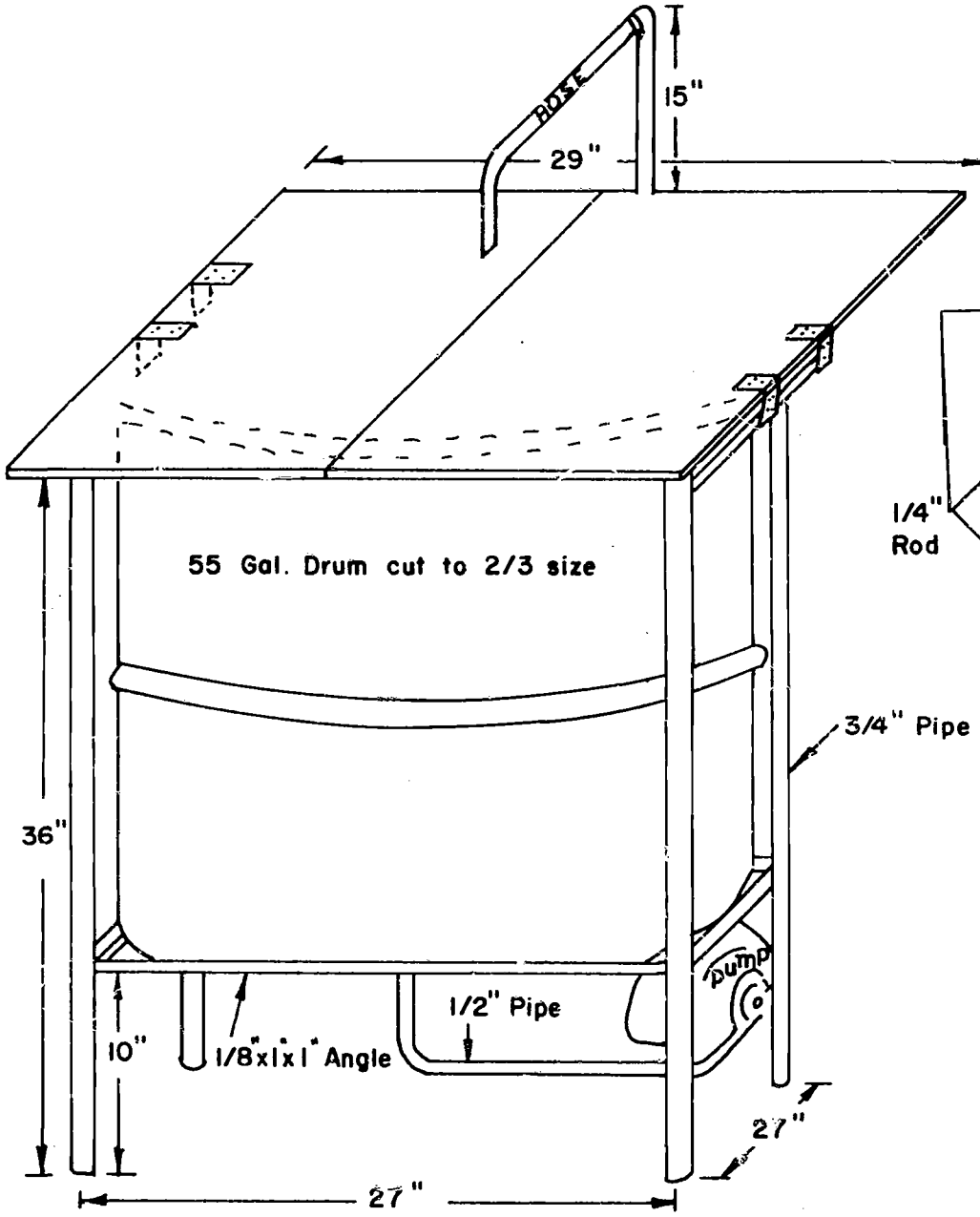

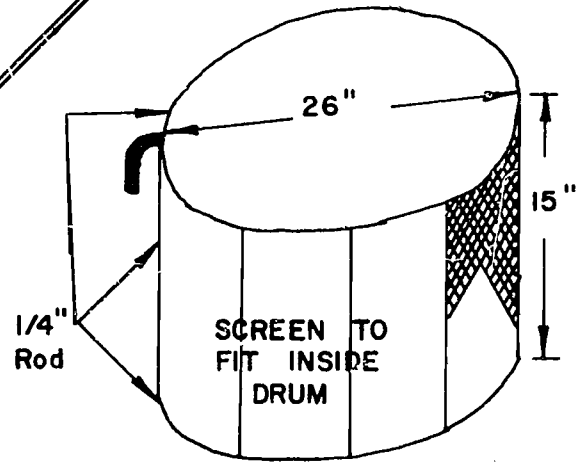

LIST OF MATERIALS

1 - 55 gal. Drum
1 - Motor & Pump
72" - 1/2" Gal. Pipe
4 - 3/4" x 36" Pipe - Legs
4 - 1/8" x 1" x 1" Angle 27" Long
1 - 1/2" x 30" Plastic Hose
4 - Strap Hinges
2 - 1/8" x 14 1/2" x 14 1/2" Flat Iron
27" - 1/4" Rod
8' - 15" Screen

WASHING VAT

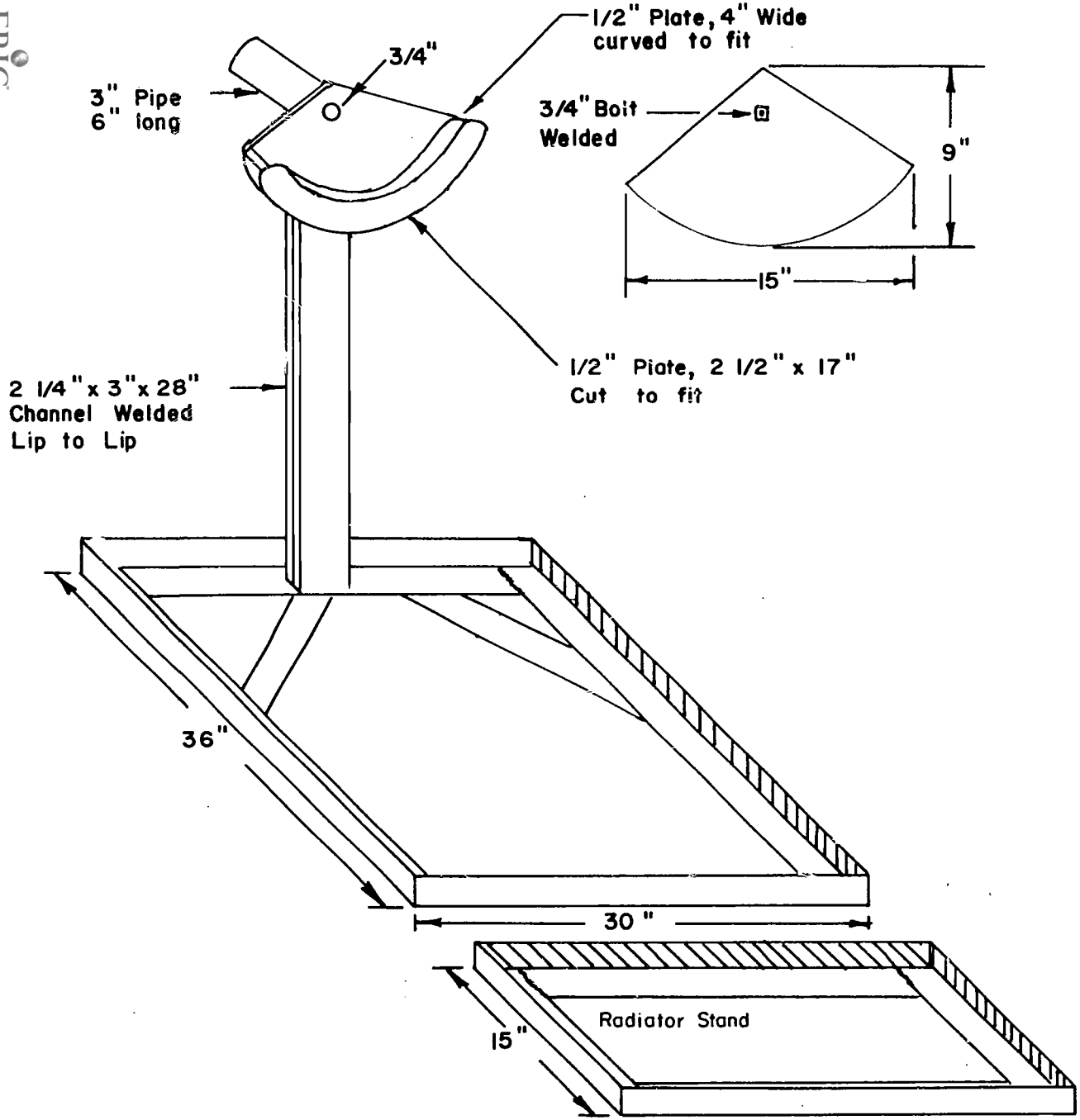

LIST OF MATERIALS

1 - 1/2" x 9" x 15" Plate
1 - 1/2" x 2 1/2" x 17" Plate
1 - 1/2" x 4" x 17" Plate
1 - 3" Pipe 6" Long
1 - 3/4" x 4" Bolt
2 - 1/4" x 3" x 28" Channel
2 - 1/4" x 1 1/2" x 1 1/2" x 36" Angle
4 - 1/4" x 1 1/2" x 1 1/2" x 30" Angle
2 - 1/4" x 1 1/2" x 1 1/2" x 15" Angle
2 - 1/4" x 2" x 15" Flat

ENGINE STAND

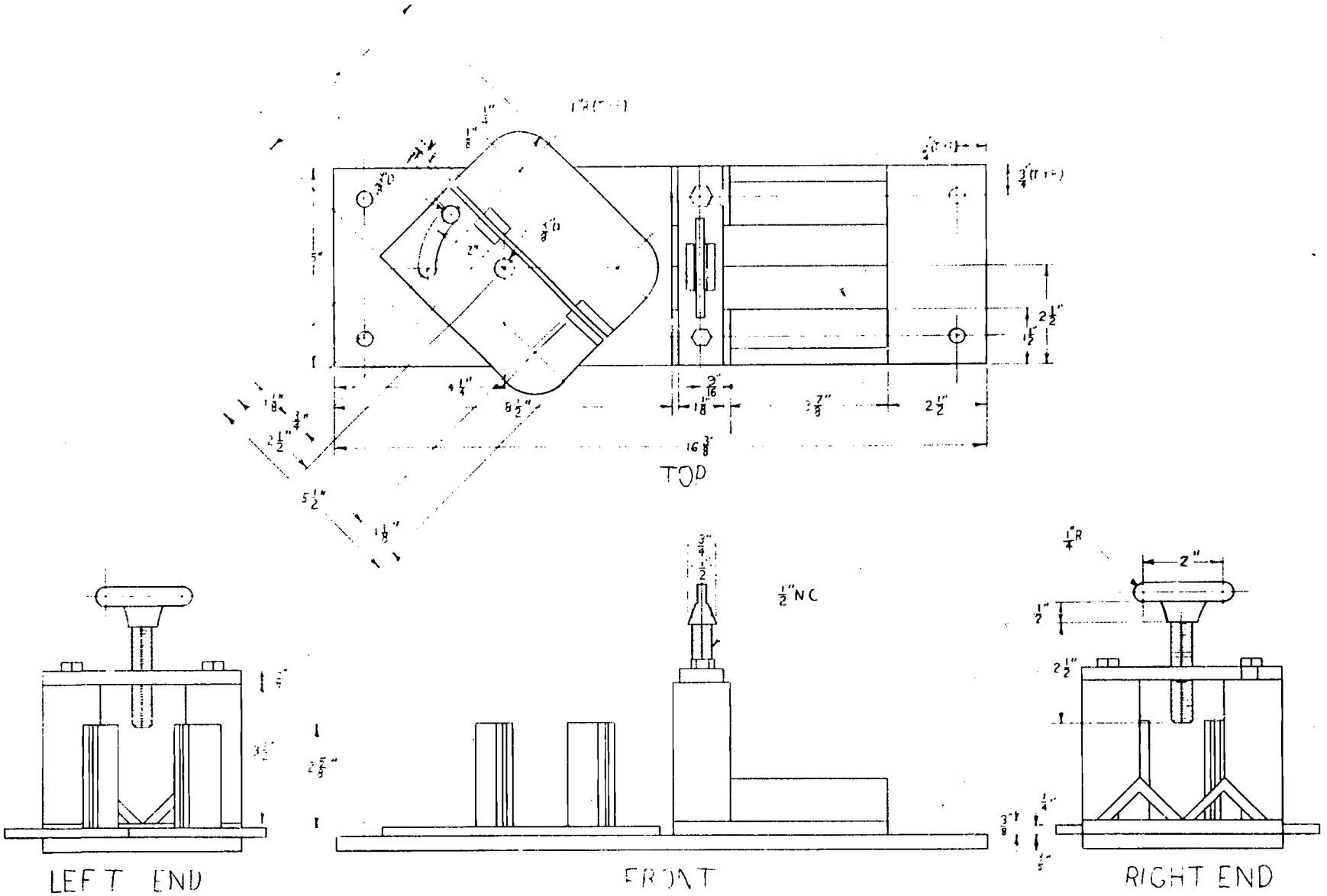

PIPE ANGLE VISE

PARTS LIST					
1 -	16 3/8" X 5" X 3/8"	FLAT STOCK	1 -	5" X 1 1/2" X 3/8"	FLAT STOCK
2 -	5" X 3" X 3" X 1/4"	ANGLE IRON	1 -	2 1/2" X 1" X 3/8"	FLAT STOCK
1 -	5 1/8" X 5" X 3/8"	FLAT STOCK	1 -	[illegible]	NC BOLT
2 -	5 3/8" X 1 1/2" X 1 1/2" X 1/4"	ANGLE IRON	2 -	[illegible]	NC HEX BOLTS
2 -	3 1/2" X 1 1/2" X 1 1/2"	SQUARE STOCK	2 -	[illegible]	NC HEX NUTS

ADULT

SKILLS

C CLAMP RECLAIMING

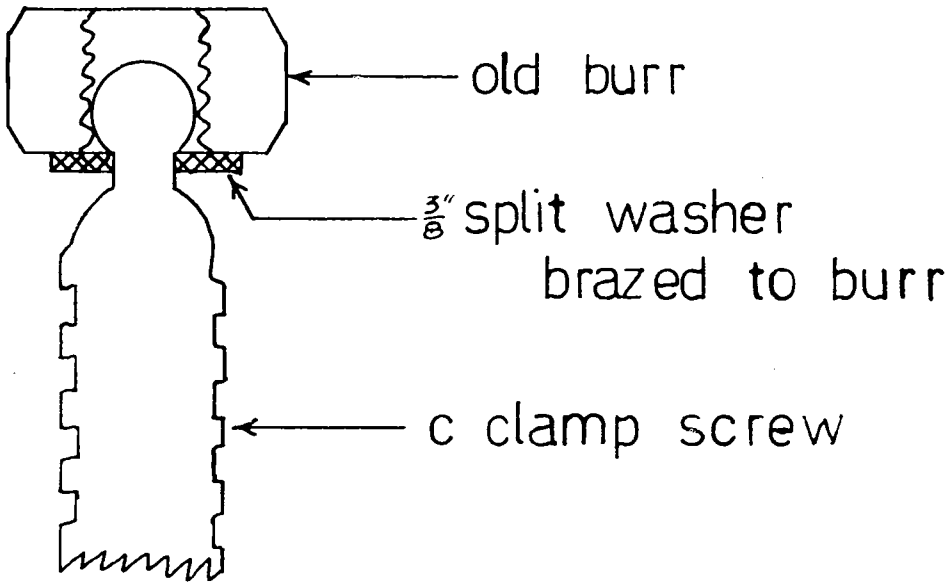

cross section view

Many C-clamps become of little use due to the loss or destruction of the movable part on the screw end.

This can be repaired by students in the following manner:

1. Secure a used burr of sufficient size to fit loosely over the ball on the screw end of the C clamp.

2. Split a 3/8" flat washer.

3. Slip burr and washer over ball end.

4. Braze washer to burr leaving room for easy movement and yet tight enough to keep burr and ball as a working unit.

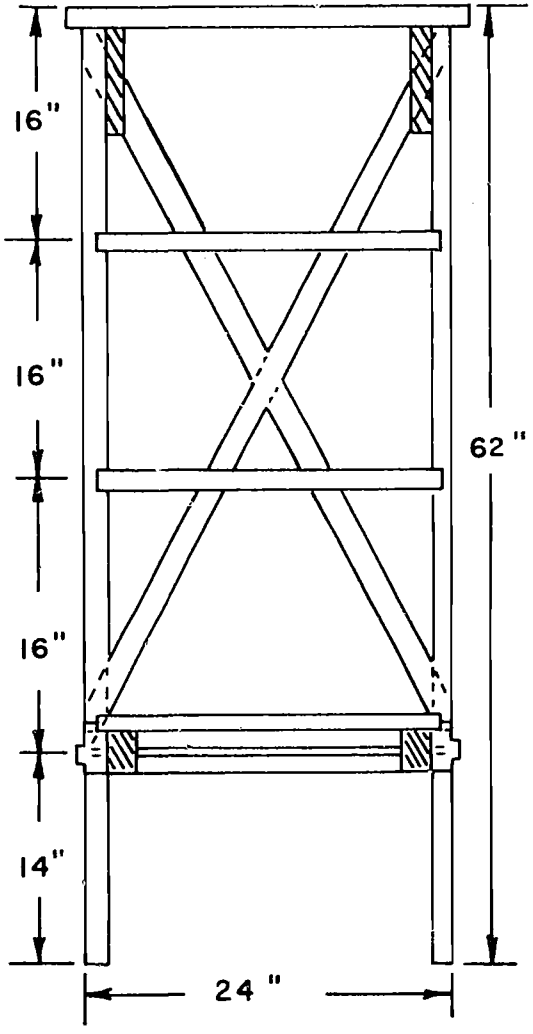

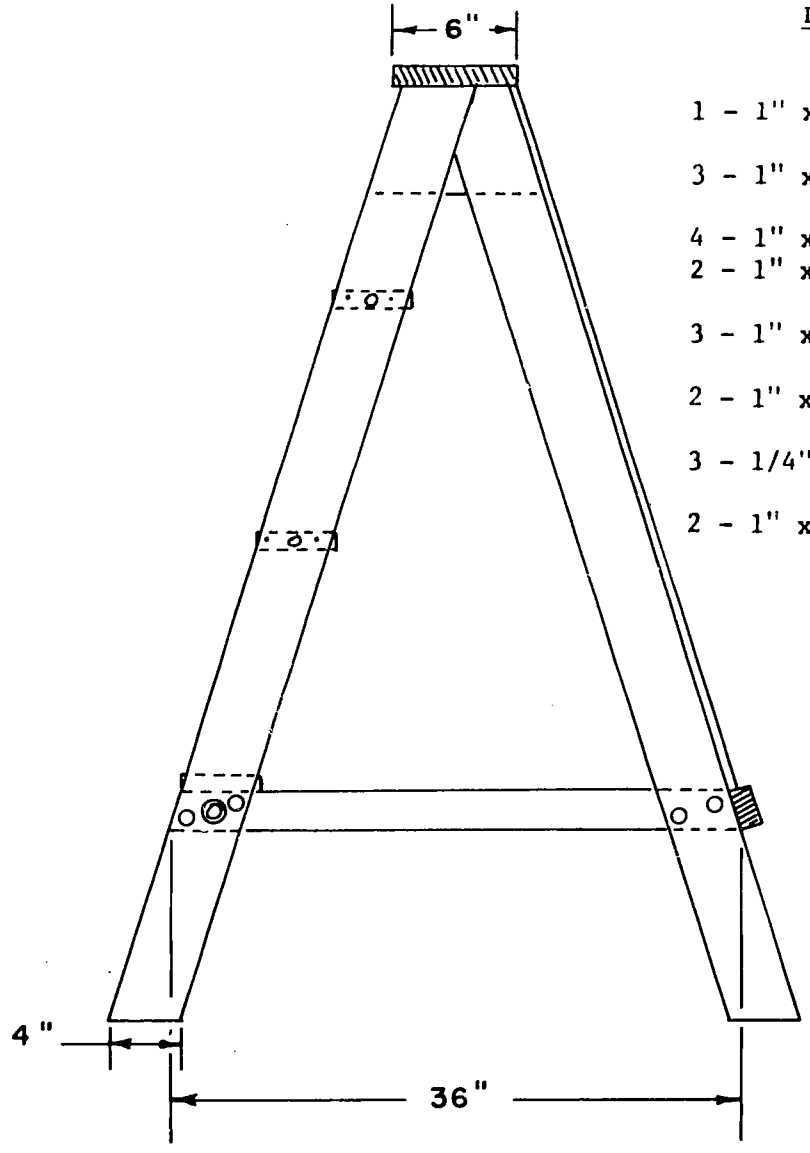

LIST OF MATERIALS

1 - 1" x 6" x 26" Pine-
Top Step
3 - 1" x 4" x 23" Pine -
Steps
4 - 1" x 4" x 66" Pine-Legs
2 - 1" x 6" x 12" Pine -
Leg Braces
3 - 1" x 2" x 23" Pine-
Back Braces
2 - 1" x 2" x 52" Pine -
Back Braces
3 - 1/4" x 25" Rod - Step
Braces
2 - 1" x 2" x 36" Pine -
Bottom Braces

STEP LADDER

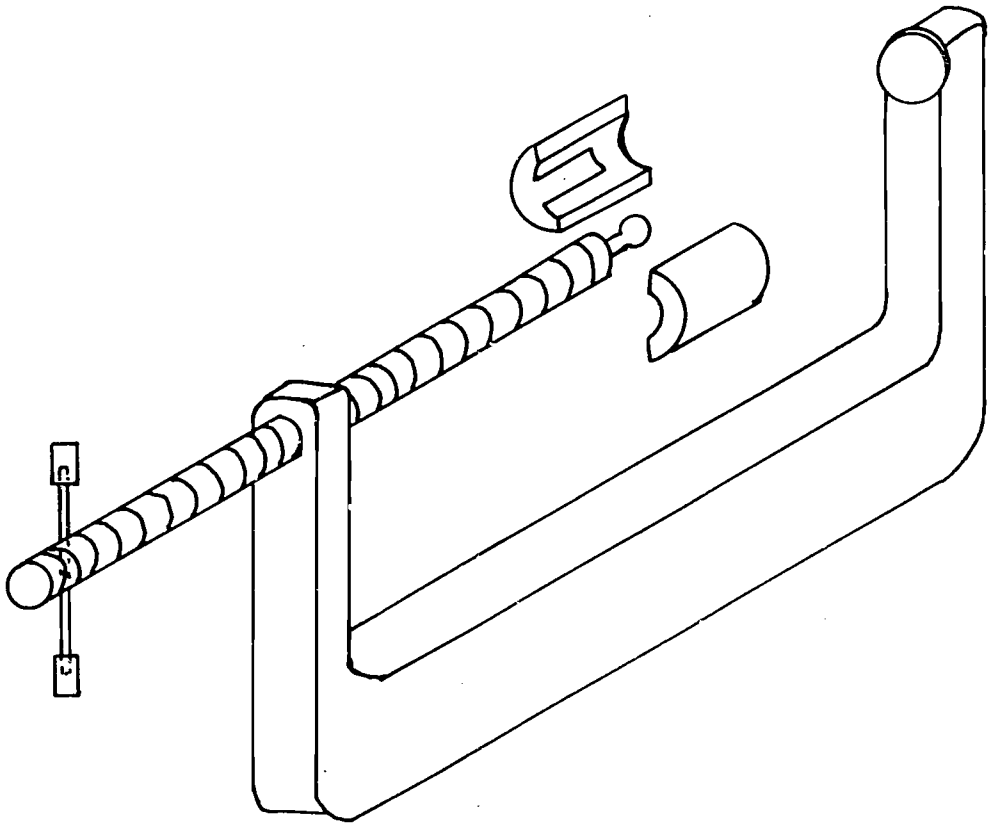

C-CLAMP REPAIR

C-CLAMP REPAIR

Once the swivel foot breaks off a C clamp, the clamp is useless for most purposes. The expensive clamp can be put back into use for about ten cents worth of materials and perhaps half an hour's work.

As shown in the sketch, you can make up a new foot in five easy steps:

1. Cut a piece of 1" round stock about 3/4" long.

2. Drill through center of bar with 3/8" bit, end-to-end.

3. Drill half way through the bar with 1/2" bit, using the smaller hole as a pilot.

4. Cut piece in half lengthwise with hack saw.

5. Place two halves of the new foot around the screw, with half inch cavity over the ball. Weld together and your clamp is back in business.

Larger or smaller clamps would call for different hole dimensions, but procedure would be the same.

LIST OF MATERIALS

1 - 5/16" x 1 1/2" x 34" Flat Stock
1 - 1" x 10" Round Mild Steel
1 - 1/4" x 3 3/4" Round Mild Steel

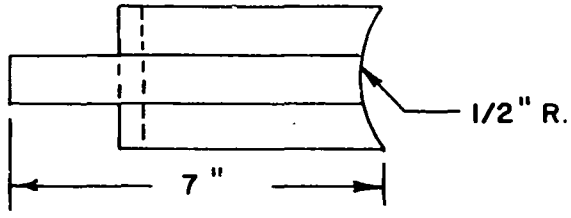

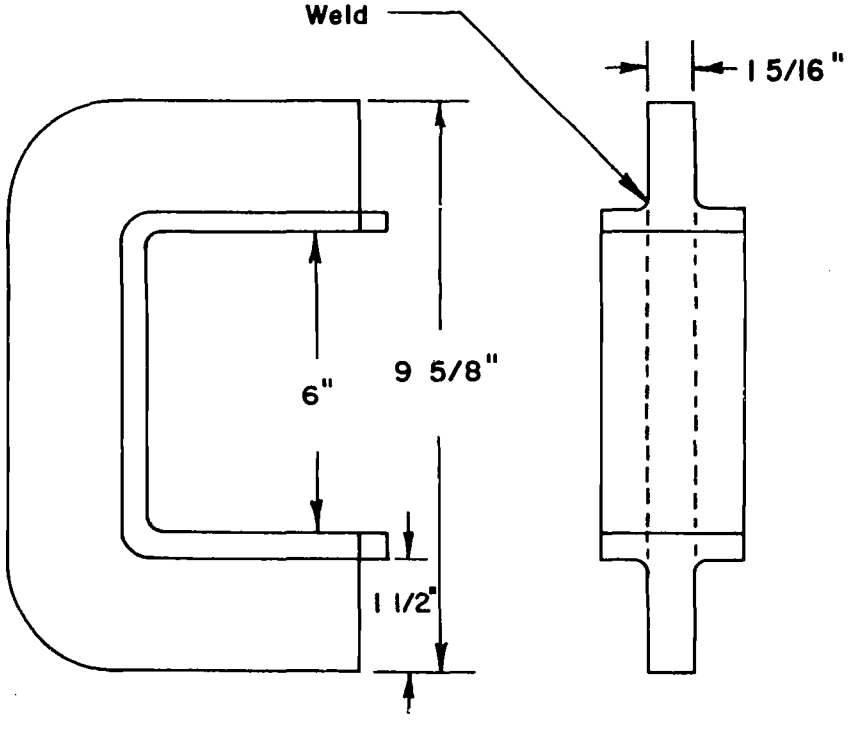

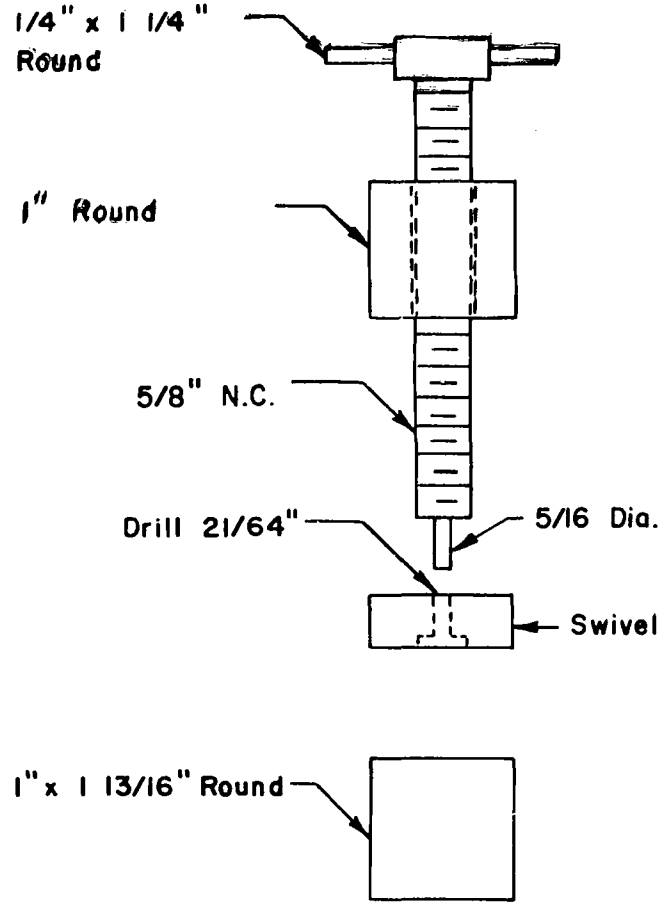

C-CLAMP

LIST OF MATERIALS

1 - 1/4" x 3" x 3" x 18" Angle
1 - 3/16" x 10" x 24" Plate
2 - 1/2" x 2" x 8" Mild Steel
2 - 1/4" x 2" x 2" Plate
2 - 1/2" x 2" Round
2 - 1/2" x 3" Round (Threaded)

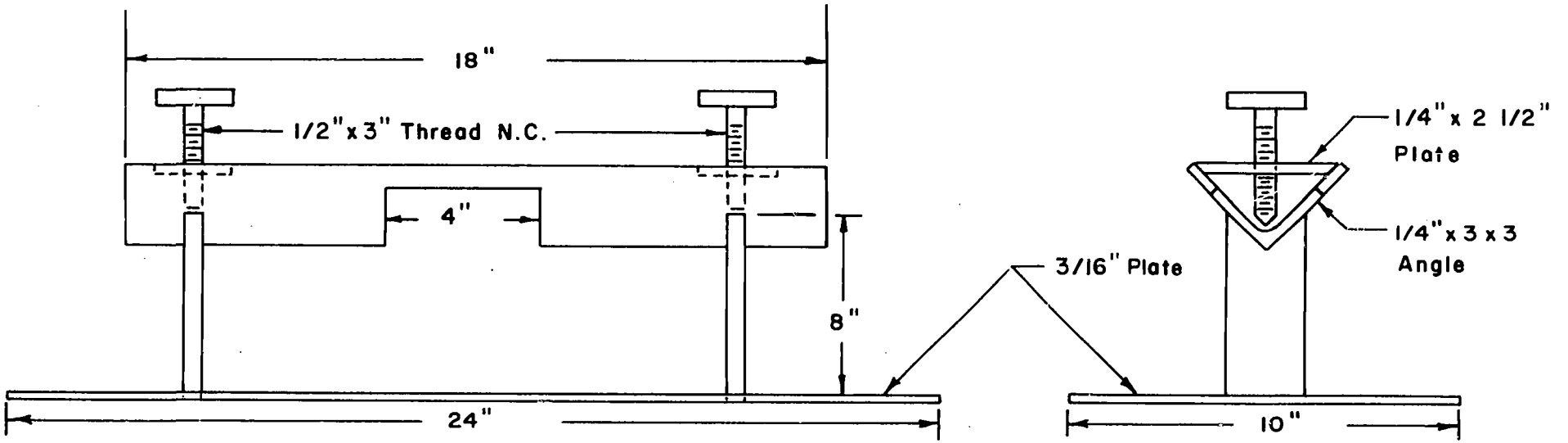

JIG FOR WELDING ROUND STOCK

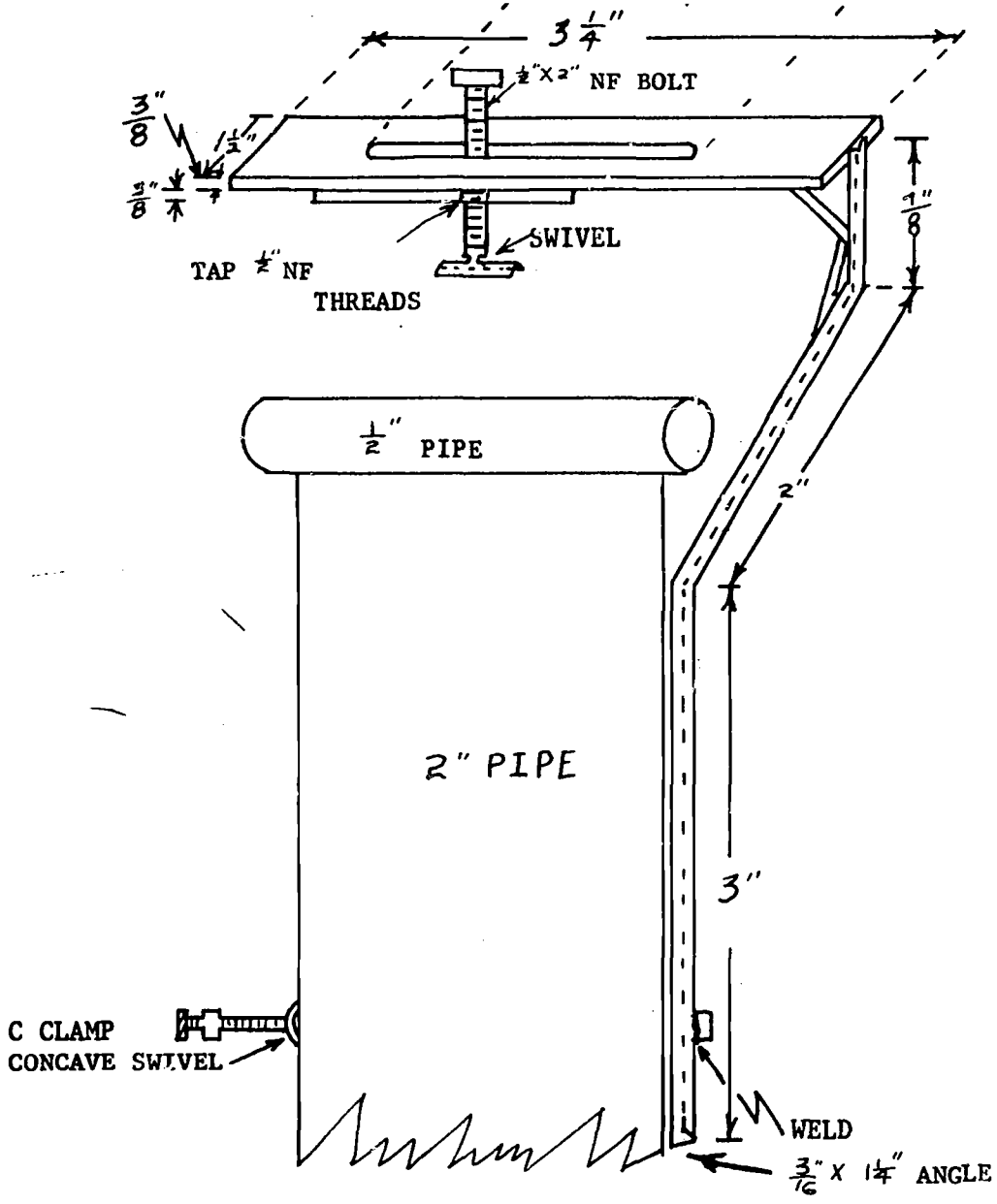

PIPE TO PIPE CLAMP

LIST OF MATERIALS

1 - Concave Swivel C Clamp
1 - 3/8 x 1 1/2x 3 1/4 Flat Bar
1 - 3/8 x 1 x 1 3/4 Flat Bar
1 - 1/2 x 2 NF Bolt
1 - 3/16 x 1 1/4 x 5 7/8 Angle

LIST OF MATERIALS

1 - 1 1/4 x 5" H. R. Steel

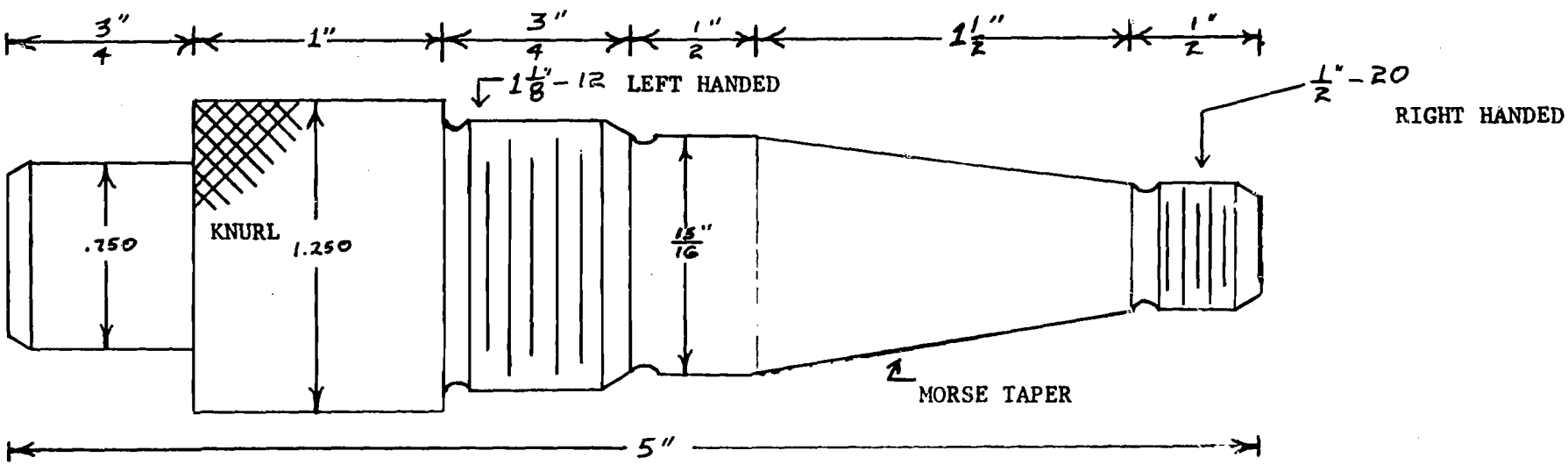

FINAL LATHE TEST

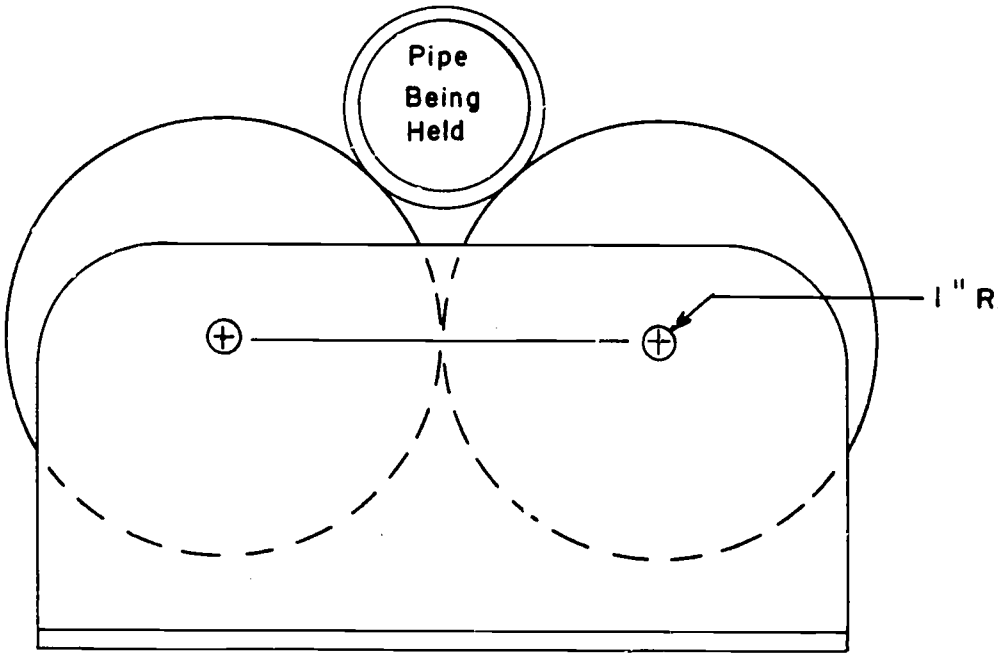

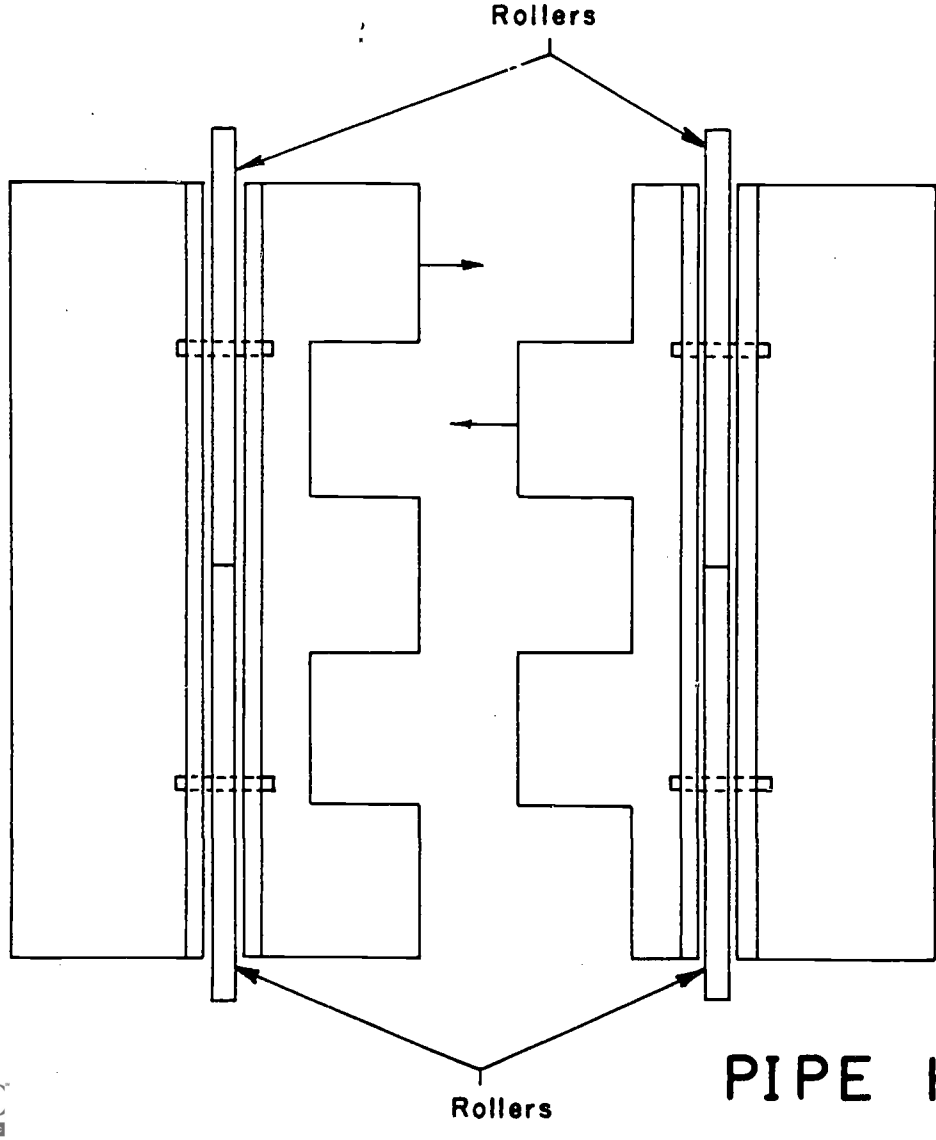

PIPE HOLDER

ERIC

LIST OF MATERIALS

1 - 9/16 x 4 15/16 Round Tool Steel

1 - 2" x 3 9/16 Round Stock

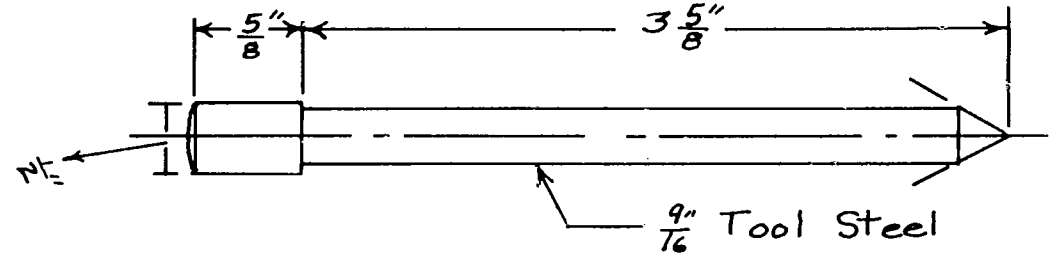

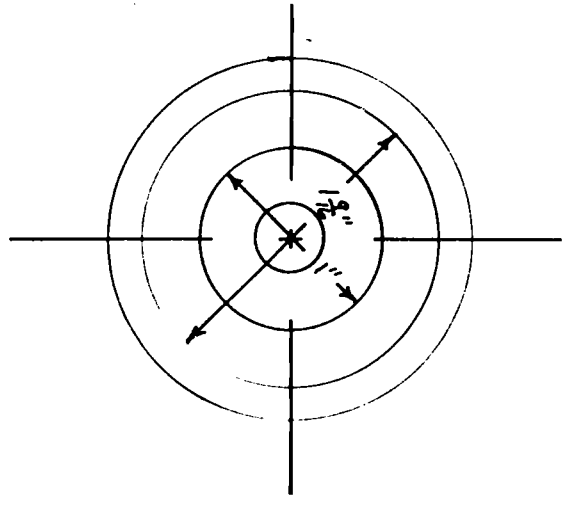

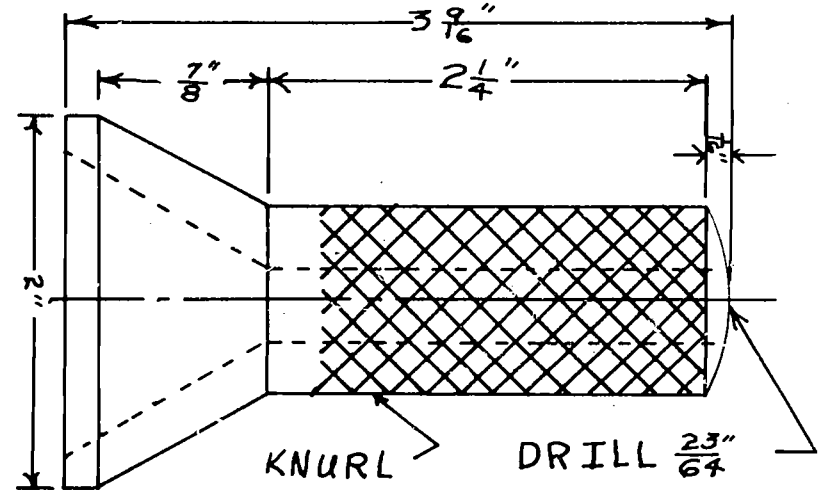

BELL CENTER PUNCH

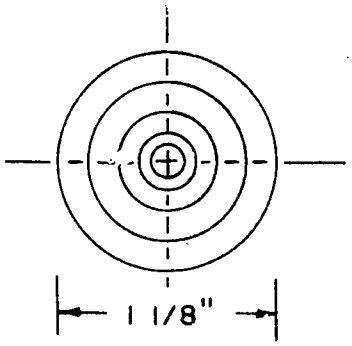
1 1/8"

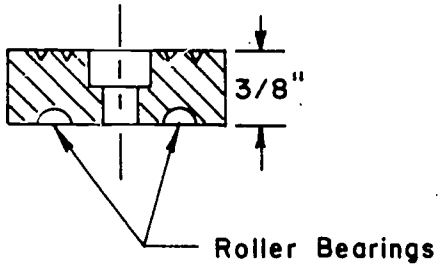
3/8"
Roller Bearings

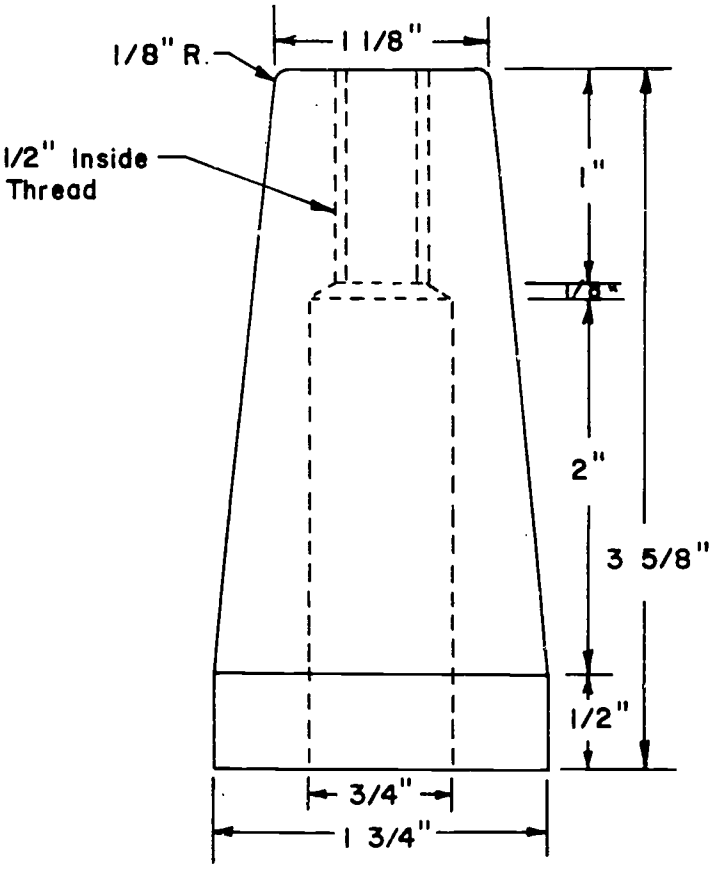
1/8" R.
1 1/8"
1/2" Inside Thread
1"
1/8"
2"
3 5/8"
1/2"
3/4"
1 3/4"

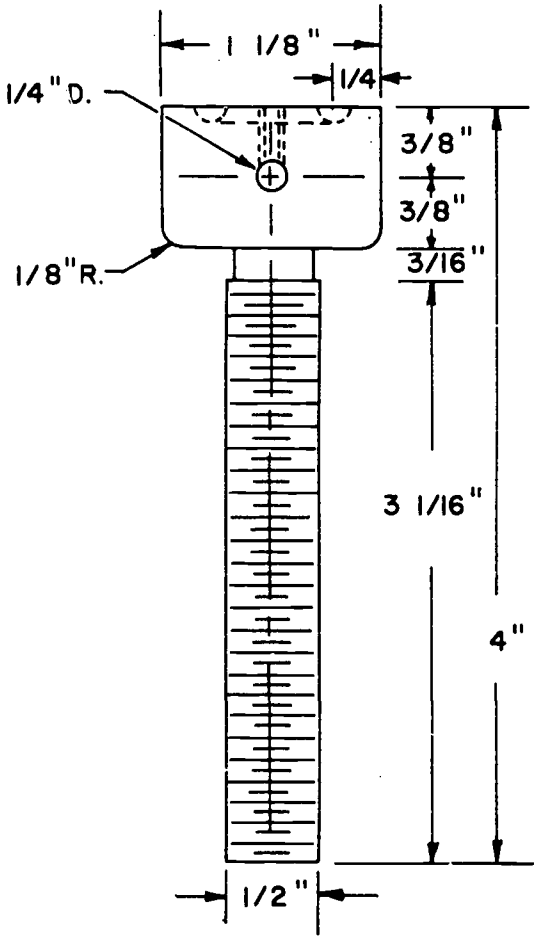
1 1/8"
1/4
1/4" D.
3/8"
3/8"
3/16"
1/8" R.
3 1/16"
4"
1/2"

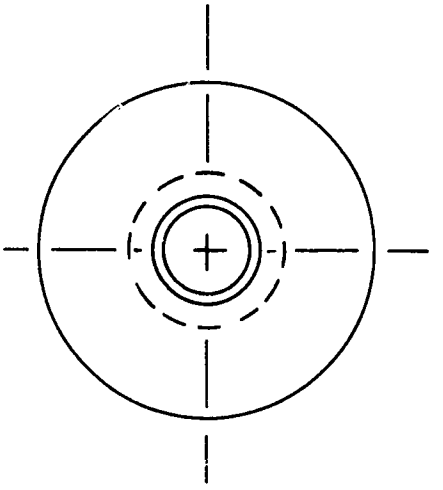

JACK SCREW

JACK SCREW

LIST OF MATERIALS

1 - 1 1/8" x 3/8" Round
1 - 1 1/8" x 3/4" Round
1 - 1/2" x 3 7/8" Round (Threaded)
6 - 3/16" Ball Bearings
1 - 1 3/4" x 3 5/8" Round

EXCELLENT FOR:

Drill Press Jack
Welding Jack
Aligning Holes
Hack Saw Stand

ERIC

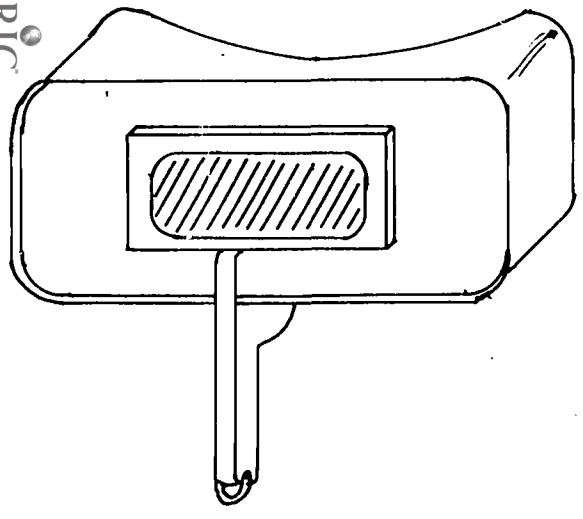

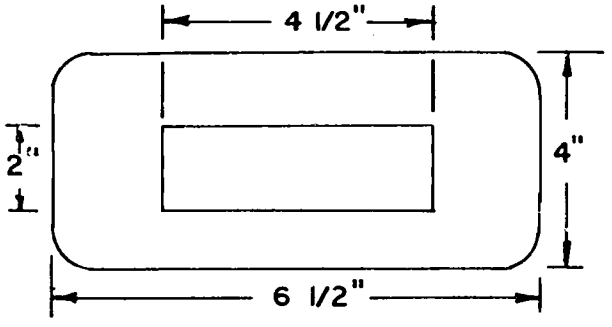

FRONT

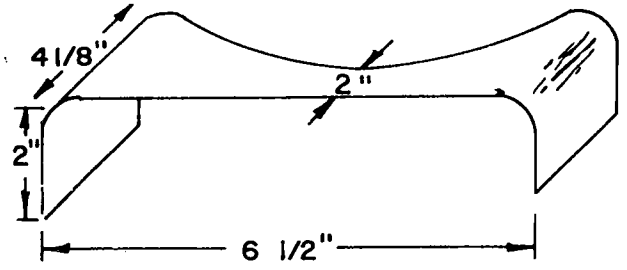

FACE MASK

LIST OF MATERIALS

1 - Gallon Can

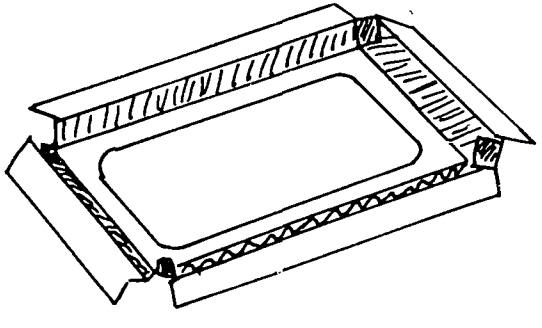

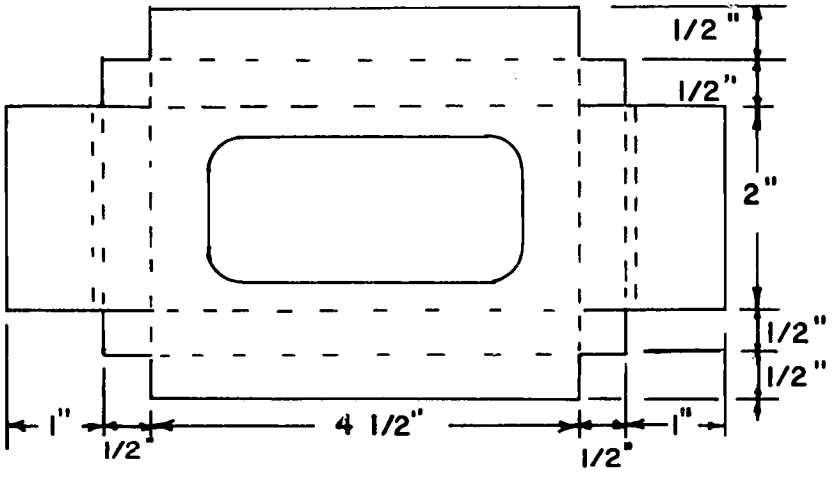

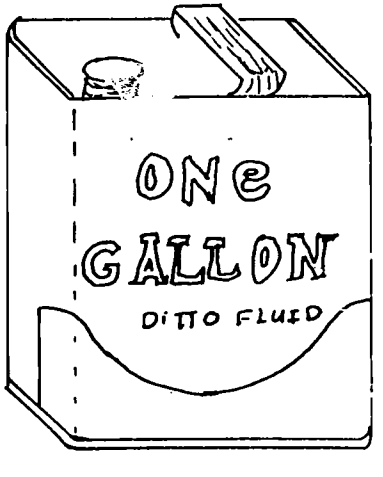

WELDING FACE SHIELD

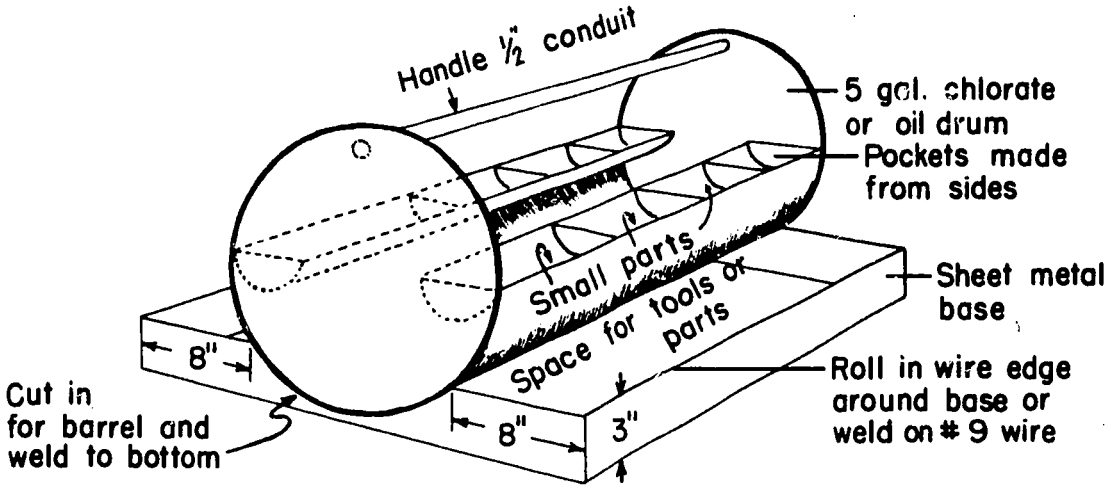

Have students bring from their home or the local dump one 5 gal. round chlorate can or oil drum and bailing wire.

1. Use torch or tin snips to cut openings in the barrel along the seam but leave ends intact.

2. Make trays for 5 gal. barrel center section. Use approximately 3" diameter for forming body of tray. Use #4 circle roll in preparing edge. Use #9 wire for sides of tray and bailing wire for divisions. Make handle from thin wall conduit welded into ends of drum.

3. Make sides from base approximately 3" high or heighth that best suits the size of the stock material. Roll in wire edge around #9 wire to section where curved cut for barrel begins. Place 5 gal. barrel in curved cut of base and weld.

4. Paint with machinery paint. The student can use this piece of equipment when overhauling jobs are done in the shop to keep parts from being lost until job is completed.

REPAIR KIT

ADULT

PROJECTS

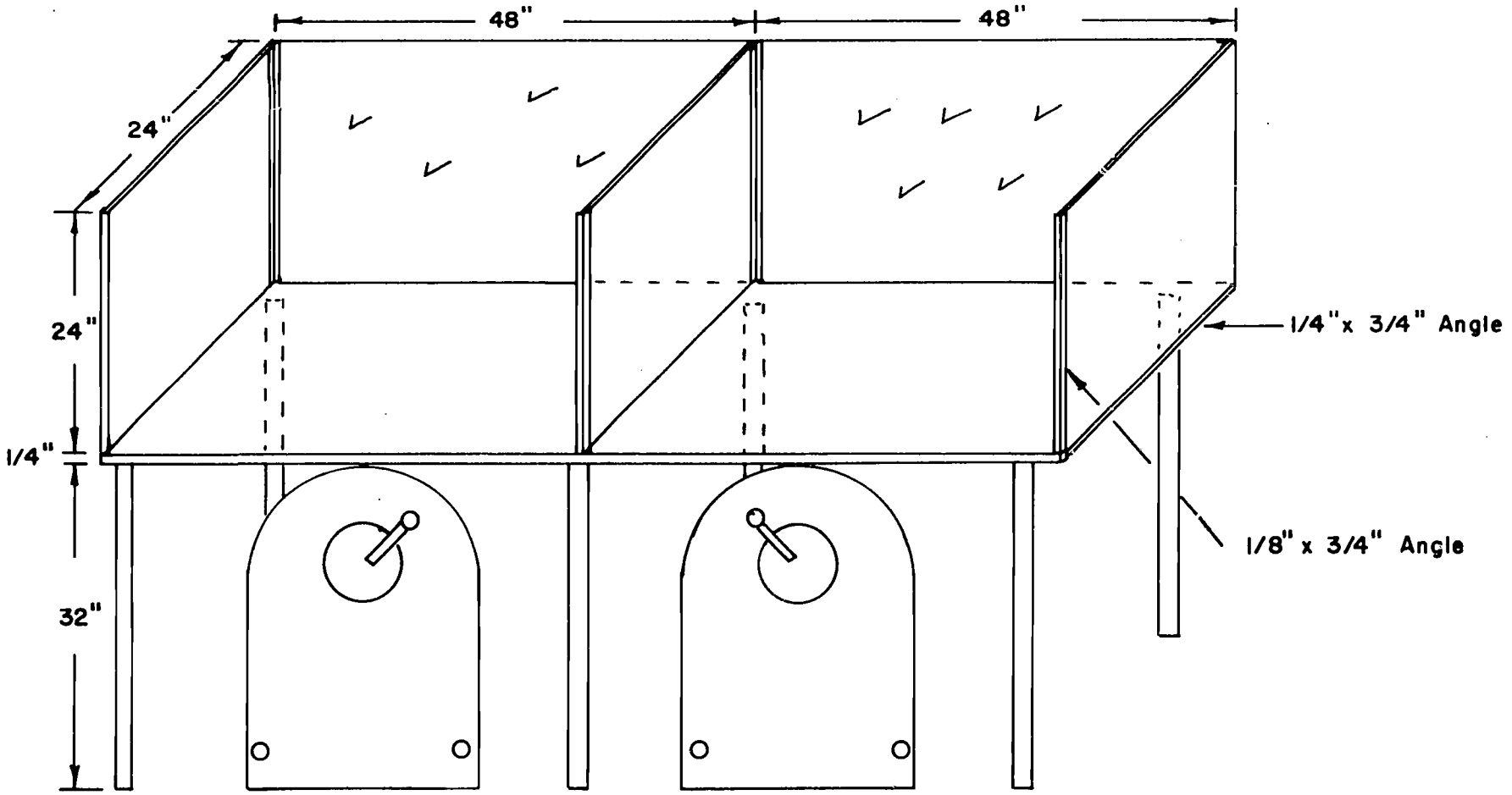

ARC WELDING BOOTH

ARC WELDING BOOTH

LIST OF MATERIALS

6 - 2" x 32" Pipe - Legs
1 - 1/4" x 2' x 8' Steel Plate - Top
9 - 1/8" x 3/4" x 24" Angle
4 - 1/8" x 3/4" x 48" Angle
2 - 1/4" x 24" x 48" Fire Board
3 - 1/4" x 24" x 24" Fire Board
2 - 1/4" x 3/4" x 8' Angle - Trim
3 - 1/4" x 3/4" x 2' Angle - Trim

LIST OF MATERIALS

Perimeter - 41'3" of 3/4" Pipe
Interior - 57'9" of 3/8" Square Stock
Hinges - Hooks - 3'6" of 3/4" Round

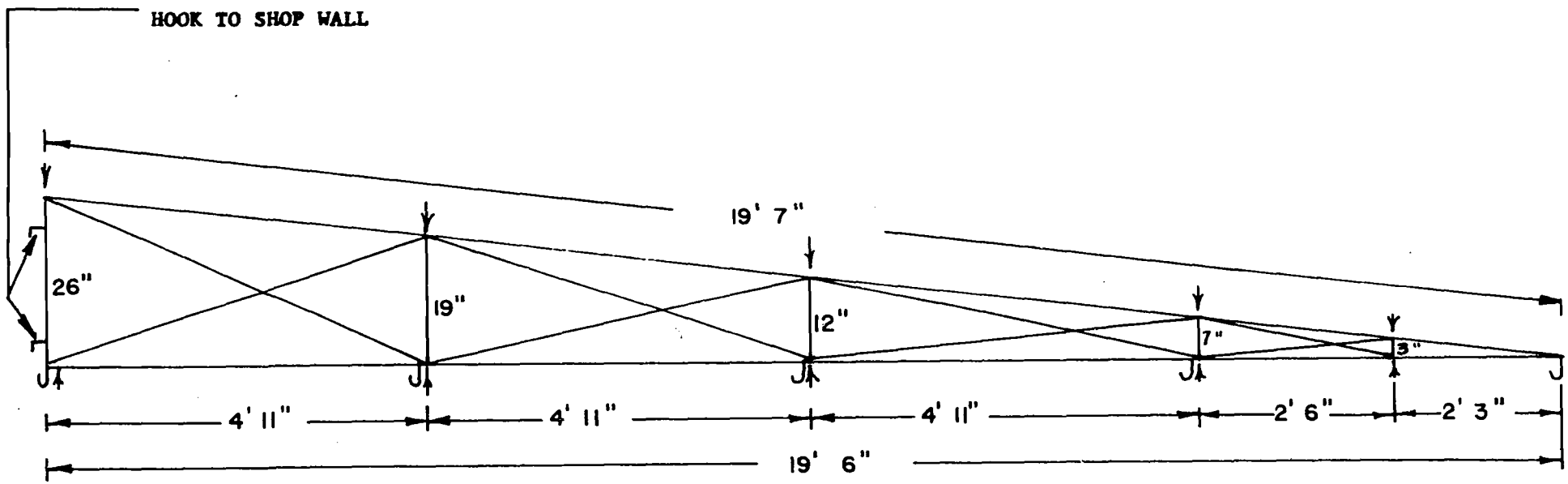

EXTENSION CORD EXTENDER

An oxy-acetylene cutting table with a hopper underneath and extending beyond the edges of a table has the advantages of preventing the burning of shop clothing, the pocking of concrete floors, the burning of shoe soles, and the general danger of shop fires. With wheels, it can be portable.

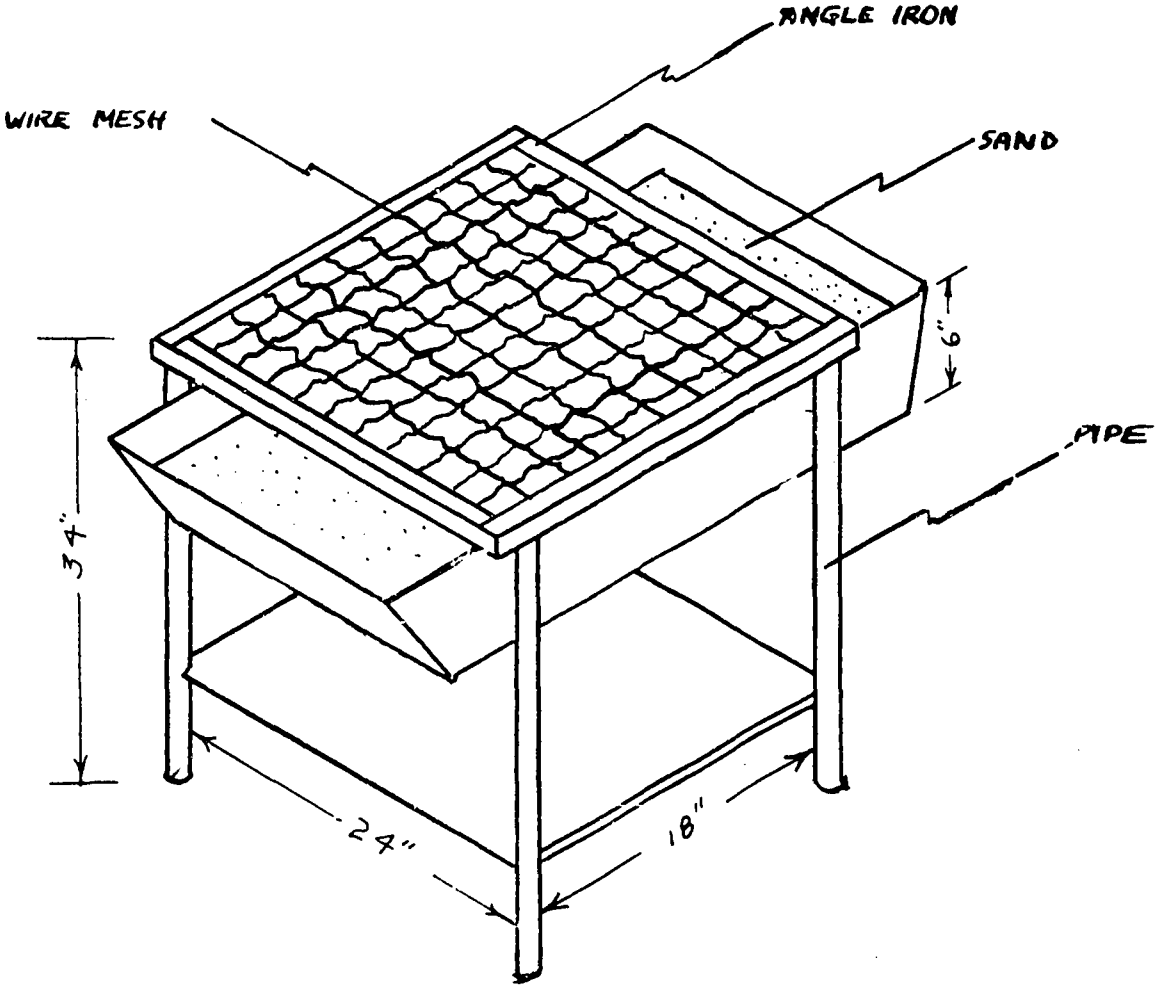

LIST OF MATERIALS

4 - 1" x 34" Pipe
1 - 18" x 24" Gage Sheet Metal
2 - 1/8" x 1" x 1" x 18" Angle
2 - 1/8" x 1" x 1" x 24" Angle
1 - 18" x 24" Heavy Wire Screen
1 - 30" x 36" 20 Gage Sheet - Tray

OXY-ACETYLENE CUTTING TABLE

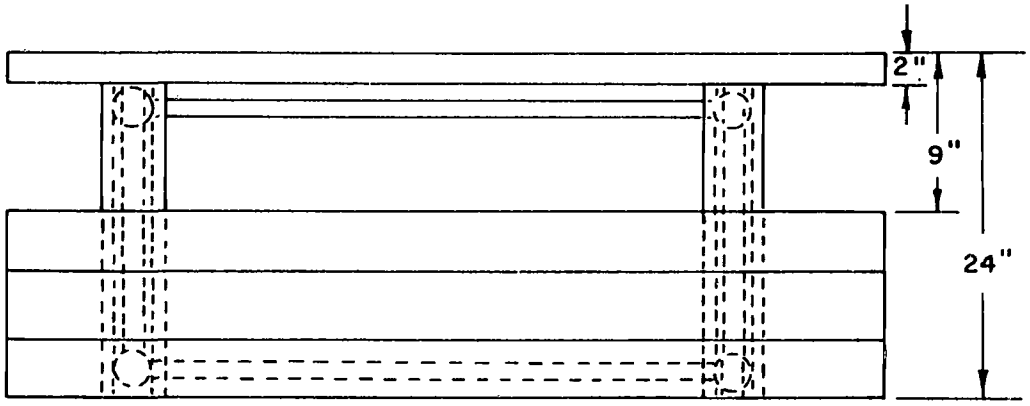

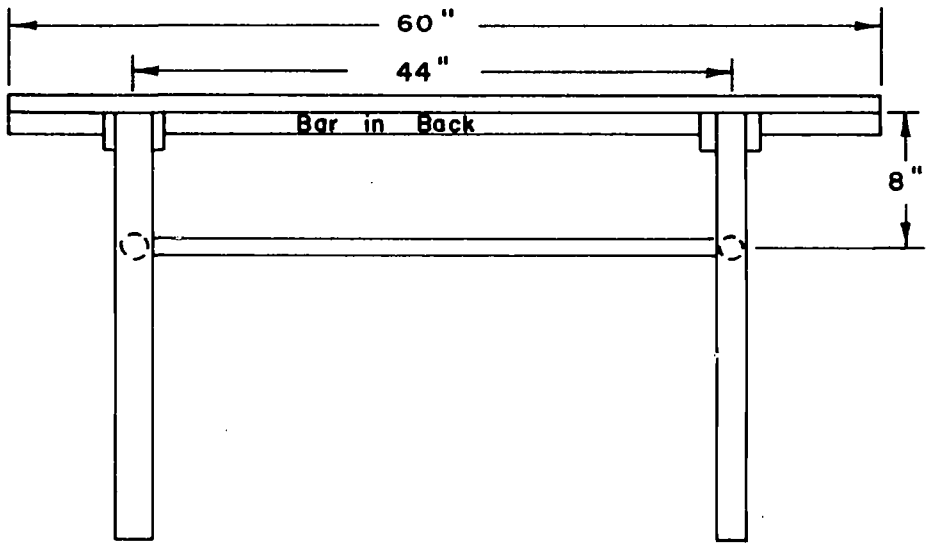

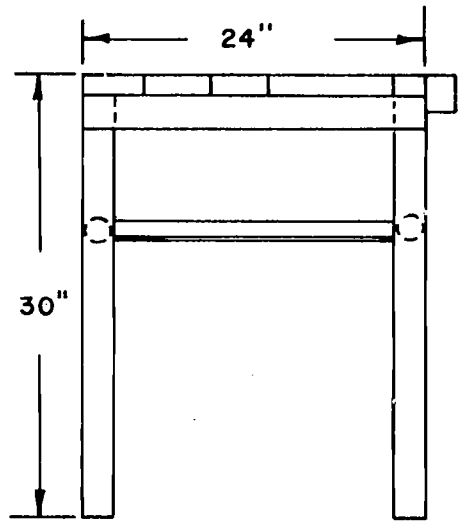

HEAVY DUTY WORK TABLE

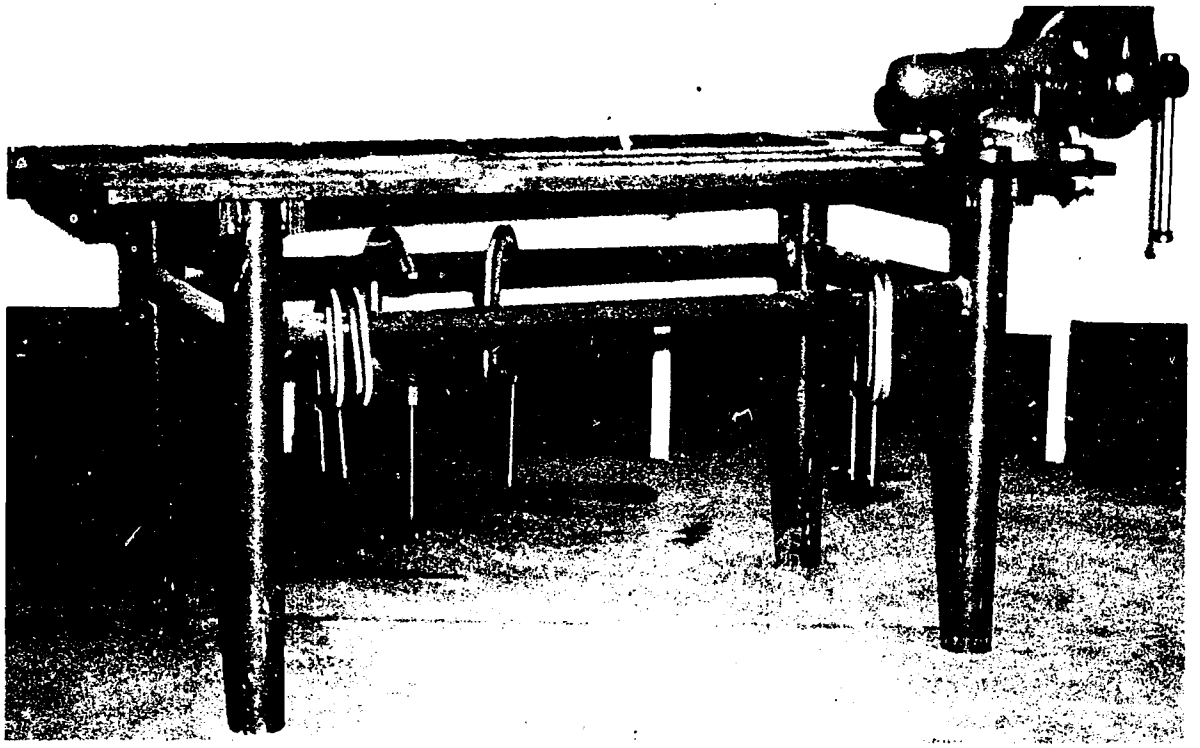

HEAVY DUTY WORK TABLE

LIST OF MATERIALS

4 - 2 1/4" I.D. x 30" Steel Pipe - Legs
2 - 1 1/4" I.D. x 44" Steel Pipe - Side Braces
2 - 1 1/4" I.D. x 16" Steel Pipe - End Braces
4 - 3/4" x 2" x 24" Mild Steel - Top Supports
1 - 2" x 2" x 60" Mild Steel - Edge Bar
2 - 3/4" x 5" x 7" Mild Steel - Top
3 - 3/4" x 5" x 60" Mild Steel - Top

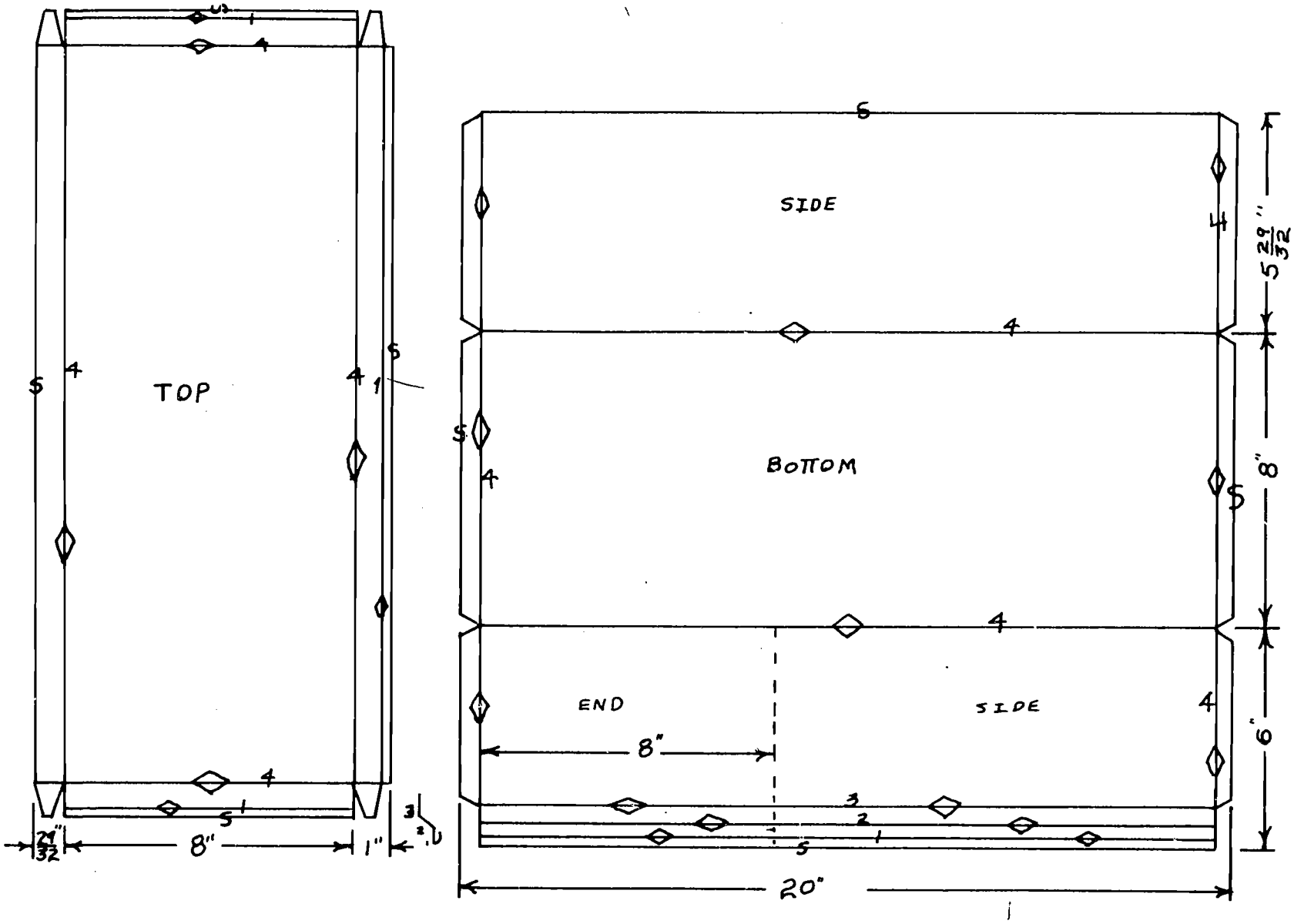

SHEET METAL TOOLBOX

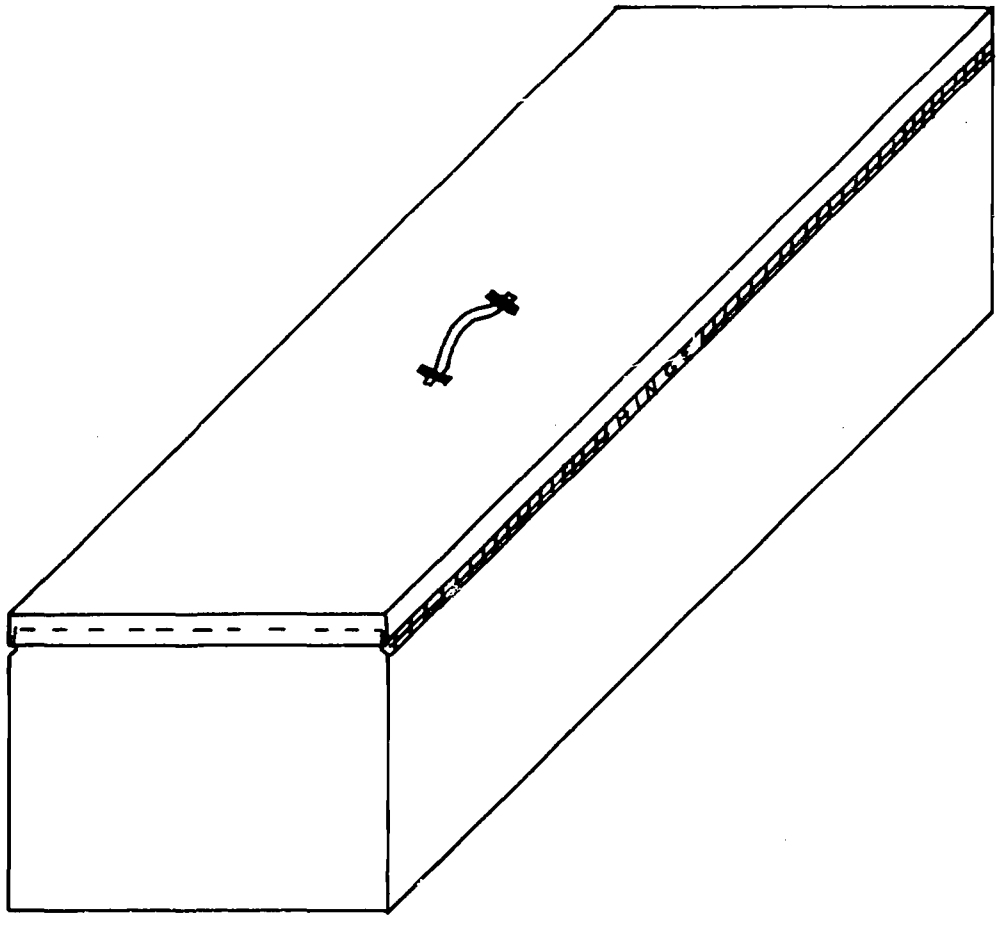

LIST OF MATERIALS

2 - 20 ga 8" x 6" Sheet Metal-Ends
1 - 20 ga 9 29/32" x 20 1/2" Sheet Metal-Top
1 - 20 ga 19 29/32" x 20" Sheet Metal-Bottom & Sides
1 - 20" Sheet Metal Hinge
1 - Handle
2 - Latches

ACCESSION NUMBER: VT100675

PUBLICATION DATE: FEB74

TITLE: WHAT EVERY BAKER NEEDS TO KNOW. A SCRAMBLED PROGRAM OF RELATED SCIENCE AND TRADE INFORMATION.

PERSONAL AUTHOR: BOGDANY, MELVIN

DESCRIPTOR: *PROGRAMED TEXTS; *TRADE AND INDUSTRIAL EDUCATION; *COOKS; *FOODS INSTRUCTION; *FOOD SERVICE OCCUPATIONS; NUTRITION

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: MIN V.7NO.4(1974)PP. 560

ABSTRACT: THIS GUIDE, INTENDED FOR A SUPPLEMENT TO CLASSROOM TEACHING, IS A PROGRAMED COURSE OF STUDY FOR THE BEGINNING STUDENT IN COMMERCIAL BAKING. IT CONTAINS INFORMATION ABOUT FLOURS, YEASTS, AND OTHER INGREDIENTS USED IN BREADS. COMPOSITION, CHARACTERISTICS, AND CHEMICAL ACTIONS OF SALT, WATER, SUGAR, EGGS, SHORTENING, AND MILK ARE EXPLAINED AS THEY RELATE TO THE BAKING PROCESS. A VOCABULARY OF BAKESHOP TERMS AND A NUMBER OF SAFETY TIPS ARE PROVIDED. (MU)

INSTITUTION NAME: NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION.

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

WHAT EVERY BAKER NEEDS TO KNOW

A Scrambled Program
of Related Science and
Trade Information

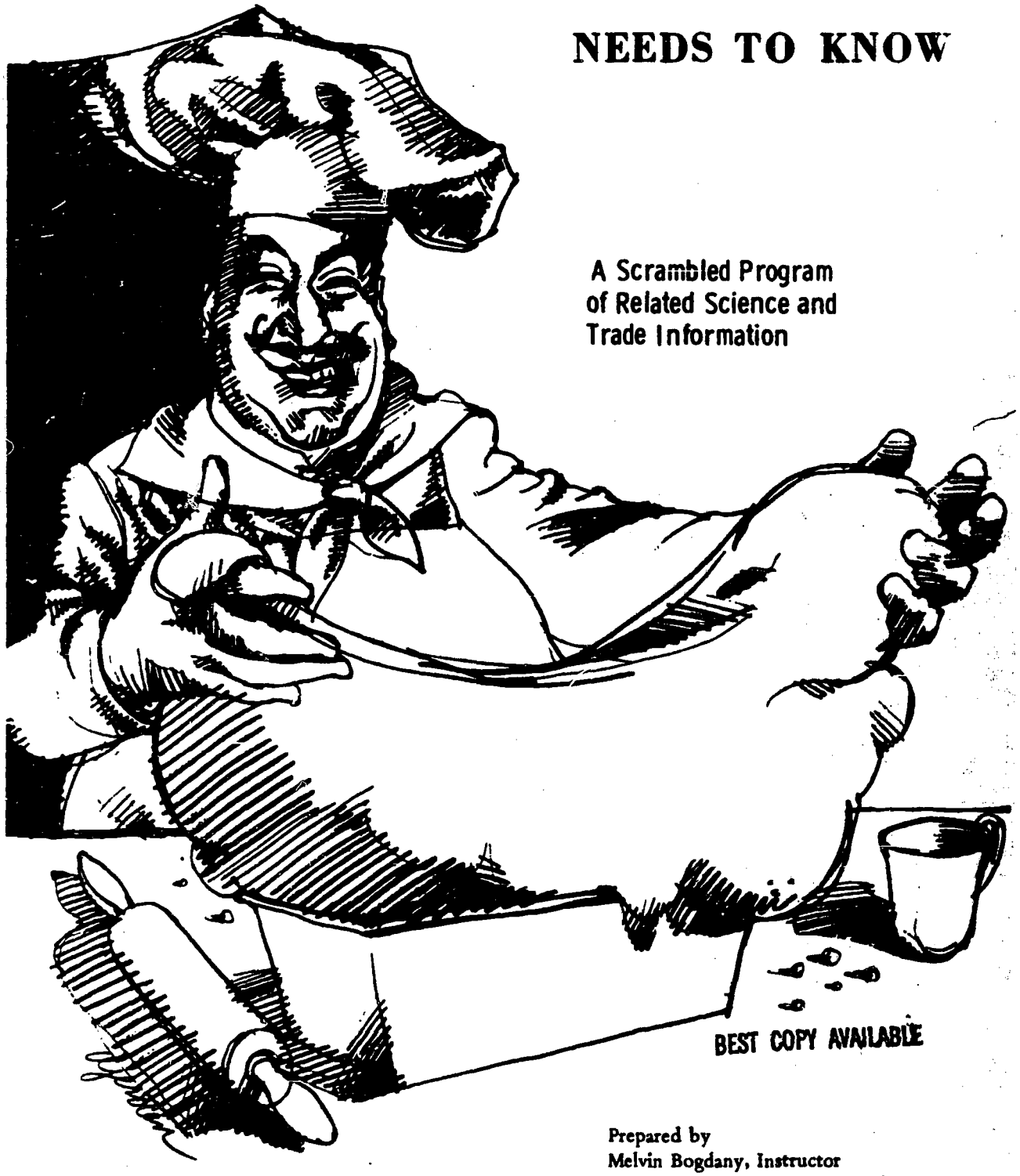

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East Brunswick, New Jersey

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

WHAT EVERY BAKER NEEDS TO KNOW

A Scrambled Program
of Related Science and
Trade Information

INTRODUCTION AND BOOK I – FLOUR

Prepared by
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State of New Jersey
Department of Education
Division of Vocational Education

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February 1974

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SCRAMBLED PROGRAMED INSTRUCTION
IN
BAKING

To the Teacher

Programed instruction takes advantage of the basic human drive for success. The programer guides the student toward making the correct response. He then shows or tells the student that he has given the desired response - that he has been *successful*. Each time the student makes the correct response, he is further reinforced by being told that he is correct; he is motivated to be a success. This increases the probability that he will make the correct response to an actual stimulus in future situations.

The aims of a textbook and the aims of a program such as this are very similar: to provide the student with the basic information to solve problems. In a program, however, the student is *guided* along a path through the materials he needs to learn. No such guidance is given with a textbook; for this reason, the effectiveness of learning from textbook material varies from student to student. The difference between using textbooks and using programs to get across the core materials is that in many subjects and for many learners the program is more effective in achieving the goal.

The textbook used as the basis for this program is *Baking - Related Science and Trade Information* by Cy Sommer, published by the Vocational-Technical Curriculum Laboratory of Rutgers - The State University.

It is not suggested that this programed course take the place of classroom teaching completely. Rather, it will probably have its greatest value as a supplement to teaching. The teacher may wish to divide the material as best suits his students, teach a portion, and then have the students follow up with the appropriate pages of the appropriate booklet. Review questions are included at the end of each booklet, made up of some of the questions that the student has already answered, to reinforce his learning. Answers to these questions may be checked by the student himself from the answer book.

A program of this type is a kind of tutor. This program is designed to provide for:

1. Direct interchange between student and programer, which will induce sustained activity (response and feedback).

2. A clear understanding of each step before the student moves on to the next step.

3. Control of the sequence, so that the student is exposed to new material only when he has been thoroughly prepared and success is very likely.

4. A sufficient indication of the correct answer to maintain a low error rate.

5. A method of immediate reinforcement that will maintain and strengthen the desired behavior pattern (correct response).

It is recommended that the books 1 through 9 be studied in their numbered order. Book 10 (Vocabulary) and Book 11 (Safety) may be taken at any point that the instructor feels is appropriate. Book titles are:

Book 1 - Flour
Book 2 - Yeast and Fermentation
Book 3 - Chemical Leavening
Book 4 - Salt
Book 5 - Water
Book 6 - Sugar and Formula Balance
Book 7 - Eggs
Book 8 - Shortening and Other Baking Fats
Book 9 - Milk and Milk Products
Book 10 - Bakeshop Vocabulary
Book 11 - Safety in the Shop
Answer Book

The booklets have been punched for a standard 3-ring binder, so that each completed booklet can be put into the binder for permanent reference. The Answer Book will remain in the student's binder.

Construction of This Program

1. The subject matter is broken up into small steps. These steps usually vary in size from several sentences to a few small paragraphs.

2. Each step will require some type of response from the student. The student must answer a question or fill in a blank. Active participation on the part of the student is required. Generally, it is desired that the activity also demonstrate a clear understanding of the material.

3. The students are provided immediate feedback reinforcement. They are told the correctness of their answers; this has the advantage of immediately reinforcing the activity and immediately correcting any misunderstanding.

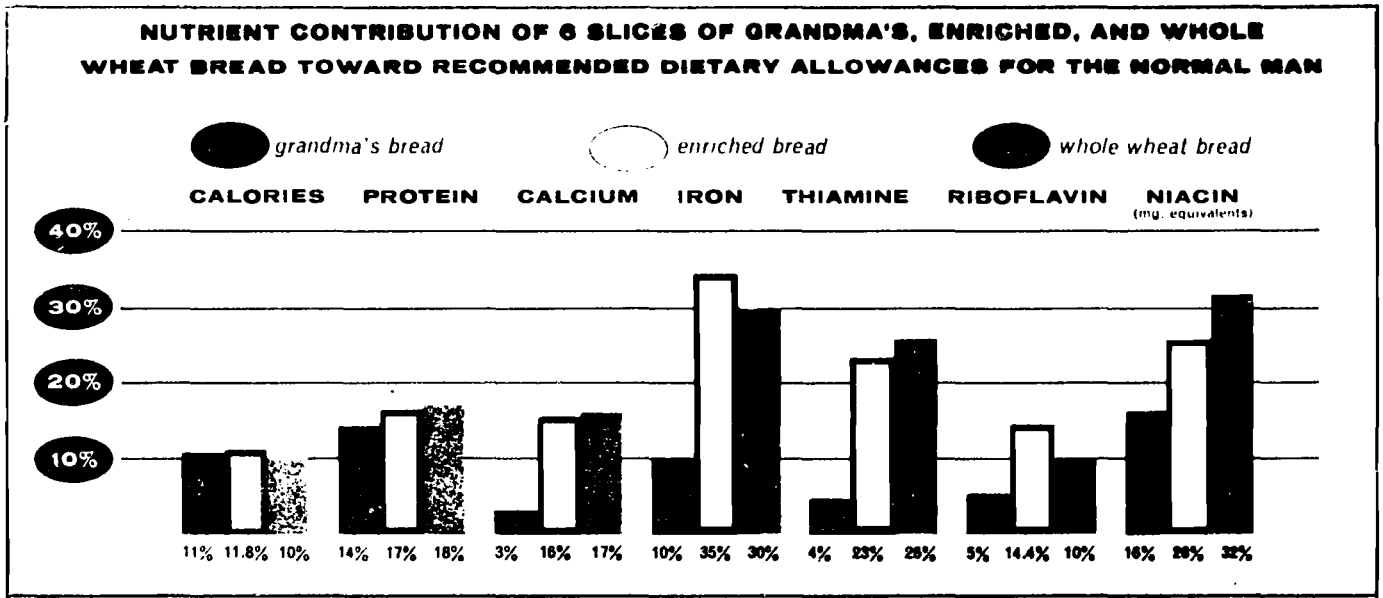
NUTRIENT CONTRIBUTION OF 6 SLICES OF GRANDMA'S, ENRICHED, AND WHOLE WHEAT BREAD TOWARD RECOMMENDED DIETARY ALLOWANCES FOR THE NORMAL MAN
grandma's bread
enriched bread
whole wheat bread
CALORIES
PROTEIN
CALCIUM
IRON
THIAMINE
RIBOFLAVIN
NIACIN
(mg. equivalents)
40%
30%
20%
10%
11% 11.8% 10%
14% 17% 18%
3% 16% 17%
10% 35% 30%
4% 23% 28%
5% 14.4% 10%
16% 28% 32%

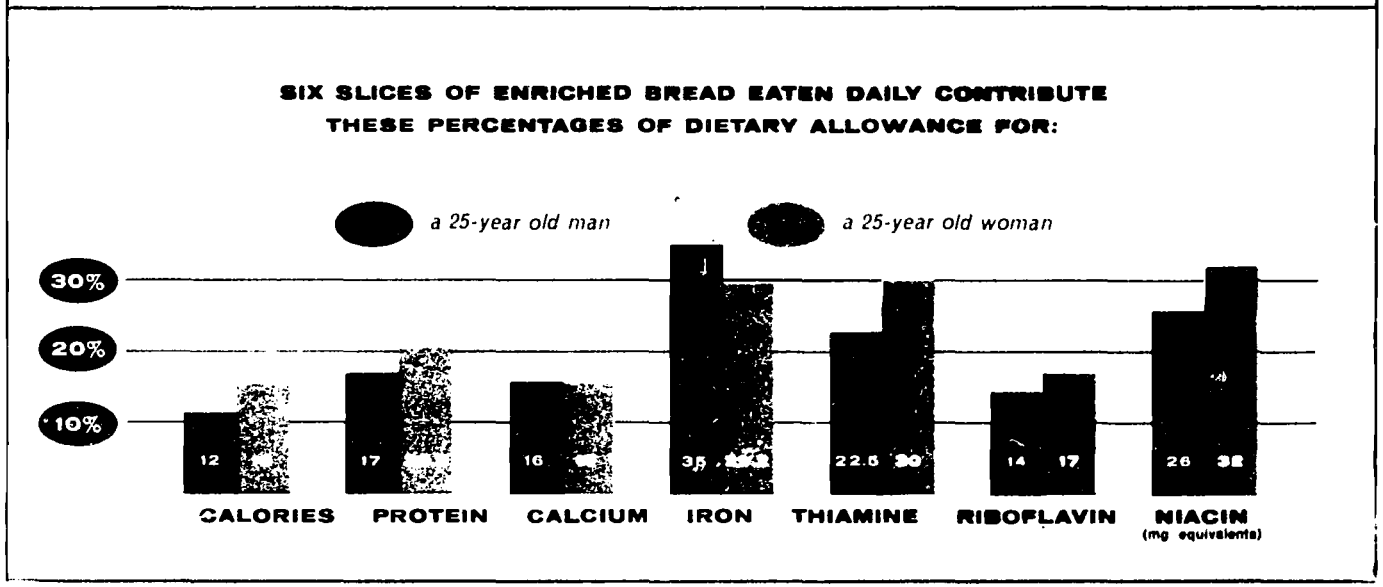
SIX SLICES OF ENRICHED BREAD EATEN DAILY CONTRIBUTE THESE PERCENTAGES OF DIETARY ALLOWANCE FOR:
a 25-year old man
a 25-year old woman
30%
20%
10%
12
17
16
35
22.5
30
14
17
26
32
CALORIES
PROTEIN
CALCIUM
IRON
THIAMINE
RIBOFLAVIN
NIACIN
(mg equivalents)

4. There are 11 programed booklets. Each booklet is based upon the original text (Baking Science and Related Trade Information).

5. Students will be able to work at their own rate of learning (self-pacing).

6. Students should no longer have fears of having to take tests; they can concentrate and enjoy being involved in the learning process.

Book 1 - Flour

Contents

Page

Introduction.....1

Safety.....2

Sanitation.....3

Flour - The Wheat Kernel.....7, 9

The Milling Process.....11

Color of Flour.....8

Strength of Flour.....10

Absorption.....13

Extraction and Separation.....21

The Composition of Wheat Flour.....14

Identification of Flour.....16

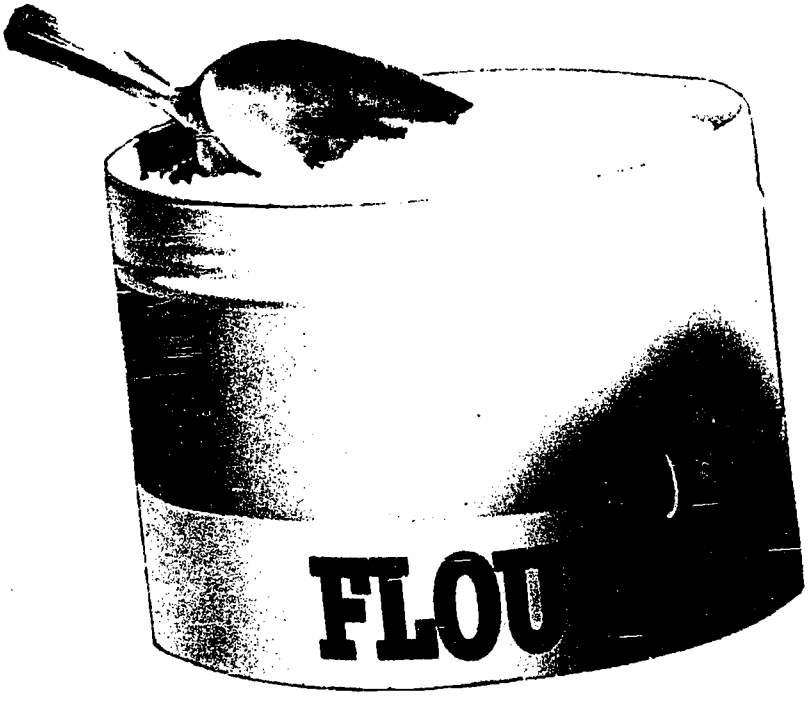
FLOU

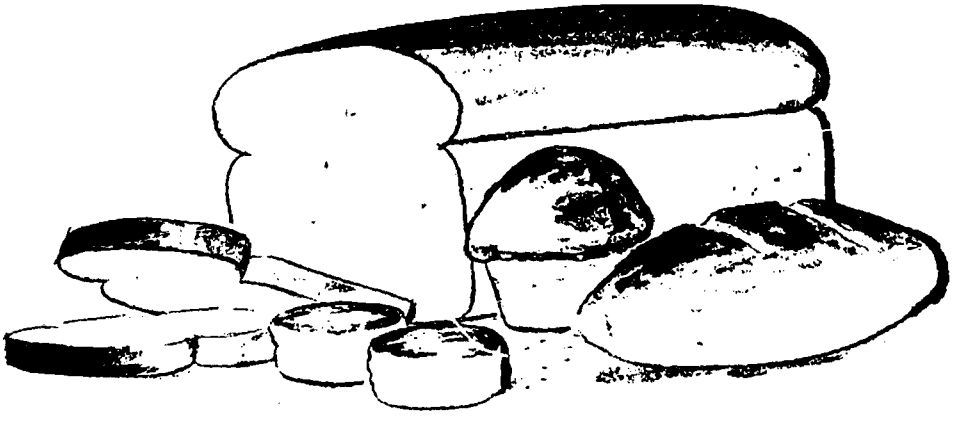

To the Student

INTRODUCING THIS SCRAMBLED BOOK

You may know about teaching machines. Well, this book is programed like a teaching machine; it is "scrambled." A scrambled book first presents some information - usually less than one page. You must then write in a few words to show whether you understand the information presented. The book will direct you to the next page you are to read. The page you are directed to will tell you if you answered correctly, or will correct any misunderstanding of the subject matter you may have. The pages are numbered in correct order, but the material jumps from page to page, just like the directions in a game played on a game board. All you have to do is simply *turn to the page the book tells you to.*

Now a little bit of advice. You are taking this course to learn as much about baking as you can. You can learn a lot from it or very little. If you want to learn only a little, then you will just copy the answers from the information presented. If you want to learn a lot, you will study the information presented first, and then *try to fill in the answers without referring to the information,* going back to it only when you are stumped for an answer. This is the way to really learn about baking.

You are probably all set to go. But - hold on! There are two subjects we must talk about first - Safety and Sanitation. There will be a whole booklet on the subject of Safety, but we want to talk briefly about it NOW, before we do anything else. So *turn to page 3.*

→ → → →

HOW TO
PREVENT
ACCIDENTS
SAFETY RULES

A Word About SAFETY

Every employer looks for good safety habits in his workers. This is particularly so in the baking industry. In the world of work one must be *safety-conscious* at all times. Machines are made to be productive, but they can also be destructive when not used by *safe-minded* and *safety-trained* workers. Safety is everyone's business. We must think not only of ourselves but of everyone we work with.

SAFETY IS.....

a) Proper lighting
b) Proper ventilation
c) Clean floors
d) Proper spacing of equipment
e) Signs reminding workers of their safety-responsibilities
f) The use of proper work clothes and shoes
g) First-aid equipment within easy reach
h) Periodic inspection of machines and equipment
i) Safety council (constantly upgrading and improving existing conditions)

Above all - Safety is an *attitude of mind.* Only if you understand the importance of safety and practice it every minute of your working day will you be assured of a full, productive life.

One other important thing to keep in mind as you work ...*Turn to page 3.*

SANITATION:

"EVERYONE'S JOB"

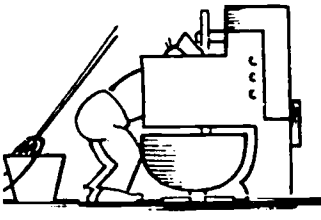

a. PRODUCTION·GOOD HOUSEKEEPING

b. JANITORS·HEAVY OR DEEP CLEANING

c. CONTINUOUS SANITATION

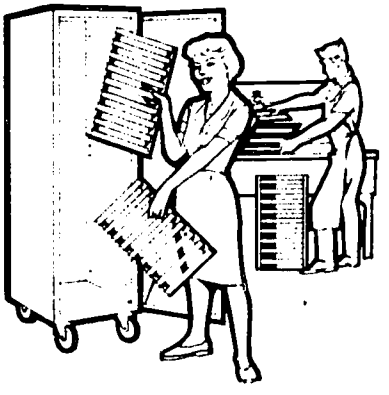

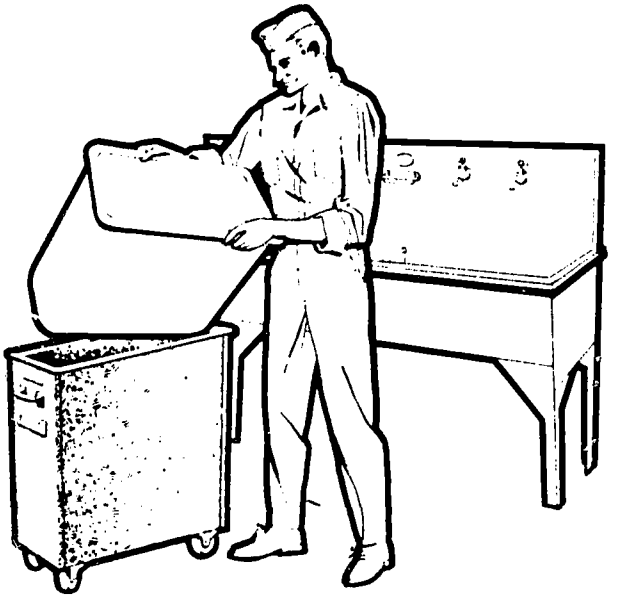

A Word About SANITATION

When thinking in terms of any food preparation, sanitation must be all-important. Customers eat the goods we prepare. They must not eat germs, dirt, or insects. Sanitation is not only the responsibility of management; it is up to the entire staff to see to it that good sanitation practices are carried out.

When using the term "sanitation," we are speaking of the practice of keeping clean, generally healthful surroundings. "Personal hygiene," on the other hand, refers to the practice of cleanliness by an individual, such as his grooming and personal habits. As bakers we must follow the rules for both sanitation in the bakeshop and good personal hygiene.

I. SANITATION

a) Do not smoke where foods are prepared.

b) Keep workbench clean at all times.

c) Keep floor clean and free of any wet or grease spots.

d) Wash hands frequently.

e) Wash tools and equipment immediately after each usage.

II. PERSONAL HYGIENE

a) Frequent bathing
b) Hair neatly trimmed and covered
c) Nails trimmed and clean
d) Cuts on hands and arms properly covered
e) Shoes in good repair and clean
f) Clean uniform
g) Light makeup for females
h) Clean shave for males

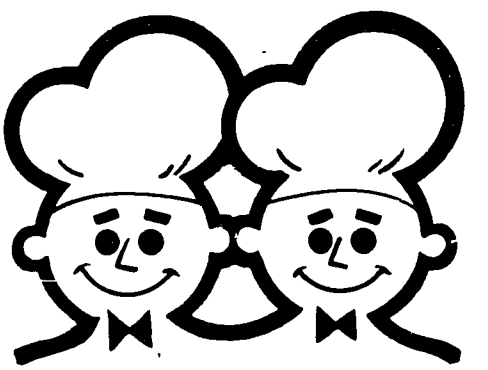

Now it is time to begin the program.

Please turn to page 7. *Remember - you cannot follow the pages in their "proper" order.*

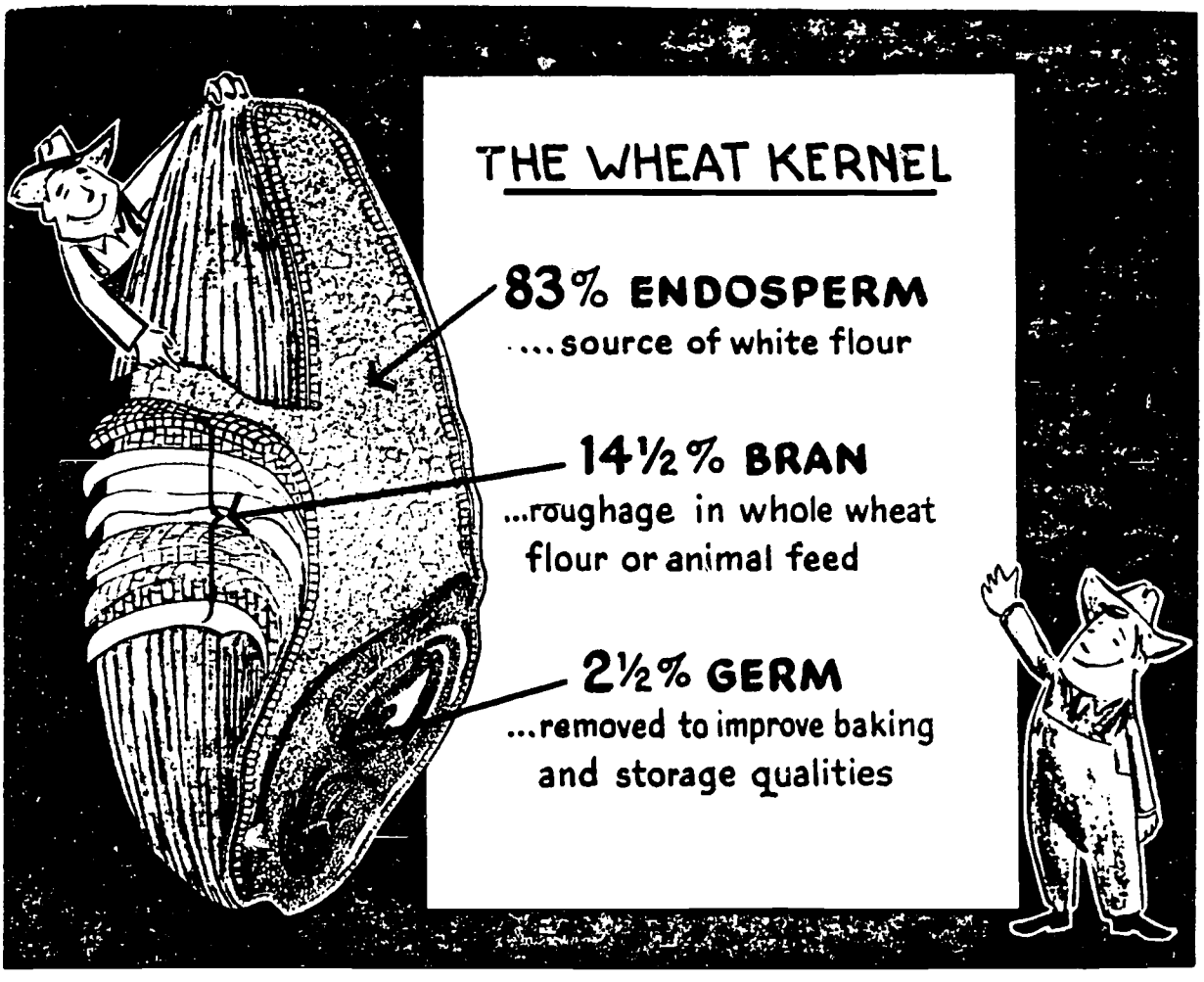
THE WHEAT KERNEL
83% ENDOSPERM
....source of white flour
14½% BRAN
...roughage in whole wheat flour or animal feed
2½% GERM
...removed to improve baking and storage qualities

Every baker should have a good understanding of vitamins, minerals, and the source of most energy-type foods. The baker is one of the main suppliers of energy foods to whole communities.

If your answers on page 9 were as follows:

1. The *endosperm* section of the wheat kernel contains about 83 percent of the entire kernel and is the source of *white* flour.

2. Most of the protein, fat, and B vitamins are in the *germ* section.

3. The *germ* section would start to grow into a new plant if the kernel were planted.

4. The outer coverings of the kernel form the *bran* of the kernel.

5. About *98* percent of all flour consumed is white; less than 2 percent is *whole wheat*.

6. There is a use for every part of a *kernel* of *wheat*.

7. A kind of protein found in the endosperm is called *gluten*.

You are doing a fine job.

Please return to page 9

and check your answers.

Make changes where needed.

When you have completed your work on page 9, turn to page 11.

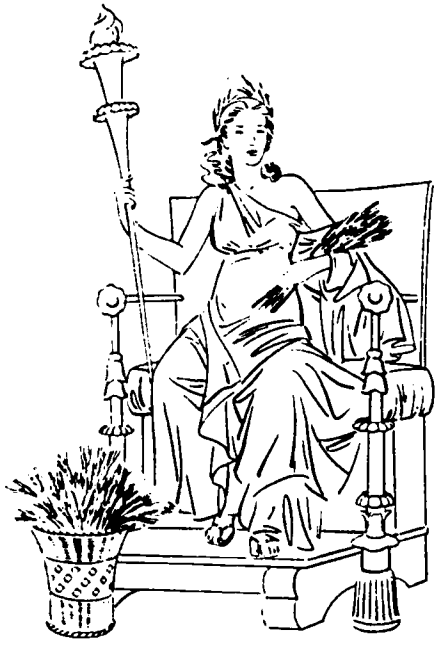

Ceres : Goddess of Grain

The word CEREAL is derived from the picturesque Roman ceremonies known as "the cerealia" celebrated on honor of Ceres, Goddess of Grain.

As we have learned in our earliest years, bread is the *staff of life*. Throughout the world, millions of tons of bread are consumed each year. There is hardly a meal we sit down to where we don't find some baked product made of wheat.

If your answers on page 7 were as follows:

1. As bakers we should want to know as much as possible about *flour*.

2. The *nature* of wheat is a basic factor in producing flour.

3. The *milling* process gives us the various types of flour.

You are beginning to understand about flour.

Please return to page 7 to check your answers. Make changes where needed.

When you have completed your work on page 7, turn to page 9.

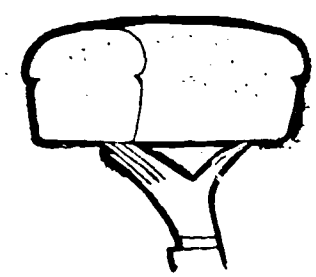

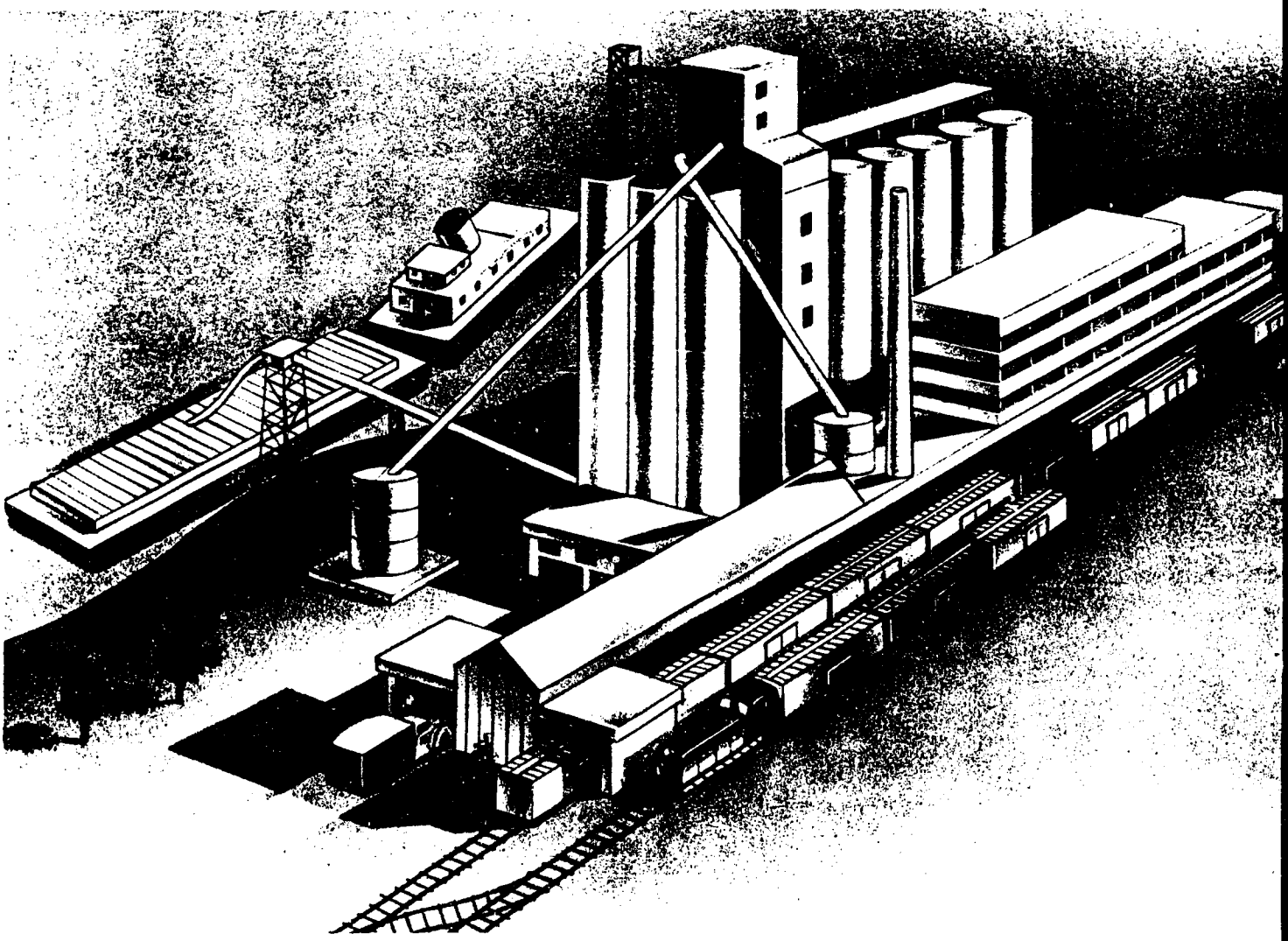

A flour mill

If your answers in the blank spaces on page 11 were as follows:

1. In the milling process, the kernel of *wheat* is made into *flour*.
2. The grains of wheat are *crushed* between stones.
3. The flour lies hidden in the grain, underneath the *bran*.
4. Ungraded flour is called *straight* flour.
5. This is separated into *clear* and *patent* flours.

You have done very well.

If you made errors,
please return to page 11, and
write in the correct words.

When you have correctly completed your work on page 11, please turn to page 8.

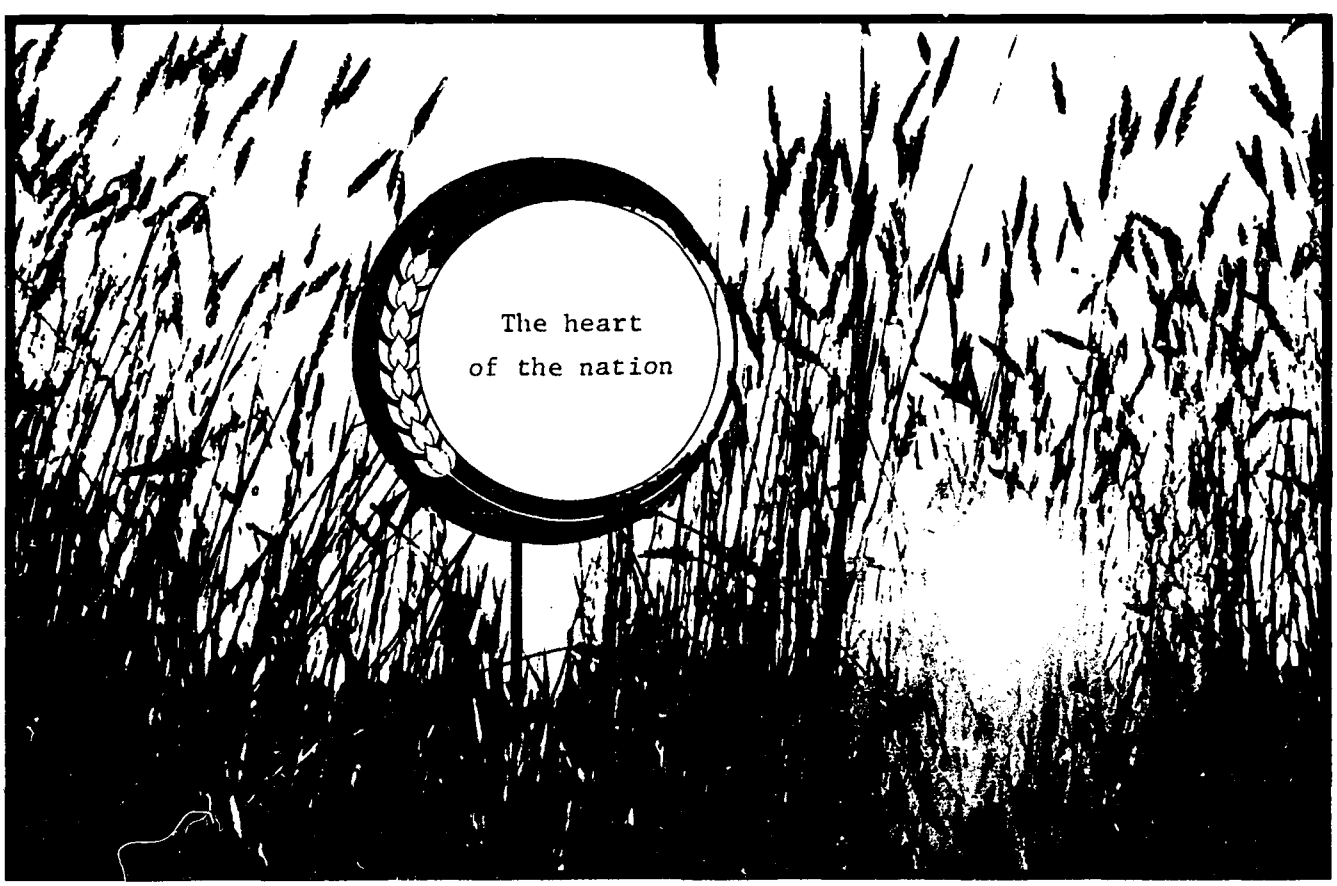
The heart
of the nation

Flour - the wheat kernel

Flour is the most important ingredient in baking. It makes sense that you should want to know as much as possible about flour. When you have completed this unit, you will know something about (1) the nature of wheat, (2) the milling of flour, and (3) the different characteristics of the various types of flour.

It is not necessary to know all the technical terms to be a good baker. But in order to understand the processes of *growth* and the process called *milling*, you will find that some knowledge in these two areas will be very helpful to you.

Please fill in the blank spaces in the sentences below.

Read carefully:

1. As bakers we should want to know as much as possible about _____.

2. The _____ of wheat is a basic factor in producing flour.

3. The _____ process gives us the various types of flour.

Please turn to page 5 *and check your work.*

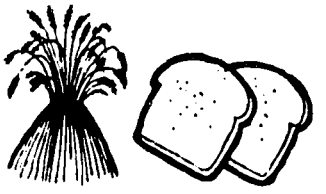

[illegible] was ground in mills like this.

Color of flour

In white bread, the color of the flour is important, because it affects the brilliance of the finished loaf. To get this color it is important that the miller select the right variety of wheat. It is also important that he extract only the center portion of the wheat kernel, because the "heart of the wheat" contains none of the coloring matter that is present in the outer portion of the kernel.

Most flour has a naturally creamy color, rather than the pure whiteness as we know it. Flour can be whitened by bleaching or by the aging process, which was the way it was done before the great consumption of flour called for a speedup of the process. The chemical speed-up process for the bleaching of flour is usually performed by mixing the flour with gases in an agitator.

Please fill in the blank spaces in the sentences below.

Read carefully:

1. It is important for the flour to be _____.

2. The heart of the wheat kernel is the _____ in color.

3. The reason for speed-up in the bleaching of flour is the great _____ of flour.

Please turn to page 12 *and check your work.* → → → →

The Wheat Kernel

Copyright 1956, Wheat Flour Institute, Chicago 6, Illinois

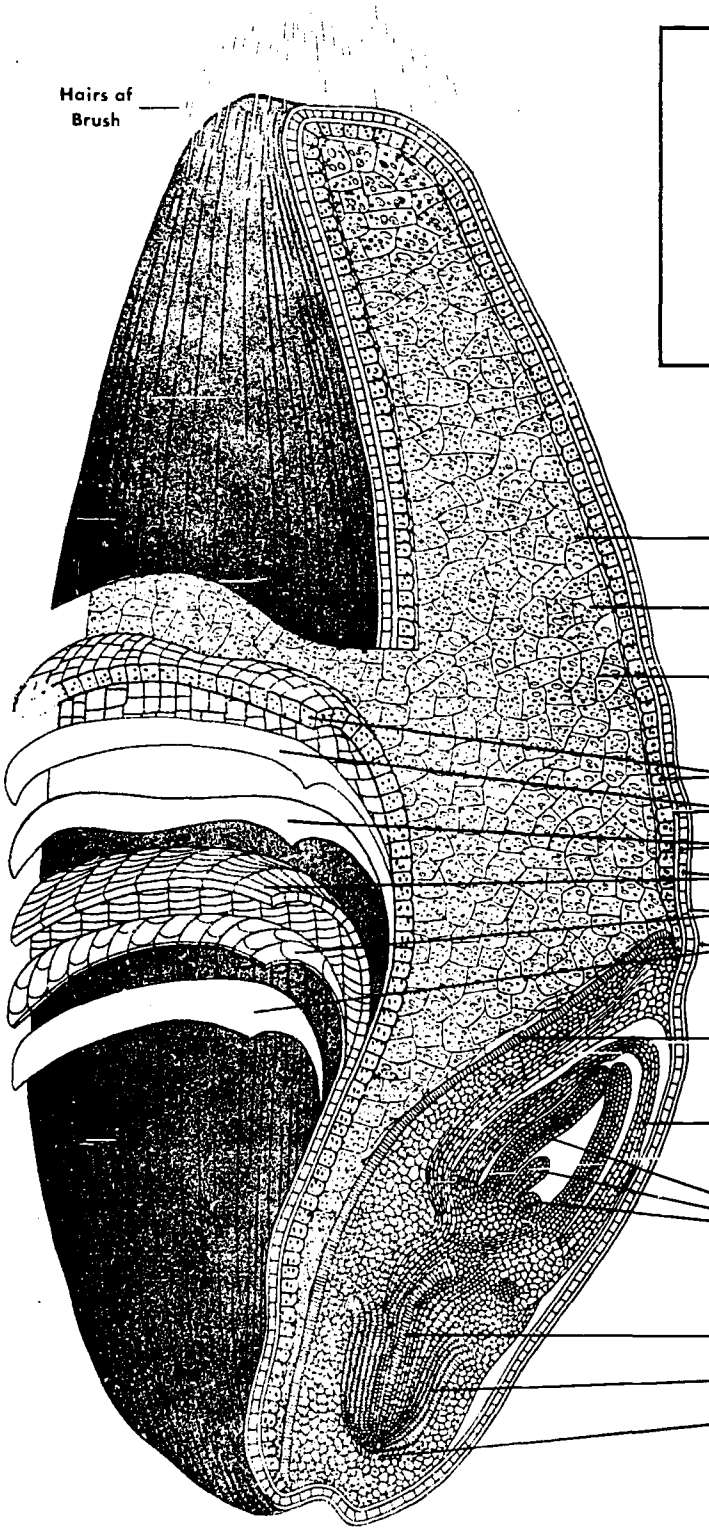

Longitudinal Section of Grain of Wheat

ENDOSPERM

About 83% of the kernel . . . source of white flour. Enrichment adds to white flour approximately the same amounts of thiamine, niacin, riboflavin, and iron contained in 100% whole wheat, but without roughage.

BRAN

About 15% of the kernel . . . used in whole wheat flour, more often as cattle feed. About 98% of all flour consumed is white; less than 2% is whole wheat.

GERM

About 2.5% of the kernel . . . removed to improve the baking and storage qualities. High in fat and protein, it is of value in cattle feed.

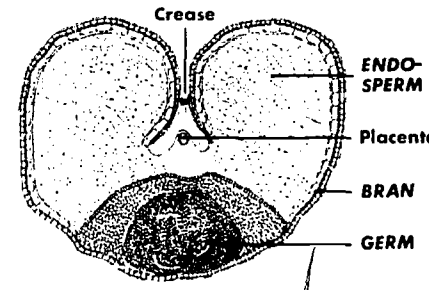

Cross Section View

Right! The baker should know the whys and hows of the product he will be using the most in his everyday work.

⬅ On the opposite page is an enlarged drawing of a section through a single wheat kernel. The actual size of a wheat kernel is about three-eighths of an inch.

The *endosperm* section of the wheat kernel contains about 83% of the entire kernel and is the source of white flour. Most of the protein, fat, and B vitamins are contained within the *germ* section, which is the part that starts to grow into a new plant if the wheat kernel is planted. The outer coverings of the kernel form the *bran*. It is used mostly for animal feed, but is included with the rest of the kernel in whole wheat bread. The *gluten* is a kind of protein found in the endosperm. It forms the elastic, rubbery substance that develops when flour is mixed with water.

About 98 percent of all flour consumed is white; less then 2 percent is whole wheat. There is use for every part of a kernel of wheat - either for human or animal consumption.

Please fill in the blank spaces in the sentences below.

Read carefully:

1. The _____ section of the wheat kernel contains about 83 percent of the entire kernel and is the source of _____ flour.

2. Most of the protein, fat, and B vitamins are in the _____ section.

3. The _____ section would start to grow into a new plant if the kernel were planted.

4. The outer coverings of the kernel form the _____ of the kernel.

5. About _____ percent of all flour consumed is white; less than 2 percent is _____.

6. There is a use for every part of a _____ of _____.

7. A kind of protein found in the endosperm is called _____.

Please turn to page 4 *and check your work.*

⬅ ⬅ ⬅ ⬅

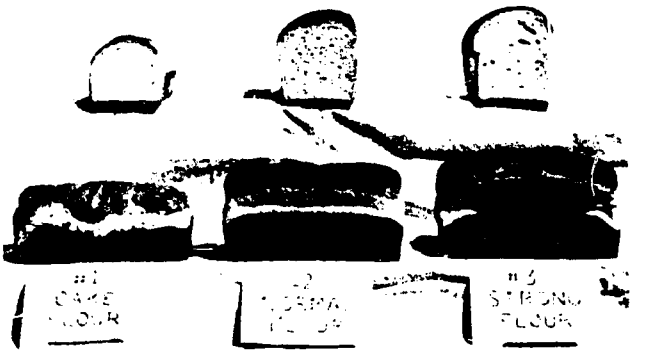

Left—Soft Wheat Flour. Center and Right—Hard Wheat Flour.

Raw and Baked Gluten Balls

Right! You have done it again. By understanding the diagram opposite page 9 (wheat kernel), it is easy to see that the section called the endosperm is used for the milling of white flour.

Strength of flour

Strength means the ability of the flour to produce products of large volume and well-piled. It also means the ability to hold in the gas that forms during fermentation. "Piling" refers to an even, smooth grain. A large volume with a coarse, uneven grain indicates that the flour is not of high quality.

Please fill in the blank spaces in the sentences below.

Read carefully:

1. Strength in flour means it has the ability to produce loaves of _____ volume and well _____.
2. Flour with good strength can hold the _____ in well during fermentation.
3. Piling high refers to an _____, _____ grain.
4. A coarse, uneven grain shows that the flour is not of _____ quality.

Please turn to page 15 *and check your work.*

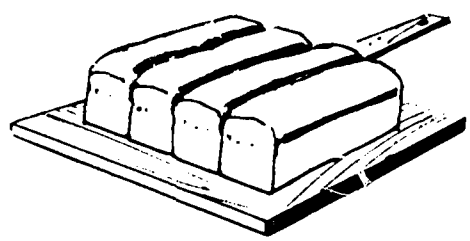

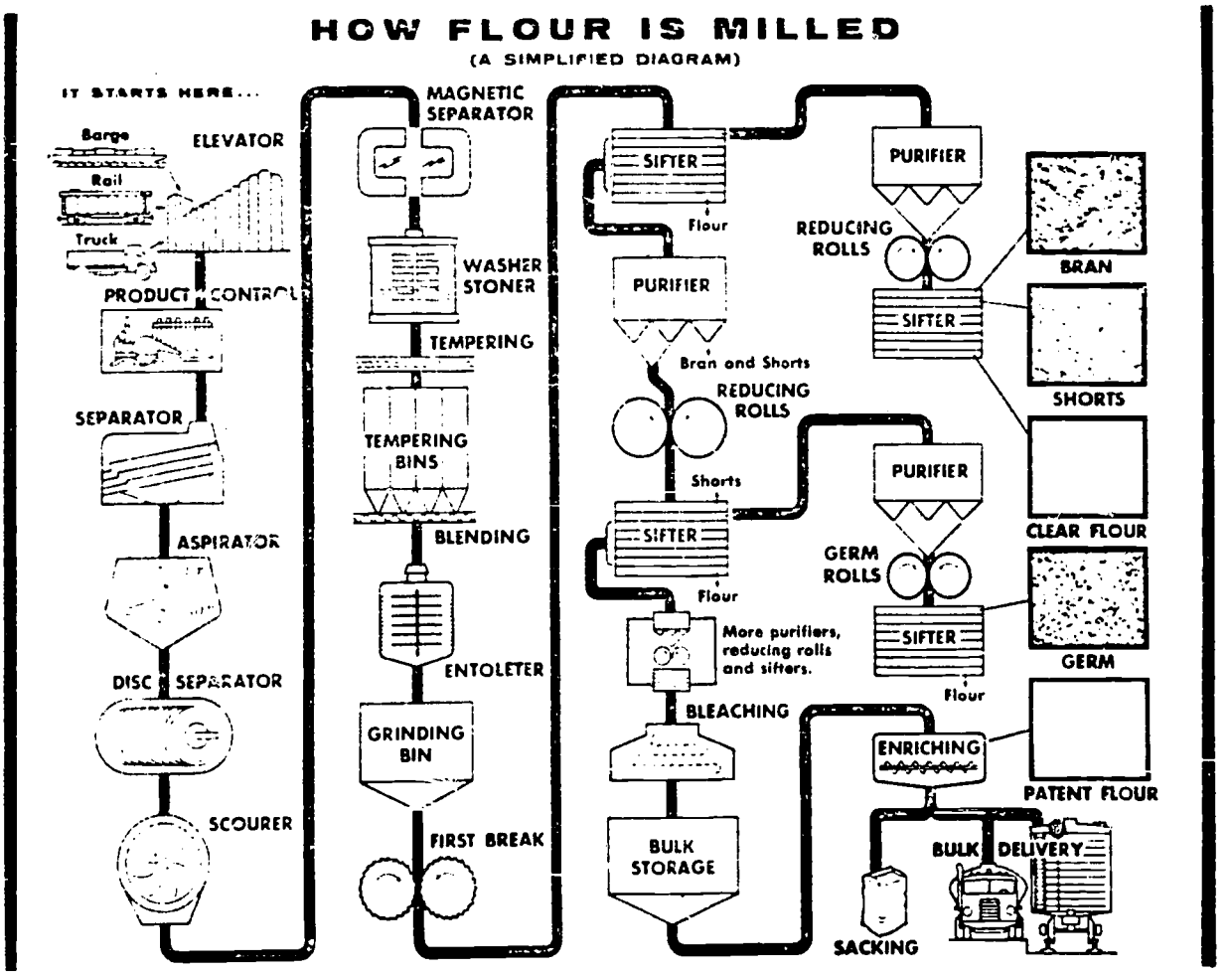

Flow Chart Showing Milling of Wheat Flour

Right! The baker should understand the nutritional values of the products he is preparing for the public.

The Milling process

← On the opposite page is a diagram of the milling process. This will give you some idea of what a kernel of wheat undergoes as it is made into flour. The milling process is just about the same as it was thousands of years ago under earlier civilizations: crushing grains of wheat between stones to extract the flour that lies hidden beneath the outer covering (bran) of the wheat grain that grew wild in the fields.

The ungraded flour is called *straight* flour. This is further separated into various grades of *clear* flours and *patent* flours.

Please fill in the proper words in the sentences below.

1. In the milling process, the kernel of _____ is made into _____.
2. The grains of wheat are _____ between stones.
3. The flour lies hidden in the grain, underneath the _____.
4. Ungraded flour is called _____ flour.
5. This is separated into _____ and _____ flours.

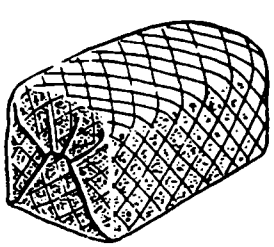

Please turn to page 6 *and check your work.* ← ← ← ←

Bakery mixing tank at the turn of the century.

The Bettmann Archive

The diagram of the wheat kernel opposite page 9 shows a section of a wheat kernel. If you check it carefully, you will see that the inner portion, called the endosperm, contains the starch granules and the gluten.

If your answers on page 8 were as follows:

1. It is important for the flour to be *white*.
2. The heart of the wheat kernel is the *whitest* in color.
3. The reason for speed-up in the bleaching of flour is the great *consumption* of flour.

You are doing very well; keep up the good work.

Please return to page 8
and check your answers.
Make changes where needed.

When you have completed your work on page 8, continue on to page 10.

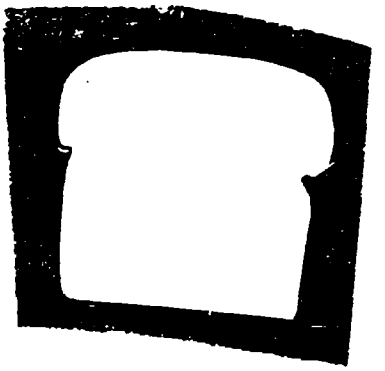

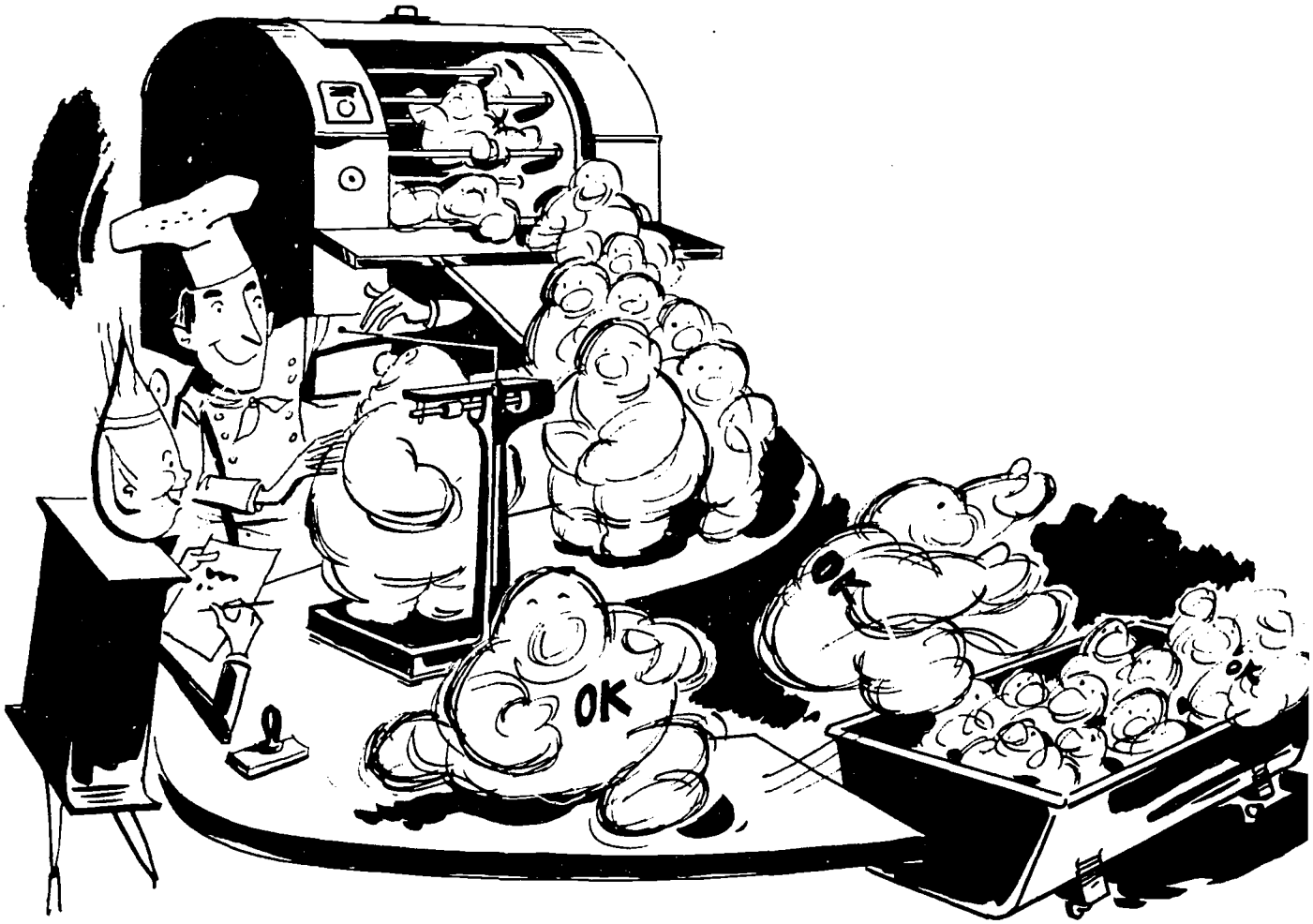

SELECT THE RIGHT FLOUR FOR YOUR NEEDS

Right again! As bakers we are interested in producing the finest quality products possible. For this reason we should be well informed on what good flour is.

Absorption

Absorption refers to the ability of the flour to take up and retain (hold) moisture, from the mixing of the dough to the final product. If 100 pounds of flour can absorb 54 pounds of water, that flour is said to have 54 percent absorption. However, "true" absorption means the total of all the liquids, such as water, eggs, fresh milk, etc., that can be taken up by all the floury ingredients, such as milk powder, dry malt, and the flour itself. The more moisture contained in a dough, the more moisture will be retained in the baked product--and the longer it will stay fresh.

Absorption of moisture by different flours generally varies between 54% and 65%.

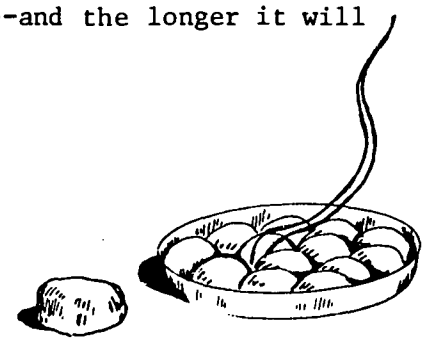

Please fill in the proper words in the sentences below.

1. Absorption, to the baker, means the ability of flour to take up and retain _____.
2. Absorption of moisture by most flours would vary between _____ and _____ percent.
3. Absorption refers to the total of all _____ to be used, which is called _____ absorption.

Please turn to page 17 *and check your work.* → → → →

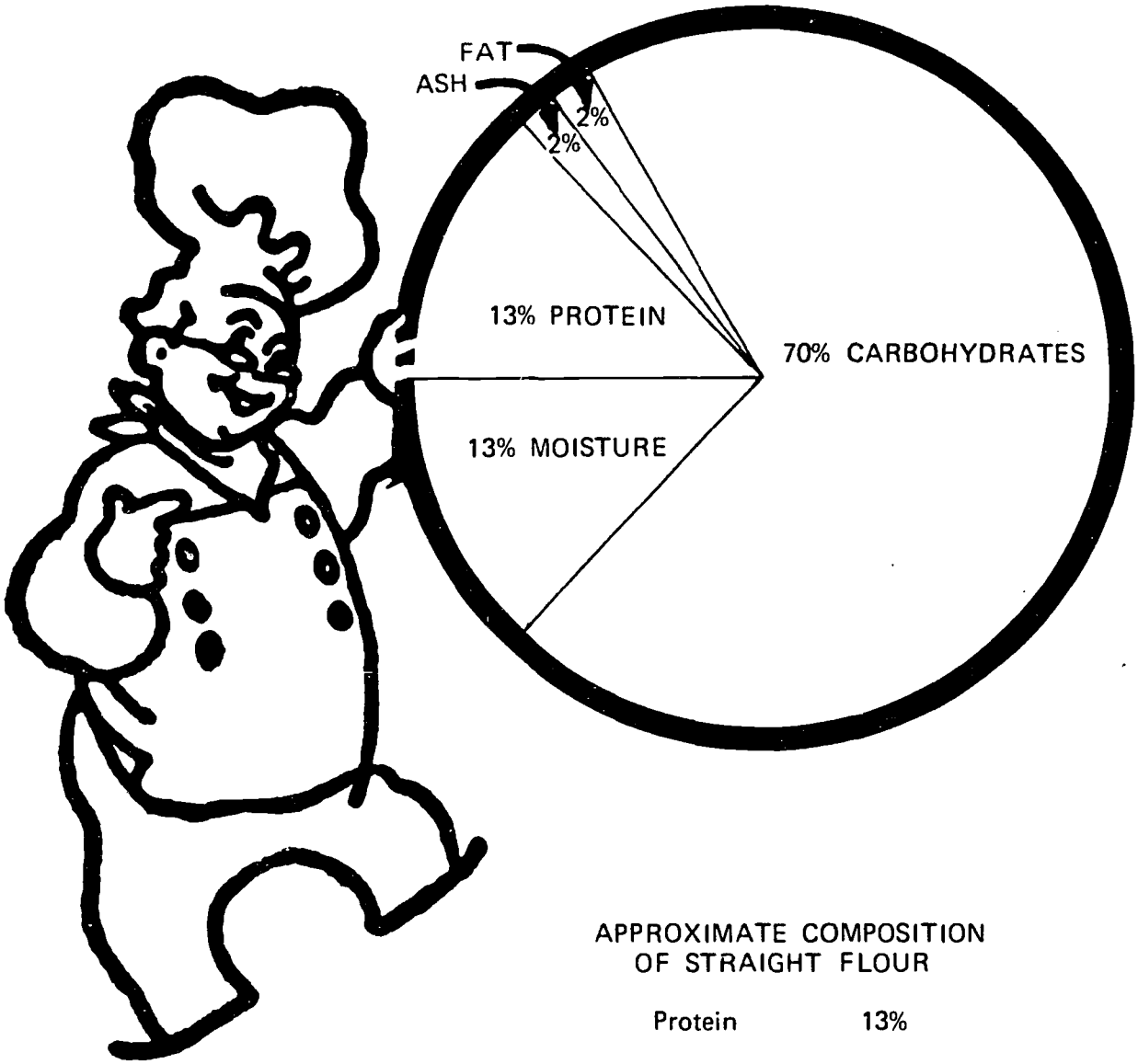

APPROXIMATE COMPOSITION
OF STRAIGHT FLOUR

Protein	13%
Fat	2%
Ash	2%
Carbohydrates	70%
Moisture	13%

The composition of wheat flour

The composition of almost every strain of wheat differs from that of all the others. This results from the fact that different varieties have been developed for different purposes, and also that the conditions that went into their growth differed. On the whole, this is the approximate nutrient composition of the average of all types of wheat, before any milling takes place.

Protein.....13%

Fat.....2%

Ash (minerals).....2%

Carbohydrates.....70%

Moisture.....13%

Please fill in the proper words in the sentences below.

1. Different varieties of wheat have been developed for _____ _____.
2. According to the figures above, the total of all nutrients is _____ percent.
3. In checking above, which nutrient is found in wheat in the greatest amount? _____ What is its percent of the wheat content? _____%.
4. How much fat is in the average type of wheat? ____%
5. What is the moisture content of the average type of wheat? _____%

Please turn to page 19 *and check your work.* → → → →

HOME-STYLE BREADS

The fact is, if we did not have a flour which would produce a loaf of bread with a fine, smooth texture, the loaf would have many large holes and the bread would be very crumbly.

If your answers on page 10 were as follows:

1. Strength in flour means it has the ability to produce loaves of *large* volume and well *piled*.
2. Flour with good strength can hold the *gas* in well during fermentation.
3. Piling high refers to an *even*, *smooth* grain.
4. A coarse, uneven grain shows that the flour is not of *high* quality.

Socko! You have done it again!

Please return to page 10
and check your answers.
Make changes where needed.

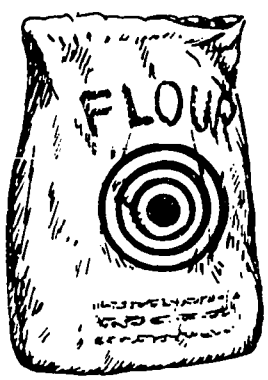

When you have completed making corrections on page 10, continue on to page 13.

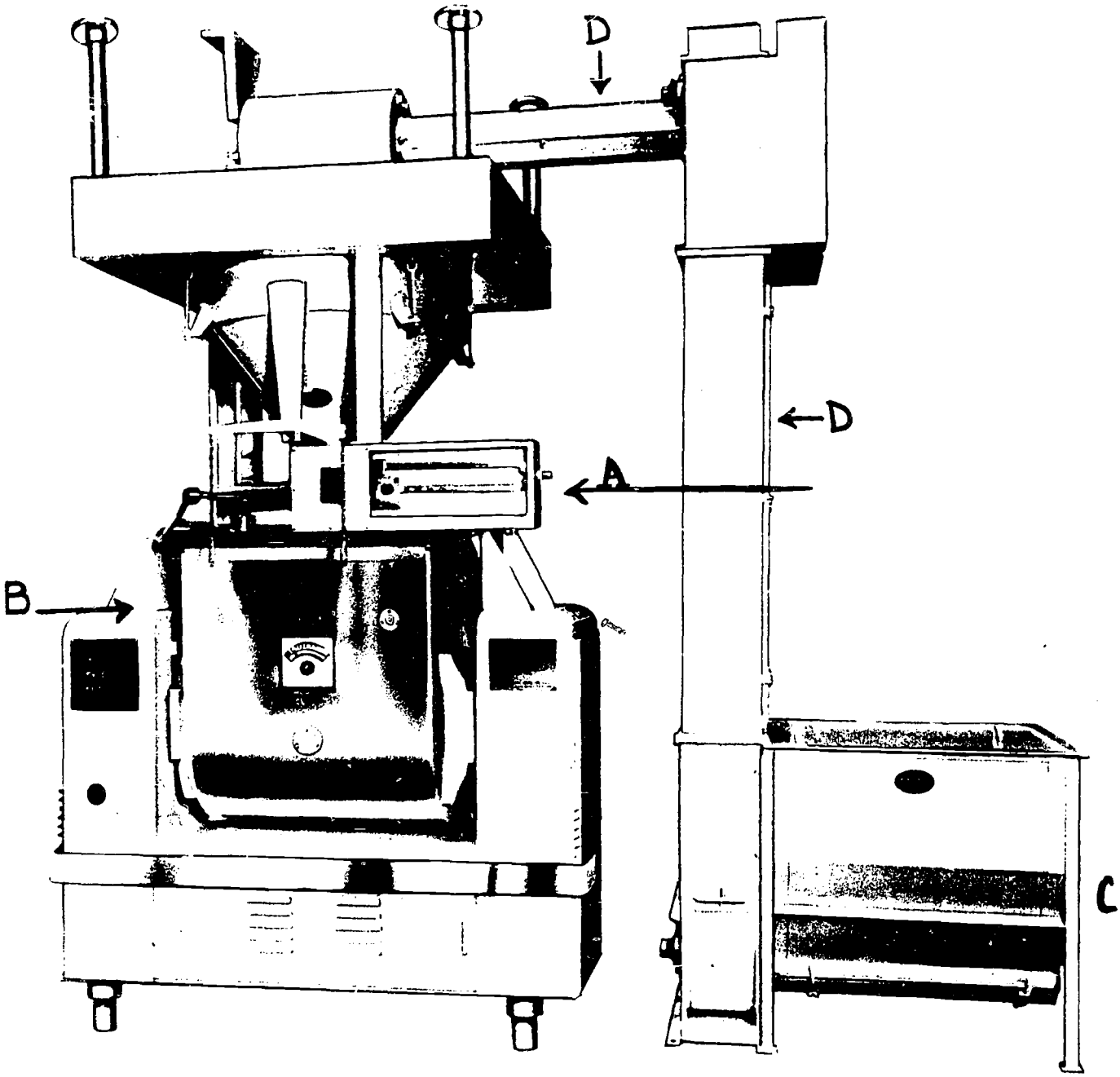

Flour scaler, Mixer, and Sifter

A – Scaler

B – Horizontal mixer

C – Flour bin

D – Continuous Sifter

Identification of flour

Flour can be identified by color, feel, and sometimes smell. For example, a patent bread flour will be creamy in color, and dry to the touch. It will not pack when squeezed, and dusts easily on the bench. Cake flour is whiter in color, packs easily, lumps when squeezed, and lumps when dusted. Rye flour is grayish in color, lumps easily, and has a slight but characteristic odor.

Please fill in the proper words in the sentences below.

1. Flour can be identified by _____, _____, and _____.
2. The color of patent flour is _____ and it feels _____.
3. The color of cake flour is _____.
4. The color of rye flour is _____.
5. The best flour for dusting is _____ because it does not _____.

Please turn to page 20 *and check your work.* → → → →

Baker's Boy

If your answers in the blank spaces on page 13 were as follows:

1. Absorption, to the baker, means the ability of flour to take up and retain *moisture*.
2. Absorption of moisture by most flours would vary between *54* and *65* percent.
3. Absorption refers to the total of all *liquids* to be used, which is called *true* absorption.

You are progressing very well.

If you have made errors,

please return to page 13, go over

the sentences, and give

the correct answers.

When you have correctly completed your work on page 13 please go on to page 21.

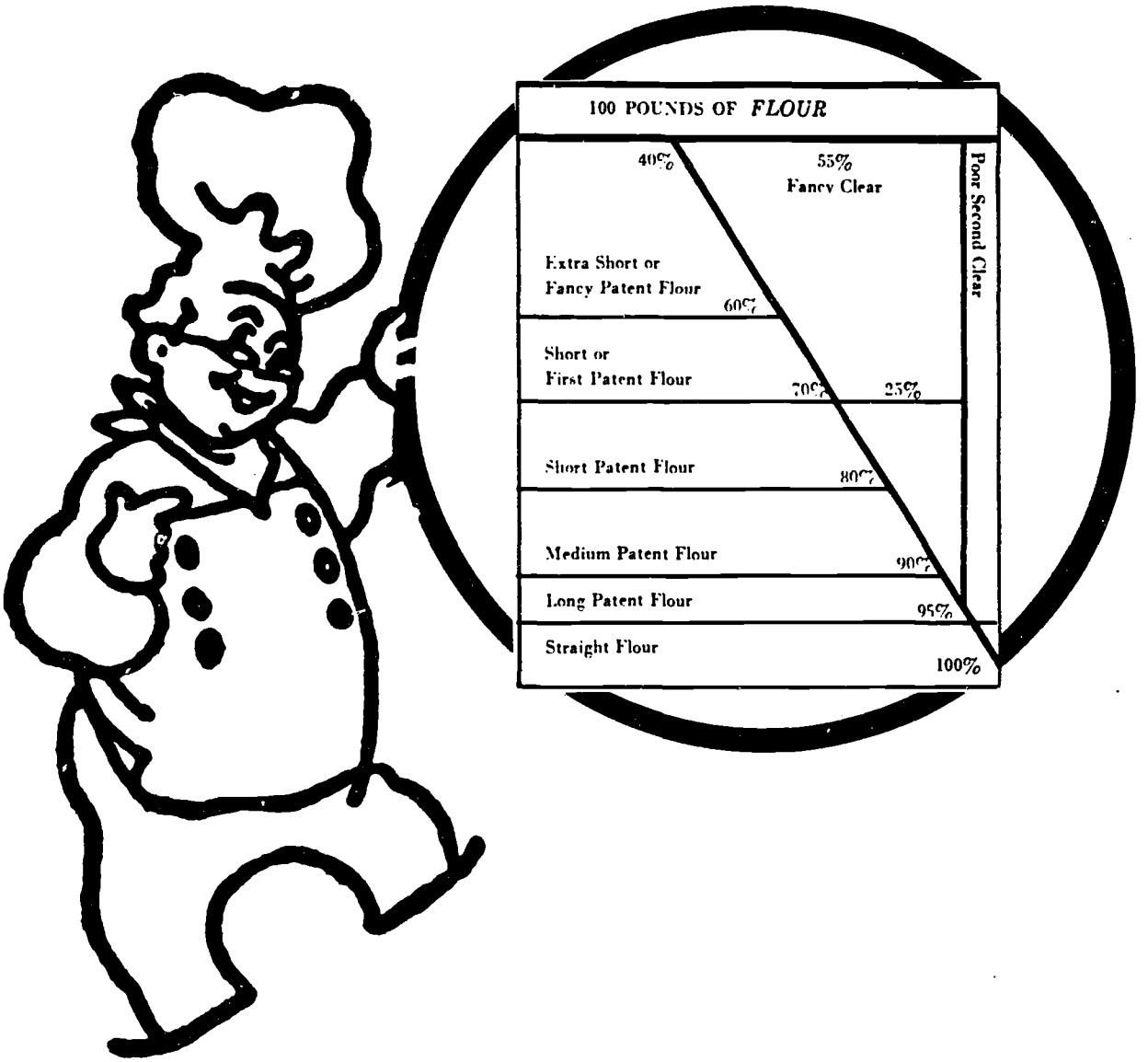

Step 2 SEPARATION

All of the flour is separated into various grades of **PATENT FLOUR** and **CLEAR FLOUR**

If your answers in the blank spaces on page 21, were as follows:

1. Extraction is the percentage of wheat to be *milled* into flour, after part is taken off for *animal* *feed*.
2. The amount of wheat taken off for feed is about *28* percent.
3. If this percent of the wheat becomes feed, the amount left is *72* percent. This is called *72* percent extraction.
4. In milling, the word "separation" refers to dividing flour into *patent* flour and *clear* flour.
5. The two types of flour are then divided into different *grades* of flour.
6. Whole wheat flour is processed by using the *whole wheat* *kernel*,

You are beginning to have a good understanding of wheat.

If you have made errors, please return to page 21 and correct your work.

When you have correctly completed your work on page 21 please turn to page 14.

ENRICHED BREAD

Comparison of the Vitamin and Mineral Contents of Unenriched and Enriched Bakers' White Bread

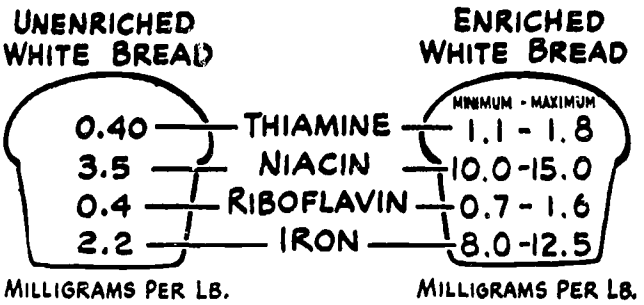

The above values for unenriched breads are for breads containing 3% of skim milk solids. Both the yeast and milk solids contribute some of the vitamin and iron values shown here, but the values for enriched white bread must be met whether milk solids are used in making the bread or not.

If your answers in the blank spaces on page 14 were as follows:

1. Different varieties of wheat have been developed for *different purposes*.
2. According to the figures above, the total of all nutrients is *100* percent.
3. In checking above, which nutrient is found in wheat in the greatest amount? *Carbohydrates* What is its percent of the wheat content? *70 %*.
4. How much fat is in the average type of wheat? *2 %*
5. What is the moisture content of the average type of wheat? *13 %*

You are learning a lot more about wheat.

If you have made errors, please return to page 14, re-read the chart and sentences, and give the correct answers.

When you have correctly completed your work on page 14, please turn to page 16.

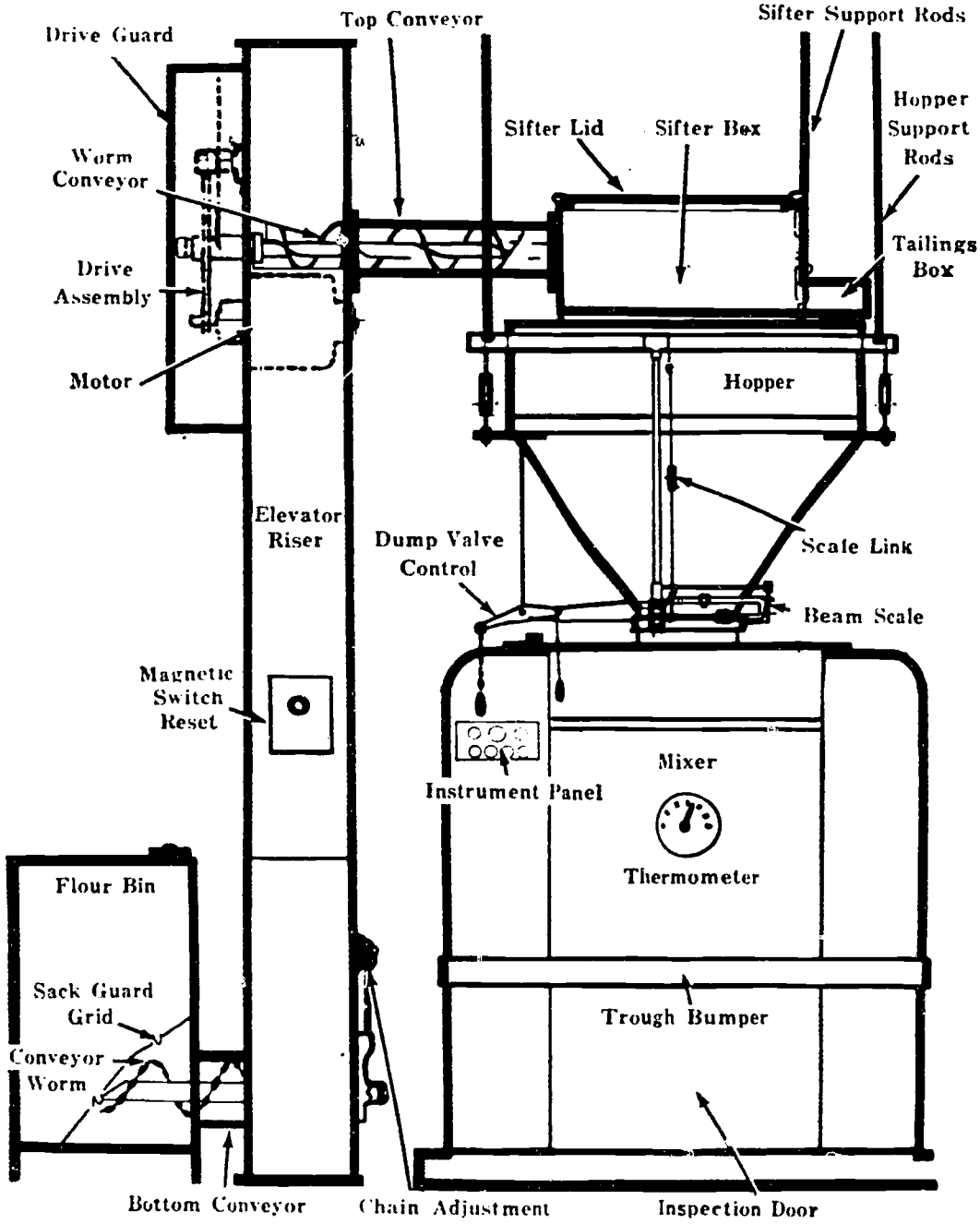

Flour-handling unit and mixer

If your answers in the blank spaces on page 16 were as follows:

1. Flour can be identified by *color*, *feel*, and *smell*.
2. The color of patent flour is *creamy* and it feels *dry*.
3. The color of cake flour is *white*.
4. The color of rye flour is *grayish*.
5. The best flour for dusting is *patent* because it does not *lump*.

You have done very well.

If you have made errors,

please return to page 16 and write in

the correct answers.

You have now completed the work of Book 1. Go back to the beginning and run through the book quickly, paying particular attention to the filled-in answers. Then go on to page 22 *and see how many of the sentences you can complete.*

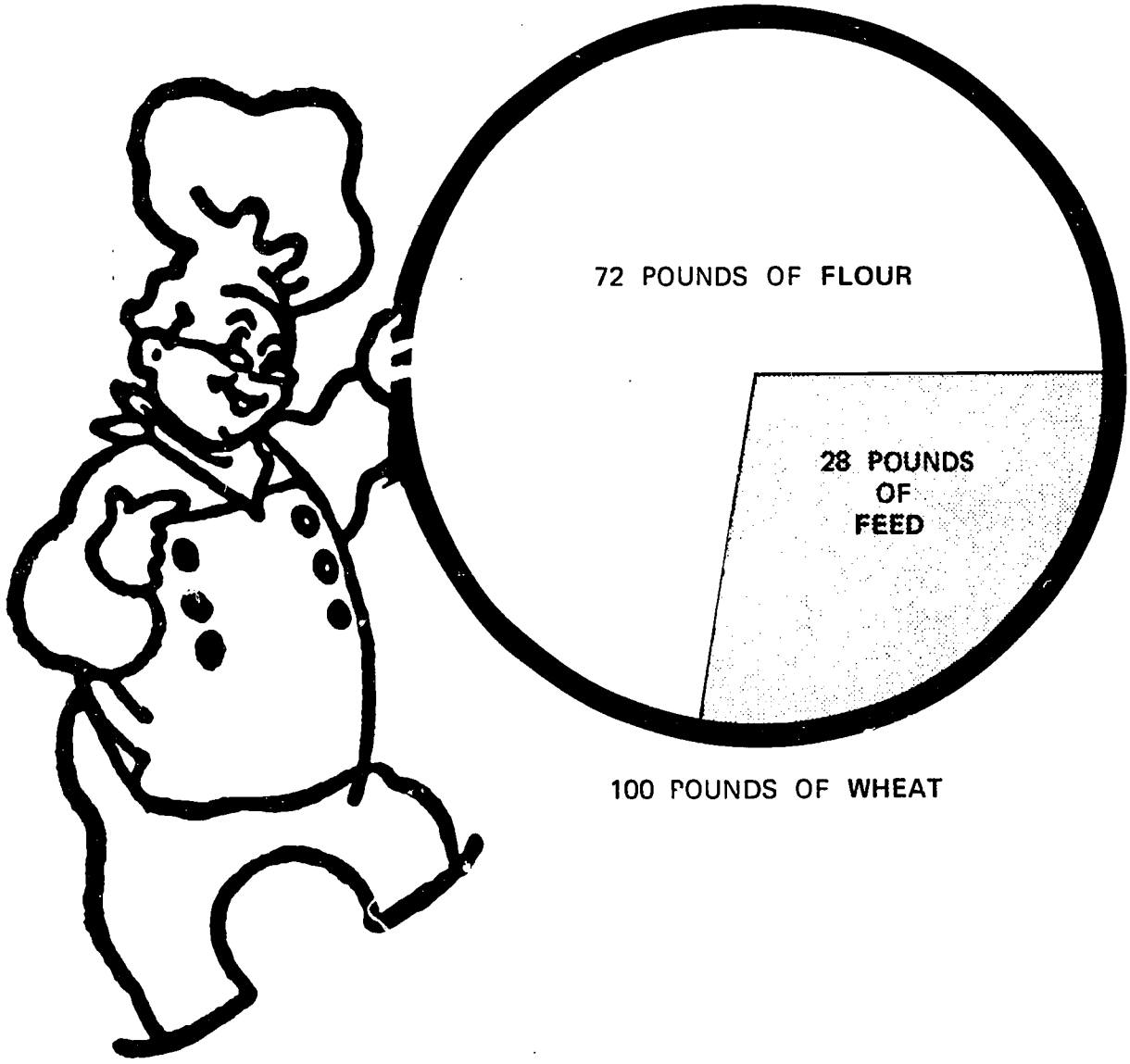

Step I EXTRACTION

Extraction and separation

It is important to understand the difference between extraction and separation, if you are to understand the milling process.

Extraction

Out of 100 pounds of wheat, about 28 pounds are taken off for animal feed; then 72 pounds are left to be *milled into flour*. This is called *72% extraction* flour. The higher the extraction, the lower the quality of the flour. If instead of 72% extraction, the miller got 80% extraction, he would have to use some part of the wheat that is normally used for feed. Since this is the branny outer hull, he would be lowering the quality of the flour.

Separation

Separation is concerned with dividing the 72 pounds of flour into patent and clear flour. There are various grades of patent and clear. Separation also includes dividing these two types of flour into grades, as shown on the chart opposite your next page in this program. In processing of whole wheat flour, the entire 100 pounds of wheat is used. There is no extraction and no separation. This is how it got its name—*whole wheat*.

Please fill in the proper words in the sentences below.

1. Extraction is the percentage of wheat to be _____ into flour, after part is taken off for _____ _____.
2. The amount of wheat taken off for feed is about _____ percent.
3. If this percent of the wheat becomes feed, the amount left is _____ percent. This is called _____ percent extraction.
4. In milling, the word "separation" refers to dividing flour into _____ flour and _____ flour.
5. The two types of flour are then divided into different _____ of flour.
6. Whole wheat flour is processed by using the _____ _____,

Please turn to page 18 *and check your work.* ← ← ← ←

Review of Book 1

1. The endosperm section of the wheat kernel is the source of w_____ flour.

2. The outer coverings of the wheat kernel form the _____ of the kernel.

3. Ungraded flour is called s_____.

4. Patent flour is _____ in color, and it is _____ to the touch.

5. Absorption, to the baker, means the ability of flour to take up and retain m_____.

6. Flour with good strength can hold the _____ in well during fermentation.

7. Extraction is the percentage of wheat to be m_____ into flour, after part is taken off for an_____ f_____.

8. In milling, the word "separation" refers to dividing flour into p_____ flour and c_____ flour.

9. Which nutrient is found in wheat in the greatest amount? C_____

10. Flour can be identified by c_____, f_____, and s_____.

Check your answers in the Answer Book and make any necessary corrections.

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

WHAT EVERY BAKER NEEDS TO KNOW

A Scrambled Program of Related Science and Trade Information

BOOK 2 – YEAST AND FERMENTATION

Prepared by
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Middlesex County Vocational
and Technical High Schools
East Brunswick, New Jersey

Book 2

YEAST

and Fermentation

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Bread products made from properly fermented doughs

The Importance of yeast to fermentation

Fermentation is a highly complex process, involving many chemical and biological actions and reactions. Many of the reactions that take place during fermentation are not fully understood even by scientists. Yet, even though the good baker can turn out good bread without being able to explain why certain changes come about, still it is good to have some knowledge beyond that of the feel of a good dough.

We know, for example, that as fermentation takes place and a dough rises to several times its original size, certain changes are taking place in the gluten of the dough. Outwardly, it becomes more elastic or springy. This happens because it is being acted upon by certain substances in the yeast called enzymes - particularly a yeast enzyme called zymase.

Please fill in the blanks in the sentences below:

1. Fermentation is a highly complex _____, involving many _____ and _____ actions and reactions.
2. It is good for a baker to have some knowledge beyond the _____ of a good dough.
3. Certain changes take place in the _____ of the dough as fermentation progresses.
4. Outwardly, it becomes more _____ or _____.
5. It is being acted upon by enzymes, particularly a _____ enzyme called _____.

Please turn to page 4 *and check your work.* → → → →

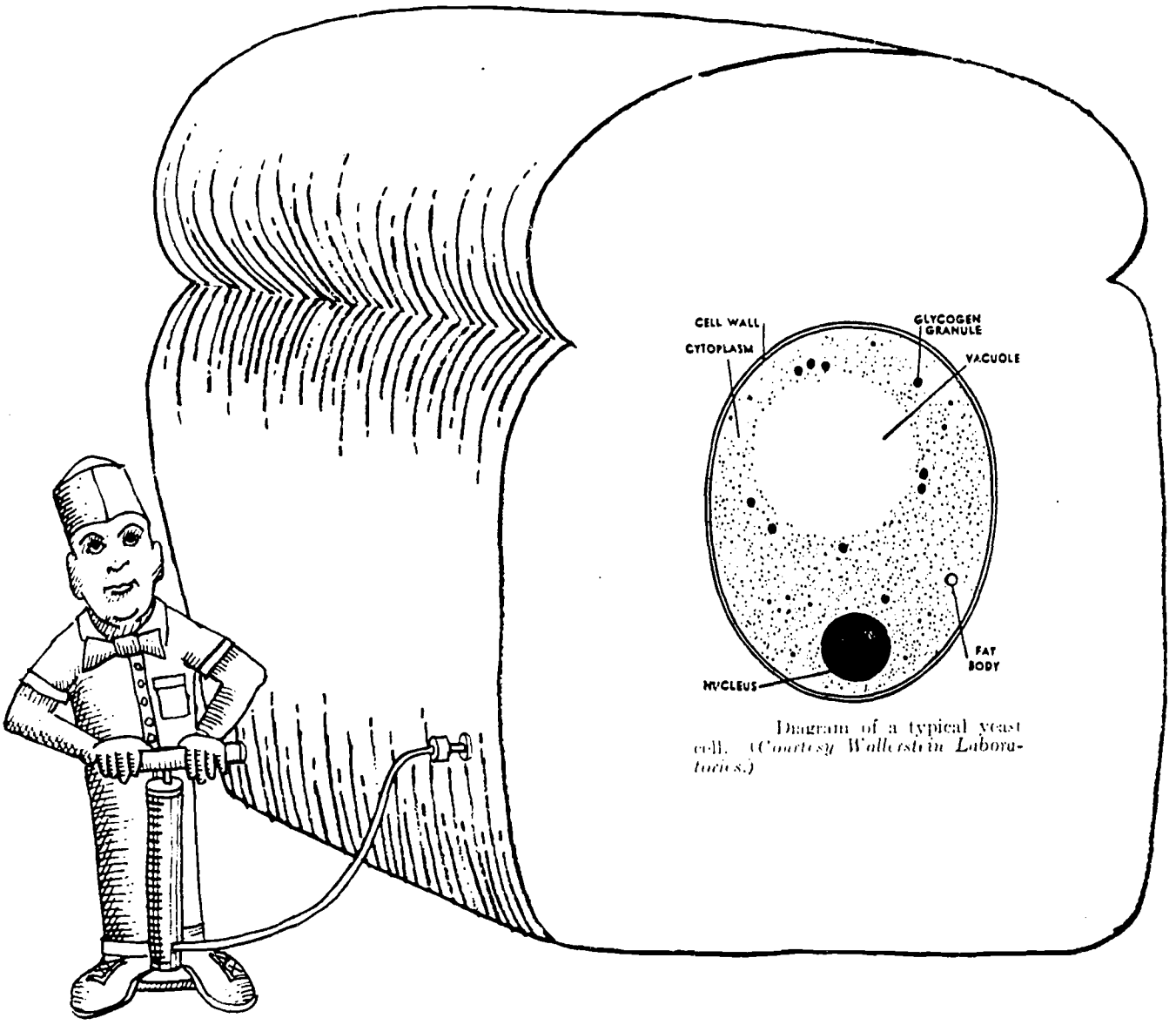

Diagram of a typical yeast cell. (*Courtesy Wallerstein Laboratories.*)

1. Yeasts are very tiny *living* *things* (or plants), and require *food* and favorable *conditions* to live and multiply.

2. The favorable conditions required by yeast are:

   a. *Moisture*
   b. A moderate *temperature*
   c. A proper *degree* of *acidity*
   d. A supply of *fermentable* *carbohydrates*
   e. Other basic *mineral* *foods*

3. When yeast has all of the above *foods* and *conditions*, fermentation will *take* *place* and the dough will *develop*.

4. Proper dough maturity is that point in fermentation at which the dough will yield the best *bread* that the *flour* is capable of producing.

Please return to page 5 and correct any errors.

Please turn to page 6 and continue the program. → → → →

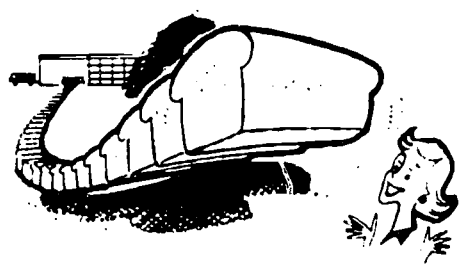

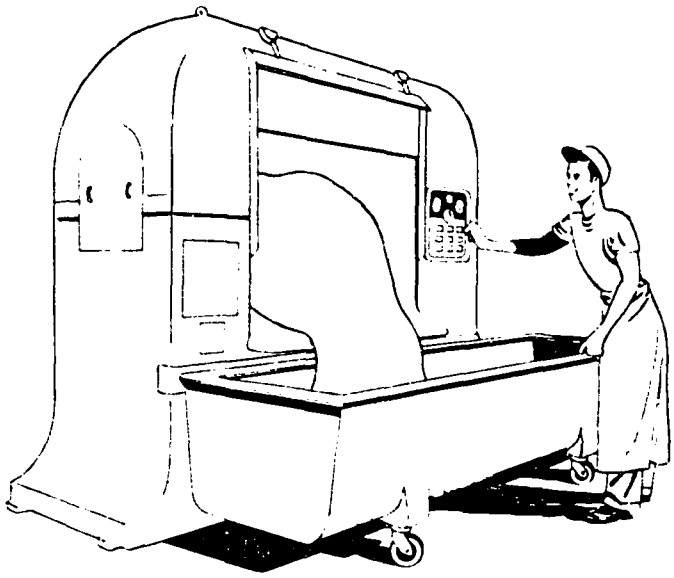

The fermentation process begins in the trough.

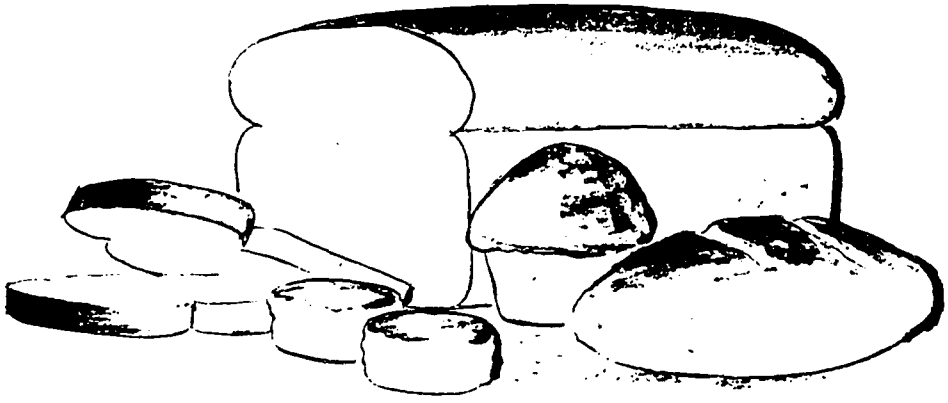

The finished product.

1. When a balanced dough is allowed to ferment, two forces begin to operate: gas production and gas retention.

2. Gas production is principally the result of enzymes at work in flour and yeast.

3. Increased gas production can result from:

   a. More yeast
   b. Addition of sugar
   c. The use of yeast food
   d. A higher temperature (up to 95° F.)

4. Gas retention is affected by the action of enzymes too.

5. Other factors affecting gas retention include: presence of minerals, amount of moisture, bleaching agents.

6. Anything that has to do with the stretching of the dough affects its ability to hold in gas.

7. Mechanical acts include: punching, dividing, rounding, and molding.

8. Decreased gas production can be caused by:

   a. Too much salt
   b. Too much yeast food
   c. Low temperature (below 65° F.)
   d. Too much carbohydrate (sugar or other sweeteners)

Please return to page 6 and correct any errors.

Please turn to page 7 and continue the program. → → → →

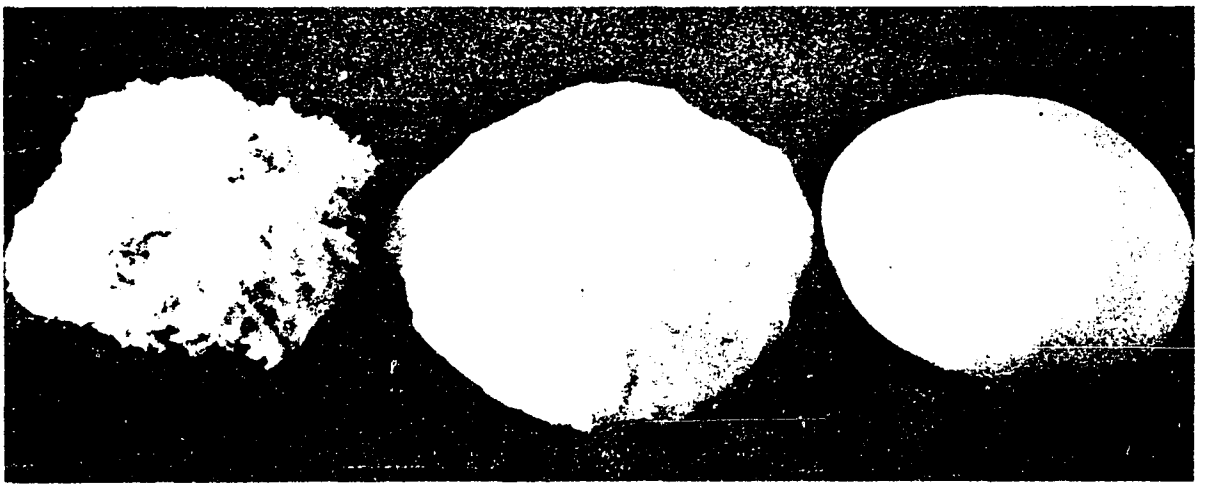

Left—Dough barely mixed. Right—Dough developed.
Center—Dough partially developed.

Dough Development

1. Fermentation is a highly complex process, involving many chemical and biological actions and reactions.

2. It is good for a baker to have some knowledge beyond the feel of a good dough.

3. Certain changes take place in the gluten of the dough as fermentation progresses.

4. Outwardly, it becomes more elastic or springy.

5. It is being acted upon by enzymes, particularly a yeast enzyme called zymase.

Please return to page 1
and correct any errors.

Please turn to page 5 and continue the program. → → → →

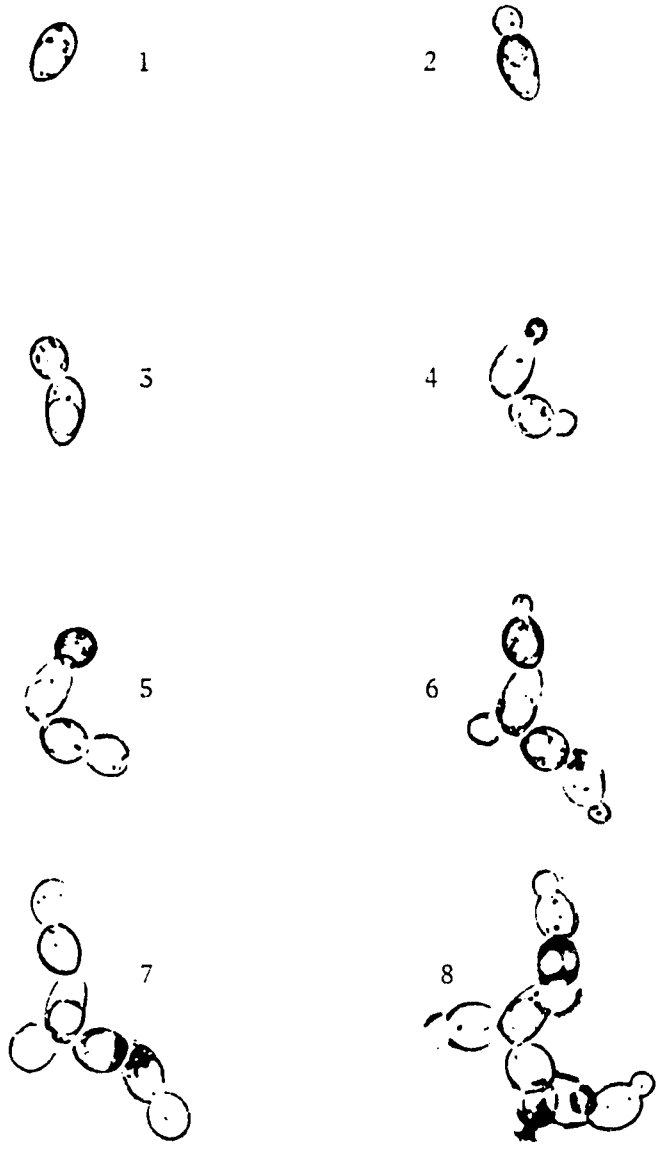

Yeast Growth

The [illegible] series of photographs was taken through a microscope, which the [illegible] was magnified to 1000 times its actual size. The photographs were taken at 15-minute intervals. (Courtesy Fleischmann Laboratories)

Food for fermentation

Yeast are micro-organisms, meaning very, very tiny living things. They are actually fungus-type plants. Like any other living organism, yeast require food and favorable conditions to live and multiply. The conditions required by yeast are:

a. Moisture
b. A moderate temperature (neither too hot nor too cold)
c. A proper degree of acidity
d. A supply of fermentable carbohydrates
e. Other basic mineral foods

When yeast have all of the above foods and conditions, they will grow and multiply rapidly, fermentation will take place, and the dough will develop. Proper dough maturity is that point in fermentation at which the dough will yield the best bread that the flour can produce.

[illegible] the blanks in the sentences below.

1. Yeasts are very tiny _____ _____ (or plants), and require _____ and favorable _____ to live and multiply.

2. The favorable conditions required by yeast are:

   a. _____
   b. A moderate _____
   c. A proper _____ of _____
   d. A supply of _____
   e. Other basic _____

3. When yeast has all of the above _____ and _____, fermentation will _____ and the dough will _____.

4. Proper dough maturity is that point in fermentation at which the dough will yield the best _____ that the _____ is capable of producing.

[illegible] ⟨·⟩ [illegible]. ← ← ← ←

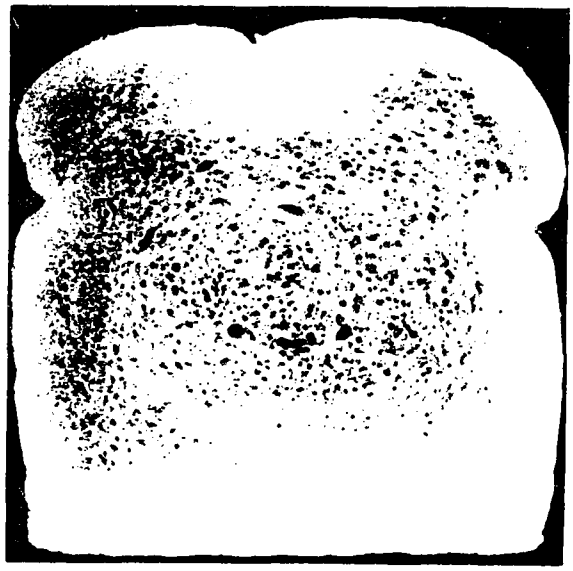

1. Underfermented and underproofed—low volume. NOTE: Grain close—inferior loaf.

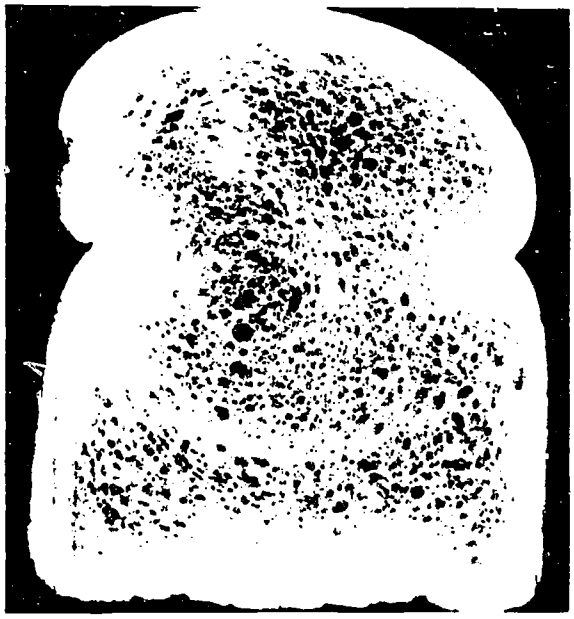

2. Normal fermentation and volume. NOTE: Uniform thin cell wall structure, cells are oval shape, not round as in 1.

3. Overfermented and overproofed—large volume.

A Comparison of the External Characteristics of Bread

Gas production and retention

We cannot set a definite mixing time for each dough, as each flour is different and requires its own definite time for best development.

Gas production

When a balanced dough is allowed to ferment, two forces begin to operate: gas production and gas retention (holding in). Gas production is principally the result of enzymes at work in flour and yeast. The following factors can result in increased gas production:

a. More yeast
b. Addition of sugar or diastatic malt to flour which is lacking in these
c. The use of yeast food (in proper amounts)
d. A higher temperature (up to 95° F.)

The student should remember that, just as there are factors that increase gas production, there are also factors that can decrease gas production. They are:

a. Too much salt
b. Too much yeast food
c. Too low a temperature (below 65° F.)
d. Too much carbohydrate (sugar or other sweeteners)

Gas retention

Gas retention is affected by the action of enzymes too. Other factors, such as the presence of minerals, the amount of moisture in the dough, the presence of bleaching agents, and other chemical factors also influence gas retention.

In addition, mechanical factors also affect gas retention. In fact, anything that has to do with the stretching of the dough affects its ability to hold in gas. Among these mechanical acts are punching, dividing, rounding and molding.

The above is only a bare outline. However, it should indicate to the student how really complicated the fermentation process is.

(over)

Please fill in the blanks in the sentences below:

1. When a balanced dough is allowed to ferment, two forces begin to operate: gas _____ and gas _____.

2. Gas production is principally the result of _____ at work in _____ and _____.

3. Increased gas production can result from:

   a. More _____
   b. Addition of _____
   c. The use of _____
   d. A higher _____ (up to _____)

4. Gas retention is affected by the action of _____ too.

5. Other factors affecting gas retention include: _____ _____, _____, _____.

6. Anything that has to do with the _____ of the dough affects its ability to hold in _____.

7. Mechanical acts include: _____, _____, _____, and _____.

8. Decreased gas production can be caused by:

   a. Too much _____
   b. Too much _____
   c. Low _____ (below 65° F.)
   d. Too much _____ (_____)

← ← ← ← *Please turn to page* 3 *and check your work.*

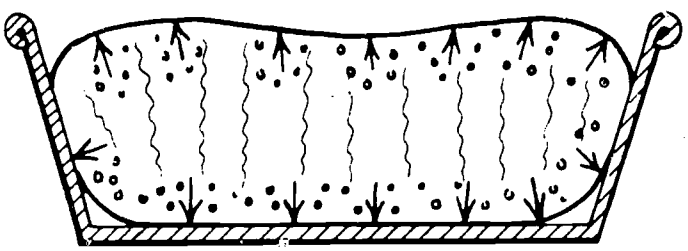

GOOD CONDITION FOR PROOF

The yeast in frozen dough produces carbon dioxide gas. This gas expands creating a pressure against the sealed outside crust of the dough. The inside structure stretches, causing the loaf to expand easily. The process is similar to blowing up a balloon.

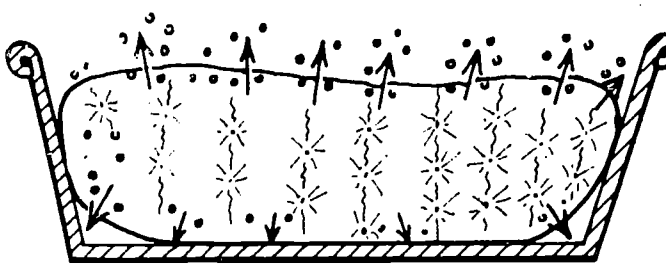

BAD CONDITION FOR PROOF

The loaf has dried from improper storage, or too much age. This drying process has made the loaf (especially the outside crust) brittle, and it will break or crack before it will stretch. The crust will not hold the gas. It is like trying to pump air into a 30-year-old, dried-up innertube. The loaf, like the innertube, has no stretch or resiliency

Additional information about yeast fermentation in dough products

Yeast can be frozen without killing it. However, the cell walls will be weakened and fermentation action decreased. Frozen yeast should be defrosted before using. The amount used should be increased about 10% to make up for its loss of strength due to freezing.

The following figures are approximate and indicate the reaction of yeast at various temperature ranges.

a. 45° to 65° F -No activity
b. 65° to 94° F -Some activity
c. 95° to 98° F -Optimal fermentation
d. 99° to 140° F -Fermentation weakened
e. 140° F -Thermal death point. Enzymes killed. Production of CO_2 gas stops.

Please fill in the blanks in the sentences below:

1. Yeast can be _____ without _____ it.

2. Frozen yeast should be _____ before using.

3. An increase of _____ in the amount used will make up for loss of strength due to _____.

4. The ideal temperature for proper yeast activity is _____.

Please turn to page 10 *and correct any errors.*

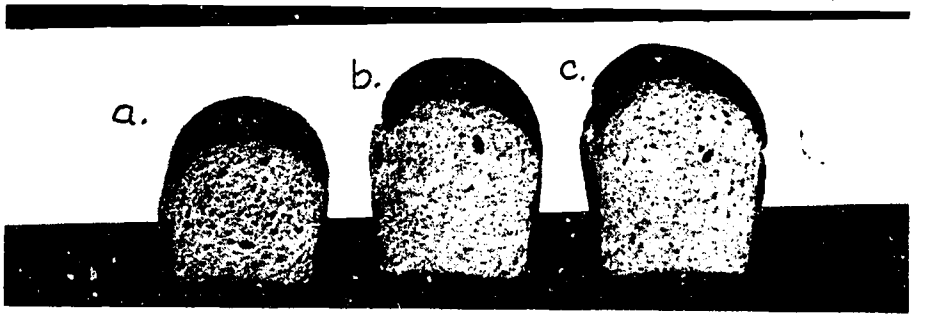

a. Young dough. b. & c. Properly fermented dough

Characteristics of a "young" dough

A dough that is taken from the trough before the proper time is called a young dough.

1. Feels sticky.
2. Breaks short when pulled.
3. Has tendency to stick to dough divider.
4. Will flatten and spread in pan during proofing. Will require more time to proof.
5. Bread colors quickly in oven and takes on reddish-brown color.
6. Loss of oven spring.
7. Crust will be thick but will have good, sweetish taste.
8. Loaf will be heavy.
9. Bread will have sharp corners with smooth, glassy sides.
10. Crumb will be dark, coarse, open.

Please fill in the blank spaces below:

1. A young dough will feel _____.
2. A young dough will break _____ when pulled.
3. A young dough has a tendency to _____ to dough divider.
4. A young dough will _____ and _____ in pan during proofing.
5. Bread from young dough takes on a _____-_____ color.
6. A young dough will have a _____ of oven _____.
7. A young dough will produce a _____ crust.
8. A young dough will produce a _____loaf of bread.
9. Bread from young dough will have _____ sides.
10. The crumb of a young dough will be _____, _____, _____.

Please turn to page 11 and check your answers. → → → →

Made from old dough

Characteristics of an "old" dough

A dough that is taken from the trough after the proper time is called an old dough.

1. Breaks short without resistance.
2. Has a strong, sour odor.
3. Surface of dough will start to tear during proofing process.
4. Loaf colors slowly and is usually very pale.
5. Large holes in loaf.
6. Grain of loaf is open, with thick cell walls.
7. Bread crumbles easily.
8. Requires a long time to proof, has poor oven spring.

Please fill in the blank spaces below:

1. An old dough breaks _____ without_____.
2. An old dough has a _____, _____ odor.
3. Surface of dough will start to _____ during _____ process.
4. Loaf will color _____ and is usually very _____.
5. An old dough will produce large _____ in loaf.
6. Grain of loaf is _____, with _____ cell walls.
7. Bread from old dough will _____ easily.
8. An old dough requires a _____ time to proof, has _____ oven spring.

Please turn to page 12 *and check your work.* → → → →

Here is a proofer that can freeze, retard, and proof - all automatically

1. Yeast can be *frozen* without *killing* it.

2. Frozen yeast should be *defrosted* before using.

3. An increase of *10%* in the amount used will make up for loss of strength due to *freezing*.

4. The ideal temperature for proper yeast activity is *95° to 98° F*.

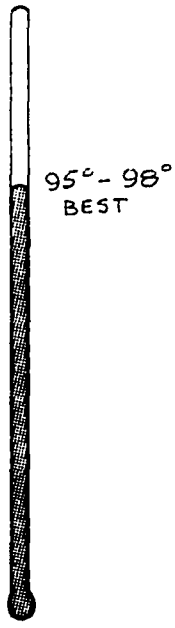

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Please turn to page 8 and continue the program.

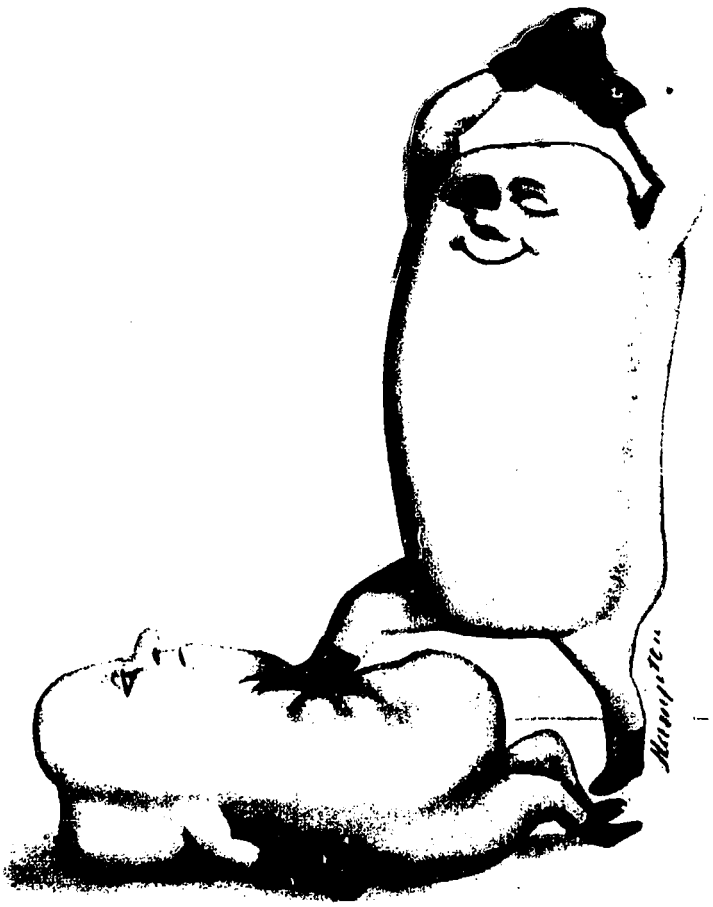

"I'm the mature one."

"I was too young and inexperienced."

1. A young dough will feel *sticky*.
2. A young dough will break *short* when pulled.
3. A young dough has a tendency to *stick* to dough divider.
4. A young dough will *flatten* and *spread* in pan during proofing.
5. Bread from young dough takes on a *reddish-brown* color.
6. A young dough will have a *loss* of oven *spring*.
7. A young dough will produce a *thick* crust.
8. A young dough will produce a *heavy* loaf of bread.
9. Bread from young dough will have *smooth* (or *glassy*) sides.
10. The crumb of a young dough will be *dark*, *coarse*, *open*.

Please return to page 8 and correct any errors.

Please turn to page 9 *and continue the program.*

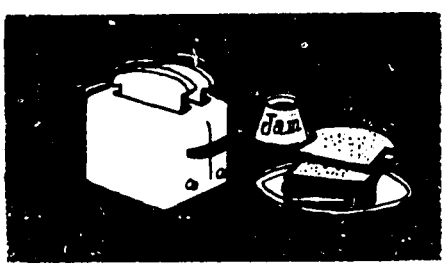

Variety of Bakers' Bread

Assorted Baking Rolls

Crescent, Fantan, and Parkerhouse Rolls

High-quality products result when the dough is taken at the right stage.

1. An old dough breaks *short* without *resistance*.
2. An old dough has a *strong*, *sour* odor.
3. Surface of old dough will start to *tear* during *proofing* process.
4. Loaf will color *slowly* and is usually very *pale*.
5. An old dough will produce large *holes* in loaf.
6. Grain of loaf is *open*, with *thick* cell walls.
7. Bread from an old dough will *crumble* easily.
8. An old dough requires a *longer* time to proof, has *poor* oven spring.

Please return to page 9
and correct any errors.

Please turn to page 15 and continue the program. → → → →

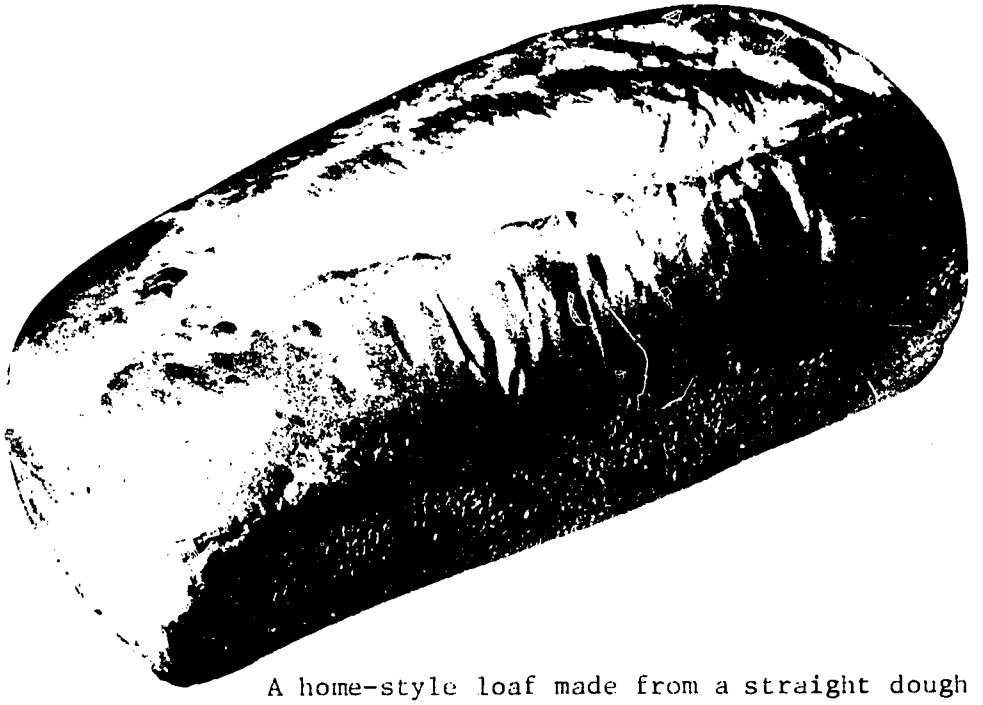

A home-style loaf made from a straight dough

1. A straight dough is a dough in which all the *ingredients* are blended together more or less at the *same time*.

2. Full proof may take about *two hours*, depending on the amount of *yeast*, dough temperature, etc.

3. After full proof, the dough is ready to be taken to the *bench* for *makeup*.

4. The straight-dough process requires less *labor*.

5. The total time of a straight-dough fermentation is *shorter*.

6. Bakers believe better *flavor* can be developed in straight-dough products.

Please return to page 15
and correct any errors

Please turn to page 16 *and continue the program.* → → → →

A home-style loaf made from a sponge dough

1. Sponge-type doughs are used mostly in *large wholesale* bread bakeries.

2. A sponge-type dough is a *two-stage* dough.

3. Sponge-type doughs require about *4* hours to ferment.

4. Sponge-type doughs require about *20%* less yeast.

5. Bread produced from sponge dough tends to have *greater* volume and a more desirable *texture* and *grain*.

6. Sponges can be held longer without noticeable *deterioration* of the final *product*.

7. Straight doughs must be taken when *ready*.

Please return to page 16
and correct any errors.

Please turn to page 17 *and continue the program.* → → → →

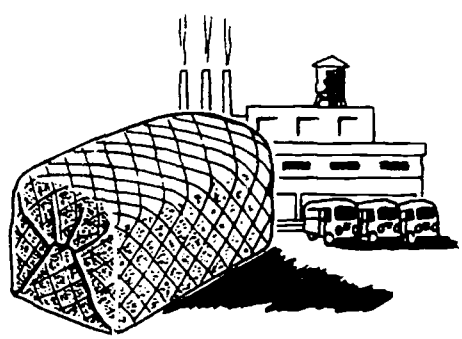

Properly developed dough

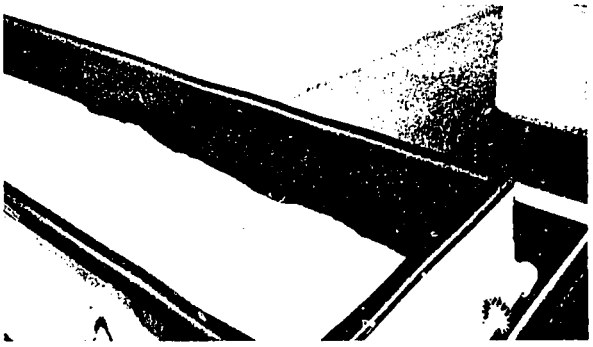

Fermenting

Showing a properly developed dough ready for fermentation

Straight yeast doughs

Most students are familiar with straight doughs. These are doughs in which all of the ingredients are blended together, more or less at the same time, and then mixed to the desired consistency and temperature. Although fermentation is known to begin at once, full proof may take about two hours, more or less, depending on the amount of yeast, temperature of the dough, etc. Shortly after proof, the dough is ready to be taken to the bench for makeup.

The advantages of a straight dough are:

a. Because it is a one-stage process, it requires less labor.

b. Because the total fermentation time is shorter, fermentation loss is less.

c. Many bakers believe that better flavor can be developed in straight-dough products.

Please fill in the blank spaces below:

1. A straight dough is a dough in which all the _____ are blended together more or less at the _____ _____.

2. Full proof may take about _____, depending on the amount of _____, dough temperature, etc.

3. After full proof, the dough is ready to be taken to the _____ for _____.

4. The straight dough process requires less _____.

5. The total time of a straight-dough fermentation is _____.

6. Bakers believe better _____ can be developed in straight-dough products.

Please turn to page 13 and check your work.

These breads were made from sponge doughs.

Sponge-type dough

Sponges are used very little in the handcraft shop, but they are almost always used in the production of white bread in the large, wholesale bread bakeries.

A sponge-type dough is a two-stage dough in which all of the yeast and most of the flour and water are first mixed into a soft dough, which is then allowed to ferment, usually about 4 hours. This is the first or sponge stage. The sponge is then returned to the mixer, where it is combined with all of the remaining ingredients, including salt, milk, sugar, shortening, additional flour, water, and any other ingredients that the particular recipe calls for. After mixing, the completed dough is then allowed final proof, after which time it is ready for makeup.

The advantages of the sponge dough are:

a. Sponge doughs require about 20% less yeast.

b. Bread produced from sponge dough tends to have greater volume and a more desirable texture and grain.

c. The sponge method is more flexible. Sponges can be held longer without noticeable deterioration of the final product. In contrast, straight doughs must be taken when ready.

Please fill in the blank spaces in the sentences below:

1. Sponge-type doughs are used mostly in _____ _____ bread bakeries.

2. A sponge type dough is a _____-_____ dough.

3. Sponge-type doughs require about _____ hours to ferment.

4. Sponge doughs require about _____% less yeast.

5. Bread produced from sponge dough tends to have _____ volume and a more desirable _____ and _____.

6. Sponges can be held longer without noticeable _____ of the final _____.

7. Straight doughs must be taken when_____.

← ← ← ← *Please turn to page 14 and check your work.*

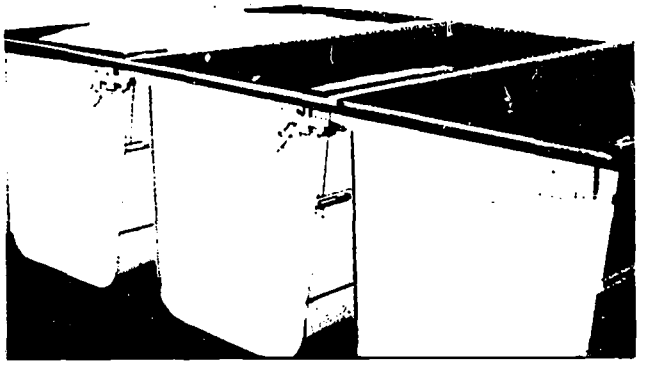

Dough troughs - proofing

A fully fermented dough is shown on the left, ready for the scaler and divider. These machines take the place of hand-punching.

Punching a yeast dough

The student should learn why, how, and when to "punch" a dough. The first thing to understand is that, while we use the word "punch," we don't really punch the dough at all. We merely fold the sides well into the center, then turn the entire dough over.

Here's the *why* of punching a dough:

Remember, our aim is *maximum gas production* and *maximum gas retention*. Laboratory experiments show that gas production is not constant. It starts fast and then slows down.

In the beginning, the dough can hold in all the gas that is being produced. After a while, the dough becomes weaker, and much of the gas that is being produced escapes. However, if the dough is folded back at the right time, the ability to retain (hold) the gas is increased, and practically no gas-loss occurs.

Please fill in the blank spaces below.

1. To punch a dough, we mean to _____ the sides well into the _____, then _____ the entire dough _____.

2. As bakers our aim is maximum _____ _____ and maximum _____ _____.

3. In the beginning, the dough can hold in all the _____ that is being _____.

4. If the dough is folded back at the right time, the ability to _____ _____ _____ is increased, and practically no gas _____ occurs.

Please turn to page 20 *and check your work.* ➡ ➡ ➡ ➡

1 *Handling the dough.*

2 *Properly mixed dough.*

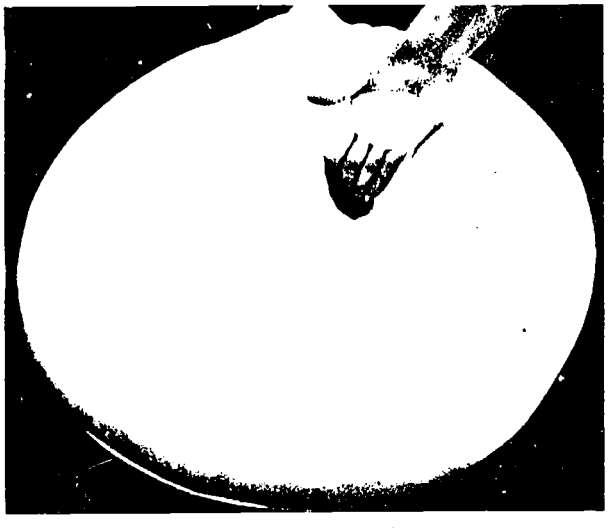

3 *Testing for the punching time.*
If the dough falls away from the hand, it is ready for punching.

4 *Basic dough ready for make-up.*

Punching a yeast dough (continued)

When we observe a dough that has been punched, we notice that it now begins to rise more rapidly. It looks as if the yeast is now working better and is producing more gas. This is actually not the case. What is happening is that, by being punched the dough is *strengthened* and is *retaining* the gas better.

A good baker knows when to punch a dough. All he does is touch the dough with the tips of his fingers, withdraw them quickly, and observe the dough's behavior. If the dough is firm and springs back immediately and does not show the finger marks, it is not yet ready to be punched. However, if it recedes (falls back) slightly, it is ready. If it falls in completely, then the dough is overproofed. In this case, there is nothing to do but "take" the dough, make it up at once, and try to prevent it from becoming "old."

Please fill in the blank spaces below:

1. After being punched, the dough is _____ and _____ the gas better.

2. A good baker knows _____ to _____ a dough.

3. All he does is _____ the _____ with his _____ _____.

4. The dough is not yet ready if it is firm and _____ _____ and does not _____ the _____ _____.

5. If it _____ slightly, it is _____.

6. If it falls in _____, then the dough is _____.

7. There is nothing to do but "_____" the dough, make it up _____ _____, and try to prevent it from becoming "_____".

Please turn to page 22 *and check your work.* → → → →

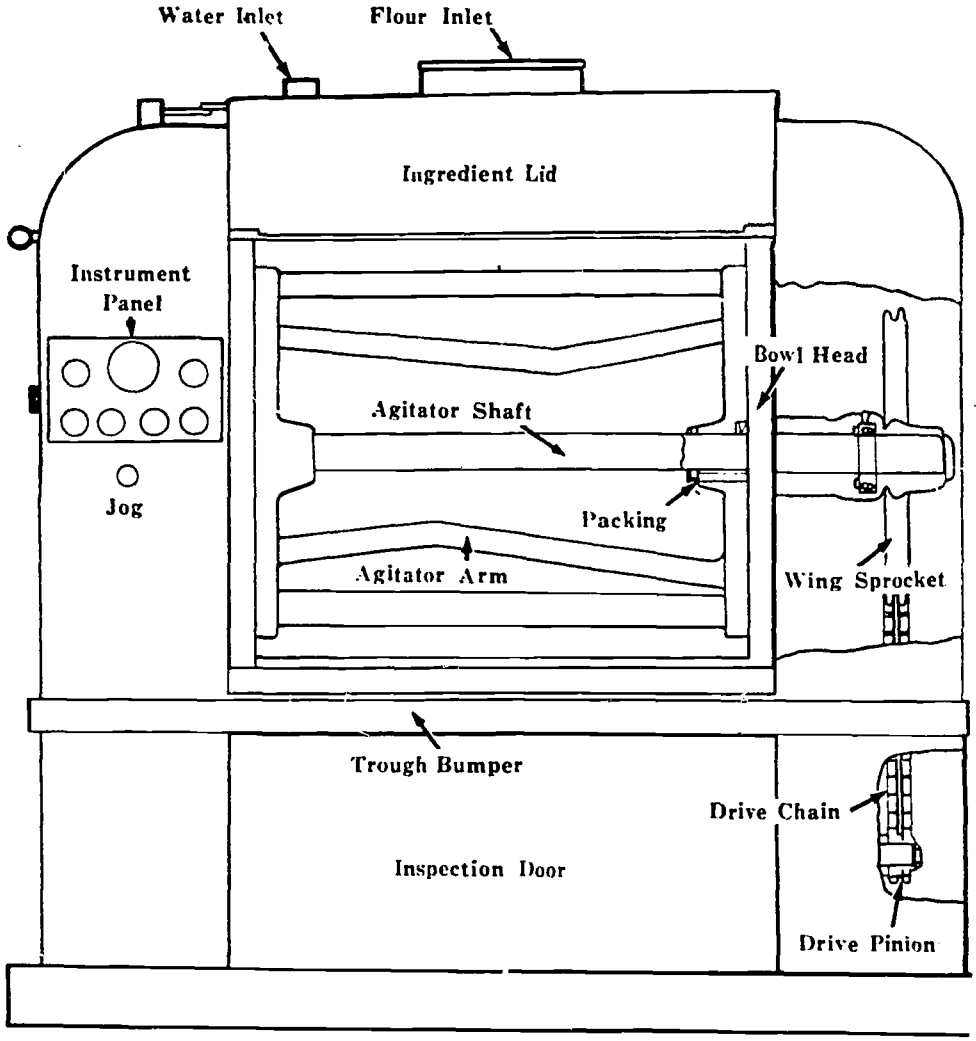

Mixer, front view

A mixer can also act as a dough trough and for punching dough. The dough is allowed to rest in the mixer, and then it is run for about a minute to punch the dough.

Punching a Yeast Dough (continued)

How long a dough needs for the first proof is something else the student should understand. As a rule, the time until the dough is first ready to be punched makes up 60% of the total fermentation time. In other words, if a dough is ready for the first punch in one hour, it will be ready for the second punch in about another half hour. Ten minutes after that it will be ready to be taken to the bench for makeup. That makes a total of 100 minutes in this particular case.

All the above information deals with the fermentation of doughs that are to be mixed, proofed, and made up for baking when ready. This information does not apply to doughs that are to be retarded (held back) or refrigerated.

Please fill in the blank spaces below:

1. The time until the dough is first ready to be punched makes up _____% of the total fermentation time.

2. If a dough is ready for the _____ _____ in _____ hour, it will be ready for the _____ in about another _____hour.

3. _____minutes after that it will be ready to be taken to the _____ for _____.

4. A total of _____ minutes in this particular case.

5. The above information deals only with the _____of doughs that are to be _____, _____, and _____ for baking when ready.

Please turn to page 23 and check your work. → → → →

Products from well-punched doughs

ERIC

1. To punch a dough, we mean to _fold_ the sides well into the _center_, then _turn_ the entire dough _over_.

2. As bakers our aim is maximum _gas_ _production_ and maximum _gas_ _retention_.

3. In the beginning, the dough can hold in all the _gas_ that is being _produced_.

4. If the dough is folded back at the right time, the ability to _retain_ _the gas_ is increased, and practically no gas _loss_ occurs.

Please return to page 17
and correct any errors.

← ← ← ← Please turn to page 18 and continue the program.

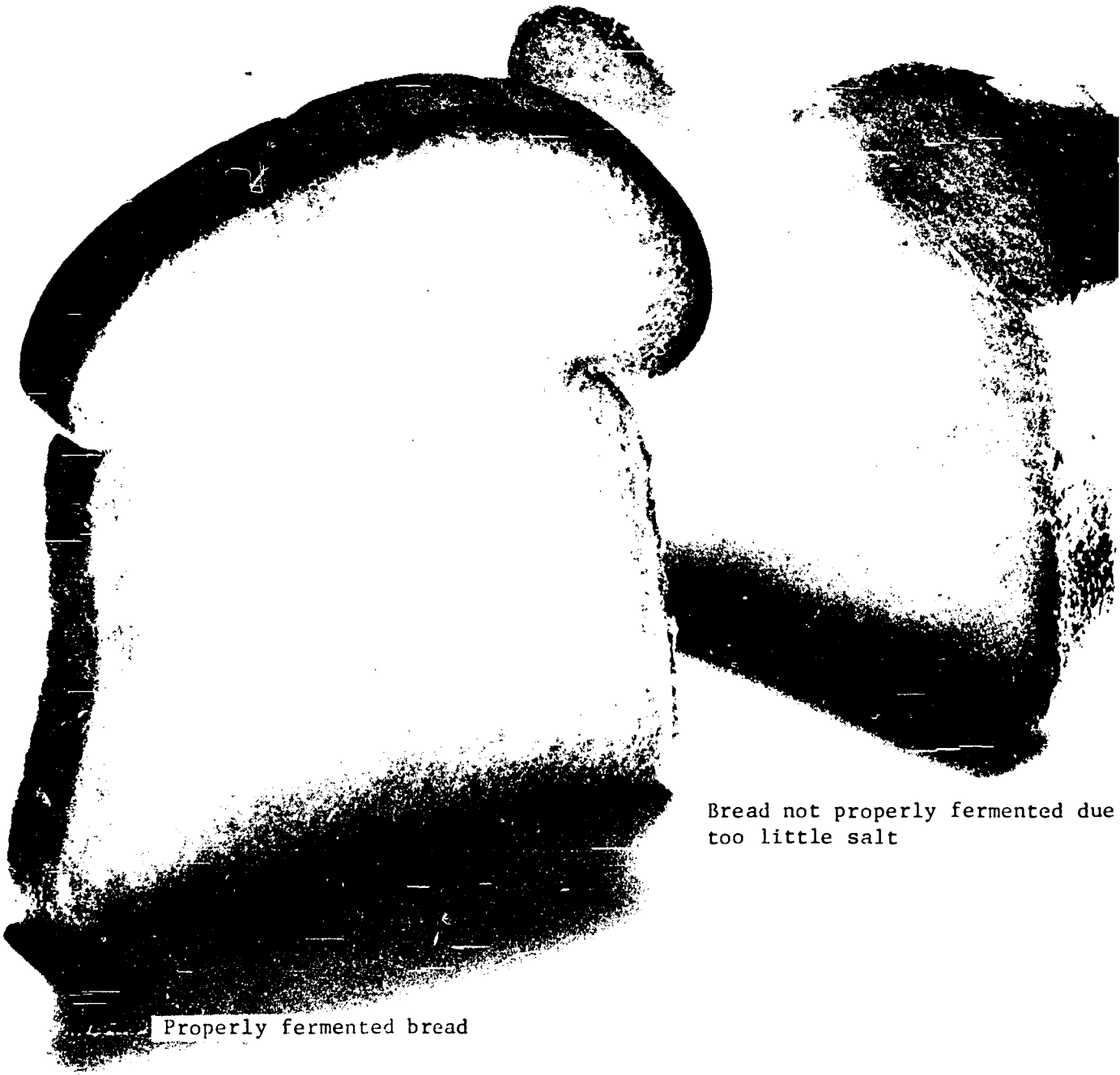

Bread not properly fermented due too little salt

Properly fermented bread

The effect of certain ingredients on fermentation

Yeast: Good yeast begins its action slowly and speeds up toward the end of the fermentation period.

Flour: Much of the nutrition for the yeast is in the flour. Stronger flours require more vigorous fermentation. Different flours require different fermentation periods, to be determined only by a baking test.

Salt: In a dough, salt works in two ways to control fermentation. (1) It checks the growth of undesirable yeast, and (2) it strengthens the gluten. By this latter action, it counteracts the natural softening of the gluten by fermentation.

Eggs: The effect of eggs on fermentation is not significant, although their presence helps the dough to rise.

Milk: The presence of milk in dough makes it turn somewhat more acid, which softens the gluten. Slightly more fermentation is required in milk dough, hence more yeast will be required.

Please fill in the blanks below:

1. Good yeast begins its action _____ly and _____ ___ toward the end of the fermentation period.

2. Much of the nutrition for the _____ is in the _____.

3. Salt checks the growth of _____ yeast.

4. Salt also _____ the _____.

5. Eggs help the dough to _____.

6. Slightly more _____ is required in milk dough, hence more _____ will be required.

Please turn to page (23) *and check your work.* → → → →

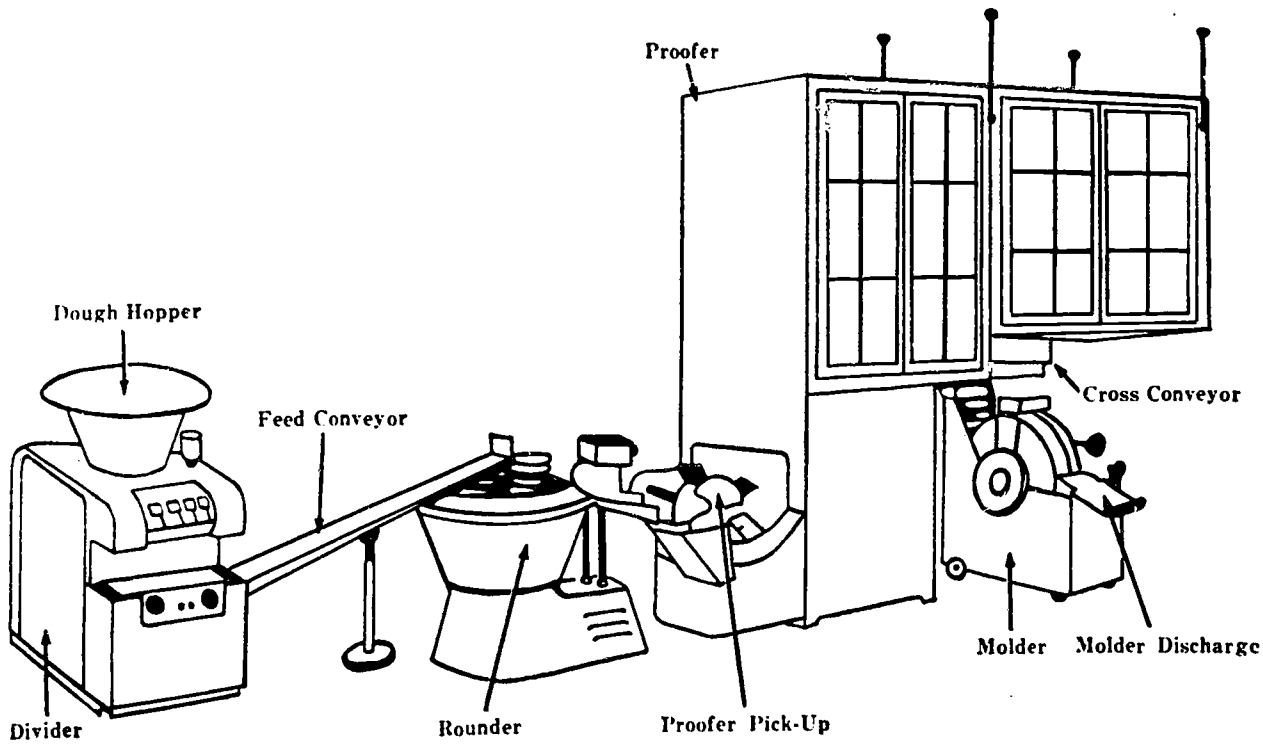

Bread setup. Dough is automatically punched as it flows through the machines.

1. After being punched, the dough is *strengthened* and *retains* the gas better.

2. A good baker knows *when* to *punch* a dough.

3. All he does is *touch* the *dough* with his *finger tips*.

4. The dough is not yet ready if it is firm and *springs back* and does not *show* the *fingermarks*.

5. If it *recedes* slightly, it is *ready*.

6. If it falls in *completely*, then the dough is *overproofed*.

7. There is nothing to do but *"take"* the dough, make it up *at once*, and try to prevent it from becoming *"old"*.

Please return to page 18
and correct any errors.

Please turn to page 19 and continue the program.

ERIC
Full Text Provided by ERIC

1. The time until the dough is first ready to be punched makes up 60 % of the total fermentation time.

2. If a dough is ready for the first punch in one hour, it will be ready for the second punch in about another half hour.

3. Ten minutes after that it will be ready to be taken to the bench for makeup.

4. A total of 100 minutes in this particular case.

5. The above information deals only with the fermentation of doughs that are to be mixed, proofed, and made up for baking when ready.

Please return to page 19 and correct any errors.

Please turn to page 21 and continue the program.

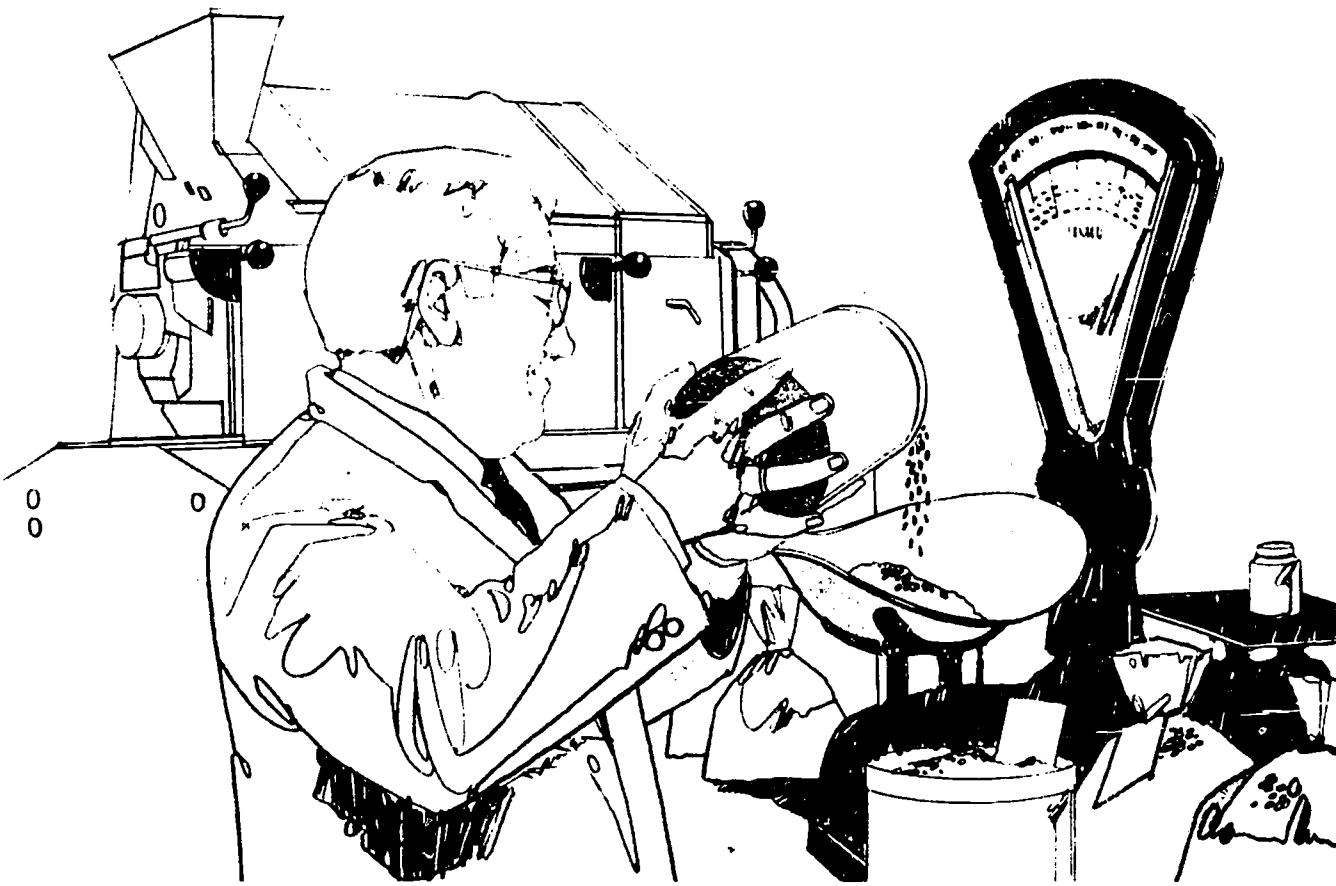

"It takes a pinch of this and a dash of that!"

ERIC

The effect of certain other ingredients on fermentation

Water: In the ordinary sense, water is not considered a food for the yeast, but since the other nutrients for yeast must be supplied in solution, water is absolutely necessary for the activity of yeast.

Sugary Agents: Sugary agents furnish yeast with the necessary carbohydrate foods. It is the sugar which is broken up into CO_2. *Too* great an amount of sugary agents will retard fermentation however. Six percent is recommended for bread; over 10% will retard fermentation. Doughs containing little or no sugar must be given a shorter fermentation period, so that there will be sufficient sugar left at the end of the fermentation period to support vigorous yeast activity and to impart crust color and caramelization of the bread during baking.

Shortening: Has no influence on yeast activity.

We may define "fermentation" as: *the chemical changes of an organic compound due to the action of living organisms (as yeast), resulting in the formation of the leavening gas, carbon dioxide.*

Please fill in the blank spaces below:

1. Water is not considered a _____ for the yeast.
2. Water is absolutely necessary for the _____ of yeast.
3. Sugary agents furnish yeast with the necessary _____ foods.
4. Too great an amount of sugary agents will _____ fermentation.
5. _____% sugary agents is recommended for bread.
6. Over _____% will retard bread.
7. Doughs containing little or no sugar must be given a _____ fermentation period.
8. Shortening has _____ influence on _____ _____.
9. Fermentation results in the formation of the _____ gas _____ _____.

Please turn to page 37 *and correct your work.* → → → →

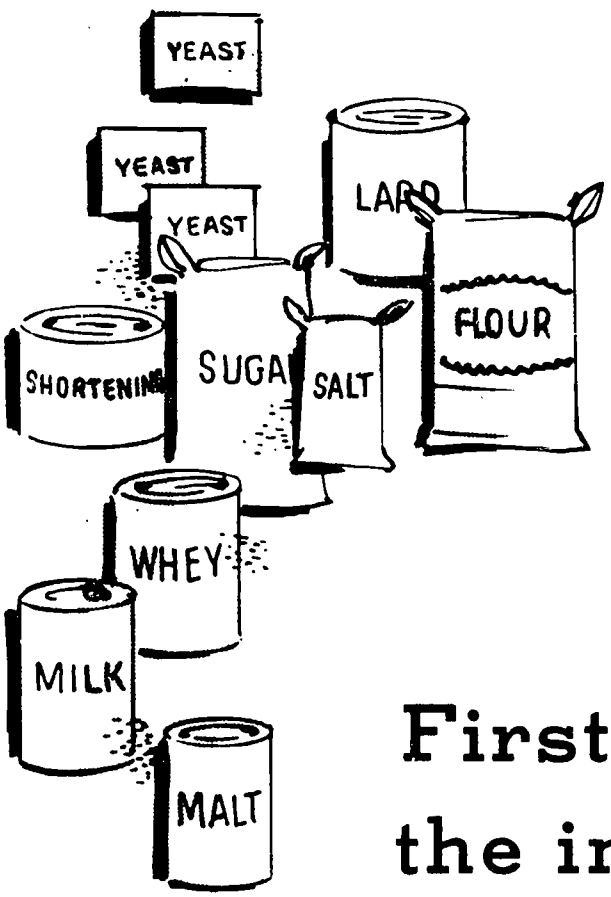

First let's check the ingredients

1. Good yeast begins its action *slowly* and *speeds up* toward the end of the fermentation period.

2. Much of the nutrition for the *yeast* is in the *flour*.

3. Salt checks the growth of *undesirable* yeast.

4. Salt also *strengthens* the *gluten*.

5. Eggs help the dough to *rise*.

6. Slightly more *fermentation* is required in milk dough, hence more *yeast* will be required.

Please return to page 21
and correct any errors.

Please turn to page 24 and continue the program.

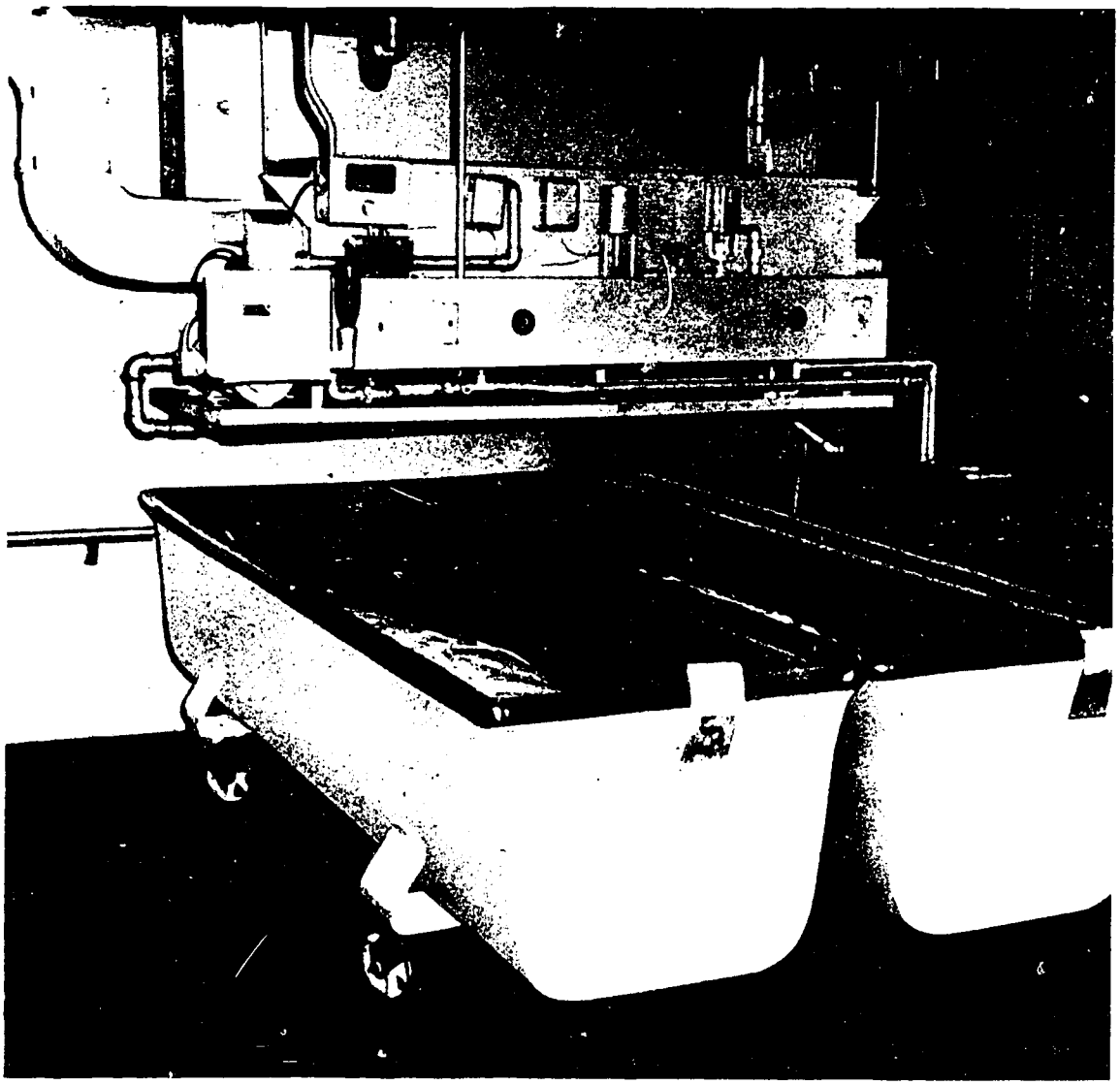

Fermentation room, showing dough fermenting and the air-conditioning system.

Definitions

Fermentation room	A room in which humidity and temperature are carefully controlled so that fermenting of dough products will be uniform.
Fermentation tolerance	A term used to describe the ability of a dough to handle well and make a good product even through the fermentation period is longer than the normal time.
Proof	The degree of aeration before baking, due to the action of yeast. Most yeast products require proof at each stage of production. First, a dough requires proof (by yeast action) immediately after mixing. After the dough is scaled into small units, a short proof is required. Finally, after the units are made into specific products, a final proof before baking is required.
Sour (dough)	A dough that has fermented long enough so that the acids are well developed. Fermentation of a sour usually is allowed to take place without the addition of yeast. This gives a desirable flavor to the final product. Rye and pumpernickel breads are usually made with a sour dough (sponge).

Please fill in the blank spaces below:

1. In the fermentation room, _____ and _____ are carefully controlled, so that the dough products will be _____ fermented.

2. A term used to describe the ability of a dough to handle well even when the fermentation period is too long is _____.

3. Most yeast products require _____ at each stage of _____.

4. Rye and pumpernickel breads are usually made with _____ _____.

Please turn to page 34 *and check your work.* → → → →

The Thinking Baker

1. Water is not considered a *food* for the yeast.

2. Water is absolutely necessary for the *activity* of yeast.

3. Sugary agents furnish yeast with the necessary *carbohydrate* foods.

4. Too great an amount of sugary agents will *retard* fermentation.

5. *6%* sugary agents is recommended for bread.

6. Over *16%* will retard bread.

7. Doughs containing little or no sugar must be given a *shorter* fermentation period.

8. Shortening has *no* influence on *yeast activity*.

9. Fermentation results in the formation of the *leavening* gas *carbon dioxide*.

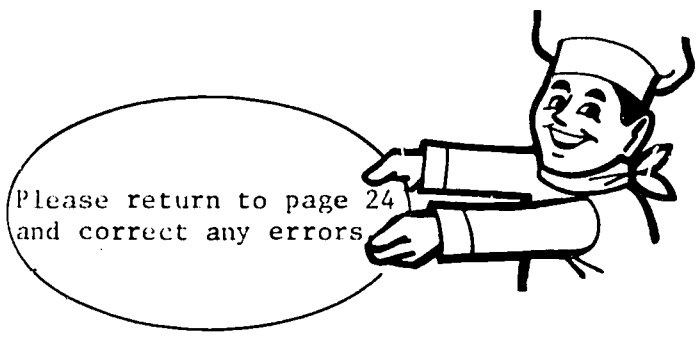

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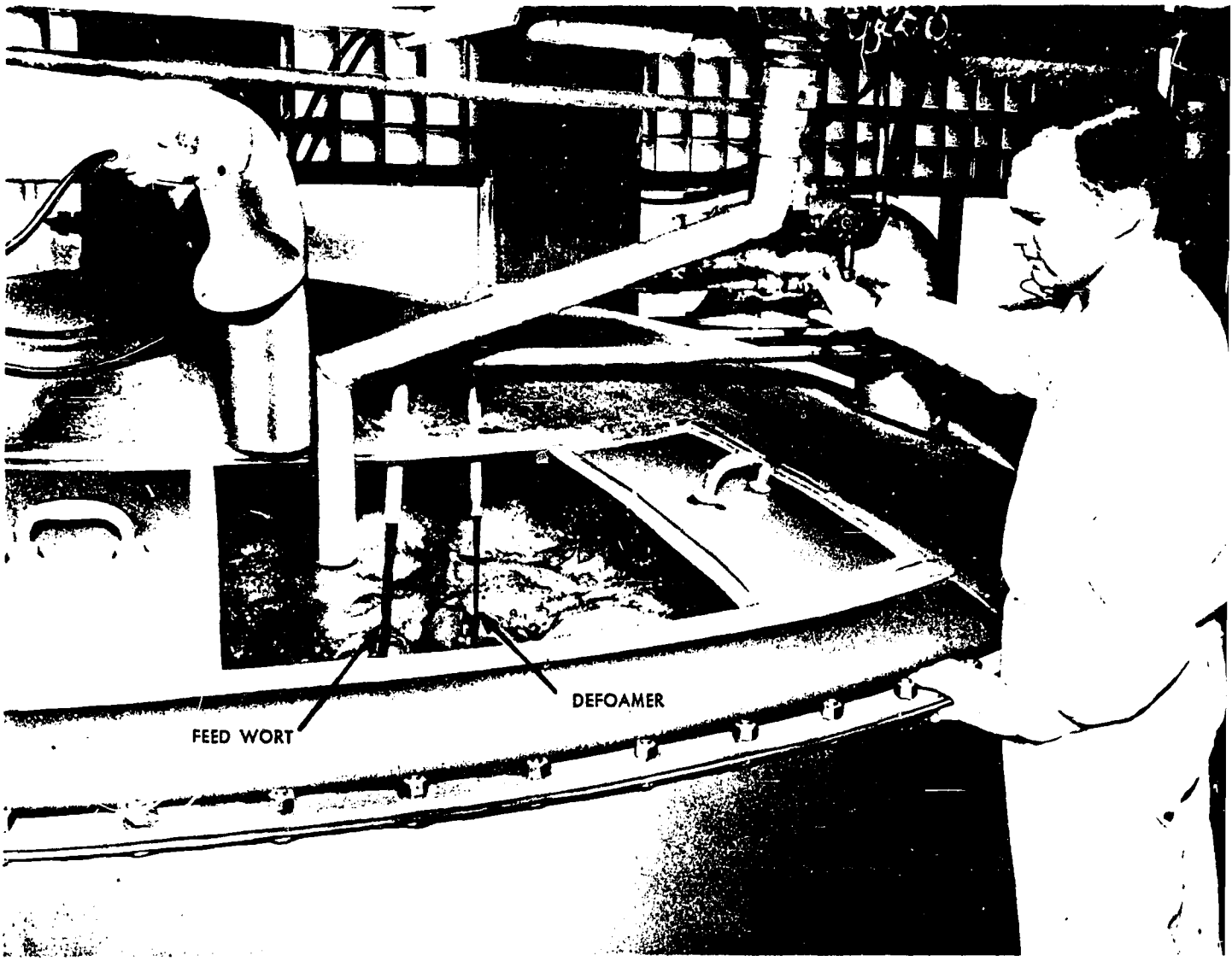

Yeast is grown in 20,000-gallon fermenting tank. Operator is adding small amount of vegetable oil defoamer which will completely dissipate foam.

Definitions

Trough A large, rather shallow container, usually on wheels, used for holding large masses of rising dough. (Pronounced "troff" or "trō")

Wort A fermenting liquid; thus, a mixture of sugar and yeast.

Yeast A microscopic, one-celled plant belonging to the fungus group, which multiplies mainly by budding, and under suitable conditions carries out fermentation.

Fill in the blank spaces below:

1. A vehicle used for masses of rising dough: _____

2. A fermenting liquid is a mixture of _____ and _____.

3. _____ is a microscopic, one-celled _____ belonging to the _____ group. It multiplies by _____, and under suitable conditions carries out _____.

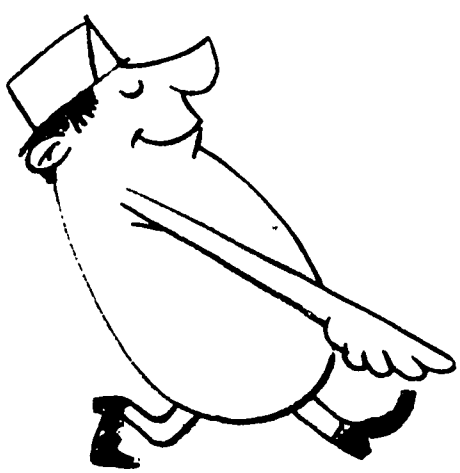

Please turn to page 30 *and check your work.*

TYPICAL RETAIL BAKERY PROCEDURES FOR BREAD

USING
STRAIGHT DOUGH
PROCESS

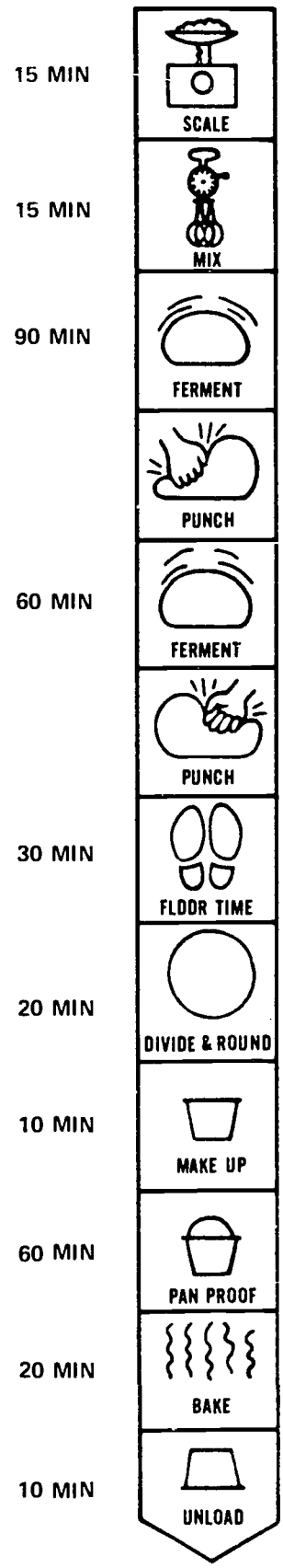

TOTAL TIME: 5½ HR.

1. In the fermentation room, *humidity* and *temperature* are carefully controlled, so that the dough products will be *uniformly* fermented.

2. A term used to describe the ability of a dough to handle well even when the fermentation period is too long is *"tolerance."*.

3. Most yeast products require *proof* at each stage of *production*.

4. Rye and pumpernickel breads are usually made with *sour* *dough*.

Please return to page 26
and correct any errors.

Please turn to page 28 and continue the program.

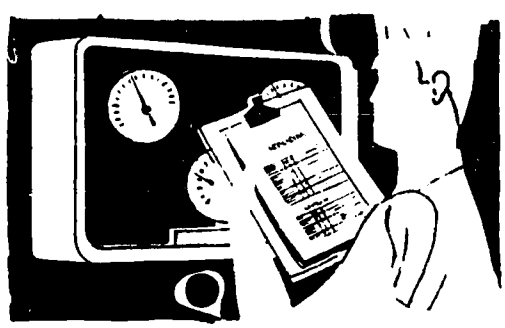

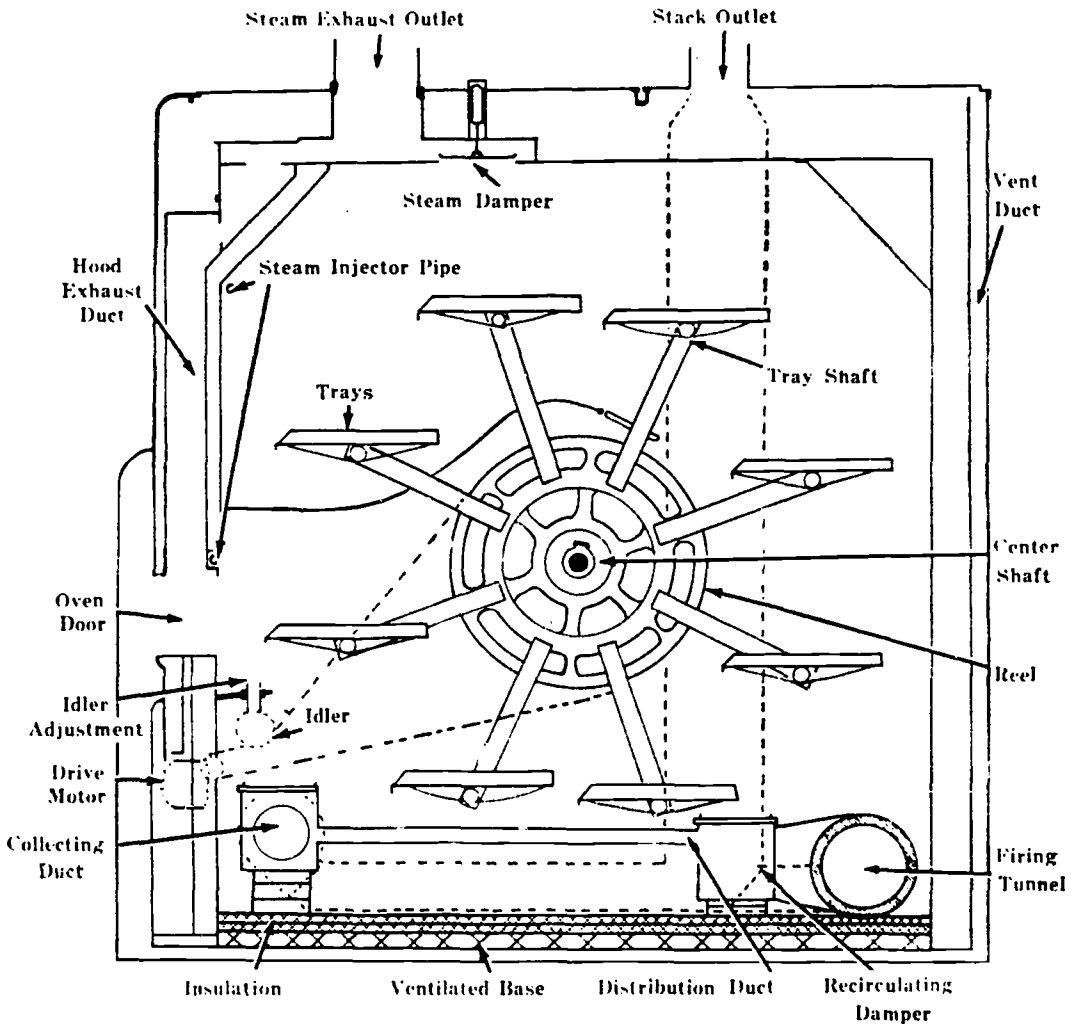
Steam Exhaust Outlet
Stack Outlet
Steam Damper
Vent Duct
Hood Exhaust Duct
Steam Injector Pipe
Tray Shaft
Trays
Center Shaft
Oven Door
Reel
Idler Adjustment
Idler
Drive Motor
Collecting Duct
Firing Tunnel
Insulation
Ventilated Base
Distribution Duct
Recirculating Damper

Reel oven

1. A vehicle used for masses of rising dough: *trough.*

2. A fermenting liquid is a mixture of *sugar* and *yeast* .

3. *Yeast* is a microscopic, one-celled *plant* belonging to the *fungus* group. It multiplies by *budding* , and under suitable conditions carries out *fermentation* .

Please return to page 28
and correct any errors.

Now you have completed Book 2. Go back to the beginning of the book and run through it, paying special attention to the filled-in answers. Then go on to page 31 and see how many of the review questions you can answer. ➡ ➡ ➡ ➡

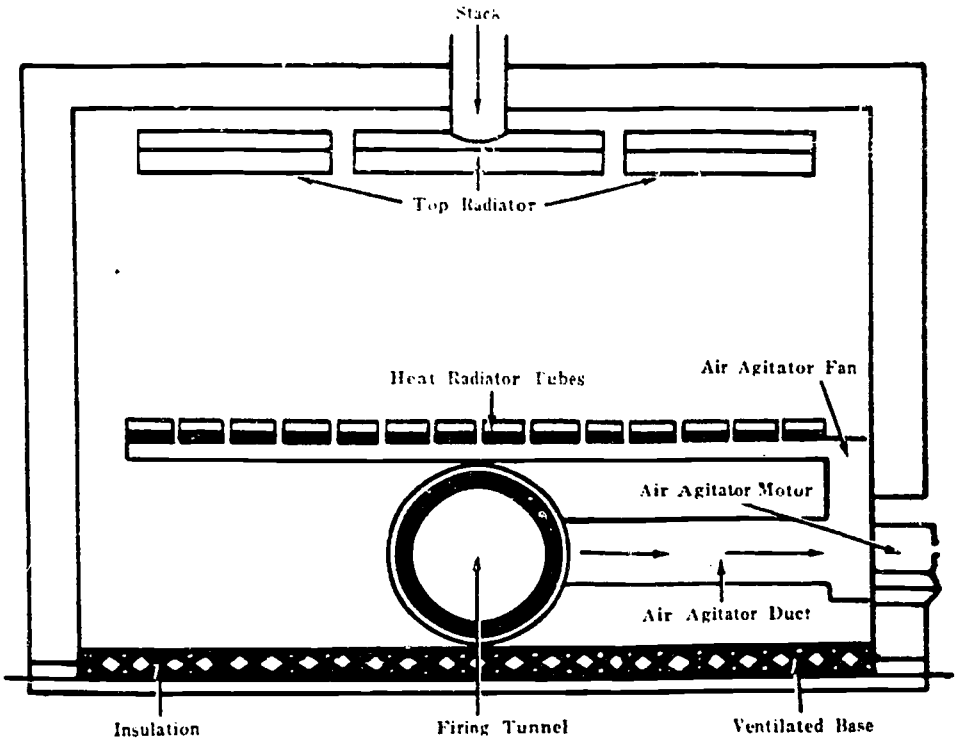

(1) *Rear view*

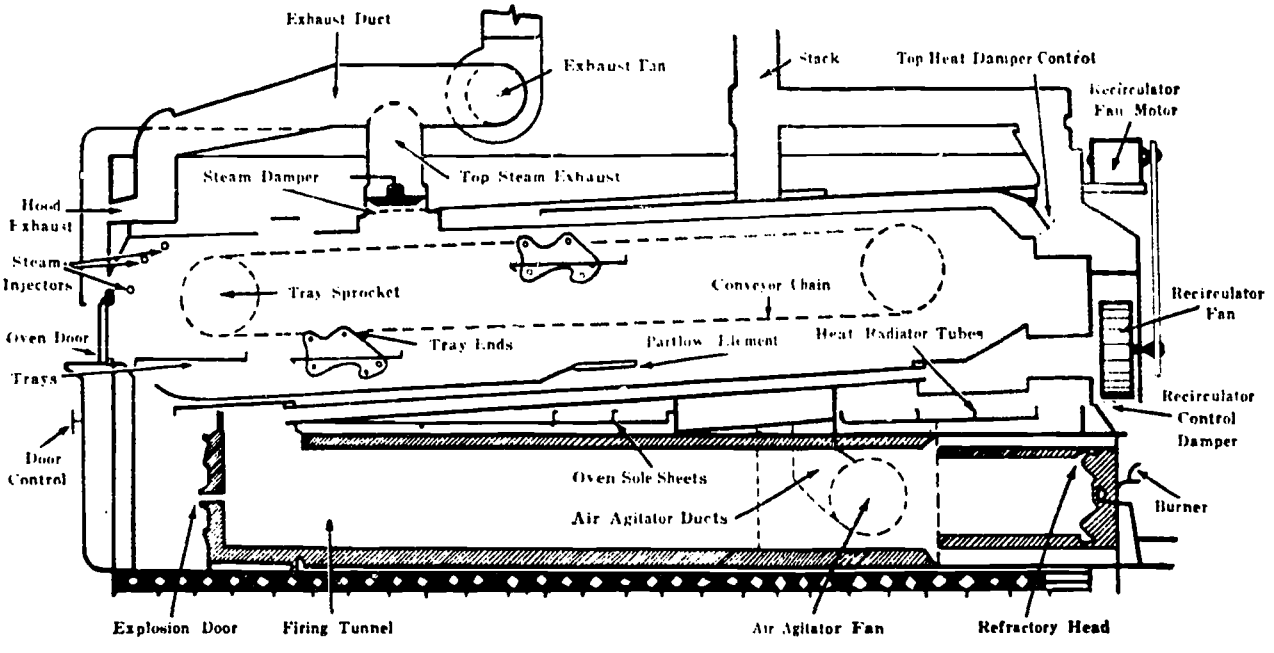

(2) *Side view.*

Traveling-tray oven

Review of Book 2

1. Yeast are very tiny l_____ th_____ and require _____ and favorable con_____s to live and multiply.

2. When a balanced dough is allowed to ferment, two forces begin to operate: gas p_____ and gas r_____.

3. Increased gas production can result from:

   a. More y_____
   b. Addition of s_____
   c. The use of yeast f_____
   d. A higher t_____ (up to _____°F.)

4. Anything that has to do with the s_____ing of the dough affects it ability to hold in gas.

5. As fermentation progresses, the gluten of the dough becomes more e_____.

6. The ideal temperature for proper yeast activity is _____° to _____°F.

7. A young dough will feel _____y.

8. If a dough is old, the surface will start to t_____ during the proofing process.

9. S_____-type doughs can be held longer without deterioration of the final product, while s_____-type doughs must be taken when ready.

10. If dough is punched at the right time, its ability to re_____ the _____ is increased.

11. Good yeast begins its action _____ly and _____s up toward the end of the fermentation period.

12. Salt strengthens the g_____ of the dough.

13. A term used to describe the ability of a dough to handle well even when the fermentation period is too long is "t_____."

14. Rye and pumpernickel breads are usually made with _____ dough.

15. Over 10% of sugary agents will re_____ fermentation.

Check your answers in the Answer Book.

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

WHAT EVERY BAKER NEEDS TO KNOW

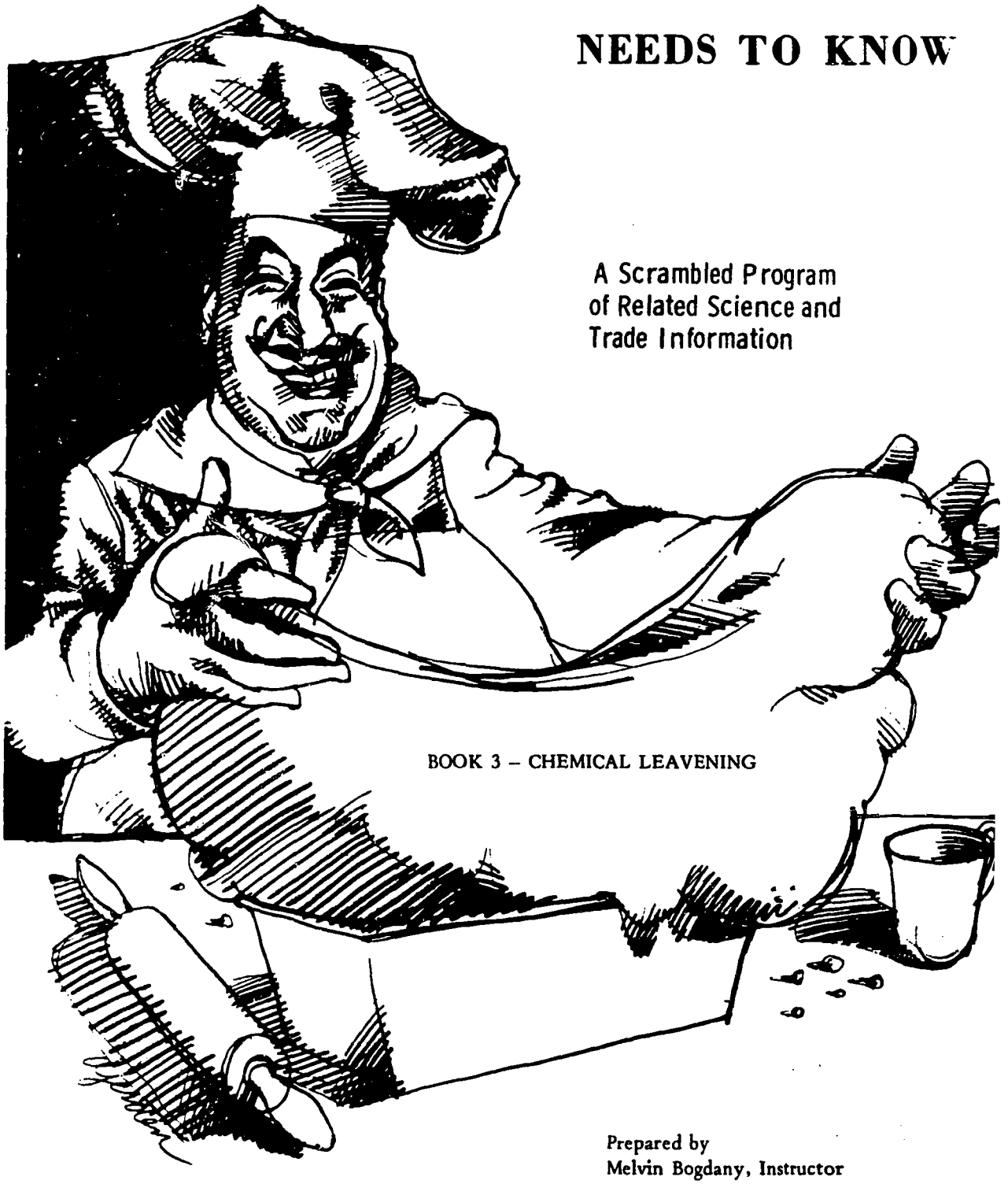

A Scrambled Program
of Related Science and
Trade Information

BOOK 3 – CHEMICAL LEAVENING

Prepared by
Melvin Bogdany, Instructor
Middlesex County Vocational
and Technical High Schools
East Brunswick, New Jersey

Book 3 - Chemical Leavening

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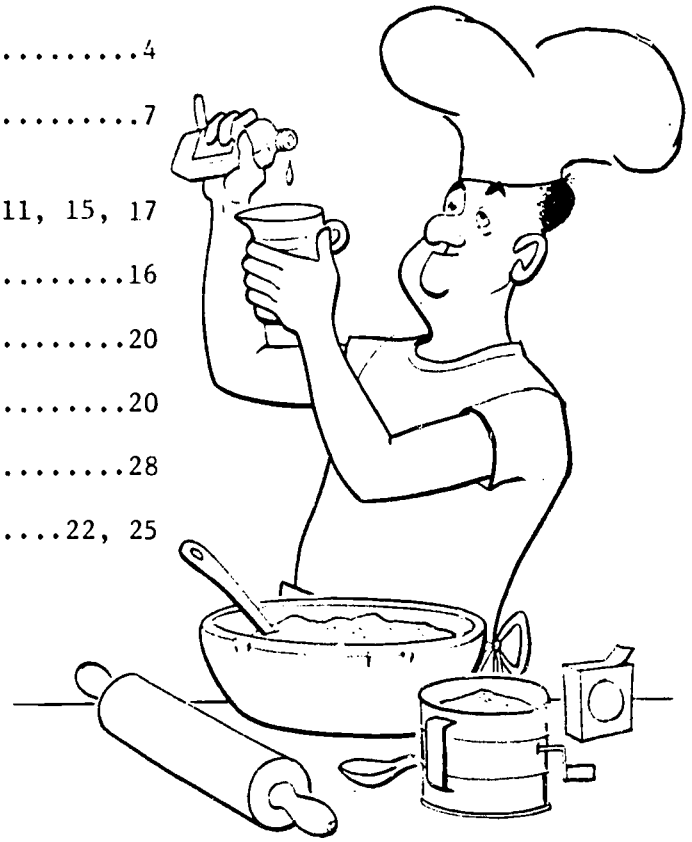

All four ways of leavening are shown here.
Can you tell which ways were used for each product?

Introduction

The purpose of chemical leavening agents is to *aerate* a cake mix or dough, thereby making the resulting product light and porous. This action, together with other factors that will be considered, results in good volume, tenderness, and consumer appeal. Although the experienced baker takes for granted the quality of leavening, this chapter will indicate the importance of understanding the composition, action, and proper use of the various chemical leavenings used in daily bakeshop production.

You may recall that, in the chapter on yeast, we defined leavening as a process by which dough is raised or lightened. It was pointed out that this may be accomplished in a number of ways:

a. By micro-organisms, as in yeast-raised bread.

b. By mechanical means, as in pound cake that is creamed to incorporate air.

c. By heat, as all products are made to rise by the vaporization of moisture when exposed to oven heat.

d. By chemical means, e.g., baking powder.

In this chapter we are concerned only with leavening by chemical means.

Please fill in the blank space below (using the correct letter only):

1. The purpose of chemical leavening agents is to _____.

   a. have a flat cake
   b. create a hard crust
   c. aerate a cake mix

2. This action, together with other factors, results in _____

   a. good volume
   b. tenderness
   c. consumer appeal
   d. None of the above
   e. All of the above

3. In this unit we are concerned only with leavening by _____ means.

   a. yeast
   b. mechanical
   c. chemical

Please turn to page 5 *and check your answers.* → → → →

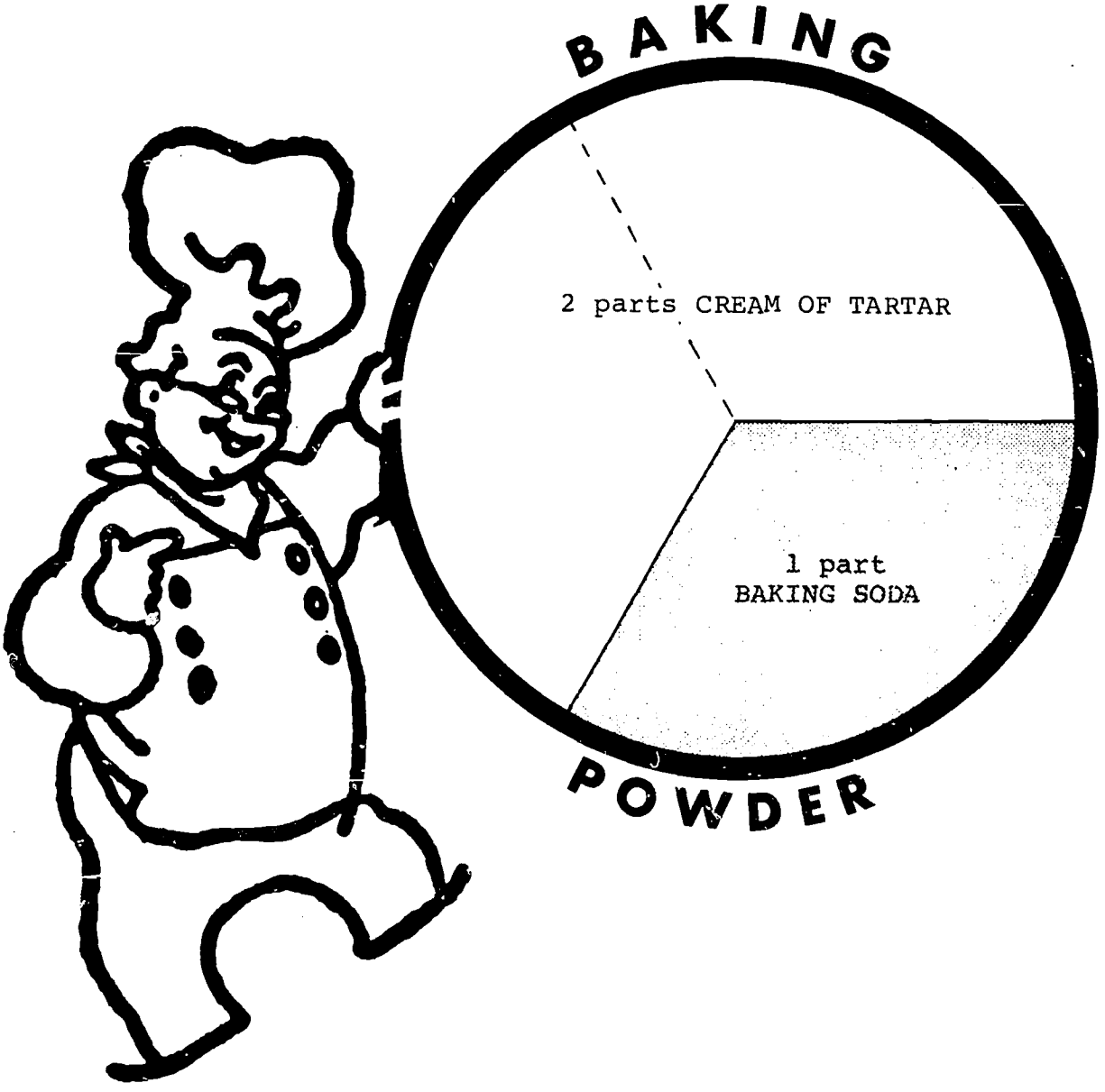

Baking Powder

Here's a tip: When your're out of baking powder, sift 2 pounds of Cream of Tartar with 1 pound of Baking Soda three times. Put this in the Baking Powder can. Then scale off the amount of Baking Powder you need.

1. According to U.S. Government standards, Baking powder is a chemical leavening agent composed of acid-reacting materials and bicarbonate of soda, with or without starch or flour.

2. Baking powder must yield not less than 12 percent of available carbon dioxide gas.

   a. 4 percent
   b. 100 percent
   c. 12 percent
   d. None of the above

3. The only alkaline substance in baking powder is c.

   a. corn starch
   b. flour
   c. sodium bicarbonate
   d. cream of tartar

4. Baking powder classification is made according to a.

   a. the acid-reacting ingredients
   b. the corn starch
   c. the amount of flour
   d. None of the above

Please return to page 4, and correct any errors.

Please turn to page 7 and continue the program. → → → →

In the cake-baking game the four bases are:

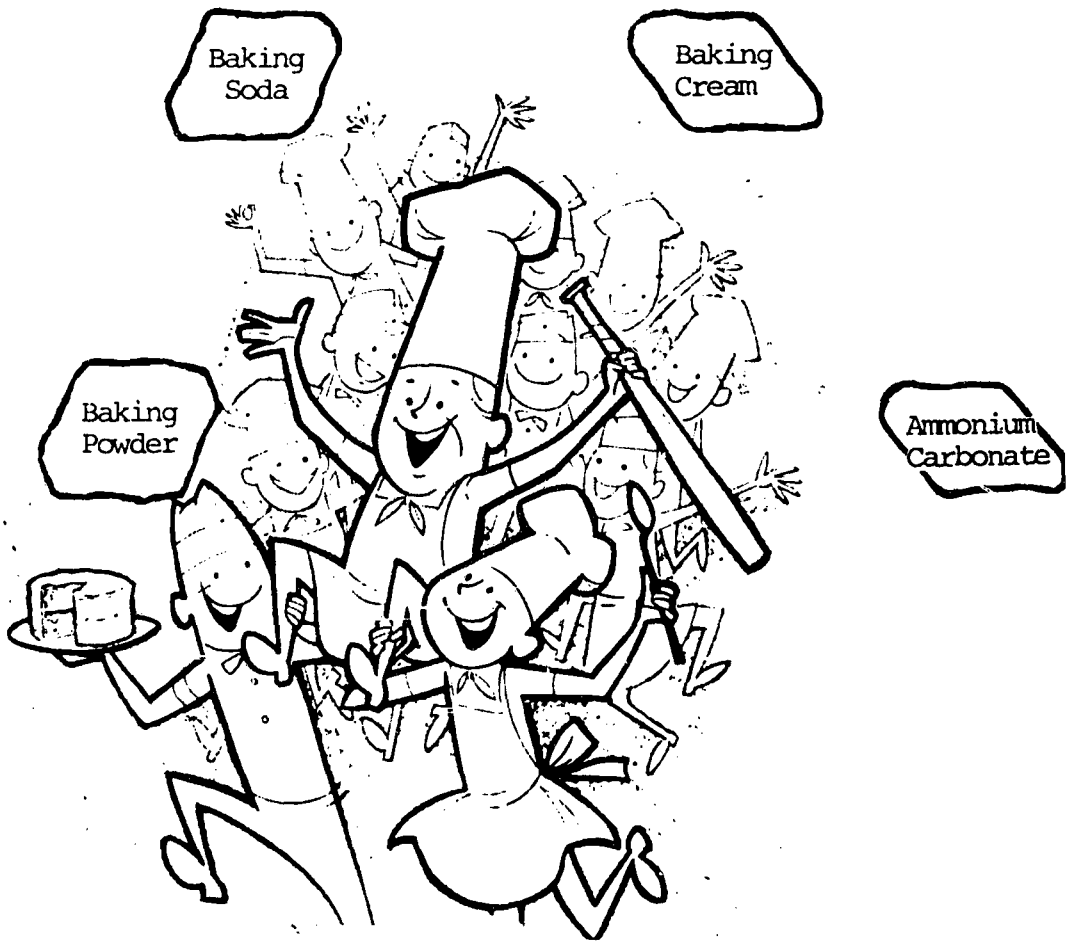

Four important leaveners

The four most important chemical leaveners that we shall study are:

a. Baking powder
b. Baking soda
c. Baking cream
d. Ammonium carbonate

Baking powder

Baking powders are mixtures of chemicals, varying in nature and composition, which react in the presence of moisture and heat to release a gas. Baking powders may be classified as follows:

a. **Fast-acting.** These release gas quickly upon contact with moisture and require quick handling of the product.

b. **Slow-acting.** These release very little gas at low temperature and require heat for the release of gas.

c. **Double-action.** These release a small amount of gas at low temperature and require oven temperature for full reaction. These are the most widely used baking powders.

Please fill in the blank spaces below:

1. The four important chemical leaveners are:

   a. B_____ c_____ c. B_____ p_____
   b. A_____ c_____ d. B_____ s_____

2. Baking powders are mixtures of _____, varying in nature and composition, which react in the presence of _____ and _____ to release a _____.

3. Baking powders may be classified as follows:

   a. _____
   b. _____
   c. _____

Please turn to page 6 *and do the [illegible]*

BAKING
POWDER =
Acid + Baking Soda

Composition of baking powder

According to U.S. Government standards, "Baking powder is a chemical leavening agent composed of acid-reacting materials and bicarbonate of soda, with or without starch or flour. It yields not less than 12 percent of available carbon dioxide gas." The acid-reacting materials in baking powder are:

a. tartaric acid or its salts,
b. acid salts of phosphoric acid,
c. compounds of aluminum, or
d. any combination of the above.

Note that sodium bicarbonate is the only alkaline ingredient permitted. In classifying the various types of baking powders, classification is made according to acid-reacting ingredients. Thus, we have:

1. **Tartrate** baking powders (made of tartaric acid, cream of tartar, baking soda, corn starch).

2. **Phosphate** baking powders (made of calcium acid phosphate or sodium phosphate, baking soda, corn starch).

3. **Sulphate** baking powders (made of sodium aluminum sulphate, baking soda, corn starch).

Please fill in the blank spaces below:

1. According to U.S. Government standards, Baking powder is a chemical _____ agent composed of _____-_____ materials and bicarbonate of _____, with or without _____ or _____.

Please fill in the blank spaces with the correct letter only:

2. Baking powder must yield not less than _____ percent of available carbon dioxide gas.

a. 4 percent
b. 100 percent
c. 12 percent
d. None of the above

(over)

3. The only alkaline substance in baking powder is_____.

   a. corn starch
   b. flour
   c. sodium bicarbonate
   d. cream of tartar

4. Baking powder classification is made according to _____.

   a. the acid-reacting ingredients
   b. the corn starch
   c. the amount of flour
   d. None of the above

← ← ← ← *Please turn to page 8 and check your answers.*

Made with Cream of Tartar

Made with Baking Powder

Mechanical leavening - eggs

1. The purpose of chemical leavening agents is to __c__.

   a. have a flat cake
   b. create a hard crust
   c. aerate a cake mix

2. This action, together with other factors, results in __e__

   a. good volume
   b. tenderness
   c. consumer appeal
   d. None of the above
   e. All of the above

3. In this unit we are concerned only with leavening by __c__ means.

   a. yeast
   b. mechanical
   c. chemical

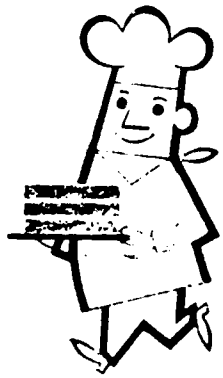

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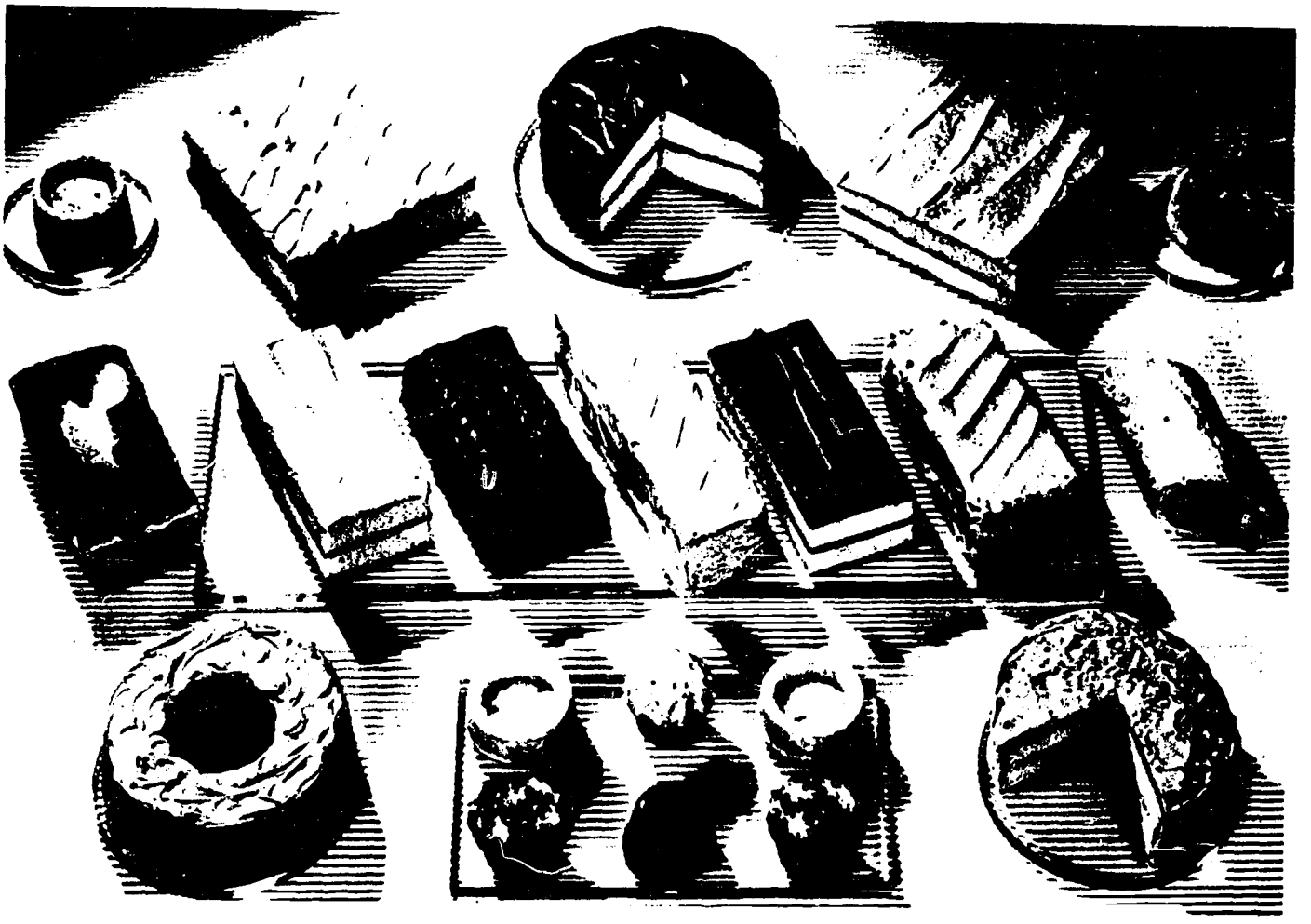

All of these products were made with chemical leaveners.

1. The four important chemical leaveners are:

   a. Baking cream
   b. Ammonium carbonate
   c. Baking powder
   d. Baking soda

2. Baking powders are mixtures of chemicals, varying in nature and composition, which react in the presence of moisture and heat to release a gas.

3. Baking powders may be classified as follows:

   a. Fast-acting
   b. Slow-acting
   c. Double-acting

Please return to page 3, and correct any errors.

Please turn to page 4 and continue the program.

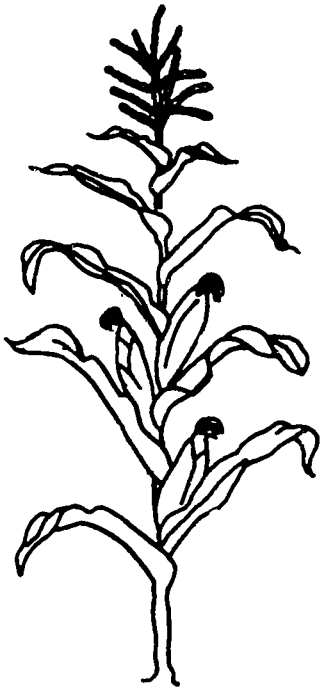

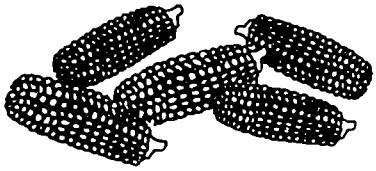

The source of starch, used as a filler

The use of starch in baking powder

In the earlier paragraphs of this unit, it was pointed out that baking powder consists of three parts:

a. sodium bicarbonate (baking soda)
b. an acid salt
c. a filler (starch or flour)

The filler is necessary for the following reasons:

1. To keep the baking soda particles separate from the acid particles, thus helping to prevent reaction between them if moisture should get in.

2. To absorb free moisture incorporated during manufacture or in storage.

3. To improve handling and measuring.

Please fill in the blank spaces with the correct letter only:

1. One of the three parts of baking powder is: _____ .

   a. cream soda
   b. a sugar filler
   c. an acid salt
   d. butter cream

2. One reason the filler is necessary is: _____.

   a. to fill in the holes in the cake
   b. to add flavor to the cake
   c. to improve handling and measuring
   d. to hold the cake up

3. Another reason the filler is necessary is: _____.

   a. to add extra starch to the batter
   b. to separate the baking soda particles from the acid particles
   c. to aid fermentation
   d. all of the above

Please turn to page 10 *and check your work.* → → → →

Delicious for Dessert

ORIENTAL SPICE CAKE

Made with double-action powder

Slow-acting, fast-acting, and double-acting baking powders

Not all baking powders act with the same speed. Their speed depends on the acid-reacting ingredient, not on the bicarbonate of soda. If the acid ingredient is soluble (dissolves) in cold water, the baking powder will be fast acting; if the acid ingredient is not soluble in cold water and requires heat to release carbon dioxide, it will be a slow-acting baking powder.

Double-action powders use two acid-reacting ingredients. One is cold-water soluble and the other is soluble only at high temperatures. This type of baking powder offers two advantages. It aerates the batter during mixing and handling, thus making handling easier, and yet its greatest leavening action takes place in the oven.

Action during panning

Bakers are inclined to overlook a function of baking powder that has little to do with its power to raise a batter during baking: that is, its power to make the batter easier to handle before baking. A heavy batter is difficult to handle. A proper amount of carbon dioxide gas set free in the batter makes it smooth flowing and helps in scaling, depositing, and panning.

Please fill in the blank spaces below:

1. If the acid ingredient is soluble in cold water, the baking powder will be _____-_____.

2. If the acid ingredient is not soluble in cold water and requires _____ to release carbon dioxide, it will be a _____-_____ baking powder.

3. Double-action powders use _____ acid-reacting ingredients. One is _____-water soluble and the other is soluble only at _____ temperatures.

4. This kind of baking powder _____ the batter during _____ and _____.

5. The greatest leavening action of double-action powders takes place in the _____.

6. A heavy batter is difficult to _____.

7. A proper amount of carbon dioxide gas set free in the _____ makes it smooth flowing and helps in _____, _____, and _____.

Please turn to page 12 *and check your answers.* → → → →

Step 1—Cut cake as indicated.

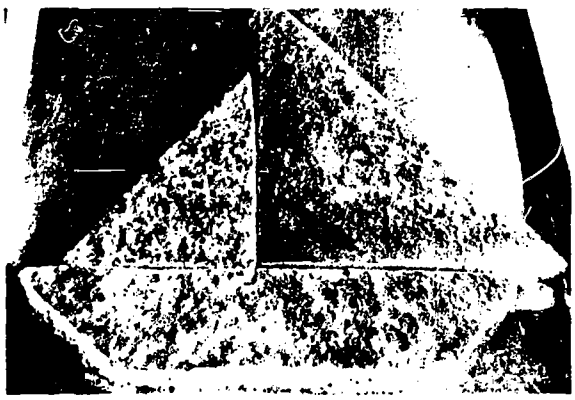

Step 2—Place cut pieces as indicated.

Step 4—Cut cake in horse shoe shape.

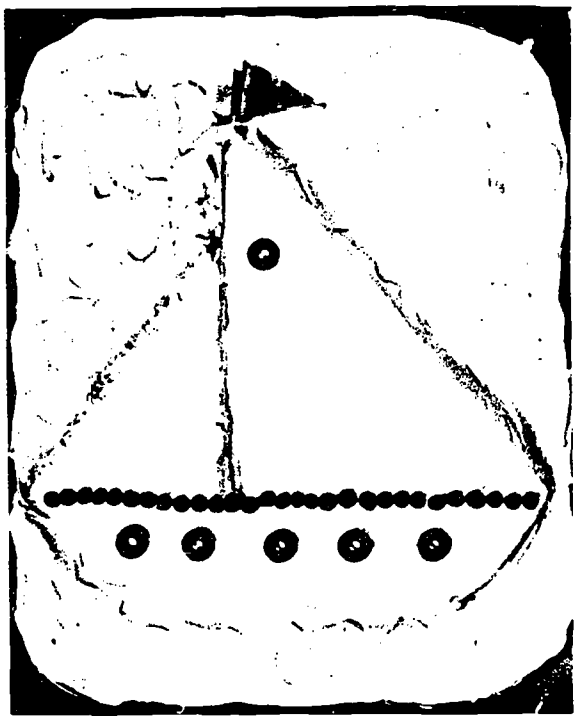

Step 3—Decorated as a boat.

Step 5—Cake decorated.

You will need the right amount of baking powder to get results like these.

Amount of baking powder to use

It is important that baking powder be very carefully scaled. Too much or too little results in lack of volume, poor grain and texture, and poor eating quality.

Some types of cake, such as sponge cake, angel food cake, and pound cake may require little or no baking powder; perhaps ¼ of 1% of the weight of the flour is sufficient. In other types of cakes, the amount of baking powder used may be from 1% to 5% of the weight of the flour.

A word may be said about the change necessary in the amount of baking powder to be used at higher altitudes - although for practical purposes bakers on the eastern seaboard are not concerned with this problem. At higher altitudes, atmospheric pressure is reduced; that is, less pressure is pushing down on the cake as it is rising. Thus, less pressure is required to raise the cake to a desired height. This means that less baking powder is needed.

Please fill in the blank spaces below:

1. It is important that baking powder be very carefully _____.
2. Too much or too little results in lack of _____, poor grain and _____, and poor _____ quality.
3. Sponge cake, angel food cake, and pound cake require _____ or _____ baking powder.
4. A _____ of 1% of the weight of the _____ is enough.
5. In other types of cakes, the amount of baking powder used may be from _____% to _____%.
6. At higher altitutes, the amount of baking powder needed is _____.
7. This is because atmospheric pressure is _____ at high altitudes.

Please turn to page 13 *and check your answers.* → → → →

Baking powder products

1. One of the three parts of baking powder is: ___c___ .

   a. cream soda
   b. a sugar filler
   c. an acid salt
   d. butter cream

2. One reason the filler is necessary is: ___a___.

   a. to fill in the holes in the cake
   b. to add flavor to the cake
   c. to improve handling and measuring
   d. to hold the cake up

3. Another reason the filler is necessary is: ___b___.

   a. to add extra starch to the batter
   b. to separate the baking soda particles from the acid particles
   c. to aid fermentation
   d. all of the above

Please return to page 7
and correct any errors.

← ← ← ← Please turn to page 8 and continue the program.

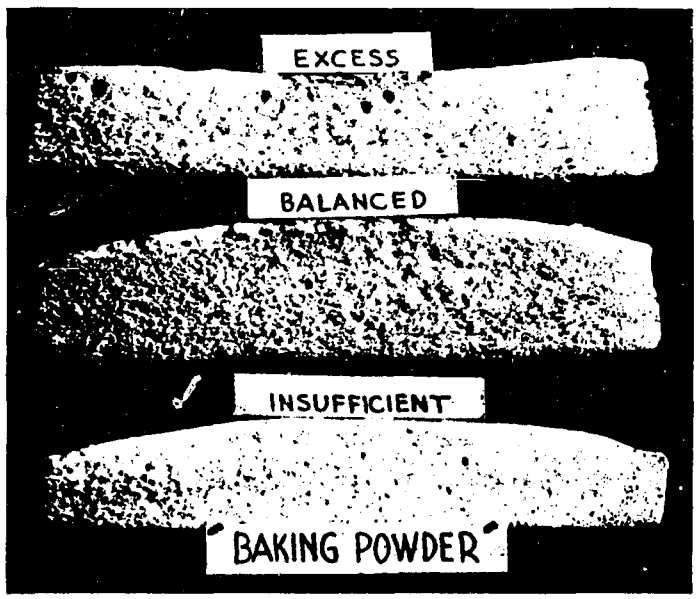

Even though relatively small amounts are used, baking powder must be correctly balanced and weighed, or adverse cake qualities will result.

Amount of baking powder to use (continued)

When too much leavening is used in a cake mix, any or all of the following may happen:

1. Cell walls will become overextended and the cake will have a coarse grain.

2. Cake will dry out quickly because of the above.

3. Cell walls may be ruptured and cause the cake to shrink and collapse after rising in the oven.

4. Crumb will be dark.

5. Taste will be salty.

Please choose one answer and place it in the blank space:

1. When too much leavening is used in a cake mix, the cell walls will become overextended and the cake will have a _____.

   a. light crust
   b. high peak
   c. coarse grain
   d. None of the above

2. Cake will _____ quickly.

   a. dry out
   b. fall flat
   c. bake out
   d. None of the above

3. Cell walls may be ruptured and cause the cake to _____ after rising in the oven.

   a. spill over the edges
   b. shrink and collapse
   c. dry and burn
   d. None of the above

4. Crumb will be _____.

   a. dark
   b. lighter
   c. yellow
   d. None of the above

5. Taste will be_____.

   a. sweet
   b. salty
   c. flat
   d. None of the above

Please turn to page 14 and check your work. → → → →

1. If the acid ingredient is soluble in cold water, the baking powder will be fast-acting.

2. If the acid ingredient is not soluble in cold water and requires heat to release carbon dioxide, it will be a slow-acting baking powder.

3. Double-action powders use two acid-reacting ingredients. One is cold-water soluble and the other is soluble only at high temperatures.

4. This kind of baking powder aerates the batter during mixing and handling.

5. The greatest leavening action of double-action powders takes place in the oven.

6. A heavy batter is difficult to handle.

7. A proper amount of carbon dioxide gas set free in the batter makes it smooth flowing and helps in scaling, depositing, and panning.

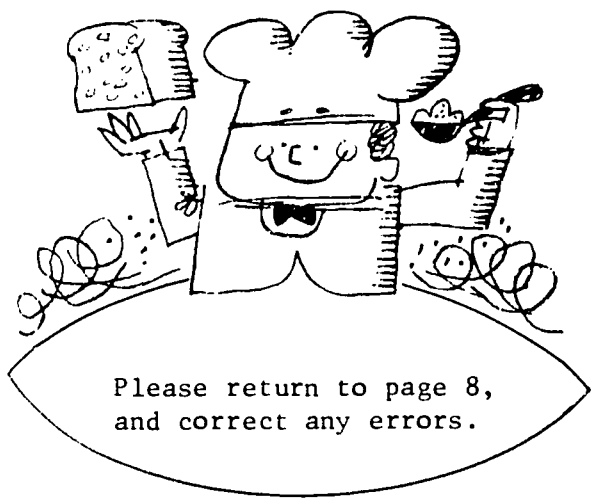

Please turn to page 9 and contine the program.

How much baking powder shall I use
for a quart of doughnut dough?

1. It is important that baking powder be very carefully *scaled*.

2. Too much or too little results in lack of *volume*, poor grain and *texture*, and poor *eating* quality.

3. Sponge cake, angel food cake, and pound cake require *little* or *no* baking powder.

4. A *quarter* of 1% of the weight of the *flour* is enough.

5. In other types of cakes, the amount of baking powder used may be from *1* % to *5* %.

6. At higher altitutes, the amount of baking powder needed is *less*.

7. This is because atmospheric pressure is *reduced (or less)* at high altitudes.

Please return to page 9 and correct any errors

← ← ← ← *Please turn to page 11 and contine the program.*

"Too much is as bad as too little!"

1. When too much leavening is used in a cake mix, the cell walls will become overextended and the cake will have a __c__.

   a. light crust
   b. high peak
   c. coarse grain
   d. None of the above

2. Cake will __a__ quickly.

   a. dry out
   b. fall flat
   c. bake out
   d. None of the above

3. Cell walls may be ruptured and cause the cake to __b__ after rising in the oven.

   a. spill over the edges
   b. shrink and collapse
   c. dry and burn
   d. None of the above

4. Crumb will be __a__.

   a. dark
   b. lighter
   c. yellow
   d. None of the above

5. Taste will be __b__.

   a. sweet
   b. salty
   c. flat
   d. None of the above

Please return to page 11 and correct any errors.

Please turn to page 17 *and continue the program.*

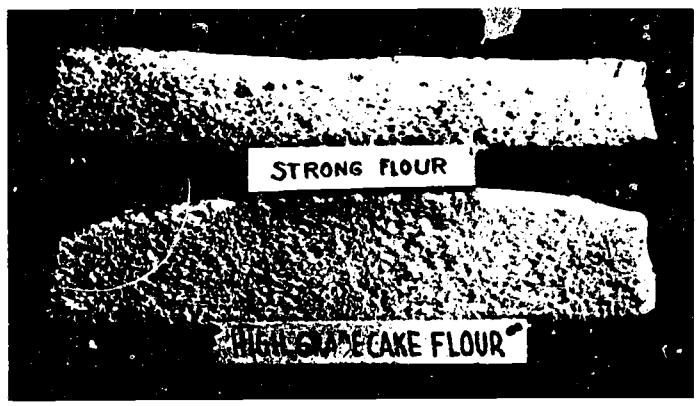

With hard or strong flours,
more baking powder is needed.

Amount of baking powder to use (continued)

There is a relationship between the amount of baking powder and the other ingredients in the cake. For example, in a cheaper cake, where the minimum amount of eggs is used, more baking powder will be needed than in a cake that has a high quantity of eggs. Also, if the eggs are beaten before being added to the mix, a slightly smaller amount of baking powder will be required than when the eggs are creamed in without this beating.

With harder flours or more milk, more baking powder is required.

A shortening that creams up well carries more air into the cake and often makes it necessary to reduce the amount of baking powder slightly --not to save the cost of the baking powder--but to obtain the best results in the finished cake.

Please choose an answer and place the letter in the blank space:

1. There is a relationship between the amount of baking powder and the _____ used in the cake.

   a. baking pans
   b. other ingredients
   c. amount of sugar
   d. All of the above

2. In a cheaper cake, where a minimum amount of eggs is used, _____ baking powder will be needed.

   a. less
   b. some
   c. more
   d. None of the above

3. If the eggs are beaten before being added to the mix, a slightly _____ amount of baking powder will be required.

   a. larger
   b. smaller
   c. greater
   d. None of the above

4. With harder flours or more milk, _____ baking powder is required.

   a. more
   b. less
   c. some
   d. None of the above

5. A shortening that creams up well carries more _____ into the cake and often makes it necessary to reduce the amount of baking powder slightly.

   a. heat
   b. baking powder
   c. air
   d. All of the above

Please turn to page 16 *and check your answers.* → → → →

more uniform
high-quality
baked goods

ERIC

Storage of baking powder

All baking powders deteriorate (loose some power) with age. When they stand for any length of time, they absorb moisture from the air and slowly give off gas, wasting their strength.

Baking powder should be purchased in the smallest amount that is still practical. It should be stored in a clean, dry room and kept in a tightly covered can. The cover should be replaced after each use.

Please circle or answer and place the letter in the blank space:

1. All baking powders deteriorate with _____.

   a. moisture
   b. air
   c. age
   d. All of the above

2. When they stand for any length of time, they absorb _____.

   a. moisture
   b. air
   c. flour
   d. All of the above

3. Baking powder should be purchased in the _____ amount practical.

   a. largest
   b. smallest
   c. cheapest
   d. None of the above

Please turn to page (10) *and check your work.* → → → →

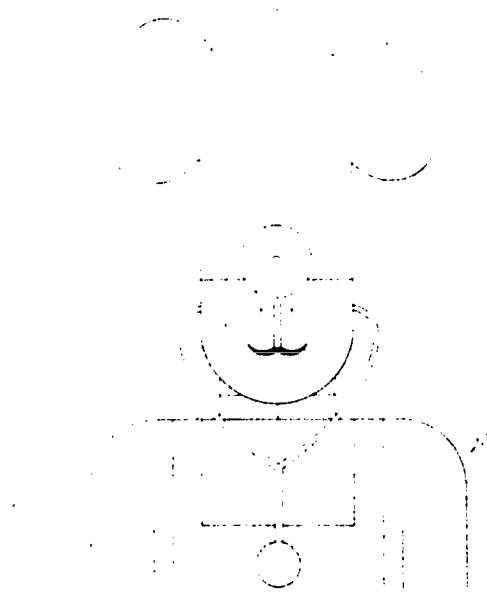

Did I use enough baking powder?

Amount of baking powder to use (continued)

When too little leavening is used, any or all of the following may result:

1. Cake will be heavy and lack volume.

2. Cake may pull away from sides of pan.

3. Cake will have poor eating quality.

Circle the letter in your choice and place the letter in the blank space:

1. When too little leavening is used, cake will be _____.

   a. dark and lack quality
   b. heavy and lack volume
   c. sour and lack taste
   d. None of the above

2. Cake may pull away from _____.

   a. sides of pan
   b. bottom of pan
   c. bowl of mixer
   d. None of the above

3. Cake will have _____.

   a. a coarse grain
   b. a dark crumb
   c. a salty taste
   d. None of the above

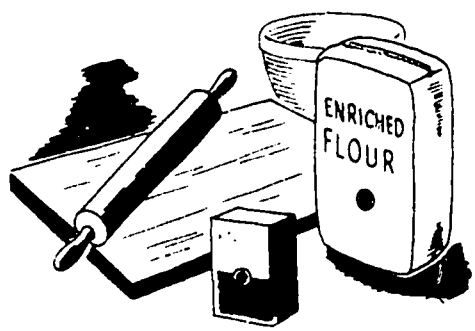

Is the inside as good as the outside?

1. There is a relationship between the amount of baking powder and the ___f___ used in the cake.

   a. baking pans
   b. other ingredients
   c. amount of sugar
   d. All of the above

2. In a cheaper cake, where a minimum amount of eggs is used, ___c___ baking powder will be needed.

   a. less
   b. some
   c. more
   d. None of the above

3. If the eggs are beaten before being added to the mix, a slightly ___b___ amount of baking powder will be required.

   a. larger
   b. smaller
   c. greater
   d. None of the above

4. With harder flours or more milk, ___a___ baking powder is required.

   a. more
   b. less
   c. some
   d. None of the above

5. A shortening that creams up well carries more ___e___ into the cake and often makes it necessary to reduce the amount of baking powder slightly.

   a. heat
   b. baking powder
   c. air
   d. All of the above

Please return to page 15, and correct any errors.

← ← ← ← [illegible] page 18 and continue the program.

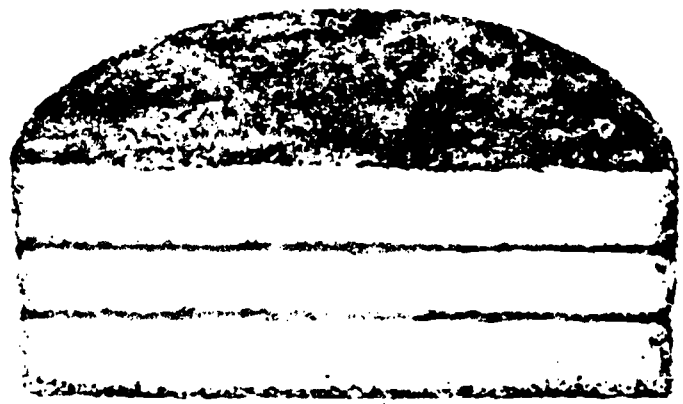

For best results,
the baking powder must be fresh.

1. All baking powders deteriorate with ___c___.

   a. moisture
   b. air
   c. age
   d. All of the above

2. When they stand for any length of time, they absorb ___a___.

   a. moisture
   b. air
   c. flour
   d. All of the above

3. Baking powder should be purchased in the ___b___ amount practical.

   a. largest
   b. smallest
   c. cheapest
   d. None of the above

Please return to page 16,
and correct any errors.

Please turn to page [ ] to continue the program.

NAPOLEONS

1. Use full 10" x 15" piece or smaller cut
2. Dock sparingly. Place on paper-lined bun pans. Bake at 400°F for about 20 minutes.
3. When cool, slice into 1, 2, or 3 layers and fill with cream, custard, or jelly or a combination

CREAM HORNS

1. Cut strips 1 inch wide and 15 inches long. Makes 4 to 5 inch horn, depending on diameter of the cone used.
2. Brush strips with water to assure good seal. Wrap the lightly oiled cream horns cone with the wetted dough strips
3. Horns may be rolled in sanding sugar if desired. Place on paper-lined bun pan and bake at 400°F for 10 to 12 minutes.
4. When cool, fill with cream and roll the exposed cream at the ends of the horn, lightly in ground nut meats

Puff pastry -
made with ammonium carbonate

Baking cream

Baking cream is the name given to a certain acid (50%-strength sodium pyrophosphate) sometimes used in baking powders. The chief advantage of baking cream is that it can be combined by the baker, in the proportion of two parts of baking cream to one part of sodium bicarbonate, to form a slow-acting baking powder.

Its chief disadvantage is that it has a tendency to leave a residue of sodium pyrophosphate in the cake, which produces an unpleasant aftertaste.

Ammonium carbonate

The advantage of this leavening is that it decomposes (breaks down) into two gases and does not leave a residue. Ammonium carbonate is usually called baker's ammonia. While it does not leave a solid residue, it does leave a slight excess of ammonia gas, which gives a disagreeable taste and odor.

The use of ammonium carbonate is usually restricted to small or porous products so that the ammonia fumes can bake out.

[illegible] in the blank [illegible] in the sentences below:

1. Baking cream can be combined by the baker, in the proportion of _____ parts baking cream to _____ part sodium bicarbonate, to form a _____-_____ baking powder.

2. Its chief disadvantage is that it has a tendency to leave a _____ which produces an unpleasant _____.

3. The advantage of ammonium carbonate is that it decomposes into two _____ and does not leave a _____.

4. Ammonium carbonate is usually called _____ _____.

5. It leaves a slight excess of ammonia gas, which gives a disagreeable _____ and _____.

6. Ammonium carbonate is usually restricted to _____ or porous products so that the ammonia fumes can _____.

[illegible] 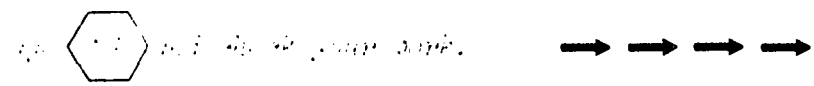

an open

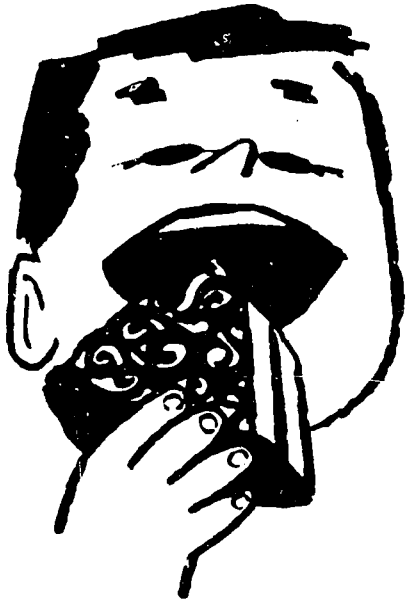

and

shut case

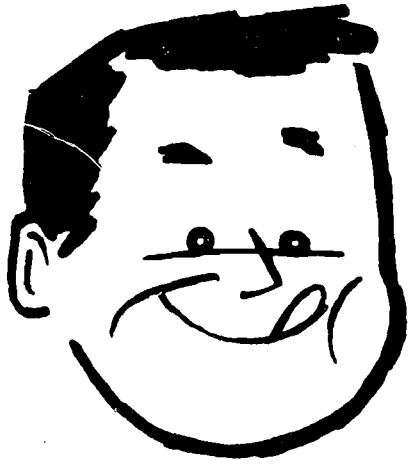

1. Baking soda is chemically known as sodium bicarbonate.

2. When heated, baking soda gives off carbon dioxide.

3. It can also give off carbon dioxide when it is mixed with an acid, at either hot or cold temperatures.

4. It leaves a residue of sodium carbonate (washing soda) as a result of the chemical action involved.

5. Sodium carbonate gives cake a dark color and unpleasant taste.

6. This taste is actually the taste of soap.

7. Adding an acid to the cake mix will make the residue edible.

8. The search for an acid to neutralize the action of the baking soda led to the development of baking powder.

Please return to page 28,
and correct any errors.

← ← ← ← Please turn to page 20 and continue the program.

The Proud One

Chemical leavening glossary

Acid:	a chemical compound which tastes sour and has the property of neutralizing alkalis.
Acid-reacting components:	the salt part of baking powder, which causes sodium bicarbonate to react.
Aeration:	the act of blending in air, as by beating or whipping or charging with carbon dioxide.
Aerator:	a substance, such as baking powder, capable of producing aeration.
Carbon dioxide:	a colorless, tasteless, edible gas obtained during fermentation, or from a combination of soda and acid.
Chemical leavening:	leavening which takes place as a result of the reaction of various chemicals with each other, as the reaction of sodium acid pyrophosphate with sodium bicarbonate in baking powder, to produce carbon dioxide.

Now fill in the blanks in the sentences below:

Acid: A chemical compound which tastes _____ and has the property of _____ alkalis.

Acid-reacting components: The _____ part of baking powder, which causes _____ _____ to react.

Aeration: The act of blending in _____, as by _____ or _____ or _____.

Aerator: A substance, such as _____ _____, capable of producing _____.

Carbon dioxide: A _____, _____, edible gas obtained during fermentation or from a combination of _____ and _____.

Chemical leavening: The reaction of various _____ with each other, as the reaction of sodium acid pyrophosphate with _____ _____ in baking powder to produce _____ _____.

Now turn to page [illegible] *and check your work.*

Breakfast Special

1. When too little leavening is used, cake will be _b_.

   a. dark and lack quality
   b. heavy and lack volume
   c. sour and lack taste
   d. None of the above

2. Cake may pull away from _a_.

   a. sides of pan
   b. bottom of pan
   c. bowl of mixer
   d. None of the above

3. Cake will have _d_.

   a. a coarse grain
   b. a dark crumb
   c. a salty taste
   d. None of the above

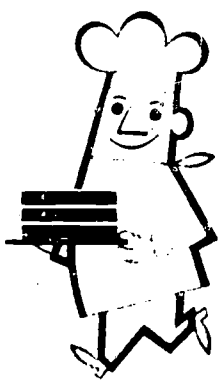

Please return to page 17, and correct any errors.

Please turn to page 15 and continue the program.

WOULD YOU LIKE PERFECT PATTY SHELLS EVERY TIME?

ERIC

1. Baking cream can be combined by the baker, in the proportion of ___two___ parts baking cream to ___one___ part sodium bicarbonate, to form a ___slow-acting___ baking powder.

2. Its chief disadvantage is that it has a tendency to leave a ___residue___ which produces an unpleasant ___aftertaste___.

3. The advantage of ammonium carbonate is that it decomposes into two ___gases___ and does not leave a ___residue___.

4. Ammonium carbonate is usually called ___baker's___ ___ammonia___.

5. It leaves a slight excess of ammonia gas, which gives a disagreeable ___taste___ and ___odor___.

6. Ammonium carbonate is usually restricted to ___small___ or porous products so that the ammonia fumes can ___bake out___.

Please return to page 20, and correct any errors.

← ← ← ← Please turn to page 25 and continue the program.

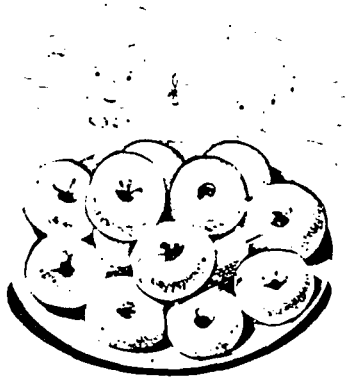

BAKING POWDER DONUTS

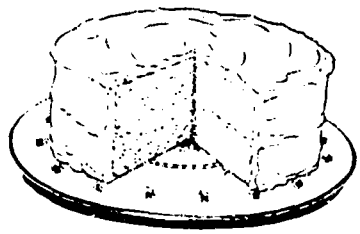

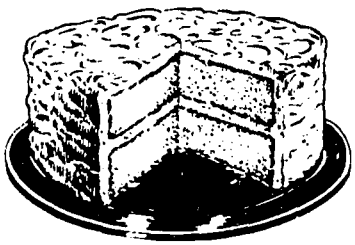

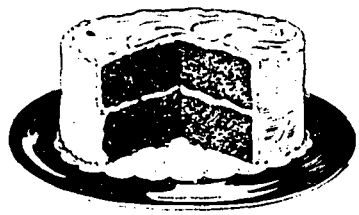

Chemical leavening glossary (continued)

Creaming process: a form of mechanical leavening in which aeration results from the action of the beater on the ingredients of the batter.

Inert filler: a substance, such as flour or special starch, added to baking powder. While the filler does not contribute directly to leavening, it serves to keep the acid and soda particles apart. Thus it improves leavening by preventing them from reacting with each other before being incorporated into the batter.

Leavening: the process of producing gas in a dough or batter by chemical or other means.

Tartaric acid: an acid that occurs in certain vegetable and fruit juices, particularly grape. The potassium salt of this acid is known as cream of tartar.

Please fill in the blank spaces to the sentences below:

Creaming process: Aeration resulting from the action of the _____ on the _____ of the batter.

Inert filler: A substance such as _____ or _____ _____, added to baking powder.

Leavening: The process of producing _____ in a dough or _____ by chemical or other means.

Tartaric acid: An acid that occurs in certain _____ and _____ juices. The potassium salt of this acid is known as _____ of _____.

Please turn to page 27 *and check your work.* → → → →

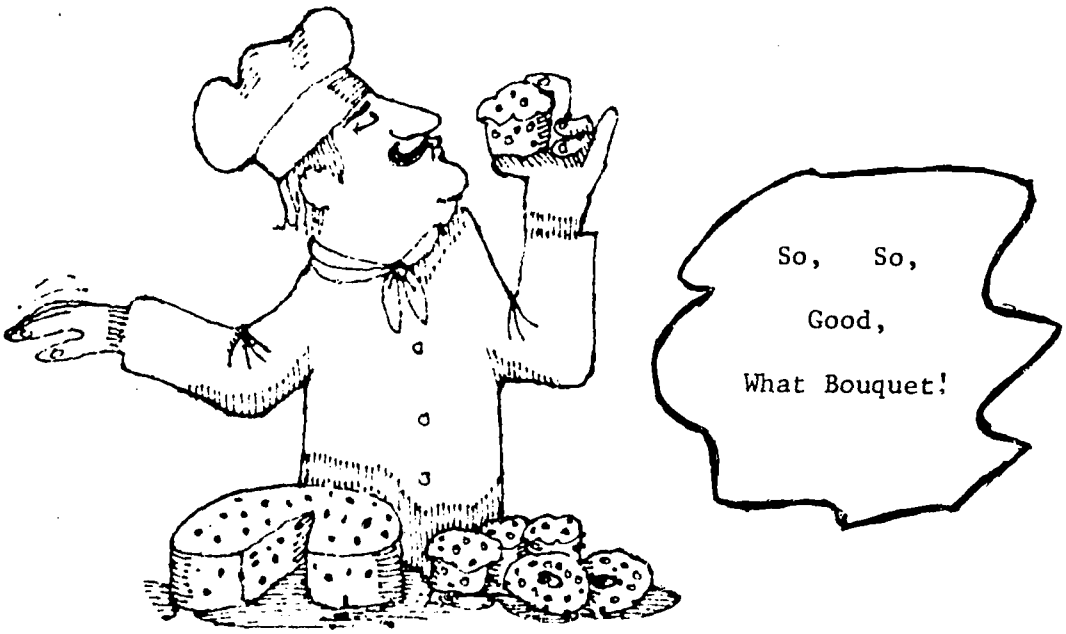
So, So,
Good,
What Bouquet!

Acid: A chemical compound which tastes *sour* and has the property of *neutralizing* alkalis.

Acid-reacting components: The *salt* part of baking powder, which causes *sodium* *bicarbonate* to react.

Aeration: The act of blending in *air*, as by *beating* or *whipping* or *charging with carbon dioxide*.

Aerator: A substance, such as *baking powder*, capable of producing *aeration*.

Carbon dioxide: A *colorless*, *tasteless*, edible gas obtained during fermentation or from a combination of *soda* and *acid*.

Chemical leavening: The reaction of various *chemicals* with each other, as the reaction of sodium acid pyrophosphate with *sodium* *bicarbonate* in baking powder to produce *carbon* *dioxide*.

Please return to page 22, and correct any errors.

← ← ← ← *Please turn to page 25 and continue the program.*

You too can produce this cake.

Creaming process: Aeration resulting from the action of the *beater* on the *ingredients* of the batter.

Inert filler: A substance such as *flour* or *special starch*, added to baking powder.

Leavening: The process of producing *gas* in a dough or *batter* by chemical or other means.

Tartaric acid: An acid that occurs in certain *vegetable* and *fruit* juices. The potassium salt of this acid is known as *cream* of *tartar*.

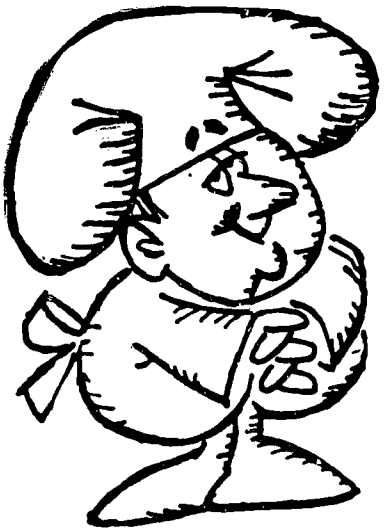

Please return to page 25, and correct any errors.

You have now finished Book 3. Go back to the beginning and run through it, paying particular attention to the filled-in answers. Then go on to page 29 and see how many of the sentences you can fill in correctly.

Appearance

Tenderness

Texture

A perfect baking powder biscuit

(From page 19)

Baking soda

This is chemically *sodium bicarbonate*, or *bicarbonate of soda*, with which you are familiar.

When heated, baking soda gives off carbon dioxide. It can also give off carbon dioxide when it is mixed with an acid, at either hot or cold temperatures.

When used alone, baking soda will not only produce CO_2, but it will also leave a residue (remainder) of sodium *carbonate* (or washing soda) as a result of the chemical action involved. Sodium carbonate gives cake a dark color and unpleasant taste. This taste is actually the taste of soap, which is formed when the sodium carbonate acts on the shortening in the cake during baking.

It is for the above reason that when the baker uses baking soda, he also uses an acid to produce an *edible* residue in addition to the CO_2. It was a result of the search for a dependable neutralizer to the baking soda that *baking powder* was developed.

Fill in the blank spaces in the sentences below:

1. Baking soda is chemically known as _____ _____.
2. When heated, baking soda gives off_____ _____.
3. It can also give off carbon dioxide when it is mixed with an acid, at either _____ or _____ temperatures.
4. It leaves a _____ _____ of sodium carbonate (washing soda) as a result of the chemical action involved.
5. Sodium carbonate gives cake a _____ color and unpleasant taste.
6. This taste is actually the taste of _____.
7. Adding an _____ to the cake mix will make the residue edible.
8. The search for an acid to neutralize the action of the baking soda led to the development of _____ _____.

← ← ← ← *Please turn to page 21 and check your work.*

"Frost-Me-Not" Fudgies

Review of Book 3

1. The only alkaline substance in baking powder is b_____ _____.

2. The chemicals in baking powder react in the presence of m_____ and h_____ to release c_____ d_____.

3. Baking powders may be classified as:

   a. _____-acting
   b. _____-acting
   c. _____-acting

4. The filler in baking powder separates the b_____ s_____ particles from the a_____ particles, thus helping to prevent re_____ between them if moisture should get in.

5. If the acid-reacting ingredient in baking powder is soluble in cold water, the baking powder will be _____ acting.

6. In double-acting baking powders, one of the acid-reacting chemicals becomes soluble only at _____ temperatures.

7. A cake that pulls away from the sides of the pan may be caused by (too much, too little) leavening.

8. A coarse-grained cake can be due to (too much, too little) leavening.

9. A cake that rises and then collapses may be due to (too much, too little) leavening.

10. A good-quality cake that uses enough eggs will need (more, less) baking powder than one that uses a minimum of eggs.

11. Baking-powder cans should be kept covered to keep out air and _____.

12. The chief advantage of baking cream is that it can be combined by the baker with s_____ b_____ to form a _____-acting baking powder.

13. If baking soda is used without an acid, it leaves a r_____ of sodium carbonate.

14. Ammonium carbonate decomposes into two _____ and does not leave a r_____.

15. Creaming is a form of m_____ leavening.

[illegible] with the answer book.

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STATE OF NEW JERSEY
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DIVISION OF VOCATIONAL EDUCATION

WHAT EVERY BAKER NEEDS TO KNOW

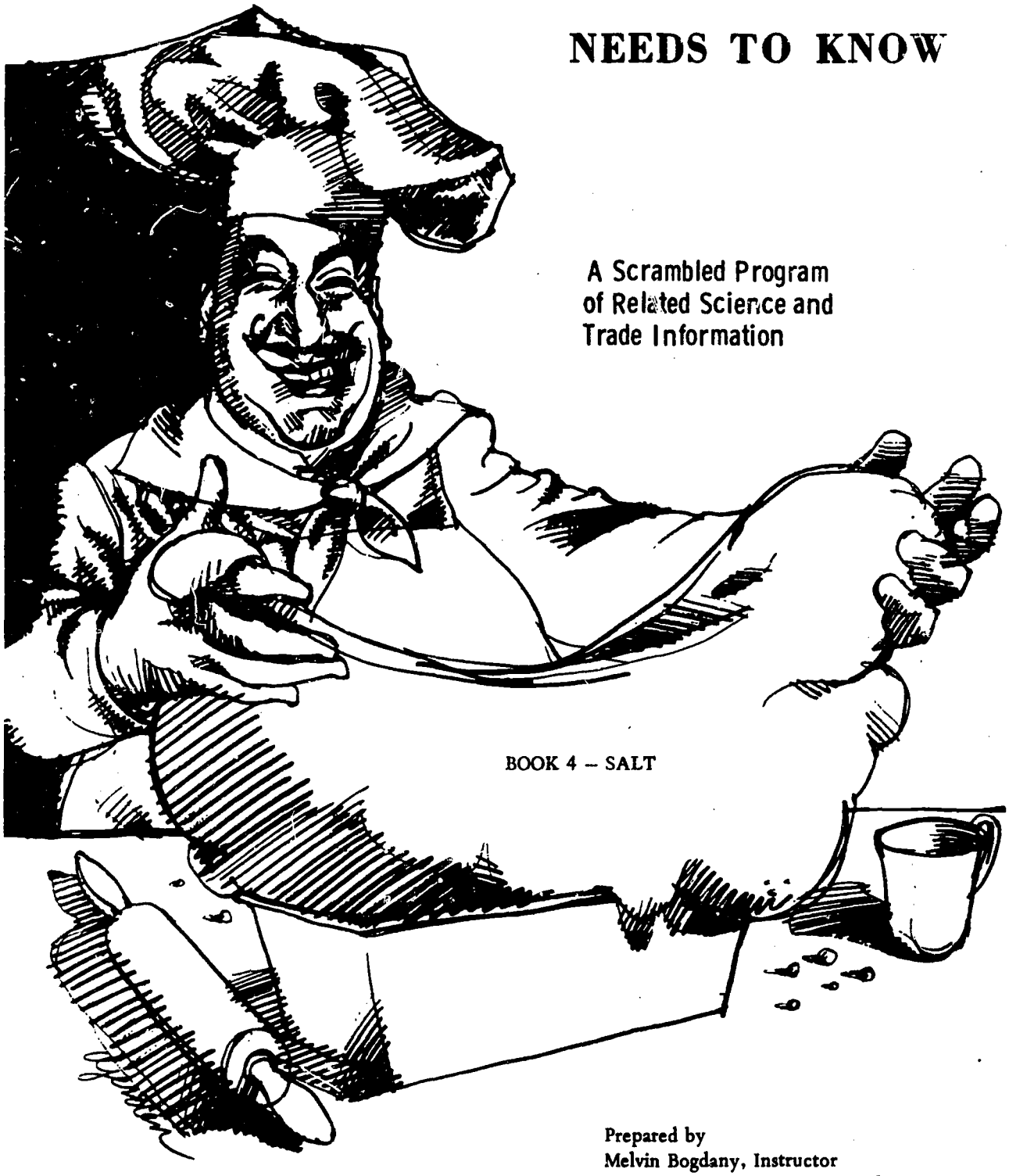

A Scrambled Program of Related Science and Trade Information

BOOK 4 – SALT

Prepared by
Melvin Bogdany, Instructor
Middlesex County Vocational
and Technical High Schools
East Brunswick, New Jersey

Book 4 - Salt

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Effect of Salt on Flavor.....3

Effect of Salt on Color and Texture.....4

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Sea salt, evaporated from sea water, was a gift of the sun to mankind long before mines or wells or machinery were used.

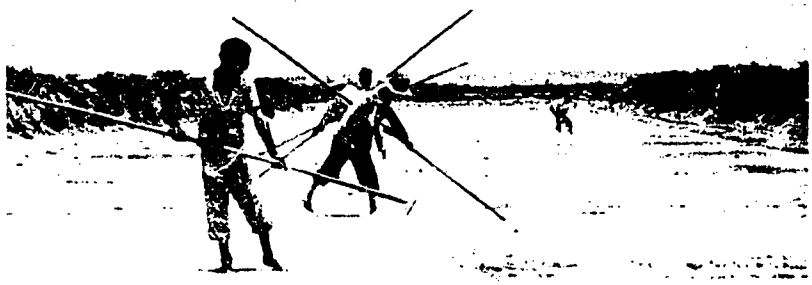

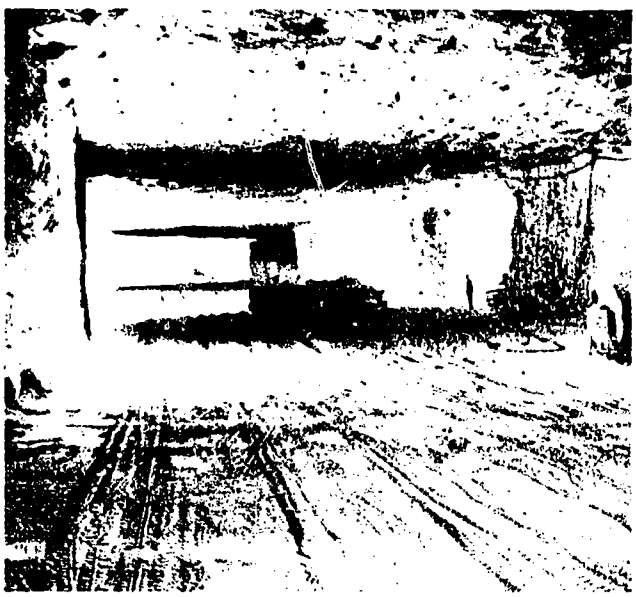

TWO WAYS OF HARVESTING SALT

Deep under the earth, mined rooms are interconnected by crosscuts, and pillars are left standing for support (left). In Colombia salt is scooped up from underneath the water and put in big baskets to be taken to the haul road (right).

Introduction

Although there are many salts in nature, the baker is concerned only with the use of common table salt, which is chemically known as sodium chloride. The chemical formula for salt is NaCl (Na stands for sodium, and Cl stands for chlorine). In addition to making all foods taste better, salt provides the human body with sodium and chlorine, ingredients essential to life itself.

How salt is formed and processed for our use is part of the study of chemistry. How it functions as a bakery ingredient is our chief concern.

Check which of these statements are true.

1. The baker uses a special coarse salt.
2. The baker uses common table salt.
3. The chemical symbol for common table salt is NaCl.
4. Salt provides the human body with ash and bicarbonate.

Please turn to page 6.

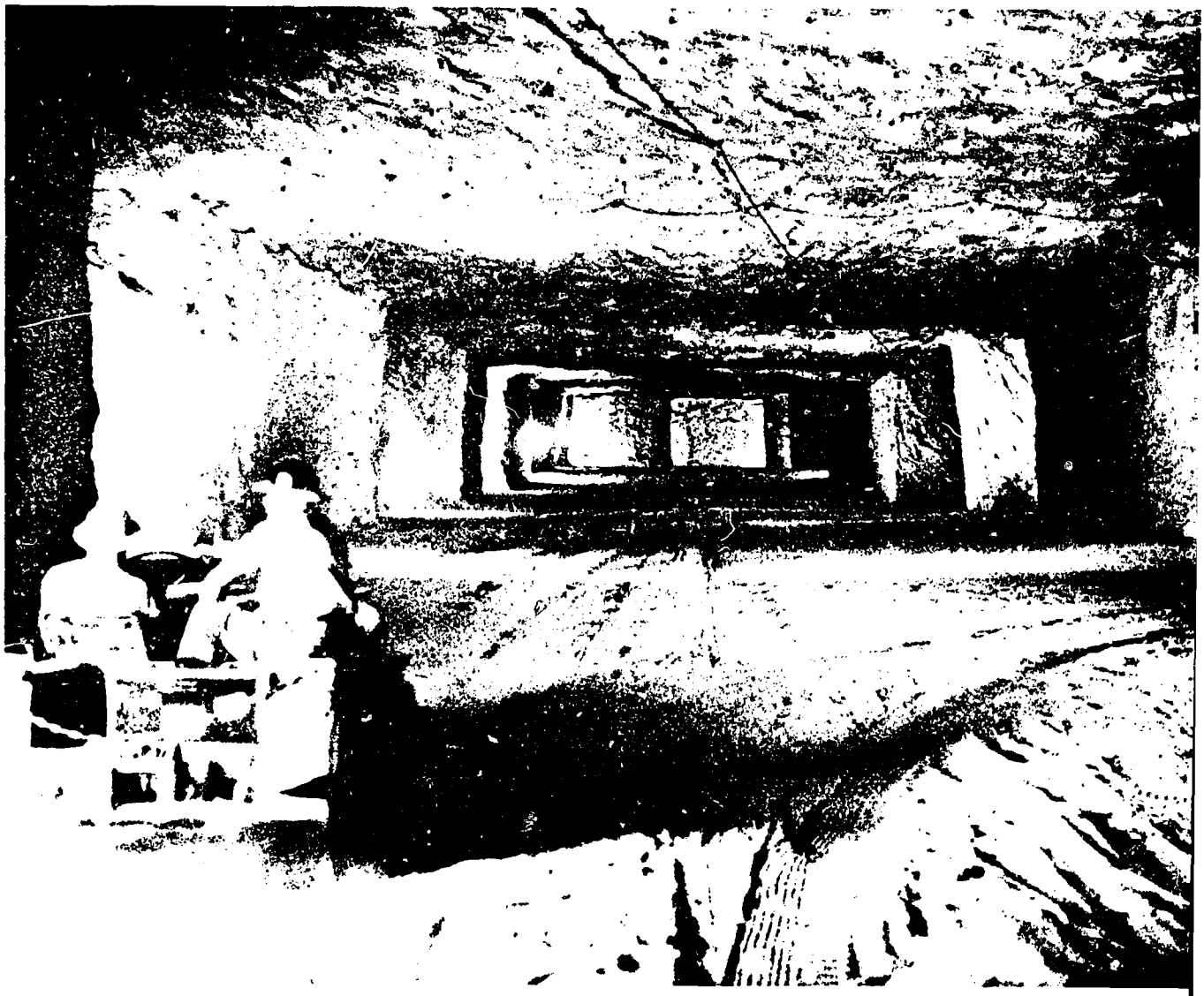

[illegible]

If your answer on page 4 is no. 10, you may continue on this page. If not, return to page 4, reread the paragraphs, and answer correctly.

* * * * * * * * * * *

Quantity of salt to be used in bakery products

The amount of any ingredients used in baking is usually figured in relation to the weight of the flour or to the number of quarts of water to be mixed. But, to be scientifically correct, the quantity of salt used should be figured in relation to the *total weight of the dough.* In the handcraft bakery, however, the quantity of salt is usually related to the quantity of water. The amount of salt also has a bearing on what ingredients need to have their flavors brought out.

Check which of the following statements is correct.

11. The amount of salt should be figured on the number of different ingredients that are going to be used.

12. To be scientifically correct, the amount of salt should be figured on the total weight of whatever is being mixed.

Turn to page 6. → → → →

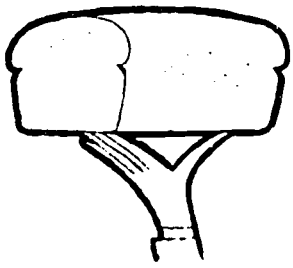

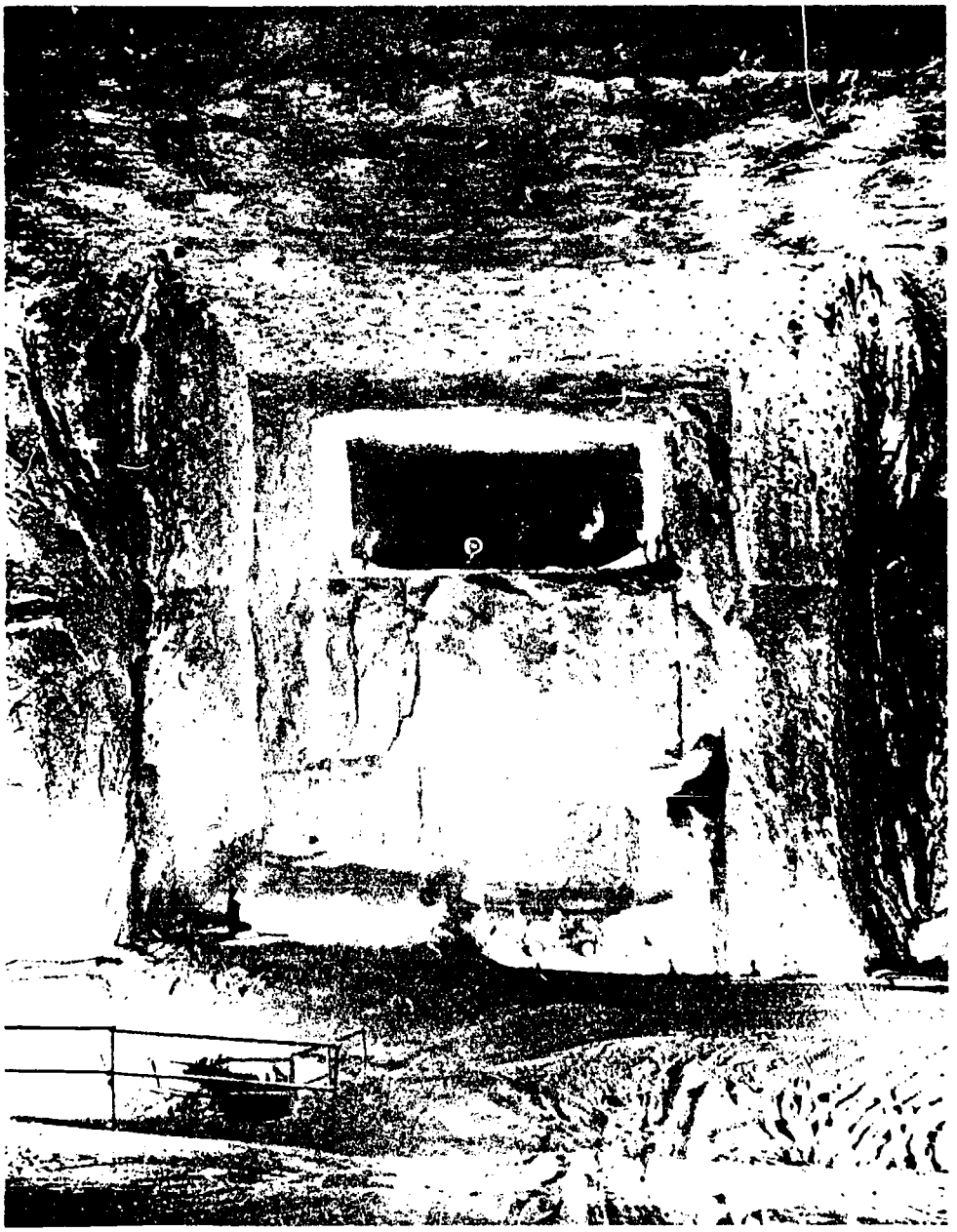

Quarry mining [illegible] is developed using vertical [illegible] original mine excavation.

If your answers on page 4 are true, 5 and 6 you may continue on this page. If not, return to page 4, reread the paragraph, and answer correctly.

* * * * * * * * * *

Effect of salt on flavor

The taste of salt is not in itself the reason for its use. Salt has the ability to bring out the flavor of other ingredients. In bread, salt not only has an effect on fermentation, but it also brings out the wheat flavor. In cake, salt brings out the flavor of the eggs, milk, butter, etc.

Check which of these statements is correct.

7. Salt is used merely to give bakery products a salty taste.
8. Salt brings out the flavor of the other ingredients used in baking.

Turn to page 1.

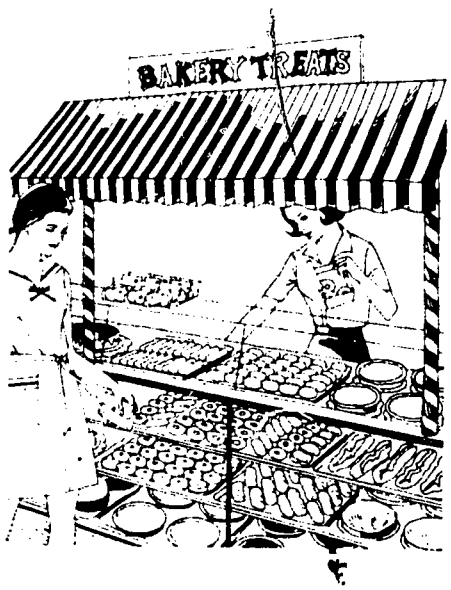

Snaking through the galleries of a salt mine in Louisiana, a continuous conveyer belt carries crushed and screened salt toward the refining plant on the surface.

Answers to problems on page 6.

13. 8 3/4 oz. 14. $7\frac{1}{2}$ oz. 15. $13\frac{1}{2}$ oz.

If your answer on page 3 is no. 3, you may continue on this page. If not, return to page 3, repeat the paragraph, and answer correctly.

* * * * * * * * * *

Effect of salt on color and texture

Salt has an indirect effect on the color of baked products in this way: by controlling the activity of yeast (which feeds on the sugar in the dough) enough sugar is left in the dough to promote good crust color.

Although salt does not have a direct bleaching action, it does help promote a fine grain and thin cell walls. This results in a texture (feel to the fingertips) that is smoother. It seems to give the crumb a whiter appearance.

Check which of these statements is correct.

9. Salt has a bleaching action on dough.

10. Salt controls yeast activity and thus helps promote good crust color.

Turn to page 2.

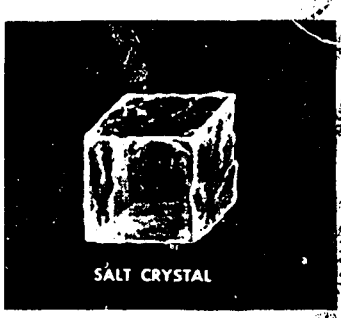

SALT CRYSTAL

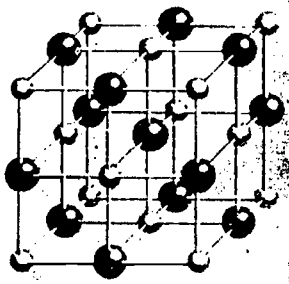

ARRANGEMENT OF ATOMS IN A SALT CRYSTAL

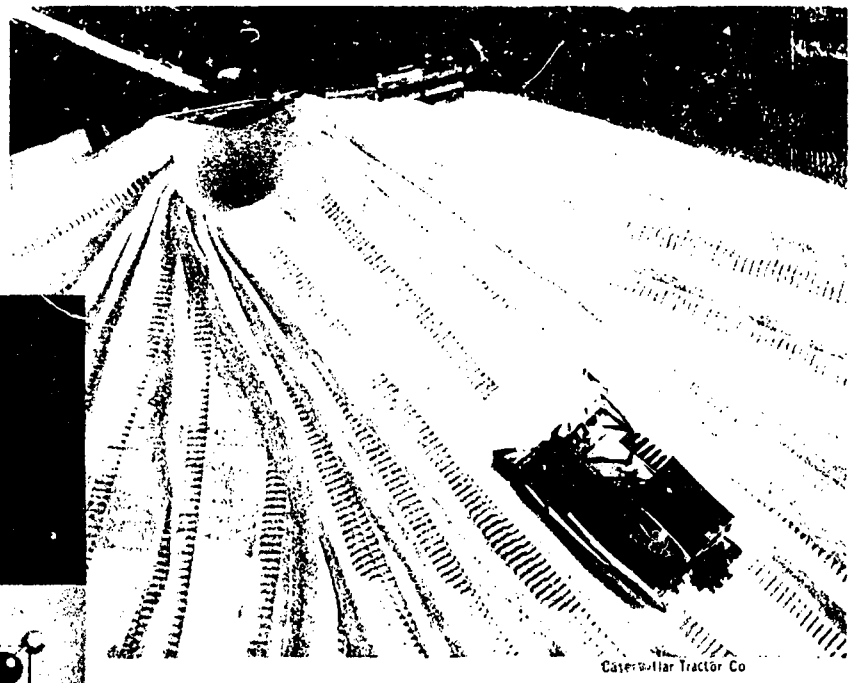

Caterpillar Tractor Co

Gleaming salt is plowed, snow-fashion, toward a conveyer belt.

If you answered on page 1 [illegible] 1 and 4, you may continue on this page. If not, return to page 1, reread the paragraph, and answer correctly.

* * * * * * * * * *

Effect of salt on fermentation

The baker who forgets to put salt into a yeast dough learns very quickly what its effect is on fermentation, when he sees the dough "running wild." Salt retards fermentation by keeping the growth of yeast under control. Salt also has a strengthening effect on the gluten.

Check which of these statements is correct:

5. When salt is left out of a dough product, the dough is said to "run wild."

6. Salt has a strengthening effect on the gluten.

Turn to page 3.

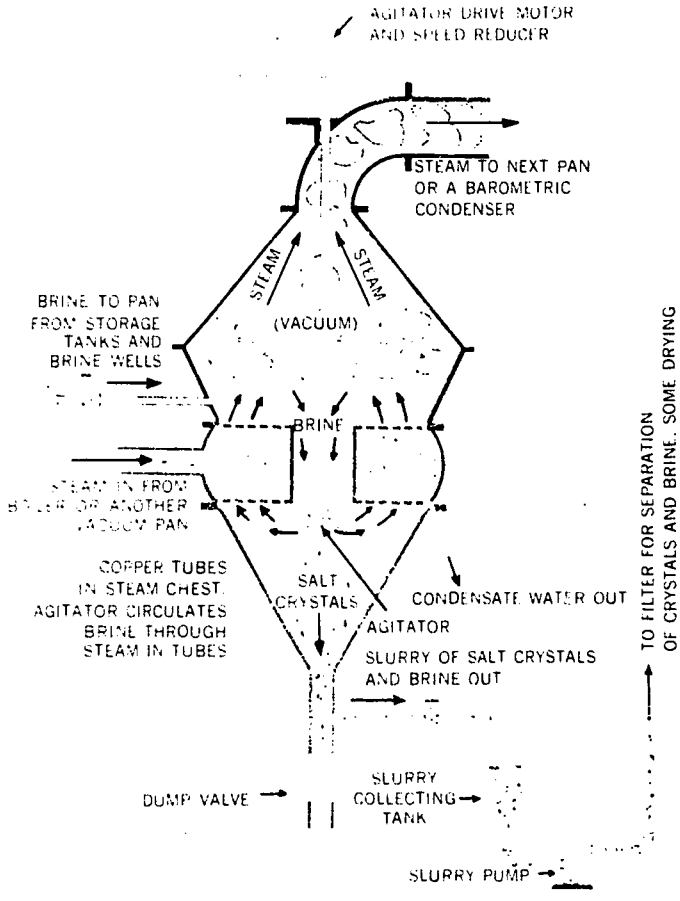

Interior of a vacuum pan used to evaporate brine to produce salt crystals. As steam goes to next pan or a barometric condenser, a vacuum is created by cooler brine in next pan or cooler water in condenser

GRANULATED
(Calcium-Magnesium-Free)

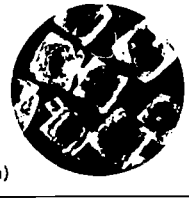

(15x Magnification)

IMPROVED
FINE FLAKE

(15x Magnification)

If your answer on page 2 is no. 12, you may continue on this page. If not, return to page 2, reread the paragraph, and answer correctly.

* * * * * * * * * *

Quantity of salt to be used in bakery products

According to a laboratory study, these are the recommended average amounts of salt to be used in some bakery products.

Sweet dough.....1¼ oz. per quart of water

Pie dough.....1/2 oz. per pound of flour

Danish pastry.....1½ oz. per quart of water

Please fill in the correct answers:

13. How much salt will be needed for 7 quarts of sweet dough?

Answer_____

14. How much salt will be needed to make pie dough which will require 15 pounds of flour?

Answer_____

15. How much salt will be needed for 9 quarts of danish pastry?

Answer_____

The following page is blank. It is supplied to enable you to do your figuring for the above questions. → → → →

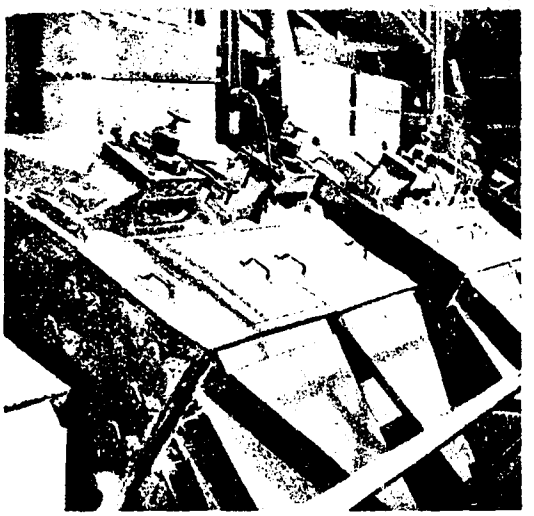

Vibrating screens classify the salt.

Morton Salt Co.

The salt is packaged according to type.

This page is for working out the problems on page 6.

After you have worked out the answers to the three problems, check them against the figures given opposite page 4. Then go back to the beginning of this book and run through it again. Go on to page 8 and see how many of the review statements you can answer correctly.

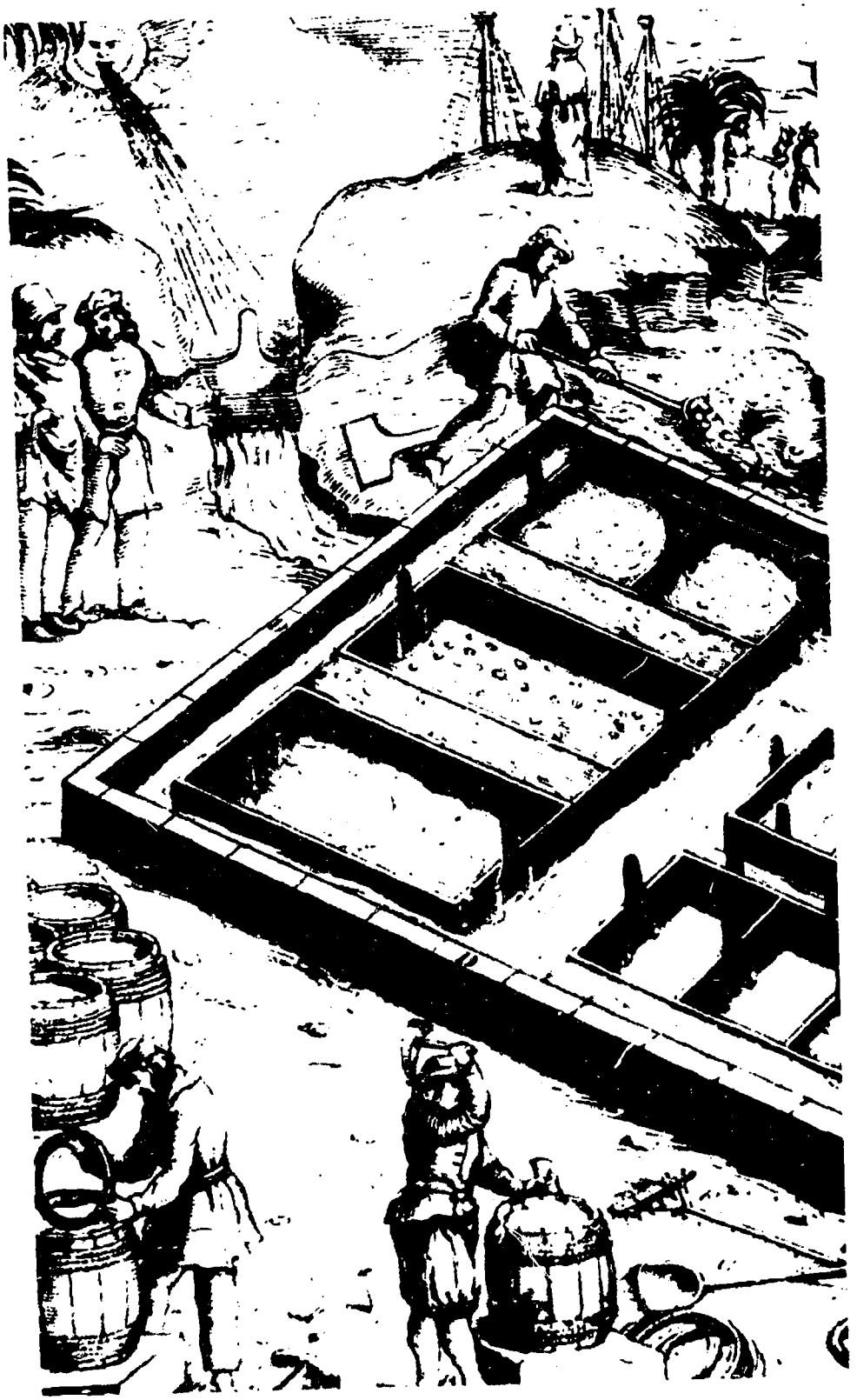

An early saltworks, using sea water

Review of Book 4

Write True or False beside each statement.

_____1. Salt is used to give baked products a salty taste.

_____2. Salt brings out the flavor of other ingredients.

_____3. The baker uses a special, coarse salt called bakers salt.

_____4. Salt is necessary for life.

_____5. Salt promotes good crust color.

_____6. Salt gives dough a whiter appearance.

_____7. Dough that "runs wild" is due to too much salt.

_____8. Salt strengthens the gluten in dough.

_____9. The amount of salt used depends on how many different ingredients there are in the mix.

* * * * * *

10. How much salt will be needed for danish pastry where 12 quarts of water are to be used?_____

Check your answers in the Answer Book.

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

WHAT EVERY BAKER NEEDS TO KNOW

A Scrambled Program of Related Science and Trade Information

BOOK 5 – WATER

Prepared by
Melvin Bogdany, Instructor
Middlesex County Vocational
and Technical High Schools
East Brunswick, New Jersey

Book 5 - Water

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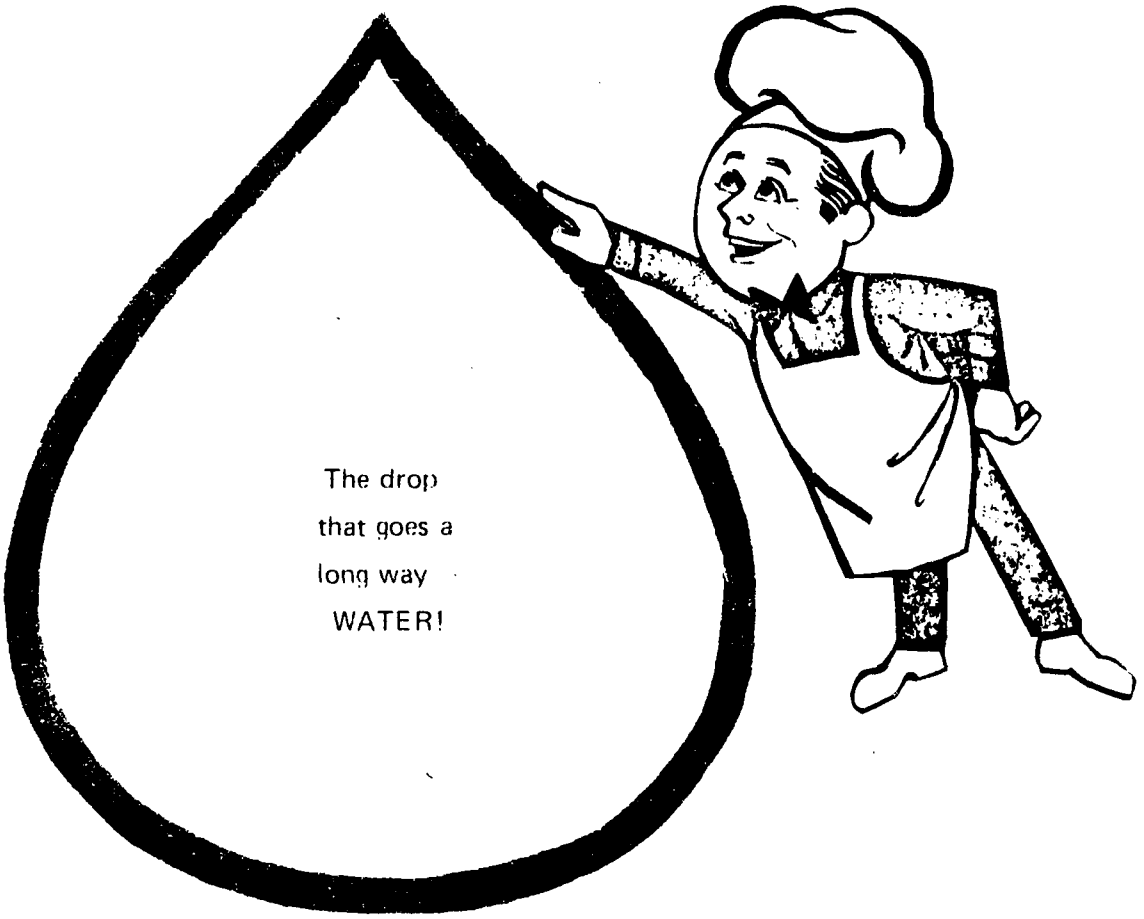

ERIC Full Text Provided by ERIC

Introduction

The average baker takes water for granted. He knows it is an important ingredient in bread and cake making. He knows that if it comes out of the faucet, it is pure enough to use in mixing his baked products. He knows that the amount of water he uses in a dough or batter affects the quality of the product. He also knows that the temperature at which he uses it makes a difference in the finished product. He knows little about the quality of the water itself, or where it comes from.

In this unit you will learn something about how water is formed, and about the different kinds of water. And while the emphasis is on the everyday use of water in baking, you will also learn something about the chemistry of water.

The baker whose knowledge of his trade is better than average does know something about the quality of the water he uses. He also knows something about how water is formed and how the presence of minerals in it can affect the quality of his finished products.

Please fill in True or False for each statement:

_____1. The average baker takes water for granted.

_____2. Water that comes out of the faucet is pure enough to use in baking.

_____3. It makes no difference in the finished product what the temperature of the water is when you use it.

_____4. The amount of water used affects the quality of the final product.

_____5. The minerals in water can affect the quality of the final product.

Please turn to page 4 *and check your answers.* → → → →

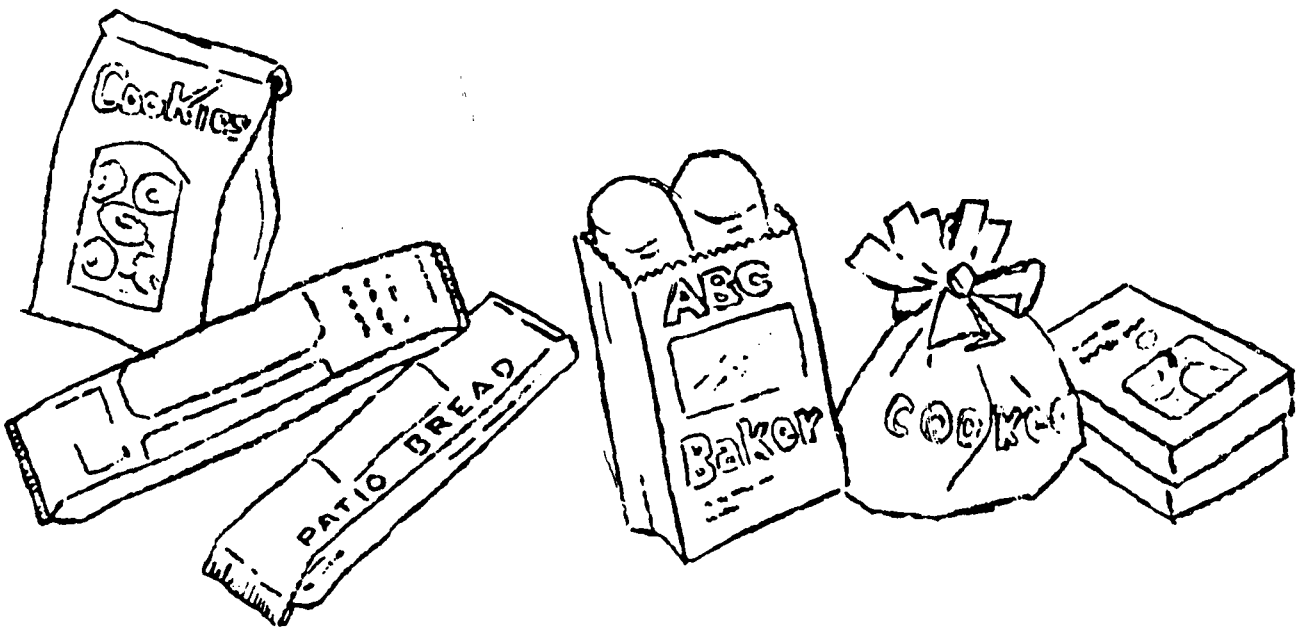

There's water in those boxes and bags!

1. About _____ of the surface of the earth is covered with water.

2. Most of the water on earth is in the _____.

3. Ocean water contains a great deal of dissolved materials, mostly _____.

4. The salt in ocean water comes from the _____ in the earth.

5. Mineral salts picked up by the rainwater as it _____ through the earth on its way back to the _____.

6. About 1/3,000 of all the water on the surface of the globe ev_____ each year.

7. This disappears into the constantly moving _____ as water _____.

8. This vapor forms into _____ and eventually falls back to earth as _____.

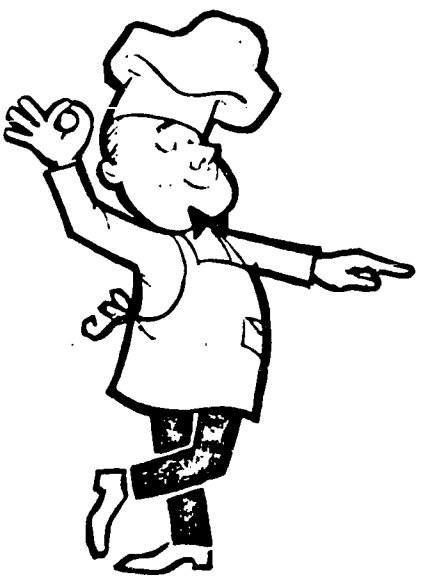

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Please turn to page 9 to continue the program. → → → →

Harvesting cacao beans for chocolate.

There is water in every ingredient used in baked goods except the fat.

1. Some of the rain water runs into streams, lakes, ponds, and rivers.

2. This is known as surface water and contains large amounts of bacteria.

3. Eventually, it filters through the rocks and forms wells and springs.

4. This is known as ground water.

5. Ground water is high in dissolved minerals.

6. This movement of water is from the earth, up into the clouds, then down to earth again as rain or snow.

7. This constant movement of water is known as the natural water cycle.

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and correct any errors.

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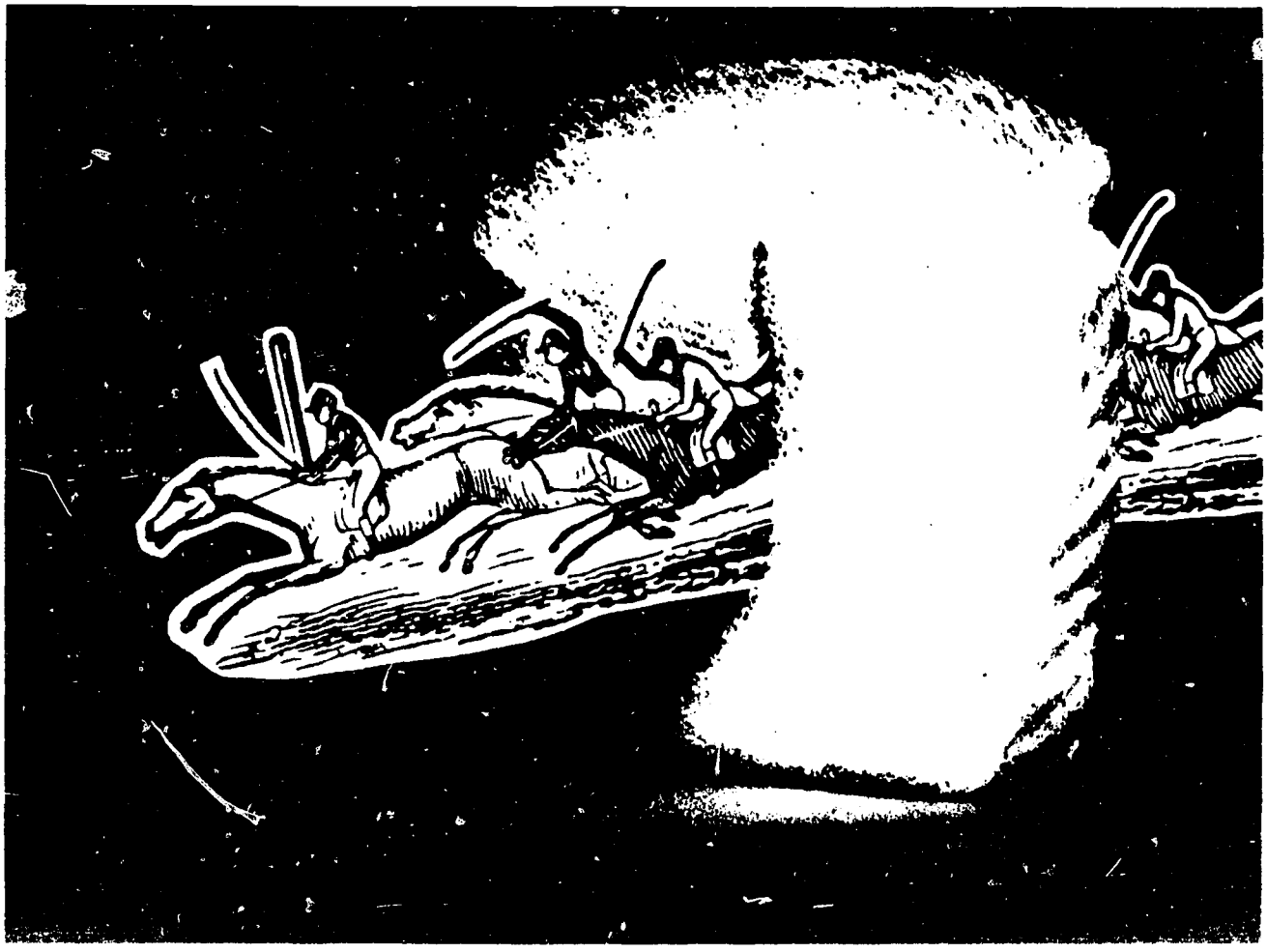

the thorough bread

So moist, they race right THROUGH it!

True 1. The average baker takes water for granted.

True 2. Water that comes out of the faucet is pure enough to use in baking.

False 3. It makes no difference in the finished product what the temperature of the water is when you use it.

True 4. The amount of water used affects the quality of the final product.

True 5. The minerals in water can affect the quality of the final product.

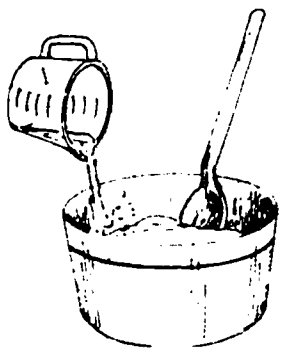

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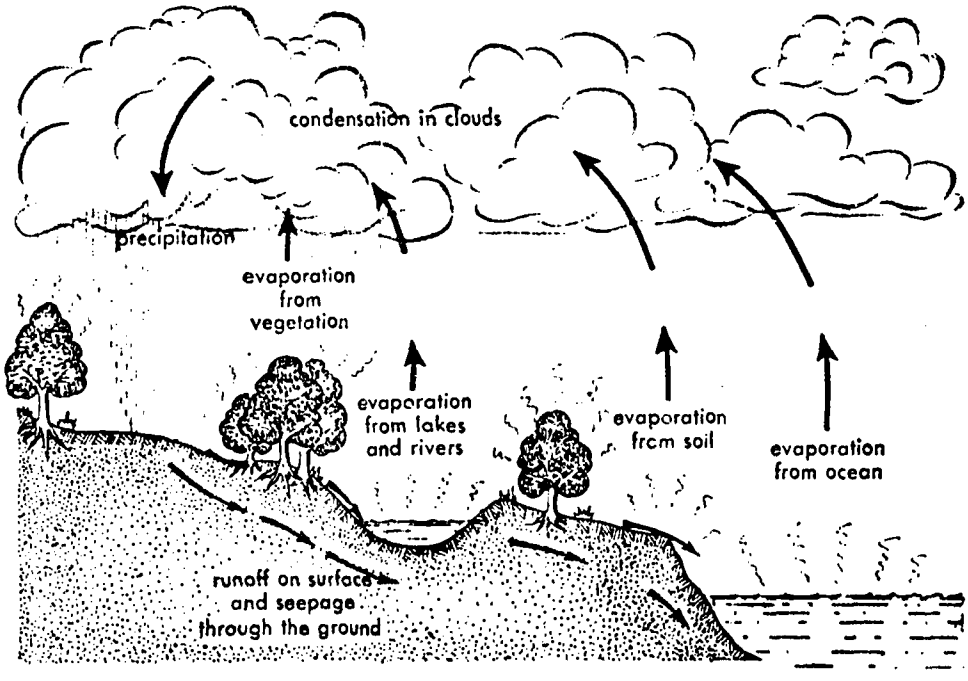

The Water Cycle

The Water Cycle - II

Some of the rain water runs into streams, lakes, ponds, and rivers. This is known as surface water. Surface water contains large amounts of organic and inorganic impurities.

The rest of the rain (and melted snow) is soaked up by the ground, where it may be used by plants, may drain into rivers and lakes, or may be evaporated from the surface. Some of the water penetrates deep into the earth and may stay locked up in the ground for thousands of years. Eventually, it filters through the rocks and forms wells and springs. This is known as ground water. It is usually free from organic impurities but it is high in mineral matter. The minerals dissolve in it as it filters through the rocks.

The entire movement of water from the earth, up into the clouds, then down to earth again as rain or snow, and finally into the waters of rivers and oceans is known as the natural [illegible].

[illegible]

1. Some of the rain water runs into streams, _____, ponds, and _____.
2. This is known as _____ water and contains large amounts of _____.
3. Eventually, it filters through the _____ and forms wells and _____.
4. This is known as _____ water.
5. Ground water is high in dissolved _____.
6. This movement of water is from the earth, up into the _____, then down to earth again as _____ or _____.
7. This constant movement of water is known as the natural _____ _____.

← ← ← ← [illegible]

Water for those oh, so sweet baked products.

1. It can be taken for granted that the water that comes from the water faucet is *safe*.

2. It usually comes from a dependable source and has been *filtered* by the local water system.

3. The water has been treated to kill harmful *bacteria*.

4. In a *chemical* sense, natural waters are never "pure."

5. They contain dissolved *impurities* of the earth itself.

6. The minerals remaining in the water may cause a *chemical* reaction with some of the other *ingredients* used in the manufacture of bread and cakes.

Please return to page 9
and correct any errors.

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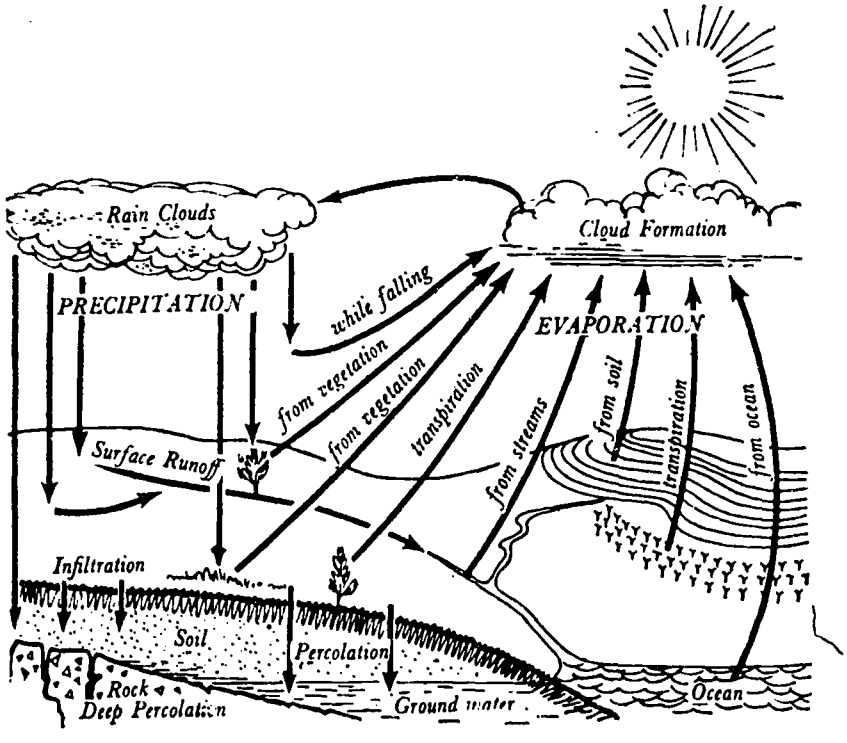

The Water Cycle

The Water Cycle - I

About three-fourths of the surface of the earth is covered with water. Most of it is in the oceans; this is not pure water but contains a great deal of dissolved materials, mostly common salt. This salt comes from the minerals in the earth, which are picked up by the rainwater as it filters through the earth on its way back to the ocean.

About 1/3,000 of all the water on the surface of the globe evaporates each year. This disappears into the constantly moving air as water *vapor*. Later, this vapor forms into clouds and eventually falls back to earth as rain.

[illegible]

1. About _____-_____ of the surface of the earth is covered with water.
2. Most of the water on earth is in the _____.
3. Ocean water contains a great deal of dissolved materials, mostly _____.
4. The salt in ocean water comes from the _____ in the earth.
5. Mineral salts picked up by the rainwater as it _____ through the earth on its way back to the _____.
6. About 1/3,000 of all the water on the surface of the globe ev_____ each year.
7. This disappears into the constantly moving _____ as water _____.
8. This vapor forms into _____ and eventually falls back to earth as _____.

← ← ← ← [illegible] and check your work.

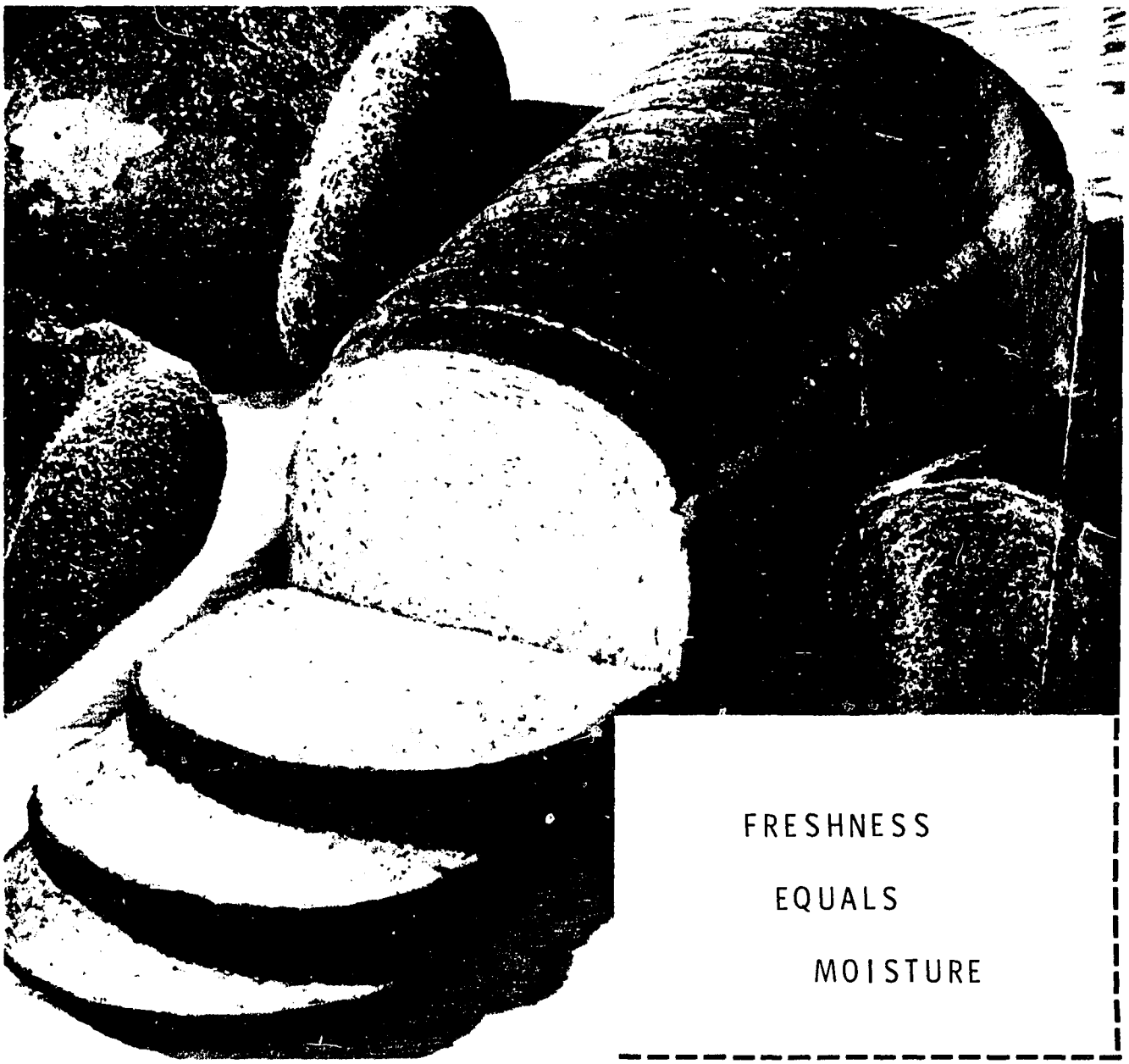
FRESHNESS
EQUALS
MOISTURE

The effect of water on dough (continued)

There is a legal limit as to how much water may be in a dough. According to government standards, the maximum amount of moisture that a loaf of bread may have one hour after baking is 38%.

Within reasonable limits, the keeping quality of bakery products depends on the amount of water put into a dough or batter. For all practical purposes, *freshness is moisture.*

As for the practical limit, a dough should contain only as much water as it can hold *without affecting the other desirable characteristics of the dough.*

Please check the correct answer and place in the blank space below:

1. According to government standards, the maximum amount of moisture that a loaf of bread may have one hour after baking is _____.

   a. 22% c. 38%
   b. 16% d. 50%

2. For all practical purposes freshness is _____.

   a. air c. leavening
   b. moisture d. None of the above

3. Within reasonable limits, the keeping quality of bakery products depends on the quantity of _____.

   a. salt c. gluten
   b. water d. starch

4. If a dough contains too much water, it may _____.

   a. lose its freshness
   b. overstrengthen the gluten
   c. dissolve too much starch
   d. affect the other desirable characteristics

Please turn to page 13 *and correct your answers.* → → → →

HE SMILES BECAUSE

HE IS MOIST

The purity of water

For normal baking use, it can be taken for granted that the water that comes from the water faucet is pure. It usually comes from a dependable source, has been filtered by the local water system, and has been treated to kill harmful bacteria. But in a chemical sense, natural waters are never "pure."

They contain dissolved substances from the earth itself. Although the water that comes out of the faucet is pure enough to drink and use in the preparation of foods, we must remember that the minerals remaining in the water may cause a chemical reaction with some of the other ingredients used in the manufacture of bread and cakes.

[illegible] the blank spaces below with the proper words.

1. It can be taken for granted that the water that comes from the water faucet is _____.
2. It usually comes from a dependable source and has been _____ by the local water system.
3. The water has been treated to kill harmful_____.
4. In a _____ sense, natural waters are never "pure."
5. They contain dissolved _____ of the earth itself.
6. The minerals remaining in the water may cause a _____ reaction with some of the other _____ used in the manufacture of bread and cakes.

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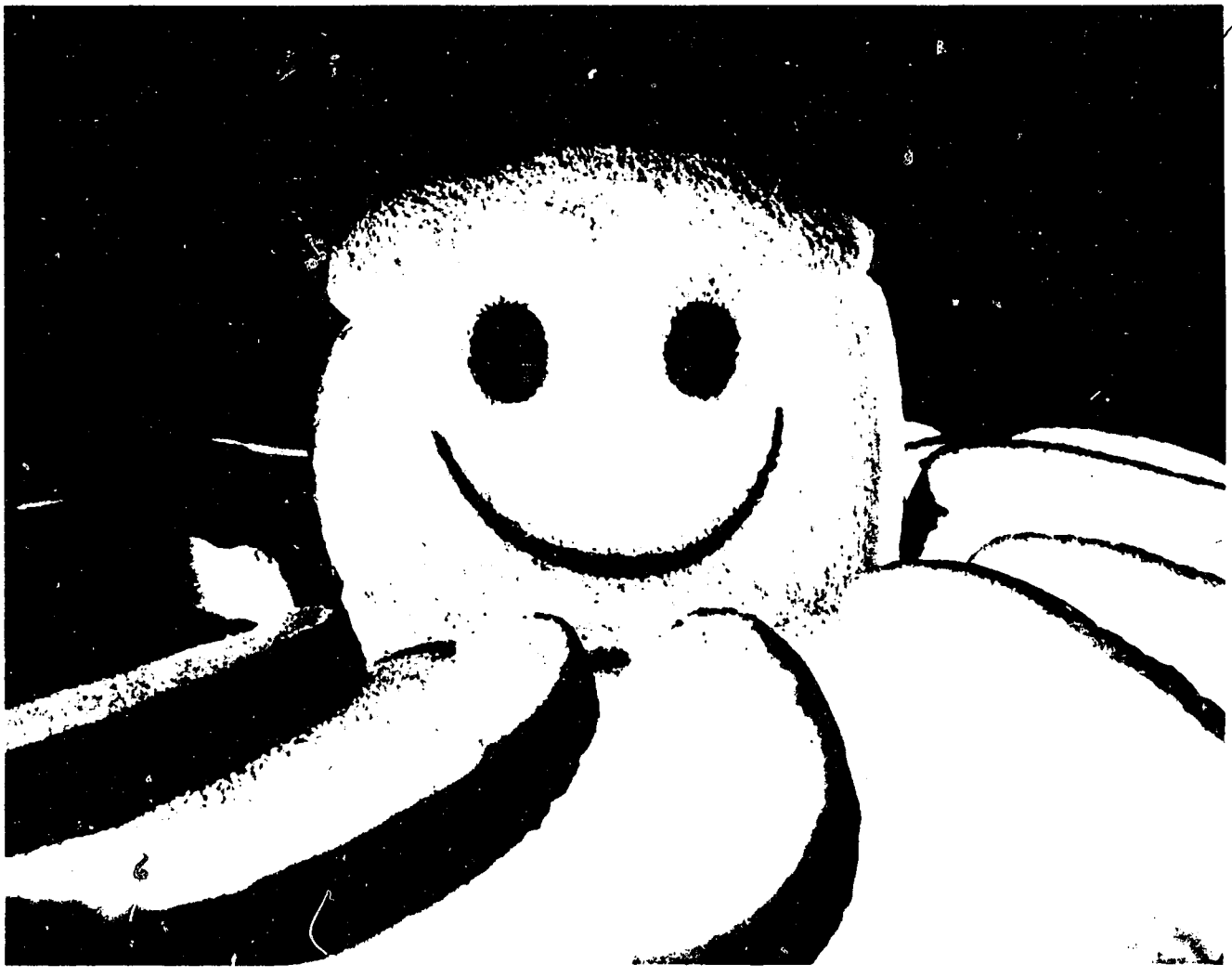

the breadwinner

ERIC

The effect of water on dough

The formation of yeast dough would be impossible without water. In a yeast dough, water works mainly in two ways:

1. When water is mixed with wheat flour, it combines with the proteins to form the elastic product called *gluten*. This is known as *hydration* of the gluten.

2. Water also combines with the starch of flour, wetting and swelling it to make it *soluble*. When wetted starch is thoroughly mixed with gluten, the result is *dough*.

Both of the above reactions are thus responsible for the formation of dough.

Such dough properties as *consistency*, *pliability*, *extensibility*, and *stickiness* are all controlled by the quantity of water used. To some extent, they are also controlled by the quality of the water too.

[illegible] True or False in the sentences [illegible]

1. _____ The formation of yeast dough would be possible without water.

2. _____ In a yeast dough, water works mainly in two ways.

3. _____ Water combines with the proteins of flour to form the elastic product called gluten.

4. _____ This is known as hydration of the water.

5. _____ Water also combines with the starch of flour, wetting and swelling it to make it soluble.

6. _____ When wetted starch is thoroughly mixed with gluten, the result is cake batter.

7. _____ Dough properties of pliability and stickiness depend upon the quantity of shortening used.

[illegible] (.) [illegible] your answers. → → → →

How to make them roll in the aisles.

ERIC

1. According to government standards, the maximum amount of moisture that a loaf of bread may have one hour after baking is __c__.

   a. 22% c. 38%
   b. 16% d. 50%

2. For all practical purposes freshness is __b__.

   a. air c. leavening
   b. moisture d. None of the above

3. Within reasonable limits, the keeping quality of bakery products depends on the quantity of __b__.

   a. salt c. gluten
   b. water d. starch

4. If a dough contains too much water, it may __d__.

   a. lose its freshness
   b. overstrengthen the gluten
   c. dissolve too much starch
   d. affect the other desirable characteristics

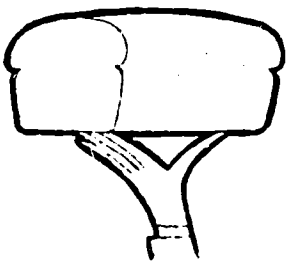

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Please turn to page 11 and continue the program. → → → →

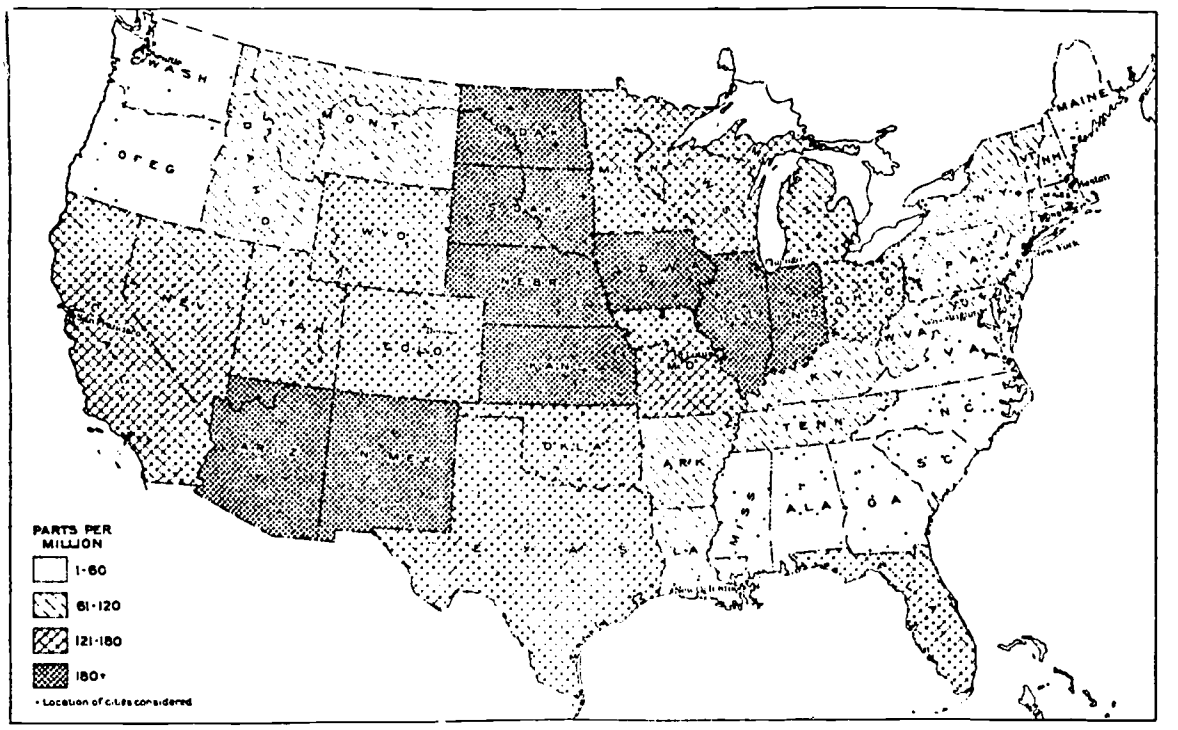

Weighted average hardness, by states, of water furnished in 1932 by public supply systems in over 600 cities in the United States. (*Courtesy U. S. Geological Survey*)

Classes of water

Water--other than salt water-- is generally classified as hard or soft or alkaline.

Hard water is water that contains considerable amounts of dissolved mineral salts - carbonates or sulfates of magnesium or calcium. Hard water is difficult to form into a lather with soap. When it is hard because it contains carbonates, it is called temporary hard water, because it can be made into soft water by boiling. The mineral salts settle out in the boiling and so do not react with the soap to prevent sudsing.

When water is hard because it contains sulfates, it is called permanently hard water, because the sulfates do not settle out when the water is boiled. Chemicals are needed to soften it.

Soft water is water that is relatively free of carbonates and sulfates of magnesium or calcium. It forms a lather freely with soap.

Alkaline water is water that contains "basic" substances such as sodium carbonate. Commonly known as washing soda, sodium carbonate is one of the chemical compounds used in softening water. Alkaline water may, however, be somewhat hard.

Please fill in the blank spaces with a True or False in the sentences below:

1. _____ Water is generally classified in three categories: white, yellow, and clear.

2. _____ Hard water is difficult to form into a lather with soap.

3. _____ When water is hard because it contains carbonates it is called temporary hard water because it can be made into soft water by boiling.

4. _____ When water is hard because it contains sulfates, it is called permanently hard water, since sulfates do not settle out in boiling.

5. _____ Soft water does not form a lather freely.

6. _____ Alkaline water is the same as hard water.

Please turn to page 18 *and check your answers.* → → → →

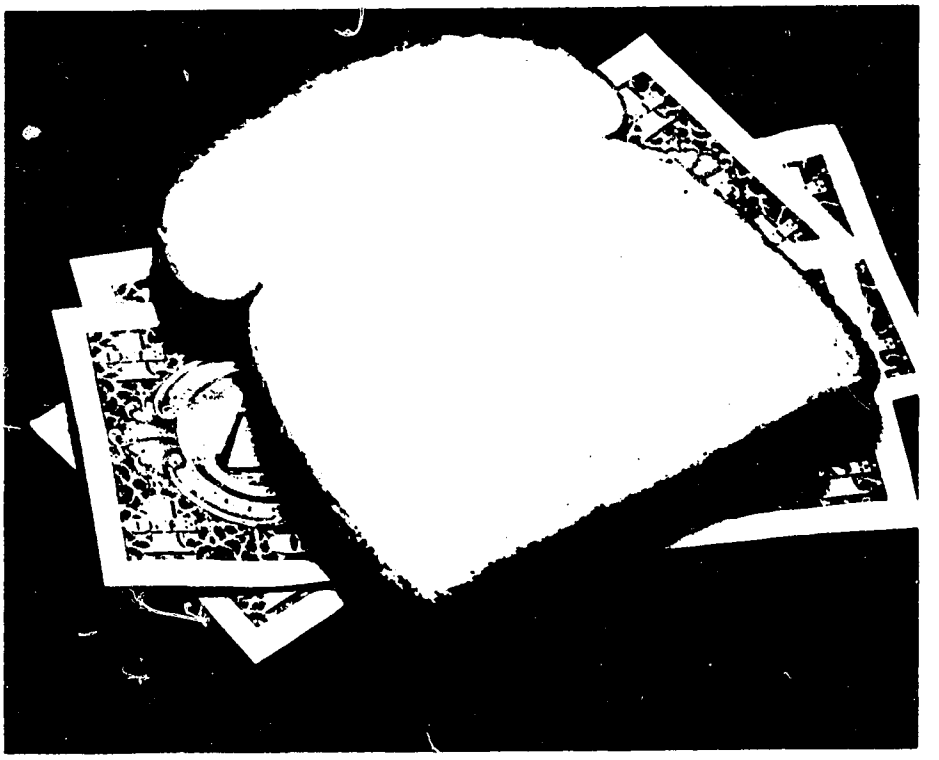

Water is the second ingredient by weight
in this sandwich.

1. *False* The formation of yeast dough would be possible without water.

2. *True* In a yeast dough, water works mainly in two ways.

3. *True* Water combines with the proteins of flour to form the elastic product called gluten.

4. *False* This is known as hydration of the water.

5. *True* Water also combines with the starch of flour, wetting and swelling it to make it soluble.

6. *False* When wetted starch is thoroughly mixed with gluten, the result is cake batter.

7. *False* Dough properties of pliability and stickiness depend upon the quantity of shortening used.

Please return to page 10 and correct any errors.

Please turn to page 8 and continue the program.

Absorption Variations

Showing the effect of too little and too much water used.

Absorption of water in dough

How much water a given type of flour will absorb depends largely on the age and strength of the flour. Total absorption also depends on some of the other ingredients in the dough. For example, according to studies by the Milk Institute, each pound of non-fat milk solids will absorb an additional pound of water without affecting the dough consistency.

The addition of invert sugar (for example, Nulomoline) will make possible the addition of more water than a dough would normally take. Invert sugar is *hygroscopic*--that is, it has the ability to attract and hold water. It even pulls moisture from the air after the product is baked.

The percentage of absorption is figured by finding the amount of water that can be taken up by a given amount of flour. Thus, if 100 pounds of flour can absorb 56 pounds of water, that flour is said to have an absorption of 56%.

Please choose the correct letter and place in the blank space below:

1. How much water a given type of flour will absorb depends largely on the _____ of the flour.

   a. color and texture c. age and strength
   b. sugar and starch d. None of the above

2. Total absorption also depends on some of the other _____ in the dough.

   a. ingredients c. salts
   b. flavors d. All of the above

3. The use of non-fat milk solids in a dough will enable it to _____.

   a. affect the consistency c. hold more starch
   b. absorb more water d. None of the above

4. Invert sugar has the ability to attract and hold _____.

   a. flour c. water
   b. sugar d. None of the above

5. If 100 pounds of a flour can absorb 48 pounds of water, that flour is said to have an absorption of _____.

   a. 56% c. 100%
   b. 33 1/3% d. 48%

Please turn to page 14 *and check your answers.* → → → →

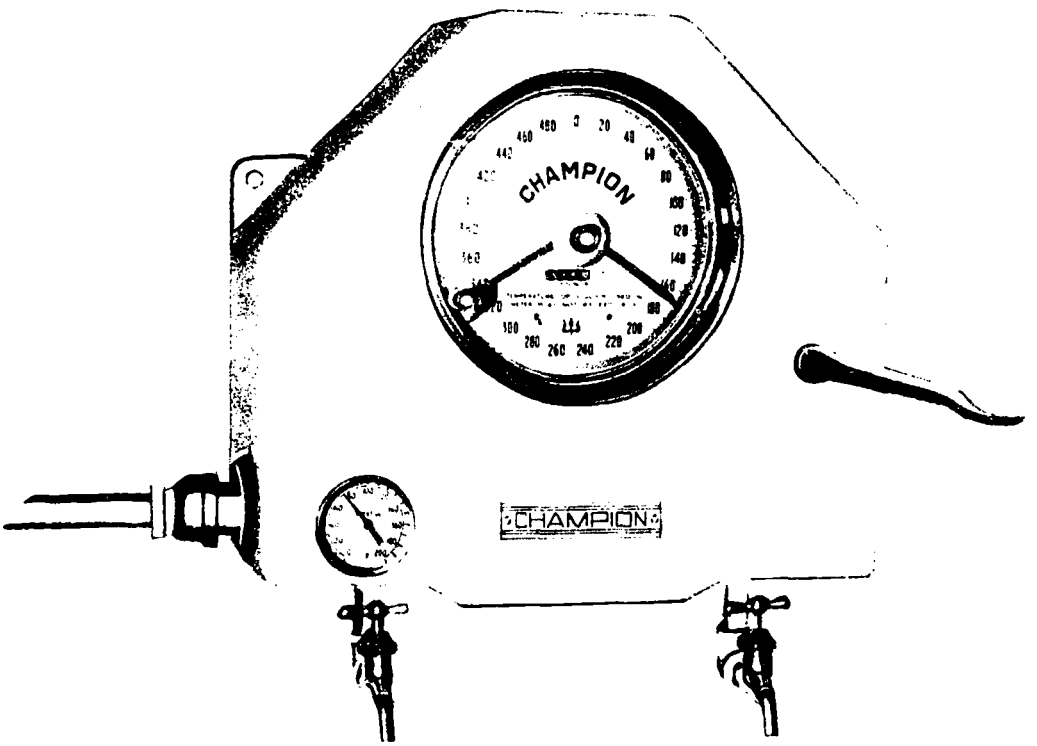

Water meter

1. *False* Water is generally classified in three categories: white, yellow, and clear.

2. *True* Hard water is difficult to form into a lather with soap.

3. *True* When water is hard because it contains carbonates it is called temporary hard water because it can be made into soft water by boiling.

4. *True* When water is hard because it contains sulfates, it is called permanently hard water, since sulfates do not settle out in boiling.

5. *False* Soft water does not form a lather freely.

6. *False* Alkaline water is the same as hard water.

Please turn to page 12
and correct any errors.

Please turn to page 16 and continue the program. → → → →

TYPES OF WATER AND EFFECTS ON DOUGH

Type of Water	Substance Present	Effect on Dough	Remedy-Formula Adjustment
1. Soft	Mineral free	Softens gluten, makes dough sticky.	Use dough conditioner (mineral yeast food).
2. Temporary hard	Bicarbonates of calcium, magnesium, iron.	If in excess, retards fermentation.	Boil and filter or use vinegar.
3. Permanent hard	Sulfates of calcium and magnesium.	If in excess, makes gluten too firm and tough; retards fermentation.	Use more yeast.
4. Saline	a. Sodium chloride (common salt).	Taste	Use less salt or distil the water.
	b. Sulfur, iron	Taste, color	Aerate or distil.
5. Alkaline	Alkali such as sodium carbonate.	Slows fermentation, taste	Use vinegar, lactic acid, or more yeast.
6. Acid	a. Various acids	Hastens fermentation	Add lime and filter.
	b. Hydrogen sulfide	Dissolves gluten, taste	Aerate, then distil.
	c. Organic matter, bacteria.	Unsafe for human consumption.	Chlorinate.

The effect of the three classes of water on breadmaking

Hard water is generally best for dough making. Hard water contains mineral salts which tend to strengthen the gluten. However, excessively hard water may contain so many minerals that they toughen the gluten to the point where fermentation is retarded. In such cases it becomes necessary to use considerably more yeast. Hard water will also have a tendency to dry out the finished product more rapidly.

Soft water has a tendency to soften the gluten. The result is a very sticky dough. The solution in this case is to use a yeast food to supply the minerals lacking in the water. Additional salt is also helpful.

Alkaline water reduces the desirable dough acidity brough about by fermentation. By doing so, fermentation is retarded and the gluten weakened. To overcome the harmful effect of alkaline water, a small amount of vinegar may be used in the dough batch.

Please fill in the blank spaces in the sentences below:

1. _____ water is generally best for dough making.

2. Hard water contains mineral _____ which tend to strengthen the gluten.

3. Excessively hard water may contain so many minerals that they _____ the gluten.

4. In that case it becomes necessary to use more _____.

5. Soft water has a tendency to _____ the gluten and this results in a _____ dough.

6. You can supply the needed minerals by adding _____ _____.

7. Additional _____ is also helpful.

8. Alkaline water reduces the desirable dough acidity brought about by _____.

9. To overcome the harmful effect of alkaline water, a small amount of _____ may be used in the dough batch.

Please turn to page 21 and check your answers. → → → →

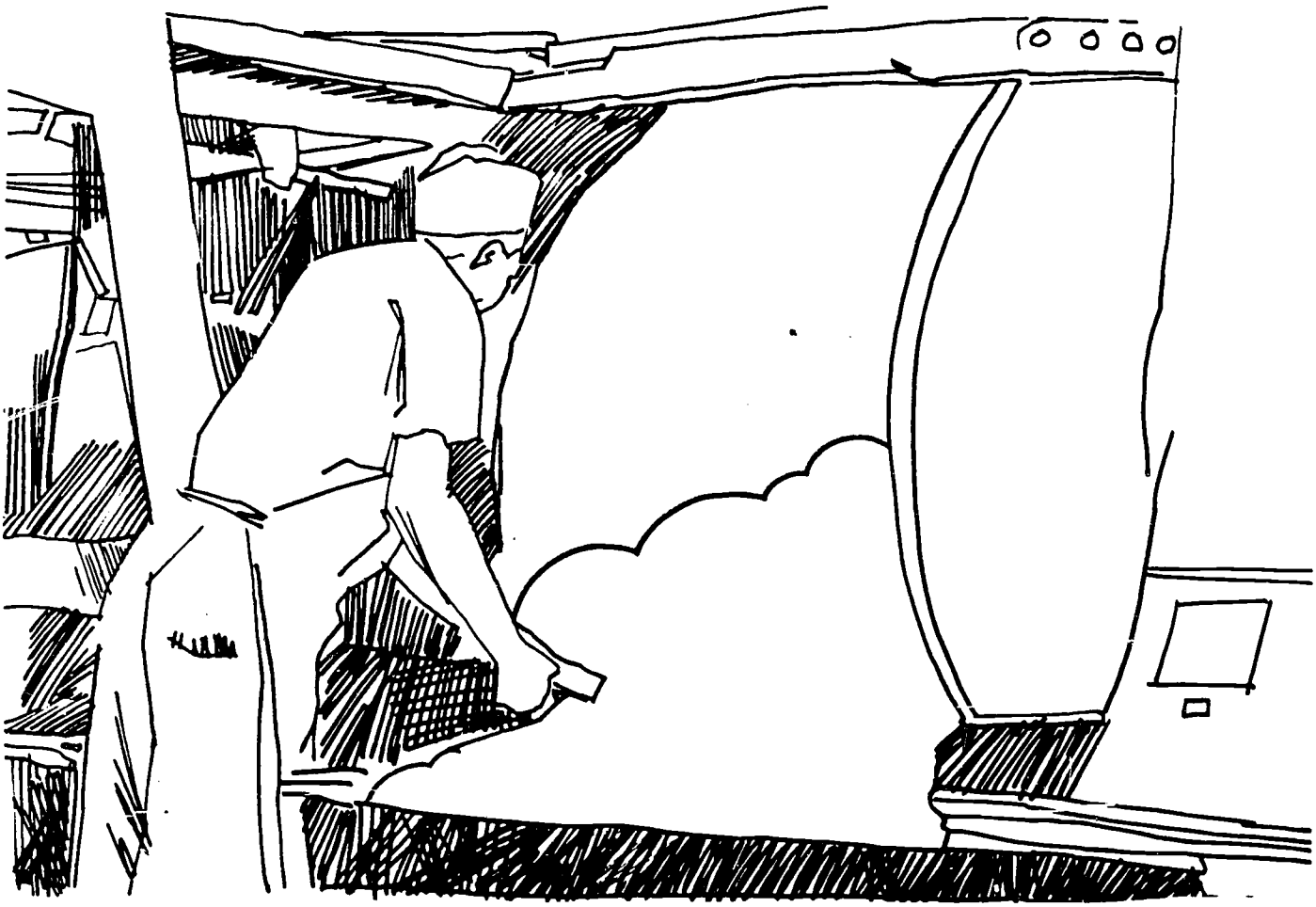

The dough will be better
with the right kind of water.

What kind is that?

Some additional facts about water

The degree of hardness is expressed by a numerical value representing the hardness-forming minerals present in the water. Since the amounts of dissolved substances in water are actually very small, these amounts are expressed in parts per million (p.p.m.). On this basis, water is classified as follows:

Hardness	Classification
0 to 15 p.p.m.	very soft water
15 to 50 p.p.m.	soft water
50 to 100 p.p.m.	medium-hard water
100 to 200 p.p.m.	hard water
Greater than 200 p.p.m.	very hard water

Please fill in the blank spaces with a True or False in the sentences below:

1. _____ Very soft water contains 0 to 15 p.p.m. of hardness-forming mineral salts.

2. _____ Hard water contains 15 to 50 p.p.m.

3. _____ Medium-hard water contains over 200 p.p.m.

4. _____ Soft water contains up to 50 p.p.m.

5. _____ Very hard water contains 200 p.p.m. or more.

Please turn to page 30 *and check your answers.* → → → →

It toasts better when moist.

1. How much water a given type of flour will absorb depends largely on the ___c___ of the flour.

   a. color and texture
   b. sugar and starch
   c. age and strength
   d. None of the above

2. Total absorption also depends on some of the other ___i___ in the dough.

   a. ingredients
   b. flavors
   c. salts
   d. All of the above

3. The use of non-fat milk solids in a dough will enable it to ___i___.

   a. affect the consistency
   b. absorb more water
   c. hold more starch
   d. None of the above

4. Invert sugar has the ability to attract and hold ___b___.

   a. flour
   b. sugar
   c. water
   d. None of the above

5. If 100 pounds of a flour can absorb 48 pounds of water, that flour is said to have an absorption of ___i___.

   a. 56%
   b. 33 1/3%
   c. 100%
   d. 48%

Please return to page 14
and correct any errors.

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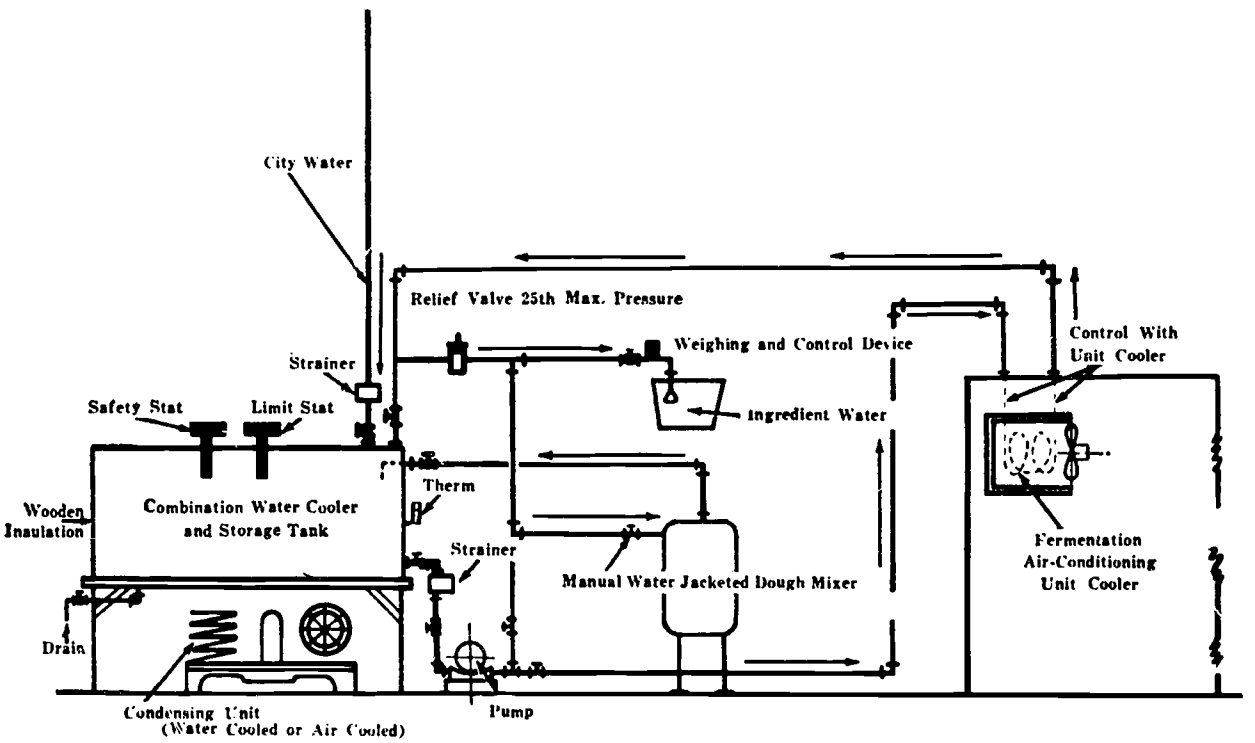

Schematic diagram of chilled water system for bakeries.

The use of water to control temperature

It has been found that for the most part, cool doughs and cake batters yield the best bakery products. Therefore every effort should be made to keep ingredients cool. Sometimes this is difficult during the summer months, when flour and other ingredients are at room temperature.

Since the temperature of water can be rather easily controlled by the addition of ice or by refrigeration, it is water that the baker most often uses to keep dough down to around 78° F. after mixing.

In some bakeries, dough machines are water-jacketed. That is, coils containing water at about 35° F. surround the mixing bowls. This cuts down the heat produced by the action of the revolving mixing arms.

Please fill in the blank spaces with a True or False in the sentences below:

1. _____ Cool doughs and cake batters yield the best bakery products.

2. _____ Every effort should be made to keep ingredients above room temperature.

3. _____ The temperature of water can be controlled more easily than the temperature of flour.

4. _____ The baker should try to keep dough temperature around 98° F.

5. _____ The action of the revolving arms in the mixing machine cools down the dough.

[illegible] ◇ *[illegible]* →→→→

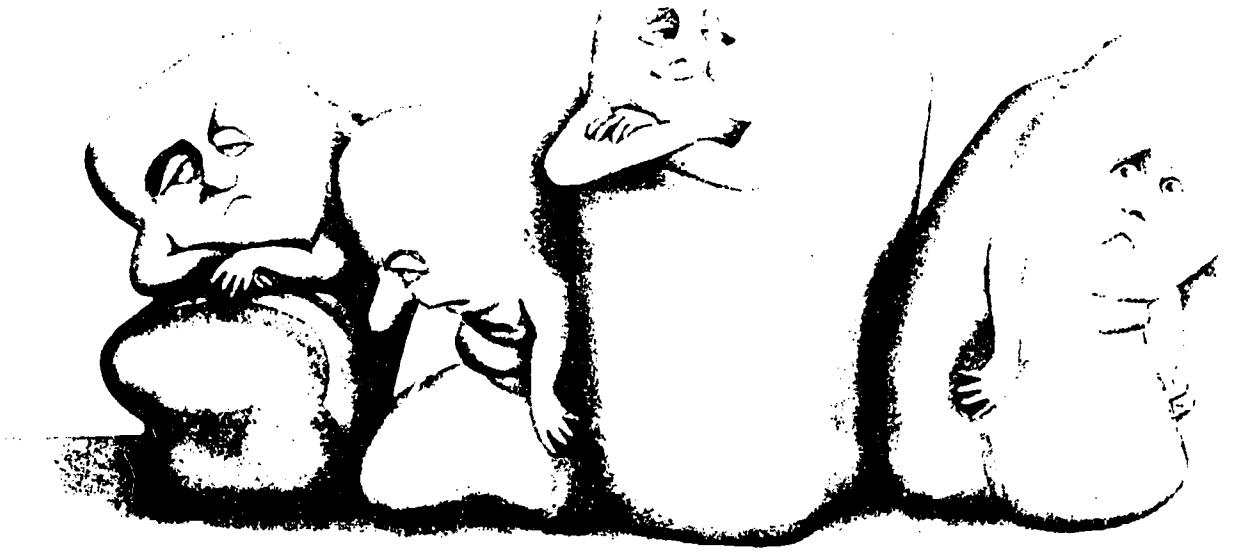

Which one has moisture stamina?

1. _____ Very soft water contains 0 to 15 p.p.m. of hardness-forming mineral salts.

2. _____ Hard water contains 15 to 50 p.p.m.

3. _____ Medium-hard water contains over 200 p.p.m.

4. _____ Soft water contains up to 50 p.p.m.

5. _____ Very hard water contains 200 p.p.m. or more.

← ← ← ← Please turn to page 18 and continue the program.

Out of the six products,

which ones have no water?

1. Hard water is generally best for dough making.

2. Hard water contains mineral salts which tend to strengthen the gluten.

3. Excessively hard water may contain so many minerals that they toughen the gluten.

4. In that case it becomes necessary to use more water.

5. Soft water has a tendency to soften the gluten and this results in a sticky dough.

6. You can supply the needed minerals by adding water hard.

7. Additional salt is also helpful.

8. Alkaline water reduces the desirable dough acidity brought about by fermentation.

9. To overcome the harmful effect of alkaline water, a small amount of vinegar may be used in the dough batch.

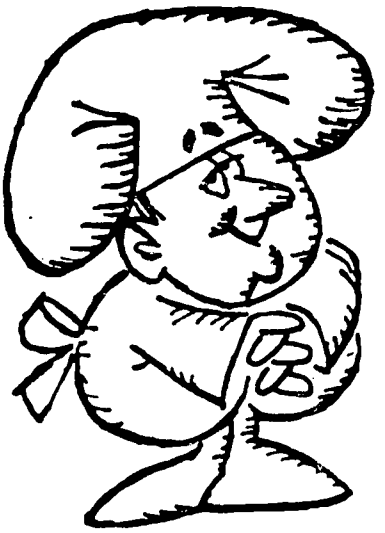

Please return to page 16 and correct any errors.

← ← ← ← Please turn to page 17 and continue the program.

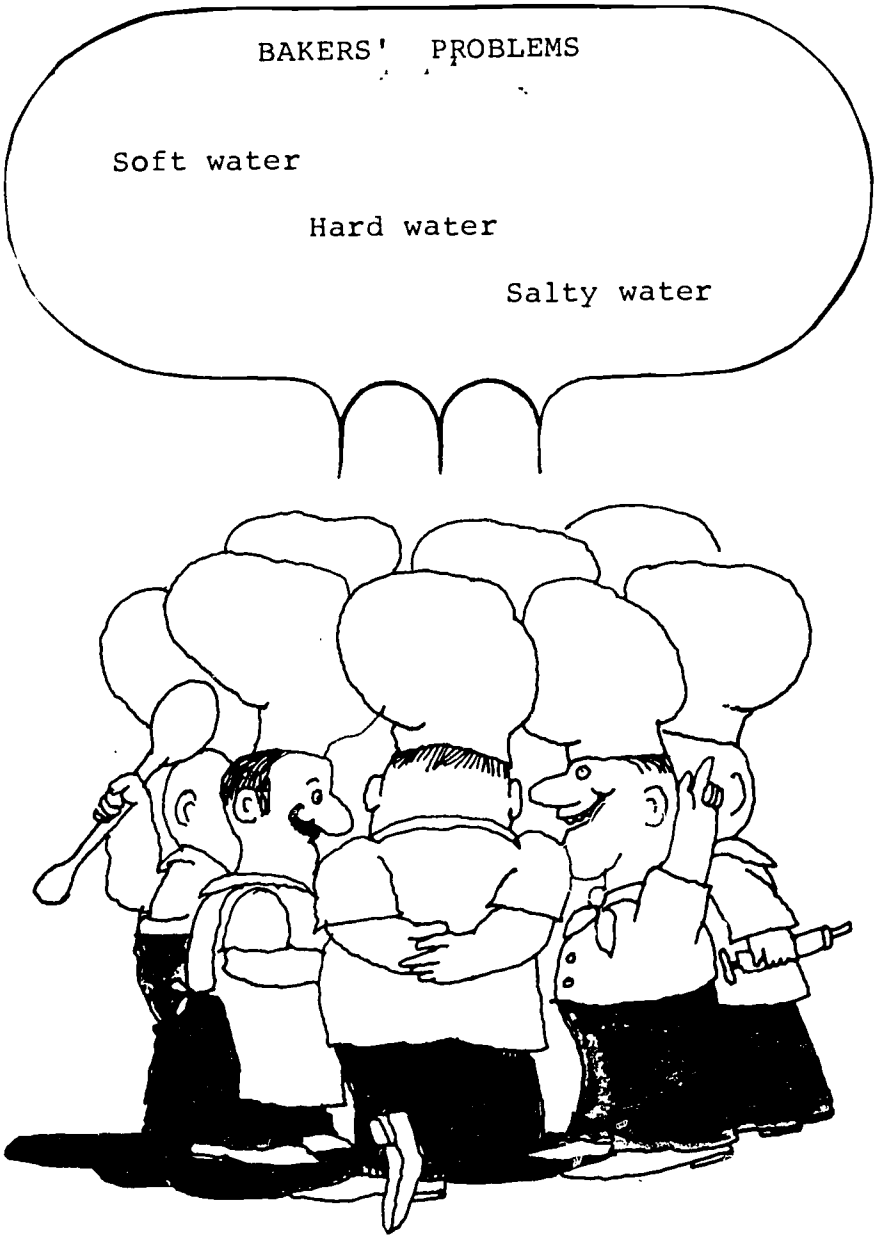
BAKERS' PROBLEMS
Soft water
Hard water
Salty water

Review of Book 5

1. The salt in ocean water comes from m_____ in the earth.

2. The movement of water from earth to clouds to rain and back to earth is known as the _____ _____.

3. Surface water contains large amounts of im _____.

4. Ground water contains large amounts of dissolved m_____.

5. Local water systems treat water to kill harmful b_____.

6. Too much water in a dough may affect the other desirable ch_____ of a dough.

7. According to government standards, a loaf of bread may have, one hour after baking, no more than _____% of water.

8. In general, the freshness of a baked product depends upon the amount of m_____ in it.

9. The minerals in water may cause a chemical reaction with some of the _____ _____.

10. In a yeast dough, water combines with the p_____ of flour to form gluten.

11. Water makes the s_____ of the flour soluble.

12. "Temporary" hard water may be softened by b_____.

13. Adding non-fat dry milk or invert sugar to a dough will enable it to absorb _____ _____.

14. The best water for dough making is _____ water, because of the mineral salts it contains.

15. When mixing dough, every effort should be made to keep the dough _____, and water can help do this.

[illegible]

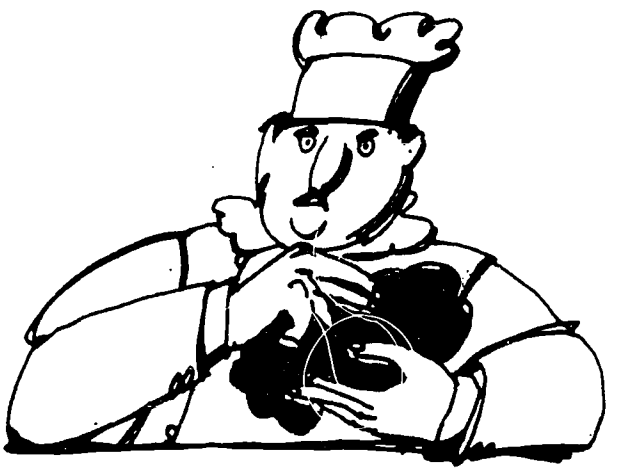

He needs the right amount of water
for this dough, or he's in trouble.

1. *True* Cool doughs and cake batters yield the best bakery products.

2. *False* Every effort should be made to keep ingredients above room temperature.

3. *True* The temperature of water can be controlled more easily than the temperature of flour.

4. *False* The baker should try to keep dough temperature around 98° F.

5. *False* The action of the revolving arms in the mixing machine cools down the dough.

Please return to page 19 and correct any errors.

You have now finished Book 5. Go back to the beginning and run through it again, noticing particularly the filled-in answers. Then go on to page 22 and see how many of the statements you can complete correctly.

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

WHAT EVERY BAKER NEEDS TO KNOW

A Scrambled Program
of Related Science and
Trade Information

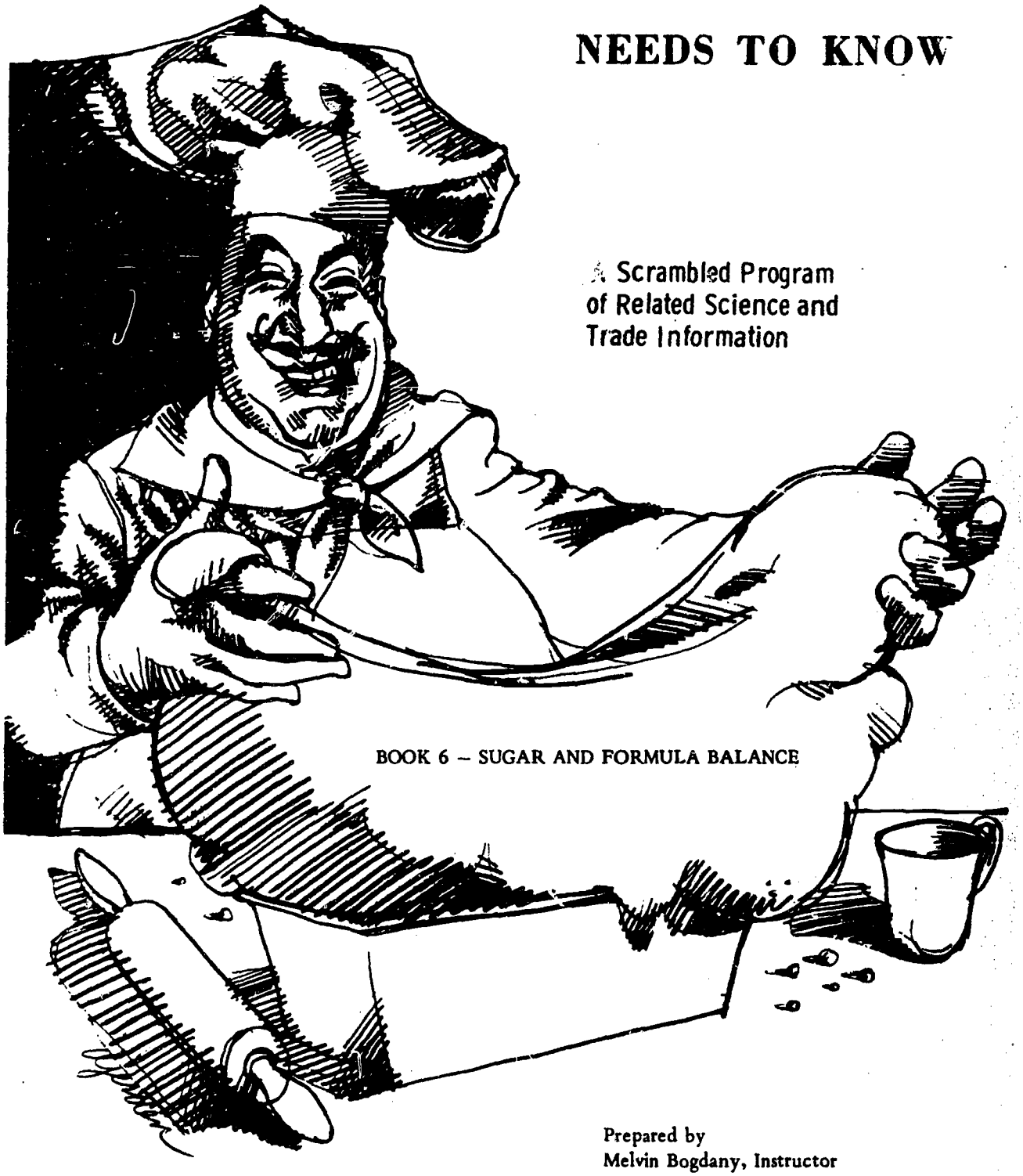

BOOK 6 – SUGAR AND FORMULA BALANCE

Prepared by
Melvin Bogdany, Instructor
Middlesex County Vocational
and Technical High Schools
East Brunswick, New Jersey

Book 6 - Sugar and Formula Balance

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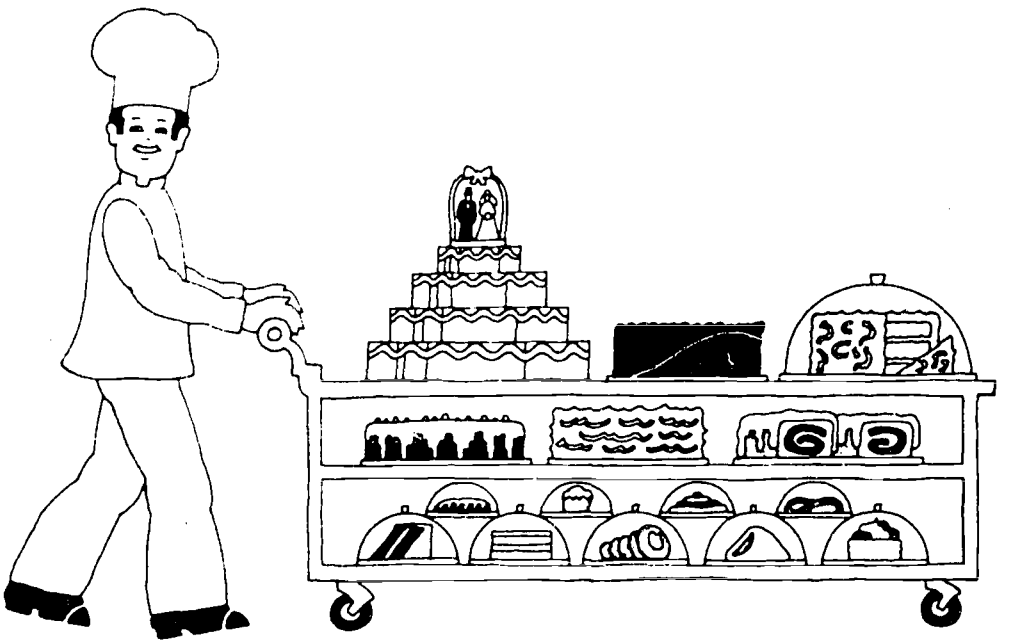

Introduction

Sugar is one of man's most important foods. It acts in the body the way gas acts in an auto. It provides man with *heat* and *energy*. Table sugar has a fuel value of 1,800 calories per pound. According to statistics, Americans like sugar so well that they eat their weight in sugar yearly!

Sugar is classified as a 100% *carbohydrate* food, which means that it contains the chemical elements carbon, hydrogen, and oxygen.

In this unit we shall not go deeply into the chemistry of sugar. However, it will be necessary for you to become acquainted with a number of new terms in order to better understand how sugar works in baking.

For the most part we shall be concerned with how sugar works in bread- and cake-baking. To some extent we will consider its use in confectionery work.

Please fill in the blank spaces in the sentences below:

1. Sugar provides man's body with _____ and _____.
2. Table sugar contains _____ calories per pound
3. Sugar is classified as a 100% _____ food.
4. Sugar contains the chemical elements _____, _____, and _____.
5. We are mainly concerned with how sugar works in _____ and _____ baking.

Please turn to page 5 *and correct your work.* → → → →

Sugar

Sugar from cane comes to us from many areas

The manufacture of sugar

The most important of commercial sugars is *sucrose*. Sucrose is obtained principally from sugar cane and sugar beet. In order to simplify our study, we shall deal here only with cane sugar.

At harvest time, sugarcane contains from 16 to 20 percent sucrose, small amounts of other types of sugar, minerals, and coloring and flavoring substances. The remaining 80 to 84 percent is pulp and moisture.

The woody stalks of the sugar cane are delivered to the sugar mill, where they are cut into small pieces, crushed, and their juice extracted.

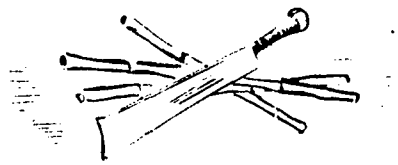

Please fill in the blanks below:

1. The most important commercial sugar is _____.
2. Sugarcane contains from _____ to _____% sucrose.
3. At the sugar mill, small pieces of sugar cane are _____ and their _____ is extracted.

Please turn to page 4 and correct your work. → → → →

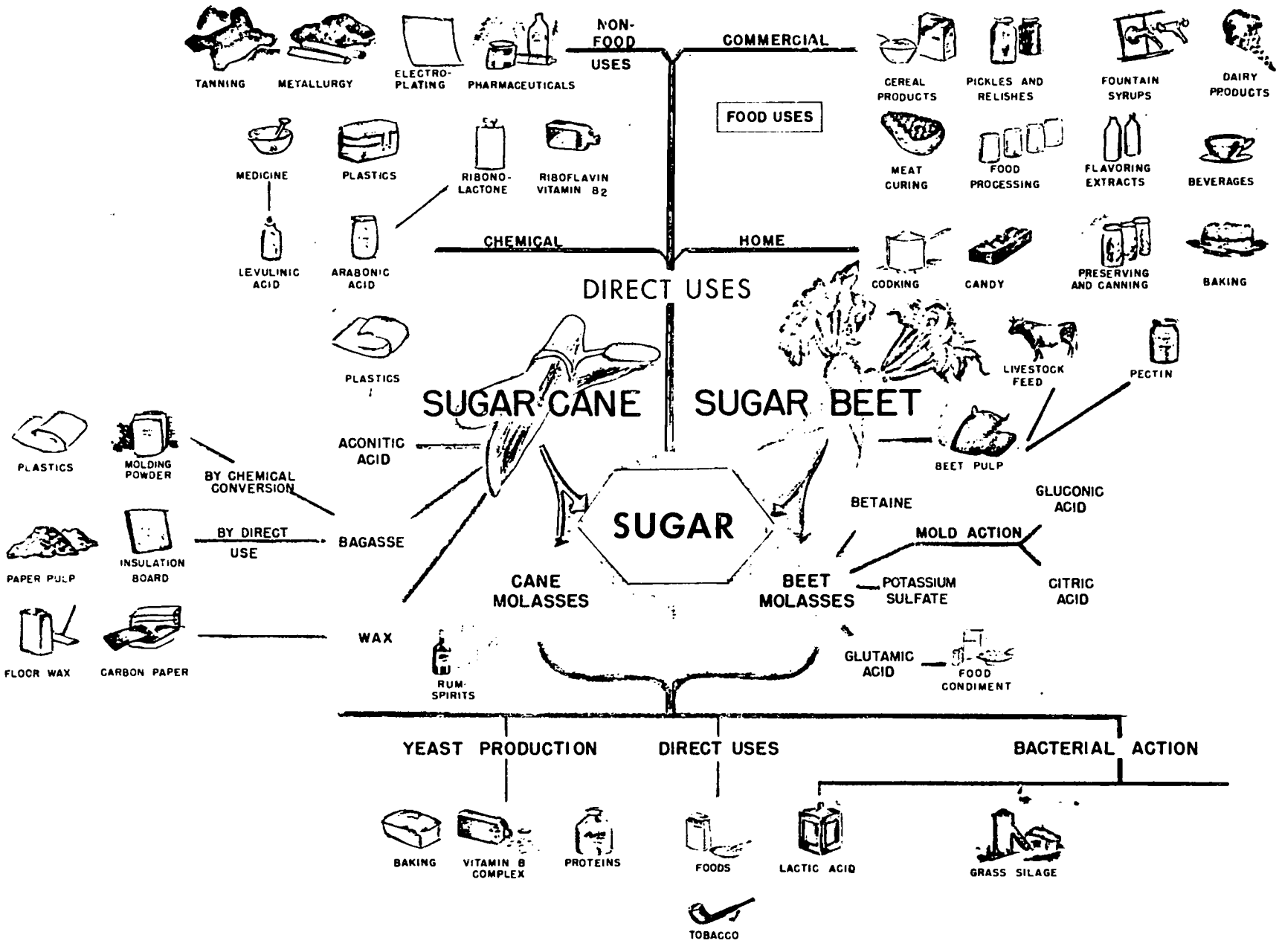

A few of the thousands of uses of sugar.

1. When the syrup becomes as thick as possible, *crystallization* sets in.

2. The saturated syrup is separated into *raw* sugar and *molasses*.

3. The raw sugar contains *97* % sucrose and is *brown* in color.

4. Raw sugar also contains *minerals* and some *impurities*.

5. Raw sugar is converted into pure *sucrose* at the *refinery*.

Please return to page 7,
check your answers.
Please change where needed.

When you have completed the exercise on page 7, turn to page 9.

Certain varieties of cane grow three times as tall as a man.

1. The most important commercial sugar is *sucrose*.

2. Sugarcane contains from *16* to *20* % sucrose.

3. At the sugar mill, small pieces of sugar cane are *crushed* and their *juice* is extracted.

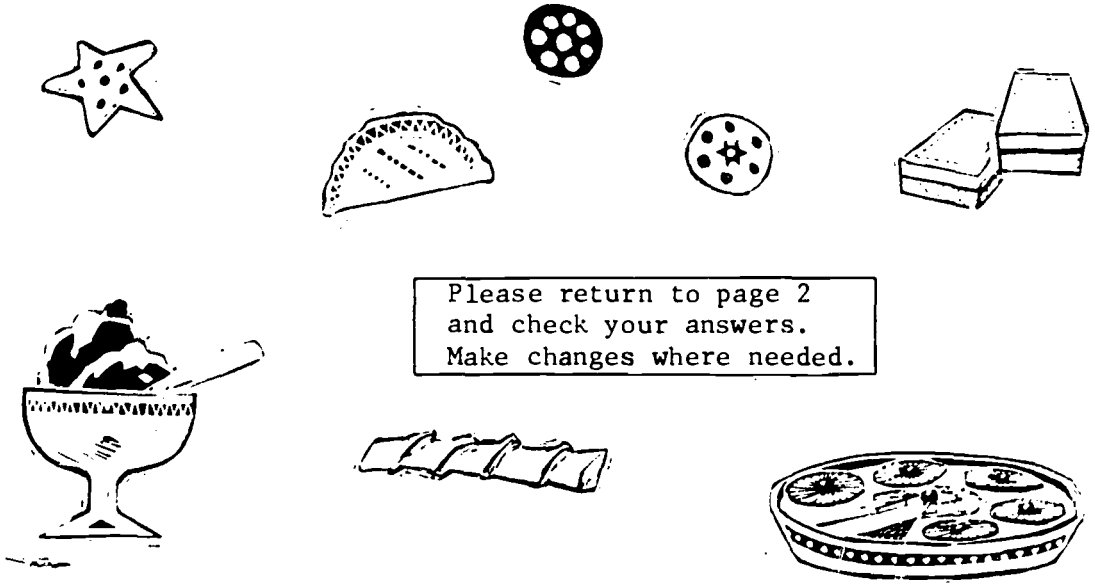

Please return to page 2
and check your answers.
Make changes where needed.

When you have completed your work on page 2, turn to page 7.

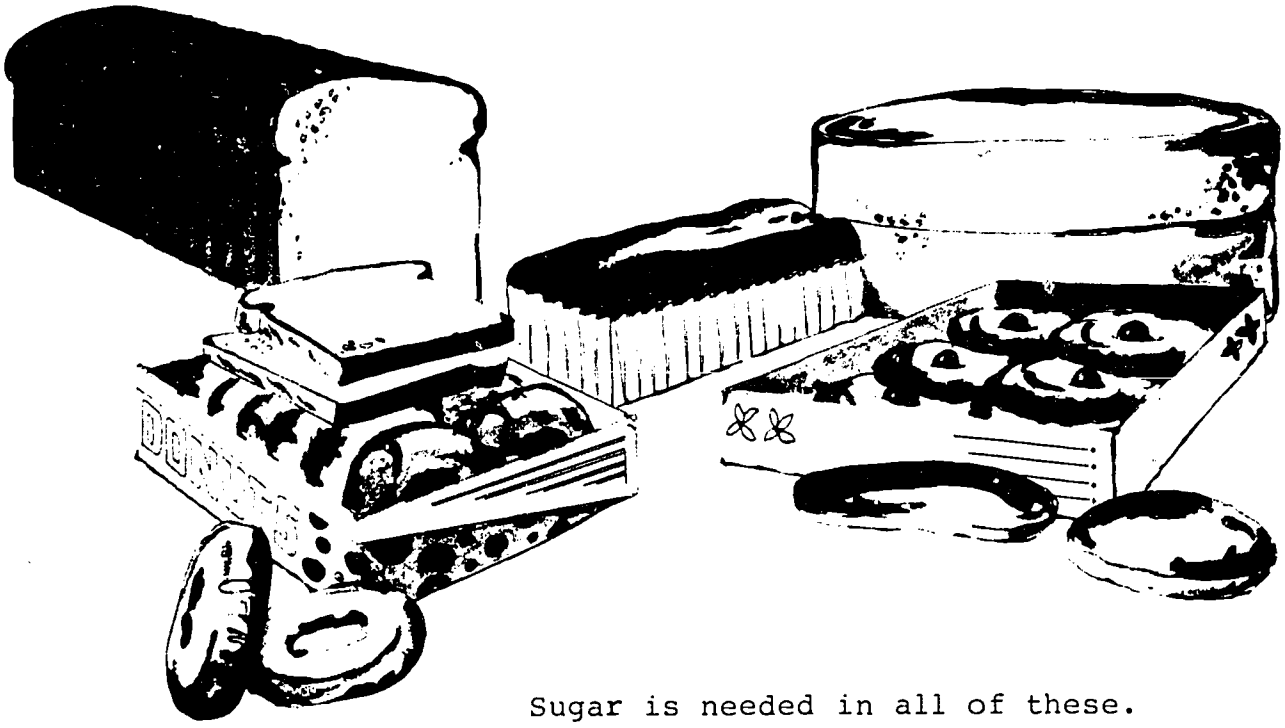

Sugar is needed in all of these.

1. Sugar provides man's body with heat and energy.
2. Table sugar contains 1,500 calories per pound
3. Sugar is classified as a 100% carbohydrate food.
4. Sugar contains the chemical elements carbon, hydrogen, and oxygen.
5. We are mainly concerned with how sugar works in bread and cake baking.

Please return to page 1 and check your answers.

When you have completed your work on page 1, turn to page 1.

S U G A R

A S

A

H E L P E R

1. Fully purified raw sugar becomes gr*anulated* sugar.

2. All granulated sugars are fully re*fined*.

3. *Brown* sugar still contains some molasses and mineral matter.

4. Granulated sugars vary mainly in their *grain* sizes.

Please return to page 9
and check your answers.

When you have completed your work on page 9, turn to page 13.

Some of the massive machinery used in raw sugar mills

The manufacture of sugar (continued)

The extracted juices are passed through strainers and run into settling tanks. Then the juice is transferred to mixing tanks, where most impurities are removed. From there the clear juice is run into evaporators, where it is concentrated into a thick syrup. The thick syrup is then further thickened by evaporation in vacuum pans until the syrup is "saturated" (as thick as it can be made), and *crystallization* sets in.

The mixture of crystals and syrup is transferred to large, whirling baskets, which separate the crystals from the mother liquor. The crystals are *raw sugar* and the mother liquor is *molasses*.

The raw sugar obtained at this stage is a brown, coarse-textured product containing 97% sucrose, and minerals and some impurities. At this point it is sent to the refinery, where the raw sugar is converted into pure sucrose, and the many varieties of sugar are produced to suit the needs of industry.

Please fill in the blank spaces in the sentences below:

1. When the syrup becomes as thick as possible, _____ sets in.
2. The saturated syrup is separated into _____ sugar and _____.
3. The raw sugar contains _____% sucrose and is _____ in color.
4. Raw sugar also contains _____ and some _____.
5. Raw sugar is converted into pure _____ at the _____.

Please turn to page 4 and correct your work.

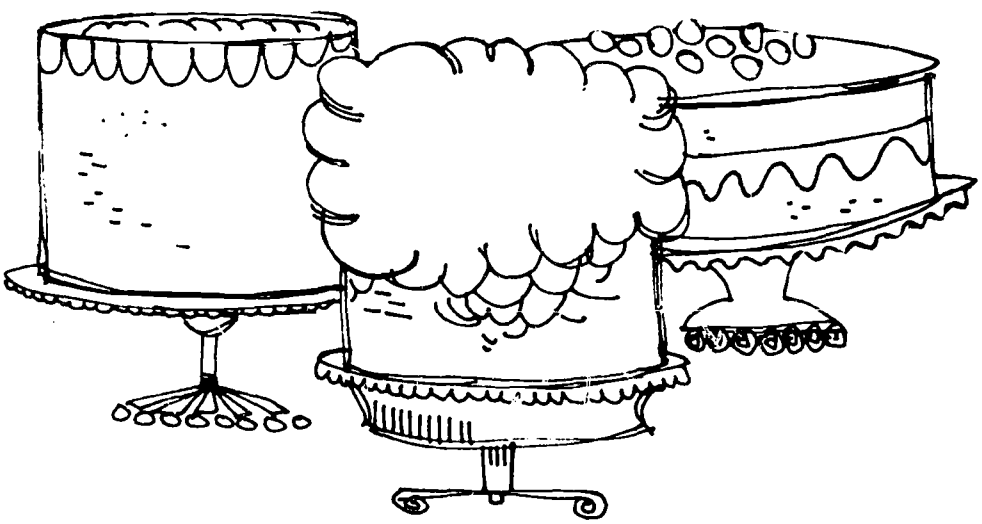

S U G A R

F O R

C A K E

D E C O R A T I O N S

1. Coating Sugar is an *extremely* finely granulated sugar used principally for coating pan goods in the production of *confectioneries*.

2. Bakers Special is a sugar of *very fine* grain, consisting of *whole* crystals and therefore better suited for *cake* making than powdered sugar.

3. Fine Granulated is a sugar of uniformly *fine* crystal size. It is the main type used by *bakers* and *confectioners* as a sweetening agent.

4. Standing Sugar is a sugar of unusually *uniform* grain size and *brilliant* luster, suited especially for *sprinkling* on cookies and sweet goods.

Please return to page 13
and check your answers.
Make changes where needed.

When you have done this, go to page 10 and continue the program.

The Refining of Sugar

Raw sugar is first purified by a series of treatments which remove the molasses still clinging to the raw sugar crystals. This results in a water-clear syrup, from which a huge variety of granulated sugars, varying mainly in their grain sizes, is obtained. All granulated sugars are fully refined.

Brown sugar still contains some of the molasses, some mineral matter, and more moisture than the granulated sugars. Yellow sugar has been refined somewhat further.

The molasses separated at the sugar mill is also treated further to remove the remaining sugar. What is left is called blackstrap molasses, which is used by nonfood industries.

Please fill in the blanks in the sentences below:

1. Fully purified raw sugar becomes gr_____ sugar.

2. All granulated sugars are fully re_____.

3. _____ sugar still contains some molasses and mineral matter.

4. Granulated sugars vary mainly in their _____ sizes.

Please turn to page 6 *and correct your work.*

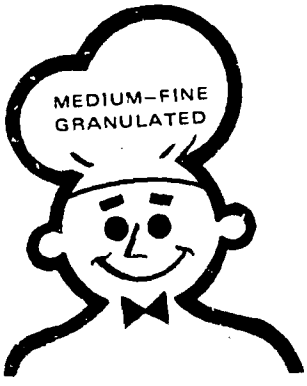
MEDIUM–FINE
GRANULATED

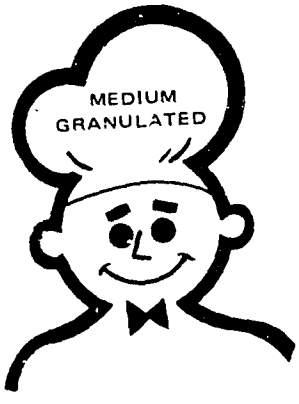
MEDIUM
GRANULATED

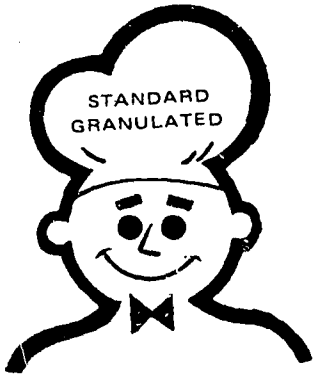
STANDARD
GRANULATED

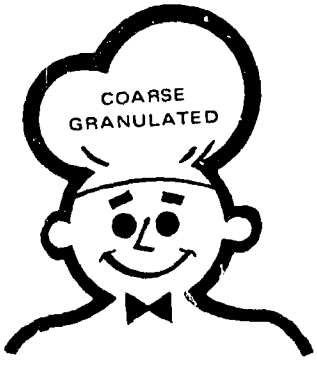
COARSE
GRANULATED

Types of sugar - granulated (continued)

Medium-Fine Granulated --a sugar of somewhat larger grain size than fine-granulated sugar. It is preferred by many as a general-purpose sugar.

Medium Granulated -- a sugar of exceptionally pure color, having a grain size larger than medium-fine granulated sugar but smaller than standard granulated sugar.

Standard Granulated -- a sugar which is readily soluble, especially where heat can be applied to the solution. It is also used for grinding purposes.

Coarse Granulated --a sugar of very large grain, used in specialty products in which the original sugar crystals contribute to the special effect of the finished item, such as sugar-sprinkled cookies and cakes.

Please fill in the blanks in the sentences below:

1. Medium Fine Granulated is a sugar of somewhat _____ grain size than fine-granulated sugar. It is preferred by many as a _____-_____ sugar.

2. Medium Granulated is a sugar of exceptionally pure _____, having a grain size _____ than medium-fine granulated sugar but _____ than standard granulated sugar.

3. Standard Granulated is a sugar which is readily _____, especially where _____ can be applied to the solution. It is also used for _____ purposes.

4. Coarse Granulated is a sugar of very _____ grain, used in _____ products in which the original sugar crystals contribute to the special effect of the finished item.

Please turn to page 14 *and correct your work.* → → → →

It's Sliced This Way!

Fermentable carbohydrates are high on the list of major ingredients used today in baking. In terms of volume consumed, they are third most important.

Sugar in Bread Baking

1. Sugar supplies food for yeast during fermentation.

Yeast feeds on sugar to produce the carbon dioxide necessary for leavening. In breadmaking, the basic ingredients are flour, salt, yeast, and water. Notice that sugar is not listed as a basic ingredient, and indeed many breads, such as Italian and French breads, often contain no added sugar. Yet fermentation is possible because yeast feeds on the small amount of sugar contained in the flour.

In the baking industry, fermentation refers specifically to alcoholic fermentation--the conversion of sugars into carbon dioxide and alcohol by the action of the yeast. During fermentation, the carbon dioxide produced by yeast action is trapped in the gluten and raises the dough.

Please fill in the blanks in the sentences below:

1. Yeast _____ on sugar to produce the _____ _____ necessary for _____.
2. Where sugar is not added, fermentation is still possible because the yeast feeds on the small amount of _____ contained in the _____.
3. Yeast converts sugar into _____ and _____ _____.
4. During fermentation, the _____ _____ produced by yeast action is trapped in the _____. This _____ the dough.

Please turn to page 15 *and correct your work.* ➡ ➡ ➡ ➡

Types of Sugars - Confectioners Sugar (continued)

The terms "confectioners," "powdered," and "icing" sugars are often used interchangeably. They are all white and powdery, and contain a small amount of cornstarch - from about 3% to 6%. The number of X's in the name indicates the degree of fineness - the more X's, the finer the sugar.

Confectioners XXXXXX (6) -- a pulverized sugar of extremely fine texture, especially suited for sugar filling.

Confectioners XXXX (4) -- a fine-textured, pulverized sugar used for uncooked icings and for dusting on pies, pastries, and similar products.

Standard Powdered -- a sugar less finely ground than confectioners XXXX and suitable for use where extreme fineness is not needed.

Coarse Powdered -- a sugar of coarser texture than standard powdered. It is used when too fine a texture is undesirable, as, for instance, in coating doughnuts.

Please fill in the blanks in the sentences below:

1. Confectioners XXXXXX (6) is a pulverized sugar of extremely _____ texture, especially suited for sugar _____.

2. Confectioners XXXX (4) is a _____-textured, pulverized sugar used principally for _____ _____ and for _____ on pies, pastries, and similar products.

3. Standard Powdered is a sugar _____ finely ground than Confectioners XXXX, suitable for use where extreme _____ is not needed.

4. Coarse Powdered is a sugar of _____ texture than standard powdered and used when too _____ a texture is undesirable, as for instance, in coating _____.

Please turn to page 16 *and correct your work.* → → → →

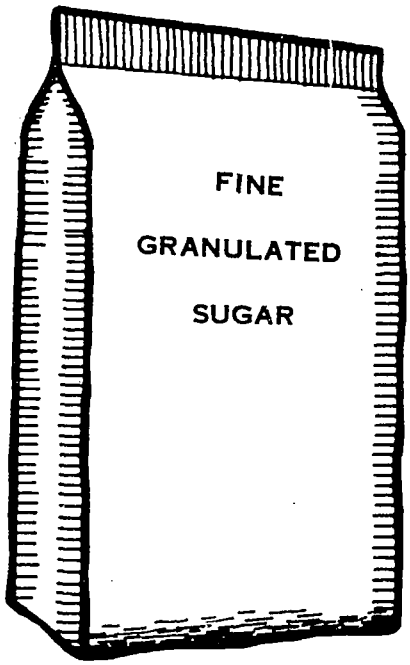
FINE
GRANULATED
SUGAR

Types of Sugars

The most common varieties offered to industrial users include the following:

Granulated Sugars

Coating Sugar -- an extremely finely granulated sugar used principally for coating pan goods in the production of confectioneries.

Bakers Special -- a sugar of very fine grain, consisting of whole crystals and therefore better suited for cake making than powdered sugar.

Fine Granulated -- a sugar of uniformly fine crystal size. It is the main type used by bakers and confectioners as a sweetening agent.

Standing Sugar -- a sugar of unusually uniform grain size and brilliant luster, suited especially for sprinkling on cookies and sweet goods.

Please fill in the blanks in the sentences below:

1. Coating Sugar is an _____ finely granulated sugar used principally for coating pan goods in the production of _____.

2. Bakers Special is a sugar of _____ _____ grain, consisting of _____ crystals and therefore better suited for _____making than powdered sugar.

3. Fine Granulated is a sugar of uniformly _____ crystal size. It is the main type used by _____ and _____ as a sweetening agent.

4. Standing Sugar is a sugar of unusually _____ grain size and _____ luster, suited especially for _____ on cookies and sweet goods.

← ← ← ← *Please turn to page* 8 *and correct your work.*

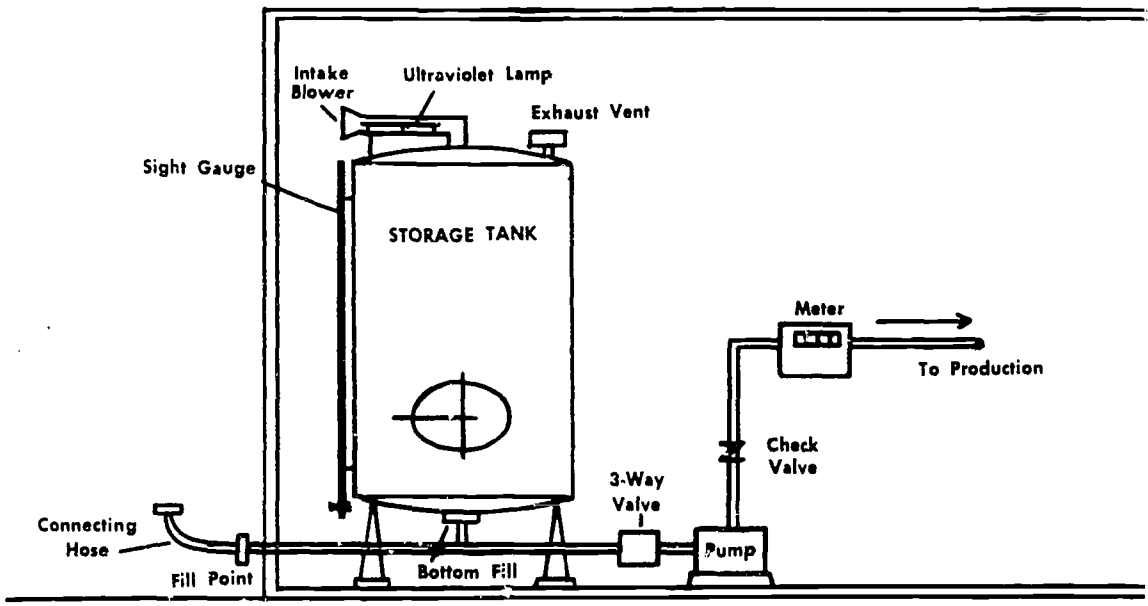

Schematic diagram showing the basic components of a simple liquid sugar handling system.

1. Medium Fine Granulated is a sugar of somewhat *larger* grain size than fine-granulated sugar. It is preferred by many as a *general-purpose* sugar.

2. Medium Granulated is a sugar of exceptionally pure *color*, having a grain size *larger* than medium-fine granulated sugar but *smaller* than standard granulated sugar.

3. Standard Granulated is a sugar which is readily *soluble*, especially where *heat* can be applied to the solution. It is also used for *grinding* purposes.

4. Coarse Granulated is a sugar of very *large* grain, used in *specialty* products in which the original sugar crystals contribute to the special effect of the finished item.

Please return to page 10
and check your answers.
Make changes where needed.

When you have completed your work on page 10,

turn to page 12.

Reasons For Dextrose

- *Readily Fermentable* . . . . . .
- *Sustained Fermentable* . . . . . .
- *Rich Crust* . . . . . .
- *Sturdy Side Walls* . . . . . .
- *Eliminate Gumminess* . . . . . .
- *Toast Quickly* . . . . . .
- *Economy* . . . . . .

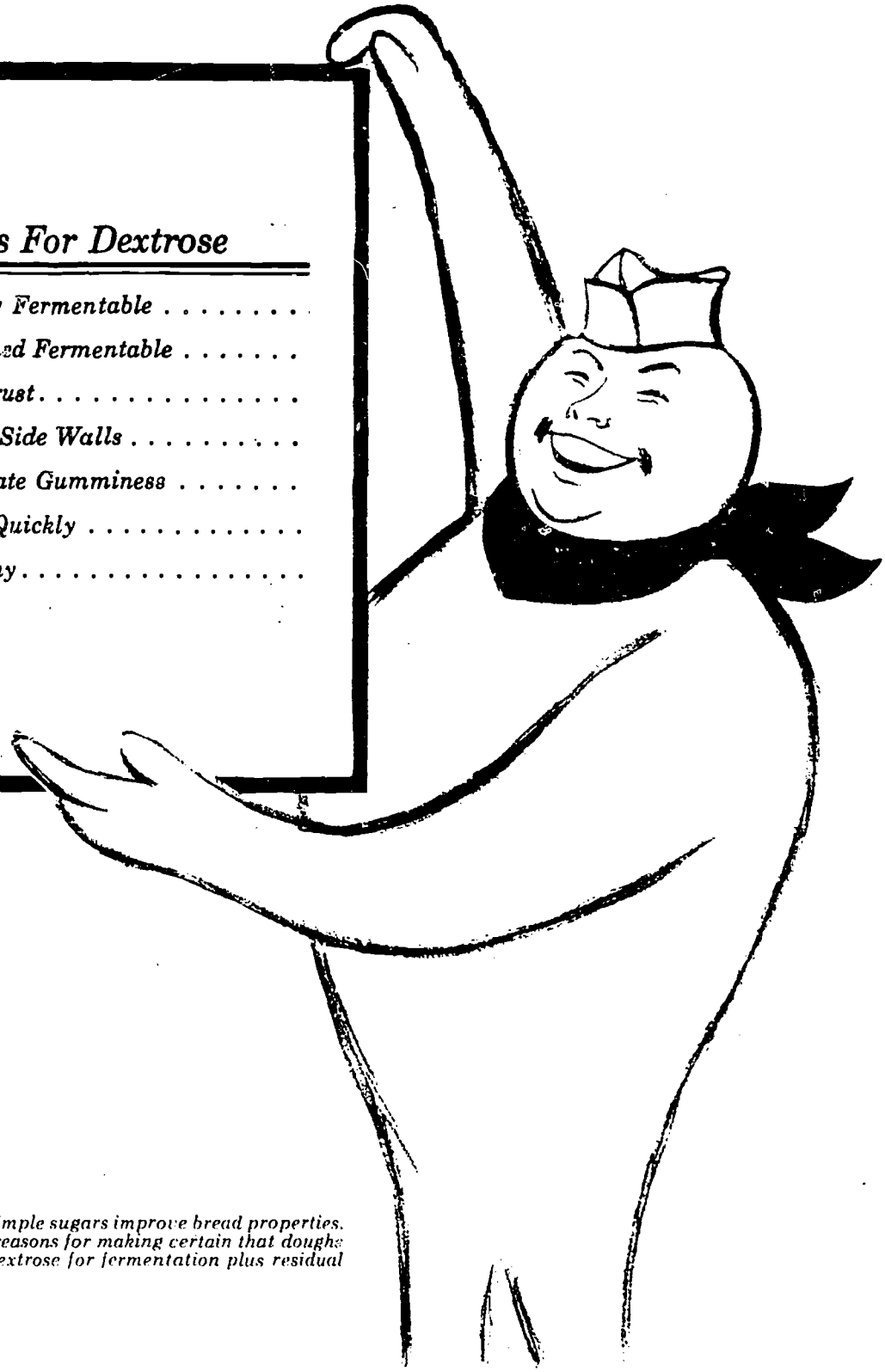

How residual simple sugars improve bread properties. These are the reasons for making certain that doughs have enough dextrose for fermentation plus residual benefits.

1. Yeast *feeds* on sugar to produce the *carbon* *dioxide* necessary for *leavening*.

2. Where sugar is not added, fermentation is still possible because the yeast feeds on the small amount of *sugar* contained in the *flour*.

3. Yeast converts sugar into *alcohol* and *carbon dioxide*.

4. During fermentation, the *carbon* *dioxide* produced by yeast action is trapped in the *gluten*. This *raises* the dough.

Please return to page 11 and check your answers. Make changes where needed.

When you have completed your work on page 11, turn to page 17.

1. Confectioners XXXXXX (6) is a pulverized sugar of extremely *fine* texture, especially suited for sugar *fillings*.

2. Confectioners XXXX (4) is a *fine*-textured, pulverized sugar used principally for *uncooked* *icings* and for *dusting* on pies, pastries, and similar products.

3. Standard Powdered is a sugar *less* finely ground than Confectioners XXXX, suitable for use where extreme *fineness* is not needed.

4. Coarse Powdered is a sugar of *coarser* texture than standard powdered and used when too *fine* a texture is undesirable, as for instance, in coating *doughnuts*.

Please return to page 12
and check your answers.
Make corrections where needed.

When you have completed work on page 12,

turn to page 11.

Sugars

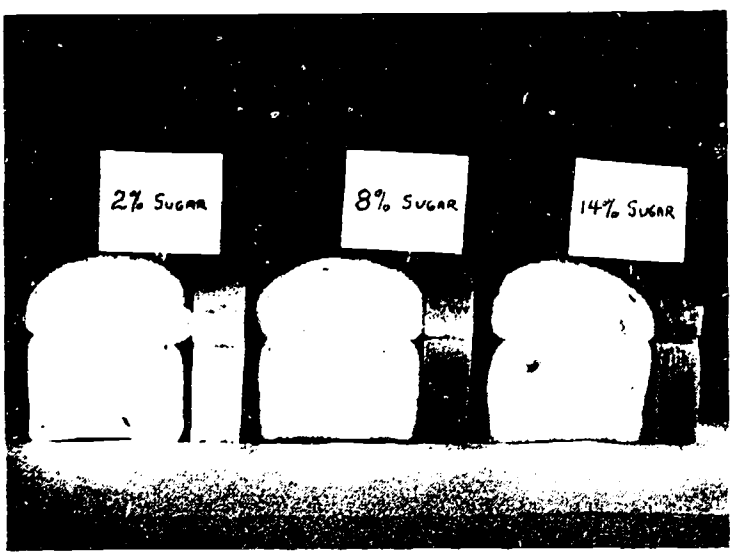

Sugar in Bread Baking

2. *Sugar increases fermentation tolerance.*

Fermentation tolerance is the range of time during which a properly developed and fermented dough will produce bread of good quality. It is affected by two factors: (a) depletion of sugars, and (b) physical condition of dough resulting from mechanical, chemical, and enzyme action.

The first factor that influences fermentation tolerence is whether or not the yeast consumes all of the fermentable sugars. We know that the rising of the bread is due to the production of carbon dioxide. Naturally, when all of the food is consumed which makes possible the production of carbon dioxide, fermentation simply stops.

Please fill in the blanks in the sentences below:

1. Fermentation tolerance is the _____ of time during which a properly developed and _____ dough will produce _____ of good quality.

2. The first factor that influences fermentation tolerance is whether or not the _____ consumes all of the fermentable _____.

3. The rising of the bread is due to the production of _____ _____.

4. When all of the food is consumed which makes possible the production of _____ _____, fermentation _____.

Please turn to page 21 *and correct your work.*

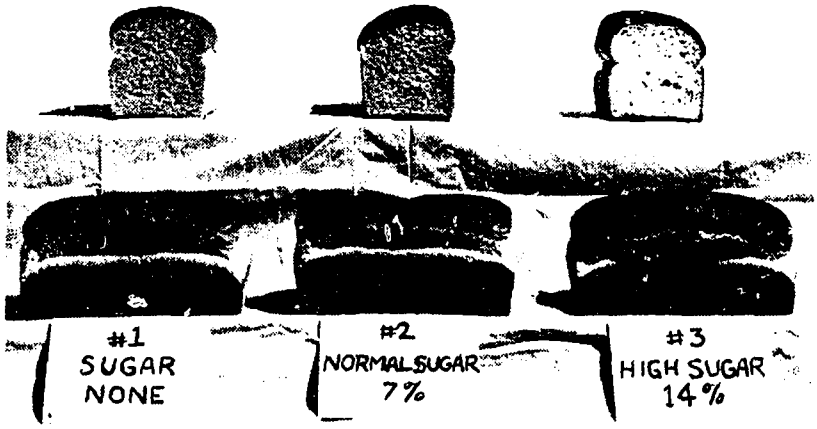
#1
SUGAR
NONE
#2
NORMAL SUGAR
7%
#3
HIGH SUGAR
14%

Sugar in Bread Baking (continued)

3. *Sugar develops appetizing crust color.*

To a baker, a rich crust color is evidence of a properly fermented dough baked into a loaf of pleasing flavor. Crust color is largely due to the caramelization of sugars present in the dough at the time of baking. It is not enough that sugar be present at the time of mixing: in an over-fermented dough, most of the sugars may be consumed by the yeast before the time of baking, with the result that the crust color will be pale, no matter how long the loaf remains in the oven.

It is also a fact that caramelization and browning reactions contribute important flavoring substances. Laboratory experiments in which bread was baked with no crust, show that such bread is also without flavor. So it is clear that, to a great extent, the flavor depends on the crust, and the crust depends on the sugar.

Please fill in the blanks in the sentences below:

1. To a baker, a rich _____ _____ is evidence of a properly _____ dough baked into a loaf of pleasing flavor.

2. Crust _____ is largely due to the c_____ of sugars present in the dough at the time of _____.

3. In an over-fermented dough, most of the _____ may be consumed by the _____ before the time of _____.

4. The crust color will then be _____, no matter how long the loaf remains in the oven.

5. Caramelization and _____ _____ reactions contribute important _____ substances.

6. The flavor depends on the _____ and the crust depends on the _____.

Please turn to page 23 *and correct your work.* ➡ ➡ ➡ ➡

TO SERVE
BREAD
AT EVERY
MEAL

Sugar in Bread Baking (continued)

4. *Sugar provides sweetness and flavor.*

There are two flavor aspects of the use of sugar in bread baking: first, there is the aspect of improved taste that the sweetness of sugar itself gives to bread; second, there is the improvement of flavor that comes from the reaction of sugar with other ingredients. In addition to the sweetness it contributes of itself, sugar also acts as a *carrier of other flavors*, such as butter aroma and other *volatile* aromas. ("Volatile" means flying off or escaping easily.)

A bread short-baked at a proper temperature will keep more flavor because it will keep more moisture, which holds in the volatile flavors, than an over-baked or slow-baked loaf in which the volatile flavors are given more chance to escape. The important thing to remember here is that it is the generous use of sugar which makes it possible to bake bread faster.

Please fill in the blanks in the sentences below:

1. The sweetness of sugar itself improves the _____ of bread.

2. There is *also* an improved flavor from _____ _____.

3. A bread short-baked at a proper temperature will keep more _____ because it will keep more _____.

4. It is the generous use of _____ which makes it possible to bake bread_____.

Please turn to page (22) *and correct your work.* ➡ ➡ ➡ ➡

Sugar in Cake Baking

In cake baking, sugar performs these functions:

1. It increases tenderness.
2. It improves volume.
3. It improves texture and reduces the danger of tunneling (large holes).
4. It develops a pleasing crust color.
5. It creates a balance between liquids and solids, thus forming a stable structure.
6. It acts as a carrier for other flavors.
7. It helps keep in moisture.
8. It gives cake a glossy, attractive finish and adds to its sales appeal.

Please fill in the blanks in the sentences below:

1. Sugar increases t_____.
2. Sugar improves v_____.
3. Sugar improves t_____ and reduces the danger of t_____.
4. Sugar develops a pleasing crust _____.
5. Sugar creates a _____ between _____ and _____, thus forming a stable structure.
6. Sugar acts as a carrier for other _____.
7. Sugar helps keep in m_____.
8. Sugar gives a cake a _____ finish and adds to _____appeal.

Please turn to page 24 *and correct your work.* ➡ ➡ ➡ ➡

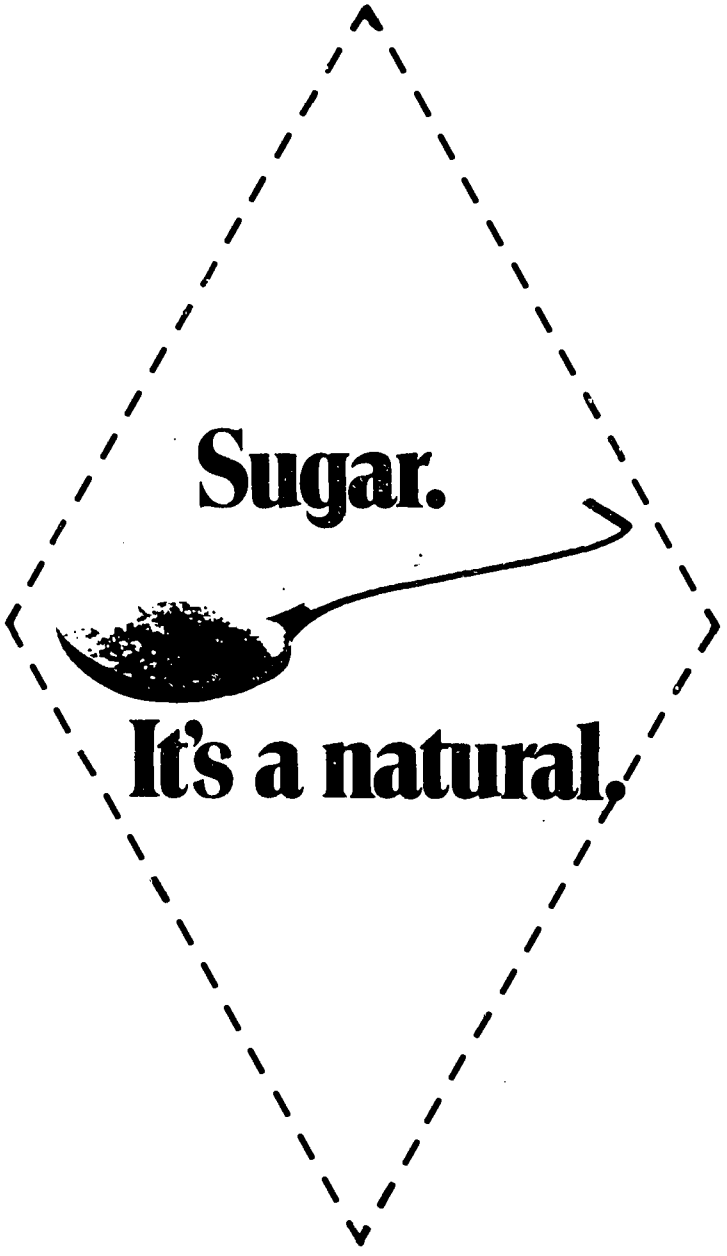
Sugar.
It's a natural.

1. Fermentation tolerance is the *range* of time during which a properly developed and *fermented* dough will produce *bread* of good quality.

2. The first factor that influences fermentation tolerance is whether or not the *yeast* consumes all of the fermentable *sugars*.

3. The rising of the bread is due to the production of *carbon dioxide*.

4. When all of the food is consumed which makes possible the production of *carbon dioxide*, fermentation *stops*.

Please return to page 17 and check your answers. Make changes where needed.

When you have completed work on page 17, turn to page 18.

This busy baker never forgets his sugar scoop.

1. The sweetness of sugar itself improves the *taste* of bread.

2. There is *also* an improved flavor from *the reaction of sugar with other ingredients*.

3. A bread short-baked at a proper temperature will keep more *flavor* because it will keep more *moisture*.

4. It is the generous use of *sugar* which makes it possible to bake bread *faster*.

Please return to page 19
and check your answers.
Make changes where needed.

← ← ← ← *When you have completed work on page 19,*

turn to page 20.

1. To a baker, a rich *crust* *color* is evidence of a properly *fermented* dough baked into a loaf of pleasing flavor.

2. Crust *color* is largely due to the *caramelization* of sugars present in the dough at the time of *baking*.

3. In an over-fermented dough, most of the *sugars* may be consumed by the *yeast* before the time of *baking*.

4. The crust color will then be *pale*, no matter how long the loaf remains in the oven.

5. Caramelization and *browning* reactions contribute important *flavoring* substances.

6. The flavor depends on the *crust* and the crust depends on the *sugar*.

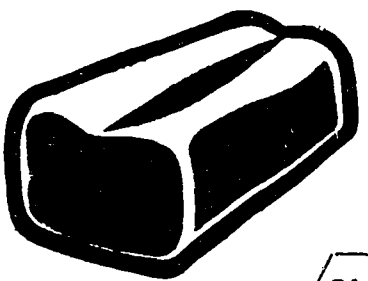

Please return to page 18
and check your answers.
Make changes where needed.

When you have completed work on page 18,

turn to page 19.

1. Sugar increases tenderness.
2. Sugar improves volume.
3. Sugar improves texture and reduces the danger of tunneling.
4. Sugar develops a pleasing crust color.
5. Sugar creates a balance between liquids and solids, thus forming a stable structure.
6. Sugar acts as a carrier for other flavors.
7. Sugar helps keep in moisture.
8. Sugar gives a cake a glossy finish and adds to sales appeal.

Please return to page 20
and check your answers.
Make changes where needed.

When you have completed work on page 20, turn to page 25.

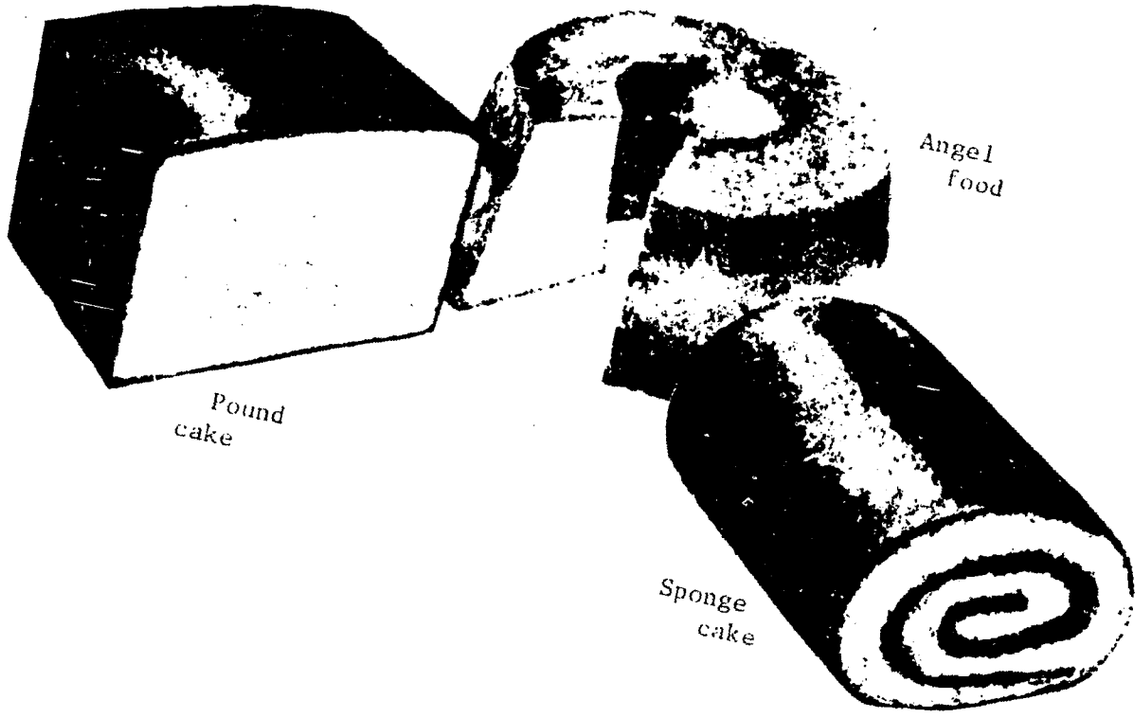
Angel
food
Pound
cake
Sponge
cake

Formula Balance in the Use of Sugar

The basis of formula balance is the idea that each ingredient in cake making is either a tenderizer or a toughener; a moistener or a dryer. To obtain a stable structure, therefore, each ingredient must be balanced against all the other ingredients. By "stable structure" we mean that the cake body formed by combining the various ingredients must be capable of retaining the gas formed in the leavening process.

Please fill in the blanks in the sentences below:

1. Formula balance is the idea that each ingredient is either a _____ or a _____; a _____ or a _____.
2. Each ingredient must be _____ against all the other _____.
3. "Stable structure" means that the cake _____ formed by combining the various ingredients must be capable of _____ the gas formed in the _____ process.

Please turn to page 28 *and correct your work. Make changes where needed.*

FORMULA BALANCE

I. In High-Ratio Layer Cakes and Pound Cakes

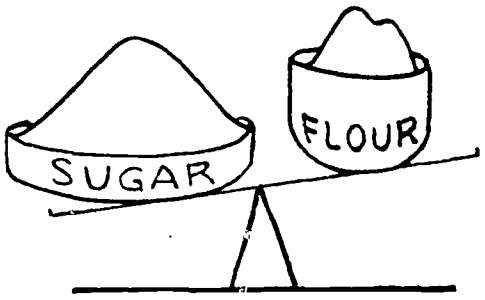

The weight of the sugar
should exceed
the weight of the flour.

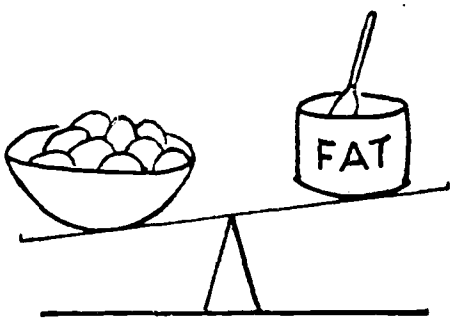

The weight of the eggs
should exceed
the weight of the fat.

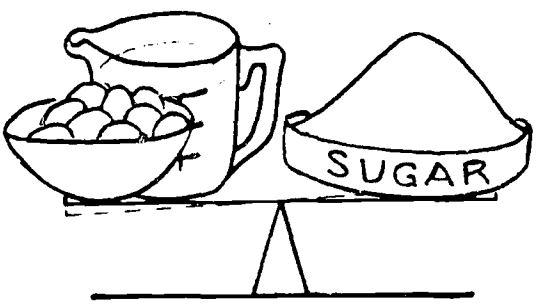

The weight of the eggs
and liquids
should equal or be
slightly more than
the weight of the sugar.

Formula Balance - Pound and Layer Cakes

To make a cake sweeter, we need extra sugar. To make it more moist, we need extra liquid. High-ratio cakes use more sugar and liquid in proportion to the flour than were used in the older types of cakes.

Here are the formula-balance rules for high-ratio pound and layer cakes.

1. The weight of the sugar should be more than the weight of the flour.

2. The weight of the eggs should be more than the weight of the fat.

3. The weight of the eggs and liquids should be equal to or slightly more than the weight of the sugar.

Please fill in the blanks in the sentences below:

1. High-ratio cakes use more _____ and _____ in proportion to the flour than older types of cakes.

2. In high-ratio cakes, the weight of the sugar should be more than the weight of the _____.

3. The weight of the _____ should be more than the weight of the fat.

4. The weight of the _____ and _____ should be at least equal to the weight of the sugar.

Please turn to page 29 *and check your work.* → → → →

SUCCESS FORMULA:

more uniform
high-quality
baked goods
faster

ERIC

Review of Book 6

1. Sugar provides man's body with _____ and _____.

2. Sugar is classified as a c_____ food.

3. The sugar obtained from sugarcane and beets is called _____.

4. B_____ sugar contains some molasses and mineral matter.

5. In breadmaking, yeast feeds on sugar to produce the _____ _____gas necessary for l_____.

6. Yeast converts sugar into al _____ and _____ _____. This process is called f_____.

7. Where sugar is not added, the yeast feeds on the sugar contained in the _____.

8. The most commonly used type of granulated sugar in the baking industry is called _____ gr_____.

9. Sugars specially prepared for icings, fillings, and dusting on pastries are called c_____ sugars.

10. In breadmaking, sugar increases fermentation t_____.

11. In bread baking, sugar develops a good crust _____ and better f_____ in the loaf.

12. Sugar makes it possible to bake the bread _____er and hence the loaf keeps in more m_____.

13. Crust color is due largely to c_____tion of sugars.

14. In cake baking, sugar increases t_____ and improves t_____.

15. Sugar creates a balance between the l_____ and s_____ ingredients.

16. To obtain a stable structure in a cake, each ingredient must be b_____ed against all the other ingredients.

Check your answers in the Answer Book.

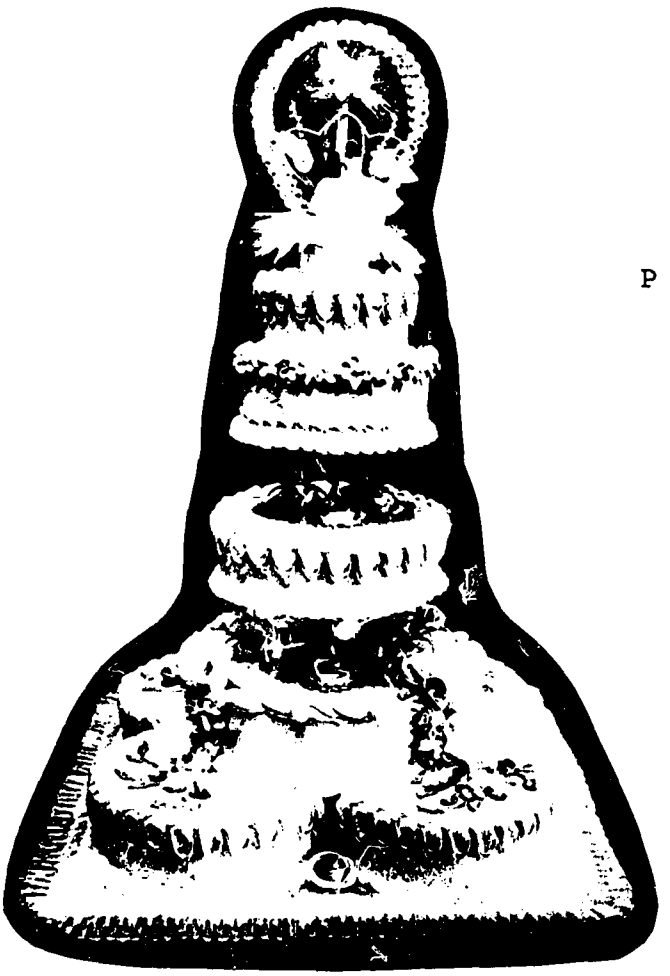

POSITIVE

SUGAR

WORK

1. Formula balance is the idea that each ingredient is either a *tenderizer* or a *toughener*; a *moistener* or a *drier*.

2. Each ingredient must be *balanced* against all the other *ingredients*.

3. "Stable structure" means that the cake *body* formed by combining the various ingredients must be capable of *retaining* the gas formed in the *leavening* process.

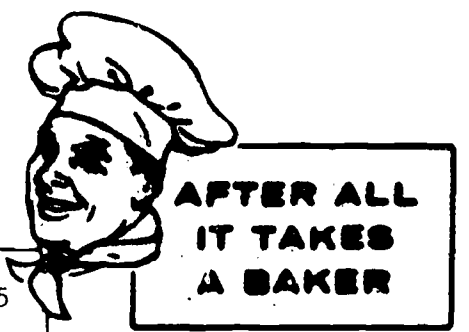

Please return to page 25
and check your answers.
Make changes where needed.

When you have completed the work on page 25,

turn to page 26.

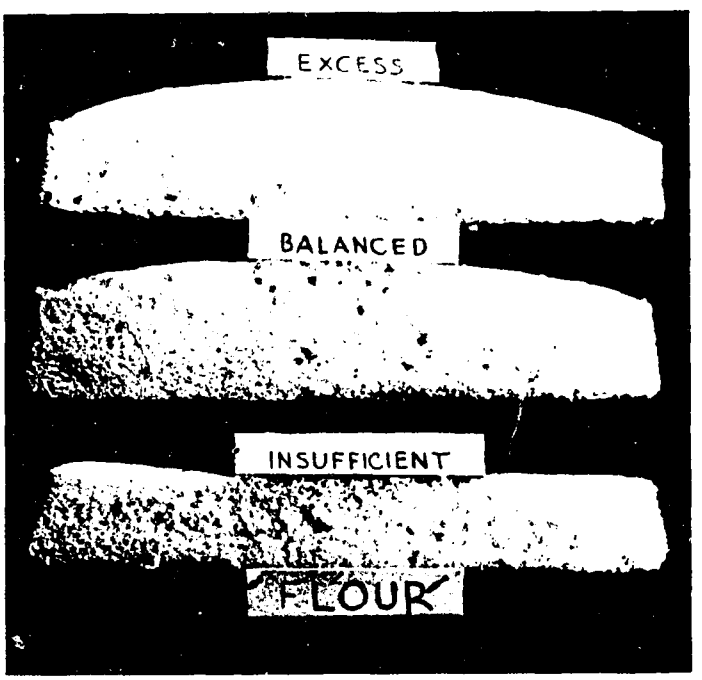

Flour is a basic structural ingredient. Incorrect amounts affect formula balance, grain, volume, and eating qualities.

1. High-ratio cakes use more *sugar* and *liquid* in proportion to the flour than older types of cakes.

2. In high-ratio cakes, the weight of the sugar should be more than the weight of the *flour*.

3. The weight of the *eggs* should be more than the weight of the fat.

4. The weight of the *eggs* and *liquids* should be at least equal to the weight of the sugar.

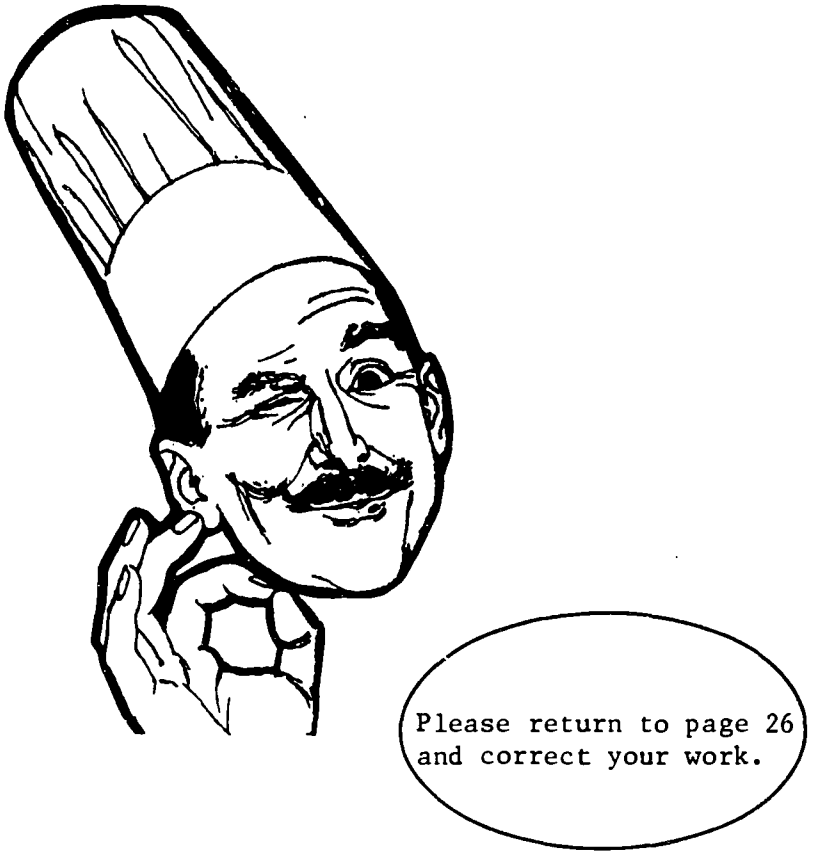

When you have completed the work on page 26, turn to page 33.

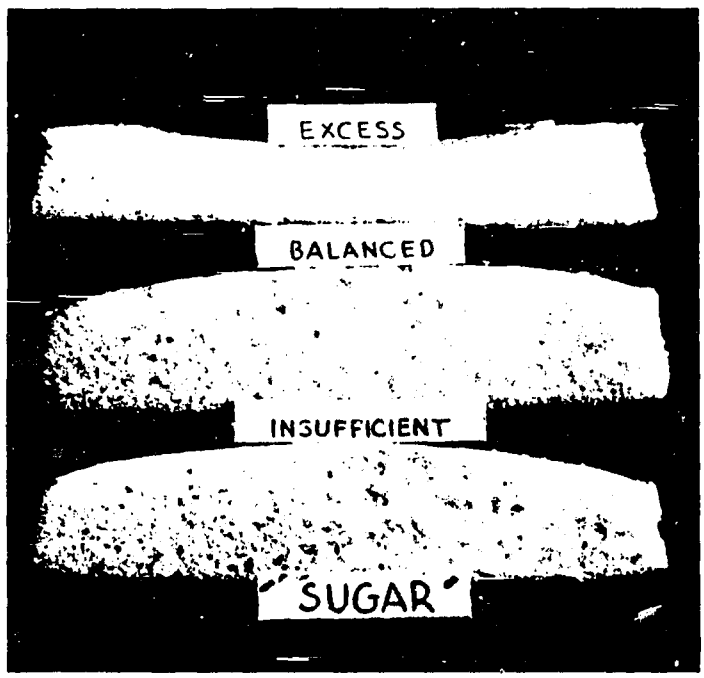

Too much or not enough sugar unbalances the formula and hurts volume, grain, and particulary eating qualities.

1. Too much flour would make an angel-food cake *tough*.

2. Too much liquid could make an angel-food cake *collapse*.

3. The weight of the egg whites should equal the weight of the *sugar*.

4. The weight of the *flour* should be about 1/3 the weight of the sugar.

5. The weight of the egg whites should be about three times the weight of the *flour*.

Please turn to page 33
and correct your work.

Then go on to page 32 *and continue the program.* → → → →

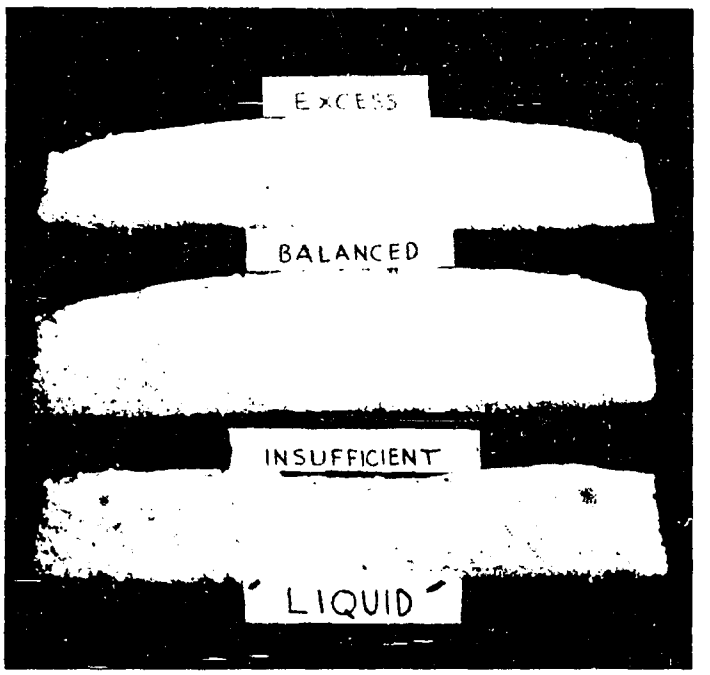

Liquid (milk or water) is directly related to the amount of sugar in the formula. Incorrect amounts affect volume, grain, and eating qualities.

For sponge cakes:

1. Sugar *more* *than* eggs *(or same as)*
2. Sugar *more* *than* flour
3. Flour *less* *than* eggs
4. Sugar *less* *than* milk, water, and eggs
5. Eggs + flour *more* *than* sugar + milk + water

Please turn to page 32
and correct your answers.

You have now finished Book 6. Go back to the beginning and run through it again, paying particular attention to the filled-in answers. Then go to the Review on page 27 *and see how many of the statements you can fill in correctly.*

FORMULA BALANCE

III. In Sponge Cakes

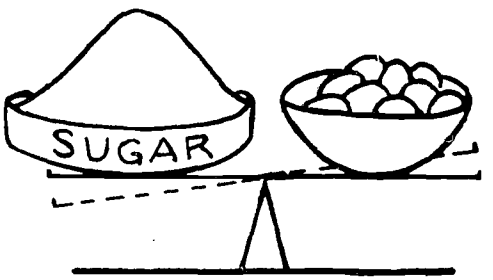

The weight of the sugar should equal or be greater than the weight of the eggs.

The *total* weight of the milk, water, and eggs should be more than the weight of the sugar.

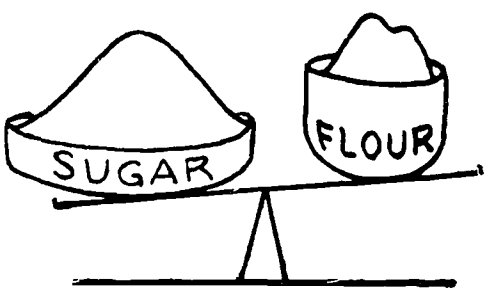

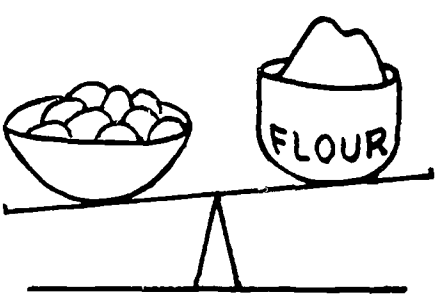

The weight of the sugar *or* of the eggs should be greater than the weight of the flour.

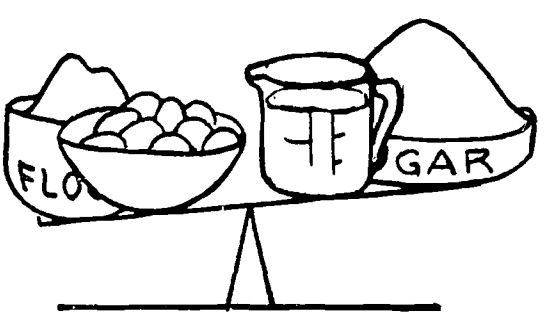

The *total* weight of eggs + flour should be greater than the weight of sugar + milk + water.

Formula Balance - Sponge Cakes

Here are the formula-balance rules for sponge cakes:

1. The weight of the sugar should be the same as or more than the weight of the eggs.

2. The total weight of the milk, water, and eggs should be more than the weight of the sugar.

3. The weight of the sugar *or* of the eggs should be more than the weight of the flour.

4. The total weight of eggs and flour should be more than the weight of sugar and milk and water.

Please write in the words "equal to," "more than," or "less than" in the blank spaces below. For sponge cakes:

1. Sugar _____ _____ eggs

2. Sugar _____ _____ flour

3. Flour _____ _____ eggs.

4. Sugar _____ _____ milk, water, and eggs

5. Eggs + flour _____ _____ sugar + milk + water

← ← ← ← *Please turn to page* (31) *and check your work.*

FORMULA BALANCE

II. In Angel-Food Cakes

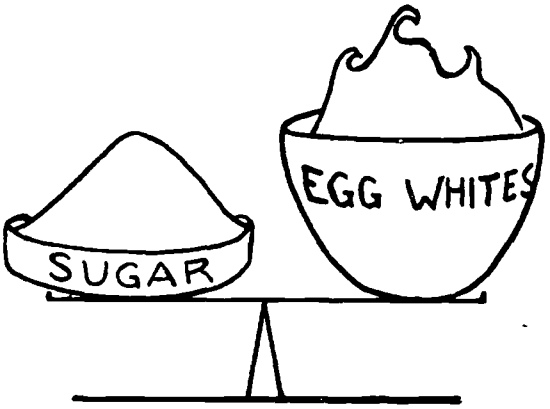

The weight of the sugar should equal the weight of the egg whites.

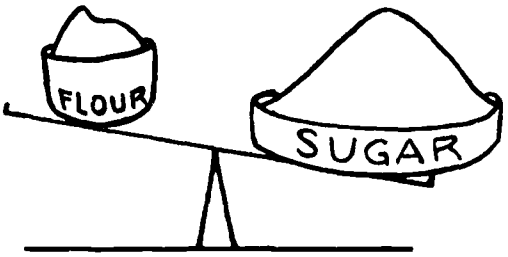

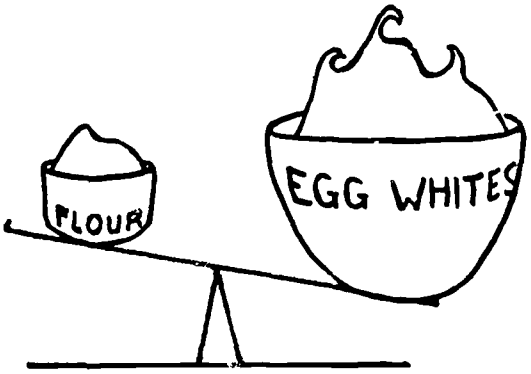

The weight of the flour should be about one-third the weight of the sugar or the egg whites.

Formula Balance - Angel-Food Cakes

Changing the proportions of an angel-food cake would make it out of balance. Too much flour would make it tough. If you used too many egg whites, it might collapse.

1. The weight of the sugar should equal the weight of the egg whites.

2. The weight of the flour should be about one-third the weight of the sugar (or egg whites).

Please fill in the blanks in the sentences below:

1. Too much flour would make an angel-food cake _____.

2. Too much liquid could make an angel-food cake _____.

3. The weight of the egg whites should equal the weight of the _____.

4. The weight of the _____ should be about 1/3 the weight of the sugar.

5. The weight of the egg whites should be about three times the weight of the _____.

Please turn to page 30 *and check your work.*

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

WHAT EVERY BAKER NEEDS TO KNOW

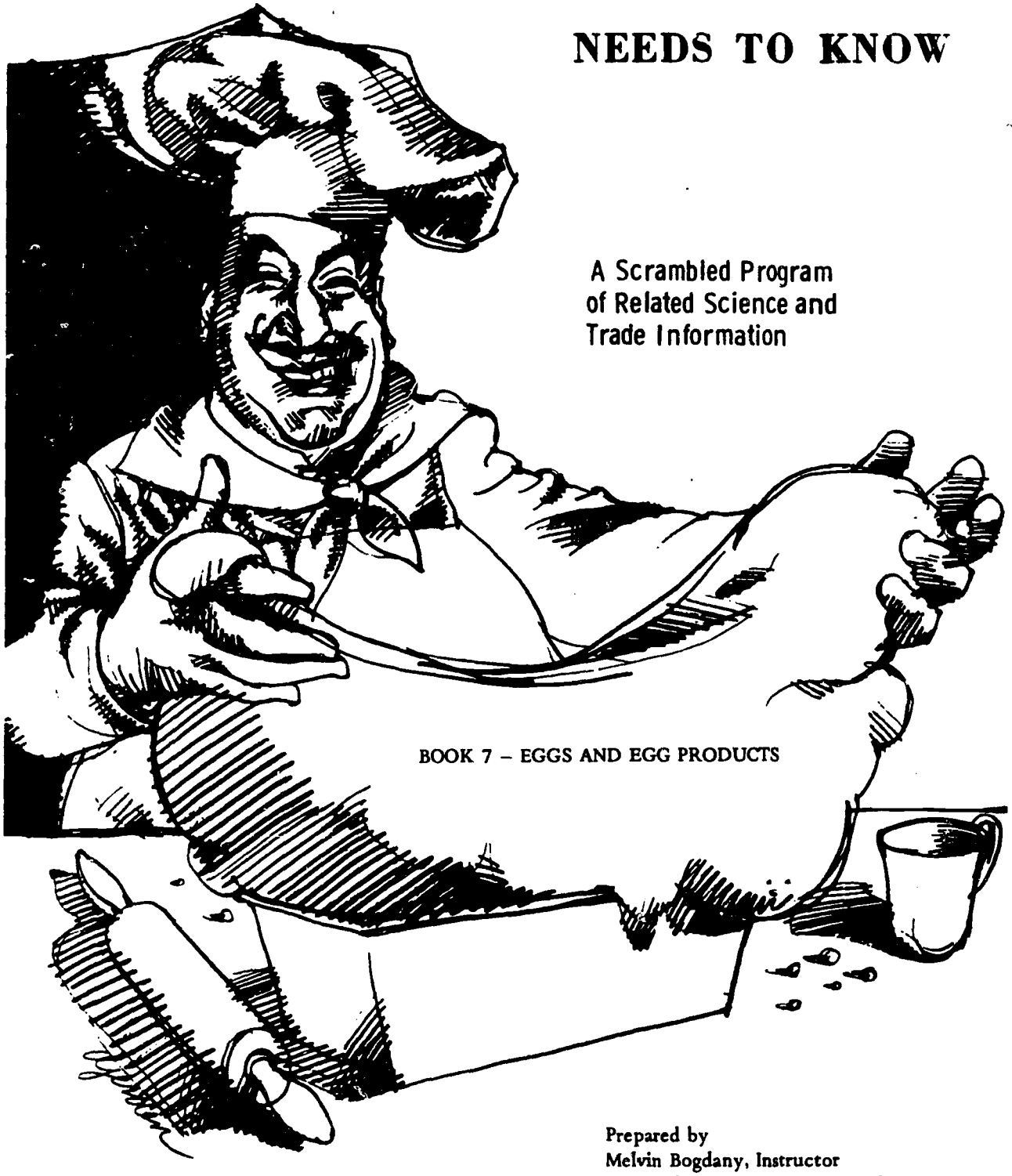

A Scrambled Program
of Related Science and
Trade Information

BOOK 7 – EGGS AND EGG PRODUCTS

Prepared by
Melvin Bogdany, Instructor
Middlesex County Vocational
and Technical High Schools
East Brunswick, New Jersey

ERIC

Book 7 - Eggs and Egg Products

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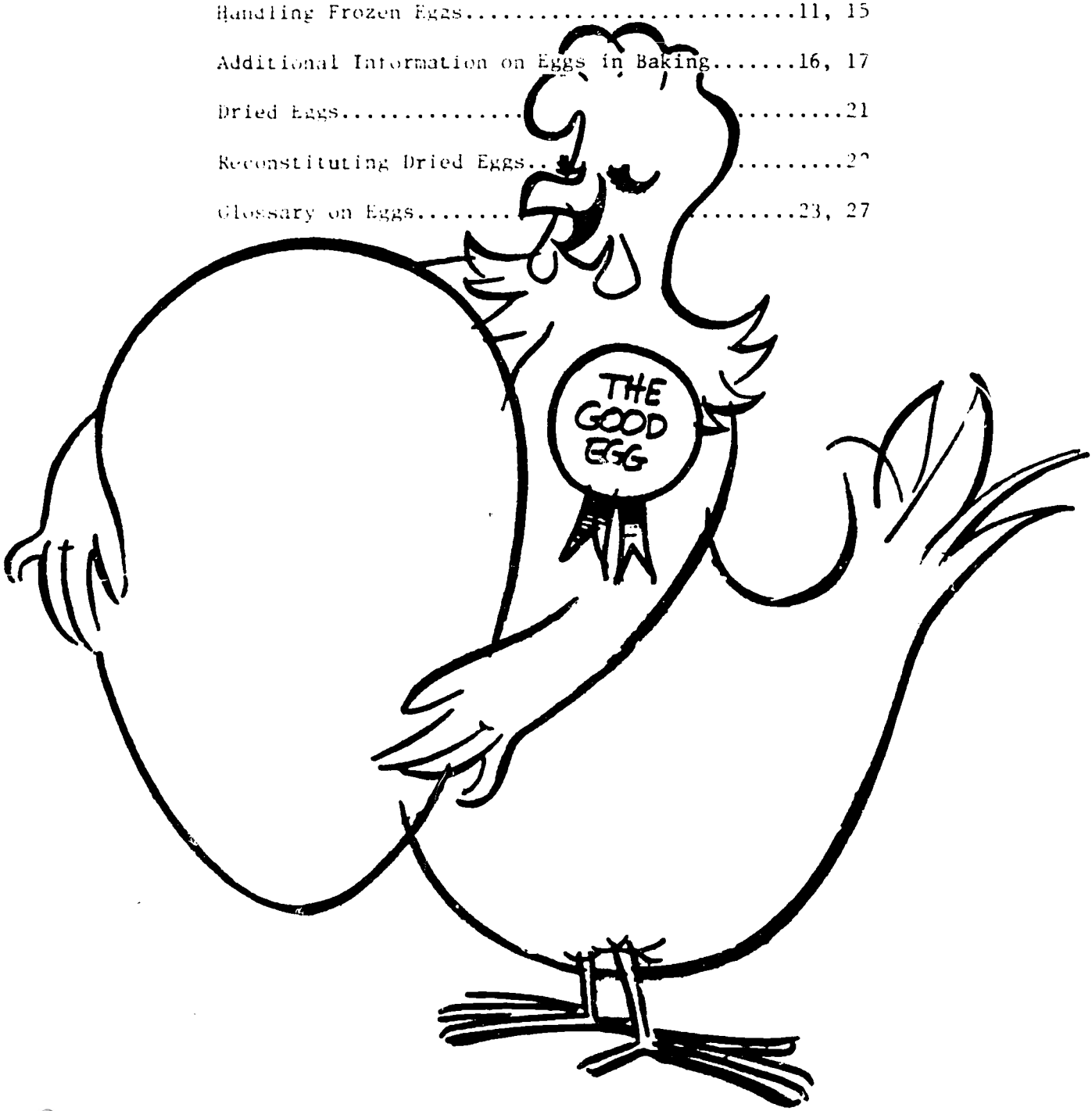

Introduction

Eggs are one of the most important baking ingredients from the standpoint of quality, nutrition, and cost. In many cakes the eggs account for about half the cost of the ingredients used. In sponge cakes, the cost of eggs may amount to as much as 70% of the total ingredient cost.

Eggs are available to the baker in four forms:

a. Shell eggs - The eggs are still in their shells.

b. Liquid eggs - The eggs have been broken or separated from the shells.

c. Frozen eggs - The eggs have been quick-frozen.

d. Dried eggs - The eggs have been dried by spraying into heated chambers.

Eggs may be further classified into:

a. Whole eggs
b. Egg yolks
c. Egg whites

Please fill in the blank spaces below: (with letters only):

1. Eggs are one of the most important ingredients in baking, for their qu_____, n_____, and c_____.

2. In sponge cakes, the cost of the eggs may be as high as _____% of the total ingredient cost.

3. Eggs are available in _____ forms:

   a. Eggs still in their shells are called _____ _____.
   b. Eggs that have been separated from their shells are called _____ _____.
   c. Quick-frozen eggs are called _____ _____.
   d. Eggs that have been dried by spraying are called _____ _____.

4. Eggs may be further classified into:
   a. _____ eggs
   b. Egg _____
   c. Egg _____

Please turn to page (2) and check your work. → → → →

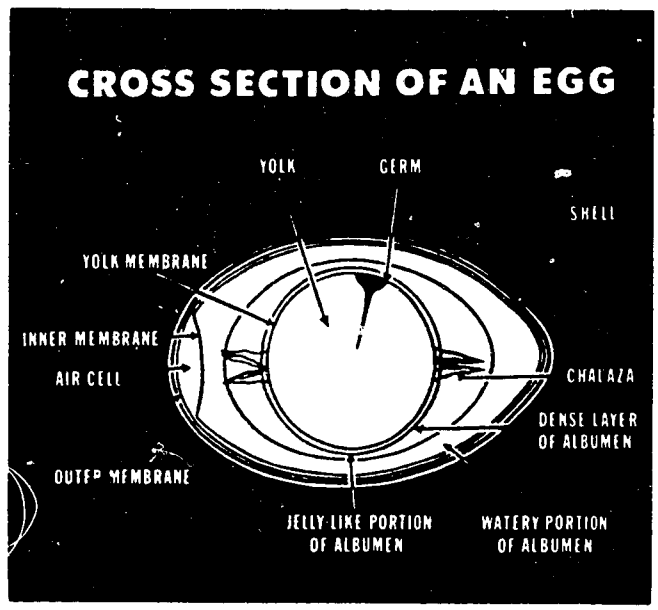
CROSS SECTION OF AN EGG
YOLK
GERM
SHELL
YOLK MEMBRANE
INNER MEMBRANE
AIR CELL
CHALAZA
DENSE LAYER OF ALBUMEN
OUTER MEMBRANE
JELLY-LIKE PORTION OF ALBUMEN
WATERY PORTION OF ALBUMEN

Structure of an Egg (continued)

The egg white is a protein-containing substance called *albumen*. The albumen varies greatly in thickness in different parts of the egg. The total white portion makes up about 65% of the edible egg. It has much more water in it than the yolk has.

The watery portion of the albumen is the thin, white fluid next to the inner shell membrane. This portion is just as important to the baker for its cell-building qualities as the thicker portions of the white.

There is a dense (heavy) layer of albumen, a somewhat smaller portion of the white surrounding the yolk, between the watery portion and the jelly-like, innermost portion. Finally there is a thin layer of jelly-like albumen right next to the yolk.

The chalaza is the name for either of the pair of rope-like masses of thickened albumen at opposite sides of the yolk. The chalazas keep the yolk in position within the egg..

The *yolk* is the yellow portion of the egg. It is enclosed in a sac, or membrane, which holds the yolk in its normal ball-like shape. The yolk makes up about 35% of the edible egg. It has less water and more food value than the albumen.

The *germ* is on the surface of the yolk. It looks like a tiny disk of material slightly different in color from the rest of the yolk. If the egg has been fertilized (by a rooster), a new chicken would develop from the germ.

Please fill in the proper words in the sentences below:

1. The egg white is a pr_____-containing substance called _____.
2. The albumen is important to the baker mostly for its _____-_____ qualities.
3. The thin, white portion of the albumen is (more, less, just as) important in baking as the thicker portions.
4. The rope-like masses on both sides of the yolk are called _____. These keep the yolk in proper p_____.
5. The yellow portion of the egg is called the _____.
6. It is enclosed in a _____ or _____.

(over)

7. The yolk makes up about _____% of the edible egg, and the total white makes up about _____%.

8. The _____ is on the surface of the yolk.

9. The yolk has less _____ and more _____ value than the albumen.

10. In a f_____ egg, a new chicken would develop from the germ.

→ → → → *Please turn to page* 4 *and check your work.*

The "richest" part of the cake

1. The shell makes up about __c__ % of the egg by weight.
   a. 3% b. 7% c. 10% d. 20%

2. The outer shell membrane is next to the __b__.
   a. yolk b. shell c. white d. all of the above

3. The inner shell membrane is next to the __c__ and holds it in.
   a. yolk b. shell c. white d. all of the above

4. An air space exists between the inner and outer shell __b__.
   a. whites b. membranes c. air d. materials

5. This air space increases in size as the egg __c__.
   a. dries and gets dirty c. cools and ages
   b. breaks and opens d. heats and cooks

Please turn to page 5
and correct any errors.

← ← ← ← *Please turn to page 2 and continue the program.*

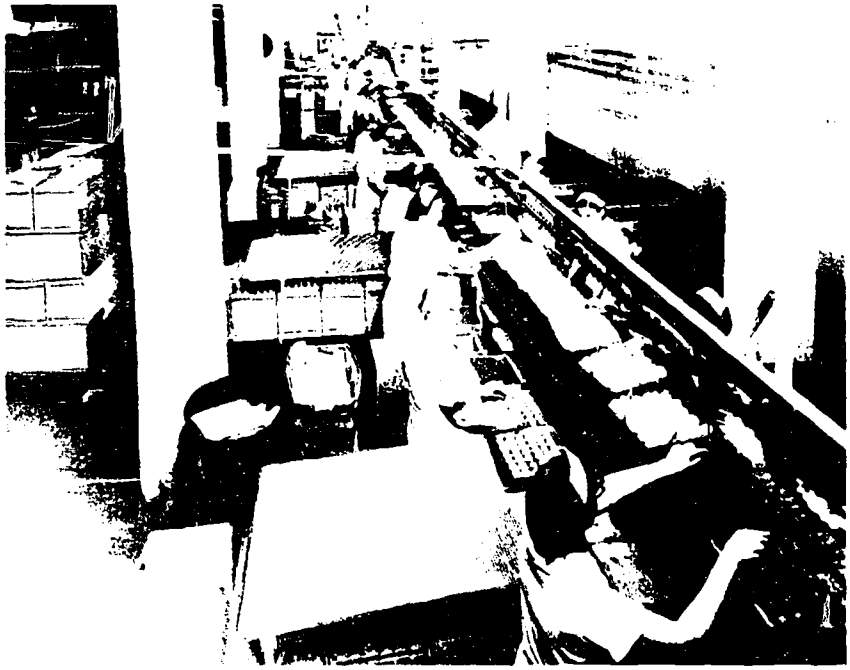

Eggs are transferred from cases to lifters and conveyed to breaking operation in the next processing room.

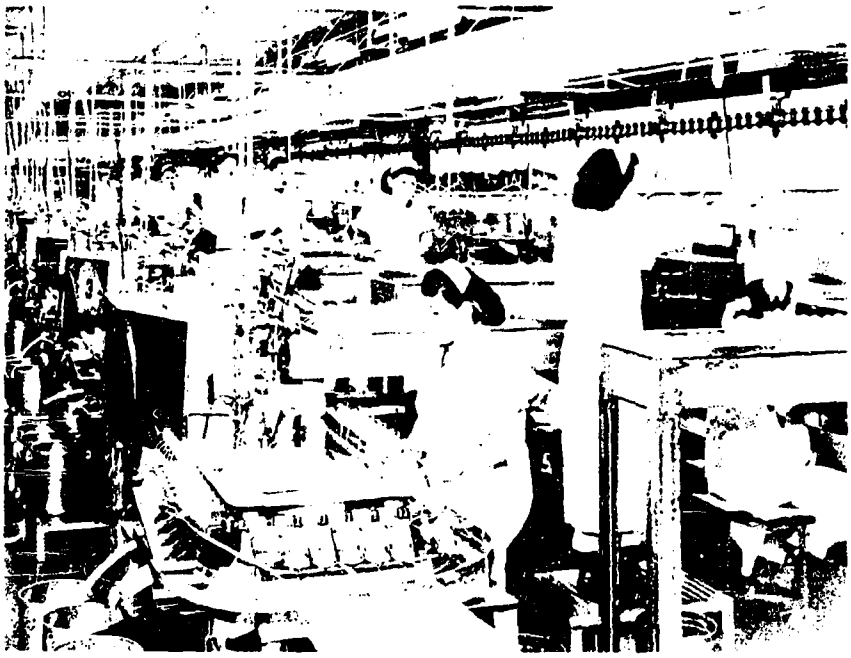

Automation in the processing department

1. The egg white is a protein -containing substance called albumen.
2. The albumen is important to the baker mostly for its cell-building qualities.
3. The thin, white portion of the albumen is (more, less, just as) important in baking as the thicker portions.
4. The rope-like masses on both sides of the yolk are called chalazas. These keep the yolk in proper position.
5. The yellow portion of the egg is called the yolk.
6. It is enclosed in a sac or membrane.
7. The yolk makes up about 35% of the edible egg, and the total white makes up about 65%.
8. The germ is on the surface of the yolk.
9. The yolk has less water and more food value than the albumen.
10. In a fertilized egg, a new chicken would develop from the germ.

Please return to page 2 and correct any errors.

Please turn to page 7 and continue the program. → → → →

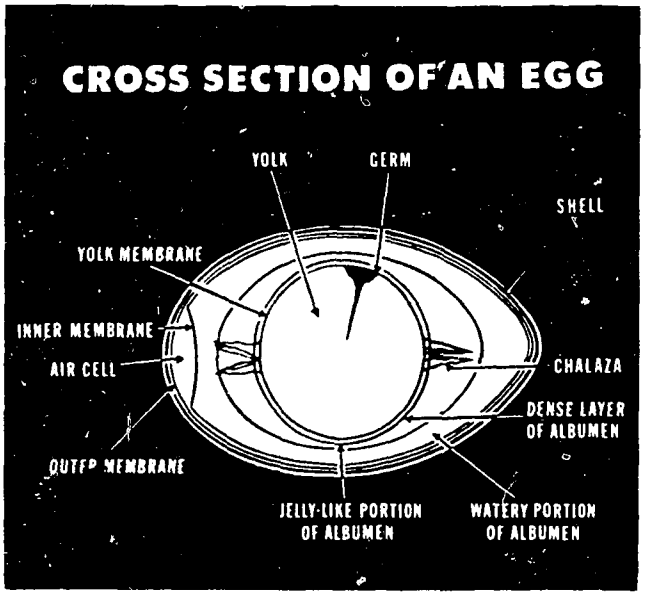
CROSS SECTION OF AN EGG
YOLK
GERM
SHELL
YOLK MEMBRANE
INNER MEMBRANE
AIR CELL
CHALAZA
DENSE LAYER OF ALBUMEN
OUTER MEMBRANE
JELLY-LIKE PORTION OF ALBUMEN
WATERY PORTION OF ALBUMEN

Structure of an Egg

The shell makes up about 10% of the egg by weight. This, of course, serves only as a protective container for the fool material. When the egg is newly laid, it is covered with a slight film, which serves to seal the pores in the shell. (Pores are very, very tiny holes.) If eggs are washed, this film is washed away, and bacteria can more easily enter the egg.

The outer shell membrane is next to the shell. The inner shell membrane is next to the white and holds it in. A membrane is a very thin, soft layer of material that can be seen through.

An air space exists between the inner and outer shell membranes, but is most noticeable at the wide end. This air space increases in size as the egg cools and ages.

Please select the correct letter and place it in the blank spaces below:

1. The shell makes up about _____% of the egg by weight.
   a. 3% b. 7% c. 10% d. 20%

2. The outer shell membrane is next to the _____
   a. yolk b. shell c. white d. all of the above

3. The inner shell membrane is next to the _____ and holds it in.
   a. yolk b. shell c. white d. all of the above

4. An air space exists between the inner and outer shell _____.
   a. whites b. membranes c. air d. materials

5. This air space increases in size as the egg _____.
   a. dries and gets dirty c. cools and ages
   b. breaks and opens d. heats and cooks

Please turn to page 5 and check your answers.

Flock houses on specialized farms

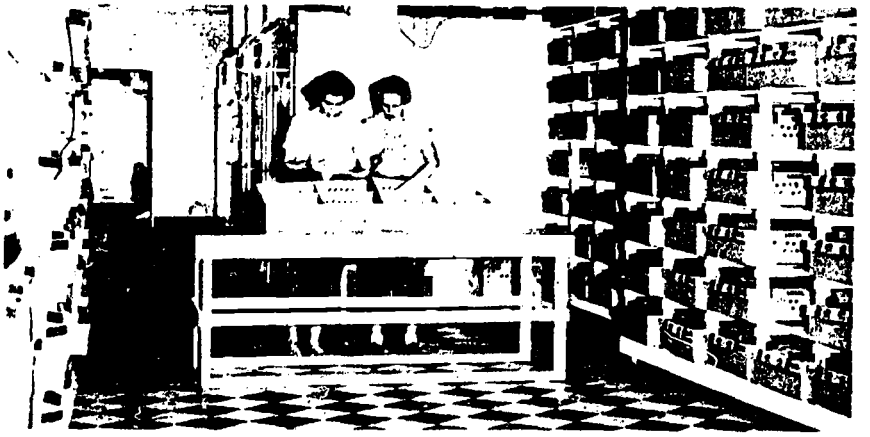

Inspection room

1. Eggs are one of the most important ingredients in baking, for their quality, nutrition, and cost.

2. In sponge cakes, the cost of the eggs may be as high as 70% of the total ingredient cost.

3. Eggs are available in four forms:

   a. Eggs still in their shells are called shell eggs.
   b. Eggs that have been separated from their shells are called liquid eggs.
   c. Quick-frozen eggs are called frozen eggs.
   d. Eggs that have been dried by spraying are called dried eggs.

4. Eggs may be further classified into:
   a. whole eggs
   b. Egg yolks
   c. Egg whites

Please return to page 1
and correct any errors.

← ← ← ← *Please turn to page* 5 *and continue the program.*

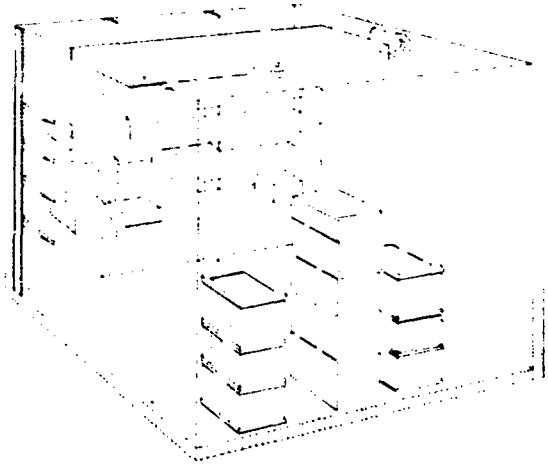

Walk-in refrigerator

Storage of Shell Eggs

Eggs are highly perishable and should be kept under refrigeration to prevent the growth of bacteria and molds.

Shell eggs are often held in commercial storage for 6 months or more. There the temperature is usually kept at about 30° F., which is slightly above the freezing point of the egg. In the bakery they should be kept at 40° F. and, most important, they should be kept dry at all times.

Please select the correct letter and place it in the blank spaces below:

1. Eggs are highly perishable and should be kept under _____ to prevent the growth of bacteria and molds.

   a ground b. refrigeration c. tables d. cloths

2. When shell eggs are held in commercial storage, the temperature is usually kept at about _____.

   a. 32° F. b. 0° F. c. 30° F. d. 40° F.

3. In the bakery, eggs should be kept at about _____.

   a. 32° F. b. 0° F. c. 30° F d. 40° F.

4. Eggs should be kept _____ at all times.

   a. dry b. wet c. moist d. boiled

Please turn to page 10 *and check your answers.* → → → →

Almond Coffee Twist

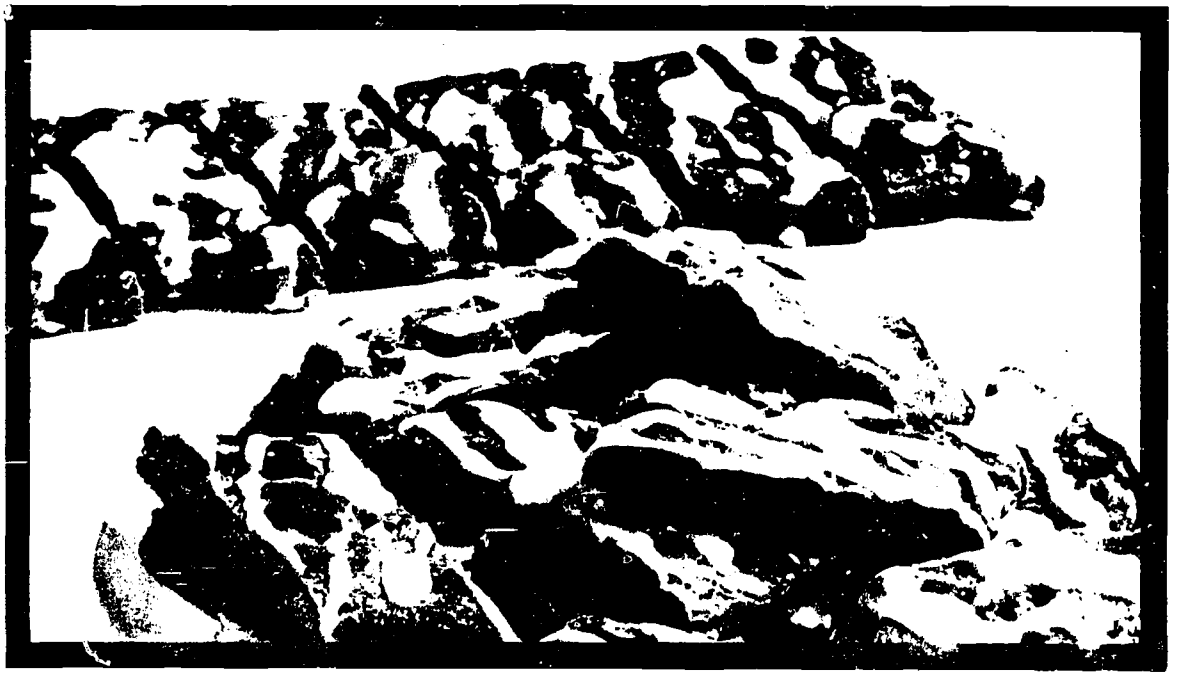

Date Nut Bars

1. As discussed above, eggs in bakery products add color, flavor, food value, and freshness.

2. Cakes are considered more desirable when their color is yellow.

3. Both fresh and frozen eggs have a desirable flavor.

4. Eggs add food value because they are rich in protein, fats, minerals, and vitamins.

5. Cakes made with extra yolks tend to retain moisture well. This helps the cake stay fresh.

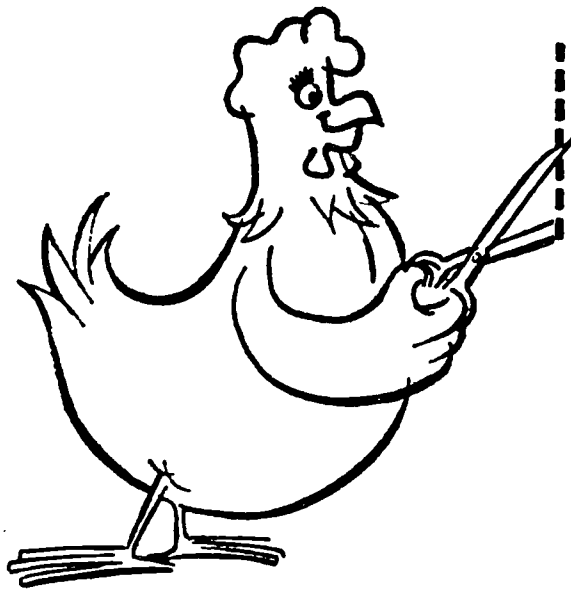

Please turn to page 12 and correct any errors.

Please turn to page 11 and continue the program. → → → →

Eggs help to bind and leaven
all of these cakes

Functions of Eggs in Bakery Products

Eggs serve many different functions (purposes or uses) in bakery products:

Binding action
Leavening action
Emulsifying action
Color
Flavor
Food value
Freshness

Binding action: We saw how the gluten, which is a protein material in flour, forms the framework for a bread dough. The proteins in eggs act to some extent in the same way. The egg proteins form a kind of framework to bind and support the other ingredients.

Leavening action: In creaming a batter, the egg foam forms tiny air cells surrounded by a protein film. These cells help to trap air and the carbon dioxide produced by the baking powder. The gas expands when heat is applied. The partial evaporation of the moisture, in the form of steam, increases the leavening effect. In sponge and angel-food cakes, the leavening is done almost entirely by the whipped eggs or egg whites.

Emulsifying action: Egg yolk contains *lecithin*, which is an emulsifying agent. (An emulsifier binds together things that won't normally stay together, like oil and water, as in mayonnaise.) The emulsifying ability of the yolks more than balances the toughening quality of the whites, and the overall effect of the whole egg is tenderizing rather than toughening.

Please fill in the blank spaces below:

1. The three functions of eggs discussed here are
   a.
   b.
   c.

2. Egg proteins form a kind of fr_____ which _____ and supports the other ingredients.

3. In creaming, the egg foam forms tiny air _____ surrounded by a protein _____. These help to trap air and _____ _____ produced by the baking powder.

(over)

4. The leavening effect is aided by the partial evaporation of moisture into _____.

5. Leavening is done almost entirely by eggs in _____ and _____-_____ cakes.

6. Egg yolks contain an emulsifying agent called l_____.

7. The overall effect of the whole egg is t_____ing rather than t_____ing.

Please turn to page 13 and check your work. → → → →

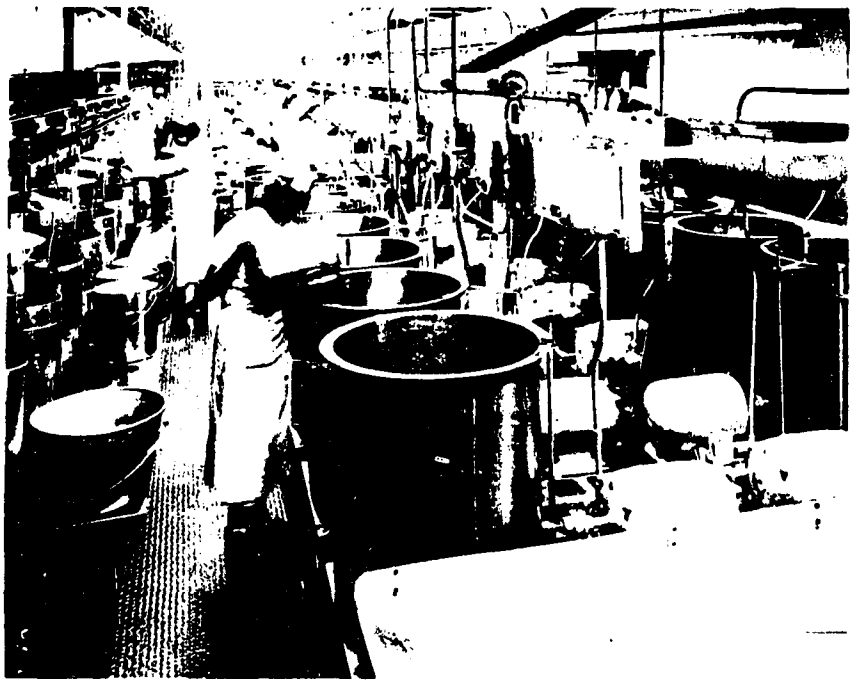

After separation, egg liquid is churned and thoroughly blended.

1. Eggs are highly perishable and should be kept under __*b*__ to prevent the growth of bacteria and molds.

   a ground b. refrigeration c. tables d. cloths

2. When shell eggs are held in commercial storage, the temperature is usually kept at about __*c*__.

   a. 32° F. b. 0° F. c. 30° F. d. 40° F.

3. In the bakery, eggs should be kept at about __*d*__.

   a. 32° F. b. 0° F. c. 30° F d. 40° F.

4. Eggs should be kept __*a*__ at all times.

   a. dry b. wet c. moist d. boiled

Please return to page 7
and correct any errors.

Please turn to page 9 *and continue the program.*

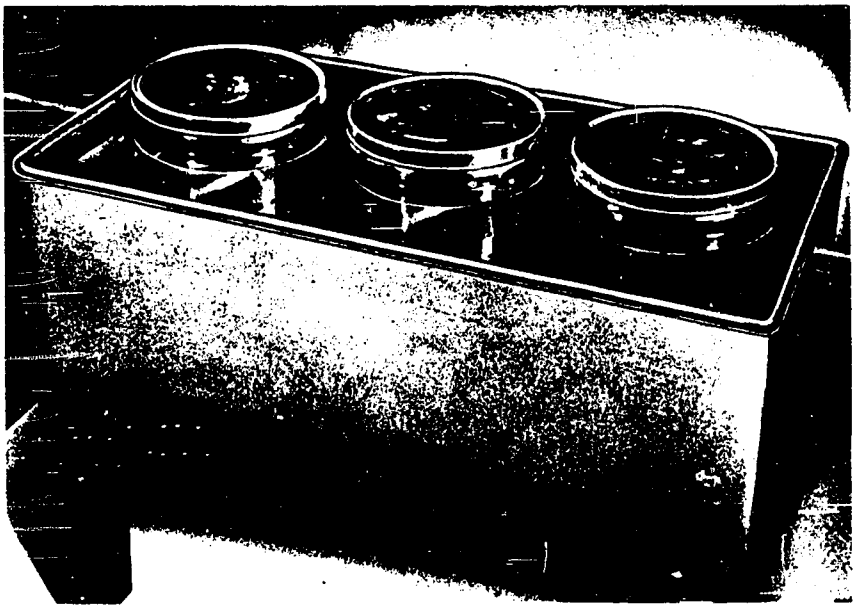

Running water bath for defrosting cans of frozen eggs.

Handling Frozen Eggs

Frozen eggs stored at 0° F. can be held for about two years. At -10° F. to -15° F. (below zero) they can be held almost indefinitely.

The best method for defrosting eggs is to set the 30-pound can in a tank or sink of running water at 50° F. to 60° F.

The next best method is to put the eggs in a refrigerator at about 35° F., but this will require a few days for the eggs to thaw.

The poorest method of defrosting frozen eggs is to allow them to stand at room temperature. It will take from 18 to 24 hours for a 30-pound can to defrost in this manner. Although the results seem to be satisfactory to the naked eye, the fact is that the eggs at the outer edge of the can will be near room temperature, while the eggs at the center of the can will be much cooler.

Please answer with a True or False in the space provided below:

1. _____ Frozen eggs stored at 10° F. can be held for about 2 years.

2. _____ At -10° F. to -15° F. they can be held almost indefinitely.

3. _____ The best method for defrosting eggs is to set the can in a tank or sink of running water at room temperature.

4. _____ A satisfactory method is to put the eggs in a refrigerator at about 35° F.

5. _____ A good method of defrosting eggs is to allow them to stand at room temperature.

6. _____ The eggs at the outer edge of the can will be near room temperature, while the eggs at the center of the can will be much cooler.

Please turn to page 14 *and check your answers.* → → → →

Functions of Eggs in Bakery Products (continued)

Color: The yolk of the egg provides the desirable yellow color which gives cake a rich appearance. Deep-colored yolks are preferred for this reason.

Flavor: Fresh and frozen eggs have a desirable flavor, which improves the eating quality of cakes. The fat in eggs adds "richness." Many people like the odor of eggs in cake.

Food value: Eggs are rich in protein, fats, minerals, and vitamins, particularly vitamins A and D. There is no difference in the food value of brown-shelled and white-shelled eggs.

Freshness: Because of the natural ability of the eggs to bind, they tend to retain moisture and retard staling. This is especially true of products made with extra yolks.

Please fill in the blank spaces below:

1. As discussed above, eggs in bakery products add c_____, f_____, f_____ v_____, and f_____.
2. Cakes are considered more desirable when their color is _____.
3. Both _____ and _____ eggs have a desirable flavor.
4. Eggs add food value because they are rich in p_____, f_____, m_____, and v_____.
5. Cakes made with extra yolks tend to retain m_____ well. This helps the cake stay _____.

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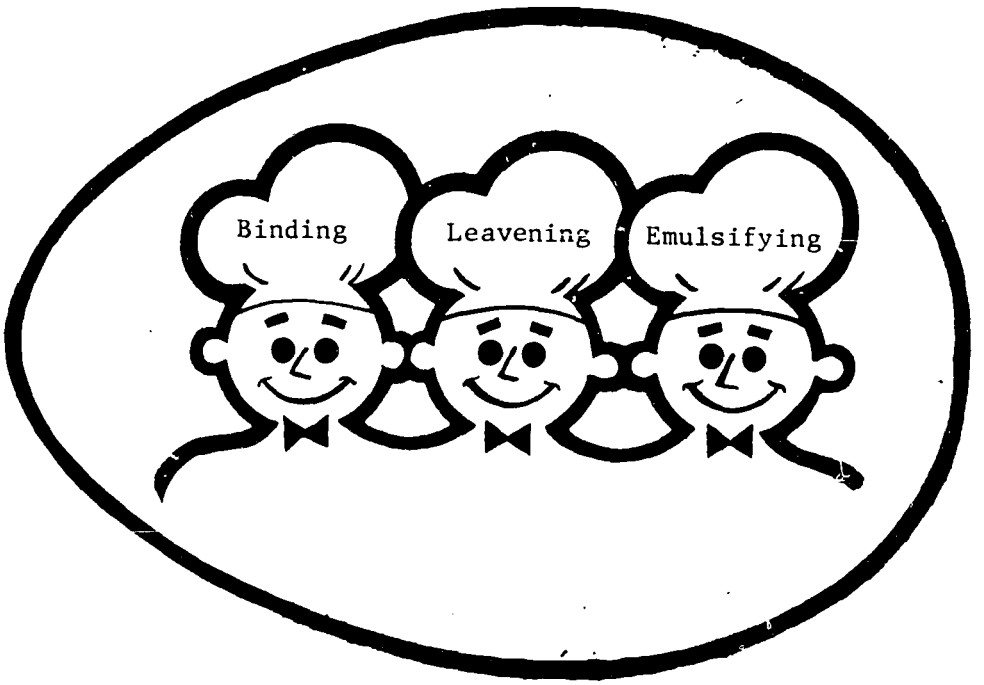
Binding
Leavening
Emulsifying

1. The three functions of eggs discussed here are
   a. *Binding action*
   b. *Leavening action*
   c. *Emulsifying action*

2. Egg proteins form a kind of *framework* which *binds* and supports the other ingredients.

3. In creaming, the egg foam forms tiny air *cells* surrounded by a protein *film*. These help to trap air and *carbon dioxide* produced by the baking powder.

4. The leavening effect is aided by the partial evaporation of moisture into *steam*.

5. Leavening is done almost entirely by eggs in *sponge* and *angel-food* cakes.

6. Egg yolks contain an emulsifying agent called *lecithin*.

7. The overall effect of the whole egg is *tenderiz* ing rather than *toughen* ing.

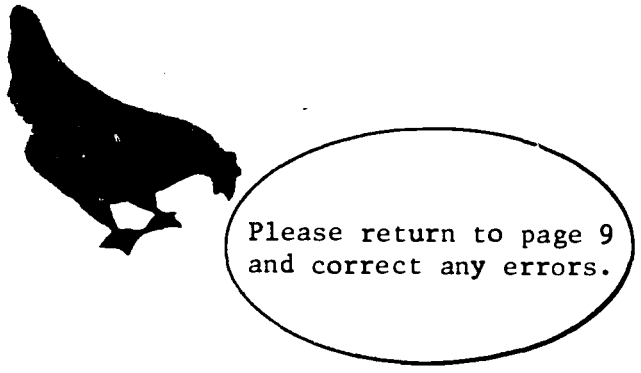

Please turn to page 12 and continue the program.

1. *False* Frozen eggs stored at 10° F. can be held for about 2 years.

2. *True* At -10° F. to -15° F. they can be held almost indefinitely.

3. *False* The best method for defrosting eggs is to set the can in a tank or sink of running water at room temperature.

4. *True* A satisfactory method is to put the eggs in a refrigerator at about 35° F.

5. *False* A good method of defrosting eggs is to allow them to stand at room temperature.

6. *True* The eggs at the outer edge of the can will be near room temperature, while the eggs at the center of the can will be much cooler.

Please return to page 11 and correct any errors.

Please turn to page 15 and continue the program. → → → →

Handling Frozen Eggs (continued)

Eggs are very perishable and should not be refrozen after thawing. Refrozen eggs would not produce as good a batter.

When eggs are frozen, the solids tend to go toward the center of the can. Therefore, after the can has been defrosted, the eggs should be thoroughly mixed before they are used.

Thawed eggs should be used the same day. As a rule, it is best if they are not held in the refrigerator longer than 24 hours.

Please answer with a True or False in the spaces provided below:

1. _____ Eggs are very perishable and should not be refrozen after thawing.
2. _____ Refrozen eggs can produce as good a batter as freshly defrosted eggs.
3. _____ When eggs are frozen, the solids tend to go toward the outer portion of the can.
4. _____ Thawed eggs are best kept for 3 days before use.
5. _____ Do not keep thawed eggs in a refrigerator.

Please turn to page 18 *and check your work.* → → → →

Viennese
Kaiser Roll

French Rolls
(Long Rolls
Split Rolls)

The egg yolks in these products give a tender inside, while the whites add crispness to the crust.

Additional Information on Eggs in Baking

Good quality frozen eggs are every bit as good for baking as fresh eggs. In fact, in most cases frozen eggs are better than fresh for bakery use. They also save the baker time and money.

Eggs are capable of leavening five to six times their weight of other ingredients.

Eggs improve the cell structure of the product, maintain it during baking, and reduce the evaporation of moisture from the baked product, thereby extending freshness.

The high emulsifying power of egg yolks gives a definite shortening effect, similar to that of added butter or other fat.

Egg whites lend little flavor but add to the overall crispness of a baked product. The whipping quality of egg whites is reduced greatly by even the least bit of egg yolk or any kind of fat.

Please answer with a True or False in the spaces provided below:

1. _____ Good quality frozen eggs are at least as good for baking as fresh eggs.

2. _____ Fresh eggs save the baker time and money.

3. _____ Eggs are capable of leavening 9 to 12 times their weight of other ingredients.

4. _____ Egg yolk have high emulsifying power, which helps impart a definite shortening action.

5. _____ Eggs reduce the evaporation of moisture from baked products.

6. _____ Egg whites add a lot of flavor to baked goods.

7. _____ The whipping quality of egg whites is harmed by even the least bit of egg yolk or any kind of fat.

Please turn to page 20 *and check your work.* → → → →

Fresh eggs are best for custard pies.

Additional Information on Eggs in Baking (continued)

The thin portion of the egg white can be whipped more easily to the proper consistency and can thus make a better cake than the thick portion. Thick egg whites can be improved for angel-food cake by adding water.

Egg whites can be whipped better at room temperature than when taken directly from the refrigerator.

Spring-laid eggs produce a larger cake volume than summer-laid eggs.

Please answer with a True or False in the spaces provided below.

1. _____The ~~thick~~ portion of the egg white can be whipped more easily to proper consistency.

2. _____Thick egg whites can be improved for angel-food cake by the addition of milk.

3. _____Egg whites can be whipped better at refrigerator temperature.

4. _____Spring-laid eggs produce a larger cake volume than summer-laid eggs.

Please turn to page 19 *and check your work.* ➡ ➡ ➡ ➡

Long and
Round Barkhes
(Chalà Braid
and Roll)

Salt Stick

Poppy Seed
Twist

Club Roll Block

1. *True* Eggs are very perishable and should not be refrozen after thawing.

2. *False* Refrozen eggs can produce as good a batter as freshly defrosted eggs.

3. *False* When eggs are frozen, the solids tend to go toward the outer portion of the can.

4. *False* Thawed eggs are best kept for 3 days before use.

5. *False* Do not keep thawed eggs in a refrigerator.

Please return to page 15 and correct any errors.

Please turn to page 16 and continue the program.

These French crullers cannot be made without eggs.

1. False The thick portion of the egg white can be whipped more easily to proper consistency.

2. False Thick egg whites can be improved for angel-food cake by the addition of milk.

3. False Egg whites can be whipped better at refrigerator temperature.

4. True Spring-laid eggs produce a larger cake volume than summer-laid eggs.

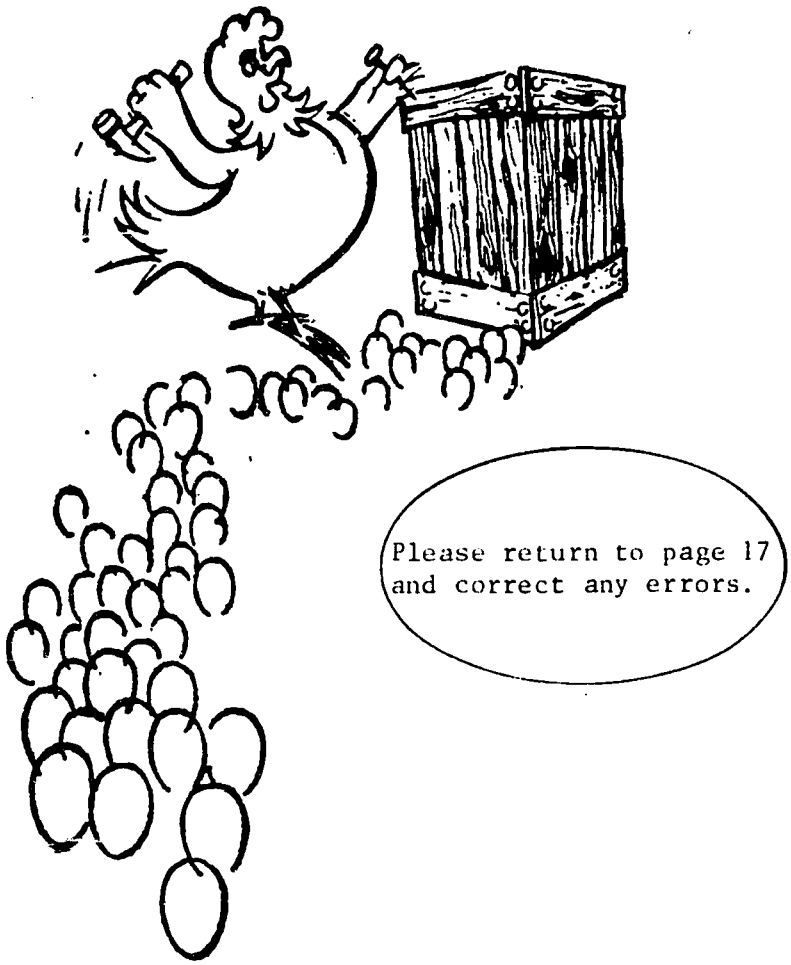

Please turn to page 21

and continue the program.

Today as in the old days, eggs are the "stars" in the baking picture.

1. *True* Good quality frozen eggs are at least as good for baking as fresh eggs.

2. *False* Fresh eggs save the baker time and money.

3. *False* Eggs are capable of leavening 9 to 12 times their weight of other ingredients.

4. *True* Egg yolk have high emulsifying power, which helps impart a definite shortening action.

5. *True* Eggs reduce the evaporation of moisture from baked products.

6. *False* Egg whites add a lot of flavor to baked goods.

7. *True* The whipping quality of egg whites is harmed by even the least bit of egg yolk or any kind of fat.

Please return to page 16
and correct any errors.

← ← ← ← *Please turn to page* 17 *and continue the program.*

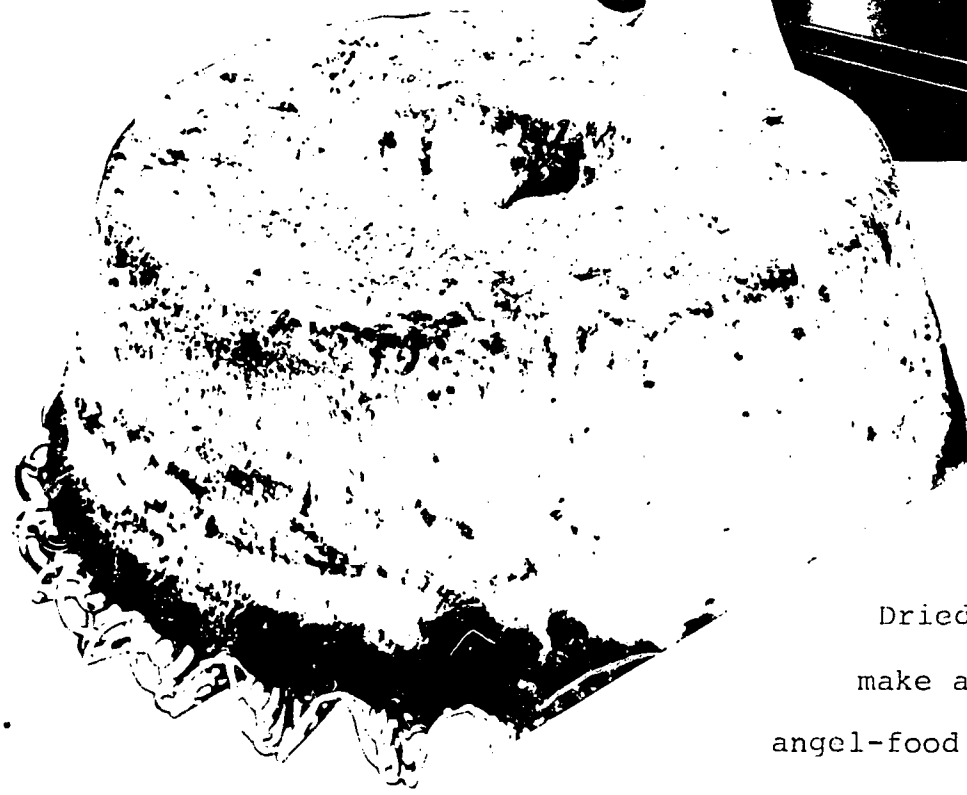

Dried eggs make a fine angel-food cake.

Dried Eggs

Dried whole eggs are prepared by breaking high-quality eggs, mixing them in a churn, screening to eliminate shells and membranes, spraying them under high pressure into a drying chamber (temperature 160°-170° F.), where they dry almost instantly. The resulting product is an egg powder known as whole dried eggs.

Dried egg whites are handled somewhat differently. Since the whites consist of thick and thin matter, this must first be made into a uniform mass. This is done because the thin part has better whipping qualities than the thick part. The whites are first allowed to ferment for about 72 hours. Then they are dried and powdered and are ready for packaging.

Please fill in the blank spaces below with a True or False.

1. _____ Eggs of any quality will make good dried whole eggs.

2. _____ They are sprayed under high pressure into a drying chamber, where they dry almost instantly.

3. _____ The resulting product is an egg powder known as dried egg yolks.

4. _____ For dried egg whites, the thick and thin matter must first be separated from each other.

5. _____ The thin part has better whipping qualities than the thick part.

6. _____ The whites are allowed to ferment for about 24 hours before being dried.

Please turn to page 24 *and check your answers.* → → → →

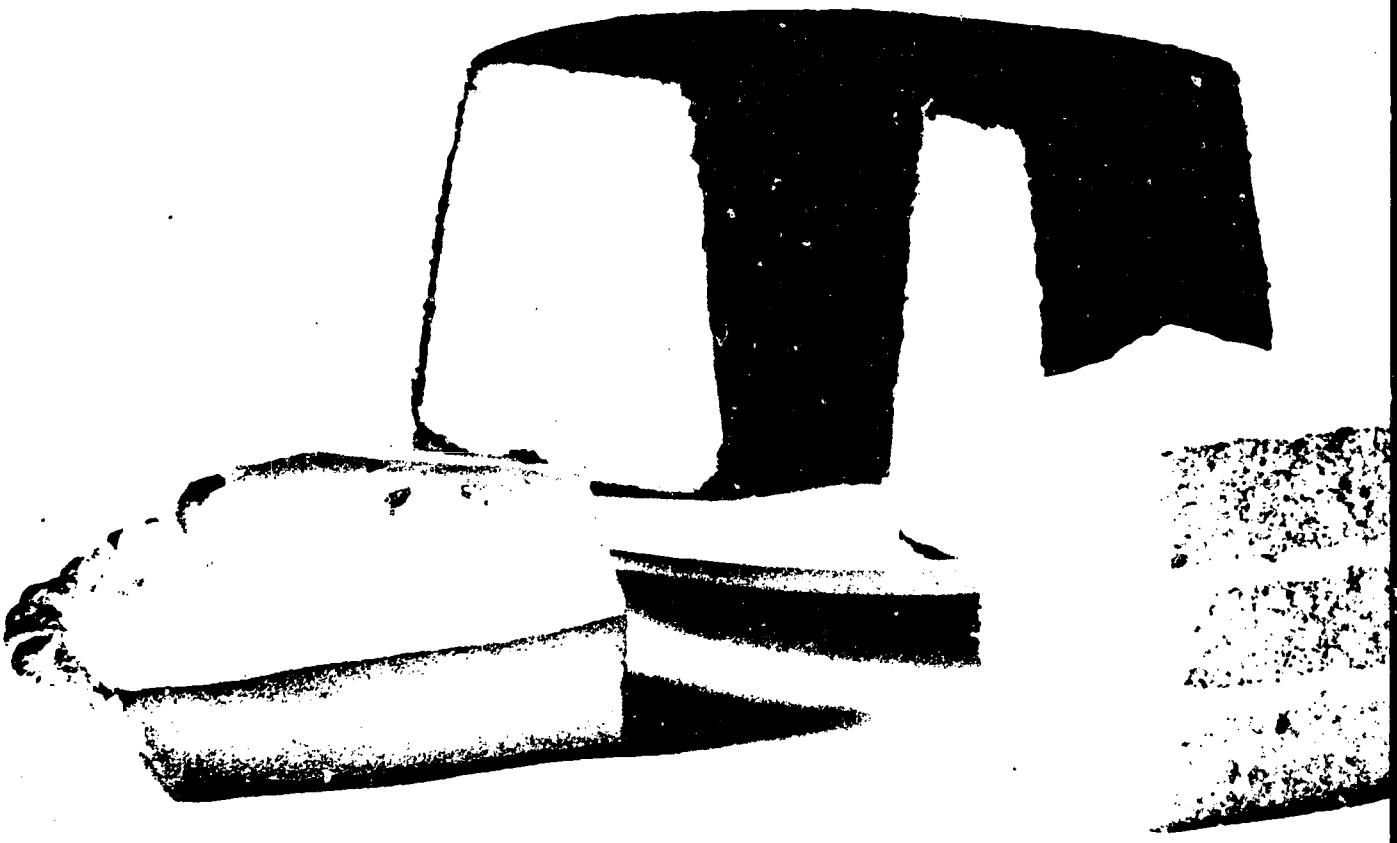

Dried egg whites were used in these products.

Reconstituting Dried Eggs

Whole dried eggs - Whip 1 pound of dried eggs on top of 3 pounds of water. Allow mixture to stand 1 hour, or until normal egg consistency is reached.

Dried yolks - Whip 1 pound of dried yolks on top of 3 pounds of water. Allow mixture to stand 1 hour.

Dried whites - Whip 1 pound of whites on top of 6 pounds of water. Allow mixture to stand 3 hours.

Note: In order for the eggs to re-absorb the moisture, they must be allowed to stand for the periods stated above for complete absorption. They should be stirred from time to time to prevent lumping.

Please place the correct answers in the blank spaces below:

1. The formula for reconstituting whole dried eggs is:

   _____ pound(s) of dried eggs to _____ pound(s) of water.

2. The formula for reconstituting dried yolks is:

   _____ pound(s) of egg yolks to _____ pound(s) of water.

3. The formula for reconstituting dried egg whites is:

   _____ pound(s) of whites to _____ pound(s) of water.

4. These eggs should be _____ from time to time while standing to prevent _____.

Please turn to page 25 *and check your answers.* → → → →

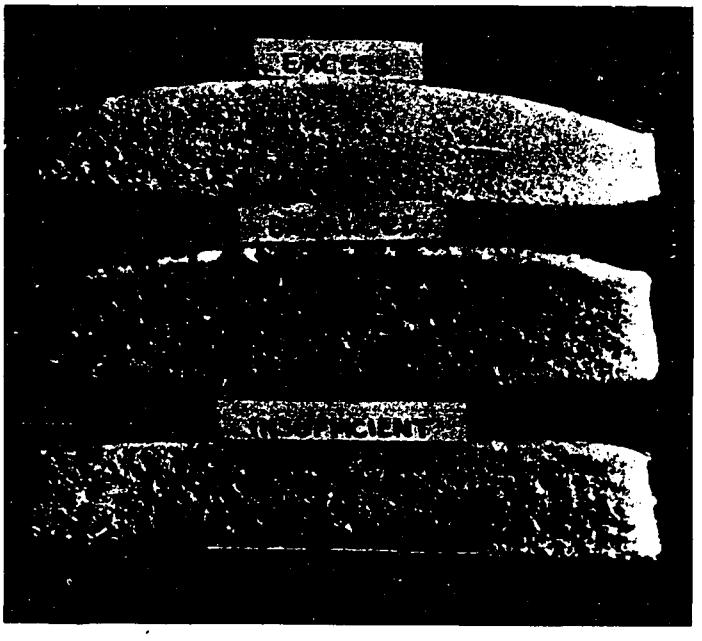

The wrong amount of eggs can lower the quality of the cake.

Glossary on Eggs

Albumen - The white of an egg.

Check - An egg with an open crack or break in the shell but with the shell membrane unbroken and with no leakage.

Cohesiveness - One of the properties of eggs - the ability to hold together the various ingredients in a mix.

Curdle - To form into a curd. (A curd is the semi-solid substance formed by the reaction of two different liquids to each other, often caused by acid or heat). When too many eggs are added to a mix too fast, a curdling action takes place, which must be corrected immediately by the addition of flour.

Lecithin - A yellowish-brown, waxy solid occurring in various animal and vegetable tissues, especially egg yolk. It is soluble in water and is used as a fat extender, emulsifier, and stabilizer.

Leavening - As applied to eggs, it is the ability of eggs to form cells that hold in air during mixing and creaming, and thus help to raise the product.

Please select the correct letter and place it in the blank space.

1. Albumen is the _____ of an egg.

   a. yellow c. white
   b. shell d. membrane

2. Check means an open crack or break in the shell with no _____ to the egg.

   a. damage c. candling
   b. leakage d. All of the above

3. Cohesiveness means eggs have the ability to hold together various _____ in a mix.

   a. flour c. glue
   b. sugar d. ingredients.

(over)

4. When too many eggs are added to a mix, a _____ action takes place.

   a. falling
   b. curdling
   c. lumping
   d. None of the above

5. Lecithin is a waxy solid occurring in various animal and vegetable tissues, including egg yolks, that is used as _____.

   a. emulsifier
   b. stabilizer
   c. fat extender
   d. All of the above

6. Leavening, as applied to eggs, means the ability to hold in air during mixing and creaming, and thus help to _____ the product.

   a. flavor
   b. emulsify
   c. color
   d. raise

Please turn to page 26 and check your work. → → → →

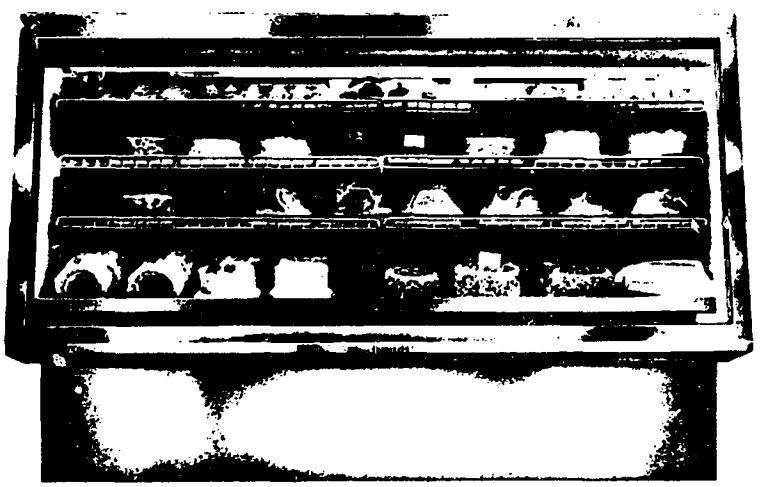

Rich creams are made with eggs and should be refrigerated.

1. *False* Eggs of any quality will make good dried whole eggs.

2. *True* They are sprayed under high pressure into a drying chamber, where they dry almost instantly.

3. *False* The resulting product is an egg powder known as dried egg yolks.

4. *False* For dried egg whites, the thick and thin matter must first be separated from each other.

5. *True* The thin part has better whipping qualities than the thick part.

6. *False* The whites are allowed to ferment for about 24 hours before being dried.

Please return to page 21 and correct any errors.

← ← ← ← *Please turn to page 22 and continue the program.*

1. The formula for reconstituting whole dried eggs is:

   1 pound(s) of dried eggs to 3 pound(s) of water.

2. The formula for reconstituting dried yolks is:

   1 pound(s) of egg yolks to 3 pound(s) of water.

3. The formula for reconstituting dried egg whites is:

   1 pound(s) of whites to 6 pound(s) of water.

4. These eggs should be *stirred* from time to time while standing to prevent *lumping*.

Please return to page 22
and correct any errors.

← ← ← ← *Please turn to page* 23 *and continue the program.*

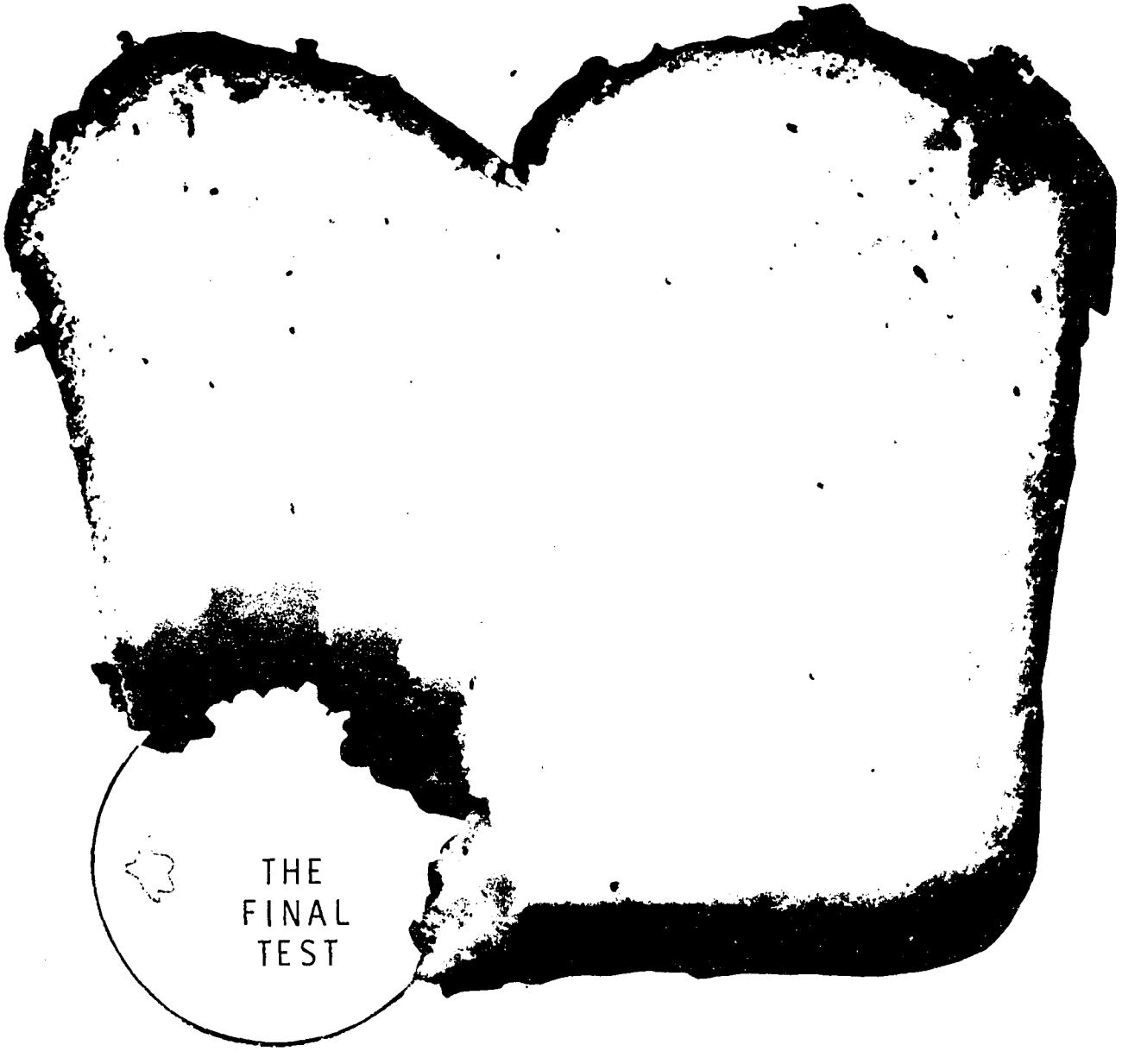
THE
FINAL
TEST

1. Albumen is the __c__ of an egg.

   a. yellow c. white
   b. shell d. membrane

2. Check means an open crack or break in the shell with no __b__ to the egg.

   a. damage c. candling
   b. leakage d. All of the above

3. Cohesiveness means eggs have the ability to hold together various __d__ in a mix.

   a. flour c. glue
   b. sugar d. ingredients

4. When too many eggs are added to a mix, a __b__ action takes place.

   a. falling c. lumping
   b. curdling d. None of the above

5. Lecithin is a waxy solid occurring in various animal and vegetable tissues, including egg yolks, that is used as __d__.

   a. emulsifier c. fat extender
   b. stabilizer d. All of the above

6. Leavening, as applied to eggs, means the ability to hold in air during mixing and creaming, and thus help to __d__ the product.

   a. flavor c. color
   b. emulsify d. raise

Please return to page 23 and correct any errors.

Please turn to page 27 *and continue the program.*

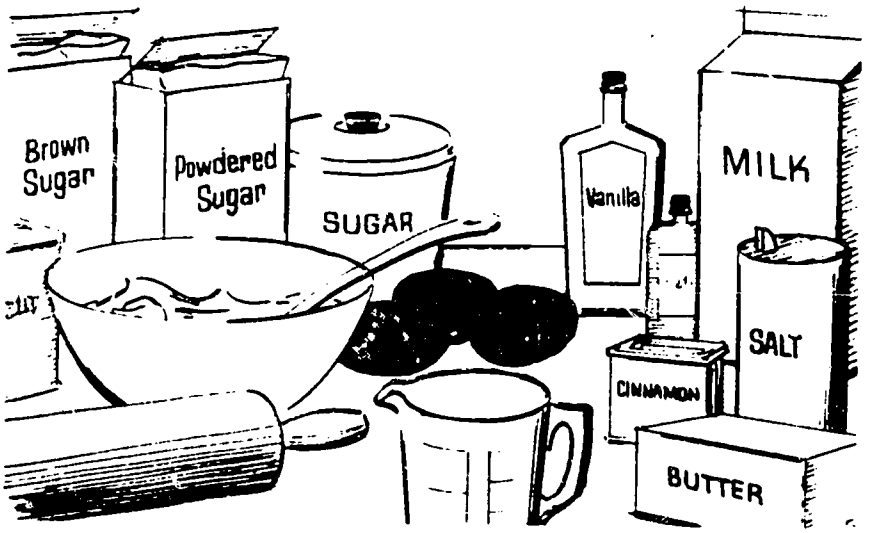
Brown Sugar
Powdered Sugar
SUGAR
Vanilla
MILK
SALT
CINNAMON
BUTTER

Glossary on Eggs (continued)

Porous - Full of pores or tiny holes. Describes the surface of egg shells. Air and bacteria can enter the egg through the holes.

Protein - A complex substance found in the cells of plants and animals. Proteins are necessary to life. Eggs contain about 13% protein.

Shell membranes - Two tissue-like substances directly inside the shell of the egg. The outer membrane is next to the shell; the inner shell membrane is next to the egg liquids.

Yolk - The rich, yellow portion of an egg. It is enclosed in a membrane and floats in the albumem. It contains about 51% water, 16% protein, 32% fats, and 1% ash (minerals).

Please fill in the blank spaces below with a True or False.

1. _____ Porous means having some large holes as in an egg shell.

2. _____ No air or bacteria can enter a whole egg that has no cracks in it.

3. _____ The shell membranes refer to the inner and outer tissues inside the shell of an egg.

4. _____ The protein content of an egg is about 13%

5. _____ The yolk of the egg contains about 16% protein.

6. _____ The yolk of the egg contains more protein than the white of the egg.

Please turn to page 29 *and check your answers.* → → → →

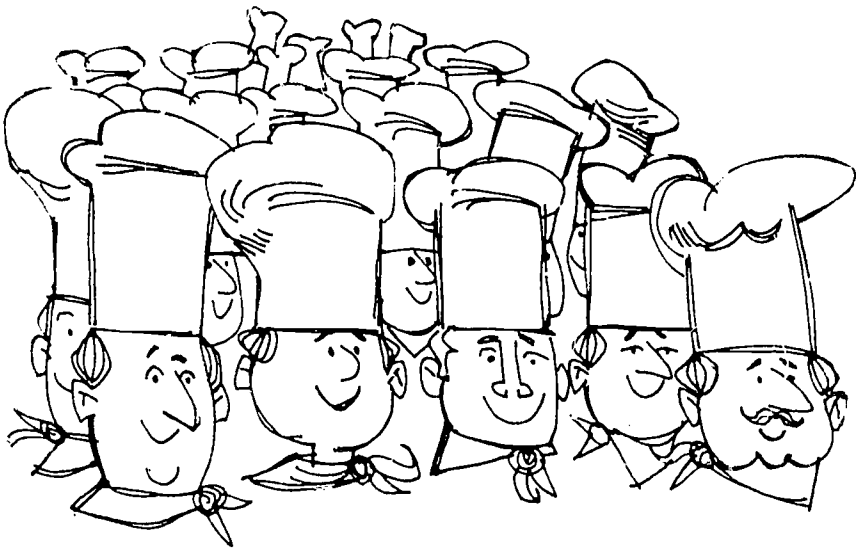

We're agreed —

Hooray for eggs!

Review of Book 7

1. The yellow part of the egg is the _____, and the white part is the a_____.

2. Most of the food value of an egg is in the _____.

3. The white of the egg is important to the baker mostly for its c_____-_____ing qualities.

4. The rope-like masses that hold the yolk in place are the ch_____.

5. Eggs are available to the baker in four forms: sh_____, l_____, f_____, and d_____.

6. In the bakery, shell eggs should be kept at _____°F. and should be kept _____ at all times.

7. The proteins in eggs act to _____ the other ingredients together, in somewhat the way gluten acts in bread dough. Egg proteins form a kind of fr_____ which supports the other ingredients.

8. Because egg foam forms tiny air cells, eggs have a l_____ effect on a batter.

9. Egg yolk contains l_____, which is an emulsifying agent.

10. The overall effect of the whole egg is (tenderizing, toughening).

11. Because of the binding effect of eggs, they tend to retain m_____ and retard s_____ of a cake.

12. The best method for defrosting a 30-pound can of eggs is to _____.

13. The poorest method for defrosting a 30-pound can of eggs is to _____.

14. The whipping quality of egg whites is harmed by any bit of _____ or _____.

15. Thick egg whites can be improved for whipping by adding _____.

(over)

16. Thawed eggs should never be re_____.

17. Dried eggs that are being reconstituted should be s_____ from time to time to prevent l_____.

18. "Cohesiveness" means the ability of the eggs to hold together the various in_____ in a mix.

19. An egg shell, because it is porous, allows _____ and b_____ to enter the egg.

20. Eggs add c_____, fl_____ , f_____ v_____, and fr_____ to baked goods.

Check your answers in the Answer Book.

1. *False* Porous means having some large holes as in an egg shell.

2. *False* No air or bacteria can enter a whole egg that has no cracks in it.

3. *True* The shell membranes refer to the inner and outer tissues inside the shell of an egg.

4. *True* The protein content of an egg is about 13%

5. *True* The yolk of the egg contains about 16% protein.

6. *True* The yolk of the egg contains more protein than the white of the egg.

Please return to page 27
and correct any errors.

You have now finished Book 7. Go back to the beginning of the book and run through it again, paying particular attention to the filled-in answers. Then go to page 28 *and see how many of the review statements you can complete correctly.*

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

WHAT EVERY BAKER NEEDS TO KNOW

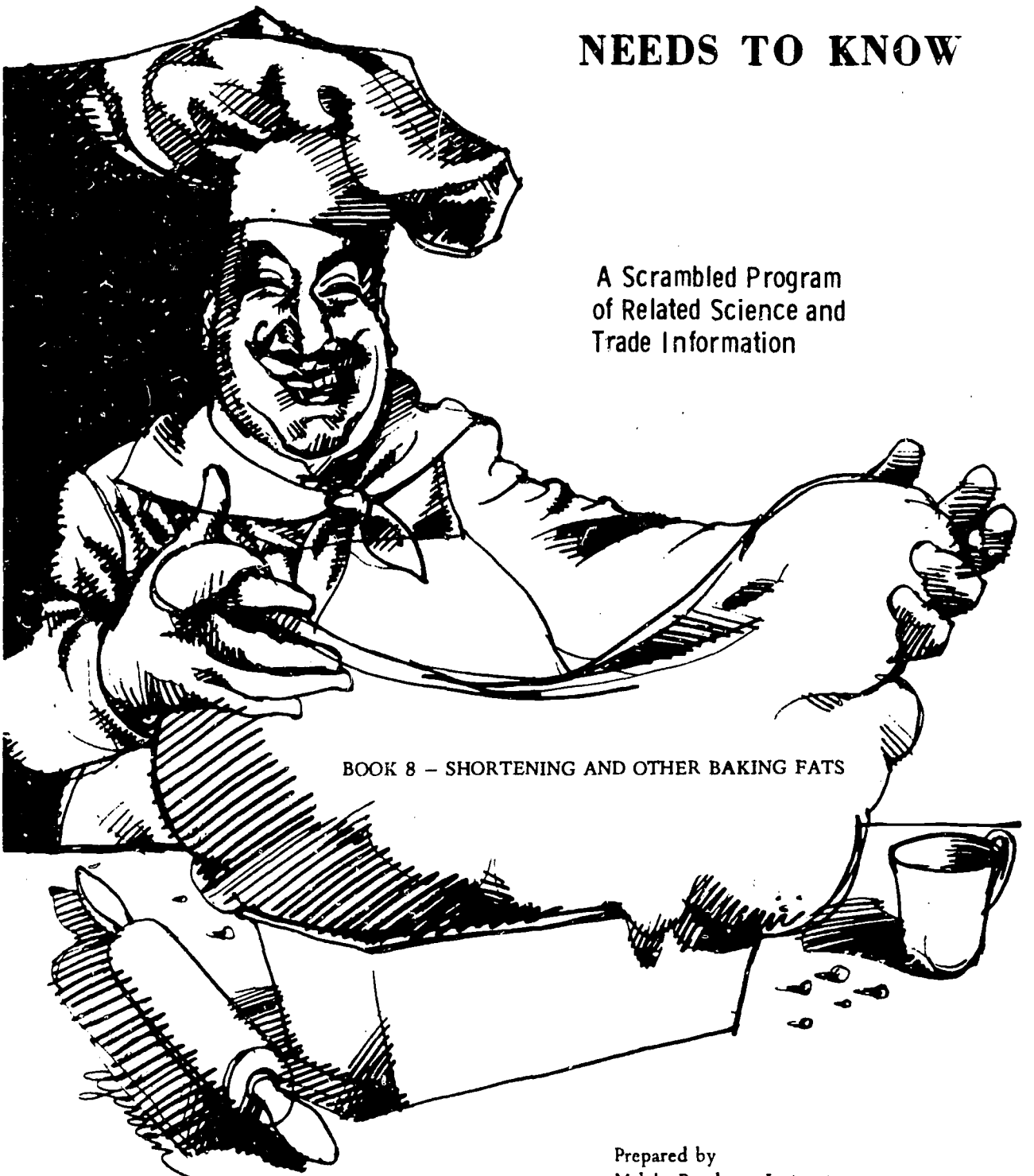

A Scrambled Program
of Related Science and
Trade Information

BOOK 8 – SHORTENING AND OTHER BAKING FATS

Prepared by
Melvin Bogdany, Instructor
Middlesex County Vocational
and Technical High Schools
East Brunswick, New Jersey

Book 8 - Shortening and Other Baking Fats

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Introduction

Of the various fats used in baking, *shortening* is the most important. Shortening may be from either plant or animal sources. It may or may not be hydrogenated. Its chief function in baked products is to produce tenderness and improve flavor and texture.

When shortening is made from the fatty tissue of hogs it is called *lard*. When shortening is made from the fatty tissue of other animals, it is simply called *animal shortening*. When it is made from *oils* pressed from such plant sources as cotton seeds or peanuts or soy beans, it is called *vegetable shortening*.

Corn oil is seldom used in the manufacture of shortening, because it is difficult to process into a *plastic form*. Until very recently, all shortenings were in a plastic form, that is, they were solid at room temperature. However, shortenings have now been developed that are semi-liquid.

Please fill in the blank spaces below:

1. Of the various fats used in baking, shortening is the most _____.
2. Shortening may be from either _____ or _____ sources.
3. Shortening is used in baked products to produce t_____ness and improve _____ and _____.
4. When shortening is made from fatty tissue of hogs it is called _____.
5. When shortening is made from oils from plant sources, such as cotton seeds or peanuts or soy beans, it is called _____ _____.
6. _____ oil is seldom used in the manufacture of shortening because it is difficult to process into a _____ _____.

Please turn to page 4 *and check your work.* → → → →

Swiss Sugar Kuchen

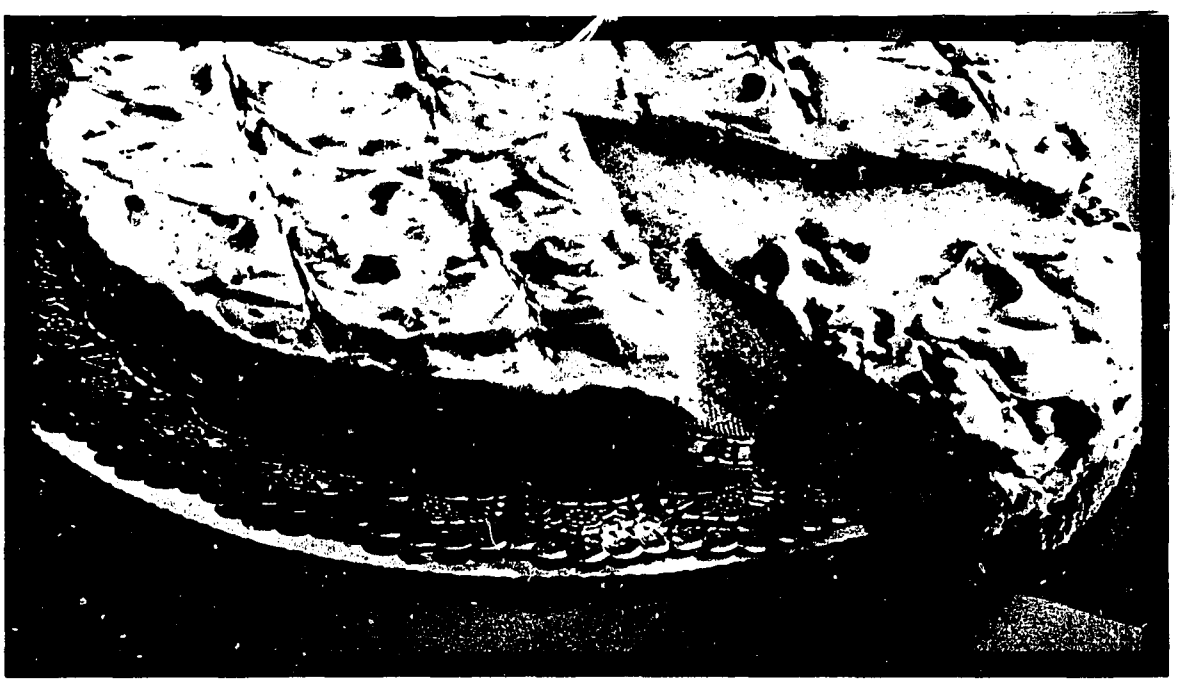

Gold Cream Cake

What types of shortenings could have been used in these products?

1. False "Fat" is merely another name for "oil."

2. False Oil is solid at room temperature (75° to 80° F.).

3. True Fat is solid at room temperature (75° to 80° F.).

4. True Oils are converted to shortening by the addition of hydrogen.

5. True The amount of hydrogen gas absorbed controls the firmness of the shortening.

6. True Emulsified shortenings have lecithin or mono- and diglycerides added to them for greater absorption and retention of moisture.

7. False High-ratio cakes have a large amount of flour compared with the amounts of sugar and liquids.

8. True Hydrogenated shortening is well suited for creaming.

9. False The emulsified shortening creams well too.

10. True It is best to use emulsified shortening for high-ratio cake mixes.

11. False Regular hydrogenated shortening will give best results in a high-ratio cake mix.

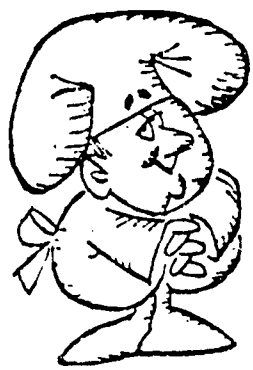

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Please turn to page 3 and continue the program.

Some of America's most outstanding bakers are spreading it around:

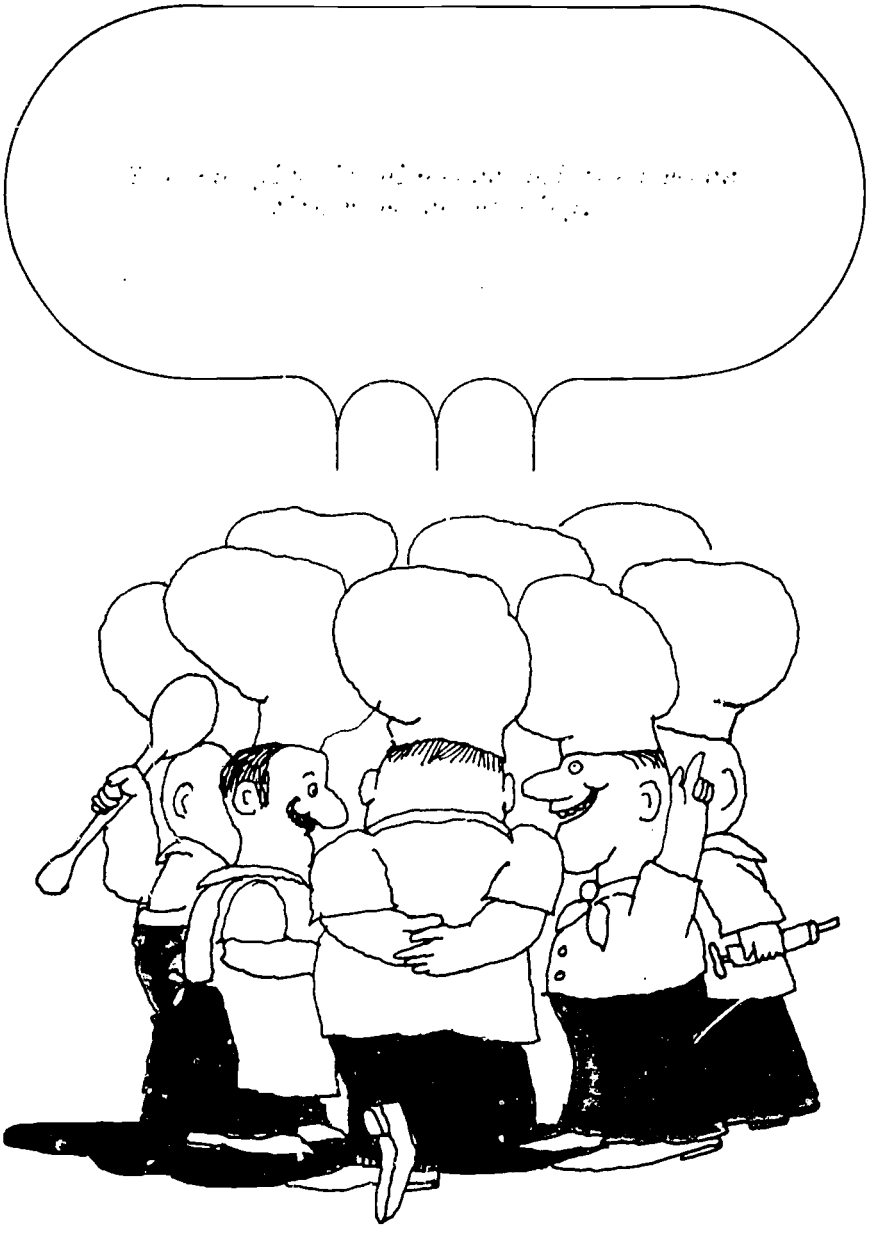

The Functions of Shortening

Unlike the sugar, eggs, milk, and flour, which dissolve in the mixing process, fats keep their identity in the mixture. They do not really combine with other bakery ingredients; instead, they are dispersed *as fat particles* throughout the entire mix. Thus, the addition of shortening serves to tenderize the finished product, and eating qualities are improved.

Eating qualities are also improved because the films of fat weaken gluten structure and starch structure to some extent and prevent the formation of a hard, tough mass.

The creaming ability of shortening helps to trap air into the mix in the form of tiny cells or bubbles. As we know, these bubbles hold gases produced by the leavening process during baking. This, too, tends to improve tenderness.

Please choose the correct letter and place in the blank space below:

1. Fats do not _____ with other bakery ingredients in the mixing process.

   a. bake c. dissolve
   b. tenderize d. None of the above

2. The addition of shortening serves to _____ the finished product.

   a. toughen c. dry out
   b. tenderize d. Does not affect

3. Shortening tends to improve the _____ qualities of baked products.

   a. eating c. protein
   b. color d. All of the above

4. The creaming ability of shortening serves to trap air into the mix in the form of tiny _____.

   a. pellets or granules c. bits or pieces
   b. cells or bubbles d. None of the above

5. The air bubbles help to _____.

   a. improve nutrition c. hold sugar
   b. toughen the cake d. improve tenderness

Please turn to page 5 and check your work. → → → →

BUTTER ROLLS

Straight Dough

Percentage Basis		*Gallon Basis*
80%	Pastry Flour	9½ lbs. (variable)
20%	Bread Flour	3 lbs. (variable)
62%	Fresh Whole Milk (variable)	1 gal.
8%	Yeast	1 lb.
2%	Salt	4 ozs.
8%	Sugar	1 lb.
8%	Shortening	1 lb.
24-48%	—Butter— to be rolled in	3-6 lbs.

1. Of the various fats used in baking, shortening is the most *important*.

2. Shortening may be from either *plant* or *animal* sources.

3. Shortening is used in baked products to produce *tender*ness and improve *flavor* and *texture*.

4. When shortening is made from fatty tissue of hogs it is called *lard*.

5. When shortening is made from oils from plant sources, such as cotton seeds or peanuts or soy beans, it is called *vegetable* *shortening*.

6. *Corn* oil is seldom used in the manufacture of shortening because it is difficult to process into a *plastic* *form*.

Please return to page 1 and correct any errors.

Please turn to page 5 *and continue the program.*

Apple Dapple Cake

Chewey Chocolate Brownies

What types of shortenings could have been used in these products?

Types of Shortenings

The difference between an *oil* and a *fat* is merely the difference in the physical state of the substance at room temperature. An oil is *liquid* at room temperature; a fat is *solid* at the same temperature (75° 80° F.).

Shortening is made by bubbling hydrogen gas through vats of heated, purified oil in the presence of nickel. The amount of hydrogen gas that the oil absorbs controls the firmness of the shortening. For *emulsified* shortenings for "high-ratio" use, emulsifiers such as lecithin or mono- and diglycerides (fatty acids) are added to the shortening for greater absorption and retention of moisture. A high-ratio shortening is one used in cakes that have a large amount of sugar and liquids compared with the amount of flour.

While standard hydrogenated shortening is well suited for creaming and can be used for most purposes, emulsified shortening does not cream very well, but it does retain a higher percentage of sugar and liquid. Thus they should not be used interchangeably. That is, it is best not to use emulsified shortening for creamed-type cake mix. Nor should regular hydrogenated shortening be used for a high-ratio-type cake mix. The results will not be satisfactory if improper use is made of either one.

Please fill in the blank spaces with a True or False in the sentences below:

1. _____ "Fat" is merely another name for "oil."

2. _____ Oil is solid at room temperature (75° to 80° F.).

3. _____ Fat is solid at room temperature (75° to 80° F.).

4. _____ Oils are converted to shortening by the addition of hydrogen.

5. _____ The amount of hydrogen gas absorbed controls the firmness of the shortening.

6. _____ Emulsified shortenings have lecithin or mono- and diglycerides added to them for greater absorption and retention of moisture.

7. _____ High-ratio cakes have a large amount of flour compared with the amounts of sugar and liquids.

8. _____ Hydrogenated shortening is well suited for creaming.

(over)

9. _____ The emulsified shortening creams well too.

10. _____ It is best to use emulsified shortening for high-ratio cake mixes.

11. _____ Regular hydrogenated shortening will give best results in a high-ratio cake mix.

Please turn to page 2 and check your work.

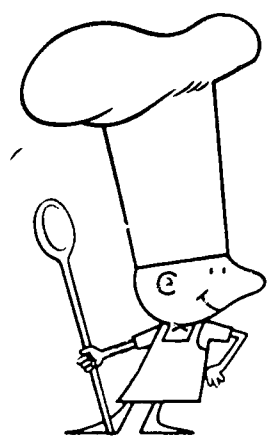

On the job, ready to trap air bubbles.

1. Fats do not __c__ with other bakery ingredients in the mixing process.

   a. bake
   b. tenderize
   c. dissolve
   d. None of the above

2. The addition of shortening serves to __b__ the finished product.

   a. toughen
   b. tenderize
   c. dry out
   d. Does not affect

3. Shortening tends to improve the __a__ qualities of baked products.

   a. eating
   b. color
   c. protein
   d. All of the above

4. The creaming ability of shortening serves to trap air into the mix in the form of tiny __b__.

   a. pellets or granules
   b. cells or bubbles
   c. bits or pieces
   d. None of the above

5. The air bubbles help to __d__.

   a. improve nutrition
   b. toughen the cake
   c. hold sugar
   d. improve tenderness

Please return to page 3 and correct any errors.

Please turn to page 7 and continue the program. → → → →

A special shortening (emulsifying type) is needed for best results in high-sugar-content cakes.

Emulsified Shortening

Although most shortenings are bland—that is, they have no taste in themselves—the use of emulsified shortening can improve the sweetness and keeping quality of cake directly.

Here's how it does it.

Remember, sugar and liquids help keep cakes tasty and moist. Now, with regular shortening, the most milk and sugar that a mix will take and still remain in balance is 40%. But with emulsified shortening, milk and sugar can be increased to 55%. Thus, sweeter (and more tasty) cake can be made with emulsified shortening. And since more liquid can be added to the mix if emulsified shortening is used, the cake will remain moist longer.

Please fill in the blank spaces with a True or False in the sentences below:

1. _____ Most shortenings have no taste in themselves.

2. _____ The use of regular (standard-type) shortening can improve sweetness.

3. _____ Sugar and liquids keep cakes tasty and moist.

4. _____ With regular shortening, the most milk and sugar that a mix will take is 40%.

5. _____ With emulsified shortening, milk and sugar should be decreased to 25%.

6. _____ Since more liquid can be added to the mix if emulsified shortening is used, the cake will remain moist longer.

Please turn to page 10 *and check your work.* → → → →

Want good flavor?
Store your shortening
properly.

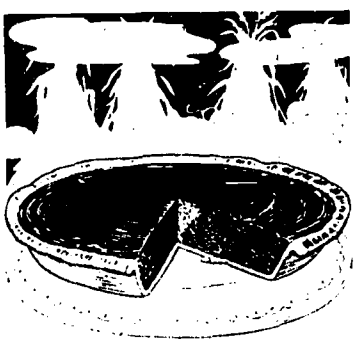

(From page 10)

Proper Handling and Storage of Fats

Fats and oils awaiting use in the baking may become rancid, not as the result of harmful bacteria, but from the effects of exposure to air. The rancidity is due to oxidation, that is, a chemical combination with the oxygen of the air. In the early stages, "off" flavors and odors develop, and as oxidation increases, the bad odor is definitely noticeable, and the color often changes.

The use of rancid fats or oils is doubly wasteful. It wastes other good materials, for rancid fats leave their taste and flavor throughout the baked product; the rancid odor will also result in the loss of business.

Fats and oils should be stored in cool, dark, clean places, away from other ingredients that have strong flavors, since fats readily absorb the odor of spices and other materials having strong odors. Perishable fats such as butter should be refrigerated.

Shortening manufacturers change their formulas with the seasons. In summer they produce "summer" shortening—that is, the shortening is harder and will hold up better under warm storage conditions. In the winter they do the opposite. They produce the shortening so that it will not become too hard if exposed to cold for long periods of time.

[illegible]

1. Fats and oils become rancid from the effects of exposure to _____.

2. "Off" _____ and _____ develop in the early stages. Finally, the _____ becomes definitely noticeable and the _____ often changes.

3. Rancid fats leave their _____ and _____ throughout the baked product.

4. Fats and oils should be stored in _____, _____, _____ places.

5. Fats readily absorb the _____ of spices and other strong-smelling substances.

6. Perishable fats such as butter should be _____.

7. In the summer, shortening manufacturers produce "_____" shortening which is _____.

8. In the winter they produce shortening that will not become too _____ in the cold.

[illegible] page (8) [illegible]

Fats supply energy

for both of them!

Nutritive Value of Fats

Fats are one of the three major types of food substances. They are most valuable as energy-producing substances. Fats contribute more than 40% of the total food energy to the American diet, according to a government report.

Of all the natural foods, fats are the most concentrated source of energy. From a caloric standpoint, fats release more than twice the amount of heat or energy as sugar or starch does. Pound for pound, fats release more than three times the energy of such staples as rice and bread.

The chart below shows the average caloric value of some common foods. Note particularly the relative value of fats to bread.

Food	Caloric Value Per Pound
Lard	4,000 cal.
Vegetable shortening	4,000 cal.
Oils	4,000 cal.
Butter (80% butterfat)	3,250 cal.
Sugar	1,800 cal.
Cake	1,550 cal.
Bread	1,200 cal.
Potato (boiled)	375 cal.

The vitamins A, D, E, and K occur only in the fats in foods. Without these essential vitamins, human health would not be possible. Fats also provide certain essential fatty acids that our bodies need. So at least a small amount of fat is actually necessary for health.

Please fill in the blank spaces with a True or False in the sentences below:

1. _____ Fats contribute more than 40% of the total food energy to the American diet.

2. _____ Of all natural foods, sugars are the most concentrated source of energy.

3. _____ Fats release more than three times the energy as rice or bread.

4. _____ Lard contains 4000 calories per pound.

5. _____ Vegetable shortening contains 4,000 calories per cup.

(over)

6. _____ Bread contains 3,250 calories per pound.

7. _____ Average cake contains 1,550 calories per pound.

8. _____ Sugar contains 1,800 calories per pound.

9. _____ Vitamins A, D, E, and K occur only in the fats in foods.

10. _____ If we don't eat any fat at all, we can still enjoy good health.

Please turn to page 18 *and check your answers.* → → → →

1. *True* Most shortenings have no taste in themselves.

2. *False* The use of regular (standard-type) shortening can improve sweetness.

3. *True* Sugar and liquids keep cakes tasty and moist.

4. *True* With regular shortening, the most milk and sugar that a mix will take is 40%.

5. *False* With emulsified shortening, milk and sugar should be decreased to 25%.

6. *True* Since more liquid can be added to the mix if emulsified shortening is used, the cake will remain moist longer.

Please return to page 7 and correct any errors.

Please turn to page 8 and continue the program.

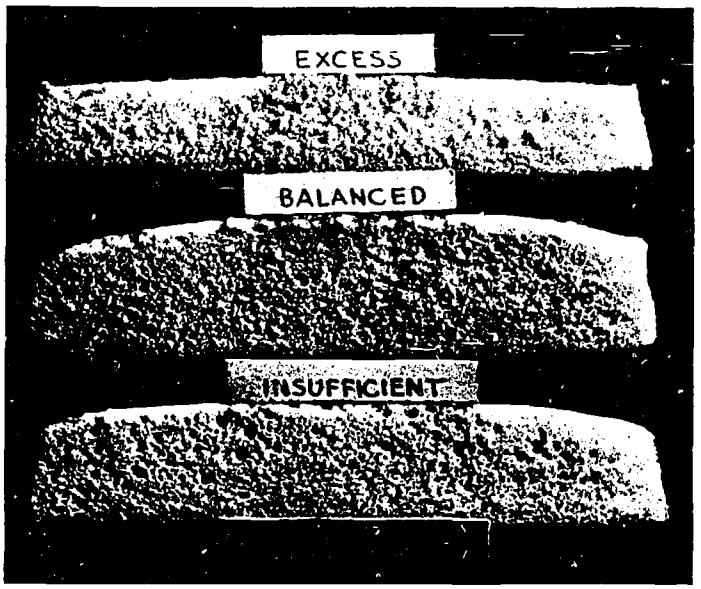

The wrong amount of shortening harms volume, grain, and particularly eating qualities.

Creaming Power of Shortening

Creaming power is the ability of a shortening, when mixed, to trap and retain air cells.

When *too much shortening* is used, the shortening loses its ability to cream. When too little is used, shortening also loses its ability to cream.

Temperature is another of the factors involved in creaming power. The best creaming temperature for shortening is between 65° and 75° F. However, shortening that has been exposed to extremely high temperatures and is then brought back to 65°-75° F. will not cream well, because certain changes in its structure have taken place.

The opposite is not true, however. Shortening that has been chilled but which is brought back to room temperature before use, will cream perfectly. In other words, no change in structure takes place during chilling, but a harmful change does take place when shortening is exposed to heat.

Emulsified shortenings are more sensitive to heat than regular hydrogenated shortenings. This is because emulsified shortenings contain monoglycerides, which cause a thinning out of the batter, thus lowering creaming peak.

Please choose the correct letter and place in the blank space below:

1. Creaming power is the ability of shortening, when mixed, to trap and retain _____.

   a. white color c. air cells
   b. moist air d. flavor

2. When too much shortening is used, the shortening loses its _____.

   a. strength to stand c. ability to sweeten
   b. ability to cream d. tendency to run

3. Creaming ability will be lost if the shortening itself becomes too _____.

   a. hard c. solid
   b. thick d. soft

4. The best creaming temperature for shortening is between _____.

   a. 35°-55° c. 65°-75° F.
   b. 55°-65° d. 75°-85°

(over)

5. Shortening that has been chilled but which is brought back to room temperature before use, will _____.

   a. cream poorly
   b. cream perfectly
   c. not cream
   d. break down

6. Shortening that has been warmed too much and then chilled will _____.

   a. cream poorly
   b. cream perfectly
   c. not cream
   d. break down

7. Harmful changes in structure take place when shortening is _____.

   a. exposed to heat
   b. exposed to cold
   c. creamed
   d. All of these

Please turn to page 15 *and check your answers.*

This baker cannot afford to "save money" by using rancid fats.

1. Fats and oils become rancid from the effects of exposure to *air*.

2. "Off" *flavors* and *odors* develop in the early stages. Finally, the *odor* becomes definitely noticeable and the *color* often changes.

3. Rancid fats leave their *taste* and *flavor* throughout the baked product.

4. Fats and oils should be stored in *cool*, *dark*, *clean* places.

5. Fats readily absorb the *odor* of spices and other strong-smelling substances.

6. Perishable fats such as butter should be *refrigerated*.

7. In the summer, shortening manufacturers produce "*summer*" shortening which is *hard*.

8. In the winter they produce shortening that will not become too *hard* in the cold.

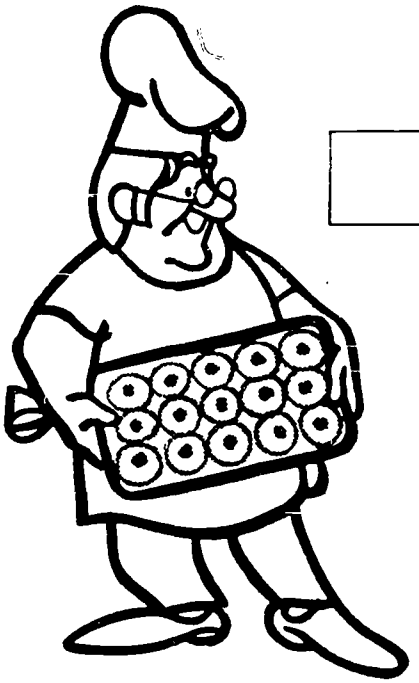

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and correct any errors.

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and continue the program.

Cake Shortening
Roll-in Shortening
PUFF PASTRY

1. *True* Fats contribute more than 40% of the total food energy to the American diet.

2. *False* Of all natural foods, sugars are the most concentrated source of energy.

3. *True* Fats release more than three times the energy as rice or bread.

4. *True* Lard contains 4000 calories per pound.

5. *False* Vegetable shortening contains 4,000 calories per cup.

6. *False* Bread contains 3,250 calories per pound.

7. *True* Average cake contains 1,550 calories per pound.

8. *True* Sugar contains 1,800 calories per pound.

9. *True* Vitamins A, D, E, and K occur only in the fats in foods.

10. *False* If we don't eat any fat at all, we can still enjoy good health.

Please return to page 9 and correct any errors.

Please turn to page 11 *and continue the program.*

CORN TOP HONEY BREAD

Made with 4% shortening

These will be tender because
they have the proper amount
of shortening.

Shortening Power

The ability of fat to lubricate or weaken the structure of a baked product is known as its *shortening value* or *shortening power*.

In bread made without shortening, gluten particles stick to each other and give the sensation of toughness when bread is chewed. If shortening is present, the gluten particles are lubricated. This makes them slip by each other and produces a sensation of tenderness.

There are four factors that affect shortening power. They are:

1. Melting point of the fat
2. Plasticity at temperature when used
3. Degree of saturation
4. Crystal size of fat molecules

Please fill in the blank spaces below with the correct words:

1. The ability of fat to lubricate or weaken the structure of a baked product is known as its _____ _____.
2. In bread made without _____, gluten particles stick to each other and give the sensation of _____.
3. If shortening is present, the gluten particles are l_____.
4. This makes them slip by each other and produces a sensation of t_____.
5. The four factors that affect shortening power are:

   1. _____ point
   2. Plasticity at _____ when _____
   3. _____ of saturation
   4. _____ size of the fat molecules.

Please turn to page 17 *and check your answers.* → → → →

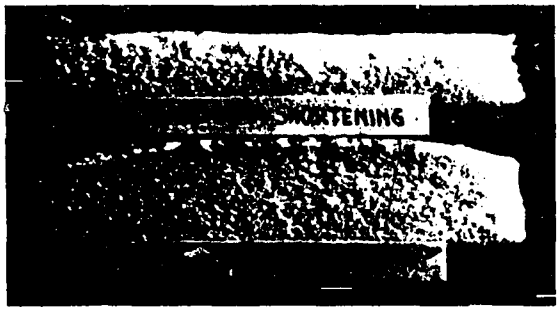

POOR TEXTURE

Wrong type of shortening
Wrong type of flour
Too much sugar
Excess or insufficient eggs
Excess leavening
Too much shortening
Stiff batter
Curdled batter

POOR COLOR

Improper blending of ingredients
Wrong type of flour
Improper type of shortening
Inferior egg quality
Batter not acid enough

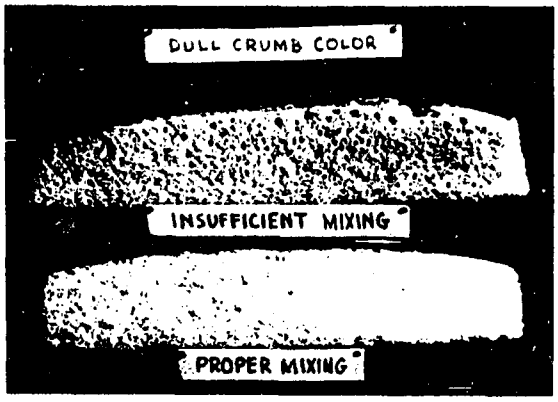

1. Creaming power is the ability of shortening, when mixed, to trap and retain __c__.

   a. white color
   b. moist air
   c. air cells
   d. flavor

2. When too much shortening is used, the shortening loses its __b__.

   a. strength to stand
   b. ability to cream
   c. ability to sweeten
   d. tendency to run

3. Creaming ability will be lost if the shortening itself becomes too __d__.

   a. hard
   b. thick
   c. solid
   d. soft

4. The best creaming temperature for shortening is between __c__.

   a. 35°-55°
   b. 55°-65°
   c. 65°-75° F.
   d. 75°-85°

5. Shortening that has been chilled but which is brought back to room temperature before use, will __b__.

   a. cream poorly
   b. cream perfectly
   c. not cream
   d. break down

6. Shortening that has been warmed too much and then chilled will __a__.

   a. cream poorly
   b. cream perfectly
   c. not cream
   d. break down

7. Harmful changes in structure take place when shortening is __a__.

   a. exposed to heat
   b. exposed to cold
   c. creamed
   d. All of these

Please return to page 11 and correct any errors.

Please turn to page 14 and continue the program.

1. Middle-range shortening means having a medium *melting* *point*.

2. A melting point that is too low will cause the shortening to be too *oily*.

3. Instead of existing as flakes, it exists as *globules*.

4. A shortening that has a high melting point cannot be *distributed* through a dough properly.

5. The melting point alone does not determine shortening *value*.

6. Plasticity is the *workability* of a shortening at the *temperature* at which it is used.

7. Lard has a wider plastic range than *hydrogenated* *shortening*.

8. Butter has a *narrow* plastic range.

9. Margarine also has a rather *narrow* plastic range.

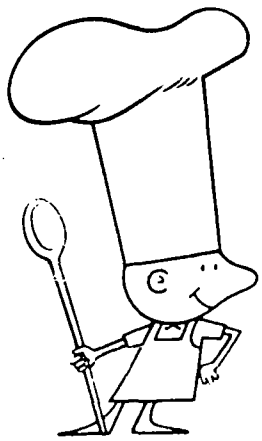

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Please turn to page 12 *and continue the program.* → → → →

1. The ability of fat to lubricate or weaken the structure of a baked product is known as its *shortening value* (or *shortening power.*)

2. In bread made without *shortening*, gluten particles stick to each other and give the sensation of *toughness*.

3. If shortening is present, the gluten particles are *lubricated*.

4. This makes them slip by each other and produces a sensation of *tenderness*.

5. The four factors that affect shortening power are:

   1. *Melting* point
   2. Plasticity at *temperature* when *used*
   3. *Degree* of saturation
   4. *Crystal* size of th fat molecules.

Please return to page 14 and correct any errors.

Please turn to page 20 and continue the program. → → → →

Apple Fried Pie

This pie was fried in hydrogenated shortening.

1. *True* At very high temperatures oils will break down.

2. *False* At 400° F., fats and oils burst into flames.

3. *True* All shortenings used for frying darken and break down.

4. *False* Breakdown of frying fats can be controlled by using aged fat.

5. *False* Emulsified shortening has a higher smoke point than regular shortening.

6. *True* Hydrogenated shortening gives a drier and less greasy taste than other shortenings.

7. *False* Doughnuts fried in oil are better than doughnuts fried in hydrogenated shortening.

8. *False* So long as you filter the frying fat and add fresh fat, it does not matter if you fry in a very hot temperature.

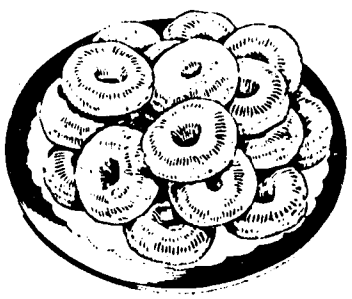

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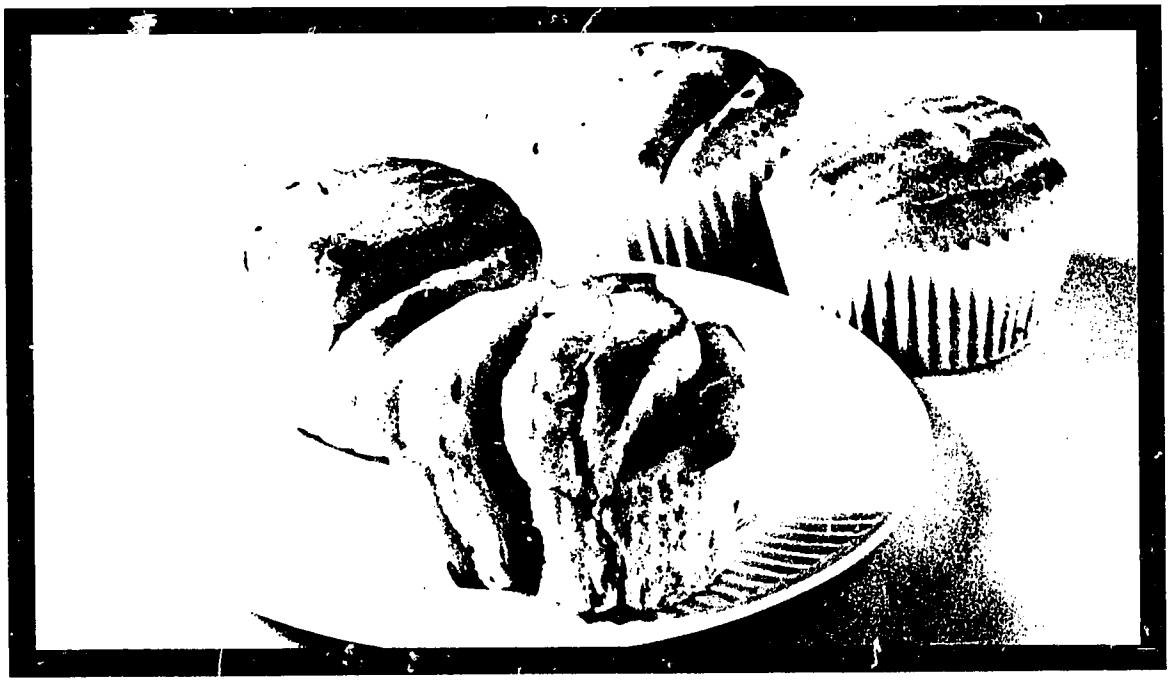

Rye - Cheese Buttercrust Rolls

The best-tasting breads are made with butter.

Butter

Butter is used in baked foods mostly for its flavor. Because of its high cost, it is used only in higher priced products. Compared with other plastic shortings, it is not as uniform, has a rather narrow plastic range, and does not keep well at normal temperatures. Nevertheless, it continues to be the choice of bakers for production of superior baked products.

The legal definition of butter: "A food product made exclusively from milk or cream, or both, with or without common salt, and with or without additional coloring matter, and containing not less than 80 percent by weight of milk fat."

Typical Composition of Butter

Fat.....80.5%

Moisture.....16.3%

Salt.....2.4%

Casein.....0.8%

Air will vary from 1 to 5 percent. The item listed as casein includes the protein, mineral substances, and lactose derived from buttermilk.

Please fill in the blank spaces with a True or False in the sentences below:

1. _____ Butter is used in baked foods mostly for its flavor.

2. _____ Because of its high cost, butter is used only in icings.

3. _____ Compared with other plastic shortenings, butter is more uniform.

4. _____ Butter has a rather narrow plastic range, and does not keeep well at normal temperature.

5. _____ Butter continues to be the choice of bakers for the production of superior baked products.

6. _____ Butter is "A food product made exclusively from milk or cream, or both."

(over)

7. _____ Like shortening, butter consists entirely of fat.

8. _____ Butter contains about 16% moisture.

9. _____ Butter usually contains over 2% salt.

10. _____ Butter contains milk solids.

Please turn to page 23 and check your work. → → → →

Puff pastries made with hard fat.

Shortening Power (continued)

Shortening in the *middle range of melting points* is considered best. If the melting point is too low (as in a very soft fat, or in oil), the shortening is simply too oily. Instead of existing as flakes, it exists as globules. If the melting point is too high, the shortening is simply too hard to be distributed through the dough properly.

Plasticity is the *workability* of a shortening at the temperature at which it is used. For example, lard has a wider plastic range than hydrogenated shortening. Coconut oil has practically no plastic range at all: at 70° F. it is like tallow, and at 75° F. it becomes liquid.

Butter has a narrow plastic range. The plastic range of margarine is even narrower.

Please fill in the blank spaces below with the correct words:

1. Middle-range shortening means having a medium _____ _____.
2. A melting point that is too low will cause the shortening to be too _____.
3. Instead of existing as flakes, it exists as _____.
4. A shortening that has a high melting point cannot be d_____ through a dough properly.
5. The melting point alone does not determine shortening _____.
6. Plasticity is the w_____ of a shortening at the t_____ at which it is used.
7. Lard has a wider plastic range than _____ _____.
8. Butter has a _____ plastic range.
9. Margarine also has a rather _____ plastic range.

← ← ← ← *Please turn to page 16 and check your answers.*

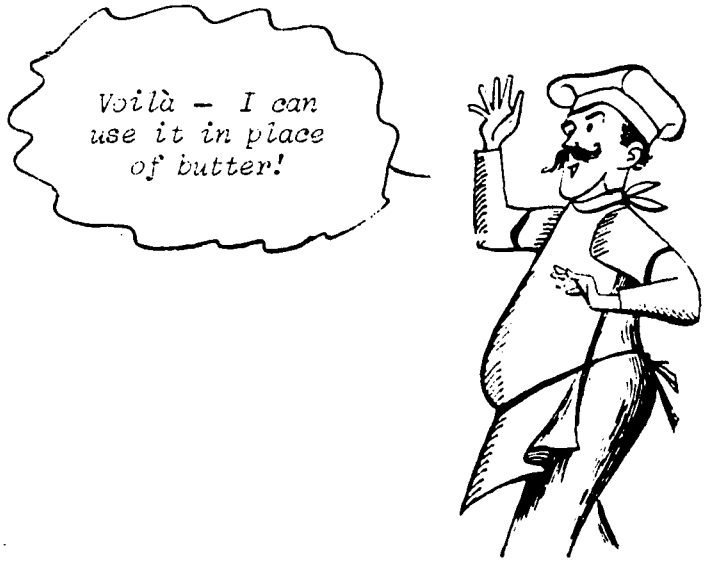
Voilà – I can use it in place of butter!

1. Margarine was developed in __d__.

   a. Germany b. U.S.A. c. Canada d. France

2. Margarine was developed as a substitute for __a__.

   a. butter b. shortening c. cream d. milk

3. Today most high-grade margarine is produced from __c__.

   a. wheat kernel b. cows c. vegetable oils d. butter

4. Margarine is just about as nutritious as __b__.

   a. carrots b. butter c. milk d. buttermilk

5. In many bakeries, __c__ is used wherever the recipe calls for butter.

   a. cheese b. milk c. margarine d. buttermilk

6. Margarine is a hard fat with a high melting point and is primarily used as a __c__ fat.

   a. stand-by b. bake-off c. roll-in d. back-up

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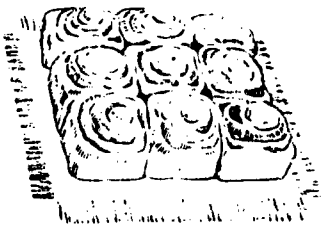

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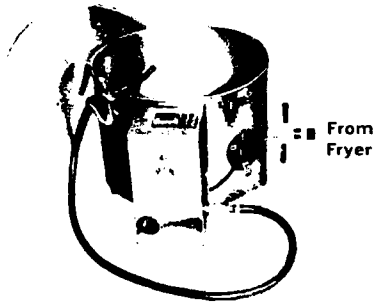

Fat filter

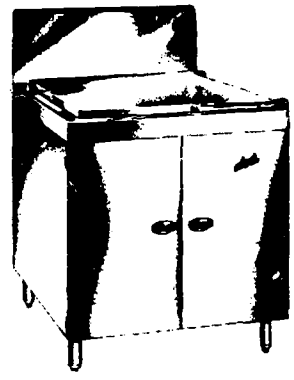

Doughnut fryer

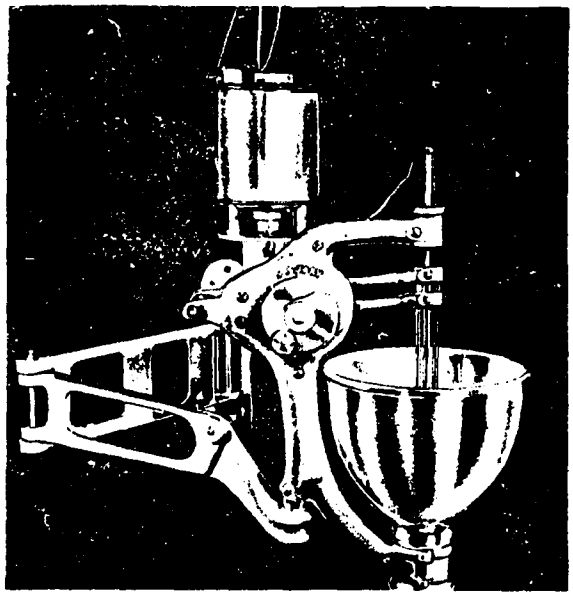

Automatic doughnut dropper

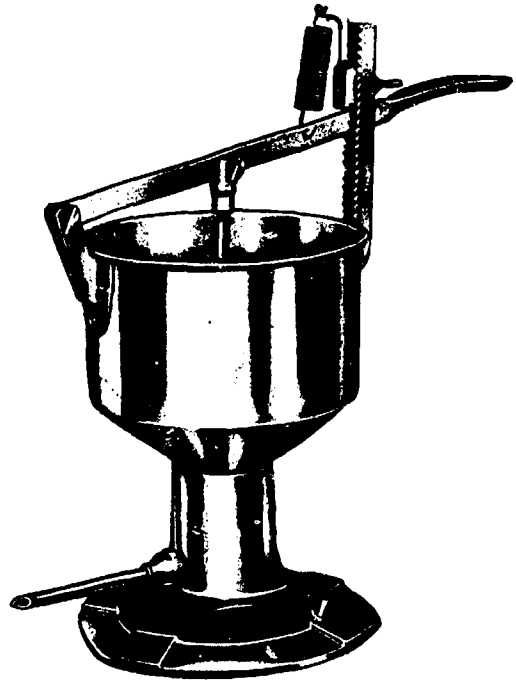

Cream or jelly filler

Frying Fats

The boiling point of water is 212° F. At that point, water rapidly boils away in the form of steam. But did you know that oils cannot boil? Instead, when heated to high temperatures, they start to break down. At about 600° F., fats and oils burst into flames. This is called the *flash fire* point.

All shortenings used for frying darken and break down. That is why doughnuts darken and taste bitter when they are fried in burned fat. The breakdown of frying fats can be controlled by (1) careful temperature control, (2) filtering of the fat or oil at regular intervals to remove foreign matter, (3) addition of fresh fat.

Hydrogenated shortening is best for frying. Not only does it have a higher smoke point than most other shortenings, but it gives a drier, less greasy taste and and does not gum up when cooled. Emulsified shortening is not satisfactory for deep-fat frying, mainly because it has a lower smoke point due to the presence of monoglycerides.

Doughnuts fried in hydrogenated fat will be better than doughnuts fried in oil. Even after frying, oil is still oil, and will soak up sugar more rapidly than will hydrogenated fat. That's why doughnuts fried in oil will tend to taste more greasy.

Please fill in the blank spaces below with a True or False.

1. _____ At very high temperatures oils will break down.

2. _____ At 400° F., fats and oils burst into flames.

3. _____ All shortenings used for frying darken and break down.

4. _____ Breakdown of frying fats can be controlled by using aged fat.

5. _____ Emulsified shortening has a higher smoke point than regular shortening.

6. _____ Hydrogenated shortening gives a drier and less greasy taste than other shortenings.

7. _____ Doughnuts fried in oil are better than doughnuts fried in hydrogenated shortening.

8. _____ So long as you filter the frying fat and add fresh fat, it does not matter if you fry in a very hot temperature.

← ← ← ← *Please turn to page* 18 *and check your work.*

Christmas Stollen

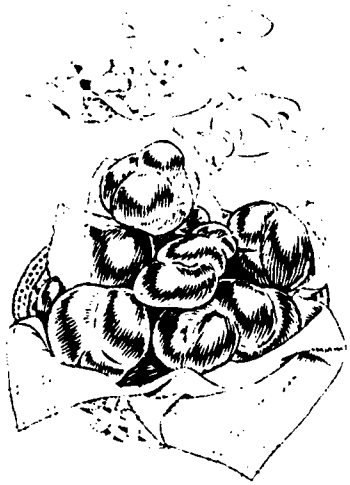

Holiday Dinner Rolls

Christmas Cookies

Celebrate Christmas without fats in cookies, cakes, and dinner rolls.

1. *True* Butter is used in baked foods mostly for its flavor.

2. *False* Because of its high cost, butter is used only in icings.

3. *False* Compared with other plastic shortenings, butter is more uniform.

4. *True* Butter has a rather narrow plastic range, and does not keeep well at normal temperature.

5. *True* Butter continues to be the choice of bakers for the production of superior baked products.

6. *True* Butter is "A food product made exclusively from milk or cream, or both."

7. *False* Like shortening, butter consists entirely of fat.

8. *True* Butter contains about 16% moisture.

9. *True* Butter usually contains over 2% salt.

10. *True* Butter contains milk solids.

Please return to page 19 and correct any errors.

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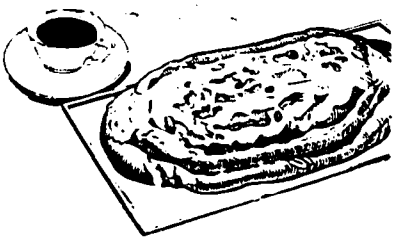

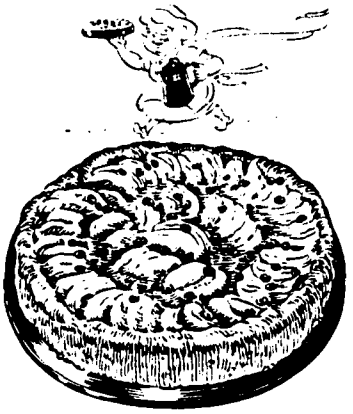

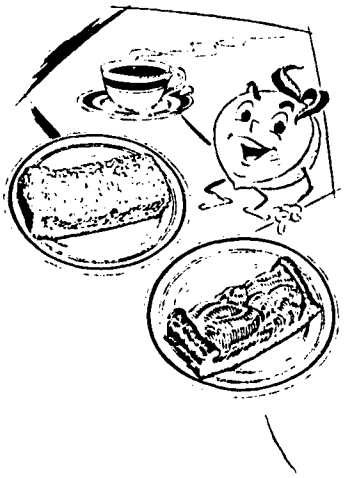

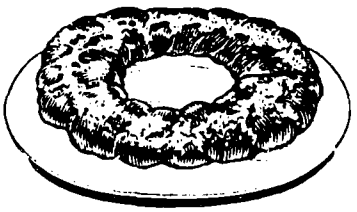

These were made with margarine.

Margarine

Margarine was developed in France over 100 years ago as a substitute for butter. Originally, it was produced from beef fat and milk and was called oleomargarine. Today, most high-grade margarine is produced only from vegetable oils, with butter flavor, vitamin A, and color added. It is just about as nutritious as butter. In many bakeries, margarine is used in place of butter. Margarine is a hard fat with a high melting point, and is primarily used as a roll-in fat for making puff pastry and Danish doughs.

Please choose the correct letter and place in the blank spaces below:

1. Margarine was developed in _____.

   a. Germany b. U.S.A. c. Canada d. France

2. Margarine was developed as a substitute for _____.

   a. butter b. shortening c. cream d. milk

3. Today most high-grade margarine is produced from _____.

   a. wheat kernel b. cows c. vegetable oils d. butter

4. Margarine is just about as nutritious as _____.

   a. carrots b. butter c. milk d. buttermilk

5. In many bakeries, _____ is used wherever the recipe calls for butter.

   a. cheese b. milk c. margarine d. buttermilk

6. Margarine is a hard fat with a high melting point and is primarily used as a _____ fat.

   a. stand-by b. bake-off c. roll-in d. back-up

← ← ← ← *Please turn to page 31 and check your answers.*

Ready for the fryer.

Smoke Point of Frying Fats

The smoke point of a fat or an oil is dependent on the percentage of *free* fatty acids present, as these are broken down most readily by heat. The greater the percentage of free fatty acids, the lower the smoke point.

The chart below shows the *initial* smoke point of various fats and oils:

Kind of Fat or Oil	Initial Smoking Temperature
Cottonseed oil	451° F.
Hydrogenated shortening	448° F.
Leaf lard (rendered kidney fat)	430° F.
Corn oil	406° F.
Butterfat	406° F.
Bulk lard	381° F.
Olive oil	347° F.
Peanut oil	323° F.
Suet (animal fat)	242° F.

The free fatty acids, which are the cause of smoking, are increased by high temperatures. Thus even the *slightest use* of the fat causes the smoke point to be lowered.

Please fill in the blank spaces below with a True or False.

1. _____ The smoke point of a fat or oil is dependent on the percentage of free fatty acids present.

2. _____ These are broken down most readily by freezing.

3. _____ The greater the percentage of free fatty acids, the higher the smoke point.

4. _____ The smoke point of cottenseed oil is *about* the same as the smoke point of hydrogenated shortening.

5. _____ Butterfat will smoke sooner than olive oil.

6. _____ Leaf lard will smoke sooner than suet.

7. _____ Corn oil and butterfat have about the same smoke points.

8. _____ Peanut oil is the easiest oil to use for frying.

9. _____ Cottonseed oil is preferred for frying over peanut oil.

10. _____ Any use of a fat will cause the smoke point to be raised.

Please turn to page 28 *and check your answers.* → → → →

Adsorption: The clinging of a __c__ or other substance on the surface of a material.

a. water or salt
b. butter or cream
c. gas or liquid
d. None of the above

Casein: The main protein found in __a__.

a. milk
b. sugar
c. water
d. egg shells

Compound shortening: A hard shortening, either __b__, only part of which has been hydrogenated.

a. hog or sheep
b. animal or vegetable
c. cow or steer
d. cotton or corn

Corn oil: Oil that is pressed from __d__.

a. carrots
b. cotton seeds
c. lard
d. corn

Cottonseed oil: Oil obtained by pressing __a__.

a. cotton seeds
b. poppy seeds
c. caraway seeds
d. polly seeds

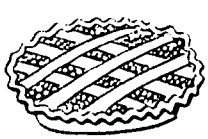

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and correct any errors.

Please turn to page (33) *and continue the program.* → → → →

Smoke Point of Frying Fats (continued)

Plasticity is not important in frying, but *high smoke point* and *resistance to rapid incorporation of water* are. In general, frying fats should meet the following requirements:

1. They should permit the normal development of the fried product while it is being fried.

2. They should give no unpleasant odor to the product.

3. On cooling, absorbed fat must change back to a solid state and not remain oily.

4. They should continue to fry uniformly even though used-up fat is being continually replaced.

It has been found that deep-fat frying with fresh shortening does not produce the highest quality doughnuts. Not until there is an increase in the free fatty acids, as a result of prolonged heating, does the quality period begin. For that reason refiners have developed special frying shortenings designed to produce the desired fatty acids. These shortenings eliminate the pre-quality period almost entirely.

Please fill in the blank spaces below with a True or False.

1. _____ Plasticity is important in frying.

2. _____ Frying fats should permit the normal development of the fried product while it is being fried.

3. _____ Frying fats may give an odor to a product so long as it is a pleasant odor.

4. _____ On cooling, absorbed fats should remain oily.

5. _____ Used-up fat should not be replaced when frying a large batch.

6. _____ Frying with fresh shortening will produce the highest quality doughnut.

7. _____ The smoke point of the fat is less important in frying than the plasticity of the fat.

Please turn to page 30 and check your work. → → → →

Only wooden tools are used in hot frying.

1. *True* The smoke point of a fat or oil is dependent on the percentage of free fatty acids present.

2. *False* These are broken down most readily by freezing.

3. *False* The greater the percentage of free fatty acids, the higher the smoke point.

4. *True* The smoke point of cottenseed oil is *about* the same as the smoke point of hydrogenated shortening.

5. *False* Butterfat will smoke sooner than olive oil.

6. *False* Leaf lard will smoke sooner than suet.

7. *True* Corn oil and butterfat have about the same smoke points.

8. *False* Peanut oil is the easiest oil to use for frying.

9. *True* Cottonseed oil is preferred for frying over peanut oil.

10. *False* Any use of a fat will cause the smoke point to be raised.

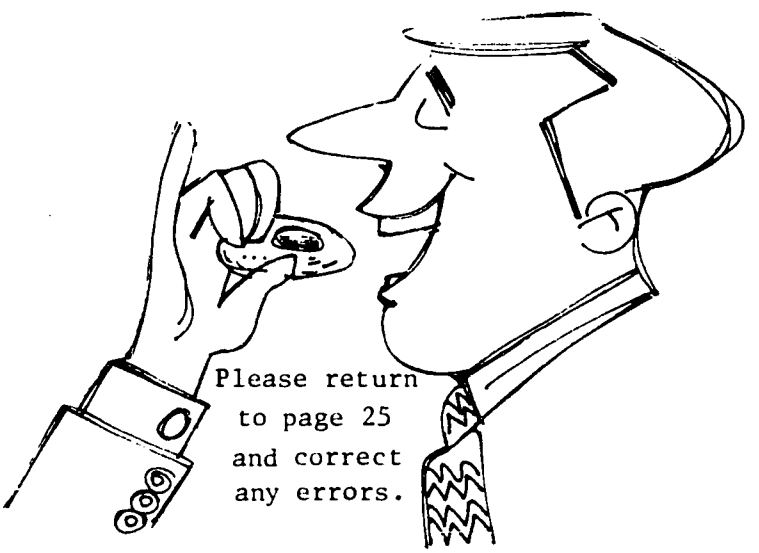

Please turn to page 27 *and continue the program.*

The right amount of the right shortening used on these.

Shortening Glossary

Adsorption: the clinging of a gas, liquid, or other substance on the *surface* of a material, as opposed to being *absorbed into* it.

Casein: the main protein compound found in milk; it is the principal protein ingredient of cheese.

Compound shortening: a hard shortening, either animal or vegetable, only part of which has been hydrogenated.

Corn oil: oil that has been pressed from corn.

Cottonseed oil: a vegetable oil obtained by pressure from cotton seeds. When hydrogenated, the fat is widely used in making bakery products.

Please select the correct letter only, and place in the blank spaces below:

Adsorption: The clinging of a _____ or other substance on the surface of a material.

a. water or salt
b. butter or cream
c. gas or liquid
d. None of the above

Casein: The main protein found in _____.

a. milk
b. sugar
c. water
d. egg shells

Compound shortening: A hard shortening, either _____, only part of which has been hydrogenated.

a. hog or sheep
b. animal or vegetable
c. cow or steer
d. cotton or corn

Corn oil: Oil that is pressed from _____.

a. carrots.
b. cotton seeds
c. lard
d. corn

Cottonseed oil: Oil obtained by pressing_____.

a. cotton seeds
b. poppy seeds
c. caraway seeds
d. polly seeds

Please turn to page 26 *and check your answers.*

Round Bismarks or filled doughnuts

1. *False* Plasticity is important in frying.

2. *True* Frying fats should permit the normal development of the fried product while it is being fried.

3. *True* Frying fats may give an odor to a product so long as it is a pleasant odor.

4. *False* On cooling, absorbed fats should remain oily.

5. *False* Used-up fat should not be replaced when frying a large batch.

6. *False* Frying with fresh shortening will produce the highest quality doughnut.

7. *False* The smoke point of the fat is less important in frying than the plasticity of the fat.

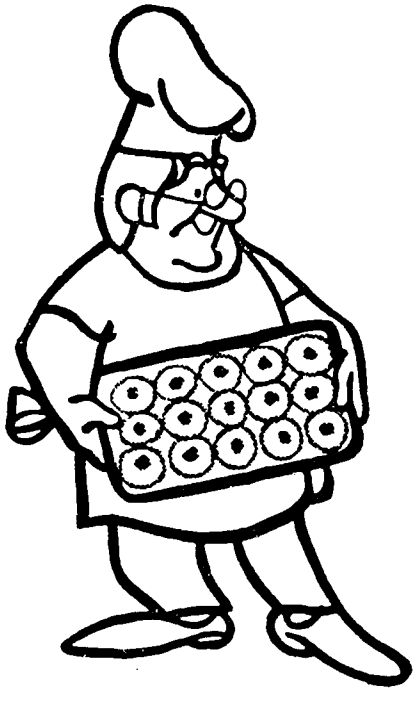

Please return to page 27 and correct any errors.

← ← ← ← *Please turn to page 29 and continue the program.*

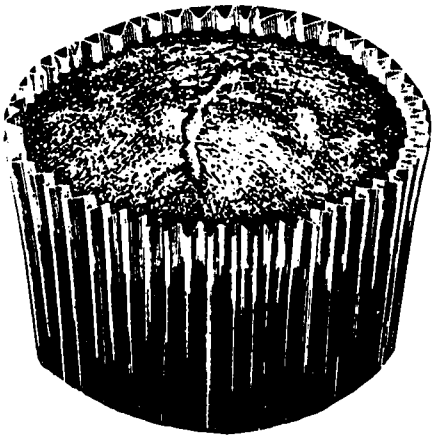

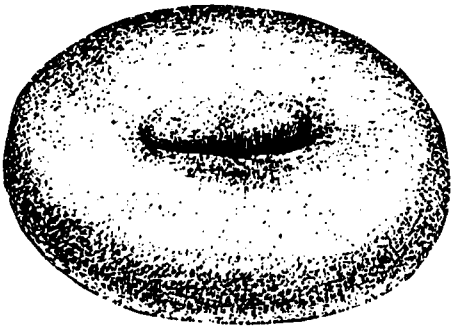

Do you think the same shortenings were used
for these two products?

1. *True* Filtration involves separating solid materials from a liquid.

2. *False* In refining edible oils, one of the filtering materials used to remove impurities is litmus paper.

3. *False* Each fat has its own melting range.

4. *False* A plastic shortening can be poured at room temperature.

5. *False* The temperature at which a frying fat will begin to boil is called its smoke point.

Please turn to page 33 and correct any errors.

You have now finished Book 8. Go back to the beginning and run through it again, paying particular attention to the filled-in answers. Then go to the bottles on page 33 and see how many of the statements you can complete correctly.

Am I right or wrong –
Is this the right
shortening to use?

Review of Book 8

Fill in the missing words:

1. Shortening is used in baked products to produce _____ness and improve f_____ and t_____.

2. Fats are s_____ at room temperature (75° to 80° F.)

3. In making hydrogenated shortenings, the oils absorb h_____ gas and become hard.

4. Creaming a shortening traps _____ into the mix in the form of tiny c_____.

5. Using emulsified shortenings allows the baker to add more _____ and _____ to a cake.

6. In the body, fats release more than twice the amount of _____ or en_____ as sugars or starches.

7. Shortening that has been exposed to very high temperatures and then cooled will not _____ well.

8. Fats and oils should be stored in _____, _____ places so they will not become _____.

9. The ability of fat to lubricate or w_____en the structure of a baked product is known as its sh_____ v_____.

10. A shortening that has a high melting point cannot be dis_____ through a dough properly.

11. Another word for "plasticity" is w_____.

12. Lard has a better plastic r_____ than butter.

13. All shortenings used for frying darken and br_____ _____.

14. E_____ shortening is not satisfactory for frying.

15. Butter is used in baked foods mostly for its f_____.

16. Butter contains about _____% fat.

17. In many bakeries, _____ is used wherever the recipe calls for butter.

(over)

18. The oil with the highest smoking point is c_____ oil, and the fat with the highest smoking point is _____ _____ing.

19. Frying fats should not give an unpleasant _____ to a product.

20. On cooling, fat absorbed by a product should change back to a _____ state and not remain oily.

Check your answers in the Answer Book.

an open

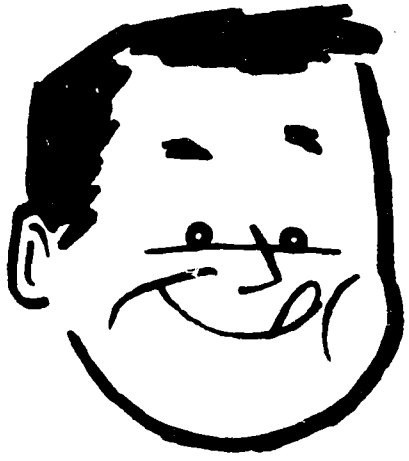

and

shut case

Shortening Glossary (continued)

Filtration: the process of separating solid materials from a liquid by means of a porous substance (filter) through which the liquid passes. In refining edible oils, one of the filtering materials used to remove impurities is fuller's earth (a clay-like substance).

Plastic shortening: a "workable" shortening, that is, a semisolid shortening that will keep its shape when handled.

Plastic range: one of the most important considerations in evaluating the suitability of a fat. It is the range of temperatures between which a fat will cream well, or serve the purpose for which it is intended. Each fat has its own plastic range.

Smoke point: the temperature at which a frying fat will begin to smoke.

Please fill in the blank spaces below with a True or False:

1. _____ Filtration involves separating solid materials from a liquid.

2. _____ In refining edible oils, one of the filtering materials used to remove impurities is litmus paper.

3. _____ Each fat has its own melting range.

4. _____ A plastic shortening can be poured at room temperature.

5. _____ The temperature at which a frying fat will begin to boil is called its smoke point.

Please turn to page 31 *and check your work.*

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

WHAT EVERY BAKER NEEDS TO KNOW

A Scrambled Program of Related Science and Trade Information

BOOK 9 — MILK AND MILK PRODUCTS

Prepared by
Melvin Bogdany, Instructor
Middlesex County Vocational
and Technical High Schools
East Brunswick, New Jersey

Book 9 - Milk and Milk Products

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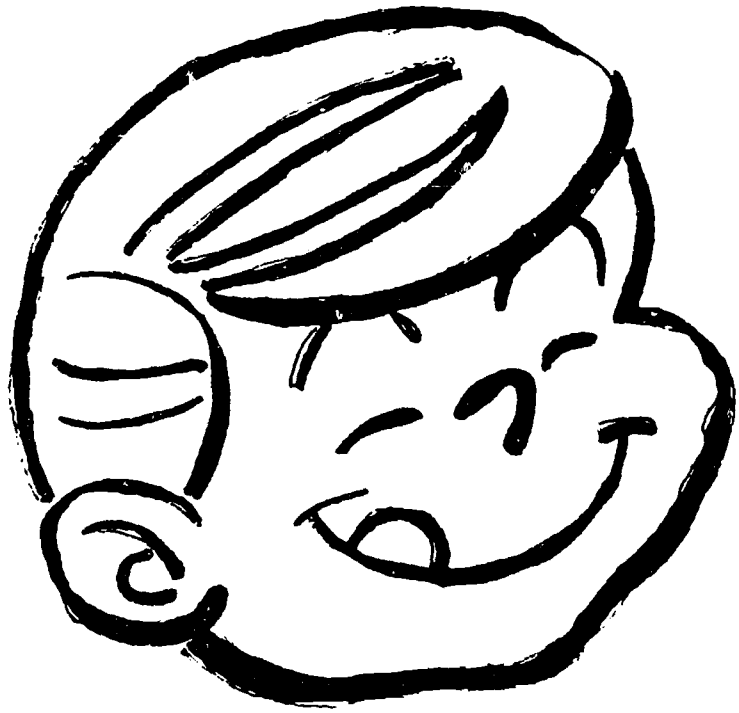

I Drank The Whole Thing

Introduction

Milk is one of the standard ingredients of baked foods. In this unit we shall learn something about the various kinds of milk and how milk is processed. We shall learn how milk functions in bakery products and why milk is used in breads and cakes.

"Milk" as we use the term in this country, refers to fresh, clean, whole cow's milk. It is nature's most nearly perfect food, and extremely valuable from a health point of view. Milk is very rich in protein, fat (butterfat), sugar, the vitamin riboflavin (B_2), and—particularly important—the mineral calcium. It also contains some other nutrients (food substances), including vitamins A, B_1, and B_{12}.

Please select the correct answer below; insert the letter only.

1. One of the standard ingredients of baked foods is _____.

   a. coconut
   b. vanilla
   c. cocoa
   d. milk

2. In this country "milk" means the milk of _____.

   a. camels
   b. goats
   c. cows
   d. sheep

3. Milk is nature's most nearly _____ food.

   a. incomplete
   b. perfect
   c. liquid
   d. white

4. Milk is rich in _____.

   a. fat
   b. sugar
   c. protein
   d. All of the above

5. Two nutrients that make milk very important in our diets are _____.

   a. vitamins C and D
   b. protein and iron
   c. calcium and vitamin B_2
   d. None of the above

Please turn to page 5 *and check your answers.*

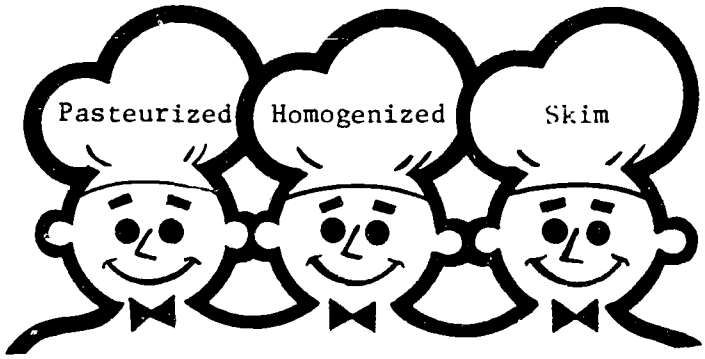

LIQUID MILKS

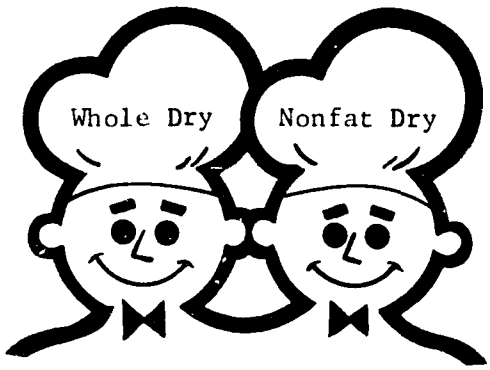

POWDERED MILKS

1. *False* Pasteurized milk is milk that has been boiled.

2. *True* Pasteurization destroys certain bacteria.

3. *True* The homogenizing process breaks up the fat particles, so that they are distributed throughout the milk.

4. *False* Skim milk contains large amounts of fat.

5. *False* Dry or powdered milk is hardly ever used in baked products.

6. *True* Dry or powdered milk has many advantages for the baker over liquid milk.

7. *True* Dry skim milk is usually referred to as nonfat dry milk solids.

Please turn to page 6
and correct any errors.

Please turn to page 3 *and continue the program.*

MILK HEARTH BREAD

Straight Dough

Percentage Basis		*Gallon Basis*
90%	Bread Flour★	12½ lbs. (variable)
10%	Pastry Flour	1½ lbs.
60%	Water (variable)	1 gal.
2½%	Yeast	5 ozs.
1¾%	Salt	3½ ozs.
⅜%	Yeast Food	¾ oz.
1%	Malt	2 ozs.
5%	Powdered Skim Milk	10 ozs.
3%	Butter	6 ozs.
5%	Sweetened Condensed Milk	10 ozs.
4%	Egg Whites, beaten	8 ozs.

Forms of Milk (continued)

Buttermilk. Most of the buttermilk on the market today is made directly from skim milk; a *culture* containing certain microorganisms is used to develop the desired flavor and consistency.

Whey. The product that remains after removing most of the casein (protein) and butterfat from milk (as, for example, in the process of making cheese) is whey.

Condensed milk is produced by heating the milk to higher than pasteurization temperatures and then evaporating part of the water. During the process, about 16 pounds of sugar is added to 100 pounds of milk. The final product contains about 42% sugar, which serves as a preservative.

Evaporated milk is produced by a similar process, but no sugar is added.

Please select the correct answer below; insert the letter only.

1. Most of the buttermilk on the market today is made directly from _____.

   a. pasteurized milk
   b. skim milk
   c. homogenized milk
   d. Any of the above

2. Whey is the product that remains after the removal of the _____.

   a. casein and fat
   b. water
   c. calcium and fat
   d. None of the above

3. Condensed milk contains about _____ sugar.

   a. 50%
   b. 22%
   c. 42%
   d. No sugar added

4. In processing condensed milk, part of the _____ is evaporated.

   a. milk
   b. water
   c. protein
   d. All of the above

5. To process 100 pounds of milk to make condensed milk, about _____ pounds of sugar is added.

   a. 16
   b. 9
   c. 12
   d. 42

(over)

6. Evaporated milk is processed much like condensed milk except that the _____ is not added.

a. water
b. casein
c. sugar
d. All of the above

7. Buttermilk could be called a _____ milk product.

a. sour
b. cultured
c. whole
d. sterilized

Please turn to page 8 *and check your answers.*

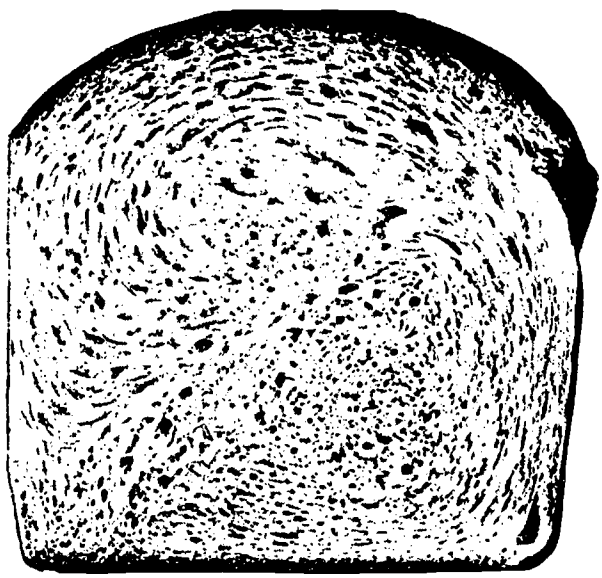

Whole milk bread made according to Government specifications

Using Whole Liquid Milk

Hard Wheat Flour (variable)	13 lbs.	Sugar	6 ozs.
Whole Milk	1 gal.	Salt	4½ ozs.
Shortening	4 to 6 ozs.	Yeast	6 ozs.

METHOD: Dissolve the yeast in a portion of the milk. Put the remainder of the milk into the mixer, add the salt and sugar, and dissolve these ingredients by stirring. Add the flour, begin mixing, add the shortening and continue mixing until the dough is smooth. The dough should have a temperature of 78° F. when mixed.

Functions of Milk in Bread Baking

From a physical standpoint, milk is valuable in bread because it improves aroma, flavor, color, grain, texture, and keeping quality. This is particularly noticeable when it is added to the dough in the form of nonfat milk solids, in an amount equal to about 6% of the flour.

The golden-brown crust color is brought about through caramelization of the sugar in the milk during the baking process. A smooth, velvety texture - that is, the feel of the surface of a slice of bread - also results from the presence of milk in the dough. It has also been proven that bread made with milk stays fresh longer, because the milk proteins tend to keep the bread soft.

Please fill in the blank spaces in the sentences below:

1. Milk is valuable in bread because it improves a_____, f_____, g_____, t_____, and keeping _____.

2. These improvements are particularly noticeable when milk is added to the dough in the form of _____ _____ _____, in an amount equal to about _____% of the flour.

3. The golden-brown crust color is brought about through c_____ of the _____ in the milk during the baking process.

4. A smooth, velvety t_____ of the surface of a slice of bread results because of the presence of _____ in the dough.

5. Bread made with milk stays _____ longer.

6. Milk proteins tend to keep bread _____.

Please turn to page 7 and check your answers. → → → →

A bag full

of

nourishment

ERIC

1. One of the standard ingredients of baked foods is __d__.

   a. coconut
   b. vanilla
   c. cocoa
   d. milk

2. In this country "milk" means the milk of __c__.

   a. camels
   b. goats
   c. cows
   d. sheep

3. Milk is nature's most nearly __b__ food.

   a. incomplete
   b. perfect
   c. liquid
   d. white

4. Milk is rich in __d__.

   a. fat
   b. sugar
   c. protein
   d. All of the above

5. Two nutrients that make milk very important in our diets are __c__.

   a. vitamins C and D
   b. protein and iron
   c. calcium and vitamin B_2
   d. None of the above

Please return to page 1 and correct any errors.

Please turn to page 6 and continue the program. → → → →

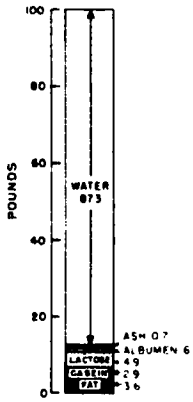

LIQUID WHOLE MILK

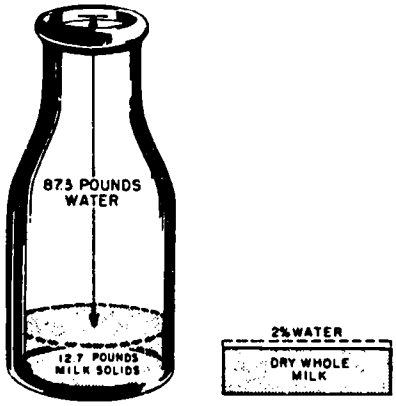

100 POUNDS LIQUID WHOLE MILK
REDUCES TO 12 POUNDS DRY WHOLE MILK

Forms of Milk

Pasteurized milk is milk that has been heated to 140° F. for 30 minutes (or 160° F. for 15 seconds), and then quickly cooled to 50° F. or lower. This destroys certain forms of bacteria that spread disease, but it does not change the nature of the milk.

Homogenized milk is pasteurized milk that has been forced through very small openings under high pressure. This greatly reduces the size of the fat particles, so that they remain distributed throughout the milk and do not rise to the top as a layer of cream.

Skim milk is fresh milk from which nearly all the butterfat has been removed.

Dry or Powdered milk is made from either whole milk or skim milk. It is used more than any other type of milk in the bake shop because of its many advantages. Compared with liquid milk, dry milk has:

1. A higher proportion of necessary milk solids
2. Ease of handling
3. Improved baking qualities
4. Lower cost

Dry skim milk is usually referred to as *nonfat dry milk solids.*

Please answer with a True or False in the blank spaces below:

1. _____ Pasteurized milk is milk that has been boiled.

2. _____ Pasteurization destroys certain bacteria.

3. _____ The homogenizing process breaks up the fat particles, so that they are distributed throughout the milk.

4. _____ Skim milk contains large amounts of fat.

5. _____ Dry or powdered milk is hardly ever used in baked products.

6. _____ Dry or powdered milk has many advantages for the baker over liquid milk.

7. _____ Dry skim milk is usually referred to as nonfat dry milk solids.

← ← ← ← *Please turn to page* 2 *and check your answers.*

Some of America's most outstanding bakers are spreading it around:

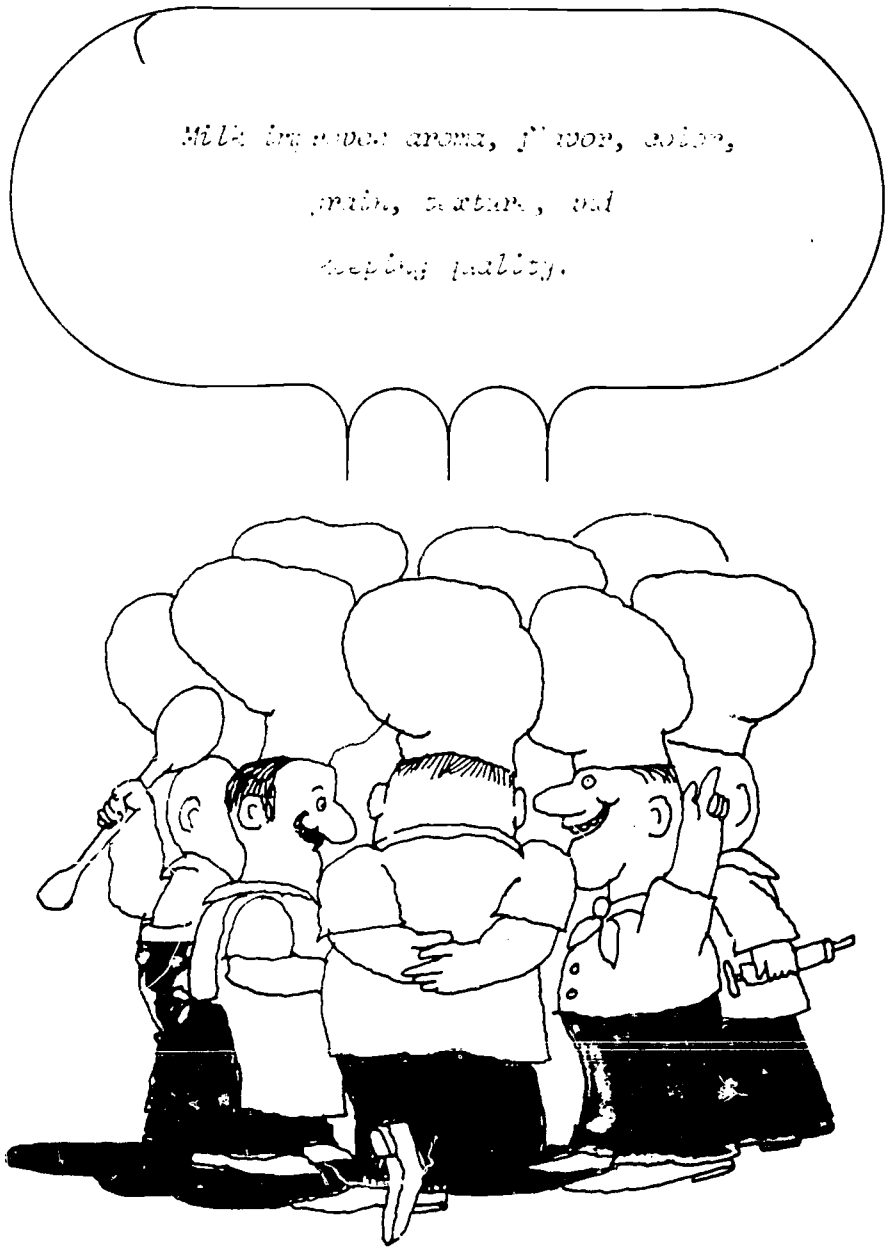

1. Milk is valuable in bread because it improves aroma, flavor, grain, texture, and keeping quality.

2. These improvements are particularly noticeable when milk is added to the dough in the form of nonfat milk solids, in an amount equal to about 6 % of the flour.

3. The golden-brown crust color is brought about through caramelization of the sugar in the milk during the baking process.

4. A smooth, velvety texture of the surface of a slice of bread results because of the presence of milk in the dough.

5. Bread made with milk stays fresh longer.

6. Milk proteins tend to keep bread soft.

Please return to page 4 and correct any errors.

Please turn to page 11 and continue the program.

I just couldn't get along without milk!

1. Most of the buttermilk on the market today is made directly from __b__.

   a. pasteurized milk
   b. skim milk
   c. homogenized milk
   d. Any of the above

2. Whey is the product that remains after the removal of the __a__.

   a. casein and fat
   b. water
   c. calcium and fat
   d. None of the above

3. Condensed milk contains about __c__ sugar.

   a. 50°%
   b. 22°%
   c. 42°%
   d. No sugar added

4. In processing condensed milk, part of the __b__ is evaporated.

   a. milk
   b. water
   c. protein
   d. All of the above

5. To process 100 pounds of milk to make condensed milk, about __a__ pounds of sugar is added.

   a. 16
   b. 9
   c. 12
   d. 42

6. Evaporated milk is processed much like condensed milk except that the __c__ is not added.

   a. water
   b. casein
   c. sugar
   d. All of the above

7. Buttermilk could be called a __b__ milk product.

   a. sour
   b. cultured
   c. whole
   d. sterilized

Please return to page 3 and correct any errors.

Please turn to page 4 *and continue the program.*

A

Exhaust air returns entrained powder to the liquid collector for recovery

Air stream is saturated with moisture when discharged

ROOF LINE

Solid arrow show travel of milk and milk powder

Hollow arrows indicate flow of air streams

Fluid is recirculated through the liquid collector and heater until desired consistency is obtained

Milk from the storage tank is pumped through heater and processing tank for pasteurization

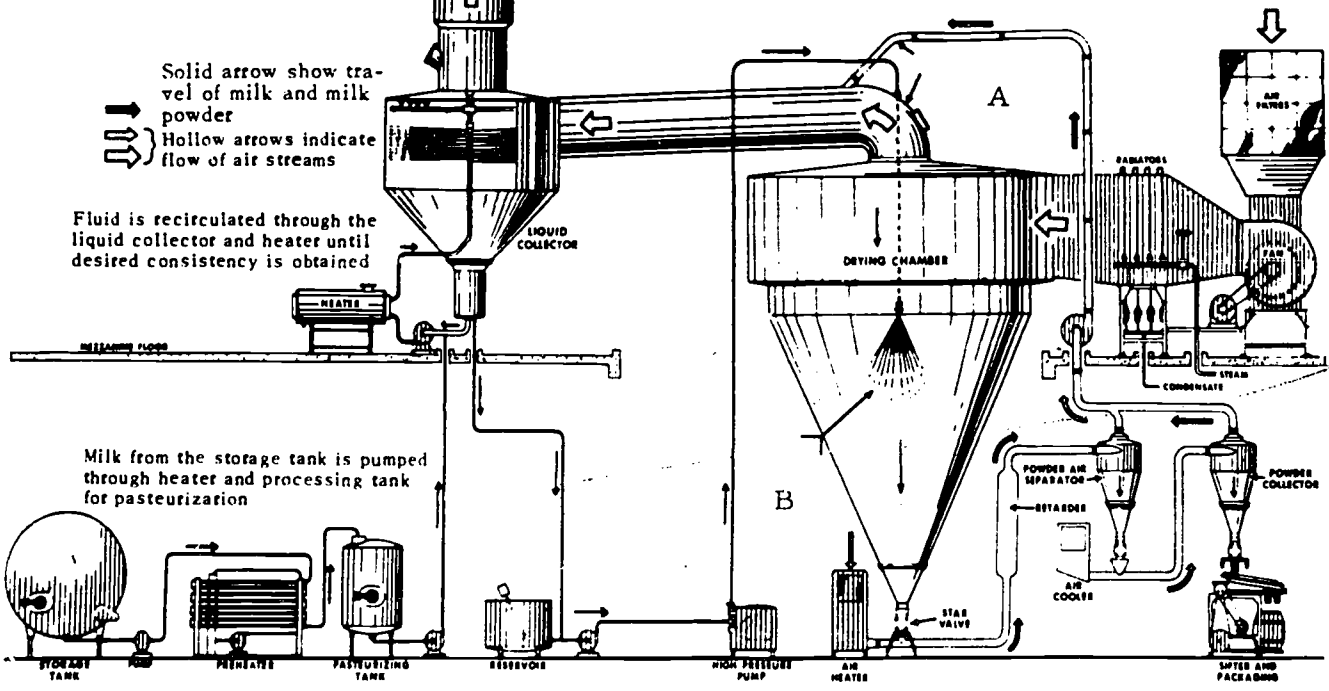

Diagram of Swenson-Grey-Jensen spray drying installation.

B Special atomizing nozzle breaks up fluid into a cloud of fine mist

The Manufacture of Dry Milk

Dry milk is produced by two methods: spray-process drying and roller-process drying. Nowadays, however, practically all milk is dried by the spray process.

On the opposite page is a diagram of the steps in spray-process drying.

In the spray process, whole milk or skim milk is first heated and then pumped into a chamber where the heated milk is aerated at high temperatures. In this process the milk loses a great deal of its water, and a highly concentrated (thickened) product is obtained.

This product is then pumped into a drying chamber in the form of a fine mist. The mist is met by a blast of hot, sterilized air, which dries the sprayed milk almost instantly. The dry milk then drops to the bottom of the drying chamber and is removed on a continuous belt. Although there are many intermediate steps, the above outline covers the most important ones.

When whole milk is used, the result is whole dry milk. When skim milk is used, the result is nonfat dry milk, also known as nonfat milk solids.

Spray-process dry milk is better than roller-process milk for most bakery products because it is more soluble, that is, it dissolves more easily and quickly.

Please fill in the blank spaces in the sentences below:

1. In the spray process, whole milk or skim milk is first _____.
2. The concentrated milk is dried by a blast of hot, sterilized _____, which _____ the milk almost instantly.
3. When _____ milk is used, the result is whole dry milk.
4. When skim milk is used, the result is _____ dry milk.
5. _____-process dry milk is better for most _____ products because it is more _____.

Please turn to page 13 *and check your answers.* → → → →

I improve

everything I bake

with milk.

1. *False* It is possible for dry milk to turn sour.
2. *False* Fresh milk never turns sour.
3. *True* When we make dry milk into a liquid, it is subject to bacterial action.
4. *True* All containers must be kept absolutely clean.
5. *True* Containers should be rinsed in hot water and placed upside down.
6. *False* To make dry milk into a liquid, use hot water.
7. *False* Water at about 50° is best for making dry milk into a liquid.
8. *True* The dry milk should always be placed on top of the water.
9. *True* The milk should be stirred immediately, or lumping will result.
10. *False* If the milk is to stand for any length of time, warm it up.

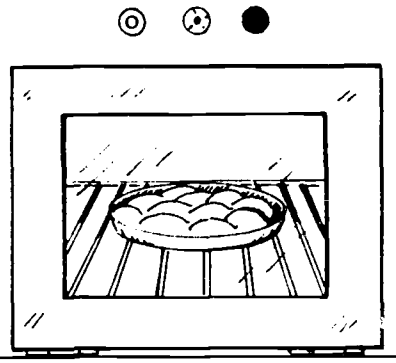

Please turn to page 15
and correct any errors.

Please turn to page 13 *and continue the program.*

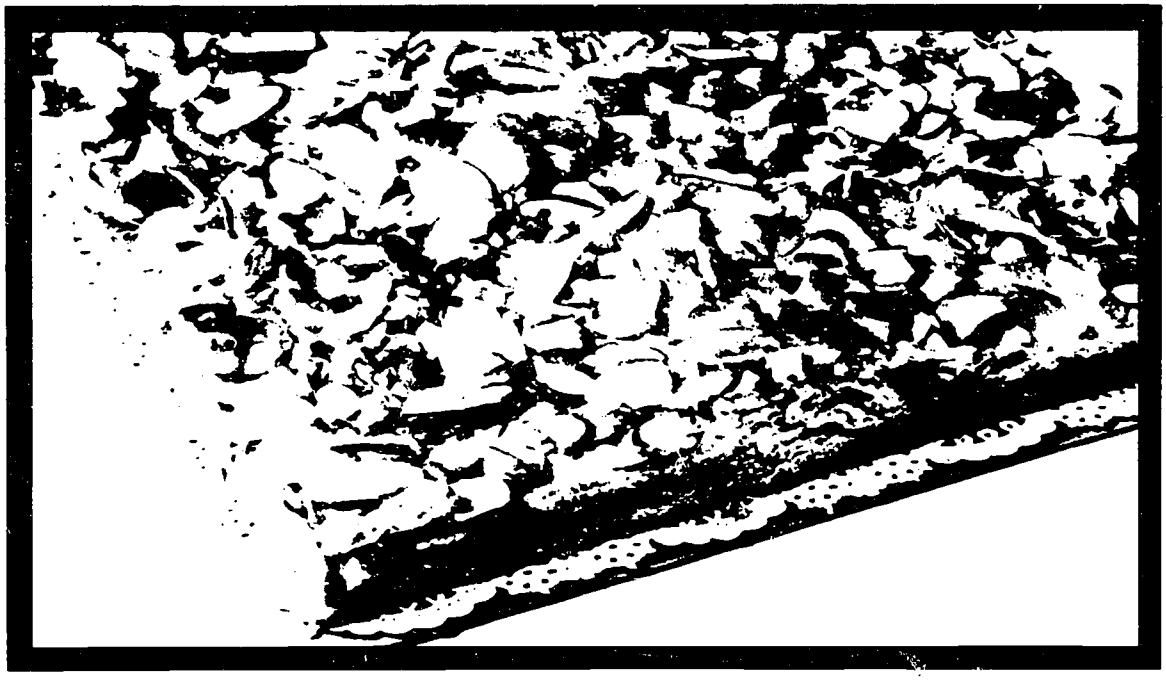

Apollo Coffee Cake

Oatmeal Cake

Functions of Milk in Cake Baking

Bakers found that, when the amount of milk solids was increased in cakes, an improvement in cake quality was observed. Milk provides richness, flavor, and eating and keeping qualities.

Like eggs and flour, nonfat dry milk solids is a structure-building material.

In the bake shop, milk is used more in the nonfat dry form than in any other form. The solids may, however, be combined with the original amount of water to make liquid skim milk.

Please answer with a True or False in the blank spaces below:

1. _____ When the amount of milk solids is increased in cakes, there is an improvement in cake quality.

2. _____ Since nonfat milk is dry, it tends to promote staling of cake.

3. _____ Nonfat dry milk solids is a structure-building material.

4. _____ In the bakeshop, milk is used more in the nonfat dry form than in any other form.

5. _____ To make nonfat dry milk into liquid skim milk, the original amount of water should be added to the dry milk.

Please turn to page 14 *and check your answers.* → → → →

OR

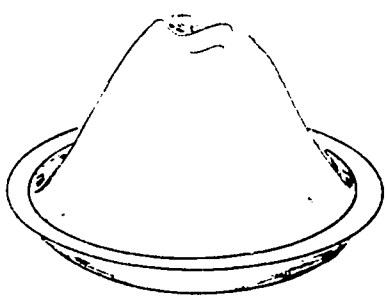

How much
will these products
cost me with
milk?

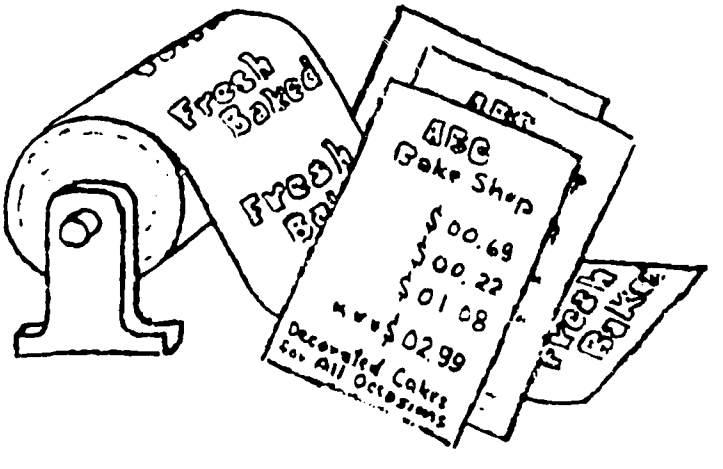
Fresh Baked
Fresh Baked
ABC
Bake Shop
$00.69
$00.22
$01.08
$02.99
Decorated Cakes
For All Occasions
Fresh Baked

1. In the spray process, whole milk or skim milk is first *heated*.

2. The concentrated milk is dried by a blast of hot, sterilized *air*, which *dries* the milk almost instantly.

3. When *whole* milk is used, the result is whole dry milk.

4. When skim milk is used, the result is *nonfat* dry milk.

5. *Spray*-process dry milk is better for most *bakery* products because it is more *soluble*.

Please return to page 9 and correct any errors.

If you turn to page 14 and continue the program. → → → →

I am proud

to present

these milk-containing

products.

Dry Milk to Liquid Milk (continued)

To liquefy nonfat dry milk back to its original form, the exact proportion of water to nonfat milk solids is:

7 lbs. 13 oz. water
to
13 oz. nonfat milk solids

However, in everyday shop work, we use *1 gallon* of water (about 8 1/3 pounds) to *1 pound* of nonfat milk solids (or approximately 4 oz. of nonfat milk solids to 1 qt. of water).

To produce one gallon of *whole milk* from nonfat dry milk solids, use:

7 lbs. 7 oz. water
to
13 oz. nonfat milk solids
6 oz. butter

Be sure to stir together well, to insure equal distribution throughout.

Please work out the following problems:

1. To get 2 gallons of liquid nonfat milk (by the "everyday shopwork" proportions), how much of the nonfat powder would you use? _____

2. How much nonfat dry milk would you add to 3 quarts of water to liquefy the milk? _____

3. To produce 2 gallons of whole milk, tell how much you would use:

   a) Water: _____
   b) Nonfat milk solids: _____
   c) Butter: _____

Please turn to page 16 *and check your answers.* ➡ ➡ ➡ ➡

Horseshoe Rolls

Orange Rolls

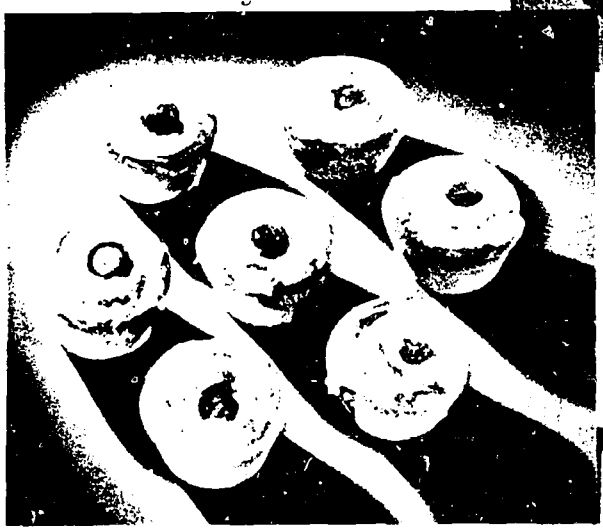

Fruit Log Rolls

1. *True* When the amount of milk solids is increased in cakes, there is an improvement in cake quality.

2. *False* Since nonfat milk is dry, it tends to promote staling of cake.

3. *True* Nonfat dry milk solids is a structure-building material.

4. *True* In the bakeshop, milk is used more in the nonfat dry form than in any other form.

5. *True* To make nonfat dry milk into liquid skim milk, the original amount of water should be added to the dry milk.

Please return to page 11 and correct any errors.

Please turn to page 9 and continue the program.

so easy

Just put the dry milk on top of the water and stir well.

Dry Milk to Liquid Milk

Dry milk does not turn sour as fresh liquid milk does. But as soon as dry milk is made into a liquid, bacteria get to work, just as in fresh liquid milk. Liquefied milk can sour or spoil from bacterial action. For this reason, all containers must be kept absolutely clean.

If the containers are not to be used immediately after washing, they should be rinsed with hot water and placed upside down to drain and stay clean.

To make dry milk into a liquid, do not use water that is too hot or too cold. Water at about 70° F. is just right.

Always place the dry milk *on top* of the water. Stir immediately, or lumping will result. If the milk is to stand for any length of time, it should be placed in the refrigerator.

Please fill in the blank spaces below with a True or False.

1. _____ It is possible for dry milk to turn sour.
2. _____ Fresh milk never turns sour.
3. _____ When we make dry milk into a liquid, it is subject to bacterial action.
4. _____ All containers must be kept absolutely clean.
5. _____ Containers should be rinsed in hot water and placed upside down.
6. _____ To make dry milk into a liquid, use hot water.
7. _____ Water at about 50° is best for making dry milk into a liquid.
8. _____ The dry milk should always be placed on top of the water.
9. _____ The milk should be stirred immediately, or lumping will result.
10. _____ If the milk is to stand for any length of time, warm it up.

← ← ← ← *Please turn to page* 10 *and check your answers.*

How much liquid milk

can I make with this

100-pound bag?

1. To get 2 gallons of liquid nonfat milk (by the "everyday shopwork" proportions), how much of the nonfat powder would you use? 2 lbs.

2. How much nonfat dry milk would you add to 3 quarts of water to liquefy the milk? 12 oz.

3. To produce 2 gallons of whole milk, tell how much you would use:

   a) Water: 14 lbs. 14 oz.
   b) Nonfat milk solids: 26 oz. (or 1 lb. 10 oz.)
   c) Butter: 12 oz.

If your answers were incorrect, re-figure the problems. See your instructor if there is something you do not understand.

Please turn to page 17 and continue the program. → → → →

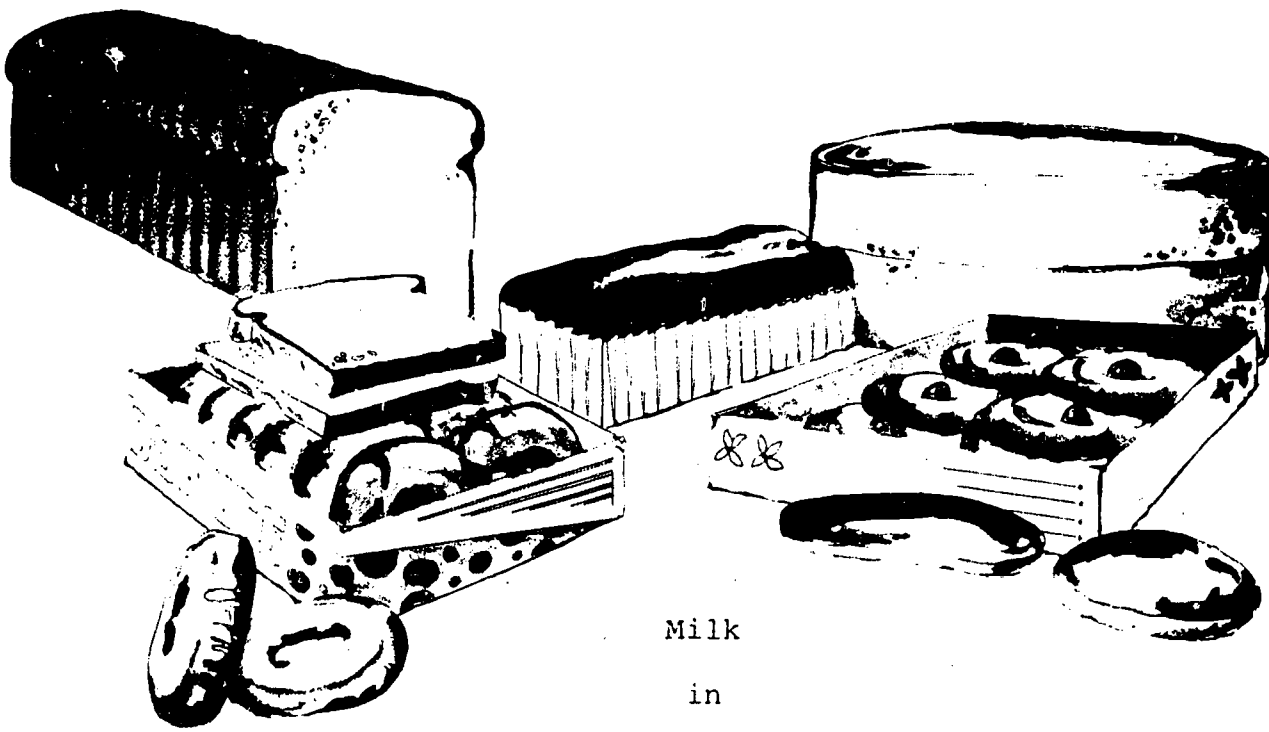

Milk

in

every

bite

Composition of Milk and Milk Products

Milk Solid	% Water	% Milk Fat	% Solids Not Fat
Liquid whole milk	87.75	3.5	8.75
Liquid skim milk	91.0	0.1	8.9
Liquid buttermilk	90.5	0.5	9.0
Evaporated milk	73.7	7.8	18.5
30% milk-fat whipping cream	64.0	30.0	6.0
Dry whole milk	2.0	28.0	70.0
Nonfat dry milk	3.0	1.0	96.0
Dry buttermilk	9.0	5.0	86.0

Answer the following questions:

1. Which form of milk has the most water in it? _____

2. Which form of milk has the least water in it? _____

3. Which form of milk has the most milk fat in it? _____

4. Which form of milk has the least milk fat in it? _____

5. Which form of milk has the most nonfat milk solids? _____

6. Which form of milk has the least nonfat milk solids? _____

7. Which has more fat, nonfat dry milk or dry buttermilk? _____

8. Of all the *liquid* milks, which has the most nonfat milk solids? _____

9. If the nutritive value of milk depends mostly on the percent of nonfat milk solids in it, which form would you say was most nutritious? _____

Please turn to page 18 *and check your answers.* → → → →

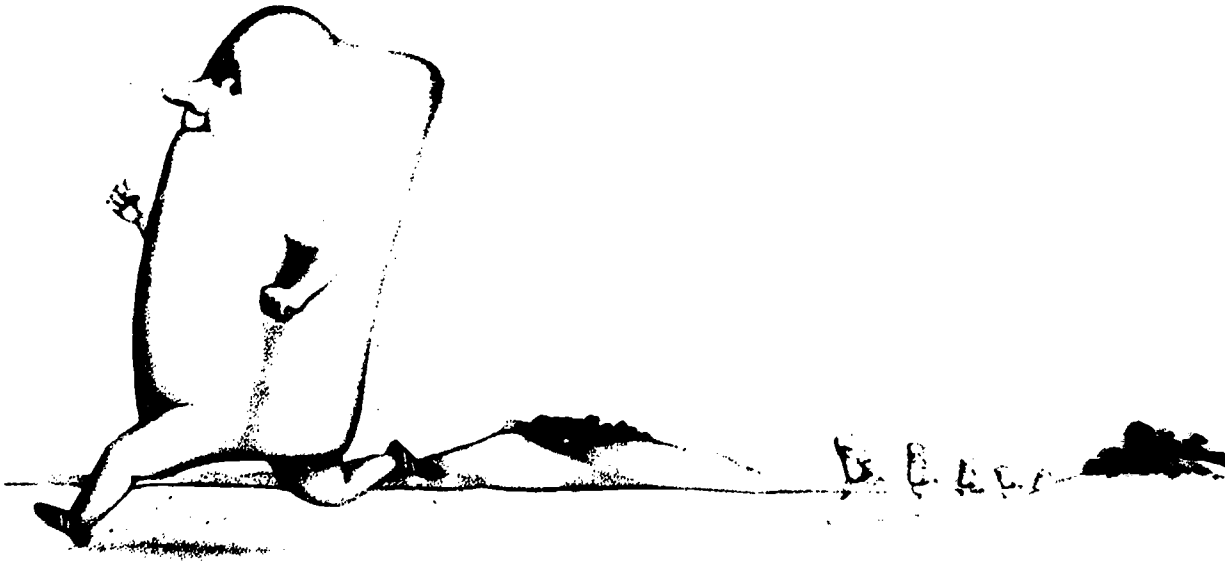

From the standpoint of health,

which loaf contains milk?

Review of Book 9

1. Milk is nature's most nearly p_____ food.

2. Milk is particularly rich in the mineral c_____.

3. Pasteurized milk has been heated but not b_____ed.

4. Pasteurization destroys certain harmful b_____.

5. Once milk has been homogenized, the fat particles do not rise to the top as _____.

6. The form of milk most commonly used in bakeries is n_____ _____ _____.

7. Condensed milk is very similar to _____ milk, but with _____ in it.

8. Buttermilk could be called a c_____ed milk product.

9. Milk is valuable in bread because it improves:

a_____	g_____
f_____	t_____
c_____	k_____ quality

10. The golden-brown crust color is brought about by the c_____ion of the _____ in the milk.

11. In cake, the use of milk improves _____ing and _____ing qualities.

12. Nonfat dry milk is a st_____-building material in cakes.

13. _____-process dry milk is more soluble than _____-process milk.

14. Dry milk will not turn sour so long as it is in p_____ form.

15. When we make dry milk into a liquid, it becomes subject to _____ial action.

16. When liquefying dry milk, always place the _____ _____ on top of the _____.

(over)

17. If the liquefied milk is not to be used promptly, put it into the _____.

18. To get a gallon of liquid nonfat milk, add _____ of nonfat milk solids to _____ of water.

19. Milk in the form of a _____ has the most nonfat milk solids in it.

20. Evaporated milk is a form of liquid milk that has a large amount of milk fat and nonfat milk solids in it.

Check your answers in the Teacher Book.

Carrying the milk

1. Which form of milk has the most water in it? *Liquid skim milk*

2. Which form of milk has the least water in it? *Dry whole milk*

3. Which form of milk has the most milk fat in it? *30% milk-fat whipping cream*

4. Which form of milk has the least milk fat in it? *Liquid skim milk*

5. Which form of milk has the most nonfat milk solids? *Nonfat dry milk*

6. Which form of milk has the least nonfat milk solids? *30% milk-fat whipping cream*

7. Which has more fat, nonfat dry milk or dry buttermilk? *Dry buttermilk*

8. Of all the *liquid* milks, which has the most nonfat milk solids? *Evaporated milk*

9. If the nutritive value of milk depends mostly on the percent of nonfat milk solids in it, which form would you say was most nutritious? *Nonfat dry milk*

Please return to page 17 and correct any errors.

You have now completed Book 9. Go back to the beginning and run through it again, paying particular attention to the filled-in answers. Then continue with the Review on page 18. See how many of the statements you can fill in correctly.

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

WHAT EVERY BAKER NEEDS TO KNOW

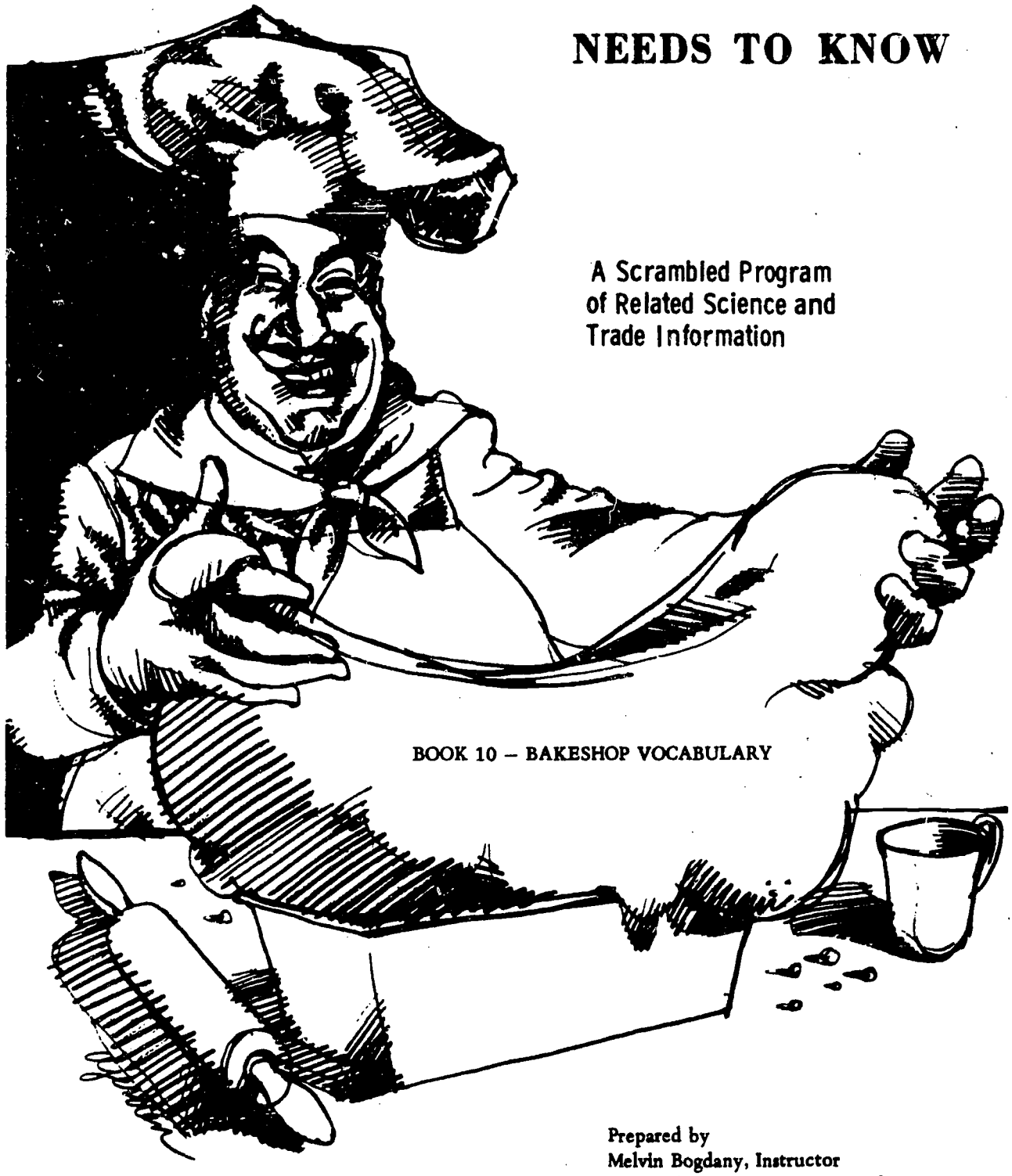

A Scrambled Program
of Related Science and
Trade Information

BOOK 10 – BAKESHOP VOCABULARY

Prepared by
Melvin Bogdany, Instructor
Middlesex County Vocational
and Technical High Schools
East Brunswick, New Jersey

Book 10 - Bakeshop Vocabulary

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Because Baking Is A Complex Science The Industry Demands Educated Leaders

Bakery Terms Generally Used

Absorb - To take in liquid.
Example - (High-gluten flour will *absorb* more water than cake flour.)

Absorption - The ability of flour to absorb water.
(Cake flour has less *absorption* than patent flour.)

Adding - Joining to something.
(*Adding* more ingredients to a mix makes it more nutritious.)

Acidity - Sourness, tartness; caused by over-fermentation in yeast dough.
(The reaction of yeast and dough, fermenting for longer than the alloted time, makes for *acidity*.)

Aeration - Charging a dough or batter with air during the mixing process to create an increase in volume.
(*Aeration* helps to increase size of baked products.)

Bag out - To force out mixed ingredients (as cookies or decorating creams) from a plastic bag. To squeeze out or spritz a loose cooky mix.
(The baker *bagged out* 20 dozen cookies.)

Bake - To dry or harden in an oven.
(*Baked* mixes become one dry mass.)

Please write the correct word before each definition below. Choose from:

Absorb *Absorption* *Adding* *Acidity* *Aeration* *Bag out* *Bake*

_____ 1. Joining to something

_____ 2. To force out mixed ingredients from a canvas bag

_____ 3. To take in liquid

_____ 4. To dry or harden in an oven

_____ 5. Charging a dough or batter with air during the mixing process

_____ 6. The ability of flour to absorb water

_____ 7. Sourness or tartness caused by over-fermentation in yeast dough.

Please turn to page 4 to do your assignment

→ → → →

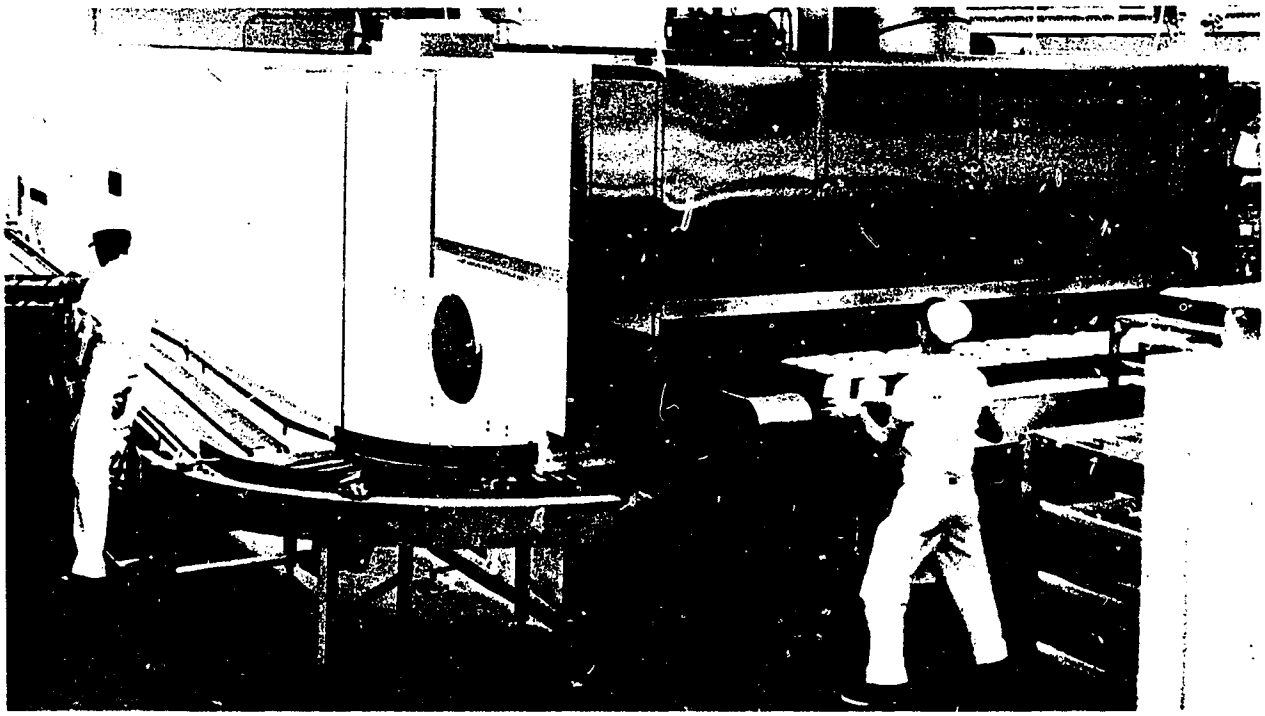

A baker who combines knowledge with skill is a true craftsman.

(Picture shows a traveling tray oven.)

Freezer	1. A compartment kept at subfreezing temperatures
Dry	2. Not wet or damp
Cold	3. Lack of heat
Fresh	4. Not stale
Craft	5. A trade requiring manual skill
Formula	6. The makeup of a particular recipe
Divider	7. Press machine
Docker	8. A roller with metal teeth

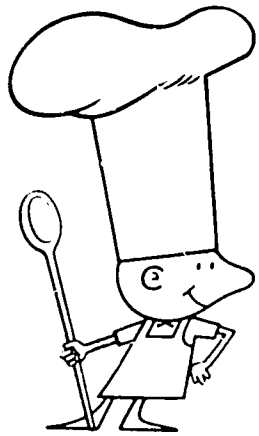

Please turn to page 4
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Please turn to page 5 and continue the program. → → → →

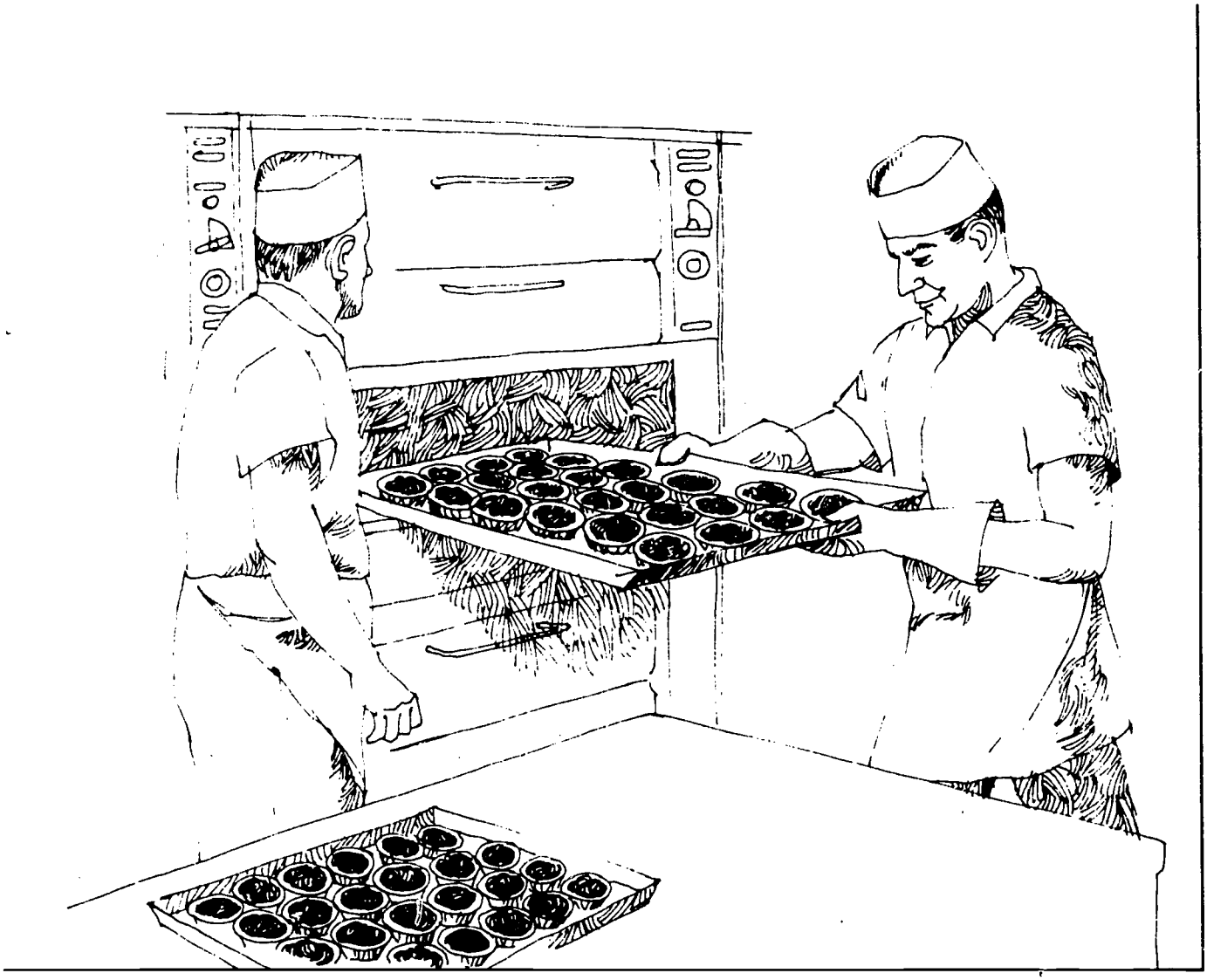

Baking out tarts

Bakery Terms Generally Used (continued)

Bake out - To remove baked products from an oven.
Example - (The pies are ready; please *bake* them *out.)*

Baker - One whose business it is to make up and bake bakery products.
(A *baker* knows how to mix ingredients, bake, and decorate bakery products.)

Bakery - A place where baked products are prepared and sold.
(A *bakery* is usually equipped for both bakery production and merchandising to the consumer.)

Balanced mix - A bread or cake mix in which the ingredients are in proper proportion to each other.
(A good baker knows how much of each ingredient will make a *balanced mix.*)

Bench - A work table, usually made of laminated wood.
(A wooden *bench* is more practical for the baker to work on.)

Bin - A compartment used for storing dry ingredients.
(Bakeshops use *bins* for storing flours, sugars, and milk powder.)

Blend - To obtain equal distribution of ingredients by gently mixing.
(Shortening and flour are *blended* in pie crust.)

Please write the correct word before each definition below. Choose from:

Baker *Bakery* *Balanced mix* *Bench* *Bin* *Blend* *Bake-out*

_____ 1. A place where baked products are prepared and sold

_____ 2. A work table, usually made of laminated wood

_____ 3. One whose business it is to make up and bake bakery products

_____ 4. A mix with ingredients in proper proportion to each other

_____ 5. A compartment for storing dry ingredients

_____ 6. To obtain equal distribution of ingredients by gently mixing

_____ 7. To remove baked products from an oven

Please turn to page 7
and check your answers

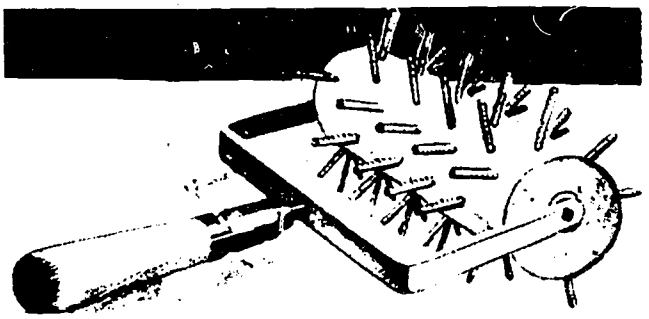

Docker

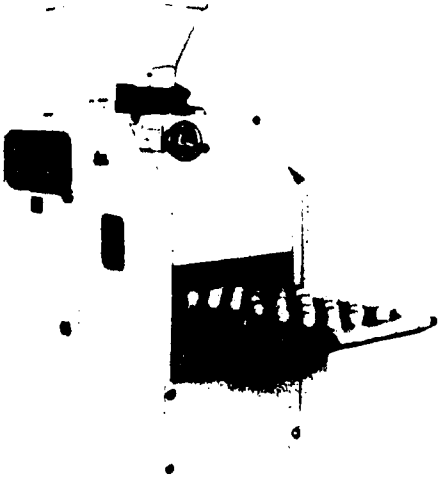

Dough divider and rounder

Bakery Terms Generally Used (continued)

Cold - Lack of heat; low temperature
Example - (Most bakery products are almost always mixed with *cold* water.)

Craft - A trade in which manual skill is needed.
(Baking students are engaged in learning a *craft*.)

Divider - A machine that separates or cuts dough into separate, equal pieces.
(A *divider* is also known as a *press machine*.)

Docker - A hand-held roller with metal teeth, used to pierce dough to prevent blistering during baking.
(Streusel buns are *docked* before baking.)

Dry - Free from moisture; not wet or damp.
(*Dry* milk is a solid powder before it is mixed with water.)

Formula - The makeup of a particular recipe, giving quantities of different substances.
(In baking, we follow a *formula* to make a cake mix.)

Freezer - A compartment kept at subfreezing temperatures for the protective storage of foods.
(A *freezer* is used in shops to store and protect bakery products.)

Fresh - New, recent, not stale
(These are *fresh*-baked doughnuts,right from the oven.)

Please write the correct word before each definition below. Choose from:

Cold Craft Divider Docker Dry Formula Freezer Fresh

_____ 1. A compartment kept at subfreezing temperatures

_____ 2. Not wet or damp

_____ 3. Lack of heat

_____ 4. Not stale

_____ 5. A trade requiring manual skill

_____ 6. The makeup of a particular recipe

_____ 7. Press machine

_____ 8. A roller with metal teeth

Please turn to page 2 and check your answers

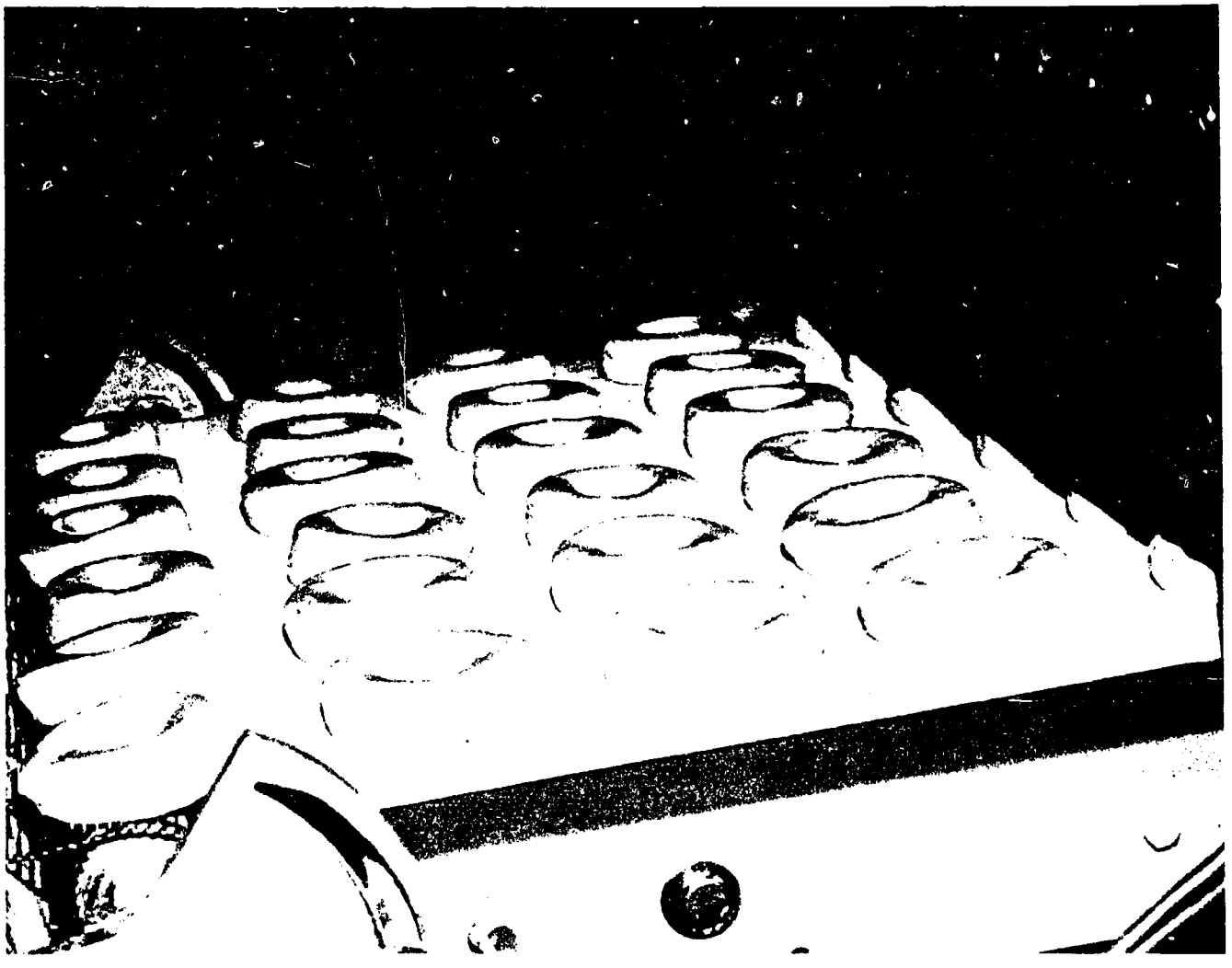

Ready for the fryer, from the automatic doughnut machine

Bakery Terms Generally Used (continued)

Fry - To cook in hot, deep fat.
Example - (Doughnuts are *fried* in hot fat.)

Garnish - To add decorative or tasty touches to a food.
(He *garnished* the tops of the cookies with colored sugar.)

Handcraft - A small bakery in which most of the products are made using simple equipment.
(A small local bake shop is known as a *handcraft* shop.)

Hearth - A baking surface of an oven, on which raw foods are placed.
(Some baked products are placed directly on the *hearth* and some are baked on pans on the *hearth*.)

Heat - High temperature, warmth. Used roughly in place of "temperature," as
(The baker bakes bread at a *heat* of 350 degrees.)

Horizontal - In the same direction as the horizon; level.
(Bread doughs are usually mixed in a large, horizontal mixer.)

Hot - Having great heat.
(When handling *hot* pans, the baker uses oven pads.)

Please write the correct word before each definition below. Choose from:

Fry Garnish Handcraft Hearth Heat Horizontal Hot

_____ 1. A baking surface of an oven

_____ 2. To add decorative or tasty touches

_____ 3. Having great heat

_____ 3. To cook in hot, deep fat

_____ 5. Level

_____ 6. A small bakery where simple equipment is used

_____ 7. High temperature

Please turn to page 8 and check your answers

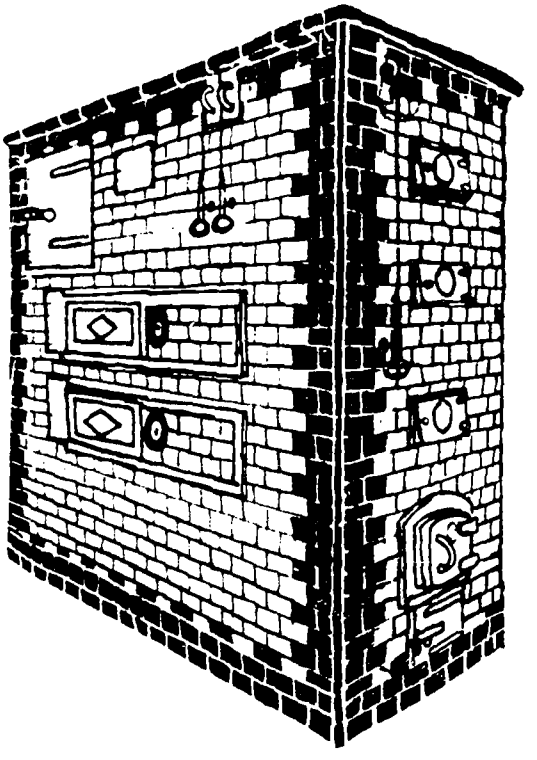

At one time, ovens looked like this.

Adding _____ 1. Joining to something

Bag out _____ 2. To force out mixed ingredients from a canvas bag

Absorb _____ 3. To take in liquid

Bake _____ 4. To dry or harden in an oven

Aeration _____ 5. Charging a dough or batter with air during the mixing process

Absorption _____ 6. The ability of flour to absorb water

Acidity _____ 7. Sourness or tartness caused by over-fermentation in yeast dough.

Please return to page 1 and correct any errors

Please turn to page 3 and continue the program.

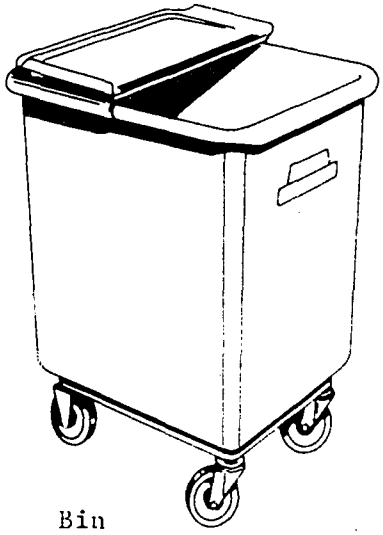

Bin

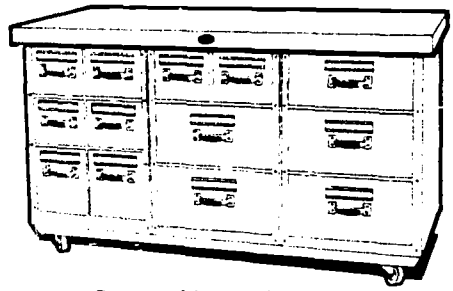

Ingredient bench

Baking out

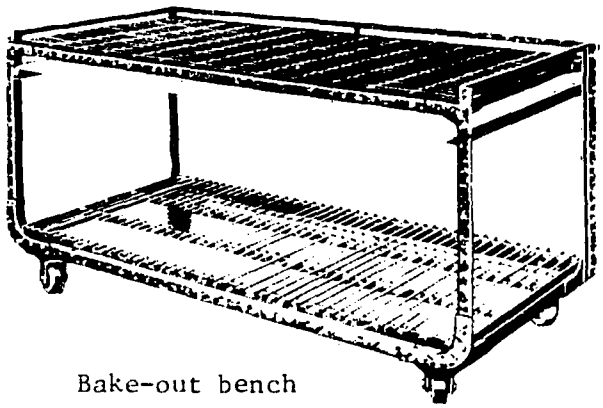

Bake-out bench

Bakery	1. A place where baked products are prepared and sold
Bench	2. A work table, usually made of laminated wood
Baker	3. One whose business it is to make up and bake bakery products
Balanced mix	4. A mix with ingredients in proper proportion to each other
Bin	5. A compartment for storing dry ingredients
Blend	6. To obtain equal distribution of ingredients by gently mixing
Bake out	7. To remove baked products from an oven

Please return to page 3 and correct any errors

Please turn to page 4 *and continue the program.*

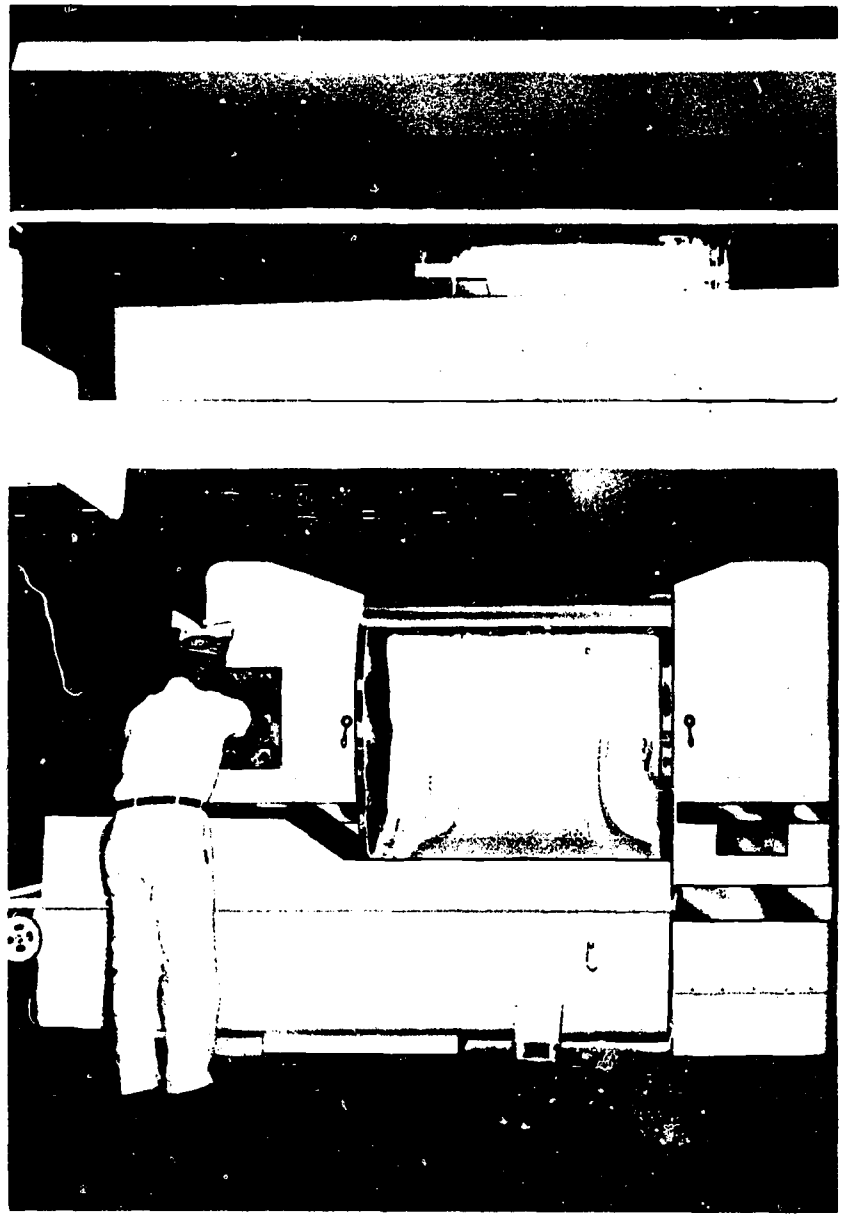

Horizontal mixer

Hearth 1. A baking surface of an oven

Garnish 2. To add decorative or tasty touches

Hot 3. Having great heat

Fry 4. To cook in hot, deep fat

Horizontal 5. Level

Handcraft 6. A small bakery where simple equipment is used

Heat 7. High temperature

Please return to page 5
and correct any errors

Please turn to page 11 and continue the program. → → → →

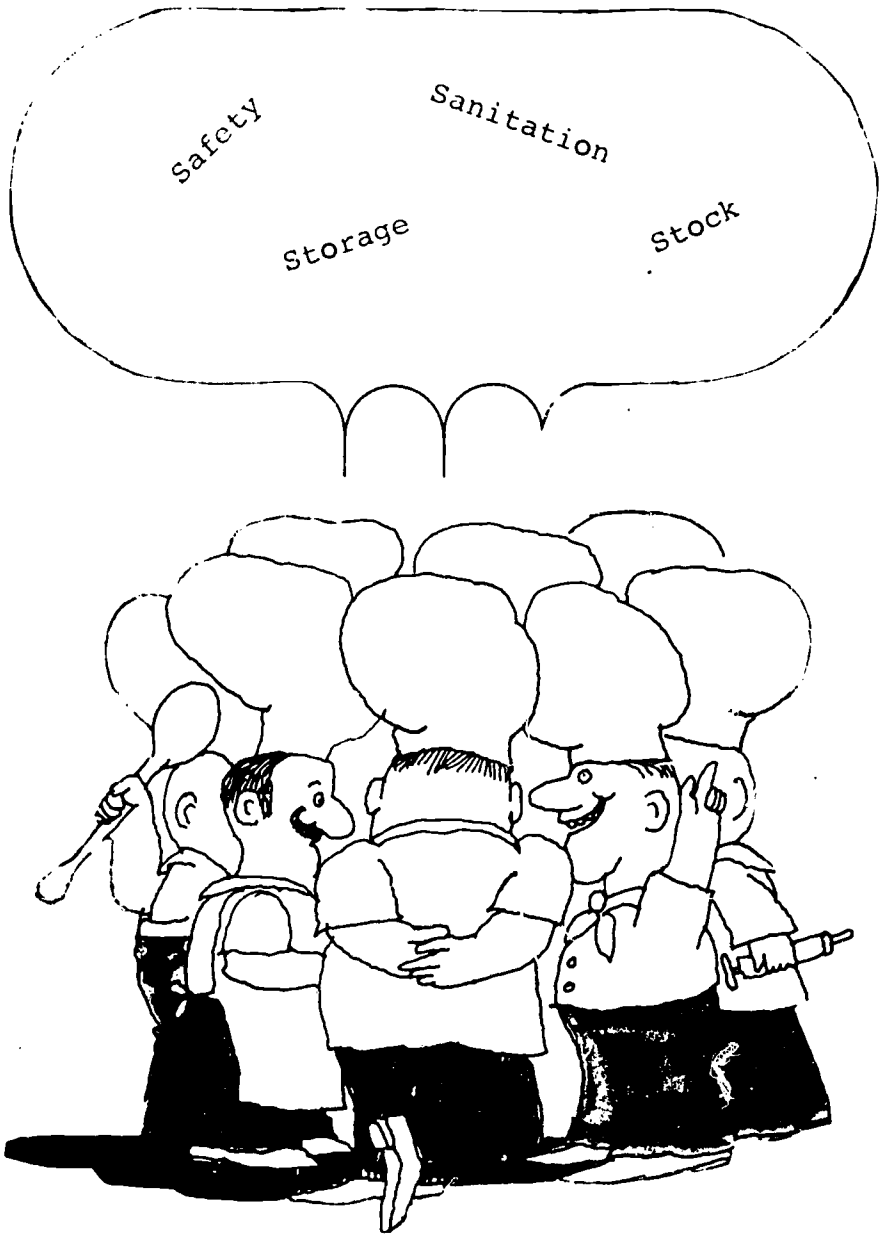

Shop talk

Bakery Terms Generally Used (continued)

Piece - A single one; as a unit of dough.
Example - (The tray held 24 *pieces*.)

Pound - A unit of weight equal to 16 ounces.
(The baker scaled one-*pound* loaves of bread.)

Safety - The condition of being safe; freedom from danger, injury, or damage
(*Safety* habits should always be observed in the bakeshop.)

Sanitary - In an especially clean and healthful condition; hygienic
(To help keep the shop *sanitary*, baking students should always wear clean white uniforms.)

Shop - A place where a particular kind of work is done.
(Baking is done in a bake*shop*.)

Stock - The total amount of goods on hand.
(*Stock* in a bakeshop would include flour, sugar, salt, etc.)

Storage - A place or space for keeping goods or supplies.
(There was a large, cool room near the bakeshop for the *storage* of raw materials.)

Please write the correct word before each definition below. Choose from:

Piece Pound Safety Sanitary Shop Stock Storage

_____ 1. Sixteen ounces

_____ 2. The amount of goods on hand

_____ 3. A single one

_____ 4. In a clean and healthful condition

_____ 5. Freedom from danger or injury

_____ 6. A place for keeping supplies

_____ 7. A place where a particular kind of work is done

Please turn to page 18
and check your answers

The bakeshop sells a variety of goods.

Wash 1. To brush lightly with egg or water

Test 2. To try out

Straight 3. Not bent or curved

Strip 4. A long narrow piece of dough

Temperature 5. The degree of hotness or coldness

Stick 6. To attach by clinging

Variety 7. An assortment of things

Vertical 8. Upright

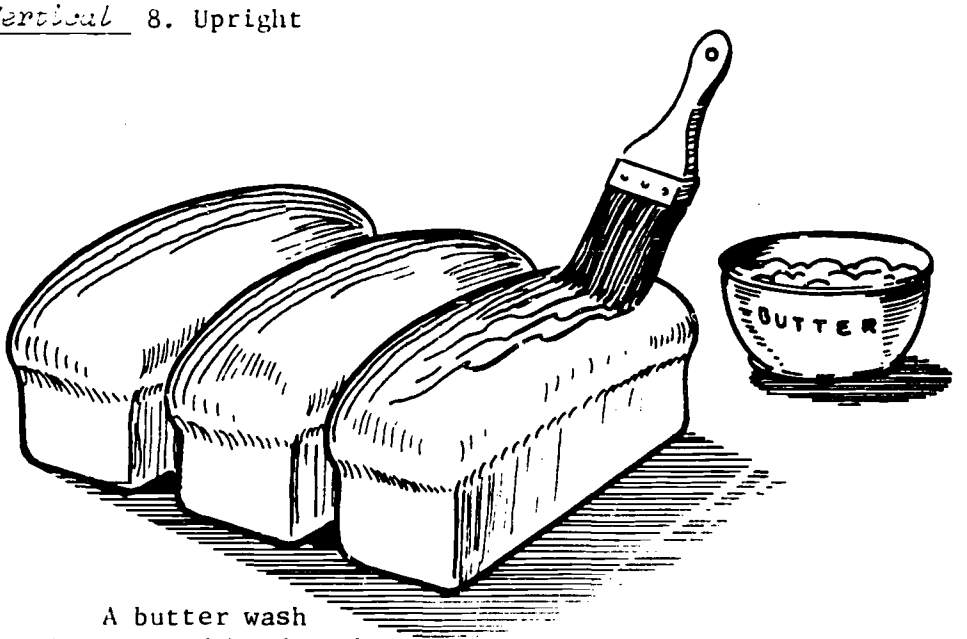

A butter wash
improves white bread

Please turn to page 15
and correct any errors

Please turn to page 13 and continue the program. → → → →

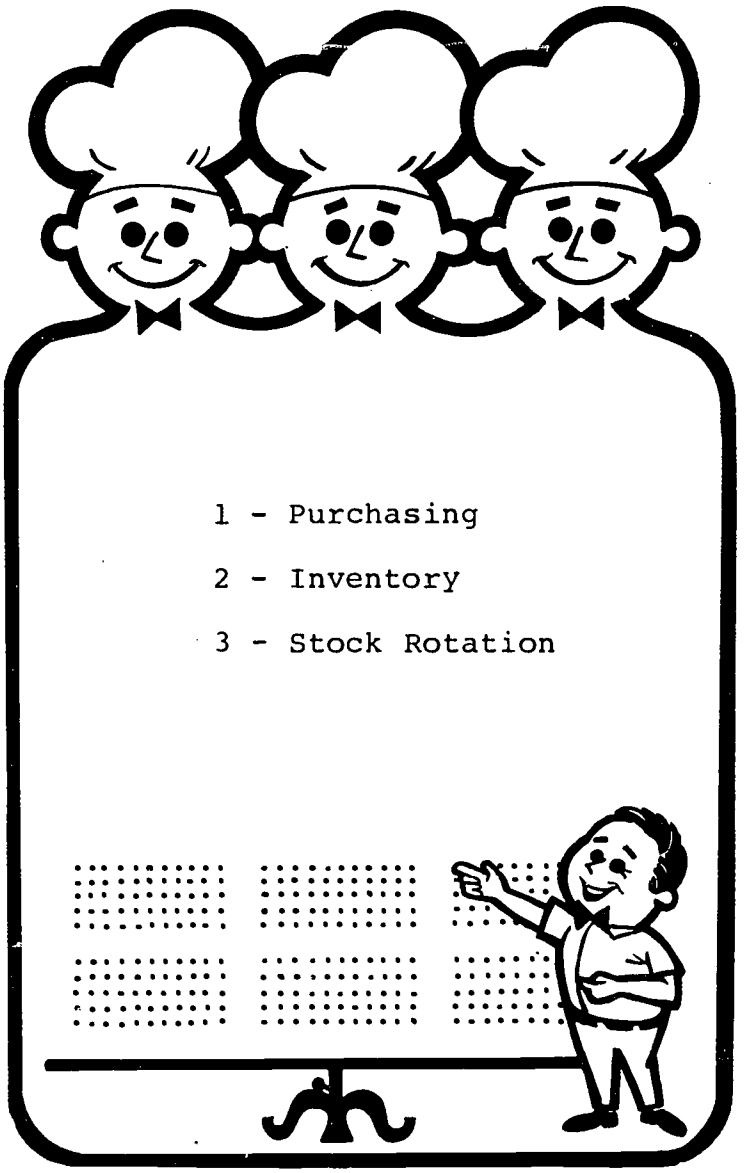
1 - Purchasing
2 - Inventory
3 - Stock Rotation

Bakery Terms Generally Used (continued)

Inventory - Stock-taking; an itemized list of goods.
Example - (The assistant made an *inventory* of the raw materials on hand in the bakeshop.)

Kettle - A metal container for boiling liquids.
(A *kettle* is used for cooking custards.)

Light - Well-leavened; soft and spongy
(A sponge cake or angel-food cake should be *light* to the touch.)

Measure - A container holding a definite quantity; as a 1-quart measure.
(The baker uses *measures* when he uses liquids.)

Mix - To make by putting ingredients together; also, the prepared mixture itself.
(Bakers can make a dough *mix* in 15 minutes.)

Mixer - One who does a certain job in a bakeshop, as a dough mixer, or cake mixer.
(In a bakeshop one person usually is the *mixer*.)

Oven - A compartment for baking or drying by means of heat.
(Most bakery products must be baked in an *oven*.)

Please write the correct word before each definition below. Choose from:

Inventory *Kettle* *Light* *Measure* *Mix* *Mixer* *Oven*

_____ 1. To make by putting ingredients together.

_____ 2. Well leavened; soft and spongy

_____ 3. A metal container for boiling liquids.

_____ 4. A compartment for baking or drying by means of heat.

_____ 5. A container holding a specified quantity.

_____ 6. An itemized list of goods.

_____ 7. One who does a certain job in a bakeshop.

Please turn to page 14
and check your answers

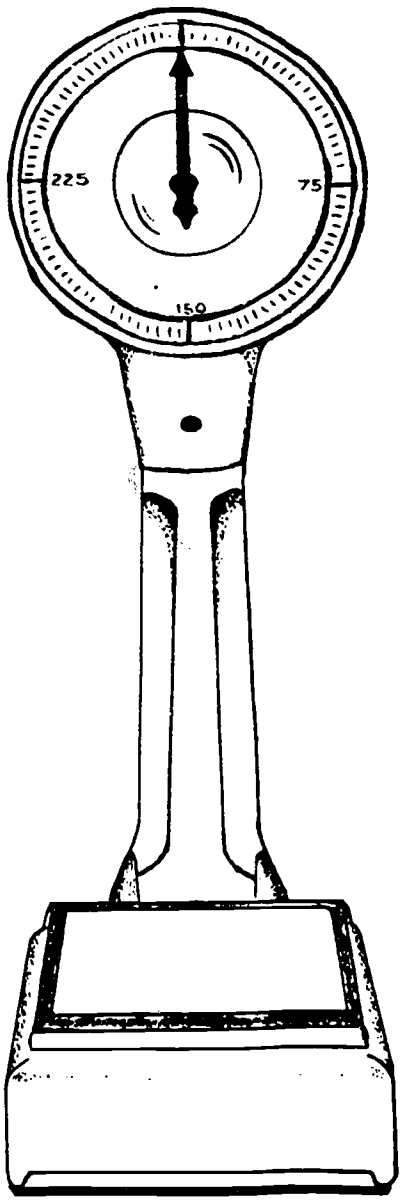

Bulk Scale

Pound 1. Sixteen ounces

Stock 2. The amount of goods on hand

Piece 3. A single one

Sanitary 4. In a clean and healthful condition

Safety 5. Freedom from danger or injury

Storage 6. A place for keeping supplies

Shop 7. A place where a particular kind of work is done

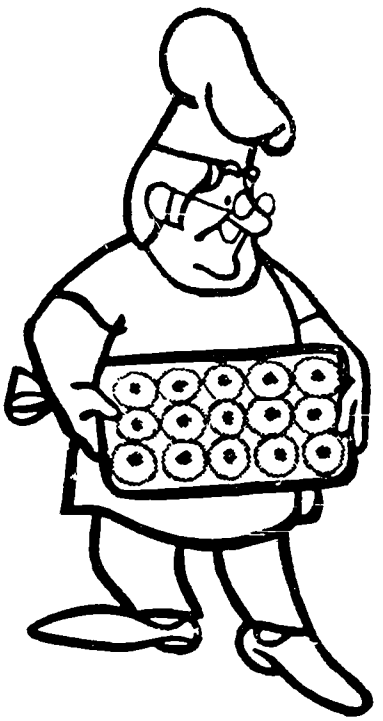

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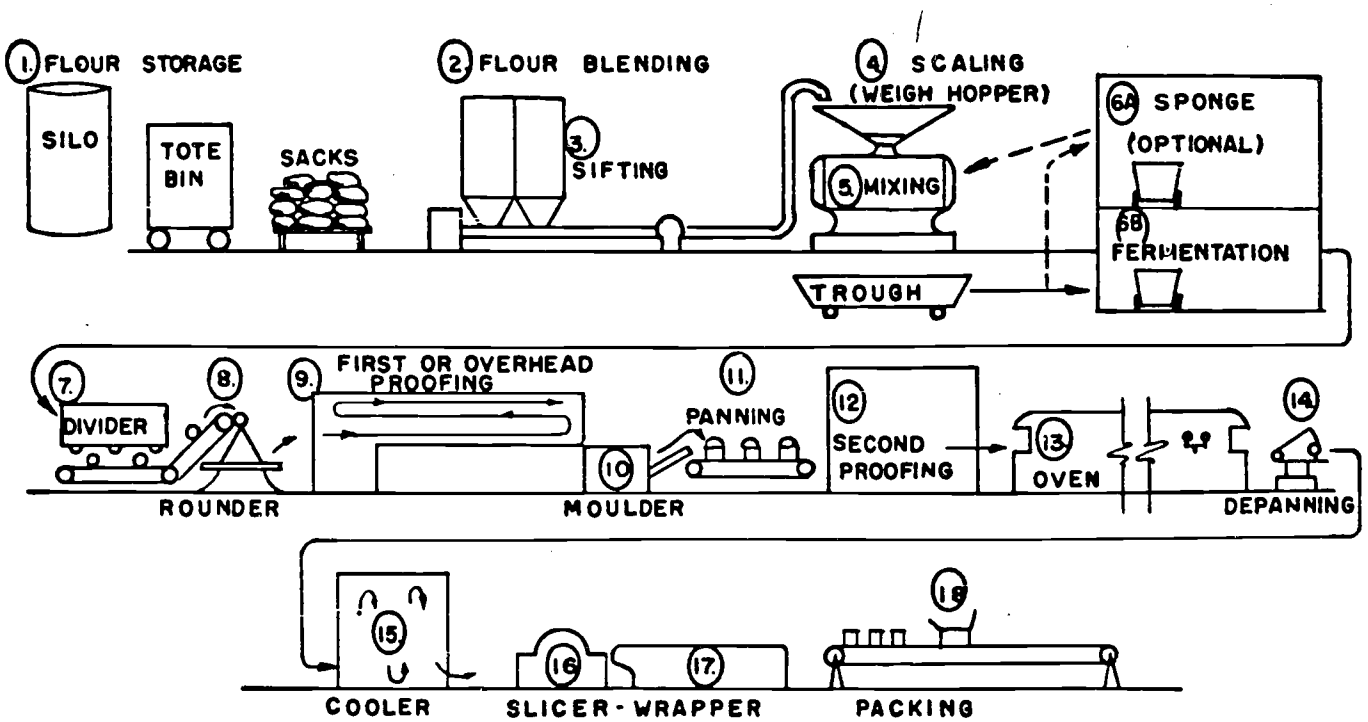

Basic steps
in the bread baking process

Bread-Baking Terms

Age - To grow old or mature
Example - (The dough is *aging* to its full maturity.)

Bread - A food made by mixing flour, water, and other ingredients and then baking
(*Bread* has been called the staff of life.)

Bread box - A square wooden box 40x40x4 inches
(A *bread box* is used to allow large and small pieces of dough to proof.)

Cutting - Scoring; making a slight cut into the surface with a sharp-edged instrument.
(The baker may *cut* the top of a loaf of bread to allow the gas to escape while baking.)

Develop - To mix all ingredients sufficiently for proper fermentation.
(Usually a dough is properly *developed* when it leaves the sides of the bowl.)

Dissolve - To become liquid or to make something become part of a liquid
(*Dissolving* the yeast in water will insure its distribution through the batter.)

Dust - To sprinkle with, as with flour or corn meal.
(Before placing a dough on the workbench, the bench should be *dusted* with flour.)

Please write the correct word before each definition below. Choose from:

Age *Bread* *Bread box* *Cut* *Develop* *Dissolve* *Dust*

_____ 1. The "staff of life"

_____ 2. To sprinkle with some powder

_____ 3. Making a slight cut into the surface

_____ 4. Grow old or mature

_____ 5. A box 40x40x4 inches

_____ 6. To mix all ingredients sufficiently for proper fermentation

_____ 7. Make something become part of a liquid

Please turn to page 19
and check your answers

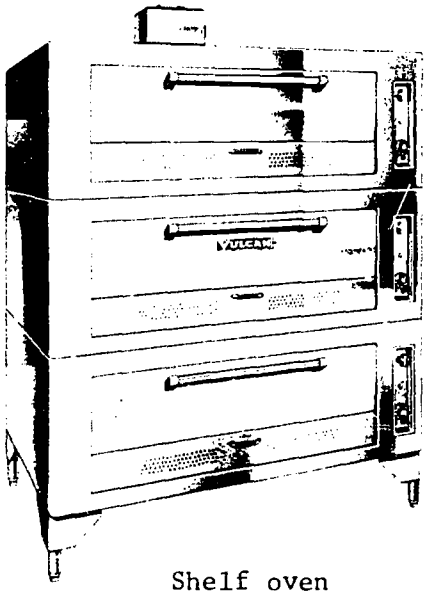

Shelf oven

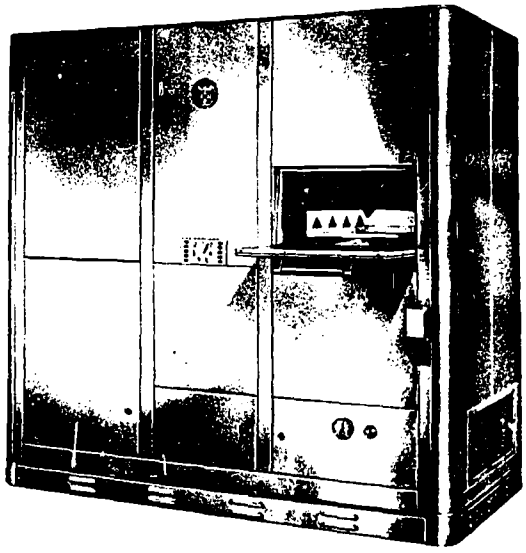

"Sidewinder"
revolving oven

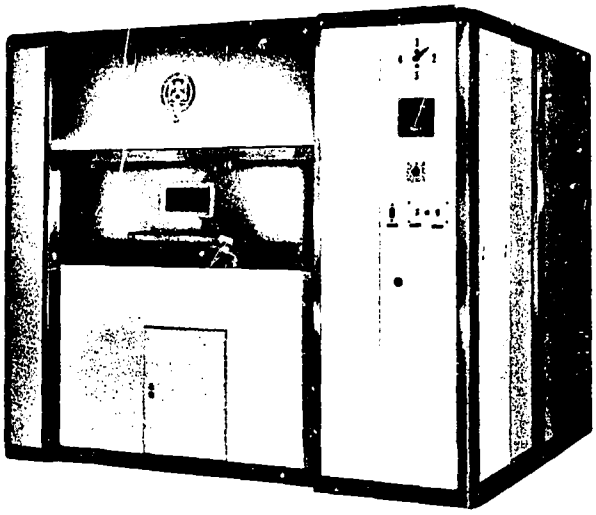

Revolving oven

Mix _____ 1. To make by putting ingredients together.

Light _____ 2. Well leavened; soft and spongy

Kettle _____ 3. A metal container for boiling liquids.

Oven _____ 4. A compartment for baking or drying by means of heat.

Measure _____ 5. A container holding a specified quantity.

Inventory _____ 6. An itemized list of goods.

Mixer _____ 7. One who does a certain job in a bakeshop.

Please return to page 11
and correct any errors

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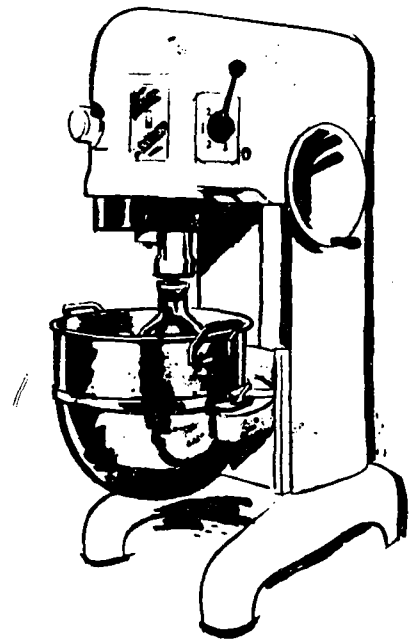

Vertical mixer

Washing buns

Bakery Terms Generally Used (continued)

Strip - A long, narrow piece of dough
Example - (The baker uses a *strip* of dough to make a knot roll.)

Straight - Not bent, curved, or crooked.
(To make a knot roll, you must first start with a *straight* strip of dough.)

Stick - To attach to something by clinging to it.
(The dough *stuck* to the sides of the bowl.)

Temperature - The degree of hotness or coldness.
(Bakers are constantly checking the oven *temperature*.)

Test - To try out.
(A good baker will *test* a mix by baking a single cupcake first.)

Variety - A large number of different things; an assortment.
(There is a *variety* of items in the bake shop.)

Vertical - Upright in position.
(The mixing machine stands in a *vertical* position.)

Wash - To brush lightly, as with egg or water.
(Soft rolls get an egg *wash* before baking.)

Please write the correct word before each definition below. Choose from:

Straight Wash Temperature Strip Variety Test Vertical Stick

_____ 1. To brush lightly with egg or water

_____ 2. To try out

_____ 3. Not bent or curved

_____ 4. A long narrow piece of dough

_____ 5. The degree of hotness or coldness

_____ 6. To attach, clinging

_____ 7. An assortment of things

_____ 8. Upright

Please turn to page 10 and check your answers

A fully fermented dough, ready for the scaler and divider

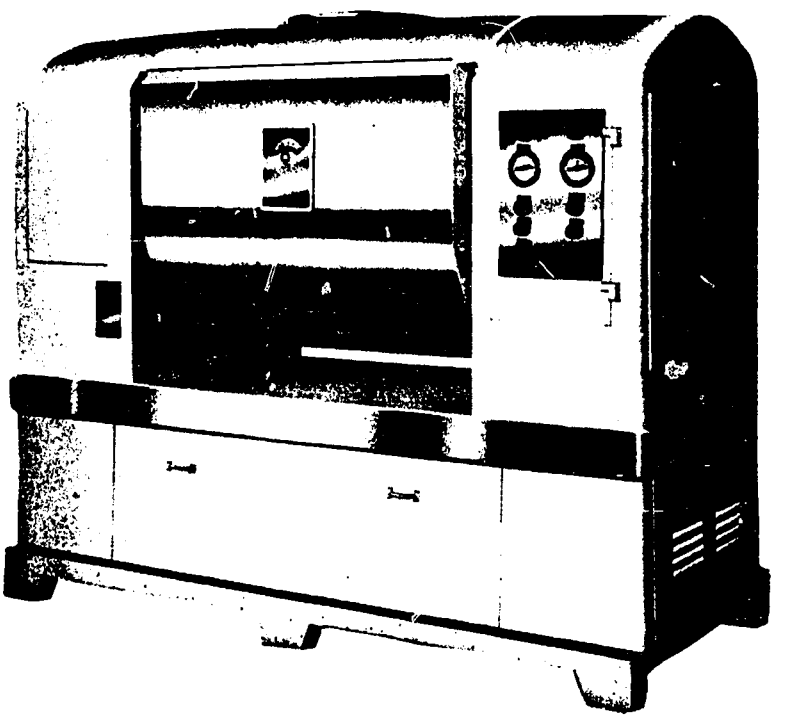

Note the time and temperature controls on this horizontal mixer.

Bread-Baking Terms (continued)

Fermentation - The chemical changes in an organic compound due to the action of living organisms (as yeast), producing the leavening gas carbon dioxide.
Example - (*Fermentation* cause a dough to rise as the cells of carbon dioxide expand within the dough.)

Folding/Punching - The act of forcing the gas out of a dough by turning it over a few times.
(*Punching* or *folding* one part of the dough over the other at the right time strengthens the dough.)

Gluten - A gray, sticky, nutritious substance found in wheat flour. It gives dough its tough, elastic quality.
(*Gluten* is the protein part of flour which gives structure to bakery products.)

Humidity - Amount of moisture in the air.
(Bakers use a combination of heat and *humidity* when using an automatic proof box.)

Incorporate - To add a substance to a mix, combining all together well.
(In an angel-food cake, air is *incorporated* by mixing with a wire whip.)

Knead - To work into a mass by folding over, pressing, and squeezing.
(The baker *kneads* the dough with his hands.)

Please write the correct word before each definition below. Choose from:

Humidity *Knead* *Gluten* *Fermentation* *Incorporate* *Folding/Punching*

_____ 1. To work into a mass by folding over, pressing, and squeezing

_____ 2. Amount of moisture in the air

_____ 3. The protein part of flour

_____ 4. The act of forcing gas out of a dough

_____ 5. The chemical changes in dough due to the action of yeast resulting in the leavening gas, carbon dioxide

_____ 6. To add a substance to a mix and combine well

Please turn to page 18 and check your answers

→ → → →

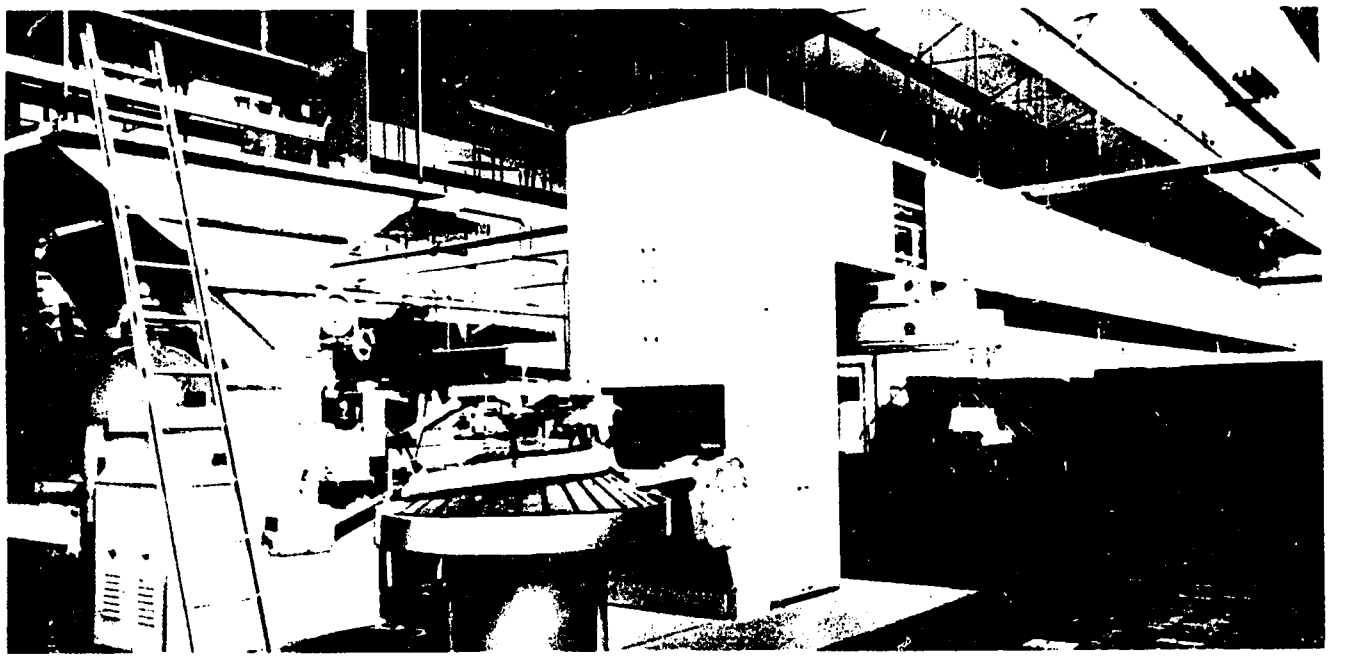

Dough divider, rounder, and automatic proofer

Bread-Baking Terms (continued)

Leavening - A substance that raises or lightens a dough or batter by producing gas.
Example - (Bread products are generally *leavened* by the use of yeast.)

Measure - Determine the amount of liquid ingredients
(In baking, *measuring* with volume containers - as a quart measure - is part of the mixing process.)

Mix - To blend the ingredients together
(We *mix* the ingredients into doughs and batters.)

Mold - To work into a certain form or shape.
(*Molding* a loaf of bread is part of a baker's work.)

Peel - A long, wooden, shovel-like tool used by bakers for moving baked products into and out of the oven.

Press out - To divide a large piece of dough into small units, usually 36 to a press.
(Rolls are usually *pressed out* on a dough divider, which is sometimes called a press machine.)

Proof - Usually the last stage of fermentation before baking.
(Most bakery products get final *proof* after they are in the oven.)

Please write the correct word before each definition below. Choose from:

Mold *Measure* *Leavening* *Mix* *Press out* *Proof* *Peel*

_____ 1. To divide a large piece of dough into small units

_____ 2. Determine the amount of liquid ingredients

_____ 3. The last stage of fermentation before baking

_____ 4. To work into a certain form or shape

_____ 5. Tool used for moving baked products into and out of ovens

_____ 6. To blend the ingredients together

_____ 7. A substance that raises a dough

Please turn to page 28 and check your answers

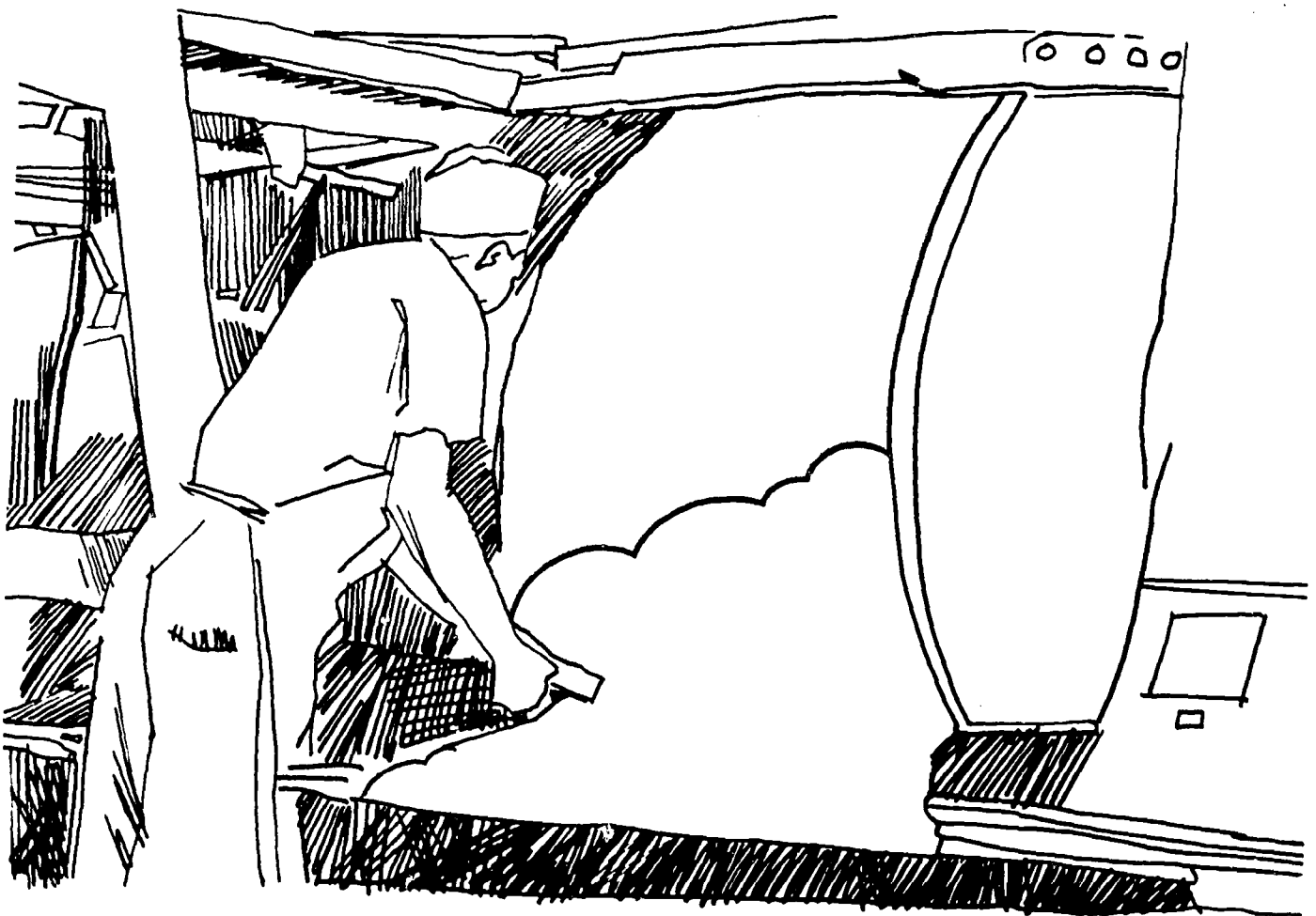

The fully developed dough being removed from a mixing machine

Bread 1. The "staff of life"

Dust 2. To sprinkle with some powder

Cutting 3. Making a slight cut into the surface

Age 4. Grow old or mature

Bread box 5. A box 40x40x4 inches

Develop 6. To mix all ingredients sufficiently for proper fermentation

Dissolve 7. Make something become part of a liquid

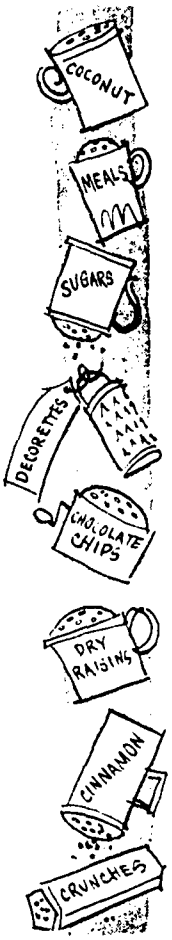

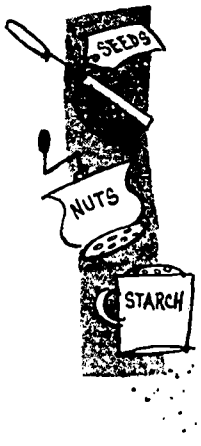

Please return to page 13
and correct any errors

Please turn to page 16 *and continue the program.*

Some small bakeshops still
punch the dough this way.

Knead 1. To work into a mass by folding over, pressing, and squeezing

Humidity 2. Amount of moisture in the air

Gluten 3. The protein part of flour

Folding/ Punching 4. The act of forcing gas out of a dough

Fermentation 5. The chemical changes in dough due to the action of yeast resulting in the leavening gas, carbon dioxide

Incorporate 6. To add a substance to a mix and combine well

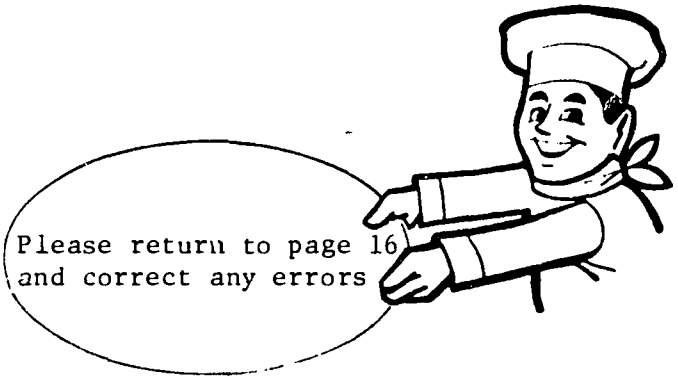

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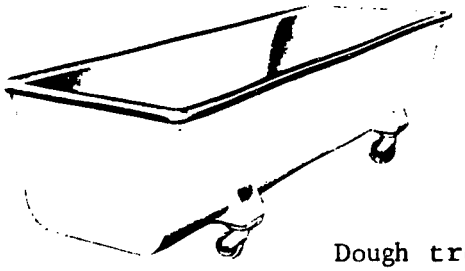

Dough trough

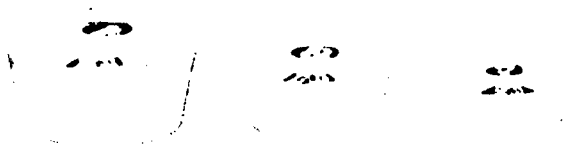

Weights

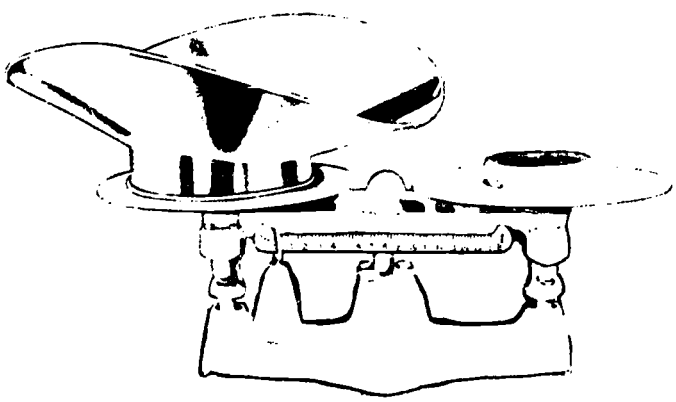

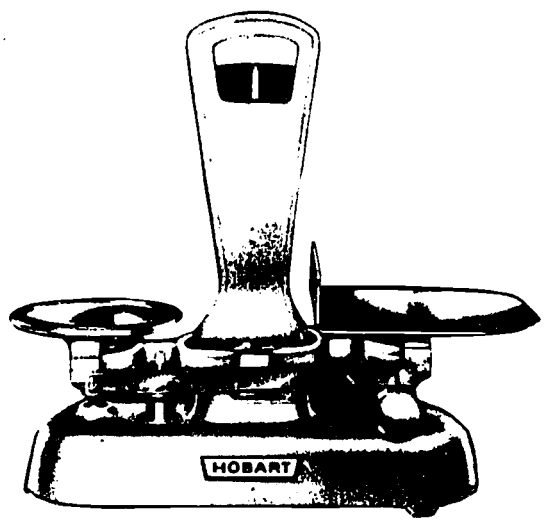

BAKERS DOUGH SCALES

Bread-Baking Terms (continued)

Scales - A weighing instrument
Example - (The student had fun using the shop *scales*.)

Scale - To weigh out the required amount.
(In the bakeshop we *scale* all ingredients to be mixed.)

Steam - To inject steam into the oven while baking
(When a hard crust is desired on rolls or breads, *steam* is injected into the oven.)

Stipple - A pointed piece of metal or wood used to pierce the unbaked loaf of bread before baking, allowing the gas to escape during baking.
(If bread is not *stippled* or cut before baking, it may burst.)

Stir - To move something about to help it dissolve
(*Stir* the salt in the water before adding the yeast.)

Texture - The way the surface of a slice feels to the touch.
(The baker cut the loaf in half to examine its *texture*.)

Dough trough - Large shallow container, usually on wheels, used for fermenting large amounts of dough.
(After mixing, dough is allowed to proof in a *dough trough*.)

Please write the correct word before each definition below. Choose from:

Texture *Dough trough* *Steam* *Scales* *Stir* *Stipple* *Scale*

_____ 1. To inject steam into the oven while baking

_____ 2. The feel of the surface of a slice

_____ 3. A pointed piece of metal or wood used to pierce the unbaked loaf of bread before baking

_____ 4. Large shallow container, usually on wheels, used for fermenting large amounts of dough

_____ 5. A weighing instrument

_____ 6. To move something about to help it dissolve

_____ 7. To weigh out the required amount

Please turn to page 24
and check your answers

CONSIST
ENGY
BLEND'S
LITY

Invert	1. Turn upside down
Sift	2. Separate the coarse from the fine particles
Gradually	3. A little at a time
Fold	4. To gently incorporate an ingredient
Soggy	5. Soft and heavy with moisture
Break down	6. To collapse
Shrink	7. To contract

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and correct any errors.

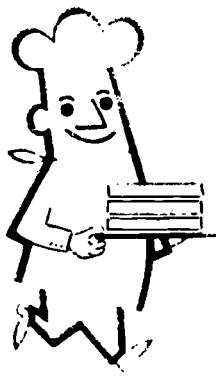

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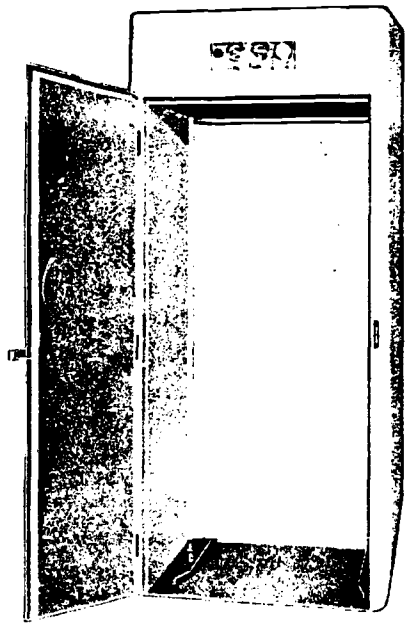

Different types of proofers

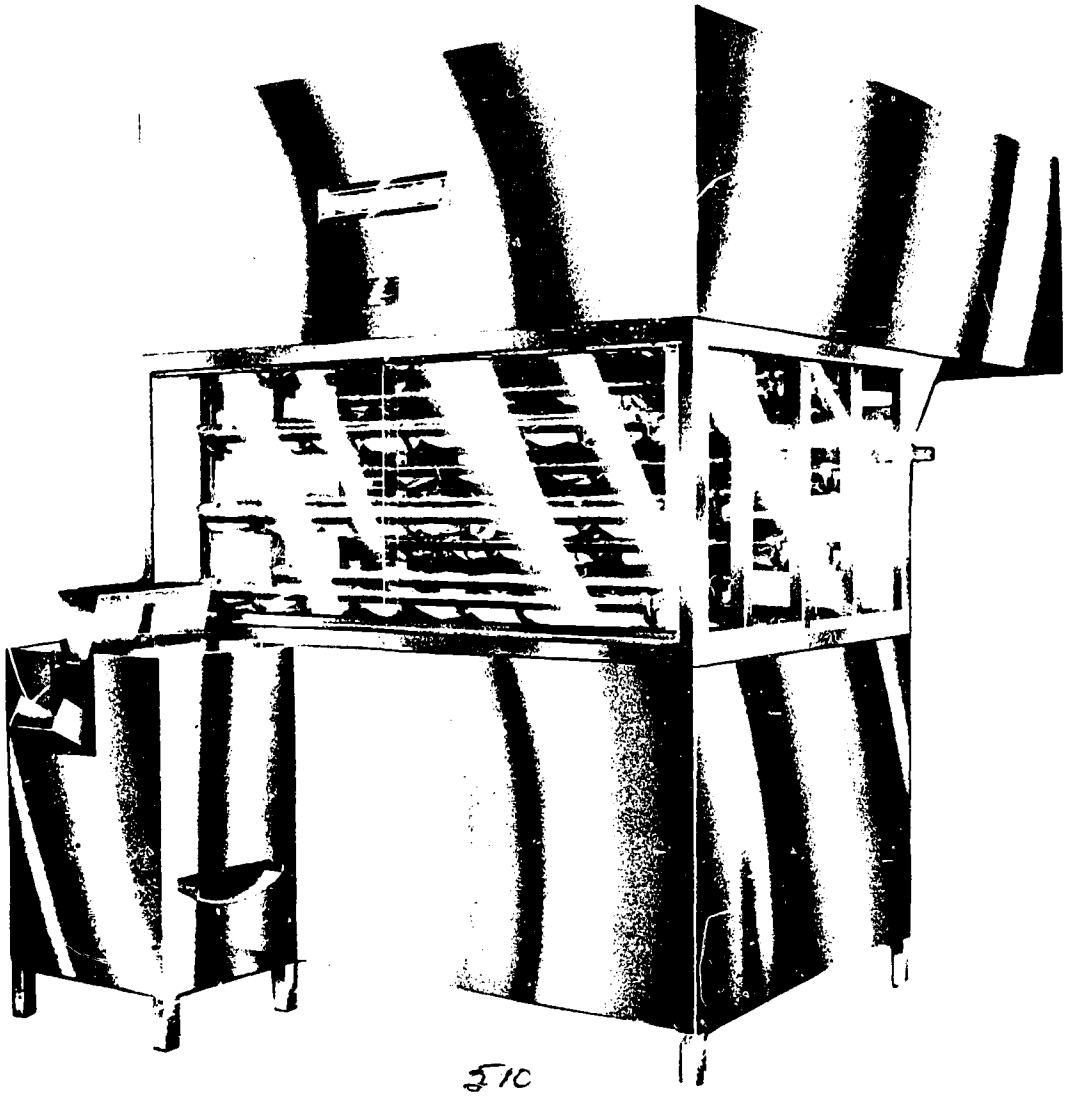

Press out 1. To divide a large piece of dough into small units

Measure 2. Determine the amount of liquid ingredients

Proof 3. The last stage of fermentation before baking

Mold 4. To work into a certain form or shape

Peel 5. Tool used for moving baked products into and out of ovens

Mix 6. To blend the ingredients together

Leavening 7. A substance that raises a dough

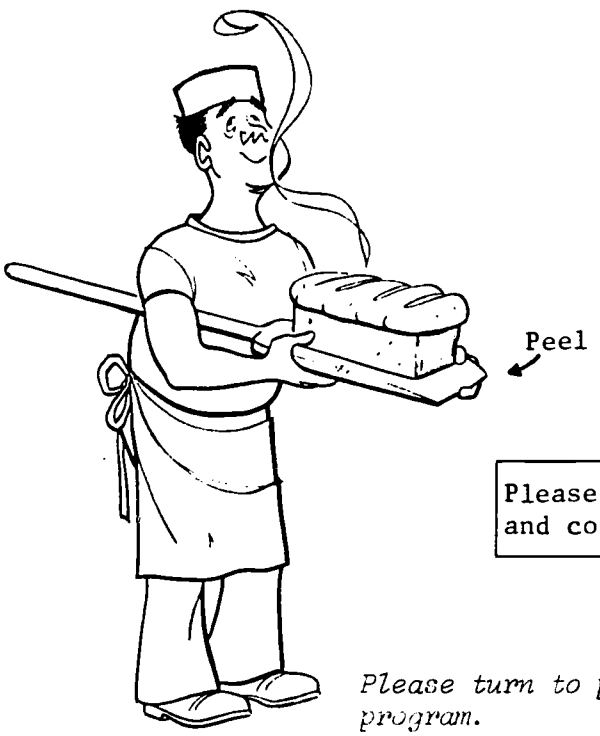

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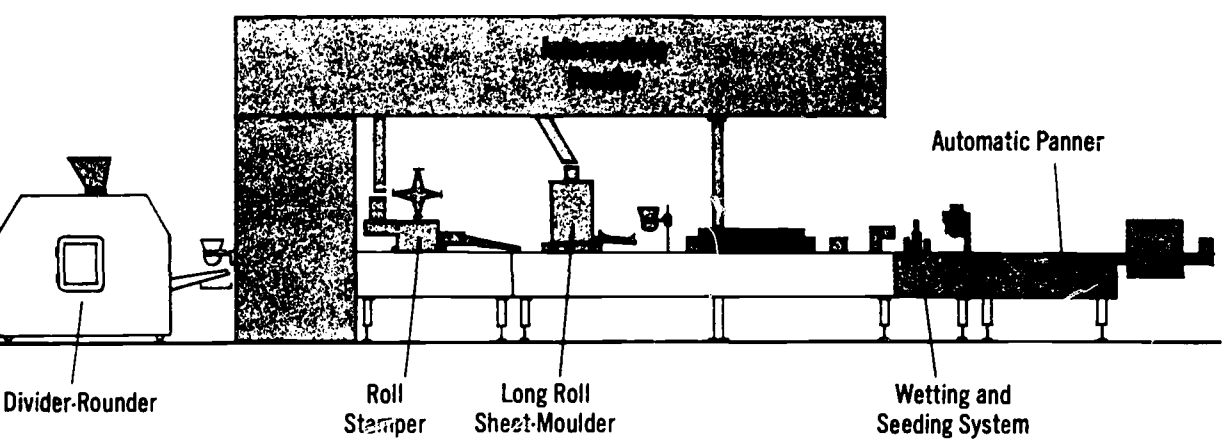

Cake-Baking Products

Almond - The nut (kernel or seed) of a small tree

Almond paste - Almonds ground to a paste

Angel food - A fine white cake, made without shortening

Apricot glaze - Apricots and sugar boiled to become a jam-like product

Bar - An oblong-shaped cooky cut from a long bar

Biscuit - A small, quick bread raised with baking powder

Muffin - A small, sweet, cupcake-shaped cake often containing cornmeal, bran, or fruit

Butter cream - Uncooked, rich frosting containing powdered sugar, butter or shortening, and egg white

Cake - A mixture of flour, eggs, milk, sugar, etc., baked and often covered with icing

Cake mixer - A machine with vertical beaters operating at different speeds, used for mixing cakes

Please write the correct word before each definition below. Choose from:

Biscuit	*Cake*	*Angel food*	*Almond paste*	*Bar*
Muffin	*Cake mixer*	*Almond*	*Apricot glaze*	*Butter cream*

_____ 1. A baked mixture of flour, eggs, milk, sugar, etc.

_____ 2. Small quick bread raised with baking powder

_____ 3. The nut of a small tree

_____ 4. Apricots and sugar boiled together

_____ 5. Oblong-shaped cooky

_____ 6. A fine white cake, made without shortening.

_____ 7. Small, sweet, cupcake-shaped bread

_____ 8. Almonds ground to a paste

_____ 9. Uncooked, rich frosting containing powdered sugar, shortening, and egg white.

_____ 10. A machine with vertical beaters, used for mixing cakes.

Please turn to page 28 *and check your answers.* → → → →

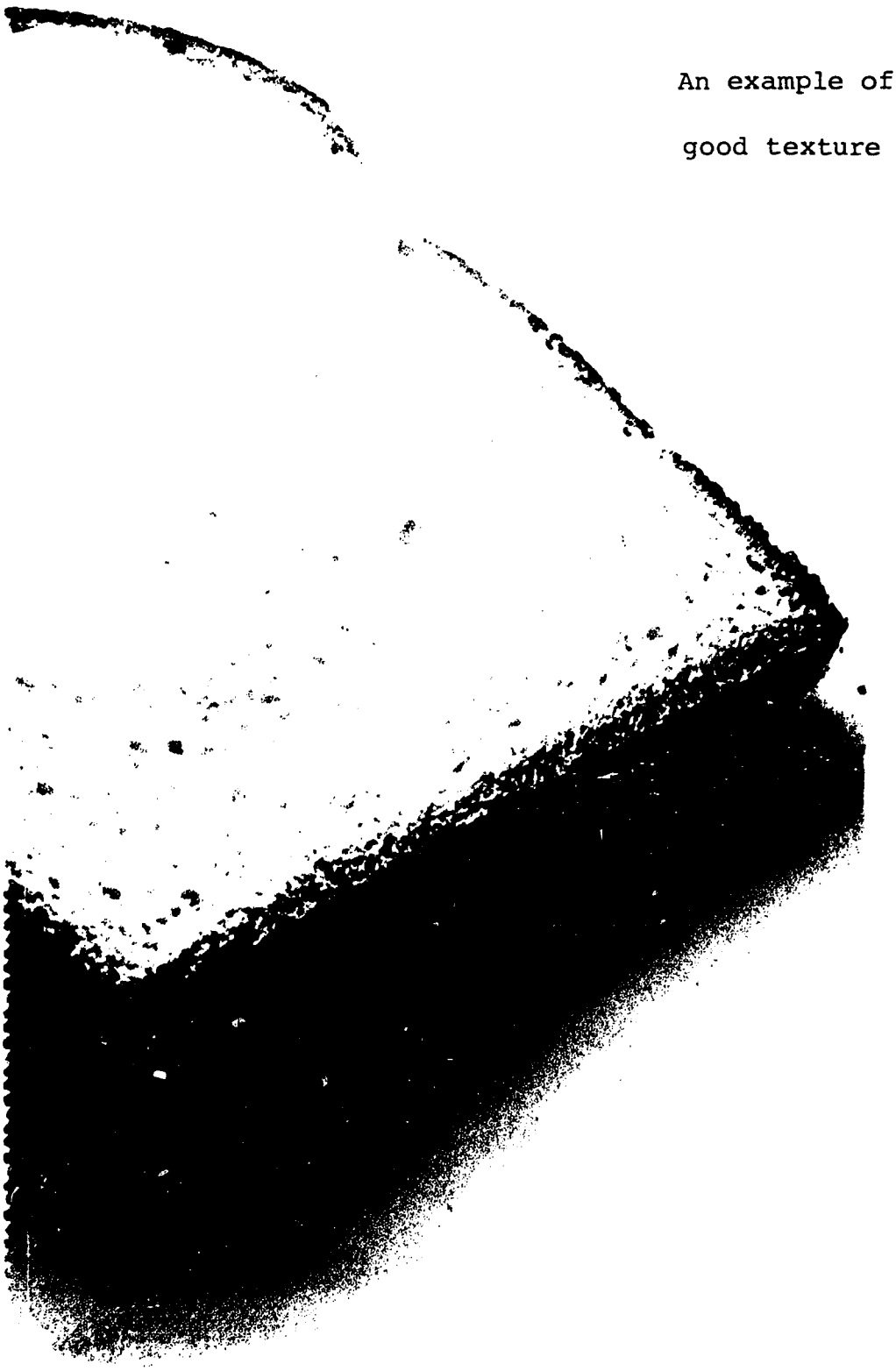

An example of

good texture

Steam 1. To inject steam into the oven while baking

Texture 2. The feel of the surface of a slice

Stipple 3. A pointed piece of metal or wood used to pierce the unbaked loaf of bread before baking

Dough trough 4. Large shallow container, usually on wheels, used for fermenting large amounts of dough

Scales 5. A weighing instrument

Stir 6. To move something about to help it dissolve

Scale 7. To weigh out the required amount

Please return to page 20 and correct any errors

Please turn to page 25 and continue the program. → → → →

Some of the hand tools
used by the baker

Cake-Baking Terms

Break down - To collapse; often caused by overmixing or overcreaming ingredients
Example - (When it takes 5 minutes for the creaming process, and you cream for 15 minutes, the batter may *break down.*)

Fold - To gently incorporate an ingredient into a mix.
(In sponge cake, *folding* in the flour by hand is the gentlest way to incorporate it into the batter.)

Gradually - A little at a time
(Some formulas require the adding of the eggs *gradually,* not all at once.)

Invert - Turn upside down
(Angel-food-cake pans are *inverted* and allowed to cool before the cakes are removed.)

Shrink - To contract (become smaller)
(When a baked cake pulls away from the edges of the pan, this is caused by *shrinking.*)

Sift - To separate the coarse from the fine particles
(*Sifting* flour also aerates it.)

Soggy - Soft and heavy with moisture
(A cake which contains too much liquid will bake out *soggy.*)

Please write the correct word before each definition below. Choose from:

Gradually *Sift* *Soggy* *Fold* *Invert* *Break down* *Shrink*

_____ 1. Turn upside down

_____ 2. Separate the coarse from the fine particles

_____ 3. A little at a time

_____ 4. To gently incorporate an ingredient

_____ 5. Soft and heavy with moisture

_____ 6. To collapse

_____ 7. To contract

Please turn to page 21 *and check your answers.*

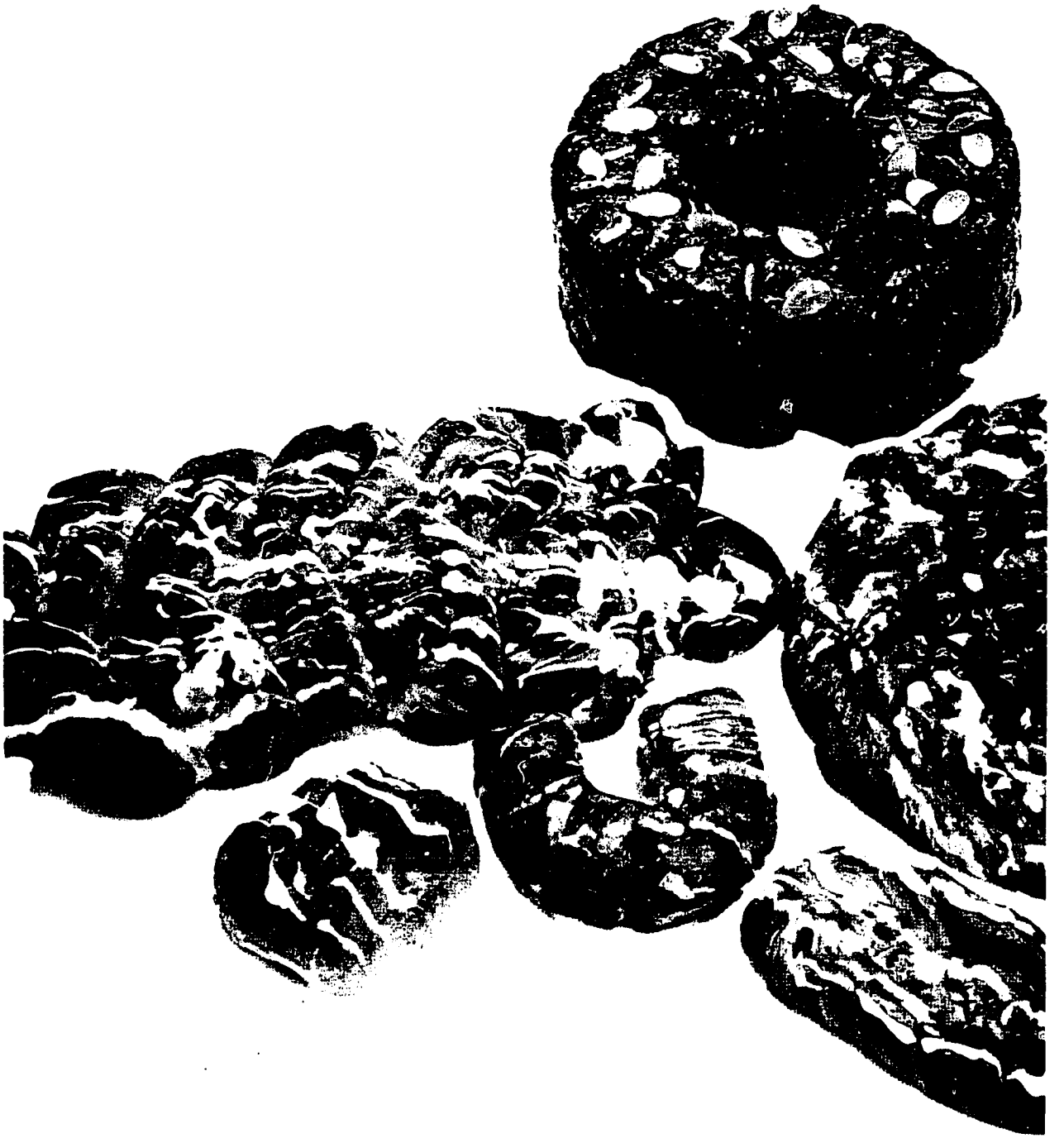

Coffee cakes

Colors	1. Vegetable dyes used for decorating
Cream pie	2. A one-crust pie with a cream filling
Cardamon	3. Seed of an East Indian spice plant
Coffee cake	4. Rich pastry shaped in a ring or loaf
Cream	5. The fat part of cow's milk
Cornmeal	6. Ground corn
Cheese cake	7. A cake filled with cheese
Cocoa	8. Chocolate minus most of its cocoa butter
Cinnamon	9. The aromatic bark of a tree
Chocolate snap	10. A chocolate-flavored, crisp drop cooky
Coconut	11. The meat of the fruit of the coconut palm

Please turn to page 29
and correct any errors

JAVA
Native Spice
Merchant

Please turn to page 27
and continue the program.

Cake-Baking Products (continued)

Cream puff - A hollowed-out puff made from a soft batter, baked at a high temperature, and filled with whipped cream or custard

Cruller - A long, twisted, fried doughnut using baking powder as leavening

Cupcake - A small cake baked in a paper-lined muffin pan

Currant - A small, seedless raisin, grown chiefly in the Near Eastern countries

Custard - A cooked mixture of eggs, milk, and thickener; used for pies and fillings

Danish pastry - A flaky yeast dough with butter or margarine rolled into it

Doughnut - A small, round cake made of yeast or baking-powder dough, fried in deep fat

Doughnut screen - A screen used to place doughnuts into the deep-fat fryer

Dry milk - Milk from which most of the water has been removed

Eclair - A long, hollowed puff pastry, made from a soft batter (same as cream puffs)

Filbert - Hazelnut, the fruit of the hazel shrub or tree; usually bought sliced

Please write the correct word before each definition below. Choose from:

Eclair	*Dry milk*	*Doughnut*	*Danish pastry*	*Custard*	*Filbert*
Cream puff	*Cruller*	*Cupcake*	*Currant*	*Doughnut screen*	

_____ 1. Milk from which most of the water has veen removed

_____ 2. A small, seedless raisin

_____ 3. A cooked mixture of eggs, milk, and thickener

_____ 4. A flaky yeast dough with butter or margarine rolled into it

_____ 5. Hazelnut

_____ 6. A long, hollowed, filled puff pastry

_____ 7. A small cake baked in paper-lined muffin pan

(over)

_____ 8. A long, twisted, fried doughnut

_____ 9. A small, round cake, fried in deep fat

_____ 10. A hollowed-out puff pastry, filled with whipped cream or custard

_____ 11. A screen used to place doughnuts into deep-fat fryer

Please turn to page (30) *and check your answers.* → → → →

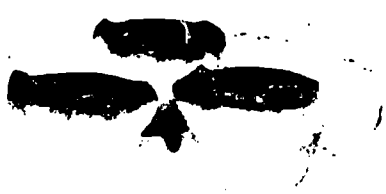

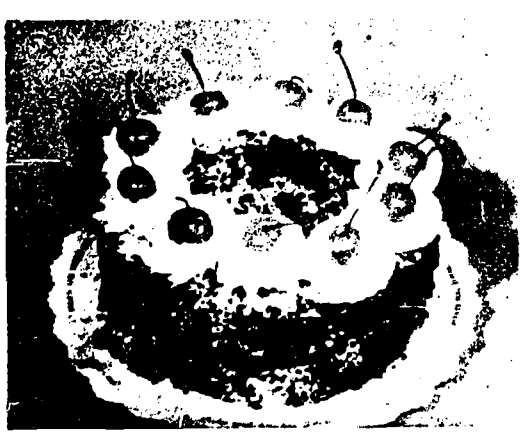

Can you name all these cakes?

Cake	1. A baked mixture of flour, eggs, milk, sugar, etc.
Biscuit	2. Small quick bread raised with baking powder
Almond	3. The nut of a small tree
Apricot glaze	4. Apricots and sugar boiled together
Bar	5. Oblong-shaped cooky
Angel food	6. A fine white cake, made without shortening.
Muffin	7. Small, sweet, cupcake-shaped bread
Almond paste	8. Almonds ground to a paste
Butter cream	9. Uncooked, rich frosting containing powdered sugar, shortening, and egg white.
Cake mixer	10. A machine with vertical beaters, used for mixing cakes.

Please return to page 23 and correct any errors

Please turn to page 29 and continue the program. → → → →

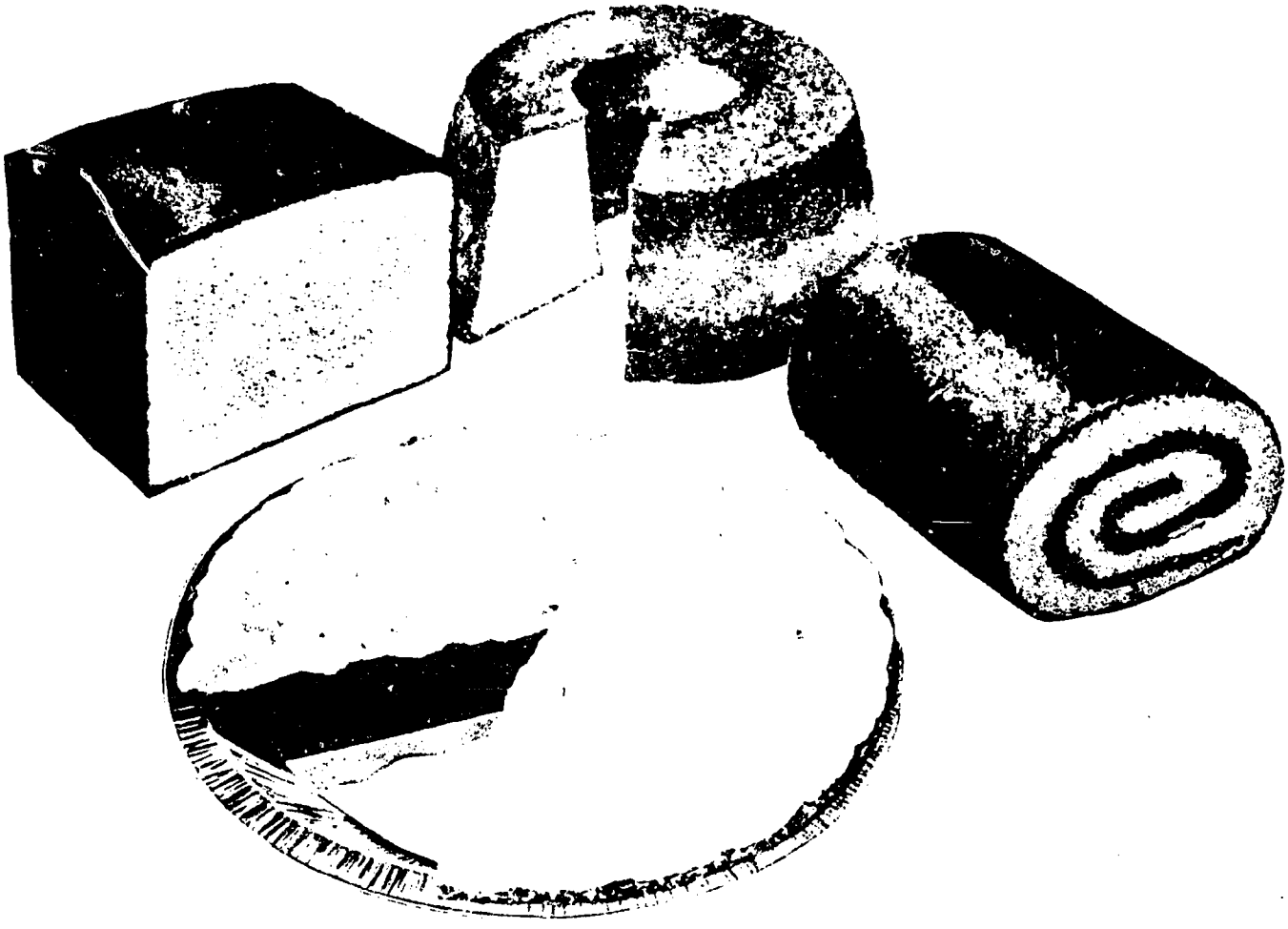

How many

of these cakes

can you name?

Cake-Baking Products (continued)

Cardamon - Seed of an East Indian spice plant, used for flavoring

Cheese cake - A cake made of a sweet or short dough base filled with mixed cheeses

Chocolate snap - A chocolate-flavored, crisp drop cooky

Cinnamon - A spice flavoring; the aromatic bark of a tree of the laurel family

Cocoa - A powder consisting of chocolate minus most of its cocoa butter.

Coconut - The meat of the fruit of the coconut palm tree; usually bought shredded

Coffee cake - A rich pastry, with filling and topping, shaped in a ring or loaf

Colors - Vegetable dyes; used for decorating cakes

Cornmeal - Ground corn; used in muffins and for dusting

Cream - The fat part of cow's milk, often whipped for use on pies or cakes. Also used loosely for other products that resemble whipped cream.

Cream pie - A pie with one crust (bottom only), filled with a cream filling, and topped with whipped cream or meringue.

Please write the correct word before each definition below. Choose from:

Coffee cake	*Cardamon*	*Coconut*	*Chocolate snap*	*Cream*
Cocoa	*Cornmeal*	*Cream pie*	*Cheese cake*	*Cinnamon*
		Colors		

_____ 1. Vegetable dyes used for decorating

_____ 2. A one-crust pie with a cream filling

_____ 3. Seed of an East Indian spice plant

_____ 4. Rich pastry shaped in a ring or loaf

_____ 5. The fat part of cow's milk

_____ 6. Ground corn

_____ 7. A cake filled with cheese

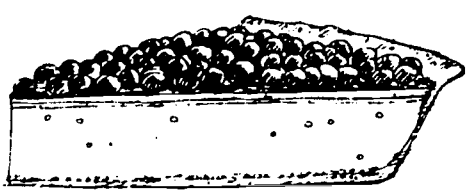

(over)

_____ 8. Chocolate minus most of its cocoa butter

_____ 9. The aromatic bark of a tree

_____ 10. A chocolate-flavored, crisp drop cooky

_____ 11. The meat of the fruit of the coconut palm

Please turn to page 26 and check your answers

Dry milk	1. Milk from which most of the water has veen removed
Currant	2. A small, seedless raisin
Custard	3. A cooked mixture of eggs, milk, and thickener
Danish pastry	4. A flaky yeast dough with butter or margarine rolled into it
Filbert	5. Hazelnut
Eclair	6. A long, hollowed, filled puff pastry
Cupcake	7. A small cake baked in paper-lined muffin pan
Cruller	8. A long, twisted, fried doughnut
Doughnut	9. A small, round cake, fried in deep fat
Cream puff	10. A hollowed-out puff pastry, filled with whipped cream or custard
Doughnut screen	11. A screen used to place doughnuts into deep-fat fryer

Please return to page 27 and correct any errors

Please turn to page 34 and continue the program. → → → →

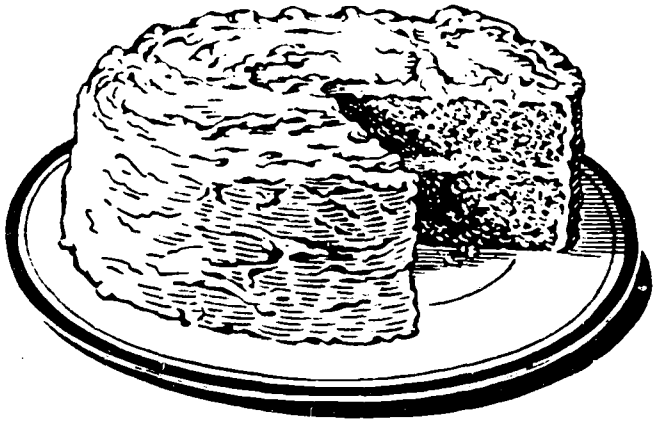

Spice cakes are often made with molasses.

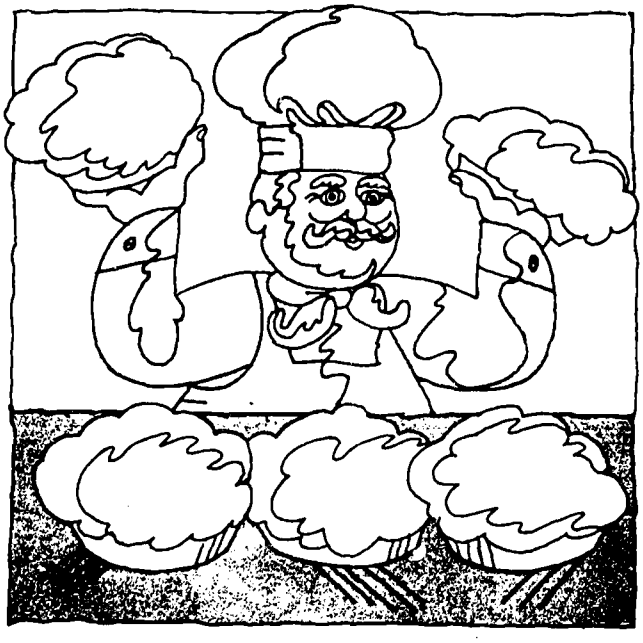

Lemon meringue pies

Cake-Baking Products (continued)

Marble cake - A cake consisting of two or three different-colored batters partially mixed

Marzipan - A confection made from almond paste, sugar, and egg whites, used for modeling fruits, figures, etc.

Meringue - Egg whites and sugar whipped to a rather stiff, frothy white mass

Mocha - A flavor made from coffee and chocolate or cocoa

Molasses - A syrup obtained from raw sugar in the refining process

Pan - A metal container for baking

Raisin - A dried sweet grape, either naturally dark or bleached

Royal icing - Frosting of sugar, egg whites, and cream of tartar

Snap - A small cooky that flattens during baking

Please write the correct word before each definition below. Choose from:

Marble cake *Molasses* *Snap* *Mocha* *Meringue*
Pan *Royal icing* *Marzipan* *Raisin*

_____ 1. A dried sweet grape

_____ 2. A small cooky that flattens during baking

_____ 3. A syrup obtained from raw sugar

_____ 4. A cake consisting of different-colored batters

_____ 5. Flavoring made from coffee and chocolate

_____ 6. Metal container

_____ 7. Frosting of sugar, egg whites, and cream of tartar

_____ 8. A paste made from almonds, sugar, and egg white

_____ 9. Egg whites and sugar whipped till stiff

Please turn to page 33 and check your answers

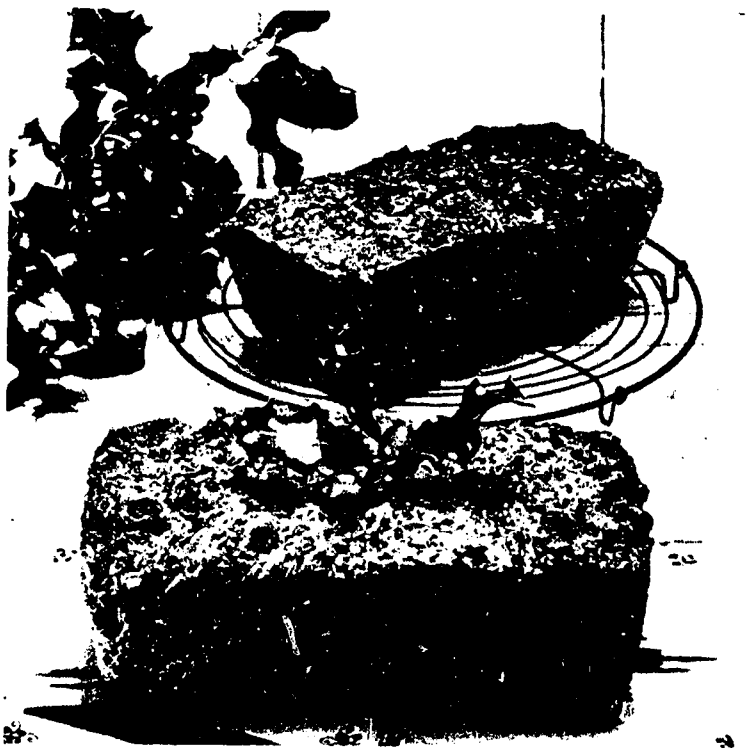

Fruit Cakes

Fondant 1. Icing composed of boiled sugar and water

Ginger 2. The spicy root of a tropical plant

Flavoring 3. An emulsion, extract, or spice used to produce a pleasant taste

Foam 4. A whipped mass of eggs and sugar, as in a sponge cake before adding flour

Filling 5. A cream, jam or fruit product placed between cake layers

Honey 6. A syrupy, sweet substance made by bees from flower nectar

Ingredients 7. Supplies of foods blended ogether to produce baked products

Horseshoe 8. Horseshoe-shaped Danish or puff pastry

Fruit cake 9. A cake containing large amounts of dried fruits and nuts

Maraschino cherries 10. Cherries artificially colored (red or green) and flavored

Macaroon 11. A small cooky made of almond or coconut paste, sugar, and egg white

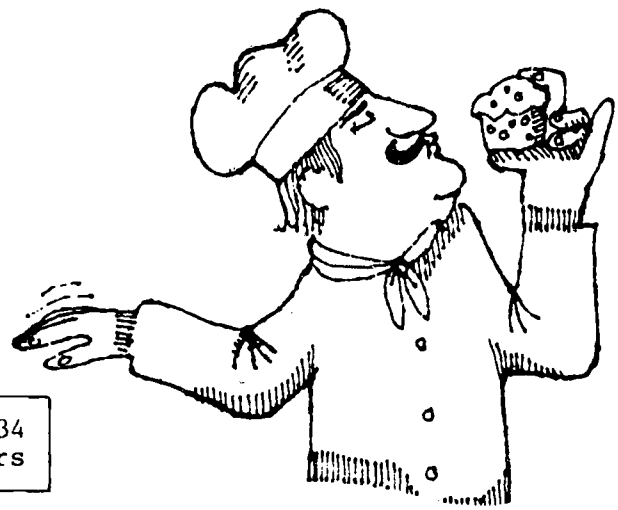

Please turn to page 34 and correct any errors

Please turn to page 31 *and continue the program.*

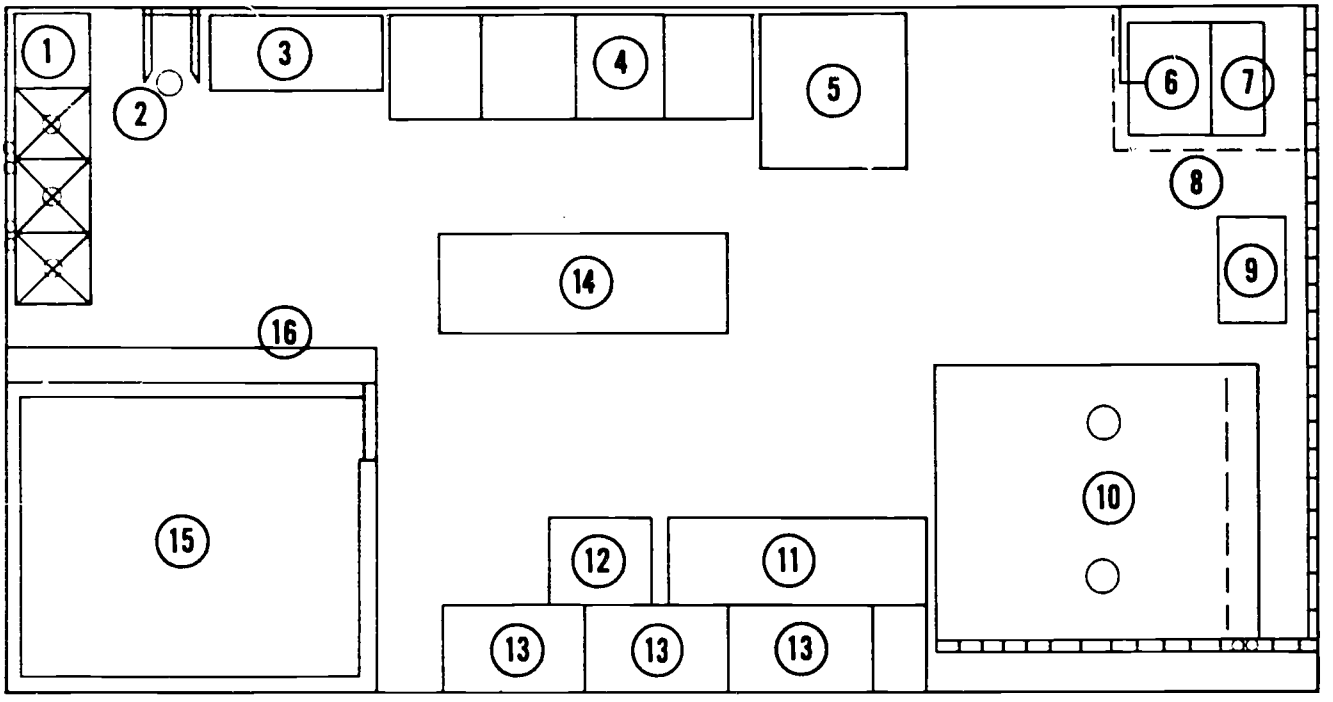

TYPICAL BAKERY
IN STORE BAKE-OFF
LAYOUT

1. 3 Section sink w/drain board
2. 30 Qt. mixer
3. 2½' x 5' Mix bench
4. 4 Section flexibake retarder
5. 2 Section bake-off proofer
6. Donut dropper
7. Donut fryer
8. Vent hood exhaust
9. 2' x 3' Dump table (Mobile)
10. 15 Bun pan Despatch oven
11. 2' x 10' Wrap bench
12. Bread slicer
13. Self service units 4' x 54"
14. 2½' x 8' Make-up bench
15. 8' x 10' Freezer
16. Shelving for storage

Raisin	1. A dried sweet grape
Snap	2. A small cooky that flattens during baking
Molasses	3. A syrup obtained from raw sugar
Marble cake	4. A cake consisting of different-colored batters
Mocha	5. Flavoring made from coffee and chocolate
Pan	6. Metal container
Royal icing	7. Frosting of sugar, egg whites, and cream of tartar
Marzipan	8. A paste made from almonds, sugar, and egg white
Meringue	9. Egg whites and sugar whipped till stiff

Please return to page 31 and correct any errors

Please turn to page 35 and continue the program.

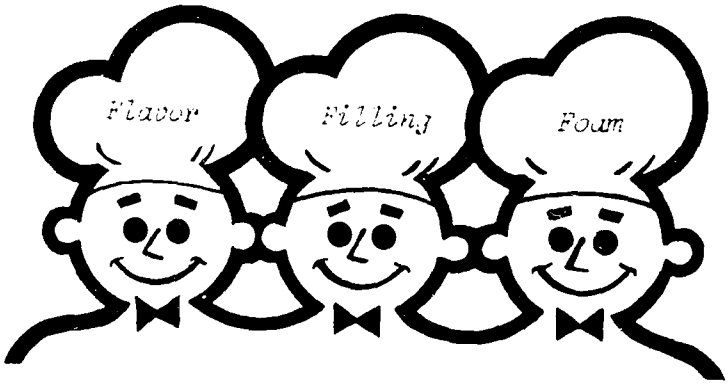
Flavor
Filling
Foam

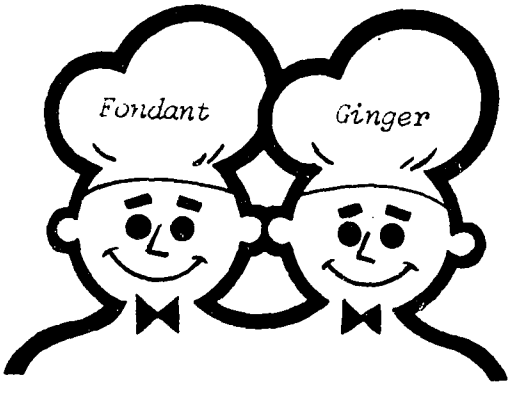
Fondant
Ginger

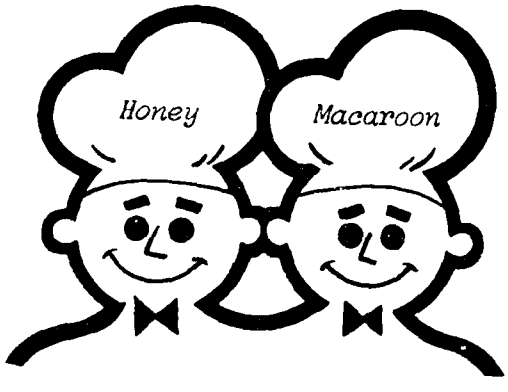
Honey
Macaroon

Cake Baking Products (continued)

Flavor - An emulsion, extract, or spice used to produce a pleasant taste in baked products

Filling - A cream, jam, or fruit product, placed between cake layers or on top of yeast-raised products

Foam - A whipped mass of eggs and sugar, as in a sponge cake before adding flour

Fondant - Icing composed of boiled sugar and water

Fruit cake - A cake containing large amounts of dried fruits and nuts with only enough batter to bind the fruit together

Ginger - The spicy root of a tropical plant, used for flavoring

Honey - A syrupy, sweet substance made by bees from flower nectar

Horseshoe - Horseshoe-shaped Danish or puff pastry

Ingredients - Supplies of foods blended together to produce baked products

Macaroon - A small cooky made of almond paste or coconut, sugar, and egg white

Maraschino cherries - Cherries artificially colored (red or green) and flavored

Please write the correct word before each definition below. Choose from:

Filling	*Macaroon*	*Honey*	*Ginger*	*Fruit cake*
Ingredients	*Maraschino cherries*	*Horseshoe*	*Fondant*	*Foam*
		Flavoring		

_____ 1. Icing composed of boiled sugar and water

_____ 2. The spicy root of a tropical plant

_____ 3. An emulsion, extract, or spice used to produce a pleasant taste

_____ 4. A whipped mass of eggs and sugar, as in a sponge cake before adding flour

_____ 5. A cream, jam or fruit product placed between cake layers

_____ 6. A syrupy, sweet substance made by bees from flower nectar

_____ 7. Supplies of foods blended together to produce baked products

(over)

_____ 8. Horseshoe-shaped Danish or puff pastry

_____ 9. A cake containing large amounts of dried fruits and nuts

_____ 10. Cherries artificially colored (red or green) and flavored

_____ 11. A small cooky made of almond or coconut paste, sugar, and egg white

Please turn to page 32 and check your answers

Donut cutter

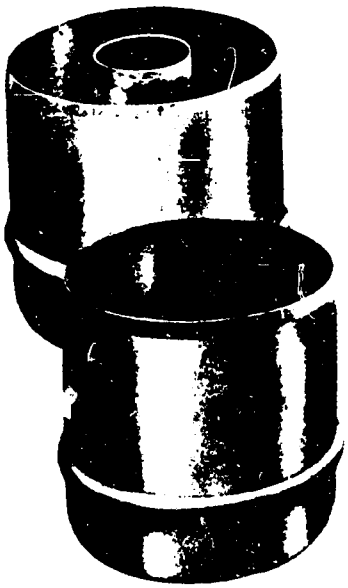

Serrated knife

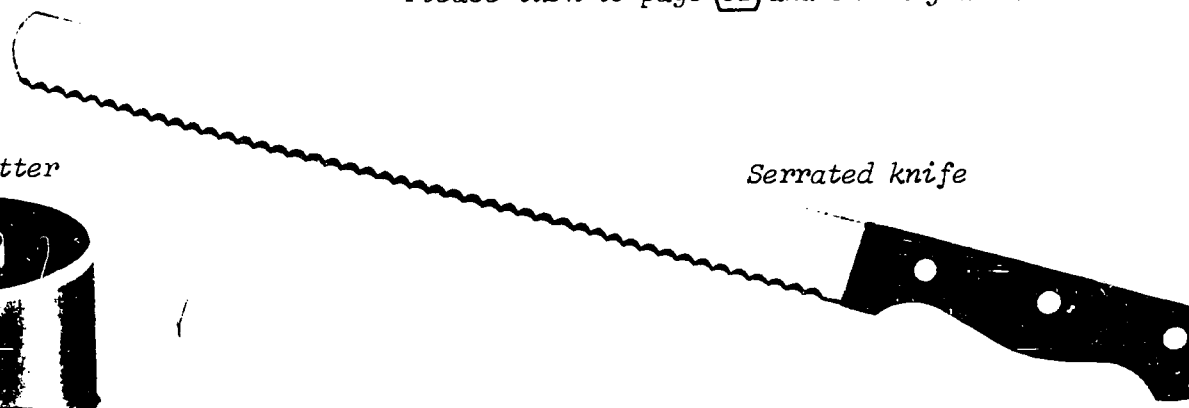

Bowl knife or spatula

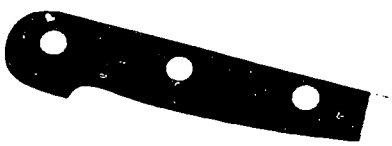

French knife

Biscuit cutter

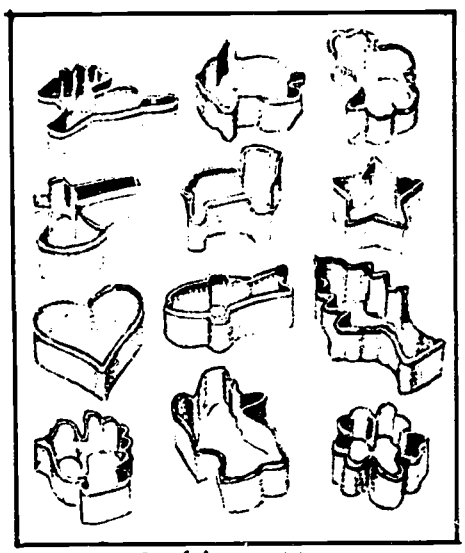

Cookie cutters

Pastry bag

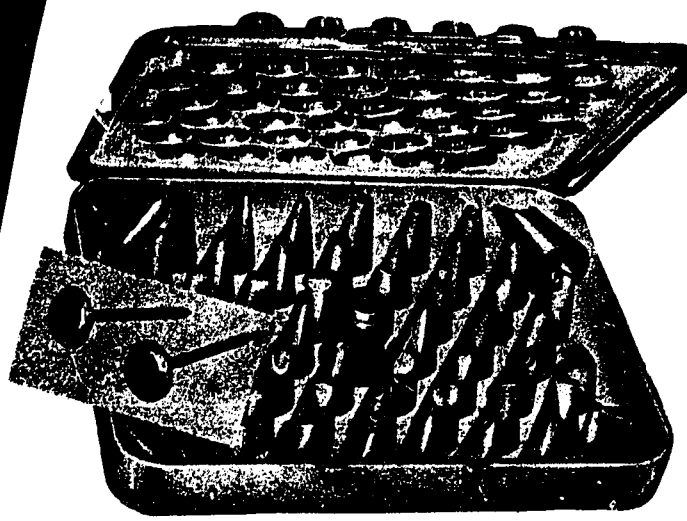

Decorating tools

Baking Tools and Equipment

Bowl knife - A flexible, dull-edged knife used mainly to ice cakes

Doughnut stick - A stick of wood for turning doughnuts while frying

Biscuit cutter - A metal cutter, usually round

Cookie cutter - A metal cutter used to cut out small cookies

Pastry bag - A plastic bag used for dropping cookies or for cake decorating

Pastry tube - A small metal fitting for the end of a pastry bag. Tubes come in designs, as rose, star, French, etc.

Pastry wheel - A metal wheel 4" in diameter, used for cutting pastry into various shapes, such as squares, thin and narrow strips, etc.

French knife - A wide-based-blade knife coming to a point at the tip

Plastic scraper - A flexible tool used for scraping batter, dough, etc. from a mixing bowl

Bench brush - Used for sweeping dry ingredients such as flour from a workbench

Wash brush - Used for washing baked and unbaked products with egg wash, milk wash, or syrup wash

Please write the correct word before each definition. Choose from:

Plastic scraper	*Pastry bag*	*Bench brush*	*Bowl knife*	*Cookie cutter*
Biscuit cutter	*Pastry tube*	*Wash brush*	*Doughnut stick*	*Pastry wheel*
		French knife		

_____ 1. A metal wheel for cutting various shapes of pastries

_____ 2. Used to apply egg wash, milk wash, etc.

_____ 3. A small metal fitting for the end of a pastry bag

_____ 4. A round metal cutter

_____ 5. A plastic bag used for dropping cookies or decorating cakes

_____ 6. Used for turning doughnuts while frying

(over)

_____ 7. A knife with a wide base and a pointed tip

_____ 8. A flexible tool for scraping material out of bowls

_____ 9. A metal cutter used to cut out small cookies

_____ 10. Used to sweep flour from a workbench

_____ 11. A flexible knife for smoothing icing

Please turn to page 38 *and check your answers.* → → → →

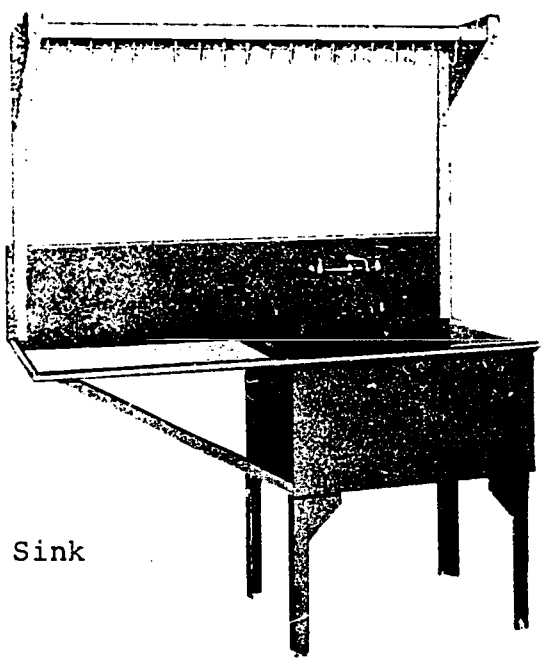

Sink

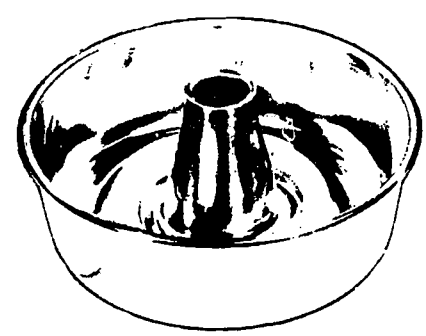

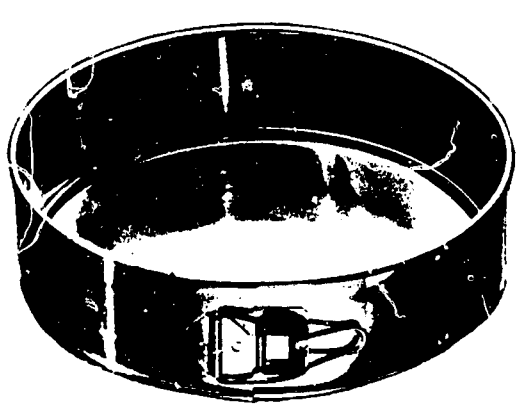

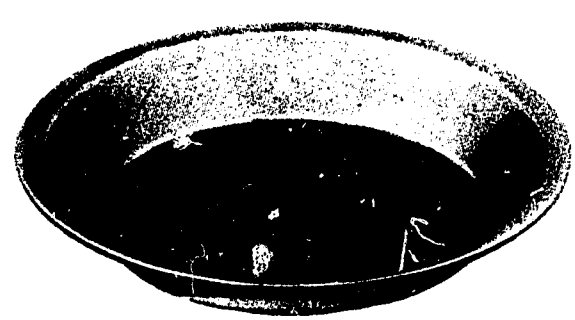

Can you name these four pans?

Sheet liner	1. Treated paper made to fit sheet pans
Mixing paddle	2. Flat tool used to help aerate batters
Grease brush	3. Used to grease pans
Layer pan	4. Round metal pan
Muffin pan	5. A cluster of cups built into a frame
Sheet pan	6. A pan used for sheet cakes, pastries, and jelly rolls
Sink	7. Fixture with washing compartments and drain shelves
Tube pan	8. Pan used for angel food cake and fruitcake
Mixing whip	9. Tool used to whip creams and sponge cakes
Bakers scraper	10. A rectangular metal tool with a wooden handle
Wang stove	11. A cast-iron, round stove

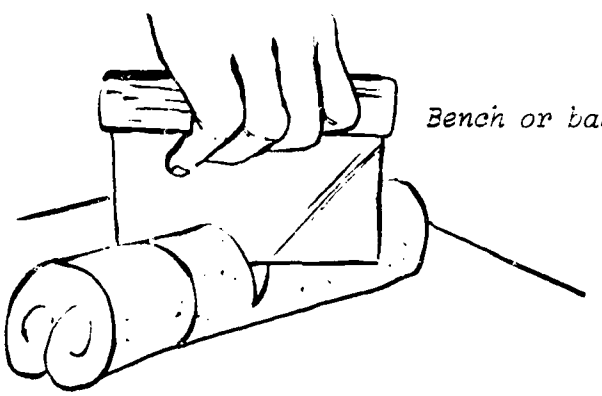

Bench or bakers scraper

Please turn to page 40
and correct any errors

Please turn to the back of this page and continue the program.

Hand whip

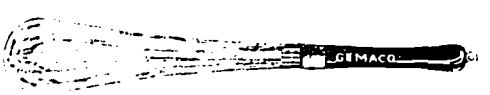

Decorating comb

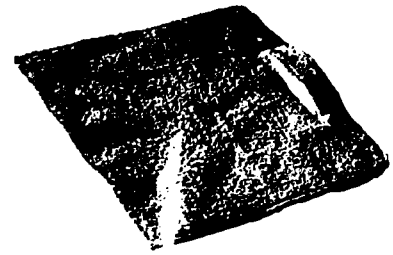

Oven mitt

Dough hook

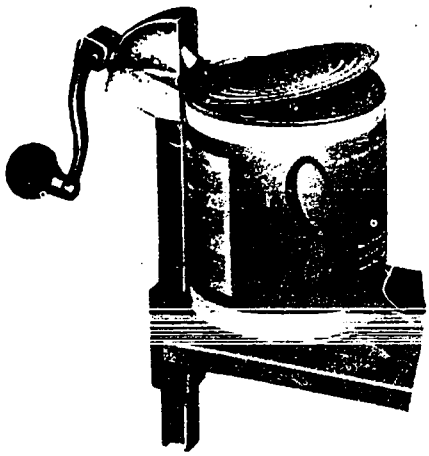

Can opener

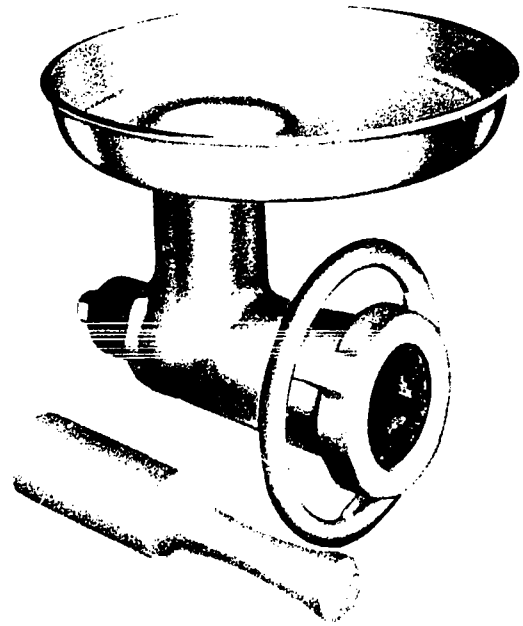

Grinder

Study these and then go on to page 37.

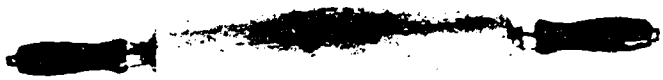

Rolling pins

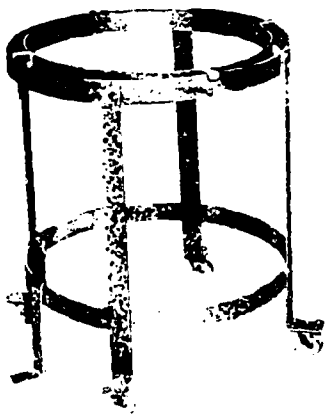

Bowl stand

Pan dolly

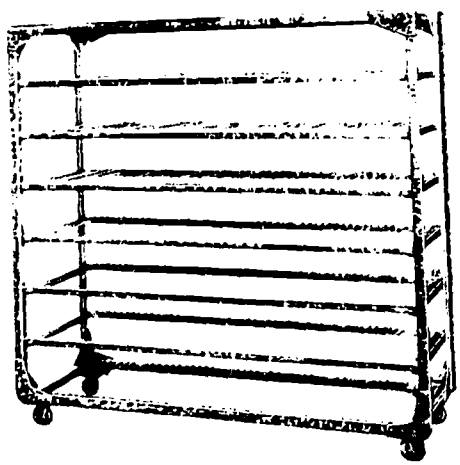

Bread rack

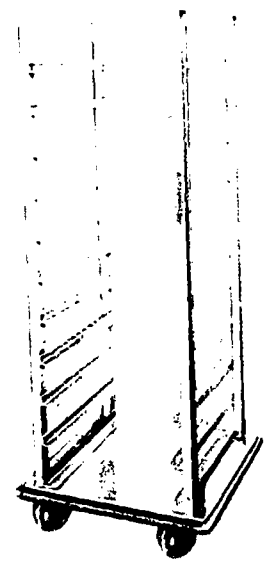

Pan rack

Please turn to the back of page 38.

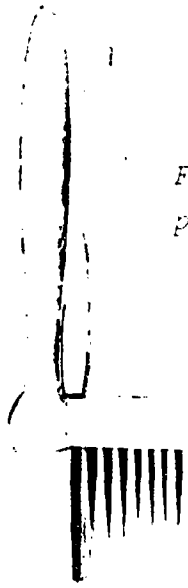

Flat and round pastry brush

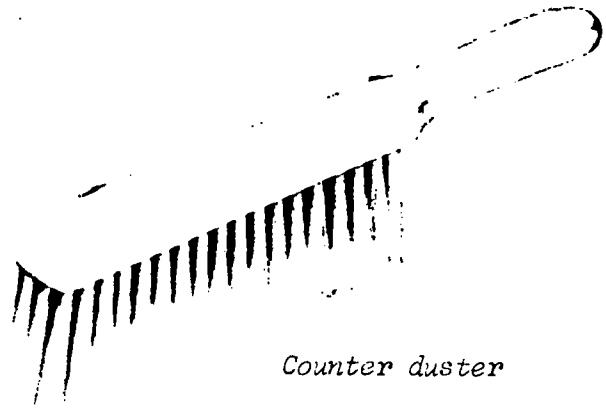

Counter duster

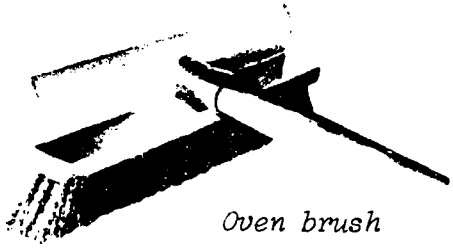

Oven brush

Square water brush

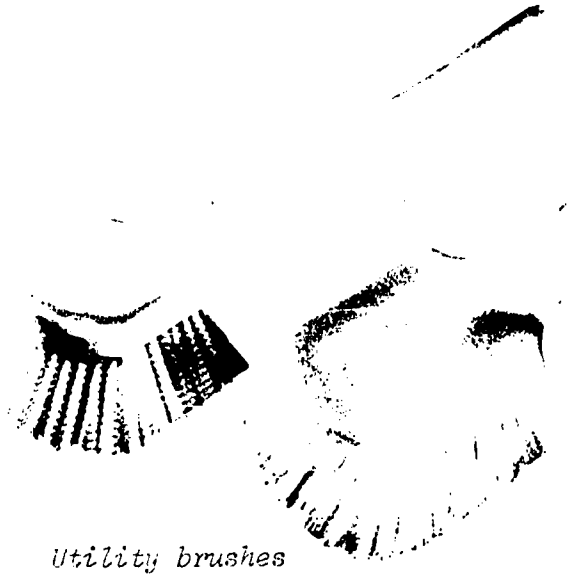

Utility brushes

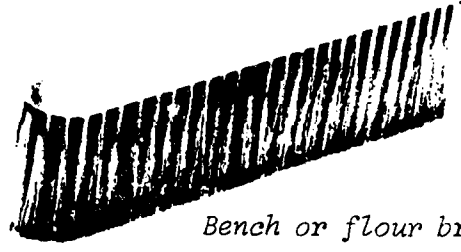

Bench or flour brush

Pastry wheel	1. A metal wheel for cutting various shapes of pastries
Wash brush	2. Used to apply egg wash, milk wash, etc.
Pastry tube	3. A small metal fitting for the end of a pastry bag
Biscuit cutter	4. A round metal cutter
Pastry bag	5. A plastic bag used for dropping cookies or decorating cakes
Doughnut stick	6. Used for turning doughnuts while frying
French knife	7. A knife with a wide base and a pointed tip
Plastic scraper	8. A flexible tool for scraping material out of bowls
Cookie cutter	9. A metal cutter used to cut out small cookies
Bench brush	10. Used to sweep flour from a workbench
Bowl knife	11. A flexible knife for smoothing icing

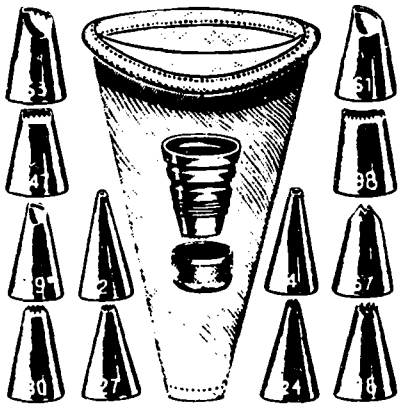

Pastry bag

Please return to page 35 and correct any errors

Please turn to page 40 *and continue the program.*

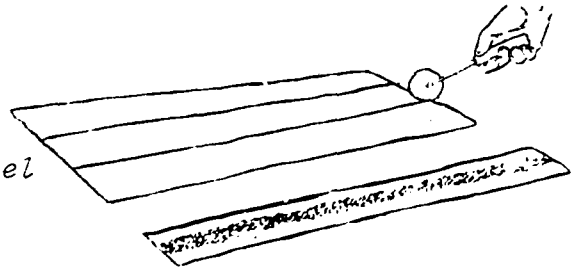

Pastry wheel

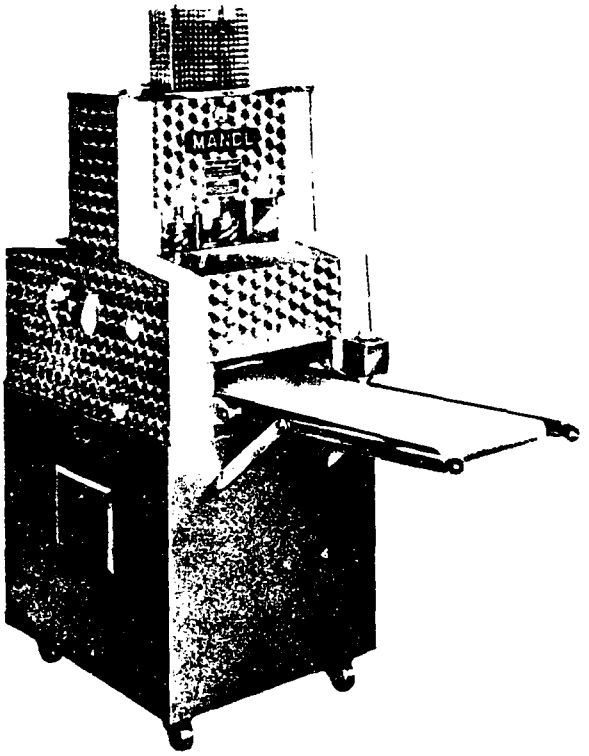

Two-pocket Kaiser roll machine

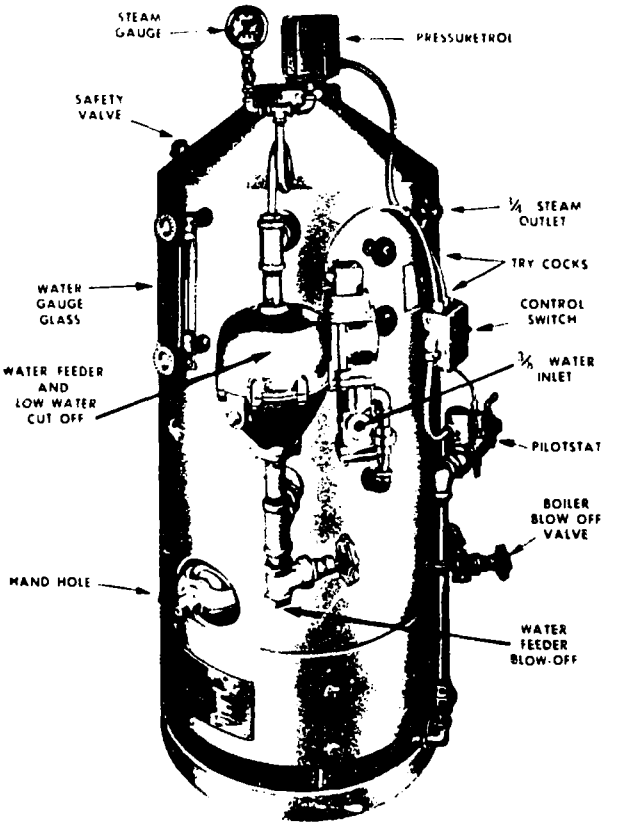

Steam boiler

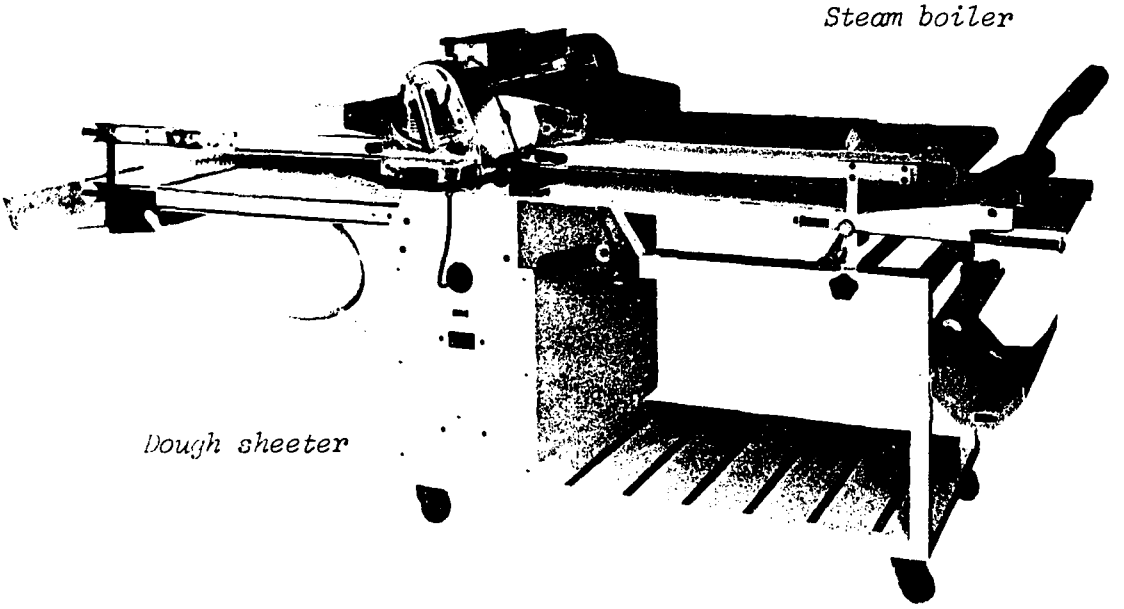

Dough sheeter

You have now completed Book 10. Run through it again. Make sure you know what each word means. Then continue with the Review on page 39. *See how well you can identify the different terms used in baking.*

→ → → →

Review of Book 10

Fill in the blank spaces with the correct words from the column on the right-hand side. (There will be four words left over each time.)

A. General baking terms

_____	To cook in hot, deep fat	Formula
_____	The makeup of a particular recipe	Inventory
_____	A mixture of two or more ingredients	Measure
_____	Charging a batter with air during the mixing process	Wash
_____	A container holding a definite quantity	Divider
_____	To force mixed ingredients from a plastic bag	Fry
_____	A long, narrow piece of dough	Bin
_____	The degree of hotness or coldness	Bag out
_____	To brush lightly with egg or water	Temperature
_____	In an expecially clean and healthful condition	Balance
		Blend
		Sanitary
		Strip
		Aeration

B. Bread-baking terms

_____	A substance that raises a dough by producing gas	Fermentation
_____	The touch of the surface of a slice	Dough trough
_____	To weigh out the required amount	Mold
_____	Biological changes due to the action of yeast	Texture
_____	Fold over, press, and squeeze	Peel
_____	To grow old or mature	Leavening
_____	Amount of moisture in the air	Proof
_____	The substance that gives dough its tough, elastic quality	Scale
_____	Large, shallow container used for fermenting dough	Age
_____	A long, wooden, shovel-like tool	Gluten
		Incorporate
		Develop
		Knead
		Humidity

(over)

C. Cake-baking terms

_____	A spice made from the aromatic bark of a tree	Muffin
_____	Egg whites and sugar whipped to a rather stiff, frothy mass	Soggy Eclair Cinnamon Marzipan
_____	Icing composed of boiled sugar and water	Currant Meringue
_____	Flavoring made from coffee and chocolate	Snap Cruller
_____	Soft and heavy with moisture	Molasses Fondant
_____	A long, twisted, fried doughnut	Biscuit Danish pastry
_____	A flaky yeast dough, with butter or margarine rolled into it	Mocha
_____	A long, hollowed, filled puff pastry	
_____	A small cookie that flattens during baking	
_____	A syrup obtained from raw sugar in the refining process	

Check your answers in the Answer Book.

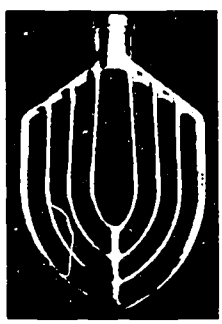

Paddle or beater

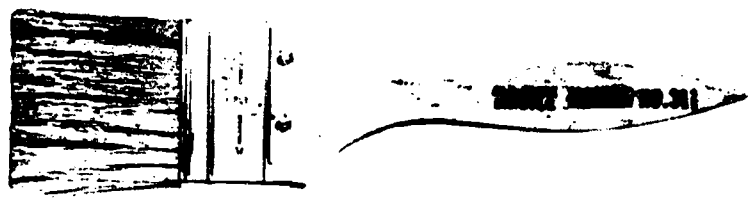

Pastry brush

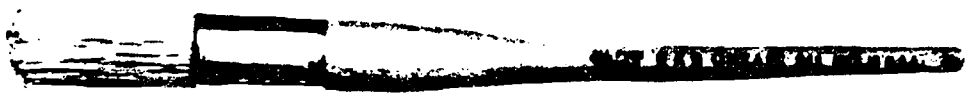

Grease brush

Baking Tools and Equipment (continued)

Grease brush - A round, straight-handled brush used for greasing pans

Sheet pan - A metal pan measuring 26" x 18", used for sheet cakes, pastries, jelly rolls, etc.

Layer pan - A metal pan, usually round; sizes range from 6" to 24" in diameter

Muffin pan - A cluster of 12 or 24 cups built into a frame; used for muffins and cupcakes

Tube pan - Round in shape with a tube-shaped hole through the center, used for baking angel food cake and fruitcake

Sink - Metal fixture (galvanized or stainless steel) with washing compartments and drain shelves

Mixing paddle - A flat, heart-shaped tool with stem and spaces; helps batters become aerated

Mixing whip - Tool made of heavy looped wires coming together to form a stem; used for whipping such things as creams and sponge cakes

Candy stove - Cast-iron round stove, used for cooking fruits, custards and syrups

Sheet liner - A treated sheet of paper measuring 26" x 18", made to fit sheet pans

Bakers scraper - Rectangular metal tool with wooden handle. It has many varied uses in the bakeshop.

Please write the correct word before each definition. Choose from:

Mixing whip	*Bakers scraper*	*Grease brush*	*Sheet liner*	*Mixing paddle*
Muffin pan	*Sink*	*Layer pan*	*Sheet pan*	*Tube pan*
		Candy stove		

_____ 1. Treated paper made to fit sheet pans

_____ 2. Flat tool used to help aerate batters

_____ 3. Used to grease pans

_____ 4. Round metal pan

(over)

_____ 5. A cluster of cups built into a frame

_____ 6. A pan used for sheet cakes, pastries, and jelly rolls

_____ 7. Fixture with washing compartments and drain shelves

_____ 8. Pan used for angel food cake and fruitcake

_____ 9. Tool used to whip creams and sponge cakes

_____10. A rectangular metal tool with a wooden handle

_____11. A cast-iron, round stove

Please turn to page 36 and correct any errors.

BEST COPY AVAILABLE

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

WHAT EVERY BAKER NEEDS TO KNOW

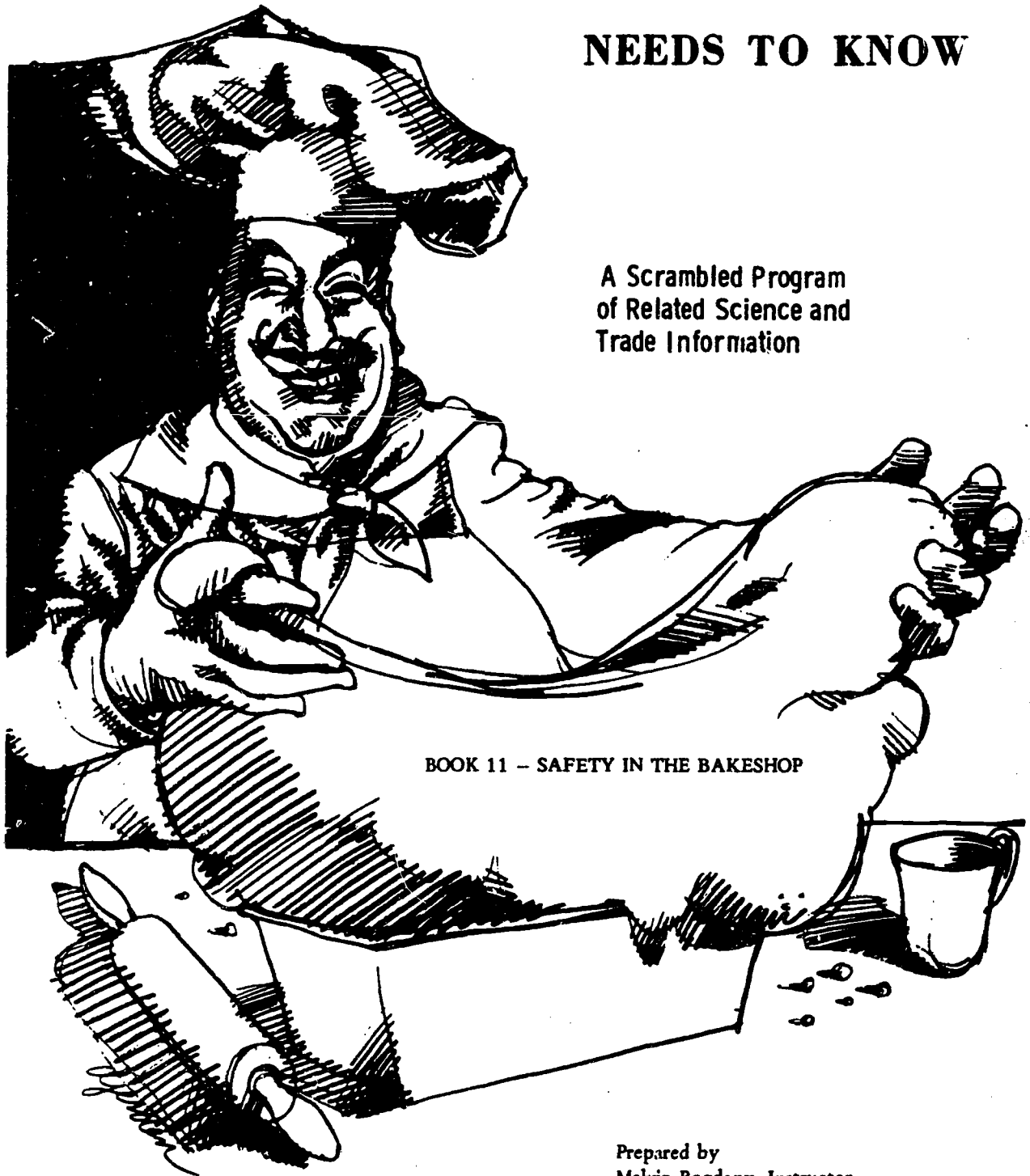

A Scrambled Program
of Related Science and
Trade Information

BOOK 11 – SAFETY IN THE BAKESHOP

Prepared by
Melvin Bogdany, Instructor
Middlesex County Vocational
and Technical High Schools
East Brunswick, New Jersey

Book 11 - Safety in the Bakeshop

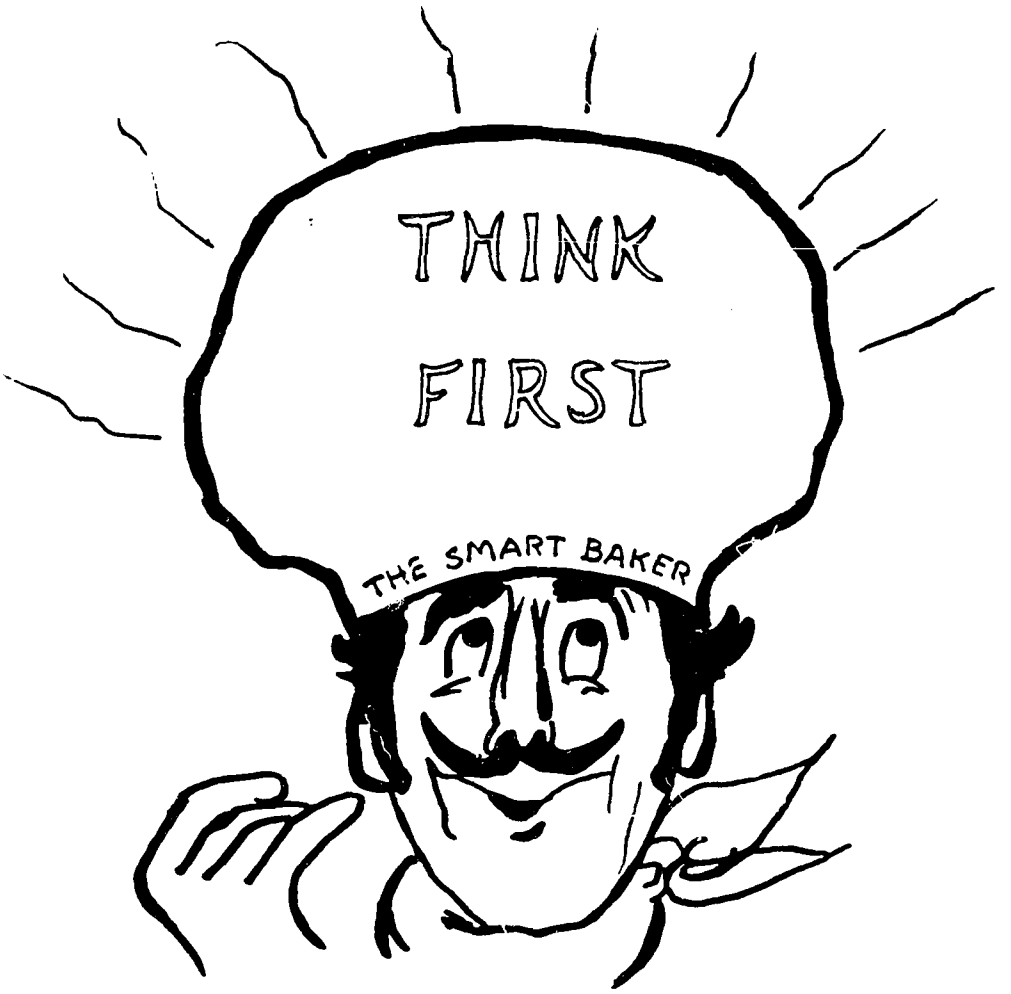

To the student: *Read the sentences very carefully, and fill in the blanks with the correct answers.*

1. Report to the n__se immediately for f___t a_d in the event of any splinter, burn, or cut.

2. DO NOT release h__d on moving r__ks and trucks until they have st___ed.

3. In handling racks, use an ins___ hand hold. DO NOT release hands until rack is st___ed.

4. Keep all tr__fic lanes clear.

5. Keep st___gs off floor.

6. Keep all casters fr__-r__ning by regular cleaning and oiling.

7. DO NOT throw electric sw____ to start machines until you have given the s_g_al and you are sure all machines are cl__r.

Please turn to page 3 *and check your work.* → → → →

THE RACE IS ON

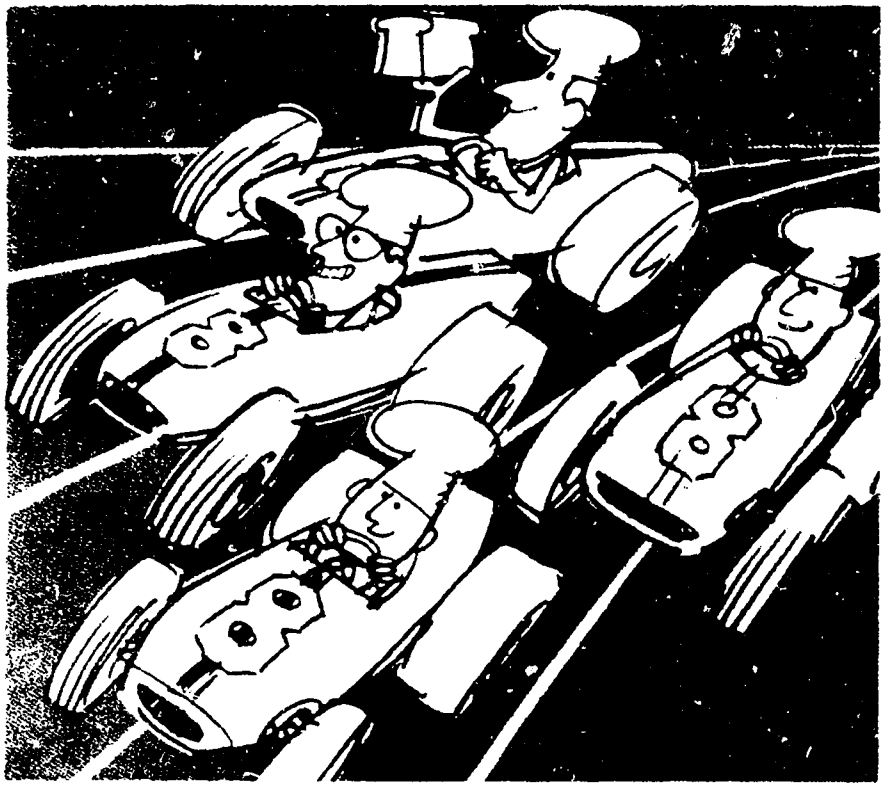

BUT NOT IN

THE

BAKESHOP

ERIC

Good safety habits will make you the sort of person anyone would want to work with.

8. Be sure pans are straight on racks before moving racks.
9. DO NOT stand pans against table ends, racks, and walls.
10. DO NOT swing or throw anything across the shop.
11. Avoid unnecessary talking with all machine operators.
12. WALK at all times; DO NOT RUN.
13. Go up and down stairs, taking one step at a time. Use the hand rail.
14. Eliminate all fire hazards.
15. Avoid any wet spots on the floor.
16. Keep Shop shoes in good repair.

Please turn to page 5 and correct any errors

Please turn to page 7 and continue the program. → → → →

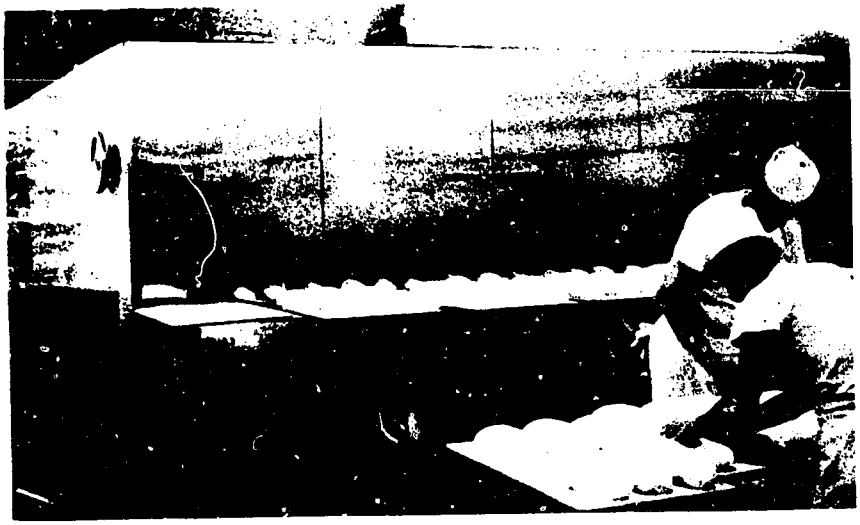

WATCH OUT FOR LIVE STEAM!

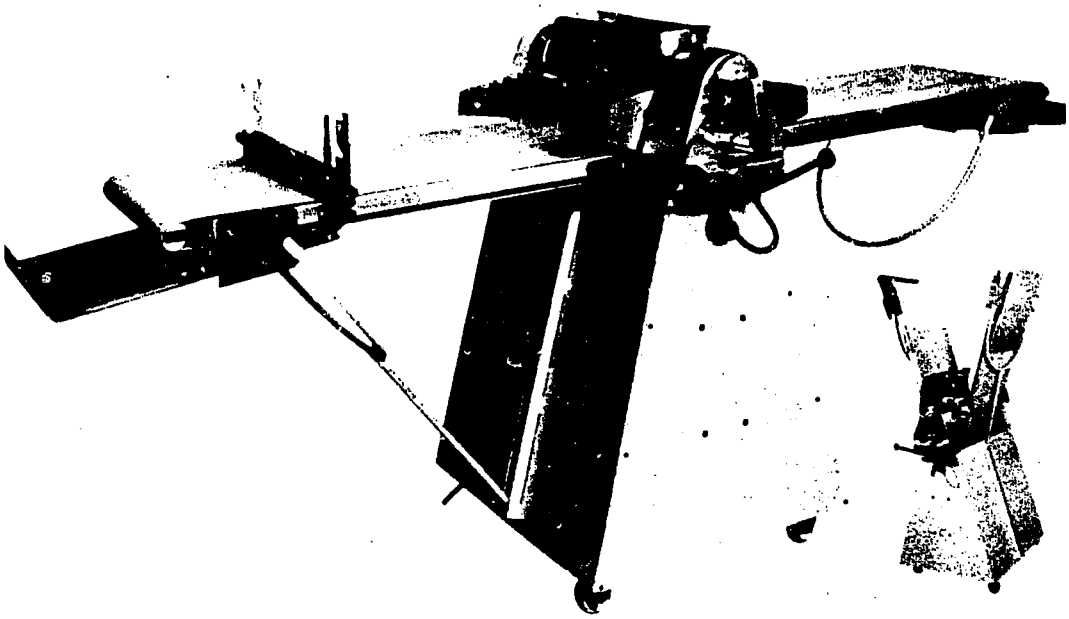

WATCH YOUR FINGERS!

THINK SAFETY!

1. Report to the nurse immediately for first aid in the event of any splinter, burn, or cut.

2. DO NOT release hold on moving racks and trucks until they have stopped.

3. In handling racks, use an inside hand hold. DO NOT release hands until rack is stopped.

4. Keep all traffic lanes clear.

5. Keep strings off floor.

6. Keep all casters free-running by regular cleaning and oiling.

7. DO NOT throw electric switch to start machines until you have given the signal and you are sure all machines are clear.

Please return to page 1 and correct any errors.

If no errors, turn to page 4 and continue the program. → → → →

Are Adequate Cleaning Tools Supplied?

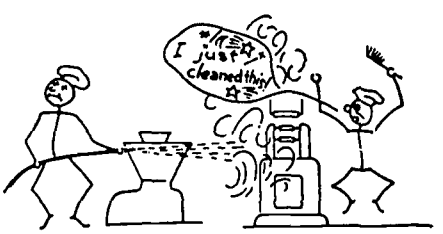

IMPROPER Use of the AIR HOSE

Remember... First remove excess flour-
Then blow machines!

A SAFE WORKER IS A GOOD WORKER!

17. Avoid unnecessary climbing and lifting.

18. Stack all materials properly.

19. Never stand on insecure footing.

20. DO NOT SPILL liquids, grease, or other materials on the floor. If you do, wipe it up quickly.

21. DO NOT ATTEMPT to stop mixing arms by hand.

22. DO NOT THROW any sharp articles into sink.

23. Keep hands and arms out of mixing bowl while machinery is running.

24. Keep all electric contacts clear and free of foreign substances.

Please turn to page 7
and correct any errors.

Please turn to page 6 *and continue the program.* → → → →

DRAWER UNIT COMBINATIONS

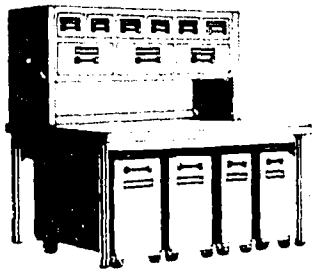

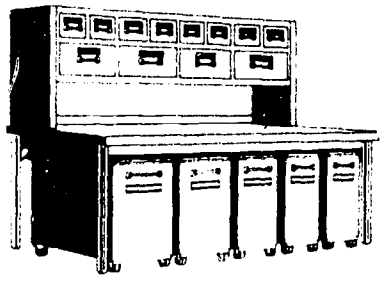

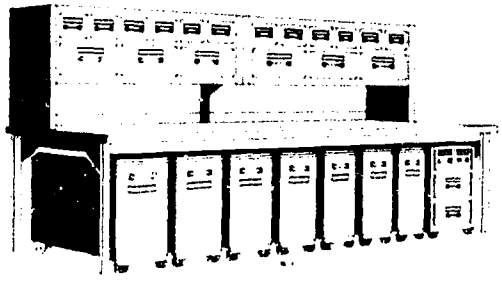

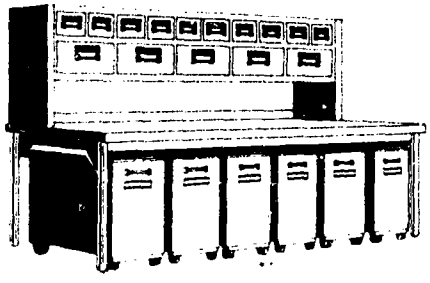

DO NOT LEAVE BINS OUT

SAFETY MEANS: *No loss of time; consideration for yourself and the people you work with.*

8. Be sure p_ns are straight on racks before m__ing racks.

9. DO NOT st__d pans against table e_ds, racks, and wa__s.

10. DO NOT sw__g or th__w anything across the sh_p.

11. Avoid unnecessary ta__ing with all machine op____ors.

12. WALK at all ti__s; DO NOT R_N.

13. Go up and down st__rs, taking o_e step at a time. Use the h__d r__l.

14. Eliminate all f__e hazards.

15. Avoid any w_t spots on the fl__r.

16. Keep shop shoes in good rep___.

Please turn to page 2 and check your work.

BOWL RACKS

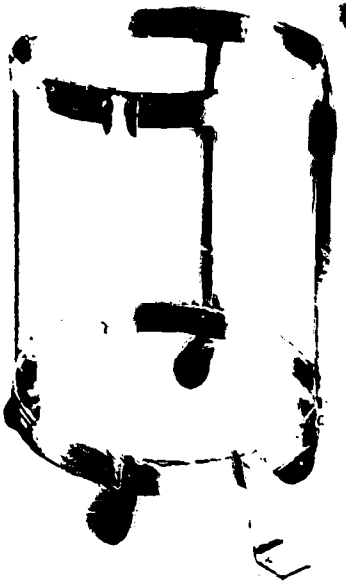

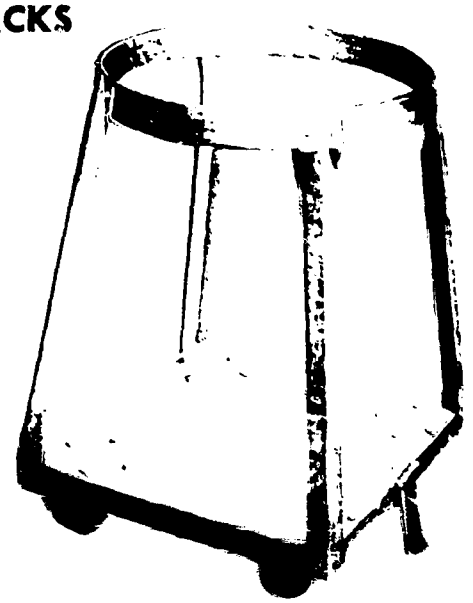

SECURE WITH FOOT

LOCK THE WHEELS

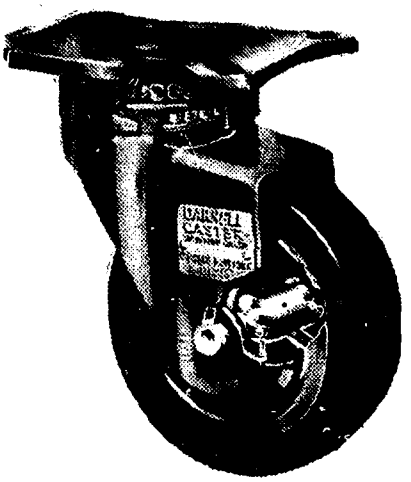

KEEP CLEAN AND
FREE WHEELING

GOOD SAFETY HABITS are like *money in the bank.*

25. Pull main sw___h before cleaning or greasing mixers.

26. Step carefully around all m__ing machinery.

27. DO NO USE bowl knife to cl__n bowl while mixer is in m__ion.

28. DO NOT PUT sh__p articles in the same draw with rolling p_ns.

29. DO NOT LIGHT any oven unless you have been properly ins____ted.

30. NEVER use damp mitts or cloths to ha__le h_t objects.

31. OPEN oven door carefully when st__m is on.

Please turn to page 10 and check your work. → → → →

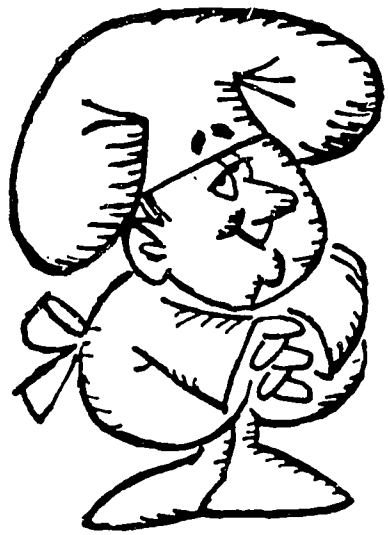

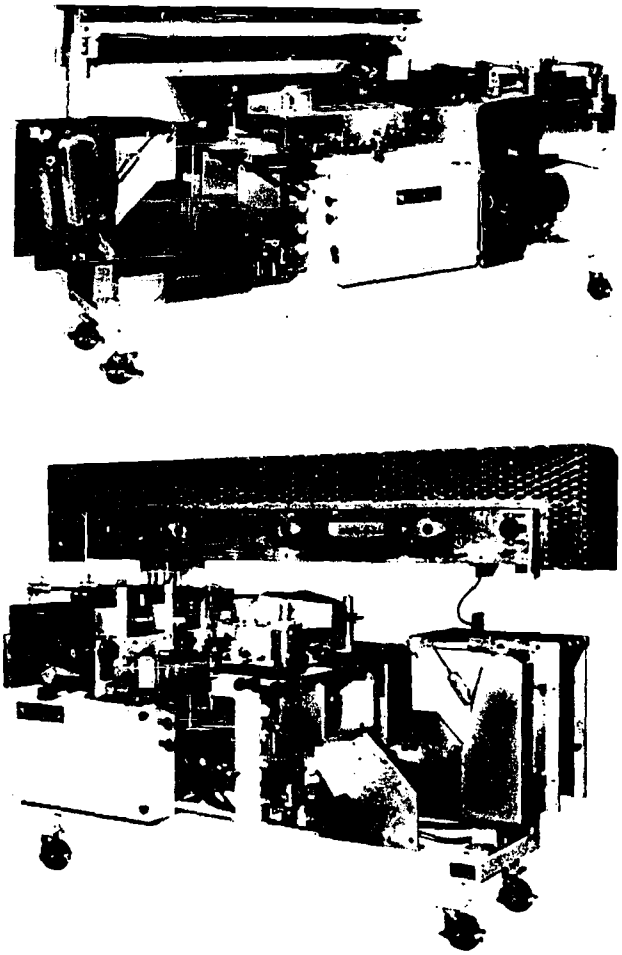

Wrap the bread and not your hair
or clothing!

ACCIDENTS ARE CAUSED BY SOMEONE: *It should not be you!*

17. Avoid unnecessary cl_m_ing and li__ing.

18. Stack all materials pr____ly.

19. Never stand on insecure f__ting.

20. DO NOT SPILL liquids, grease, or other materials on the fl__r. If you do, w___ it up quickly.

21. DO NOT ATTEMPT to s__p mixing arms by hand.

22. DO NOT THROW any sh__p articles into s__k.

23. Keep hands and arms out of mixing b__l while machinery is r__ning.

24. Keep all electric contacts cl__r and fr__ of foreign substances.

Please turn to page 4
and check your work.

ISLES KEPT CLEAN

AND

FREE

REMEMBER: *SAFETY FIRST!*

32. DO NOT OPERATE oven until pro___ly instr___ed.

33. DO NOT LIGHT automatic donut fryer before f___ing with sh_____ing.

34. Always pour boiling or hot ingredients g___ually. Always pour aw__ from you.

35. Oven shelves must be st__ped before loading or emptying the oven.

36. Report immediately to the instructor any def___ive or uns___ equipment.

37. Always take bags from the t_p of the pi_e.

38. Always open oven door three minutes before and while l___ting a g_s-fired oven.

39. Always use oven m___s for h_t objects.

40. Help new students to avoid h_z__dous practices.

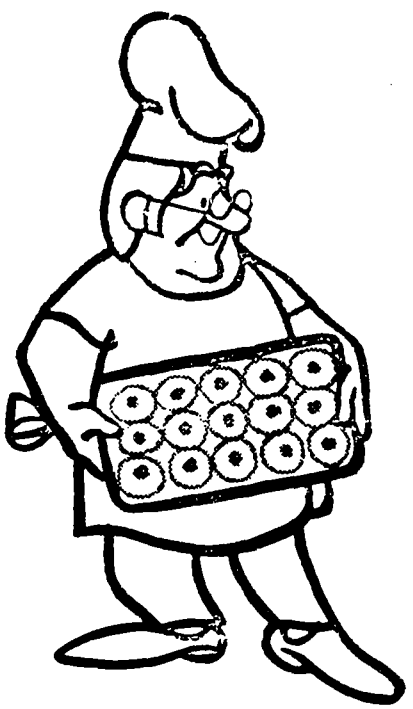

Please turn to page 9

and check your work.

→ → → →

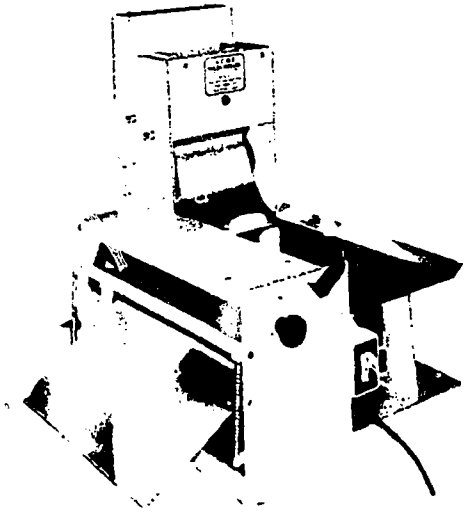

Pizza roller

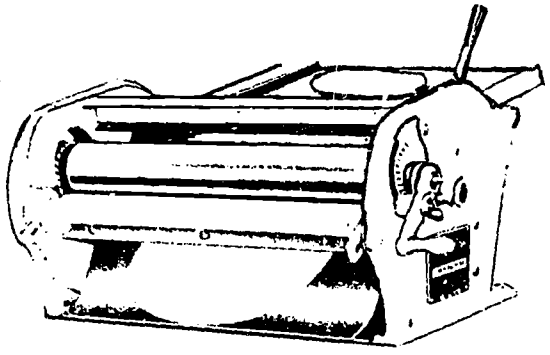

Pie or pizza roller

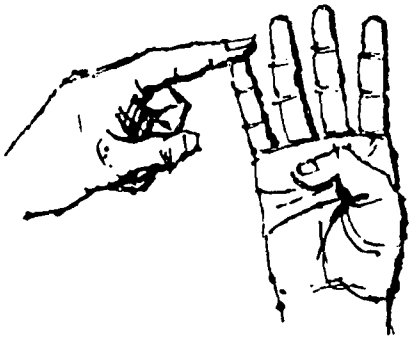

Count them - five on each -
do not stick them into
machine

SAFETY IS EVERYONE'S RESPONSIBILITY!

32. DO NOT OPERATE oven until properly instructed.

33. DO NOT LIGHT automatic donut fryer before filling with shortening.

34. Always pour boiling or hot ingredients gradually. Always pour away from you.

35. Oven shelves must be stopped before loading or emptying the oven.

36. Report immediately to the instructor any defective or unsafe equipment.

37. Always take bags from the top of the pile.

38. Always open oven door three minutes before and while lighting a gas-fired oven.

39. Always use oven mitts for hot objects.

40. Help new students to avoid hazardous practices.

Please return to page 8 and correct any errors.

You have now completed Book 11. Go back to the beginning and read over all the filled-in answers. Then see how many statements you can complete in the Review on page 11.

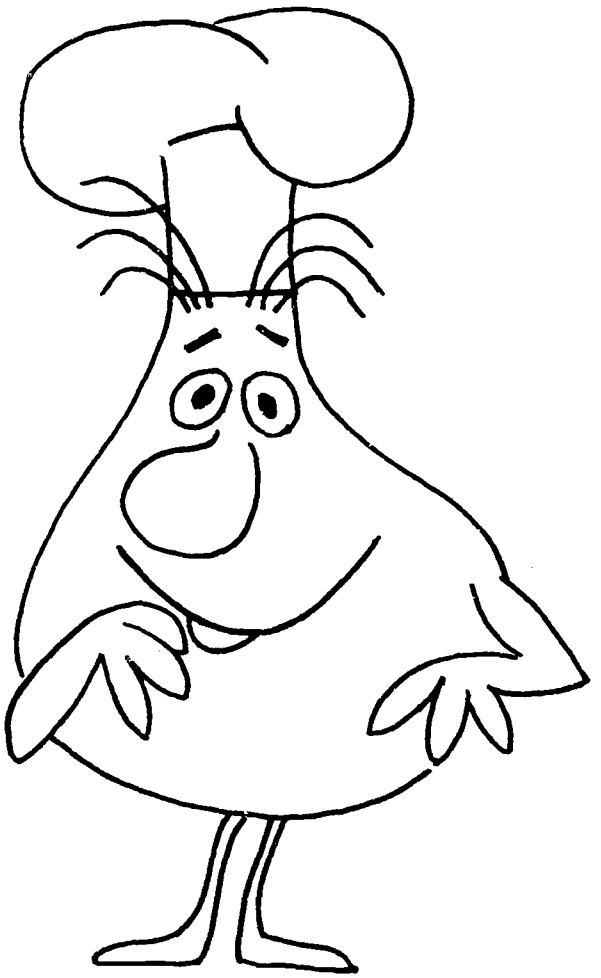

Keep your wits about you -

THINK SAFETY

at all times

A SAFE WORKER IS AN EMPLOYABLE WORKER.

25. Pull main switch before cleaning or greasing mixers.
26. Step carefully around all moving machinery.
27. DO NO USE bowl knife to clean bowl while mixer is in motion.
28. DO NOT PUT sharp articles in the same draw with rolling pins.
29. DO NOT LIGHT any oven unless you have been properly instructed.
30. NEVER use damp mitts or cloths to handle hot objects.
31. OPEN oven door carefully when steam is on.

Please return to page 6 and correct any errors.

Please turn to page 8 and continue the program.

COMPLETE ROLL MAKEUP SYSTEMS-
SOFT & HARD ROLLS

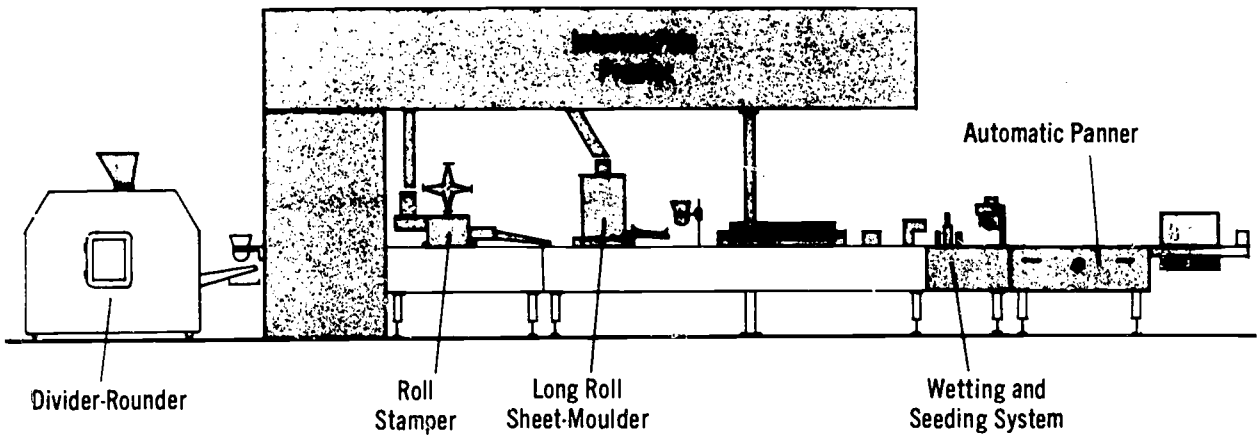

AUTOMATIC MACHINERY

is

Wonderful -

WHEN YOU KNOW HOW

TO RUN THE EQUIPMENT

Review of Book 11

Fill in the missing letters.

1. Do not swing or th___ anything across the shop.
2. Do not r__ in the shop.
3. Keep all traffic lanes cl___.
4. Never stand on insecure f__ting.
5. If you spill anything on the floor, ____ it up quickly.
6. Keep hands and arms out of mixing b___ while machinery is running.
7. Pull main s_____ before cleaning or greasing mixers.
8. Never use damp mitts or cloths to handle ___ objects.
9. Always pour hot ingredients g___ually.
10. Report immediately to the instructor any de____ive equipment.

Check your answers in the Answer Book.

State of New Jersey
Department of Education
Division of Vocational Education

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WHAT EVERY BAKER NEEDS TO KNOW

Answer Book

Vocational-Technical
Curriculum Laboratory
Rutgers - The State University
Building 4103 - Kilmer Campus
New Brunswick, New Jersey

ERIC

Book 1 - Flour

1. The endosperm section of the wheat kernel is the source of white flour.

2. The outer coverings of the wheat kernel form the bran of the kernel.

3. Ungraded flour is called straight.

4. Patent flour is creamy in color, and it is dry to the touch.

5. Absorption, to the baker, means the ability of flour to take up and retain moisture.

6. Flour with good strength can hold the gas in well during fermentation.

7. Extraction is the percentage of wheat to be milled into flour, after part is taken off for animal feed.

8. In milling, the word "separation" refers to dividing flour into patent flour and clear flour.

9. Which nutrient is found in wheat in the greatest amount? Carbohydrate

10. Flour can be identified by color, feel, and smell.

Book 2 - Yeast and Fermentation

1. Yeast are very tiny living things and require food and favorable condition s to live and multiply.

2. When a balanced dough is allowed to ferment, two forces begin to operate: gas production and gas retention.

3. Increased gas production can result from:

   a. More yeast
   b. Addition of sugar
   c. The use of yeast food
   d. A higher temperature (up to 95 °F.)

4. Anything that has to do with the stretch ing of the dough affects it ability to hold in gas.

5. As fermentation progresses, the gluten of the dough becomes more elastic.

6. The ideal temperature for proper yeast activity is 65° to 95° F.

7. A young dough will feel sticky.

8. If a dough is old, the surface will start to tear during the proofing process.

9. Sponge -type doughs can be held longer without deterioration of the final product, while straight -type doughs must be taken when ready.

10. If dough is punched at the right time, its ability to retain the gas is increased.

11. Good yeast begins its action slowly and speeds up toward the end of the fermentation period.

12. Salt strengthens the gluten of the dough.

13. A term used to describe the ability of a dough to handle well even when the fermentation period is too long is "tolerance."

14. Rye and pumpernickel breads are usually made with sour dough.

15. Over 10% of sugary agents will retard fermentation.

Book 3 - Chemical Leavening

1. The only alkaline substance in baking powder is baking soda.

2. The chemicals in baking powder react in the presence of moisture and heat to release carbon dioxide.

3. Baking powders may be classified as:

   a. Fast-acting
   b. Slow-acting
   c. Double-acting

4. The filler in baking powder separates the baking soda particles from the acid particles, thus helping to prevent reaction between them if moisture should get in.

5. If the acid-reacting ingredient in baking powder is soluble in cold water, the baking powder will be fast acting.

6. In double-acting baking powders, one of the acid-reacting chemicals becomes soluble only at high temperatures.

7. A cake that pulls away from the sides of the pan may be caused by (too much, too little) leavening.

8. A coarse-grained cake can be due to (too much, too little) leavening.

9. A cake that rises and then collapses may be due to (too much, too little) leavening.

10. A good-quality cake that uses enough eggs will need (more, less) baking powder than one that uses a minimum of eggs.

11. Baking-powder cans should be kept covered to keep out air and moisture.

12. The chief advantage of baking cream is that it can be combined by the baker with sodium bicarbonate to form a slow-acting baking powder.

13. If baking soda is used without an acid, it leaves a residue of sodium carbonate.

14. Ammonium carbonate decomposes into two gases and does not leave a residue.

15. Creaming is a form of mechanical leavening.

Book 4 - Salt

False 1. Salt is used to give baked products a salty taste.

True 2. Salt brings out the flavor of other ingredients.

False 3. The baker uses a special, coarse salt called bakers salt.

True 4. Salt is necessary for life.

True 5. Salt promotes good crust color.

True 6. Salt gives dough a whiter appearance.

False 7. Dough that "runs wild" is due to too much salt.

True 8. Salt strengthens the gluten in dough.

False 9. The amount of salt used depends on how many different ingredients there are in the mix.

* * * * * *

10. How much salt will be needed for danish pastry where 12 quarts of water are to be used? 18 oz.

Book 5 - Water

1. The salt in ocean water comes from minerals in the earth.

2. The movement of water from earth to clouds to rain and back to earth is known as the water cycle.

3. Surface water contains large amounts of impurities.

4. Ground water contains large amounts of dissolved minerals.

5. Local water systems treat water to kill harmful bacteria.

6. Too much water in a dough may affect the other desirable characteristics of a dough.

7. According to government standards, a loaf of bread may have, one hour after baking, no more than 38 % of water.

8. In general, the freshness of a baked product depends upon the amount of moisture in it.

9. The minerals in water may cause a chemical reaction with some of the other ingredients.

10. In a yeast dough, water combines with the proteins of flour to form gluten.

11. Water makes the starch of the flour soluble.

12. "Temporary" hard water may be softened by boiling.

13. Adding non-fat dry milk or invert sugar to a dough will enable it to absorb more water.

14. The best water for dough making is hard water, because of the mineral salts it contains.

15. When mixing dough, every effort should be made to keep the dough cool, and water can help do this.

Book 6 - Sugar and Formula Balance

1. Sugar provides man's body with heat and energy.

2. Sugar is classified as a carbohydrate food.

3. The sugar obtained from sugarcane and beets is called sucrose.

4. Brown sugar contains some molasses and mineral matter.

5. In breadmaking, yeast feeds on sugar to produce the carbon dioxide gas necessary for leavening.

6. Yeast converts sugar into alcohol and carbon dioxide. This process is called fermentation.

7. Where sugar is not added, the yeast feeds on the sugar contained in the flour.

8. The most commonly used type of granulated sugar in the baking industry is called fine granulated.

9. Sugars specially prepared for icings, fillings, and dusting on pastries are called confectioners sugars.

10. In breadmaking, sugar increases fermentation tolerance.

11. In bread baking, sugar develops a good crust color and better flavor in the loaf.

12. Sugar makes it possible to bake the bread faster and hence the loaf keeps in more moisture.

13. Crust color is due largely to caramelization of sugars.

14. In cake baking, sugar increases tenderness and improves texture.

15. Sugar creates a balance between the liquid and solid ingredients.

16. To obtain a stable structure in a cake, each ingredient must be balanced against all the other ingredients.

Book 7 - Eggs

1. The yellow part of the egg is the *yolk*, and the white part is the *albumen*.

2. Most of the food value of an egg is in the *yolk*.

3. The white of the egg is important to the baker mostly for its *cell* - *building* qualities.

4. The rope-like masses that hold the yolk in place are the *chalazas*.

5. Eggs are available to the baker in four forms: *shell*, *liquid*, *frozen*, and *dried*.

6. In the bakery, shell eggs should be kept at *40°* F. and should be kept *dry* at all times.

7. The proteins in eggs act to *bind* the other ingredients together, in somewhat the way gluten acts in bread dough. Egg proteins form a kind of *framework* which supports the other ingredients.

8. Because egg foam forms tiny air cells, eggs have a *leavening* effect on a batter.

9. Egg yolk contains *lecithin*, which is an emulsifying agent.

10. The overall effect of the whole egg is (*tenderizing*, toughening).

11. Because of the binding effect of eggs, they tend to retain *moisture* and retard *staling* of a cake.

12. The best method for defrosting a 30-pound can of eggs is to *Set the can in a tank of running water at 50°-60° F.*.

13. The poorest method for defrosting a 30-pound can of eggs is to *allow it to stand at room temperature.*.

14. The whipping quality of egg whites is harmed by any bit of *yolk* or *fat*.

15. Thick egg whites can be improved for whipping by adding *water*.

(over)

16. Thawed eggs should never be refrozen.

17. Dried eggs that are being reconstituted should be stirred from time to time to prevent lumping.

18. "Cohesiveness" means the ability of the eggs to hold together the various ingredients in a mix.

19. An egg shell, because it is porous, allows air and bacteria to enter the egg.

20. Eggs add color, flavor, food value, and freshness to baked goods.

Book 8 - Shortening and Other Baking Fats

1. Shortening is used in baked products to produce tenderness and improve flavor and texture.

2. Fats are solid at room temperature (75° to 80° F.)

3. In making hydrogenated shortenings, the oils absorb hydrogen gas and become hard.

4. Creaming a shortening traps air into the mix in the form of tiny cells.

5. Using emulsified shortenings allows the baker to add more sugar and liquid to a cake.

6. In the body, fats release more than twice the amount of heat or energy as sugars or starches.

7. Shortening that has been exposed to very high temperatures and then cooled will not cream well.

8. Fats and oils should be stored in cool, dark places so they will not become rancid.

9. The ability of fat to lubricate or weaken the structure of a baked product is known as its shortening value.

10. A shortening that has a high melting point cannot be distributed through a dough properly.

11. Another word for "plasticity" is workability.

12. Lard has a better plastic range than butter.

13. All shortenings used for frying darken and break down.

14. Emulsified shortening is not satisfactory for frying.

15. Butter is used in baked foods mostly for its flavor.

16. Butter contains about 80% fat.

17. In many bakeries, margarine is used wherever the recipe calls for butter.

(over)

18. The oil with the highest smoking point is *cottonseed* oil, and the fat with the highest smoking point is *hydrogenated* *shorten*ing.

19. Frying fats should not give an unpleasant *odor* to a product.

20. On cooling, fat absorbed by a product should change back to a *solid* state and not remain oily.

Book 9 - Milk and Milk Products

1. Milk is nature's most nearly p*erfect* food.

2. Milk is particularly rich in the mineral c*alcium*.

3. Pasteurized milk has been heated but not b*oil*ed.

4. Pasteurization destroys certain harmful b*acteria*.

5. Once milk has been homogenized, the fat particles do not rise to the top as *cream*.

6. The form of milk most commonly used in bakeries is n*onfat* *dry* *milk*.

7. Condensed milk is very similar to *evaporated* milk, but with *sugar* in it.

8. Buttermilk could be called a c*ultur*ed milk product.

9. Milk is valuable in bread because it improves:

a*roma*	g*rain*
f*lavor*	t*exture*
c*olor*	k*eeping* quality

10. The golden-brown crust color is brought about by the c*aramelizat*ion of the *sugar* in the milk.

11. In cake, the use of milk improves *eat*ing and *keep*ing qualities.

12. Nonfat dry milk is a st*ructure*-building material in cakes.

13. *Spray*-process dry milk is more soluble than *roller*-process milk.

14. Dry milk will not turn sour so long as it is in p*owder* form.

15. When we make dry milk into a liquid, it becomes subject to *bacter*ial action.

16. When liquefying dry milk, always place the *dry* *milk* on top of the *water*.

(over)

17. If the liquefied milk is not to be used promptly, put it into the *refrigerator*.

18. To get a gallon of liquid nonfat milk, use *1* *pound* of nonfat milk solids to *1* *gallon* of water.

19. Milk in the form of *nonfat dry milk* has the most nonfat milk solids in it.

20. Evaporated milk is a form of liquid milk that has a large amount of milk fat and nonfat milk *solid* s in it.

Book 10 - Bakeshop Vocabulary

A. General baking terms

Fry	To cook in hot, deep fat
Formula	The makeup of a particular recipe
Blend	A mixture of two or more ingredients
Aeration	Charging a batter with air during the mixing process
Measure	A container holding a definite quantity
Bag out	To force mixed ingredients from a plastic bag
Strip	A long, narrow piece of dough
Temperature	The degree of hotness or coldness
Wash	To brush lightly with egg or water
Sanitary	In an expecially clean and healthful condition

Formula
Inventory
Measure
Wash
Divider
Fry
Bin
Bag out
Temperature
Balance
Blend
Sanitary
Strip
Aeration

B. Bread-baking terms

Leavening	A substance that raises a dough by producing gas
Texture	The touch of the surface of a slice
Scale	To weigh out the required amount
Fermentation	Biological changes due to the action of yeast
Knead	Fold over, press, and squeeze
Age	To grow old or mature
Humidity	Amount of moisture in the air
Gluten	The substance that gives dough its tough, elastic quality
Dough trough	Large, shallow container used for fermenting dough
Peel	A long, wooden, shovel-like tool

Fermentation
Dough trough
Mold
Texture
Peel
Leavening
Proof
Scale
Age
Gluten
Incorporate
Develop
Knead
Humidity

(over)

C. Cake-baking terms

_____	A spice made from the aromatic bark of a tree	Muffin
_____	Egg whites and sugar whipped to a rather stiff, frothy mass	Soggy Eclair Cinnamon
_____	Icing composed of boiled sugar and water	Marzipan Currant
_____	Flavoring made from coffee and chocolate	Meringue Snap
_____	Soft and heavy with moisture	Cruller Molasses
_____	A long, twisted, fried doughnut	Fondant Biscuit
_____	A flaky yeast dough, with butter or margarine rolled into it	Danish pastry Mocha
_____	A long, hollowed, filled puff pastry	
_____	A small cookie that flattens during baking	
_____	A syrup obtained from raw sugar in the refining process	

Book 11 - Shop Safety

Fill in the missing letters.

1. Do not swing or th_ _ anything across the shop.
2. Do not r_ _ in the shop.
3. Keep all traffic lanes cl_ _.
4. Never stand on insecure f_ _ting.
5. If you spill anything on the floor, _ _ _ it up quickly.
6. Keep hands and arms out of mixing b_ _ while machinery is running.
7. Pull main s_ _ _ before cleaning or greasing mixers.
8. Never use damp mitts or cloths to handle _ _ objects.
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ACCESSION NUMBER: VT100676

PUBLICATION DATE: FEB74

TITLE: AUTOBODY AND FENDER REPAIR.

PERSONAL AUTHOR: COLUCCI, LEONARD

DESCRIPTOR: *TECHNICAL EDUCATION; *AUTO BODY REPAIRMEN; *TRADE AND INDUSTRIAL EDUCATION; *MOTOR VEHICLES; AUTO MECHANICS (OCCUPATION); WELDING; SHEET METAL WORK; HAND TOOLS; MACHINE TOOLS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 561

ABSTRACT: THIS STUDENT MANUAL PROVIDES A SUPPLEMENTARY TEXTBOOK FOR THE VOCATIONAL OR TECHNICAL EDUCATION STUDENT WHO IS ENROLLED IN AN AUTO REPAIR COURSE. A TOTAL OF 67 LESSONS ARE GROUPED INTO THE FOLLOWING SEVEN INSTRUCTIONAL UNITS: (1) BODY AND FRAME CONSTRUCTION, (2) TRIM AND HARDWARE, (3) HAND TOOLS, (4) METAL STRAIGHTENING TOOLS, (5) POWER TOOLS, (6) SHEET METAL DAMAGE REPAIR, AND (7) OXYACETYLENE WELDING. EACH LESSON NAMES ITS TOPIC AND INCLUDES THE OBJECTIVE, TEXTUAL INFORMATION, AND AN ASSIGNMENT IN THE FORM OF QUESTIONS DEALING WITH THE LESSON. A LINE DRAWING, ILLUSTRATING THE WORK OF THE LESSON, IS INCORPORATED INTO THE TEXT OF EACH LESSON. ACHIEVEMENT TESTS FOR EACH OF THE SEVEN UNITS ARE INCLUDED. (MU)

AVAILABILITY: NEW JERSEY VOCATIONAL TECHNICAL CURRICULUM LABORATORY, BLDG. 4103, KILMER CAMPUS, RUTGERS UNIV., NEW BRUNSWICK, N.J. 08903 ($2.50)

INSTITUTION NAME: RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J. CURRICULUM LAB.

SPONSORING AGENCY NAME: NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION.

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DIVISION OF VOCATIONAL EDUCATION

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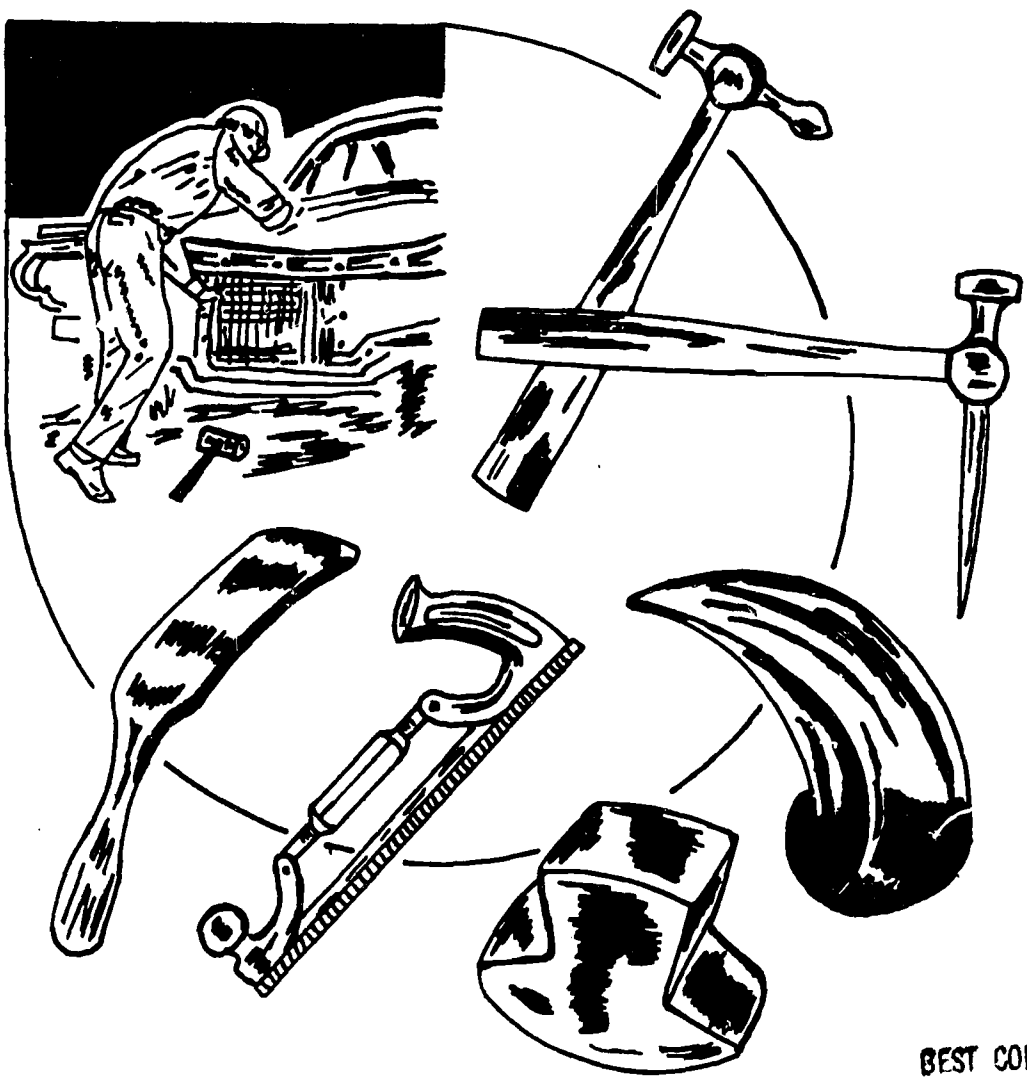

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Division of Vocational Education

AUTOBODY AND FENDER REPAIR

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Curriculum Laboratory
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February 1974

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Achievement Tests

INTRODUCTION

The collision-repair trade is one that involves the operations of several trades. The repairman must be an electrician, sheet-metal man, painter, glassman, trimmer, waterleak and alignment expert, and a mechanic. This is definitely a *skill* trade. In addition to all this, he must have the ability to straighten collision damage. Once these skills are learned, the rewards are many. Qualified collision repairmen are always in demand.

To be successful, you must have the knowledge required to put these skills to good use. An expert in theory is not enough. *Both* skill and knowledge of theory are needed.

The best advice a new bodyman is to develop his knowledge of theory at the *same time* he is developing his skill.

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ACKNOWLEDGMENTS

The author wishes to thank the following companies for the use of illustrations from their manuals:

General Motors Body Service Manual, Detroit, Michigan, 1971.

Ford Motor Company Body Service Manual, Detroit, Michigan, 1969.

Snap-on Tools Corp., catalog, Philadelphia

Fairmont Tools Corp., catalog, Philadelphia

Stream-line Tools Corp., catalog

Bear Manufacturing Co., Rock Island, Illinois, 1969.

Blackhawk Manufacturing Co., Milwaukee, Wisconsin

Linde Welding Equipment Manufacturing Co., catalog

A B CS of Hand Tools, General Motors Corp., Detroit, Michigan, 1955.

Frame Construction **Lesson 1**

Objective: To learn different types of frame construction used in modern motor vehicles.

Information:

The frame is the foundation on which cars are built. Your knowledge of frame construction will help you decide on how to make repairs. Each frame is designed to fit the use of the vehicle. For example, a heavy passenger car must have a heavier frame than a small car. Trucks have stronger frames than cars; they also have a different shape. The foundation or frame holds the weight of the vehicle.

The shape and strength of the frame is obtained by using different types of metal stock. Flat plates, box sections, U-channel, I-beam, T-stock, angle, and tubing are used. One or more types of metal stock may be used in a single frame.

Either conventional or unitized construction is used in modern cars. The frame is built separate from the body in conventional construction. The body, drive train, front and rear suspension, and the engine are bolted to the frame.

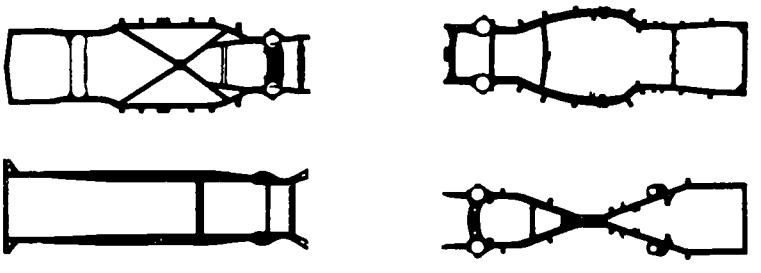

Fig. 1
Typical conventional frame designs

Unitized construction or "the unit" is used only on passenger cars. Here the frame and body are welded into one unit. The idea was borrowed from the aircraft industry. The main advantages are strength and rigidity with less weight.

The construction of the floor pan or "underbody" is the main difference between conventional and unitized frame and body construction. In unitized construction, the underbody is made up of formed floor pans, channels, box sections, and many reinforcements. Suspension members are attached to the underbody on the front and rear to support the engine, front and rear suspension, and other chassis parts.

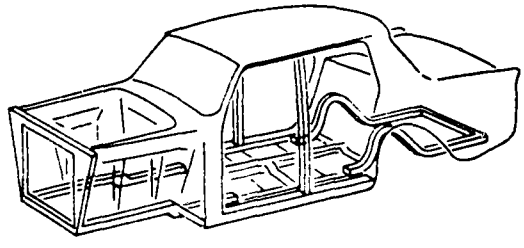

Fig. 2

Unitized body and frame design. *Note how frame and body are made into one unit by welding all parts together.*

Assignment:

1. Describe conventional frame construction.

2. Why must a heavy frame be used on a truck?

3. What is meant by "unitized construction"?

4. What are the advantages of unitized construction?

5. What is the major difference between conventional frame and unitized construction?

Body Construction – Conventional Type Lesson 2

Objective: To learn how a conventional car body is constructed.

Information:

The body shell is the passenger-carrying compartment of a car. The doors, trunk lid, fenders, and hood are attached to this shell to form a complete body assembly. In trucks, the passenger compartment is called the cab.

Bodies and cabs differ in construction because they are each intended for a different purpose. However, one factor is common to both: each has an inner and an outer construction.

The outer construction is usually called the *skin* . It is the part of a panel or panels that are visible from the outside of the car.

The inner construction consists of all the braces, brackets, panels, etc. that are used to give the car strength and rigidity. Usually it cannot be seen from outside the car.

Figure 3 is an exploded view of a conventional body, showing outer skin and inner construction.

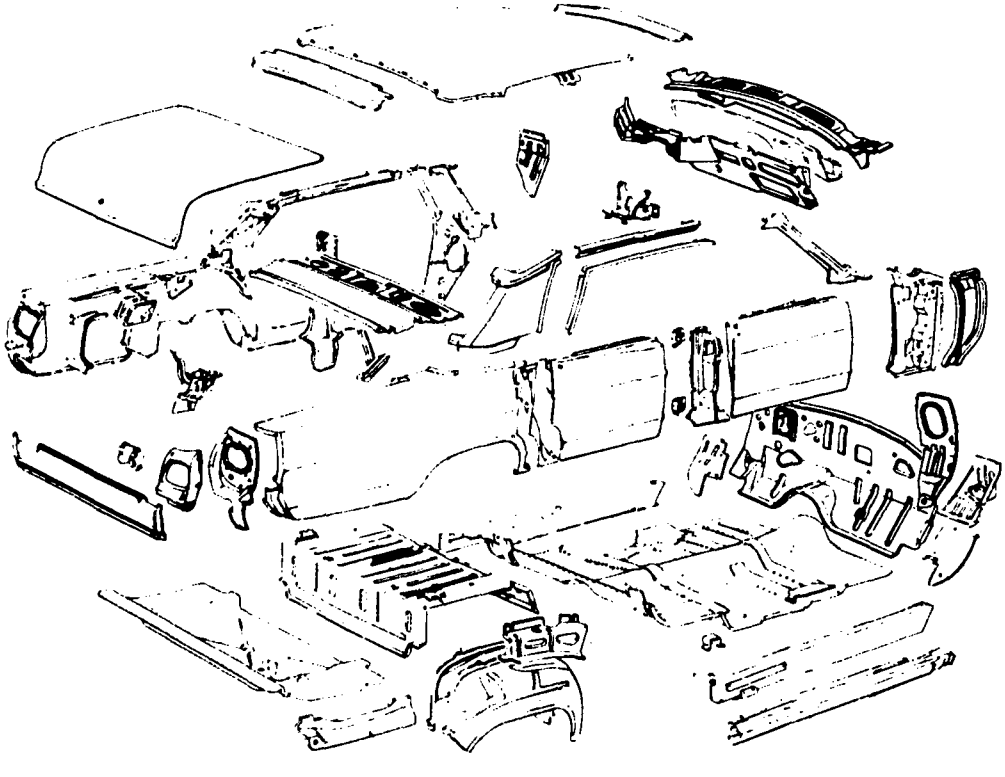

Fig. 3
A conventional body. *This type of body uses a separate frame.*

Figure 4 shows some examples of outer skin panels. These panels are available from the manufacturers as replacements for damaged panels; they are made from the original dies.

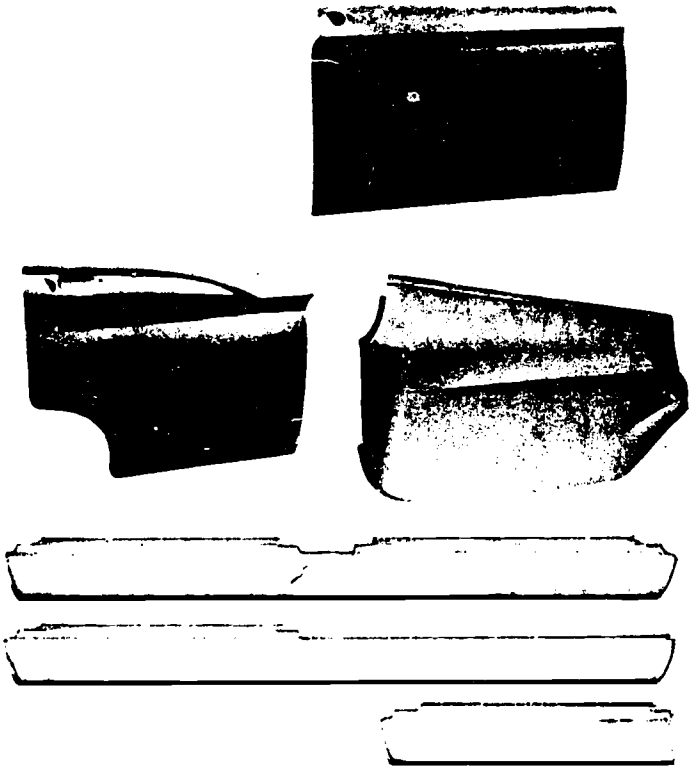

Fig. 4
Outer or "skin" panels.

Assignment:

1. What is the body shell of a car?

2. What is the passenger compartment called on a truck?

3. What do bodies and cabs have in common?

4. What is the outer construction of a car?

5. What does the inner construction of a car consist of?

6. Can the outer skin of a body be replaced without replacing the inner braces?

Unitized Body Construction — Lesson 3

Objective: To learn how a unitized body is constructed.

Information:

As we have learned in lesson one, the major difference between a conventional body and a unitized body is in the design and construction of the underbody. An example of a typical unitized underbody is shown in Figure 5.

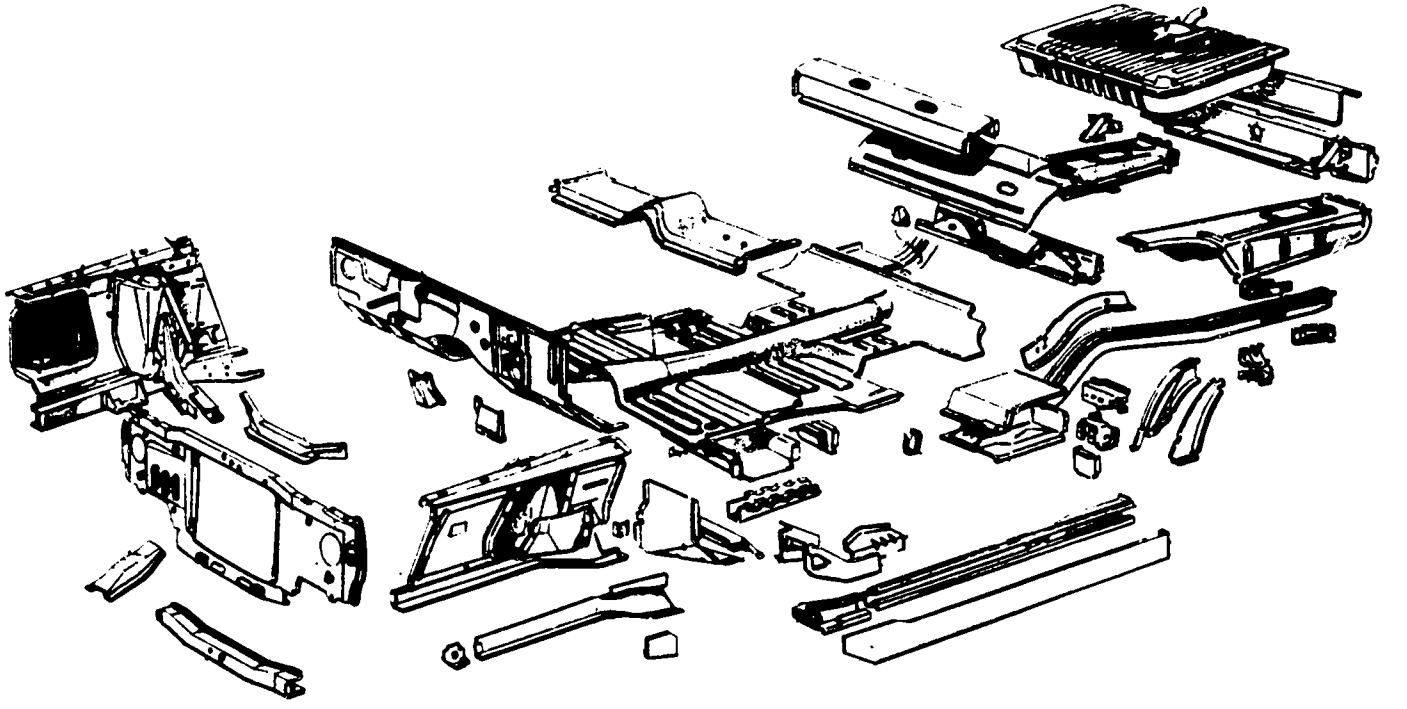

Fig. 5

The underbody of a unitized body. *These parts are welded together to make up the foundation of the car. This type of construction is very rigid and cuts down on squeaks and rattles.*

Figure 6 is an exploded view of the upper body of a unitized body. These parts, except the doors and trunk lid, are all welded together. Then they are welded to the underbody.

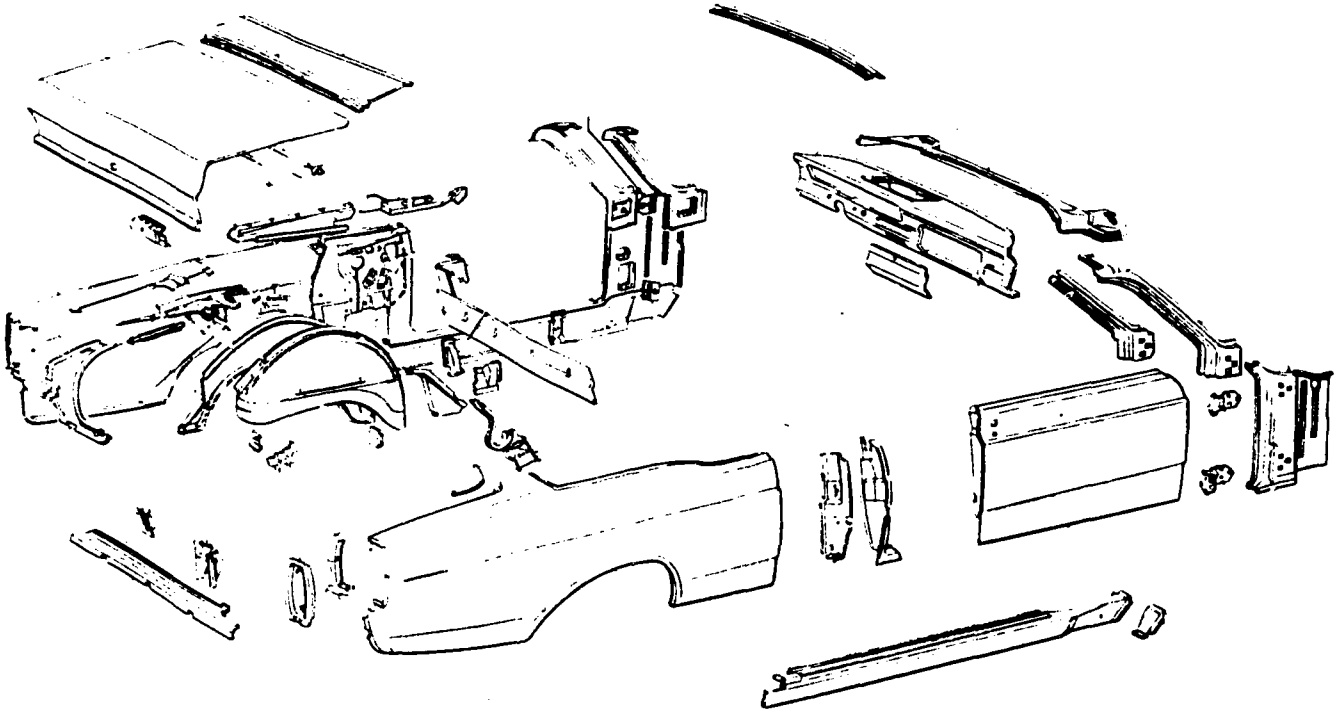

Fig. 6
Exploded view of the upper body parts of a unitized body.

Assignment:

1. What is the principle advantage of a unitized body?

2. How does a unitized body differ from a conventional body?

3. What makes up the foundation of a unitized body?

4. What makes up the foundation of a conventional body?

Objective: To learn how doors are constructed.

Information:

The openings which a passenger uses to enter or leave a car are merely referred to as doors. The trunk lid which gives access to the baggage compartment is also a door. In station wagon bodies, the rear entrance into the passenger compartment is called a tailgate, but it is also a door. Although we have three different names, they can all be thought of as doors.

The reason we group these three types of doors together is because all three have the same basic construction. They are all composed of two main panels: an outer panel and an inner panel (Figure 7).

Inner Panel Outer Panel

Fig. 7. The inner and outer panels of a typical door. *The door gets most of its strength from the inner panel because the inner pannel is made to act as a frame for the door.*

The outer panel flanges over the inner panel around all the edges to form a single unit (Figure 8).

Fig. 8

Note how the edge is flanged over the inner panel and then spot welded.

Tailgates and trunk lids are constructed in the same manner as the doors. They are illustrated in Figures 9 and 10.

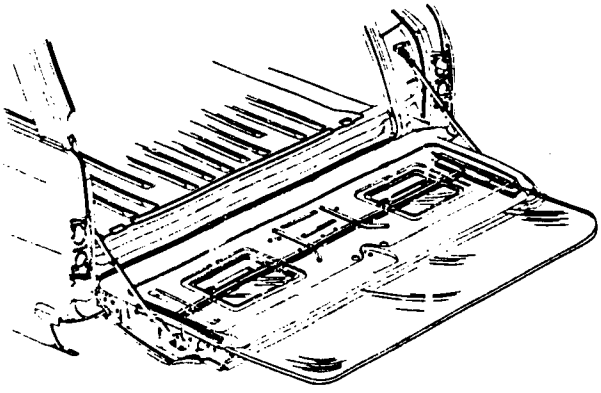

Fig. 9
Station wagon tailgate

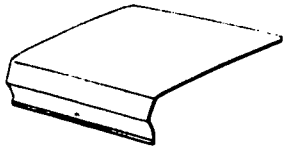

Fig. 10
Passenger car trunk lid. *It is also called a rear compartment lid.*

Assignment:

1. What do a door, trunk lid and tailgate have in common?

2. Name the two main parts of a door.

3. How does a door get most of its strength?

4. How is the outer panel of a door attached to the inner panel?

5. What is another name for trunk lid?

Hoods

Lesson 5

Objective: To learn how a hood is constructed.

Information:

The hood is the panel which covers the engine compartment. Except for the braces, the hood is usually made in one piece. It is hinged at the back. If it is heavy, it is usually counterbalanced to make it easier to open and close. A typical hood assembly with its associated parts is shown in Figure 11.

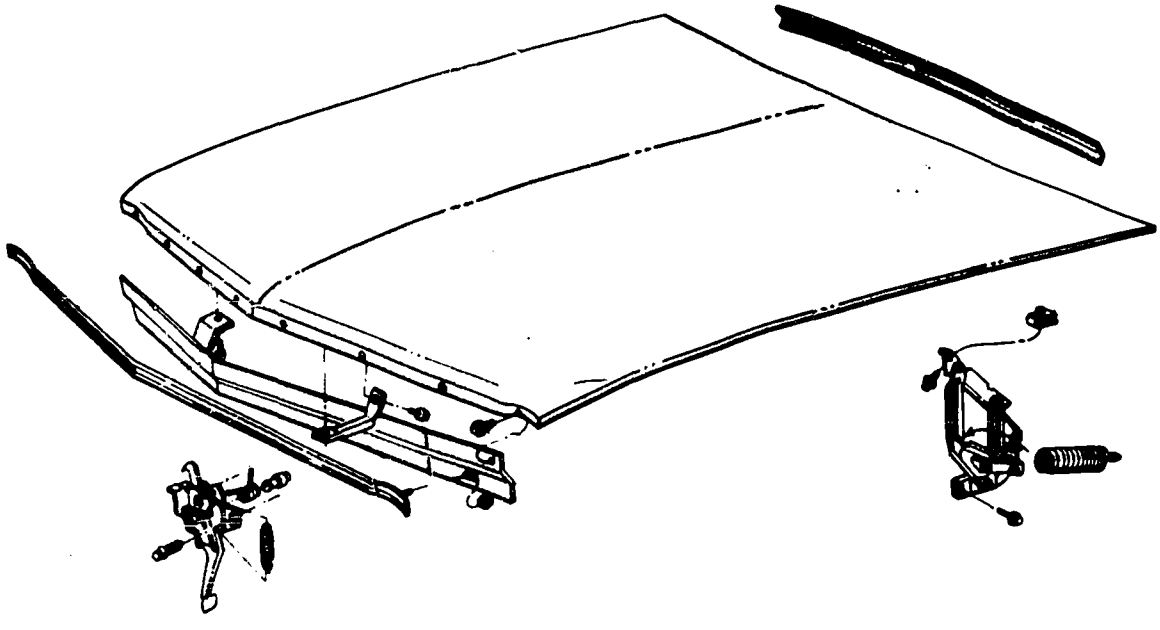

Fig. 11

Typical hood panel

The hood hinges are provided with elongated holes where they are attached to the hood and fenders to allow for adjustment up or down and forward or rearward.

The hood is also equipped with a latch in the front to keep it closed. The latch is made so that it has two positions. One position keeps it down tight; it also has a safety position in case the first position slips out. The safety position is very important because the wind could blow it open if it had only one position. Then the hood would obscure the driver's view, which could cause a dangerous accident.

Assignment:

1. What is the reason for having a safety latch on a hood?

2. What provisions are made for adjustment of a hood?

3. Why is a heavy hood counterbalanced?

ERIC

Objective: To learn how a fender is constructed.

Information:

The fender is the part of the body which covers the wheels. A car is equipped with four fenders, one for each wheel. The rear fenders are not detachable except for some compact and foreign cars. Actually, on the modern car, the rear fender is called the rear quarter panel. It is welded to the inner framework. A typical rear quarter panel and its associated parts are shown in Figure 12.

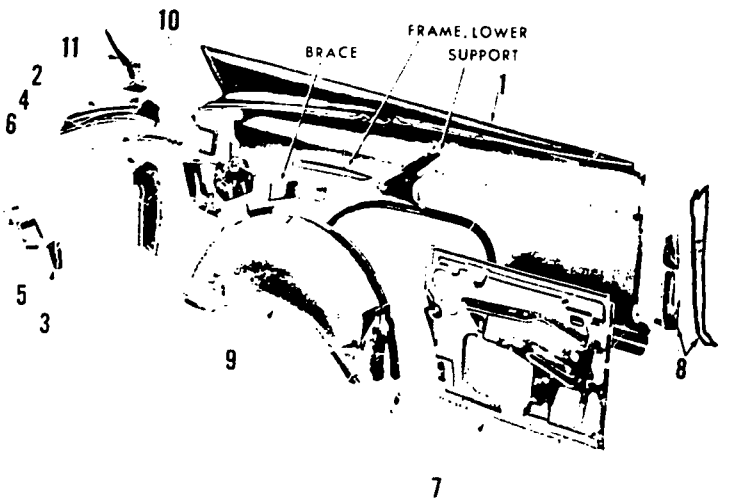

Fig. 12

View from inside of a typical quarter panel and associated parts

1. *Quarter panel, outer*
2. *Quarter panel extension, rear upper*
3. *Quarter panel extension, rear lower*
4. *Tail lamp opening, lower outer*
5. *Tail lamp opening, lower inner*
6. *Quarter panel tail lamp opening support*
7. *Inner panel*
8. *Lock pillar*
9. *Wheelhouse panel*
10. *Reinforcement, tail lamp*
11. *Reinforcement, back-up lamp*

Figure 13 shows the rear quarter panel outer skin.

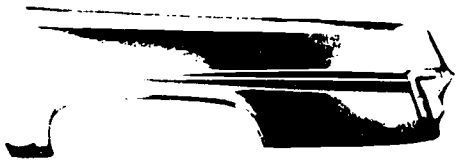

Fig 13
Rear quarter panel outer skin.

The front fender is bolted to the inner construction of the body. Adjustment of the front fender is usually provided for at the fender attaching bolts. The fender bolt holes are elongated so that they can be moved either forward or rearward by loosening the attaching bolts. Figure 14 shows a typical front fender and related parts. Notice that the fender is separate from the inner skirt or shield; it can be replaced separately. Note also that the headlights are recessed into the front fender.

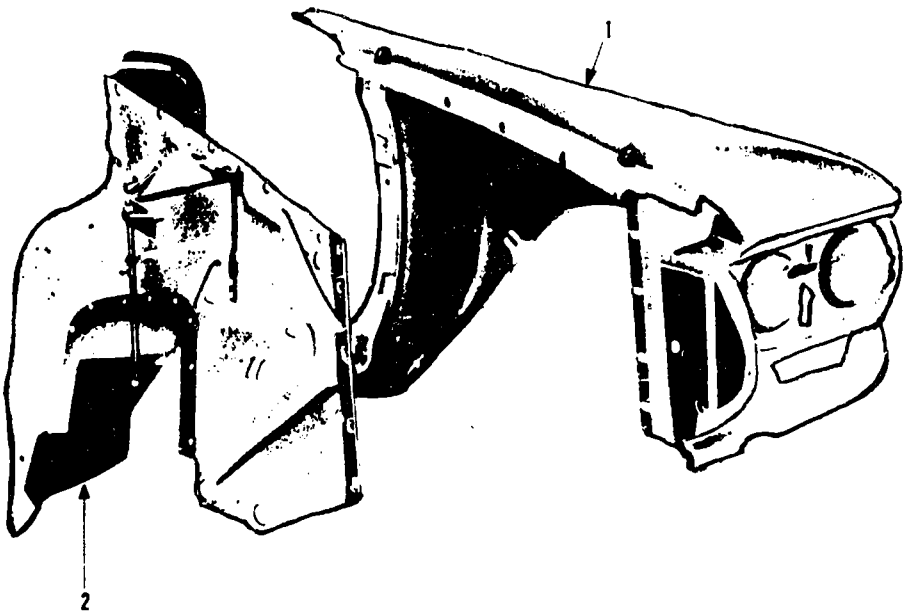

Fig. 14
A typical front fender and inner shield

1. *Front fender*
2. *Inner skirt or shield*

Assignment:

1. How is the rear quarter panel or rear fender attached to the car?

2. How is the front fender attached to the car?

3. Are any provisions made for adjusting the rear fender?

4. What provisions are made for adjusting the front fender?

5. What is a lock pillar?

ERIC

Grilles

Lesson 1

Objective: To learn why a grille is used.
To learn how the grille is attached to the car.

Information:

The cooling system of the car includes a radiator to cool the water for the engine. This requires an opening in the front of the car to take in air. The radiator grille has two purposes: (1) to protect the radiator against stones, etc., because it is very delicate, and (2) for appearance.

The average grille is stamped from a sheet of steel and chrome plated, or stamped from a sheet of polished aluminum. On expensive cars, the grille is cast from aluminum or white metal: it is quite heavy. If a die-cast grille is struck, it will usually crack and must be replaced. If a stamped grille is struck, it will bend and can often be straightened and used again.

A grille is not very strong. It becomes much stronger when it is attached to the radiator support and the front fenders along with brackets and braces. Figure 1 shows a typical grille and its supporting brackets.

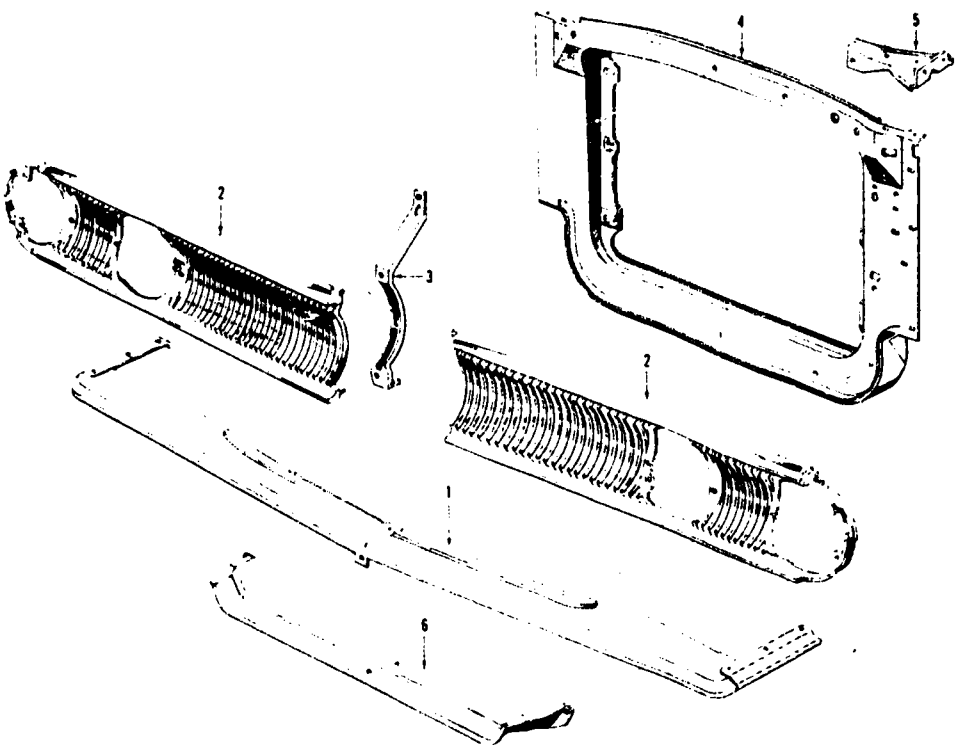

Fig. 1
A typical grille and related parts.
Note how the grille is placed in front of the radiator so that it can take in air to cool the radiator.

Key to Fig. 1

1. *Front bumper gravel deflector (helps support the grille).*
2. *Grille, right and left sections (can be one piece).*
3. *Grille mounting bracket (to stiffen grille).*
4. *Radiator core support (radiator is bolted to this support).*
5. *Brace (fastens grille to fender).*
6. *Baffle, lower (helps channel air to radiator).*

Assignment:

1. Obtain a parts catalog and look up how the different makes and models are fastened to the car.

2. What are the purposes of the grille?

3. What materials are used in making a grille?

Moldings – Exterior

Lesson 2

Objective: To learn why moldings are used.

Information:

Moldings are used both inside and outside of automobiles for decoration and functional reasons. Figure 2 shows a few of the outer moldings used on the typical automobile. It also gives the names of the various moldings. This list gives only a few names. Other names are easily found by referring to the manufacturer's parts book.

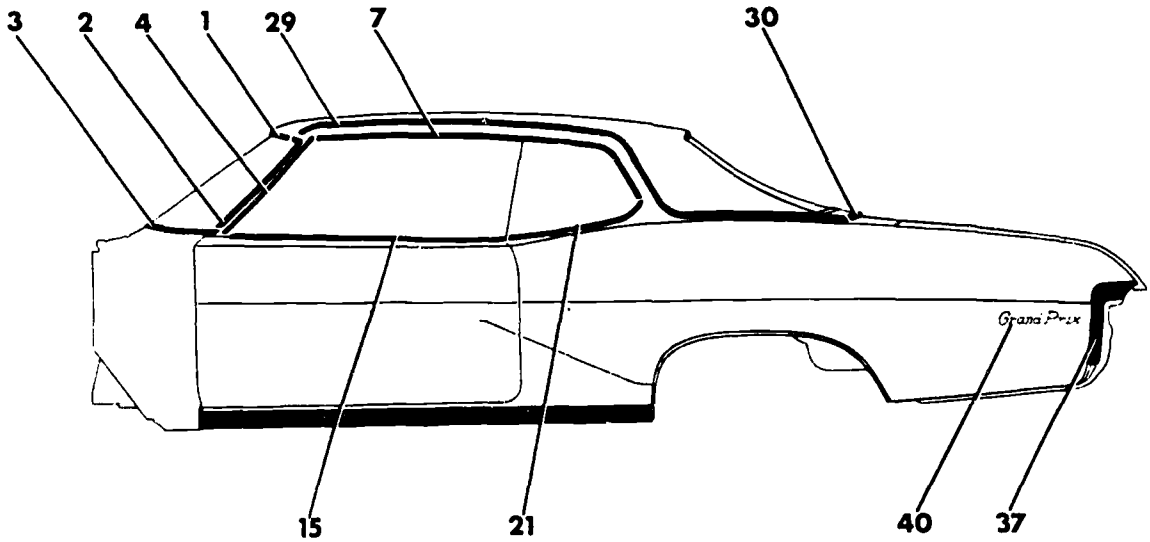

Fig. 2
The heavy black lines represent moldings.

1. *Windshield reveal upper molding*
2. *Windshield reveal side molding*
3. *Windshield reveal lower molding*
4. *Windshield pillar drip molding*
7. *Roof drip molding*
15. *Front-door window-belt reveal molding*
21. *Rear-quarter window-belt reveal molding*
29. *Roof-panel-cover side-finishing molding*
30. *Roof-panel-cover finishing rear-cover escutcheon*
37. *Rear of rear-quarter outer-panel molding*
40. *Rear-quarter outer-panel name plate.*

Assignment:

1. Using your own judgment, list the moldings in two categories: functional and decorative. When we say "functional," we mean that it has a practical reason for being used: it may hide a pinch weld or an edge. "Decorative" means that the molding is used only for appearance.

2. Give an example of where a molding is used for both functional and decorativ reasons.

3. Find the word "escutcheon" in a dictionary and write its meaning.

ERIC

Exterior Moldings – Methods of Fastening Lesson 3

Objective: To learn how moldings are fastened to the body.

Information:

Moldings are secured to the body by any one or a combination of the following attachment clips.

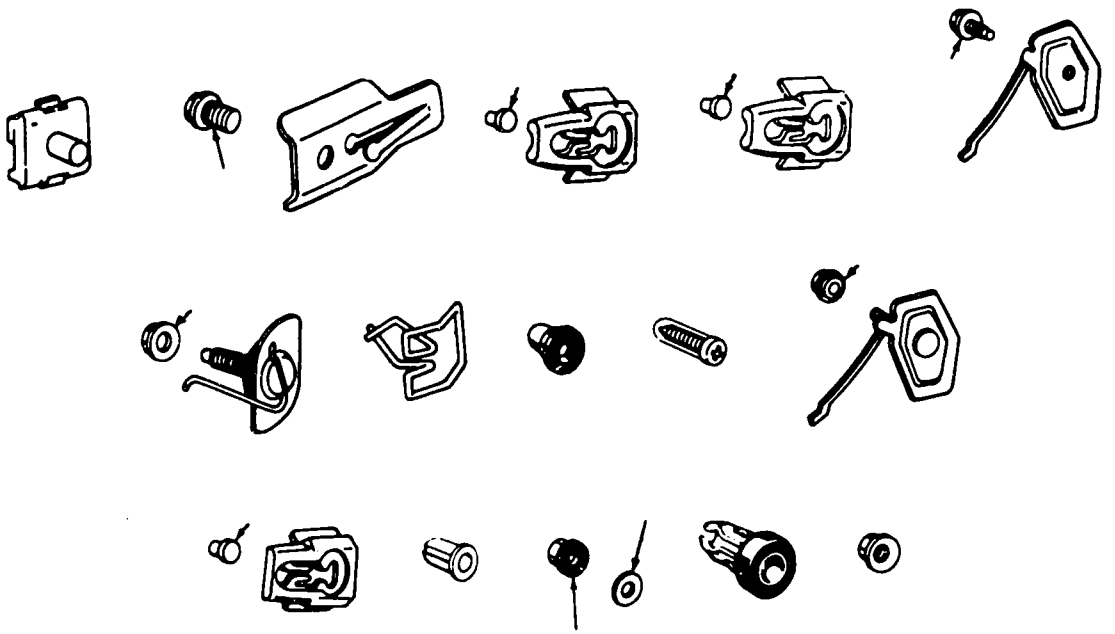

Fig. 3
Examples of molding clips

Describing all of the different types of molding clips used by manufacturers would be very difficult. However, a description of the basic types of fasteners should make it easier to understand how most clips work. The following basic types of clips are illustrated in Figure 4.

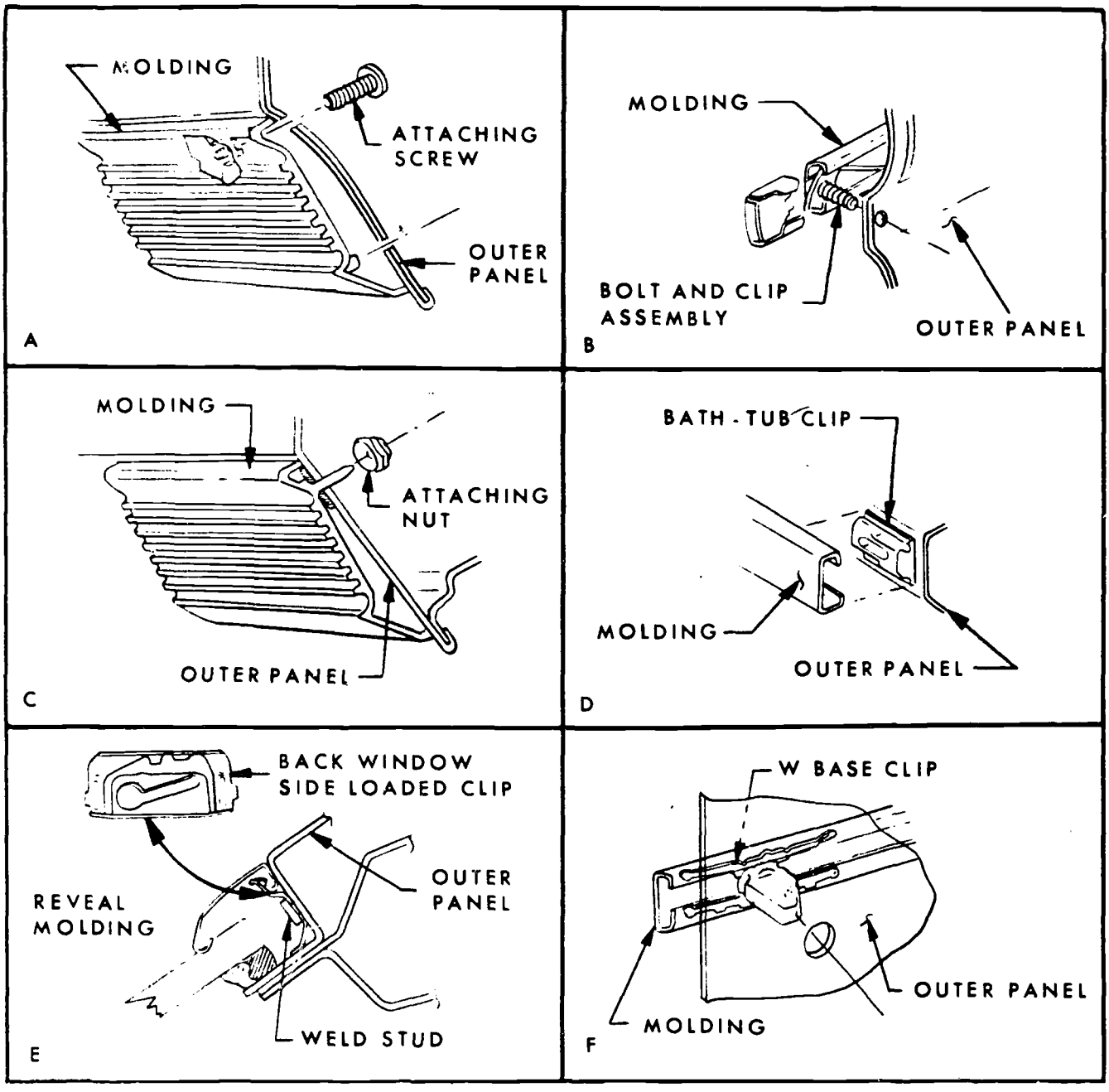

Fig. 4
Basic molding fasteners

A – Attaching screws
B – Bolt and clip assembly ("T" Bolt)
C – Integral studs with attaching nuts
D – Bath-tub type snap-on clips
E – Side-loading snap-on clips
F – "W" base snap-on clips

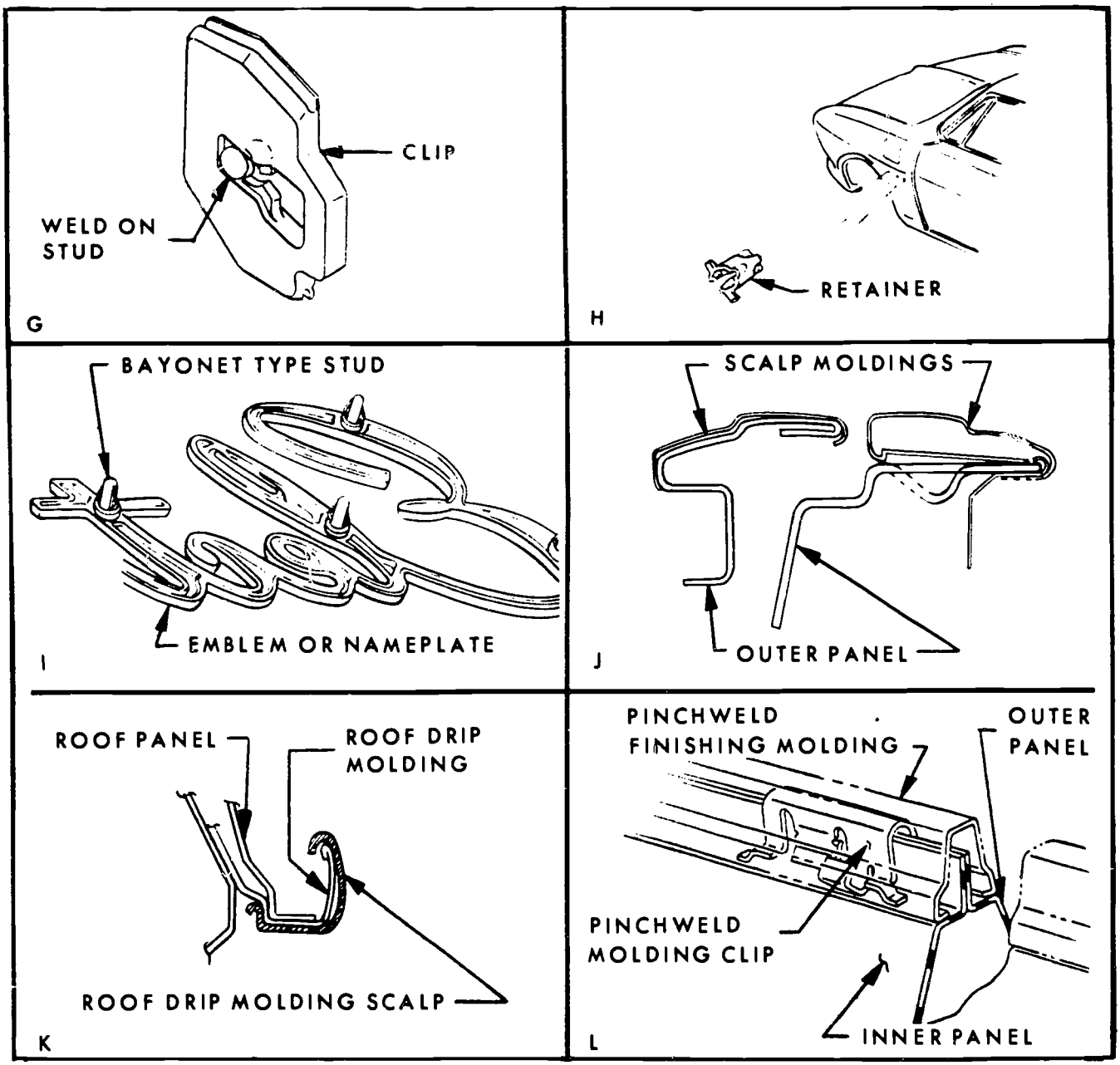

Fig. 4A
Basic molding fasteners

G – Weld-on studs and clips
H – Snap-in studs
I – Snap-in studs and clips
J and K – Spring type
L – Pinchweld molding attaching clips

Assignment:

List the illustrated clips according to the following categories:

1. Snap type
2. T-bolt type
3. Screw-retainer type
4. Attaching-nut type

Upholstery – Seats Lesson 4

Objective: To learn what the upholstery is and why it is used.
To learn how seats are attached.

Information:

The seats, door-trim pads, the headlining (which is the covering on the ceiling), and the floor mats are considered upholstery. The upholstery is also considered as trim by some auto body mechanics. The seats are the first part of the upholstery that we will look at.

Rear seats are stationary; they cannot be moved. The part of the rear seat that you rest your back on is called the seat back. The part that you sit on is called the seat cushion. Figure 5 shows how the seat cushion is constructed.

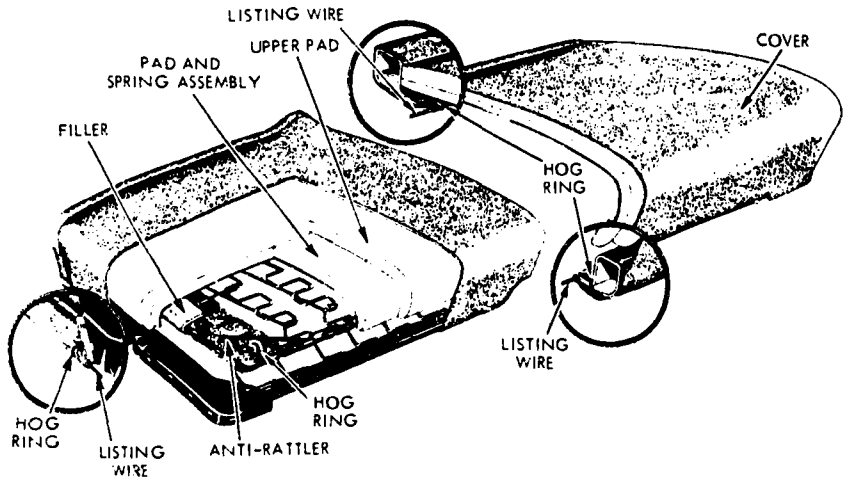

Fig. 5
Typical seat cushion construction.

The rear seat back is held firmly in place by hooks on the top of the rear of the seat back and tabs on the bottom as shown in figure 6.

The rear seat cushion is held in place by retainers. Figure 6 shows how this is done.

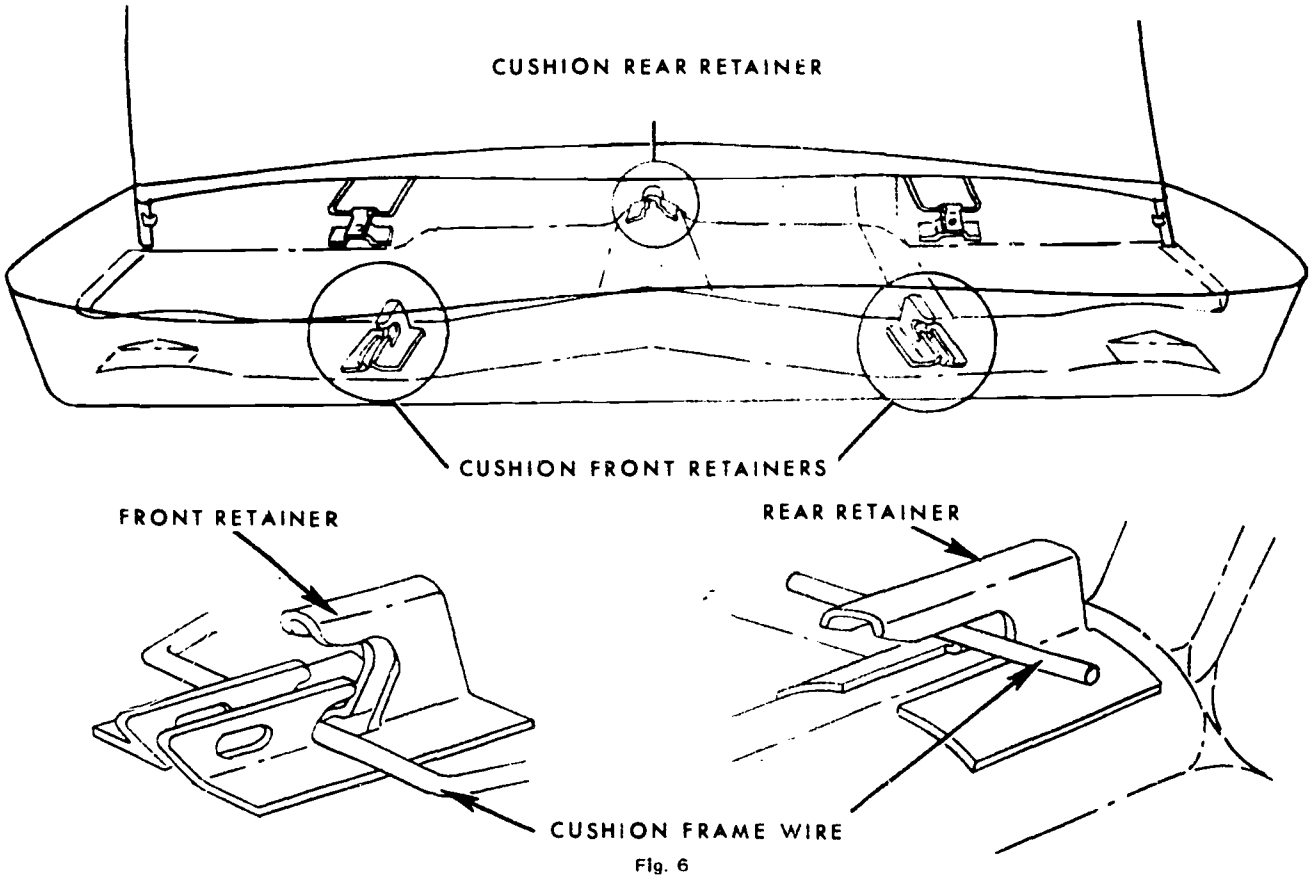

Fig. 6

How the rear seat back and cushion are held in place.

The front seat is constructed in the same way except that it is movable, so that it can be adjusted to fit the driver. Figure 7 shows a typical front seat with the springs and padding.

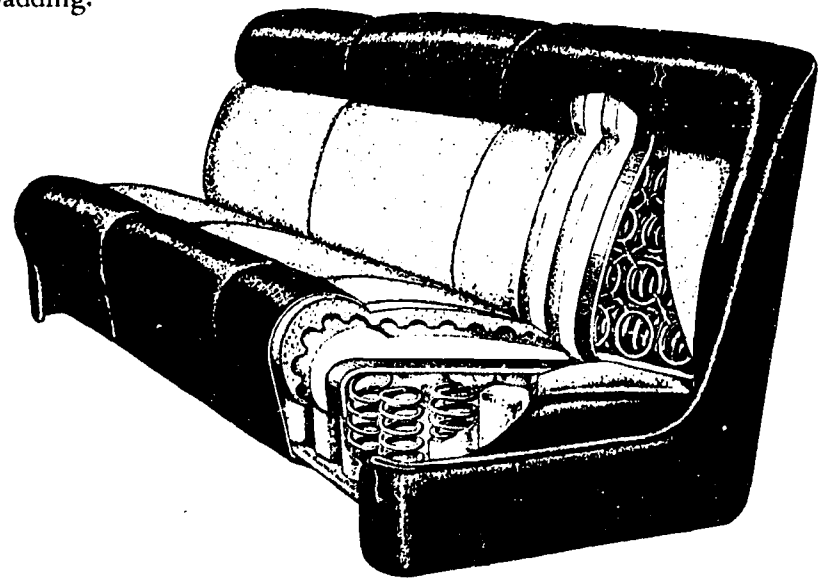

Fig. 7

Typical 4-door sedan front seat

A 2-door front seat is similar except that the seat back is made in two sections. It folds forward so that it is easier to enter the front of the car.

To make the front seat adjustable, it is fitted with mounting and adjusting mechanisms as shown in figure 8.

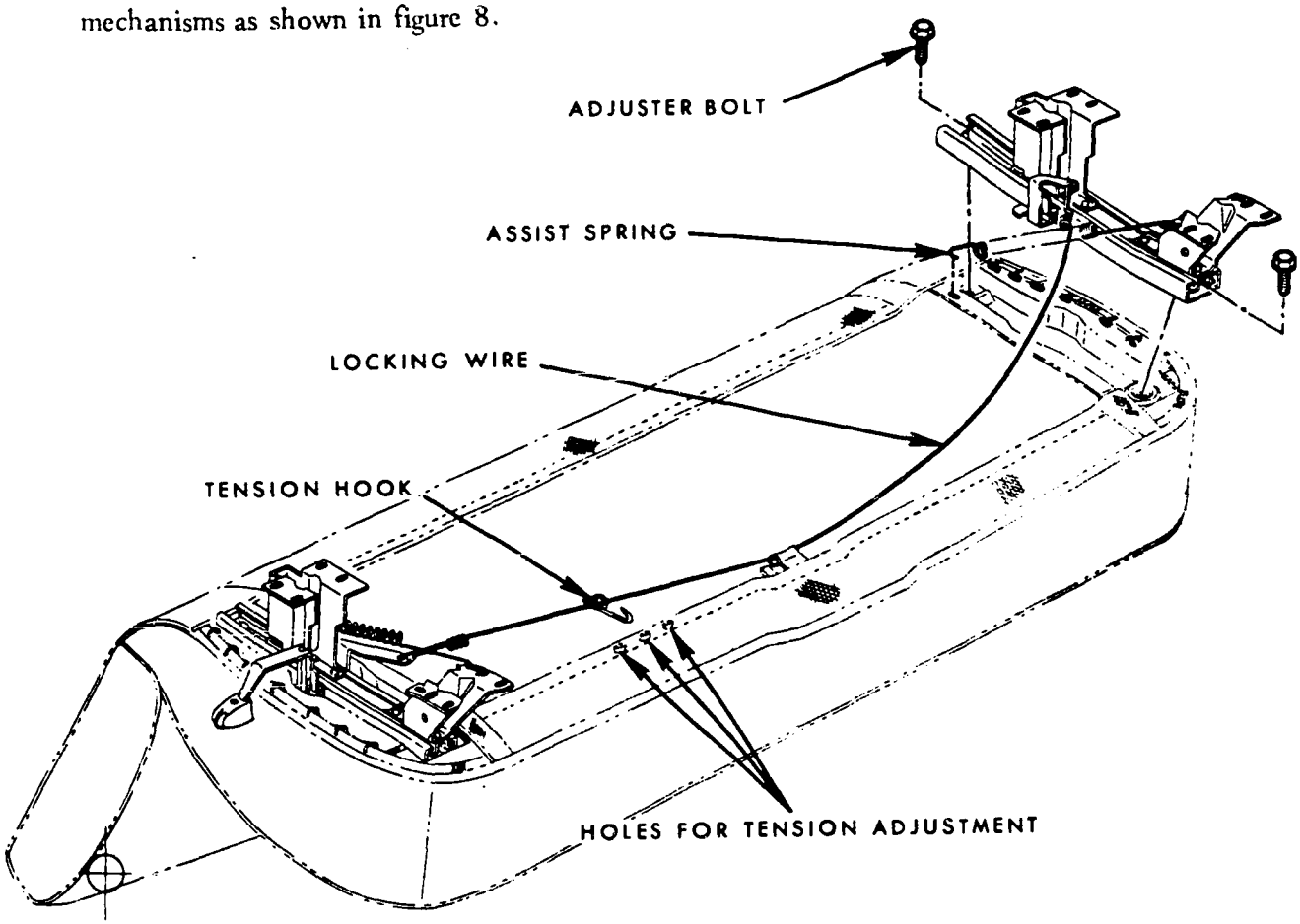

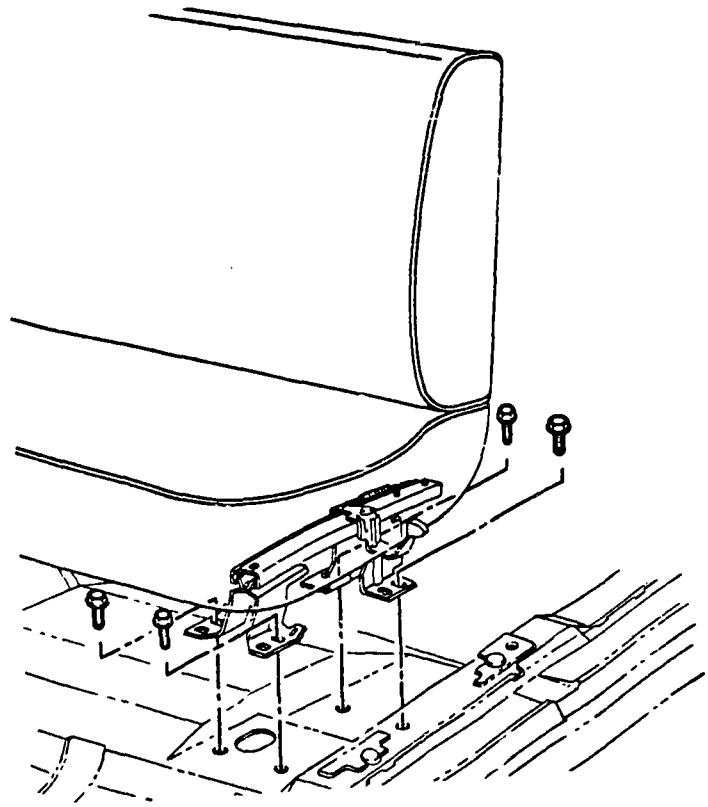

Fig. 8
Top view: Adjusting mechanism
Bottom view: How the front seat is fastened to the floor.

Assignment:

1. What parts of the body are considered as upholstery?

2. What is a seat back?

3. What is a seat cushion?

4. How is the fabric held onto a seat frame?

5. How is the rear seat cushion held in place?

6. How is a front seat made adjustable?

7. Why is a front seat back made in two sections on a 2-door sedan?

8. How is the front seat fastened to the floor?

ERIC

Objective: To learn how headlinings are attached

Information:

The upholstery that covers the inside of the roof of the car is called the headlining. Describing every step taken to install a headlining is impractical because of the many styles, models, and methods of installation. Figure 9 shows how a typical headlining is fastened to the roof panel.

The headlining assembly is formed to the shape of the roof panel by concealed listing wires. The listing wires are fastened to the headlining by listing-wire pockets, which are sewn onto the headlining. Figure 9 shows how the listing wires form the headlinings into the shape of the roof panel. "A", "E", and "B" show the end of the listing wire. The letters "C" and "D" show the listing wire pockets. This view is drawn from behind the headlining.

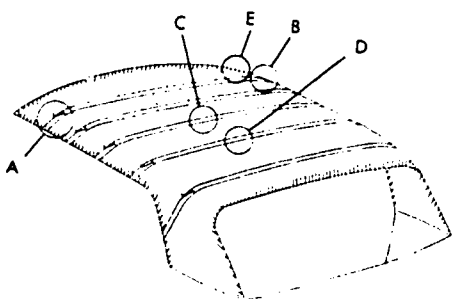

Fig. 9
A typical headlining shown from behind.

The listing wires are attached to the roof panel by tabs on the front-to-rear longitudinal roof bow. See Figure 10.

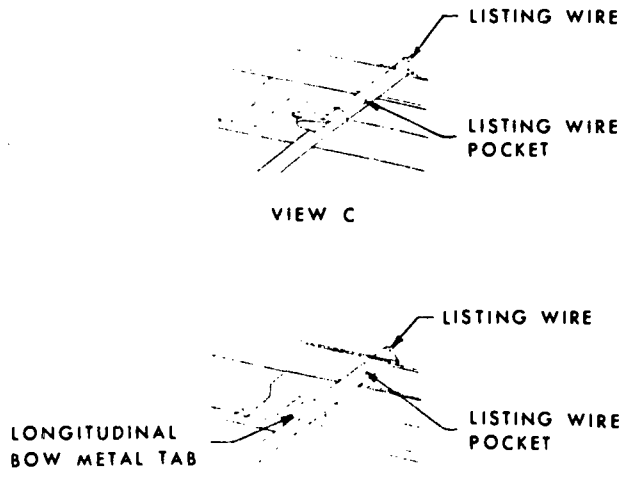

Fig. 10

The listing wires are attached to the side roof rails by inserting the ends of the listing wires either into holes in the side rails or into a clip which is screwed into the side rail.

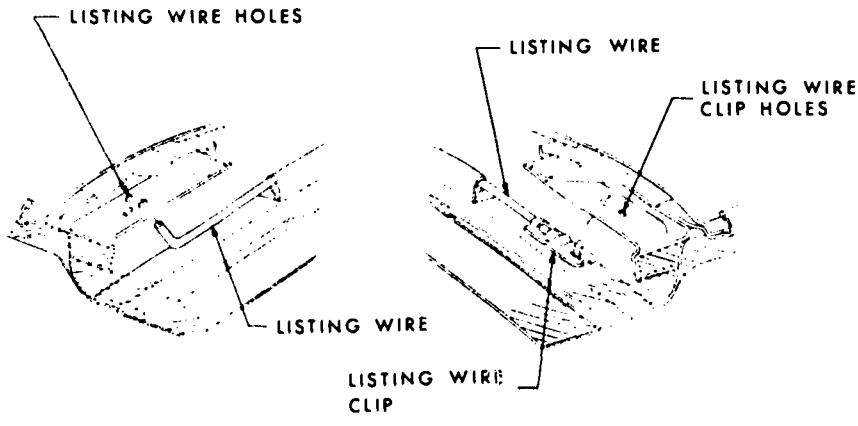

Fig. 11

After the listing wire is attached to the body, the edges of the headlining are attached to the body. The headlining is first attached at the windshield and rear window openings with cement, staples, or tacks. Then the sides are attached by a pronged retainer. See Figure 12.

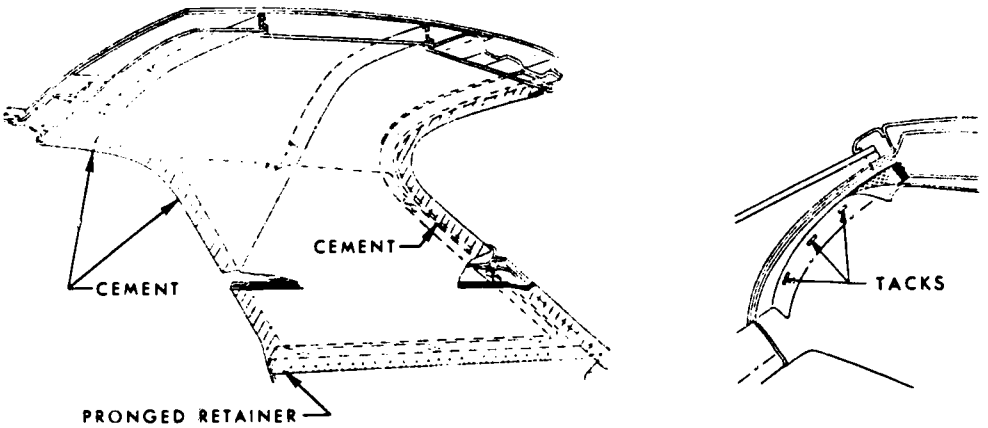

Fig. 12

Assignment:

1. What is the upholstery that covers the inside of the roof of the car called?

2. How is the headlining formed to the shape of the roof panel?

3. How are the listing wires held onto the roof panel?

4. How are the listing wires attached to the roof side rails?

5. What holds the headlining to the roof side rails?

6. What holds the headlining around the windshield and rear window?

Objective: To learn how door trim pads and hardware are attached.

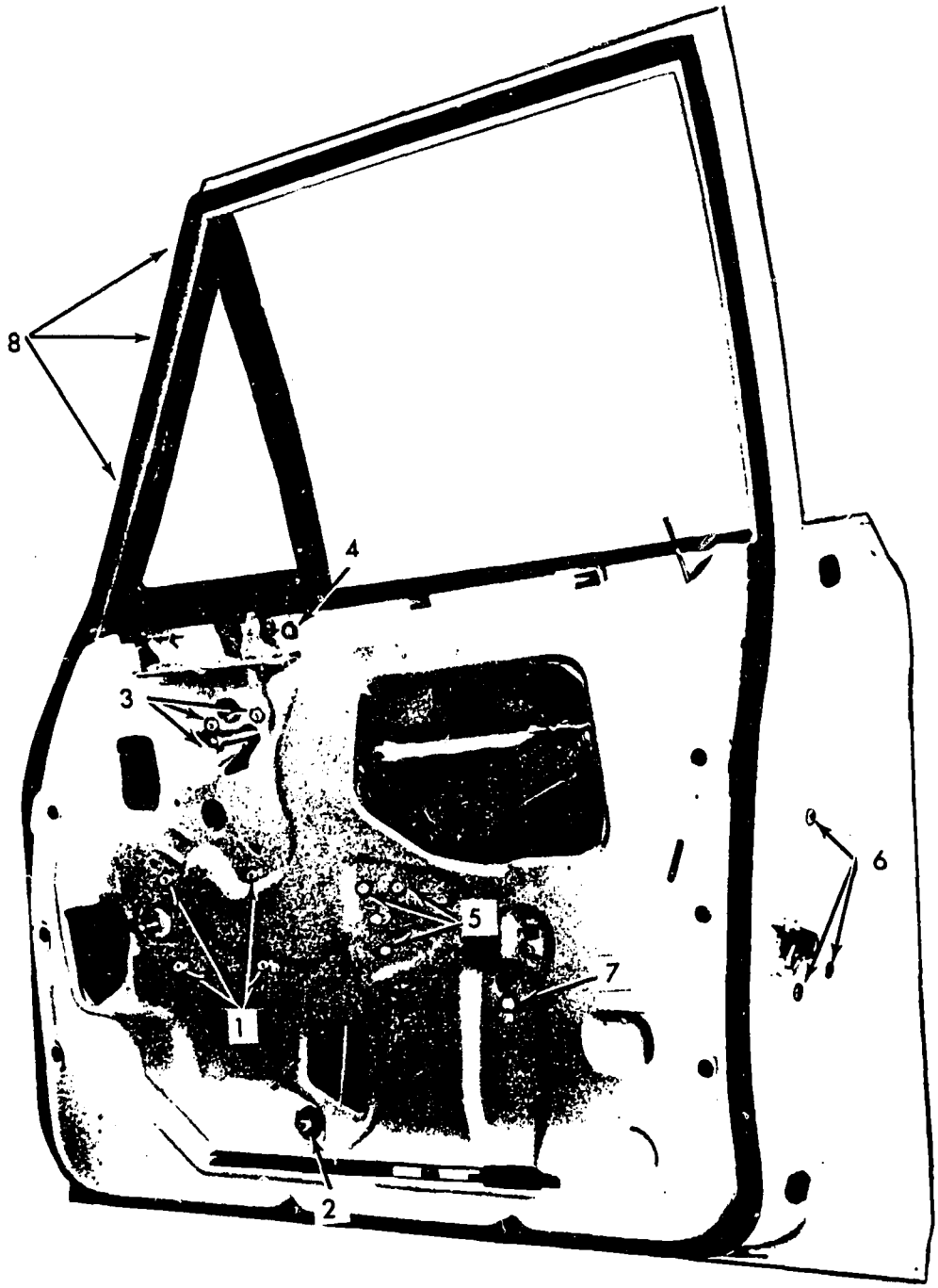

Fig. 13
Front Door Hardware Attachments

1. *Window Regulator Attaching Bolts*
2. *Ventilator Division Channel Lower Adjusting Stud*
3. *Ventilator Regulator Attaching Bolts*
4. *Ventilator Frame to Outer Panel Attaching Bolt*
5. *Door Lock Remote Control Attaching Bolts*
6. *Door Lock Attaching Screws*
7. *Down Stop Support Attaching Bolts*
8. *Ventilator to Door Upper Frame Attaching Screws*

Information:

Although all doors fall into two basic categories, closed styles (those with upper frames) and hard-top or convertible styles (those without upper frames), they both utilize the same basic hardware. Figure 13 is a view of a closed-style front door with the door-trim pad and inside handles removed.

Figure 14 shows a phantom view of the same type of front door with the names of the parts.

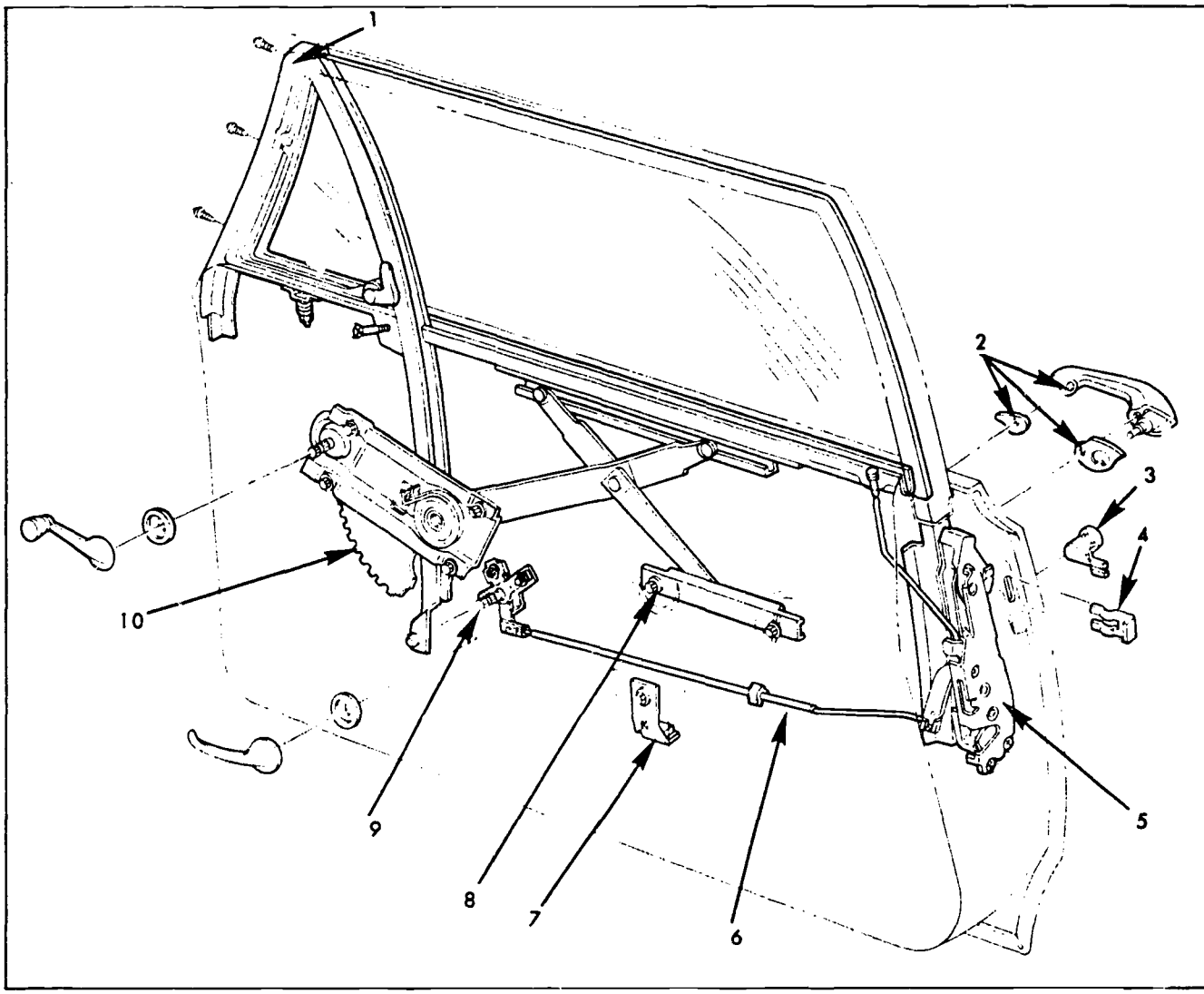

Fig. 14
Front Door Hardware

1. *Ventilator*
2. *Outside Handle and Sealing Gaskets*
3. *Cylinder*
4. *Lock Cylinder Retainer*
5. *Lock*
6. *Remote Control Connecting Rod*
7. *Window Lower Stop*
8. *Inner Panel Cam*
9. *Remote Control*
10. *Window Regulator*

Except for the shape of the door, a rear door is practically the same as the front door.

On certain styles, the front and rear door trim pad is secured to the door inner panel by trim pad retainers at the top, retaining clips along both sides, and screws at the bottom (Figure 15). The retaining clips along the sides are pressed into plastic retainers which fit into slots in the door inner panel. See view in circle B of Figure 15.

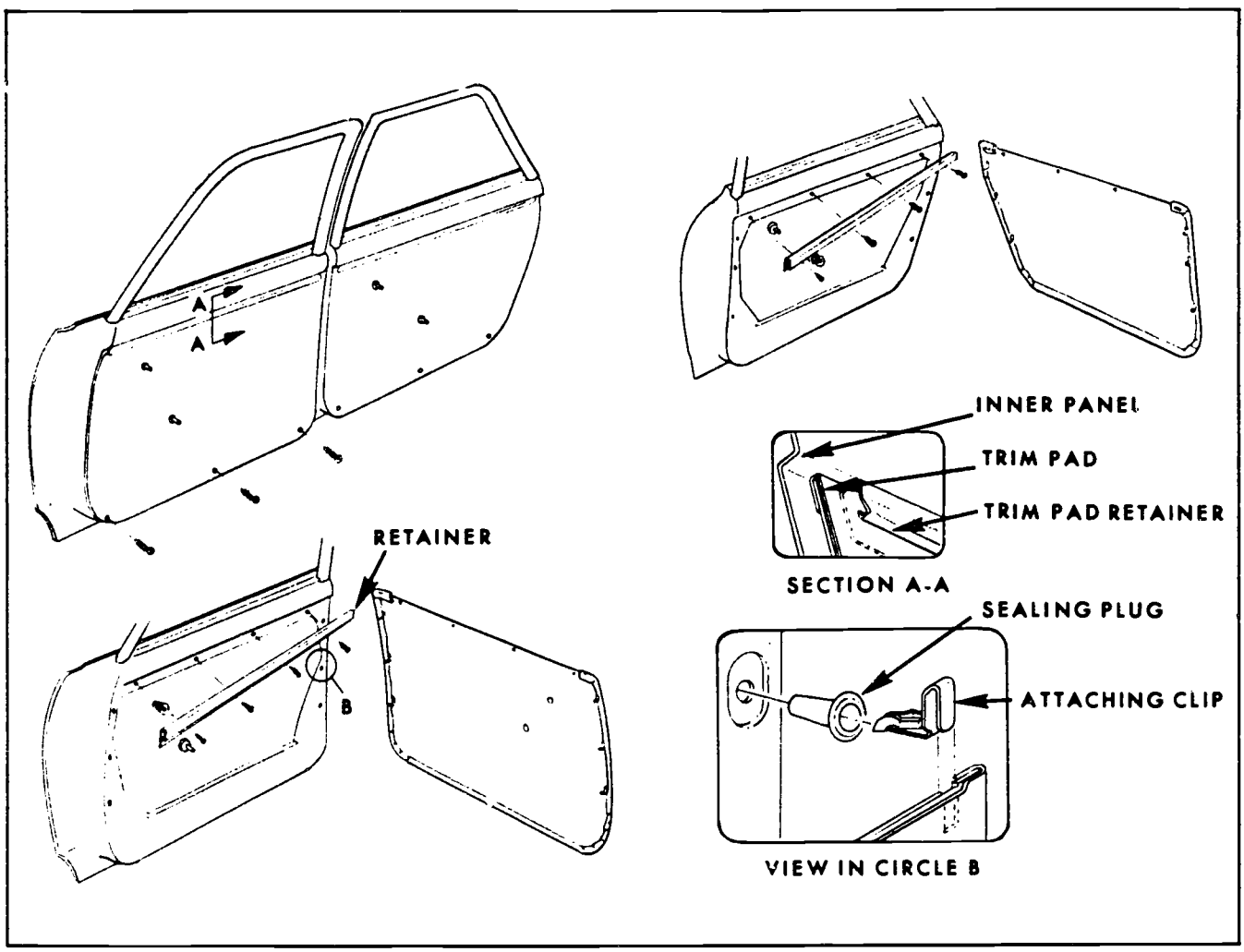

Fig. 15
Door Trim Pad Installation Using Retainer Strip and Clips.

On other styles, the hang-on door trim pad is used as in Figure 16. This trim pad is further secured by attaching screws along the bottom edge and by retaining nails along the sides.

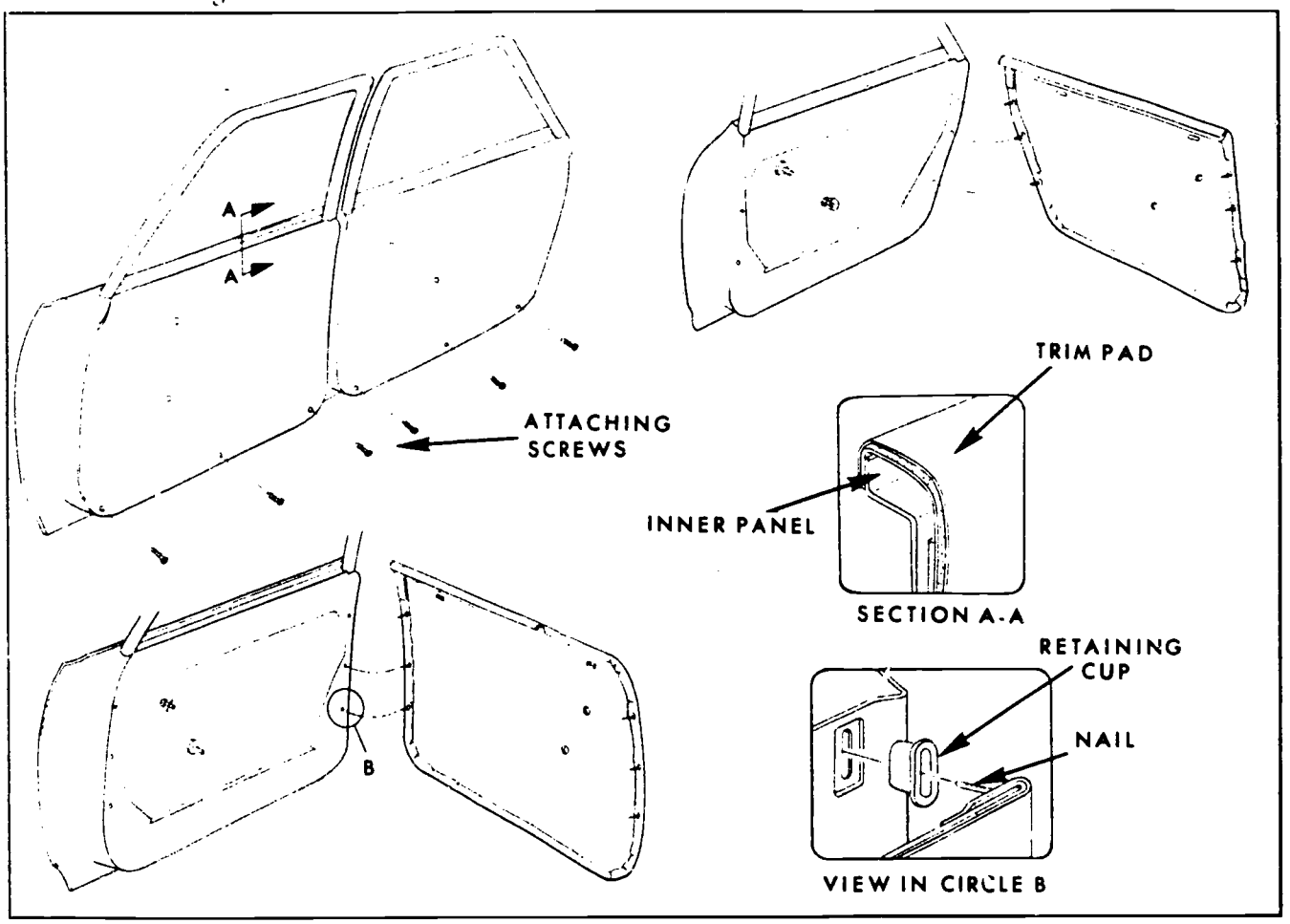

Fig. 16.
Hang-On Door Trim Pads

Note that the hang-on type of trim pad attachment is the same as in Figure 15 except along the top, which is hooked on the top of the inner door panel.

Assignment:

1. After studying the drawings, list the various parts that are considered door hardware.

2. List the parts that are considered door trim.

3. Name the two basic categories of doors.

4. What is the difference in construction between a rear door and a front door?

5. How is the trim pad attached to a door?

Door Weatherstrip Lesson 7

Objective: To learn how a door weatherstrip is attached.

Information:

To prevent dust, air, and water from entering the body, all openings, such as doors and trunk lids, are provided with rubber weatherstripping. Weatherstripping is usually attached with rubber cement and small plastic or nylon fasteners. Figure 17 illustrates how this is done.

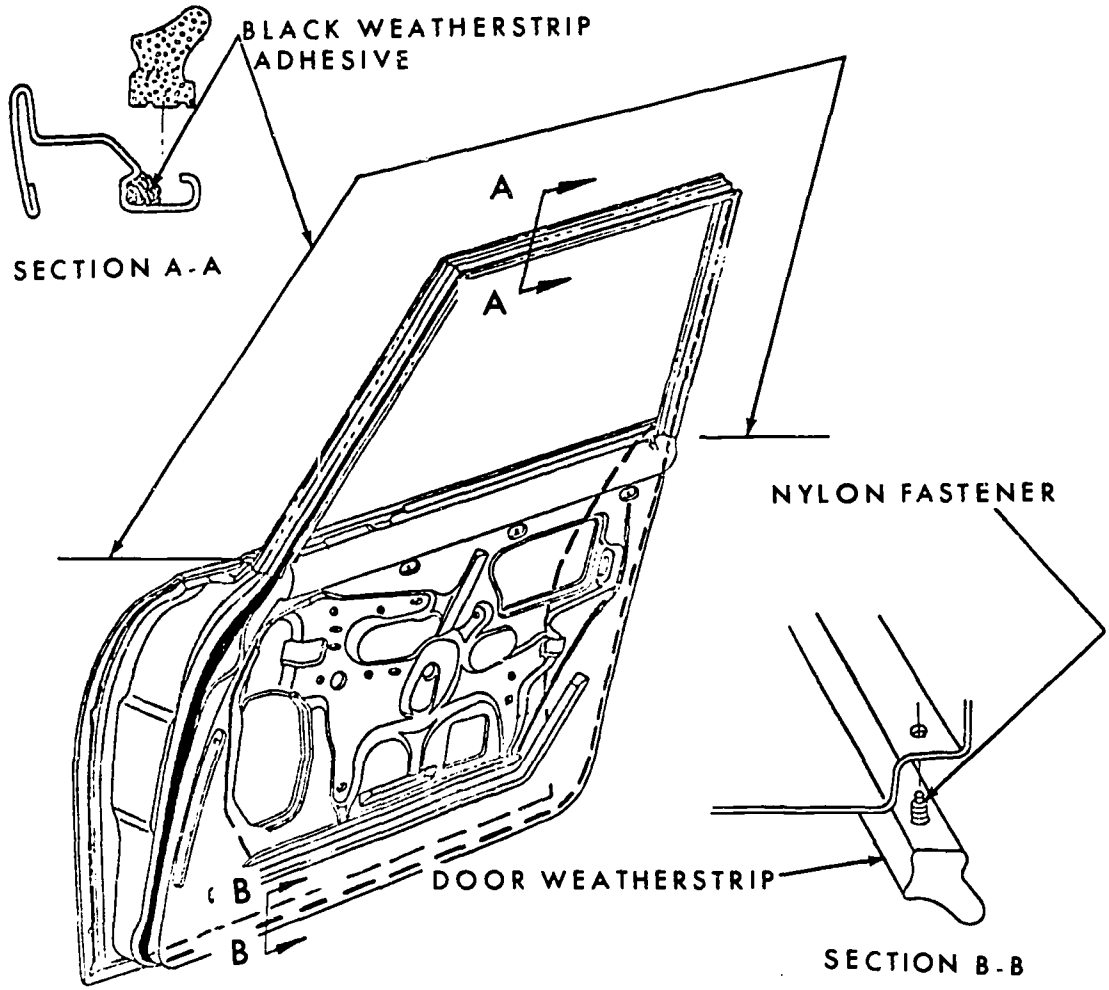

Fig. 17

Assignment:

1. What is a door weatherstrip?

2. How is a weatherstrip attached?

3. What is the purpose of weatherstrip?

4. What is weatherstripping made of?

ERIC

Door Adjustments

Lesson 8

Objective: To learn the location of the door adjustments.

Information:

Door adjustments are provided by (1) the use of floating anchor plates in the door and body hinge pillars (Figure 18) and (2) the door-lock striker plate (Figure 19).

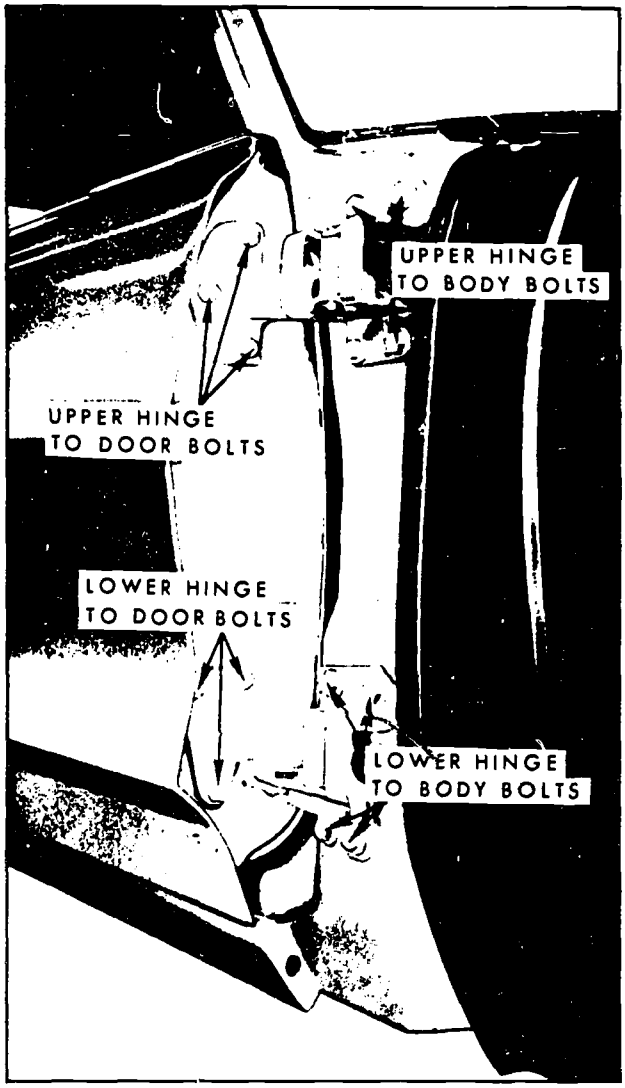

← Figure 18. *To adjust the door up or down, the hinge-to-door bolts are loosened, the door moved and the bolts then retightened.*

To adjust the door forward or rearward, the hinge-to-body bolts are loosened, the door moved, and the bolts are retightened.

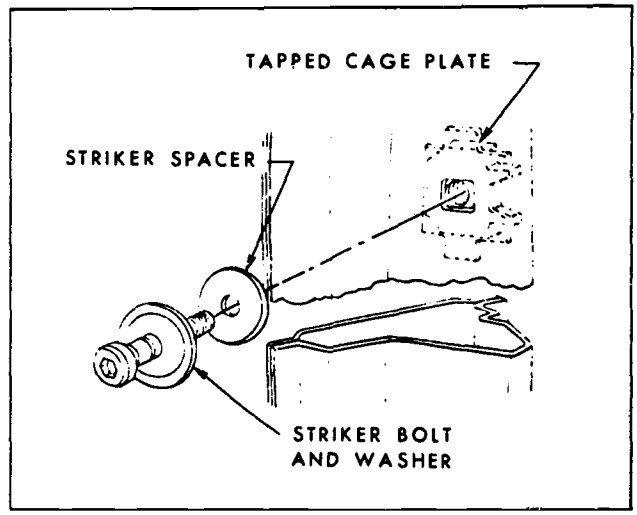

Figure 19.
Door Striker Plate
To adjust door in or out on lock pillar.

Assignment:

1. Where are the locations of the door adjustments?

2. How is a door adjusted up or down?

3. How is a door adjusted in or out?

4. What is the purpose of the striker bolt?

ERIC

Objective: To learn how the rear quarter trim and hardware are attached.

Information:

The rear quarter trim and hardware are attached in much the same way as the door trim and hardware. Figures 19 and 20 show the rear quarter hardware.

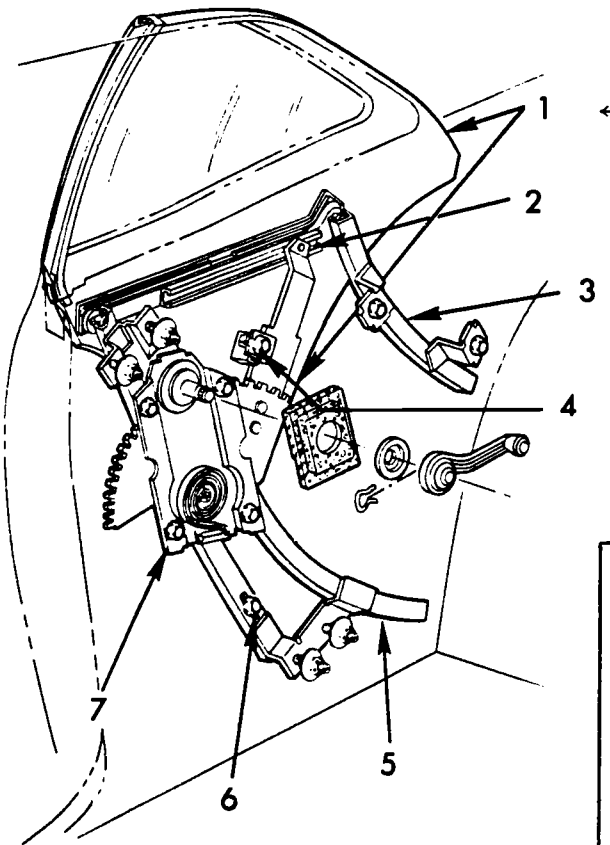

← Fig. 19

1. *Window glass*
2. *Sash channel cam*
3. *Rear Guide*
4. *Up-Stop*
5. *Front Guide*
6. *Down-Stop*
7. *Window regulator*

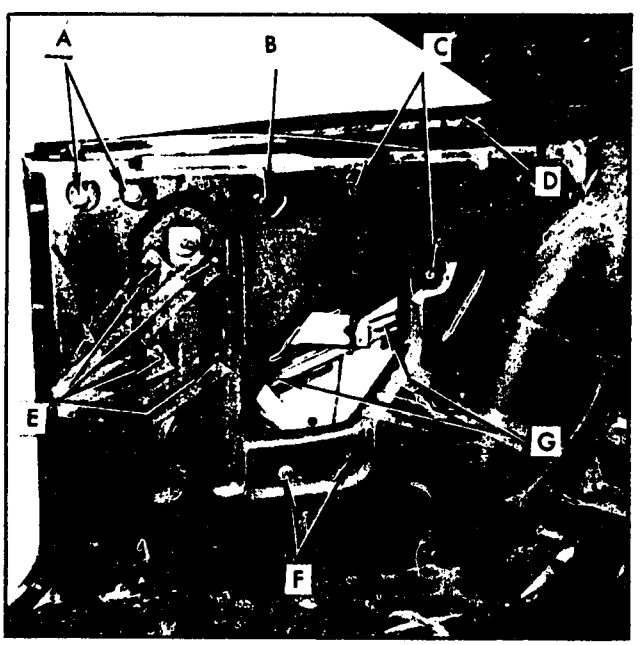

Fig. 20 →
Rear Quarter Hardware Hardtop Styles

A. *Front Guide Upper Adjusting Studs and Nuts*
B. *Up-Stop Bolt*
C. *Rear Guide Studs and Nuts*
D. *Outer Strip Assembly*
E. *Regulator Bolts*
F. *Front Guide Lower Adjusting Studs and Nuts*
G. *Sash Channel Cam Screws*

The rear quarter trim usually consists of the following two types:

1. Hang-on type, where the upper edge of the trim panel is secured on the upper edge of the rear-quarter inner panel (Figure 21).

2. Insert type, where the trim panel is secured by retainers and sealing cups (Figure 22).

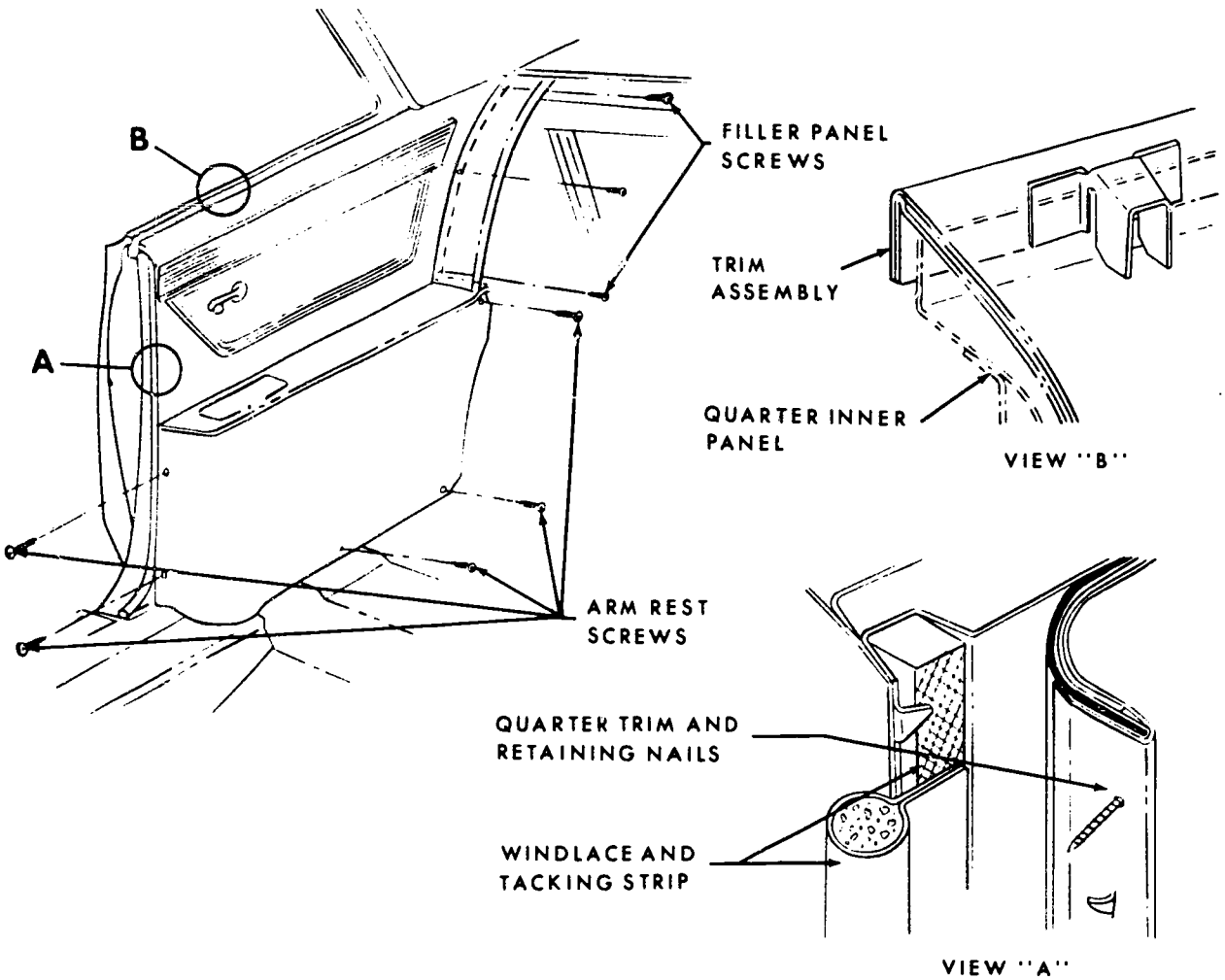

Fig. 21
Rear Quarter Trim Assembly (hang-on type).

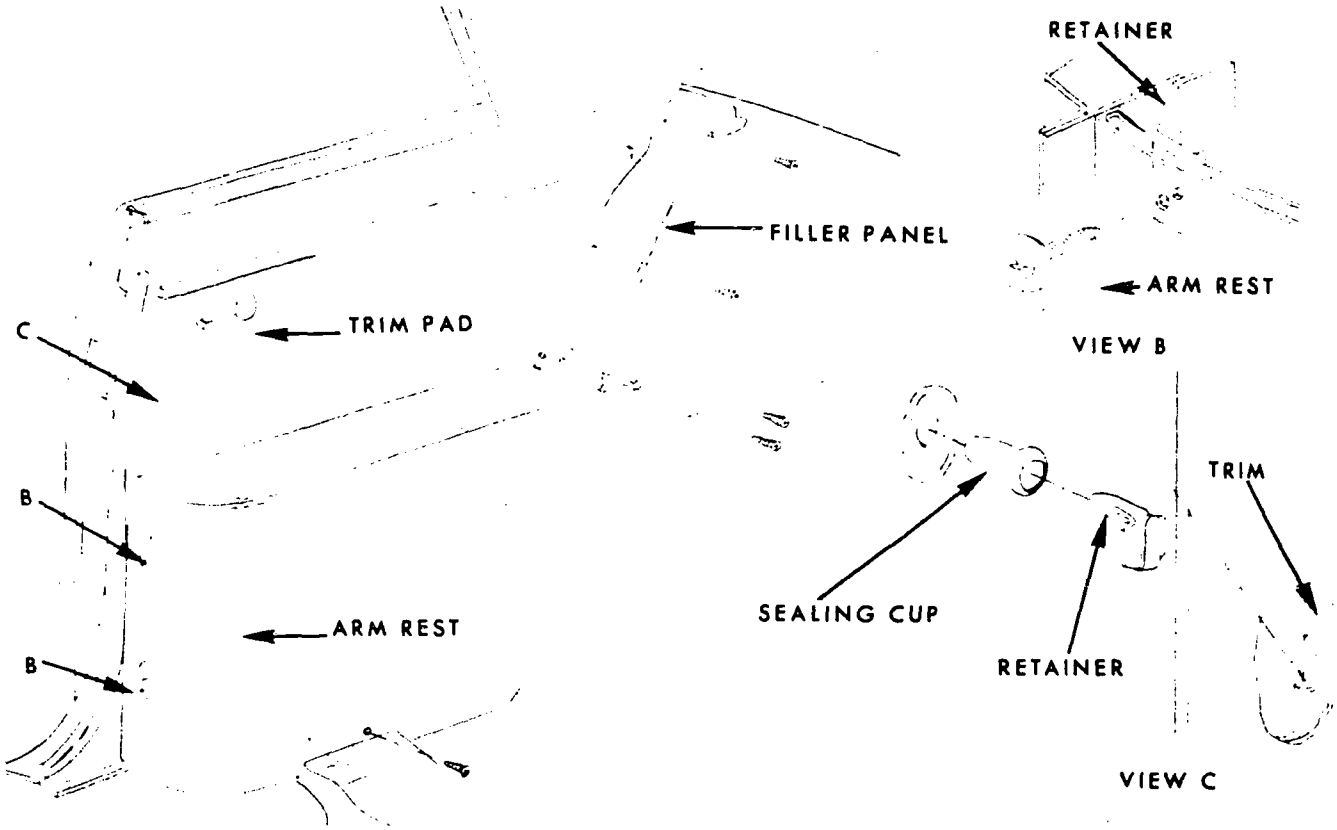

Fig. 22
Rear Quarter Trim Assembly (insert type).

Assignment:

1. Name the hardware used in a typical rear quarter panel.

2. What provisions are made for adjustments?

3. What is the purpose of the down-stop? Up-stop?

4. What is the function of the window regulator?

5. What is the function of the sash channel cam?

6. What two types of attachments are used for the rear-quarter trim panel?

Glass Lesson 10

Objective: To learn about different types of automobile glass.

Information:

Special safety glass is used in all automobile and truck windows. Ordinary glass, such as is used in house windows, shatters into sharp jagged pieces that could cause serious injuries in the event of a collision.

There are two types of safety glass used in all motor vehicles: laminated safety glass and tempered safety glass.

Laminated safety glass consists of two layers of glass bonded to each side of a layer of transparent plastic. When the window is struck, the center layer of plastic holds the fragments of glass together, so that they cannot fly or scatter to injure the passengers in the car. Laminated safety glass is required in all windshields.

Tempered safety glass is made from a single thickness of heat-treated glass. The glass is cut to size. Next it is heated until it becomes soft, and then it is quickly cooled and hardened. This process makes the glass about five times harder than ordinary glass. It can resist extremes of heat and cold and still remain flexible. When it breaks, it crumbles into harmless particles that look like crushed rock salt.

Tempered glass can take a very hard blow from a large blunt object without breaking or cracking; but a small stone thrown up by the wheels of a passing vehicle could shatter it. If this happens, the driver cannot see and could cause an accident. For this reason it is not used in windshields.

The side windows on late model cars are usually equipped with tempered safety glass. A few foreign cars and older models of American cars still use laminated safety glass.

Assignment:

1. Describe the two types of safety glass and the advantages and disadvantages of each.

2. Why is laminated safety glass used in the windshield of all cars?

Glass – Windshield Lesson 11

Objective: To learn the methods used to hold a windshield in place.

Information:

The windshield and rear window glass are stationary. They are retained in their openings by adhesive caulking compound or rubber weatherstrip. The adhesive caulking material is used on late model cars. Earlier models used a rubber weatherstrip.

The rubber weatherstrip has two recessed openings molded into it. One recess fits over the glass: the other recess fits over a flange around the opening. It is the flange that holds the entire assembly in place. (Figure 23)

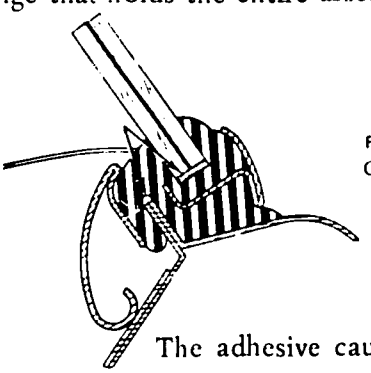

Fig. 23
Cross section of a windshield installation using a rubber weatherstrip.

The adhesive caulking method uses a self-curing rubber adhesive caulking compound. The adhesive adheres to both the glass and the window-opening pinchweld flange. Applied to the glass while soft, it begins to cure or harden soon after it is exposed to air. (Figure 24)

Fig. 24
The adhesive caulking method of installing a windshield or back window glass.

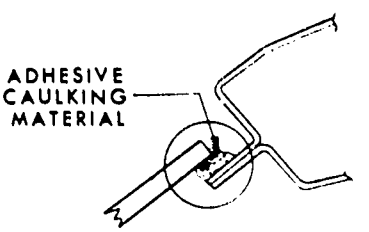

Assignment:

1. Describe the two methods used to retain the windshield and rear window in their openings.

2. Why would an auto body repairman need to know about the rubber weatherstrip method?

Glass – Door and Rear Quarter **Lesson 12**

Objective: To learn how the door and quarter glasses are fastened and how they work.

Information:

The door glass is fastened along the bottom of the glass to a sash channel, which is connected to the window regulator (the raising and lowering mechanism). The glass is fastened to the sash channel by one of two methods. One method uses a cork, rubber filler, or packing between the glass and sash channel, using a press fit (Figure 25, Section A-A).

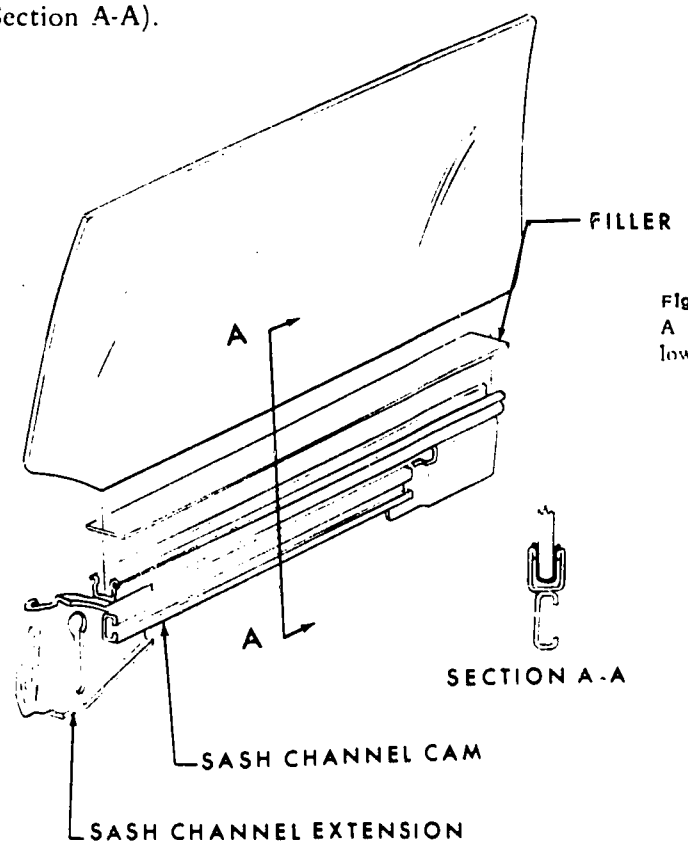

Fig. 25
A typical door glass assembly using a press-fit lower sash channel.

The other method of fastening the door glass to the lower channel is the bolt-on method. Holes are drilled in the bottom of the glass and the lower channel is bolted to it as in Figure 26.

Fig. 26
Front-Door Window Assembly

1. *Door window glass*
2. *Glass-to-lower-sash channel attaching bolts*
3. *Lower sash channel assembly*
4. *Sash-channel lower filler*
5. *Sash-channel upper filler*
6. *Glass-to-sash-channel spacers*
7. *Glass-to sash-channel nuts*

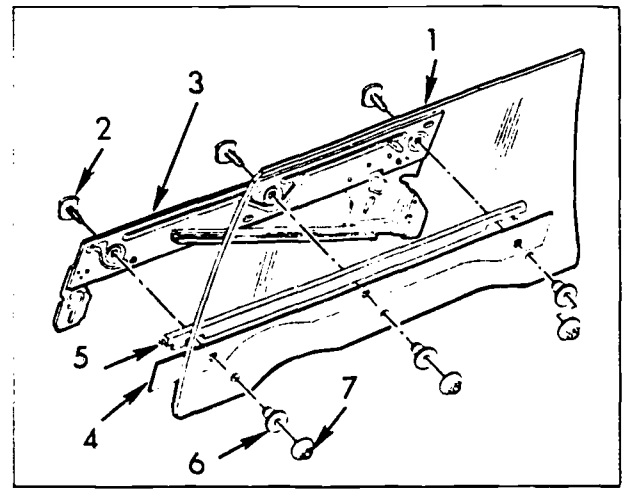

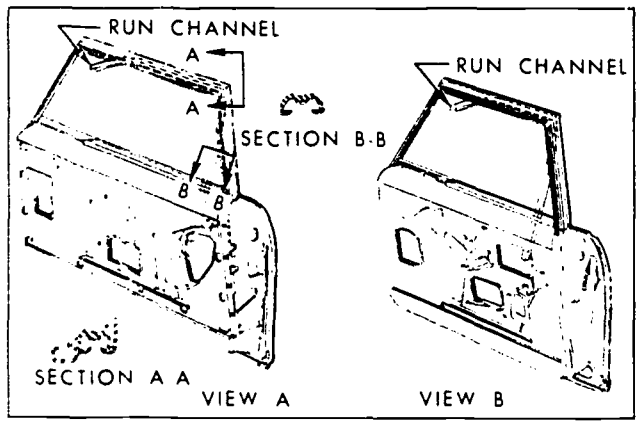

Fig. 27.
Front-Door Glass-Run-Channel Assembly

The glass runs up and down in a run channel. The channel is secured to the opening between the outer and inner door panels (Figure 27).

Most cars are equipped with a vent window on the front door. The glass is held in the vent frame by a press-fit. Figure 28 shows a typical vent-window assembly.

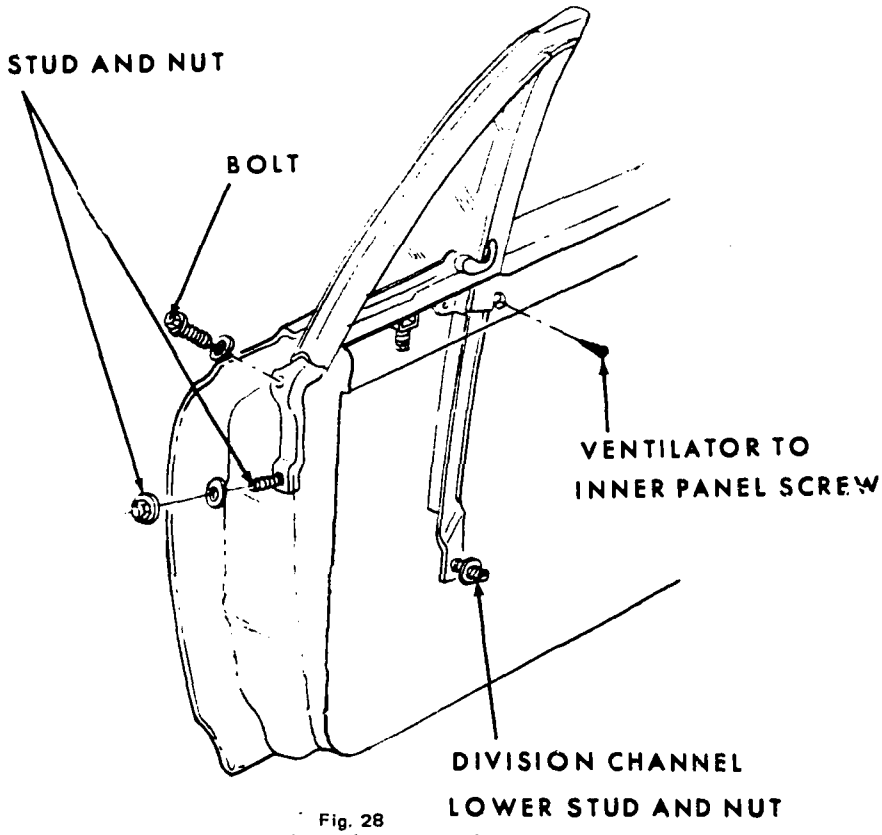

Fig. 28
A Typical Ventilator Assembly
The division channel also acts as the front door glass run channel.

The quarter window construction is similar to the door window construction. The same principles for door windows apply to quarter windows. No attempt will be made here to describe the adjustments that can be made on door, vent, and quarter glass. There are many makes and models in use. It is advisable to consult the manufacturer's service manual for information on adjustment and replacement of glass.

Assignment:

1. What is the name of the glass raising and lowering mechanism?

2. What two methods are used to fasten the glass to the sash channel?

3. What is the glass run channel? Where is it located?

4. What is a vent window?

5. How is a vent window retained in the frame?

6. What is a division channel?

7. What provision is made to adjust the ventilator assembly?

Bumpers Lesson 13

Objective: To learn the purpose of the bumpers and how they are attached.

Information:

The front and rear bumpers are formed from heavy-gage steel. They are chrome plated to improve their appearance. The bumpers are fastened to the frame with heavy brackets.

Their purpose is to protect the front and rear of the car from damage caused by light collisions.

The bumper is a part of the grille on some makes of cars, which makes it functional as well as decorative (Figure 29).

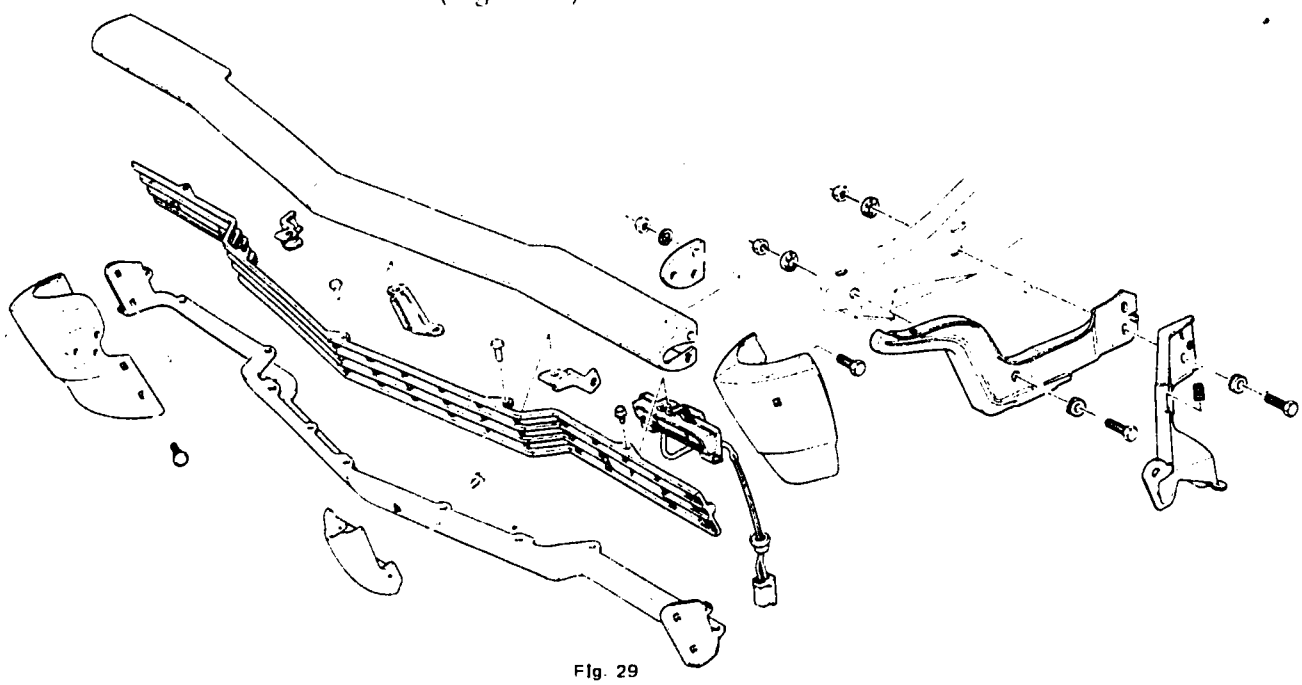

Fig. 29
An example of a front bumper showing how it is attached to the frame.

Assignment:

1. How are front and rear bumpers made?

2. What is the purpose of the bumpers?

3. How is a bumper fastened to the frame?

4. Is a bumper classed as functional or decorative?

Screwdrivers – Standard | Lesson 1

Objective: To learn the use and care of standard screwdrivers.

Information:

A screwdriver is one of the most basic of basic handtools. It is also the most abused of all handtools. It is designed for one use only – to drive and remove screws. A screwdriver should not be used as a pry-bar, a scraper, a chisel or a punch.

There are three main parts to a standard screwdriver. The part you grip is called the handle: the steel portion extending from the handle is the shank: and the end which fits into the screw slot is called the blade (Figure 1).

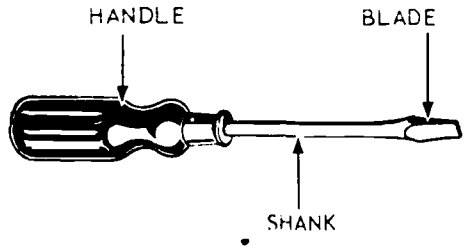

Fig. 1
The parts of a standard screwdriver

The steel shank is made to withstand considerable twisting force in proportion to its size, and the tip of the blade is hardened to keep it from wearing.

Standard screwdrivers are classified by size according to the combined length of the shank and blade. The most used sizes vary in length from 2½" to 12 inches. For special purposes, smaller or larger sizes are available. Usually, the size of the shank and blade are made in proportion to the length.

Screwdriver handles may be made of wood, plastic, or metal. When metal handles are used, there is usually a wooden hand grip placed on each side of the handle. In some types of wood- or plastic-handled screwdrivers, the shank extends through the handle. In other screwdrivers, the shank enters the handle only a short way and is pinned to the handle. For heavy work, special types are made with a square shank so that a wrench can be used to turn it.

When using a screwdriver, it is important to select the proper size. The blade should fit the screw slot properly. This prevents burring the slot and reduces the force needed to hold the blade in the slot (Figure 2).

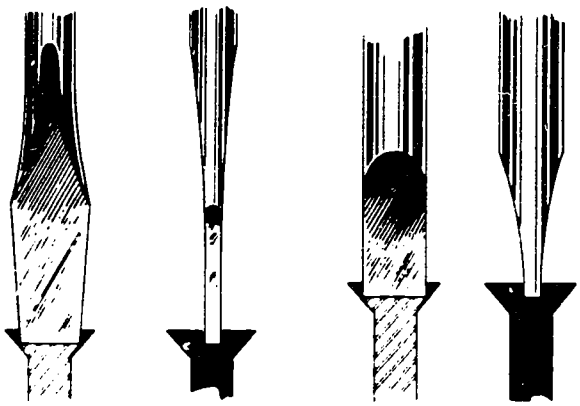

Fig. 2
The correct fit for a screwdriver

Caution:

Never use a screwdriver to check an electrical circuit. It can kill you.

Never try to turn a screwdriver with a pair of pliers.

Do not hold work in your hands while using a screwdriver. If it slips it can cause a bad cut. Hold the work in a vise or clamp or on a solid surface. *NEVER ALLOW ANY PART OF YOUR BODY IN FRONT OF THE BLADE TIP.*

Assignment:

1. Name the three parts of a standard screwdriver.

2. What is the only job for which a screwdriver is designed?

3. How is the size of the screwdriver determined?

4. Why is a large screwdriver made with a square shank?

5. Why is it important to use the proper size screwdriver?

6. How should the screwdriver blade fit in the screw-slot?

7. Give the safety precautions you must remember when using a screwdriver.

Screwdrivers – Phillips: Reed and Prince Lesson 2

Objective: To learn the uses of the Phillips and Reed and Prince screwdrivers.

Information:

There are many types of recessed-head screws available. The most common type of screw found on an autobody is the Phillips screw, which requires a Phillips-type screwdriver (Figure 3).

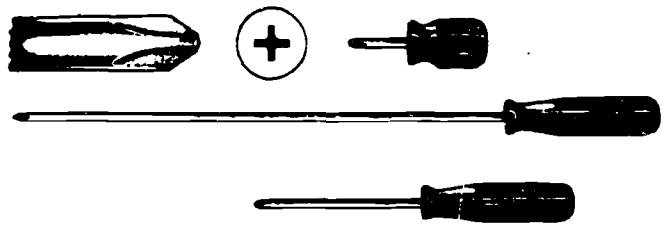

Fig. 3
Phillips Screwdrivers

The head of a Phillips-type screw has a four-way slot into which the screwdriver fits. This prevents the screwdriver from slipping. Its ability to hold helps to prevent damaging the slots or the work surrounding the screw.

Phillips screwdrivers are made in four sizes ranging from #1, which is the smallest, to #4, the largest. No. 2 is the most common. The #1 Phillips-type screw is usually found on small auto body trim parts; the #2 is commonly used to hold garnish moldings; and the #4 is found on door hinges.

In loosening door hinges, the bolts are often too tight to remove with a straight-handled screwdriver. Two tools are available to loosen tight bolts. One, the hand impact tool, is designed to be struck with a hand-held hammer. The tool is twisted in the direction the screw or bolt has to be turned while hammering (Figure 4).

Fig. 4
An Impact Driver

The other tool that can be used to loosen or tighten large Phillips-type bolts or screws is shown in Figure 5. The tool is made to fit on the 3/8" drive ratchet handle in the same manner as a socket wrench. It is used in the same manner as a socket.

Fig. 5
A Phillips bit made to fit a standard 3/8 drive ratchet handle.

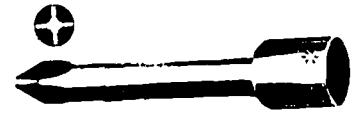

Reed and Prince recessed cross-slot screws should not be confused with the Phillips-type screw, because there is a great difference in the slots. Compare them closely and you will see that each requires a special and different type of screwdriver. See Figure 6.

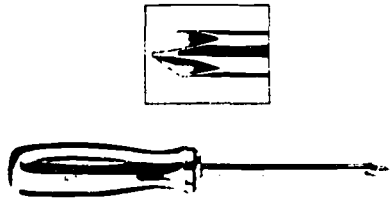

Fig. 6
The Reed and Prince Screwdriver.
Note the pointed end and you will see the difference between a Phillips and a Reed and Prince screwdriver.

Assignment:

1. Describe the difference between a standard and a Phillips screwdriver.

2. How many sizes of Phillips screwdrivers are available?

3. Which size is the most commonly used in auto body work?

4. What size Phillips head bolt is used on many door hinges?

5. What other tools are available to use in loosening tight Phillips-head bolts?

6. What is the difference between a Reed and Prince head and a Phillips head on a screw?

ERIC

Wrenches – General Information

Lesson 3

Objective: To learn some general information about wrenches, the materials used in making wrenches, how they are sized, and the types available.

Information:

A wrench is a basic tool that is used to exert a twisting force on bolt-heads, nuts, and studs. All auto body mechanics need a basic understanding of the description and use of wrenches, so that they can select the most useful wrench for each job.

The best wrenches are made of chrome-vanadium steel. Wrenches made of this material are light in weight and almost unbreakable. Lower cost wrenches are made of forged carbon steel or molybdenum steel. These lower cost materials make good wrenches. They are usually built a little heavier and bulkier in order to obtain the same degree of strength.

The size of any wrench used on bolt-heads or nuts is determined by the size of the opening between the jaws of the wrench. The opening of a wrench is made slightly larger than the bolt-head or nut that it is designed to fit. Hex-nuts (six-sided) and heads are measured across opposite flats. A wrench opening that is designed to fit a size nut or bolt usually has an opening five- to eight-thousandths of an inch larger. This clearance allows the wrench to slide on and off the nut or bolt with a minimum of *play*. If the wrench is too large, the points of the nut or bolt-head will be rounded and destroyed.

Wrenches are made so that the length of each is in proportion to the size of the nut or bolt on which it will be used. Using an extension such as a pipe to gain more leverage will not only ruin the wrench; it is dangerous. Each type of wrench is designed for a particular job. It should be used only for the job for which it was designed.

Wrenches — Open-End | Lesson 4

Objective: To learn the sizes, construction and uses of the open-end wrench.

Information:

Solid, nonadjustable wrenches with openings in one or both ends are called open-end wrenches.

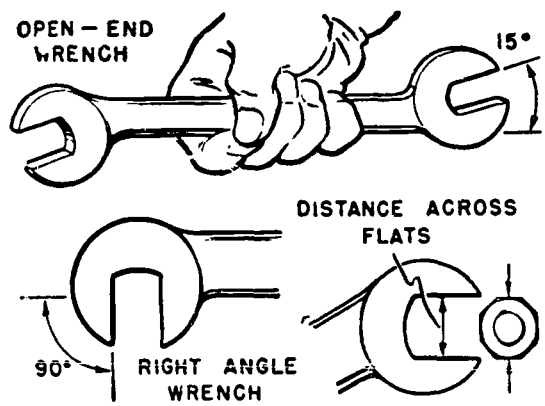

Fig. 7
Open-end wrenches.

Usually they are made in sets of 6 to 10 wrenches in sizes from 5/16 to 1 inch. Wrenches with small openings are usually shorter than wrenches with large openings. This proportions the lever advantage of the wrench and helps to prevent wrench breakage or damage to the bolt or nut.

Open-end wrenches may have their jaws parallel to the handle or at angles anywhere up to 90 degrees. The average is about 15 degrees. Figure 7 shows this very well. Handles are usually straight, but they may be curved. Wrenches with curved handles are called open-end S-wrenches. Other open-end wrenches may have offset handles: they can reach nuts or bolt-heads that are sunk below the surface.

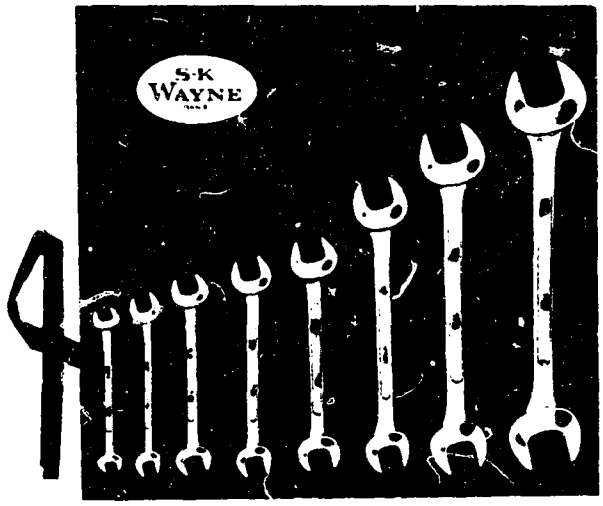

Fig. 8
A Typical Set of Open-end Wrenches

Assignment:

1. Why is the length of an open-end wrench made in proportion to the opening?

2. What is wrong with using a pipe on a wrench to get more leverage?

3. What sizes of open-end wrenches are commonly used in body work?

4. What is the average angle of the jaws of an open-end wrench in relation to the handle?

Wrenches -- Box-End and Combination Lesson 5

Objective: To learn the uses and construction of box-end and combination wrenches.

Information:

Box-end wrenches have either 6 or 12 points inside the head. See Figure 9.

Fig. 9

Box-end wrenches. *The top wrench has 6 points. The bottom wrench has 12 points.*

The number of points determines the strength of the head. Wrenches with fewer points have greater strength. Six-point wrenches are used for heavy-duty work. Twelve-point wrenches are used for medium-duty work. In the auto body trade, the most common and most practical is the six-point head. It will handle rusted bolt-heads without rounding-off the points of the bolt or wrench. The 12-point head is used in tight places because it can be used with a minimum swing of 30 degrees.

There is little chance of a box-end wrench slipping off the nut when the proper size wrench is used. The sides of the "box" opening are thin, which makes it suitable for turning nuts that are hard to get at with an open-end wrench. The offset box-end wrench (Figure 9) is useful in this respect.

There is one disadvantage to using box-end wrenches. You lose time if you use it to turn the nut all the way off the bolt. The wrench must be lifted off the nut after each pull: then it is placed back on in another position. After a tight nut is broken loose, it can be unscrewed much more quickly with an open-end wrench. This is where a combination box-open-end wrench can be used to advantage. (Figure 10)

Fig. 10
Combination box-open-end wrench.

The box end can be used for breaking nuts loose. The open end can be used for faster turning.

Only actual practice will teach you to use the correct amount of force on the wrench. The best way to tighten a nut is to turn it until the wrench has a firm, solid "feel." This will turn the nut to the proper tightness without stripping the threads or twisting off the bolt. This "feel" is developed by practice. Practice until you have mastered the feel.

Hammering on wrenches is strictly taboo – with one exception. There is a special type of box wrench that is made strong and heavy so that you can hit it with a hammer. The handle is short and has a steel pad on which the hammer blows are struck. This wrench is known as a *slugging* wrench.

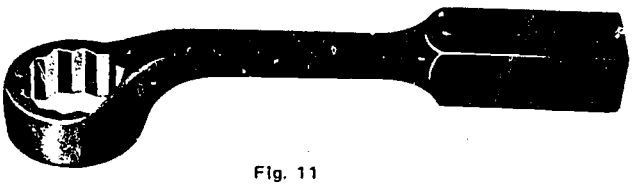

Fig. 11
A Box-end "Slugging" Wrench

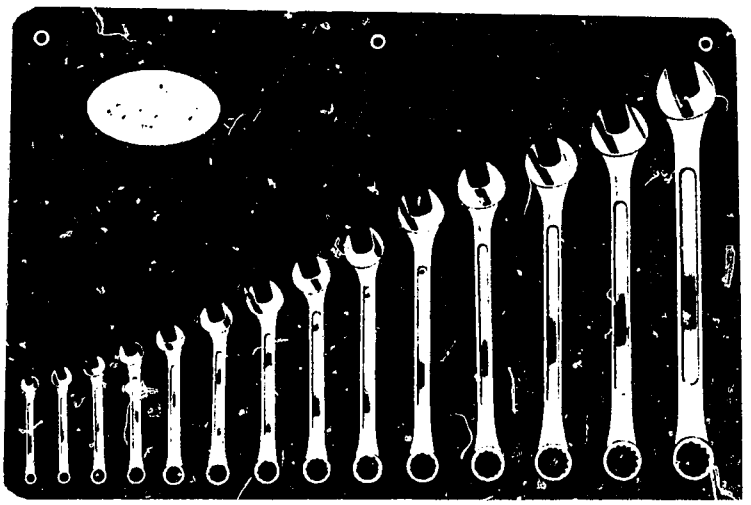

Fig. 12
Combination Open-end and Box-end Wrenches

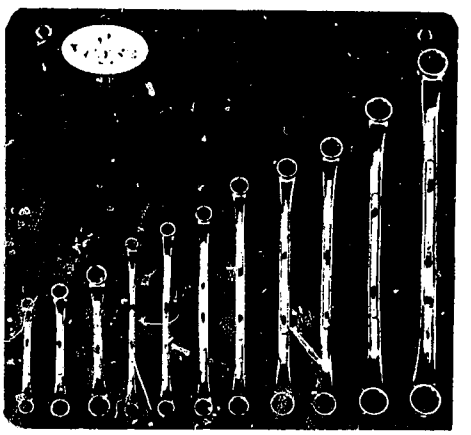

Fig. 13
Box end Wrenches

Assignment:

1. How many points do box-end wrenches have in the head?

2. What determines the strength of the head on a box-end wrench?

3. Why do we use 6-point wrenches in the body trade?

4. Give the advantages and disadvantages of 6- and 12- point wrenches.

5. What is a combination wrench?

6. What is a "slugging" wrench?

Wrenches – Socket Lesson 6

Objective: To learn the uses and construction of socket wrenches.

Information:

Early models of socket wrenches were square or hexagonal with a "T" or offset handle (Figure 14).

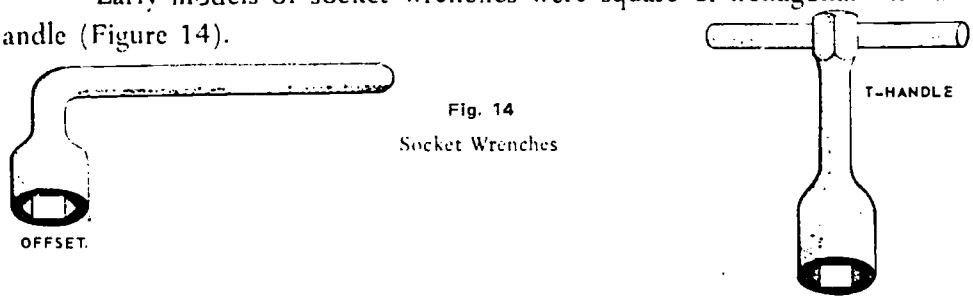

Fig. 14
Socket Wrenches

Socket sets that are presently in use contain an assortment of individual sockets made to fit different handles and extensions. The T-handle, ratchet handle, screwdriver grip handle, and speed handle are the most common. These handles and extensions can be assembled in combinations that will do most jobs quickly and easily (Figure 15).

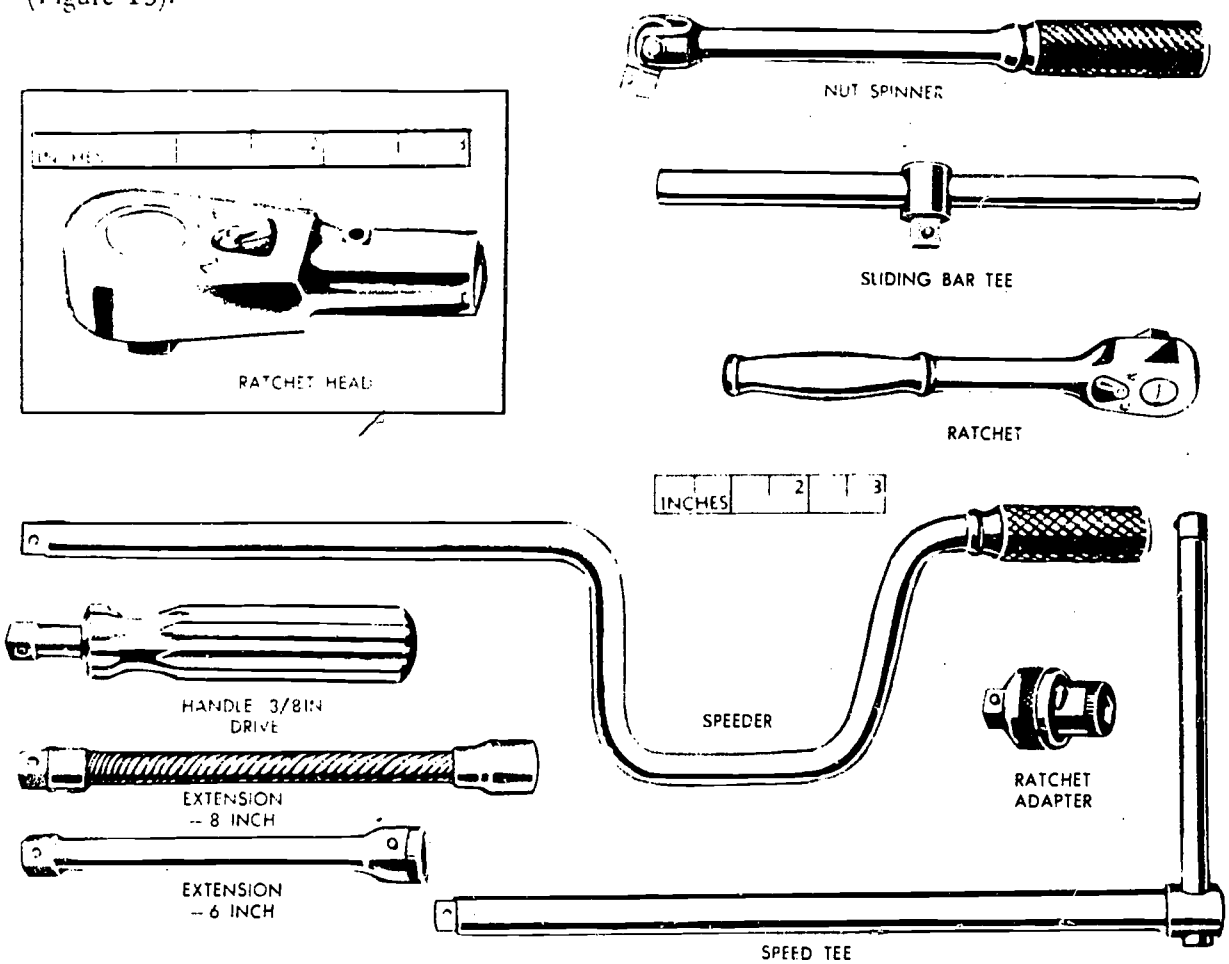

Fig. 15
Socket-wrench ratchets, handles and extensions

The nut opening of the socket usually has six or twelve points, which is similar to the box-end wrench. The six-point socket is called a single hex socket because it has a hexagonal or six-sided opening. A single hex socket is the best type to use on nuts which have worn or rounded corners, because it will not allow the nut to slip. It is also used for loosening extremely tight nuts. (Figure 16A and B)

A Six-point socket

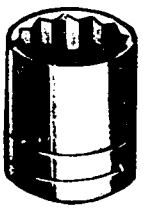

B Twelve-point socket

Fig. 16

The twelve-point socket, also called a double hex socket, has two hexagonal openings machined at a 30° angle from each other. This permits nut turning in a 30° arc as compared with a 60° arc required by six-point sockets.

The end of the socket opposite the nut opening (Figure 17) has a square hole into which the handle fits. This is known as the square drive. More leverage is required to turn nuts as their size increases. That is why sockets and handles are built in a series of square-drive sizes. Some sizes of sockets in any one square-drive size are duplicated in sockets with a smaller or larger square drive. This overlapping of socket sizes in two different drives allows use of handles which are best suited to the job. Square-drive sizes range from a ¼" square drive to a 1" square drive. A friction ball is used to hold the socket to the handle or extension. A sharp pull quickly removes the socket.

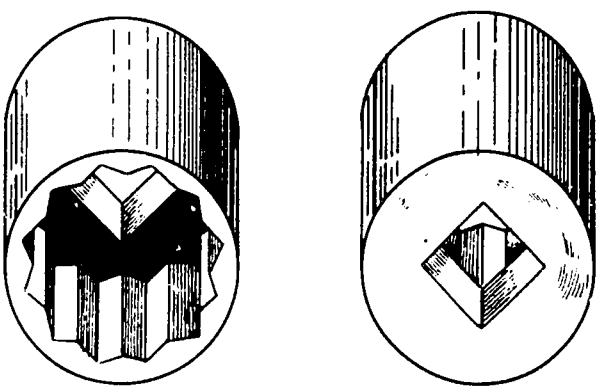

Fig. 17

Both sides of a socket showing the square-drive end and the socket end

Sockets are made in standard and extra-deep sizes (Figure 18.)

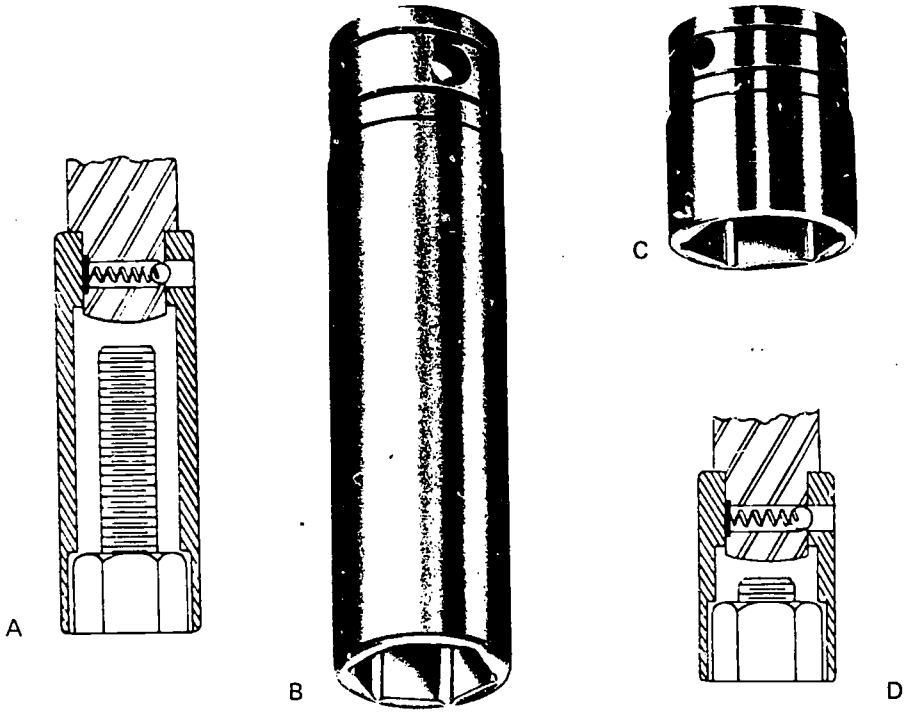

Fig. 18

A socket should set over the full depth of the nut to provide a good turning leverage. This also prevents damage to tools and workman. When a bolt extends only a short distance from the nut, a standard-length socket covers the nut properly, as shown in the illustration D in Figure 18. An extra-deep socket is used where a bolt protrudes too far past the nut. This socket fits over the bolt as shown in illustration A in Figure 18.

Sockets are also made to fit square-headed nuts and bolts. These sockets have a 4- or 8-pointed wall and will fit only on a square nut or bolt (Figure 19).

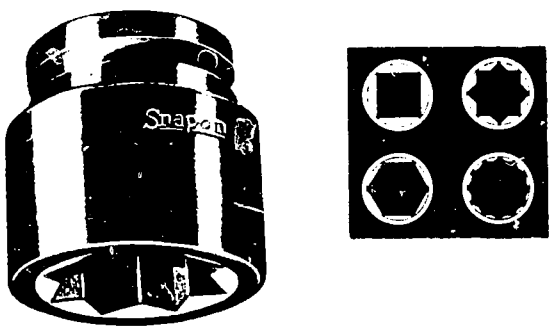

4- and 8- Point sockets are used on square bolt-heads, nuts, and screw-heads.

6- and 12-Point sockets are used on hexagon bolt-heads, nuts, and screw-heads.

Fig. 19

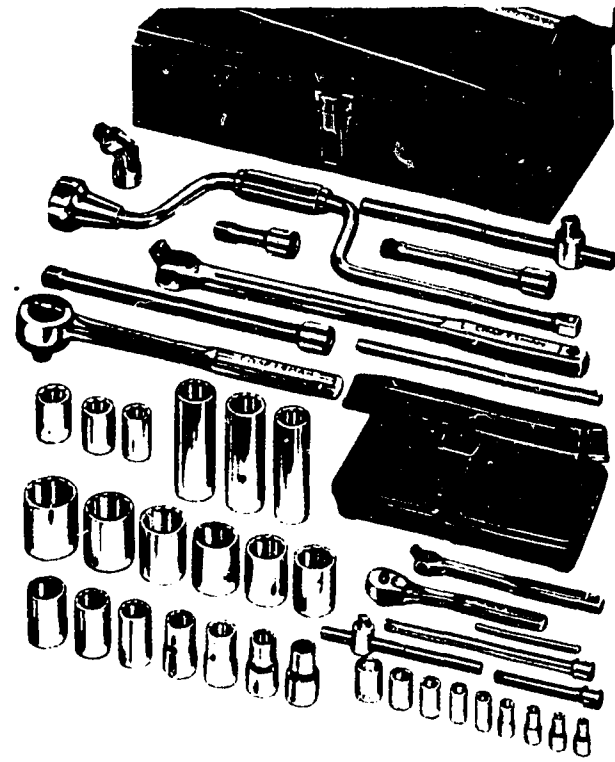

Fig. 20
A typical 45-piece socket set. *This set is made up of a 1/2" drive set and a 1/4" set. This type of set is also made with a 3/8" drive.*

Assignment:

1. What is the best type of socket to use on rusted nuts and bolts?

2. Why do some sockets have twelve points in the nut opening?

3. What is meant by the square drive opening?

4. What is a ratchet handle?

5. What is the purpose of an extension?

6. What is an eight-point socket used for?

7. What is the purpose of a deep socket?

Wrenches – Special and Miscellaneous Lesson 7

Objective: To learn what special and miscellaneous wrenches are available.

Information:

Every mechanic's tool box should include a few special and miscellaneous wrenches. In this lesson we will discuss some of the wrenches most commonly used in the auto body shop.

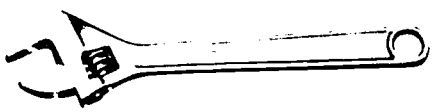

Fig. 21
Adjustable wrench

Adjustable wrenches (Figure 21) are shaped somewhat similar to open-end wrenches but have one jaw adjustable.

The angle of the opening to the handle on an adjustable wrench is 22½ degrees. The usual set of adjustable wrenches consists of a 4-, 6-, 8-, 10- and 12- inch wrench.

Although adjustable wrenches are especially convenient at times, they are not intended to take the place of standard open-end wrenches, box wrenches, or socket wrenches. Smaller adjustable wrenches are used on odd-size nuts and bolts that one of your open-end or socket wrenches does not fit. When using an adjustable wrench, there are two important points to remember. First, always place the wrench on the nut so that the pulling force is applied to the stationary-jaw side of the handle (Figure 22). Adjustable wrenches can withstand the greatest force when used in this manner. Second, after placing the wrench on the nut, tighten the adjusting knurl so the wrench fits the nut snugly.

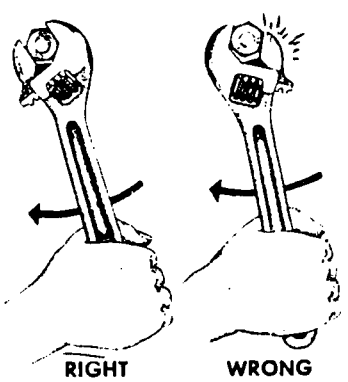

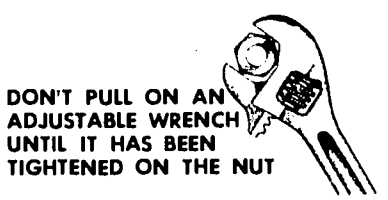

Fig. 22

A pipe wrench is needed in the auto body shop on rare occasions.

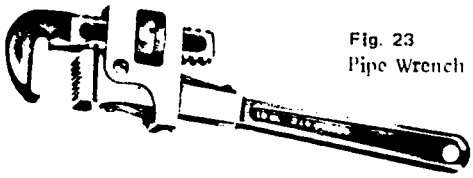

Fig. 23
Pipe Wrench

It should only be used on round objects or a nut or bolt that has been rounded by rust or by using the wrong-size wrench. No instructions are necessary on which way to pull on this wrench because it works in only one direction. However the wrench works best when the "bite" is taken at about the center of the jaws. Figure 24 shows the direction to turn the wrench and how the bite should be taken.

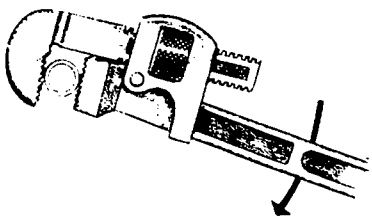

Fig. 24
Using pipe wrench

On many occasions, you will have need for a headless set-screw wrench. The trade name for this type of wrench is Allen wrench.

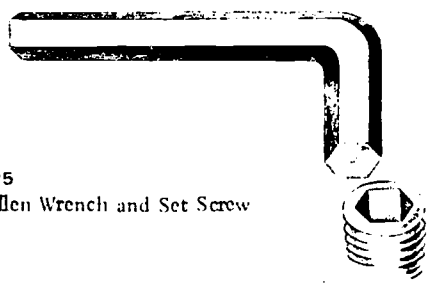

Fig. 25
An Allen Wrench and Set Screw

These wrenches vary in size according to the size of the socket in the set screws.

Set screws needing Allen wrenches to turn them are used on seat adjusting handles, instrument-panel knobs and on many of the power tools used in the trade.

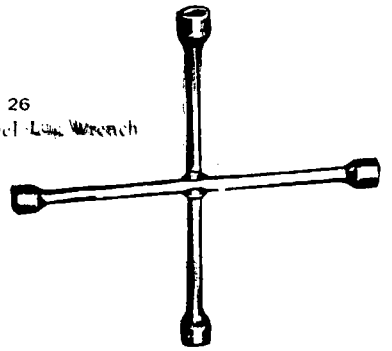

Fig. 26
Wheel-Lug Wrench

A wheel-lug wrench is used to remove and tighten wheel lugs. It is made with four legs: each leg has a different size socket on it to fit most sizes of lugs found on American-made cars.

Rules for Wrenches.

There are a few basic rules that you should keep in mind when using wrenches. They are:

1. Always use a wrench that fits the nut properly.

2. Keep wrenches clean and free from oil. Otherwise they may slip, resulting in possible injury to you or damage to the work.

3. Do not increase the leverage of a wrench by placing a pipe over the handle. This is almost certain to damage the wrench or the work.

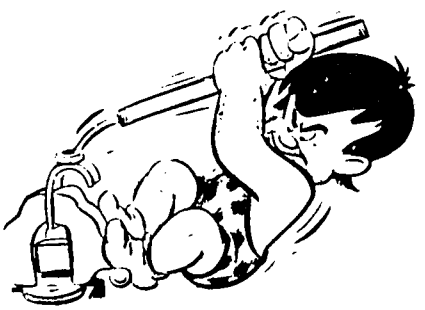

Fig. 27

4. Provide some sort of kit or box for all wrenches. This saves time and trouble and makes it easier to find them for the next job.

5. Never hammer on a wrench. That is never done on any wrench except a few types purposely made for such use.

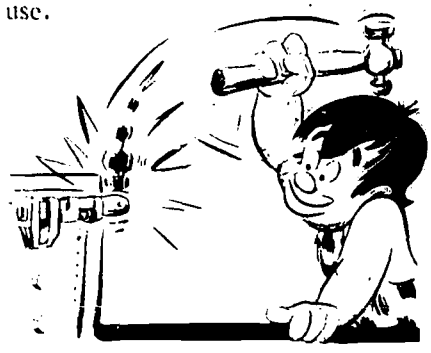

Fig. 28

Hammering on a wrench puts a strain on the wrench which it isn't designed to take. It also voids the guarantee given by the manufacturer.

6. Learn to select your wrenches to fit the type of work you are doing.

Which Wrench To Use?

Now that we have talked about all of the wrenches ordinarily used by mechanics, you may wonder how you are to find out which is the best type of wrench to use for the particular work you are doing. Should it be an open-end wrench, an adjustable wrench, a socket wrench, a box wrench, or a combination box and open-end wrench? This is something that is best learned by actual experience, but there are a few simple rules which will be helpful. The type of job to be done, the location and number of nuts or bolts are things to consider when selecting the wrench.

A little actual experience in a shop will help. After using each type of wrench in the tool kit a few times, you will find it is not difficult to select the type best suited for the job. A little thinking about the size and type of wrench needed helps. A good mechanic is the man who can use his head as well as his hands.

Assignment:

1. Name a few special wrenches and the purposes for which they are used.

2. There are many more special wrenches available. Obtain a tool catalog from your instructor and find as many as you can and list them.

3. Why is it important to use the right size wrench?

4. What is wrong with using a pipe on a wrench to gain more leverage?

Chisels – Types Lesson 8

Objective: To learn the types of cold chisels.

Information:

Cold chisels are used for cutting metal. The one most commonly used is the flat cold chisel. The auto body mechanic has need for this tool to cut rivets, cut thin metal sheets, chip metal, and split nuts.

Chisels are made from tough, high-carbon steel. Usually the bar stock from which the chisel is forged is octagonal (eight-sided) but may be hexagonal (six-sided), round, square, or rectangular. The width of the cutting edge of a cold chisel denotes its size.

After the cutting edge of a cold chisel is correctly formed by grinding, it is hardened and then tempered. Hardening the chisel gives it the property of being able to cut metal, but it must be tempered after it is hardened. Otherwise, the cutting edge would be so brittle that it would break very easily. Figure 29 shows a flat cold chisel.

Fig. 29
Flat cold chisel

Metal-cutting chisels are sharpened by grinding on an emery wheel. The general-use cold chisel is ground at an angle of 60°, shown in Figure 30. This angle is increased somewhat for cutting harder metals and decreased for those that are softer.

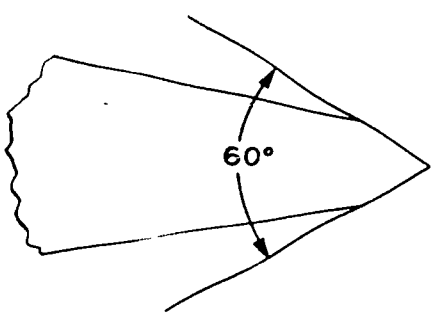

Fig. 30
Proper angle for a general-use cold chisel.

To sharpen a metal-cutting chisel, hold the chisel to the emerywheel by resting it on the tool rest (Figure 31). Notice that the index finger, curved beneath the chisel, is resting against the front edge of the tool rest. This gives good control of the chisel. It will help you to grind an equal bevel on each side.

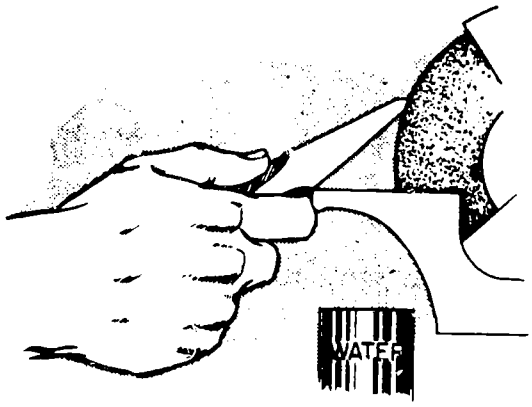

Fig. 31
Sharpening a chisel with a grinder

Notice in Figure 31 that a container of water, which is used to cool the chisel while grinding, is near the tool rest. Less heat will be developed if the chisel rests very lightly against the wheel when grinding. If the metal in the chisel begins to turn blue in color, the temper has been drawn. The edge has been softened and will not stand up in use. As long as you can touch the cutting edge with the bare hand and keep it there, you are in no danger of drawing the temper. Check this carefully while grinding.

Taking care of the head of the chisel is very important for safety. When striking a chisel with a hammer, the head will gradually form into the shape of a mushroom. This is shown in Figure 32.

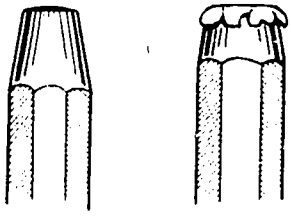

Fig. 32
Left: good chisel head.
Right: mushroomed chisel head.

When struck with a hammer, chips from a mushroomed head may break off and injure you and others. Remove these ragged edges by grinding them off.

Assignment:

Obtain a chisel that needs sharpening and the mushroomed end needs dressing. Recondition the chisel to make it usable.

Chisels – Uses Lesson 9

Objective: To learn how to use a cold chisel.

Information:

One of the earliest methods of shaping a piece of metal was to chip away the unwanted material with a hammer and chisel. We have power machines, metal snips, and shears to do this work. But it is often not practical to do the work on a machine. We will discuss a few jobs that can be done with a cold chisel.

To cut metal on a flat plate, place the metal on a heavy bench plate or a similar surface that will serve as backing for the hammer blows. Hold the cold chisel firmly in the cut; slant it slightly away from the direction in which it is cutting. (Figure 33). Cut it through on the first blow for the lighter gages of metal. Heavier gages of metal will require a second or third blow.

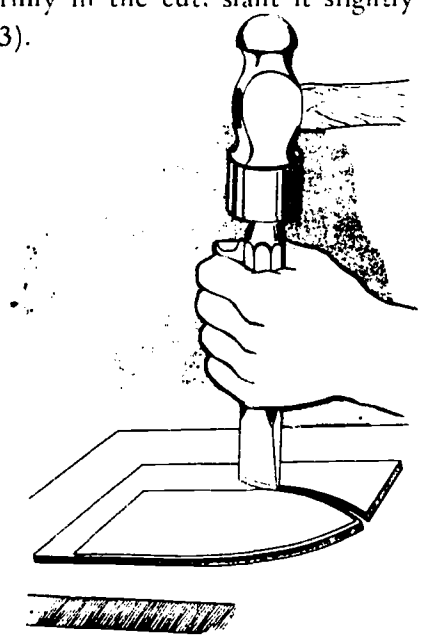

Fig. 33
Cutting metal on a flat surface.

To shear metal in a vise, hold the metal in the vise as shown in Figure 34. This provides a shearing action between the rear jaw of the vise and the cold chisel. Advance the chisel after each blow so that the cutting action takes place at about the center of the cutting edge of the cold chisel.

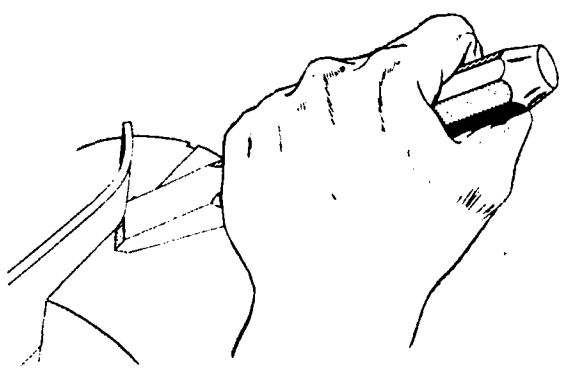

Fig. 34
Shearing metal with a chisel and vise.

To cut off a rivet or bolt head. hold the chisel with one face of the bevel flat on the surface of the job. Strike the head of the chisel with the hammer as you loosely hold and guide the chisel (Figure 35).

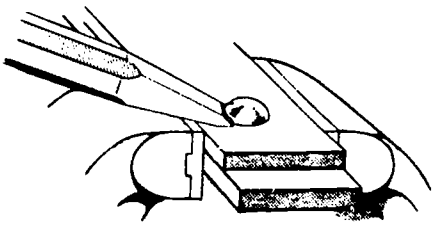

Fig. 35
Cutting off a rivet head with a chisel

Sometimes a nut will be rusted so badly that it cannot be removed with a wrench. The nut can be split with a chisel as shown in Figure 36.

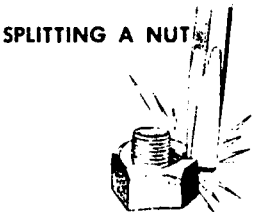

Fig. 36

There are a number of important things to remember about chisels –

1. Always use a chisel that is big enough for the job.

2. Use a hammer that is heavy enough for the size of the chisel - the larger the chisel, the heavier the hammer.

3. The chisel should be held in the left hand with the thumb and first finger about an inch from the upper end of the chisel. Hold the chisel with a rather loose grip. Then if you miss the chisel and strike your hand, it will slide down the chisel and lessen the effect of the hammer blow on your hand.

4. Keep your eyes on the cutting edge of the chisel. Swing the hammer on the same plane as the body of the chisel.

5. Always wear goggles when using a chisel and see that other workers around you wear them.

6. Always chip in a direction away from, never toward, yourself.

7. Keep your chisel sharp.

8. *Be sure* that any mushroomed metal on the chisel is removed before you use it.

Assignment:

1. Submit a sample of each operation described in this lesson to your instructor.

2. List some jobs that are not described in this lesson that can be done with a cold chisel.

Objective: To learn the types of punches available and their uses.

Information:

A hand punch is a tool that is held in the hand and struck on one end with a hammer. There are many kinds of punches designed to do a variety of jobs. Most punches are made of tool steel. The part held in the hand is usually octagonal-shaped, or it may be knurled. This prevents the tool from slipping around in the hand. The other end is shaped to do a particular job. Figure 37 shows some of the commonly used metal punches.

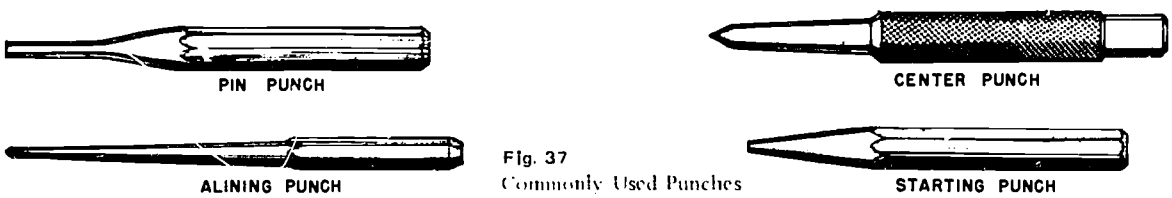

Fig. 37
Commonly Used Punches

Drift Punches

Drift punches, sometimes called starting punches, have a long taper from the tip to the body so that they can withstand heavy blows without bending. They may be used for knocking out rivets after the heads have been chiseled off. You can also use them for freeing pins which are "frozen" in their holes.

Pin Punches

After a pin has been loosened or partially driven out, the drift punch may be too large to finish the job. The follow-up tool to use is the pin punch. It is designed to follow through the hole without jamming. This is illustrated in Figure 38.

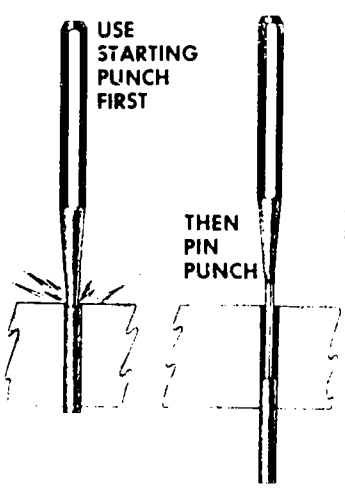

Fig. 38
Note how we use a starting punch and then a pin punch. Notice the difference in the shape of the tapers.

Aligning Punch

Every tool kit should contain an aligning or lining-up punch. This is 12 to 16 inches long and made from 5/8" or ¾" bar stock. This punch has a long taper that is used for shifting parts so that corresponding holes *line up*. The punch is especially useful when installing fenders, grilles, bumpers, doors and many other jobs.

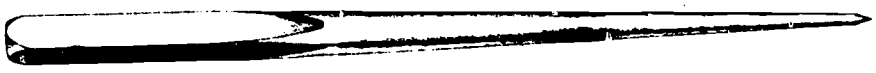

Fig. 39
Aligning Punch

Center Punch

Another punch which is very useful to the mechanic is the center punch (Figure 40). The center punch is used to mark the location of a hole that is to be drilled. If you try to drill a hole without first locating it with a center-punch mark, the drill will usually "wander" and will move all around on the piece. The mechanic will not have any control over the exact location of the hole. Figure 41 illustrates how a drill will wander without a center-punch mark.

CENTER PUNCH

Fig. 40

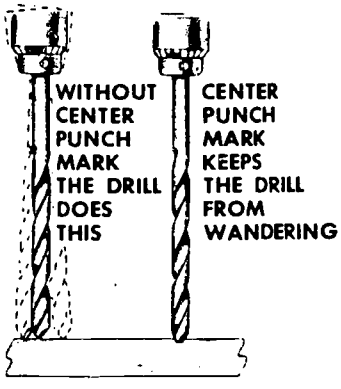

Fig. 41

Assignment:

1. Name the commonly used punches and describe how they are used.

2. Obtain a tool catalog and make a list of special-purpose punches that are not described in this lesson.

Files Lesson 11

Objective: To learn the different types of files and their uses.

Information:

There are a number of different types of files in common use. Each type may range in length from 3 to 18 inches. They are graded according to the degree of fineness and as single-cut or double-cut. Figure 42 shows a typical file and the names of the parts.

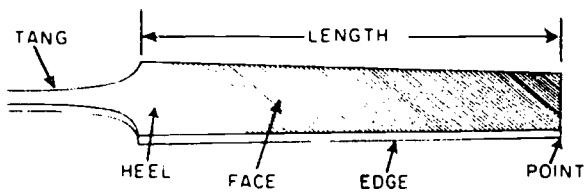

Fig. 42
File Nomenclature

Files come in different shapes, so the shape of the finished work must be considered when selecting a file. Some of the cross-sectional shapes are shown in Figure 43.

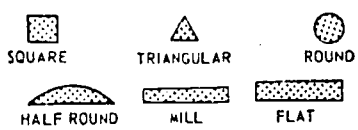

Fig. 43
Cross Sectional Shapes of Files

The teeth of the file do the cutting. These teeth are set at an angle across the face of the file. A file with a single row of parallel teeth is called a single-cut file.

Files which have one row of teeth crossing another row in a criss-cross pattern are called double-cut files (Figure 44). Criss-crossing produces a surface which has a very large number of little teeth all slanting toward the tip of the file. each little tooth like the end of a cold chisel.

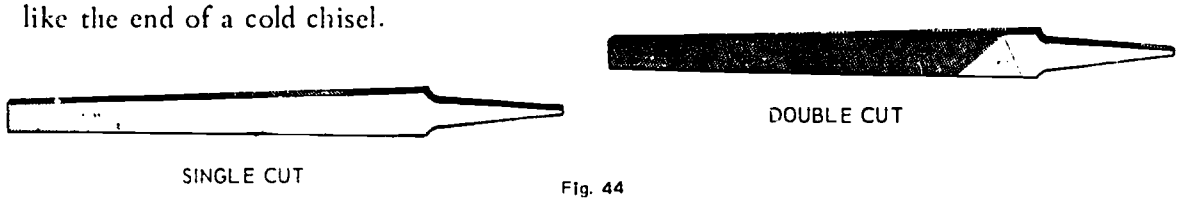

Fig. 44
Single cut and Double-cut Files

Files are graded according to the tooth spacing – a coarse file has a small number of large teeth and a smooth file has a large number of fine teeth. More metal will be removed on each stroke of the file with coarser teeth. The terms used to indicate the coarseness or fineness of a file are: rough, coarse, bastard, second-cut, smooth, and dead-smooth. The file may be either single-cut or double-cut.

Before attempting to use any file, it should be equipped with a tight-fitting handle. It is dangerous to use a file without a handle because the tang is quite sharp. If the file meets an obstruction and is suddenly stopped, the pressure of your hand against the end of the tang may result in a bad cut.

IT IS DANGEROUS TO USE A FILE WITHOUT HANDLE

Fig. 45

To put a handle on a file, first make sure that the handle is the right size and that the hole is large enough for the tang. Insert the tang into the hole in the handle; then tap the back end of the handle on the bench or the flat surface of a vise.

Fig. 46

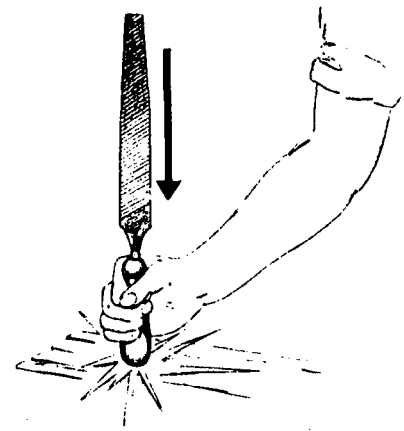

The teeth are made to cut in only one direction – when the file is being pushed forward. All pressure of the file against the work should be relieved on the back stroke. Holding a file against the work on the back stroke only helps to dull the cutting edges of the teeth. It is best to lift the file off the work before drawing it back. The file will stay sharp longer. Sharp files remove metal faster.

Beginners usually have difficulty in knowing how much pressure to use on a file. The point to remember is to use only enough pressure to keep the file cutting. Different metals and different files require a different pressure to keep the file cutting.

Never use a file after the teeth have become clogged with particles of metal. Bumping the tip of the file or the end of the handle on the bench will jar loose the filings which stick in the teeth. The best way to clean the teeth is with a file card. This is a brush with short, stiff wire bristles. If there are any chips remaining after using the file card, they should be dug out with a pointed cleaning wire called a pick. Usually a file card has a pick attached to the handle.

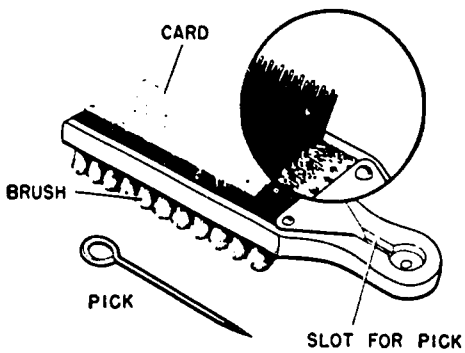

Fig. 47
File Card and Pick

Files must be sharp to do their best work. To keep files sharp, see that their surfaces are protected when not in use. Hang them in a rack which has a series of slots. Keep them away from oil, moisture and water.

Never use a file for prying. The tang is soft and bends easily. The body of the file is hard and very brittle. A slight bending force will snap it in two.

A final and very important precaution – never hammer on a file. This is dangerous because it may shatter, with chips flying in every direction.

FILES ARE NOT PRY BARS

Assignment:

Name the different types and grades of files and describe their uses.

Objective: To learn the uses of a hacksaw.

Information:

Hacksaws are used to cut bolts, metal bar stock, and metal that is too heavy for snips. There are two parts to a hacksaw: the frame and the blade. Most hacksaws are made with an adjustable frame designed to take blades which are 8, 10 or 12 inches long.

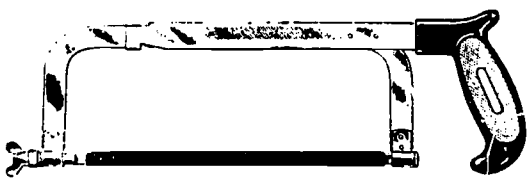

Fig. 48
Adjustable Hacksaw Frame with Blade Attached

All adjustable hacksaw frames are made so the blade can be installed in a vertical or horizontal position. The horizontal position is used when making long cuts near the edge of the stock, as shown in Figure 49.

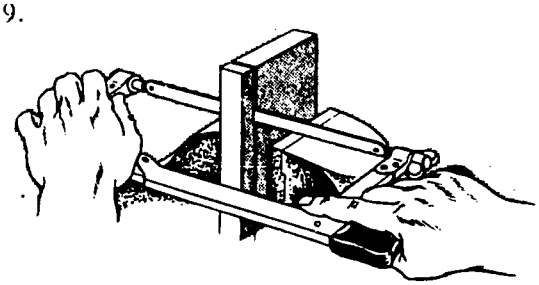

Fig. 49
Making a long cut near the edge of pieces of stock. *Note how the blade is installed in the horizontal position.*

When placing a blade in a hacksaw frame, first see that the frame is adjusted for the length of the blade. Allow enough adjustment remaining to permit the blade to be tightly stretched.

Place the blade on the pins so that the teeth point toward the front of the frame - away from the handle.

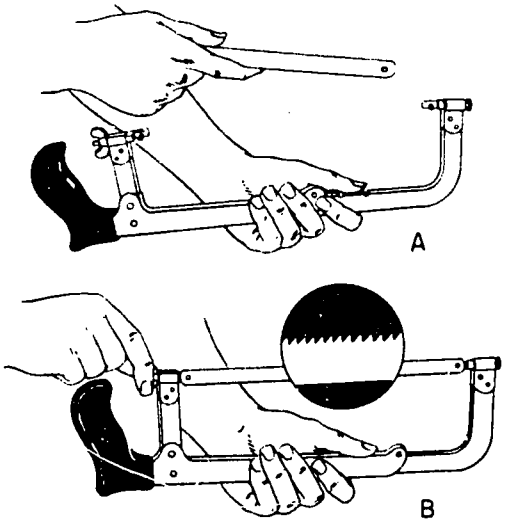

Fig. 50

Installing a hacksaw blade. *Note how the teeth of the blade face away from the handle.*

Good work with a hacksaw depends on the proper use of the saw and on the selection of the blade for the work to be done. Figure 51 will help you select the proper blade to use.

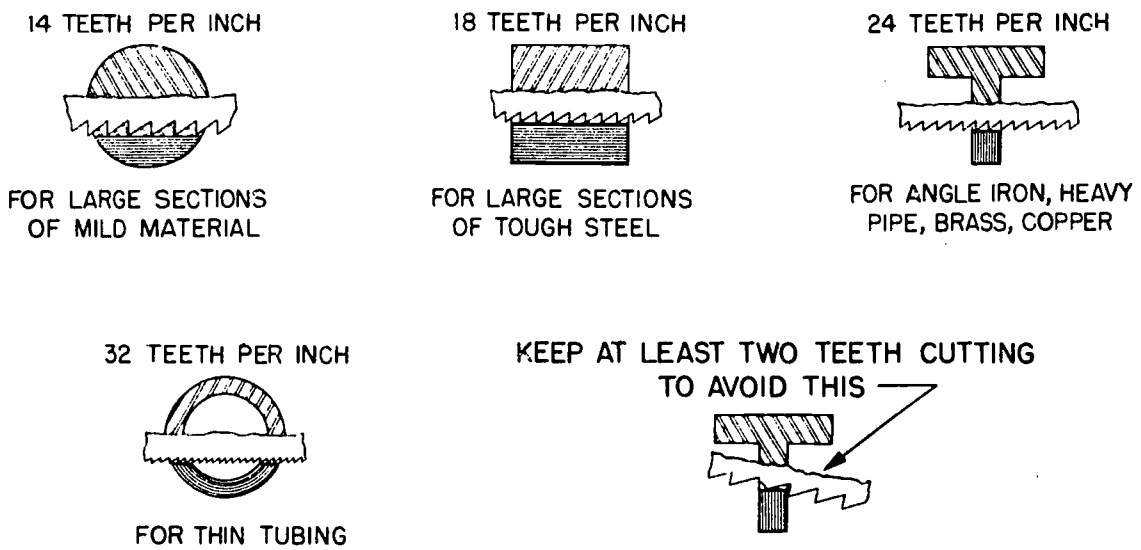

Fig. 51

Selecting the Proper Hacksaw Blade

Coarse blades with fewer teeth per inch cut faster. There is less chance of the blade choking up with chips. However, finer blades with more teeth per inch are necessary when thin metal, such as a body panel, is being cut.

To make a cut, hold the job in a vise with a minimum of overhang. This will reduce vibration, give a better cut, and lengthen the life of the blade. The hacksaw should be held as in Figure 52. Note how the index finger of the right hand is pointed forward. This aids in guiding the frame.

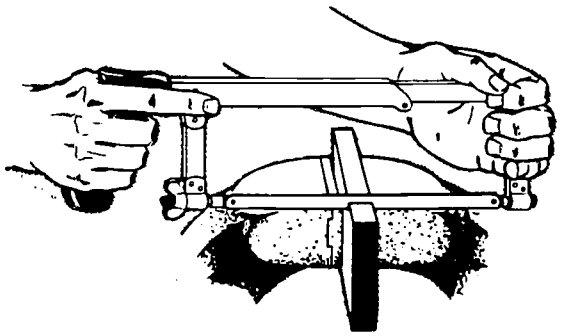

Fig. 52
Proper way to hold a hacksaw

A hacksaw blade cuts only on the forward stroke, like the file. Use sufficient pressure to bite into the metal on the forward stroke. Relieve the pressure on the return stroke.

For efficiently cutting metals of average handness, the saw should be worked at the rate of 40 to 50 strokes per minute. In cutting harder metals, the number of strokes per minute should be reduced.

Always use practically the entire length of the blade on every stroke except when starting the cut. Keep the blade moving in a straight line to avoid any twisting or binding action. Use enough pressure to keep the blade from getting pinched or jammed: this often breaks some of the teeth or breaks the blade. Saw thin metal as shown in Figure 53.

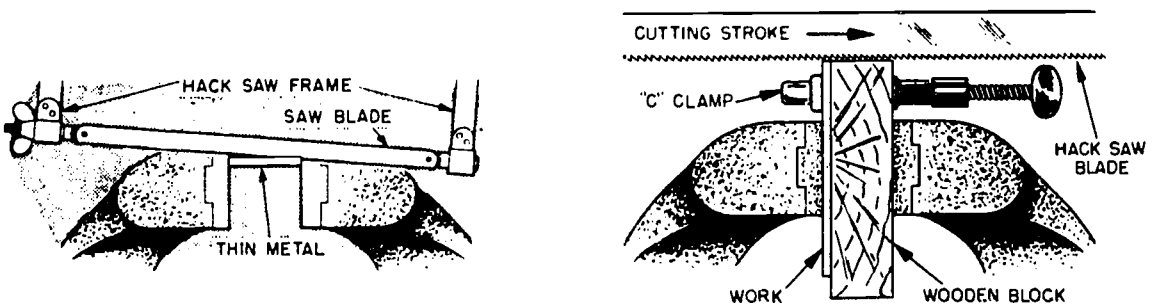

Fig. 53
How to saw thin metal

KEEP BLADE FROM JAMMING

To remove a frozen nut with a hacksaw, saw into the nut as shown in Figure 54. Start the cut close to the threads on the bolt and parallel to one face of the nut. Saw parallel to the bolt until the teeth of the blade almost reach the lockwasher. Then remove this one side of the nut completely, with a cold chisel and hammer.

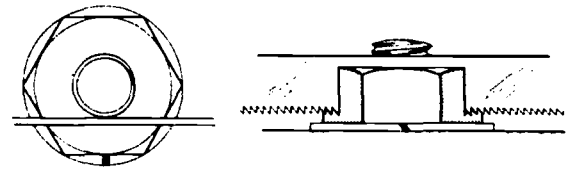

A B

Fig. 54
Removing a frozen nut with a hacksaw

Assignment:

Obtain a hacksaw from the tool room. Make the various cuts as shown in this lesson. Have them inspected by your instructor.

Tin Snips Lesson 13

Objective: To learn how to use tin snips and what types are available.

Information:

The tin snip or hand snip is one of the handiest tools for cutting light sheet metal, such as body metal. In this lesson we will discuss the three most popular snips that are used in body work.

1. The Straight Hand Snips. The straight hand snips, shown in Figure 55, have blades that are straight: cutting edges are sharpened to an 85-degree angle. Straight snips can be obtained in sizes ranging from a small 6-inch snip to the large 14-inch snip. They are designed to cut sheet metal up to one-sixteenth inch in thickness. They are used to make straight cuts in sheet metal.

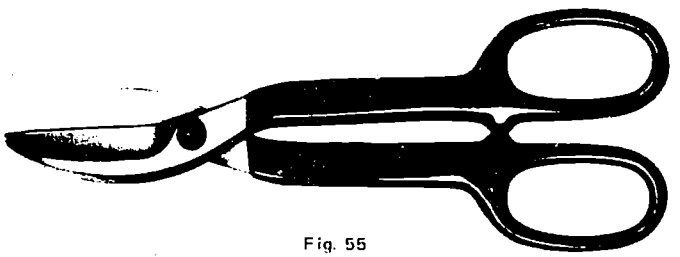

Fig. 55
Straight Hand Snips

2. Duck-Bill or Circle Snips. Duck-bill snips, like straight snips, come in many different sizes. These snips are used in the same manner as straight snips. Their main purpose is for cutting circles or intricate scrolls.

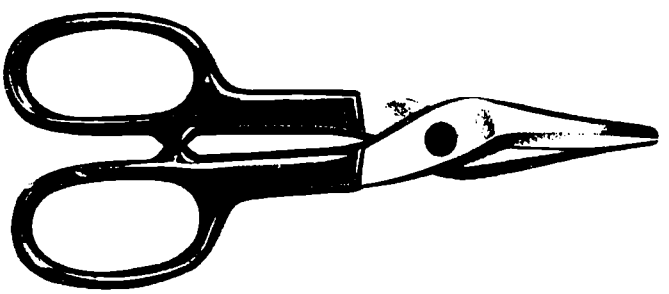

Fig. 56
Duck Bill or Circle Snips. *Used for cutting circles.*

3. Aviation-Type Snips. Aviation-type snips are designed to cut circles, squares and irregular patterns. The difference between aviation snips and duck-bill snips is that they have handles that use the compound leverage principle. This principle gives much more power to your hands: it makes cutting easier. Aviation snips will only cut in the direction for which it is designed. Left-hand snips cut to the left; right-hand snips cut to the right.

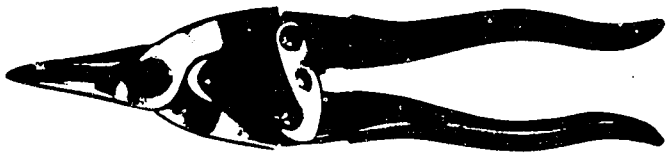

Fig. 57
Aviation Snips. *Note the difference in the handles.*

Many snips have small notches on the cutting edges of the blades. This tends to prevent them from slipping backwards when a cut is being made; it makes the cutting much easier.

To make straight cuts, place the sheet metal on a bench with the guideline over the edge of the bench. Hold the sheet metal down with one hand. Hold the snips with the other hand so that the flat sides of the blades are at right angles to the surface of the work. The snips will force the scrap metal down so that it does not interfere with cutting. Although straight cuts should be made with straight snips, any of the snips can be used for straight cuts.

To cut large holes in the lighter gages of sheet metal, start the cut by punching or drilling a hole in the center of the area to be cut out. With the aviation snips, as shown in Figure 58, make a spiral cut from the starting hole out toward the scribed circle. Continue cutting until the scrap falls away.

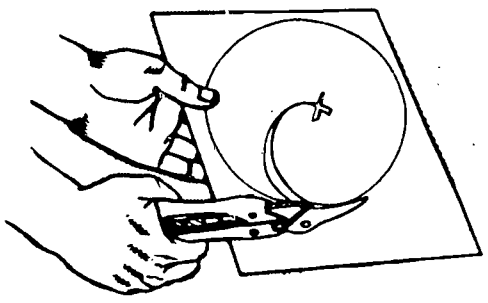

Fig. 58
Cutting an inside hole with aviation snips. *This illustration shows a left-hand-cut aviation snip being used.*

To cut a disc in sheet metal, use the aviation or straight-blade snips as shown in Figure 59.

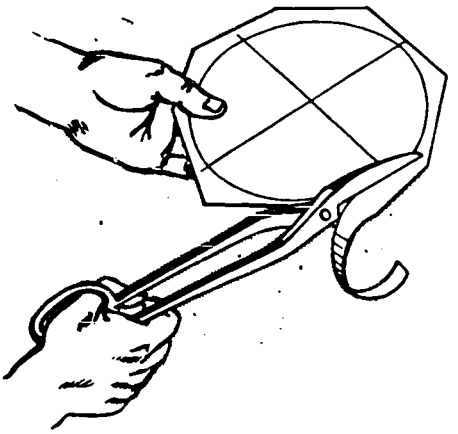

Fig. 59
Cutting a disc out of sheet metal.

Learn to use snips properly. They should be kept oiled and adjusted. Easier cutting and a cut that is free from burrs will result. Cutting heavy-gage metal will spring the blades. Once the blades are sprung the snips are useless. Use the rear portion of the blades when cutting heavy material. This avoids the possibility of springing the blades. It also gives greater cutting leverage.

Snips should be hung on hooks when not in use. This prevents the cutting edges from coming into contact with other tools which could dull the cutting edges.

Assignment:

Obtain a pair of each type of snips and some sheet metal. Make a few straight cuts. Cut a large hole in a piece of sheet metal. Cut a disc out of a piece of sheet metal.

Twist Drills Lesson 14

Objective: To learn how to use a twist drill efficiently.

Information:

Making a hole in a piece of metal is a simple operation. It is also an important and precise job. The most common tool for making holes in metal is the twist drill. It consists of a cylindrical piece of steel with spiral grooves. One end of the cylinder is pointed. The other end is shaped so that it can be attached to a drilling machine. Grooves, usually called "flutes," are cut into the steel cylinder.

The principle parts of a twist drill are the body, the shank, and the point (Figure 60). The lip or cutting edge of the drill is the part of the point that actually cuts away the metal when drilling a hole. There is a cutting edge for each flute of the drill.

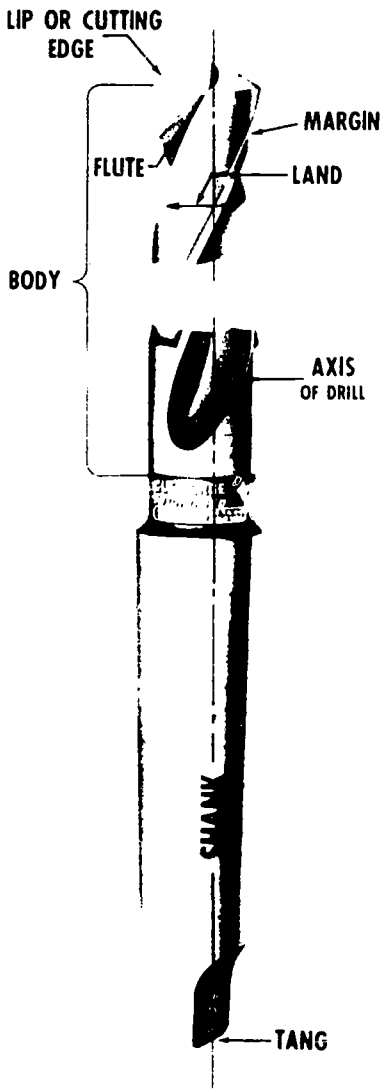

The lip clearance of a drill is the surface of the point that is ground away just back of the cutting edge of drill.

Fig. 60
Twist Drill Parts

Before drilling any material, even wood, it is a good idea to center-punch the exact location of the hole. This forms a seat for the drill point and assures accuracy. It is especially important in metal. Without the mark, the drill could "walk off" before it begins to cut into the material.

Always apply pressure on a line with the axis of the twist drill, and apply enough pressure to keep it cutting. Too much pressure will overload the motor; too little pressure will merely cause the drill to *polish* instead of cutting. Polishing will quickly dull the cutting edges of the drill.

Once you have lined up the drill with the hole, keep the drill straight. Side pressure or swaying off the line will enlarge the hole and can break the twist drill.

Clamp your work securely to prevent accidents. You can't hold it with your hands. The work can be dangerously spun around at drill speed if the drill gets jammed in the hole. *Always* hold the work in a vise or with a pair of locking pliers unless you are drilling a hole in a car or some large object that cannot be spun by the drill. Figures 61 to 65 show various ways in which the work can be held.

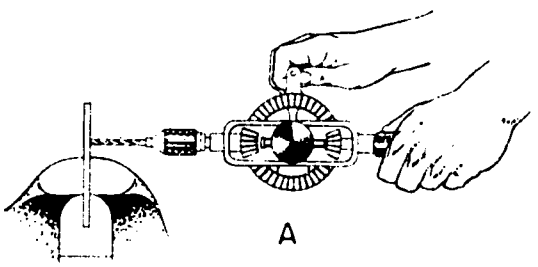

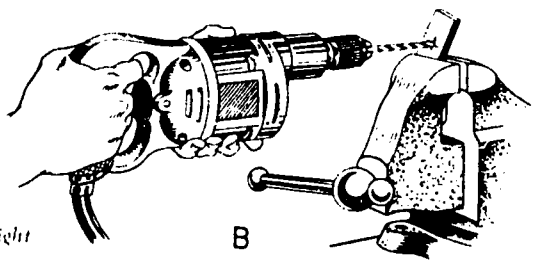

Fig. 61
Holding the work in a vise. *Note how the drill is held at right angles to the work.*

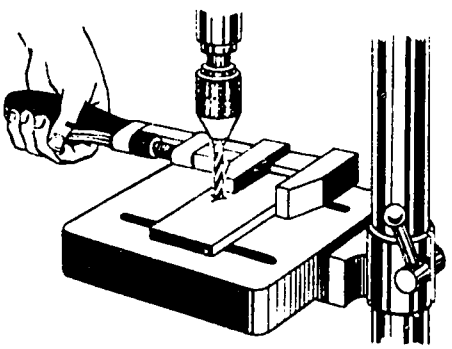

Fig. 62
Work being held with a monkey wrench.

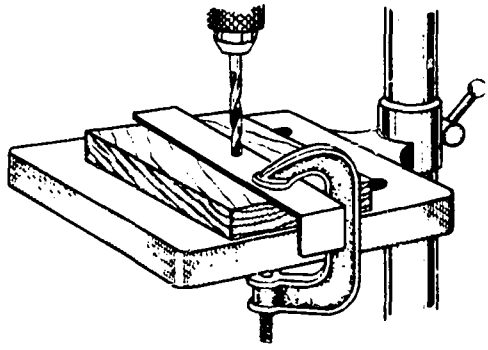

Fig. 63
Work being held by "C" clamp.

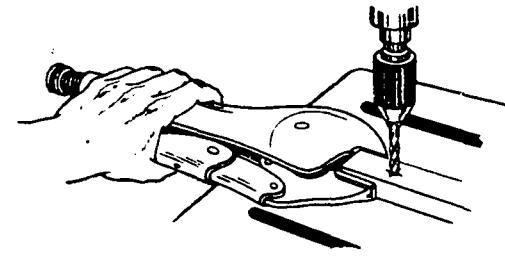

Fig. 64
Work being held by locking pliers

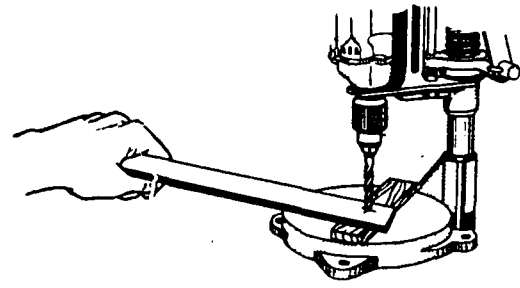

Fig. 65
WRONG *The work is being held by hand. If the drill jams, the work will spin around and injure the operator.*

Assignment:

1. Obtain scrap metal of various gages and practice drilling holes of various sizes.

2. Name the parts of a twist drill.

3. Why should you wear safety goggles when using a drill?

4. Why is it dangerous to hold small work by hand while drilling?

Pliers Lesson 15

Objective: To learn the styles and sizes of pliers and how they are used.

Information:

Pliers are made in many styles and sizes. They are used to perform many different operations. While there are many uses for pliers, they are not a substitute for a wrench. Pliers are used for gripping and holding small articles in situations where it may be inconvenient or impossible to use hands.

Slip-Joint Pliers. The pliers most commonly used in automotive work are the 6-inch combination slip-joint pliers known as combination pliers.

Fig. 66
Combination Slip-joint Pliers

The slip joint permits the jaws to be opened wider at the hinge pin for gripping large diameters. Combination pliers come in the following sizes: 5, 6, 8 and 10 inches. This is a measure of their overall length. Some combination pliers are made with a side cutter for cutting wire and cotter pins. The better grades of pliers are made of drop-forged steel to withstand hard usage.

Pliers should never be used on a hardened surface because this dulls the teeth and they will lose their grip.

Diagonal Pliers. Diagonal-cutting pliers are very useful in auto body work. They are usually referred to as "diagonals." Because the cutting jaws are at an angle, these pliers are useful for cutting wire, removing cotter pins, and cutting small objects flush with a surface.

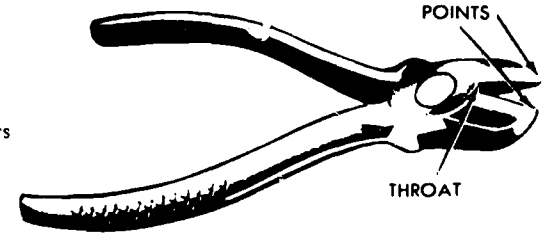

Fig 67
Diagonal cutting pliers

Long-Nose Pliers. Long nose pliers are used for getting into places with restricted clearance.

Fig. 68
Long Nose Pliers

Vise-Grip Pliers. Vise-grip pliers (actually a wrench) can be used to hold objects regardless of their shape.

The different types of vise-grip pliers are:

A. Standard vise-grip
B. Vise-grip with wire cutter
C. Vise-grip bending tool – provides a solid grip for twisting, shaping, and pulling sheet metal into shape.
D. Vise-grip "C" clamp
E. Vise-grip welding pliers – to align parts to be welded and hold in position, leaving both hands free for welding.
F. High-leverage cutter for wire and small bolts.

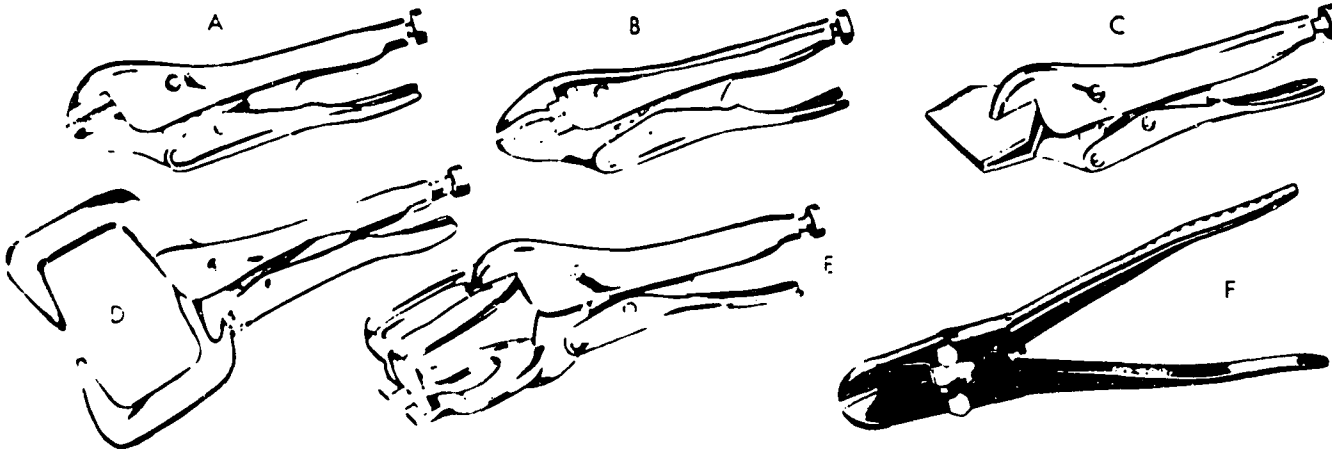

Fig. 69
Vise-grip Pliers

A screw adjustment in one of the handles adjusts the jaws to any size object. When the handles are squeezed together, the jaws will lock until they are released by moving the release handle mounted inside the handle. Figure 70 shows the release handle being moved by the little finger.

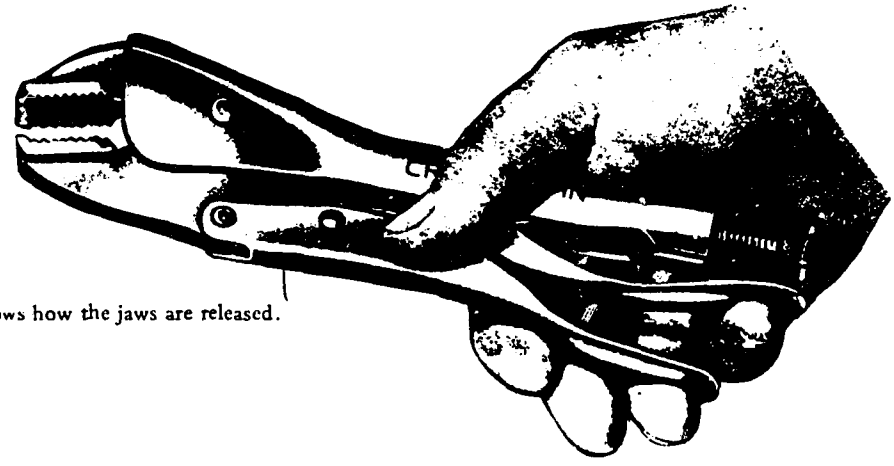

Fig. 70
Vise-grip Pliers. Shows how the jaws are released.

We have described only a few types of pliers that are available. A search through a tool catalog will reveal many more types of pliers. Many types are available for special uses.

Assignment:

Obtain a tool catalog and list the types of pliers that may be useful in the auto body repair trade.

Objective: To develop an understanding of the body bumping hammer.

Information:

Because the body designs of the automobile are made up of so many different shapes, a variety of hand bumping tools have been developed to repair damaged areas. An understanding of these tools is important so that you can choose the best tool for the job.

Hammers, dollies, spoons, and files are the most important bumping and metal-finishing tools. In this lesson, we will discuss the metal-working hammer.

The size of a hammer is determined by the size of its head. It may vary in weight from 7 ounces to 2 pounds. Since each hammer has only 1 or 2 working faces, it is necessary to have several different hammers available. Hammers should be properly balanced for accuracy of control and ease of handling.

Bumping Hammers

Bumping hammers are quite heavy: they weigh from 14 ounces to 2½ pounds. The face of the head is quite wide and nearly flat. The width of the head varies on different-style hammers, but most heads will be approximately 1½ inches. The most common shape for the head is round but some are made square. A large, slightly crowned surface spreads the force of the hammer blow over a fairly large area of the metal surface. A smaller face would tend to mark the surface.

Finishing Hammers

Finishing hammers are lighter in weight (7 ounces to 12 ounces). They are used for finishing operations. The head face is usually flat and smooth with a very slight crown.

Pick Hammers

Pick hammers come with a round head on one side and a pick on the other. The pick end is used for picking up small dents and dimples. The handle is usually longer than that on an ordinary hammer.

Cross-Peen Hammers

This type of hammer has a chisel-like pick and is used for working sharp corners and for reshaping beads.

Figure 1 shows a representative sampling of the various hammers available for the auto body mechanic.

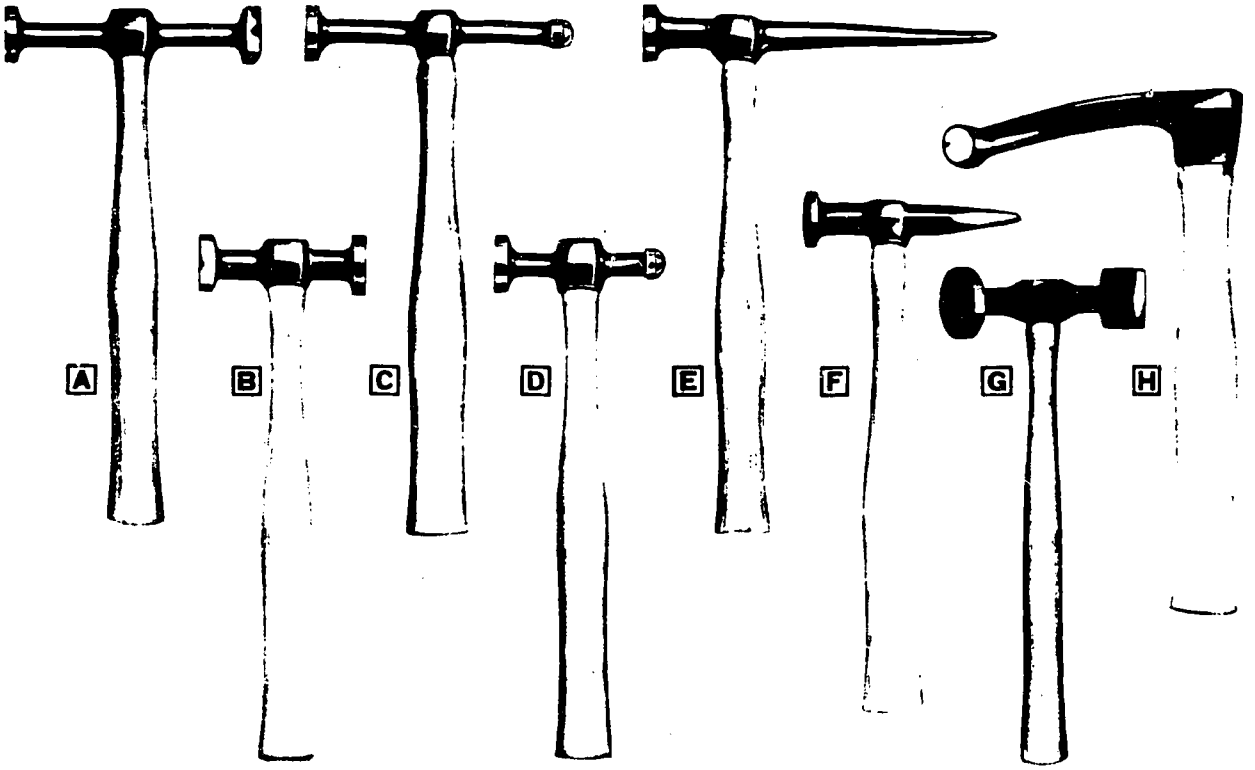

Fig. 1

A. Finishing hammer
B. Bumping hammer
C. Medium finishing hammer (ball peen)
D. Short-shank finishing hammer
E. Long-pick finishing hammer
F. Short-pick hammer
G. Shrinking hammer
H. Fender-bumping hammer. *Commonly called a goose-neck hammer. Long neck enables use on fenders without removing the tire.*

Much more detail in the use of the bumping hammer will be covered in a later lesson.

Assignment:

1. What is the difference between a bumping hammer and a finishing hammer?

2. What is the weight of a bumping hammer?

3. What is the weight of a finishing hammer?

4. What is a pick hammer?

5. What is a cross-peen hammer?

6. What is a goose-neck hammer used for?

Dolly Blocks — Lesson 2

Objective: To learn the types of dolly blocks and their uses.

Information:

A dolly block, often called a hand anvil, is used as a backing tool for the bumping hammer. It is also used as a striking tool on the underside or inside of a panel.

Dolly blocks vary widely in shape and size, so no general description can be applied to all of them.

Some of the most common types of dolly blocks are shown in Figure 2.

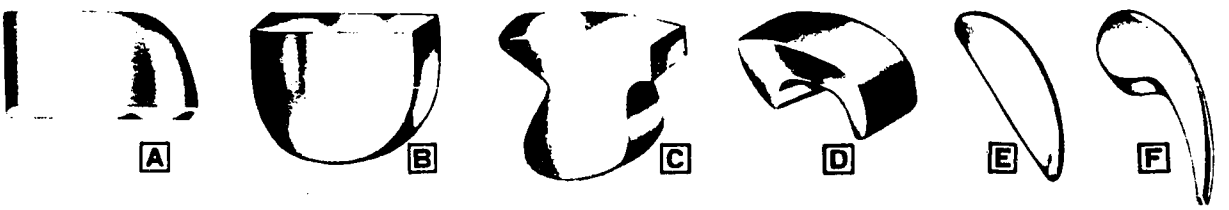

Fig. 2

A. Toe dolly: *Used for flat or low crown panels.*
B. Heel dolly: *Has wide crowned surfaces and square corners.*
C. Utility dolly: *Has combination of shapes for all-around use.*
D. Curved dolly: *Used for reaching into corners.*
E. Wedge dolly: *For tight places and shrinking.*
F. Wedge dolly: *Used under braces and roof rails.*

Many other dolly blocks are available which are not shown here. Preference of a skilled body repairman for a particular dolly block is a personal matter. The only requirement is that it fits the curve that he is trying to straighten.

Used as a striking tool, the dolly is a hand-held hammer without a handle. The utility dolly shown in Figure 2 is a good example of a dolly that can be used for striking.

Used with a bumping hammer, the dolly is actually much more than a back-up tool. Its primary purpose is to provide a reaction to the force of the hammer blow. When used properly, the dolly tends to raise the spot of metal which is touching its face. This will be explained in detail in a later lesson.

Assignment:

Obtain a variety of dolly blocks from the tool room. Practice fitting them into various parts of the body. Be sure the curves of the dolly fit the curves of the body.

Spoons Lesson 3

Objective: To learn the types of spoons and their uses.

Information:

A spoon is usually a bar of steel which has been forged flat and thin on one end or on both ends. It may be bent in a variety of shapes depending on the use for which it is intended. The forged end serves as a working face as on a dolly block. The other end serves as a handle (Figure 3).

Spoons are used in place of dolly blocks where dollies do not fit. They are also used to pry up low spots and to spring-hammer ridges or creases in a panel caused by a snap bump.

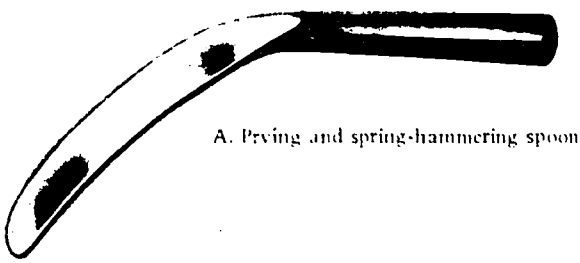

A. Prying and spring-hammering spoon

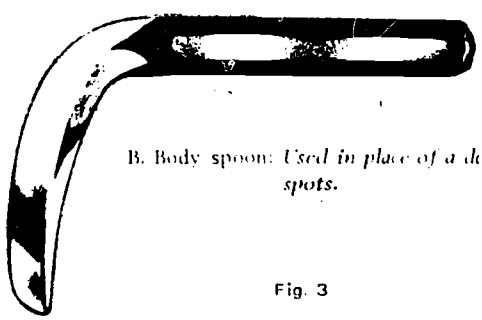

B. Body spoon: *Used in place of a dolly block and for prying hard-to-reach spots.*

Fig. 3

A snap bump occurs when an area of metal that has been pushed in snaps back into position. This happens only on low crown panels. A slightly convex, or raised, ridge or crease remains around the edge of the bump. When the spring-hammering spoon is held against the ridge and struck with a hammer, the hammer blow is spread over a large area of the ridge. The crease is pushed down to its original position.

The surface of the spoon must be kept smooth to prevent nicking or marking of the metal. A light coating of oil is sometimes used on the spoon or painted surface to prevent damage to the paint.

Note: The faces of hammers, dollies and spoons should be kept clean and polished to avoid marking the metal when a blow is struck.

The use of spoons will be covered in more detail in a later lesson.

Assignment:

List some of the many spoons available to the body trade, from a tool catalog.

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Body Files **Lesson 4**

Objective: To learn the types of body files and their uses.

Information:

Body files are used to produce a scratch pattern on the metal to show up the high and low spots on the panel area being straightened. It is also used to shape the contour of an area that has been built up with body solder or plastic filler.

The standard file blade is 14 inches long, with cutting teeth on both sides, and 8 teeth per inch. The teeth are accurately machined on a curve across the face of the blade. Each tooth has a U-shaped groove between it and the next one to allow the shavings to escape without clogging the file.

File blades are also available that have six teeth to the inch. They are used for work on soft materials such as fiberglass, plastic, and lead fillers.

File holders are obtainable in both rigid and flexible styles. The rigid style is usually made of wood and is very light in weight.

The flexible style is adjustable over a wide range of contours from convex to concave. The blade is mounted on the holder by a bolt on each end. Typical body files and holders are shown in Figure 4.

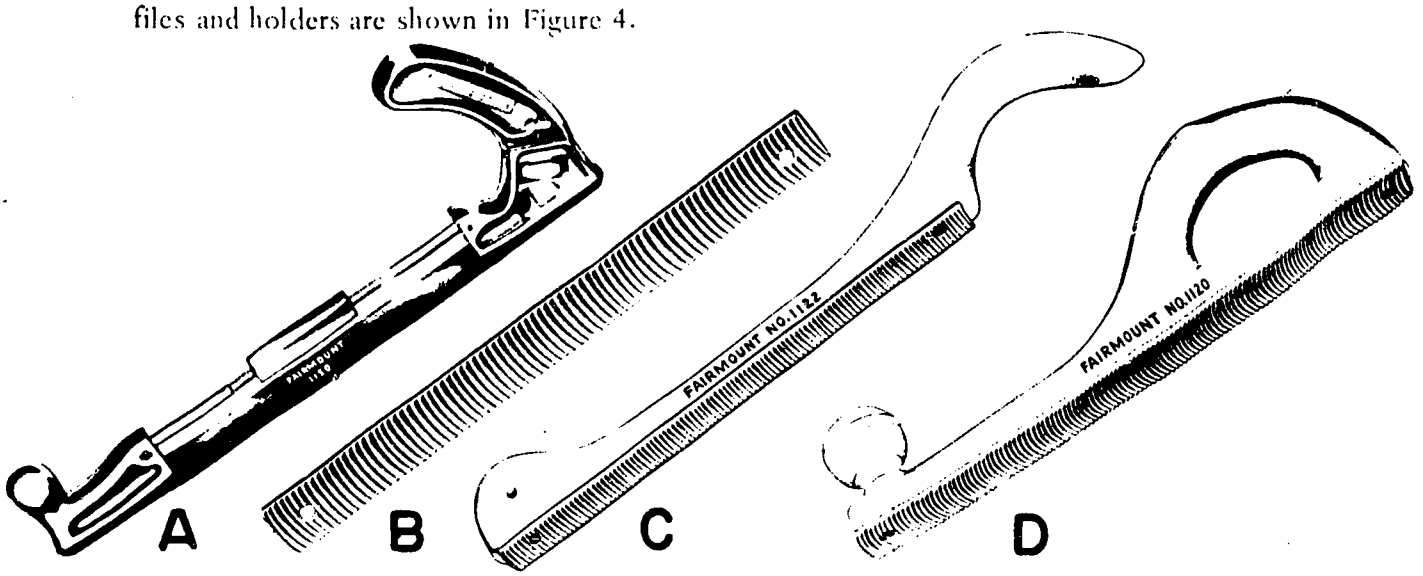

Fig. 4

A. Flexible File Holder: *Adjusted for concave and convex contour by turning turnbuckle between the handles.*

B. File Blade.

C. Wooden Holder: *Not adjustable.*

D. Wooden Holder: *Not adjustable*

The fastest, easiest tool for shaving plastic body filler is the surform file in Figure 5. The blade has about 450 open teeth which allow the shavings to pass through. This prevents the file from clogging.

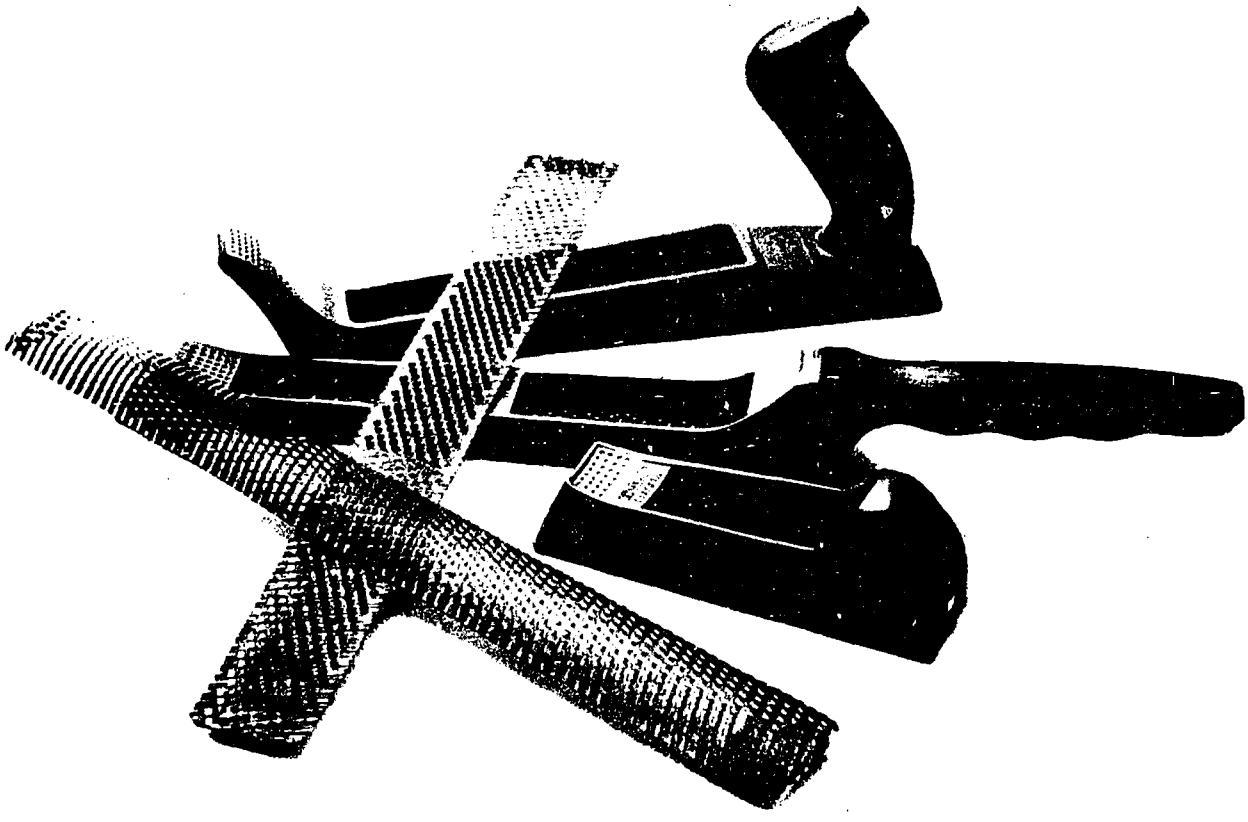

Figure 5
Surform Files

Note the open teeth which allow the shavings to go through. The half round file is used for shaping curves. The flat files are not adjustable.

Another tool, called an abrasive file, uses a coarse sandpaper. It is used for finishing plastic after using the surform file. They come in both rigid and flexible models. Rigid models are for straight surfaces. Flexible models follow the contour on curved surfaces (Figure 6). They are not really files but they are classed as files because they are used in the same way as a file.

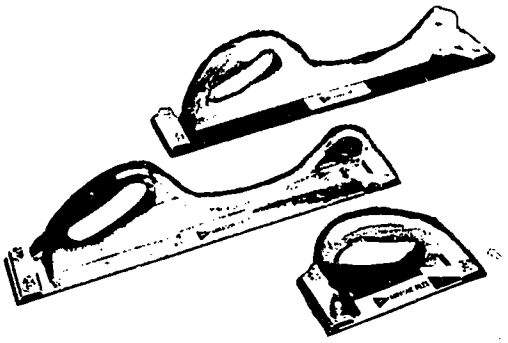

Fig. 6
Abrasive Files: *Rigid style on left, flexible style on right*

In a later lesson we will discuss how to use files in straightening metal.

Assignment:

Name and describe the various types of files in use in body work.

Miscellaneous Tools Lesson 5

Objective: To learn the various other body-working tools that are available and their uses.

Information:

In the preceding lessons of this unit, we have discussed the basic hand tools required for basic metal work. However, there are many other special tools used in body work that will make it possible for you to do better and faster work. Figures 7 and 8 show some of the tools that are available. By studying tool catalogs, you will find many more of these special auto body tools.

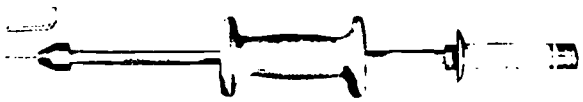

A. Slide hammer. *A hole is drilled in a bent panel and the screw end is screwed into the hole. The slide is pulled back sharply, which will pull the dent out most of the way.*

B. *A view of the end of a slide hammer.*

C. A hook end for the slide hammer. *Useful for door edges, around headlamps, tail lamps etc.*

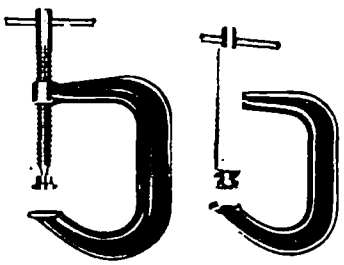

D. "C" clamps. *For holding pieces together for welding, drilling, bolting, etc.*

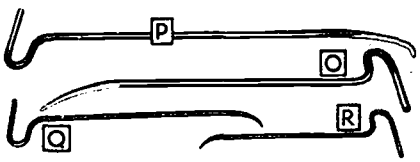

E. Body Picks. *For pushing out small dents with a prying and twisting action in very tight spots.*

Fig. 7
Body Working Tools

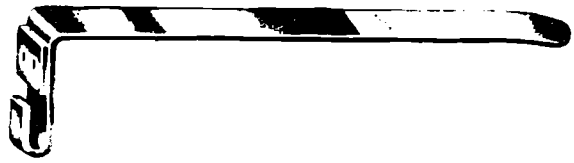

F. **Bending Iron.** *For straightening bumper back bars and brackets.*

G. **Panel Cutter.** *A must for cutting out old panels or sections for replacement.*

Fig. 7 (cont.)
Body Working Tools

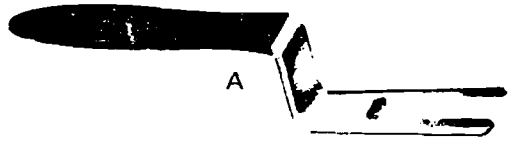

A. **Door-Handle Tool.** *For release of the spring clip on Chrysler product inside door handles. The raised edge engages the spring clip retainer by a forward movement.*

B. **Door-Handle Tool.** *For use on most General Motors and Ford cars. See Figure 9 for instructions.*

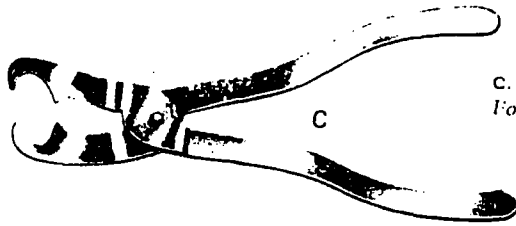

C. **Door-Handle Tool.** *For use on General Motors and Ford cars.*

D. **Car-Door Upholstery Remover**

E. **Wire Brush.** *For clearing loose paint, scale from welds, and tinning metal prior to soldering.*

Fig. 8
Body Working Tools

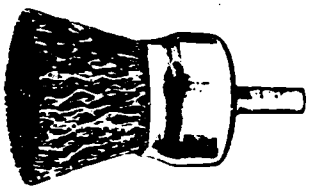

F. Wire Brush. *Same as E except that it is used with a power drill.*

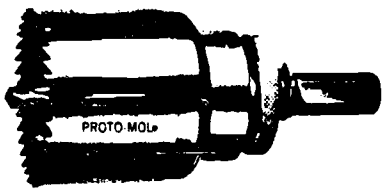

G. Hole Saw. *Used with a power drill to saw holes in metal. Comes in ¾" to 2½" sizes.*

H. Scratch Awl. *To mark metal for cutting.*

Fig. 8 (cont.)
Body Working Tools

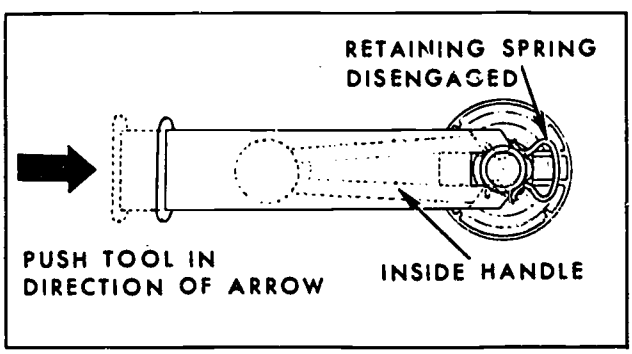

Fig. 9
Diagram showing how the door-handle tool in Figure 8B is used.

Assignment:

Obtain a tool catalog. Make a list of all special body-working tools you can find. Describe how they are used. If you cannot find directions on how to use them, ask your instructor.

Electric Drills (Portable) **Lesson 1**

Objective: To learn what an electric drill is and how to use it.

Information:

The portable electric drill is a machine especially designed for drilling holes.

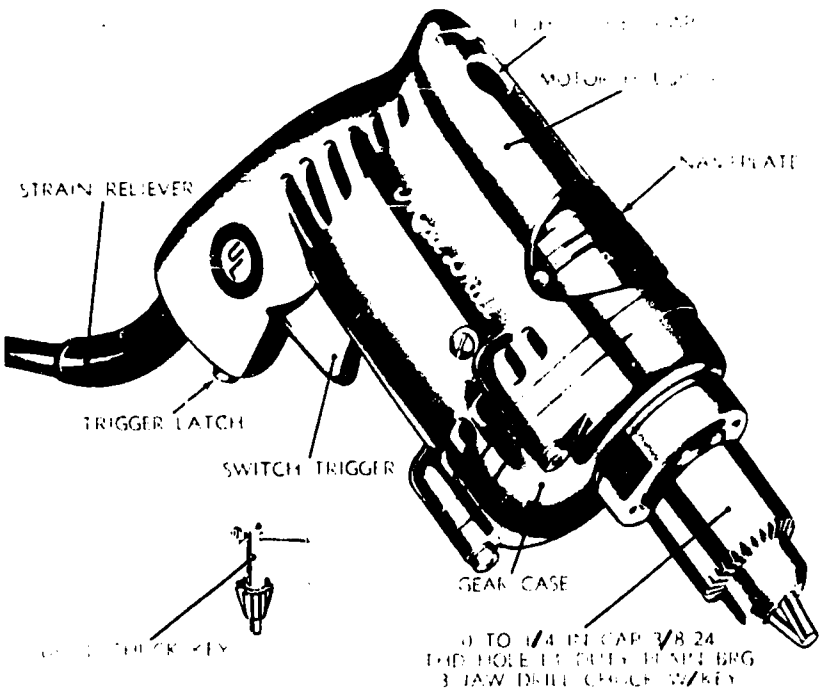

Fig. 1
Portable Electric Drill

Body workers commonly use ¼-inch drills for drilling in sheet metal and ½-inch drills for drilling frames and heavy metal. The size of a portable electric drills is determined by the maximum-size straight-shank drill bit it will hold. For example, a ¼-inch electric drill will hold a straight-shank twist drill up to and including ¼ inch.

The chuck is the clamping device into which the drill is inserted. Most chucks are of the three-jaw type which are tightened and loosened by means of a chuck key (Figure 2).

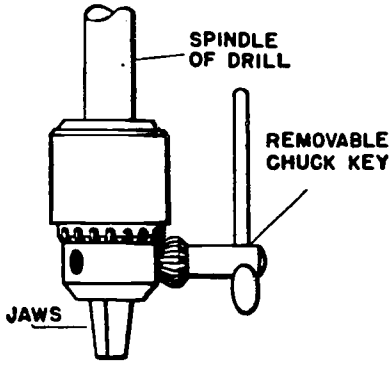

Figure 2.
Three jaw chuck and chuck key

The chuck key must be removed *immediately* after you use it; otherwise the key will fly loose when the drill motor is started. It could cause serious injury to you or one of your fellow workers. The chuck key is usually taped on the cord of the drill so that it will not be displaced or lost.

Assignment:

1. Name the parts of the electric drill.

2. In your opinion, should you wear safety goggles when using an electric drill? Why?

3. Under the supervision of your instructor, obtain an electric drill from the tool room. Drill a few holes in an old fender or panel.

The Portable Electric Grinder — Lesson 2

Objective: To learn what a disc grinder is and how to use it.

Information:

The disc grinder, or sander, is an important tool used in metal straightening. The grinder is used before filing to remove the paint and to provide a scratch pattern which will show up the high and low spots. It is also used to remove the roughness on solder or plastic filler before the area is filed. Finally, it is used to sand the repaired areas after the filing is completed,to remove any deep file scratches.

The disc grinder is much like a portable drill with an abrasive disc attached. It has a straight-type rear grip and a detachable side handle. The straight-type rear handle has a slide switch located on top. Disc grinders come in many different sizes but the most common ones found in a body shop will accommodate a 6-, 7- or 9-inch sanding disc. Figure 3 shows a typical disc grinder.

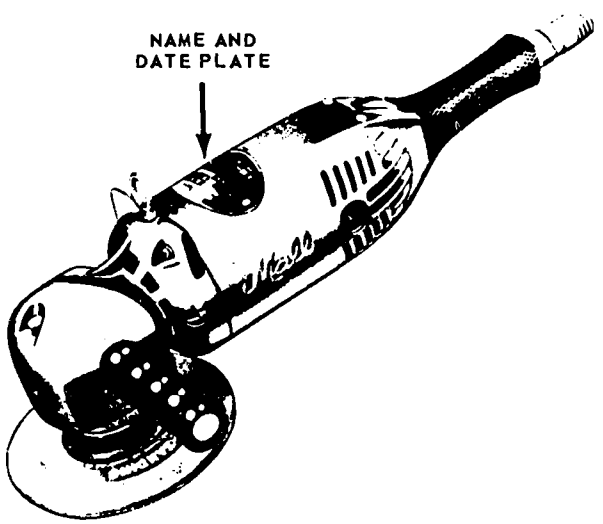

Fig. 3
Typical Electric Disc Grinder

Grinding discs are available in 2 sizes, 7-inch or 9-inch. Flexible backing pads are used under the discs and are available in 4-, 6-, or 8-inch sizes. Figure 4 shows the 4-to 8-inch sizes of flexible backing pads.

Fig. 4
Flexible backing pads. *Used on electric disc grinders.*

It is more economical to buy 9-inch discs and cut them down to smaller sizes as they wear. This is done with a disc trimmer, shown in Figure 5.

Figure 5
Disc Trimmer

The grinding disc is available in 16-, 24-, 36-, and 50-grit sizes. The number refers to the size of the grit particles on the disc. The 16-grit size has the largest particles, while the 50-grit has the smallest or finest. Coarse discs are used for rough, or first-cut work. The finer discs are used for the finishing cuts after the rough work has been completed.

Grinding discs are also available in open-coat and closed-coat designs. These terms refer to the spacing of the grit on the backing paper. On the open-coat the grit is spaced further apart than on the closed-coat.

The open-coat disc is used for removing paint before filing because it does not plug up as fast. The closed-coat disc is used for grinding metal.

Grinder Safety Rules

The speed of the portable grinder varies from 4,000 to 5,000 R.P.M. For this reason, extreme caution should be exercised when grinding.

1. Always wear safety goggles when grinding.

2. Never use a torn or broken disc. A damaged disc will cause the machine to vibrate and cause pieces of the disc to fly off and injure someone. The torn disc could catch on the work and twist the grinder out of your hands.

3. Be sure the machine is properly grounded. It is properly grounded if the cord uses a three-prong receptacle plug.

4. Place sander on the floor when it is not in use. Then there is no danger of its falling off the car or bench and breaking.

5. When using the sander at lap joints, drip moldings, loose bolts, clips, and sharp edges, be extremely careful to prevent the disc from catching and twisting the grinder out of your hands.

Assignment:

1. What are the grinder safety rules?

2. What is the grinder used for?

3. What is the difference between a grinder and a sander?

4. What is the R.P.M. of a grinder?

5. Look up the R.P.M. of a polisher.

6. What size grinder is used in body work?

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The Bench Grinder Lesson 3

Objective: To learn the uses and care of the electric bench grinder.

Information:

The electric bench grinder is designed for hand grinding operations, such as sharpening chisels, screwdrivers, or grinding drills. It is also used to remove excess metal, and smoothing metal surfaces.

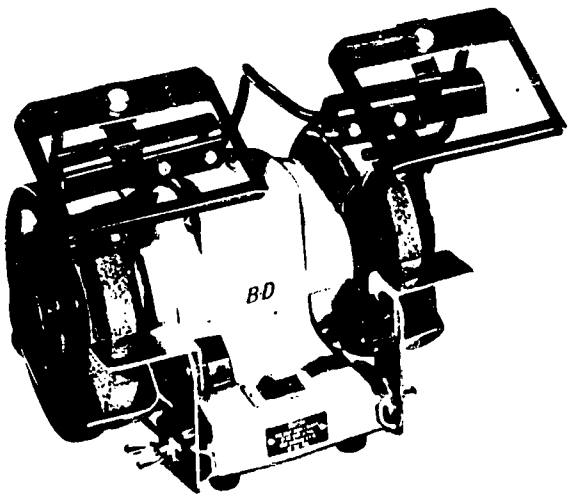

Fig. 6
Electric Bench Grinder

It is usually fitted with both a medium- and fine-grain abrasive wheel. The medium wheel is used when a deep cut is to be taken, or a considerable quantity of metal is to be removed. For sharpening tools or grinding to close limits, the fine wheel should be used because it removes metal slowly and it gives the work a smoother finish. The fine wheel also does not generate enough heat to anneal the metal. Wire brushes, polishing wheels, or buffing wheels can be substituted for the grinding wheels.

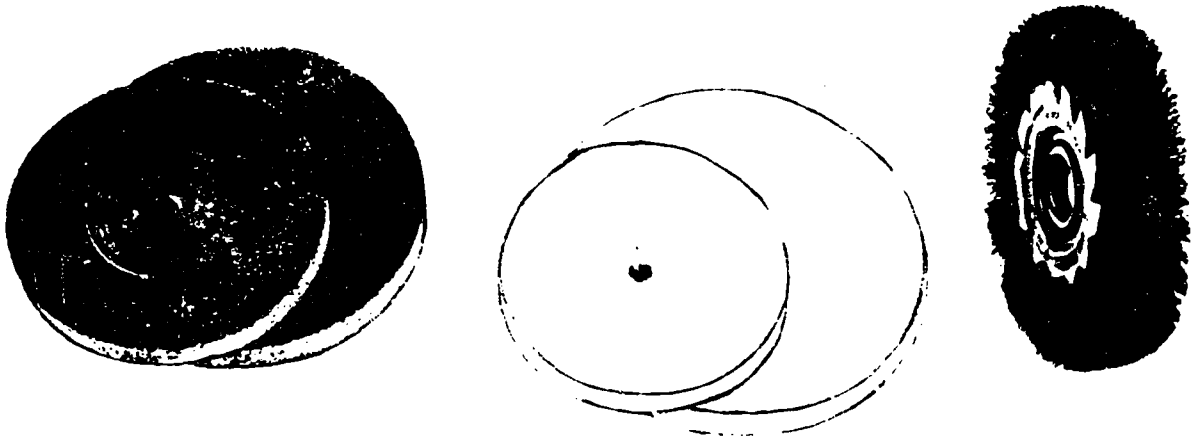

Fig. 7
Left: Grinding wheels. Center: Buffing wheels. Right: Wire wheel.

To protect the operator during the grinding operation, an eye shield and wheel guard are provided for each wheel. A tool rest is located in front of each wheel to rest and guide the work. The rest can be removed for grinding odd-shaped or large work.

When starting a grinder, turn it on and stand to one side until the machine comes up to full speed. There is always the possibility of a wheel flying to pieces when coming up to full speed. Never force work against a cold wheel. Apply work gradually to give the wheel time to warm up; this minimizes the possibility of the wheel breaking up.

Handle grinding wheels carefully. Before replacing a wheel, always check it for cracks. Make sure that a rubber or fiber gasket is placed between each side of the wheel and its retaining washer. Tighten the spindle nut just enough to hold the wheel firmly. If the nut is tightened too much, the clamping strain may damage the wheel. When replacing a wheel, *be sure* that the wheel will stand the speed of the grinder. The speed that the wheel will take is usually marked on the wheel or on its container.

When grinding, always keep the work moving across the face of the wheel. Grinding against the same spot on the wheel will cause grooves to be worn on the face of the wheel. Keep all guards tight and in place. Keep the tool rest adjusted, so that it just clears the wheel. *The rest should be at or just below the center line of the wheel* to prevent jamming of the work between the tool rest and the wheel.

Wear goggles even if eye shields are in place on the grinder.

An abrasive wheel often gets out of round, and the grinding surface gets out of shape. When this happens it is time to *dress* or *true* the wheel. A dressing tool is provided for dressing an abrasive wheel. The wheel dresser shown in Figure 8 is the kind usually found in most shops: it is very simple to use. Notice that the tool rest has been secured close to the wheel. The feet at the bottom of the dresser ride on the tool rest; the cutters touch the wheel.

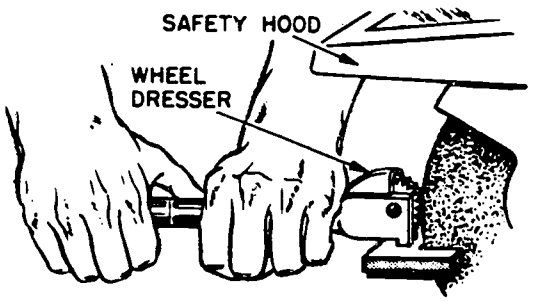

Fig. 8
Dressing an Abrasive Wheel With a Wheel Dresser

To dress the wheel, start the grinder. When the grinder is up to speed, move the handle of the dresser ahead to bring the cutters into contact with the wheel. Then move the dresser across the face of the wheel until the surface is clean and square to the sides. This is an eye-hazardous operation. **WEAR YOUR GOGGLES.**

Assignment:

1. Describe the electric bench grinder.

2. What is the medium wheel used for?

3. What is the fine wheel used for?

4. What other types of wheels are available for the bench grinder?

5. Why should you stand aside when starting a bench grinder?

6. Explain how the tool rest should be adjusted. Why?

7. What is a wheel dresser? When should you use it?

How to Use the Bench Grinder — Lesson 4

Objective: To learn how to use the bench grinder.

Information:

To keep tools in the best usable condition, cutting edges must be sharpened frequently. Chisels, punches, drills, tinsnips, screwdrivers, panel cutters, and other hand tools are shaped or sharpened on an abrasive grinding wheel.

Grinding may be defined as the shaping, or wearing down, of a surface by means of the cutting action of thousands of abrasive grains on the surface of the grinding wheel.

In this lesson, we will discuss a few of the jobs that may be done on a bench grinder. We are concerned with the jobs that are most frequently performed in a body repair shop.

Grinding Metal Stock

To grind a straight edge on metal stock, adjust the tool rest so that it just clears the wheel and is approximately at the center line of the wheel. Keeping the edge of the stock parallel with the center line of the grinder shaft, pass the stock across the face of the wheel. Grind across the entire width of the piece, using medium pressure, which will keep the wheel cutting without slowing its speed. This wears the wheel evenly and helps prevent overheating.

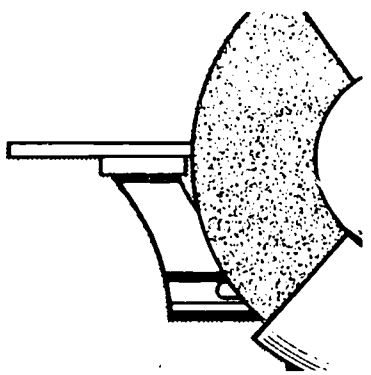

Fig. 9
Grinding a Straight Edge on Metal Stock

To grind a bevel on an edge, hold the stock as shown in Figure 10. Pass the stock from left to right as you do when grinding a square edge.

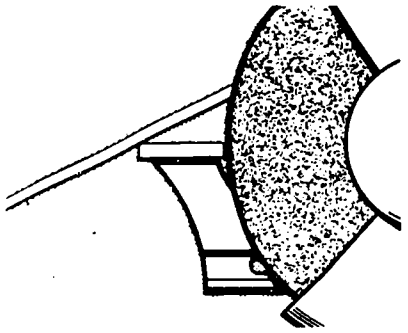

Fig. 10
Grinding a Bevel on Metal Stock

To grind a radius, hold the end of the stock being ground so that you can move it from left to right across the face of the wheel, as shown by the small double-headed arrow in Figure 11. Hold it down firmly on the tool rest. With the other hand, swing the arc shown by the longer curved arrow.

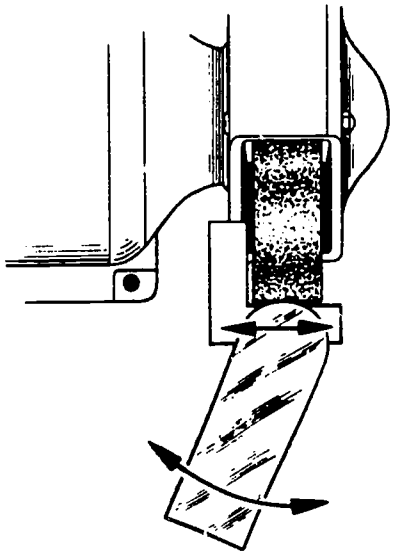

Fig. 11
Grinding a Rounded Edge on Metal Stock

Dressing Tools

The dressing of tools is an important part of tool maintenance. Dressing includes grinding the tools when they have become out of shape or dulled, or shaping the tools for a specific job.

To sharpen a center punch, cradle the end of the punch between the index finger and thumb of one hand as shown in Figure 12. Resting the hand on the tool-rest of the grinder, move the punch into light contact with the wheel with the center line of the punch at a 45° angle with the face of the wheel. With the thumb and index finger of the other hand, rotate the punch in the direction of the arrow in Figure 12. The angle between the center line of the punch and the wheel should be about 15° when sharpening a prick punch.

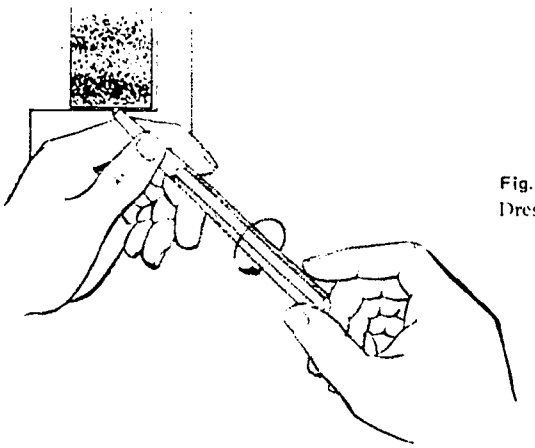

Fig. 12
Dressing a Center Punch With a Bench Grinder

To dress a screwdriver, dress the sides so that the blade is symmetrical in shape. Then square off the end by grinding a straight edge on metal stock as shown in Figure 9.

To sharpen tin snips, open the snips as shown in Figure 13. Rest the blade on the tool rest. Hold the handle of the blade being ground level; let the other handle slant downward at an angle of 15 or 20 degrees. Holding the blade lightly against the wheel, move it from left to right across the face of the wheel.

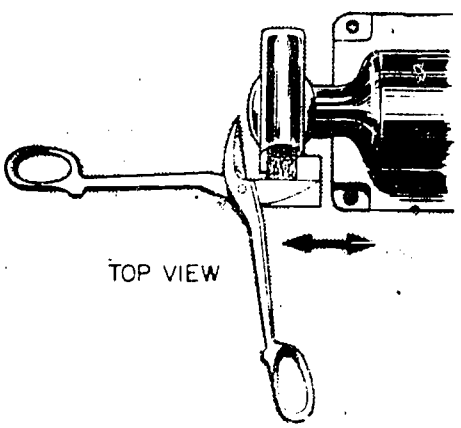

Fig. 13
Sharpening Tin Snips on a Grinder

Sharpening a chisel was covered on pages 63 and 64.

It is not recommended that a beginner attempt to sharpen a twist drill. Sharpening a twist drill by hand is a skill that is mastered only after much practice and careful attention to detail. Therefore, it is recommended that you use a tool grinder such as is shown in Figure 14. This tool grinder will enable you to sharpen drills accurately. As a result, they will last longer and will drill more accurate holes.

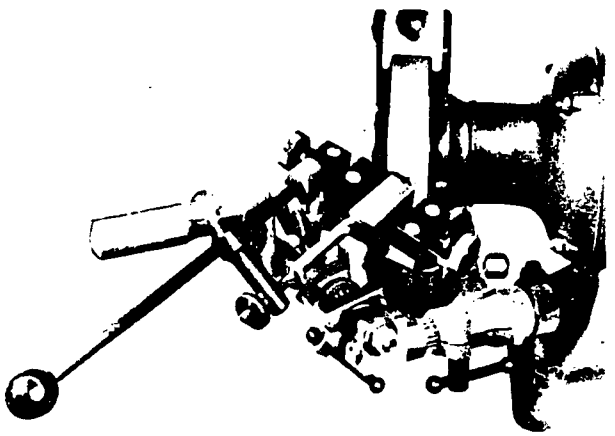

Fig. 14
Grinding a Twist Drill With a Tool Grinder

Assignment:

1. Describe the various jobs that can be done on a bench grinder.

2. What safety rules should you follow in using a bench grinder?

3. Obtain some 3/16" x 2" stock. Grind one end flat. Grind the other end at a bevel.

4. Obtain some 3/16" x 2" stock. Grind a radius on each end.

Power Chisel Lesson 5

Objective: To learn what a power chisel is and how it works.

Information:

The pneumatic power chisel or air hammer consists basically of a steel piston, which is reciprocated (moved backward and forward) in a steel barrel or cylinder by compressed air.

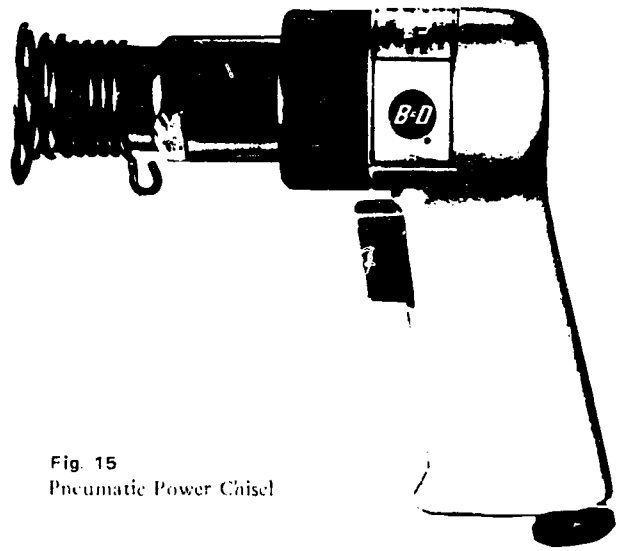

Fig. 15
Pneumatic Power Chisel

On its forward stroke, the piston strikes the end of the chisel, which is a sliding fitting in a nozzle on the end of the barrel. The back and forth movement of the piston is controlled by a throttle valve located on the grip handle. Projecting from the bottom of the grip handle is the air inlet. The chisel is held in the barrel by a spring which locks the chisel into the barrel. The spring allows for quick changes of the chisel; and it prevents the chisel from loosening and shooting out of the hammer.

The power chisel can be used for a variety of jobs by changing the removable chisel. It can be used for straight chiseling, panel cutting, as a scraper, spot weld breaking, riveting, nail hammering, as a pin punch, or any job that requires hammering.

The power chisel can be bought in a kit made especially for body work. A typical kit is shown in Figure 16.

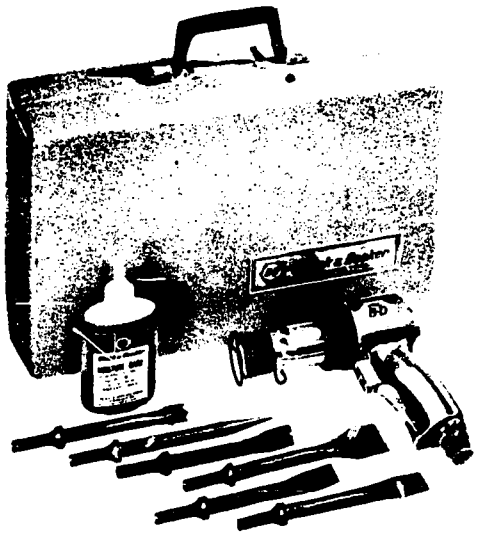

Fig. 16
A complete power chisel set. *This set can be used for panel cutting, hole punching, rivet busting, straight chiseling, and scraping paint or undercoating.*

Any air hammer should not be operated without safety goggles. All other persons in the vicinity should also wear goggles.

While working *never* point the power chisel in the direction of other workers. The tool can be accidentally ejected and cause serious injury. If you must lay the power chisel down, always remove the tool from the nozzle. Should the hammer be accidentally started when the tool is free, the blow of the piston may drive the tool out of the nozzle with great force; it may damage equipment or injure another worker.

Assignment:

1. What are the safety rules for using a power chisel?

2. How does a power chisel work?

3. What jobs can be done with a power chisel?

Body Jacks

Lesson 6

Objective: To learn the uses and care of the body jack.

Information:

Special hydraulic jacks are used in body work. They provide more force than the hammer and dolly.

The hydraulic jack consists of three main parts: the pump, hose, and ram.

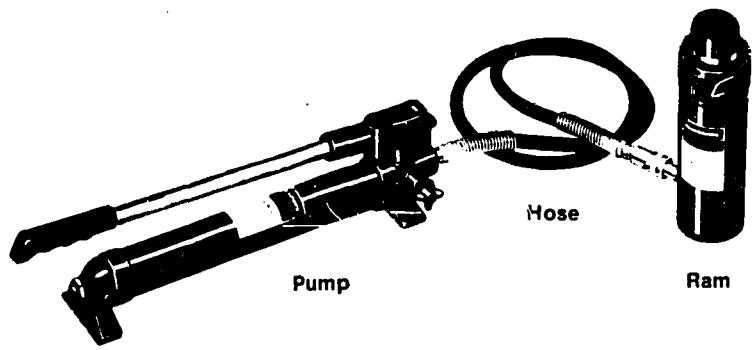

Fig 7
The Basic Parts of a Hydraulic Body Jack

It works on the principle of oil pumped under pressure through the hose into the ram. The pressure of the oil forces out the plunger in the end of the ram. Hydraulic jacks come in 1-, 4-, 10- and 20-ton capacities. To withstand the pressure, the hose is constructed of oil-resistant rubber that is reinforced with woven steel wire. The oil is held in a reservoir in the end of the pump.

The ram can be used in any angle or position. The pump can be used in any position from horizontal to vertical with the hose end down.

To operate the jack, the release valve is turned clockwise for jacking. To release, the same valve is turned counterclockwise. While jacking, the pump can be stopped at any time and the ram will hold until it is released. The length of hose connecting the pump and ram enables the operator to stand back away from the ram. If the ram should slip or something should break while the jack is being used, the operator is safely out of the way.

On most jacks, the ram end of the hose has a quick-change coupler to make it possible to use a variety of rams on the same pump. You can push, pull, spread

and clamp very quickly to speed repairs. Figure 18 shows a selection of rams that are available to do practically all jobs that you may be required to do in a body shop.

1. Short Long Ram.

2. Long Push Ram. *Note that the oil intake is on the BOTTOM left of the cylinder*

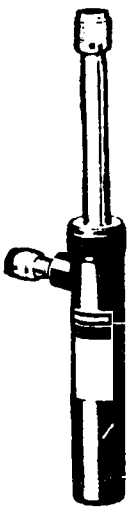

3. Pull Ram. *Note that the oil intake is at the TOP (left) of the cylinder*

4. Heavy Duty Wedge Ram. *Used for spreading in tight places*

5. Light Duty Wedge Ram.

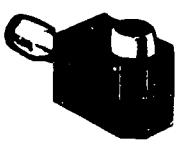

6. Short Ram. *Has a 8-8 inch stroke but can get into very narrow places such as frame rails and rocker panels*

Fig. 18
Quick-change rams. *All may be used with the same pump.*

On many jobs, it is necessary to hold the jack set-up with one hand and pump with the other hand. You may also have a helper to do the pumping. An air hydraulic pump has been developed for these difficult situations. The pump is actuated by air when a lever is pushed. This allows the operator to control the pump with his toe, knee, elbow or heel. One man can make faster, more accurate set-ups because both hands are free to work.

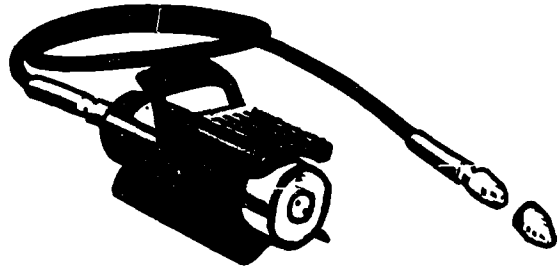

Fig. 19
Air Hydraulic Pump

The ends of the ram and ram plunger are threaded so that a great variety of attachments and extensions can be added to the ram. The operator can make the set-up that is necessary for the job at hand. By using the right combination of extentions and attachments, the jack can be used to push, pull, bend, lift, press and clamp. The combinations shown in the following illustrations are basic set-ups. Hundreds of other combinations are possible to help you do many jobs easily and quickly (Figures 20, 21 22, and 23).

PUSHING

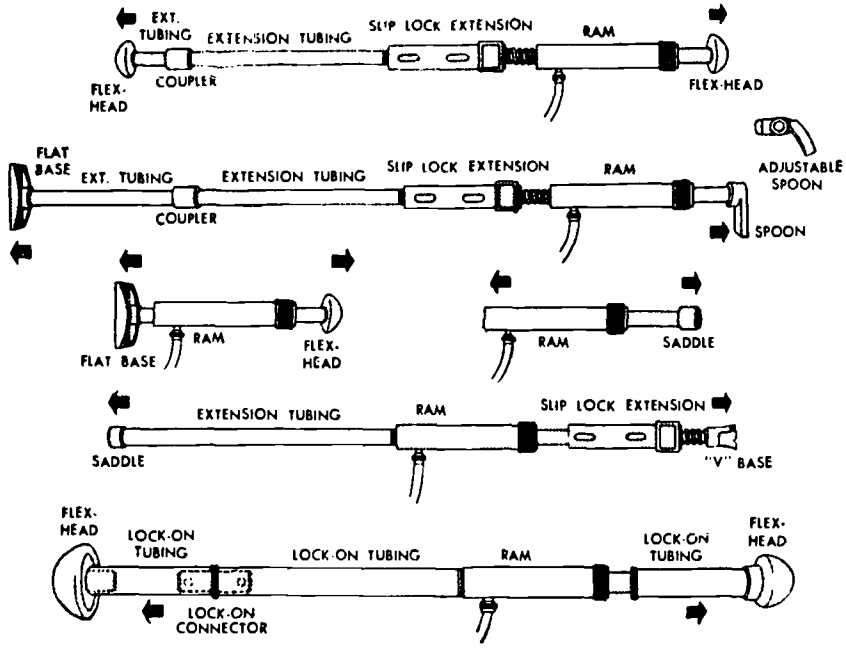

Fig. 20
Pushing Combinations

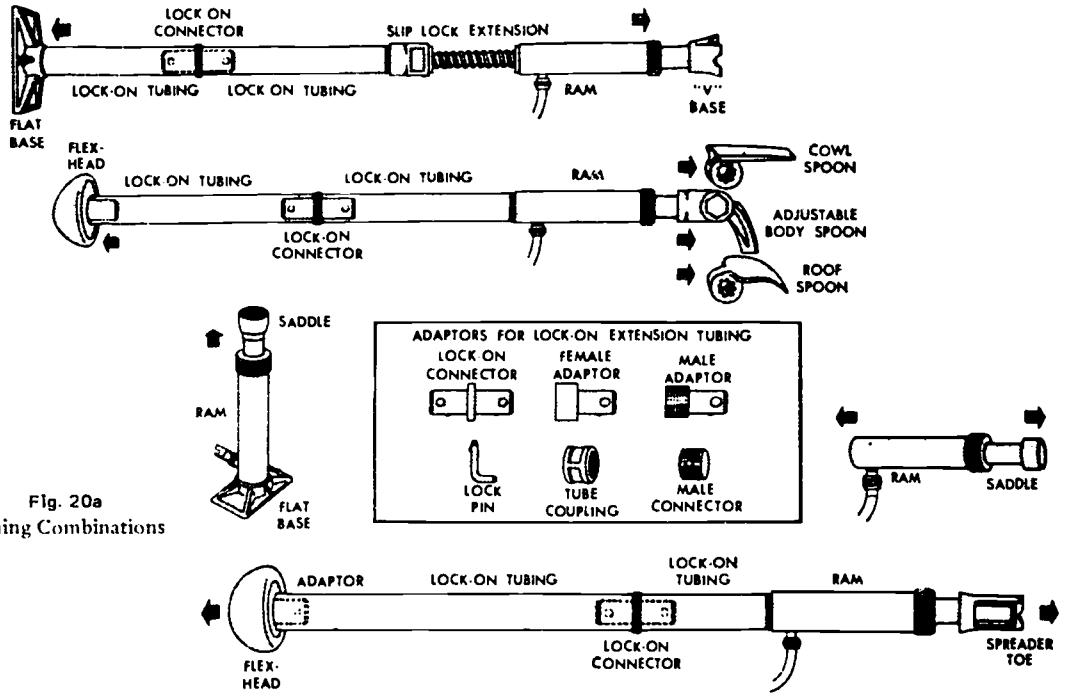

Fig. 20a
Pushing Combinations

PULLING

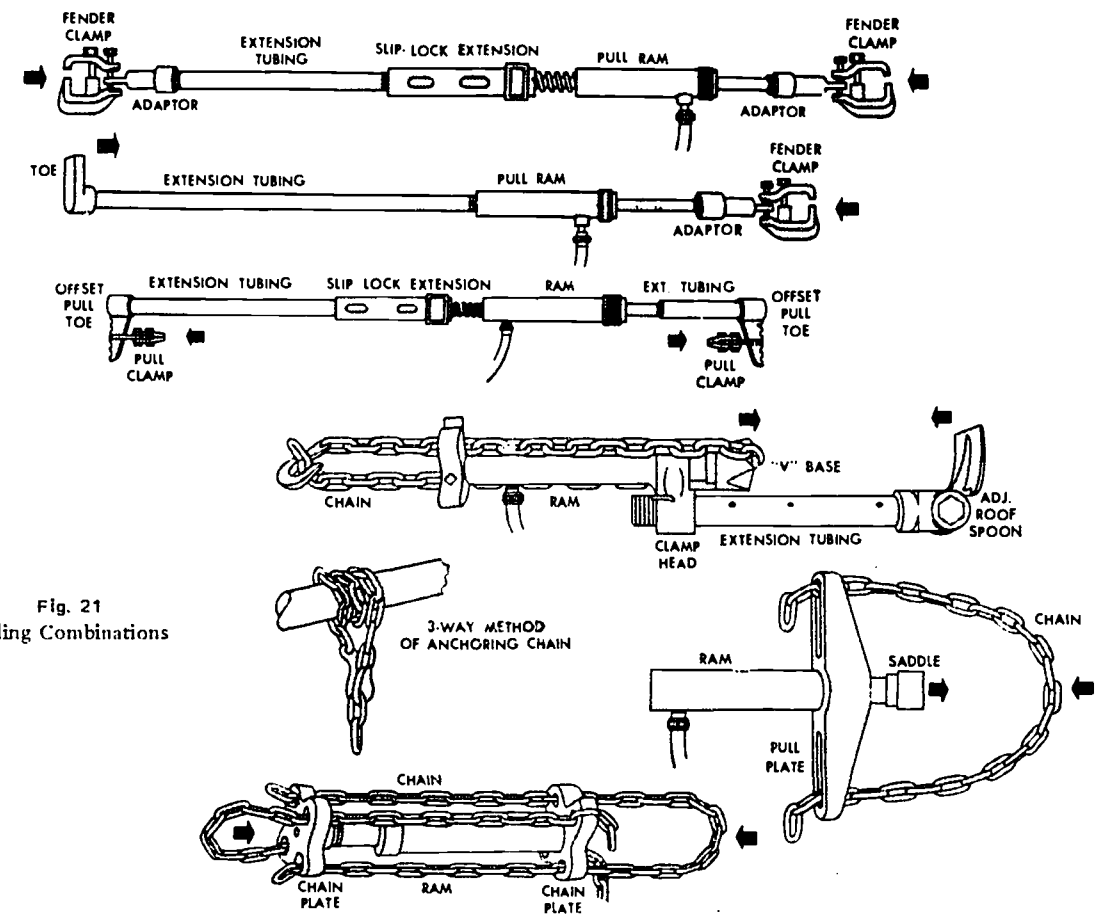

Fig. 21
Pulling Combinations

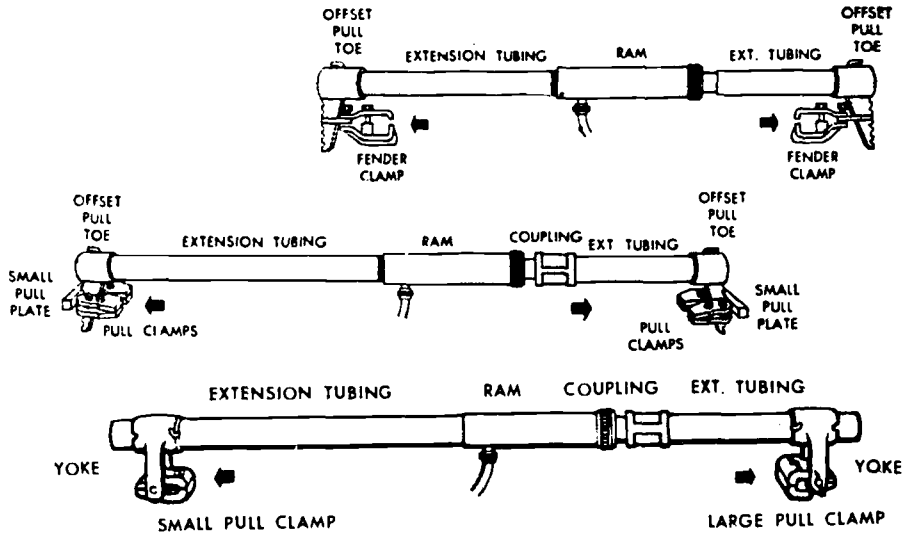

Fig. 21a
Pulling Combinations

SPREADING

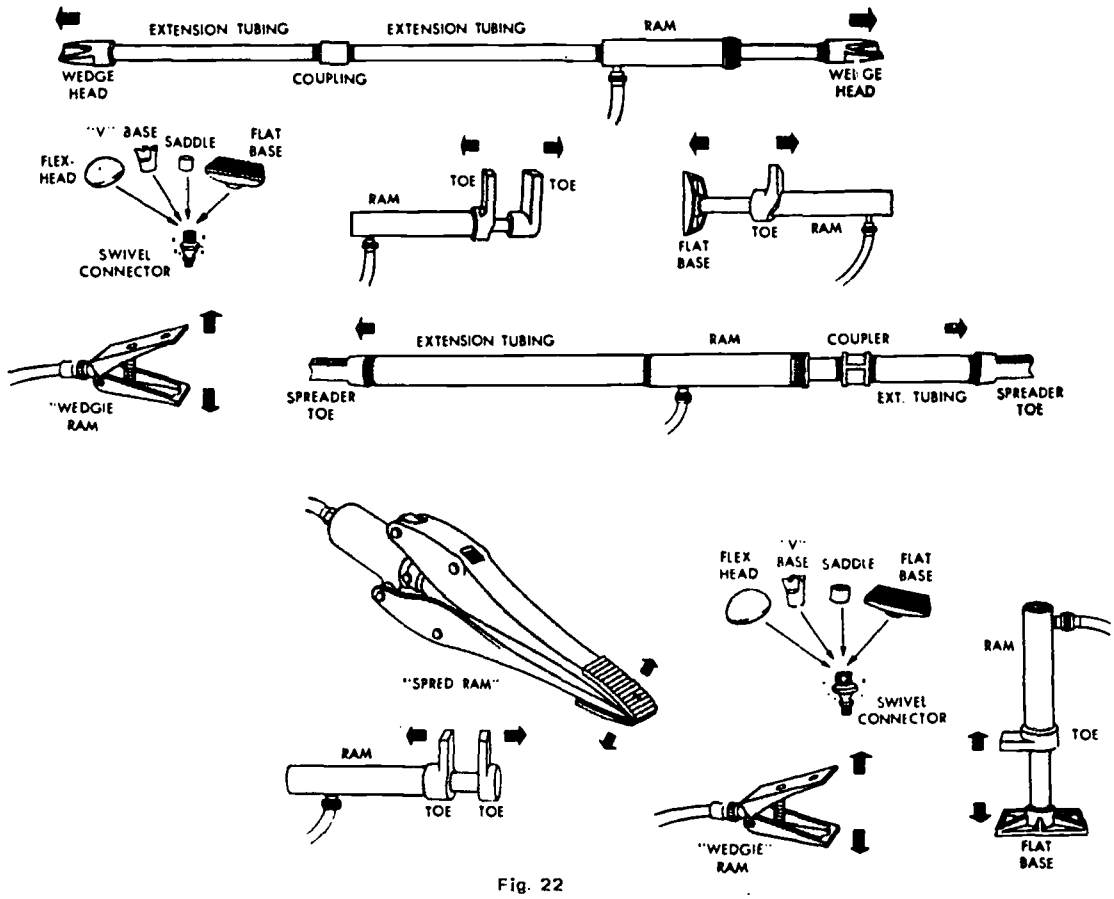

Fig. 22
Spreading Combinations

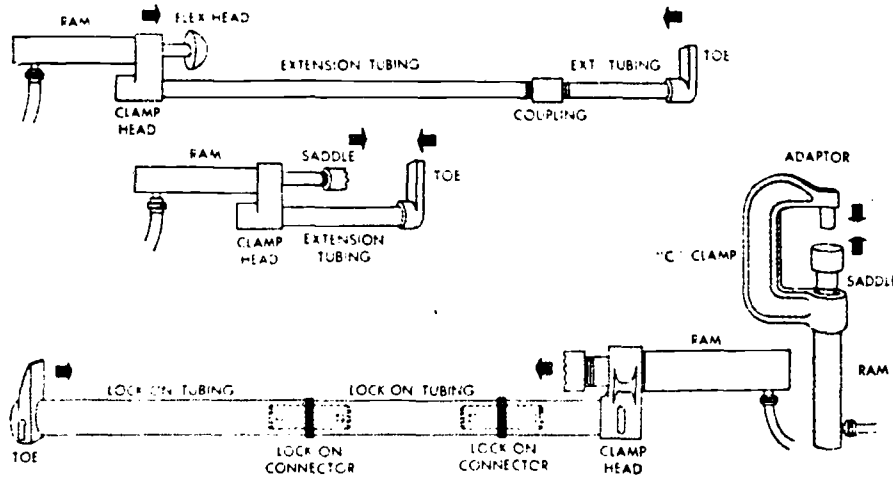

Fig. 23
Clamping Combinations.

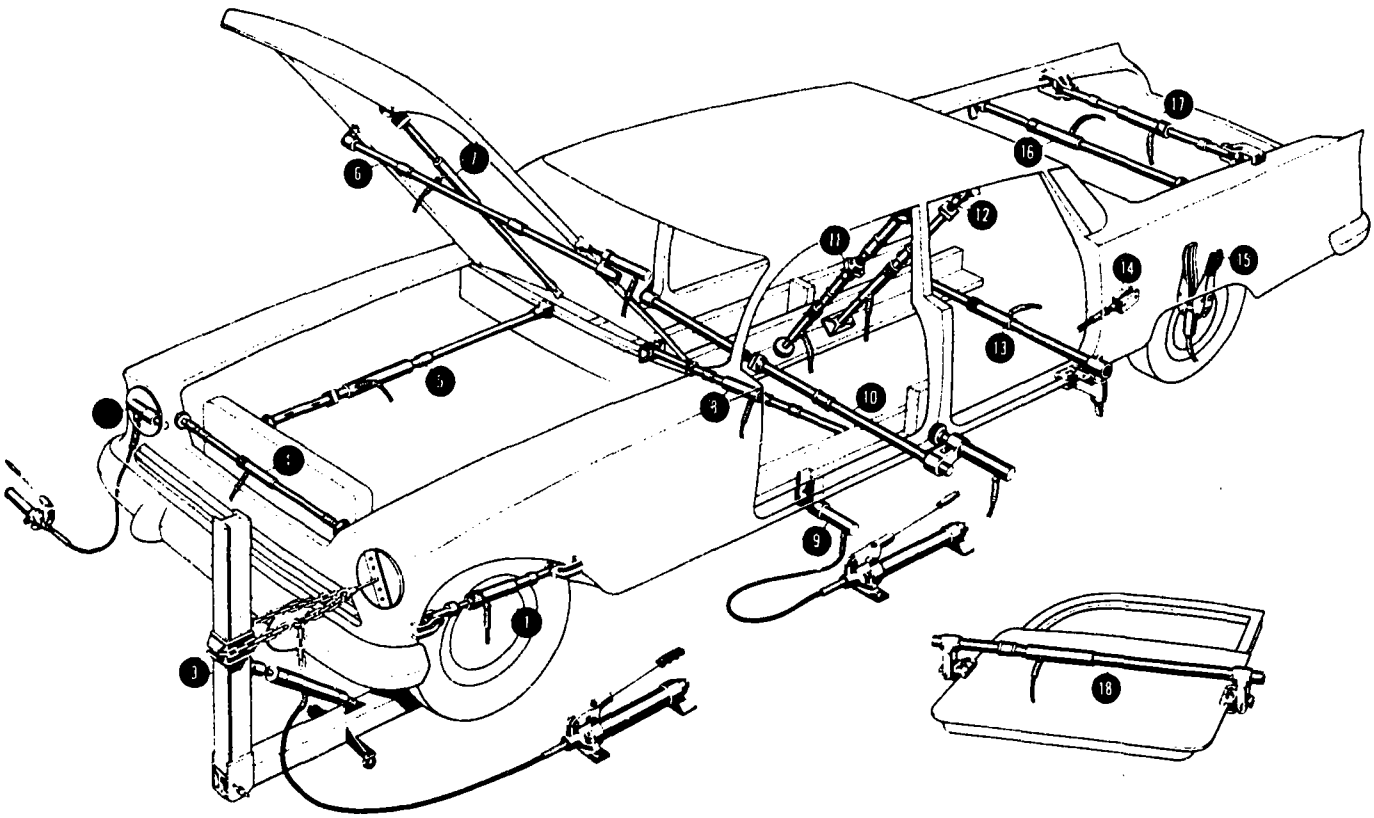

Fig. 24
Using the Various Set-ups

In the illustrations in Figures 20 to 23, notice that some tubing is put together with threaded couplers. Some illustrations show the tubing put together with lock-on connectors and a lock-pin. When using any attachment with threaded connectors, always screw the attachment as far down as possible. If the threads are kept clean and

are not crossed or scarred, this can be done by hand. It should *never* be necessary to use a pipe wrench to tighten connections.

The lock-on connectors drastically reduce the time necessary for assembling the needed combinations. For pushing operations, the pin is not needed on the lock-on connector. The pin *must* be used on pulling operations to keep the tubing from pulling apart. Figure 25 shows a close-up view of the screw-on and lock-on connectors.

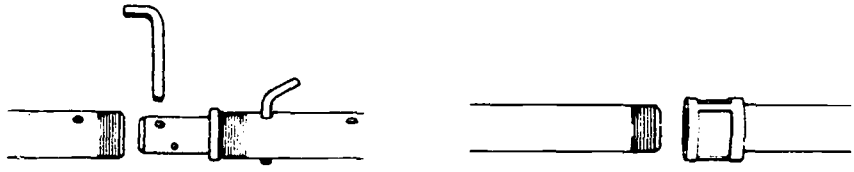

Fig. 25

Left: [illegible] Right: [illegible]

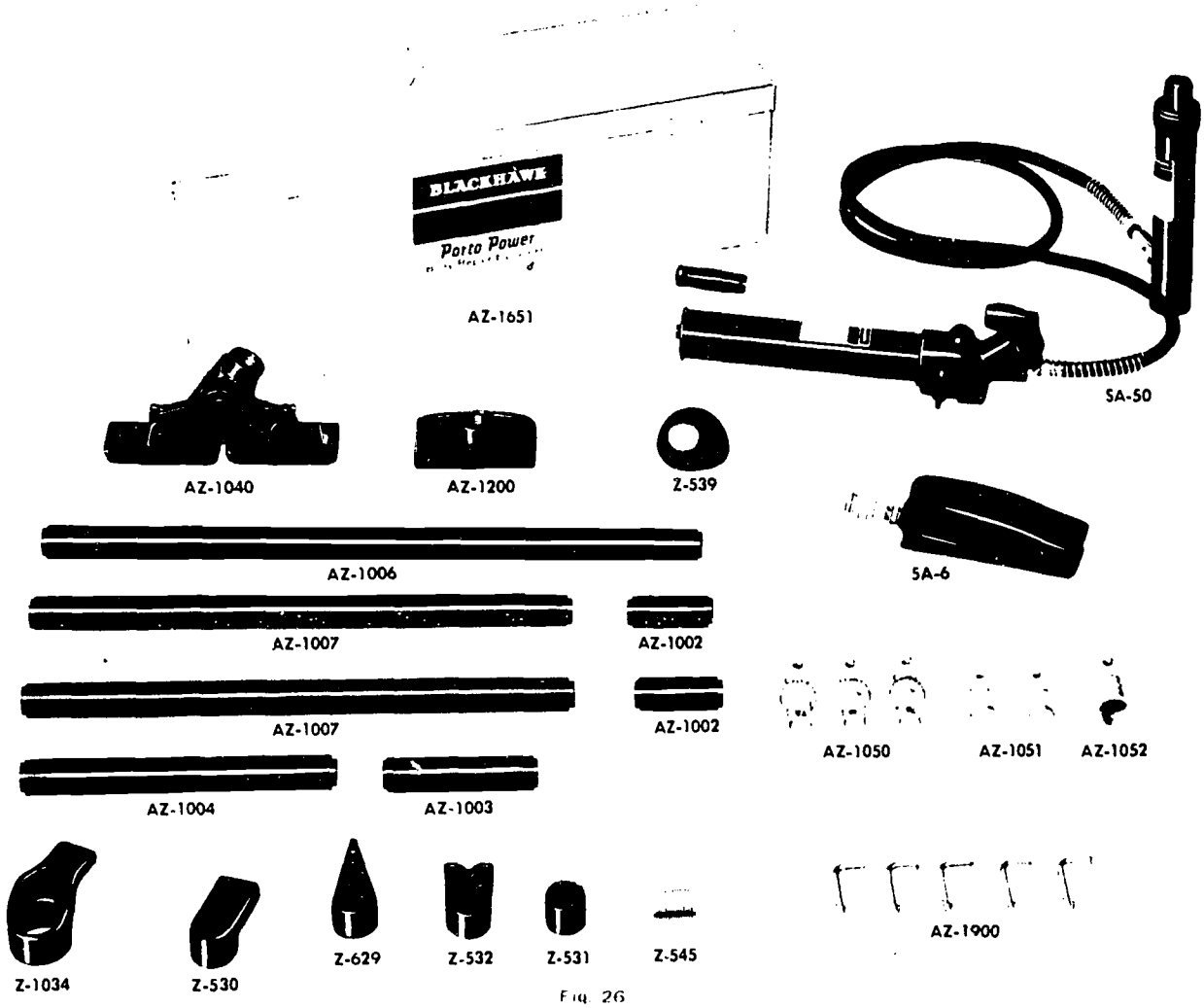

Fig. 26

Typical Body Jack Set: Other attachments can be bought according to the needs of the shop

Assignment:

Obtain a body jack outfit; make all the set ups as illustrated in this lesson. Have instructor check each set up.

Care and Maintenance of Body Jacks Lesson 7

Objective: To learn how to maintain and care for the body jack.

Information:

A body jack can last almost indefinately with proper care and maintenance. It can become almost useless if you don't take care of it.

Refilling Oil

Periodically, it is necessary to add oil to the pump. A special hydraulic-jack oil *must* be used; and the manufacturer's recommendation should always be followed. In a case of extreme emergency, S.A.E. 10 motor oil can be used but should be drained as soon as possible, the jack flushed with kerosene to eliminate the foreign fluid completely, and refilled with the proper oil.

To refill the oil reservoir in the pump, collapse the ram, allowing the oil to flow back into the pump. Place the pump in a vise as illustrated in Figure 27. Remove the filler plug at the end of the pump.

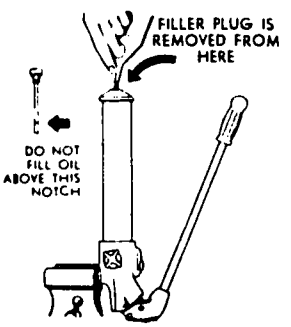

Fig. 27
How the jack is placed in a vise to refill with oil. *The ram is placed on the floor. Add hydraulic oil until it is level with the notch on the stem of the filler plug.*

Add hydraulic oil until it is level with the notch on the stem of the filler plug, using the stem as a dipstick. Do not add too much oil; the pump must have enough air space to function properly. At this point it would be well to point out that when changing rams, *always* collapse the ram so that the oil flows back to the pump. If this is not done, the oil stays in the ram and there would not be sufficient oil in the pump to supply the next ram you are going to use.

It is possible that air might get into the system, which will hinder its proper operation. To remove air, close the release valve and pump until the ram is completely extended. Next, open the release valve and place the ram end on the floor and slowly push down until it is fully collapsed. Repeat if necessary. Recheck the oil level in the pump and refill if necessary.

How to Protect the Body Jack

1. Do not overload the ram. *Use a jack with enough capacity to do the job.*

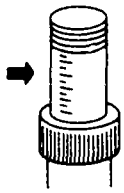

2. Do not overextend the ram. *The tremendous force of hydraulic power can push the plunger out of the ram.*

3. Do not try to adjust the spring retainer screw located in the cylinder wall near the bottom. *It anchors the spring which pulls back the plunger.*

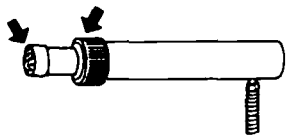

4. Protect the threads. *Always place protector ring on ram body and use a pusher head on plunger thread.*

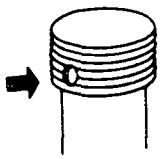

5. Repair damaged threads. *Chase or file bent or marred threads for a perfect fit.*

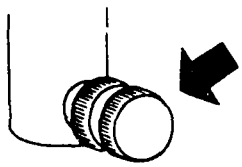

6. Keep oil lines clean. *When coupler halves are disconnected, always screw on a dust cap. Dirt and foreign matter may cause the pump to fail.*

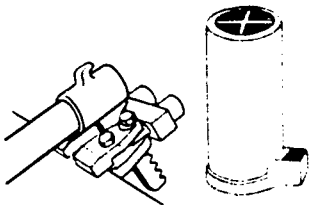

7. Off-center loads. *Loads will be off-center when using a pull toe, toe-lift or an adjustable body spoon. Excessive off-center loads produce strains on the ram plunger and extension tubes.*

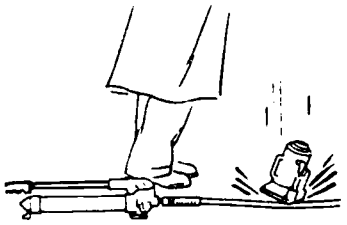

8. Do not drop heavy objects on the hose. *This will kink the wire strands in the hose and will eventually cause the hose to break. Do not carry the jack by the hose.*

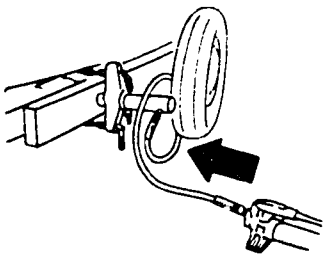

9. Avoid sharp kinks in the hose. *Never apply pressure when the hose has a sharp curve in it.*

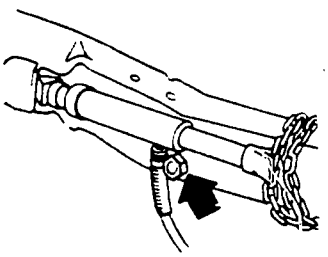

10. Provide clearance. *Be sure that the hose and coupler have clearance when the ram extends.*

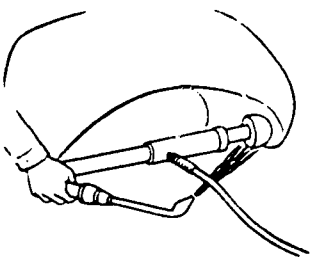

11. Keep away from fire and heat. *Heat can ruin the hose and packings in the ram.*

When using a body jack, it must be remembered that it produces equal forces in both directions. Always be sure that the area being pushed from is strong enough to withstand the pressure needed to straighten the damaged area. It is usually necessary to reinforce the anchored area with a block of wood to spread the force over a larger area.

Assignment:

1. How is a body jack refilled with oil?

2. Describe how to bleed the air out of a body jack.

3. What rules must be followed to protect the body jack from damage?

ERIC

External Pull-Jacks – Floor Type Lesson 8

Objective: To learn the construction and uses of the external pull-jack.

Information:

The external pull-jack is a power tool which has come into wide use in recent years. There are several such machines made by different manufacturers. These machines vary in design details but they all work on the same principle. The car is anchored to the floor or the front of the machine and tension is applied to pull instead of push. This is made necessary because the construction of many automobiles makes it impossible to find a place to anchor a jack without damaging other parts of the body. This requires some kind of long rigid member, one end of which is anchored to the underside of the automobile and the other is provided with an upright from which the tension is applied. A body jack supplies the power to push on the upright member, which is in turn chained to the part being pulled. This type of pull-jack is illustrated in Figure 28.

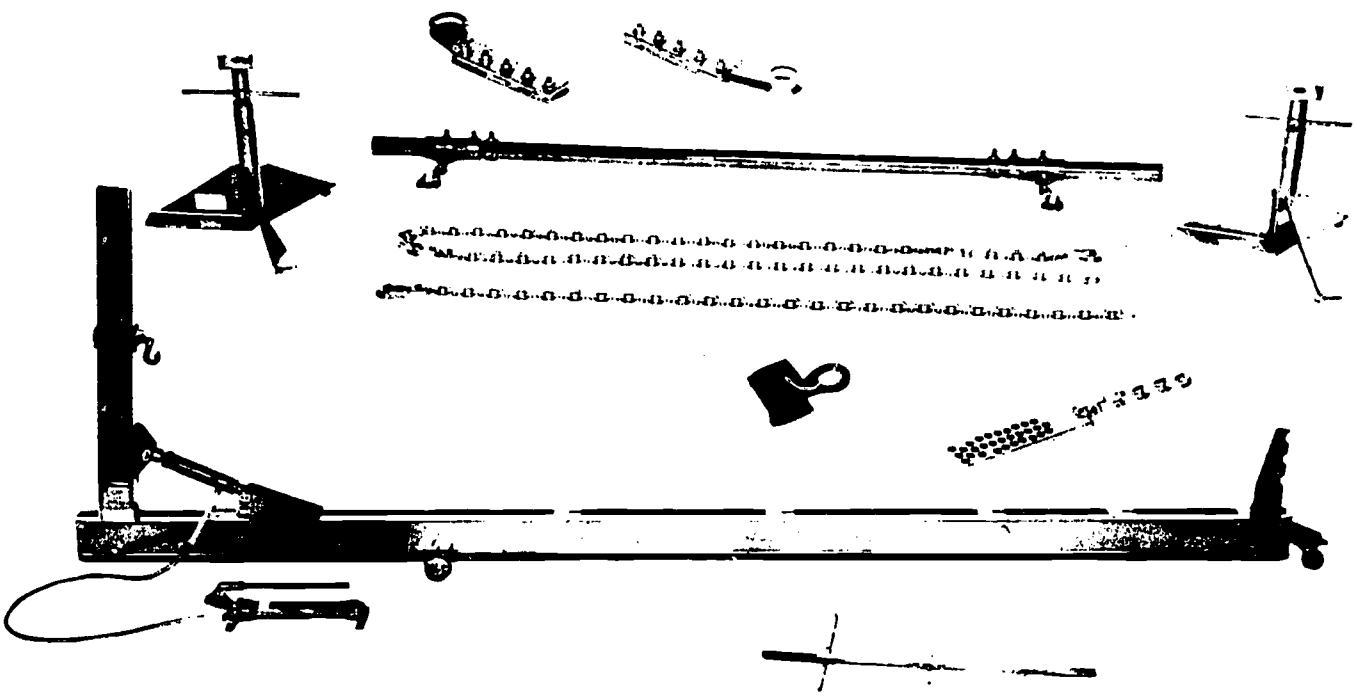

Fig. 28
External Pull Jack and Attachments

The pull jack illustrated can be used for pulling body sheet-metal and also for straightening frames.

Another type of pull-jack is shown in Figure 29. This type of jack uses anchor plates in the shop floor to hold the car while the pulling is being done.

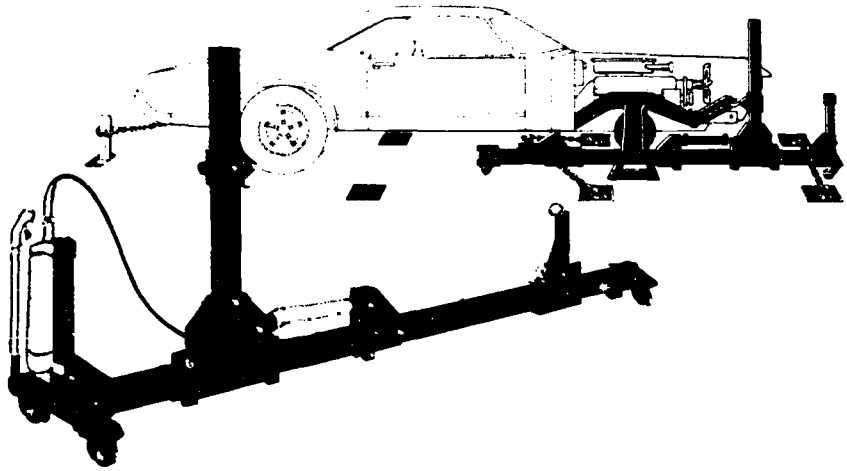

Fig. 29
A pull jack which uses anchor plates in the shop floor to hold the job while being pulled.

Another type of pull-jack utilizes suction cups to anchor the job and also to hold the upright member that is used for pulling. The anchor is positioned on the concrete shop floor and is chained to the car. An air line is then connected to it, which forms a vacuum to hold it to the floor.

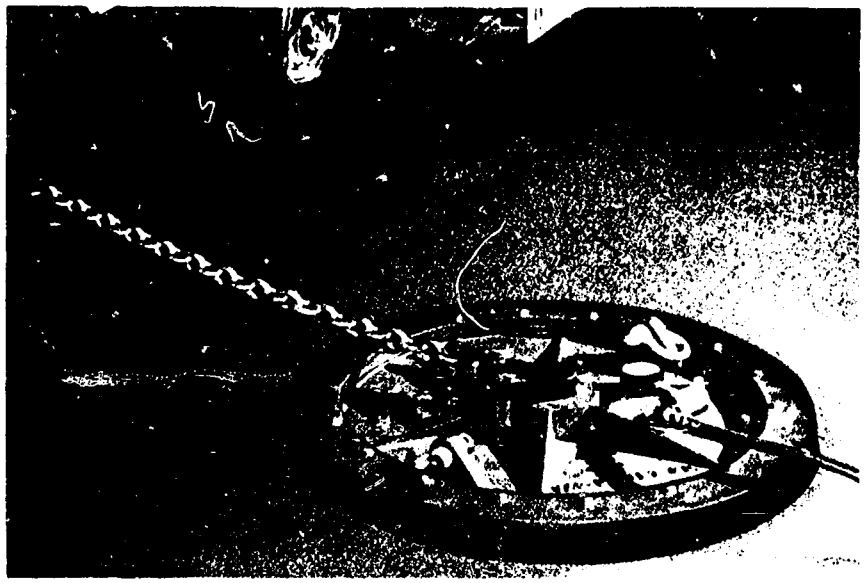

Fig. 30
Vacuum anchor

The post is then set up where the pull is required and chained to the job, using either a hook or vacuum cup. An air line is connected to it just as it was on the anchor. This will hold it to the floor.

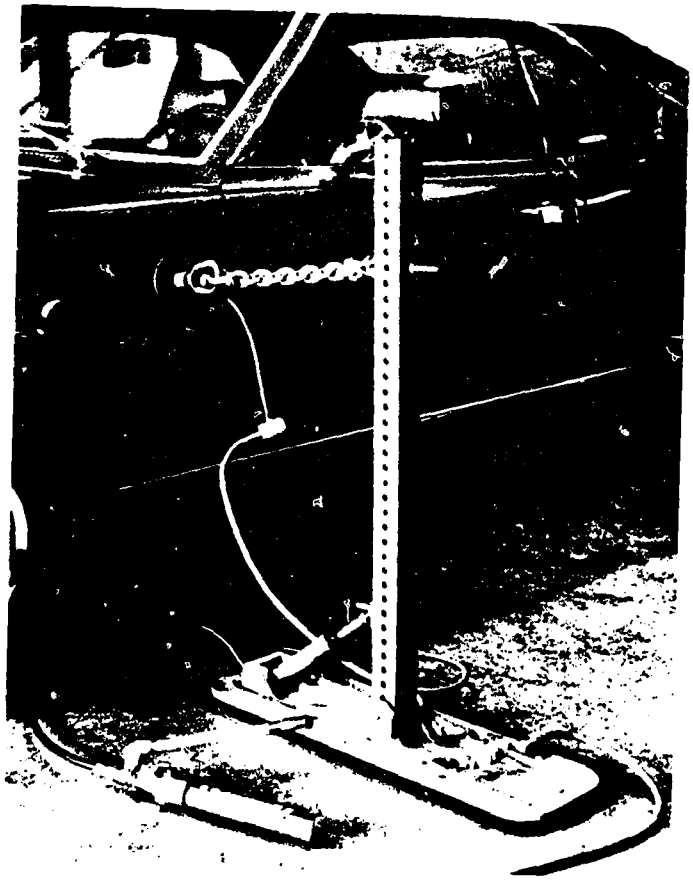

Fig. 31
Upright member hooked up to the job with the vacuum cup

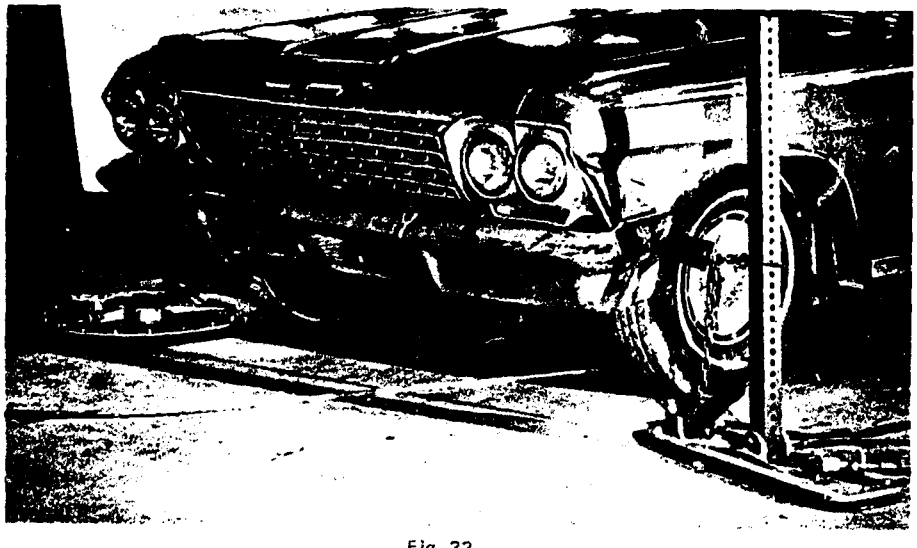

Fig. 32
Shows both the anchor and the upright member hooked up ready to pull

Assignment:

1. Explain the principle of the pull-jack.

2. Why is the external pull-jack used instead of a push jack in some cases?

3. What supplies the power to the pull-jack?

ERIC

Body and Frame Racks

Lesson 9

Objective: To learn the construction and uses of the body and frame rack.

Information:

The body and frame rack is a heavy-duty version of the external pull jack. It was originally used for straightening frames. Now, it is very useful in repairing unitized bodies in which the body and frame are combined as a single unit. The principle difference between the external pull jack and the frame rack is in size and capacity.

The effectiveness of the body and frame rack is due to the fact that almost all collision damage is a crumpled condition due to a crushing impact. This is true with either unitized or conventional construction. If the damage is severe, the effects will extend almost the entire length of the body and frame. A satisfactory straightening job on this type of damage requires a machine which has enough strength and rigidity to withstand the thrust of heavy-duty jacks. It must also be able to pull effectively at any angle as well as lengthwise, sidewise and diagonally at the same time. Figure 33 shows a frame and body rack which is capable of doing this.

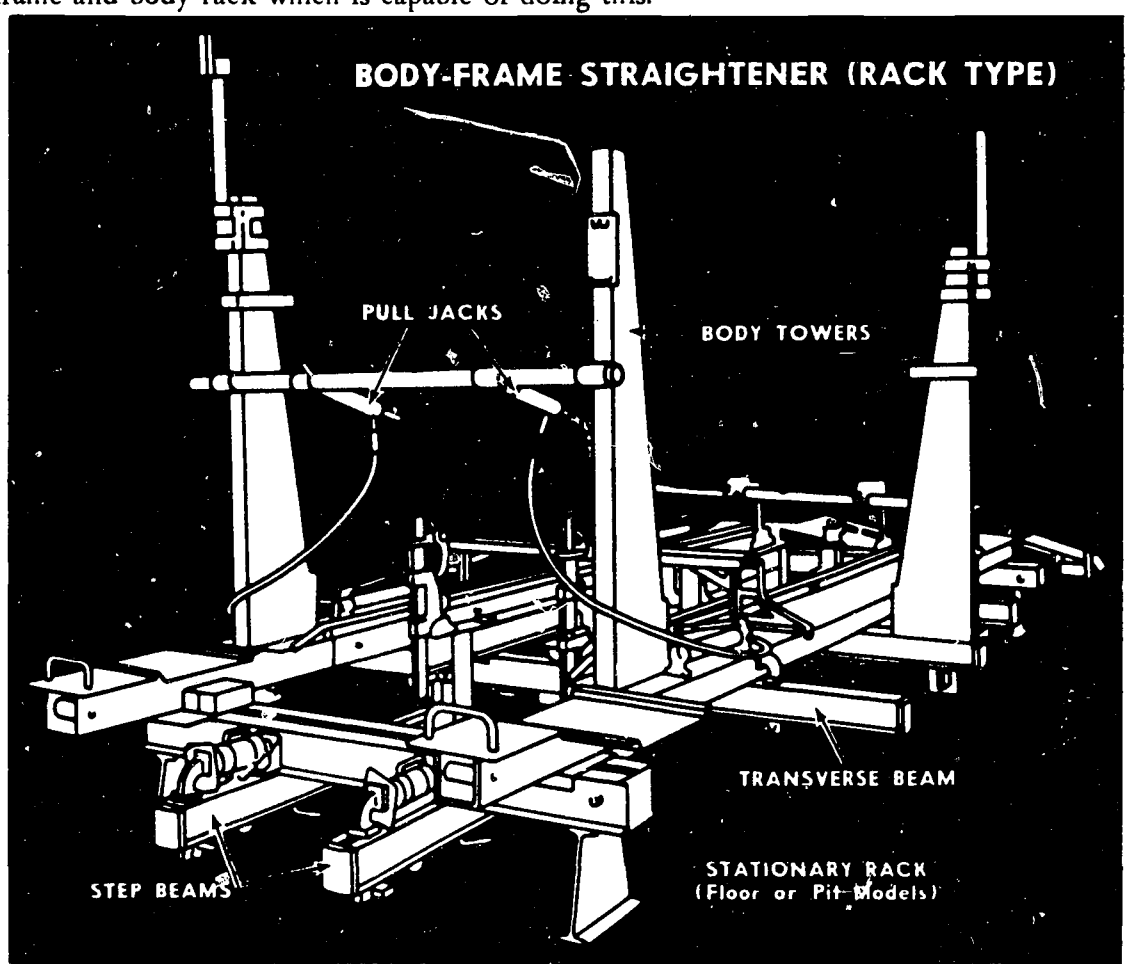

Fig. 33

One type of body and frame straightening rack. *This type of rack is capable of making almost any kind of push or pull to correct damage on frame or body.*

Figures 34 to 38 show various ways this machine can be hooked up to correct different types of damage to bodies and frames.

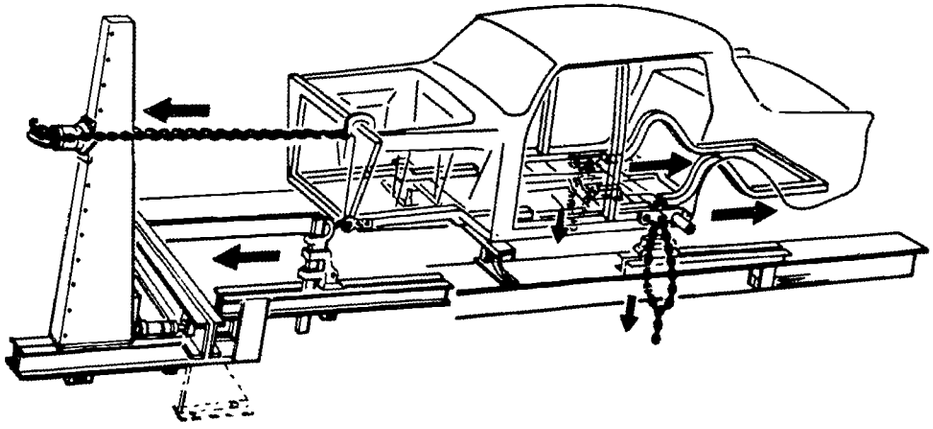

Fig. 34

Mash, sag and front body correction hook-up on one side. *Pulling is in direction of arrows.*

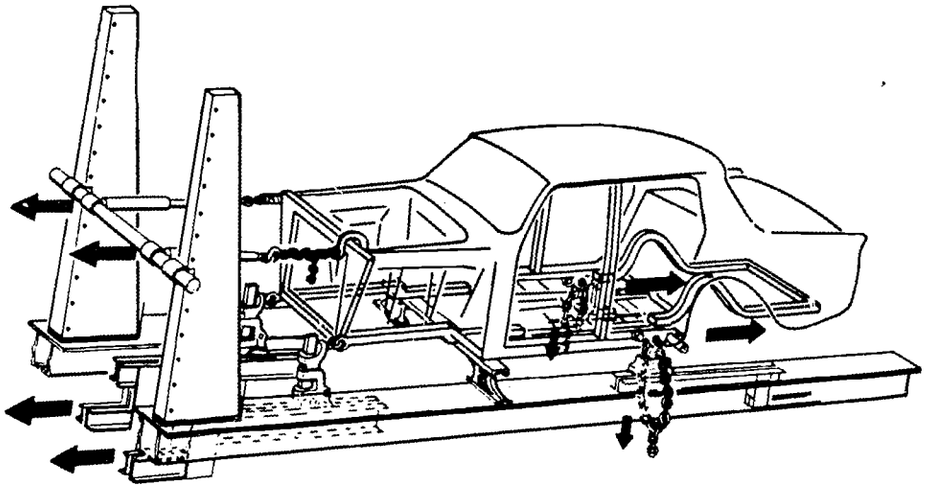

Fig. 35

The same hook-up on both sides. *Pulling is in direction of arrows.*

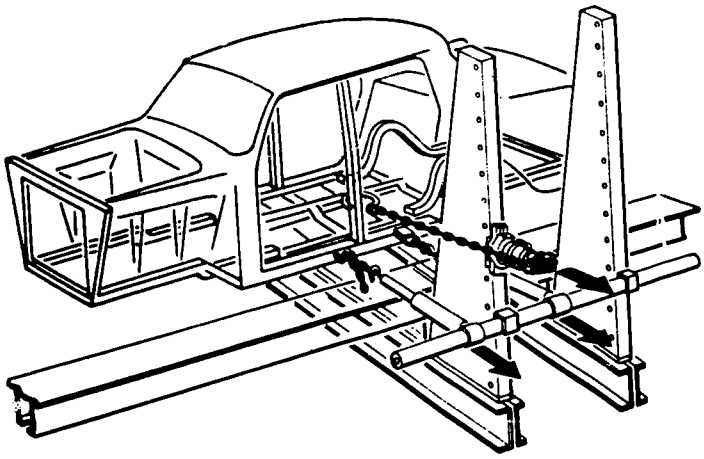

Fig. 36
Side rocker panel, floor pan and door post correction hook-up.

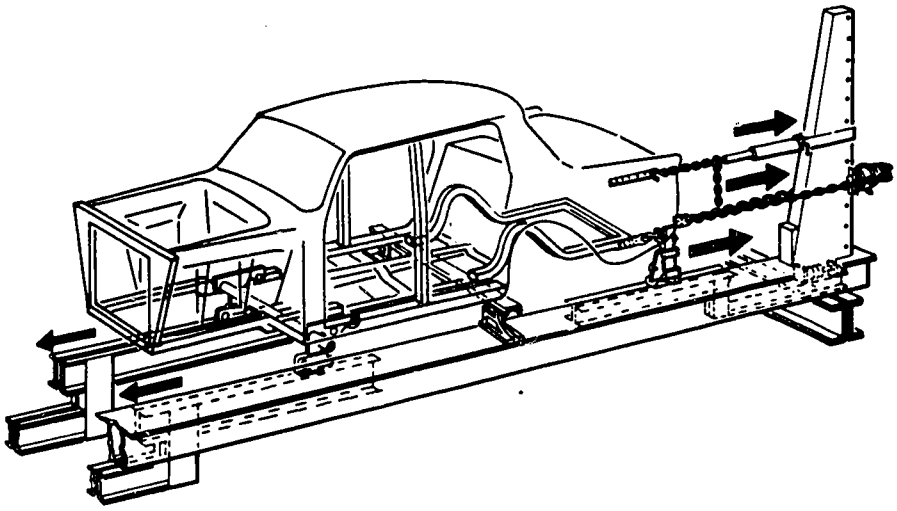

Fig. 37
Rear quarter panel correction hook-up. *This hook-up is pulling the frame and the body at the same time.*

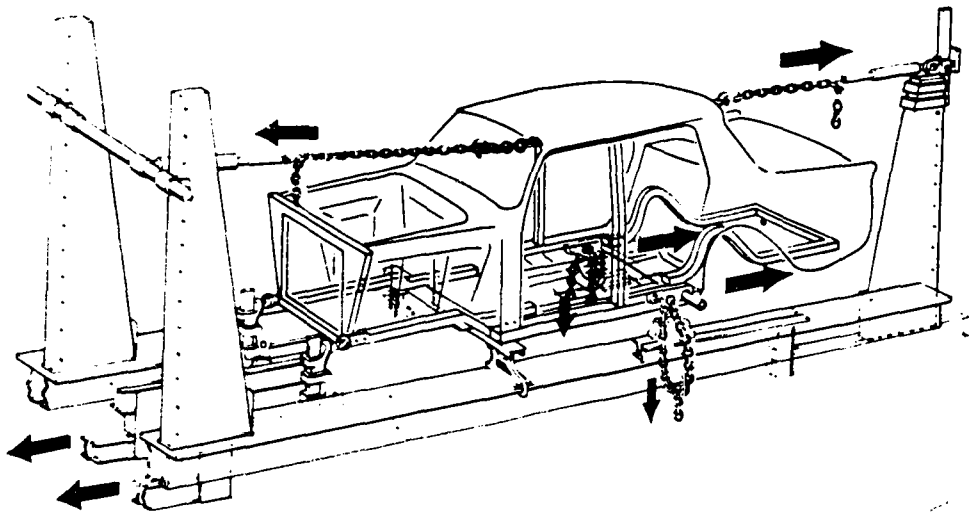

Fig 38
Single — double front pull correction hook up

The hook-ups as shown in Figures 34 to 38 are only a few possibilities. They are limited only by the ingenuity and experience of the operator.

Assignment:

What is the principle difference between a floor-type pull-jack and the frame and body rack?

Basic Damage Lesson 1

Objective: To learn the basic types of damage and how to recognize them.

Information:

When a body panel has been damaged by an impact, there is a point or area where the impact object struck. If the area is struck with much force, the force will travel through the metal, causing related damage. The amount of this related damage will vary with the amount of force involved. It also depends on whether it was pushed or pulled, and the shape of the area which is involved.

When an examination is made of the damaged area, it will be found to be a combination of the following basic damage conditions:

1. Displaced areas
2. Simple bends
3. Buckles
4. Stretches

A displaced area is an area that has been pushed out of position, but it is not affected by bending or other distortion. Often, it is being held in place by a simple bend or buckle. It will snap back into place when the bend or buckle is straightened. Much of the center area of the door panel in Figure 1 is displaced. When the sharp buckle, shown by the arrow, is relieved, most of the displaced area will snap back into shape.

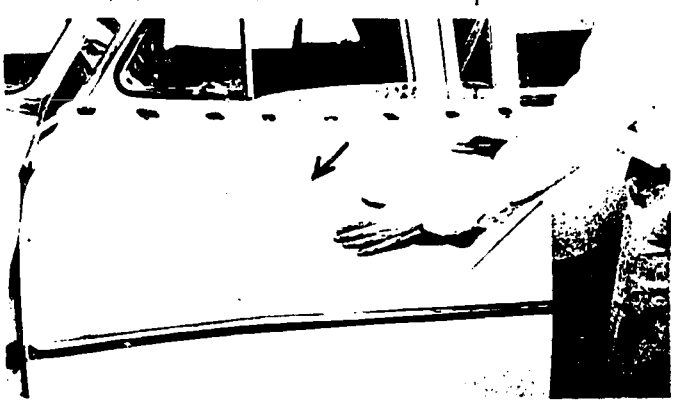

Fig. 1
Displaced metal

The steel from which body panels are formed is elastic or flexible in a flat sheet. When bent into a long arc, it will spring back into its flat shape. If it is bent into a short arc beyond the elastic limit of the steel, the metal at the bend becomes stiff. It will hold the new position, but the metal beyond the bend remains elastic (Figure 2).

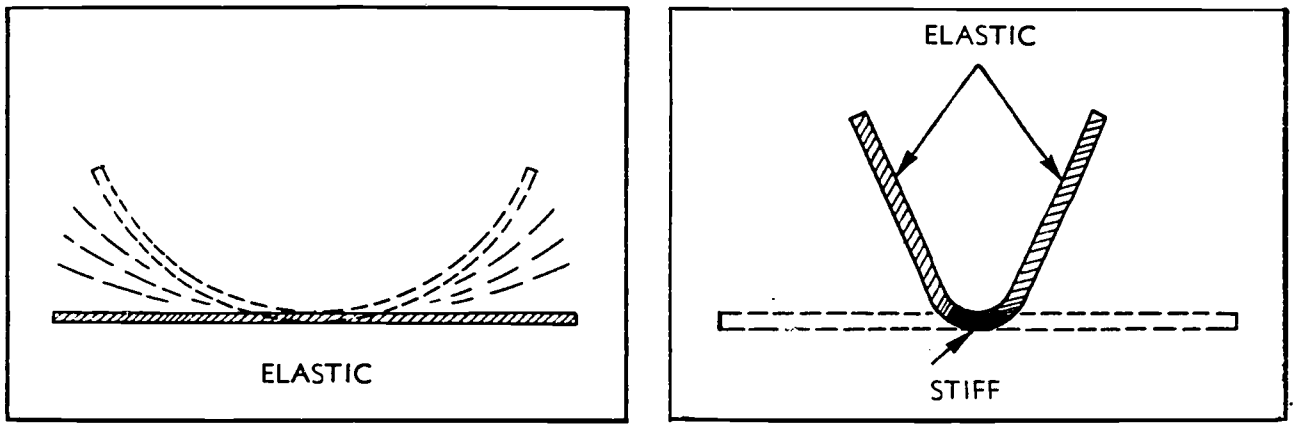

Fig. 2
Bending sheet metal beyond its elastic limit causes a stiff bend

In manufacturing flat sheets into body panels, the forming dies draw and bend the steel at certain points to stiffen it and give rigidity to the body (Figure 3).

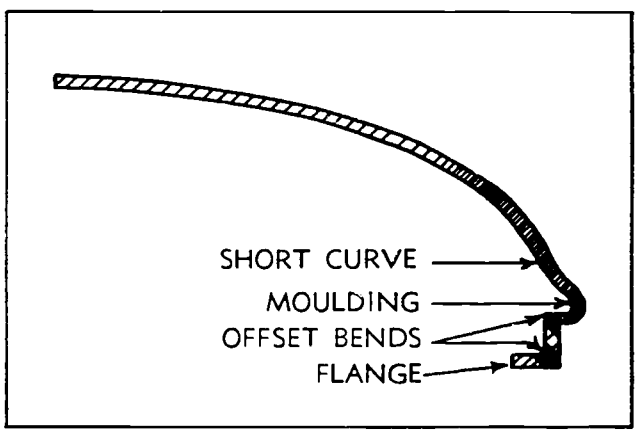

Fig. 3
The elastic metal in the large panels is held in position by the stiff metal in flanges, offset bends, moldings, and short curves

When a body panel is buckled in a collision, the metal is stiffened in the short bends at the valley and surrounding ridges. The metal in the slopes of the buckles retains most of the elastic quality which was present before the collision (Figure 4).

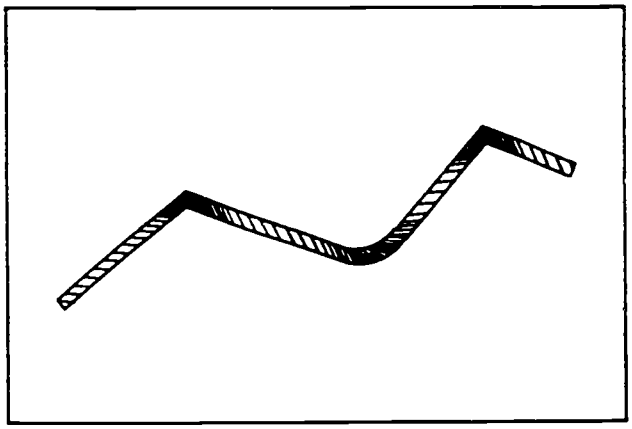

← Fig. 4
Cross section of a buckled panel

Fig. 5 →
The sections of a buckle which remain elastic will spring into shape when the stiff areas of the buckle are straightened

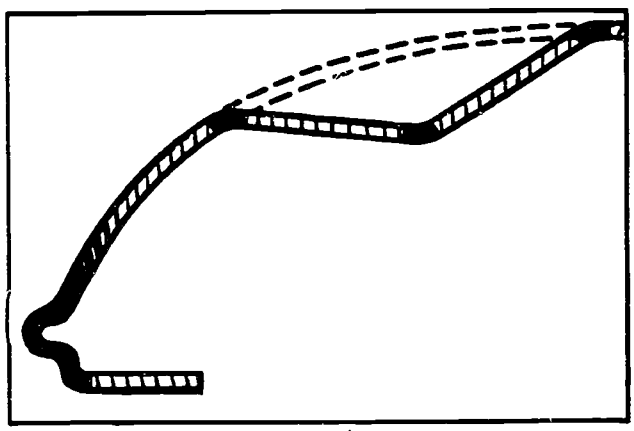

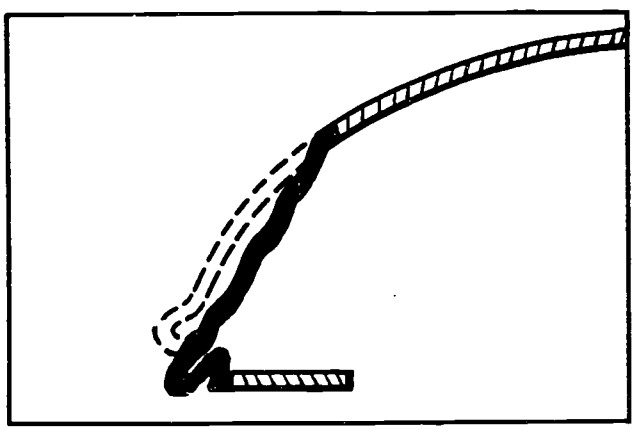

← Fig. 6
This section has been made stiff and non-elastic and must be reshaped with a hammer and dolly block.

Stretching occurs when an area of a panel is forced in tension greater than its yield strength. The result is an increase in surface area. A bulge in the metal is created. Stretching can also be the result of the improper use of the hammer and dolly. If the metal is pounded too hard, the metal will get thinner. This causes a dish to form in the panel. Dishes and pans were made this way in colonial days. A flat piece of metal was laid flat on a leather pad: it was pounded by starting at the center and working out toward the sides. You can see this on antique bowls.

A stretch can be repaired either by sinking it below the surface and filling the resulting low spot, or by shrinking it. Shrinking will be discussed in a later lesson.

The types of dents covered in this lesson can all be straightened with a hammer and dolly. In the next lesson, we will discuss the more complicated types of damage.

Assignment:

What are the basic damage conditions found in a dent?

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Complex and Indirect Damage — Lesson 2

Objective: To learn what indirect damage is and how to recognize it.

Information:

In many cases, a panel will be damaged in several places in addition to the direct-damage area. When the impact force travels through the direct-damage area, it causes damage to other areas of the same panel or to connecting panels. A secondary type of damage occurs. This type of damage is called indirect damage (Figure 7).

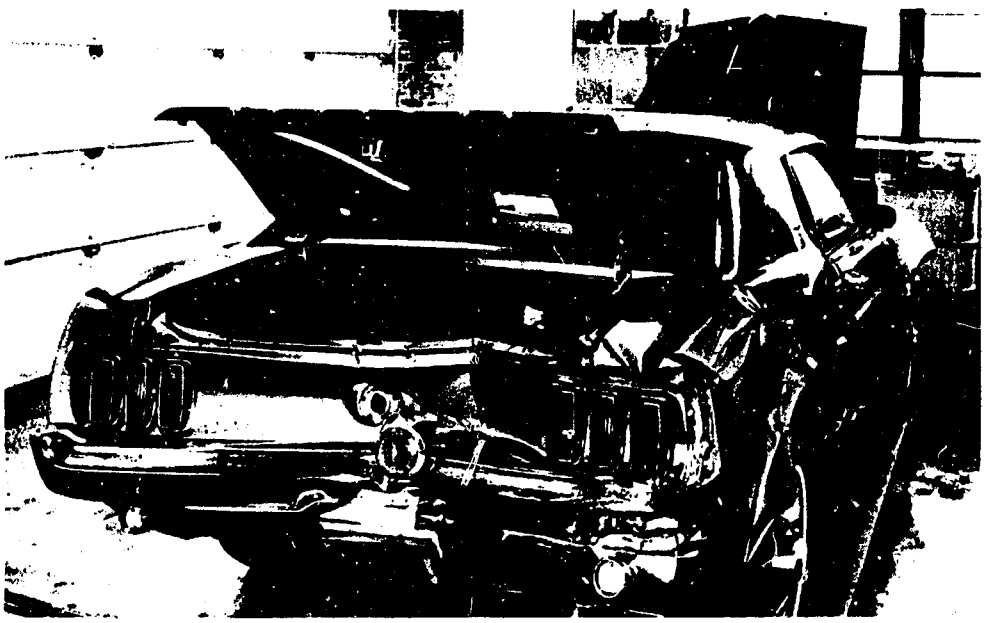

Fig. 7

This car was struck in the rear. The force of the collision caused the right rear quarter to bend. The right rear quarter has indirect damage.

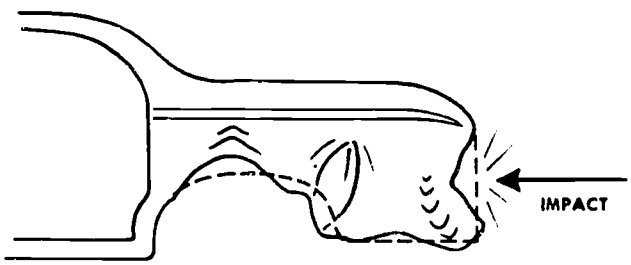

Fig. 8

Another example of indirect damage. The point of impact is at the rear of the panel, which caused the buckles in the side. This type of damage is best repaired by using a pull jack at the point of impact.

Though all collision damage is made up of the same basic conditions, there are few damages that are exactly alike. Because the damage from any collision is never the same, the metal man must determine the best procedure to repair it. He can do this if he learns to analyze the conditions of the damage. Then he can determine the pattern of the damage, and apply force in the opposite direction of the impact. The key to a good repair is to visualize the actual movement of the metal as it folded. Then you reverse this movement to repair it.

Assignment:

1. Why is the repair of each damaged panel an individual problem?

2. What is the impact area?

3. What is indirect damage?

ERIC

Objective: To learn the principles of using the hammer and dolly block.

Information:

The dolly block can be used with or without the hammer. Used alone, it can be used to rough out simple dents or to rough out areas which are being jacked or pulled into place. This is done by striking the inner surface (Figure 9).

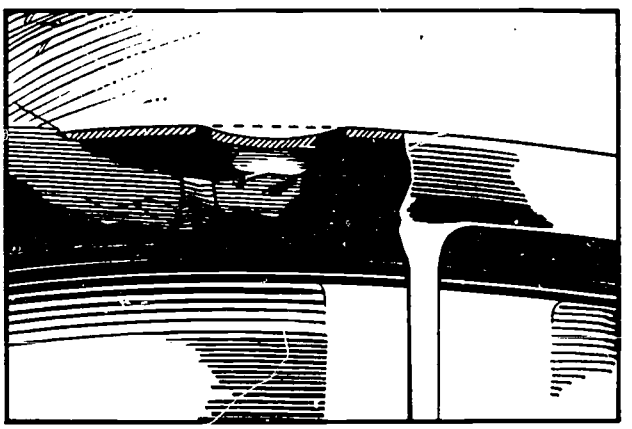

Fig. 9
Using a dolly block to rough out a small dent.

There are two ways of using the dolly with the hammer. The dolly may be held directly under the spot being struck by the hammer, or may be held to one side. In other words, hammer on dolly and hammer off dolly.

Hammer On Dolly

Practice the hammer-on-dolly technique by placing the dolly under the metal and striking a hammer blow directly on it. Even though the dolly cannot be seen under the panel, the student soon learns to place the face of the dolly under any spot he wishes to strike with the hammer.

Light to medium hammer blows should be used to hit the dolly. The bumping hammer should be held lightly; do not swing the hammer as you would in driving nails. The blow should be started with a snap action of the wrist; there should be very little arm movement. The thumb should be placed at the top of the handle, with the

fingers gripping the bottom of the handle. This will allow the thumb to start the blow and the fingers to snap the hammer back after the blow. If the dolly is held lightly on the bottom side, the hammer action will be springy: this will prevent driving blows that would stretch the metal. Figure 10 shows hammer-on-dolly technique.

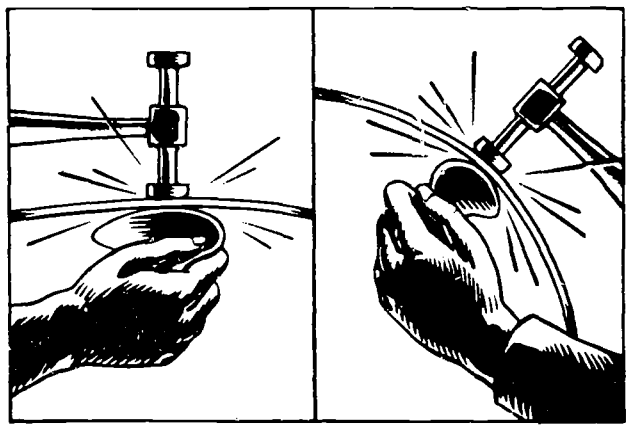

Fig. 10
Hammer On-Dolly
Technique

Hammer Off Dolly.

The hammer-off-dolly technique is used to straighten or move damaged metal. Use a dolly block with a contour that is approximately the original shape of the metal. The hammer blows are struck on the ridges, which drives them down to their original position. The dolly is held under the low spots to force them up. The rebound of the dolly is what forces the low spots up. Once the pressure on the ridges and low spots is relieved, the displaced areas should return to their original shapes. Figure 11 shows hammer-off-dolly blows.

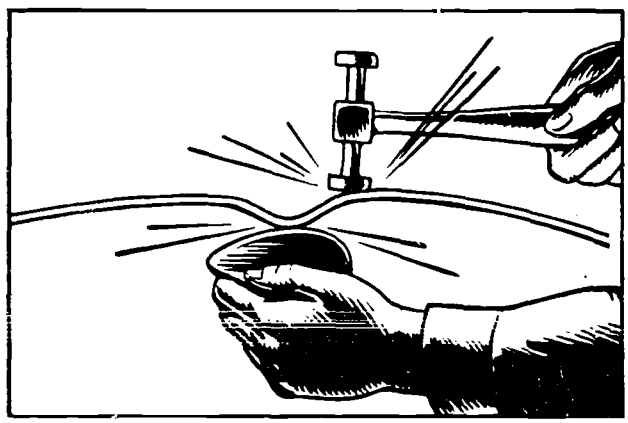

Fig. 11
Hammer Off Dolly
Technique

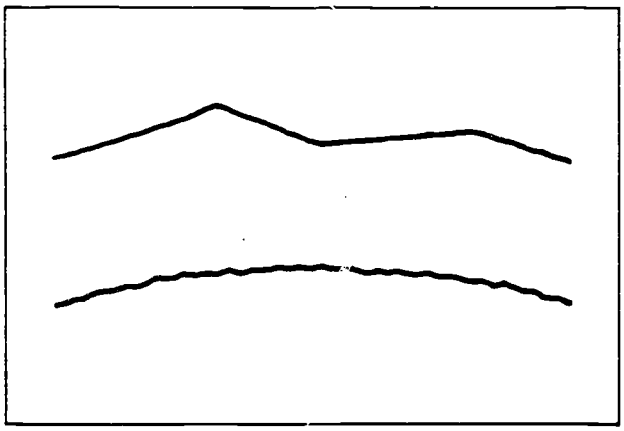

Fig. 12

The upper panel should be straightened using the hammer-off-dolly method until it looks like the bottom panel. The bottom panel should then be finished using the hammer-on-dolly method. The bottom panel can also be finished by filling with plastic filler, which will be discussed in a later lesson.

Assignment:

Obtain an undamaged section of panel and practice the procedures outlined in this lesson.

Spoons Lesson 4

Objective: To learn the principles of using the body spoon.

Information:

Spoons are used where dollies will not fit, to support the metal. They are also used to pry up low spots and to spring-hammer ridges or creases left in the panel from a snap bump. A snap bump occurs when a displaced area of metal snaps back to its original position. A raised ridge, or crease, is left around the edge of the bump. When the spoon is held against the ridge and struck with a hammer, the hammer blow is spread over a large area of the ridge. This drives the crease down to its original position (Figure 13).

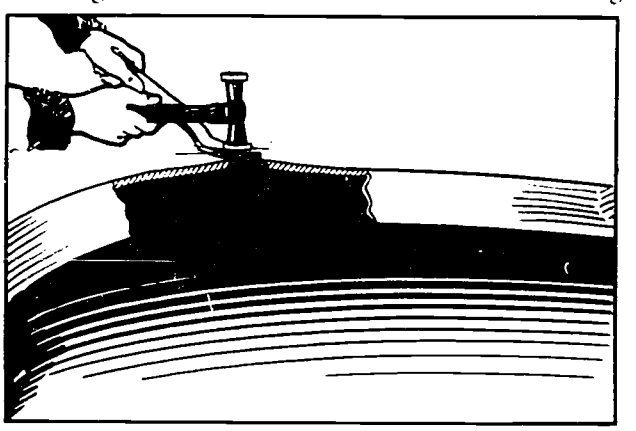

Fig. 13
Spring hammering to drive down a crease.

Figure 14 shows how spring-hammering can be used to reduce the buckles while a jack is used to raise the low spots and push the metal into place. This will also work while a panel is being pulled with an external pull-jack.

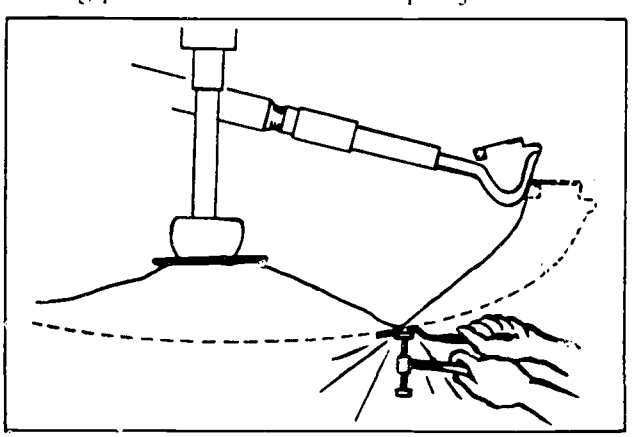

Fig 14
Spring hammering a buckle while metal is being pushed into place by jacking

Figure 15 shows how a body spoon can be used in place of a dolly block in a narrow space.

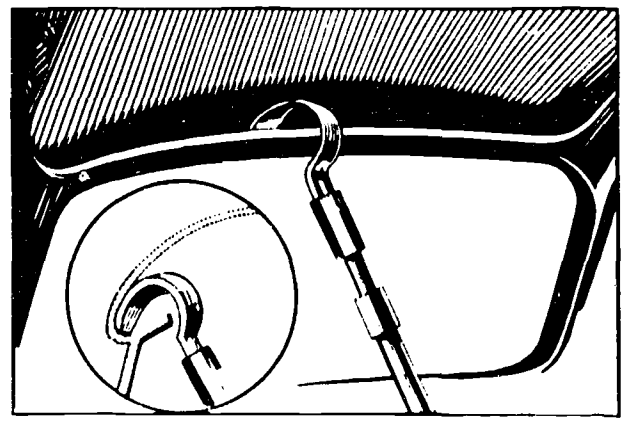

Fig. 15

Body Spoon Being Used as a Dolly

Metal Finishing – File and Disc Sander Lesson 5

Objective: To learn the principles of metal finishing

Information:

Metal finishing is the work of restoring the final surface smoothness. It is done after straightening has been carried as far as practical with the hammer and dolly.

Metal finishing is not simply a cutting operation to remove surface roughness. It is a means of locating the low spots so that the final straightening can be completed.

The basic cutting tools used in metal finishing are the body file and the disc sander.

The body file will be discussed first because the file is the basic tool; the sander is a power tool which is used to speed up the work. If the use of the body file is learned first, the use of the disc sander is much easier to master.

The beginner often tends to use the body file in the same way he uses the wood plane. The wood plane has only one cutting blade, while the body file has cutting teeth along its full length, all of which should be used during the cutting stroke. This requires the body file to be used in an entirely different manner than that of a wood plane.

When a body file is used correctly, the cutting action removes minor surface irregularities. It shows up the low spots by skipping over them (Figure 16).

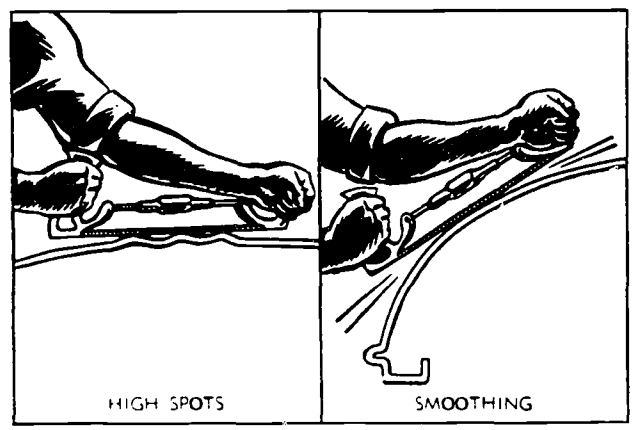

Fig. 16

The showing up of the low spots is of greater importance than the smoothing. It serves as a guide to additional straightening that is required to bring the surface to its proper level. It is better to use the disc sander when only cutting is needed to remove minor surface irregularities.

Proper use of the file is a matter of passing it across the area so that it will show up the low spots. This is done by bridging across the low spots instead of cutting into them. When filing, the file is held at about a 30-degree angle. Push it straight so that as much surface as possible is covered with each stroke. To avoid making ridges or low areas, the area should be cross-filed at a 90° angle. This keeps the panel smooth and level in all directions (Figure 17).

Fig. 17
File is held at 30-degree angle. *Notice the file scratch pattern. The area has been cross-or X-filed at a 90-degree angle.*

The disc grinder is used to remove deep file scratches. After filing it also removes surface irregularities and provides a roughened surface that the paint will stick to.

When using the grinder, the operator should hold it with the right hand on the rear handle and the left hand on the front handle. Only the top or bottom 1½ to 2 inches of the disc should contact the metal. (Figure 18).

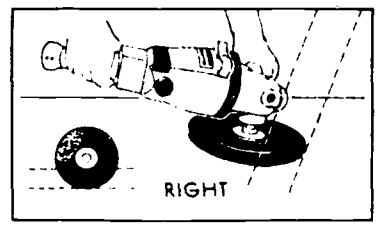

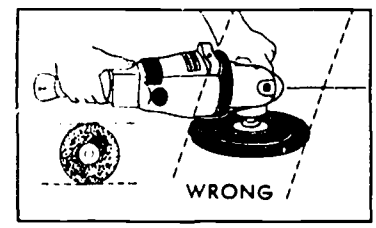

Fig. 18
Right and wrong ways to use the disc grinder

Be sure to keep the sanding disc away from your body. Keep a firm grip on the handles. Note: the side handle can be attached to either side for right- or left-hand operation.

Operate the sander without forced effort or unnecessary pressure. To produce smooth, continuous coverage of the work, advance the disc along the work with a long, sweeping back and forth motion. To avoid gouging, do not hold the disc in one spot. To avoid leaving swirls on the work, do not use a circular motion. Figure 19 shows the operator using long horizontal strokes with the disc sander.

Fig. 19
Disc sanding using long horizontal strokes

To avoid cutting swirls in the surface of concave areas during the finish sanding, a five-sided-star disc can be cut from a regular sanding disc. This produces a smooth finish to these areas.

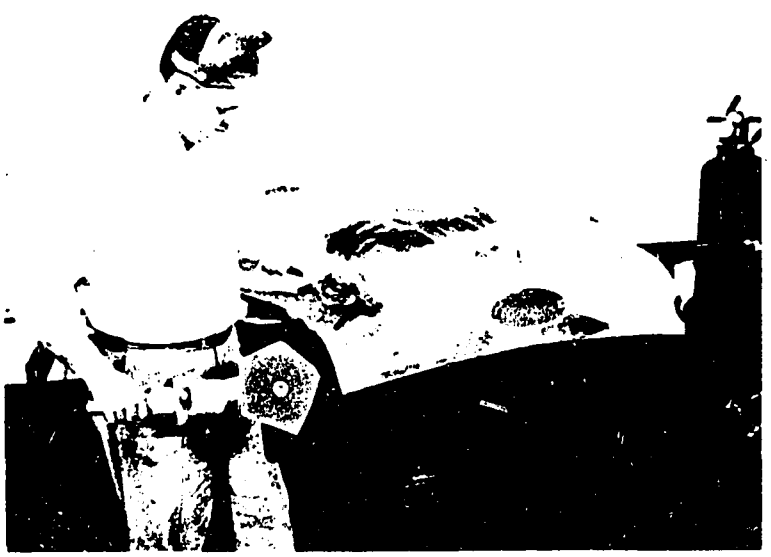

Fig. 20
A five-star-disc cut from a regular disc, used to grind a concave area

Assignment:

1. What is metal finishing?

2. What are the basic cutting tools used for metal finishing?

3. What is the main use of the body file?

4. At what angle should a body file be held? Why?

5. What is the reason for X-filing?

6. Describe the right way to use a disc sander.

7. How can you avoid cutting swirls in a concave surface?

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Metal Finishing – Pick Hammers Lesson 6

Objective: To learn the uses of the pick hammer.

Information:

The pick hammer is used to lift the low spots that have been shown up by filing. Another tool that can be used in this operation is the pointed end of a file (Figure 21).

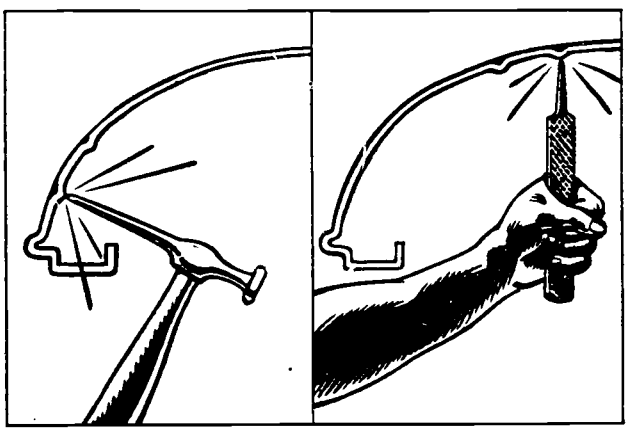

Fig. 21
Picking. *Using a pick hammer or the pointed end of a file*

The beginner's problems with picking is to hit the low spot on the underside without missing. However, this can be learned with practice. Until this ability to hit accurately without missing is developed, the beginner should practice on scrap metal to avoid damage to a good panel. Picking is not used very often today because of the availability of plastic fillers. They are much easier to use and save time.

Metal Finishing – Shrinking Lesson 7

Objective: To learn how to shrink stretched metal.

Information:

When metal is severely damaged in a collision, it is often stretched at the impact point. Metal is also often stretched during repair. When the metal in a panel has stretched, the panel cannot be straightened to its original contour because there is no place for the excess metal to go. Figure 22 shows the type of dent that will usually require shrinking after it has been straightened. The sharp crease was made by a small, rigid impact object.

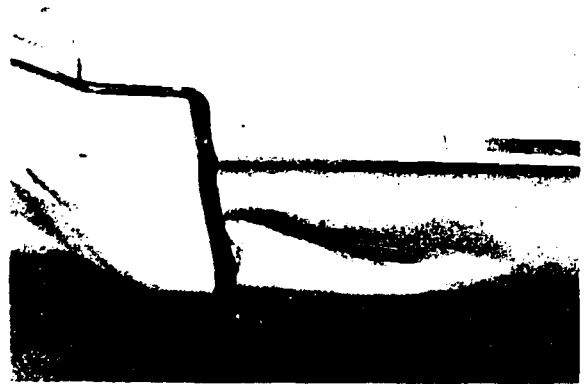

Fig. 22

Sharp crease before shrinking

Figure 23 shows how metal can be stretched while being repaired. The operator has made the mistake of jacking against a small part of the dent. This type of damage can be avoided. Spread the pressure through the entire buckle rather than just the area immediately above the working face of the jack (Figure 24).

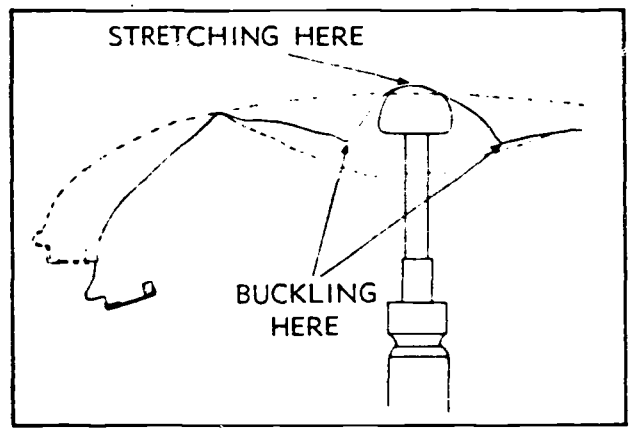

Fig. 23
Wrong way to push out a buckle

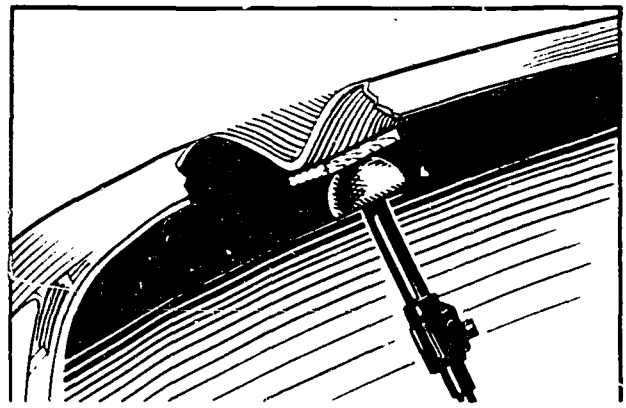

Fig. 24
Right way to push out a buckle.

To dispose of the excess metal in a panel caused by stretching, we use a process called *heat shrinking*. The straightening operations accumulate the excess metal into a hump. (Remember, remove any sound-deadening material from the underside of the metal before straightening.) The hump is firmly bound in at its base by the circle of reshaped metal surrounding it (Figure 25).

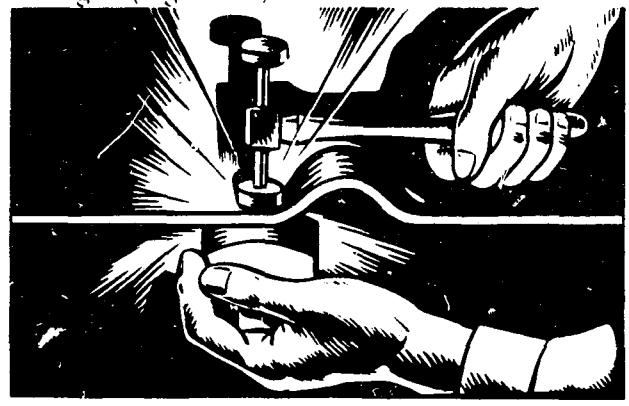

Fig. 25
Step 1. *Accumulate the excess metal into a* **hump.**

Using a welding torch, apply a flame to the top of the hump with a welding torch until a cherry-red spot about the size of a quarter appears. (Figure 26). A neutral flame should be used.

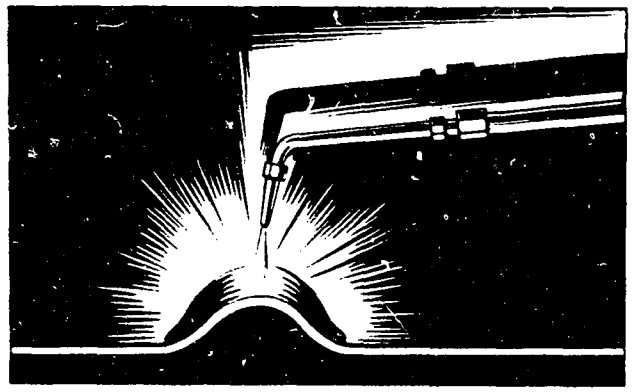

Fig. 26
Step 2: *Apply cherry-red heat to the top of the hump, using a neutral flame on the welding torch.*

Before the spot has a chance to cool, strike the heated spot several medium blows with a wooden mallet or straightening hammer. Flatten the crown of the high spot to almost its original level (Figure 27).

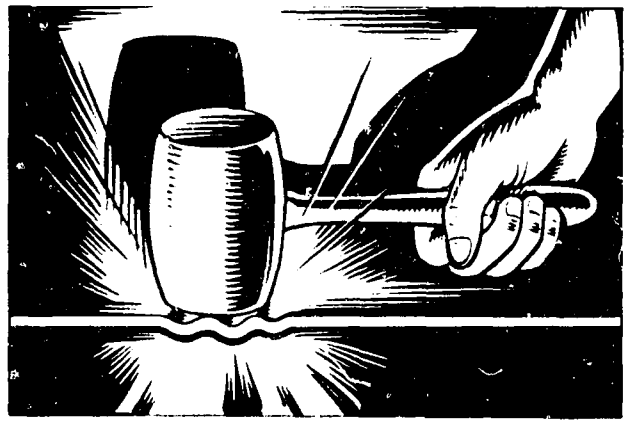

Fig. 27
Step 3: *Strike the heated spot several medium blows with a mallet or hammer.*

After bringing the hot spot down to its original level, apply a water-soaked sponge to the heated area. The cold water coming into contact with the hot metal causes it to contract(Figure 28).

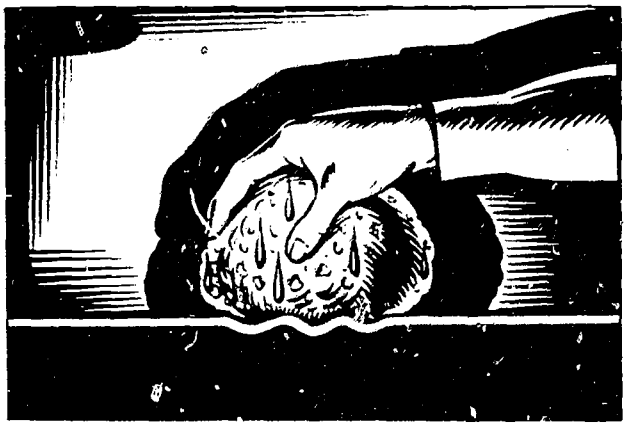

Fig. 28
Step 4 — Apply water and steel spoons to the heated area.

Any irregularities in the shrunken area are smoothed with a hammer and dolly (Figure 29).

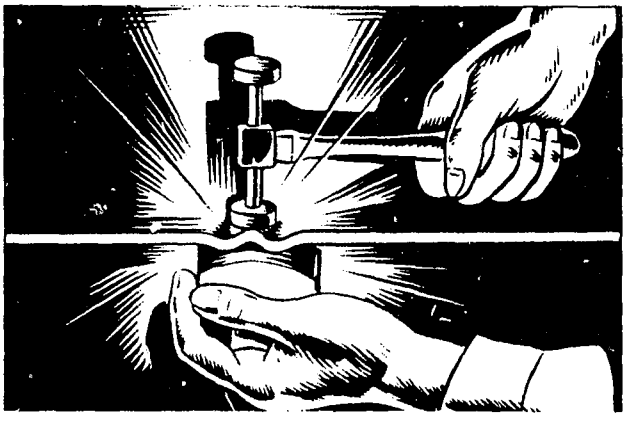

Fig. 29
Step 5 — Smooth out shrunken area with hammer and dolly.

Where there is a large excess of metal, the first shrinking operation may flatten only the center of the hump. To remove the excess metal which remains, the heating, hammering and quenching operations are repeated on the circular hump (Figure 30).

Fig. 30
Repeat steps 1 to 5 as many times as needed to shrink around the circular hump.

When done properly, gouges or raised areas will be brought back close enough to exact contour for easy metal-finishing. The operation seems simple and easy to the observer. Actually, it can be quite difficult for the beginner. For this reason, it would be advisable to practice on scrap panels before you try an actual straightening job.

Assignment:

Obtain a scrap front fender and a heavy hammer. Make stretched bulges in the metal by hitting the underside of the fender to stretch the metal. Assemble the following items:

1. Welding outfit – # 3 tip on the torch.
2. Hammer or wooden mallet.
3. Dolly block (approximate shape of fender).
4. Bucket of clean water.
5. Large sponge.

Practice steps 1 to 5 until you can shrink a spot without too much effort. Metal-finish each spot after shrinking.

Solder Filling — Lesson 8

Objective: To learn how to use auto-body solder filler.

Information:

Many areas, such as rough welds or spots, are difficult or impossible to straighten because the inner construction blocks access to the underside of the panels. They must be filled to simplify the metal finishing of the area.

Filling with body solder and one of the many plastic materials are the two methods that are in use at this time. It must be remembered that fillers are limited to surface areas which are below the original level of the panel.

The use of solder as a filling material will be discussed first, because it is very easy to learn to use plastic fillers after you have used solder fillers.

Solder is used for filling purposes because it has excellent adhesive qualities. Once it has been applied to steel, it will not crack, chip, or peel. When filling, it is not necessary to completely melt the solder. It only needs to be heated to its plastic state.

Body solder is an alloy metal. An alloy is a mixture of two or more metals. In the case of solder, the mixture is about 30 percent tin and 70 percent lead. Lead has good filling qualities and poor adhesive qualities. Tin has poor filling qualities and good adhesive qualities. Mixing the metals together combines the advantages of both metals.

To make the solder stick to a metal surface, the metal must be "tinned." Tinning is the process of chemically cleaning the metal surface with a tinning flux. It loosens and floats off the impurities and oxidation present in the metal. There are three basic types of tinning flux that can be used to tin metal.

1. Liquid tinning flux. It is produced commercially and is applied with an acid swab.
2. Powdered tinning flux. The metal is heated and the powdered flux is rubbed on the surface of metal with steel wool. Cleaning and tinning are accomplished in one operation.
3. Acid-core solder. — Acid-core solder comes in a hollow-wire form. The hollow center is filled with liquid tinning flux. The metal to be tinned is heated and the acid-core solder is rubbed on the surface until some solder melts on to it. It is then rubbed with steel wool until it coats the metal.

A welding torch, a slip-on soldering tip on the welding torch, or a propane soldering torch can be used to supply heat to tin the soldering tip and apply the solder fill (Figure 31).

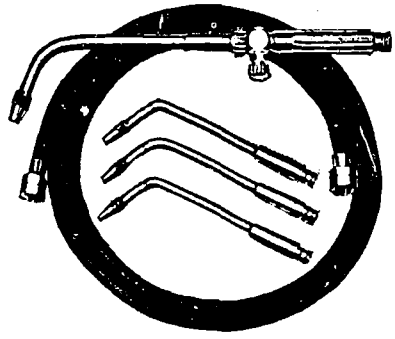

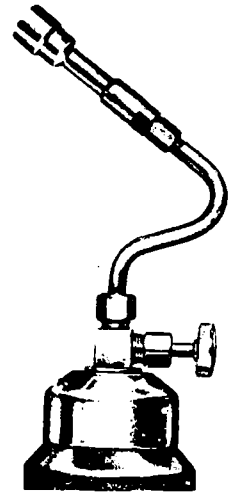

Fig. 31

Soldering Torch

Propane Torch

When a damaged area must be filled, the surrounding area should be metal-finished before the solder is applied. This makes it easier to determine the proper contour and size of the area to be filled.

There are four basic steps in applying body solder:

1. Cleaning. The area must be thoroughly cleaned. All paint, rust, weld scale, oil, and all other foreign material must be removed. A clean, bright metal surface is required for proper tinning. This may be done with either a sanding disc or a wire brush (Figure 32).

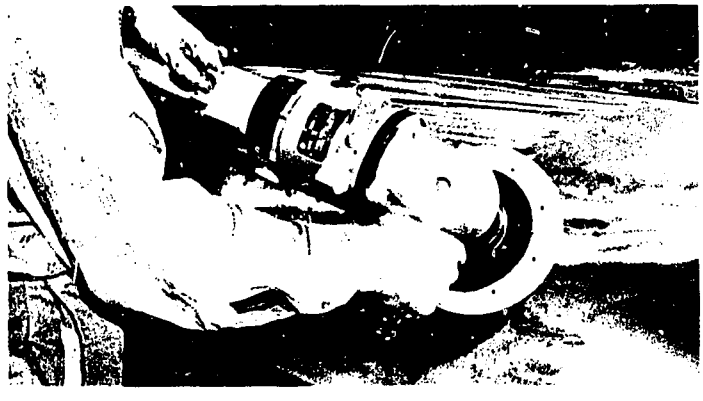

Fig. 32
Cleaning the area to be solder-filled.

2. Tinning. Tinning is the process of chemically cleaning the metal surface with a tinning flux. It loosens and floats off the oxides and impurities present in the metal (Figure 33).

Fig. 33
The metal is heated and solder flux is applied when the surface is clean. The heat serves to activate the chemical properties of the solder flux.

After the flux has been applied, a small amount of solder is melted on the surface of the panel. It is quickly wiped away with steel wool. This leaves a thin film of lead which will act as a bond between the solder fill and the metal.

3. Filling. Filling is the operation of adding solder to the tinned surface and shaping it. Shape it to the proper contour so that it can be finished smooth (Figure 34).

Fig. 34
Applying solder fill to the depressions in the panel.

While the solder is kept soft and plastic with the torch, it is spread smooth to conform with the surrounding contours.

The wood paddle being used is soaked in oil to avoid solder sticking to it.

4. Solder finishing. After the solder is spread and the surface allowed to cool, the filled area is cut down with a body file. That blends the surface of the filled area with the rest of the panel. The filing must be completed to the point where hand sanding is all that is required for the necessary smoothness. Do not use a disc sander on solder-filled areas, because the filling solder is soft. A power sander would gouge the solder below the level of the metal surrounding the filled area.

Assignment:

1. What alloy is used for solder filling?

2. What are the percentages of lead and tin in solder?

3. What is soldering flux?

4. Describe tinning.

5. Describe the steps taken in solder filling.

6. Obtain the following items from the tool and stock rooms:

    1. Soldering torch outfit
    2. Soldering flux or acid-core solder
    3. Body solder (2 sticks)
    4. Soldering paddle and oil
    5. Body file
    6. Disc grinder
    7. Scrap bender or door

Following the steps given in this lesson, make dents in the metal. Then practice filling and finishing.

Plastic Filling

Lesson 9

Objective: To learn how to use plastic filler.

Information:

Plastic fillers consist of a resinous filler material and a hardener. When added to the filler, the hardener activates a chemical reaction that produces heat to harden or cure the plastic.

These plastic fillers can be applied in a putty state and will harden to a solid state in a short time without the use of external heat. This makes them very simple to use. However, certain rules must be followed when using them if good results are to be obtained.

1. Paint and rust must first be removed with a disc sander.
2. The repair area must be indented below the original surface contour.
3. Never use plastics over moist, hot, or cold surfaces. Moisture and extreme temperatures are the two main enemies of plastics.
4. Follow the manufacturer's directions for mixing and preparing the plastic.
5. Apply the plastic filler in thin layers; allow each layer to cure before applying the next layer.

There are four steps in applying plastic filler.

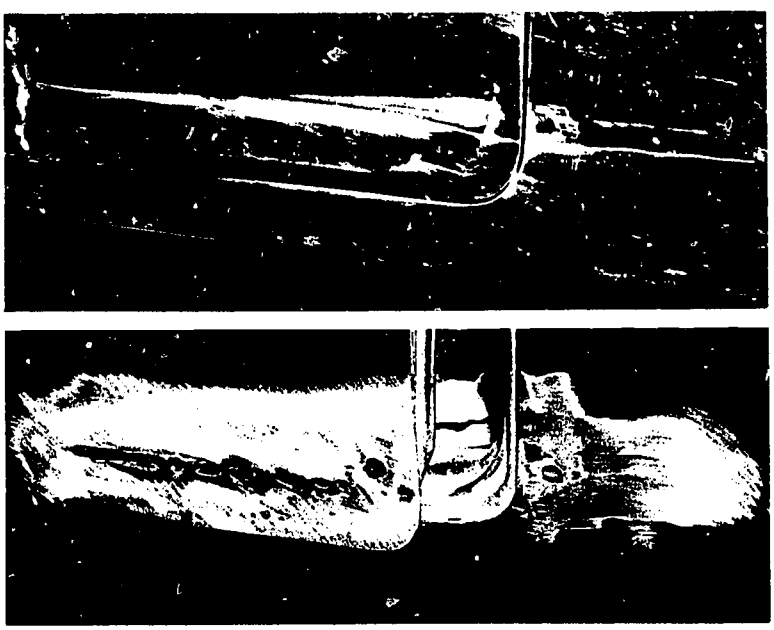

Fig. 35

Step 1. *Clean the area to be filled. This is done in exactly the same way as for solder filling.*

Fig. 36

Step 2. *Mix and add hardener to plastic according to manufacturer's directions. Apply plastic to dented area, using a plastic applicator or rubber squeegee.*

Fig. 37

Step 3. *Allow to cure or harden. This takes about 10 minutes, but it can be speeded up by passing a torch over the surface of the plastic for about 1 minute. Do not overcure. The plastic is much easier to smooth off if it is not allowed to cure too long.*

Fig. 38

Step 4. *Finish by filing first with a surform file. This file has open teeth which allow the shavings to go through. (See Unit IV, Lesson 4.) Then finish sanding with a flat sanding block or belt sander. Use No. 40-grit paper first; use 80-grit paper for the final finish.*

Assignment:

Make a list of all materials needed to do a plastic filling job. Obtain everything you need from the tool and stock room. Do a job on your own with a scrap panel.

Oxy-Acetylene Welding Equipment

Lesson 1

Objective: To learn what oxy-acetylene welding equipment is and how to handle it safely.

Information:

Welding is a very important part of the auto-body repair trade. The oxy-acetylene equipment is used to braze-weld, steel-weld, cut metal, apply solder filler, shrink stretched metal, and to heat metal for bending.

Although many types of electric welders and spot-welding equipment are now being successfully employed, oxy-acetylene is the most commonly used because of its versatility.

An oxy-acetylene welding outfit consists of the following parts:

1. Welding torch with an assortment of tips
2. Cutting attachment and tips
3. Torch wrench
4. Oxygen regulator
5. Acetylene regulator
6. Oxy-acetylene hose
7. Pair welding goggles
8. Torch lighter
9. Tip cleaners

1. The Welding Torch. – The torch is the most important part of the welding outfit. It mixes the acetylene and oxygen in the proper proportions, burns the mixture at the end of the tip, and directs the flame onto the work. Welding tips of various sizes are supplied with each torch. The size of the flame and the amount of heat it will produce is determined by the size of the tip orifice. Welding tips are sized by number: the smaller the number, the smaller the tip. Although tips come in sizes from 1 to 9, the number 1, 2, or 3 tip is generally used for welding sheet metal.

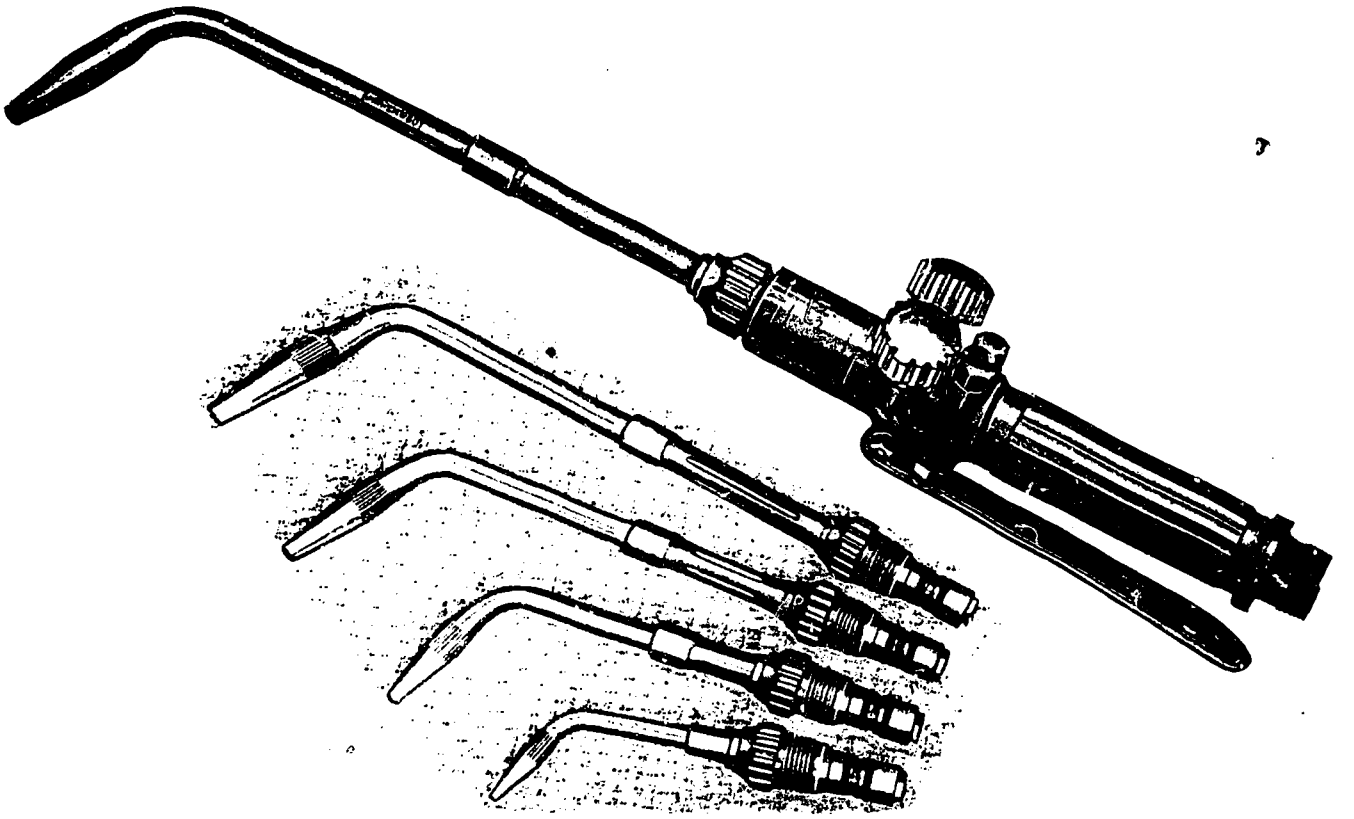

Fig. 1
The Welding Torch with Assortment of Tips

2. The Cutting Attachment – The oxy-acetylene cutting attachment is designed to connect to the end of the torch handle. It is used to cut mangled sheet metal, rusty bolts, old welds and rivets. It is also used to remove panel sections that are to be replaced.

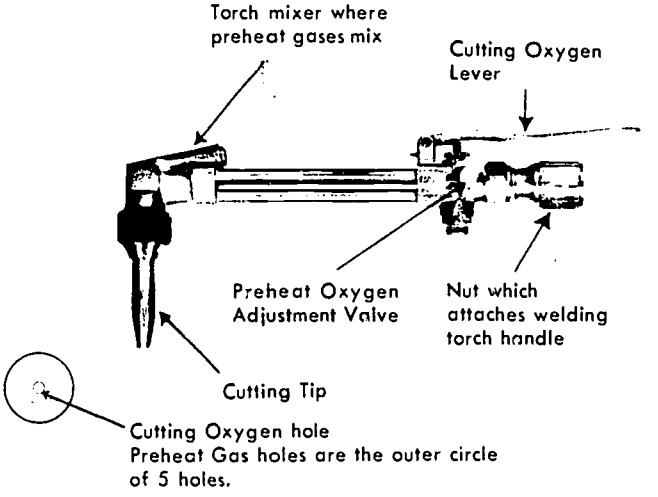

Fig. 2
Cutting Attachment

Each tip has 5 preheat gas holes that heat the metal to the required temperature. They surround a center hole which supplies the cutting oxygen stream. When the lever is pressed, a stream of pure oxygen is emitted from the center hole. This does the cutting.

3. Torch Wrench. – The torch wrench is a universal-type wrench with openings to fit the nuts on the hoses and regulators. It is usually supplied with a torch and regulator set.

Fig. 3
Torch Wrench

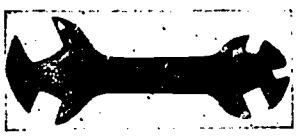

4. Oxygen and Acetylene Regulators and Gauges

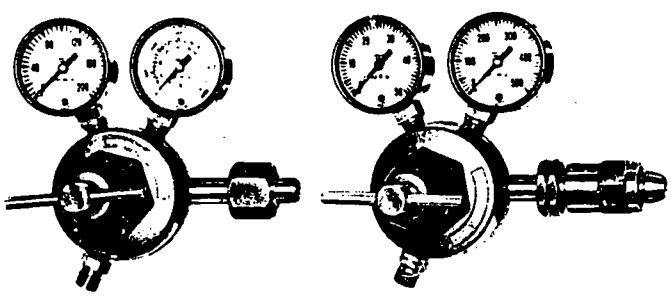

Fig. 4
Oxygen regulator on the left. Acetylene regulator on the right.

The regulators for both gases operate on the same principle, but they are made so that they cannot be interchanged for safety reasons. The connections to the cylinders are different in size. Left-hand threads are used on the connections to the acetylene hose; left-hand threads are also used on the hose connection to the torch handle. This completely eliminates the possibility of making a wrong connection anywhere in the system.

A schematic view of a regulator is shown in Figure 5. The important part of the regulator is the valve which controls the flow of gas. This is done by turning the *tee adjusting screw* clockwise for increased pressure and counterclockwise for decreased pressure. The other gauge on the regulator shows the pressure on the cylinder (Figure 6).

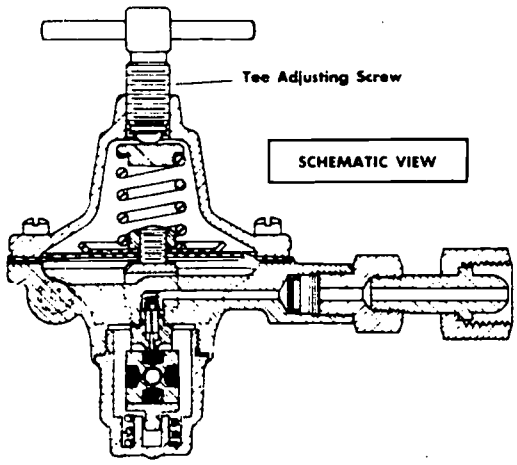

Fig. 5
Schematic View of a Gas Regulator

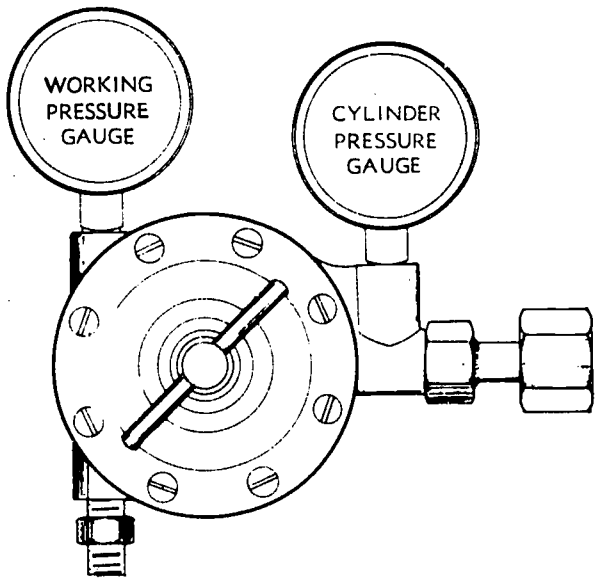

Fig. 6
Gas Regulator Showing Gauges. *The gauge on the left shows the pressure at the torch. The gauge on the right shows how much pressure is in the cylinder.*

5. The Oxy-acetylene Hose. – The hose used in gas welding is made especially for its purpose. It is flexible, nonporous, and has sufficient strength to withstand the pressure of the gases.

Both hoses are of the same size, but the acetylene hose is usually red; it is fitted with left-hand threaded connections. The oxygen hose is usually green or black; it is fitted with right-hand connections. These hoses are usually molded together to make them easier to handle. The most practical and safest length of the hose for working on automobiles is about 15 feet. A hose that is too long is a safety hazard. Figure 7 shows a section of typical welding hose.

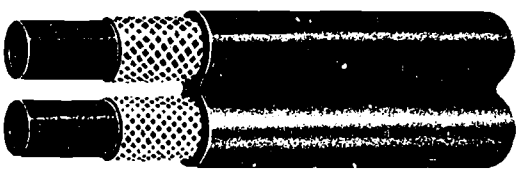

Fig. 7
A section of welding hose. *It is permanently joined to eliminate kinking and tangling.*

6. The Welding Goggle

Fig. 8
Welding goggles

Wearing welding goggles while welding is a *must*. They protect your eyes from stray sparks, scale, or injurious light rays. Welding goggles are made to fit snugly over the eyes. They are provided with ventilating screens and baffle plates to prevent fogging.

To prevent glare, welding goggles are made with shaded lenses; there are various strengths to suit different types of welding. The shaded lens is covered with a lens of clear glass to protect them from the pits and slag caused by the welding sparks. Clear glass costs less to replace when it becomes pitted.

7. Torch lighter. – A torch lighter, usually called a spark lighter, is used to light a torch to avoid burning your hand (Figure 9). Matches are too short for safe lighting. Remember the flame reaches 6000 degrees F.

Fig. 9
Spark lighter

8. Tip cleaners. – Welding tips become clogged and after being used for a while. Never clean a tip with wire or nails. Tips should be cleaned with special reamers made for the purpose. They are made of stainless steel and come in sizes to fit all tips. Figure 10 shows a tip-cleaner kit that will clean any size tip.

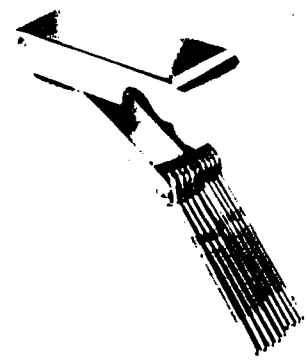

Fig. 10
Tip Cleaner Kit

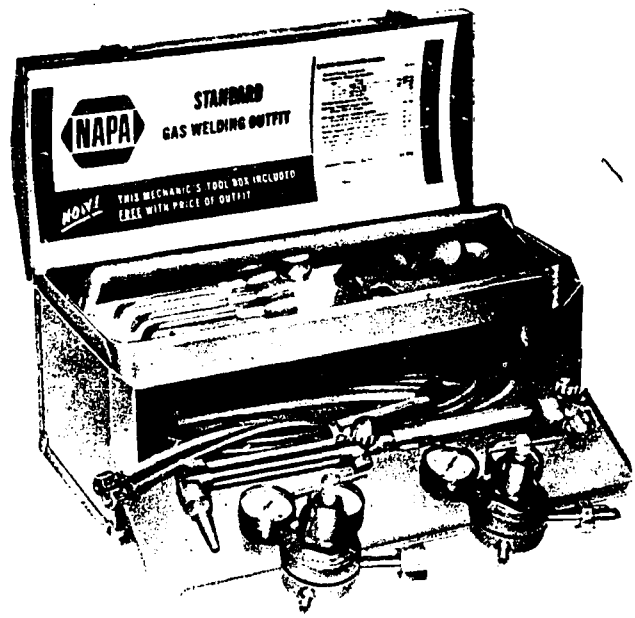

Fig. 11
A Typical Welding Outfit

Assignment:

1. Name all the parts of a gas welding outfit.

2. Why is the acetylene hose colored red?

3. What is the purpose of the regulator?

4. How do you check the pressure in the tank?

5. What does the *tee adjusting screw* do on a regulator?

6. Why do the acetylene fittings have a left-hand thread?

7. What is the purpose of the cover lens on welding goggles?

8. What is the proper tool to use to clean the orifice in the welding tip?

Oxygen Cylinders Lesson 2

Objective: To learn how oxygen cylinders are made.

Information:

Oxygen cylinders have seamless steel walls that are about 5/16 of an inch thick. The cylinder valve at the top of the cylinder is designed to operate at high pressure: it has a two-way sealing action. The valve seals the pressurized oxygen in the cylinder when the valve is closed: and it seals around the valve stem to prevent leakage when the valve is opened. For this reason, the valve should always be fully closed when the cylinder is not in use: it should also be fully opened when the cylinder is in use.

There is a special metal disc under a safety nut on the side of the oxygen cylinder valve (Figure 12). The disc will burst and release the pressure if it becomes excessive. Excessive pressure occurs if the cylinder is exposed to heat or fire. A safety cap protects the cylinder valve from damage during shipment or storage.

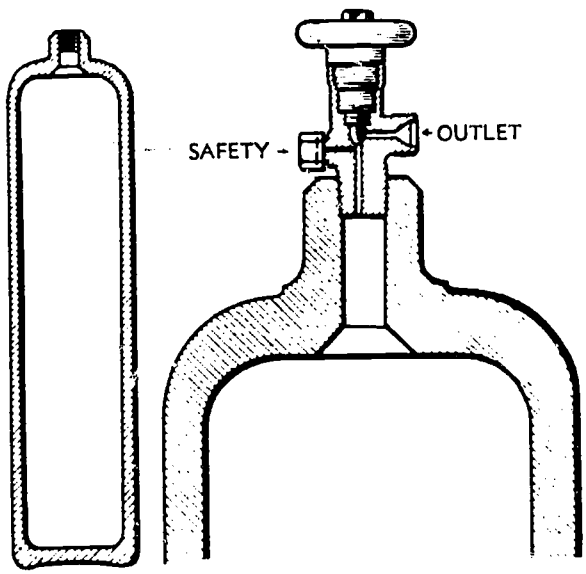

Fig. 12
Oxygen Cylinder Construction

Oxygen cylinders vary in size and volume. They usually contain 122 or 244 cubic feet of oxygen at a pressure of 2200 pounds per square inch (PSI) at 70°F.

Assignment:

1. How thick are the walls of an oxygen cylinder?

2. What kind of valve is used on an oxygen cylinder?

3. What kind of safety valve is built into an oxygen cylinder?

4. Why is a safety cap used while shipping the tank?

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Acetylene Cylinders Lesson 3

Objective: To learn how acetylene cylinders are made.

Information:

Acetylene cylinders are shorter in length and larger in diameter than oxygen cylinders.

Acetylene gas, when compressed to a pressure higher than 15 psi. becomes very unstable and explosive. To make it possible to store acetylene at a high pressure, the cylinder is filled with a porous material such as charcoal, balsa wood or one of various other porous materials. The porous material is saturated with acetone, which is a liquid capable of dissolving and absorbing many times its own volume of acetylene. A cross sectional view of an acetylene cylinder is shown in Figure 13.

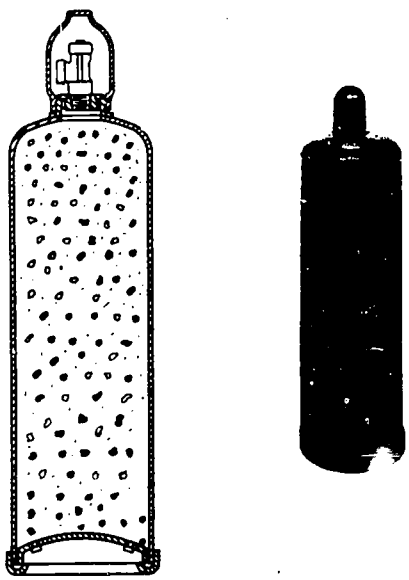

Fig. 13
A cross sectional and full views of an acetylene cylinder

Acetylene is sold by weight. A full cylinder may have from 200 to 300 cubic feet of acetylene compressed to 250 psi.

Safety fuse plugs which melt at 220°F. are provided at the top and bottom of the acetylene cylinder. If the temperature of the cylinder reaches this point, the acetylene will be released. This avoids the possibility of an explosion.

Acetylene tanks should always be stored in an upright position. This prevents some of the liquid acetone from being drawn out along with the acetylene gas. Acetone will damage the hoses and cause a poor weld if it gets into the hoses.

Oxygen and acetylene tanks should always be secured to a wall while being stored. They should be fastened to a cylinder truck while in use.

A cylinder truck is shown in Figure 14.

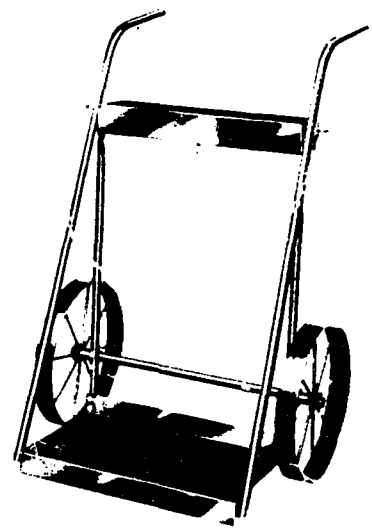

Fig. 14
Standard Cylinder Truck

Assignment:

1. What is the purpose of the porous material in the acetylene tank?

2. What is the purpose of the acetone in an acetylene tank?

3. What safety features are built into an acetylene tank?

4. Why are acetylene tanks stored upright?

Setting Up the Oxy-Acetylene Welding Outfit Lesson 4

Objective: To learn how to set up the oxy-acetylene outfit.

Information:

– To insure safe operation and good service from gas welding equipment, a definite sequence should be followed in setting it up for the first time.
The sequence is:

1. Place the oxygen and acetylene tanks on the cylinder truck and fasten them securely.

2. Remove the safety caps.

3. Wipe off any foreign material from the cylinder outlets and the regulator inlets.

4. *Crack* both cylinder valves to blow out any dirt or dust. This means open the valve and close it very quickly.

5. Connect both regulators and tighten them.

6. Turn the adjusting screws counterclockwise until they are free on both regulators.

7. Open the cylinder valves. The cylinder pressure gage should show a reading at this time.

8. Blow out the regulators by turning the adjusting screw in far enough to release a small quantity of gas: then unscrew the adjusting screw. This will blow any dirt or dust from the outlet connection.

9. Attach the hoses to the regulator.

10. Blow out the hoses by repeating step 8.

11. Attach the torch handle with the tip.

12. Blow out the torch handle by repeating step 8.

13. Check the hoses and connections for leaks. Use soapy water and a small brush. Brush soapy water on all connections. If bubbles appear, tighten the connection.

14. Install the tip and the outfit is ready to go to work.

Assignment:

Under the supervision of your instructor, assemble and disassemble the outfit until you can do it without making a mistake. *Do Not Do This Without Supervision.*

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Lighting and Adjusting the Torch — Lesson 5

Objective: To learn how to light and adjust the torch.

Information:

In the previous lesson, we learned how to set up the welding outfit. Now, we will learn how to use it. Opening the valves and lighting the torch require a definite sequence. The procedure is:

1. Unscrew both regulator screws to release any pressure in the regulator.
2. Open the oxygen cylinder valve *all the way*.
3. Open the acetylene valve one turn. This makes it easy to shut off if a fire or emergency occurs.
4. Open the oxygen valve on the torch one quarter turn.
5. Turn the oxygen regulator adjusting screw in until the required pressure is shown on the oxygen low-pressure gage. *Pressure should be at least equal to the number of the tip.*
6. Close the oxygen valve on the torch.
7. Open the acetylene valve on the torch one quarter turn.
8. Turn the acetylene screw in until the low-pressure gage reads the same as the oxygen.
9. Use the spark lighter to light the escaping gas.
10. Adjust the acetylene valve on the torch until the flame begins to push away from the tip.
11. Open and adjust the oxygen valve on the torch until all of the long feathery flame just disappears. It should leave a clearly defined, intense blue cone burning on the end of the tip. This is a neutral flame.

Three basic types of welding flames can be produced by the oxy-acetylene welding torch. They are:

1. The carburizing flame
2. The neutral flame
3. The oxidizing flame

Carburizing flame. - When there is an excess of acetylene gas in the mixture, the flame is called a carburizing flame. A carburizing flame consists of three parts: inner cone, feather and envelope (Figure 15).

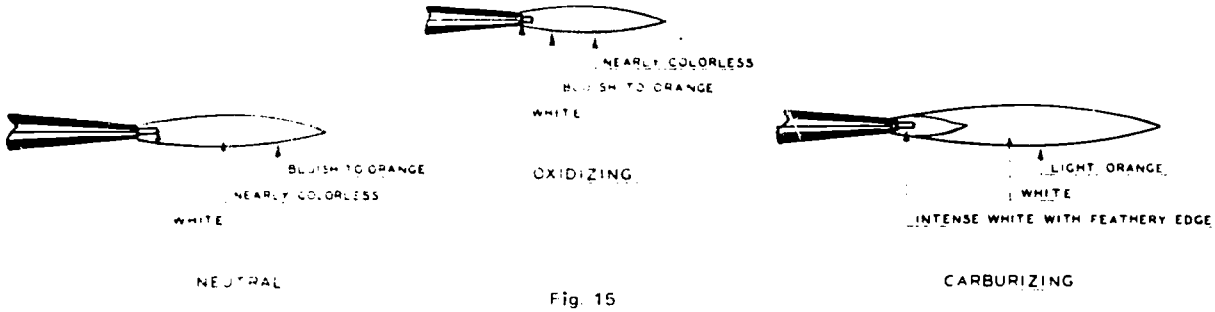

Fig. 15
Welding Flame Adjustment

The carburizing flame deposits carbon in the weld because it has an excess of acetylene. A weak, brittle weld is the result. The weld puddle will have a thick scale on it and will tend to boil.

A slight carburizing flame is used to weld certain non-ferrous metals, such as white metal. It is also used for body soldering.

Neutral Flame. – As more oxygen is added to the mixture, the feather gradually disappears into the cone. When the feather has completely disappeared, it is known as a neutral flame (Figure 15). This is known as a *balanced flame* because it contains equal parts of acetylene and oxygen.

The neutral flame is used to weld steel; it produces a clean, molten puddle with little or no sparking.

Oxidizing flame. – When more oxygen than acetylene is in the mixture, an oxidizing flame is produced. An oxidizing flame looks somewhat like a neutral flame, but the cone is pointed and the envelope is shorter. The flame also makes a hissing noise.

The oxidizing flame adds excess oxygen to the weld, which oxidizes and weakens the metal. The weld puddle will foam and spark during welding.

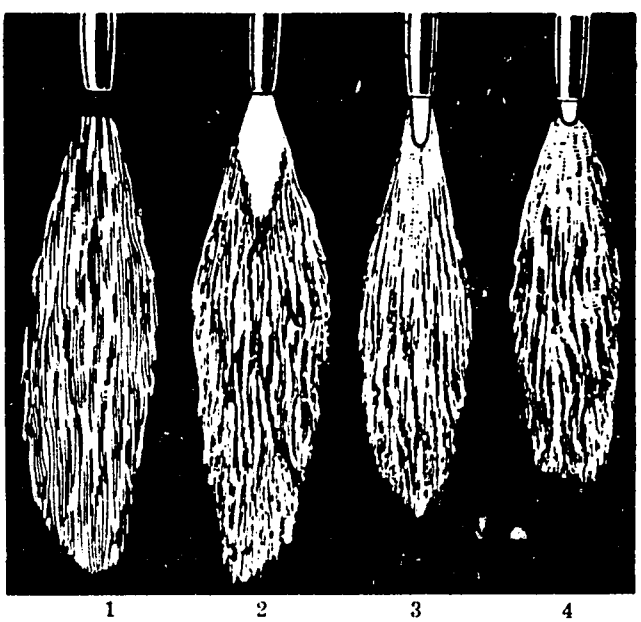

Fig. 16
Another view of welding flames

1. Burning acetylene only
2. Carburizing flame
3. Neutral flame
4. Oxidizing flame

To shut off the oxy-acetylene flame, close the acetylene torch valve *first*. Then close the oxygen torch valve.

To shut down the equipment:

1. Close the cylinder valves.
2. Open the torch valves to drain them, one at a time.
3. When both regulator gages go to zero, turn regulator adjusting screws counterclockwise.
4. Close torch valves.

This procedure releases all pressure on regulators, hoses, and torch.

Assignment:

Following the instructions in this lesson, *under the supervision of your instructor*, produce each of the following flames:

1. Acetylene only
2. Carburizing flame
3. Neutral flame
4. Oxidizing flame

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Fusion Welding Lesson 6

Objective: To learn the basic skills of fusion welding.

Information:

There are two basic types of welding methods used with the oxy-acetylene process: fusion welding and braze welding. *Fusion welding* is the melting together of two or more pieces of metal to form one solid mass. A welding rod is used as an added filler as needed. *Braze welding* is the process used to join two or more pieces of metal together by flowing a low-melting-point filler material over the surfaces to be welded. This creates a solid bond between the two surfaces. It is similar to soldering two pieces of metal together. Braze welding will be discussed in a later lesson.

Making a good fusion weld is a matter of manipulating the flame properly and depositing the filler metal at the proper time. To do this, the operator must keep the following conditions under control:

1. Distance of the flame from the work
2. Angle of the flame
3. Rate of travel of the flame
4. Side motion (weaving or circling) of the torch
5. Position of the filler-rod end in relation to the puddle and flame

The easiest way for the beginner to master welding skills is to practice running beads on scrap metal without using welding rod. This helps the beginner to judge the speed at which the torch should be moved. The procedure is called *puddling* (Figure 17). The puddle is the area of metal that has been melted by the welding flame.

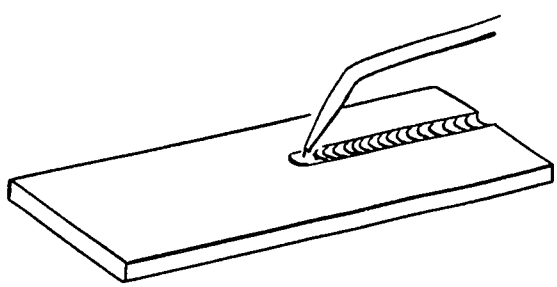

Fig. 17
Puddling. *Running a bead without welding rod*

The point of the cone must be held 1/16 inch from the metal. The tip may be held at an angle from almost parallel with the metal to 65 degrees above it. The angle depends on the thickness of the metal being welded.

The torch is moved in the direction that the cone is pointing. It is moved in a small circular motion, advancing 1/16 inch with each circle.

To run a bead without welding rod, obtain a piece of scrap body metal about 12" square. Place it on a metal welding table or bench with a fire-brick under each end of the metal plate to hold it off the surface of the bench.

Then:

1. Put a small welding tip on the torch.
2. Light the torch and adjust it for a neutral flame.
3. Point the cone of the flame onto the steel at a 45-degree angle as shown in Figure 17. Start at the right side of the metal plate.
4. When a puddle is formed, move the torch slowly in a small circle. Advance 1/16 inch with each circle. It is necessary to have good penetration, which comes from a deep puddle. Practice this exercise until you can move the puddle across the plate with good penetration and without burning through. Look under the plate to determine whether you are getting enough penetration.
5. Now try welding pieces of metal together by puddling. Place two pieces of metal together as shown in Figure 18. Make the puddle with a back-and-forth torch motion as you move the puddle along the seam. Go slowly to get good penetration. This can be checked by turning the work over. The penetration should be visible from the bottom side. Test the weld strength by attempting to separate the two parts.

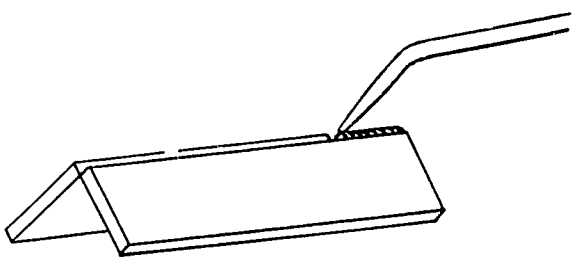

Fig. 18
Welding two pieces of metal together by puddling.

Repeat the process of welding two pieces of metal together: use welding rod this time. While forming the puddle, put the rod into the flame. When the rod gets red, maintain this temperature by moving it into and out of the flame. Once the puddle is started, dip the rod into the puddle. This builds up the weld so that the top is rounded instead of concave, as when no rod was used. Practice this exercise until you have become fairly good at it.

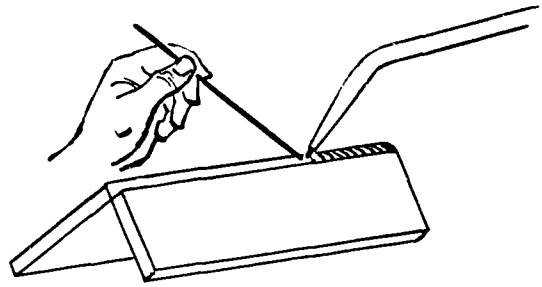

Fig. 19
Welding with welding rod

Any material 3/16″ or thicker should be beveled before welding — 30° is recommended (Figure 20). This is necessary in order to obtain good penetration.

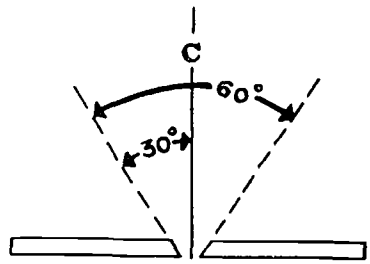

Fig. 20
Edges of two pieces are beveled if the metal is 3/16″ thick or over.

The welder can, with practice, make vertical, horizontal or flat welds once the torch movement and puddle control are mastered.

The subject of welding can fill a textbook in itself. These lessons are only to give you the basic knowledge of welding. If the beginner will practice these exercises he will become proficient enough to handle most welding jobs necessary in body work.

Assignment:

Practice the exercises in this lesson until you can do them neatly and with fair speed.

Types of Weld Joints

Lesson 7

Objective: To learn the various types of weld joints.

Information:

A wide variety of weld joints can be made by fusion welding. The type of joint to use on any particular job is determined by the nature of the work itself. Some jobs require strength of the welded parts. Other jobs may require a leak-proof joint. These various welds can be classified as belonging to one of the five general types of joints, namely:

1. Butt weld

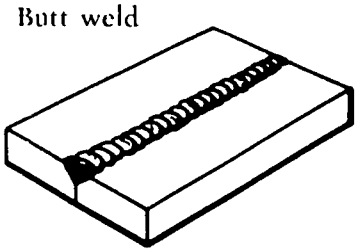

BUTT WELD

SINGLE VEE

DOUBLE VEE
(USED ON HEAVIER WORK)

Fig. 21
Butt weld. *Made by bringing two pieces together edge to edge. The weld is made where the two surfaces meet. If the metal is over 3/16" thick, it is beveled as shown.*

2. Fillet weld

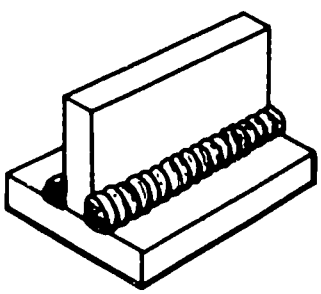

FILLET WELD

Fig. 22
Fillet weld. *A bead of metal laid in the corner formed by two surfaces at right angles to each other.*

3. Lap weld

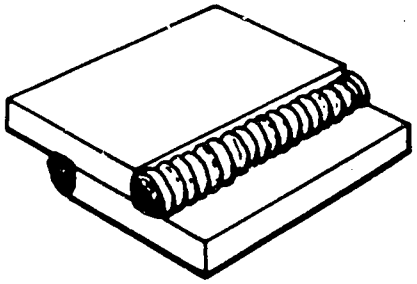

Fig. 23
The Lap Weld. *Made by joining two sections of metal, one lapped over the other. A fillet weld joins the edge of one to the face of the other on both sides.*

4. Plug and rivet welds

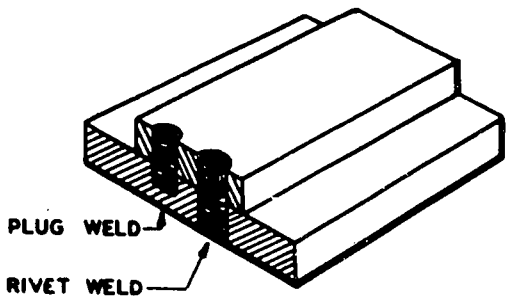

Fig. 24
Plug and rivet welds. *Made by welding through a hole in a metal plate to fasten it to another plate below. This type of weld is used very often in body work.*

5. Tack Weld

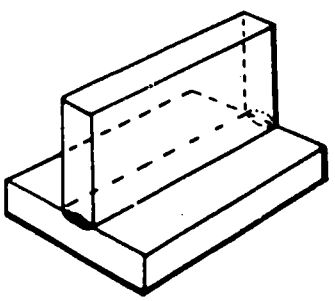

Fig. 25
The tack weld. *Consists of spotting two plates together at intervals in order to keep them in proper alignment until permanent welds can be made.*

Assignment:

Using the information in this lesson, practice making each joint. Submit your best sample of each joint to your instructor for grading.

Braze Welding Lesson 8

Objective: To learn the basic principles of braze welding.

Information:

Braze welding differs from steel fusion welding in that the two pieces of metal to be welded together are not fused (or melted) together. The brazing rod melts at a lower temperature than the parent metal. and the braze strength comes from the surface overlay of the brazing rod.

The advantages of braze welding over fusion welding are: (1) it is the best way to join two different kinds of metal together, and (2) there is less buckling of the metal. since less heat is used in brazing than in fusion welding.

Brazing rod is made up of approximately 40 percent zinc and 60 percent copper.

In order to provide a strong bond between the melted rod and the metal, the surfaces to be welded must be cleaned of all oxides and impurities with a flux. The flux is applied to the rod instead of the surface of the metal to be welded. The end of the rod is heated and then dipped into a container of flux. Some of the flux will stick to the rod.

A slightly oxidizing flame is used to braze-weld. The tip size, torch movement. and rod procedures are much the same as those used for fusion welding.

When the metal has been heated to a dull cherry red, the rod is touched to the metal at the point of the cone. The flux melts off the rod and cleans the metal. The end of the rod melts and flows onto the joint to be welded. As the torch is moved ahead, more flux and rod are melted onto the metal. This provides a solid bond between the two metals.

Because there is no penetration in a joint that has been braze-welded, braze welding is limited somewhat in automotive sheet-metal welding. Braze welding should not be used on main supporting panels that provide the majority of body strength. It is not used on butt joints or around edges. Braze welds have very little strength in areas that are subject to strains and vibration.

Braze welding is often used to weld patches over rusted-out areas, where a lap joint is used. Very little strength is needed and warpage is kept at a minimum.

Assignment:

1. When is brazing used in body work instead of fusion welding? Why?

2. What are the advantages and disadvantages of braze welding?

3. What is the purpose of brazing flux?

4. What is the composition of brazing rod?

5. Using this lesson as a guide, obtain some pieces of practice body metal and braze-weld a few lap joints. Have your instructor check them.

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Flame Cutting Lesson 9

Objective: To learn the basic principles of flame cutting.

Information:

Flame cutting is a simple process that can be quickly mastered. Steel is the only metal that can be cut by the oxy-acetylene method.

Steel is cut by heating it to its kindling temperature (a red color), then burning it rapidly with pure oxygen. A cutting torch provides both the preheat flames and the pure oxygen cutting stream. Acetylene and oxygen are combined in the torch head: they burn at the tip with a 6000° flame. This is the preheat flame. The center hole in the cutting tip is the cutting oxygen hole. This is pure oxygen which is not mixed with acetylene. The stream of pure oxygen from the center hole cuts the steel.

The acetylene regulator pressure is usually adjusted to between 3 and 5 psi. The oxygen pressure for cutting sheet metal is adjusted to about 20 psi.

For cutting plate:

1. Set the regulator adjusting screws to the desired pressures.

2. Light the acetylene and adjust the acetylene valve so that the flame is between smoke and blowoff.

3. Slowly open the cutting-attachment oxygen valve and adjust the preheat cones to a neutral flame while pressing the oxygen lever.

4. Hold the cutting-attachment tip at a 90-degree angle to the metal, with the end of the preheat cone 1/16 inch away from the metal.

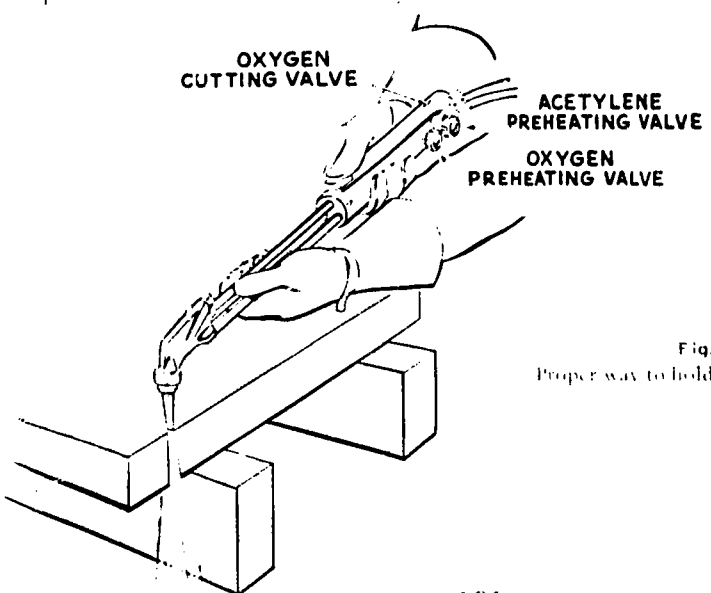

Fig. 26
Proper way to hold the cutting torch

5. Start at the edge to heat the metal.

6. When the metal turns red, press the oxygen lever and start the cut. Figure 27 illustrates the torch working properly and cutting through the metal.

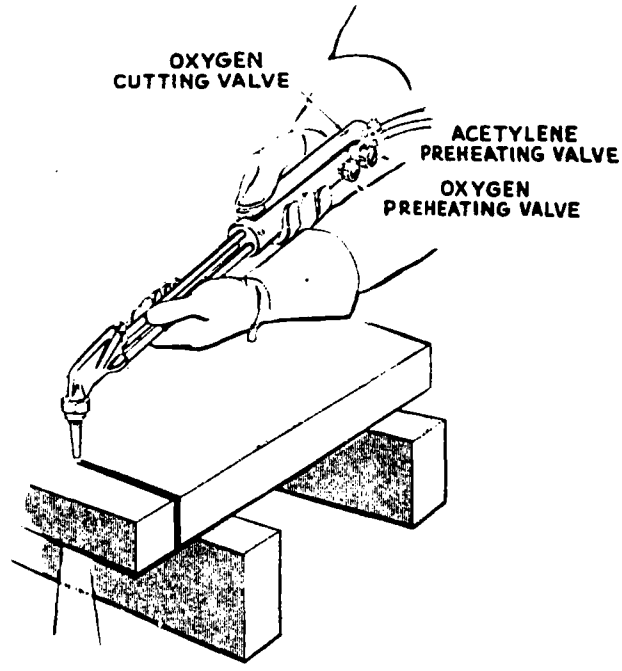

Fig 27

To cut sheet metal, lower pressure and different torch angles are used. The cut is started with the tip at a 90-degree angle and then lowered to 10 or 20 degrees. The low angle speeds the cutting.

The standard welding tip can be used for cutting sheet-metal panels.

A sharp, oxidizing flame is used, and the tip is held at a slight angle to the metal. The end of the tip is held almost to the metal. The point of the cone is pointed very slightly toward the side of the metal to be discarded. The tip is moved as fast as cutting takes place.

To cut the heads off bolts or rivets, hold the torch almost flat on the metal with the preheat cones 1/8 inch from the bolt-head. When the bolt-head becomes red, press the oxygen lever and move forward as fast as cutting takes place.

Assignment:

Under the supervision of your instructor, practice flame cutting on any scrap metal found in the shop or scrap heap.

Welding Safety Precautions Lesson 10

Objective: To learn the safety precautions to take when welding around the automobile.

Information:

1. Never weld on an automobile with a leaking gas tank. Remove it.

2. If welding anywhere near a gasoline filler cap, remove it and plug the filler pipe with a wet rag. Replace the cap, and cover it with a folded wet rag.

3. Do not weld or cut around areas covered with grease or oil. Oil or grease combined with oxygen under pressure could result in an explosion or flash fire.

4. Use a friction lighter to light the torch. Do not use a match because you may burn your hand.

5. Remove empty cans and drums from the vicinity of welding operations.

6. Never weld or heat on a concrete floor. The concrete can explode.

7. Remove all upholstery, plastic, and glass in the body that are in the vicinity of welding operations.

Assignment:

Memorize the safety precautions in this lesson Your instructor will test you to see if you know them.

ACHIEVEMENT TEST – UNIT I

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1. What are the two types of construction used on the modern motor car?
2. What kinds of steel stock are used to manufacture frames?
3. How is the underbody of the unitized body made up?
4. What is meant by the term *body shell*?
5. What does the inner construction of a conventional body consist of?
6. What is meant by "outer skin"?
7. What is the advantage of unitized construction?
8. How does the typical door get its strength?
9. How is the outer panel of a door attached to the inner panel?
10. What provision is made for adjusting a door, hood, or trunk lid to its opening?
11. What provisions does a front fender have for adjustments?
12. Describe how a hood is kept closed.
13. What is the purpose of a wheelhouse panel?
14. What is a lock pillar?
15. How is a rear quarter panel attached to the car?

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ACHIEVEMENT TEST – UNIT II

1. What is the purpose of a grille?

2. What would happen if a die-cast grille were struck?

3. What is the purpose of the gravel deflector?

4. Give two reasons why moldings are used.

5. How is a molding attached to the body?

6. Name as many body moldings as you can.

7. What is the meaning of the word "escutcheon"?

8. Make a simple sketch of a snap-in clip.

9. Make a sketch of a "T" bolt.

10. What is a snap-in stud?

11. Make a sketch of a weld-on stud.

12. How do you define upholstery?

13. Make a sketch of a seat cushion, showing the frame, pad, hog rings, listing wire, and cover.

14. What is a rear-cushion retainer?

15. What is the difference between the front seat for a 4-door sedan and a front seat for a 2-door sedan?

16. How is a front seat made adjustable?

17. What is a headlining?

18. Describe in your own words how a headlining is installed.

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19. What is a listing wire?

20. Name the two basic categories of doors.

21 How is the trim pad attached to the door? Quarter panel?

22. What is a retaining cup?

23. What is the purpose of a weatherstrip? What is it made of?

24. Where are the adjustments on a door located?

25. Name some hardware parts of a rear quarter panel.

26. Name the two types of safety glass.

27. How are the windshield and rear window held in place?

28. How is a door or quarter glass fastened to the sash channel?

29. What is a glass run channel?

30. What is a division channel?

31. What is the purpose of a bumper?

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ACHIEVEMENT TEST – UNITS III and IV

1. Name the parts of a standard screwdriver.
2. Why are the diameter of the shank and the width and thickness of the blade made in proportion to the length of a screwdriver?
3. How should a standard screwdriver fit the slot of a screw or bolt?
4. Draw a diagram of a Phillips screwdriver tip.
5. What kind of metal is used to make wrenches?
6. How do you determine the size of a wrench?
7. Why does a wrench have clearance in the jaws?
8. Why is the length of a wrench made in proportion to the size of the jaws?
9. Describe an open-end wrench.
10. Describe a box-end wrench.
11. Describe a socket wrench and handle.
12. What is the difference between a 6-point and a twelve-point socket?
13. What is a "T" handle?
14. What is a speed handle?
15. How many points are in a square socket?
16. What is an adjustable wrench?
17. What is an allen wrench?
18. What are some basic rules to keep in mind when using wrenches?
19. What is the most commonly used chisel?
20. Why is a cold chisel hardened and tempered?

(over)

21. How is a cold chisel sharpened? What is the correct angle for the cutting edge?

22. What happens when the cutting edge of a chisel turn blue while sharpening?

23. When should you grind the head of a chisel?

24. What is a hand punch?

25. Name some of the commonly used punches.

26. Why should you use a center punch before drilling a hole?

27. Name some different types of files in common use.

28. What is the difference between a single-cut and a double-cut file?

29. Why should you use a handle on a file?

30. What is a file-card?

31. What precautions are necessary when using a file?

32. Describe how to use a hacksaw.

33. Name the different types of tin snips.

34. What type of tin snip is used for straight work?

35. What type of tin snip is used for cutting curves?

36. What are the principle parts of a twist drill?

37. What makes a twist drill break?

38. What part of the twist drill does the actual cutting?

39. Why should the work be clamped before using a drill?

40. Give some safety precautions to use while drilling.

41. What are slip-joint pliers?

42. Name the different types of pliers commonly used in the body shop.

43. Describe how vise-grip pliers work. Name the types and uses of vise-grip pliers.

ACHIEVEMENT TEST -- UNIT V

1. What are the two most common sizes of electric drills used in body shops?
2. What is a drill chuck?
3. What is the trigger latch used for?
4. Why remove the chuck key after use?
5. What is an electric grinder?
6. What is an electric grinder used for?
7. What is a disc trimmer? When is it used?
8. What is the difference between an open-coat and a closed-coat sanding disc?
9. What are the safety rules for the grinder?
10. Write a short essay on the bench grinder.
11. What is a power chisel?
12. What precautions should be followed in using a power chisel?
13. Explain how a body jack works.
14. What are the basic parts of a body jack?
15. What kind of oil should be used in a body jack?
16. How is a body jack made longer?
17. How is a body jack made shorter?
18. Write a short essay on body-jack maintenance.
19. Describe an external pull-jack.
20. What is the difference between a portable pull-jack and a body and frame rack?

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ACHIEVEMENT TEST – UNIT VI

1. What are the basic damage conditions found in most damaged areas?
2. What happens when metal is bent beyond the elastic limit?
3. What is done to stiffen the steel in manufacturing flat sheets into body panels?
4. When does stretching occur in a body panel?
5. Describe two ways that a stretch in a body panel can be repaired.
6. What is direct damage?
7. What is indirect damage?
8. How is a dolly-block used to rough out a dent?
9. What does hammer-on-dolly mean?
10. What does hammer-off-dolly mean?
11. What is a displaced area?
12. What is spring hammering?
13. What is a buckle?
14. Describe metal finishing.
15. What is the basic reason for using a body file?
16. What is "X" filing?
17. What is the reason for using a disc-grinder?
18. How can you avoid cutting swirls in the surface being sanded with a disc-sander?
19. What are the uses of a pick hammer?

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20. Explain the process of hot shrinking.

21. What two materials can be used for filling a dent?

22. What is meant by "tinning"?

23. What is solder flux?

24. What are the steps that are used in solder filling?

25. Describe the process of plastic filling.

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ACHIEVEMENT TEST – UNIT VII

1. List the parts of an oxy-acetylene welding outfit.

2. Explain the use of each item in a welding outfit.

3. Describe the construction of an oxygen cylinder.

4. Describe the construction of an acetylene cylinder.

5. How should acetylene tanks be stored?

6. What sequence should be followed in setting up a gas welding outfit for the first time?

7. What is the sequence for turning on, lighting, and adjusting the flame?

8. Name the three basic types of welding flames.

9. Describe each one of the basic flames.

10. How is the welding outfit shut off?

11. What is fusion welding?

12. What is braze welding?

13. To make a good fusion weld, five conditions must be kept under control. What are they?

14. What is the *puddle* as applied to welding?

15. What are the various types of welding joints?

16. What are the advantages and disadvantages of braze welding?

17. How does braze welding differ from fusion welding?

(over)

18. What is the purpose of flux in braze welding?

19. What type of flame is used in fusion welding?

20. What type of flame is used in braze welding?

21. Explain the process of flame cutting.

22. What is the only kind of metal that can be cut by flame cutting?

23. What does the actual cutting in flame cutting?

24. Draw a diagram of a cutting tip showing the holes and what each one does.

25. How can a standard welding tip be used for cutting sheet metal?

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ACCESSION NUMBER: VT100677

PUBLICATION DATE: OCT73

TITLE: CONCRETE CONSTRUCTION. A SYLLABUS.

PERSONAL AUTHOR: LONG, MELVIN J.

DESCRIPTOR: *TECHNICAL EDUCATION; *CONSTRUCTION (PROCESS); *STRUCTURAL BUILDING SYSTEMS; *VOCATIONAL EDUCATION; *BUILDING DESIGN; DESIGN; BUILDING MATERIALS; ARCHITECTURAL ELEMENTS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 561

ABSTRACT: FOR USE IN A 2-YEAR ASSOCIATE DEGREE CIVIL ENGINEERING PROGRAM IN A COMMUNITY COLLEGE OR TECHNICAL INSTITUTE, THIS 12-WEEK COURSE IS DEVOTED TO DESIGN AND ON-THE-JOB CONSTRUCTION PRACTICES IN THE FIELD OF REINFORCED CONCRETE STRUCTURES. BEHAVIORAL OBJECTIVES, A TOPICAL OUTLINE, METHODOLOGY (INCLUDING TEXTS AND REFERENCES), STUDENT REQUIREMENTS AND ACTIVITIES, A SET OF CRITERIA FOR THE FINAL GRADE, AND SIX DETAILED UNIT OUTLINES MAKE UP THE SYLLABUS. THE SIX UNITS COVER MATERIAL ON CONSTRUCTION MATERIALS, DESIGN THEORY, CODE REQUIREMENTS, SUPERSTRUCTURE AND SUBSTRUCTURE MEMBERS, AND FORMWORK. (MU)

AVAILABILITY: NEW JERSEY VOCATIONAL-TECHNICAL CURRICULUM LABORATORY, BLDG. 4103, KILMER CAMPUS, RUTGERS UNIV., NEW BRUNSWICK, N.J. 08903 ($1.50)

INSTITUTION NAME: RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J. CURRICULUM LAB.

SPONSORING AGENCY NAME: NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION.

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DIVISION OF VOCATIONAL EDUCATION

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CONCRETE CONSTRUCTION

A SYLLABUS

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ON COUNTY TECHNICAL INSTITUTE
·TCH PLAINS, NEW JERSEY

ERIC

State of New Jersey
Department of Education
Division of Vocational Education

CONCRETE CONSTRUCTION

A Syllabus

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October 1973

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BUILDING 4103 · KILMER CAMPUS

NEW BRUNSWICK, NEW JERSEY

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0.0 ABSTRACT

This paper presents in behavioral-objective format an instructor's teaching guide and course outline for a twelve-week, one-quarter (4 quarter-hour-credit) course titled "Concrete Construction."

Since the course is the only one on the subject taken by the student technicians in a two-year Associate Degree Civil Engineering Technology program, it is presented as a lecture survey course. However, the student is required by means of behavioral-objective testing to be able to identify suitable materials for producing quality concrete; to write the differences in design theory for working stress and ultimate; to find in the ACI Code the allowable limits for dimensions and stresses; and when given span and load conditions for flexure elements of a structure, to be able to draw and label the free body diagram, the shear and moment diagrams, and to select from the CRSI Handbook the size of the member and the reinforcement required.

A topical outline, a detail outline for each unit, a sample lesson plan, a sample design note sheet, a sample quiz, and a student assignment sheet are included.

The behavioral-objective bibliography used in writing this syllabus is in Appendix E.

1.0 SUMMARY

This syllabus was written as a comprehensive behavioral-objective teaching outline for the course, "Concrete Construction." The twelve-week, four-quarter-hour credit course is for technicians in a two-year Associate Degree Civil Technology program.

At the conclusion of this course, the student will be able to define the technical terms, to explain the design theories, to select the applicable code specifications, to select members and reinforcement from a handbook and to recognize and name nonconventional concrete structures.

In writing the teaching guide for such a condensed course, these guidelines were established:

1. The subject matter would be limited to current design and construction practices for monolithic concrete, not precast or prestressed.
2. All subject matter would be presented either by lecture and/or demonstration, and supplemented by samples, charts and films.
3. The theory of design would be explained, but all design problems would be solved by the use of handbooks.
4. The summary would be a design project to test the student's ability to select the size and reinforcement for some elements of a structural concrete building through the use of a design handbook in accordance with the applicable sections of the code of the American Concrete Institute.

Facts and Results

The forty-eight contact hours are divided into six teaching units; they include twelve hours of evaluating whether the objectives have been met through direct observation of the student's behavior.

The six teaching units are:

1.0 Materials for Reinforced Concrete Construction

2.0 Design Theory, Code Requirements and Stress Calculations for Reinforced Concrete Structures

3.0 Design of Superstructure Members

4.0 Design of Substructure Members

5.0 Formwork for Monolithic Reinforced Concrete Structures

6.0 Other Than Conventional Structures

The design project (in lieu of a final examination) requires a minimum of six hours of independent study outside the classroom.

Conclusion

A teaching syllabus can be written to cover only the major topics of a four-hour course in concrete construction, incorporating behavioral objectives in all teaching methods and evaluation techniques. However, since the course is a survey, it is not possible in a one-quarter course to present sufficient knowledge for the student to be fully qualified as a concrete technician. The student will be qualified as an entry-level employee.

2.0 INTRODUCTION

The course "Concrete Construction" is offered in the sixth quarter of a six-quarter Associate-Degree-level program in Civil Technology. This course is one of the classroom courses taken by the student during his work-study quarter. It is the only course in the student's program devoted exclusively to the study of the current-design and on-the-job construction practices in the field of reinforced concrete structures.

Concrete is one of the major construction materials utilized in all facets of the building field. This applies both to monolithic, precast, and prestressed types of concrete. As a construction material, reinforced concrete is used extensively in the three main classifications of building activity -- highway and the related structures, heavy construction, and building construction.

Highway construction is concerned with the building of roads, expressways, overpasses, and the adjunct drainage structures. These would include lined canals, drainage tunnels, culverts, retaining walls, sumps, lift stations, manholes, and catch basins.

Heavy construction is usually classified to include waste-water-treatment plants, water-treatment plants, vehicular tunnels, bridges, power plants, airports, large machinery foundations, dams, and all other structures where large masses of concrete and reinforced concrete are used.

Building construction could be further subdivided into categories such as commercial, industrial, and educational. However, building construction, exclusive of single-family housing, is concerned with

those structures which will be occupied by individuals performing some type of activity. Examples of building construction would be industrial plants, office buildings, warehouses, low- and high-rise apartment buildings, schools, libraries, dormitories, museums, and religious structures.

There are some overlaps in classifying construction -- but this is of minor concern. The important point is that the student is made to realize the wide scope of construction that utilizes concrete, the theory of concrete design, the advantages and disadvantages of concrete, and the solution of design-construction problems by using concrete.

Therefore, the course "Concrete Construction" as a one-quarter, four-quarter-credit-hour course will present to the student in a behavioral-objective format the salient features of concrete construction.

This course follows the general theoretical design courses -- such as Statics and Strength of Materials, previously completed by the student. It applies the general design theory to a specific structural material, concrete, during the quarter when he is in the field, thus affording him the opportunity of observing the practical application of theory. This course is a culmination of five quarters of theory presented in a practical format with detailed behavioral objectives for each unit of learning.

The student is expected to develop a feeling for reinforced concrete as a combination material that has the good properties of two components -- the crushing strength of concrete and the tension resistance of steel.

2.1 Time Allocation

The twelve-week quarter consists of eleven weeks of lecture and demonstrations with the twelfth week reserved for final examination and project evaluation. The course carries four quarter-credit hours, resulting from four lecture and recitation periods per week. The 48 hours of class contact are distributed as follows:

Lectures and Demonstrations	36 hours
Quizzes and Tests	6 hours
Mid-Quarter Exam	2 hours
Final Examination Project (Project requires a minimum of 6 hours of outside work.)	4 hours
Total	48 hours

These 48 hours are divided among the six major units of study:

Unit	Subject Matter	Contact Hours
1.00	Materials	3
2.00	Design Theory	6
3.00	Design of Superstructure Members	12
4.00	Design of Substructure Members	7
5.00	Formwork for Monolithic Reinforced Concrete Structures	4
6.00	Other Than Conventional Monolithic Structures	4
7.00*	Quizzes, Tests and Examinations	12
	Total	48

*Assigned for identification purposes only because all tests and quizzes are an integral part of Units 1.00 through 6.00.

3.0 BEHAVIORAL OBJECTIVES

When this course, "Concrete Construction" is completed, the student will be able to perform the following:

Unit 1.00 Materials

When presented samples of proposed materials to be used in the production of concrete, he will be able to perform quality tests to determine whether or not the samples conform to the applicable specification and give a definitive answer as to whether the material can be used or cannot be used.

Unit 2.00 Design Theory

When presented a free-body diagram of a single or multiple element of a structure, the student will be able to explain in narrative and/or graphical form:

a. The span and loading conditions.

b. The nomenclature used in the ACI Standard Building Code.

c. The difference between working stress design theory and ultimate strength design theory.

When presented a loaded single or multiple element of a structure, the student will be able to:

a. Select the correct section of the code that applies to the loading conditions.

b. Select the proper formulas and coefficients; then calculate the existing stresses expressed in the proper units.

c. Select or calculate the allowable stresses permitted under the code.

Unit 3.00 Design of Superstructure Members (Solid slabs, stair slabs, concrete joists, flat slabs, flat plates, waffle flat slabs, and beams)

When given the loading and span conditions, plus any other limiting factors such as width or depth, the student will be able to select a complete design of the reinforced concrete member(s) from a handbook, which will give outlines of concrete and sizes and quantities of reinforcement.

When given the size of a member (concrete outlines) and span condition, the student will be able to calculate the limiting capacity as dictated by allowable shear, bond, and moment, by using the proper formulas.

When given the type of building occupancy, the materials of construction, and loading conditions, the student will be able to select the dead load, live load, and total load per square foot and for the contributary area by using the appropriate handbook, tables, and charts.

Unit 4.00 Design of Substructure Members (Columns, walls, individual and wall footings)

When given the structural elements and loadings as determined in Unit 3.00, the student will be able to select from a handbook the complete design of the member which will provide the concrete outlines and sizes and quantities of reinforcement.

Unit 5.00 Formwork for Monolithic Reinforced Concrete Structures

Given the outline dimensions of a wall, the temperature, and rate of pour, the student will be able to select the size, type, spacing, and form hardware for a forming system.

Given the outline dimensions of a beam or slab and rate of pour, the student will be able to select a forming method and shore size and spacing.

Given the outline dimensions of a column, temperature, and rate of pour, the student will be able to select a forming system and spacing of clamps.

Unit 6.00 Other Than Conventional Monolithic Structures

Given a sketch or photograph of non-conventional structures, the student will be able to identify the type of structure by name, name the components, and list the advantages, disadvantages, limitations and uses.

Unit 7.00 Quizzes, Tests and Final Examination
(Assigned a unit designation for identification purposes only; all tests and quizzes are an integral part of Units 1 through 6.)

Testing, as a teaching method, will be incorporated into each unit as a means of measuring both the student's success against the behavioral objectives and the instructor's performance in attaining these behavioral objectives.

4.0 EMPLOYMENT OBJECTIVES

Upon completion of this course, the student will have an entry-level marketable employment skill as a concrete inspector; structural engineering aide; structural draftsman; reinforcing steel detailer; reinforcing steel estimator; estimator for related construction products; salesman for ready-mix concrete, form accessories, and hardware; and lab assistant in a precast manufacturing plant, ready-mix plant, or concrete testing lab.

The student will know the technical language, the code requirements, the applicable specifications, and the testing techniques, and be able to communicate with personnel presently employed in the field.

As practical experience is acquired to supplement the theoretical knowledge, the student will be afforded opportunity for advancement. Advancement could be to such positions as construction foreman, assistant superintendent, job captain, chief draftsman, lab technician, etc.

5.0 TOPICAL OUTLINE

		Quizzes Tests & Exams	Lesson Lecture Hours	Section Lecture Hours	Total Hours For Unit
1.0.0 Materials					3½
Lesson 1.1	Introduction to Structural Concrete		1	1	
1.2	Ingredients, Characteristics and Purpose		1	1	
1.3	Why Reinforced Concrete?		1	1	
1.4	Quiz on Unit 1.0.0	½			
2.0.0 Design Theory					7½
Lesson 2.1	Working-Stress Method vs. Ultimate-Strength Design		1½		
2.2	Quiz on Lesson 2.1	½			
2.3	Design Formulas and Data			4½	
	2.3.1 Nomenclature, Types of Stresses and Formulas		1½		
	2.3.2 Design Handbooks, Tables, Diagrams and Allowable Stresses		1½		
	2.3.3 Use of ACI Code		1½		
2.4	Test on Unit 2.0.0	1			
3.0.0	Design of Superstructure Members				14
Lesson 3.1	Slabs			6	
	3.1.1 Solid Slabs		2		
	3.1.2 Stair Slabs		1		
	3.1.3 Flat Slabs		1		
	3.1.4 Waffle Flat Slabs		1		
	3.1.5 Flat Plates		1		
	3.1.6 Test on Section 3.1.0	1			

	Quizzes Tests & Exams	Lesson Lecture Hours	Section Lecture Hours	Total Hours For Unit
3.2.0 Concrete Joists		1		
3.3.0 Beams			5	
3.3.1 Rectangular Beams		2½		
3.3.2 Tee Beams		1½		
3.3.3 Web Reinforcement - Stirrups		1		
3.3.4 Test on Section 3.3.0	1			
Mid-Quarter Exam on Units 1.0.0, 2.0.0, and 3.0.0	2			
4.0.0 Design of Substructure Members				8
4.1.0 Columns			2	
4.1.1 Axially Loaded		1		
4.1.2 Eccentrically Loaded		1		
4.2.0 Basement Walls			1	
4.3.0 Footings			2	
4.3.1 Individual			1	
4.3.2 Strap and Combined			1	
4.4.0 Test on Unit 4.0.0	1			
5.0.0 Formwork for Monolithic Reinforced Concrete Structures				5
5.1.0 Walls			1½	
5.2.0 Horizontal Members			1½	
5.3.0 Columns			1	
5.4.0 Quiz on Unit 5.0.0	½			
5.5.0 Assignment of Project	½			
6.0.0 Other Than Conventional Structures				4½
6.1.0 Bins, Tanks, & Grain Elevators			1	
6.2.0 Folded Plates			1	
6.3.0 Arches, Barrel Shell Roofs, Dome Roofs and Groined Vaults			1	
6.4.0 Highway Structures			1	
6.5.0 Quiz on Unit 6.0.0	½			

	Quizzes	Tests	Exams	Totals
7.0.0 Quizzes, Test & Exams				
7.1.0 Quizzes				2
7.1.1 Quiz on Unit 1.0.0	½			
7.1.2 Quiz on Lesson 2.1	½			
7.1.3 Quiz on Unit 5.0.0	½			
7.1.4 Quiz on Unit 6.0.0	½			
7.2.0 Tests				4
7.2.1 Test on Unit 2.0.0		1		
7.2.2 Test on Section 3.1.0		1		
7.2.3 Test on Section 3.2.0		1		
7.2.4 Test on Section 4.0.0		1		
7.3.0 Mid-Quarter Exam on Unit 1.0.0 through 7.0.0			2	2
7.4.0 Final Examination Project			4*	4
	2	4	6	12

*Assignment and explanation of project during 40th class meeting.

6.0 METHODOLOGY

6.1 Teaching Procedure

The course is divided into six learning units (1.0.0 through 6.0.0). Depending upon the quantity of material to be presented, units are further divided into sections and the sections into lessons.

All class periods are 50 minutes, and a lesson is usually covered in one period. However, since some subjects require additional time, a lesson could cover more than one period.

All material is presented by means of lecture, seminar, and/or demonstrations. To continually appraise the effectiveness of the teaching methods, frequent quizzes and tests are given. To aid the student in evaluating his progress, these quizzes and tests are quickly graded and returned to the student (by the second class period), discussed during class, questions answered, and the logic of the solution is presented.

6.2 Texts

Purchased by student:

CRSI Design Handbook, Volume II
Concrete Reinforcing Steel Institute
Chicago, Illinois, Revised 1968

Building Code Requirements for Reinforced Concrete
ACI 318-63
American Concrete Institute
Detroit, Michigan

Distributed free to student:

Manual of Standard Practice
20th Edition, 1970 First Printing
Concrete Reinforcing Steel Institute
Chicago, Illinois

Floor/Roof Construction
January 1972
Granco Steel
St. Louis, Missouri

Bar Cards:

1. Reinforcing Bar Specifications
2. ACI Standard Hooks

Concrete Reinforcing Steel Institute
Chicago, Illinois

Spacing Data for Form Lumber and Form Ties
Superior Concrete Accessories, Inc.
Franklin Park, Illinois

6.3 References

Building Construction Handbook
Second Edition
Merritt, Frederick S., Editor in Chief
McGraw-Hill Book Company, New York, New York

Formwork for Concrete
Hurd, M.K.
American Concrete Institute
Detroit, Michigan

Reinforced Concrete Design
Second Edition
Sutherland, Hale and Reese, Raymond C.
John Wiley and Sons, Inc., New York, New York

Simplified Design of Reinforced Concrete
Third Edition
Parker, Harry
John Wiley and Sons, Inc., New York, New York

Placing Reinforcing Bars
1968 Edition
Concrete Reinforcing Steel Institute
Chicago, Illinois

Reinforcing Bar Splices
Second Edition, 1971
Concrete Reinforcing Steel Institute
Chicago, Illinois

The Fable of the Meticulous Engineer
1961
Concrete Reinforcing Steel Institute
Chicago, Illinois

Grade 60 Rebars With Ultimate Strength Design
Concrete Reinforcing Steel Institute
Chicago, Illinois

Accessories for Concrete Construction
Catalog 800 Revised November 1970
Superior Concrete Accessories, Inc.
Franklin Park, Illinois

Jahn Basic Forming Information
Bulletin BFI-3, 1971
Superior Concrete Accessories, Inc.
Franklin Park, Illinois

Commentary on Building Code Requirements for Reinforced Concrete Structures (ACI 318-63)
American Concrete Institute, Detroit, Michigan

6.4 Periodicals

Engineering News-Record
Weekly
McGraw-Hill, New York, New York

Civil Engineering Magazine
Monthly
Rumford Press, New York, New York

Construction Methods and Equipment
Monthly
McGraw-Hill, New York, New York

ACI Journals
Monthly
American Concrete Institute
Detroit, Michigan

6.5 Learning Aids

Miscellaneous:	Hewlett-Packard Program for Multiple-Choice Quiz Wall Bar Card ASTM Standard Reinforcing Bars Samples: Reinforcing bars Bar supports Form accessories
Films:*	PCO 96 R *Principles of Quality Concrete*, 23 minutes PCO 99 *New Profiles in Industry*, 22 minutes PC 178 *The Flat-Plate Pipe Column System*, 12 minutes PC 083 *New Shapes in Concrete*, 16½ minutes
Demonstration Equipment:	Sound filmstrips produced by Soiltest, Inc.** 2205 Lee Street Evanston, Illinois F-200 Test for Compressive Strength of Molded Concrete Cylinders F-203 Test for Slump of Portland Cement Concrete F-206 Prestressed Concrete Applications Necessary Lab equipment

* Sound films available for rental charge of $5.00 per week from Portland Cement Association, Old Orchard Road, Skokie, Illinois, 60076

** Owned by Union County Technical Institute

6.6 Teacher Preparation

At the first class meeting, the instructor will present an overview of the course, a statement of what is required of the student, the method of grading, an explanation of the quizzes, tests and exams, and distribute an assignment sheet.

The student assignment sheet will indicate the topic, the advance reading assignment, and homework problems for each class meeting.

A lesson plan is prepared for each lesson (see Appendix A) detailing the subject matter to be covered (introduction), the behavioral objective, time required for presentation, method of presentation, AV aids, student preparation and activity, and a summary.

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7.0 STUDENT ACTIVITIES

All students are required to have with them at each class meeting a textbook, the Code, two bar cards, a slide rule, and a notebook. Assignment sheets list all advance reading preparation and homework problems.

Each student is required to attend all class sessions and take all quizzes, tests and examinations. Prior approval of the instructor should be obtained for all anticipated absences. No one is excused from the final examination, as the final is a take-home design project requiring a minimum of six hours' outside work. Passing the course is not possible without completing the design project in a satisfactory manner.

A student will maintain a working design notebook in which he records the solution of sample design problems, suggested construction practices, Code references, and commentaries.

Design notes are to be recorded in pencil in a neat orderly manner, with a free-body diagram showing loads, moment coefficients, shear and moment diagrams, the concrete outline dimensions, and required reinforcement.

8.0 EVALUATIONS

The final evaluation of the student's performance in the course (hence his final grade) is a composite of these factors:

1. Attendance, attitude and participation
2. On-time and satisfactory completion of outside assignments
3. Neatness and accuracy of design notes
4. Grades on the quizzes, tests, and examinations
5. Design project

Continually during the quarter, all students are counseled on their progress, advised on their standing, and given suggestive help for improvement when required or desired.

At the end of approximately 6 weeks, after the mid-quarter examination, each student is advised of his letter grade as of that date. He is also informed that, if his performance continues without change, this is the highest final grade that it is possible for him to earn.

The grading system is:

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	less than 60

All grades are recorded as percentages, until the final grade is determined, when it is recorded as a letter grade. Although a student is able to pass the course with a "D" (60%), it is very desirable that he maintain a "C" average in this and all core-area subjects.

Testing

A total of twelve hours is devoted to testing the student's performance and knowledge of the subject matter. This testing is so structured -- through quizzes, tests, and examinations -- that a student may be tested on material three times; hence, he is given the maximum possibility for success. The final design project affords the student the opportunity to present his acquired expertise in a concise practical manner very similar to the requirements to be placed upon him in a full-time job situation.

Final Project

Each student is assigned a design project in lieu of the final examination. The conditions, loadings, changes, and lack of information is presented in as realistic a manner as is possible in a classroom situation. The project is graded on these major points:

1. Correct determination of all loads
2. Selection of applicable section of Code, moment coefficients, and appropriate formulas
3. Accurate calculation of concrete dimensions and reinforcing requirements as related to cost
4. Neatness and logical sequencing of calculations, diagrams, and sketches

One requisite for passing the course is satisfactory completion of the project.

9.0 DETAILED UNIT OUTLINES

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9.1 Materials for Reinforced Concrete Construction

Unit 1.0

1.1 Introduction to Structural Concrete

- 1.1.1 History and Uses
- 1.1.2 Advantages, Disadvantages, and Improvements

1.2 Ingredients, Characteristics, and Purpose

- 1.2.1 Types of Cements, Advantages, Disadvantages, and Uses
- 1.2.2 Desired Characteristics in Aggregates
- 1.2.3 Water and Additives
- 1.2.4 Admixtures -- Beneficial and Deleterious

1.3 Why Reinforced Concrete?

- 1.3.1 Properties of Concrete
- 1.3.2 Properties of Steel
- 1.3.3 Best Properties of Concrete and Steel -- A Combination
- 1.3.4 Reinforcing Materials, Types, Sizes, Grades, and Uses
  - 1.3.4.1 History and Manufacture
  - 1.3.4.2 Standards and Trade Associations
- 1.3.5 Functions of Various Professions and Trades
- 1.3.6 Architects and Consultants; Codes and Standards; and Plans and Specifications

1.4 Quiz on Unit

9.2 Design Theory, Code Requirements and Stress Calculations for Reinforced Concrete Structures

Unit 2.0

2.1 Working-Stress Method vs. Ultimate-Strength Design

2.1.1 Working Stress Theory or Elastic-Band Theory

2.1.1.1 Stresses in a Flexure Member - Simple and Continuous Span
2.1.1.2 Theory of Flexure
2.1.1.3 Straight-Line or Elastic-Band Theory
2.1.1.4 Transformed Section Method

2.1.2 Ultimate-Strength Theory or Plastic-Strength Theory

2.1.2.1 Flexure Members With Only Tensile Reinforcement
2.1.2.2 Flexure Members With Compression Reinforcement

2.1.3 ACI Code

2.1.3.1 History, Need, and Requirements
2.1.3.2 Major Sections

2.2 Quiz on Lesson 2.

2.3 Design Formulas and Data

2.3.1 Nomenclature, Types of Stresses, and Formulas

2.3.1.1 Rectangular Beams with Tension Reinforcement; Reinforced For Both Tension and Compression
2.3.1.2 Tee Beams With Tension Reinforcement; Doubly Reinforced
Web Reinforcement
Moment, Bond and Shear; Diagonal Tension
Design Comments and Precision of Computations
Columns -- Concentric and Eccentrically Loaded

2.3.2 Design Handbooks -- Tables, Diagrams, and Allowable Stresses
Basis and Use of Handbooks, Hints on Using
Organization of Book
Allowable Stresses -- How Determined

2.3.3 Use of ACI Code
History, Organization, and Contents
General Requirements
Specifications and Tests for Materials
Construction Requirements
Structural Analysis and Proportioning of Members
Structural Analysis and Proportioning of Members - Working-Stress Method
Structural Analysis and Proportioning of Members - Ultimate-Strength Method
Structural Systems or Elements
Appendix

2.4 Test on Unit 2.0.0

9.3 Design of Superstructure Members

Unit 3.0

3.1 Slabs - General Requirements

3.1.1 Solid Slabs - Safe Carrying Capacity
Code Requirements
Single Spans - Approx. Balanced Reinforcement
Single Spans - Approx. 2/3% Reinforcement
End Spans - Approx. Balanced Reinforcement
End Spans - Approx. 2/3% Reinforcement
Interior Spans - Approx. Balanced Reinforcement
Interior Spans - Approx. 2/3% Reinforcement

3.1.2 Stair Slabs - Single Spans
General Requirements
Balanced Reinforcement

3.1.3 Flat Slabs
Definition and Code Criteria
Drop Panels, Column Capitals, and Panel Dimension Limitations
Interior Panels
Strips Perpendicular to an Exterior Wall
Two-Way Flat-Slab Reinforcing-Steel Placing Instructions

3.1.4 Waffle Flat Slabs - Square Panels
General Requirements and Limitations
30" Wide Domes
19" Wide Domes

3.1.5 Flat Plates
3.1.6 Test on Section 3.1.0-Slabs

3.2 Concrete Joists
General Description, Limitations and Design Criteria
Single Span - 20-inch-wide forms
Single Span - 30-inch-wide forms
End Span - 20-inch-wide forms
End Span - 30-inch-wide forms
Interior Span - 20-inch-wide forms
Interior Span - 30-inch-wide forms

3.3 Beams

Rectangular Beams
- Design Criteria and Code Requirements
- Single Span
- Continuous End Span
- Continuous Interior Span

Tee Beams
- Design Criteria and Code Requirements
- Simple Span
- Continuous Span
- Flange One Side

Web Reinforcement - Stirrups

- Method of Computing
- Stirrup Combination and Selection
- Spacing by Slide Rule

Test on Section 3.3.0

9.4 Design of Substructure Members

Unit 4.0

4.1 Columns

- Axially Loaded
  - Square Tied
  - Square Spirally Reinforced
  - Round Spirally Reinforced
- Eccentrically Loaded
  - Square Tied
  - Square Spirally Reinforced
  - Round Spirally Reinforced

4.2 Basement Walls

4.3 Footings and Foundations
- Safe Carrying Capacity of Square Individual Footings
- Design of Strap and Combined Footing

4.4 Test on Unit 4.0.0

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9.5 Formwork for Monolithic Reinforced Concrete Structures

Unit 5.0

5.1 Walls

- Overall Planning, Reuse, and Cost
- Accessories and Hardware
- Loads and Pressures
- Wall Form Example

5.2 Horizontal Members - Beams and Slabs

- Reuse and Cost
- Materials and Proprietary Products
- Loads, Pressures, Braces, and Shores
- Beam Form Example

5.3 Columns

- Rent, Lease, Buy, or Build
- Design and Erection Practices
- Column Heads
- Square or Rectangular
- Round
- Column Form Example

5.4 Quiz on Unit 5.0.0

9.6 Other Than Conventional Structures

Unit 6.0

6.1 Bins, Tanks, Pits, and Grain Elevators

- Internal Pressures
- Hopper Bottoms
- Structural Details
- Forming

6.2 Folded Plates

- Uses and Limitations
- Design Theory
- Forming
- Cost

6.3 Arches, Barrel Shell Roofs, Dome Roofs, and Groined Vaults

- Description, Use, and Limitations
- Design Theory
- Forming
- Cost

6.4 Highway Structures

- General
- Material and Procedures
- Formwork

6.5 Quiz on Unit 6.0.0

10.0 APPENDICES

A. Sample Lesson Plan

B. Sample Quiz

C. Sample Design Notes

D. Student Assignment Sheet

APPENDIX A

10.1 Sample Lesson Plan

Course: Concrete Construction
Unit: 4.0.0 Design of Substructure Members
Subject: 4.1.0 Columns

Objective

Upon completion of this lesson the student should be able to:

1. Write a description of why ties are required and sketch the types and tie patterns.

2. Locate and quote the three applicable sections of the code that limit the spacing of ties.

3. Sketch and label the four types of reinforced concrete columns used in structural concrete buildings.

Plan

1.00 Introduction

2.00 Nomenclature and Dimensional Limitations

Length of Column; "h" unsupported length (Sec. 915)
Least Dimension - Radius of Gyration
Section 912, Code
(a) Minimum size
(b) Isolated columns
(c) Monolithic with wall
(d) Equivalent circular columns
(e) Limits of column sections

3.00 Purpose of Ties

Types, Use and Fabrication
Placement and Patterns
Code Limitations on Spacing (Section 806)
(a) 1/2 inch diameter spaced at not over 16 bar diameter
(b) Not over 48 bar diameters
(c) Least dimension of column

4.00 Types of Reinforced Concrete Columns

(a) Tied columns (Sec. 1403)
(b) Spirally reinforced columns (Sec. 1402)
(c) Composite (Sec. 1404)
(d) Combination (Sec. 1405)

Instructor's Preparation:

1. Chalk (white and colored), yard stick, slide rule, text, and code.
2. Review lesson plan.
3. Read text and code as per assignment sheet.
4. Prepare advance sketches.

Student's Preparation:

1. Bring to class text, code, notebook, pencil and slide rule.
2. Read assignment per assignment sheet.

Evaluation (by Instructor):

1. Class participation and responses
2. Attendance
3. Quiz given at completion of unit

Method:

Lecture and discussion

AV Aids:

1. Chalkboard
2. Charts

APPENDIX B

10.2 Sample Quiz

Course: Concrete Construction
Unit: 1.0

All questions are to be answered in accordance with ACI 318-63 Code.

1. List the major materials used in monolithic reinforced concrete.

2. List the appropriate specifications for the material indicated:

   (a) Air-entraining admixtures
   (b) Bars and rod mats
   (c) Welded wire fabric
   (d) Ready-mixed concrete
   (e) Making and curing concrete compression and flexure test specimens in the laboratory.

3. If reinforcing bars are to be welded, what is the supplemental specification pertaining to the welding? List the serial designation and the title.

10.3 SAMPLE DESIGN NOTES

X-AMP-LE
R. K. TECT
N. G. NEER

ML
SCOTCH PLAINS

Slab S101 $f'_c = 3000$ psi $f_c = 1350$ psi $v = < 274$ psi

$f_s = 20{,}000$ psi $v_c = < 60$ psi $R = 226$

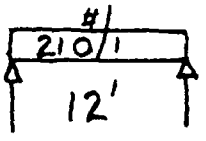

LL =	100
Finish =	25
Ceil	10
Part	15
	150 psf superimposed

$\text{min. } t = \frac{(12)'(12''/')}{35} = 4.1''$ or $0.4''/' = (0.4)(12 = 4.8'')$

Assume $t = 5''$ so @ $12^{\#}/''$ wgt. of slab $= 60^{\#}/\square'$ $TL = 150 + 60 = 210$

$V = (1/2)(210)(12) = 1260^{\#}$

$M = \frac{wl^2}{12} = \frac{(210)(12)(12)(12)}{12} = 30{,}240 \text{ in}^{\#}$

$d = \sqrt{\frac{M}{Rb}} = \sqrt{\frac{30{,}240}{(226)(12)}} = 3.34''$

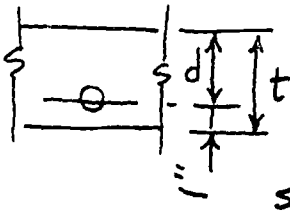

$t = 3.34 + 1'' = 4.34$ say $4.5''$

with assumed $t = 5''$ $d = 5 - 1 = 4''$
use $t = 4.5$ & $d = 3.5''$

$A_s = \frac{M}{f_s jd} = \frac{30{,}240}{(20{,}000)(.872)(3.5)} = 0.49\square''$

#5 @ 7½" c/c → 0.49
#6 @ 10½ → 0.50

$-A_s = (0.49)\frac{(12)}{11} = 0.54\square''$

Use #5 @ 7½" c/c alt. 5 & B
add #3 @ 22½" c/c → 0.06
$-A_s = 0.49 + 0.06 \rightarrow 0.55\square''$

$v = \frac{V}{bd} = \frac{1260}{(12)(3.5)} = 30 < 60$

$u = \frac{V}{\Sigma_o jd} = \frac{1260}{(3.14)(.872)(3.5)} = 132$ psi

allowable $u = \frac{4.8\sqrt{f'_c}}{D} < 500$

$= \frac{4.8\sqrt{3000}}{0.625}$

$= 421$ psi

temp. reinf. $= (12)(4.5)(0.002) = 0.108\square''$

#3 @ 12" c/c → $0.11\square''$

APPENDIX D

10.4 Student Assignment Sheet for Concrete Construction

Text: A. *CRSI Design Handbook*
Volume II, Revised 1968
Concrete Reinforcing Steel Institute
Chicago, Illinois

B. *Building Code Requirements for Reinforced Concrete*
ACI 318-63
American Concrete Institute
Detroit, Michigan

Class Credit: 4 hours of lecture and recitation for 12 weeks.
Total 4 quarter hours (4-0-4)

Class Meeting	Unit	Topic	Reading Assignment A*	Reading Assignment B**	Hours
1	1.000 (3½ hrs.)	Introduction to Structural Concrete	5-14/18	7-8	1
2		Ingredients, Characteristics, Purpose, Why	--	13-18	1
3		Why Reinforced Concrete		19-24, 28-34	1
4		Quiz on Unit			½
4 & 5	2.000 (7½ hrs.)	Code & Design Theories	3-11	48-50, 64-67	1½
6		Quiz on ACI Code			½
6 & 7		Design Formulas & Data	3-3/3-33	48-63	1½
8 & 9		Design Handbooks	4-3/4-22		1½
9 & 10		Use of Code	5-3/5-13	7-12	1½
11		Test on Unit			1

*Section and page numbers from text A (above)
**Page numbers from text B (above)

Class Meeting	Unit	Topic	Reading Assignment A*	Reading Assignment B**	Hours
12 & 13	3.000 (14 hrs.)	Solid Slabs	6-3/6-20	35-47	2
14		Stair Slabs	6-21/6-25		1
15		Flat Slabs	8-3/8-35		1
16		Waffle Flat Slabs	9-3/9-52		1
17		Flat Plates	8-3/8-35		1
18		Test on Slabs			1
19		Concrete Joists	7-3/7-83	83-84	1
20,21 & 22		Rectangular Beams	10-3/10-41	35-47	2½
22 & 23		Tee Beams	10-3/10-41	35-47	1½
24		Web Reinforcement	10-42/10-58	52-56	1
25		Test on Beams			1
26 & 27	(2 hrs.)	Mid Quarter Exam			2
28-31	4.000 (8 hrs.)	Columns	11-3/11-79	35-47	4
32		Basement Walls	13-16/13-17	102-103	1
33 & 34		Footings	12-3/12-15	104-107	2
35		Test on Unit			1
36-39	5.000 (5 hrs.)	Formwork	Handouts		4
40		Quiz on Unit			½
40		Assignment of Project			½
41	6.000 (4½ hrs.)	Bins, Tanks, Pits, and Grain Elevators	Handouts		1

Class Meeting	Unit	Topic	Reading Assignment A*	Reading Assignment B**	Hours
42		Folded Plates			1
43		Arches, Barrel Shells, and Groined Vaults			1
44		Highway Structures			1
45		Quiz on Unit			½
45-48	3½ hrs.	Final Project			3½
	48 hrs.				48

ACCESSION NUMBER: VT100678

PUBLICATION DATE: OCT73

TITLE: A HANDBOOK FOR EMPLOYMENT ORIENTATION TEACHERS OF SPECIAL NEEDS STUDENTS.

PERSONAL AUTHOR: GERSHON, THEODORE J.

DESCRIPTOR: *VOCATIONAL EDUCATION; *SPECIAL EDUCATION; *VOCATIONAL DEVELOPMENT; *PROGRAM DEVELOPMENT; MANUALS; *PROGRAM PLANNING

IDENTIFIER: *NEW JERSEY

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 561

ABSTRACT: THE PROGRAM OF EMPLOYMENT ORIENTATION IN NEW JERSEY FOR STUDENTS WHO REQUIRE SPECIAL EDUCATION IS DESCRIBED. OBJECTIVES OF THE PROGRAM, A CLASSIFICATION OF THE VARIOUS SPECIAL EDUCATION STUDENTS, AND OPERATIONAL DEFINITIONS FOR THE STATE INTRODUCE THE MATERIAL. THE NATURE AND SPECIAL NEEDS OF HANDICAPPED STUDENTS ARE DISCUSSED AND PROBLEMS ASSOCIATED WITH TEACHING THE HANDICAPPED ARE CONSIDERED. CAREER DEVELOPMENT IN THE STATE BEGINS WITH THE TECHNOLOGY FOR CHILDREN PROGRAM LEADING TO THE INTRODUCTION TO VOCATIONS PROGRAM. A THIRD PHASE IS THE EMPLOYMENT ORIENTATION PROGRAM OF THIS HANDBOOK WHICH STRIVES FOR BASIC SKILLS APPLICABLE TO MANY AREAS OF EMPLOYMENT RATHER THAN SPECIAL JOB SKILLS. IN THIS EFFORT BOTH A SIMULATED WORK PROGRAM AND ONE OF BASIC SKILLS TRAINING ARE USED. ON THE SECONDARY LEVEL, VOCATIONAL PROGRAMS FOR SPECIAL NEEDS PUPILS INCLUDE SEPARATE CURRICULUMS, INTEGRATED CURRICULUMS, AND A COMBINATION OF EACH. (MU)

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SPONSORING AGENCY NAME: NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION.

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FOR

EMPLOYMENT ORIENTATION TEACHERS

OF

SPECIAL NEEDS STUDENTS

State of New Jersey
Department of Education
Division of Vocational Education
Bureau of Special Needs Education

VT 100 678

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State of New Jersey
Department of Education
Division of Vocational Education
Bureau of Special Needs Education

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State of New Jersey
Department of Education
Division of Vocational Education

A Handbook For Employment Orientation Teachers of Special Needs Students

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October 1973

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PREFACE

Our National Vocational Advisory Council tells us that all pupils should become part of the "Mainstream". For those who early in life have been labeled as "different" and for those who have rejected, or have been rejected by standard educational fare, Employment Orientation offers an alternate effective route.

We in Special Needs education have long been convinced that Employment Orientation is the frequently missing link in that sector of Career Education between programs of vocational awareness and skill-area training. Employment Orientation, being a preventative rather than a cure, should occur before the disenchanted pupil reaches the age at which he can legally drop out of school. Also being motivational and evaluational, it should be scheduled before the pupil makes a firm career choice.

Although the Employment Orientation Program has grown rapidly in New Jersey, it is felt that more information should be provided about it. Mr. Gershon has presented here valuable and pertinent information - particularly for those whose interest lies in the "handicapped" rather than the "disadvantaged" side of the Special Needs thrust.

John R. Wyllie, Director
Bureau of Special Needs and
Cooperative Education
Division of Vocational Education

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CHAPTER I

INTRODUCTION

Background of the Problem

There has long been a great need in the field of special education for a better way of presenting career information to the handicapped child. The vocational training of the special education student has been left for someone else to do, and it has not been done. A recent development in the education of these students has been the introduction of the Employment Orientation Program. This type of approach has been developed at several levels, each of which is intended to serve the particular needs of the special-education and, in some cases, disadvantaged student. Vocational programs for the handicapped have been developed in New Jersey under the direction of the Bureau of Special Needs, State Department of Education, Vocational Division.

Pilot Employment Orientation Programs were initiated with funding provided by the Vocational Education Amendments of 1968. The purpose of the programs is to provide the Special Needs student with the opportunity to develop vocational, social, and personal competencies. Employment Orientation Programs can now be found in area vocational schools, comprehensive high schools, state and county correctional institutions, and various other settings.

Each program serves the needs of individuals who require some type of specialized vocational instruction, and each program presents special problems for the instructor. While a great deal of time and money has been devoted to the development of programs, very little attention has

been given to the training of personnel.

The employment Orientation Program is unique inasmuch as it requires an instructor with the background and understanding to teach the special needs student, and also the industrial and vocational skills to make the instruction realistic and meaningful. The instructor is the key factor in the success of any educational program, and the Employment Orientation Program is no exception.

This handbook represents an attempt to provide the vocational educator with the required information for developing the best possible approach for working with his students. The author also hopes that the special education teacher will find it useful in understanding the process of vocational education for the handicapped child.

The objectives of Employment Orientation Programs, as suggested by the Division of Vocational Education, are outlined below. They serve as a point of departure for developing individual objectives for students and programs.

Objectives for Employment
Orientation Programs

The Division of Vocational Education, New Jersey State Department of Education, has suggested the following objectives for the Employment Orientation Program.[1]

1. To motivate special needs pupils to remain in school.
2. To develop an understanding of job adjustment and the basic need to get along with the employer and fellow employees.

---

[1]John Wyllie, *Employment Orientation: A Program of Simulated Work and Basic Skills Training*. Trenton, N.J.: Division of Vocational Education, New Jersey State Department of Education, 1969.

3. To develop vocational maturity.

4. To provide the special needs pupil a chance to experience success through developing his abilities rather than by emphasizing his disabilities.

5. To develop speed, accuracy, and endurance; all necessary elements of the world of work.

6. To develop proper work habits.

7. To develop self-evaluation in relation to the desired job.

8. To develop a willingness to adjust to regulations and restrictions present in the world of work.

9. To present an overall picture to each student of his or her strengths and weaknesses.

10. To provide a follow-up of meaningful skill training when the need has been identified through the pre-vocational screening process.

Classification of Handicapped Children

The *Rules and Regulations Pursuant to Title 18A, Chapter 46, New Jersey Statutes*, suggest that handicapped children be classified by the following disabilities:

1. Mentally Retarded
2. Visually Handicapped
3. Auditorily Handicapped
4. Communication Handicapped
5. Neurologically or Perceptually Impaired
6. Orthopedically Handicapped
7. Chronically Ill
8. Emotionally Disturbed

9. Socially Maladjusted

10. Multiply Handicapped

The classification of handicapped children is the responsibility of the members of the child study team of the local school district acting jointly. The child study team shall include the following members: school psychologist, school social worker, learning disabilities specialist, school physician, and school nurse.

Operational Definitions[2]

1. Mentally Retarded

   a. Educable

   A child shall be considered to be educable mentally retarded who: (1) performs on a standardized clinical test of intelligence within a range encompassing approximately one and one-half to three standard deviations below the mean, (2) gives evidence of limitation to a very low level of ability to think abstractly, and (3) gives evidence of less ability to function socially without direction than that displayed by his intellectually average peers.

   b. Trainable

   A child shall be considered trainable mentally retarded who: (1) performs on a standardized clinical intelligence test beyond three standard deviations below the mean and is unable to use symbols in the solution of problems of even low complexity, and (2) is unable to function well socially without direct and close supervision.

---

[2]*Rules and Regulations Pursuant to Title 18A, Chapter 46, New Jersey Statutes*. Trenton, N.J.: New Jersey State Department of Education, 1970.

c. Custodial

A child who cannot give evidence to the basic child study team of understanding and responding in a positive manner to simple directions expressed in the primary communication of that child and who cannot in some manner express basic wants or needs due to mental retardation may be classified as "neither educable nor trainable."

2. Visually Handicapped

A child shall be classified as visually handicapped whose visual acuity with correction is 20/70 or poorer or who, as a result of some other factors involving functioning, cannot function effectively in a learning environment without a special educational program. A child will be classified as blind whose visual acuity, with correction, is 20/200 or poorer in the "better" eye and requires a knowledge of and skill in the use of Braille for educational purposes.

3. Auditorily Handicapped

A child shall be classified as auditorily handicapped when his residual hearing is not sufficient to enable him to understand speech and develop language successfully, even with a hearing aid, without specialized instruction. He is to interpret speech sounds as a result of approximately 70 or more average decibel loss in hearing in the "better" ear.

4. Communication Handicapped

A child shall be classified as having a communication disorder when his native speech or language is severely impaired to the extent

that it seriously interferes with his ability to use oral language to communicate and this disability is not due primarily to a hearing impairment.

5. Neurologically or Perceptually Impaired

a. Neurologically Impaired

A child shall be classified as being neurologically impaired as a result of an examination which shows evidence of a specific and definable central nervous system disorder. The procedure to determine such impairment shall be administered by a person qualified in the field of neurology. This disability shall be determined by the basic child study team to be related to the impairment of the educational functions of the pupil.

b. Perceptually Impaired

A child shall be considered to be perceptually impaired who exhibits a learning disability in one or more of the basic processes involved in the development of the spoken or written language but which is not primarily due to sensory disorders, motor handicaps, mental retardation, emotional disturbance, or environmental disadvantages.

6. Orthopedically Handicapped

A child shall be classified as orthopedically handicapped who, because of malformation, malfunction, or loss of bones, muscle, or body tissue, needs a special education program, equipment, or facilities to permit normal learning.

7. Chronically Ill

A child shall be classified as chronically ill who, because of illness such as tuberculosis, epilepsy, lowered vitality, pregnancy, or other physical disabilities which are otherwise uncategorized, make it impracticable for the child to receive adequate instruction through the regular school program. In determining the classification of chronic illness, the school physician may make the medical examination himself or he may accept the medical report of another qualified physician.

8. Emotionally Disturbed

A child shall be considered to be emotionally disturbed when his behavior is characterized by a pattern of functioning which is so inappropriate as to call attention to itself and which severely limits the individual from profiting from regular classroom learning experiences or severely hinders other pupils in the classroom from profiting from regular classroom learning experiences.

9. Socially Maladjusted

A child shall be considered to be socially maladjusted when his pattern of social interaction is characterized by conflicts which cannot be resolved adequately without the assistance of authority figures, or when his behavior is such as to interfere seriously with the well-being or the property of those with whom he associates. The socially maladjusted child exhibits his maladjusted condition chiefly in his persistent inability to abide by the rules and regulations of social structure.

10. Multiply Handicapped

A child shall be considered to be multiply handicapped who, after proper identification and classification according to these rules and regulations, is found to qualify in any two or more categories of the handicaps described in Chapter 46 of Title 18A.

The *Vocational Education Amendments of 1968, Rules and Regulations*, define handicapped as:[3]

103.2 (o) "Handicapped persons" means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicap and who for that reason require special educational assistance or a modified vocational or consumer education program.

102.4 (b) Objective of Instruction

(1) Vocational instruction shall be designed as: (i) Instruction related to the occupation or occupations for which the students are in training. That is instruction which is designed, upon its completion or upon completion of a cluster of closely related occupations in an occupational field, to prepare for at least entry level employment. Such instruction shall include classroom-related academic and technical instruction and field, shop, laboratory, cooperative work, apprenticeship, or other occupational experience and may be provided to serve:

---

[3]*Vocational Education Amendments of 1968, Rules and Regulations*, P.L. 90-576. Washington, D.C.: Government Printing Office, 1968.

(a) those who will require pre-training to increase their chances for success in regular vocational education programs,

(b) those preparing to enter an occupation upon completion of the instruction, or

(c) those who have already entered an occupational area but desire to upgrade or update their occupational skills and knowledge in order to achieve stability or advancement in employment.

This section has explained the definitions of the types of handicapped children we are concerned with. In developing programs for any one of these groups, the instructor must evaluate the individuals he will be working with and consider their individual educational needs.

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CHAPTER II

NATURE AND NEEDS OF THE HANDICAPPED

Historical Development of Special Education

In order for the vocational teacher of the handicapped to obtain a perspective applicable to the children he is to teach, it will be helpful for him to understand the work that has been done in the education of the handicapped during the developmental years of this field. This section has been included to give teachers a condensed review of the historical development of special education.

During the latter part of the eighteenth century, a French philosopher and physician, Jean Marc Itard, working at a school for the deaf, discovered the "wild boy of Aveyron."[4] This boy, about twelve years of age, was captured in the forest of Aveyron, and resembled a wild animal more than a human being. He was unable to speak or react in any other way similar to a human being. Itard initiated an extensive training program for the boy to demonstrate to the world the educability of an idiot through the training of the senses. After five years of trying to educate this boy, he gave up, but the French Academy of Science decided that Itard had made a significant contribution and requested that he publish a report on the experiment. The work that he produced is considered a classic. *The Wild Boy of Aveyron* is still read by students of special education.

---

[4]Jean Marc Itard, *The Wild Boy of Aveyron*, trans. by George and Muriel Humphrey. New York: Appleton-Century-Crofts, Inc., 1932.

Edward Seguin, a student of Itard's, became interested in the future potentialities of the mentally retarded. He devoted his whole life to their training and treatment. In 1846, he published his first book, *The Moral Treatment, Hygiene, and Education of Idiots, and Other Backward Children.*[5] He later came to the United States and became superintendent of the Pennsylvania Training School for Idiots. In 1866, he wrote a second book which dealt with the philosophy of the education of the retarded.[6]

In 1897, Dr. Maria Deteressa Montessori began her studies of the mentally retarded. Through the construction of her own materials, she taught a number of retarded to read and write so well that they were able to perform at normal level. In 1907, Montessori opened a school to educate young normal children of working mothers. Self-evaluation was the key factor in the development of the Montessori system. The activities were so developed and designed that the children taught themselves while the teacher served to supervise the learning. Today we are still using some of the same materials she developed. The so-called "didactic" materials consisted of twenty-six different items which were used to train children through the use of all of the senses. Montessori used many of the things that children were familiar with in their own world. She also was involved in the use of gymnastics and

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[5]Edward Seguin, *The Moral Treatment, Hygiene, and Education of Idiots, and Other Backward Children.* Paris: J.B. Baillière, 1846; reprinted: New York: Columbia University Press, 1907.

[6]Edward Seguin, *Idiocy: And Its Treatment by the Physiological Method.* Albany, N.Y.: Brandow Printing Company, 1866; reprinted: New York: Columbia University Press, 1907.

exercises; she felt that these experiences were helpful in developing learning.[7]

Alfred Binet is known for constructing the age scale for testing intelligence.[8] Binet set out to diagnose public school children, and to differentiate the higher grade mentally defective from the average child. This was also a key factor in the organization of public school classes for the mentally retarded. This identification was accomplished through diagnoses consisting of psychological examinations of children. He was one of the first of the investigators of the mentally retarded to speak about making them socially and vocationally adequate rather than public charges in institutions.

Following Binet in the area of occupational awareness for the mentally retarded was Alice Channing.[9] Her surveys of the occupational status of mentally retarded children indicated that the occupations which mentally handicapped children obtained and held were at the adult level of the type that were mostly unskilled and semi-skilled. These jobs required little or no vocational training. Channing's study was just one of many such investigations which pointed to the needs of the handicapped in the area of vocational training.

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[7]Maria Deteressa Montessori, *The Montessori Method*, trans. by A. E. George. New York: Frederick Stokes, 1912.

[8]Alfred Binet and T.Simon, *Mentally Defective Children*, trans. by W. B. Drummond. New York: Green and Company, 1914.

[9]Alice Channing, *Employment of Mentally Deficient Boys and Girls*, United States Department of Labor, Children's Bureau Publications. Washington, D.C.: Government Printing Office, 1932.

In 1947, Alfred Strauss and Laura E. Lehtinen published a book on the education of a particular type of mentally handicapped child, the brain-injured.[10] They defined for the first time a syndrome of defects that had never quite been identified before. There are many such classes now in operation in New Jersey which attempt to educate this type of child. This child, like the educable retarded and other handicapped, must be educated toward the world of work. Many of the teaching methods developed for the educable retarded will be effective with the brain-injured.

Before leaving the discussion of the historical development of programs and services for the handicapped, a word must be said for residential schools. The types of schools we have in the United States can be directly traced to the work of Itard and others of his time. The first schools in the United States were developed as experimental programs to test the methods of Seguin and Itard. They often attempted to cure the retardation rather than educate the child.

The first day-school classes for the retarded were established in Providence, Rhode Island, in 1868. These school classes represented an attempt to educate the retarded child within the community. Today many special education classes are moving in the direction of integration with non-handicapped students. The continued institutional care of the retarded presents a great financial burden to both the community and to the individual parents of the handicapped child. The day-school special education program offers many advantages over institutional care.

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[10]Alfred Strauss and Laura E. Lehtinen, *Psychopathology and Education of the Brain-Injured Child.* New York: Grune and Stratton, 1947.

The most significant development in New Jersey, in recent years, has been the introduction of legislation which provides for the mandatory education of the special student. Chapter 46, Title 18A, New Jersey Statutes, provides for 50 percent state funding of all programs and services provided by the public school district. This keeps the support and supervision in the hands of the Department of Education and helps control the services provided by the local districts.

The 1968 Vocational Amendments provide that 25 percent of all funds spent from that Act go toward programs for the "special needs" students, 15 percent to the disadvantaged, and 10 percent to the handicapped. These funds have led to the development of many pilot projects which provide vocational education for the special education student. This is only the beginning; we are just becoming aware of all the types of programs that can be opened to the special education student.

Characteristics of the Mentally Handicapped Child

At the present time, the greatest number of handicapped children in public school classes are in the category of the mentally retarded. In order for the vocational teacher to begin to plan programs for these students, as well as other types of handicapped children, he must have some insight into their characteristics.

Herbert Goldstein suggests that the intellectural characteristics of the educable mentally retarded are very similar to those of normal peers in that they follow the same developmental sequence.[11] The dif-

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[11]Herbert Goldstein, *A Curriculum Guide for Teachers of the Educable Handicapped*. Springfield: Illinois Department of Public Instruction, 1958, p.6.

ferences that exist are not so much in the kind of characteristics as they are in the rate and degree with which they develop. They have a much slower rate of learning than their normal peers, and rarely learn as much in the academic area. These children require and seek love, security, recognition, and a sense of belonging.

The teacher must also understand the emotional environment outside of the classroom. The child often lives in an environmental vacuum which does not contribute to his growth.

In terms of physical growth, the educable mentally retarded also follow the same sequence as their normal peer group. As a group, they are sometimes inferior in size and in coordination. Often the environmental conditions of the home and community contribute to the handicapping conditions and further retard the mental and physical growth of the child.

In developing programs for these children, the teacher must consider the individual needs of each student in the program. Those aspects of the handicapping conditions that restrict the learning and occupational experiences must also be dealt with on an individual basis.

TABLE 1

PROJECTED PROGRAM ORGANIZATION VOCATIONAL EDUCATION
FOR PUPILS WITH SPECIAL NEEDS

Elementary special education classes	Intermediate school classes	Junior high classes	Senior high classes
Technology for children program	Integration into: Home Economics Industrial Arts World of Construction Employment Orientation Programs	Employment Orientation Program Work-Study Coupled Work-Study Work Experience Career Exploration Program Introduction to Vocations Program Modified Regular Programs Integration into regular vocational programs Mobile Education Career Exploration Clubs	Employment Orientation Program Cooperation Industrial Education Program #3 Modified Regular Programs Integration into Vocational Shops, Home Economics, Business Education, Regular Cooperative Area-Vocational School Program: a. Integrated b. Segregated c. Combination Shared-Time Program Mobile Education

CHAPTER III

PROGRAM DEVELOPMENT

The Career Development Approach

It is suggested that Employment Orientation be considered as part of the total career-development approach to the education of the special education student. As such, vocational education begins soon after the child enters school or as soon as the disability has been identified. From this point in his educational development, until he actually enters the world of work, the school must strive to bring the child to some functioning level.

The New Brunswick Public Schools are currently participating in a career-development program that involves students from the kindergarten level to the senior year in high school. Through this program, the special education student is integrated wherever possible.

The first step in the career development program is the Technology for Children Program, which utilizes a hands-on, multi-sensory approach to learning. The students are involved in technological activities and academic lessons. Experiences are designed to offer a variety of learning situations in clusters of occupational areas. The program provides an educational climate in which the youngsters will accept work as a necessary and vital part of human endeavor.

The second step on the ladder is the Introduction to Vocations Program, which is designed to provide the student with a sense of occupational awareness. This program helps the student in the development of more realistic career planning.

The third step on the ladder and the prime target of this handbook is Employment Orientation. This program does not require a student to receive training for one particular job. Instead, the student receives training in basic skills which can give him entry-level ability for many areas of employment. The program is unique inasmuch as it consists of two parts: (1) the simulated work phase, and (2) the basic skill training phase. This type of organization presents a very special problem to the teacher since he often must teach the simulated work, basic skills training, and some degree of the related academic work. The following is a description of the type of program found in the Piscataway Public Schools.

Phase 1. Simulated Work. The simulated work phase basically is the creation of the actual working environment of industry with all its conditions, demands, and expectations. A student in such an environment is made to feel that he is on the job rather than in school. Consequently, students in the simulated work phase of the program usually are not working as separate entities unto themselves but rather are assigned tasks which are part of a larger endeavor. In other words, students work together in a structured environment.

All throughout the simulated work phase, the emphasis of the instructor is on work habits and attitudes. The instructor's objective is to equip the students with sound industrial habits and attitudes necessary for job entry.

John R. Wyllie, Director of the Bureau of Special Needs and Cooperative Education, New Jersey State Department of Education, has suggested that the main emphasis of the simulated work phase be on realism. Students should be processed through the various work stations and their

performances should be evaluated. Positive work habits and attitudes on the part of the student should be rewarded by promoting such an individual to supervisory status, quality controller, or plant foreman. This phase also allows the students to inventory the various skills and aspects of a given vocation. In addition, it will enable the student to make a sounder judgment as to which vocational field he wishes to pursue.

After a student has experienced the simulated work phase, evaluation is then made with the student as to which area suits his ability and his interests. It is at this juncture that the student makes the transition from the simulated work phase to basic skill training in a given area.

Phase 2. Basic Skill Training. The second phase attempts to prepare him for the world of work by providing more direct instruction in the given cluster area the student wishes to follow. Because of their disabilities, the special education student requires a much longer period than the non-handicapped individual. The teacher must develop an individualized training program for each child in the group. The objective of this aspect of the program is to develop a salable skill for future employment in one of the cluster areas. When the student has acquired all of the basic skills of a given vocational area, he is ready to advance to one of the following vocational programs:

1. On-the-job placement within one of the three levels of cooperative industrial education programs.
2. Integration into a regular vocational education program.

3. High school graduation followed by direct entrance into the world of work.
4. Placement in one of the vocational programs found in an area vocational school.
5. Placement in a sheltered workshop upon the termination of the student's education career.
6. Placement in a residential vocational training center.

Another approach is the Cooperative Industrial Education Program, which provides the special needs student with on-the-job training under the supervision of the school's coordinator. This program often follows the type of Employment Orientation Program which was described in this chapter. It also serves to provide work experience for behavior modification. It helps the special education student develop a more positive and realistic perception of himself in the world of work. Another aspect of the Cooperative Industrial Education Program is the related instruction, which is usually one-half of the student's time. There are several levels and types of cooperative programs, each designed to meet the needs of the students in the school and the labor market of the area.

The following chapter deals with the secondary-level vocational programs for the handicapped. However, without a total career-development approach starting in kindergarten and progressing through high school, these programs are made much more difficult. Table 1 represents a complete career-development approach to the education of the handicapped child.

Vocational Education--Delivery Systems for the Handicapped

There are several methods for providing vocational education for the handicapped child on the secondary level. Each of these delivery systems has its own style and meets differing needs of handicapped children. Ideally, every community should provide the services required for each child. However, this is not possible because of the cost of such education. The answer then seems to rest in the development of cooperative programs, either at the county, state, or regional level. Some of the programs currently in operation in New Jersey are described in this chapter.

Area Vocational and Technical High School Programs

There are three types of vocational programs for special needs pupils in operation in area vocational schools in this state. Each one appears to be successful.

1. *Segregated Vocational Program.* Such a program is now in operation at the Bergen County Vocational School in Woodridge. Here, a satellite school was opened to serve the needs of over one hundred special education students. The school offers vocational training in the following areas:

Nurse Aide
Food Service and Preparation
Auto Service Attendant
Building Maintenance
Graphic Arts
Assembly Line Operations
Furniture Repair

2. *Integrated Vocational Program.* Such a program is currently in operation at the Burlington County Vocational School. This program involves over sixty students who are educable mentally retarded, brain

injured, or emotionally disturbed. The students are integrated into the total school program and all labels have been dropped. The students who are selected to enter as freshmen each year are invited to attend a three-week summer orientation program. During the orientation, psychometric devices are used to ascertain and develop information on their abilities and disabilities, interests, and general functioning levels in order to set up an individualized program, tailor-made to meet the needs of each student. An educational prescription is developed for each student. This prescription is both academic and vocational, providing for a truly prescriptive vocational education program. The school has available a full-time child-study team to assist the teaching staff in providing the students with all types of educational services. The four academic teachers are known to the students in the school by the subject areas they teach rather than calling them special education teachers. Students are currently enrolled in twenty-one of the twenty-five vocational areas in the school. They are identified only to the shop teacher, and the other students are not aware of their disabilities. Some of the programs include:

Appliance Repair	Diesel Technology
Auto Body	Electrical Construction
Automotive Mechanics	Library Aide
Beauty Culture	Machine Shop Technology
Building Trades	Plumbing and Heating
Commercial Art	Printing
Commercial Baking	Sheet Metal
Commercial Foods	Stationary Engineering
Clothing Fabrication	Welding
Data Processing	

Other programs that will provide pre-vocational experiences include such programs as the Coupled Work-Study, which provides for work within the school or community and a period of related work in the classroom. The Work Experience Career Exploration Program (WECEP) provides for the

employment of fourteen- and fifteen-year-olds in jobs that are restricted to older students. A general policy should be adopted allowing the special education student to be integrated into any one of the vocational programs offered in that district. Business education programs and cooperative programs designed for the regular students might also be offered to the special education student if the child will benefit from the program.

3. *Combination Programs*. This type of program provides for the segregation of the special students within the same building or complex of buildings. The students are segregated until they are able to be integrated into the regular program. The Camden County Vocational School operates just such a program. The cluster shop concept is used to expose the students to the different vocational or occupational areas. The staff is able to evaluate the skills of the student in a sheltered environment and to help him select the proper vocational area for him.

This type of program provides the student with a transitional experience: helping him to move from the often segregated environment of the special education class to the integration of the vocational school.

Shared-Time Vocational Program

This program provides vocational education on a shared-time basis. This can be developed through an area vocational school or the facilities of a local school district. There is great flexibility in the structure of shared-time programs. One currently in operation at the Burlington County Vocational School runs from 3:45 to 6:30 daily. The students attend their local schools for part of the day and use the vocational shops between the day and evening programs. This suggests the maximum use of the facilities. The students are cycled through several shops until they are able to select

a suitable program. This is also an effective means of helping the special education child make the transition from the special class to the regular program.

Residential Programs

These programs provide care on a twenty-four-hour basis and vocational education to the special education student. Residential employment orientation programs may be found at centers for juvenile offenders or in correctional institutions. The state prisons and institutions for the retarded also have been providing this sound type of vocational training. These programs require much in the way of expanded services.

One of the outstanding residential vocational programs can be found at the Trenton School for the Deaf in New Jersey. The students at the school are given academic and vocational training as well as intensive rehabilitation services.

The Sheltered Workshop

The sheltered workshop is not part of public education except on those occasions in which such placement serves as a job station for pupils in cooperative programs. It serves the handicapped in one of two roles: (1) as a transitional placement for the student who needs help in adjusting to the world of work, and (2) as a terminal placement for those students who do not have the ability to function in the world of work within the normal population group. The sheltered workshop provides for evaluation, work adjustment, counseling, and guidance. However, it must be remembered that the sheltered workshop does not provide vocational training but vocational adjustment.

CHAPTER IV

TEACHING THE HANDICAPPED CHILD

When considering educational programs for the handicapped child, thought must be given to the individuality of each, and attention should be directed toward the development of a well-adjusted personality. In the past, more attention has been given to the simpler skills that are part of pre-vocational training. The "simpler" skills must be taught as part of the total career-development approach, but cannot be substituted for vocational training.

In the ordinary classroom, the mentally retarded child may differ greatly from the normal child in his motivation for learning. He is continuously exposed to intellectual competition in which he is inevitably the loser. This can be devastating to his adjustment and personality characteristics. The special education child also has a need for emotional security and he must feel that he is part of the group. The teacher must accept the child at his own level and plan for specialized instruction in terms of his own ability to achieve in the program.

The teacher should attempt to relate what the child is learning in school to his home environment. This makes him feel that there is a relationship between himself and the material he is learning. Always emphasize practical learning as contrasted with the theoretical learning that will often work with other children.

The teacher must break down each student's work into small units that will be on the level of the special education student. Long- and short-range objectives must be developed for each student and should be reviewed on an individual basis. The teacher is no longer teaching to

a class but to a group of very individual students.

The teacher might also try to assist the student in working by himself to educate himself. This will not work for every student, but should be considered for those who can function independently.

The process of developing vocational instruction for the handicapped child is by no means an easy task. The teacher must pull together every available resource at his command. It is the hope of the author that this handbook will interest the reader in visiting programs for the handicapped and thinking about what he can do to provide a better educational program for the special education students in his school district. This handbook does not have all the answers, but it is hoped that it will extend the reader's desire to investigate further the problems of teaching the special student.

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ACCESSION NUMBER: VT100679

PUBLICATION DATE: 74

TITLE: CAREER PREPARATION IN AGRICULTURAL RESOURCES. A CURRICULUM GUIDE FOR HIGH SCHOOL VOCATIONAL AGRICULTURE. TEST EDITION.

DESCRIPTOR: *CURRICULUM GUIDES; *VOCATIONAL AGRICULTURE; HIGH SCHOOL CURRICULUM; *AGRICULTURAL EDUCATION; *AGRICULTURAL OCCUPATIONS; OCCUPATIONAL CLUSTERS; LESSON PLANS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 562

ABSTRACT: THE SCOPE OF THIS CURRICULUM GUIDE INCLUDES EIGHT OCCUPATIONAL SUBGROUPS WITHIN THE AGRICULTURAL RESOURCES AREA: FISH, FORESTRY, MINING AREA RESTORATION, OUTDOOR RECREATION, SOIL, RANGE, WATER, AND WILDLIFE. THE OCCUPATIONS CONSIDERED IN THESE SUBGROUPS ARE LIMITED TO THOSE ON THE CAREER LADDER FOR WHICH HIGH SCHOOL VOCATIONAL INSTRUCTION IS EITHER NECESSARY OR DESIRABLE. EACH UNIT OF INSTRUCTION IS ORGANIZED AROUND A GROUP OF STUDENT PERFORMANCE OBJECTIVES BASED ON THE COMPETENCIES OF ENTRY LEVEL SKILLED OCCUPATIONS IN AGRICULTURAL RESOURCES. EACH OF THE UNITS CONTAINS ELEMENTS FOR DEVELOPING SPECIFIC CURRICULUM AND CURRICULUM MATERIALS. AS THE GUIDE PROVIDES MORE INSTRUCTIONAL SEQUENCES THAN WOULD BE USED IN ANY ONE PROGRAM INVOLVING 2,000 HOURS, IT IS INTENDED THAT USERS WILL SELECT THE AREAS APPROPRIATE FOR THEIR STUDENTS' NEEDS. RECOMMENDED MATERIALS AND EQUIPMENT, SUGGESTED REFERENCES, AND A SELECTED LIST OF PROFESSIONAL AND TECHNICAL SOCIETIES CONCERNED WITH AGRICULTURAL RESOURCES ARE APPENDED. (MF)

INSTITUTION NAME: OHIO STATE UNIV., COLUMBUS. OHIO CAREER EDUCATION AND CURRICULUM MATERIALS LAB. IN AGRICULTURAL EDUCATION.

SPONSORING AGENCY NAME: BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C. CURRICULUM CENTER FOR OCCUPATIONAL AND ADULT EDUCATION.

VT 100 679

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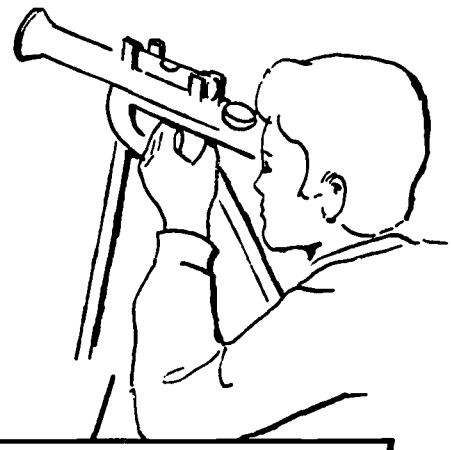

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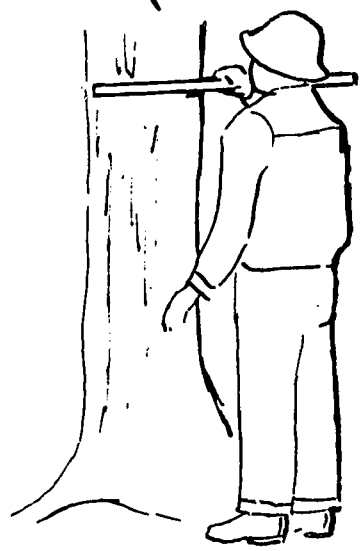

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TEST EDITION

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FROM THE U.S. OFFICE OF EDUCATION
UNDER PART I - CURRICULUM DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION,
VOCATIONAL EDUCATION AMENDMENTS OF 1968, PUBLIC LAW 90-576

BY

OHIO CAREER EDUCATION AND CURRICULUM
MANAGEMENT LABORATORY IN AGRICULTURAL EDUCATION
THE OHIO STATE UNIVERSITY
COLUMBUS, OHIO 43210
1974

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FOREWORD

THIS SUGGESTED CURRICULUM GUIDE IN AGRICULTURAL RESOURCES IS ONE OF TEN GUIDES DEVELOPED UNDER THE DIRECTION OF THE OHIO CAREER EDUCATION AND CURRICULUM MANAGEMENT LABORATORY, DEPARTMENT OF AGRICULTURAL EDUCATION, COLLEGE OF AGRICULTURE, THE OHIO STATE UNIVERSITY, AS A PART OF THE PROJECT ENTITLED "CURRICULUM DEVELOPMENT BASIC TO THE TRAINING OF INDIVIDUALS FOR EMPLOYMENT IN AGRIBUSINESS, NATURAL RESOURCES AND ENVIRONMENTAL PROTECTION." THE PROJECT WAS FUNDED UNDER A CONTRACT WITH THE BUREAU OF OCCUPATIONAL AND ADULT EDUCATION, U.S. OFFICE OF EDUCATION.

THE PROJECT GREW OUT OF THE NEED TO IDENTIFY THE EDUCATIONAL EXPERIENCES MOST APPROPRIATE FOR CAREER DEVELOPMENT IN AGRIBUSINESS, NATURAL RESOURCES AND ENVIRONMENTAL PROTECTION. EDUCATORS WERE LACKING ADEQUATE AND ACCURATE INFORMATION FOR THE CAREER AWARENESS AND EXPLORATION STAGES OF THE CAREER DEVELOPMENT PROCESS CONCERNING THE AGRIBUSINESS COMPLEX.

THE AGRIBUSINESS COMPLEX ALSO HAD SEVERAL EMERGING PROGRAM AREAS WHERE OCCUPATIONAL COMPETENCIES AND THE RELATED CURRICULUM HAD NOT BEEN WELL DEFINED AT THE VOCATIONAL PREPARATION LEVEL. THESE CONDITIONS CAUSED APPROPRIATE CAREER DEVELOPMENT PROGRAMS TO BE LACKING OR INEFFECTIVE AT ALL LEVELS, LEADING UP TO AND INCLUDING VOCATIONAL EDUCATION, BECAUSE GUIDANCE IN MATERIALS AND PROCESSES OF CONDUCTING THESE PROGRAMS WERE NOT ADEQUATELY DEVELOPED.

IN MAY OF 197[illegible] AGRICULTURAL LEADERS REPRESENTING STATE SUPERVISORS, TEACHER EDUCATORS, CLASSROOM TEACHERS AND THE AGRICULTURAL BUSINESS AND INDUSTRIAL COMMUNITY MET IN DENVER, COLORADO, TO DISCUSS THE CHANGING NATURE OF THE FIELD. THERE WAS GENERAL AGREEMENT THAT THE DEVELOPING EMPHASIS ON AGRIBUSINESS, NATURAL RESOURCES AND ENVIRONMENTAL PROTECTION CALLED FOR MAJOR CURRICULUM CHANGES AND DEVELOPMENT OF NEW CURRICULA, WITH CHANGES IN THE PREPARATION OF AGRICULTURAL EDUCATION PERSONNEL AT THE SAME TIME.

THE PURPOSES OF THIS PROJECT WERE: (1) TO DEVELOP APPROPRIATE CURRICULUM GUIDES IN AGRIBUSINESS, NATURAL RESOURCES AND ENVIRONMENTAL PROTECTION WHICH PROVIDE A COORDINATED EDUCATIONAL PROGRAM, INCLUDING CAREER AWARENESS, CAREER EXPLORATION AND PREPARATION FOR A CLUSTER OF OCCUPATIONS; (2) TO ACQUAINT EDUCATIONAL LEADERSHIP IN ALL STATES WITH THE CURRICULUM MATERIALS FROM THIS PROJECT AND PROMOTE THEIR USE; AND (3) TO DISSEMINATE COPIES OF THE CURRICULUM MATERIALS TO LEADERS OF EACH STATE.

ACKNOWLEDGEMENTS

THIS CURRICULUM GUIDE WAS DEVELOPED BY LARRY HOUSEHOLDER, CURRICULUM SPECIALIST ASSOCIATE, DEPARTMENT OF AGRICULTURAL EDUCATION, THE OHIO STATE UNIVERSITY, WITH ASSISTANCE FROM THE STAFF OF THE OHIO CAREER EDUCATION AND CURRICULUM MANAGEMENT LABORATORY IN AGRICULTURAL EDUCATION AND THE PROJECT ADVISORY COMMITTEES FOR ASSISTANCE IN PLANNING AND REVIEWING THE GUIDES. APPRECIATION IS ALSO EXTENDED TO DR. ELIZABETH J. SIMPSON, BRANCH CHIEF, CURRICULUM DEVELOPMENT BRANCH, DIVISION OF RESEARCH AND DEMONSTRATION, BUREAU OF OCCUPATIONAL AND ADULT EDUCATION, AND TO THE LATE DR. PHILLIP TESKE, PROJECT OFFICER, U.S. OFFICE OF EDUCATION, BUREAU OF OCCUPATIONAL AND ADULT EDUCATION, FOR THEIR DIRECTION DURING THE PREPARATION OF THIS GUIDE. ALSO, GRATITUDE IS EXTENDED TO THE TEACHERS AND INDUSTRY PERSONNEL WHO HAVE GIVEN TIME FROM THEIR JOBS TO ASSIST IN A CRITIQUE OF THE GUIDES.

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AGRICULTURAL RESOURCES

THE USE OF THIS CURRICULUM GUIDE

THERE IS LESS THAN FULL AGREEMENT ON JUST WHAT CONSTITUTES A PARTICULAR TYPE OF CURRICULUM DOCUMENT. THE CURRICULUM GUIDE IS NO EXCEPTION. THE FOLLOWING IS NOT MEANT AS AN EFFORT TO DEBATE CURRICULUM TERMINOLOGY FURTHER, BUT RATHER TO CLARIFY HOW THIS DOCUMENT CAN BE USED MORE EFFECTIVELY FOR ITS INTENDED PURPOSE.

ENTITLED A CURRICULUM GUIDE, IT IS DESIGNED TO ANSWER THE MORE BASIC QUESTIONS OF CURRICULUM PLANNING AND DEVELOPMENT - WHAT SHOULD BE TAUGHT AND, TO SOME DEGREE, HOW AND WITH WHAT RESOURCES. IT IS NOT INTENDED TO TEACH FROM NOR TO BE USED AS INSTRUCTIONAL MATERIAL IN THE CLASS BY EITHER TEACHER OR STUDENTS.

IT IS MEANT AS AN AID TO ALL WHO ARE INVOLVED IN THE CURRICULUM PLANNING PHASES PRIOR TO CLASSROOM INSTRUCTION. FOR ADMINISTRATORS AND OTHERS WHO MUST MAKE DECISIONS CONCERNING FACILITIES OR EQUIPMENT, THERE ARE GUIDELINES TO BOTH SPECIFICATIONS AND OVERALL COST RANGES. FOR GUIDANCE COUNSELORS OR OTHERS WORKING WITH STUDENTS ON CAREER DECISIONS, INFORMATION IS PROVIDED CONCERNING OCCUPATIONS AND THE TYPE OF COMPETENCIES AND CHARACTERISTICS NEEDED BY THE WORKERS FOR THESE OCCUPATIONS. FOR THE CURRICULUM SPECIALIST, TEACHER EDUCATOR, STATE SUPERVISOR OR OTHERS RESPONSIBLE FOR DETERMINING INSTRUCTIONAL CONTENT AND PREPARING TEACHERS TO CONDUCT INSTRUCTIONAL PROGRAMS, THE GUIDE DEFINES THE NEEDS OF THE STUDENTS IN TERMS OF TERMINAL PERFORMANCES. ALL OTHER ASPECTS OF CURRICULUM CONTENT, TEACHING PROCESSES AND INSTRUCTIONAL RESOURCES ARE BASED UPON THE TERMINAL PERFORMANCE OBJECTIVES FOR THE STUDENTS.

THE SCOPE OF THE GUIDE INCLUDES EIGHT OCCUPATIONAL SUBGROUPS WITHIN THE AGRICULTURAL RESOURCES AREA. THESE ARE CONSISTENT WITH AND CODED AS DEFINED IN THE STANDARD TERMINOLOGY FOR CURRICULUM AND INSTRUCTION IN LOCAL AND STATE SCHOOL SYSTEMS. THE OVERALL AREA OF AGRICULTURAL RESOURCES IS GIVEN THE DESIGNATION 01.06 00 00 00. THE OCCUPATIONAL SUBGROUPS HAVE THE FOLLOWING DESIGNATIONS:

FISH	01.06 07 00 00
FORESTRY	01.06 01 00 00
MINING AREA RESTORATION	01.06 99 00 00
OUTDOOR RECREATION	01.06 02 00 00
SOIL	01.06 02 00 00
RANGE	01.06 08 00 00
WATER	01.06 05 00 00
WILDLIFE	01.06 04 00 00

THE OCCUPATIONS CONSIDERED IN THESE EIGHT SUBGROUPS ARE LIMITED TO THOSE ON THE CAREER LADDER FOR WHICH HIGH SCHOOL VOCATIONAL INSTRUCTION IS EITHER NECESSARY OR SIGNIFICANTLY DESIRABLE. THE UNITS WITHIN THE GUIDES ARE BUILT UPON MINIMUM LEVEL OF COMPETENCIES FOR ENTRY LEVEL JOBS. HOWEVER, IT IS ASSUMED THAT, EVEN THOUGH STUDENTS MUST BEGIN AT THIS ENTRY LEVEL JOB, MANY WILL SOON BE STRIVING TO ADVANCE. WHENEVER THE EMPLOYEE IS PRESENTED WITH OTHER DESIRABLE JOB OPPORTUNITIES, IT IS INTENDED THAT HIS VOCATIONAL INSTRUCTION WILL HELP HIM MASTER EARLY JOB OPPORTUNITY ADVANCES IN AN EFFICIENT MANNER.

SOME STATES HAVE PROVIDED THAT APPROXIMATELY 2,000 HOURS BE USED DURING THE JUNIOR AND SENIOR YEARS FOR INSTRUCTION, LABORATORY AND COOPERATIVE ON-THE-JOB EXPERIENCE IN A SPECIALIZED AGRICULTURAL RESOURCES PROGRAM. WHILE THIS GUIDE MAY NOT COVER ALL POSSIBLE INSTRUCTIONAL SEQUENCES, THERE IS LIKELY MORE INCLUDED IN THIS GUIDE THAN WOULD BE USED IN ANY ONE PROGRAM INVOLVING 2,000 HOURS. IT IS INTENDED THAT THE USERS OF THIS GUIDE WILL SELECT THOSE INSTRUCTIONAL AREAS TO BUILD AN INSTRUCTIONAL PACKAGE WHICH MOST APPROPRIATELY MEETS THE STUDENTS' NEEDS IN THAT STATE OR LOCALITY.

BECAUSE MANY AGRICULTURAL RESOURCES PROGRAMS ACROSS THE COUNTRY ARE SIMILAR OR, AT LEAST, HAVE MANY COMMON AREAS IN THE CURRICULUM, CONSIDERABLE REDUNDANCY OF EFFORT OCCURS AS THESE PROGRAMS ARE PLANNED AND DEVELOPED. IN PREPARING THIS GUIDE, A MAJOR CONCERN HAS BEEN TO IDENTIFY THOSE PERFORMANCE OBJECTIVES WHICH ARE COMMON TO ALL OR TO A LARGE PROPORTION OF THE PROGRAMS. THOSE WHICH ARE ONLY APPROPRIATE TO LIMITED LOCALITIES HAVE NOT BEEN INCLUDED.

IT IS INTENDED THAT THE OBJECTIVES STATED IN THIS GUIDE WOULD SAVE TIME AND EFFORT FOR STATE PERSONNEL WHO HAVE THE RESPONSIBILITY FOR DEFINING THE OCCUPATIONAL COMPETENCIES IN AGRICULTURAL RESOURCES.

ONCE THE OBJECTIVES FROM THE GUIDE WHICH ARE COMMON TO THE STATE CURRICULUM NEEDS ARE DEFINED, THEY COULD BE USED TO FACILITATE STATING MORE SPECIFIC LEVELS OF OBJECTIVES. OR, IF OTHER OBJECTIVES ARE MORE APPROPRIATE, THEY COULD BE SUBSTITUTED FOR THOSE PRESENTED, AS STATE OR LOCAL CONDITIONS WARRANTED.

ORGANIZATION OF INSTRUCTIONAL UNITS

THIS CURRICULUM GUIDE IS COMPOSED OF UNITS OF INSTRUCTION. EACH UNIT IS DEVELOPED AROUND A CLOSELY-RELATED GROUP OF PERFORMANCE OBJECTIVES WHICH ARE BASIC TO THE TRAINING OF INDIVIDUALS FOR ENTRY LEVEL SKILLED EMPLOYMENT IN AGRICULTURAL RESOURCES OCCUPATIONS. THE UNITS ARE ORGANIZED INTO EIGHT AGRICULTURAL RESOURCES OCCUPATIONAL AREAS OF FISH, FORESTRY, MINING AREA RESTORATION, OUTDOOR RECREATION, SOIL, RANGE, WATER AND WILDLIFE.

THE INSTRUCTIONAL UNITS ARE BASED UPON THE COMPETENCIES OF ENTRY LEVEL SKILLED OCCUPATIONS IN AGRICULTURAL RESOURCES. MOST OF THE PERFORMANCE OBJECTIVES FOR THE UNITS ARE COMMON TO AGRICULTURAL RESOURCES PROGRAMS.

FORMAT OF THE UNITS OF INSTRUCTION

EACH OF THE UNITS OF INSTRUCTION HAS SEVEN ELEMENTS TO BE USED FOR DEVELOPING SPECIFIC CURRICULUM AND CURRICULUM MATERIALS. THE LIST OF ELEMENTS INCLUDES:

1. UNIT CONCEPT
2. STUDENT PERFORMANCE OBJECTIVES
3. INSTRUCTIONAL AREAS
4. EXAMPLES OF STUDENT LEARNING ACTIVITIES
5. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCES
6. INSTRUCTIONAL MATERIALS OR EQUIPMENT
7. EXAMPLES OF SUPPORTING REFERENCES

A DESCRIPTION OF THE SEVEN ELEMENTS OF THE UNITS OF INSTRUCTION

UNIT CONCEPT

THE UNIT CONCEPT DEFINES THE RATIONALE FOR THE AREA COVERED BY THE INSTRUCTIONAL UNIT.

STUDENT PERFORMANCE OBJECTIVES

THE STUDENT PERFORMANCE OBJECTIVES HAVE BEEN CONSIDERED THE BASIC ELEMENT OF THE UNITS OF INSTRUCTION. ALL OTHER ELEMENTS ARE DEVELOPED FROM THE PERFORMANCE OBJECTIVES. THE OBJECTIVES ARE STATED IN STUDENT TERMS AT A TERMINAL PERFORMANCE LEVEL. THE TERMINAL PERFORMANCES HAVE BEEN DEFINED FROM AN ANALYSIS OF COMPETENCIES NECESSARY FOR SUCCESSFUL PERFORMANCE IN THE ENTRY LEVEL SKILLED OCCUPATIONS OF AGRICULTURAL RESOURCES.

THE PERFORMANCE OBJECTIVES OF THE GUIDE ARE INTENDED TO AID CURRICULUM SPECIALISTS AND TEACHERS OF LOCAL AGRICULTURAL RESOURCES PROGRAMS IN DEFINING THE COMPETENCIES WHICH CAN AND SHOULD BE ACQUIRED BY STUDENTS IN LOCAL PROGRAMS.

IT WAS FELT THAT COMPETENT TEACHERS OF A VOCATIONAL PROGRAM WOULD BE IN THE BEST POSITION TO ESTABLISH "HOW WELL" THE OBJECTIVE SHOULD BE PERFORMED, AND THE CONDITIONS UNDER WHICH IT SHOULD BE PERFORMED. HOWEVER, CONDITIONS AND STANDARDS HAVE BEEN INDICATED FOR MOST OBJECTIVES. THE INTENT IS TO DIRECT ATTENTION TO THOSE CONDITIONS WHICH MAY SIGNIFICANTLY AFFECT ACHIEVING THE PERFORMANCE AND IDENTIFY STANDARDS WHICH MAY BE ESPECIALLY IMPORTANT TO SUCCESS IN THE INDUSTRY.

INSTRUCTIONAL AREAS

THE PERFORMANCE OBJECTIVES ARE DESCRIPTIONS OF INTENDED OUTCOMES WHICH REQUIRE THE ACQUISITION OF CERTAIN KNOWLEDGE AND SKILLS. TITLES AND SUBTITLES OF INSTRUCTIONAL AREAS ARE USED TO DEFINE THE RELEVANT CONTENT.

THE TITLES ARE PRESENTED IN AN ACTION FORM AS FAR AS IS FEASIBLE TO HELP DEFINE THE SPECIFIC TYPE OF LEARNING EXPECTED TO ACHIEVE THE OBJECTIVES. RATHER THAN LIMITING THE TITLE BY USING "WILDLIFE SANCTUARIES" IN DEFINING STUDY AREAS CONCERNING WILDLIFE SANCTUARIES, THE STUDY AREAS OF "SELECTING SPECIES OF WILDLIFE," AND "DEVELOPING FOOD, COVER AND WATER" ARE USED. THE GERUND VERB FORM OR "-ING" FORM OF THE TITLE IS TO AID IN MORE SPECIFICALLY DEFINING THE COMPETENCIES TO BE BROUGHT OUT IN THE LEARNING PROCESSES.

BECAUSE OF THE SPECIFIC NATURE OF MUCH OF THE LEARNING MATERIALS NEEDED FOR THESE INSTRUCTIONAL AREAS, REFERENCES ARE CITED WHICH WOULD BE APPROPRIATE FOR CURRICULUM DEVELOPERS. THE TITLES FOR THE INSTRUCTIONAL AREAS ARE OF A RELATIVELY PERMANENT NATURE AND COMMON TO MOST PROGRAMS. THE SPECIFIC CONTENT TO SUPPORT THEM IS MUCH MORE ADVERSELY AFFECTED BY CHANGES IN TECHNOLOGY, GEOGRAPHICAL DIFFERENCES OR DIFFERENCES IN LOCAL OCCUPATIONAL CHARACTERISTICS.

IT MAY BE POSSIBLE TO USE THE SUGGESTED TITLES OVER A PERIOD OF TIME WITH RELATIVELY MINOR ADJUSTMENTS. SPECIFIC CONTENT, ON THE OTHER HAND, NEEDS TO BE CONTINUALLY UPDATED TO CURRENT CONDITIONS AND MATCHED WITH LOCAL STUDENT NEEDS AND OCCUPATIONAL CHARACTERISTICS.

THE NUMBERS OF THE INSTRUCTIONAL AREA TITLES ARE NOT MATCHED TO THE NUMBERS OF THE STUDENT PERFORMANCE OBJECTIVES. HOWEVER, INSTRUCTIONAL AREAS RELATING TO AN OBJECTIVE CAN BE DETERMINED RELATIVELY EASILY. THE INSTRUCTIONAL AREAS ARE SEQUENCED AS MUCH AS IS FEASIBLE IN THE SAME ORDER AS THE PERFORMANCE OBJECTIVES TO WHICH THEY RELATE.

EXAMPLES OF STUDENT LEARNING ACTIVITIES

EXAMPLES ARE PROVIDED SUGGESTING WAYS IN WHICH STUDENTS MAY

BE ACTIVELY INVOLVED IN LEARNING ACTIVITIES THAT WOULD HELP THEM ACHIEVE THE OBJECTIVES. THEY ARE SUGGESTED AS ONE APPROACH THAT MAY BE USED RATHER THAN INTENDED TO BE THE COMPLETE LIST OF ACTIVITIES WHICH WOULD PROVIDE THE MOST EFFECTIVE LEARNING. THE SUGGESTED ACTIVITIES FOR EACH OBJECTIVE MAY OR MAY NOT COVER THE ENTIRE OBJECTIVE. THEREFORE, DEVELOPMENT OF OTHER ACTIVITIES FOR THE LOCAL PROGRAM WILL BE NECESSARY FOR A COMPREHENSIVE PROGRAM.

THERE IS AT LEAST ONE ACTIVITY FOR EACH STUDENT PERFORMANCE OBJECTIVE. THE NUMBER ON THE ACTIVITY IS THE SAME AS THE STUDENT PERFORMANCE OBJECTIVE TO WHICH IT IS RELATED.

EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

THE STUDENT EVALUATION SHOULD BE DIRECTED TOWARD AND BASED UPON WELL-WRITTEN STUDENT PERFORMANCE OBJECTIVES. IN THIS GUIDE, THE STUDENT PERFORMANCE OBJECTIVES ARE INTENDED TO BE EXPLICITLY STATED IN WHAT TERMINAL PERFORMANCE THE STUDENT IS TO BE ABLE TO DO AND, TO SOME DEGREE, HOW WELL AND UNDER WHAT CONDITIONS. PRIMARILY, THE EVALUATION IS TO USE THE STATED OBJECTIVES AS A REFERENCE POINT TO ANSWER THE QUESTION - CAN THE STUDENT ACHIEVE THE DESIRED PERFORMANCE LEVEL?

IN ADDITION, AN ELEMENT DESIGNATED AS "EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE" IS INCLUDED IN EACH UNIT OF INSTRUCTION. EXAMPLES OF EVALUATION PROCESSES ARE INTENDED TO ASSIST IN DETERMINING THE LEVEL OF UNDERSTANDING OF THE ABILITY OF THE STUDENT TO ACCOMPLISH PARTS OF OR THE ENTIRE PERFORMANCE OBJECTIVE. IN NO WAY ARE THESE PROCESSES INTENDED TO REPLACE A DIRECT EVALUATION OF THE TERMINAL PERFORMANCE AS STATED IN THE OBJECTIVE.

THE TYPE OF EVALUATION PROCESS IS DETERMINED IN PART BY THE NATURE OF THE PERFORMANCE OBJECTIVES. BUT THE MOST DESIRABLE METHOD CAN BE BEST DETERMINED WHEN THERE IS KNOWLEDGE OF THE LOCAL SITUATION, SUCH AS EDUCATIONAL RESOURCES, SCHOOL POLICIES AND THE NEEDS OF THE STUDENTS.

THERE IS AT LEAST ONE EVALUATION PROCESS FOR EACH STUDENT PERFORMANCE OBJECTIVE. THE NUMBER ON THE EVALUATION ACTIVITY IS THE SAME AS THE STUDENT PERFORMANCE OBJECTIVE TO WHICH IT IS RELATED.

INSTRUCTIONAL MATERIALS OR EQUIPMENT

MATERIALS OR EQUIPMENT ARE NOTED WHICH ARE SPECIFIC TO THE UNIT AND WHICH ARE CONSIDERED ESSENTIAL OR QUITE DESIRABLE IN THE LEARNING PROCESS. IN SOME CASES, THE OBJECTIVES WOULD BE QUITE DIFFICULT TO ACHIEVE, IF AT ALL, WITHOUT THE MATERIALS. IN OTHERS, THE MATERIALS OR EQUIPMENT AID IN THE EFFECTIVENESS OR

EFFICIENCY OF LEARNING.

THE MATERIALS AND EQUIPMENT SUGGESTED FOR ONE UNIT ARE NOT NECESSARILY CONSUMED OR UNIQUE JUST TO THE LEARNING ACTIVITIES OF THAT UNIT. A LIST OF THE EQUIPMENT SUGGESTED FOR A COMPREHENSIVE AGRICULTURAL RESOURCES PROGRAM IS LISTED IN APPENDIX A.

EXAMPLES OF SUPPORTING REFERENCES

A LIMITED NUMBER OF REFERENCES HAS BEEN LISTED WHICH DIRECTLY RELATE TO THE CURRICULUM STUDY AREAS SUGGESTED IN THE "INSTRUCTIONAL AREAS" SECTION. THESE REFERENCES ARE AVAILABLE AND THE SOURCES OR DETAILS OF SECURING THEM IS LOCATED IN APPENDIX B OF THIS GUIDE.

WHEN TWO OR MORE REFERENCES ARE FOUND TO HAVE ADEQUATE LEARNING MATERIALS AND PROCESSES FOR THE OBJECTIVES OF A UNIT BUT HAVE UNIQUELY DIFFERENT STYLES, THE GROUP MAY BE LISTED SO THAT THE TEACHER HAS THE CHOICE OF SELECTING THE ONE MOST SUITED TO HIS TEACHING.

IN SOME CASES, SEVERAL REFERENCES ARE NOTED BECAUSE NO ONE REFERENCE ADEQUATELY COVERS ALL OF THE OBJECTIVES OF A UNIT OR STUDY AREA. ANNOTATIONS OF THE REFERENCES ARE PROVIDED TO AID IN DETERMINING WHICH REFERENCE OR REFERENCES WOULD BE BEST SUITED FOR A LOCAL PROGRAM. THE REFERENCE SUGGESTED FOR ONE UNIT IS OFTEN RELEVANT TO AND SUGGESTED FOR USE IN SEVERAL OF THE UNITS. IN NO WAY SHOULD THE REFERENCES BE CONSIDERED THE BEST OR ONLY REFERENCES TO BE USED WITH THE UNITS.

RECOMMENDED FACILITIES AND EQUIPMENT

SUGGESTIONS FOR PLANNING THE FACILITIES FOR AGRICULTURAL RESOURCES PROGRAMS

THE NATURE AND THE EXTENT OF THE FACILITIES NEEDED FOR AGRICULTURAL RESOURCES INSTRUCTION WILL BE INFLUENCED BY THE PROJECTED ENROLLMENTS, THE PLANNED USE OF THE FACILITIES BY CONTINUING EDUCATION AND OTHER GROUPS, AND THE AREAS OF EMPHASIS IN THE COURSE OF STUDY. THE SUGGESTIONS WHICH FOLLOW ARE TO BE CONSIDERED ONLY AS GUIDES FOR SCHOOL FACILITY PLANNERS AND ARCHITECTS.

SPACE ALLOCATIONS

RECOMMENDED MINIMUM SPACE ALLOCATIONS FOR ACCOMMODATING TWENTY STUDENTS PER SECTION INCLUDE:

CLASSROOM --- 720 SQUARE FEET
INDOOR LABORATORY --- 3,000 SQUARE FEET
OFFICE AND CONFERENCE ROOM --- 200 SQUARE FEET
OUTSIDE PAVED AND FENCED STORAGE
AREA --- 1,200 SQUARE FEET
LAND LABORATORY --- 35 ACRES

CLASSROOM

THE CLASSROOM SHOULD BE EQUIPPED WITH TABLES AND CHAIRS TO ACCOMMODATE THE ANTICIPATED NUMBER OF STUDENTS; A TACK BOARD; A CHALKBOARD, A TEACHER'S WORK BENCH WITH SINK, RUNNING WATER, GAS, AIR AND ELECTRICAL OUTLETS; SHELF SPACE; STORAGE SPACE; AND FILING CABINETS.

CONSIDERATION SHOULD BE GIVEN TO PROVIDING SOME COMBINATION STUDENT TABLES WITH EITHER FULL OR PARTIAL TILTING TOP WHICH WOULD PROVE USEFUL IN PHASES OF THE INSTRUCTIONAL PROGRAM REQUIRING DRAWING OR MAP WORK.

CONSERVATION MECHANICS LABORATORY

SUITABLE FACILITIES SHOULD BE PROVIDED SO THAT STUDENTS WILL HAVE AN APPROPRIATE PLACE TO WORK ON SMALL GASOLINE ENGINES AND LARGER POWER UNITS, FOR CONSTRUCTION OF LAND LABORATORY STRUCTURES AND FACILITIES, TO MAINTAIN HAND AND POWER EQUIPMENT, AND TO PROVIDE OPPORTUNITIES FOR THE STUDENTS TO OBTAIN THE MECHANICS SKILLS NECESSARY FOR EMPLOYMENT. THE LABORATORY AREA SHOULD HAVE A CONCRETE FLOOR, AN OVERHEAD DOOR AT LEAST 16 FEET WIDE, AND ADEQUATE HEATING, VENTILATION AND LIGHTING. IT SHOULD ALSO BE PROVIDED WITH APPROPRIATE BENCHES, TOOL CABINETS AND ACCESSORIES. ACCESS TO THE LAND LABORATORY AREA SHOULD BE CONVENIENT.

THE LAND LABORATORY

THE LAND LABORATORY SHOULD CONSIST OF A MINIMUM OF THIRTY-FIVE ACRES. THE LAND LABORATORY AREA SHOULD INCLUDE AN ARBORETUM WITH DIFFERENT KINDS OF TREES, SHRUBS, GRASSES AND OTHER PLANTS FOR IDENTIFICATION PURPOSES. FROM THREE TO FIVE PLANTS OF EACH SPECIES OR CULTIVAR SHOULD BE PLANTED TO INSURE AGAINST LOSS OF SINGLE SPECIMENS AND TO ENABLE STUDENTS TO RECOGNIZE MORE THAN ONE SPECIMEN. A FOREST PLANTATION WITH A MINIMUM OF FIFTEEN ACRES SHOULD BE AVAILABLE FOR TREE IDENTIFICATION, CRUISING, DEMONSTRATIONS OF TYPES OF CUTTING, WEED TREE CONTROL, AND SILVICULTURAL PRACTICES. A WILDLIFE HABITAT AREA COULD BE PROVIDED IN CONJUNCTION WITH THE FOREST PLANTATION. RECREATION FACILITIES FOR ONE OR MORE RECREATIONAL VEHICLES, A TENTING AREA AND A PICNIC AREA SHOULD BE DEVELOPED NEAR THE SCHOOL FOREST. THE ROAD LEADING TO THE RECREATION AREA NEEDS TO BE SUBSTANTIAL AND WIDE ENOUGH TO CARRY RECREATION VEHICLES AND BUSES. A POND

OF NOT LESS THAN ONE-QUARTER OF AN ACRE IN SURFACE AREA SHOULD BE AVAILABLE TO PROVIDE AN OPPORTUNITY FOR "HANDS-ON" EXPERIENCE IN SEVERAL INSTRUCTIONAL AREAS, INCLUDING FISH AND RECREATION.

RECOMMENDED EQUIPMENT AND SUPPLIES

THE TYPE AND QUANTITIES OF EQUIPMENT AND SUPPLIES REQUIRED TO PROVIDE EFFECTIVE OCCUPATIONAL EDUCATION IN AGRICULTURAL RESOURCES WILL DEPEND UPON SEVERAL FACTORS. THESE INCLUDE: THE ANTICIPATED SIZES OF THE GROUPS TO BE SERVED; THE TYPES OF GROUPS TO BE SERVED, THAT IS, SECONDARY OR ADULT; AND THE EMPHASIS TO BE INCLUDED IN THE COURSE OF STUDY IN TERMS OF THE DIVERSIFICATION OR SPECIALIZATION.

THE OPTIMUM CLASS SIZE IS CONSIDERED, FOR PLANNING PURPOSES, TO BE ABOUT TWENTY STUDENTS. SUFFICIENT QUANTITIES OF TOOLS, EQUIPMENT AND SUPPLIES SHOULD BE PROVIDED TO MAKE MAXIMUM USE OF THE TIME AVAILABLE FOR LABORATORY AND PRACTICAL EXERCISES. THIS WILL NOT REQUIRE NECESSARILY THAT TWENTY DUPLICATES OF A SPECIFIC ITEM WILL BE NEEDED AS PROPER MANAGEMENT OF PRACTICAL SITUATIONS WILL SELDOM RESULT IN EACH PUPIL USING THE IDENTICAL ITEM AT THE SAME TIME.

AN ADVISORY COMMITTEE COMPOSED OF REPRESENTATIVES FROM EACH OF THE OCCUPATIONAL AREAS IN THE LOCAL AGRICULTURAL RESOURCES INDUSTRY CAN PROVIDE VALUABLE ASSISTANCE IN DEVELOPING LISTS OF NEEDED EQUIPMENT AND SUPPLIES.

A LIST OF EQUIPMENT THAT CAN BE USED AS A GUIDE IN ORDERING AND ASSEMBLING THOSE ITEMS NEEDED IS LOCATED IN APPENDIX A. MANY STATE DEPARTMENTS HAVE MORE DEFINITIVE LISTS AVAILABLE AND IT MAY BE WELL TO REQUEST THESE AS ADDITIONAL SOURCES OF INFORMATION. IN ADDITION, EXPERIENCE CAN BE AN IMPORTANT FACTOR IN DEVELOPING LISTS OF EQUIPMENT NEEDS.

TEACHER REQUIREMENTS AND RESPONSIBILITIES

THE EFFECTIVENESS OF AN AGRICULTURAL RESOURCES OCCUPATIONAL CURRICULUM DEPENDS LARGELY UPON THE EXPERIENCE, EDUCATIONAL BACKGROUND AND PERSONAL QUALITIES OF THE FACULTY. INSTRUCTORS IN AGRICULTURAL RESOURCES REQUIRE ADVANCED PROFESSIONAL PREPARATION IN THE AREAS THEY ARE TO TEACH. WITH FEW EXCEPTIONS, THEY SHOULD HOLD AT LEAST A BACHELOR'S DEGREE WITH MAJOR EMPHASIS IN AGRICULTURAL RESOURCES AND VOCATIONAL EDUCATION. THEY SHOULD HAVE HAD WORK EXPERIENCE IN A GOVERNMENT AGENCY OR IN AN INDUSTRY DIRECTLY RELATED TO AGRICULTURAL RESOURCES. EXPERIENCE AND WILLINGNESS TO WORK WITH YOUTH ORGANIZATIONS IS ALSO AN ESSENTIAL ELEMENT OF THE TEACHER'S OCCUPATIONAL PREPARATION. FACULTY MEMBERS WITH BOTH A THEORETICAL AND PRACTICAL BACKGROUND CAN BRING TO THE PROGRAM THE ENTHUSIASM AND APPRECIATION FOR RESOURCES THAT ARE ESSENTIAL TO THE PROGRAM'S SUCCESS.

THE INSTITUTION MUST INSURE THAT ITS FACULTY WORKLOAD PERMITS TIME FOR INDIVIDUAL AND DEPARTMENTAL ACTIVITIES AS WELL AS THE SUPERVISION OF STUDENTS ON THE JOB. FACULTY MEMBERS SHOULD HAVE APPROPRIATE TRAINING AIDS AND SUPPLEMENTAL MATERIAL FOR THEIR RESPECTIVE COURSES AND A WORKING KNOWLEDGE OF WHAT OTHERS ARE TEACHING IN AGRICULTURAL RESOURCES, AGRICULTURE AND RELATED COURSE CONTENT.

FACULTY MEMBERS SHOULD BE ENCOURAGED TO PARTICIPATE IN ACTIVITIES AND ORGANIZATIONS WHICH LEAD TO PERSONAL PROFESSIONAL DEVELOPMENT THROUGH OFFERING RELEASED TIME AND FINANCIAL ASSISTANCE FOR IN-SERVICE TRAINING. THE IN-SERVICE TRAINING PROGRAM SHOULD BE DEVELOPED TO STRENGTHEN INDIVIDUAL WEAKNESSES. ONE TEACHER MAY PROFIT MORE FROM SUMMER EMPLOYMENT IN INDUSTRY, WHILE ANOTHER SHOULD ATTEND FORMAL CLASSES. MAINTAINING CLOSE CONTACT WITH PRACTITIONERS AND CURRENT LITERATURE IN THE FIELD THROUGH SPECIAL INSTITUTES AND CONFERENCES SHOULD PROVIDE A BASIS FOR CONSTANT UPDATING OF MATERIAL FOR THEIR COURSES.

ADVISORY COMMITTEES

ADVISORY COMMITTEES UTILIZING COMMUNITY RESOURCE PERSONS CAN ASSIST THE SECONDARY INSTITUTION ADMINISTRATION IN PLANNING AND IMPLEMENTING AGRICULTURAL RESOURCES PROGRAMS TO MEET THE OBJECTIVES OF THE INSTITUTION, THE STUDENT AND THE COMMUNITY.

THE SPECIAL ADVISORY COMMITTEE FOR THE NATURAL RESOURCE OCCUPATIONAL PROGRAMS SHOULD INCLUDE REPRESENTATIVES OF EMPLOYERS AND PUBLIC EMPLOYMENT SERVICES, SCIENTIFIC OR TECHNICAL SOCIETIES AND ASSOCIATIONS IN THE FIELD AND KNOWLEDGEABLE CIVIC LEADERS WHO MEET WITH AND ADVISE THE SPECIALISTS ON THE SCHOOL STAFF. THE COMMITTEE NORMALLY CONSISTS OF ABOUT NINE TO TWELVE MEMBERS WHO GENERALLY SERVE FOR A ONE- TO THREE-YEAR PERIOD. THE HEAD OF THE INSTITUTION OR THE DEPARTMENT HEAD IS ORDINARILY CHAIRMAN. MEMBERS ARE APPOINTED FOR REGULAR TERMS, SUBJECT TO REAPPOINTMENT, AND MEMBERSHIP SHOULD ROTATE SO THAT SOME EXPERIENCED ADVISORS ARE PRESENT WITH SOME NEW ONES EACH TERM. IT SHOULD BE REMEMBERED THAT ADVISORY COMMITTEE PEOPLE ARE BUSY; THEREFORE, MEETINGS SHOULD BE CALLED ONLY WHEN COMMITTEE ACTION CAN BEST HANDLE A SPECIFIC TASK OR PROBLEM.

LETTERS OF APPOINTMENT SHOULD COME FROM THE CHIEF SCHOOL ADMINISTRATOR. WHILE THE COMMITTEE FUNCTIONS WITHOUT LEGAL STATUS OR POWERS, IT CAN PROVIDE INVALUABLE ASSISTANCE TO THE INSTITUTION BY ASSISTING IN A FEASIBILITY STUDY OF PROPOSED NEW EDUCATIONAL PROGRAMS, BY PROVIDING SUPPORT TO SCHOOL ADMINISTRATORS IN OBTAINING APPROPRIATIONS AND STATE AND FEDERAL SUPPORT TO FINANCE THE PROGRAMS, BY ASSISTING IN THE LOCATION OF WORK EXPERIENCE STATIONS, BY SURVEYING AND DEFINING THE KNOWLEDGE AND SKILLS NEEDED BY AGRICULTURAL RESOURCES WORKERS, AND BY ASSISTING IN THE PLACEMENT OF GRADUATES (IN JOBS).

THIS GUIDE, DESIGNED PRIMARILY FOR PLANNING AND DEVELOPMENT OF PROGRAMS IN HIGH SCHOOLS, CAN BE USED BY THE ADVISORY COMMITTEE AS A STARTING POINT, MODIFYING IT TO MEET LOCAL NEEDS. THE PROGRAM CAN ALSO FORM THE BASIS FOR COURSES TO MEET THE REQUIREMENTS OF EMPLOYED ADULTS WHO WISH TO UPGRADE OR UPDATE THEIR SKILLS AND TECHNICAL CAPABILITIES. IN THIS WAY, THE SCHOOL ADMINISTRATION, WITH THE HELP OF THE COMMITTEE AND SPECIAL CONSULTANTS, CAN EFFECTIVELY INITIATE THE NEEDED PROGRAM, QUICKLY DEVELOP IT TO A HIGH LEVEL OF EXCELLENCE, AND MAINTAIN ITS TIMELINESS.

SCIENTIFIC AND TECHNICAL SOCIETIES AND TRADE ASSOCIATIONS

SCIENTIFIC AND TECHNICAL SOCIETIES, COMMERCIAL FIRMS AND TRADE GROUPS ARE AN IMPORTANT SOURCE OF INSTRUCTIONAL MATERIALS AND OTHER BENEFITS FOR TEACHERS AND STUDENTS. THE SOCIETIES, IN THEIR PUBLICATIONS AND AT MEETINGS, PROVIDE CONTINUAL EXPOSURE TO THE MOST RECENT DEVELOPMENTS IN THE SCIENCE AND RELATED TECHNOLOGIES AND PROBABLY SERVE AS THE BEST MEANS FOR HELPING PERSONS KEEP UP-TO-DATE IN A PARTICULAR PHASE OF THE SCIENCE.

LESS CONSPICUOUS, BUT EXTREMELY IMPORTANT, IS THE SUPPORT WHICH SOCIETIES MAY GIVE: (1) IN HELPING TO DEVELOP EVIDENCE OF THE NEED FOR THE TRAINING PROGRAM; (2) IN HELPING TO PROMOTE THE PROGRAM; (3) IN ENLISTING MEMBERS' SUPPORT FOR THE PROGRAM; (4) IN HELPING TO PROVIDE WORK EXPERIENCE FOR STUDENTS; AND (5) IN HELPING WITH THE PLACEMENT OF GRADUATES.

ASSOCIATIONS AND SOCIETIES MAY SUPPLY RESOURCE PEOPLE TO SPEAK TO CLASSES. THEY MAY ALSO SERVE AS HOSTS TO STUDENT GROUPS ON FIELD TRIPS TO STUDY SPECIFIC PHASES OF THE INDUSTRY.

THE FOLLOWING IS A SELECTED LISTING OF SOME OF THE ORGANIZATIONS AND ASSOCIATIONS WHICH ARE PERTINENT TO AGRICULTURAL RESOURCES:*

AMERICAN CONGRESS ON SURVEYING AND MAPPING
AMERICAN FISHERIES SOCIETY
AMERICAN FOREST INSTITUTE
AMERICAN FOREST PRODUCTS INDUSTRIES
THE AMERICAN FORESTRY ASSOCIATION
AMERICAN GEOLOGICAL INSTITUTE
AMERICAN GEOPHYSICAL UNION
AMERICAN INSTITUTE OF PLANNERS
AMERICAN METEOROLOGICAL SOCIETY
AMERICAN PETROLEUM INSTITUTE

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* SEE APPENDIX C FOR A COMPLETE ADDRESS OF THESE ORGANIZATIONS AND ASSOCIATIONS

AMERICAN PLYWOOD ASSOCIATION
AMERICAN PULPWOOD ASSOCIATION
AMERICAN SOCIETY OF PHOTOGRAMMETRY
AMERICAN WATER RESOURCES ASSOCIATION
ASSOCIATION OF INTERPRETIVE NATURALISTS
CONSERVATION EDUCATION ASSOCIATION
ECOLOGICAL SOCIETY OF AMERICA
ENTOMOLOGICAL SOCIETY OF AMERICA
INSTITUTE OF ENVIRONMENTAL SCIENCES
NATIONAL AUDUBON SOCIETY
NATIONAL COAL ASSOCIATION
NATIONAL PARKS AND CONSERVATION ASSOCIATION
NATIONAL RECREATION AND PARK ASSOCIATION
NATIONAL RIFLE ASSOCIATION
NATIONAL SHOOTING SPORTS FOUNDATION
NATIONAL WILDLIFE FEDERATION
THE SOCIETY OF AMERICAN FORESTERS
SOCIETY FOR RANGE MANAGEMENT
SOIL CONSERVATION SOCIETY OF AMERICA, INC.
SOIL SCIENCE SOCIETY OF AMERICA
WATER POLLUTION CONTROL FEDERATION
WESTERN WOOD PRODUCTS ASSOCIATION
THE WILDERNESS SOCIETY
WILDLIFE MANAGEMENT INSTITUTE
THE WILDLIFE SOCIETY

Employment Opportunities in Agricultural Resources

AGRICULTURAL RESOURCES ARE ALL OF THOSE NATURALLY OCCURRING MATERIALS OF NATURE HAVING HUMAN UTILITY OR VALUE. THE TERM AGRICULTURAL RESOURCES INCLUDES, IN ALL THEIR FORMS, SOIL, WATER, AIR, PLANT LIFE, NON-HUMAN ANIMAL LIFE, SUNLIGHT, MINERALS AND MINERAL FUELS AND SPACE ON LAND AND OCEAN SURFACES.

RESOURCES ARE CLASSIFIED AS BEING RENEWABLE OR NONRENEWABLE. RENEWABLE RESOURCES, SUCH AS WATER, FORESTS AND WILDLIFE, ARE GENERALLY CONSIDERED TO HAVE THE POTENTIAL OF BEING MAINTAINED OR IMPROVED IN QUANTITY OR QUALITY OR BOTH. NONRENEWABLE RESOURCES ARE THOSE WHICH CANNOT BE REPLACED OR ACCUMULATED AGAIN AT ANY FORSEEABLE TIME IN THE FUTURE. EXAMPLES OF NONRENEWABLE RESOURCES ARE MINED MINERAL MATERIALS, WHICH MAKE UP PORTIONS OF THE EARTH'S CRUST, AND SPACE ON LAND.

DEMANDS UPON AGRICULTURAL RESOURCES ARE GROWING AT A TREMENDOUS RATE. AREAS IN WHICH THE TREND IN DEMAND IS HIGHEST INCLUDE FORESTRY, WATER AND OUTDOOR RECREATION. THESE TRENDS MEAN INCREASED CAREER OPPORTUNITIES FOR PREPARED INDIVIDUALS. WITH THE PRESENT COMMITMENT TO ENVIRONMENTAL IMPROVEMENT, THERE IS LIKELY TO BE A RAPID CHANGE IN PREVIOUS EMPLOYMENT TRENDS IN AGRICULTURAL RESOURCES OCCUPATIONS. THE EFFECTIVE DEMAND FOR SKILLED WORKERS AND TECHNICIANS TO ASSIST THE PROFESSIONAL

WORKER CAN BE EXPECTED TO RISE PARTICULARLY RAPIDLY.

AS AGRICULTURAL RESOURCES OCCUPATIONS BECOME MORE PLENTIFUL, PERSONS QUALIFIED AND WILLING TO PREPARE FOR CAREERS IN THIS FIELD WILL FIND NUMEROUS OPPORTUNITIES. A PARTIAL LIST OF TYPICAL ENTRY LEVEL OCCUPATIONS PRESENTLY FOUND IN THE AGRICULTURAL RESOURCES AREA FOR PERSONS COMPLETING THE COURSE OUTLINED IN THIS GUIDE MIGHT INCLUDE:

MAJOR OCCUPATIONAL GROUP:	ENTRY LEVEL SKILLED OCCUPATION:	D.O.T. No.:
FISH	FISH HATCHERY WORKER	436.884
FORESTRY	TREE PLANTER	441.887
	TREE PRUNER	441.887
	TREE SPRAYER	441.887
	FORESTER AIDE	441.384
	FOREST CRUISER	449.287
	FIRE WARDEN	441.168
	FIRE LOOKOUT	441.168
	FOREST FIRE FIGHTER	441.887
	FIRE PATROLMAN	441.687
MINING AREA RESTORATION	MINE AREA RESTORATION WORKER	040.081
	OPEN PIT MINE CONSERVATION INSPECTOR	168.287
OUTDOOR RECREATION	GROUNDSKEEPER	407.884
	PARK CARETAKER	407.868
	PARK WORKER	407.887
	CAMP GROUNDS CARETAKER	407.887
	GOLF COURSE GREENS KEEPER	407.137
	FISH AND GAME CLUB MANAGER	187.168
	RECREATION FACILITY ATTENDANT	329.878
	HUNTING AND FISHING GUIDE	452.868
	RECREATION FARM MANAGER	195.228
	GUN CLUB MANAGER	187.168
	BUILDING AND GROUNDS FOREMAN	891.138
SOIL	SURVEYOR'S ASSISTANT (RODMAN)	018.587
	SURVEYOR'S ASSISTANT (CHAINMAN)	018.687
	SOIL CONSERVATION AIDE	040.081

MAJOR OCCUPATIONAL GROUP:	ENTRY LEVEL SKILLED OCCUPATION:	D.O.T. NO.:
RANGE	RANGE AIDE	040.081
WATER	WATERSHED TENDER	954.782
	IRRIGATOR	422.887
WILDLIFE	GAME FARM WORKER	419.884
	GAMEKEEPER	451.181
	GAME PROTECTOR (WARDEN)	379.168
	GAME FARMER	419.181
	GOVERNMENT TRAPPER OR HUNTER	379.168
	LIVE BAIT DEALER	162.158

VALIDATION OF AGRICULTURAL RESOURCES UNITS

THE AGRICULTURAL RESOURCES UNITS HAVE BEEN DEVELOPED THROUGH THE USE OF MANY VARYING CURRICULUM GUIDES AND INSTRUCTIONAL MATERIALS ACCUMULATED FROM SOURCES THROUGHOUT THE UNITED STATES. THESE CURRICULUM GUIDES AND INSTRUCTIONAL MATERIALS RANGED FROM TOPIC OUTLINES TO COMPREHENSIVE REFERENCE MATERIALS. THE UNITS CONTAINED IN THIS GUIDE WILL HOPEFULLY PROVIDE A COMPREHENSIVE BASE FOR PROGRAM PLANNING AND DEVELOPMENT BY STATE CURRICULUM PLANNERS, STATE SUPERVISORS AND TEACHERS IN DEVELOPING LOCAL PROGRAMS. A MAJOR REFERENCE USED IN DEVELOPING THE UNITS, CAREER EDUCATION IN THE NATURAL RESOURCES: A SUGGESTED HIGH SCHOOL CURRICULUM GUIDE, WAS DEVELOPED AT THE PENNSYLVANIA STATE UNIVERSITY PURSUANT TO A GRANT FROM THE UNITED STATES OFFICE OF EDUCATION IN 1971.

OTHER SOURCES INCLUDED STUDENT MANUALS DEVELOPED AND VALIDATED BY THE OHIO AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, SUCH AS THE CONSERVATION AIDE, AND MANUALS DEVELOPED AT THE PENNSYLVANIA STATE UNIVERSITY, SUCH AS MANAGEMENT OF FOREST RESOURCES FOR MULTIPLE USE: TEACHER'S GUIDE AND STUDENT RESOURCE UNIT.

OTHER GUIDES AND INSTRUCTIONAL MATERIALS OF GREAT VALUE IN DETERMINING COMPETENCIES AND CONTENT WHICH SHOULD BE INCLUDED IN THE UNITS WERE THOSE FROM NEW YORK, NORTH CAROLINA, ARIZONA, OHIO AND TEXAS.

THE TERMINAL OBJECTIVES CITED AT THE BEGINNING OF THE UNITS ARE BASED UPON OCCUPATIONAL ANALYSES CONDUCTED BY THE PROJECT STAFF AND/OR OTHER OCCUPATIONAL ANALYSES CONDUCTED IN THE VARIOUS OCCUPATIONAL CLUSTER AREAS OF AGRICULTURAL RESOURCES BY

VARIOUS INDIVIDUALS THROUGHOUT THE UNITED STATES.

THE UNITS INCLUDED IN THIS GUIDE HAVE BEEN REVIEWED BY A NUMBER OF AGRICULTURAL RESOURCES INSTRUCTORS IN OHIO. THESE TEACHERS REPRESENT A BROAD BASE OF EXPERIENCE IN THE VARIOUS AGRICULTURAL RESOURCES AREAS.

ANOTHER PHASE OF THE VALIDATION PROCESS INCLUDED THE REVIEW OF THE GUIDE BY STATE AND NATIONAL CURRICULUM SPECIALISTS. THESE INDIVIDUALS ARE INVOLVED WITH DEVELOPING CURRICULUM MATERIALS FULL TIME AND PROVIDED VALUABLE INPUT FOR THE REVISION AND IMPROVEMENT OF THIS GUIDE.

IT MUST ALSO BE NOTED THAT, ALTHOUGH THIS SECTION HAS CITED SOURCES OF REFERENCES USED IN DEVELOPING THE GUIDE, THIS IS BY NO MEANS AN EXHAUSTIVE LIST OF THOSE MATERIALS ACQUIRED AND USED AS INFORMATION SOURCES. THE STATE OF THE ART IN CURRICULUM MATERIALS IN AGRICULTURAL RESOURCES, AS FOUND BY THIS PROJECT, IS VERY PROMISING. MANY STATE DEPARTMENTS AND CURRICULUM LABORATORIES HAVE DEVELOPED EXCELLENT INSTRUCTIONAL AIDS, INCLUDING STUDENT MANUALS, FILM STRIP AND SLIDE SERIES, TRANSPARENCY SETS AND CURRICULUM GUIDES WHICH CAN BE USED AS SUPPLEMENTARY REFERENCE MATERIALS FOR THE UNITS IN THIS GUIDE.

THIS CURRICULUM GUIDE IN AGRICULTURAL RESOURCES PROVIDES A PLAN FOR DEVELOPING PROGRAMS BASED ON MANY OF THESE VARYING INSTRUCTIONAL MATERIALS AND CITES REFERENCES FROM SEVERAL OF THESE SOURCES OF CURRICULUM MATERIALS. OTHER VALUABLE AIDS ARE AVAILABLE FROM THESE SOURCES WHICH WILL COMPLEMENT THE INSTRUCTIONAL PROGRAM OUTLINED IN THIS CURRICULUM GUIDE.

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AGRICULTURAL RESOURCES
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UNITS GENERAL TO THE AGRICULTURAL RESOURCES AREAS

OCCUPATIONAL OPPORTUNITIES IN AGRICULTURAL RESOURCES

EMPLOYABILITY SKILLS AND HUMAN RELATIONS

DEVELOPING LEADERSHIP THROUGH FFA

OUTDOOR FIRST AID

OPERATION AND CARE OF SMALL GASOLINE ENGINES

MAINTENANCE OF SMALL GASOLINE ENGINES

OPERATION AND MAINTENANCE OF GASOLINE AND DIESEL POWER UNITS

ERIC

OCCUPATIONAL OPPORTUNITIES IN AGRICULTURAL RESOURCES

UNIT CONCEPT: THE FIELD OF AGRICULTURAL RESOURCES INCLUDES A BROAD SPECTRUM OF CAREER OPPORTUNITIES THE STUDENT MAY WISH TO EXPLORE. BY STUDYING THE VARIOUS OCCUPATIONS, THE STUDENT IS ABLE TO CONSIDER VARIOUS FACTORS, SUCH AS WORKING CONDITIONS, SALARY AND REQUIREMENTS FOR ENTRY THAT WILL INFLUENCE HIS CAREER CHOICE.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. IN SEEKING INFORMATION ABOUT JOB OPPORTUNITIES, SURVEY OR OBTAIN LITERATURE INFORMATION WHICH WILL ASSIST HIM IN DETERMINING THE NUMBER AND KIND OF JOB OPPORTUNITIES THAT ARE AVAILABLE IN AGRICULTURAL RESOURCES.

2. GIVEN A SPECIFIC CAREER IN WHICH THE STUDENT IS INTERESTED, DETERMINE THE COMPETENCIES AND REQUIREMENTS NEEDED BY PERSONS TO ENTER AND ADVANCE IN THAT CAREER.

3. UPON DETERMINING THE REQUIREMENTS AND COMPETENCIES NEEDED TO ENTER A JOB, DEVELOP A PERSONAL PLAN WHICH WILL AID HIM IN ACQUIRING THE COMPETENCIES AND MEETING THE REQUIREMENTS NEEDED FOR ENTRY IN THAT JOB.

4. UPON IDENTIFYING A JOB IN WHICH HE IS INTERESTED, FOLLOW THE PROPER PROCEDURES NECESSARY TO BECOME PLACED ON THE JOB.

5. UPON SECURING PLACEMENT ON A JOB, WORK WITH OTHER EMPLOYEES, THE EMPLOYER AND/OR CUSTOMERS IN A MANNER THAT WILL ENABLE THE STUDENT TO SUCCEED ON THE JOB.

B. INSTRUCTIONAL AREAS

1. ASSESSING THE JOB OPPORTUNITIES AVAILABLE IN AGRICULTURAL RESOURCES

   A. LOCATING INFORMATION REGARDING THE SCOPE OF AGRICULTURAL RESOURCES OCCUPATIONS AND THE OPPORTUNITIES FOR EMPLOYMENT.

B. SURVEYING THE LOCAL REGION FOR ENTRY LEVEL JOBS REGARDING THE NUMBER OF OPENINGS PER YEAR AND FUTURE EMPLOYMENT NEEDS

2. MAKING A DETAILED STUDY OF SELECTED AGRICULTURAL RESOURCES OCCUPATIONS

   A. DETERMINING PERSONAL INTERESTS AND HOW THEY RELATE TO A SPECIFIC JOB OR CLUSTER OF OCCUPATIONS

   B. ASSESSING THE COMPETENCIES THAT ARE NEEDED FOR ENTRY

   C. DETERMINING THE EDUCATIONAL REQUIREMENTS NECESSARY FOR EMPLOYMENT

   D. ASSESSING THE PERSONAL TRAITS REQUIRED BY THE OCCUPATION

   E. DETERMINING THE WORKER BENEFITS IN A GIVEN OCCUPATION

   F. CONSIDERING FEDERAL REGULATIONS WHICH APPLY TO VARIOUS OCCUPATIONS

3. DEVELOPING A PERSONAL PLAN FOR GAINING EXPERIENCES NECESSARY FOR GAINFUL EMPLOYMENT IN A GIVEN OCCUPATIONAL AREA

   A. PLANNING ACTIVITIES THAT WILL ENABLE THE STUDENT TO BE EXPOSED TO EXPERIENCES WHICH WILL AID IN HIS EMPLOYMENT

   B. WORKING WITH COOPERATORS IN DEVELOPING THE OCCUPATIONAL EXPERIENCE PROGRAM

   C. RECORDING THE ACTIVITIES IN THE OCCUPATIONAL EXPERIENCE PROGRAM

   D. SUPERVISING AND EVALUATING THE STUDENT'S OCCUPATIONAL EXPERIENCE PROGRAM

4. SECURING A JOB BY FOLLOWING THE PROPER PROCEDURES INVOLVED IN JOB PLACEMENT

   A. LOCATING POTENTIAL JOBS THROUGH VARIOUS SOURCES

   B. ASSESSING THE JOB DESCRIPTION AND THE STUDENT'S INTERESTS

   C. APPLYING FOR A JOB

(1) WRITING A LETTER OF APPLICATION
(2) PREPARING A RESUME
(3) SECURING REFERENCES

D. CONDUCTING THE PERSONAL INTERVIEW

5. CONSIDERING FACTORS IMPORTANT TO JOB SUCCESS AND ADVANCEMENT

A. ESTABLISHING RAPPORT WITH FELLOW EMPLOYEES, THE PUBLIC AND THE EMPLOYER

B. PERSONAL GROOMING AND ITS IMPACT UPON THE PUBLIC, THE EMPLOYER AND FELLOW EMPLOYEES

C. FOLLOWING DIRECTIONS AND WORKING INDEPENDENTLY IN AN OCCUPATION

D. DEVELOPING DESIRABLE WORK HABITS

E. CONTINUING SELF IMPROVEMENT ON THE JOB

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. CONDUCT A PERSONAL SURVEY BY PERSONAL CONTACT OR QUESTIONNAIRE OF AGRICULTURAL RESOURCES BUSINESSES OR AGENCIES TO DETERMINE THE NUMBER OF PERSONNEL EMPLOYED IN VARIOUS JOBS IN AGRICULTURAL RESOURCES AND THE NUMBER OF OPENINGS EACH YEAR.

2. INTERVIEW SEVERAL PERSONS IN SPECIFIC OCCUPATIONS AND DETERMINE THE COMPETENCIES AND REQUIREMENTS NEEDED TO ENTER THE OCCUPATION.

3. A. WRITE A LETTER OF APPLICATION AND FILL OUT AN APPLICATION FORM. HAVE THE CLASS MEMBERS CRITIQUE THEM.

   B. VISIT THE MANAGERS OF AREA AGRICULTURAL RESOURCE BUSINESSES OR AGENCIES AND DISCUSS WITH THEM THE FACTORS THEY CONSIDER IN HIRING AN EMPLOYEE.

4. USING SIMULATION TECHNIQUES, HAVE THE STUDENTS ROLE PLAY JOB INTERVIEWS. RECORD THE INTERVIEWS ON A TAPE RECORDER AND HAVE EACH STUDENT CRITIQUE HIS OWN PRESENTATION. TO GUIDE THE STUDENTS IN THE CRITIQUE, HAVE THE CLASS DEVELOP A LIST OF CRITERIA FOR JOB INTERVIEWS AND CHECK THEMSELVES AGAINST THESE CRITERIA.

5. USING A PANEL COMPOSED OF EMPLOYERS AND EMPLOYEES, HAVE THE CLASS DISCUSS WITH THEM THE DEVELOPMENT AND MAINTENANCE OF WORKING RELATIONSHIPS BETWEEN EMPLOYEES AND EMPLOYER.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. USING A LIST OF AGRICULTURAL RESOURCES JOB TITLES, HAVE STUDENTS MATCH THESE TO THE MOST APPROPRIATE AGRICULTURAL RESOURCES AREA. THESE JOB TITLES COULD ALSO BE MATCHED TO LEVEL OF POSITION, SUCH AS SKILLED, SEMI-SKILLED, TECHNICAL AND PROFESSIONAL. THESE TASKS SHOULD BE ACCOMPLISHED WITH 90% ACCURACY TO ALLOW FOR VARIATION IN JOB TITLE NAMES.

2. THE STUDENT WILL COMPLETE A SURVEY OF A GIVEN OCCUPATION OR CLUSTER OF OCCUPATIONS WHICH ASSESSES THE COMPETENCIES NEEDED FOR EMPLOYMENT, THE EDUCATIONAL REQUIREMENTS FOR GAINING EMPLOYMENT AND THE PERSONAL CHARACTERISTICS NEEDED FOR SUCCESSFUL EMPLOYMENT TO THE SATISFACTION OF THE TEACHER.

3. HAVE EACH STUDENT COMPLETE A PERSONAL PLAN FOR OBTAINING EMPLOYMENT IN HIS DESIRED OCCUPATION WHICH SHOULD INCLUDE THE NECESSARY EDUCATIONAL AND WORK EXPERIENCES IN ADDITION TO ANY SPECIAL COMPETENCIES THAT NEED TO BE ACQUIRED.

4. HAVE EACH STUDENT DEVELOP A LIST OF POINTS TO REMEMBER OR A CHECK LIST FOR WRITING A LETTER OF APPLICATION FOR A PARTICULAR JOB. THIS LIST SHOULD INCLUDE SUCH ITEMS AS NEATNESS, PROPER INTRODUCTION OF APPLICANT, WHERE APPLICANT CAN BE CONTACTED, REQUEST FOR NECESSARY APPLICATION FORMS, COMPLETENESS, AND PERSONAL REFERENCES.

5. THE TEACHER SHOULD EVALUATE EACH STUDENT AS TO HIS ABILITY TO WORK WITH OTHERS IN THE CLASSROOM, WHILE INVOLVED IN ORGANIZATIONAL ACTIVITIES AND/OR IN A COOPERATIVE PLACEMENT SITUATION. THE STUDENT SHOULD COMPLETE A PERSONAL EVALUATION SHEET TO BE USED WHEN DISCUSSING HIS ABILITIES, ATTRIBUTES, AND WEAKNESSES WITH THE TEACHER.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. SAMPLES OF JOB APPLICATION FORMS, LETTERS OF APPLICATION, OCCUPATIONAL SURVEY FORMS, PERSONAL CHARACTERISTICS CHECK LISTS, AND COPIES OF STATE AND FEDERAL LABOR REGULATIONS

2. APPROPRIATE TABLES, DESKS, CHAIRS AND TAPE RECORDER OR VIDEO TAPE MACHINES NECESSARY FOR CONDUCTING SIMULATED JOB INTERVIEWS

3. WRITTEN NOTICES FROM NEWSPAPERS, JOURNALS AND OTHER PUBLICATIONS LISTING VARIOUS JOB OPENINGS

F. EXAMPLES OF SUPPORTING REFERENCES

1. BINKLEY, HAROLD AND HAMMONDS, CARSIE. EXPERIENCE PROGRAMS FOR LEARNING VOCATION IN AGRICULTURE. DANVILLE, ILLINOIS: THE INTERSTATE PRINTERS AND PUBLISHERS, INC. 1970, 604 PAGES.

   THIS PUBLICATION PRESENTS AN OVERVIEW OF THE EXPERIENCE PROGRAM AND THE OPPORTUNITIES IN AGRICULTURAL RESOURCES THAT STUDENTS WILL FIND RELATIVELY EASY TO UNDERSTAND.

2. OPPORTUNITIES IN AGRICULTURAL OCCUPATIONS AND THE EMPLOYEE WITHIN THE BUSINESS ORGANIZATION. COLUMBUS, OHIO: OHIO AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY. 1971, PP. 3-43.

   A STUDENT MANUAL, THIS REFERENCE MAY BE HELPFUL WHEN COVERING SUCH TOPICS AS APPLYING FOR A JOB, ASSESSING ONE'S PERSONAL CHARACTERISTICS, AND LOCATING JOB OPPORTUNITIES.

3. RESOURCE UNIT ON CAREER OPPORTUNITIES FOR CORE CURRICULUM. TUCSON, ARIZONA: DEPARTMENT OF AGRICULTURAL EDUCATION, THE UNIVERSITY OF ARIZONA. 1970, 10 PAGES.

   DEVELOPED IN AN OUTLINE FORMAT, THIS REFERENCE WILL BE HELPFUL TO THE INSTRUCTOR IN DEVELOPING QUESTIONS AND PROBLEMS FOR DISCUSSION. INCLUDED IS A LIST OF FILMSTRIPS AND STUDENT ACTIVITIES FOR EXPLORING AGRICULTURAL OCCUPATIONS.

EMPLOYABILITY SKILLS AND HUMAN RELATIONS

UNIT CONCEPT: JOB PROCUREMENT, JOB ADVANCEMENT, AND GENERAL CAREER SUCCESS ARE PROMOTED THROUGH THE DEVELOPMENT OF COMPETENT COMMUNICATION SKILLS AND GOOD HUMAN RELATIONS.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. WRITE A PERSONAL RESUME AND LETTER OF APPLICATION, COMPLETE EMPLOYMENT APPLICATIONS AND CONDUCT HIMSELF IN AN INTERVIEW IN SUCH A MANNER THAT HE WILL BE ABLE TO PROCURE A JOB.

2. EFFECTIVELY CARRY ON A TELEPHONE CONVERSATION, INCLUDING INITIATING CONVERSATIONS, ANSWERING THE TELEPHONE, FORMULATING RESPONSES AND TAKING TELEPHONE MESSAGES.

3. EFFECTIVELY HANDLE A SALES PROCEDURE USING THE SIX BASIC STEPS IN SELLING FOR SALE OF SUPPLIES AND SERVICES TO PERSONS UTILIZING NATURAL RESOURCES.

4. IN WORKING IN AN AGRICULTURAL RESOURCES BUSINESS, IMPROVE HIS RELATIONS WITH FELLOW EMPLOYEES, EMPLOYER, SUPERVISORS AND THE PUBLIC AS EVALUATED BY THE EMPLOYER USING CRITERIA SUCH AS APPEARANCE, PUNCTUALITY, DEPENDABILITY, INTEREST, JUDGMENT, PRODUCTION, INITIATIVE AND COOPERATION.

B. INSTRUCTIONAL AREAS

1. PROCURING THE JOB

   A. WRITING LETTERS OF APPLICATION

   B. PREPARING PERSONAL DATA SHEETS

   C. FILLING OUT EMPLOYMENT APPLICATIONS

   D. INTERVIEWING

   E. OBTAINING SOCIAL SECURITY NUMBER AND BIRTH CERTIFICATE

2. IMPROVING COMMUNICATIONS SKILLS

   A. COMMUNICATING VIA TELEPHONE

      (1) INITIATING A TELEPHONE CONVERSATION
      (2) ANSWERING THE TELEPHONE
      (3) LISTENING TO TELEPHONE CONVERSATION AND FORMULATING RESPONSES
      (4) TERMINATING A TELEPHONE CONVERSATION
      (5) TAKING AND DELIVERING TELEPHONE MESSAGES

   B. COMMUNICATING THOUGHTS AND FACTS CLEARLY BY WRITING

      (1) USING TECHNICAL TERMS
      (2) USING CORRECT SPELLING AND GRAMMAR

3. IMPROVING SALES SKILLS

   A. DEVELOPING THE APPROACH

   B. FINDING CUSTOMERS' NEEDS AND DESIRES

   C. HELPING CUSTOMERS EXAMINE THE GOODS OR SERVICES

   D. ANSWERING CUSTOMERS' QUESTIONS AND OBJECTIVES

   E. COMPLETING THE SALE

   F. SUGGESTING ADDITIONAL MERCHANDISE OR SERVICE

4. IMPROVING ON THE JOB

   A. KEEPING THE JOB

      (1) DEVELOPING EMPLOYER-EMPLOYEE RELATIONS
      (2) DEVELOPING SURPERVISOR-EMPLOYEE RELATIONS THROUGH GIVING AND RECEIVING CONSTRUCTIVE CRITICISM
      (3) DEVELOPING EMPLOYEE-EMPLOYEE RELATIONS
      (4) DEVELOPING CLIENT- OR CUSTOMER-EMPLOYEE RELATIONS

   B. GROWING ON THE JOB

      (1) DEVELOPING EFFECTIVE WORK HABITS
      (2) IMPROVING TECHNICAL SKILLS

         (A) PLANNING FOR ADVANCEMENT
         (B) DEVELOPING SOCIAL CONSCIOUSNESS

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. A. USE ROLE PLAYING AMONG THE STUDENTS TO PRACTICE JOB INTERVIEWS.

   B. WRITE LETTERS REQUESTING SOCIAL SECURITY CARD AND BIRTH CERTIFICATE.

2. HAVE THE STUDENT RECORD A SIMULATED TELEPHONE CONVERSATION OF HIMSELF AND COMPLETE A SELF-RATING VOICE SCALE.

3. HAVE STUDENTS PARTICPATE IN AN AGRICULTURAL SUPPLIES OR PRODUCT SALES CAMPAIGN.

4. HAVE STUDENTS SURVEY SEVERAL AGRICULTURAL RESOURCES INDUSTRIES AND INTERVIEW THE PERSONNEL DIRECTOR, MANAGER OR OWNER TO IDENTIFY FACTORS IMPORTANT TO HUMAN RELATIONS.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. HAVE EACH STUDENT DEVELOP A PERSONAL RESUME, WRITE LETTERS FOR JOB APPLICATION, COMPLETE JOB APPLICATION FORMS AND DISPLAY THE QUALITIES NEEDED FOR A SUCCESSFUL JOB INTERVIEW.

2. HAVE EACH STUDENT CONDUCT A SIMULATED BUSINESS TRANSACTION USING THE TELEPHONE TO THE SATISFACTION OF THE TEACHER.

3. HAVE EACH STUDENT PRESENT SUPPLIES AND/OR SERVICES TO CUSTOMERS IN A SIMULATED SETTING TO THE SATISFACTION OF THE TEACHER.

4. HAVE EACH STUDENT USE AN APPROPRIATE RATING SCALE FOR SELF-EVALUATION OF HIS HUMAN RELATIONS ABILITIES WITH EMPLOYEES, CUSTOMERS, SUPERVISORS AND EMPLOYER(S).

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. TAPE RECORDER AND/OR VIDEO TAPE

2. TELEPHONES

F. EXAMPLES OF SUPPORTING REFERENCES

1. HUMAN RELATIONS IN AGRI-BUSINESS. EAST LANSING, MICHIGAN: DEPARTMENT OF SECONDARY EDUCATION AND CURRICULUM, MICHIGAN STATE UNIVERSITY.

THIS PUBLICATION IS INTENDED TO BE USED AS A STUDENT MANUAL FOR INDIVIDUALIZED INSTRUCTION. INCLUDED IS A BRIEF TEXT ON VARIOUS TOPICS IN HUMAN RELATIONS FOLLOWED BY STUDENT ACTIVITIES OR EXERCISES TO EVALUATE THE STUDENT'S COMPREHENSION OF THE TOPIC DISCUSSED.

2. HUMAN RELATIONS IN BUSINESS. COLUMBUS, OHIO: OHIO AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY. 1971, 70 PAGES.

   THE STUDENT REFERENCE INCLUDES BRIEF YET COMPREHENSIVE DISCUSSIONS AND EXERCISES, INCLUDING CASES, WHICH THE STUDENT CAN READ AND COMPLETE TO OBTAIN A BETTER UNDERSTANDING OF THE HUMAN RELATIONS PROCESS.

3. RESOURCE UNIT ON HUMAN RELATIONS. TUCSON, ARIZONA: DEPARTMENT OF AGRICULTURAL EDUCATION, THE UNIVERSITY OF ARIZONA. 1971, 90 PAGES.

   IN THIS REFERENCE FOR TEACHERS, THE COMPLETE AREA OF HUMAN RELATIONS IS COVERED IN OUTLINE FORM. NUMEROUS CASE PROBLEMS ARE PRESENTED FOR STUDENTS AND TEACHERS TO CONSIDER DURING DISCUSSION PERIODS. VARIOUS RATING FORMS FOR SELF-EVALUATION ARE INCLUDED WHICH THE STUDENTS MAY COMPLETE. SAMPLE TEST ITEMS ARE ALSO INCLUDED.

DEVELOPING LEADERSHIP THROUGH FFA

UNIT CONCEPT: ACTIVE PARTICIPATION IN THE FFA WILL PROVIDE THE STUDENT OPPORTUNITIES FOR DEVELOPING PRACTICAL TRAINING IN AGRICULTURE, LEADERSHIP, COOPERATION AND CITIZENSHIP.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. USING THE BASIC PRINCIPLES OF LEADERSHIP, IDENTIFY THE ROLE OF THE FFA ORGANIZATION IN AGRICULTURAL RESOURCES EDUCATION.

2. USING THE OFFICIAL FFA MANUAL, IDENTIFY THE HISTORY, AIMS AND PURPOSES AND ORGANIZATION OF THE FFA ON THE LOCAL, STATE AND NATIONAL LEVEL.

3. BY ACTIVELY PARTICIPATING IN THE ORGANIZATION'S BUSINESS MEETINGS, DEMONSTRATE THE PRINCIPLES OF PARLIAMENTARY PROCEDURE AS PRESENTED IN ROBERT'S RULES OF ORDER OR OTHER ACCEPTABLE REFERENCES.

4. THROUGH ACTIVE PARTICIPATION IN THE ORGANIZATION, SERVE EFFECTIVELY AS A COMMITTEE MEMBER AND/OR CHAIRMAN IN PLANNING AND CARRYING OUT THE CHAPTER PROGRAM OF ACTIVITIES.

5. IF ELECTED, SERVE EFFECTIVELY AS AN OFFICER IN THE ORGANIZATION BY FULFILLING THE DUTIES OF THE OFFICE TO WHICH ELECTED.

6. THROUGH CHAPTER AND CLASSROOM ACTIVITIES, DEVELOP EFFECTIVE PUBLIC SPEAKING SKILLS SO AS TO BE ABLE TO MAKE INTRODUCTIONS, PARTICIPATE IN CONVERSATIONS AND PREPARE AND DELIVER SPEECHES AND TALKS.

7. THROUGH ACTIVE PARTICIPATION IN THE FFA, DEVELOP A STRONG SELF CONCEPT AND A POSITIVE ATTITUDE TOWARD WORKING IN SOCIETY AS EVIDENCED BY HIS PUBLIC AND PRIVATE ACTIVITIES.

B. INSTRUCTIONAL AREAS

1. DEVELOPING LEADERSHIP

   A. PURPOSES FOR ATTAINING LEADERSHIP SKILLS

   B. TYPES OF LEADERSHIP

      (1) FORMAL LEADERSHIP
      (2) INFORMAL LEADERSHIP

   C. QUALITIES OF LEADERSHIP

   D. STYLES OF LEADERSHIP

   E. FUNCTIONS OF DEMOCRATIC LEADERSHIP

   F. OPPORTUNITIES FOR DEVELOPING LEADERSHIP ABILITIES

      (1) HOME
      (2) SCHOOL
      (3) COMMUNITY
      (4) FFA

2. DETERMINING THE PLACE OF FFA IN AGRICULTURAL RESOURCES EDUCATION

   A. THE VALUES OF FFA MEMBERSHIP

   B. THE CONTRIBUTION OF THE FFA TO THE SCHOOL AND COMMUNITY

3. DETERMINING THE BACKGROUND OF THE FFA

   A. IMPORTANT HISTORICAL FACTS

   B. AIMS AND PURPOSES

   C. COLORS, EMBLEM, MOTTO AND CREED

4. GOVERNING AND FINANCING THE FFA

   A. LOCAL

   B. STATE

   C. NATIONAL

5. ATTAINING FFA MEMBERSHIP AND DEGREES

   A. TYPES OF MEMBERSHIP

   B. LOCAL, STATE AND NATIONAL DEGREES

6. PLANNING AND CONDUCTING A CHAPTER MEETING

   A. IDENTIFYING OFFICER RESPONSIBILITIES

   B. IDENTIFYING MEMBER RESPONSIBILITIES

   C. CONDUCTING THE BUSINESS MEETING

7. PLANNING AND CONDUCTING THE CHAPTER PROGRAM OF ACTIVITIES

   A. IDENTIFYING AREAS TO BE INCLUDED

   B. DEVELOPING A PROGRAM OF ACTIVITIES

   C. CARRYING OUT THE PROGRAM OF ACTIVITIES

      (1) IDENTIFYING CHAIRMAN RESPONSIBILITIES
      (2) IDENTIFYING COMMITTEE MEMBER RESPONSIBILITIES

8. PERFORMING FFA OFFICER DUTIES AND RESPONSIBILITIES

   A. IDENTIFYING QUALIFICATIONS FOR LOCAL, STATE AND NATIONAL OFFICES

   B. IDENTIFYING SPECIFIC DUTIES OF EACH OFFICER

   C. DETERMINING GENERAL RESPONSIBILITIES OF AN OFFICER

      (1) CONDUCTING CHAPTER PROGRAMS
      (2) PARTICIPATING IN OFFICER MEETINGS
      (3) PARTICIPATING IN LEADERSHIP ACTIVITIES
      (4) CONDUCTING CHAPTER MEETINGS

9. DEVELOPING PROFICIENCY IN PARLIAMENTARY PROCEDURE

   A. PRESIDING OVER MEETINGS

   B. PRESENTING MOTIONS CORRECTLY

10. DEVELOPING PUBLIC SPEAKING SKILLS

   A. DEVELOPING CONVERSATION SKILLS

   B. MAKING INTRODUCTIONS

   C. PREPARING A SPEECH OR TALK

   D. DELIVERING A SPEECH OR TALK

11. DETERMINING RESPONSIBILITIES OF FFA MEMBERS

   A. DEVELOPING PERSONAL ATTRIBUTES

(1) PERSONAL APPEARANCE
(2) PROPER MANNERS
(3) BEHAVIOR IN PUBLIC

B. USING THE FFA CODE OF ETHICS

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. ANALYZE THE QUALITIES OF RECOGNIZED GOOD LEADERS.

2. ATTEND STATE AND/OR NATIONAL FFA CONVENTIONS TO OBSERVE THE OPERATION OF THE ORGANIZATION.

3. A. PARTICIPATE IN CLASSROOM STUDY AND PRACTICE OF PARLIAMENTARY PROCEDURE TO DEVELOP PARLIAMENTARY PROCEDURE SKILLS.

   B. PLAN AND POST AGENDA IN ADVANCE OF REGULAR CHAPTER MEETINGS TO PROMOTE ATTENDANCE AND PARTICIPATION BY ALL MEMBERS.

   C. ATTEND AND PARTICIPATE IN FFA MEETINGS TO DEVELOP LEADERSHIP ABILITIES.

   D. PREPARE FOR AND PARTICIPATE IN PARLIAMENTARY PROCEDURE DEMONSTRATIONS AND CONTESTS.

4. A. ACCEPT AN FFA COMMITTEE ASSIGNMENT SUITED TO INTEREST AND ABILITY TO DEVELOP SKILLS IN COMMITTEE WORK.

   B. SERVE AS A COMMITTEE CHAIRMAN TO DEVELOP LEADERSHIP SKILLS.

   C. PREPARE WRITTEN AND ORAL COMMITTEE REPORTS AND PRESENT THEM AT FFA MEETINGS TO DEVELOP PERSONAL SKILLS AND TO FACILITATE OPERATION OF THE ORGANIZATION.

   D. PARTICIPATE IN SPECIAL TRAINING PROGRAMS FOR COMMITTEE CHAIRMEN TO OBTAIN SKILLS IN COMMITTEE WORK.

5. A. ARRANGE FOR ELECTION OF FFA OFFICERS AND PARTICIPATE AS AN OFFICER, IF ELECTED.

   B. PLAN, CONDUCT AND/OR PARTICIPATE IN LEADERSHIP WORKSHOPS OR OFFICER-TRAINING PROGRAMS.

   C. ESTABLISH PERFORMANCE STANDARDS FOR LOCAL FFA OFFICERS.

6. A. PARTICIPATE IN CLASSROOM DISCUSSIONS, DEMONSTRATIONS, ORAL AND WRITTEN REPORTS, AND LOCAL PUBLIC SPEAKING COMPETITION.

B. ENTER PUBLIC SPEAKING CONTESTS ABOVE THE LOCAL LEVEL.

C. PARTICIPATE IN LEADERSHIP ACTIVITIES ABOVE THE LOCAL LEVEL.

D. PRACTICE MAKING FORMAL INTRODUCTIONS THROUGH ROLE PLAYING.

E. HAVE EACH STUDENT PREPARE A SHORT TALK OR SPEECH TO PRESENT IN CLASS, USING A TAPE RECORDER OR VIDEO TAPE FOR THE STUDENT TO HEAR AND/OR OBSERVE HIS PERFORMANCE.

7. CONDUCT A SELF-EVALUATION OF LEADERSHIP QUALITIES, PERSONALITY CHARACTERISTICS, AND OTHER PERSONAL ATTRIBUTES, IDENTIFYING STRONG POINTS TO BUILD UPON AND WEAK POINTS NEEDING IMPROVEMENT.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. HAVE EACH STUDENT LIST THE QUALITIES OF A DEMOCRATIC LEADER SO THAT ATTAINMENT OF THE QUALITIES WOULD RESULT IN A PERSON DISPLAYING DEMOCRATIC LEADERSHIP.

2. DEVELOP A MATCHING TEST IN WHICH EACH STUDENT WOULD MATCH THE PARTS OF THE FFA EMBLEM WITH WHAT IT SYMBOLIZES WITH COMPLETE ACCURACY.

3. DIVIDE THE CLASS INTO GROUPS TO PRESENT A BUSINESS MEETING. THE TEACHER SHOULD EVALUATE EACH GROUP AND MEMBER AS TO THEIR POISE AND KNOWLEDGE OF PARLIAMENTARY PROCEDURE.

4. HAVE EACH MEMBER ASSIGNED RESPONSIBILITIES FOR ASSISTING IN PLANNING AND CONDUCTING THE CHAPTER PROGRAM OF ACTIVITIES. EVALUATE EACH MEMBER IN REFERENCE TO COMPLETION OF HIS ASSIGNED TASKS AND THE IMPROVEMENT THAT HE EXHIBITS OVER EACH GRADING PERIOD.

5. HAVE THE SECRETARY, TREASURER, AND REPORTER REGULARLY SUBMIT THEIR BOOKS TO THE AUDITING COMMITTEE AND TEACHER FOR EVALUATION AS TO COMPLETENESS, NEATNESS AND ACCURACY.

6. CONDUCT A PUBLIC SPEAKING CONTEST IN EACH CLASS FOR THE TEACHER TO EVALUATE EACH STUDENT FOR HIS PRESENTATION IN RELATION TO HIS SPEAKING ABILITIES.

7. HAVE EACH STUDENT COMPLETE A PERSONAL EVALUATION FORM AS TO HIS ATTITUDES TOWARD HIMSELF AND SOCIETY. THE TEACHER SHOULD PRIVATELY DISCUSS THE PERSONAL EVALUATION

WITH EACH STUDENT TO RECOGNIZE STRONG POINTS AND WEAK POINTS NEEDING IMPROVEMENT.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. OFFICIAL FFA PARAPHERNALIA
2. OFFICIAL FFA SECRETARY'S AND TREASURER'S BOOKS
3. OFFICIAL FFA SCRAPBOOK
4. TAPE RECORDER OR VIDEO TAPE

F. EXAMPLES OF SUPPORTING REFERENCES

1. BENDER, RALPH E. THE FFA AND YOU. DANVILLE, ILLINOIS: THE INTERSTATE PRINTERS AND PUBLISHERS, INC. 1962, 494 PAGES.

   THIS TEXT COVERS ALL AREAS OF FFA PROGRAM ACTIVITIES AS WELL AS OFFICER AND MEMBER DUTIES AND RESPONSIBILITIES. IT IS AN EXCELLENT REFERENCE FOR BEGINNING MEMBERS AND OFFICERS.

2. MEMBERSHIP - PATHWAY TO LEADERSHIP. COLUMBUS, OHIO: OHIO AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY. 1972, 23 PAGES.

   AN AID FOR TEACHER UNIT PLANNING AND FOR THE STUDENT, THIS BOOKLET EMPHASIZES FUNDAMENTAL LEADERSHIP COMPETENCIES TO BE DEVELOPED BY ALL MEMBERS.

3. OFFICIAL MANUAL, FUTURE FARMERS OF AMERICA. ALEXANDRIA, VIRGINIA: FUTURE FARMERS SUPPLY SERVICE. 1972, 128 PAGES.

   THIS MANUAL WILL ASSIST BOTH MEMBERS AND ADVISORS IN GAINING AN UNDERSTANDING OF THE HISTORY, ORGANIZATION, AND OPERATION OF THE FFA.

4. STEWART, W. F. HELPS IN MASTERING PARLIAMENTARY PROCEDURE. COLUMBUS, OHIO: OHIO AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY. 1969, 17 PAGES.

   A SIMPLE AND EASILY UNDERSTOOD BOOKLET CONTAINING THE BASIC RULES OF PARLIAMENTARY PROCEDURE. IT ALSO INCLUDES A QUICK REFERENCE CHART WITH REQUIREMENTS FOR EACH TYPE OF MOTION.

OUTDOOR FIRST AID

UNIT CONCEPT: EFFECTS OF PERSONAL INJURIES TO PERSONS EMPLOYED IN AGRICULTURAL RESOURCES OCCUPATIONS, ESPECIALLY THOSE WORKING IN REMOTE AREAS, CAN BE MINIMIZED WITH THE USE OF PROPER FIRST AID TECHNIQUES.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. IDENTIFY THE IMPORTANCE, SCOPE AND LIMITATIONS OF FIRST AID IN TREATING ACCIDENT VICTIMS IN AGRICULTURAL RESOURCES OCCUPATIONS.

2. USE THE FOLLOWING FIRST AID TECHNIQUES IN SIMULATED SITUATIONS WITH COMPETENCY INDICATED IN THE FIRST AID TEXTBOOK:

   A. TREATING WOUNDS

   B. TREATING SPRAINS AND FRACTURES

   C. TREATING FOR SHOCK

   D. TREATING POISONING

   E. TREATING POISONOUS BITES AND PLANT POISONING

   F. TREATING BURNS

   G. ADMINISTERING ARTIFICIAL RESPIRATION

   H. TRANSPORTING INJURED PERSONS

B. INSTRUCTIONAL AREAS

1. DETERMINING THE SCOPE OF FIRST AID

   A. IDENTIFYING AGRICULTURAL RESOURCES OCCUPATIONS REQUIRING FIRST AID SKILLS

   B. IDENTIFYING TYPES OF FIRST AID SKILLS NEEDED IN AGRICULTURAL RESOURCES OCCUPATIONS

   C. IDENTIFYING THE LIMITATIONS OF FIRST AID

D. IDENTIFYING INDIVIDUAL RESPONSIBILITY AND LIABILITY

2. USING FIRST AID TECHNIQUES

A. TREATING WOUNDS

(1) IDENTIFYING TYPE OF WOUND
(2) IDENTIFYING AND USING FIRST AID METHODS

B. TREATING SPRAINS AND FRACTURES

(1) IDENTIFYING SYMPTOMS
(2) IDENTIFYING AND USING FIRST AID METHODS

C. TREATING FOR SHOCK

(1) IDENTIFYING SIGNS AND SYMPTOMS
(2) IDENTIFYING CAUSES
(3) IDENTIFYING AND USING FIRST AID METHODS

D. TREATING BURNS

(1) USING FIRST AID ON THERMAL BURNS
(2) USING FIRST AID ON CHEMICAL BURNS
(3) TREATING SUNBURN AND EXCESSIVE HEAT PROBLEMS
(4) TREATING EXCESSIVE COLD PROBLEMS

E. TREATING POISONING

(1) COMMON CHEMICAL POISONS AND THEIR EFFECTS
(2) IDENTIFYING SIGNS AND SYMPTOMS
(3) ADMINISTERING FIRST AID

F. TREATING POISONOUS BITES AND PLANT POISONING

(1) IDENTIFYING THE CAUSE OF THE POISONING

(A) IDENTIFYING POISONOUS SNAKES IN THE REGION
(B) IDENTIFYING POISONOUS ARACHNIDS AND INSECTS
(C) IDENTIFYING POISONOUS PLANTS

(2) ADMINISTERING FIRST AID

G. USING ARTIFICIAL RESPIRATION

(1) DETERMINING CONDITIONS WHEN ARTIFICIAL RESPIRATION IS NEEDED
(2) ADMINISTERING ARTIFICIAL RESPIRATION

H. TRANSPORTING INJURED PERSONS

(1) IDENTIFYING SITUATIONS REQUIRING MOVEMENT OF PATIENTS

(2) PREPARING THE PATIENT
(3) IDENTIFYING METHODS OF TRANSFER

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. HAVE PERSONS INVOLVED IN AGRICULTURAL RESOURCES OCCUPATIONS DISCUSS THE FIRST AID REQUIREMENTS IN THEIR OCCUPATIONS.

2. A. SET UP SIMULATED WOUNDS USING STUDENTS AS PATIENTS AND HAVE OTHERS ADMINISTER FIRST AID.

   B. PRACTICE USING DIFFERENT METHODS OF ARTIFICIAL RESPIRATION WITH STUDENTS SIMULATING PATIENTS.

   C. HAVE THE STUDENT PRACTICE USING AN APPROVED FIRST AID SNAKE BITE KIT UNDER SIMULATED SITUATIONS.

   D. HAVE REPRESENTATIVES OF THE LOCAL RED CROSS CHAPTER, HOSPITAL OR EMERGENCY SERVICES AS RESOURCE PERSONS TO DEMONSTRATE FIRST AID EQUIPMENT, SUPPLIES AND TECHNIQUES.

   E. HAVE STUDENTS FIND THE NAMES AND ADDRESSES OF AREA EMERGENCY SERVICES, POISON TREATMENT CENTERS, ETC.

   F. HAVE STUDENTS PREPARE A BULLETIN BOARD SHOWING POISONOUS AND NON-POISONOUS SNAKES, SPIDERS AND INSECTS COMMON TO THE AREA.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. HAVE THE STUDENTS LIST FIVE AGRICULTURAL RESOURCES OCCUPATIONS AND AT LEAST FOUR FIRST AID REQUIREMENTS FOR EACH OCCUPATION.

2. HAVE EACH STUDENT DEMONSTRATE AT LEAST FOUR FIRST AID SKILLS ASSIGNED BY THE TEACHER. EVALUATE THE STUDENTS AS TO CORRECTNESS OF PROCEDURE.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. FIRST AID KITS

2. SNAKE BITE KITS

F. EXAMPLES OF SUPPORTING REFERENCES

1. COLLINS, HENRY HILL, JR. COMPLETE FIELD GUIDE TO AMERICAN WILDLIFE. NEW YORK, NEW YORK: HARPER AND ROWE PUBLISHERS, INC. 1959, 683 PAGES.

   THIS TEXT CONTAINS INFORMATION AND COLOR PICTURES OF THE POISONOUS SNAKES FOUND IN THE UNITED STATES.

2. FIRST AID TEXTBOOK. WASHINGTON, D.C.: THE AMERICAN NATIONAL RED CROSS. 1957, 249 PAGES.

   THIS TEXT WILL BE A VALUABLE REFERENCE FOR THE TEACHER AND STUDENT WHILE LEARNING AND PRACTICING FIRST AID TECHNIQUES.

ERIC

OPERATION AND CARE OF SMALL GASOLINE ENGINES

UNIT CONCEPT: PROPER STARTING, OPERATION, CLEANING, AND STORAGE OF SMALL GASOLINE ENGINES WILL RESULT IN INCREASED ENGINE EFFICIENCY AND LONGER LIFE WITH A MINIMUM OF ANNOYANCE AND EXPENSE.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. IDENTIFY THE TWO BASIC TYPES OF SMALL GASOLINE ENGINES AND EXPLAIN THEIR PRINCIPLES OF OPERATION WITH ACCURACY NEEDED TO DIFFERENTIATE BETWEEN THEM.

2. USE THE PROPER PROCEDURES FOR PREPARING TO START AND STARTING A SMALL GASOLINE ENGINE INCLUDING REFUELING TO PREVENT STARTING TROUBLES AND ACCIDENTS.

3. OPERATE, ADJUST ENGINE SPEED AND LOAD, AND STOP SMALL GASOLINE ENGINES USING PROCEDURES WHICH PROMOTE OPTIMUM ENGINE EFFICIENCY AND OPERATOR SAFETY.

4. PROPERLY CLEAN A SMALL GASOLINE ENGINE TO PREVENT OVER-HEATING AND EXCESSIVE WEAR DUE TO DIRT ENTERING THE ENGINE.

5. PREPARE A SMALL GASOLINE ENGINE PROPERLY FOR STORAGE OF THREE OR MORE MONTHS DURATION TO PREVENT CORROSION AND DAMAGE.

B. INSTRUCTIONAL AREAS

1. IDENTIFYING TYPES OF SMALL GASOLINE ENGINES

   A. IDENTIFYING OPERATING PRINCIPLES OF FOUR STROKE CYCLE ENGINES

   B. IDENTIFYING OPERATING PRINCIPLES OF TWO STROKE CYCLE ENGINES

   C. IDENTIFYING SPECIFIC USES OF EACH TYPE OF ENGINE

2. PREPARING SMALL GASOLINE ENGINES FOR STARTING

   A. REFUELING

(1) SELECTING THE FUEL
(2) MIXING THE OIL-GASOLINE MIXTURE FOR A TWO STROKE CYCLE ENGINE
(3) FILLING THE TANK USING PROPER SAFETY PRECAUTIONS

B. STARTING

(1) IDENTIFYING SAFETY PRECAUTIONS
(2) CHECKING REQUIRED SERVICING
(3) OPERATING STARTING MECHANISMS

3. OPERATING A SMALL GASOLINE ENGINE

A. SELECTING PROPER SPEED

B. SELECTING PROPER LOAD

C. CORRELATING ENGINE TYPE TO SLOPE AND OTHER WORKING CONDITIONS

D. STOPPING THE ENGINE

4. CLEANING SMALL GASOLINE ENGINES

A. CLEANING THE OUTSIDE OF THE ENGINE

B. CLEANING THE MUFFLER AND/OR EXHAUST PORTS

C. CLEANING THE COOLING SYSTEM

5. STORING THE ENGINE

A. PREVENTING CORROSION AND MOISTURE BUILD-UP

B. PREVENTING GUM DEPOSITS

C. PREVENTING DUST BUILD-UP AND PHYSICAL DAMAGE

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. USE CUT AWAY MODELS OF TWO AND FOUR CYCLE ENGINES TO OBSERVE DIFFERENCES IN THEIR OPERATING PRINCIPLES.

2. A. MAKE A CHECK LIST OF SAFETY PROCEDURES TO FOLLOW BEFORE, DURING, AND AFTER STARTING A SMALL ENGINE.

B. PREPARE A FUEL MIXTURE FOR A TWO STROKE CYCLE ENGINE.

3. COMPARE OPERATING INSTRUCTIONS IN OPERATORS' MANUALS OF TWO AND FOUR STROKE CYCLE ENGINES AND NOTE DIFFERENCES IN RECOMMENDATIONS.

4. BRING IN EXAMPLES OF POORLY CARED FOR ENGINES FOR THE STUDENTS TO CLEAN.

5. USE A SMALL GASOLINE ENGINE THAT WILL BE STORED FOR A LONG PERIOD OF TIME TO DEMONSTRATE CORRECT PROCEDURES TO USE TO PREPARE AN ENGINE FOR STORAGE.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. DEVELOP AN ESSAY TEST IN WHICH THE STUDENTS WILL INDICATE THE BASIC DIFFERENCES BETWEEN TWO AND FOUR STROKE CYCLE ENGINES.

2. HAVE THE STUDENTS LIST THE PROCEDURES TO FOLLOW WHEN REFUELING SMALL GASOLINE ENGINES WHICH SHOULD INCLUDE SAFETY PRECAUTIONS.

3. HAVE EACH STUDENT OPERATE A SMALL GASOLINE ENGINE UNDER WORKING CONDITIONS. EVALUATE THE STUDENT IN RELATION TO PROPER LOAD AND SPEED ADJUSTMENT AND SAFETY PROCEDURES.

4. HAVE THE STUDENTS LIST THE PROCEDURES THAT SHOULD BE FOLLOWED WHICH WILL HELP PREVENT ENTRANCE OF DIRT INTO THE ENGINE.

5. HAVE THE STUDENTS DESCRIBE THE PROCEDURE THEY WOULD FOLLOW TO PREPARE A SMALL GASOLINE ENGINE FOR STORAGE.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. SMALL ENGINE HAND TOOLS

2. CUT AWAY MODELS OF TWO AND FOUR STROKE CYCLE ENGINES

3. AIR COMPRESSOR

4. "DEGREASER" SOLVENTS

5. SMALL ENGINES IN GOOD AND POOR CONDITION

F. EXAMPLES OF SUPPORTING REFERENCES

1. SMALL ENGINES. VOLUME I. ATHENS, GEORGIA: ENGINEERING CENTER, AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS. 1968, 150 PAGES.

   THIS BOOKLET CONTAINS A COMPLETE DISCUSSION OF PROCEDURES FOR OPERATING AND CARING FOR SMALL GASOLINE ENGINES AND WOULD BE OF VALUE AS A STUDENT TEXT.

MAINTENANCE OF SMALL GASOLINE ENGINES

UNIT CONCEPT: REGULAR MAINTENANCE WHICH INCLUDES CLEANING THE CARBURETOR AIR CLEANER, CLEANING THE FUEL STRAINER, SELECTING AND CHANGING CRANKCASE OIL, AND SERVICING THE SPARK PLUG IS NEEDED TO OBTAIN TROUBLE-FREE SERVICE, GREATER ENGINE EFFICIENCY, AND LONGER LIFE FROM SMALL GASOLINE ENGINES.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. IDENTIFY THE DIFFERENT TYPES OF CARBURETOR AIR CLEANERS COMMONLY FOUND ON SMALL GASOLINE ENGINES AND CLEAN AND SERVICE THEM ACCORDING TO THE MANUFACTURER'S SPECIFICATIONS.

2. IDENTIFY THE THREE BASIC TYPES OF FUEL STRAINERS COMMONLY FOUND ON SMALL GASOLINE ENGINES AND CLEAN AND SERVICE THEM ACCORDING TO THE MANUFACTURER'S SPECIFICATIONS.

3. SELECT THE RIGHT OIL, KEEP THE PROPER CRANKCASE OIL LEVEL, AND CHANGE THE OIL IN A FOUR STROKE CYCLE ENGINE ACCORDING TO MANUFACTURER'S SPECIFICATIONS FOR SMALL GASOLINE ENGINES.

4. SELECT AND SERVICE THE SPARK PLUG ON TWO AND FOUR STROKE CYCLE ENGINES ACCORDING TO MANUFACTURER'S SPECIFICATIONS.

5. IDENTIFY THE PRINCIPLES OF CARBURETOR OPERATION IN SMALL GASOLINE ENGINES AND MAKE CARBURETOR ADJUSTMENTS FOR MOST EFFICIENT PERFORMANCE.

B. INSTRUCTIONAL AREAS

1. SERVICING CARBURETOR AIR CLEANERS

   A. IDENTIFYING THE TYPES OF CARBURETOR AIR CLEANERS

      (1) OIL-BATH TYPE
      (2) OILED-FILTER TYPE
      (3) DRY-FILTER TYPE

B. IDENTIFYING REASONS FOR SERVICING AIR CLEANERS

C. IDENTIFYING METHODS OF SERVICING EACH AIR CLEANER TYPE

2. SERVICING FUEL STRAINERS

A. IDENTIFYING TYPES OF FUEL STRAINERS

B. IDENTIFYING PROCEDURES FOR CLEANING FUEL STRAINERS

3. LUBRICATING FOUR STROKE CYCLE ENGINES

A. DETERMINING THE IMPORTANCE OF PROPER LUBRICATION

B. SELECTING CRANKCASE OIL

(1) SINGLE VISCOSITY OILS
(2) MULTI-VISCOSITY OILS

C. CHANGING CRANKCASE OIL

D. CHECKING CRANKCASE OIL LEVEL

4. SERVICING SPARK PLUGS

A. IDENTIFYING THE TYPES OF SPARK PLUGS

(1) HOT AND COLD PLUGS
(2) LENGTH OF REACH

B. SELECTING THE PROPER PLUG TO MEET ENGINE CONDITIONS

C. INSPECTING AND MAINTAINING SPARK PLUGS

5. ADJUSTING CARBURETORS

A. IDENTIFYING THE BASIC PRINCIPLES OF CARBURETION

B. IDENTIFYING THE COMMON TYPES OF SMALL GASOLINE ENGINE CARBURETORS

C. MAKING CARBURETOR ADJUSTMENTS

(1) IDLE SPEED SCREW
(2) LOW SPEED NEEDLE
(3) HIGH SPEED NEEDLE

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. DEMONSTRATE THE EFFECTS OF A DIRTY AIR CLEANER ON ENGINE PERFORMANCE BY PARTIALLY BLOCKING THE AIR INTAKE TO THE

CARBURETOR AND LISTENING TO THE RESULTING ENGINE PERFORMANCE AND OBSERVING THE EFFECTS ON THE ENGINE'S POWER.

2. PRACTICE CLEANING DIFFERENT TYPES OF FUEL STRAINERS.

3. A. CONDUCT A DEMONSTRATION USING VARIOUS VISCOSITY GRADES OF OIL AND DETERGENT AND NON-DETERGENT OIL TO INDICATE DIFFERENCES IN OIL PERFORMANCE UNDER DIFFERENT ENGINE CONDITIONS.

   B. CHANGE THE OIL IN A FOUR STROKE CYCLE ENGINE.

4. CLEAN AND SET A SPARK PLUG ACCORDING TO THE OPERATOR'S MANUAL USING A FEELER GAUGE.

5. A. DETERMINE IF THE CARBURETOR ON A SMALL GASOLINE ENGINE IS FUNCTIONING PROPERLY BY STARTING THE ENGINE AND OBSERVING PERFORMANCE AND EXHAUST WHEN THE THROTTLE IS RAPIDLY ADVANCED.

   B. PRACTICE ADJUSTING ENGINE CARUBRETORS ACCORDING TO MANUFACTURER'S SPECIFICATIONS AND BY OBSERVING ENGINE PERFORMANCE.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. HAVE EACH STUDENT SERVICE AN AIR CLEANER ON A SMALL GASOLINE ENGINE. EVALUATE THE STUDENT ON HIS CORRECTNESS OF PROCEDURE.

2. HAVE EACH STUDENT LIST THE STEPS TO FOLLOW WHEN SERVICING THE FUEL STRAINER ON A SMALL GASOLINE ENGINE.

3. HAVE EACH STUDENT LIST THE STEPS IN CHANGING OIL IN A SMALL GASOLINE ENGINE.

4. GIVE EACH STUDENT A DIRTY OR WORN SPARK PLUG TO SERVICE OR REPLACE. EVALUATE THE STUDENT ON CORRECTNESS OF PROCEDURE IN SERVICING THE PLUG OR ON SELECTING THE APPROPRIATE REPLACEMENT PLUG.

5. MAKE MALADJUSTMENTS ON A SMALL ENGINE CARBURETOR. HAVE EACH STUDENT RESET THE CARBURETOR SO THAT THE ENGINE RUNS SMOOTHLY AND EFFICIENTLY. EVALUATE THE STUDENT AS TO CORRECTNESS IN PROCEDURE AND THE RESULTING CARBURETOR AND ENGINE PERFORMANCE.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. SMALL GASOLINE ENGINES

2. COMMON SMALL GASOLINE ENGINE HAND TOOLS

3. SPARK PLUG FEELER GAUGE

4. CONTAINERS FOR WASHING PARTS

5. DIFFERENT TYPES AND GRADES OF OIL

6. PETROLEUM SOLVENT

7. EXAMPLES OF SPARK PLUGS

8. OPERATOR'S MANUALS

9. IGNITION FILE

F. EXAMPLES OF SUPPORTING REFERENCES

1. SMALL ENGINES. VOLUME I. ATHENS, GEORGIA: ENGINEERING CENTER, AMERICAN ASSOCIATION OF VOCATIONAL INSTRUCTIONAL MATERIALS. 1968, 150 PAGES.

   THIS BOOKLET CONTAINS A COMPLETE DISCUSSION OF MAINTENANCE PROCEDURES FOR SMALL GASOLINE ENGINES AND WOULD BE VALUABLE AS A STUDENT TEXT.

ERIC

OPERATION AND MAINTENANCE OF GASOLINE AND DIESEL POWER UNITS

UNIT CONCEPT: REGULAR MAINTENANCE OF POWER UNITS INCLUDING DAILY LUBRICATION, MAINTENANCE OF THE OIL AND COOLING SYSTEMS, AND PROPER OPERATION OF THE UNITS WILL RESULT IN GREATER ENGINE EFFICIENCY, LONGER ENGINE LIFE AND INCREASED OPERATOR SAFETY.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. IDENTIFY THE PRINCIPLES OF OPERATION OF GASOLINE AND DIESEL POWER UNITS WITH ACCURACY NEEDED TO DETERMINE WHICH TYPE OF ENGINE A SPECIFIED UNIT HAS.

2. SELECT AND MAINTAIN BATTERIES FOR POWER UNITS INCLUDING USE OF A HYDROMETER TO TEST BATTERY ELECTRICAL CONDITION TO OBTAIN OPTIMUM BATTERY PERFORMANCE WITH A MINIMUM OF UNNECESSARY WEAR OR DAMAGE.

3. IDENTIFY PARTS OF POWER UNITS REQUIRING FREQUENT GREASING, SELECT GREASE AND GREASE UNITS ACCORDING TO SPECIFICATIONS IN THE OPERATOR'S MANUAL.

4. MAINTAIN DRY-TYPE AND OIL BATH AIR CLEANERS ACCORDING TO OPERATOR'S MANUAL SPECIFICATIONS.

5. SELECT APPROPRIATE OIL, MAINTAIN OIL LEVELS AND CHANGE OIL WHEN NECESSARY IN THE CRANKCASE, TRANSMISSION AND HYDRAULIC SYSTEMS IN GASOLINE AND DIESEL POWER UNITS ACCORDING TO THE OPERATOR'S MANUAL.

6. MAINTAIN THE COOLING SYSTEM ON GASOLINE AND DIESEL POWER UNITS TO PREVENT FREEZING, OVERHEATING, CORROSION AND DEPOSITS.

7. SELECT AND MAINTAIN SPARK PLUGS FOR GASOLINE POWER UNITS ACCORDING TO THE MANUFACTURER'S SPECIFICATIONS.

8. REFUEL GASOLINE AND DIESEL POWER UNITS IN A MANNER WHICH WILL AVOID FIRE HAZARDS AND FOREIGN MATERIAL IN THE FUEL SYSTEM.

9. SAFELY START, OPERATE AND STOP TRACTORS, CRAWLERS AND OTHER COMMONLY USED POWER UNITS AS DIRECTED IN THE OPERATORS' MANUALS.

B. INSTRUCTIONAL AREAS

1. IDENTIFYING PRINCIPLES OF ENGINE OPERATION

   A. IDENTIFYING PRINCIPLES OF GASOLINE ENGINES

   B. IDENTIFYING PRINCIPLES OF DIESEL ENGINES

2. SERVICING BATTERIES

   A. SELECTING REPLACEMENT BATTERIES

      (1) DETERMINING POWER REQUIREMENTS
      (2) DETERMINING OPERATING CONDITIONS

   B. MAINTAINING BATTERIES

      (1) MAINTAINING LIQUID LEVEL
      (2) MAINTAINING TERMINALS AND CLAMPS
      (3) USING A HYDROMETER TO CHECK ELECTRICAL CONDITION
      (4) RECHARGING BATTERIES

3. GREASING POWER UNITS

   A. SELECTING GREASE

   B. IDENTIFYING PARTS REQUIRING GREASE

   C. LOCATING GREASE FITTINGS

   D. USING A GREASE GUN

   E. DEVELOPING A LUBRICATION SCHEDULE

4. MAINTAINING AIR CLEANERS

   A. MAINTAINING DRY TYPE CLEANERS

   B. MAINTAINING OIL BATH TYPE CLEANERS

5. MAINTAINING THE HYDRAULIC, TRANSMISSION AND CRANKCASE OIL SYSTEMS

   A. SELECTING OIL

   B. MAINTAINING PROPER OIL LEVEL

C. CHANGING OIL

D. CHANGING OIL FILTERS

6. MAINTAINING THE COOLING SYSTEM

A. SELECTING COOLANT

B. MAINTAINING PROPER COOLANT LEVEL

C. PREVENTING CORROSION AND DEPOSITS

D. PREVENTING FREEZING AND OVERHEATING

E. CLEANING THE COOLING SYSTEM

7. MAINTAINING SPARK PLUGS

A. SELECTING SPARK PLUGS TO MEET ENGINE SPECIFICATIONS

B. CLEANING AND CONDITIONING PLUGS

C. SETTING THE GAP

8. REFUELING GASOLINE AND DIESEL UNITS

A. SELECTING FUEL

B. KEEPING OUT DIRT AND MOISTURE

C. AVOIDING FIRE HAZARDS

D. REMOVING WATER FROM DIESEL FUEL SYSTEMS

9. OPERATING GASOLINE AND DIESEL POWER UNITS

A. STARTIN GASOLINE AND DIESEL UNITS

(1) IDENTIFYING SAFETY PRECAUTIONS
(2) IDENTIFYING STARTING PROCEDURES

B. OPERATING POWER UNITS

(1) IDENTIFYING SAFETY PRECAUTIONS
(2) OPERATING POWER TAKE-OFF EQUIPMENT
(3) HITCHING EQUIPMENT TO TRACTORS, CRAWLERS AND OTHER UNITS
(4) ADJUSTING ENGINE SPEED TO LOAD
(5) OPERATING POWER UNITS UNDER VARYING FIELD CONDITIONS

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. OBSERVE GASOLINE AND DIESEL UNITS TO COMPARE DIFFERENCES IN METHODS OF SUPPLYING FUEL TO THE CYLINDERS, IGNITION SYSTEMS, ETC.

2. A. USE A HYDROMETER TO PRACTICE CHECKING THE ELECTRICAL CONDITION OF BATTERIES WHICH HAVE BEEN USED UNDER VARYING FIELD CONDITIONS.

   B. CONSTRUCT A SIMPLE BATTERY USING A BEAKER, SULFURIC ACID SOLUTION, AND ZINC AND COPPER STRIPS. USE VOLTMETERS AND AMMETERS TO MEASURE VOLTAGE AND AMPERAGE PRODUCED.

3. HAVE THE STUDENTS DIAGRAM THE POWER UNITS THEY WILL BE WORKING WITH AND INDICATE THE LOCATION OF THE GREASE FITTINGS NEEDING FREQUENT GREASING.

4. HAVE PAIRS OF STUDENTS DEMONSTRATE TO THE REMAINDER OF THE CLASS HOW TO SERVICE EACH TYPE OF AIR CLEANER FOUND ON GASOLINE AND DIESEL POWER UNITS.

5. COMPARE OIL VISCOSITY, GRADE, ETC., USED IN THE HYDRAULIC, TRANSMISSION AND CRANKCASE OIL SYSTEMS TO INDICATE THE IMPORTANCE OF CORRECT OIL SELECTION.

6. A. PLACE A THERMOSTAT IN HOT AND COLD WATER TO INDICATE HOW IT CONTROLS ENGINE COOLANT TEMPERATURE.

   B. SET UP A DEMONSTRATION WITH COOLANT AND TWO OR MORE DIFFERENT METALS SUCH AS STAINLESS STEEL, BRASS, SOLDER OR ALUMINUM AND COPPER CONNECTED BY A COPPER WIRE. OBSERVE THE BATTERY ACTION WHICH CAUSES ONE OF THE METALS TO BE EATEN AWAY.

7. USE A SPARK PLUG GAUGE TO PRACTICE SETTING THE GAP ON SPARK PLUGS.

8. A. MIX WATER AND DIESEL FUEL TOGETHER AND GASOLINE AND WATER TO OBSERVE THE DIFFERENCES IN SETTING OUT OF THE WATER AND TO EMPHASIZE THE IMPORTANCE OF DRAINING OFF WATER FROM A DIESEL ENGINE BEFORE STARTING.

   B. DEVELOP A HOME SYSTEM OF STORING FUELS AND LUBRICANTS OBSERVING NECESSARY SAFETY PRECAUTIONS.

9. A. OBTAIN STATISTICS WHICH INDICATE NUMBERS OF AGRICULTURALLY-RELATED ACCIDENTS EACH YEAR AND THEIR CAUSES. DETERMINE WHICH ONES MIGHT HAVE BEEN PREVENTED BY OBSERVING SAFETY PRECAUTIONS WHILE STARTING, OPERATING OR STOPPING POWER UNITS.

B. HAVE STUDENTS ENROLL IN VOCATIONAL AGRICULTURE OR 4-H TRACTOR OR FARM SAFETY PROGRAM.

C. HAVE STUDENTS OPERATE TRACTORS, CRAWLERS, ETC., UNDER VARIOUS CONDITIONS BY SETTING UP A COURSE THROUGH WHICH THE STUDENTS MUST MANEUVER TO DEMONSTRATE THEIR ABILITIES.

D. USE AN ELECTRIC DRILL TO DEMONSTRATE POWER TAKE-OFF SAFETY.

E. USE MODEL TRACTORS AND CRAWLERS TO DEMONSTRATE HOW TIPPING ACCIDENTS OCCUR.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. PRESENT THE STUDENTS WITH DESCRIPTIONS OF A NUMBER OF ENGINES. HAVE THE STUDENTS INDICATE FROM THE DESCRIPTION WHETHER EACH IS A GASOLINE OR DIESEL POWER UNIT.

2. HAVE EACH STUDENT TEST A BATTERY USING A HYDROMETER WITH EVALUATION TO BE BASED ON CORRECTNESS OF PROCEDURE AND ACCURACY.

3. GIVE THE STUDENTS A DIAGRAM OF A COMMONLY USED TRACTOR OR CRAWLER. HAVE THEM INDICATE ON THE DIAGRAM THE APPROXIMATE LOCATION OF THE GREASE FITTINGS WITH A MINIMUM OF 90% ACCURACY.

4. HAVE EACH STUDENT SERVICE A DRY TYPE OR OIL BATH AIR CLEANER FOR EVALUATION. PROCEDURES USED SHOULD BE THOSE INDICATED IN THE OPERATOR'S MANUAL.

5. HAVE EACH STUDENT CHANGE THE OIL AND OIL FILTER, IF NECESSARY, ON A POWER UNIT. EVALUATE THE STUDENT AS TO CORRECTNESS OF PROCEDURE AND SELECTION OF THE APPROPRIATE OIL AND FILTER.

6. HAVE THE STUDENTS LIST THE CORRECT PROCEDURES FOR MAINTAINING AN ENGINE COOLING SYSTEM WHICH WILL PREVENT OVERHEATING, FREEZING, CORROSION AND DEPOSITS.

7. GIVE EACH STUDENT DIRTY OR WORN SPARK PLUGS TO SERVICE. THE PLUG GAP SHOULD BE WITHIN ± .002" OF THE SETTING RECOMMENDED IN THE OPERATOR'S MANUAL.

8. HAVE THE STUDENTS LIST THE PROCEDURES THAT SHOULD BE FOLLOWED WHEN REFUELING A GASOLINE OR DIESEL POWER UNIT. THE PROCEDURES LISTED SHOULD INCLUDE SAFETY PROCEDURES AS WELL AS THOSE WHICH WOULD HELP PROTECT THE FUEL SYSTEM FROM WATER AND OTHER FOREIGN MATTER.

9. HAVE EACH STUDENT DRIVE A TRACTOR OR CRAWLER AND IMPLEMENT THROUGH A COURSE WHICH WOULD REQUIRE OPERATOR SKILLS COMPARABLE TO THOSE NEEDED IN THE FIELD. EVALUATE THE STUDENT ON HIS SKILLS AND OBSERVANCE OF SAFETY PRECAUTIONS.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. HYDROMETER
2. BEAKER
3. METAL STRIPS - ZINC, COPPER, STAINLESS STEEL, BRASS, SOLDER
4. SULFURIC ACID SOLUTION
5. COOLANT
6. VARIOUS TYPES OF OIL
7. SPARK PLUG FEELER GAUGE
8. VOLTMETERS AND AMMETERS
9. THERMOSTAT
10. ELECTRIC DRILL
11. MODELS OF TRACTORS AND CRAWLERS
12. TRACTOR AND/OR CRAWLER
13. BATTERIES
14. GREASE GUN AND GREASE
15. WRENCHES, SOCKETS AND OTHER ENGINE TOOLS

F. EXAMPLES OF SUPPORTING REFERENCES

1. OPERATING FARM TRACTORS AND MACHINERY, EFFICIENTLY, SAFELY. AMES, IOWA: PUBLICATIONS DISTRIBUTION CENTER, IOWA STATE UNIVERSITY OF SCIENCE AND TECHNOLOGY. 1969, 81 PAGES.

   ALTHOUGH THIS PUBLICATION IS ORIENTED TOWARD FARM TRACTOR AND MACHINERY OPERATION, THE MATERIAL PROVIDES

PRINCIPLES OF OPERATION WHICH WOULD APPLY TO MOST SITUATIONS WHERE POWER UNITS AND EQUIPMENT ARE BEING USED.

2. TRACTOR MAINTENANCE. ATHENS, GEORGIA: ENGINEERING CENTER, AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS. 1970, 145 PAGES.

   THIS BOOKLET IS DESIGNED TO PROVIDE MAINTENANCE INFORMATION FOR TRACTORS, BUT WOULD BE USEFUL FOR WORK WITH MOST POWER UNITS.

3. TRACTOR OPERATION AND DAILY CARE. ATHENS, GEORGIA: ENGINEERING CENTER, AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS. 1967, 120 PAGES.

   THIS BOOKLET WOULD BE A VALUABLE STUDENT REFERENCE. IT CONTAINS INFORMATION THAT WOULD BE USEFUL IN OPERATING AND CARING FOR GASOLINE AND DIESEL POWER UNITS.

II

FISH

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FISH MANAGEMENT IN LAKES, PONDS AND STREAMS

FISH HATCHERY OPERATION AND MAINTENANCE

ERIC

FISH MANAGEMENT IN LAKES, PONDS AND STREAMS

UNIT CONCEPT: WITHOUT COMPETENT FISH MANAGEMENT, THE QUANTITY AND QUALITY OF FISH PRODUCED IN WATERWAYS AND WATER IMPOUNDMENTS WILL BE INADEQUATE TO MEET PUBLIC DEMAND. SUCCESSFUL MANAGEMENT OF A FISH POPULATION REQUIRES A WORKING KNOWLEDGE OF FISH CHARACTERISTICS, THE RELATIONSHIP OF WATER QUALITY AND FISH PRODUCTION, AND METHODS OF CONTROLLING THE FISH, WATER AND WATERSHED VARIABLES.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. WHEN GIVEN A SPECIFIED WATER IMPOUNDMENT OR WATERWAY IN HIS AREA, IDENTIFY THE MAJOR FISH SPECIES THAT ARE FOUND THERE.

2. WHEN GIVEN A SPECIFIED WATERWAY OR WATER IMPOUNDMENT, DETERMINE THE FOLLOWING CHEMICAL PROPERTIES OF THE WATER WITH THE SPECIFIED LEVEL OF ACCURACY:

   A. DISSOLVED OXYGEN - WITHIN ± 2 PARTS PER MILLION

   B. PH - WITHIN ± 1 PH LEVEL

   C. WATER POLLUTANTS (NATURAL AND MAN-MADE) - WITHIN THE STANDARDS FOR THE PARTICULAR TEST KIT

3. WHEN GIVEN A SPECIFIED WATER IMPOUNDMENT OR WATERWAY, DETERMINE THE FOLLOWING PHYSICAL CHARACTERISTICS OF THE WATER WITH THE SPECIFIED LEVEL OF ACCURACY:

   A. WATER TEMPERATURE AT DIFFERENT DEPTHS - WITHIN ± 3° FAHRENHEIT

   B. TURBIDITY OF THE WATER - TO THE SATISFACTION OF THE INSTRUCTOR

   C. FERTILITY OF THE WATER - WITHIN ONE UNIT ON THE MEASURING INSTRUMENT

   D. PRESENCE OF ALGAE AND/OR WATERWEEDS

4. BY OBSERVING THE RELATIVE NUMBERS AND SIZES OF THE DIFFERENT FISH SPECIES IN A WATER IMPOUNDMENT OR WATERWAY, DETERMINE THE BALANCE OF THE FISH POPULATION WITH ACCURACY NEEDED TO DEVELOP SPECIFIC MANAGEMENT RECOMMENDATIONS.

5. USING THE DATA OBTAINED THROUGH A CHEMICAL AND PHYSICAL ANALYSIS OF THE WATER AND AN ANALYSIS OF THE FISH POPULATION PRESENT, DESCRIBE THE STEPS THAT SHOULD BE TAKEN TO CORRECT ANY FISH IMBALANCE THAT IS PRESENT IN THE WATER IMPOUNDMENT OR WATERWAY.

6. USING THE DATA OBTAINED THROUGH A CHEMICAL AND PHYSICAL ANALYSIS OF THE WATER AND AN ANALYSIS OF ANY FISH POPULATIONS PRESENT, SELECT AND IMPLEMENT A STOCKING PROGRAM WHICH WOULD INCLUDE SPECIES, SIZE, AND METHOD OF STOCKING TO BE USED.

7. USING FISH BALANCE, STOCKING INFORMATION, AND ANY OTHER PERTINENT INFORMATION, DEVELOP A FISH HARVEST SCHEDULE FOR A WATER IMPOUNDMENT OR WATERWAY WHICH WILL PROMOTE HEALTHY, VIGOROUS FISH AND GOOD FISHING.

8. FOR A GIVEN WATER IMPOUNDMENT OR WATERWAY, RECOMMEND WATERSHED MANAGEMENT PROCEDURES WHICH SHOULD BE IMPLEMENTED TO CONTROL EXCESSIVE SEDIMENTATION AND WATER POLLUTION.

9. UPON IDENTIFYING THE SPECIES OF WEEDS OR ALGAE IN A WATER IMPOUNDMENT, SELECT AND IMPLEMENT A CONTROL PROGRAM WHICH WILL ELIMINATE THE PROBLEM AND HELP PREVENT FUTURE PROBLEMS.

10. WHERE ECONOMICALLY FEASIBLE, FERTILIZE A WATER IMPOUNDMENT USING RECOMMENDED RATES AND ANALYSES SO THAT FISH PRODUCTION WILL BE ENHANCED.

B. INSTRUCTIONAL AREAS

1. IDENTIFYING SPECIES OF FISHES

   A. FRESHWATER FISH

      (1) GAME FISH
      (2) PAN FISH
      (3) BAIT FISH
      (4) TRASH FISH

   B. SALTWATER FISH

2. MAKING A CHEMICAL WATER ANALYSIS

A. DETERMINING DISSOLVED OXYGEN LEVEL

B. TESTING FOR PH LEVEL

C. TESTING FOR WATER POLLUTANTS

(1) IDENTIFYING THE POLLUTANTS PRESENT
(2) DETERMINING THE AMOUNTS OF POLLUTANTS PRESENT

3. MAKING A PHYSICAL WATER ANALYSIS

A. DETERMINING WATER TEMPERATURE

(1) MEASURING DESIRED DEPTH
(2) CORRECTLY READING THE SCALE

B. OBSERVING WATER TURBIDITY

C. MEASURING WATER FERTILITY

D. IDENTIFYING ALGAE AND WEED PROBLEMS

4. DETERMINING FISH BALANCE

A. SEINING

(1) SELECTING THE SEINE
(2) OPERATING THE SEINE

B. ESTIMATING FISH POPULATIONS

(1) OBSERVING NUMBERS PRESENT
(2) OBSERVING FISH SIZE

5. CORRECTING FISH IMBALANCES

A. SEINING

B. USING FISH TRAPS

C. DESTROYING NESTS

D. USING FISH TOXICANTS FOR PARTIAL POPULATION REDUCTION

E. CHANGING HARVEST SCHEDULES

6. STOCKING WATER IMPOUNDMENTS AND WATERWAYS

A. EVALUATING AVAILABLE DATA

B. SELECTING SPECIES TO USE

C. DETERMINING SIZE OF FISH TO STOCK

D. DETERMINING STOCKING METHOD

7. SETTING THE HARVESTING SCHEDULE

A. DETERMINING FISHING SEASON AND INTENSITY

B. CONTROLLING FISH REMOVAL

8. MANAGING THE WATERSHED

A. PLANTING COVER CROPS

B. PLANTING TREES AND SHRUBS

C. CONTROLLING GRAZING

D. IDENTIFYING PROTECTIVE CROPPING SYSTEMS

9. CONTROLLING WATERWEEDS AND ALGAE

A. IDENTIFYING THE SPECIES PRESENT

B. IDENTIFYING ALTERNATE CONTROL METHODS

(1) MECHANICAL
(2) CHEMICAL
(3) BIOLOGICAL

C. CHEMICALLY CONTROLLING WATERWEEDS AND ALGAE

(1) SELECTING THE APPROPRIATE CHEMICAL
(2) APPLYING THE CHEMICAL
(3) MAINTAINING THE EQUIPMENT
(4) OBSERVING SAFETY PRECAUTIONS

10. FERTILIZING WATER IMPOUNDMENTS TO IMPROVE FISH PRODUCTION

A. DETERMINING THE ECONOMIC FEASIBILITY

B. DETERMINING AMOUNTS TO BE APPLIED

(1) SELECTING ANALYSIS
(2) DETERMINING RATE OF APPLICATION

C. USING APPLICATION METHODS

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. HAVE THE STUDENTS DEVELOP A BULLETIN BOARD DISPLAY OF THE MAJOR FISH SPECIES FOUND IN THEIR AREA.

2. HAVE THE STUDENTS BRING IN SAMPLES OF WATER FROM WATERWAYS AND WATER IMPOUNDMENTS TO PRACTICE TESTING THE CHEMICAL PROPERTIES.

3. TAKE FIELD TRIPS TO NEARBY WATERWAYS AND WATER IMPOUNDMENTS TO PRACTICE RECOGNIZING AND MEASURING PHYSICAL CHARACTERISTICS.

4. SEINE THE EDGES OF SMALL WATER IMPOUNDMENTS TO OBSERVE FISH SPECIES AND NUMBERS PRESENT FOR DETERMINING THE FISH BALANCE.

5. HAVE A FISH OR GAME WARDEN DISCUSS WITH THE STUDENTS STEPS THAT MAY BE TAKEN TO CORRECT FISH IMBALANCES.

6. HAVE THE STUDENTS ASSIST A FISH OR GAME WARDEN IN STOCKING FISH IN WATERWAYS OR WATER IMPOUNDMENTS.

7. HAVE THE STUDENTS DISCUSS WITH A FISH OR GAME WARDEN THE FACTORS TO CONSIDER WHEN DETERMINING THE FISHING PRESSURE ALLOWED ON A WATERWAY OR WATER IMPOUNDMENT.

8. TAKE A FIELD TRIP WITH A SOIL CONSERVATION SERVICE TECHNICIAN TO A WATERWAY OR WATER IMPOUNDMENT TO OBSERVE AND DISCUSS WATERSHED MANAGEMENT TECHNIQUES.

9. HAVE THE STUDENTS DEVELOP AND IMPLEMENT AN ALGAE AND WEED CONTROL PROGRAM ON THE LAND LABORATORY POND OR ON A COOPERATOR'S POND.

10. IF POND FERTILIZATION IS ECONOMICALLY FEASIBLE IN THE AREA, HAVE THE STUDENTS DEVELOP AND IMPLEMENT A FERTILIZATION PROGRAM FOR THE LAND LABORATORY POND OR FOR A COOPERATOR'S POND.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. USING SPECIMENS, PICTURES OR SLIDES, DEVELOP A PRACTICAL EXAMINATION IN WHICH THE STUDENTS ARE TO IDENTIFY AT LEAST FIFTEEN SPECIES OF FISH COMMON TO THEIR REGION.

2. HAVE EACH STUDENT DEMONSTRATE HIS ABILITY TO PROPERLY COLLECT A WATER SAMPLE AND TEST THE CHEMICAL COMPOSITION OF THE WATER WITH ACCURACY AS SPECIFIED IN THE PERFORMANCE OBJECTIVES.

3. ON A SPECIFIED WATER IMPOUNDMENT, HAVE EACH STUDENT DETERMINE THE PHYSICAL CHARACTERISTICS OF THE WATER WITH ACCURACY AS SPECIFIED IN THE PERFORMANCE OBJECTIVES.

4. UPON SEINING THE EDGE OF A POND, HAVE EACH STUDENT WRITE HIS OBSERVATIONS AS TO THE BALANCE OF THE FISH POPULATION PRESENT.

5. HAVE EACH STUDENT LIST HIS RECOMMENDATIONS FOR CORRECTING THE FISH IMBALANCE IN A SEINED POND OR FOR HYPOTHETICAL INFORMATION GIVEN BY THE INSTRUCTOR CONCERNING THE FISH POPULATION IN A POND.

6. USING DATA OBTAINED FROM A NEARBY WATERWAY OR WATER IMPOUNDMENT, HAVE EACH STUDENT DEVELOP A FISH STOCKING PLAN WHICH INCLUDES SPECIES, SIZE OF FISH, AND STOCKING METHOD.

7. UPON DETERMINING ALL PERTINENT INFORMATION CONCERNING THE FISH IN A WATERWAY OR WATER IMPOUNDMENT, HAVE EACH STUDENT DEVELOP A HARVEST PLAN WHICH INCLUDES FISHING PRESSURE ALLOWED AND RELATIVE AMOUNTS OF FISH TO BE REMOVED.

8. HAVE EACH STUDENT DEVELOP A WATERSHED MANAGEMENT PLAN FOR A GIVEN WATER IMPOUNDMENT OR WATERWAY WHICH INCLUDES ALL LAND MANAGEMENT FACTORS.

9. DEVELOP A TEST IN WHICH THE STUDENTS WILL IDENTIFY THE MAJOR WEEDS AND ALGAE WHICH OCCUR IN THEIR REGION FROM SPECIMENS, SLIDES, OR PICTURES AND INDICATE THE CONTROL MEASURES THAT ARE USUALLY USED FOR EACH.

10. HAVE EACH STUDENT DEVELOP A FERTILIZATION PLAN FOR A SPECIFIED POND WHICH SHOULD INCLUDE FERTILIZER ANALYSIS, RATES TO APPLY, AND FREQUENCY OF APPLICATION.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. SEINE - 25', 2" MESH
2. SEINE - 10'
3. SECCHI DISC
4. PLANKTON NET
5. WATER TEST KIT
6. MICROSCOPES
7. BOAT - 14'
8. FISH TRAPS
9. CHEMICALS FOR WEED AND ALGAE CONTROL

ERIC

10. LIFE PRESERVERS

F. EXAMPLES OF SUPPORTING REFERENCES

1. BENNETT, GEORGE. MANAGEMENT OF LAKES AND PONDS. NEW YORK, NEW YORK: VAN NOSTRAND REINHOLD PUBLISHING CORPORATION. 1971, 375 PAGES.

   AN EXCELLENT REFERENCE TO ALL ASPECTS OF SMALL IMPOUNDMENT MANAGEMENT.

2. FASSETT, N. A MANUAL OF AQUATIC PLANTS. MADISON, WISCONSIN: THE UNIVERSITY OF WISCONSIN PRESS. 405 PAGES.

   THIS REFERENCE CONTAINS KEYS AND ILLUSTRATIONS WHICH ENABLE IDENTIFICATION OF ALL AQUATIC PLANTS.

3. OHIO POND MANAGEMENT. BULLETIN NO. 374. COLUMBUS, OHIO: COOPERATIVE EXTENSION SERVICE, THE OHIO STATE UNIVERSITY. 1973, 16 PAGES.

   THIS BULLETIN SERVES AS A GUIDE TO MANAGEMENT OF SMALL WATER IMPOUNDMENTS AND WOULD BE APPLICABLE THROUGHOUT MUCH OF THE NORTH CENTRAL SECTION OF THE COUNTRY.

FISH HATCHERY OPERATION AND MAINTENANCE

UNIT CONCEPT: USE OF APPROPRIATE FISH HATCHERY MANAGEMENT AND MAINTENANCE TECHNIQUES WILL RESULT IN EFFICIENT PRODUCTION OF FISH FOR STOCKING WATER IMPOUNDMENTS AND WATERWAYS.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. IDENTIFY THE FISH SPECIES THAT ARE PROPAGATED IN HATCHERIES FOR STOCKING WATERWAYS AND IMPOUNDMENTS IN HIS STATE OR REGION.

2. MAINTAIN AND CLEAN PONDS, RACEWAYS, TROUGHS AND OTHER HATCHERY EQUIPMENT TO AVOID DISEASE, PARASITES, AND PREDATORS.

3. PREPARE AND DISTRIBUTE FOOD TO HATCHERY FISH ACCORDING TO THE PRESCRIBED FORMULATION AND FEEDING PROGRAM.

4. IDENTIFY THE MAJOR STAGES IN THE FISH FOOD CHAIN TO DETERMINE THE NEED FOR ADDITIONS OF FERTILIZERS TO REARING PONDS.

5. USING RECOMMENDED FERTILIZERS AND RATES, FERTILIZE REARING PONDS TO OBTAIN MAXIMUM GROWTH OF THE FISH BEING PRODUCED.

6. STOCK, MANAGE, AND HANDLE BROOD FISH IN SUCH A MANNER THAT MAXIMUM PRODUCTION OF YOUNG WILL RESULT.

7. USING APPROPRIATE HATCHERY TECHNIQUES, MANAGE AND HANDLE EGGS AND FRY TO OBTAIN MAXIMUM SURVIVAL RATE.

8. USING CLIPPERS OR FISH TAGGING PLIERS, MARK FISH SO THAT THE MARK WILL BE RECOGNIZABLE UPON THEIR RECAPTURE.

9. USING TRUCKS WITH NECESSARY OXYGEN AND COOLING EQUIPMENT, TRANSPORT FISH AND STOCK WATER IMPOUNDMENTS WITH LESS THAN 10% MORTALITY RATE.

B. INSTRUCTIONAL AREAS

1. IDENTIFYING FISH PRODUCED IN HATCHERIES

   A. DETERMINING RECOGNITION CHARACTERISTICS

   B. IDENTIFYING THE INTENDED USE

      (1) GAME FISH
      (2) PAN FISH
      (3) BAIT FISH
      (4) FORAGE FISH

2. MAINTAINING HATCHERY PONDS AND EQUIPMENT

   A. MAINTAINING BROOD PONDS

      (1) CLEANING THE PONDS
      (2) MAINTAINING PH
      (3) AERATING THE PONDS
      (4) FERTILIZING THE PONDS
      (5) DRAINING THE PONDS

   B. MAINTAINING AND CLEANING RACEWAYS

   C. MAINTAINING AND CLEANING TROUGHS

   D. MAINTAINING AERATING AND PUMPING EQUIPMENT

   E. MAINTAINING AND CLEANING FEEDING EQUIPMENT

   F. CONTROLLING FISH PARASITES

   G. PROTECTING THE PONDS FROM PREDATORS

3. FEEDING BROOD FISH, FRY, AND FINGERLINGS

   A. PREPARING THE FOOD

      (1) CALCULATING INGREDIENTS
      (2) MIXING THE FOOD

   B. DISTRIBUTING THE FOOD

4. IDENTIFYING STAGES IN THE FISH FOOD CHAIN

   A. NUTRIENTS AND SUNLIGHT

   B. PRODUCTION OF BACTERIA AND ALGAE

   C. PRODUCTION OF INSECTS, PROTOZOA, CRUSTACEANS

D. PRODUCTION OF FORAGE FISH SPECIES

E. PRODUCTION OF PREDATOR FISH SPECIES

5. FERTILIZING HATCHERY PONDS FOR FISH FOOD PRODUCTION

A. DETERMINING TIME AND FREQUENCY OF APPLICATION

B. IDENTIFYING ANALYSIS AND QUANTITIES TO APPLY

C. APPLYING THE FERTILIZER

6. MANAGING BROOD FISH

A. STOCKING BROOD FISH

(1) SELECTING BREEDERS
(2) DETERMINING TIME OF STOCKING

B. IDENTIFYING SPAWNING METHODS

(1) POND SPAWNING
(2) PEN SPAWNING

C. MAINTAINING SPAWNING CONTAINERS

D. STRIPPING BROOD FISH FOR EGGS AND MILT

7. MANAGING EGGS AND FRY

A. MEASURING AND COUNTING EGGS

B. CONTROLLING DISEASE

C. FEEDING FRY

8. MARKING FINGERLINGS

A. CLIPPING FINS

B. TAGGING

9. TRANSPORTING FISH AND STOCKING WATER IMPOUNDMENTS

A. MAINTAINING OXYGEN CONTENT

B. MAINTAINING APPROPRIATE WATER TEMPERATURE

C. CALCULATING STOCKING RATES

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. HAVE THE STUDENTS DEVELOP A BULLETIN BOARD DISPLAY OF THE COMMON FISH SPECIES PRODUCED BY HATCHERIES IN THEIR STATE.

2. AFTER A VISIT TO A FISH HATCHERY, HAVE EACH STUDENT DEVELOP A PLAN FOR MAINTAINING A HATCHERY TO HELP PREVENT DISEASE, PARASITES, AND PREDATORS.

3. VISIT A FISH HATCHERY TO OBSERVE AND/OR ASSIST THE EMPLOYEES IN PREPARING AND DISTRIBUTING FOOD TO THE FISH.

4. USING A PLANKTON NET AND STEREO-MICROSCOPES, HAVE THE STUDENTS COLLECT AND EXAMINE THE DIFFERENT STAGES IN THE FISH FOOD CHAIN.

5. HAVE THE STUDENTS DETERMINE THE FERTILITY OF A WATER IMPOUNDMENT USING A SECCHI DISC.

6. HAVE AN EMPLOYEE OF A FISH HATCHERY DISCUSS WITH THE STUDENTS SPECIAL MANAGEMENT TECHNIQUES USED FOR BROOD FISH.

7. HAVE EACH STUDENT STRIP EGGS AND/OR MILT FROM A BROOD FISH UNDER SUPERVISION OF THE INSTRUCTOR AND A FISH HATCHERY EMPLOYEE.

8. HAVE EACH STUDENT MARK FISH BY FIN CLIPPING OR BY TAGGING.

9. HAVE THE STUDENTS DETERMINE THE NUMBER OF EACH SPECIES OF FISH THAT SHOULD BE STOCKED IN A WATER IMPOUNDMENT OF SPECIFIED SIZE AND FERTILITY.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. USE SLIDES OF FISH TO EVALUATE THE STUDENTS ON THEIR ABILITY TO IDENTIFY FISH SPECIES COMMONLY FOUND IN FISH HATCHERIES.

2. HAVE A HATCHERY EMPLOYEE ASSIST IN EVALUATION OF THE PLANS DEVELOPED BY THE STUDENTS FOR MAINTAINING A HATCHERY AS INDICATED IN A PREVIOUS ACTIVITY.

3. HAVE THE STUDENTS LIST THE STEPS INVOLVED IN PREPARING AND DISTRIBUTING FOOD FOR FISH IN A SPECIFIC FISH HATCHERY.

4. HAVE EACH STUDENT DIAGRAM THE FISH FOOD CHAIN AND EXPLAIN EACH STAGE WITH COMPLETE ACCURACY.

5. HAVE THE STUDENTS CALCULATE THE AMOUNT, ANALYSIS, AND THE APPROXIMATE FREQUENCY OF APPLICATION OF FERTILIZER TO A REARING POND WHEN GIVEN THE POND SIZE AND FISH SPECIES PRESENT.

6. HAVE EACH STUDENT STRIP A RIPE FISH OF ITS EGGS SO THAT HE CAN BE EVALUATED AS TO CORRECTNESS OF TECHNIQUE.

7. HAVE THE STUDENTS LIST WITH COMPLETE ACCURACY THE STEPS IN CARING FOR EGGS FROM STRIPPING TO HATCHING.

8. HAVE EACH STUDENT CLIP OR TAG A FISH FOR EVALUATION AS TO CORRECTNESS OF TECHNIQUE.

9. GIVE THE STUDENTS A SPECIFIED WATER IMPOUNDMENT TO CALCULATE THE NUMBER, SIZE, SPECIES, AND FREQUENCY OF STOCKING OF FISH THAT WOULD BE REQUIRED TO PRODUCE THE DESIRED RESULTS FROM THE STOCKING.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. SECCHI DISC
2. FISH TAGGING PLIERS AND TAGS
3. FIN CLIPPERS
4. PLANKTON NET
5. STEREO-MICROSCOPE

F. EXAMPLES OF SUPPORTING REFERENCES

1. BENNET, GEORGE. MANAGEMENT OF LAKES AND PONDS. NEW YORK, NEW YORK: VAN NOSTRAND REINHOLD PUBLISHING CORPORATION. 1971, 375 PAGES.

   THIS BOOK CONTAINS INFORMATION CONCERNING THE STOCKING OF FISH SUCH AS SPECIES TO STOCK, REASONS FOR STOCKING, AND MAINTAINING FISH BALANCE IN ADDITION TO A COMPLETE DISCUSSION OF MANAGEMENT OF WATER IMPOUNDMENTS FOR FISH PRODUCTION.

2. A VISIT TO A FEDERAL FISH HATCHERY. WASHINGTON, D.C.: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE. 1954, 8 PAGES.

   THIS PAMPHLET PROVIDES AN OVERVIEW OF THE OPERATION OF A FEDERAL FISH HATCHERY.

III

FORESTRY

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TREE IDENTIFICATION

ESTABLISHING THE FOREST

TIMBER STAND IMPROVEMENT

FOREST DISEASE, INSECT AND PEST CONTROL

FIRE PREVENTION AND CONTROL

FOREST MENSURATION

CHRISTMAS TREE PRODUCTION

ERIC

TREE IDENTIFICATION

UNIT CONCEPT: IF THE AGRICULTURAL RESOURCE STUDENT IS ABLE TO ACCURATELY IDENTIFY THE COMMON TREE SPECIES IN HIS AREA, HE WILL HAVE A BASIS FOR PERFORMING MANY OF THE OPERATIONS IN FOREST CONSERVATION OCCUPATIONS.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. WHEN GIVEN A GROUP OF ECONOMICALLY IMPORTANT TREES COMMON TO THE AREA, CORRECTLY IDENTIFY EACH BY SCIENTIFIC AND/OR COMMON NAME WITH THE AID OF REFERENCES OR AN IDENTIFICATION KEY.

B. INSTRUCTIONAL AREAS

1. IDENTIFYING TREES

   A. USING LEAF CHARACTERISTICS

      (1) DETERMINING TYPE OF LEAF ARRANGEMENT
      (2) IDENTIFYING TYPE OF MARGIN
      (3) CONSIDERING SIZE AND SHAPE
      (4) CONSIDERING TEXTURE AND COLOR

   B. OBSERVING FLOWERS

   C. OBSERVING TYPE OF FRUIT PRESENT

      (1) IDENTIFYING NUTS
      (2) IDENTIFYING BERRIES
      (3) IDENTIFYING CONES
      (4) IDENTIFYING WINGED FRUIT PODS

   D. USING TWIG CHARACTERISTICS

      (1) IDENTIFYING CHARACTERISTICS OF BUDS AND LEAF SCARS
      (2) CONSIDERING PITH CHARACTERISTICS
      (3) CONSIDERING COLOR

E. USING THE BARK

(1) DETERMINING ROUGHNESS
(2) DETERMINING COLOR

F. USING TASTE AND SMELL

G. OBSERVING TREE GROWTH CHARACTERISTICS

(1) CONSIDERING SHAPE OF CROWN
(2) CONSIDERING PERSISTENCE OF DEAD BRANCHES
(3) BUTTRESSING OR SWELLING OF LOWER TRUNK

H. OBSERVING THE SITE CONDITIONS

(1) CONSIDERING TOPOGRAPHIC FEATURES
(2) CONSIDERING SOIL TYPE, CONDITION AND DRAINAGE
(3) CONSIDERING SURROUNDING VEGETATION

I. IDENTIFYING THE RANGE OR DISTRIBUTION OF TREE SPECIES

(1) CONSIDERING THE SOILS PRESENT
(2) CONSIDERING THE CLIMATE

J. IDENTIFYING HYBRID SPECIES

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. A. HAVE STUDENTS USE TREE IDENTIFICATION REFERENCES AND TREE KEYS FOR THE STATE OR REGION TO IDENTIFY VARIOUS TREES ON THE SCHOOL LAND LABORATORY BY THEIR COMMON AND SCIENTIFIC NAMES.

   B. HAVE EACH STUDENT DEVELOP A NOTEBOOK WITH TREE IDENTIFICATION KEYS, DIAGRAMS AND LEAF, BUD AND TWIG SPECIMENS OF THE ECONOMICALLY IMPORTANT TREES FOUND IN HIS AREA.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. PREPARE A PRACTICAL EXAMINATION IN WHICH THE STUDENT IS TO IDENTIFY AT LEAST THIRTY ECONOMICALLY IMPORTANT TREES THAT ARE FOUND IN HIS STATE OR REGION. A FIELD TRIP TO AN ARBORETUM MAY BE NECESSARY TO HAVE A SUFFICIENT NUMBER OF TREES TO USE.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. NOTEBOOK

2. LEAVES, BARK, TWIGS, FRUITS FOR TREE IDENTIFICATION. PICTURES, SLIDES, FILMSTRIPS AND OTHER SIMILAR AIDS CAN ALSO BE USED.

3. PLANT KEYS FOR COMMON TREES

F. EXAMPLES OF SUPPORTING REFERENCES

1. ANDERSON, DAVID A. AND SMITH, WILLIAM A. FORESTS AND FORESTRY. DANVILLE, ILLINOIS: THE INTERSTATE PRINTERS AND PUBLISHERS, INC. 1970, 357 PAGES.

   THIS TEXT WOULD BE OF PARTICULAR VALUE TO TEACHERS AND STUDENTS IN THE SOUTHERN SECTION OF THE UNITED STATES AS THE TREE IDENTIFICATION MATERIAL APPLIES PARTICULARLY TO THAT AREA.

2. DEAN, F. W., CHADWICK, L. C. AND COWEN, W. F. OHIO TREES. CURRENT EDITION. COLUMBUS, OHIO: THE UNIVERSITY BOOKSTORE, THE OHIO STATE UNIVERSITY. 127 PAGES.

   THIS BOOKLET CONTAINS DIAGRAMS AND DISCUSSIONS OF LEAF, TWIG AND BUD CHARACTERISTICS USED IN TREE IDENTIFICATION AS WELL AS KEYS TO DECIDUOUS AND EVERGREEN TREES. IT WOULD BE MOST APPLICABLE IN THE NORTH CENTRAL STATES.

3. HARVESTING FORESTRY PRODUCTS. KIRBYVILLE, TEXAS: VOCATIONAL INSTRUCTIONAL SERVICES, TEXAS STATE DEPARTMENT OF EDUCATION. 1971, 200 PAGES.

   THIS HANDBOOK CONTAINS EXCELLENT DRAWINGS AND DIAGRAMS OF TREE AND LEAF PARTS USED IN TREE IDENTIFICATION.

ESTABLISHING THE FOREST

UNIT CONCEPT: PROPER DEVELOPMENT AND IMPLEMENTATION OF PLANS FOR FOREST ESTABLISHMENT WILL RESULT IN INCREASED PRODUCTION OF TIMBER ALONG WITH NUMEROUS OTHER BENEFITS TO MAN.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. IDENTIFY AND EXPLAIN AT LEAST EIGHT BENEFITS OF FOREST RESOURCES TO MAN.

2. WHEN GIVEN A SITE TO BE ESTABLISHED OR RE-ESTABLISHED AS A FOREST, DEVELOP A REFORESTATION PLAN WHICH SHOULD INCLUDE THE METHOD TO BE USED, THE SEEDBED PREPARATION REQUIRED, THE TREE SPECIES, AND THE SPACING BETWEEN THE TREES.

3. WHEN GIVEN A SITE AND SPECIFIC METHOD OF REFORESTATION, PREPARE THE SEEDBED IN THE PRESCRIBED MANNER.

4. WHEN GIVEN A SITE AND SPECIFIC PLANTING OR SEEDING METHOD, PLANT OR SEED THE TREES WITH LESS THAN 20% LOSS.

B. INSTRUCTIONAL AREAS

1. IDENTIFYING BENEFITS OF THE FOREST

   A. IDENTIFYING FOREST USES

   B. DETERMINING FOREST VALUES

      (1) IDENTIFYING CASH PRODUCTS
      (2) DETERMINING AESTHETIC AND RECREATION VALUES

2. DEVELOPING THE REFORESTATION PLAN

   A. SELECTING THE METHOD OF FOREST REPRODUCTION

      (1) IDENTIFYING NATURAL METHODS
      (2) IDENTIFYING ARTIFICIAL METHODS

   B. ANALYZING THE PLANTING OR SEEDING SITE

(1) DETERMINING SOIL FEATURES
(2) DETERMINING PHYSICAL FEATURES
(3) DETERMINING NEEDED SEEDBED PREPARATION
(4) SELECTING TREE SPECIES

(A) IDENTIFYING INTENDED USE
(B) IDENTIFYING SITE CONDITIONS

C. PLANNING FOR PLANTING OR SEEDING

(1) DETERMINING SPACING
(2) DETERMINING STOCKING RATES
(3) DETERMINING DESIRED TYPE OF STAND
(4) SELECTING APPROPRIATE SEASON

3. PREPARING THE SITE FOR PLANTING OR SEEDING

A. USING MECHANICAL MEANS

B. USING CHEMICAL MEANS

C. USING FIRE

D. OPERATING AND MAINTAINING SEEDBED PREPARATION AND PLANTING EQUIPMENT

4. PLANTING OR SEEDING THE SITE

A. OBTAINING AND HANDLING SEEDS AND SEEDLINGS

(1) DETERMINING SOURCES AND COSTS OF SEEDS AND SEEDLINGS
(2) TRANSPORTING SEEDLINGS
(3) HANDLING BEFORE AND DURING PLANTING OR SEEDING

B. PLANTING AND SEEDING TREES

(1) PLANTING SEEDLINGS BY HAND
(2) PLANTING SEEDLINGS BY MACHINE
(3) SEEDING BY HAND BROADCASTING
(4) SEEDING BY MACHINES OR FROM THE AIR

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. SHOW SLIDES, FILMSTRIPS AND FILMS ON FOREST IMPORTANCE AND ESTABLISHMENT.

2. A. RECOMMEND A PLANTING OR SEEDING PLAN FOR AN AREA DESIGNATED FOR FORESTATION.

B. OBSERVE TREE PLANTATIONS EXHIBITING PROPER AND IMPROPER SELECTION OF TREE SPECIES.

3. TAKE FIELD TRIPS TO PLANTING OR SEEDING SITES TO OBSERVE AND/OR ASSIST IN EQUIPMENT OPERATION DURING SEEDBED PREPARATION AND PLANTING.

4. SELECT A SITE ON THE SCHOOL LAND LABORATORY OR ON A COOPERATOR'S LAND FOR AFFORESTATION OR REFORESTATION, SELECT TREES, PREPARE THE SITE, AND PLANT OR SEED THE AREA.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. HAVE EACH STUDENT LIST EIGHT BENEFITS OF THE FOREST TO MAN.

2. ASSIGN THE STUDENTS A LAND AREA TO BE ESTABLISHED OR RE-ESTABLISHED AS A FOREST. HAVE EACH STUDENT DEVELOP A COMPLETE PLAN FOR REFORESTATION WHICH SHOULD INCLUDE THE METHOD TO BE USED, THE SEEDBED PREPARATION THAT WOULD BE NECESSARY, AND PLANTING PROCEDURES. IF NEEDED, A SERVICE FORESTER OR FOREST INDUSTRY REPRESENTATIVE COULD BE USED TO ASSIST IN EVALUATING THE PLANS.

3. HAVE THE CLASS PREPARE A SITE ON THE SCHOOL LAND LABORATORY OR ON A COOPERATOR'S LAND FOR PLANTING OR SEEDING TO TREES. EVALUATE THE GROUP MEMBERS AS TO THEIR EQUIPMENT OPERATION ABILITIES AND THE CONDITION OF THE PREPARED SITE.

4. HAVE THE GROUP PLANT OR SEED THE PREPARED SITE IN THE PRESCRIBED MANNER WITH EACH STUDENT TO BE EVALUATED ON HIS INDIVIDUAL PERFORMANCE.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. HARD HATS

2. CHAIN SAWS

3. BRUSH AXES

4. DIRECT SEEDERS

5. PLANTING BARS

6. PLANTING MATTOCKS

7. CHEMICAL SPRAYER - HAND AND/OR POWER

8. FARM TRACTOR WITH DISC-TYPE HARROW

F. EXAMPLES OF SUPPORTING REFERENCES

1. MANAGEMENT OF FOREST RESOURCES FOR MULTIPLE USE. UNIVERSITY PARK, PENNSYLVANIA: DEPARTMENT OF AGRICULTURAL EDUCATION, THE PENNSYLVANIA STATE UNIVERSITY. 1970, 124 PAGES.

   PROBLEM AREA 3 IN THIS REFERENCE CONTAINS A DISCUSSION OF FOREST REGENERATION FROM PRODUCTION OF TREE SEEDLINGS TO PLANTING AND SEEDING.

2. MANAGING THE FAMILY FOREST. BULLETIN NO. F 2187. WASHINGTON, D.C.: U.S. DEPARTMENT OF AGRICULTURE, U.S. GOVERNMENT PRINTING OFFICE. 1962, 61 PAGES.

   THIS BULLETIN CONTAINS A CHAPTER ON NATURAL FOREST REGENERATION AND TREE PLANTING. IT WOULD BE VALUABLE FOR STUDENT USE.

TIMBER STAND IMPROVEMENT

UNIT CONCEPT: THE USE OF APPROPRIATE TIMBER STAND IMPROVEMENT PRACTICES, WHEN ECONOMICALLY FEASIBLE, WILL INCREASE THE QUALITY AND VALUE OF STANDING TIMBER.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. PRESCRIBE FOR A SPECIFIC FOREST PRODUCT ON A GIVEN PLANTATION OF ANY AGE THE TIMING, METHOD AND INTENSITY OF THE NEXT WEEDING, THINNING AND PRUNING.

2. WHEN GIVEN A FOREST AREA AND TIMBER STAND IMPROVEMENT PRACTICES TO BE IMPLEMENTED, COMPLETE THE PRESCRIBED PRACTICES WITH COMPETENCE REQUIRED TO OBTAIN THE DESIRED RESULTS.

3. IDENTIFY THE DIFFERENT GOVERNMENT AND PROFESSIONAL FOREST MANAGEMENT ORGANIZATIONS AND EXPLAIN THE SERVICES THEY PROVIDE FOREST LANDOWNERS.

B. INSTRUCTIONAL AREAS

1. SELECTING TIMBER STAND IMPROVEMENT METHODS

   A. ANALYZING THE FOREST

      (1) DETERMINING FOREST CONDITION
      (2) DETERMINING FOREST COMPOSITION
      (3) DETERMINING FOREST AGE AND GROWTH

   B. IDENTIFYING MANAGEMENT GOALS

2. IMPLEMENTING TIMBER STAND IMPROVEMENT PRACTICES

   A. WEEDING A FOREST PLANTATION

      (1) USING MECHANICAL METHODS

         (A) OPERATING THE EQUIPMENT
         (B) MAINTAINING THE EQUIPMENT

      (2) USING CHEMICAL METHODS

(A) SELECTING CHEMICALS
(B) OPERATING EQUIPMENT
(C) MAINTAINING THE EQUIPMENT

B. THINNING A FOREST PLANTATION

(1) DETERMINING THE METHOD OF THINNING

(A) USING THE SELECTION SYSTEM
(B) USING ROW THINNING

(2) OPERATING AND MAINTAINING THE EQUIPMENT

C. MAKING PRE-COMMERCIAL AND SUBSEQUENT THINNINGS

(1) MAKING RELEASE (LIBERATION) CUTTINGS
(2) MAKING IMPROVEMENT CUTTINGS
(3) SELECTING AND APPLYING CHEMICALS
(4) OPERATING AND MAINTAINING EQUIPMENT

D. PRUNING THE FOREST PLANTATION

(1) DETERMINING THE SEASON
(2) DETERMINING THE STAND AGE AND AMOUNT OF PRUNING REQUIRED
(3) OPERATING AND MAINTAINING THE EQUIPMENT

3. IDENTIFYING FOREST MANAGEMENT SERVICES

A. DETERMINING FEDERAL, STATE AND COUNTY GOVERNMENT AGENCIES AND SERVICES

B. DETERMINING PROFESSIONAL AND PRIVATE CONSERVATION ORGANIZATIONS AND SERVICES

C. IDENTIFYING FOREST RESEARCH ORGANIZATIONS AND SERVICES

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. HAVE STUDENTS RECOMMEND TIMBER STAND IMPROVEMENT PRACTICES ON A GIVEN STAND OF TIMBER AND BE ABLE TO DEFEND THEIR RECOMMENDATIONS.

2. A. TAKE FIELD TRIPS TO PLANTATIONS AND WOODLOTS EXHIBITING USE AND NON-USE OF PROPER TIMBER STAND IMPROVEMENT PRACTICES.

B. HAVE STUDENTS DEMONSTRATE SAFE EQUIPMENT OPERATION BY USING APPROPRIATE TIMBER STAND IMPROVEMENT PRACTICES ON THE SCHOOL FOREST OR ON A COOPERATOR'S WOODLOT.

C. USE AN INCREMENT BORER TO SHOW THE EFFECTS OF TIMBER STAND IMPROVEMENT PRACTICES ON THE GROWTH RATE OF TREES.

3. A. HAVE REPRESENTATIVES OF DIFFERENT FOREST ORGANIZATIONS AS RESOURCE PERSONS TO DISCUSS THEIR PROGRAMS AND SERVICES.

B. TAKE A FIELD TRIP TO A FOREST EXPERIMENT STATION OR RESEARCH LABORATORY.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. HAVE EACH STUDENT DETERMINE THE TIMBER STAND IMPROVEMENT PRACTICES NEEDED ON A GIVEN WOODLOT OR PLANTATION. HAVE A SERVICE FORESTER OR FOREST INDUSTRY EMPLOYEE ASSIST IN THE EVALUATION OF THE STUDENTS' RECOMMENDATIONS AND INDICATE HIS OBSERVATIONS CONCERNING NEEDED TIMBER STAND IMPROVEMENT.

2. HAVE EACH STUDENT DEMONSTRATE HIS ABILITY TO OPERATE AND MAINTAIN TOOLS AND EQUIPMENT USED IN TIMBER STAND IMPROVEMENT. THE EVALUATION SHOULD INCLUDE CORRECTNESS OF EQUIPMENT OPERATION AND MAINTENANCE AS WELL AS OBSERVANCE OF SAFETY PRECAUTIONS.

3. HAVE EACH STUDENT LIST SIX FOREST MANAGEMENT ORGANIZATIONS AND DESCRIBE THESERVICES THEY PROVIDE.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. HARD HATS
2. CHAIN SAWS
3. TREE INCREMENT BORER
4. PRUNING EQUIPMENT
5. PAINT (MARKING) GUNS
6. TREE INJECTORS
7. CHEMICAL SPRAYERS

F. EXAMPLES OF SUPPORTING REFERENCES

1. MANAGEMENT OF FOREST RESOURCES FOR MULTIPLE USE. UNIVERSITY PARK, PENNSYLVANIA: DEPARTMENT OF AGRICULTURAL EDUCATION, THE PENNSYLVANIA STATE UNIVERSITY, 1970, 124 PAGES.

THE STUDENT GUIDE PRESENTS GENERAL INFORMATION CONCERNING TIMBER STAND IMPROVEMENT. THE TEACHER'S GUIDE PROVIDES LEARNING ACTIVITIES AND STUDY QUESTIONS WHICH WOULD BE HELPFUL IN TEACHING THE UNIT.

2. MANAGING THE FAMILY FOREST. BULLETIN NO. F 2187. WASHINGTON, D.C.: U.S. DEPARTMENT OF AGRICULTURE, U.S. GOVERNMENT PRINTING OFFICE. 1962, 61 PAGES

THIS PAMPHLET GIVES A GENERAL DESCRIPTION OF THE DIFFERENT TIMBER STAND IMPROVEMENT PRACTICES. IT WOULD BE APPROPRIATE FOR STUDENT USE.

FOREST DISEASE, INSECT AND PEST CONTROL

UNIT CONCEPT: EACH YEAR, INSECTS, DISEASES AND OTHER DESTRUCTIVE AGENTS CAUSE LOSSES OF BILLIONS OF BOARD FEET OF TIMBER. TO KEEP THE LOSS OF TIMBER AT A MINIMUM, FOREST MANAGEMENT MUST INCLUDE IDENTIFICATION OF EXISTING AND POTENTIAL PEST PROBLEMS AND EFFECTIVE PREVENTION, TREATMENT AND CONTROL.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. IDENTIFY FIVE MAJOR TREE DISEASES IN HIS REGION AND DESCRIBE THE SYMPTOMS OF AFFECTED TREES WITH COMPLETE ACCURACY.

2. SELECT THE MOST APPROPRIATE CONTROL MEASURE FOR A GIVEN DISEASE AND SITUATION AND PERFORM THE NECESSARY PREVENTION OR CONTROL PROCEDURES WITH ACCURACY NEEDED TO KEEP DISEASE LOSSES IN THE FOREST AT A MINIMUM.

3. IDENTIFY EIGHT MAJOR TREE INSECTS IN HIS REGION AND DESCRIBE THE DAMAGE THEY CAUSE WITH COMPLETE ACCURACY.

4. SELECT THE MOST APPROPRIATE CONTROL MEASURE FOR A GIVEN INSECT AND SITUATION AND PERFORM THE NECESSARY PREVENTION OR CONTROL PROCEDURES WITH ACCURACY NEEDED TO KEEP INSECT LOSSES IN THE FOREST AT A MINIMUM.

5. DETERMINE THE EFFECTS OF ANIMALS, MAN AND NATURAL PHENOMENA ON THE FOREST AND METHODS OF CONTROLLING THEM.

B. INSTRUCTIONAL AREAS

1. IDENTIFYING THE MAJOR FOREST DISEASES

   A. IDENTIFYING ROT-CAUSING FUNGI

      (1) CLASSIFYING FUNGI
      (2) IDENTIFYING SYMPTOMS AND SIGNS OF MAJOR FUNGI INFECTION
      (3) IDENTIFYING RUSTS

B. IDENTIFYING FOLIAGE DISEASES

C. IDENTIFYING STEM DISEASES

D. IDENTIFYING ROOT DISEASES

2. DEVELOPING DISEASE PREVENTION AND CONTROL PROGRAMS

A. PREVENTING FOREST DISEASES

B. DETERMINING DISEASE CONTROL METHODS

(1) OPERATING AND ADJUSTING EQUIPMENT
(2) SELECTING AND APPLYING CHEMICALS

C. EVALUATING COSTS AND EFFECTIVENESS

3. DETERMINING THE ROLE OF INSECTS IN THE FOREST

A. DETERMINING IMPORTANCE OF FOREST INSECTS

B. IDENTIFYING BENEFICIAL INSECTS

C. IDENTIFYING DESTRUCTIVE INSECTS

(1) IDENTIFYING CONIFER AND HARDWOOD DEFOLIATORS
(2) IDENTIFYING TIP, CAMBIUM, HEARTWOOD AND ROOT FEEDERS
(3) IDENTIFYING SAP FEEDERS
(4) IDENTIFYING SEED DESTROYERS
(5) IDENTIFYING DISEASE VECTORS

D. IDENTIFYING FOREST INSECT DAMAGE

4. SELECTING INSECT CONTROL MEASURES

A. DETERMINING DIRECT CONTROL METHODS

(1) USING MECHANICAL METHODS

(A) OPERATING TOOLS AND EQUIPMENT
(B) MAINTAINING TOOLS AND EQUIPMENT

(2) USING CHEMICAL METHODS

(A) SELECTING CHEMICALS
(B) MAKING FORMULATIONS
(C) APPLYING CHEMICALS
(D) OPERATING AND MAINTAINING EQUIPMENT
(E) PRACTICING SAFETY WITH CHEMICALS

B. DETERMINING INDIRECT CONTROL METHODS

(1) USING SILVICULTURAL PRACTICES
(2) USING INDIRECT BIOLOGICAL AND CHEMICAL CONTROLS

C. EVALUATING COSTS AND EFFECTIVENESS

D. DETERMINING FOREST INSECT LEGISLATION AND CONTROL REGULATIONS

5. IDENTIFYING OTHER DESTRUCTIVE AGENTS

A. DETERMINING THE EFFECTS OF FOREST ANIMALS

B. DETERMINING THE EFFECTS OF MAN

C. DETERMINING THE EFFECTS OF NATURAL PHENOMENA

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. MAKE FIELD DISSECTIONS OF TREES WITH A CHAIN SAW TO SHOW VISIBLE SIGNS AND SYMPTOMS OF DECAY.

2. HAVE THE STUDENTS DEVELOP A DISEASE PREVENTION PLAN FOR A GIVEN FORESTED AREA.

3. LOCATE, CAPTURE AND IDENTIFY FOREST INSECT PESTS AND PREPARE THEM FOR EXHIBIT.

4. OBSERVE AND/OR ASSIST IN MECHANICALLY OR CHEMICALLY CONTROLLING INSECTS ON A FOREST PLANTATION WHERE SUCH PROCEDURES ARE IN PROGRESS.

5. TAKE FIELD TRIPS TO FOREST PLANTATIONS EXHIBITING PROTECTIVE MEASURES TO PREVENT DAMAGE BY INSECTS, DISEASES, MAN, ANIMALS AND/OR CLIMATIC FACTORS.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. HAVE THE STUDENTS IDENTIFY THE MAJOR FOREST DISEASES AND/OR THEIR SYMPTOMS FROM SPECIMENS, SLIDES OR PICTURES.

2. HAVE THE STUDENTS DEVELOP A PLAN TO PREVENT AND CONTROL DISEASES ON A GIVEN FORESTED AREA. EVALUATE THE PLANS AS TO FEASIBILITY AND COMPLETENESS.

3. DEVELOP A PRACTICAL EXAMINATION USING SPECIMENS, SLIDES OR PICTURES OF THE EIGHT MAJOR FOREST INSECTS IN THE REGION. HAVE THE STUDENTS IDENTIFY THE INSECTS AND DESCRIBE THE DAMAGE THEY CAUSE.

4. ON A GIVEN FOREST PLOT WITH INSECT INFESTATION, HAVE THE STUDENTS PERFORM MECHANICAL AND/OR CHEMICAL MEASURES WHICH WILL HELP CONTROL INSECT DAMAGE. EVALUATE THE STUDENT IN RELATION TO THEIR CORRECT USE AND MAINTENANCE OF EQUIPMENT AND USE OF APPROPRIATE PROCEDURES.

5. HAVE THE STUDENTS LIST THE DESTRUCTIVE AGENTS TO A FOREST OTHER THAN INSECTS AND DISEASE AND INDICATE HOW THEIR EFFECTS CAN BE MINIMIZED.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. HARD HATS
2. NONPOISONOUS KILLING JARS
3. INSECT NET
4. INSECT SPREADING BOARD
5. INSECT RELAXING BOX
6. INSECT EXHIBIT CASE
7. CHAIN SAWS
8. PRUNING EQUIPMENT
9. CHEMICAL SPRAYERS

F. EXAMPLES OF SUPPORTING REFERENCES

1. ALLEN, SHIRLEY W. AND SHARPE, GRANT W. AN INTRODUCTION TO AMERICAN FORESTRY. NEW YORK, NEW YORK: MC GRAW-HILL BOOK COMPANY. 1960, 466 PAGES.

   CHAPTERS NINE AND TEN OF THIS TEXT CONSIDER THE MAJOR FOREST INSECTS AND DISEASES AND METHODS OF CONTROL.

2. ANDERSON, R. F. FOREST AND SHADE TREE ENTOMOLOGY. NEW YORK, NEW YORK: JOHN WILEY AND SONS, INC. 1960.

   THIS BOOK PROVIDES IDENTIFICATION, SYMPTOMS OF DAMAGE AND CONTROL MEASURES FOR MAJOR FOREST INSECTS.

3. MANAGING THE FAMILY FOREST. BULLETIN NO. F 2187. WASHINGTON, D.C.: U.S. DEPARTMENT OF AGRICULTURE, U.S. GOVERNMENT PRINTING OFFICE. 1962, 61 PAGES.

IN THIS BULLETIN, GENERAL INFORMATION IS GIVEN CONCERNING THE MAJOR FOREST INSECTS AND DISEASES WHICH OCCUR IN HARDWOOD AND SOFTWOOD FORESTS.

ERIC

FIRE PREVENTION AND CONTROL

UNIT CONCEPT: EACH YEAR VALUABLE TIMBER RESOURCES, RECREATIONAL AREAS, AND WILDLIFE HABITATS ARE DESTROYED BY FIRE. THE USE OF PROPER METHODS OF PREVENTING, DETECTING AND SUPPRESSING FOREST FIRES WILL HELP MINIMIZE THESE LOSSES.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. DETERMINE THE BEHAVIOR OF FIRE BY DEFINING AND DESCRIBING THE TERMS:

   A. FIRE TRIANGLE

   B. RADIATION

   C. CONVECTION

   D. CONDUCTION

   E. IGNITION TEMPERATURE

2. PERFORM FIRE PREVENTION PROCEDURES SUCH AS COMPUTING AND REPORTING THE FIRE DANGER INDEX AND REDUCING FOREST FIRE HAZARDS WITH ACCURACY REQUIRED OF A FORESTRY AIDE.

3. USE THE OSBORN FIRE-FINDER IN A GIVEN SITUATION TO STATE IN DEGREES AND MINUTES THE DIRECTION OF A HYPOTHETICAL "SMOKE" AND TO REPORT SAME TO WITHIN 30 MINUTES USING THE VERNIER SCALE.

4. LOCATE ON A TOPOGRAPHIC MAP, THE POSITION OF A "SMOKE" TO WITHIN 1/4 MILE WHEN GIVEN TWO AZIMUTH READINGS AND TOWER LOCATIONS.

5. WHEN GIVEN A SPECIFIED FIRE CONDITION, IMPLEMENT THE ACTION REQUIRED TO SUPPRESS THE FIRE AND CONTROL IT INCLUDING SAFELY OPERATING FIRE FIGHTING TOOLS AND EQUIPMENT.

6. MAINTAIN FIRE SUPPRESSION TOOLS AND EQUIPMENT WITH COMPETENCY REQUIRED OF A FORESTRY AIDE.

B. INSTRUCTIONAL AREAS

1. DETERMINING FIRE BEHAVIOR

   A. IDENTIFYING THE ELEMENTS OF THE FIRE TRIANGLE

      (1) DETERMINING THE IMPORTANCE OF FUEL

         (A) FUEL SIZE
         (B) FUEL ARRANGEMENT
         (C) FUEL VOLUME

      (2) DETERMINING THE IMPORTANCE OF OXYGEN

         (A) EFFECTS OF WIND
         (B) EFFECTS OF TEMPERATURE
         (C) EFFECTS OF HUMIDITY

      (3) DETERMINING THE IMPORTANCE OF HEAT

         (A) DETERMINING IGNITION TEMPERATURE
         (B) IDENTIFYING SOURCES OF HEAT
         (C) IDENTIFYING METHODS OF HEAT TRANSFER - RADIATION, CONVECTION, CONDUCTION

   B. DETERMINING THE EFFECTS OF TOPOGRAPHY ON FIRE BEHAVIOR

2. IMPLEMENTING FIRE PREVENTION

   A. USING THE FIRE DANGER RATING

      (1) IDENTIFYING THE CONDITION OF LESSER VEGETATION
      (2) COMPUTING THE BUILD-UP INDEX
      (3) COMPUTING THE BURNING INDEX
      (4) DETERMINING WIND VELOCITY
      (5) DETERMINING FUEL MOISTURE

   B. IDENTIFYING HIGH RISK AREAS

      (1) DETERMINING MAJOR CAUSES OF FIRE
      (2) DETERMINING FREQUENCY OF OCCURRENCES
      (3) DETERMINING WHEN, WHERE AND WHY FIRES OCCUR

   C. REDUCING FIRE HAZARDS

      (1) BUILDING FIRE BREAKS
      (2) REDUCING FUEL IN THE AREA
      (3) OPERATION AND MAINTENANCE OF TOOLS AND EQUIPMENT

   D. USING PROGRAMS AND CAMPAIGNS TO INFLUENCE PEOPLE TOWARD FIRE PREVENTION

3. DEVELOPING PRESUPPRESSION MEASURES

   A. LOCATING SMALL FIRES

      (1) PATROLLING FROM THE AIR
      (2) PATROLLING ON THE GROUND
      (3) READING A TOPOGRAPHICAL MAP
      (4) USING THE HAND COMPASS

   B. USING THE FIRE FINDER

      (1) BECOMING ACQUAINTED WITH THE COUNTRY
      (2) LOCATING AND IDENTIFYING SMOKE

         (A) USING THE SYSTEMATIC SCAN METHOD
         (B) KEEPING TOWER RECORDS

      (3) DETERMINING SMOKE LOCATION

         (A) LEVELING AND CARING FOR THE FIRE FINDER
         (B) ORIENTING THE FIRE FINDER MAP DISC
         (C) MEASURING AND USING ANGLES
         (D) USING THE INTERSECT METHOD OF FIXING
         (E) REPORTING THE SMOKE

   C. USING RADIOS FOR COMMUNICATION

4. DEVELOPING FIRE SUPPRESSION MEASURES

   A. SELECTING THE CONTROL TACTICS

      (1) USING DIRECT CONTROL
      (2) USING INDIRECT CONTROL

   B. ORGANIZING THE LINE CREW

   C. BUILDING THE FIRE LINE

      (1) USING THE ONE-LICK METHOD
      (2) USING THE PROGRESSIVE METHOD
      (3) USING THE ROTARY METHOD

   D. USING THE HAND TOOLS AND EQUIPMENT PROPERLY

   E. EMPLOYING HEAVY EQUIPMENT

   F. APPLYING WATER

   G. USING FIRE RETARDANTS

      (1) SELECTING THE TYPE OF RETARDANT
      (2) SELECTING THE METHOD OF APPLICATION

H. BACK-FIRING

I. PLOWING OUT

5. MAINTAINING TOOLS AND EQUIPMENT

A. REPLACING HANDLES

B. SHARPENING HEADS

C. PREVENTING RUST

D. CARING FOR BACK PACK PUMPS

E. MAINTAINING FIRE HOSE

F. MAINTAINING RADIOS

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. HAVE THE STUDENTS DEMONSTRATE THE FACTORS IN THE FIRE TRIANGLE (FUEL, OXYGEN, HEAT) BY COMBINING THEM IN A CONTROLLED SITUATION. FOR EXAMPLE, INSERT A GLOWING WOODEN STICK INTO A TEST TUBE OF OXYGEN.

2. A. TAKE A FIELD TRIP TO A FORESTED AREA AND IDENTIFY NATURAL AND MAN-MADE FIRE RISKS.

   B. SET UP A WEATHER STATION, TAKE READINGS AND COMPUTE THE FIRE DANGER INDEX.

3. TAKE FIELD TRIPS TO LOCAL, STATE AND/OR FEDERAL FORESTS TO OBSERVE THE USE OF FIRE FINDERS TO LOCATE SMOKE OR FIRES.

4. HAVE THE STUDENTS LOCATE A HYPOTHETICAL "SMOKE" ON A TOPOGRAPHICAL MAP OF THE AREA AND LOCATE THE SAME POSITION ON THE GROUND, WHEN GIVEN INFORMATION WHICH WOULD BE AVAILABLE FROM FIRE TOWERS.

5. HAVE PARK MANAGERS, FOREST RANGERS OR FIRE CREW LEADERS DISCUSS FIRE FIGHTING TECHNIQUES AND PROPER EQUIPMENT USE WITH THE STUDENTS.

6. HAVE THE STUDENTS SHARPEN AND REPLACE HANDLES ON FIRE FIGHTING TOOLS.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. DEVELOP A MATCHING TEST IN WHICH THE STUDENTS ARE TO MATCH THE TERMS WHICH ARE USED IN DESCRIBING FIRE

BEHAVIOR WITH THEIR DEFINITIONS.

2. HAVE THE STUDENTS COMPUTE THE FIRE DANGER INDEX FOR A SPECIFIED FOREST AREA WHEN GIVEN THE NECESSARY WEATHER AND FOREST DATA.

3. USING A FIRE FINDER, HAVE EACH STUDENT STATE IN DEGREES AND MINUTES THE DIRECTION OF A HYPOTHETICAL "SMOKE" WITHIN 30 MINUTES.

4. GIVE EACH STUDENT A TOPOGRAPHICAL MAP AND AZIMUTH READINGS AND TOWER READINGS OF A NUMBER OF HYPOTHETICAL SMOKE LOCATIONS. HAVE EACH STUDENT DETERMINE THE LOCATIONS ON THE MAP WITH ACCURACY TO WITHIN 1/4 MILE.

5. HAVE THE GROUP OF STUDENTS CONSTRUCT A FIRE LINE BETWEEN TWO POINTS. EVALUATE THE STUDENTS AS TO SPEED, ABILITY TO EFFECTIVELY USE TOOLS AND EQUIPMENT, AND WILLINGNESS TO WORK COOPERATIVELY.

6. HAVE EACH STUDENT SHARPEN OR REPLACE A HANDLE ON A FIRE SUPPRESSION TOOL SUCH AS AN AX, SHOVEL, PULASKI OR RAKE.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. HARD HATS
2. CHAIN SAWS
3. BACK PACK PUMPS
4. SHOVELS
5. FIRE RAKES
6. FIRE SWATTERS
7. AXES

F. EXAMPLES OF SUPPORTING REFERENCES

1. BROWN, ARTHUR A. AND DAVIS, KENNETH P. FOREST FIRE: CONTROL AND USE. NEW YORK, NEW YORK: MCGRAW-HILL BOOK COMPANY. 1973, 686 PAGES.

THIS REFERENCE GIVES A COMPLETE DISCUSSION OF FOREST FIRE PREVENTION, PRE-SUPPRESSION AND SUPPRESSION PROCEDURES.

FOREST MENSURATION

UNIT CONCEPT: ACCURATE MEASUREMENT OF THE PRESENT VOLUME AND GROWTH RATE OF INDIVIDUAL TREES AND STANDS WILL RESULT IN VALUABLE INFORMATION FOR FOREST HARVESTING AND MANAGEMENT.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. USE ONE OR MORE OF THE FOLLOWING MEASURES OF FOREST PRODUCTS TO DETERMINE THE VOLUME OF WOOD IN A SPECIFIED NUMBER OF LOGS OR BOLTS WITH ACCURACY REQUIRED OF A FORESTRY AIDE:

   A. LINEAR MEASUREMENT

   B. CORDWOOD MEASUREMENT

   C. CUBIC FOOT MEASUREMENT

   D. BOARD FOOT

   E. WEIGHT

2. USING COMMON TREE MEASUREMENT INSTRUMENTS AND TREE VOLUME TABLES, DETERMINE THE VOLUME OF TIMBER IN A STANDING TREE WITHIN ± 3%.

3. USING TREE IDENTIFICATION KEYS AND AN INCREMENT BORER OR INCREMENT HAMMER, DETERMINE THE SPECIES, AGE AND/OR HISTORY OF A STANDING TREE WITH ACCURACY REQUIRED OF A FORESTRY AIDE.

4. WHEN GIVEN COMMONLY USED SURVEYING INSTRUMENTS, LOCATE AND ESTABLISH FOREST BOUNDARIES AND SAMPLE PLOTS WITH ACCURACY NEEDED TO PERFORM A TIMBER CRUISE.

5. IDENTIFY AND IMPLEMENT THE DIFFERENT METHODS OF CRUISING TIMBER WITH COMPETENCE REQUIRED OF A FORESTRY AIDE.

6. USING STATE OR REGIONAL PRICE DATA, ESTIMATE THE VALUE OF A GIVEN STAND OF TIMBER WITHIN ± 10%.

7. USING A SPRAYER OR BRUSH AND BUCKET, MARK TREES FOR HARVESTING USING MARKING TECHNIQUES ACCEPTED IN THE STATE OR REGION.

B. INSTRUCTIONAL AREAS

1. MEASURING FOREST PRODUCTS

A. USING BOARD FEET

(1) DETERMINING SITUATIONS IN WHICH IT IS USED
(2) USING FORMULAS TO CALCULATE BOARD FEET

B. USING CUBIC FEET

(1) DETERMINING CIRCUMSTANCES OF USE
(2) CALCULATING CUBIC FEET

C. USING THE CORD

(1) IDENTIFYING DIFFERENT TYPES OF CORD MEASUREMENT

(A) STANDARD
(B) SHORT
(C) LONG

(2) DETERMINING CIRCUMSTANCES OF USE
(3) CALCULATING CORDS

D. USING UNIT OR PIECE MEASURE

E. USING WEIGHT MEASURE

2. DETERMINING THE VOLUME OF TIMBER IN A STANDING TREE

A. DETERMINING THE DIAMETER BREAST HEIGHT (DBH)

B. DETERMINING THE NUMBER OF LOGS

C. OBSERVING TREE DEFECTS OR DAMAGE

D. USING TREE VOLUME TABLES

(1) DOYLE
(2) INTERNATIONAL
(3) OTHER

3. DETERMINING THE SPECIES, HISTORY AND/OR AGE OF A TREE

A. IDENTIFYING TREE SPECIES

B. INTERPRETING ANNUAL RINGS

C. USING THE INCREMENT BORER OR HAMMER

4. ESTABLISHING FOREST BOUNDARIES AND LOCATION OF SAMPLE PLOTS

A. IDENTIFYING CHARACTERISTICS OF METES AND BOUNDS AND RECTANGULAR SURVEY SYSTEMS

B. OPERATING FOREST SURVEYING EQUIPMENT

(1) STAFF COMPASS OR TRANSIT AND ROD
(2) CHAIN AND CHAINING PINS
(3) ABNEY HAND LEVEL

C. INTERPRETING MAPS AND AERIAL PHOTOGRAPHS

5. CRUISING TIMBER

A. IMPLEMENTING THE DIFFERENT METHODS OF CRUISING TIMBER

(1) MAKING A 100% OR TOTAL CRUISE
(2) USING THE RANDOM SAMPLE METHOD
(3) USING MECHANICAL SAMPLING METHODS

(A) LINE-PLOT CRUISING
(B) STRIP CRUISING

(4) USING THE VARIABLE PLOT METHOD

(A) USING A WEDGE PRISM
(B) COMPUTING THE BASAL AREA IN SQUARE FEET PER ACRE

B. MAKING A CONTINUOUS FOREST INVENTORY

(1) LOCATING THE SAMPLE PLOT
(2) COLLECTING DATA

6. ESTIMATING THE TIMBER VALUE OF A FOREST AREA

A. READING TIMBER PRICE DATA

B. CALCULATING TIMBER VALUE

7. MARKING TREES FOR HARVESTING

A. USING CORRECT SYMBOLS

B. SELECTING TREES FOR MARKING

C. OPERATING AND MAINTAINING THE EQUIPMENT

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. GIVE THE STUDENTS MEASUREMENTS OF STANDING TREES, LOGS OR BOARDS AND HAVE THEM CALCULATE THE BOARD FEET, CUBIC FEET AND/OR LINEAR FEET IN THE MATERIAL.

2. ASSIGN THE STUDENTS A NUMBER OF TREES OR A PLOT IN A FORESTED AREA TO PRACTICE DETERMINING THE VOLUME OF WOOD PRESENT.

3. HAVE THE SERVICE FORESTER OR A FOREST INDUSTRY REPRESENTATIVE ASSIST THE STUDENTS IN IDENTIFYING TREE SPECIES, USING THE INCREMENT BORER AND INTERPRETING CORES TAKEN FROM TREES.

4. TAKE A FIELD TRIP TO A FORESTED AREA THAT IS BEING SURVEYED TO ESTABLISH LEGAL FOREST BOUNDARIES AND/OR TO LOCATE SAMPLE PLOTS FOR CRUISING. HAVE THE STUDENTS OBSERVE THE PROCEDURES AND ASSIST, IF POSSIBLE.

5. HAVE THE STUDENTS PERFORM A TOTAL CRUISE ON A GIVEN FOREST PLOT TO DEVELOP ABILITIES IN IDENTIFYING TREES, DETERMINING TREE VOLUMES AND READING VOLUME TABLES.

6. FROM THE CRUISE MADE IN LEARNING ACTIVITY 5, HAVE THE STUDENTS COMPUTE THE VALUE OF THE TIMBER USING REGIONAL PRICE DATA.

7. USE THE SERVICE FORESTER AS A RESOURCE PERSON TO DEMONSTRATE THE PROPER METHODS AND SYMBOLS TO USE IN MARKING TREES FOR HARVESTING.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. GIVE THE STUDENTS MEASUREMENTS OF STANDING TREES, LOGS OR BOARDS TO CALCULATE THE VOLUME IN BOARD FEET OR CUBIC FEET.

2. ASSIGN THE STUDENTS 10 TO 15 TREES TO DETERMINE THE VOLUME, USING A CRUISER STICK AND TREE VOLUME TABLES. THE STUDENT SHOULD BE ACCURATE WITHIN ± 10%.

3. HAVE THE STUDENTS INTERPRET THE RINGS FROM A CORE TAKEN FROM A TREE WITH AN INCREMENT BORER. THE STUDENTS SHOULD INDICATE THE TREE'S AGE AND ANY MAJOR HISTORICAL FEATURES THAT COULD BE OBSERVED ON THE CORE.

4. DIVIDE THE STUDENTS IN PAIRS. HAVE EACH PAIR OF STUDENTS ESTABLISH THE BOUNDARIES OF A SAMPLE PLOT IN A FORESTED AREA USING THE NECESSARY SURVEYING EQUIPMENT. EVALUATE

THE STUDENTS ON ACCURACY AND CORRECTNESS OF PROCEDURE. OBTAIN AID IN EVALUATION FROM A SERVICE FORESTER, FOREST INDUSTRY REPRESENTATIVE OR SOIL CONSERVATION SERVICE REPRESENTATIVE, IF NECESSARY.

5. HAVE THE CLASS CRUISE A FORESTED AREA USING ONE OF THE BASIC METHODS. EVALUATE EACH STUDENT ON HIS CORRECTNESS OF PROCEDURE, ACCURACY AND COOPERATION. THE ACCURACY OF THE CRUISE CAN BE CHECKED IF THE AREA HAS RECENTLY BEEN OFFICIALLY CRUISED.

6. HAVE EACH STUDENT CALCULATE THE TOTAL VALUE OF A FORESTED AREA WHEN GIVEN THE RESULTS OF A TIMBER CRUISE AND REGIONAL PRICE DATA.

7. HAVE EACH STUDENT LIST THE DIFFERENT MARKS OR SYMBOLS USED FOR MARKING TREES AND EXPLAIN THEIR MEANINGS.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. HARD HATS
2. CRUISER STICKS
3. STAFF COMPASS OR TRANSIT AND ROD
4. ABNEY LEVEL
5. STEEL TAPE AND CHAINING PINS
6. INCREMENT BORER AND/OR HAMMER
7. TIMBER VOLUME TABLES
8. REGIONAL TIMBER PRICE DATA
9. TREE IDENTIFICATION KEYS
10. TALLY SHEETS
11. PAINT SPRAYER OR BUCKET AND BRUSH
12. TREE DIAMETER TAPES AND/OR CALIPERS

F. EXAMPLES OF SUPPORTING REFERENCES

1. ALLEN, SHIRLEY W. AND SHARPE, GRANT W. AN INTRODUCTION TO AMERICAN FORESTRY. NEW YORK, NEW YORK: MCGRAW-HILL BOOK COMPANY. 1960, 466 PAGES.

CHAPTER ELEVEN OF THIS TEXT CONTAINS AN OVERVIEW OF THE ENTIRE PROCESS OF FOREST MENSURATION.

2. HARVESTING FORESTRY PRODUCTS. KIRBYVILLE, TEXAS: VOCATIONAL INSTRUCTIONAL SERVICES, TEXAS STATE DEPARTMENT OF EDUCATION. 1971, 200 PAGES.

THIS TEACHER'S GUIDE CONTAINS USEFUL TRANSPARENCIES AND INFORMATION CONCERNING FOREST MENSURATION. IT ALSO INCLUDES SOME SUGGESTED REFERENCES.

ERIC

CHRISTMAS TREE PRODUCTION

UNIT CONCEPT: THE ANNUAL DEMAND FOR CHRISTMAS TREES HAS CREATED MUCH INTEREST IN THEM AS A PRIMARY OR SECONDARY AGRICULTURAL RESOURCE ENTERPRISE. COMPETENT SITE SELECTION, PLANTING, CULTURE, HARVESTING AND MARKETING WILL RESULT IN PRODUCTION OF HIGHER QUALITY TREES AND OFTEN HIGHER NET RETURNS FROM THE ENTERPRISE.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. EVALUATE THE MARKET POTENTIAL AND ECONOMICS OF CHRISTMAS TREE PRODUCTION IN HIS AREA.

2. SELECT APPROPRIATE SITES FOR CHRISTMAS TREE PRODUCTION CONSIDERING SOIL REQUIREMENTS, TOPOGRAPHY AND PREPARATION REQUIREMENTS.

3. LAY OUT A CHRISTMAS TREE PLANTATION IN A MANNER WHICH WILL FACILITATE MANAGEMENT.

4. IDENTIFY THE DIFFERENT SPECIES OF CHRISTMAS TREES IN HIS REGION AND INDICATE THEIR CHARACTERISTICS AND MARKET POTENTIAL.

5. USING NEEDED SITE PREPARATION AND PLANTING TOOLS AND EQUIPMENT, PREPARE A SITE AND PLANT CHRISTMAS TREE SEEDLINGS WITH AN ACCEPTABLE SURVIVAL RATE FOR HIS AREA.

6. DEVELOP AND IMPLEMENT A CULTURAL PLAN FOR A CHRISTMAS TREE PLANTATION WHICH WILL RESULT IN VIGOROUS, WELL-FORMED TREES.

7. DEVELOP AND IMPLEMENT A PROTECTION PLAN FOR A CHRISTMAS TREE PLANTATION TO INCLUDE FIRE PROTECTION, PROTECTION FROM INSECTS AND DISEASES, AND PROTECTION FROM ANIMALS.

8. DEVELOP AND IMPLEMENT A HARVESTING PLAN FOR A CHRISTMAS TREE PLANTATION INCLUDING TIMING, EQUIPMENT AND STORAGE.

9. DEVELOP AND IMPLEMENT A MARKETING PLAN FOR A CHRISTMAS TREE ENTERPRISE INCLUDING DEVELOPING OUTLETS, MAKING SALES CONTACTS AND GRADING.

B. INSTRUCTIONAL AREAS

1. EVALUATING THE MARKET POTENTIAL AND ECONOMICS

   A. LOCATING MARKETS

   B. DEVELOPING A BUDGET

      (1) ESTIMATING COSTS
      (2) ESTIMATING RETURNS
      (3) DETERMINING GROSS AND NET RETURNS
      (4) DETERMINING POTENTIAL INCOME/ACRE/YEAR

2. SELECTING SITES FOR CHRISTMAS TREE PRODUCTION

   A. DETERMINING SOIL REQUIREMENTS

   B. DETERMINING ACCEPTABLE TOPOGRAPHY

   C. IDENTIFYING DRAINAGE REQUIREMENTS

3. LAYING OUT THE PLANTATION

   A. DEVELOPING ACCESSIBILITY BY MAKING ROADS AND LANES

   B. DETERMINING ROW AND TREE SPACING

   C. SELECTING THE DIRECTION OF ROWS

   D. PREVENTING TREE BORDER SHADING

4. SELECTING TREE SPECIES

   A. DETERMINING CHARACTERISTICS OF DESIRABLE TREES

   B. DETERMINING MARKET PREFERENCES

   C. IDENTIFYING CHRISTMAS TREES

5. PLANTING TREES

   A. PROVIDING NEEDED SITE PREPARATION

      (1) USING HEAVY EQUIPMENT
      (2) USING HAND TOOLS
      (3) USING CHEMICALS

B. OBTAINING AND SELECTING PLANTING STOCK

C. CARING FOR PLANTING STOCK

D. PLANTING METHODS

(1) USING HAND METHODS
(2) USING PLANTING MACHINES

6. IMPLEMENTING A CULTURAL PLAN FOR CHRISTMAS TREES

A. CONTROLLING COMPETING VEGETATION

(1) OPERATING TOOLS AND EQUIPMENT
(2) MAINTAINING TOOLS AND EQUIPMENT
(3) SELECTING CHEMICALS
(4) FORMULATING CHEMICALS
(5) APPLYING CHEMICALS
(6) USING DOMESTIC ANIMALS
(7) TIMING CONTROL METHODS

B. DETERMINING CULTURAL NEEDS

(1) SHEARING TREES

(A) TIMING
(B) SHEARING TECHNIQUES
(C) OPERATING SHEARING TOOLS
(D) MAINTAINING SHEARING TOOLS
(E) DEBUDDING TREES

(2) USING COLORANT SPRAYS

(1) SELECTING SPRAYS
(2) TIMING APPLICATIONS

7. PROTECTING THE TREE PLANTATION

A. DEVELOPING FIRE PROTECTION AND FIRE SUPPRESSION PROCEDURES

(1) SELECTING SUPPRESSION EQUIPMENT
(2) SAFELY OPERATING SUPPRESSION EQUIPMENT
(3) MAINTAINING SUPPRESSION EQUIPMENT

B. DEVELOPING THE INSECT PREVENTION AND CONTROL PROGRAM

(1) IDENTIFYING INSECT PESTS AND THEIR DAMAGE
(2) USING MECHANICAL CONTROL METHODS
(3) USING CHEMICAL CONTROL METHODS

(A) SELECTING CHEMICALS
(B) FORMULATING CHEMICALS
(C) APPLYING CHEMICALS

C. DEVELOPING THE DISEASE PREVENTION AND CONTROL PROGRAM

(1) IDENTIFYING DISEASE SYMPTOMS
(2) USING MECHANICAL CONTROL METHODS
(3) USING CHEMICAL CONTROL METHODS

D. CONTROLLING DAMAGE FROM DOMESTIC AND WILD ANIMALS

8. HARVESTING

A. TIMING

B. SELECTING EQUIPMENT

C. OPERATING EQUIPMENT

D. MAINTAINING EQUIPMENT

E. ORGANIZING THE CREW

F. TYING OR BALING TREES

9. MARKETING CHRISTMAS TREES

A. SELECTING OUTLETS

B. GRADING AND LABELING TREES

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. DEVELOP A BUDGET FOR A CHRISTMAS TREE ENTERPRISE ON A DESIGNATED SITE AFTER OBTAINING COST/RETURN DATA FROM SUCCESSFUL ENTERPRISES.

2. TAKE FIELD TRIPS TO POTENTIAL PLANTATION SITES AND EVALUATE THEM.

3. A. HAVE SUCCESSFUL CHRISTMAS TREE ENTERPRISE OPERATORS AS RESOURCE PERSONS TO DISCUSS METHODS OF LAYING OUT PLANTATIONS TO FACILITATE MANAGEMENT.

B. FOR A GIVEN SITE, DEVELOP A PLANTATION LAYOUT CONSIDERING ACCESSIBILITY, SPACING, ROW DIRECTION AND SHADING.

4. TAKE FIELD TRIPS FOR CONIFER IDENTIFICATION.

5. A. VISIT A NURSERY TO OBSERVE PLANTING STOCK PRODUCTION AND SEEDLING CHARACTERISTICS.

   B. SELECT A SITE, PLANT AND MANAGE A SMALL NUMBER OF CHRISTMAS TREES FOR PERSONAL USE.

6. SELECT CHEMICALS AND DETERMINE FORMULATIONS FOR A GIVEN INSECT OR DISEASE PROBLEM AND SITUATION.

7. HAVE THE STUDENTS DEVELOP AN EXHIBIT OR BULLETIN BOARD DISPLAY OF SPECIMENS OR PICTURES OF IMPORTANT CHRISTMAS TREE DAMAGING INSECTS.

8. ASSIST A CHRISTMAS TREE ENTERPRISE OPERATOR IN HARVESTING HIS TREES.

9. TAKE A FIELD TRIP TO A CHRISTMAS TREE PLANTATION AND HAVE THE OWNER OR AN EMPLOYEE INDICATE EXAMPLES OF EACH GRADE OF TREE.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. HAVE EACH STUDENT MAKE A BUDGET FOR A CHRISTMAS TREE ENTERPRISE ON A GIVEN SITE.

2. HAVE EACH STUDENT DETERMINE THE FEASIBILITY OF A DESIGNATED SITE FOR A CHRISTMAS TREE PLANTATION BY DETERMINING SOIL CHARACTERISTICS, TOPOGRAPHY AND ANY OTHER PERTINENT DATA.

3. HAVE EACH STUDENT LAY OUT A CHRISTMAS TREE PLANTATION ON A DESIGNATED SITE. THE PLANS SHOULD CONSIDER ALL PERTINENT FACTORS ABOUT THE SITE AND PROMOTE EASE OF MANAGEMENT.

4. DEVELOP A PRACTICAL EXAMINATION USING BRANCHES, PICTURES OR LIVE SPECIMENS IN WHICH THE STUDENT MUST IDENTIFY THE DIFFERENT SPECIES OF CHRISTMAS TREES IMPORTANT TO HIS AREA.

5. HAVE EACH STUDENT DEMONSTRATE HIS ABILITY TO PLANT CHRISTMAS TREES FOR EVALUATION AS TO CORRECTNESS OF PROCEDURE.

6. HAVE EACH STUDENT SHEAR A CHRISTMAS TREE FOR EVALUATION AS TO CORRECTNESS OF PROCEDURE AND OBSERVANCE OF SAFETY PRACTICES.

7. HAVE THE STUDENTS IDENTIFY SPECIMENS OF INSECTS, INDICATE THE DAMAGE CAUSED TO TREES, AND RECOMMEND AN APPROPRIATE CONTROL PROGRAM FOR EACH.

8. HAVE EACH STUDENT DEMONSTRATE HIS ABILITY TO CUT, TRIM AND BALE A CHRISTMAS TREE.

9. DEVELOP A PRACTICAL EXAMINATION IN WHICH THE STUDENT WILL GRADE 10-15 CHRISTMAS TREES USING U.S. STANDARD CHRISTMAS TREE GRADES.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. HARD HATS
2. SHEARING KNIVES AND LEG PROTECTORS
3. CHEMICAL SPRAYERS
4. FIRE FIGHTING EQUIPMENT
5. AXE
6. BOW SAW

F. EXAMPLES OF SUPPORTING REFERENCES

1. CHRISTMAS TREE CULTURE IN KENTUCKY. BULLETIN NO. 346. LEXINGTON, KENTUCKY: AGRICULTURAL EXPERIMENT STATION, UNIVERSITY OF KENTUCKY. 1967, 38 PAGES.

   THIS BULLETIN CONTAINS A COMPLETE DESCRIPTION OF THE CHRISTMAS TREE INDUSTRY FROM SITE SELECTION TO MARKETING.

IV

MINING AREA RESTORATION
U.S.O.E. CODE 01.06 99 00 00

MINING AND RECLAMATION TERMS, METHODS AND LAWS

MINED LAND STABILIZATION AND RECLAMATION

ERIC

MINING AND RECLAMATION TERMS, METHODS AND LAWS

UNIT CONCEPT: A WORKING KNOWLEDGE OF MINING TERMS, METHODS AND LAWS, AS THEY PERTAIN TO MINED LAND RESTORATION, WILL FACILITATE PLANNING AND EASE OF OPERATION IN RESTORING SURFACE OR UNDERGROUND MINED LAND.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. CATEGORIZE THE MAJOR MINERALS FOUND IN HIS REGION AS ENERGY FUELS, IRON ALLOYS, NON-FERROUS METALS, CONSTRUCTION MINERALS OR CHEMICAL AND INDUSTRIAL MINERALS AND INDICATE THEIR EFFECTS ON RESTORATION.

2. DEFINE THE MAJOR MINING TERMS USED IN MINING AND MINE AREA RESTORATION WITH COMPLETE ACCURACY.

3. THROUGH RESEARCH AND OBSERVATION, IDENTIFY THE MINING METHODS USED IN HIS REGION AS THEY PERTAIN TO MINE AREA RESTORATION.

4. USING LOCAL, STATE AND FEDERAL CODES, DETERMINE THE MAIN PROVISIONS OF THE MINING LAWS IN HIS REGION CONCERNING MINING AND MINE AREA RESTORATION WITH COMPETENCY REQUIRED TO IDENTIFY THE RESTORATION WORK NEEDED ON A SPECIFIED MINED LAND AREA.

B. INSTRUCTIONAL AREAS

1. IDENTIFYING MINERALS AS THEY AFFECT LAND RESTORATION

   A. IDENTIFYING PHYSICAL CHARACTERISTICS OF MINERALS

      (1) FORM
      (2) CLEAVAGE AND FRACTURE
      (3) COLOR
      (4) STREAK
      (5) LUSTER
      (6) HARDNESS
      (7) SPECIFIC GRAVITY

   B. IDENTIFYING THE CHEMICAL COMPOSITION OF MINERALS

C. CATEGORIZING MINERALS

(1) ENERGY FUELS
(2) IRON AND IRON ALLOYS
(3) NONFERROUS METALS
(4) CONSTRUCTION MINERALS
(5) CHEMICAL AND INDUSTRIAL MINERALS

2. DEFINING MINING AND MINE AREA RESTORATION TERMS

A. DEFINING SHAFT MINING TERMS

B. DEFINING SURFACE MINING TERMS

C. DEFINING MINE RESTORATION TERMS

3. DETERMINING METHODS OF MINING AND THEIR INFLUENCE ON RESTORATION EFFORTS

A. IDENTIFYING SURFACE MINING METHODS AND EFFECTS

B. IDENTIFYING UNDERGROUND MINING METHODS AND EFFECTS

(1) CONSTRUCTION OF TUNNELS AND SHAFTS
(2) CONSTRUCTION OF MINE HAULAGEWAYS

4. DETERMINING MINING AND MINE AREA RESTORATION LAWS

A. IDENTIFYING CLAIM LAWS

B. IDENTIFYING LAWS PERTAINING TO MINERAL RIGHTS

C. DETERMINING STATE AND FEDERAL LAWS PERTAINING TO SURFACE AND UNDERGROUND MINING

(1) FEDERAL LAWS FOR GOVERNMENT LANDS AND INDIAN LANDS
(2) STATE LAWS FOR STATE, COUNTY OR MUNICIPALLY-OWNED LANDS
(3) STATE LAWS FOR PRIVATE LANDS

D. IDENTIFYING LOCAL CONTROLS OF MINING ON PRIVATE LANDS

E. IDENTIFYING WATER POLLUTION CONTROLS

F. IDENTIFYING RECLAMATION REGULATIONS

(1) LAKES CREATED
(2) TYPE OF MATERIAL IN OVERBURDEN
(3) USE BEING MADE OF ADJOINING LANDS

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. MAKE A COLLECTION OF ROCKS, MINERALS AND PETROLEUM PRODUCTS AND CATEGORIZE THEM AS TO THEIR USE AND IMPORTANCE IN RESTORATION.

2. HAVE THE STUDENTS DEVELOP A LIST OF TERMS USED IN UNDERGROUND MINING, SURFACE MINING, AND MINE AREA RESTORATION AND DEVELOP A WORKING DEFINITION FOR EACH TERM THROUGH FIELD TRIPS, TALKING WITH MINERS OR RECLAMATION WORKERS OR RESEARCH.

3. A. TAKE FIELD TRIPS TO OBSERVE DIFFERENT TYPES OF MINES, MINING OPERATIONS AND RECLAMATION PRACTICES.

   B. MAKE SOIL AND WATER TESTS TO DETERMINE THE EFFECTS OF MINERALS AND OTHER MINE RESIDUES ON SOILS AND WATER.

4. A. STUDY LOCAL, STATE AND FEDERAL LAWS AND REGULATIONS CONCERNING MINING AND MINE AREA RESTORATION.

   B. HAVE RESOURCE PERSONS SUCH AS MINE OPERATORS AND ATTORNEYS DISCUSS MINING OPERATIONS AND LAWS.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. DEVELOP A PRACTICAL EXAMINATION IN WHICH THE STUDENT WILL IDENTIFY SPECIMENS OF TEN MINERALS COMMON TO HIS STATE OR REGION.

2. IN A MATCHING TEST, THE STUDENT WILL MATCH ALL IMPORTANT MINING AND MINE AREA RESTORATION TERMS WITH THEIR APPROPRIATE DEFINITIONS.

3. HAVE THE STUDENTS LIST THE MAJOR LOCAL, STATE AND FEDERAL LAWS FOR MINE AREA RESTORATION AND INDICATE WHERE THESE LAWS MAY BE FOUND.

4. HAVE THE STUDENTS DESCRIBE IN ESSAY FORM THE DIFFERENT MINING METHODS AND OPERATIONS IN HIS REGION.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. HAND LENSES

2. GEOLOGISTS' PICKS

3. EXHIBIT CASES FOR ROCKS, MINERALS AND PETROLEUM PRODUCTS

4. SOIL TEST KIT

5. WATER TEST KIT

F. EXAMPLES OF SUPPORTING REFERENCES

1. GALLANT, R. A. AND SCHUBERTH, C. J. DISCOVERING ROCKS AND MINERALS. GARDEN CITY, NEW YORK: THE NATURE HISTORY PRESS. 1967.

   THIS REFERENCE PROVIDES GUIDELINES FOR IDENTIFICATION OF MAJOR ROCKS AND MINERALS.

2. LEWIS, R. S. AND CLARK, G. B. ELEMENTS OF MINING. NEW YORK, NEW YORK: JOHN WILEY AND SONS, INC. 1967.

   THIS BOOK WILL GIVE THE STUDENT AN INSIGHT INTO THE VARIOUS ASPECTS OF THE MINING INDUSTRY WHICH WOULD BE VALUABLE IN DEFINING TERMS AND UNDERSTANDING RESTORATION PROBLEMS.

3. MATERIALS FROM THE NATIONAL COAL ASSOCIATION, WASHINGTON, D.C.

MINED LAND STABILIZATION AND RECLAMATION

UNIT CONCEPT: IN MANY AREAS, SURFACE AND UNDERGROUND MINING AND ITS EFFECTS HAVE DEVASTATED THE LAND. THIS DEVASTATION CAN BE REMEDIED TO SOME EXTENT THROUGH COMPETENT LAND STABILIZATION AND RECLAMATION EFFORTS.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. IDENTIFY THE EFFECTS OF SURFACE AND UNDERGROUND MINING ON THE LAND, VEGETATION, WATER AND WILDLIFE.

2. ANALYZE AND INVENTORY A SURFACE OR UNDERGROUND MINED AREA TO DETERMINE THE ALTERNATIVE LAND USES WHICH MAY BE FEASIBLE ON THE SITE.

3. USING NECESSARY TOOLS AND EQUIPMENT, IMPLEMENT THE STEPS IN BASIC RECLAMATION OF AN AREA FOR A GIVEN LAND USE.

4. SAFELY OPERATE AND MAINTAIN THE TOOLS AND EQUIPMENT USED IN MINED LAND RESTORATION ACCORDING TO THE OPERATORS' MANUALS.

B. INSTRUCTIONAL AREAS

1. IDENTIFYING THE EFFECTS OF MINING

   A. IDENTIFYING CHANGES IN TOPOGRAPHY

   B. IDENTIFYING EFFECTS OF EROSION

   C. DETERMINING EFFECTS ON PLANT LIFE

   D. DETERMINING EFFECTS ON WATER

   E. DETERMINING EFFECTS ON WILDLIFE

2. ANALYZING THE MINED SITE

   A. ANALYZING THE SOIL

B. MAKING WATER TESTS

C. DETERMINING EROSION PROBLEMS

D. IDENTIFYING WATER FEATURES

(1) LAKES AND PONDS
(2) STREAMS
(3) STREAM FLOW

E. IDENTIFYING TOPOGRAPHICAL FEATURES

3. SELECTING ALTERNATIVE USES FOR MINED LAND

A. IDENTIFYING AGRICULTURAL USES

B. DETERMINING FOREST OR RANGE LAND USES

C. DETERMINING RECREATIONAL USES

D. IDENTIFYING GOALS OF THE LAND OWNER AND COMMUNITY

4. IDENTIFYING THE STEPS IN BASIC RECLAMATION

A. PERFORMING ROUGH GRADING

B. PLANTING THE AREA TO TREES, GRASS OR CROPS

C. CONTROLLING DRAINAGE

(1) CONSTRUCTING DIVERSION DITCHES
(2) CONTROLLING ACIDITY
(3) CONSTRUCTING AND/OR OPERATING MINE DRAINAGE TREATMENT FACILITIES

D. REPAIRING SLIDE DAMAGE

E. REPAIRING HAUL ROADS

F. REPAIRING STREAM CHANNELS

G. STABILIZING PONDS

H. CONTROLLING HAZARDOUS CONDITIONS

I. IMPLEMENTING THE SELECTED LAND USE SYSTEM

J. OPERATING AND MAINTAINING RECLAMATION TOOLS AND EQUIPMENT

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. USE FIELD TRIPS, MOVIES AND SLIDES TO OBSERVE DIFFERENT STRIP MINING OPERATIONS, EFFECTS AND RECLAMATION PRACTICES.

2. TEST MINE DRAINAGE WATERS FOR ACIDITY AND MINERAL CONTENT.

3. HAVE MINING FIRM OPERATORS OR EMPLOYEES EXPLAIN THEIR COMPANIES' LAND RECLAMATION EFFORTS.

4. COOPERATE WITH A MINING FIRM TO ASSIST IN RECLAIMING AN AREA INCLUDING OPERATING THE RECLAMATION EQUIPMENT.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. HAVE THE STUDENTS DESCRIBE IN WRITING THE MAJOR EFFECTS OF MINING ON LAND, WATER, VEGETATION AND WILDLIFE.

2. HAVE THE STUDENTS RECOMMEND A LOGICAL LAND USE SYSTEM FOR A MINED AREA AFTER COMPLETING AN ANALYSIS OF THE SITE. HAVE A SOIL CONSERVATION SERVICE REPRESENTATIVE OR A QUALIFIED LAND RECLAMATION SPECIALIST OR EMPLOYEE ASSIST IN EVALUATION OF THE PLANS, IF NECESSARY.

3. IF FEASIBLE, HAVE THE STUDENTS DEVELOP AND IMPLEMENT A PLAN FOR RECLAIMING A DESIGNATED MINED AREA WHICH INCLUDES SELECTING THE LAND USE SYSTEM AND MANAGING WATER, VEGETATION AND WILDLIFE IN COOPERATION WITH A MINING FIRM. EVALUATE THE STUDENTS ON THE GENERAL EFFECTIVENESS OF THE PLAN AND THEIR ABILITY TO PERFORM THE RECLAMATION TASKS.

4. HAVE THE STUDENTS DEMONSTRATE THE ABILITY TO OPERATE TOOLS AND EQUIPMENT USED IN MINED LAND RESTORATION IN ACTUAL SITUATIONS OR IN SIMULATED STITUATIONS ONTHE LAND LABORATORY.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. WATER TEST KIT

2. SOIL AUGER AND PROBES

3. SOIL TEST KIT

4. TREE PLANTING BARS

F. EXAMPLES OF SUPPORTING REFERENCES

1. PFLIEDER, E. P. SURFACE MINING. NEW YORK, NEW YORK: THE AMERICAN INSTITUTE OF MINING, METALLURGICAL AND PETROLEUM ENGINEERS, INC. 1968.

THIS REFERENCE CONTAINS A DESCRIPTION OF THE BASIC SURFACE MINING OPERATIONS AND METHODS.

2. RESTORING SURFACE MINED LAND. BULLETIN NO. 1082. WASHINGTON, D.C.: U.S. DEPARTMENT OF AGRICULTURE, U.S. GOVERNMENT PRINTING OFFICE. 1968.

THIS BULLETIN PROVIDES AN OVERVIEW OF THE METHODS USED IN RESTORING SURFACE MINED LAND.

V

OUTDOOR RECREATION
U.S.O.E. CODE 01.06 02 00 00

ESTABLISHING AN OUTDOOR RECREATION ENTERPRISE

ADMINISTRATION AND MANAGEMENT OF AN OUTDOOR RECREATION ENTERPRISE

ESTABLISHING AND MAINTAINING CAMPING AND PICNIC AREAS

DEVELOPING, OPERATING AND MAINTAINING WATER-ORIENTED RECREATION ENTERPRISES

DEVELOPMENT OF WINTER RECREATION AREAS

ESTABLISHING AND OPERATING VACATION FARMS AND DUDE RANCHES

ESTABLISHING RIDING STABLES AND RIDING AND HIKING TRAILS

SHOOTING PRESERVE ESTABLISHMENT, MANAGEMENT AND MAINTENANCE

GOLF COURSE MAINTENANCE

ESTABLISHING AN OUTDOOR RECREATION ENTERPRISE

UNIT CONCEPT: SELECTION OF OUTDOOR RECREATION ENTERPRISES BASED ON SITE ANALYSIS AND DETAILED PLANNING BEFORE DEVELOPMENT WILL CONTRIBUTE TO ENTERPRISE SUCCESS AND EASE OF MANAGEMENT.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. USING FEDERAL, STATE AND LOCAL DATA, IDENTIFY THE DEMANDS BY THE PUBLIC FOR DIFFERENT TYPES OF OUTDOOR RECREATION EXPERIENCES IN HIS REGION.

2. INVENTORY THE OUTDOOR RECREATION ENTERPRISES IN A GIVEN AREA WITH ACCURACY NEEDED TO DEVELOP A LIST OF ADDITIONAL OUTDOOR ENTERPRISES THAT ARE FEASIBLE CONSIDERING LOCATION, NEEDED FACILITIES AND VEGETATION.

3. MAKE AN ANALYSIS OF A DESIGNATED SITE TO DETERMINE THE ALTERNATIVE OUTDOOR RECREATION ENTERPRISES THAT COULD BE ESTABLISHED THERE.

4. SELECT THE THREE MOST SUITABLE OUTDOOR RECREATION ENTERPRISES FOR A DESIGNATED AREA CONSIDERING THE ALTERNATIVE ENTERPRISES, LOCATION, COMMUNITY AND MANAGEMENT REQUIRED.

5. PREPARE A LONG-RANGE DEVELOPMENT PLAN (5-10 YEARS) FOR A SELECTED ENTERPRISE CONSIDERING INITIAL AND ADDITIONAL DEVELOPMENTS AND MANAGEMENT REQUIREMENTS.

6. USING COST AND RETURN DATA FROM SIMILAR ENTERPRISES, PREPARE A BUDGET FOR A DESIGNATED ENTERPRISE WHICH WOULD INCLUDE FIXED COSTS, VARIABLE COSTS, GROSS RETURNS, NET RETURNS, AND LABOR AND MANAGEMENT INCOME.

7. WHEN GIVEN A SPECIFIC SITE AND ENTERPRISE TO BE ESTABLISHED, PREPARE A SHORT-TERM DEVELOPMENT PLAN WHICH INCLUDES FACILITY CONSTRUCTION, ADVERTISING AND INITIAL MANAGEMENT NEEDS.

B. INSTRUCTIONAL AREAS

1. EVALUATING THE DEMAND FOR OUTDOOR RECREATION

   A. IDENTIFYING THE FACTORS WHICH AFFECT THE DEMAND FOR OUTDOOR RECREATION

   B. EVALUATING TOTAL INCOME POTENTIAL FROM OUTDOOR RECREATION ENTERPRISES

      (1) NATIONAL
      (2) STATE
      (3) LOCAL

2. SELECTING ADDITIONAL OUTDOOR RECREATION ENTERPRISES FOR A COMMUNITY

   A. INVENTORYING CURRENT ENTERPRISES

   B. IDENTIFYING DEMAND FOR ALTERNATIVE ENTERPRISES

      (1) CONSIDERING THE LOCATION
      (2) IDENTIFYING DISTANCES FROM POPULATION CENTERS
      (3) IDENTIFYING TOPOGRAPHICAL FEATURES
      (4) IDENTIFYING VEGETATION FEATURES

   C. DETERMINING ADDITIONAL FACILITY REQUIREMENTS

3. ANALYZING THE SITE POTENTIAL

   A. INVENTORYING THE NATURAL RESOURCES

      (1) WATER
      (2) EXISTING VEGETATION
      (3) LAND AREA
      (4) DRAINAGE
      (5) SOIL
      (6) TOPOGRAPHY

   B. ANALYZING THE ACCESSIBILITY TO THE AREA

      (1) ROADS
      (2) SERVICES

   C. INVESTIGATING REGULATIONS AND RESTRICTIONS

      (1) ZONING
      (2) BUILDING CODES

   D. IDENTIFYING COMPETITIVE AND COMPLEMENTARY ENTERPRISES

E. IDENTIFYING HISTORICAL OR SCENIC ATTRACTIONS

3. SELECTING THE TYPE OF RECREATION ENTERPRISE FOR A DESIGNATED SITE

   A. DETERMINING ALTERNATIVE SITE DEVELOPMENT POSSIBILITIES

      (1) MATCHING ENTERPRISE REQUIREMENTS WITH SITE CHARACTERISTICS
      (2) DETERMINING LOCAL AREA FACTORS
      (3) DETERMINING COMMUNITY ACCEPTANCE
      (4) IDENTIFYING OWNER/OPERATOR MANAGEMENT ABILITIES AND OBJECTIVES
      (5) DETERMINING THE DEMAND FOR THE ALTERNATIVE ENTERPRISES

4. PLANNING THE SELECTED ENTERPRISE

   A. PREPARING A LONG-RANGE DEVELOPMENT PLAN

   B. PREPARING THE COST-RETURN ESTIMATE

      (1) DETERMINING INVESTMENT AND FIXED COSTS
      (2) DETERMINING OPERATING COSTS
      (3) IDENTIFYING GROSS AND NET RETURNS
      (4) CALCULATING LABOR AND MANAGEMENT INCOME

5. PREPARING AND IMPLEMENTING THE SHORT-TERM DEVELOPMENT PLAN

   A. IDENTIFYING INITIAL CONSTRUCTION NEEDS

   B. DETERMINING PUBLICITY NEEDS

   C. INVESTIGATING INSURANCE NEEDS

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. HAVE SELECTED STUDENTS RESEARCH THE DEMAND FOR OUTDOOR RECREATION ON THE LOCAL, STATE AND NATIONAL LEVEL AND PRESENT THEIR FINDINGS TO THE CLASS.

2. INVENTORY PRESENT AND POTENTIAL OUTDOOR RECREATION ENTERPRISES IN THE COMMUNITY.

3. INVENTORY A DESIGNATED SITE TO DETERMINE ITS POTENTIAL AS AN OUTDOOR RECREATION AREA.

4. TAKE FIELD TRIPS TO EXISTING AND PLANNED OUTDOOR RECREATION AREAS AND DISCUSS WITH THE OWNERS OR DEVELOPERS THE FACTORS THEY CONSIDERED WHEN SELECTING THE ENTERPRISE.

5. HAVE AN OWNER OR OPERATOR OF AN OUTDOOR RECREATION ENTERPRISE DISCUSS HIS LONG-RANGE DEVELOPMENT PLANS WITH THE STUDENTS.

6. MAKE A BUDGET FOR DEVELOPING AND/OR OPERATING AN OUTDOOR RECREATION ENTERPRISE ON A GIVEN SITE ASSUMING AVERAGE COSTS AND RETURNS.

7. DEVELOP A SMALL OUTDOOR RECREATION AREA OR ENTERPRISE AT HOME OR ON THE SCHOOL LAND LABORATORY.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. HAVE EACH STUDENT LIST THE GENERAL FACTORS WHICH AFFECT THE DEMAND FOR OUTDOOR RECREATION IN THE COUNTRY.

2. HAVE THE STUDENTS INVENTORY THE OUTDOOR RECREATION ENTERPRISES IN THE COUNTY. EVALUATE THE STUDENTS ON THEIR COMPLETENESS.

3. HAVE THE STUDENTS INVENTORY THE NATURAL RESOURCES ON A DESIGNATED SITE WHICH COULD BE CONSIDERED FOR AN OUTDOOR RECREATION ENTERPRISE. EVALUATE THE STUDENTS ON THE COMPLETENESS AND ACCURACY OF THE INVENTORY.

4. HAVE EACH STUDENT LIST AND DESCRIBE THREE OUTDOOR RECREATION ENTERPRISES THAT COULD BE DEVELOPED ON THE INVENTORIED SITE. EACH STUDENT SHOULD BE ABLE TO JUSTIFY HIS SELECTIONS.

5. HAVE EACH STUDENT PREPARE A LONG-RANGE DEVELOPMENT PLAN FOR ONE OF THE SELECTED ENTERPRISES FOR THE INVENTORIED SITE. EVALUATE THE PLANS ON THEIR COMPLETENESS AND ACCURACY.

6. HAVE EACH STUDENT PREPARE A BUDGET FOR THE SELECTED ENTERPRISE ON WHICH THE LONG-RANGE PLAN WAS DEVELOPED. THE PLANS SHOULD INCLUDE THE INVESTMENT REQUIRED, FIXED COSTS, VARIABLE COSTS, GROSS RETURNS, NET RETURNS, AND LABOR AND MANAGEMENT INCOME.

7. HAVE EACH STUDENT PREPARE A SHORT-TERM DEVELOPMENT PLAN FOR THE SELECTED ENTERPRISE. THE PLAN SHOULD INCLUDE INITIAL CONSTRUCTION, ADVERTISEMENT AND MANAGEMENT FACTORS.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. SURVEYING EQUIPMENT

2. HAND AND POWER TOOLS FOR LAND CLEARING AND DEVELOPMENT

3. CARPENTRY AND MASONRY TOOLS

F. EXAMPLES OF SUPPORTING REFERENCES

1. GUIDELINES TO PLANNING, DEVELOPING AND MANAGING RURAL RECREATION ENTERPRISES. BULLETIN NO. 301. BLACKSBURG, VIRGINIA: THE COOPERATIVE EXTENSION SERVICE, VIRGINIA POLYTECHNIC INSTITUTE. 1966, 425 PAGES.

   THIS BOOKLET PROVIDES SPECIFIC INFORMATION FOR DEVELOPING EACH TYPE OF OUTDOOR RECREATION ENTERPRISE. IT ALSO CONTAINS A DESCRIPTION OF THE SERVICES GOVERNMENT AGENCIES PROVIDE FOR OUTDOOR RECREATION ENTERPRISE DEVELOPERS, OWNERS AND OPERATORS.

2. PLANNING GUIDE --- OUTDOOR RECREATION FACILITIES. BULLETIN NO. 441. COLUMBUS, OHIO: THE COOPERATIVE EXTENSION SERVICE, THE OHIO STATE UNIVERSITY. 1963, 12 PAGES.

   THIS BULLETIN OFFERS A STEP-BY-STEP GUIDE FOR ESTABLISHING AN OUTDOOR RECREATION ENTERPRISE AS OUTLINED IN THIS UNIT.

3. RURAL RECREATION --- A NEW FAMILY FARM BUSINESS. WASHINGTON, D.C.: U.S. DEPARTMENT OF AGRICULTURE, U.S. GOVERNMENT PRINTING OFFICE. 1962, 56 PAGES.

   THIS BULLETIN INCLUDES GENERAL INFORMATION CONCERNING THE TYPES OF OUTDOOR RECREATION ENTERPRISES SUITED TO FARMLAND AS WELL AS SPECIFIC EXAMPLES OF ENTERPRISES IN OPERATION.

4. SMITH, CLODUS R. RURAL RECREATION FOR PROFIT. DANVILLE, ILLINOIS: THE INTERSTATE PRINTERS AND PUBLISHERS, INC. 1968, 319 PAGES.

   THIS TEXT CONSIDERS THE PLANNING AND OPERATIONAL ASPECTS OF EACH OF THE MAJOR CATEGORIES OF OUTDOOR RECREATION ENTERPRISES AND ALSO GIVES ATTENTION TO MANAGEMENT REQUIREMENTS.

ADMINISTRATION AND MANAGEMENT OF AN OUTDOOR RECREATION ENTERPRISE

UNIT CONCEPT: IF THE OUTDOOR RECREATION ENTERPRISE OWNER OR OPERATOR DEVELOPS COMPETENT ADMINISTRATIVE AND MANAGEMENT PROCEDURES, HE WILL INCREASE THE LIKLIHOOD OF ENTERPRISE SUCCESS.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. IDENTIFY THE SOURCES OF FINANCIAL AND TECHNICAL ASSISTANCE FOR OUTDOOR RECREATION ENTERPRISES ON THE LOCAL, STATE AND FEDERAL LEVEL.

2. USING APPROPRIATE RECORD BOOKS AND FORMS, DEMONSTRATE THE BASIC BOOKKEEPING PROCEDURES ESSENTIAL TO AN OUTDOOR RECREATION ENTERPRISE WITH COMPETENCY REQUIRED TO KEEP ACCURATE ENTERPRISE RECORDS.

3. USING FEDERAL, STATE AND LOCAL CODES AND REGULATIONS, IDENTIFY LAWS PERTAINING TO A DESIGNATED OUTDOOR RECREATION ENTERPRISE.

4. WHEN GIVEN A SPECIFIED OUTDOOR RECREATION ENTERPRISE, IDENTIFY THE INSURANCE PROGRAM NEEDED TO PREVENT LOSSES IN CASE OF EMPLOYEE OR CLIENTELE ACCIDENTS.

5. WHEN GIVEN A SPECIFIED TYPE OF OUTDOOR RECREATION ENTERPRISE, DEVELOP A COMPREHENSIVE SAFETY PROGRAM WHICH WILL PROVIDE SAFE CONDITIONS FOR EMPLOYEES AND CLIENTELE.

6. USING THE DIFFERENT MEDIA, DEVELOP A COMPLETE PUBLIC RELATIONS PROGRAM FOR A GIVEN OUTDOOR RECREATION ENTERPRISE IN ORDER THAT THE DESIRED NUMBER AND TYPE OF CLIENTELE ARE REACHED.

7. DEVELOP A COMPREHENSIVE EMPLOYEE RELATIONS PROGRAM FOR A GIVEN ENTERPRISE CONTAINING COMPENSATIONS, ATTITUDE DEVELOPMENT AND IN-SERVICE TRAINING.

B. INSTRUCTIONAL AREAS

1. DETERMINING AVAILABLE FINANCIAL ASSISTANCE

   A. IDENTIFYING FEDERAL ASSISTANCE PROGRAMS

   B. IDENTIFYING STATE AND LOCAL GOVERNMENT ASSISTANCE PROGRAMS

   C. IDENTIFYING SOURCES OF PRIVATE ASSISTANCE

2. DETERMINING AVAILABLE TECHNICAL ASSISTANCE

   A. IDENTIFYING LOCAL, STATE AND FEDERAL GOVERNMENT ASSISTANCE PROGRAMS

   B. IDENTIFYING PRIVATE ASSISTANCE PROGRAMS

3. DEVELOPING BOOKKEEPING SKILLS

   A. IDENTIFYING BUSINESS TERMS AND PROCEDURES

   B. SELECTING THE RECORD KEEPING SYSTEM

   C. DETERMINING TAX ASSESSMENTS AND TAX STRUCTURE

4. DETERMINING RELEVANT LAWS AND REGULATIONS

   A. ZONING REGULATIONS

   B. WATER AND SANITATION REGULATIONS

   C. FIRE REGULATIONS

   D. LAW ENFORCEMENT REGULATIONS

   E. WILD GAME AND ANIMAL REGULATIONS

5. DETERMINING INSURANCE PROGRAM NEEDS

   A. IDENTIFYING KINDS OF INSURANCE NEEDS

   B. DETERMINING AMOUNTS OF NEEDED INSURANCE

   C. IDENTIFYING SOURCES OF INSURANCE

6. ESTABLISHING A COMPREHENSIVE SAFETY PROGRAM

   A. IDENTIFYING SAFETY PROCEDURES APPLICABLE TO THE ENTERPRISE

   B. DETERMINING SAFETY EQUIPMENT NEEDS

7. DEVELOPING THE PUBLIC RELATIONS PROGRAM

   A. SELECTING THE MEDIA TO USE

   B. DETERMINING THE AMOUNT OF PUBLIC RELATIONS NEEDED

   C. DEVELOPING PUBLIC RELATIONS MATERIALS

8. DEVELOPING EMPLOYEE RELATIONS

   A. DEVELOPING A COMPENSATION PROGRAM

   B. PROMOTING GOOD EMPLOYEE ATTITUDES

   C. DEVELOPING AN IN-SERVICE TRAINING PROGRAM

9. DEVELOPING CUSTOMER RELATIONS

   A. REGISTERING OF GUESTS

   B. PROVIDING HOSPITALITY

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. A. USE FEDERAL HOUSING AUTHORITY (FHA) AND BANK REPRESENTATIVES TO DISCUSS GOVERNMENT AND PRIVATE FINANCIAL ASSISTANCE PROGRAMS.

   B. USE AREA SOIL CONSERVATION SERVICE TECHNICIANS AND COOPERATIVE EXTENSION SERVICE AGENTS AS RESOURCE PERSONS TO DISCUSS AVAILABLE TECHNICAL ASSISTANCE FOR OUTDOOR RECREATION ENTERPRISES.

2. RESEARCH RECORD KEEPING METHODS THAT COULD BE USED IN AN OUTDOOR RECREATION ENTERPRISE.

3. HAVE REPRESENTATIVES OF COUNTY HEALTH DEPARTMENTS, ZONING COMMISSIONS AND LAW ENFORCEMENT AGENCIES AS RESOURCE PERSONS TO DISCUSS LEGAL RESTRICTIONS TO OUTDOOR RECREATION ENTERPRISES.

4. INVITE INSURANCE COMPANY AGENTS TO DISCUSS KINDS, TYPES AND COSTS OF INSURANCE FOR DIFFERENT OUTDOOR RECREATION ENTERPRISES.

5. OBSERVE OPERATING OUTDOOR RECREATION ENTERPRISES TO DETERMINE SAFETY PROGRAMS AND EQUIPMENT NEEDED.

6. A. DESIGN A BROCHURE AND WRITE ADVERTISING COPY FOR A DESIGNATED OUTDOOR RECREATION ENTERPRISE.

B. CONTACT TELEVISION AND RADIO STATIONS AND NEWSPAPERS TO DETERMINE ADVERTISING COSTS.

7. DISCUSS PERSONNEL RELATIONS WITH OUTDOOR RECREATION ENTERPRISE OPERATORS.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. HAVE EACH STUDENT LIST FIVE SOURCES OF FINANCIAL ASSISTANCE AND FIVE SOURCES OF TECHNICAL ASSISTANCE FOR OUTDOOR RECREATION ENTERPRISES AND DESCRIBE THE SERVICES OR ASSISTANCE THAT IS AVAILABLE FROM EACH.

2. HAVE THE STUDENTS COMPLETE SECTIONS OF COMMONLY USED ENTERPRISE RECORD BOOKS WITH HYPOTHETICAL DATA FROM AN OUTDOOR RECREATION ENTERPRISE.

3. WHEN GIVEN A SPECIFIED OUTDOOR RECREATION ENTERPRISE, HAVE THE STUDENTS LIST THE MAJOR FEDERAL, STATE AND LOCAL LAWS AND/OR REGULATIONS THAT WOULD APPLY TO IT.

4. FOR A GIVEN HYPOTHETICAL OUTDOOR RECREATION ENTERPRISE, HAVE THE STUDENTS LIST AND EXPLAIN THE INSURANCE NEEDS THAT WOULD APPLY TO THAT ENTERPRISE.

5. HAVE EACH STUDENT DEVELOP A LIST OF SAFETY PRACTICES SUITABLE FOR A DESIGNATED OUTDOOR RECREATION ENTERPRISE.

6. HAVE EACH STUDENT DEVELOP A COMPLETE ADVERTISEMENT PROGRAM FOR A GIVEN ENTERPRISE. IN DEVELOPING THE ADVERTISING, EACH STUDENT SHOULD DESIGN A BROCHURE AND WRITE ONE ITEM OF ADVERTISING COPY.

7. HAVE EACH STUDENT LIST THE MAJOR ITEMS THAT SHOULD BE CONSIDERED WHEN DEVELOPING A COMPREHENSIVE EMPLOYEE RELATIONS PROGRAM FOR AN OUTDOOR RECREATION ENTERPRISE.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. RECORD BOOKS

2. TAX FORMS

3. INSURANCE FORMS

4. DRAWING INSTRUMENTS

F. EXAMPLES OF SUPPORTING REFERENCES

1. FEDERAL ASSISTANCE IN OUTDOOR RECREATION. WASHINGTON, D.C.: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE. 1966, 83 PAGES.

   THIS BOOKLET LISTS THE SOURCES OF ASSISTANCE TO OUTDOOR RECREATION ENTERPRISE OWNERS AND/OR OPERATORS IN THE DIFFERENT FEDERAL GOVERNMENT DEPARTMENTS AND BUREAUS. IT ALSO INCLUDES A BRIEF DESCRIPTION OF THE TYPE OF ASSISTANCE AVAILABLE AND THE APPROPRIATE PERSON TO CONTACT FOR INFORMATION.

2. PRIVATE ASSISTANCE IN OUTDOOR RECREATION. WASHINGTON, D.C.: U.S. DEPARTMENT OF INTERIOR, U.S. GOVERNMENT PRINTING OFFICE. 1968, 68 PAGES.

   THIS BOOKLET LISTS THE SOURCES OF PRIVATE ASSISTANCE IN OUTDOOR RECREATION AND GIVES A BRIEF DESCRIPTION OF THE ASSISTANCE PROVIDED.

3. SMITH, CLODUS R. RURAL RECREATION FOR PROFIT. DANVILLE, ILLINOIS: THE INTERSTATE PRINTERS AND PUBLISHERS, INC. 1968, 319 PAGES.

   THIS TEXT CONTAINS CHAPTERS CONCERNING SOURCES OF FINANCIAL AND TECHNICAL ASSISTANCE AND ENTERPRISE OPERATION AND MAINTENANCE.

4. THE WHY AND WHAT OF BOOKKEEPING. CURRENT EDITION. WASHINGTON, D.C.: SMALL BUSINESS ADMINISTRATION, U.S. DEPARTMENT OF LABOR.

   THIS BOOKLET GIVES AN OVERVIEW OF THE NEED FOR USING GOOD BOOKING PROCEDURES AND WHAT PROCEDURES MIGHT BE USED.

ESTABLISHING AND MAINTAINING CAMPING AND PICNIC AREAS

UNIT CONCEPT: COMPETENT SITE SELECTION, LAYOUT, MANAGEMENT AND MAINTENANCE OF CAMPING AND PICNIC AREAS WILL RESULT IN GREATER CLIENTELE SATISFACTION AND CONTRIBUTE TO ENTERPRISE SUCCESS.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. SELECT AN APPROPRIATE SITE FOR A CAMPING AREA WITH REGARD TO PHYSICAL AND SOCIOECONOMIC FACTORS WHICH WILL CONTRIBUTE TO ENTERPRISE SUCCESS.

2. USING NECESSARY SURVEYING EQUIPMENT, LAY OUT A CAMPING AREA ON A SELECTED SITE SO THAT IT WOULD BE MOST DESIRABLE FOR THE CLIENTELE AND FOR EASE OF MANAGEMENT.

3. SELECT THE SUPPLEMENTAL ENTERPRISES FOR A CAMPING AREA AND/OR PICNIC AREA ENTERPRISE WHICH WOULD BE MOST PROFITABLE AND OF GREATEST SERVICE TO THE CLIENTELE.

4. USING MECHANICAL AND CHEMICAL METHODS, DEVELOP AND IMPLEMENT A VEGETATION AND PEST CONTROL PROGRAM FOR A CAMPING AREA AND/OR PICNIC AREA WHICH WILL INCREASE THE AESTHETIC VALUE OF THE AREA AND INCREASE SANITATION AND SAFETY CONDITIONS.

5. SELECT AN APPROPRIATE SITE FOR A PICNIC AREA CONSIDERING PHYSICAL AND SOCIOECONOMIC FACTORS WHICH WILL CONTRIBUTE TO ENTERPRISE SUCCESS.

6. USING NECESSARY SURVEYING EQUIPMENT, LAY OUT A PICNIC AREA ON A DESIGNATED SITE WHICH WILL BE MOST DESIRABLE FOR THE CLIENTELE AND FOR EASE OF MANAGEMENT.

7. PERFORM MANAGEMENT AND MAINTENANCE OPERATIONS NECESSARY TO SUCCESSFULLY OPERATE A CAMPING AND/OR PICNIC AREA.

B. INSTRUCTIONAL AREAS

1. SELECTING THE TYPE OF CAMPING AREA ENTERPRISE TO ESTABLISH

A. DETERMINING INVESTMENT COSTS

B. IDENTIFYING MANAGEMENT SKILLS AND TIME REQUIRED

C. DETERMINING DEMAND FOR ALTERNATIVE CAMPING AREA FACILITIES IN THE COMMUNITY

2. SELECTING A SITE FOR A CAMPING AREA

A. DETERMINING PHYSICAL FACTORS

(1) IDENTIFYING WATER RESOURCES
(2) IDENTIFYING TOPOGRAPHICAL FACTORS AND NATURAL ATTRACTIONS
(3) EVALUATING VEGETATIVE FACTORS
(4) EVALUATING WILDLIFE FACTORS

B. DETERMINING SOCIOECONOMIC FACTORS

(1) EVALUATING GEOGRAPHIC LOCATION
(2) DETERMINING ECONOMIC AND BUSINESS MANAGEMENT FACTORS
(3) EVALUATING PROPOSED FACILITIES
(4) EVALUATING THE PROPOSED CARRYING CAPACITY OF THE ENTERPRISE

3. LAYING OUT THE CAMPING AREA

A. LOCATING CAMP SITES AND FACILITIES

(1) DETERMINING THE AMOUNT OF AREA FOR EACH SITE
(2) PROVIDING EASY ACCESS TO ROADWAY
(3) PROVIDING DRAINAGE

B. DEVELOPING THE ROAD NETWORK

C. LOCATING IMPROVEMENTS

(1) LOCATING WATER AND SANITATION FACILITIES
(2) LOCATING BARRIERS, GATES, SIGNS, TRAILS AND PATHS
(3) LOCATING BUILDINGS

D. LANDSCAPING THE AREA

E. OPERATING AND MAINTAINING TOOLS AND EQUIPMENT

4. PROVIDING FOR SANITATION AND SAFETY

A. DEVELOPING THE WATER SUPPLIES

(1) REQUIREMENTS

(2) SOURCES
(3) TREATMENT
(4) DISTRIBUTION

B. DEVELOPING THE SANITATION SYSTEM

(1) SELECTING, OPERATING AND MAINTAINING THE SEWAGE DISPOSAL SYSTEM
(2) SELECTING, OPERATING AND MAINTAINING THE GARBAGE COLLECTION AND DISPOSAL SYSTEM

C. DEVELOPING AND MAINTAINING THE ELECTRICAL SYSTEM

D. CONTROLLING INSECTS AND PESTS

5. DEVELOPING SUPPLEMENTAL ENTERPRISES

A. STORES AND CONCESSIONS

B. RENTALS

6. MAINTAINING THE CAMPING AREA

A. CONTROLLING VEGETATION

B. REPAIRING FACILITIES

C. DESIGNING AND MAINTAINING SIGNS

D. OPERATING AND REPAIRING EQUIPMENT

7. SELECTING THE SITE FOR A PICNIC AREA

A. CONSIDERING TYPE OF PICNIC AREA BEING DEVELOPED

B. EVALUATING PHYSICAL SITE CHARACTERISTICS

C. EVALUATING SOCIOECONOMIC FACTORS

8. LAYING OUT A PICNIC AREA

A. LOCATING ROADS

B. LOCATING IMPROVEMENTS

(1) PROVIDING WATER AND SANITATION FACILITIES
(2) LOCATING BARRIERS, GATES AND SIGNS
(3) LOCATING TRAILS AND PATHS

C. PERFORMING NECESSARY LANDSCAPING

10. MAINTAINING THE PICNIC AREA

    A. CONTROLLING VEGETATION

    B. CONTROLLING INSECTS AND PESTS

    C. REPAIRING FACILITIES

    D. OPERATING AND REPAIRING EQUIPMENT

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. TAKE FIELD TRIPS TO PROPOSED AND OPERATING CAMPING AND PICNIC AREAS TO DISCUSS WITH THE OWNERS AND/OR OPERATORS THE FACTORS THAT WERE CONSIDERED WHEN THE SITE WAS SELECTED.

2. HAVE THE STUDENTS LAY OUT A CAMPING AREA ON A SITE ON THE LAND LABORATORY USING THE NECESSARY SURVEYING EQUIPMENT AND STAKING OUT THE PROPOSED FACILITIES.

3. WHEN TAKING FIELD TRIPS TO ESTABLISHED CAMPING AREAS, HAVE THE STUDENTS OBSERVE AND DISCUSS WITH THE OWNERS AND/OR OPERATORS THE SUPPLEMENTAL ENTERPRISES THAT ARE IN OPERATION AND THE FACTORS THAT WERE CONSIDERED WHEN SELECTING THEM.

4. DEVELOP A DEMONSTRATION OF THE DIFFERENT MECHANICAL AND CHEMICAL MEANS OF CONTROLLING VEGETATION. HAVE EACH STUDENT OPERATE THE EQUIPMENT THAT IS DEMONSTRATED.

5. TAKE FIELD TRIPS TO ESTABLISHED PICNIC AREAS TO OBSERVE THE FACTORS CONSIDERED IN SITE SELECTION.

6. HAVE THE STUDENTS LAY OUT A PICNIC AREA ON A SELECTED SITE ON THE LAND LABORATORY.

7. IF IT IS FEASIBLE TO ESTABLISH A CAMPING AREA OR PICNIC AREA ON THE LAND LABORATORY, HAVE THE STUDENTS DEVELOP AND IMPLEMENT A PLAN FOR ADMINISTERING, MANAGING AND MAINTAINING IT.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. HAVE STUDENTS SELECT AN APPROPRIATE SITE FOR A CAMPING AREA ON THE LAND LABORATORY. EVALUATE THE STUDENTS AS TO HOW WELL THEY CAN JUSTIFY USING THE SELECTED SITE.

2. HAVE THE STUDENTS LAY OUT A COMPLETE CAMPING AREA ON A DESIGNATED SITE ON THE LAND LABORATORY. THE STUDENTS

SHOULD BE EVALUATED ON USE OF APPROPRIATE PROCEDURES AND ABILITY TO OPERATE THE EQUIPMENT.

3. HAVE EACH STUDENT MAKE A COMPLETE PLAN FOR DEVELOPING SUPPLEMENTAL ENTERPRISES TO A CAMPING AREA AND JUSTIFY HIS ENTERPRISE SELECTION.

4. HAVE EACH STUDENT DEMONSTRATE HIS ABILITY TO SAFELY OPERATE AND MAINTAIN EQUIPMENT USED IN VEGETATION AND PEST CONTROL.

5. HAVE EACH STUDENT LIST THE FACTORS THAT SHOULD BE CONSIDERED WHEN SELECTING A PICNIC AREA SITE. THE LISTS SHOULD INCLUDE THE PHYSICAL, SOCIOECONOMIC AND GEOGRAPHICAL FACTORS.

6. HAVE THE STUDENTS LAY OUT A PICNIC AREA ON THE LAND LABORATORY. EVALUATION SHOULD BE BASED ON THE METHODS USED AND ABILITY TO OPERATE THE NECESSARY LAND MEASUREMENT AND SURVEYING EQUIPMENT.

7. HAVE EACH STUDENT LIST THE MANAGEMENT AND MAINTENANCE SKILLS REQUIRED OF A CAMPING AREA OR PICNIC AREA OWNER, OPERATOR OR EMPLOYEE.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. LAND MEASUREMENT AND SURVEYING EQUIPMENT

2. FORESTRY TOOLS AND EQUIPMENT TO BE USED FOR LAND CLEARING AND ROAD, TRAIL AND PATH DEVELOPMENT

3. CARPENTRY AND MASONRY EQUIPMENT

F. EXAMPLES OF SUPPORTING REFERENCES

1. SMITH, CLODUS R. RURAL RECREATION FOR PROFIT. DANVILLE, ILLINOIS: THE INTERSTATE PRINTERS AND PUBLISHERS, INC. 1968, 319 PAGES.

   CHAPTER THREE OF THIS REFERENCE CONTAINS INFORMATION CONCERNING THE DEMAND, INCOME POTENTIAL AND MANAGEMENT OF CAMPING AREA AND PICNIC AREA ENTERPRISES.

DEVELOPING, OPERATING AND MAINTAINING WATER-ORIENTED RECREATION ENTERPRISES

UNIT CONCEPT: THE USE OF SOUND PROCEDURES IN ESTABLISHING, OPERATING AND MAINTAINING WATER-ORIENTED ENTERPRISES WILL HELP ENSURE SUCCESS OF THE ENTERPRISES.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. SELECT AND DEVELOP A SITE FOR A BEACH AND SWIMMING AREA ON AN EXISTING OR PLANNED WATER IMPOUNDMENT WHICH WILL BE APPEALING TO THE CLIENTELE AND PROMOTE SAFETY AND EASE OF MANAGEMENT.

2. DEVELOP A SAFETY PLAN FOR A BEACH AND SWIMMING AREA WHICH WILL MINIMIZE THE NUMBER AND SEVERITY OF ACCIDENTS TO EMPLOYEES AND CLIENTELE.

3. DETERMINE THE SUPPLEMENTAL AND SUPPORTING FACILITIES THAT SHOULD BE ESTABLISHED FOR A BEACH AND SWIMMING AREA WHICH WILL HELP ATTRACT USERS AND INCREASE PROFITS.

4. ESTABLISH, OPERATE AND MAINTAIN A FEE FISHING ENTERPRISE AT A POND, LAKE OR STREAM SO THAT THE ENTERPRISE IS ATTRACTIVE TO THE CLIENTELE AND MAXIMUM PROFITS ARE REALIZED.

5. DEVELOP A PLAN FOR ESTABLISHING A MARINA ON A SELECTED SITE WHICH WILL PROMOTE SAFETY, EASE OF MANAGEMENT AND CLIENTELE SATISFACTION.

6. DEVELOP A MANAGEMENT PLAN WITH SUPPLEMENTAL ENTERPRISES FOR A MARINA WHICH WILL ATTRACT MARINA USERS AND HELP MAXIMIZE ENTERPRISE PROFITS.

7. ESTABLISH, MANAGE AND/OR MAINTAIN A FISHING RESORT WITH COMPETENCY NEEDED TO ATTRACT CUSTOMERS AND MAXIMIZE PROFITS.

8. SELECT, OPERATE AND MAINTAIN THE EQUIPMENT USED IN WATER-ORIENTED ENTERPRISES.

B. INSTRUCTIONAL AREAS

1. ESTABLISHING A SWIMMING AND BEACH AREA

A. SELECTING A SWIMMING SITE

(1) DETERMINING ACCESSIBILITY
(2) IDENTIFYING WATER FEATURES

B. DEVELOPING THE BEACH AREA

(1) DETERMINING SLOPE
(2) SELECTING MATERIALS
(3) DETERMINING PRIVACY DESIRED

C. DEVELOPING SUPPORTING FACILITIES

(1) ESTABLISHING SANITATION FACILITIES
(2) DETERMINING DRINKING FACILITIES REQUIRED
(3) DETERMINING NEEDED DRESSING FACILITIES
(4) DEVELOPING PARKING FACILITIES

(A) DETERMINING COMPOSITION REQUIRED
(B) DETERMINING SPACE REQUIRED

D. DEVELOPING SUPPLEMENTAL FACILITIES

(1) SELECTING AND ESTABLISHING SPORTS AREAS
(2) DEVELOPING CONCESSION STANDS
(3) DEVELOPING PICNIC AREAS

E. PROVIDING FOR SAFETY

(1) DETERMINING WATER QUALITY
(2) IDENTIFYING PHYSICAL HAZARDS
(3) SELECTING SAFETY EQUIPMENT
(4) DETERMINING HEALTH REQUIREMENTS

F. MANAGING THE BEACH AND SWIMMING AREA

(1) SETTING FEES
(2) DEVELOPING CUSTOMER RELATIONS
(3) SELECTING AND OPERATING EQUIPMENT

2. ESTABLISHING FEE FISHING ENTERPRISES

A. DEVELOPING A POND SITE FOR FISH PRODUCTION

(1) REGULATING THE WATER SUPPLY
(2) ESTABLISHING VEGETATIVE COVER IN THE WATERSHED

B. SELECTING FISH SPECIES

(1) IDENTIFYING COMMONLY USED FISH SPECIES
(2) CORRELATING POND CONDITIONS AND FISH SPECIES REQUIREMENTS

C. CONTROLLING WATER QUALITY IN PONDS

(1) IDENTIFYING FISH REQUIREMENTS
(2) CONTROLLING PHYSICAL QUALITY
(3) CONTROLLING CHEMICAL QUALITY

D. MAINTAINING A FEE FISHING POND

(1) MAINTAINING THE BANKS
(2) CONTROLLING ALGAE
(3) CONTROLLING PESTS AND PREDATORS

E. SETTING TRESPASSING AND/OR FISHING FEES

F. PROVIDING FOR SAFETY

3. ESTABLISHING A MARINA

A. SELECTING POINTS OF ACCESS

B. DEVELOPING A BOAT LANDING AREA

(1) DEVELOPING THE APPROACH ROAD AND PARKING
(2) ESTABLISHING THE LAUNCHING RAMP
(3) DEVELOPING WATER AND SANITATION FACILITIES

C. ESTABLISHING SUPPLEMENTAL ENTERPRISES

(1) DEVELOPING BOAT RENTALS AND STORAGE
(2) DEVELOPING A MARINE SERVICE CENTER

D. PROVIDING FOR SAFETY

E. MANAGING THE MARINA

(1) SELECTING AND OPERATING EQUIPMENT
(2) SETTING FEES
(3) DEVELOPING CUSTOMER RELATIONS

F. MAINTAINING THE MARINA

4. ESTABLISHING FISHING RESORTS

A. PLANNING A FISHING CAMP

(1) SELECTING THE LOCATION

(2) SELECTING TYPES OF CABINS
(3) DEVELOPING PICNIC AREAS
(4) DETERMINING MANAGEMENT AND ADMINISTRATIVE TASKS

B. ESTABLISHING FISHING AREAS

(1) DEVELOPING DOCKS AND BOAT LAUNCHES
(2) DEVELOPING BAIT AND TACKLE FACILITIES

C. ESTABLISHING SOURCES OF SUPPLEMENTAL INCOME

(1) DEVELOPING RENTALS
(2) DEVELOPING CONCESSIONS
(3) DEVELOPING BAIT SALES
(4) SETTING FEES AND SELLING LICENSES

D. PROVIDING FOR SAFETY

E. MANAGING AND OPERATING THE FISHING RESORT

(1) SELECTING AND OPERATING EQUIPMENT
(2) DEVELOPING CUSTOMER RELATIONS

F. MAINTAINING THE FISHING RESORT

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. TAKE FIELD TRIPS TO PRIVATE AND PUBLIC BEACHES TO OBSERVE ESTABLISHMENT AND MANAGEMENT PRACTICES.

2. DEVELOP A SWIMMING AREA AND/OR BEACH AT THE SCHOOL LAND LABORATORY POND, AT A HOME POND SITE, OR FOR A COOPERATING POND OWNER WITH APPROPRIATE SAFETY FEATURES.

3. HAVE AN OPERATOR OF A BEACH AND SWIMMING AREA DISCUSS WITH THE STUDENTS THE FACTORS TO CONSIDER IN SELECTING SUPPLEMENTAL ENTERPRISES.

4. HAVE THE STUDENTS MANAGE THE SCHOOL LAND LABORATORY POND SO THAT FISHING CONDITIONS ARE OPTIMIZED.

5. TAKE FIELD TRIPS TO EXISTING OR PLANNED MARINAS TO OBSERVE THE LOCATION AND TYPE OF SITE SELECTED.

6. HAVE THE STUDENTS DISCUSS MANAGEMENT AND MAINTENANCE PROCEDURES AND PROBLEMS WITH MARINA OPERATORS.

7. TAKE A FIELD TRIP TO A FISHING RESORT TO OBSERVE MANAGEMENT AND MAINTENANCE PROCEDURES.

8. HAVE PAIRS OF STUDENT DEVELOP CLASS DEMONSTRATIONS FOR OPERATION AND MAINTENANCE OF EQUIPMENT USED IN WATER-ORIENTED ENTERPRISES.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. HAVE THE STUDENTS SELECT THE MOST APPROPRIATE SITE FOR A BEACH AREA OR A MARINA ON A DESIGNATED WATER IMPOUNDMENT AND WRITE THEIR JUSTIFICATION OF THE SELECTION.

2. HAVE THE STUDENTS DEVELOP A SAFETY PROGRAM FOR A BEACH WHICH SHOULD INCLUDE SAFETY PRACTICES AND NEEDED EQUIPMENT.

3. ASSIGN THE STUDENTS A HYPOTHETICAL SWIMMING AND BEACH ENTERPRISE FOR WHICH THEY ARE TO SELECT THE MOST FEASIBLE SUPPLEMENTAL ENTERPRISES. THEY SHOULD ALSO INDICATE THE RATIONALE USED IN SELECTING THE ENTERPRISES.

4. HAVE THE STUDENTS PERFORM WATERSHED AND POND MAINTENANCE PROCEDURES ON THE SCHOOL LAND LABORATORY POND. EVALUATE THE STUDENTS ON THEIR ABILITY TO OPERATE THE TOOLS AND EQUIPMENT AND TO CORRECTLY PERFORM THE PROCEDURES.

5. HAVE EACH STUDENT DEVELOP A PLAN FOR ESTABLISHING A MARINA ON A SELECTED SITE. THE PLAN SHOULD INCLUDE SUCH FEATURES AS POINTS OF ACCESS, PARKING, AND LAUNCHING RAMPS AND PROVISIONS FOR WATER AND SANITATION.

6. HAVE EACH STUDENT DEVELOP A MANAGEMENT AND MAINTENANCE PLAN FOR A MARINA TO BE SUBMITTED FOR EVALUATION.

7. HAVE EACH STUDENT DEVELOP A PLAN FOR ESTABLISHING AND MANAGING A FISHING RESORT ON A SELECTED SITE.

8. HAVE EACH STUDENT DEMONSTRATE HIS ABILITY TO SERVICE AND/OR MAINTAIN AN OUTBOARD BOAT ENGINE.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. LAND MEASUREMENT AND SURVEYING EQUIPMENT

2. BOAT --- 14' OR LONGER

3. LIFE JACKET

4. HAND TOOLS

F. EXAMPLES OF SUPPORTING REFERENCES

1. SMITH, CLODUS, R. RURAL RECREATION FOR PROFIT. DANVILLE, ILLINOIS: THE INTERSTATE PRINTERS AND PUBLISHERS, INC. 1968, 319 PAGES.

CHAPTER FOUR OF THIS REFERENCE CONTAINS INFORMATION CONCERNING THE DEMAND, INCOME POTENTIAL, REQUIREMENTS AND MANAGEMENT OF FISHING WATERS USED FOR OUTDOOR RECREATION ENTERPRISES.

DEVELOPMENT OF WINTER RECREATION AREAS

UNIT CONCEPT: COMPETENT SELECTION OF LOCATION, FACILITY AND EQUIPMENT SELECTION AND DEVELOPMENT, MANAGEMENT AND MAINTENANCE OF WINTER RECREATION AREAS WILL CONTRIBUTE SIGNIFICANTLY TO CLIENTELE SATISFACTION AND ENTERPRISE SUCCESS.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. USING INVENTORY DATA, PRINTED MATERIAL RELATING TO SKIING SLOPES AND LAYOUT SPECIFICATIONS, DEVELOP AND IMPLEMENT A PLAN FOR ESTABLISHING, OPERATING AND MAINTAINING A SKIING AREA WHICH SHOULD INCLUDE LAYING OUT TRAILS AND OTHER FEATURES, PROVIDING CLIENTELE SERVICES AND MAINTAINING THE TRAILS, SNOW AND EQUIPMENT.

2. USING NECESSARY INVENTORY AND ANALYSIS DATA AND EQUIPMENT, DEVELOP AND IMPLEMENT A PLAN FOR A SLED AND TOBOGGAN AREA WHICH SHOULD INCLUDE LAYING OUT AND DEVELOPING TRAILS, PROVIDING CLIENTELE SERVICES AND MAINTAINING THE TRAILS, FACILITIES AND EQUIPMENT.

3. CONSIDERING TERRAIN, WILDLIFE IMPACT AND HAZARDS, DEVELOP AND IMPLEMENT A PLAN FOR A SNOWMOBILING AREA WHICH SHOULD INCLUDE TRAIL AND FACILITY DEVELOPMENT, CLIENTELE SERVICES AND MAINTENANCE.

4. USING A GIVEN WATER IMPOUNDMENT, DEVELOP AND IMPLEMENT A PLAN FOR AN ICE SKATING AREA WHICH SHOULD INCLUDE FACILITY DEVELOPMENT, CLIENTELE SERVICES AND MAINTENANCE.

B. INSTRUCTIONAL AREAS

1. PLANNING AND OPERATING A SKIING AREA

   A. LAYING OUT TRAILS

      (1) SELECTING THE LOCATION
      (2) MARKING AND CLEARING TRAILS
      (3) DEVELOPING NATIONAL AND INTERNATIONAL SKI AREA SIGNS
      (4) DEVELOPING REST AREAS

B. MAINTENANCE OF TRAILS AND SNOW

(1) OPERATING EQUIPMENT
(2) MAINTAINING EQUIPMENT

C. DETERMINING TYPE OF LIFT NEEDED

(1) IDENTIFYING THE TYPES OF LIFTS

(A) ROPE
(B) POMA, PLATTER, J- OR T-BAR
(C) CHAIR
(D) GONDOLA

(2) OPERATING THE LIFT
(3) MAINTAINING THE LIFT

D. PATROLLING THE SLOPES

E. DEVELOPING SUPPLEMENTARY ENTERPRISES

(1) EQUIPMENT SALES AND RENTALS
(2) CONCESSIONS

F. PROVIDING SKIING LESSONS

2. PLANNING AND OPERATING SLED AND TOBOGGAN AREAS

A. LOCATING SLOPES

B. MARKING AND CLEARING TRAILS

C. DEVELOPING COMFORT STATIONS

D. RENTING EQUIPMENT

E. PATROLLING THE AREA

F. MAINTAINING THE AREA

(1) OPERATING THE EQUIPMENT
(2) MAINTAINING THE EQUIPMENT

3. PLANNING AND OPERATING SNOWMOBILE AREAS

A. LOCATING TRACKS AND TRAILS

B. MARKING AND CLEARING TRAILS

(1) EVALUATING EFFECTS ON WILDLIFE
(2) EVALUATING EFFECTS ON NATURAL AREAS

C. DEVELOPING COMFORT STATIONS

D. RENTING SNOWMOBILES AND EQUIPMENT

E. PATROLLING THE TRAILS

F. MAINTAINING THE TRAILS

4. PLANNING AND OPERATING AN OUTDOOR ICE SKATING AREA

A. DEVELOPING FACILITIES

(1) DEVELOPING THE WARMING HOUSE AND COMFORT STATION
(2) DEVELOPING THE SKATING RINK

(A) CLEARING SNOW
(B) MAINTAINING THE ICE
(C) OPERATING AND MAINTAINING TOOLS AND EQUIPMENT

(3) PROVIDING LESSONS
(4) RENTING EQUIPMENT

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. TAKE A FIELD TRIP TO A SKIING AREA TO OBSERVE FACILITIES, MANAGEMENT AND MAINTENANCE TECHNIQUES.

2. CONSTRUCT A SLED OR TOBOGGAN AREA ON THE SCHOOL LAND LABORATORY OR AT ANOTHER SUITABLE SITE.

3. GIVEN A DESIGNATED AREA, PLAN A SNOWMOBILE TRAIL WITH PROVISIONS FOR REST AREAS AND SAFETY.

4. CONSTRUCT AN ICE SKATING AREA ON THE SCHOOL LAND LABORATORY POND OR ON A COOPERATOR'S POND.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. ON A SPECIFIED SITE, HAVE EACH STUDENT DEVELOP A PLAN FOR A SKI AREA ENTERPRISE. EACH STUDENT SHOULD ALSO LIST APPROXIMATE COSTS FOR DEVELOPING THE ENTERPRISE.

2. ON A SPECIFIED SITE, HAVE THE STUDENTS LAY OUT AND MARK A SLED OR TOBOGGAN AREA FOR EVALUATION AS TO ITS CHALLENGE AND SAFETY.

3. HAVE EACH STUDENT LAY OUT A SNOWMOBILE TRAIL ON A TOPOGRAPHIC MAP GIVING CONSIDERATION TO TERRAIN FEATURES, NATURAL AREAS, AND SAFETY HAZARDS.

4. HAVE EACH STUDENT PREPARE A WORKABLE PLAN FOR THE DEVELOPMENT AND OPERATION OF AN ICE SKATING AREA, INCLUDING:

   A. FACILITIES

   B. SNOW REMOVAL

   C. PROVISION OF CLIENTELE SERVICE

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. FORESTRY EQUIPMENT FOR LAND CLEARING AND CONSTRUCTING TRAILS

2. CARPENTRY AND MASONRY TOOLS

F. EXAMPLES OF SUPPORTING REFERENCES

1. SMITH, CLODUS R. RURAL RECREATION FOR PROFIT. DANVILLE, ILLINOIS: THE INTERSTATE PRINTERS AND PUBLISHERS, INC. 1968, 319 PAGES.

   THIS TEXT CONTAINS INFORMATION CONCERNING OUTDOOR RECREATION ENTERPRISE DEVELOPMENT, MANAGEMENT AND ADMINISTRATION.

ESTABLISHING AND OPERATING VACATION FARMS AND DUDE RANCHES

UNIT CONCEPT: COMPETENT DEVELOPMENT, OPERATION AND MAINTENANCE OF VACATION FARMS AND/OR DUDE RANCHES WILL CONTRIBUTE TO CLIENTELE SATISFACTION AND ENTERPRISE SUCCESS.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. CARRY OUT AN EFFECTIVE INVENTORY AND ANALYSIS OF A PROPOSED SITE FOR DEVELOPMENT OF A VACATION FARM OR DUDE RANCH.

2. DEVELOP AND IMPLEMENT A PLAN FOR ESTABLISHING A VACATION FARM OR DUDE RANCH WHICH SHOULD INCLUDE DEVELOPMENT OF FACILITIES AND EQUIPMENT AND SUPPLEMENTAL ENTERPRISES.

3. DEVELOP A PLAN FOR MANAGING A VACATION FARM OR DUDE RANCH WHICH SHOULD INCLUDE SAFETY PROGRAMS, CUSTOMER RELATIONS AND ADVERTISING.

4. OPERATE AND MAINTAIN THE EQUIPMENT AND MAINTAIN THE FACILITIES ON VACATION FARMS AND/OR DUDE RANCHES ACCORDING TO OPERATORS' MANUALS OR MANUFACTURERS' SPECIFICATIONS.

5. SELECT, HANDLE AND CARE FOR HORSES AND OTHER LIVESTOCK USED ON VACATION FARMS AND DUDE RANCHES SO THAT QUALITY LIVESTOCK ARE MAINTAINED AND EMPLOYEE AND CLIENTELE SAFETY IS MAXIMIZED.

B. INSTRUCTIONAL AREAS

1. SELECTING THE VACATION FARM OR DUDE RANCH SITE

   A. DETERMINING DEMAND

   B. INVENTORYING AND ANALYZING THE SITE

   C. DETERMINING NEEDED LAND AND FACILITIES

2. IDENTIFYING POSSIBLE SUPPLEMENTAL ENTERPRISES

   A. DEVELOPING CABINS, CAMPING SITES AND PICNIC AREAS

   B. ESTABLISHING FISHING PONDS

   C. DEVELOPING SPORTS AREAS

   D. SELECTING CONCESSIONS

3. CONSTRUCTING FACILITIES

   A. CONSTRUCTING BUILDINGS

   B. CONSTRUCTING ACCESSORIES

4. MANAGING THE ENTERPRISE

   A. SELECTING LIVESTOCK

   B. SELECTING EQUIPMENT

   C. DETERMINING FEES

   D. DEVELOPING CUSTOMER RELATIONS

   E. DEVELOPING SAFETY PROGRAMS

   F. DETERMINING ADDITIONAL INSURANCE NEEDS

   G. DEVELOPING THE ADVERTISING PROGRAM

5. HANDLING HORSES AND OTHER LIVESTOCK

   A. DETERMINING THE FEEDING SYSTEM AND RATIONS

   B. DEVELOPING THE HEALTH, INJURY PROTECTION AND SANITATION PROGRAM

   C. DEVELOPING THE BREEDING PROGRAM

   D. GROOMING LIVESTOCK

   E. TRAINING HORSES

   F. DEVELOPING FARRIER SKILLS

6. MAINTAINING THE ENTERPRISE

   A. LANDSCAPING AND CONTROLLING UNWANTED VEGETATION

   B. OPERATING AND MAINTAINING SANITATION AND SEWAGE SYSTEMS

C. OPERATING AND MAINTAINING MAINTENANCE EQUIPMENT

D. MAINTAINING BUILDING AND ACCESSORY FACILITIES

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. DEVELOP A LIST OF FACTORS WHICH COULD BE USED IN INVENTORYING A SITE TO DETERMINE ITS FEASIBILITY AS A VACATION FARM OR DUDE RANCH.

2. VISIT VACATION FARMS AND/OR DUDE RANCHES IN DIFFERENT STAGES OF DEVELOPMENT TO OBSERVE FACILITY AND EQUIPMENT NEEDS.

3. HAVE A VACATION FARM OR RANCH OWNER OR OPERATOR DISCUSS MANAGEMENT TECHNIQUES WITH THE STUDENTS.

4. SURVEY SEVERAL VACATION FARMS OR RANCHES TO DETERMINE EQUIPMENT NEEDS FOR OPERATION AND MAINTENANCE.

5. DEVELOP BALANCED RATIONS AND FEEDING SYSTEMS FOR DIFFERENT SPECIES OF LIVESTOCK.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. HAVE THE STUDENTS DETERMINE THE FEASIBILITY OF DEVELOPING A VACATION FARM OR DUDE RANCH ON A SITE BY COMPLETING A SITE INVENTORY AND ANALYSIS.

2. FOR A PROPOSED VACATION FARM OR RANCH, HAVE THE STUDENTS DEVELOP A LIST OF THE FACILITIES AND EQUIPMENT THAT WOULD NEED TO BE ADDED. THE STUDENTS SHOULD ALSO COMPUTE THE COST OF THE ADDITIONS.

3. HAVE EACH STUDENT LIST THE IMPORTANT FACTORS IN ESTABLISHING A GOOD CUSTOMER RELATIONS PROGRAM.

4. HAVE EACH STUDENT DEMONSTRATE HIS ABILITY TO OPERATE AND MAINTAIN EQUIPMENT USED ON VACATION FARMS AND/OR RANCHES SUCH AS FARM TRACTORS AND IMPLEMENTS.

5. HAVE EACH STUDENT LIST AT LEAST EIGHT SAFETY PRACTICES WHICH SHOULD BE OBSERVED WHEN HANDLING DIFFERENT SPECIES OF LIVESTOCK.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. CARPENTRY AND MASONRY EQUIPMENT

2. LIVESTOCK GROOMING EQUIPMENT

3. ROPES, HALTERS AND OTHER LIVESTOCK HANDLING EQUIPMENT

4. FARRIER EQUIPMENT

F. EXAMPLES OF SUPPORTING REFERENCES

1. SMITH, CLODUS R. RURAL RECREATION FOR PROFIT. DANVILLE, ILLINOIS: THE INTERSTATE PRINTERS AND PUBLISHERS, INC. 1968, 319 PAGES.

CHAPTER TWO OF THIS TEXT IS DEVOTED TO DEMAND, INCOME POTENTIAL, REQUIREMENTS AND MANAGEMENT OF VACATION FARMS AND RANCHES.

ESTABLISHING RIDING STABLES AND RIDING AND HIKING TRAILS

UNIT CONCEPT: PROPER SELECTION OF FACILITIES, EQUIPMENT AND HORSES AND COMPETENT MANAGEMENT AND MAINTENANCE OF THE HORSEBACK RIDING ENTERPRISE WILL CONTRIBUTE SIGNIFICANTLY TO THE SATISFACTION OF THE CLIENTELE AND ENTERPRISE SUCCESS.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. SELECT TYPES AND KINDS OF HORSES FOR A HORSEBACK RIDING ENTERPRISE SO THAT THE NEEDS AND SAFETY OF THE CLIENTELE ARE MET.

2. PROPERLY HANDLE THE HORSES AND EQUIPMENT USED IN HORSEBACK RIDING ENTERPRISES AND MATCH THE HORSES AND RIDERS SO THAT EMPLOYEE AND CLIENT SAFETY IS MAXIMIZED.

3. SELECT THE TYPES AND KINDS OF FACILITIES, EQUIPMENT AND TACK NEEDED FOR A HORSEBACK RIDING ENTERPRISE.

4. PERFORM THE OPERATION AND MAINTENANCE TASKS COMMON TO HORSEBACK RIDING ENTERPRISES.

5. USING TOPOGRAPHIC MAPS AND SURVEYING EQUIPMENT, LAY OUT AND DEVELOP A HIKING AND/OR RIDING TRAIL SO THAT THE TRAILS ARE INTERESTING AND CHALLENGING AS WELL AS SAFE.

B. INSTRUCTIONAL AREAS

1. ESTABLISHING A RIDING STABLE

   A. SELECTING HORSES

   B. ESTABLISHING BUILDING NEEDS

      (1) DETERMINING NEEDS FOR HOUSING STOCK
      (2) DETERMINING NEEDS FOR SHOW RINGS AND TACK ROOMS

   C. SELECTING TACK AND OTHER NECESSARY EQUIPMENT

2. HANDLING THE HORSES

   A. MATCHING HORSES AND RIDERS

   B. DEVELOPING FARRIER SKILLS

   C. FEEDING THE STOCK

   D. GROOMING THE STOCK

3. OPERATING AND MAINTAINING THE RIDING STABLE

   A. SETTING FEES

   B. DEVELOPING CUSTOMER RELATIONS

   C. DEVELOPING THE SAFETY PROGRAM

   D. DETERMINING ADDED INSURANCE NEEDS

   E. MAINTAINING BUILDINGS AND EQUIPMENT

   F. REPAIRING TACK

4. PLANNING AND DEVELOPING RIDING AND HIKING TRAILS

   A. DETERMINING THE LOCATION OF THE TRAIL

      (1) EVALUATING SCENERY
      (2) DETERMINING GRADE
      (3) DETERMINING LENGTH

   B. MARKING AND CLEARING TRAILS

   C. DEVELOPING BRIDGES

   D. DEVELOPING REST AREAS

   E. MAINTAINING RIDING AND HIKING TRAILS

      (1) MAINTAINING SIGNS
      (2) MAINTAINING REST AREA FACILITIES

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. HAVE THE STUDENTS DEVELOP A BULLETIN BOARD DISPLAY CONTAINING PICTURES OF BREEDS OF HORSES COMMONLY USED IN HORSEBACK RIDING ENTERPRISES.

2. HAVE A FARRIER (BLACKSMITH) AS A RESOURCE PERSON TO ASSIST STUDENTS IN LEARNING BASIC SKILLS.

3. VISIT RIDING STABLES TO OBSERVE BUILDING, FACILITY AND TACK NEEDS FOR HORSEBACK RIDING ENTERPRISES.

4. VISIT RIDING STABLES AND DISCUSS OPERATION AND MAINTENANCE TECHNIQUES WITH OPERATORS.

5. DEVELOP A RIDING OR HIKING TRAIL ON THE SCHOOL LAND LABORATORY WITH SPECIAL INTEREST STATIONS.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. HAVE EACH STUDENT LIST THREE HORSE BREEDS USED IN HORSEBACK RIDING ENTERPRISES AND EXPLAIN THE CHARACTERISTICS OF HORSES IN EACH BREED.

2. HAVE THE STUDENTS DEVELOP A LIST OF BUILDINGS, FACILITIES AND EQUIPMENT THAT WOULD BE NEEDED FOR A SPECIFIED HORSEBACK RIDING ENTERPRISE AND INDICATE THE TOTAL INVESTMENT COST THAT WOULD BE REQUIRED FOR THEM.

3. HAVE EACH STUDENT DEMONSTRATE HIS ABILITY TO PROPERLY GROOM A HORSE FOR EVALUATION BY THE INSTRUCTOR.

4. HAVE EACH STUDENT PLAN A PUBLIC RELATIONS PROGRAM FOR A HYPOTHETICAL ENTERPRISE. THE PLAN SHOULD INCLUDE USES THAT WOULD BE MADE OF BILLBOARDS, BROCHURES, NEWSPAPERS AND OTHER MASS MEDIA.

5. IN AN ASSIGNED LAND AREA, HAVE EACH STUDENT INDICATE ON A TOPOGRAPHIC MAP, A RIDING AND/OR HIKING TRAIL WHICH MAKES GOOD USE OF SCENIC VIEWS, GRADES AND REST AREAS.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. HAND TOOLS FOR TRAIL CLEARING AND MARKING

2. FARRIER TOOLS

F. EXAMPLES OF SUPPORTING REFERENCES

1. SMITH, CLODUS R. RURAL RECREATION FOR PROFIT. DANVILLE, ILLINOIS: THE INTERSTATE PRINTERS AND PUBLISHERS, INC. 1968, 319 PAGES.

THIS TEXT CONTAINS INFORMATION CONCERNING OUTDOOR RECREATION ENTERPRISE DEVELOPMENT, MANAGEMENT AND ADMINISTRATION.

SHOOTING PRESERVE ESTABLISHMENT, MANAGEMENT AND MAINTENANCE

UNIT CONCEPT: WITH THE DECLINE IN AVAILABILITY OF PUBLIC AND PRIVATE HUNTING LANDS, SHOOTING PRESERVE ENTERPRISES HAVE INCREASED IN POPULARITY. A WORKING KNOWLEDGE OF SHOOTING PRESERVE MANAGEMENT AND OPERATION TECHNIQUES IS ESSENTIAL TO POTENTIAL ENTERPRISE EMPLOYEES AND OWNER/OPERATORS.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. WHEN SHOWN SLIDES, PICTURES OR SPECIMENS OF WILDLIFE COMMONLY USED ON SHOOTING PRESERVES IN HIS REGION, IDENTIFY THE SPECIES AND EXPLAIN THE MAJOR CHARACTERISTICS USED TO IDENTIFY THE SPECIES WITH COMPLETE ACCURACY.

2. WHEN GIVEN THE INVENTORY DATA (SITE CHARACTERISTICS AND NATURAL RESOURCES) AND SOCIOECONOMIC FACTORS CONCERNING A SITE, SELECT THE TYPE OF PRESERVE THAT WOULD BE MOST FEASIBLE TO DEVELOP CONSIDERING THE CHARACTERISTICS OF PUBLIC AND PRIVATE PRESERVES.

3. WHEN GIVEN THE INVENTORY DATA AND CHARACTERISTICS OF A PARTICULAR SITE, SELECT THE WILDLIFE SPECIES TO USE WHICH WOULD FIT THE SITE AND THE AREA.

4. WHEN GIVEN THE SPECIES OF WILDLIFE AND SITE INVENTORY DATA, DEVELOP AND IMPLEMENT A PLAN FOR ESTABLISHING COVER FOR HOLDING AND HUNTING THE SPECIES IN ACCORDANCE WITH RECOMMENDATIONS BY THE SOIL CONSERVATION SERVICE AND GAME PRESERVE MANAGEMENT RESEARCH DATA.

5. WHEN GIVEN SELECTED SPECIES OF GAMEBIRDS, NATIVE GAME ANIMALS OR EXOTIC GAME ANIMALS, IDENTIFY AND IMPLEMENT THE SPECIAL MANAGEMENT PRACTICES NECESSARY TO PROVIDE HEALTHY, VIGOROUS SPECIMENS FOR HUNTING.

6. WHEN GIVEN A SPECIFIED SHOOTING PRESERVE, USE A BUDGET TO SELECT THE SUPPLEMENTARY ENTERPRISES AND SERVICES THAT COULD BE ESTABLISHED WHICH WOULD RESULT IN THE GREATEST NET RETURNS.

7. WHEN GIVEN A SPECIFIED SHOOTING PRESERVE, IDENTIFY THE MANAGEMENT FACTORS WHICH WILL RESULT IN MAXIMUM CUSTOMER SATISFACTION AND NET RETURNS.

8. IDENTIFY AND EXPLAIN ALL LOCAL, STATE, AND FEDERAL LAWS APPLICABLE TO SHOOTING PRESERVE MANAGEMENT WITH ACCURACY NECESSARY FOR LEGALLY OPERATING A PRESERVE.

B. INSTRUCTIONAL AREAS

1. IDENTIFYING WILDLIFE USED ON SHOOTING PRESERVES

   A. IDENTIFYING GAMEBIRDS

   B. IDENTIFYING NATIVE GAME ANIMALS

   C. IDENTIFYING EXOTIC GAME ANIMALS

2. SELECTING THE TYPE OF ENTERPRISE

   A. IDENTIFYING THE TYPES OF PRESERVES

   B. DETERMINING LAND REQUIREMENTS

   C. DETERMINING LAWS AND REGULATIONS

   D. DETERMINING INVESTMENT COSTS

   E. DETERMINING CUSTOMER DEMANDS

   F. DETERMINING OWNER OBJECTIVES

3. SELECTING THE SPECIES OF WILDLIFE FOR A SHOOTING PRESERVE

   A. IDENTIFYING SITE CHARACTERISTICS

   B. DETERMINING CUSTOMER DEMANDS

   C. IDENTIFYING MANAGEMENT FACTORS

   D. DETERMINING OWNER OBJECTIVES

   E. IDENTIFYING SOURCES OF WILDLIFE

4. ESTABLISHING WILDLIFE PRESERVE COVER

   A. PROMOTING NATURAL SURROUNDINGS

   B. DETERMINING BEST HOLDING COVER FOR SPECIES

   C. DETERMINING BEST FLUSHING COVER FOR SPECIES

D. ESTABLISHING THE COVER

(1) SELECTING SEED
(2) OPERATING SEEDBED AND PLANTING EQUIPMENT
(3) IMPLEMENTING CULTURAL CONTROL
(4) OPERATING HARVESTING EQUIPMENT
(5) MAINTAINING EQUIPMENT

5. MANAGING WILDLIFE SPECIES

A. DEVELOPING FEED RATIONS AND SYSTEMS

B. DEVELOPING HOLDING PENS AND SHELTERS

C. PROVIDING FOR HEALTH AND SANITATION

D. BANDING AND TAGGING WILDLIFE

E. HANDLING GAMEBIRDS AND ANIMALS

6. SELECTING AND DEVELOPING SUPPLEMENTARY ENTERPRISES

A. MAKING A BUDGET

B. DEVELOPING GUIDE SERVICES

C. DEVELOPING RENTALS FOR HORSES, DOGS AND EQUIPMENT

(1) CARING FOR HORSES
(2) CARING FOR HUNTING DOGS
(3) TRAINING HUNTING DOGS
(4) MAINTAINING EQUIPMENT

D. DRESSING GAME

E. PROVIDING LODGING, MEALS, AND CONCESSIONS

F. DEVELOPING SHOOTING AND ARCHERY RANGES

G. DEVELOPING OFF-SEASON ENTERPRISES

7. DEVELOPING PRESERVE MANAGEMENT PRACTICES

A. DEVELOPING PERSONNEL

B. DETERMINING HUNTING RULES AND SAFETY PRACTICES

C. SETTING AND COLLECTING FEES

D. DEVELOPING ADMINISTRATIVE SKILLS

E. DEVELOPING NATURAL HUNTING CONDITIONS

(F) SCHEDULING HUNTS

8. IDENTIFYING STATE AND FEDERAL LAWS AND REGULATIONS

A. DETERMINING LICENSE REQUIREMENTS FOR ENTERPRISES AND HUNTERS

B. DETERMINING SEASONS

C. DETERMINING WILDLIFE REPLACEMENT REQUIREMENTS

D. IDENTIFYING BANDING AND TAGGING LAWS

E. IDENTIFYING GAME TRANSPORTATION LAWS

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. PURCHASE OR TAKE SLIDES OF WILDLIFE SPECIES COMMONLY USED ON SHOOTING PRESERVES IN DIFFERENT STAGES OF GROWTH FOR IDENTIFICATION PRACTICE.

2. VISIT PUBLIC AND PRIVATE SHOOTING PRESERVE ENTERPRISES TO OBSERVE SITE AND MANAGEMENT REQUIREMENTS FOR DEVELOPING A PRESERVE.

3. SELECT A SITE WHICH COULD BE USED FOR A PRESERVE AND MAKE AN INVENTORY OF THE RESOURCES AND AREA TO DETERMINE WHAT GAME SPECIES WOULD BE MOST LIKELY TO BE SUCCESSFUL ON THE SITE.

4. PLAN AND DEVELOP A SHOOTING FIELD ON THE SCHOOL LAND LABORATORY TO GAIN EXPERIENCE IN DEVELOPING COVER AND TO OBSERVE THE FEATURES OF EACH TYPE OF COVER.

5. VISIT A GAME PROPAGATION OPERATION TO OBSERVE FEEDING, HEALTH, AND MANAGEMENT PRACTICES USED TO KEEP WILDLIFE HEALTHY AND VIGOROUS.

6. A. OBTAIN STATISTICS FROM A DEVELOPED PRESERVE AND USE TO DEVELOP BUDGETS FOR SUPPLEMENTARY ENTERPRISES.

   B. DEVELOP A SKEET, TRAP, RIFLE AND/OR ARCHERY RANGE ON THE SCHOOL LAND LABORATORY.

   C. HAVE EACH STUDENT LEARN GAME DRESSING TECHNIQUES THROUGH THE USE OF AN EXPERIENCED PRESERVE EMPLOYEE AS A RESOURCE PERSON.

7. HAVE THE OPERATOR OF A SUCCESSFUL PRESERVE DISCUSS WITH THE STUDENTS THE IMPORTANT MANAGEMENT FACTORS WHICH LEAD TO ENTERPRISE SUCCESS.

8. HAVE THE COUNTY OR AREA GAME PROTECTOR DISCUSS FEDERAL AND STATE LAWS APPLICABLE TO SHOOTING PRESERVE MANAGEMENT.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. DEVELOP A TEST BY USING SLIDES OF WILDLIFE SPECIES AND HAVING THE STUDENTS INDICATE THE SPECIES OR THEIR CHARACTERISTICS.

2. HAVE THE STUDENTS WRITE THE FACTORS THEY WOULD CONSIDER WHEN SELECTING THE TYPE OF SHOOTING ENTERPRISE TO DEVELOP ON AN AREA.

3. GIVE THE STUDENTS A HYPOTHETICAL SITE FOR A SHOOTING PRESERVE AND HAVE EACH WRITE THE SPECIES OF WILDLIFE THEY WOULD USE ON THE SITE, THE SPECIES CHARACTERISTICS AND THEIR MANAGEMENT NEEDS.

4. WHEN GIVEN THE SITE AND WILDLIFE SPECIES, HAVE EACH STUDENT DEVELOP FOR EVALUATION A PLAN FOR ESTABLISHING FLUSHING AND HOLDING COVER FOR A SHOOTING FIELD.

5. DEVELOP A MATCHING EXAM USING WILDLIFE SPECIES AND THE SPECIAL MANAGEMENT PRACTICES THAT ARE USED WITH EACH.

6. GIVE THE STUDENTS THE NECESSARY HYPOTHETICAL DATA FROM A SHOOTING PRESERVE FOR EACH OF THEM TO DEVELOP A BUDGET WHICH WILL INCLUDE COSTS AND NET RETURNS FOR THE MAJOR ENTERPRISE AND FOR SUPPLEMENTAL ENTERPRISES.

7. HAVE EACH STUDENT DEVELOP A LIST OF THE MANAGEMENT FACTORS WHICH WOULD BE IMPORTANT FOR SUCCESSFUL OPERATION OF AN ENTERPRISE.

8. GIVE THE STUDENTS A HYPOTHETICAL SHOOTING PRESERVE WITH SPECIFIC WILDLIFE SPECIES AND HAVE THEM INDICATE THE STATE AND FEDERAL LAWS WHICH WOULD APPLY TO THE PRESERVE.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. INCUBATOR-BROODER COMBINATION (100 CHICK)

2. HAND TOOLS FOR SHOOTING RANGE DEVELOPMENT

3. COMMON FARM IMPLEMENTS FOR COVER DEVELOPMENT

F. EXAMPLES OF SUPPORTING REFERENCES

1. SHOOTING PRESERVE MANAGEMENT --- THE NILO SYSTEM. EAST ALTON, ILLINOIS: WINCHESTER WESTERN DIVISION, OLIN MATHIESON CHEMICAL CORPORATION. 311 PAGES.

   THIS IS AN EXCELLENT REFERENCE FOR THE TEACHER AND STUDENT. SPECIFIC MANAGEMENT TECHNIQUES FOR DEVELOPMENT OF PRESERVES USING UPLAND GAMEBIRDS AND WATERFOWL ARE GIVEN.

ERIC

GOLF COURSE MAINTENANCE

UNIT CONCEPT: EFFECTIVE MAINTENANCE PROGRAMS FOR GOLF COURSES WHICH INCLUDE PROPER SEEDING, FERTILITY MANAGEMENT, THATCHING, MOWING AND INSECT AND DISEASE CONTROL WILL CONTRIBUTE TO THE ENTERPRISE SUCCESS.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. WHEN GIVEN AN ESTABLISHED TURF, IDENTIFY THE COMMON TURFGRASSES GROWING IN THE AREA.

2. WHEN GIVEN A ROUGH GRADED AND DRAINED TURF AREA, PREPARE THE SOIL SURFACE USING SMALL ENGINE POWERED OR TRACTOR-DRIVEN TILLAGE EQUIPMENT SO THAT A DESIRABLE SEEDBED IS PRODUCED.

3. TAKE A REPRESENTATIVE SOIL SAMPLE OF AN AREA AND PREPARE THE SAMPLE FOR ANALYSIS BY A RECOGNIZED SOIL TESTING LABORATORY.

4. APPLY LIME AND FERTILIZER AND INCORPORATE THEM INTO THE SOIL USING APPROPRIATE TILLAGE EQUIPMENT AS RECOMMENDED BY SOIL TEST RESULTS.

5. WHEN GIVEN A PREPARED SEEDBED, DEMONSTRATE PROPER SEEDING OR STOLONIZING PROCEDURES FOR ESTABLISHING A PRODUCTIVE AND MANAGEABLE TURF.

6. WHEN GIVEN A PREPARED SEEDBED, DEMONSTRATE THE PROPER PROCEDURE FOR TRANSPLANTING SOD SO THAT DEAD SPOTS ARE MINIMIZED.

7. DEMONSTRATE THE PROPER METHOD OF MULCHING A NEWLY SEEDED TURF AREA USING COMMONLY USED MULCHING MATERIAL ACCORDING TO RECOMMENDATIONS FOR THE SPECIFIC TURFGRASS SPECIES.

8. WHEN GIVEN AN OLD TURF THAT CAN BE RENOVATED, DEMONSTRATE THE PROCEDURES NECESSARY TO CORRECT THE POOR CONDITIONS IN THE TURF.

9. WHEN GIVEN VARIOUS TYPES OF MOWING EQUIPMENT, PROPERLY

ADJUST THE EQUIPMENT FOR CUTTING HEIGHT ACCORDING TO THE TYPE OF TURF AREA BEING MOWED.

10. WHEN GIVEN PROPERLY ADJUSTED MOWING, AERATING AND THATCHING EQUIPMENT, PROPERLY OPERATE THE EQUIPMENT ACCORDING TO THE OPERATORS' MANUALS.

11. WHEN GIVEN TURF COMMON TO THE AREA DAMAGED BY WEEDS, DISEASE, INSECTS OR OTHER PESTS, IDENTIFY THE SOURCE OF THE DAMAGE ON SIGHT OR BY USING A RECOGNIZED REFERENCE.

12. WHEN GIVEN CHEMICAL WEED, DISEASE OR INSECT CONTROL RECOMMENDATIONS AND SPRAYING EQUIPMENT, PROPERLY CALIBRATE THE SPRAYER, SAFELY OPERATE IT AND, FOLLOWING USE, CLEAN THE EQUIPMENT FOR STORAGE AS INDICATED IN THE OPERATOR'S MANUAL.

13. WHEN GIVEN PROPER WATERING EQUIPMENT AND WATERING RECOMMENDATIONS FOR A TURF, OPERATE AND MAINTAIN THE WATERING EQUIPMENT AS NEEDED TO SUPPLY THE MOISTURE NEEDS OF THE AREA.

B. INSTRUCTIONAL AREAS

1. IDENTIFYING COMMON TURFGRASS SPECIES

   A. IDENTIFYING SPECIE CHARACTERISTICS

   B. IDENTIFYING GROWTH CHARACTERISTICS

   C. IDENTIFYING USE CHARACTERISTICS

2. PREPARING A SEEDBED FOR RESEEDING

   A. PROVIDING ADEQUATE DRAINAGE

   B. SURFACE GRADING

   C. TILLING THE SOIL

   D. STERILIZING THE SOIL

   E. INCORPORATING LIME AND FERTILIZER ACCORDING TO RECOMMENDATIONS

   F. OPERATING AND MAINTAINING TILLAGE EQUIPMENT

3. ESTABLISHING TURF BY SEEDING

   A. OBTAINING PROPER SEED DISTRIBUTION

B. COVERING THE SEED

C. MULCHING THE SEEDED AREA

D. ROLLING THE MULCHED AREA

E. WATERING THE NEWLY SEEDED AREA

F. OPERATING AND MAINTAINING SEEDING AND MULCHING EQUIPMENT

4. ESTABLISHING TURF VEGETATIVELY

A. SODDING

(1) LIFTING SOD FOR TRANSPLANTING
(2) LAYING SOD

B. STOLONIZING

(1) USING MACHINE DISTRIBUTION METHODS
(2) HYDROSTOLONIZING
(3) ROLLING AND TOPDRESSING SOIL-PLANTED STOLONS

C. OPERATING AND MAINTAINING SODDING AND STOLONIZING EQUIPMENT

5. RENOVATING OLD TURF AREAS

A. DETERMINING THE CAUSE OF POOR CONDITION

B. USING RENOVATING PROCESSES

(1) REMOVING THATCH
(2) USING AN AERATOR
(3) APPLYING LIME AND FERTILIZER
(4) APPLYING PESTICIDES
(5) RESEEDING
(6) CORRECTING MOISTURE PROBLEMS

6. TAKING A REPRESENTATIVE SOIL SAMPLE

A. TAKING SOIL CORES

B. PREPARING THE SAMPLE FOR ANALYSIS

C. FILLING OUT FORMS FOR TESTING LABORATORY

D. INTERPRETING SOIL TEST RESULTS

7. APPLYING FERTILIZER AND LIME TO TURF AREAS

A. IDENTIFYING METHODS OF APPLICATION AND EFFECTIVENESS

B. CALIBRATING SPREADERS

C. OPERATING THE EQUIPMENT

D. CLEANING AND MAINTAINING THE EQUIPMENT

8. ADJUSTING AND OPERATING MOWING EQUIPMENT

A. IDENTIFYING SAFETY PRACTICES

B. ADJUSTING MOWING EQUIPMENT

C. IDENTIFYING MOWING TECHNIQUES

D. MAINTAINING MOWING EQUIPMENT

9. ADJUSTING AND OPERATING THATCHING AND AERATING EQUIPMENT

A. IDENTIFYING BENEFITS OF THATCHING AND AERATING TURF

B. ADJUSTING THE EQUIPMENT

C. OPERATING AND MAINTAINING THE EQUIPMENT

10. IDENTIFYING CAUSES OF TURF DAMAGE

A. IDENTIFYING COMMON TURF WEEDS

B. IDENTIFYING SYMPTOMS OF COMMON TURF DISEASES

C. IDENTIFYING COMMON TURF INSECTS OR SYMPTOMS OF INSECT DAMAGE

D. IDENTIFYING COMMON PESTS OR SYMPTOMS OF PEST DAMAGE

11. CONTROLLING WEEDS, DISEASE, INSECTS AND PESTS

A. USING CULTURAL METHODS TO CONTROL TURF PROBLEMS

B. USING DIFFERENT METHODS OF APPLYING CHEMICALS

C. CALIBRATING HIGH AND LOW VOLUME SPRAYERS

D. CALIBRATING HERBICIDE EQUIPMENT

E. IDENTIFYING SAFETY PRECAUTIONS WHEN USING CHEMICALS

12. WATERING TURF AREAS

A. CONTROLLING THE AMOUNT OF WATER APPLIED

B. MAINTAINING WATERING AND/OR IRRIGATION EQUIPMENT

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. A. VISIT A GOLF COURSE TO SEE THE TYPES OF TURF NEEDED FOR SPECIFIC AREAS AND HAVE THE STUDENTS IDENTIFY THE CONDITIONS THAT TURFGRASSES IN THESE AREAS MUST MEET.

   B. USING SEED SAMPLES AND SAMPLES OF GROWING TURFGRASSES, HAVE STUDENTS IDENTIFY THE SPECIES BY COMMON NAME AND GIVE A TURF AREA WHERE THE VARIETY MAY BE USED.

2. VISIT A GOLF COURSE UNDER CONSTRUCTION TO OBSERVE ROUGH GRADING, DRAINAGE PRACTICES AND SEEDBED PREPARATION.

3. HAVE STUDENTS TAKE REPRESENTATIVE SOIL SAMPLES FROM THE SCHOOL GROUNDS OR FROM LOCAL RESIDENTS' LAWNS FOR TESTING.

4. HAVE STUDENTS APPLY LIME AND FERTILIZERS TO A GIVEN TURF AREA ACCORDING TO TEST RESULTS.

5. HAVE STUDENTS ESTABLISH A TURF AREA OR OBSERVE THE ESTABLISHMENT OF A TURF AREA BY STOLONIZING.

6. VISIT A SOD NURSERY TO OBSERVE A SOD-LIFTING OPERATION.

7. DEVELOP A DISPLAY OF THE DIFFERENT TYPES OF MULCHES USED ON TURFGRASS AREAS TO OBSERVE THE DIFFERENCES IN THEIR CHARACTERISTICS.

8. HAVE STUDENT RENOVATE TURF AREAS ON THE SCHOOL GROUNDS THAT ARE IN POOR CONDITION.

9. HAVE STUDENTS PRACTICE ADJUSTING THE DIFFERENT TYPES OF MOWERS FOUND AT A GOLF COURSE UNDER THE SUPERVISION OF THE TEACHER AND GOLF COURSE EMPLOYEES.

10. ASSIGN STUDENTS CERTAIN AREAS OF THE SCHOOL GROUNDS FOR THE DEVELOPMENT OF MOWING TECHNIQUES.

11. A. USING LIVE AND PRESERVED SPECIMENS OF WEEDS COMMON TO THE AREA AND APPROPRIATE REFERENCES, HAVE THE STUDENTS IDENTIFY THE WEEDS.

    B. HAVE THE STUDENTS CONTROL THE WEEDS, INSECTS AND DISEASES IN THE SCHOOL LAWN USING RECOMMENDED METHODS, EQUIPMENT AND CHEMICALS.

    C. STUDENTS SHOULD OBSERVE EXAMPLES OF TURFGRASS DISEASES IN THE LOCAL AREA AND DEVELOP A SLIDE SERIES SHOWING

SYMPTOMS OF THE DISEASES.

D. HAVE STUDENTS STUDY THE LIFE CYCLES OF COMMON INSECT PESTS FOUND IN TURF AREAS TO UNDERSTAND TIMING AND METHODS OF CONTROLLING INSECTS.

12. USING LABELS FROM PESTICIDE AND HERBICIDE CONTAINERS, HAVE STUDENTS DEVELOP A LIST OF SAFETY PRECAUTIONS WHICH SHOULD BE USED WHEN HANDLING CHEMICALS.

13. HAVE STUDENTS DISASSEMBLE WATER SPRINKLERS AND INSPECT THEM FOR DAMAGED WASHERS OR WORN PARTS.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. USING SPECIMENS OR SLIDES, DEVELOP A TURFGRASS SPECIES IDENTIFICATION TEST. THE STUDENTS SHOULD BE ABLE TO IDENTIFY AT LEAST 5 DIFFERENT TURFGRASS SPECIES.

2. HAVE THE STUDENTS DEVELOP A SEEDBED ON A ROUGH GRADED AND DRAINED AREA. EVALUATE THE STUDENTS ON CORRECTNESS OF TECHNIQUES, ABILITY TO OPERATE THE EQUIPMENT, AND THE CONDITION OF THE COMPLETED SEEDBED.

3. HAVE EACH STUDENT TAKE A REPRESENTATIVE SOIL SAMPLE FROM A TURFGRASS AREA, PREPARE IT FOR TESTING AND INTERPRET THE TEST RESULTS.

4. HAVE EACH STUDENT DEMONSTRATE THE ABILITY TO CALIBRATE SPREADERS AND APPLY LIME AND FERTILIZER WITH ACCURACY REQUIRED FOR WORK AS A GOLF COURSE GREENS WORKER OR EMPLOYEE.

5. HAVE EACH STUDENT CALIBRATE A LAWN SEEDER AS INDICATED IN THE OPERATOR'S MANUAL.

6. HAVE EACH STUDENT LIST THE STEPS IN SODDING AN AREA WHICH SHOULD INCLUDE PROCEDURES FOR SEEDBED PREPARATION, LIFTING THE SOD, LAYING THE SOD, ROLLING AND WATERING.

7. HAVE EACH STUDENT LIST THE DIFFERENT KINDS OF MULCHES USED ON NEWLY SEEDED AREAS AND INDICATE THEIR ADVANTAGES AND DISADVANTAGES.

8. HAVE THE STUDENTS RENOVATE ANY AREAS IN THE SCHOOL LAWN THAT ARE IN POOR CONDITION. EVALUATE THE STUDENTS AS TO CORRECTNESS OF PROCEDURE.

9. HAVE EACH STUDENT PROPERLY ADJUST THE HEIGHT OF MOWING EQUIPMENT AS INSTRUCTED IN THE OPERATORS' MANUALS.

10. HAVE EACH STUDENT OPERATE MOWING, AERATING AND THATCHING

EQUIPMENT. EVALUATE THE STUDENT ON HIS ABILITY AND OBSERVATION OF SAFETY PRACTICES.

11. HAVE THE STUDENTS IDENTIFY COMMON TURF WEEDS, TURF INSECTS, AND DISEASES AND THE CORRESPONDING DAMAGE THAT OCCURS IN INFESTED AREAS.

12. HAVE EACH STUDENT CALIBRATE A CHEMICAL SPRAYER ACCORDING TO INSTRUCTIONS IN THE OPERATOR'S MANUAL.

13. HAVE THE STUDENTS DETERMINE THE LENGTH OF TIME A GIVEN WATERING SYSTEM SHOULD BE IN OPERATION TO PROVIDE A SPECIFIED AMOUNT OF WATER TO A GIVEN TURF AREA.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. GRASS SEED SAMPLES
2. PLANT SPECIMENS (GRASSES, WEEDS)
3. RAKES, HOES, SHOVELS FOR SEEDBED PREPARATION
4. FERTILIZER BAG ANALYSIS LABELS
5. HAND LAWN SEEDERS
6. MULCHING MATERIALS
7. OPERATOR MANUALS FROM POWER EQUIPMENT
8. SOIL TEST RESULTS FROM TURF AREAS NEEDING RENOVATION
9. FERTILIZERS OF VARYING ANALYSES
10. FERTILIZER SPREADER
11. SPRAYER (HAND OR TRACTOR OPERATED)
12. SOIL TESTING MAILING KITS
13. HAND TOOLS FOR ADJUSTING EQUIPMENT
14. EXAMPLES OF TYPES OF IRRIGATION NOZZLES
15. HERBICIDE CONTAINER LABELS
16. CAMERA AND SLIDE PROJECTOR
17. SOIL PROBE

F. EXAMPLES OF SUPPORTING REFERENCES

1. TURF MANAGEMENT. COLUMBUS, OHIO: OHIO AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY. 1973, 109 PAGES.

   A COMPREHENSIVE REFERENCE MANUAL WHICH INCLUDES MATERIAL ON SOIL, TURFGRASS SPECIES AND VARIETIES, PROPAGATION AND TURF MAINTENANCE INCLUDING PEST CONTROL.

2. TURFGRASS MAINTENANCE AND ESTABLISHMENT - A TEACHER'S MANUAL. UNIVERSITY PARK, PENNSYLVANIA: DEPARTMENT OF AGRICULTURAL EDUCATION, THE PENNSYLVANIA STATE UNIVERSITY. 1968, 160 PAGES.

   MATERIAL COVERED IN THIS REFERENCE INCLUDES SOIL DRAINAGE, FERTILIZATION AND SEEDBED PREPARATION.

VI

RANGE

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RANGE PLANT ECOLOGY

RANGE PLANT IDENTIFICATION

RANGE CONDITION, TREND AND UTILIZATION

RANGE GRAZING MANAGEMENT

RANGE RENOVATION PRACTICES

ERIC

RANGE PLANT ECOLOGY

UNIT CONCEPT: SUCCESSFUL MANAGEMENT OF RANGE LAND REQUIRES A KNOWLEDGE OF THE ENVIRONMENT IN WHICH A PLANT LIVES. ECOLOGICAL FACTORS AFFECTING PLANT GROWTH WILL HAVE A BEARING ON THE MANAGEMENT DECISIONS MADE REGARDING RANGE LANDS.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. EXPLAIN THE CHARACTERISTICS OF THE FIVE BASIC CLIMATIC FACTORS AND HOW THEY AFFECT PLANT GROWTH WITH A DEGREE OF ACCURACY SPECIFIED BY THE INSTRUCTOR.

2. EXPLAIN THE CHARACTERISTICS OF THE FOUR BASIC SOIL FACTORS AND HOW THEY AFFECT PLANT GROWTH WITH A DEGREE OF ACCURACY SPECIFIED BY THE INSTRUCTOR.

3. IDENTIFY FIVE PLANT COMMUNITIES COMMON TO THEIR AREA.

B. INSTRUCTIONAL AREAS

1. IDENTIFYING CLIMATIC FACTORS AFFECTING PLANT GROWTH AND DEVELOPMENT

   A. RAINFALL

   B. TEMPERATURE

   C. ALTITUDE

   D. WIND

   E. LIGHT

2. DETERMINING SOIL FACTORS THAT AFFECT PLANT GROWTH AND DEVELOPMENT

   A. EFFECTS OF SOIL TEXTURE

   B. EFFECTS OF SOIL PH

   C. EFFECTS OF SOIL DEPTH

D. EFFECTS OF SOIL STRUCTURE

3. RECOGNIZING PLANT COMMUNITIES

A. VISUAL DETERMINATION

B. PROCESS OF CHANGE

(1) PLANT SUCCESSION
(2) RETROGRESSION
(3) SECONDARY SUCCESSION

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. HAVE STUDENTS OBSERVE AND TAKE NOTE OF THE CHARACTERISTICS OF PLANT COMMUNITIES AFFECTED BY THE CLIMATIC FACTORS DISCUSSED IN THE CONTENT.

2. A. HAVE STUDENTS TEST THE TOP SOIL DEPTH IN AREAS OF EXCELLENT AND POOR PLANT GROWTH AND, AT THE SAME TIME, OBSERVE SOIL STRUCTURE.

   B. HAVE STUDENTS OBSERVE SAMPLES OF SOIL TEXTURES AND IDENTIFY SOIL TEXTURES USING SOIL ANALYSIS SIEVES.

   C. HAVE STUDENTS TEST SOIL PH IN VARIOUS PLANT COMMUNITIES TO GAIN KNOWLEDGE OF THE TYPES OF PLANTS GROWING IN SOILS OF VARYING PH LEVELS.

3. HAVE STUDENTS LOCATE PLANT COMMUNITIES AND IDENTIFY THE TYPE OF COMMUNITIES PRESENT.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. HAVE EACH STUDENT IDENTIFY THE FIVE CLIMATIC FACTORS AFFECTING PLANT GROWTH AND DISCUSS HOW EACH FACTOR AFFECTS THE GROWTH.

2. HAVE EACH STUDENT TEST SOIL PH WITHIN ± .5 PH AND INDICATE IN WRITING HOW PH AFFECTS PLANT GROWTH.

3. GIVEN A PARTICULAR RANGE SITE, HAVE EACH STUDENT IDENTIFY THE PLANT COMMUNITIES PRESENT.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. SOIL PH TESTING KIT

2. SHOVEL OR SPADE

3. SOIL ANALYSIS SIEVES

F. EXAMPLES OF SUPPORTING REFERENCES

1. RANGE RESOURCE MANAGEMENT - UNIT OUTLINE AND STUDENT MANUAL. PUBLICATION NO. 4. BOZEMAN, MONTANA: DEPARTMENT OF AGRICULTURAL EDUCATION, MONTANA STATE UNIVERSITY. 1968, 444 PAGES.

   THIS MATERIAL INCLUDES SPECIFIC AREAS COVERING THE CLIMATIC AND SOIL FACTORS WHICH AFFECT RANGE MANAGEMENT.

ERIC

RANGE PLANT IDENTIFICATION

UNIT CONCEPT: AN IMPORTANT ASPECT OF RANGE MANAGEMENT IS THE ABILITY TO DETERMINE RANGE CONDITION. IN ORDER TO DETERMINE THE CONDITION OF A GIVEN RANGE, THE INDIVIDUAL MUST FIRST RECOGNIZE THE PLANT SPECIES GROWING ON THAT RANGE. THE ABILITY TO RECOGNIZE RANGE PLANTS IS AN ESSENTIAL TO MANY FACETS OF RANGE MANAGEMENT.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. WHEN SHOWN EXAMPLES OF EACH, IDENTIFY WITH 100% ACCURACY THE FOUR TYPES OF RANGE PLANTS.

2. WHEN SHOWN A LIVE SAMPLE OF A GRASS PLANT, NAME AND POINT OUT ALL OF THE PARTS OF A GRASS PLANT WITH 100% ACCURACY.

3. USING A PLANT IDENTIFICATION KEY WHEN NECESSARY, IDENTIFY AND NAME THE GRASSLIKE PLANTS AND THE RANGE GRASS PLANTS OF THE WHEATGRASS, GRAMA, OATGRASS, FESCUE, REDTOP AND BLUESTEM TRIBES COMMON TO THE COMMUNITY WITH A DEGREE OF ACCURACY SPECIFIED BY THE INSTRUCTOR.

4. USING A PLANT IDENTIFICATION KEY, IDENTIFY AND NAME FIVE RANGE FORBS COMMON TO THE COMMUNITY.

5. USING A PLANT IDENTIFICATION KEY, IDENTIFY AND NAME TEN RANGE SHRUBS COMMON TO THE COMMUNITY.

6. IDENTIFY AND NAME THE POISONOUS RANGE PLANTS COMMON TO THE COMMUNITY.

B. INSTRUCTIONAL AREAS

1. DETERMINING THE TYPES OF RANGE PLANTS

   A. CHARACTERISTICS OF GRASSES

   B. CHARACTERISTICS OF GRASS-LIKE PLANTS

   C. CHARACTERISTICS OF FORBS

D. CHARACTERISTICS OF SHRUBS

2. RECOGNIZING PARTS OF THE GRASS PLANT

A. RECOGNIZING TYPES OF SEED HEADS

B. IDENTIFYING THE PARTS OF THE SEED HEAD

C. IDENTIFYING VEGETATIVE PARTS OF GRASS PLANTS

3. IDENTIFYING RANGE GRASSES OF THE SIX GRASS TRIBES

A. WHEATGRASS TRIBE

B. GRAMA TRIBE

C. OATGRASS TRIBE

D. FESCUE TRIBE

E. REDTOP TRIBE

F. BLUESTEM TRIBE

4. IDENTIFYING COMMON RANGE FORBS

5. IDENTIFY COMMON RANGE SHRUBS

6. IDENTIFYING COMMON POISONOUS PLANTS

7. USING PLANT IDENTIFICATION KEYS

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. HAVE THE STUDENTS COLLECT AND IDENTIFY SPECIMENS OF GRASSES, FORBS, SHRUBS AND POISONOUS PLANTS COMMON IN THEIR AREA.

2. HAVE THE STUDENTS TAKE APART A GRASS SPECIMEN AND LABEL THE PARTS OF THE GRASS PLANT ON A DIAGRAM.

3. TAKE A FIELD TRIP TO SOME RANGE LAND AND HAVE THE STUDENTS OBSERVE AND STUDY PLANT MOUNTS AND/OR SLIDES OF RANGE FORBS TO AID THEM IN BECOMING COMPETENT IN THEIR IDENTIFICATION PROCESS.

5. HAVE THE STUDENTS USE A PLANT IDENTIFICATION KEY AND IDENTIFY THE RANGE SHRUBS IN A SPECIFIED RANGE AREA.

6. HAVE THE STUDENTS COLLECT AND DEVELOP A DISPLAY OF THE COMMON POISONOUS RANGE PLANTS FOUND IN THEIR AREA.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. HAVE EACH STUDENT DISTINGUISH BETWEEN GRASSES, GRASS-LIKE PLANTS, FORBS AND SHRUBS USING LIVE SPECIMENS, SLIDES OR MOUNTS.

2. HAVE EACH STUDENT IDENTIFY ALL PARTS OF A RANGE GRASS PLANT.

3. HAVE EACH STUDENT IDENTIFY COMMON RANGE GRASSES WITH 90% ACCURACY USING AN IDENTIFICATION KEY.

4. HAVE EACH STUDENT IDENTIFY COMMON RANGE FORBS WITH 90% ACCURACY USING AN IDENTIFICATION KEY.

5. HAVE EACH STUDENT IDENTIFY COMMON RANGE SHRUBS WITH 90% ACCURACY USING AN IDENTIFICATION KEY.

6. HAVE EACH STUDENT IDENTIFY COMMON POISONOUS RANGE PLANTS WITH 100% ACCURACY.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. PLANT IDENTIFICATION KEY (COMMON TO THE AREA)

2. RANGE PLANT MOUNTS

3. SLIDES OF COMMON RANGE PLANTS

4. PROJECTOR

F. EXAMPLES OF SUPPORTING REFERENCES

1. RANGE RESOURCE MANAGEMENT - UNIT OUTLINE. PUBLICATION NO. 4. BOZEMAN, MONTANA: DEPARTMENT OF AGRICULTURAL EDUCATION, MONTANA STATE UNIVERSITY. 1968, 276 PAGES.

   THE UNIT OUTLINE CONTAINS PLANT IDENTIFICATION KEYS AS WELL AS COMPLETE GUIDES TO RECOGNITION OF COMMON POISONOUS PLANTS.

2. TIPS ON "GRASS" IDENTIFICATION USING VEGETATIVE CHARACTERISTICS. CIRCULAR 1089. BOZEMAN, MONTANA: COOPERATIVE EXTENSION SERVICE, MONTANA STATE UNIVERSITY. 1968.

   THIS PAMPHLET CONTAINS PROCEDURES FOR IDENTIFYING "GRASSES" USING THE CHARACTERISTICS OF THE VEGETATIVE PARTS.

RANGE CONDITION, TREND AND UTILIZATION

UNIT CONCEPT: SUCCESSFUL RANGE MANAGEMENT REQUIRES KNOWLEDGE OF THE PROCEDURES IN DETERMINING RANGE CONDITION, TREND AND UTILIZATION. AS AN INDIVIDUAL DETERMINES THESE FACTORS, HE IS ABLE TO USE THE INFORMATION IN MAKING MANAGEMENT DECISIONS.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. PLACE RANGE PLANTS INTO THE PROPER GROUPING FOR RANGE CONDITION ANALYSIS WITH 90% ACCURACY.

2. USING THE SOIL CONSERVATION SERVICE RANGE CONDITION ANALYSIS METHOD, DETERMINE RANGE CONDITION ON A GIVEN SITE TO WITHIN ± 10% OF THE ACTUAL RANGE CONDITION SCORE.

3. UPON COMPLETION OF A RANGE CONDITION ANALYSIS, CLASSIFY RANGE LAND INTO THE PROPER CONDITION CLASSIFICATION WITH COMPLETE ACCURACY.

4. FIGURE THE STOCKING RATE FOR A GIVEN RANGE SITE WITH A GIVEN CONDITION TO WITHIN ± TWO ANIMAL UNITS FOR EACH 100 ACRES ON THE SITE.

5. DETERMINE RANGE TREND ON A GIVEN SITE TO WITHIN ± 10% OF THE DESIRABLE PLANTS AVAILABLE.

6. ANALYZE THE PROPER RANGE UTILIZATION ON A GIVEN SITE TO WITHIN ± 10% OF THE ACTUAL AMOUNT OF FORAGE GRAZED.

B. INSTRUCTIONAL AREAS

1. GROUPING PLANTS FOR RANGE CONDITION ANALYSIS

   A. DECREASER PLANTS

   B. INCREASER PLANTS

   C. INVADER PLANTS

2. DETERMINING RANGE CONDITION USING THE SOIL CONSERVATION SERVICE RANGE CONDITION ANALYSIS METHOD

3. CLASSIFYING RANGE CONDITION BASED ON PERCENTAGE OF FORAGE PRODUCED ON CLIMAX VEGETATION

   A. EXCELLENT: 75 TO 100 PERCENT

   B. GOOD: 50 TO 75 PERCENT

   C. FAIR: 25 TO 50 PERCENT

   D. POOR: 0 TO 15 PERCENT

4. FIGURING STOCKING RATES

5. DETERMINING RANGE TREND

   A. VISUAL EXAMINATION

   B. PACE TRANSECT METHOD

   C. PARKER THREE-STEP METHOD

6. ANALYZING PROPER RANGE UTILIZATION

   A. KEY SPECIES CONCEPT

   B. EYEBALL METHOD

   C. PHOTOGRAPHY METHOD

   D. OCCULAR PLOT ESTIMATE

   E. ENCLOSURES METHODS

   F. COMPARISON METHODS

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. GIVE THE STUDENTS A LIST OF 25 PLANTS AND HAVE THEM GROUP THEM INTO THE PROPER GROUPING FOR RANGE CONDITION ANALYSIS.

2. A. HAVE THE STUDENTS DETERMINE RANGE CONDITION IN THE CLASSROOM USING HYPOTHETICAL PLANT DATA AND THE SOIL CONSERVATION SERVICE TECHNICIAN GUIDES.

   B. HAVE THE STUDENTS DETERMINE THE RANGE CONDITION ON THREE DIFFERENT RANGE SITES USING THE APPROPRIATE SOIL CONSERVATION SERVICE TECHNICIAN GUIDES.

3. GIVE THE STUDENTS 10 RANGE CONDITION PERCENTAGES AND HAVE THE STUDENTS CLASSIFY THE PERCENTAGES INTO THE PROPER CONDITION CLASSIFICATION.

4. A. HAVE THE STUDENTS FIGURE STOCKING RATES IN THE CLASSROOM USING HYPOTHETICAL RANGE DATA.

   B. HAVE THE STUDENTS FIGURE STOCKING RATES FOR THE RANGE SITES IN WHICH THEY HAVE DETERMINED CONDITIONS.

5. HAVE THE STUDENTS DEVELOP A RANGE STOCKING PLAN FOR RANGELAND THAT IS IN AN UPWARD AND/OR DOWNWARD TREND.

6. HAVE THE STUDENTS DETERMINE THE RANGE UTILIZATION ON THREE DIFFERENT RANGE SITES.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. HAVE EACH STUDENT GROUP RANGE PLANTS INTO THE PROPER GROUPING FOR RANGE CONDITION ANALYSIS.

2. HAVE THE STUDENTS DETERMINE RANGE CONDITION ON A GIVEN SITE USING THE SOIL CONSERVATION RANGE CONDITION ANALYSIS METHOD.

3. HAVE EACH STUDENT CLASSIFY 10 DIFFERENT RANGE CONDITION PERCENTAGES INTO THE PROPER CONDITION CLASSIFICATION.

4. HAVE EACH STUDENT FIGURE THE PROPER STOCKING RATE FOR A GIVEN RANGE CONDITION WITHIN ± 2 ANIMAL UNITS PER 100 ACRES.

5. HAVE EACH STUDENT DETERMINE RANGE TREND ON A SITE SPECIFIED BY THE INSTRUCTOR TO WITHIN ± 10% OF THE DESIRABLE PLANTS AVAILABLE.

6. HAVE EACH STUDENT ANALYZE THE PROPER RANGE UTILIZATION ON A GIVEN SITE TO WITHIN ± 10% OF THE ACTUAL AMOUNT OF FORAGE GRAZED.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

F. EXAMPLES OF SUPPORTING REFERENCES

1. TECHNICIANS' GUIDE. WASHINGTON, D.C.: U.S. DEPARTMENT OF AGRICULTURE SOIL CONSERVATION SERVICE, U.S. GOVERN-

MENT PRINTING OFFICE.

THIS GUIDE CONTAINS INFORMATION CONCERNING THE SOIL CONSERVATION SERVICE RANGE CONDITION ANALYSIS METHOD.

2. RANGE RESOURCE MANAGEMENT - UNIT OUTLINE. PUBLICATION NO. 4. BOZEMAN, MONTANA: DEPARTMENT OF AGRICULTURAL EDUCATION, MONTANA STATE UNIVERSITY. 1968, 276 PAGES.

UNIT SIX OF THIS PUBLICATION COVERS RANGE CONDITIONS, TREND AND UTILIZATION.

RANGE GRAZING MANAGEMENT

UNIT CONCEPT: SUCCESSFUL RANGE MANAGEMENT REQUIRES A KNOWLEDGE OF GRAZING SYSTEMS AND THE PROPER MANAGEMENT OF GRAZING LANDS. A GRAZING PLAN IS NECESSARY TO MAINTAIN QUALITY RANGELANDS.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. IDENTIFY THE PROPER GRAZING SEASON ACCORDING TO THE STAGE OF PLANT GROWTH WITH ACCURACY OF ± TWO WEEKS.

2. SELECT THE PROPER MEANS OF DISTRIBUTING GRAZING TO OBTAIN MAXIMUM USE OF ALL AVAILABLE RANGE LAND.

3. ADJUST GRAZING OPERATIONS ON A GIVEN RANGE SITE ACCORDING TO THE AMOUNT OF FORAGE PRODUCTION TO WITHIN ± TWO ANIMAL UNITS FOR EACH 100 ACRES ON THE SITE.

4. DETECT RANGE MISUSE AND ADJUST GRAZING TO WITHIN ± TWO ANIMAL UNITS FOR EACH 100 ACRES ON THE SITE.

5. SELECT A GRAZING SYSTEM AND DEVELOP A GRAZING PLAN FOR THE SYSTEM THAT WOULD BE FEASIBLE ACCORDING TO SPECIFICATIONS DESIGNATED BY THE INSTRUCTOR.

B. INSTRUCTIONAL AREAS

1. IDENTIFYING THE PROPER GRAZING SEASON

   A. RANGE READINESS

   B. SOIL READINESS

2. DISTRIBUTING GRAZING

   A. SALTING

   B. FENCING

   C. HERDING

   D. TRAIL BUILDING

E. DEVELOPING WATER AREAS

F. SELECTING PROPER CLASS OF LIVESTOCK

3. ADJUSTING GRAZING OPERATIONS TO FORAGE PRODUCTION

A. DECREASING THE HERD

B. INCREASING THE HERD

4. DETECTING RANGE MISUSE

A. BEST FORAGE PLANTS DECREASING

B. SOIL DISTURBANCE OR EROSION

C. CONDITION OF THE LIVESTOCK

5. SELECTING GRAZING SYSTEMS

A. CONTINUOUS GRAZING

B. DEFERRED GRAZING

C. ROTATION GRAZING

D. DEFERRED-ROTATION GRAZING

E. REST-ROTATION GRAZING

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. HAVE STUDENTS MAKE A LIST OF COMMON RANGE PLANTS AND INDICATE THE MINIMUM STAGE OF PLANT GROWTH NECESSARY BEFORE GRAZING MAY BEGIN ON SUCH GRASSES.

2. HAVE SOIL CONSERVATION SERVICE PERSONNEL AS RESOURCE PERSONS TO DISCUSS GRAZING SYSTEMS.

3. A. HAVE STUDENTS DEVELOP A STOCKING PLAN FOR RANGE LAND THAT HAS AN INCREASING AMOUNT OF FORAGE ON IT.

   B. HAVE STUDENTS DEVELOP A STOCKING PLAN FOR RANGE LAND THAT HAS A DECREASING AMOUNT OF AVAILABLE FORAGE.

4. HAVE STUDENTS OBSERVE HEAVILY GRAZED RANGE AND DEVELOP A PLAN FOR DISTRIBUTING GRAZING ON THE RANGE.

5. HAVE STUDENTS DEVELOP A GRAZING PLAN FOR EACH OF THE GRAZING SYSTEMS DISCUSSED IN THE CONTENT.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. ON A SPECIFIED SITE, HAVE EACH STUDENT IDENTIFY WHEN THE RANGE CAN BE SAFELY GRAZED ACCORDING TO THE STAGE OF PLANT GROWTH.

2. HAVE EACH STUDENT SELECT THE PROPER MEANS OF DISTRIBUTING GRAZING ON A SPECIFIED SITE.

3. HAVE EACH STUDENT DETERMINE THE NECESSARY ADJUSTMENT OF GRAZING OPERATIONS ACCORDING TO THE AMOUNT OF AVAILABLE FORAGE ON A SPECIFIED SITE.

4. HAVE EACH STUDENT LIST THE FACTORS WHICH SHOULD BE CONSIDERED IN DETERMINING RANGE MISUSE.

5. HAVE EACH STUDENT SELECT THE GRAZING SYSTEM MOST SUITABLE TO A GIVEN SITUATION.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

F. EXAMPLES OF SUPPORTING REFERENCES

1. HOUSTON, W. R. EFFECTS OF STOCKING RATES ON RANGE VEGETATION AND BEEF CATTLE PRODUCTION ON THE NORTHERN GREAT PLAINS. TECHNICAL BULLETIN NO. 1357. WASHINGTON, D.C.: U.S. DEPARTMENT OF AGRICULTURE, U.S. GOVERNMENT PRINTING OFFICE. 1966.

   THIS BULLETIN COVERS STOCKING RATES AND THEIR RESULTANT EFFECTS ON RANGE VEGETATION.

2. RANGE RESOURCE MANAGEMENT - UNIT OUTLINE. PUBLICATION NO. 4. BOZEMAN, MONTANA: DEPARTMENT OF AGRICULTURAL EDUCATION, MONTANA STATE UNIVERSITY. 1968, 276 PAGES.

   UNIT SEVEN OF THIS PUBLICATION COVERS GRAZING SYSTEMS AND PRACTICES.

RANGE RENOVATION PRACTICES

UNIT CONCEPT: IF RANGE LAND HAS BEEN IMPROPERLY MANAGED OVER A LONG PERIOD OF TIME, THE CONDITION OF THE RANGE CAN BECOME SO POOR THAT RENOVATION BECOMES NECESSARY. IT IS ESSENTIAL TO BE ABLE TO SELECT AND USE THE PROPER RENOVATION PRACTICES TO RESTORE SUCH RANGE.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. WHEN GIVEN A PARTICULAR SITUATION, DETERMINE THE FEASIBILITY OF RANGE RENOVATION TO THE DEGREE OF ACCURACY SPECIFIED BY THE INSTRUCTOR.

2. IDENTIFY THE FOUR STEPS OF THE RANGE RENOVATION PROCESS WITH COMPLETE ACCURACY.

3. SELECT THE PROPER RENOVATION PRACTICE FOR A GIVEN SITUATION WITH A DEGREE OF ACCURACY SPECIFIED BY THE INSTRUCTOR.

4. DETERMINE THE COST OF RENOVATION PRACTICES WITHIN ± $2.00 PER ACRE.

5. IDENTIFY STATE AND FEDERAL AGENCIES FROM WHICH HELP CAN BE OBTAINED TO MAKE MANAGEMENT DECISIONS AND/OR FINANCIAL ASSISTANCE CAN BE SECURED.

B. INSTRUCTIONAL AREAS

1. DETERMINING THE FEASIBILITY OF RANGE RENOVATION

   A. RANGE CONDITION

   B. TYPE OF SOIL

   C. SLOPE OF THE LAND

   D. SIZE OF AREA TO BE CONSIDERED FOR TREATMENT

   E. COST OF THE TREATMENT

   F. AVAILABILITY OF EQUIPMENT

G. USE OF AREA BY WILDLIFE

H. OTHER USES

2. IDENTIFYING THE STEPS IN THE RANGE RENOVATION PROCESS

A. FINDING THE CAUSE OF RANGE RETROGRESSION

B. DECIDING WHICH RENOVATION PRACTICE IS BEST SUITED FOR THE SITUATION

C. COMPLETING THE RENOVATION PROCESS

D. MAINTAINING PROPER RANGE MANAGEMENT PRACTICES

3. SELECTING RENOVATION PRACTICES

A. SPRAYING

B. PITTING AND INTERSEEDING

C. DEFERRED GRAZING

D. CROSSFENCING

E. FERTILIZING

F. BURNING

4. DETERMINING COST OF RENOVATION

A. MAKING A BUDGET

B. ANALYZING COSTS

5. IDENTIFYING STATE AND FEDERAL AGENCIES FOR ASSISTANCE

A. AGRICULTURAL STABILIZATION AND CONSERVATION SERVICE

B. SOIL CONSERVATION SERVICE

C. FOREST SERVICE

D. BUREAU OF LAND MANAGEMENT

E. BUREAU OF INDIAN AFFAIRS

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. HAVE STUDENTS DETERMINE THE FEASIBILITY OF RENOVATING A GIVEN RANGE SITE.

2. HAVE A RESOURCE PERSON FROM THE SOIL CONSERVATION SERVICE OR OTHER GOVERNMENTAL AGENCY DISCUSS WITH THE STUDENTS THE RANGE RENOVATION PROCESS.

3. HAVE STUDENTS DEVELOP A PLAN FOR RENOVATING A GIVEN RANGE SITE.

4. HAVE STUDENTS FIGURE THE COST OF USING EACH RANGE RENOVATION PRACTICE ON A RANGE TRACT OF 320 ACRES.

5. HAVE AS RESOURCE PERSONS REPRESENTATIVES FROM VARIOUS GOVERNMENTAL AGENCIES TO EXPLAIN THEIR ROLE IN RANGE MANAGEMENT.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. HAVE EACH STUDENT DETERMINE THE FEASIBILITY OF RENOVATING A GIVEN RANGE LAND AREA.

2. HAVE EACH STUDENT IDENTIFY AND DESCRIBE THE FOUR STEPS OR THE RANGE RENOVATION PROCESS.

3. HAVE EACH STUDENT SELECT THE PROPER RANGE RENOVATION PRACTICE FOR A GIVEN SITE AS DETERMINED BY A REPRESENTATIVE OF THE SOIL CONSERVATION SERVICE.

4. HAVE EACH STUDENT DETERMINE THE COST PER ACRE OF EACH RANGE RENOVATION PRACTICE TO BE USED ON A SPECIFIED RANGE SITE.

5. HAVE EACH STUDENT IDENTIFY AND EXPLAIN THE SERVICES PROVIDED BY THE STATE AND FEDERAL AGENCIES THAT ASSIST IN MANAGING RANGELANDS.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

F. EXAMPLES OF SUPPORTING REFERENCES

1. RANGE RESOURCE MANAGEMENT - UNIT OUTLINE. PUBLICATION NO. 4. BOZEMAN, MONTANA: DEPARTMENT OF AGRICULTURAL EDUCATION, MONTANA STATE UNIVERSITY. 1968, 276 PAGES.

UNIT EIGHT IN THIS PUBLICATION COVERS THOSE AREAS OF RANGE RENOVATION CONSIDERED IN THIS UNIT.

VII

SOIL

U.S.O.E. CODE 01.06 03 00 00

SOIL FORMATION AND PROPERTIES

LAND USE CLASSIFICATION AND CONSERVATION PRACTICES

SOIL FERTILITY MANAGEMENT

MAP INTERPRETATION AND USE

LAND MEASUREMENT

ELEMENTARY SURVEYING

ERIC

SOIL FORMATION AND PROPERTIES

UNIT CONCEPT: BACKGROUND KNOWLEDGE IN SOIL FORMATION AND SOIL PROPERTIES WILL PROVIDE A BASIS FOR DECISIONS CONCERNING SOIL CONSERVATION AND MANAGEMENT.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. USING THE FIVE BASIC SOIL FORMING FACTORS, DETERMINE THE SOIL-FORMING PROCESSES THAT ARE PREVALENT IN HIS STATE OR REGION.

2. THROUGH MECHANICAL ANALYSIS, DETERMINE THE MAJOR PHYSICAL PROPERTIES OF THE SOIL AS WOULD BE REQUIRED FOR WORK AS A SOIL CONSERVATION AIDE.

3. DETERMINE THE CHEMICAL PROPERTIES OF THE SOIL WHICH RELATE TO FERTILITY WITH ACCURACY REQUIRED OF A SOIL CONSERVATION AIDE.

4. IDENTIFY THE MAJOR BIOLOGICAL FACTORS (SOIL, ANIMALS AND PLANTS) IN THE SOIL AND LIST SIX WAYS IN WHICH THEY AFFECT IT.

B. INSTRUCTIONAL AREAS

1. DETERMINING THE METHODS OF SOIL FORMATION

   A. IDENTIFYING THE MAJOR SOIL-FORMING FACTORS

      (1) PARENT MATERIAL
      (2) TOPOGRAPHY
      (3) TIME
      (4) CLIMATE
      (5) BIOTIC FACTORS

   B. DISTINGUISHING THE MAJOR HORIZONS AND SUB-HORIZONS

      (1) TOPSOIL - A HORIZON
      (2) SUBSOIL - B HORIZON
      (3) PARENT MATERIAL - C HORIZON
      (4) BEDROCK - D HORIZON

2. IDENTIFYING THE PHYSICAL PROPERTIES OF THE SOIL

   A. CLASSIFYING SOILS AS TO TEXTURE

      (1) USING THE "FEEL" TEST
      (2) IDENTIFYING THE MAJOR TEXTURE CLASSIFICATIONS
      (3) USING THE TEXTURE TRIANGLE

         (A) DETERMINING THE RELATIVE PERCENTAGES OF EACH TEXTURAL CLASS
         (B) LOCATING THE TEXTURAL CLASSIFICATION

   B. CLASSIFYING SOILS AS TO STRUCTURE

   C. DETERMINING SOIL PERMEABILITY

   D. IDENTIFYING THE FUNCTIONS AND IMPORTANCE OF SOIL WATER

      (1) CLASSIFYING SOIL WATER
      (2) IDENTIFYING WATER MOVEMENT IN THE SOIL
      (3) DETERMINING SOIL WATER HOLDING CAPACITY

   E. CLASSIFYING SOIL AS TO COLOR

   F. IDENTIFYING THE EFFECTS OF ORGANIC MATTER ON THE SOIL

      (1) DETERMINING PHYSICAL EFFECTS
      (2) DETERMINING CHEMICAL EFFECTS
      (3) DETERMINING BIOLOGICAL EFFECTS

3. IDENTIFYING THE CHEMICAL PROPERTIES OF THE SOIL

   A. DETERMINING THE PH VALUE OF A SOIL

   B. IDENTIFYING CHEMICAL PROCESSES IN THE SOIL

4. IDENTIFYING THE BIOLOGICAL PROPERTIES OF THE SOIL

   A. IDENTIFYING THE IMPORTANCE AND EFFECTS OF SOIL ANIMALS

   B. IDENTIFYING THE IMPORTANCE AND EFFECTS OF SOIL PLANTS

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. A. IDENTIFY MINERALS AND ROCKS COMMON IN SOIL FORMATION IN THE LOCAL AREA AND OBSERVE THE INFLUENCE OF THE BEDROCK ON THE SOIL PHYSICAL CHARACTERISTICS.

   B. TAKE A FIELD TRIP TO A HIGHWAY CUT OR SIMILAR AREA TO OBSERVE THE DEVELOPMENT OF THE REGOLITH.

C. DIG PITS IN DIFFERENT LOCATIONS TO CLOSELY EXAMINE SOIL HORIZONS AND SUB-HORIZONS.

D. MAKE A SOIL MONOLITH USING PLANS AVAILABLE THROUGH THE SOIL CONSERVATION SERVICE.

2. A. PUT A PORTION OF SOIL IN A SEALED JAR OF WATER; SHAKE, AND LET SETTLE OR USE MECHANICAL ANALYSIS METHODS TO DETERMINE THE RELATIVE AMOUNTS OF SAND, SILT AND CLAY IN THE SOIL.

B. PRACTICE USING THE TEXTURE TRIANGLE TO CLASSIFY SOILS.

C. COMPARE WATER-HOLDING CAPACITIES AND PERMEABILITY OF DIFFERENT SOILS BY COMPARING THE AMOUNT OF WATER RUN THROUGH A SOIL WITH THE AMOUNT COLLECTED AFTERWARDS.

D. TAKE FIELD TRIPS TO OBSERVE SOILS WITH DIFFERENT PHYSICAL CHARACTERISTICS INCLUDING SOIL COLOR. TRY TO IDENTIFY THE FACTORS WHICH HAVE DETERMINED THE SOIL COLOR.

E. ANALYZE SAMPLES OF SOIL FROM AREAS OF HIGH AND LOW ORGANIC MATTER CONTENT TO DETERMINE THE EFFECTS OF ORGANIC MATTER ON THE SOIL.

3. DETERMINE THE PH OF DIFFERENT SOILS USING A SOIL TEST KIT OR P-HYDRION PAPERS AND A COLOR CHART.

4. CONSTRUCT A GLASS-SIDED SOIL OBSERVATION BOX TO OBSERVE ACTIVITIES OF SOIL MACROORGANISMS.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. A. DEVELOP AN ESSAY TEST IN WHICH THE STUDENT WILL WRITE HOW EACH OF THE FIVE SOIL-FORMING FACTORS AFFECTS SOIL FORMATION WITH ACCURACY TO BE DETERMINED BY THE INSTRUCTOR.

B. HAVE THE STUDENTS OBSERVE TWO OR THREE SOIL PITS LOCATED IN SIGNIFICANTLY DIFFERENT AREAS AND INDICATE THE HORIZONS OR SUB-HORIZONS PRESENT WITH ACCURACY TO BE DETERMINED BY THE INSTRUCTOR.

2. A. HAVE THE STUDENTS CLASSIFY A NUMBER OF TOP SOIL SAMPLES INTO ONE OF THE THREE MAJOR TEXTURAL CLASSES USING THE FEEL TEST. EVALUATE THE STUDENTS BY MAKING A MECHANICAL ANALYSIS OF THE SAMPLES.

B. GIVE THE STUDENTS A NUMBER OF SOILS WITH HYPOTHETICAL AMOUNTS OF SAND, SILT AND CLAY AND HAVE THEM INDICATE THE TEXTURE USING THE TEXTURE TRIANGLE. THE STUDENTS SHOULD BE ABLE TO ACHIEVE COMPLETE ACCURACY.

C. HAVE THE STUDENTS OBSERVE TWO OR THREE SOIL PITS TO DETERMINE BY THE SOIL PHYSICAL CHARACTERISTICS THEIR PERMEABILITY CLASS. A SOIL CONSERVATION SERVICE REPRESENTATIVE MAY BE NEEDED TO ASSIST IN EVALUATION.

3. HAVE THE STUDENTS USE AN APPROVED METHOD OF DETERMINING THE PH OF PREVIOUSLY TESTED TOP SOIL SAMPLES WITH THEIR ACCURACY TO BE WITHIN ± .5 UNITS OF THE OFFICIAL TEST RESULTS.

4. PREPARE A MATCHING TEST USING SPECIFIC SOIL ORGANISMS AND THE EFFECTS OF THE ORGANISMS ON THE SOIL OR THEIR UNIQUE CHARACTERISTICS. THE DEGREE OF ACCURACY REQUIRED SHOULD BE DETERMINED BY THE INSTRUCTOR.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. SOIL AUGERS AND PROBES
2. SOIL TEST KIT
3. SOIL THERMOMETER
4. MOISTURE METER
5. SOIL SAMPLE BAGS
6. HAND LENS
7. SET OF SIEVES FOR SOIL ANALYSIS
8. SHOVELS

F. EXAMPLES OF SUPPORTING REFERENCES

1. BUCKMAN, H. O. AND BRADY, N. C. THE NATURE AND PROPERTIES OF SOIL. NEW YORK, NEW YORK: MACMILLAN COMPANY. 1952, 591 PAGES.

THIS TEXT CONTAINS A COMPLETE DISCUSSION OF THE BASIC SOIL CHARACTERISTICS AND PROCESSES. IT MAY BE USED FOR REFERENCE BY THE TEACHER OR STUDENT.

2. KNUTI, LEO L., KORPI, MILTON AND HIDE, J. D.
PROFITABLE SOIL MANAGEMENT. ENGLEWOOD CLIFFS, NEW JERSEY: PRENTICE-HALL, INC. 1970, 376 PAGES.

AN EXCELLENT REFERENCE FOR TEACHER AND STUDENT USE. THIS TEXT CONTAINS A DETAILED DISCUSSION OF THE ITEMS INCLUDED IN THIS UNIT.

ERIC

LAND USE CLASSIFICATION AND CONSERVATION PRACTICES

UNIT CONCEPT: ACCURATE LAND CLASSIFICATION, SELECTION OF LAND USE SYSTEMS, AND SELECTION AND IMPLEMENTATION OF CONSERVATION PRACTICES WILL RESULT IN INCREASED CROP PRODUCTION AND SUCCESSFUL SOIL CONSERVATION.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. USING THE FIVE MAJOR DETERMINANTS OF LAND CAPABILITY, CLASSIFY A DESIGNATED SOIL INTO ONE OF THE EIGHT LAND CAPABILITY CLASSES WITH ACCURACY REQUIRED OF A SOIL CONSERVATION SERVICE AIDE.

2. WHEN OBSERVING A SPECIFIED LAND AREA, SELECT THE OPTIMUM LAND USE SYSTEM FOR THE LAND CLASS WITH ACCURACY REQUIRED OF A SOIL CONSERVATION SERVICE AIDE.

3. CONSIDERING THE LAND CAPABILITY AND OPTIMUM LAND USE SYSTEM ON A GIVEN AREA, RECOMMEND AND IMPLEMENT THE CONSERVATION PRACTICES WHICH WOULD RESULT IN MINIMUM SOIL LOSS.

B. INSTRUCTIONAL AREAS

1. CLASSIFYING LAND INTO THE EIGHT MAJOR LAND CLASSES

   A. IDENTIFYING LAND CHARACTERISTICS USED IN CLASSIFICATION

      (1) DETERMINING SLOPE
      (2) DETERMINING DEPTH OF SOIL
      (3) DETERMINING SOIL TEXTURE
      (4) DETERMINING INTERNAL DRAINAGE
      (5) DETERMINING EROSION OR DEPTH OF TOPSOIL

   B. IDENTIFYING LAND CAPABILITY CLASSES

      (1) IDENTIFYING THE REQUIREMENTS OF EACH CLASS
      (2) DETERMINING LAND CLASSES ADAPTED TO CROPS
      (3) DETERMINING LAND CLASSES ADAPTED TO PERMANENT VEGETATION ONLY

2. SELECTING THE LAND USE SYSTEM

   A. IDENTIFYING CROPPING SYSTEMS

   B. IDENTIFYING GRASSLAND SYSTEMS

   C. DETERMINING WOODLAND, WILDLIFE, AND RECREATION USES

3. SELECTING AND IMPLEMENTING CONSERVATION PRACTICES

   A. DETERMINING PRACTICES FOR CONTROLLING EROSION AND SEDIMENTATION

      (1) SEEDING SOD FORMING CROPS

         (A) SELECTING EQUIPMENT
         (B) OPERATING EQUIPMENT SAFELY
         (C) MAINTAINING EQUIPMENT

      (2) DEVELOPING GRASS WATERWAYS

         (A) LOCATING THE WATERWAY
         (B) DETERMINING THE DIMENSIONS
         (C) CONSTRUCTING THE WATERWAY
         (D) SEEDING THE WATERWAY
         (E) PROTECTING THE WATERWAY

      (3) DEVELOPING CONTOURS

         (A) OPERATING THE HAND LEVEL
         (B) LAYING OUT CONTOUR LINES

      (4) LAYING OUT CONTOUR STRIPS

      (5) DEVELOPING TERRACES

         (A) SELECTING TYPE
         (B) LOCATING AND STAKING TERRACE LINES
         (C) CONSTRUCTING TERRACES
         (D) MAINTAINING TERRACES
         (E) OPERATING TERRACING EQUIPMENT SAFELY
         (F) MAINTAINING TERRACING EQUIPMENT

      (6) PLANTING SHELTERBELTS

         (A) LOCATING THE SHELTERBELT
         (B) SELECTING TREE SIZE AND SPECIES
         (C) PLANTING TREES
         (D) MAINTAINING AND PROTECTING THE SHELTERBELT

(7) DEVELOPING DIVERSION DITCHES

(A) LOCATING THE DIVERSION DITCH
(B) CONSTRUCTING THE DIVERSION DITCH

B. MANAGING CROP RESIDUES

C. DEVELOPING TILE DRAINAGE SYSTEMS

(1) DETERMINING LOCATION
(2) LAYING OUT THE SYSTEM
(3) CONSTRUCTING THE SYSTEM

(A) OPERATING EQUIPMENT
(B) MAINTAINING EQUIPMENT

D. MAINTAINING AND RE-ESTABLISHING WOODLANDS

(1) USING TIMBER STAND IMPROVEMENT PRACTICES
(2) PLANTING OR RESEEDING TREES
(3) SELECTING TOOLS AND EQUIPMENT
(4) OPERATING TOOLS AND EQUIPMENT
(5) MAINTAINING TOOLS AND EQUIPMENT

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. A. PRACTICE DETERMINING SLOPES AT DIFFERENT SITES USING AN ABNEY HAND LEVEL OR A SOIL JUDGING SCORECARD.

   B. PRACTICE DETERMINING THE TEXTURE OF DIFFERENT SOILS AND COMPARING THE FINDINGS TO MECHANICAL ANALYSIS RESULTS.

   C. DIG A NUMBER OF SOIL INSPECTION PITS AT DIFFERENT SITES, AND USE A SOIL JUDGING SCORECARD TO DETERMINE LAND CAPABILITY CLASS.

2. TAKE FIELD TRIPS TO AREAS WITH DIFFERING LAND FEATURES AND HAVE THEM DETERMINE THE OPTIMUM LAND USE SYSTEM FOR EACH AREA.

3. COOPERATE WITH THE SOIL CONSERVATION SERVICE IN OBSERVING AND ASSISTING IN DEVELOPING SOIL CONSERVATION PRACTICES ON COOPERATORS' LANDS.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. GIVE THE STUDENTS HYPOTHETICAL DATA FROM A NUMBER OF DIFFERENT SITES FOR THEM TO DETERMINE THE APPROPRIATE LAND CLASS. USE LAND JUDGING SCORECARDS FOR LAND CLASS DETERMINATION AND EVALUATION.

2. DIG A NUMBER OF DIFFERENT SOIL PITS AT DIFFERENT SITES FOR THE STUDENTS TO DETERMINE THE OPTIMUM LAND USE. HAVE A SOIL CONSERVATION SERVICE EMPLOYEE ASSIST IN SELECTION OF SITES AND IN STUDENT EVALUATION.

3. HAVE THE STUDENTS SELECT THE APPROPRIATE CONSERVATION PRACTICES FOR THE PREVIOUSLY MENTIONED SITES WITH THE EVALUATION TO BE CONDUCTED BY THE INSTRUCTOR AND SOIL CONSERVATION SERVICE EMPLOYEE.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. ABNEY HAND LEVELS
2. SOIL JUDGING SCORE CARDS
3. SOIL AUGERS AND PROBES
4. SHOVELS
5. HAND LENS
6. SET OF SIEVES FOR SOIL ANALYSIS
7. FORESTRY EQUIPMENT

F. EXAMPLES OF SUPPORTING REFERENCES

1. FOSTER, A. B. APPROVED PRACTICES IN SOIL CONSERVATION. DANVILLE, ILLINOIS: THE INTERSTATE PRINTERS AND PUBLISHERS. 1964, 384 PAGES.

   INCLUDED IN THIS TEXT ARE DETAILS CONCERNING THE DEVELOPMENT OF MOST SOIL AND WATER CONSERVATION PRACTICES.

2. KNUTI, LEO L., KORPI, MILTON AND HIDE, J. D. PROFITABLE SOIL MANAGEMENT. ENGLEWOOD CLIFFS, NEW JERSEY: PRENTICE-HALL, INC. 1970, 376 PAGES.

   THIS TEXT INCLUDES A DISCUSSION OF LAND CLASSIFICATION, SELECTION OF LAND USE SYSTEMS, AND SELECTION OF CONSERVATION PRACTICES OF VALUE TO BOTH THE TEACHER AND STUDENT.

SOIL FERTILITY MANAGEMENT

UNIT CONCEPT: EFFECTIVE MANAGEMENT OF SOIL FERTILITY WHICH INCLUDES USE OF SOIL TEST DATA, WILL RESULT IN INCREASED PRODUCTION FROM THE LAND.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. TAKE SOIL SAMPLES REPRESENTATIVE OF AN AREA, CORRECTLY COMPLETE THE SOIL DATA FORMS, AND SUBMIT THEM FOR LABORATORY ANALYSIS SO THAT THE TEST RESULTS WILL ACCURATELY REFLECT THE FERTILITY CONDITIONS OF THE SOIL.

2. USING SOIL SAMPLES AND A PH TESTING KIT, TEST SOIL FOR ACIDITY OR ALKALINITY WITH ACCURACY OF ± .5 PH AND RECOMMEND PROPER SOIL ADDITIVES TO CORRECT THE PH LEVEL TO MEET PLANT NEEDS.

3. WHEN GIVEN SOIL TEST RESULTS, INTERPRET THE TEST DATA AND MAKE RECOMMENDATIONS FOR NECESSARY APPLICATIONS OF LIME, FERTILIZER, AND MICRONUTRIENTS SO AS TO OBTAIN MAXIMUM PRODUCTION FROM A LAND AREA.

4. WHEN GIVEN THE TYPE OF INDIVIDUAL INGREDIENTS TO BE USED, CALCULATE THE AMOUNTS OF NITROGEN, PHOSPHATE AND POTASH TO BLEND TO OBTAIN A SPECIFIED ANALYSIS IN A DRY BULK AMOUNT OF FERTILIZER WITHIN ± 1%.

5. WHEN GIVEN A SPECIFIED LAND AREA, CROP, AND SOIL TEST DATA, APPLY THE REQUIRED AMOUNTS OF LIME, FERTILIZER, MICRONUTRIENTS, AND ORGANIC MATTER IN A MANNER WHICH WILL MEET THE RECOMMENDATIONS.

B. INSTRUCTIONAL AREAS

1. TAKING SOIL SAMPLES

   A. DEFINING THE PURPOSE AND VALUE OF SOIL ANALYSIS

   B. GETTING A REPRESENTATIVE SAMPLE

   C. TAKING THE SOIL SAMPLE

(1) DETERMINING DEPTH
(2) DETERMINING TIME AND PLACES

D. PROCESSING THE SOIL SAMPLE

E. DETERMINING TIME BETWEEN TESTS

2. TESTING SOIL PH

A. USING THE PH TESTING KIT

B. CALCULATING AMOUNTS OF LIME OR SOIL ADDITIVES NECESSARY TO CORRECT PH

3. INTERPRETING SOIL TEST DATA

A. IDENTIFYING NEEDED LIME APPLICATIONS

B. IDENTIFYING NEEDED FERTILIZER APPLICATIONS

C. IDENTIFYING NEEDED MICRONUTRIENTS

4. FORMULATING DRY BULK BLENDED FERTILIZERS

A. SELECTING INDIVIDUAL INGREDIENTS

B. CALCULATING AMOUNTS OF INGREDIENTS NEEDED FOR SPECIFIC ANALYSES

5. IMPLEMENTING SOIL TEST RECOMMENDATIONS

A. LIMING ACIDIC SOILS

(1) SELECTING MATERIALS
(2) TIMING
(3) DETERMINING METHODS OF APPLICATION

(A) OPERATING EQUIPMENT
(B) MAINTAINING EQUIPMENT

B. FERTILIZING SOILS

(1) SELECTING FERTILIZER

(A) IDENTIFYING SOURCES
(B) DETERMINING ANALYSIS NEEDED

(1) DETERMINING MAJOR NUTRIENTS NEEDED
(2) DETERMINING MICRONUTRIENTS NEEDED

(C) DETERMINING FORM TO USE

C. APPLYING FERTILIZER

(1) SELECTING METHOD OF FERTILIZATION
(2) DETERMINING PLACEMENT
(3) TIMING OF FERTILIZATION
(4) OPERATING AND MAINTAINING EQUIPMENT

D. ADDING ORGANIC MATTER TO SOILS

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. HAVE STUDENTS TAKE SOIL SAMPLES AT HOME, AT THE SCHOOL OR ON COOPERATORS' LANDS AND PREPARE AND SUBMIT THEM FOR LABORATORY TESTING.

2. A. USE A PH TEST KIT TO PRACTICE DETERMINING PH OF DIFFERENT SOIL SAMPLES.

   B. DEVELOP CLASSROOM DEMONSTRATIONS COMPARING PLANTS GROWING IN ACID, NEUTRAL AND ALKALINE SOILS.

3. HAVE STUDENTS INTERPRET THE DATA RECEIVED FROM THEIR SOIL TESTS.

4. A. GIVEN THE SPECIFIC INGREDIENTS TO USE, PRACTICE COMPUTING FERTILIZER INGREDIENTS NEEDED TO BLEND DIFFERING AMOUNTS OF FERTILIZER.

   B. VISIT A FERTILIZER PLANT TO OBSERVE COMMERCIAL FERTILIZER PRODUCTION.

5. A. OBSERVE AND/OR ASSIST COMMERCIAL FERTILIZER APPLICATORS AND LIME APPLICATORS IN FERTILIZING AND LIMING LAND AREAS.

   B. HAVE STUDENTS BRING IN DIFFERENT FERTILIZER BAGS AND EXPLAIN ANALYSIS DATA.

   C. PLAN AND IMPLEMENT FERTILIZER TRAILS IN THE GREENHOUSE AND/OR ON FIELD PLOTS TO DETERMINE FERTILIZER EFFECTS AND DIFFERENCES BETWEEN SPECIFIC TYPES AND ANALYSES.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. ASSIGN PAIRS OF STUDENTS A LAND AREA FROM WHICH THEY ARE TO TAKE A REPRESENTATIVE SOIL SAMPLE AND PREPARE THE SAMPLE FOR LABORATORY TESTING. EVALUATE THE STUDENTS AS TO THEIR CORRECTNESS OF TECHNIQUE.

2. ASSIGN EACH STUDENT A SOIL SAMPLE TO TEST WHICH HAS BEEN PREVIOUSLY TESTED FOR PH BY THE INSTRUCTOR. EVALUATE THE STUDENT FOR CORRECTNESS OF TECHNIQUE AND FOR ACCURACY WHICH SHOULD BE WITHIN ± .5 PH OF THE PREVIOUS TEST.

3. GIVE EACH STUDENT AN EXAMPLE OF A SOIL TEST RESULT TO INTERPRET. THE STUDENT SHOULD INDICATE THE AMOUNTS OF LIME AND NUTRIENTS TO APPLY AND THE APPROPRIATE TIME OF YEAR FOR APPLICATION. THE STUDENT SHOULD BE EVALUATED AS TO COMPLETENESS AND ACCURACY OF HIS TEST DATA INTERPRETATION AND RECOMMENDATIONS.

4. HAVE THE STUDENTS CALCULATE THE AMOUNTS OF NUTRIENTS THEY WOULD BLEND TO OBTAIN SPECIFIED AMOUNTS AND ANALYSES OF FERTILIZERS. THE STUDENT'S ACCURACY SHOULD BE WITHIN 1% OF THE DESIRED ANALYSIS.

5. HAVE THE STUDENTS USE THE DATA IN ITEM 3 AS A BASIS FOR INDICATING THE ALTERNATIVE METHODS THAT COULD BE USED TO APPLY THE FERTILIZER MATERIALS TO MEET THE RECOMMENDATIONS. THE STUDENT SHOULD BE ABLE TO INDICATE AT LEAST THREE DIFFERENT APPLICATION METHODS OR PROCECURES.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. SOIL PROBES
2. SOIL AUGER
3. SOIL PH TEST KIT
4. SHOVEL OR SPADE

F. EXAMPLES OF SUPPORTING REFERENCES

1. FERTILIZER SALES AND SERVICEMAN. COLLEGE STATION, TEXAS: TEACHING MATERIALS CENTER, TEXAS A & M UNIVERSITY.

   THIS GUIDE PROVIDES EXCELLENT INFORMATION CONCERNING FERTILIZERS, FERTILIZER ANALYSIS, AND BLENDING OF FERTILIZERS.

2. KNUTI, LEO L., KORPI, MILTON AND HIDE, J. C. PROFITABLE SOIL MANAGEMENT. ENGLEWOOD CLIFFS, NEW JERSEY: PRENTICE-HALL, INC. 1970, 376 PAGES.

THIS TEXT IS SUITABLE FOR USE BY THE TEACHER AND STUDENT AS A REFERENCE FOR THE ELEMENTS ESSENTIAL TO PLANT GROWTH, SC[illegible] EACTIONS, AND METHODS AND MATERIALS USED IN CORRECTI[illegible] SOIL FERTILITY.

3. STALLINGS, J. H. SOIL - USE AND IMPROVEMENT. ENGLEWOOD CLIFFS, NEW JERSEY: PRENTICE-HALL, INC. 1957, 403 PAGES.

   THIS TEXT INCLUDES MATERIAL ON SOIL AND PLANT TISSUE TESTING AS WELL AS A DISCUSSION OF SOIL CONSERVATION PRACTICES USED THROUGHOUT THE NATION.

4. STATE AGRONOMY GUIDES.

   THESE GUIDES, WHICH ARE AVAILABLE IN MOST STATES, PROVIDE ACCURATE SOIL, CROPS, AND FERTILIZATION INFORMATION WHICH SPECIFICALLY APPLIES TO THAT STATE.

MAP INTERPRETATION AND USE

UNIT CONCEPT: SAFE AND EFFICIENT RURAL AND URBAN LAND USE AND CONSERVATION PRACTICES ARE FACILITATED THROUGH PROPER USE OF AERIAL PHOTOGRAPHS, TOPOGRAPHICAL MAPS, AND SOILS MAPS.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. READ AN AERIAL PHOTOGRAPH TO DETERMINE DISTANCES, PRESENT LAND USE, WOODLAND, WATER, AND LAND FEATURES AS NEEDED FOR CONSERVATION PLANNING.

2. INTERPRET ELEMENTS OF A TOPOGRAPHIC MAP SUCH AS ELEVATION, WATER FEATURES, LAND FEATURES, AND MAN-MADE FEATURES AS NEEDED FOR DETAILED CONSERVATION PLANNING.

3. INTERPRET SOIL SURVEY MAPS AND REPORTS WITH ACCURACY NEEDED TO OBTAIN SOIL AND SITE INFORMATION FOR LAND USE PLANNING.

4. INTERPRET THE ELEMENTS AND RECOMMENDATIONS OF A CONSERVATION LAND USE PLAN FOR A FARM OR OTHER PROPERTY WITH ACCURACY REQUIRED OF A SOIL CONSERVATION AIDE.

B. INSTRUCTIONAL AREAS

1. READING AERIAL PHOTOGRAPHS

   A. IDENTIFYING SOIL CONSERVATION USES

   B. USING A STEREOSCOPE

   C. USING PLANIMETERS AND GRIDS

2. INTERPRETING TOPOGRAPHICAL MAPS

   A. DETERMINING SCALE

   B. INTERPRETING COLOR CODES

C. INTERPRETING SYMBOLS

D. USING CONTOUR LINES TO DETERMINE ELEVATION AND RELIEF

3. INTERPRETING SOILS MAPS

A. READING SYMBOLS

B. OBTAINING SOILS INFORMATION

C. DETERMINING OPTIMUM LAND USE

D. IDENTIFYING SPECIAL LAND USE HAZARDS

4. INTERPRETING CONSERVATION LAND USE PLANS

A. IDENTIFYING SOILS AND CONDITIONS PRESENT

B. IDENTIFYING PRESENT LAND USE

C. IDENTIFYING RECOMMENDATIONS

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. A. PRACTICE USING THE STEREOGRAPH TO INTERPRET AERIAL PHOTOGRAPHS.

B. PRACTICE USING PLANIMETERS AND GRIDS TO DETERMINE DISTANCES ON AERIAL PHOTOGRAPHS.

2. A. PRACTICE FINDING LAND AND MAN-MADE FEATURES, DETERMINING DISTANCES AND DETERMINING DIFFERENCES IN ELEVATION OF POINTS ON TOPOGRAPHIC MAPS.

B. TAKE FIELD TRIPS TO LAND AREAS AND COMPARE LAND FEATURES WITH THOSE FOUND ON SOILS AND TOPOGRAPHIC MAPS.

3. A. OBSERVE AND ASSIST SOIL CONSERVATION SERVICE REPRESENTATIVES IN PREPARING LAND USE PLANS AND MAKING SOIL SURVEYS WHEN POSSIBLE.

B. HAVE REPRESENTATIVES FROM THE SOIL CONSERVATION SERVICE DISCUSS SOIL MAPPING TECHNIQUES AND ASSIST STUDENTS IN MAPPING PRESENT LAND USE ON MAPS.

C. USING SOILS MAPS AND OTHER RELATED INFORMATION, HAVE THE STUDENTS DETERMINE THE FEASIBILITY OF DEVELOPING SPECIAL LAND USE FEATURES SUCH AS HOUSING, ROAD DEVELOPMENT, CAMPING AREAS, AND SEPTIC TANKS ON SELECTED SITES.

4. TAKE FIELD TRIPS TO FARMS OR LAND AREAS ON WHICH CONSERVATION LAND USE PLANS HAVE BEEN MADE TO OBSERVE THE RESULTS OF USE OF THE PLAN.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. HAVE EACH STUDENT IDENTIFY LAND FEATURES AND DETERMINE DISTANCES ON AN AERIAL PHOTOGRAPH USING THE NECESSARY STEREOSCOPE AND GRIDS. THE DEGREE OF ACCURACY REQUIRED SHOULD BE DETERMINED BY THE INSTRUCTOR WITH HELP FROM A SOIL CONSERVATION SERVICE REPRESENTATIVE IF NEEDED.

2. GIVE EACH STUDENT A COPY OF THE SAME TOPOGRAPHIC MAP. UPON LOCATING TWO POINTS ON THE MAP INDICATED BY THE INSTRUCTOR, THE STUDENT SHOULD DETERMINE THE DIFFERENCE IN ELEVATION BETWEEN THE POINTS WITH ACCURACY WITHIN ± FIVE FEET.

3. GIVE THE STUDENTS A SUGGESTED LAND USE FOR A DESIGNATED SITE ON A SOILS MAP. HAVE THE STUDENT LIST THE FACTORS THAT COULD BE OBTAINED FROM THE MAP THAT HE WOULD USE TO DECIDE WHETHER THE SITE WAS SUITABLE FOR THE SUGGESTED USE. EVALUATE THE STUDENT AS TO THE COMPLETENESS OF THE INFORMATION THAT HE OBTAINED FROM THE MAP AND HIS DECISION.

4. GIVE EACH STUDENT A COPY OF A CONSERVATION LAND USE PLAN. HAVE THEM WRITE THE RECOMMENDATIONS THEY WOULD GIVE TO THE LAND OWNER AS TO HOW THE LAND SHOULD BE USED. EVALUATE THE STUDENTS FOR THEIR COMPLETENESS AND ACCURACY IN INTERPRETING THE PLAN.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. AERIAL PHOTOGRAPHS, TOPOGRAPHIC MAPS, SOIL SURVEYS, AND LAND USE PLANS.

2. PLANIMETERS

3. AERIAL PHOTO INTERPRETATION GRIDS

4. STEREOSCOPES

5. GRAPHIC SCALES

6. SOIL PROBES OR AUGERS

F. EXAMPLES OF SUPPORTING REFERENCES

1. AVERY, T. EUGENE. INTERPRETATION OF AERIAL PHOTOGRAPHS. MINNEAPOLIS, MINNESOTA: BURGESS PUBLISHING COMPANY. 1968, 324 PAGES.

   AN EXCELLENT TEACHER REFERENCE FOR PROCEDURES TO FOLLOW IN INTERPRETING AERIAL PHOTOGRAPHS.

2. CONSERVATION AIDE III. COLUMBUS, OHIO: OHIO AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY. 1972, 61 PAGES.

   BOOKLET NUMBER III CONTAINS PRACTICAL EXERCISES FOR THE STUDENT TO COMPLETE USING SOIL MAPS AND SOIL SURVEYS AS WOULD BE USED BY A SOIL CONSERVATION AIDE.

3. SOIL SURVEYS AND LAND USE PLANNING. MADISON, WISCONSIN: SOIL SCIENCE SOCIETY OF AMERICA AND AMERICAN SOCIETY OF AGRONOMY, THE SOCIETIES. 1966.

   CONTAINS A DISCUSSION OF THE USE OF SOIL SURVEYS IN LAND USE PLANNING.

4. SOURCE OF TOPOGRAPHICAL MAPS. ARLINGTON, VIRGINIA: WASHINGTON DISTRIBUTION SECTION, U.S. GEOLOGICAL SURVEY.

LAND MEASUREMENT

UNIT CONCEPT: COMPETENT LAND MEASUREMENT WILL RESULT IN MORE EFFECTIVE SURVEYING AND LAND USE PLANNING.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. OBTAIN DISTANCE BY PACING ON A LEVEL FIELD WITH A VARIATION OF LESS THAN TWO FEET PER 100 FEET.

2. OBTAIN DISTANCE BY CHAINING ON LAND WITH LESS THAN TWO PERCENT SLOPE WITH LESS THAN 0.02 PERCENT ERROR.

3. OBTAIN DISTANCE WITH A STEEL TAPE ON SLOPING TERRAIN (OVER 2%) BY BREAKING CHAIN WHEN NECESSARY WITH AN ALLOWABLE ERROR OF TWO FEET/500 FEET.

4. ESTABLISH A PREDETERMINED ANGLE OF DECLINATION ON A TRANSIT OR A SURVEYOR'S STAFF COMPASS TO WITHIN ONE DEGREE.

5. LAY OUT A PERPENDICULAR LINE ON THE GROUND FROM A BASE LINE WITH A STEEL TAPE USING THE 3-4-5 METHOD AND/OR THE CHORD METHOD WITH AN ALLOWABLE ERROR OF ONE INCH PER 40 FEET OF PERPENDICULAR LINE.

6. CLOSE A TRAVERSE IN THE FIELD USING A TRANSIT OR SURVEYOR'S STAFF COMPASS AND STEEL TAPE WITH THE TRAVERSE TO CLOSE WITHIN ONE FOOT PER 500 FEET OF DISTANCE.

7. DETERMINE THE FIELD AREA, WITHIN ONE ACRE PER TWENTY ACRES OF FIELDS HAVING TRIANGULAR, RECTANGULAR, TRAPEZOIDAL, TRAPEZIUM, OR CURVED BOUNDARIES USING LAND MEASUREMENTS AND SET FORMULAS.

B. INSTRUCTIONAL AREAS

1. IDENTIFYING METHODS OF LINEAR MEASUREMENT

   A. PACING

   B. USING THE ODOMETER

C. USING THE STEEL TAPE

(1) IDENTIFYING UNITS OF MEASURE
(2) IDENTIFYING PARTS AND USE
(3) CARING FOR THE TAPE

2. CHAINING ON LAND LESS THAN 2% SLOPE

A. DETERMINING JOB ASSIGNMENTS

B. USING VERBAL INSTRUCTIONS

C. RECORDING UNEVEN DISTANCES

3. CHAINING ON LAND OVER 2% SLOPE

A. BREAKING CHAIN

B. USING THE PLUMB BOB

C. USING RANGE POLES

4. USING A STAFF COMPASS

A. OPERATING THE COMPASS

(1) IDENTIFYING COMPASS PARTS
(2) CARING FOR THE COMPASS

B. IDENTIFYING ANGLES OF DECLINATION

(1) TRUE NORTH
(2) MAGNETIC NORTH

C. SETTING OFF ANGLE OF DECLINATION

D. WRITING BEARINGS

5. LAYING OUT PERPENDICULAR LINES

A. USING THE 3-4-5 METHOD

B. USING THE CHORD METHOD

6. USING TRAVERSE METHODS OF MEASUREMENT

A. MAKING AN OPEN TRAVERSE

(1) RECORDING NOTES
(2) USING STEEL TAPE AND COMPASS

B. MAKING A CLOSED TRAVERSE

7. DETERMINING LAND AREA

   A. MAKING A CLOSED TRAVERSE

   B. MAKING CALCULATIONS OF TAPED AREAS

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. A. CHAIN A 100-FOOT DISTANCE, DETERMINE THE NUMBER OF PACES NEEDED TO PACE THE DISTANCE, AND CALCULATE THE LENGTH OF EACH PACE.

   B. PACE A FOUR-SIDED FIGURE ON LEVEL GROUND AND CHECK THE DISTANCE BY CHAINING.

2. PRACTICE MEASURING DISTANCES BY CHAINING ON LAND WITH LESS THAN 2% SLOPE.

3. SELECT A TRAVERSE OF KNOWN DISTANCE ON SLOPING TERRAIN (OVER 2%) AND DETERMINE DISTANCE BY BREAKING CHAIN WHEN NECESSARY.

4. A. TAKE A POINT ON A TOPOGRAPHIC MAP AND SELECT A DESTINATION POINT. ATTACH STRINGS FROM THE STARTING POINT ALONG A TRUE NORTH DIRECTION AND A MAGNETIC NORTH DIRECTION. HAVE STUDENTS CALCULATE THE DISTANCE BY WHICH THEY WOULD HAVE MISSED THE DESTINATION BY FOLLOWING THE MAGNETIC NORTH WITHOUT ALLOWING FOR ANGLE OF DECLINATION.

   B. PRACTICE USING A COMPASS TO FOLLOW A TRUE BEARING.

5. ERECT PERPENDICULARS USING THE 3-4-5 METHOD OR CHORD METHOD AND STAKE IT OUT. USE A TRANSIT TO CHECK THE ACCURACY.

6. RUN A SERIES OF OPEN TRAVERSES AT DIFFERENT TRUE BEARINGS TO A CLOSED TRAVERSE CONCLUSION.

7. PRACTICE DETERMINING ACREAGES BY RUNNING CLOSED TRAVERSES AND CALCULATING THE RESULTS.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. LAY OUT A PREVIOUSLY MEASURED COURSE WHICH CONTAINS DIFFERING TOPOGRAPHY FOR THE STUDENTS TO PACE. EVALUATE THE STUDENTS BY CHAINING THE SAME COURSE AND DETERMINING THEIR ACCURACY WHICH SHOULD BE WITHIN ± 2 FEET/100 FEET TRAVELLED.

2. HAVE PAIRS OF STUDENTS CHAIN THE DISTANCE BETWEEN TWO DESIGNATED POINTS ON LEVEL GROUND. ACCURACY SHOULD BE WITHIN 0.02%.

3. HAVE PAIRS OF STUDENTS CHAIN THE DISTANCE BETWEEN TWO POINTS ON SLOPING TERRAIN. ACCURACY SHOULD BE WITHIN TWO FEET PER 500 FEET.

4. HAVE EACH STUDENT ESTABLISH A PREDETERMINED ANGLE OF DECLINATION ON A TRANSIT OR A SURVEYOR'S STAFF COMPASS. HAVE A SURVEYOR OR SOIL CONSERVATION SERVICE EMPLOYEE ASSIST IN THE EVALUATION IF NEEDED.

5. HAVE PAIRS OF STUDENTS LAY OUT A PERPENDICULAR TO A BASE LINE USING A STEEL TAPE AND ONE OF THE PREVIOUSLY MENTIONED METHODS. ACCURACY SHOULD BE WITHIN ONE INCH IN FORTY FEET OF PERPENDICULAR LINE.

6. HAVE PAIRS OF STUDENTS COMPLETE A CLOSED TRAVERSE OF A LAND AREA USING A TRANSIT OR STAFF COMPASS AND STEEL TAPE. THE STUDENTS SHOULD BE EVALUATED AS TO CORRECTNESS OF TECHNIQUE AND ACCURACY WHICH SHOULD BE WITHIN ONE FOOT PER 500 FEET OF DISTANCE.

7. GIVE THE STUDENTS SEVERAL HYPOTHETICAL ODD-SHAPED LAND AREA DIMENSIONS FOR THEM TO CALCULATE ACREAGE. THE RESULTS OF THEIR CALCULATION SHOULD BE WITHIN .2 ACRE IN TWENTY ACRES.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. STEEL TAPES, 100' SURVEYOR'S
2. PLUMB BOBS
3. CHAINING PINS
4. FIELD NOTEBOOKS
5. RANGE POLES
6. TRANSIT
7. SURVEYOR'S STAFF COMPASS

F. EXAMPLES OF SUPPORTING REFERENCES

1. SCHWAB, GLENN O., FREVERT, RICHARD K., BARNES, KENNETH K. AND EDMINSTER, TALCOTT W. ELEMENTARY SOIL AND WATER ENGINEERING. NEW YORK, NEW YORK: JOHN WILEY AND SONS, INC. 1965, 296 PAGES.

THIS TEXT CONTAINS A COMPLETE DISCUSSION OF THE METHODS USED IN LINEAR MEASUREMENT.

ELEMENTARY SURVEYING

UNIT CONCEPT: ACCURATE SURVEYING WILL RESULT IN EFFECTIVE AND EFFICIENT DEVELOPMENT OF AGRICULTURAL RESOURCES STRUCTURES AND LAND USE SUCH AS SOIL AND WATER CONSERVATION STRUCTURES AND DEVELOPMENT OF OUTDOOR RECREATION AREAS.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. WHEN GIVEN A SPECIFIED SURVEYING TASK, SELECT THE TYPE OF LEGAL OR CONSERVATION SURVEY WHOSE DEFINITION APPLIES TO THE TASK.

2. WHEN GIVEN EXAMPLES OF THE COMMON TYPES OF LEVELS AND TRANSITS, IDENTIFY EACH TYPE AND INDICATE THE CONDITIONS UNDER WHICH IT COULD BE USED WITH COMPLETE ACCURACY.

3. WHEN GIVEN A TRANSIT AND/OR A LEVEL, IDENTIFY THE DIFFERENT PARTS AND THEIR FUNCTIONS AND TRANSPORT, CARRY, SET UP, AND MAINTAIN THE INSTRUMENTS IN A MANNER WHICH WILL PREVENT DAMAGE OR UNNECESSARY WEAR.

4. WHEN GIVEN THE FOUR TYPES OF SURVEYING RODS, LIST THE SPECIFIC USES THAT ARE MADE OF EACH TYPE WITH 100% ACCURACY.

5. USING THE NEEDED SURVEYING INSTRUMENTS, PERFORM THE OPERATIONS USED IN SURVEYING INCLUDING THE USE OF HAND SIGNALS FOR COMMUNICATION BETWEEN THE INSTRUMENT MAN AND ROD MAN WITH ACCURACY NEEDED TO PERFORM SURVEYING OPERATIONS.

6. WHEN GIVEN APPROPRIATE SURVEYING INSTRUMENTS AND A SPECIFIED LAND AREA TO BE SURVEYED, PERFORM EACH OF THE THREE METHODS OF CONSERVATION SURVEYING (DIFFERENTIAL LEVELING, PROFILE LEVELING, AND TOPOGRAPHIC SURVEYING) AND RECORD FIELD NOTES WITH ACCURACY REQUIRED OF A SOIL CONSERVATION AIDE.

7. USING A HAND LEVEL, DETERMINE SLOPES WITH ACCURACY WITHIN 2% SLOPE.

B. INSTRUCTIONAL AREAS

1. IDENTIFYING THE TYPES OF SURVEYS

   A. IDENTIFYING THE LEGAL SURVEYS USED IN THE REGION

      (1) METES AND BOUNDS SYSTEM
      (2) RECTANGULAR SURVEY SYSTEM

   B. IDENTIFYING THE TYPES AND USES OF CONSERVATION SURVEYS

      (1) DIFFERENTIAL LEVELING
      (2) PROFILE LEVELING
      (3) TOPOGRAPHIC SURVEYING

2. IDENTIFYING THE USES OF EACH LEVEL OR TRANSIT

   A. IDENTIFYING THE COMMON TYPES OF LEVELS OR TRANSIT

      (1) TRANSIT LEVEL
      (2) CONTRACTOR'S LEVEL
      (3) BUILDER'S LEVEL
      (4) FARM LEVEL
      (5) CONVERTIBLE LEVEL
      (6) DUMPY LEVEL

   B. IDENTIFYING THE PARTS OF A TRANSIT AND/OR LEVEL

3. CARING FOR AND PROTECTING THE LEVEL OF TRANSIT

   A. TRANSPORTING THE LEVEL OR TRANSIT

   B. CARRYING THE LEVEL OR TRANSIT

   C. SETTING UP THE LEVEL OR TRANSIT

   D. CLEANING AND OILING THE LEVEL OR TRANSIT

   E. MAKING MINOR ADJUSTMENTS

4. IDENTIFYING THE TYPES OF SURVEYOR'S RODS AND THEIR USE

5. PERFORMING BASIC SURVEYING OPERATIONS

   A. IDENTIFYING BENCHMARKS

   B. TAKING A BACKSIGHT

   C. TAKING A FORESIGHT

   D. CALCULATING THE HEIGHT OF INSTRUMENT

E. ESTABLISHING A TURNING POINT

F. USING SURVEYOR'S HAND SIGNALS

6. DIFFERENTIAL LEVELING

A. IDENTIFYING THE PURPOSES OR USES OF DIFFERENTIAL LEVELING

B. SETTING UP AND LEVELING THE LEVEL OR TRANSIT

C. READING THE ROD

D. RECORDING FIELD NOTES

E. RUNNING A BENCH LEVEL CIRCUIT

(1) SELECTING A BENCH MARK
(2) TAKING A BACKSIGHT
(3) CALCULATING THE HEIGHT OF INSTRUMENT
(4) SELECTING A TURNING POINT
(5) TAKING A FORESIGHT
(6) CLOSING THE BENCH LEVEL CIRCUIT
(7) CALCULATING THE PERCENT ERROR

7. PROFILE LEVELING

A. IDENTIFYING THE PURPOSES OR USES OF PROFILE LEVELING

B. TAKING THE BACKSIGHT READING FROM THE BENCHMARK

C. TAKING FORESIGHTS

D. ESTABLISHING TURNING POINTS

E. RECORDING THE FIELD NOTES

F. PLOTTING THE PROFILE FROM FIELD NOTES

G. PLOTTING PHYSICAL CHANGES PLANNED ON THE AREA MEASURED

8. TOPOGRAPHIC SURVEYING

A. IDENTIFYING THE PURPOSES OR USES OF TOPOGRAPHIC SURVEYS

B. USING THE TRANSIT AND STADIA METHOD

(1) SETTING UP THE TRANSIT

(A) LEVELING THE PLATES
(B) SETTING THE COMPASS

(2) TAKING THE BACKSIGHT AND ROD READING
(3) USING STADIA HAIRS TO DETERMINE DISTANCE
(4) READING THE COMPASS AND VERNIER
(5) RECORDING FIELD NOTES
(6) DRAWING THE LAYOUT USING THE PROTRACTOR RULE

C. USING THE GRID SYSTEM

(1) DETERMINING WHEN TO USE THE GRID SYSTEM
(2) ESTABLISHING GRID LOCATIONS
(3) ESTABLISHING GRID LINES
(4) RECORDING FIELD NOTES
(5) PREPARING THE MAP

D. USING THE PLANETABLE AND ALIDADE METHOD

(1) DETERMINING WHEN TO USE THE PLANETABLE SYSTEM
(2) LOCATING THE INSTRUMENT
(3) SETTING UP THE INSTRUMENTS
(4) PLOTTING POINTS ON DRAWING BOARD

9. USING THE HAND LEVEL TO DETERMINE SLOPE

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. A. HAVE THE DISTRICT SOIL CONSERVATIONIST INDICATE FARMS ON A TOPOGRAPHICAL MAP AND HAVE THE STUDENTS WRITE THE FARMS' LEGAL DESCRIPTIONS.

   B. USE A TOPOGRAPHICAL MAP TO LOCATE UNITED STATES GEOLOGICAL SURVEY BENCH MARKS IN THE AREA.

2. HAVE THE STUDENTS DO INDEPENDENT RESEARCH ON THE DIFFERENT TYPES OF LEVELS AND THE USES MADE OF EACH.

3. PRACTICE SETTING UP AND LEVELING A LEVEL OR TRANSIT UNDER DIFFERENT FIELD CONDITIONS WITH THE SUPERVISION OF THE INSTRUCTOR OR A SOIL CONSERVATION SERVICE EMPLOYEE.

4. HAVE A SOIL CONSERVATION SERVICE EMPLOYEE EXPLAIN THE USES MADE OF DIFFERENT TYPES OF TARGET RODS AND DEMONSTRATE HOW THEY ARE USED IF MORE THAN ONE TYPE IS AVAILABLE.

5. A. HAVE EACH STUDENT DIAGRAM ON PAPER A BENCHMARK, FORESIGHT, BACKSIGHT, AND TURNING POINT INDICATING THE POSITION OF THE LEVEL AND THE LINE OF SIGHT.

   B. RUN BENCH LEVEL CIRCUITS ALTERNATING DUTIES AS THE INSTRUMENT MAN AND THE ROD MAN AND RECORDING FIELD NOTES.

C. GIVEN THE NECESSARY INFORMATION FOR DIFFERENT SURVEYS, PRACTICE FILLING OUT THE FRONT COVER PAGES OF A FIELD NOTEBOOK FOR BENCH LEVEL CIRCUITS IN THE COUNTY.

D. HAVE THE INSTRUCTOR OR A SOIL CONSERVATION SERVICE EMPLOYEE DEVELOP A NUMBER OF HYPOTHETICAL BENCH LEVEL CIRCUITS FOR STUDENTS TO PRACTICE COMPLETING A FIELD NOTEBOOK AND CALCULATING RESULTS.

6. A. MAKE CHARTS FROM FIELD NOTES OF HYPOTHETICAL PROFILE SURVEYS AND INDICATE PROPOSED PHYSICAL CHANGES ON THE AREA AS GIVEN BY THE INSTRUCTOR

B. USING THE PROFILE SURVEY FOR AN AREA TO BE TILED, COMPLETE THE FIELD NOTEBOOK WITH A CUT SHEET AND CHART THE PROFILE AND TILE LINE.

C. PRACTICE USING STADIA HAIRS ON A TRANSIT FOR DETERMINING DISTANCES, THEN CHECK THE DISTANCE BY CHAINING.

D. USING INFORMATION FROM VARIOUS TOPOGRAPHICAL SURVEYS, USE A PROTRACTOR RULE TO DRAW LAYOUTS OF THE AREAS SURVEYED.

E. TAKE FIELD TRIPS TO SITES WHERE SOIL CONSERVATION SERVICE EMPLOYEES ARE RUNNING SURVEYS TO OBSERVE AND ASSIST IN THE WORK WHEN POSSIBLE.

F. HAVE EACH STUDENT DEVELOP A TOPOGRAPHICAL MAP OF AN AREA ON WHICH THE CLASS HAS PERFORMED A TOPOGRAPHICAL SURVEY.

7. USE A HAND LEVEL TO STAKE OUT CONTOUR LINES USING A PARTNER AND ALTERNATING RESPONSIBILITIES.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. DEVELOP A MATCHING TEST FOR STUDENTS TO MATCH THE DIFFERENT TYPES OF LEGAL AND CONSERVATION SURVEYS TO THEIR DEFINITIONS WITH ACCURACY NEEDED TO SELECT THE CORRECT SURVEYING METHOD FOR EACH ASSIGNED TASK IN THE FIELD.

2. USE SLIDES OR PICTURES OF THE DIFFERENT TYPES OF TRANSITS AND LEVELS FOR THE STUDENTS TO IDENTIFY AND INDICATE WHEN EACH TYPE IS USED WITH COMPLETE ACCURACY.

3. GIVE EACH STUDENT A DIAGRAM OF A TRANSIT AND A LEVEL AND HAVE THEM LABEL THE PARTS AND INDICATE THEIR FUNCTION WITH ACCURACY REQUIRED TO PROPERLY SET UP AND OPERATE THE INSTRUMENTS.

4. HAVE THE STUDENTS DIAGRAM A ONE-FOOT SECTION OF EACH OF THE COMMONLY USED SURVEYING RODS AND HAVE THEM INDICATE WHEN EACH ROD SHOULD BE USED AND HOW THE NUMBERS ARE READ WITH ACCURACY REQUIRED OF A SOIL CONSERVATION AIDE.

5. HAVE EACH STUDENT SELECT A REAL OR IMAGINARY BENCHMARK IN THE FIELD, SET UP THE INSTRUMENT, TAKE A BACKSIGHT AND FORESIGHT, AND ESTABLISH A TURNING POINT USING CORRECT HAND SIGNALS WHEN NEEDED WITH ACCURACY REQUIRED TO PERFORM SURVEYING OPERATIONS.

6. HAVE EACH STUDENT RUN A BENCH LEVEL CIRCUIT WITH THE AMOUNT OF ALLOWABLE ERROR TO BE COMPUTED AS INDICATED IN THE CONSERVATION AIDE OR SIMILAR REFERENCES. HAVE A SOIL CONSERVATION SERVICE AIDE OR TECHNICIAN ASSIST IN THE EVALUATION IF CLASS SIZE REQUIRES EXTRA HELP OR INSTRUMENTS.

7. HAVE EACH STUDENT DETERMINE THE PERCENT SLOPE OF SEVERAL SLOPES USING A HAND LEVEL AND A PARTNER WITH THE LEVEL OF ACCURACY TO BE WITHIN ± 2%.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. HAND LEVELS
2. STEEL TAPES, 100' SURVEYOR'S
3. TRANSIT
4. DUMPY LEVELS
5. PLUMB BOBS
6. CHAINING PINS
7. RANGE POLES
8. PLANE TABLE AND ALIDADE
9. TARGET RODS
10. STADIA ROD
11. PROTRACTOR RULE
12. AX - SINGLE-BIT
13. BRUSH AX OR PRUNERS

F. EXAMPLES OF SUPPORTING REFERENCES

1. CONSERVATION AIDE IV - SURVEYING. COLUMBUS, OHIO: OHIO AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY. 1972, 83 PAGES.

   AN EXCELLENT AIDE FOR THE TEACHER AND THE STUDENT, THIS BOOKLET CONTAINS A STEP-BY-STEP EXPLANATION OF EACH TYPE OF CONSERVATION SURVEYING (DIFFERENTIAL LEVELING, PROFILE LEVELING, TOPOGRAPHIC SURVEYING.)

2. ENGINEERING FIELD MANUAL FOR CONSERVATION PRACTICES. WASHINGTON, D.C.: U.S. DEPARTMENT OF AGRICULTURE, SOIL CONSERVATION SERVICE. 1969, 600 PAGES.

   A TEACHER RESOURCE FOR TECHNICAL CONSERVATION SURVEYING INFORMATION.

3. SCHWAB, GLENN O., FREVERT, RICHARD K., BARNES, KENNETH K. AND EDMINSTER, TALCOTT W. ELEMENTARY SOIL AND WATER ENGINEERING. NEW YORK, NEW YORK: JOHN WILEY AND SONS, INC. 1965, 296 PAGES.

   A COLLEGE LEVEL TEXT VALUABLE AS A TEACHER AIDE FOR OBTAINING TECHNICAL SURVEYING INFORMATION WITH RELATED ENGINEERING PRACTICES.

VIII

WATER

U.S.O.E. CODE 01.06 05 00 00

WATER SUPPLY AND QUALITY DETERMINATION

IRRIGATION WATER MANAGEMENT

ERIC

WATER SUPPLY AND QUALITY DETERMINATION

UNIT CONCEPT: WATER IS ONE OF OUR MOST VALUABLE NATURAL RESOURCES. ACCURATE DETERMINATION OF WATER SOURCES, DEMAND, QUALITY AND SOURCES OF POLLUTION WILL HELP DETERMINE THE METHODS THAT SHOULD BE USED TO ENSURE AN ADEQUATE SUPPLY OF HIGH QUALITY WATER.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. WRITE A DESCRIPTION OF THE HYDROLOGIC CYCLE PROCESSES WHICH SHOULD INCLUDE PRECIPITATION, EVAPORATION, TRANSPIRATION AND CONDENSATION.

2. WHEN GIVEN A SPECIFIED LAND AREA, IDENTIFY THE AVAILABLE SURFACE WATER AND GROUND WATER SUPPLIES WHICH SHOULD INCLUDE WATERWAYS, WATER IMPOUNDMENTS AND AQUIFERS.

3. WHEN GIVEN A SPECIFIED COMMUNITY SIZE AND LOCATION, ESTIMATE THE ANNUAL, MONTHLY AND DAILY DEMAND FOR WATER TO THE SATISFACTION OF THE INSTRUCTOR.

4. USING WATER TEST KITS, DETERMINE THE QUALITY OF A GIVEN SAMPLE OF WATER WITHIN THE LIMITS OF THE TESTING EQUIPMENT.

5. WHEN GIVEN A SPECIFIED WATERSHED, IDENTIFY THE PRESENT AND POTENTIAL SOURCES AND TYPES OF WATER POLLUTION AND THEIR EFFECTS ON THE NATURAL RESOURCES OF THE AREA.

6. WHEN GIVEN A WATERSHED WITH IDENTIFIED WATER POLLUTION SOURCES, DETERMINE THE ALTERNATIVE METHODS WHICH COULD BE USED TO CORRECT THE PROBLEM TO MEET LOCAL AND/OR STATE POLLUTION REGULATIONS.

B. INSTRUCTIONAL AREAS

1. IDENTIFYING THE HYDROLOGIC CYCLE PROCESSES

   A. PRECIPITATION

   B. EVAPORATION

   C. TRANSPIRATION

D. CONDENSATION

2. DETERMINING AVAILABLE SURFACE WATER AND GROUND WATER SUPPLIES

A. MEASURING PRECIPITATION

B. DETERMINING FLOWING WATER SUPPLIES

C. DETERMINING WATER IMPOUNDMENT SUPPLIES

D. IDENTIFYING GROUND WATER SUPPLIES

(1) SPRINGS
(2) ARTESIAN WELLS
(3) DRILLED WELLS

3. ESTIMATING COMMUNITY DEMANDS FOR WATER

A. DETERMINING DEMAND FACTORS

(1) COMMUNITY SIZE
(2) LIVING STANDARDS
(3) CLIMATE
(4) WATER QUALITY

B. IDENTIFYING MAJOR WATER USERS

(1) DOMESTIC USAGE
(2) INDUSTRIAL USAGE
(3) AGRICULTURAL DEMANDS

4. EVALUATING WATER QUALITY

A. DETERMINING POTABILITY

(1) MICROORGANISMS
(2) TASTE
(3) ODOR

B. DETERMINING PHYSICAL QUALITY

(1) HARDNESS
(2) CORROSIVENESS
(3) COLOR

C. DETERMINING CHEMICAL QUALITY

D. IDENTIFYING NATURAL POLLUTANTS

E. IDENTIFYING MANUFACTURED POLLUTANTS

5. IDENTIFYING PRESENT AND POTENTIAL WATER POLLUTION SOURCES

   A. DOMESTIC POLLUTION

   B. AGRICULTURAL POLLUTION

   C. INDUSTRIAL POLLUTION

   D. IDENTIFYING EFFECTS OF POLLUTION

      (1) FISH
      (2) WILDLIFE
      (3) VEGETATION
      (4) RECREATIONAL WATER USAGE
      (5) WATER POTABILITY

6. IDENTIFYING METHODS OF WATER POLLUTION CONTROL

   A. WATERSHED MANAGEMENT AND PROTECTION

   B. DISPOSAL OF POLLUTANTS WITHOUT TREATMENT

      (1) DILUTION
      (2) IRRIGATION
      (3) LAGOONS

   C. TREATMENT METHODS

      (1) PRIMARY, SECONDARY AND TERTIARY METHODS
      (2) DISINFECTION AND DEODORIZATION
      (3) PRIVATE DISPOSAL SYSTEMS

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. A. HAVE THE STUDENTS MAKE A TERRARIUM SO THAT THEY CAN OBSERVE MANY OF THE PROCESSES WHICH OCCUR DURING THE HYDROLOGIC CYCLE.

   B. SET UP A DEMONSTRATION USING SWEET POTATOES IN CONTAINERS OF WATER TO SHOW WATER LOSS THROUGH TRANSPIRATION. (THE POTATOES MUST HAVE SUNLIGHT.)

2. A. HAVE A SOIL CONSERVATION SERVICE REPRESENTATIVE DISCUSS SOURCES AND AMOUNTS OF WATER IN THE AREA.

   B. DETERMINE THE AVERAGE INCHES OF RAINFALL IN AN ACRE AREA AND CONVERT IT INTO GALLONS.

3. A. HAVE EACH STUDENT READ THE HOME WATER METER AT THE SAME TIME DAILY FOR 30 DAYS AND DETERMINE THE AVERAGE DAILY WATER CONSUMPTION FOR EACH FAMILY.

B. LOCATE THE THREE LARGEST USERS OF WATER IN THE COMMUNITY AND DETERMINE THEIR DAILY WATER REQUIREMENTS.

4. HAVE EACH STUDENT BRING IN A SAMPLE OF WATER FROM A WATERWAY, WATER IMPOUNDMENT OR HOME WATER SUPPLY AND TEST IT TO DETERMINE ITS QUALITY.

5. TAKE A FIELD TRIP TO A WATERSHED AND LOCATE POSSIBLE POLLUTION SOURCES. COLLECT SAMPLES FROM THESE SOURCES AND ANALYZE THEM.

6. HAVE THE STUDENTS IDENTIFY THE METHODS BEING USED IN THE COMMUNITY TO CONTROL WATER POLLUTION INCLUDING WASTEWATER TREATMENT INSTALLATIONS, WASTEWATER LAGOONS AND PRIVATE DISPOSAL SYSTEMS. ANALYZE EACH FOR THEIR EFFECTIVENESS.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. HAVE EACH STUDENT DIAGRAM THE HYDROLOGIC CYCLE AND DEFINE ALL TERMS THAT SHOULD BE INCLUDED.

2. ASSIGN THE STUDENTS A LAND AREA FOR WHICH THEY ARE TO CALCULATE THE VOLUME OF WATER FLOWING IN THE WATERWAYS AND THE AMOUNT OF WATER IN THE WATER IMPOUNDMENTS.

3. HAVE THE STUDENTS CALCULATE THE MONTHLY DEMAND FOR WATER IN A SPECIFIED COMMUNITY WHEN GIVEN THE NUMBER OF HOMES AND THEIR AVERAGE DAILY CONSUMPTION, THE NUMBER AND SIZE OF FARMS, AND ANY INDUSTRIAL USAGE.

4. FOR A GIVEN WATER SAMPLE PREVIOUSLY TESTED BY THE INSTRUCTOR, HAVE EACH STUDENT DETERMINE THE WATER QUALITY AND PRESENCE OF ANY POLLUTANTS. THE STUDENTS SHOULD BE EVALUATED FOR CORRECTNESS OF TECHNIQUE AND TEST RESULTS FOR WHICH SOME ERROR SHOULD BE EXPECTED.

5. DEVELOP A MATCHING TEST IN WHICH THE STUDENTS ARE TO MATCH DIFFERENT POLLUTANTS COMMONLY FOUND IN WATERSHEDS WITH THEIR MOST PROBABLE SOURCES.

6. GIVE THE STUDENTS HYPOTHETICAL SITUATIONS IN WHICH WATER POLLUTANTS AND THEIR SOURCES HAVE BEEN DEFINED. HAVE EACH STUDENT INDICATE THE METHODS WHICH COULD BE USED TO SOLVE THE PROBLEMS.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. WATER TEST KITS - WATER QUALITY AND WATER POLLUTION

2. RAIN GAUGE

F. EXAMPLES OF SUPPORTING REFERENCES

1. PLANNING FOR AN INDIVIDUAL WATER SYSTEM. ATHENS, GEORGIA: ENGINEERING CENTER, AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS. 1973, 156 PAGES.

   THIS BOOK CONTAINS INFORMATION CONCERNING WATER CONSUMPTION, DEVELOPMENT OF SAFE WATER SYSTEMS AND INSTALLATION OF DOMESTIC AND AGRICULTURAL WATER SYSTEMS.

2. A PRIMER ON GROUND WATER. WASHINGTON, D.C.: U.S. DEPARTMENT OF THE INTERIOR, U.S. GOVERNMENT PRINTING OFFICE. 1970, 26 PAGES.

   THIS PAMPHLET COVERS THE LOCATION AND CHARACTERISTICS OF AQUIFERS.

3. A PRIMER ON WATER. WASHINGTON, D.C.: U.S. DEPARTMENT OF THE INTERIOR, U.S. GOVERNMENT PRINTING OFFICE. 1960, 50 PAGES.

   THE BASIC PROPERTIES OF WATER AND CHARACTERISTICS OF WATERSHEDS ARE INCLUDED IN THIS PUBLICATION.

4. A PRIMER ON WATER QUALITY. WASHINGTON, D.C.: U.S. DEPARTMENT OF THE INTERIOR, U.S. GOVERNMENT PRINTING OFFICE. 1965, 27 PAGES.

   THIS PAMPHLET CONTAINS INFORMATION CONCERNING COMMON WATER POLLUTANTS, THEIR SOURCES AND CONTROL METHODS.

IRRIGATION WATER MANAGEMENT

UNIT CONCEPT: IN AREAS WHERE SUPPLEMENTAL WATER LEVELS ARE NEEDED, SKILLS AND KNOWLEDGE IN MANAGING IRRIGATION WATER ARE NECESSARY TO OBTAIN MAXIMUM CROP OR TURF PRODUCTION.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. WHEN GIVEN A SPECIFIC LAND AREA IN NEED OF IRRIGATION FOR MAXIMUM CROP PRODUCTION, IDENTIFY THE MAJOR FACTORS WHICH SHOULD BE CONSIDERED BEFORE ESTABLISHMENT OF A WATER MANAGEMENT SYSTEM.

2. IDENTIFY THE COMMON IRRIGATION METHODS AND SYSTEMS IN HIS REGION AND EVALUATE THE FEASIBILITY OF THE DIFFERENT METHODS UNDER SPECIFIED FIELD CONDITIONS.

3. ESTIMATE THE VOLUME OF IRRIGATION WATER FLOWING THROUGH A SYSTEM WITHIN LIMITS SET BY THE INSTRUCTOR.

4. PRESCRIBE WHEN, HOW MUCH, AND HOW OFTEN TO IRRIGATE A SPECIFIC CROP UNDER A GIVEN SET OF FIELD CONDITIONS TO ACHIEVE THE DESIRED WATER LEVEL.

5. DETERMINE THE PROVISIONS IN LEGAL AGREEMENTS USED FOR ADMINISTERING AND ALLOTTING IRRIGATION WATER.

B. INSTRUCTIONAL AREAS

1. DETERMINING THE FACTORS INVOLVED IN ESTABLISHING WATER MANAGEMENT SYSTEMS

   A. IDENTIFYING TYPES OF SOIL WATER

      (1) GRAVITATIONAL
      (2) CAPILLARY
      (3) HYGROSCOPIC

   B. IDENTIFYING METHODS OF WATER MOVEMENT

      (1) GRAVITY
      (2) CAPILLARY ACTION

C. IDENTIFYING ESTABLISHMENT FACTORS

(1) DETERMINING WATER SOURCES AND AMOUNTS AVAILABLE
(2) DETERMINING SOIL TYPES AND CHARACTERISTICS
(3) IDENTIFYING SOIL DRAINAGE CHARACTERISTICS
(4) DETERMINING TOPOGRAPHICAL EFFECTS
(5) IDENTIFYING CLIMATIC FACTORS
(6) DETERMINING THE EFFECTS ON CROPS
(7) DETERMINING ECONOMIC FACTORS

2. METHODS OF IRRIGATION

A. SPRINKLER

B. SURFACE

C. SUBSURFACE

3. SELECTING THE IRRIGATION SYSTEM

A. GRAVITY SYSTEMS

B. PRESSURE SYSTEMS

4. MEASURING IRRIGATION WATER

A. MEASURING WATER VOLUME FLOWING FROM PIPE WITH FREE FALL

B. MEASURING WATER VOLUME BY MEANS OF OPEN DITCH, WEIRS, OR METERS

C. MEASURING WATER VOLUME DISCHARGED THROUGH PRESSURE SPRINKLER SYSTEMS

D. DETERMINING LOSS OF HEAD IN OPEN AND CLOSED SYSTEMS

5. DETERMINING SOIL MOISTURE CONTENT

A. USING HAND TEST

B. USING TENSIOMETERS

C. USING ELECTRICAL RESISTANCE

D. USING DRY WEIGHT TEST

6. DETERMINING IRRIGATION TIME, QUANTITY, AND TIME INTERVAL

A. CONSIDERING SOIL CHARACTERISTICS

B. CONSIDERING PLANT CHARACTERISTICS

(1) DETERMINING PLANT AGE
(2) DETERMINING PLANT APPEARANCE
(3) DETERMINING TRANSPIRATION RATES

C. CONSIDERING CLIMATIC CONDITIONS

D. OPENING AND CLOSING IRRIGATION SYSTEMS

7. DETERMINING LEGAL AND ADMINISTRATIVE FACTORS

A. IDENTIFYING WATER RIGHTS

B. ADMINISTERING WATER USE

(1) DETERMINING PRIVATE NEEDS
(2) DETERMINING QUASI-PUBLIC AND PUBLIC NEEDS

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. A. DEMONSTRATE THE MOVEMENT OF WATER THROUGH SOIL BY CAPILLARY ACTION BY INSERTING A GLASS TUBE HALFWAY DOWN ALONG THE EDGE OF A BEAKER FILLED WITH DRY SOIL AND SLOWLY ADDING WATER.

   B. KILN DRY 100 GRAMS OF VISIBLY DRY SOIL AND RE-WEIGH TO DETERMINE THE PERCENT OF CAPILLARY AND HYGROSCOPIC WATER IN THE SOIL.

   C. CONSULT AN IRRIGATION SPECIALIST TO DETERMINE COSTS OF INSTALLING AND OPERATING DIFFERENT IRRIGATION SYSTEMS.

   D. USE A SOIL AUGER TO OBSERVE WATER PENETRATION IN THE SOIL.

2. TAKE FIELD TRIPS TO SEE COMMON IRRIGATION SYSTEMS AND TO DETERMINE THE SOURCES OF WATER, SYSTEMS OF MOVING WATER, AND SYSTEMS OF DISTRIBUTION.

3. PRACTICE MEASURING WATER FLOW IN DIFFERENT WATER DISTRIBUTION SYSTEMS BY USING THE MOST APPROPRIATE METHOD FOR EACH SYSTEM.

4. A. PRACTICE USING HAND TESTS TO DETERMINE SOIL MOISTURE CONTENT. CHECK RESULTS WITH A TENSIOMETER OR OTHER DEVICE WHEN POSSIBLE.

   B. TAKE FIELD TRIPS TO OBSERVE PLANTS THAT HAVE RECEIVED TOO FREQUENT OR INFREQUENT IRRIGATION.

   C. CALCULATE THE MONETARY LOSS FROM APPLYING FOUR INCHES TOO MUCH WATER TO FIVE ACRES OF A DESIGNATED FIELD CROP.

5. HAVE A SOIL CONSERVATION SERVICE REPRESENTATIVE OR A LEGAL AUTHORITY DISCUSS WITH THE STUDENTS THE LEGAL ASPECTS CONCERNING THE USE OF WATER FOR IRRIGATION.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. HAVE EACH STUDENT DETERMINE THE FEASIBILITY OF DEVELOPING AN IRRIGATION SYSTEM FOR A DESIGNATED CROP BY DETERMINING THE FACTORS INVOLVED IN ESTABLISHING AN IRRIGATION SYSTEM.

2. HAVE EACH STUDENT IDENTIFY AND EXPLAIN THE DIFFERENT IRRIGATION METHODS AND SYSTEMS.

3. HAVE EACH STUDENT MEASURE IRRIGATION WATER FLOWING IN A GRAVITY OR PRESSURE SYSTEM.

4. HAVE EACH STUDENT DETERMINE THE IRRIGATION TIME, QUANTITY, AND INTERVAL FOR A SPECIFIED FIELD BY CONSIDERING SOIL, PLANT, AND CLIMATIC CONDITIONS.

5. HAVE THE STUDENTS LIST THE LEGAL FACTORS USED IN ADMINISTERING WATER USE IN THEIR STATE.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. SCALES

2. BEAKERS

3. SOIL AUGER

4. TENSIOMETER

F. EXAMPLES OF SUPPORTING REFERENCES

1. KNUTI, LEO L., KORPI, MILTON AND HIDE, J. C. PROFITABLE SOIL MANAGEMENT. ENGLEWOOD CLIFFS, NEW JERSEY: PRENTICE-HALL, INC. 1970, 376 PAGES.

   THIS TEXT CONTAINS THE SOILS INFORMATION COVERED IN THIS UNIT AS WELL AS AN OVERVIEW OF IRRIGATION PROCEDURES.

2. PLANNING FOR AN IRRIGATION SYSTEM. ATHENS, GEORGIA: ENGINEERING CENTER, AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS. 1971, 112 PAGES.

   THIS BOOKLET IS AN EXCELLENT REFERENCE FOR SELECTION AND DEVELOPMENT OF IRRIGATION SYSTEMS.

IX

WILDLIFE

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WILDLIFE IDENTIFICATION AND POPULATION MANAGEMENT

WILDLIFE POPULATION AND HABITAT SURVEYS

GAME BIRD PROPAGATION

ERIC

WILDLIFE IDENTIFICATION AND POPULATION MANAGEMENT

UNIT CONCEPT: BECAUSE OF DISEASE, PREDATORS AND ENVIRONMENTAL CHANGES SOMETIMES CAUSED BY MAN, MANY WILDLIFE SPECIES CANNOT COMPETE OR ADAPT, WHICH OFTEN RESULTS IN REDUCTION OF THEIR POPULATION OR EXTINCTION. WISE MANAGEMENT OF WILDLIFE POPULATIONS ON PUBLIC AND PRIVATE LANDS WILL RESULT IN THE PRODUCTION OF HEALTHY, VIGOROUS WILDLIFE POPULATIONS FOR PUBLIC BENEFIT AND ENJOYMENT.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. USING WILDLIFE IDENTIFICATION GUIDES AND/OR REFERENCES, IDENTIFY THE IMPORTANT BIRD AND ANIMAL SPECIES IN HIS REGION AND CLASSIFY THEM AS GAME, NON-GAME, NUISANCE OR ENDANGERED SPECIES.

2. USING THE NECESSARY MAPS, AERIAL PHOTOGRAPHS AND EQUIPMENT, OUTLINE AND IMPLEMENT PLANS FOR STIMULATING NATIVE AND INTRODUCED GAME POPULATIONS ON A DESIGNATED LAND AREA.

3. USING NECESSARY RESOURCE MATERIAL AND EQUIPMENT, IMPLEMENT A MANAGEMENT PLAN FOR A WILDLIFE REFUGE OR SANCTUARY.

4. IDENTIFY THE PRIVATE, STATE AND FEDERAL AGENCIES IN WILDLIFE CONSERVATION AND DETERMINE THE SERVICES AVAILABLE THROUGH EACH.

B. INSTRUCTIONAL AREAS

1. IDENTIFYING WILDLIFE SPECIES

   A. IDENTIFYING BIRD SPECIES

      (1) IDENTIFYING UPLAND GAME SPECIES
      (2) IDENTIFYING WATERFOWL GAME SPECIES
      (3) IDENTIFYING PROTECTED BIRD SPECIES

         (A) BIRDS OF PREY
         (B) WATER BIRDS
         (C) SONG BIRDS
         (D) ENDANGERED SPECIES

(4) IDENTIFYING NUISANCE BIRDS

B. IDENTIFYING ANIMAL SPECIES

(1) IDENTIFYING GAME ANIMALS
(2) IDENTIFYING FUR BEARERS
(3) IDENTIFYING PROTECTED ANIMALS
(4) IDENTIFYING NUISANCE ANIMALS

2. MANAGING WILDLIFE POPULATIONS

A. INCREASING NATIVE GAME POPULATIONS

(1) PLANTING COVER AND FOOD CROPS
(2) DEVELOPING NESTING AREAS

B. INCREASING WILDLIFE NUMBERS THROUGH LAND MANAGEMENT PRACTICES

C. INCREASING GAME POPULATIONS THROUGH ARTIFICIAL METHODS

(1) RELEASING BIRDS AND ANIMALS
(2) IDENTIFYING LAWS AND REGULATIONS
(3) LIVE TRAPPING AND RE-RELEASING
(4) TAGGING AND BANDING BIRDS AND ANIMALS

D. DETERMINING THE EFFECTS OF PREDATORS ON POPULATIONS

3. MANAGING AND MAINTAINING WILDLIFE SANCTUARIES

A. DETERMINING LAWS AND REGULATIONS

B. DEVELOPING FOOD, COVER, AND WATER

C. CONTROLLING PREDATORS

D. OPERATING FACILITIES AND EQUIPMENT

E. MAINTAINING FACILITIES AND EQUIPMENT

F. DEVELOPING GOOD PUBLIC RELATIONS

4. IDENTIFYING PRIVATE AND GOVERNMENT WILDLIFE CONSERVATION AGENCIES

A. IDENTIFYING PRIVATE CONSERVATION AGENCIES

(1) LOCAL
(2) STATE
(3) NATIONAL

B. IDENTIFYING GOVERNMENT CONSERVATION AGENCIES

(1) STATE
(2) FEDERAL

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. A. USE WILDLIFE PHOTOGRAPHY PROJECTS FOR WILDLIFE IDENTIFICATION.

   B. BUILD AND STOCK BIRD FEEDERS AND HOUSES FOR BIRD OBSERVATION AND IDENTIFICATION.

2. SCHEDULE FIELD TRIPS TO OBSERVE WILDLIFE AND WILDLIFE MANAGEMENT TECHNIQUES.

3. DEVELOP A WILDLIFE AREA ON THE SCHOOL LAND LABORATORY TO DEMONSTRATE MANAGEMENT TECHNIQUES USED ON WILDLIFE SANCTUARIES OR REFUGES.

4. HAVE RESOURCE PERSONS FROM PRIVATE AND GOVERNMENT AGENCIES SPEAK TO STUDENTS ABOUT THEIR SERVICES.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. PREPARE SLIDES OR PICTURES OF THE ECONOMICALLY IMPORTANT WILDLIFE SPECIES IN THE STATE OR REGION FOR IDENTIFICATION BY THE STUDENTS. THE NUMBER OF SPECIES TO IDENTIFY SHOULD BE DETERMINED BY THE DEPTH OF THE COURSE AND/OR ABILITY OF THE STUDENTS.

2. HAVE THE STUDENTS LIST THE NATURAL AND ARTIFICIAL METHODS OF INCREASING THE WILDLIFE POPULATION THAT COULD BE USED ON A SPECIFIED LAND AREA. THE LIST SHOULD INCLUDE AT LEAST THREE NATURAL AND THREE ARTIFICIAL METHODS.

3. HAVE THE STUDENTS DEVELOP A MANAGEMENT PLAN FOR A SPECIFIED LAND AREA WHICH COULD BE USED AS A WILDLIFE REFUGE OR SANCTUARY. HAVE A STATE WILDLIFE EMPLOYEE ASSIST IN EVALUATION OF THE PLANS IF NECESSARY.

4. DEVELOP A MATCHING TEST IN WHICH THE STUDENTS WOULD MATCH PRIVATE AND GOVERNMENT WILDLIFE AGENCIES AND THE SERVICES THEY PERFORM. THE STUDENTS SHOULD HAVE LESS THAN 5% ERROR.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. BINOCULARS

2. CAMERA

3. HAND AND SMALL POWER TOOLS FOR CLEARING LAND AND PLANTING COVER AND FOOD PATCHES

4. HAVAHART TRAPS

5. BANDING AND/OR TAGGING PLIERS AND ACCESSORIES

F. EXAMPLES OF SUPPORTING REFERENCES

1. BURGER, GEORGE V. PRACTICAL WILDLIFE MANAGEMENT. NEW YORK, NEW YORK: WINCHESTER PRESS. 1972, 218 PAGES.

   THIS BOOK WOULD BE A GOOD STUDENT RESOURCE FOR OBTAINING INFORMATION CONCERNING GENERAL WILDLIFE MANAGEMENT. THE APPENDIX CONTAINS PUBLIC AND PRIVATE SOURCES OF WILDLIFE INFORMATION AND ASSISTANCE.

2. COLLINS, HENRY HILL, JR. COMPLETE FIELD GUIDE TO AMERICAN WILDLIFE. NEW YORK, NEW YORK: HARPER AND ROWE PUBLISHERS, INC. 1959, 683 PAGES.

   THIS BOOK CONTAINS, IN CONDENSED FORM, IDENTIFICATION INFORMATION CONCERNING ALL THE VERTEBRATES FOUND NORTH OF NORTH CAROLINA AND EAST OF THE ROCKIES. IT IS COMPLETE, YET CONDENSED ENOUGH TO BE CARRIED INTO THE FIELD FOR PRACTICAL IDENTIFICATION USAGE.

3. MAKING LAND PRODUCE USEFUL WILDLIFE. BULLETIN NO. 2035. WASHINGTON, D.C.: U.S. DEPARTMENT OF AGRICULTURE, U.S. GOVERNMENT PRINTING OFFICE. 1965.

   A PAMPHLET WHICH CONTAINS PRACTICAL INFORMATION FOR MANAGING CROPLAND, PASTURELAND, RANGELAND, WOODLAND, AND WILDLIFE LAND TO IMPROVE CONDITIONS FOR WILDLIFE.

4. A MANUAL OF WILDLIFE CONSERVATION. WASHINGTON, D.C.: THE WILDLIFE SOCIETY. 1971, 106 PAGES.

   THIS BOOK IS A VALUABLE SOURCE OF INFORMATION WHICH WILL PROVIDE A BROAD, BASIC UNDERSTANDING OF WILDLIFE CONSERVATION.

5. WILDLIFE IDENTIFICATION MATERIALS FROM STATE WILDLIFE OR CONSERVATION DEPARTMENT.

WILDLIFE POPULATION AND HABITAT SURVEYS

UNIT CONCEPT: ACCURATE COLLECTION AND ANALYSIS OF WILDLIFE CENSUS AND HABITAT DATA WILL PROVIDE A BASIS FOR WILDLIFE MANAGEMENT.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. WHEN GIVEN A SPECIFIC WILDLIFE SPECIES TO DETERMINE POPULATION, SELECT AN APPROPRIATE CENSUS METHOD AND CONDUCT THE CENSUS IN SUCH A MANNER THAT AN ACCURATE DETERMINATION OF THE POPULATION WILL BE MADE.

2. WHEN GIVEN THE INSTRUMENTS COMMONLY USED IN TAKING A WILDLIFE CENSUS, CORRECTLY OPERATE AND MAINTAIN THEM SO THAT AN ACCURATE CENSUS IS TAKEN.

3. GRAPH AND ANALYZE WILDLIFE CENSUS DATA FROM PREVIOUSLY RECORDED FIELD NOTES WITH ACCURACY NEEDED TO MAKE THE INFORMATION EASILY UNDERSTOOD.

4. EVALUATE THE COVER DENSITY AND AVAILABLE WILDLIFE FOOD IN A DESIGNATED AREA WITH ACCURACY NEEDED TO DETERMINE THE WILDLIFE POPULATION THAT THE AREA COULD SUPPORT.

B. INSTRUCTIONAL AREAS

1. DETERMINING WILDLIFE POPULATIONS

   A. TAKING A TRUE CENSUS OF POPULATIONS

   B. ESTIMATING WILDLIFE POPULATIONS

      (1) SAMPLING METHODS

         (A) COMPLETE COUNT ON A SAMPLING AREA
         (B) STRIP CENSUS
         (C) ROAD CENSUS
         (D) PREVALENCE AND FREQUENCY METHOD

      (2) USING INDICES METHODS

         (A) NUMBER OF WILDLIFE IN RELATION TO AN ENVIRONMENTAL FEATURE

(B) NUMBER OF WILDLIFE CAUGHT
(C) NUMBER OF WILDLIFE HARVESTED
(D) ANIMAL SIGNS AND/OR EVIDENCE

(3) USING RECAPTURE METHOD
(4) USING HUNTING AND OTHER MORTALITY DATA

2. USING EQUIPMENT AND TECHNIQUES FOR MEASURING WILDLIFE POPULATIONS

A. OPERATING OPTICAL INSTRUMENTS

B. OPERATING ACOUSTICAL INSTRUMENTS

C. OPERATING RADIO-TRACKING INSTRUMENTS

D. USING RADIOIOSOTOPES

E. CAPTURING AND MARKING WILDLIFE

(1) USING BAITS AND SCENTS
(2) TRAPPING AND NETTING
(3) USING DRUGS
(4) HANDLING WILDLIFE
(5) METHODS OF MARKING BIRDS AND ANIMALS

(A) COLORING
(B) MUTILATING
(C) TAGGING

F. MAINTAINING WILDLIFE CENSUS-TAKING EQUIPMENT

4. ANALYZING AND PRESENTING DATA

A. TAKING FIELD NOTES

B. GRAPHING DATA

(1) FREQUENCY TABLES
(2) FREQUENCY POLYGONS
(3) HISTOGRAMS

C. ANALYZING DATA

(1) USING MEASURES OF CENTRAL TENDENCY

(A) MEAN
(B) MEDIAN
(C) MODE

(2) USING MEASURES OF VARIABILITY

(A) RANGE
(B) VARIANCE
(C) STANDARD DEVIATION

D. COMPARING DATA TO LOCAL REGIONAL AND STATE SURVEYS

5. DETERMINING FOOD AND COVER PRESENT

A. EVALUATING COVER DENSITY

(1) USING PHOTOGRAPHIC EVALUATION
(2) USING VISUAL ESTIMATION
(3) USING NUMBER OF STEMS PER SAMPLE AREA

B. EVALUATING AVAILABLE FOOD

(1) DETERMINING STEMS OR SEEDS PER SAMPLE AREA
(2) USING CLIPPING METHOD

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. USE WILDLIFE OFFICERS AS RESOURCE PERSONS TO EXPLAIN METHODS AND TECHNIQUES OF WILDLIFE CENSUS TAKING AND HUNTING KILL DETERMINATION IN YOUR STATE.

2. OBSERVE OR ASSIST WILDLIFE OFFICERS IN CAPTURING, TAGGING AND RELEASING SPECIMENS OF WILDLIFE.

3. A. COLLECT DATA FROM A WEEKLY STRIP CENSUS OR ROAD CENSUS AND CONSTRUCT FREQUENCY TABLES, FREQUENCY POLYGONS AND HISTOGRAMS.

   B. USE WILDLIFE CENSUS DATA TO CALCULATE THE MEAN, MEDIAN, RANGE AND STANDARD DEVIATION FOR DIFFERENT SPECIES.

4. EVALUATE FOOD AND COVER CROP CONDITIONS FOR WILDLIFE IN DESIGNATED HABITATS.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. GIVE THE STUDENTS AN ESSAY TEST IN WHICH THEY ARE TO DESCRIBE IN DEPTH THE PROCEDURES USED IN AT LEAST THREE METHODS OF TAKING A WILDLIFE CENSUS.

2. HAVE THE STUDENTS LIST AT LEAST FOUR DIFFERENT INSTRUMENTS USED IN WILDLIFE CENSUS-TAKING AND EXPLAIN HOW THEY SHOULD BE OPERATED AND MAINTAINED.

3. HAVE THE STUDENTS CONSTRUCT FREQUENCY TABLES, FREQUENCY POLYGONS, AND/OR HISTOGRAMS FROM DATA THEY HAVE COLLECTED OR FROM WILDLIFE DEPARTMENT DATA. EVALUATE THEIR WORK FOR NEATNESS AND ACCURACY.

4. ASSIGN A LAND AREA FOR THE STUDENTS TO CRUISE IN ORDER TO EVALUATE THE FOOD AND COVER CROP CONDITIONS PRESENT. HAVE A WILDLIFE OFFICER ASSIST IN EVALUATING THE STUDENTS AS TO PROPER USE OF CRUISING PROCEDURES AND THE RESULTS OF THE HABITAT EVALUATION.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. BINOCULARS
2. SMALL ANIMAL CAGES
3. SINGLE AND DOUBLE SPRING TRAPS
4. HAVAHART TRAPS

F. EXAMPLES OF SUPPORTING REFERENCES

1. A MANUAL OF WILDLIFE CONSERVATION. WASHINGTON, D.C.: THE WILDLIFE SOCIETY. 1971, 206 PAGES.

   THIS REFERENCE CONTAINS CHAPTERS PERTAINING TO WILDLIFE POPULATION DYNAMICS AND METHODS OF TAKING POPULATION AND HARVEST SURVEYS.

2. MOSBY, H. S. WILDLIFE INVESTIGATIONAL TECHNIQUES. WASHINGTON, D.C.: THE WILDLIFE SOCIETY. 1967.

   THIS REFERENCE WILL PROVIDE THE TEACHER INFORMATION CONCERNING THE METHODS OF MEASURING WILDLIFE POPULATIONS.

GAME BIRD PROPAGATION

UNIT CONCEPT: THE DEMAND FOR GAMEBIRDS IS INCREASING DUE TO INCREASED INTEREST IN SHOOTING PRESERVES, RESTOCKING POPULATIONS IN NATURAL AREAS, AND USE OF GAMEBIRDS AS A FOOD ITEM. DEVELOPMENT OF COMPETENT PROPAGATION, RAISING, AND MARKETING TECHNIQUES WILL RESULT IN HEALTHY, VIGOROUS GAMEBIRDS AND INCREASED PROFITS FOR PROPAGATORS.

A. STUDENT PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO:

1. IDENTIFY AND SELECT A SPECIES OF GAMEBIRDS TO PROPAGATE THAT AN ECONOMIC EVALUATION INDICATES WOULD BE PROFITABLE.

2. GIVEN THE SPECIES AND DESIRED NUMBER OF BIRDS TO BE PROPAGATED, DEVELOP A BREEDING, REPRODUCTION, AND INCUBATION PROGRAM THAT WILL PRODUCE GAMEBIRDS WITH LESS THAN 10% LOSS.

3. CARRY OUT A PLAN FOR BROODING A DESIGNATED SPECIES OF GAMEBIRDS WHICH WILL RESULT IN A MINIMUM LOSS OF BIRDS.

4. DEVELOP A FEEDING SYSTEM AND BALANCE RATIONS FOR A GIVEN LOT OF GROWING BIRDS AND BREEDERS WHICH WILL MAXIMIZE GAINS PER POUND OF FEED AND MINIMIZE WASTAGE.

5. PRESCRIBE AND IMPLEMENT A PLAN FOR PREVENTING AND/OR CURING COMMON DISEASES AND PARASITES WHICH AFFLICT GAMEBIRDS TO MINIMIZE LOSSES DURING BROODING AND GROWTH.

6. USING SPECIAL CRATES AND CATCHING NETS, HANDLE AND TRANSPORT GAMEBIRDS IN A MANNER WHICH WILL PREVENT INJURY AND FEATHER LOSS.

B. INSTRUCTIONAL AREAS

1. SELECTING THE SPECIES TO PROPAGATE

   A. IDENTIFYING GAMEBIRD SPECIES AND CHARACTERISTICS

   B. DETERMINING SOURCES OF EGGS OR CHICKS

C. DETERMINING MARKET DEMAND

D. EVALUATING COSTS AND RETURNS

(1) FIXED COSTS
(2) VARIABLE COSTS
(3) GROSS RETURNS
(4) NET RETURNS

2. BREEDING AND REPRODUCTION METHODS

A. IDENTIFYING THE PARTS OF THE REPRODUCTIVE SYSTEM OF MALE AND FEMALE BIRDS

B. IDENTIFYING MATING SYSTEMS

(1) PURPOSES OF OUTBREEDING
(2) PURPOSES OF INBREEDING
(3) PURPOSES OF CROSSBREEDING
(4) PURPOSES OF LINE BREEDING

C. INCUBATING GAMEBIRD EGGS

(1) CONTROLLING LIGHT
(2) CONTROLLING HEAT
(3) CONTROLLING HUMIDITY

3. BROODING AND REARING GAMEBIRDS

A. SELECTING THE HOUSING AND EQUIPMENT

(1) DETERMINING THE TYPES AND SIZES OF HOUSING NEEDED
(2) SELECTING THE VENTILATION SYSTEM
(3) DETERMINING INSULATION REQUIREMENTS
(4) SELECTING THE LIGHTING, WATERING, AND FEEDING SYSTEMS
(5) MAINTAINING THE HOUSING AND EQUIPMENT

B. MANAGING THE BROODER

(1) DETERMINING TEMPERATURE REQUIREMENTS
(2) DETERMINING FLOOR AND WATER SPACE REQUIREMENTS
(3) DETERMINING LITTER REQUIREMENT
(4) DEVELOPING THE FEEDING SYSTEM

4. FEEDING GAMEBIRDS

A. IDENTIFYING THE DIGESTIVE SYSTEM PARTS AND THEIR FUNCTIONS

B. IDENTIFYING THE SIX CLASSES OF NUTRIENTS, THEIR FUNCTIONS AND SOURCES

C. IDENTIFYING GAMEBIRD NUTRIENT REQUIREMENTS

(1) CHICKS
(2) GROWING POULTS
(3) BREEDERS

D. FORMULATING RATIONS

(1) DETERMINING AVAILABILITY AND COSTS OF FEEDS
(2) DETERMINING NUTRITIONAL VALUE
(3) DETERMINING PALATABILITY AND EASE OF FEEDING

5. CONTROLLING DISEASES

A. IDENTIFYING AND CONTROLLING CONTAGIOUS AND NON-CONTAGIOUS INFECTIOUS DISEASES

(1) RECOGNIZING SYMPTOMS
(2) DETERMINING CAUSES
(3) IDENTIFYING PREVENTION TECHNIQUES
(4) PRESCRIBING TREATMENT AND CONTROL

B. IDENTIFYING NON-INFECTIOUS DISEASES

(1) IDENTIFYING NUTRITIONAL DISEASES

(A) RECOGNIZING SYMPTOMS
(B) DETERMINING CAUSE
(C) IDENTIFYING PREVENTION TECHNIQUES
(D) PRESCRIBING TREATMENT

(2) IDENTIFYING TRAUMAS
(3) IDENTIFYING INHERITED DISEASES AND DEFECTS

C. IDENTIFYING AND CONTROLLING PARASITES

(1) IDENTIFYING INTERNAL PARASITES

(A) RECOGNIZING THE SYMPTOMS
(B) DETERMINING PREVENTION TECHNIQUES
(C) PRESCRIBING TREATMENT AND CONTROL

(2) IDENTIFYING EXTERNAL PARASITES

(A) RECOGNIZING THE PROBLEM
(B) DETERMINING PREVENTION TECHNIQUES
(C) PRESCRIBING TREATMENT AND CONTROL

D. MAINTAINING SANITATION

(1) CONTROLLING MOISTURE

(2) DISINFECTING
(3) MAINTAINING PROPER LITTER

6. HANDLING AND TRANSPORTING GAMEBIRDS

A. CATCHING THE BIRDS

B. HANDLING BIRDS

C. PROTECTING BIRDS DURING TRANSPORTATION

C. EXAMPLES OF STUDENT LEARNING ACTIVITIES

1. USE SLIDES, MOUNTS, MOVIES, AND FIELD TRIPS FOR GAME-BIRD IDENTIFICATION.

2. A. DISSECT A MALE AND FEMALE BIRD AND DRAW AND LABEL THE PARTS OF THE REPRODUCTIVE SYSTEMS.

   B. HATCH GAMEBIRD EGGS IN THE CLASSROOM WITH AN INCUBATOR AND RAISE THE BIRDS ON THE SCHOOL LAND LABORATORY OR ON A CLASS MEMBER'S LAND.

3. TAKE FIELD TRIPS TO GAME FARMS TO OBSERVE FACILITIES USED FOR BROODING AND REARING GAMEBIRDS.

4. A. DISSECT A BIRD'S DIGESTIVE SYSTEM AND DRAW AND LABEL THE PARTS.

   B. PRACTICE FORMULATING RATIONS FOR CHICKS AND GROWING POULTS.

5. USE A RESOURCE PERSON TO EXPLAIN DISEASE SYMPTOMS IN LIVE BIRDS AND ASSIST THE STUDENTS IN PERFORMING A POST-MORTEM EXAMINATION.

6. RELEASE THE GAME BIRDS PRODUCED IN A PREVIOUS ACTIVITY WHEN THEY ARE OF APPROPRIATE MATURITY UNDER SUPERVISION OF WILDLIFE OFFICERS.

D. EXAMPLES OF PROCESSES TO EVALUATE STUDENT PERFORMANCE

1. HAVE EACH STUDENT PREPARE A BUDGET FOR RAISING A SELECTED SPECIES AND NUMBER OF GAMEBIRDS FROM INCUBATION TO MARKET. THE BUDGET SHOULD CONTAIN FIXED AND VARIABLE COSTS AS WELL AS GROSS AND NET RETURNS.

2. HAVE THE STUDENTS IDENTIFY THE PARTS OF THE MALE AND FEMALE REPRODUCTIVE SYSTEMS OF GAMEBIRDS ON DIAGRAMS PREPARED BY THE INSTRUCTOR.

3. SPECIFY A SPECIES AND NUMBER OF GAMEBIRDS FOR WHICH THE STUDENTS ARE TO INDICATE THE HOUSING REQUIREMENTS, SPACE REQUIREMENTS, AND OTHER ENVIRONMENTAL CONDITIONS THAT WOULD BE NEEDED TO PROMOTE THE BIRDS' HEALTH AND VIGOR.

4. HAVE THE STUDENTS DEVELOP A SUITABLE RATION FOR A SPECIES OF GAMEBIRDS AT A DESIGNATED AGE. THE RATION SHOULD BE EVALUATED AS TO ITS NUTRITIONAL VALUE, COST, AND PALATIBILITY.

5. DEVELOP A MATCHING TEST IN WHICH THE STUDENTS WILL MATCH COMMON GAMEBIRD DISEASES WITH THEIR CAUSE, VECTOR, PREVENTION METHODS, OR CURE.

6. HAVE THE STUDENTS LIST THE SAFETY PRECAUTIONS THEY SHOULD USE WHEN HANDLING AND TRANSPORTING GAMEBIRDS TO PREVENT INJURY OR FEATHER LOSS.

E. INSTRUCTIONAL MATERIALS OR EQUIPMENT

1. REFRIGERATOR
2. DISSECTING TRAYS AND KITS
3. TISSUE FORCEPS
4. THUMB FORCEPS
5. WIRE MESH STRAINERS
6. RUBBER APRONS
7. DEMONSTRATION INCUBATOR BROODER
8. HOUSING, PENS, AND EQUIPMENT FOR RAISING GAMEBIRDS

F. EXAMPLES OF SUPPORTING REFERENCES

1. CATALOGUE OF GAME BREEDING INFORMATION. CURRENT EDITION. RIVERSIDE, CALIFORNIA: NATIONAL SHOOTING SPORTS FOUNDATION.

2. MANAGING GAMEBIRDS. BULLETIN NO. 3-692. EAST LANSING, MICHIGAN: EXTENSION SERVICE, MICHIGAN STATE UNIVERSITY. 1972, 15 PAGES.

   THIS PAMPHLET CONTAINS INFORMATION CONCERNING EACH TOPIC IN THIS UNIT PLUS SUGGESTED SOURCES OF INFORMATION AND ASSISTANCE.

APPENDIX A

RECOMMENDED MATERIALS OR EQUIPMENT

THIS LIST OF EQUIPMENT CAN BE USED AS A GUIDE IN ORDERING AND ASSEMBLING THOSE ITEMS NEEDED. MANY STATE DEPARTMENTS HAVE MORE DEFINITIVE LISTS AVAILABLE AND IT MAY BE WELL TO REQUEST THESE AS ADDITIONAL SOURCES OF INFORMATION. IN ADDITION, EXPERIENCE CAN BE AN IMPORTANT FACTOR IN DETERMINING EQUIPMENT NEEDS.

SUGGESTED LAND LABORATORY EQUIPMENT LIST

ABNEY LEVEL
ACREAGE GRIDS
AERIAL PHOTOGRAPH INTERPRETATION GRIDS
ANIMAL TRAPS (LIVE)
ANIMAL CAGES (SMALL)
AXES, HAND (MATTOCK AXE, OREGON MAUL, BUSH AXE)
AXES, SINGLE AND/OR DOUBLE BIT
BINOCULARS
BLOCK AND TACKLE - WIRE STRETCHER WITH CLAMPS
BOAT, 14' OR LARGER
BUCK SAWS - 25"
CALCULATOR
CAMERA
CANT HOOKS
CHAIN SAWS - 16" BLADES
CHAIN, SURVEYOR'S
CHOKERS - 1/8", 2 SLIPHOOKS, 6' LENGTH
CHRISTMAS TREES AND EVERGREEN SHEARING KNIVES
CROSS-CUT SAWS
CRUISER STICKS
DEPTH METER, WATER
DIAMETER TAPES
DISSECTING TRAYS AND KITS
DRAFTING AND DRAWING INSTRUMENTS
FARRIER EQUIPMENT
FILES (ASSORTED) - ROUND AND FLAT
FIRE BEATERS
FIRE RAKES
FIRST AID KITS
FISHING EQUIPMENT, SPINNING AND CASTING
FISH TAGGING PLIERS AND TAGS
GASOLINE CONTAINERS
GEOLOGIST PICKS
GRAFTING AND BUDDING EQUIPMENT
HAND COMPASSES
HAND LENSES

HAND LEVELS
HARD HATS
HOES, GARDEN
HOSE, WATER
INCREMENT BORERS
INCUBATOR-BROODER (100-CHICK)
INSECT EXHIBIT CASE
INSECT KILLING JARS (NON-POISONOUS)
INSECT NETS
INSECT SPREADING BOARD
LAWN MOWERS, PUSHING AND RIDING
LAWN SEEDER AND/OR SPREADER
LEG PROTECTORS
LIFE JACKETS
LIVESTOCK GROOMING EQUIPMENT
LOGGING CHAINS
MATTOCKS
MECHANICAL COUNTER
MICROSCOPES
PARRALLAX WEDGES
PINS (TAPING), SURVEYOR'S
PLANKTON NET
PLANTING BARS
PLUMB BOBS
POST HOLE DIGGER
PRUNNERS - LARGE, HAND
PRUNING SAWS
PRUNING SHEARS
RAKES, GARDEN
RANGE POLES
RIFLE - 22 CALIBER SINGLE SHOT TARGET
ROPE ROTOTILLER
SAFETY SADDLES
SAW FILING AND SETTING KITS
SCYTHES
SECCHI DICS
SEINE - 8' TO 10' X 4' X 1/8"
SEINE - 25' X 6' X 1/4" WITH BAG
SHARPENING STONES (VARIED TYPES)
SHOVELS
SICKLES
SLEDGE HAMMERS
SOIL ANALYSIS SIEVES
SOIL AUGER
SOIL MOISTURE METER
SOIL PH TEST KIT
SOIL PROBES
SOIL THERMOMETER
SNAKE BITE KITS
SPADES

LAND LABORATORY EQUIPMENT (CONTINUED)

SPRAYERS, HERBICIDE AND BRUSH KILLER - 5 GALLON
SPRAYERS - BACK-PACK WATER SPRAYER FOR FIRE
STEEL SPRING TRAPS
STEEL TAPES - 100'
STEREOSCOPES, POCKET
SURVEYING RODS
SURVEYOR'S STAFF COMPASS
TRACTOR, FARM

- BLADE
- BRUSH HOG
- CULTIVATOR
- DISC
- MOWER
- PLOW
- SCOOP
- TRAILER, 2-WHEEL
- OTHER ALLIED EQUIPMENT

TRANSITS
TREE CALIPERS
TREE CLIMBERS
TREE CLIMBING ROPES AND SNAPS
TREE INJECTOR - BRUSH KILLER APPLICATOR
TREE MARKING GUNS
TREE SEEDER
TREE TRIMMER AND SAW WITH POLES
WATER POLLUTION TEST KIT
WATER SAMPLER
WATER TEST KIT
WEATHER RECORDING EQUIPMENT
WEDGES, FELLING AND SPLITTING
WET STONE
WHEELBARROWS

SUGGESTED INDOOR LABORATORY EQUIPMENT

CARPENTRY TOOLS

- ANVIL
- CROW BARS
- HAMMERS
- HAND SAWS (RIP AND CROSSCUT)
- MEASURING TAPES
- PAINT BRUSHES
- SQUARES
- WRECKING BARS

INDOOR LABORATORY EQUIPMENT (CONTINUED)

HAND TOOLS FOR ENGINE AND EQUIPMENT MAINTENANCE

- BOLT CUTTER
- CHISELS, COLD
- HACK SAWS
- HYDRAULIC JACK
- IGNITION TOOL KIT
- MACHINIST VISE
- PLIERS AND VISE GRIPS
- PUNCHES
- SCREWDRIVERS - STANDARD, PHILLIPS
- SOCKET SETS
- TROUBLE LAMPS WITH EXTENSION CORD REELS
- WIRE BRUSHES
- WORK BENCHES AND VISES
- WRENCHES - OPEN END, BOX END

MASONRY EQUIPMENT

- CONCRETE EDGERS
- CONCRETE MIXING TUBS
- TROWELS

METAL-WORKING EQUIPMENT

- ELECTRIC ARC WELDER AND ACCESSORIES
- OXY-ACETYLENE TORCH AND ACCESSORIES

POWER EQUIPMENT

- AIR COMPRESSOR AND ATTACHMENTS
- DRILL PRESS
- ELECTRIC CIRCULAR SAW
- ELECTRIC DRILLS
- GRINDERS
- JOINTER
- POWER HACK SAW
- SAWS - BAND, RADIAL

SAFETY EQUIPMENT

- GLOVES
- GOGGLES, SAFETY
- WELDING GOGGLES, ACETYLENE
- WELDING HELMETS

APPENDIX B

SUGGESTED REFERENCES FOR INSTRUCTIONAL UNITS

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APPENDIX C

SELECTED LIST OF PROFESSIONAL AND TECHNICAL SOCIETIES AND ORGANIZATIONS CONCERNED WITH AGRICULTURAL RESOURCES AND ITS APPLICATION

INCLUSION OR OMISSION OF AN ORGANIZATION OR SOCIETY IN THIS LIST DOES NOT IMPLY APPROVAL OR DISAPPROVAL OF IT. ADDITIONAL INFORMATION REGARDING LOCAL CHAPTERS OR SECTIONS OF THESE ORGANIZATIONS OR SOCIETIES MAY BE OBTAINED BY WRITING DIRECTLY TO THE EXECUTIVE SECRETARY AT THE LISTED ADDRESS.

AMERICAN CONGRESS ON SURVEYING AND MAPPING, 733 15TH STREET, N.W., WASHINGTON, D.C. 20005

AMERICAN FISHERIES SOCIETY, 1040 WASHINGTON BUILDING, 15TH AND NEW YORK AVENUES, N.W., WASHINGTON, D.C. 20005

AMERICAN FOREST INSTITUTE, 1835 K STREET, N.W., WASHINGTON, D.C. 20006

AMERICAN FOREST PRODUCTS INDUSTRIES. 1816 N STREET, N.W., WASHINGTON, D.C. 20006

THE AMERICAN FORESTRY ASSOCIATION, 1319 18TH STREET, N.W., WASHINGTON, D.C. 20036

AMERICAN GEOLOGICAL INSTITUTE, 2201 M STREET, N.W., WASHINGTON, D.C. 20037

AMERICAN INSTITUTE OF PLANNERS, 917 15TH STREET, N.W., WASHINGTON, D.C. 20005

AMERICAN METEOROLOGICAL SOCIETY, 45 BEACON STREET, BOSTON, MASSACHUSETTS 02128

AMERICAN PETROLEUM INSTITUTE, 1271 AVENUE OF THE AMERICAS, NEW YORK, NEW YORK 10020

AMERICAN PLYWOOD ASSOCIATION, 1119 A STREET, TACOMA, WASHINGTON 08401

AMERICAN PULPWOOD ASSOCIATION, 605 THIRD AVENUE, NEW YORK, NEW YORK 10016

AMERICAN SOCIETY OF PHOTOGRAMMETRY, 644 LEESBURG PIKE, FALLS CHURCH, VIRGINIA 22044

AMERICAN WATER RESOURCES ASSOCIATION, P. O. BOX 434, URBANA, ILLINOIS 61801

ASSOCIATION OF INTERPRETIVE NATURALISTS, 1251 EAST BROAD STREET, COLUMBUS, OHIO 43205

CONSERVATION EDUCATION ASSOCIATION, BOX 450, MADISON, WISCONSIN 53701

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WESTERN WOOD PRODUCTS ASSOCIATION, YEON BUILDING, PORTLAND, OREGON 97204

THE WILDERNESS SOCIETY, 729 15TH STREET, N.W., WASHINGTON, D.C. 20005

WILDLIFE MANAGEMENT INSTITUTE, 709 WIRE BUILDING, WASHINGTON, D.C. 20025

THE WILDLIFE SOCIETY, SUITE S-176, 3900 WISCONSIN AVENUE, N.E., WASHINGTON, D.C. 20016

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ERIC

ACCESSION NUMBER: VT100680

PUBLICATION DATE: 73

TITLE: REFERENCE LIST OF PARAMEDICAL TRAINING PROGRAMS IN PEDIATRICS. AN ACCUMULATIVE LISTING. DECEMBER 1973.

DESCRIPTOR: *HEALTH OCCUPATIONS EDUCATION; *DIRECTORIES; *EDUCATIONAL PROGRAMS; *PEDIATRICS TRAINING; *NURSING

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 562

ABSTRACT: THIS DIRECTORY OF TRAINING PROGRAMS PROVIDES COUNSELORS AND EDUCATORS WITH A REFERENCE LIST OF INSTITUTIONS OFFERING A VARIETY PEDIATRIC NURSING STUDY PROGRAMS. OVER 60 PROGRAMS ARE LISTED INCLUDING THREE THAT ARE OFFERED FOR PEDIATRIC ASSISTANTS AND TWO FOR PEDIATRIC AIDES. EACH ENTRY INCLUDES THE PROGRAM TYPE, THE NAME AND ADDRESS OF THE DIRECTOR AND INSTITUTION, MINIMUM PREREQUISITES, LENGTH OF TRAINING, AND CERTIFICATE OR DEGREE GRANTED. (MU)

INSTITUTION NAME: AMERICAN ACADEMY OF PEDIATRICS, EVANSTON, ILL.

VT 100680

An Accumulative Listing

December 1973

OFFICE OF ALLIED HEALTH MANPOWER

American Academy of Pediatrics

1801 HINMAN AVENUE • EVANSTON, ILLINOIS 60204 • TELEPHONES – EVANSTON 869-4255 • CHICAGO 273-3646

REFERENCE LIST OF PARAMEDICAL TRAINING PROGRAMS IN PEDIATRICS

* Code	Name of Program and Type	Director and Institution	Minimum Prerequisites	Length of Training	Certificate or Degree Granted
C	PNP	Isobel Thorp, RN School of Nursing U. of Ala. in Birmingham 1919 Seventh Ave., So. Birmingham, Ala. 35294	RN from NLN approved school. BS/BA degree or one year's experience	16-18 weeks	Certificate
C	PNA	Paul Bergeson, MD Good Samaritan Hospital P.O. Box 2989 Phoenix, Ariz. 85062	RN; commitment from employer/sponsor	4 months	Certificate
C	PNA	James Cooper, MD School of Medicine Dept. of Pediatrics U. of Arkansas Little Rock, Ark. 72201	RN from NLN approved school	12 months	Certificate
C	PNA	Dorothy Martin, Ph. D. Loma Linda U. School of Nursing Loma Linda, Cal. 92354	Sr. yr. of BA in Nrsg; RN with BA and license in Cal.	6 months	Certificate
C	PNA-X-426	Sheila Cadman, RN, MA U. of California Division of Nrsg. Dept. of Cont'g. Ed. in the Health Sciences Los Angeles, Cal. 90024	RN and BS or equivalent; employment in ambulatory care setting.	7-1/2 months	Certificate

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*:
Community-wide PNA/PNP
Service only PNA/PNP
S. Armed Forces PNP
M - Master's level
S - School Nurse Practitioner
A - Child Health Associate
N - Non-classified Special Program
PNP - Pediatric Nurse Associate/Pediatric Nurse Practitioner

ED 100 680

Name of Program *Code and Type	Director and Institution	Minimum Prerequisites	Length of Training	Certificate or Degree Granted
I Pediatric Nurse Preceptorship	Millie Williamson, PHN Contra Costa County Health Department P.O. Box 871 Martinez, Cal. 94553	Employed at Contra Costa County Health Dept. as PHN	4 months	Certificate
I PNA	John Fuerth, MD S. Cal. Perm. Med. Gp. Dept. of Pediatrics Valley Office 13652 Cantara St. Panorama City, Cal. 91402	Candidates selected from RNs employed at S. Cal. Perm. and Kaiser Foundation Hospital	6 months	Certificate
N Well Baby Nurse	John Fuerth, MD S. Cal. Perm. Med. Gp. Dept. of Pediatrics 13652 Cantara St. Panorama City, Cal. 91402	Licensed RN in Cal. and employed at S. Cal. Perm. and Kaiser Found. Hosp.	10 weeks	Certificate
I PNA	Marie Roby (Mrs.) Director Public Hlth. Nrsg. 1270 Natividad Rd. Salinas, Cal. 93901	RN employed at Monterey County Hlth. Dept.	no response	Certificate
M Maternal Child Nrs. Assoc/Prac.	Betty Highley, Assoc. Prof. of Nrsg. U. of Cal., S. F. School of Nrsg. 411 Y-N Fam. Hlth. Care Nrsg. San Francisco, Cal. 94122	Model A: B.S., RN Cal. License; Agency commitment Model B: Dipl. and Assoc. of Arts Grad. Cal. license; full-time study	6 months	Certificate; Master of Science available.

* Code	Name of Program and Type	Director and Institution	Minimum Prerequisites	Length of Training	Certificate or Degree Granted
I	PNP	Carlee Leftwich(Mrs.) Santa Cruz County Hlth. Serv. Agcy. Box 962 Santa Cruz, Cal. 95061	BS from NLN approved school; employment by Santa Cruz Health Dept.	341 hr. crse. to provide 112 hrs. of theory and consult. and 229 hrs. of supervised practice	Certificate
I	Nurse Practitioner-Well Child Supervision	Carlee Leftwich (Mrs.) Santa Cruz County Hlth. Serv. Agcy. Box 962 Santa Cruz, Cal. 95061	BS from NLN approved school; employment by Santa Cruz Health Dept.	284 hr. crse. to provide 89 hrs. of theory and consult. and 195 hrs. of supervised practice.	Certificate
I	PNA	H. L. Kafka, MD Chief, Dept. of Peds. Olive View Med. Ctr. 7533 Van Nuys Blvd. Van Nuys, Cal. 91407	RN. Commitment from preceptor	12 weeks	Certificate
S	School Nurse Practitioner	Nancy Nelson, MD U. of Colo. Box 2418 Denver, Colo. 80220	RN with BA and employed in school setting	4 months	Certificate
A	Child Health Associate	Henry K. Silver, MD U. of Colorado School of Medicine 4200 E. Ninth Ave. Denver, Colo. 80220	Min. 60 hrs. college credit, includ. Bio., Chem., Psych., Humanities	Three-yr. course	BA and Cert. by Colo. State Board
C	Nursing Care of Children in Community Settings	Elda Popiel, RN U. of Colorado Box 2418 Denver, Colo. 80220	BS in Nrsg. from NLN approved school. Ped. Sponsor	16 weeks	Certificate

Name of Program *Code and Type		Director and Institution	Minimum Prerequisites	Length of Training	Certificate or Degree Granted
C	PNA	Louis Hochheiser, MD, U. of Conn. Hlth. Ctr. McCook Hosp., D-C-2 Two Holcomb St. Hartford, Conn. 06112	RN grad. from NLN accredited BA nursing program	16 weeks	Certificate
M	Master's Program in Pediatric Nursing	Katherine Nuckolls, Ph. D. Yale U. School of Nrsg. 38 South Street New Haven, Conn. 06510	BA degree and RN	2 years	Master of Science in Nursing; PNP after 1 yr.
I	PNA	Raymond Standard, MD Dept. of Human Resrcs. Dist. of Columbia Gov't. 1875 Connecticut Ave. Washington, DC 20009	RN in DC 3 yr's. exp., commitment from employer	10 months	Certificate
N	PNA	David Martin, MD Palm Beach Jr. College 4200 Congress Ave. Lake Worth, Fla. 33460	RN; 2 yr's exp. in Ped. or community health.	48 weeks	Certificate
C	PNA	Iris Shannon, RN Rush Presbyterian-St. Luke's Med. Ctr. 1753 W. Congress Pkwy. Chicago, Ill. 60612	RN; commitment from Ped. preceptor	16 weeks	Certificate
C	PNA	Gabriel Rosenberg, MD Methodist Hosp. of Ind. 1604 N. Capitol Ave. Indianapolis, Ind. 46202	RN; graduate from NLN approved school; commitment from sponsor	16 weeks	Certificate
C	PNP	Sidney Kripke, MD U. of Iowa Dept. of Pediatrics College of Nursing Iowa City, Iowa 52240	Consider RN lacking degree. Employed or prospect of employment in child health care.	16 weeks	Certificate for non-degree nurses. Masters available.

Name of Program *Code and Type		Director and Institution	Minimum Prerequisites	Length of Training	Certificate or Degree Granted
C	PNA	George Hallett, MD U. of Maine Cont. Ed. Div. Office 96 Falmouth St. Portland, Maine 04103	Licensure in State of Maine	16 weeks	Certificate
C	PNP	Kathleen Morton, MD Johns Hopkins Med. Inst. Comprehensive Child Care Program 601 N. Broadway Baltimore, Md. 21205	RN licensure and grad. from NLN approved school; exp; phys.-preceptor	4 months	Certificate
C	PNP	Frances Koonz, RN School of Nursing U. of Maryland Baltimore, Md. 21201	RN from NLN accredited school; one yr. exp. phys.-sponsor	20 weeks	Statement of program completion
M	Joint Boston College School of Nrsg. Harvard Med. School Program for Ped. Clinical Nurse Specialists	Howard Jacobson, MD Boston College 10 Shattuck St. Boston, Mass. 02115	BA degree in Nrsg. One yr. exp.	Two yrs.	Master of Science
C	PNA	Priscilla Andrews, RN College of Nursing Northeastern U. Boston, Mass. 02115	RN grad. from NLN approved school. Employed in Ped. ambulatory setting.	4 months	Certificate
C	PNP	Carolyne Davis, Dean School of Nursing Cont'g. Ed. Services for Nurses U. of Michigan Ann Arbor, Mich 48104	RN; one yr. ped. care exp; employer/sponsor	32 weeks (16 wks. full-time)	Certificate

Name of Program *Code and Type		Director and Institution	Minimum Prerequisites	Length of Training	Certificate or Degree Granted
C	PNP	Leslie Pensler, MD Children's Hosp. of Michigan 3901 Beaubien Detroit, Mich. 48201	BS in Nrsg; RN from 3-yr. school; Post-graduate exp.	4 months	Certificate
M	Post-Baccalaureate Ed. Program for Nrs. in Ambulatory Child Health Care	Alma Sparrow, MS, MPH U. of Minnesota School of Public Hlth. Minneapolis, Minn. 55455	BA in Nrsg. from NLN accredited school	Three-quarter sequence. Full-time.	Certificate. Masters available
C	PNA	Edward O'Connell, MD Mayo Foundation Div. of Education 200 First St. Rochester, Minn. 55901	Eligibility for RN licensure in State of Minnesota	24 weeks	Certificate
C	PNA	Robert Fairchild, MD U. of Mo. Kansas City Provost of the Hlth. Sc. Kansas City, Mo. 64108	Requirements of Mo.-KC School of Graduate Studies; RN from a state school of nrsg.	1 year	Certificate
C	PNP	Fernando deCastro, MD Cardinal Glennon Hosp. 1465 S. Grand Blvd. St. Louis, Mo. 63104	RN; employed in pediatric ambulatory setting.	8 months	Certificate
C	PNP	Lawrence Kahn, MD Washington U. 4550 Scott Ave. St. Louis, Mo. 63110	RN; BS preferred	8 months	Certificate
C	PNP	Dorothy DeMaio, RN, MA Christian Hanson, MD Rutgers College of Nrsg. CMDNJ-Rutgers Med. Sch. P.O. Box 101 Piscataway, NJ 08854	RN and BS Degree preferred. Employer sponsor.	4 months full-time; 6 months continuing education	Certificate

Name of Program *Code and Type		Director and Institution	Minimum Prerequisites	Length of Training	Certificate or Degree Granted
C	PNA	Prof. Eileen Amy York College of Nursing Seton Hall U. S. Orange, NJ 07079	BSN from NLN accredited school; current licensure	32 weeks	Certificate
N	PNP	Ruth Stein, MD Bronx Municipal Hosp. Center Pelham Parkway S & Eastchester Rd. Bronx, NY 10461	RN with 1 yr. exp.; prefer pediatrics	6 months	Certificate
I	PNP	Sister Virginia Hanrahan Dr. Martin Luther King Jr. Health Center 3674 Third Avenue Bronx, NY 10456	RN on staff at King Health Center	1 year	Certificate
I	PNA	Anita Lukin, RN Kings County Hospital Center Dept. of Nursing 451 Clarkson Ave. Brooklyn, NY 11203	RN and employed in Pediatric Outpatient Clinic at Kings Cty. Hospital Ctr.	7 months	Certificate
C	PNA	Mary O'Hara, RN, MA State U. of NY at Buffalo School of Nursing 3435 Main St. Buffalo, NY 14224	RN grad. Current License. Commitment to employment	16 weeks	Certificate
C	PNA	Catherine DeAngelis, MD Columbia-Presbyterian Hospital School of Nursing and Dept. of Pediatrics VC-450; 168th St. New York, NY 10032	RN, NY licensure; interview	16 weeks (8 months internship)	Certificate
C	PNA	Margaret Heagarty, MD Cornell U., NY Hosp. School of Nursing Div. of Cont. Ed. 1320 York Ave. New York, NY 10021	RN from NLN accredited school; PHN at NY Dept. of Public Hlth.	12 months	Certificate

Name of Program *Code and Type	Director and Institution	Minimum Prerequisites	Length of Training	Certificate or Degree Granted
C PNP	Robert Hoekelman, MD U. of Rochester 260 Crittenden Blvd. Rochester, NY 14642	RN; employed in pediatric health care setting	16 weeks	Certificate
N Child Eval. 320G, Cont'g. Ed. in collaboration with Board of Hlth.	John Fletcher, MD School of Nursing East Carolina U. Greenville, NC 27834	RN; exp. in community hlth. nrsg; emp. sponsor	3 months	Certificate
C PNA	Donald Frank, MD Good Samaritan Hosp. Dept. of Pediatrics Div. of Community Ped. Cincinnati, Ohio 45220	RN and grad. of NLN accred. school. Pediatric sponsor	4 months	Certificate
C PNA	George Prothro, MD Tulsa City-County Health Dept. 4616 E. 15th St. Tulsa, Okla. 74112	RN; licensure in Okla; Pediatric sponsor	10 weeks	Certificate
C PNP	Rita Wetton, MD U. of Pittsburgh School of Medicine Dept. of Ped. Med. Pittsburgh, Pa. 15213	Graduate BA; RN from NLN accredited nrsg. program; 2 yrs. exp.	6 months	Certificate
C PNP	Cecil Jacobs, MD Charleston County Health Dept. 334 Calhoun St. Charleston, S. C. 29401	RN; personal interview required	6 months	Certificate
C PNP	Ruth Benfield, RN U. of Tennessee College of Nursing 879 Madison Avenue Memphis, Tenn 38116	Senior at the U. of Tenn. College of Nrsg. undergraduate program	6 months	Letter certifying preparation
C PNP	Evelyn Tomes, MA., M. Sc. Meharry Med. College Div. of Continuing Education for Nurses Nashville, Tenn. 37218	RN grad. from NLN approved school. Current licensure. 2 yrs. exp.	9 months	Certificate

Name of Program *Code and Type	Director and Institution	Minimum Prerequisites	Length of Training	Certificate or Degree Granted
C PNP	Jane Dawson, RN, MS College of Nursing Texas Woman's U. Dallas, Texas 75235	Baccalaureate RN degree from NLN approved school; 2 yrs.' exp. in ped. set; requirements for U. admission	One semester-full time; part-time available	Certificate
C PNP	Chloe Floyd, RN, MS The U. of Texas School of Nrsg. at Galveston Galveston, Tex. 77550	RN; BS preferred; commitment from employer-sponsor	16 weeks	Certificate
U PNP	Howard Johnson, Col. Wilford Hall, USAF Medical Center Lackland AFB San Antonio, Tex. 78236	USAF RN 2 yrs. exp. 1 yr. in pediatrics	21 weeks	Certificate
M Graduate Child Nrsg. Program	Peggy Chinn, RN, Ph. D. College of Nursing U. of Utah 25 S. Medical Drive Salt Lake City, Utah 84112	RN from NLN BA program. Admission req. for U. of Utah Grad. School	2 years	Master of Science in Child Nrsg.
C Pediatric Nurse Clinician	Marian Solowy, MD U. of Virginia School of Nursing Charlottesville, Va. 22901	RN	4 months	Certificate
M Pediatric Graduate Nursing	Barbara Brodie, Ph. D. MCH Nursing School of Nursing U. of Virginia Charlottesville, Va. 22901	BS with upper division major in nrsg; achievement in undergrad. program; RN licensure; experience	3 semesters	M. S. N.

Name of Program *Code and Type	Director and Institution	Minimum Prerequisites	Length of Training	Certificate or Degree Granted
C PNP	Jacqueline Vandeman, RN, Ph. D., School of Nrsg. Dept. of Mat.-Chld. Nrsg. SG-51 U. of Washington Seattle, Wash. 98195	RN with physician-sponsor	12 weeks	Certificate
C PNP	Dr. Kenneth Wible West Va. U. Med. Ctr. School of Nursing Morgantown, W. Va. 26505	RN; pediatric nursing experience	4-6 months	Certfiicate
C Nurse-Physician Team Program	Kenneth Reeb, MD U. of Wisconsin 1552 University Ave. Madison, Wis. 53706	RN (Diploma or BS) Wis. licensure MD sponsor	16 weeks	Certificate

Office of Allied Health Manpower
American Academy of Pediatrics

PEDIATRIC ASSISTANT PROGRAMS

Name of Program	Director and Institution	Prerequisites	Length of Course	Credentials
Medical Assistang AAP-II	Dr. Nathan Boortz Foothill Community College District 12345 El Monte Road Los Altos Hills, Cal. 94022	Entrance req. of DeAnza College	2 years	A.A. Degree
** Physician's Assistant Training AAP-IX	K. Anderson, M.D. Bowman Gray, School of Medicine Wake Forest U. Div. of Allied Hlth. Programs 1990 Beach Street Winston-Salem, N.C. 27103	Two character and personal evaluation forms SAT, CEEB	2 years	Certificate for students with less than 3 yrs college credit upon entering program. B.S. degree for students with 3 yrs. college credit.
Pediatric Assistant AAP-XXII	J.R. Haverty, MD School of Allied Health Sc. Georgia State U. Atlanta, Ga. 30303	Entrance requirements to Georgia State U.	21 months	Associate of Science Degree

** Training program applicable for military corpsmen.

Office of Allied Health Manpower
American Academy of Pediatrics

PEDIATRIC AIDE PROGRAMS

Name of Program	Director and Institution	Prerequisites	Length of Course	Credentials
Screening Aide AAP-XX	William Frankenburg, MD Colo U. School of Medicine 4200 E. Ninth Ave. Denver, Colo. 80220	Reading ability at 7th grade level; perform simple math	3 weeks	Certificate award varies according to local policy
Family Health Worker Training AAP-XXIX	Mr. Robert Eakin Family Health Service POB 1048 Elkins, W. Va. 26241	Represent rural county residents; personal qualifications	7 months	Certificate

ACCESSION NUMBER: VT100681

TITLE: CAREER EDUCATION ACTIVITY GUIDE.

PERSONAL AUTHOR: THOMAS, JAN; SEHON, JO

DESCRIPTOR: ACTIVITIES; TEACHING GUIDES; MANUALS; *LEARNING ACTIVITIES; SECONDARY GRADES; ELEMENTARY GRADES; *CAREER EDUCATION; *ACTIVITY LEARNING; *CAREER PLANNING; OCCUPATIONAL INFORMATION; CREATIVE ACTIVITIES; *INTEGRATED CURRICULUM; VOCATIONAL DEVELOPMENT

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 562

ABSTRACT: THE OUTCOME OF A CURRICULUM RESEARCH EFFORT IN CAREER EDUCATION, THIS ACTIVITY GUIDE WAS DEVELOPED FOR USE IN GRADES ONE THROUGH TWELVE. INTENDED AS AN AID FOR PROVIDING USEFUL IDEAS TO TEACHERS INVOLVED IN INTEGRATING CAREER EDUCATION INTO THE BASIC CURRICULUM, THE GUIDE PRESENTS IDEAS DEVELOPED BY AREA TEACHERS AT A CAREER EDUCATION WORKSHOP HELD IN IDAHO. THE FORMAT IN THE MANUAL IS DESIGNED SUCH THAT INSTRUCTIONAL MODIFICATIONS AND OTHER COMMENTS CAN BE INSERTED BESIDE THE ACTIVITIES AS THE TEACHER DEEMS NECESSARY. TO FACILITATE EASE IN USING THE GUIDE, A MATRIX LISTING ALL SUBJECT AREAS AND GRADES IN WHICH ACTIVITIES ARE PROVIDED IS GIVEN AS ARE SEPARATE LISTINGS BY SECTION OF ACTIVITIES APPROPRIATE FOR USE IN THE ELEMENTARY AND SECONDARY GRADES. (SN)

INSTITUTION NAME: CANYON-OWYHEE SCHOOL SERVICE AGENCY, CALDWELL, IDAHO.

SPONSORING AGENCY NAME: BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.

VT 100681

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CAREER EDUCATION

"ACTIVITY GUIDE"

IDAHO'S EXEMPLARY PROJECT

Matching Occupations and Vocational Education

CAREER DEVELOPMENT K-12

CANYON OWYHEE COSSA SCHOOL SERVICE AGENCY

VT 100 681

CAREER EDUCATION
ACTIVITY GUIDE

Developed by Guidance Personnel Specialists
Jan Thomas - Elementary Counselor
Jo Sehon -- Middle School Counselor

In cooperation with area teachers
College of Idaho Career Education Workshop

Canyon-Owyhee School Service Agency
Director Floyd W. Merrill
Route 8 Box 207
Caldwell, Idaho 83605

ERIC

Introduction

The philosophy of this career education project suggests that career education should be an integral part of the instructional curriculum and activities at all levels. Both teachers and parents play influential and significant roles in guiding a student's career choices, and career education information should be an inherent part of the total school experience, not "handed out" as isolated bits. Also, there is considerable research data that supports the idea that occupational choices are made in stages, are an ongoing process, and establishes that an individual does not make his ultimate vocational selection at any single moment in time. Career choices are the result of a series of decisions made over a period of years.

At the elementary level, grades one through six, the project calls for integration of career activity centered experiences into the existing curriculum. These activities are directed toward expanding the students awareness of self and of the occupational structure. These activities also provide meaningful experiences which aid in the development of positive self-concepts, work appreciation, understaning of workers, and positive attitudes toward work, by providing a developmental career education program. The regular curriculum subjects will be enhanced by making them more relevant.

In the middle school, grades seven through nine, the program provides for broad-based exploration. This includes classroom and field experiences in a variety of occupational areas. Emphasized in the middle school is further involvement of the students self-concept, self appraisal of abilities, interests, and aptitudes, understanding of occupational opportunities, and an awareness of the decision-making process.

The career education program at grades

nine through twelve, becomes more specific, assisting the student in converting his vocational preferences into reality. Experiences that help relate subject matter contents to actual work situations are integrated into the various activities. The objective is providing intensive and specific job entry training for students in concentrated skills training classes.

Throughout the entire high school period the thread of career awareness continues. Special emphasis of the guidance and counseling function is indicated at the secondary level and provides students with information about occupational choices and educational choices and educational avenues.

At the time a student leaves high school he should be prepared to either enter the job market with a salable skill, or go on to further education in a post secondary technical school, college, or university. The choice is with the student. The school can help him understand the various options and help him be prepared to move into the next phase of life with firm direction.

This career educators' activity guide emcompasses grades one through twelve and is designed to give useful ideas to teachers involved in making career education a basic part of their teaching and to add relevancy to the entire educational curriculum.

In printing this booklet, wide margins were left for your use in writing variations, ideas, and other notes beside the activities. The activities presented are from ideas developed by area teachers at a career education workshop held at the College of Idaho. Ideas may be interchanged from one level to another as is, or by slight adaptation. As you use these ideas, others will occur to you and you are urged to experiment with many types of approaches. Please share activities which prove successful so others may profit from your experiences. Send your ideas to COSSA, Rt. 8, Box 207, Caldwell, ID 83605.

Acknowledgements

We wish to thank the teachers and counselors of the seven districts associated with Canyon-Owyhee School Service Agency for Their assistance in the development of this Career Education Activity Book. Participants from Caldwell High School and New Plymouth High School also made valuable contributions to the workshop in developing these activities.

Workshop Participants:

#133 Wilder - Jan Easley
#134 Middleton - Jim Baxter
Debe Bingham
Beverly Howard
Opal Matthews
#135 Notus - Shirley Conrad
#137 Parma - Louise O'Neill
Donna Black
#139 Vallivue - Ray Schnabel
Linda Decker
East Canyon - Mary Lu Beougher
West Canyon - Wilma Ostyn
May Hill
Earnie Lewis
#363 Marsing - Mildred Boles
Ron Hutter
#132 Caldwell - Jane Claybaugh
Geraldine Schmitt
#372 New Plymouth - Sue Beall
COSSA - Jan Thomas
Jo Sehon
Floyd Merrill

CAREER EDUCATION
ACTIVITY GUIDE

Grades One Through Twelve

ERIC

INDEX BY SUBJECT AREAS

Activity No.	Name of Activity	Grade	Art	Business	Guidance & Self	Health & P.E.	Industrial Arts	Language Arts	Math	Music	Science	Social Studies
1	Did You Ever See A Worker?	1-2								X		
2	Dress George For His Work	1-2						X				
3	Let's Play Mail-man	1-2		X			X					X
4	Worker Upset	1-3				X						X
5	The Little Red Hen	1-3						X				
6	Happiness Is	1-3	X					X				
7	Who Fixes What?	1-3									X	X
8	Who Makes Your Christmas?	1-6										X
9	Worker Day	1-3			X							X
10	Bulletin Board: Worker Riddles	1-3										X
11	Live a Career	1-3						X				X
12	Dress & Guess The Worker	1-3										X
13	Worker Race	1-3				X						
14	Matching Relay	1-3					X					X
15	Service Careers	1-3										X

Activity No.	Name of Activity	Grade	Art	Business	Guidance & Self	Health & P.E.	Industrial Arts	Language Arts	Math	Music	Science	Social Studies
16	What To Do With It	1-3					X					X
17	News Tree	1-3						X				X
18	Cut Your Own Tree	1-3									X	X
19	Indoors or Out	1-4						X				X
20	Surprise The Janitor	1-4						X				X
21	Card Games	1-6					X	X				X
22	Picture Puzzles	1-6										X
23	Thinking Time	1-6				X		X				X
24	Bulletin Board: Tools	1-6					X					X
25	The Olden Days	1-6										X
26	How Products Feel	1-6			X			X				
27	Bean Bag Game	1-6				X						X
28	Happy Birthday	1-6	X					X				
29	Feelings	1-6			X	X						
30	Class Newspaper	1-6	X					X				X

Activity No.	Name of Activity	Grade	Art	Business	Guidance & Self	Health & P.E.	Industrial Arts	Language Arts	Math	Music	Science	Social Studies
31	Job Activities - School Subjects	1-6	X	X		X	X	X	X	X	X	X
32	Who Did You See?	1-6			X							X
33	Hobbies & Occupations	1-6			X							
34	The A-B-C's	1-6						X				X
35	Extra Time Activities	1-6	X	X	X	X	X	X	X	X	X	X
36	Who Helped You Get To School?	1-6										X
37	What My Family Does	1-6			X							X
38	Parents Resources	1-6					X	X				X
39	Interviews on Tape	1-6						X				X
40	Famous People On TV - What Do They Do?	1-6						X				X
41	Classroom Factory Project	1-6		X			X		X			X
42	Guess The Sound	1-6									X	X
43	Classmate of the Week	1-6			X							

Activity No.	Name of Activity	Grade	Art	Business	Guidance & Self	Health & P.E.	Industrial Arts	Language Arts	Math	Music	Science	Social Studies
44	Health Habits	1-6			X	X						X
45	Interviewing Puppets	1-6	X		X			X				X
46	Mailing a Letter	2-4						X				X
47	How Many Occupations?	2-6						X				X
48	Career Charades	2-6						X				X
49	Bulletin Board: Skills Are Important	2-6	X	X		X	X	X	X	X	X	X
50	Who Uses Maps?	2-6										X
51	"Me" Bag	2-6			X							
52	Help Wanted	2-6			X							X
53	Find It In The Yellow Pages	2-6										X
54	Entertain Us	2-6			X			X		X		
55	What Adjectives Are You?	2-6			X			X				
56	Who, What, Where	2-6	X	X	X	X	X	X	X	X	X	X
57	What Will I Be?	3-6			X			X				X
58	Scramble Puzzle	3-6	X	X	X	X	X	X	X	X	X	X

Activity No.	Name of Activity	Grade	Art	Business	Guidance & Self	Health & P.E.	Industrial Arts	Language Arts	Math	Music	Science	Social Studies
59	Playing Detective With Cartoons	3-6	X									X
60	Bean Bag Game	4-6	X	X		X	X	X	X	X	X	X
61	What's My Line?	3-6						X				X
62	Traveling	3-6										X
63	Make Believe Place	3-6									X	X
64	Career Simulation Game	3-6		X					X			X
65	Bulletin Board: Getting To Know You	3-6						X				
66	Jam Session	3-6						X				
67	Science Divisions	3-6									X	
68	Life Line	3-6			X							
69	Guess The Occupation	3-6					X					X
70	An Interest List	3-6			X							
71	Matching Workers With Tools	3-6	X				X					X
72	Production Mix-Up	3-6					X					X

Activity No.	Name of Activity	Grade	Art	Business	Guidance & Self	Health & P.E.	Industrial Arts	Language Arts	Math	Music	Science	Social Studies
73	Play Money	3-6							X			X
74	Occupations Which Built Idaho	4										X
75	Bulletin Board: Idaho	4										X
76	A To Z Goods Or Services	4-6						X				X
77	Study of Weather	4-6									X	
78	Weather Affects Our Life	4-6										X
79	Who's Involved	4-6										X
80	Coat of Arms	4-6	X		X							
81	Life Game	4-6		X	X	X	X	X	X	X	X	X
82	Career Bingo	4-6						X				X
83	Career Reports	4-6			X			X				X
84	Class Magazine	4-6						X				
85	Shopping For A School Meal	4-6				X			X			
86	Jobs Needing Measuring Tools	4-6					X		X			X
87	A to Z Career Book	4-6	X					X				X

Activity No.	Name of Activity	Grade	Art	Business	Guidance & Self	Health & P.E.	Industrial Arts	Language Arts	Math	Music	Science	Social Studies
88	Bulletin Board: Weather	4-6									X	X
89	Career Quiz Teams	4-6										X
90	Product Pricing	4-6							X			
91	Visualization of the Future	4-6			X			X				
92	Vacation Fun	4-6										X
93	Dependency On Raw Materials	4-6									X	X
94	Inventions	4-6									X	
95	Man Made Materials	4-6									X	X
96	Measuring Wheel	4-6					X		X			
97	All Jobs Are Important	4-6									X	X
98	Comparing Containers	4-6									X	
99	Why Electricity?	4-6									X	
100	From The Ground To You	4-6										X
101	What's It To You?	4-6										X

Activity No.	Name of Activity	Grade	Art	Business	Guidance & Self	Health & P.E.	Industrial Arts	Language Arts	Math	Music	Science	Social Studies
102	Where Do Our Parents Work?	4-6										X
103	A Study Of The U.S.	5										X
104	Pressure & Pressure Releases	5-6			X							X
105	Character Analysis	4-12			X		X	X		X		X
106	English Puzzle	4-12						X				
107	Foreign Language Puzzle	4-12						X				
108	Math Puzzle	4-12							X			
109	Science Puzzle	4-12									X	
110	Social Studies Puzzle	4-12										X
111	Occupations in Math	9-12							X			
112	Build A Cabin	7-12					X		X			
113	Lost On An Island	7-12			X			X				X
114	"Hooray" People Are Different	7-12			X			X				X
115	Composing At The Typewriter	9-12		X								

Activity No.	Name of Activity	Grade	Art	Business	Guidance & Self	Health & P.E.	Industrial Arts	Language Arts	Math	Music	Science	Social Studies
116	Types of Business Organizations	9-12		X					X			
117	Office Visit	9-12		X								
118	Video-Taping	9-12		X								
119	Tourism	9-12		X	X			X	X			X
120	Insurance	9-12		X	X				X			
121	Minature Corporation	7-12		X	X			X	X			X
122	Positions Requiring Chemistry Skills	11-12									X	
123	Chemistry Skills File	11-12									X	
124	Panel of Professionals	7-12		X	X			X				X
125	Occupational Jargon	7-12			X		X	X				X
126	Chemistry Objects	11-12									X	
127	Cooperative Career Experience	1-12			X			X				X
128	Accountant Survey	10-12		X								
129	Feature Story	9-12						X				

Activity No.	Name of Activity	Grade	Art	Business	Guidance & Self	Health & P.E.	Industrial Arts	Language Arts	Math	Music	Science	Social Studies
130	Jobs In Cartooning	9-12						X				
131	Newspaper Jargon Quiz	9-12						X				
132	Consumer Protection	9-12		X				X				X
133	Meaningful Advertising	9-12		X				X				X
134	"Career A Day" Bulletin Board	7-12						X	X			X
135	Ratio & Porportion	7-12							X			
136	Math Careers	9-12							X			
137	Plan A Swimming Pool	7-12					X		X			X
138	Developing The Self Through Music	7-12			X					X		
139	Community Activities for the Non-Profit Singers	7-12			X					X		
140	Vocations That Are Music Related	7-12								X		
141	Simulated Vocal Music Performance	7-12								X		

Activity No.	Name of Activity	Grade	Art	Business	Guidance & Self	Health & P.E.	Industrial Arts	Language Arts	Math	Music	Science	Social Studies
142	Music Direction	7-12								X		
143	Taping Vocal Music	7-12								X		
144	"Put On A Musical"	7-12		X						X		
145	"Animal, Plant, Mineral"	7-12			X							
146	"Not Qualified"	7-12			X			X				X
147	"Shop Talk"	7-12			X			X				X
148	"The Court Is In Session" or "Here Comes The Judge"	7-12			X			X				X
149	"Support Your Local Sheriff"	7-12			X			X				X
150	"Rate Your Values"	7-12			X			X				X
151	"See, Hear, Smell, and Touch"	7-12			X	X		X				X
152	"I'm Joe's Nervous System"	7-12			X	X		X			X	X
153	"Hut one, Hut Two, Hut three"	7-12			X	X		X				X
154	"Your Job Is Showing	7-12			X	X		X			X	X

Activity No.	Name of Activity	Grade	Art	Business	Guidance & Self	Health & P.E.	Industrial Arts	Language Arts	Math	Music	Science	Social Studies
155	"6 Ft. and Over"	7-12				X						
156	Fantasy Projection Survey	7-12			X			X				X
157	Career Fantasy	1-12			X			X				X
158	Enjoyment Profile	1-12			X			X				X
159	Value Auction	3-12			X			X	X			X
160	Life Line	7-12			X			X				X
161	Deciding	3-12			X			X				X
162	Pick A Card	3-12			X			X				X
163	Word Association	3-12			X			X				X
164	Applied Math	7-12							X			
165	Invent A Product	7-12		X			X	X	X			X
166	College Math	9-12							X			
167	Math Careers	7-12							X			

CAREER EDUCATION
ACTIVITY GUIDE

Elementary Level

ERIC
Full Text Provided by ERIC

1. DID YOU EVER SEE A WORKER? (Substitute, A FIREMAN, A TEACHER)
   Grades 1-2
   Music

Using the words to the familiar song, "Did You Ever See A Lassie?" the children could adapt it by changing lassie or laddie to a worker. The actions then could be appropriate to the occupation.

2. DRESS GEORGE FOR HIS WORK
   Grades 1-2
   Social Studies

This is a flannelboard activity involving a large cutout of a man. Appropriate clothing and tools can be made from felt and the children can dress him for specific occupations and surround him with the tools of his trade. This would be a good review activity after many occupations had been presented to the class.

3. LET'S PLAY MAILMAN
   Grades 1-2
   Social Studies, Language Arts, Business

Each child should write his name and address on a small card or envelope. The teacher pretends to be the mailman reading the address to see if the children can recognize their own addresses. If the child recognizes his own address, then the teacher says the child's name and asks him to repeat his address. The cards are given to those who are correct. Those who are not successful should be given their address and asked to repeat it later. Then the teacher could come back to them to see if they remember.

4. WORKER UPSET
   Grades 1-3
   P.E., Social Studies

For a variation of the Fruit Basket Upset Game, assign each child the name of a

worker, rather than a fruit. Give each worker title to two students. The students sit in a circle. "It" has no chair. The teacher calls out "Farmers upset!" The students assigned the title of farmers must change places, while "It" tries to beat one to a vacant chair. Game proceeds by the teacher calling out the various worker titles, and the students changin places.

5. THE LITTLE RED HEN
   Grades 1-3
   Language Arts

When studying about raising grain or the bakery, have the students dramatize the story of the Little Red Hen. The moral comes out that those who work deserve the reward.

6. HAPPINESS IS -
   Grades 1-3
   Language Arts, Art

Have children think of at least three likes and draw pictures of them. As the children share theirs with the class, categorize them into data - people - things. Discuss how we decide what we like and dislike. Relate this to the world of work by bringing up work interests and activities and deciding whether or not they would like it.

7. WHO FIXES WHAT
   Grades 1-3
   Science, Social Studies

When things don't work we need workers to repair the thing. Sometimes we take the broken thing to the shop. Some times the repairman has to come to the object or place. See if students know whom to call for certain problems and where he would fix it.

car trouble - mechanic
electricity - power lineman
telephone - telephone repairman

small appliance - electrician
furnace - furnace mechanic
leaky roof - roofer
broken wood problem - carpenter
(door, shelves, steps)

8. WHO MAKES YOUR CHRISTMAS?
Grades 1-6
Social Studies

List all the occupations you can of people who bring you Christmas as you celebrate it.

9. WORKER DAY
Grades 1-3
Social Studies, Guidance & Self

Have a costume day when children may come dressed as a worker. Let class guess who they are.

10. BULLETIN BOARD: WORKERS RIDDLES
Grades 1-3
Social Studies

Prepare a bulletin board by making a riddle - the answer will be a certain worker or occupation. Each day add one more line (hint) to the riddle. Start out with more difficult clues the first two days then work up to easier ones. When child guesses occupation put up a picture of the worker. If riddle is not guessed by end of week, put up picture and discuss it.

11. LIVE A CAREER
Grades 1-3
Social Studies, Language Arts

Let children live an occupation for a short time each day. (Example: bring plastic dishes and let them take turns being customers and waitresses)

12. DRESS AND GUESS THE WORKER
    Grades 1-3
    Social Studies

Divide the class into teams. Using a large cardboard cut-out similar to a paper doll, start placing articles of clothing that are peculiar to a certain occupation on the cut-out. See which team can guess the worker first. Extra points can be given if team members can tell a little about the occupation.

13. WORKER RACE
    Grades 1-3
    P.E.

Divide the class into equal teams. Establish a starting line. Each player on a team represents the same worker. Example: All #1's are airplane pilots and move their arms to show, all #2's are dancers. At a go signal run like a relay with people doing appropriate motions for their occupation.

14. MATCHING RELAY
    Grades 1-3
    Industrial Arts, Social Studies

Divide the class into two teams. Make identical lists on board. One list of workers and another list of workers' tools. Have each team line up for relay. At a signal the first in each line goes to the board and matches any worker he chooses with his tool. First team to complete matching wins.

15. SERVICE CAREERS
    Grades 1-3
    Social Studies

Our school custodian is available to every class for helping to become aware of service careers. The custodian can share with the class the services that he performs, and give the class an idea of the variety of

specialists he can call upon to help with things beyond his ability or time.

16. WHAT TO DO WITH IT
    Grades 1-3
    Social Studies, Industrial Arts

Bring tools from various occupations. See if children know what to do with them.

17. NEWS TREE
    Grades 2-3
    Language Arts, Social Studies

Construct large tree with loads of branches and no leaves. Have children bring short news items from various work areas. Read and discuss, then let child put his leaf on the tree.

18. CUT YOUR OWN TREE
    Grades 1-3
    Social Studies, Science

At Christmas time take the class to a tree farm and let them cut their own Christmas tree.

19. INDOORS OR OUT
    Grades 1-4
    Language Arts, Social Studies

Name an occupation and have the children determine whether it involves work indoors or outdoors or both.

20. SURPRISE THE JANITOR
    Grades 1-4
    Social Studies, Language Arts

Surprise the janitor some day. Have the students divide into groups. Have each group do one of the cleaning jobs in the room. Leave the janitor a little plate of cookies, a chair with a pillow and a thank you note for all he does.
This is not only nice for the janitor, the

children gain an appreciation for the custodian's job and the work involved. And they tend to keep the room neater in the future.

21. CARD GAMES
    Grades 1--6
    Industrial Arts, Language Arts, Social Studies

Matching games can be made on 3 x 5 cards. One set could be made of the worker and his name. A set could be made of the worker and his hat--a worker and his tools,--a worker and the building in which he works.

22. PICTURE PUZZLES
    Grades 1-6
    Social Studies

Let the children make puzzles by pasting pictures of workers on stiff cardboard and then cutting them in pieces. They can then trade puzzles with each other.

23. THINKING TIME
    Grades 1-6
    Language Arts, Social Studies, Health

Discuss the following questions in a jam session:

1. Why do we need laws?
2. Why do we have school?
3. Why do we have newspapers?
4. Why do we eat?
5. Why should we keep ourself clean?
6. Why does your dad work?
7. Why does our school have rules?
8. Is money necessary?
9. Why do we have doctors and nurses?
10. Why is sleep important?
11. Why do we need firemen and policemen?

24. BULLETIN BOARD - TOOLS
Grades 1-6
Social Studies, Industrial Arts

To arouse interest in tools and to show how different workers use the same tools, put up several workers and many tools, and have workers attached by string to tools they use. Suggested workers: Farmer, Gardener, Barber, Beautician, Butcher, Baker, etc. Suggested tools: Shovel, hoe, tractor, trimmers, clippers, hair-tonic, brush, comb, hair spray, knife, cleaver, scales, mixer, bake pans, etc.

25. THE OLDEN DAYS
Grades 1-6
Social Studies

You can build interest and appreciation in modern day conveniences by turning your classroom into an old fashioned school for a day - complete with slates, benches, sack lunches, etc.

26. HOW PRODUCTS FEEL
Grades 1-6
Language Arts, Guidance & Self

Have students pretend they are a particular product. Have them write a story about how they feel or how the product was made.

27. BEAN BAG GAME
Grades 1-6
P.E., Social Studies

Have students form a circle and assign each child a different occupation. Then call out a work task and throw a bean bag into the air. The child whose occupation does that task must run to the middle of the circle and catch the bean bag before it hits the ground. He then becomes the new IT.

28. HAPPY BIRTHDAY
Grades 1-6
Art, Language Arts

Have children make birthday cards for school workers.

29. FEELINGS
Grades 1-6
Health, Guidance and Self

Have the student discuss the various types of feelings -- with our hands (touch), with our heads (thinking), and with our hearts (emotional feeling). Then think of different kinds of feelings in each category. Discuss how each affects our behavior and how we can handle each situation and control our feelings. The students may wish to roleplay some situations in various ways to try on different feelings.

30. CLASS NEWSPAPER
Grades 1-6
Language Arts, Social Studies, Art

Students can learn much about the newspaper publishing business by putting out a class newspaper. The students will be reporters, ad-writers, feature writers, typists, proofreaders, editors, etc. They can put out a single issue or it can be a continuing activity.

31. JOB ACTIVITIES - SCHOOL SUBJECTS
Grades 1-6
General Subjects

Have students interview a parent or someone and list each individual job activity that he does in his occupation. Then determine what school subject is related to each job activity.

32. WHO DID YOU SEE?
Grades 1-6
Guidance & Self, Social Studies

Ask children to name the workers they saw on their way to school this morning. List them on the board and see how many workers were seen. Ask the children to observe the next morning and see how much longer the list becomes. This will help strengthen observation abilities and also identify many workers for some children.
Discussion could bring out that each of us will have a job some day. Would student like to do some of the jobs he observed?

33. HOBBIES & OCCUPATIONS
Grades 1-6
Guidance & Self

Put a large box or circle in the center of the page and surround it with little boxes or circles. In the center one write a hobby which you enjoy. In the surrounding boxes, write in jobs for which the hobby would be helpful or useful, or which takes the same skills.

34. THE A-B-C'S
Grades 1-6
Language Arts, Social Studies

List the letters of the alphabet in a long column. After each letter, name a worker beginning with that letter. For example:
A - Astronaut, B - Baker, C - Carpenter, etc.

35. EXTRA TIME ACTIVITIES
Grades 1-6
All Subjects

Label a large coffee can with "My work is done - I'll have some fun." Put slips of paper in the can suggesting ways to use free time wisely. For example: "Write a poem about a job." "Write a story about something you might like to do in the future." "Make a worker puzzle."

36. WHO HELPED YOU GET TO SCHOOL?
Grades 1-6
Social Studies

Ask the children how they got to school and then have them figure out as many workers as they can who were involved in making that mode of transportation possible. It can even include those who produce the materials used to make the vehicles or shoes.

37. WHAT MY FAMILY DOES
Grades 1-6
Social Studies

Name the workers of our families, where they work, materials and tools they use. This should open the eyes of the children that we are not self sufficient. Also it will bring out the important contribution that our families make. Draw pictures of the places each works and what they do at their place of work. These may be put together into a book about the whole classe's families.

38. PARENT RESOURCES
Grades 1-6
Social Studies, Industrial Arts, Language Arts

With the help of the children, parents can be invited to come to the classroom to tell about their particular type of work. By planning the visits carefully and by sharing with other rooms, a variety of occupations can be represented. Parents should be encouraged to bring tools, pictures, uniforms, products, etc. related to their job. Time should always be allowed for a question and answer period. If this visit can be followed by a field trip to the place where the parent works, the explanations can be made even more meaningful with actual visualization.
In upper grades, parents should tell what was required in the way of education and on the job training. Also have them tell about other occupations associated with their job and tell how common the job is in the area.

39. INTERVIEWS ON TAPE
Grades 1-6
Social Studies, Language Arts

The teacher can interview the child on the tape recorder about his parents' jobs. Leading questions would have to be asked to gain as much information about the work as possible. For example: Where does Daddy work? What does he do there? Have you ever gone with Daddy to see what he does? Does he like his work? Do you think you would like to do what Daddy does? It might be more revealing and more fun to let the child pretend to be the father or mother and to interview him as Mr. or Mrs. Jones. If the interview if followed by making pictures of the occupations held by the parents, these could be made into slides with the Visualmaker and a complete presentation would be available for other groups.

40. FAMOUS PEOPLE ON TV - WHAT DO THEY DO?
Grades 1-6
Social Studies, Language Arts

The first assignment for this activity would be to watch TV for an evening or to watch specific programs that the teacher requests. Primary children might just be asked to come back and talk about the occupations represented, while the intermediate children could be expected to record the people and their occupations.

41. CLASSROOM FACTORY PROJECT
Grades 1-6
Social Studies, Industrial Arts, Math, Business

Have a factory in your room. For example: using assembly line ideas you can sell popcorn. One group pops the corn; another sorts through it; another bags it, and another group sells it. After the sale pay the grocery bill discussing how various stages of production cost money. Then as a reward for the "company" buy something special for the class with the profit.

42. GUESS THE SOUND
Grades 1-6
Science, Social Studies

Record sounds from various occupations and play to children having them identify the occupation.

43. CLASSMATE OF THE WEEK
Grades 1-6
Guidance & Self

Choose one child to be Classmate of the Week. Put his picture (perhaps a large shadow print) on the bulletin board. Help him write a story about himself to put up with it. This child may be given special privileges during the week (eg. leading the lunch line, passing out papers, choosing the story or game, etc.)

44. HEALTH HABITS
Grades 2-6
Health, Guidance & Self, Language Arts

Make a list of various health habits. Have the students make a chart with the health habits down the page and the days of the week across the page. Have them keep track of the things they do for one week by filling in their charts. At the week's end, a discussion may be held to determine what the students felt would be minimum in each category, for a healthy student. This could be extended to include a discussion of how different health habits would affect other workers.

45. INTERVIEWING PUPPETS
Grades 1-6
Art, Self, Language Arts, Social Studies

For role playing in learning to interview or inquire about job information, the students will make puppets which are symbolic of a worker they want to interview or they may make one of themselves as an interviewer. Assemble puppet as follows:

Cut the tissue roller in half, mold wadded paper over and around it to make the head. Secure this with four or five long strips of masking tape. Over this, spread laundry starch generously--then, apply layers of paper towels until the right proportions have been attained. Let dry for a couple of days or over a weekend. Paint faces and apply hair (yarn). Dress in appropriate work attire. Shirts and dresses need only be glued at seams and attached to roller. Student will either see himself as a student searching for information or as an adult in this role.
Note: If these are made the first part of the term, they may be shared in many ways.

46. MAILING A LETTER
    Grades 2-4
    Language Arts, Social Studies

Children begin by learning the parts of a letter, how to write a letter, how to address an envelope. They make up their own letter about some special activity that they have done at school, such as field trips, involvement in a play, etc. They address own envelopes to parents or grandparents. Each child buys his stamp and mails it on a field trip to the post office. They watch their own letters going through the different processes.

47. HOW MANY OCCUPATIONS?
    Grades 2-6
    Language Arts, Social Studies

Give the students a specific amount of time (eg. exactly three minutes) to write as many job titles as they can. A prize may be awarded to the one listing the most. If the papers are collected and scanned the teacher may gain some valuable insights about the students' career awareness, etc.

48. CAREER CHARADES
Grades 2-6
Social Studies, Language Arts

Divide the class into 2 or 3 teams. Have the teams write worker titles on small slips of paper and put into a hat for the other team to draw from. One player draws a worker title and shows it to the opposing team. Then he tries to get his team to guess the worker by giving non-verbal clues. Ground rules should be set up in advance so everyone agrees to the things allowed and not allowed. Time is recorded for each player. The team with the smallest number of minutes wins.

49. BULLETIN BOARD: SKILLS ARE IMPORTANT
Grades 2-6
All Subjects

Start the bulletin board with one word, in the center of the board, naming a skill, such as MULTIPLICATION. Have the students ask people they see if they use the skill in their job. Put a slip of paper with the worker title on it and also the student's initials. At the end of the week, give a candy bar to the student who found the most workers using that skill.

50. WHO USES MAPS?
Grades 2-6
Social Studies

During a map study or while learning to use maps, think of different workers who read maps in their jobs. For example: pilots, navigators, truck drivers, traveling salesmen, etc.

51. "ME" BAG
Grades 2-6
Language Arts, Self -Concept

Have the students put things into a large paper bag which depict their "selves".

They can put in small objects and pictures which represent their interests, fears, likes, dislikes, and wishes. Each student will then share his "me bag" with the class. This is an excellent activity for self-concept study and for understanding others. Variation: Put things on the outside of the bag (using tape, staples, or glue) which represent the things people see about us. Put things inside the bag to represent things about us that people usually don't know.

52. HELP WANTED
    Grades 2-6
    Guidance & Self, Social Studies

Cut out help wanted ads from the newspaper and put them in a hat. Have each student draw one and give two reasons why he would or would not want the job.

53. "FIND IT IN THE YELLOW PAGES"
    Grades 2-6
    Social Studies

Read through the Yellow Pages to seek out the many different types of jobs available in the community.

54. ENTERTAIN US
    Grades 2-6
    Language Arts, Music, Guidance & Self

To develop leadership in the students, choose a different pupil each week to be placed in full charge of providing a 15 or 20 minute entertainment period for the class. The first week a pupil with outstanding organizational ability might be chosen. He may ask several classmates to dramatize or pantomime a story. He may bring a record from home. He may ask a few members to sing or play an instrument. The responsibility is his, not the teacher's. The pupil needs several days to line up his talent or material.

55. WHAT ADJECTIVES ARE YOU?
Grades 2-6
Guidance & Self, Language Arts

Make a list of adjectives (20 or so, e.g. intelligent, sassy, pretty, brave, etc.) Print on a ditto sheet in rectangles so they can be cut apart. Have each student sort the adjectives into two piles - "Me" and "Not Me". Then have them arrange the "Me" pile into rank order from most to least. They will then write this list on a paper, numbering the adjectives. The counselor or teacher can then go through the list with the student individually for positive feedback, or for help in deciding how to correct negative characteristics.

56. WHO - WHAT - WHERE
Grades 2-6
All Subjects

Divide the class into small groups (3-5 each). Assign each group a "where" (place to be) and a "what" (the character to portray). Have each group take turns extemporizing. After each skit, the class may discuss what happened, and why, etc. Others may wish to repeat one role-playing situation to see what a different behavior brings about. (Example: Where - an office, what - someone is late for work, who - (1) boss, (2) secretary, (3) clerk-typist, (4) bookkeeper. This activity can be varied in a million ways to teach all kinds of skills.

57. WHAT WILL I BE?
Grades 3-6
Guidance & Self, Language Arts, Social Studies

Have the students write the letters in their entire name in a column. Then have them think of an occupation which begins with each letter of their name. If they are having trouble, they may look in the yellow

pages of the phone book, as it lists many occupations. Encourage them to pick occupations that appeal to them.

58. SCRAMBLE PUZZLE
    Grades 3-6
    All Subjects

Ask the children how many different jobs they can name that require a good knowledge of English (or some other subject). List them on the board. Have the children design their own puzzle, then trade papers to see if the other student can find the occupations. The occupations are listed vertically, diagonally, or horizontally and may go frontwards or backwards in regards to spelling. Example:

x	a	b	c	a	u	t	h	o	r	d e
d	e	f	g	h	e	y	i	j	k	l m
n	o	p	q	a	r	p	s	t	u	v w
x	y	z	c	a	b	i	c	d	e	f g
h	i	h	j	k	l	s	m	n	o	p q
r	e	s	t	u	s	t	u	d	e	n t
r	v	w	x	y	z	a	b	c	d	e f
g	h	i	n	a	m	s	e	l	a	s j
k	l	m	n	o	p	q	r	s	t	u v

author
typist
teacher
student
salesman

59. PLAYING DETECTIVE WITH CARTOONS
    Grades 3-6
    Art, Social Studies

Children browse through funny books, newspapers, magazines, etc. and cut out the cartoons that show occupations. A bulletin board could then be made with the cartoons. Let the board be a take-off on a discussion of the many careers depicted. How is the worker identified? How does the artist show personality and character? It might be fun to then have an art period devoted to drawing cartoons which show other workers not shown on the bulletin board.

60. BEAN BAG GAME
Grades 4-6
General Studies

The student will throw a bean bag at a flat chart which has names of workers on it. The student then must tell something (predetermined) about the worker. The game can be varied by telling different things each time (job tasks, background requirements, physical requirements, etc.).

61. WHAT'S MY LINE
Grades 3-6
Language Arts, Social Studies

Give students each an opportunity to study a particular occupation in the DOT (Dictionary of Occupational Titles) or other source. One is "it" and pretends to be the worker he studied. The panel or class asks questions about his line of work which can be answered with "yes" or "no". Whoever guesses the job becomes "it" for the next round.
Variation: For older children, "it" may be given points for each question and see who earns the most points.

62. TRAVELING
Grades 3-6
Social Studies

Let each child select one city he would like to visit, then list all of the people who would help to get him there.
Hopefully the children will pick far away places and use trains, airplanes, etc. to get there.

63. MAKE BELIEVE PLACE
Grades 3-6
Science, Social Studies

Make a make-believe town by turning classroom into another planet (Pluto). What will the physical characteristics have to

do with what kinds of jobs there will be? What kind of appliances will you have? Etc.

64. CAREER SIMULATION GAME
    Grades 3-6
    Social Studies, Math, Business

Let children be a worker. Write occupations and the salary that occupation pays on a slip of paper. Have each child draw for what he will do. Set aside a time each day for your town to operate. Children sell articles from magazines that have to do with their occupation - as they might have to pay a worker to have something done. You can really let your imagination run wild. Have a surprise box in which some slips of paper are plain. Some have a surprise on them - such as "You received $5 for your Birthday". Some are not so pleasant - "Your car had a flat tire that cost #3 to fix". Each day a child draws a slip. It is fun to see how much of their salary is left at the end of each week.

65. BULLETIN BOARD _ GETTING TO KNOW YOU
    Grades 3-6
    Language Arts

Make a bulletin board with pictures of different workers. Let the caption be
GETTING TO KNOW YOU
GETTING TO KNOW ALL ABOUT YOU
Decorate around the pictures with musical notes. Let the children do research on the worker of his choice shown on the bulletin board. Oral or written reports could be given for each. Written reports could be posted near the corresponding picture.

66. JAM SESSION
    Grades 3-6
    Social Studies

Discuss your role as the teacher and your job. Stress that you might not be able to have a job in this building if it were not

for a lot of other people. Have the students look around and name things in the room that provided a job for someone. (Example: pencil sharpener, building supports, formica, books, desks, etc.)

67. SCIENCE DIVISIONS
    Grades 3-6
    Science

For each division you cover in Science, study all the occupations that are involved in the division covered. (Example: Oceanography: Oceanographer, scuba diver, marine biologist, sea captain, etc.)

68. LIFE LINE
    Grades 3-6
    Guidance & Self

Have each student draw a line representing his life line. Have him put an X on the line wherever he thinks he is now. Then have him go back on the line and write influencial experiences that he has had.
Variations: Go beyond and write down the things that may happen in the future, where they may happen.

69. GUESS THE OCCUPATION
    Grades 3-6
    Social Studies, Industrial Arts

Place real tools used for a job into a bag. Have student feel the tools through the bag and identify the occupation in which one would use these tools.

70. AN INTEREST LIST
    Grades 3-6
    Guidance & Self

Under each heading below, write four activities that fit:

1. Outdoor Activities
2. Working with machines and other mechanical devices

3. Meeting with people and persuading them to your way of thinking
4. Creating things with your hands
5. Reading and Writing
6. Musical Activities
7. Helping other people
8. Working with numbers
9. Office work or tasks that require a high degree of precision and accuracy
10. Jobs that require a lot of mental power

71. MATCHING WORKERS WITH TOOLS
Grades 3-6
Social Studies, Art, Industrial Arts

Display real tools or pictures cut from magazines. Have more than one tool for each occupation if possible. Some tools may be shared in two or more occupations. Students may work alone or in groups to sort the tools used in various jobs. The children can name and draw or make other tools used by workers.

72. PRODUCTION MIX UP
Grades 3-6
Social Studies, Industrial Arts

Write various stages of production of a product on cards. Mix up the cards and see who can get them in the right order.

73. PLAY MONEY
Grades 3-6
Math, Social Studies

Let children try to develop a new money system. They could make up their own value for the money and ditto them off on paper. This play money could then be used in a new made-up occupation in a make-believe country.

74. OCCUPATIONS WHICH BUILT IDAHO
Grade 4
Social Studies, Idaho History

Using Idaho History texts, other books about Idaho, and library books, have students research early occupations in Idaho. They may learn about fur trappers, miners, homesteaders, railroad builders, stagecoach drivers, teachers, missionaries, blacksmiths, telegraph operators, loggers, and others. The results of their research could be presented in written or oral reports, or taped. They could be in the form of a play or story and given for another grade to enjoy. Puppets, models, and murals could be used.
Students might compare a modern job that evolved from an earlier job such as a bus-driver from a stagecoach driver. How is their work alike? How does it differ? How do their wages compare? Their life style?

75. BULLETIN BOARD - IDAHO
Grade 4
Social Studies, Idaho History

Use an enlarged map of Idaho and place pictures of workers in the area where their jobs are available - loggers, miners, farmers, etc.

76. A TO Z - GOODS OR SERVICES
Grades 4-6
Social Studies, Language Arts

After reading the book of poems, "What Shall I Be From A to Z", discuss the occupations and classify them as being producers of goods or producers of services. Choose up sides and take turns having the teams name an occupation starting with A, B, C, etc. Tell if the occupation supplies services or products. If one misses, he sits down and the other side gets a turn. When jobs for each letter is named, the team with the most players left wins the game.

77. STUDY OF WEATHER
Grades 4-6
Science

Have a committee observe and record the temperature, wind, sunrise, sunset, clouds, and storms, etc. Use weather maps clipped from local paper, thermometer, barometer, and rain guage. Try predicting the weather. Invite a resource person from the weather bureau to speak to the class. Have students research designs used for weather vanes and design one for the school or their home.

78. WEATHER AFFECTS OUR LIFE
Grades 4-6
Social Studies

Show how weather directly influences work and leisure using films, film strips and transparencies. Have students use newspapers and magazines to find jobs that are seasonal. Those of the winter months - skiing, snowmobiling, snow tires; Spring and Summer - farming, lifeguard, boating; Fall - Harvesting fruit and other crops. Students will think of many other jobs and ways to spend leisure time that are related to the weather.

79. WHO'S INVOLVED?
Grades 4-6
Social Studies, Other subjects

The teacher or leader names a product. In a given amount of time, the students write as many workers as they can who are involved in the product. Example: Milk - dairy farmer, milkman, dairy workers, health inspectors, etc. See who can write the most.

80. COAT OF ARMS
Grades 4-6
Guidance & Self, Art

Have the students draw a shield on a piece of paper or run one off and hand it out to them.

Divide the shield into 6 parts and ask the following questions. Have the students draw pictures or write their answers in the appropriate blanks.

Questions:

1. Name 2 things you're good at doing.
2. Where do you feel the most comfortable or do you like to be the most?
3. Name your greatest success in life.
4. Name the three most influencial people in your life.
5. What would you do with one year left to live?
6. List 3-5 words you would like said about you.

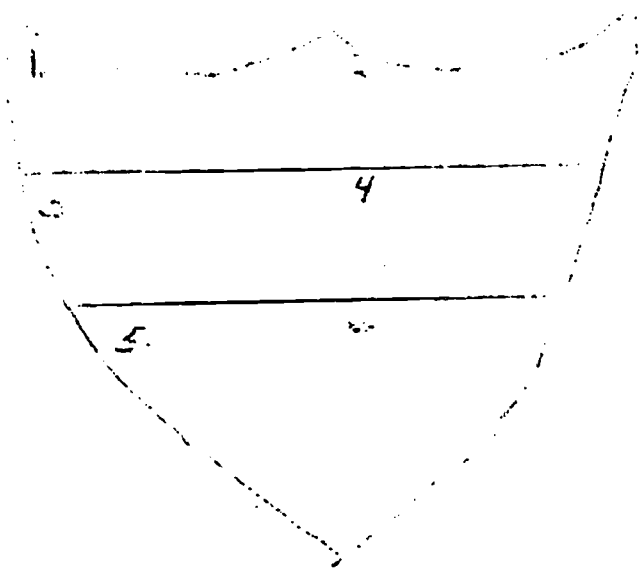

81. LIFE GAME
Grades 4-6
General Subjects

A game board may be made to show the education or training necessary to reach a certain profession. Choose such professions that require certain schooling or apprenticeship or special training. Small groups could be assigned to do research on a certain occupation. When they have traced the training necessary to practice in this field of work, they then could make a game board. Using dice to determine how many spaces the player can advance, or possibly here and there a space may be used

for regression. For instance, the player may have to quit school for a year (go back 3 spaces) or he may have flunked an important test, or some other reason could send him back a few spaces. The goal of the game is to go around the board, the end being the person has gained the occupation for which he has worked.

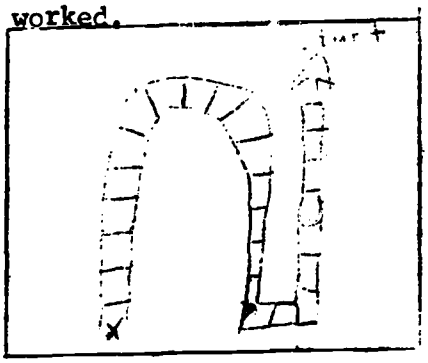

82. CAREER BINGO
    Grades 4-6
    Language Arts, Social Studies, Others

After a discussion and a listing of many different careers, a class might make up their own bingo sheets. Choose a subject area such as Spelling, list as many careers as the class can think of that involves spelling or in which proper spelling is necessary. Have the children block off their papers into about 15 squares. They can then write in an occupation in each square. Care should be taken when making the sheets that all the children use the same occupations but each sheet is different. Make a list of the occupations used. The list will be read by the leader or reader and the children will mark the word read with a bean or corn or some such marker. The first one to have a full row marked wins the game. A row may be across, down, or from an upper corner to the lower opposite corner.

83. CAREER REPORTS
Grades 4-6
Language Arts, Social Studies

Allow each student the opportunity to explore the career of his choice in an independent study making charts of pictures and drawings of the chosen occupation. Formulate a notebook of material on what the particular career requires in the way of education, on the job training, etc. Display the reports so others can benefit.

84. CLASS MAGAZINE
Grades 4-6
Language Arts

Write a magazine in class. Divide the class according to class size. Let them name their magazine and let their imagination run wild. They can write articles, jokes, etc. Let them display their magazines in the library.

85. SHOPPING FOR A SCHOOL MEAL
Grades 4-6
Health, Math

Plan a balanced meal. After planning the menu, figure how much of each item will be needed to serve the whole class and guests if any. Use local newspaper to compare prices of food needed for the meal. Figure the cost of each item and the total to find the cost of the meal. Buy food from the store with the bargain price.

86. JOBS NEEDING MEASURING TOOLS
Grades 4-6
Math, Social Studies, Industrial Arts

Have on display a variety of measuring tools. Provide the opportunity for each student to solve math problems by using the measuring

tools. The class may work individually or in groups. Have them share the results with the class. Through discussion, discover the jobs that use these measuring tools. The measuring tools one might use are the ruler, yardstick, steel tape, chalk line, clock, scale, thermometer, barometer, measuring cups, measuring spoons, timer, and stop watch, etc.

87. A TO Z CAREER BOOK
    Grades 4-6
    Art, Social Studies, Language Arts

Have each child make his own A TO A Career Book and illustrate it.

88. BULLETIN BOARD: WEATHER
    Grades 4-6
    Science, Social Studies

Have students make and keep up a bulletin board showing the current weather and how it is affecting different occupations.

89. CAREER QUIZ TEAMS
    Grades 4-6
    Social Studies, Others

During certain times throughout the school year have career quiz time where two teams of four are chosen to compete against each other. Questions can be made up by the teacher or students and these questions are read by an M.C. One person from either side can answer by standing up first. If one side is incorrect, the opposing team gets one chance to answer before the question is thrown out. The questions may be about a certain tool an occupation requires or some specific jargon used by the person in an occupation. (Example: a pipe wrench is used on pipes by me. - PLUMBER)

90. PRODUCT PRICING
Grades 4-6
Math

Have each student price five products you have setting in the front of the room. The prices could run from the cheapest to the most expensive. A prize could be awarded to those who guessed the correct sequence. Variation: Divide the class into groups and have them work together to guess the prices. A reward would still be helpful.

91. VISUALIZATION OF THE FUTURE
Grades 4-6
Guidance & Self, Creative Writing

Tell the students to relax and visualize some images in their minds of what their life will be like in six years. Then have them write a story about their future. Some questions to think about: What year in school are you? What are you doing in your free time? What are your plans for the future? What subjects are you taking? Do you plan to leave the area when you graduate? Variations: The questions may vary according to subject and grade level and whether you want the students to think of an ideal situation or think realistically.

92. VACATION FUN
Grades 4-6
Social Studies

Have the children use a roadmap to plan an itinerary for a vacation which allows for stops along the way for food, gas, lodging, sight-seeing places, etc. Make the stops detailed so they can include as many occupations as possible. The children could stretch their imaginations further by looking for other occupations. Example: Movie actor filming on location, logger, miner, farmer.

93. DEPENDENCY ON RAW MATERIALS
Grades 4-6
Science, Social Studies

Have students, individually or in small groups, choose a raw material such as trees, coal, oil, copper, salt, etc., and decide what finished products are made from the raw material. Then have them determine the occupations involved in the production of these finished products. Then they could list all the products and the occupations which would be eliminated if we suddenly ran out of a particular raw material.

94. INVENTIONS
Grades 4-6
Science

Have students review magazines, such as Popular Mechanics, Mechanics Illustrated, Popular Science, Better Homes & Gardens, Ladies Home Journal, etc. Have them choose a new product from the magazine or think up a product of their own. Have the class or a small group discuss the product. Who will use it? How will it sell? Where will it be manufactured? What people will be needed to make it, etc.

95. MAN MADE MATERIALS
Grades 4-6
Science, Social Studies

Students will use the library to research how man-made materials are produced. Compare cost of a product made from man-made materials to that made from natural materials. Follow the process from the products and or materials to the person on the street using the final product. The students will discover many occupations involved in the steps raw material goes through before it is ready to sell to a consumer.

96. MEASURING WHEEL
Grades 4-6
Math, Industrial Arts

Have the students construct and use a measuring wheel to measure distances. Cut a wheel from 3/4" plywood with a three foot circumference. This is a 11.46" diameter. Drill a 3/16" hole in the center and bolt it to a broomstick or other handle. Paint a large dot on one edge of the wheel to count the revolutions as it turns. This wheel travels exactly one yard with each revolution. The students can measure the school yard, an acre, a city block, etc. Traffic policemen use a similar device in their work.

97. ALL JOBS ARE IMPORTANT
Grades 4-6
Social Studies, Science

List all the different people (jobs) required to produce a sugar beet, onion, corn, etc. Ask the students to rank them in order of importance in the chain of events which has to take place to produce a quality product. They should soon see that all are important. Organize a debate proving the importance of each person from the person who sells the seed to the one who sells the final product.

98. COMPARING CONTAINERS
Grades 4-6
Math

Have students bring the many different kinds of containers. e.g. cans, boxes, baskets, jars. After prices have been established per container students will compute prices per unit. Students will note how some containers deceive you by their size, yet still have the same number of units in them as the smaller container.

99. WHY ELECTRICITY?
Grades 4-6
Science

Cut out magazine pictures of things that need electricity to operate. Relate these pictures to occupations such as repairmen, engineers, factory workers, salesmen, etc.

100. FROM THE GROUND TO YOU
Grades 4-6
Social Studies

Have a child pick out something that is advertised on television (a toy, food, etc.). Follow this product back to it's origin. List all the occupations involved in producing and bringing this product to the consumer. You can either start with the raw material and follow it to the advertising end or vice-versa.

101. WHAT'S IT TO YOU?
Grades 4-6
Language Arts

To give the children a new perspective on words, examine what the same word means to people who work in different occupations.
pitch - musician, baseball player, architect
run - politician, fisherman, actor
leaf - goldsmith, furniture maker, printer
shoot - photographer, soldier, gardener
iron - golf pro, laundress, foundry worker
wave - hairdresser, sailor, physicist
hand- farmer, clockmaker, horse trader
cut - surgeon, film director, chef
train - stationmaster, dressmaker, boxes
charge - lawyer, cashier, mining engineer

102. WHERE DO OUR PARENTS WORK?
Grades 4-6
Social Studies

Make the following questionnaire and give to each child.

1. Name 2 jobs you might like to do when you grow up.
   a.
   b.

2. What does your father do?
   Would you like to do what he does?

3. What does your mother do?
   Would you like to do what she does?

After the questionnaire is completed, have the children interview his parent(s) asking questions about his/her job. At no time will personal salaries be mentioned, unless a general question is asked. For example: How much do dentists make on an average? In case somebody's parent was out of work, he can report on it using data relevant to job held before lay-off. Have children interview teacher for a trial run.

Interview Questions:

1. Where do you work?
2. What is your job title?
3. What do you do?
4. What specific training did you need and where did you get it?
5. What are the conditions of your work: Hours? Promptness? Dress? Cleanliness? Do you work directly with people? Do you need to be pleasant?
6. What basic skills that you learned in school do you use? (Math, reading, writing, spelling)
7. Do you like your job? Would you recommend this job to someone else?

103. A STUDY OF THE U.S.
     Grade 5
     Social Studies

During a study of the United States, the class may note the different kinds of agriculture found in each section of the country. Discuss the fact that a crop failure or a disaster on the eastern coast can affect us and our parents here in the West.

For example: This last year the Midwest had so much rain, wheat crops and corn crops were flooded and the farmers were unable to harvest these feed crops. This caused meat prices to go up. Some butchers here were laid off. If there is a frost which kills a fruit crop, this affects many workers such as the pickers, the man who owns the orchards, the packing houses, the truckers, the cannery workers, and many others that the children might name.

104. PRESSURE & PRESSURE RELEASES
Grades 5-6
Guidance & Self, Social Studies

In some occupations the work pressures are so great that unless antidotes for pressures are found, the worker develops ulcers, nervous tension, etc.
After studying careers with mental pressure, come up with ideas that would help to release this pressure. In turn the class may come up with ideas to release pressures in the classroom.

105. CHARACTER ANALYSIS
Grades 4-12
Language Arts, Social Studies, Music, Industrial Arts, Guidance & Self

The students write a given list of categories in a column at the left of their papers:
1. Animal 2. Image or Ojbect 3. Tempo
4. Color 5. Uniform 6. Tools. The teacher then reads a list of "characters" (astronaut, teacher, insurance salesman, banker, librarian, etc.) one at a time. The students write down whatever coms to mind after each category for each character.
Examples:

Character: Librarian
1. Animal: Mouse
2. Image: A Quiet Sign
3. Tempo: Slow
4. Color: Gray
5. Uniform: Midi Tweed Suit
6. Tools: Rubber Stamp

Character: House Painter
1. Animal: Squirrel
2. Image: Rainbow
3. Tempo: Steady
4. Color: Spattered
5. Uniform: White Coveralls
6. Tools: Paint Brush

After the game is played, a discussion may be held to see how much similarity there was in different characters. Some stereotypes will come out and can be discussed. Some stererotypes are unfair, old fashioned, etc.

106. - 110.
Puzzles

One of the following puzzles may be just the game you need to pull out when a student says, "Why do we have to study this?" They can also be used as an introduction to occupations, or in a number of different ways. The students may wish to make up similar puzzles and trade them. The answers are circled here for your convenience. You will see that on each puzzle when all the answers are circled, the remaining letters are the start of the alphabet.

English Puzzle

The study of English is important to become a:

S	A	L	E	S	M	A	N	A	B
C	C	R	E	T	I	R	W	L	C
R	T	E	A	C	H	E	R	I	L
E	R	D	P	E	F	P	E	B	E
R	E	G	H	O	I	O	Y	R	R
U	S	J	K	L	E	R	W	A	G
T	S	E	C	R	E	T	A	R	Y
C	M	J	U	D	G	E	L	I	M
E	D	I	T	O	R	R	N	A	A
L	T	Y	P	I	S	T	O	N	N

Can you find 16 careers?
Two are abbreviated-slang.

107. Foreign Language Puzzle

The study of Foreign Language is important to become a:

R	O	T	C	U	D	N	O	C	A
E	O	L	A	B	T	E	C	H	C
M	S	T	F	O	R	P	T	E	O
O	I	B	A	D	C	R	S	M	M
N	N	D	E	L	O	M	I	I	P
O	G	F	V	T	S	A	T	S	O
R	E	G	C	E	H	N	R	T	S
T	R	O	I	J	T	K	A	N	E
S	D	L	W	R	I	T	E	R	R
A	B	I	O	L	O	G	I	S	T

Can you find 16 careers?
Three are abbreviated (2 words)
One is abbreviated (3 words)
Two are abbreviated (1 word)

Math Puzzle

The study of Math is important to become a:

S	C	A	R	P	E	N	T	E	R	A	B
U	T	E	A	C	H	E	R	C	T	D	D
R	N	A	I	C	I	R	T	C	E	L	E
V	E	F	T	G	T	H	I	N	L	J	C
E	T	O	L	I	P	U	T	K	L	L	H
Y	M	N	O	P	S	I	A	Q	E	R	E
O	F	O	R	E	S	T	E	R	R	E	M
R	D	O	C	T	O	R	I	R	Y	I	I
S	A	R	C	H	I	T	E	C	T	H	S
T	U	V	M	A	C	H	I	N	I	S	T
P	L	U	M	B	E	R	E	K	N	A	B
W	X	E	N	G	I	N	E	E	R	C	N

Can you find 18 careers?

Science Puzzle

The study of Science is important to become a:

I	G	O	S	T	E	O	P	A	T	H	N
D	M	A	S	S	A	Y	E	R	S	A	A
I	B	M	R	B	O	T	A	N	I	S	T
E	C	C	U	D	D	E	F	R	G	G	B
T	F	H	T	N	E	H	A	I	O	D	I
I	O	E	N	S	O	N	J	K	L	R	C
C	R	M	A	U	I	L	E	L	O	U	L
I	E	I	M	R	R	T	O	R	O	G	O
A	S	S	E	G	T	S	N	G	Z	G	G
N	T	T	R	E	M	I	E	E	I	I	I
N	E	O	I	O	P	Q	S	R	D	S	S
V	R	S	F	N	T	U	V	T	W	T	T

Can you find 17 careers?

Social Studies Puzzle

The study of Social Studies is important to become a:

S	O	C	I	O	L	O	G	I	S	T	S
T	C	A	R	C	H	I	V	I	S	T	O
A	L	R	C	S	H	R	I	N	K	T	C
T	A	P	I	T	A	B	C	D	R	S	I
I	W	E	R	P	U	E	F	G	E	I	A
S	Y	N	E	M	T	A	H	I	H	M	L
T	E	T	T	J	A	W	R	K	C	O	W
I	R	E	R	L	M	N	R	Y	A	N	O
C	N	R	O	T	I	D	E	I	E	O	R
I	O	P	P	Q	R	S	T	U	T	C	K
A	C	L	E	R	G	Y	M	A	N	E	E
N	A	I	R	O	T	S	I	H	V	W	R

Can you find 16 careers?
One is abbreviated.
One is slang.
Two are two words.

CAREER EDUCATION
ACTIVITY GUIDE

Middle School
&
High School
Levels

ERIC

111. OCCUPATIONS IN MATH RESEARCH
Suggested Subject Area and Grade Level:
Mathematics - 9-12

Purpose: To acquaint students with occupational tasks in which math is needed.

Activities: Make a "Job Samples" list to give to each student in the class. Have the students name a work activity in which math is used. Also have them list the degree of math needed (General math, Alg.1, Alg. 11, Geometry, Advanced Math, etc.) in each work activity. Invite guest speakers from various occupations and have them tell how math is related to their work. Students may invite guest speakers also. Example of "Job Samples" list:

Occup.	A Work Activity In Which Math Is Needed	Degree Of Math Needed
1. Bank Clerk		
2. Bookkeeper		
3. Waitress		
4. Insurance Agent		
5. Construction Engineer		
6. Computer Operator		
7.		
8.		
9.		

112. BUILD A CABIN
Suggested Subject Area and Grade Level:
Math - 7-12

Purpose: To give students an opportunity to participate in a program demonstrating the relevancy of math to activities of life.

Activities: First have groups of students within a class draw up plans for a one room cabin. They would be asked to list the materials needed to construct the cabin and the cost of the cabin including cost of materials, labor, etc. The size of the cabin would be predetermined. Second, each group would be required to actually build a scale model of the cabin.

Third, have all the students list the different occupations that would be needed to construct such a cabin. These occupations could be discussed and elaborated upon during a class discussion. You might ask the students, "Of the occupations discussed, of which do you feel most qualified and which would you rather do?"
One could expand this idea by having each group furnish the cabin and tell what local occupations would be needed to furnish it.

113. LOST ON AN ISLAND
Suggested Subject Area and Grade Level: Guidance & Self, Language Arts, Social Studies - 7-12

Purpose: To help students gain problem solving abilities through awareness of a simulated occupational situation.

Activities: Have the class pretend they have wrecked on an island and there is no way they can get help from the outside. Therefore, they will have to make up a new community. Have the students list all the different types of occupations they will need to survive and various skills they will need in these occupations.

114. "HOO-RAY" PEOPLE ARE DIFFERENT
Suggested Subject Area and Grade Level: Guidance & Self, Language Arts, Social Studies - 7-12

Purpose: 1. To acquaint the students with individual differences.
2. To promote appreciation of how individual differences affect career decisions.
3. To encourage students to investigate their own individual characteristics.

Activities: Hand out a list of several occupations and hobbies which are grouped in 4's. Have the students put a check in front of the occupation or hobby which they are most interested in, in each group.

Sample:

Teacher	Farmer	Hunting	Water skiing
Shoemaker	Doctor	Motorcycling	Fishing
Waitress	Psychiatrist	Horse riding	Reading
TV Repairman	Librarian	Skiing	Travel

Crochet	Stamp collecting
Coin Collecting	Hair setting
Ceramics	Cooking
Sports	Music

The next objective could be accomplished through class discussion which would be stimulated from the various answers obtained from the "Interest List" and from leading questions such as:

1. What kind of community would you have if everyone chose the same occupation?
2. Do you suppose physical charcteristics are involved in helping a person to determine an occupation best suited for him?

The last objective could be accomplished by using one or several fictitious characters in which interests seemed to point to a specific job cluster area. Have each student examine his own "Interest List" and determine a job cluster area in which his interests may fall.

115. COMPOSING AT THE TYPEWRITER
Suggested Subject Area and Grade Level:
Business - 9-12

Purpose: To make the student aware of different job opportunities while practicing composing at the typewriter.

Activities: First Activity: The teacher will dictate a letter of the alphabet and each student will type as many job titles as he can think of beginning with that letter until the next letter is dictated. Following this exercise there should be a discussion of some of the jobs typed. Discussion includes such things as job description, job qualifications, and job requirements.

Second Activity: The teacher will dictate job titles and the students will type the job title followed by a brief description of the job as they view it.

Third Activity: Have the students select a career that they are interested in and compose a short essay (one-half to one page) at the typewriter. The essay should include what they feel are the job requirements, job qualifications, and job descriptions. This essay should be "mailable".

116. TYPES OF BUSINESS ORGANIZATIONS
Suggested Subject Area and Grade Level: Business, Math - 9-12

Purpose: To make students aware of the different types of business ownership, the distinguishing features of each, and the advantages and disadvantages of each. Also, to make the students aware of the careers available in each of the businesses that are represented.

Activities: Activity I: Invite a guest speaker from each of the different types of business organizations to speak to the class. The following types of business organizations should be considered:

1. Sole Proprietorship
2. Partnership
3. Corporation
4. Co-operative
5. Franchise

Each speaker will discuss (1) why they are organized in the type of ownership that they are (2) advantages and disadvantages of this type of organization for their particular business (3) the opportunities for careers in their business (whether it be hardware, shoes, gorceries, service station, etc.) (4) qualifications necessary for some of the jobs (5) requirements necessary for some of the jobs (6) explanation of ownership and who has the right to vote for a corporation and a co-operative.

Activity II: (1) Have the students list examples of all the types of business organizations. From these examples the students should be able to make comparisons between the sizes of different businesses in each of the classifications and to draw conclusions about the circumstances under which each of the types of organizations is desirable.

(2) Have a group of students prepare a chart listing the features of the four forms of business organizations. (3) Discussion following each speaker.

117. OFFICE VISIT
Suggested Subject Area and Grade Level:
Business - 9-12

Purpose: To make students aware of the commonalities of the basic secretarial duties performed and forms used by a secretary.

Activities: (1) Each student will select a business office h is interested in visiting from a list prepared by the teacher. (2) The students will type a letter to the employer giving the exact time and date of the visit. (3) The students will visit their selected business offices for about two hours on the date arranged observing the station they are interested in. (4) The students will take notes on the following: job duties, job requirements, job qualifications, what class(es) does the employee feel helped him the most, etc. (5) Each student will give a summary of her visit giving a job analysis and showing samples of stationery, memos, or other forms used by the secretary. This summary will be given orally to the class. (6) Students will type a thank-you letter to the person they observed. (7) A bulletin board will be prepared by a group of students using the samples collected from all of the various businesses. (8) A discussion of the commonalities found among all offices and why they are common will conclude this activity.

118. VIDEO TAPING
Suggested Subject Area and Grade Level:
Business - 9-12

Purpose: To give the students the responsibility of taping and bringing different occupations to the classroom so that students may obtain first-hand information about job details, how the person obtained the job, etc.

Activities: Students will be given instructions and practice in interviewing prior to the activity. Groups of students will video tape occupations in the following ten areas:

Health Careers; Teaching, Social Work, Government; Business, Finance; Science, Technology; Performing Arts; Communication, Transportation; Creative Arts; Personal Service; Building, Maintenance, Repair Crafts and Sports and Recreation.

All businesses should be contacted in advance explaining the purpose of the activity and what will actually be happening when the group arrives. Just a few of the types of businesses or names are listed below.

hospital, clinic, dentist, courthouse, chain stores, lumber company, Simplots, travel agent, airport, telephone company, beauty shop, barber, mechanic, lawyer, contractor, janitorial service, motorcycle shop, Kits, Boise Cascade, Morrison-Knudsen, sugar beet factory

Each group of students (3-5) will choose the business they are interested in, for the purpose of interviewing and taping employees.

The taping should take place either during class time or after school depending on the wishes of the businesses and student schedules. The teacher should accompany the students on their interviews and ideally one of the students should run the video tape (perhaps the same student for all groups). The students will interview each of the employees.

After the group tape is completed, it will be viewed and discussed by the class demonstrating how one occupation may overlap into different clusters in the sense of duties performed.

119. TOURISM

Suggested Subject Area and Grade Level: Business, Guidance & Self, Language Arts, Math, Social Studies - 9-12

Purpose: To demonstrate to students in a relevant manner the need for math skills.

Activities: The students (either alone or in pairs) will prepare a report (written and oral) stating tour destination, activities participated in, means of transportation and costs involved. The report should include where they will be staying while traveling and where they will be staying when they reach their destination (hotel, motel, relatives, friends, etc.). Costs of lodging, cost of meals and entertainment, tours, souvenirs, and any costs they might incur while traveling including unexpected expenses. Following each oral report a question and answer period will be conducted by the student(s) giving the report. Following all the reports a discussion will be conducted pointing out what occupations were necessary in order for them to take their trips.

120. INSURANCE

Suggested Subject Area and Grade Level: Business, Guidance & Self, Math - 9-12

Purpose: To inform students of their responsibility in the area of insurance coverage.

Activities: Present the following situation and have students select the type(s) of insurance they feel would be best for them.

Married - 25 years old
Spouse - high school education, not working
Child - two years old
Live in the Boise area - drives ten miles to work
Annual Income of $9,500
Major Possessions:
Home - purchased one year ago with $2,000 down payment; mortgage of $18,000; monthly payments of $180.
Car - New - purchased 5 months ago on time; balance still due $3,000; monthly payments of $75.
Old - five years old and paid for.

Students working in groups of three or four will prepare a report listing type(s) of insurance (home, health, life, automobile, income security, etc.) they will select: coverage of each policy and annual or semi-annual premiums. Following each presentation the class will discuss whether they feel a wise choice was made, if not why not. It may be more desireable to have a number of situations so that no more than two groups have the same one.

121. A MINIATURE CORPORATION IN THE CLASSROOM
Suggested Subject Area and Grade Level: Business, Guidance & Self, Language Arts, Math, Social Studies - 7-12

Purpose: To give the student an opportunity to participate in a corporation which will demonstrate the need for math skills.

Activities: Select a student to handle the stock transactions and to keep the company books. Issue stock in the corporation at a predetermined par value that is in line with the sophistication of the class. For educational purposes it seems best to limit the amount of stock that any one student can purchase at par value from the company. After the basic issue the only way students can purchase stock is from other shareholders at a price determined between the buyer and seller. All stock exchanges must be recorded in the company books in order to be official. The company's activities are limited only by the imagination of the shareholders and might include such things as dividends, stock splits, manufacturing, buying, selling, determining profit and loss, deciding on voting rights and many others. Some classroom corporations have set up a school store and hired students to run it. Other classroom corporations made and sold items such as cakes and candy contracting some students to make them and others to market them.

122. POSITIONS REQUIRING CHEMISTRY SKILLS
Suggested Subject Area and Grade Level:
Science - 11-12

Purpose: To make students aware of the occupations requiring skills taught in a Chemistry class.

Activities: Make a notebook listing the employers in Boise Valley who employ persons for positions that require as a prerequisite for employment, training in one or more of the skills taught in a chemistry class.
Each student is to list the specific skills or unit of knowledge learned in a chemistry class that is needed by a person who is to be employed by the employer being surveyed. The student should write a one page summary following the interview. This summary should include the location of the business, the level of training needed and the salary. The survey should also include any other pertinent information such as the working conditions and employment outlook. This assignment could be made several times during the school year. The teacher could then combine the reports in a notebook to be used as a reference source for future classes.

123. CHEMISTRY SKILLS FILE
Suggested Subject Area and Grade Level:
Science - 11-12

Purpose: To make available to the students a file of skills taught in chemistry classes needed for specific jobs in the Boise Valley.

Activities: Make a file relating specific skills covered in the chemistry class with specific processes used on the job in Boise Valley.
Start collecting a file of materials that show how various skills and knowledge taught in the chemistry class are used on the job in Boise Valley. These materials could include photographs and slides showing workers using the skills or knowledge. It might be a taped interview with a worker explaining

how he uses specific skills or knowledge taught in a chemistry class. The file might also include materials used on the job such as infrared spectragraphs and paper chromatography sheets.

124. PANEL OF PROFESSIONALS
Suggested Subject Area and Grade Level: Business, Guidance & Self, Language Arts, Social Studies - 7-12

Purpose: To give the students an opportunity to hear and meet people in their field of interest as well as to learn what is important in preparing to work in the field.

Activities: Form a panel of professionals to discuss the problems students encounter when entering the world of work. The panel should be comprised of persons from various levels of industry, government, business, professions and labor. The panel could discuss questions such as:

(a) What courses and activities in high school are important for work in your field?

(b) How can you help high school students or high schools now?

(c) What opportunities and advantages are there in your field of work?

125. OCCUPATIONAL JARGON
Suggested Subject Area and Grade Level: Guidance & Self, Industrial Arts, Language Arts, Social Studies - 7-12

Purpose: To determine various occupational fields by studying their technical or slang jargon.

Activity I: Present statements using jargon of a certain occupational field, one at a time to the class. Have the students try to guess the occupation or job that uses the jargon. Afterwards, discuss what the jargon means in the particular occupational field.

Example:

Unload the three cubes, the six cubes and the refer. Then locate a dishpak and a truck and carry them over to number three crate.

Solution: Household furniture movers.

Activity II: The teacher will list, on the board, jargon that is common to many jobs, and ask students to define the terms.

Example:

Moon lighting
Drop-out
Fringe - Benefits
Strikes
Walk out
Shake up
Pickets
Laid Off
Economical-size

126. CHEMISTRY OBJECT RESEARCH

Suggested Subject Area and Grade Level

Science - 11-12

Purpose: To make the student aware of the processes involved in producing a chemical product.

Activities: Assign each student an object used in a chemistry class. Objects that could be assigned might be chalk, sulfuric acid, an analytical bacteria, a flask, etc. The student is then to research the background of the object, answering such questions as:

(a) Where is it made?
(b) How is it made?
(c) What materials are used?
(d) What chemical processes are involved?
(e) What types of workers were involved in the manufacturing of the object in order to get it to the classroom?

127. COOPERATIVE CAREER EXPERIENCE
Suggested Subject Area and Grade Level: Guidance & Self, Language Arts, Social Studies - 1-12

Purpose To expand communication skills between two grade levels while exploring a career.

Activities. A high school class in communication might learn to communicate with younger children by doing a cooperative career activity with them.
The high school class would meet with an elementary class. Each elementary student would be assigned to a high school student who would then aid the children in the research of a career. After gathering all the necessary information on the career, each group would prepare a 3-5 minute skit to illustrate the career.
After a practice session or two, the senior high student would operate the video-tape equipment and film the students as they perform their skit.

128. ACCOUNTANT SURVEY
Suggested Subject Area and Grade Level: Business - 10-12

Purpose: To make the student aware of businesses that use the services of an accountant.

Activities: Proportionately few bookkeeping students make a career of accounting. But almost 100% of students will "keep books" of some sort during their lifetime. Each year students should survey the community to find businesses who use the various services of an accountant, businesses who do all records within the store, and businesses who use computer services for their records. Here is a partial survey form that might be used:

A - Accountant services hired
B - Someone within the business performs the book work
C - Computer services are used

(Name of Business)

1. Expense accounts
2. Income accounts
3. Daily cash register records
4. Accounts receivable
5. Accounts payable
6. Income tax report
7. Sales tax records
8. Fiscal period records and reports

129. FEATURE STORY
Suggested Subject Area and Grade Level:
Language Arts - 9-12

Purpose: To make the student aware of the factors involved in a person's "life career"

Activities: Journalism students, or other classes, would arrange to do a magazine layout on a carrer of a person in the community. Each student would contact his "career person" to gain his approval. The student would then take pictures of the worker "on the job" and would interview him about his job.
Back in the classroom the students would prepare the pictures and copy for the article. If printing is too expensive the career pages could be used for bulletin board displays.

130. JOBS IN CARTOONING
Suggested Subject Area and Grade Level:
Language Arts - 9-12

Purpose: To make the student aware of the job possibilities in cartooning.

Activities: As a part of a unit on cartoons consider the possibilities for jobs in each of the following places:

a. industry
b. educational institutions
c. newspapers
d. magazines
e. advertising agencies
f. television studios
g. motion picture studios

Students may also draw a cartoon which portrays a certain attitude toward work. These can be used as bulletin board displays.

131. NEWSPAPER JARGON QUIZ

Suggested Subject Area and Grade Level:
Language Arts - 9-12

Purpose: To make students aware of jargon used in occupations.

Activities:

1. Each student on the school paper staff will select one job family.
2. He will then research the jargon used by workers in that job family.
3. Each student will write a short paragraph utilizing as much jargon as possible.
4. Each issue of the school paper will publish one jargon paragraph as a quiz.
5. A prize may be given to the student who guesses the largest number of the job families.

132. CONSUMER PROTECTION

Suggested Subject Area and Grade Level:
Business, Language Arts, Social Studies
9-12

Purpose: The student will become aware of persons performing the service of consumer protection.

Activities: The class will choose a single product - automobile, washer, hair dryer, etc. - and will trace the product through its stages of development to determine what persons aid in protecting the consumer.

For Example, the class decides to research the G.E. Hair Dryer. A class secretary can write the manufacturer to request information concerning tests that are performed during the process of manufacturing.

Class members can check Consumer Reports for comparisons done on hair dryers.

Other class members can check to see if any federal or state regulations govern the hair dryers.

Class members could also check with local merchants concerning prices warranties, expected life of product, etc.

Guest lecturers might include:

Representative from the Better Business Bureau or other local protection agency.

A local businessman who might discuss unreasonable consumer complaints.

133. MEANINGFUL ADVERTISING
Suggested Subject Area and Grade Level:
Business, Language Arts, Social Studies
9-12

Purpose: The student will be made aware of the importance of advertising in the selling of a product.

Activities: To culminate a unit on advertising have students bring an item from home which they no longer need or want.
Each student will prepare an advertisement to sell his item. Income derived from the sales might be used for a class project.

134. "CAREER A DAY" BULLETIN BOARD
Suggested Subject Area and Grade Level:
Language Arts. Math, Social Studies
7-12

Purpose: To demonstrate to the student that many people use Math in their career - especially "Algebra".

Activities: Place the word "Algebra" in the center of a large circle on the bulletin board. Have students ask people in the community if they use Algebra in their career. Each day for a week have them put the name of any career they find on a slip of paper with the student's initials and pin them in the circle around the word "Algebra". At the completion of the bulletin board give the student finding the largest number of careers a candy bar as a prize.

135. RATIO & PROPORTIONS
Suggested Subject Area and Grade Level:
Math - 7-12

Purpose: To relate where the study of ratio and proportion can be used in various careers.

Activities: Have teams of three students write down all the careers they can think of that would work with "ratio and proportion" and give an example if possible. After they finish compare lists with other teams. Some of the examples might be:

architect - making blueprints
dietition - ratio of foods in a product
buttermaker - gallons of cream needed to make so much butter
electrician - resistance of ohms to length
map maker - number of miles representing an inch
contractor - building from blueprints
pharmacist - ingredients in prescriptions
housewife - increasing recipes or even making formula
surveyor - using transits
hairdresser - preparing dyes

Students will find out they need to know this concept in almost any career they choose.

136. MATH CAREERS

Suggested Subject Area and Grade Level:
Math - 9-12

Purpose: To acquaint students with the importance of math in the careers in which they are interested. Also to acquaint the students with different college programs and also how Math pertains to different careers.

Activities: In an advanced second year Algebra class have each student write down what career they plan to follow. After this write down at least three colleges they might consider attending. Have each student find out what Math is required for entrance into the school and then how much Math is required to get a degree in whatever career they are following. On the day the work is due have students read what they have discovered and discuss why Math is important in different fields.

137. PLAN A SWIMMING POOL

Suggested Subject Area and Grade Level:
Industrial Arts, Math, Social Studies - 7-12

Purpose: To relate Algebra to a realistic situation.

Activities: Divide a class of second year Algebra students into groups of four or five and give them the project of planning a swimming pool. They would be given the dimensions of the liner but must figure how to get the correct slope of the hole. When the liner is in they must figure how to fill the pool and include problems as to how long it would take under various conditions. These could depend on the ability of the class. To add more interest, prices could be calculated including labor. The class should see which group comes up with the best pool costing the least amount of money.

138. DEVELOPING THE SELF THROUGH MUSIC
Suggested Subject Area and Grade Level: Guidance & Self, Music - 7-12

Purpose: The student who participates in a vocal group during his school years has the opportunity to develop many characteristics to enhance his self-image and to grow in social qualities which he can use as he takes his place in society. With the idea that a rich life includes those activities which one participates in after his daily work the student should be made aware of the ways in which his musical and social development can be related to community life as a leisure time activity and as a contribution to his surroundings.

Activities:

1. Regular emphasis on poise and self-control
2. Emphasis on good health, personal appearance, and good grooming
3. Development of voice quality for speaking as well as singing
4. Learning to become familiar with and comfortable with the use of constructive criticism
5. Becoming aware of the value of music and singing as an emotional outlet
6. Learning to make use of one's time within a group situation
7. Working with other people

8. Becoming aware of the broad field of music
9. Learning discrimination for music that is well-performed

139. COMMUNITY ACTIVITIES FOR THE NON-PROFESSIONAL SINGER
Suggested Subject Area and Grade Level: Guidance & Self, Music - 7-12

Purpose: To make students aware of the many community activities for the non-professional singer.

Activities:

1. Church choirs
   A. Most churches do not hire professional musicians and it is the responsibility of lay personnel to keep the music of the church updated. This is a wide field in which musicians can serve the church and contribute their talents to the music program.

2. Community organizations.

   A. Song leaders
   B. Program arrangers

3. Community music projects

   A. Choral groups
   B. Musical shows

140. VOCATIONS THAT ARE MUSIC RELATED
Suggested Subject Area and Grade Level: Music - 7-12

Purpose: To make students aware of the careers that require a knowledge and mastery of the music field.

Activities: Working in goups the class will research the following music careers:

1. Church organist and choir director and solist
2. Public school music teacher
3. College music teacher
4. Private music instructor

5. Instrument repair - piano tuning
6. Working in a music store
7. Professional singer
8. Composer-arranger

It is important that the student recognize the elements of commonality in each career as well as the specific differences.

141. SIMULATED VOCAL MUSIC PERFORMANCE
Suggested Subject Area and Grade Level:
Music - 7-12

Purpose: To aid the student in the development of poise. To develop awareness of performance etiquette on the part of a performer. To develop awareness of performance etiquette on the part of the audience listener.

Activities: Students work in pairs. One is the "accompanist" and the other is the "solist". Neither one actually sings or plays, but walks through the roles.
A performance area is set up and the etiquette for performance is explained. The soloist goes on stage first and as he comes on the stage the audience lightly applauds. If the accompanist is a girl, the boy observes the etiquette of allowing her to go to the piano in front of him.
The soloist takes his place at the bend in the grand piano or at a spot where he can be seen by the accompanist. He waits for the complete attention of his audience, then signals the accompanist to begin.
The soloist always acknowledges applause and then follows the same procedure for leaving the area which was observed on entering. He always acknowledges his accompanist during the applause.

142. MUSIC DIRECTION
Suggested Subject Area and Grade Level:
Music - 7-12

Purpose: To offer to the students an opportunity to act as a leader in front of the class. To develop poise, self-control, and self-confidence.

Activities: All students should be given an opportunity to direct after having learned the basic beat patterns in four, three and two.

143. TAPING VOCAL MUSIC
Suggested Subject Area and Grade Level:
Music - 7-12

Purpose: To provide an opportunity for the student to check the development of voice quality. To check for bad vocal habits such as nasality, chest breathing, too much breathiness, raucous quality, or small sound.

Activities: Use a tape recorder to listen to all voices and check in mid-year and at the end of the year. Voices develop slowly but it is possible to detect development sometimes dramatically and also to check on bad habits.

144. "PUT ON" A MUSICAL
Suggested Subject Area and Grade Level:
Music - 7-12

Purpose: To dramatically and graphically illustrate to the student the importance of many occupations necessary for the successful performance of a school musical.

Activities: Study and discuss a musical show with an emphasis on the career possibilities of those responsibilities one is assigned in the show:

Beauty operator (make-up and hair styles)
Costume seamstress and designer
Set construction and design
Acting
Directing
Publicity
Program and poster design
Janitor service -- stage area and house area
Dancing-choreography

145. "ANIMAL, PLANT, MINERAL"
Suggested Subject Area and Grade Level:
Guidance & Self - 7-12

Purpose: To develop concepts of logical questioning to aid career interviews.

Activities: Present an unusual or unknown tool from a particular occupation.
Have the students determine what the tool is by inquiring with questions that the class leader can answer with a yes or no answer untilthey have determined what the tool is and what occupations it is used in. This can be used as a basis of discussion of the occupation.

146. "NOT QUALIFIED"
Suggested Subject Area and Grade Level:
Guidance & Self, Language Arts, Social Studies - 7-12

Purpose: To acquaint students with major considerations regarding the current status of local employment.

Activity: Have students contact local and state employment services. If possible have a guest speaker from these offices.
If this is not possible, have students report on current status of employment based on their interviews with these people and information gained from want ads of local papers.
Conduct a class discussion based on this information. Then have the students list the jobs discussed and add others they think would be found locally. Classify these jobs according to educational levels, occupational levels (professional, managerial/professional, managerial and skilled) and by the focus of activity groups (i.e. whether it has to do with service, business contact, organization, technology, science, arts - entertainment or general culture). You may also try to determine future employment trends.

147. "SHOP TALK"
Suggested Subject Area and Grade Level: Guidance & Self, Language Arts, Social Studies - 7-12

Purpose: To make students aware of the importance of language to occupations.

Activities:- Have students compile jargon lists of various occupations they are interested in through interviewing people and being in contact with them. They could use the bulletin board, list the various occupations with the jargon underneath. When completed, this might provide a source of class discussion. Questions such as these might be brought up: How important is jargon? Do you really feel "at home" in a job until you learn the jargon? etc.

148. "THE COURT IS IN SESSION - OR - HERE COMES THE JUDGE"
Suggested Subject Area and Grade Level: Guidance & Self, Language Arts, Social Studies - 7-12

Purpose: To acquaint students with occupations in law.

Activities: Create a serious problem for each student or groups of students such as being charged with a serious crime, being involved in a lawsuit, etc. Then it is up to the student to find out what occupations can be of help to him. While he is doing this he should try to determine the responsibilities and duties of each occupation. This should involve as many occupations as possible. For example, if a person is involved in a court situation, occupations considered should include not only the judge, but other occupations such as court reporter, baliff, etc. This can be implemented in the classroom through oral reports, role-playing, bulletin boards, etc.

149. "SUPPORT YOUR LOCAL SHERIFF"
Suggested Subject Area and Grade Level: Guidance & Self, Language Arts, Social Studies - 7-12

Purpose: To acquaint students with occupations in local government.

Activities: Have students choose a particular area of interest in county government such as sheriff's department, accounting department, highway department, etc. Each student will research the selected occupation and form some interview questions. The class should go to the county government headquarters and interview county government personnel. Each student should write a summary of their interviews and during the following class periods these summaries should be discussed and shared with the class.
Variations: This could also be used to find occupations in school systems, hospitals, newspapers, printing offices, construction companies and others.

150. "RATE YOUR VALUES"
Suggested Subject Area and Grade Level: Guidance & Self, Language Arts, Social Studies - 7-12

Purpose: To help students become aware of work values.

Activities: Devise a list of 15 positive work values such as being conscientious, dependable, etc. Hand the list out to students and have them rate the values (1-10 if you have 10 values, 1-12 if you have 12 values). After students have their value tests, discuss why they felt some values were more important than others. It might be of benefit to have the teacher fill out a value sheet and use this as a method of opening the discussion or stimulating discussion.

151. "SEE, HEAR, SMELL, AND TOUCH"
Suggested Subject Area and Grade Level:
Guidance and Self, Health & P.E., Language Arts, Social Studies - 7-12

Purpose: To help the student relate life science to careers.

Activities: Have the student list different things around them that they can see, hear, smell, and touch. (This exercise might take place outside of the school building.) Following the above exercise, have the students list the types of work that might be associated with the survey list prepared by the students. A further activity would be to have the students determine if the careers mentioned involve working with people, data, or things. This activity could be further expounded by the use of the D.O.T. (Dictionary of Occupational Titles) in researching the occupations.

152. "I'M JOE'S NERVOUS SYSTEM"
Suggested Subject Area and Grade Level:
Guidance & Self, Health & P.E., Language Arts, Science, Social Studies 7-12

Purpose: To make the student aware of the "specialization" of careers that are concerned with body systems. (e.g. Nervous systems, neurologist, brain surgeon)

Activities: The instructor should list the body systems and have the student define the systems and associate them with the various parts of the body. The students should then research specific health careers that are charged with the responsibility of caring for that part of the body.

153. "HUT ONE, HUT TWO, HUT THREE"
Suggested Subject Area and Grade Level:
Guidance & Self, Health & P.E., Language Arts, Social Studies - 7-12

Purpose: To make students aware of professions in the field of physical education.

Activities: I. Have students research how physical education is important in selected persons' lives.

II. Have students talk to persons in the community as to their career and leisure time.

III. Have students research what a P.E. teacher, Coach, Recreation Director, etc., needs to know.

IV. Have students research a sport (e.g. skiing) determining the other occupations that are vital to the enjoyment of the activity.

V. Have the students disucss how the development of new sports equipment (e.g. snowmobiles) has changed the sports scene, including the impact of additional occupations needed to accommodate the sport.

VI. Have students research the bibliography or autobiography of professionals in the field of physical education.

154. "YOUR JOB IS SHOWING"

Suggested Subject Area and Grade Level: Guidance & Self, Health & P.E., Language Arts, Science, Social Studies - 7-12

Purpose: To help students to become aware of the relationship between health and job.

Activities: I. Have students do a case history of someone who has experienced physical and/or related mental problems caused by their jobs.

II. Discuss why it is important to choose a job wisely because of the relationship between job and health.

III. Discuss the effect a physical or mental problem has upon the successful performance of a job.

155. "6 FT. AND OVER"

Suggested Subject Area and Grade Level: Health & P.E. - 7-12

Purpose: To involve the school in a project using math skills.

Activities: Divide the class into three groups, one group will measure, the heights of the school's basketball team. The second group will measure a random selection of high school students of the same age not on the basketball team. The third group will secure the measurements of a professional basketball team. Then the findings can be averaged, compared and reported in the school newspaper.

156. FANTASY PROJECTION SURVEY
Suggested Subject Area and Grade Level: Guidance & Self, Lnaguage Arts, Social Studies - 7-12

Purpose: To graphically demonstrate to the students the importance of all types of work to the effective workings of society.

Activities: This activity may be used at any level and in any discipline, however, the culminating activity of writing the descriptive narrative might best be prepared by a creative writing class or in any language arts class as a written assignment. The students will be asked to write the name of an occupation in which he is presently interested, on a slip of paper. It is important that the students realize the purpose of the survey and understand that his statement of a possible career choice is in no way a future committment. The purpose of the survey is to demonstrate to the students the importance of all work to the efficient workings of society. For example, the survey might indicate a surplus of beauticians and a few barbers, resulting in a world of long haired men and beautiful women.

Variations of this activity:

1. Construct a mock-up village or community as revealed by the survey.
2. Print the Yellow Pages (Classified ads) of the phone directory as indicated by the survey.
3. Prepare a Bulletin Board of "Jobs Wanted", as shown by the survey.
4. Develop a plan for a shopping center with the information found in the survey.

5. Write a newspaper article describing the town as revealed by the survey.
6. Write a newspaper report of some activity (wedding, picnic etc.) as it would be if only the occupations listed on the survey existed.
7. Analyze a community and discuss occupations that are essential for the effective operation of a community.

157. CAREER FANTASY EXPERIENCE
Suggested Subject Area and Grade Level: Guidance & Self, Language Arts, Social Studies - 1-12

Purpose: To aid the student in the career exploration process to either reinforce the expressed goal or recognize the incongruency of the expressed choice.

Activities: Ask the students to become as relaxed as possible. After the class members are relaxed with eyes closed, they are asked to imagine the following events during a work day as the teacher suggests the following stimuli. The teacher should pause between statements to give students sufficient time to reflex on their mental images.

Setting:
You are to see yourself in the following situations. Close your eyes. It is six years in the future. (Pause) You are just waking up. (Pause) How do you feel about getting up and going to work? (Pause)
You get up and get dressed for work. (Pause) You are eating breakfast. (Pause) Who is there? (Pause) You leave to go to work. (Pause) Who do you say goodbye to? (Pause)

Work:
You are on your way to work. (Pause) Do you go by car? If so, what kind is it? Or do you use some other type of transportation? (Pause) How long does it take you to get to work and what are you thinking about? (Pause) You are now at work. Where are you? (Pause) What are you doing? (Pause) Who do you see? (Pause) What do you feel about the people with whom you work? (Pause) You are working. (Pause) How do you feel about the work you are doing? (Pause)

Noon:
It is lunch time. (Pause) Where do you eat? (Pause) Do you eat alone? (Pause) If not, with whom are you eating? (Pause)
Work:
You are back at work now. (Pause) How do you feel now? (Pause) Your supervisor told you, "You are late". How do you feel? (Pause) Your supervisor told you, "Your last assignment is not up to standard". How do you feel? (Pause) A fellow worker just became angry with you. How do you feel and what do you do? (Pause) A fellow worker just took credit for a project on which you had done the major portion of the work. How do you feel and what do you do? (Pause) You have just been told that your work is highly satisfactory. How do you feel? (Pause) You have just been told that you have been promoted to a job that will entail much more responsibility on your part. How do you feel and what do you do?
Home:
You are now leaving work to go home. How do you feel? (Pause) What are your thoughts as you travel home? (Pause) You are approaching your front door. How do you feel? (Pause) Who meets you? (Pause) What is your home like? (Pause) You are eating dinner. With whom are you dining and how do you feel about this person? (Pause) It is an early dinner. How do you plan to spend the evening? (Pause) It is now time to go to bed. How do you feel about the day? (Pause) It is the following morning. How do you feel about repeating the activities of yesterday? (Pause)
End: We are now done with the career fantasy trip. Open your eyes and lets talk about your experience.
At this point, a discussion occurs. Students all asked to talk about their trip. The interaction of the students when they talk about their fantasies is often enthusiastic and the students are intrigued and surprised by the results.
Crucial to the success of this technique is the content of the fantasy. The need is for personal-social guidance as well as occupational guidance. Therefore, the fantasy needs to touch upon many activities of a typical day;

a life style approach, aspirations, expectations, etc. It is our opinion that life style elements, important for a career choice, are elicited more often and more clearly in the guided fantasy trip than with many direct vocational counseling techniques.

158. ENJOYMENT PROFILE
Suggested Subject Area and Grade Level: Language Arts, Guidance & Self, Social Studies - 1-12

Purpose: To make the students aware of activities that they enjoy doing.

Activities: Have the students number from 1 to 10 down the page and 1 to 5 across the page. They are then to list ten activities that they enjoy doing. (These may be work or play activities.) After the students have listed the ten activities, they are to go back and consider elements of the activities in the following manner. In column 1, go down the list of activities and put M or N for each activity. M indicates that money is needed to do the activity. N indicates that no money is needed to do the activity. Column 2 should be marked A or P. A indicates an activity that can be done alone and P an activity that requires people. Column 3 should be marked with either an L or W. L indicates a leisure time activity and W a work time activity. Column 4 should be marked with an O or U. The O indicates that others like the activity, the U that the activity is unique to the person. Column 5 should have the date the activity was last done, e.g. yesterday, last year, etc. The Enjoyment Profile is an activity that may be used as a basis for discussion of personal likes and dislikes as well as other factors that relate to self exploration, pointing out significant areas for the student in self-understanding.

159. VALUE AUCTIONS
Suggested Subject Area and Grade Level: Guidance & Self, Language Arts, Math, Social Studies - 3-12

Purpose: To make the students aware of their

personal values and of the relative positions in their personal value systems.

Activities: Provide students with a list of 20 or 30 values such as integrity or unselfishness. Have the students bid on the values in the order of importance in their value systems. The students are given a specific amount of money and are allowed to bid on the various values as they are raised on the auction block. The highest bidder receives the value. A work sheet, such as the following, may be used in tallying bids. In this example, the students have been given $100.00 for the auction.

Value Auctioned	Your Bid	Bid Successful	Cash Reserve
1. Kindness	$1.00	yes	$99.00
2. Tenderness	$1.25	no	$99.00
3. Openness	$ .75	no	$99.00
4. Integrity	$6.50	yes	$92.50
5. Self-Confidence	$7.00	no	$92.50
6. Persistence	$3.00	no	$92.50
7. Originality	$2.75	no	$92.50
8. Creativity	$4.50	Yes	$88.00
9. Fairness			
10. Health			
11. Unselfishness			
12. Optimism			
13. Bravery			
14. Rich			
15. Charatiability			
16. Wisdom			
17. Happiness			
18. Loving			
19. Religious			
20. Forgiving			
21. Adaptability			
22. Accepting			
23. Sociability			
24. Ambitios			
25. Aggressive			

160. LIFE LINE

Suggested Subject Area and Grade Level: Guidance & Self, Language Arts, Social Studies - 7-12

Purpose: To make the student aware of the developmental process in personal growth.

Activities: Have the students draw a line on a piece of paper and place an X at the point he feels he is in his life cycle. Have the students write accomplishments or crucial points in their lines up until the present. Discussion follows with the student describing his life line. This is a good group counseling technique. It is beneficial to the students to have the teacher or counselor chart his life line and discuss this with the students; providing it is not threatening.
Variation: Have the students project their life lines into the future, considering the area of education, career, personal desires, etc.

161. DECIDING
Suggested Subject Area and Grade Level: Guidance & Self, Language Arts, Social Studies - 3-12

Purpose: To help the student in the development of decision-making skills.

Activity: Have the students write story situations requiring the making of decisions. These situations should be open-ended. Have the students react to the situations, make a decision, and discuss why a particular alternate was selected.
Variation: A drama class might act out the situations up to the point of making the decision. The students might then act out the different alternatives and have the class note the most appropriate decision based on students representation of the alternatives.

162. PICK A CARD
Suggested Subject Area and Grade Level: Guidance & Self, Language Arts, Social Studies - 3-12

Purpose: To make the student aware of the part stereotyped roles played in the conception of work.

Activities: Assemble a file of names of different occupations. Include all levels of work from professional to unskilled. Have the students pick a card and role-play the stereotyped occupational activity.
Variation: I. Have a collection of hats, used by persons in different occupations in a box. Have the students wear the hats and role-play the occupational activity suggested by the hat.

II. A skit might be written and enacted of the characters represented in the class by the hat they wore.

III. Produce a skit based on the occupation represented by hat with this plot in mind. The scene is a hat shop. A person comes into the shop to buy a hat. Many hats are tried on. For Example: Women may try on firemen's hats and men may try on hats associated with occupations typically thought of as "Women's Work", illustrating the concept that jobs are not male or female in nature. A male student may wish to try on one of the more traditional female roles. The shop keeper may describe the importance of a certain occupation as the hat is tried on. The "shopkeeper" and the "hat shopper" should discuss facts relating to the occupation represented by the specific hat.

163. WORD ASSOCIATION
Suggested Subject Area and Grade Level:
Language Arts, Social Studies - 3-12

Purpose: To bring to the attention of the students the existance of occupational stereotypes.

Activities: The instructor will call out the name of an occupation and the students will write down the first thing that comes to their mind. This activity may be used for the discussion of occupational stereotypes.
Variations: A tool, representative of a specific occupation, may be held up by the instructor and the students will write the first thing that comes to their mind. A hat representative of a specific occupation may be substituted for the tool. Jargon, peculiar to a specific occupation may be used. Pictures illustrating certain occupations may also be used.

164. APPLIED MATH
Suggested Subject Area and Grade Level:
Math - 7-12

Purpose: To demonstrate to the student that mathematics are used daily and are a most important part of our lives.

Activities: Have each student make a list, over a two week period, of all instances where they have used math or others have used math outside of the classroom. Each student then will be required to make up five story problems where math was used in a practical sense.

165. INVENT A PRODUCT
Suggested Subject Area and Grade Level:
Business, Industrial Arts, Language Arts, Math, Social Studies - 7-12

Purpose: To give the students an opportunity to participate in a business venture and gain an understanding of business organizations.

Activities: Explain first that you want to start a business within the class and in order to do this you will need some inventors to invent the product for your business. Their first assignment is to invent some practical item (it doesn't have to be original) that is fairly inexpensive, and could actually be sold for a profit by the class. (They could be allowed to work in small groups if desired.) The products will be invented and brought to class and presented to the class, the class will vote on which product they feel would be the best business, cost the least, etc. Once the product is decided upon, the teacher will discuss other occupations that revolve around the business such as; stock holders, (which have to help put up the money to get the business started) the builders, the salesmen, the advertising, storage of the product, transportation of the product, repairmen, researchers to improve upon the product, and many other potential jobs that the class can create.

These products will actually be sold in the community over a specified period of time and all money collected would be placed in a fund. The class would be asked to actually distribute the money among the various occupations; stock holders, salesmen, builders, etc. The class will also be asked to determine the manner in which the money will be distributed.

166. COLLEGE MATH
Suggested Subject Area and Grade Level:
Math - 9-12

Purpose: To give students the opportunity to meet persons in or preparing for occupations in which the students think they are interested.

Activities: Discuss careers in which students in the class are interested and make a list on the board with the students assistance. Try to combine several careers into one category. Have the students invite interesting speakers from the various categories to speak to the class throughout the year. For instance a member of the staff of the Vo-Tech School at B.S.C. could be invited as a guest speaker with emphasis on math requirements. Also a student from the program could be invited. Another time a professional from another catagory could be invited, followed another day by a college student from the profession.

167. MATH CAREERS
Suggested Subject Area and Grade Level:
Math - 7-12

Purpose: To help students realize that many careers involve mathematics.

Activities: Have each student write on a slip of paper the career he thinks he would be interested in following when he finishes his formal education. Have students hand these slips in. Organize them on a ditto sheet and hand out to the students. Ask students to check which careers involve math and at approximately what level the math would be. Discuss each career on the list and students realize they will be using the math they are now learning.

ACCESSION NUMBER: VT100682

TITLE: USING SIMULATIONS AND GAMES IN THE DISTRIBUTIVE EDUCATION CLASSROOM.

PERSONAL AUTHOR: KOENINGER, JIMMY G.

DESCRIPTOR: *SIMULATION; TEACHER ORIENTATION; *CLASSROOM GAMES; *DISTRIBUTIVE EDUCATION; *TEACHING TECHNIQUES

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 562

ABSTRACT: THE PURPOSE OF THIS PUBLICATION IS TO PROVIDE THE DISTRIBUTIVE EDUCATION TEACHER WITH AN ORIENTATION FOR USING INSTRUCTIONAL SIMULATIONS AND GAMES IN A CLASSROOM AS AN ALTERNATIVE TEACHING TECHNIQUE. INCLUDED ARE SOME BASIC INFORMATION ABOUT THESE TECHNIQUES, REASONS FOR THEIR USE, THEIR LIMITATIONS, CONSIDERATIONS FOR ACQUISITION OF SIMULATIONS AND GAMES, AND TECHNIQUES FOR USING THEM IN INSTRUCTION. APPENDED ARE LISTINGS OF SIMULATIONS AND GAMES, INCLUDING CONTENT AREA, PUBLISHER, AND APPROXIMATE COST; PUBLISHERS AND CENTERS FOR SIMULATION DEVELOPMENT; NEWSLETTERS; AND BIBLIOGRAPHY. (MF)

AVAILABILITY: DISTRIBUTIVE EDUCATION MATERIALS LABORATORY, THE OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210

INSTITUTION NAME: ANGELO STATE COLL., SAN ANGELO, TEX.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

VT 100 682

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Using Simulations and Games

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USING SIMULATIONS AND GAMES IN THE DISTRIBUTIVE EDUCATION CLASSROOM

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DISTRIBUTIVE EDUCATION
MATERIALS LABORATORY
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Columbus, Ohio 43210

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

ERIC

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ERIC

OBJECTIVES

The primary purpose of this publication is to provide the distributive education teacher with an orientation for using instructional simulations and games in his classroom as an alternative teaching technique. It is not the author's intent for this publication to be an all inclusive writing on simulations and games. References are provided for those teachers who seek a higher level of understanding of these instructional innovations.

After reviewing this publication, the distributive education teacher will be able to:

1. Differentiate between simulations and games.
2. Identify benefits in using simulations and/or games.
3. Describe an instructional process for incorporating simulations and games into the classroom.
4. Explain limitations of simulations and games.
5. Avoid pitfalls in using simulations and games.
6. Identify sources for reference in designing simulations and games.
7. Identify sources for innovative instructional ideas.
8. Describe how television programs can be used for instructional purposes.
9. Identify alternative simulation techniques for classroom use.
10. List simulations and games appropriate for distributive education.
11. Identify publishers and centers for simulation development.
12. Identify newsletters relating to simulations and games.
13. Identify books relating to simulation and games.

AN OBSERVATION

The recess bell rings and students bound from their classrooms with a burst of energy and enthusiasm to compress as much activity as possible into a seemingly short-lived twenty-minute recess. The students approach their activities with dedication and enthusiasm not evidenced in the classroom that is envied by their teachers. The recess bell rings again, immediately facial features depict the disappointment of the interruption, and the students return to the classroom. What teachers have not observed this dramatic transformation that occurs from classroom to playground and the return to the classroom? This metamorphosis has been observed by this writer on a number of occasions. Would it not be refreshing for the young people to approach the classroom learning experiences with the same amount of anxious anticipation, energy, enthusiasm, and dedication?

This educator began an earnest search for activities and materials that when used within the classroom would unleash that same energy and enthusiasm evidenced in play in a planned, meaningful classroom learning experience.

At the close of the school day one Friday afternoon, I was walking down the hall and was attracted to a social studies classroom from which raised voices could be heard. Approaching the open door, I observed considerable student movement, clusters of students engaged in spirited discussions, and the teacher was leaning against the window sill observing the seemingly chaotic conditions. The teacher apparently noticed my interest and invited me to observe his students involvement in the Inter-Nation Simulation. At that moment, the final bell rang. Much to my amazement, the students ignored the final bell that marked the close of the school day and the beginning of the weekend.

After a rather lengthy conversation with the social studies teacher, I knew this was the type of involvement that I wanted to introduce into my Distributive Education program.

It is the purpose of this writing to provide the distributive educator with answers to many questions that this writer had when confronted with an innovative approach and no training in its usage.

BASIC INFORMATION

In considering simulations and games as viable instructional techniques for the Distributive Education classroom, the distributive educator should understand basic terminology.

First, a simulation is an operating representation of the central features of a real circumstance aimed at providing the learner with a relatively safe, simplified, and germane learning environment. See Figure 1 for a graphic definition.

Second, an instructional game is a contest among players operating under specified constraints for the purpose of winning the contest. It should be remembered that games may or may not be a simulation . . . . a representation of a real circumstance. Instructional games are of three basic types: (a) board games, (b) role-play games, and (c) combination board and role-play games.

Figure 1. Educational Simulation Defined

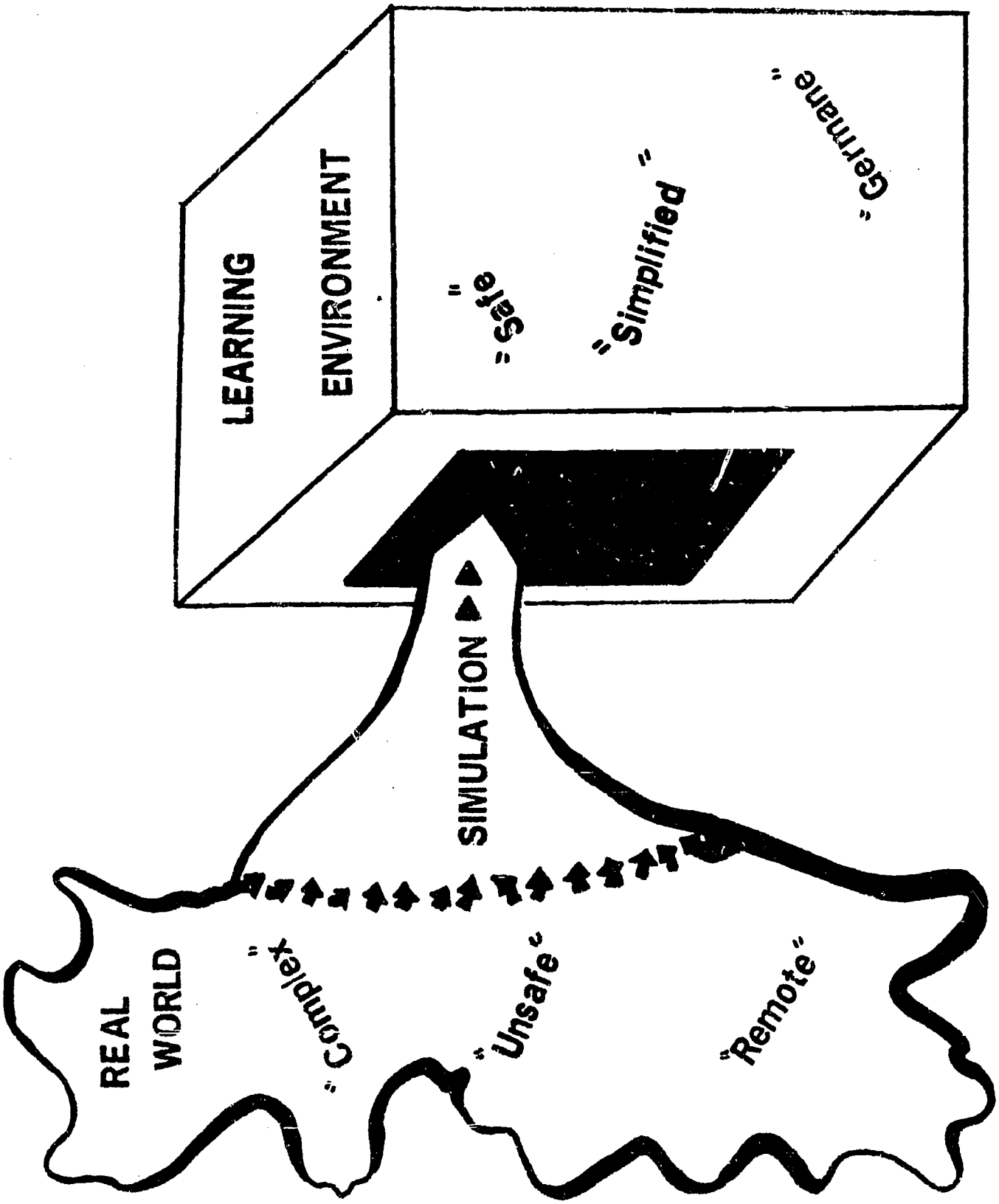

WHY USE SIMULATIONS AND GAMES ?

Advocates of simulation and gaming techniques do not purport that this innovation is the panacea for instructional effectiveness and efficiency in the distributive education classroom. However, the literature abounds with laudatory claims by those who have employed simulation and gaming techniques in their classroom. Simulation and gaming approaches can provide the distributive educator with numerous benefits.

If used properly, simulation and gaming techniques can:

1. Encourage a high degree of individual involvement and motivation toward the simulated activities.

2. Facilitate greater transfer of learning from the classroom to an on-the-job experience.

3. Provide immediate feedback to the participants when decision-making tasks are incorporated into the activities.

4. Allow time compression so that a sequence of events and their relationships can be experienced.

5. Provide a relatively safe learning environment in which decisions can be made without threat of censure or physical harm.

6. Enhance realism through the simulated environment as compared to alternative instructional techniques.

7. Cause participants to exhibit a positive attitude toward the learning experience.

8. Allow participants the opportunity to experience the complexities of group involvement and communication.

9. Present critical incidents that may not always occur while training in a real situation.

10. Bridge the gap between theory and practice.

11. Provide an effective learning environment as an alternative instructional method when on-the-job training is not feasible or possible.

12. Improve participant's performance by allowing repetitive trials with self-evaluation sessions.

13. Allow evaluation by observers in which assessment of performance in a real situation would be difficult, dangerous, or impossible.

14. Allow improvement in decision-making skills.

15. Allow reproducibility of an event or a series of events that could not be repeated otherwise.

16. Be designed for the purpose of conditioning the participants to respond to a particular set of variables in a specified fashion.

17. Provide the participants with an enjoyable learning experience.

18. Be a forecaster of future performance of those participating in the learning experience.

19. Be used for teaching content, perceptual, or manipulatory skills.

20. Assist the teacher by motivating learners so that they are enthusiastic toward the learning experience.

21. Take learning from the abstract and make it a participatory activity -- learning by doing.

22. Place the participant in a role so that he will be more tolerant and understanding of those who play the role in real life.

23. Allow the participant to sift through irrelevant data and select only that information which is necessary for the decision-making event.

24. Motivate undermotivated learners.

25. Provide a learning environment that will draw the teacher and participants together to accomplish the assigned tasks.

The aforementioned benefits are student focused; however, the distributive educator who employs the techniques will also be rewarded. It is obvious that if the simulation and gaming techniques were used and if the learner were motivated, the teacher would also enjoy the learning experience. In using simulations and games, the teacher will enjoy his new role in serving as a consultant to motivated learners rather than being a director of passive listeners.

ARE THERE LIMITATIONS ?

As with any method there are limitations and disadvantages as well as benefits. The teacher must evaluate the situation, establish objectives, consider alternatives, and select that approach which maximizes benefits and minimizes the negative features.

The overriding disadvantage which should be remembered is that simulations and games are only "realistic" --- not "reality." The real world provides the total environment, whereas the simulated environment only presents the central features of reality.

It should also be remembered that simulations and games are impractical and inappropriate for teaching certain topics. It has been observed by this writer that there are disciples of certain instructional methods that overuse and misuse one method without determining which alternative would be the most efficient and effective in a given situation. If a method is used too much, no matter how enjoyable and motivating it might be, the participant will become bored with the approach. The distributive educator must select an effective "instructional mix" just as the marketer selects a profitable "marketing mix."

A NEW ROLE

In using simulations and games, the teacher must adopt a new classroom posture if full benefits are to be derived from these innovative approaches. It is possible that some teachers may have difficulty in assuming their new role as a simulation and gaming user. This new role demands that the teacher avoid the following pitfalls:

1. Maintaining "perfect order." The teacher will find that participants in this type of learning environment will be noisier than if other techniques were being employed. When several students are communicating at the same time, noise will result. The participants become so involved in the learning process that their enthusiasm expressed through talking and movement around the room may prove frustrating to a teacher who perceives a controlled classroom as being "students in chairs with folded hands." Avoid stifling participant enthusiasm.

2. Treating simulations and games as an inferior teaching technique by using it as a "substitute teacher" or a "time-killer." Teachers should only use a technique when they have evaluated the situation, identified alternative strategies for accomplishing their objectives, and selected the best strategy. If students and teachers only consider simulations and games as being fun and do not consider the achievement value as primary, learning will not occur as it should.

3. Interrupting the participants' interaction and/or gaming sessions and suggesting alternative strategies not being considered by the students. Allow the participants to identify their own alternative courses of action, select one alternative, act upon that decision, and compare their alternative to another team's approach. Thus, the participants will discover for themselves the differential effects of alternative courses of action and which alternative was the most productive in that situation.

4. Responding to a participant's question directly. Use a questioning method that will involve a student in answering his own questions. Whenever possible, it is best if students will arrive at their own solutions.

5. Leading the participants through the activity step-by-step. The teacher can destroy the excitement of a simulation or gaming activity by directing too closely the learning experience. The simulation and gaming user should be a consultant to the participants who are attempting to accomplish a goal.

6. Using only simulations and gaming techniques in the classroom over a long period of time. As discussed previously, the techniques should be used to complement and enrich conventional teaching methods -- not totally replace other approaches.

ACQUISITION OF SIMULATIONS AND GAMES

Simulations/games are not the panacea for all instructional situations. As mentioned previously, simulation/games are an effective instructional technique. Prior to selecting any instructional technique or combination of techniques, the teacher should consider the following:

1. Specify the instructional need of the learners.

2. Specify behavioral objectives.

3. Determine the most appropriate instructional technique.

If the simulation/gaming technique is considered to be the most appropriate instructional approach, the teacher has three alternatives available in acquiring simulations/games, including:

1. Select simulations/games which are available and will satisfy the instructional needs.

2. Modify an existing simulation/game.

3. Design a tailor-made simulation/game.

If the teacher decides to develop a simulation/game, a thorough review of recommended developmental processes is strongly recommended. The development of a simulation/game is a time-consuming, arduous, and rewarding task.

Twelker has suggested thirteen steps in designing an instructional simulation. The developmental process depicted in Figure 2 may be summarized as:

1. Determining what shall be taught.

2. Determining how it might best be taught.

3. Validating the system.

Dr. Clark C. Abt has formulated the following "Ten Steps of Game Design"*:

1. Define overall <u>objectives</u>.

2. Determine <u>scope</u>.

3. Identify key actors.

4. Determine <u>actors' objectives</u>.

5. Determine <u>actors' resources</u>.

6. Determine the <u>interaction sequence among the actors</u>.

7. Determine the decision rules or criteria on the basis of which actors decide what resources and information to transmit or receive and what actions to take.

8. Identify external constraints on actions of the actors.

9. Formulate scoring rules or win criteria on the basis of the degree to which actors or teams of actors achieve their objectives with efficient utilization of resources.

10. Choose form of presentation and manipulation, and formulate sequence of operations.

---

* Glazier, Ray. How To Design Educational Games. (Cambridge, Massachusetts: Abt Associates Inc.), 1969, p. 5-8.

Figure 2. Steps in the Design of a Simulation Package

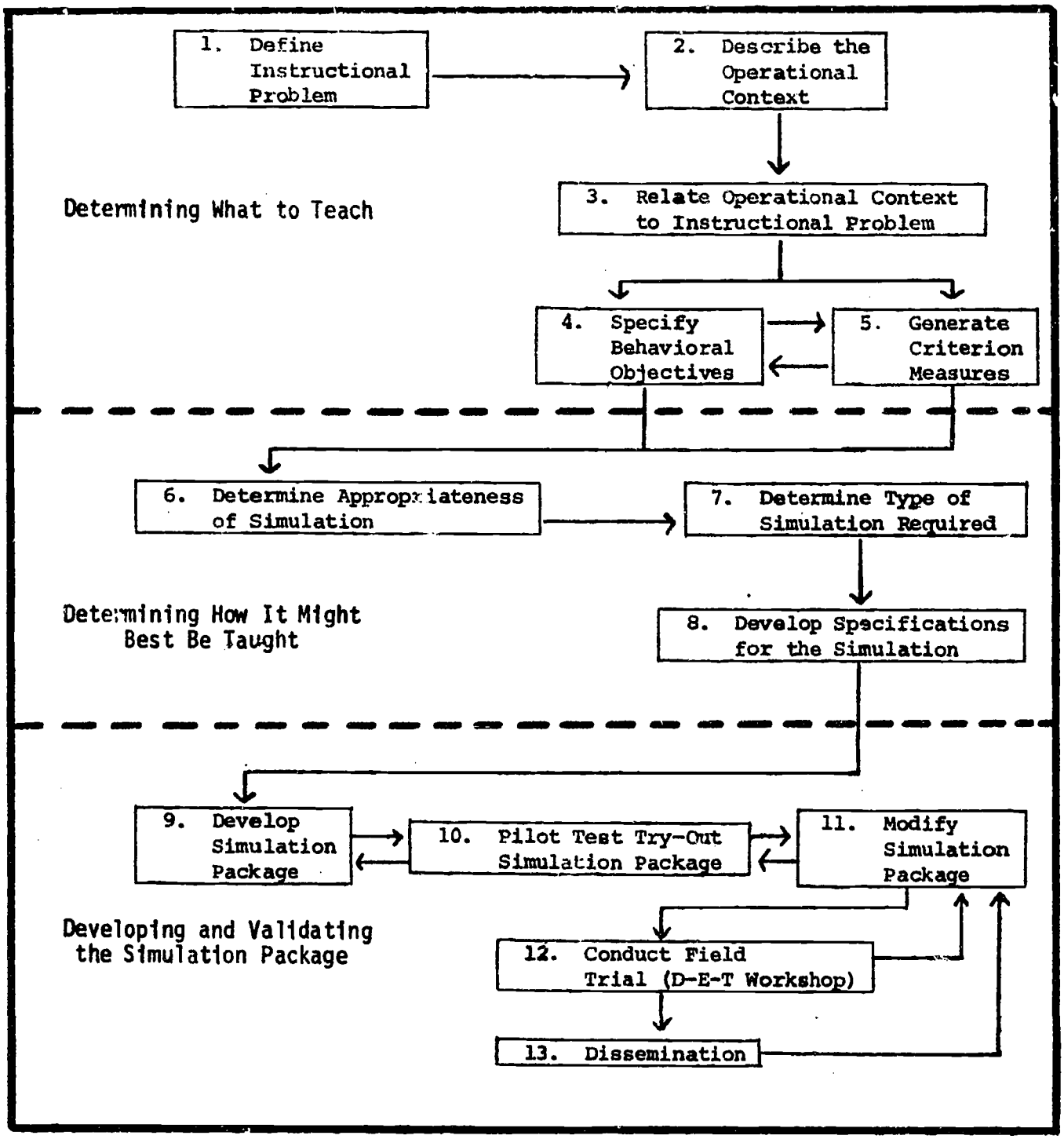

SOURCES FOR INSTRUCTIONAL IDEAS

Teachers should be constantly searching for new ideas, new approaches, and new techniques which can be incorporated into their instructional program. A variety of sources are available, including:

1. Visiting with teachers in other content areas, i.e., general and vocational, and at all levels, i.e., elementary, middle school, and secondary. (Elementary teachers are an excellent source for instructional techniques which maximize student involvement, i.e., simulations and games.)

2. Maintaining an updated file of publishers catalogs and noting new materials in all content areas.

3. Subscribing to simulation and gaming newsletters and periodicals as listed in the Appendix C.

4. Noticing children's games and determining if, with modifications, they could be used in the classroom.

5. Watching television game shows and modifying their formats for classroom use.

Television Game Shows

The television game shows offer the distributive educator an alternative instructional approach which can be used for one or more of the following purposes:

1. Evaluating student knowledge.

2. Introducing a new unit.

3. Reviewing for an examination.

4. Placing students in a competitive situation as an individual and/or as a team member.

5. Learning terminology.

Television game shows which this writer has found to be useful are:

1. Password
2. Jeopardy
3. Match Game
4. Split Second
5. Joker's Wild
6. Hollywood Squares
7. Three on a Match
8. The New Price Is Right
9. $10,000 Pyramid

SIMULATION TECHNIQUES

The distributive educator has a variety of techniques available for classroom use if he desires to develop his own materials.

Environmental Simulations

In the environmental simulation, the teacher creates a simulated learning environment which closely approximates the real setting being used as the basis for the simulation. For example, if the distributive educator has enrolled in his program several students who are seeking a career in supermarket management, the teacher may want to stock merchandising shelving units with dummy merchandise supplied by producers. This simulated store could be used for receiving, checking, marking, stacking, and inventoring activities.

In-basket Correspondence

Using this technique, the teacher would deliver correspondence to the learners for the following purposes:

1. To provide information and guidance as the participants progress through the simulation activities.

2. To serve as stimulus to secure the learners' reactions to the correspondence.

3. To simulate desk-oriented work activity.

4. To expose the participants to the types of correspondence which might be received by an actual business person.

Interruption Simulations

The term "interruption" is descriptive of this technique since the teacher would actually interrupt the normal classroom activity and request a learner to respond to a question or statement. For example, the teacher would direct a student to answer a telephone (if a Tele-trainer Unit were available for classroom use) and respond to the caller's remarks.

Role-play Techniques

In this technique, one or more students are assigned roles and places in a situation in which they will respond to certain givens. For example, one student would be assigned the role of a salesman and another the role of a customer. The two players would be given a scenario by the teacher and would role-play the circumstance described.

Presentation Incidents

In the presentation incident the learner is directed to prepare a short talk, e.g., a five-minute presentation, to an audience and respond to questions from the audience. A script of questions would be prepared by the teacher and/or students to which the presentor would respond.

Interactive Scripts

Interactive scripts are role-play type situations in which a participant would interact with a written script that has been designed to lead a person through a conversation focusing upon a particular topic, e.g., responding to customer questions about a certain product.

AN INSTRUCTIONAL PROCESS FOR USING SIMULATIONS AND GAMES

Using simulations and games in the distributive education classroom is not too much unlike the process used with any instructional technique. Due to the uniqueness of the simulation and gaming approaches, a process for implementing those innovations is provided. Hopefully, the novice will find the suggestions beneficial. The steps in the process are:

1. Establish instructional objectives

   The first step in the motivational process is the specifying of objectives. These objectives should focus upon what we want the learner to be able to do following the instructional activity. Too many times teachers seek instructional materials and use them without regard to what will be learned. Good teachers will specify measurable objectives so that they will know exactly what they must teach and whether or not they have taught it after instruction. The nature of the objective also dictates to some extent the alternative strategies to be considered.

2. Identify alternative strategies

   The teacher should evaluate all plausible instructional alternatives, i.e., lecture, discussion, simulation, panel, field trips, games, etc., in light of the instructional objectives.

3. Select the most appropriate instructional strategy

   Simulations and games are not the panacea for all instructional needs. It is but one technique which good teachers will employ in their "instructional mix." If this approach is not deemed plausible for this topic, the teacher would exit the process at this point. If the technique is selected, the teacher should continue reviewing this process.

4. Search for appropriate simulations and games

   The teacher should locate simulation and gaming materials appropriate for distributive education, in general, and the topic in question, in particular. A list of suggested packages are available in Appendix A. If materials are not available, the teacher must develop his own or exit the process at this point and select another strategy.

5. Review the instructor's guide

   If an instructor's guide is available, thoroughly review the materials noticing the author's objectives, constraints, equip-

ment and supplies needed, facilities required, etc.

6. Review the package components

Thoroughly review all components in the package. The user should be knowledgeable of the package prior to classroom application. It is indeed embarrassing and not complementary when you are unable to explain the activity or answer questions.

7. Conduct a trial run

The teacher should experience the activity to become familiar with the "ins and outs" of the activity and to understand the operational procedure. A group of teachers might participate in portions of the activity on a trial basis. If time is not available, the teacher should at least "walk through" the activity.

8. Evaluate trial run

After the trial run the teacher should evaluate the activity in light of the instructional objectives established, the learners, and the operational ease of the package. It is possible that the teacher may want to modify the materials and/or the operational format prior to classroom use.

9. Determine the basis for role assignments

The general rule to follow in assigning roles is to provide a student with a challenging role assignment but one which he can handle without threat of total failure. Some teachers prefer to assign students randomly to roles; however, the success of the activity many times is dependent upon the student's ability to fulfill the responsibilities of a role. The teacher should experiment and observe which assignment basis would be best for his students.

10. Reproduce passouts

An adequate supply of materials should be available for all participants. This requires considerable lead time for reproduction.

11. Arrange the physical environment

After reviewing the instructor's guide and the trial run, the teacher will be able to arrange an effective classroom setting. If the activity necessitates movement around the classroom, allow adequate space.

12. Brief the participants

Prior to the activity the teacher should discuss with the class the following:

1. The objectives of the activity (what they will be able to do following instruction).

2. An overview of the game.

3. The participants' goals and objectives.

4. The role assignments.

5. An explanation of the physical movement in the activity.

6. A demonstration, if appropriate.

BE BRIEF. If the teacher spends too much time in the briefing session, interest will dwindle.

13. Conduct periodic discussions

If the activity being used is rather lengthy and/or has opportunities for intermissions, the teacher should consider using discussion sessions which reflect upon the decisions that have been made by the participants and the results of those decisions. Hopefully, the discussion sessions will refine the students' decision-making behavior. Use an indirect method of teaching by drawing from the students their observations of the activities.

14. Debriefing

After the activity is consummated, the teacher should conduct a thorough discussion in which the students will describe what happened to them. The students need to know what they have learned. This is especially true of activities which focus experience upon the affective domain. The teacher should discuss how students and/or teams might have improved their performance. It is vital that the students see how what they have learned can be transferred to the "real world."

The teacher should also seek student reactions to the activity they have experienced as an input to determine if the activity will be used in the future, modified, or deleted.

15. Evaluate student performance

Each student should be aware of his performance in the activity, how he could improve his performance, and the teacher's evaluation of his performance.

16. Subsequent use

The teacher may want to use the activity a second time so that students can exhibit their improved performance and/or try out new ideas and approaches to solve the problem.

17. Evaluate the activity

After using the activity, the teacher should determine if the experience was realistic, meaningful, and/or relevant to the participants' occupational objectives. Did the activity accomplish the objectives you established?

18. Modify the activity

It is quite possible that with modifications an activity could be retained even though the initial use was less than satisfactory. You should conduct a trial run of the modified activity as if it were a new activity.

19. Subsequent trials

A simulation or game should be used as long as it is accomplishing your objectives and is realistic, relevant, and meaningful to the participants.

APPENDIX A
SIMULATIONS AND GAMES FOR DISTRIBUTIVE EDUCATION

SIMULATION/GAME	CONTENT AREA	PUBLISHER	APPROXIMATE COST
Acquire	Hotel mergers	[14]3-M Company	$ 8.95
Banking	Commercial Banks	[13]Science Research Associates	$ 5.95
Big Board	Stock Market	[11]Ohio Distributive Education Materials Lab	$ 1.00
Bridge Game	Delegation and Manpower Assignments	[15]Training Development Center	$ 75.00
Business Simulation I	Buying & Pricing	[3]Arizona DECA	Unknown
Business Simulation II	Buying & Pricing	[3]Arizona DECA	Unknown
Career Game	Career Exploration	[6]Educational Progress Corporation	$ 75.00
Collective Bargaining	Labor-Management Relations	[13]Science Research Associates	$ 5.95
Communication Game	One-Way & Two-Way Communications	[11]Ohio Distributive Education Materials Lab	$ 2.00
Consumer	Installment Buying	[18]Western Publishing Company	$ 30.00
Cooperation Game	Group Cooperation	[15]Training Development Center	$ 50.00
Cube-stacking Game	Goal Assessment	[11]Ohio Distributive Education Materials Lab	$ 2.00

SIMULATION/GAME	CONTENT AREA	PUBLISHER	APPROXIMATE COST
DECA Leadership Development Simulation	Leadership Training	[7]Educational Resource Associates	$ 3.00
Dynasty	Economic Development	[5]Dynasty International	?
Economic Decision Games	High School Economics	[13]Science Research Associates	?
Economic System	High School Economics	[17]Western Publishing Company	?
Employee Evaluation	Performance Evaluations	[7]Educational Resource Associates	$ 3.00
Executive Decision	Corporate Decision-making	[14]3-M Company	$ 8.95
Firm	Economic principles of business operation	[13]Science Research Associates	$ 5.95
Five-square	Awareness of others' needs	[11]Ohio Distributive Education Materials Lab	$ 2.00
Hollow-square Game	Group Problem-solving	[7]Educational Resource Associates	$ 3.00
Information Game	Communications	[15]Training Development Center	$ 75.00
Life Career	Careers	[18]Western Publishing Company	$ 35.00
Listening Game	Selective Perception	[15]Training Development Center	$ 75.00
Market	Supply & Demand	[4]Benefic Press	$ 50.00
Market	Supply & Demand	[13]Science Research Associates	$ 5.95
Moon Survival Game	Group Decision-making	[11]Ohio Distributive Education Materials Lab	$ 2.00

SIMULATION/GAME	CONTENT AREA	PUBLISHER	APPROXIMATE COST
Panic	Stock market Crash	[10]Interact	?
Performance Game	Performance Appraisal	[15]Training Development Center	$ 75.00
Probe	Vocabulary	[12]Parker Brothers	$ 7.95
Production Game	Group Cooperation and assembly line techniques	[7]Educational Resource Associates	$ 3.00
Reward Game	Greed	[7]Educational Resource Associates	$ 3.00
The Road Game	Competition	[9]Herder and Herder	?
Smog	Pollution	[16]Urban Systems, Inc.	?
Sticks & Stones Game	Supervision	[7]Educational Resource Associates	$ 75.00
Stocks & Bonds	Stock Market	[14]3-M Company	$ 8.95
Supervisor's Survival Kit	Supervision	[13]Science Research Associates	Unknown
Survival Game	Group Decision-making	[7]Educational Resource Associates	$ 3.00
Trade and Develop	International trade	[1]Academic Games Associates	?
Transaction	Stock Market	[8]Entelek, Inc.	$ 10.00
The Value Game	Ethical Systems	[9]Herder and Herder	?
Wheels	Automobile Purchasing	[2]Paul S. Amidon and Associates	Unknown
Wood Blocks Game	Goal-setting behavior	[15]Training Development Center	$ 75.00
You Be The Judge	Ad Advertising	[11]Ohio Distributive Education Materials Lab	$ 3.00

[1]Academic Games Associates, 430 East 33rd Street, Baltimore, Maryland 21218

[2]Paul S. Amidon and Associates, 5408 Chicago Avenue, South, Minneapolis, Minnesota 55417

[3]Arizona DECA, 1333 West Camelback Road, Suite 115, Phoenix, Arizona 85013

[4]Benefic Press, 10300 West Roosevelt Road, Westchester, Illinois 60153

[5]Dynasty International, 815 Park Avenue, New York, New York 10021

[6]Educational Progress Corporation, 8538 East 41st Street, Tulsa, Oklahoma 74145

[7]Educational Resource Associates, 242 Glenna, San Angelo, Texas 76901

[8]Entelek, Incorporated, 42 Pleasant Street, Newburyton, Massachusetts 01950

[9]Herder and Herder, 232 Madison Avenue, New York, New York 10016

[10]Interact, Post Office Box 262, Lakeside, California 92040

[11]Ohio Distributive Education Materials Lab, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210

[12]Parker Brothers, Incorporated, Salem, Massachusetts 01970

[13]Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611

[14]3-M Company, Saint Paul, Minnesota

[15]Training Development Center, 2 Pennsylvania Plaza, New York, New York 10001

[16]Urban Systems, Incorporated, 1033 Massachusetts Avenue, Cambridge, Massachusetts 02138

[17]Western Publishing Company, 850 Third Avenue, New York, New York 10022

[18]Western Publishing Company, 150 Parish Drive, Wayne, New Jersey 07470

APPENDIX B
PUBLISHERS AND CENTERS FOR SIMULATION DEVELOPMENT

Abt Associates, Incorporated, 55 Wheller Street, Cambridge, Massachusetts 02138

ACO Games, 1208 East Market Street, Charlottesville, Virginia

Academic Games Associates, 430 East 33rd Street, Baltimore, Maryland 21218

Academic Games Program, Center for Study of Social Organization of Schools, 3505 North Charles Street, Baltimore, Maryland 21218

Academic Games Project, Division of South Florida Education Center, 3600 S. W. 70th Street, Fort Lauderdale, Florida 33310

American Educational Research Association, Special Interest Group on Simulation, 352 Ritter Hall, Temple University, Philadelphia, Pennsylvania 19122

American Games Association, 460 35th Avenue, San Francisco, California 94121

American Institute for Research, Post Office Box 1113, Palo Alto, California 94302

Applied Simulations International, Suite 900, 1100 17th Street, N.W., Washington, D. C. 20036

Appleton-Century-Crofts, Programming Department, 440 Park Avenue South, New York, New York 10016

Arizona DECA, 1333 West Camelback Road, Suite 115, Phoenix, Arizona 85013

Atech Enterprises, Incorporated, 9 Hicks Street, North Amityville, New York 11701

The Avalon Hill Company, 4517 Harford Road, Baltimore, Maryland 21214

Behavioral Sciences Laboratory, College of Social and Behavioral Sciences, Ohio State University, 404-B West 17th Avenue, Columbus, Ohio 43210

Behavioral Simulation and Gaming Group, Political Science Department, Temple University, Philadelphia, Pennsylvania 19122

Benefic Press, 10300 West Roosevelt Road, Westchester, Illinois 60153

Berkshire College of Edcuation, Woodlands Avenue, Woodley, Reading, Berkshire, England

Cadaco, Incorporated, 310 West Polk Street, Chicago, Illinois 60607

Center for Computer Based Behavioral Studies, Department of Psychology, University of California at Los Angeles, Los Angeles, California 90024

Center for Economics Education, University of Minnesota, Minneapolis, Minnesota 55455

Center for Mediation and Conflict Resolution, 49 East 68th Street, New York, New York 10021

Center for Simulation Studies, 634 North Grand Boulevard, Room 622, Saint Louis, Missouri 53103

Center for Urban Studies and Department of Urban Planning, Wayne State University, 5229 Cass Avenue, Detroit, Michigan 48202

Center for Collaborative Learning, Media Packages, Wellesley Public Schools, Phillips School, Wellesley Hills, Massachusetts 02181

Championship Games, Incorporated, 68 Church Lane, Westport, Connecticut 06880

Computer Games, Incorporated, Post Office Box 544, Chicago Heights, Illinois 60411

Community Crisis Intervention Project, Box 1202, Social Sciences Institute, Washington University, Saint Louis, Missouri 63130

Creative Playthings, Princeton, New Jersey

Cuna Mutual Insurance Society, Post Office Box 391, Madison, Wisconsin 53701

The Didactic Games Company and Didactic Systems, Incorporated, Post Office Box 500, Westbury, New York 11590

Ecumenical Simulation Sharing Service, Post Office Box 702, San Anselmo, California 94960

Educational Development Center, Incorporated, 55 Chapel Street, Newton, Massachusetts 02158

Educational Games Company, Post Office Box 363, Peekskill, New York 10566

Educational Games Consultants for Social Science, Box 54, Old Bethpage, New York 11804

Educational Progress Corporation, 8538 East 41st Street, Tulsa, Oklahoma 74145

Educational Simulation Laboratory, College of Education, Ohio State University, Columbus, Ohio 43210

Entelek, Incorporated, 42 Pleasant Street, Newburyport, Massachusetts 01950

Environmental Simulation Laboratory, University of Michigan, 109 East Madison, Ann Arbor, Michigan 48104

Environmental Studies Division, Environmental Protection Agency, Washington, D. C. 20460

Games Central, c/o Abt Associates, Incorporated, 55 Wheeler Street, Cambridge, Massachusetts 02138

Games Research Incorporated, 45 Wareham Street, Boston, Massachusetts 02118

Harwell Associates, Box 95, Convent Station, New Jersey 07961

Information Resources, Incorporated, Box 417, Lexington, Massachusetts 02173

Institute for Simulation Analysis, Division of Dane County, Social Planning Agency, Incorporated, 621 North Sherman Avenue, Madison, Wisconsin 53704

Instructional Simulations, Incorporated (ISI), 2147 University Avenue, Saint Paul, Minnesota 55104

Interact, Post Office Box 262, Lakeside, California 92040

International Institute for Organizational and Social Development, Predikherenberg, B-3200 Kessel-lo, Belgium

International Learning Corporation, 440 East Las Olas Boulevard, Fort Lauderdale, Florida 33301

International Relations Program, Syracuse University, 752 Comstock, Syracuse, New York 13210

International Simulation and Gaming Association, Secretariat Continuing Committee, University of Utrecht, The Netherlands

Kansas Educational Simulation Center, Division of Social Sciences, Kansas State Teachers College, Emporia, Kansas 66801

Learning Games Associates, (WFF 'N PROOF), 2253 Medford Road, Ann Arbor, Michigan 48104

Maria Grey College, 300 Saint Margarets Road, Twickenshan, Middlesex, England

Milton Bradley, Springfield, Massachusetts

National Academic Games Project, Box 214, Newhall, California 91355

National Gaming Council, c/o Steven J. Kidder, Center for Social Organization of Schools, The John Hopkins University, 3505 North Charles Street, Baltimore, Maryland 21218

Parker Brothers, Salem, Massachusetts 01970

Paul S. Amedon & Associates, Incorporated, 5408 Chicago Avenue, South, Minneapolis, Minnesota 55417

Political Institutions Simulations Laboratory (POLIS), University of California, Political Science Department, Santa Barbara, California 93106

Prince Analysis, Incorporated, 4610 Brookhill Drive, South, Manlius, New York 13104

The Quaker Oats Company, Customer Programs Department, Merchandise Mart Plaza, Chicago, Illinois 60654

Real World Learning, Incorporated, 134 Sunnydale Avenue, San Carlos, California 94070

School of Journalism, 205 Communications Center, University of Iowa, Iowa City, Iowa 52240

Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611

Selchow and Righter Company, 200 Fifth Avenue, New York, New York 10010

SIMILE II, 1150 Silverado Road, Post Office Box 1023, La Jolla, California 92037

Simulated Environments, Incorporated, 3401 Market Street, Philadelphia, Pennsylvania 19104

Simulation Councils Incorporated, Box 2228, La Jolla, California 92037

Simulation Games Center, 221 Willey Street, Morgantown, West Virginia 26505

Simulation/Gaming/News, Post Office Box 8899, Stanford University, Stanford, California 94305

Simulation Learning Institute, Ring Neck Ridge, Huntington, New York 11743

Simulation of International Processes, Northwestern University, 1834 Sheridan Road, Evanston, Illinois 60201

Simulation Systems Program, Instructional Development Division, United States International University, Corvallis, Oregon 97330

Simulation Systems Program, Teaching Research Division, Oregon State System of Higher Education, Monmouth, Oregon 97361

Social Science Education Consortium, Incorporated, 855 Broadway, Boulder, Colorado 80302

Social Systems Simulation Group, Box 15612, San Diego, California 92115

Sonoma State College - SimLab, c/o William Nighswonger, Rohnert Park, California 94928

Student Instructional Gaming Network (SIGN) Project, Mental Health Research Institute, University of Michigan, Ann Arbor, Michigan 48104

Systems and Economics Division, Planning and Research Corporation, Springhouse Lane, McLean, Virginia 22101

Teaching Research, Oregon State System of Higher Education, Monmouth, Oregon 97361

Tek-Dayme Research Associates, 3767 South Inkster Road, Inkster, Michigan 48141

3-M Company, Saint Paul, Minnesota

Training Development Center, 2 Pennsylvania Plaza, New York, New York, 10001

URBANDYNE, Incorporated, 5659 South Woodlawn Avenue, Chicago, Illinois 60637

Urban Systems, Incorporated, 1033 Massachusetts Avenue, Cambridge, Massachusetts 02138

Urbex Affiliates, Incorporated, 365 Rockingham Street, Rochester, New York 14620

Western Publishing Company, School and Library Department, 150 Parish Drive, Wayne, New Jersey 07470

World Simulation Organization, Box 2228, La Jolla, California 92037

APPENDIX C
NEWSLETTERS

Huntington Two. Polytechnic Institute of Brooklyn, 333 Jay Street, Brooklyn, New York 11201

Occasional Newsletter About Simulations and Games. Western Behavioral Science Institute, 1150 Silverado, La Jolla, California 92037 ($15.00 per year)

Simulations and Games. Sage Publications, 275 South Beverly Drive, Beverly Hills, California 90212 ($12.00 per year)

Simulation/Gaming/News. Box 8899, Stanford University, Stanford, California 94305 ($4.00 for five issues)

Simulation in the Service of Society. Post Office Box 994, La Jolla, California 92037

WFF 'N PROOF Newsletter. Box 71, New Haven, Connecticut 06501 (No charge)

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ACCESSION NUMBER: VT100683

PUBLICATION DATE: JUN74

TITLE: UNDERSTANDING YOURSELF AND YOUR LIFE.

PERSONAL AUTHOR: LEBOLD, SANDRA BOOSE

DESCRIPTOR: *TEACHING GUIDES; *HUMAN DEVELOPMENT; *INDIVIDUAL DEVELOPMENT; *GROWTH PATTERNS; MATURATION; ROLE CONFLICT; PSYCHOLOGICAL CHARACTERISTICS; FAMILY LIFE; FAMILY STRUCTURE; PERSONAL GROWTH; *LIFE STYLE

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7N0.4(1974)PP. 563

ABSTRACT: THE SUBJECT MATTER IN THIS HUMAN GROWTH AND DEVELOPMENT-ORIENTED TEACHING MANUAL IS WRITTEN IN WORKSHEET FORM AND IS INTENDED AS AN INSTRUCTIONAL AID FOR FACILITATING INCREASED STUDENT AWARENESS AND UNDERSTANDING OF THE INDIVIDUAL AND GROUP FORCES WHICH TEND TO WEAKEN THE FAMILY UNIT. PRESENTED IN 30 CHAPTERS, THE CONTENT RANGES FROM A GENERAL OVERVIEW OF HUMAN BEHAVIOR, IDENTITY PROBLEMS, AND THE FAMILY STRUCTURE, TO CHARACTERISTICS AND ATTITUDES OF CHILDREN DURING THE EARLY YEARS AND EXTENDING INTO THE YOUNG ADULT STAGE, PARENTHOOD PLANNING, AND PREPARING FOR OLD AGE AND RETIREMENT. ADDITIONAL INFORMATIONAL SOURCES ARE INCLUDED. (SN)

AVAILABILITY: NEW JERSEY VOCATIONAL TECHNICAL CURRICULUM LABORATORY, BLDG. 4103, KILMER CAMPUS, RUTGERS UNIV., NEW BRUNSWICK, N.J. 08903

INSTITUTION NAME: SUSSEX COUNTY VOCATIONAL-TECHNICAL HIGH SCHOOL, SPARTA, N.J.

SPONSORING AGENCY NAME: NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION.

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State of New Jersey
Department of Education
Division of Vocational Education

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ERIC

FOREWORD

This teaching manual deals with the area of human development and growth. The subject matter is written in worksheet form, each worksheet presenting one aspect of the subject of understanding human growth. The worksheets should be used to stimulate and involve the students in free discussion about themselves and others. The "To Do and Discuss" sections will help the instructor in guiding the discussions into fruitful channels. The instructor may well wish to add to the ideas suggested there.

In today's society there has been record development in technical and vocational fields, but there has been a breakdown in family life. It is the purpose of this course to help the student understand the growth and needs of all human beings, so that he can better understand himself, his parents, siblings, peers, fellow workers, and his own future family. Perhaps increased understanding can to some extent counteract the forces tending to weaken the family.

Sandra Boose Lebold

ERIC

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Objective – To understand the methods used to study human behavior.

To Think About –

Since the time of primitive man, the human race has had to learn to live together. This brought about – and still does present – a lot of problems. People, when living in groups, began to look into each other's actions. Why did a caveman scratch pictures on a rock? Why did another caveman hit him over the head with a stone? Many books have been written since the time of the ancient Greeks and Egyptians on how human beings act and why they behave the way they do. Writings may be in the form of plays, novels, short stories, essays, learned studies, and poems.

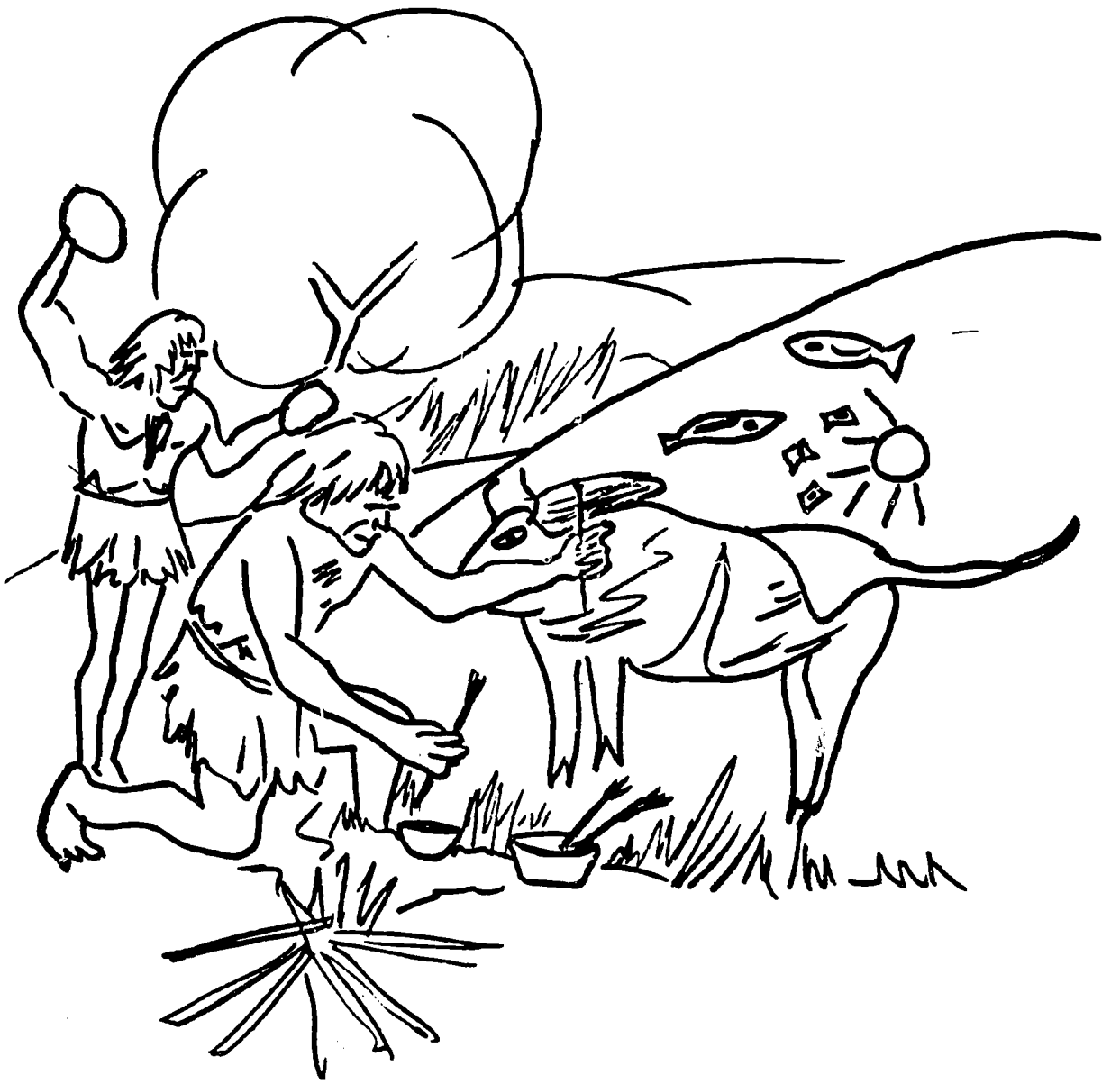

Information –

Why do *you* behave as you do? Have you ever been moody or depressed and taken it out on your brother or sister?

The study of human behavior is a necessary study. Human behavior affects medicine, law, biology, economics, politics, science, and religion. The study of human behavior lagged behind all of these other studies, but in recent years much work has been done to help us understand ourselves and society in general. There are three *behavioral sciences*, and each one studies human behavior from a different approach.

The first approach is concerned with the behavior of man in his geography, time-period, culture, and his relationship to other people. This is called *anthropology*. This involves all the practices of a specific *culture*. For example: How does an American raise his child? (Or we could use any culture, past or present, such as an Indian tribe, Chinese, Eskimo, etc.) How does he earn a living? How does he find a husband or wife? How does his culture differ from that of an African tribe? These are all questions an anthropologist would ask.

The second approach is called *sociology*. This is concerned with the behavior of man in groups, and the folkways and values of the group. Within your own culture there are many groups to which you belong. The most basic and primary group in all cultures is the FAMILY. Other groups would be religious groups, civic groups, business and school groups, gangs, cliques, even skin-diving groups or a drum and bugle corps.

Have you ever stolen anything from a store? If so, you were violating one of the universal human *mores*. Mores (pronounced MORE-aze or MORE-eze) are the serious rules, sometimes laws, of a group. Sociologists, through their studies of the mores and folkways of a group, can give us an idea of how each of us is influenced by our groups. The way we act is not necessarily "just because we feel like it." These actions are taken because our social-class group, or people of the same age, do this.

The third study of behavior deals with the individual's behavior in relation to his heredity and environment. This is called *psychology*. The psychologist is concerned with emotions, motivation, intelligence, and learning. The psychologist trys to discover how people differ, and why they are mentally or emotionally healthy or unhealthy. *Psychiatry* is a branch of medicine that deals with emotionally troubled people. The psychologist experiments with groups of people, collects data from the experiments, and some of them advise people faced with personal problems. The psychiatrist is a medical doctor who treats people with emotional or behaviorial disorders. To a certain extent their fields overlap when they act as advisors to individual people.

To Do and Discuss –

1. "Folkways are the accepted ways of doing things in a particular group or class." They are not laws but in advanced societies may often be found in etiquette books. List 10 folkways of your family group. List 10 folkways of your school.

2. In what way is behavior a part of (a) law, (b) medicine, (c) religion?

3. What are some of the groups that you and members of your family belong to?

ERIC

Objective – To understand how heredity affects us.

To Think About –

What does "heredity" mean? We often talk about an individual whose actions and physical characteristics are due to heredity. We might say, "He has his mother's turned-up nose." Or, "He has his father's quick temper."

Information –

Heredity is the *genetic* transmission of characteristics from parent to offspring (child). These characteristics are ones that they inherited from *their* parents, and so on.

No one has ever succeeded in isolating and studying a human being who was an example of pure heredity. What factors interfere with heredity and make it difficult to isolate purely *inherited* characteristics? Why does a man turn toward crime? Was it inborn in him because he came from a family where the father was an alcoholic and was in prison for several years for commiting robberies? It is hard to separate the influence of one's *environment* from that of one's heredity. We shall look at heredity now and see just how some characteristics are transmitted to you.

Your sex and countless other characteristics, such as eye color, physical body build, skin color, intelligence, glandular balance, emotional capacity, and a tendency to certain diseases or illnesses were determined at the exact moment of conception. Every one of us also inherits a *capacity* for certain types of behavior. But how does this happen?

The sperm cell that fertilizes the egg cell carries 23 chromosomes, and the egg cell carries 23 chromosomes; together the 46 chromosomes combine into 23 pairs, in the fertilized egg. Within each chromosome are many thousands of *genes* which decide the "master plan" for the baby that will be born in nine months. The genes determine all the physical, mental, and emotional characteristics that he or she will be born with. Not all of these characteristics will be visible at birth, however. Many will take years to show up. But they are brought about by those same genes.

Every cell in the body contains those genes, all being reproduced from the original fertilized egg cell. The word "genetic" and the word "gene," as you can see, come from the same root.

Whether the new baby will be male or female depends entirely on the chromosomes of the father. Some of his sperm cells carry a "female" chromosome, and some carry a "male" chromosome. If a "male" chromosome meets the egg first and fertilizes it, the child will be male, and if a "female" chromosome fertilizes the egg, the child will be female.

There are certain traits such as brown eye color, dark hair color, etc. which prove *dominant;* in most cases the newborn will inherit these dominant characteristics. For example, if a blonde, blue-eyed woman conceives a child whose father has brown eyes and hair, the dominant brown eyes and brown hair would most likely appear on the child. *Recessive* genes are genes that don't "show up" in a person, but he still carries them. Blonde hair is carried by a recessive gene. It did not "win" against a dominant gene for brown hair.

You could, however, have a case where two dark-haired people produce a fair-haired child. If both happened to carry the recessive gene for fair hair, and the egg and sperm cells that united both carried this gene, then the newborn would have a pair of genes for fair hair, and it would be blonde.

Much remains unknown about the inheritance of various traits. For example, eye color has recently been shown to depend, not on a single gene, but on three different genes. Therefore, very few hard and fast "rules" exist which enable us to predict such things with certainty.

Most of us carry recessive genes for several serious disorders, but the chances remain small that any two parents share the same recessive genes – unless the marriage is *consanguineous.*" "Consanguineous" means coming from the same "blood" or family. Consanguineous people are close blood relatives.

Hidden traits may not necessarily be serious disorders, but could be beneficial, such as two average people marrying and having an exceptionally bright child. But still there is more danger of hidden unfavorable characteristics which might appear in the offspring. When first cousins marry there is double the ordinary risk that wayward genes will produce some unwanted trait in the child. In most states there are laws against consanguineous marriages.

To Do and Discuss –

1. What is your reaction to the statement: "I don't understand how two brothers who come from the same home can be so different!"

2. How is the sex of a child determined?

3. Imagine a situation where you were considering marriage with someone whose family history you know nothing about. Would you marry him without inquiring about his history? What questions would you ask? If there was a serious genetic problem, would it affect your plans for marriage? Why? How could you learn more about the chances of your producing a defective child?

4. Do you think it *was* heredity that made the son of the alcoholic criminal turn to a life of crime?

5. Some good people are afraid to adopt a baby for fear that it might have an inherited tendency to become an alcoholic or a criminal. Would you agree?

Objective -- To learn some of the influences around us that make us what we are.

To Think About –

How do you know what is acceptable and not acceptable in your environment? You know not to pull a cat's tail, not to take away another's possessions, not to deliberately break other peoples' property, not to throw a temper tantrum to get your own way. How do we learn to live with other people? This process is called *socialization* – the teaching or learning by which an individual is made a member of a particular society.

Information –

We are going to learn about another factor which affects the growth of a healthy personality, and that is the process of socialization. Socialization is actually the do's and don'ts of a culture. By the time a child is 2, socialization is mostly "no-no's": "No, no, you must not kick the dog." "No, no, you must not break up brother's castle." "No, no, you must throw the paper in the waste can." What we are taught in our homes as children, sometimes through deliberate warning, but mostly through example and conscious and unconscious observation, adds up to the way we eventually behave as adult members of our society.

Each person's socialization is different. We have definite ideas of prejudices, manners, morals, tastes, language, ways of eating, ways of showing love, ways of showing off beauty. These practices differ among families in neighborhoods within the same city; they are likely to differ most in families of different religions and nationalities. Different sections of the United States do things differently. Can you think of some examples?

One family may be strict with its children, the daughter not being permitted to date before the age of 16, and the children forbidden to go out with anyone of another religion. Another family may provide each child with his own front door key, his own car, and a completely free choice about whom to date, when to date, and how late to stay out at night.

Problems for the young person in school can result from differences between the parents' cultural standards and those standards which are accepted in school, especially by your classmates.

Why do so many teenagers smoke? What causes you or your classmates to develop the habit? A nationwide study was done on teenagers from 13–18 years of age, by a group of psychological researchers. They found that 4 out of 10 teenagers smoke, and that parents and friends have a strong influence on whether or not the child will smoke.

Teenagers are 50% more likely to smoke if their parents or the adults around them smoke, and teenagers are 100% more likely to smoke if their friends have the habit. What percentage of adults smoke? Many teenagers in the study had an idea that about 70% smoke. What do you think? Actually the real number was much lower – only 40% at the time of the study.

What kinds of people tend to smoke? The researchers found far more smokers among those with "D" averages than among those whose grades are apt to be "A's". A teenager who is secure and well-adjusted to his age group is not likely to smoke. A teenager who is nervous or one anxious to behave like an adult, has a good chance of taking up the habit.

The researchers' conclusion is that teenage smoking is decreasing, but it would drop faster if parents, doctors, and teachers set a better example.

To Do and Discuss –

1. We are all products of our home life, and what our parents and friends teach us.

   a. What means do parents and other adults use to socialize children?

   b. Do you feel socialization of a child is good or needed for the child to develop a healthy personality?

2. How does the study on cigarette smoking relate to learning how different factors in our environment affect our mental and physical development?

3. Where did you develop your sense of right and wrong?

4. Do all of the children in a family grow up in the same home environment? Does the youngest in a family of three children have the same environment as the oldest?

5. Suppose a couple who lived in the heart of the city had a child, and then 10 years later, when a second child was born, they moved to a farm. How would the environment of the second child differ from that of the first? In what ways would it be the same?

Objective – To learn how lack of care and love can hinder growth and development.

To Think About –

I am sure you all have wondered why some people are reserved, others outgoing; some happy go lucky, others aggressive: some talkative, others quite and moody. All of us are different. We not only appear different, but we all are composed of different personalities, we are skilled in different ways, we believe in various traditions and customs, and we have different values, standards, and goals. We are all products of our home environments and what we are taught by our parents and the people around us.

Information –

We are going to learn about one of the factors that most affects the growth of a healthy personality – *love*.

An observer tells how children act in a child-care center in Barton, Vermont, an area where the average income is very low. This child-care center is a home for neglected children: it is not comparable to the day-care centers where normal children are looked after only while their mothers work. The observer states:

" . . . .children obviously old enough to walk, who did not seem able to; children silent and sullen in a corner of the yard; children listlessly playing with the equipment; children grabbing violently and greedily a toy. One four-year old began violently beating a toy figure of a child. He explained when questioned, that he was hitting it because 'her cried!' "

"Once the neglected children were admitted into the hospital they started to gain weight, got color in their cheeks, and many of them who could not, began to walk. The hyperaggressive children began to play better in groups. The children who couldn't speak, but just grunted and pointed, could now talk. They started to build barns and castles or use a block as an animal or truck. The girls began to play house or 'mother'. The children developed vivid imaginations through the reading of stories, books, and taking visits. The personnel would spend time playing with the children."

The above is a case study of an institution designed to give special help to children who are suffering from medical, nutritional, emotional, and intellectual neglect. The children had come from homes where they had not been spoken to or played with by their parents. Communication came primarily by means of beatings!

To Do and Discuss –

1. What do we mean by the word "neglect"?
2. How did the neglect of these children affect them physically? Mentally?
3. What type of behavior was the child showing towards the toy doll?
4. Why do you think he was showing this behavior?
5. How is a child affected who grows up in a family where there is no constructive oral communication, where only criticisms and physical beatings are ever communicated?
6. Why did the children respond positively to the institutional care?
7. Finish the statement:

   The key to normal development of a healthy personality depends on

8. Here is a typical situation where personality problems developed from a faulty home environment. Put yourself in Sally's place:

   Sally, a 17-year-old only child, had learned to read even before she went to kindergarten, and in many ways she continued to show an unusually high level of intelligence. Sally's mother was somewhat afraid of her brillant daughter and because of this was often critical of Sally. She felt Sally was a "bookworm" and an "ugly duckling."

   Before long Sally began to believe her mother's criticisms were true. Because of her shyness and lack of confidence, no one wanted her on her team, and she became convinced she had no coordination at all.

   Sally also had no doubt that she was homelier than almost every other girl in school. Years of being called "ugly duckling" had seen to that. Actually, Sally wasn't homely, but since she thought she was, she gave that appearance. She was neat and clean but paid no attention to cosmetics, hair styles, or clothing styles.

   Sally, a senior in high school, had never dated. Her shyness, lack of self-confidence, her "brains," and her lack of interest in her appearance all combined to keeping the boys away. And this was one more thing for mother to criticize.

   The night of the Senior Prom, Sally had no date. She stayed in her room crying. Her mother was quite annoyed with her. Finally she burst into her daughter's room saying, "If you ever made any attempt to improve your appearance or to smile at a boy, you wouldn't be stuck here tonight! You brought this on yourself."

   a. Was the situation entirely Sally's fault?
   b. What would you do if you were Sally?
   c. What could have been done in the past to avoid this problem?

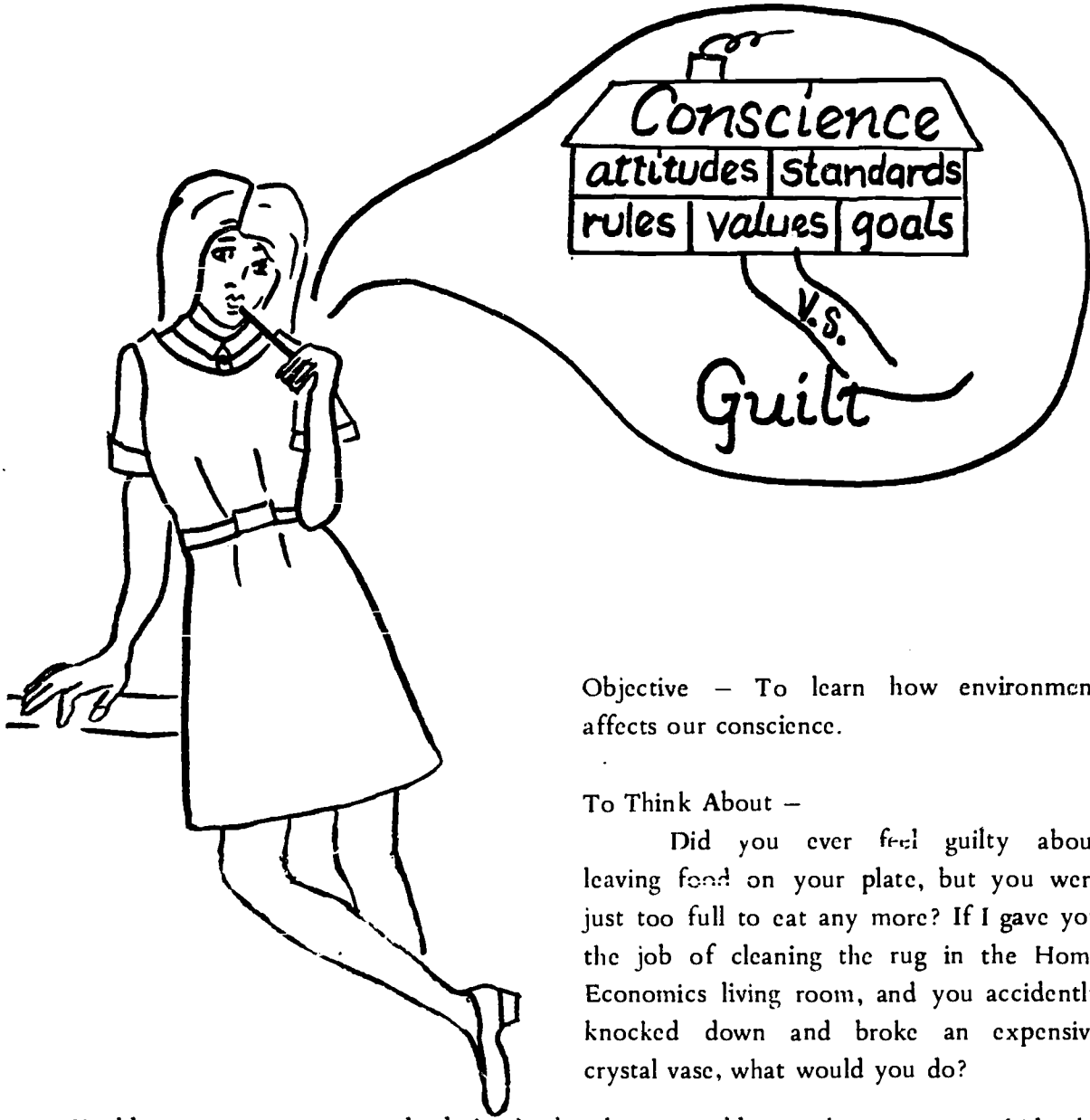

Objective – To learn how environment affects our conscience.

To Think About –

Did you ever feel guilty about leaving food on your plate, but you were just too full to eat any more? If I gave you the job of cleaning the rug in the Home Economics living room, and you accidently knocked down and broke an expensive crystal vase, what would you do?

Would you come to me and admit the breakage, would you throw away or hide the broken pieces, or would you blame it on someone else when I finally approached you? We all have a conscience and we all feel guilt. Some people feel this more than others. Why?

Information –

Closely related to socialization is the development of a conscience and guilt feelings. Your conscience is formed by the values and standards your parents teach you and those you observe them following. But besides the home, conscience comes from your involvement with your church, relatives, friends, and school. The conscience is further developed (or retarded) through your relationships with others.

What is a conscience? A conscience is a storehouse of attitudes, telling you what you believe (have learned) is right and wrong. A conscience is being responsible to *something inside* rather than to *someone outside*.

Guilt develops when you do something that is wrong by your values, standards, or conscience.

In some cases the conscience does not develop, due to confusion in the child's mind. His parents might tell him to do one thing and yet they turn around and do the opposite. This is called not practicing what you preach. If a parent isn't consistent in teaching values to a child, or if the mother and father waver or disagree on such matters, the conscience will develop more slowly, and the child's values will be weaker.

Severe punishment also affects the personality by acting like a boomerang. Many times a child who has suffered unfair discipline has reverted back to the bad traits he is being punished for. Mothers who punish their children severely for toilet accidents end up with children who are chronic bed-wetters. Mothers who punish dependency to get rid of it have more dependent children than mothers who did not punish. Mothers who punish aggressive behavior severely have more aggressive children than mothers who punish lightly. Harsh physical punishment is associated with high childhood aggressiveness and with the development of feeding problems.

To Do and Discuss –

1. When the young George Washington admitted to his father that indeed he *had* cut down the cherry tree with his little hatchet, what was he demonstrating? How did he get that way?

2. How many children today do you think would make a similar admission?

3. What kind of conscience will a person develop whose parents permit him to do anything he pleases?

4. Shoplifting is very common today, particularly by teenagers. How do you account for this? Do the shoplifters feel guilty or don't they?

5. "I'm working my fingers to the bone for you, and what do I get?" Some mothers and fathers say and do things that make their children feel guilty, even long after they marry and leave home. Is this a good thing? Are there ways of getting children to cooperate without producing lasting feelings of guilt?

Objective -- To recognize the physical differences between male and female.

To Think About –

We all are aware that there are differences in body structure between the male and the female. This has been known to you since early childhood, since you have been male or female for a long time. Development of reproductive organs occurs at *puberty* (11–15 years old), and the child's body takes the form of an adult's. Why, if both sexes in childhood wear identical hooded snowsuits, is it difficult to tell the boys from the girls? Would you have a similar difficulty when they are 16?

Information –

Again we have to go back to puberty and explain that during this time sex hormones are being produced at a great rate, whereas in childhood there is a very low production of sex hormones. It is interesting to note that today's young people are reaching puberty at a much earlier age than a hundred years ago. For example, the average age of the onset of menstruation in girls dropped from 16 or 17 in 1860 to 12 or 13 in 1960. It is believed that the improved foods available today have an effect in speeding up the development of the body.

Primary sex characteristics are the most obvious – the changes in the body structure. Secondary sex characteristics also develop at this time: deepening voice, growth of facial and body hair, and increased activity of sweat and oil glands. Both primary and secondary sex characteristics are the same in all people regardless of color or nationality. Sexual development is *dormant* until puberty.

Studies show us that, when comparing males with females, the female body develops faster and matures (reaches puberty) first. From before birth to maturity, and through the entire growth period, girls run well ahead of boys. At birth the female is physically more mature (although not necessarily in height and weight) by a matter of weeks: at 7 or 8 years they lead by months, and by *adolescence*, girls are ahead by 2 years.

Both sexes experience a growth spurt, but in girls it generally takes place two years earlier (11 years – 13 years). Girls may go ahead in growth, but boys usually experience the greatest growth later, developing larger bodies, heavier and taller, and with greater breathing capacity. The death rate is also higher in boy babies, and they are not as resistant to diseases as girls. They are also prone to baldness and color blindness. These qualities apparently are carried by genes which are linked to the gene that determines maleness.

To Do and Discuss –

1. Let's discuss how a lack or imbalance of sex hormones in the body could affect a boy. How could this affect a girl?

2. Define "puberty" and explain the changes that occur to the male and female at this time.

3. Some boys are very worried because at 15 they are still short and beardless. Some girls worry because all their friends have started to menstruate but they haven't. What advice would you give these people?

ERIC

Chapter 5 – Cultural and Behavioral Differences Between Males and Females

a. What Is Masculine? What Is Feminine?

Objective – To be able to understand what is meant by the words "masculine and "feminine" in our culture?

To Think About –

Would a boy of 16 or a man of 25 be able to cry in public if he were sad? Greek and Italian men often cry if they are happy or sad. No one thinks twice about it in their culture. They are able to release tension in a normal way. But in this country little boys are taught from their earliest years that tears are "unmanly" or not "masculine." Girls, however, are expected to show their emotions openly.

Information –

Crying or not crying is just one of the ways we are taught to recognize our sex roles in the culture in which we are brought up. A child begins to recognize what is expected of him as a boy or a girl around the age of 2 or 3. This is not entirely a matter of different physical activities. There are very different cultural expectations for the boy and for the girl.

In the United States, sex can be distinguished early with color – pink is for girls, blue is for boys. Haircuts are another sign. Boys and girls are given different kinds of toys to play with.

Most important is the way adults treat small children. A little girl can fall down and cut her knee and her father will pick up the sobbing little girl, cuddle her, and kiss the knee to "make it better." Let a similar accident happen to a little boy and his father will say: "Be a little man! Boys and men don't cry!"

This begins the long series of clues which guide each of us to male or female adulthood.

To Do and Discuss –

1. Let's discuss some of the many ways parents instill the male or female role in their children. Make two columns, "Male" and "Female", and list as many examples as possible.

MALE	FEMALE
(Example) A father buys his son a gun and takes him hunting at the age of 13.	(Example) A mother and her daughter have a cake-baking session together.

2. An example of the difference in our expectations of male as against female behavior is the so-called *double standard* in the moral code of our society. "Double standard" means virginity for unmarried girls and sexual permissiveness for unmarried men. In recent years there has been a lot of reaction from women against this.

   a. How does the double standard affect your life?

   b. What is your own reaction to this standard?

   c. How have women today demonstrated their feelings about the double standard?

3. How do you react to this statement in a *Time* article (March 1972): Men Vs. Women: Equal - But Different?
   "Women Liberationists believe that differences between men and women (other than physical appearance) are a result of conditioning by society."
   (Before you give your reaction, look up the word "condition" in a good dictionary, select the definition that applies here, and discuss its meaning.

Objective - To understand why males and females behave differently.

To Think About -

What does this mean to you? Little girls are made of "sugar and spice and everything nice," but boys are made of "snips and snails and puppy dog tails." This nursery-rhyme description is scarcely scientific or physically accurate, but it still reflects some old and lasting beliefs. Little girls are well-behaved, sweet, and loving, while boys are unpleasant, untidy, and not as controllable. Is this always true? What people consider masculine and feminine behavior varies from culture to culture. The behavior characteristics of a female or male is learned, not inherited. Never has there been a single, normal (typical) role for women. For example, in ancient Crete, an island in the Mediterranean, women were bullfighters, and in Israel today, women are soldiers.
There have always been some women who fought in wars and men who would not.

Information -

Let's look at the list of words on the next page. These are words commonly used to describe masculine or feminine personality traits.

Place each word in the appropriate column, either male or female.

	MALE	FEMALE
sympathetic		
emotional		
gentle		
touchy		
aggressive		
flexible		
gracious		
domestic		
achieving		
intelligent		
mechanically inclined		
fearless		
independent		
healthy		

Exchange the assignment with another student. How does your list compare with his? Can we generalize on masculine and feminine behavior? Why? Give examples based on your experience with people.

In several experiments with young children, it was found that baby boys are more bouncing, restless, and active than girls. As toddlers they are more aggressive and play harder than their sisters. Girls tend to be more quiet and are better in working with their hands. These studies show that there is apparently a real difference in the inborn natures of most boys and girls. What society has done, however, is exaggerate the differences.

In a study of today's cultures in Africa, India, Mexico, Okinawa, New England, and the Philippines, boys in all these cultures placed higher values on aggression, competition, and dominance, while girls valued care of dolls, etc., stability, and order. It is found that these traits are carried over into adulthood. Females showed greater interest in domestic affairs, in beauty, and they preferred jobs involving helping others, particularly the young or distressed. Adult males had interests in adventure, outdoor and strenuous activities, in machinery, tools, science, nature, and inventions.

In the above study of six cultures, emotional differences between men and women showed men to have greater self-assertion, aggressiveness, and more fearlessness, whereas women expressed themselves as more compassionate and sympathetic, timid, and harder to please – more emotional in general. Notice the resemblance between the studies on children and adults. What does this mean to you?

To Do and Discuss –

1. In every culture the following statements apply to men more than to women. Why do you think this is so?
   a. Engage in sex behavior earlier.

   b. Are more responsive to books and stories associated with sex.

   c. Alcoholism is more prevalent.

   d. Drug addiction is more common.

   e. The suicide rate is higher.

   f. In every nation, they commit more crimes.

2. Recent evidence shows women making impressive "gains" in every area mentioned above! What could be the reason for this?

3. Does our society have the same attitude toward a boy who prefers books or music to sports as toward a girl who prefers sports to books? What are some possible emotional effects of society's expectations upon those children whose inborn natures (heredity) make them different from the "typical" boy or girl?

ERIC

Objective – To appreciate that the word "beauty" has different meanings in different cultures.

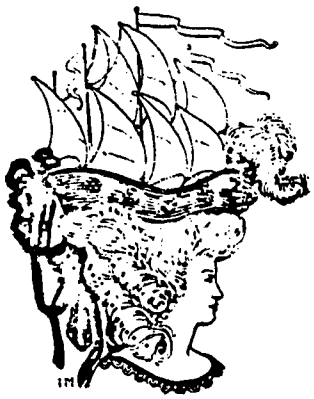

To Think About – Everywhere, women try to attract men, whether that means wearing a bone in her nose or a bow in her hair. What is "beauty"? A woman strives to be feminine, desirable, and beautiful according to her culture. Being beautiful is a matter of tradition and fashion.

Do you think that the women of medival history were beautiful? (See picture above.) They shaved their foreheads and eyebrows and entwined braided hair around animal horns or crowns.

The French women of wealth in the 1700's wore exaggerated hairdo's and dresses. (See pictures above and right.) Fashion may change every 5 to 10 years, leaving the image of bobby socks and saddle shoes. or long, flared skirts as strange, unfeminine, and ugly!

Information –

Beauty is what is considered attractive during your lifetime. Today in the United States a beautiful young woman might be a thin, tall female with long, straight hair, wearing faded and ragged pants and a military coat that is several sizes too big! That is an image of youthful beauty in the early 1970's. Every decade has its image of beauty.

In every culture beauty is important to women. In some times and cultures, men also like to adorn themselves with ornaments, bright colors, tatoos, etc. Our own culture, having passed through the dull blue, brown, and charcoal attire for men, is currently (1973) heading in that direction once again. How long it will last remains to be seen.

To Do and Discuss –

Your teacher will show you some pictures of other cultures where various techniques are used to achieve "beauty" in the eyes of the particular culture. After observing the set of pictures, let's discuss:

1. What are some of the methods used to achieve "beauty"?
2. What pictures show men also involved in ornamentation of their body?
3. Exaggerations of the body can be seen with what types of fashion?
4. Choose one picture and tell why you feel this shows beauty.

Objective – To recognize who you are and in what direction you are headed.

To Think About –

The age of adolescence is that very hard period in life (12–15 years) when everything seems to go wrong. Every situation seems to turn into a catastrophe. There are grown adults who are also "hung up" in this stage of life, still questioning who they are and what they want out of life.

Information –

Today we find many young people who move away from their homes, families, and schools to new communal groups where they are trying out various new life styles. Here are some comments from the members of a commune:

Bruce– "All my father ever talked about was his job. That job was his life, but the only interest he had in it was monetary; he didn't enjoy himself. As soon as I realized that you didn't need a lot of money to live, I decided to leave. I didn't want to stay tied down to a job."

Susie– "A lot of people have decided that the best thing in the world is to be happy with themselves."

Jack– "We lost the connection with the land in the cities. We were not a part of anything. We had no roots."

Jim– "We want to go back to the ways of our fathers."

To Do and Discuss –

1. Do you feel these young adults represent a basic revolt against the life styles of most Americans?

2. What factors do you feel might have influenced their flight?

3. In general, from your experiences with other students, friends, and older adults, do you think most young people have conflicts with the older generation?

4. What are some of the sensitive areas of disagreement with the older generation?

5. How do most adolescents resolve their conflicts with adults?

6. There are cases where adults are still searching for their identity. E.B. White, 70 years old, and a writer, stated. "I am bothered chiefly by my little fears that are the same as they were almost 70 years ago. I was born scared and I am still scared. This has sometimes tested my courage almost beyond endurance. Old age is a special problem for me because I've never been able to shed the mental image of myself as a lad of about 19."

   At 70, this famous author was still searching for answers to questions "Who am I?" and "How can I meet life's problems?"

   How would you respond to the following statements:

   a. "Mr. E.B. White is a mature man of 70, who has fears that he feels he should have conquered long ago."

   b. "Mr. White is an immature man who thinks he is only 19 years old."

   c. "Mr. White, an accomplished writer, who, in trying to find himself, has written novels, stories, and essays."

ERIC

Objective – To understand some of our emotional needs and reactions.

To Think About –

How confusing to be told you are old enough to take out the garbage, make your bed, iron your own clothes, but you are not old enough to ride the bicycle on the street, or to select and buy your own clothes, or go to the movies with a date. These are some of the problems that are encountered by children growing up.

Information –

Reaching young adulthood, the body is changing, your emotions change, and you just aren't sure about yourself. There is a big surge for breaking away, becoming independent of your parents. You must realize that this stage you go through occurs not only to you but to everyone. Indeed it has occurred to every other generation. There has always been a "generation gap" between adults and young adults.

Being able to understand ourselves and our actions helps us to develop a healthy personality and a maturity. We all have fundamental needs.

(1) We want to feel that we are liked and valued by others.
(2) We need the satisfaction of knowing that in at least one activity or part of life we are successful.
(3) We all have a gregarious (sociable) side to our nature. We need the companionship of others.
(4) We all need new experiences or adventures, if we are to keep growing.

We each have our own personality, and all people are different. Often parents will compare you to older brothers and sisters who have had accomplishments in some phase of life. This can be very harmful to the adolescent. He will develop hostilities against these brothers or sisters and revolt against whatever condition the parents are trying to improve.

We all have different moods. Some days we have particularly "good" days or "bad" days, and we cannot figure out why we feel as we do. Moods can be due to physical causes, lost sleep, or missing meals. Girls sometimes feel depressed at the time of their menstrual period each month. The reverse is true also. Our physical well-being is affected by our emotional behavior. If we allow ourselves to become discouraged over trifles, if we fly into a rage or give way to crying spells when things displease us, we may begin to have physical symptoms such as loss of appetite, indigestion, and sleeplessness.

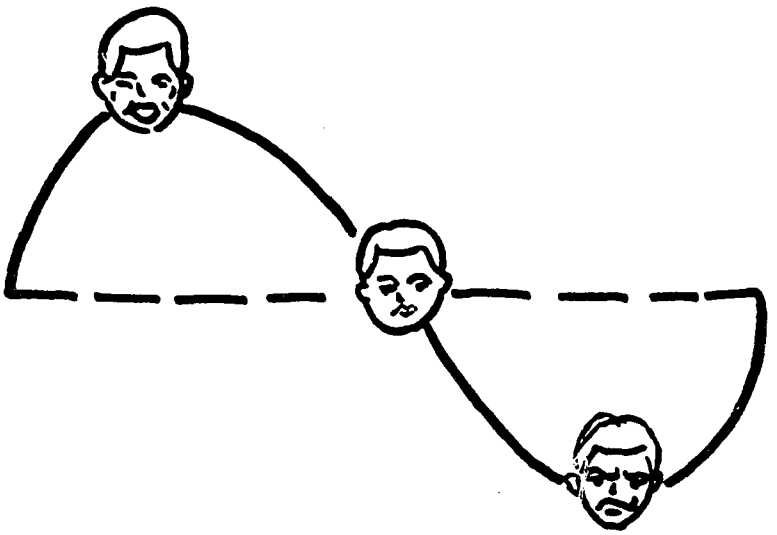

We all have our ups and down, but as we become mature we learn to cope with our moods.

Do you know of anyone who cannot cope with his or her moods? Describe that person.

To Do and Discuss –

1. The class will make a list on the blackboard of things you do when you have a bad day or need to get rid of unpleasant feelings. (Three examples are given. List at least 25.)

1.	Become quiet and moody	14.	
2.	Get sarcastic	15.	
3.	Smoke	16.	
4.		17.	
5.		18.	
6.		19.	
7.		20.	
8.		21.	
9.		22.	
10.		23.	
11.		24.	
12.		25.	
13.			

a. Which of these do you find yourself using?

b. Which of these are desirable ways of expressing your feelings? (Make a check mark by the number)

c. Which of these are undesirable, and why?

2. What is likely to happen to young people who feel that they are not liked by others?

3. What is likely to happen to young people who feel that they are failures in everything?

4. Are we really all gregarious by nature, as this chapter says? What about the girl or boy who, day after day, curls up with a book or with daydreams?

ERIC

What "Roles" do you Play?

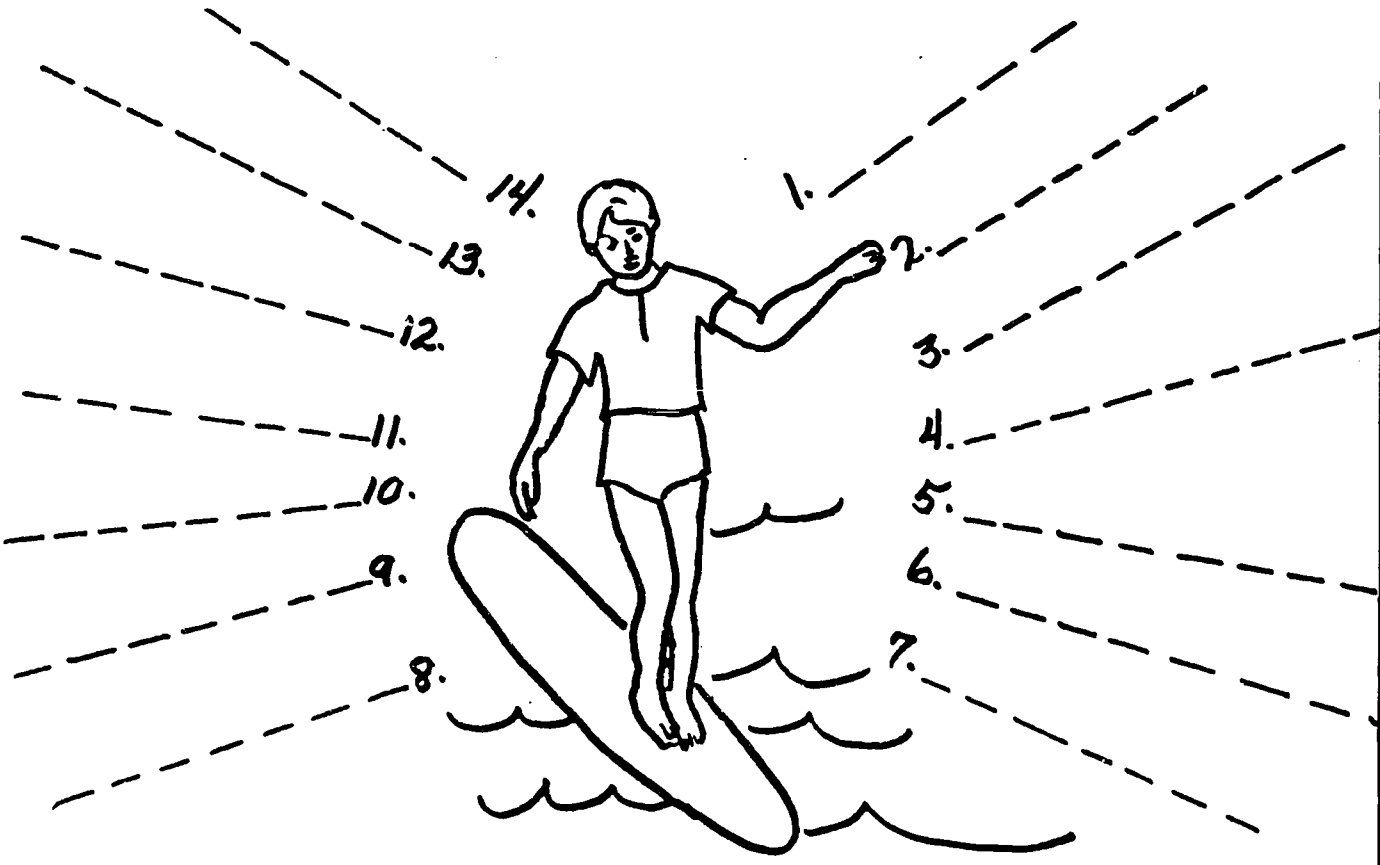

Objective – To understand what roles are and why they are necessary in life.

To Think About –

One of the first *roles* we learn to play is that of a little girl or boy. After this we begin to develop other roles. A role is an expected way of behaving in a particular setting. We each have a picture of ourselves as we think others see us. We transmit this by our actions and appearance. Life itself gives us many different roles to play.

Information –

We all play roles depending on our status in the family or group. You may be a son or daughter, a sister or brother, or niece or nephew, grandson or granddaughter. Your actions will vary with these relationships. If your brother drops a glass on the floor and breaks, it, you may tease him or laugh at him. How would you act if your grandmother dropped the glass?

In trying to find out who you are you may have actually "tried out" many roles. One day you may act worldly and sophisticated; another day, shy and retiring. You may have attempted to be the life of the party, the onlooker, snobbish and conceited, or domineering and boastful. Maybe you have tried out different expressions and poses in front of a mirror, or changed your hairdo and makeup.

Most of us are a combination of many "selves," depending on the situation and the relationship. That we are all actors and that life is a stage where we preform, was once stated several hundred years ago by William Shakespeare. As we grow older we play more roles, because we gain additional responsibilities.

To Do and Discuss –

1. Make a list of the roles you play.

2. Have you or any of your friends ever experimented with role-playing? Give situations.

3. Did the change of role cause embarrassment or rejection?

4. Comment on this statement: "A woman's role is to be wife, mother, and homemaker."

5. How does your behavior as a son or daughter differ from your behavior as a friend to your friends?

6. Many a mother who "tears her hair out" over her child's manners is amazed to learn that his manners are excellent when he has dinner at his friend's house. How do you explain this?

7. You've seen movies or skits showing the Big Business Man giving orders to all those around him, and then going home to be "walked all over" by his wife. Do you know of any actual cases that are similar to this?

ERIC

Objective – To understand that the roles you play must be part of a single *integrated* personality.

To Think About –

Have you ever heard about cases of "multiple personality"? These are people who cannot "find themselves," that is, cannot accept the various roles which they had to play. The most famous case of this, besides the fictional Dr. Jekyll and Mr. Hyde, was reported in recent years by two Georgia psychiatrists. The case study was called "The Three Faces of Eve".

Information –

We shall read the following case study of Mrs. Eve White and then discuss the various roles Eve was playing.

"Mrs. White was in her twenties, suffering from terrible headaches, which had no apparent physical cause. Soon the doctors discovered that they were dealing with three different women in the same body. Besides Eve White, a prim, well-behaved, earnest young mother and unhappy wife, there was Eve Black, a devil-may-care, vulgar girl who wore flashy clothes, like to go to bars alone, and played practical jokes. Eve Black despised Eve White's husband and did not feel like a mother to their little daughter.

"The third personality in this single body was Jane, a thoughtful, intelligent person who seemed more mature than the other two but, unlike the others, could not remember any childhood and thus felt quite incomplete. The two Eves and Jane "came out" of the one body at different times, and each behaved in her own distinct fashion. The personalities were so different that even the body they inhabited looked quite different, depending on which of the three was in possession at the time.

"Eve White, Eve Black, and Jane visited the doctors over a long period of time. All three were tested, counseled, and encouraged to discuss their thoughts, problems, and memories. Even hypnosis was used to try to unearth the childhood events which might have caused this unusual emotional disorder. Eventually, during a consultation, all three, in turn, remembered the details of an especially distressing childhood incident. As a very young child, Eve had been forced to touch her dead grandmother's face.

"This upsetting recollection had a remarkable consequence. The patient sitting in the chair in the doctor's office screamed agonizingly. When she recovered, a new integrated personality had taken the place of the three who had previously occupied this body. This young woman, whom the doctors called Evelyn, was eventually able to achieve a stable, reasonably happy life. Finally, she had been able to confront her own past – to 'know herself'."

The doctors who studied Eve's strange case speculate that a whole series of childhood events and difficulties were probably responsible for the illness of their multiple patient. They also imply that she may have been only an exceptionally aggravated example of everyone's struggle to achieve an integrated personality and to be a person who can deal with life in a mature way.

To Do and Discuss –

1. What are some of the roles Eve White was playing?

2. Let's role-play how you would act in front of

   a. Parents
   b. Siblings (brothers and sisters)
   c. Peers (your equals – friends of your own age and group)
   d. Boyfriend or girlfriend
   e. Teacher
   f. Principal

3. What is an integrated personality?

Objective – To recognize the existence and importance of values, goals, and standards.

To Think About –

We all have preferences when it comes to spending our money or using our time. One individual may want to cut grass and put the earnings in the bank, while another individual may sleep all day. We each have our own *values*. Values are things that are important to you – the rules, beliefs, and ideals you choose to live by.

Information –

Your goals, whether you recognize them or not, will have a great deal to do with how you eventually shape your life. Some people do not care about such aims; they just go through the motions of living. Nevertheless, consciously or unconsciously, everybody makes choices all the time, and the most crucial of those choices are often made in the early years of adulthood.

All individuals seek some kind of goal for their lives, even though they may not use the term "goal." One individual may want to be a school teacher, another a plumber, or go into military service. Others may have more vague goals – to make a lot of money, to have a lot of good times, etc. Some young adults have not set any kinds of goals for the future.

Guiding these decisions, again often unconsciously, are an individual's moral standards. The term may sound old fashioned, but whatever the label, everybody lives by some kind of unwritten rules.

Sociologists and anthropologists have found that every known human society has such standards of "the right thing to do" on all occasions. Moral standards apply to every human activity from business to sex, politics to drinking, and especially to relationships with other people. Hopefully in your home, you have been taught high standards and values. Sometimes you may feel like revolting, but then you may have to live with a gnawing uneasiness if you violate the rules that you absorbed while growing up.

It is possible you come from a home where high standards are not taught, or parents do the opposite of what they teach, or they themselves just don't know right from wrong. In this case the burden of finding useful values and standards rests squarely on *you*. Look for adults you admire and let them serve as your models.

To Do and Discuss –

1. Can you accept your parents' standards? Why?

2. Would you like to modify (change) them? How?

3. Are you in such open revolt against your homelife that you would like to move away?

4. Some people seem to live only "for today." Other people seem to live only "for tomorrow." How do you account for this tremendous difference in values?

5. Where do you think you personally fit into the today-tomorrow range?

6. Some people choose their friends from only certain groups – the "leaders" in school; the ones from "the best" homes; the ones from only old-line families; the ones of the "right" religion. Others look only for people coming from homes like their own. How do you feel about this?

7. How important is it to have goals for your life?

8. Can you list some of your own values, goals, and standards?

Objective – To understand and to be able to distinguish between the four forms of behavior.

To Think About –

- If a stove is hot, you pull back your hand instantly.
- A baby sucks at the mother's nipple, then draws back at the sound of a loud noise.
- Upon hearing of the death of a loved one, a woman starts to cry.
- A young man devises a better way of making the frame to which his hi-fi is attached.

These are examples of the four types of human behavior: (1) involuntary, (2) instinctive, (3) emotional, (4) intelligent. Everything you do falls into one or more of these categories.

Information –

Involuntary behavior is an uncontrollable reaction to a situation. The nerves flash a signal to the spinal cord, and we shiver, our teeth chatter, we blink, we perspire, draw back from a stove, etc. All these reactions to heat, light, temperature, and danger are built into our bodies from birth.

Purely *instinctive behavior* is probably the almost nonexistent in adult human beings, although it is all-important in the way animals behave. The swallows return to Capistrano every year. Wrens build their nests differently from woodpeckers, and each species of birds builds its nest the same from generation to generation. In the newborn baby, the only two instinctive behaviors are evident – sucking and a fear-reaction. Studies show that babies react to loud noises instinctively – the "startle" reaction is a natural fear. But most fears are learned emotions derived from experience. Instinctive reactions – such as

self-preservation – govern our actions until we develop enough so that higher forms of activity replace them. For example, the motion of love may overcome a person's instinct for self-preservation, and he may attempt to rescue someone at a danger to his own life.

Emotional behavior is important in our activities. A person would scarcely be human without emotions. Scientists feel that love, most kinds of fear, and anger are the three basic human emotions. Each emotion by itself or in combination can raise us to great heights of accomplishment, or destroy us. Certain emotions can give us intense pleasure: other emotions can result in pain or even illness. What if a person worries constantly? The result could be ulcers.

A baby who is startled or shows a smile to his observers is reacting with instinctive behavior. These are the only two emotional behaviors which are not learned. We are all born with the *capacity* to feel emotion, but our environment produces the specific feelings that people have about life situations and experiences.

Intelligent behavior is the way we act in order to satisfy our needs and control our emotions, depending on the demands of our environment. Man is the most intelligent of all living things. His brain enables him to adjust his way of living to the Arctic or to the jungles of the Amazon. He can change his behavior in time of war, famine, or other tragedy. He can solve problems and invent new ways of coping with new problems, and if he fails he can begin over.

A child learns to get along whether in a slum area, a fatherless home, surrounded by maids, or smothered by the love of a widowed mother. Intelligent behavior is entirely learned. We learn from our own experiences, but also from the experiences of others. This is why schooling is so important. Unlike your pet cat, who is no better informed than his ancestors, your schooling has given you much information about the world.

To Do and Discuss –

1. Using the library's references, search out answers to these questions:
   a. What type of environment existed in prehistoric times?
   b. Why did the cave man survive in a period of time when animals were larger than he and there were dangers all around him?
   c. Give examples of intelligent behavior which prehistoric man developed to cope with his environment.

2. Name and explain the four types of behavior.

3. Classify the following behaviors according to which type of behavior they are (predominantly).
   a. Doing your homework
   b. Swimming

c. Grabbing for something when you feel yourself falling
d. Punching someone who has just insulted you
e. Ducking to avoid something coming at your head
f. Choosing a sandwich in a cafeteria
g. Bursting into tears when you are humiliated
h. Walking faster when it starts to rain
i. Cheering for your team at a game
j. Running if you feel that someone is following you
k. Laughing when you hear a good joke
l. Putting your foot down when your bike falls to one side
m. Braking your car or bike when a child darts in front of you
n. Singing
o. Blushing

ERIC

Objective -- To understand the three main types of human emotions.

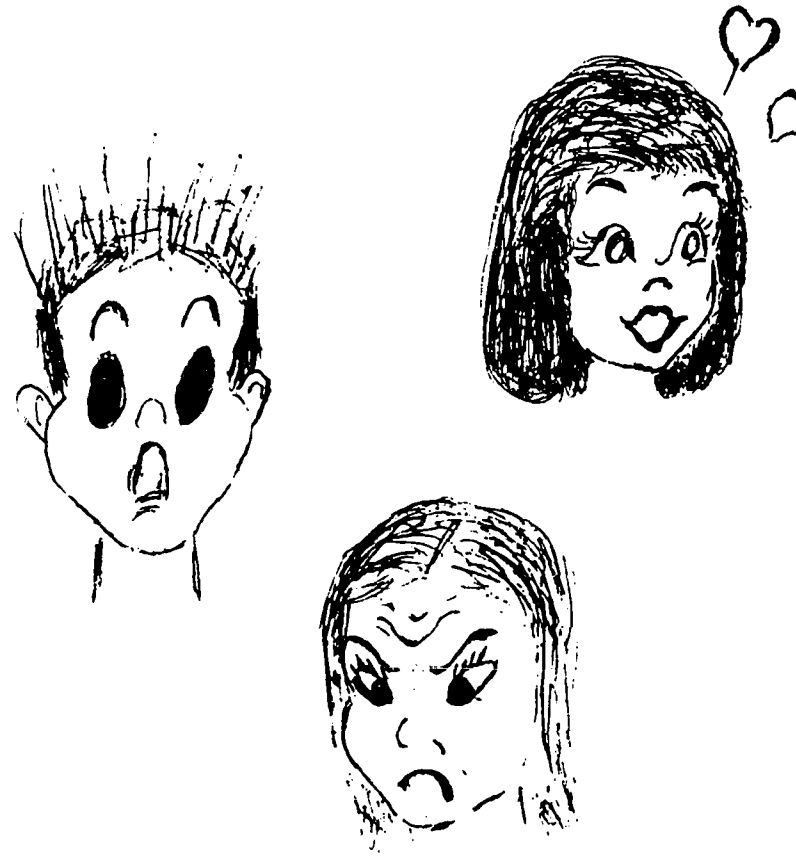

To Think About

If you watch the news on television in the evenings, you will probably notice many kinds of emotions being demonstrated. For instance, the types of emotions shown at a political convention could range from excitement and joy through boredom, to disappointment, anger, and sadness. Student riots, natural or man-made disasters, hijackings, presidential trips, and any other news events stimulate emotions in the persons involved and also in the news reporters. Emotions can be observed by watching faces and listening to voices; body movements also show human emotions.

Information –

There are three main categories of emotions -- fear, love, and anger. There are many more lesser emotions, but we shall examine the three dominant ones.

Love is an emotion we all feel and need to receive. People "love" all kinds of things or people, from ice cream to baseball, from mother to a pet cat, from wife or husband to a TV personality. There are three kinds of human love: self-love, shared or give-and-take love, and romantic love. In addition, people have warm feelings of attachment to certain things or concepts, which we also call love – love of baseball, of reading, of the sea, of music, etc.

Self-love is what infants and young children feel. Later on, as a person grows older, self-love develops into self-respect and self-confidence. This change is essential. If it fails to happen, the adult may become conceited and selfish. On the other hand, if his self-love is not permitted to flourish, he may be full of self doubt, insecurity or shyness.

Give-and-take love or *shared* love begins in early childhood. This is the emotion most children feel about their mothers and fathers. Later they will feel this way about their brothers, sisters, and friends.

Romantic love with the opposite sex usually develops during adolescence. Early romantic love is usually short-lived, although it is sincere and deeply felt at the time. Some people mistake it for adult love, which is something much different. *Adult love* is a combination of all three basic kinds of love and comes only to fully mature individuals. *Jealousy* is often mistaken as a form of love, but is really a combination of anger, fear and love. Jealousy might be restated thus: "I am *angry* because I *fear* my *love* is being taken from me by someone else.

Fear is another human emotion that can be broken into three categories: natural fears, instilled fears, and obsessions and compulsions.

Natural fear protects us from danger. Its purpose is not only self-preservation, but also to preserve the human species. We respond instantly to danger, especially if our children are involved. Women have a natural instinct to be more protective of their children than men. Why do fireman or rescue-squad volunteers run into burning buildings to rescue complete strangers? Without this instinct for self- or species preservation, few of us would be here today.

Instilled fears are those fears you learn from parents and people around you. How many of you as children were told about the "bogyman"? Fears of animals, strangers, other nationalities, races, are all learned. There are emotions of fear inside us which are usually the result of experiences in childhood. It may be a previous car accident which causes us to be frightened when riding in cars, or it could be a fear of sex, fear of loss of money, or fear of relating with people.

Obsessions and *compulsions* are irrational desires to do or say something. Constant hand washing is a common one in some adults. Children have compulsions, too. They may avoid stepping on cracks in a sidewalk because of the old saying, "Step on a crack, you break your mother's back."

The third type of human emotion is *anger*. Unfortunately, "raw" anger, unchecked by the intellect, usually produces a negative result. Think about the times you have been angry and said things you wished you hadn't, or had physically destroyed or harmed something or someone in anger. Was it worth it? Better to try to exercise some control over it.

Anger often comes from *frustration*. If we cannot do something, or if someone does not agree with us, we become frustrated. This leads to rebellion, but revolt is usually fruitless when unreasoning anger directs it. Lashing out, either verbally or physically, not only accomplishes nothing but does more harm than good. Psychologists point out that well-directed anger *linked to reason* is useful for working out the situation which caused anger in the first place. *Constructive* anger has motivated tremendous human accomplishment.

1. What are the observable signs of these types of emotions: fear, love, and anger?

2. List several other emotions we all feel and express.

3. Why do you think many people try to suppress their emotions? Explain.

4. Have you observed differences in the ways that men and women show their emotions? Explain.

5. Give examples to illustrate this statement: "Emotions can raise us to great heights of accomplishment or destroy us."

6. Make a collection of pictures from magazines, newspapers, etc. to show the various types of emotions.

7. Each student will receive a piece of paper with an emotion written on it. He will now role-play the emotion, trying to have the class identify it.

8. How can fears help a person? How can they harm him?

9. Give some examples of the constructive use of anger.

10. What are some ways that adult love differs from romantic love?

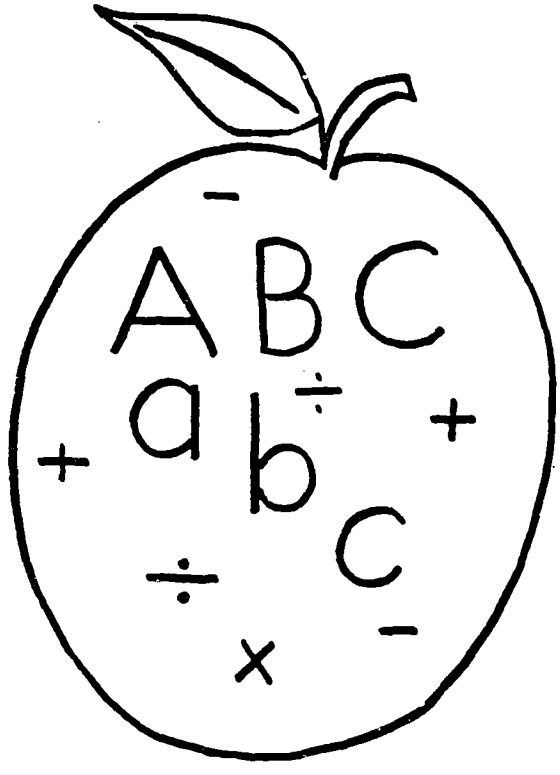

How do you learn?

Objective – To recognize the different ways learning occurs.

To Think About –

Why is it possible for you to speak the language called "English," yet natives of other countries must study the language for years until they are able to speak it fluently? How we learn is based on our environment and also on our heredity.

Information –

Heredity plays the greatest part in determining our intelligence, or how well and how easily we will learn. Babies and very young children (as well as animals), however, learn in large part by *conditioning*.

A hungry infant cries, and his mother feeds him, changes him, or comforts him. This is repeated again and again. The mother replaces the pain of hunger or the wet diaper, or the bellyache with comfort or the pleasure of sucking warm milk. Soon the infant smiles whenever it sees its mother. It has been conditioned to expect pleasure from mother.

The mother is now associated in the infant's mind with warm milk and other comforts. In a sense, then, the infant has learned its first lesson: mother equals comfort, therefore I love mother.

Learning to talk is also largely a matter of conditioning, as particular words become associated with particular objects..*

"Trial and error" is a form of conditioning. When a particular action produces a reward – whatever you are trying to accomplish – this becomes the "right" way to solve a problem. The more intelligent the person, the more quickly he will learn to repeat the right action. Just as a dog learns to unlatch a screen door by hitting the door with his paw, children's basic learning begins by the use of this method.

We also learn by *rote* or *repeating* what we want to learn. This type of learning is only done by humans. You learned your alphabet by repetition, your multiplication tables by repetition, you learned to spell, and at some time you probably had to memorize a part in a play. Today you are still learning by this method.

The highest form of intelligence is "creative thinking." This requires not only the storage of learned facts in your mind and the ability to recall them, but also the ability to compare and analyze the facts. For instance, you might know all the parts of a car and the theory of how it operates, but it takes creative thinking to fix it when it breaks down. You might understand facts about electricity and what a battery is, but without creative thinking you can't make a light bulb light when you have all the equipment in front of you.

*When the baby "hits on" an understandable sound for the object he wants, he is rewarded by receiving the object, or even by just the adult's approval. Soon he has "learned" the word, and no longer needs to rely on the reward.

Being able to think and reason with the knowledge you possess and being able to arrange old facts into new and original patterns is the key to man's unique ability to survive on this earth. He started out in a dangerous environment, yet he figured out ways to outwit animals and nature itself. He invented ways to use fire, make tools, dishes, and weapons. He learned how to get metals from the earth and use them: he invented the wheel: and he developed language, so he could get his thoughts across to others in his tribe. Man's unique ability to use words and symbols and to think is due to a well-developed brain. That brain, aided by the unique human hand, with the opposed thumb making possible the use of tools, has made human civilization as we know it today.

To Do and Discuss --

1. Explain by using concrete examples how a baby might learn:
   a. To get mother to rock him
   b. The word "car"
   c. To put a round peg in a round hole
   d. To count to 3

2. Could you do higher mathematics without learning the multiplication table? What kind of learning would this involve?

3. Human intelligence has given us a lot of inventions. Name some of the more important ones that early man invented in his efforts to cope with his environment.

4. Name some high-technology inventions of the 20th century.

5. Can you name 5 ultra-simple inventions that are extremely important in modern living?

6. Man's technology has also brought about problems. Name some of these.

7. "Man can direct his brain to cope with his environment." What is your reaction to this statement?

8. Is there a different approach to learning about the nature of something, for example, electricity or combustion and learning to type or use a chisel? Explain.

9. Why does one man become a research scientist while another becomes a tractor operator? List some reasons.

10. The simplest form of learning is by rote or memorizing.
    a. A student will come to the board and make up ten 3-letter nonsense words. The class will look at the board for 30 seconds and then try to recall as many words as possible.
    b. Now the teacher will put a list of ten 3-letter vocabulary words on the board. Allowing the same amount of time to memorize (30 seconds) the students now will see how many of these words they can recall.
    c. Evaluate your findings.

Objective – To understand the stages of growth through which all children must pass.

To Think About –

Have you ever seen a newborn baby? Have you ever seen anything more helpless? His movements are jerky and uncoordinated. He has no control over anything. Everything must be done for him. In comparison to most newborn animals, the human infant is extremely helpless.

Information –

Each student in this school has learned to perform certain tasks as he developed. These are called developmental tasks. A developmental task is a task which is presented at or about a certain time in a person's life. Successful achievement of the task leads to happiness and success with later tasks. Failure leads to unhappiness in the person, disapproval by society, and difficulty with later tasks.

In general, the following are some major developmental tasks of the individual in our society.

(1) He must learn to eat solid foods.
(2) He must learn to walk, to run. to manage other physical skills.
(3) He must learn to control the body functions associated with eliminating wastes.
(4) He must learn to talk.
(5) He must develop a self-concept – an image of who he is.
(6) He must learn how to be a social being. "learn the rule," in order to get along with the people around him.
(7) He must learn to be independent, to be able to manage his own life without constant direction from parents, teachers, etc.
(8) He must recognize his sex role, as a boy or girl, man or woman.
(9) He must learn to "live with his body," first as a child, then as a young adult, then in middle age, and finally in old age.

Unless a child succeeds in learning the appropriate developmental tasks at each stage of growth, he does not have a firm foundation on which to build in the next stage. A person can learn some developmental tasks which were skipped earlier, but they are generally harder to learn during a later developmental stage. For example, a child who learns to hold a pencil and scribble before he learns to write will learn to form letters more easily than a child who must learn to hold a pencil at the same time.

A teenager who has never learned to control his temper doesn't need to go through the rest of his life acting like a toddler. But it would have been much easier to learn at an early age than now. These tasks are learned at a different rate in different children.

The family's ability to "accept" the child in whatever stage he has reached will make it easier to help him grow and develop at his own pace. For example, it is useless to expect a child to learn to walk before his leg muscles grow and strengthen. He cannot talk until his throat and mouth muscles are developed. Nor can he be expected to tie shoelaces before he has mastered simple tasks such as building block houses.

Children are helped by encouragement. In working with them, try to make them feel good about their accomplishments. This may be your most important contribution to their physical, mental, and emotional growth.

To Do and Discuss –

1. List the physical stages through which most babies pass before they walk.

2. Do you know a child who has skipped one of the usual stages?

3. Was he able to learn this skill later?

4. Make a chart showing the developmental levels achieved by children before reaching school age. Down the left-hand side of the chart list these three areas of development: Physical – Mental – Social (Emotional). Across the top of the chart label the three columns as follows: Infants – Toddlers – Preschoolers. Fill in the 9 squares with appropriate information. (Use library for reference.)

5. Tell about a child you know (without naming him) who reached a certain developmental stage later than others his age.

   a. Did this create any problems?
   b. Were the problems eventually overcome?
   c. How and why?

6. Do the ideas suggested in this chapter give you any insight into the problems facing the child who enters school "unprepared" – who is from a home where his development has not been encouraged? Discuss.

7. You have heard the saying, "Nothing succeeds like success." What does this mean? Express it in terms of developmental tasks.

8. Is it also true that "Nothing fails like failure"? Explain.

Objective – To understand what a healthy personality is.

To Think About –

Just what is "personality"? When does personality begin?

Most of us are now very conscious of our personalities. We want to be pleasing to the opposite sex and liked by our peer group.

Our personalities start to develop at birth and continue to develop until death. You might define a good personality as having the qualities liked by other people, such as being friendly, pleasant, cheerful, a good sport, considerate, neat in appearance, and with a good sense of humor. These traits are what most individuals strive for in their search for identity. Of course, having a good personality should come natural and not be "put on" or faked.

When we say "healthy personality," however, we mean much, much more than this.

"I think the new boy likes me. He hit me with a snowball and dipped my hair in the paint and everything!"

Information –

A psychologist will describe a *mentally healthy* person as someone who sees the world *as it really is.* He is not one who is always blaming other people or outside conditions for his own troubles and shortcomings.

A person with a healthy attitude toward life accepts himself and others. He has enough self-confidence to try to make necessary changes in himself without feeling hopelessly depressed, either about himself or about other people. He can behave naturally without constantly worrying what others think about him. He has the energy to go about solving personal problems which seem important without overly stressing minor difficulties which he cannot control. He respects himself enough to enjoy being alone at times. He also respects his own values and resists being too much influenced by what other people think or say. He is not bored with life and can enjoy small pleasures or events without always looking for thrills. But he can take great delight in occasional extra-exciting experiences.

A mentally healthy person has at least a few close relationships with other people. At the same time, he respects the rest of the people in the world, regardless of superficial differences like race, religion, or color. He feels a part of the "brotherhood of man" and is interested in helping with problems that affect the whole world.

In all that he does, a mentally healthy person has a sense of humor which enables him to laugh at himself and "with," but not "at," others.

To Do and Discuss –

1. Do you agree with the psychologist's description of a healthy personality in all its aspects? If not, with which aspects do you disagree?

2. Do you think it is possible for a teenager to meet all the "requirements" of this healthy personality, or does this come only with more maturity?

3. How would you define "personality"?

4. Let's role-play the type of person you feel has a good personality.
   Situation: You are in the cafeteria sitting with your friends, and a classmate whom your friends don't particularily like sits down across from you. How would you react?

5. Let's role-play the type of person you feel has a poor personality. Students will give 3-minute skits illustrating some unappealing aspect of personality.

Objective – To understand the stages of personality development.

To Think About:

Now that we know basically what is meant by a healthy personality. we want to know how it develops. Several renowned psychiatrists have worked out theories on how personality develops.

Information –

Let's discuss Erikson's theory that personality begins at birth and ends at death, and that there are eight characteristics of a healthy personality. There are some psychologists who feel that personality is fully developed by 5 or 7 years of age. Erikson's theory says that personality is developed in stages, and if one stage is not developed, then the following stages are weakened or not developed properly. Let's first look at his theory in chart form and discuss what it means.

1 Yr.	Trust Vs. Mistrust							
2-3 Yrs.		Autonomy Vs. Shame & Doubt						
4-5 Yrs.			Initiative Vs. Guilt					
Pre-Adolescent 6-12 Yrs.				Industry Vs. Inferiority				
Early Adolescent 13-15 Yrs.					Identity Vs. Role Diffusion			
Later Adolescent 15-18 Yrs.						Intimacy Vs. Isolation		
Adult 18-25 Yrs.							Generativ-ity Vs. Stagnation	
Later Adult 25+								Ego Integ-rity Vs. Despair

The first stage, at 1 year of age, is "trust vs. basic mistrust." A child of 1 depends on adults for just about everything. If he doesn't get what he needs, he develops a mistrust towards others, which leads to personality problems such as disobedience.

The second stage is "autonomy vs. shame and doubt." ("Autonomy" means doing things without the help of adults.) If a child wants to dress himself, or pour his own milk – let him. If you constantly say no, the child is confused and begins to doubt his ability. He feels incapable and shameful.

The third stage is "initiative vs. guilt." The child becomes interested in doing things for himself, being creative and imaginative. If a parent makes fun of his make-believe dog, or won't let him paint with water colors because it's too messy, the child will develop guilt.

Between 6 and 12 years (pre-adolescense), the child goes through the stage of "industry vs inferiority." The child enjoys group play with the same sex; he likes to make noises when playing cowboy and Indians or with race cars; he enjoys working out his own problems. Adults should not work out these problems for him. Instead, give advice to the child when he needs or asks for it. The child needs to feel "worthy" or capable of accomplishment. If he doesn't, he develops an inferiority complex.

At early adolescence (13–15 years), the child asks, "Who Am I?" He is searching for his identity. He is old enough to do some things in our society, but too young to do other things. He depends on opinions from others, for he is unsure of himself. If this stage is not completed successfully, there is "role diffusion."

The stage in later adolescence (15–18 years) is "intimacy vs. isolation." At this time it is very important to have friends or be a part of a group. It is a stage of shyness, where the young person is forming his own ideas, standards, and beliefs. Parents cannot make him do what he doesn't want to do. If intimacy doesn't develop, then he feels and acts isolated from the group.

Adults (18–25 years) also have to complete stages, for personality is still being formed. "Generativity vs. stagnation" is when the adult reaches a creative level. He may create in terms of (1) family, (2) writing, music, painting, etc., (3) education, (4) job or occupation. A healthy adult must feel he is accomplishing something in his lifetime. If not, he finds that his life stands still or stagnates.

The last stage, later adulthood (25+), is "ego integrity vs. despair." Ego integrity means feeling proud that you as an adult are a worthy person who has something worthwhile. You are reasonably satisfied with your life.

To Do and Discuss –

Discuss the meaning of each stage. Try to think up examples for each.

Objective – To understand eight basic emotional needs of all individuals.

To Think About –

In order to have a healthy personality we not only have to go through stages of life successfully, but we have to satisfy our basic emotional needs. What is an emotional need? We need to eat, sleep, be warm, be safe – but our "inner selves" – our feelings – also have needs.

Information –

Dr. Rath devised this theory, also called the frustration-aggression theory, which deals with our emotional needs. Let's discuss Dr. Rath's theory. According to this, we have eight basic emotional needs.

(1) the need for *belonging*
(2) the need for *achieving*
(3) the need for *economic security*
(4) the need for *freedom from fear*
(5) the need for *love and affection*
(6) the need to be free from intense *feelings of guilt*
(7) the need for *sharing* and *self-respect*
(8) the need for *understanding*

If these needs are not met over a long period of time, the following behaviors may develop:

1. *Aggression* can be shown. It need not always be a bad thing, however. Aggression can result in the following kinds of behavior –
   a. Destructive. Examples would be kicking, fighting, hitting a wall with your hand, etc. People think of this as an uncontrolled temper.
   b. Constructive. Example would be a person who paints and gives vent to his feelings in the art work, or one who works out his feelings wrestling or even in team sports or games like tennis.
   c. Destructive-constructive. Example would be mopping the floor (destroying the dirt), going through a clothes closet to get rid of unwanted garments, mowing grass, chopping wood, etc.
2. *Withdrawal* may be shown if needs are not met. A person might resort to *mental* withdrawal, (such as going to class but not listening or responding to the teacher. Or he might not even go to class, which would be *physical* withdrawal.
3. *Submission* is when you just can't fight it any longer. You submit or become a "yes" person. You have no confidence in yourself whatsoever, and you constantly have to ask others if you are doing things right.

To Do and Discuss –

1. Think of how you or your friends act when they become frustrated. How do you show your aggression?

2. Do you know any student who constantly asks the teacher if he is doing his work correctly? Why does he behave this way?

3. Aggressive behavior is the easiest form of irregular behavior to recognize, while submissive behavior is the hardest. Why is this true?

4. Consider each of the eight emotional needs from the point of view of a person your age whose need is *not* being met.
   a. What are some of the harmful ways in which he may try to meet this need?
   b. What are some constructive ways that could help him?

Objective – To understand that normal growth and development require a striving to be independent.

To Think About –

We all wish for the day when we will be "on our own." What does this mean to you? To someone it might mean reaching the age of 17, when he can get a driver's license; to another it might be 16, the legal age when he may quit high school; to another it might be 18, when he will be a full-fledged adult with the right to vote. Along the way, it might mean the weekend your parents left you in charge of the home while they were out of town. Possibily it might mean travel or a job. Very likely it will mean marriage.

Information –

Before we can understand being *independent*, we must understand the word "dependent." The dictionary defines "dependent" as needing to rely on something or someone for judgments or necessities. During infancy, a baby is totally dependent on his mother for food, love, clean and dry clothes, safety, and in general his total well-being. The drive for independence, or being able to do things for himself, begins at birth, and as a child's nervous system becomes more coordinated, he is able to do more things for himself. He can button buttons, zip zippers, tie his shoes, open and close doors, dress himself, etc. These abilities may be slow in becoming efficient, but by the age of two he refuses adult help and says "No, I do it myself!" This search for independence will gather steam and reach its peak in the teenage years. Questions such as "Why can't I stay out as late as I want?" and "Why shouldn't I do what I want with my own money?" are asked in countless homes each day.

Achieving independence is not easy for either parent or child. The drive for "instant independence" cannot help but set up serious conflicts. The young person must believe in himself and that he is capable of standing alone, yet at the same time he has to decide whether or not he wants to, and, more important, if he is able to.

Questioning your parents' values – those which you have been taught – is all part of this stage of gaining independence. Overreacting to your parents on certain issues is normal if you are to grow emotionally and become an independent adult.

To Do and Discuss –

1. What will the child probably be like if the parents will not permit him to do things for himself when he is small? What sort of teenager do you think he is likely to become?

2. As painful as the "revolt" stage may be, it has to come, and it is best to have it come during the teen years. If this stage is not reached in adolescence, it will come out later in life, at a time when older people may be counting on the understanding and support they need from their adult children.
   a. What type of person would result if the parents made all the decisions for the teenager and paid no attention to his opinions?
   b. Does a person have to complete the stage of revolt from the parents to have a healthy personality? Give reasons for your answer.
   c. Do you know of any situation where an adolescent has not achieved independence?

Objective – To examine some of the hopes and dreams that teenagers have.

To Think About –

Do you ever sit in class day-dreaming about yourself and your future? At 4 years, you might dream of being an astronaut, fireman, or doctor. As we become older we become more realistic – some being more realistic than others. Some dream dreams that can never come true, while others want things that will be within reach. Young people look forward to standing on their own feet. They want ot get away from childish relations with their families and to earn their own living. They begin to think about living in families of their own.

Information –

Here's a play which concerns the dreams of young people and their desire to be independent. We will need volunteers to read the parts.

Scene – Around a campfire. (Have the actors sit in a circle.)

Characters

Laura Zepp – 15 years old
Judi Lamont – 17 years old
Spike Lamont – 15 years old
Don Jackson – 16 years old
Ruth Jackson – 14 years old

Ruth: *(dreamily)* I wonder where we'll all be 10 years from now!

Spike: Oh boy, by then I'll be all grown up and I'll be able to do whatever I please.

Don: *Nobody* can *ever* do whatever he pleases!

Laura: Could be – but I'll do a lot more of what *I* want when I get away from my crummy old home. I can hardly wait.

Judi: Me too. Just one more year under Mom's thumb. Then I'm going to college and have a good time.

Laura: I'm going to be a dress designer and live my own life.

Ruth: Who's going to support you while you are studying designing?

Laura: My dad, of course.

Don: Well, won't they have something to say about what you do, then?

Laura: What Dad doesn't see won't hurt him.

Judi: I'll have to earn part of my way through college, but I'll do it my way.

Don: College is pretty tough, if you can believe what they all say.

Judi: Oh well, being on your own is the main thing.

Spike: You said it! No more studying for me when I'm through the grind at high school – if I ever get through! I'm going into business for myself. Then I won't have to work if I don't want to.

Judi: Dad's in *his* own business, and he never takes any time off at all!

Spike: I'll improve on the old man's methods. How about you, Don? Are you going to keep your nose to the grindstone?

Don: Sure am. I am going to be a mechanic, and a good one. Maybe have my own shop some day.

Laura: What are you going to do, Ruthie?

Ruth: Get married and have six kids.

Laura: Oh. I'm going to get married too, and have lots of children. I'd never have just one child and let her be as lonely as I've been. I envy you Jacksons. You always have such a good time at home.

Ruth: But don't forget, we can't do everything we want at home. If you have a big family, you won't be doing just what *you* please, either. My mother hardly has a minute to call her own.

Judi: Why do you want a big family, Ruth, when you've seen what a commotion a lot of kids can kick up – and how much work it is?

Ruth: I can't imagine living any other way. It just seems right to me.

Laura: *I* have it all planned out. *My* family will live a beautiful, gracious life. In the first place, I'll marry a man with plenty of money. Of course we'll be terribly in love, and we'll never let it fade. He'll have money, and I'll make good money too, as a designer. With a big house and enough help, there will be no need for the kids to fight or get in my way. I'll just love them and play with them. The housekeeper can discipline them and do the messy things like baths and feeding. *(The rest of the group break into snickers and chuckles.)*

Spike: Look out – millionaire Laura's going to make a sucker out of one of you.

Don: Are you going to find him at the dress-design school, Laura?

Laura: Go ahead and laugh! The right man will come along! If you're still my friends in 10 years, I'll take you all for a ride in our yacht.

Judi: Go to it kid. I hope you catch your dream boy. Now me, I'm a realist. I'm not counting on any millionaire. I'm counting on Judi. I'm willing to work hard. I work hard at school now, and it hasn't killed me. I don't know just what I'll do after college, but I'll *be* something.

Don: Are you going to get married?

Judi: I don't think so. I think I'll stay on my own. And I certainly don't want to spend my life taking care of children!

Ruth: I can't imagine anybody not wanting children! What's the point of being a woman?

Judi: Well, what is the point in being a woman? A woman can amount to something with a career and she can have a homelife too, with children, if she wants it. Men always seem to have more fun than women! Mom always has to be working, and Dad just gets waited on.

Don: Men are parents too and have responsibilities. Who do you think feeds the kids? Do you know what kids' shoes cost?

Judi: They don't have to slave at it, like women.

Ruth: Sometimes I think Daddy works harder than Mother. He puts in overtime hours, and he has an extra job on weekends. I think he worries a lot, too. He sure looks tired at night – maybe even more than Mother.

Judi: But men's work is so much more interesting! They don't have to do the same old thing every day – cleaning, cooking, washing dishes – cleaning, cooking, washing dishes – not to mention minding the children. Men get out and see a lot of real people.

Don: How about the guy who stands on the assembly line and tightens bolts all day?

Judi: Not so many do that any more. And anyway, I'm *still* not going to have kids. Are you Don?

Don: I'd like to have a lot.

Spike: I hope your wife agrees with you!

Don: Well, I haven't thought much about getting married yet. It's too far away. I have to be earning a good living before I start worrying about a wife. You girls don't have to think so much about that, but a fellow knows it's up to him to earn a steady income for fifty years or so.

Laura: You can dream, can't you? Now tell us what kind of a girl *you're* going to marry.

Don: All right – she will be sort of medium tall – maybe a bit on the plump side – with dark hair and *sparkling* eyes!

Ruth: Why that's just like Mother!

Don: Well, not exactly. My girl is a lot younger.

Laura: What kind of person is she?

Don: I've never really worked this out before, but I can think up a few things. She believes in me. We laugh together. We like to do lots of the same things. She doesn't expect life to be a bed of roses. And of course she loves children.

Judi: Very pretty. What does my kid brother have to say to all of this?

Spike: This marriage stuff leaves me cold. I'll settle for a different date every night, and they all better be cute chicks and neat dancers!

To Do and Discuss –

1. Is it normal for Laura and Judi to express the urge to get away from home? Why?

2. Why is complete independence impossible? What are some of the ways in which we try to achieve it?

3. Why do teenagers have to struggle against their parents?

4. What are *your* plans for economic independence? Whose plans do your plans come closest to – Laura's, Ruth's, Don's, or Spike's?

5. Make a list of things that make your parents angry at you. Are they reasonable?

6. Make a list of things that make you angry at your parents. How reasonable are they?

Objective — To learn that families are the child's main center of learning.

To Think About —

Why is it that today there is much questioning about the need for the family unit? Do we need to have parents responsible for us until we are 18 or 21 years of age? Why are so many young people leaving their family groups and going to live in communes? Today's families are healthier and better educated than ever before. How do you feel about the importance of the family? Let's see why families are necessary.

Information —

All parents are teachers, and the home is the first schoolhouse. The mother and father are not only the child's first teachers, but they are the most important teachers the child will ever have. This is true in all cultures of the world. Within the family the new generation is loved, cared for, educated, and molded. Values and standards are handed down from parent to child. Certain traits and activities approved in the culture are encouraged and developed. Others, not approved, are discouraged.

At one time in this country the home was the child's only schoolhouse. With the spread of free public education, the home began to share its teaching task with the school. Today churches, youth organizations, exhibits, lectures, movies, television, bookmobiles, and libraries all help the home to round out the child's education.

Because the family shares its teaching job, some people think that the home no longer has a teaching job to do. Many times the parents expect the schools to do the total teaching job. This is impossible. The family is still the first and most important educational force the child ever knows. What he learns at home leaves a lasting and permanent impression on his character and personality.

For example, in his home the child learns about getting along with people. He learns to trust or distrust adults. Unfortunately, in some homes the child learns to fear sharp voices and blows and to cringe at hatred or anger. In other homes the child learns to respond to smiles, soft voices, and gentle hands of the grownups. Unless he is an only child, he also learns to get along with other children. The family's most important educational task is to teach the children to understand and get along with others: to look at other human beings with trust and liking, not with fear, suspicion, and hatred.

As a result of his experiences with the people in his home, the child may become friendly and self-confident, or he may develop into a shy, withdrawn, or even hostile person. If in his home parents and children live reasonably happily together, the child will probably learn to be cooperative and unselfish. However, if the members of the family are self-centered, and have little consideration for one another, he will probably expect all people to be thoughtless and selfish. He will behave accordingly inside and outside his home.

It is in the home that the child will learn to understand the role of his sex. A boy usually *identifies* with his father and begins to imitate him. The girl identifies with the role of the mother. However, nurses, baby sitters, relatives – anyone who takes care of the child – all help to educate him in this respect.

To Do and Discuss –

1. Today the opinions of many are changing as far as defining the roles of the sexes. Do you agree with the idea that a girl's work and play interests should be different from a boy's?

2. List some *boy roles*, or things a boy can be expected to do and not a girl.

3. Why is it important that the child's first teachers in the home be a man as well as a woman?

4. Where do the child's first teachers, his parents, get the attitudes, ideas, and information that they pass on to the child?

5. When we compare the child's home to a schoolhouse, we are thinking not only of the parents as teachers, but also of the home's physical environment.
   a. What kinds of teaching equipment help in teaching a child?
   b. What kinds of teaching equipment are there for your own age group in the homes you know of?

6. What do you feel you have learned about getting along with people in your family that has helped you to get along with people outside your home?

7. How do you feel your home has failed to help you in this regard?

8. Comment on this statement: "Children are the most valuable resource of the community, state, nation, and world because their character will determine what kind of community, state, nation, and world we shall have."

9. Do you agree with the following statement? Why or why not?
   "The children's parents are the most important factor in determining the kind of adults that the children will eventually become."

10. Can you think of any advantages in a child's coming in contact with many different people in the home rather than just a few?

11. Your present attitudes towards both sexes were probably "caught" from your parents rather than "taught." Can you give illustrations of this statement, using personal experiences from your home life?

12. Do you think that a child brought up in a commune, with many "parents," will learn values as well as, not as well as, or better than, a child brought up in a conventional home?

ERIC

Objective – To learn that families influence the language of children and hence their concepts.

To Think About –

Learning in the home not only covers learning about the people around you and how to identify as a boy or girl, but the home also teaches you your language, and through language your attitudes, your standards and ideals. It is largely from the language of parents that a child also develops his prejudices.

"Now, Mortimer, you needn't imitate everything *your father does!"*

Information –

Language meaning is taught at home. From his parents the child learns to pronounce words correctly or incorrectly. He also becomes acquainted with the ideas that each word represents. He finds that certain of his own words bring laughter, and for saying others he gets scolded.

As a child grows older and learns more words, he also picks up from his family more complicated attitudes, or ideas about what the words mean. For example, from the way the parents speak, the child may get his prejudices against other groups and races. When parents use derogatory expressions for others, the child soon gets the idea that those people are inferior. It may take him a whole lifetime to "unlearn" this, and some never do unlearn it.

As another example, a child may develop a favorable or unfavorable idea of the word "work," depending on how his family speaks of it. If they refer to it only as hard or degrading, and never as wothwhile or important, then the child has learned an attitude about work that is not good.

It is through the home that the word "democracy" can be truly understood. In a family where the individual members have both rights and responsibilities, democracy has a real meaning to the children. In the home, the pros and cons of an issue should be discussed freely; decisions are made after everyone has expressed his opinion, and the family's values have been considered. Through learning to make plans together, to accept responsibility for decisions, and to obey regulations, the children of a family are learning what democracy really means.

The home teaching job does not end when a child goes to school. It is up to the parents to supply the child with learning situations such as newspapers, television, radio, books, music, sight-seeing trips, – and more important – intelligent discussions about important topics.

To Do and Discuss –

1. Can you recall an experience in which you became aware that language habits and speech standards in some families differed considerably from those of your own? What was the difference?

2. Since children learn about life and the world from hearing the conversation of adults, do you think adults should talk differently or more carefully when children are likely to be listening?

3. What is the advantage of a democratic family?

4. In the democratic family should each person's opinion carry equal weight?

5. Can we think without words? What does this imply regarding the need to have a good vocabulary?

6. What are some of the ethical values you have learned at home from your parents' conversations?

Objective – To recognize the protective function of the home.

To Think About –

"No, you won't! I'll tell my father on you!" That is many a child's cry to a foe when he feels in need of protection.

Let's take a look at a home in today's society. Perhaps a long rifle over the fireplace, but that is now just an ornament. However, the burglar alarm on the window, the telephone near the bed, the double bolt on the door, the fire extinguisher near the stove, the insurance on the house, the hospitalization contract – all these are devices for the family's safety. No longer does a home need a clearing and a stockade; today's home does its protective job in different ways.

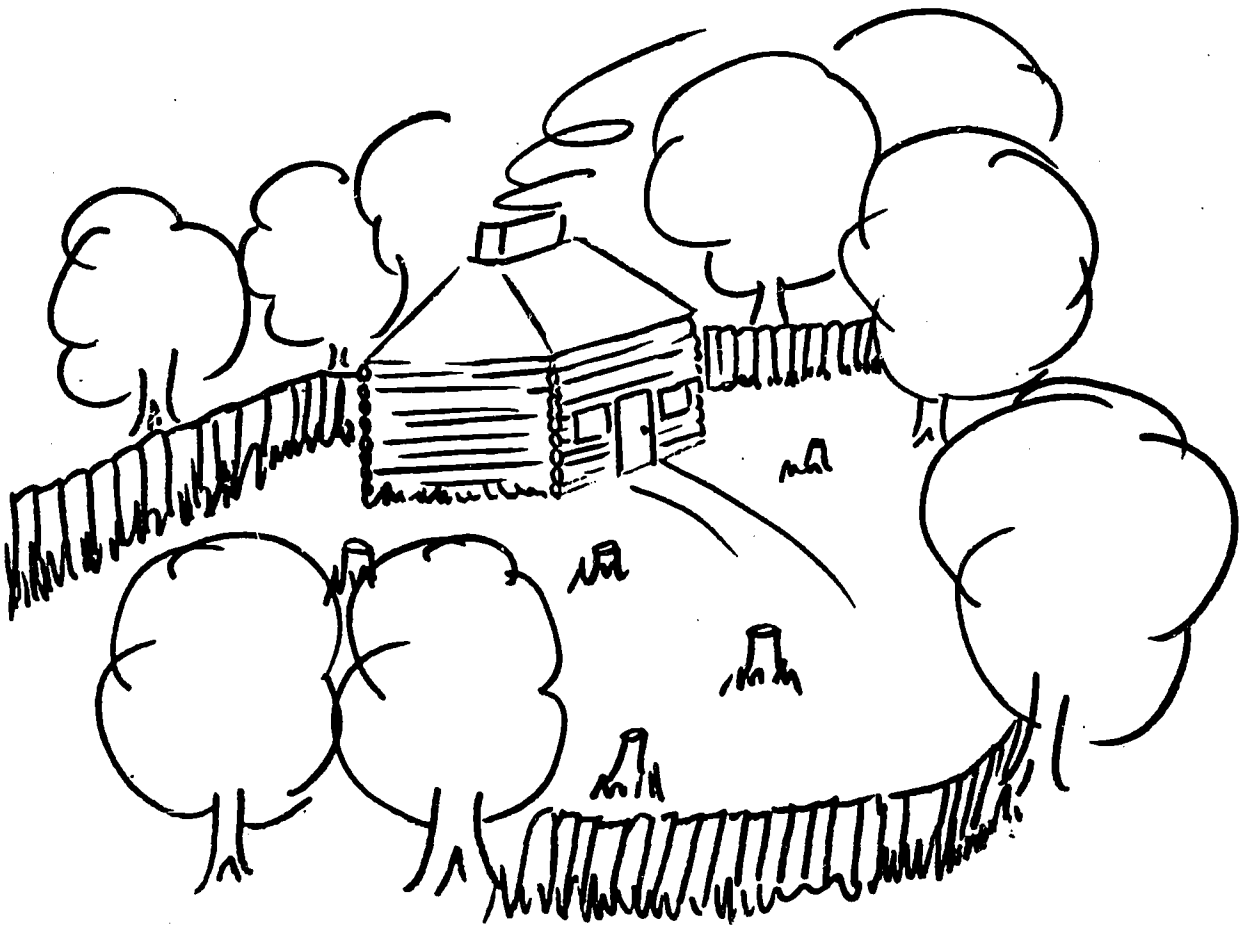

Information –

The family's function as protector is more important today than ever before. In a world where the social, economic, and moral values are shifting so rapidly, there is a great deal of insecurity outside the home and consequently a stronger need than ever before to feel secure within it. The family needs two kinds of protection: (1) a certain amount of physical protection and (2) emotional security and love.

The need for physical protection, food, clothing, shelter, care in time of illness, is obvious. However, probably even more important is the need for emotional protection. Since business and social competition are so keen, life does seem to represent a battle, and the outside world is the battlefield. The home should be a rest area where family members may enjoy life and get encouragement and support from each other. Today many women are sharing the responsibility of supporting the family. The home should be a protective haven for all family members.

Although many teenagers would deny this, even to themselves, the home is particularly valuable as emotional protection to them. Every young person is met by occasional failure, in school, work, or social contacts, and the importance of the home to him is tremendous. Here he can "let his hair down," be himself, unwind, confide in siblings (or perhaps even parents!). He can receive sympathy, support, and, above all, love and acceptance when he needs them most.

To Do and Discuss –

1. What kind of protection do you think the mother gives to her children? the father? Does this change when both mother and father work?

2. In your opinion what makes a home restful? Describe your idea of a perfect home situation.

3. What of the teenager who "takes out" his frustrations on the family members? Is this a good thing? Are there other possible ways to handle frustrations?

4. Are there any special family customs or traditions in your home? What role do such customs play in strengthening the home as a protective unit?

5. Discuss the importance of recreation to a family.

6. Discuss the importance of religion to a family.

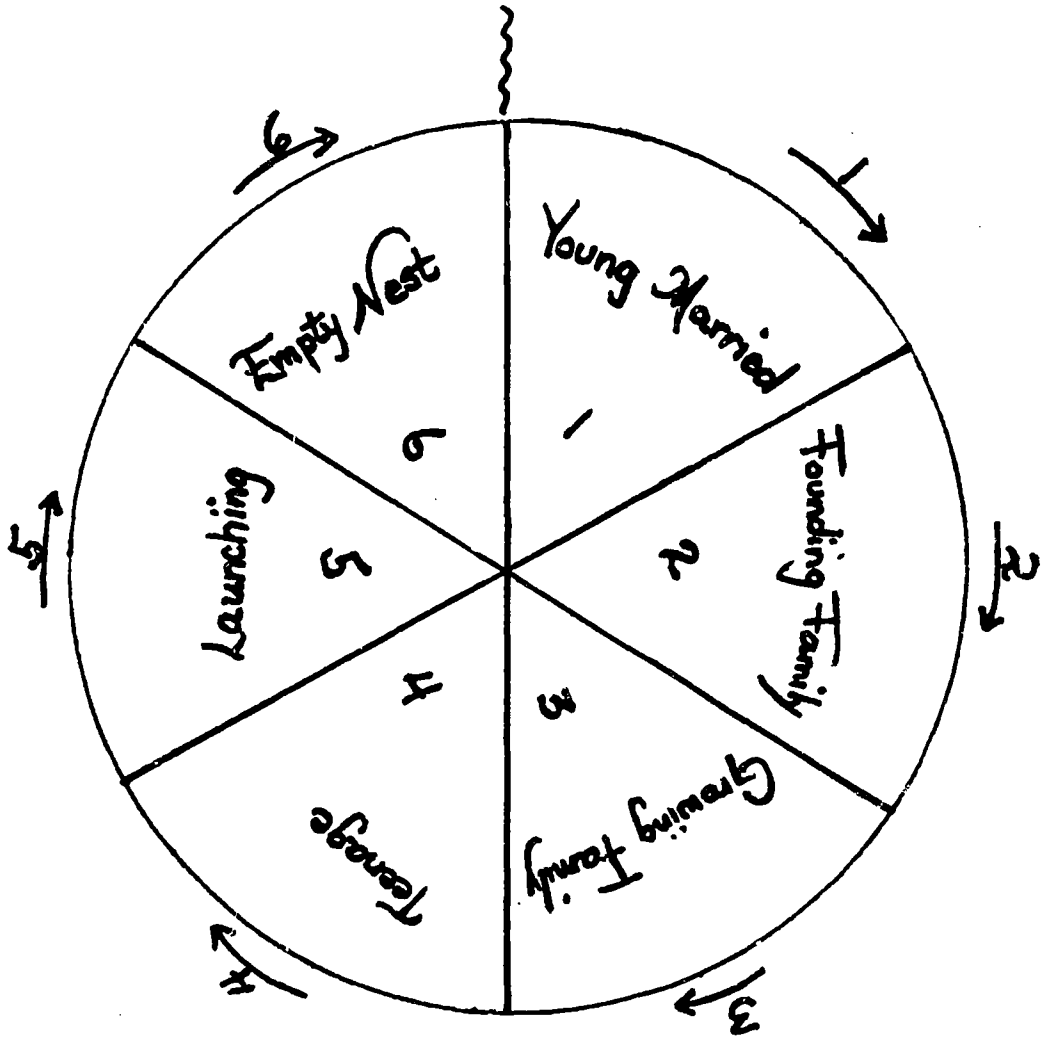

Objective – To understand the life cycle of a family unit.

To Think About –

For many years in America, most families consisted of three generations living together under one roof – grandparents, parents, and children. Sometimes a maiden aunt took the place of the grandparents, or a widower uncle, who helped out with whatever needed to be done.

Today we see the so-called *nuclear family*–husband, wife, and children only. This tends to produce abrupt changes in living patterns as the years go by.

Information –

Some changes happen in the family itself. The membership of a family changes through birth, growth, marriage, death, or divorce. Most changes come about as part of a series of natural events called the family life cycle.

You may have shared in certain important family events, such as weddings, baptism, confirmation, or wedding anniversary. Such events can be expected to occur as families pass through certain stages of the family life cycle.

In each stage families share certain problems. The first stage in the family life cycle is the "Young married" stage. As young married couples set up a home, they must acquire basic household equipment and furnishings. During this stage both husband and wife may work. When they have their first baby, they enter the "founding family" stage. New investments in baby clothing, equipment, and furniture are needed. With a new baby, the mother may not be able to hold a job outside the home. Once one or more children are born, the family enters the "growing family" stage. This stage tends to keep both parents extremely busy. When children start to school, the household schedule usually takes on an even more hectic pattern. When children enter the teen years, the family enters the "teenage" stage. Your family is probably in this stage now. In the teenage stage, children develop varied interests outside the home. Once children leave their parents' home for more education or to start families of their own, the "launching" stage has been reached. When all children have left home, the parents are left with an "empty nest." Children are no longer the center of family attention. The parents are now alone once again and will likely start to plan for retirement.

Each person who marries will in his lifetime share in at least two family life cycles; that of the family he grows up in and that of the family he starts when he marries. In each stage the family must make new adjustments. It will face new problems. It will have new standards to meet, new goals, and new decisions to reach.

Although all families pass through similar stages of the family cycle, no two go through the same stages in the same way. Some families may skip a stage or even back-track. If a couple with grown children ready to be launched have a new baby, that couple will repeat several stages. If a couple never has children, most of the stages will be eliminated, and the adjustments will be more gradual and less difficult.

To Do and Discuss –

1. What stage in the family life cycle has your family reached?

2. How is life different in this new stage compared to the last stage your family was in?

3. Discuss how stages in the family life cycle may overlap in some families. Give examples.

4. If your family is going through more than one stage of the family life cycle at this time, give some examples of problems in your home life which are typical of this situation.

5. Do you think that today's nuclear family gives more or less emotional security to its members than the old-fashioned, several-generation family? List some advantages of each type.

ERIC

Objective – To recognize the various substitutes for marriage and a family.

To Think About –

In today's society men and women are not as pressured to get married as they once were. Numerous other arrangements of couples, as well as communal living, are now more-or-less accepted modes of life. Communal groups with many different arrangements are being tried in various parts of the United States. In other countries various types of communal arrangements are very successful.

Information –

The American tradition is "one husband, one wife, one marriage," but today we face other prospects or alternatives. For example:

(1) Bachelor or "bachelor-girl" – either by chance or deliberate choice.
(2) Widow or widower – once married, now separated by death from a mate.
(3) Legal separation – married persons who legally agree to live apart though still married.
(4) Desertion – one partner abandons the other.
(5) Divorce – permanent separation with legal right to stay single or to remarry.
(6) Same-sex companionship – two or more men or two or more women share costs and living quarters.
(7) "Substitute marriage" – unmarried man and woman live together for financial convenience, security, and sex.
(8) Other arrangements whereby men and women live together, part-time, temporarily, intermittently, or permanently without benefit of matrimony. Sometimes one partner is married, the other is single.

Today when many women are working and are financially independent, many ignore the old pressure to wed, and prefer to remain single. In our culture today there is little disapproaval for her motivation and choice of a single life.

In other cultures the family unit varies, depending on the needs and traditions of the country. In Israel some families live in *kibbutzim* or communal settlements. The children live together, and their own mothers play only a limited role in bringing them up. In these settlements, children spend only a few hours each day with their parents. The rest of the time they are cared for in community nurseries and schools. The children all work according to their age and ability on communal tasks, and they sleep in childrens' houses aways from their parents.

Among the children and young people who live in these settlements there appear to be few underachievers, no dropouts, a minimum of emotional problems, and little or no parent-child conflict. Could this system work in this country?

Unlike Americans, the people who live in these settlements in Israel constitute a rather special group. All are strongly dedicated to a single cause and agree to common goals. The mothers have come to believe that they can best contribute to that cause by working beside men rather than by spending time mothering their children. Many mothers feel they might hurt their offspring by giving them too much attention. The kibbutz children do not miss the attention of their parents, for they have never had it, nor have their peers. They are job-oriented, and their school work is performed as part of the work which they do for the common good of the kibbutz.

In contrast, even the poorest mothers in this country generally have a strong desire to raise their children themselves. In many cases the children are the only source of emotional satisfaction. Do you think there would be great resistance to the establishment of communal centers in the United States?

To Do and Discuss –

1. Find out whatever information you can about some established (organized system of communal living in this country, either past or present. Try to evaluate it from both an economic and an emotional-health point of view.

2. Do the same for a communal system that is functioning today in some foreign country (other than Israel).

3. What is your reaction to the family structure in the kibbutz system?

4. Could it work in the United States? Why?

5. Why does it work so well in Israel?

6. React to the following statement:
"Today's urban, frequently shifting nuclear family is a shallow-rooted phenomenon, fragile, easily shattered. Gone are many of the controls and taboos of the extended family of old. Name and reputation are a memory."

Objective – To understand the dangers of a chronic highly emotional atmosphere in a family.

To Think About –

When a student comes to school and is told by his teacher to stand up in front of the class and express his ideas on a certain subject, he might flatly refuse. If you were a teacher, what would you do? Punish him for refusing, demand that he answer, or would you go to another student and repeat the instruction?

Many times a student might have a personal problem that exists in his home life. This student might have come to school without much sleep because he overheard his parents arguing and fighting all night. Emotionally the student is disturbed and cannot concentrate on class subject matter. Problems such as a husband who mistreats his wife, or a father who mistreats his children, alcoholic parent(s), drugs, sexual promiscuity in one parent or both – these are some kinds of problems that can exist in a child's home life.

Information –

The "empty shell" family is a family that looks normal to everyone except the unhappy family members. Warmth and love are missing in the household. There may be some conversation on the necessary business of living, but no real communication. Everyone feels irritated by everyone else, and they just put up with each other. Each member goes about his business, and the home seems to be just a boarding house. Sometimes this happens when parents have called a truce in their own private war and are staying together just for the sake of the children. This marriage is likely to end up in divorce after the children leave home.

The ultimate internal catastrophe is divorce or separation. What happens to the children of divorced parents? No matter what the reasons are behind the break, for children divorce is almost always a tragedy which is comparable to a death in the family. Investigators have found that it is not necessarily the divorce itself which is so full of stress as the conflicts that led up to it.

One expert concluded that the family in which there is continuous martial conflict, or separation, is more likely to produce children with severe problems of personal adjustment than a family in which there is divorce or death. The conflict, not the divorce itself, has the most impact on children.

Psychologists also have found that consistently unhappy and poorly adjusted children are more likely to come from parents who are dissatisfied and unhappy all the time. In contrast, children who are reasonably well adjusted are more likely to come from parents who get along well. Members of gangs, the youthful groups that cause so much trouble in today's big cities, often come from unhappy or broken homes. "The looser the boy's family ties, the more readily he would be guided by the norms of gang loyality."

To Do and Discuss --

1. Discuss some possible solutions to the crises caused by internal conflict in the family.

2. Do you personally know anyone who has ever been confronted by one of these crises? How did the person involved overcome the family crises?

3. We have been discussing some of the internal catastrophes that affect a child. What would be some *external* crises which would affect the emotions of an individual?

4. Discuss how the death of a parent could affect the family.

5. Do you have any suggestions for the teacher who is confronted by a student who is apparently suffering from emotional problems so severe that he refuses to be a functioning member of the class?

Objective – To learn the need for a normal home life in the early years of life.

To Think About –

We usually think of growth in a child as "coming naturally." The child learns to talk, walk, and generally cope with the world as he gets older. But does it "come naturally"? Let's look at the case of a child who grew up in an atmosphere where not only love but also almost all human contact was missing.

Information –

Anna was a baby born to an unmarried mother. Because of the family's shame, they hid the baby from public view. She was fed and given enough care to keep her alive, but for the most part she was left entirely alone. She had neither love nor friendly contact. Finally, neighbors of the farm on which she was hidden complained to authorities. When she was discovered at the age of 5, "Anna could not talk, walk, or do anything that showed intelligence. She was in an extremely emaciated and undernourished condition. She was completely apathetic, lying in a limp supine position [lying on one's back] and remaining immobile, expressionless, and indifferent to everything." The child seemed to be not only blind but deaf, and was unable to do anything for herself.

Anna lived for 4½ years after she was rescued. By that time she had made some progress toward what is considered normal in a 2- or 3-year-old. The child was able to walk and run and keep herself fairly clean. She played with some toys and had begun to talk. The scientist who reported the case concluded:

"Most of the human behavior we regard as somehow given in the species does not occur apart from training and example by others. Most of the mental traits we think of as constituting the human mind are not present unless put there by communicative contact with others."

Fortunately, there are few Annas in today's world. But her pathetic story shows how important the early years are in anyone's life. Unlike many animals, the newborn infant cannot possibly survive on earth without someone else's help. Most of his behavior is learned, and much of that learning is accomplished between birth and the age of 5 or 6. A major study concluded that half of all human development of intelligence takes place between birth and the age of 4! Most of the rest of a person's learning and development depends on what happens to him during the school years.

To Do and Discuss –

1. Have you heard of other cases of child abuse that are similar to Anna's? Explain.
2. What alternatives were available to Anna's mother upon Anna's birth?
3. What responsibilities do you have to your children?

ERIC

"That's bathroom water . . . I wanted KITCHEN water!"

Objective – To understand the parental characteristics necessary if the child is to be emotionally healthy.

To Think About –

What makes a good mother? Is it one who makes a great fuss over the child when he tumbles while learning to walk? Is it one who rewards her child with toys and special goodies so he does what she asks him to do?

For her children to be well adjusted, a mother should have certain characteristics. Let's look at some healthy maternal characteristics which are associated with a good family life and well-adjusted children.

Information – A "recipe" for an emotionally healthy child:

Mother has high self-esteem.
Mother has high esteem for father.
Mother is very satisfied with her present life.
Mother feels confident about her ability to bring up children.
Mother was delighted at being pregnant.
Mother believes father was also delighted when she became pregnant.
Mother and father have no disagreement about bringing up children.
Mother enjoys affection with baby.
Mother believes father feels affectionate toward child.
Mother can follow through on her disciplinary action.

There is also a recipe for fathers. There is one indispensable ingredient: No matter how busy they are, and no matter how young the child is, they must devote attention regularly to the child.

It is up to the parents to "create" children even after birth. Parents act as models for children's behavior. They are a kind of a mirror: a child looks to his parents to learn who and what he is. What he sees "reflected" forms his first and often permanent picture of himself. It is not so much *exactly* how a person is reared, but the *general atmosphere*. The crucial factors are *warmth* and *acceptance*. Hostility on the part of a parent means *rejection* to a child. He also is affected by the degree of control the parents have over him ("restrictiveness" vs. "permissiveness").

To Do and Discuss –

1. Try to think back to your early childhood and your first years in school. What were the influences which molded you? How were you brought up?

2. Discuss the meaning of the following sayings. Just how true is each saying?

   a. "Spare the rod and spoil the child."

   b. "Children should be seen and not heard."

   c. "As the twig is bent, the tree is inclined."

   d. "He is a bad boy through and through."

3. a. Discuss each of the following conditions and its effect on a home.
   b. For each, tell whether it is still possible to have a "good home" if the condition is present.

(1) chronic illness of a parent
(2) chronic illness of a child
(3) poverty
(4) drab surroundings
(5) great wealth
(6) constant moving from one place to another
(7) socially active parents
(8) only one parent living
(9) crowded housing conditions
(10) uninterested parents
(11) father away most of the time
(12) one of the children handicapped

4. The "recipe" for an emotionally healthy child presents the picture of a perfect situation. But most families fall short of the perfect situation – some by a little; some by a lot.

   Go over the "ingredients" in the "recipe" and discuss what, if anything, can be done to improve the situation if that particular ingredient is missing or incomplete.

5. Well-adjusted children have come from highly restrictive homes, and well-adjusted children have come from highly permissive homes. How do you account of this?

6. What do you suppose was the father's reaction in the cartoon at the beginning of this lesson? What was Dennis "telling" his father about his needs?

ERIC

Objective – To understand how today's society has many different and conflicting attitudes toward sex.

To Think About –

What does the word "sex" mean to you? The word has many meanings. To a doctor welcoming a new baby into the world, sex means whether it is a boy or girl. To a group of 8-year olds, sex means who gets into the club and who stays out! When an army is to be drafted, the local draft board is concerned with one sex only – male.

At this time in your life it may mean only the physical relationship between opposite sexes. But sex has a broader meaning, one that touches on how men and women relate to each other in every part of life as well as in mating. This broad term is called *sexuality*.

Information –

Human beings, even children, differ greatly in their attitudes toward sex. Sex is the closest and most intimate of all human physical contacts. Sex can add joy and stability to a marriage, or it can bring chaos and misery. Confusion and misunderstanding about sexual desire, ability, and needs is common. On the one hand sex may be discussed as beautiful and sacred, while on the other, as shameful and dirty. You are told that intercourse must be reserved for marriage, yet in today's society it is not. Why is "sex appeal" openly employed on television and in advertising to sell shave lotion, automobiles, cigarettes, and almost every product – yet expression of sexual feelings or interests is frowned upon in our daily life.

Many people have "hang-ups" on sex. Let's read the following from a speech by Dr. Purnell H. Benson, speaking for the board of the General Assembly of the United Presbyterian Church, May 1969.

"Our youths are talking in a new idiom. Some of us feel restless about it, but we need to get used to it. The attitude of a Victorian language is largely responsible for the breakdown in our communication with the young about sex. We want to help them see that sexual response of husband and wife is a God-given means for husband and wife to show their unity and affection and devotion to each other. It is quite impossible to do this if the words 'penis' and 'vagina' are omitted from our vocabulary, or if any other words by which sexual feeling is described are avoided by us."

To Do and Discuss –

1. Do you agree with Dr. Benson that our sex vocabulary sounds like ancient history? Actually the "acceptable" sex vocabulary has not been enlarged since the time of the Greeks, thousands of years ago. How does this affect your ability to discuss sex?

2. In your opinion where should children best obtain information on human sexuality?

3. How do you feel about the use of sex to sell countless products to consumers? How realistic is this kind of advertising?

Objective – To understand the differences between love and sex.

To Think About –

Is love the same as sex? Let's read an interview with S.E.X. himself and see how he interprets sex vs. love!

Information –

The following is condensed from "Interview With Sex," by Allan Martin Kaufman, from Reader's Digest.

Q. How do you feel about all the attention you've been getting lately?
A. I don't mind. It's better to be talked about than ignored. I'd like it a whole lot better, though, if the people who did the talking knew what they were talking about. Why do you think I finally agreed to be interviewed after all these centuries? To straighten out all the distortions, that's why.

Q. Well, then, how would you describe yourself? What are you exactly?
A. I'm sex, S.E.X. I'm a basic appetite, like hunger or thirst. And if people didn't have an appetite for sex, they wouldn't know enough to reproduce, and the whole human race would die.

Q. I find it hard to think of sex as just a simple appetite. What about the exquisite pleasure people get from you?
A. The pleasure is nature's way of guaranteeing that people will go through with it. Don't forget that having and raising a baby can be quite a burden.

Q. What about mystery and romance and love? The way you describe sex, love doesn't even enter into it.
A. Right.

Q. But aren't they the same thing? Don't they go together?
A. They go together, all right, but they are not the same thing. Sex, which is purely physical, can be demonstrated, categorized, measured, identified, and promoted like popcorn or mouthwash. Love, which is a state of mind, is more elusive.

Q. Well, if love and sex are different, why do people so often say they are "making love" when what they mean is that they are "having sex"?

A. Partly, I suppose, because they are honestly confused. Love and Sex so often appear together that people quite naturally mistake one for the other. The truth is that sex is a biological need triggered by hormones secreted by the glands. The person who is merely sexually aroused is concerned only with his or her own satisfaction. Once satisifed, he may not even want to be with his sexual partner. At its crudest, you see, sex is not particularly choosy.

Love on the other hand, is very choosy. It insists on one particular person and no other. Sex is a passionate interest in another body. Love may be just as passionate, but its interest is in the whole personality. You can force another person to have sex with you, but you cannot force that person to love you.

Q. I can see that love and sex are different, but how do I know if what I feel is sexual desire or if it is really love?

A. There is no easy answer. One way to tell is by time. There is a sort of rhythm involved in Sex – an ebb and flow. The urge builds up, and then after the physical release, it is satisfied, and desire fades away.

Love, however, is different. Love is a deep and constant feeling for another person. Time has no importance. The most remarkable thing is that the other person's happiness becomes at least as important as your own. A person who loves you wants you to be happy forever.

The point is that love involves a good deal of faith. Faith is the sense of allowing yourself to be vulnerable and open to disappointment. You love someone because of what he or she is, not because of what he does or doesn't do to prove he loves you. There are no conditions and no demands of lovers except the ones you impose upon yourself.

Q. You know, this conversation is rather odd. Here I am sitting face to face with Sex, and we've mostly talked about love. Let's talk about you. Is Sex more satisfying under certain conditons than others?

A. Definitely. Of course, all people are individuals and their tastes and responses differ. But there are certain general rules – like privacy. Sex is a very private and personal concern. I think that if there was any question of being observed or discovered, most people would find the sex act distinctly unappealing.

Q. I can see that. What else?

A. Interest. I would say, is the next in importance. The more casual and offhand you are about sex, the less satisfying it is likely to be. The impulse to sexual activity may come from the glands, but the ability to enjoy it is controlled by the mind and the emotions. Unless the experience itself has a satisfactory meaning, the sex act becomes purely mechanical and the pleasure may go out of it completely.

Q. Then Sex with a perfect stranger or with someone you don't particularly care for might leave something to be desired?

A. Believe me, love is the only thing that really gives Sex a satisfactory meaning. If you just give yourself up to the simple physical sensation, you may derive a brief and somewhat shallow kick out of Sex. But the satisfaction lasts about as long and was about as deep as the thrill of riding a roller coaster. It displeases me to think of myself in those terms, but even that is better than some of the more sinister uses to which sex is put.

Q. What are you referring to?

A. To sex being used as a vehicle for other goals. To achieve power, for example, by dominating someone else. To avoid or gain acceptance as one of the crowd. To trap someone into marriage. To punish oneself or someone else. To make oneself feel important or grown-up or still young. All these and others are quite enough to give me a bad name.

Q. You mentioned earlier that you are unhappy over the way Sex is being written about.

A. Yes. I've always thought of myself as pretty basic – and basically honest. Now, suddenly, I seem to have an army of self-appointed press agents who haven't the slightest hesitation about claiming virtues for me that I just don't possess and making promises in my name on which I absolutely can't deliver. Sex isn't just sex anymore. Suddenly it's freedom, self-expression, fulfillment. My name has been turned into an adjective: Sex-y. Buildings, books, cars, even food are sexy. The word has come to mean something better than good, stronger than truth, more desirable than value.

Q. Apart from your own personal annoyance, though, does it really do any harm?

A. Sure it does harm. It crowds out love. It sends people scooting after false goals. It sets people up for disillusionment – like passing out maps to a phony treasure. It distracts people from finding something to live for and hope for. Worst of all it robs young people of their birthright and mission.

Q. The birthright of the young is freedom – and their mission is what it has always been: to improve upon the past, to make a better world than our fathers left us.

The young could have a dream – a real revolutionary dream, one that would shake up the people who think that everything good happened yesterday. They could show them all someday what it's like to really be in love.

To Do and Discuss –

1. What is the definition of sex?
2. How do love and sex differ?
3. What are some of the "other goals" that sex is used for? List them and explain what each means. Can you think of any that S.E.X. didn't mention?
4. What were some of the other ways that people misuse and misunderstand sex?
5. Does the act of "making love" mean that the two people love each other?

ERIC

Objective – To understand the basic concepts of sex and their effect on us.

To Think About –

When you build a house, isn't it necessary to know something about construction techniques? When you bake a cake from scratch, isn't it also necessary to know something about baking principles? What happens if we try to build the house without knowledge? Guesswork won't do.

Information –

An important part of life is sexual expression. If we want to build a healthy personality and life, we should learn the facts about sex just as about any other subject.

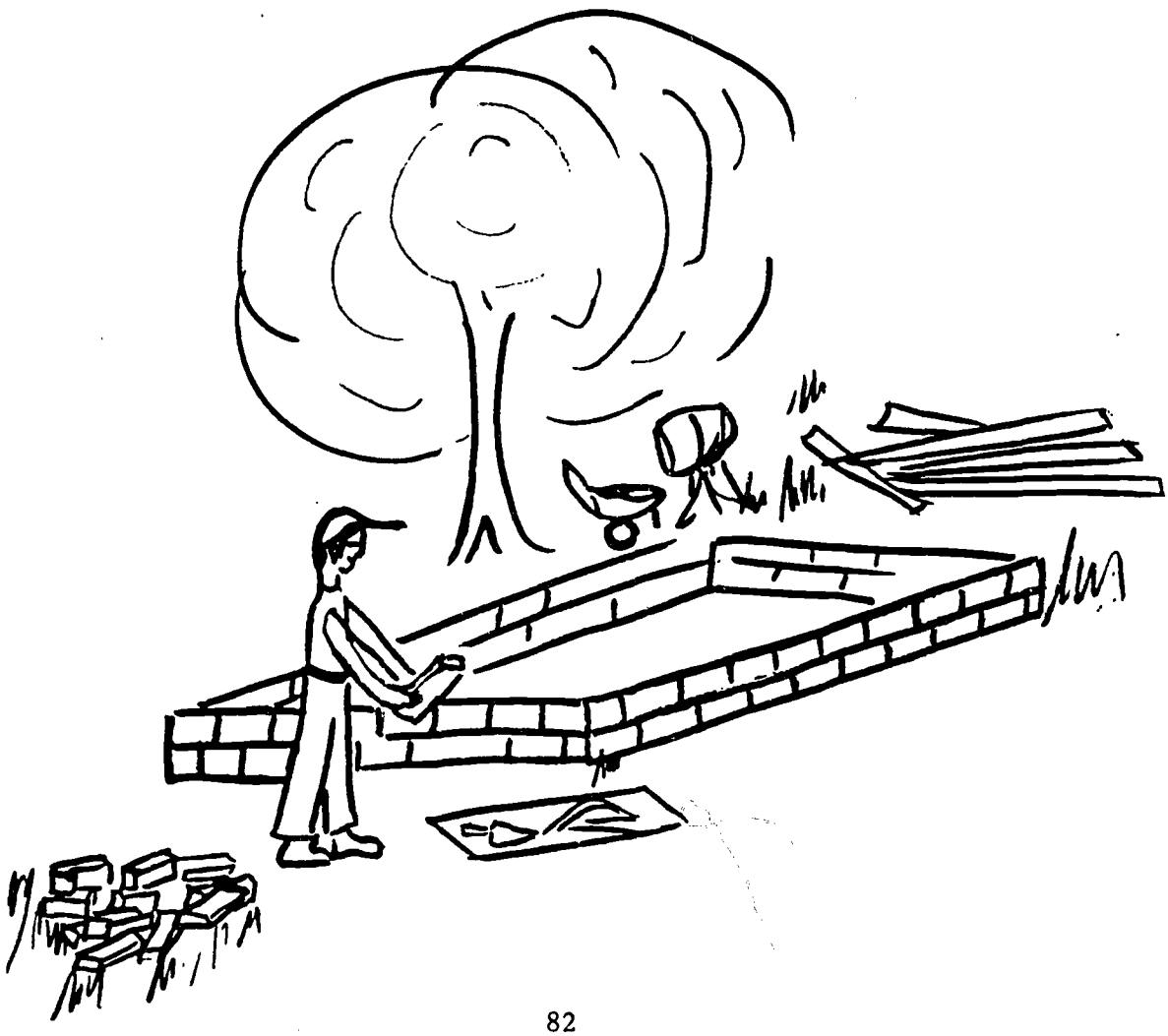

To Do and Discuss –

We are going to discuss some basics about sex that tend to remain the same with all persons, male or female. The class will divide into groups, each taking a statement from the list below. After 15 minutes, each group will report its interpretation of the statement.

Statements:

(1) Sexual development is continuous, a part of life from conception until death.

(2) Sexual drives are powerful forces in both male and female.

(3) Genetic differences influence sexual drives.

(4) Learning and experience influence sexual expression.

(5) Sexual expression is part of the total human personality.

ERIC

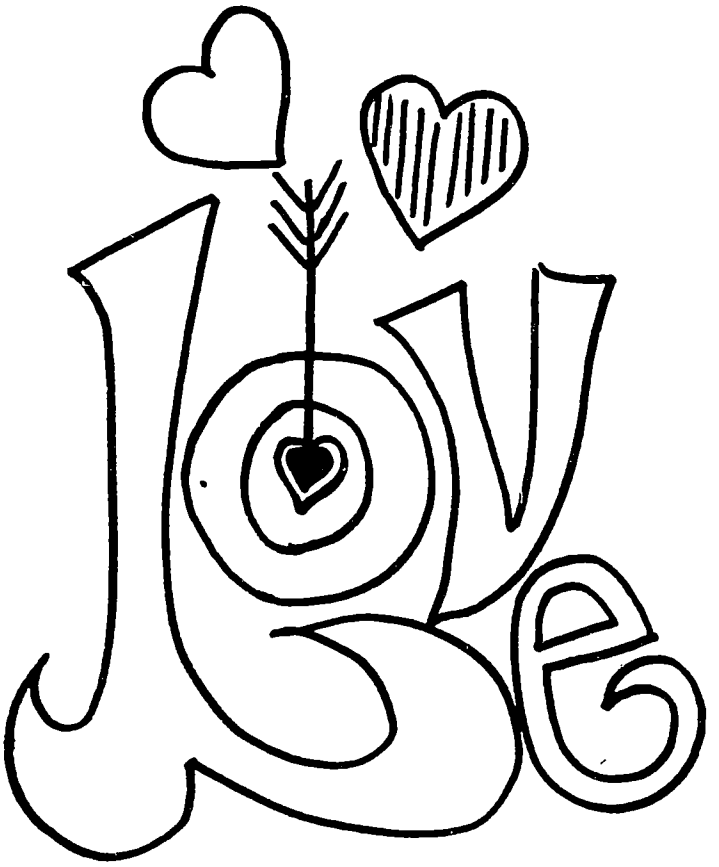

Objective – To learn how love can be expressed in the home.

To Think About –

You will remember that in an early chapter we talked about our *environment*. We were not referring to our physical environment – the air, water, and earth around us. We were talking about the environment that our parents create, our brothers, and sisters, relatives, classmates, church, school, newspaper, radio, and television. Let's explore how the environment that our parents, friends, and relatives create affects us. To be more specific, let's talk about **LOVE** its many faces and their influence on our personalities.

Information –

A dictionary defines "love" as a "strong, complex emotion or feeling inspired by something, as a person or quality, causing one to appreciate, delight in, and crave the presence or possession of the object and to please or promote the welfare of the object".

What do you feel love is? Some of you may come from homes where love is shared by all members, each giving and sharing to each family member; yet someone else might be in a home situation where love is not shown, yet the necessities of life are given to you. There are many types of family units, each one expressing and showing love in a different way.

Does love mean just caring for your infant's well-being? A mother must not only feed her child when hungry and change his diaper when soiled, but she must give him a feeling of trust by holding him, cuddling him, talking to him with a warm, pleasant voice and a smile.

Love of a child is one facet of love. There are many other types of love. Love can be felt for an object, such as a house or a painting, or love can be felt for a pet. Love can mean many different things to different people.

To Do and Discuss –

1. What were the three types of human love we discussed earlier (chapter 10)? Which type is most likely to be expressed between members of a family?

2. People view love in different ways. Think of some families you know and list the different ways love is shown in that family group.

3. Individuals all need to love and want to give love. List ways this can be done.

4. In your own words try to decide what you feel family-love is and why it is necessary.

Objective – To understand the various meanings love has to different individuals, and the various ways different individuals express their love.

Love

Ingredients :

1. Respect
2. Admiration
3. Friendship
4. Tenderness
5. Compassion
6. Physical Attraction

Mix together with the most important ingredient – – Communication

To Think About –

How good is your imagination? Can you "paint" these pictures in your mind so that each shows a kind of love?

– Two 4-year olds walking hand-in-hand.

– A boy and girl eating a pizza.

– A mother watching her sleeping child.

– A retired man and woman talking over the breakfast table.

– A soldier being welcomed home by friends and relatives.

Information –

Again we see that there are types of love. Here we shall discuss some facts about love. Of course you must realize that an emotion like love cannot be stripped of its warmth and beauty, placed under a microscope, and scientifically observed. But we can try to look at some of its aspects.

(1) All human beings of all ages *need* to love and be loved. This need begins at birth and lasts until death.

(2) Love is complex. Its ingredients vary and also the amount of each ingredient needed. Love is like a recipe. Ingredients are respect, admiration, friendship, tenderness, compassion, physical attraction, and communication. Optional ingredients that can also be added to love are feelings of resentment, imitation, dislike, impatience, and even hatred. Love is a mixed feeling!

(3) Because there are many possible combinations of ingredients, there are many types of love. Friends are loved one way, relatives another. Family love differs from the love one feels for a sweetheart. Love for children, love for your country, love for animals and nature are all a special mixture of feelings.

(4) The ingredients which go into love vary with age, sex, and personality.

- A child's trusting yet self-centered love for his parents.
- A woman's need for a child to love.
- The first love of an adolescent.
- The intense physical love of young lovers.
- The mature love of a couple happily married for many years.

(5) Love is a growing and changing emotion which can either increase with time or decrease.

(6) The capacity to love varies with individuals. Some persons hate more often and more intensely, while other individuals are able to give and accept love more easily.

(7) Since humans are different, they love differently. To expect constant, perfect love of someone is to demand more than a human being can give.

(8) Love is both sturdy and perishable. Some people have a love which can withstand hardships, suffering, ill health, and separation. In similar situations, others lose their feelings of love.

(9) Most people find it hard to communicate their love-feelings in words.

(10) Actions speak better and louder than words (although words are necessary) in communication.

> "I'll get it for you," "Let me do it," "You go first," "What can I do for you"? "No, you take it" – all these expressions and actions show affection and consideration for the loved one.

To Do and Discuss –

1. Below are several attitudes which can be taken as evidence of love. Think up an example to demonstrate each.
   a. Wanting to please rather than to be pleased.
   b. Being more interested in the other's welfare than in your own.
   c. Being more eager to understand the other's viewpoint than to prove yourself right.
   d. Feeling sympathetic and wanting to help when the other is troubled or unhappy.
   e. Being willing to let the other "take the credit."

2. Make up a "Dear Abby" letter, or a letter to Ann Landers, or similar newspaper columnist from a woman who complains that her husband never says he loves her. Include some of the things he does that show love. The woman's question is how to get hubby to say he loves her. Give Abby's (Ann Landers' or other) reply.
3. How do you feel about birthday presents, anniversary presents, Mother's Day gifts, etc., as a way of showing love?
4. Can presents ever substitute for love? Give examples to back up your opinion.
5. What advice would you give a young woman who feels her year-old marriage is failing because her husband is beginning to be interested in sports and other "outside" activities as well as in her?

ERIC

Objective – To recognize that bodily contact is a way that people express love without words.

To Think About –

"Actions speak louder than words." What does this mean to you? When a small child for whom you baby-sit cuddles up to you and hugs you, he is communicating love without words. Love is communicated not only by words, but also by the cuddling and hugging.

Information –

Love is expressed not only through words, but also by actions. When we love another, we usually want to demonstrate that love through both words and actions. Telling, showing, proving how much we care is an essential part of loving. Much of the pleasure in loving is acting on it–kissing, embracing, and speaking words of love. In America public displays of affection are commonplace through touching, handholding, entwining arms, and the closeness of the bodies.

Why do adults reject or show distaste for the way teenagers show love? Adults are not concerned about teenagers' ability to *feel* love, but about the manner in which they *express* love in front of the "whole world," so to speak.

In France during the 1700's, a girl showed affection by using a hand fan. By drawing the fan across her cheek, she could tell her suitor she loved him. But if she twirled the fan in her hand it meant "Get lost" (she loved someone else). In that culture there was less physical contact. Similarly other "codes" have been used in various places and times. In our culture today young people do not hold back or try to disguise their feelings. And yet most adults feel that the young people go too far and should exercise a little restraint in public.

To Do and Discuss–

1. Discuss the disadvantages of excessive physical contact in public.
2. How do you feel about public displays of affection?
3. How do you feel about your classmates' kissing and caressing in the hallways of your school?
4. List some ways love can be shown other than those mentioned above.
5. Try to picture yourself as an adult with a daughter 15 years old. How would you feel if she was kissing and caressing her boyfriend in public places?

Chapter 21 – What Is Love?
d. Music as an Expression of Love

Objective – To understand how songwriters use music to express love.

To Think About –

You listen to the radio, to tapes and records. Have you really thought about what the singer is saying?

Information –

Songwriters write a song so that the words have meaning. A song can be interpreted many ways, as poetry can, depending on the person who listens to the lyrics. Most of today's music deals with LOVE. There are ballads which tell stories, sad or happy: or lyrics which either serve as a plea to others or just want to inform the listener. Most of the music you hear concerns the emotions and the situations that love brings to a person.

To Do and Discuss –

The class will listen to several records and discuss your answers to the following questions. We will listen to each song twice so as to really hear the words.
Answer the following questions in your own words:

1. *Symbolism* is when something *stands for something else*. For instance, love can be compared to a rose: or a wilted rose could mean a love affair that has died. In the songs you listen to, write the symbolism, if present, and interpret its meaning.

2. Interpret each song as you understand it.

3. How do you interpret the singer's feeling toward love?

4. How do you think he would define his type of love?

Objective – To understand how Americans regarded dating and courtship in early times.

To Think About –

Dating, as you experience it, is a recent invention in American history. Today it involves a boy (or girl) who seeks the companship of a girl (or boy) for their temporary mutual enjoyment. Neither is bound by a promise to date again. Let's look at history for a few minutes to see what boys and girls used to do by way of dating.

Information –

The American Indians were relaxed and easy-going about childhood and pre-adolescent relationships between boys and girls. Nakedness, close living quarters, and casual supervision permitted youngsters considerable freedom. However, once girls reached puberty, arrangements for marriage began at once. Rules and restrictions closed in, household work occupied the days, and close supervision followed the young people at social dances. Boys were permitted more freedom, and often they did not marry until their 18th birthday.

In pre-revolutionary New England, Puritan families battled the hostile climate to become self-sufficient economic units. A single family would clear its land, build a home, grow food to eat and preserve. Women spun and wove cloth, and brewed medicines to fight sickness.

This life shaped courting rituals, for colonial courtship was a no-nonsense business. If a couple started "keeping company," both families and the entire community regarded it as a prelude to marriage. Haste was essential so that the couple could get to the real business of living – survival.

Puritan colonists frowned upon bachelors and "ancient maids." In colonial Hartford, the "selfish luxury" of solitary living was taxed 20 shillings a week; in Boston all unmarried women were regarded as "such a curse as nothing can exceed it, and looked on as a dismal spectacle."

In the South, life was more relaxed because of the warm climate and the rich and fertile soil. The great scarcity of females in the early days caused women to be held in high regard, and a spirit of elaborate courtesy was born and still thrives. Girls were often married at 13 or 14 years and were grandmothers by 27!

The same high regard did not hold true for the pre-Civil War Negro women. Like black men they were slaves to be bought and sold, valued primarily for endurance, strength, and ability to bear children. Slaves followed few of the courtship patterns of their white masters. Although they might choose a mate and want to be married by a black minister, the union was not always protected by the owner, who might select another mate or sell one of the partners. There was no dating, partying, and slim opportunity for choosing an enjoyable companion.

In the western frontier, many of the courting practices of the early colonists became less formal. Young people could mingle freely at social gatherings, and early marriage was commonplace.

In the rough country life, a determined man in search of a wife might approach an unknown girl, propose to her and announce his intentions the same day. Or if he knew her, he might decide to just kidnap her! These were not everyday practices, but did happen occasionally.

No matter who they were or where they lived, most girls were wed before their 20th birthday, and boys by the time they were 22. Courtship followed strict rules, and any young man who was a "shopper" rather than a "suitor" might find himself thrown out of the house. No career except marriage and chores existed for most girls; spinsterhood was the single bleak alternative. Families were naturally large, since offspring were of great economic value to their parents. Hard physical labor for all, little leisure, and almost no role-choice for women characterized most parts of the new nation.

To Do and Discuss –

1. How were dating and courtship practices different in various sections of our country?

2. Where would you have chosen to live? Why?

3. List the rules your parents have for your dating. How are your rules different from those your parents had to follow at your age?

4. How mature and "ready for marriage" do you think the child-brides and young grooms of early America were?

ERIC

Objective – To recognize the needs for dating due to our changing society.

To Think About –

Why has dating evolved in our society today? Nothing ever remains the same, and the rise of dating seems a logical development in a society that has changed and evolved as rapidly as ours. Anthropologist Margaret Mead suggests that dating was invented by adolescents to fill the years between puberty (physical maturity) and marriage at maturity.

Information –

Perhaps you are only too well aware of the lengthening period between the time when you are physically mature enough to marry and bear children (14–15 years of age) and the time that your parents and teachers nod their approval. Let's look at some of the factors that have led to our modern dating practices.

In colonial days a girl might attend a "dame" school, where she was taught to read, spin, sew, and knit. Few girls were taught to write – that was a privilege reserved for boys. In 1870 only 2% of the population were high school graduates, but by 1970, 71% of all females and males were high school graduates. How did this affect dating in the 1870's? 1970's?

The social gap between men and women is rapidly closing. Today a woman can be an engineer, lawyer, physician, or pilot of a jet airplane. She may be in the army or on a police force, etc. Whatever job she may hold, she is more independent than her grandmother was, and can take her time before marrying.

The very need for the family is becoming less. The closely knit, father-led family has become less prevalent. Family prayers and Bible reading, once a common practice, are even more rare. Many needs of the family can now be given to the state and community. If a trespasser is on your land, you don't get your shotgun; instead you call the police.

Increasing social freedom and fewer rules between sexes influence the tendency toward a longer dating period. We are not expected to marry the first person we date. The social pressures to get married – particularly on women – are not as insistent as they use to be.

Dating is a part of mate selection. Dating as a practice has spread rapidly in the last 50 years, and sometimes today its prime function is lost. Dating can be an end in itself. Young people enjoy the fun and associations without any thought of marriage or permanent bond. You have heard the description of someone as a "playboy." Some individuals never want dating to lead to marriage.

To Do and Discuss –

1. List some of the factors in our society today that have tended to lengthen the time between physical maturity and marriage.

2. Why do some people prefer not to date?

3. If you date, what are *your* reasons?

4. The following figures are from a recent survey of 1,600 high school students on the topic "Why do you date?" What is your reaction to the percentages obtained in the study? Do you think we could survey our school?

ROMANTIC – 41%	
Affection	26%
To select a mate	15%
EDUCATIONAL – 34%	
To learn to adjust	11%
To gain poise and ease	23%
RECREATIONAL – 25%	
Fun	8%
Get to social affairs	12%
Prestige	2%
To neck	3%

Objective — To understand some of the pitfalls of dating, and particularly of early dating.

To Think About

A few years ago, *Time* magazine reported that in some cities 8- and 9-year-olds (girls in elaborate hairdo's and boys in miniature formal attire) attended dinner dances together. If dating is a valuable learning experience, must it follow that the earlier dating starts, the more poise and ease will result?

When do you think dating should start? Can dating start too young? Too late? Is there a best time? Explain.

Information —

Many studies have shown that too-early marriages are far more likely to lead to divorce than marriages that take place after the girl reaches 20 years or 30.

In a survey of 120 evenly matched high school girls, 60 of whom married before graduation and 60 who did not marry, marriage before graduation was attributed largely to too-early dating. The married girls . . . .

(1) started dating at younger ages.
(2) started going steady earlier.
(3) went steady more often.
(4) were "in love" a greater number of times.
(5) dated more frequently at earlier ages.
(6) began "serious" dating sooner and more often.
(7) knew a large number of close friends who married young.
(8) more frequently dated older men (or older than themselves).
(9) more often had a mother who married young.

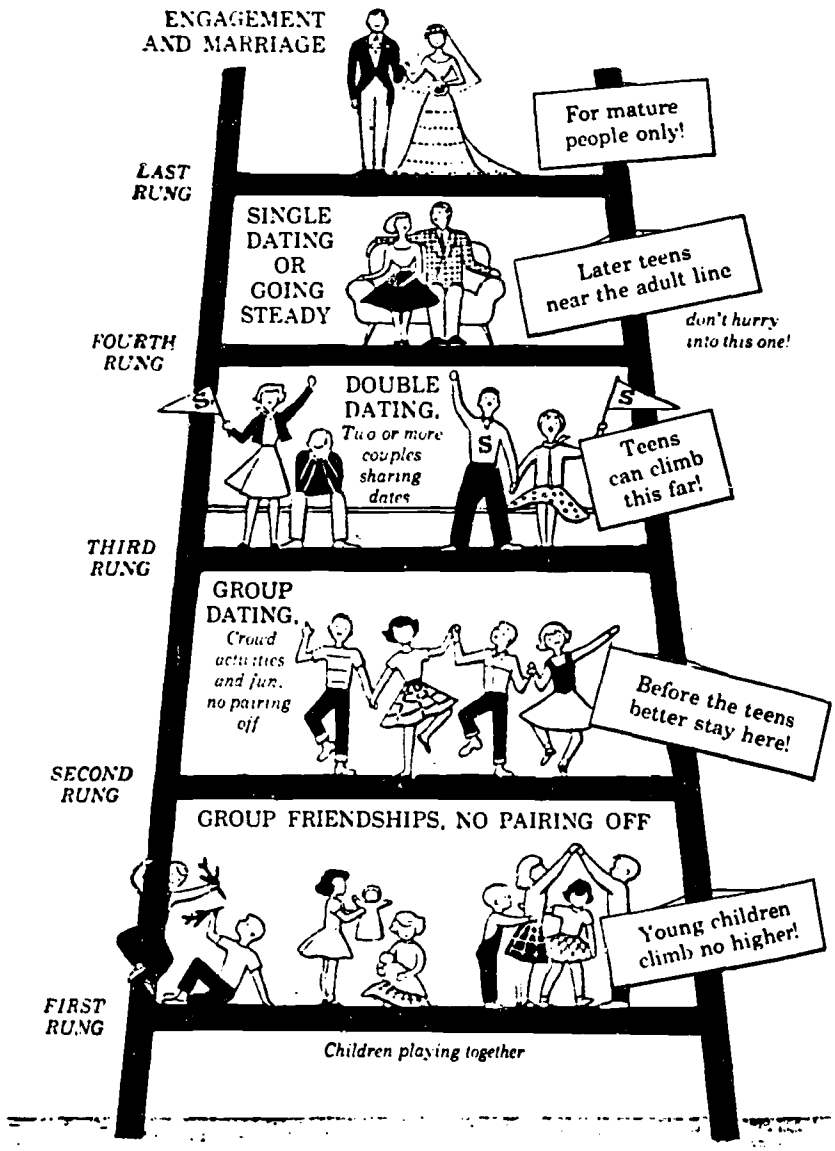

THE DATING LADDER

These findings are supported by others who have done research in this area.

One of the most thoughtful critics of early dating is a marriage counselor, David Mace, who urges parents to outlaw dating under the age of 15. From his contacts with broken marriages, he feels that early dating is a prime reason for the high divorce rate. Consider his ideas on dating:

(1) Dating imposes social tyranny: if you don't have a date for the dance, you don't go at all.

(2) Dating fosters mutual exploitation: it encourages spoiled females and big-headed males, instead of developing healthy comradeship.

(3) Dating among non-wage earners is too expensive. It gives young people a distorted attitude toward money.

(4) Dating gives young people a taste for variety and change; if a boy runs into difficulty, he just drops his girl and finds another. This attitude, when carried into marriage, is one reason for the "divorce habit."

(5) Dating in the privacy of an automobile leads to premature sexual experimentation, which in turn contributes to the rising rate of premarital pregnancy among adolescent girls and the increased incidence of venereal disease – even to the 10 and 15-year-old group.

To Do and Discuss –

1. Let's discuss Dr. Mace's criticisms of dating. With which points do you agree? With which do you disagree?

2. At what age do *you* think teenagers should have their first date? Why?

3. How do you think "social know-how" can best be acquired? Is it just a matter of experience? Will observing others help you? Where could you go to find answers to social questions?

4. Can dating lead to emotional hurts? Explain.

Objective – To understand why most people choose to marry.

To Think About –

Over 90% of the people in the United States eventually marry. Why is marriage so popular? Why has the institution of marriage in one form or another persisted throughout human history, in all societies, and in all places? This despite its well-known drawbacks and high divorce rates.

Information –

Specialists in the study of human behavior attribute to marriage the fulfillment of a basic need of human beings. Such a partnership provides the deep sense of mutual companionship which people feel is essential to relieve life's loneliness. In the role of husband or wife, one becomes *necessary* to another human being throughout all one's adult life.

Another reason for marrying is that, up to the present in our society, only in marriage can one legally have sexual experience. And only marriage provides the necessary stable framework for childbearing and child rearing, without which mankind would have no future.

There are some less basic reasons for marriage. Some men marry because of job pressures. Many companies feel married men make more reliable employees. Political candidates need wives to be elected. Officers in the military service need wives who can host the social affairs which he is expected to give.

Women sometimes marry to prove that they are really adult or to get away from parental control or an unhealthy home situation. (What is wrong with this reason for marriage?) Marriage also gives a girl a feeling of being desired and desirable, a very important consideration for most women. Marriages contracted soley for these reasons, which do not meet the more fundamental reasons already discussed, are doomed to fail.

Do you think that marriage is more important to women than to men? Many people have this impression, but it has been found that married men are generally far more content than bachelors, are healthier, and live longer. On the other hand, single women seem happier than married women.

To Do and Discuss –

1. Why do you think that married men are happier than bachelors, yet single women are happier than married women?

2. Should there be stricter legal requirements before marriage licenses are issued? What requirements would you like to add and why?

3. Discuss the danger of marrying to escape an unhappy home situation.

4. Why do you think marriage is so popular? What are the advantages and disadvantages of remaining single in our society?

5. Arrange a panel discussion on the advantages and disadvantages of marriage.

ERIC

Objective – To recognize that there are certain pre-marriage factors that make for success in marriage.

To Think About –

Can we find out if a particular marriage will succeed? How do we know how well a marriage will go? Is it necessary to "try the marriage out" – to live together in a household before marriage takes place?

Information –

Social scientists have long been collecting data from married couples who are happily married and those who are not. By studying the characteristics of many married couples, sociologists and psychologists have been able to determine what kind of people "belong" together so as to have the best chances for marital success.

You will notice that there is a natural tendency for individuals to choose mates who are most like them in religion, social and economic class, education, and moral, social, and political values. This is a good thing. Some people have a tendency to select a spouse who *complements* their psychological needs. For instance, a shy, withdrawn wife may choose to marry an outgoing, talkative husband. According to social scientists, such factors do make for good, lasting marriages. There are other conditions as well which tend to produce a successful marriage.

(1) if the couple's parents were also successfully married.
(2) if the couple were both firmly but justly disciplined during their childhood and both had good relationships with their parents.
(3) if the couple both had healthy, wholesome instruction in sexual matters.
(4) if the wedding is to be a church wedding (indicating planning ahead, rather than a hasty decision).
(5) if the bride is at least 19 years old and the bridegroom at least 22 years old (up to about 30, the older they both are, the better).
(6) if the courtship and engagement lasted at least a year.
(7) if the couple's religion is the same or, in case religious background is different, one partner has a permissive feeling toward the other's beliefs.

(8) if the two have roughly the same level of education, or the man has no more than 2 or 3 years more education than the woman.

(9) if both are emotionally mature.

(10) if they have similar attitudes toward such goals as money-making, fame, success, and toward such recreations as travel, dancing, and drinking.

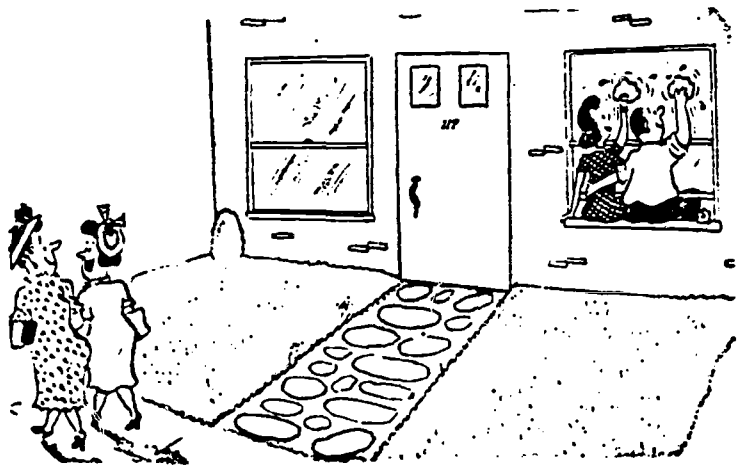

"Married three weeks this coming Friday."

Information or counseling can be obtained from ministers, YMCA, YWCA, physicians, and parents. It is very important for couples to have frank discussions on their values, hopes, likes, and dislikes. "Till death do us part" is a long, long time for a pair who may find, too late, that their only mutual interest is sex.

To Do and Discuss –

1. What are the advantages and disadvantages for men and women who live together outside of legal marriage? What do you think of this type of arrangement?

2. Some people believe that marriage should be a contract which must be renewed, say, every five years. Do you agree? What problems would this type of situation create?

3. Go over the list of 10 conditions that tend to produce successful marriages. Are there any that you disagree with? Why? Do you know of any successful marriages where some of these conditions were *not* present (or the reverse condition was present)?

Objective – To understand what factors make a marriage work.

To Think About –

Do you think that a young man and woman who wait until they are 25 and meet all the social scientists' conditions for an ideal marriage are guaranteed a successful marriage? The answer would have to be no, for no one can take marriage – or any other human relationship – for granted.

Information –

All experts agree that a couple must *work at* making their marriage successful. No one can anticipate all the difficulties which daily living will present.

Most young and unmarried persons are more fascinated with romance and courtship than with how to make a success of married life. Various distorted ideas persist about married life. Here are three viewpoints:

- All husbands and wives live happily ever after, she in her immaculate ruffled apron, he in his sharply pressed business suit. Thus they remain forever youthful and romantic, lovers till the end.

or . . . .

- Once the honeymoon is over, all newlyweds return abruptly to real life. Romance was all a big farce anyway, marriage is a dreary treadmill of unending work and no play, so why not get right down to snarling at each other.

or . . . .

- Marriage can be the most exciting, rewarding, and toughest life of all. No job, no travel experience, no sideline romance can compare with the excitement of living with and loving a mate, and continually committing oneself in that mate.

The last statement presents no one-sided picture of married life: it simply suggests that the possibility for great joy and satisfaction exists in almost every marriage, although in some it may lie hidden.

The need for closeness and communication is necessary for a good marriage. People must feel a part of each other, and this is done by verbal and non-verbal communication. For instance, a husband squeezes his wife's hand when she brings him his slippers. Communication means a continuous, open, trusting exchange between husband and wife, whereby each keeps trying to better understand the other's behavior and point of view.

High-quality communication may get off to a poor start in courtship if couples remain at the superficial level of trying to impress each other and appear to be what they are not. Unless some "communication homework" has been done before marriage, adjustment after the wedding may be rocky – for marriage is far more than sex, or being "dutiful" to the other.

Communication is likely to stumble on misunderstandings resulting from different backgrounds and experiences. Only through open discussions do couples learn to feel "safe" with each other. If you cannot listen, you really cannot communicate.

As partners grow in love and trust, they usually sharpen their abilities to "hear" subtle meanings and unspoken words. On the other hand, verbal communication can be destructive of love and respect if it is in the form of teasing, nagging, lying, or continual criticism.

To Do and Discuss –

1. What is *your* idea of married life? Describe your ideas on living quarters, activities, etc.

2. Why is it important for married couples to communicate with each other?

3. How else can we communicate if not by talking? Give examples.

4. Can you think of situations where different types of backgrounds in husband and wife make communication difficult?

Objective – To recognize some of the reasons why marriages fail.

"He will never admit he's wrong, and if I argue with him, he throws me out of the house."

To Think About –

Why do marriages fail? Usually each partner blames the other. Is it usually one person's fault?

Despite good intentions and good will, communication sometimes fails. Conflicts in marriage usually center around specific issues such as money, sexual adjustment, personality disagreements, and household management. No matter what the cause, there is a breakdown of two-way communication. What causes divorces? What are the danger signals?

Information –

Let's first discuss the most common "official" reasons for divorce. The most common reasons are "mental cruelty," incompatibility, desertion, and nonsupport. Less frequent grounds for divorce include adultery, alcoholism, and impotence. Not that these are the *real* causes, but because most divorce actions attempt to protect the family name and reputation.

What are the real causes or reasons why two people cannot make a marriage last? Experts have listed a number of factors which are danger signals even before a couple has settled down to married life. These pre-marriage conditions sooner or later produce the "official" reasons for failure of the marriage.

1. Marriage at a very young age (15–19), often to escape an unhappy or unwholesome family situation, or to "prove oneself" an adult, or to try to find an identity when one's own self-image is weak – all these indicate *immaturity* and are poor reasons for getting married;

2. A short engagement or no engagement at all, indicating that the couple did not really know each other very well;
3. Coming from homes with unsatisfactory marriages, so that the young people had a poor pattern to follow;
4. Different religious beliefs – a built-in reason for bitter quarrels;
5. Disapproval of the marriage by family and friends (showing that even outsiders recognized that the couple was poorly matched);
6. Dissimilar backgrounds, including social class, education, and extreme age difference (an indication of different values, ideas, and standards);
7. Different views of the duties and roles of husband and wife – the quarrels are "built into" the marriage before it even takes place;
8. Disagreement over child-rearing practices;
9. Disagreement or inexperience in handling finances;
10. Ignorance concerning male and female physiology and the psychology of sexual behavior.

To Do and Discuss –

1. Divide into groups. Each group will choose one of the above conditions which are likely to cause conflict in a marriage. Develop the topic and explain your reaction to the class.

2. React to the following:
   The very atmosphere of modern-day America lends itself to divorce. "Variety is the spice of life." People move around a great deal, from job to job and community to community. The dating system is blamed: We are used to going from one dating partner to another before marriage. Also, these days Americans are accustomed to changing their possessions and getting newer models – car, washing machines, television sets. Why not new and better wives or husbands?

3. How does economic status affect one's ability to get a divorce?

4. MARITAL GRIEVANCES RANKED ACCORDING TO FREQUENCY OF COMPLAINT, AS GIVEN BY 792 HUSBANDS AND 792 WIVES.

Order Listed by Husbands	Order Listed by Wives
1. Wife nags me.	1. Husband selfish and inconsiderate.
2. Wife not affectionate.	2. Husband unsuccessful in business.
3. Wife selfish and inconsiderate.	3. Husband untruthful.
4. Wife complains too much.	4. Husband complains too much.
5. Wife interferes with hobbies.	5. Husband does not show his affection.
6. Wife slovenly in appearance.	6. Husband does not talk things over.
7. Wife is quick-tempered.	7. Husband harsh with children.
8. Wife interferes with my discipline.	8. Husband touchy.
9. Wife conceited.	9. Husband has no interest in children.
10. Wife is insincere.	10. Husband not interested in home.
11. Wife's feelings too easily hurt.	11. Husband not affectionate.
12. Wife criticizes me.	12. Husband rude.
13. Wife narrow-minded.	13. Husband lacks ambition.
14. Wife neglects the children.	14. Husband nervous or impatient.
15. Wife a poor housekeeper.	15. Husband criticizes me.
16. Wife argumentative.	16. Husband's poor management of income.
17. Wife has annoying habits.	17. Husband narrow-minded.
18. Wife untruthful.	18. Husband not faithful to me.
19. Wife interferes in my business.	19. Husband lazy.
20. Wife spoils the children.	20. Husband bored with my small talk.
21. Wife's poor management of income.	21. Husband's in-laws.
22. Wife's in-laws.	22. Husband easily influenced by others.
23. Wife insufficient income.	23. Husband tight with money.
24. Wife nervous or emotional	24. Husband argumentative.
25. Wife easily influenced by others.	25. Husband's insufficient income.
26. Wife jealous.	26. Husband has no backbone.
27. Wife lazy.	27. Husband dislikes to go out with me.
28. Wife gossips indiscreetly.	28. Husband pays attention to other women.

Above is a survey where divorced husbands and wives listed their spouses' faults. Notice that selfish dispositions and complaining attitudes toward life are not traits that suddenly develop after marriage. Why did the mate not recognize them before marriage?

Objective – To recognize some of the legal ways out of a marriage.

To Think About –

In even the best marriages there will be conflict. When conflicts become a way of life, however, or when love decreases instead of increases, the husband and wife may find living together impossible. How does one escape the marital bond?

"I said I'd get around to it . . . and I will."

Information –

Even in ancient times, every society had ways to terminate a marriage. But it was always the *man* who divorced the *wife*. Women were treated as property, and if the man was not satisfied he could legally get rid of her by simply claiming unfaithfulness. It was not until 1925 that if a husband committed adultery, a wife could terminate the marriage. Up until this time only a woman could be "unfaithful"! It was legally acceptable for a man to have "outside interests."

Nowadays more than 1.3 million Americans are divorced each year, and no less than one couple in four who marry will end up in the divorce court. Why so many divorces these days? Are marriages that much worse today than before?

American couples today are far less likely to put up with an unworkable marriage. There have always been many marriage failures, but the difference is that today more of them are being brought to a legal end.

In times gone by, when the purpose of marriage was as much economic and practical as it was personal, people were more likely to stay together regardless of their personal feelings. If a man had a farm, he needed a strong wife and children to help raise and harvest crops, etc. Most wives, unequipped for a job, needed their husbands' support. And society did not look with favor on a divorced man or woman. There was a certain amount of shame and disgrace involved – after all, the usual "grounds" for divorce were adultery or desertion.

If a couple wants to completely end a marriage so that both partners may start over, remarrying, then they choose to divorce. Divorce laws vary in each state. Only those grounds recognized in the state may be used to seek a divorce. State laws have gradually been liberalized, however, so that it is much easier today to get a divorce than it used to be. "Incompatibility" is usually recognized today as sufficient grounds for divorce.

Another way to dissolve a marriage in this country is by *legal separation*. Legal separation is similar to divorce except that neither party is free to remarry. The property owned by the couple is divided, and provision is made for the support and custody of the children, just as in a divorce. The Roman Catholic church recognizes only legal separation or annulment as a means to end a marriage.

What is an annulment? This is when a marriage was not recognized as valid. For example, a minister might have married you without really being a minister. There may not have been a legal marriage license. The couple did not have sexual relations. One of the two partners was underage and did not have parental consent. Perhaps it can be proved that one or the other partner entered into the marriage without telling the truth about his past. Any such claim must be proven to a court in order to have a marriage annulled. There is also a time limit on filing for an annulment.

To Do and Discuss

1. What are some reasons why the divorce rate is increasing?

2. Do you think that the rising divorce rate in the United States reflects changes in our values? Why or why not? Do you see any influence of "Women's Lib" on divorce rates?

3. Discuss the pros and cons of lenient divorce laws.

4. Are you in favor of a uniform, nationwide law governing marriage, The "age of consent," and rules for divorce? What standards should be set? Divide into groups to draw up a set of standards.

Objective – To recognize the need for having only wanted children in the family.

"Then little Bobby came along, which we hadn't planned on. . . ."

To Think About –

A 6-month old baby died from internal injuries after her father beat her because she spit up her food after a feeding. A 7-month old girl was thrown across the room because she would not eat. A mother repeatedly burned her 2-year old with cigarettes and matches. These are typical instances of "child abuse" cited by a doctor in a California hospital. Child abuse is the greatest cause of mortality (death) in young children.

Having children is a big responsibility, and for their own happiness and health they need to be *wanted.*

Information –

What kind of people abuse their children? Usually the child abuser is a very young, lonely, and rejected person. An abusive mother usually married young, looking for someone who would love her. But what she got was a mate with the same background and inadequacies as her own. When the baby of such a couple is born, the mother turns to it for love. When the baby refuses to eat, cries, or has toilet accidents, the mother feels rejected. She then takes out her frustrations on the child. According to authorities on the subject, most child abusers have not finished high school, have lived in poverty, and have moved within the past year. Over one-third had four or more children, and the beatings were for "discipline." But more than one case in 10 developed out of a quarrel between parents. Drinking also was involved in most cases.

Most abused children were not planned for and were not wanted. They turn out to be a severe burden on their emotionally immature parents. A study has been done on the long-range effects on children who were unwanted compared with children who were wanted. They found that at the age of 21 these unwanted people were mostly ill in health, had emotional problems, and used alcohol more.

Not everybody agrees that it is right to end a pregnancy which has already begun (abortion). But there can be no arguing that raising children is a serious business. For an unwanted child, home can be almost as dangerous to its healthy development as the environment in which a child is actually abused or neglected. How old you are when you become a parent, how well prepared you are in terms of financial ability as well as emotional maturity, whether or not you really want children, and how many children you already have are all crucial factors which determine the welfare of your children and your marriage.

To Do and Discuss –

1. Based on your own experiences, do you agree that many quarrels between parents relate to their children?

2. In your opinion is it a good idea for a couple to have a child immediately after marriage? Why or why not?

3. In your opinion, what would be the best age for a woman to have her first child? a second child? Why?

4. What is your opinion of the following statement?
   "We want and can afford a large family, but we will have only one or two of our own and adopt the rest."

5. React to this statement:
   "A number of divorces can undoubtedly be traced to problems connected with the children."

6. Discuss the advantages and disadvantages of having children today.

Objective – To gain insight into the reasons for the generation gap.

To Think About –

Getting along with one's parents may no longer seem important to a young adult who is preparing to leave home to go to college, get married, join the armed services, or get a job and his own place to live. But escape is not so easy. These days financial dependence on parents may last for years after the age of 18. Higher education costs more money than most young people can afford.

Information –

The so-called generation gap between parents and young adults has become an American obsession. This gap is not only between teenagers and the middle-aged but also between parents and grandparents. Misunderstandings between the generations are nothing new: they go back to the beginning of the family unit.

Every person has his own lists of grievances against his parents. For some who are fortunate, the problems are few and do not seriously hurt family life. The chances are that in every family there is at least something about the parents' treatment of young adult children which is at least annoying. Some parents may nag about things that are not really important in the long run – musical tastes, clothing trends, hair styles. Their ideas on relationships between the sexes may seem old fashioned to their children. They may over-stress grades, money, or material possessions. Their politics may sound unrealistic, their morals and behavior contradictory. Parents may appear to be frightened by drugs, autos, or sexual freedom, and not concerned enough about alcohol, pills, poverty, war or corruption in business and government.

In some cases, the attitudes of the middle-aged towards minorities or whites (as the case may be), may seem outrageous by their children's standards. It may even be that some sons or daughters do not actually like their parents very much or admire the way they live.

Most serious of all, perhaps, may be parents' attempts to keep the young adult dependent on them. Parents commonly find it very difficult to accept their children as adults. Even the middle-aged themselves are often irritated by elderly mothers or fathers who cannot break the habit of giving advice or even commands to their long since grown up sons or daughters.

The major reason why the young and older person may not see eye to eye is that the differences are built into the very fact that they are older and you are younger. Their history is different from yours. Their bodies and physical condition are different, their economic situation, their education – all are different from yours. They learned different fears and prejudices. Their troubles, values, and their needs are different. A clash between youth and middle age may be inevitable – unless both generations are willing to try to understand what made them what they are today.

To Do and Discuss –

1. Today's middle-aged parents grew up in a totally different world from yours. List all the things they didn't have that you have. Also list the major happenings that affected their lives during the 1930's and 1940's, and 1950's.

2. Why are most middle-aged people prejudiced? What happened during their youth that still affects them?

3. How do your values differ from those of the older generation?

4. Do you think that you will have the same values 30 years from now that you have today?

5. Describe some of the qualities you admire (or would like to see) in your parents' generation.

6. What can you learn from your parents that will help you raise your own children?

Objective – To help you better understand your parents and other middle-aged adults.

To Think About –

A mother who gets angry "for no reason at all": a father who is so irritable you cannot walk past him without causing an outburst: sudden tears from a mother: or constant nagging – can you talk over disagreements like these?

Some generational differences have nothing to do with background, history, or different points of view. Instead they are physical and psychological changes which come to all women and men between the ages of 40 and 55.

Information –

Medical men call this period of change the *climacteric* (kly MAK ter ik), the time when the reproductive function is slowing down or coming to an end. This has nothing to do with the sexual ability: nor does it of itself produce any unpleasant physical or psychological symptoms. But some men and women do suffer psychologically. In women this is called the *menopause* and is the time when the monthly periods gradually stop, due to the slowdown in the production of female hormones. After the menopause she cannot become pregnant. The only physical side effects are hot flashes, where the individual feels very hot, perspires, then feels chilly. (The physical symptoms can be eased with hormone pills, as prescribed by a doctor.)

Many women suffer psychologically during menopause, however. Depression, irritability, and excessive emotionalism are the most common symptoms. These effects are worse among those women who believe, mistakenly, that the "change of life" means the end of their feminity, desirability, or ability to enjoy sexual intercourse. The emotional upset of menopause can be aggravated by a poor marriage, and a feeling that the children don't need you.

Many men go through their own version of the menopause – the psychological phase of feeling depressed, but they have no actual physical symptoms. Men are still able to produce children, although sperm production gradually decreases. These men, however, see their youth and vigor departing, their ambitions unfulfilled, and their relationship with their wives increasingly boring.

Middle age is the time when the consequences of life's mistakes begin to appear. A hasty, romantic marriage may have become boring and unsatisfactory. Too little education has resulted in an unsatisfactory job. Financial burdens due to the expenses of supporting and educating their children increase. The poor eating habits, smoking, drinking that began in young adulthood produce their effects in the form of physical ailments. Studies show that high cholesterol levels in the blood, which lead to heart attacks in middle age, are likely caused by eating a lot of animal fat from youth on. Even alcoholism may be a build-up from high school or college. Some experts feel that middle age begins at 18 – for what one does from that age on may well bring consequences many years later.

Wrinkles, gray hair, a bald head, excess weight in the wrong places, less physical stamina – almost every middle-aged person can recognize himself in the description. The American tendency to "worship" youth causes some mature people to take these symptoms very seriously. Some mothers dress their aging bodies in clothes like their daughters', or go on crash diets.

Some of the physical signs of getting older are inevitable, and a normal person should be able to accept them. It is primarily Americans who find advancing age so alarming. European men prefer middle-aged women over young girls. European women feel the same about middle-aged men. The glamorous actress Sophia Loren chose a short, plump, aging, bald man as the love of her life. American men and women who have had satisfying marriages or careers are more likely to ignore the evidences of old age.

To Do and Discuss –

1. Why do you think that Americans find growing old more alarming than do people in other societies?

2. Discuss some methods used by middle-aged Americans to disguise or hide the signs of advancing age.

3. Here is a chance to exercise your powers of imagination. *You* are the *parent* of a teenager, who comes home late. You detect a distinct odor of marihuana. What would you do? Suppose he or she smelled of beer or hard liquor? What would you do if you noticed needle punctures?

Objective – To understand the needs of old people

To Think About –

There are some 25 million people in this country who are over 65 years of age. Thus, one in every eight Americans is elderly, a greater proportion than ever before in our history. Why do people live longer today? How have we been able to prolong life?

"Perkins isn't taking kindly to being retired, is he?"

Information –

Thanks to modern medicine and better food, more people are living longer. Ironically, at the same time that we have learned how to prolong life, we Americans have become more and more scornful of old age. We worship youth and beauty, and we make people retire from their jobs at the age of 65. Then, often as not, we try to forget that they exist.

Enormous changes in our economy are a primary reason for the change in status of old people. Once the old person controlled home, farm, and property. He often continued to be the head of a large family home until he died, enjoying respect and affection. Often the married children came to live with him (or her) and to work for him as well. But our technological, industrialized, urban civilization has changed all that. The big homes are mostly gone. The family farms have almost disappeared. Now the successful family member is apt to be a "youngster" in his late 20's, 30's, or 40's, whose career is based on technological developments. It is the age of the *nuclear family*. Having to give up their jobs is only the first of the problems of the elderly. The main problem is the fact that many of them don't have enough money to live on. Their pensions, social security, and savings (if any) are too small. Three out of every 10 Americans over 65 live in poverty. When an aged person's health begins to fail, his financial difficulties become much worse. Medicare (Federal allowances for hospital and doctor bills) does not cover all the high costs of illness. There is an increasing need for drugs and medicines, which at present the elderly must pay for without help. The emotional worry about paying for medical care, food, housing, and even funerals, is common in many older people.

The economic problems of the elderly are not the only problem, however. There are numerous psychological problems as well. An older person must feel *needed*. It is up to the children and young adults of the family to help him feel needed. What kinds of activities could a retiree engage in to feel useful and important? Asking for advice, visiting, having discussions, going to grandmother's for dinner on holidays, letting her babysit, asking for services - these are all good ways. You will see how happy they make her feel.

PEANUTS

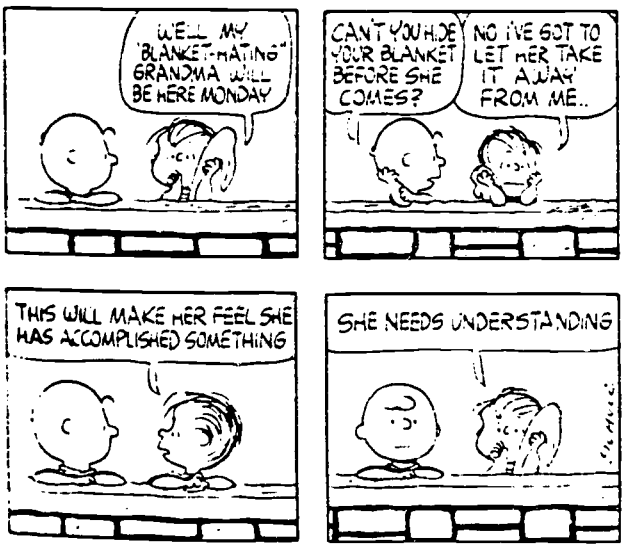

This is not to say that the above advice is always easy to follow. Getting along with grandparents is a real problem which affects many young adults (as well as their parents). Often older people are forgetful, or repeat things, are shocked by words and actions, and often "lecture", giving advice based on experiences and moral standards which may seem out of date. Still, making an old person feel loved and important is well worth the effort and pays off in your own feeling of satisfaction.

It may be hard for you to believe this, but someday you too will be old and will need to feel loved and worthy of respect.

To Do and Discuss -

1. Collect pictures showing the roles of elderly people.
2. What are some worthwhile hobbies, projects, etc. that retirees can engage in?
3. How can a young adult prepare for happy, healthy retirement?
4. Why do you think Americans no longer show as much respect for the aged as they once did?
5. Do you feel that you have a responsibility to your grandparents? Why or why not?

6. In your opinion, should elderly people be made to retire from their life's work at 65? Explain your answer.

7. Discuss the major problems facing most people upon retiring.

8. Have you ever discussed with a grandparent "how it was" in former days? Do you feel this was a valuable experience for you? Why or why not?

9. When you are old, where would you prefer to live? in a small home of your own, with your children, or in a retirement home with elderly people? Discuss the pros and cons of the various living arrangements for elderly people.

10. Situation – let's assume you are 68 years old and retired. Early in your working career you began saving for your retirement years. You thought that with your savings, pension, and social security, you would have enough money to live on comfortably. Shortly after retiring, however, you developed a chronic illness and used up most of your savings to pay for medical bills. It is especially difficult to meet your living expenses, due to increasing taxes and the rising costs of food, medicines, and other necessities. What would you do in this situation? Where could you turn for help? Do you know anyone who is in a similar situation today?

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ACCESSION NUMBER: VT100684

PUBLICATION DATE: JAN74

TITLE: THE WORKER IN MODERN SOCIETY.

PERSONAL AUTHOR: BREDEMEIER, MARY

DESCRIPTOR: *STUDY GUIDES; *LABOR PROBLEMS; *EMPLOYER EMPLOYEE RELATIONSHIP; *LABOR UNIONS; *SOCIAL CHANGE; SOCIAL SYSTEMS; LABOR LEGISLATION; CIVIL RIGHTS; UNIT PLAN; TESTS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 563

ABSTRACT: THIS TEXTBOOK FOCUSES ON THE RELEVANCE OF WORKERS TO SOME OF THE SOCIAL CHANGES WHICH HAVE OCCURRED IN RECENT YEARS, SUCH AS INCREASED AUTOMATION AND UNIONIZATION, THE PHENOMENON OF INFLATION IN TIME OF RECESSION, THE INCREASING UNEMPLOYMENT AND POVERTY IN AN AFFLUENT SOCIETY, MINORITY RIGHTS, AND THE GROWING PROBLEMS OF YOUTH AND AGE, EDUCATION, INTERNATIONAL RESPONSIBILITIES, AND THE ECOLOGY CRISIS. AS BOTH MANAGEMENT AND LABOR HAVE COMMON INTERESTS IN PROVIDING SOLUTIONS TO THESE PROBLEMS, NEARLY HALF OF THE VOLUME IS DEVOTED TO DISCUSSION OF MATTERS AFFECTING THE PUBLIC INTEREST. THE LESSONS ARE ARRANGED IN TEN UNITS, EACH WITH GIVEN OBJECTIVES AND QUESTIONS FOR ASSIGNMENT AND DISCUSSION. THE UNITS COVER CAPITALISM AND ITS RIVALS, PROBLEMS OF LABOR AND MANAGEMENT, HISTORY OF THE LABOR MOVEMENT, STRUCTURE AND FUNCTION OF TRADE UNIONS, PERSONNEL RESPONSIBILITIES IN MODERN ORGANIZATIONS, PROBLEM-SOLVING TECHNIQUES UTILIZED BY LABOR AND MANAGEMENT, INTRA-LABOR PROBLEMS, PROTECTING THE PUBLIC INTEREST AND CORRECTIVE LEGISLATION, THE WORKER'S RESPONSIBILITY, AND PROBLEMS AND CHALLENGES IN CONNECTION WITH THE PUBLIC INTEREST. A SET OF TESTS FOR EACH UNIT IS PROVIDED FOLLOWING THE TEXT. (MF)

AVAILABILITY: NEW JERSEY VOCATIONAL TECHNICAL CURRICULUM LABORATORY, BLDG. 4103, KILMER CAMPUS, RUTGERS UNIV., NEW BRUNSWICK, N.J. 08903

INSTITUTION NAME: MONTCLAIR STATE COLL., UPPER MONTCLAIR, N.J.

SPONSORING AGENCY NAME: NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION.

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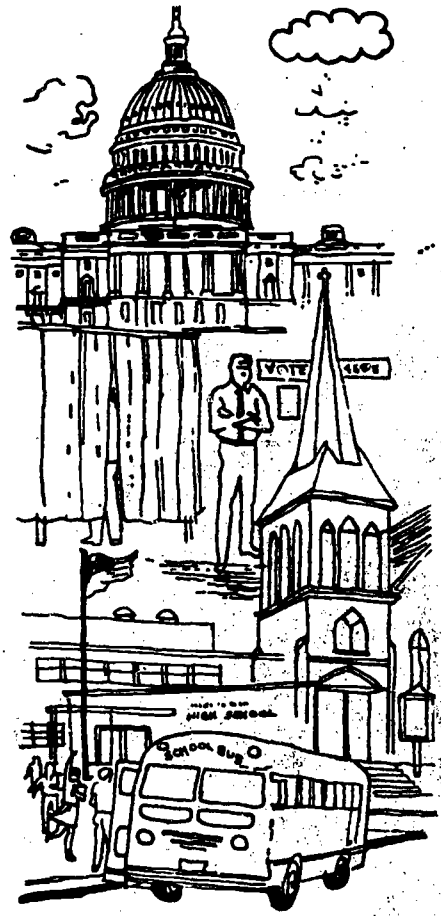

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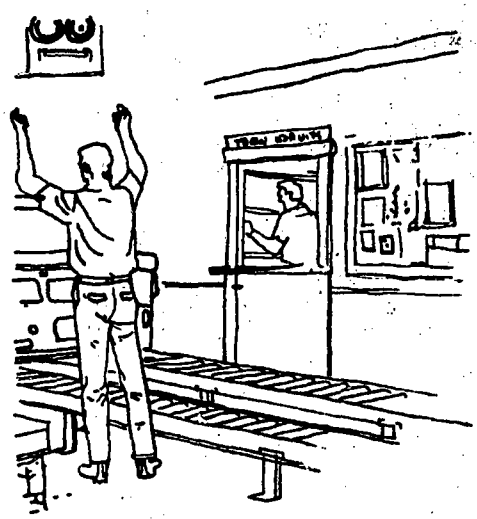

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Rutgers – The State University
Building 4103 – Kilmer Campus
New Brunswick, New Jersey

Revised Edition
January 1974

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DIVISION OF VOCATIONAL EDUCATION

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CURRICULUM LABORATORY

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FOREWORD

This 1973 revision of The Worker in Modern Society focuses attention on the relevance to workers of some of the social changes which have occurred in recent years:

- the increased automation of the means of production;
- the revolutions in communications, information storage and retrieval, and transportation;
- changes in the occupational structure;
- an increasing "imbalance" between the labor market and the labor force;
- the growth of white-collar and service occupations, and the unionization of those occupations;
- the shift from an "efficiency" to a "human relations" approach in business management;
- the phenomena of inflation in time of recession, and increasing unemployment and poverty in an affluent society;
- the struggle for minority rights;
- the growing problems of youth and age;
- the crisis in education;
- the increasing pressures of international responsibilities;
- the ecological crisis.

These are but a few of the phenomena of our times which have provided new directions for the labor movement in the United States.

I have chosen to emphasize these current problems, and the directions in which solutions are being sought, out of the conviction that they are the overriding challenge – and responsibility – of our time. Both management and labor have an equal stake in their solution; higher "profits" for either will be of little value if the water they drink and the air they breathe are poisoned, their nation is torn apart by civil strife, and their highways and recreation areas are despoiled and congested. These challenges pose for management and labor a "superordinate" goal – a continuous reminder that their common interests are, after all, more pressing and important than their conflicting interests. Dedication to the public interest would be the unifying force for a new era of peace and harmony in labor-management relations. There are, at present, encouraging signs that labor and management are recognizing these responsibilities. Because I consider it of paramount importance that cooperative efforts be undertaken immediately and vigorously, I have devoted nearly half this volume to discussion of matters affecting the public interest.

A booklet furnished to the teacher as a companion volume to this text contains extensive reading lists and lists of relevant films. Many of the suggested readings are for the teacher's own use; I leave it to the teacher to decide what will be most interesting to and appropriate for his or her own students.

Information about publishing companies and film libraries will be found in the bibliography. Books and pamphlets are listed alphabetically, by author, title, or publishing organization; films are listed alphabetically by subject or by the name of the organization from which they may be borrowed or rented.

Although I have received excellent information and advice from many sources, I am especially indebted to the following persons whose contributions have greatly improved this book: Harry C. Bredemeier, Professor of Sociology at Rutgers University, whose intellectual curiosity, interest, and tolerance are surely unsurpassed; Albert Propper, Business Representative of the Glass Warehouse Workers and Paint Handlers Local Union 206, whose knowledge of internal union operations and dedication to the principles of incorruptible leadership and equality have been both educational and inspirational; Herbert A. Levine, Director of the Labor Education Center at Rutgers University, who gave me excellent advice; Simon Alpert, Director of the Public Relations Department of the UAW, who provided me with a wealth of information and many of the pictures which enliven the manuscript; Phyllis H. Moehrle, Assistant to the Vice President of the National Association of Manufacturers, who sent me many excellent and interesting pamphlets explaining management's point of view; and Albert J. Zack, Director of the Department of Public Relations of the AFL-CIO, who provided for my use many AFL-CIO publications and authorized the use of many of the illustrations and pictures which have been added. Several of the title-page illustrations introducing the various units were provided by the Eastman Kodak Company.

Of course, I alone am responsible for any errors of omission or commission which the critical reader may find.

Mary E. Bredemeier
New Brunswick, New Jersey
January 1974

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TESTS

UNIT I

Capitalism and Its Rivals

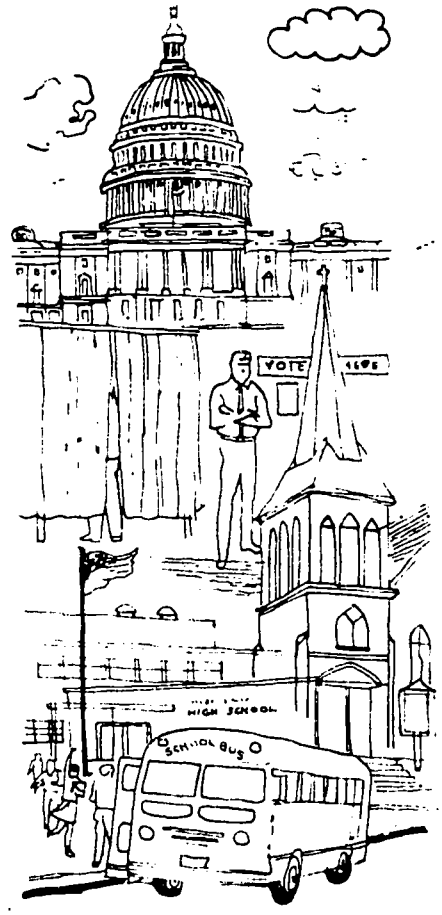

Lesson 1 - Competing Economic Systems
Lesson 2 - Capitalism
Lesson 3 - Socialism
Lesson 4 - Communism

The American economic system is often called "capitalistic." To what extent it is "capitalistic," or "socialistic," and to what extent it should be either, we shall let you decide as you read the following pages.

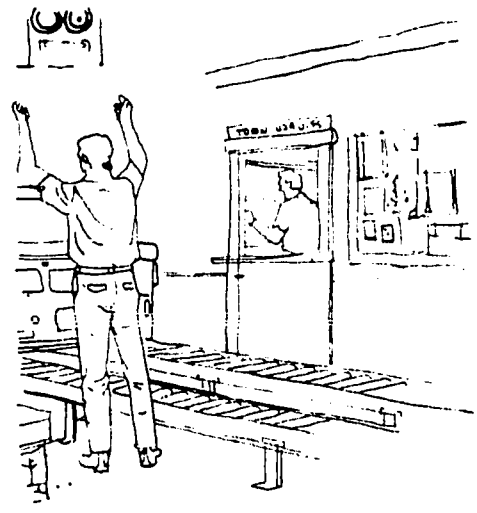

UAW SOLIDARITY, November 1970

Competing Economic Systems — Lesson 1

OBJECTIVES:

1. To understand what an economic system is.
2. To learn what the several economic systems are in today's world and how each system answers the five basic questions about how things should be done.
3. To understand some of the characteristics of the American Economic System.

WORDS TO LEARN:

capitalism	economic system	modifications
communism	free enterprise	primitive society
complex society	interdependence	producers
consumers	Karl Marx	socialism

INFORMATION:

Since World War II, books, newspapers, and other media of communication have been telling us about the Cold War, our international rivalries with the Soviet Union and Communist China, and efforts by "New Leftists" within the United States to "destroy the system." Many people believe all these things to be threats to the American system without understanding what that system is. In fact, it is quite possible that some of those who wish to destroy the system don't understand it very well, either!

Since this is not a textbook about economics, our comments about economic systems will be very brief. However, we feel that it is not possible for you to understand how labor organizations developed or how they function unless you first understand something about the three economic systems, communism, capitalism, and socialism. We shall refer to these systems frequently in discussing problems and issues.

You should know that the American system, although it is often called "capitalism," is in fact, a blend of capitalism and socialism, as are the systems in most of the western democracies in varying degrees. Our system started out as more "capitalistic" than it is today, but has undergone modifications (changes) for reasons which we hope to make clear in later lessons. The American system is frequently referred to as the "free enterprise" system because the freedom of individuals to start and own private, profit-making businesses (or "enterprises") is one of the bases of capitalism.

You should know also that the Soviet Union (Russia) is called communistic.

Of course the people in all societies are both producers of goods and services that other people consume, and the consumers of goods and services that other people produce. In primitive societies, in colonial times, and on the frontier, people were fairly independent of one another. "Interdependence" was restricted to the community, and sometimes even to the family. In a modern complex society, it is impossible to draw any boundaries around interdependence, as we all depend on each other. This fact makes production and consumption quite complicated.

Every society, whether simple or complex, must decide: How much should each person produce? How much should each person consume? What should be the relationship between what a person produces and what he is allowed to consume? Different societies have come up with different answers. The "capitalistic" one is, "Take from each what he wants to produce and give to each as much as others value what he produces." The "socialistic" answer is, "take from each according to his ability, and give to each according to his need." No society has ever used one of these answers and completely left out the other. There are other possible answers – for instance, power, or tradition, can determine what gets produced and consumed and by whom.

Here we have given you a brief overview of ideas which we shall discuss in this unit. We suggest that, as you read and think about different economic systems, you don't let yourself get scared by the "word magic" some people use when they talk about "isms." Try to judge systems by how well they benefit human beings rather than by some label that happens to be applied to them.

WHAT IS AN ECONOMIC SYSTEM?

An economic system is a set of rules describing how certain things, which must be done in any society, should be done. These are some of the questions which must be answered in any economic system:

1. How much of what should be produced? (For example, how many small cars and how many big cars? How many apartment buildings? What architectural style? How many schools? How many yachts? How much electric power?)

2. Who should do what in producing them? (How many plumbers and how many teachers should there be? How should they be selected?)

3. What methods should be used? (Truck or rail transportation? Automation or not?)

4. How should the national income be distributed? (How much should go to vocalists, how much to physicians?)

5. Who should decide all those things, and how should they decide?

Capitalism, communism, and socialism answer these questions in different ways, and each claims to have the best answers. How the questions are answered by each of these systems will be the subject of the other lessons in this unit. Keep the above-mentioned questions firmly in mind as you study this unit. They will help you understand how the American economic system has developed.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. Name the three major economic systems.

2. What is an economic system?

3. What are the five questions which any economic system must answer?

4. The text gives the answers to the producing and consuming questions from a capitalistic and from a socialistic viewpoint. Discuss each.

OBJECTIVES:

1. To understand the meaning of capital and capitalism.
2. To understand how capital is controlled in a capitalistic society.
3. To understand how capitalism answers the five basic questions suggested in Lesson 1.

WORDS TO LEARN:

bargaining	exploitation	modified
capital	incentive	objectively
competition	insecurity	profit motive
consumer	laissez-faire	producer
drastic	managerial	rational

INTRODUCTION:

As you may have realized by now, the American economic system is no longer a purely "capitalistic" one, even though most people continue to use that label for it. It is, in fact, a mixture of capitalism and socialism, even though the word "socialism" continues to be a word that many Americans find objectionable. Let us not, however, worry so much about words, but instead consider the ways in which Americans are now protected against some of the insecurities of pure capitalism, and the ways in which a modified form of capitalism continues to operate. Pure capitalism is the system known as "laissez-faire." This is a policy of no interference with business by the government. Let us try to understand in this lesson how pure capitalism works and how the American system has modified pure capitalism.

WHAT IS CAPITAL?

The things which are necessary to make consumers' goods and services are called capital. Capital includes producers' goods, labor skills, managerial skills, and land.

Producers' goods are needed in an industrial society to produce consumers' goods. Tools, buildings, milling machines, tractors, trucks, railroad equipment, etc. are producers' goods. They are not basically the things that people enjoy but they are necessary for the production of the things that people want to consume. Refrigerators, washing machines, soap, bread, clothing, cars, furniture, etc., are consumers' goods. They are the things people want and use.

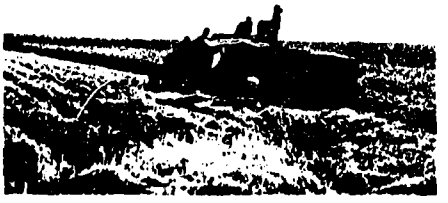

Tractors are Producers' Goods
Courtesy USW

Producers' goods are the machines and materials necessary to make these things. Producers' goods must be made in order to make consumers' goods.

Producers' goods are sometimes called capital. Since, in an industrial society, capital is needed for production, the question of who controls the capital is one of the main questions to be answered. Whoever controls the capital can control what it is used for, who will be hired to work with it, how long and how efficiently it will be used, and so on.

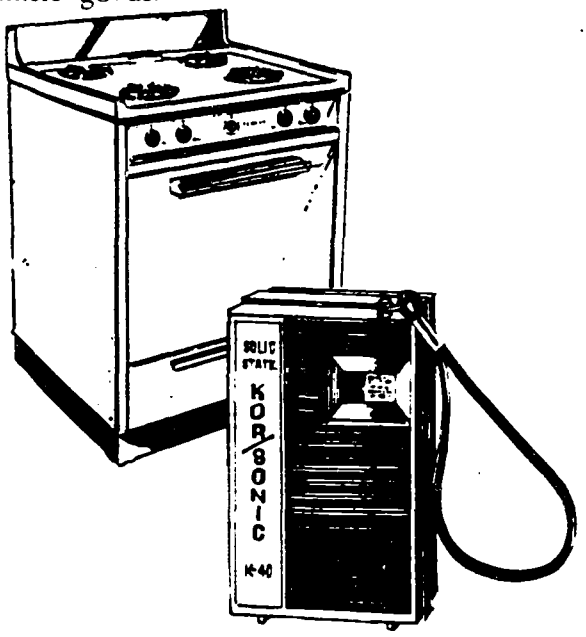

Two examples of consumers' goods

Sometimes it is hard to tell whether a product is a producers' or a consumers' good. Refrigerators and houses, for instance, have aspects of both.

But tools such as buildings and milling machines are not the only things that go into making consumers' goods and services. In addition, labor skills, land, and managerial skills are necessary. The term capital is sometimes used to refer to these things also. For example, when you learn a skill such as the skill of an electrician or the skill of a beauty operator, you are acquiring a set of skills which you can later "sell" or "rent," just as surely as if you spent that time building a boat to rent out to people. These skills, therefore, are part of capital. Let us define capital, therefore, as meaning all the things which are needed to produce consumers' goods. So, what we said above about tools such as milling machines can apply to all capital – tools, labor skills, managerial skills, and land. Whoever controls all such capital decides how much of what should be produced, who should do what in producing it, what methods should be used, and how the national income should be distributed.

WHAT IS CAPITALISM?

Pure capitalism is a term applied to a system in which private individuals own the capital, which they control for their own profit. The capitalistic answer to the fifth question we asked in Lesson 1, "Who should decide all those things and how should they decide?" is "Private owners of capital (tools, materials, labor skills, managerial skills, and land) should decide, and they should decide on the basis of what is best for themselves."

Believers in pure capitalism justify the above answers as follows: In the first place, it is said, this is the best way to guarantee freedom, since no one can be expected to watch out for an individual's best interests better than the individual himself. Therefore, if you let everyone use his capital for his own best interests, you have got the best chance of individual interests being protected. In the second place, if everyone is trying to get as much as possible for himself, people will always be in two kinds of relationships with other people. These two kinds of relationships are

1. They will bargain with people to whom they are trying to sell things (land, managerial skills, labor skills, materials, and tools) and also with people from whom they are trying to buy these things.

2. They will compete with the people who are trying to buy or sell the same things they are trying to sell or buy.

These two kinds of relationships – bargaining and competition – will, according to the pure capitalist idea, guarantee that sellers (of anything) will sell the best possible product at the lowest possible price; and buyers (of labor, land, anything) will offer the highest prices possible and demand the best quality possible. (They will be forced by their bargaining opponents and by their competitors to do so.)

According to the pure capitalist belief, the pressures of competition and bargaining, plus the desire of each person to make as much profit as possible, will result in everyone's using his skills to discover more and more efficient ways of doing things; so the greatest efficiency will be guaranteed.

Finally, it is said, the prices of labor skills (wages), the prices of tools (interest), the prices of managerial skills (profits) and the prices of land (rent) will be established objectively, on the open market, as a result of the millions of decisions made by millions of persons. These objectively determined prices can in turn provide something that every person needs if he is going to make a good decision about how to use his own resources (time, energy, skills, talents, tools, land, etc.). This thing that everyone needs is information about the costs of using resources in one way or another, and the rewards of using them in one way or another. Thus, for example, if you are going to decide wisely whether to buy a house or rent an apartment, what you need to know is how much each one will cost you, and how much all the other things you could buy instead of either the house or the apartment will cost you (vacation trips, a new car, education, etc.) The important thing here is that those costs must be determined objectively, and, in the short run, at least, must not be able to be changed by any one or by only a few persons. For example, if these costs were simply set by a "Director of Housing," you might always wonder whether or not he couldn't be persuaded to change his mind, or whether he might change it suddenly for some reason of his own. Furthermore, the pure capitalist argument continues, if prices were set by one agency, how could they possibly know how to set them right? The chances are they would either set them too high, in which case most of the goods and services would remain unsold; or too low, in which case there wouldn't be enough goods and services to satisfy the demand.

HOW DOES PURE CAPITALISM ANSWER THE FIVE BASIC QUESTIONS?

Let us summarize the pure capitalist position by repeating the "five basic questions" and giving the capitalist answers to them:

1. How much of what should be produced?
   As much of anything as is profitable to the producers.

2. Who should do what in producing those things?
   Everybody should do whatever gives him the greatest profit.

3. What methods should be used?
   Whichever methods are most efficient in terms of costing less money.

4. How should the national income be distributed?
   Everyone should get as much, or as little, as his individual bargaining power permits him to demand.

5. Who should decide all these things, and how?
   Private owners of labor skills, managerial skills, etc. should decide, on the basis of what is most profitable for each individually.

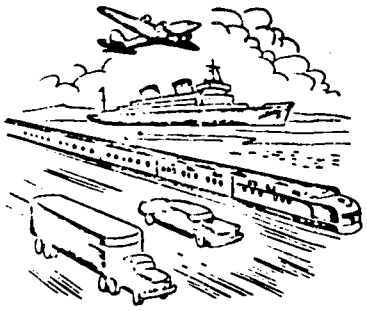
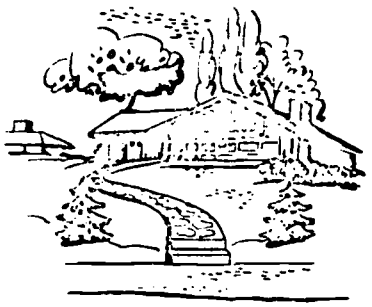

Can "pure" capitalism supply all our needs?

WHAT IS AMERICAN "CAPITALISM" LIKE TODAY?

We have mentioned in an earlier lesson, and at the beginning of this lesson, that American capitalism has undergone some drastic changes in this century. Unit VIII will deal with these changes. Here we shall try briefly to describe the American economy today.

1. Personal ambition and the profit motive remain the strongest reasons to produce goods and services. Therefore, the individual is encouraged to

   a. own property.

   b. invest his savings in a profit-making enterprise, which may or may not succeed.

   c. move from one job to another more profitable one.

2. Individual responsibility for protection against disaster is basic. A certain amount of protection is given through social security, unemployment compensation, Medicare, etc., but voluntary insurance and private savings are needed also.

3. The federal government's part in the American economy continues to expand. Some examples of this are

   a. legislation against exploitation of labor by management, of management by labor, or of the public by either.

   b. control over agriculture.

   c. government agencies which watch over many parts of the economy.

4. Ownership of capital remains largely in "private" control, but workers have increasingly become part owners or stockholders.

5. The government controls some distribution of income, by means of progressive taxation (the more you make, the more you pay), and "transfer payments" to the poor.

As you read the next lesson, you will see that the American system is in many respects socialistic, particularly in its answers to Questions 4 and 5: "How should the national income be distributed?" and "Who should decide all these things and how?"

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. Tell the difference between producers' goods and consumers' goods. Why is it sometimes hard to decide whether an article is a producers' or a consumers' good?

2. List some of the things needed in an industrial society for producing consumers' goods.

3. Give a definition of capital. List all the things which may be included in capital.

4. Can the carpenter's skills be considered part of capital?

5. In a strictly capitalistic system, who owns the capital?

6. For what purpose is capital controlled in a capitalistic system?

7. Why, according to capitalist theory, is this system most likely to guarantee freedom?

8. Explain how bargaining and competition work in a capitalistic system.

9. What arguments do believers in pure capitalism offer in maintaining that this system will give the best possible products at the lowest possible price?

10. Why do believers in pure capitalism believe that it gives the greatest amount of productivity and efficiency?

11. What is the open market? How does it determine costs and profits in a capitalistic system?

12. What does capitalist belief say is wrong with government price-setting?

13. Briefly summarize the answers capitalism gives to the five basic questions an economic system must answer.

14. Summarize the characteristics of American capitalism today .

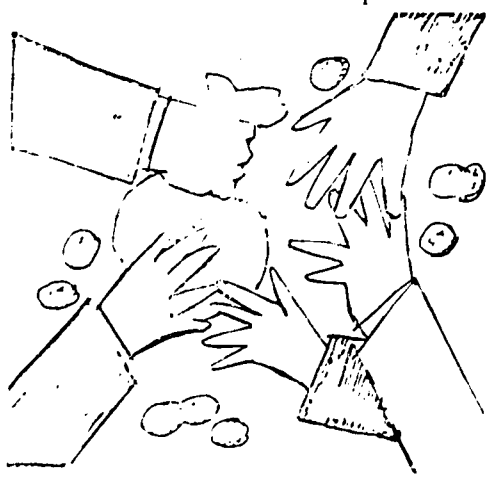

Socialism Lesson 3

OBJECTIVES:

1. To understand how capital is controlled in a socialistic society.

2. To understand how socialism answers the five basic questions suggested in Lesson 1.

WORDS TO LEARN:

dedication	ideology	self-centered
economics	obsolete	socialism
exploited	outmoded	welfare

INFORMATION:

Socialist economies, of course, have "capital" just as much as do capitalistic economies. This may be one of the things that confuses people about the two terms. If you have understood Lesson 2, you should not be confused about it now. All economies have labor skills, managerial skills, land, materials, and tools – the things we defined as capital. The difference between capitalism, communism, and socialism lies in the rules which are established for using the capital.

HOW DOES SOCIALISM ANSWER THE FIVE BASIC QUESTIONS?

We can most effectively show the contrast between socialism and capitalism by giving the socialistic answers to the "five basic questions."

1. How much of what should be produced?
   As much of anything as is needed to produce a "good life" for the greatest number of people.

2. Who should do what in producing those things?
   Everybody should do the job for which he is best fitted.

3. What methods should be used?
   Whichever methods are most likely to produce a "good life."

4. How should the national income be distributed ?
   "To each according to his need" is the socialist answer.

5. Who should decide all these things and how?
   Government planners should decide them, on the basis of choices the citizens make in elections.

HOW DO SOCIALISTS DEFEND THEIR POSITION?

The socialists defend their ideas as follows: In the first place, it is said, the best protectors of individuals' interests are not the individuals themselves at all. Goods and services, say the socialists, in modern society are too complex for individuals to know much about them: people are too easily deceived, out-bargained, and exploited; and they have such limited views of the whole society that the decisions they make, while they may be correct in the short run, are likely to be inefficient even for themselves in the long run.

Furthermore, argues the socialist, suppose someone is lucky, either through inheriting good genes, or good land, or getting a good education, and turns out to have something a lot of other people want or need. Why should he profit from it? Or -- suppose someone is unlucky enough to have learned to be a good carriage maker, let us say, and then carriages are made obsolete by automobiles. Why should he suffer for it?

In the second place, the socialists say that modern industrial production has made individualistic self-centered striving outmoded. Modern production is not, says the socialist argument, a matter of individuals competing and bargaining with each other. It is a matter of very large groups of people cooperating with one another on essentially socialist principles. For example, says the socialist, if we look at the giant corporations in the United States, such as General Motors Corporation, or United States Steel, or the DuPont Co., we see that it is no longer true that each worker, each manager, each stockholder, and so on, bargains and competes with every other one. As a matter of fact, says the socialist, if the manager of some division of General Motors used his skill "capitalistically" – that is, to maximize his own profits – he would be thrown in jail. What he is supposed to do is to use his skill for the welfare of the whole organization; that is what he gets paid for, and that is essentially a socialistic principle. Indeed, argues the socialist, if every secretary had to bargain for the paper she got, and if every electrician had to bargain for his wire and pliers, the whole enterprise would be so inefficient it would go bankrupt. General Motors executives know this, says the socialist, and that is why they practice socialism inside their corporations, even though they preach capitalism outside.

In the third place, the socialist argument continues, efficiency does not result from competition and bargaining; it results from dedication to a job. Competition and bargaining simply make people insecure, and put pressure on them to cheat other people, "goof off," conspire with one another, discriminate, and so on. Technological improvement and scientific advances have come from men like Einstein, Pasteur, Marconi, and so on, who never made a profit in their lives.

Finally, in the fourth place, says the socialist argument, it would really be a very simple matter to establish objective prices for everything. With the aid of modern high-speed computers, more reliable information about costs and consumer demands could be secured than under the older method of capitalism.

In general, says the socialist argument, people will be free and secure, and enjoy the highest standard of living, when they cooperate and are protected from the possible exploitation of self-centered bargaining and competition.

WHAT IS SOCIALISM LIKE IN PRACTICE?

There are no "pure" socialist countries in the world today (just as there are no purely capitalistic countries). Most countries have what we call mixed economies – elements of socialism and capitalism, for instance, in varying proportions. We have already pointed out that the United States has a capitalistic foundation with overlays of socialism. The Scandinavian countries of Europe have socialized many more aspects of their economies than has the United States. Great Britain, considered a capitalist country until after World War II, has turned more in the direction of socialism. Let us consider a few of the most noticeable changes that have taken place in those countries.

1. Government ownership of, or control of, the means of production has increased. This has involved the government directly in labor-management disputes.

2. A greatly expanded social security program covers all members of the society.

3. Socialized medicine provides free medical and dental care to all who wish it. All must pay for it, of course, through taxes, but private practice is permitted and those who wish to purchase medical services privately may do so. Taxes are therefore quite high.

4. Political democracy continues and political parties continue to operate vigorously.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. Where is the basic difference between capitalism and socialism?

2. Summarize the socialistic answers to the "five basic questions."

3. Why do socialists say that individuals are not likely to be able to protect their own interests?

4. Why do socialists maintain that the internal operation of a large corporation is socialistic rather than capitalistic?

5. Why does the socialist say that bargaining and competition do not produce maximum efficiency? What factors, according to the socialist, do produce maximum efficiency?

6. Name some countries which are more "socialistic" than the United States.

7. What is a mixed economy?

8. Make a list of some of capitalistic features of the American economy.

9. Make a list of some of the socialistic features of the American economy.

10. Compare the economy of the United States with that of Great Britain.

11. Comment on the often-repeated slogan, "Socialism breeds communism."

Communism Lesson 4

OBJECTIVES:

1. To understand how capital is controlled in a communistic society.

2. To understand how communism answers the five basic questions.

WORDS TO LEARN:

crucial	illiteracy
Czarist government	manifesto
incentive wages	purged
infantile	technological

INFORMATION:

"Communism" and "socialism" are sometimes used interchangeably, but as communism has developed under the leadership of Russia, there has come to be a distinct difference between them. Karl Marx, author of the Communist Manifesto, would probably not recognize "communism" if he saw it in operation in Russia, for Russian communism is not Marxism.

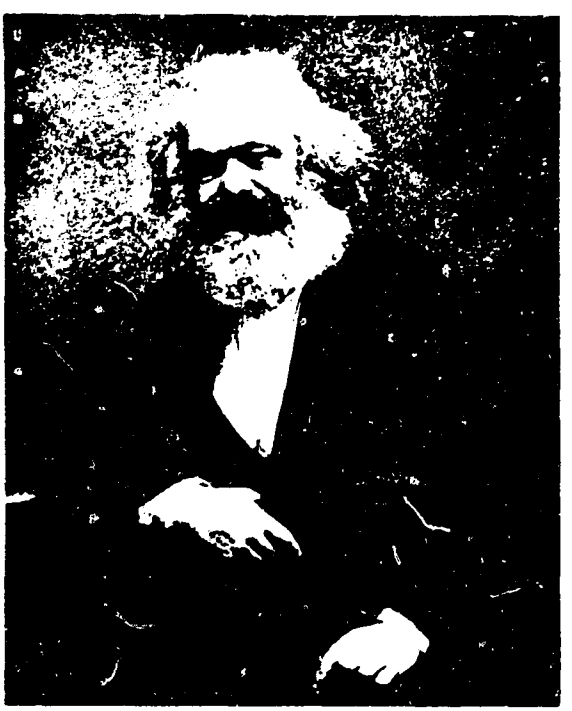

Karl Marx, whose writings greatly influenced the thinking of many Russian leaders. Russian communism can hardly be called Marxism, however.

HOW DOES COMMUNISM DIFFER FROM SOCIALISM?

Many of the answers offered by communism and socialism to the five basic questions are the same. The crucial difference is in the answer to the fifth question: Who should decide all these things and how should they decide? The socialist answer, you will recall, is "Government planners should decide, on the basis of choices the citizens make in elections." The Russian communist answer is, however, "Government planners should decide, on the basis of their superior wisdom, and there should be no free elections."

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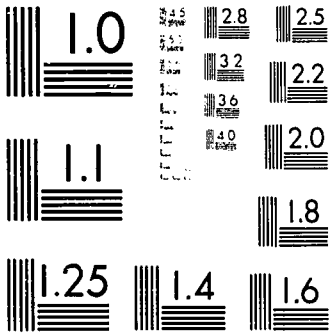

MICROCOPY RESOLUTION TEST CHART

NATIONAL BUREAU OF STANDARDS 1963 A

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The Communist defense of this position is that the masses of people would only be confused by politics. The leaders know what is best for the people. If the people disagree, that only shows that they are either "infantile" or traitors.

Vladimir Lenin (left), who established the first Communist dictatorship in Russia in 1918, and Joseph Stalin, his successor, who held power from 1924 until his death in 1953.

WHAT HAVE BEEN THE EFFECTS OF THE COMMUNIST MOVEMENT IN THE SOVIET UNION?

Several observations about the situation inside Communist Russia may be noted, although we will not venture to predict the future course of that government.

1. Although the Russians have had a liberal constitution since 1935, political democracy does not exist. The people do vote, but have no real choice of candidates, since no party except the Communist Party is allowed. An interesting difference between the Russian and American constitutions is in the kinds of "freedoms" they emphasize. The Russian Constitution emphasizes freedom from various hardships, whereas the American Constitution emphasizes freedom to do a variety of things (speak freely, have a free press, etc.)

2. The educational level of the people has improved. Illiteracy, high under the old Czarist governments, has practically disappeared.

3. Tremendous scientific and technological growth has taken place. The power of the government to decide what and how goods and services should be produced and who will do it has enabled the country to industrialize rapidly. Since the government makes these decisions without consulting the will of the people, emphasis has been on the production of producers' goods, rather than consumers' goods, and the standard of living has remained low.

4. The state is supreme over the individual. Although considerable increase in freedom of expression has been observed in recent years, there continues to be strict censorship of the press, and outspoken opponents of the government have been "purged."

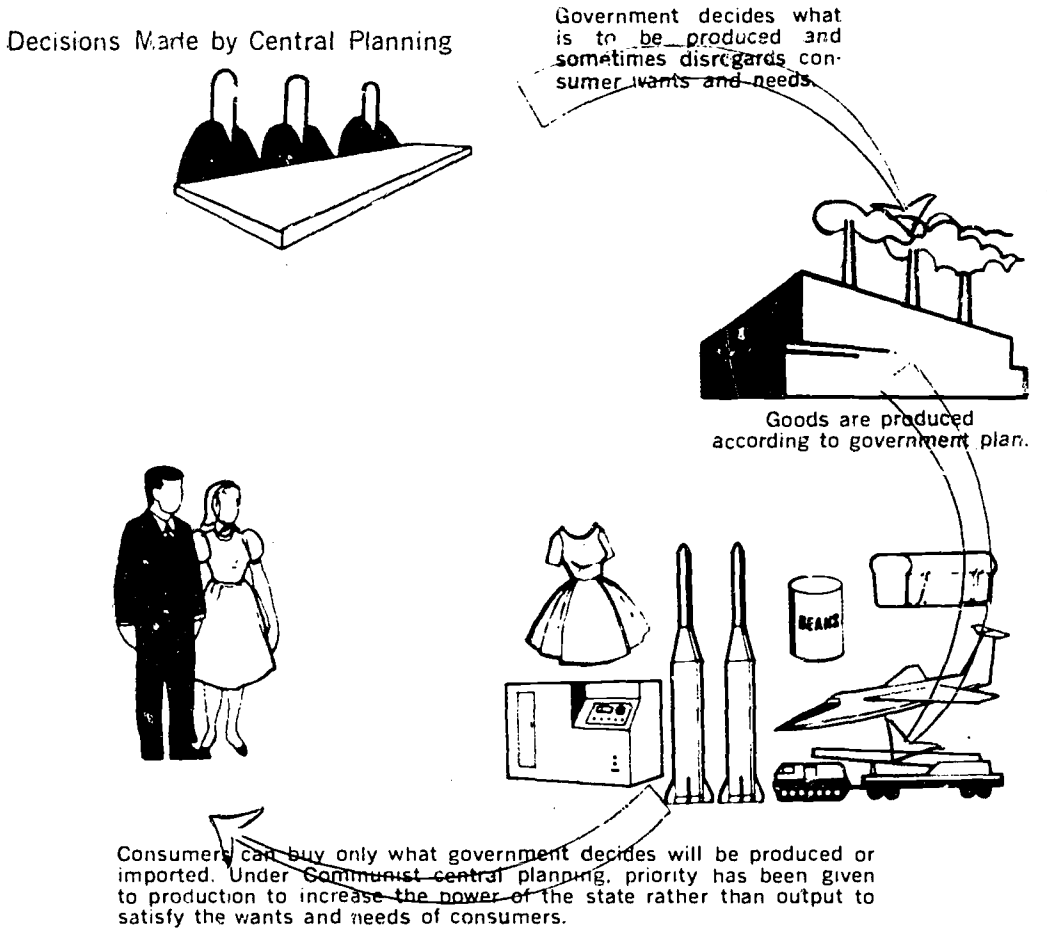

We said earlier that, although Karl Marx is considered the founder of communism, the Russian system is not communistic by Marx's definition. Actually, the Russian system has a number of elements of capitalism (such as the use of incentive wages), and is referred to by some authorities as "State Capitalism." Many people are misled by the name that the Soviet Union applies to itself, the "Union of Soviet Socialist Republics," into believing that it must be a socialist country, which it is not, although it has many elements of socialism.

Now that you have studied the three economic systems you should be able to understand more about the economies of other countries as well as our own.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. In answering the five basic questions, how is the communist answer different from that of the socialists'?

2. How do communists justify the lack of political democracy in their system?

3. Who was Lenin? Who was Joseph Stalin? Who was Karl Marx? Find out as much as you can about these men and their influence in Russia. What has happened in Russia since Stalin's death?

4. Explain the statement "Russian Communism is not Marxism."

5. Summarize the characteristics of the Russian communist economic system.

UNIT II – PROBLEMS OF LABOR AND MANAGEMENT

Lesson 1 – The Difference Between Labor and Management
Lesson 2 – The Changing Occupational Structure
Lesson 3 – The Free Enterprise System
Lesson 4 – The Interests and Duties of Management in a Free Enterprise System
Lesson 5 – The Interests and Duties of Labor Unions in a Free Enterprise System
Lesson 6 – Common Interests of Labor and Management
Lesson 7 – Conflicting Interests of Labor and Management

Courtesy Eastman Kodak Company

The Difference Between Labor and Management — Lesson 1

OBJECTIVE:

To learn the difference between labor and management and how the two groups sometimes shade into one another.

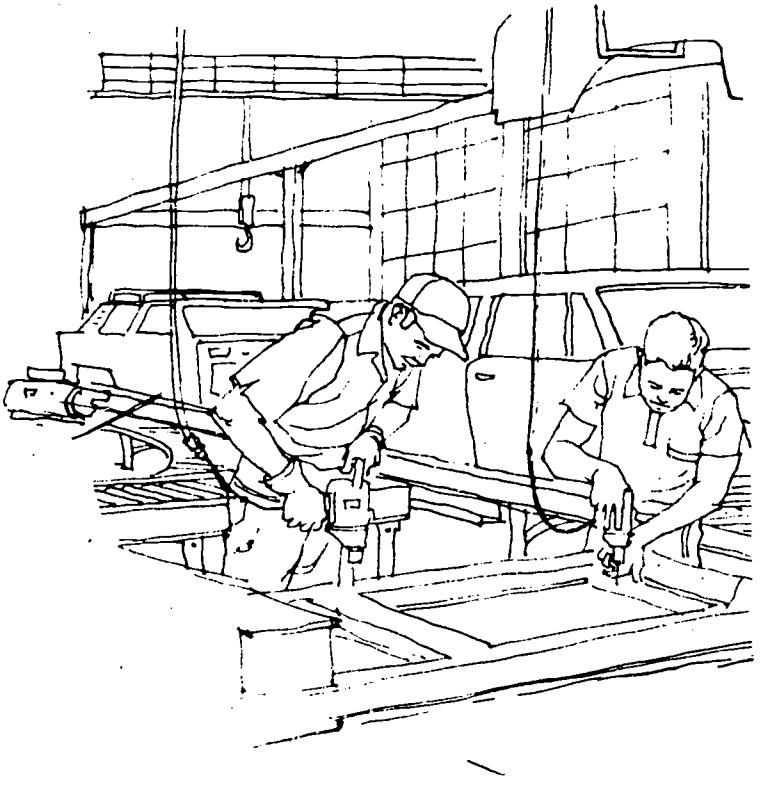

Courtesy UAW

WORDS TO KNOW:

arbitrary
classified
collective bargaining
common interests
contract
demands
personnel directors
policy
relations

INFORMATION:

As you begin your study of labor problems, you must first be sure you understand the difference between LABOR and MANAGEMENT, two terms which will be used throughout this book. Many of the problems of labor involve disagreement with management, and vice versa; our study, therefore, deals in large part with labor-management relations.

WHAT IS LABOR?

The term labor includes everybody who works. However, the labor force is subdivided into several different groups. Doctors, lawyers, teachers, and others whose work requires many years of education and training beyond high school are usually called "professional" workers. Professional workers, typists, stenographers, office workers, clerks, etc., whose work usually requires some education beyond high school are called "white collar" workers. "Blue collar" workers are those members of the labor force who are usually paid by the hour and work in factories, construction, and services.

BLUE COLLAR WORKER

The government has listed and classified all the jobs which make up the labor force in the United States, but it is not necessary that you understand them all. For our purposes in this book, it is more important for you to understand the difference between "labor" and "management." We are here defining labor as the people who work to produce the goods and services that we want.

Organized labor refers to those workers who belong to labor unions. Unorganized labor refers to those who do not belong to labor unions. Many blue collar and white collar workers in the industrial northeastern part of the country do belong to unions.

However, organized workers do not make up the largest part of the labor force. If you think about some of the workers with whose jobs you are familiar (factory workers, secretaries, carpenters, beauticians, plumbers, nurses, bricklayers, teachers, government workers, etc.), you will probably realize that some of them belong to strong unions, some to weak unions, and many belong to no union at all.

A labor union is an organization of workers which works for their common interests, and does collective bargaining with management. Collective bargaining means that representatives of labor (union leaders) and representatives of management present demands to each other and then work out an agreement called a contract.

Labor, as we shall use the term here, refers to the employees those who work for and are hired and fired by the personnel directors of large businesses, the owners and/or managers of small businesses, or, in the case of government, other civil servants with higher rank. Teachers as workers are the "employees" of Boards of Education.

WHAT IS MANAGEMENT?

By management we mean the people who make the policy decisions. A small business, such as a neighborhood dry cleaning establishment or a drug store, may have a single manager who is also owner and who sometimes provides much of the labor himself. However, modern American industrial organization has become so large and complex that there are often thousands of people involved in the management of a single industry. The responsibilities of management are many and varied. They include all the complex activities involved in organizing, planning, directing, controlling, financing, and coordinating the organization's work. In a factory, the worker's contact with management is usually through the personnel division, which often does the hiring and firing; or with the foreman, who is management's representative in the shop.

This distinction between labor and management is arbitrary because, of course, people in management are "workers" too. As you can see, there is much work involved in running an organization, whether it is large or small. Also, the responsibilities involved in choosing or rejecting workers and in trying to keep the organization running smoothly and efficiently require great talent and effort. You should not think of "management" as being people who sit behind desks and take it easy all day, because the people who represent management work very hard. Actually, management often takes the problems of the organization home when the day's work is done, whereas the average factory worker has finished his day's work when he punches the time clock at the end of his specified six or eight hours. Since this book is primarily about craft and industrial workers and their unions, you will get a better picture from it of the many aspects of a complex labor organization than you will get of any other type of complex organization.

It is very important also, that you understand some of the personnel responsibilities which management has in modern organizations; therefore, Unit V will deal with that issue in some detail.

Since both management and labor actually work, you may be asking yourself what the difference is between them. Very simply, management includes those who make the decisions about how the organization is to be run and who direct its operations, but who do not directly produce goods. (They do produce a service, of course, since management is a "service.") Management also directs the workers who produce goods. Employers are management. In a small business, employers may also be owners; but in a large business those who do the actual hiring and firing are themselves hired and fired by other management. The top management of a corporation is the Board of Directors, who are elected by the stockholders – the real owners of the business. Sometimes workers own shares of stock and are therefore part owners as well as workers.

QUESTIONS FOR DISCUSSION:

1. Why is it sometimes difficult to tell the difference between labor and management? What question can you ask yourself that will help you make the distinction clear?

2. Why is it important for you to understand the difference between labor and management before you begin studying labor problems?

3. Distinguish between professional workers, "white collar" workers, and "blue collar" workers. Give examples of each.

4. Distinguish between employers and employees. Give examples.

5. In what respects do teachers differ from other "professional" workers, such as doctors and layers?

6. Classify the following jobs as labor or management:
   a. Sheet metal worker
   b. Corporation director
   c. Executive vice-president
   d. Beautician
   e. Waitress
   f. Foreman
   g. Shop steward
   h. Salesman
   i. Mechanic
   j. Personnel director

7. In what respects are the jobs of government employees, police, and firemen similar to those of teachers?

8. Should teachers, police, and firemen have the right to strike? Why or why not?

The Changing Occupational Structure — Lesson 2

OBJECTIVES:

1. To understand the difference between "occupational structure" and "labor force."
2. To understand recent changes in the occupational structure and the resulting problems of "congruence" between the occupational structure and the labor force.
3. To understand the significance of the growth of the white-collar labor force and its unionization.

WORDS TO LEARN:

affluence	diverse	peasant
aggravated	eliminate	serf
Agricultural Revolution	feudal system	semi-skilled
automation	imbalance	social change
bureaucracy	Industrial Revolution	social prejudice
congruence	intellectual	Space Age
consolidate	manual work	static
craftsman	mechanized	susceptible
decades	middle class	traditionally
decline	migration	upward mobility

INFORMATION:

The "occupational structure" is the labor market. It refers to the kinds and numbers of jobs that the society has a need for at any given time. The labor force consists of men, women, and children, in certain percentages, at certain ages, and with certain levels of education, experience, and skill. If the jobs in a labor market (occupational structure) are mostly unskilled jobs, requiring "musclepower" – as they did in the last half of the 19th and the first part of the 20th centuries – the need will be for unskilled labor. But if at this time the existing labor force is highly educated, the society has an "imbalance" between its labor market and its labor force. Another type of imbalance exists when the opposite is true – the society's needs are for highly trained workers, but the existing labor force is primarily composed of unskilled workers.

WHAT CAUSES AN IMBALANCE BETWEEN THE LABOR MARKET AND THE LABOR FORCE?

If societies remain static, with no change, over a long period of time, the occupational structure and the labor force are likely to "match." For instance, under the feudal system, peasants lived and died as peasants, and lords lived and died as lords. Farming was the way of life, and there was no "upward mobility" in the system. Only those who were born to be privileged got educated, and they had their place and function

in the feudal estate. (Nobody questioned the justice of such a system, either, for a very long time). With the growth of cities, and the commercial and industrial revolutions, societies began to change. Serfs left the farm and went to the city. The growth of commerce and industry created a labor market for skilled craftsmen, and a "middle class" of people involved in trade and commerce developed. Upward mobility became possible, but people no longer had the security of knowing their place in the world. While they were freer and perhaps even more prosperous, poor people no longer had lords to look after them!

The point we are making is that social change brings progress but it also brings problems to both people and societies. In India, which has undergone great social change in its attempts to modernize, there is today an imbalance between the labor market and the labor force. India's labor market needs skilled craftsmen but its labor force includes more highly educated "intellectuals" than there are appropriate jobs for. The masses of illiterates who lack the training to be craftsmen struggle to survive in any way they can.

Until recent times, the occupational structure in the United States included a great many semi-skilled and unskilled jobs. The building of railroads and industries in the last century and the development of assembly-line production early in the 20th century brought millions of unskilled and uneducated immigrants to this country. Those workers' children were able to get more education than their parents, and many of them became skilled workers and professionals.

HOW HAS THE LABOR MARKET CHANGED?

In recent years, automation has eliminated assembly-line jobs in many industries, and offices have become increasingly mechanized.

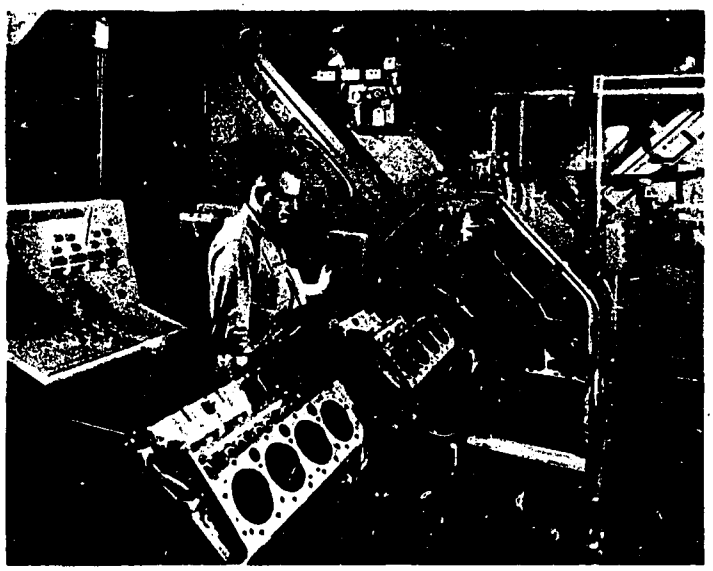

Assembly-line jobs are rapidly being eliminated by automation.

Farming, too, has been mechanized and consolidated. These changes have produced an occupational structure which calls for highly trained manpower. These same changes have produced a mass migration of unskilled farm workers, many of whom are black, from rural areas to cities, where often unskilled jobs are not available.

Black and Puerto Rican migrants to Northern cities have suffered most from these strains of social change and the imbalance between the labor market and labor force. The problem for blacks is aggravated by racial prejudice. In terms of absolute numbers, however, there are more unemployed whites than blacks. We shall discuss these problems at greater length in later lessons. our purpose here is to tell you about the problems created by a state of "imbalance."

Think about the fact that it took mankind around 475,000 years to arrive at the Agricultural Revolution, another 25,000 years to the Industrial Revolution, and only 150 years to the "Space Age!" Such great changes are difficult to cope with, and unfortunately, our technical development has not been matched by an equally rapid development of the "social machinery" we need to deal with the social problems our technology has created. It is impossible to tell for certain where we are going next, but it seems safe to predict that, wherever it is, we are going there fast, and we shall have new problems heaped upon our existing ones! Unit X in this book deals with some of the already apparent problems.

HOW HAS THE LABOR FORCE CHANGED?

Of course, as old jobs are eliminated and new ones created, many people are fortunate enough to get the education and training needed for the new ones. The biggest change in the labor force in recent years has been in the area of non-manual employment. The United States now has more white collar than blue collar workers. In 1960, white collar workers were 43.3% of the labor force, manual workers 38.6%, and service workers 6.4%. Before 1950, most of the gain in white collar employment occurred at the same time as a decline in agriculture and mining. Since 1950, although farm employment has continued to drop, part of the increase in white-collar employment has reflected a decline in manual employment, particularly assembly-line employment.

The increase in white collar employment shows not only changes in technology but also the increasing demand of Americans for services – education, entertainment, medical care, and travel, for instance. It also shows that there is an increasing amount of office work in service and industrial organizations. Government at all levels and service organizations, such as educational and medical establishments, have grown more complex. This is the result of population growth and greater affluence among the majority of working Americans.

The widening role of government in American society has brought an increase in public employment. Although white collar workers have been resistant to unionization, for reasons which we shall explain in Unit III, there has been a recent trend toward unionization among public employees, including teachers. The increasing numbers of white collar workers in the labor force pose a major challenge to the labor movement and may change the characteristics of some labor organizations as white collar workers increasingly assume leadership positions.

Predictions for the future suggest that the occupational structure will increasingly demand highly educated workers: but the education required will be of a special sort. The greatest expansion of job opportunities will be for technicians – graduates of technical programs in high schools and junior colleges, and for service workers

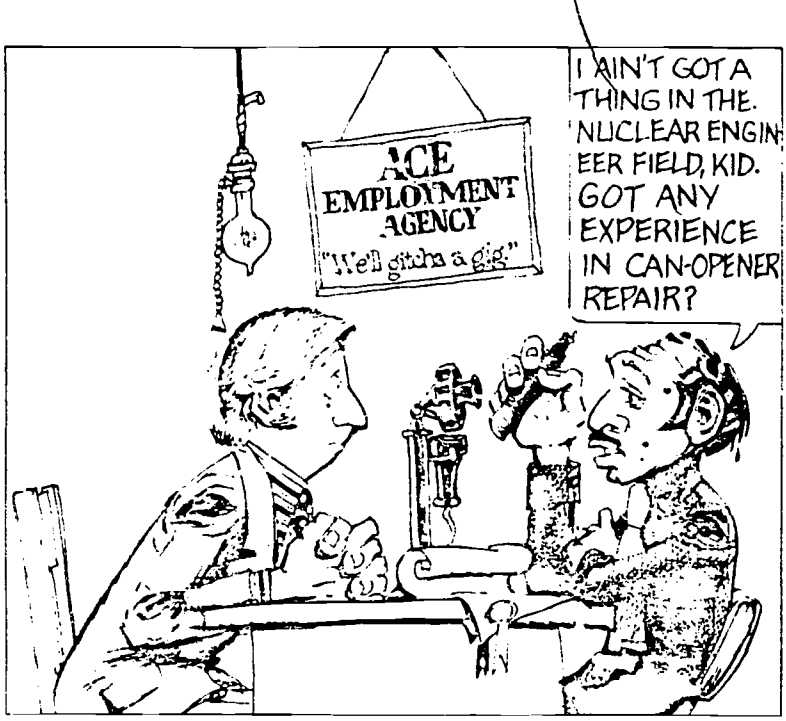

protective service workers (policemen, firemen), practical nurses, cooks, auto and television repairmen, etc. – who have had vocational preparation in school. The college graduate with no vocational or technical skills will probably compete in a labor market with a surplus of college graduates, whereas the graduate of a vocational-technical program will face a labor market with great demand for his skills. These facts about the changing labor market should cause Americans to re-think the emphasis they have placed on the college degree. We shall have more to say about the increasing need for vocational and technical training in Unit X Lesson 7, "The Crisis in Education."

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. Explain the meaning of:
   a. occupational structure
   b. labor market
   c. labor force

2. Which two of the above terms mean the same thing and which is different?

3. Under what circumstances do societies have a balance or imbalance between the labor market and the labor force?

4. What has caused the imbalance between the labor market and the labor force in the United States today? Describe the difference between the jobs for which workers are needed and the workers who need jobs.

5. Why is a technological society very susceptible to problems of labor force – labor market imbalance?

6. What accounts for the gain in white collar employment in the United States? Why are so many white collar workers public employees?

7. What is bureaucracy? Why have government and service organizations become increasingly bureaucratized?

8. Before you read Unit III, see if you can figure out why white collar workers have been unionizing since 1960, whereas previously they had tended to be against unions.

OBJECTIVES:

1. To understand the three ways in which capital and labor can be related.
2. To understand the relation between capital and labor in a free enterprise system.
3. To understand how business ownership in the free enterprise system has changed in recent years.

WORDS TO LEARN:

business venture	profit-sharing
capitalist	sacred symbol
decision making	shares
drastic change	stockholder
free enterprise	subordinate
	varying

INFORMATION:

In our highly industrialized society, machines are used to produce most of our goods. Did you ever stop to think about the amount of money needed to start and run an industry using machinery? Did you ever wonder where the money comes from? We have reminded you that in order to start a factory, some person or group of persons has to get together enough money. Money is needed to build the factory, buy expensive machinery, buy raw materials, and pay the workers. All this outlay of money takes place a long time before any goods can be manufactured and sold to bring in any income. This means that making things in factories requires a division of people into two groups: those who put up the money for the machines, raw materials, and factories, and make the decisions about how to use them, and those who run the machines. The way in which these two groups are related to each other will determine what employment there is for the worker, the kind and amount of goods and services which will be produced, and the way in which production will be done. We introduced you to the three competing economic systems in Unit I, but we have not yet discussed their handling of capital and labor.

WHO ARE THE TWO GROUPS AND HOW MAY THEY BE RELATED?

Many people think that the way in which capital and labor are organized in our country is the only way it can be done. Actually, there are basically three ways in which this problem can be handled. All three of them have certain handicaps and certain advantages. Therefore, various combinations of the three methods are used, in varying degrees, in most countries, including our own. In order to understand better the problems management and labor have to solve, you must know something about the three basic ways of deciding who will put up the money and who will do the work, and how the two (capital and labor) will be related to one another.

1. The government may supply the capital. In this case, decisions about how the machines will be used and who will run them will be made by government officials. This is the system used to a great extent in the Soviet Union and other communist countries and to a limited extent in the United States. In our country, this kind of control is exercised over the armed forces, U.S. highways, post offices, some research centers and hospitals, etc.
2. The same people may supply the capital who do the work. This is a cooperative system. You have seen it in operation in small businesses in the United States. (These are essentially "socialistic" in organization.). Suppose you and a group of people decided to combine your savings and invest in a small business, such as a hot-dog stand. You may choose to cut costs by working in it yourselves, instead of hiring workers. In this case, you and your partners will have to make joint decisions about how much to pay yourselves, how much to put back into the business, how to share the work and the profits, etc. Such small business ventures have been very popular in the United States, but they have their risks. While it is certainly true that many people have established successful small businesses, and some have become quite wealthy independent businessmen, it is also true that a high proportion of small business ventures do not succeed. When small businesses fail, it is often because the owners entered the business venture with too little capital. Researches show that many assembly-line workers who are bored with their work have dreams about starting their own businesses. Some of them succeed.
3. Private individuals get together enough money to own the machines and the factories and hire other people to work in them. This is the free enterprise system or "capitalism", and it is the one in use in most industries in the United States today. This means that big businesses are not owned and operated by the people who work in them, although there is at present a growing trend to enable workers to purchase shares in the companies for which they work. This does, of course, make them part owners, but they generally do not own enough shares to influence decision-making. In the past, there have been unsuccessful attempts made by such groups as the Knights of Labor, the International Workers of the World, and the Socialist Party to get workers to band together and get control of the factories in which they worked. The idea has never had much appeal to American workers, however. In fact, Americans have had a tendency to regard the free enterprise system as a "sacred symbol" of Americanism.

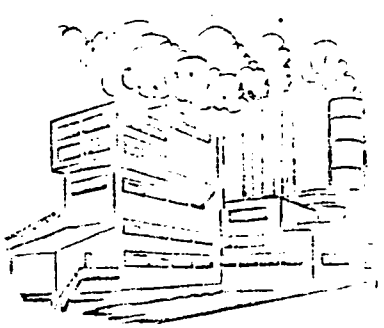

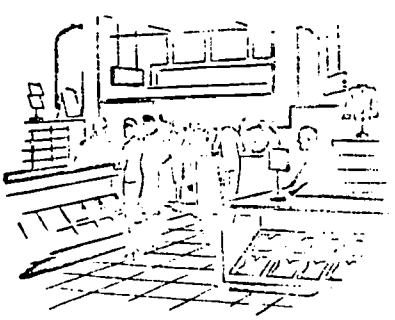

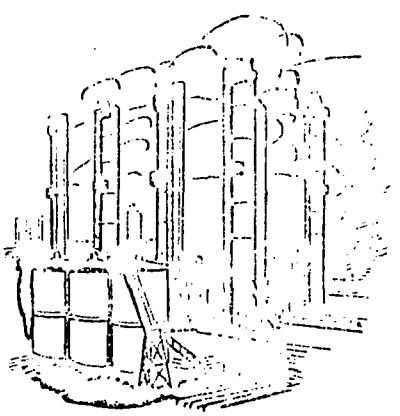

HOW DOES THE FREE ENTERPRISE SYSTEM WORK?

In the free enterprise system, the people who put up the money are the owners. Because they provide capital, and because at one time most of the capital was provided by a few individuals, the people who put up large sums of money are called capitalists. The way in which goods and services are produced with this capital is called capitalism, as you learned in Unit I. It is important for you to understand that the nature of business ownership has undergone some drastic changes in America. The owners of most companies today are not a handful of capitalists, but usually are hundreds or thousands of stockholders. Many of us, including many workers, actually own some shares of stock. This gives us a stake in the success of the business: we profit if it succeeds and we suffer a loss if it fails. Workers are increasingly asking for and getting profit-sharing provisions in their contracts.

In earlier times, owners managed their own businesses. However, in the last fifty years, with the trend toward bigness and ownership by many thousands of people, most of these large industries have hired professional managers to run the business and make the decisions. The chief executive body of a large industry is called the board of directors. The members of the board are elected by the stockholders. Subordinate to the board in the internal organization of the industry are many thousands of people employed as part of "management." As you learned in Lesson 1, when we use the term management in this book we may be referring to either the owners (in a small firm) or the professional managers (in a large corporation). **Labor**, as you recall, refers to those who are employed to do the actual production of goods.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. What is capital?
2. Why is capital needed to start a factory?
3. Name and explain the three ways in which capital and labor may be related and give an example of each.
4. How are capital and labor related in most large industries in the United States?
5. Who are capitalists?
6. Are they any "capitalists" left in the U.S. today? If so, can you think of any names?
7. In what way has ownership of large industries changed in America in the last fifty years?
8. Explain the difference in ownership between a small firm and a large corporation.
9. Why are the stockholders of a large corporation not part of the management?
10. What is the Board of Directors?

The Interests and Duties of Management in a Free Enterprise System

Lesson 4

OBJECTIVES:

1. To understand the primary interests and duties of management in a free enterprise system.
2. To understand why management must make a profit for the people who supply the capital.
3. To understand the things for which reserves of capital are needed.
4. To understand the importance of advertising.
5. To understand why management sometimes find it necessary to relocate.
6. To understand why management is increasingly willing to bear the costs of personnel services and worker benefits.

WORDS TO LEARN:

absenteeism	perishable
apprentice training	personnel services
coordinate	primary interests
economic stability	reserves
extension courses	worker benefits

INFORMATION:

There are four groups of people whom management must try to satisfy in the operation of its business. They are the customers who will buy the product: the stockholders who are the owners and who expect a profitable return on their investment; the community at large, which expects the business enterprise to maintain employment and economic stability for community members and institutions; and the employees or workers. on whose satisfactions the productive output of the business may depend. This creates a rather complex problem for management, because the interests of one group may be in conflict with the interests of another group. Although in our complex society management can ill afford to ignore the interests of any one group completely, the one thing it cannot afford to do under any circumstances is fail to make a profit for its investors.

WHAT ARE THE INTERESTS AND DUTIES OF MANAGEMENT IN A FREE ENTERPRISE SYSTEM?

Management's primary duties are threefold:

1. To make profits for the people it represents (the suppliers of capital) and protect their investments.
2. To plan for the future.
3. To coordinate the hundreds or thousands of activities in the business.

WHY AND HOW MUST MANAGEMENT PLEASE CONSUMERS?

In order to make a profit and protect the owners' investment, management will try to produce the things consumers need and want, distribute products widely and quickly, and use advertising to make their products known and to persuade consumers to buy the things the company produces at as high a price as is possible – assuming a public demand for the product and the competition of other companies. Management runs into problems here, because consumers are constantly changing their minds about what they want. Consider the trend to small foreign cars, which induced American automobile producers to produce a small economy car. The changeover in equipment was very costly. Yet management must keep up with changing desires, so a reserve of capital is needed to make such changeovers. To persaude people to buy the things they produce, management must advertise the product. The television programs you watch every day are paid for by management with the hope that it can persuade you to buy the products advertised in the commercials.

A firm that falls behind technologically is at a competitive disadvantage.

WHAT ARE SOME PROBLEMS MANAGEMENT MUST FACE WITH COMPETITION?

The management of one company must compete with the managements of other companies for profits. For example, one steel company benefits by taking customers away from another steel company. But in addition, steel companies are in competition with companies which make plastics, aluminum, etc. In order to meet this competition with other companies, management must keep costs down. (Advertising is very costly, but it is necessary in order to meet the competition with other companies. The wages paid to workers are part of management's costs. It is generally to management's advantage to hire the most efficient workers at the lowest possible cost. However, since efficient workers produce more, management is often willing to offer higher wages to attract talented and efficient workers.

WHAT ARE SOME PROBLEMS MANAGEMENT MUST FACE IN PLANNING FOR THE FUTURE?

In planning for the future, management must be parepared to cope with many problems. Machinery wears out and must be replaced; new and more efficient machinery is constantly being invented and is often costly; consumer demands often change; the source of supply of raw materials or competition may change. Reserves of capital are needed to buy new machinery, repair old machinery, meet new competition, pay for research in consumer demand, make changeovers. Management not only has to make enough profit to give the investors a fair return on their money, but it must keep enough in reserve to meet unexpected costs as they arise. If management does not do this, then not only do the stockholders suffer, but so do the workers and the consumers – the workers because they cannot find jobs, and consumers because they cannot get the

products they need. Management must know about these changes far enough in advance to do something about them. It may be fatal not to find out about a new, efficient piece of machinery until your competitor has been using it for a year. This means that efficient management must put aside a lot of money for research.

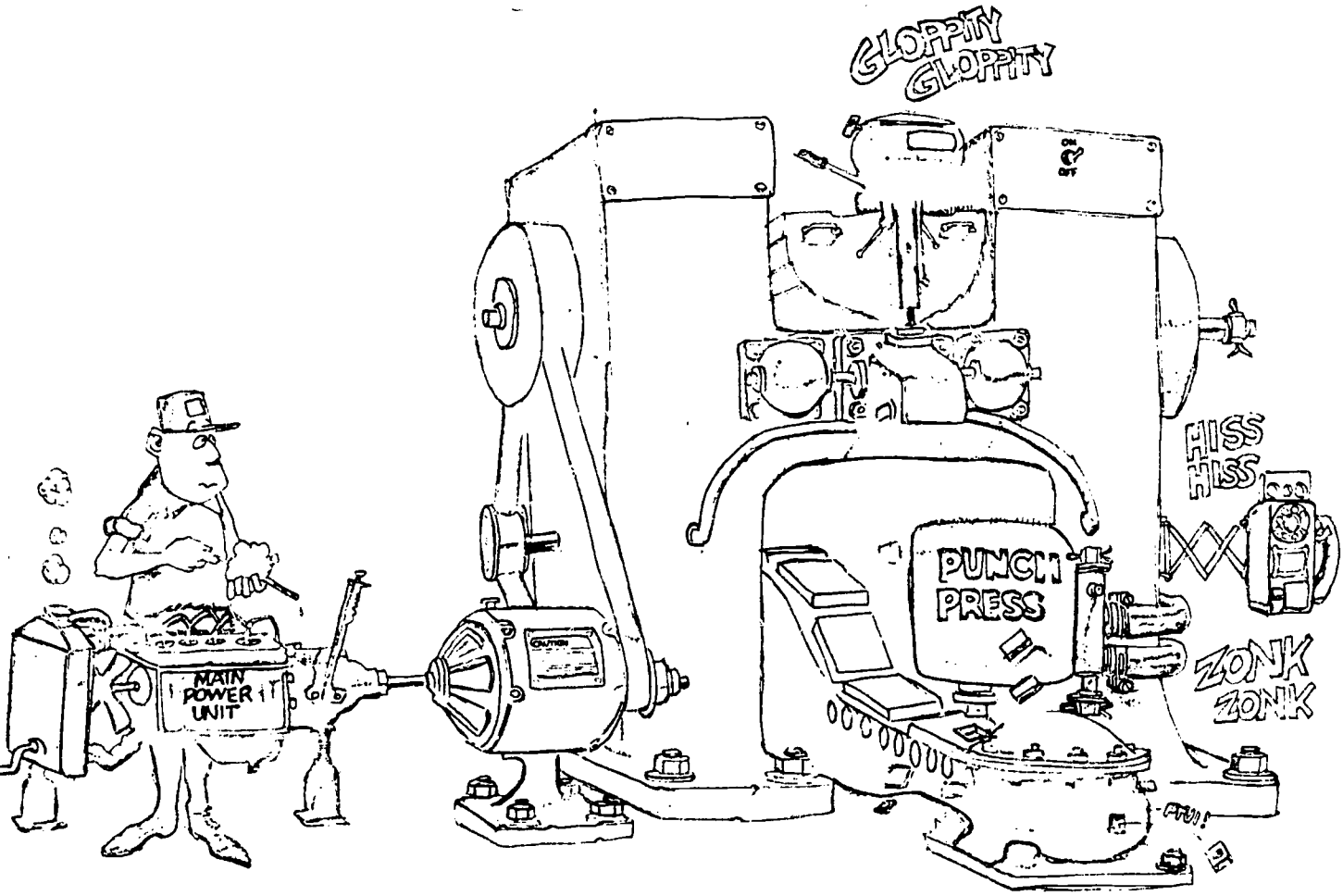

WHY IS COORDINATION OF WORK IMPORTANT TO MANAGEMENT?

In order to produce goods rapidly and efficiently, management must coordinate the work of all the workers. You can imagine what a problem this can be in a large factory. It will always add to management's costs to have any group of workers idle waiting for goods to arrive from another shop or machine. The flow of goods through the assembly line must be as uninterrupted as possible.

WHY DOES MANAGEMENT USUALLY LOCATE NEW SOURCES OF RAW MATERIALS?

Raw materials, too, must be available when needed, and perishable raw materials must not be purchased in too large quantities. Management must be constantly in touch with the sources of supply, constantly calculating and checking to make certain that the flow of raw materials will be constant. The reason many business firms have to cut back production during a strike of railroad employees is not that the factory workers can't get there, but that it is often impossible for the companies to get raw materials except by rail.

WHY MAY INDUSTRIES SOMETIMES RELOCATE?

Industries, in order to meet competition or changing consumer needs, may sometimes have to locate or relocate near sources of labor supply or raw materials. Sometimes the move is made in order to get cheap labor (for example, the movement of textile mills from New England to the South has taken place partly for this reason). Many of the newer, highly technical industries have to locate where there is a good supply of highly skilled labor. In the electronics industry, for example, this is more important than having cheap labor or a nearby source of raw materials. A worker who does not know how to perform the highly skilled and complex tasks involved in this kind of work is of little value, regardless of how little his services may cost. If industries have to relocate for this reason or any other, it can be disruptive to both labor and management.

Because of the increased demand for highly trained workers, a great many unions and employers encourage their members to attend the evening school programs of the vocational and technical high schools. Workers may enroll in an apprentice training program, about which you will read in more detail in a later lesson, or in trade and technical extension courses. Although many companies provide their own apprentice training programs, and unions are increasingly turning their attention to retraining workers, in many parts of the country where vocational and technical schools exist, industries and unions prefer to encourage and support the vocational and technical education programs of the public school system or those offered on the college level by the state colleges and universities.

WHY IS MANAGEMENT INCREASINGLY WILLING TO BEAR THE COST OF PERSONNEL SERVICES AND WORKER BENEFITS?

Many factors have helped to persuade management of the long-range values of having work performed by satisfied workers. Better performance on the job, less absenteeism, less turnover of personnel, etc. are some of the profits management has realized from its increased awareness of the importance of worker satisfaction. Management has spent large sums of money doing research on this problem. In some industries, the personnel division is the largest section of management. There has been a rapid development of the desire of each party to understand the other's point of view.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. What are the four groups of people that management must try to satisfy in the operation of its business?

2. List some ways in which the interests of any two of these groups may conflict, causing problems for management.

3. To which group does management owe first responsibility in a free enterprise system? Why?

4. What are the three primary duties of management?

5. Why must management please consumers?

6. What problems may consumers cause for management?

7. What are some of the pressures on management not to overprice its products?

8. What is the purpose of advertising?

9. What problems does competition with other companies create for management?

10. Why may management be willing to pay higher wages for more efficient workers?

11. Explain how wages paid to workers are a cost to management.

12. List some purposes for which management must have reserves of capital.

13. What are some problems management must face in planning for the future?

14. Why is it important for management to do research?

15. Why is smooth coordination of work so important to management?

16. What are some things which may interrupt the flow of goods through the assembly line?

17. What are some reasons why management may have to change the location of its plants?

18. Why is it unlikely that an electronics plant will locate near a source of cheap but unskilled labor?

19. What services does vocational education offer to industry and labor?

20. Think of some reasons why industry and labor may choose to use the facilities of the public schools rather than provide training on the job or within the union.

The Interests and Duties of Labor Unions in a Free Enterprise System

Lesson 5

OBJECTIVES:

1. To understand the primary interests and duties of labor unions in a free enterprise system.
2. To understand some of the things which may be considered profits for workers.
3. To understand some of the things which may be considered costs to workers.
4. To understand the problem of absolescence of skills or manpower.
5. To understand why new machinery creates problems for workers and unions.
6. To understand why unions sometimes demand a greater voice in decision making.

WORDS TO LEARN:

arbitrary	grievance machinery
conflicting interest	obsolescence
controversial	recruitment
dignity	restraints
economic stability	security
fringe benefits	synchronize

INFORMATION:

Unions must try to satisfy the same four groups of people as management: the consumers, who will buy the products the workers make and who want a good product at a reasonable price: the stockholders, who want the business to make a profit (you remember that workers may also be stockholders); the community, which expects the unions to contribute to economic stability for the community; and the employees, or workers, who make up the membership of the union. Although the interests of all four groups may sometimes be served by the same policies, their interests are sometimes in conflict. While management's primary responsibility is to make a profit for the stockholders (the suppliers of money to purchase land, tools, equipment, and services), the union's primary responsibility is to make a profit for its members (the workers who supply labor skills and energy). As we shall see in the remaining lessons in this unit, labor and management have certain common interests, which make harmonious working relations possible a great deal of the time, and also conflicting interests, which sometimes cause trouble. Our purpose here is to examine the workers' interests for which the union must work if it is to justify its existence.

WHAT ARE THE INTERESTS AND DUTIES OF LABOR UNIONS IN A FREE ENTERPRISE SYSTEM?

The union's primary duties are threefold:

1. To make a profit for the people it represents (the suppliers of labor skills and energy).

2. To plan for the future.

3. To protect the interests of workers when management plans the coordination of activities and division of work.

WHAT ARE THE WORKER PROFITS FOR WHICH UNIONS MUST WORK?

Many people have the idea that higher wages is the only goal for which unions work. Actually, there are many job satisfactions which represent profits for workers, and many of them are part of the unions' demands in collective bargaining negotiations with management. The union does, of course, use its bargaining power to try to persuade management to buy workers' services at as high a price as possible, considering the restraints imposed by public opinion or competition from other (non-union) workers. Job surveys have shown, however, that the most important "profit" a job can offer to men is security; to women it is interesting work. In one survey, men listed wages sixth in order of importance, with security, opportunity for advancement, agreeable type of work, reasonably good working conditions, and good supervision placed ahead of pay in the order given. After good pay come recognition for work done, agreeable working companions, sympathetic assistance in solving personal problems, fair and tactful discipline, and information about the company's activities. All of these benefits are profits to workers.

You should bear in mind that there was a time when workers were paid so little that they had to be concerned primarily with wage increases. As the worker's standard of living has increased, he has begun to regard other profits as equally, and often more, desirable than higher wages. It is just "human nature" to demand more important things when basic needs are satisfied!

While unions usually try to increase workers' financial profits, they have begun increasingly to concentrate on getting the other kinds of profits. Since management often will pay more for good workers, the unions may even help to train and educate workers for better jobs and better pay.

WHAT ARE COSTS TO WORKERS?

Workers' costs include the time, energy, strain, fatigue, dangers to life and security, loss of dignity, loss of opportunity, etc. to which they may be exposed. Profits for workers, just as profits for owners, are increased by keeping costs down. Therefore the union seeks to cut down costs for workers by demanding shorter working hours, better working conditions, fringe benefits, safety provisons, grievance machinery, job security, and the right to share in decision making. Notice, however, that when profits to workers are increased, management's costs are increased. It may in the long run be profitable to management to bear the increased cost in order to get more efficient work, just as it may sometimes be profitable to workers to bear increased costs in order to get more efficient production. We shall examine areas of agreement and conflict in the next lessons.

WHAT ARE SOME PROBLEMS UNIONS MUST FACE IN PLANNING FOR THE FUTURE?

Just as management must accumulate reserves of capital for the replacement of worn-out or obsolete machinery, unions must have reserves for the replacement of "worn-out" labor – workers who have become old or whose skills have become obsolete. Two kinds of reserves are needed for this purpose, reserves of cash and reserves of manpower. Worn-out labor can't be replaced or discarded as easily as worn-out machinery. The old must be supported and those whose skills are no longer needed must be retrained for new jobs. Part of the cost of disposing of worn-out labor comes from the union treasury. Management and the general public contribute also in many ways.

Changes in consumer demand, which cause management to make shifts in production, at the same time create new jobs and make old ones obsolete. The union must try to find out where jobs are available and inform and train its members.

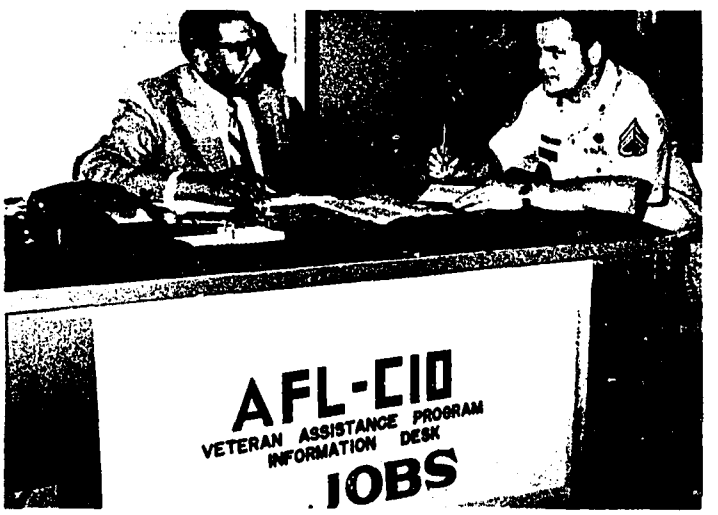

Sgt. Frank Deal gets some advice on how to find a job from Jesse A. Cooksey, a veterans' advisor for the AFL-CIO Human Resources Development Institute at the Oakland Army Base.

Recruitment of new workers to replace retiring workers is a responsibility which unions may increasingly have to share. The union must keep up with inventions of more efficient machinery, in order to guard against displacement of workers, or to cushion the shock for workers. Research programs, vocational guidance programs, conferences with industrial leaders, etc. may help the union to anticipate future labor demands. However, it is very hard to anticipate what future demands will be; sometimes industrial leaders

don't themselves know. Vocational guidance programs in schools provide some assistance, but they aren't always synchronized with industry, and, as a result, sometimes new workers are trained for yesterday's labor force. The union must try to guard against this. As you may remember from the last lesson, unions and industries generally work very closely with the vocational high schools to try to anticipate and provide for future labor skills.

WHY DO UNIONS SOMETIMES DEMAND A GREATER VOICE IN DECISION MAKING?

While management's job is to keep the flow of goods as uninterrupted as possible by the use of more efficient methods, unions object when they feel there is a danger of the worker's dignity being impaired by arbitrary shifting and reassignment. Workers like to have a voice in deciding what kind of work they are going to do. Management sometimes feels that its right to manage is threatened by the union's efforts to give its members a share in the decision-making process. This is one of the most controversial issues in industrial relations at the present time, with many varying attitudes to be found within the ranks of both labor and management.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. What are the primary responsibilities of labor unions?

2. List at least ten things which may be considered "profits" for workers.

3. List some things which are costs to workers.

4. Why do you think some labor unions have begun to work for profits other than wages?

5. What are some of the demands which labor unions make in collective bargaining negotiations?

6. What problems do unions face in planning for the replacement of obsolete manpower or skills?

7. What is the significance of new machinery to unions?

8. Why is it hard to predict what the future demands for labor will be? What problems does this present to unions?

9. What are some ways in which future labor demands may be anticipated?

10. What are some new responsibilities which labor unions may increasingly have to assume?

11. Why do unions sometimes demand a voice in decision making?

12. What problems does the worker's desire to have a voice in decision making give to the union? To management?

13. Discuss the pros and cons of giving workers a voice in decision making from the points of view of both labor and management.

OBJECTIVE:

To understand the common interests of labor and management, which help them solve their problems peaceably.

WORDS TO LEARN:

common interests
conversely
humane
stable
morale
motivation
slack

INFORMATION:

After reading about the interests and duties of labor and management in a free enterprise system, you probably have already gained some idea about what they have in common, although it may be easier for you to see at once what they do not have in common. Actually, there are a number of ways in which labor and management have common interests. Becoming aware of them will help you understand why labor and management are so often able to find peaceful solutions to their difficulties.

LOOKING AT THE ECONOMY AS A WHOLE, WHAT COMMON INTERESTS DO MANAGEMENT AND LABOR HAVE?

All the members of labor and management in this country have a stake in maintaining a stable and healthy economy. Unfortunately, it is not always possible to know for sure just what actions of labor or management will be beneficial or injurious to our complex economy. One thing is certain, however: management cannot sell goods unless people have money to buy goods. Since workers buy a large proportion of the

goods produced by our industries, they must have high wages in order to buy more goods. The more goods workers buy, the more profits management will make. Consequently, it is to management's advantage if workers in general have high wages.

Conversely, workers in general can expect that companies which make good profits can afford to pay higher wages to workers. If profits drop too low, management must either cut costs (including wages), cut production (releasing some workers from employment) or go out of business altogether. Therefore, it is certainly to workers' advantage for management to make good profits.

All the members of labor and management in the country are also consumers. Consumers want the best possible goods at the lowest possible price. As consumers, therefore, and looking at the overall picture, workers have as much interest as management in keeping the cost of producing goods down and in keeping efficiency high. Since wages are a cost of producing goods, high wages increase the cost of production, and add to the final cost of the product. Therefore, when labor costs are high, the worker as a consumer must pay more for goods. Efficient production enables goods to be produced at lower cost also; therefore, workers have to spend less money for goods that are produced efficiently.

Although both labor and management want to increase their profits, and profit to one is cost to the other inside the factory, can you see that workers in general can buy more goods if management's costs are low, and management in general can sell more goods if labor's income is high?

WHAT COMMON INTERESTS DO LABOR AND MANAGEMENT HAVE WITHIN THE PLANT?

Thus far, we have discussed the common interests of labor and management within the economy as a whole. Now, let us turn to the situation within a given plant. Remembering that both labor and management have an overall interest in producing goods efficiently, let us see how this interest contributes to other interests inside the factory.

1. Both need replacement of worn-out machinery. Worn-out machinery cannot operate efficiently, and increases the cost of producing goods. Furthermore, it may be dangerous to workers.

2. Both need adequate safety provisions. Since Workmen's Compensation laws have required management to pay the cost of the workers' injuries, it is generally cheaper for management to prevent injury than to pay for it, even aside from any humane considerations.

3. Both need to keep costs low in order to compete with other industries. If a business fails because it cannot meet the competition, many workers lose their jobs.

4. Both need to have work inside the plant organized efficiently in order to meet competition with other companies and produce more goods at lower cost.

5. Both need to turn out good products, in order to meet competition and keep the company in business.

6. Both need to keep the workers' morale high. High morale and a sense of accomplishment increase profits for both management and labor. Workers with high morale work more efficiently and contribute to high productivity.

7. Both need to keep production moving without strikes or other interruptions if possible: when plants are shut down, everybody loses – labor, management, and the public.

Recognition of their common interests is shown in the public statements and publications of labor and management. Unions and workers recognize that unprofitable business enterprises create a slack economy. Management is increasingly turning away from "the cult of efficiency" to a "human relations" approach in dealing with workers. As leaders gain understandings about the nature of human motivation and effective organization, they change personnel policies accordingly. We shall tell you more about these personnel policies and principles in Unit V.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. Show how generally, throughout the country, management's profits increase when labor's income is high.

2. Show how generally, throughout the country, workers' incomes increase when management's income is high.

3. Show how workers, as consumers, share management's interest in keeping prices down.

4. Show how workers, as consumers, share management's interest in efficient production.

5. Why is worn-out machinery a disadvantage to both labor and management?

6. Why are adequate safety provisions an advantage to management as well as labor?

7. Why is it important to labor as well as to management that the industry be able to meet the competition of other industries?

8. Why is it important to both labor and management that they turn out a product of high quality?

9. Why is high worker morale important to both labor and management?

10. Why is it important to labor and management to keep production moving without strikes or other interruptions?

11. Why are unions and management emphasizing their common interests rather than their differences?

Conflicting Interests of Labor and Management — Lesson 7

OBJECTIVES:

1. To understand what the conflicting interests are.
2. To understand why they sometimes seem more important than the common interests.

WORDS TO LEARN:

amalgamate	disrupting	monotony
basic commodity	enlightened	mutual interests
boredom	exclusive control	opposing interests
collude	fragmented	policy-making
compensate	inflation	relocate
competitive disadvantage	maximize	vague
cope	militancy	voluntarism
dilemma	monopoly	

INFORMATION:

Labor and management in a free enterprise system always face a dilemma: in some ways they want the same things, and in other ways they want entirely opposite things. It isn't always easy for either of them to choose between their mutual interests and their opposing interests. After you read about some of their opposing interests, you will understand some of the reasons why differences sometimes seem more important than similarities.

IN WHAT WAYS DO MANAGEMENT AND LABOR HAVE CONFLICTING INTERESTS?

You have read already that some of the things which are rewards for management are costs for labor, and vice versa. Inside a given plant or industry, management can try to increase its profits by getting the most efficient possible labor at the lowest possible cost, and by getting workers to work as many hours as is possible for maximum efficiency. On the other hand, profits for labor are increased by getting higher pay, shorter hours, easier work, and as many extra benefits as possible, including the satisfactions which come from sharing in the decision-making process, and from a sense of job security. To many workers, interesting work is the greatest "profit" a job can offer. A "cost" to such workers is the monotony of fragmented jobs on the assembly line where the same task is repeated over and over and workers don't make a finished product – they make only a small part of it. Boredom is a cost to anybody (management or labor), and the specialization of labor has made it difficult for many assembly-line workers to enjoy their work and to maintain a sense of craftsmanship and commitment to doing a good job. On the other hand, it must be recognized that many workers are happy with assembly-line work, and would not enjoy jobs with less routine and more responsibility. Also the assembly line produces goods efficiently, and adds both to management's profits and to workers' standards of living.

The trouble is that it is hard for the managers of one particular company to think of how much better off owners and managers in general are if workers in general have higher profits. It is hard, in the same way, for the workers in one company to think of how much better off workers in general are if management in general has good profits. Enlightened leaders of both labor and management recognize the interdependency of the two groups, and the fact that the welfare of one group depends to a large extent on the welfare of the other. However, it seems to be much easier for the management of a company to think of how much better off his company would be if only it could cut labor costs, and for the workers in a company to think of how much better off they would be if only they could reduce their costs and maximize their profits. Remember that profits to workers include much more than wages. If wages were suddenly doubled, many labor-management conflicts would still exist.

An example of the difference in point of view is the case of companies that move their plants. Relocating plants is disrupting to both labor and management. However, in order to get cheaper labor, lower taxes, more efficient labor, cheaper raw materials, etc., management may find it a good idea to relocate. When factories move, workers lose their jobs, and often have difficulty finding new jobs. Even if they are willing to move (and sometimes they are not), it is not easy to find out where there is a demand for workers. When jobs are located in new areas, workers with limited money have a hard time getting there. It is important to management to be able to move; on the other hand, workers in an area want factories to remain where they are. In fact, job protection has become an increasing concern of unions, as the picture of UAW workers striking against Ford in 1967 illustrates.

Courtesy UAW

Similar problems exist with the introduction of new labor-saving machinery. This increases management's profits by producing goods more rapidly and efficiently with less human labor. While new machinery does create new jobs, the existing work force faces the problem that the new jobs may be in another part of the country and require totally different skills that they do not have. Older workers do not learn new trades so easily even when they have the opportunity. Workers face the problem of how to get trained for the new jobs. Sometimes workers (and their unions) try to cope with this problem by holding on to the old jobs in whatever ways they can. One way unions sometimes handle this is through the practice of featherbedding. Featherbedding means creating work for workers whose skills aren't needed any more. The practice of keeping firemen on diesel engines is an example of featherbedding. This practice increases management's costs, and is generally paid for in the long run by the consumer in the form of higher prices.

Management has made all the decisions about how work is assigned, who does the work, how much will be produced, etc. Management has regarded decision-making about output, production methods, and work assignment as its right. Management feels that workers are hired to do the work, not to decide how much work or what work they will do. Labor unions have increasingly demanded for their members a share in decision making. They feel that workers need the sense of dignity and importance it gives them, and, in some cases, makes up for monotonous work. Management has sometimes taken the attitude that workers who share in decision-making have a greater sense of responsibility for and interest in the business, and therefore produce more. In general, however, management has felt that sharing decision-making with workers is wasteful and inefficient. The quarrel over the right to decide is often a basic issue in strikes.

We have mentioned earlier the increasing militancy of teachers in demanding higher salaries, better facilities for educating students, and the right to strike. Some of the most serious, and often bitter, differences between teachers and their "employers" have arisen over the issue of who has the right to decide. Teachers maintain that, as professional educators, they should have a voice in educational policy-making. Boards of Education have tended, however, to maintain that educational policy-making is their right. Although some states (including New Jersey) have laws permitting teachers to do collective bargaining with Boards of Education, those laws are generally vague about the issues which can be bargained. Legally, of course, policy-making in the broadest sense belongs to Boards of Education, but it seems quite probable that teachers will increasingly win the right to participate in making educational policy. Whether they will legally win the right to strike in every state is more uncertain, but that legal handicap has

not stopped teachers' strikes, although it has often made them very costly to teacher organizations. Some states permit public employees to strike, and it is not forbidden by law in the western European democracies. However, the government has more control over unions in those countries, too.

It is generally to management's advantage to have a lot of competition for jobs among workers, because workers who are competing with one another for jobs can be hired at lower cost. On the other hand, unions try to eliminate competition among workers, so that no workers will be able to "undersell" their services. If unions can get all available workers to belong to unions, they can make sure that nobody will be available to work for less than union pay. If management can prevent the unions from enrolling all workers, it can maintain a source of labor less expensive than union labor. Another, and perhaps more important, reason why management does not want unions to get a monopoly of the labor supply is so that it can maintain its traditional right to manage. Unions have increasingly demanded a part in controlling the business. There are many non-union industries which actually pay higher wages than competing union shops, largely in order to maintain management control over production. In order to increase their strength, unions have worked for the closed shop or union shop in their contract agreements with management. The closed shop is one in which only union members may be hired. The union shop is one in which workers who are hired must join the union within a specified period of time. The closed shop was prohibited by the Taft-Hartley law, but unions have been working vigorously, but as yet unsuccessfully, to get this provison of the law repealed. Management, on the other hand, generally prefers the open shop, one in which workers are not required to join the union. Management groups have supported right-to-work laws in some states. These laws, which exist now in a number of southern and middle western States, guarantee workers the right to work whether or not they belong to unions. The right-to work laws are opposed by organized labor.

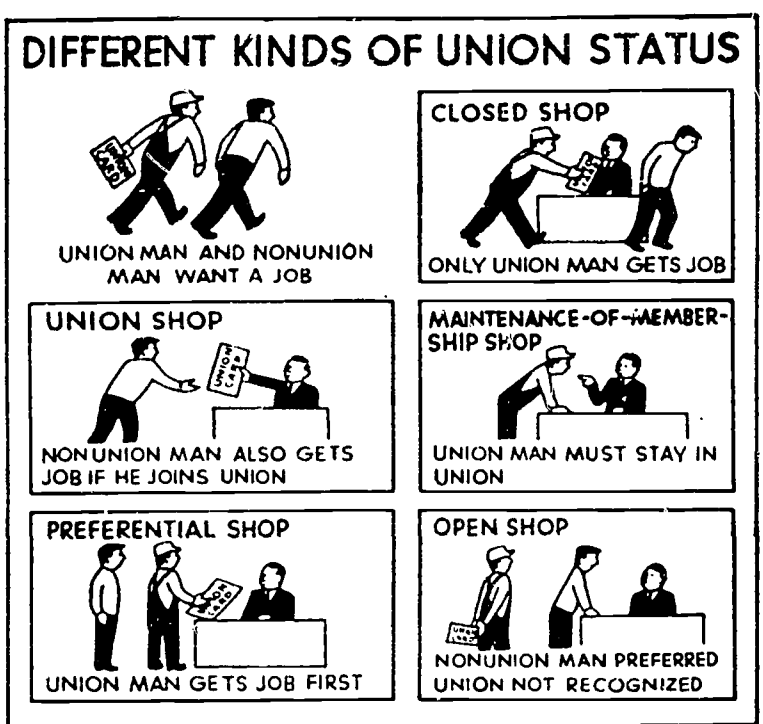

GRAPHIC ASSOCIATES FOR PUBLIC AFFAIRS COMMITTEE, INC.

It is generally to labor's advantage to have management in competition with other management for workers. This enables the available supply of workers to demand higher profits. When companies stop competing and decide to agree on common wage or labor policies, they increase their bargaining power. When workers stop competing for jobs and decide to agree on contract demands, they increase their bargaining power. These attempts to control competition among workers or for workers explain in part the trend toward bigness in industry and labor. As companies combine, or amalgamate, they eliminate competition among themselves for workers, and increase their bargaining power. As unions amalgamate, the same thing happens. The merger of the AFL and the CIO, two giant labor federations, into the AFL-CIO added to labor's strength, even though the AFL-CIO does not do collective bargaining. Large national unions, such as the United Steelworkers of America, sometimes bargain for all their members with all the companies in the industry.

The USW represents most of the steelworkers in the country. Therefore, when this kind of industry-wide bargaining takes place, the public has much at stake. Steel is a basic commodity which affects nearly every major industry in the country. If negotiations between the USW and the steel companies break down, resulting in a work stoppage, the national economy can be and has in the past been seriously affected.

WHY DO COMPETING INTERESTS SOMETIMES SEEM MORE IMPORTANT THAN COMMON INTERESTS?

In spite of the fact that it is important to all management for workers to have enough income to buy their products, the management of a given company is not in a position to give all workers everywhere in the United States increases, or to raise the general purchasing power. Because of its competition with other companies, any given management's efforts must be concentrated on reducing its own costs. It will certainly be to one management's advantage to have other management pay high wages. with which workers can buy its goods. By the same token, the workers in a given company or industry are not in a position to influence the general productivity, that is, to see that workers all over the land produce more. In a given company, it is in the workers' interests to get higher profits for themselves, although it will be to their advantage for other workers to produce goods efficiently and at a low cost, so the goods won't cost so much.

In a free enterprise system, it is management's job to produce the most goods at the lowest cost. Furthermore, it is forced to do so by competition with other companies.

The only way it can avoid competition is to "collude" with other management by making price-fixing agreements, agreements to divide up markets, etc. But our laws have declared this to be illegal because it injures consumers. It hurts workers as consumers by keeping up the costs of goods they must buy.

Workers cannot afford to be primarily interested in producing the most goods at the lowest cost, even though it may benefit them as consumers to do so. Workers have a lifetime investment in their occupational skills and work routines. Every aspect of their lives – their families, their recreation, their surroundings – is dependent on their maximizing their profits and achieving job security. Therefore they cannot always agree to the most efficient production methods. So far no way has been found that is acceptable to most people to protect workers against the loss of jobs so that they can always agree with management to use the most efficient methods.

The sources of conflict between labor and management are really too complex to be simply stated. They involve psychological, social, and political differences as well as economic ones. Here you have read only about some of the economic and psychological factors involved.

One of the problems in a competitive (or capitalistic) system is that of protecting the public interest. Because our system is also democratic, we have tended to rely on voluntarism, that is, on making the facts clear to labor and management, and relying on them to voluntarily restrain from raising prices, or asking for new wage demands. But in a capitalistic system, it is the job of unions and management to increase their profits. Therefore, the industry which voluntarily holds prices down (or installs pollution controls, etc.), while its competitor does not, automatically places itself at a competitive disadvantage. Similarly, union leaders who voluntarily refrain from "inflationary" wage demands when they are under pressure from members to keep up with wage increases gained by rival unions may not be leaders very long!

The tendency, then, when the public interest seems to be at stake in a labor-management dispute (as in the issue of what caused the inflation of the late '60's and early '70's) is for each side to deny responsibility and to blame the other, and both often come up with very convincing sets of facts.

We shall have more to say about the problem of protecting the public interest in Units X and XIII.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. In what way does assembly-line work benefit workers?

2. In what way is assembly-line work a cost to workers?

3. How does management sometimes lower costs by moving factories?

4. What are the costs to workers of having the factory move?

5. Show how it is to the advantage of a management to have all other managements pay high wages to their workers.

6. List some problems created by the introduction of new labor-saving machinery.

7. How may featherbedding be used to meet the threat of new machinery? How will consumers (and workers as consumers) be injured by this? May consumers and workers be benefitted by it in any way?

8. How do management and workers disagree about decision-making? Why do they disagree?

9. Why do teachers feel they should have a right to participate in making educational policy? What do you think about this? Why?

10. What would high competition between workers for jobs mean to
    a. management?
    b. unions?
    c. workers?

11. How do unions try to eliminate competition between workers? How does management try to increase it?

12. What would high competition for labor between companies mean to
    a. management?
    b. unions?
    c. workers?

13. How does management try to reduce competition between companies? How do unions try to increase it?

14. Explain some of the reasons for the trend toward bigness in industry and unions.

15. What are some of the hazards of the trend toward bigness?

16. List some reasons why competing interests sometimes seem more important than common interests.

17. Why is it difficult, in a free enterprise system, to rely on voluntarism to get wage and price restraint, or needed protections of the public interest?

18. Why have labor and management opposed controls? What alternatives are there in a time of crisis?

UNIT III — HISTORY OF THE LABOR MOVEMENT

Lesson 1 — Conditions of the Laboring Classes Until the Industrial Revolution
Lesson 2 — Impact of the Industrial Revolution
Lesson 3 — Working Conditions in Early Factories
Lesson 4 — Birth of Trade Unionism
Lesson 5 — The Union Movement Since 1930

If we look at the conditions of primitive peoples today, we can get an idea of the way all people lived before the Industrial Revolution.

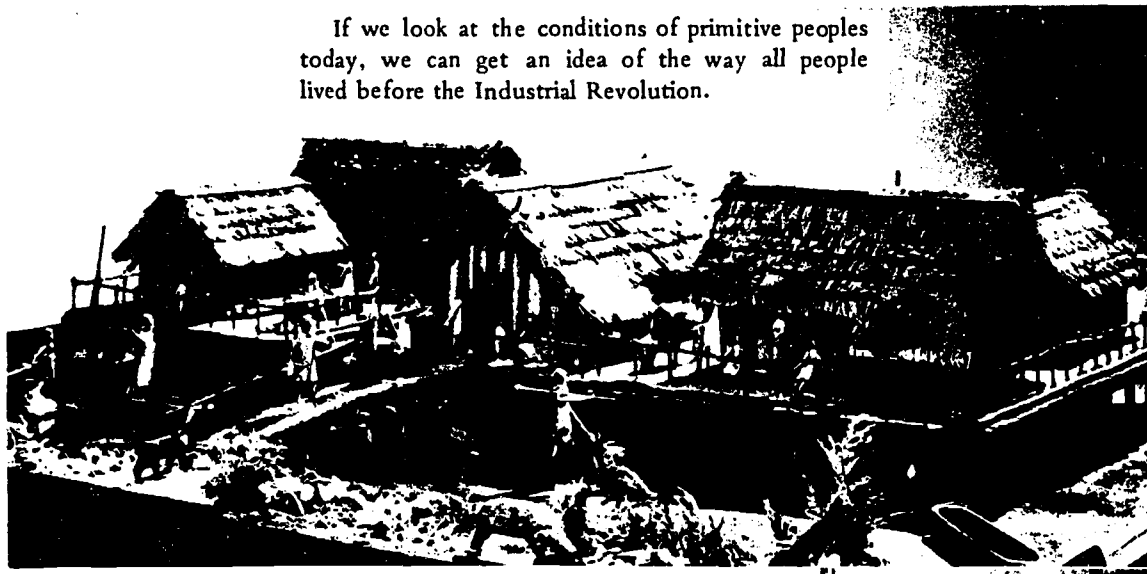

Workers' attempts to organize into trade unions were often met with resistance. Here, Pinkerton agents, hired by the Carnegie Steel Co., are battling with strikers at the company's Homestead, Pa. plant in July, 1892. The strike was broken when the company brought in 2,000 strikebreakers protected by the state militia.

After workers got the legal right to engage in collective bargaining, peaceful negotiations became more the rule than the exception. Contrast this picture of peaceful bargaining with the conflict scene above.

Conditions of the Laboring Classes Until the Industrial Revolution

Lesson 1

OBJECTIVES:

1. To understand the tremendous changes the Industrial Revolution made in the way of life and the standard of living of workers.

2. To understand that industrialization has brought greater freedom in some areas of life and less in others.

3. To understand something about the living conditions of workers from ancient times to the present, in order to appreciate the benefits and responsibilities workers now enjoy.

WORDS TO LEARN:

artisan	monopoly
exploitation	pestilence
feudal system	psychiatrist
indentured servant	serf
industrialization	self-sufficiency
meager	standard of living
	survival

INFORMATION:

You may be wondering what value a study of history – of what happened yesterday, the day before, and long ago – has for you. You live in the here and now, and naturally want to spend a lot of time thinking about the future. But did you ever stop to think how much the present and the future depend on the past, and how dangerous it would be to forget the past? If you think of human progress since the early caveman times as a building to which each generation has added a few stones, you can see that it is impossible to keep adding to the top of the building if the foundation is gone. You may have learned also from studying history that sometimes in the past, the foundation has crumbled, and mankind has endured long periods of backward, rather than forward, movement. History is by no means a record of steady forward progress. Each generation faces the risk of losing something which earlier generations have contributed, as well as the responsibility of adding some stones to the building. So you must know something about history in order to understand how and why you got where you are; and you will find also some clues to how you should behave in the future in order to keep civilization moving ahead.

As you read in this lesson about the conditions of workers from the time when primitive man first learned to use tools, down to the Industrial Revolution about a hundred and fifty years ago, you will probably think you are very lucky to be living in the twentieth century. As you read later about the troubles labor and management had settling disputes, even as late as the 1930's, you will probably be glad you are living in the last half of this century. So – one of the reasons for learning about the history of the working classes is that it enables you to appreciate your position in history.

You will see also how the welfare of society may be affected by the behavior of labor and management. If you see all these things, and if you act on them when you become a working member of society, you will have become a responsible citizen. This is the aim of most history courses in high school, but whether they succeed or not depends partly on the student's attitude.

WHAT WAS THE CONDITION OF THE WORKER BEFORE THE INDUSTRIAL REVOLUTION?

Primitive man didn't enjoy much freedom at all, contrary to popular opinion. It took all his energies just barely to stay alive, even for the short time he lived. Two reasons for this were that his knowledge was a mixture of magic and very simple science, and he had meager and inefficient tools. It is hard for us to realize how close these people lived to death every moment of their lives. They were in constant fear of wild beasts, floods, pestilences, etc., and they really knew nothing about what made crops succeed or fail. This ignorance and fear explain the cruelty of many of their customs, such as human and animal sacrifice.

About 5,000 years ago some great civilizations were formed, but the tools used by these people were still fairly primitive, and all of them depended on slave labor. In Egypt, China, and Mesopotamia, it was possible for a few people to enjoy a fairly high standard of living at the expense of workers. The Greeks and Romans made slaves of the people in conquered territories. In these societies many of the slaves were people who had been rich and well-educated before their countries were conquered. Few people questioned the using of slave labor even in "democratic" Greece.

After the fall of Rome around 500 A.D., for almost a thousand years Europe lived under a social and economic system called the feudal system. This period in history is called the Middle Ages. It was one of those times when progress was very slow. Life was centered around the feudal estate, owned by a lord. On the estate the serfs lived

together in small villages, farmed the lord's land, and surrendered to him all produce except just what was needed for their survival. The necessities of life were produced by the serfs in their cottages. Serfs had no education except what was needed to perform their assigned tasks. They never left their villages, and it probably never occurred to them to question their lot in life. In church, at home, and by their masters they were taught that this was the way God meant life to be, and the position He meant men (both lords and serfs) to have.

You may think that this was indeed a dull life. But think how secure it was, and how much self-sufficiency the workers enjoyed in producing everything they needed – furniture, food, clothing, and entertainment. The simple, uneducated serf who "knew" his place in life was probably "happier" than you are today, in the sense that animals are happier than people. Isn't it really the human being's ability to think about and question the meaning of life and his place in it that distinguishes him from the lower animals? So, while serfs probably didn't need psychiatrists or tranquilizers – as do a great many people in modern America, they were much less human beings because they did not know how to think very well.

BETTMANN

The feudal village was the center of life in Europe for nearly a thousand years.

WHY DID THE FEUDAL SYSTEM DISAPPEAR?

The feudal system did not vanish overnight, nor did it disappear at the same time everywhere. For instance, it lasted in Russia until well into the twentieth century, when the United States and the countries of western Europe were already industrialized. You should understand some of the reasons for its collapse in western Europe. (America, of course, was still in the hands of the Indians.)

In the 11th and 12th centuries, great military expeditions to the East, called the Crusades, were made. In the Crusades, Christians from Europe tried to drive the Moslems out of the Holy Land in the Middle East. This took many people away from the feudal estates, and brought them into contact with people from the East. Although the Crusades failed in their mission, they did bring back to Europe silk, jewels, and spices from the Orient. Naturally, this stimulated a desire for these luxuries.

As trade with the Orient developed, a third class of people became necessary – businessmen. Slowly but surely, people began to leave the feudal estates to work as merchants and tradesmen in the cities which began to spring up all over Europe.

The "enclosure" movement, in which landowners combined small holdings to grow sheep, pushed many serfs off the land and sent them to the cities. Many displaced serfs received passage money to the New World, and became indentured servants; many went to work in the factories; some became tradesmen and merchants. The feudal system had only two classes of people, nobles and serfs. The third class which now began to develop was the middle class.

The commercial revolution which took place in Europe created a new wealthy commercial class of people with money and the willingness to invest it. A scientific revolution soon followed and many new discoveries in astronomy, chemistry, biology, etc. took place. The wedding of science and technology, which took place in the 17th and 18th centuries, created the Industrial Revolution.

In Europe, the breaking down of feudal estates led to the formation of nation-states (France, Italy, Spain, etc.) much larger units of government than the feudal estates. These nation-states were ruled by kings through the 16th, 17th, and most of the 18th centuries. One of the characteristics of these nation-states (ruled by a king) was the desire for glory and wealth for king and country which developed. Two Italian cities, Venice and Genoa, got control of the known routes to the Orient. This Italian monopoly of trade with the Orient aroused the envy of other European countries. Spain and Portugal took the lead in breaking the Italian monopoly by trying to find an all-water route to the Orient. Portuguese sailors, under the direction of Prince Henry the Navigator, tried to sail around Africa. A Portuguese navigator, Vasco da Gama, finally succeeded in reaching India. In Spain, an Italian navigator named Christopher Columbus persuaded Queen Isabella to finance his attempt to get to India by sailing west instead of east. His discovery of America opened a new chapter in the struggle between nations, as they began to seek wealth and power in the New World. Although Spain had colonies in the New World 100 years before the British, Britain eventually won the struggle, and ousted her European rivals – Spain, Holland, and Sweden – from North America. The Age of Exploration, as this period in history is sometimes called, not only led to the discovery of the New World, but helped to produce the commercial and scientific revolutions and eventually the Industrial Revolution.

All of these historical events increased the supply of raw materials available to the European nations and stimulated the demand for new products. But as long as articles had to be made by hand with crude instruments, it was impossible to increase the supply of goods very rapidly. The need for machinery to speed up the manufacturing process became apparent.

WHAT WAS THE DOMESTIC SYSTEM?

From the end of the Middle Ages until the Industrial Revolution began in England, a system known as the domestic system was used in the production of many products. Under this system, artisans and craftsmen owned their own tools and made articles at home. Merchants supplied the raw materials, bought the finished products from workers, and paid workers on the basis of the quantity produced and the market price of

the article. However, workers under this system worked long hours for little pay, and the system was too slow. The supply of goods could not keep up with the demand. Therefore, men began to apply their money, brains, and initiative to developing machines to produce goods faster.

QUESTIONS FOR DISCUSSION OR ASSIGNMENT:

1. Of what value is it for one who attends a vocational high school to study history?

2. What can you learn from studying the conditions of workers from primitive times to the 1970's?

3. Why did primitive man enjoy so little freedom?

4. What was the condition of workers in ancient civilizations?

5. What was the name of the social and economic system of the Middle Ages? Explain how it worked.

6. What was the condition of workers during the Middle Ages?

7. Why didn't serfs rebel against the lords?

8. Explain how freedom may decrease "happiness" and increase "humanness."

9. How did the Crusades lead to the breakdown of the feudal system?

10. How did the Crusades indirectly cause the discovery of America?

11. How did the Age of Exploration help bring about the Industrial Revolution?

12. What were the commercial and scientific revolutions?

13. What is meant by "the wedding of science and technology"? How did it help to bring about the Industrial Revolution?

14. What was the domestic system? Why was it not adequate to meet the needs of the people of Europe?

15. Compare the worker of today with the worker under the feudal system and the worker under the domestic system as to:
    a. standard of living
    b. hours of work
    c. pride in craftsmanship
    d. independence from outside help
    e. freedom
    f. development as a human being
    g. contentment

16. Can you think of any employment today in which workers can have the same degree of independence as the craftsman under the domestic system?

Impact of the Industrial Revolution — Lesson 2

OBJECTIVES:

1. To learn the changes which took place during the Industrial Revolution.
2. To understand that progress in industrialization took place partly as a result of great sacrifices by workers.
3. To appreciate the long-range benefits of the Industrial Revolution.

WORDS TO LEARN:

accelerate	impact	responsive
asset	inadequate	self-righteous
callousness	incentive	sense of dignity
chattel slave	indifference	simultaneously
economist	laissez-faire	specialization
economic policy	paternalistic	stability
enterprise	predecessor	tradition
factor	reform	unsettling

INFORMATION:

There is probably nothing more important for you to understand about the history of Western civilization than the impact of the Industrial Revolution. Americans now enjoy the highest standard of living of any people on earth. Such abundance was not dreamed of by people in the Middle Ages, and, even today, the poorest American would be considered wealthy by the standards of the majority of the world's peoples, especially those in Asia or Africa. The reason for this is that not all countries had an industrial revolution. Until Soviet Russia began to industrialize in recent years, industrialization had been confined almost exclusively to Western Europe and the United States.

WHAT WAS THE INDUSTRIAL REVOLUTION?

You may be accustomed to think of a revolution as meaning a war, like the American Revolution or the French Revolution. Actually, a revolution is a big change, which does not necessarily involve bloodshed.

The Industrial Revolution was a big change in the method by which goods were produced. You have just read about the domestic system, in which workers, using simple tools, made things by hand at home and sold them to merchants. The Industrial Revolution was the change from making things by hand at home to making them by machine in factories. It began in England in the early eighteenth century, reached the United States around 1800, and is still going on in the form of automation, the process in which the entire manufacturing routine can be carried out without manual labor. We shall have more to say about automation in Unit X. This may not seem to you like a very rapid change, but, if you consider it, you will see that 250 years is a very short time in relation to the length of time man has been on this planet.

Before the Industrial Revolution, many people in England lived in rural cottages like this one, and did spinning and weaving at home. Often the cloth they wove was sold. This was the "domestic system."

England was the place where the Industrial Revolution began. By 1700 she was already gaining supremacy over her rivals in the New World, where she had established permanent colonies, thereby gaining a plentiful supply of many raw materials, such as cotton, tobacco, etc. England's damp climate was highly suitable for the spinning of cotton thread and the weaving of cloth. She had, before 1700, achieved a government more responsive to popular opinion than any other nation in Europe. England had a large number of wealthy merchants who were willing to invest huge sums of money in adventurous and risky enterprises. The factors which made England the birthplace of industrialization are numerous and complex. It is enough for you to know that the willingness to break with tradition and gamble on new things, combined with economic and social factors, brought progress, and that progress in one area stimulated progress in another.

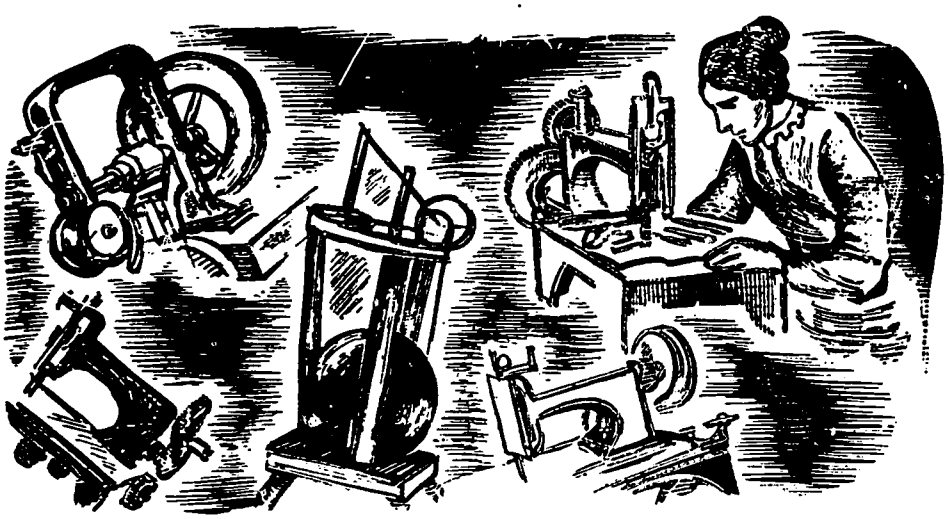

Courtesy of the ILGWU

The flying shuttle, a mechanical addition to the hand weaving machine, which made it possible to weave cloth more rapidly, was invented in the early 1700's. This created a great demand for thread to keep the weavers supplied. A series of spinning machines was invented to accelerate the production of cotton and linen thread. James Hargreaves' spinning jenny, which was in operation by 1764, was a great improvement over earlier inventions. It was followed by a series of improved machines, notably the spinning frame of Richard Arkwright and Samuel Crompton's spinning mule, which spun thread tighter and faster. American cotton growers couldn't get the cotton separated from the seed fast enough, even with slave labor. The need for a machine to do this job interested Eli Whitney, an American, who invented the cotton gin in the 1790's.

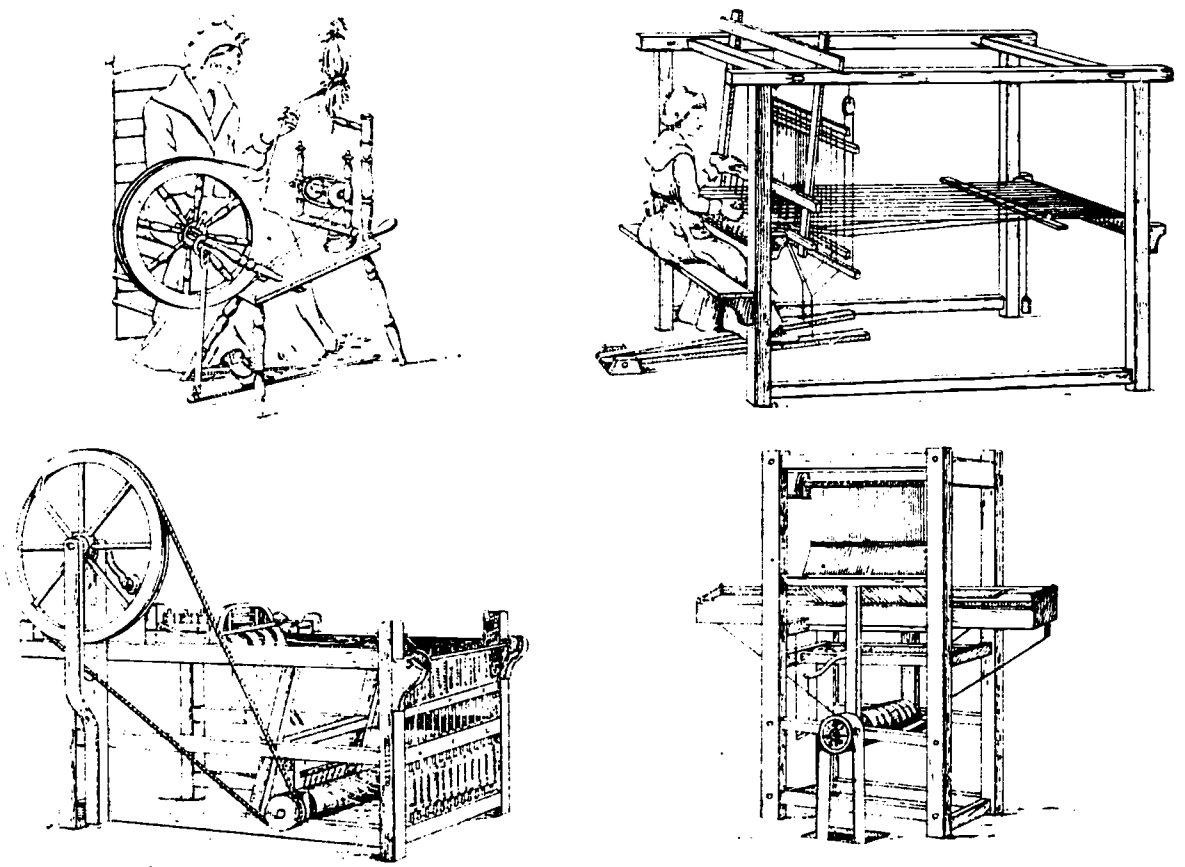

Important Inventions of the Industrial Revolution

Here you are able to see the important contribution made by machines to the production of cloth. The two pictures on the left show the progress made in spinning fiber into yarn. In the top picture, yarn is being made with an old-fashioned spinning wheel. At the bottom left we see Hargreaves' spinning jenny, invented in 1767. In the right top picture we see an old-fashioned hand loom, and below it, Cartwright's power loom, invented in 1785.

Remember that this series of inventions to speed up the manufacture of cotton cloth took place over a period of a century. Each man who contributed something used the knowledge gained by his predecessors, and that progress was taking place simultaneously in other areas, such as coal mining.

You may wonder how workers could notice changes which took place so slowly. However, these inventions changed the lives of many people. As manufacturers gradually opened factories to manufacture cloth, more and more hand spinners and weavers suffered loss of income, and were forced to seek employment elsewhere – either in the factories or in another trade. Remember that crafts such as weaving and spinning were handed down in the family from one generation to another under the domestic system and that workers were able to take great pride in the cloth they produced at home. They were also able to choose their own working hours! The new system put them to work for long hours in factories under unpleasant working conditions. You can now understand the uprisings against spinning and weaving machines which took place in England, by people who feared unemployment, or who did not want to give up their accustomed way of life.

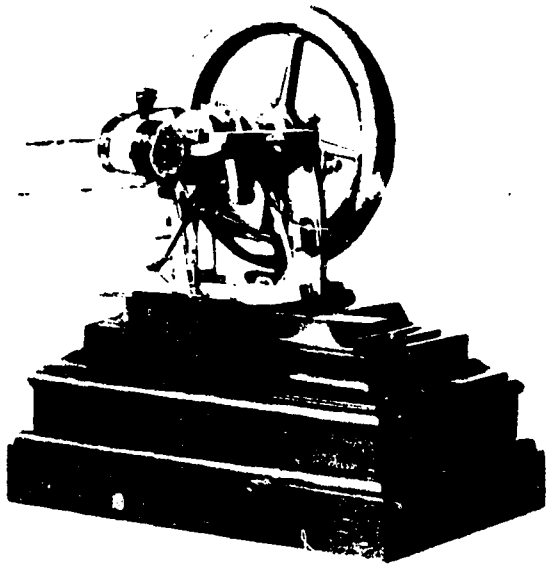

The Howe sewing machine, the first one to have the eye at the point of the needle and to use a shuttle to lock the stitch. Inventions did, of course, improve the speed and quality of home production, too.

The tremendous advantage which England enjoyed over other nations made her the wealthiest and most powerful nation on earth until after World War I. Because she wanted the American colonies to serve as a source of raw material for her factories, and as a market for her manufactured goods, she refused to permit competitive industry in America. Consequently, the United States didn't have any factories until after the American Revolution.

In 1789, the year Washington became President, Samuel Slater, a mechanic in an English spinning mill, memorized the details of these machines and brought his plans to America. He persuaded Moses Brown, a wealthy Rhode Islander, to finance his spinning factory; and so the first real factory came to the United States. It is still standing in Pawtucket, R.I.

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Trade Secrets and the Industrial Revolution

The Rhode Island Historical Society

Samuel Slater's mill in Pawtucket, R. I., from a water-color done about 1812

History books gloss over it, but a chapter in American history could be titled "How a Trade Secret Launched the Industrial Revolution."

In the 18th century, American technology in the textile field was so backward that the Government was offering munificent bounties for improvements. At that time, Britain was in the forefront of textile technology because of a series of inventions of machinery that spun thread and wove it into cloth.

But Britain was not about to share her lead in the field with others. To protect her production techniques, Britain used laws that made stealing trade secrets a capital offense punishable by hanging and that prohibited the emigration of skilled hands who had worked in textile mills.

A bright, young apprentice, Samuel Slater, worked for Richard Arkwright, who in 1769 perfected a series of rollers that produced strong cotton thread. Slater, having heard about the American bounty offers, decided to try his fortunes overseas.

He memorized the equipment, worked out in his mind the method of operation and, disguised as a farm boy, sailed for the United States in 1790. After his arrival, Slater contacted two mill owners, William Almy and Smith Brown.

Working in secret, Slater built a copy of Arkwright's invention. At first it failed to work, but one night in a dream Slater saw an adjustment that would make the machine work—or so the story goes. The adjustment turned out to be correct and from then on invention followed invention, launching the United States into an era of industrial progress. L. S.

The New York Times

The first factories in America were built in New England. Gradually the factory system spread through the North and Middle States, helping to create larger and larger cities, such as Boston, New York, and Philadelphia, and attracting large numbers of immigrants from European countries. The South remained agricultural, however, until recent years, and the availability of cheap land in the West attracted people from eastern cities, thereby opening new jobs for new immigrants.

1770 Crompton Spinning Mule

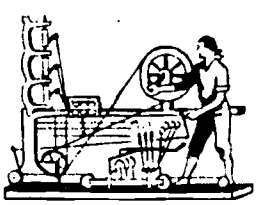

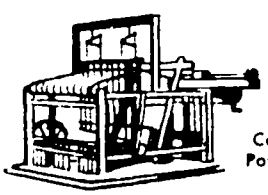

1785 Cortwright Power Loom

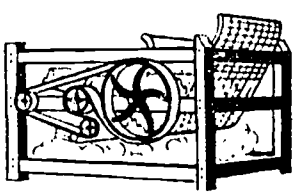

1791 Whitney Cotton Gin

WHAT WAS THE IMMEDIATE IMPACT OF THE INDUSTRIAL REVOLUTION?

In some respects, workers during the early part of the Industrial Revolution were even more enslaved than they had been before. Cheap, inadequate houses were thrown together by factory owners to house workers near their places of employment. Since it was impossible for them to live elsewhere, they had to pay whatever rent the owner demanded. In many instances they had to buy goods in company stores, owned and operated by factory owners who could charge whatever prices they wished. Wages were so low that the entire family, including children six years of age or over, had to work. Hours of work were extremely long, averaging fourteen to sixteen hours a day, even for children. Working conditions in most factories were extremely unpleasant, as you will see in the next lesson.

The economic policy followed by governments was one of laissez-faire, which meant that the government should not interfere with the activities of business enterprises. Economists such as Malthus argued that it was useless to give wage increases to workers, since they would be encouraged to produce larger families to flood the labor market and force wages down again.

Courtesy of ILGWU

Reformers pointed to the evils of the factory system and tried to arouse an indifferent public against them. Many of Charles Dickens' novels, which you may have read, tell about the English middle class who didn't care about the underprivileged. Reform movements in England and America (where conditions were nearly as bad in the early 18th century), remedied some of the worst abuses.

Many of the leaders of the reform movement in England and America were members of the upper classes who were appalled by working conditions in the factories and by living conditions of the working classes. The reform movement extended over many years – in fact, reforms are still going on and will continue as long as we have people who see injustices and try to eliminate them.

Some of the things for which 19th century reformers worked were: the extension of voting rights to men without property, voting rights for women (woman suffrage), political reforms in city and national governments, laws to protect women and children, public schools, better treatment of the handicapped and mentally ill, the right of workers to organize, better working conditions in factories, shorter working days, and many others.

Not all employers were cruel or inconsiderate. Many were very kind to their employees. Many of the kind ones were paternalistic, or fatherly, toward the workers. However, this kind of treatment did not always give the workers a true sense of dignity. They felt they were being treated like children.

Whether he worked for a kind boss or a cruel one, the worker in the early Industrial Revolution did not have a real freedom as we know it today. He could not be bought and sold, as could a slave, it is true; but he had become a wage slave. He was "free" to bargain with his employer, if he wished, for higher wages, or better working conditions, but conditions of employment made him almost totally dependent on his employer. His wages were low, he usually had no alternative job, the supply of labor was so great that he could be easily replaced, and starvation in many cases was never far away. His main asset was his ability to do work, and his only bargaining power was the threat of withdrawing his individual services. Since others were usually available to take his place, he actually had little bargaining power. Bargaining cannot take place unless both sides have some bargaining power.

You can see that the early Industrial Revolution did not bring many immediate advantages to the worker. Progress in industrialization was bought with much human suffering. We have emphasized this point because you must realize it in order to appreciate the benefits you now enjoy.

WHAT WAS THE LONG-RANGE IMPACT OF THE INDUSTRIAL REVOLUTION?

Although the Industrial Revolution brought us many problems, many of which are far from solution today, let us look first at some of the benefits we enjoy in 20th century America.

People who live in industrialized societies have a wealth of goods and services available to them. Refrigerators and electricity are just two of the basic items which you take for granted in your daily lives; people in backward, or non-industrialized, nations have neither, and would consider them the height of luxury. Television, automobiles, etc. are luxuries unheard of in most of Asia and Africa, yet they are felt to be necessities by most Americans. As you look around your school room, you will see few items not made in factories. Your pencils, paper, blackboards, filing cabinets, chalk, erasers, windows, etc. are all factory-made products. Try to visualize a school room in which nothing is made in a factory – and you will be looking into the schoolrooms of most of the young people of the world.

Your recreational facilities are numerous and varied; your clothing is the best in the world and you have ten or twenty times as much as your ancestors might have had or, indeed, as the majority of the world's people have today.

Why do you suppose this situation exists? Is it because Americans are "better" than Asians that they are so favored? Americans sometimes tend to be rather superior about their luxuries because they don't really understand how they got them. Of course, those of us who are living today can't claim much credit. Actually, it was a combination of historical accident, tradition, and the "blood, sweat, and tears" of our ancestors who suffered through the early Industrial Revolution that caused us to be in this fortunate position today. Let us look more closely at this special position we enjoy, largely because of the Industrial Revolution.

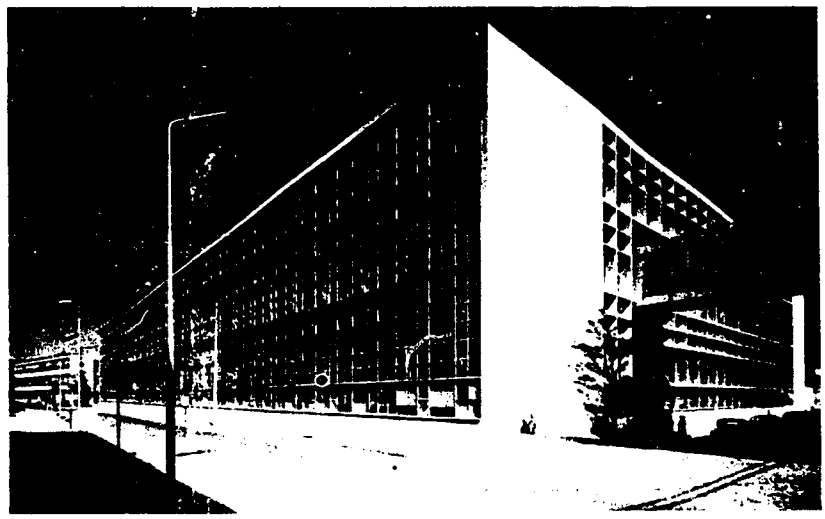

A typical modern factory

The average worker today may work as few, or fewer, hours than his employer. He may drive the same car, attend the same P.T.A. meetings, and live in the same neighborhood. He may work in a beautiful modern factory (not all modern factories are beautiful, unfortunately), where large maintenance staffs are employed for the building and grounds. He usually enjoys paid vacations, recreational centers, hospitalization, unemployment insurance, social security, and a considerable amount of job security. Free public school education is available to him and his family. He can vote (by secret ballot); child-labor laws and compulsory school attendance laws protect his chidren. Medical knowledge has more than doubled his average life expectancy. Shorter work weeks have increased his leisure time, opening for him opportunities for relaxation, enjoyment, and self-improvement. His real wages (the buying power of his wages) are more than 50% higher than they were thirty years ago.

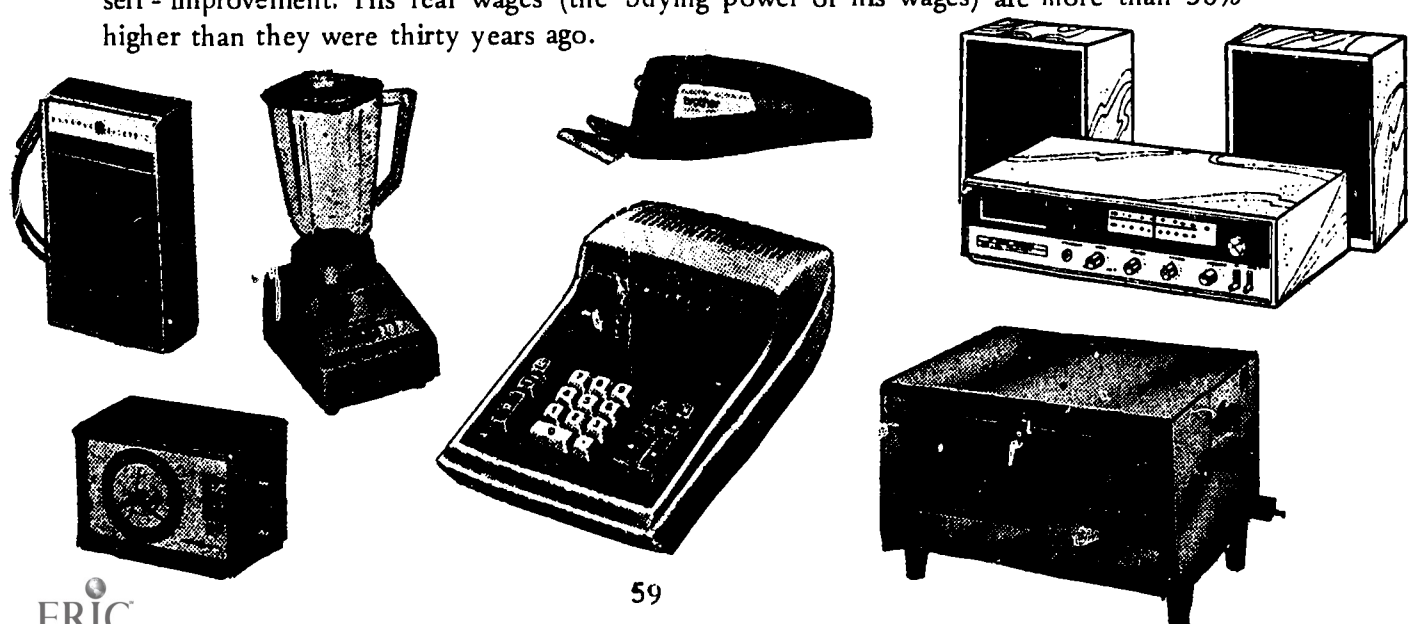

These are but a few of the gains workers have made since the Industrial Revolution. Earlier workers struggled for the benefits you now enjoy and sometimes take for granted. Perhaps the best thing they have given you is your right to leave your job, and find a new one which suits you better; or, perhaps it is the prospect of even greater benefits for your children

Not all Americans enjoy the comfortable circumstances we have described, of course. We shall consider the problem of poverty in America in Unit X.

WHAT PROBLEMS DID THE INDUSTRIAL REVOLUTION CREATE?

At the same time that industrialization has solved certain problems, it has raised others. Specialization, which is the breaking down of the manufacturing process into many small operations, each of which is performed over and over by a single worker, has made it difficult for the worker to have a sense of accomplishment or pride in his work. For too many workers, the hours spent at work are regarded as boring and as a means to an end – the end being money, with which they can "enjoy" life. Many workers do not regard their work as pleasurable. Since the greatest portion of one's life is spent at work, this is a regrettable development.

The increased emphasis on wages, leisure, and luxuries in American society has turned some workers away from the more satisfying goal of pride in a job well done, or craftsmanship, as we shall call it in this book. Without a sense of craftsmanship, workers sometimes lack the incentive to do a good job or to enjoy their work. Lack of a sense of craftsmanship creates real problems for the society as well as the worker. It may not seem to the worker on an automotive assembly line that his job is very important, but in fact the safety of millions of people depends on his doing his job skillfully and accurately.

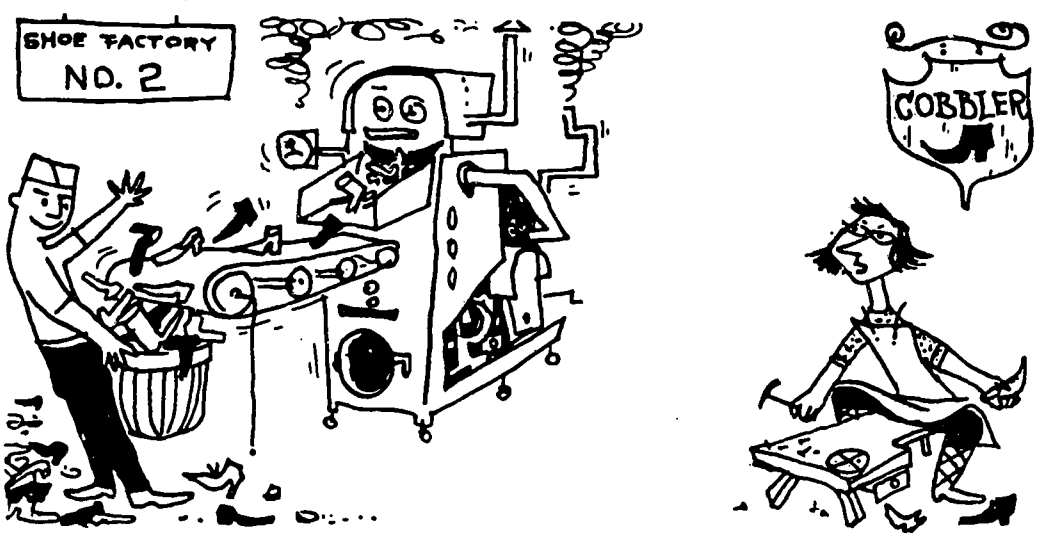

Many of us have lost our pride in a job well done.

From "You and Unions," by Dale Yoder. Science Research Associates, Inc.

The increase in leisure time, which seemed to our idealistic forefathers to open new opportunities for self-improvement, has sometimes only given more people more time in which to do nothing. Boredom and dissatisfaction arise when the individual is not constructively employed (any worthwhile or pleasurable pastime – golf, reading, etc. – is constructive employment). In spite of the great variety of educational and recreational facilities available to them, a frequent complaint of people, both old and young, is that they have nothing to do.

In spite of the great wealth of the United States, however, there are still people who do not enjoy an adequate standard of living. At the same time that our government is buying surplus wheat to keep it off the market, many people do not have enough to eat. The problem of distribution of goods in a free society where production is enormous has not been fully solved. Some industrialized countries, mainly those in Western Europe, do not have the wide difference between the very rich and the very poor that we have in the United States. Our problem is complicated by racism, as blacks struggle to overcome the handicaps imposed on them by slavery and 100 years of racial discrimination. As society becomes more complex, and cities grow larger, social problems, such as deliquency, alcoholism, narcotics addiction, mental illness, crime, etc., continue to increase. Technological progress (the invention of new materials, methods of production, and machines) has taken place faster than social progress.

Technological gains have taken place so much faster than social change that we have now invented weapons destructive enough to destroy ourselves, without inventing the social processes to prevent it. The job of the next generation will certainly be to create the social machinery: that is, to make the necessary changes in our society which will bring about greater stability and equality.

In Unit X, you will read about some other problems which technology has created for us: problems of inflation, unemployment, inequality of opportunity, environmental exploitation, pollution, alienation, etc. Since those problems present special challenges to the labor movement, they deserve special consideration in this book.

Indifference, choosing the wrong goals, failure to take responsibilities – all are dangers in a society where so many people take their daily freedoms and high standard of living for granted. Clearly, these errors can lead to loss of the gains we have made. On the other hand, if the individuals who collectively make our society think and act responsibly and do not run away from problems, there is a good chance that the problems facing our world today may be solved constructively.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. Compare the conditions of workers before, during, and after the Industrial Revolution.

2. Compare the conditions of the worker in the early Industrial Revolution with those of the American worker today.

3. Compare conditions of American workers today with those of workers in the underdeveloped countries of the world.

4. Give some historical reasons why the United States is now the wealthiest country in the world.

5. Why do you think Americans often take their benefits for granted?

6. What Asian nation comes closest to out-producing the United States?

7. What was the Industrial Revolution? Why did it take place in England?

8. Explain the statement. "Progress in industrialization was bought with human suffering."

9. What was the laissez-faire policy? How did it affect workers?

10. Do you think it is necessary to have laws to protect workers? Why or why not?

11. What is a reform movement?

12. Why did a reform movement take place after the Industrial Revolution?

13. What is a "wage slave"? Do you think there are any "wage slaves" today? Explain.

14. Explain the statement. "No real bargaining can take place when one side has all the bargaining power." Apply it to the Industrial Revolution.

15. Briefly outline the long-range benefits of the Industrial Revolution mentioned in this lesson; add others.

16. What problems were created by the Industrial Revolution?

17. Why is it now more important than ever before in our history for all citizens to live up to their responsibilities?

Working Conditions in Early Factories — Lesson 3

OBJECTIVES:

1. To learn how the factory system changed working conditions for women and children.
2. To learn what factory conditions were like in different kinds of factories.
3. To learn how the Industrial Revolution was a strain on management and labor.

WORDS TO LEARN:

conservative	momentum
forfeit	overseers
inhumane	philanthropic
liberal	quota
mass production	sabotage
	vices

INFORMATION:

The Industrial Revolution was a strain on both management and labor. Neither had developed the methods and skills for mass production in a factory system. Industrialization brought about a very big change in the nature, place, and time of work. Management had much to learn about how to organize factories and handle workers. Workers tolerated the change because they had no choice, except to try to destroy machinery (sabotage), which they often did.

Although the evils of child labor were indeed harsh and gruesome, you must not get the impression that the factory system led to the enslavement of children who were previously happy and free. The children of the poor had always worked long hours at hard labor. The factory system simply concentrated on an already existing evil. As you read the descriptions of unpleasant factory conditions, try to think of it in terms of the social scene of the times. Since factory working conditions were nearly always dismal and unpleasant, and sometimes morally and physically damaging, many workers and owners accepted the situation as "common" or "average." Others in both groups saw the need for reforms. You will read more about this at the end of the lesson.

WHAT WERE THE WORST CONDITIONS OF EMPLOYMENT?

There seem to have been at least two distinctly different kinds of employers. One group of employers, usually owners of large factories, engaged in, or permitted overseers to engage in, the use of force or cruelty. The other group of employers was paternalistic, that is, they took a protective and fatherly interest in their employees. Small shop owners, who often worked alongside their employees, comprised a large part of the second group. Let us take a closer look at conditions in these two types of factories.

It was physically impossible to keep such a system working at all except by the use of terror. The overseers did not deny that their methods were brutal. They said that

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they had either to get the full quota of work. or be dismissed, and in these circumstances pity was a luxury that men with families depending upon them could not allow themselves.

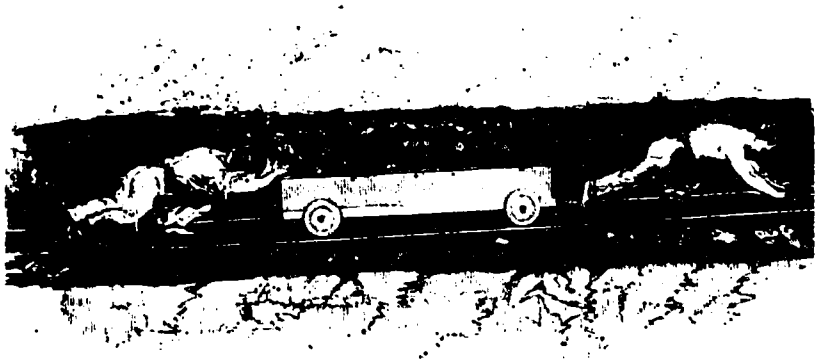

These young children working in a mine were called "hurriers." They are pushing a coal car along a track.

Protests about the situation came from the owner class as well as the workers. Robert Owen, a philanthropic employer, established a model industrial community in which workers shared in the ownership and profits of the factories. The "conservative" Tories in England did more to help the factory workers than did the "liberal" Whigs. The Factory Act, a law that children under ten years of age should not be worked over nine hours a day, was passed with Tory support in 1833, and the Mines Act, passed, also by the Tories, in 1842, prohibited the employment in the mines of women or children under ten.

The first efforts toward "socialism," which has since been advocated by some worker organizations, (e.g., the Knights of Labor and the I.W.W.) were actually made by employers, such as Robert Owen. The majority of employers, however, finding their country and themselves growing rich through their efforts, found good arguments to justify existing conditions. They were supported by the laissez-faire economic theory of economists Adam Smith, Thomas Malthus, and David Ricardo. The political reforms that were made, although a great improvement over the past, did not satisfy the workers, who turned increasingly to the formation of trade unions to bargain directly with employers. As we shall see later, the American labor movement gained great momentum after Samuel Gompers led it in the direction of "pure" unionism – "More and more – here and now" – for the worker.

As we have observed, all employers were not cruel. Another pattern of behavior was that of the small shop owner, who worked alongside his employees, and often took a personal interest in them. This paternalistic system was certainly far superior to the other from the worker's point of view.

In the textile mills, children as young as six years of age were employed, although nine seems to have been a common age for entering employment. In England, the hours of work for children and adults alike were from sunup to sundown, approximately 14-16 hours. In the early textile mills in Massachusetts, girls worked seventy hours a week. According to a description in the Mechanics Free Press for August 21, 1830, in the Philadelphia factories "It is a well-known fact that the principal part of the help in cotton factories consists of boys and girls, we may safely say from six to seventeen years of age, and are confined to steady employment during the longest days of the year, from daylight until dark, allowing at the outside, one hour and a half per day (for meals) . . . and that too for a small sum, that is scarcely sufficient to support nature . . ."

In some factories, owners followed the practice of paying overseers according to the amount of work they could turn out. The overseer, who had to protect his own job and feed his family, often felt compelled to use physical force to keep workers busy or to speed up production. Cruel and inhumane treatment of employees (including children) by overseers was not unusual. A committee investigated and reported on conditions in the textile mills and coal mines in England. Some excerpts from the report will serve better than anything else to tell you how workers were treated in the worst of the factories during the early Industrial Revolution.

> The fourteen or fifteen hours' confinement for six days a week were the "regular" hours. In busy times hours were elastic and sometimes stretched to a length that seems almost incredible. Work from 3 A.M. to 10 P.M. was not unknown. In Mr. Varley's mill, all through the summer, they worked from 3:30 A.M. to 9:30 P.M. At the mill aptly called "Hell's Bay," for two months at a time, they not only worked regularly from 5 A.M. to 9 P.M., but for two nights each week worked all through the night as well. The more humane employers contented themselves when busy with a spell of 16 hours (5 A.M. to 9 P.M.)

> "NOTICE is hereby given. That all the Hands in the Service of SAMUEL OLDKNOW working in his Mill, or elsewhere, must be subject to the following RULE: That when any person, either Man, Woman, or Child, is heard to CURSE or SWEAR, the same shall forfeit One Shilling. – And when any Hand is absent from Work, (unless unavoidably detained by Sickness, or Leave being first obtained), the same shall forfeit as many Hours of Work as have been lost; and if by the Job or Piece, after the rate of 2s. 6d. per Day. – Such Forfeitures to be put into a box, and distributed to the Sick and Necessitous, at the discretion of their Employer."

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Child workers in a U.S. cotton mill around 1910. (Pictures from Manpower)

In 1912 the wife of a disabled worker filled out this application to permit her children, aged 9 and 11, to go to work to support the family.

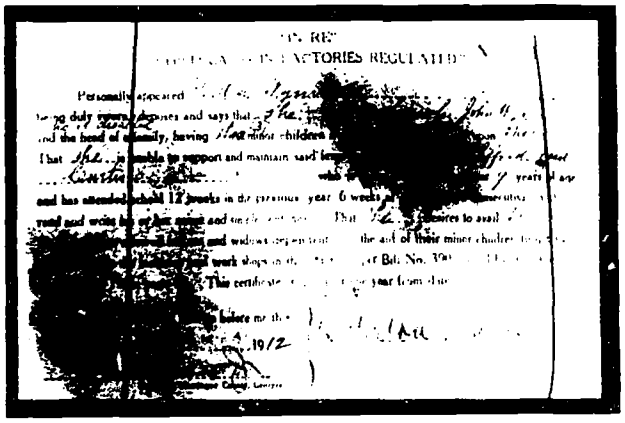

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. Describe two different kinds of employers in the early Industrial Revolution.
2. Explain in what kinds of industries these two kinds of employers were likely to be found.
3. At what ages were children employed in the textile industry?
4. How many hours a week were children often compelled to work in the textile industry?
5. How many hours per day did children work in the textile industry?
6. Why did it seem necessary to the overseers that they treat employees cruelly?
7. Describe the way a "paternalistic" employer might treat his employees. What might a paternalistic employer be like today?
8. What vices of his employees troubled Samuel Oldknow?
9. What penalty did Samuel Oldknow impose on his employees for these vices?
10. Compare the attitude of Samuel Oldknow toward his employees with that of the overseers of large factories.
11. Describe the efforts of philanthropic owners to change the factory system.
12. Compare the life of the poor before the Industrial Revolution with their life under it. Which way do you think they were better off? Why?

Birth of Trade Unionism — Lesson 4

OBJECTIVES:

1. To appreciate the difficulties the workers had in their attempts to form unions.

2. To understand the conflicting goals of early union groups, and the significance of the victory of "pure" unionism.

3. To appreciate the contributions of early labor leaders and groups to the welfare of labor today.

WORDS TO LEARN:

ancestors	intra-labor	pool
bargaining power	hinder	previously
collective bargaining	monopoly	prosperity
conspiracy	mutual	recession
cooperative ownership	notoriety	reform
depression	obstacle	retarded
dominant	optimistic	scab
indifferent	panic	socialistic
individualistic	philosophy	unscrupulous
		utopian

INFORMATION:

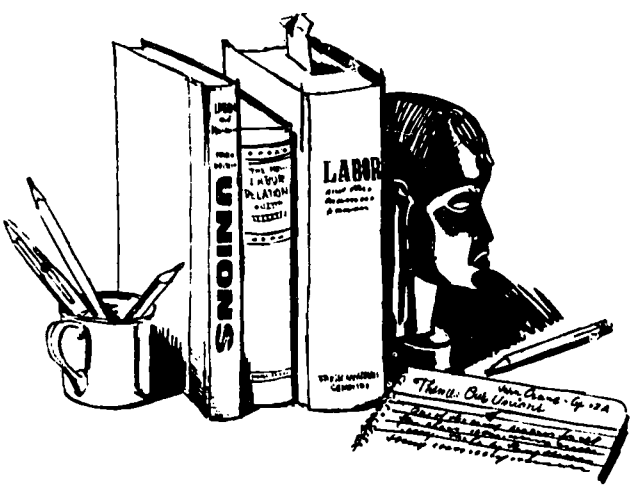

A **union** is an organization of workers designed to protect their interests and gain benefits for themselves. Did you know that workers had a hard time getting employers and the courts to permit them to form unions? Most people today, including employers, accept unions and choose to work with them; but it was not always so. You should know something about the labor union movement in the United States, because, if you don't, you may fail to appreciate your responsibilities as a member, or simply as a member of society, toward unions. You may have seen, in recent Congressional investigations of corruption in unions, what happens when the members of unions let unscrupulous people gain control. It ceases to be their union and becomes the dictator's union. The same thing happens in any organization, whether it is a union, a company, or a government, when the people are indifferent.

WHAT OBSTACLES DID WORKERS FACE WHEN THEY TRIED TO ORGANIZE?

Have you ever wondered when, why, and how unions developed? Lessons 3 and 4 certainly gave you some hints as to why. You know about the long hours, the unpleasant working conditions, and the low wages our ancestors endured. In 1776, at the beginning of the American Revolution, the unskilled worker got about 50¢ a day. By 1800 his wage had increased to 90¢ a day, and in 1825 to a dollar a day. Even allowing for the fact that prices were much lower then, you can see that this was a very low income. You read in Lesson 3 that reforms through political means did not take place as rapidly or completely as workers wanted.

Skilled workers, or craftsmen, whose jobs require a great deal of training, were always somewhat better off than unskilled workers, whose jobs require no training at all. An unskilled worker can be easily replaced. As you know, the factory system created a great demand for unskilled workers to work on the assembly line. Semi-skilled workers, whose jobs require a small amount of training, were needed in factories, also. These people were only slightly better off than unskilled workers, because it didn't take long to replace them, either.

You see, then, that the individual worker, especially the unskilled worker, trying to bargain for himself, had no real bargaining power, since he had nothing to withhold from the employer except his labor, which could easily be replaced. However, workers soon realized the bargaining advantages of banding together. A large group of workers, threatening to withhold their labor unless the employer bargains with them, cannot easily be replaced. It is clear, then, why workers began to try to form unions. But why did it take them so long?

When workers tried to bargain as a group, they immediately encountered the opposition of employers. Employers didn't object to unions, but they did object to collective bargaining. Even before the American Revolution, many craftsmen had formed "unions" which really served as mutual insurance societies, in which workers pooled their funds to help unemployed or disabled members. No objections were raised to this type of union. Employers used a variety of techniques to resist unionization for collective bargaining purposes. Some of them were:

1. Legal action. -- Throughout the nineteenth century, the courts ruled collective bargaining illegal.

2. The blacklist. -- This was a list of workers known to have taken part in union activities. It was circulated among employers who agreed not to hire a blacklisted worker.

3. Company unions. -- These "unions" were established and controlled by management, which often gave wage increases and welfare benefits, but the union could not bargain with management.

4. Strikebreakers. -- These were non-union workers hired to replace union workers during a strike. A name commonly used by union members for a strikebreaker is "scab."

5. Police power. -- This has been used mainly where local officials favored management, as recently as the steel strikes of 1937. In 1894, Federal troops were sent to Chicago to break the strike of the American Railway Union against the Pullman Company.

6. Hired thugs. -- Some employers chose to use violence in resistance to unions. Employers have not had a monopoly on the use of violence, however; for example, the "Molly Maguires," a secret miners' society, gained notoriety in 1862 because of acts of terrorism against their bosses.

7. "Yellow-dog" contracts. -- Employment contracts stating that the worker was not a union member, and would not join a union during the period of his employment.

It is not hard to see why many workers were scared to have anything to do with unions. Employers had powerful weapons on their side.

The basis of legal action against unions was the "doctrine of conspiracy," which the courts used throughout the nineteenth century. This doctrine said that unions for collective bargaining purposes were conspiracies in restraint of trade. This is not an easy idea to understand. Very simply, it meant that the courts felt (as did most employers and many workers) that the American free enterprise system should depend on individual competition between businessmen and workers in every way. When either of them banded together with other businessmen or other workers, this was an effort to reduce competition.

Many workers did not believe in unions. Those who accepted the idea that individual competition should be the basis of the American way of life did not. Most workers didn't think in terms of "individual competition." What they really thought about, and hoped for, was the chance to make good themselves, and become employers, instead of employees. The American system made this possible, and some workers did rise to managerial positions, and still do, especially in the building trades and service occupations.

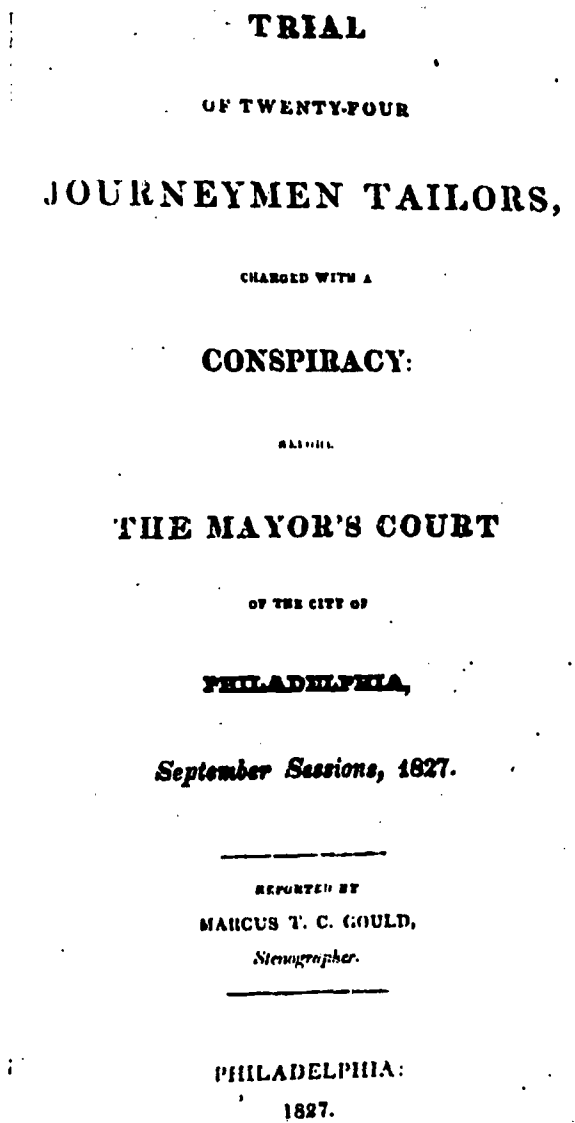
TRIAL

OF TWENTY-FOUR

JOURNEYMEN TAILORS,

CHARGED WITH A

CONSPIRACY:

BEFORE

THE MAYOR'S COURT

OF THE CITY OF

PHILADELPHIA,

September Sessions, 1827.

REPORTED BY

MARCUS T. C. GOULD,

Stenographer.

PHILADELPHIA:

1827.

The courts came to the defense of early 18th century employers by charging the new unions with conspiracy in restraint of trade.

The low educational level of the working class in general slowed down progress. In the early 1800's there were no public schools, and only the children of well-to-do families received an education. Some cities had "charity" schools for children of the poor, but many workers refused to send their children, not liking the idea that their children had to be educated by charity. Those who opposed public schools argued that it wasn't fair for people with money to have to pay taxes to educate the children of the poor. Free public school education for all became a major goal of workers and unions. In most states this goal was not achieved until the twentieth century, although Massachusetts established free public school education earlier. In 1837, more than half of the children in Pennsylvania were not in school.

It was hard for the workers to get laws passed favorable to themselves (public school laws, laws to limit the work day, laws forbidding the employment of children, etc.) because most of them couldn't vote. Many states required property ownership as a requirement for voting. Wages were so low for unskilled workers that most of them couldn't hope to earn enough money to buy property.

The growth of unions was sometimes slowed down by periods of economic depression. A depression (sometimes started by a financial "panic") is a time when the demand for goods decreases, so production slows down; workers are laid off; jobs become scarce; workers compete with other workers for scarce jobs; wages drop; and so on. During such hard times, manufacturers earn less profits, and really can't afford to pay workers as much. Workers are reluctant to make demands, because there are more workers than jobs, and those who are employed don't want to lose what they have.

The United States has had depressions since the early 1800's. One such depression, which caused the first national organization of workers, the National Trades Union, to collapse, was brought on by the Panic of 1837, during President Martin Van Buren's administration. We had a big depression which started in 1929. We have had several "recessions" since 1929, however, the latest one being in the early '70's. A "recession" is a time when business is not good and jobs are hard to find, but it is less severe than a depression.

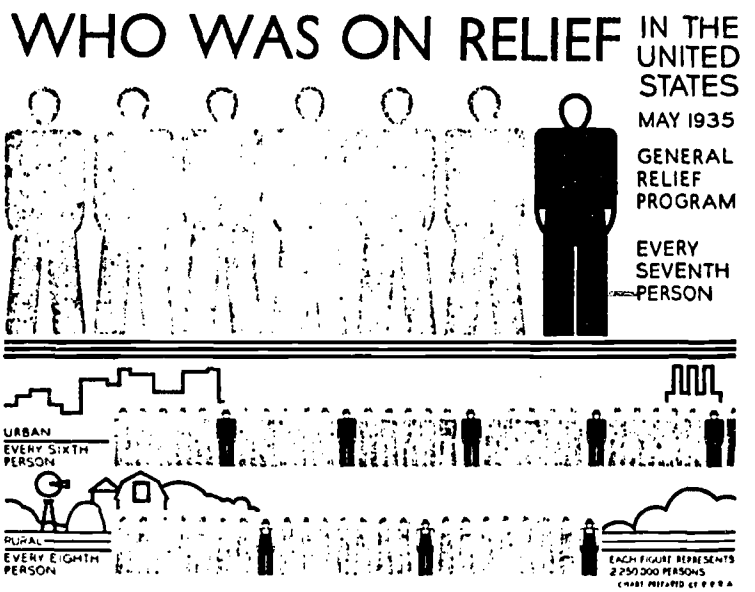

Times of prosperity have usually enabled unions to grow. Manufacturers enjoy good profits. and are generally optimistic about the future. Jobs increase, so competition among workers for jobs decreases. and workers' power goes up. In the 1840's as business improved in the United States. President Martin Van Buren established the first ten-hour work day for Federal employees. By 1850, skilled workers in large cities had gained a ten-hour work day. and factory workers were beginning to work eleven or twelve hour days.

Another reason progress in union organization was slow was that workers couldn't always agree on how to improve their situation. If workers themselves are in conflict about what to do. no action can be taken until they settle their differences.

WHAT WERE THE POSSIBILITIES OF IMPROVING THE SITUATION?

Let us stop and think, now - in what possible ways could workers act in order to improve their situation? Actually. there were three possibilities; and it was the lack of agreement about which of the three to follow that caused part of the delay in getting unions started, and made it difficult to keep them going once they got started.

One way in which the worker might improve his lot was through what we shall call the "Horatio Alger" method. You should read the stories by Horatio Alger. about the poor boy who made good. The possibility of achieving success through a combination of hard work and good luck has always been a part of the American dream. Everybody knows actual cases where poor boys really have become rich and successful businessmen. The worker who dreams of replacing his employer, or becoming his employer's "equal" in management, is really identifying himself not with labor, but with management. His commitment to labor organizations. if it exists at all. is likely to be half-hearted.

This method of improving the lot of the worker did not become the usual way for the reason that every worker can't become a boss. A few rugged individualists have made the grade: but there are only a limited number of managerial positions available. The oft-repeated statement. "if I can do it, anybody can do it," just isn't true. The accident which made the position available may not happen to anybody else. regardless of his talent. Furthermore. in modern large corporations, management positions are so specialized that entrance into them is increasingly coming to be from colleges and not "upward from the ranks."

A second possible direction for labor to take was that of political reform, using the power of government to change the organization of society. Labor groups have emerged whose idea was to take the means of production out of the hands of private owners. whose objective was to make a profit, and placing them under cooperative ownership.

Two major labor organizations working for political change have appeared on the American scene. They were the Knights of Labor, which started in 1869, and the International Workers of the World, which started in 1905. Both failed because their utopian (perfectionist) ideals failed to capture the imagination and support of workers. You will read about the struggle between union groups devoted to political change and those concentrating on collective bargaining in the last part of this lesson.

The third possibility was, of course. collective bargaining. Collective bargaining means that representatives of unionized workers bargain with employers for improved wages, hours. working conditions. and other benefits. This method is a sort of

compromise between the individualistic Horatio Alger method and the socialistic method of political reform, and it became the pattern of labor-management relations in the last half of the nineteenth century.

HOW DID COLLECTIVE BARGAINING BECOME DOMINANT?

In order to understand labor-management relations in the last century you must know about the struggle between the political reformers and the advocates of collective bargaining. The story of the Knights of Labor and the American Federation of Labor illustrates the struggle.

Both the Knights of Labor and the American Federation of Labor were union federations which appeared in the last half of the nineteenth century. A federation is an association of many different unions, partly for the purpose of increasing bargaining strength, partly to resolve intra-labor disputes, and partly to increase labor's political influence.

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Negroes have played a part in the labor movement since its beginnings. The Knights of Labor had a policy of non-discrimination. However, Negroes usually were barred from leadership posts. After the white craft unions came to dominate the labor movement, Negroes were often barred, and sometimes formed their own unions.

Here, Frank J. Farrell, a Negro delegate, introduces Terence V. Powderly, the "General Master Workman," to the tenth annual convention of the Knights of Labor, held in Richmond, Va.

The Knights of Labor began in 1869 as a small secret society of Philadelphia garment workers. The society had a romantic title: "The Noble Order of the Knights of Labor". Its leader was called the Grand Master Workman. Uriah Stephens and Terence V. Powderly were its first leaders.

The Knights soon gave up secrecy and accepted member unions from many trades and occupations. By 1886 they had a membership of 700,000. The leadership was committed to a long-range program of political change. They wanted to make cooperation, rather than competition, the basis of America's economic system. (In other words, they wanted to change from capitalism to socialism.) They didn't approve of strikes or collective bargaining, although some of the member unions used both. These utopian ideals didn't appeal to some members of the federation, who thought the possibilities of political improvement were too far away to do them much good. Furthermore, the Knights were in favor of organizing both skilled and unskilled workers in the same union, and many craftsmen, conscious of their superior position, objected to this.

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Adolph Strasser, president 1877–91, AFL International Cigar Makers Union.

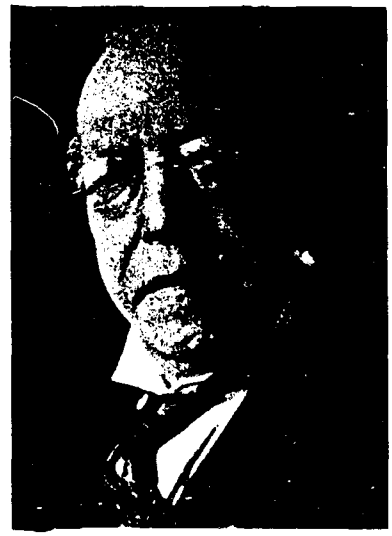

Samuel Gompers

Photos courtesy of U. S. Department of Labor

In 1886, under the leadership of Samuel Gompers and Adolph Strasser of the cigarmarkers' union, several craft organizations withdrew from the Knights and formed a rival federation called the American Federation of Labor. Samuel Gompers became its first president, and his philosophy became the philosophy of the American labor movement for a very long time.

Gompers didn't believe in political action as a way to attract workers to unionism. He chose collective bargaining. Direct action between the worker and his employer would be more effective at that time than legislation, he felt. He believed that unions should work for the improvement of wages, hours, and working conditions, and give support to whichever party offered them the most. This kind of unionism is often

called "pure" unionism or "bread and butter" unionism. Gompers also favored the organization of workers on a craft basis. It should be noted, however, that Gompers and the AFL were influential in getting some early laws passed for protection of the worker.

Although the leaders of the Knights of Labor opposed strikes, the organization engaged in a number of strikes, some of them successful. However, in the late 1880's, a series of disastrous strikes caused the Knights of Labor to lose membership.

Furthermore, the AFL slogan "more and more, here and now" made sense to a lot of workers who had failed to understand, or disapproved of, the more distant goals of the Knights of Labor. Craftsmen flocked to the AFL. The Knights of Labor lost membership steadily, although it did not disappear completely until the 1920's.

Unsuccessful attempts were made in the early twentieth century by the Socialist Party, the Socialist Labor Party, and the International Workers of the World to redirect the American labor movement toward socialistic political change.

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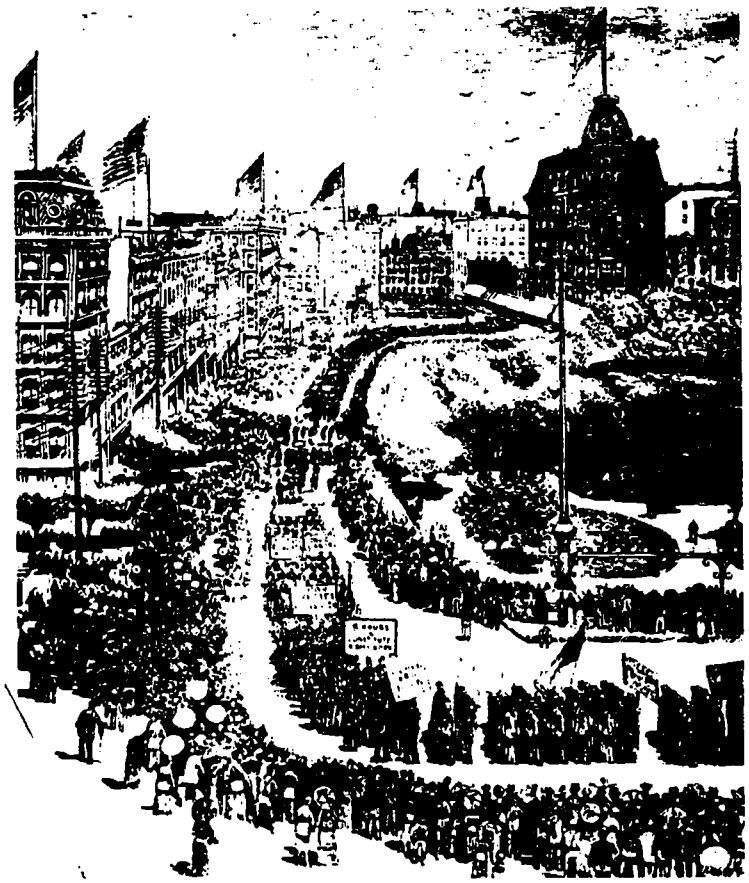

The first Labor Day parade, in New York City, on September 5, 1882.

During World War I, the "radical" methods and philosophy of the I.W.W. encountered increasing public disapproval and governmental repression, and the IWW gradually faded from the labor scene. The relative monopoly over organized labor of the American Federation of Labor until the 1930's indicated that most American workers had chosen the route of collective bargaining rather than that of political action and social reform.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. What is a union?

2. Why does the individual worker have "unequal bargaining power"?

3. Explain the difference between skilled, semi-skilled, unskilled workers.

4. Explain how unions increase the workers' bargaining power.

5. Why were the very early unions not attacked by employers?

6. What activity of unions did employers object to?

7. What methods were used by employers to stop union activity?

8. What were some goals of workers in the early nineteenth century?

9. Why did the courts usually decide against unions? Explain the doctrine of conspiracy.

10. Explain the effects prosperity and depression have had on union growth.

11. What political barriers did workers have to overcome?

12. What were the three possible ways for the worker to improve his situation? Which one did most workers choose? Why?

13. What is a union federation?

14. What is "pure" unionism? Do you think unions should have restricted their activities to "pure" unionism? Why or why not?

15. What were the goals of the Knights of Labor? Why do you think they objected to collective bargaining?

16. Explain how Samuel Gompers' views were different from those of the leaders of the Knights of Labor.

17. Why did Gompers start the American Federation of Labor?

18. What threats to AFL leadership appeared in the early twentieth century?

19. Explain the slogan "More and more, here and now." What are some dangers of this philosophy in modern society?

20. Find out all you can about the I.W.W.

21. Why do you think Gompers' philosophy had more appeal to workers than the I.W.W. philosophy?

22. In what ways do you think workers' needs have changed since Gompers' day? Is "pure" unionism a good idea today?

ERIC

The Union Movement Since 1930 — Lesson 5

OBJECTIVES:

1. To learn the significant facts in the history of the labor-union movement since 1930 and the current trends in union membership.
2. To understand the difference between a craft union and an industrial union.
3. To appreciate the significance of the rivalry between the AFL and the CIO in organizing workers.
4. To understand the significance of recent developments in the labor movement.
5. To become acquainted with some of the prominent figures in the modern labor movement.

WORDS TO LEARN:

assembly line	fringe benefits	mediate
capitulation	hamper	merger
controversial	industrial union	NRA
craft union	infiltration	post-war
current	lobby	prolonged
elite	Magna Charta	solidarity
excessive	mainstream	socially conscious
executive board	mass production	tensions
		UAW

INFORMATION:

As you know, the AFL was primarily a federation of craft unions, to which skilled workers (or craftsmen) practicing the same trade belonged. The form of union organization advocated by the Knights of Labor was the industrial union, to which all the workers in an entire industry could belong, regardless of what jobs they performed. Study the diagram in Lesson 3 of Unit IV, which illustrates the difference between these two types of unions. Conflict between labor leaders who favored the craft union form of organization and those who preferred industrial unions is the first part of our story in this lesson.

HOW DID INTERNAL CONFLICT CAUSE DIVISION IN THE LABOR MOVEMENT?

As factories grew larger, and the invention of new machinery broke the manufacturing process down into smaller and simpler operations, more and more products could be made on the assembly line, and more and more unskilled workers were needed to perform the simple operations. Since the AFL was the only large union

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federation in the United States in 1930, and since it was concerned primarily with organizing skilled workers into craft unions, most of the unskilled workers had no union at all. In 1930 only 7½% of the labor force belonged to a union. This 7½% represented the "elite" of the labor force. They were the craftsmen, and they were not generally disposed to accept unskilled workers into their ranks.

William Green, president of the AFL during the 1930's, thought his union federation should begin to organize industrial unions in the mass-production industries such as the steel or automobile industries. The coal industry had already been organized along industrial lines, as had several others. However, Green didn't have much control over the Executive Board of the AFL. Most of these men were old-line craft unionists, who feared that industrial unions in the mass-production industries might cause them to lose control over their own members. They were opposed to having the AFL form industrial unions.

William Green

U.S. Department of Labor

John L. Lewis

U.S. Department of Labor

Under the leadership of John L. Lewis, president of the United Mine Workers, demand for industrial unions grew; and when the AFL convention of 1935 failed to take action in the automobile, steel, oil, and textile industries, John L. Lewis and others decided to organize them anyway.

WHAT WAS THE CIO?

Lewis and three other leaders established the Committee for Industrial Organization within the AFL. The other men, Charles Howard of the International Typographers' Union, Sidney Hillman of the Amalgamated Clothing Workers, and David Dubinsky of the International Ladies' Garment Workers' Union, had every intention of keeping the CIO inside the AFL. Lewis, however, had felt from the beginning that a break would have to come, and did nothing to ease the tensions between the Executive Board of the AFL and the CIO.

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The Committee for Industrial Organization immediately set up organizing committees for the steel and automobile industries. Disputes between the CIO and craft unions in the AFL over who had the right to organize what people in what industries (jurisdictional disputes), personality conflicts between Lewis of the CIO and Green of the AFL, and other factors led to the separation of the two organizations in 1937. John L. Lewis became the first president of the CIO, a position he held until 1941. That year he declined to run again, and Philip Murray became the second president of the CIO, remaining president until his death in 1952. A break with Murray and the CIO caused Lewis to withdraw his United Mine Workers from that federation in 1941. The UMW has remained an independent union.

Philip Murray

U.S. Department of Labor

WHAT WAS THE EFFECT OF DUAL UNIONISM ON UNION GROWTH IN THE 1930's?

Dual unionism means that two union federations (in this case, the AFL and the CIO) were working independently, and sometimes in competition with each other, to organize workers. Many labor leaders feared that dual unionism would cause such division in the ranks of labor that labor's bargaining power would be weakened.

A great many conflicts between the AFL and the CIO developed during the thirties and forties. For instance, the United Automobile Workers was for a time divided into the UAW – CIO and the UAW – AFL. However, dual unionism had one effect not foreseen by those who feared it. Rivalry between the CIO and the AFL had the effect of stimulating union organization because it caused both to exert great effort to increase membership. By 1941, there were between ten and eleven million workers in unions – more than double the 1938 membership. Between 1933 and 1950 over fifteen million workers were unionized. This was the time of greatest union growth. Since 1950, unionization of blue collar workers has slowed down. The decade from 1960 – 1970 brought many white collar workers and some agricultural workers into unions.

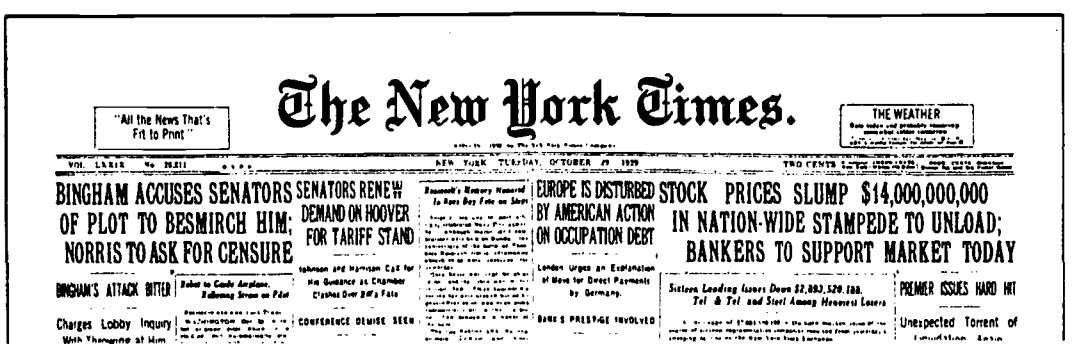

"All the News That's Fit to Print"

The New York Times.

THE WEATHER

BINGHAM ACCUSES SENATORS OF PLOT TO BESMIRCH HIM; NORRIS TO ASK FOR CENSURE

SENATORS RENEW DEMAND ON HOOVER FOR TARIFF STAND

EUROPE IS DISTURBED BY AMERICAN ACTION ON OCCUPATION DEBT

STOCK PRICES SLUMP $14,000,000,000 IN NATION-WIDE STAMPEDE TO UNLOAD; BANKERS TO SUPPORT MARKET TODAY

BINGHAM'S ATTACK BITTER

Charges Lobby Inquiry With Thompson at Him

CONFERENCE DEMISE SEEN

London Urges an Explanation of Move for Direct Payments by Germany.

BANK'S PRESTIGE INVOLVED

Sixteen Leading Issues Down $2,883,529,188. Tel & Tel and Steel Among Heaviest Losers

PREMIER ISSUES HARD HIT

Unexpected Torrent of

Courtesy UAW

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WHAT POLITICAL FACTORS ENCOURAGED UNION ORGANIZATION IN THE 1930's?

The period from 1921 to 1932 has been called the "big sleep" in union organization because of unfavorable government action during the twenties and the depression which hit the country in 1929. The election of 1932 brought Franklin D. Roosevelt and the New Deal into the White House, and a series of laws favorable to labor were passed in the early years of the New Deal.

Section 7(a) of the National Industrial Recovery Act (NRA), passed in 1933, assured employees under NRA codes the "right to organize and bargain collectively through representatives of their own choosing," free from interference by employers, and especially from discriminatory discharge. The National Labor Board was created to mediate strikes. Although this act was declared unconstitutional in 1935, its two years of existence stimulated union activity.

In 1935, the bill which has been called the "Magna Charta" of the workingman was passed. It was the National Labor Relations Act, better known as the Wagner Act. Although the Wagner Act seems to be a direct outgrowth of section 7(a) of the NRA, it was the first permanent law guaranteeing workers the right to organize and bargain collectively through their elected representatives. The Wagner Act specified certain "unfair labor practices," which became illegal for the first time. After the passage of the Wagner Act, the drive to organize workers in the mass-production industries was greatly accelerated.

Another important law protecting workers was passed in the favorable political climate of Franklin D. Roosevelt's "New Deal." It was the first Social Security Act (1935), which gave many workers old-age and retirement benefits, and unemployment insurance, for the first time.

THE NEW DEAL ERA inaugurated by Franklin D. Roosevelt brought important gains for the American worker.

U.S. Department of Labor

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WHAT WERE THE OBSTACLES TO COLLECTIVE BARGAINING IN THE 1930's?

As might have been predicted, employers reacted in one of two ways to the Wagner Act of 1935: one group accepted it as the law of the land, and proceeded to abide by its terms; the other group (many of whom thought it would be declared unconstitutional) resisted it. So, in some industries, union organization proceeded rapidly, while in industries where resistance was met, some of the worst industrial conflicts of the entire labor movement took place.

In the steel industry, both of these employer reactions were met. Since we can't possibly cover all cases of compliance or resistance, let us concentrate on examining this one – the steel industry.

The steel industry, with approximately 479,000 workers, was a logical place for the CIO to begin its organizing campaign in 1935. The Steel Workers Organizing Committee was formed, with Philip Murray as president, and the SWOC approached the hitherto unorganized steel industry. Infiltration into the company unions was the first line of attack: strikes were planned; everybody, including the unions, expected it would be a long siege. The United States Steel Corporation, the largest by far in the steel industry, was first on the list.

In the words of labor relations expert Walter Galenson, " . . . no one was prepared for the peaceful capitulation of the United States Steel Corporation." Why did U. S. Steel decide not to resist the union? The evidence is strong that Myron Taylor, president of U.S. Steel, decided against it partly because he simply thought it was best to obey the law. He was not a violently anti-union man, as were some of his associates in the other steel companies. U. S. Steel was in a better position to resist the union than the other companies, but chose not to do so.

However, four of the smaller steel companies (Bethlehem, Republic, Youngstown, and Inland), decided to resist, and the bitter and violent "Little Steel" strikes of 1937 occurred as a result.

Courtesy USW

Memorial Day – 1937

The Little Steel strikes were broken by the use of police power. Management won a short-lived victory in 1937. The cost to the workers who participated in the strikes was great. Those companies which resisted the unions successfully suffered considerable loss in profits. Between 1937 and 1941, the National Labor Relations Board forced all the steel companies to hold elections, most of which were won by the union.

In the automobile industry, also, some bitter conflict took place before the United Automobile Workers was able to organize the workers.

WHAT WERE THE RELATIONS BETWEEN LABOR AND MANAGEMENT IN WORLD WAR II?

After the Japanese bombing of Pearl Harbor, President Roosevelt called representatives of labor and management to a meeting, at which both agreed to submerge their differences to the common cause of winning the war. With a few minor exceptions, both sides kept their promise. Government agencies to control prices and wages helped to keep both sides from making excessive demands.

The war years were prosperous ones for both labor and management. Government contracts kept many factories running twenty-four hours a day; industries made huge profits; workers were much in demand, and could work overtime for greatly increased pay. Many women went to work to supplement the family income and help in the war effort, and the standard of living of the Amrerican worker skyrocketed.

WHAT WERE THE POST-WAR RELATIONS BETWEEN LABOR AND MANAGEMENT?

The end of the war brought a period of readjustment in which labor-management relations suffered. Factories had to convert to peacetime operations; some of those making war materials closed down. Many workers were temporarily unemployed and had to find new jobs. Price and wage controls were removed, making it possible for labor to demand higher wages, and management to raise prices. A few employers continued to oppose the efforts of unions to organize their workers. Some unions had grown so fast that their leaders couldn't control them. These and other factors brought about a series of serious strikes. In 1946 there were almost 5,000 strikes involving many millions of workers. A series of prolonged work stoppages caused public opinion to turn against unions during this period. Many people thought unions were beginning to abuse their power. In Congress, the Taft-Hartley Law was passed in 1947, restricting the activities of unions in certain respects. The Taft-Hartley Act was followed by the Landrum-Griffin Act, which imposed further restrictions. We shall consider these laws in Unit VIII.

WHAT HAVE BEEN SOME RECENT TRENDS IN THE LABOR MOVEMENT?

One of the most significant developments of the 1950's was the merger of the AFL and the CIO, which took place in 1955. You probably wonder what caused these two old enemies to reunite.

Although some leaders in the AFL and the CIO had wanted reunion for a long time, William Green and Philip Murray opposed each other and the idea of reuniting their organizations. However, several things happened that increased the pressures for merger.

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The membership drive of the thirties and forties had slowed down. Considerable opposition against unions was developing throughout the country. "Bread and butter" unionism had already paid off, and leaders had to look for new directions in which to move. Green and Murray both died in 1953 and were succeeded by George Meany and Walter Reuther.

Two days after George Meany became president of the AFL, a committee was set up to explore the possibilities of reunion with the CIO. Two weeks later, Walter Reuther became president of the CIO, and established similar machinery within his organization. In 1954, the AFL and the CIO signed a "no-raiding" agreement, which means that each agreed not to try to organize plants in which the other had already established collective bargaining activities. Three years after the beginning of negotiations, amalgamation (union) took place. The "American Federation of Labor and Congress of Industrial Organizations" was formed – the AFL-CIO.

George Meany and Walter P. Reuther celebrate the historic merger of the AFL-CIO in 1955

The AFL-CIO represents the mainstream of the American labor movement today, although not all unions belong to it. Some unions, such as the United Mine Workers under John L. Lewis, chose to withdraw; some have been expelled for corruption or communist affiliation; and some, such as the Railroad brotherhoods, have remained independent. These unions have about two million members. The rest of the union members in America are affiliated with the AFL-CIO.

In recent years, labor-management relations have, on the whole, proceeded more smoothly. There are strikes, to be sure, but they are the exception rather than the rule. When an airplane crashes, the story makes the headlines. All the airplanes which do not crash are not written up in the paper. So it is with labor-management relations -- only when things go wrong do we hear about it. Both labor and management prefer to settle their disputes peaceably, and they usually do. Collective bargaining has, on the whole, worked fairly well.

AFL-CIO membership declined in actual numbers in the '60's, largely due to the withdrawal of a large union, the UAW. Labor experts look at this withdrawal as largely a matter of personal friction between two strong leaders, George Meany and Walter Reuther (who died in an airplane crash in 1971) and therefore as only temporary.

Hampering the union movement were the changing labor market, under the impact of new technology, and periods of recession and unemployment. Many union leaders felt that federal legislation had handicapped their efforts. But in the early '70's the "House of Labor" could point to some significant progress. White-collar workers, hospital workers, sanitation workers, and agricultural workers were being organized.

Only about one-fourth of the labor force now belong to unions, however. Many non-union organizations match union wages and benefits so workers have little reason to unionize. Sometimes union members object to the high cost of union membership, either because they don't see what the union does for them, or because they don't feel their money is well spent.

Most workers realize that, whether or not they belong to a union, the union movement has been responsible either directly or indirectly for giving them higher wages, job security, and many excellent fringe benefits. In some unions there is a strong sense of loyalty to the union and sense of solidarity among its members. The UAW, one of the most progressive and socially conscious unions in America, calls its monthly newspaper Solidarity. This informative paper keeps members informed on the union's position with respect to social and economic issues, the status of contract negotiations with employers, and personal happenings of interest to members.

WHAT PEOPLE HAVE BEEN MOST INFLUENTIAL IN THE LABOR MOVEMENT IN RECENT YEARS?

Labor unions have many talented and capable leaders. With apologies to those whom we do not include, we shall tell you about a few of the more prominent union leaders and their contributions.

George Meany, president of the AFL-CIO, came to the federation from the Plumbers' Union. He has been a strong-willed and outspoken leader, and has led three successful movements:

(1) for unity with the CIO
(2) for expulsion of communist-dominated unions and
(3) against re-admission of the Teamsters (expelled because of alleged corruption) so long as James Hoffa was president.

Walter Reuther led the CIO before the merger with the AFL. He headed the Industrial Union Department (IUD) of the federation until the UAW's withdrawal. As president of the UAW (until his death) he was a statesman and man of vision, respected alike by workers and heads of state. Under his leadership the UAW became the most

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socially conscious union in the country. A champion of industrial unionism, Reuther was active in organizing campaigns from the 1930's until his death. He participated in demonstrations for civil rights for blacks in the South in the early days of the Civil Rights Movement, and in the March on Washington in 1963. He championed the cause of black equality and did much to make the UAW one of the least discriminatory unions in the country. Under his leadership the UAW developed broad welfare and educational programs for employees, and lobbied for progressive legislation.

A. Philip Randolph of the Sleeping Car Porters Union has been a prominent figure in the AFL-CIO and the Civil Rights Movement. Randolph deserves much of the credit for prodding a reluctant AFL-CIO into enforcing its civil rights provisions, opposing discriminatory practices in member unions, and working for legislation to provide equality for blacks.

A. Philip Randolph, International President
Brotherhood of Sleeping Car Porters.
Courtesy AFL-CIO

The most controversial figure in the labor movement is James R. Hoffa, president of the Teamsters Union until 1971. Hoffa used his personal drive and power to make the Teamsters one of the most powerful national unions. A great many workers were recruited to the Teamsters under Hoffa's leadership. Long under Congressional suspicion because of alleged underworld dealings and strong-arm tactics, Hoffa was sentenced to prison in 1967 for jury tampering and mail fraud. Hoffa was popular with the rank-and-file, however, and held on to the presidency until 1971, when he resigned in the hope that it would hasten his parole, which he finally got in 1972.

Largely because of Hoffa's activities, the Teamsters Union was expelled from the AFL-CIO. After the UAW's withdrawal, the UAW and the Teamsters in 1968 formed the Alliance for Labor Action (ALA), and were later joined by the International Chemical Workers' Union and the National Distributive Workers. Frank Fitzsimmons, who had been "care-taker" of the 2-million-member Teamsters, was elected its president after Hoffa's resignation. Leonard Woodcock was elected president of the UAW after Reuther's death. Labor experts predicted that it would be only a matter of time until the ALA rejoined the AFL-CIO.

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Walter Reuther, late President of the UAW, and Leonard Woodcock, his successor.
Courtesy UAW

Other important figures in the labor movement about whom you may want to read are Arthur Goldberg, Jay Lovestone, John L. Lewis, Harry Bridges, Sidney Hillman, David Dubinsky, James Petrillo, Joseph Beirne, James Suffridge, James Carey, Arnold Zander, Albert Shanker, and many others.

The most important recent trend in the labor movement has been a broadening of its purposes. We shall tell you more about that in Units IV and X.

QUESTIONS FOR DISCUSSION AND ASSIGNMENT:

1. Find out as much as you can about the "New Deal." Why was there so much controversy about it? What are the prevailing attitudes today toward the New Deal?

2. Why did labor leaders call the Wagner Act the "Magna Charta" of the workingman?

3. Why did the CIO form?

4. Explain the difference between a craft union and an industrial union. Give as many examples of each as you can find.

5. What kind of workers did the CIO concentrate on organizing?

6. Who were the early leaders of the CIO?

7. What industries did the CIO organize?

8. Why were labor-management relations relatively smooth from 1941–45?

9. State some reasons for the anti-union sentiment which developed after the war.

10. Why did labor-management relations deteriorate in 1946 and 1947?

11. What laws were passed curbing activities of unions?

12. What factors led to the movement to reunite the AFL and the CIO?

13. What is the name of the largest labor federation in the United States today? Who are its officers?

14. Suggest reasons why Meany and Reuther were able to reunite their organizations while Green and Murray could not.

15. Do you think a single union federation is a good idea? Why or why not? This might be a topic for a debate.

16. Name some independent unions and their leaders.

17. Find out all you can about George Meany, Walter Reuther, James Hoffa, and A. Philip Randolph.

18. Find the names of some important unions affiliated with the AFL-CIO and name their leaders.

19. List some reasons why the labor movement is in a decline at the present time.

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UNIT IV – STRUCTURE AND FUNCTIONS OF TRADE UNIONS

Lesson 1 –
Aims and Purposes of Unions

Lesson 2 –
Organization of Unions

Lesson 3 –
Types of Unions

Lesson 4 –
The Apprenticeship System

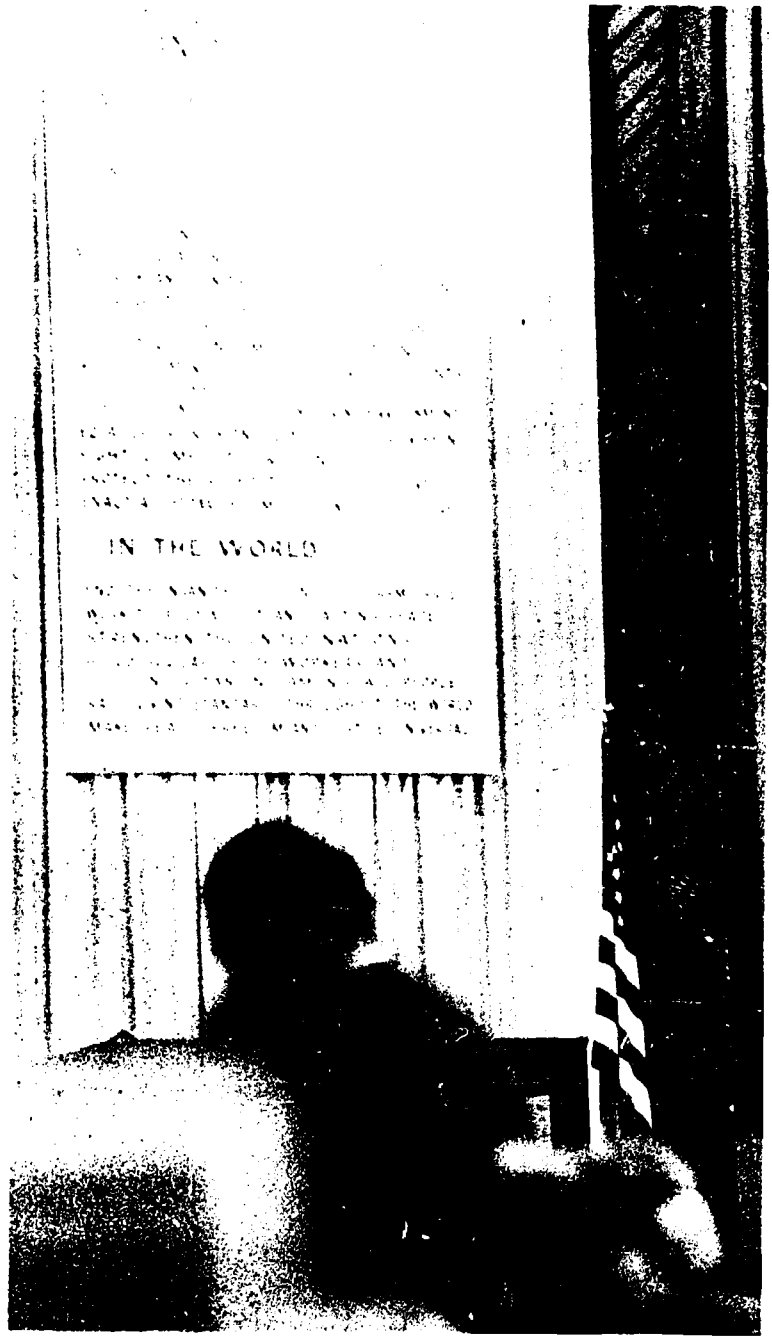

"Priorities for Progress" list of UAW positions on social issues
at the April, 1970 convention
(Courtesy UAW)

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UNIT IV – STRUCTURE AND FUNCTIONS OF TRADE UNIONS

Aims and Purposes of Unions — Lesson 1

OBJECTIVES:

1. To understand the primary objectives of the trade union movement.
2. To be able to evaluate the activities of individual unions in terms of general union goals.
3. To understand some of the challenges facing the union movement today.
4. To appreciate some of the services a good union provides for its members.

WORDS TO LEARN:

adaptability	fixed income	migratory workers
adequate	functional illiterate	open shop
cope	grievances	security
check-off	inadequate	seniority
closed shop	increment	standing committee
disability	indirect	subvert
economic goals	literacy	supplementary
evaluate	maintenance of membership	union shop
favoritism	merit	volition
		whim

INFORMATION:

If Samuel Gompers, the "father" of the AFL, could look in on the home of an average American worker today, he just wouldn't believe it. Since his day, so many gains have been made that it is now possible for unions to devote much of their time to objectives other than higher wages, shorter working hours, and improved working conditions – although most of them continue to work for improvements in these areas, also. In addition to the gains made through collective bargaining, unions have helped to get laws passed providing for free public education, minimum wages, maximum work week, workmen's compensation, unemployment insurance, social security, and health and medical insurance. Gompers would probably be astonished at the amount of pro-labor legislation that has been passed in the United States in the past fifty years. On the other hand, while he might be impressed by these gains, he might also be shocked by the number of Americans who still live in poverty.

WHAT ARE THE GENERAL GOALS OF LABOR?

The general goals of all workers may be summarized under four headings. They are:

1. Security
2. Opportunity
3. Recognition
4. Dignity

Two of these goals are primarily economic goals: security and opportunity. They increase the worker's capacity to purchase goods and services produced by labor and management. The other two goals, recognition and dignity, are non-economic goals. They do not increase the worker's income, but they give him a sense of being important and worthwhile.

Recognition of the importance of these non-economic goals is a fairly recent development in the labor movement, but one to which unions are increasingly turning their attention.

HOW DO UNIONS PROPOSE TO PROVIDE SECURITY FOR WORKERS?

Security for the worker means freedom from the danger of unemployment, and an adequate standard of living for his family. Of course everyone (including management) agrees nowadays that all are entitled to a certain amount of security. The disagreement arises over just how much income is necessary for an "adequate" standard of living, and how much job security is desirable. We shall deal with the labor-management conflict on these issues in the next unit; here we are concerned only with finding out what labor's goals are.

Obviously the quickest way for any given individual or small group to improve its standard of living is to get a wage increase, so unions usually ask for wage increases. A moment's thought should tell you, though, that this way of increasing standards of living can't possibly work if everyone does it. Imagine for a moment all the consumer goods and services in the United States piled up in one huge pile, and the people standing around the pile with dollar bills, to buy goods and services out of it. You can see that if any one person, or a small group, gets more dollar bills, he (or they) can get more goods – a higher standard of living – than the other people. But you should be able to see two other things at the same time. One is that if everyone gets more dollars, without increasing the size of the pile of goods, no one's standard of living would be any higher. The same amount of goods would simply cost more. The second thing you should see is that if one person, or a small group – or a large group, for that matter – gets more dollars, the reason he or they would have a higher standard of living is that the other people would have their standards lowered. In other words, you must understand that wage increases without some increase in production lowers somebody's standard of living. The people whose standards of living have actually been lowered, most as a result of wage and price increases, are those on fixed incomes, such as retired people.

BUYING POWER OF U.S. WORKERS

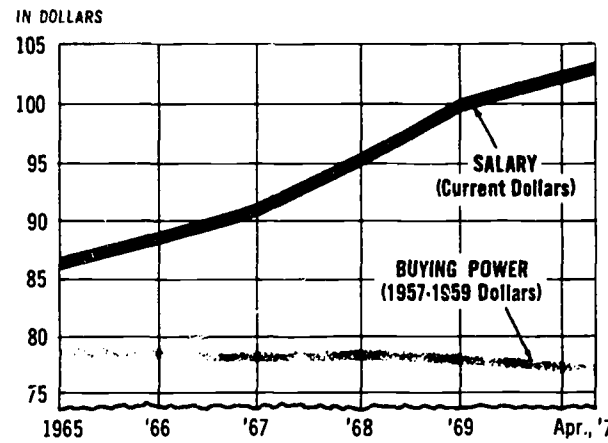

Based on after-tax weekly earnings in private industry of the average non-supervisory employe with three dependents.
Source: U.S. Department of Labor, Bureau of Labor Statistics.

Due to inflation the buying power of U.S. workers has declined in recent years, in spite of increases in salary, as the chart above shows.

AFL-CIO AMERICAN FEDERATIONIST, June 1970

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Shorter working hours and improved working conditions also improve the worker's standard of living. Notice, though, that, unless something else changes to offset it (such as the invention of more efficient machinery), shorter working hours reduce the size of the pile of consumer goods, thereby lowering somebody's standard of living.

The most serious problems facing the consumer today are the high cost of food, high interest rates, high housing costs, high and still rising cost of auto insurance, increasing medical costs, and inadequate medical insurance. Workers as consumers must cope with all these problems, too. You will read more about them in Unit X, Lesson 4.

AFL-CIO AMERICAN FEDERATIONIST, January 1971.

Increasingly, unions have turned to fringe benefits as a way of increasing the worker's standard of living. Fringe benefits are benefits given to the worker in addition to his wages, and include such items as the following:

1. Life insurance
2. Pensions for old age
3. Accident payments
4. Sickness and disability payments
5. Paid vacations and holidays
6. Hospital, medical and dental care
7. Jury-duty pay, moving allowances, etc.

RATES OF INCREASE OF ITEMS OF COMPENSATION FOR FACTORY WORKERS, 1959-1968 (1959 = 100)

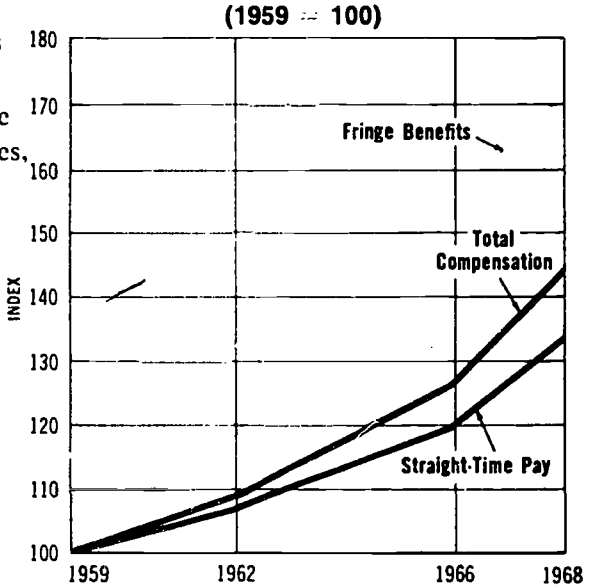

This chart, showing the rate of increase of items of compensation for factory workers between 1959 and 1968, makes it clear that fringe benefits have risen at a higher rate than straight-time pay.

Source: U.S. Department of Labor, Bureau of Labor Statistics.

AFL-CIO AMERICAN FEDERATIONIST, June 1970

Notice that all these "fringe benefits" are really indirect ways of raising wages. Workers could be given their life insurance, pensions, etc. by giving them higher weekly wages and letting them buy life insurance, save for their old age, and so on. It happens to be convenient to the worker to do it this way, and it protects the worker from spending his pension money, etc. But you should remember that when workers who have these fringe benefits speak of their weekly wage, they are actually under-stating their real wage. The worker who paid for all the fringe benefits listed above out of a pay check to which the employer had added the costs of the benefits would actually be receiving much more money. The chart below shows that, in 1968, wages amounted to 77.4% and the fringe benefits to 22.6% of factory workers' total compensation.

COMPENSATION OF FACTORY WORKERS, 1968

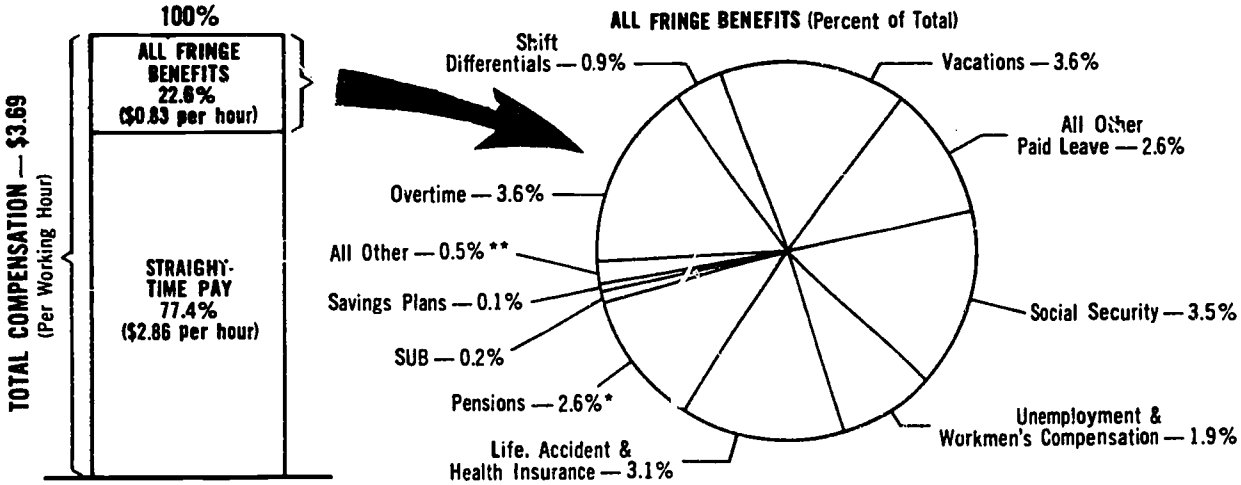

NOTE: Averages are reduced heavily by those plants which have no expenditures in some categories.
* About three-fifths of all factory workers were covered; in these plants, expenditures were about 14 cents a working hour.
** includes savings plans, non-production bonuses and severance pay.
Source: U.S. Department of Labor, Bureau of Labor Statistics.

AFL-CIO AMERICAN FEDERATIONIST, June 1970

The union also tries to provide greater employment security for workers through such devices as:

1. Seniority plans. — Systems in which promotions are given to those with the longest record of service, or layoffs to those most recently employed. Seniority in layoff policies is widely used. Regarding promotions, many employers and some workers prefer a merit plan to seniority.

2. Grievance machinery. — A system by which the worker can express his complaints without fear of losing his job or his chances for advancement. We shall learn how grievance machinery works in the next unit.

3. Cost-of-living protection — The union tries to shield the worker against inflation by bargaining for automatic cost-of-living wage increments.

4. Union security. — The union tries to strengthen its bargaining power for its members by requiring membership in the union as a condition for holding a job. If unions use their power to keep new workers from joining the union, they may injure non-union workers. The check-off, a system by which union dues are deducted from the weekly wage by the employer, is favored by many unions to keep members paid up and the treasury adequate. Maintenance of membership, a contract plan in which all members of the union must maintain

their membership, has served to keep the unions strong at times (it was used in World War II). Unions prefer the closed shop contract agreement, which states that only union members may be hired in the industry. However, since the Taft-Hartley Law outlawed the closed shop, unions have worked for the union shop provision, under which non-union members may be hired if they agree to join the union within a specified period of time. Employers tend to prefer the open shop, which permits union or non-union members to be hired without restriction. Union leaders and members want union security provisions written into their contracts with management.

5. The guaranteed annual wage. — The union often works to get employers to pay supplementary unemployment benefits (SUB) to unemployed workers. The SUB, added to the regular unemployment compensation, gives unemployed workers up to their regular take-home pay. According to labor expert Jack Barbash, about four million workers in the automobile, agricultural implement, steel, can, and rubber industries have a SUB plan, which was gained for them through the efforts of their unions.

6. Retirement benefits. — The "30 and Out" slogan of the UAW refers to that union's successful efforts to get retirement for its members after 30 years of service. Provisions of this agreement made with employers by the U.A.W. are shown below. The chart will help you understand how the program works.

30-AND-OUT AT A GLANCE

Employees with 30 years' service may retire at any age, starting October 1, 1971. Previously the 30-year worker had to be at least age 55 to retire.

Under the proposal, the amount of benefit is determined by the worker's age at retirement, as under the 1967 contract. However, benefits will be increased by as much as $214 a month.

For example, under the new 30-and-Out plan, a worker who retired at age 58 with 30 years' service will draw benefits of $500 a month until he reaches age 62. Under the old contract, an employee retiring at age 58 was entitled to only $286.

Under the proposed plan, beginning in the third year (October 1, 1972), the $500 monthly benefit will be payable to retirees at age 56 with 30 years' service, an increase in monthly benefits for 56-year-olds of $278.

Full comparisons are contained in the following chart:

	If benefits begin Oct. 1/71-Sept. 1/72			If benefits begin Oct. 1/72 or later			Present ('67) Plan	
Age at Retirement	Until Age 62	Age 62-65**	After Age 65**	Until Age 62	Age 62-65*	After Age 65**	Before Age 65	After Age 65**
62 and over	NA***	$450	$225	NA	$450	$225	$400	$172.50
61	$500	$450	$216	$500	$450	$216	$400	$160.94
60	$500	$450	$207	$500	$450	$207	$400	$149.56
59	$500	$450	$198	$500	$450	$198	$333	$139.38
58	$500	$450	$189	$500	$450	$189	$286	$129.72
57	$460	$414	$180	$500	$450	$180	$250	$119.72
56	$420	$378	$171	$500	$450	$171	$222	$109.53
55	$380	$342	$162	$460	$414	$162	$200	$ 99.88
48	$100	$ 90	$126	$180	$162	$126	NA	NA

*PLUS 80 per cent of Social Security.
**PLUS Social Security—using Benefit Class B ($7.50 for new plan—$5.75 in 1967 plan)
***NA—Not Applicable.

7. Legislation. — Unions work to get laws passed favorable to workers and unions. We shall discuss union political activities and labor laws in later units.

8. Organizing unorganized workers. Most unions try to continue to bring unorganized workers into the union in order to increase union strength and extend union benefits to others. Some unions, such as the ILGWU, which have trouble with the continual creation of unorganized shops, have adopted such techniques as the use of the union label inside union-made garments. (Some few unions feel that it it advantageous to their members not to increase membership, as was noted earlier.) The most recently organized workers are found among the ranks of teachers, other white collar workers, and agricultural workers.

Many workers would rather have jobs which offer guaranteed employment at lower pay than those higher paying jobs which offer lower security. That is the reason why seasonal jobs, jobs involving personal danger, jobs requiring a great deal of moving around or other inconveniences, must pay a great deal more money in order to attract workers.

HOW DO UNIONS PROPOSE TO PROVIDE **OPPORTUNITY** FOR WORKERS?

Opportunity for advancement means the chance to satisfy the worker's desire to get a better job with better pay, more responsibility, and greater prestige. Opportunity and security are closely related and often are provided for in the same way. For instance, grievance machinery may increase opportunity by giving workers the chance to express their creative ideas as well as their gripes. The union works directly to improve opportunity through:

1. The elimination of favoritism. The old system in which the boss or foreman was able to fire, hire, or promote on the basis of his personal whims has given way to seniority or merit plans.

2. Providing training and re-training courses for workers. For instance, the UAW's Manpower Development and Training Department does the following:
   a. Helps local unions and companies to develop training programs needed to upgrade workers' skills.
   b. Tries to get the government to help and encourage employers to participate in programs to help the unemployed become employable.
   c. Conducts a basic literacy program to assist disadvantaged persons in becoming employed.
   d. Runs "Project Outreach," to help apprenticeship applicants, especially those with educational disadvantages, to take and pass apprenticeship tests.

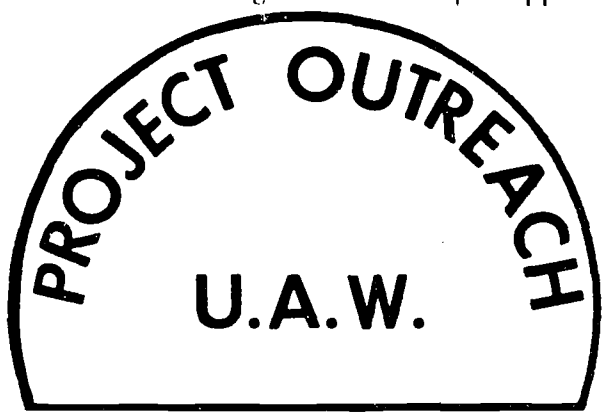

e. Employs retired journeymen as high school advisors to encourage future graduates to seek careers in the skilled trades.

3. Providing educational facilities for workers. The ILGWU, for instance, has classes in history, English, and other academic subjects, trade subjects, arts and crafts, etc. for those who are interested. In addition, this union runs a Training Institute for people interested in trade union careers.

The UAW maintains a Family Education Center at Black Lake, Michigan, where U.A.W. members can go for education and leadership training. According to UAW president Leonard Woodcock, "This facility is for every member of our union. We are going to try to clear the path for those who want to further their education and their union career under their own volition. The average rank-and-file member, if he wants to learn, has an equal chance to come to Black Lake."

Applications for Black Lake are obtained from the local union and screened by a scholarship committee. Three kinds of scholarships are awarded:

a. the Basic Program, a UAW Scholarship, takes two weeks.
b. the fellowship, which extends beyond two weeks.
c. the internship, which is of extended duration.

Spouses and children are included, and the program offers a variety of recreational facilities in addition to lectures, seminars, discussions, and other educational programs.

4. Helping members start their own businesses.

WHY ARE UNIONS INCREASINGLY FOCUSING ON EDUCATION AS A FRINGE BENEFIT?

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Staff members from AFL-CIO unions give their attention to a problem in setting incentive work standards as part of classroom work during the Union Industrial Engineering Institutes held at the University of Wisconsin at Madison. The instructor at the blackboard is the assistant to the president of the Allied Industrial Workers. The Institutes were jointly sponsored by the University and the AFL-CIO Department of Research.

The relationship between education, employment, and income is well known to both labor and management. The imbalance between the labor market and the labor force is now quite serious, as unemployment rates are lower and incomes higher among better educated workers. The shocking fact is that 7.3 million Americans age 25 and over have had less than five years of education! By the standards of the U.S. Office of Education, these people are functional illiterates. If, however, we define functional illiteracy as the inability to read at a sixth grade level, additional millions of Americans would qualify. The problem is especially acute among migratory workers and members of minority groups. Unions which include many undereducated workers have a special interest in providing education for members as an avenue to employment or to upgrading members' skills. Many unions spend thousands of dollars a year on education for members. Recently, however, many unions have been negotiating with employers for contract provisions for educational benefits. In many cases, they have found employers quite willing.

Employers recognize that an educated employee is a valuable employee, and that increased education provides adaptability as well as competence. The knowledge explosion requires engineers and scientists to keep constantly in touch with what is new in their fields, and industry often provides the resources – funds and released time – for its top-level personnel to study. Increasingly, industry is recognizing a social responsibility to help the hard-core unemployed acquire skills. The close relationship between the worker and his labor organization in many cases makes the organization uniquely suitable for recruiting and guiding workers into educational programs.

A number of educational benefit programs are already in effect – sometimes more benefits are provided than workers actually use! Member companies which are served by the Plumbers Union contribute 3.5 cents an hour to a fund for apprentice training. Building contractors in South Jersey contribute to a training program for workers and their children. The UAW contract with the "Big 3" includes a tuition refund plan for employees. New York's voluntary hospitals contribute to a fund for upgrading the skills of their workers who belong to the Retail, Wholesale, and Department Store Union.

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Steelworkers are offered remedial classes which will lead to a high school equivalency under a program supported by the union, management, and the government. AFL-CIO *AMERICAN FEDERATIONIST*, March 1970.

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A scholarship fund for members' children was negotiated by the Chicago Board of the Amalgamated Clothing Workers Union. The State, County, and Municipal Workers Union (which, incidentally, is on the way to becoming one of the largest unions in the country) negotiated in New York City for employer contributions to an educational fund. Electrical workers in New York City got employer contributions for college tuition; and General Electric provides $57.6 million in free education per year for IUE workers.

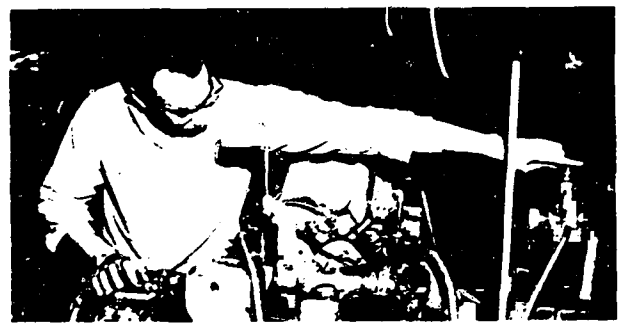

Under a wide variety of joint union-company programs, members of the Electrical, Radio and Machine Workers have an opportunity to upgrade their skills on the job.

AFL-CIO American Federationist, March, 1970

It is predicted that, by the end of the century, educational opportunity will be as accepted a part of the collective bargaining agenda as are pension and health insurance today.

HOW DOES THE UNION PROPOSE TO PROVIDE RECOGNITION AND DIGNITY FOR ITS MEMBERS?

Recognition means the worker's desire to feel that his contributions are recognized and appreciated by management and his fellow workers. Dignity means the desire of workers to feel that their jobs mean something, that what they are doing is worthwhile and important.

Routine assembly line work tends to be very dull, and when workers feel that it is unimportant as well, they are likely to become discouraged. Even skilled workers nowadays seldom make a product from beginning to end. Of course the individual worker's contribution is important: without any one of the small operations, the finished product couldn't be created. Both management and labor have recognized increasingly the needs of workers for recognition and dignity. The union works to provide these satisfactions for its members through:

1. Plans to give workers the right to take part in decision-making on the job. The belief is that the worker who helps to decide on work rules, etc. is likely to feel more important to the success of the enterprise than the worker who has nothing to say about these things.

2. Opportunity for workers to share in union decision-making. The worker is encouraged to attend meetings, express himself, and share the responsibility of running the union if he wishes.

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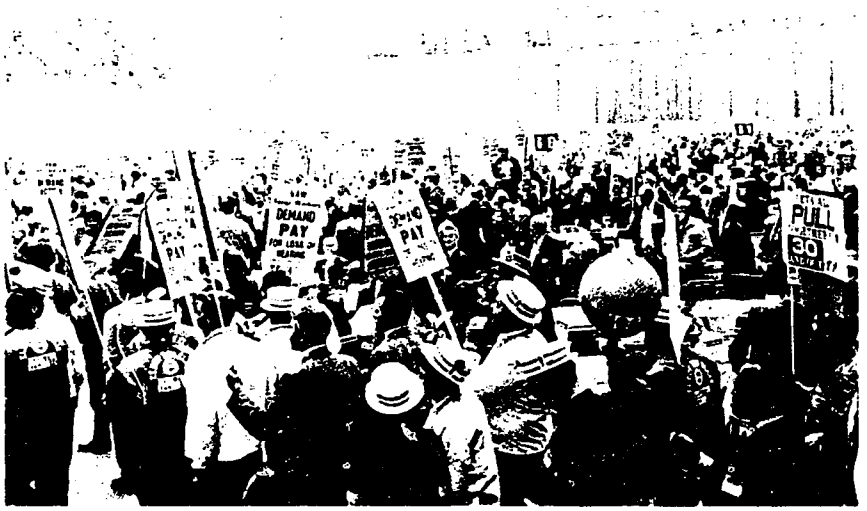

A demonstration at the 1970 convention of the UAW by delegates from forge, foundry, and parts-supplier plants. Note the "30 and Out" banner on the right.

3. Educational services, to give the worker the opportunity to improve himself, and to help him understand the importance of work he does. These contribute to his sense of recognition and dignity as well as his opportunity to advance.

4. Research, independently or in cooperation with management, to determine how employee satisfaction can be increased.

5. Efforts to eliminate racial and ethnic discrimination in unions and places of employment. Some individual unions, however, have continued to permit discriminatory practices, even though the AFL-CIO has exerted pressure on them to eliminate these practices. We shall tell you more about the progress made by unions, management, and the Civil Rights Movement in the struggle to end racial and ethnic discrimination.

6. Health, welfare, and retirement benefits for members. Some unions, such as the ILGWU, contribute to these worker benefits from their own funds. These provisions also contribute to recognition and dignity as well as opportunity and security.

7. Recreational and vacation centers for members. The ILGWU has recreational centers in New York City and maintains Unity House in the Pocono Mountains as a vacation place for its members.

8. Help for retired workers in getting reestablished or in finding retirement homes. The UAW, for instance, maintains a Retirees Village in Florida, where retired workers can live for 1–2 months at $100 a month while shopping for a permanent home.

9. Public recognition of members' contributions and accomplishments. Magazines and newspapers, such as the UAW's "Solidarity," serve to publicize individual members' activities as well as to transmit news about contract negotiations and the union point of view about current issues.

SUMMARY OF THE AIMS OF THE AFL-CIO

The AFL-CIO has summarized its aims and aspirations, as expressed in its Constitution, as follows:

1. To improve wages, hours, and working conditions for workers.

2. To bring the benefits of free collective bargaining to all workers.

3. To achieve equality of opportunity for all workers, regardless of race, creed, color, or national origin.

4. To support legislation which will aid workers and to oppose harmful legislation.

5. To protect and strengthen democratic institutions and to preserve America's democratic traditions.

6. To aid in promoting the cause of peace and freedom in the world.

7. To protect the labor movement against corruption and racketeers.

8. To safeguard the labor movement from communists, fascists, or other totalitarians.

9. To encourage workers to register and vote and to exercise fully their responsibilities as citizens.

10. To encourage the sale of union-made goods through the use of the union label.

The AFL-CIO and many international unions have increasingly supported the enactment of welfare programs by the Federal Government. These include federal aid to education, government-sponsored health insurance, higher income taxes for those in the upper income brackets, increased social security benefits, and others.

WHAT CHALLENGES FACE THE UNION MOVEMENT TODAY?

"It does no good for wages to rise if inflation makes the increments useless, if the skies are so black it is dangerous to breathe, if housing deteriorates and the subways on which the workers ride to work collide, if one son of a worker dies in Vietnam and another of an overdose in Harlem," says one labor analyst. Unions are increasingly realizing that this is true, and turning their efforts toward solving social problems. A review of recent issues of UAW's Solidarity provides the following headlines:

UAW Goals for Quality Education
Continuing Fight for Tax Reform
The Increase in Physical Violence

World-Wide Labor Solidarity Protects Gains Here. Overseas
Pollution: A Global Crisis
To Protect the Consumer
UN Symposium on Man's Environment at Black Lake
Equal Opportunity
Peace and Disarmament
Conversion of Defense Industry to Peace
America's Urban Crisis
The National Failure in Meeting Housing Needs
The Wage-Price Spiral
Women in Labor
Poverty in a Land of Plenty

Part of our national purpose in a democracy is to give as much security, opportunity, recognition, and dignity to every individual American as possible. However, a new challenge faces workers and their unions. It appears to be necessary for American workers in the coming years to cooperate in an all-out effort to increase productivity and to share our standard of living with those unfortunate people in underdeveloped countries who are trying to industrialize.

Much has been written in recent years about our national purpose or lack of it. It has become very important that we do not lose track of the goal of national survival while we are pursuing our personal goals: but it is equally important that we do not lose sight of our personal goals while we are pursuing national survival. The interdependence of people and nations is a fact of modern life: we are all dependent on one another.

You have read in this lesson that higher wages and shorter working hours without increased productivity cause somebody to have to go on a lower standard of living. Productivity can be increased by working harder, working longer hours, using more efficient machinery, or a combination of these. Far-sighted labor leaders have recognized the need for increasing productivity and for concern with international affairs. The AFL-CIO has the following standing committees: Legislation, Civil Rights, Political Education, Ethical Practices, International Affairs, Organization, Education, Social Security, Economic Policy, Community Services, Housing, Research, Public Relations, Safety and Occupational Health, and Veterans Affairs.

Automation has replaced many workers and will replace many more with machines in the next few decades. Unions share with management and the general public the responsibility for planning to meet the needs of industry and to protect the security of workers as industries are automated.

The union movement continues its efforts to solve the internal problems which have led some unions to forget their main purposes.

Although organizing unorganized workers has been a continuing concern of the union movement, many migrant farm workers still do not enjoy the benefits of union workers. Hospital workers have developed a strong union in recent years but are still underpaid relative to the majority of organized workers.

The problems of protecting the environment, curbing violence, eliminating poverty, and giving equality to minority groups, including women and blacks, are as much concerns of organized labor as any other individual and group in American Society.

A problem of special concern to labor is inflation. In general, management continues to view rising labor costs as the primary cause of inflation, while the union position is that rising prices set by management are responsible both for driving wages up and for inflation.

We shall consider these problems and challenges at greater length in later units.

HOW MAY THE WORKER EVALUATE HIS UNION?

It is part of the worker's responsibility to evaluate the activities of his own union in terms of the goals which are acceptable to him and beneficial to society. In no single field of endeavor can we fail to find groups which do not live up to their responsibilities, and the trade union movement is no exception. Some few unions have permitted unthinking or selfish leaders to concentrate on personal goals without considering the general welfare. This would not happen if the members of the union didn't let it happen. Blind loyalty to the union is no better than blind loyalty to anything else. Wherever it happens in an organization, dictators usually take over. It is the worker's responsibility to his union to be critical and questioning about all important issues. He must know what the issues are in order to form an intelligent judgment: and then he must do his part to see that the decisions of the union are wise and just. In order to do these things, he must understand the structure and function of his union, and he must participate in its activities.

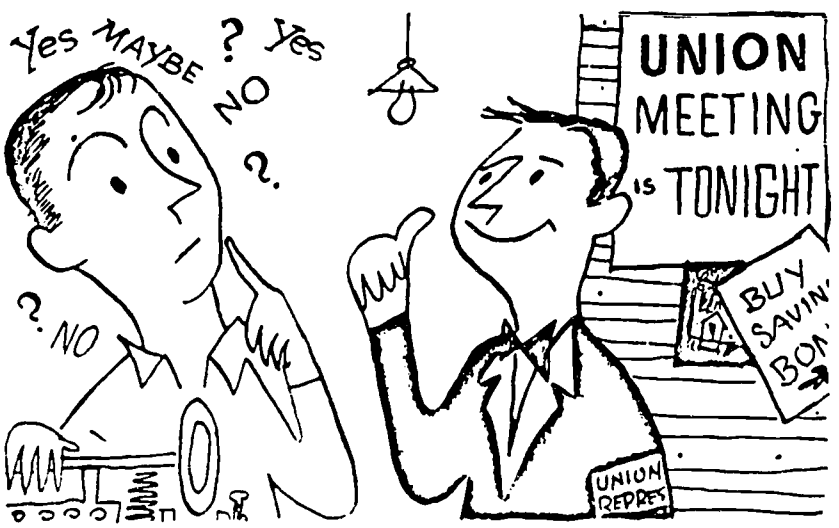

From "You and Unions," by Dale Yoder, Science Research Associates

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. State some of the gains of workers that have been achieved through legislation.

2. What are the four general goals of labor?

3. What do we mean by an economic goal?

4. What do we mean by a non-economic goal?

5. What does "security" mean for the worker?

6. In what ways does the union attempt to provide security for its members?

7. What are fringe benefits?

8. List some fringe benefits commonly included in labor-management agreements.

9. Explain how fringe benefits are really indirect wage increases.

10. Define the following terms:
    a. seniority
    b. grievance machinery
    c. checkoff
    d. maintenance of membership
    e. closed shop
    f. union shop
    g. open shop

11. Explain how the guaranteed annual wage gives security to workers.

12. How does the union try to provide opportunity for advancement for workers?

13. Why is education becoming an important fringe benefit in labor-management negotiations?

14. Why are recognition and dignity important goals for workers?

15. What are the big challenges facing the labor movement today?

16. Show how the AFL-CIO shows its concern with broad economic and social problems.

17. Why is it not a good idea for the worker to feel "blind" loyalty to his union?

18. Why do some unions fail to live up to their responsibilities?

19. Suggest some reasons why membership in the AFL-CIO has declined in recent years.

20. Suggest some reasons why hospital workers and agricultural workers are relatively less well of than many other organized workers in America.

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OBJECTIVES:

1. To understand the organization and structure of the AFL-CIO, the national or international, the district, the state, and the local union organizations.

2. To understand what part each of these separate organizations has to play in the labor movement.

3. To learn the services union dues pay for.

WORDS TO LEARN:

affiliated unions	integrity	metropolitan area
anti-discrimination policy	jurisdiction	prerogatives
coordinate efforts	legal aid	research
creative ideas	lobby	social issues
ethical practices	local union	totalitarian domination
executive board	mass transit	urban affairs
initiative	mediate	usurp

INFORMATION:

You know that the AFL-CIO is a large federation. A federation is an organization to which many national and international unions belong.

A national union is composed of all the unions in an industry or trade throughout the nation. If the union has branches in Canada, it is called an international union. For example, the United Automobile, Aerospace, and Agricultural Implement Workers (UAW) is an international union composed of workers in the automobile, aerospace and agricultural-implement manufacturing industries. The Bricklayers, Masons, and Plasterers International Union of America is composed of workers engaged in those trades.

The local union is the smallest unit of the international, the part in which the "rank and file," or individual union members, participate directly. The local usually has a number, to distinguish it from other locals. For example, United Automobile Workers Local No. 514 is one of the many locals which belong to that international body.

Between the local and the international are several other types of organizations to which the local may belong. Sometimes the locals in a city belong to a city-wide labor body called a city-central, a trade council, or some such name. Usually there is a state-wide organization, called a state federation, or state council, which is made up of member locals inside the state. Finally, there are usually district councils, made up of locals within a certain geographic area, which may cover several states. Let us look at each part of the union organization, from top to bottom, to find out how it is organized and just what it does.

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George Meany, President of the AFL-CIO
Courtesy AFL-CIO

HOW IS THE AFL-CIO ORGANIZED AND HOW DOES IT FUNCTION?

The AFL-CIO is composed of approximately 121 national or international unions made up of more than 60,000 local unions, and many local unions which do not belong to a national or international union. It includes actors and entertainers, construction workers, barbers and hairdressers, steelworkers, machinists, bus drivers, railroad workers, telephone operators, newspaper reporters, television cameramen, salesclerks, garment workers, engineers, janitors, printers, school teachers, farm and cannery workers, post office clerks, letter carriers, and others.

The AFL-CIO does not do collective bargaining. In fact, the nationals and internationals which belong to it are independent, so long as they do not violate the code of honor of the federation; if they do, they may be expelled. Member unions do their own collective bargaining, elect their own officers, set their own dues, provide for their own buildings and services, and are free to withdraw from the AFL-CIO at any time. You may wonder then, what does the AFL-CIO do?

The main function of the AFL-CIO is to provide services for its members. It represents its members in appearances before Congress (for instance, before the congressional investigating committees), and in dealings with members or departments of the government. It maintains a lobby in Washington. (A lobby is a pressure group working to get laws passed favorable to its members, or to oppose unfavorable laws.) Legal aid is provided for member unions involved in court action. Research and educational services are also provided.

Another important job of the AFL-CIO is organizing unorganized workers. It provides a field staff for this purpose, and permits workers to establish or join whatever kind of union they want.

The AFL-CIO has established a Code of Ethical Practices, which is designed to get rid of racketeering and corruption in the labor movement. Violation of the code led to expulsion of the Teamsters Union. An expelled union which "cleans house" may seek readmittance, as have some of the longshoremen's unions in recent years.

According to the federation pamphlet **This Is the AFL-CIO**, the AFL-CIO represents its members by:

1. Speaking for the whole labor movement before Congress and other branches of government.

2. Representing American labor in world affairs through its participation in the International Labor Organization, a United Nations specialized agency, and through direct contact with the central labor organizations of free countries throughout the world.

3. Helping to organize the unorganized workers of the United States.

4. Coordinating such activities as community services, political education, and voter registration for greater effectiveness. Member unions agree to concede certain authority to the AFL-CIO. This includes control over:

   a. Ethical practices. Every member union must comply with the AFL-CIO Ethical Practices Codes, which establish basic standards of union democracy and financial integrity.

   b. Totalitarian domination. No union controlled by communists, fascists, or other totalitarians can remain in the AFL-CIO.

   c. Internal disputes. Each union has agreed to submit certain types of disputes with other affiliated unions to the mediating and judicial processes of the AFL-CIO.

The AFL-CIO holds a convention every two years. The purpose of the convention is to elect the officers of the AFL-CIO, and to establish the general policies of the federation on economic, legislative, and political matters.

The Executive Council, which governs the federation between conventions, is composed of the president, secretary-treasurer, and the thirty-three vice-presidents.

There is also a General Board, made up of the Executive Council plus a chief executive officer of each affiliated union, which meets periodically to discuss matters referred to it. The General Board decides, for instance, which candidates, if any, will be supported in presidential elections.

More than one-fourth of the federation's over-all general fund expenses are used for organizing activities. In general, the AFL-CIO's Department of Organization furnishes supplementary manpower and guidance to member unions, and helps to coordinate their efforts in organizing unorganized workers. Formation of the United Farm Workers Organizing Committee brought the first successes in organizing migrant farm workers, and the first collective bargaining agreements with growers on the West Coast.

The "labor lobby" of the AFL-CIO (its Department of Legislation) keeps members of Congress informed about labor's point of view. Representatives appear before congressional committees, and promote favorable legislation with respect to housing, social security, consumer protection, education, conservation of natural resources, disarmament, mass transit, farm prices, civil rights, interest rates, juvenile delinquency, and other social issues.

INFLUENCES ON THE LEGISLATOR

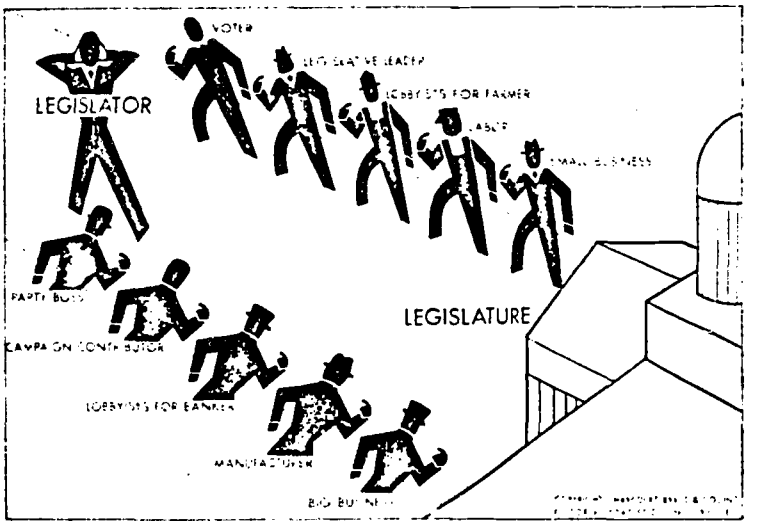

The Committee on Political Education (COPE), through its programs of political education and political action, tries to get union members to take part in political activities. COPE helps to register non-registered voters and to get out the vote on election day. It is financed through the voluntary contributions of union members, and supports candidates who favor the programs supported by the AFL-CIO.

Community services of the AFL-CIO are wide-ranging. The Department of Community Service Activities coordinates programs to provide such services as helping with flood and hurricane relief, maintaining summer camps for needy youngsters, establishing and maintaining blood banks, and counseling consumers.

The Department of International Affairs cooperates with the International Labor Organization of the United Nations, tries to maintain good relations with labor organizations throughout the world and to increase world understanding of the American labor movement. It conducts the American Institute for Free Labor Development (AIFLD) to train young trade union leaders from Latin America and the Caribbean countries in union techniques, basic economics, and the practical application of democracy. It also has Asian and African labor institutes to help in the unionization and democratization of those lands.

The Civil Rights Committee supports federal legislation to eliminate discrimination and works to eliminate discriminatory practices in member unions. Most member unions now have anti-discrimination policies, but problems of enforcement remain.

The great majority of union members live and work in metropolitan areas, so the AFL-CIO has been interested in the problems of the city. The Department of Urban Affairs tries to get improvements in housing, urban renewal, mass transit, and job training and retraining.

In addition to developing programs and materials for training union members in the principles and practices of trade unionism, the Department of Education promotes such legislation in support of education as the Vocational Education Act of 1963, conducts programs to provide improved basic education for members and provides six four-year college scholarships.

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Participants at the Midwest Leadership Training Institute of the American Federation of Technical Engineers (AFTE) study and discuss such matters as collective bargaining, grievance processing, and legislation. The Assistant Educational Director of the AFL-CIO attended, as did Senator Paul H. Douglas of Illinois.
The AFL-CIO *News*, February 19, 1966

Social security has been sought by the AFL-CIO through two approaches: collective bargaining (by member unions) and legislation. Labor supported all the legislation about which you will read in Unit VIII.

An important function of the AFL-CIO is research on such issues as taxation, to provide for fairer taxation. Members of this committee serve on government advisory groups and committees.

The public relations activities of the AFL-CIO are aimed at promoting labor's views and interests. The Department of Public Relations deals with the press, radio, and television, meeting reporters, preparing press releases, and arranging press conferences. A Speakers Bureau is maintained and a weekly radio interview program is sponsored.

The Department of Publications produces the AFL-CIO News weekly and the AFL-CIO American Federationist monthly. It publishes more than 200 pamphlets, leaflets, and books.

If you study the organizational charts of the AFL-CIO and a member union, the ILGWU, you will have a better understanding of how unions and union federations are organized.

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STRUCTURAL ORGANIZATION of the AMERICAN FEDERATION OF LABOR AND CONGRESS OF INDUSTRIAL ORGANIZATIONS

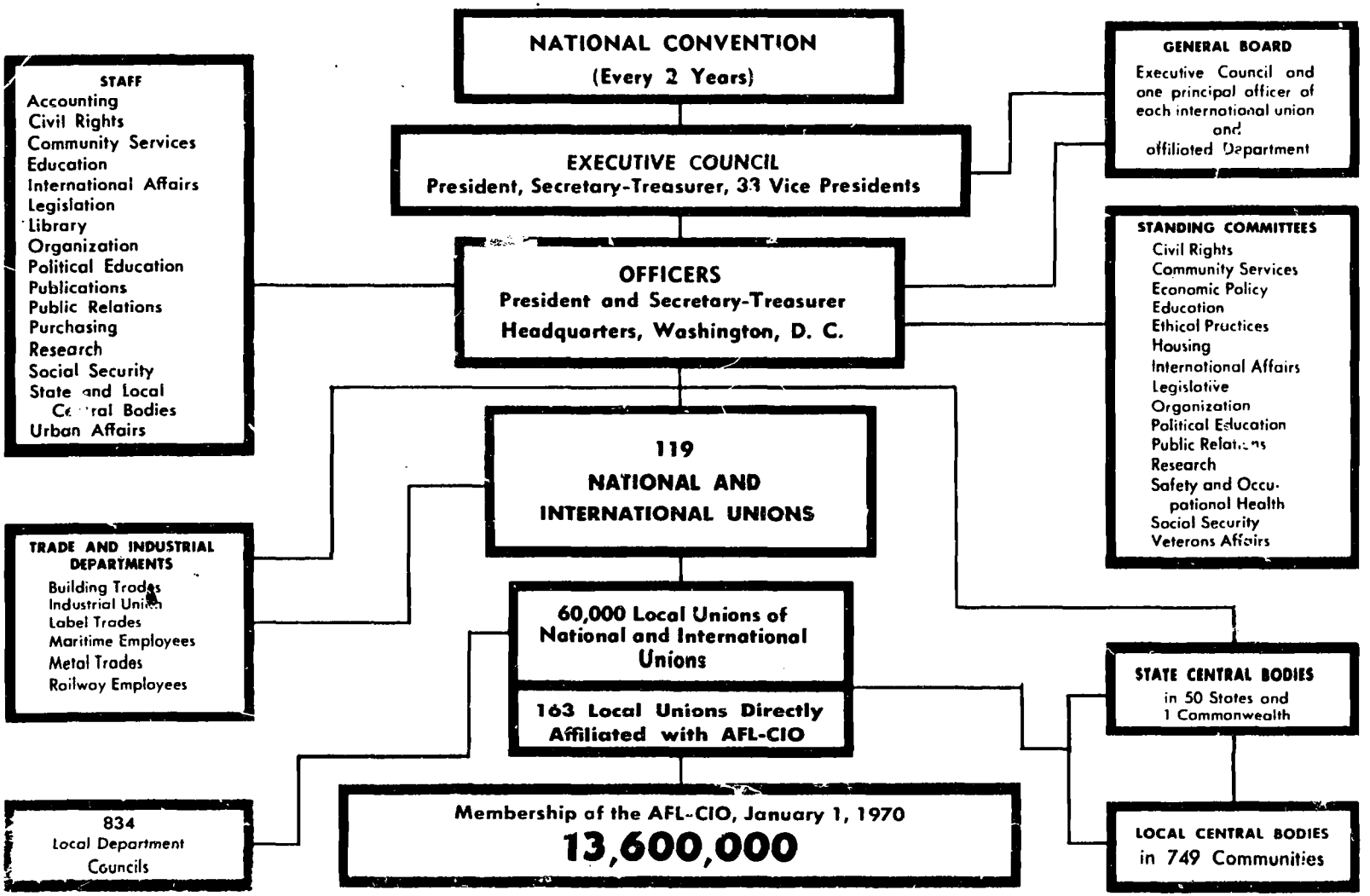

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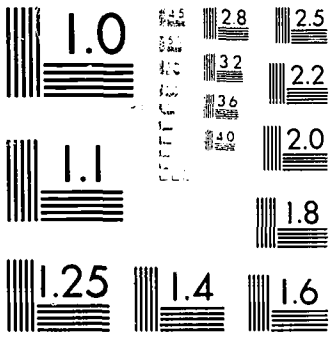

MICROCOPY RESOLUTION TEST CHART

NATIONAL BUREAU OF STANDARDS-1963-A

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HOW IS A NATIONAL OR INTERNATIONAL UNION ORGANIZED AND HOW DOES IT FUNCTION?

In order to make it easier for you to understand how a union works, we shall follow just one union down through the separate organizations. The United Steel Workers is a large industrial union whose organization is fairly typical.

The international union, called the United Steelworkers of America, holds a convention every two years. Delegates to the convention are elected by members of the locals. The convention, which is the governing body of the union, hears reports from the officers, discusses issues of concern, and adopts policies for the union to follow until the next convention.

The president of the international presides at conventions and meetings of the executive board. appoints representatives, assigns duties to board members, and serves on the executive board and the executive committee.

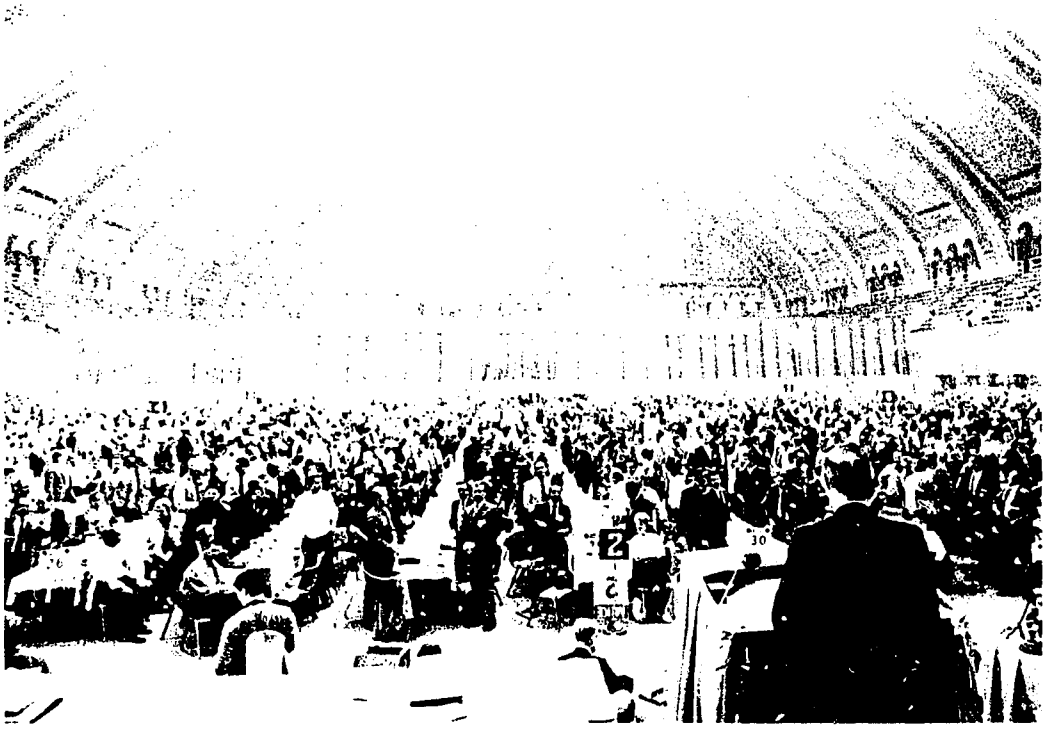

President Walter P. Reuther (killed in a plane crash two weeks later, May 9, 1971) taking a standing vote of the delegates to the national convention on the UAW's collective bargaining program.

Financial affairs are handled by a secretary-treasurer. There is also a vice-president. The three officers, plus the district directors and the Canadian director make up the executive board, which governs the organization between conventions.

You may have noticed that the organization of the international union is very similar to that of the AFL-CIO. Both have conventions, executive boards, executive officers, etc. The international, like the AFL-CIO,has committees to carry out its services. The committees are about the same as those of the federation.

HOW DO THE DISTRICT, STATE, AND CITY ORGANIZATIONS FUNCTION?

After the international, the next in size of the organizations which make up the union is the district body. The USW has twenty-nine district organizations. Members of the locals elect their district director, who consults with and advises the locals on union policy or internal problems. The district director presides at a district conference, to which members elect delegates. At the yearly conferences, district problems are discussed. Committees, set up by the conference, work on such problems as strike relief, education, scholarship, community services, civil rights, and legislation.

The district director represents his district on the USW international executive board.

The *state* union organization concerns itself with the same problems inside the *state* that the international is concerned with inside the *country*. It works to provide favorable state legislation, state services to union members, and often takes part in the internal political life of the state. State federations do not engage in collective bargaining.

The *city centrals* or *trade councils* are concerned with problems common to all workers inside the *city*. Policies of the local government toward labor, working conditions inside the city, and civic problems such as housing, schools, and sanitation, are concerns of the city centrals. City centrals do not engage in collective bargaining.

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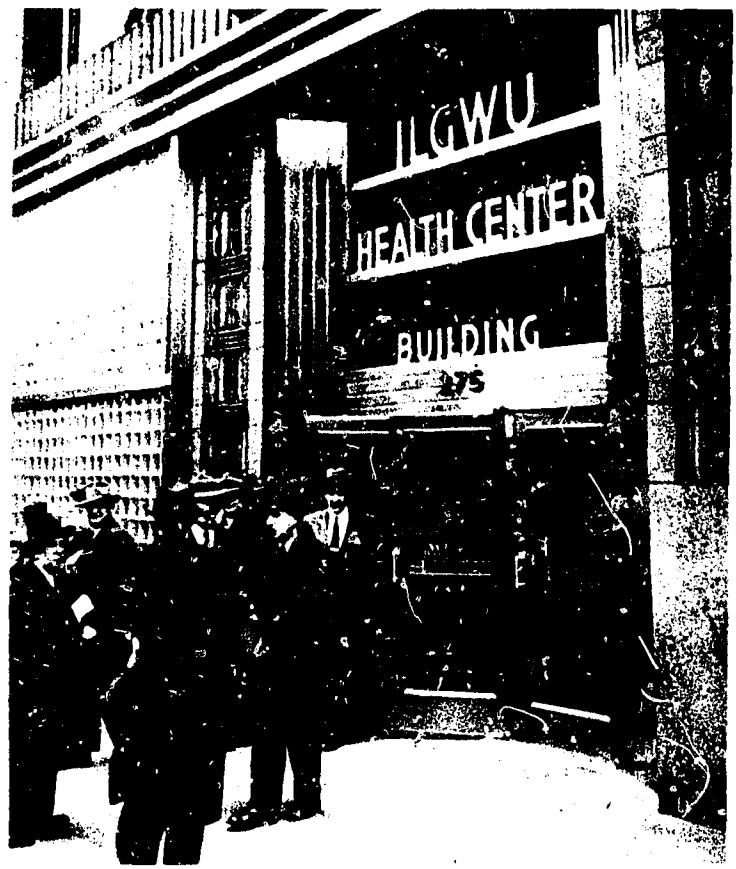

International Ladies' Garment Workers' Union, AFL, Health Center in New York City. Founded in 1913 and recently set up in a new building, the New York center was the first of a chain of medical centers established by the union in cities with large memberships.

HOW IS THE LOCAL ORGANIZED AND HOW DOES IT FUNCTION?

The local union is composed of the workers in a single factory of an industry, if it is an industrial union. In the craft unions, the local may contain all workers in the area who work at the same trade. For example, a UAW local may include only those who work in the Lincoln-Mercury plant. A carpenter's local may include all the carpenters in town.

Locals are given charters by the international. The officers of the local, who are elected by the members, are likely to be: president, vice-president, financial secretary, recording secretary, treasurer, and others. These officers make up the executive board of the local.

The local must abide by the rules and regulations of the international. However, it is a self-governing unit within the constitution of the international. Membership meetings are held at least once a month in most locals. Here union members have a chance to express their feelings about anything related to workers' problems. Some locals fine members who fail to attend meetings. Sometimes workers gripe about the activities of the local, but don't try to do anything about it at meetings, or simply don't go to meetings. Those locals which have good attendance are likely to be more concerned with the genuine interests of members.

Members who are interested in becoming union leaders may try to get admitted to the union training programs. If you show initiative, express yourself well, and have creative ideas, you may find yourself involved in running a union local within a few years. Most union leaders started out as workers; for example, George Meany was a plumber and Walter Reuther, an automobile worker.

Members elect, in addition to their officers, delegates to the city, state, and district bodies, and to the international convention. They also elect shop stewards, and members of the grievance committee, who are very important people inside the plant. These people listen to and try to solve complaints of workers. You will learn in the next unit how grievance procedure works.

The local has committees to work on local problems. A local of the USW will have, for example, committees on Retired Workers, Community Services, Education and Scholarship, Safety and Health, Legislation, Political Action, Workmen's Compensation, Housing, and Social Activities.

The union local may do collective bargaining for its members, although much collective bargaining is done by the national or international. The settling of grievances is also an important function of the local.

Dues are paid through the local. Many large industries use the checkoff system, in which dues are automatically deducted from the pay check.

In the craft unions, members may have to pay dues directly to union officials. The local keeps part of the dues: the city, state, and district bodies get a smaller portion; and the international gets the rest. In the United Steel Workers, one-half of the dues paid by members goes into the local union treasury. So you see, union dues must cover the operating expenses of several organizations, all of which perform services for the

members. Sometimes union members gripe about having to pay their dues. Having read in this lesson and Lesson 1 about the organizations and services working for union members, you probably now realize how union dues are spent. Some unions try to keep down membership partly by maintaining very high dues. If union members study their union's annual reports, and demand to know how their dues are spent, they will be more likely to have an honest and efficient union.

How Action Takes Place at a Union Meeting

(Courtesy AFL-CIO)

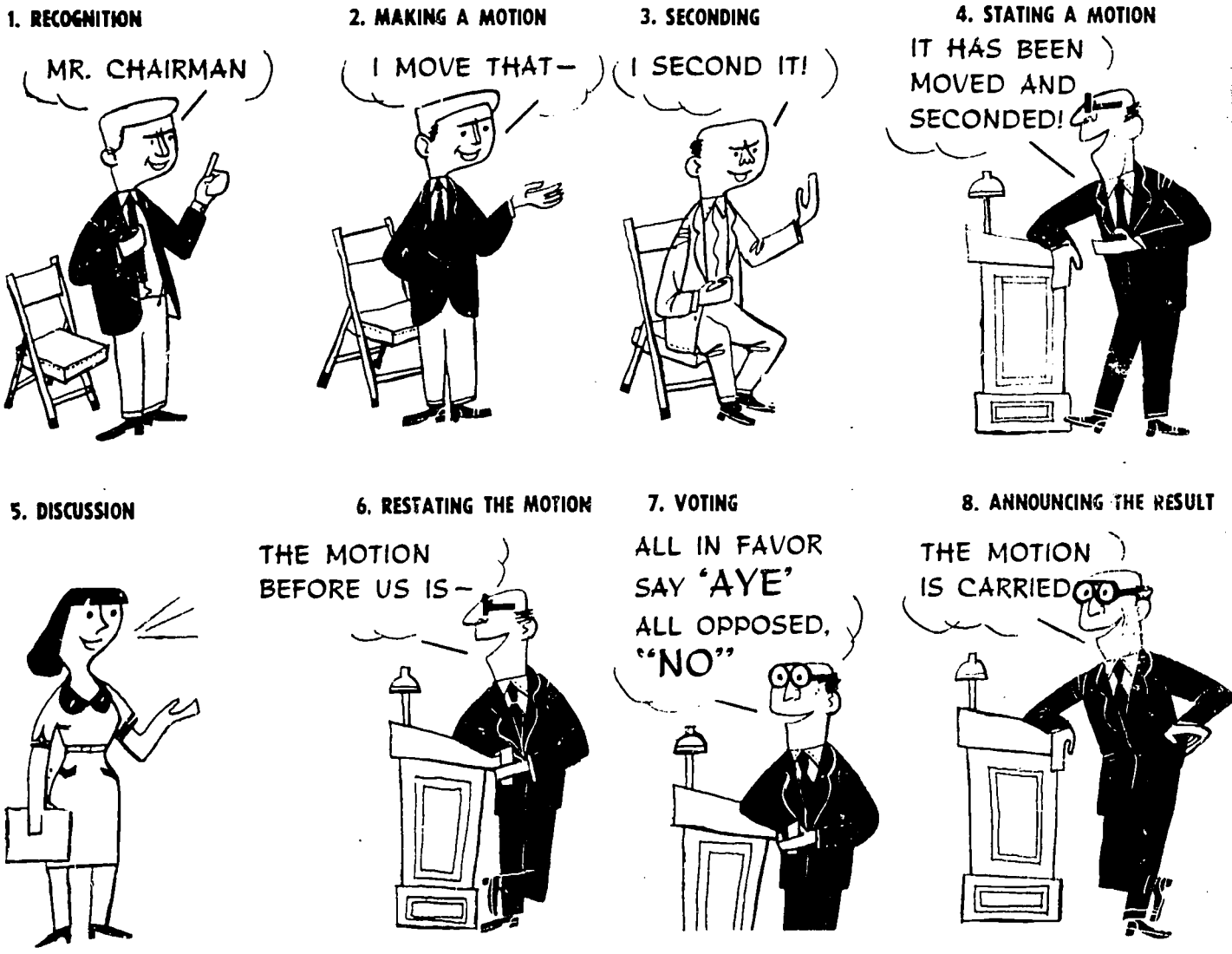

WHAT IS THE SPECIAL FUNCTION OF THE BUSINESS AGENT?

No discussion of the functioning of a union local would be complete without special mention of the business agent, who is usually the most important full-time official in the craft type of local union.

The business agent has a great deal of power. He acts as a "middleman" between the workers he represents and their employers. On the one hand, the workers judge him by how well he protects their jobs, gets a fair share of available jobs for them, and hands out jobs fairly among union members. On the other hand, he must protect the interests of employers, too, because they must be able to survive in order to hire union members. The business agent has jurisdictional responsibilities also. He must keep an eye on rival unions to see that they do not take over the rights of his union. In addition, he "polices" the places of employment to see that the terms of the contract are followed. For instance, he may want to be certain that only union members in good standing are employed, and that working conditions conform to contract agreements.

Although the business agent's power position makes him susceptible to certain racketeering practices (kickbacks from members for jobs, or bribery from employers to ignore contract provisions, for instance), some of the most prominent and forceful labor spokesmen have been business agents. The "statesmen" among them have concerned themselves with issues of broad social interest as well as collective bargaining.

WHAT IS THE SPECIAL FUNCTION OF THE STEWARD?

The steward is an important official in the industrial union. While craft unions, especially in the construction trades, are likely to rely on the business agent for the enforcement of contract provisions, in factory situations it is the steward rather than the business agent who hears grievances and negotiates with management (usually through the foreman or supervisor) for redress of grievances and contract enforcement.

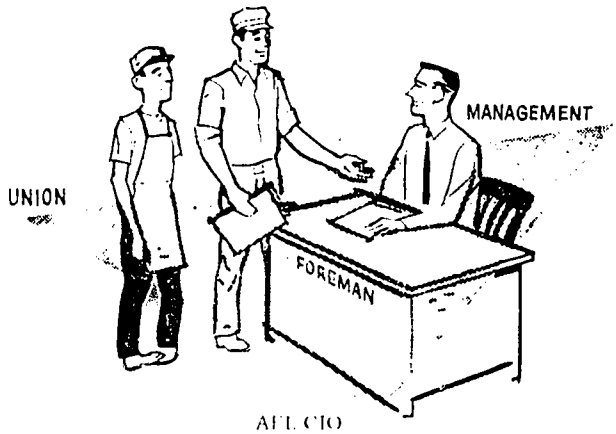

AFL-CIO

In many instances, the steward is elected, but he may be appointed, especially in situations where stewards have little power. He is usually a full-time worker who is paid for his grievance-committee work by management on a time-lost-from-work basis. Large industries have many stewards — one steward may represent as many as 100 workers, and stewards often have regular meetings together to discuss grievances, plan strategy, and give out information.

All the things on the job which make for discontent are likely to be known to the steward. Differences in interests and personality conflicts make his biggest task that of coping with interpersonal relations and individual personality needs. He is, therefore, as much a counselor to the workers as a negotiator for them with the foreman. Many of the grievances with which he must deal are handled informally, sometimes by agreements between the steward and the foreman.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. What is the largest union federation in the United States? Name one other large union federation.

2. Name some unions which don't belong to federations. From what you have learned about the union movement, suggest some reasons why some unions are not in the AFL-CIO.

3. What is a national union? Explain the difference between a national and an international union.

4. What is a union local? Find out what local your parents belong to, if any.

5. What union bodies are between the local and the international?

6. How often does the AFL-CIO hold a convention? What is the purpose of a convention?

7. Who are the present officers of the AFL-CIO?

8. Describe the activities of the AFL-CIO and its committees. In what way does the AFL-CIO strengthen the labor movement?

9. Do you think a single large union federation gives labor too much power? Give reasons for your answer. This might be a subject for a debate.

10. What can the AFL-CIO do about:
    (a) a member union with racketeers in control?
    (b) a member union which discriminates against members of minority groups?
    (c) a member union which falls under totalitarian domination?
    (d) disputes between member unions?

11. What is a lobby? Why does the AFL-CIO maintain one in Washington?

12. What is the purpose of the convention of an international union? How often does it meet?

13. What are the duties of the international president?

14. Briefly describe the activities of the international.

15. What part do the district and state labor organizations play in the union movement?

16. What is a local?

17. Wh .t is the "rank and file"?

18. Why is it important to the welfare of the union for members to attend meetings?

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19. List as many things as you can think of for which union dues are spent. Why is it important for union members to know what their dues are used for?

20. See if you can attend a meeting of a union local. Describe it to the class.

21. List some activities of the local.

22. What two unions in the labor structure engage in collective bargaining? Why do you think the other labor bodies don't do collective bargaining?

23. Choose one of the men from the following list. Prepare a brief but interesting biographical report on his contributions to the labor union movement.
    a. George Meany – AFL-CIO
    b. Walter Reuther – UAW
    c. David McDonald – USW
    d. David Dubinsky – ILGWU
    e. Mike Quill – TWU
    f. James Petrillo – Musicians Union
    g. Sidney Hillman – Amalgamated Clothing Workers
    h. John L. Lewis – UMW
    i. Philip Murray – CIO
    j. William Green – AFL
    k. James Hoffa – Teamsters
    l. Harry Bridges – West Coast Longshoremen
    m. Joseph Beirne – CWA
    n. James Carey – IUE
    o. Arnold Zander – AFSCME
    p. Albert Shanker – AFT
    q. Leonard Woodcock – UAW
    r. Frank Fitzsimmons – Teamsters

Types of Unions — Lesson 3

OBJECTIVES:

1. To understand the two general types of unions.
2. To learn how these forms of organization developed.

WORDS TO LEARN:

adversary	inevitable
alleged	materialistic
automation	oriented
contracting out	peripheral
disrupt	socially conscious
federated	upgrading
ideological	wage differential

INFORMATION:

When you read in Lesson 5 of Unit III about the struggle between the American Federation of Labor and the Congress of Industrial Organizations, you were reading about a struggle between two different types of union organizations. On the national level, the two types of unions are craft unions and industrial unions. (On the local level, variations of the two sometimes appear.)

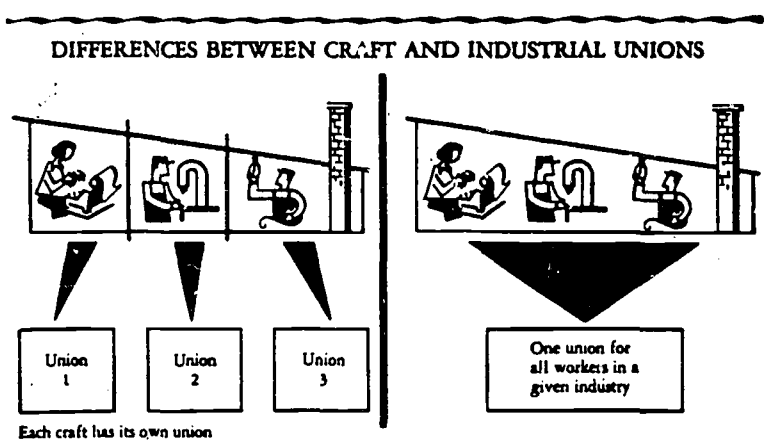

From "Labor and the American Way"
by Mark Starr

A craft union is one which takes in workers with a certain skilled trade, or craft. Some of the craftsmen who have formed craft unions are bricklayers, carpenters, electricians, plumbers, painters, machinists, radio operators, typographers, sheet metal workers, locomotive engineers, etc. The graduate of a vocational high school is a skilled craftsman, and he may belong to a craft union. On the other hand, if he works in a large industry, he may belong to an industrial union.

An industrial union is one which includes all the workers in an entire industry, regardless of the work they do. The thing these workers have in common is that they are all making the same product. For example, carpenters, tool-and-die makers, mechanics, painters, assembly-line workers, and machinists are all needed in the manufacture of automobiles and they may all belong to a single industrial union, the UAW. Industrial unions are found in the mass-production industries such as steel, rubber, glass, clothing, etc.

HOW DID CRAFT AND INDUSTRIAL UNIONS DEVELOP?

In colonial America, products were made by craftsmen, who were much in demand, and therefore enjoyed considerable respect, especially in New England. These early craftsmen sometimes organized craft unions. At first the employer was likely to belong to the union, too, and the action of the union was likely to be against price fixing by the colonial government or to provide security for members. Gradually, as businesses became larger, employees began to organize for collective bargaining purposes. Printers organized for this purpose in 1778, carpenters in 1791, shoemakers in 1792, and typographers in 1794. These organizations didn't last very long. As long as most products were made by craftsmen, however, this was the only type of union needed.

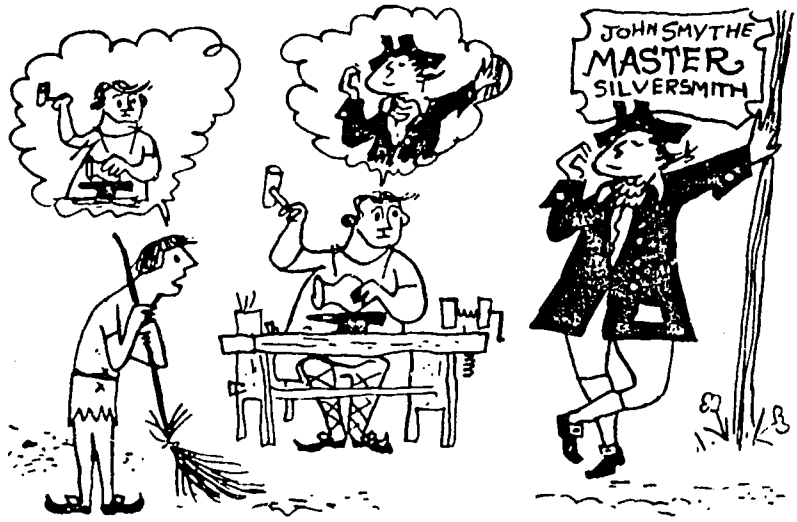

The relationship between master, journeyman, and apprentice was very close in the small shops of the early days. Any union would include all of them and would be designed to advance their welfare if it was threatened from outside. (Picture from "You and Unions," Science Research Associates.)

After the Industrial Revolution came to America, factories began to replace many craftsmen. Specialized machinery broke the craftsman's job into smaller and smaller operations, which could be performed by unskilled workers on the assembly line. The demand for unskilled workers grew as factories grew larger and more specialized. The American Federation of Labor, although it had organized a few of the large industries, such as the coal and garment industries, continued to concentrate on the formation of craft unions. Consequently, in the early 1930's, most of the workers in the automobile, steel, rubber, electrical products, and textile industries had no union at all. The CIO drive to organize these workers into industrial unions in the thirties and forties brought thousands of workers into the labor movement.

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HOW DO CRAFT AND INDUSTRIAL UNIONS COMPARE TODAY?

Not all craftsmen were replaced by machines: we still have carpenters today, for instance. But how many shoemakers, glassblowers, blacksmiths, or coopers (barrel makers) do you know? These crafts still exist to a limited degree, but handmade shoes and handmade glass are very expensive luxury items, and most people find the factory-made products satisfactory.

As a matter of fact, machines created new trades. Plumbers weren't needed in colonial America because there was no plumbing; electricians weren't needed because there was no electricity. And machines are still creating new trades. Automation today is creating a need for more highly skilled workers in both old and new trades. New trades are being created and will be created by new machines.

Many people who follow a trade such as bricklaying, plumbing, or carpentry change employment frequently, working first for one employer and then another. These workers find it advantageous to belong to unions of their fellow craftsmen in the same town or community. Sometimes the craft locals are very tightly-knit affairs, restricting

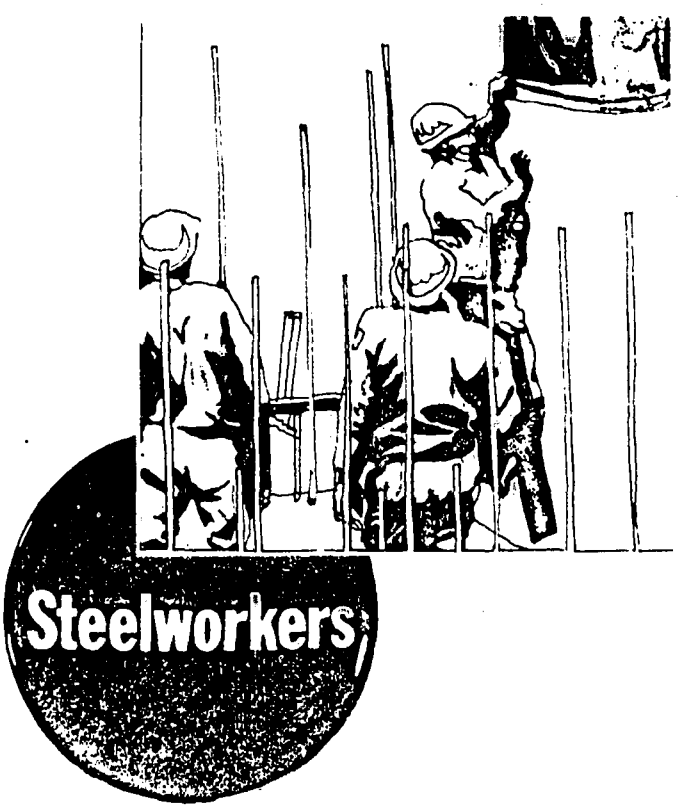

membership in order to increase their bargaining power. Others, in order to increase membership, have reached outside the trade for members. The tight organization of the locals makes it possible for the local leaders to control the members somewhat better than leaders in some of the industrial unions. On the national level, craft unions are rather loosely federated, and the national leadership has less control over the activities of the locals than in the big industrial unions. Industrial unions have the advantage of being able to shut down entire industries in labor disputes. Some authorities think that

eventually the distinction between craft and industrial unions will disappear. Upgrading of the labor force by automation may help abolish the distinction. In fact, the distinction is already disappearing. For example, the internal structure of a semi-industrial union like the ILGWU may be very complicated. The International Ladies' Garment Workers' Union has four different kinds of locals, for instance. They are:

1. Craft locals, made up of workers who perform the same operation, such as pressing, cutting, or operating special machines.

2. Trade locals, made up of workers who make the same type of garment, such as infants' wear, neckwear, underwear, etc.

3. Industrial locals, made up of all the workers who make women's garments in a locality where there are not enough workers to subdivide the union into trade or craft locals.

4. Language locals, made up of foreign-born workers who can't speak English. These are mostly Italian-speaking locals, and are found only in large cities.

It was once believed that there was a fundamental "ideological" difference between craft and industrial unionists. Craft unions were believed to be primarily concerned with the "pure and simple" trade unionism of Samuel Gompers, whereas industrial unions were believed to be more socially conscious and oriented toward political action. Perhaps some such ideological difference was responsible for the alleged frictions between George Meany (a craft unionist) and Walter Reuther (who helped form the UAW, an industrial union). However, experience shows that industrial unions have, on the whole, been quite as oriented toward immediate, materialistic goals as have craft unions in the United States. As Elinor Langer points out, the capitalistic system makes this virtually inevitable, as it thrusts labor and management into an "adversary" position.

"Unions exist to negotiate contracts, to set out the terms under which workers will supply their services until the next negotiations. They are not designed to free Joan Bird, de-pollute the environment, elect John Lindsay, or end the war. Gestures made in these directions are peripheral . . . because the leaders can see as well as anyone else the connection between the security of their members and the state of the world . . . The heart of the union, however, is contract negotiations . . . Capitalism rewards workers not according to need but according to the power of their organizations to threaten or disrupt."[1]

For whatever reasons, since the 1930's industrial unionism has tended to lose its ideological aspects. One of the major sources of contention today between craft and industrial unionists is over "contracting out" of work by management to workers. Industrial unions oppose it because it reduces the amount of work available to their members, and craft unions favor it because it increases their members' work. At one time, managements appeared to favor the craft-union form of organization because of its possibilities for playing one group of workers against another, but they now often seem to favor the other form of organization as more efficient.

[1] Elinor Langer, "The Hospital Workers: The Best Contract Anywhere?" *The New York Review of Books*, June 3, 1971

Within industrial unions there are often conflicts of interests, as skilled workers strive to increase wage differentials and unskilled workers try to decrease them. An issue in the Drug and Hospital Union's negotiations with New York City hospitals in 1971 was the proposed greater pay differential for licensed practical nurses, who often do the work of RN's. This demand was not supported as strongly by the union leadership (which was bargaining for all hospital employees) as the LPN's might have expected an organization of exclusively LPN's to do. However, the fact that the union leaders could speak for all hospital employees gave them, in general, greater bargaining power.

It would seem, then, that both types of union structure, alone and in varying combinations, are likely to persist. A certain amount of conflict between them is also likely to persist: but, as we noted in describing how the early rivalry between the AFL and the CIO led to powerful and effective organizing efforts by both, conflict often produces desirable outcomes.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. What are the two types of union organizations found on the national level? Explain the difference between then.

2. List, in two columns, all the craft unions and all the industrial unions you can locate.

3. When and why did industrial unions develop?

4. Name some crafts which have almost disappeared. Name others which have been created in the last hundred years.

5. What do members of a craft union have in common?

6. What do members of an industrial union have in common?

7. Explain how a national union can combine craft and industrial unions.

8. Does automation increase the demand for skilled or unskilled workers? Compare the "Age of Automation" with the Industrial Revolution in this respect.

9. Why is the internal structure of an industrial union likely to be more complex than that of a craft union?

10. Explain why the ILGWU is a semi-industrial union.

11. Name and explain the function of four types of locals found in the ILGWU.

12. What was the "ideological" difference between craft and industrial unions, and what reasons can be given for its disappearance?

13. Explain the basis of Elinor Langer's argument that unions in the United States must have collective bargaining, rather than social improvement, as their primary goal in order to justify their existence.

14. Do some research to find out what unions have been the most involved in social movements, and why.

The Apprenticeship System

Lesson 4

OBJECTIVES:

1. To understand the meaning of apprenticeship.
2. To understand the values of apprenticeship programs to the worker, to industry, and to the general public.
3. To understand how the apprenticeship system works today.

WORDS TO LEARN:

counterpart	intricacies
die sinker	maximize
diligent	menial tasks
discriminatory	millman
diverse	NAACP
glazier	rigger
haphazardly	specified
	systematized

INFORMATION:

Many of the graduates of our vocational programs will enter their chosen trades as apprentices: therefore, it is a good idea for them to understand something about the nature and purposes of the apprenticeship program before they enter it.

An apprentice is a worker, usually between the ages of 18 and 25, who is learning his trade on the job under the supervision and guidance of skilled craftsmen, and studying related technical or theoretical material on the side, in a planned program agreed upon by the employer, the worker, and the union (if there is a union). The apprenticeship agreement is a contract between the worker and his employer. At the end of his apprenticeship training, the worker becomes a journeyman, that is, a skilled craftsman who has thoroughly mastered his trade.

HOW HAS APPRENTICESHIP CHANGED?

Years ago, a young man who wanted to learn a trade had to do so largely by observation, trial and error, and the help of interested craftsmen. Usually he entered the trade at a very early age, spent several years in which he performed largely menial tasks or ran errands for his master, and received little or no pay for his labors. An intelligent, diligent, responsible young man would be given added responsibilities as time passed. Gradually he moved on to learn and master his trade. This process was long and time consuming, and often full of hardships and discouragements. The lack of formal education was a handicap in many trades. Gradually, as public school education was adopted by the states, attitudes toward apprenticeship changed also. Labor unions and other organized groups began to insist that apprentices meet high standards in order to become journeymen. As jobs became more complex and demanding, employers began to look for apprentices with more and more knowledge and skill to start with. Laws were passed prohibiting the employment of youth under 16 years of age. A need for pre-employment education developed.

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Part of the answer to this problem has been provided by vocational high schools. After the passage of the Smith-Hughes Act in 1927, vocational high schools began to appear all over the country in industrial communities. The Vocational Education Act of 1963 provided a greatly expanded program of vocational education. In vocational schools and shops a young man or woman could learn much about his chosen trade during his pre-employment years, and at the same time acquire the general education that would contribute greatly to his abilities as a citizen and as a worker. Although in most trades the vocational high school graduate must continue his education and training through an apprenticeship program, he obviously has an advantage over the apprentice whose knowledge has been gathered haphazardly. He knows more about the intricacies of the trade; he has learned to exercise judgment under the supervision of a trade teacher who is a skilled craftsman; he has developed productive habits and attitudes in his work; and he understands more about the society in which he lives than his less-educated counterpart. He should, therefore, be able to function more effectively, and to move ahead in his trade very rapidly once he has completed his apprenticeship. In some trades, the apprenticeship period is shortened for graduates of a vocational high school.

An apprentice plumber uses oxyacetylene welding equipment to seal the seam where two pipes fit together

HOW DOES APPRENTICESHIP WORK?

The young worker entering an apprenticeship program signs an apprenticeship agreement. This is a contract between the individual worker and his employer. All apprentices entering the same trade with the same employer at the same time sign the same agreement. The apprenticeship agreement specifies the conditions of employment and the duration of the contract. Specifically, it states the kinds and varieties of on-the-job experiences the worker will receive, the length of time he must remain an apprentice, his wage scale and rate of increase, the amount of related instruction he must receive, and other standards which must be met by both worker and employer.

The general rules for apprenticeship are usually set up by state apprenticeship committees. Apprenticeship programs registered with an approved agency have the advantage of definite standards, as well as the assistance and supervision of the approval agencies. For example, New Jersey has a Joint Approval Program, which permits the acceptance and registration by either the Vocational Division of the New Jersey State Department of Education or the Bureau of Apprenticeship and Training, United States

Department of Labor, of programs and agreements initiated by the other agency. This plan has reduced the amount of paper work required of approved establishments, and has brought about closer and more effective working relationships between the two agencies. The responsibility for providing related instruction for apprentices belongs to the Vocational Division of the State Department of Education.

Agreements to provide apprenticeship training programs are sometimes written into collective bargaining contracts. Local apprenticeship programs are usually supervised by a joint Apprenticeship Committee (JAC) composed of representatives of both labor and management. In the 1970 negotiations between the UAW and the "Big 3" auto manufacturers, the following changes in apprenticeship regulations were approved:

Apprenticeships

Important improvements were made in the section dealing with apprenticeships. Among the 13 more important changes were the following:

- Revisions were made in the selection procedure.
- If members of the local apprentice committee work on different shifts, they may be assigned to the same shift to evaluate applicant qualifications.
- The journeyman seniority date given an apprentice upon graduation shall not be a date earlier than his seniority date.
- Sick leave time up to 30 days will be credited as time worked.
- Tool boxes will be furnished as soon as practicable. At the same time each apprentice will be paid $50 for the purchase of tools.
- He will be paid an additional $50 after completion of 915 hours—total tool allowance not to exceed $300.
- Seniority employes will be paid their regular rate or $4.25 per hour ($3.59 old rate), whichever is lower.
- Several changes were made as to when time worked in another plant may be credited to an EITS.
- Line of demarcation settlement will be reduced to writing.

Courtesy UAW

An approved apprenticeship program requires that the apprentice spend a specified number of hours per year in related instruction. This program is generally recognized as essential to the making of a competent journeyman. In some trades in which labor unions are very strong, tests for admission to the apprenticeship programs are administered by unions. However, many unions and many industries prefer to have this job done by the vocational high schools when related instruction is given in the schools in evening programs.

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WHAT OCCUPATIONS ARE APPRENTICEABLE?

Apprenticeable occupations, according to the United States Department of Labor, are "those occupations commonly known as skilled crafts or trades that require a wide and diverse range of skills and knowledge, as well as maturity and independence of judgment." There are about ninety general trade classifications which are listed by the Department of Labor as apprenticeable, with many different occupations included in each classification. Occupations that have traditionally not used apprenticeships are selling, retailing and other distributive occupations, managerial occupations, clerical occupations, professional and semi-professional occupations, and agricultural occupations. In New Jersey, apprentices in the building trades account for well over half of all the apprentices in the state. The building trades include such occupations as electrician, plumber, carpenter, sheet-metal worker, steam-fitter, pipefitter, bricklayer, mason, floor coverer, sprinkler fitter, ironworker, glazier, plasterer, cabinet maker, painter and decorator, millman, tile setter, roofer, and insulation worker. Apprentices in the machine-shop trades accounted for a sizeable number of the apprentices in the state. The machine-shop trades include such occupations as tool and die maker, machinist, toolmaker, rigger, die sinker, and gauge maker.

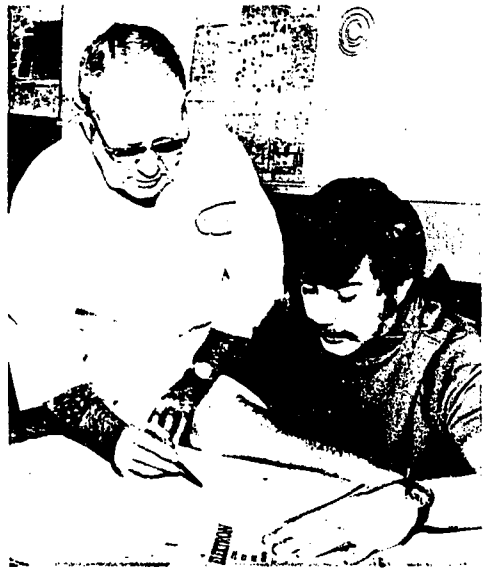

Earl A. Spencer, an apprentice from Youngstown, Ohio, gets some pointers on reading schematics and tracing circuitry of an Elektron, a highly sophisticated electro-mechanical typesetting machine, from Claire Brewer, an instructor at the International Typographical Union (ITU) Training Center in Colorado Springs, Colo. Good apprenticeship programs must keep pace with current and projected technological developments in the trade.

MANPOWER/february 1972

WHAT ARE THE ADVANTAGES OF APPRENTICESHIP?

Apprenticeship is an efficient way of providing industry with trained workers to replace the skilled workers who leave the labor market every year because of retirement, sickness, accident, promotions, job changes, etc. In addition, technological changes have created new kinds of jobs and new requirements in old jobs for which a labor supply must be provided. Apprenticeship helps to provide an adequate supply of skilled workers with the versatility needed to meet changing needs. Also, it is a way of assuring industry and the community that the craftsmen who do their work are well prepared to do it. In general, it tends to attract capable young men to industry because of the relatively high pay and the job security it offers; therefore, it tends to raise the level of skills in the industry. For the young worker, it provides an opportunity to develop his highest skills

and receive recognition as a skilled craftsman in his chosen trade, while at the same time providing job security and a good income with regular increases. The job situation is structured so as to maximize his chances of mastering the trade through on-the-job training and related instruction. Apprenticeship tends to increase the opportunities for advancement to supervisory and sometimes managerial levels.

WHAT PROBLEMS DO BLACKS HAVE GETTING APPRENTICESHIPS?

The small number of blacks in apprenticeships and apprenticeable trades is largely a result of discriminatory practices by trade unions and employers over the years. Although it is illegal for either unions or employers to have formal restrictions against minority groups, informal restriction is still practiced on the local level in some unions. However, both unions and employing organizations are now exerting great effort to eliminate discriminatory hiring and membership practices. The A. Philip Randolph Institute, The Workers Defense League, the NAACP Legal Defense Fund, and the AFL-CIO Civil Rights Committee are at work on this problem. "Project Outreach," funded by the Federal Government and operated by the AFL-CIO and the national and international unions, has brought many thousands of disadvantaged workers, including many blacks, employment in the apprenticeable trades. For more information about this problem, see Lesson 5, Unit VII, and Lesson 5, Unit X.

Percent of Minorities in Apprentice Programs by Industry for Jan. 1, 1968-1971

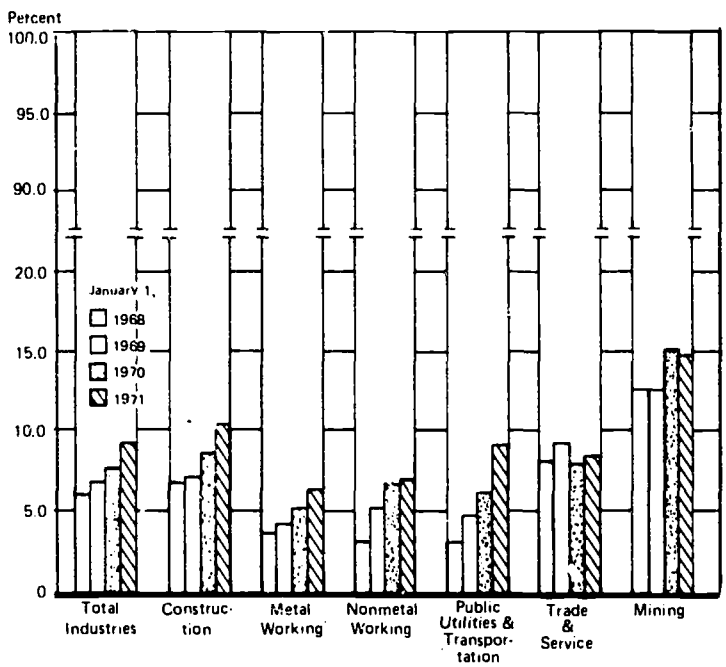

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QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. What is an apprentice?

2. What is an apprenticeship agreement?

3. What is a journeyman?

4. List some changes apprenticeship has undergone through the years.

5. List some things which are likely to be included in an apprenticeship agreement.

6. In New Jersey, how may apprenticeship agreements be approved?

7. What are the advantages to a business establishment of having its apprenticeship program approved by the state?

8. What is a Joint Apprenticeship Committee? What does it do?

9. How is most of the related instruction for apprentices provided for in New Jersey? What are some other ways of providing it?

10. What occupations have generally not used an apprenticeship system?

11. What group of occupations accounts for more than half the apprentices in New Jersey?

12. What group of occupations accounts for the next highest number of apprentices in New Jersey?

13. Name some occupations which are classified as belonging to the building trades.

14. Name some occupations which are classified as belonging to the machine-shop trades.

15. What are some advantages of apprenticeship programs to industry and to the community in general?

16. What are some advantages of apprenticeship to the young worker entering employment?

17. What advantages might a graduate of a vocational high school have over other young workers entering apprenticeship?

18. Suggest some ways in which the apprenticeship system of a century ago might have advantages over the present system.

19. Suggest the advantages the present-day system of apprenticeship has over that of long ago.

20. Why has it been difficult for blacks to get apprenticeships? What is now being done about this problem?

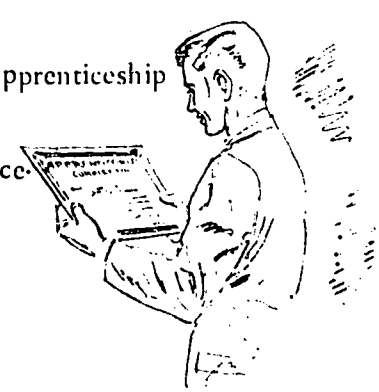

and receive recognition as a skilled craftsman in his chosen trade, while at the same time providing job security and a good income with regular increases. The job situation is structured so as to maximize his chances of mastering the trade through on-the-job training and related instruction. Apprenticeship tends to increase the opportunities for advancement to supervisory and sometimes managerial levels.

WHAT PROBLEMS DO BLACKS HAVE GETTING APPRENTICESHIPS?

The small number of blacks in apprenticeships and apprenticeable trades is largely a result of discriminatory practices by trade unions and employers over the years. Although it is illegal for either unions or employers to have formal restrictions against minority groups, informal restriction is still practiced on the local level in some unions. However, both unions and employing organizations are now exerting great effort to eliminate discriminatory hiring and membership practices. The A. Philip Randolph Institute, The Workers Defense League, the NAACP Legal Defense Fund, and the AFL-CIO Civil Rights Committee are at work on this problem. "Project Outreach," funded by the Federal Government and operated by the AFL-CIO and the national and international unions, has brought many thousands of disadvantaged workers, including many blacks, employment in the apprenticeable trades. For more information about this problem, see Lesson 5, Unit VII, and Lesson 5, Unit X.

Percent of Minorities in Apprentice Programs by Industry for Jan. 1, 1968-1971

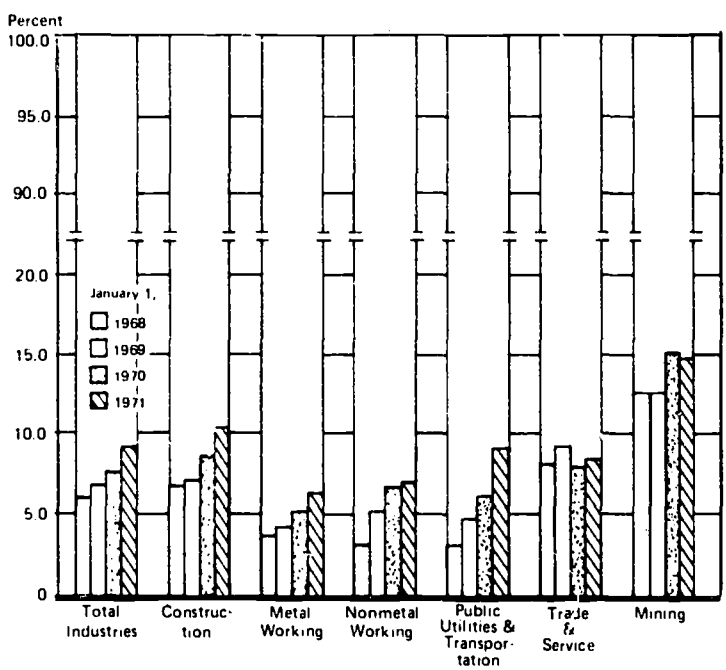

MANPOWER/february 1972

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. What is an apprentice?

2. What is an apprenticeship agreement?

3. What is a journeyman?

4. List some changes apprenticeship has undergone through the years.

5. List some things which are likely to be included in an apprenticeship agreement.

6. In New Jersey, how may apprenticeship agreements be approved?

7. What are the advantages to a business establishment of having its apprenticeship program approved by the state?

8. What is a Joint Apprenticeship Committee? What does it do?

9. How is most of the related instruction for apprentices provided for in New Jersey? What are some other ways of providing it?

10. What occupations have generally not used an apprenticeship system?

11. What group of occupations accounts for more than half the apprentices in New Jersey?

12. What group of occupations accounts for the next highest number of apprentices in New Jersey?

13. Name some occupations which are classified as belonging to the building trades.

14. Name some occupations which are classified as belonging to the machine-shop trades.

15. What are some advantages of apprenticeship programs to industry and to the community in general?

16. What are some advantages of apprenticeship to the young worker entering employment?

17. What advantages might a graduate of a vocational high school have over other young workers entering apprenticeship?

18. Suggest some ways in which the apprenticeship system of a century ago might have advantages over the present system.

19. Suggest the advantages the present-day system of apprenticeship has over that of long ago.

20. Why has it been difficult for blacks to get apprenticeships? What is now being done about this problem?

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UNIT V – PERSONNEL RESPONSIBILITIES OF MODERN ORGANIZATIONS

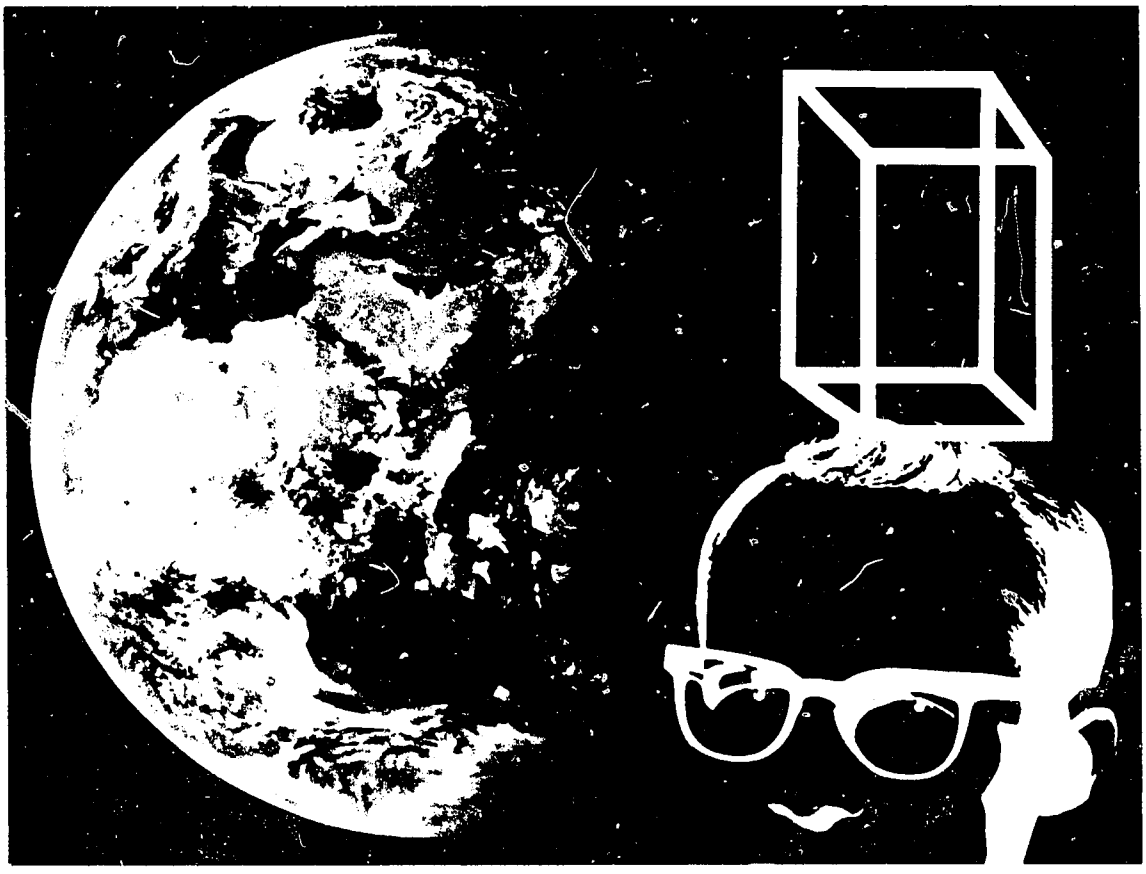

If we would open the world, we must first open minds . . .
Courtesy Eastman Kodak Company

Lesson 1 – The Principles of Effective Leadership
Lesson 2 – Importance of Personnel Departments in Modern Organizations
Lesson 3 – The Organization of Personnel Departments
Lesson 4 – Personnel Responsibilities

The Modern Approach to Production — Lesson 1

OBJECTIVES:

1. To understand how changes in workers' attitudes have led to changes in production in many factories.

2. To understand the contributions of research to modern ideas about how workers should be treated.

WORDS TO LEARN:

assembly line
dominate
human relations
personnel
principles
repetitious
sabotage

INFORMATION:

For many years, the personnel policies of industrial management in large industries were dominated by the idea that the most efficient way to produce goods was to break a job down into its smallest tasks, study each task, figure out the best way to do it, hire people with the needed skills, train them to do the job in the one best way, and then control their production with a piece-work wage schedule. These ideas contributed to the widespread use of the assembly line as the most efficient means of production.

WHAT FACTORS LED TO CHANGES IN THIS APPROACH?

It was not until discontent on the part of workers became clear that this approach to production was seriously questioned. It became obvious to researchers who began to study this subject that employers were treating man as a machine, and no man can do his best work if he is so treated. The assembly-line approach ignored the worker's individuality and personal worth.

Researchers found that this breaking down of work into specialized motions on the assembly line contributed to worker boredom and discontent, with a shift of values for the worker to things outside work. "Getting ahead" to many workers came to mean getting a better house or car rather than a better job.

If the employer did not bother to consider his workers as human beings, they "got even" by slowdowns, loafing, wildcat strikes, absenteeism, and sabotage. Quality of products suffered, as well as the amount produced. Some employers finally "caught wise" and began to consider the workers as human beings. It was found that production was increased by "human" factors: recognizing that workers were individuals: giving them a sense of importance: and developing a group spirit. In such plants, production has actually increased, even though the methods of production might appear to be less efficient.

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WHAT IS THE MODERN ATTITUDE OF PERSONNEL DEPARTMENTS?

More and more, personnel departments are basing work schedules and the assignment of jobs on the worker's need to be recognized as a worthwhile human being. A foreman who expects to succeed in production must understand that each worker under him must be approached as an individual, with his own peculiarities and needs, even though the job he is doing may be one that is repetitious and boring, or does not truly make use of his abilities.

In some factories, completely new approaches are being tried – "team" production, extra time away from the line, more use of workers' ideas on how jobs should be done, and so forth. These new approaches are giving workers some of the old satisfactions that workers used to enjoy, especially pride in a job skillfully done. To the extent that managements succeed in doing this, managements' own rewards – profits and reputation for good products – should increase as well.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. Why did the assembly line develop? Is it still with us?
2. What can be said in favor of the assembly line?
3. What do you think is wrong with it?
4. What are "human factors"? How important are they on the job?
5. How would you summarize the modern attitude of large industries toward workers, compared with the older attitude?
6. List some of the newer approaches toward increasing worker satisfactions on the job.

Importance of Personnel Departments in Modern Organizations

Lesson 2

OBJECTIVES:

1. To understand the philosophy behind the existence of personnel administration.
2. To understand the basic purposes of personnel administration.
3. To understand how personnel departments work to carry out their purposes.

WORDS TO LEARN:

analyze	evaluate	personnel administration
compensate	fringe benefits	philosophy
complex	haphazard	qualifications
consistent	incentive wages	sympathetic
disability	maximum	tactful
enlightened	morale	welfare

HERMAN FOR UAW SOLIDARITY

"What we're looking for is someone willing to start at the bottom—and stay there!"

The cartoonist makes fun of the old-style personnel approach, which is now outmoded as management adopts a "human relations" approach.

Courtesy UAW

INFORMATION:

As we have seen, enlightened leadership in modern industry has moved a long way from laissez-faire capitalism. More and more, today's leaders of industry are recognizing that their own welfare and the welfare of the corporations they represent are tied in with the welfare of their employees. Taking advantage of workers is no longer considered good business practice by progressive management. The complex organization of large industries has created the need for special personnel departments to deal with the problem of human relationships. The size of personnel departments varies greatly from one industry or company to another, depending partly upon the number of employees to be dealt with. A small corporation which hires only a few people does not need a personnel department. What it needs is an owner-manager who is understanding, tactful, and sympathetic in his dealings with his employees. A giant corporation such as General Motors, will, on the other hand, have hundreds of persons employed in its personnel administration alone. Most business organizations which hire a hundred persons or more have personnel departments of some kind. The organization of these departments will be discussed in Lesson 3.

WHAT IS THE BASIC PURPOSE OF PERSONNEL ADMINISTRATION?

The basic purpose of personnel management or administration in modern industry is to maintain an efficient work force. It is that part of management which concerns itself with employees as individuals, in order to secure their cooperation. Three things should be accomplished by a personnel department. They are:

1. The effective use of human resources in industry.

2. Good working relationships among members of the organization.

3. The creation of maximum opportunities for individual development.

In order to realize these objectives, there are many things a good personnel department must do. It must, of course, obtain capable people to start with. In order to obtain capable people, personnel departments must analyze a job to determine what the requirements are and what the qualifications for performing the job should be. Then, hiring procedures must be made as reliable as possible. Haphazard selection procedures can place good workers in the wrong jobs, thus hurting both the worker and his employer. Careful screening, through testing, interviewing, and analysis of the worker's background, must be done.

Once capable people are obtained, the personnel department must figure out how to best use their talents and efforts. The worker must know what is expected of him and if he needs further training, it must be provided for him. Careful progress records must be kept. The worker must be evaluated, informed of his performance, and rewarded for his progress. A system for promotions, transfers, and layoffs must be established, and the worker must know what it is. Wage and salary policies must be established. It is a complex task to decide such things as how much each employee should be paid, what are the effects of wages on labor and production costs, the relation of wages to jobs, and how and whether fringe benefits, incentive wages, etc. should be used. Jobs must be evaluated in relation to each other in order to set up a wage structure. The principles we discussed in Lesson 1 must be kept in mind and used in making these decisions.

Once capable workers are located and assigned to jobs where their efforts can best be used, the personnel department is responsible for encouraging their willingness to work. As you know, human relations experts believe that the individual must be able to satisfy certain of his needs through work if he is to function effectively. He needs to feel that he is getting fair compensation for his efforts; that the job provides protection against insecurity -- old age, sickness, unemployment, etc.; that his accomplishments are recognized; that he has the opportunity to develop and utilize his capacities and skills; and that he can participate in plans and decisions affecting his job and welfare. Personnel departments often try to meet these needs through employee services of a welfare nature, such as mutual benefit associations, insurance programs, credit unions, recreational and educational facilities, industrial health and safety programs (which if efficiently planned, stress prevention rather than the treatment of accidents, occupational diseases, and industrial neuroses), and programs to provide for advancement in the organization. Disability insurance and health insurance are part of this program and are also administered by the personnel department. Because it is recognized that poor morale contributes to unrest, excessive labor turnover, absenteeism, grievances, low production, and other undesirable factors, personnel departments administer many programs designed to maintain good employee morale and communications.

Obviously, the persons who administer these programs must be experts in the field of human behavior if they are to function effectively. However, even the most expert personnel department cannot overcome the obstacles of long hours, low pay, unenlightened and inconsistent policy; therefore, effective personnel departments must have two things to start with:

1. Good working conditons.

2. Well-defined and enlightened policy, understood by employees, and consistently followed by the company.

In the next lesson, we shall see more specifically how personnel departments function.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. Why do large industries need large personnel departments?

2. What are the basic purposes of personnel administration?

3. List some of the services a good personnel department should provide for management and labor.

4. Suggest some qualifications which good personnel administrators must have.

5. What two things must personnel departments have if they are to be effective?

6. What factors have led to new approaches in personnel matters?

The Organization of Personnel Departments

Lesson 3

OBJECTIVES:

1. To understand the responsibilities of the personnel management in relation to the whole organization.

2. To understand how the duties of the personnel department are allocated.

WORDS TO LEARN:

attitudes executive formulate policy

INFORMATION:

In the operation of a personnel department of a large firm, many experts will be needed. Although personnel policies will actually be determined by the top management of the company, they will be recommended by the personnel department. It is therefore important that members of the personnel department have up-to-date and thorough training in leadership theory, as they work closely with top management in helping to formulate policies. Once a policy has been determined, it is the duty of the personnel department to see that it is carried out.

HOW ARE PERSONNEL DEPARTMENTS ORGANIZED?

At the head of the personnel department is a personnel manager, whose duties vary widely, depending on the size of the firm. In general, he is the one who works most closely with top management in making policy. He is the executive head of his department. He organizes and directs his staff and supervises his department. He must have organizational and administrative talents, in addition to being an expert in human relations. In a large firm, he may have an assistant personnel manager working under him.

The public relations director in a large firm is responsible for maintaining friendly relations with the public, other firms, and labor unions through the use of radio, newspaper, television, publications, and other communications media. He also makes frequent evaluations of the attitudes of various groups, and makes reports and recommendations to the personnel manager. He may have a number of employees working under his supervision and direction.

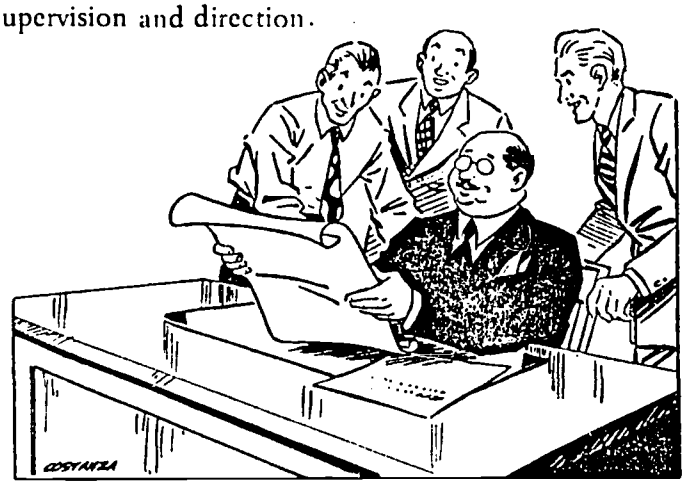

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Many large firms have a director of personnel research, whose job is to conduct research on such problems as wages, morale, selection, etc. He usually reports to the personnel manager.

An employment manager usually maintains contact with sources of labor supply and supervises interviewing, testing, selection and placement, records, transfers, layoffs, promotions, and dismissals. Under his supervision are such personnel workers as job analysts, who study and write the requirements and qualifications of jobs and develop questionnaires and job description forms; employment interviewers, who conduct interviews with prospective employees, administer tests, check on references, and give information on company policy; personnel technicians, who collect and analyze data for the employment manager; and counselors, who help workers with their personal problems.

A wage and salary administrator is responsible for studying the wages and salaries of other firms, grading jobs in order to determine pay levels, recommending wage and salary policies, and seeing that company policies are carried out. In a large firm the wage and salary administrator may have a number of employees working under his supervision and direction.

A medical director is responsible for supervising a physical fitness program, which includes physical examinations, employee records, and the development of standards and procedures affecting health.

Other members of the personnel department are the safety director, recreation director, employee services director, director of counseling, and many others.

Remember that you are studying in this lesson about the organization of only one department in a large industry — the personnel department. You have learned about some of the supervisory jobs which may be found in a personnel department. Remember that each one of these supervisory positions directs the activities of many others in each area. Then multiply the number of people working in this phase of management activity by the number of major departments of a large industry, and you will have some idea of how vast and complex is the organization of such a business enterprise.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. Who determines personnel policies?
2. What is the role of the personnel department in determining policy?
3. List the general duties of the personnel manager.
4. What are the duties of the director of personnel research?
5. What are the duties of the public relations director?
6. What are the duties of the employment manager?
7. What are the duties of the wage and salary administrator?
8. List some other supervisory positions which may be found in a personnel department.
9. Suggest some reasons why personnel departments are more important today than they were 100 years ago.

OBJECTIVE:

To examine in some detail the various problems which a personnel department must handle.

WORDS TO LEARN:

automation	gratification	morale	screen out
competent	hazards	neuroses	seniority
controversy	hit or miss	NLRB	skilled interpreter
disability	inequities	personality	snap judgment
emotional stability	interview	potential	specify
establish	layoff	questionnaire	standardized procedure
evaluate	mediate	rationalization	status
frustrating	merit rating	recruitment	stimuli
function	monotony	scapegoating	systematic
			turnover
			upper echelon

INFORMATION:

You already have a general idea about the kinds of jobs and responsibilities performed by personnel departments. In this lesson we shall take a closer look at each one of those areas of responsibility, try to understand some of the problems involved in each and how personnel departments go about trying to solve those problems.

WHAT ARE THE PURPOSES OF A JOB ANALYSIS?

A job analysis is a study of the requirements of a job. As a result of a job analysis, management will find out how many and what kinds of employees are needed, the tasks to be done, and the skills, knowledge, and abilities needed by the workers.

In order to do a job analysis, the department in charge must first find out what the information is to be used for, and gather the staff to do the research. The next step is gathering information about the nature of the job. This is done by observation, study, the use of questionnaires, visits to departments, interviews with department heads and workers, etc.

The job analysis itself should identify each job, describe the duties and responsibilities involved, and specify the qualifications needed to perform the task.

A good job analysis has many uses. It helps the recruitment officers to place the right worker in the right job; it enables vocational counselors to have a clearer picture of job requirements and therefore to do more effective counseling; it gives accurate information for setting up salary and wage rates, and for evaluating employee performance accurately; it enables industry to give more thorough and accurate training; it locates sources of health and safety hazards; and it contributes to better personnel relationships through clearer understanding by both employer and employee of what is expected of each. The job analysis is a valuable instrument in helping to establish effective personnel policies.

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WHY ARE SELECTION AND PLACEMENT TECHNIQUES IMPORTANT?

The once-popular system of relying exclusively on the hunch or snap judgment of the employer to select the right man for the right job has given way to more standardized ways of selecting and placing job applicants. Many large industries use a combination of judgment and observation with carefully planned testing procedures. There is probably a danger in relying too heavily on either way.

The importance to the worker of correct selection and placement, and to the industry and to society as well, cannot be overemphasized. It is very wasteful to all concerned to place the worker in an occupation for which he is not well suited. It is not a good idea to rely on his previous work experience, either: he may have been doing the wrong type of work before. Nor is it safe always to select the employee who makes the highest grade on an intelligence test. Some jobs actually require workers with low intelligence. The following procedures are often used for selection and placement:

1. The application blank. This is useful in screening out those whose chances of success are poor, and whom it is a waste of time to consider further.

2. Tests. These may be of several kinds. Intelligence or mental alertness tests, aptitude tests, proficiency tests, tests for vocational interests, and tests for evaluating personality are among those in use. These tests aid the placement officer in forming judgments and help to screen out unqualified applicants. They must have skilled interpreters in order to be useful. If used wisely by experienced personnel, they are very valuable.

Receiving instructions for taking a test.

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3. An interview, following standardized procedure. Additional important facts may come out in the interview. A face-to-face meeting also is important in helping to judge the emotional stability of the applicant and his ability to get along with others.

WHAT IS THE PURPOSE OF THE TRAINING DEPARTMENT?

Many workers entering industry have had little or no vocational training. Although the graduate of a vocational high school has a distinct advantage because of his trade background, he, too, usually requires some on-the-job training, possibly in an apprenticeship program, before he can become a skilled craftsman. Also, many of the promotions within a business organization are to positions for which the public schools cannot provide training. Most large industries and many small ones have on-the-job training programs.

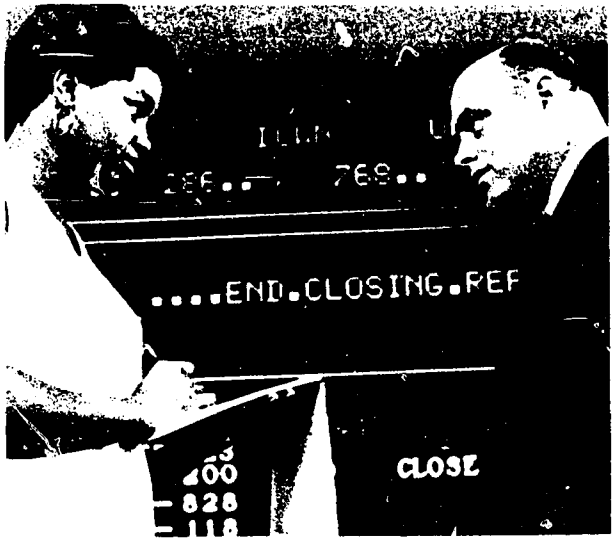

Carolyn Crockett jots down some information from James Tumulty, a personnel executive in the stock firm where she works.

On-the-job training

Illustrations from MANPOWER

WHAT IS THE IMPORTANCE OF POLICIES CONCERNING PROMOTIONS, TRANSFERS, AND LAYOFFS?

Fair promotions and transfer policies are very important in maintaining good worker morale. Yet these are among the most difficult policies to establish to the satisfaction of both labor and management.

There are two kinds of transfers. Production transfers are the result of cutting down production in one department and shifting personnel to where they are needed for efficiency of production. The work-rules controversy between labor and management makes it clear that in many cases workers do not always want to move to where it is most efficient for management to place them. Personnel transfers are made to meet the needs of workers, for such reasons as faulty placement, aging, change of interest, development of talent, difficult personal relationships, and many others. Such transfers may also be used to make work more interesting by eliminating monotony. Transfer policies may be made through collective bargaining. However they are arrived at, they must be fair, and clearly understood by workers if they are to work right.

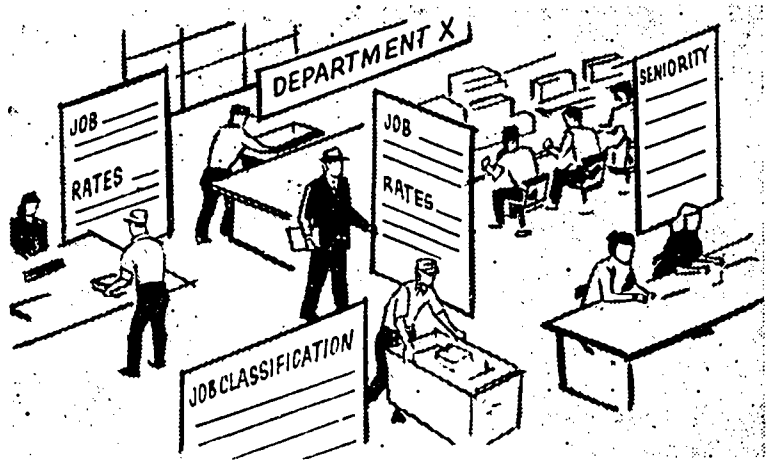

Manual
Shop Stewards
AFL-CIO

A systematic promotion and layoff policy is very important. Training programs, job analyses, and personnel records and evaluation forms are helpful in setting up this policy. Promotion and layoff policy are often made in part through collective bargaining. Labor and management often prefer to have promotions come from within the organization, if possible, with on-the-job training available to prepare for promotions. The seniority question often causes disagreement. Management prefers merit ratings for determining both promotions and layoffs. Organized labor prefers seniority plans. To management, seniority plans often seem to be an interference with efficiency of operation and management's right to run the business, since the worker with the longest record of service may not be the most efficient or best qualified worker. On the other hand, from the point of view of most workers, security is more important than efficiency. However, individual workers sometimes object to seniority plans when they see people who do not merit promotions get them because of seniority. Management must decide whether it will gain or lose by giving the average employee the feeling that his chances of promotion are lessened by the supervisor's right to promote someone he regards as superior. Both labor and management are in agreement on the need to have a policy for promotions and layoffs which eliminates favoritism on the part of supervisors.

WHAT IS THE IMPORTANCE OF HEALTH AND SAFETY PROGRAMS?

"He's making a safety shoe survey . . ."

A good health and safety program saves money for industry and saves health and lives for workers. The first step in this program is to study the number and causes of accidents on the job. If the cause is found to be in the machinery or the work routine, the necessary changes must be made. If the cause is worker carelessness, the solution may be persuasion and appeal, the use of personnel services, or discipline. If the cause is worker fatigue, the solution may be increasing coffee breaks, varying the routine, and so on. A good program will emphasize prevention rather than treatment. Every attempt will be made to analyze and correct defects which produce safety or health hazards.

The usual health and safety program provides for a health examination when the employee is first hired, and periodic re-examinations thereafter. Programs to control occupational hazards will be studied and introduced. First aid, emergency, and hospital facilities will be accessible. Attention will be paid to the provision of adequate sanitary toilet facilities, lunch rooms, and drinking water. Doctors and clinic care will be available when needed. A group plan for hospital-medical care is very important. The Workmen's Compensation laws and disability insurance are important parts of this program, about which you will study more in later lessons. Recently, more and more attention is being paid to mental health and the prevention of industrial neuroses. This is a field in which much more study needs to be done.

WHAT ARE THE NATURE AND PURPOSES OF EMPLOYEE SERVICES?

Many industries offer employee services for the purpose of improving worker morale. Sometimes these services are negotiated by labor unions through collective bargaining, and sometimes they are voluntarily provided for by management. Some of the employee services which may be found in industry are as follows:

1. Mutual benefit associations. These provide financial benefits in case of accident or sickness, pay for funeral expenses, etc.

2. Health and welfare plans. Pension plans, insurance plans, medical plans, and many other kinds may be found in industry.

3. Credit unions. This is an investment and loan organization operated for the benefit of members. Members can borrow money.

4. Recreational, social, educational, and athletic plans.

5. Nutritional programs.

6. Company stores and restaurants.

WHAT IS THE IMPORTANCE OF COUNSELING SERVICES?

Both labor and management are agreed that good morale and communications are very important. Satisfaction with the job is one of the greatest profits to labor. For management, it is one of the greatest factors in determining efficiency of operation and hence cost of the product. The function of counseling services is to promote good morale. This is done in a variety of ways.

The morale of workers may be evaluated by a study of their day-to-day behavior -- their attitudes, the quality and quantity of work they do, the amount of labor turnover in the plant, absenteeism, grievances, and grapevine rumor. Formal methods, such as the use of an opinion poll or an information poll, to find out what the employee thinks and believes about the company, may be used. Interviews with new employees, those with long service records, and those about to leave the compnay are most helpful. The counseling services in industry are used to find out these things about morale and helping to improve it. Counselors are often able to help workers find solutions to personal problems which interfere with their efficiency.

WHAT IS THE ROLE OF THE SUPERVISOR OR FOREMAN?

Regardless of how enlightened the personnel policies of top management and personnel departments may be, it is how those policies are carried out that counts with the worker. It is the supervisor or foreman who will decide whether or not the worker actually experiences those policies. The supervisor or foreman may be the only representative of management with whom the worker comes in contact. He is the company, as far as many workers are concerned.

Since there is a very good chance that you will either work under a supervisor or become one yourself at some time in your life, it is important for you to understand the supervisor's job. He is in the position of having to understand the points of view of both management and workers, and he must communicate management's interests to workers and workers' interests to management. Furthermore, he must do this in such a way as to mediate between the two. He is the go-between; he is in a key position either to minimize or increase frictions and dissatisfaction. It is necessary that he get to know the workers under his supervision as persons, and find out how they feel about things. He must understand and use the principles of human relations in dealing with them. The good supervisor understands a great deal about how people get the way they are, and why they respond to different stimuli. Recognizing that each has individual needs, he also recognizes that to treat them fairly will probably mean treating them differently, rather than alike.

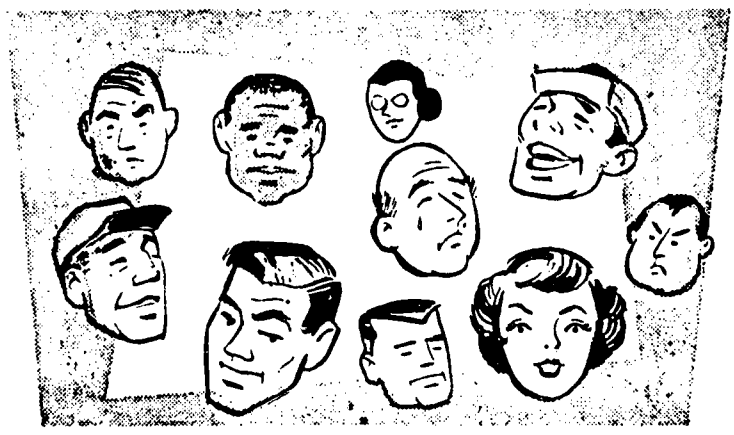

Manual – Shop Stewards AFL-CIO

The supervisor must be able to hear grievances and respond with understanding. He will know that people often respond to frustrating situations, or to failure, with rationalizations: excuses such as scapegoating, passing the buck, etc. He must learn how to deal both sympathetically and firmly with these behaviors.

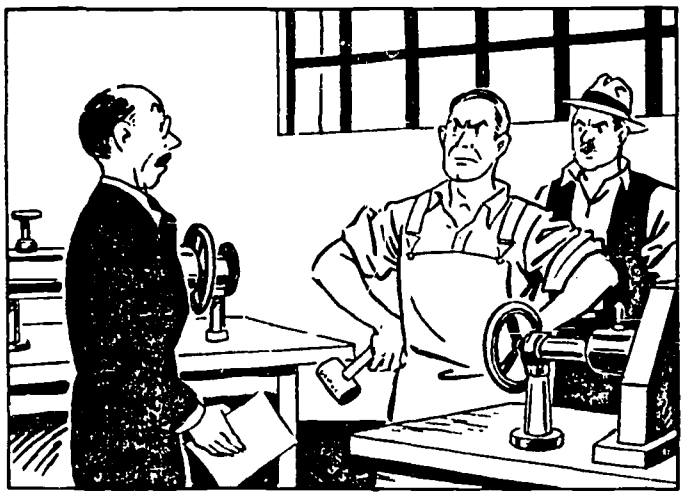

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The understanding supervisor will often find himself in a counseling role. He must be able to talk over workers' problems and refer them to sources of help either within or outside the organization when it is needed.

The good supervisor or foreman is, in addition to being a leader, also a planner of work, and a coworker. His own technical competence will give him status with those he supervises. He understands the importance of work and its gratifications to his employees. He understands what it takes to make a group function effectively together.

Of course the usual means by which people get foremen's jobs is promotion from the ranks. This always raises some problems. Whereas formerly he has identified with workers, he is now officially part of management. The Taft-Hartley Act specifically classified foremen as part of management, and therefore not eligible for union membership or under the jurisdiction of the NLRB. About 1% of foremen belong to foremen's unions, but these unions don't do collective bargaining. Two large national associations – the National Management Association and the National Council of Industrial-Management Clubs – include many foremen as well as upper-echelon managers.

QUESTIONS FOR ASSIGNMENT AND DISCUSSIONN:

1. What is a job analysis?

2. How do personnel officers go about making a job analysis?

3. What does a good job analysis tell?

4. What are the uses of a job analysis?

5. What are some ways of finding jobs? List them.

6. Why is it important for management to anticipate personnel needs in advance?

7. How have selection and placement techniques changed in recent years?

8. What is meant by a standardized placement technique?

9. What are the dangers in relying too much on either judgment or tests?

10. Why is the supervisor or foreman the most important personnel representative to the worker?

11. Explain how the supervisor or foreman can use the principles discussed in Lesson 1.

12. Why does the supervisor or foreman not belong to the same union as the people he supervises? Why does he not do collective bargaining?

13. Discuss the qualities which are needed to be a good supervisor or foreman.

14. What can the application blank accomplish in selection and placement?

15. Why is the personal interview important in addition to the application and testing?

16. What are the two types of transfers?

17. Why do labor and management sometimes disagree on production transfers?

18. List the arguments for and against a seniority plan for promotions and layoffs.

19. List the arguments for and against a merit plan for promotion and layoffs.

20. List and explain some employee services. What is their purpose?

21. Why is it less costly to management to prevent accidents than to treat them?

22. How does a good health and safety program go about preventing accidents?

23. Why is good worker morale so important to both labor and management?

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UNIT VI – PROBLEM-SOLVING TECHNIQUES UTILIZED BY LABOR AND MANAGEMENT

Lesson 1 – Cooperative Ways of Solving Problems
Lesson 2 – Appeals to Third Parties
Lesson 3 – Conflict Techniques of Labor and Management

UAW SOLIDARITY September 1970

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UNIT VI – PROBLEM-SOLVING TECHNIQUES UTILIZED BY MANAGEMENT AND LABOR

Cooperative Ways of Solving Problems — Lesson 1

OBJECTIVES:

1. To understand what free collective bargaining means and why labor and management prefer it as a way of solving problems.
2. To understand how contract provisions are carried out.
3. To understand the purpose and operation of grievance machinery.

WORDS TO LEARN:

arbitration	punitive
compromise	specific
counter-proposal	unauthorized
duration	violate
proposal	

INFORMATION:

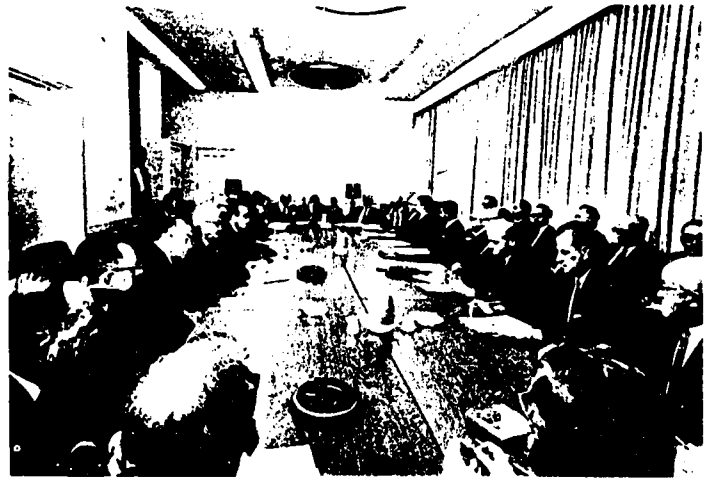

A Collective Bargaining Session

Labor and management have learned through experience that they can usually agree through compromise. You know that a compromise is an agreement in which each party gives up something and gets something. In order to reach a compromise, the two parties must come together to talk things over. Collective bargaining is the process in which representatives of labor meet with management (or its representatives) to discuss the demands of each and try to reach agreement.

Industry-wide bargaining is bargaining between representatives of the national or international union and representatives of all the companies in an industry. Large mass-production industries such as the steel, automobile, coal, and rubber industries are suitable for industry-wide bargaining.

Company bargaining is bargaining between representatives of labor and a single company or employer.

HOW DOES COLLECTIVE BARGAINING WORK?

"This isn't exactly what I had in mind when I asked for a larger pay check, sir."

The individual worker who tries to bargain for himself often doesn't get very far!
Courtesy UAW

The primary function of a labor union is to do collective bargaining for its members. The outcome of successful collective bargaining is the contract – a signed agreement specifying the conditions of employment accceptable to labor and management. Bargaining may be done on a local level, a regional level, or a national level.

1. The first step in collective bargaining is union recognition. Employees must organize and decide what union they want to represent them. Elections are conducted by the State or National Labor Relations Board. The secret ballot is used to protect workers against possible punitive action by employers or by other workers.

2. After the union is organized, the members must decide what they want to ask for. Specific demands are usually presented to management in writing, so that management can study the proposals, determine how to respond, and make a counter-proposal. Both sides study the proposals and counter-proposals very carefully before they meet.

3. Direct negotiations take place. At the appointed time labor's representatives meet with management at the bargaining table. Each side presents its demands and indicates how much it may be willing to compromise. Remember that both labor and management are primarily concerned with increasing their profits, that high worker profits mean lower management profits, etc. But both know that they must give in on some points. The reason collective bargaining sometimes breaks down is that the two sides may have different ideas about how much their proposals are worth, or how much they can get the other side to surrender.

4. If collective bargaining is successful, a compromise agreement will be made at the collective bargaining table. The terms of the agreement must be submitted to the union members and to management for approval. If approval is given, a contract is signed, binding both sides to abide by the terms of the contract for a specified time, usually one to five years. There has been a trend toward long-term contracts in recent years, an indication of greater harmony in labor-management relations.

Collective Bargaining Has Brought . . .

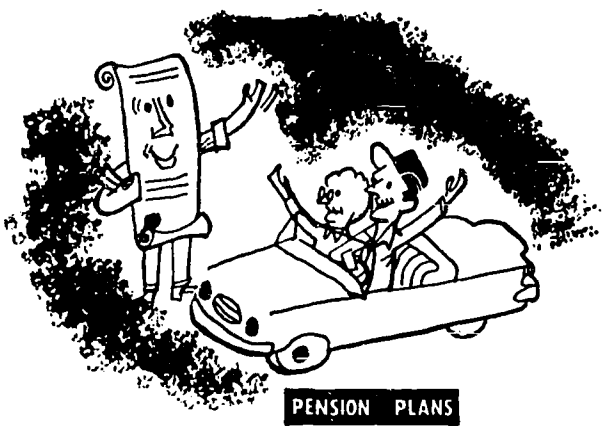

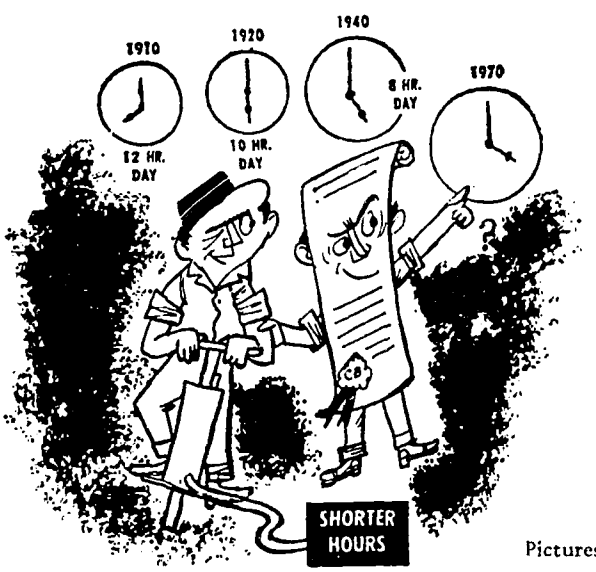

Pictures Courtesy of AFL-CIO

The contract covers such matters as the following:

1. Union security. -- The contract will state whether the union will be protected by the union shop or the closed shop (now illegal), whether the union will be the exclusive bargaining agent for all employees, whether or not the checkoff will be used. etc.

2. Wages. hours. and working conditions. -- The contract will probably be quite specific about these very important items. stating in detail what the hourly wage rate will be for each classification of workers.

3. Work rules. -- The contract will probably state the rules workers must obey while they are at work. and the penalties. if any. for violating them. This contract provision is of great benefit both to the employer, who can expect cooperation from the union in enforcing discipline, and to the worker. who knows exactly where he stands.

4. Duration of contract. -- The contract specifies the length of time it will be in effect.

5. Fringe benefits. -- The contract states what extra benefits the workers will receive. You know already that this is an indirect wage increase, since it gives workers "free" benefits for which they otherwise would have to pay.

6. Provisions for enforcement. -- The contract states the way in which both sides will see to it that they do not violate the contract. An important part of contract enforcement is grievance machinery. You should know something about how the contract may be enforced and how grievance machinery works.

7. Seniority and promotion plans and layoff policy.

HOW ARE THE PROVISIONS OF THE CONTRACT ENFORCED?

Both labor and management keep supervisory personnel in the plant to see that the contract provisions are carried out. The size and complexity of the supervisory organization will depend on the size of the shop, the number of people employed, etc. The average shop has a foreman who directs operations in the shop for management, and a shop steward. who protects the interests of the workers. A large factory may have many shop stewards and foremen, subordinate to a chief steward and general foreman.

A grievance is a complaint. Complaints both large and small may go through the grievance machinery. Some typical worker grievances are:

1. Not enough safety devices on dangerous equipment.

2. A worker with a ten-year employment record was laid off, while newly hired men were kept on. The contract says there shall be a seniority plan for layoffs.

3. A drinking fountain is needed in the shop.

Some typical management grievances are:

1. The men are "goofing off": coffee breaks, lunch hours, etc. are too long.

2. Men gripe about the assignments they are given according to the terms of the contract.

3. A careless worker is in danger of getting hurt, ruining expensive equipment, or hurting other workers.

HOW DOES GRIEVANCE MACHINERY WORK?

It would be very nice if we could put our grievances into a real machine and a solution pop out the other end. Grievance "machinery" doesn't work that way, though; it is actually a step-by-step process for handling problems that arise in the shop between labor and management. Briefly, it works something like this:

1. The individual worker takes his grievance to his representative, usually called the shop steward. The shop steward takes the problem up with the foreman, management's representative in the shop. These two men may decide together how the grievance should be solved. If they cannot, then --

2. The shop steward refers the complaint to the chief steward, the foreman refers it to the superintendent or general foreman. These two men may agree on a solution. If not, then --

3. The local grievance committee of the union and management's personnel director in the plant receive the complaint. They try to work it out together. If they cannot, then --

4. It may have to go to a higher level of the labor-management structure. Representatives of the national union may have to work with high officials in the industry to solve the problem. If it is a really big problem, it may become a part of the next contract negotiations, or --

5. The dispute may go to arbitration, which will be explained later.

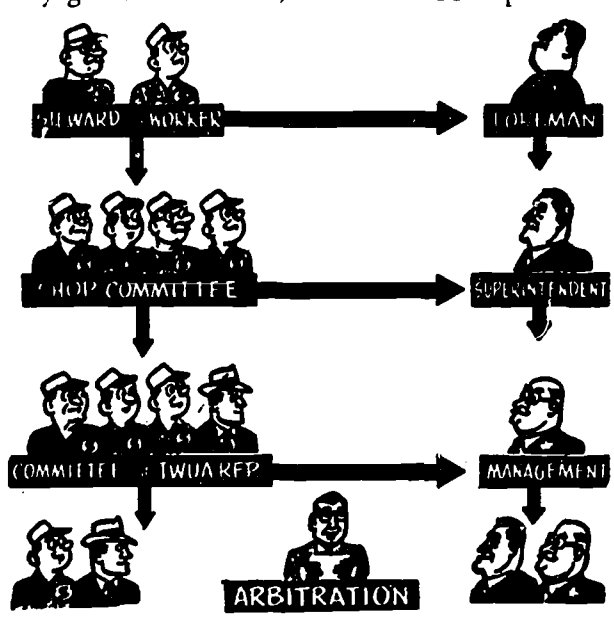

Textile Workers Union of America

This represents a typical procedure for settling grievances under a union contract. First, an attempt at adjustment is made at the lowest level, between the worker and shop steward on one hand, and the foreman on the other. The dispute will then be carried to higher levels, if necessary.

Most grievances get settled at the local level and are not referred to top labor or management leaders. Wildcat strikes (unauthorized strikes) usually come about over grievance disputes. Workers don't always do as their union leaders advise them to do, and sometimes do things their union leaders advise them not to do. Sometimes the union officials fail to represent workers' interests and the "wildcat strike" is then as much a protest against the union as it is against management. Management sometimes refuses to cooperate with the grievance machinery. This can cause grievance machinery to fail. Usually, however, workers have enough faith in the grievance machinery to wait patiently for joint labor-management decisions.

Study the diagram showing the steps in grievance machinery. You should also read through the recommendations given by the USW to its shop stewards in the chart shown at right.

HOW TO HANDLE A GRIEVANCE

DETERMINE OBJECTIVE

1—GET THE FACTS
Review the record.
Find out what union and plant rules and customs apply.
Talk with the individuals concerned.
Get opinions and feelings.

Be Sure You Have the Whole Story

2—FIT THE FACTS TOGETHER
Consider their bearing on each other.
What possible actions are there?
Check union and management practices and policies.
Consider objective and effect on the individual, group and union.

Don't Jump at Conclusions

3—GO INTO ACTION
Are you going to handle this yourself?
Do you need help in handling?
Should you refer this?
Watch the timing of your action.

Don't Pass the Buck

4—FOLLOW THROUGH
How soon will you follow up?
How often will you need to check?
Watch for changes in attitudes and relationships within the union and toward management.

Did Your Action Strengthen Union Contract Relations?

43 PRINTED IN U.S.A.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. Define collective bargaining.

2. What is a compromise? Give an example.

3. If you ask your employer for a $25-a-week raise and get it, did you and the employer compromise?

4. Explain the difference between industry-wide bargaining and company bargaining.

5. State whether you would expect to find (a) industry-wide bargaining or (b) company bargaining in each of the following industries or organizations:
   a. steel industry
   b. construction industry
   c. automobile industry
   d. garment industry
   e. hospitals
   f. schools

6. What is a contract?

7. Explain the steps in successful collective bargaining.

8. How do labor and management enforce contract provisions?

9. Who is the worker's representative in the shop? Who is management's representative?

10. Explain the issues usually covered in a contract.

11. What is a grievance?

12. Think of four or five grievances a worker might have and four or five that management might have in a shop in your trade. Don't use the examples suggested in the lesson. Role-play these grievances, with some members of the class as workers and others as management.

13. To whom does the individual worker usually take his grievance?

14. Explain how grievance machinery works.

15. What can cause grievance machinery to break down?

16. Explain the difference between grievance procedure and contract negotiations.

17. Explain why labor and management prefer to settle their differences through cooperation rather than conflict.

18. Interview a shop steward and a foreman about how they handle grievances.

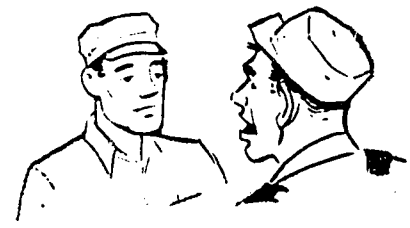

1 *Steward and worker take it up with foreman.*

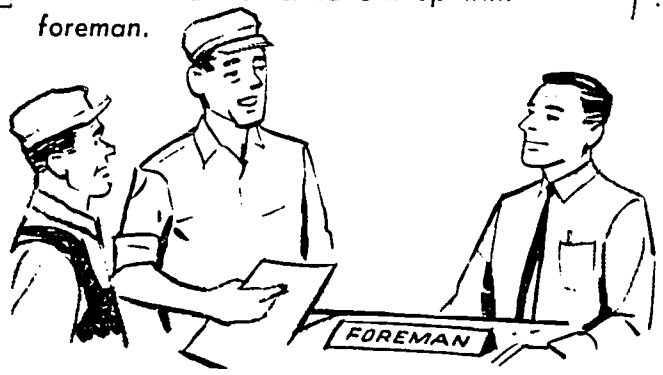

2 *Union committee and plant superintendent or personnel director take up the grievance.*

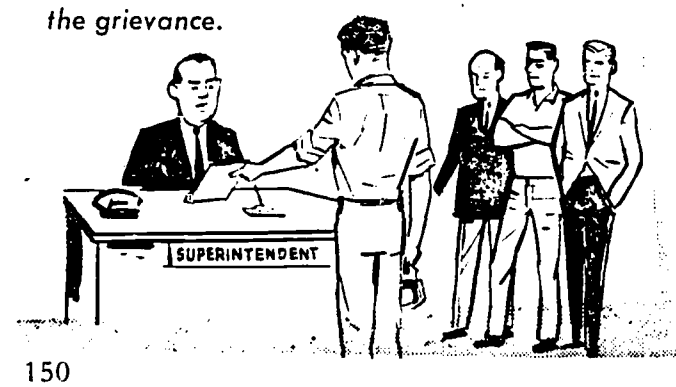

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UNIT VI – PROBLEM-SOLVING TECHNIQUES UTILIZED BY MANAGEMENT AND LABOR

Appeals to Third Parties — Lesson 2

OBJECTIVES:

1. To understand the circumstances under which labor and management may agree to use a third, neutral party to settle their dispute.

2. To learn the kinds of third parties available for settlement of disputes.

WORDS TO LEARN:

binding	injunction	reconciliation
commit	manipulate	reluctant
company union	neutral	revival
compulsory	offending party	revolve
disband	period	sentiment
dispute	prejudiced	third party
	propaganda	yellow-dog contract

INFORMATION:

When collective bargaining breaks down, or grievance machinery fails to work properly, labor and management sometimes agree to submit their differences to a third party. The third party will have to be a person or group considered neutral by both labor and management. Neither side will agree to entrust its case to anyone who is known to be prejudiced in favor of the other side.

There are several ways in which third parties may be used. The way selected usually depends on the nature of the dispute.

WHAT IS MEDIATION?

Courtesy AFL-CIO

Mediation is the use of a third, neutral party whose decision is not binding. The mediator listens to both sides of the argument, studies all available evidence, and then tries to explain each side's position to the other. He makes recommendations to each side privately. If one reconciliation attempt fails, he will seek to find another plan. The mediator's job is to try to bring about a settlement by helping the two sides to understand each other and by proposing compromises. Neither labor nor management is committed to accept the mediator's recommendations. If he fails to get agreement after a series of tries, the mediator will announce that he sees no present possibility of successful mediation.

The decision by labor and management to submit their differences to mediation is entirely voluntary. When direct negotiations in contract settlements break down, mediation may be used, since both sides have the right to reject the mediator's recommendations. In this way, the two sides are able to get expert advice without committing themselves to follow it.

Mediation may be done by a single person or a group of people. The National Labor Relations Board maintains a Mediation Board whose services are available in labor-management conflicts. Its services are often used in industry-wide bargaining. State labor-relations boards also have mediation services, which are used for settling local or regional disputes. Sometimes local labor and management groups call on a prominent local citizen whose judgment they respect. Mediators on the state and national level are persons trained in labor-management relations.

Mediation is better suited for disputes over the terms of a new agreement than it is for grievances arising out of the interpretation and application of an existing agreement. It is an aid to collective bargaining.

WHAT IS ARBITRATION?

Arbitration is the settlement of a labor-management dispute by a third party whose decision is binding. Can you see the differences between arbitration and mediation? Before submitting their differences to arbitration, both sides must agree to abide by the arbitrator's decision. Labor and management are reluctant to use arbitration in a contract dispute, since the contract determines conditions of employment for a considerable length of time; so the two parties usually prefer to leave the door open for continued negotiations (or conflict) in order to try to get as many of their demands as possible. In contrast with mediation, which is used in contract disputes, arbitration is more frequently used as the final step in the settlement of grievances, particularly disputes arising from an agreement – involving interpretation of what was meant in the contract.

The same people may act as arbitrators or mediators, depending on the kind of service labor and management want.

Whenever a long strike appears to endanger the national welfare, there is usually a revival of public sentiment in favor of compulsory arbitration. This means that labor and management would have to submit to arbitration if they couldn't agree. However, they

prefer to be free to use their own devices to reach agreement. The fear that compulsory arbitration will be forced on them may serve to prevent labor and management from permitting long periods of industrial conflict.

To illustrate the types of decisions arrived at by arbitration, we have chosen two "digests" from the American Arbitration Association's Summary of Labor Arbitration Awards. These appeared in Personnel, the American Management Association's bimonthly publication, in July/August, 1969, p.32.

The Issue and the Contract

Did the company have the right to discharge an employee who, though suffering from silicosis, refused to wear a mask or to take a transfer to dust-free areas? The contract required the employer to "correct all conditions" that endanger health or safety.

The Union's Argument

It's the grievant's life; if he wants to risk it, that's his business.

The Company's Defense

An insurance company threatens to raise our premiums if we don't remove this man from areas where there is dust in the air.

The Arbitrator's Decision

The company was not required to reinstate the grievant. The insurance company's threat is a valid consideration, just as it would be a valid consideration if the grievant's condition caused him to be half as efficient as other workers.

The Issue and the Contract

Were employees who were terminated in June and then rehired in October entitled to a Christmas bonus based upon their total year's earnings, or just the earnings since the most recent hiring? The contract stated that 1 percent of the year's total earnings would be given to employees as a bonus "on or about December 15."

The Union's Argument

It would be inequitable to deprive rehired employees of a bonus based upon total earnings, and to hold otherwise might encourage firing and rehiring solely to deprive employees of their bonuses.

The Company's Defense

When the employees in question were terminated in June, they lost all their seniority; when they were rehired, they started as new employees, so their earnings from January to June do not have to be computed in their bonuses.

The Arbitrator's Decision

The union won. The negotiators of the contract made bonus money dependent upon earnings during the year, not earnings since the most recent hiring date. Moreover, when a former employee resumes employment, he shows he is still loyal to the company. As the bonus was intended to reward loyalty, it would be inequitable to deny the full bonus to rehired employees.

HOW MAY THE COURTS AND THE NATIONAL LABOR RELATIONS BOARD SETTLE DISPUTES?

Congress established the National Labor Relations Board to administer the National Labor Relations Act (Wagner Act) of 1935. You remember that this was the first permanent labor law permitting workers to organize and elect their own representatives for collective-bargaining purposes. Either labor or management may appeal to the NLRB for help in any area where it has authority to act. It is not possible to explain all the services the NLRB can perform, but you should know some of the most important ones.

"You and Unions"
Science Research Associates

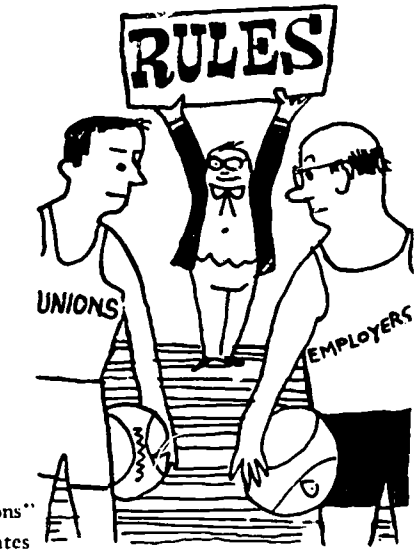

The NLRB set the rules for management-labor relations beginning in 1935.

1. The Board has the authority to insist that the employer permit collective bargaining in his plant if the majority of the workers want it. In order to assure workers fair and equal bargaining rights, the Board can order the employer to disband any company unions, and it can hold elections in the plant to determine what union the majority of employees want to represent them.

2. When it receives an appeal from labor or management, the Board has authority to prohibit unfair labor practices by either side. Unfair labor practices are defined in the existing laws. For example, the closed shop was legal until the Taft-Hartley Law was passed in 1947, and the yellow-dog contract was legal until the Wagner Act of 1935. Both of these practices, one a weapon of labor, the other of management, are now prohibited.

3. The Board offers an arbitration and mediation service whose services may be requested by groups in disagreement.

4. The Board has no punitive powers; that is, it cannot punish either labor or management for refusing to obey its orders. If the Board's orders are not obeyed, it must ask a Federal circuit court to issue an injunction, or court order, to the offending party. The courts can order management and labor to obey the decisions of the Board.

5. If either side disagrees with the decision of the Board, it may appeal to the court to revoke the decision. The courts have agreed with the NLRB's decision in most cases, but have occasionally ruled against the NLRB.

WHAT IS PROPAGANDA AND HOW IS IT USED BY LABOR AND MANAGEMENT?

Propaganda is the attempt by one party in a dispute to influence public opinion in its favor. The third party to which the appeal is made is the general public, whose sentiment is reflected in the kind of labor laws we have. You know that we often read the propaganda put out by the Soviet Union, trying to influence world opinion in its

favor; you probably know that our own Voice of America exists for the same purpose. Similarly, all of us are constantly exposed to propaganda from both labor and management. Our opinions may be determined by which piece of propaganda we read; that is why it is very important to avoid jumping to conclusions until we have read both sides. It is not always easy to make decisions then, since these problems are so very complex.

You should also remember that propaganda is not necessarily false. Most people think all propaganda is a collection of falsehoods. Propaganda is sometimes false; however, intelligent propaganda is more likely to use true facts and figures. Even true facts and figures may slant the evidence, if other true facts and figures are left out! Facts and figures always seem very impressive, but they may be manipulated cleverly to support either side's position in almost any dispute.

Propaganda is an effective weapon in labor-management relations in the United States. In a democracy, public opinion matters. If the general public is outraged by labor's behavior, it will support strict labor laws; if it is aroused against management, it will insist on laws favoring the workers.

Propaganda is handed out through every avenue of mass communication. Television, radio, newspapers, magazines, books, advertising, pamphlets, etc. are constantly exposing us to appeals from some group.

Sometimes it's hard to separate the facts from the emotional appeals of both sides.
"You and Unions." Science Research Associates

An issue about which both labor and management are trying to "educate" the public to their quite opposing points of view is the issue of inflation. The National Association of Manufacturers has, for instance, a pamphlet entitled "What Is Pushing Up Prices and Holding Back Progress?" The answer is, of course, wage increases demanded by labor. On thee labor side, the AFL-CIO News and other labor publications maintain that price increases and Republican administration policies are responsible.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. What is meant by a "third, neutral party?"

2. Under what circumstances are labor and management likely to call on a third, neutral party?

3. Name four types of third neutral parties mentioned in this lesson.

4. Explain the difference between arbitration and mediation.

5. Why do both labor and management prefer mediation to arbitration in contract disputes?

6. In what kinds of disagreements is arbitration more likely to be used than mediation? Why?

7. Where can mediation and arbitration services be obtained?

8. What is compulsory arbitration? Why are both labor and management opposed to it?

9. What kinds of services can the National Labor Relations Board perform in a labor-management dispute?

10. What is an "unfair labor practice?"

11. Look up and list as many unfair labor practices as you can find.

12. What is propaganda ?

13. Why do true facts and figures sometimes fail to tell the truth?

14. How may propaganda be given to the public?

15. Why do labor and management use propaganda?

16. Do you think propaganda is useful? Why or why not?

17. Think of an issue which is being disputed in your town or school and role-play its settlement through arbitration or mediation.

18. Find as many examples as you can of labor or management "propaganda" in the newspaper and bring them to class for discussion.

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UNIT VI — PROBLEM SOLVING TECHNIQUES UTILIZED BY MANAGEMENT AND LABOR

Conflict Techniques of Labor and Management — Lesson 3

OBJECTIVES:

1. To understand the techniques used by labor and management to gain their objectives when cooperative [illegible] appeals to third parties don't work.

2. To understand which of these techniques are permissible under the present law.

WORDS TO LEARN:

accumulated	counteract	monopolize
AFT	counterpart	persuasive
authorized	denies	public interest
capitulate	disruption	reserve capital
coerce	illegal	right-to-work
commodity	incompatible	sanctions
controversial	job action	spontaneous
cooperative	legal restrictions	subversion
conflict	last resort	techniques

INFORMATION:

As we pointed out before, most labor-management disputes nowadays are settled peaceably. This was not always true, however, and, while it is probable — considering the direction in which American society has been moving — that cooperation will increase, it is always possible that conflict will increase. When conflict occurs, it nearly always makes the headlines. Many people read stories of labor-management conflict and wonder what is meant by many of the terms they run across. Do you know the difference between a strike, a sit-down strike, and a wildcat strike, or the difference between a primary boycott and a secondary boycott? These are a few of the terms you will read in the papers. You will learn quite a few of them in this lesson, because you can't understand labor-management relations without understanding these commonly used terms.

One interesting fact about labor-management conflict methods is that every one used by labor has a counterpart used by management, and vice versa. This is probably because whenever one side has come up with a new "weapon" the other side has developed one to match it. We have organized this chapter so you can see how these techniques correspond.

All the conflict techniques mentioned here have been used in America at one time. Some are now illegal under the present laws. You should know which techniques may be used and which are forbidden.

WHAT ARE STRIKES AND LOCKOUTS?

A strike is a work stoppage created by labor; a lockout is a work stoppage created by management.

You read earlier that the only commodity the worker can withhold from management is his labor, and that workers formed unions in order to be able to withhold the labor of large groups of workers, since the individual worker can so easily be replaced. Strikes, in which large groups of workers withhold their services, have been used by workers since they first began to organize. The strike is labor's basic weapon, since it is the most effective way to cut management's profits. The lockout is management's corresponding weapon. By closing the shop, and withholding its tools and machinery, management is able to deprive the workers of their profits.

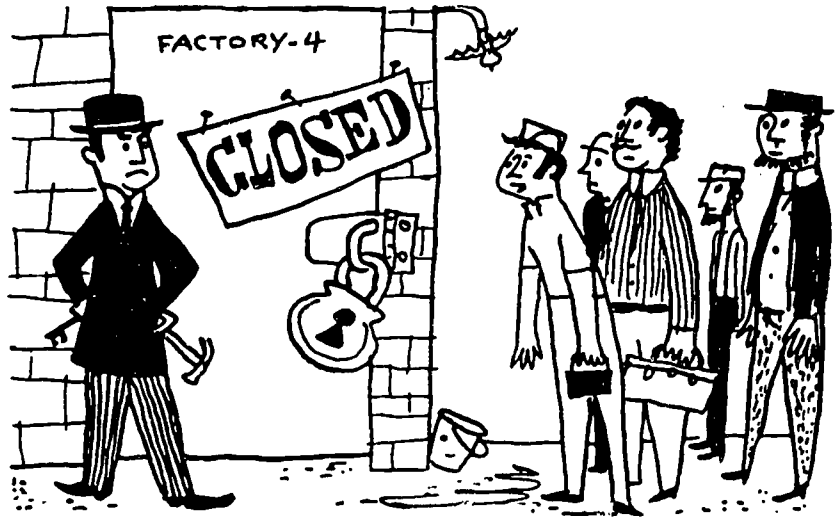

Science Research Associates

Sometimes both labor and management withhold their services from each other at the same time. For example, in a dispute between Actors' Equity (a union of Broadway actors) and the Producers' Association (management of the Broadway plays), Actors' Equity ordered the cast of a play to fail to appear for work one night and promised nightly work stoppages. The next night the producers closed all Broadway shows. The producers called the Broadway shutdown a strike; the actors called it a lockout. In fact, it is often hard to tell whether a work stoppage is a strike or lockout, since the failure to reach agreement is usually the fault of both sides.

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The lockout was a very effective weapon before labor unions became strong. In the 19th and early 20th centuries. management had greater wealth and power and could outlast the workers. Now some of the large and powerful unions have accumulated enough reserve capital to support their workers through long work stoppages.

You should realize that both labor and management wish to avoid strikes and lockouts. Management doesn't make any profit during a work stoppage, and union strike funds can't possibly give the worker the same income he enjoys when he is working. Workers have to sacrifice considerable income, and management considerable profits, when strikes occur.

The usual procedure in a strike is for the union officials to give advance warning to management about when the strike will begin. A strike may be a local strike, against one or several companies, or it may be a strike against a single company which has numerous plants in various parts of the country, or it may be a strike against an entire industry. An example of the local strike is a strike of New York City bus drivers. An example of the second kind is the strike action of the United Automobile Workers against General Motors, or the Ford Motor Company. An example of the third type is the steel strike, in which all steelworkers organized by the USW strike against all the steel companies.

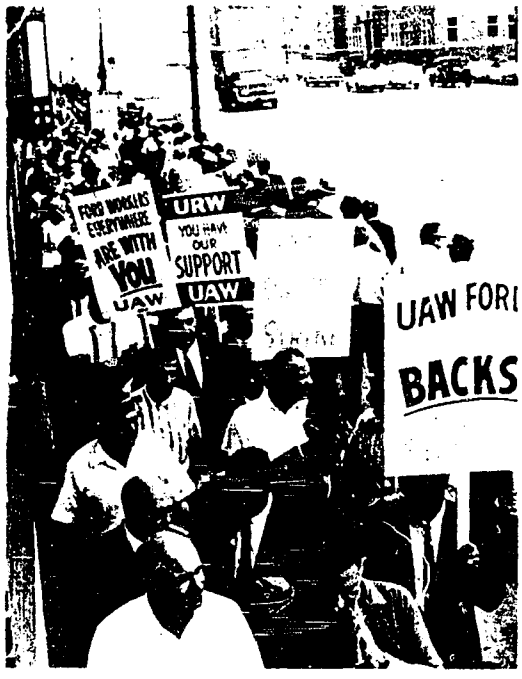

Sometimes union members demonstrate in sympathy with striking workers. Here, a Ford workers council, made up of delegates from every Ford plant in the U.S., are picketing Uniroyal Corporation's Detroit plant in support of the United Rubber Workers' strike demands.

In cases where the union has to deal with many employers, it may use a strike technique known as whipsawing. This means that only one employer at a time is struck. As this employer sees other companies taking over his business while his firm is shut down, he is under enormous pressure to capitulate to the union demands. After he has signed with the union, another employer will be struck, and so on. This technique is often used in the women's garment industry, where the union deals with thousands of employers.

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A **wildcat strike** is a spontaneous strike by employees, and is not authorized by the union. These strikes almost always take place on the local level. Wildcat strikes are sometimes used by workers to protest action by their leaders. They are also frequently the result of quarrels between two unions in the same industry. In Germany, where the law imposes a complicated procedure before striking is permitted, there have been increasing numbers of wildcat strikes.

A **sitdown strike** is one in which the striking workers remain at their posts inside the building but don't do any work. An advantage of this type of strike for the workers is that the presence of workers inside the plant effectively prevents the employer from bringing in strikebreakers to keep production going. The sitdown strike was used very effectively by the United Automobile Workers against the automobile manufacturing companies in 1937. It encountered strong public disapproval, however, and is seldom used any more.

Automobile Workers on a Sitdown Strike in 1937 -- UAW

There are legal restrictions on the use of lockouts and strikes. Unless employers and unions show evidence of bargaining in good faith, they may get in trouble with the NLRB. In other words, the strike and the lockout are the last resorts. Public opinion against both encourages labor and management to try to reach peaceful settlements.

WHAT ARE SANCTIONS?

Certain groups of workers – teachers, police, and firemen – who are called "public service" workers, are forbidden by law from striking because to do so is judged by the courts to be very harmful to the public interest. Teachers sometimes have imposed "sanctions" on school systems either prior to a strike or instead of a strike. Examples of such sanctions are: publicly discouraging teachers from accepting jobs in the school district until the condition under protest is remedied: refusing to engage in any after-school activities: refusing to perform any non-instructional duties, etc. Such sanctions have been somewhat effective. The recent trend in states where teachers have the legal right to do collective bargaining with employers, has been toward using the strike when contract negotiations break down. In such instances, the teacher organizations' leaders are

often jailed and organizations have had to pay heavy fines. Albert Shanker, president of the AFT in New York City, and Mrs. Carol Graves, president of the AFT in Newark, have both spent time in jail for leading strikes.

WHAT IS A JOB ACTION?

Whereas a strike means withdrawal of services, there are various ways in which workers can remain on the job and demonstrate their collective strength. The imposition of sanctions and the use of the slowdown are two such methods. The term "job action" is a rather vague one which can be applied to a variety of on-the-job protest activities or disruptions of the work process.

WHAT ARE SLOWDOWNS AND SPEEDUPS?

The slowdown is labor's weapon for cutting down production, and the speedup is management's weapon for speeding up production. In a slowdown, the workers go to work as usual, but work more slowly. This cuts profits for management, but enables workers to receive their pay. It is likely to be used when workers are paid by the hour, day, or week, rather than when they are paid according to the amount they produce. For example, subway slowdowns are fairly common in New York City when the Transport Workers Union is bargaining for its subway employees. Sometimes the slowdown is used by workers who do not have the legal right to strike; for instance, firemen, policemen, etc.

In the speedup, production machinery is actually speeded up so the workers will have to work very fast. The speedup enables management to produce more with fewer workers. Speedups were in use in automobile assembly plants in the 1930's and were a major target of the UAW when it organized workers in that industry.

HOW MAY LABOR AND MANAGEMENT MANIPULATE THE LABOR SUPPLY?

Labor can strengthen its bargaining position if the union can monopolize the labor supply. Management can increase its bargaining power if there are available workers not controlled by the union. Let us examine these techniques for manipulating the labor supply in more detail.

There are three major ways in which the union can try to monopolize the labor supply. They are:

1. By persuading all available workers to join the union so the employer can't find non-union help, no matter where he goes.

2. By getting union-security provisions written into the contract. Under the closed shop provision, the employer is forbidden to hire non-union labor. Since the closed shop was prohibited by the Taft-Hartley Law, unions now concentrate on getting the union shop contract, which requires that employees join the union within a specified period of time. (The union shop, too, is illegal in states which have right-to-work laws.)

3. By persuading employers to hire only workers recommended by the union. This, as you can see, makes it possible for unions to monopolize the labor supply, not by appealing to all workers, but by preventing some workers from competing for jobs.

The corresponding weapon by management has usually taken three forms. They are:

1. By hiring non-union labor. When this is done during a strike, or during a union organizing campaign, it often leads to violence. The strikers view such workers as strikebreakers and call them "scabs."

2. By relocating factories in unorganized areas. The movement of textile mills from New England to the South has taken place partly for this reason. Low tax rates in the South have also attracted industry.

3. By opposing union-shop and union-security provisions in order to leave workers who do not choose to join unions eligible for employment. Some industries provide wages and other benefits for their workers higher than those in unionized shops and thus effectively counteract attempts to organize the workers in their shops. National unions have to maintain fairly equal wage and benefit standards in all parts of the country; sometimes this works to their disadvantage.

Since the Taft-Hartley Law was passed in 1947, some states have passed laws designed to prevent labor from monopolizing the labor supply. Such laws, called right-to-work laws, will be discussed at the end of this lesson.

HOW IS FEATHERBEDDING USED BY LABOR AND LABOR-SAVING MACHINERY USED BY MANAGEMENT?

Labor-saving machinery speeds up production, cuts costs, eliminates the need for some workers, and cuts down the human problems with which management has to deal. Such machinery is obviously very advantageous to management. Labor-saving machinery marked the beginning of the Industrial Revolution. However, as the efficiency of old machines is improved and new machines are invented, new employment problems are created for workers. New machines create new jobs, to be sure; but the worker can't always find the new job, or he may not be trained for it. Sometimes, when he finds it, he doesn't want to go where it is for a variety of personal reasons. However, new machinery not only increases profits for management, but enables more goods to be produced at less cost to the consumer. This helps to explain why workers' efforts to destroy, or prevent the use of, labor-saving machinery has never succeeded. The continuing problems which newly invented labor-saving machinery presents to both management and labor will be discussed at greater length in later units.

In order to keep its members employed, unions have sometimes engaged in a practice known as featherbedding – keeping men at work where they are not really needed. This practice is costly to management, which must pay for more workers than are actually needed to do the work. By the same token, of course, it is costly to consumers. The union defends the practice on the grounds that its job is to protect its members, who have been trained in a certain line of work and are entitled to employment in their chosen field. Some well-known examples of featherbedding are:

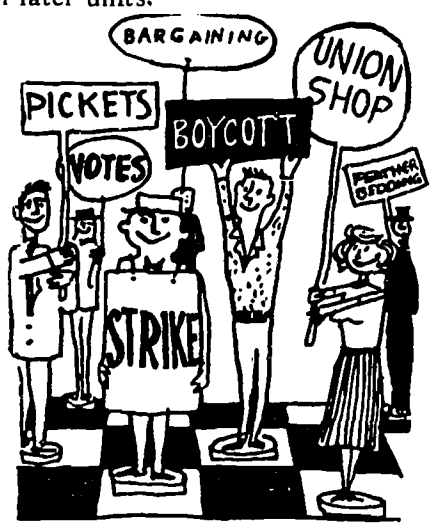

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1. The practice of requiring a fireman on a train with a diesel engine. Railroad management insists the fireman is totally unnecessary. The union says the fireman acts as an assistant to the engineer and contributes to safety.

2. In the construction industry, a skilled engineer is employed for pressing a button to start a compressor at the start of the day and turn it off at the end of the day.

3. The International Typographical Union insists that advertising plates are set up, proofread, and corrected by union members, although this work is destroyed without being used. Newspapers actually use a plate supplied by the advertiser.

4. If a theatre or night club hires an out-of-town orchestra, it must also hire a band of local musicians, who in fact do nothing.

Management continues to seek new machinery, and workers continue to seek greater security. This basic conflict of interests may increase in the Age of Automation unless new techniques of resolving difficulties are found.

WHAT ARE BOYCOTTS AND YELLOW-DOG CONTRACTS?

A primary boycott is an effort by the union to persuade people not to purchase the goods produced by a manufacturer with whom the union is in conflict. Since this is direct action against the employer by the union, the courts have generally upheld the union's right to use it.

The secondary boycott is an effort to coerce businesses which supply materials to or purchase from the employer that the union is fighting, not to supply him with raw materials nor to purchase from him. The coercion is applied by persuading the workers in the supplying or purchasing companies to go on strike themselves, or at least to refuse to handle cargo going to or coming from the struck company. Since the Taft-Hartley Act, this kind of boycott has been illegal.

Strikers generally try to discourage anyone from carrying on business of any kind with the employer.
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The yellow-dog contract is an agreement signed by the worker, as a condition of employment, that he will never join the union. It was used frequently in the 19th century, when it was called the "iron-clad oath." Since the Wagner Act gave workers the right to bargain collectively, the yellow-dog contract has been illegal.

HOW MAY LABOR AND MANAGEMENT USE POLITICAL INFLUENCE?

Both labor and management maintain powerful lobbies (pressure groups) in Washington, and in every state capital, for the purpose of trying to get legislation passed favorable to themselves. All the large national and international labor unions have Political Action Committees. You know that the AFL-CIO has a committee on legislation

which works to get favorable laws passed by Congress. Management's counterpart of the AFL-CIO is the National Association of Manufacturers, which represents its interests. The U.S. Chamber of Commerce, also represents management's point of view.

An example of a controversial political issue is the right-to-work law, which management groups support and labor fights. The Taft-Hartley law made right-to-work laws possible by prohibiting the closed shop. Several states have passed such laws since 1947, and some have repealed them. Briefly, "right-to-work" means that the worker should have the right to work without having to join a union. Since both labor and management have presented public statements supporting their positions on this issue, we can present their arguments most effectively by using quotations from pamphlets. As you read this material, you should be aware that it is propaganda, designed to influence the public to support the right-to-work laws (management's side), or to oppose such laws (the union's side).

In answer to its own question, "Why is compulsory unionism — in any form — a menace to America?" the National Association of Manufacturers says the following:

> Because it is one of the most basic issues of our times. After nearly two centuries of freedom in this nation, we are now confronted with this fundamental question:
>
> > "Must an American citizen belong to a private organization – called a labor union – in order to earn his living at his job?"
>
> Compulsory unionism denies free men the right to choose their own course of action – and this is the bedrock foundation on which America was built.
>
> No argument for compulsory unionism – however persuasive – can possibly justify invasion of the right of individual choice.
>
> For a society which is dedicated to the freedom and sanctity of the individual, it is tragic to realize that we have permitted compulsion by a single group – a total denial of the individual's freedom to act.[1]

The AFL-CIO has the following to say about right-to-work laws:

> Propaganda on behalf of "right-to-work" laws concentrates on the "right" of the average worker not to join a union. Yet that propaganda overlooks the fact that without a union, the individual worker would have little or no bargaining power in negotiations with his employer . . .
>
> The strength of a union depends on what proportion of the workers belong. In some situations, it is impossible for a union to maintain itself without some sort of union security; and in all situations, union security gives added strength to a union . . .
>
> To argue against union security is, in effect, to argue that the minority has even more rights than the majority – and that goes counter to all the common-sense rules for our democratic society . . .
>
> Workers have a normal resentment of the "free rider" – the fellow who takes all the benefits but refuses his share of the responsibility.[2]

[1] *Twenty Questions About the Right To Work*. Industrial Relations Division of the National Association of Manufacturers.

[2] *Facts vs. Propaganda: The Truth About "Right to Work" Laws*. Publication No. 46, American Federation of Labor and Congress of Industrial Organizations, Washington, D.C.

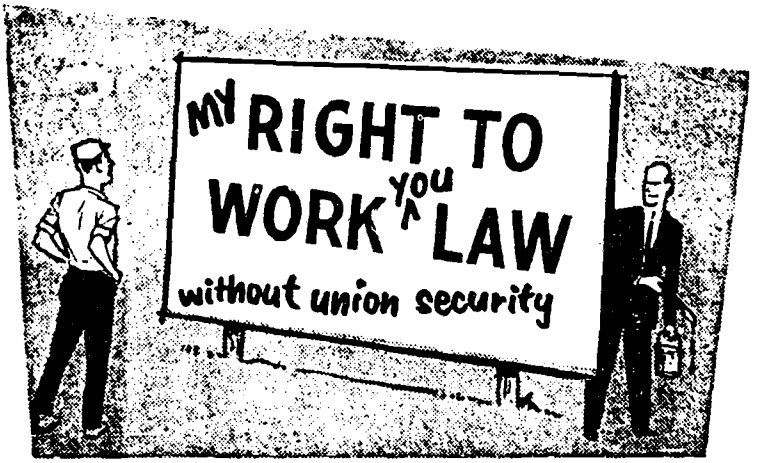

'Follow Me!'

'Them? My Partners'

Some AFL-CIO propaganda against the right-to-work laws

In general, labor's argument is that unions have a legal obligation to represent every worker, and that those who get benefits should pay their fair share. Non-union workers in unionized shops are called "Free Riders." In fact, the argument continues, there are lower labor standards in the states where "right-to-work" laws exist. Those states have the lowest incomes, the poorest schools, and the lowest standards with respect to minimum wages, equal pay for women, fair employment laws, unemployment compensation, and workmen's compensation. Furthermore, unions maintain that secure unions don't have to worry about employer subversion, and can afford to be more cooperative and more concerned with the public interest. Bayard Rustin, of the A. Philip Randolph Institute, and Cesar Chavez, of the United Farm Workers, call the "right-to-work" laws a "trap" for America's minorities because they are said to weaken the bargaining power of labor organizations.

Management argues, on the other hand, that compulsory unionism is incompatible with personal freedom and that unions are, in fact, surviving very well without it. "Right-to-work" laws are justified as providing important protection for minority rights.

Compulsory unionism makes the employee a "Captive Passenger" rather than a "free rider," says management. The argument for industrial peace when unions feel secure doesn't hold up in management's view. Management sees less industrial peace where there is compulsory unionism. Management also argues that compulsory unionism encourages selfish leadership and dictatorial and unjust control over members.

We shall leave it to you to decide whether "right-to-work" laws protect or minimize individual freedom and minority rights.

You may want to read some more about this controversial issue.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. What is a strike? What is management's counterpart to the strike?

2. Why do both labor and management wish to avoid lockouts if possible?

3. What is whipsawing? In what kinds of industries may it be used?

4. What is a wildcat strike? Under what circumstances may such strikes occur?

5. What is a sitdown strike? Under what circumstances have sitdown strikes been used effectively?

6. Why are sitdown strikes rarely, if ever, used any more?

7. What is a slowdown? What is management's counterpart to the slowdown? What are sanctions? What is a job action? How may they differ from strikes?

8. Name some ways in which labor can try to control the labor supply.

9. Name some ways in which management can try to control the labor supply.

10. What is a scab?

11. What is a right-to-work law?

12. What is featherbedding? What is management's counterpart to featherbedding?

13. Describe some common featherbedding practices.

14. What is a boycott?

15. Explain the difference between a secondary and a primary boycott.

16. What legal restrictions have been placed on the use of boycotts and yellow-dog contracts?

17. Explain how labor and management use political influence to attempt to persuade the public.

18. Explain:
    a. Management's attitude toward right-to-work laws.
    b. Labor's attitude toward right-to-work laws.
    c. Your attitude toward right-to-work laws.

19. Have a debate in class for and against right to-work laws.

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UNIT VII – INTRA-LABOR PROBLEMS

Lesson 1 – Jurisdictional Disputes
Lesson 2 – Control Over Leaders
Lesson 3 – Control Over Members
Lesson 4 – Ideological Disagreements
Lesson 5 – Discrimination Against Minority Groups
Lesson 6 – Organizing Unorganized Workers
Lesson 7 – Automation

Courtesy Eastman Kodak Company

UNIT VII – INTRA-LABOR PROBLEMS

Jurisdictional Disputes — Lesson 1

OBJECTIVES:

1. To understand the meaning of jurisdictional disputes.
2. To understand why jurisdictional disputes occur.
3. To understand the steps being taken to eliminate jurisdictional disputes.

WORDS TO LEARN:

arbitrary	prolonged
discord	reprisals
internal	unity
jurisdiction	

INFORMATION:

Intra means inside, so **intra-labor problems means problems inside** the labor movement. You know every organization has internal problems, whether it is a club, a church, or a government, so it is not surprising that organized labor has them. The more complex a society becomes, the more complex the problems of the organizations operating within the society are likely to be. Ours is a very large, industrial society; it includes people with all kinds of national backgrounds, all kinds of religious and political views. all kinds of hopes and aspirations, and many conflicting personal goals. Organized labor contains a cross-section of these people of diverse origins and ambitions, so it must contend with their problems, as must the nation as a whole. The growth and consolidation of industry has given us Big Business and Big Labor, and labor's bigness has created problems. Big Business has problems too, of course, but we are concerned here with learning something about labor's internal problems. In this unit we will consider such problems as control over their leaders by members, control over their members by leaders, communism, race prejudice, and opposition to unions. This lesson deals with the problem of jurisdictional disputes.

WHAT IS A JURISDICTIONAL DISPUTE?

A jurisdictional dispute is an argument between two labor unions. Usually it is about one of three things: (1) Which union has the right to organize certain workers in a plant or industry; (2) Which union has the right to perform certain jobs in a plant or industry: (3) What union do the workers want to represent them?

Jurisdictional disputes began as factories got larger and hired a greater variety of workers. Many of the conflicts between the AFL and the CIO in the 1930's and '40's were jurisdictional. Both federations were trying to organize workers in the large industries. The CIO wanted to bring all workers, skilled and unskilled, together in its industrial unions; the AFL's craft unions insisted they had the right to organize skilled workers performing their trades in the large industries.

A simple illustration will help you to understand this first kind of jurisdictional dispute. Suppose the United Automobile Workers (a CIO union) were trying to organize the workers in a plant where automobile parts are made, and the AFL craft unions were trying to get craft workers in the plant into their unions. Machinists permanently employed in the plant might reasonably belong to the machinists' union, since they are machinists, or to the UAW, since they are working in a factory which makes automobiles. The UAW and the machinists' union might have a dispute over who has jurisdiction over the machinists. The same thing might happen with the electricians, the tool and die makers, etc. who are employed in the factory.

These early jurisdictional disputes between the AFL and the CIO caused many strikes (including wildcat strikes) and some violence, until most of the mass-production industries were organized.

The second type of jurisdictional dispute involves two craft unions. Workers engaged in different trades and belonging to different unions continue today to quarrel about who has the right to do certain jobs. Such disputes can be long and complicated, with no very obvious solution. Arbitrary decisions may have to be made by state labor boards: therefore, union jurisdiction over the same jobs may actually vary from state to state. The following case was appealed to the National Labor Relations Board:

A contractor hired sheet-metal workers to put on roofing made of corrugated aluminum sheets. The ironworkers, who had put up the structural steel installations in the building, maintained that they had the right to apply the roofing. The NLRB decided in favor of the ironworkers, on the ground that the roof was part of the metal structure of the building which the ironworkers had been hired to erect.

A jurisdictional strike is between unions over rights to certain jobs.
Science Research Associates

A third type of jurisdictional dispute may arise in industrial unions which contain skilled workers when the skilled workers begin to feel that a craft union will represent their interests more effectively. The Transport Workers Union in New York City is constantly plagued by this kind of dispute. All bus drivers, subway employees, etc. belong to the TWU. Subway motormen feel that the TWU has to bargain for so many different occupations that it can't give them sufficient attention, so they have formed the Motormen's Benevolent Association, a competing labor union. Since the TWU has jurisdiction over the motormen, management cannot bargain with the Motormen's Benevolent Association. In order to get recognition for their own craft union, the motormen have sometimes called strikes or slowdowns. So far the TWU has retained jurisdiction over the motormen.

WHAT PROBLEMS ARE CAUSED BY JURISDICTIONAL DISPUTES?

The practice by one union of trying to get workers away from another union which is already bargaining for workers is called raiding. Raiding was common practice in the AFL-CIO jurisdictional conflicts of the 1930's and '40's. Management was often caught in the middle, between two battling unions. If it decided to recognize one as the bargaining agent, it might expect reprisals from the other. Jurisdictional disputes in those days led to prolonged strikes, in which labor, management, and the public suffered.

Disputes about who has the right to do certain jobs cause production to slow down or halt until a decision is made. This is costly to management, which loses profits; to workers, who lose wages; and to the general public, which loses goods and services. Jurisdictional disputes of this sort are often accompanied by wildcat strikes (not authorized by union leaders). These strikes are often very costly to management because they are not expected. Suppose, for instance, that work on a construction job can't proceed until the carpenters finish a certain process. If the rest of the work crew assembles in the morning but the carpenters don't show up, the work crew must be paid even though they are not able to work.

Jurisdictional disputes may cause loss of unity inside the labor movement and discord with the public. If unions are working at cross purposes, they do not present a united front to management or the public. Sometimes the public regards jurisdictional disputes as silly or selfish, and anti-union attitudes are encouraged or reinforced.

WHAT IS BEING DONE TO PREVENT JURISDICTIONAL DISPUTES?

One of the first unity moves of the AFL and the CIO was the no-raiding agreement. When the two organizations merged in 1957, a no-raiding agreement was written into the constitution. This means an agreement not to try to steal members from each other. Nevertheless, some competition still exists between AFL and CIO unions on the local level, and local unions continue to argue about jurisdictional rights. The constitution of the AFL-CIO empowers it to take disciplinary action against an offending union. However, there is not much the AFL-CIO can do except expel a troublesome union, and it can't very well expel the entire USW, for example, because one member local behaved badly. Also, the AFL-CIO has to exercise its disciplinary power with a certain amount of discretion, as member unions are able to withdraw from the federation at will.

The Taft-Hartley Law forbids jurisdictional strikes. However, wildcat strikes about jurisdictional matters by union locals continue to plague labor and management. Unions, which are subject to fines or other disciplinary action for violating the law, are sometimes unable to control their members, and national unions continue to be in conflict over who has the right to organize certain kinds of workers.

QUESTIONS FOR DISCUSSION AND ASSIGNMENT:

1. What are intra-labor problems?

2. Why does organized labor have internal problems?

3. What is a jurisdictional dispute?

4. Name three kinds of jurisdictional disputes, and suggest the circumstances under which each is likely to occur.

5. What is raiding?

6. What problems are caused by jurisdictional disputes?

7. What has the AFL-CIO done to try to prevent jurisdictional disputes?

8. Why is it difficult for the AFL-CIO to prevent jurisdictional disputes?

9. Why may it be hard for the national union to prevent jurisdictional disputes on the local level?

10. What legal restrictions have been placed on jurisdictional disputes?

11. Interview a local labor union leader about jurisdictional disputes. Find out whether his union has had any such disputes and how they were settled.

12. Think of a jurisdictional dispute which might occur involving workers in your trade. Role-play the contending sides.

13. Below is a news item clipped out of The Home News (New Brunswick, N.J.) in September 1973. Tell in your own words what the news item is about.

Election tomorrow

County blue-collar ranks making labor union choice

NEW BRUNSWICK — Some 450 Middlesex County blue-collar workers will go to the polls tomorrow in a special election to determine which of two labor unions will represent them in contract negotiations with the county.

The special election was scheduled earlier this month by the Public Employment Relations Commission (PERC) to resolve a jurisdictional dispute involving Middlesex Council 7 of the N.J. Civil Service Association, and Council 73 of the American Federation of State, County and Municipal Employes.

The latter organization won the right to challenge the Civil Service Association, which now represents the workers, by submitting petitions bearing enough signatures to schedule the new election.

Tomorrow's election will be the second time the two unions have faced each other in a jurisdictional dispute. In 1971, Council 7 won the right to represent about 750 blue- and white-collar workers in the first election.

The blue-collar workers have been severed from the supervisory workers for tomorrow's special election.

Middlesex County has designated five observers to watch over the five polling places. Negotiator William A. Ritter will be stationed at Roosevelt Park; negotiator Edward V. Hughes at Johnson Park; Parks Superintendent William Seeman at Thompson Park, county Adjuster Frank Moore at Tamarack Golf Course, and Frank Gibbons at the county Administration Building.

The polls will be open from 9 a.m. to 3 p.m. When the polls close, a PERC representative will pick up the ballot boxes and take them to the administration building where the votes will be counted.

The results of the election will be made known late tomorrow afternoon.

The union election was called after Council 73, a Trenton-based union, claimed white- and blue-collar workers should not be represented by the same labor union.

The Civil Service Association claims if the federation wins the election, the contract now in its final stages would be thrown out and the federation would have to begin negotiations anew.

The federation claims it can better represent the employes in seven major areas of negotiations.

Control Over Leaders — Lesson 2

OBJECTIVES:

1. To understand some of the issues involved in the problem of increasing democracy in unions.
2. To understand why union leaders may be unresponsive to the wishes of members.
3. To understand why and how corrupt practices occur.
4. To learn what is currently being done by organized labor to curb or prevent misuse of power by union leaders.

WORDS TO LEARN:

absolve	condone	manipulate
apathy	corrupt practices	monolithic
autocratic	co-opt	monopolistic
bigoted	indifference	oppressive
bombastic	ensconced	persecution
bureaucracy	factions	prestige
collusion	intimidation	potential
common touch	kickback	susceptible
		unresponsive

INFORMATION:

Unions, like all other organizations, are susceptible to undemocratic and corrupt practices. The revelations of congressional investigating committees in the last few years have made the general public aware of corruption and autocracy inside the labor movement. Actually, the number of unions involved in these scandals is relatively small, but that cannot, of course, excuse those wrongdoers who have brought discredit to their unions and hence to the labor movement. Let us try to understand why unions have these problems. Since lack of democracy and corruption are not necessarily related, we shall deal with them separately.

HOW DOES THE SIZE OF UNIONS AFFECT DEMOCRACY IN UNION CONTROL?

Let us define democracy as meaning rule by the majority of the people. In some of the early New England towns, the people came together every time a decision had to be made. Decisions were made by majority vote. This way of making decisions is known as direct democracy. It is possible to have this kind of decision - making only in small communities or organizations.

Another way in which the people are able to express their wishes is by electing officials who represent their point of view. This is representative democracy. Decisions are made by elected representatives. This system is widely used in the United States today, in national, state and local government, and in many large organizations, including unions. Representative democracy gives individual citizens or union members less opportunity for expressing their views on each and every issue; but it is obviously the only practical way to do business in a large country with over 200 million people, or even in a labor union with thousands of members.

DIFFERENCE BETWEEN
A DIRECT AND REPRESENTATIVE DEMOCRACY

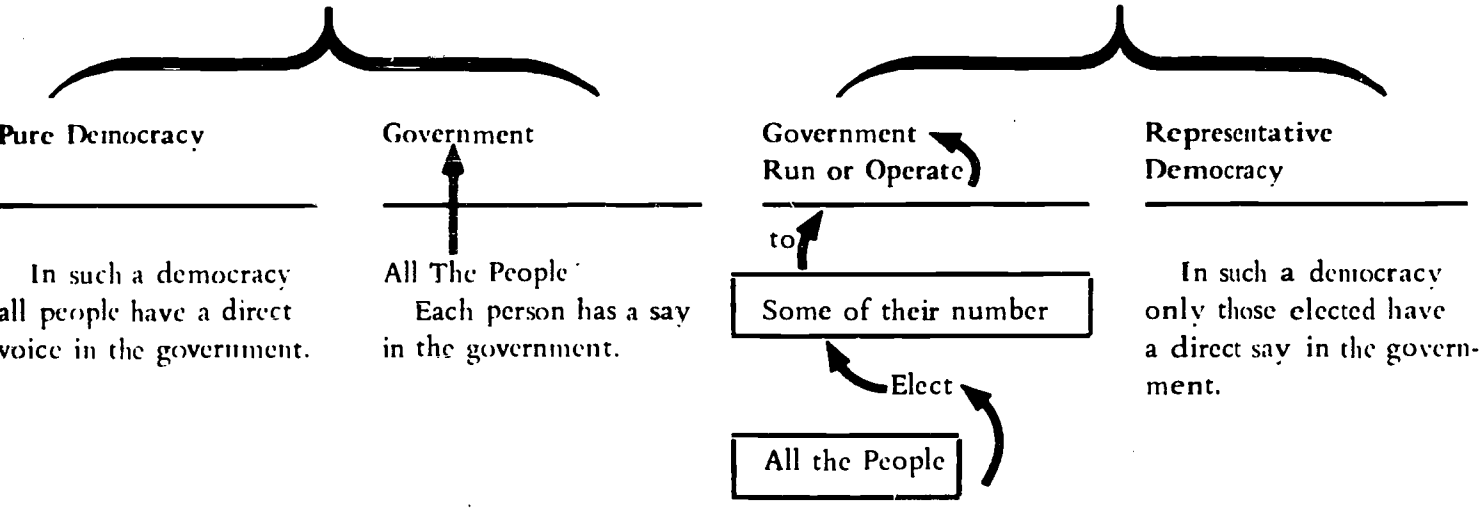

One of the problems of democracy that is too often ignored is that a majority can be as corrupt, ignorant, selfish, and bigoted as a minority. The New England town meeting was sometimes very oppressive of minority rights, although it was certainly democratic in the sense that the majority ruled. The Founding Fathers were very much concerned with this problem. Not only did they think that representative government would be safer and wiser, but they also provided constitutional safeguards against the possibility of majority suppression or oppression of minorities under representative government. The Supreme Court is not directly responsible to the electorate; certainly the desegregation decision of 1954 was extremely unpopular with a majority of white southerners. The Constitution had a Bill of Rights added to it almost immediately. These first ten amendments to our Constitution have protected many Americans from persecution by thoughtless or ill-informed fellow citizens – whether majorities or minorities.

The bigger a country or an organization is – to repeat – the less likely it is to be characterized by direct democracy. The large size of unions may contribute to lack of interest and responsibility among workers. It is probably harder to feel responsible for the workings of a large organization than for a small one, and it is harder to know what is going on in the whole complex organization. However, it is probably useless to speak of making unions smaller unless businesses can be made smaller, and the trend today is toward more and more consolidation. Businesses are subject to anti-trust laws when they become too large and monopolistic, however, and management often takes the position that labor unions should be subject to a similar kind of anti-monopolistic legislation. At the moment it seems that, if it is desirable for union leaders to be made more responsive to the wishes of members, some way must be found within the existing structure.

WHAT ISSUES ARE INVOLVED IN THE QUESTION OF INCREASING DEMOCRACY IN UNIONS?

There are three basic issues which must be confronted in dealing with the above-mentioned problems. They are:

1. To whom should the leaders of a union be responsive? to their own members, to the labor force in general, or to the general public?

2. Are there certain principles for which union leaders should be responsible, regardless of the majority view (as the Supreme Court certainly is)? Should there be a Bill of Rights for labor which would protect the individual worker no matter what the majority says?

3. To the degree that it is desired that leaders should be responsive to members, what might prevent them from being so?

These are very complex problems about which books might be written. Let us examine the last question more carefully.

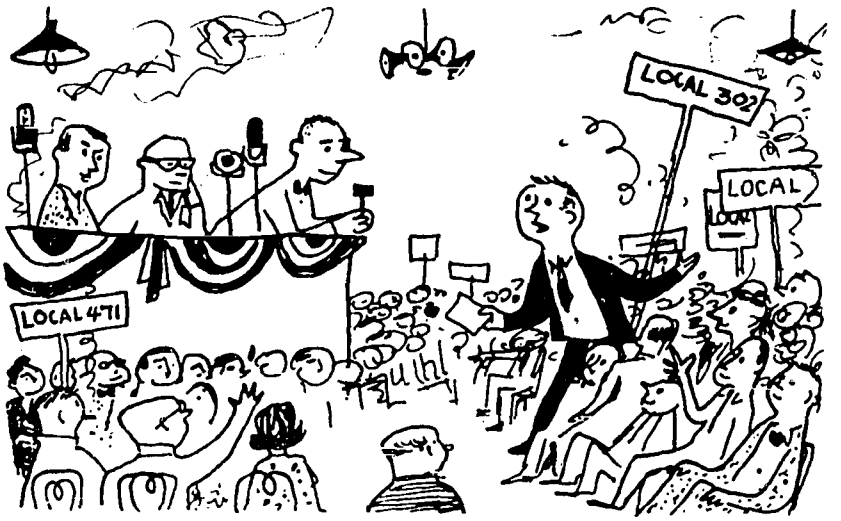

Science Research Associates

WHY ARE SOME UNIONS UNDEMOCRATIC?

Workers certainly can't be absolved of blame when their unions fall under dictatorial leadership. Many workers do not go to union meetings to register their point of view about union policy. It may be harder to control large organizations, but if their members do not work harder to control them, they must take the consequences. Just as the entire class often suffers because of the behavior of a few students, so has the entire labor movement suffered because of the activities of a few leaders. That is the consequence to the class or to the union members of permitting unruly persons to misbehave. Some union members have been willing to condone any practice so long as it "pays off" for them personally.

Strong-arm methods and terror tactics have been used by some union leaders to keep themselves in power. In such instances, workers may fail to express themselves out of fear rather than indifference.

If union members are to have control over their leaders, they must have an opportunity to turn the existing leaders out of office. In order to do this, they must have choices of leaders. One reason the United States government has remained democratic is that it has a two-party system. The only large union in the United States with two active factions is the International Typographical Union. Under the two-party system, when elected leaders fail to respond to the wishes of their members, they will probably lose the next election. In recent years, a number of powerful labor leaders, who seemed to be safely ensconced in office, were turned out by workers. David McDonald of the USW apparently lacked the "common touch" of his predecessor, Philip Murray, and was defeated by I.W. Abel. James Carey's bombastic personality seems to have been the cause of his defeat by Paul Jennings for the presidency of the IUE. And Arnold Zander of the AFSCME lost the presidency as a result of charges that he was being manipulated by his chief assistant. In all three cases, the upheaval involved a contest between men already at or near the top.

It should be recognized that there are some very good reasons why most unions have maintained a monolithic command structure rather than developing a two-party system. Unions are primarily action organizations, and they can't afford factions except under special circumstances. Most of them don't have two-party systems for the same reason that corporations don't. The cost of doing so would be too great. Although they vote for the Board of Directors, stockholders actually have no more alternatives than do union members "electing" their national leaders.

Once a union gets big, it needs an elaborate bureaucracy, as does a corporation. The organization has a great deal of money to handle; its activities require complex legal maneuvering and a large public relations staff. When the leadership gets control of this bureaucracy (especially the public relations part), it gets a monopoly on the channels of communication. It is then extremely difficult for any opposition in the organization to get the attention of the membership. The power of the Executive Board of a giant union parallels that of the Board of Directors of a corporation in this respect.

Sometimes the only competition the leadership of a union in fact has is an activity frequently regarded as corrupt – raiding or attempts to raid by other unions.

One of James Hoffa's "contributions" to the union movement is that he was an aggressive organizer, and kept several rival unions anxious that his Teamsters Union would come in and organize workers they considered to be under their jurisdiction. It's ironical that Mr. Hoffa deserves credit for causing some other unions to get on their toes, considering that, after years of congressional scrutiny for his dubious methods of operation, he finally got imprisoned for jury tampering.

Not only is it possible for union leaders, once in control of the union bureaucracy, to use that control to keep themselves in office, it is also important to note that they have a very special reason to do so, and also that it is easy for them to do so. The special reason stems from the fact that the cost to the union leader of losing his position is enormous. It means great loss of prestige and a plunge to a lower standard of living. Furthermore, since his counterparts in management with whom he must bargain are likely to have great power and prestige, it is to some extent necessary for the union leader to have power and prestige also. One of the very few unions in which union officials don't outrank members by virtue of their officials positions is Actors' Equity.

Here the officials are well-known stage personalities and have great prestige and large incomes to start with. With the exception of Albert Shanker. Teachers' Union leaders don't. in general. have a great deal more power and prestige than their constituents. Contrast the situation among union leaders with that among political leaders. Unlike union officials. senators who fail to get reelected may make more money and have just as much prestige in the jobs they return to after losing an election as they had in the Senate.

It is. moreover. often easy for union leaders to retain a monopoly of control. for two further reasons. In the first place. union members are ordinarily interested in their union chiefly for the good the union can do for them; and so long as the union is "delivering the goods." most members have no incentive to complain, regardless of what the general public might think about the leaders' tactics. This was true in the case of James Hoffa, who was regarded as a great leader by many teamsters and as a racketeer by many other Americans. In the second place, it is often easy for leaders to "nip in the bud" any potential rivals by "co-opting" the rising young, ambitious member into the union bureaucracy.

Finally. in this discussion of the relation between union democracy and union corruption. it should be mentioned – that some union leaders have taken advantage of their opportunities to seize power for reasons other than the desire for prestige and wealth. Autocratic leaders can exercise control for good as well as evil purposes. Those who wish to prevent contract violations by union members usually are able to do so, for instance. In judging the value of democracy in unions, it should be recognized that the public clamor for increased democracy has gone hand in hand with a clamor for increased union responsibility at the bargaining table. It is doubtful that leaders who are very responsive to members' wishes will always be able to resist unreasonable wage demands.

Refusal of leaders of the construction trades unions to voluntary restraint in wage demands in the face of widespread conviction that those demands were inflationary is a case in point. The union leaders recognized that failure to deliver large increases at contract time would very likely cost them their leadership positions. (For further elaboration of this point, see the lesson on inflation in the last unit.)Some employers prefer to deal with leaders who have great control over members, because they can be reasonably certain that decisions agreed upon by the top leadership will be followed by the workers. There are advantages, then, to strong leadership.

It should be clear, then, that undemocratic unions are not necessarily riddled with corruption. Whether or not this applies to a particular union, however, depends very largely on the personal ethics of the leaders, who are in a position to abuse their power if they choose to do so. Conversely, they are in a position to use their power in the public interest only when the rank and file sentiment is not for self-interest only.

WHAT IS BEING DONE ABOUT DEMOCRACY IN UNIONS?

The AFL-CIO has a Code of Democratic Practices, which states the rights every union member should have. Among these are the right to participate in union government, to have fair rules, to exercise their union citizenship, to have open conventions at least every four years, and to elect their own officers. The AFL-CIO has the right to suspend member unions for violations of the code. A suspended member may be reinstated after correcting the error. The AFL-CIO is not always able or willing to take action, however.

Many unions work very hard to solve the problem of worker apathy. Attractive meeting halls, interesting speakers, entertainment, and other attractions are designed to interest members in attending meetings. Sometimes the leaders try harder than the rank and file to increase democracy, with varying degrees of success. Some unions fine their members for failure to attend meetings.

Congressional investigations into union practices in the '50's concluded that there is a need for greater democracy in some unions. Since World War II, a series of legislative measures, including the Taft- Hartley Law and the Landrum-Griffin Act were designed to curb unfair labor practices by unions. Many responsible labor leaders feel that labor should be given the chance to solve this problem for itself, since the internal problems vary from one union to another. Many people feel, however, that more external pressure may be necessary to force some unions to grant workers a voice in union government.

WHAT CORRUPT PRACTICES SOMETIMES OCCUR?

Congressional investigations have disclosed the existence in a few unions of alliances between union leaders and racketeers, collusion between leaders and employers, or outright control by racketeers. Small employers and highly competitive industries seem to be more susceptible to racketeering than large, secure companies. This is perhaps one reason why racketeers have been able to penetrate those unions which operate on the waterfront and in the trucking business. Racketeering has taken place through either the cooperation or the intimidation of union leaders and management.

One union which has been very much in the news in recent years for the autocracy and corruption of its top leaders is the UMW. John L. Lewis, its former leader, was autocratic, but he was not corrupt. He was succeeded in office by W.A. (Tony) Boyle in 1963. A 59-year-old member of the well-paid top hierarchy of the UMW decided in 1969 to challenge Mr. Boyle's leadership; Jack Yablonski and his supporters filed with the Department of Labor over 100 charges of fraud, intimidation, and violence on the part of the Boyle faction. Boyle won the election, but Yablonski challenged it. On the night of December 30, 1969, Jack Yablonski, his wife, and his daughter were shot to death in their home. In the succeeding years, attempts by the Yablonski forces to achieve some measure of democracy in the UMW have had some success against great odds.

Mr. Boyle himself was convicted for embezzlement of union funds. The Federal Government ordered a government-supervised rerun of the election in December 1972, and it was won by Arnold Miller, a Yablonski supporter.

Seven union officials and members were convicted of the Yablonski murders, and at the time of this writing, Mr. Boyle himself was under indictment for the murder.

You should be acquainted with some common racketeering practices.

1. The "shakedown."
   This is the practice of collecting money from employers, or forcing employers to purchase certain commodities, by threatening strikes.

2. Bribery and extortion.
   Some union leaders and manufacturers have accepted money in return for favors, or favors in return for money. This is bribery. Extortion is the practice of threatening violence or destruction unless the union leader or employer complies with the racketeer's request.

3. Collusion with employers.
   Sometimes agreements are made between union leaders and employers to engage in practices which will be mutually profitable. These practices often injure the workers and nearly always injure the public.

4. The "kickback."
   This is the practice of awarding contracts, such as health, welfare, or job contracts, to persons or agencies who agree to pay union officials for the favors. Sometimes, when jobs are controlled by union leaders, workers may be required to "kick back" part of their earnings to the union officials.

WHAT IS BEING DONE TO CURB CORRUPT PRACTICES?

The constitution of the AFL-CIO gives it the authority to protect the labor movement from corrupt practices. The Ethical Practices Committee is responsible for investigating and making public any violations of the Code of Ethical Practices. Before the 1957 merger of the AFL and the CIO, the AFL had expelled the International Longshoremen's Association for corrupt practices. Some locals in the ILA separated from the international, "cleaned house," and requested and received readmission to the AFL-CIO. The Teamsters Union was expelled in 1958 after the AFL-CIO merger. Although recent efforts have been made by some union leaders to reinstate the Teamsters Union, AFL-CIO leaders have refused to admit the Teamsters as long as it was under James Hoffa's leadership. In consequence, the Teamsters joined the UAW in the Alliance for Labor Action (ALA) in 1968. In 1971, Hoffa resigned from the presidency of the Teamsters while still in prison and Frank Fitzsimmons assumed the presidency.

Although the AFL-CIO has supported some legislation to eliminate corruption, its attitude has been that organized labor can clean house with a minimum of outside coercion. It has supported a disclosure law which would require unions to give public reports of their use of health, welfare, and pension funds. Many people believe that unions should be required to account publicly for all expenditures and receipts.

Public opinion against union corruption was aroused after World War II by congressional investigations and reports. Much improvement has been made in recent years by internal efforts and external pressures, and greater union accountability has resulted.

It is to be hoped that, whatever action is taken in the future within or without the labor movement, minority rights and the rights of the general public will be protected, as well as the rights of union members.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. What is direct democracy?

2. Why is direct democracy impossible in a large organization?

3. What is representative democracy?

4. Is representative democracy less "democratic" than direct democracy? Give reasons for your conclusion.

5. Why are union members sometimes indifferent to the undemocratic practices of their leaders?

6. Explain how autocratic leaders can use their power for corrupt purposes.

7. Explain how it is possible for powerful leaders to use their power for worthwhile purposes.

8. Do you think autocratic control over a union is a good idea? Why or why not?

9. What is the AFL-CIO "Code of Ethical Practices"? List as many of its provisions as you can find.

10. Which union has a two-party system? How do you think this gives members more control over their leaders?

11. How do unions sometimes try to force their workers to attend meetings?

12. What kinds of industries appear to be most susceptible to racketeering? Why?

13. What is the "shakedown"?

14. What is the "kickback"?

15. Explain the meaning of (a) bribery, (b) extortion, and (c) collusion.

16. Name two unions which were expelled from the AFL-CIO for corrupt practices. Why was one of them readmitted? Why was the other not readmitted?

17. What is the attitude of the AFL-CIO toward legislation to eliminate corruption? Do you agree with its position? Why or why not?

18. Interview (a) a local labor leader and (b) a local businessman about the issues of democracy and ethical practices in unions. Try to explain why they disagree, if they do.

19. What is the attitude of your parents toward unions? Do they think that, in general, unions are democratic or undemocratic? Honest or corrupt? What reasons do they give for their opinions? Do you agree or disagree?

OBJECTIVES:

1. To learn what problems arise when union leaders can't control their members.

2. To understand ways in which unions try to control their members.

WORDS TO LEARN:

amendments	monopolize
antagonize	prevalent
disruptive	reforms
dissention	restrictive
dissipate	unethical
friction	violation

INFORMATION:

You have just read about some of the problems which may occur when members of labor unions lose control over their leaders. Lack of democracy in unions can lead to autocratic or corrupt leaders. However, as usual in the field of labor problems, the answer is not quite so simple as just giving the rank and file more control. Just as it is necessary for our government to have certain controls over its citizens, the union must have effective control over its members, so they will not engage in disruptive, dishonest, or illegal practices. A union which is not fairly well controlled can dissipate its energies in internal strife. Somehow the union must be able to permit union members to have their say, and generally abide by the wishes of the majority, but be able to enforce the rules and regulations of the union and the contract agreement with management. Sometimes management prefers the strong union with honest leaders because they will be able to see that the workers live up to the contract agreement.

WHAT PROBLEMS MAY BE CAUSED BY LACK OF UNION CONTROL OVER MEMBERS?

The restrictive practices of some local unions, which keep out new members in order to monopolize jobs, are usually not the policy of the national organization. These restrictive practices are especially prevalent in craft locals, and are generally approved by members where they exist. Lack of control from the national level makes it impossible to prevent the locals from doing very much as they please.

Wildcat strikes, unauthorized by union leaders, may disrupt production and cause lack of confidence in the reliability of unions. Too many unauthorized work stoppages antagonize the public and the employer. Furthermore, the union may face court action, or a fine, since wildcat strikes are illegal. Wildcat strikes may, of course, be a way of protesting against unpopular union leaders or decisions. In any case, they indicate lack of control by union leaders.

Failure of the workers to cooperate with the union may be the result of lack of control. A strong union is able to get its members to attend meetings, pay dues, and support its policies.

Failure of the union to control its members may also result in violations of contracts, which in turn may create friction between the union and management.

HOW MAY UNIONS TRY TO EXERCISE CONTROL OVER THEIR MEMBERS?

International union leaders may use constitutional or other means to keep the locals in line. If the constitution forbids restrictive membership practices, or discrimination, for instance, part of the success of the union federation will depend on the vigor with which leaders work for local reforms. Constitutional amendments are always possible. The AFL-CIO has a constitutional amendment forbidding discrimination in its member unions and a Department of Civil Rights, which has a complaint procedure. Any worker can file a complaint with the Department, which then receives a report from the International. If the complaint is not satisfactorily resolved, a subcommittee of the Civil Rights Committee holds a hearing on it.

The threat of expulsion or other discipline often serves to bring member locals back into line. On the local level, workers can be expelled, fined, or suspended for failure to abide by union regulations. The AFL-CIO can expel a member union if it fails to comply with anti-discriminatory regulations; or the union is free to withdraw from the AFL-CIO if it does not wish to comply.

Union security clauses in the contract with the employer give the union more control over its members. Under the closed shop (now illegal) workers had to abide by union as well as management regulations in order to hold their jobs. The closed shop gave management less direct control over workers, and the union more. The union shop permits a great deal of union control over workers, also. The check-off (automatic deduction of dues) guarantees the union a regular income from dues, keeps members in good standing, and therefore increases union control over members. Unions have been fighting since the Taft-Hartley Act was passed in 1947 to get repeal of Section 14 (B) which permits the states to have "right-to-work" laws, forbidding compulsory unionism. Refer back to Unit VI, Lesson 3 for the arguments for and against these laws.

In many crafts, work is irregular and/or seasonal, and employers call union business agents when they need help. Who do you suppose gets back on the payroll first? Obviously, the cooperative, paid-up member.

Attendance at local meetings is often very poor and decisions are often made by the leadership with little or no interference. In general, however, unions put forth a great deal of effort to get members to attend meetings. Fines for failure to attend are one way of controlling members. One time when it is not difficult to get the rank-and-file out for meetings is contract time. Attendance is usually good when contract negotiations are being discussed. A fairly common occurrence in locals is the existence of a small group of dissenters or interested members who attend regularly and keep a sharp eye on what is going on. Rank-and-file members who don't attend meetings often owe a great deal to this small minority.

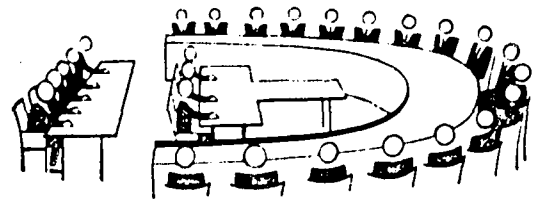

There are illegal, dictatorial, and unethical ways of trying to control members. Usually they are employed when the purpose of the leaders is to gain personal power or wealth. We have been concerned here with ways to control members for constructive purposes.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. Give some reasons why the union must have effective control over its members.

2. Suggest some problems which may be caused by lack of union control over members.

3. List some legitimate ways in which unions try to exercise control over members.

4. List some illegitimate ways in which unions try to get control over members.

5. When illegitimate ways of maintaining control are used, what are usually the reasons for it?

6. What do you think is a reasonable amount of control for the union to have over its members? Defend your position.

7. How may a small group of regular attenders be effective in keeping the leadership on its toes?

8. From the point of view of management, what would be some of the advantages and disadvantages of the union's having strong control over its members?

Ideological Disagreements Lesson 4

OBJECTIVES:

1. To understand the meaning of ideology.
2. To understand the extent to which ideological conflicts have been a problem in labor unions.
3. To learn how the labor movement has dealt with ideological conflicts.

WORDS TO LEARN:

advocate	fascist
aggressive	fellow traveler
class consciousness	infiltrate
communist	isolationist
confrontation	long-range
depression	radical
dissillusioned	social unrest
	subversive

INFORMATION:

An ideology is a body of ideas about how society should be organized, and what the realtionship of people to one another should be. Communism, fascism, socialism, capitalism, and all the other isms are ideologies. Just as people differ in their political, social, religious, and moral views, so do they differ in their ideologies. Most people who follow ideologies don't understand them, but are just as convinced that their ideologies are right as they are that their religions are right. You have just about as much chance of persuading a dedicated Communist to change his mind about communism as you have of converting a Christian to Hinduism. Your own opinions are similarly fixed. That is why arguments about politics, religion, and other emotionally-rooted convictions rarely cause anybody to change his mind. The convictions didn't get there by any reasoning process, and they are very unlikely to go away by any reasoning process. The average white supremacist in the South believes in his superiority over Negroes, and is absolutely convinced that right, justice, morality, and God are on his side.

Although communism is really no longer a problem in labor unions, the history of the labor movements' efforts to deal with communism is too important a subject for us to ignore.

TO WHAT EXTENT HAS COMMUNISM BEEN A PROBLEM IN LABOR UNIONS?

The American labor movement has never been very radical: with a few exceptions, it has not advocated sudden or violent changes. The Knights of Labor had some long-range plans to change our way of running businesses and distributing wealth, but it did not work very agressively to bring these changes about. The I.W.W. (Wobblies) in the early 1900's was a radical organization, advocating the quick overthrow of the government by labor, but its membership was small and restricted mostly to farm areas, and it encountered violent public disapproval.

After the Russian Revolution in 1917, the first well-organized communist movement in America began. In the early twenties, communist groups tried to infiltrate the unions and take over from within. Failing in this, they began in the late twenties to try to organize industrial unions under their control. This attempt failed. After the CIO began organizing industrial unions in 1935, communist leaders concentrated on getting control of these rapidly growing unions. They met with some success for a few years. The period from 1935–1950 was a period of considerable ideological warfare, which ended with a solid victory for the moderate, anti-communist forces.

One of the things you should know about the thirties in America is that it was a time of great social unrest. Americans, who had just come through a terrible depression, were conscious of many faults in our economic system, and were searching for better ways of doing things. Some of them joined the Communist Party. Of those Americans who became Communists in the thirties, a large number were loyal, idealistic Americans who did not realize the extent to which the Party activities were directed by the Soviet Union. Many who then took orders from the Soviet Union became disillusioned and left the Party in the forties. Among them was Jay Lovestone, a significant figure in the AFL-CIO's anti-communist fight. There remained a few dedicated Communists who did exert some influence for a time.

The general attitude of most labor leaders toward Communists during the thirties was one of tolerance. Even John L. Lewis, a life-long Republican, who had his union refuse membership to Communists, retained some as personal friends, because of a mutual interest in keeping the United States out of war in Europe. When Germany invaded Soviet Russia in 1941, the Communists and "fellow-travelers" changed from isolationists into ardent supporters of the war effort.

After the war, the behavior of the Soviet Union caused Americans to become alarmed, and led American communists to activities which made them distasteful to CIO leaders. The CIO decided that communist-dominated unions represented a real threat to America and the labor movement, and expelled eleven of its member unions for communist domination in 1949 and '50. Arthur Goldberg, later a Supreme Court justice and representative to the U. N., organized the ouster proceedings so as to preserve due process in the trials.

A kind of anti-communist panic, which reached exaggerated proportions in the early fifties when Senator Joseph McCarthy conducted a scare campaign against them, caused some people to fear that the American labor movement was run by communists. Although this was never true, membership in communist-controlled unions, according to the Department of Labor, did reach a high of 875,000. This does not mean that all 875,000 workers were communists; it means their leaders were. By 1957, only four out of the eleven expelled unions had survived as independent unions, and they had either lost membership or changed leadership. The majority of the members of the others withdrew, either formed another union or joined an already existing union, and rejoined the CIO. Other unions, such as the UAW, which had a few communist leaders, "cleaned house." In effect, the expulsion of the unions by the CIO led to the end of communism as a national force in unions.

TO WHAT EXTENT IS COMMUNISM A PROBLEM IN UNIONS TODAY?

The issue of communism was one of the sources of conflict in the AFL-CIO between its two most influential men, George Meany and Walter Reuther. Although Reuther had always been opposed to communism, he often felt that Meany's anti-communist actions were somewhat exaggerated. Meany has indeed been vigorous in his opposition to communism within both the AFL-CIO and the International Conference of Free Trade Unions (ICFTU). The anti-Communist policies of the federation have been influenced by Jay Lovestone, at one time the leader of the American Communist Party. In Latin America, federation leader Serafino Romualdi has been actively fighting communism. James Carey of the IUE was a labor leader who actually won a union away from a communist-oriented leadership.

There was a time when labor conventions saw confrontations between communist and anti-communist groups. Now the constitutions of almost all labor unions in the United States deny membership to members of subversive organizations styled as communist or fascist. There have been a couple of cases where the AFL-CIO has investigated the issue of Communist penetration, but the unions have been cleared.

Under the leadership of these men, and with the support of the majority of American workers, Communism in unions has been effectively combatted. Indeed, there has never been a great deal of class consciousness or class warfare in the United States. The American ideology of the poor boy making it to the top – the "Horatio Alger" myth referred to earlier in this book – has encouraged American workers to believe in the "system" and the probabilities of their own success within it (and to blame themselves or "luck" rather than the system if they do not succeed). Communism – an ideology which advocates class warfare – has therefore had little appeal to American workers. At this time, the American Labor Movement may be the only one in a democracy which has no well-organized and influential left-wing (socialist or communist) group.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. What is an ideology?

2. Why is it hard to get people to change their ideologies?

3. Name two ideologies that have caused a great deal of trouble in America.

4. What labor organizations tried to make broad changes in the social and economic system of the United States? Did they succeed?

5. During what period of time was the communist movement in labor unions most effective? Why?

6. What was the attitude of most labor leaders toward communists in their unions in the 1930's? Why?

7. When did the attitude of American labor leaders toward communists in their unions begin to change? Why?

8. What action did the AFL-CIO take against communist-controlled unions?

9. What action did most of the communist-controlled unions take against their leaders?

10. Why has communism had little appeal to the rank-and-file worker in America?

11. To what extent is communism in the union movement a problem today? Why?

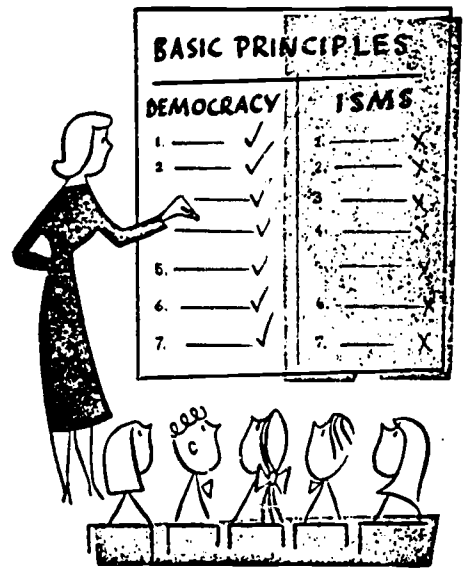

Discrimination Against Minority Groups — Lesson 5

OBJECTIVES:

1. To understand the extent to which blacks and other minority groups have been discriminated against in unions.

2. To understand what action the labor movement and union leaders have taken to get rid of discriminatory practices.

3. To understand what action the government has taken to get rid of discriminatory practices.

WORDS TO LEARN:

abrasive	discrimination	outreach
accelerate	inferior	peculiar
peculiar	insistence	persist
competence	manipulate	recession
criteria	militant	reimburse
differential	NAACP	seniority

Lewis in Milwaukee Journal

"Even some Americans haven't discovered America yet."

INFORMATION:

One of the most unfortunate characteristics of human beings, and the one which has gotten them in the most trouble, is their tendency to regard people who are unlike themselves in some way as peculiar, threatening, inferior, and undesirable. Our country's history reveals numerous incidents of discrimination against minority groups because of

their differences in race, nationality, creed, color, and religion. We sometimes get the idea from our history books that the Pilgrims came to this country in order to establish a society for religious freedom. They did come seeking freedom for themselves to worship as they pleased, but they did not extend this freedom to others who thought differently; in fact, they persecuted dissenters, or drove them away. There is hardly any racial, national, or religious minority group that has not suffered some injustices at the hands of larger, more powerful, groups in America.

One of the most widespread forms of discrimination in the United States today is, of course, against blacks. Other minority groups for whom problems exist in certain sections of the country are Puerto Ricans and Mexicans. But blacks constitute the largest of these groups, and have had the greatest difficulty securing their citizenship rights, because of racist attitudes which have their roots in slavery and are as deeply rooted in some white Americans as any ideology. White supremacists are "true believers" in their superiority. We shall tell you more about the problems and challenges we face in providing full equality for blacks in Unit IX. Here we are concerned with what has happened and is happening within labor unions.

"Only one door."

Engelhardt in the St. Louis Post Dispatch

TO WHAT EXTENT HAS DISCRIMINATION BEEN A PROBLEM IN UNIONS?

Although the AFL-CIO forbids discriminatory practices in member unions, and has a Civil Rights Committee to enforce its regulations, and the constitutions of most international unions forbid discrimination on any grounds, discrimination still exists. It exists primarily on the local level; it is very difficult for national leaders to know everything that goes on at the local level, and it is difficult for local leaders to control it even when they know it exists. It is illegal now to have formal restrictions based on race, but blacks continue to be excluded from some unions in a variety of ways.

There may be informal agreement among members not to let blacks in. Some craft locals have manipulated the craft examinations so as to fail black applicants. Restriction by the use of high initiation fees was at one time a common practice: however, this practice was defined by the Taft-Hartley law in 1947 as an "unfair labor practice" and very few cases have been tried under the law. Sometimes locals which permit blacks to join, then deny them the right to participate in union affairs, or to have equal employment opportunities. Segregation by category is practiced by some Longshoremen's locals, which have "Class A" and "Class B" memberships. Class A members are full members and get jobs first. Class B members are second-class citizens who get the left-over jobs, if any. A similar practice of longshoremen is the licensing of "permit men" who are not full union members but are given the temporary right to work for a fee. They provide a reserve labor force for the peak employment seasons but cannot find employment so easily in the off-season. This practice is probably also an "unfair labor practice" under Taft-Hartley, but it continues.

Sometimes discrimination exists within the union in the form of separate, or "auxiliary" locals. These unions often have racial wage differentials and manipulate seniority privileges to control promotional opportunities. The leadership of locals is often quite unbalanced against blacks.

Other means of informal exclusion are: refusal to sponsor blacks for membership: refusal to admit blacks to apprenticeship programs; refusal to accept applications from blacks, or ignoring their applications: and exerting political pressure on government licensing agents to see that blacks do not pass tests.

The most rigid exclusion of blacks has been practiced in the railroad unions, followed by the building trades. Although some craft unions admit blacks freely, and some industrial unions discriminate, in general, the greatest amount of discrimination has occurred in craft unions. It is easier in craft unions for members to exclude blacks, because it is easier for them to control the labor supply. They often determine whom the employer hires, by contrast with the industrial union, which must organize workers hired by the employers. Another reason is that it may be considered advantageous to craft unions in controlling the labor supply to have as few members as possible, whereas industrial unions try to organize extensively.

Only two national unions excluded blacks formally in 1964 when the Civil Rights Act passed. Now that formal restrictions are illegal, some of these informal practices have appeared where they did not exist before. In general, however, discrimination against blacks varies greatly from one union to another.

WHAT PROGRESS HAS BEEN MADE IN ENDING DISCRIMINATION?

Legal protection against discrimination is provided by state fair employment practices laws and the Civil Rights Act of 1964. You should be familiar with the trade union section of the Civil Rights Act, which makes it illegal:

1. to exclude or to expel from its membership, or otherwise to discriminate against, any individual because of his race, color, religion, sex, or national origin:

2. to limit, segregate, or classify its membership, or to classify or fail or refuse to refer for employment any individual in any way which would deprive or tend to deprive any individual of employment opportunities, or would limit such

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employment opportunities or otherwise adversely affect his status as an employee or as an applicant for employment, because of such individual's race, color, religion, sex, or national origin; or

3. to cause or attempt to cause an employer to discriminate against an individual in violation of this section.

Of course, if it were possible to enforce this law effectively, discrimination in unions would be ended.

The union movement and the AFL-CIO have opposed racial discrimination, but few fought discrimination at the local level as vigorously as black leaders would like. Many blacks feel that the AFL-CIO should order its member unions to obey the law or get out. Some changes have been made as a result of pressures from the federation. A. Philip Randolph has been an effective force for pushing the AFL-CIO leadership into a more militant anti-discrimination position. Although Randolph was once considered "abrasive," in his insistence on protecting the rights of black Americans, he persisted in his efforts with considerable success.

Black workers from Local 600 of the UAW at the National Convention. Note the "30 and Out" slogan on hats. Courtesy UAW

As a matter of fact, the opposition of the AFL-CIO and the internationals to discrimination is one reason the union movement has moved so slowly in the South. Many white workers there have refused to organize on an integrated basis. Some unions permitted restrictive policies in order to get white workers to organize. The organization of black workers in the South has been moving rapidly, however. Martin Luther King was killed while on a trip to demonstrate with sanitation workers. In some instances, black workers themselves have preferred segregated locals out of the feeling that integration would bring them greater problems.

One factor which helped to speed the integration of blacks into unions after World War II was full employment. More jobs were available to blacks than ever before, and the unions had to take them in. The employment situation has had an effect in recent years in the speed with which civil rights legislation has been implemented. In general, progress has been faster during periods of full employment and slower during recessions. But the real push came from blacks themselves. The Civil Rights Movement, the Supreme Court desegregation decision of 1954, the greater militancy of blacks in protesting injustice, the March on Washington in 1963 – all stimulated the passage of the Civil Rights Act and its implementation.

It must be recognized that unions cannot be blamed for all, or even most of the employment discrimination against blacks. While it is true in some areas of employment that if workers cannot get into craft unions they cannot get jobs, it is true of industry in general that if workers cannot get jobs, they cannot join unions. We must therefore conclude that the relatively low proportion of black workers in some unions is the result of hiring discrimination.

The NAACP Legal Defense Fund initiated a nationwide legal attack on job discrimination after the passage of the Civil Rights Act. Several successes in the courts have contributed to getting employers to give equal pay for equal work, eliminate discriminatory employment policies, and ignore race in training and job referrals. A 1966 survey of industrial development near areas of black poverty led the Fund to bring suit against textile and pulp and paper companies for enforcement of the Civil Rights Act.

Discrimination against blacks in employment has been widespread. In many instances, unions have been active in getting employers to eliminate discriminatory barriers. With the assistance of federal funds, the AFL-CIO's project OUTREACH has assisted in bringing many educationally disadvantaged persons, including blacks, into secure jobs and apprenticeships The UAW has been especially vigorous in attempting to eliminate discrimination within the union and within the industries where members are employed. Among management, Henry Ford enjoys the reputation of having introduced vigorous anti-discrimination policies in the Ford Motor Company long before he was forced to do so.

Artificial educational barriers have been a barrier to equal employment opportunity for blacks. Some industries have required applicants to have a high school diploma, whether or not the job for which they were applying actually demanded that level of education. A federal court has declared it unconstitutional to establish criteria other than those of competence. If applicants are able to demonstrate their ability to do a job, they must be considered eligible for it.

In 1968, Congress appropriated funds to reimburse industry for the costs of hiring and training disadvantaged workers. The philosophy behind this legislation was that unemployment is the source of the problems of bad housing, inadequate education, ill health, etc., and that management initiative is the key to equal employment opportunity. The program, called Job Opportunities in the Business Sector (JOBS) is organized and directed by the National Alliance of Businessmen. It involves outreach recruiting, pre-employment counseling, remedial and basic education as needed, pre-job skill training, on-the-job skill training, continuing counseling as needed, and a variety of other services: medical, dental, legal, transportation, budget, finance, etc. The initial goal of JOBS was to find jobs in private industry for 614,000 men and women by July 1, 1971, and to find productive summer jobs for needly youth. The program did not reach its 1971 goal, but it has provided stable employment for a great many people.

The A. Philip Randolph Institute and the Workers Defense League, by working together on joint apprentice training programs, have introduced thousands of black apprentices into the apprenticeable trades.

We shall have more to say in Unit X about the problems and prospects of black Americans in getting full equality of opportunity in all aspects of life.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. Discuss in class the history of black-white relations in the United States and the origins of racial prejudice. What programs or policies seem (a) to have been most effective in combatting prejudice in the past, and (b) to be needed now?

2. How do you explain the fact that national leaders are generally more tolerant and liberal in their attitudes than the rank-and-file?

3. What are some of the informal ways in which unions discriminate against blacks and other minority groups?

4. Why have craft locals been more likely to discriminate than industrial locals?

5. What can union leaders do to eliminate discriminatory practices at the local level?

6. Summarize the trade union provisions of the Civil Rights Act of 1964.

7. What factors have accelerated the pace of integration and equal employment opportunities for blacks since World War II?

8. Summarize the contributions made by the following in implementing the Civil Rights Act: NAACP, AFL-CIO, JOBS, A. Philip Randolph Institute, Supreme Court. See if you can find out about the activities of other organizations which have been active in the struggle for equality.

9. Show how the requirement of a high school diploma can serve as an "artificial" criterion for employment which discriminates against blacks.

10. Find out as much as you can about discrimination against other minority groups in America, past and present.

Organizing Unorganized Workers — Lesson 6

OBJECTIVES:

1. To understand the significance to labor and management of the large number of unorganized workers.
2. To learn what groups of workers are largely unorganized.
3. To understand the problems unions face in trying to organize these workers.
4. To understand why some workers prefer not to join unions.

WORDS TO LEARN:

AFT	futile	professionalism
alleged	inadequate	prominent
coalition	indifference	revitalizing
coercion	in principle	right-to-work laws
compulsory	job oriented	routine
conservatism	migrant workers	seasonal
corporate farm	monopoly	status
decade	NEA	stigma
dedication	obsolete	susceptible
diametrically opposed	paternalistic	traditionally

INFORMATION:

You have learned already that organized labor and management, in their struggle to increase their bargaining power and maximize profits to themselves, both try to control the supply of labor. Obviously, it is to the advantage of organized labor to have all workers in some kind of union; management would not then be able to hire non-union workers, and unions would gain greater control over the labor force in general. Management, on the other hand, wants to prevent unions from getting a monopoly of the labor supply, so as to maintain its right to manage and control production and work assignments, to have access to a supply of non-union labor during times of labor strife, and to preserve the right of workers to decide individually whether or not they wish to belong to a union. Consequently, labor and management often take diametrically opposed stands on such issues as the following:

1. The open shop or union shop.
   Compulsory union membership gives union control over members and a monopoly of the labor supply: management opposes this for the reasons mentioned above.

2. Right-to-work laws.
   Laws prohibiting compulsory union membership enable management to maintain (or regain) the right to be sole manager within the plant and to reserve a supply of non-union workers; unions oppose this. Reread their statements on right-to-work laws at the end of Lesson 3, Unit VI.

Unions try to control their members and the labor supply in general in another way -- by organizing unorganized workers. They try to form new unions where none exist, and to strengthen weak unions. We shall deal with this aspect of the labor problem in this lesson.

WHAT GROUPS OF WORKERS ARE LARGELY UNORGANIZED?

There are some geographic areas, certain kinds of workers, and certain industries in which unions have made little headway. There are fewer unions in the South, the Middle West, and the Southwest than in the Northeastern part of the country. This is true largely because the Northeastern section of the country became industrialized first, and the labor movement started here. Until recent years, the South, Middle West, and Southwest have been primarily agricultural areas. A traditional conservatism in these areas may be another important factor in the lack of union growth.

Farm workers have not been completely organized, although the AFL-CIO has had a Farm Workers' Organizing Committee actively at work in this occupational area and it has scored some significant successes. There are several reasons for the difficulty in organizing farm workers. For one thing, until recently the American farm had been traditionally a family farm: the farmer was owner, manager, and worker, with the assistance of his family. There was not, on the family farm, the division between capital and labor that accompanied industrial development. Increasingly, however, the family farm is disappearing, and the large "corporate" farm, organized much like a corporation, has largely replaced it on the agricultural scene. Here the owner uses massive, up-to-date machinery, hires many workers. and often employs professional managers to run the farm. This type of farm is more susceptible to union organization than is the small family farm.

Recently there has been a trend toward a black-labor coalition with the organization of hospital employees and similar workers. The movement is extending to the Mexican Americans and Puerto Ricans. Here we see black workers demonstrating in support of the grape workers' strike.

AFL-CIO *American Federationist*, January 1970

Another problem in organizing farm workers is that migrant workers comprise a large part of the work force. Since much farming is seasonal, the practice of hiring workers on a seasonal basis is widespread in agriculture. Migrant workers move from one place to another, which in itself makes it hard to organize them. They have been willing to work for extremely low wages. Mexicans who cross the border at harvest time for employment in the South have found these low wages quite satisfactory by comparison with Mexican wages. It is these workers with whom the Farm Workers under Cesar Chavez have had some recent success.

Some workers who seek seasonal employment in agriculture are employed in other trades at other times, and some of them are members of unions in these other trades.

Farmers have resisted the union movement. Many of them feel that their margin of profit is so small that payment of union wages would force them out of agriculture altogether. Some no doubt resist because of the decreased profits which would follow unionization, while some believe so firmly in the tradition of individual self-reliance and free bargaining that they are opposed in principle to unions.

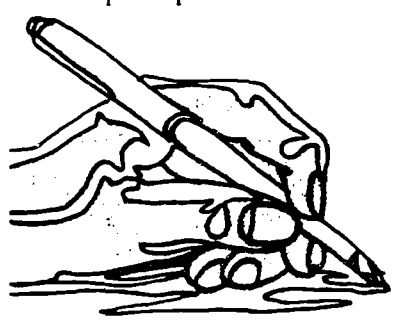

You read, back in Lesson 1, that white-collar workers now outnumber blue-collar workers in the United States. Although there are a number of well-established white collar unions, and unionization of white-collar workers is quite widespread, you may be surprised to learn that many white-collar workers do not belong to unions at all, and that there has never been any white-collar union movement in the United States. Manufacturing workers make up nearly half of all union membership, including the AFL-CIO.

The best-established white-collar unions are in entertainment, railway, some parts of transportation, and the federal postal service. Many typists, stenographers, clerical and office workers, salesmen, and government employees do not belong to unions.

Other workers who may not belong to unions are domestic workers, beauty operators, practical nurses, and hospital employees. In some cities the hospital employees have fairly strong unions, however. Some of these workers belong to "associations" with relatively little bargaining power.

Many teachers belong either to the NEA, a professional "association," or to the AFT. The AFT is strongest in large cities, but the NEA has the largest membership. For many years the NEA did not do collective bargaining. However, the growth of the AFT in the decade of the '60's, and its successful bargaining efforts, caused the NEA to begin to lose membership and to turn increasingly to collective bargaining. Many teachers do not belong to either of these organizations, however.

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Albert Shanker, President of the American Federation of Teachers in New York City, has exerted a powerful influence on the unionization of teachers by leading several successful teacher strikes against the New York City Board of Education.

Courtesy American Federation of Teachers

In industry, lack of organization is found chiefly in the South, in the textile, shoe, and furniture industries. In some small industries in the North, such as the garment industry, where work is done in small shops or factories, it is difficult to organize workers.

In the building trades, organization varies from one trade to another, and from one part of the country to another. In sections of the country where housing and other construction are booming, and where union building trades wages are extremely high, many non-union workers have found employment.

WHY ARE SO MANY WORKERS UNORGANIZED?

In the South, workers have sometimes resisted the attempt of labor unions to organize them. There are several important reasons for this. Sometimes unions have insisted on racial integration in the union and on the job; many white southerners would prefer having no unions to integrated unions. Many southern workers have tended to reject unions for this and other reasons which will be mentioned below. A recent movement of industries from the North to the South took place largely because of the availability of cheap labor and the absence of unions, and many southerners are committed to preserving these attractions to northern industry.

Employer opposition has played a part in keeping a large segment of the labor force, especially the farm workers, unorganized. In many cases employers have genuinely felt that it would be to the workers' advantage as well as their own to keep the union out. Many employers pay wages and provide benefits which make attempts to organize their workers futile.

In some cases, employers have played upon the fears and prejudices of their workers to keep unions out. Others have used coercion, either directly or indirectly.

Many workers prefer to work in non-union employment because they do not believe that unionism will benefit them. If the benefits they are receiving already match or surpass those in the union shops, they often have little reason to be eager to join a union. Many employers do match union wages and benefits, and thus their workers have little incentive to join unions.

Worker indifference to unions among some groups of workers has been a prominent factor. Four such groups are: employees of large corporations in which company and independent unionism have prevailed (for example, in the chemical and petroleum industries), women in the manufacturing industries, non-manual workers, and low-wage service employees. Black workers were indifferent for a long time, partly because of the widespread feeling that unions were discriminatory. At one time, black leaders encouraged black workers to accept jobs of workers on strike. Today, however, black leaders encourage black workers to unionize and do collective bargaining.

Legal restrictions on union activities have slowed union growth in some areas. Some states have right-to-work laws forbidding compulsory union membership. None of these states is in the industrial Northeast. While supporters of these laws contend that they are protecting the democratic rights of those who do not wish to belong to unions, union leaders claim that they have contributed to anti-unionism.

Where public sentiment against unions exists, unions have a hard time organizing workers. The public is especially hostile toward the use of pressure tactics by firemen, policemen, hospital workers, and other public employees whose jobs are essential in maintaining the public welfare. Teacher strikes often encounter strong public disapproval. Laws forbidding workers in these occupations from striking are fairly common. The question whether public service workers should have the right to strike, as they do in some countries, is of concern to the labor movement.

Some difficulties lie within the union movement itself. Some internationals make little or no attempt to organize new workers. Local members and officers have shown the same indifference in some cases. Organizing staffs are sometimes inadequate or lacking in dedication, and the organizing techniques in use are sometimes obsolete. Rivalry between unions has been another contributing factor.

Other factors which have slowed the organization of workers are the general acceptance by Americans of existing social conditions, and the unfavorable impression which some aspects of the union movement (corruption, strikes, etc.) have made on the public.

In the case of white-collar workers, resistance to unionization has come primarily from the workers themselves. White-collar workers have generally enjoyed pleasant working conditions, greater job security, and less time and production pressure than

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blue-collar workers. The majority of white-collar workers are women, who generally are less job-oriented than men, and tend to go in and out of the labor force. This, of course, has created promotional opportunities for men and therefore has reduced the appeal of unions to them. Furthermore, management has traditionally been rather paternalistic toward white-collar employees.

WHAT ARE THE PROSPECTS FOR THE UNION MOVEMENT'S ORGANIZATIONAL EFFORTS?

Considerable progress is being made in organizing manufacturing workers in previously non-union shops and in the attempt to organize agricultural workers, hospital workers, etc. A number of forces are operating to stimulate the organization of white collar workers. The employment situation for white-collar workers becomes increasingly routine as automation and computerization enter the office. The mechanization of offices makes white-collar jobs less secure, also.

Recent decades have seen a growing acceptance of collective bargaining as a part of American life, and some of the stigma attached to "unionism" for white-collar workers is disappearing. Teachers, for instance, who have traditionally scorned unions as "unprofessional" are increasingly turning to union tactics whether they belong to the NEA or the AFT. And the acceptance of unionization by teachers, who enjoy relatively high status among white-collar workers, may tend to give respectability to the idea of unionization for other white-collar workers. It is interesting that certain groups of white collar workers – actors and musicians, for instance – have had powerful unions for years.

As for the alleged lack of "professionalism" of unions. we must point out that there is probably no more professional a group of workers in the United States than airline pilots, who have a very strong union and employ the strike. Although the American Medical Association and the American Bar Association are not "unions" in a narrowly defined sense. they function effectively to protect the interests of their members and to control entry and exit into the medical and legal professions. This keeps physicians and lawyers in short supply and therefore keeps fees for those services very high. The organization of the fee-taking professions and the high degree of control they exert over membership makes the strike unnecessary for them. Nurses, too, have maintained a no-strike policy (except for Licensed Practical Nurses. who may be represented by the Hospital Workers' Union).

There is some question whether white-collar organizing and bargaining can be done in the traditional manner. White-collar bargaining is less likely to emphasize job security than is blue-collar bargaining. Such benefits as stock-sharing are often sought, and the right to participate in decision-making has become a major concern of teachers.

White-collar workers tend to regard the AFL-CIO as an organization of manual workers. An increase in the number of white-collar union officials might ease this problem. Perhaps also special appeals for women are needed, and more attention might be given by the AFL-CIO to white-collar concerns.

Some of the large industrial unions have made considerable progress in organizing unorganized workers. In the decade from 1960–70, the UAW organized 2300 plants and 285.588 workers: in 1968 and '69 alone, that union organized units and plants with a total membership of over 75,000. Only 45 unions have a larger total membership! The UAW's Technical, Office and Professional Department has been fairly successful in organizing white-collar workers.

The general direction which the labor union movement will take in the future is uncertain: however, most enlightened labor leaders now recognize the need for rethinking goals and revitalizing their own forces if they are to remain the powerful force in American society that they have been in the past. Most importantly, it is essential that the union movement direct its attention to the social issues and problems that increasingly trouble our nation and the world. We shall devote the last unit of this book to brief analysis of some of those problems.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. Why do labor and management disagree about (a) the open shop and (b) right-to-work laws?

2. In what part of the country are unions strongest? Why?

3. In what part of the country are unions weakest? Why?

4. List some reasons why it has been difficult to organize farm workers.

5. What is meant by "migrant" workers?

6. Why do migrant workers work for such low wages?

7. If migrant workers are willing to work for such low wages, do you think they should be allowed to do so? Why or why not?

8. List some groups of workers who have either no unions or very weak ones.

9. What are teachers' "associations"? Why have teachers traditionally preferred them to unions? How do you account for the change toward unionism?

10. In what industries in the South have unions been weakest?

11. Why does the garment industry have a hard time organizing all garment workers?

12. Why has it been difficult to organize southern workers?

13. What factors slowed down the unionization of white-collar workers? What factors appear now to be stimulating unionization?

14. What tactics have some anti-union employers used to fight unions?

15. Why do physicians and lawyers not need to strike?

16. Why do firemen, policemen, and hospital workers sometimes have a hard time getting unions? Do you agree with the laws forbidding these workers to go on strike? Why or why not?

17. Why is the AFL-CIO less appealing to white-collar workers than to manufacturing workers?

18. Do you believe that unions should organize all workers in the United States? Defend your position.

19. Imagine that you could reorganize the AFL-CIO in any way you choose. What would you do about organizing workers? What workers would you organize first? Why?

Automation Lesson 7

OBJECTIVES:

1. To learn what automation is.

2. To understand how automation increases technical efficiency and productivity.

3. To understand some of the problems raised by automation.

4. To understand some of the proposals for dealing with these problems.

WORDS TO LEARN:

adequate	humane	primitive
alleviate	inadvertent	productivity
automation	industrialization	short-range impact
economically distressed area	maintenance personnel	social engineering
ensconced	paradox	synchronized
environment	preferential hiring	

INFORMATION:

Primitive man had to depend on his own muscle power for getting work done. His work was, of course, chiefly the business of gathering food, which took all his time until he learned how to make tools. Man learned how to combine these simple tools, the spear, the hammer, the plow, the wedge, and others into more complex, labor-saving devices called machines. As civilization grows more complex, our machines are constantly being improved and made more productive.

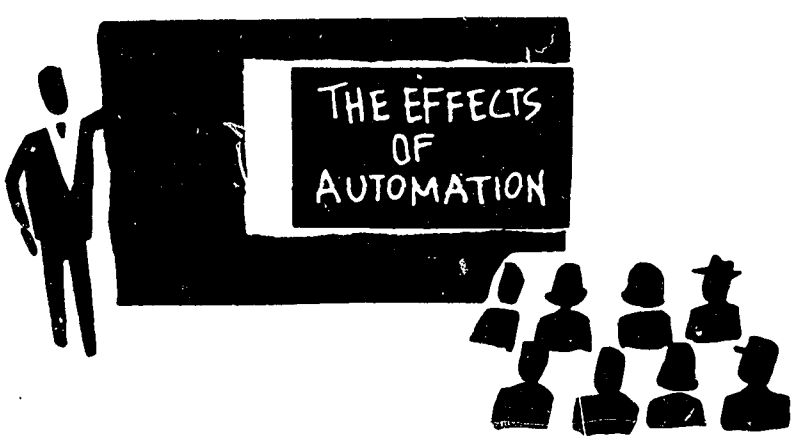

With the use of his tools, man learned how to harness the forces of nature. The windmill. the water wheel, the steam engine, the refining of oil and gas, the harnessing of water-power to make electricity, and finally the development of atomic energy, have provided the means for replacing human-muscle energy in doing work.

The Industrial Revolution made it possible for men to produce a far greater quantity of goods on the assembly line in factories than craftsmen had previously been able to produce. As machinery became more efficient, it was possible to shorten the work day and continue to produce more. The improvement in production methods affected agriculture as well as industry. For instance, in the early 1800's, about 75% of our work force was engaged in farming; it took the combined efforts of three farmers to supply enough food for one non-farmer and his family. Nowadays, less than 4% of our work force is engaged in farming, and the number steadily decreases: each worker in agriculture produces enough to feed his own family and the families of 19 other non-farming workers, plus large amount of crops for export.

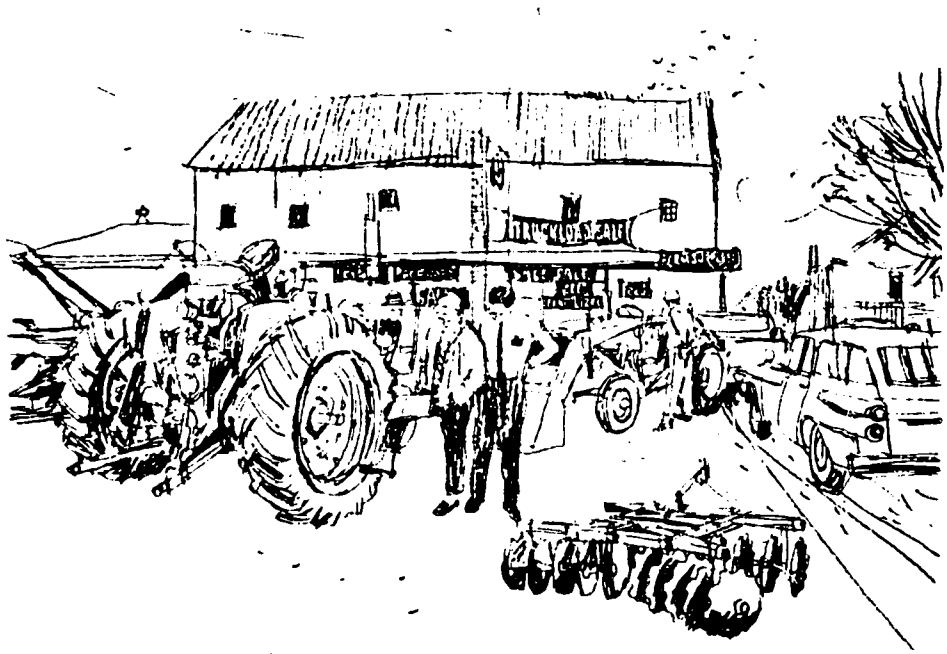

GREAT ADVANCES in the use of machinery on the farms have raised productivity while improving the lot of the agricultural worker.

As a result of the technological advances of the last two decades, we have entered the Age of Automation, often referred to as the Second Industrial Revolution. It would be a mistake for you to think that this is a sudden occurrence, however. Industrialization did not stop at the end of the 19th century, and suddenly start again twenty years later. It has been and is a continuous process, and, in terms of your own lives, is really more evolution (a slow, gradual transformation) than revolution.

Until we became aware in recent years of the extent to which our technological progress has damaged our environment, it seemed that the long-range impact of automation would be a better life for more people. We shall discuss the environmental problem in Unit X. The short-range impact of our advancing technology presents certain problems which we shall discuss below. We are faced now with the double challenge of avoiding the cost in human suffering which has so often accompanied industrial transitions, and of figuring out how to repair the environmental damage we have inadvertently caused.

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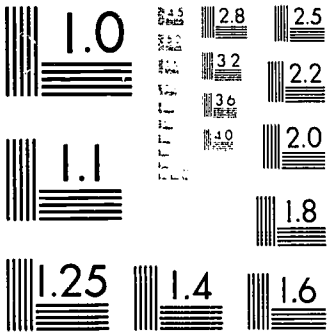

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS 1963 A

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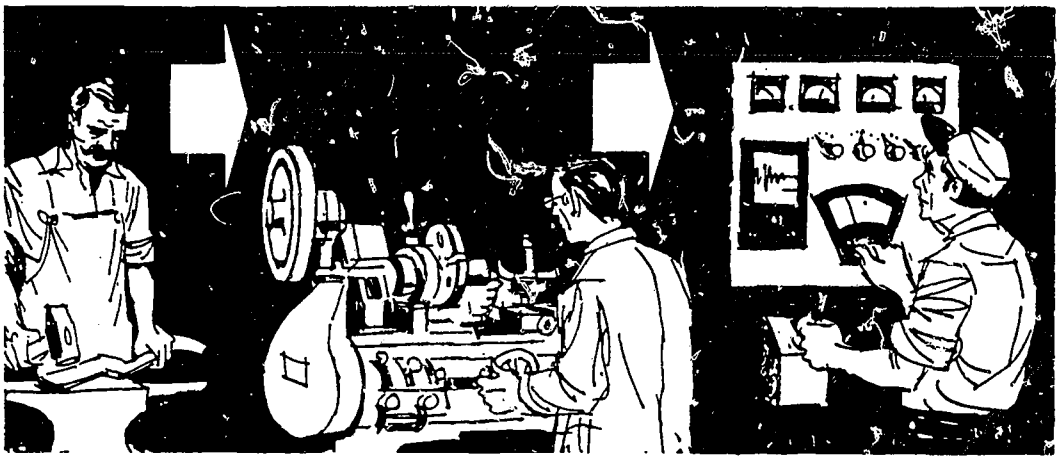

From Muscle Power to Machine Power to Automation
Courtesy AFL-CIO

WHAT IS AUTOMATION?

The first Industrial Revolution substituted machine power for muscle power, but left man responsible for transferring parts from one machine or one process to another, and directing and controlling the operation of the machine. Automation eliminates these roles for workers. "Decisions" are made by the machine itself. The only contact human beings have with the manufacturing process is in the installation and maintenance of equipment, starting and stopping the machine, and adjusting the controls for manual operation when serious breakdowns occur. "Detroit" automation (so called because it is most widely used in the automobile industry) means the use of machines to perform the assembly-line operations once done by workers, so that the operation is a "continuous flow," uninterrupted by human action.

Basic to continuous automatic control is the "feedback" mechanism, which was made possible by the development of electronics. Feedback is the means by which the system automatically checks itself and measures the work being done against the expected performance. A simple feedback mechanism, which will help you to understand the principle, is the thermostat in your heating system. You set the controls for the desired temperature, let us say 70 degrees, and the system does the rest. When the thermometer drops below 70°, the thermostat turns on the heat. When it goes above 70°, the heat is automatically turned off.

In Detroit automation, electronic "brains" calculate, measure, and carry out every operation with perfect accuracy and precision, and at the correct speed. Electronic signalings from one part of the system to the other provide for automatic adjustment of errors. When a part of the machine is about to wear out or break down, an electronic message is flashed to the central control board. About the only employees needed in this kind of operation are control-board operators and maintenance personnel.

Electronic control mechanisms have other uses as well as in automated manufacturing. Electronic computers (sometimes called "mechanical brains") perform mathematical operations much more rapidly and accurately than the human mind can do them. The machine "remembers" everything, can keep everything "in mind" when making a conclusion, and can perform in a few minutes calculations that would take a person years to perform.

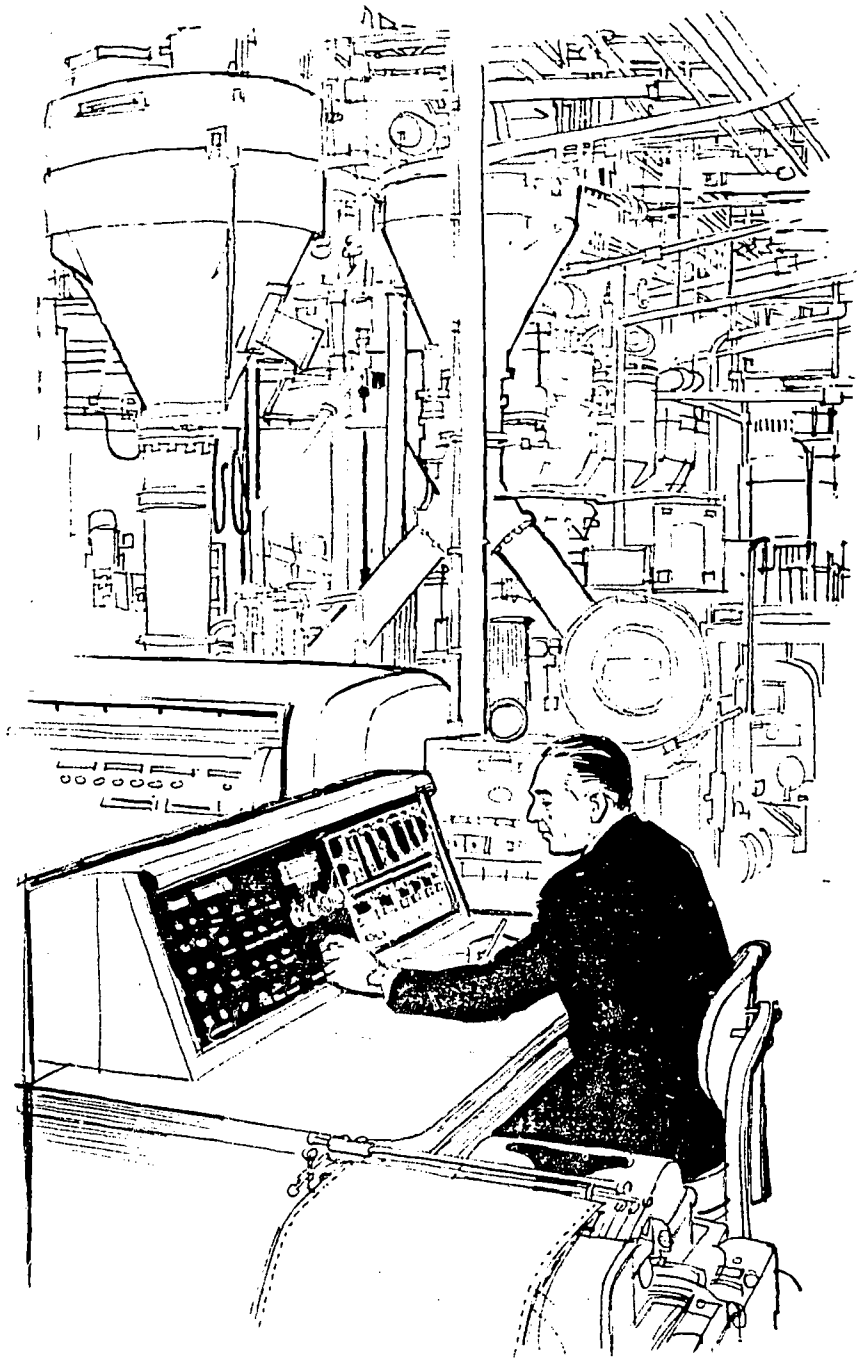

Automobile engine plants can now make engine blocks and heads in a continuous process which is seldom touched by workmen from beginning to end. Dozens of machines are linked together in an automatic line hundreds of feet long. More than 500 operations can be performed by machines on this line, with the timing so well synchronized that the line moves uniformly. The blocks are moved from one machine to the next by mechanical arms and fingers. Acording to the AFL-CIO, shortly after this system went into effect, 154 engine blocks an hour were produced, using 41 workers. The old system would have used 117 men to produce the same amount. Clearly, men have been replaced by machines on the assembly line. As these plants undergo continuous improvement and refinement, it is expected that the great majority of unskilled assembly-line jobs will disappear.

Feedback controls have reached their highest development in the petroleum industry. This description of an oil refinery, which appeared in the September 1942 Scientific American, is still one of the most vivid ones available:

> It is a bewildering kind of factory, with metallic towers rising 20 stories high, hundreds of miles of pipe, and only an occasional modest building. A few lonely men wander about the special monster doing supervisory or maintenance tasks here and there . . .
> Every day a quarter of a million barrels of oil flow unobtrusively into its maw and about as many flow out in the form of dozens of finished petroleum products – all profoundly and specifically altered by processing . . .
>
> The nerve center of this mechanical organism is the control room with its control panel. Here are ensconced the human operators – attendants upon the little mechanical operators of the plant. The human operators watch, they sometimes help or correct the instruments, but only occasionally do they take over the major part of operating responsibility . . .
>
> On the control panel are many things – indicators of measurements, indicators of valve positions, indicators of settings of controllers, knobs for changing these settings, facilities for shifting from automatic to manual control, knobs for effecting manual controls, alarms and safety devices, recordings of measurements for operations analyses, and recordings of measurements for accounting . . .
> Five hundred controllers, 400 motor-operated valves, 15,000 indicators and 800 recorders are in slight but significant motion at all times – like the steering wheel of a speeding motor car on a straight road.

Some refineries now are able to use electronic computers to control the controls. Insurance companies, banks, warehouses, retail stores, telephone companies, schools, and many industries use electronic computers. Computers that track satellites and predict their orbits can make thousands of mathematical calculations a second; check-writing machines can turn out thousands of checks a day more than it was possible for human operators to do.

One place where automation has touched all our daily lives is in the telephone system. Electronic computers make it possible for you to dial Florida or California without the aid of an operator: furthermore, all the information about the call – the date, hour, rate, length, cost, your number, the number you called – are recorded and calculated by computers, your bill is printed, and when you get it, no telephone operator or bookkeeper will have had anything to do with it.

WHAT EFFECT DOES AUTOMATION HAVE ON TECHNICAL EFFICIENCY AND PRODUCTIVITY?

Obviously, great gains in technical efficiency and productivity have been made and will continue to be made with automated equipment. Higher output and less waste are possible. Electronic calculators operate much faster than the human brain, and mechanical arms and hands move much faster and more steadily than human ones.

Automation eliminates the assembly-line problems created by human trouble – a fight with the wife, not feeling well, and all the thousands of reasons the human worker has for not performing. If the resulting products are sold at lower cost, as they certainly can be, and if consumer purchasing power can be maintained or increased, the result can be a greatly increased standard of living. But Americans already have the highest overall standard of living in the world. The problem of poverty is therefore one of distribution of wealth, the solution to which requires social engineering rather than technology.

New products and services will continue to result from automation. The processing of certain chemicals and radioactive materials could not be done at all if human beings had to take part in the manufacture, because the machines can stand extremes of heat and radiation that would be intolerable for human beings. Completely new industries, devoted to the design, manufacture, and installation of automated equipment, have developed.

With the use of electronic calculators, we shall learn to plot the economic course of the nation with far greater accuracy than is now possible. These machines are able to weigh thousands of complicated factors and reach conclusions which will make it possible to avoid economic depressions and recessions, as well as reducing waste and duplication.

WHAT EFFECT DOES AUTOMATION HAVE ON WORKERS?

As consumers, workers benefit from the greatly increased productivity and the new products which automation makes possible. A major advantage of automation for workers is the elimination of dull, repetitive jobs on the assembly line. Greatly improved working conditions and a reduction in the work week have resulted for many workers. Workers of the future will have even more leisure time than they have now.

The problem of greatest concern to all Americans is the displacement of workers by automated machinery, as old skills become obsolete and new ones become needed. In spite of the fact that automation takes place slowly, and does not affect all industries, we have today a situation in which thousands of workers are jobless in certain areas of the country, while in other areas industries can't find workers to fill the available jobs. Layoffs, changes in skill requirements, and job transfers will continue to take place.

EEK & MEEK By Howie Schneider

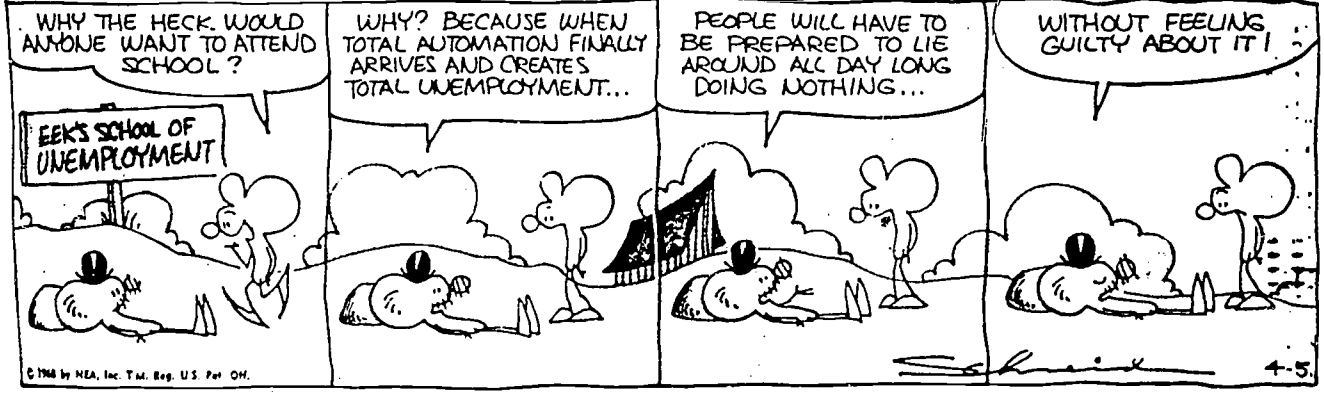

As you read in Unit I, the character of the labor market has changed and is continuing to change. The need for unskilled workers has diminished, and the need for skilled workers, service workers, and clerical and professional personnel has increased greatly. We have seen that the trend is toward an upgrading of the labor force. More and more training and education is needed.

More training will be needed to make the adjustment to tomorrow's labor force.

Since it will not always be possible to foretell the new skills which will be needed in tomorrow's labor force, the worker with a good general education will be in a better position than the uneducated worker to benefit from training when it is offered. Workers whose skills become obsolete and who are unable to adjust, older workers, and those who for some reason are not able to move, will be in a dangerous position competitively. An older worker who has been performing a simple assembly-line task may find it difficult or impossible to cope with the new machinery. Many skilled workers may have to take additional training. Electricians may have to learn electronics; pipefitters may have to learn hydraulics: skilled workers who have measured with calipers and micrometers must learn to work with tolerances measured in light waves. Graduates of vocational and technical programs will be increasingly needed, but they, too, must have a good general education as well as skill training, as new skills and abilities are required of them.

Blue-collar workers are not the only ones affected: an even greater percentage of white-collar workers — clerks, accountants, secretaries — have already been displaced by the use of electronic computers in offices. When the machine appears which automatically types from dictation, even fewer secretaries will be needed.

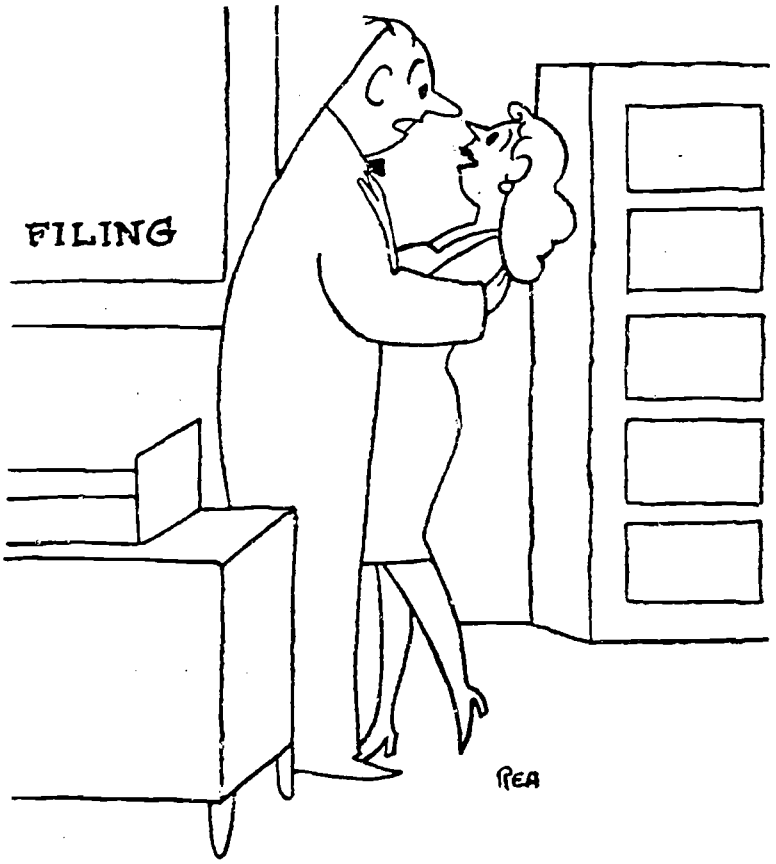

"I'm afraid it's all over, Eunice. I'm being replaced by a machine."

There is another side, however, to the automation coin. Automation creates new jobs. Maintenance personnel to care for the complicated machinery are already in great demand. Jobs for control operators, inventors, technicians, mathematicians, scientists, engineers, and designers, have been created by automation. Industries to make and service the machinery require more workers. The service occupations afford great opportunities, as workers have more leisure time and more money to spend. Automation also increases the demand for such service workers as hairdressers, plumbers, electricians, carpenters, and auto mechanics. Workers engaged in occupations to meet the leisure needs of the people and public service workers are increasingly in demand.

The beauty industry has been called "the industry without a recession," and the demand for servicing of electronics, radio, and television equipment appears likely to increase.

WHAT HAS BEEN THE OVERALL IMPACT OF AUTOMATION?

There is considerable disagreement among authorities about the extent to which automation is responsible for our current employment problem. That it has brought economic distress in some geographic areas is quite certain. Automation of the coal fields of West Virginia displaced thousands of coal miners; more than 150,000 miners left their homes between 1950 and 1960 to seek employment elsewhere. Many of the younger and better educated miners were fortunate. Those who, for one reason or another, stayed behind have suffered. Some have existed for years on union and government welfare payments and surplus food.

On the other hand prosperity has come with automation and computerization in other areas. The Cape Canaveral area in Florida, for instance, experienced a boom during our initial space efforts.

While the long-range impact of automation may be to create more jobs than are destroyed, we must turn our attention to the paradox of "poverty in prosperity," a growing phenomenon of our time. Much of this human suffering could be avoided or greatly alleviated with adequate attention, funds, and planning ahead.

HOW CAN THE ADJUSTMENT TO AUTOMATION BE MADE?

Although management tends to view the problems of automation with somewhat less alarm than does labor, both are now agreed that pre-planning is necessary when an industry changes to automation. John Diebold, the editor of Automatic Control, proposed in an address to the National Association of Manufacturers the following managerial policies as being worth consideration:

1. Installing new equipment only as part of an expansion program.

2. Postponing equipment installation until normal turnover reduces the number of employees.

3. Working for the understanding and support of management, unions and the community.

4. Retraining at company expense, and transfers to other areas of the company, where possible.

5. An orderly displacement plan based on maximum advance notice, personnel assistance in finding new jobs, and dismissal compensation.

We must show responsibility in employing this new technology, just as we must in using any of the powerful new forces we have created. If we act as responsible human beings, we have within our grasp a means for raising not only the material welfare of our civilization, but also its dignity.

Attempts by workers to obstruct automation can probably accomplish no more than a delaying action.

The AFL-CIO suggests that collective bargaining negotations will be increasingly concerned with maintaining security for workers through such plans as the following:

1. Fair and orderly procedures for layoffs, changes in job classification, and rehiring.

2. Company-wide or plant-wide agreements to give interdepartmental or interplant transfers based on seniority.

3. Preferential hiring provisons, which would require industries in contract with the union to give preference to workers laid off in the same industry and area.

4. As new jobs appear, changes in job classifications and wage structures.

5. Job and wage protection for downgraded or displaced workers. (Supplementary unemployment severance pay.)

6. Pension plans to permit early retirement and the transfer of pension rights from one company to another.

7. Provision for the retraining of workers at company expense or through labor-management cooperation.

8. Special measures to maintain job opportunities for older workers.

Some joint labor-management planning is already in effect. A typical arrangement is a joint committee on automation with the company paying a certain amount per unit of production into a retraining fund jointly administered by the company and the union. SUB (Supplementary Employment Benefit) plans have been negotiated by some unions, including the UAW and the USW.

However, automation confronts us with many difficult problems. Who decides who is to be retrained for what? The worker? The union? Management? Can the country afford to have a spread-the-work, shorter work-week policy in a time of increasing demand from the underdeveloped nations for help in industrializing? What can be done with unskilled, uneducated workers who simply don't have the ability to learn one of the new trades? What kind of intra-union reorganization will be necessary to meet the needs of the increasing numbers of highly skilled workers? What can be done with the increasing numbers of aging workers who are eager and able to work? Can the task be accomplished as union-management cooperation, or is a massive government effort necessary? Do we need to re-think our notions about work, guaranteed incomes, and the right of citizens to a decent standard of living?

It appears that, if the transition is to be made in a humane and orderly way, the government must play an even greater role. Not all employers and not all unions will react responsibly, and even if they should, the problems, which are national in scope, may be too vast for them to solve locally. The Federal Government already is taking some actions, including the following:

1. Attempting to protect consumer buying power, including that of workers. (However, when any groups of workers demand too large a proportion of the increased national income, other consumers will suffer.)

2. A variety of kinds of aid to economically distressed areas and persons. Food stamp programs and attempts to improve welfare procedures are helping some persons.

3. Increasing unemployment benefits. Congress has again extended unemployment benefits for workers who have exhausted their payments. Unfortunately, many workers in depressed areas remain unemployed even after all their benefits are exhausted.

4. Aid to education, including vocational and technical education. Increases in aid to vocational programs in recent years have stimulated the growth of these programs.

5. Increasing of social security benefits to cover more and more workers.

6. The granting of financial aid to industries, unions, and schools for the retraining of workers.

The advantages of government participation in the effort to lessen the distress caused by automation are worth noting. A government agency is in a position to survey the labor markets of the entire nation in a way that a single industry or union could not possibly do; nor does any single industry or union have the necessary funds. On the other hand, labor-management cooperation is essential, as actual counseling, job placement, and training must go on at the local level. It seems that three-way cooperation is necessary. Such programs as "Project Outreach" (in which unions are given federal funds to assist the hard-core unemployed), JOBS (a similar effort of industry, with federal funding), and MDTA (Manpower Development and Training Act) are steps in the right direction. But they have not solved the problem, as we shall see in Unit X.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. Explain the statement, "The first Industrial Revolution substituted machine power for human-muscle power, but left man to direct the machine; the second Industrial Revolution transfers decision-making to the machines."

2. How is it possible for one farm worker today to produce enough food for his family and 19 other families?

3. Why has the number of people engaged in farming declined sharply? What do you think happened to the people who left farming?

4. What is evolution? Show how the Age of Automation is really more the result of evolution than revolution.

5. What is "Detroit" automation? Why is it so named?

6. What is "feedback"? Why is it essential to automation?

7. Can you think of an example of "feedback" in your daily lives besides the operation of thermostatic control?

8. How does automated machinery detect and correct errors?

9. How is the central control board usually operated?

10. Is it possible that central control boards may be automated?

11. What kinds of employees are needed in Detroit automation?

12. Explain how the development of electronics made automation possible.

13. Why are electronic computers cometimes called "mechanical brains"? In what ways are they superior to the human brain? In what ways are they inferior?

14. Name some jobs once done by people but now done by electronic computers.

15. Have you ever seen an electronic computer in action? Describe its operation and the kind of information it provided.

16. Explain why manufacturers often prefer automation to human operators.

17. How does automation make possible greater productivity?

18. How may automation be used to help industrially backward nations industrialize rapidly? What are some of the problems this rapid industrialization may raise?

19. Why is it possible to produce certain things with automation that would not be possible without it?

20. Name some new jobs that automation will create.

21. Name some jobs that automation may replace.

22. What is the greatest problem Americans must face because of automation?

23. What are some of the advantages automation has for workers?

24. Why is there increasing demand for skilled workers and decreasing demand for unskilled workers? What effect will this have on young people who fail to finish high school?

25. What advantage will the worker with a good general education have if his skill should become obsolete?

26. What does upgrading of the labor force mean?

27. How does management propose to help workers make the transition to automation?

28. What are the proposals for worker security that the AFL-CIO makes as a basis for union bargaining demands?

29. What is "preferential hiring"?

30. What are some of the difficult questions that must be answered in the coming years? How would you answer them?

31. How is the government now playing a role in helping to solve some problems created by automation?

32. How might the government play a larger part in solving these problems? Why may this be necessary?

33. How do you think these problems should be solved?

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UNIT VIII – PROTECTING THE PUBLIC INTEREST: CORRECTIVE LEGISLATION

Lesson 1 – The Values of American Life
Lesson 2 – Laws Protecting Women and Children
Lesson 3 – Laws Protecting Consumers
Lesson 4 – Labor Legislation in the Public Interest
Lesson 5 – Legislation Protecting Workers: Social Security (OASDHI)
Lesson 6 – Legislation Protecting Workers: Unemployment Compensation. Workmen's Compensation. Public Assistance. and Welfare

UAW's Social Security Booth at the annual convention
(Courtesy UAW)

UNIT VIII – PROTECTING THE PUBLIC INTEREST: CORRECTIVE LEGISLATION

The Values of American Life — Lesson 1

OBJECTIVES:

1. To understand some of the major values of American life.
2. To understand why laissez-faire capitalism has been modified in an attempt to achieve those values.

WORDS TO LEARN:

adulterate	exploitation	radicals
bargaining power	incompatible	reactionaries
collusion	laissez-faire	shoddy
depression	manifestation	tendency
dignity	modify	unscrupulous
disability	monopoly	violated
	obsolescence	

INFORMATION:

In Unit I you read about three economic systems which propose rules as to how capital (the means of production) should be used. The three systems, you will recall, were pure capitalism, socialism, and communism.

The basic idea of our constitutional democracy is that no system is sacred unless it accomplishes the goal for which it was intended. The rules governing peoples' use of their capital should be regarded by most Americans as means to an end – not as ends in themselves. This view is expressed in our Declaration of Independence: Government should be the servant of the people.

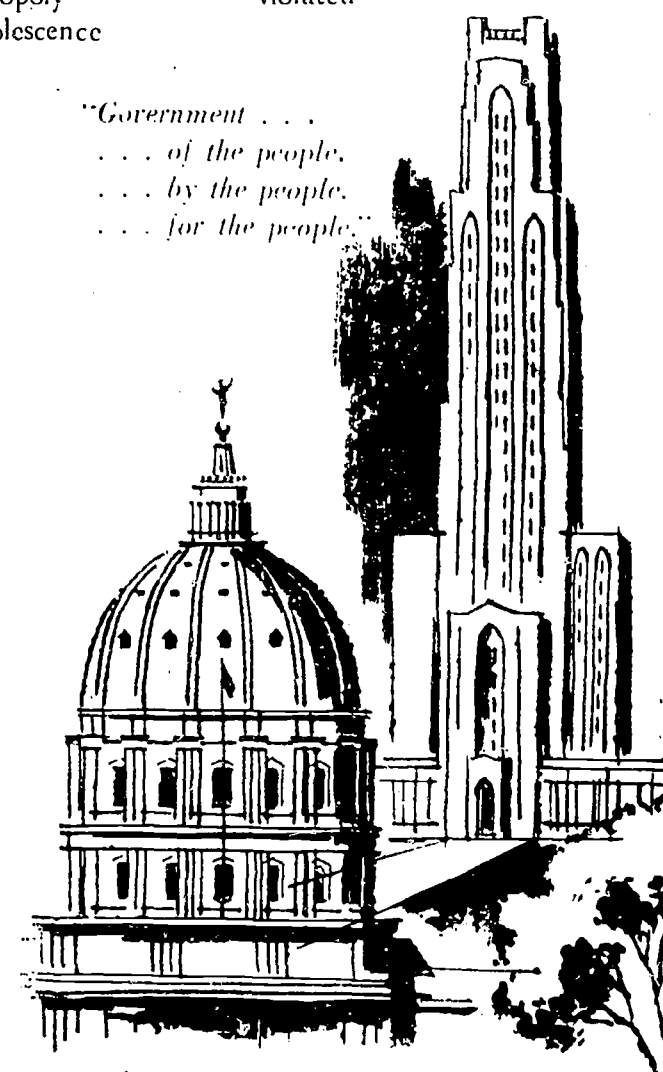

The justification of "capitalism" has always been in terms of how effective those rules would be in producing what Americans consider to be a good life. Freedom, comfort, equality, and so on, are the ends or goals of the American Way of Life. Whenever it has turned out that the operation of pure capitalistic rules failed to produce those goals, many Americans have tried to change the rules. The reformers often encountered many obstacles, as we shall explain, but gradually the rules have been changed in an effort to secure for more and more Americans the freedom, comfort, health, individual dignity and development, happy family life, and equality that make up American goals. Those rules are continuing to

change today, and they will undoubtedly go on changing as long as the United States endures. That is why it is so important for you to understand the nature of American goals, the rules, and the processes of change -- because in a few years change in America will be in your hands. Many young people today are not satisfied with the pace of change. Some of them are working to introduce the machinery which will enable us to change faster. Others argue, and believe, that the only way to bring needed changes is to destroy the system and start over. We are more optimistic; but we believe there is much yet to be done.

In this lesson we will examine certain American values which were offended by the operation of laissez-faire rules. We will describe how the goal of a good life for countless persons was affected by the pure capitalistic rules; and how many Americans grew increasingly dissatisfied with the way America was falling short of those goals.

WHAT VALUES WERE DENIED BY THE OPERATION OF LAISSEZ-FAIRE CAPITALISM?

As unregulated competition and bargaining worked out in practice, Americans became aware that many of the goals of the American Way of Life were not being achieved, at least by many people.

In the first place, since the basic goals we mentioned above were dependent on people's bargaining power, many people were automatically prevented from achieving them. For example, the goal of freedom could not be realized by people with little or no bargaining power. Also, many people were not achieving the goals of individual dignity and the opportunity to develop themselves and to learn. Similarly, many people were deprived of comfort and even health and safety on their jobs and in their homes, since comfort and health and safety cost money, and people with little bargaining power could neither bargain with management to improve working conditions nor bargain with landlords to improve living conditions. Furthermore, family life often appeared to be injured by the tendency for women and children to be hired in industry at lower rates of pay than adult men received.

In the second place, in many ways the American belief in fair play was violated by the operation of the market system (competition and bargaining). For example, many people suffered severe declines in bargaining power through no fault of their own (severe illness, disability, old age, job obsolescence, and others) yet they often seemed almost to be discarded and ignored when they were no longer "useful." This occurred in several ways. Old age, for one thing, sooner or later makes everyone relatively "useless." Industrial accidents, for another thing, could suddenly ruin a man's usefulness, and automatically ruin his family's security. Periodic depressions, for a third thing, suddenly created situations in which hundreds of thousands or even millions of workers who had been "useful" one day became "useless" the next, and no amount of "self-reliance" or "initiative" could secure them jobs in the bewildering situation of a depression. For a fourth thing, workers who had conscientiously and industriously learned their trades could overnight be rendered "useless" by a technological development that made their skills obsolete.

Courtesy National Council for the Social Studies

In the third place, it became apparent after a while that two conditions that were absolutely essential for the competition and bargaining system actually to result in "better goods at lower prices" were often missing. One of these conditions was consumer knowledge. That is to say, the idea that manufacturers would be forced by competition to offer the highest quality of goods assumed that consumers would buy only from those manufacturers who offered good quality. But in many cases, consumers couldn't possibly know which foods were chemically adulterated, which cosmetics were poisonous, which drugs were safe, or which cloth was really "100% wool" until it was too late. In such a situation, honest and efficient manufacturers were often at a disadvantage compared to dishonest manufacturers who were willing to use shoddy ingredients.

The second condition that was missing was something to keep competing manufacturers and employers competing. There were always two ways for manufacturers to adjust to the pressures of competition: not only the way that has been counted on (namely, to strive to become more efficient), but also another way – through "collusion." Manufacturers could agree among themselves not to compete. Or, in some cases, a large company could sell at such low prices that a smaller competitor would finally be driven out of business, thus eliminating competition. Once the competiton was gone, the large company could raise prices higher than ever. This is known as getting a monopoly.

A fourth way in which it became apparent that unrestricted laissez-faire capitalism was not working out as people had hoped was the fact that bargaining between a giant industry and a giant union could too easily result in injury to millions of innocent bystanders. When the bargaining could not reach an agreement, work stopped. And when this happened in such strategic industries as steel, telephone communications, trucking, coal, or railroad operations, many other industries would be forced into idleness.

In all these ways, then, (the violation of basic goals, the violation of fair play, the exploitation of consumer ignorance, the practice of collusion and of ruthless competition, and the paralyzing of the economy through work stoppages), it became apparent that the

rules of liassez-faire capitalism would have to be modified. The modifications that have been made and some that need to be made will be the subject of the next lessons.

We said above that the American system has always been, and continues to be, in the process of change: and that for some people the changes appear to come too slowly, whereas for others they come too fast. Much of the conflict you see and hear around you stems from this difference in people's ideas. For example, the "radicals" in the United States say that social reforms arebadly needed and must be made immediately if the nation, and indeed the world, are to survive. On the other hand, the "reactionaries" see the radical movement as the biggest threat to American society and tend to yearn for the "good old days" when life was simpler. Since the majority of people fall somewhere in between these two camps, neither of the extreme groups is likely to have its way completely.

One manifestation of this conflict between opposing views of what needs to be done is the tendency for some groups to call other groups "unpatriotic." This is another example of the kind of "word magic" some people get misled by. Whose definition of "patriotic" is the right definition? Should it be "My country right or wrong?" or "Our country . . . when right, to be kept right. When wrong, to be put right." Is it unpatriotic to tear down the flag (which is symbol of the country)? Is it also unpatriotic to pollute, and foul the air, land, and water?

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. Why should Americans be willing to make changes in their economic system?
2. What test should Americans apply in judging any system?
3. What are the goals of the American Way of Life?
4. Why has the American system been constantly in the process of change?
5. Why is it so important for you to understand the nature of American goals?
6. Why did unregulated competition and bargaining prevent many people from achieving these goals?
7. List some ways in which a worker may lose bargaining power through no fault of his own.
8. What two conditions would be necessary in order for unrestricted competition and bargaining to result in "better goods at lower prices?"
9. Why do consumers often fail to buy the best quality goods available?
10. How did consumer ignorance give unscrupulous manufacturers an advantage over honest manufacturers?
11. Name two ways in which manufacturers could cut down competition among themselves.
12. What is a monopoly? How may it injure the public?
13. How may the public interest be injured by unregulated bargaining between a giant industry and a giant union?
14. Summarize the ways in which laissez-faire capitalism proved to be incompatible with American goals.

Laws Protecting Women and Children — Lesson 2

OBJECTIVES:

1. To understand how basic American goals were being violated by the working conditions of women and children.

2. To understand ways in which women and children are now protected by law and how this progress took place.

3. To understand the current status of these laws.

WORDS TO LEARN:

burden	FLSA
consciousness	humanitarian
EEOC	interstate
	supersede

INFORMATION:

AFL-CIO

WOMEN WORKERS, now a vital force in American economic life, no longer are subject to the exploitation that characterized the early days of our industrial growth.

Women and children have always worked, of course. No one doubts that a certain amount of work for children is desirable for developing a sense of worthwhileness and responsibility. The employment of women and children for long hours and low wages was thought, at one time, to be desirable and necessary in order to get this country industrialized as fast as possible. However, it soon became apparent to many Americans that some women and children were being deprived of the basic American values of freedom, comfort, individual dignity and development, happy family lives, and equality, and that the resulting costs to society were greater than the rewards. However, progress to free women and children from these burdens was slow. Employers and others who

insisted that the operation of the capitalistic system must not be interfered with, resisted legislative change; our federal system of government seemed to place the responsibility on the states, and states like Massachusetts, which did pass a child labor law in 1836, were at a disadvantage as industries moved to new sources of cheap labor, and the courts consistently declared such state laws unconstitutional on the grounds that they were violations of free contract.

HOW DID PROGRESS TAKE PLACE?

As industrialization proceeded in this country, the production of more and more consumers' goods brought great profits to American businesses. Companies became less resistant to the demands of labor unions and humanitarian groups for improved working conditions. In the 1930's, the courts came to realize that the "doctrine of free contract" actually gave equal freedom to unequals. They began to uphold child-labor and minimum-wage laws on the grounds that they were necessary to equalize bargaining power.

WHAT LAWS HAVE BEEN PASSED REGULATING EMPLOYMENT OF WOMEN AND CHILDREN?

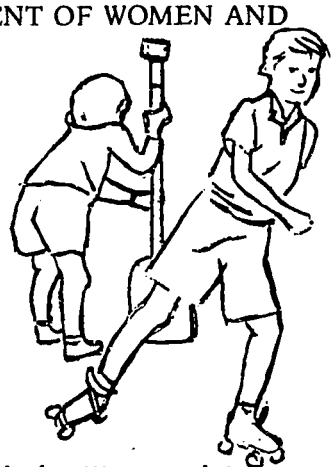

Until the Fair Labor Standards Act of 1938, curbs on the employment of women and children were exercised chiefly by the state governments. Compulsory school attendance laws, finally adopted by all the states, gradually removed the majority of children from the labor market except for after-school hours. There was considerable variation in the strictness of the state laws, with the states in the industrial northeast taking the lead. State protective laws for women dealt mainly with minimum wages, hours, working conditions, and types of jobs and work.

WHAT WAS THE FAIR LABOR STANDARDS ACT?

The Fair Labor Standards Act of 1938 (sometimes called the Wage and Hour Law) established certain standards for those industries engaged in interstate commerce. Included were a minimum wage (which has been increased many times since), a 40-hour week, with time-and-a-half for hours worked over 40, and a number of child-labor provisions. Some of them are:

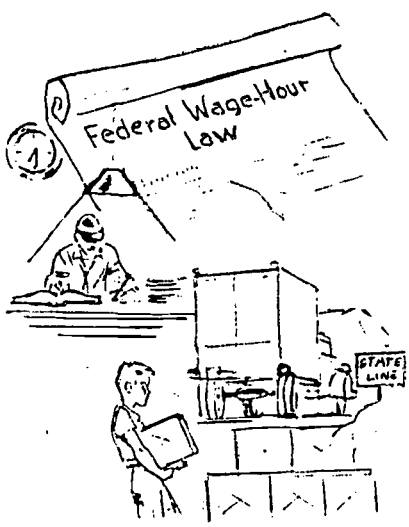

1. A minimun age of 16 is required for full employment (18 in some occupations).
2. The employment of children under 14 is prohibited.
3. Between the ages of 14 and 16, children may work outside of school hours in some occupations, but no more than 3 hours when school is in session.
4. Night work (between 7 p.m. and 7 a.m.) is generally prohibited.
5. When school is not in session, children between 14 and 16 may be employed for a maximum 8-hour day or 40-hour a week.

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6. Children working for their parents in agricultural occupations (except where it interferes with school) and children working in the movies or theatrical productions are not covered by the act.

Children of migrant farm workers are still employed for low pay and in substandard working conditions.
Courtesy of the USW

The U.S. Department of Labor has a Children's Bureau which administers these aspects of the law.

The 1964 Civil Rights Act, prompted by the black movement for equality of opportunity, prohibits discrimination on the basis of race, color, religion, or national origin, and includes the word "sex" in its Title VII, the Employment section. The act established the Equal Employment Opportunity Commission (EEOC) to implement Title VII, and its passage gave women a new consciousness of the respects in which they were discriminated against in employment.

Another law which helped women is the Equal Pay Act of 1963, an amendment to the Fair Labor Standards Act.

The Civil Rights Act (Title VII) and the Equal Pay Act have done much to get "equal pay for equal work" for women and to open new job opportunities. But the Equal Pay Act applies only to workers covered under FLSA; Title VII only to employers with 25 or more employees. This leaves many women uncovered.

The passage of the Civil Rights Act brought some confusion over the relationship of Title VII to the state protective laws for women. Where there is conflict with state protective laws, the EEOC has ruled that Title VII supersedes these laws. For example, suppose a state has a protective law that says women can't be employed for more than 9 hours a day, and a woman therefore loses the opportunity for promotion to a better

job which requires overtime. The EEOC, and the Women's Liberation Movement, perceive some of these protective laws as discriminatory and in conflict with Title VII. The problem is that these laws do discriminate against certain women, but provide needed protection for those not covered under FLSA or Title VII. There are cases now in the courts, and decisions have tended to favor the EEOC position. The Supreme Court may have to make a decision on this. Meanwhile, some states have repealed these protective laws, and others have amended them to exempt women in certain positions.

You will read about current efforts to improve the status of women in the next unit.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. Why was it difficult to get laws passed to protect women and children?

2. Why did industries becomes less resistant to demands for better working conditions?

3. What change took place in the attitude of the courts in the 1930's?

4. Why were curbs on the employment of women and children exercised by the state governments until the 1930's? See if you can figure out what our federal system of government had to do with this.

5. List three general provisions of the Fair Labor Standards Act.

6. Explain the provisions of the Fair Labor Standards Act relating to the employment of children.

7. Does the Fair Labor Standards Act apply to the entire nation? Give reasons for your answer.

8. Do you think any of the rules established by the Fair Labor Standards Act are ever violated? Give reasons for your answer.

9. In what ways has the Fair Labor Standards Act been improved with respect to the employment of women?

10. How did the Civil Rights Act of 1964 improve the situation of women in the labor force?

11. What were the state protective laws, and how did they conflict with Title VII? What is being done about this conflict? What do you think should be done?

OBJECTIVES:

1. To understand how basic American goals were being violated by the exploitation of consumers.

2. To understand some of the major legislation by which consumers are protected.

WORDS TO LEARN:

adulterated
antimonopoly law
antitrust act
prosecute
watchdog

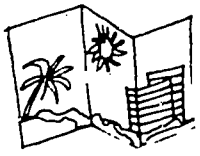

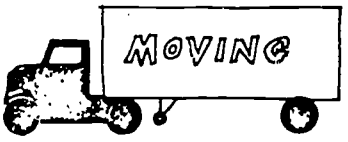

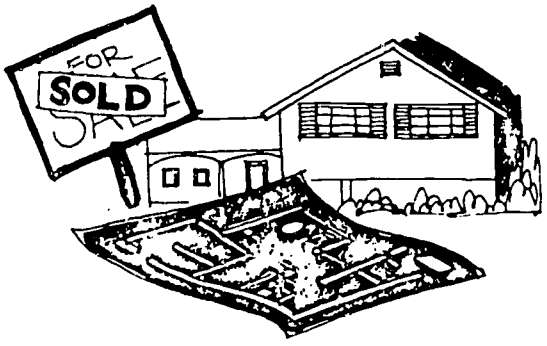

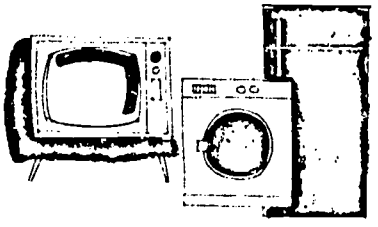

INFORMATION:

As we pointed out in Lesson 1, lack of consumer knowledge, collusion among employers, and monopolistic business practices made it clear that laissez-faire capitalism did not always offer the best goods at the lowest price, and it became necessary to have legislation to protect consumers.

WHAT LEGISLATION WAS PASSED TO PROTECT CONSUMERS?

There are basically three ways in which the government has acted to protect consumers. First came the laws designed to prevent collusion and other monopolistic practices; second came legislation to protect consumers against impure or poisonous products and false advertising; and third came a series of federal regulatory agencies whose job it is to act as watchdog for the American public.

WHAT WERE THE SHERMAN AND CLAYTON ANTITRUST ACTS?

The Sherman Antitrust Act of 1890 and the Clayton Antitrust Act of 1914 were antimonopoly laws designed to force large companies (such as Standard Oil of New Jersey) to subdivide into several smaller companies which would compete with one another.

Companies which get a great deal of control in other companies may be prosecuted under these acts, and may sometimes be forced to get rid of their shares of stock in those companies. This happened to the DuPont Corporation in 1961, when the Supreme Court ordered it to sell its shares of General Motors stock.

The antitrust laws also prohibit such forms of collusion as price fixing. In 1961, a number of leading executives of several of the electrical-applicance companies were found guilty of price-fixing activities and sentenced to serve prison terms.

An issue of concern to all is the question whether the Sherman Act was meant to apply to labor organizations as well as business enterprises. As the AFL-CIO and its affiliated unions become larger and stronger, many people feel that they are becoming monopolistic and should be controlled by the monopoly laws. Those who take this position point out that powerful industrial unions such as the USW or the Teamsters Union have the power to cripple the U.S. economy in a prolonged work stoppage. Those who oppose this idea feel that the bargaining power of labor unions would be seriously weakened; that, since the financial assets of all labor unions combined are less than those of one of our large companies, they should not be subject to the same laws. Of course, organizations like the National Association of Manufacturers perceive unions as too powerful, whereas organizations like the AFL-CIO perceive them as not powerful enough.

WHAT IS THE FEDERAL FOOD, DRUG, AND COSMETIC ACT?

This act, passed in 1906, followed the Sherman Act in providing protection for consumers. It has been amended many times as new problems arise (such as the battle between the makers of butter and oleomargarine over the sale of precolored margarine). The complicated provisions of this law may be summarized as follows:

1. It prohibits the manufacture or sale of adulterated food, drugs, or cosmetics.
2. It prohibits mislabeling or false advertising.

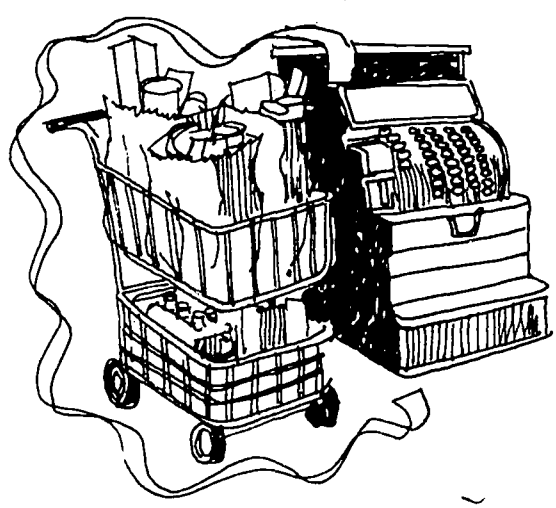

UAW *SOLIDARITY*, April 1970

The administration of this act is in the hands of the Department of Health, Education, and Welfare. Violation of its provisions is, therefore, a federal offense.

WHAT FEDERAL AGENCIES PROTECT CONSUMERS?

Many aspects of American business and commercial life are policed by several agencies in the executive branch of the government. These are regulatory agencies. Their job is to enforce laws enacted by Congress which come under their jurisdiction. A few of them are:

1. Federal Trade Commission
   The FTC enforces the laws to prevent unfair competition, deceptive practices, false advertising, price discrimination, monopolies.

2. Interstate Commerce Commission
   The ICC regulates railroads, trucks, water carriers, and freight forwarders.

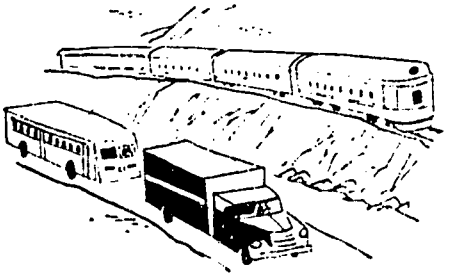

3. Federal Communications Commission
   The FCC regulates the activities of the communications industries – telephone, telegraph, radio, and television.

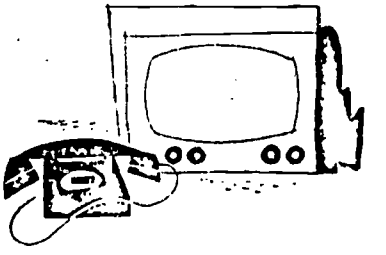

4. Civil Aeronautics Board
   The CAB regulates air-carrier operation and promotes safety in civil aviation.

5. Food and Drug Administration
   The FDA sets and enforces standards to protect the public against harmful substances in foods and drugs.

6. Environmental Protection Agency
   The EPA sets standards and administers grants to communities for projects to reduce pollution of land, air, and water.

7. Consumer Product Safety Commission
   Established in 1972, the CPSC sets and enforces safety standards for all sorts of products used by consumers.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. List the three ways in which the government has acted to protect consumers. Show which of these ways was used in the (a) Antitrust acts, (b) Pure Food, Drug, and Cosmetic Act, and (c) Federal regulatory agencies.

2. What effect did the Sherman and Clayton Antitrust Acts have on some large corporations?

3. Under what circumstances may companies today be prosecuted under these acts?

4. List several recent uses of the antitrust acts.

5. What is price fixing? Why is it considered a monopolistic practice?

6. Why do some people feel that labor unions should come under the antitrust acts?

7. Why do some people feel that the antitrust acts should not apply to labor unions?

8. Do you think labor unions should be subject to the same laws as corporations? Why or why not?

9. What protection does the Federal Food, Drug and Cosmetic Act give consumers?

10. Why do you think it is possible for adulterated products sometimes to reach consumers?

11. Why do you think it is possible for the public sometimes to be deceived by labeling or advertising?

12. To which branch of the government do the federal regulatory agencies belong? Why?

13. Explain the function of (a) the FCC; (b) the FTC; (c) the ICC; (d) the CAB; (e) the FDA; (f) the EPA; (g) the CPSC.

14. Can you think of any other regulatory agencies which might be needed? Explain the need.

15. Before you read the next unit, list what you consider to be the major problems facing consumers today. Compare your list with the issues discussed in Unit X.

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UNIT VIII – THE PUBLIC INTEREST: CORRECTIVE LEGISLATION

Labor Legislation in the Public Interest — Lesson 4

OBJECTIVES:

1. To understand how labor legislation has attempted to equalize bargaining power between labor and management.

2. To understand how labor legislation is used to protect the public from prolonged work stoppages in critical industries.

WORDS TO LEARN:

boycott	injunction
climate of opinion	legal restraints
closed shop	Magna Charta
coerced	national welfare
drastic	provisions
exploitation	secondary boycott
hostility	vital

INFORMATION:

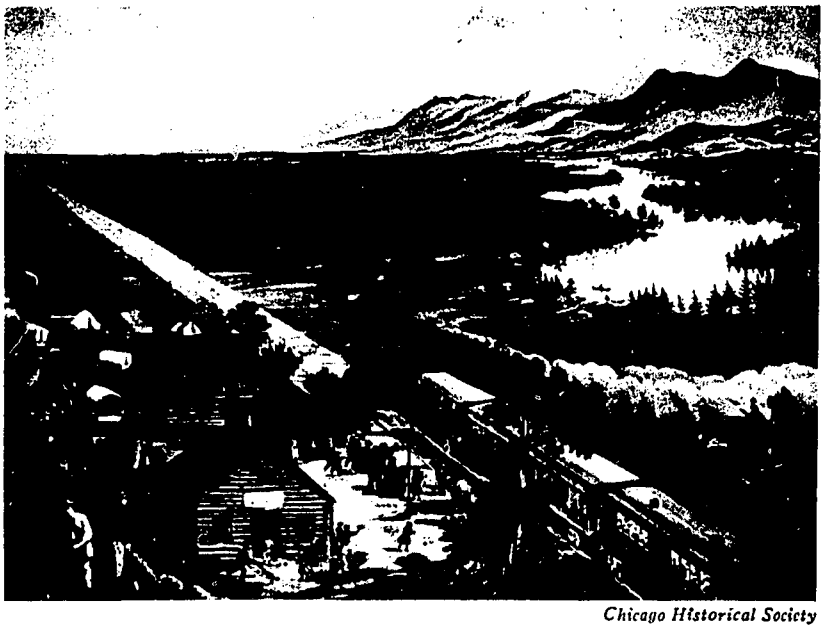

Chicago Historical Society

AS INDUSTRIAL DEVELOPMENT followed westward expansion, there came also movements for the betterment of working conditions and the exercise of rights of workers.

You learned in Lesson 1 that the American goals of freedom, dignity, health, safety, comfort, and opportunity to develop and learn could not be realized in a bargaining situation where one group of bargainers has little or no bargaining power. This

was the situation of American workers until the 1930's when the first legislation was passed to increase labor's bargaining power. This was the National Labor Relations Act (Wagner Act), to which we have referred several times in earlier lessons. In this lesson you will learn how this legislation worked.

Then, when it began to appear to the American people that bargaining power was shifting too much in favor of labor, as it did during the years immediately following World War II, legislation was enacted to reapportion bargaining power in favor of management. This was the Taft-Hartley Act. This law also contained a provision for controlling prolonged work stoppages in vital industries where the national welfare is threatened.

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Intertype Corporation

STATE AND FEDERAL LAWS – which reflect the will of the people as expressed through the ballot box – assure American workers greater freedom than workers anywhere in the world.

The exploitation of workers by their own unions, or of non-union members by unions, also became a problem in some areas. In some cases workers had been coerced into supporting unreasonable demands, going on strike when they didn't consider it necessary, and prevented from getting jobs; and union members sometimes used the same tactics of terror and violence to make people join unions as some employers formerly used to keep them from joining.

Protection of workers and the public from this kind of coercion was the subject of the Landrum-Griffin Act of 1959.

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HOW DID THE NATIONAL LABOR RELATIONS ACT COME INTO EXISTENCE?

You remember that workers in the United States had a hard time getting the right to bargain with their employers, partly because the courts interpreted the laws to mean that unions were violations of the right of free contract. In times of prosperity, when workers' bargaining power increased as a result of a demand for workers, unions gained membership in spite of legal restraints, and sometimes won benefits from employers. In times of depression, unions lost bargaining power, and usually lost members as well.

Food lines in the 1930's

The 1920's, although they were years of prosperity, did not favor union growth. Presidents Harding, Coolidge, and Hoover were not favorably disposed toward unions. Then, in 1929, came the Big Depression, which lasted well into the 1930's. Jobs were scarce, workers had little or no bargaining power, and union membership declined drastically.

After Franklin Roosevelt became president in 1933, the climate of opinion about unions changed greatly in the national government. Many laws designed to stop the depression and help workers were presented to Congress. Some of them were not passed, some were passed, and some of these were later declared unconstitutional. The law often referred to as the "Magna Charta" of organized labor was the Wagner Act, officially called the National Labor Relations Act of 1935.

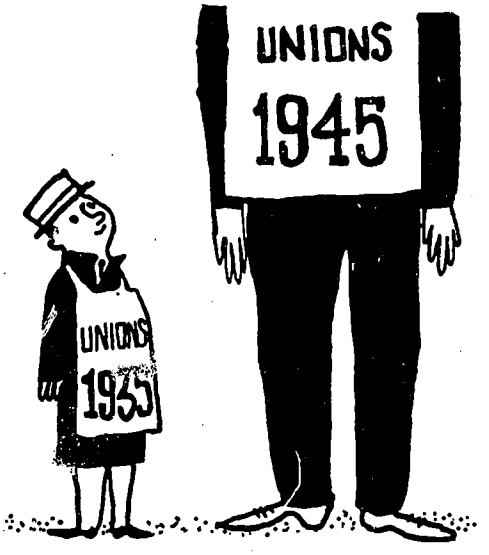

Unions grew by leaps and bounds after the Wagner Act was passed.

Science Research Associates

HOW DID THE NATIONAL LABOR RELATIONS ACT INCREASE THE WORKERS' BARGAINING POWER?

Recognizing the existence of unequal bargaining power between labor and management, this law was specifically designed to protect labor.

It gave rights to labor and placed restraints on management. The major provisions of the law may be summarized as follows:

1. Workers must be given the right to organize into unions without coercion or interference from employers.

2. Unions must be given the right to engage in collective bargaining with employers.

3. Workers desiring to form unions must be allowed to have free elections to determine which union the majority of workers want to represent them.

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THE RIGHT TO SETTLE disputes between management and labor without influence or control by either group has been secured through the National Labor Relations Act.

U.S. Department of Labor

4. The employer must bargain with the union selected by majority vote.

5. The National Labor Relations Board was established to hear labor complaints and to stop unfair labor practices.

6. Unfair labor practices applied to employers. Some of them were:
   a. Interference with collective bargaining
   b. Coercion of employees
   c. Domination of the union or formation of company unions
   d. Discrimination against workers because of union membership. (The yellow-dog contract thus became illegal.)
   e. Refusal to bargain with workers' chosen representatives
   f. Firing a worker who has testified against the employer.

For more information about the powers and duties of the NLRB, refer back to Lesson 2, Unit VI.

The National Labor Relations Act marked the beginning of a tremendous growth in union membership. The time of most rapid growth was during the thirties and forties.

HOW DID THE TAFT-HARTLEY ACT COME INTO EXISTENCE AND HOW DOES IT PROTECT THE PUBLIC INTEREST?

Courtesy AFL-CIO

After the end of World War II, there were many labor-management disputes and many strikes as a result of the government's release of wage and price controls. A fairly widespread sentiment developed that organized labor had become too powerful, and that it was time to readjust the bargaining power in favor of management. The Taft-Hartley Act did this and also gave the national government the power to take action in critical strike situations.

The Taft-Hartley Act was designed as an amendment to the Wagner Act and was passed over President Truman's veto. The main provisions of the act are as follows:

1. Six unfair practices on the part of labor were added:
   a. Putting pressure on workers to choose a particular bargaining representative, or forcing them to join a union.
   b. Forcing employers to discriminate against any employees because of union membership or lack of it.
   c. Refusing to bargain collectively with employer.
   d. Requiring employees to pay excessive initiation fees.
   e. Forcing employers to pay for services not performed.
   f. Boycotting the employer or forcing him to stop doing business with another person.
2. Union leaders were required to take a noncommunist oath and to file a report of their union's finances.
3. Unions were declared liable for damages if they or their members engaged in unfair labor practices.
4. Closed shops were declared illegal.
5. Neither labor nor management was permitted to terminate a contract without 60 days' notice.
6. A fact-finding board, to determine the facts in a labor dispute and report them to the President, was established.
7. In the case of strikes in vital industries, the President, when and if he deemed the strike to be endangering the national welfare, was empowered to ask the

courts for an injunction. The injunction would require workers to go back to work for an 80-day "cooling-off" period, after which they would be required to vote on management's last offer.

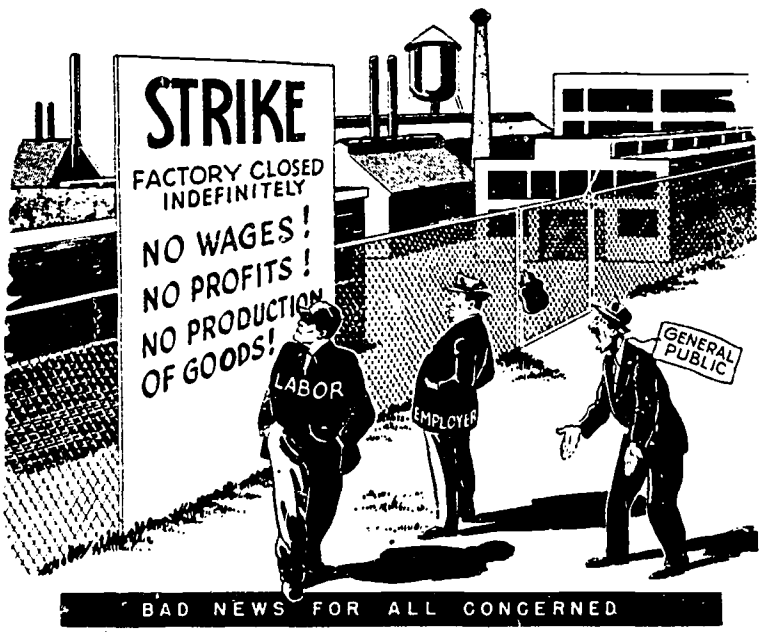

8. It was declared unlawful for unions to engage directly in political activity or to make direct political contributions. They might, however, support a candidate and urge members to contribute to his election.

Initially, the 1947 Taft-Hartley Act and the 1959 Landrum-Griffin Act aroused much hostility from organized labor and produced a massive but as yet unsuccessful effort to get some provisions repealed. Some of labor's most powerful weapons – the closed shop, secondary boycotts, etc., were outlawed, and it seemed to organized labor that the labor movement would be crippled during a depression or severe recession. It now seems that organized labor has learned how to "get around" these provisons. From the point of view of the National Association of Manufacturers, one reason this has happened is that the NLRB (National Labor Relations Board) has been extremely favorable to labor. The NAM argues that the NLRB doesn't enforce the Taft-Hartley and Landrum-Griffin Acts fairly.

Two issues on which labor and management have strongly different views are compulsory union membership and workers' sharing in decision-making. Management would like protection from these things and unions would like protection for them. The "truth", of course, depends on your point of view! In any case, the laws restricting labor unions have been in existence for a good many years now and the union movement appears to be still strong.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. What law was passed in 1935 to increase labor's bargaining power?

2. What law was passed in 1947 to increase management's bargaining power?

3. What law was passed in 1947 to protect the public from prolonged work stoppages in vital areas of the economy?

4. What law was passed in 1959 requiring unions to make certain records public?

5. Why did the "right of free contract" prevent workers from organizing?

6. Why did workers have a hard time organizing during the prosperity of the 1920's?

7. Why did the depression of 1929 and the thirties make it hard for workers to organize?

8. Explain the major provisions of the Wagner (National Labor Relations) Act.

9. During what period of time did unions grow most rapidly? Why?

10. What happened after World War II that caused the public to decide that bargaining power should be shifted in favor of management?

11. Explain the ways in which the Taft-Hartley Law placed restrictions on labor unions.

12. What unfair practices on the part of labor were added in the Taft-Hartley Law?

13. Explain the restrictions on unions imposed by the Landrum- Griffin Act.

14. Find out all you can about some recent decisions of the National Labor Relations Board. Debate the statement, "The NLRB's decisions are pro-labor and prejudicial to management."

15. When the President thinks a strike is endangering the national interest, what may he do?

16. What is an injunction? Who has the power to issue an injunction?

17. For how long must workers remain on the job after the injunction is issued?

18. Explain the term "cooling-off period."

19. What are workers required to do during the cooling-off period?

20. May workers go on strike after the cooling-off period?

21. Do you think the government usually takes any action during the cooling-off period? What might it do?

22. Explain the arguments for and against the Taft-Hartley Act's restrictions on labor unions. Express and defend your views.

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UNIT VIII – THE PUBLIC INTEREST: CORRECTIVE LEGISLATION

Legislation Protecting Workers:
Social Security (Old Age, Survivors, Disability and Health Insurance) Lesson 5

OBJECTIVES:

1. To learn why social security was necessary for the realization of American goals.
2. To learn how social security came into existence in the United States.
3. To learn which programs are included under the social security system.
4. To understand how O.A.S.D.H.I. works.

WORDS TO LEARN:

crisis	impetus
diagnostic	liberalize
disability	philosophy
economist	rehabilitation
eligible	universal

INFORMATION:

We pointed out in Lesson 1 that loss of bargaining power due to illness, old age, disability, job obsolescence, industrial accidents, or periods of economic depression are usually beyond the control of the individual worker, and that often no amount of self-reliance or initiative can restore earning power in these circumstances. Nowadays, few people doubt that the "security" most desired by Americans is the right to do productive work and receive just compensation for it. When this security cannot be obtained, our society now provides substitutes in the form of protection against many of the disaster situations over which we have no control. The first of these protections that was enacted is called Social Security.

Old age retirement

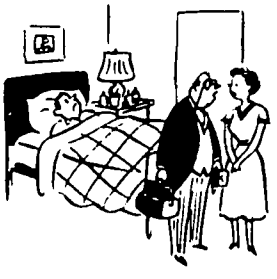

Sickness or accident

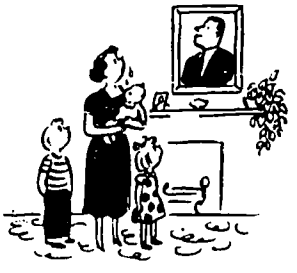

Possible death of wage earner

Unemployment

HOW DID SOCIAL SECURITY COME INTO EXISTENCE?

The first government-sponsored social security measures to be adopted by a national government were instituted in Germany in the 1880's. Chancellor Bismarck, a shrewd statesman, undercut his socialist opposition by introducing some of the measures they were clamoring for.

England and France, though far behind Germany, were ahead of the United States in establishing social insurance programs and are still ahead on terms of coverage and adequacy of benefits. Our government passed the first social security measures during the depression of the 1930's, and the law has undergone periodic amendments to extend and improve coverage.

In the early days of our country, under pure capitalism, it was believed that protection against disaster was the individual's responsibility, and in no way that of society. With thrift and good management, it was felt, the individual could set aside enough of his income to provide for his own protection. This philosophy was supported by the economists of that period. When the first attempts to pass social legislation were made, some groups opposed it on the grounds that it would undermine the traditional American value of self-reliance. Others took the position that, since these economic hazards were created by a capitalistic system, they could be eliminated only by eliminating capitalism. A third group felt that steps should be taken to increase economic security within the capitalistic system.

The debate continued, and social security measures were blocked until the depression of 1929 created widespread unemployment. It became clear during this crisis that individual initiative could not be exercised when individuals were at the mercy of economic factors beyond their control. The Social Security Act of 1935, one of Franklin Roosevelt's New Deal measures, was passed with relatively little oppositon. The Social Security Law is amended at nearly every session of Congress and new benefits added.

WHAT IS THE PURPOSE OF SOCIAL SECURITY IN THE UNITED STATES?

Social Security in this country is designed as income insurance. As long as the individual is working and receiving income, he does not receive benefits from social security, even though his income may not meet the needs of his family. It is only when the income is cut off in some way that he (or his family) becomes eligible for benefits. Being unable to pay debts, such as heavy medical expenses, does not qualify one who is working; such emergencies are supposed to be taken care of with voluntary insurance.

HOW DOES SOCIAL SECURITY WORK?

Part of the social security program is administered by the states and part by the Federal Government. The division of powers under our federal system of government was intended to keep power away from the federal government except when the states could not efficiently carry out a program. Therefore, the only part of social security which is directly administered by the Federal Government is Old Age, Survivors, Disability, and Health insurance. These types alone involve enormous sums of money, representing the lifetime investments of people, who often move from one state to another. The other features of social security are administered by the state governments, under regulations established by the National Government, which also grants financial aid.

Social security includes:

1. Old Age and Survivors Insurance
2. Disability Insurance
3. Unemployment Insurance
4. Public Assistance
5. Welfare Services
6. Workmen's Compensation
7. Medicare

Most people think of social security as including only old age, survivors and health insurance. Since that is the part of social security administered by the national government, and is the most difficult to understand, we shall deal only with OASDHI in this lesson. The other phases of social security will be dealt with in Lesson 6.

WHAT IS OLD AGE, SURVIVORS, DISABILITY, AND HEALTH INSURANCE (OASDHI) AND HOW DOES IT WORK?

According to the U.S. Government in a pamphlet entitled "Your Social Security," the basic idea of OASDHI is as follows:

> "During working years employers, their employees, and self-employed people pay social security contributions which go into special funds; and when earnings stop or are reduced because the worker retires, dies, or becomes disabled, monthly cash benefits are paid from the funds to replace part of the earnings the family has lost."
>
> Part of the contributions to social security made by the worker go into a separate hospital insurance trust fund. When workers or their dependents reach 65, they are eligible for hospital insurance under this program. Another program of supplementary medical insurance, to help pay doctors' bills and other medical expenses, is available to people 65 and over.

HISTORY OF THE SOCIAL SECURITY PROGRAM

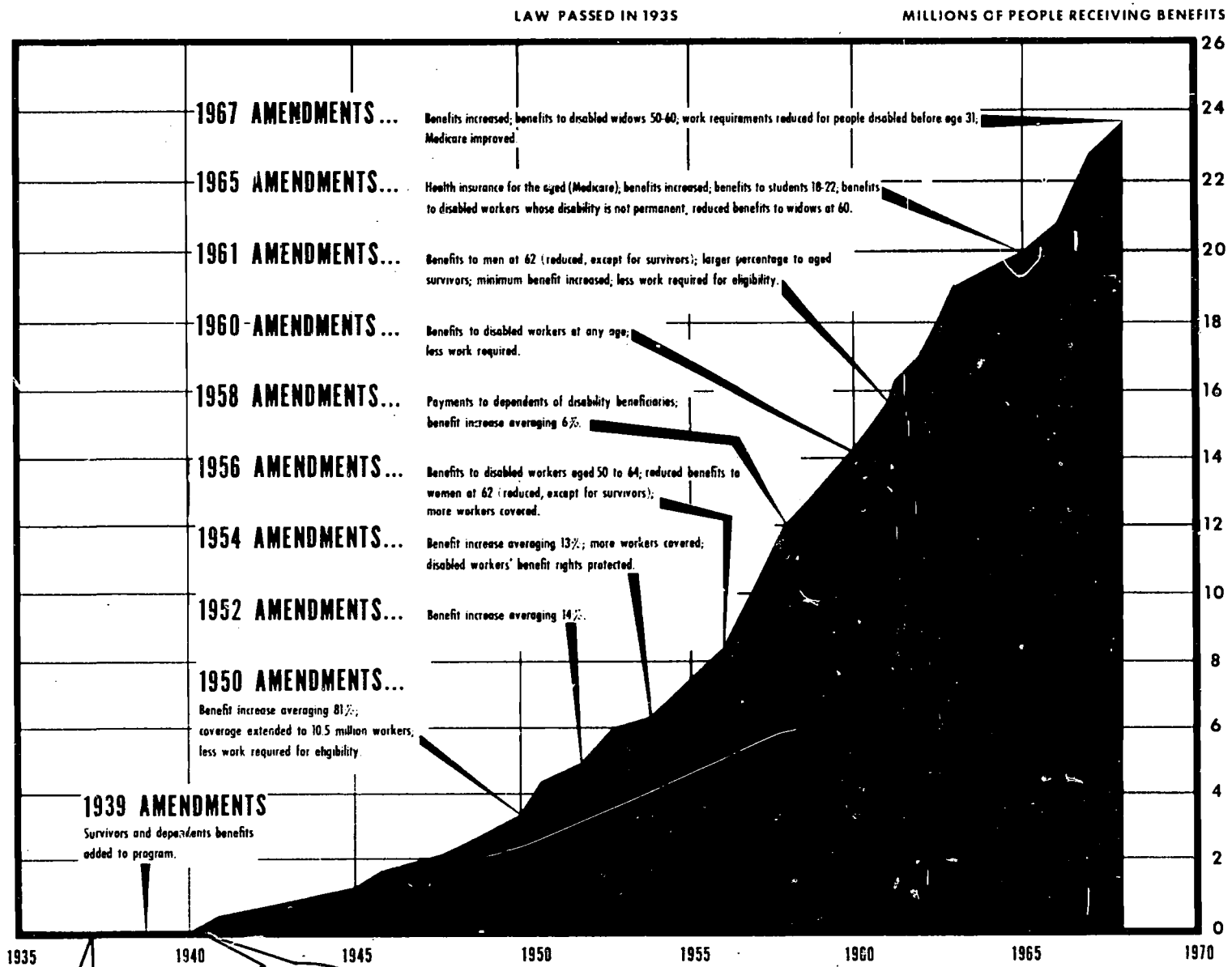

(A number of amendments to the social security law have been passed since 1967, and the benefits have been greatly increased. However, the above chart is the latest one available as of the end of 1973.)

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
SOCIAL SECURITY ADMINISTRATION

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SOCIAL SECURITY WHERE THE MONEY COMES FROM; WHERE THE MONEY GOES.

RETIREMENT, SURVIVORS, DISABILITY, AND HOSPITAL INSURANCE

CONTRIBUTIONS PAID DURING WORKING YEARS BY
- EMPLOYERS
- EMPLOYEES
- SELF-EMPLOYED PEOPLE

3 SEPARATE TRUST FUNDS

VOLUNTARY MEDICAL INSURANCE

PREMIUMS BY PEOPLE 65 OR OVER WHO SIGN UP—
EQUAL CONTRIBUTION BY GOVERNMENT

A SEPARATE TRUST FUND

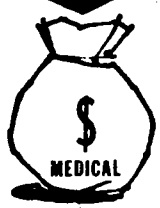

TRUST FUND MONEY USED FOR BENEFITS

Administrative costs for each program come out of the corresponding trust fund.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
SOCIAL SECURITY ADMINISTRATION

1968 SSI-61

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The four main features of OASDHI are:

1. Retirement
2. Survivors Insurance
3. Disability Payments
4. Medicare

WHAT ARE THE ESSENTIAL FEATURES OF THE RETIREMENT PROVISIONS OF OASDHI?

They may be summarized as follows:

1. Payments are made by the workers into the Social Security Fund.

2. A certain amount of work is required for one to become eligible for retirement benefits.Work credit may have been earned at any time since 1936. Work time is measured in quarters (3-month periods), and the number of quarters required depends on when the worker reaches retirement age (65 for men, 62 for women). Tables showing work requirements may be secured at any social security office.

3. The amount of retirement money received is determined by the amount of average yearly earnings, not by the length of time the worker has contributed to the fund.

4. Men and women are eligible for retirement at age 62 with reduced benefits, or at age 65 with full benefits, if they do not earn over a certain amount a year after retirement. Full payments may be received after age 72 no matter how much is earned.

5. Application must be filed at a Social Security office and proof of age submitted before payments will begin.

6. Certain dependents of retired workers, as defined by the law, may also receive monthly payments when the wage earner receives his retirement benefits. These include principally wives or husbands 62 or older, and minor or disabled children.

WHAT OCCUPATIONS ARE COVERED UNDER SOCIAL SECURITY?

Many occupations not previously included in retirement coverage have been included under recent amendments to the act. Most jobs, businesses, and professions are covered. These include self-employed persons, household workers, clergymen, and employees of state and local governments. If your work is under social security, the contributions must be paid, no matter how young or old you are; and you get social security credit for work covered under the law no matter how young or old you are. If you are an employee, your employer reports your wages; if you are self-employed, you report your own earnings and pay your contributions through your individual Federal income tax return.

Some types of family work are not covered. This includes work done by a child under 21 for his parents, by a husband for his wife, or by a wife for her husband. Work done by a parent for his son or daughter in connection with a business is covered, as is household work for a son or daughter in certain situations.

Occupations for which certain conditions must be met in order to receive coverage include: farming, ministers and members of religious orders, household workers, employees who receive tips, employees of non-profit organizations, employees of state and local governments, farm employees, federal employees, military service, railroad employment, American citizens working abroad, foreign agricultural workers, and foreign exchange visitors. What these special conditions are can be found out from any social security office.

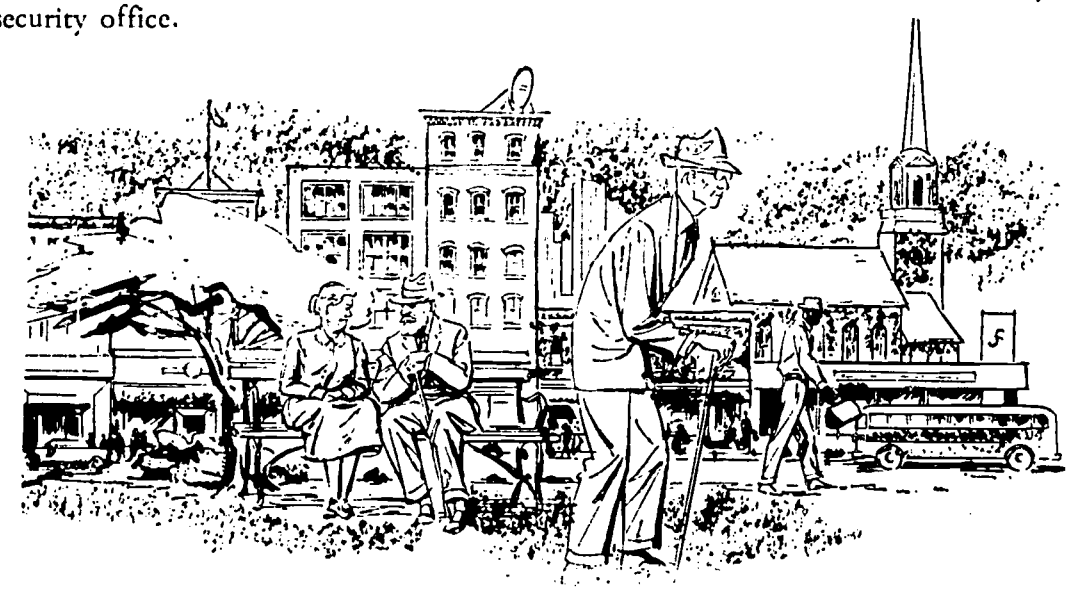

WHAT ARE THE MAIN FEATURES OF THE SURVIVORS' PAYMENT PLAN?
They include the following provisons:

1. Application must be made at a social security office, with certain proofs, such as death certificate and marriage certificate.

2. A certain amount of work is required of the wage earner to be insured at death. The charts below show how much credit for work under social security a worker needs to be fully insured.

FOR WORKERS BORN BEFORE 1930

If a worker born before 1930 reaches 65 (62 if a woman), becomes disabled, or dies in	*He will need credit for this much work to be fully insured*
1968	4¼ years
1969	4½
1970	4¾
1971	5
1975	6
1979	7
1983	8
1987	9
1991 or later	10

FOR WORKERS BORN AFTER 1929

If the worker dies when his age is	*He will be fully insured with credit for this much work*
28 or younger	1½ years
30	2
32	2½
34	3
36	3½
38	4
40 and so on	4½

Note:
A person is fully insured if he has credit for ¼ year of work for each year after 1950 up to the year he reaches retirement age, becomes disabled, or dies. In counting the years after 1950, a person born in 1930 or later would omit years before he was 22.

The time required depends on date of death and age at death, but regardless of date of birth, payments can be made if the wage earner worked 1½ years (6 quarters) in the 3 years before death.

3. Monthly payments to survivors and a lump-sum payment to a widow or widower will be made.
   a. The lump-sum payment is ordinarily three times the amount of the monthly retirement benefit at 65.
   b. The amount of monthly payments is determined by (1) average monthly earnings and (2) number of eligible survivors.
   c. Applications for lump-sum death payments must usually be made within 2 years after the worker's death.

WHAT ARE THE PRINCIPAL FEATURES OF THE DISABILITY PAYMENTS PLAN? They are as follows:

1. Disability is defined in the social security law as meaning a condition so severe that it makes one unable to "engage in any substantial gainful activity." A person is considered disabled if he has a mental or physical condition which prevents him from doing any substantial gainful work, and is expected to last, or has lasted, for at least 12 months or is expected to result in death.

2. Application must be made and medical proof of disability offered, using OASDHI's medical report form.

3. Monthly payments (equal in amount to old-age benefits at age 65) will be paid to a disabled worker and additional amounts paid to his dependents as defined in the law.

4. Rehabilitation services of the state must be used if they can be helpful; benefits stop when the disabled person is able to work.

5. The number of work credits needed depends on the age at which the worker becomes disabled. If under 24, credit is needed for 1½ years of work out of the 3-year period preceding the disability. Workers between 24 and 30 need credit for half the period from age 21 to the time they become disabled. Workers 31 or older need work credits for 5 years out of the 10 years before becoming disabled.

Workers who are disabled should apply promptly for benefits. Long delays in applying can cause loss of some benefits since back payments can be made for no more than 12 months.

WHAT ARE THE PRINCIPAL FEATURES OF HEALTH INSURANCE (MEDICARE)?

There are two kinds of health insurance protection under the "Medicare" section of the Social Security Act for which nearly all people 65 and over are eligible: hospital insurance (Part A of Medicare) and medical insurance (Part B of Medicare).

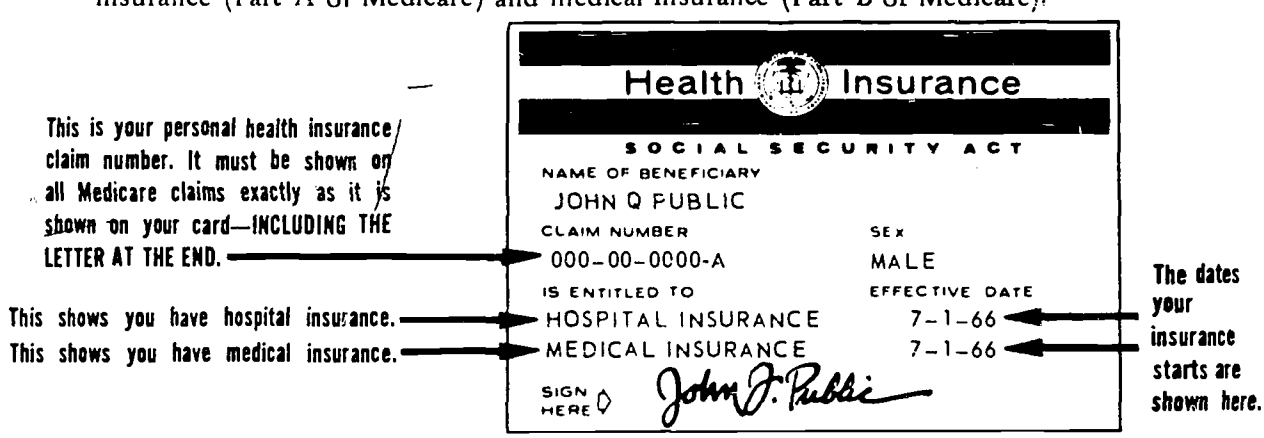

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REQUEST FOR MEDICARE PAYMENT

MEDICAL INSURANCE BENEFITS—SOCIAL SECURITY ACT

(See Instructions on Back—Type or Print Information)

Form Approved
Budget Bureau No.
72-R0730

PART I PATIENT TO FILL IN ITEMS 1 THROUGH 6 ONLY

A

Copy from your HEALTH INSURANCE CARD (See example on back)

1 Name of patient

2 Health insurance claim number

☐ Male ☐ Female

3 Patient's street address | City, State, ZIP code | Telephone Number

4 Describe the illness or injury for which you received treatment (Always fill in this item if your doctor does not complete Part II below)

Was your illness or injury connected with your employment?
☐ Yes ☐ No

5 If you have other health insurance or if your State medical assistance agency will pay part of your medical expenses and you want information about this claim released to the insurance company or State agency upon its request, give the following information.

Insuring organization or State agency name and address | Policy or Medical Assistance Number

6 I authorize any holder of medical or other information about me to release to the Social Security Administration or its intermediaries or carriers any information needed for this or a related Medicare claim. I permit a copy of this authorization to be used in place of the original, and request payment of medical insurance benefits either to myself or to the party who accepts assignment below.

Signature of patient (See instructions on reverse where patient is unable to sign) | Date signed

SIGN HERE

PART II PHYSICIAN OR SUPPLIER TO FILL IN 7 THROUGH 14

7 A. Date of each service	B. Place of service (*See Codes below)	C. Fully describe surgical or medical procedures and other services or supplies furnished for each date given	D. Nature of illness or injury requiring services or supplies	E. Charges (If related to unusual circumstances explain in 7C)	Leave Blank
				$	

8 Name and address of physician or supplier (Number and street, city, State, ZIP code)

Telephone No.

Physician or supplier code

9 Total charges $

10 Amount paid $

11 Any unpaid balance due $

12 Assignment of patient's bill

☐ I accept assignment ☐ I do not accept assignment

13 Show name and address of facility where services were performed (If other than home or office visits)

14 Signature of physician or supplier (A physician's signature certifies that physician's services were personally rendered by him or under his personal direction)

☐ MD ☐ DO ☐ DDS

Other degree _____

Date signed

*O—Doctor's Office
IL—Independent Laboratory
H—Patient's Home (If portable X-ray services, identify the supplier)
IH—Inpatient Hospital
ECF—Extended Care Facility
OH—Outpatient Hospital
OL—Other Locations
NH—Nursing Home

FORM SSA-1490 (4-68)

Department of Health, Education, and Welfare
Social Security Administration

The above is an application under Part B of the program, for doctors' services.

ERIC

Hospital insurance pays the cost of covered services for certain hospital and post-hospital care.

Nearly everyone who reached 65 before 1968 and everyone 65 or over who is entitled to monthly social security or railroad retirement benefits – as a worker, dependent, or survivor – gets hospital insurance even if he has never worked under social security. The number of earning credits required for those who reach 65 after 1968 depends on the year of birth.

The medical insurance plan is voluntary and no work credits are needed. Workers can enroll during the 3-month period just before the month they reach 65, or during the month they are 65 and the 3 following months. Protection does not start until 1–3 months after enrollment. This is the first enrollment period. The next enrollment period is the last 3 months of the next odd-numbered year; coverage does not begin for 6–9 months after enrollment, and the premium is higher for the same protection.

Medical insurance pays 80% of the reasonable charges for the following services after the first $60 in each calendar year:

1. Physicians'and surgeons'services, no matter where received.
2. Home-health services, up to 100 visits during a calendar year.
3. Other medical and health services, such as diagnostic tests, surgical dressings and splints, and rental of medical equipment.

HOW DOES THE WORKER ENROLL IN SOCIAL SECURITY?

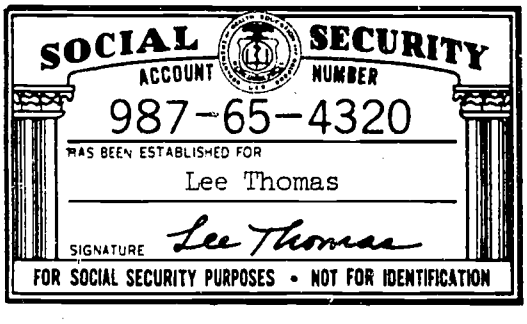

A social security card can be obtained at any Social Security district office. If your work is covered by the social security law, or if you receive certain kinds of taxable income, you must have a social security number. Your social security number is your key to the benefits you have earned. You only need one number in your working lifetime, no matter how many jobs you have. Your social security record is kept under the name and number of your social security card. Your employer will require you to show your social security card when you are hired. He needs the information on the card for his report of the amount of your earnings. Be sure his record of your number is correct.

If you are self-employed, copy the number directly from your social security card when you make out the self-employment part of your Federal personal income tax return.

Your social security number is also your tax number. Upon request, show it to anyone who pays you interest, dividends, or any other income that must be reported.

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APPLICATION FOR A SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)

Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial – if none, draw line ___) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

3 PLACE OF BIRTH (City) (County if known) (State)

7 YOUR PRESENT AGE (Age on last birthday)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

8 YOUR SEX MALE ☐ FEMALE ☐

5 FATHER'S FULL NAME (Regardless of whether living or dead)

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service
FORM SS-5 (7-69)

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

HAVE YOU COMPLETED ALL 14 ITEMS?

If you lose your card you must go to a Social Security office for a duplicate. Any changes of name should be reported also. Your number always stays the same.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
SOCIAL SECURITY ADMINISTRATION

REQUEST FOR CHANGE IN SOCIAL SECURITY RECORDS

Form Approved Budget Bureau No. 72-R 121.

SOCIAL SECURITY NUMBER

Read Instructions On Back Before Filling In Form. Print in dark ink or use typewriter.

1 IF REQUESTING NAME CHANGE Print NEW NAME HERE EXACTLY AS YOU WILL USE IT AT WORK (First Name) (Middle Name or Initial—if none, draw line —) (Last Name)

DO NOT WRITE IN THIS SPACE

2 Print YOUR NAME AS SHOWN ON YOUR LAST CARD (First Name) (Middle Name or Initial—if none, draw line —) (Last Name)

☐ DUP. ISSUED

3 DATE OF BIRTH (Month) (Day) (Year)

4 BIRTH DATE PREVIOUSLY REPORTED (If different from Item 3)

5 PLACE OF BIRTH (City) (County) (State)

6 SEX: MALE ☐ FEMALE ☐

7 MOTHER'S FULL NAME AT HER BIRTH (her maiden name)

8 FATHER'S FULL NAME (Regardless of whether living or dead)

9 DO YOU HAVE YOUR CARD? YES ☐ → IF "YES," ATTACH CARD ON BACK OF THIS FORM. NO ☐ → IF "NO," ENTER YOUR NUMBER, IF KNOWN, IN UPPER RIGHT CORNER AND COMPLETE ITEM 10.

10 WHERE AND WHEN DID YOU GET YOUR FIRST CARD? (State) (Year)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (ZIP CODE)

12 TODAY'S DATE

13 TELEPHONE NO.

14 Sign YOUR NAME HERE (Do Not Print)

Form OAAN-7003 (10-69)

Return completed application to nearest SOCIAL SECURITY OFFICE

FROM SOCIAL SECURITY NUMBER TO SOCIAL SECURITY BENEFITS

	SOCIAL SECURITY ADMINISTRATION
BEFORE YOU START WORKING You Get a Social Security Number →	ESTABLISHES AN EARNINGS RECORD FOR YOU
WHILE YOU WORK Your Employers Withhold Social Security Contributions–REPORT YOUR EARNINGS → Self-employed People Pay Their Own Contributions and Report Their Own Earnings	RECORDS YOUR EARNINGS
AT RETIREMENT, IN CASE OF DISABILITY You File a Claim for Benefits →	COMPUTES THE AMOUNT OF YOUR BENEFIT; AUTHORIZES TREASURY TO MAKE PAYMENT
YOU, YOUR DEPENDENTS RECEIVE MONTHLY BENEFITS ←	TREASURY SENDS CHECKS
AT 65 You Become Eligible for Health Insurance →	ARRANGES FOR PAYMENT OF HOSPITAL AND MEDICAL BILLS
AT YOUR DEATH Your Survivors Claim Benefits →	AUTHORIZES TREASURY TO MAKE PAYMENT
Your Survivors Receive Benefits ←	TREASURY SENDS CHECKS

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Social Security Administration
1968 SSI-62

You should check your record from time to time, whether you are self-employed or not, to make sure your earnings are correctly reported. This is especially important if you change jobs frequently. You can obtain a card for requesting this information from your Social Security office.

If your records do not agree with those of the Social Security Administration, you should consult your district office about what to do. You have the right of appeal. If you are not satisfied after asking for reconsideration there is a Bureau of Hearings and Appeal which will hear your case without charge.

REQUEST FOR STATEMENT OF EARNINGS

SOCIAL SECURITY NUMBER →

DATE OF BIRTH → MONTH | DAY | YEAR

Please send a statement of my Social Security earnings to:

NAME { MISS / MRS. / MR. _____

STREET & NUMBER _____

CITY & STATE _____ ZIP CODE _____

Print Name and Address In Ink Or Use Typewriter

SIGN YOUR NAME HERE (DO NOT PRINT) _____

Sign your own name only. Under the law, information in your social security record is confidential and anyone who signs another person's name can be prosecuted.
If you have changed your name from that shown on your social security card, please copy your name below exactly as it appears on your card.

U S GOVERNMENT PRINTING OFFICE 1970 OF—377-747

HOW ADEQUATE IS SOCIAL SECURITY?

Social Security benefits have been increased by almost every Congress since 1950, and provisions have been strengthened and liberalized over the years. The great majority of people, including conservatives who originally opposed the idea, now approve of social security. There is the feeling that the benefits were "earned," and social security has provided for old people an increasing degree of independence from children and relatives. This has, in turn, provided financial relief for their relatives and offspring.

In spite of these increases, however, social security payments have been, and continue to be, inadequate by almost any standard of comfort. The average monthly benefit is below the poverty line for a single person and only slightly above it for a couple: the minimum benefit is well below the poverty line in both cases. If we consider that there has been a drop in the proportion of the elderly population with earnings, and that the average income from other sources is very low, we must question how

adequately we provide for our aged. Legislation to provide a guaranteed annual minimum income, with "negative income tax" features, permitting the elderly to add enough to their retirement incomes through work to maintain a comfortable living standard, would be an improvement. Such legislation to protect both young and old from poverty is being considered. We shall discuss it at greater length in Unit X.

The U.S. Department of HEW, Social Security Administration publishes these books, available through the Government Printing Office, Washington, D.C. 20402.

Social Security Programs Throughout the World

Social Security Programs in the United States

Special Information for Self-Employed People

Social Security Information for Young Families

Packet No. SSI-623 can be obtained by the teacher from the local Social Security office. It is entitled "Social Security, Income Maintenance, Retirement, Survivors, and Disability Insurance. Health Insurance for People 65 and Over, Hospital Insurance, Medical Insurance." It includes the following materials:

Free Teaching Aids – To Help Teach Social Security

Your Social Security

If You Become Disabled

Your Social Security Earnings Record

Social Security Benefits: How You Earn Them, How Much Credit You Need

Your Medicare Handbook

Social Security Information for Young Families

You Can Work and Still Get Social Security Benefits

Wall Charts: Social Security Trust Funds; From Account Number to Benefit; History of the Social Security Law; Medicare.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. What is the "security" desired by most Americans? What are the most common causes of family economic insecurity?

2. How have these causes of economic insecurity been handled in the past by government, group, and individual sources?

3. What is social security? What factors in the United States provided the impetus for enactment of the Social Security Act in 1935?

4. Name some countries that were ahead of the United States in passing social security laws. How do you explain this?

5. Why were advocates of laissez-faire capitalism opposed to social security?

6. Why was "individual initiative" not enough to provide security for workers during the depression years?

7. Explain the philosophy behind social security in the United States.

8. Find out about social security in England and the Scandinavian Countries and contrast it with that of the United States. Which system do you prefer? Why?

9. Why is part of our social security administered by the National Government and part by the states?

10. Why does the Federal Government administer OASDHI?

11. What categories of benefits were provided for in the Social Security Act of 1935? What benefits have been added since?

12. What three kinds of benefits are provided for under OASDHI?

13. Summarize the retirement provisions of OASDHI.

14. What categories of workers are covered and not covered under OASDHI?

15. Summarize the provisions of the survivors' payment plan of OASDHI.

16. What is "disability" according to OASDHI?

17. What assistance does OASDHI give disabled workers?

18. How are disabled children helped by OASDHI?

19. Discuss the hospital and medical benefits available under Medicare. How does a worker become eligible?

20. Why is universal and compulsory coverage an essential part of any social insurance system?

21. Why are social security benefits paid as a matter of right rather than on the basis of need?

22. Why are full benefits paid to a worker who retires, dies, or becomes disabled even though he has contributed to the system for a short period?

23. Why is there a limit on payment of benefits to people who are working?

24. What is the retirement test? What are some arguments against it? Find out what some European countries do.

25. How is Social Security financed? How is it administered?

26. Ask a representative from your local Social Security office to talk to the class. He will answer your questions, and he will bring charts, slides, and films with him.

27. Offer some suggestions for improving social security and Medicare.

28. Do some research to find out the respects in which social security in the United States differs from that in some of the Western European countries. Discuss reasons for these differences.

UNIT VIII – THE PUBLIC INTEREST: CORRECTIVE LEGISLATION

Legislation Protecting Workers: Unemployment Compensation, Workmen's Compensation, Public Assistance, and Welfare — Lesson 6

OBJECTIVES:

1. To understand the purpose of unemployment compensation and how it works.
2. To understand the purpose and operation of workmen's compensation laws.
3. To understand the purpose and operation of public assistance and welfare measures.

WORDS TO LEARN:

accrued	deficiencies	pauper's oath
affront	eligible	scheduled injuries
compensation	foster home	stability
controversial	mandatory	state ward
		subsistence

INFORMATION:

The Social Security Act provided for federal aid to those states which passed laws setting up unemployment and workmen's compensation programs, and public assistance and welfare programs acceptable to the Federal Government. The role of the Federal Government is twofold: (1) it provides financial aid and (2) it supervises the operation of the programs.

HOW DOES UNEMPLOYMENT COMPENSATION WORK?

The states are required by federal law to collect a tax from employers and are allowed to keep most of the tax money for a fund out of which benefits are paid. Administrative costs of running the program are paid by the Federal Government. All the states now have such laws, with slight variations in the provisions from state to state.

Before 1970, the law required the states to collect a tax from employers of four or more persons in each of 20 different weeks during the year. Although half of the states had extended this coverage to include employers with 1, 2, or 3 employees, 25 states had not done so. The Employment Security Amendments of 1970 extended the Federal Unemployment Tax to small firms – those either employing one or more workers on at least 1 day of each of 20 different weeks in a year, or paying wages of $1500 or more in a calendar quarter of the current or preceding calendar year. This change provided unemployment compensation protection for 1.1 million jobs that were not previously covered.

The new law also had provisions extending coverage to a great many occupations which had previously not been covered under the old definition of "employee." These covered occupations are: agent-drivers and outside salesmen, agricultural processing workers, services performed outside the U. S. for an American firm by a U.S. citizen,

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UNEMPLOYMENT INSURANCE

State hospitals, State institutions of higher learning, certain non-profit organizations, etc. Still not covered are full-time life insurance salesmen, persons who work in their homes on materials furnished by another, students under 22 employed in work-study programs, students' spouses employed by a university under assistantships, people employed by hospitals in which they are also patients, and agricultural workers. Attempts are being made to include large farms in subsequent legislation.

The employer generally pays the full cost of unemployment compensation. Most states base the unemployment tax on (1) the earnings of employees and (2) stability of employment in the particular business. Therefore, employers who lay off a great many workers pay into the fund at a higher rate than do those whose workers are employed steadily.

Qualifying requirements vary from state to state. Some of the laws require that workers must have been employed for a certain length of time before they are eligible for benefits. Others are based on the amount of earnings. The 1970 federal law requires the states to amend their laws so that a beneficiary must have worked since the beginning of his benefit year in order to obtain unemployment compensation in his next benefit year.

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Registering applicants and giving them "Job Bank" booklets

Applicants use these small cubicles to scan the "Job Bank" for openings.

Two young job seekers look over "mini-guides" explaining requirements and duties of various jobs.

Scenes in a Modern State Employment Service Office

The unemployed worker must file a claim for benefits and register at a state employment office. He must show evidence of seeking employment. He must accept work which is offered to him through the employment office, and he must report to the office periodically (usually once a week). A waiting period of about a week is necessary before benefits start.

The 1970 law provides for extended benefits during periods of high unemployment by establishing a new Federal-State program to provide benefits when the regular state benefits are exhausted. An increase in the federal tax will be used to finance the federal share of the extended benefit program.

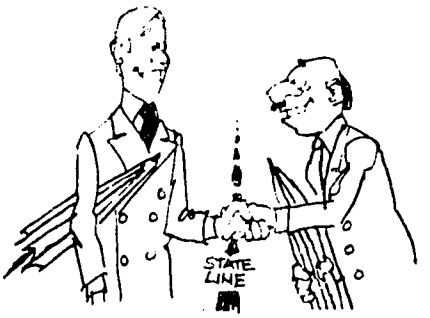

Under the 1970 law, compensation can no longer be denied to workers in approved training programs or who file claims in another state or in Canada. When earnings are in two or more states, the states are required to participate in arrangements for combining wage credits. The accrued leave of ex-servicemen under the new law will be treated in the same way as the accrued leave of other unemployed workers. The only acts for which wage credits can be canceled or benefit rights eliminated are discharge for misconduct, fraud in connection with a benefit claim, or the receipt of disqualifying income such as pension payments.

Unemployment benefits vary from state to state. In general, they are enough for subsistence but not adequate to support a comfortable standard of living; hence workers are encouraged to continue seeking employment.

Some of the unresolved, and controversial, issues surrounding unemployment compensation have to do with these questions:

1. Should there be automatic cost-of-living adjustments in unemployment insurance?

2. Should people on pensions receive unemployment compensation?

3. What should be the role of employment insurance under guaranteed-minimum-income plans?

4. What should be done about the variety and fragmentation of programs which exist in the states?

You may want to do further reading from the bibliography on these issues.

WHAT IS WORKMEN'S COMPENSATION AND HOW DOES IT WORK?

Workmen's Compensation laws in the states provide for payments to workers in case of occupationally caused sickness or accident which happens on the job or as a result of the job. Some few states have added disability benefits to the compensation laws, providing for financial assistance to persons disabled by other causes than employment. Mississippi was the last state to enact a workmen's compensation law, in 1948.

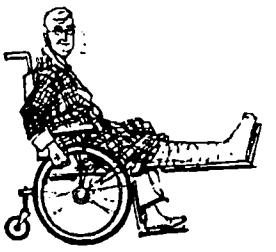

For many years workers had to bear the financial consequences of on-the-job injuries. Although they were legally permitted to sue employers or other workers, it was a long, costly, and time-consuming process. and it was difficult to prove the charges. The courts usually ruled in favor of the employer. Gradually the philosophy about on-the-job injuries changed. The first Workmen's Compensation Law was passed in 1911. Now each of the 50 states has one. Compensation to injured workers is now considered by the courts to be a cost of running the business, similar to the cost of repairs or replacement of machinery, for which the employer must pay no matter whose fault the accident was. Income and medical benefits now total over $2.3 billion a year; $1.5 billion of this are income benefits.

A state Workmen's Compensation Board administers the law. Employers are required to pay insurance to the state fund or to a private insurance fund meeting state requirements. Some large companies have self-insurance. Insurance rates are lower for firms having accident-prevention services – accident analysis and safety engineering. Since enactment of the laws, the frequency of industrial injuries has been reduced by 80% and industrial deaths reduced by 78%.

The amount of compensation received by the worker depends on his average earnings and on the extent of the injury or the length of disability. Workmen's compensation plans also pay death benefits to survivors of workers whose deaths were caused by the job. The law provides for special legal benefits for minors and special benefits for occupational diseases.

The types of benefits provided under Workmen's Compensation are as follows:

1. Payments for permanent and temporary total disability.

2. Payments for "scheduled" injuries, involving the loss of or loss of use of, specific body members.

3. Survivors' benefits in the case of fatal injuries.

4. Medical benefits (these totaled nearly 34% of the benefits paid in 1968).

5. Rehabilitation benefits, including maintenance allowance.

6. Although income benefits are retroactive to the date of injury, there is a waiting period for these benefits to begin. There is no wait for medical and hospital care.

In 1969, Congress enacted the Coal Mine Health and Safety Act, which provided for compensation to miners for "black lung" disease – to be paid by the states beginning in 1973.

In 1970, changes in the workmen's compensation laws provided increases in benefits for disabled workmen and surviving dependents; 20 states increased their maximum weekly income benefits. Congress enacted the Occupational Safety and Health Act of 1970, requiring the establishment of mandatory industrial safety and health standards, and providing for inspection and enforcement through an independent Occupational Safety and Health Review Commission. The Act also called for a National Commission on State Workmen's Compensation Laws to study and analyze state laws to determine their adequacy.

WHAT IS PUBLIC ASSISTANCE AND HOW DOES IT WORK?

All the states have some kind of public assistance program. Public assistance does not depend on previous earnings or contributions: the only requirement for eligibility is proof of need, and the amount of assistance given is only enough to meet the need. Assistance may be given to the following persons:

1. Old people without any means of support.
2. The needy blind.
3. Those who are permanently and totally disabled and do not qualify for social security or workmen's compensation.
4. Dependent children.

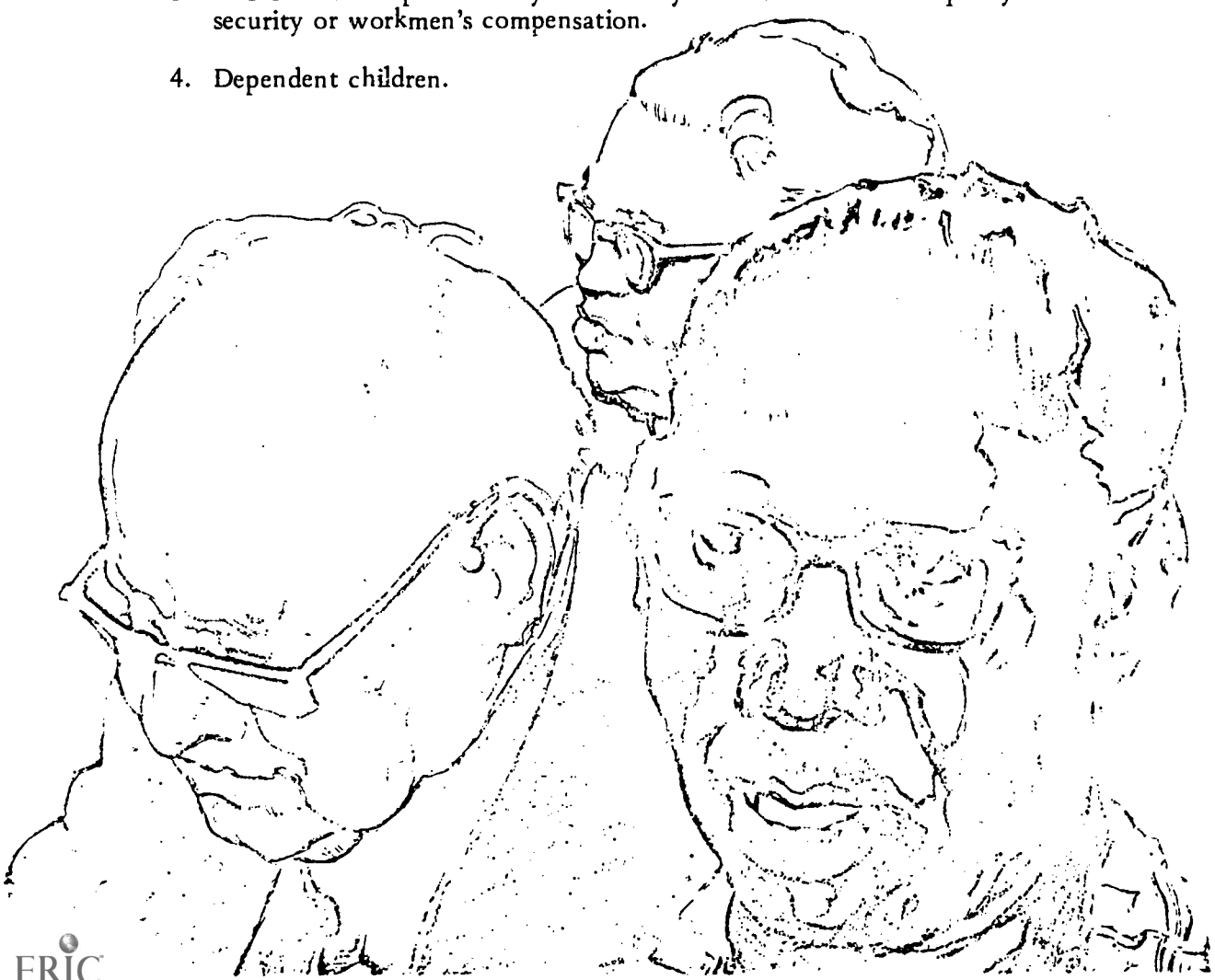

There remain in our country some old people who have no savings, no retirement pensions, and no social security. These people, after showing proof of need, may qualify for a small amount of financial assistance. The needy blind and those who are permanently and totally disabled must also show proof of need. The needs test required for assistance is the most controversial aspect of the public assistance program. Although proof of need is thought to be necessary, it is considered by many as being an affront to personal dignity similar to the "pauper's oath" once required to be eligible for public charity. No one has come up with a solution to this problem. Perhaps as OASDHI benefits are enlarged and extended, fewer people will have to depend on public assistance. Perhaps a negative income tax will someday be enacted.

Dependent children are cared for by most of the states until they reach 16. The State Board of Child Welfare is responsible for finding suitable homes for homeless children, providing for their financial support so long as they remain state wards, and making periodic supervisory visits to their foster homes.

WHAT HEALTH AND WELFARE SERVICES ARE OFFERED BY THE STATES?

The Federal Government gives financial aid to the states for public health services, maternal and child health services, child welfare services, and services for crippled children. These programs are administered by the states. Visiting nurse services, clinics, vaccination and inoculation services, etc. are part of the public health program. Families in low income groups may qualify for these services. We shall discuss the deficiencies of existing welfare programs in Unit IX.

WHAT IS MEDICAID?

Medicaid is a grant-in-aid health and medical-benefits program which is controlled by the states and operated through local welfare systems. Medicaid benefits are based on need and there are no work requirements and no age limit for benefits. Many people who do not qualify for Medicare can get Medicaid.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. What assistance may the states receive from the Federal Government for unemployment compensation, workmen's compensation, and public assistance?

2. Under what circumstances do the states qualify for federal aid for these programs?

3. Who pays the cost of unemployment compensation -- the employer or the worker?

4. What factors determine the rate at which the employer must contribute to the state unemployment fund?

5. What must a worker do in order to qualify for and receive unemployment benefits?

6. What determines the length of time a worker will receive unemployment compensation?

7. What changes in unemployment compensation benefits were made under the 1970 law?

8. What do you think is the underlying philosophy which provides unemployment benefits just adequate for subsistence? Do you agree with this philosophy? Why or why not?

9. What groups of workers are still not covered by unemployment compensation?

10. What was the old philosophy about responsibility for on-the-job injuries? How has the philosophy changed?

11. What effect have Workmen's Compensation Laws had on on-the-job injuries and deaths? Why?

12. Who pays for workmen's compensation?

13. What types of benefits are provided under Workmen's Compensation Laws?

14. How is the amount of compensation a worker may receive from workmen's compensation determined?

15. In what ways have workmen's compensation laws recently improved? What is being done to improve them still more?

16. Debate the following questions:
    a. Should there be automatic cost-of-living adjustments in unemployment compensation?
    b. Should people on pensions receive unemployment compensation?
    c. Is it fair for unemployment benefits to differ from one state to the other?

17. What is public assistance?

18. What is the needs test?

19. Explain the arguments for and against a needs test. What do you think?

20. What assistance is given to dependent children? Do you think it is adequate? Why or why not?

21. What health and welfare services are offered by the states?

22. Who is qualified to receive health and welfare services?

23. What is Medicaid? How does it differ from Medicare?

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UNIT IX – THE WORKER'S RESPONSIBILITY

Lesson 1 The Role of Private Initiative in Protecting the Worker Against Financial Hazards
Lesson 2 The Worker's Responsibility as a Worker and as a Citizen
Lesson 3 The Worker's Responsibility to Himself

Courtesy Eastman Kodak Company

Although the government has assumed a role in providing security for workers, the person who wishes to be fully protected against disaster must have supplementary insurance and savings.

The Role of Private Initiative in Protecting the Worker Against Financial Hazards

Lesson 1

OBJECTIVES:

1. To learn why the feeling exists in America that the individual should contribute to his own protection.

2. To learn how the individual can act to protect himself from disaster.

WORDS TO LEARN:

affluent	individual responsibility	morale
conformity	inflation	revoke
deflation	initiative	specified
deteriorate	lapse	stable investment
inadequacy	modified	stipulate
		supplement

INFORMATION:

You have been reading about the changes that have taken place in American pure capitalism. Although the tradition of individual responsibility and initiative has been modified, and the government has assumed a role in providing security, this is intended to supplement the individual's efforts in his own behalf, not replace it. The person who wishes to be fully protected against diaster, or who wishes not to have his income sharply reduced on retirement, must take action on his own. There are two ways in which this may be done:

1. Private insurance
2. Personal savings

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WHAT PART DOES PRIVATE INSURANCE PLAY IN PROTECTING WORKERS?

Private insurance to cover every conceivable type of emergency is available if the worker can afford to pay for it. Some of the most common types of insurance are:

1. Life insurance
   The cost of this insurance is determined by the age of the person and the type of coverage he wants. There are three main types of life insurance.

   a. Term insurance.
      The individual is insured for a stipulated number of years, as, for example, a 10-year term policy. Within that period, so long as he pays the premium, he is insured for the amount of the policy. When he discontinues payments, the insurance lapses. This is the least expensive type of insurance in terms of premiums paid.

   b. Ordinary life
      The insured person pays premiums for his entire life or for a specified number of years (usually 20 or 30); in either case, he is insured for the rest of his life. Premiums are higher than for term insurance.

   c. Annuity
      This is a combination of life insurance and long-term investment. The paid-up policy gives income to retired persons in the form of monthly payments. The premiums are the highest for this type of insurance.

   Some life insurance is a combination of these three basic types.

2. Health insurance
   Although Medicare gives health protection under Social Security for the people over 65, younger Americans must still provide health insurance for themselves until some type of National Health Insurance is enacted. There are five major types of voluntary health insurance:

   a. Hospital insurance
      Many millions of people are covered by voluntary insurance to cover the costs of hospitalization up to a certain amount of money. Blue Cross is a popular and reputable hospitalization plan.

   b. Surgical-medical insurance
      Americans also have surgical-medical coverage, usually in conjunction with a hospitalization plan. Blue Shield is the usual companion to Blue Cross.

   c. Regular medical insurance
      Some people are insured through medical plans offered by insurance companies.

   d. Major medical insurance
      This type of insurance provides for long-term payments in case of lengthy illnesses, prolonged hospitalization, or costly surgery. It is intended as a supplement to basic surgical-medical insurance, it is fairly expensive, and it usually has a "deductible" feature. This means that the individual must pay his own expenses up to a certain sum (unless they are covered by Blue Cross or one of the other types of insurance), after which the major medical insurance covers most of the cost.

e. Loss of income insurance
This type of insurance provides income when the individual is sick or disabled and cannot work.

Many health insurance companies provide group insurance at very much lower cost than they can afford to provide for individual insurance. Group insurance has made it possible for many people to have health insurance who might otherwise not be able to afford it. Group insurance is usually obtained through the place of employment. Many industries and non-profit organizations pay either part or all of the costs for their employees. This is one of the fringe benefits which unions and other employee organizations have secured for their workers.

The AFL-CIO is working actively for National Health Insurance. In labor's view, there is no excuse for the most affluent and technologically advanced nation in the world not to provide adequate health care for its people. The AFL-CIO program for National Health Insurance emphasizes three core ideas:

1. More emphasis on prevention. Much of the illness which involves great expense to cure could be prevented by adequate medical services to all.

2. Available treatment for all Americans whenever they become ill or injured.

3. Reasonable costs so that people are never denied medical care when they need it.

We shall discuss the inadequacies of health care in the United States as one of the challenges involved in "protecting the consumer" in Unit X.

WHAT PART DO PERSONAL SAVINGS PLAY IN PROTECTING WORKERS?

Even with social security and a pension plan, the worker may find his standard of living sharply reduced when he retires unless he has some other source of income. The average pension plan provides about one-half the employment income; adding social security to this figure does not bring it up to pre-retirement earnings. Furthermore, the continuing rise in the cost of living means that the value of the dollar declines. A man who retired on a $300-a-month pension in 1965 could live quite comfortably in most parts of the country; today, however, he would have a hard time making ends meet.

This problem was partially solved in 1972, when amendments to the Social Security Act for the first time provided for automatic increases in payments as the cost of living rises. Beginning in 1975, monthly payments will be increased whenever the Consumer Price Index goes up 3 percent.

Nevertheless, many workers will still feel more secure if they have some investments to supplement pension and social security benefits.

Most personal savings will fit into one of the following categories:

1. Bank savings
2. Life insurance
3. Home ownership
4. Government and private bonds
5. Stocks

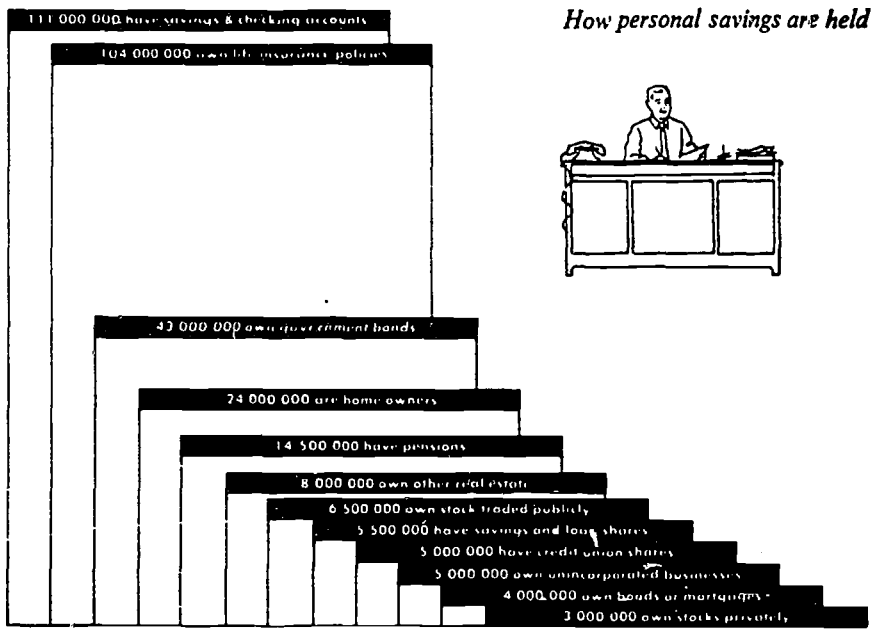

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Home ownership has enabled many retired people to live comfortably on pensions and savings, if the mortgage has been paid off before retirement.

Bank savings, government and private bonds, and life insurance provide guaranteed amounts of interest and are stable investments. In case of deflation (this happens during a depression), when the value of a dollar goes up, this form of investment is excellent.

The value of stocks goes down during a depression or recession and up during inflation. Therefore, if one expects to retire during a time of prosperity (which is inflationary) stocks are a good form of investment.

Of course it is impossible for the worker to know whether he is going to retire during a time of prosperity or a time of depression. The long-term trend in this country has been inflationary. Still, times of economic depression have struck, and those who had all their savings invested in stocks suffered heavy financial loss, unless they were in some way able to hold on to them through the depression years. Many investment counsellors advise a "balanced" investment program, with some of the income going into a stock-purchase program after an adequate amount has been put into insurance, savings accounts, or government bonds.

WHAT PART DO PRIVATE PENSION PLANS PLAY IN PROTECTING WORKERS?

The first private pension plan in the United States was offered in 1875. Employers who started these early plans certainly did not at that time foresee the extent to which they would become involved in the support of retired workers. They were motivated by the belief that pensions would make it possible to remove aged and inefficient workers, and to encourage good workers to remain with the company. These pension plans were entirely voluntary and could be revoked by the employer at any time.

The growth of private pension plans has been encouraged by two things:

1. Federal tax deductions for companies which establish pension plans in conformity with federal standards.

2. Collective bargaining. Not until 1948, however, did the federal courts rule that pensions were within the province of collective bargaining.

Some pension plans are paid for entirely by the employer; others are paid for by both the employer and the employee. In the latter case, the employer usually deducts the pension payment from the worker's pay check.

Some unions, in addition to working for pension plans through collective bargaining, have retirement funds of their own. The ILGWU, for example, has its own pension fund.

WHAT ARE SOME OF THE PROBLEMS WITH PENSION PLANS?

Management regards the pension plan as a cost of running the business. It is worthwhile to the business because it permits older workers to retire, attracts and holds new workers, and keeps up morale. Labor, on the other hand, regards old-age security as a responsibility management owes to workers who have devoted years of productive service to the business. This difference in point of view may lead to difficulties in the collective bargaining procedure.

The question of whether an employee who leaves one place of employment for another is entitled to his accumulated retirement benefits continues to arise in labor-management bargaining. Labor, of course, says yes, and management sometimes says no. At this writing, Congress appears ready to pass legislation that would reform many defects of private pension systems. The principal purpose would be to safeguard the pension rights of short-term employees.

The great majority of pension plans do not have much flexibility in regard to the age of retirement. Increasingly, as the American standard of living advances and medical science makes new discoveries, people are living longer and their physical and mental powers are deteriorating more slowly. Many workers, therefore, are not ready for retirement at the "normal" age of 65 required by most pension plans. It is not uncommon today for workers to retire from one job, draw a pension, and secure another full-time or part-time job. However, we certainly do not now fully utilize the talents of our retired workers who are vigorous, energetic, and wish to remain productive.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. What responsibility must the individual take to protect himself against disaster or loss of earning power? Why?

2. What are the two ways in which the individual may take action?

3. What are the two major types of private personal insurance?

4. Contrast term insurance, ordinary life, and annuity, as to (a) coverage, (b) cost, (c) purpose.

5. Explain the difference between a basic medical-surgical hospitalization plan and major medical insurance.

6. Do you think any other kind of voluntary insurance could be added to provide better protection?

7. Explain why pension benefits plus social security fail to provide adequate retirement income.

8. Explain how inflation can cause the retired worker's standard of living to drop.

9. What kind of investment is the best protection against inflation?

10. What kinds of investments provide the best protection in case of deflation?

11. Why are bank savings, government and private bonds, and life insurance considered stable investments?

12. Has the long-term trend in this country been inflationary or deflationary?

13. What is a "balanced" investment program? Explain how it protects the individual against both inflation and deflation.

14. Why did some employers start providing pension plans voluntarily?

15. What two factors have encouraged the growth of private pension plans?

16. How may pension plans be paid for today?

17. From what other source may workers sometimes receive pensions?

18. Explain the difference in labor's and management's point of view about pension plans.

19. Do you think a worker who leaves one place of employment for another should be entitled to his accumulated retirement benefits? Why or why not?

20. Explain why there is an increasing need for greater flexibility about the age of retirement.

21. Offer some suggestions for utilizing the talents of "retired" workers who wish to remain productive.

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The Worker's Responsibilities as a Worker and as a Citizen

Lesson 2

OBJECTIVES:

1. To understand the worker's responsibilities as a worker.
2. To understand the worker's responsibilities as a citizen.

WORDS TO LEARN:

conformity	minorities	relevance
dedication	oratory	slogan
diligently	persecution	tolerance
diversity	preoccupied	totalitarianism
high tariff	rehabilitation	vigilance
		violation

INFORMATION

So far we have talked only about the rights and protections to which workers in America are entitled. Those who wish to preserve their rights must be willing to assume certain responsibilities. In societies where people became so preoccupied with their rights and privileges that they failed to perform the corresponding duties, the usual result was the downfall of that civilization – often at the hands of a less civilized group with a greater sense of dedication, responsibility, duty, or whatever you choose to call it.

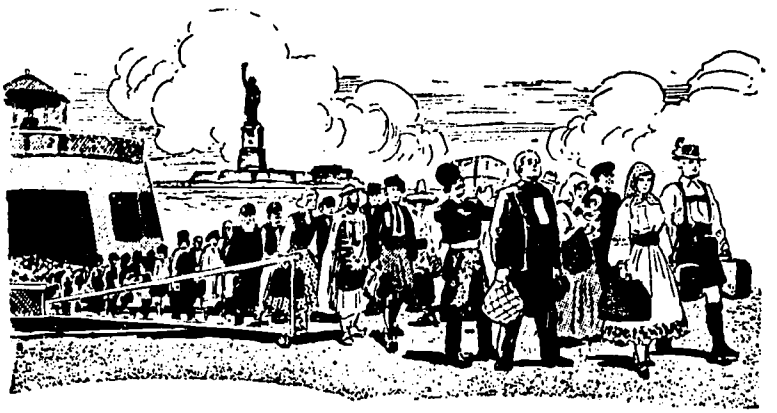

Workers seeking a better life have come to America from every country in the world.

Young people attending vocational high school have been heard to say, "I came here to learn a trade. Why do I have to study history? (or science, etc.)"

It should not be hard for any trade student to see the relevance of labor history to his own life and career. The essential thing to bear in mind, however, is that the school is attempting to train you to be something more than a worker. You will spend six to eight hours a day at work. The rest of the time you will spend as a parent, a husband or wife, a neighbor, a friend, or a citizen. There are other roles you will have to play besides that of worker. If you do not do them well, or responsibly, other people will suffer. Ignorant parents are unable to give their children adequate opportunities; ignorant citizens produce corrupt governments. The rest of American society has a definite stake in your future.

WHAT ARE THE WORKER'S DUTIES AS A WORKER?

Your responsibilities as a worker may be summarized as follows:

1. Productivity

   Your obligation to the society which offers you rights and protections is to do your very best work and produce as much as possible. There are two attitudes workers may have toward their work. One is not often a productive attitude, the other is. They are:

   a. Work is a means to an end. The purpose of doing the work is to earn money so the worker can then have a "good time." Workers with this attitude usually do the minimum amount expected of them, sometimes less.

   b. The work is an end in itself: the worker who has "pride in craftsmanship" finds positive pleasure in his work. This attitude is essential for the worker to be truly productive. It has the further advantage of gaining two things for the worker: enjoyment of what he is doing, and appreciation from others.

This worker and his machine are good friends

2. Responsibility

   That worker is responsible who can be relied upon to:

   a. Go to work except when emergencies occur and be on time.
   b. Carry out assigned tasks diligently and punctually.
   c. Be alert for emergencies on the job.
   d. Take an active part in his union, if he belongs to one.
   e. Cooperate with his fellow workers and his employer.

3. Vigilance
The worker who is vigilant is "on guard" against violations of his or other people's rights by the employer or the union. He will also be on guard against violations of the employer's or the union's rights by other workers.

4. Knowledge
A thorough mastery of the job, whether it is skilled, unskilled, or semiskilled work, is expected. The worker who learns his trade thoroughly and continues to try to improve his knowledge is more likely to be a productive worker, because he is likely to have attitude (b) above. The worker whose knowledge is extensive in other fields (English, science, social studies, mathematics, current events) not only is likely to enjoy greater career advantages than his less-educated fellow workers, but he is likely to be more productive, more responsible, and more vigilant, as well. Furthermore, in case of technological unemployment, he will find it easier to learn a new trade or occupation. An even more important reason for having a wide range of knowledge is that it increases one's understanding, and therefore enjoyment, of the world around him.

WHAT ARE THE WORKER'S DUTIES AS A CITIZEN?

Productivity, responsibility, vigilance, and knowledge mean slightly different things in the exercise of citizenship, but they are essential in citizenship as they are on the job.

Knowledge is a necessary, but not a sufficient condition for citizenship, for knowledge must be put to use in order to produce results.

A knowledgeable citizen must understand how his government works, what is going on in the world,and the different points of view about the conduct of internal and foreign affairs (including the points of view of other nations). He also needs a point of view which he can support and an open mind to other points of view. He must have a clear understanding of the goals of American life and the problems involved in attaining those goals so that his choices will contribute to the solution of the problems and furtherance of those goals.

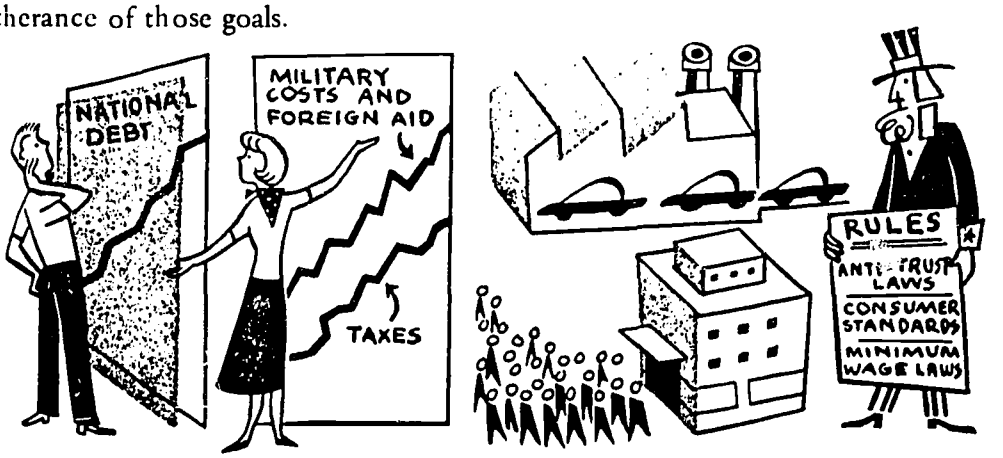

One of the things that has made our democracy prosper is its encouragement of diversity; differences in race, creed, political belief and personal habits are permitted. The intolerance of differences, when accepted by the majority of the people, leads toward totalitarianism, and the persecution of minority groups (the persecution of Jews in Nazi Germany is an example). The United States has so far been able to permit all shades and varieties of opinion, and to give freedom of expression to groups of all political

complexions. The trend toward comformity, which was being deplored by writers in the '50's and early '60's, seems to have given way to a new kind of individualistic expressiveness. Part of the youth movement of the '70's, this "expressiveness" is seen in styles of dress as well as music, art, literature, and other aspects of the culture.

The knowledgeable person has an attitude of openmindedness: although he has convictions, he is willing to listen to the opposition point of view, and perhaps learn something from it. Openmindedness does not mean agreeing with everybody, however. To have convictions is a good thing, so long as you are willing to subject them to other people's criticism, and listen to what they have to say.

The citizen who is vigilant will be "on guard" against (a) empty slogans or "word magic," (b) accepting other people's attitudes in order to be accepted by them, (c) being taken in by meaningless oratory, (d) political promises not followed by actions, and (e) public officials who do not carry out their responsibilities. Above all, the American who values democracy must be vigilant against intolerance and persecution of minorities. He will value the diversity of American life, and will resist those who try to impose racial, religious, or political uniformity, but he will not deny even to those persons the right to speak. (He will rely on reason rather than force to protect and improve his democracy.)

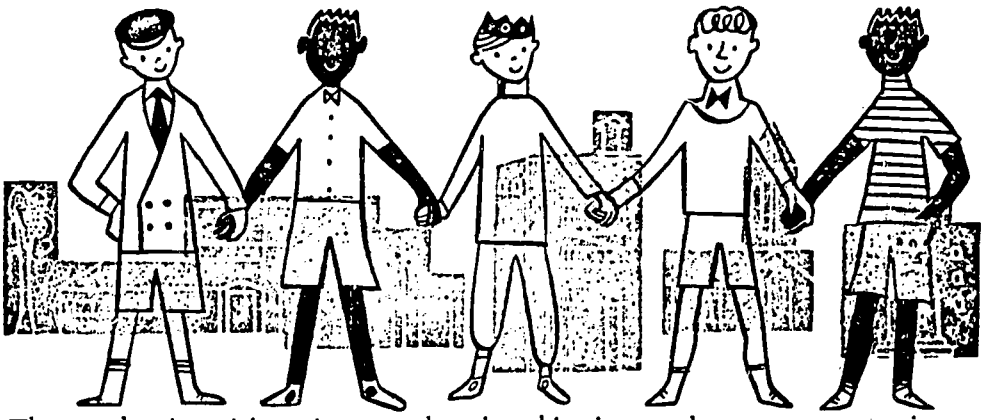

The productive citizen is one who gives his time and energy to carrying out and improving the political and social organizations in America. This may be done in a great variety of ways, including the following: (a) voting in both primary and general elections, (b) working in political campaigns, (c) serving in a political party, (d) giving financial or other support to political and social causes, (e) contributing to the solution of social problems, and (f) working for the protection of civil liberties against those who would suppress them.

The responsible citizen is one who will weigh all the factors involved in a problem carefully and then make responsible choices. He must often choose between paying higher taxes and allowing the school system to deteriorate. He must choose between zoning legislation, which may keep newcomers out of his community, and forcing other people to live in overcrowded areas in central cities. He must choose between large investments in the rehabilitation of underprivileged people or indefinite outlays of welfare payments. He must choose between high tariff protection of domestic manufacturers and international cooperation. And he will be well-informed about and involved in the solution of the numerous problems which beset our society at this time. Those problems, and some possible solutions, are briefly described in the next, and last, unit of this book. These are but a few of the difficult and complex choices which responsible citizens must make in America today.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. Why is it important for a student in a vocational high school to get a well-rounded education?

2. What does productivity mean?

3. Why is the worker who regards his work as a "means to an end" less likely to be productive than the worker who finds enjoyment in his work?

4. What are some characteristics of the worker who has a sense of responsibility?

5. What does vigilance mean?

6. How should a worker be vigilant?

7. What advantages does the worker have whose knowledge of his job is thorough?

8. What advantage does the worker have whose knowledge is extensive in other areas besides his trade?

9. What are some of the characteristics of a knowledgeable citizen?

10. What is diversity? Why is it important in American life?

11. What is conformity? What evidence is there that Americans are becoming less conformist than they used to be?

12. Show how people who expect everybody to conform to their ideas are undemocratic.

13. What is openmindedness? Find out what submissive means and show how it is different from openmindedness.

14. Why is it important that Americans rely on reason rather than force to protect their democracy?

15. What must a good citizen be "vigilant" against?

16. What do you think "word magic" means? See if you can think of some examples.

17. What are some of the ways in which a productive citizen can act?

18. What are civil liberties? Can you think of any recent examples of the suppression of civil liberties in this country?

19. What is the difference between a political problem and a social problem?

The Worker's Responsibility to Himself

Lesson 3

OBJECTIVES:

1. To understand the relevance of education to occupational choices.
2. To understand the importance of occupational choices for personal happiness.

WORDS TO LEARN:

adaptable	economic security	mission
alienated	fatalistic attitude	monotony
blind-alley job	frustration	obsolete
casual attitude	hostile	relevance
chore	leisure	repetitiveness
cultural	lobby	social status
economic recession	long-range	tedious

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INFORMATION:

We suggested in the previous lesson that the worker who regards his work as satisfying is likely to be more productive than the worker who regards his work as a means to an end. In this lesson we shall consider some of the ways in which the worker who has this "pride in craftsmanship" is likely to enjoy a more rewarding personal life, and the reasons why many young people do not find rewarding work.

The worker who takes pride in his work is likely to enjoy a more satisfying life than the worker for whom the job is a "means to an end."

Courtesy of the United Steelworkers

WHAT DO WORK AND LEISURE HAVE TO DO WITH PERSONAL HAPPINESS?

The average worker will spend six to eight hours a day doing some kind of work. If his work is boring to him, the hours drag by slowly, and he ends the day not with a sense of accomplishment, but with a sense of frustration. No matter how much money he has earned doing the work, the sense of frustration and purposelessness is very likely to affect his relations with other people – his wife, children, and friends. His mission in life may become the seeking of pleasure. If he cannot feel productive, he will want to consume more and more and give less and less. Workers who are able to derive positive pleasure from their work have a genuine feeling of contributing something to society. Those six or eight hours are spent doing something satisfying.

While it is true that for many centuries people never gave any thought to the "meaning of work" as the key to personal happiness, it seems increasingly important for modern man to examine both his work and his leisure in this regard. As long as basic physical and safety needs are most important, work is a good way to meet those basic needs. But the high level of economic security enjoyed by many working Americans means that they must increasingly want "higher-level" needs met. Modern workers are led to believe that work should be interesting and satisfying. Also, to some extent one's social "status" depends on the kind of work he does.

We have called attention to the special problems of assembly-line work – the monotony and repetitiveness, and the difficulty that workers have in getting a sense of craftsmanship when they do not make a whole product. Assembly-line workers are the most alienated, but on the whole, American workers do not appear to be highly alienated from their work. On the other hand, work does not occupy a very important place in some workers' lives. The shortening of the work hours led to the point where workers' main concerns and interest could be focused on leisure-time activities.

Indeed, we are much concerned with the problems created by increased leisure. Many people do not seem to use their leisure so as to increase their knowledge or satisfaction with life. Television has become America's great leisure-time activity, and the quality of television leaves much to be desired!

Many unions provide leisure-time activities for members. Some try to "educate" members to a wise use of leisure time. But workers have generally not responded to efforts to get them to abondon television for symphonies!

It is to be hoped that efforts of unions to improve cultural offerings, including television, will be successful, and that greatly increased federal support for cultural endeavors will be provided. It is the worker who must make the choice, though, about how his time is spent. It can add a deeper dimension to life if used productively.

WHAT DOES EDUCATION HAVE TO DO WITH FINDING A SATISFYING OCCUPATION?

The point at which a boy or girl leaves school is crucial in determining the occupational choices open to him. If he leaves before graduating from high school, he is likely to do low-level manual work of some kind. In one study of low-level manual workers, it was found that they had an extremely casual attitude toward the kind of work they would do. Many workers have extremely casual attitudes toward the kind of work they will do, often finding their first jobs by chance and taking the first job they are offered. This is more likely to be true of relatively untrained and unskilled workers than of high school and trade school graduates. Workers who finish high school are more likely to have given some thought to the kind of work they would like to do, and to have obtained some training for it. Most of them have received some kind of vocational guidance somewhere along the way.

Workers who do not graduate from high school and enter the labor market as unskilled workers are likely to be the first to lose their jobs in an economic recession; they are the last to be hired and the first to be fired. Skilled workers are far more likely than unskilled workers to be able to find employment when jobs are in short supply.

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And, as we mentioned earlier, the worker who has secured a good general education is more adaptable to retraining when and if his skill is rendered obsolete by new machinery or when industries close or move.

A student and his guidance counselor discuss possible jobs.

WHY DO MANY YOUNG PEOPLE LEAVE SCHOOL BEFORE GRADUATION?

Many young people who leave school at an early age do so because they have had little or no occupational guidance, especially from their parents. Where the educational level of the parents is low, there may be in the parents a somewhat fatalistic attitude of "taking what comes" and not preparing for the future. (There are, of course, many exceptions to this, especially among immigrant families where there often is a strong drive for the children to "make something" of themselves.)

Unfortunately, youngsters who grow up in this atmosphere, and without direction from their parents, are usually not aware that work can be meaningful and satisfying. The whole world of occupations is too complicated and mysterious for them to understand, and they are accustomed to the attitude that fate will play a larger part in their job futures than any action on their part can possibly play. To many such cheated or deprived youngsters, education is a painful chore imposed, for some mysterious reason,

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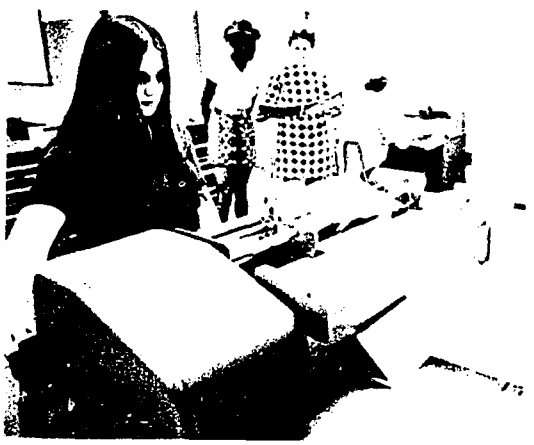

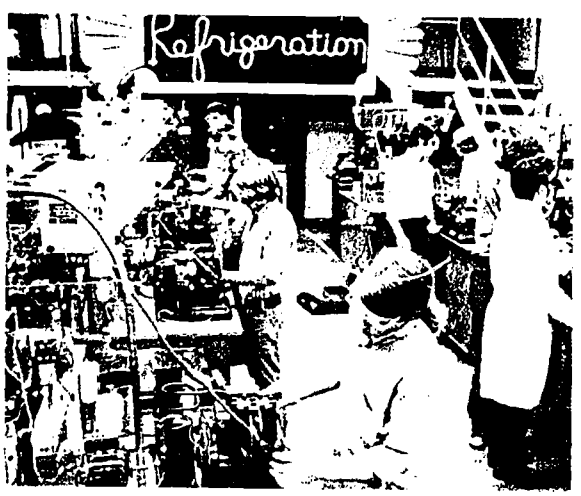

These vocational-school students are laying the groundwork for successful and satisfying careers.
(Pictures from Manpower)

by a hostile world – a chore to be avoided if at all possible. Education means nothing to them in terms of job opportunities because they have had no chance to realize its value. Furthermore, the appeals of money and freedom are sometimes very strong, even to youngsters who have been told about the long-range values of education. Many of them choose to sacrifice future job satisfaction for what they believe to be immediate gain and later on find themselves trapped in a blind alley, just as narcotics addicts, who prefer the immediate gain of "going along with the crowd," later on find themselves disastrously "hooked."

The young boy or girl in high school owes it to himself to prepare for and find meaningful work. If he does not, a large proportion of his life will be spent in such tedious boredom that he will think the school he used to call boring was, by comparison, paradise.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. Explain why the worker who enjoys his work is likely to have greater personal happiness than the worker who finds his work boring.

2. What does graduation from high school have to do with the kinds of occupations young people find?

3. What kinds of workers are most likely to be the first to lose their jobs in a depression? Why?

4. What are some of the reasons why some young people leave high school before graduation? Can you think of others besides those discussed in this book?

5. What responsibilities do parents have for giving their children vocational guidance?

6. Where else may children receive vocational guidance? Why do they often not heed the advice they receive?

7. Why is it dangerous to sacrifice future job satisfaction for immediate gain?

UNIT X – THE PUBLIC INTEREST: PROBLEMS AND CHALLENGES

Lesson 1 – Overview
Lesson 2 – Economic Problems:
Inflation, Prosperity, Depression, and Recession
Lesson 3 – Economic Problems:
Unemployment and Poverty
Lesson 4 – Protecting the Consumer
Lesson 5 – Providing Equal Opportunity:
Blacks and Other Minority Groups
Lesson 6 – Providing Equal Opportunity: Women
Lesson 7 – The Crisis in Education
Lesson 8 – The Problems of Youth and Age
Lesson 9 – Protecting the Environment
Lesson 10 – American Labor in a Shrinking World.

In today's global shopping center we are rapidly doing away with distinctions between "home" and "foreign" . . .
Courtesy Eastman Kodak Company

UNIT X – THE PUBLIC INTEREST: PROBLEMS AND CHALLENGES

Overview | Lesson 1

OBJECTIVES:

1. To gain an overview of the problems and challenges with which Americans must cope.

2. To understand the urgency of those problems.

WORDS TO LEARN:

acquisitiveness	demoralize	individualism
afflict	disenchanted	malady
affluence	distribution	national purpose
civility	free enterprise	reform
cope	function	resources
cumbersome	inadequate	urgency
		vital issue

INFORMATION:

Having read about so many things which have been done to make the free enterprise system function for the benefit of people – rather than having people function for the benefit of the system – you may wonder why we still have so many problems. One trouble is that our legislative machinery works slowly, and sometimes it takes so long to get a needed reform that when it comes it is too little and too late.

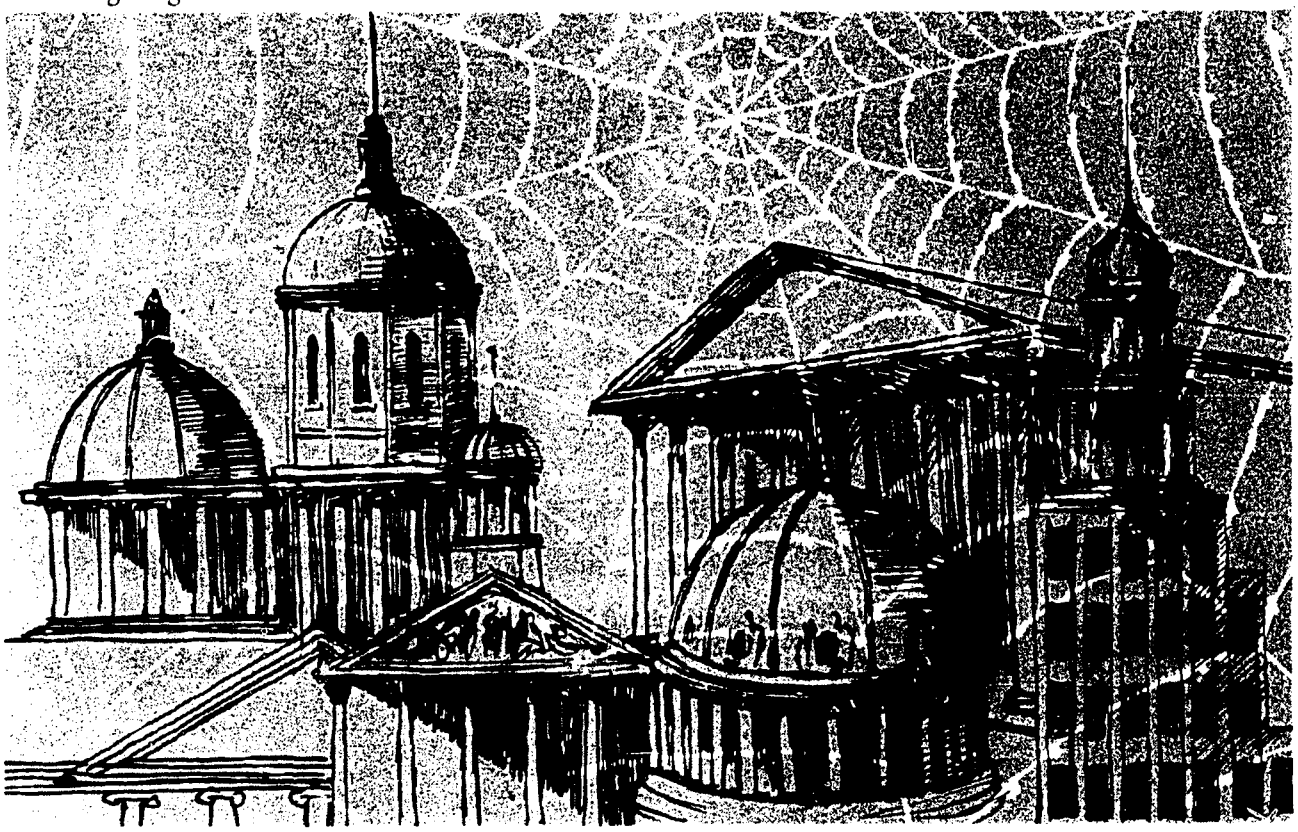

The "cobwebs" in this sketch are intended to suggest that sometimes our legislative machinery is too slow and cumbersome to meet changing needs. When this happens, our society usually experiences some sort of crisis – riots, demonstrations, etc. Those crises have often been effective in getting the government to act.

AFL-CIO *American Federationist*, January 1969

Unfortunately, we don't always elect to public office people who place the public interest ahead of their own personal interests. Unfortunately, also, we don't always consider the public interest ahead of our own interests, and we elect to office people who, we think, will do the best for us. What is good for a single individual – or organization – just isn't always good for the country, or for the world.

If you read any of the recent publications of the AFL-CIO, or the national unions, or business organizations, you will find that they are concerning themselves with many problems other than collective bargaining and getting benefits for workers. They are increasingly concerned with the quality of American life – with unemployment and poverty, inequality of opportunity, discrimination against minorities, crime, drugs, inflation, and all the other maladies which seem to afflict us.

It seems that we in the United States have been charging ahead with producing and acquiring more and more consumer goods without stopping to ask some basic questions about purpose, and without noticing that we are exhausting the earth's resources and polluting its air and water. Furthermore, because we have not concerned ourselves much with the problems of distribution, we have poverty in the midst of affluence. An unusual combination of unemployment and inflation in the early 1970's brought economic hardship to many families and had a demoralizing effect on the national mood. Young people are disenchanged, and students are in revolt against an educational system which hasn't changed with the times. Meanwhile we have spent billions fighting a war in Southeast Asia while discontent flourished at home for lack of attention to our domestic problems. A variety of "movements" are underway, each of which has a program for remedying one or more of our national ills. This unit will outline for you some of the most vital issues with which we are now confronted, and some general ideas about what can be done.

We wish to point out that, although the nation's economic problems are pressing and severe, and we consider them basic enough to deserve first attention, the real problem appears to be the deeper one of a lack of national purpose. As one journalist put it –

> "The feeling will not die that, with the disappearance of unemployment and inflation, almost nothing would be solved. The sad lesson of the Soaring Sixties is that full employment is no answer to what ails the United States. The welfare problem, racial conflict, drug addiction, crime and violence, the decay of the cities, and the decline of civility all worsened in the midst of full employment. Nor are these ills disappearing with unemployment. Nor would ending inflation, desirable as that may be, do much to solve the problems that afflict this vast, industrialized nation. Where is the politics that will try to solve the deeper needs of the American society and its wastage of human resources that only starts with unemployment?"

This country has a really big problem. We have to restore a sense of national purpose to American life. We have put a great deal of emphasis on individualism and individual success. Because we feel the individual is all important, many people feel we have lost our sense of belonging to a community, the community of the United States.

QUESTIONS FOR DISCUSSION AND REVIEW:

1. Why do business and labor organizations increasingly pay attention to such problems as inflation, inequality, and pollution?

2. Do you agree that Americans are too materialistic and possession-hungry? Why or why not?

3. Do you think we have become slaves to our own technology? Give evidence to support your point of view.

4. Do you think there is too much individualism and too little sense of community in America? Support your point of view.

5. Do you think there is too little cooperation and too much competition in American life? Support your point of view.

6. Do you think there is a "sense of national purpose" in America today? If so, what is it? If not, give evidence for your point of view.

7. What is the evidence that labor and business organizations are becoming increasingly concerned about the quality of American life?

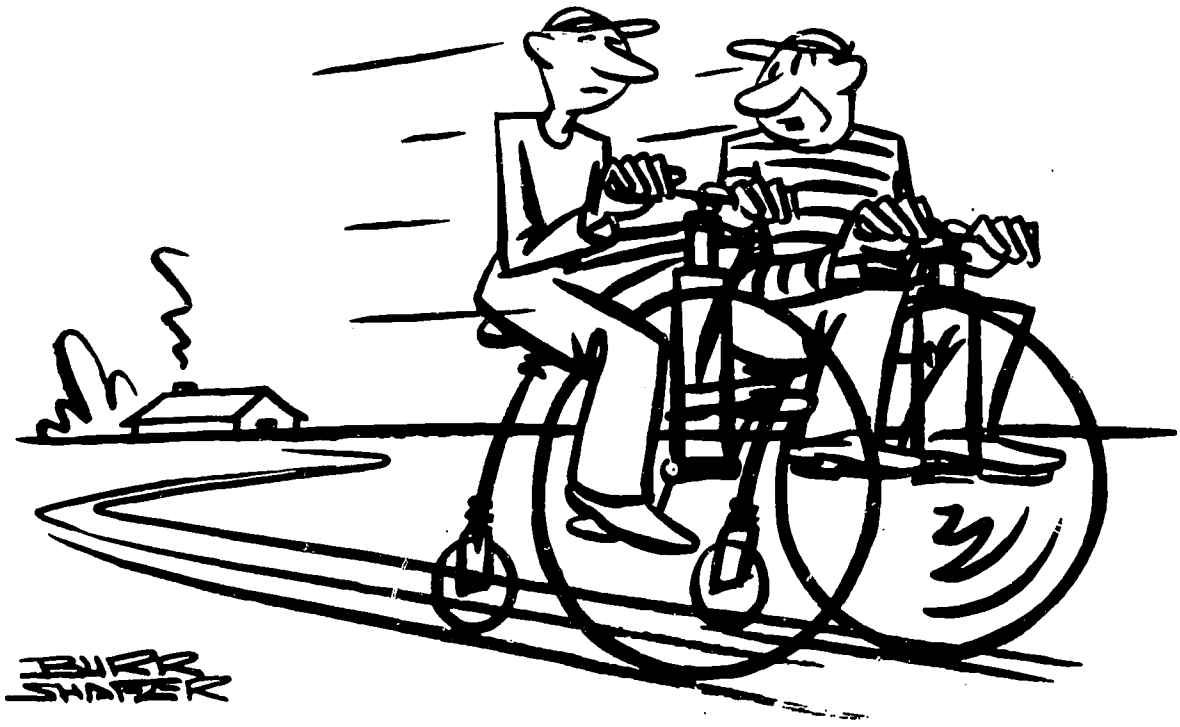

"We are living in an era of breath-taking speed—
sometimes it frightens me!"

Economic Problems:
Inflation, Prosperty, Depression, and Recession — Lesson 2

OBJECTIVES:

1. To understand the meaning of the words "inflation," "depression," and "recession," and some of their effects.

2. To understand some of the different views about the causes of and cures for inflation.

WORDS TO LEARN:

anti-monopoly laws	intervention
conservative	liberal
decline	mandatory
differential	manipulate
fragmentation	rank and file
	technological unemployment

INFORMATION:

Inflation is a situation in which the value of a dollar is steadily declining. For the consumer, inflation means that it takes more and more dollars to buy the same goods, and the cost of living goes steadily up. In an inflationary period, the worker's wage increases may not increase his purchasing power at all. That is, his money income may be higher while his real income (what he can buy with the money) may decline.

The chart at right shows you the rise in the consumer price index between 1960 and 1970. Notice that the index is based on the 1957-59 dollar. Notice also how steep the rise in prices has been since 1965, as compared with the gradual increase from 1960-65. (As of the end of 1973, the steep rise had become even steeper.)

RISE IN CONSUMER PRICE INDEX 1960-1970

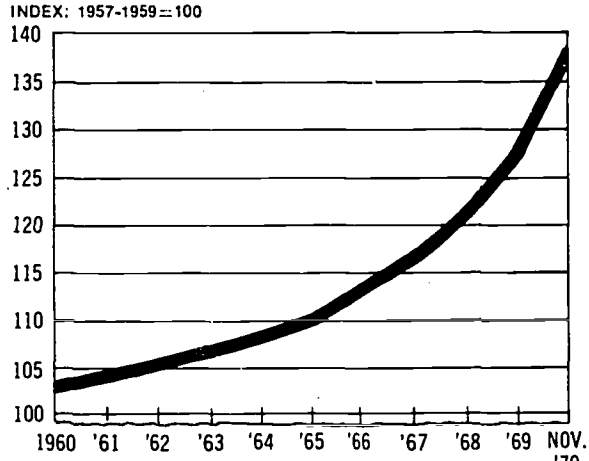

Source: Bureau of Labor Statistics, U.S. Department of Labor.

WHAT CAUSES INFLATION?

Unfortunately, nobody knows exactly what causes inflation; if they did, it wouldn't be so hard to stop. However, we do understand many of the factors involved in inflation. The problem is to learn how to manipulate those factors in order to stop it. Another problem is that it is not always possible to do what is necessary in a society which is both democratic and capitalistic. In general, differences of opinion about the causes of inflation follow a liberal or conservative line. Labor organizations tend toward the "liberal" view and business organizations toward the "conservative." You should understand the general argument of both sides; then you can make up your mind which argument seems best to you.

Prices and wages are the two main factors in inflation. In fact, inflation is sometimes referred to as a "wage-price spiral," although labor prefers to call it a "price-wage spiral." This difference in point of view raises a chicken-egg type of question: which comes first in inflation – higher prices or higher wages? The labor position is that higher prices push wages up. When prices rise, workers have to demand wage increases in order to meet the rising cost of living. The business position is that, since wages are a major cost to industry, wage increases require price increases to meet the increased costs of production.

Both prices and wages are linked to "supply and demand." When the supply of goods is scarce and demand goes up, the available goods will command high prices. In order to meet the increased demand, employers hire more workers to produce more goods; and when workers are in demand, they can command higher wages, which gives them increased buying power and therefore increases the demand for goods. Such a situation, when workers and consumer goods are in short supply and great demand, is called a time of prosperity. In general, prosperity and inflation go hand-in-hand. The combination of consumer demand and high wages forces prices up. But sometimes a surplus of goods develops. Each unit item becomes less costly, fewer goods are made, workers are laid off, and a "recession" is at hand. When the situation gets severe, with millions of unemployed workers, the economy is in a "depression." For years the thinking of our national leaders was dominated by "laissez-faire capitalism," which argued that the law of supply and demand had to be allowed to run its course, and that cycles of depression and prosperity were "natural" and had to be tolerated. The last great depression in the United States was in the 1930's, when, for the first time, the government acted to do something about it. Under President Franklin D. Roosevelt and the "New Deal," money was pumped into the economy to put people to work. Since that time, no government has permitted a full-blown depression to occur, but we have had a number of recessions, the most recent one having occurred during the Nixon administration in the early '70's.

The unusual thing about the recession of the early '70's is that, for the first time in history, we had inflation combined with recession. Unemployment increased, the demand for goods decreased, but prices continued to rise and organized workers continued to demand and get wage increases!

Another unusual feature of this recession was the number of well-educated and highly trained workers whom it affected: scientists, engineers, and businessmen. One of the hardest hit industries which had employed large numbers of scientists and engineers was the aerospace industry.

Many economists believed that the beginning of the recession was triggered by the manner in which the government reacted to the booming prosperity of the mid-'60's, with a deliberate "cooling-off" of the economy: cut-backs in domestic spending, increasing the interest rates so it would be harder to borrow money, a 10% surtax on both individual and corporate incomes, etc. There was general agreement that, in the beginning of the inflationary period, price increases had preceded wage demands.

This chart, prepared by the UAW, covers the period from January 1958 through September, 1969; it shows that, in the mid–1960's, labor costs declined relative to prices. Notice, however, that in 1969 labor costs were rising more steeply than prices.

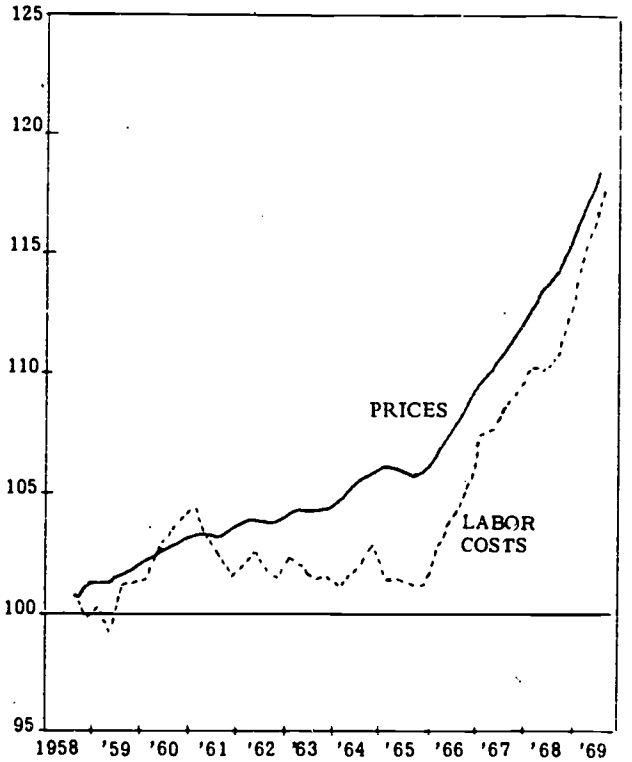

UAW *SOLIDARITY*, April 1970

However, in 1971 many analysts felt that certain groups of organized workers, especially construction workers, were demanding unrealistic and inflationary wage increases, thereby pressuring other groups of organized workers to increase their demands. The hardest-hit members of the society in this inflationary period were unorganized workers, people on fixed incomes (the retired and disabled, etc.) and, of course, the unemployed.

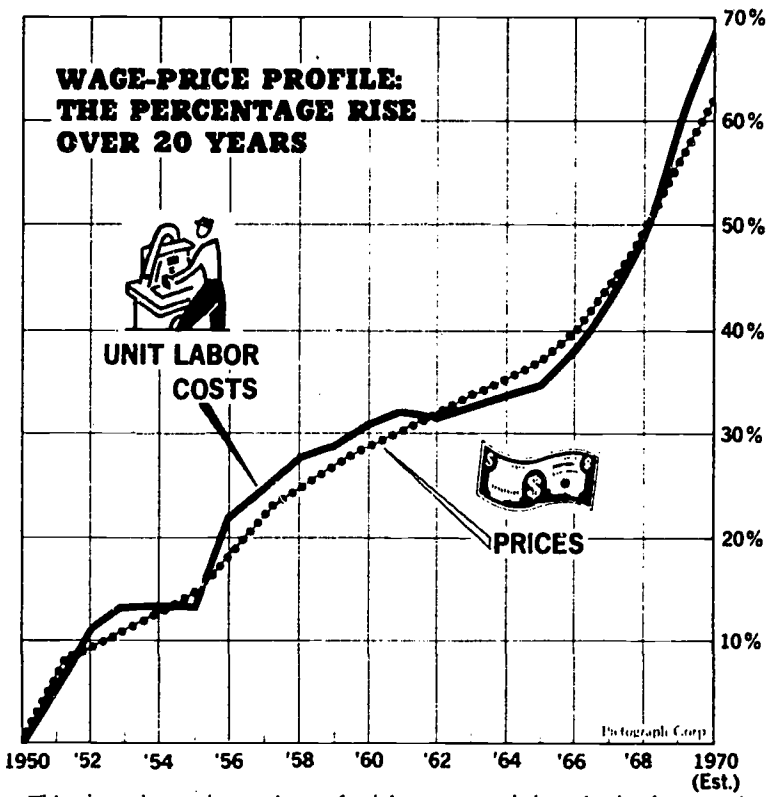

This chart shows the tendency for labor costs and the price level to stay in line. Notice that prices rose more rapidly than unit labor costs from 1962-68, but that labor costs have advanced more rapidly than prices since 1968.

New York Times Magazine, Jan 3, 1971, p. 10.

Edward Dale in The New York Times[1] pointed out the tendency over the years for the price level to stay in line with unit labor costs (the cost of labor for each unit of output). If the increased productivity of workers increases 3% a year due to improved machinery and methods, Dale argued, then wages can go up 3% without increasing unit labor costs, and therefore, prices; but if productivity increases only 3% while the rate of wage increases goes up 7%, the increased cost of labor will be passed along to the consumer in the form of higher prices, and we will have an inflationary rate of 4%. As this chart shows, since 1966 pay per man-hour has increased far more rapidly than output per man-hour.

On the union side, the position was clearly that workers didn't cause the inflation and were having a hard time keeping up with it; that, although earnings went up, as the chart below shows, buying power declined between 1968 and 1970. Notice also the chart showing the lag between buying power and productivity.

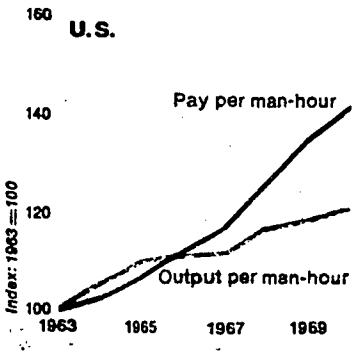

(Charts from AFL-CIO *American Federationist*, January 1971)

THE SLUMP IN WORKERS' BUYING POWER

(After-tax Weekly Earnings of Average Non-Supervisory Worker in Private Employment)

Based on weekly take-home pay, after federal taxes, for worker with three dependents.
Source: Bureau of Labor Statistics, U.S. Department of Labor.

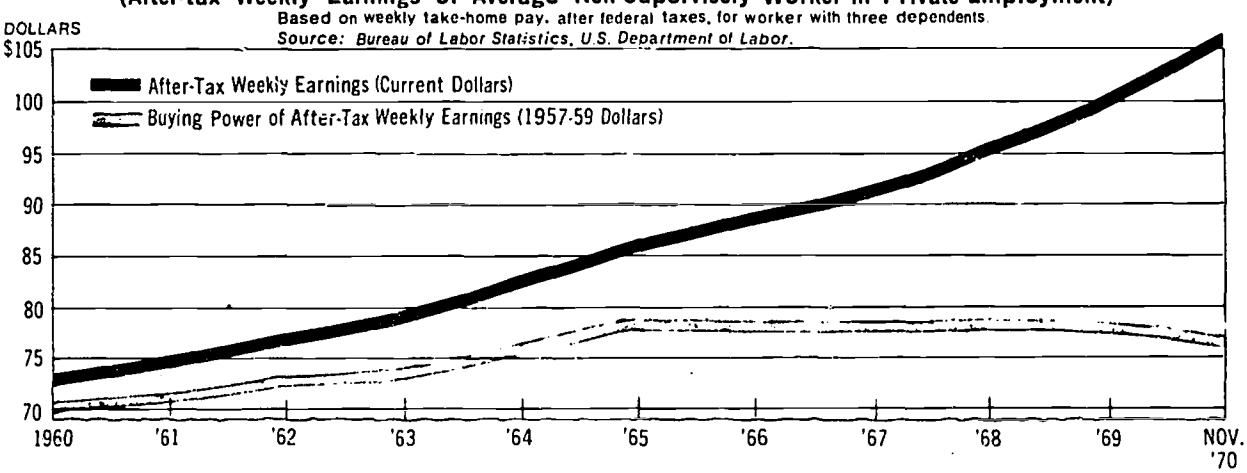

BUYING POWER LAGS BEHIND PRODUCTIVITY

INDEX: 1957-1959 = 100

Source: Bureau of Labor Statistics, U.S. Department of Labor.

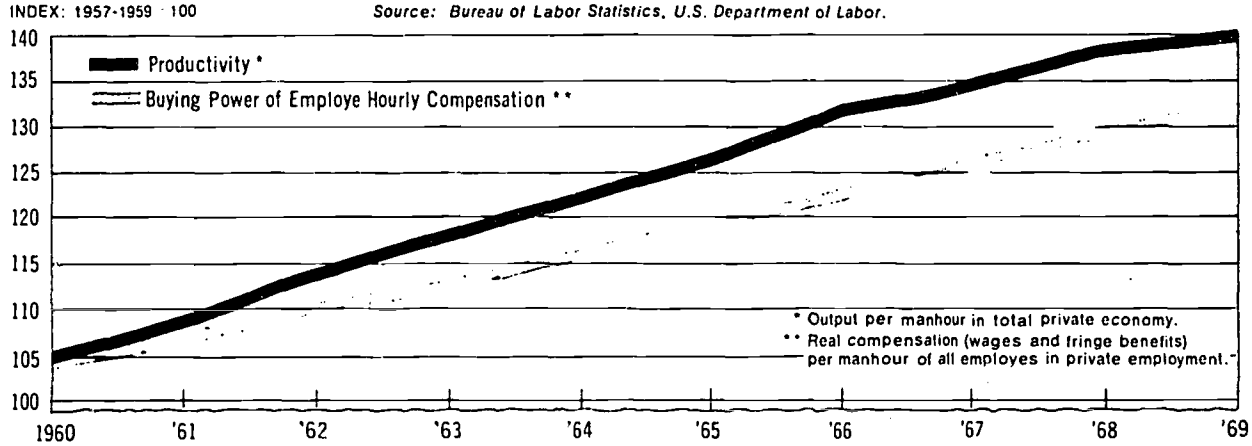

[1] Edward Dale, "How to Stop Inflation: Stop Raising Wages," *The New York Times Magazine*, January 3, 1971, pp. 10, 13-18.

Because of the variability of the job market, says the labor position, you can't have a single "magic number" for wage increases. A high hourly wage increase may conceal the fact that the work is irregular or seasonal and the worker subject to technological unemployment, etc. And so the debate raged, with both sides presenting "facts" and "statistics" to support their points of view.

WHAT CAN BE DONE ABOUT INFLATION?

In the recession of the early '70's there were some public demands for controls on wages or prices or both. In general, both labor and management have always opposed mandatory controls on wages and prices (although, of course, labor would tend to favor price controls and management to favor wage controls). Although spokesmen for the business point of view have often argued that labor unions are too big, and should be as subject to anti-monopoly laws as businesses are, Gilbert Burck in Fortune magazine[2] suggested that part of the problem in the alleged inflationary wage demands lay in the fragmentation of unions; that one or several giant unions would be less likely to feel under pressure from rivals to get big wage increases or to permit large wage differentials between types of employees.

The appeals to labor leaders for "statesmanlike and responsible" restraint on wage demands would not work, for several reasons. Rank-and-file union members were discontented with the state of affairs inside the country and workers seemed to be taking out their frustrations about the society in the place where they had power – unions. Leaders appeared to be feeling pressured to get a better deal for their members than rival unions. Fortune quoted C.L. Dennis, President of the Brotherhood of Railway, Airline, and Steamship Clerks as saying he "needed a strike to survive." Dale proposed a two-year, mandatory control of all wages including those of management, with no annual increases over 3%, and applied progressively; thus, people with incomes over $40,000 would get no increases during the 2-year period. He did not believe controls on prices or profits would be needed.

It seemed unlikely that organized labor would for long willingly accept wage controls without price controls. Organized labor denied that wage and labor increases were responsible for the inflation. They maintained that labor costs had been falling when prices began to rise, and that gains for workers might be paid out of profits rather than by raising costs. Labor supported two major ideas: selective government controls on prices and profits and fact-finding before either price or wage increases. Labor condemned the tight-money and reduced-expenditures program of the Nixon administration, claiming that those policies, plus a pro-business, anti-labor orientation, had produced unemployment and the recession-inflation situation.

President Nixon in August 1971, placed a 90-day "freeze" on wages and prices. Although the reaction of organized labor was at first defiant, the administration won reluctant cooperation. The end of the "freeze" brought the establishment of a Wage-Price Council (similar in some respects to the Office of Price Administration of World War II) and governmental boards charged with supervising and regulating wage and price increases. For a while the controls did seem to slow the inflationary spiral to a certain extent. They were removed, then reimposed, then modified during the next few years. But prices and wages continued their advance, and the rate of inflation even increased.

[2] Gilbert Burck, "Union Power and the New Inflation," *Fortune*, February, 1971, pp. 65-69, 119-120.

"It says here the economy needs cooling off"

Solidarity. January. 1970

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. What is inflation?

2. What effect does inflation have on the consumer's buying power?

3. Who is most affected by inflation? Why?

4. Why do labor and management have different points of view about the causes of inflation? What are those different points of view?

5. Describe what is happening in a time of: prosperity; depression; recession.

6. What was unusual about the recession of the early 1970's?

7. What reasons did labor and management offer for the combination of inflation and recession?

8. What is meant by "unit labor costs"?

9. Explain why unit labor costs and prices have tended to stay in line.

10. During what periods of time did prices move up faster than wages? What effect might this have on the economy? on workers?

11. During what periods of time did wages move up faster than prices? What effect might this have on the economy? on workers?

12. How might government "tight money" and "cooling off the economy" policies have contributed to recession?

13. How might the Viet Nam war have contributed to inflation?

14. In general, do you agree with the labor or management position about the causes and cures for inflation? Justify your position.

Economic Problems: Unemployment and Poverty — Lesson 3

OBJECTIVES:

1. To understand some of the reasons for unemployment and poverty in America.
2. To understand some of the proposals for remedying unemployment and poverty.
3. To understand some of the problems presented by the welfare system and some ways of improving welfare.

WORDS TO LEARN:

baby boom	distribution of wealth	inequities	poverty
birthright	entry-level job	initiative	progressive tax
consistently	guaranteed annual wage	loophole	recipient
culture of poverty	harass	metropolitan area	relative poverty
defiant	humane	moderate standard	social services
dependency	incapacitated	motivate	standard of living
deprived	incentive	paraprofessional	stigma
dignity	incompetent	plague	

The United States is the wealthiest country in the world, yet it has more poor people, and a greater proportion of its population is poor, than such countries as Holland, Norway, Denmark, Sweden, and West Germany. It also has more very rich people than those countries. In other words, there is much greater differentiation between rich and poor in the United States than in any other industrialized western democracy. Closely related to our poverty problem is our increasing problem of unemployment. The charts below show the growth of unemployment during the early 1970's. Note that unemployment among non-whites is roughly twice as great as among whites.

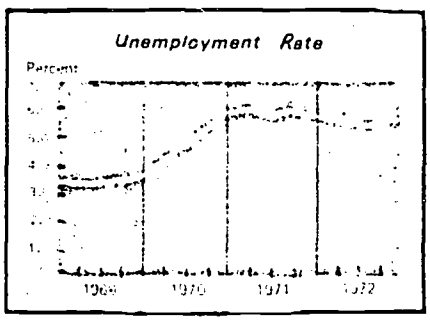

Source: U.S. Department of Labor.

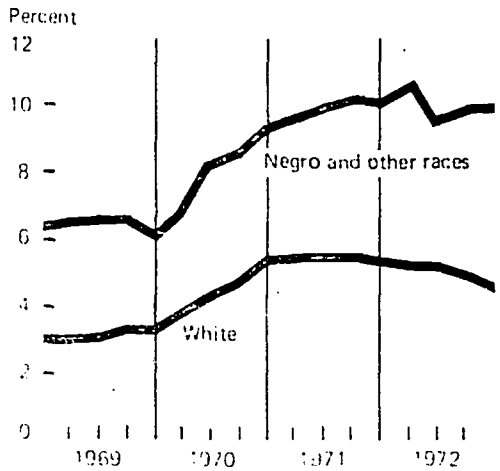

WHAT IS POVERTY?

It really isn't easy to give a good definition of poverty. How much money you need to live depends partly on the cost of living, which changes from month to month and even week to week, and partly on your standards of what is necessary. In

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Charles Gatewood

Poverty in the big city

understanding poverty in the United States, the most important thing for you to understand is relative poverty. People feel poor when they compare themselves with others who are better off than they. Poverty in India is much worse than in the United States, but it is entirely possible that India's poor feel less unhappy about it because, for the most part, their lives are lived in the company of other poor people. But the paths of the poor cross those of the relatively rich in the United States. So many people are so well off that the poor can hardly avoid seeing them. And television has provided for the poor a "mirror" on the world of the relatively rich which makes the poor aware of their misfortune. Of course there is much less excuse for anybody to be poor in the United States, the world's richest country, than in India, one of the poorest. There is much reason, then, for poor people in the United States to feel deprived, and to complain about it. It cannot be denied that a great many Americans are ill-clad, ill-housed, and ill-nourished.

It is therefore hard to decide at what income the line between poverty and non-poverty should be drawn. The U. S. Department of Labor estimated the poverty-line income at the beginning of 1970 as about $3,720 for a family of four. (Now, of course, with the great increase in the cost of living since then, the line is surely much higher.) Not many of us would care to live on such an income. In 1970, about 10% of white people and about 32% of black people were believed to be living below the poverty level.

The median (middle) income for white families in 1970 was $10,216, and for nonwhites $6,278. This income for whites was enough to maintain a moderate standard of living (according to the Bureau of Labor Statistics), but the nonwhite median income fell far short of this goal.

WHAT CAUSES POVERTY?

The problem of poverty in America is a problem of the distribution of wealth, and the distribution of a nation's wealth is very much a matter of belief about what is right. As you read in Unit I, the basic answer the capitalistic system gives to the question, "How should the national income be distributed?" is "Everyone should get as much, or as little, as his individual bargaining power permits him to demand." This means that in a strictly capitalistic system, people with characteristics which limit their bargaining power (lack of education, age, race, etc.) would be entitled to receive very

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little, if anything. You have read about some of the ways in which the United States has moved away from the capitalistic answer toward the socialistic answer: "To each according to his need." But we have not moved as far in that direction as have our Western European neighbors. Americans tend to blame the poor for their poverty a great deal more than do our Western European neighbors. A Gallup Poll once asked a cross-section of Americans this question: "In your opinion, which is more often to blame if a person is poor – lack of effort on his own part, or circumstances beyond his control?" The findings were:

Lack of effort	33%
Circumstances	29%
Equal	32%
No opinion	6%

Leaving out the last two answers, those who couldn't make up their minds or had no opinion, the results were as follows:

Lack of effort	54%
Circumstances	46%

More than half felt that the poor were to blame for their poverty! There were real differences in opinions between political parties and upper- income as compared to lower-income persons. Those with incomes over $10,000 a year tended to say poverty was due to lack of effort. Those with incomes below $3,000 tended to say it was because of circumstances. Republicans were more likely to blame lack of effort and Democrats to blame circumstances.

Rural poverty

Although there is in fact plenty of evidence that the majority of poor people are willing and eager to work, there is also evidence of a small minority who are not, and who are victims of a "culture of poverty" which develops in certain families and neighborhoods a feeling of dependency and defeat. We shall discuss some of the ways in which the existing welfare system contributes to that feeling.

There are, in fact, three groups of poor in America. There is a group of unemployed persons who are the temporary victims of economic forces beyond their control: automation, relocation of industry, recession, etc. A second group has always been poor, but works or attempts to work: because of lack of education and skill, some are working only part-time, and some who are working full-time do not earn more than a poverty wage. Then there is the third group who are dependent on welfare. This group, contrary to public opinion, is small, and the great majority of people on welfare are willing to work if circumstances would permit. Many welfare recipients spend a great deal of time looking for work. Only a very small minority of those on welfare are able-bodied males, but a great many are women with children who do not have male support.

In general, liberals have tended to focus attention on the majority who are well-motivated to work, whereas conservatives have been disturbed by the minority who were defeated and sometimes defiant.

Of course, poverty is very closely related to the problems of depression, recession, and inflation about which you read in Lesson 2. The combination of inflation and economic recession in the early '70's was especially hard on young people and blacks. Almost one out of every three non-white teenagers, and one out of every six white teenagers in the labor force was unemployed at the beginning of 1971. Black and minority-group neighborhoods were the hardest hit.

This recession brought also the unusual condition of increased unemployment among the well-educated and high-salaried, as you read in Lesson 2. Our deep interest in the 1950's with catching up with the Russians in space had caused us to overproduce scientists and engineers. The "baby boom" of the 1940's, combined with an increasing emphasis on college, gave us in addition an over-supply of teachers.

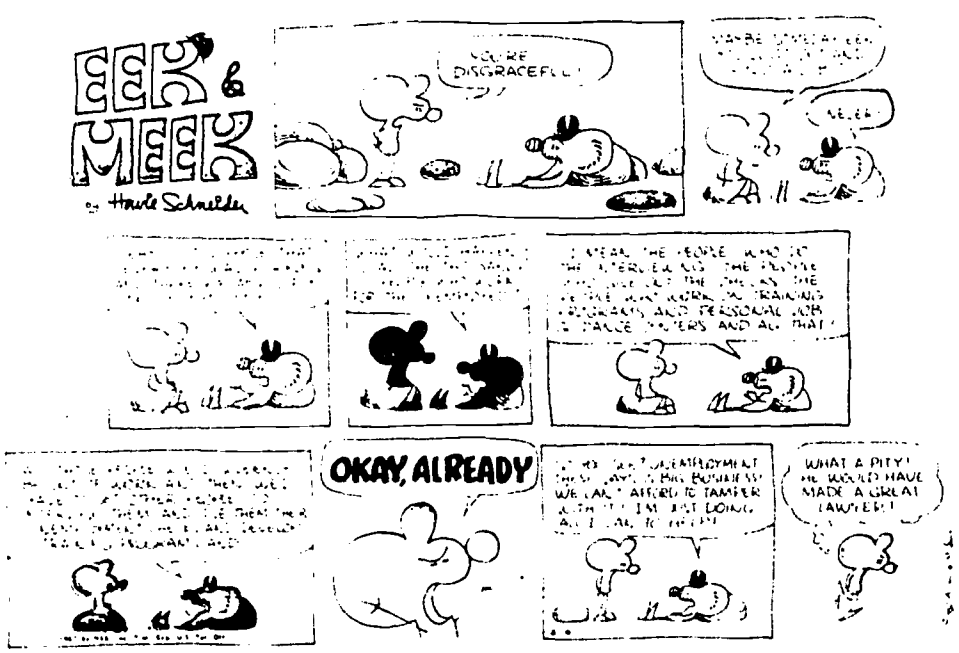

WHAT PROBLEMS EXIST IN THE WELFARE SYSTEM AND HOW CAN WELFARE BE IMPROVED?

Most people. even some of those who believe that the poor are poor because they don't want to work. now accept the idea that public assistance for those unable or incompetent to work is essential in a humane society, but our welfare system has been damaging to human dignity and discouraging to initiative. Whereas in the Western European countries. a decent standard of living is considered everybody's natural birthright. a stigma has been attached to public assistance in the United States. We hear about the "abuses" of welfare: but most of what we hear stresses abuses by a minority. Recent studies of the welfare system suggest that thousands of people entitled to welfare have been denied it.

Another problem with the welfare system is that. because so much of it is financed by the states and cities. there are differences in welfare provisions from one section of the country to another. This has encouraged wholesale migration of poor people from sections of the country with low payments (the South) to those with higher ones (northern cities).

Aid to Families with Dependent Children (AFDC) is the part of the welfare program which has expanded most rapidly. Many of these women on welfare are husbandless: but the welfare system encourages desertion. separation, or concealment of working males by cutting off or reducing welfare payments when income is earned. The women are prevented from working by the lack of day care centers for children.

WHAT CAN BE DONE ABOUT POVERTY AND UNEMPLOYMENT?

Economic growth alone will not cure poverty or solve the problem of unemployment. Economic planning and government involvement is needed. Since poverty is partly a matter of inequality, the problem of abolishing poverty is one of finding a good way to redistribute wealth. We already have a "progressive" income tax, of course, but the tax laws contain many inequities which place the burden of taxation on those with moderate incomes and provide loopholes for corporations and the very rich. Many believe tax reform is needed.

Organized labor has long supported plans for a guaranteed annual income for all Americans. Reform of the welfare system is long overdue. The system must have a built-in incentive to work. Why work when your earnings don't match what you get on welfare. or when your welfare payments will be cut if you go to work? The Nixon administration's plan in 1971 was to provide a guaranteed annual income for all persons ($2400 a year for a family of four). and to enable needy families with a working father to receive supplementary payments (a "negative income tax"). These payments would decrease as the income rose and disappear altogether when a certain income was reached ($4300 for a family of four. according to the administration proposal). This plan was designed to discourage fathers' deserting or pretending to desert their families, and, since it would be uniform across the land. would presumably discourage migration of the poor from South to North. Although the policy would temporarily increase expenditures for welfare. its built-in work incentive would supposedly break the cycle of welfare

dependency into which the old system had thrust some families. This bill also made a distinction between employable and unemployable persons. The unemployable are the ill, the incapacitated, and mothers of children under three, who would be covered under the Family Assistance Plan administered by the Department of Health, Education, and Welfare. The employable would come under the "Opportunities to Families" provison, to be administered by the Department of Labor, which would establish day-care centers for children, training programs, and allowances for expenses during training.

Conservative critics of the administration bill saw it as simply increasing government "handouts" to the poor and the tax burden for those who work. Liberal critics doubted that it would succeed in its goals for several reasons: first of all, few people believed an income of $4,320 for a family of four to be adequate in a time of inflation. The new proposals, in spite of obvious limitations, seemed a great improvement over the existing system. They were, however, dropped by the administration itself.

Much of the success of any new welfare program will depend on the manner in which it is administered, and the education of administrators to the understanding that they are public servants, employed by the public to serve the poor.

'Turn it On!'

AFL-CIO *News*, February 20, 197.

This cartoon illustrates labor's view about what needs to be done. One effective solution to the unemployment problem, says the cartoonist, is for Congress to pass legislation providing funds for public service jobs.

Organized labor has always favored so-called "pump priming devices" to stimulate the economy – public works programs such as the WPA of the depression years. Another currently favored proposal is for conversion of defense industries to civilian production. In general, labor supports policies to create full employment.

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IMPROVING HEALTH SERVICES IN APPALACHIA: MDTA
Class for health aides makes a home visit

This woman is being trained as a health aide. She is being helped to learn a job, and the family is being helped to learn how to stay healthy.

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One of the most interesting and imaginative proposals for what to do about poverty is the idea of "new careers" for the poor, which avoids both the "something-for-nothing" and "make-work" solutions. Our institutional and human-service agencies are desperately short-handed, and many of the tasks now being performed by professionals could be done excellently by non-professionals. Such jobs as teachers aids, nursing assistants, medical assistants, etc. are entry-level jobs in important social services. They provide meaningful jobs, more favorable self-respect, and in many instances, the opportunity to grow and acquire better jobs. Many of the workers who get recruited into these "paraprofessional" jobs have excellent understanding of the clients they must serve. However, these jobs must be paid, and the very institutions which most need paraprofessionals are often financially unable to afford them.

It seems silly that the United States should have high unemployment at a time when so many things need to be done. Pollution of rivers and streams, air pollution in cities, and many other public problems plague the nation. Those are problems requiring not only legislation but employed manpower. For instance, some states which passed anti-pollution legislation simply did not have the funds to hire enough inspectors to enforce the law! One problem seems to be that politicians worrying about being re-elected sometimes feel they can't afford to put the interests of the nation above those of their local constituents: and those constituents (you and we) sometimes tend to be very short-sighted and to concentrate on their (our) own personal interests.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. How do you account for the fact that the Western European democracies have less differentiation between rich and poor, and less poverty, than the United States?

2. Explain and illustrate the idea of relative poverty.

3. Think about the problems of trying to house, clothe, and feed a family of four on $3,000 a year. Describe your notions of what the housing, clothing, and food would be like. Contrast this with your notions of how the $10,000 a year family would live.

4. Show how the distribution of wealth in a nation depends largely on its dominant "ideology."

5. Show how the United States' answer to the question, "How should the national income be distributed?" is both capitalistic and socialistic, but less socialistic that the answer given by other Western industrialized democracies.

6. How do you account for Gallup's findings about the differences between (a) Republicans and Democrats, and (b) well-to-do and poor people about the causes of poverty?

7. Describe the three groups of poor in America. What is the attitude of the majority of the poor toward work?

8. What is a "culture of poverty"? Suggest some ways to help people trapped in a culture of poverty to escape it.

9. How do you account for the fact that liberals have tended to concentrate on poor people who are willing to work, whereas conservatives have concentrated on those who were defeated and sometimes defiant?

10. Why are blacks and minority groups hardest hit by periods of economic recession? Why is a recession hard on teenagers?

11. What problems have been created by the welfare system? Why?

12. How did the Nixon administration's welfare reform plan propose to provide incentives to work?

13. Evaluate the criticisms of the Nixon administration's welfare plan. What do you think should be done about welfare?

14. What do you think should be done to solve the problem of unemployment in America?

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Protecting the Consumer — Lesson 4

OBJECTIVES:

1. To understand the current problems facing consumers.
2. To understand some possible ways of dealing with those problems.

WORDS TO LEARN:

accident prone	fall prey	no-fault insurance
break-through	fraud	potential
decade	ingenious	proliferation
defraud	litigation	thwart
durable	lax	unit pricing
evaluate	lobby	violator
exorbitant	Medicare	warranty
	middleman	

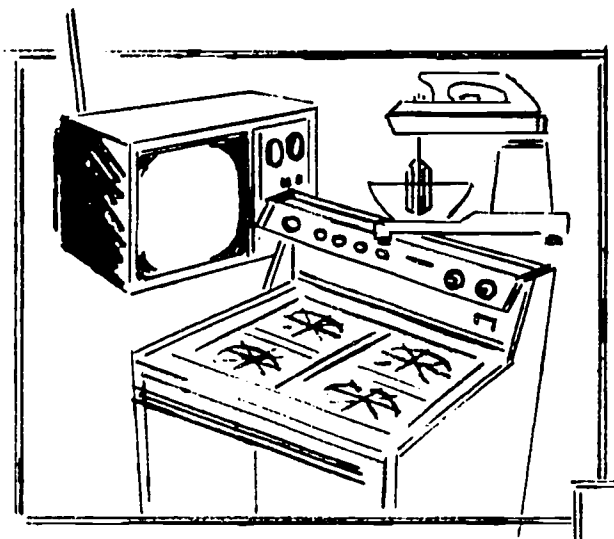

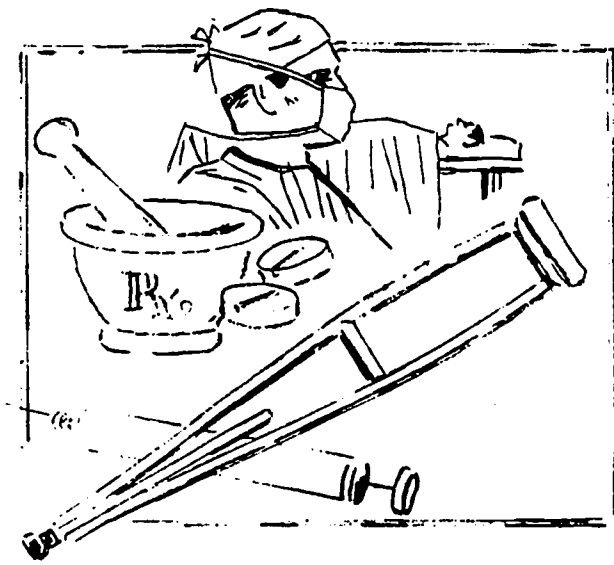

The high cost of medical care, appliance repair, and housing are three of the problems which beset consumers.

Pictures courtesy AFL-CIO

INFORMATION:

You have read about some of the important laws which exist for the protection of consumers. One of the big problems now is enforcement of those laws. Remember that this is a very large country. and the enforcement of federal law at the local level is a complex business. Harmful products cannot always be prevented from reaching the market. Even though large fines and sentences are imposed on violators, new violations occur frequently. New and ingenious ways to defraud the public, with the hope of a quick profit, are always being invented. Sometimes the violators are not detected for a very long time. and sometimes frauds continue while the cases move slowly through the courts.

The prohibition of false advertising is one of the most difficult aspects of consumer protection laws to administer. What is false and misleading advertising is sometimes hard to decide. Meanwhile, women continue to be told that hormones in face cream will keep them young, that toothpaste Brand X kills germs ten times faster than any other. and that certain brands of underarm deodorant will bring romance faster than any other. But there are now more serious problems than advertising facing consumers, and numerous proposals for solving these problems are before state and federal legislatures.

WHAT ARE THE MAJOR PROBLEMS FACING CONSUMERS TODAY?*

Most people agree that the problems facing the consumer today are:

1. High food costs.
2. High interest rates.
3. Rising medical costs.
4. High housing costs.
5. Quality problems and safety hazards, and high product repair costs, especially for automobiles.
6. High, and still rising, cost of auto insurance.

You have noticed already, of course, the relationship between all these things and the problems we discussed in Lessons 2 and 3 – inflation, unemployment, and poverty.

WHAT CAN BE DONE
ABOUT HIGH FOOD COSTS?

Everybody has to eat. Food is the most basic commodity, and high food prices are reflected in other high prices. American agriculture is extraordinarily efficient and productive; more and more food is being produced by fewer and fewer people. A high supply of food is supposed to bring prices down. This has not happened for several reasons.

Courtesy AFL-CIO

*Much of this discussion is based on an excellent article in *The American Federationist* for January 1971, "The Consumer's Needs Persist," by Sidney Margolius.

First of all, the government's price-support system, which was designed in part to keep small farmers in business, probably serves more to make rich farmers richer than to keep poor farmers on the farm. Secondly, the cost of marketing and distributing services has increased so that less than half of your food dollar goes to the farmer who raised the food; "middlemen" get the rest. Right after World War II the farmer got 50¢ and the distributors 50¢. Now the farmer gets 38¢ and the distributing industry 62¢.

In the early 1970's a number of other nations experienced crop shortages, and our country's stockpiles were used up in exports. For the first time in decades, our grain supplies became tight. This drove up prices of many foods, particularly meats.

Some suggestions for tackling the problem of high food costs are as follows:

1. Establish commissions to investigate our present and future food needs, especially meat, rather than permitting the supply to be controlled by such groups as the cattle raisers' association, who can be expected to keep prices up.
2. Require unit pricing of foods. Unit pricing gives consumers a uniform way of comparing prices, based on standard weights and measures. Instead of comparing prices per box, consumers are able with unit pricing to compare price per pound or quart. Investigations of unit pricing after its introduction in New York City showed that it was being used more by middle- and upper-income shoppers than by those with low incomes. The reasons for this may be lack of knowledge by low-income persons about what unit pricing is and how to use it. Also, the store may have inadequate or confusing presentation of unit prices. Users in New York were claiming to save $3 – $5 a week with unit pricing. This would be a considerable saving for low-income persons.
3. Foods should have more informative labels so consumers can tell the actual food values. The public was very surprised, when the government revealed its research on and rating of breakfast cereals, to find only a few very high in nutritional value and many very low. Some of the pre-sweetened cereals were nearly half sugar.

WHY ARE INTEREST RATES HIGH AND HOW DO THEY AFFECT THE CONSUMER?

When interest rates are high, it is harder for people to buy such consumer items as houses and cars on credit. High interest rates hurt low- and moderate-income families most. High-income families don't need to borrow money – or, if they do, they can afford to pay high interest rates. The high interest rates may result in part from a deliberate move by the Federal Reserve Board to curb inflation by raising interest rates. In terms of the consumer, an 8% interest rate means that on a 30-year mortgage, he will in fact pay a total of $53,000 for a $20,000 house!

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One of the most serious problems for the consumer is created by small finance companies, who make it easy for a person to borrow money but charge exorbitant interest rates – sometimes as high as 18% a year. Those who need money worst are most likely to fall prey to these practices, since they often cannot borrow money anywhere else. Finance company practices are currently being investigaged by the National Commission on Consumer Finance.

WHAT IS RESPONSIBLE FOR, AND WHAT CAN BE DONE ABOUT, HIGH MEDICAL COSTS?

In the decade of the '60's, medical costs rose 68%, medical care services 85%, and hospital service charges 200%! It should be remembered, however, that this was the decade in which many hospital workers joined unions and began collective bargaining, so part of this increase reflects the success of hospital workers in improving their standard of living. This does not account for most of the increase, however.

Another problem for consumers is the proliferation of private companies which sell some kind of health and medical insurance. These companies are difficult for the consumer to evaluate. Some of them charge high premiums and give very low benefits.

The Medicare program, which provides for medical and hospital care for the aged under social security, was an important break-through in health care. But Medicare takes care only of the aged; and there are millions of Americans with health problems who do not have the incomes to afford to do anything about it. Welfare and Medicaid provide some help, but only for the very poor.

Proposals for a National Health Insurance program have frequently been sent to Congress but always defeated. The AFL-CIO has lobbied for National Health Insurance with controls and standards for medical fees. The American Medical Association, which previously lobbied against it on the grounds that the quality of medical care will deteriorate if physicians are employed by the state, has offered a health-care proposal of its own to Congress. There are numerous proposals and bills for some sort of National Health Insurance before Congress at the present time, and it seems quite likely that Congress will pass a National Health Insurance bill of some sort in the near future.

All the Western industrial democracies except the United States have some sort of national health insurance program. Comparing the quality of health care, and of public health in general, between the United States and those countries shows that the quality

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of health care received by the poor in the United States is quite inferior. Workers with low to moderate incomes have great difficulty meeting medical costs. The quality of health in general in the United States leaves much to be desired. Many people who need health care do not get it because of the cost.

The shortage of physicians is another factor making for high medical costs. The supply of physicians is restricted to some extent by the AMA, which effectively controls entry into the medical profession. Although this has probably had the overall effect of keeping medical practice on a fairly high level of competence, there is also the possibility that many potentially excellent physicians have been thwarted by the high standards for entrance into and the shortage of medical schools.

In addition to supporting National Health Insurance, the AFL-CIO is working for plans for pre-paid group care and for increasing the supply of health-care personnel.

WHY ARE HOUSING COSTS HIGH AND WHAT CAN BE DONE ABOUT IT?

The rising costs of housing can be accounted for by rising construction costs (labor and materials), high land prices, high interest rates, and other contractors' costs.

According to the Department of Housing and Urban Development (HUD), the median sale price of new homes sold in mid-1970 was approximately $24,000. With interest rates at 8% and average property taxes, it took more than a third of a $10,000-a-year income to pay the taxes, mortgage, maintenance, and utilities of this house. Since mid-1970, costs have risen greatly. Where can the low-income families find a home? The answer, of course, is that there must be more government- subsidized housing for low- and moderate-income families.

The Emergency Home Finance Act of 1970 provided some funds for subsidized housing, but not enough to benefit millions of Americans in need of decent housing.

WHAT PRODUCT QUALITY PROBLEMS EXIST AND WHAT CAN BE DONE ABOUT IT?

There is a National Commission on Product Safety. Its investigations have shown some serious quality problems in cars and household appliances. These problems often involve safety hazards and high repair costs.

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The Commission recommended a law, the Product Safety Act, which would establish a commission with enforcement powers to ban unsafe products and set safety standards. A warranty and guaranty bill would require manufacturers to label their warranties either "partial" or "full," thus indicating whether or not there are any restrictions on the service. This is intended to force manufacturers who offer warranties to make durable products. The Product Safety Act was passed in 1972.

WHAT CAN BE DONE ABOUT THE STEADILY RISING COST OF AUTOMOBILE INSURANCE?

The "no-fault" type of auto insurance pays for automobile injuries whether or not the driver was at fault. Since it would eliminate much of the inter-company wrangling and litigation, it would cut the costs of insurance. Group purchase and enrollment plans are as much a possibility with auto insurance as health insurance, and some organized groups including labor groups are already providing these plans for members.

Courtesy AFL-CIO

Automobile manufacturers can be compelled to produce safer and less accident-prone cars, as Ralph Nader and others have long urged. The parts can be more easily replaceable, the bumpers more protective, and collapsible steering wheels and other safety features installed. These improvements are gradually being made.

While consumer education is useful and desirable, it is simply not possible to educate all the people to all the ways in which they can be cheated or misguided. The AFL-CIO supports the creation of an independent consumer agency on the national level as a "watchdog" over consumer interests.

Individuals can help, too, as Ralph Nader's campaigns have shown. According to one of the most recent reports of "Nader's Raiders" (a group of Nader-organized people who investigate matters affecting the consumer), the government is actually not doing what it can and should to protect consumers against unfair business practices. The Nader group accuses the Federal Trade Commission, the Interstate Commerce Commission, and the Department of Agriculture, of favoring big business at the expense of consumers. This is done, according to the Nader report, by simply forgetting or ignoring the very legislation those agencies were designed to enforce. Specifically, one recent report charges that the government is being lax in its enforcement of laws regulating meat inspection and the use of pesticides.

Labor and management are consumers too, and all will benefit from a strong effort to reduce fraud, high costs, and waste in consumer affairs.

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QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. Go through a few of the magazines and newspapers in your home and select some examples of advertising which you consider false and misleading. How do you account for the fact that advertisers can do these things?

2. Pay careful attention to the commercials on television for an evening and write down all the things you hear that you would consider either false or misleading. What federal agency is responsible for checking up on television advertising? Discuss your findings in class, and suggest ideas for protecting consumers from misleading television commercials.

3. How might you account for the fact that, although food production has increased. food prices have continued to rise?

4. How would you account for the fact that the distributing industry now gets 62 cents of your food dollar as compared to 50 cents after World War II?

5. Evaluate the suggestions for helping the consumer keep down food costs. Can you think of any others?

6. See if the grocery stores in your neighborhood have unit pricing of foods. Learn how to read the charts. Discuss in class the ways in which shoppers can reduce food costs by using unit pricing guides.

7. Check over the breakfast cereals in your home. Pick out the ones that you think have the greatest and the least nutritional value, jot down the reasons, and bring the information to class for comparison.

8. Under what economic conditions does the government raise and lower interest rates? What effect do high interest rates have on consumers?

9. List all the reasons you can think of to explain the high cost of medical care.

10. How would a National Health Insurance program work? Find out about the national health insurance programs in England and Scandinavia, and compare the quality of health care there with that in the United States.

11. What objection does the American Medical Association have to "socialized medicine?" What do you think about this?

12. Suggest some ways of increasing the supply of health-care personnel.

13. What accounts for high housing costs?

14. What can be done to enable moderate- and low-income persons to have decent housing?

15. How do you account for quality problems in cars and household appliances? What can be done about this?

16. How can "no fault" auto insurance protect the consumer?

17. What can manufacturers of cars do to reduce auto insurance costs for the consumer?

18. Why is "consumer education" not adequate protection for the consumer?

19. Who is Ralph Nader? What do "Nader's Raiders" do?

20. What criticisms does Nader make of the government agencies and their enforcement of consumer protection laws? How does he explain this?

21. Why might an independent consumer protection agency be more successful in protecting consumers than existing federal agencies?

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Providing Equal Opportunity: Blacks and Other Minority Groups

Lesson 5

OBJECTIVES:

1. To understand the special problems faced by blacks in getting equal opportunities in the United States.
2. To understand the progress that has been made, how it was made, and what remains to be done to provide equal opportunity for blacks.
3. To understand the relationship between the problems of blacks in getting equal opportunity and those of other minority groups.

WORDS TO LEARN:

adherent	guerilla warfare	passive
apathetic	handicap	political action
black nationalism	heritage	racism
comply	inflation	recession
dedication	integration	resistance
desegregate	integrity	rising expectations
employability	Jim Crow	separatism
focal point	median income	supersede
frustration	minority group	

INFORMATION:

You read in Lessons 2 and 3 that recession and inflation cause more hardships for blacks than any other single group. There are several reasons for this. First of all, the black people's struggle for equality has had some obstacles not met by any other of the minority groups who came to this country. Racism is institutionalized – that is, it appears in every aspect of the life of the society. This is the result of the heritage of slavery and the failure of the United States to provide equal rights for blacks for more than 100 years after the Civil War. Many blacks who have grown up in poverty areas in the rural South and northern ghettos have suffered handicaps. The occupational structure has changed since the large-scale immigration of immigrants from Italy, Ireland, and Eastern Europe around the beginning of the century. Then unskilled workers were in great demand; now they are less and less needed, as machines take over work formerly handled by men. Since many blacks are unskilled workers, and unskilled workers are the last to be hired and the first to be fired, any reduction in employment throws many blacks out of work.

Dr. Martin Luther King

Courtesy AFL-CIO

WHAT WAS THE BLACK MOVEMENT AND WHAT DID IT ACCOMPLISH?

For a century after the Civil War, black Americans struggled to do the best they could under the handicap of Jim Crow laws, discriminatory practices in housing, etc. It

was legal for many decades for railroads, restaurants, and other public facilities to have signs saying "White Only," or to provide special sections for blacks. In 1954, the Supreme Court reversed the "Plessy vs. Ferguson" decision of 1898, which had declared "separate but equal" facilities constitutional. The 1954 Supreme Court said that separate schools were unequal, and ordered schools throughout the South to desegregate their schools "with all deliberate speed." Many states had laws requiring segregated schools, but of course state laws are superseded by federal law, and federal law is what the Supreme Court says it is. Nevertheless, many states resisted the order. The first tests came in the colleges and universities, where there were protests and violence as blacks tried to enroll. President Eisenhower had to send federal troops to the University of Alabama, and to Little Rock, Arkansas, as the first black students tried to enroll in the high school. Some counties in the South tried to avoid integration by closing down their public schools, and starting a system of private schools which were, in fact, supported by public tax funds. Blacks in some communities had no place to go to school, but all over the South young people, many of whom came from the North, started "Freedom Schools," in which they taught "black pride" in addition to the curriculum; these efforts were imaginative and successful. Gradually Southern school districts began to comply with federal law. Since education is a basic necessity in providing employability, equality of educational opportunity is essential in the fight for black equality. We shall say more about education in Lesson 7.

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Sit-in demonstrations brought at first arrests, then elimination of "Jim Crow" laws. Here, Dr. Martin Luther King is being arrested at a lunch counter.

Courtesy AFL-CIO

The "Black Movement" started in the South as a protest movement. Under the leadership of Dr. Martin Luther King, blacks throughout the South, many of whom had previously been apathetic, began their strategy of "passive resistance" in the fight to integrate public facilities and gain their civil rights. Although "passive resistance" as a technique for righting the wrongs experienced by blacks in the North never did catch on, Dr. King's dedication and eloquence aroused the conscience of the nation and the determination of blacks to fight for full equality. Meanwhile, due to technological innovations which eliminated the need for many farm hands, and the greater welfare benefits to be secured in the North, there was a mass migration of blacks to the North. Many came expecting full equality and found mushrooming ghettos with unemployment problems.

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In 1963 the "March on Washington" brought thousands of Americans, white and black, to demand federal action. In 1964 the Civil Rights Act was passed – the first civil rights legislation in almost a century.
Courtesy of AFL-CIO

The initial stages of the Civil Rights Movement triggered off a "revolution of rising expectations," as blacks in the North, whose hopes had been raised, saw little progress in their position relative to that of whites. This frustration exploded into violence and guerilla warfare, as almost every major city outside the South (there were some notable exceptions, including New York City) experienced riots in the summers of 1966 and '67. Many sections of these cities were destroyed, and, although the focal points of violence were the police and white-owned businesses in black neighborhoods, black communities suffered most from these riots.

Out of the frustration with the lack of progress, black nationalism developed. It was not new, of course: Marcus Garvey had tried to start a "back to Africa" movement in the United States in the early 20th century without much success. In spite of the opposition of nearly all the leaders who had started the black movement – Roy Wilkins, Dr. King, A. Philip Randolph, Whitney Young, and Bayard Rustin – black nationalism appealed to many young blacks, who labeled these integrationists "Uncle Toms" and "Handkerchief Heads."

BAYARD RUSTIN
Executive Director
A. Philip Randolph Inst.

A. PHILIP RANDOLPH
Intl. Vice President
AFL-CIO

ROY WILKINS
Executive Director
NAACP

WHITNEY YOUNG
Executive Director
National Urban League

DR. RALPH ABERNATHY
President
SCLC

Five important leaders in the Civil Rights Struggle. Dr. Abernathy succeeded Dr. Martin Luther King as President of the Southern Christian Leadership Conference (SCLC).
Courtesy *EBONY* Magazine

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The Student Nonviolent Coordinating Committee (SNCC) under the leadership of John Lewis, the Congress of Racial Equality, under Stokely Carmichael, H. Rap Brown, and later Roy Innes, and the Black Panthers, under Huey Newton and Eldridge Cleaver, appealed to the deep need of American blacks for recognition, meaning, and a sense of racial identity. "Black Power" slogans appeared. Although none of these groups had an official policy advocating violence, race and violence became dominant themes in the speeches of a few of the militant leaders, and black separatist movements grew.

In general, separatism has had little appeal to blacks in times of progress, and has gained adherents only in times of frustration and despair. There is evidence that black separatism has never appealed to the majority of black Americans, who have indicated their desire for full integration in American society. Opponents of black separatism argued that it was the opposite side of the coin of white separatism, and just as "racist."

ROY INNIS
National Director
CORE
Courtesy *EBONY* Magazine

One of the most eloquent spokesmen against separatism was Bayard Rustin, who argued in the early '60's that the protest movement had achieved its goals and that blacks should turn to political action. He said that "the civil rights movement had reached a point where it was no longer faced with discrimination as an obstacle to opportunity but with automation, urban decay, school segregation, and unemployment as obstacles to equality. And what also became clear is that all these problems are not soluble by private, voluntary efforts, but require government action – or politics."

Under Bayard Rustin's leadership, the A. Philip Randolph Institute, founded in 1964, has devoted its efforts to political action. The stated purposes of the Institute are:

1. to help civil rights activists.
2. to strengthen political alliances for democratic social change.
3. to work for social and economic programs which will improve the lives of all Americans.

AFL-CIO *American Federationist*, January, 1971

Advocates of the political action approach point to their successes and argue that a black movement is doomed to failure unless it has white support. Blacks who have sought, and gained, white support to achieve positions of political power are Kenneth Gibson, mayor of Newark; Wilson Riles, Superintendent of Schools in California; Richard Austin, Secretary of State in Michigan; Charles Evers, Mayor of Fayette, Mississippi; Richard Hatcher, Mayor of Gary, Indiana; and many others. Whitney Young of the Urban League continued his integrationist efforts until his death in an accident in 1970; Roy Wilkins continued to work through the legal system for the NAACP; A. Philip Randolph continued his highly effective pressures on the AFL-CIO to take strong anti-discrimination positions both with respect to member unions and national policy.

Martin Luther King said, before his death while participating in a sanitation workers' strike, "It will be a long and difficult struggle, for our program calls for a redistribution of economic power." In that struggle, the political action approach is gaining adherents, as both blacks and whites realize that many of the social reform programs advocated by black organizations will benefit all Americans. For it should be remembered that, while the majority of blacks in America are poor, the majority of poor in America are white. Other minority groups heavily represented among the poor (Puerto Ricans and Mexicans, for instance) stand to gain much from a responsible and successful political program to equalize opportunity.

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Kenneth Gibson
(Courtesy of Office of the Mayor, Newark, N.J.)

Mayor Kenneth Gibson of Newark is an outstanding example of a black leader who got elected with white support, and whose leadership is characterized by integrity and dedication to the principles of equality. Although Mayor Gibson has been handicapped by a shortage of financial resources, his election was an encouraging sign that black political action can be effective. As Mayor of one of the nation's "problem" cities, and with a black constituency of more than 60%, Mayor Gibson has so far done an admirable job of balancing opposing forces. He is noted for his fairness and determination to rid Newark of corrupt influences. An integrationist, he is both a symbol of success to the black man and a leader among big-city mayors.

HOW MUCH PROGRESS HAS BEEN MADE IN GETTING EQUALITY FOR BLACKS?

In a New York Times interview, June 27, 1971, ex-presidential aide Daniel P. Moynihan is reported to have said that young black couples age 24 or under now have annual incomes about $400 higher than those of white couples in the same age range. However, the 1970 census report showed that black couples are more likely to have both spouses working: the higher income of black couples reflects a greater proportion of combined incomes. In fact, the census report shows that, in 1969, the income of the average black family with three earners was not significantly different from that of the average white family with one earner.

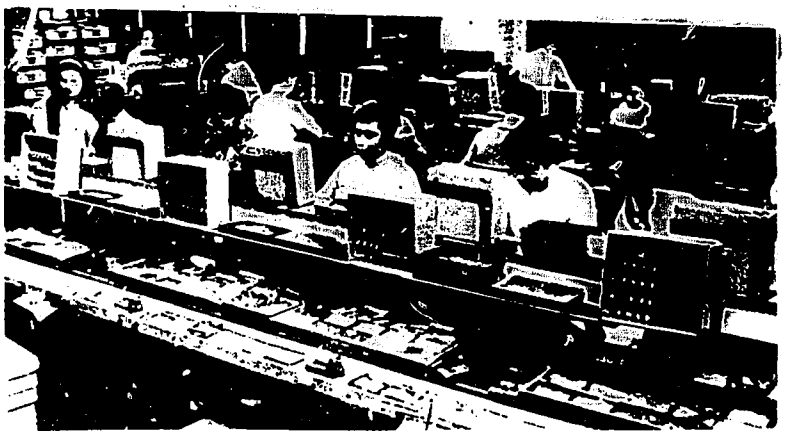

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Black women are more likely than white women to be in the labor force. These women are communications workers.

Courtesy AFL-CIO

Although blacks still lagged behind whites in 1970, the census report showed that substantial economic gains had been made by blacks since 1960. The median income of blacks had increased by 50% (in 1970, it was 3/5 that of whites); more blacks were finishing college (although still more likely than whites to drop out of high school); housing in all areas had improved (although a greater proportion of black than white housing units were considered substandard); and the black unemployment rate was less than double the white rate for the first time since the 1950's (although still 8.2% as compared to 4.5% for whites). A dramatic change had taken place in black college attendance. In 1964, slightly more than half of the blacks in college were in all-black

colleges: by 1970, almost 3/4 of black students in colleges were in colleges with a majority of whites. With respect to health care, blacks with low and middle incomes were reported as almost twice as likely to make use of hospital clinics than private medical doctors: and the life-expectancy chances of American blacks was still lower than that of whites.

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JULIAN BOND
State Representative
(Georgia)

CONSTANCE B. MOTLEY
Judge, U. S. Dist. Ct.
Southern Dist. of N.Y.

KENNETH CLARK
Psychologist,
Educator

ELIZABETH KOONTZ
Dir., Women's Bureau
U. S. Dept. of Labor

DICK GREGORY
Humorist,
Rights Activist

THURGODD MARSHALL
Associate Justice
U. S. Supreme Court

JOSEPH GOODLOE
Pres., North Carolina
Mutual Life Ins. Co.

MUHAMMAD ALI
Boxer,
Black Muslim

SHIRLEY CHISHOLM
U. S. Representative
(New York)

A few of the influential black leaders in the United States. From *EBONY* Magazine, "100 Most Influential Black Americans," April, 1971.

WHAT CHALLENGES TO THE LABOR MOVEMENT REMAIN IN GETTING FULL EQUALITY FOR BLACKS?

The major challenges to the labor movement in helping blacks gain full equality are, first, to educate the rank-and-file white union member out of his prejudices and into acceptance of his social responsibilities; secondly, to publicize the labor movement's excellent record in supporting equal opportunity programs; and third, to devote as much of its energy and resources as possible to achieving the social reform programs which will help all the nation's poor.

While the overwhelming majority of the union leaders in the nation are in favor of equality, it is also true that many union members at the local level are prejudiced and engage in discriminatory actions. These are hard to stop. Perhaps because blacks are well aware of the discrimination which exists in some locals, many blacks distrust labor unions and are not aware of the very helpful efforts of some national labor leaders. You have read in this book about how Walter Reuther of the UAW and many other labor leaders demonstrated in the South and marched on Washington in 1963, and about many of the ways in which the AFL-CIO fights discrimination.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. Explain why it has been harder for blacks in America to gain equality of opportunity than for the immigrants who came here from Europe in the early part of the century.

2. Why are unskilled workers the last to be hired and the first to be fired?

3. Why are periods of depression, recession, and inflation especially hard on black people in the United States?

4. Why was the Supreme Court's "Brown Decision" of 1954 important in the battle for civil rights?

5. What were "Freedom Schools?" Why were they begun?

6. Read about Dr. Martin Luther King's leadership of the first protest movements in the South and describe his strategy. Why did this strategy work?

7. Another national leader who used the tactic of "passive resistance" was Mohandas Gandhi in the fight for India's freedom from Great Britain. Dr. King was influenced by Gandhi. See what you can find out about Gandhi and the events which led to India's independence.

8. What was the "March on Washington"? What effect did it have on the nation?

9. Read about the Civil Rights Act of 1964 and describe its major provisions.

10. What were the reasons for the mass migration of blacks from the South to the North? In what way were many people's expectations not realized?

11. Read about the riots in the summers of 1966 and '67. What prompted them? How do you account for the fact that no city had a second riot?

12. Contrast the ideas of black separatists and black integrationists. With whom do you agree? Why?

13. Identify: Bayard Rustin, Roy Wilkins, A. Philip Randolph, Martin Luther King, Whitney Young, John Lewis, Stokely Carmichael, Rap Brown, Eldridge Cleaver. Find out all you can about these men.

14. What are the purposes of the A. Philip Randolph Institute? Describe some of its activities.

15. Find out all you can about the blacks who have gained political offices with white support. Describe their programs and policies in those offices.

16. Describe the ways in which the labor movement has supported the struggle for black equality and what it is doing now.

17. What are now the major challenges to the labor movement with respect to the fight for equal opportunities? Suggest some promising avenues of approach to these problems.

Providing Equal Opportunity: Women — Lesson 6

OBJECTIVES:

1. To understand the respects in which women are discriminated against.
2. To understand the goals of the women's rights movement.
3. To learn what progress has been made in securing women's rights.

WORDS TO LEARN:

adversaries	marginal job
discrimination	migrant worker
exploitation	militant
fee-taking professions	minimum subsistence level
inequities	opponent
laxity	potential
	suffragette

INFORMATION:

Did you know that women didn't have the right to vote until 1920, when the 19th amendment to the Constitution went into effect? Movements to gain equal rights for women have occurred before the "Women's Liberation Movement" of our time, and some of them have succeeded in opening opportunities for women. Even before the Civil War many people talked about the need for more educational opportunities for women, the right to own property after marriage, and the right to engage in public activities. Some state legislatures passed laws remedying these injustices. Toward the middle of the 19th century, a group of women who called themselves "suffragettes" began the active struggle for women's rights. Elizabeth Cady Stanton was one of the great fighters for women's rights. She and Susan B. Anthony were brilliant women who wrote and lectured and reached thousands of people with their ideas. Gradually women were allowed to vote in local elections, and finally the "woman suffrage" amendment was passed.

WHAT PROBLEMS OF INEQUALITY STILL EXIST FOR WOMEN?

You read in Unit VIII about legislation which was passed to protect women and children from exploitation in the labor force. There is still exploitation, however. In agricultural areas, large numbers of migrant farm families exist on a minimum subsistence level with all members of the family, including women and children, working in the fields. These children attend school seldom, if ever, because of their constant movement and the laxity of some local law-enforcement officials. Although some states have passed laws requiring employers of migrant workers to provide adequate living conditions, others have not. You have read about recent successes in getting union contracts for some migrant workers, but many others live under substandard conditions. The state protective laws have become a source of friction between women within the women's rights movement, as we shall see.

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The Equal Pay Act of 1963 and Title VII of the Civil Rights Act of 1964 contributed to the "equal pay for equal work" goal of the Women's Liberation Movement, which became very active thereafter. The movement has involved largely business and professional women. The largest, and most militant, group is the National Organization of Women (NOW), headed by Betty Friedan (author of a very influential book, The Feminine Mystique). These women oppose the traditional view that "woman's place is in the home," and call such a view a "slave mentality."

The women's rights organizations point to the fact that, although women are 53% of the population and 38% of the labor force, they don't get equal pay for equal work. They are under-represented in business, government, and the fee-taking professions, and, in general, have little to say in making the important decisions of the society. Women who worked full-time and year-round in 1969 earned 58% of the median pay earned by men. 30.5 million of the 71.4 million women over 16 were at work. Many of them, possibly half, were working out of economic need. 10 million were in clerical jobs and 9.3 million were service workers and operatives. 20% of those working full-time were earning $3,000 a year or less. Only 8% of working men earned as little. Only 3% of working women were earning more than $10,000 a year, as compared with 28% of men.

The problem about state protective laws for women arose after passage of the Equal Pay and Civil Rights Acts. These protective laws are discriminatory by the standards of the militant liberationists. They limit the number of hours that women can work, for instance. There have been instances where women were unable to accept promotions because the new positions would require them to work longer hours. On the other hand, many women in the labor force are not covered by the protections of the federal legislation, and those on the lower rungs of the employment ladder may be subject to exploitation without the protective laws. The disagreement between women with business and professional interests, who wanted no laws whatsoever to apply exclusively to women, and those concerned with protecting women in lower-paying or marginal jobs, became very sharp.

In these two pictures, we see supporters of women's liberation demonstrating for the repeal of laws originally designed for the protection of women from exploitation by employers. The radical feminists argue that these laws are in fact discriminatory. Notice also on the right the sign demanding free abortion.

Courtesy AFL-CIO

In 1972 Congress passed the "Equal Rights" Amendment to the Constitution, which states that "equal rights under the law shall not be denied or abridged by the United States or by any State on acount of sex." At the present writing, the amendment has not yet been ratified by 38 states – the number required for adoption. Opponents of the amendment argue that there are physical differences between men and women – for example in strength – which would make it reasonable to have laws prohibiting the assignment of weight-lifting tasks to women, for instance. Militant liberationists argue that such laws might be needed, but they should apply to men and women equally. Opponents argue that the 14th amendment to the constitution already provides for equality. Generally, opponents are more concerned with protecting those women in lower-paying jobs, while supporters are more concerned with the issue of equality.

WHAT PROGRESS DID WOMEN'S RIGHTS MOVEMENTS MAKE IN SECURING EQUALITY FOR WOMEN?

The Equal Pay and Civil Rights Acts were significant achievements in the battle for equality. Classified ads in the newspapers were gradually ceasing to list jobs for men and women separately, and women began to appear in the labor force as mechanics, engineers, and plumbers. Women in a glass factory won back pay by proving that men who did the same work were getting more pay. Airlines were prohibited from continuing the practice of dropping married and older women as stewardesses. The government has sued large companies, such as American Telephone and Telegraph Co., and won back pay for women who have been discriminated against.

Some states still refused to have women on juries. Women's Liberationists argued that their movement sought men's liberation too, and objected to social security and pension funds which give benefits to widows but not widowers. They sought to eliminate differences in sentences imposed on men and women for the same offense, and also elimination of inequities in divorce and child-support laws.

The day-care center for children demand became a central issue in the movement. One of the biggest problems for women in getting equal employment opportunities was the problem of child care.

Although organized labor is sympathetic to many of the goals of the Women's Rights movement, women and labor unions became adversaries over the issue of protective laws. The challenge to labor is to find ways of protecting workers from exploitation which do not restrict women in gaining new career opportunities nor discriminate on the basis of sex.

Industry, too, is cooperating in getting equal rights for women. The National Association of Manufacturers supports the position that (a) women with potential ability should be invited to join management-training courses in companies: (2) company policies should be reviewed to assess their impact on the development of female employees; (3) a council of top executives in every company should be established to identify and promote able women to top-level jobs: and (4) lines of male-female distinction should be abolished in both recruitment and promotion.

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Three of the women who have achieved equality in "men's" jobs: (left to right) truck driver, production-line worker, policewoman. *(Manpower)*

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. What was the "woman suffrage" movement?

2. When did women get the right to vote? Why did it take so long?

3. See what you can find out about Elizabeth Cady Stanton and Susan B. Anthony. Discuss these women's activities in class.

4. In what ways does inequality for women still exist?

5. What kinds of women are most active in the Women's Liberation Movement? How do you account for this?

6. In what way have the Equal Pay Act of 1963 and the Civil Rights Act of 1964 helped women achieve equality?

7. What characteristics of the state protective acts do Women's Liberationists object to? Why do women concerned with protecting women in low-paying and marginal jobs disagree with the Liberationists? What do you think about this?

8. Suggest some ways in which the difference of opinion between women about the state protective laws can be resolved.

9. Why were women divided about the proposed "equal rights for women" amendment?

10. Do you think there should be any laws which apply only to women or only to men? Argue your case in class.

11. What is NOW?

12. Read about Betty Friedan and explain her position to the class.

13. Find out as much as you can about other women active in the movement for women's rights. Discuss them in class.

14. Why have organized labor and the Women's Liberation Movement not always been in agreement?

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OBJECTIVES:

1. To understand why and how the public schools in the United States developed into their present form.

2. To become aware of inadequacies in the public school system and the possibilities for remedying those inadequacies.

3. To become acquainted with the forces for educational reform.

WORDS TO LEARN:

ability grouping	permissive	proliferation
dominate	philosophy	reform
Federal aid	predominantly	Sputnik
impetus	preoccupation	stimulus
inadequacies	prerequisite	traditional
mental discipline	prestige	

INFORMATION:

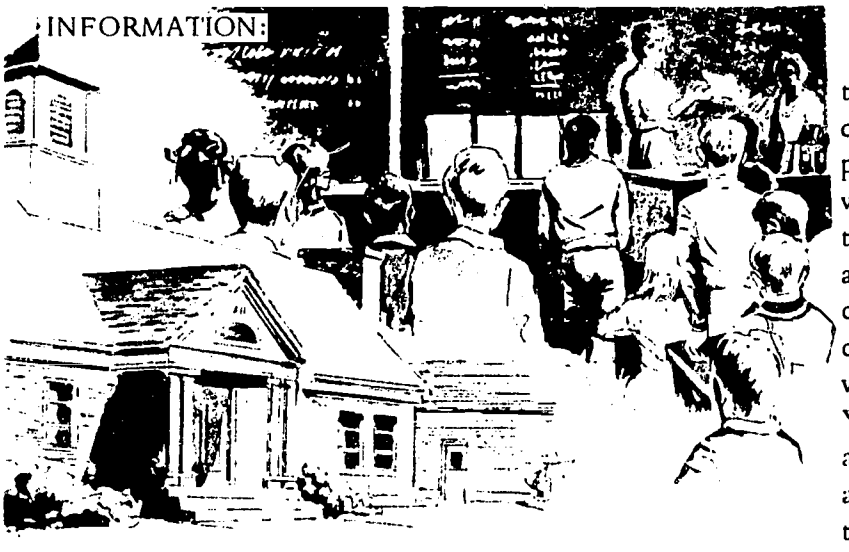

Until the last part of the 19th century, most children did not go to public schools. Children were needed to work on the farm or in the factory, and it was an accepted custom that only the children of the wealthy got very much education. Young men were apprenticed to craftsmen at an early age and learned their skills on the job. As industrialization progressed and the supply of labor became plentiful, factories didn't need child labor any more, and reformers like Horace Mann were able to get support for public schools by persuading businessmen that educated workers would be more competent workers and better citizens. Gradually the states began to pass compulsory school-attendance laws, and the age at which children were permitted to leave school was eventually raised to 16. This happened at different times in different states, but by the 20th century the "common school" had become a reality throughout most of America. Still, most children left school in the elementary grades. Only in the last few decades have we begun to think that every child should have a high school education. This thinking has been prompted by changes in the occupational structure and the requirement of some organizations that a high school diploma is a necessary prerequisite for getting a job.

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An artist's idea of what a school was like in the 1770's.

HOW DID THE SCHOOLS DEVELOP INTO THEIR PRESENT FORM?

Public education in America has been dominated by different philosophies. At first it was a "spare the rod and spoil the child" philosophy, with strict and severe discipline. Many of our ancestors believed that the more unpleasant and difficult a lesson, the better it was for a child's "mental discipline."

In the early part of the 20th century, a reform movement began in education. "Progressive education," inspired by the writings of John Dewey, became fashionable, and teachers were taught to believe in "child-centered" (rather than teacher-centered) education. Teachers trained in progressive education theory were more understanding and permissive than the stern schoolmarms of yesteryear, but some of them misunderstood Dewey and gave children a lot of freedom but no guidance. After World War II, critics of the schools began to argue for a return to "basic education" and the 3R's – reading, writing, and arithmetic. Books like Why Johnny Can't Read by Rudolph Flesch argued that too many people were going to school without learning to read, and blamed it on progressive methods. After the Russians sent up Sputnik, the schools were blamed for just about everything wrong with American life. Defenders argued that never before had any nation had such a large proportion of its youth in school, and that the schools were doing a better job with more pupils than they had ever done before. Critics replied that "better" was not good enough in an age where social change was happening so fast and the society's failure to meet the crises produced by those changes were so apparent.

Because of Sputnik, the search for talent was on in the United States, and a trend toward traditional, information-centered education began. Keeping up with the Russians became a major national preoccupation, and the government passed the first general federal aid to education bill, to assist the public schools in the fields of guidance, foreign languages, math, and science. Educators, who had long urged the necessity for federal aid, were delighted. Although federal money had been going to vocational education since 1917, some people still feared that federal aid meant federal control. Education was funded mainly by state and local governments, which meant that wealthy states and communities could provide good education, whereas poor ones could not. Long ago that wouldn't have made much difference, as people didn't move from one community to the other. In modern life, however, people move from community to community and state to state. They became aware of inequalities in the educational systems, and those who are products of inferior educational systems are more likely to have problems of unemployment. This, in turn, presents problems to the society. Federal aid is therefore essential for improving and equalizing the quality of education.

A second impetus for change was the Civil Rights Movement. The relationship between education and social position was clear; and blacks were receiving inferior education both in segregated southern schools and northern ghettos.

Studies showed that blacks in urban schools lost ground relative to their white schoolmates the longer they stayed in school: on achievement tests, they scored closest to whites in the first grade and farthest apart in the 12th grade. This differential was clearly the responsibility of the school.

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Again, the government acted to provide federal funds for urban schools and the educationally disadvantaged. Such programs as Head Start (to give disadvantaged pre-school children some of the needed prerequisites for learning) and Upward Bound (to motivate potentially capable disadvantaged students to attend college) were begun. Sizable appropriations became available to talented but poor youth for the first time. The proliferation of Federal acts and programs to end poverty and provide equality of educational opportunity under President Lyndon B. Johnson in the middle '60's stimulated optimism that his "Great Society" program would be successful. Johnson's attention and federal money got diverted to the Vietnam War, however. The expansion of the war, Johnson's decision not to run again, Richard Nixon's inheritance of the war – all brought serious cutbacks in attention and appropriations. Meanwhile, research on Head Start showed that, although youngsters did make progress while in the program, those

gains were lost after a year in public school. Many people began to feel that the educational "establishment" was controlled by middle-class educators whose ideas and practices were disadvantageous to black children. Among many blacks the feeling developed that black children should have black teachers. It became clear that too few classroom teachers and school administrators were black. In many cases, children could find no black "model" among their teachers.

Segregation of the races was a serious problem. De jure (by law) segregation in the South and de facto (by virtue of place of residence) segregation in the North both produced the same results – the majority of black children were in segregated or near-segregated schools. After an initial period of resistance to the Supreme Court's desegregation order, many southern communities desegregated their schools. Charlotte, North Carolina achieved one of the best integrated school systems in the nation with a bussing plan, which encountered remarkably little resistance because of careful preparation by the school administration. The problem was more complicated in large northern cities. Newark, New Jersey, for instance, had a black population of more than 60%, so it was necessary that some schools be predominantly black. In many suburban communities, proposals for bussing children aroused emotion and conflict; opponents defended the tradition of the neighborhood school, while supporters pointed to the mounting evidence (largely from the South) that integration brought advantages to blacks and no injury to whites. The division was not entirely along racial lines, either. Many whites supported bussing, while blacks to whom Black Nationalism and separatism appealed not only opposed bussing and integration, but argued for all-black schools with black teachers and administrators. Separatists argued that separate schools had never been given the chance to do a good job.

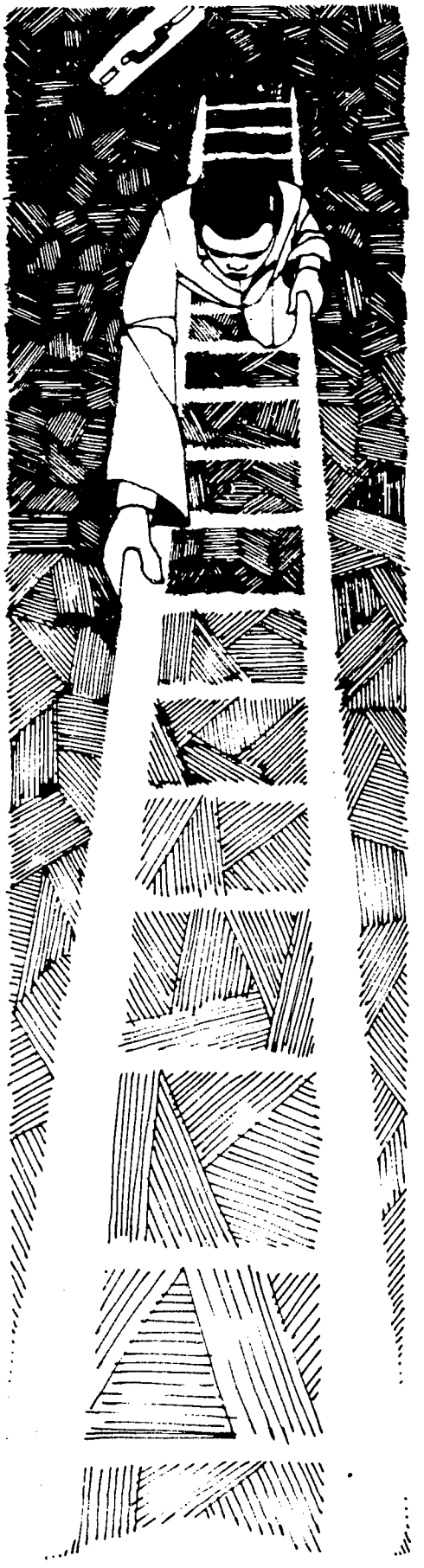

Across the nation, other measures to improve education were being proposed. Some critics argued that the public school system as it existed should be abolished, and parents given "educational vouchers" to send their children to the schools of their choice – parochial, private, or public. Critics of this measure felt that the poor (whom the measure was designed to help) would lack the know-how to locate private schools and so public schools would become exclusively schools for the poor. Some communities were hiring private companies, who guaranteed "success – or your money back" to teach basic skills. This system is called "performance contracting." The federal Office of Economic Opportunity, which is much concerned with providing equality of educational opportunity for the disadvantaged, encouraged and supported these programs. Many educators fear that these programs will seriously damage public schools and produce effects opposite to those intended. Others, including also many educators, feel that the programs should serve as a useful stimulus to public schools to improve their performance.

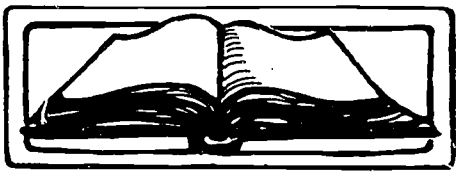

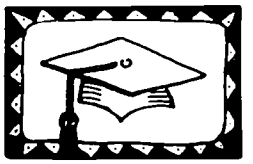

Whether the public schools were doing as badly as critics said or as well as defenders claimed, it became clear that one of the serious problems in education was lack of knowledge about the reasons why some people learn and others do not, and lack of understanding by many teachers of what to do about that. Certain practices of the public schools appeared to be having an effect opposite that for which they were designed. Ability grouping, for instance, which was supposed to enable teachers to differentiate their teaching, seemed to function as a "self-fulfilling prophecy." When teachers believed youngsters were capable of learning, they learned, and when teachers believed them incapable of learning, they did not learn. It was found that in many schools the practice of ability grouping had produced a system of internal segregation within the schools. Blacks began to demand an end to ability grouping and to some of the intelligence testing which appeared also to have the "self-fulfilling prophecy" effect.

Another educational practice which came under fire was age-grading; the practice of promoting students by age and year instead of by accomplishment. It had the effect of pushing some youngsters into advanced work before they had mastered the prerequisities, and of holding back those who were capable of advancing more rapidly. Experiments with the "ungraded school" permitted students to move ahead whenever their mastery of given skills or understandings permitted. A youngster might therefore be very advanced in some subjects and not so advanced in others.

Organized labor has been actively involved in these educational controversies. Good education is important to everyone, either for himself or his children. You have read about labor unions' efforts to get education as a fringe benefit in Unit IV. Of

course, teachers belong to organized labor as they get and use collective bargaining rights. The AFL-CIO would like to see teachers join the "house of labor" by coming into the AFT, an affiliate union, rather than the NEA, an independent organization. In general, the AFT has strength in large cities and the NEA in small towns and rural communities.

The problem of what kind of education will best equip young people for the changing occupational structure deserves some consideration. As the chart below makes clear, the fastest growing occupations demand more education. Estimated job expansion for white-collar workers will be greatest among professional and technical workers, then clerical and sales workers, and then managers, officials, and proprietors. Among blue collar workers, job expansion will be greatest for service workers, followed by craftsmen and foremen. There will be very little expansion for "operatives," and an actual decline in the number of laborers needed.

THE FASTEST GROWING JOBS NEED MORE EDUCATION
—Expected Growth in Job Opportunities in the 1970's—

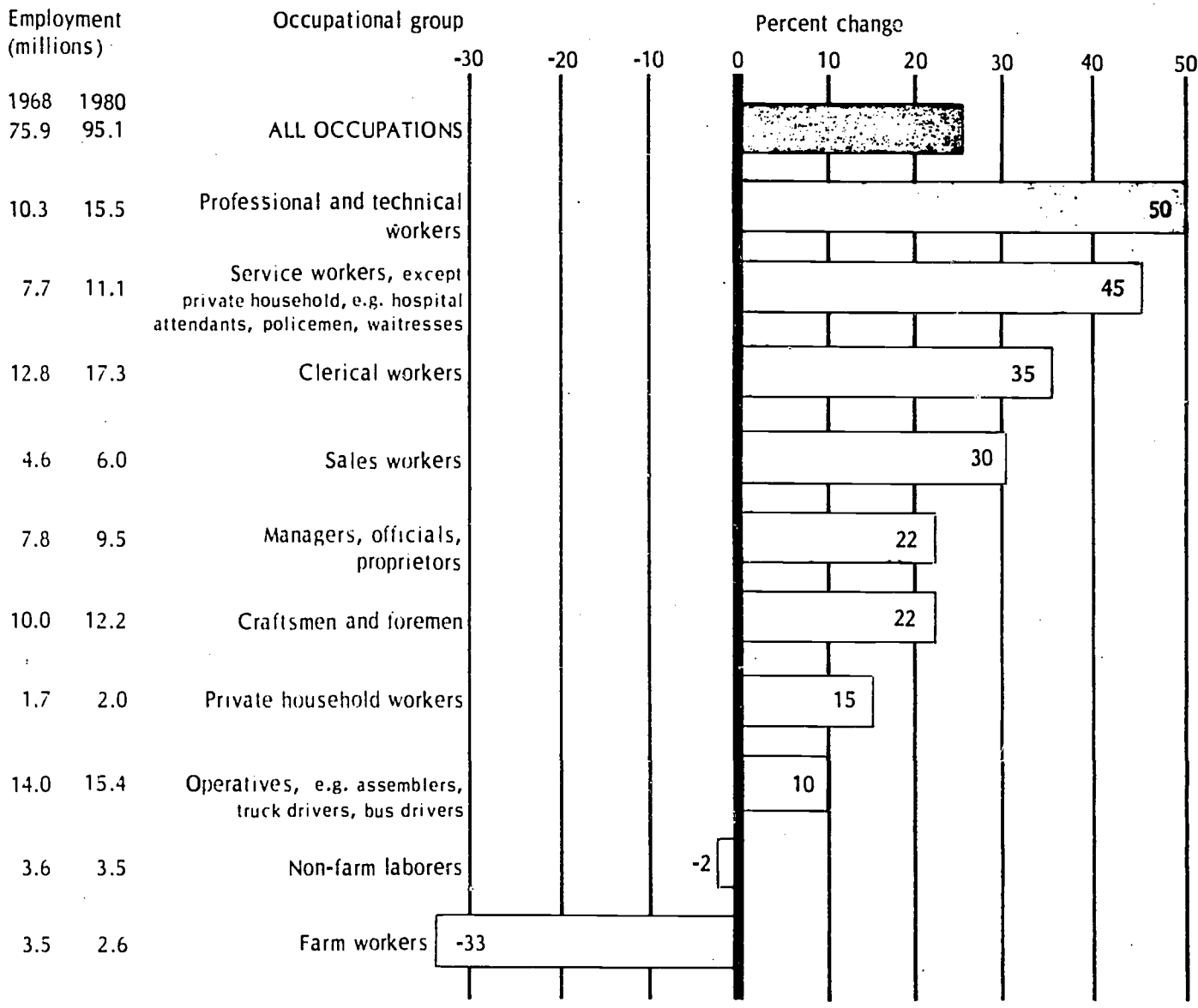

Now look at the chart below which shows income and unemployment rates by educational level. On the left, we see that income tends to go up with increased education. On the right, we see that high school graduates and workers with some college education are least likely to be unemployed. Only 1% of workers with 4 years or more of college were counted as unemployed in 1968. However, the early '70's saw an increase in the proportion of unemployed college-trained workers, and many national leaders became alarmed about the extent to which going to college had become "the thing to do" in the United States.

INCOME AND UNEMPLOYMENT RATES BY EDUCATIONAL LEVEL

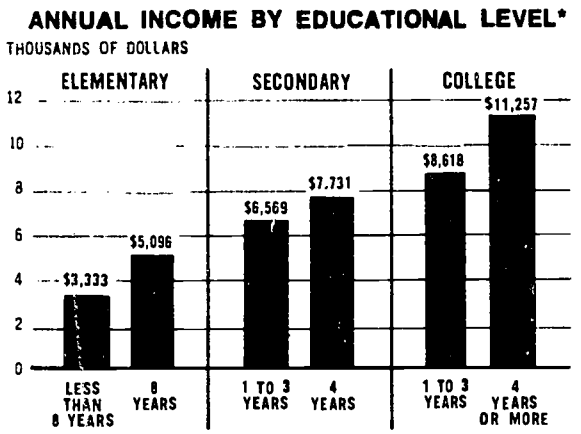

* Based on 1968 incomes of males 25 years of age and over.
Source: U.S. Department of Labor, Bureau of Labor Statistics.

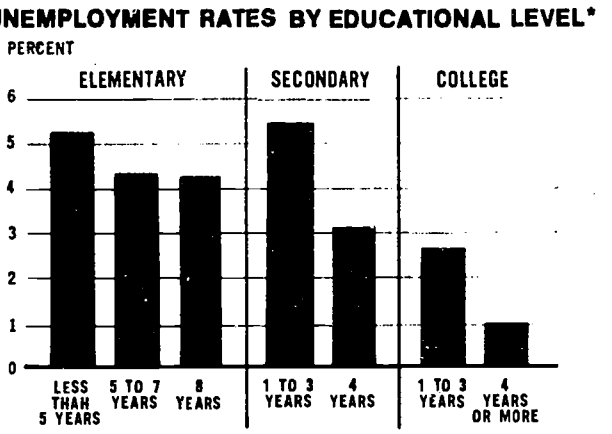

* Based on labor force, 18 years of age and over, March 1968.
Source: Bureau of Labor Statistics and Bureau of the Census.

Congress seems increasingly willing to subsidize economically disadvantaged students who wish to attend college. While efforts to make higher education available to all who want and can profit from it are fine, there is a real danger that the great drive for going to college will cause us to overproduce 4-year college graduates with no career training. Prominent educators feel that the real need is for vocational or "career" education, especially at the secondary and community-college levels. They would like to change the public attitude about vocational education. They would eliminate what is called "general" education, in which youngsters get neither pre-college nor vocational training, and are consequently ready neither for college nor a job at the end of high school.

Vocational high school students will recognize many aspects of their own educational program in a description of a desirable high school curriculum. If estimates are correct in the expected future labor market needs, graduates of vocational and technical high schools will be even more in demand in the future than in the past. They should suffer little unemployment, and will be able to command even better incomes and more prestige in our society.

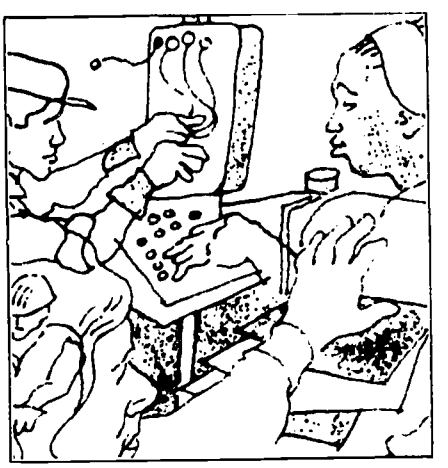

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. Find out all you can about Horace Mann and his efforts to start free public schools.

2. Why did it take so long to get free public education for all children? What factors in the society helped to get compulsory education?

3. What was "progressive education?"

4. See what you can find out about John Dewey and discuss his ideas about education.

5. How do you account for the return to traditional education after World War II?

6. What two happenings stimulated most of the federal aid to education since World War II?

7. Why did many people fear federal aid?

8. Are public schools getting enough federal aid? Argue your position.

9. What happened in the public schools after World War II that contributed to the over-supply of engineers and scientists in the 1970's?

10. What is bussing? Discuss the pros and cons of bussing to achieve school integration. Do you think white parents would mind bussing if they felt their children were going to better schools?

11. Is it "racist" to be opposed to bussing?

12. Explain the difference between de jure and de facto segregation.

13. Why was the problem of integrating the schools more difficult in some respects in the North than in the South?

14. What is ability grouping? Why may it work to the disadvantage of some students?

15. Discuss the merits of age-grading as compared with the ungraded school.

16. What is a "self-fulfilling prophecy"? Think of some examples.

17. Find out how the teachers in your school feel about the use of collective bargaining and the strike by teachers.

18. What problems and challenges does the crisis in education present to organized labor?

The Problems of Youth and Age

Lesson 8

OBJECTIVES:

1. To understand the special problems of youth in America today.
2. To understand some of the directions "Youth Movements" have taken and why.
3. To understand the impact of the youth movement on the educational structure.
4. To understand some of the problems of aging in the United States.

WORDS TO LEARN:

accelerate	impoverished	radical
activist	left	right
affluent	liberal	social legislation
diversified	mandatory retirement	stimuli
hippie	nuclear family	terrorist tactics
impact	pace	work-oriented society

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AFL-CIO *American Federationist*, January 1969

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INFORMATION:

We hear a great deal about the "generation gap" – the differences in point of view between young people and their elders which makes it difficult for them to communicate with one another. Perhaps some sort of generation gap has always existed. Certainly we can read in almost every period of history about older folks' complaints that the younger generation is going to the dogs, and young folks' complaints that their elders don't understand them.

WHAT SPECIAL PROBLEMS DOES MODERN SOCIETY PRESENT?

Several factors in modern society contribute to a widening of the generation gap. Growing up in America today is difficult, but it is difficult in a very different way from what it was for the older generation. Not many years ago, people had to work much harder just to earn a living. To many parents and grandparents, today's youth have easy lives. And, indeed, that may be part of the problem. When young people had to help out on the farm and in the factory, they didn't doubt that they were worthwhile and important. Now there isn't much for young people to do in the home and they aren't needed – or wanted – in the labor market. School has become young people's work, and school isn't always as fascinating as they might wish. Many young people feel under great pressure to succeed, to get ahead, to "make it." In spite of the opportunities in modern society, this isn't so easy. Because of the number of babies their parents had during and after World War II, there is a lot of competition for attractive colleges and jobs.

Keeping the young out of the labor market and in school for a very long time means that the young spend most of their time in the company of other young. The "youth culture" – that is, a set of attitudes, values, and behaviors which young people have in common – is peculiar to modern industrial society. Many older people don't understand the youth culture, and many disapprove of those aspects of it which they do understand. The youth culture changes very rapidly nowadays, so that 18-year-olds sometimes feel they don't understand the new crop of 13-year-olds!

The pace of life is continually accelerating, and young people are bombarded with "stimuli" through television. There are more people to contend with; and the world is so interdependent and complex that its problems seem unsolvable. Today's youth have never lived through a depression and they have never lived without the threat of nuclear war.

The young have reacted to these pressures in a variety of ways. The great majority seem to follow their parents' goals and aspirations for them after possibly going through a period of teenage rebellion. Others rebel. The "hippie movement" of the late 1960's involved primarily the children of well-to-do parents who rejected the materialism of their parents and the society and saw "dropping out" as the best avenue to a good life. Some became part of the drug culture, perhaps best described by Dr. Timothy Leary's slogan, "Tune in, turn on, drop out." They sought peace and fulfillment through the "expansion of consciousness" that drugs were supposed to provide. The hippie movement was quite diversified, however. Some so-called "hippies" were self-supporting, others begged; some turned to hard drugs but others were careful to avoid hard drugs.

"The bulk of my estate I leave to my son, Fitzhugh Canfield Clomton III, in the hope that after completing his education, he will return home to take the helm of the firm that bears his name.

The effect of the hippie movement on the culture was difficult to assess. Long hair for males and individualistic dress for both males and females became fashionable. Sometimes young people were called "hippies" whose life styles and values had little or nothing in common with the original hippies. The use of drugs spread throughout the culture and became a major problem. For some, drugs provided an escape from personal misery and a sense of purposelessness. For others, they provided "kicks;" while for still others, the smoking of "pot," or marijuana, became as commonplace as beer or martinis

for their parents. Many marijuana users had no use for "hard" drugs. Attempts to legalize the use of marijuana were generally unsuccessful, although some states began to make legal distinctions between types of drugs in assigning penalties for drug use. Meanwhile, the medical researchers struggled to determine whether marijuana had long-term harmful effects, and public schools introduced drug-education programs. The difference between generations in their attitudes toward drugs, especially marijuana, contributed to generation-gap frictions.

Another group of young people, also the sons and daughters of the well-to-do, turned in the opposite direction from dropping out. They became political activists, determined to change the society. Although some activists were moderate, others were extremists on either the "right" or the "left." The rightists, a small minority, generally blamed our problems on the liberals. The leftists, often called the New Left, wanted radical changes in the system. Radical students led protests and strikes on college campuses and elswhere for greater democracy in the colleges, equality for blacks, social legislation by the government, and the end to the Viet Nam War. A small group of New Leftists adopted terrorist tactics. To the "Weathermen," for instance, there was nothing to do about American society except to destroy its institutions and start over; so they bombed banks, and government buildings, and industries, whenever they could. They were too few in number to enjoy much success, however, and the movement gradually turned back to political action rather than violence.

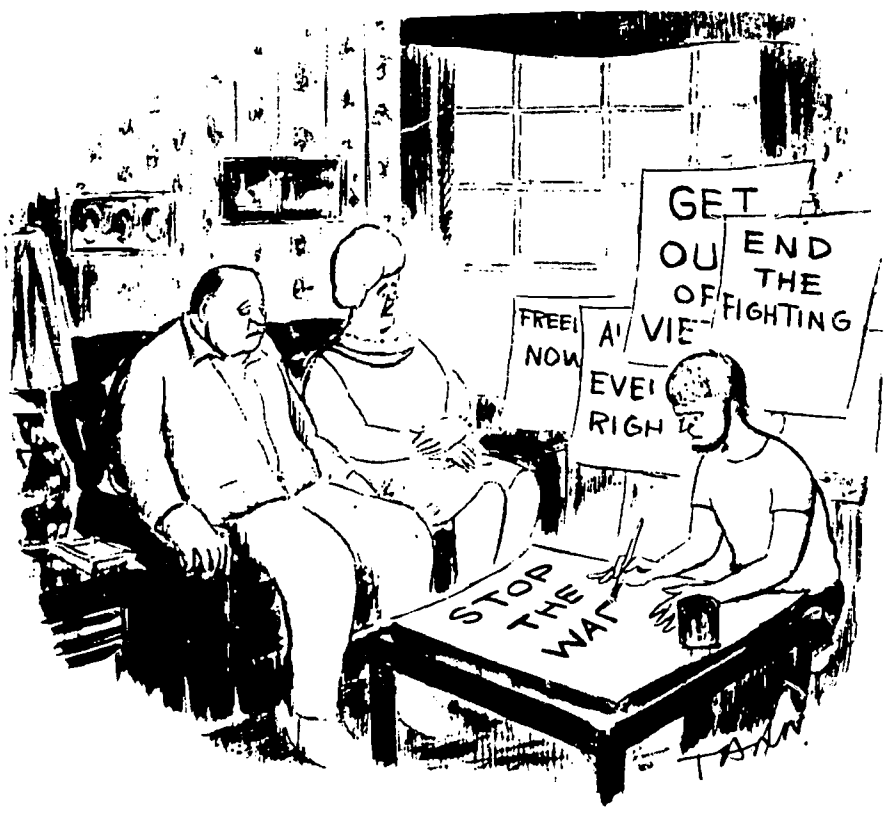

"I remember when the only thing he was against was boiled carrots!"

Although both the politically active "radical" youth and the hippie "drop-outs" tended to be the sons and daughters of the relatively affluent, there were certain interesting differences in family background. The "activists" tended to be the children of professors, social workers, ministers, scientists, lawyers and artists; the "hippies" tended to be the children of media executives, entertainers, advertising men, merchandisers, scientific administrators, and personnel managers. Whereas the values of the activists appeared to be pretty much the same as those of their parents, which were generally critical of American society, the hippies rejected both the values and life styles of their parents and the society in general.

The most widespread youth movement of the early '70's, and one which involved many young people who could hardly be labeled "radical" or "reactionary," was the movement against the Vietnam war and the attempt to democratize the educational system. Starting in the colleges and universities, the movement spread to the high schools, as students demanded the elimination of petty and authoritarian rules and regulations and a greater voice in decision-making. Students began to feel that they, too, were a minority group who were being denied civil rights in the very institutions where they spent most of their time – school.

The labor movement was generally sympathetic to youths' problems but opposed the actions of the extremists. Unions and industries started programs of drug education, sometimes cooperatively. These programs were designed to inform members about the different types of drugs, their effects, and the symptoms of drug use.

Seniors

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One of the main problems of the aged in American society resembles that of the young: the problem of purpose in a work-oriented society. In traditional societies, the aged occupy a very important place in the family. They are loved, respected, and cared for, and they are considered wise because they have lived a very long time. In American society, the "nuclear" family consists of parents and offspring, and generally grandparents aren't present. If present, they often aren't wanted. Certain ethnic groups, such as the Italians, do maintain strong inter-generational ties, but they are a small minority of families.

As machines do more and more of the work, old people are less and less needed in production, and there is little useful work for them to do. Meanwhile, modern medicine has extended the length of life, and many retirees at 65 will live on for longer than the average life span in the Middle Ages! The problem of what to do with the retirement years to give meaning to the end of life and avoid the feeling of being discarded is acute for the aged.

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Considering the number of tasks in the society that need to be done, it seems too bad that so little machinery exists for using the considerable talents and energy of the aging – talents which sometimes remain unused through the last 10–20 years of life. For example, many public services are in short supply, and the aged often have both the knowledge and dedication for performing these services.

An elderly man helps out with the preschoolers in a day-care center.
(Manpower)

Recently a large number of retirement villages have sprung up across the land. Here old people can live in the company of other old people and enjoy the comforts and recreations often provided in these communities. Whether these communities provide the needed sense of purpose is questionable. A bigger problem, though, is the small number of aged who can afford them. Providing adequate economic security for the aged is one of our biggest problems.

Although Medicare and Medicaid provide free medical services for the aged, just living is sometimes not so easy. Social security payments are not adequate to support one in old age; private savings and pensions are also needed. Old people on pensions find that inflation steadily reduces their standard of living. Some have neither pensions nor savings. Consequently, there are many old people in our society who are impoverished, and who end their lives in poverty and loneliness.

Organized labor has long been concerned with providing economic security for aging Americans, and has worked for improved pension benefits, expanded social security, comprehensive health programs, etc. The AFL-CIO strongly supported Medicare and is pressing for a National Health Insurance program. Some of the more progressive unions have educational and recreational facilities for retirees. The UAW maintains inexpensive housing in Florida where retirees can live while seeking permanent retirement housing.

QUESTIONS FOR DISCUSSION AND REVIEW:

1. What factors in modern society contribute to the generation gap?

2. Ask your parents whether they feel the generation gap is greater now than it was when they were young. Discuss in class the varying attitudes and reasons offered by parents.

3. What factors in modern society have contributed to the development of a "youth culture"?

4. What are some characteristics of a youth culture? Discuss this in class.

5. Do you see any differences between your own outlook on life and attitude toward adults and those of younger brothers, sisters, or acquaintances? Any differences in customs?

6. Suggest some explanations for the fact that both the "drop-outs" who joined the hippie movement and the New Left activists were from well-to-do families. How do you account for the extreme difference in the avenues they chose to set things right?

7. What effect did the hippie movement have on American culture in general, and especially the youth culture?

8. What were the goals of the hippies? Of the New Left activists?

9. What were the major demands of the students' reform movement? What position do you take on these issues?

10. In what respects do the problems of the aged in American society resemble those of the young? How do you account for this?

11. Discuss in class the problem of providing for old people to have a sense of meaning and worthwhileness. Suggest some ways in which the contributions of old people can be better utilized.

12. Discuss in class the problem of providing economic security for old people. Suggest a program for eliminating poverty and loneliness for old people.

13. Talk with your parents or grandparents about the changes in American life which have led to the nuclear family and the isolation of old people. Ask them if they remember when it was customary for old people to continue to live in the family. Discuss the advantages and disadvantages to children, the aged, and parents of having the aged in the home.

Protecting the Environment — Lesson 9

OBJECTIVES:

1. To become acquainted with the nature of the ecological crisis.
2. To understand some approaches to dealing with the crisis.
3. To understand and appreciate the value and need for individual and collective efforts to save the environment.

WORDS TO LEARN:

accumulated waste	environment	littering
capacity	exhausted	megolopolis
decade	exodus	modify
defoliation	extinction	pesticide
deplete	infringement	photosynthesis
devoid	intensity	population density
dilemma	interdependent	recycle
ecological crisis	international	resources
	jeopardy	technology

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"Planet Earth" is a spaceship with limited resources for its passengers.

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INFORMATION:

Rachel Carson dedicated The Silent Spring, a 1962 book about what pesticides are doing to the balance of nature, as follows:

"To Albert Schweitzer, who said
'Man has lost the capacity
to foresee and forestall.
He will end by destroying
the earth.'"

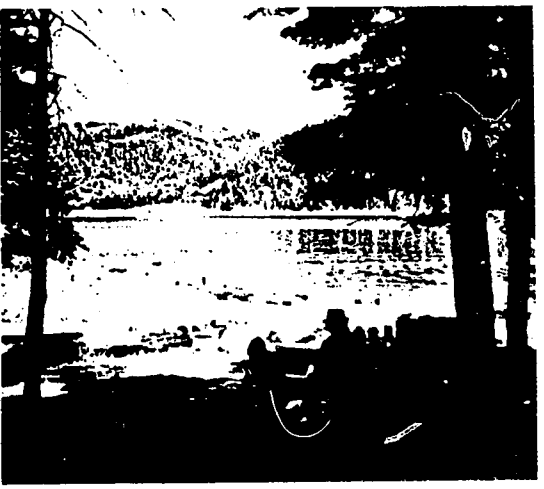

These pictures illustrate the contrast between carefully tended land and the defoliation and littering of other sections of our country.

Miss Carson's book was not the first to warn us that our technology was in danger of being our undoing. Most of us have learned in school that our technology has done wonderful things in enabling us to adapt to, and modify, the environment to meet the needs of man and improve his standard of living. We have learned about how machines to cut the forests and plow the earth, to move mountains and their minerals, to dam rivers and stop floods, have improved man's lot on earth and increased his survival chances. Unfortunately, those textbooks which do not make clear the links between man and the natural world give us a false image of man's relationship to his environment.

Although The Silent Spring was widely read (and widely attacked by the pesticide industry), it was not until 1969 that the realities of our ecological dilemma struck the consciousness of the nation. We had mistakenly supposed that the earth's resources and capacity to absorb our waste could not be exhausted. We suddenly became aware that we were passengers on a spaceship – Spaceship Earth – on which all living things, plant and animal, are interdependent with the environment. We learned that our spaceship's resources were being depleted and its life-support system being choked with our accumulated waste. We became aware that we were in danger of being poisoned by the food we eat and choked by the air we breathe. We found ourselves surrounded by rivers and oceans that were rapidly becoming open sewers. The dilemma might best be expressed in the words of Pogo: "We have met the enemy, and he is us."

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'We have met the enemy and he is us.'

-POGO

WHAT HAS PRODUCED THESE ENVIRONMENTAL PROBLEMS?

Science and technology have, in only a few centuries, enabled us to harness the forces of nature and to control disease. Modern medicine has enabled us to lower the death rate and prolong life. Even underdeveloped countries have been able to utilize some of these modern medical practices and drugs. As a result, the world has experienced a population explosion. More people use more resources, discard more waste, and cause more congestion. But the vast millions of India do less damage to their environment than the smaller numbers of people in the western industrialized nations. Americans are the worst offenders on earth because they are the most affluent; and the higher our standard of living becomes, the more rapidly we are exhausting the earth's resources and polluting its air, water, and soil.

The average American family dog consumes more animal protein in a week than the average Indian gets in a month! One American baby born today is more of a threat to the world's resource supply than five Indian, African, or Latin American babies.

In terms of waste disposal, Americans in 1969 threw away 7.6 million television sets, 7 million cars, 50 billion cans, 30 billion bottles, and 4 million tons of plastic. Many of these substances created by our technology – aluminum cans, inorganic plastics, and radioactive waste – do not decay. All forecasts for the future indicate that matters will become worse. Between 1950 and 1970 the U.S. population had increased by 35%, but the waste load had increased by 60%. It is expected to increase another 50% in the next ten years, as we become still richer. The average income in 1968 was $9800; by the year 2000 it is expected to be $21,000 (measured in constant purchasing power). We will be able to buy more expensive homes, more education, more cars per family, more travel, and more leisure-time activities. But whether greater affluence will mean an improved quality of life is questionable unless we learn ways to avoid the continuation of the overcrowing and pollution which have accompanied our greater affluence in the past. We are not likely, either, to give up any of these pleasures voluntarily. Few people are willing to sacrifice a high standard of living to save the environment while their neighbors do nothing! We may even argue that future generations will learn to "adapt" to the changed environment. But the question we must answer affects our own children and grandchildren. Do we want them to have to adapt to an inferior quality of life?

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Although it is widely recognized that overpopulation contributes to our difficulties, there is some question whether people will voluntarily reduce the size of their families. Most would rather let other people do the sacrificing! Those who believe that voluntarism will not work argue that population control must be done by law, and that it is as wrong to let people go on having too many babies as it is to let them commit other acts commonly defined as acts against humanity. But Americans, many of whom would admit that overpopulation seriously interferes with each individual's freedom, would surely resist any infringement on their own personal freedom to have as many babies as they want. One organization, called Zero Population Growth (ZPG), devotes its efforts to persuading people that they should have no more than two children – enough to replace themselves. Even if we had zero population growth, we would still have a population increase, due to immigration.

Population distribution is a large part of the problem in America. We have a lower population density than most of the industrialized nations of Western Europe, but our problems of congestion and pollution are greater in many metropolitan areas due to the concentration of population there. For all who live in metropolitan areas, the air-pollution problem will become an increasing health hazard. New York has the most severe problem at the present time. Los Angeles seems to be making some progress in clearing up its air pollution.

Air pollution is created by automobile exhaust fumes, jet planes, and the smoke from industries and public utilities. People with asthmatic conditions and heart trouble are especially sensitive to air pollution, and it aggravates many other conditions: colds, bronchitis, emphysema, lung cancer, and susceptibility to pulmonary infections and pneumonia. Several episodes of severe fog with temperature inversion (in which a layer of heavily polluted cool air is trapped under a layer of warm air) have shown us what air pollution can do. During one such 4-day fog in London in 1962, there were 4,000 more deaths than would normally have been expected. New York City experienced similar fogs in which excessive deaths and illnesses were reported in 1953, 1963, and 1966.

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Air pollution also causes damage to crops and trees, and there are now areas of the country in which certain vegetables, such as spinach and lettuce, cannot be grown and in which vast forests are dying. The life of the vegetation of the earth, on which man's own life depends, is in jeopardy. The greatest air pollutant of all is the most prized possession of many an American — the automobile.

Two major sources of air pollution

Closely related to the population problem is the crisis in transportation. There are more and more Americans each year, and each is traveling more. Demands for a rapid transit system connecting parts of the giant "megalopolis" of the urban northeast, for instance, are growing: but meanwhile, the expanding interstate highway system is spurring the growth of suburban shopping centers (which require the use of the automobile) and bringing commercial death to central cities.

Water pollution is caused by the dumping of sewage and industrial waste and the discharge of ships. Atomic energy and coal-burning power plants are heavy pollutants. Accidental oil spills in the oceans and lakes kill marine and bird life and pollute beaches.

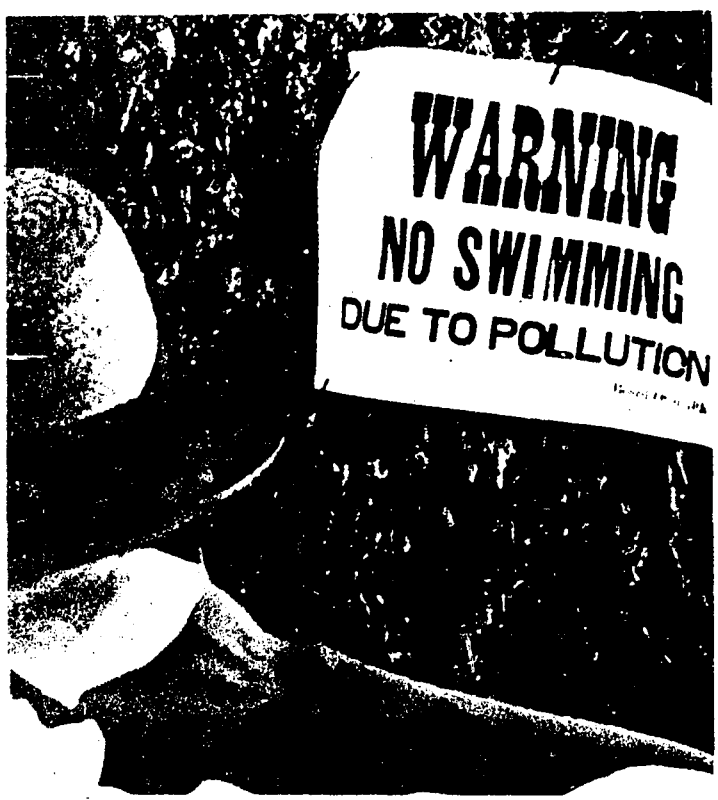

After one oil tanker went on the rocks in England, it took 250 million gallons of detergent to clean up the beaches, and it will take several more years for these beaches to get back to normal. The accidental spill from a Navy tanker in 1971 created a pollution problem on Coney Island and other New York City beaches; it cost $350,000 a day to get the beaches clean. Many of our lakes, rivers, and beaches are now devoid of fish and closed to swimmers because of pollution. The Rhine River in West Germany is an open sewer. Many other rivers and lakes are rapidly experiencing ecological death, as marine life perishes from the human and industrial waste which gets dumped there. Lake Huron, once called "The Sweet Sea," and Lake Erie are rapidly approaching death, yet the communities around them continue to pump in millions of pounds of garbage each day. The Great Lakes contain 20% of the total fresh water supply of the world. We have been using water as though its supply were inexhaustible, and we are learning that it is not. The wholesale contamination and destruction of marine life poses a threat to the world's food supply.

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Pesticide production has been a booming industry in the United States as farmers and gardeners utilized their products for insect control. But we have learned that DDT and other pesticides slow down the process of photosynthesis, the process by which green plants make the sun's energy available to living things, and on which life both in the sea and on the land depend. DDT has also produced the "thin-shelled phenomenon," in certain birds; their eggs have thin and flaky shells, providing inadequate protection for the embryo. As a result, we have witnessed the decline and even the extinction of certain bird populations – before the government took action to ban the use of DDT. Unfortunately, this ban does not remove the problem; DDT deteriorates so slowly that most of it that was ever used is still active in the air, sea, and water. It has caused the massive killing of birds, fish, and beneficial insects. According to the Food and Drug Administration, 800–1000 people die each year from pesticide poisoning and another 80-90,000 are injured. The destruction of plant and animal species with pesticides or by pollution upsets the balance of nature on which our life-support system is dependent.

WHAT CAN BE DONE TO SAVE THE ENVIRONMENT?

We have not attempted to give you a complete description of the nature of the problem, but merely to provide a brief overview. Our purpose is to make you aware, if you are not already, that the ecological problem is one which affects you and your future children quite directly. The solution depends on the actions you take – as an individual consumer, a member of organizations, and a citizen.

There is now federal legislation designed to clean the water and the air. Unfortunately, these laws show more of good intentions than they do of adequate teeth to make sure they are enforced. A strong national policy on environmental protection, with adequate legislative action to support it, is needed. The problem is international, and we should participate in making an international policy.

Already some nations are taking more action than the United States. In the Ruhr Valley in West Germany, industries are charged for dumping waste in the river. This has gone a long way toward cleaning the river. We can not only charge for this socially destructive behavior – we can forbid it and create stiff penalties for violators! In the summer of 1971, a Dutch freighter about to dump tons of waste into the North Sea was forced by British and Swedish vessels to take its refuse back to Rotterdam, where the Dutch government put pressure on its owners to dispose of it in some other way.

We can begin recycling waste on a massive scale. A ton of wet city refuse without bottles and cans will yield more than a barrel of crude oil. Pressurized waste products can be used for constructing roads and buildings. Glass, metals, and paper can be reused. All sewage can undergo adequate purification treatment. We can build rapid-transit systems throughout our metropolitan areas and make them attractive enough and convenient enough that people will prefer them to automobile congestion on the highways. We can design and produce pollution-free automobiles. We can eliminate the use of harmful pesticides and detergents.

As individuals, we can live ecologically conscious lives, avoiding the practices of everyday life that pile up waste and pollute the air, soil, and water. We can work through the organizations to which we belong, and we can join other organizations, to get the laws we need to meet the national emergency. And, of course, we must be willing to pay the cost. The installation of protective controls in factories will add to the cost of the goods they produce. Treating sewage and recycling garbage will mean higher taxes. But our incomes are also rising, and if we as individuals choose to invest in gadgets and luxuries at the expense of the environment, then our children and grandchildren will pay the price.

The other side of the pollution coin is conservation. It is clear that our supplies of fuels, metals, chemicals, etc. will not last forever. Indeed, in the mid-1970's we are experiencing a real shortage of natural gas and petroleum products. Whatever can be conserved or recycled or converted from waste products spares that much for future generations.

The "save the environment" campaign presents us with many difficult choices. Not only is there the problem of paying more for what we use in order to protect our air, water, and land. There is the problem in some cases of possibly doing without some things, or reducing

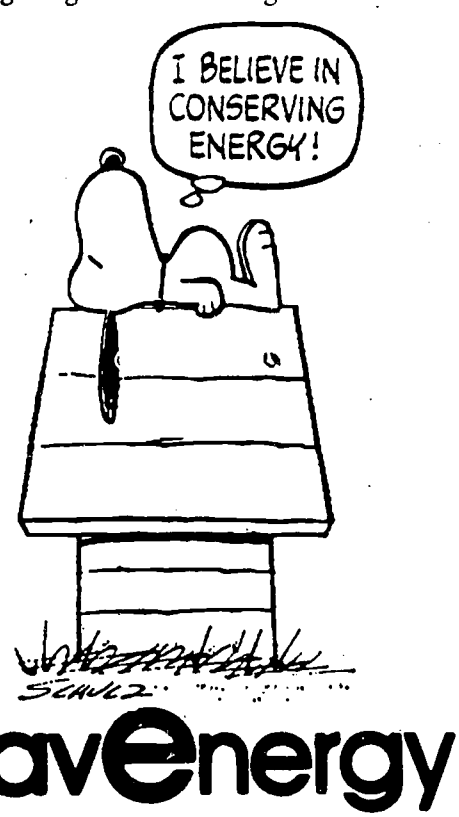

our use, or finding substitutes. As an example, our country needs more oil. There is oil available on the continental shelves of the ocean, off our shores. Getting that oil may result in some pollution, even with tight regulations and safeguards. Of course, scientists are working on new non-polluting sources of energy, but until these become economically feasible, we must face decisions such as – more energy, or a cleaner environment? Many difficult decisions face us in the years to come.

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The AFL-CIO and many leading national unions are active in the fight to clean up the environment. These unions have undertaken environmental-education campaigns, and are urging Congress to provide tight federal anti-pollution legislation. Labor unions know that many workers' occupational environments involve exposure to pollutants that cause illness and death.

What all this means to the worker was excellently summarized by Walter Reuther in the closing remarks of his address to the 41st annual conference of the Water Pollution Control Federation in Chicago on September 25, 1968:

> "I tell the members of my union – there are 1,600,000 members of the UAW – I say to them: what good is getting higher pay, what good is it to get a shorter work week so you have more leisure time, or longer vacation periods, if the lakes you want to take your family to are polluted and you can't fish in them or swim in them or if the air is poisoned and if our cities are becoming big asphalt jungles, turning the green parks into parking lots?
>
> "That's not the kind of world in which free people ought to live. Yet, that's the kind of world we are going to give them if we continue to neglect these basic problems. UAW members have a strong union, but they can't solve the problem of their living environment at the bargaining table."

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. Suggest some reasons why Rachel Carson's, and others', warning about the environmental crisis went unheeded by most Americans.

2. Explain how modern technology has opened for man both the possibilities for greatly improving his life and for destroying it.

3. Show how population affects the use of natural resources and pollution.

4. Show how affluence affects the use of natural resources and pollution.

5. Why is the United States the country which both uses the world's resources and pollutes its environment at the fastest rate?

6. Of what value is it in protecting the environment to think of ourselves as passengers on Spaceship Earth?

7. Why is it expected that our pollution and consumption rate will increase rather than decrease?

8. Discuss the various solutions to the population problem you have read or heard about. What do you consider the most realistic solutions?

9. How does the distribution of population in the United States contribute to our environmental problems? What changes are expected to occur in the future and what problems may these changes create? Suggest some solutions.

10. What causes air pollution? What harm does air pollution do? What can be done about it?

11. What causes water pollution? What harm does it do? What can be done about it?

12. Show how the use of pesticides upsets the balance of nature.

13. Why is DDT an especially harmful substance?

14. What is "recycling?"

15. Suggest some actions the government can take to remedy the environmental problem.

16. Suggest some actions industries can take about these problems.

17. Suggest some actions labor organizations can take.

18. What contributions can the individual make toward protecting the environment?

19. Do you think Americans as a group are behaving in a responsible way about the environment? Justify your position.

20. Find out what sorts of anti-pollution activities are going on in your neighborhood. Do you consider them adequate to remedy the problem?

21. Plan with your class an environmental program for your class, school, or community.

22. Think of an example of where the country's need for some product or service comes into conflict with the need to preserve our environment. Can you think of a solution?

23. Select one aspect of the environmental problem about which you would like to report to the class; or you may prefer to learn about the work of some of the conservation organizations. For either of these projects, you can get information from one of the following conservationist groups:

The Nature Conservancy
1522 K St. N.W.
Washington, D.C. 20005

The National Wildlife Federation
1412 16th St. N.W.
Washington, D.C. 20036

National Audubon Society
1130 5th Avenue
New York, N.Y. 10028

The Sierra Club
1050 Mills Tower
San Francisco, California 94104

The Conservation Foundation
1250 Connecticut Avenue, N.W.
Washington, D.C. 20036

National Parks Association
1701 18th Street, N.W.
Washington, D.C. 20009

International Union for Conservation of Nature and Natural Resources
2000 P St. N.W.
Washington, D.C. 20006

Citizens League Against the Sonic Boom
19 Appleton Street
Cambridge, Massachusetts 02138

Planned Parenthood/World Population
515 Madison Avenue
New York, N.Y. 10022

Friends of the Earth (FOE)
30 East 42 St.
New York, N.Y. 10017

Zero Population Growth (ZPG)
367 State Street
Los Altos, California 94022

American Labor in a Shrinking World — Lesson 10

OBJECTIVES:

1. To understand the consequences for Americans of failure to cooperate with other nations.
2. To understand our dependence on strategic materials from other lands.
3. To understand how American workers are affected by the efforts of the backward nations to industrialize.

WORDS TO LEARN:

cooperative	paradox
deplete	solar fuel
envision	strategic materials
equitable	transition
multinational	underdeveloped nations

INFORMATION:

We have attempted in this book to acquaint you with some of the paradoxes and problems of American life, and the challenges they pose to you as a citizen, worker, and union member. Those problems are complicated by the fact that we do not live in the world alone. Even if we were able to work out satisfactory long-range solutions to our internal problems, we would face two other serious ones: (1) the underdeveloped nations of the world are looking to us for help as they struggle to become industrialized, and (2) the threat of nuclear war – by accident if not by design – continues to hang over our heads. In this lesson, we shall attempt to do two things: to picture for you the consequences of failure to take world responsibilities and to help you to envision the ideal world which might be in store for future generations if this generation makes the "right" decisions.

In fact, all the problems we have discussed in this unit are either global (for example, protecting the environment) or have international implications (for example, racism in the U.S.) Furthermore, as the introductory page to this unit suggests, business organization is rapidly doing away with distinctions between "home" and "foreign" markets, as multinational enterprises operate factories, sales agencies, etc. around the world. Many of these international companies are based in the United States. Whether we like it or not, we are now "One World" and interdependent.

WHY MIGHT A NUCLEAR WAR MEAN THE END OF INDUSTRIALIZATION?

When the process of industrialization began, the world's supply of mineral resources was so great that pure metals could be found on the very surface of the earth. There was a vast abundance of high-grade ore which lay just below the surface, and which could be extracted by very crude machinery. This made it possible for

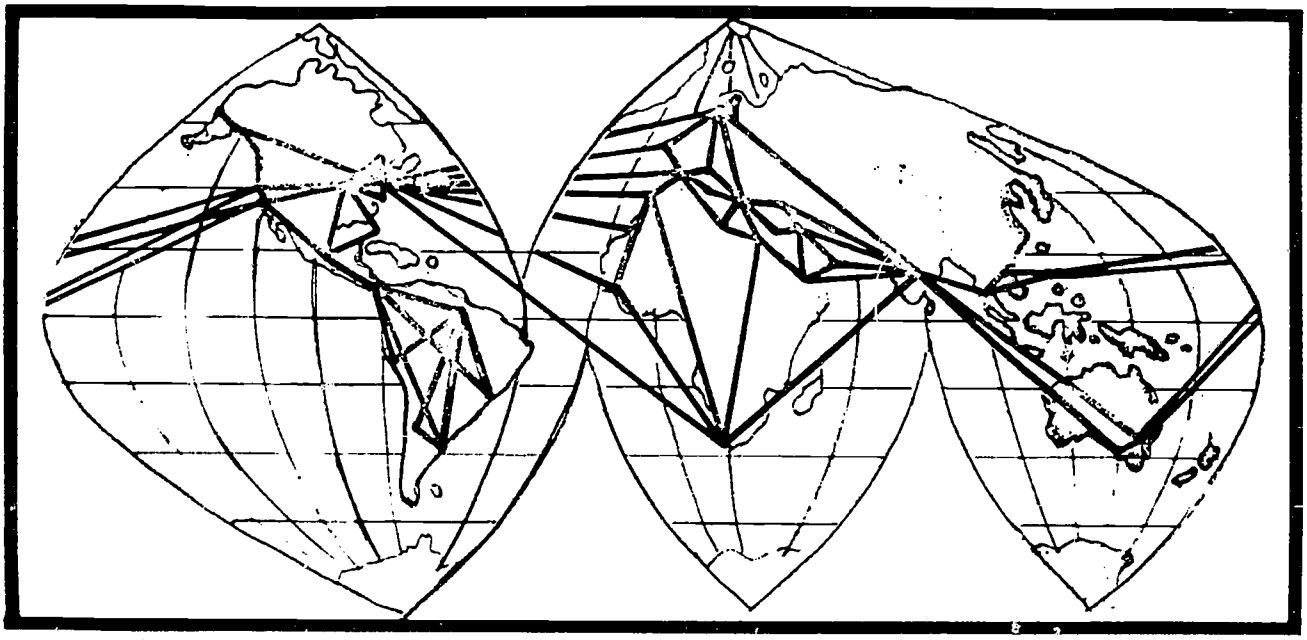

Multinational companies operate factories, sales agencies, etc. around the world. Many, but not all, are based in the United States.

AFL-CIO *American Federationist*, January 1970

industrialization to begin. As the world's population increased, and the standard of living of people in the industrialized areas rose, consumption of these vital raw materials increased greatly. Scientists now tell us that the world is rapidly using up its supplies of "fossil fuels" (coal, coke, peat, oil, gas) and its supplies of high-grade ores, from which many consumers' and producers' goods are made.

The development of atomic and solar fuels may provide energy for the industries of the future. Even so, a great variety of minerals will be needed; complicated equipment for solar and atomic plants will have to be constructed; and it is quite possible that eventually low-grade ores, even common rock, will have to be used as a source of raw materials. Enormously complicated machinery is required to extract minerals from these sources.

Year by year it is necessary to thrust deeper into the earth for the resources to keep our machinery going. Indeed we may have reached the time when a nuclear war which destroyed the industrial machinery of the industrialized nations would mean the end of industrial civilization on the earth. The high-grade ores which made industrialization possible would not be available to that unlucky generation which survived a nuclear war. The world might then remain in an agricultural state, or possibly some areas might become semi-industrialized. Such a situation would solve population problems (medicines and medical science are dependent on industry) because the death rate would be very high, but people would revert to a primitive existence, and spend most of their time trying to produce food to meet their needs. While it seems highly unlikely that the responsible decision-makers of any nation would deliberately launch a nuclear attack, the danger is that it might happen by accident. The United States and the Soviet Union continue to add to their stockpiles of nuclear weapons and have as yet been unable to agree on any effective and foolproof form of arms control.

HOW ARE AMERICANS DEPENDENT ON OTHER NATIONS?

Substantial amounts of the vital raw materials used in our industries are imported from other countries. Furthermore, in order to keep our industrial machinery moving and provide work for people, we must sell a large part of what we produce in foreign markets. Competition for these foreign markets has become very keen. We are dependent on other nations because they supply us with raw materials and buy our goods. Revolutionary changes in transportation and communications have created a highly interdependent world.

WHAT ARE THE CIRCUMSTANCES OF THE WORLD'S PEOPLE?

The overwhelming majority of the world's people live in extreme poverty. They are hungry, disease-ridden, exploited and uneducated. They are getting educated, though. More and more of them are becoming conscious of the standard of living enjoyed by some ten percent of the world's people, who tend to guard their wealth carefully. Envy and distrust are the reactions to this situation. Other nations, already partly industrialized, are looking to the wealthy nations to help them make the transition complete.

The ten percent who are wealthy live in Western Europe and North America. The backward nations are in Asia, Africa, and South America. Many of the natural resources of these lands are sold to the industrial West, and whatever manufactured products they are able to buy are procured from the West (or the Soviet Union). These nations are determined to industrialize, and it is inevitable that they will, unless a third world war paralyzes industrialization everywhere. In the event of that catastrophe, they stand to lose less than the industrial nations.

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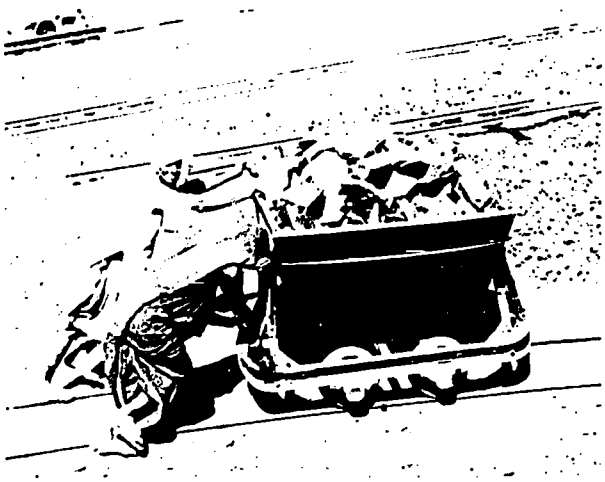

The contrast in the standard of living of American workers and workers in other parts of the world is very pronounced.

Pictures Courtesy of the USW

WHY IS IT NECESSARY TO HELP THESE NATIONS INDUSTRIALIZE?

The possibilities for industrializing backward nations quickly with automated equipment have been discussed already. Americans should realize, however, that even rapid industrialization will take years, perhaps even generations. It is not simply a matter of handing over machinery to under-developed countries, or building factories for them. Complex educational, cultural, social, and political changes must precede, or at least accompany, industrialization.

Americans must also realize, moreover, that those changes can go ahead more or less quickly or slowly and with more or less conflict and suffering, depending on the attitudes and behavior of Americans themselves.

It seems likely that the future attitude of the underdeveloped nations toward us will depend on the degree of cooperation they receive from us in the present. If we lose the friendship of these nations, the consequence for Americans can be economic hardship (loss of raw materials and markets), not to mention loss of allies in a struggle to preserve freedom. The United States and the Soviet Union are already in competition for the good will and support of the industrializing nations.

"If we don't take the lead."
Alexander in The Philadelphia Bulletin

Closely related to the need for industrialization in these countries is the need of the people for a sense of dignity and worthwhileness. All Americans who read the papers or watch television know that the racial disturbances in the United States have caused great resentment among the dark-skinned peoples of Asia and Africa. The great majority of the people in the world are dark-skinned, not white. The white people of the world must not only abandon their attitudes of superiority toward dark-skinned people but

they must help emancipate the dark-skinned people from oppression and hunger. Unless this happens, the long-range outcome may be that they may expect to receive approximately the same treatment they have given. An excellent example of this problem can be seen in South Africa, where a small minority of ruling whites keeps a large native population down. How long it will be before that powder keg blows up cannot be predicted, but that it will blow up seems probable, unless great concessions are made by the whites. However, South African whites have moved all their blacks into compounds and that society is a police state.

WHY MUST THIS COOPERATION TAKE PLACE?

When the thirteen American colonies separated from England, they went through a period of great competition with one another. They were really thirteen nations, some larger and richer than others. Had they not given up this competitive system in favor of a common government, we should see a very different situation on this continent today.

It took longer in 1789, the year the Constitution was written, to travel from Boston, Mass. to Charleston, S. C. than it does to travel all around the globe today. That is what we mean when we say the world has shrunk. And we can no more afford to ignore the economic welfare of the people of India today than the citizens of New York State could afford to ignore a famine in New Jersey in 1789. Yet it is true that, while the United States intentionally limits food production today, ninety percent of the man-hours worked in India go into the production of food, and the population still is underfed. It is truly "One World," whether we like it or not.

One aspect of our rapid using up of the world's resources which must be faced as we move toward "One World" is that it is no longer possible for all of mankind to enjoy the standard of living which Americans now enjoy. There simply are not the resources to permit it. In the long run, then, Americans must not only help the backward nations improve their standard of living, but they must curb overconsumption at home. Just as a more equitable distribution of wealth within the United States would mean that the rich people would not be as rich, so a more equitable distribution of wealth within the world will mean that the rich nations will not be as rich. Automation offers the prospects for increased productivity, but the "Planet Earth" resource supply cannot support an indefinite rise in its inhabitants' standard of living. That resource supply, if used wisely and accompanied by suitable conservation and recycling practices, and population controls, can provide a comfortable existence for all of mankind.

QUESTIONS FOR ASSIGNMENT AND DISCUSSION:

1. Explain what is meant by "interdependence." Show how the interdependence of the world's population has increased over the years.

2. Explain how the United States has been depleting the world's supply of resources faster than any other country on earth.

3. How was it possible that simple machinery once could be used to extract ores, whereas now complicated machinery is required?

4. What is happening to the high-grade ores and mineral resources of the industrially backward nations? How does this make industrialization in those countries more difficult for them than it was for us? What responsibilities do we have in this matter?

5. What are "fossil fuels"? What is happening to the world's supply?

6. Why might a nuclear war mean the end of industrial civilization forever? What kinds of lives would the people on earth then lead?

7. How is the United States dependent on other nations? List as many ways as you can think of, including those given in this lesson.

8. What may happen eventually to the small minority which now controls the world's wealth unless they share it with the large majority of underprivileged people?

9. What are the dangers in continuing attitudes of white superiority? Give some examples from current events of troubles created by this attitude in the United States and other parts of the world.

10. What do you think would have happened to the thirteen colonies if they had not been willing to surrender their sovereignty to a central government?

11. Show in what ways the world is now in the same position as the thirteen colonies.

12. In what ways has the world "shrunk" since colonial days?

13. Do you think American workers should demand shorter work hours as a result of automation? Why or why not?

14. Do you think America is ready to abandon nationalistic attitudes in favor of world government? Why or why not?

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UNIT I – CAPITALISM AND ITS RIVALS

TEST

I. Fill in the blanks.

1. A set of rules describing how certain things, which must be done in any society, should be done, is called an _____ system.

2. The equipment needed to produce the goods and services that people use is called _____ goods.

3. The things people actually use are called _____ goods.

4. Competition and bargaining are necessary to produce the best products in the most efficient way, according to the _____ economic system.

5. According to the _____ economic system, competition and bargaining should be cut down to a minimum, and cooperative ways of producing goods should be substituted.

6. According to the _____ economic system, government planners should decide how to produce the best products most efficiently, and the people should not be consulted.

II. Explain how each of the three major economic systems –– capitalism, socialism, and communism –– answers each of the basic questions which an economic system must answer.

1. How much of what should be produced?

   a. Capitalism –

   b. Socialism –

   c. Communism –

2. Who should do what in producing them?

   a. Capitalism –

   b. Socialism –

   c. Communism –

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3. What methods should be used?

   a. Capitalism –

   b. Socialism –

   c. Communism –

4. How should the national income be distributed?

   a. Capitalism –

   b. Socialism –

   c. Communism –

5. *Who* should decide all those things, and how should they be decided?

   a. Capitalism –

   b. Socialism –

   c. Communism –

III. Write *True* or *False* in the space provided.

1. ____The American economic system is a good example of pure capitalism.

2. ____Labor skills, land, and managerial skills are included in *capital.*

3. ____The American system is really a mixed economy, with a capitalist foundation and socialist additions.

4. ____The Russian system is exactly the kind of communism advocated by Karl Marx.

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5. ____In America, ownership of capital remains largely in the hands of private groups or individuals.

6. ____The slogan, "Socialism breeds communism" can be proved true by observing what has happened in England and the Scandinavian countries.

7. ____There are no purely socialistic, purely capitalistic, or purely communistic countries in the world today; all have mixtures (in varying degrees) of at least two systems.

8. ____The socialist countries of Europe have political democracy, whereas the Soviet Union does not.

9. ____The United States has socialized medicine.

10. ____The Soviet Union has a two-party system.

11. ____Since industrialization began, the Soviet leaders have concentrated on producing consumers' goods rather than producers' goods, in order to keep the people from rebelling against their government.

IV. Prepare to play the role of one of the following persons in a three-way debate on the best answers a society can give to the basic economic questions:

Richard M. Nixon
Karl Marx
Joseph Stalin

You will need to understand your opponents' arguments as well as your own, in order to try to persuade him that your system is superior.
Roles will be assigned at random. Each member of the class who is not role-playing will write criticism of the role-players' strengths and weaknesses in presenting and supporting their points of view. Critics will be evaluated by the extent to which their papers show understanding of these issues; role-players will be evaluated by the effectiveness of their arguments.

Note to teacher: You may want to make this a three-way *group* assignment and allow each group to choose a representative for role-playing.

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UNIT II – PROBLEMS OF LABOR AND MANAGEMENT

TEST

I. Define and give an example of each of the following terms:

1. Labor
2. Management
3. Professional worker
4. White collar worker
5. Blue collar worker
6. Organized labor
7. Unorganized labor
8. Labor union
9. Free enterprise system
10. Capital

II. Explain why it is difficult to explain the difference between "labor" and "management."

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III. Write a paragraph of 100 words or more explaining how vocational and technical high schools help both labor and management.

IV. Discuss the difference between "labor market" and "labor force" and the factors which sometimes produce an "imbalance" for the two. Using the U.S. as an example, discuss the problems this imbalance can create for a society.

V. Explain the reason for the increase in white collar employment in the United States in recent decades.

VI. Fill in the blanks. Use one of the words or phrases provided.

capitalists	the government	private individuals
capital	cooperative	

1. In order to build a factory, some person or group of persons must get together enough _____

2. In the Soviet Union, decisions about how machines will be used and who will run them is made by _____

3. In the United States, decisions about how machines will be used and who will run them are usually made by _____

4. The system in which those people who make the decisions about how work will be done also do the work is called a _____ system.

5. In a free enterprise system, the people who provide capital for starting businesses are called _____

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VII. Complete the following:

1. List three things which are profits for workers and costs to management.

   a.

   b.

   c.

2. List two difficulties management faces in carrying out its duties.

   a.

   b.

3. List two duties of labor unions.

   a.

   b.

4. List five *common interests* of labor and management.

   a.

   b.

   c.

   d.

   e.

5. List two problems the invention of new machines creates for workers.

   a.

   b.

6. List two reasons why it is to management's advantage to have a lot of competition between workers.

   a.

   b.

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VIII. Write *True* or *False* in the space provided.

1. _____It is to advantage of any given management to have all other factories pay low wages to their workers.

2. _____Assembly-line work has no benefits for workers.

3. _____Management and workers agree that it is important for workers to have a share in decision making.

4. _____Unions try to increase competition between workers.

5. _____Unions try to increase competition between companies.

6. _____As consumers, workers share management's interest in keeping prices down.

7. _____As consumers, workers share management's interest in efficient production.

8. _____Adequate safety provisions are an advantage to management as well as to labor.

9. _____When workers have high incomes, management is able to sell more of its products.

10. _____The trend in recent years has been toward larger and larger unions and industries.

IX. Explain the following about featherbedding:

1. What is it?

2. Why is it practiced?

3. Why does management object to it?

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4. What alternatives are there for providing economic security for workers?

X. Discuss some of the factors in modern society which encourage labor and management to recognize and act on their common interests rather than their differences.

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UNIT III – HISTORY OF THE LABOR MOVEMENT

TEST

I. Fill in the blanks ; use one of the words or phrases provided.

Domestic system	organized	blue collar
slave	employer	white collar
employee	feudal system	professional
labor	management	serfs
nobles		

1. Those who produce the goods and services that people use are called _____
2. Those who hire and fire workers are called _____
3. Those who do specialized work which requires many years of education and training after high school are called _____ workers.
4. Those who do work which usually requires some training past high school (typists, stenographers, and others) are called _____ workers.
5. Those who work in factories or get paid by the hours are called _____ workers.
6. Workers who belong to unions are called _____ labor.
7. Another term for worker is _____
8. Another term for management is _____
9. The social and economic system of the Middle Ages was called the _____
10. Two of the classes of people in the Middle Ages were _____ and _____

II. Discuss the impact of the Industrial Revolution on the worker: his comfort, his sense of security, and his freedom – immediately after the Industrial Revolution, and today. Discuss the advantages and problems created for our society by industrialization.

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III. Briefly explain how each of the following helped to produce the Industrial Revolution:

1. The Age of Exploration
2. The Scientific Revolution
3. The Commercial Revolution

IV. Cross out the incorrect answer.

1. The worker in ancient Greece and Rome was (free, a slave).
2. Primitive man enjoyed (much, little) freedom.
3. The peasants during the Middle Ages probably enjoyed more (happiness, humanness) than workers today.
4. The immediate impact of the Industrial Revolution was to make the worker (freer, a wage slave).
5. During the early Industrial Revolution, (labor, management) had all the bargaining power.
6. Paternalistic employers were more likely to be found in (large, small) industries.
7. A worker who does a job which requires no advanced training is called a (skilled, semi-skilled, unskilled) worker.
8. A worker whose job requires a great deal of advanced training is called a (skilled, semi-skilled, unskilled) worker.
9. Samuel Gompers advocated (pure, utopian) unionism.
10. Unions have a better chance to get workers organized during (prosperity, depression).

V. Discuss the development of the union movement in the United States. Discuss

a. the need for unions
b. the obstacles workers had to overcome
c. factors which helped and hindered the union movement
d. the people whose contributions mattered most
e. recent trends in the union movement.

VI. Match the following:

1. laissez-faire _____ belief in "more and more, here and now."
2. reform movement _____ a union of unions.
3. Knight of Labor _____ political philosophy of the 1930's.

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4. I.W.W. _____ the Magna Charta of the workingman.

5. union federation _____ unrestrained business enterprise.

6. New Deal _____ attempt to remedy social conditions.

7. Wagner Act _____ a utopian union federation.

8. dual unionism _____ merging of the AFL and the CIO.

9. amalgamation _____ two union federations working independently to organize workers.

10. "pure" unionsim _____ reason the courts rules against unions

11. Doctrine of Conspiracy

VII. Match the following:

1. William Green _____ was president of the United Automobile Workers and vice-president of the AFL-CIO before his death.

2. John L. Lewis _____ became president of the CIO after Lewis.

3. A. Philip Randolph _____ started the CIO.

4. Samuel Gompers _____ president of the Teamsters Union.

5. James Hoffa _____ now president of the AFL-CIO

6. Franklin D. Roosevelt _____ former Teamsters president, jailed for jury tampering.

7. Frank Fitzsimmons _____ president of the United States during the "New Deal."

8. Philip Murray _____ president of the AFL during the 1930's

9. Walter Reuther _____ started the A.F. of L.

10. George Meany _____ black union leader whose efforts have helped eliminate discrimination in unions.

VIII. Mark the following statements *True* or *False*.

_____1. Children under 12 were not employed in the textile mills of New England.

_____2. Overseers thought they had to be cruel to workers in order to get them to produce more.

_____3. Workers' bargaining power increases during times of prosperity.

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_____4. The "Horatio Alger" method proved to be the most practical way for the worker to improve his situation. The "Wobblies" wanted to make American society more socialistic.

_____5. The "Little Steel Strikes" of 1937 resulted in victory for the Steelworkers Organizing Committee.

_____6. Samuel Gompers thought workers should devote their time to changing the structure of the government.

_____7. The first large union federation in America which lasted was the American Federation of Labor.

_____8. John L. Lewis thought it was necessary to have unions for unskilled industrial workers as well as skilled craftsmen. The CIO brought many unskilled workers into unions.

_____9. During the war years, 1941-1945, there was a great deal of labor-management conflict.

_____10. The Taft-Hartley Act was passed to increase the bargaining power of workers.

_____11. The decade from 1960-1970 brought many white collar and agricultural workers into unions.

IX. Briefly answer the following:

1. List and explain three ways in which employers were able to resist the early efforts of workers to organize for collective bargaining purposes.

a.

b.

c.

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2. Define:

   a. Union federation –

   b. Industrial Revolution –

   c. Craft union –

   d. Industrial union–

3. Why are there no women among the leaders of the union movement? Might you expect to see some in the future? Why?

4. Why did the courts begin to decide in favor of unions during the 1930's?

5. What happened in labor-management relations immediately after World War II? Why?

6. What have been the recent trends in labor-management relations? Why?

7. Name two unions which do not belong to the AFL-CIO; Explain why.
   a.

   b.

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X. Select one of the following labor leaders and find out all you can about him. Be prepared to "role-play" this person in a television interview show. You should know so much about him that you can answer any question you are asked. Your teacher will be the interviewer and members of the class your audience. They will have an opportunity to ask you questions.

Albert Shanker
Leonard Woodcock
George Meany
A. Philip Randolph
James Hoffa
David McDonald
John L. Lewis
Walter Reuther
Samuel Gompers
Philip Murray
David Dubinsky

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UNIT IV – STRUCTURE AND FUNCTIONS OF TRADE UNIONS

TEST

I. Match the following:

1. Seniority	_____ a system by which the worker can express his complaints.
2. Grievance machinery	_____ a contract provision under which non-union members may be hired if they agree to join the union within a specified period of time.
3. Checkoff	_____ a system by which union dues are deducted from the weekly pay by the employer.
4. Closed shop	_____ indirect wage increases.
5. Union shop	_____ a contract provision which states that only union members may be hired.
6. Open shop	_____ uncritical devotion.
7. Guaranteed annual wage	_____ a system in which promotions are given to those with the longest records of service.
8. Civil rights	_____ a contract provision that the employers may hire any workers regardless of whether they are union members.
9. Fringe benefits	_____ supplementary unemployment benefits.
10. Blind loyalty	_____ the rights of citizens to equal protection of the laws.

II. List below the four general goals of the union movement and give some examples of the kinds of collective bargaining agreements which contribute to those goals.

1. Two economic goals:

a.

b.

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2. Two non-economic goals:

a.

b.

III. Discuss the advantages to workers, unions, employers, and the country of having education as a fringe benefit. What progress has been made in this regard?

IV. Fill in the blanks with one of the words or phrases provided.

international	ten	John L. Lewis
local	five	Walter Reuther
federation	three	George Meany
		James Hoffa

1. A large union of unions, on the national or international level, is called a _____.

2. The smallest union of a union is the union_____.

3. President of the AFL-CIO is_____.

4. Head of the Industrial Union Department of the AFL-CIO until his death was _____.

5. The leader of the movement to form industrial unions was _____

6. The AFL-CIO holds a convention every_____ years.

V. Match the following AFL-CIO committees with their proper functions.

1. Civil Rights Committee ____ maintains standards of democracy and integrity in member unions.

2. Legislative Committee ____ handles programs to educate union members and acquaint the public with union policies.

3. Education Committee ____ supports candiates for office and tries to get its candidate elected.

4. Political Action Committee ____ studies information related to union demands, etc. in order to determine or justify its own policies.

5. Research Committee ____ tries to abolish or prevent racial discrimination in member locals.

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6. Ethical Practices Committee ____ maintains contact with and good relations with the labor movement in other countries.

7. International Affairs Committee

VI. Write *Craft* or *Industrial* in the space provided.

1. A union which includes all the workers in an entire industry, regardless of the work they do._____

2. A union which organizes all the workers with a certain trade._____

3. Bricklayers union._____

4. Automobile workers union._____

5. Garment workers union._____

6. Plumbers union._____

7. Teachers union._____

8. Hospital workers union._____

9. Public employees union._____

10. Sanitation workers union._____

11. Carpenters union._____

12. Mine workers union._____

13. Glass workers union._____

14. Typographers union._____

15. Steel workers union._____

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VII. Cross out the incorrect answer.

1. (Craft, industrial) unions were the first to be started in America.

2. The Industrial Revolution created a need for more (skilled, unskilled) workers.

3. Automation tends to create a need for more (skilled, unskilled) workers.

4. Members of an industrial union have (the same trade, making the same product) in common.

5. Members of a craft union have (the same trade, making the same product in common.

VIII. Look up and write out the names of the following unions.

1.	ILGWU	7.	TWU
2.	UMW	8.	ITU
3.	UAW	9.	AFT
4.	USW	10.	CWA
5.	AFL	11.	AFSCME
6.	CIO		

IX. Match the following types of locals found in the ILGWU with the correct explanatory sentence.

1. Craft locals _____ made up of foreign-born workers who can't speak English.

2. Trade locals _____ made up of workers who perform the same operation, such as cutting, pressing, etc.

3. Industrial locals _____ made up of all the workers who make women's garments in a certain locality, regardless of the operation they perform.

4. Language locals _____ made up of workers who make the same type of garment, such as infant's wear, neckwear, etc.

X. Define each of the following and illustrate where possible.

1. Apprentice

2. Apprenticeship agreement

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3. Joint Apprenticeship Committee

4. Journeyman

5. Apprenticeable occupation

XI. Discuss advantages of apprenticeship programs to industry, to workers, and to the general public.

XII. Discuss the problems blacks have experienced getting into apprenticeships. Explain the reasons for this and what is being done about it.

XIII. Discuss and compare the functions of a union *federation* with those of the national (or international) and the local.

XIV. Discuss the advantages and disadvantages of the craft union as compared with the industrial union form of organization.

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UNIT V – PERSONNEL RESPONSIBILITIES IN MODERN ORGANIZATIONS

TEST

I. Explain the following:

1. The difference between the "efficiency" approach and the "human relations" approach in dealing with employees.

2. The difference between a personnel policy based on the needs of the organization and one based on the needs of of human beings.

3. The difference between a "high-level" and "low-level" need.

4. The value to leaders of having sensitivity training.

5. The personnel problems which may be produced by the assembly line.

6. The personnel problems created by *specialization.*

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II. List five ways in which personnel department can be helpful to both management and labor.

1.

2.

3.

4.

5.

III. Explain why personnel departments must have these two things to start with if they are to be effective:

1. Good working conditions for workers.

2. Well-defined, enlightened, and consistent policies.

IV. Fill in the blanks with one of the words or phrases provided.

personnel director	personnel
personnel department	production
top management	job analysis
morale	seniority
merit	application blank

1. Personnel policies are recommended by the _____.

2. Final decisions on personnel policies will be made by _____

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3. The head of a personnel department is the _____

4. A systematic study of the requirements of a job is called a _____

5. A form filled out by the worker when he applies for a job is called an _____

6. Transfers of workers in order to improve the efficiency of the plant are called _____ transfers.

7. Transfers of workers in order better to meet the needs of workers are called _____ transfers.

8. Promotions and layoffs based on length of employee service are called _____ decisions.

9. Promotions and layoffs made on the basis of ability to do the job are called _____ decisions.

10. In order to maintain efficiency of production, personnel departments try to increase good worker _____

V. Briefly explain the uses of these three steps often used by large industries in selecting and placing workers, and tell why each is important.

1. Application blank

2. Psychological or aptitude testing

3. Interview

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VI. List and explain three employee services provided by industry.

1.

2.

3.

VII. List three advantages to *industry* of a good health and safety program.

1.

2.

3.

VIII. Write a paragraph of 100 words or more explaining the importance of good employee morale to industry, and explain how personnel departments try to improve morale.

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IX. Discuss the qualifications needed to be a good supervisor or foreman. What makes the foreman's job an especially difficult and challenging one?

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UNIT VI – PROBLEM-SOLVING TECHNIQUES

TEST

I. Match the following:

1. Collective bargaining	____ procedure by which complaints are settled.
2. Industry-wide bargaining	____ a signed agreement.
3. Company bargaining	____ an agreement in which both sides give up something and gain something.
4. Contract	____ the process in which representatives of management and representatives of labor try to reach agreement.
5. Grievance machinery	____ bargaining between representatives of the national or international union and representatives of all the companies in the union's field.
6. Compromise	____ bargaining between representatives of labor and a single company or employer.

II. Write the numbers 1 through 4 in the spaces provided indicating the order in which the following steps in collective bargaining take place.

____ direct negotiations take place.

____ the union is organized.

____ a compromise agreement is reached, *or* negotiations break down.

____ union demands are submitted in writing to management.

III. List three things which should be covered in a contract.

1.

2.

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3.

IV. Fill in the blanks.

1. The worker's representative in the plant is the _____

2. Management's representative in the plant is the _____

3. The individual worker takes his grievance to the _____

V. Cross out the incorrect answers.

1. Management and labor prefer to settle their disputes through (conflict, cooperation).

2. When a contract has expired, the attempt to get a new one agreeable to both the union and management is called (contract negotiation, grievance machinery).

3. After the contract has been signed, the attempt to settle a dispute arising under the contract is called (contract, negotiation, grievance machinery).

4. Industry-wide bargaining is more likely to be found in the (steel industry, construction industry).

5. Company bargaining is more likely to be found in the (steel industry, construction industry).

VI. In the space below, explain the difference between mediation and arbitration, and the circumstances under which each is likely to be used.

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VII. List three kinds of third parties to whom labor and management may appeal for settlement of a labor dispute.

1.

2.

3.

VIII. Three functions of the National Labor Relations Board are:

1.

2.

3.

IX. Explain the meaning of the following:

1. Injunction –

2. Compulsory arbitration –

3. Propaganda –

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4. Sanctions –

5. Job action –

X. List management's counterpart for each one of the union conflict techniques listed below; choose from the list of words provided.

yellow-dog contract	lockout
speedup	right-to-work laws

1. Strike
2. Slowdown
3. Organizing unorganized workers
4. Boycott

XI. Cross out the incorrect answers.

1. Striking one employer at a time, thereby putting him at an economic disadvantage in relation to his competitors, is called (wildcat strike, whipsawing).
2. A strike in which the workers remain at their posts inside the factory but don't do any work is called a (wildcat strike, sitdown strike).
3. A spontaneous strike, not authorized by the union, is called (whipsawing, wildcat strike, sitdown strike).
4. Restriction of union membership in order to control the labor supply is more likely to be used by (industrial, craft) unions.
5. A *management* technique which is now considered illegal is the (use of scabs, yellow-dog contract).
6. A *union* technique which is now considered illegal is the (slowdown, closed shop).

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7. Wildcat strikes usually take place on the (local, national) level.
8. Most labor disputes are settled (with conflict techniques, peaceably).
9. The wildcat strike is often used by workers to protest against (whipsawing, union practices).
10. Slowdowns (are, are not) likely to be used by workers who are paid according to the amount they produce.

XII. Three ways in which the union may try to monopolize the labor supply are:

1.

2.

3.

XIII. Two ways in which management may try to manipulate the labor supply are:

1.

2.

XIV. State the position which labor and management take about the following issues:

1. Featherbedding
   a. Labor says

   b. Management says

2. Right-to-work laws
   a. Labor says

   b. Management says

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UNIT VII – INTRA-LABOR PROBLEMS

TEST

I. Define:

1. Intra-labor problems

2. Jurisdictional disputes

3. Raiding

4. No-raiding agreement

II. Explain the following about jurisdictional disputes:

1. Two causes:
   a.

   b.

2. Two disadvantages:
   a.

   b.

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3. Legal restrictions (one):

4. AFL-CIO restrictions (one):

III. Fill in the blanks. Use one of the words or phrases provided.

direct	shake-down	collusion
two-party system	representative	ideology
		kickback

1. That type of democracy in which people come together every time a decision has to be made is called _____ democracy.

2. That type of democracy in which the people elect certain people to make decisions for them is called _____ democracy.

3. We have _____ democracy in our national government.

4. Most unions have _____ democracy.

5. One thing our national government has which only the International Typographers has among unions, is the _____

6. The practice of coercing employers to pay money or purchase certain commodities is known as the _____

7. The practice of giving jobs or contracts to persons who agree to pay union officials for their favors is known as the _____

8. Agreements between union officials and employers to engage in practices which will benefit them personally, but often injure workers and the public, is known as _____

9. A scheme of ideas about how society should be organized, and what the relationship of people to one another should be, is called an _____

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IV. What is the purpose of the following?

1. Fair Employment Practices Act –

2. Code of Democratic Practices of the AFL-CIO –

3. Code of Ethical Practices of the AFL-CIO –

V. About democracy in unions, explain the following:

1. Two advantages of union leaders' having a great deal of control over their members.

a.

b.

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Two advantages of members' having a great deal of control over their leaders.

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a.

b.

VI. About communism in unions, explain the following:

1. When and why was communism a problem in unions?

2. How did the union movement act to eliminate communism?

3. To what extent is communism a problem today?

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VII. Define the following:

1. Discrimination –

2. Minority group –

3. Integration –

4. Migrant workers –

VIII. Discuss the ways in which unions are able to discriminate informally against blacks and other minority groups. Explain why formal discrimination is no longer possible.

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IX. Discuss and evaluate the progress that has been made in eliminating discriminatory practices within unions and in employment.

X. Name four groups of workers who have just begun to unionize but are unionizing rapidly. Explain about each why there was a delay and why progress is now being made rapidly.

1.

2.

3.

4.

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XI. Name two groups of workers who are often forbidden to go on strike because of danger to the public interest.

1.

2.

XII. Discuss the pros and cons of giving public employees the right to strike.

XIII. Write *True* or *False* in the space provided.

1. _____ Unions are strongest in the southern part of the United States.

2. _____ It is easier to get workers in large industries organized than it is to organize workers in the small industries such as the needle-trades industry.

3. _____ Anti-unionism has practically disappeared in the United States.

4. _____ The open shop makes union membership voluntary.

5. _____ Right-to-work laws make union membership compulsory.

6. _____ Some unions have practiced racial discrimination.

7. _____ Although they may not be card-carrying Communists, many of our leading labor leaders are sympathetic to Communism.

8. _____ Wildcat strikes may result when leaders have too much control over members.

9. _____ Craft locals are more likely than industrial locals to restrict membership.

10. _____ Workers should not be critical of their leaders, but should do what they are told to do.

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XIV. Match the following:

1. Detroit automation	_____	the Age of Automation.
2. Automation	_____	condition in which men or machines become useless.
3. Feedback	_____	contains a high proportion of valuable minerals.
4. Electronic computer	_____	one which has not yet been industrialized.
5. Obsolescense	_____	a contract provision requiring companies to give jobs to workers laid off in the same industry or area.
6. Preferential hiring	_____	continuous automatic production.
7. Relocation	_____	the system by which the machine corrects its own errors.
8. High-grade ore	_____	mechanical brain.
9. Underdeveloped country	_____	a manufacturing process in which decisions are made by machine and the product is moved from one machine to another by other machines.
10. Second Industrial Revolution		
11. Central control board		

XV. Multiple choice. Circle the letter in front of the correct answer.

1. Primitive man got his work done by the use of
   a. mechanical power
   b. water power
   c. muscle power

2. Nowadays, each worker in agriculture produces enough to feed his own family and
   a. two other families
   b. five other families
   c. nine other families.

3. A thermostat is a good example of
   a. feedback
   b. automation
   c. an automatic computer

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4. The developments which were basic to automation were in in the field of
   a. mechanics
   b. electronics
   c. chemistry

5. Engine blocks in the Ford plant in Cleveland are moved from one machine to the other by
   a. people
   b. mechanical arms and fingers
   c. electronic computers

6. One place where automation has touched our daily lives is in the operation of
   a. trains
   b. telephone system
   c. beauty parlors

7. A major *disadvantage* of automation is that it
   a. breaks down too often
   b. doesn't produce as much as human workers
   c. throws many workers out of jobs.

8. Automation can be helpful to underdeveloped countries by
   a. making it possible for them to industrialize rapidly
   b. saving their natural resources
   c. keeping them from being envious of us.

9. Electronic calculators may make it possible to avoid economic recessions because
   a. they can weigh more factors more accurately than can the human mind
   b. they are inexpensive
   c. people trust them more than they trust the judgment of other people.

10. Many jobs of the following sort are being displaced or changed by automation
   a. professional workers
   b. clerical workers
   c. service workers

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XVI. List the following:

1. Two *advantages* automation brings to workers are
   a.

   b.

2. Two worker-occupations which will be in *great* demand as a result of automation are
   a.

   b.

3. Two questions yet to be answered about automation are

   a.

   b.

4. Two ways in which the government already is taking action to ease the distress caused by automation in some areas are
   a.

   b.

5. Two ways in which the government may have to act in the future if labor and management can't solve the human problems of automation are
   a.

   b.

XVII. Mark the following statements *True* or *False*.

1. _____ Automation will generally mean *downgrading* of the labor force.

2. _____ Spreading the work and reducing the work week are the only ways to keep everybody employed in the Age of Automation.

3. _____ People in distressed areas are able to collect unemployment compensation as long as they are out of work.

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4. _____ The Second Industrial Revolution is transferring decision-making in factories from men to machines.

5. _____ Automation is really more the result of evolution than of revolution.

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UNIT VIII – CORRECTIVE LEGISLATION

TEST

I. By completing the following statements, indicate how the following problems developed under laissez-faire capitalism.

1. Some people were deprived of freedom, dignity, and health because their bargaining power was

2. Five ways in which an individual could lose his bargaining power were:

   a.

   b.

   c.

   d.

   e.

3. One reason consumers didn't always buy from those manufacturers who offered the highest quality goods was

4. Two ways in which manufacturers could avoid competition were:

   a.

   b.

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5. Unrestricted bargaining between a giant industry and a giant union became a problem because

II. Discuss the operation of the social security system, explaining (a) who pays and how, (b) the circumstances under which benefits can be obtained, (c) why it is compulsory, and (d) the respects in which, in your opinion, it needs improvement.

III. Fill in the blanks. Use the words provided.

Medicare	OASDHI
National Labor Relations Act	Fair Labor Standards Act
Taft-Hartley Law	Pure Food, Drug, and Cosmetic Act
Landrum-Griffin Act	Social Security Act
Federal Communications Commission	Interstate Commerce Commission
Sherman Anti Trust Act	Civil Rights Act
Equal Pay Act	Equal Employment Opportunity Commission

1. The first federal law regulating the hours of work, wages, and conditions of employment of women and children was the _____
2. One law which was designed to prevent businesses from getting monopolies was the _____
3. A law which prohibited the sale of adulterated products and the use of false advertising was the _____
4. The government agency which regulates commerce between states is the _____

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5. A labor law which gave workers the right to do collective bargaining was the _____

6. A labor law which shifted bargaining power in favor of management was the _____

7. A labor law which required labor unions to make public certain of their records was the _____

8. A law passed in 1935 providing protection for Americans when their earning power was disturbed was the _____

9. A law passed in 1964 which prohibits discrimination on the basis of race, color, religion, sex, or national origin was the _____

10. The agency which administers the Civil Rights Act is _____

11. An amendment to the Fair Labor Standards Act which has helped to give women equal pay for equal work is _____

12. Those sections of the Social Security Act which deal with retirement, survivor's, disability, as health insurance protections are referred to as _____

13. The most recently added section of the Civil Rights Act which gives health protection to the aged, is called _____

IV. Discuss and appraise the two kinds of protection offered by Medicare. Include in your discussion an appraisal of (a) the eligibility requirements, (b) administration of the act, and (c) benefits provided. Conclude with recommendations for improvement of Medicare.

V. Match the following:

1. Monopoly	_____	a physical or mental inability to work.
2. Regulatory agency	_____	control of the market for a certain product by one company.
3. Price fixing	_____	public health services for low-income families.
4. Public interest	_____	assistance to those who have no other source of support; formerly called "relief."
5. Unfair labor practice	_____	a requirement that proof of need must be shown in order to qualify for public assistance.
6. Injunction	_____	agreement between manufacturers about the prices they will charge.

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7. Cooling-off period _____ that which will benefit the general public, rather than a particular group.

8. Disability _____ a time in which striking workers may be forced to return to work and think things over.

9. Public assistance _____ a court order, often at the request of the President.

10. Welfare

11. Needs test

VI. Explain the procedure by which the following things occur:

a. a person enrolls in the social security program

b. he gets a new number when the card is lost

c. he becomes eligible for benefits

d. he claims benefits

e. he ascertains whether or not his benefit record is accurate

f. he gets justice if records are incorrect

VII. List the following:

1. Three restrictions on management imposed by the Wagner Act.

a.

b.

c.

2. Three restrictions on labor imposed by the Taft-Hartley Act.

a.

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b.

c.

3. The steps in the procedure by which workers may be forced back to work for 80 days when a strike threatens the national interest.

a.

b.

c.

4. Three categories of people who may receive benefits under Old Age and Survivor's Insurance.

a.

b.

c.

VIII. Do you think that organized labor and management now have equal bargaining power, or does one side have more than the other? Support your argument with examples and offer suggestions for remedying any imbalance you see.

IX. Explain the following by completing each statement:

1. Unemployment Compensation

a. is paid for by

b. may be received when

c. is just enough to

d. has recently been improved by

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2. Workmen's Compensation

   a. is paid for by

   b. may be received when

3. Medicaid

   a. is paid for by

   b. may be received when

X. Write a paragraph discussing some problem of American society today. Choose from the following list:

1. Problems for women and children
2. Problems for consumers
3. Problems in social security (retirement, survivor's, and disability)
4. Problems in unemployment compensation and workmens compensation
5. Problems in labor-management relations
6. Problems in welfare
7. Public health and medical care

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UNIT IX – THE WORKER'S RESPONSIBILITY

TEST

I. Briefly answer the following:

1. Why are social security plus pension benefits usually inadequate protection for the worker in his old age?

2. In what two ways may the individual act to provide for his own protection against loss of earning power?

   a.

   b.

II. Match the following:

1. Term insurance	_____	a basic hospitalization program.
2. Ordinary life	_____	a form of life insurance investment which provides monthly or lump-sum payments while the beneficiary is still living.
3. Annuity	_____	an inexpensive form of life insurance which provides protection only for a specified period.
4. Blue Cross	_____	a life insurance policy which may be paid for in 20 or 30 years, but provides life-long protection.
5. Major medical insurance	_____	a plan to help pay for extensive medical-surgical-hospitalization costs.
6. Society security		

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III. Explain the difference between inflation and deflation by answering the following questions about them:

1. In which does the value of the dollar decrease_____

2. Stocks are the best retirement investment to have in times of (which?)_____

3. Bank savings, bonds, and life insurance are the best investments to have in times of (which?)_____

4. The long-term trend in this country has been in the direction of (which?) _____

5. The worker who retires this year retires in a time of (which?)_____

IV. Explain the meaning of the following words or phrases:

1. A "balanced" investment program

2. Compulsory health insurance

3. Voluntary health insurance

4. Pride in craftsmanship

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5. Work as a means to an end

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V. List three employment advantages usually enjoyed by the worker with a good general education.

1.

2.

3.

VI. List four characteristics of a knowledgeable *citizen*.

1.

2.

3.

4.

VII. Match the following:

1. Diversity	_____	dictatorship.
2. Conformity	_____	trying to be like everybody else, or to force others to be like you.
3. Totalitarianism	_____	differentness.
4. Openmindedness	_____	an attitude of willingness to listen to and consider other views.
5. Vigilance	_____	alertness
6. Productivity		

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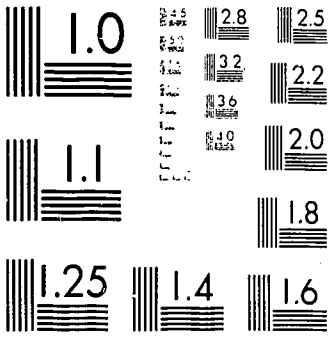

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS 1963-A

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VIII. Write *True* or *False* in the space provided.

1. _____The worker who does not enjoy his work is likely to be frustrated in his personal life as well as in his work.

2. _____The reason so many young people leave school before graduation from high school is that their parents try to convince them of the importance of education, but they won't listen.

3. _____Skilled workers are the first to lose their jobs in an economic recession.

4. _____Most of the social problems in America have already been solved.

5. _____There appears to have been an increasing tendency toward conformity in America in recent years.

6. _____If the worker just pays attention to his job and does it well, he will be satisfying all the requirements of citizenship.

7. _____Anybody who does not agree with your political views is probably a Communist.

8. _____Keeping Negroes from voting in the South is an example of the suppression of civil liberties.

9. _____Failing to live up to your responsibility to vote on election day is an example of the suppression of civil liberties.

IX. Do you think that social security provisions for old age should be large enough so that people do not have to have supplementary income? Defend your position.

X. Do you think the educational requirements for most jobs are fair and resonable? Why or why not? Discuss the reasons why employers may prefer workers with a considerable amount of formal education.

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XI. Discuss the problems of work and leisure in providing a meaningful life for workers. Offer suggestions about the kind of work and leisure which you consider most desirable, and how this can be provided.

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UNIT X – THE PUBLIC INTEREST: PROBLEMS AND CHALLENGES

TEST

I. In the space provided, briefly describe what happens in each situation of the economy to: (a) the value of a dollar, (b) the supply of goods, (c) the demand for goods, (d) the supply of workers, and (e) the demand for workers.

1. Prosperity

2. Depression

II. Match the names on the left with the phrases on the right which best describe them. Put the appropriate number in the space provided.

1. Rachel Carson	_____	leader of the National Organization of Women (NOW).
2. Bayard Rustin	_____	former "Black Panther" leader now in Algeria.
3. Amelia Bloomer	_____	legal counsel for the NAACP.
4. Betty Friedan	_____	a leading suffragette, whose efforts helped give women the right to vote.
5. Roy Wilkins	_____	a black female civil rights leader.
6. Coretta Scott King	_____	President of the Brotherhood of Sleeping Car Porters.

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7. A. Philip Randolph _____ leading figure in the battle to start free public schools.

8. Susan B. Anthony _____ author of an important book about the harmful effects of pesticides.

9. Whitney Young _____ leader of the Urban League until his death.

10. Horace Mann _____ former leader of the Congress of Racial Equality.

11. John Lewis _____ Executive Director of the A. Philip Randolph Institute.

12. Stokely Carmichael _____ leader of a movement to increase consumer awareness and protection.

13. Eldridge Cleaver

14. Ralph Nader

III. In the space provided, write one good explanation for each of the following phenomena:

1. Passive resistance appealed more to southern than northern blacks because

2. "Separatism" has had more appeal to blacks in a time of recession than in a time of prosperity because

3. Many blacks migrated from the South to the North between 1960 and 1970 because

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4. Riots occurred in many major cities in the summers of 1966 and 1967 because

5. Blacks are divided about whether separatism or integration is the best way to achieve full equality because

6. Low-income persons tend to attribute poverty to circumstances and high-income persons tend to attribute it to effort because

7. The old welfare system caused families to break up because

8. Democrats tend to attribute poverty to circumstances and Republicans tend to attribute it to effort because

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IV. In the space provided, state as specifically as possible the contribution made by each of the following in providing equal opportunity for blacks:

1. The Supreme Court's 1964 "Brown Decision"

2. Martin Luther King's "passive resistance" movement in the South.

3. The 1963 "March on Washington"

4. The Civil Rights Act of 1964

5. The A. Philip Randolph Institute

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V. With respect to each of the following, discuss (a) the major problems to the consumer, and (b) your ideas of the best way for remedying these problems. (Continue on the back of the sheet, if necessary.)

1. Food costs

2. Interest rates

3. Medical Costs

4. Housing costs

5. Quality and safety problems with major products

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6. Repair costs

7. Auto insurance costs

VI. Write "true" or "false" in the space provided.

1. _____Scientists tell us that the world's supply of natural resources is being used up.
2. _____Many scientists believe that after a nuclear war the world would not be able to re-industrialize.
3. _____Ralph Nader thinks that the government is acting vigorously to enforce the laws against pesticide use.
4. _____The distribution of wealth in a nation seems to depend largely on its ideology.
5. _____The United States has a more equitable distribution of wealth than any of the industrialized democracies in the West.
6. _____The majority of poor people are black.
7. _____The majority of black people are poor.
8. _____Hospital and health care costs have risen no faster than the costs of most consumers' goods.
9. _____Abuses of the welfare system by those who administer it often keep needy people off welfare.
10. _____The combination of inflation and recession is unusual, but it sometimes happens.

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11. _____Inflation is produced by a wage-price spiral.

12 _____You can buy more for a dollar in a time of inflation.

13 _____Ralph Nader's work is devoted to helping consumers.

14. _____The AFL-CIO supported the "equal rights for women" amendment.

15 _____The United States has all the natural resources it needs for its own survival and does not need materials from other countries.

16. _____Over fifty percent of the world's population now enjoys a comfortable standard of living.

17. _____The majority of the people in the world are white.

18. _____South Africa provides an example of how white people can help their dark-skinned neighbors when they really want to.

19. _____Nationalism is the only answer to the problem of world survival and cooperation.

20. _____The only way for Americans to survive in the long run is to look out for ourselves and let other nations take care of themselves.

21. _____Social security benefits have increased to the point where payments to old people now provide a comfortable standard of living.

22. _____The Women's Liberation Movement regards the state protective laws for women as discriminatory, whereas the AFL-CIO regards them as necessary for the protection of many women workers.

VII. Briefly describe the causes of inflation, as seen by (a) labor, and (b) management.

VIII. Identify and explain each of the following:

1. Ungraded school

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2. Tight money policy

3. Recycling

4. Unit labor costs

5. "Great Society"

6. Nader's Raiders

7. Youth culture

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8. Relative deprivation

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9. Head Start

10. Guaranteed annual income

11. Freedom Schools

12. Women's Liberation Movement

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13. Black nationalism

IX. Discuss the following environmental problems, and offer suggestions for dealing with them.

1. Depletion of natural resources

2. Air pollution

3. Water pollution

4. Use of pesticides

5. Population

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X. Compare and contrast the problems of youth and old age in American society.

XI. Discuss the respects in which women do not have equal rights and opportunities in American society, and recent progress in securing those rights.

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XII. Discuss the conflict between the need to protect our environment and other needs of our society, such as adequate fuel, or high employment, or cheap prices, or other conflicts. Tell what opinions you hold in this conflict.

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ACCESSION NUMBER: VT100685

PUBLICATION DATE: APR74

TITLE: EXPLORING HEALTH CAREERS.

PERSONAL AUTHOR: SANTITORO, MARIE

DESCRIPTOR: *GUIDES; MANUALS; *OCCUPATIONAL INFORMATION; *CAREERS; *CAREER OPPORTUNITIES; CAREER PLANNING; *HEALTH OCCUPATIONS; INSTRUCTIONAL MATERIALS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 564

ABSTRACT: THE DEVELOPMENT OF THIS SEVEN-UNIT CAREER GUIDE WAS PROMPTED BY A RECOGNITION OF THE NEED FOR MORE PERSONNEL IN THE FIELD OF HEALTH. IT IS INTENDED TO ACQUAINT STUDENTS WITH THE WIDE VARIETY OF CAREERS IN THE FIELD IN AN EFFORT TO HELP THEM MAKE MORE REALISTIC CAREER CHOICES. GIVEN ARE: (1) INSTRUCTIONAL OBJECTIVES FOR EACH UNIT, (2) SUGGESTED ACTIVITIES FOR FACILITATING LEARNING ABOUT THE CAREERS, AND (3) LISTINGS OF AVAILABLE RESOURCE MATERIALS ON THE VARIOUS UNIT TOPICS. NAMES OF THE SPECIFIC TOPICS INCLUDE: (1) THE ESTABLISHMENT OF TEACHER-STUDENT RELATIONSHIPS, (2) EVALUATION OF STUDENTS, (3) SURVEY OF HEALTH CAREERS, (4) FIELD TRIPS, (5) GUEST SPEAKERS, (6) SCHOOL INTERESTS AND SOME RELATED HEALTH CAREERS, AND (7) HOSPITAL JOB OPPORTUNITIES. (SN)

AVAILABILITY: NEW JERSEY VOCATIONAL TECHNICAL CURRICULUM LABORATORY, BLDG. 4103, KILMER CAMPUS, RUTGERS UNIV., NEW BRUNSWICK, N.J. 08903 ($2.00)

INSTITUTION NAME: TRENTON CENTRAL HIGH SCHOOL, N.J. VOCATIONAL TECHNICAL DIV.

SPONSORING AGENCY NAME: NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION.

VT 100685

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

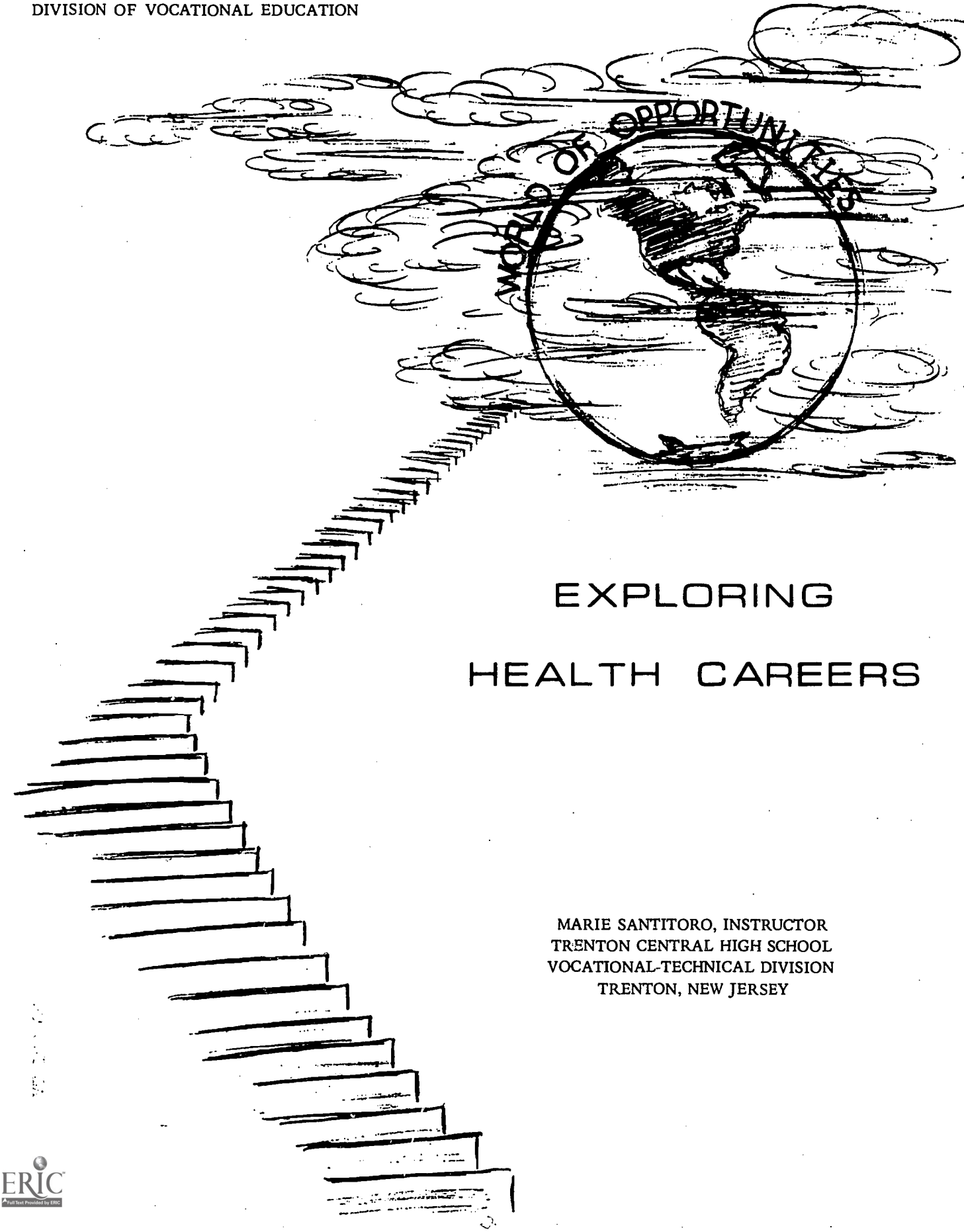

EXPLORING HEALTH CAREERS

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$2.00

State of New Jersey
Department of Education
Division of Vocational Education

EXPLORING HEALTH CAREERS

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April 1974

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NEW BRUNSWICK, NEW JERSEY

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Acknowledgements

I wish to express my deep gratitude to the Trenton Board of Education and to Mr. Earl L. Murphy, Vice Principal of Trenton Central High, Vocational-Technical Division, for making it possible for me to develop this Exploring Health Careers Course of Study.

My sincere thanks also to Mr. Benjamin Shapiro, Director of the Curriculum Laboratory, Rutgers University, who offered many valuable ideas and gave so freely of his time.

My special thanks to New Jersey Health Careers, Inc., for many of the photographic illustrations used in this manual.

Finally, to all these people and to all those who contributed in any way in the preparation of this course of study, I express my appreciation.

Marie Santitoro

Foreword

Opportunities for careers in the field of health are expanding rapidly. Advances in technology along with increasing population growth, particularly of older adults, are a few of the reasons for the need for increasing numbers of health workers.

Students' knowledge of categories of health workers is usually very limited. This material is designed to acquaint the learner with a wide variety of careers in health, so that more realistic career choices can be made. Suggested activities for learning more about the various careers are given. Listings of resource materials available complement each career category.

Integrated into the guide is emphasis upon the role of Health Careers Clubs of New Jersey, a youth leadership organization working to stimulate interest in this rapidly growing occupational field.

The Division of Vocational Education is pleased to offer this guide as one way of implementing a program to introduce students to opportunities in the health career field.

Joan M. Birchenall, Director
Health Occupations Education
State Department of Education
Division of Vocational Education

INTRODUCTION

The most valuable possession of man is good health. It gives man the opportunity to have a meaningful existence. Only with good health can the full potential of a happy and rewarding life be realized.

Unfortunately, there is a shortage of personnel in the field of health. As a result, many career opportunities in the field of health are open to our youth: There have been tremendous advances made in recent years by the medical and related scientists. Yet these advances may not benefit society as quickly as they should if there is a continuing shortage of personnel in the health careers.

This program is geared to direct our youth into health careers. It is a pioneer program which is meant only to "skim the surface." Nevertheless, it is a beginning and necessary starting point upon which to build a firm foundation.

Deciding early on a health career is important for success, and many of our youth are giving serious thought to the possibility of a career in some health service. This course is designed to give such youths a good opportunity to make such a decision based on knowledge and experience. The presentation of the individual health careers enables the student to better understand the duties, opportunities, and prerequisite studies for each career. The student can then evaluate himself in relation to all of these factors.

At the end of this manual will be found a list of sources for visual aids.

Marie Santitoro

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Unit 1 - The Establishment of Teacher-Student Relationships

Objectives – The teacher will be able:

To identify and develop a sound teacher-student relationship.

To achieve a healthy classroom environment.

The human relations objective is concerned with helping an individual make personal adjustments and group adjustments as a member of a team, the class. Full participation in the health occupations orientation program should provide the best opportunities for making these adjustments, if there are proper leadership and well-adjusted, receptive students. This is the ideal situation, however, and not usually the situation in reality. For every person, including teacher and each student, has a different personality, with various aspects that are part of the personality makeup. These hereditary and derived tendencies are the bases which determine the type of personality an individual will possess. The distinctive nature of these tendencies within each individual constitute the differences of personalities. Each person has different interests, ideals, attitudes, and emotional drives that go into the makeup of his personality. Therefore, by providing the student with a satisfying experience in specific health activities in which he has a natural desire to engage, the opportunity is present to develop desirable traits in that student and to stimulate her to pursue a career in the field. The key is qualified leadership.

There are various elements essential to the development of a healthy, sound relationship between teacher and student. Personality and qualified leadership constitute the core of success. The following elements must also be considered if the total picture is to be one of successful interpersonal relationships.

A. *Seriousness of the student's decision*

The student must be suited for the type of work she is considering. This can usually be determined by having the student assemble the information on a specific career or by experience in the work itself. Finally, she should discuss the matter with the teacher and counselor. Here is where the teacher must resort to all of her talents in helping to understand and guide the student before her. This is the critical stage, since the influence of the teacher is of enormous importance in the selection of a career.

B. *The individual's adjustment in life*

The knowledge of the student's background is essential. The teacher must be aware of the student's situation in the family and in society, since these factors will affect her work. The teacher with this essential information will be better equipped to help the individual student to function at her peak capacity.

C. *The personal characteristics of the student*

There are many aspects of character and personality. These aspects are the elements responsible for the variety of different personalities. In fact, no two people are exactly alike. Thus the teacher must be aware of each student's background, environment, intellectual level, aptitudes, abilities, and disabilities. The teacher who is aware of all of these factors can help develop an all-around sound personality.

a. Intelligence level (mental capacity)
b. Physical abilities and limitations
c. Ambition and drive
d. General attitude
e. Other personal characteristics

D. *The communications capacity of the student*

The student's ability to relate to and empathize with others is a major factor for success in any career, but especially for a health career, since there is constant contact with people.

Conclusion:

With the above factors in mind, the teacher can create a sound, wholesome teacher-student relationship. Further progress can be attained through teacher-pupil planning at the beginning of each term, to give the student an opportunity to express her needs. Cooperative planning is good for continued personal motivation as well as continuity of content.

Together, teacher and student could plan several conference periods which would enable the student to have private sessions to discuss questions that are personal in nature. The class can also meet as a group to discuss any controversial aspects of the Health Career course.

Finally, personal attention can be given to each student according to her rate of growth or progress. All of this is made possible since the teacher *knows* each student through the information indicated above.

ERIC

Unit 2 – Evaluation of Student – Present Knowledge of Students

Objectives – The teacher will be able:

To establish a sound basis upon which to build a deeper and more fruitful line of communication.

The background knowledge of the students will vary greatly. Young people today are being confronted with medical terms in every type of advertisement proclaiming the value of the product advertised. Eating habits have changed drastically in the past decade alone. Complex products of all types have changed the way of life in America to a great extent. Knowledge and values of the average person have been affected. Therefore it becomes necessary to evaluate the knowledge and values of each student.

Pre-test of student's present knowledge of health

1. Knowledge of the following topics should be part of the background of the average individual. It is important for the teacher to know the extent of the student's knowledge of each topic. This will allow the teacher to give special attention where required. Pupil-teacher planning at the beginning of the school year gives the students an opportunity to grow at a steady pace. This cooperative planning creates continuous motivation and continuity in content. The best planning is based on an accurate knowledge of the student's needs. There are some topics on which student knowledge should be evaluated:

a. The value of a good breakfast
b. The adequacy of a hamburger and soft drink for lunch
c. Food fads and the damage they can do
d. How to maintain the proper weight
e. The need for adequate sleep to maintain good health
f. The ways in which germs and diseases are spread
g. "The best investment is good health."

2. Obtain general health information for each student.

a. age
b. weight
c. height
d. vision
e. teeth
f. hearing
g. past medical history
h. present medical history

Unit 3 – Survey of Health Careers

Objectives – Student will be able:

To identify the services rendered in the various health careers.

To list the qualifications and opportunities for advancement of each health career.

To compare the various types of health careers in hospitals, nursing homes, and health agencies.

To list the functions of health-career personnel and their legal limitations in practice.

To list the basic qualities a person who desires a health career should have.

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Dental Assistant

In the beginning of 19th century, dentists usually employed a young man or boy to assist in performing supportive tasks around the office. This regularly accepted practice was broken by Dr. Edmund Kell of New Orleans in 1885, when he employed a young woman to assist him. Soon the practice of hiring women was accepted by the public and the dental profession.

The dental assistant was usually trained on the job by the dentist himself. In 1924, Mrs. Juliette Southard founded the American Dental Assistants Association. Seven years later, in 1931, the first educational offering outside the dental office was made available through a curriculum guide developed by the association's educational committee. Finally, in 1960, requirements for the approval of education programs and a certification program for dental assistants was adopted by the American Dental Association.

Today, many institutions offer a 2-year post high school program for the training of dental assistants. The demand for dental assistants is great.

Suggested instructional procedures

Discussion
Lecture
Chalkboard
Visual aids
References and texts
Pamphlets, magazines

A. Description of work

The Dental Assistant prepares patients for examination, treatment, or dental surgery. She also performs laboratory duties, prepares dental materials, assists with X-ray films, sterilizes instruments, and assumes secretarial duties. The dental assistant works under the supervision of the dentist at all times.

B. Personal qualifications

1. Good physical and mental health
2. Manual dexterity
3. Ability to get along with people
4. Neatness
5. Courtesy
6. Orderliness
7. Ambition
8. Self-control
9. Desire to be of service
10. Willingness to assume responsibility

C. Duties

1. Prepares patients for dental examination.
2. Assists the dentist in providing dental treatment.

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3. Helps in exposing X-rays and processing the X-ray film.
4. In the laboratory, assists in making:

   a. Dental appliances
   b. Models of the mouth
   c. Casts of inlays

5. In the business office serves as:

   a. Receptionist
   b. Secretary
   c. Bookkeeper

D. Education

High School graduate with courses in Typing, Bookkeeping, English, Biology, Chemistry, and Mathematics

E. Training

1. Dental-Assistant programs are offered in:

   a. Vocational schools
   b. Junior colleges
   c. Dental colleges

2. Length of course ranges from one to two years

3. The Certifying Board of the American Dental Assistants Association awards certification to those who fulfill the following qualifications:

   a. Graduation from an accredited dental-assistant program
   b. Passing an examination
   c. Fulfilling ADAA Membership requirements
   d. Completing a period of successful experience

F. Advancement

A Dental-Assistant career offers a diversity of activity and a chance to assume a responsible and challenging position.

G. Future employment

1. Employment opportunities are vast. There is a wide variety of choice for employment in:

   a. Hospital dental service
   b. Private dental practice
   c. Group dental practice
   d. Public health agencies
   e. Government service
   f. Dental schools
   g. Dental-assisting education

2. The need for trained dental assistants is great and continuing. Steadily increasing demands for dental services and a diminishing ratio of dentists to the population have created this need.

H. Earnings

Current starting salary range $5,200–$5,850 a year.

I. Hours

1. 40 hours per week
2. May be required to work evenings and Saturdays

J. Suggested activities for high school student

1. Join a Health Careers club
2. Observe dental assistants at work in dental offices.
3. Volunteer services in dental clinic.
4. Make a field trip to a Dental Assisting school.
5. Talk to a dental assistant about advantages of this career.

K. Visual aids

The Dental Assistant. (DH 54) 13½ min., color, 16mm (1961), American Dental Association. This film presents information on the Dental Assistant – A Career of Service

L. Additional information may be obtained from:

American Dental Assistants Association
211 East Chicago Avenue
Chicago, Illinois 60611

American Dental Association
211 East Chicago Avenue
Chicago, Illinois 60611

American Dental Assistants Association
410 First National Bank Building
La Porte, Indiana, 46350

M. Bibliography

Dental Assistant. Columbus, Ohio: Ohio State Employment Service, January 1968, 2 pp., free

Dental Assistant. Moravia, New York: Chronicle Guidance Publications Inc., 1968, 4 pp.

There's an Action Career Ahead When You Become a Trained Dental Assistant. Chicago. Illinois: American Dental Association, 2 pp., free

Your Future as a Dental Assistant. New York: Richards Rosen Press, 1970, 138 pp.

N. References and texts

Levy, R. Irwin. *Dental Assistant.* Lea & Febiger, Philadelphia, Pa.

Morrison, G. Archanna, *In the Dentist's Office.* J. P. Lippincott Co., Philadelphia, Pa.

Covington Ethel. *The Efficient Dental Assistant.* C.V. Mosby Company, St. Louis. Mo.

McCall. John Oppie. *Practical Dental Assisting.* Dental Items of Interest Publishing Co., Brooklyn, New York

Miller, Charles J., *Inlays, Crowns and Bridges.* W.B. Saunders, Co., Philadelphia, Pa.

Peterson, Shailer. *Dentist and His Assistant.* C. V. Mosby Co., St. Louis Mo.

Wainright, W. W., *Dental Radiology.* Mc Graw Hill Co., Hightstown, New Jersey

Pennington, G. W., *Dental Pharmacology.* Davis Publication, Inc., Worcester, Massachusetts

O. Pamphlets, magazines

Something New in White. Pamphlet published by the Division of Dental Health, U. S. Public Health Service, Washington, D.C. 20201

Dental Assisting Is an Action Career. Pamphlet published by American Dental Assistants Association, 211 East Chicago Avenue, Chicago, Illinois 60611

This Could Be You – a Trained Dental Assistant. Published by the American Dental Assistants Association, 211 East Chicago Avenue , Chicago, Illinois 60611

The Dental Assistant. A monthly magazine published by the American Dental Assistants Association, 401 First National Bank Bldg., La Porte, Indiana 46350

Dental Hygienist

The normal tasks of routine dental care that require less than a dentist's knowledge suggest that the dentist employ a dental hygienist to carry out these tasks. The dental hygienist is able to supplement the dentist's work, thus allowing the dentist to carry out the operations requiring more knowledge and skill. The first dental hygienists were trained by the dentists who hired them.

The first school organized for the training of dental hygienists was formed in the beginning of this century. It wasn't until 1915 that one of the states recognized the practice of dental hygiene as a profession. Today, this profession has been recognized for its importance and thus has expanded and gained proper stature.

Suggested instructional procedures

Discussion
Lecture
Chalkboard
Visual aids
Reference and texts
Pamphlets, magazines
Suggested activities

A. Description of work

The Dental Hygienist works under the supervision of the dentist. She cleans teeth by removing disclorations and deposits, and massages gums. She also engages in dental health education, advising patients as to techniques of mouth care and proper diet.

A dental hygienist working in a private dental office may also take and develop X-ray pictures, mix filling compounds, prepare solutions, and sterilize instruments for the dentist. Making appointments and keeping records may also be part of her duties.

B. Personal qualifications

1. Good health
2. Intelligence
3. Dependability
4. Courtesy
5. Good appearance
6. Ability to get along with people
7. Emotional stability
8. Mature personality
9. Conscientiousness
10. Manual dexterity

C. Duties

1. Teaches patients the proper way to care for their mouths.
2. Cleans and scales teeth.
3. Takes X-rays of teeth.
4. Assists dentist with routine office procedures.

D. Education

High school graduate with courses in Mathematics, Biology, Chemistry, Social Studies, English.

E. Training

Students may enroll in School of Dental Hygiene:

1. Two-year program which awards either a Certificate or an Associate Degree, or
2. Four-year program for a Bachelor degree.

A dental hygienist is required to take the National Board Dental Hygiene Examination for license to practice.

F. Advancement. A dental hygienist can be employed:

1. As a special teacher in dental-health education programs
2. In community health programs
3. In research and administrative fields (with the required post-graduate study)
4. In advanced practice in:

   a. Hospital dental clinics
   b. Clinics for physically or mentally handicapped persons

G. Future Employment

There is an increasing demand for dental hygienists in all areas of dental practice.

H. Earnings

1. Current starting salary for graduate with a 2-year certificate $6,000–$7,000 or more.
2. For graduate with a Bachelor's degree, current starting salary is $7,000–$8,000.

I. Hours

1. 40 hours per week
2. May be required to work evenings and Saturdays

J. Suggested activities for high school student

1. Join a Health Careers club.
2. Volunteer services in dental clinics
3. Visit dental offices with dental-hygienist personnel
4. Make a field trip to a school of Dental Hygiene.
5. Observe a dental hygienist at work in your school.
6. Ask your family dentist for information on this career.
7. Talk to a dental hygienist about the unique advantages of a career in dental hygiene.

K. Visual Aids -- Films

Bright Future. 28 min., color, 16 mm (1965), American Dental Association. This film is a recruitment film for the profession of Dental Hygienist. It shows the requirements for entrance into an educational program, takes the student through a typical course of study, and explains areas of professional practice.

L. Additional information may be obtained from:

American Dental Hygienists Association
211 East Chicago Avenue, Room 1616
Chicago, Illinois 60611

American Dental Association
211 East Chicago Avenue
Chicago, Illinois 60611

M. Bibliography

Accredited Dental Hygiene Program. Chicago, Illinois: American Dental Hygienists Association, January 1969, 5 pp., free

A Mirror Image of a Dental Hygienist Chicago, Illinois: American Dental Hygienists Association, 3 pp., free

Careers in Dental Hygiene. Chicago, Illinois: American Dental Hygienists Association, 5 pp., free

Dental Hygiene -- A Career With a Future. Chicago, Illinois: American Dental Hygienists Association, 1 page, free

The Registered Dental Hygienist. Washington, D.C.: United States Department of Health, Education and Welfare, 1966, 8 pp., 15¢

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Wheeler, Russell C., *A Textbook of Dental Anatomy and Physiology*. 3rd Edition, W. B. Saunders Company, Philadelphia, Pa.

Bregstein, Samuel Joseph, *Handbook For Dental Hygienists, Secretaries, and Assistants*. Prentice-Hall, Inc., Englewood Cliffs, New Jersey

Pennington, G.W., *Dental Pharmacology*, Davis Publication, Inc., Worchester, Mass.

Peterson, Shailer, *Dentist and His Assistant*. C.V. Mosby Co., St. Louis, Mo.

Wainright, W.W., *Dental Radiology*. McGraw Hill Co., Hightstown, New Jersey

Benson, H.J. and K.E. Kipp, *Dental Science Laboratory Guide*. W. C. Brown Co., Dubuque, Iowa

O. Pamphlets, Magazines

Something New in White. A pamphlet published by the Division of Dental Health, U. S. Public Health Service, Washington, D.C. 20201

Juliette A. Southard Scholarship Pamphlet. A pamphlet published by the American Dental Assistant Association, 410 First National Bank Building, La Porte, Indiana 46350

The Dental Assistant. A monthly magazine published by the American Dental Assistants Association, 401 First National Bank Building, La Porte, Indiana 46350

Careers In Dental Hygiene. Pamphlet published by the Division of Educational Services, American Dental Hygienists Association, 211 East Chicago Avenue, Chicago, Illinois 60611

ERIC

Dental Laboratory Technician

Related Information

The modern concept of the dental laboratory technician is a relatively new one. It grew into maturity as scientific methods of dentistry advanced and the idea of preventing and correcting dental problems grew. The tasks of dental laboratory technicians are time-consuming and technical. The dentist himself would not be able to carry this burden alone. Thus, due to necessity, this profession was born.

It was as late as 1958 that the certification program for this profession was established. In one decade more than 9,000 dental technicians applied for certification and were examined. Today, more than 6,000 have been certified and carry the "C.D.T." certification identification letters behind their names.

Suggested instructional procedures

Lecture
Discussion
Chalkboard
Visual aids
References and texts
Pamphlets
Suggested activities

A. Description of work

The Dental Laboratory Technician is responsible for the fabrication of all types of dental appliances, but he seldom sees the persons for whom they are intended. He works from a written prescription and from an impression of the patient's mouth supplied by the dentist. .

Since the tasks of the all-around technician are varied, he must have a knowledge of all phases of dental technology. He may prepare orthodontic corrective appliances that apply pressure to teeth to bring them into correct position, or he may make ceramic or plastic teeth and crowns. He may also cast the metal framework for plates and bridges, as well as for gold and porcelain inlays. In addition to making dental appliances, the dental technician also may be required to repair broken dentures.

B. Personal qualifications

1. Good physical and mental health
2. Manual dexterity
3. Good color perception
4. A liking for detailed work
5. Dependability
6. Courtesy
7. Patience
8. Ability to read and follow instructions
9. Neatness

C. Duties

1. Constructs complete and partial dentures.
2. Makes crowns and fixed bridgework.
3. Casts gold or other precious metals for partials.
4. Makes individual porcelain and acrylic restorations.
5. Constructs orthodontic appliances.

D. Education

A high school education is a minimum requirement for those seeking a career in this field. High school graduates who have completed courses in Ceramics, Art, Sculpturing, Blueprint Reading, Plastics, Metalworking, Chemistry, and Physiology receive special consideration.

E. Training

1. Junior colleges – a 2-year program which includes both academic and laboratory instruction, leading to an Associate of Arts degree.

2. Vocational schools and private schools offer 1- and 2-year programs

3. On-the-job training program in a commercial dental laboratory. Training period usually lasts 3 to 4 years, depending upon the trainee's ability and previous experience.

4. Dental laboratory technician training programs are also offered in the Army, Navy, and Air Force.

F. Advancement

Opportunities are virtually unlimited, and the demand for qualified dental laboratory technician is expected to continue during the next decade.

Qualified and experienced dental laboratory technicians may readily establish their own laboratory businesses.

G. Future employment

1. Commercial dental laboratories
2. Dentists offices
3. Government agencies

H. Earnings

1. Current starting salary range $8,840–$11,700
2. Self-employed earn about $15,600

I. Hours

Usually a 5-day, 40-hour work week.

J. Suggested activities for high school student

1. Join a Health Careers club.
2. Observe a dental laboratory technician in a commercial dental laboratory.
3. Make a field trip to a commercial dental laboratory.

K. Visual Aids

Laboratory of the Body. 28 min., color, 16 mm (1968), American Dental Association. This film describes the constantly expanding scope of dental research and its relation to today's scientific community. Its basic purpose is to describe the challenge of dental research to senior high school and college students who are interested in science. It is designed to attract students who might become biologists, physicists, or bio-chemists, so that they may investigate the challenges in dental research.

The Case of the Missing Tooth. 16 min, color, 16 mm, New Jersey State Museum. The theme of this film involves a construction project and shows how the dental arch must be maintained in the same manner as a building structure.

L. Additional information may be obtained from:

National Association of Dental Laboratory Technicians
734 17th Street, N.W.
Washington, D. C. 20006

American Dental Association
211 East Chicago Avenue
Chicago, Illinois 60611

National Board For Certification
3801 Mount Vernon Avenue
Alexandria, Virginia 22305

M. Bibliography

Accredited Dental Laboratory Technology Programs. Chicago, Illinois: The American Fund For Dental Education, June, 1969, 2 pp., free

Dental Laboratory Technician. Chicago, Illinois: Science Research Associates, Inc. 1969, 4 pp.

Hands That Think – A Word About Careers in Modern Dental Laboratory Technology. Alexandria, Virginia: National Board of Certification, July 1968

N. References and texts

Dept. of Army, *Dental Laboratory Technician*. Superintendent of Documents, U.S. Government Printing Office

Handbook For Dental Prosthetic Technicians. Superintendent of Documents, U.S. Government Printing Office

Guide to Hospital Dental Procedure. Chicago, Illinois: American Dental Association

Benson, Harold J., and Kenneth E. Kipp, *Dental Science Laboratory Guide*. Dubuque, Iowa: Wm. C. Brown Company

Boucher, Carl Opdyke, *Current Clinical Dental Terminology*. St. Louis, Mo: C.V. Mosby Co.

Wheeler, Russell C., *A Textbook of Dental Anatomy and Physiology*. Philadelphia, Pa.: W.B. Saunders Co.

American Dental Association, *Guide to Dental Materials*. Chicago, Illinois

Peterson, Shailer Albarey, *Clinical Dental Hygiene*. St. Louis, Mo.: C.V. Mosby Co.

Morrison, Goldie Archanna, *In the Dentist's Office: A Guide for Auxiliary Dental Personnel*. Philadelphia, Pa.: J. B. Lippincott Co.

Stinaff, Robert K., *Dental Auxiliary Personnel*. St. Louis, Mo.: C.V. Mosby Co.

Moser, C.A. and others, *Dental Health and Dental Services*. Fairlawn , N. J.: Oxford University Press.

Wheeler, R.C., *Textbook of Dental Anatomy and Physiology*. 4th Ed., Philadelphia, Pa.: W.B. Saunders Co.

Miller, Charles J., *Inlays, Crowns, and Bridges*. Philadelphia, Pa.: W.B. Saunders Co.

Nagle, R.J. and V. H. Sears, *Denture Prosthetics*. 2nd Ed., St. Louis, Mo.: C.V. Mosby Co.

Benson, H. J. and K. E. Kipp, *Dental Science Laboratory Guide*. Dubuque, Iowa.: W. C. Brown Co.

O. Magazine

This Could Be You – A Trained Dental Assistant. Published by the American Dental Assistants Association, 211 East Chicago Avenue, Chicago, Illinois 60611

Dentist

Dentistry has been necessary since the beginning of mankind. The first practice of dentistry must have been extremely primitive. For centuries teeth were extracted for frivolous reasons – even to remove the pain of headache! The rudimentary dental care of the past cannot be compared to the present profession of dentistry. Today dentistry is a scientifically founded profession vital to the health of any community.

Suggested instructional procedure

Lecture
Discussion
Chalkboard
Visual aids
Bibliography
References and texts
Suggested activities

A. Description of work

1. The Dentist is concerned with treating ailments or abnormalities of the teeth and gums and with limiting the incidence of their occurrence or recurrence.

   A dentist is a highly respected professional person in his community. With the physician, nurse, and public health officer, the dentist is an important member of a health team which serves to improve the health standards of the community. He or she is often a community leader, taking part in community service work.

2. About 6 percent of dentists are recognized as specialists, Specialists are as follows:

   Orthodontist – one who straightens teeth

   Oral surgeon – performs operations on the mouth and jaws

   Periodontist – treats the tissues that support the teeth

   Prosthodontist – makes artificial teeth or dentures

   Pedodontist – specializes in dentistry for children

   Oral pathologist – specializes in diseases of the mouth

   Endodontist – specializes in diseases of the pulp and does root canal therapy

B. Personal qualifications

1. Good physical and mental health
2. Manual dexterity
3. Intelligence
4. Enjoyment of detailed work

5. Tact
6. Patience
7. Good personality
8. Ability to work hard
9. Neatness
10. Ability to get along with people
11. Good judgment
12. Perseverance
13. Desire to be of service to others

C. Duties

1. Extract teeth.
2. Fills cavities.
3. Cleans teeth.
4. Takes and interprets X-ray films.
5. Takes impressions for dentures and fits artificial teeth.
6. Diagnoses, prevents, and corrects tooth and gum disorders.
7. May educate the public to the importance of dental health and care.

D. Education

Three to four years of college with courses in Biology, Chemistry, Physics, Mathematics, English, Social Studies, Languages.

E. Training

1. Dental school (4 years). The degree of Doctor of Dental Surgery (D.D.S.) is granted at graduation.

2. Two to three years' post-graduate work needed to specialize.

3. A dental graduate must pass a state examination to be licensed to practice dentistry.

F. Advancement

1. A successful dentist builds a reputation and thus advances with the confidence of his patients.

2. Career opportunities in:

a. Independent practice
b. Specialty practice
c. Research
d. Teaching in dental schools
e. Business
f. Government service

G. Future employment

1. The demand for dentists is constantly growing as the nation's population increases and the public becomes more educated to the need for dental-health care.

2. Current statistics relating to both the need and demand for dental services indicate that approximately 111,000 dentists will be needed in the next decade to maintain present-day standards of dental health

H. Earnings

Dentists earn $29,000 a year and up

I. Hours

1. Sets own working hours if in private practice
2. 40-50 hours per week

J. Suggested activities for high school student

1. Join a Health Careers club.
2. Observe dentists in private offices
3. Observe dentists in dental clinics.
4. Discuss dentistry as a career with your family and teachers.
5. Discuss the dental profession with your dentist.
6. Make a field trip to a dental school.

K. Visual Aids

Pattern of a Profession. Two parts, 51 min., color, 16 mm, N. J. State Museum. Dramatizes the importance of the mouth as a vital organ of the body. The professional man who treats the mouth is the focus that makes the film valuable in vocational guidance. The education of dentists, dental research and practice, the dentist in public health service, and the professional organizations are depicted.

Challenge of Dentistry. 28 min., color, 16 mm (1962), American Dental Association. This film shows how youth becomes aware of the importance of dentistry. It answers basic questions about the dental profession, the training and qualifications necessary, as well as the rewards of the profession.

Laboratory of the Body. 28 min., color, 16 mm (1968), American Dental Association. This film describes the constantly expanding scope of dental research and its relation to today's scientific community. Its basic purpose is to describe the challenge of dental research to senior high school and college students who are interested in science. It is designed to attract students who might become biologists, physicists, or bio-chemists, so that they may investigate the challenges in dental research.

Dental Health: How and Why. 10 min., color, 16 mm, N. J. State Museum. This film helps develop constructive attitudes toward dental health by demonstrating clearly and interestingly the recommended care of the teeth and mouth.

Gateway to Health. 20 min., color, 16 mm, N. J. State Museum. A factual story of prevention of tooth decay by a group of youngsters and adults under guidance of their dentist.

Teeth: Development and Care. 11 min., B/W, 16 mm, N. J. State Museum. Animated drawings and direct photography present vividly four vital problems in connection with teeth: how teeth develop and grow; which foods help to build strong teeth; how to brush the teeth; and how the dentist cares for our teeth.

L. Additional information may be obtained from:

American Association of Dental Schools
211 East Chicago Avenue
Chicago, Illinois 60611

American Dental Association
220 East Superior Street
Chicago, Illinois 60611

M. Bibliography

Careers in Dentistry. Chicago, Illinois: American Association of Dental Schools, 1966, 18 pp., free

Dentistry – A Career for Women. Chicago, Illinois: American Dental Association, 7 pp., free

Financial Aid for Dental Students. Chicago, Illinois: American Association of Dental Schools, 10 pp., free

The Challenge of Dentistry. Chicago, Illinois: American Association of Dental Schools, 10 pp., free

Your Future In Dentistry. Chicago, Illinois: American Association of Dental Schools, 1968, 6 pp., free

N. References and texts

Bregstein, S. Joseph, *The Dentist and His Control of Practice;* Dental Items of Interest Publishing Company, Brooklyn, New York

Morrison, Archanna, *In the Dentist's Office* J. B. Lippincott Co., Philadelphia, Pa.

Swank, E. R., *Dental Practice and Management* Lea & Febiger, Philadelphia, Pa.

Peterson, S., *Dentist and His Assistant*. C. V. Mosby, St. Louis, Mo.

Francis and Wood, *Dental Pharmacology and Therapeutics*. W. B. Saunders Co., Philadelphia, Pa.

Stinoff, Robert K., *Dental Practice Administration*. 2nd Ed., C. V. Mosby Co., St. Louis, Mo.

G. O. Kruger, *Textbook of Oral Surgery*. 2nd Ed., C. V. Mosby Co., St. Louis, Mo.

Wheeler, R. C., *Textbook of Dental Anatomy and Physiology*. 4th Ed., W. B. Saunders Co., Philadelphia, Pa.

Young, W. O., and D. F. Striffler, *The Dentist: His Practice and His Community*. W. B. Saunders Co., Philadelphia, Pa.

Wainright, W. W., *Dental Radiology*. McGraw Hill Co., Hightstown, New Jersey

Hutchinson, A. C. W., *Dental and Oral X-Ray Diagnosis*. Williams and Wilkins Co., Baltimore, Md.

Jorgensen, N. B. and J. Hayden, Jr., *Dental Anesthesia*. Lea and Febiger Co., Philadelphia, Pa.

Moser, C. A. and others, *Dental Health and Dental Services*. Oxford University Press, Fairlawn, New Jersey

O. Pamphlets, magazines

Admission Requirements of American Dental Schools. Available at $2.00 per copy from American Association of Dental Schools, 211 East Chicago Avenue, Chicago, Illinois, 60611

Careers in Dentistry. Available free of charge from Council on Dental Education, American Dental Association, 211 East Chicago Avenue, Chicago, Illinois 60611

Dental Aptitude Testing Program. Available from Council on Dental Education, American Dental Association, 211 East Chicago Avenue, Chicago, Illinois 60611

Frontiers of Dental Science. Available from American Dental Association, 211 East Chicago Avenue, Chicago, Illinois 60611

Journal of American Dental Association. Available from American Dental Association, 211 East Chicago Avenue, Chicago, Illinois 60611

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Dietitian

Dietitian looks on as Health Career student assists patient in selection of menu.

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Dietitian

Since the existence of the family, food planning has been the responsibility of the housewife. Up until recently she was generally unaware of the importance of nutrition and a balanced diet. Scientists began to learn more about nutrition and its influence on good health. Food planning took on added importance for all. Thus, the profession was born. Dietitians were needed in hospitals, schools, and other types of institutions.

In the late 19th century, people were being taught ways of preparing food, yet the dietitian's profession was slow to develop. It was only in this century as scientists learned of the body's need for the various nutrients, was the importance of this profession realized. Good health cannot be realized without proper nutrition.

Suggested instructional procedures

Lecture
Discussion
Chalkboard
Visual aids
Bibliography
References and texts
Pamphlets
Suggested activities

A. Description of work

The Dietitian is a member of the medical team who provides nutritional advice and specific plans for meals. Dietitians are proficient in the art of feeding individuals and groups with balanced and attractive diets. They excel in the sciences of nutrition and management.

B. Personal qualifications

1. Good mental and physical health
2. Ability to communicate
3. Ability to get along with people
4. Patience
5. Good personal appearance
6. Neatness
7. Pleasant personality
8. Willingness to accept responsibility
9. An interest in foods, nutrition, and management
10. Cleanliness

C. Duties

1. Prepares meals to be served to patients or other groups of people.

2. Observes and reports information regarding patient's eating habits, food preferences, and progress.

3. Plans various diets and menus.

4. Supervises and sees that meals served are nutritionally adequate for patients, in accordance with the doctor's orders.

5. Gives instruction to patients and families on nutrition and good eating habits.

6. Has conferences with interns, nurses, and dietary personnel concerning nutrition and dietetics.

7. Offers nutritional guidance to community groups.

D. Education

High school graduate with courses in Home Economics, Biology, Mathematics, Chemistry, Typing, English, Social Studies.

E. Training

1. A Bachelor's degree from an accredited college or university, fulfilling requirements specified by the American Dietetic Association.

2. An approved dietetic internship for a period of one year.

F. Advancement

Today dietitians hold responsible positions in medical and health-care centers, public health agencies, industries, universities, the armed services, and international organizations. These areas offer excellent career opportunities to young men and women who are qualified in dietetics.

The dietitian with advanced education and experience can attain a higher position in the field of dietetics.

G. Future employment

Employment opportunities are excellent in:

1. Hospitals
2. Armed services
3. Medical clinics
4. U. S. Public Health Service
5. Veterans administration
6. Colleges and universities
7. Commercial food service
8. Restaurants

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9. Clubs
10. Hotels
11. Industrial food service
12. School food service
13. Food-service-equipment companies
14. Magazines and newspapers
15. Radio and television stations
16. Business organizations
17. Health and welfare agencies

H. Earnings

1. Current starting salary range $8,900–$9,750 yearly

2. Experienced dietitians earn $11,200–$17,000.

3. Salaries vary according to place of employment.

I. Hours

A 40-hour week

J. Suggested activities for high school student

1. Enroll in the home-making courses.
2. Obtain summer or part-time job in the food service department in:

   a. Hospital
   b. Nursing home
   c. Day-care center
   d. Camp
   e. Other institutions

3. Join Health Careers club
4. Volunteer services to local hospital in dietary department
5. Observe a dietitian at work
6. Make a field trip to a dietary department of a hospital, other institution, or commercial food-service facility.
7. Discuss employment opportunities in dietetics with a dietitian.
8. Obtain a list of approved colleges and universities from the American Dietetic Association.

K. Visual Aids

View From the Mountain. 20 min., color, 16mm, Modern Talking Picture Service. This film illustrates the experiences of a girl in a hospital dietetic internship, and traces the preparation necessary for a career in dietetics.

Toward the Victory of Health. 14½ min., color, 16mm, Modern Talking Picture Service. Describes the advances in nutrition and the work of the dietitian and nutritionist on the scene in hospitals, schools, research, industry, day-care centers, and other areas of the community.

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Take a Good Look. 16 min., color slide-film, Association Films, Inc. This professional, noncommercial slide film was developed in authentic situations – on a university campus, in hospitals, in a public school, in community centers where nutrition services are available, and in commercial organizations. Each group of illustrations represents actual positions held by dietitians and nutritionists. It also suggests that young people on the threshold of making a career choice match their talents and interests with opportunities in this field.

The Search for Meaning. 5 min. 20 seconds, color, 16 mm, Modern Talking Picture Service. This film suggests a sound approach to choosing a career and provides an impressive amount of useful information about dietetics.

L. Additional information may be obtained from:

The American Dietetic Association
620 North Michigan Avenue
Chicago, Illinois 60611

American Home Economics Association
1600 Twentieth Street, N. W.
Washington, D.C. 20009

M. Bibliography

Careers in Dietetics. Washington, D. C.: U. S. Civil Service Commission, August 20, 1968, 6 pp., (free)

Careers in Nutrition. Bethesda, Maryland: American Institute of Nutrition, 3 pp., (free)

Dietetics in Health Agencies. Chicago, Illinois: The American Dietetic Association, 1967, 1 page, (free)

Dietetics in Hospitals. Chicago, Illinois: The American Dietetic Association, 1967, 1 page, (free)

Dietitian – A Stimulating Career. Washington, D.C.: Veterans Administration, Department of Medicine and Surgery, September 1965, 3 pp, (free)

N. References and texts

Bender, A. E., *Dictionary of Nutrition and Food Technology.* Hamden, Conn.: Archon Books (1969)

Birch and Gussow, *Disadvantaged Children: Health, Nutrition, and School Failure.* New York: Grine & Stratton 1970

Davidson, *Human Nutrition and Dietetics,* 4th Ed. Baltimore, Md.: Williams & Wilkens Co 1969

McWilliams, *Nutrition for the Growing Years.* New York: J. Wiley & Sons, Inc. 1967

Wohl and Goodhart, *Modern Nutrition in Health and Disease,* 4th Ed., Philadelphia, Pa.: Lea & Febiger

Advances in Food Research. New York: Academic Press

Cummings, Richard O., *The American Nutrition and His Food.* A history of food habits in the U. S.. Chicago, Illinois: University of Chicago Press

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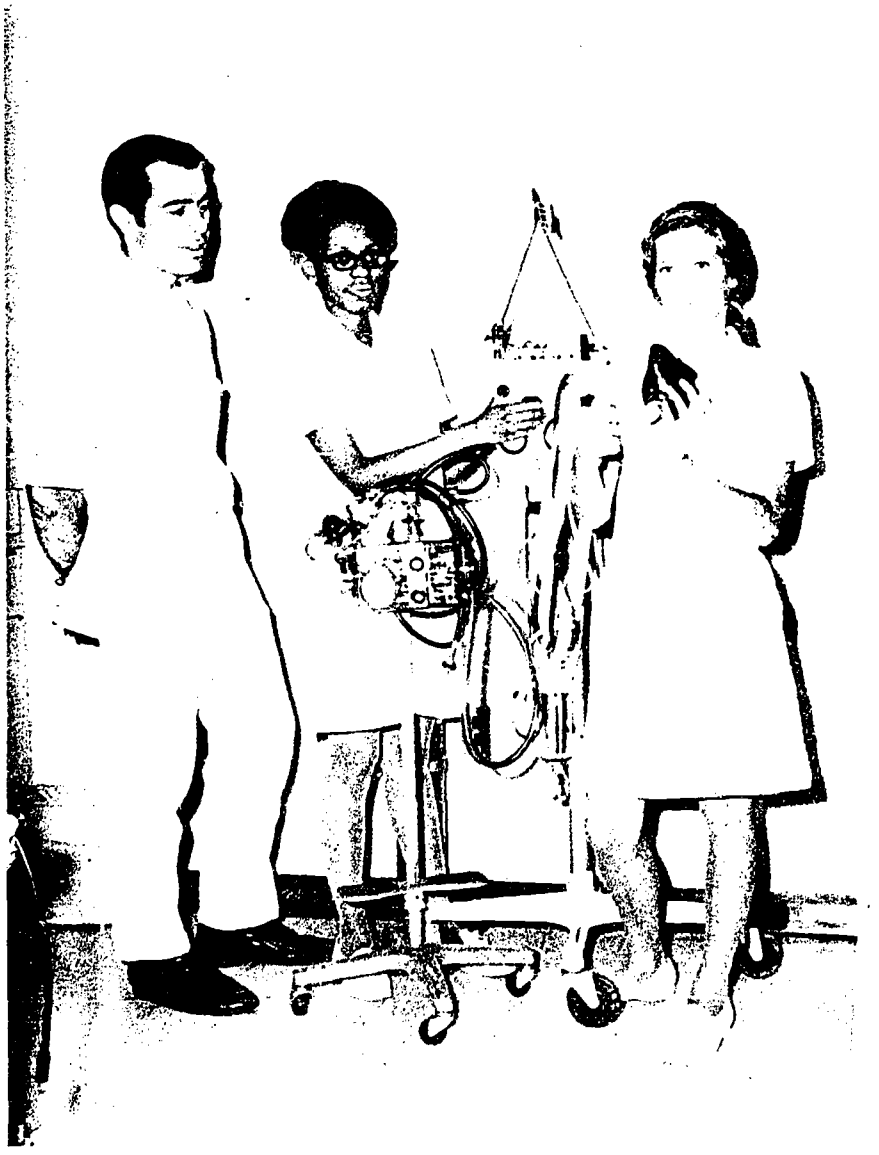

Inhalation Therapist

Inhalation Therapy is a paramedical specialty whose aim is to see that the human body is receiving an adequate supply of oxygen.

Photograph shows inhalation therapist explaining equipment used in inhalation therapy to Health Career students.

Inhalation Therapist

The American Association for Inhalation Therapy was founded in 1954 by a small group of interested technicians and physicians from Chicago and New York. It is now registered in almost every state and has a membership of at least 5,000 members. This association is growing at the rapid rate of nearly 1,000 members annually.

Suggested instructional procedures

Lecture
Discussion
Chalkboard
Visual aids
Reference and texts
Pamphlets
Suggested activities

A. Description of work

The Inhalation Therapist follows specific instructions from the physician. He administers oxygen and operates various pieces of equipment, such as:

a. respirator
b. resuscitator
c. oxygen tent
d. nasal catheter and aerosol inhalants used in medical treatment
e. positive-pressure ventilation
f. mechanical airways

B. Personal qualifications

1. Good physical and mental health
2. Patience
3. Neatness
4. Good personal appearance
5. Good judgment
6. Tact
7. Accuracy
8. Courtesy
9. Desire to help people
10. Understanding
11. Willingness to learn
12. Ability to get along with people

C. Duties

1. Administers oxygen
2. Checks patient during treatment.
3. Keeps complete and accurate records of treatments and equipment.
4. Makes minor repairs and adjustments to equipment.
5. Checks and keeps all equipment clean and in good condition.
6. Prepares charges to patients' accounts for services rendered.
7. Instructs patients on how to perform beneficial breathing exercises.
8. May be responsible for teaching patients, nurses, interns, and other health assistants about techniques and equipment at the bedside.

D. Education

High school graduate with courses in Mathematics, Biology, Chemistry, Anatomy, English, and Social Studies.

E. Training

1. Inhalation Therapy programs are offered on-the-job in hospitals, including 1 to 2 years' clinical experience under medical supervision.

2. AMA-approved program on the Associate Degree level offered by community colleges. 2 years.

3. Several colleges and universities offer an advanced inhalation-therapy program of 3 to 4 years.

4. Candidates must meet AAIT education and experience requirements and pass a written examination for certification.

F. Advancement

Based on his advanced educational background, the inhalation therapist may be given greater responsibility in patient care, teaching, research, and I.T. department supervision. Inhalation Therapy offers a career of opportunity and a well-paid future.

G. Future Employment

Employment opportunities for qualified I.T. are excellent in:

a. Hospitals
b. Medical clinics
c. Physicians' offices
d. Community health centers
e. Colleges, for those who wish to teach

H. Earnings

1. Current starting salary $6,660–$9,960 yearly
2. Experienced therapist may earn $16,000 and up

I. Hours

1. 40-hour work week
2. Work schedule may include evenings and weekends.

J. Suggested activities for high school student

1. Join a Health Careers club.
2. Observe inhalation therapist at work administering oxygen to the patient (or other treatment specified by physician).

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3. Discuss the types of treatment observed.
4. Make a field trip to a local hospital's Inhalation Therapy department.
5. Have an inhalation therapist discuss advantages of this career.
6. Describe the functions of the Inhalation Therapy department.
7. Secure local information about an inhalation-therapy career.

K. Visual aids

Tape recordings covering many topics of inhalation therapy available from the A.A.I.T., Riverside, California 92501

Filmstrips

An Introduction to the Hospital and Its Functions. Educational Medical Systems. Demonstrates the many ways in which the hospital and health-care team provide patient care.

Hospital Therapeutic Services. Educational Medical Systems. Discusses major therapy services, depicts examples, and introduces terminology. Explains equipment and facilities. Emphasizes inhalation therapy, physical therapy, and an overview of radiotherapy.

Transparencies

Inhalation Therapy. Robert J. Brady Company. This series of overhead transparencies presents a sequence in inhalation therapy which is authoritative and comprehensive. The transparencies are designed to aid the educator in the instruction of all personnel at all levels in the fundamental principles and techniques of therapy with oxygen and other gases.

L. Additional information may be obtained from:

American Association for Inhalation Therapy
3554 Ninth Street
Riverside, California 92501

American Registry of Inhalation Therapists, Inc.
School of Medicine, University of Rochester
Rochester, New York 14620

Department of Allied Medical Professions and Services
American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

M. Bibliography

Inhalation Therapy Education and Training Programs. Summit, New Jersey: Inhalation Therapy Department, Overlook Hospital. Reprint from the Journal of American Medical Association, Jan. 13, 1969, Vol. 207, No. 2, 4 pp., free

The Career You Want. Jersey City, New Jersey: TB Respiratory Association of Central New Jersey, May 1967, 7 pp., free

A Career in Inhalation Therapy. Summit, New Jersey: Inhalation Therapy Department, Overlook Hospital, 13 pp., free

Approved Schools of Inhalation. Summit, New Jersey: Inhalation Therapy Department, Overlook Hospital, Sept. 15, 1968. 2 pp., free

N. References and texts

Levine. Edwin R. *Inhalation Therapy*. Davis Publication, Inc. , Worchester, Mass.

1969 Lecture Outline. by 60 authors. 171 pp., American Association For Inhalation Therapy, Riverside, California

Inhalation Therapy Journal of the A.A.I.T. J.B. Lippincott Co., Philadelphia, Pa.

O. Pamphlets

Marvin Lough, *The Use of Ultrasonic Nebulization in Patients With Cystic Fibrosis*. June 1967, A.A.I.T.. Riverside, California

A Career in Inhalation Therapy. 16 pp., $.15 per copy, A.A.I.T., Riverside, California

Facts About A.A.I.T., 8 pp., free, A.A.I.T., Riverside, California

Bulletin published by A.A.I.T., Riverside, California

P. Poster

Moving for Inhalation Therapy. An 8½ X 11, 3-color poster designed for membership recruitment. Free, A.A.I.T., Riverside, California

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Medical Record Librarian

Medical Record Librarian explains and shows a medical record to Health Career student.

ERIC

Medical Record Librarian

The task entrusted to the medical-record librarian goes hand in hand with the work of the medical practitioner. For years records were normally kept by the medical men themselves. In the last few decades, medical science has advanced so rapidly that keeping medical records became a complex task. Recording has become more important and more time-consuming.

Thus in the 1920's, the medical-record librarian became a reality. The librarian is now considered an assistant to the medical profession.

Once information has been properly recorded, medical research has a tremendous resource – a source for future knowledge.

Suggested instructional procedures

Lecture
Discussion
Bibliography
References
Pamphlets
Suggested activities

A. Description of work

The Medical-Record Librarian is responsible for providing a system for acquiring, processing, and storing information so that it can be readily available. Vital information in the medical records is needed by the patient, the community, the hospital, the medical personnel, and medical researchers.

B. Personal qualifications

1. Good physical and mental health
2. Intelligence
3. Tact
4. Able to get along with people
5. Neatness
6. Accuracy
7. Orderliness
8. Courtesy
9. Ability to keep information confidential
10. Reliability
11. Honesty
12. Good judgment
13. Willingness to accept responsibility

C. Duties

1. Obtains complete records on individual patients from each member of the professional staff – surgeons, nurses, pathologists.

2. Maintains a filing system capable of making records available immediately.

3. Releases information from the record files to authorized persons.

4. Analyzes the records which come to the record department and prepares them for future use.

5. Compiles statistics which serve hospital directors, public health officials, and others.

D. Education

High school graduate with courses in Typing, English, Anatomy, Physiology, Social Science, Biology, Chemistry, Mathematics, Foreigh Language.

E. Training

1. Student must complete an approved program at a college or university which leads to a Bachelor's degree with a major in Medical Records Science or Medical Records Administration.

2. For the college graduate with a Bachelor's degree, there are postgraduate programs which offer a Certificate in Medical Records Science or Medical Records Administration after 12 months of study.

3. Candidates who pass the National Examination of the American Association of Medical Record Librarians are entitled to professional recognition as a Registered Record Librarian (RRL).

F. Advancement

There are excellent opportunities for advancement in this field because of the shortage at the present time. Medical-record librarian may advance from assistant to a supervisory or administrative position. There is also a need for qualified teachers in medical-record-librarian schools.

G. Future employment

The demand for qualified medical-record librarian is expected to continue in the next decade. The shortage is likely to increase because of growth in the number of hospitals and health agencies and the volume and complexity of records.

H. Earnings

1. Current yearly salary range $8,100 and up.
2. Administrative starting salary $20,000 and up.

I. Hours

1. Work week is usually 40 hours.
2. Work schedule may include weekends.

J. Suggested activities for high school student

1. Join a Health Careers club.
2. Obtain part-time clerical work in hospital medical-record library.
3. Make a field trip to a medical-record library.
4. Describe functions of the medical-record librarian.
5. Discuss salary and working conditions expected as a qualified medical-record librarian.
6. Obtain information available from school library on a career as a medical-record librarian.
7. Talk to a medical-record librarian about the advantages and disadvantages of this career.
8. List the personal qualifications for a career as medical-record librarian.
9. Volunteer services to local health agency and observe a medical-record librarian at work.
10. Discuss your plans about this career with your parents.

K. Visual Aids

Understanding Statistics. 30 min., 16 mm B/W, American Hospital Association Film Library.
Part I – Vernon E. Weckwerth, Ph. D., Associate Professor, University of Minnesota School of Public Health, discusses statistical concepts. His use of everyday language makes the information easy to understand.
Part II – Robert E. Linde, Director, Bureau of Fiscal Services, American Hospital Association, presents accounting as a tool in decision-making and discusses accounting reports, telling what these reports mean to management.

Horizons Unlimited. (3033) 28 min., 16 mm, color, Modern Talking Picture Service. This film presents information on a wide range of rewarding careers in medicine and allied fields, as well as medical office work.

Filmstrip:

An Introduction To The Hospital and Its Functions. Educational Medical Systems, P. O. Box 960, Orange, California 92669. Demonstrates the many ways in which the hospital and health-care team provide patient care. Defines patient-centered functions of a typical community hospital and the roles of multi-level personnel.

L. Additional Information may be obtained from:

American Medical Record Association
211 East Chicago Avenue
Chicago, Illinois 60611

Department of Allied Medical Professions and Services
American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

Medical Library Association
919 North Michigan Avenue
Suite 1601
Chicago, Illinois 60611

M. Bibliography

Medical Record Librarian. Chicago, Illinois: American Association of Medical Record Librarians, 3 pp., free

Studying in Eden on the Bayous. Chicago, Illinois: American Association of Medical Records Librarians, reprints from Medical Record News (1966), free

N. Reference

Weed, Laurence L., *Medical Records, Medical Education and Patient Care.* Cleveland: Case Western Reserve Press

O. Pamphlet

Medical Record Librarian. Trenton, New Jersey: N. J. Department of Labor and Industry (1964), free

Fact Sheet – Medical Record Librarian and Medical Record Technician. Chicago, Illinois: American Medical Record

Medical Record Librarian Schools. Chicago, Illinois: American Medical Record Association

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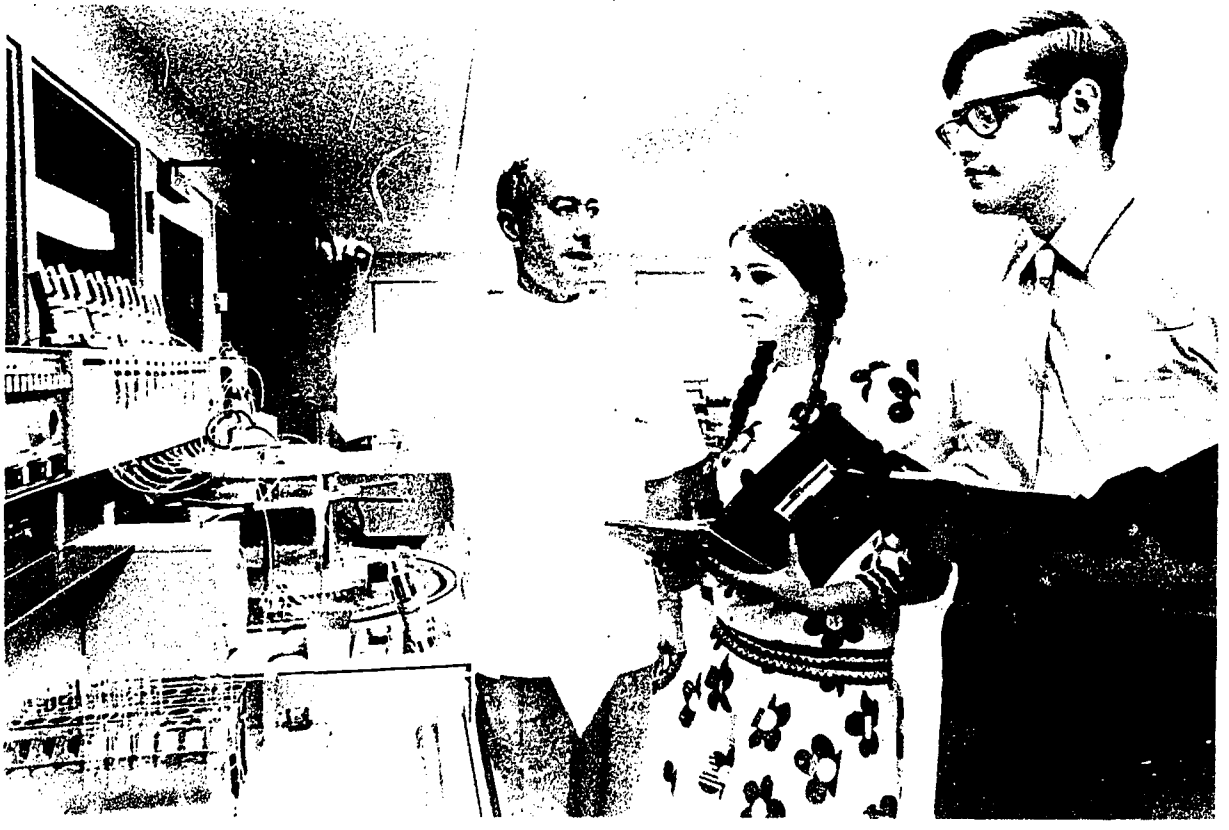

Medical Laboratory Technologist

Health Career students receive a briefing by chief of biochemistry on the functions of some of the newest equipment.

ERIC

Medical Laboratory Technologist

The tremendous progress made in the field of medicine in this century has made the physician to some extent dependent upon the work of the medical technologist. The medical technologist plays a great part in the diagnosing and treatment of diseases.

In the early part of this century. doctors taught their medical assistants some laboratory procedures in order to have more time to cope with their ever-expanding work. Thus, the birth of the Medical Technologist came about.

In 1936, there was an attempt to standardize programs to train medical technologists. The standards for training medical technologists were established by the Board of Schools of the American Society of Clinical Pathologists, in association with the American Medical Association. Today, there are about 800 schools of Technology approved by the American Medical Associations.

Suggested instructional procedures

Lecture
Discussion
Chalkboard
Visual aids
Bibliography
References and texts
Pamphlets
Suggested activities

A. Description of work

Medical technology is one of the fastest growing professions associated with modern advances in medical science. The Medical Technologist is a laboratory worker. As a member of the medical team, working with pathologists and other physicians, she performs microscopic, chemical, bateriological, and other medical tests to aid physicians in the diagnosis and treatment of disease.

Other careers in the medical laboratory include:

1. The Pathologist. A doctor of medicine specializing in the practice of clinical science, the pathologist directs the activities of the laboratory. He or she reports and interprets test findings to the members of the medical profession.

2. Cytotechnologist. He or she examines cells under the microscope often in search for abnormalities that are the warning signs of cancer.

3. Certified Laboratory Assistant. This technologist performs many of the simpler diagnostic tests and laboratory procedures in chemistry, serology, bacteriology, histology, hematology, and urinalysis.

4. Histologic Technician. He or she cuts and stains body tissues for microscopic examination by the pathologist for signs of disease.

B. Personal qualifications

1. Good physical and mental health
2. Accuracy
3. Reliability
4. Ability to work under pressure
5. Ability to get along with people
6. Dependability
7. Cooperativeness
8. Manual dexterity
9. Good background in science

C. Duties

1. Draws blood from patients and examines it microscopically and chemically.
2. Analyzes the chemical composition of body fluids and tissues.
3. Identifies blood factors for transfusions.
4. Tests serum for antibodies.
5. Cultures bacteria to identify disease-causing organisms.
6. Traces cancer with radioactive isotopes.
7. Keeps records and makes reports.

D. Education

High school graduate with courses in Chemistry, Biology, Anatomy, Mathematics, English, Physics. Social Sciences.

E. Training

1. Medical Technologist – a Bachelor's degree in science after 3 years of college and 1 year in an AMA-accredited school of medical technology, Graduates of AMA-approved schools who pass an examination qualify for registration with the Registry of Medical Technologists of the American Society of Clinical Pathologists (A.S.C.P.) and may use the initials M.T. (A.S.C.P.) after their names.

2. Pathologist – It takes 13 years of formal education to become a pathologist.

a. 4years of a premedical course in college
b. 4 years of medical school
c. 1 year's internship
d. 4 years of pathology residency

All this leads to certification by the American Board of Pathology.

3. Cytotechnologist

a. 2 years of college.
b. 6 months of training in an AMA-approved school of cytotechnology.
c. 6 months' experience in an acceptable cytology laboratory.

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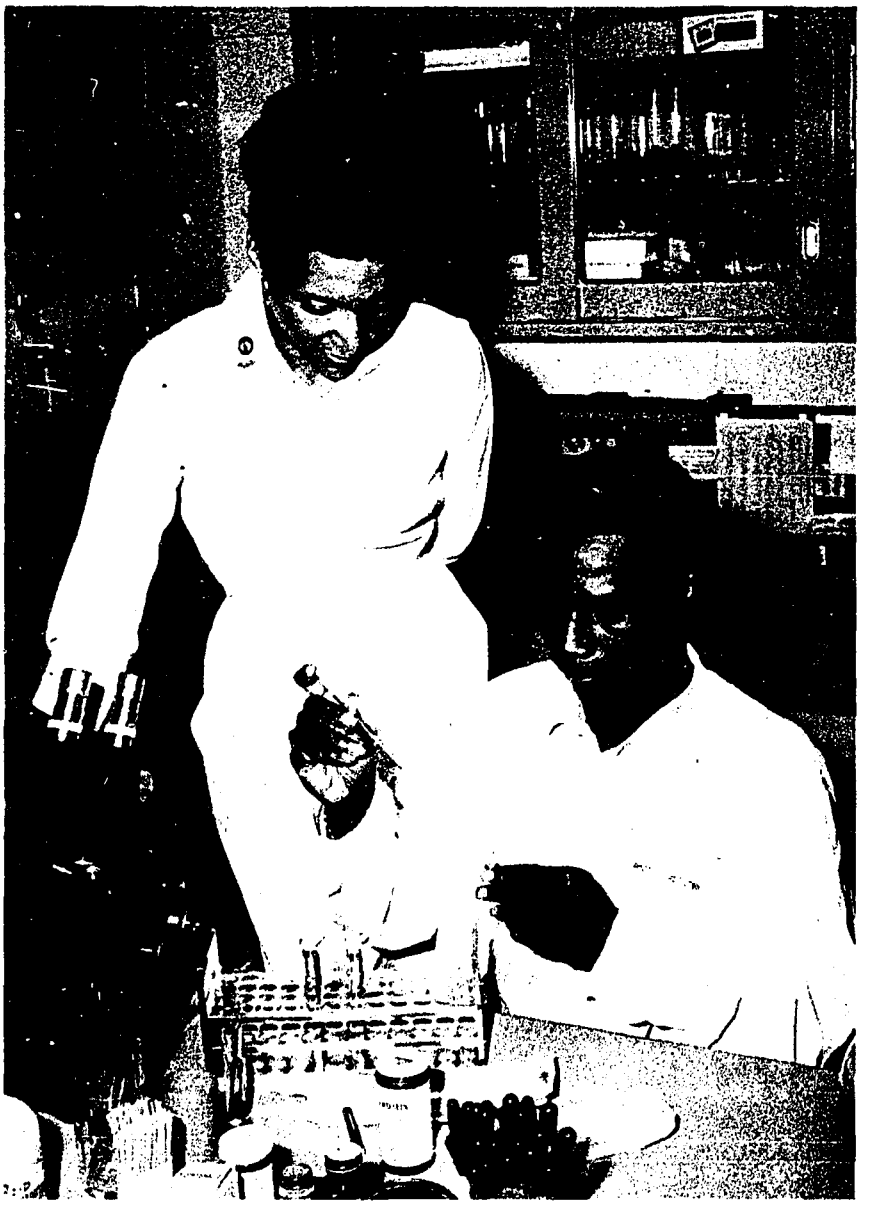

Future Lab Technician (a Health Career student) performs laboratory techniques while the assistant laboratory supervisor looks on.

ERIC

4. Certified Laboratory Assistant

12 months of an approved C.L.A. school or hospital

5. Histologic Technician

a. 12 months of supervised training in a qualified pathology laboratory.
b. Certification after examination for H.T. (A.S.C.P.) by the Board of Registry of Medical Technologists.

F. Advancement

A medical technologist can advance to position as head of department or other supervisory position.

Graduate training is necessary for advancement to positions in teaching and research.

G. Future employment

The need for medical technologists has grown rapidly and the employment outlook is favorable. A need for 75,000 medical technologists is foreseen by 1975. This includes technologists in:

a. Hospitals
b. Clinics
c. Public health departments
d. Doctors offices
e. Research laboratories
f. Industrial companies
g. Pharmaceutical houses
h. Federal government agencies
i. Schools of medical technology

H. Earnings

1. Current starting salary $7,500–$8,100 annually

2. Chief medical technologist yearly salary $10,000–$13,000 and up.

3. Salaries vary according to geographic area.

I. Hours

a. Work week is usually 40 hours.
b. Work schedule may include evenings and weekends.

J. Suggested activities for high school students

1. Join a Health Careers club
2. Make a field trip to a hospital or private laboratory.
3. Volunteer services to local hospital or health agencies.
4. Talk to a medical technologist about opportunities in this career.
5. Obtain information from a local school having an approved program in medical technology.
6. List the personnel in the laboratory organization.
7. Discuss salary and working conditions expected as a medical technologist.
8. Discuss the functions of the medical laboratory.
9. Discuss the purpose of the blood bank in a hospital.
10. Discuss educational requirements for a career in medical technology.

K. Visual aids

Career – Medical Technologist. 24 min., color, 16mm, American Cancer Society (Local Chapter). This film is intended to stimulate recruitment of medical technologists. It is felt that films of this type should be used frequently by vocational guidance groups, high schools, colleges, and other sources of information for young people interested in this field. The film is designed to be shown before groups of young people who have not yet chosen their careers in life.

The Human Cell and the Cytotechnologist. 23 min., color, 16 mm, American Cancer Society (Local Chapter). This film is about the human cell and the new scientific career opened up by the increasing use of cell study as a means of cancer detection. It shows the work of a cytotechnologist as she prepares slides of cell samplings and examines them under the microscope.

In a Medical Laboratory. 28 min., color, 16 mm, American Cancer Society (Local Chapter). This film shows how the laboratory team – from pathologist and professional medical technologist to cytotechnologist, laboratory assistant, and histological technician – works together to track down the causes and determine the presence of disease. The film also stresses the educational requirements at each level and the importance of medically approved training standards.

Chemical Techniques. 3-5 min., color, 16 mm. Naval Medical School. This is a series of 3 to 5 minute sound films on volumetric flasks, special pipettes, and pipettors.

The Vacutainer System. 20½ min., color, 16 mm (1968), Becton, Dickinson & Co., Shows the advantages of blood collection by vacutainer specimen tube as opposed to the syringe–needle method.

L. Additional information may be obtained from:

Registry of Medical Technologists
710 South Wolcott Avenue
Chicago, Illinois 60612

American Society of Medical Technologists
Suite 1600, Hermann Professional Building
Houston, Texas 77025

American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

Board of Certified Laboratory Assistants
445 North Lake Shore Drive
Chicago, Illinois 60611

Registry of Medical Technologists
Box 2544
Muncie, Indiana 47302

M. Bibliography

Accredited Schools of Medical Technology. Houston, Texas: American Society of Medical Technologists (1967).

Careers in Medical Laboratory. Houston, Texas: American Society of Medical Technologists (1968), 4 pp.

A Career Ladder for Medical Laboratory Personnel. Park Ridge, Illinois: American Medical Technologists, 3 pp.

Career Opportunities in Medical Technology. Washington, D.C.: U.S. Civil Service Commission (1968), 6 pp.

Medical Laboratory Careers With a Future. Houston, Texas: American Society of Medical Technologists, 2 pp.

Schools for the Training of Certified Laboratory Assistants. Chicago, Illinois: American Society of Clinical Pathologists (1967), 4 pp.

N. References and texts

Frankel et al, *Gradwohl's Clinical Laboratory Methods and Diagnosis*, 7th Ed. St. Louis, Mo.: C. V. Mosby Co., (1970)

Preece, *A Manual for Histologic Technicians*, 2nd Ed. Boston, Mass.: Little, Brown and Co., (1965)

Seiverd, *Hematology for the Medical Technologist*, 3rd Ed. Philadelphia, Pa.: Lea & Febiger (1964)

White et al, *Practical Automation for the Clinical Laboratory*. St. Louis, Mo.: C.V. Mosby Co. (1968)

White and Frankel, *Seiverd's Chemistry for Medical Technologists,* 2nd Ed. St. Louis, Mo.: C.V. Mosby Co., (1965)

Winstead, *Instrument Check Systems.* Philadelphia, Pa.: Lea & Febiger (1970)

Todd, James C. and Arthur N. Stanford, *Clinical Diagnosis by Laboratory Method,* 12th Ed., Philadelphia, Pa.: W.B. Saunders Co.

Kolmer, John A., Earle H. Spaulding, and Howard W. Robinson, *Approved Laboratory Technic,* 5th Ed., New York, New York: Appleton – Crofts, Inc.

Fallis and Ashworth, *A Textbook of Human Histology.* Boston, Mass.: Little, Brown Co. (1970)

Chayne et al, *A Guide to Practical Histochemistry.* Philadelphia, Pa.: J.B. Lippincott Co. (1969)

Platt, *Color Atlas and Textbook of Hematology.* Philadelphia, Pa.: J.B. Lippincott Co. (1969)

Boorman and Dodd, *Blood Group Serology.* Baltimore, Md.: William and Wilkins (1970)

O. Pamphlets

Medical Technologist. Trenton, New Jersey: N.J. Department of Labor and Industry (1964), 8 pp.

Why Not Be a Medical Technologist? Washington, D.C.: U.S. Department of Labor – Women's Bureau (1968), 6 pp.

Should You Be a Medical Technologist? New York, New York: New York Life Insurance Company

What Kind of Career Could I Have in a Medical Laboratory? Chicago, Illinois: Registry of Medical Technologists

The Profession of Medical Technology. Muncie, Indiana: Registry of Medical Technologists.

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Registered Nurse

Registered Nurse instructs the health career student in proper care and sterilization of surgical instruments.

Nursing is by far the most popular of health professions. It is estimated that nearly 1,500,000 nurses and auxiliary nursing personnel are employed today, and still the demand spirals upward.

ERIC

NURSING

Registered Nurse

Nursing can be listed among the oldest callings of man. The need to care for the ill, weak, and elderly has always been present. This task was accepted wholeheartedly by the religious congregations of all types and denominations. Nursing was classified, as a result, as a religious calling or profession.

The nursing profession was brought to this continent by the Augustinian Sisters when they started to operate a hospital in Quebec in 1639.

The founder of modern nursing is considered to be Florence Nightingale. She and her helpers were responsible for saving many British lives in the 1854 Crimean War. Later, in the year 1860, she founded in St. Thomas Hospital, London, England what was considered a modern nursing school. American women did not enter the profession until a decade later.

The profession spread rapidly. By the year 1900, there were over 400 nursing schools in this country, while today, there are over 2000 nursing schools. At present there are half a million registered nurses in America. The need for such personnel still far exceeds the present supply.

Suggested instructional procedure:

Discussion
Lecture
Chalkboard
Visual aids
Reference and texts
Magazines
Suggested activities

A. Description of work

Registered Professional Nurses furnish nursing services to patients, either by giving direct nursing care or by supervising allied nursing personnel. Nurses are important members of the health team, with the primary responsibility for carrying out the doctors' instructions. Today nurses in some states are independent practitioners.

B. Personal qualifications

1. Conscientiousness
2. Dependability
3. Ability to get along with people
4. Sympathy
5. Good mental and physical stamina
6. Patience
7. Tolerance
8. Tact
9. Desire to care for sick and injured
10. Neatness

C. Duties

1. Administers medications and treatment prescribed by the doctor.
2. Gives comfort and support to patients.
3. Reports and records symptoms, clinical signs, reactions, and progress of patients.
4. Assists in teaching patients how to help themselves toward rehabilitation.
5. Supervises:

    a. Student nurses
    b. Practical nurses
    c. Nursing-aid personnel

D. Education

1. High school graduate who has pursued an academic course of study: Chemistry, Biology, English, Math, Science, Social Studies, and Foreign Language.
2. Applicant is required to take the Scholastic Aptitude Test for College Entrance.

E. Training

There are three types of programs from which the student may choose:

1. The Associate Degree in Arts, Nursing Science is awarded after a 2-year course of study which is offered in a hospital or community college.

2. The Diploma in Nursing program in a 2- or 3- year course of study which is usually provided by a hospital.

3. The Bachelor of Arts or Science with a major in Nursing program is a 4- or 5-year course of study offered by a college or university.

License is granted upon graduate's passing an examination by the State Board of Nursing.

F. Advancement

1. Education is the key to advancement in Nursing. Salary ranges increase for those nurses who have returned to school to specialize in areas such as:

    Anesthesia
    Coronary care
    Psychiatric nursing
    Obstetric nursing
    Pediatric nursing

2. Nurses who have experience may achieve positions as:

    Head Nurse
    Supervisor
    Assistant Director of Nursing Service

G. Future Employment

1. A Nursing career offers job security. Jobs in all fields of nursing should be on the increase for the next decade. Employment prospects for nurses are good because of nationwide expansion of hospital facilities, advances in medicine and science, and extension of medical programs for the aged, requiring an increase in nursing care.

2. Employment is available in:

   a. Hospitals
   b. Clinics
   c. Public health agencies
   d. Schools
   e. Nursing homes
   f. Doctors' offices
   g. Research
   h. Armed forces

3. Nurses may apply directly to:

   a. Desired place of employment
   b. Nurses' registry
   c. Public, through want ads in professional journals and newspapers

H. Earnings

1. Current starting salary for registered nurses averages $7,300 per year.
2. Nurses with experience or Bachelor's degree, $8,500 or more per year.

I. Hours

1. 40 hours per week
2. May be required to work weekends and holidays
3. Rotation of shifts

J. Suggested activities for high school student

1. Join a Health Careers club.
2. Volunteer services to hospital program for high school students.
3. Volunteer services to community health agencies.
4. Make a field trip to a local school of Nursing.
5. Collect articles about nursing personnel and care.
6. Develop a bulletin board about nursing personnel and duties.
7. Talk to a professional nurse and inquire about advantages in the field of nursing. .

K. Visual aids

This Is Nursing 25 min., color, 16 mm, ANA – NLN Film Library, 10 Columbus Circle, New York City. A study of how a nurse searches out ways to revive the will to live in an apathetic patient, through her supervisor, the hospital team, the wife and visiting nurse. Useful for stimulating discussion in interpersonal relationships.

Visiting Nurse Association. 30 min., color, 16mm. ANA – NLN Film Library. Survey of various community services of a typical visiting nurse association.

Your Career in Nursing. ANA – NLN Film Library. Recruitment for programs in basic nursing.

Almost a Miracle. 26 min., color, 16 mm (1964). ANA – NLN Film Library. The image of a public health nurse, emerging through the eyes of her patients and their families. Depicts a skillful public health nurse in action, rehabilitative procedures, and family health measures.

Challenge To Serve. 20 min., color, 16 mm (1963). ANA – NLN Film Library. Young public health nurse meets the challenge of community health, finds the satisfaction of achievement as she brings courage, support, and nursing care to her patients and their families.

Future Nurse. 18 min., color, 16 mm. ANA – NLN Film Library. A high school girl explores her dreams through a Future Nurses club. Shows how the Future Nurses club program helps boys and girls find out whether they are interested in nursing or allied health careers, and how it provides opportunities for community services.

Idea With a Future. 26 min., color, 16 mm (1962). ANA – NLN Film Library. Explanation of Associate-degree nursing-program education in a community college. Designed to provide the student with a better understanding of this new type of educational program.

Long Day's Journey. 28½ min., B/W, 16 mm (1963). ANA – NLN Film Library. The special contribution of a public health nurse to the chronically ill and aged living at home.

Nurse, Please. 28 min., B/W, 16 mm. ANA – NLN Film Library. A recruiting film for practical nursing, designed to establish the role of the practical nurse in the public mind and to portray the opportunities for a rewarding career in this field.

Operating Room Nursing Series. ANA – NLN Film Library. A series of films on nursing in the operating room, presented by the A.N.A. and N.L.N. in cooperation with the American College of Surgeons.

The Professional Nurse. 26 min., color, 16 mm (1964). ANA – NLN Film Library. Overall survey which shows through actual nursing situations, the various careers open to nurses, and the educational preparation required for each.

Psychiatric Nursing: The Nurse – Patient Relationship. 35 min., B/W, 16 mm (1959). ANA – NLN Film Library. A teaching film which emphasizes the importance of therapeutic nurse-patient relationship and the care and treatment of the mentally ill. A developing relationship between one nurse and patient is portrayed.

The Air Force Nurse. (S E P 1241). 20 min.. color, 16 mm (1965), Department of the Air Force. This film pictures the life and work of an Air Force nurse. It outlines her qualifications, duties, responsibilities, and contributions to her profession. It directs attention to career advantages in the Air Force Nurse Corps.

Army Nurse, Soldier of Mercy. (TV-667), 28 min., B/W, 16 mm, Department of the Army. This film traces the history of military nursing from the time of its beginnings to action in Vietnam.

New Life for Lisa. 28 min., B/W, 16 mm (1961), Ethicon, Inc. This film is a documentary on Nursing, showing how one young woman was motivated to choose Nursing: her training, dormitory life, her decision to work in the operating room, and finally her participation in actual open-heart surgery on the little girl. Lisa.

In These Hands. 18 min.. color, 16 mm (1966), American Association of N. A., Kansas City. Mo. Depicts the daily activities of a Registered Nurse Anesthetist.

L. Additional information may be obtained from:

ANA – NLN Nursing Careers Program
American Nurses Association
Kansas City, Mo.

Committee on Nursing
American Medical Association
535 N. Dearborn Street
Chicago, Illinois 60610

U. S. Army Recruiting (Main Station)
1006 Broad Street
Newark, New Jersey 07102

American Association of Industrial Nurses, Inc.,
79 Madison Avenue
New York, New York 10016

Veterans Administration, Office of Personnel
Washington, D. C. 20430
or Personnel Officer of any VA hospital

U. S. Army Recruiting Station
Federal Bldg., 402 E. State Street
Trenton, New Jersey 08608

M. Bibliography

Do You Want To Be a Nurse ? New York: National League for Nursing, March 1966, 22 pp.. free

General Duty Nurse. Trenton, New Jersey: New Jersey Department of Labor and Industry, April 1969, 17 pp., free

Introduction to Schools of Nursing. Elizabeth, New Jersey: Elizabeth General Hospital and Dispensary, 1966, 20 pp., free

Join the Hospital of Tomorrow Today. Livingston, New Jersey: St. Barnabas Medical Center, 1 pp., free

Medical Service Corps. New York: United States Navy Nurse Corps, 1967, 24 pp., free

Nurse – A Position for You With the American Red Cross as a Nursing Consultant. Washington, D.C.: American National Red Cross, September 1968, 1 pp., free

Nurse, Registered. Columbus, Ohio: Ohio State Employment Service, Jan. 1968, 3 pp., free

Professional Nurse Traineeship Program. Washington, D.C.: U.S. Department of Health, Education and Welfare, August 1968, 11 pp., free

Something New in White. Washington, D.C.: U.S. Department of Health, Education, and Welfare, rev. 1967, 5 pp., free

Special Nurse Research Fellowships. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1967, 8 pp., free

The Hospital School of Nursing. Chicago, Illinois: American Hospital Association 1967, 8 pp., free

The New Look in Nursing. New York: Columbia University Department of Nursing, 4 pp., free

The Professional Nurse in the U.S. Air Force. Washington, D.C.: U.S. Government Printing Office, 1967, 17 pp., free

This Is Nursing. Washington, D.C.: American Association For Health, Physical Education, and Recreation, 3 pp., free

This Is School Nursing. Washington, D.C.: American Association For Health, Physical Education, and Recreation, 5 pp., free

What It's Like To Be a U.S. Army Nurse. Washington, D.C.: Department of the Army Office of the Surgeon General, October 1968, 2 pp., free

N. Texts and references

Pelley, Thelma, *Nursing – Its History, Trends, Philosophy, Ethics, and Ethos*, 1st Ed., 1964. W.B. Saunders Co., Philadelphia

Dolan, Josephine, R.N., M.S., *Goodnow's History of Nursing*, 12th Ed., 1968. W.B. Saunders Co., Philadelphia.

Fuerst, Elinor V., R. N., M.A., and LuVerne Wolff, R.N., M.A.. *Fundamentals of Nursing*, 4th Ed., 1969. J.B. Lippincott Company, Philadelphia

Bullough. Bonnie. M.S.. R.N., and Vern Bullough, Ph.D., *The Emergence of Modern Nursing*, 2nd Ed.. 1969. Macmillan Co., New York

Rogers, Martha E.. R.V.. Sc.D.. *Educational Revolution in Nursing*, 1st Ed., 1961. Macmillan Co.. New York

O. Magazines

R. N. Magazine. P.O. Box 56, Oradell, New Jersey 07649

Today's Health. 535 N. Dearborn Street, Chicago, Illinois 60610

Bedside Nurse. 250 W. 57th Street. New York, New York 10019

The American Journal of Nursing. 10 Columbus Circle, New York, New York 10019

Nursing Outlook Magazine.10 Columbus Circle, New York, New York 10019

P. Pamphlets

Should You Be a Nurse? New York Life Insurance Company, New York, New York 10010

Be a Nurse. New Jersey Hospital Association, Highway 206, Princeton, New Jersey 08540

What You Should Know About Becoming a Nurse. Career Information Institute. Inc., New York, New York 10016

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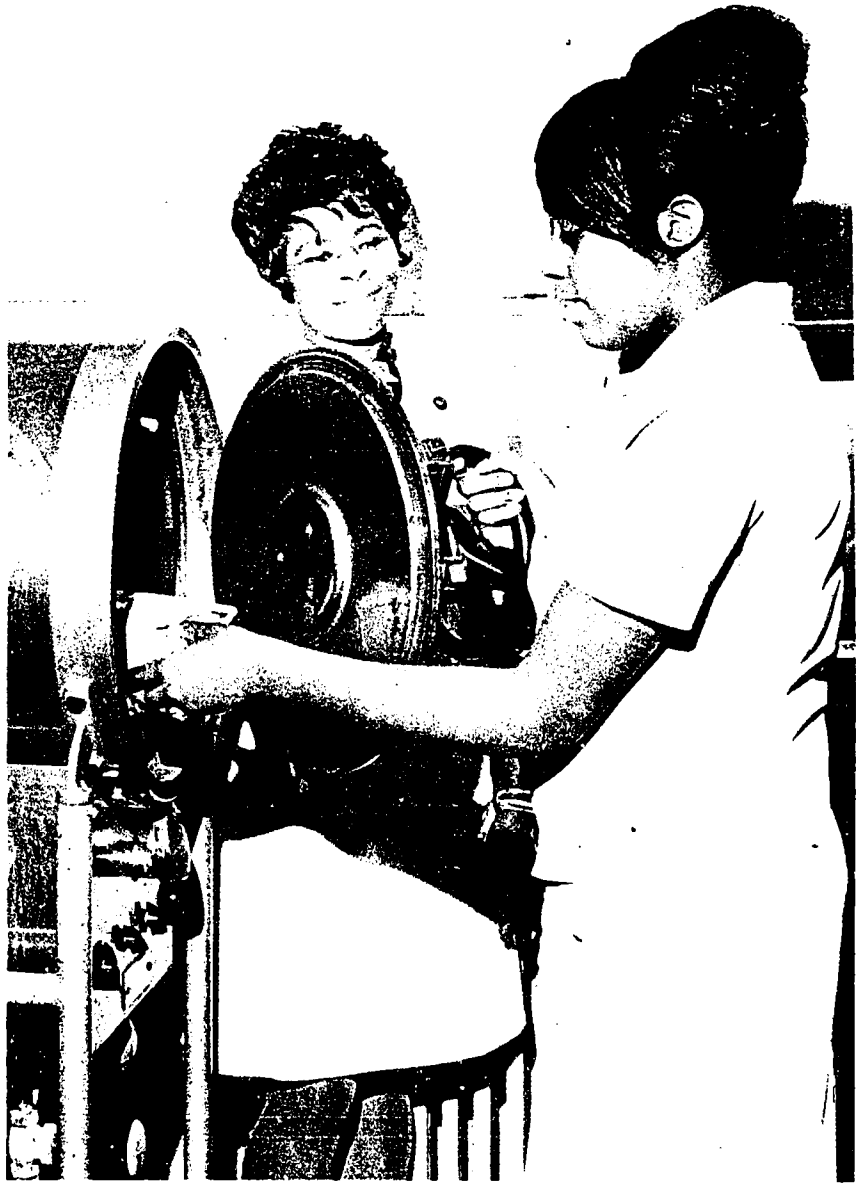

Licensed Practical Nurse

An important member of the nursing team is the licensed practical nurse (L.P.N.). The L.P.N. shares in the care of the patient and in the performance of many routine tasks, under the direction of the professional registered nurse. She may also care for chronically ill patients at home or in an extended care facility under the direction of a physician.

Photograph shows Health Career student receiving instruction from Licensed Practical Nurse in the use of autoclave, or sterilizer.

Sterilization of surgical tools and equipment is but one small yet highly important task required of the trained nurse or licensed practical nurse.

ERIC

Licensed Practical Nurse (L.P.N.)

Licensed practical nurses assist in caring for people who are physically or mentally ill. They provide nursing care requiring technical knowledge but not the professional training of a registered nurse. The licensed practical nurse has gained a prominent place on the health team.

A. Description of work

The Licensed Practical Nurse works under the direction of registered nurses or a physician. She cares for the sick, the injured, the aged person, the convalescent, and the handicapped; gives some medications and injections prescribed by the physician: may assist in changing dressings and giving treatments; observes, records, and reports patient's progress; takes blood pressure, pulse, respiration rates, and temperature; bathes and assists in feeding patients.

B. Personal qualifications

1. Good physical and mental health
2. Conscientiousness
3. Dependability
4. Good appearance
5. Manual dexterity
6. Ability to get along with people
7. Desire to help people
8. Tact
9. Courtesy
10. Willingness to assume responsibilities

C. Education

1. Must have at least 2 years of high school or the equivalent. This varies from state to state.

2. Applicants in some states are required to pass an aptitude test to be accepted in the Practical Nurse program.

D. Training

1. Practical Nursing programs may be conducted by vocational-technical schools, boards of education, and hospitals. In some states they are conducted by community colleges.

2. The basic course in Practical Nursing is one year in length.

3. A Practical Nurse license (L.P.N.) is granted on graduate's ability to pass a State Board of Nursing examination.

E. Advancement

1. Practical nurses can further their nursing skills by participating in in-service education programs sponsored by their place of employment. Workshops are also held by state and national associations.

2. Advancement to registered nurse.

F. Future employment

1. Practical nursing offers a variety of employment opportunities for both men and women.

2. Employment is available in:

a. Hospitals
b. Nursing homes
c. Clinics
d. Public health agencies
e. Private industry
f. Camps
g. Private duty
h. Health centers
i. Doctors' offices

G. Earnings

Current starting salary averages about $5,150 per year.

H. Hours

1. 40 hours per week.
2. Rotation of shifts.
3. May be required to work weekends and holidays.

I. Suggested activities for high school students

1. Join a Health Careers club.
2. Volunteer services to local hospital or health agency.
3. Make a field trip to local hospital
4. Make a field trip to a practical nursing school.
5. Observe practical nurse at work in hospital or other health facility.

For all visual aids and references, refer to the section on the Registered Nurse.

ERIC

NURSING ASSISTANTS

In the past decade, many new employment opportunities have been opened in the medical field. Specially trained personnel known as nursing assistants have been in great demand. The building of nursing homes and other health facilities has opened the way for special programs to train such personnel. There are three main types of nursing assistants who assist registered nurses. They are generally classified as the Nurse Aide, the Surgical-Technical Aide. and the Psychiatric Aide.

Nurse Aide

The Nurse Aide is the best known of the nursing assistants. The Nurse Aide may be male or female, and is trained and works under a professional nurse or instructor. Nurse Aides assist in care of patients in hospitals, nursing homes, or health agencies. An aide may make beds: feed patients; escort patients to other areas; bathe patients; distribute food trays and fluids; answer call lights; take temperature, pulse, and respiration rates; clean, prepare and sterilize instruments and supplies; and other simple nursing tasks.

B. Qualifications

1. A high school education (preferred)
2. Good physical and mental health
3. Ability to get along with people
4. Desire to help people
5. A sense of responsibility
6. Cleanliness
7. Dependability
8. Good appearance

C. Training

1. On-the-job training program offered in hospitals and health agencies.

2. Program offered in vocational high school, with supervised clinical experience in a health facility.

3. The length of training varies from 6 weeks to one year, depending on the type of training given by the program.

D. Earnings

Current starting salary averages about $4,800 per year.

E. Hours

1. 40 hours per week.
2. Rotation of shifts.
3. May be required to work weekends and holidays.

For all visual aids and references, refer to section on Registered Nurse. For suggested activities, see page 49

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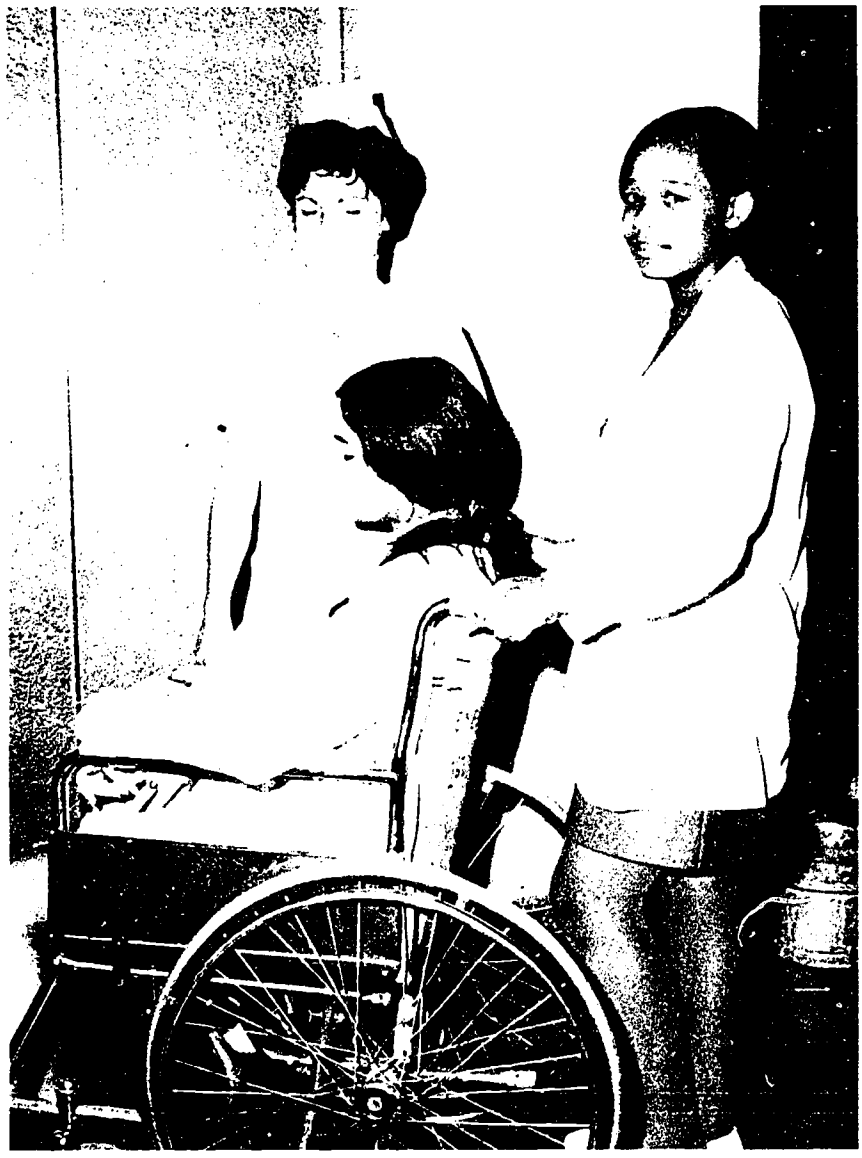

Registered Nurse observes Health Career student as she escorts patient to X-ray department.

ERIC

Surgical-Technical Aide

A. Description

The Surgical-Technical Aide cares for the patients in hospitals' operating rooms or related types of facilities. This type of aide works under the direction of a professional nurse or instructor. Such aides are trained to assist the surgical staff by caring for, maintaining, and operating the equipment during surgery.

B. Qualifications

1. A high school education (preferred)
2. Good mental and physical health
3. Manual skill and dexterity
4. Ability to get along with members of the surgical team
5. Keen sense of responsibility
6. Concern for accuracy
7. Cleanliness
8. Orderliness
9. Emotional stability

C. Training

1. On-the job training program offered in hospitals and health agencies.

2. Programs are offered in vocational high schools.

3. The length of training varies, ranging up to one year of classroom instruction and supervised practice.

D. Earnings

1. Current starting salary averages about $5,000 per year.
2. Extra compensation for "on call" duty.

E. Hours

1. 40 hours per week.
2. May be required to work shifts or "on call."
3. May be required to work weekends and holidays.

For all visual aids and references, see section on Registered Nurse. For suggested activities, see page

Psychiatric Aide

The Psychiatric Aide is trained to deal with patients in a mental hospital or a department of a hospital designed for mentally ill patients. Such aides are usually trained on the job by a professional nurse or nurse instructor. The aides are trained to work closely with patients and to gain the confidence of these patients. This relationship between aide and patient is essential in the therapy for the recovery of the patient. Simple nursing tasks such as bathing, feeding, and dressing patients and taking temperature, pulse, and respiration rates are also done by the psychiatric aide.

B. Qualifications

1. A high school education (preferred)
2. Sense of responsibility
3. Good physical and mental health
4. Understanding
5. Cleanliness
6. Desire to help people
7. Ability to get along with people
8. Tact
9. Courtesy
10. Good appearance

C. Training

1. On-the-job training.
2. The length of training varies from one month to three months of formal classes and clinical experiences.

D. Earnings

1. Current starting salary averages about $4,850 per year.
2. Varies from institution to institution.

E. Hours

1. 40 hours per week.
2. May be required to work weekends and holidays.
3. May be required to work shifts.

F. Suggested activities for high school students.

1. Join a Health Careers club.
2. Volunteer services to local hospital or health agency.
3. Make a field trip to local hospital or health agency.
4. Talk to nursing assistants about advantages of these careers.
5. Observe aides at work in hospital or health agency.
6. Enroll in Health Occupations course while in high school.
7. Secure information about aides in local hospital and health agencies.

For all visual aids and references, see section on Registered Nurse.

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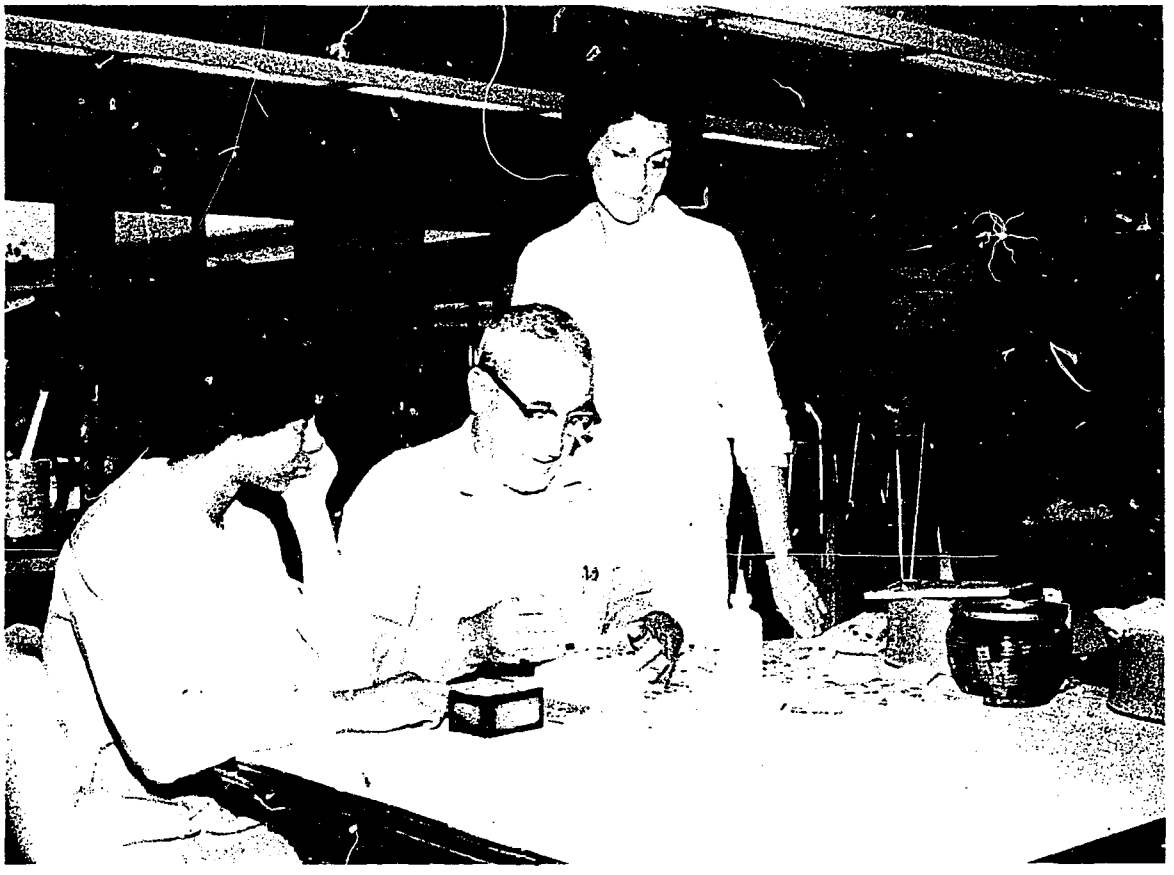

Occupational Therapist

A Health Career student assists Occupational Therapist in encouraging patient to engage in creative and educational activities.

ERIC

Occupational Therapist

Man has to be needed to have a meaningful existence, and the handicapped in particular need help before they can be "needed." Down through the centuries the need for therapy and rehabilitation for the handicapped has always been present, although not always recognized.

Occupational therapy could be classified as one of the oldest of the healing arts. Both the ancient Egyptians and the ancient Greeks prescribed various activities for therapeutic purposes.

In the 1700's many countries were helping the mentally ill by teaching them some occupational skill. In the late 1790's. the Pennsylvania Hospital for the Insane was using this procedure. In 1815 Thomas Eddy. Secretary of the Board of Managers of New York Hospital. stressed the need of this type of therapy for both the mental and physical welfare of patients.

This profession had its real beginnings at the time other similar professions were being recognized. i.e.. at the end of World War I. The need to help disabled veterans of both world wars stimulated the growth of this profession.

Suggested instructional procedures

Lecture
Discussion
Chalkboard
Visual aids
Suggested activities
References and texts
Pamphlets

A. Description of work

Occuptional Therapists treat patients of all ages with physical, emotional, social, and educational deficiencies, under the guidance of a physician. Through the use of activities carefully selected for their physical, emotional, educational, and social benefits. each patient is guided to help himself on the road to greater independence and a more meaningful life. Occupational Therapy may be indicated for:

a. Emotional illness
b. Mental retardation
c. Neurological impairment
d. Birth defects
e. Perceptual deficiency
f. Physical injuries
g. Heart disease
h. Problems of aging

B. Personal Qualifications

1. Good physical and mental health
2. Patience
3. Intelligence
4. Manual dexterity
5. Interest and desire to help people
6. Ability to get along with people
7. Neatness
8. Tact
9. Adaptability
10. Understanding
11. Ability to observe and report

C. Duties

Under direction of a physician, the occupational therapist helps patients to cure themselves by "doing." He or she arranges, encourages, and supervises participation in:

1. Creative activities – music, art
2. Educational activities – reading, writing, perceptual training
3. Daily living – homemaking, self-care
4. Manual activities – crafts, industrial skills
5. Functional activities – use of prostheses, adapted equipment
6. Recreational activities – individual, group activities

D. Education

High school graduate with courses in English, Biology, Social Studies, Language, Mathematics, Chemistry or Physics.

E. Training – College Training Programs:

Certificate Course. Length of course: 22 months, including 8 months' clinical experience.

Degree Course – B.S. plus Certificate. Length of course: 4 academic years plus 8 months' clinical experience.

Graduate Course – M.A. OTR or eligible for OTR with college degree. Length of course: 1 academic year plus 12 months' clinical practice.

F. Advancement

Occupational Therapy offers virtually unlimited opportunities for both men and women. With the increased national emphasis on health, many positions at all levels are waiting to be filled. Experienced therapists are needed as teachers, researchers, and administrators, both in this country and abroad.

There is a great demand for occupational therapist positions in the Public Health Service, Navy, Air Force, and Army, as well as with the Federal Government Service and hospitals.

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G. Future employment

Demand will continue to be great as health facilities improve. Employment may be in:

a. Rehabilitation centers
b. General and special hospitals
c. Special schools
d. Home-care programs
e. Community health centers
f. Nursing homes
g. Psychiatric hospitals and clinics
h. Military hospitals
i. Colleges and universities
j. Research

H. Earnings

1. Current yearly starting salary range $8,000–$10,000.
2. Experienced: $14,000 and up.

I. Hours

Work week is usually 40 hours.

J. Suggested activities for high school students

1. Join a Health Careers club.
2. Volunteer services to hospital Occupational Therapy department.
3. Discuss activities in O.T.
4. Make a field trip to a rehabilitation center.
5. Describe the functions of the Occupational Therapy department.
6. Observe an occupational therapist at work.
7. List personal qualifications for O.T.
8. Discuss opportunities in future employment.
9. Discuss possible disadvantages in occupational therapy.
10. Discuss salary and working conditions expected as an occupational therapist.

K. Visual aids

Occupational Therapy Story. 17 min., 16 mm, B/W, American Occupational Therapy Association. Describes the profession of Occupational Therapy. Designed to encourage students' interests in career possibilities of the field.

Target. 12 min., 16 mm, color, American Occupational Therapy Association. This film tells a story of a young man trying to decide on a career who recalls a visit to a rehabilitation center, where he saw three cases being treated in occupational therapy.

To Pick a Life. 7 min., 16 mm, color, American Occupational Therapy Association. Tells the story of the role of the occupational therapist in rehabilitation and retraining the physically handicapped.

Armed Forces – Medical Specialists. 14 min., 16 mm, color, Department of the Army. Describes duties, responsibilities, and contribution of the professional dietitian, occupational therapist, and the physical therapist in a hospital setting, as performed by armed forces specialists.

Horizons Unlimited. (3033), 28 min., 16 mm, color, Modern Talking Picture Service. This film presents information on a wide range of rewarding careers in medicine and allied fields. It depicts careers in rehabilitation, social work, medical technology, dietetics, and other professional careers in hospitals, as well as medical office work.

His Physical Well-Being. 29 min., 16 mm B/W, International Film Bureau Inc. Physiatrist and occupational therapist demonstrate room and bed preparation for a hemiplegic patient in early recovery.

L. Additional information may be obtained from:

American Occupational Therapy Association
251 Park Avenue South
New York, New York 10010

American Medical Association
535 North Dearbon Street
Chicago, Illinois 60610

National Association for Mental Health
10 Columbus Circle
New York, New York 10019

National Easter Seal Society for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, Illinois 60012

Veterans Administration
Office of Personnel (Code 054)
Washington, D. C. 20430

M. Bibliography

Careers in the U.S. Public Health Service – Occupational Therapist. Washington, D.C.: U.S. Dept. of Health, Education, and Welfare, 1967, 7 pp., free

Four Educational Opportunities for Occupational Therapy Students. Washington, D.C.: Dept. of the Army, Office of the Surgeon General, Nov. 1968, 12 pp., free

Occupational Therapy Assistant. Moravia, New York: Chronical Guidance Publications, Inc., 1968, 4 pp., 35¢

The Occupational Therapist. New York: National Association for Mental Health, April 1968, 4 pp., free

Where to Look for Financial Help. New York: American Occupational Therapy Association, 1969, 2 pp., free.

N. References and texts

Dunton, W.R. Jr. and S. Licht. *Occupational Therapy*, 2nd Ed. Springfield, Illinois: Charles C. Thomas

MacDonald, E.M., *Occupational Therapy in Rehabilitation*, 2nd Ed. Baltimore, Md.: Williams and Wilkins

Fidler, Gail S. and Jay W., *Occupational Therapy*.. New York: Macmillan Co.

American Occupational Therapy Association, *Occupational Therapy Reference Manuals for Physicians*. Dubuque, Iowa: W.C. Brown

Lovejoy, Clarence E. and Theodore S. Jones, *Lovejoy–Jones College Scholarship Guide*. New York: Simon & Schuster, Inc.

Brownstein, Samuel C., Mitchell Weiner, and Stanley Kaplan, *You Can Win a Scholarship*. New York: Barron's Educational Series, Inc.

National Defense Student Loan Program. Office of Education, U.S. Dept. of Health, Education and Welfare, Washington, D.C. 20202. U.S. Government Printing Office

Mayers, *Occupational Health*. Baltimore, Md.: William & Wilkins (1969)

O. Pamphlets

Occupational Therapy – A New Life for the Disabled. Public Affairs Pamphlets (No. 420), 381 Park Ave. South, New York, New York 10016 (25¢),

Occupational Therapy Handbook American Occupational Therapy Association, 251 Park Avenue South, New York, N.Y. 10010

Your Educational Requirements for Occupational Therapy. American Occupational Therapy Association, 251 Park Avenue South, New York, N.Y. 10010

Occupational Therapy – Before You Enter. American Occupational Therapy Association, 251 Park Avenue South, New York, N. Y. 10010

Colleges and Universities Offering Courses in Occupational Therapy. American Occupational Therapy Association, 251 Park Avenue South, New York, N. Y. 10010

Rehabilitation Services, Howard A. Rusk, M.D. New York Life Insurance Company, Box 51, Madison Square Station, New York, N.Y. 10010

Good Training, Good Jobs. MDTA Occupational Therapy Assistant Program, Office of Education, U.S. Department of Health, Education and Welfare, 400 Maryland Avenue S.W., Washington, D.C. 20202

Newsletter. American Occupational Therapy Association, 251 Park Avenue South, New York, N.Y. 10010

Optometrist

Modern optometry can trace back its birth to the work of a number of Europeans in the 19th century. These Europeans were interested in measuring the eye and producing instruments for testing sight. Significant discoveries were made through research in physics, mathematics, and optics. These discoveries made such an impact on the professional organizations that the outcome resulted in the legal recognition of Optometry as a profession.

There are two noteworthy landmarks in the development of the profession of Optometry. In 1897, a National Association of Optometrists was formed. Four years later, the state of Minnesota passed the first state law regulating the practice of Optometry.

Suggested instructional procedures

Lecture
Discussion
Chalkboard
Visual aids
References and Texts
Bibliography
Suggested activities
Pamphlets or magazines

A. Description of work

The optometrist's job is to examine eyes and to correct defective eyes through the use of lenses or vision training.

The optometrist should not be confused with the ophthalmologist. An ophthalmologist is a physician who specializes in the medical and surgical care of the eyes and may prescribe drugs or other treatment, as well as lenses.

B. Personal qualification

1. Good mental and physical health
2. Good vision and coordination
3. Able to get along with people
4. Accuracy
5. Intelligence
6. Pleasing personality
7. Neatness
8. Good personal appearance
9. Orderliness
10. Desire and interest to help people
11. Tact
12. Courtesy

C. Duties

1. Detects visual difficulties by means of various instruments
2. Examines eyes
3. Prescribes and provides lenses

4. Prescribes eye exercises
5. Refers patients to an ophthalmologist if necessary
6. Teaches in schools of optometry
7. Does research in aspects of vision care

D. Education

High school graduate with courses in English, Social Studies, Mathematics, Chemistry, Biology, Foreign Language, and Physics.

Two years of pre-optometry at an accredited junior college.

E. Training

1. Four years at an Optometry School or College.

2. Graduate must take the State Board Examination of the state in which he expects to practice.

F. Advancement

Opportunities are good for those who prefer to teach or to work for private industry, the public health service, or the military.

Success in own private practice depends on ability and location.

G. Future employment

The demand for optometrists is increasing faster than the supply. Excellent opportunities are open in this field because as people become more health conscious through education, the demand for eye-care services will become greater. Optometrist can go into the following specialties:

1. Private practice
2. Research
3. Teaching
4. Industrial optometry
5. Contact lenses
6. Children's vision
7. Aid to partially sighted
8. Highway safety and motorist vision

Some 5 percent of practicing optometrists are women. Some work in the field of visual training, others work with children.

H. Earnings

1. Current starting yearly salary range $10,000–$12,000.
2. Experienced average about $25,000 per year.

I. Hours

1. Work week is usually 40 hours.
2. Work schedule may include evenings and Saturday.
3. Sets own hours if in private practice.

J. Suggested activities for high school students

1. Join a Health Careers club.
2. Discuss duties of an optometrist.
3. Discuss educational requirements for a career in Optometry.
4. Visit with an optometrist at work and discuss opportunities in this health field.
5. Write for information on Optometry or visit school library.
6. Obtain a list of accredited schools of Optometry.

K. Visual aids

Optometry — A Career With Vision (2373), 15 min., color, 16 mm, Modern Talking Picture Service. This film discusses the career of an optometrist, showing his training, his practice, and his work in the community.

Lenses and Optical Instruments. 13 min., color, 16 mm, (Coronet Films). Corning Museum of Glass. Explains the principles by which lenses function, the uses of lenses, different kinds of optical instruments and how they operate.

Your Children's Eyes. 20 min., 16 mm, British Information Service. Rest, recreation, and good food are necessary to healthy eyesight. Amusing animated diagrams depict the physiology of the eye and explain what is meant by long and short eyesight.

L. Additional information may be obtained from

American Optometric Association
7000 Chippewa Street
St. Louis, Missouri 63119

N. J. Optometric Association
Greenwood Avenue
Trenton, N. J.

U. S. Department of Labor
Wage and Labor Standard Administration, Women's Bureau
Washington, D. C. 20210

American Orthoptic Council
3400 Massachusetts Avenue, N.W.
Washington, D.C. 20007

M. Bibliography

Scholarships In Optometry. St. Louis, Missouri: American Optometric Association, 30 pp.

Optometry. Chicago, Illinois: Health Careers Council of Illinois, 4 pp.

Optometry, a Career With Vision. St. Louis, Missouri: American Optometric Association, 32 pp.

Careers in Optometry. Washington, D.C.: B'nai B'rith Vocational Service, 15 pp.

Optometrist. Moravia, New York: Chronical Guidance Publications, Inc., 4 pp.

N. Texts and references

Davson, *The Physiology Of The Eye*, 2nd Ed. Baltimore, Md.: Williams & Wilkins Co. (1963)

Ellis and Smith, *Handbook of Ocular Therapeutics and Pharmacology*., 3rd Ed. St. Louis, Mo.: C. V. Mosby Co. (1969)

Elmstrom, *Optometric Practice Management*. Philadelphia, Pa.: Chilton Book Co. (1963)

Epting and Mogret, *Opthalmic Mechanics and Dispensing*. Philadelphia, Pa.: Chilton Book Co. (1964)

Fonda, *Management of the Patient With Subnormal Vision*, 2nd Ed. St. Louis, Mo.: C. V. Mosby Co. (1970)

Atkinson, Thomas G., *Oculo-Refractive Cyclopedia and Dictionary*, 3rd Ed. Chicago, Illinois: Professional Press

Hirsch and Wick, *The Optometric Profession*. Philadelphia, Pa.: Chilton Book Co.

Allen, *Vision and Highway Safety*. Principles of Optometry Series. Philadelphia, Pa.: Chilton Book Co. (1970)

O. Pamphlets

Optometry. American Optometric Association, 700 Chippewa Street, St. Louis, Missouri, 63119

Why Not Be an Optometrist? – Careers For Women. U.S. Department of Labor, Wage and Labor Standards Administration, Women's Bureau, Washington, D.C., 20210

Orthotists and Prosthetists

There has always been a need of the orthotic-prosthetic art. Even in pre-historic times, men lost their limbs. The Greek historian Herodotus wrote, around 484 B.C., of a soldier who cut off his foot to escape the chains of his captives and later replaced it with a wooden substitute. In 1858, an artifical leg was found in a tomb in Capua which was believed to have been made around 300 B.C. Thus, man has from the earliest times seen the need for rehabilitation of disabled members of society.

It was not until World War I that real changes in this field began to take place. The Surgeon-General of United States recruited the resources of the practicing orthotists and prosthetists to care for soldiers whose limbs had been amputated. The result was an ever-expanding interest in orthotics and prosthetics.

Two goals are aimed for in this professional field. First, to restore the orthopedically disabled patient as close to maximum function as possible, and secondly, to make the device as nearly life-like as possible.

Suggested instructional procedures

Lecture
Discussion
Visual aids
Bibliography
References and texts
Pamphlets
Suggested activities

A. Description of work

The Orthotist makes and fits orthopedic braces for the support of weakened body parts and/or the correction of body defects.

The Prosthetist makes and fits artificial limbs.

The orthotist and prosthetist work closely with the physician, surgeon, and therapist to provide total rehabilitation for the orthopedically disabled. They fabricate devices which are prescribed by the doctor and are designed to give maximum possible function to the patient.

B. Personal qualifications

1. Good physical and mental health
2. Manual dexterity
3. Accuracy
4. Patience
5. Keen sense of responsibility
6. Ability to get along with people
7. Real sense of concern for the well-being of the disabled
8. Mechanical skill
9. Courtesy
10. Tact

C. Duties

1. Evaluates the condition of the patient.
2. Examines patient and makes accurate physical measurements of him.
3. Designs a device that will meet the patient's individual needs and fabricates it from various materials, such as:
   - leather
   - wood
   - plastic
   - steel
   - aluminum
4. Before the device is completed, gives the patient at least one, and possibly several fittings.
5. Fits the appliance when completed and makes necessary adjustments.
6. Repairs and services appliances if necessary.

D. Education

High school graduate with courses in Mathematics, Mechanical Drawing, Shop Courses, Physics, Biology, English, Anatomy and Physiology, Social Science.

E. Training

1. A 2-year Associate in Arts degree course in Orthotics and Prosthetics.
2. A 4-year Bachelor of Science degree program in Orthotics and Prosthetics.
3. Candidates with a Bachelor of Science degree may take the certification examination after 1 year of practice under supervision of a certified orthotist or prosthetist.
4. Graduates of the certified 2-year program may take the certification examination after 2 years of practice under supervision.
5. Certificate is issued by the American Board for Certification in Orthotics and Prosthetics.

F. Advancement

The role of the orthotist or prosthetist has changed greatly in the last two decades. He is no longer regarded as a technician who can work with various materials to produce orthopedic devices prescribed by the doctor. He is rather, a qualified professional who has learned, through formal education, why a prosthesis or an orthosis is constructed in a certain way. His work is responsible and challenging and can bring a feeling of personal satisfaction and true accomplishment. With suitable experience he can readily advance to supervisory or administrative positions.

G. Future employment

Employment opportunities are excellent. Orthotists and prosthetists may work in:

a. Hospitals
b. Privately owned laboratories
c. Veterans administration
d. Military services
e. Research
f. Teaching
g. Health agencies
h. Rehabilitation centers

H. Earnings

1. Current starting yearly salary range $6,500–$8,000
2. Apprentice's starting salary range $5,000
3. Experienced and supervisory salary range $10,000 and up

I. Hours

1. Work week is usually 40 hours.
2. Work schedule may include evenings and Saturdays.
3. Sets own hours if self-employed.

J. Suggested activities for high school student

1. Join a Health Careers club.
2. Volunteer services to a community health agency and observe and work side by side with rehabilitation personnel.
3. Discuss advantages and disadvantages of a career as orthotist or prosthetist.
4. Discuss employment opportunities of orthotists and prosthetists.
5. Discuss salary and working conditions.
6. Make a field trip to a privately owned laboratory and have students see the facilities and equipment used in this type of career.
7. Discuss educational requirements of a career as orthotist or prosthetist.
8. Discuss how one meets the requirements for certification in a health field.

K. Visual aids

[illegible]

L. Additional information may be obtained from:

American Orthotic and Prosthetic Association
1440 N. Street, N.W.
Washington, D.C. 20005

American Rehabilitation Counseling Association
1605 New Hampshire Avenue
Washington, D.C. 20009

The National Easter Seal Society for Crippled Children and Adults
2023 W. Ogden Avenue
Chicago, Illinois 60612

M. Bibliography

Traineeship in Prosthetics and Orthotics. Washington, D.C.: U.S. Department of Health, Education and Welfare (1968), 4 pp.

N. References and texts

Beckley & Gardner, *The Young Handicapped Child* [illegible] Ed. Baltimore, Md. Williams & Wilkins 1969

[illegible] *and Their Problems*. Boston, Mass. Little Brown [illegible] 19[illegible]

[illegible] Mosby Co. 1964

[illegible]

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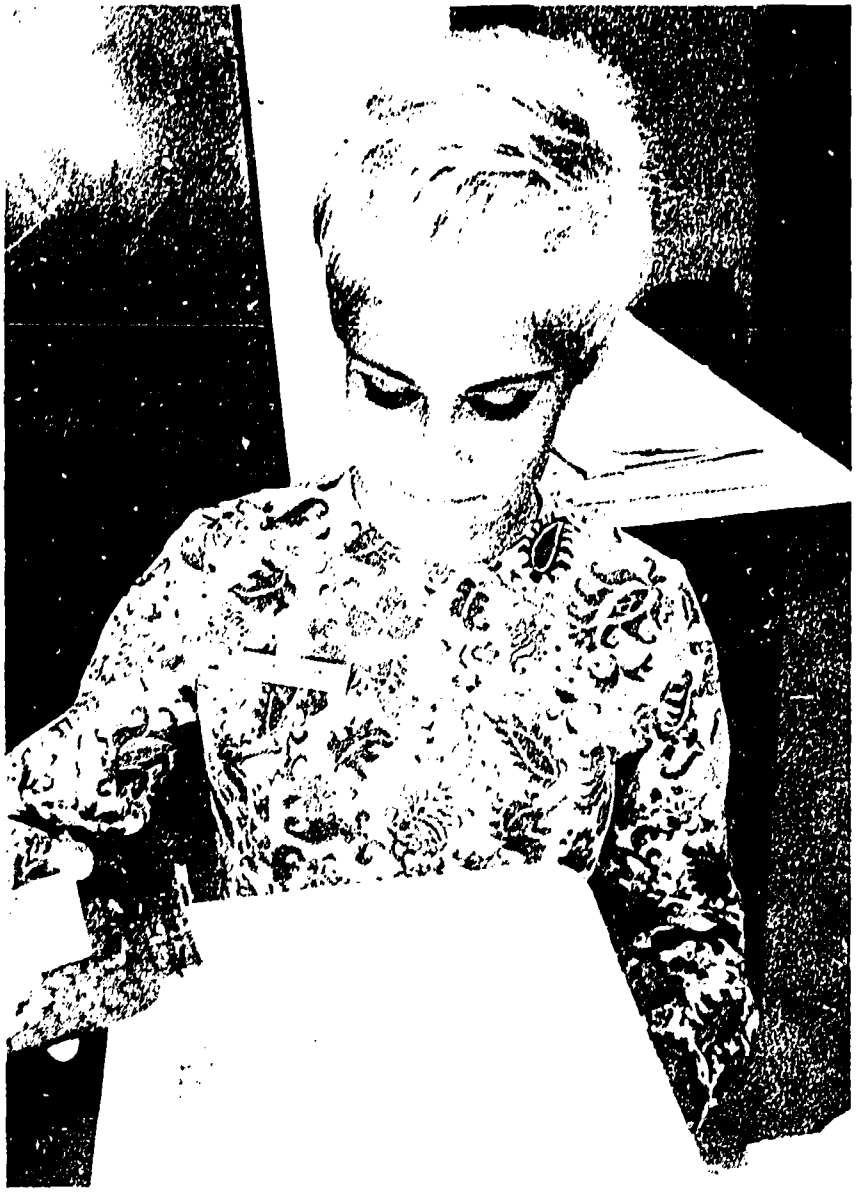

Pharmacist

Health Career student learns how pill distribution is accurately controlled in the pharmacy by operating the pill counter.

ERIC

Pharmacist

The pharmacist is commonly known as the druggist. The druggist runs or operates a pharmacy or drug store. The first pharmacy known operated in Baghdad in the eighth century. However in every primitive society known, the medicine man has existed. But these medicine men cannot be classified as pharmacists no matter how one stretches the imagination. The medicine man of the past and of current primitive societies cannot be compared to the personnel in the modern scientific field of pharmacy.

The term "pharmacist" can be traced to the time of Aristotle. This term still means the same today as it did for Aristotle, i.e., one who compounds drugs, medicines, or poisons.

Pharmacy as a profession grew slowly in this country. The Philadelphia College of Pharmacy was founded in 1821. Not only did pharmacy have a late start in this country, it was also hampered and side-tracked by the popular appeal of the traveling medicine show. In 1906, the Federal Pure Food and Drug Act was passed, and the traveling medicine show disappeared from the public scene. The passing of this act re-established the public's faith in pharmacy and thus allowed the profession to grow at a rapid pace.

Suggested instructional procedures

Lecture
Discussion
Chalkboard
Visual aids
Bibliography
References and texts
Suggested activities
Pamphlets

A. Description of work

The Pharmacist is a specialist who dispenses drugs and medicines and provides information on their use to help protect people's health. Today's pharmacist may be a man or a woman, for careers in pharmacy are not limited to men alone. The pharmacist today is also knowledgeable about sickroom supplies and appliances, as well as being an expert on drugs.

B. Personal qualifications

1. Good physical and mental health
2. Dependability
3. Conscientiousness
4. Orderliness
5. Accuracy
6. Cleanliness
7. Good judgment
8. Willingness to learn
9. Sincere interest in people
10. Ability to get along with people
11. High ethical standards

C. Duties

1. Compounds Medicines
2. Tests and dispenses medicines.
3. Sells medicines and sickroom supplies.
4. Maintains a stock of drugs, chemicals, and other pharmaceutical supplies.
5. Keeps records in accordance with legal regulations.
6. Teaches

D. Education

High school graduate with liberal arts and sciences background. English, Mathematics, Chemistry, Biology, Physics, Social Studies, including laboratory courses in the sciences.

E. Training

1. Completion of a 5-6 year program of study in a college of Pharmacy, leading to a degree in pharmacy.
2. One year as an intern in pharmacy.
3. State Board Examination to practice Pharmacy.

F. Advancement

Advancement opportunities are excellent. There are several kinds of pharmacies, and the range of the pharmacist's professional work depends to some extent upon the type of pharmacy in which he is employed. The prescription pharmacy handles pharmaceuticals and other items relating to health care, while the general community pharmacy handles other merchandise which is found traditionally in drug stores. There are excellent professional opportunities in the general community pharmacy and in the large chain pharmacies.

G. Future employment

Pharmacists' services are in good demand, and should increase in the future. The increase in the number of hospitals being built and the constant development of new drugs suggest a continued favorable employment outlook for the future. Places of employment may include:

1. Hospitals
2. Industrial pharmacies
3. Local drug stores
4. Government pharmacies
5. Teaching
6. Research
7. Armed forces
8. Retail sales
9. Wholesale sales
10. Bureau of Narcotics
11. Community Health Agency
12. Food and Drug Administration

H. Earnings

Current starting yearly salary range $10,000 - $14,000.
Salary varies in accordance with type of service practiced. Experienced average about $12,000 - $17,000.

I. Hours

1. Work week is usually 40 hours.
2. Work schedule may include evenings and weekends.
3. Own hours if self-employed.

J. Suggested activities for high school students

1. Join a Health Careers club.
2. Find part-time job in local pharmacy making deliveries.
3. Volunteer services to local hospital.
4. Observe a pharmacist at work.
5. Discuss legal responsibilities of a pharmacist.
6. Obtain a list of accredited schools of Pharmacy.
7. Discuss opportunities in the field of Pharmacy.
8. Discuss possible disadvantages in the field of Pharmacy.
9. Make a field trip to local drug store.
10. Discuss personal qualifications needed for a career in Pharmacy.
11. Discuss the educational requirements a pharmacist must meet.
12. Describe how pharmacy personnel check and restock supplies.
13. Discuss services provided by the hospital pharmacy.

K. Visual aids

Day of Judgment (Pharmacy Recruitment). 24 min., color, 16 mm (1966), Eli Lilly and Company. This film is directed toward high school students, is narrated in part by Walter Pidgeon, and shows the various facets of a career in pharmacy. It is an ideal film for high school careers days, and should be followed by a presentation by the guidance counselor or health careers teacher or pharmacist, who might point out that there are other facets of pharmacy besides community practice.

This Is Pharmacy (1155). 27 min., color, 16 mm, Sterling Movies. This film acquaints young people with the great variety of careers available in the field of pharmacy, such as community pharmacy practice, research, specialization, hospital service, the pharmaceutical industry, marketing and distribution, and government service.

Bartlett & Son. 35 min., color, 16 mm, Modern Talking Picture Service. This film tells the story of today's retail druggist and pharmacist.

Time for Tomorrow. 20 min., B/W, 16 mm, Sterling Movies. Shows how a pharmacy student spends his time in laboratory, classroom, and after school hours.

L. Additional information may be obtained from:

American Pharmaceutical Association
2215 Constitution Avenue, N.W.
Washington, D.C. 20037

American Society For Pharmacology and Experimental Therapeutic, Inc.
9650 Rockville Pike
Bethesda, Maryland 20014

American Society of Hospital Pharmacists
4630 Montgomery Avenue
Washington, D.C. 20014

U. S. Department of Labor
Women's Bureau, Wage and Labor Standards Administration
Washington, D.C. 20210

M. Bibliography

Education in the Sciences. Philadelphia, Pa.: Philadelphia College of Pharmacy and Science, (1968), 25 pp (free)

Careers in the U.S. Public Health Service – Pharmacist. Washington, D.C.: U.S. Department of Health, Education and Welfare (1967), 8 pp (free)

An Open Field. Washington, D.C.: American Pharmaceutical Association, 3 pp (free)

Key Facts About the U.S. Prescription Drug Industry. Washington, D.C.: Pharmaceutical Manufacturers Association (1968), 11 pp (free)

N. References and texts

Deno, Rowe, and Brodie, *The Profession of Pharmacy.* Philadelphia, Pa.: J. B. Lippincott Co. (1966)

Gable, Fred B., *Opportunities in Pharmacy Careers.* New York: Universal Publishing and Distributing Corp. (1964)

Kramer, James E., *Your Future in Pharmacy.* New York: Richard Rosen Press (1964)

Harris et al., *Drug Dependence.* Austin, Texas: University of Texas Press (1970)

Hicks and Fink, *Psychedelic Drugs.* New York: Grume and Stratton (1970)

Hoffner and Osmond, *The Hallucinogens.* New York: Academic Press (1967)

O. Pamphlets

Careers:
Hospital Pharmacy Practice
Hospital Pharmacy Residency Programs
Continuing Education Programs
Personnel Placement Service
American Society of Hospital Pharmacists,
Department of Society Services,
4630 Montgomery Avenue,
Washington, D.C. 20014

College Cost Today. New York Life Insurance Co., Career Information Service, P.O. Box 51, Madison Square Station, New York, New York 10010

Need A Lift? The American Legion, Department S, P.O. Box 1005, Indianapolis, Indiana 46206

Facing Facts About College Admissions. The Prudential Insurance Company, Education Department, P. O. Box 36, Newark, New Jersey 07101

How About College Financing? The American Personnel and Guidance Association, 1605 New Hampshire Avenue, N.W., Washington, D.C. 20009

Shall I Study Pharmacy? American Pharmaceutical Association, 2215 Constitution Avenue, N.W., Washington, D.C. 20037

What Is A Pharmacist? Upjohn Company, 7000 Portage Rd., Kalamazoo, Michigan 49001

Careers in Pharmacy. B'nai B'rith Vocational Service, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036

Careers For Women; Why Not Be a Pharmacist? U.S. Department of Labor, Wage and Labor Standards Administration, Women's Bureau, Washington, D.C. 20210

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Physical Therapist

Physical Therapist instructs patient and Health Career student in proper steps to quick recovery.

ERIC

Physical Therapist

The ancient Greeks as well as other civilizations for centuries used theories and practices that have today been put into a formal occupational structure by the physical therapist. The ancient Greeks were aware of the value of exercise in warm water, of the sun's rays, and of massage. There have been people in the far north countries of Europe who have utilized physical therapy principles for centuries.

The practice of physical therapy has grown as man's knowledge of medicine and himself has grown. After World War I, real progress in this field began to be made. In 1921, with the organizing of a professional association, physical therapy began to achieve professional stature. It has been almost 50 years in existence, and the American Physical Therapy Association has grown considerably.

The value of physical therapy was fully recognized after World War II. It was the experiences obtained by using physical therapy on wounded men that contributed toward the medical acceptance of this practice. Today, every well-staffed hospital has a good physical therapy department.

Suggested instructional procedures

Lecture
Discussion
Chalkboard
Visual aids
References and texts
Suggested activities
Pamphlets

A. Description of work

The Physical Therapist works with patients who are disabled by illness or accident, or born with a handicap. He uses specialized skills to restore physical function and prevent disability following injury or disease. His goal is to help patients reach maximum performance so patients can lead useful, productive lives within the limits of their capabilities.

In addition to Licensed Physical Therapists, there are two other categories of workers in this field, the Physical Therapy Assistant and the Physical Therapy Aide.

B. Personal qualifications

1. Good physical and mental health
2. Genuine desire to help patients
3. Ability to communicate with and inspire confidence in patients
4. Good judgment
5. Sense of responsibility
6. Pleasant personality
7. Intelligence
8. Courtesy
9. Patience
10 Sense of humor

C. Duties

1. As instructed by the physician, the physical therapist organizes and administers therapeutic exercises such as:

    a. Walking and stair-climbing for a patient with paralysis following a stroke.
    b. strenghtening exercises for patient who has fractured his leg.
    c. use of artificial limbs.

2. To improve circulation, the physical therapist uses:
    a. Heat
    b. Massage
    c. Water
    d. Ultrasonic ray treatments

3. The therapist keeps the referring physician informed of patient's progress.

4. He is responsible for evaluating the patient's condition and planning the treatment program for the patient's needs.

D. Education

High school graduate with college preparatory course, including Biology, Mathematics, Physics, Chemistry, English, Social Studies.

E. Training

1. Four-year college program leading to a Baccalaureate degree and qualification in Physical Therapy.

2. College graduates who meet specific requirements in biological, physical, and social sciences have a choice of educational programs leading to professional qualification in physical therapy:

    a. 12-16 month program leading to a Certificate of Proficiency in Physical Therapy
    b. or a 2-year graduate program leading to a Master's degree.

3. Most states require licensure for the practice of Physical Therapy.

4. Graduates of approved programs in Physical Therapy are eligible to take a State Board Examination and be certified as a Licensed Physical Therapist.

F. Advancement

Because the demand for physical therapists greatly exceeds the supply, career opportunities are virtually unlimited. There are many opportunities to advance to supervisory and consultant positions, teaching, and research work.

ERIC

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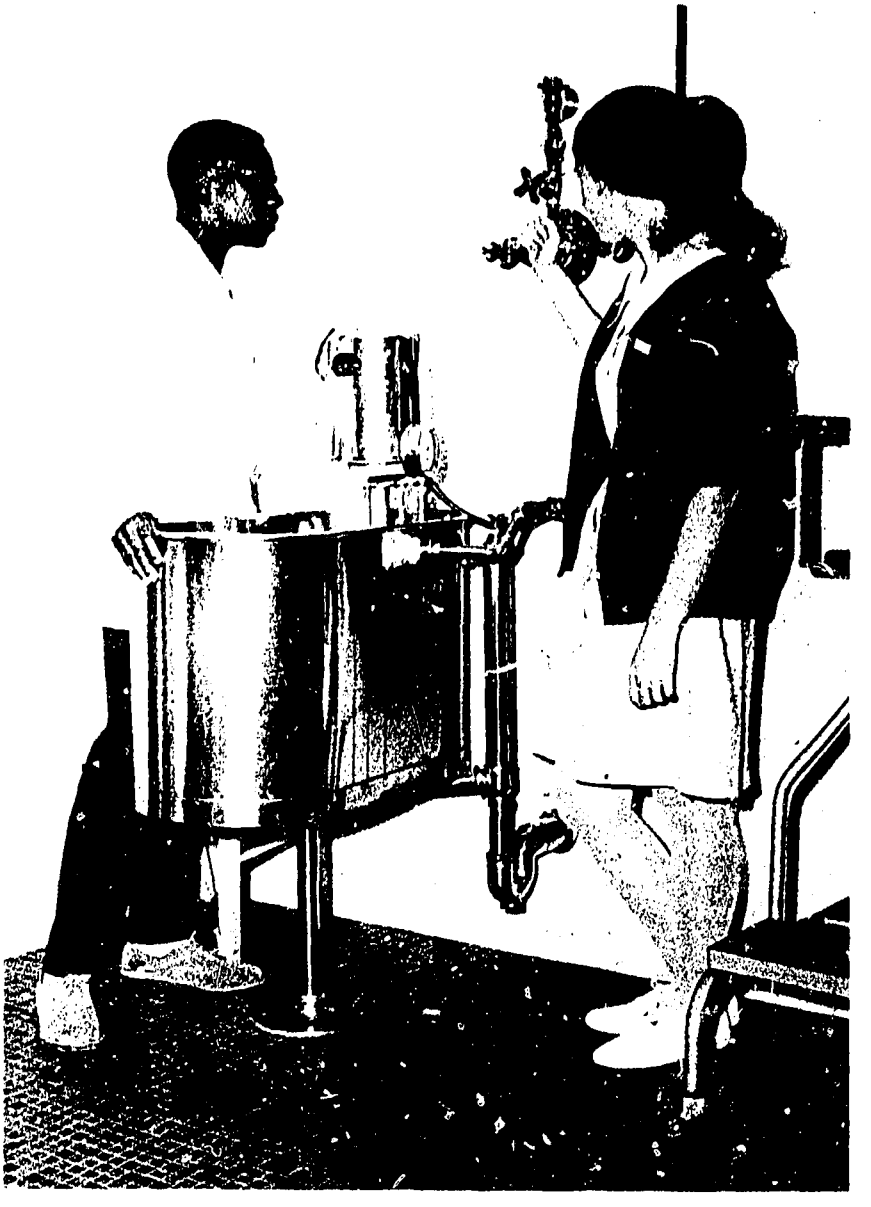

Physical Therapy Aide (right) acquaints Health Career student with a Hubbard tank. In its warm, soothing waters the patient is urged to move contracted muscles and find relief from pain and discomfort.

ERIC

G. Future employment

1. Rehabilitation centers
2. Schools for crippled children
3. Hospitals' Department of Physical Therapy
4. Nursing homes for the elderly and chronically ill
5. Physicians' offices
6. Physical therapists' clinics and offices
7. The armed forces
8. Foreign Service, Peace Corps, World Health Organization
9. Governmental agencies
10. Community health agencies

H. Earnings

1. Current yearly starting salary $8,000–$10,000
2. Experienced $14,000–$20,000
3. Administrative positions average $15,000–$25,000

J. Suggested activities for high school students

1. Join a Health Careers Club.
2. Visit local hospital or other community health agency and observe a physical therapist at work.
3. Volunteer to work in a camp for handicapped children where there is a physical therapy program.
4. Volunteer to work in physical therapy department at local hospital or community health agency.
5. Talk to a physical therapist about the advantages of this career.
6. Discuss opportunities as a physical therapist.
7. Make a field trip to the Kessler Institute for Rehabilitation.
8. Discuss safety factors observed in care of patients.
9. Discuss duties of the physical therapist.
10. Discuss a possible disadvantage in this health career.
11. Discuss why physical therapists keep detailed records of the progress of each patient.

K. Visual aids

For Today and Tomorrow. 22 min, color 16 mm, Radim Films. Film tells the story of a young girl who becomes interested in physical therapy after being in an accident. The viewer is given an opportunity to witness physical therapy in action.

Horizons Unlimited (3033). 28 min., 16 mm, color, Modern Talking Picture Service. This film depicts careers in rehabilitation, social work, medical technology, dietetics, and other professional careers in hospitals, as well as medical office work.

Cost of Hope. 28 min., 16 mm, B/W, Association Films, Inc. This film presents activities of the professional personnel in a community hospital.

ERIC

Getting Around 29 min., 16 mm., B/W, International Film Bureau, Inc. Physiatrist, public health nurse, and patient show transfer and ambulation techniques in getting in and out of bed and chairs and going up and down stairs.

Armed Forces – Medical Specialists. 14 min., 16 mm, color, Department of the Army. Described duties, responsibilities, and contributions of the professional dietitian, occupational therapist, and the physical therapist in a hospital setting, as performed by armed forces specialists.

Within Your Hands. 15 min., 16 mm, B/W, American Physical Therapy Association. This film acquaints students with career possibilities and advantages in physical therapy.

The Physical Therapist, the Nurse, and the Patient With Crutches. 12 min., 16 mm, International Film Bureau, Inc. An educational documentary film, prepared and narrated by a cast of professionals and filmed within a hospital environment.

His Physical Well-Being. 29 min., 16 mm, B/W, International Film Bureau, Inc. Physiatrist and occupational therapist demonstrate room and bed preparation for a hemiplegic patient in early recovery.

L. Additional information may be obtained from:

American Physical Therapy Association
1740 Broadway
New York, New York 10019

Kessler Institute For Rehabilitation
Pleasant Valley Way
West Orange, New Jersey 07052

Department of Allied Medical Professions and Services
American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

National Society for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, Illinois 60012

M. Bibliography

Educational Programs Leading to Professional Qualification in Physical Therapy. New York: American Physical Therapy Association, Oct. 1968, 2 pp., free

Educational Opportunities for Physical Therapists. Washington, D.C.: Department of the Army, Office of the Surgeon General, Nov. 1968, 16 pp., free

Physical Therapy. Moravia, New York: Chronical Guidance Publications Inc., 1966, 4 pp.

Traineeship in Physical Therapy. Washington, D.C.: U.S. Department of Health, Education and Welfare, Vocational Rehabilitation Administration, Nov. 1968, 7 pp., free

N. References and texts

Bernice Krumhanse, *Opportunities in Physical Therapy*. New York: Universal Publishing and Distributing Corporation, Vocational Guidance Manuals

Buchwald, Edith, *Physical Rehabilitation for Daily Living*. New York: McGraw-Hill Book Company

Grant, W. Russell, *Principles of Rehabilitation*. Baltimore, Md.: Williams and Wilkins

Rusk, Howard A., *Rehabilitation Medicine*. St. Louis, Mo.: C.V. Mosby Co.

O. Pamphlets and magazine

The Career for You. American Physical Therapy Association, 1740 Broadway, New York, New York 10019

You Can Have a Rewarding Career as a Professional in Physical Therapy. N. J. State Department of Health, Trenton, New Jersey 08625

Career Facts. American Physical Therapy Association, 1740 Broadway, New York, New York 10019

Sources of Financial Assistance. American Physical Therapy Association, 1740 Broadway, New York, New York 10019

Physical Therapy Journal of the American Physical Therapy Association, 1740 Broadway, New York, New York 10019

List of Approved Schools in Physical Therapy. American Physical Therapy Association, 1740 Broadway, New York, New York 10019

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Physician

Physician discusses medication orders and history of patient with Health Career student.

ERIC

Physician

The first great physician known to recorded history was born on the small Greek island of Cos, almost 500 years before Christ. Hippocrates, the great physician, was born about 460 B.C. He is credited with orginating some theories concerning the practice of medicine and in the field of anatomy. He could be credited for making the profession a scientific one. In fact, the oath which he administered to his students is still administered to a physician about to begin his career. The Hippocrates Collection is believed to be the first authoritative record of this profession.

The other great ancient civilizations also influenced and helped develop medical theories of diagnosis and treatment. China, India, and Egypt had very influential roles in this field. The great medical school at Alexandria used not only the Greek knowledge and theories, but incorporated some of the Egyptian as well. The ancient Romans placed greater stress on the public health rather than the medical profession as such. Great pure-water works were built and adequate sewage systems developed. Yet the Romans had their great physicians as well. Galen was noted for his extensive records.

In the Middle Ages, the monks in the monasteries were responsible for keeping this profession alive and recorded. It was not until the Renaissance that a renewal of interest in medicine took place.

Many inventions helped the progress of medicine. The world of cells came to man's knowledge after 1600, when the microscope was invented. Germs have been seen under a microscope for less than a hundred years. X-rays made the interior of the body visible. Thus, step by step, medical science advanced. Today, continual new discoveries and the possibility of major breakthroughs in the areas which have long plagued man are accepted almost routinely.

Suggested instructional procedures

Lecture
Discussions
Visual aids
Bibliography
References and texts
Pamphlets and magazine
Suggested activities

A. Description of work

A Physician diagnoses disease, prescribes medicine, and treats diseases and disorders of the human body. He also treats people who are injured, and works for the prevention of illness and disease.

B. Personal qualifications

1. Good physical and mental health
2. Personal integrity
3. Intelligence
4. Sympathy
5. Tact
6. Pleasing persønality

7. Sincere interest in people and desire to help them
8. Courtesy
9. Ability to get along with people
10. Emotional stability
11. Scientific aptitude
12. Dedication – willingness to subordinate personal desires where they conflict with duties

C. Duties

1. Treats patients of all ages.
2. See patients in office.
3. Visits patients in hospitals.
4. Makes house calls.
5. Treats accident victims.
6. May teach in medical schools or hospitals.
7. Refers patients to a specialist when necessary – for surgery, for instance – but resumes care when the crisis is past.

D. Education

High school graduate with courses in English, Mathematics, Social Studies, Foreign language, Anatomy and Physiology, Physics, Chemistry, and Biology.

4 years of Liberal Arts study in an accredited college.

E. Training

1. 4 years of medical school
2. 1 year's hospital internship
3. For specialization, add 2 to 5 more years.
4. Graduates required to take the National Board's Medical Examination for licensure.

F. Advancement

A physician who desires to practice in one of the specialty branches of medicine needs additional training following his internship. This additional hospital training takes from two to five years, depending on the medical specialty. The major medical specialties are described:

1. Administrative Medicine. Deals with the administration of medical programs, for instance in business, government, public health programs, and hospitals.

2. Anesthesiology. Administration of various forms of anesthetic drugs necessary during operations or diagnoses.

3. Dermatology. Diagnosis and treatment of diseases of the skin.

4. Family practice. Evaluation of a patient's or family's total health care needs and provision of personal medical care in one or more fields of medicine.

5. Internal medicine. Diagnosis and surgical treatment of diseases of the internal organs such as the heart, liver, and lungs.

6. Neurological surgery. Diagnosis and surgical treatment of the brain, the spinal cord, and nerve disorders.

7. Obstetrics and Gynecology. Diagnosis and treatment of diseases of the female reproductive organs and also the care of women during and following pregnancy.

8. Ophthalmology. Diagnosis and treatment of diseases or defects of the eye.

9. Orthopedic surgery. Diagnosis and medical or surgical treatment of diseases, fractures, and deformities of the bones and joints.

10. Otolaryngology. Diagnosis and treatment of diseases of the ear, nose, and throat.

11. Pathology. Study and interpretation of changes in organs, tissues, and cells as well as alterations in body chemistry produced by disease.

12. Pediatrics. Prevention, diagnosis, and treatment of diseases in children.

13. Physical medicine and rehabilitation. Diagnosis of disease or injury in the various systems and areas of the body, treatment by means of physical procedures, and restoration of the convalescent and physically handicapped patient.

14. Plastic surgery. Corrective surgery to restore deformed or injured parts of the body, chiefly by transfer of tissues.

15. Preventive medicine. Prevention of disease and promotion of health through epidemiological studies and public health measures.

16. Psychiatry and Neurology. Diagnosis and treatment of mental disorders, emotional disturbances, and organic diseases affecting the nervous system.

17. Radiology. Diagnosis and treatment of disease through the use of radiant energy, including X-ray, radium, and cobalt treatments.

18. Surgery. Diagnosis and treatment of disease, injury, or deformity by manual or operative procedures.

19. Thoracic surgery. Diagnosis and operative treatment of diseases of the chest.

20. Urology. Diagnosis and treatment of diseases and disorders of the kidney, bladder, ureters, and urethra.

ERIC

G. Future employment

Opportunities are virtually unlimited in every area of medicine. Employment is available in:

1. Private practice
2. Teaching
3. Administration
4. Schools
5. Public health
6. Research
7. Foreign service
8. Military forces
9. Industry

H. Earnings

Current starting yearly earnings range from $34,000.
Specialists usually earn considerably more than general practitioners.

I. Hours

Work week 50–70 hours likely in own practice.
Evening, night, and weekend work.
More limited and more regular hours likely when employed by institution.

J. Suggested activities for high school student

1. Join a Health Careers club.
2. Seek summer employment in a hospital.
3. Interview a physician about a career in medicine.
4. Discuss qualifications of a physician.
5. Discuss educational background of a physician.
6. Discuss what is meant by a medical specialty.
7. Discuss employment opportunities for physician.
8. Discuss advantages and disadvantages in this health field of medicine.
9. Observe a physician at work.

K. Visual Aids

Portrait of an Internist. 29 min., color, 16 mm (1967), Sterling Movies. This film follows an internist through several typical days to portray the varied functions of the specialist. The story concerns the diagnostic challenge a patient suddenly presents to Dr. Richard Barnett, and how the internist follows it through final diagnosis and recommended surgical treatment.

I Am a Doctor (794). 29 min., B/W, 16 mm, Sterling Movies. This film is a "Careers" film prepared by the American Medical Association. It dramatizes the services rendered to humanity by the medical profession. (For high school level.)

A Wider World. 28 min., B/W, 16 mm, Merck, Sharp & Dohme Film Library. This film is the third in the series entitled "The Making of a Doctor." It shows three of the many facets of medicine – private practice, public health, and medical research.

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Within These Walls. 28 min., B/W, 16 mm, Merck, Sharp & Dohme Film Library. This film is the second in the series entitled "The Making of a Doctor." It continues to follow the education of the physician in his internship and residency.

First a Physician. 27 min., color, 16 mm, E. I. duPont Co., Inc. This film presents the facets of diagnostic and therapeutic radiology in the finding and treatment of various human ailments and diseases.

Someone You Can Trust – Someone You Can Be. 29 min., color, 16 mm, American Academy of General Practice. This film encourages the students to consider careers as physicians. Shows an average teenager who begins to see what being a doctor means – the rewards and challenges, the difficulties, and the satisfactions.

Training the Medical Student. 29 min., B/W, 16 mm, Ciba Pharmaceuticals. The life of a student at the University of Pennsylvania School of Medicine in a brief and dramatic sequence.

Additional information may be obtained from:

American Medical Women's Association
1740 Broadway
New York, New York 10019

American Academy of General Practice
Volker Boulevard at Brookside
Kansas City, Missouri 64112

American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

Association of American Medical Colleges
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

M. Bibliography

Gross, Martin L., *The Doctors.* New York: Random House (1966)

Chandler, Caroline A., M.D., *Famous Modern Men of Medicine.* New York: Dodd, Mead and Company (1965)

"Doctor X", *Intern.* New York: Harper and Row Publishers, Inc. (1965)

Woody, Regina, *The Young Medics.* New York: Julian Messner (1968)

Lopate, Carol, *Women in Medicine.* Baltimore, Maryland: John Hopkins Press (1968)

Kalb, S. William, *Your Future as a Physician.* New York: Richards Rosen Press, Inc. (revised 1970)

N. References and texts

Marti-Ibanez, *To Be a Doctor.* New York: M.D. Publications, Inc. (1968)

Garrison, *An Introduction to History of Medicine.* 4th Ed. Philadelphia, Pa.: W.B. Saunders Co.

O. Pamphlets and magazines

Journal of Medical Education. Association of American Medical Colleges, Baltimore, Maryland: Waverly Press, Inc.

Horizons Unlimited. Describes rewarding career opportunities in medicine and allied fields. Chicago, Illinois: American Medical Association

The American Academy of General Practice, Its History and Objectives. Kansas City, Missouri: American Academy of General Practice.

Medicine as a Career for Women. New York: American Medical Women's Association

The Family Doctor. Kansas City, Missouri: American Academy of General Practice

Opportunities and Rewards of Medicine Can Be Yours. Chicago, Illinois: American Medical Association

Your Future in Medicine, Questions and Answers. Kansas City, Missouri: American Academy of General Practice

The Medical Staff of Your Hospital. Chicago, Illinois: American Hospital Association

Podiatrist

Podiatry goes back into ancient times. Several centuries before Christ, the Greeks recorded specific descriptions of foot care, especially of such ailments as calluses and corns. Especially in ancient times, the care of feet was very necessary, since generally the most common means of travel was on foot.

In the 18th century, anyone could practice this profession; no licensing standards for this medically related profession were required. Thus, the proper treatment of the feet left much to be desired.

It was only at the beginning of the 20th century that recognition of the profession began. New York passed a law requiring the licensing of chiropodists (the term formerly used for this profession), and other states began to follow suit. In 1912 the National Association of Chiropodists was formed, and in 1917 the term "podiatry" was introduced. It is now the preferred term.

Suggested instructional procedures

Lecture
Discussion
Chalkboard
Visual aids
Bibliography
Suggested activities
Pamphlets

A. Description of work

The Podiatrist is the specialist responsible for the care of the feet. He is concerned with the diagnosis, prevention, and treatment of foot disorders by medical and surgical means.

Personal qualifications

1. Good physical and mental health
2. Patience
3. Manual dexterity
4. Ability to get along with people
5. Courtesy
6. Neatness
7. Intelligence
8. Alertness
9. Dependability.

C. Duties

1. Diagnoses and treat diseases and deformities of the feet.
2. Performs foot surgery.
3. Uses drugs and physical therapy.
4. Prescribes proper shoes.
5. Fits corrective devices.
6. Takes X-rays of feet to help in diagnosis.

7. Treats conditions such as:

corns
calluses
bunions
ingrown toenails
skin and nail diseases
deformed toes
arch disabilities

D. Education

High school graduate with completed courses in English, Biology, Chemistry, Mathematics, and Physics.

E. Training

1. Accredited 4 year Podiatry course in a College of Podiatry. The degree of Doctor of Podiatric Medicine (D.P.M.) is awarded on the successful completion of the 4-year course of study.

2. State Board Examination for licensure to practice podiatry.

3. One-year internship in a hospital or college clinic after graduating from a College of Podiatry.

F. Advancement.

1. The podiatrist's practice ranges from office treatment and surgery to consultation with specialists in every area of health.

2. A podiatrist may also serve on the staff of hospitals and treatment centers, in government health programs, and in the armed forces. The demand for the podiatrist's service is expected to grow along with the demand for other health services.

G. Future employment. A podiatrist may be employed in:

a. Private practice
b. Hospitals
c. College of podiatry
d. Veterans Administration
e. Community health agencies
f. Armed forces

H. Earnings

Current starting salary range – $12,000 and up.
Experienced average about $21,500 or more.

I. Hours

1. Work week is usually 40 hours.
2. May set own hours to suit in private practice.
3. Work schedule may include evenings and Saturdays.

J. Suggested activities for high school student

1. Join a Health Careers club.
2. Make a field trip to local hospital.
3. Visit office of a podiatrist and observe.
4. Talk to a podiatrist about opportunities in a career in podiatry.
5. Volunteer services to local health agency.
6. Discuss plans about a career in podiatry with a practicing podiatrist.
7. Obtain information available from schools of Podiatry.
8. Discuss duties of a podiatrist.
9. Discuss salary and working conditions expected as a podiatrist.

K. Visual aids

Podiatry as a Career. 16 min., color, 16 mm, New Jersey State Museum. Describes the training requirements and occupational opportunities in the field of podiatry. Necessary student interests and activities are explored. Scenes of campus life and student activity are shown, as well as the work of the graduate podiatrist in private practice.

Podiatry: Opportunity and Challenge. 7½ min., color, 16 mm, (1967), Sterling Movies. This film tells of the great demand for podiatrists in this country. It includes a discussion of entrance requirements, subjects covered, clinical work, and internship. The rewards of a career in podiatry are noted, stressing the podiatrist's satisfaction of serving his fellow man as a member of the community health team.

The Chiropody–Podiatry Clinic in Hospital Routine. 20 min., color, 16 mm, 1958, ANA – NCN Film Library. Typical foot disorders of medical importance and methods of treatment. George M. Knowles, M.D., Director of Medicine at Hackensack Hospital, New Jersey, describes the role of the podiatrist–chiropodist in the hospital.

The Winged Foot. (1187). 13½ min., color, 16mm, Sterling Movies. This film was designed to tell the lay public what and who the Doctor of Podiatry is, and how he is the specialist who serves the nation's millions of sufferers from foot disorders.

L. Additional information may be obtained from:

American Podiatry Association
20 Chevy Chase Circle, N.W.
Washington, D.C. 20015

Committee on Scholarships and Fellowships
American Podiatry Association
3301 16th Street, N.W.
Washington, D.C. 20010

M. Bibliography

If You're Planning a Professional Career – Doctor of Podiatry. Washington, D.C.: American Podiatry Association, 3 pp., free

Podiatrist. Moravia, New York: Chronicle Guidance Publications, Inc. (1965), 4 pp. (35¢)

Podiatry. Washington, D.C.: U.S. Department of Health, Education and Welfare, 2 pp., free

What's a Podiatrist? Moravia, New York: Chronicle Guidance Publications, Inc., 1968, 4 pp. (35¢)

N. Pamphlets

Doctor of Podiatric Medicine — Partner For Health. The American Podiatry Association, 20 Chevy Chase Circle N.W., Washington, D.C. 20015

Doctor of Podiatry - Family Foot Specialist. American Podiatry Association, 3301 16th Street, N.W., Washington, D.C. 20010

Students — Consider A Career in Podiatry. The American Podiatry Association, 20 Chevy Chase Circle, N.W., Washington, D.C. 20015

Scholarships and Fellowships. American Podiatry Association, 3301 16th Street, N.W., Washington, D.C. 20010

Podiatrist - Chiropodist. Michigan Employment Security Commission, 7310 Woodward Avenue, Detroit, Michigan, 48202

Sanitarian

Sanitary Engineering is a branch of engineering where the outlook is substantially different from other types of engineering. The focus is directly on people rather than on things. Its main function is the applying of scientific knowledge to natural materials and systems to promote and protect the health and welfare of mankind.

Sanitary engineering has roots dating back to antiquity. Among the impressive Roman engineering projects were their aqueducts, which brought water to a city several hundred miles away.

In this century, sanitary engineers have been responsible for the control of many deadly environmental diseases, such as cholera, typhoid fever, and the plague. During World War II the sanitary engineers enabled the Allied troops to control bases in the Pacific by their use of techniques and skills in eliminating or controlling disease-carrying mosquitoes.

Today, the profession's role and concern have expanded to include such environmental hazards as polluted air, occupational toxicity, and radioactivity. This profession has a more vital function to serve in society today than at any time in the past.

Suggested instructional procedures

Lecture
Discussion
Chalkboard
Visual aids
Bibliography
References and texts
Pamphlets
Suggested activities

A. Description of work

A Sanitarian is a qualified person engaged in the promotion and protection of public health. He applies technical knowledge to solve problems of a sanitary nature and develops methods and carries out procedures for the control of those factors of man's environment which affect his health, safety, and well-being.

B. Personal qualifications

1. Good physical and mental health
2. Cleanliness
3. Ability to deal with people
4. Integrity
5. Pleasing appearance
6. Initiative
7. Tact
8. Industrious work habits
9. Good judgment
10. Enthusiasm for the work

C. Duties

1. Enforces public health laws, ordinances, and regulations.
2. Inspects schools and institutions.
3. Advises on home safety and accident prevention.
4. Is concerned with sanitary conditions and insect and rodent control at:
   - bathing
   - trailer parks
   - motels and hotels
   - homes
5. Conducts surveys.
6. Makes epidemiological investigations
7. Organizes community groups interested in sanitation programs.
8. Promotes sanitary practices through various publicity media.

D. Education

High school graduate with courses in Biology, English, Foreign Language, Mathematics, Social Studies, Chemistry, Anatomy, and Physics.

E. Training

1. Two-year college program. This is an Associate Degree program, and graduates are known as Environmental Technicians.

2. Four-year college program awarding Bachelor degree in Environmental Health.

3. Graduates of 4-year colleges are eligible for the status of Registered Sanitarian after passing the appropriate examination.

4. Graduate degree required for advancement to supervisory and administrative positions.

F. Advancement

Promotions are based on technical qualifications, personal attributes, and demonstration of leadership qualities.

G. Future employment

1. State, county, and municipal health departments
2. Hospitals and institutions
3. Private industry
4. Colleges and universities
5. Research
6. U.S. Food and Drug Administration
7. Federal and state institutions
8. U.S. Public Health Service

H. Earnings

1. Current starting salary range $7,000 and up.
2. Experienced salary range $15,000 and up.

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I. Hours

Work week is usually 40 hours.

J. Suggested activities for high school student

1. Join a Health Careers club.
2. Volunteer services to local health department.
3. Discuss responsibilities of a sanitarian.
4. Make field trips.
5. Seek summer employment to observe a sanitarian.
6. Discuss employment opportunities for sanitarian.
7. Talk to a sanitarian and discuss advantages and disadvantages of the profession.
8. Discuss duties of a sanitarian.
9. List personal qualifications of a sanitarian.
10. Obtain a list of accredited schools in this field.

K. Visual aids .

Engineering Your Health. 13 min, 16 mm, P H S – Communicable Disease Center. This film describes the work of the sanitary engineer with emphasis on career motivation. Describes areas of air and water pollution and resources and radiological health hazards. Opportunities mentioned include research, industry, and government.

The Answer Is Clear (3085). 14 min., 16 mm, color, Modern Talking Picture Service. This film deals with air pollution. It discusses the aspects of air pollution and the progress made in reducing diesel exhaust smoke and odor.

A Career in Bacteriology. 20 min., 16 mm, color, Becton, Dickinson and Co. Emphasizes that young people with good high school and college background can find excellent opportunities in the field of bacteriology. It presents vocational opportunities in the various fields for those properly trained. It reviews the personal rewards and contributions that come to those working in this area.

Community Health and You. 10 min., 16 mm, N.J. State Museum Extension Service. The good health of a community is maintained by the local health department. The services and activities of the local health department are discussed on this film.

L. Additional information may be obtained from:

National Association of Sanitarians
1550 Lincoln Street
Denver, Colorado 80203

American Public Health Association
1790 Broadway
New York, N. Y. 10019

National Safety Council
425 No. Michigan Avenue
Chicago, Illinois 60611

M. Bibliography

Sanitarian. Moravia, New York: Chronicle Guidance Publications (1967), 4 pp.

Future Needs for Sanitarians in Health Care Facilities, John J. Walsh, Denver, Colorado: Journal of Environmental Health, Vol. 31, No. 1, July-August, 1966, 2 pp.

Employment Outlook for Sanitarians. Denver, Colorado: Journal of Environmental Health, Vol. 29, No. 1, July-August, 1966, 2 pp.

The Professional Sanitarian. Denver, Colorado: National Association of Sanitarians, 14 pp.

Man – If You Want a Professional Career. Berkeley, California: California State Department of Public Health, 1966, 4 pp.

Career Opportunities as a Public Health Sanitarian. Atlanta, Georgia: Georgia State Department of Public Health, 6 pp.

The Sanitarian's Role Today in Changing Public Health. Denver, Colorado: Journal of Environment Health, Vol. 30, No. 2, September-October, 1967, 2 pp.

N. References and texts

Stern, *Air Pollution,* 2nd Ed., Vol. I, Vol. II, Vol, III. New York, N.Y.: Academic Press (1968)

O. Pamphlets

The Professional Sanitarian. National Association of Sanitarians, 1550 Lincoln Street, Denver, Colorado 80203

A Campus Is a Community. National Association of Sanitarians, 1550 Lincoln Street, Denver, Colorado, 80203

Qualifications of the Professional Sanitarian. National Association of Sanitarians, 1550 Lincoln Street, Denver, Colorado 80203

Radiological Health, an Integral Part of Environmental Health. National Association of Sanitarians, 1550 Lincoln Street, Denver, Colorado, 80203

Housing, Healthy or Hazardous. National Association of Sanitarians, 1550 Lincoln Street, Denver, Colorado 80203

Toward a Healthier World; Your Career in Sanitary Engineering. U.S. Department of Health, Education and Welfare, Public Health Service, Washington, D.C., 20201

Engineers in the U. S. Public Health Service. P H S Publication No. 455, U. S. Public Health Service, Washington, D.C., 20201

Financial Aid for Students of Sanitary Engineering and Related Fields. U.S. Public Health Service, Washington, D.C. 20201

Speech Pathologist and Audiologist

The profession of Speech Pathology and Audiology is relatively new. Its identity and importance as a separate profession has been recognized only recently. Heretofore, the function of this important profession was part of other medical professions. Today, as a career the profession is rich in opportunity. It is concerned with helping those who have speech, language, and hearing problems and with furthering our knowledge of the communication processes. The need for the function of this profession is so vital that an ever-increasing number of college and university programs are being established to provide the specialized preparation required to work in this profession.

Suggested instructional procedures

Lecture
Discussion
Chalkboard
Visual aids
Suggested activities
References and texts
Pamphlets

A. Description of work

The Speech Pathologist and Audiologist evaluates and diagnoses hearing and speech disorders, directs corrective therapy, and conducts conferences with patients and parents.

He provides services for the needs of handicapped children and adults.

He consults and works with the physician, social worker, teacher, psychologist, and rehabilitation counselor.

B. Personal qualifications

1. Good physical and mental health
2. Patience
3. Genuine desire to help people
4. Courtesy
5. Ability to communicate with and inspire confidence in patients
6. Tact
7. Good personal appearance
8. Ability to get along with people
9. Intelligence
10. Pleasing personality

C. Duties

1. Works with people who have:
   a. Speech defects
   b. Impaired hearing

2. Evaluates and diagnoses these disorders and directs corrective therapy.

3. Helps patients with strokes, cerebral palsy, and neurological disabilities.

D. Education

High school graduate with courses in English, Social Studies, Mathematics, Language, Biology, Chemistry, Anatomy, Physics.

E. Training

1. College program – 4-year teacher-preparation program at the Bachelor's or Master's Degree level

2. Most undergraduate programs consist of 2 years of college work in liberal arts and sciences, followed by specialization during the junior and senior years.

3. A.S.H.A. offers a Certificate of Clinical Competence to qualified individuals.

F. Advancement

Advancement opportunities are almost unlimited. Positions as clinicians, university teachers, researchers, and administrators are open in every city and state.

G. Future employment

Speech pathologists and audiologists may work in a variety of settings:

a. Hospitals
b. Community hearing and speech agencies
c. Public school systems
d. Colleges and universities
e. Health departments
f. Private practice
g. Rehabilitation centers
h. Research centers
i. Industry

H. Earnings

Current yearly starting salary range: $9,200–$17,200.

I. Hours

Work week is usually 40 hours.

J. Suggested activities for high school students

1. Join a Health Careers club.
2. Observe a speech pathologist and audiologist at work in hospital or rehabilitation center in your community.
3. Make a field trip to a local college that offers a speech and hearing careers program.
4. Discuss opportunities in the field of Speech Pathology and Audiology.

5. Volunteer services to a local hospital's speech and hearing clinic.
6. Talk to a speech pathologist about advantages of this health career.
7. Discuss how the speech and hearing therapist uses various techniques to help children and adults overcome defects or disabilities.

K. Visual aids

Reach Into Silence. 13½ min., color, 16 mm (1957), Beltone Institute for Hearing Research. This film is a presentation of the work being done at the John Tracy Clinic in teaching deaf children to speak and in rehabilitating children with hearing handicaps. This film is directed toward recruiting young people to pursue audiology and speech therapy professions.

Lifeline to the World of Sound (2639). 13½ min., color, 16 mm, Modern Talking Picture Service. Describes the handicap suffered by the one out of every ten Americans with a hearing loss. It shows how a tiny electronic hearing aid opens the door to a new world.

Filmstrip

Health Careers – 4. 51 pictures, 16 minutes of narration by several therapists. Lawren Production, Inc. Discusses professions in rehabilitation work requiring college or advanced degrees.

L. Additional information may be obtained from:

National Association of Hearing and Speech Agencies
919 – 18th Street, N.W.
Washington, D.C. 20006

National Easter Seal Society For Crippled Children and Adults
2023 West Ogden Avenue
Chicago, Illinois 60012

American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D.C. 20014

American Cleft Palate Association
106 Parker Hall, University of Missouri
Columbia, Missouri 65202

United Cerebral Palsy Research Educational Foundation, Inc.
321 West 44th Street
New York, New York 10036

Professional Rehabilitation Workers With the Adult Deaf
P.O. Box 135
Knoxville, Tennessee 37901

M. Bibliography

Speech Pathologist. Moravia, New York: Chronicle Guidance Publications, Inc., 1968, 4 pp., 35¢

A Career in Speech Pathology and Audiology. Washington, D.C.: American Speech and Hearing Association, 4 pp., free

Speech Pathologists and Audiologists. Columbus, Ohio: Ohio State Employment Service, May 1968, 3 pp., free

Speech Therapy. Chicago, Illinois: National Easter Seal Society for Crippled Children and Adults, Inc., 2 pp., free

Traineeship for Graduate Study in Speech Pathology and Audiology. Washington, D.C.: U.S. Dept. of Health, Education and Welfare, Vocational Rehabilitation Administration, Sept. 1968, 9 pp., free

N. References and texts

Glorig, A., *Audiometry*. Baltimore, Md.: Williams & Wilkins Co.

Oyer, H.J., *Auditory Communication for the Hard of Hearing*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Fletcher, Harvey, *Speech and Hearing in Communication*, 2nd Ed. Cincinnati, Ohio: American Book Co.

Irwin, R.B., *A Speech Pathologist Talks to Parents and Teachers*. Pittsburgh, Pa.: Stanwix House, Inc.

O. Pamphlets

Teaching Deaf Children. National Association of Hearing and Speech Agencies, 919 – 18th Street, N.W., Washington, D.C. 20006

Hearing and Speech Careers. National Association of Hearing and Speech Agencies, 919 – 18th Street, N.W., Washington, D.C. 20006

College and University Programs in Speech Pathology and Audiology. American Speech and Hearing Association, 9030 Old Georgetown Road, Washington, D.C. 20014

Along with the development of scientific medicine for man, scientific care of animals was beginning. In the year 1762, the first school of Veterinary Medicine was established at Lyons, France. It wasn't until 100 years later that veterinary medicine took hold in America. Through efforts of Alexandre Liautard, an organization was started in 1863 which later was to be known as the American Veterinary Medical Association.

As a result of this organization, many small colleges of veterinary medicine began to spring up in this country. In 1879, Iowa State College established its School of Veterinary Medicine. This was the profession's first strong footing in the academic field. Today, at least 18 accredited schools of veterinary medicine exist in the United States. Most of these schools are part of the program of state-supported universities. One dramatic effect of the progress made in this field has been the reduction of the incidence of human diseases contracted from animals.

Suggested instructional procedures

Lecture
Discussion
Chalkboard
Visual aids
Suggested activities
References and texts
Pamphlets

A. Description of work

The Veterinarian studies and treats diseased and injured animals. He is also a key figure in disease prevention among human beings. The majority of veterinarians are general practitioners. Some specialize in treatment of small animals and pets, while others specialize in the health care of cattle, poultry, or horses.

Many veterinarians inspect meat, poultry, and other foods as part of the Federal and state public health programs.

Some veterinarians teach or do research related to animal diseases, foods, and drugs.

B. Personal qualifications

1. Good mental and physical health
2. Patience
3. Courtesy
4. Neatness
5. Accuracy
6. Pleasing personality
7. Intelligence
8. Interest in the care and welfare of animals
9. Physical strength

C. Duties

1. Gives medical or surgical care to sick or injured animals.

2. Keeps animals free from disease by vaccinating them and teaching their owners how to care for them properly.

3. Works to protect and promote human health.

D. Education

High school graduate with course emphasis on Science, Chemistry, English, Anatomy, Social Studies, Mathematics, Biology.

Two years of pre-veterinary college study.

E. Training

1. Four years of professional study for the Doctor of Veterinary Medicine degree

2. State Board Examination for license to practice

F. Advancement

Demands for veterinary services continues to rise. There are almost limitless opportunities open to the qualified veterinarian in the challenging tasks of safeguarding public health, building up the livestock industry, and conducting research. This last extends into the nuclear and space sciences.

G. Future employment

Employment opportunities are in:

a. Private practice
b. Research
c. Military service
d. Education
e. Commercial enterprise
f. Government service
g. Zoos
h. Animal hospitals

H. Earnings

Current starting yearly salary range $12,000–$15,000 and up.

I. Hours

1. Work week is usually 40 hours
2. May set own hours if in private practice

J. Suggested activities for high school student

1. Join a Health Careers club.
2. Seek summer employment in animal hospital
3. Make a field trip to a zoo. Visit the infirmary.
4. Go to a local veterinarian to observe the care of animals.
5. Discuss responsibilities of a veterinarian.
6. Discuss employment opportunities for veterinarians.

K. Visual aids

The Gentle Doctor. 21 min., B/W or color, 16 mm (1964), Association Films, Inc. This film presents the story and the daily activity of the veterinarian – his importance to human health and animal health.

The Veterinarian. 26 min., color, 16 mm, Texaco Inc. This film shows that the veterinarian of today is a thoroughly professional man, and that his degree in Veterinary Medicine is the result of a long, hard medical schooling.

L. Additional information may be obtained from:

American Veterinary Medical Association
600 So. Michigan Avenue
Chicago, Illinois 60605

College of Agriculture and Environmental Science
Rutgers – The State University
New Brunswick, New Jersey 08903

Agricultural Research Service
U. S. Department of Agriculture
Washington, D.C. 20250

M. Bibliography

American College of Laboratory-Animal Medicine. Washington, D.C.: American College of Laboratory-Animal Medicine, August 1968, 5 pp., free

Career Facts About Veterinary Medicine. Chicago, Illinois: American Veterinarian Medicine Association, 5 pp., free

Your Public Health Veterinarian. Columbus, Ohio: Ohio State Department of Health, 4 pp., free

Veterinarian. Moravia, New York: Chronicle Guidance Publications, Inc. (1967), 4 pp. (35¢)

Veterinary Medicine. Chicago, Illinois: Health Careers Council of Illinois, 4 pp., free

N. References and texts

Merillat, Louis A. and Delvin M. Campbell, *Veterinary Medical History of the U.S..* A brief record of the development of veterinary education practice and organization. American Veterinary Medical Association, Chicago, Illinois.

Directory. Chicago, Illinois: American Veterinary Medical Association

O. Pamphlets

Veterinarian. #B-29R Careers, Box 135, Largo, Florida 33541

Veterinarian. Michigan Employment Security Commission, 7310 Woodward Avenue, Detroit, Michigan 48202

Animal Science. A program of the College of Agriculture and Environmental Science, Rutgers – The State University, New Brunswick, New Jersey 08903

Today's Veterinarian. American Veterinary Medical Association, 600 So. Michigan Avenue, Chicago, Illinois 60605

Should You Be a Veterinarian? New York Life Insurance Company, Box 51 Madison Square Station, New York, New York 10010

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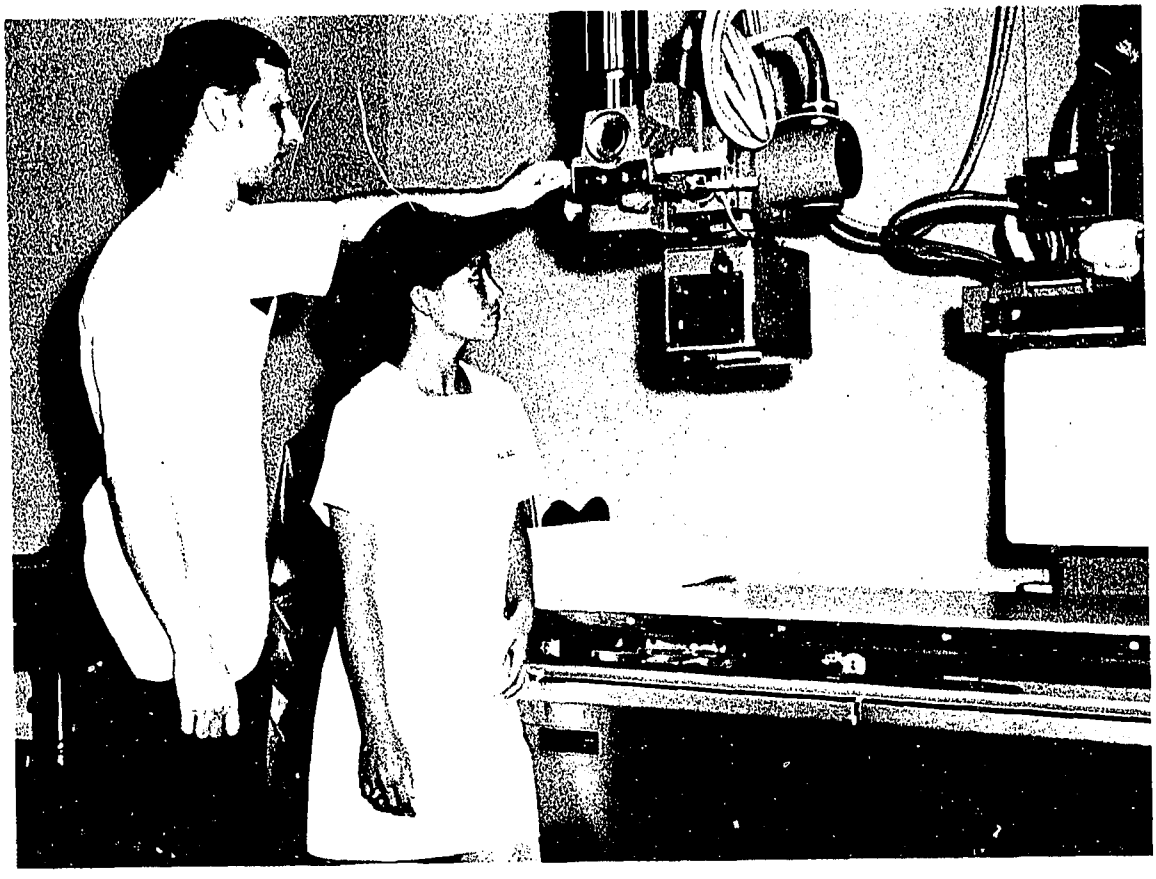

X-Ray Technologist

X-ray Technologist instructs Health Career student in proper use of modern radiology equipment.

ERIC

X-Ray Technologist

X-Ray Technology is a relatively young profession. The discovery of the X-ray by Wilhelm Konrad Roentgen took place in 1895. This great discovery opened new fields of research in the medical, dental, biological, chemical, and industrial fields. In the early days of radiology, the physician worked with no assistance, doing all his own radiology. But advances in the use of the X-ray eventually demanded more time and attention than the physician could normally give. Radiologists (the doctors who specialize in the field) anticipated the important place that the X-ray technologist would occupy in the field of medicine.

Through the efforts of the American College of Radiology and the Council on Medical Education and Hospitals of the American Medical Association, the schools of X-Ray Technology were organized. By 1964 there were over 700 schools approved by the American Medical Association. Today, there are over 100,000 trained X-ray technologists, over half of whom are registered with the American Registry of Radiologic Technologists.

Suggested instructional procedures

Lecture
Discussion
Visual aids
Bibliography
References and texts
Pamphlets
Suggested activities

A. Description of work

The X-ray Technologist works under the direction of a radiologist (physician). The radiologist is a medical doctor, trained and qualified to interpret radiographs and to administer radiation for diagnosis and treatment of disease.

The X-ray technologist is an important part of the health team dedicated to the diagnosis and treatment of diseases and injuries. The field is divided into three main branches:

a. Diagnostic radiography. – The technologist takes X-ray films of the sick or injured.

b. Therapeutic radiography. – Involves treatment of diseased areas, using prescribed doses of X-rays.

c. Nuclear medicine. – Uses radioactive substances (radioisotopes) to treat disease.

B. Personal qualifications

1. Good physical and mental health
2. Accuracy
3. Dedication
4. Ambition
5. Versatility
6. Courtesy

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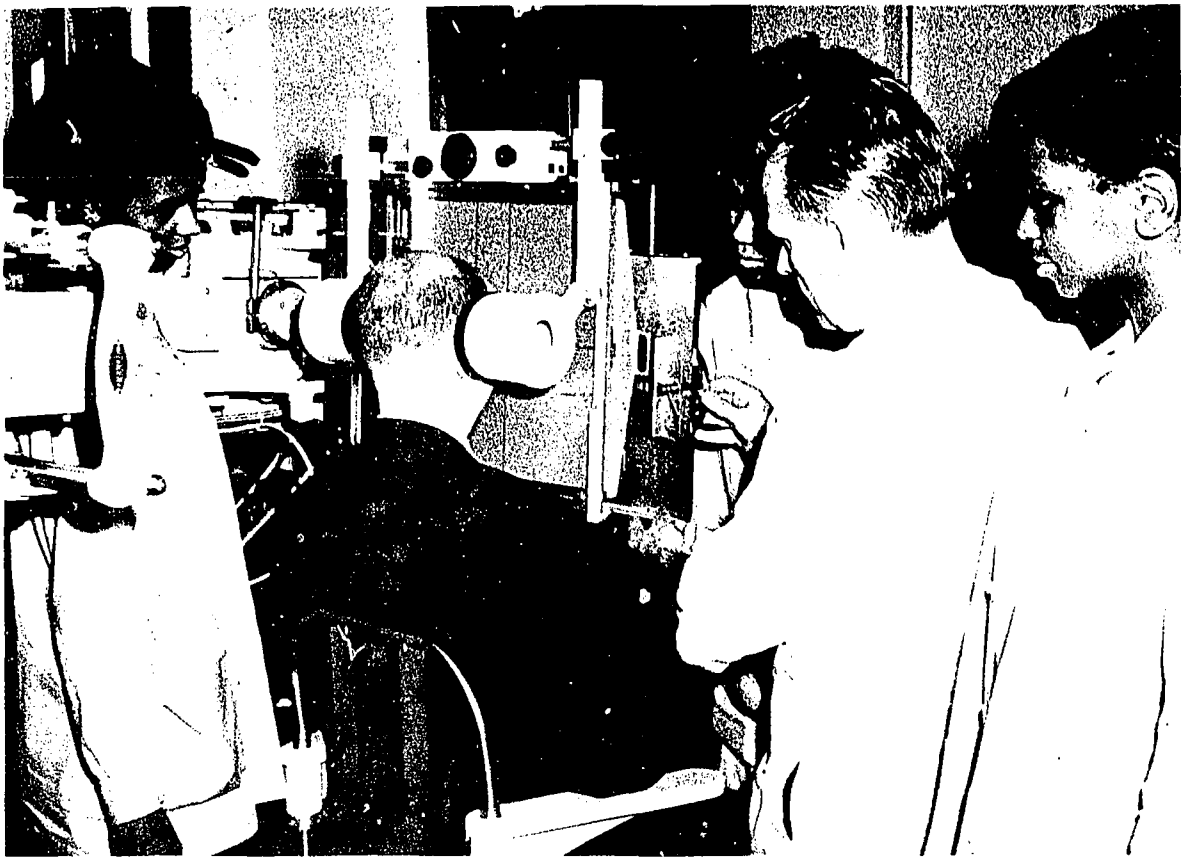

Chief Radiologic Technician preparing X-ray plate as Health Career students observe.

ERIC

Radiologist offers instruction to Health Career students in a training session.

7. Understanding
8. Ability to get along with people
9. Willingness to work with sick and disabled persons
10. Manual dexterity

C. Duties

1. Makes X-ray exposures.
2. Aids the radiologist in fluoroscopy.
3. Processes the films.
4. Adjusts controls on machines.
5. Positions patients for therapy treatments.
6. Keeps records and films of the patients.
7. Keeps equipment clean and in order.

D. Education

High school graduate with courses in English, Biology, Mathematics, Chemistry, Anatomy and Physiology, Physics, Social Science, and Typing.

E. Training

There are three types of training:..

1. Training in a hospital-based school. Diploma awarded after 24 months.

2. Training at a 2- to 4-year college. Degree awarded. Practical experience is gained in a hospital's department of radiology.

3. A graduate of an approved school of X-Ray Technology may apply for examination to obtain a license to practice.

F. Advancement

There is a demand for qualified X-ray technologists due to the expanding of hospitals and health services. Those X-ray technologists who are skilled and capable should never lack opportunities for employment.

With additional training and experience, he may assume supervisory responsibilities, or become an instructor at a college or hospital school.

Preventive medicine has increased the number of job opportunities in government employment. More X-ray technicians will be needed to help administer radiotherapy.

G. Future employment

X-ray technologists are in great demand. It is presently anticipated that approximately 15,000 additional X-ray technologists will be needed in the next 5 years. Employment may be in:,

1. Hospitals
2. Health agencies
3. Government agencies

4. Military service
5. Teaching
6. Industry – as a sales or service representative for X-ray equipment manufacturing companies
7. Doctors' offices
8. Companies with medical facilities for their employees

H. Earnings

1. Current starting yearly salary range $6,000–$9,880.
2. Administrative position starting salary range $10,000–$15,000.

I. Hours

1. Work week is usually 40 hours.
2. May be required to work evenings, nights, or weekends.

J. Suggested activities for high school student

1. Join a Health Careers club.
2. Make a field trip to local hospital or health agency to become familiar with equipment in X-ray department.
3. Discuss duties of an X-ray technologist.
4. Discuss why it is necessary to have a record of all patients scheduled for tests or treatments in the radiology department.
5. Explain the system used by a local hospital pertaining to patient preparation orders.
6. Discuss the difference between diagnostic and therapeutic radiography.
7. Prepare a list of all tests, examinations, and treatments given by your local hospital radiology department.
8. Volunteer services to local hospital or health agency.
9. Visit office of a radiologist and observe X-ray technologist at work.
10. Discuss advantages and disadvantages of a career in X-ray technology.

K. Visual aids

Light in Shadows: The Story of X-Ray. 21 min., color, 16 mm (1968), E. I. duPont de Nemours and Company, Inc. This film tells who a radiologist is and what he does. It traces the history of X-rays and takes the viewer inside two major hospitals to visit a radiologist in private practice.

More Than a Job. 27 min., color, 16 mm, Ansco. This film describes the training and work of the radiologic technologist. It is of general interest and a good recruiting tool.

Training in X-Ray Technology. 13 min., B/W, 16 mm, Stanford University. To assist in the recruitment of students into the field of X-ray technology, this picture shows the arrival of a new student, his instruction in action, classroom and teaching activities, and his graduation.

Diagnosis and Therapy With Radiation. 32 min., 16 mm, color, National Audiovisual Center (GSA). This film describes current techniques of radiation therapy through doses of radioactive chemicals, implanting techniques, and the use of external beams.

Cobalt–60 Reloading. (1958) 8 min., color, 16 mm, National Audiovisual Center (GSA). Describes the unloading of a Co 60 capsule from the Materials Testing Reactor at the National Reactor Testing Station in Idaho, monitoring and packing for shipment, and subsequent loading of the same capsule as the radioactive source into a teletherapy machine at the Argonne Cancer Research Hospital, Chicago, Illinois.

Medicine. (1957) 20 min., color, 16 mm, National Audiovisual Center (GSA). Produced by the U.S. Information Agency. Gives four illustrations of the use of radioactive materials in diagnosis and therapy; also the study of blood diseases and hardening of the arteries.

L. Additional information may be obtained from:

American Medical Association
535 North Dearbon Street
Chicago, Illinois 60610

American Society of Radiologic Technologists
645 North Michigan Avenue
Chicago, Illinois 60611

Local hospitals in your area

M. Bibliography

Careers in X-Ray Technology. Chicago, Illinois: American Society of Radiologic Technologists (1968) 5 pp.

Approved Schools of X-Ray Technology. Chicago, Illinois: American Society of Radiologic Technologists (1968) 18 pp.

Medical X-Ray Technician. Columbus, Ohio: Ohio State Employment Service (1968) 3 pp.

N. References and texts

Clark, *Positioning in Radiography,.* 8th Ed. New York: Intercontinental Medical Book Corp. (1964)

Deland & Wagner, *Atlas of Nuclear Medicine.* Vol I: *Brain* (1969) Vol II: *Heart & Lungs* (1970). Philadelphia, Pa.: W.B. Saunders Co.

Fletcher, *Textbook of Radiotherapy.* Philadelphia, Pa.: Lea & Febiger (1966)

Golden's Diagnostic Roentgenology. Baltimore, Md.: William & Wilkins Co. (1967)

Holt, et al., *The Year Book of Radiology.* Chicago, Illinois: Yearbook Medical Publishers, Inc. (1970)

Jacobi, *Textbook of Anatomy and Physiology in Radiologic Technology*. St. Louis, Mo.: C.V. Mosby Co. (1968)

Jones, *Basic Diagnostic Radiology*. St. Louis, Mo.: C.B. Mosby Co. (1969)

Murphy, *Radiation Therapy*, 2nd Ed. Philadelphia, Pa.: W.B. Saunders Co. (1967)

Seeman, *Physical and Photographic Principles of Medical Radiography*. New York: J. Wiley & Sons, Inc. (1968)

Spiers, *Radioisotopes in the Human Body, Physical and Biological Aspects*. New York: Academic Press (1968)

Stanton, *Basic Medical Radiation Physics*. New York: Appleton-Century-Crofts (1969)

Sutton, *A Textbook of Radiology*. Baltimore, Md.: Williams & Wilkins Co. (1969)

Wagner, *Principles of Nuclear Medicine*. Philadelphia, Pa.: W.B. Saunders Co. (1968)

Watson, *Patient Care and Special Procedure in Radiologic Technology*, 3rd Ed. St. Louis, Mo.: C.B. Mosby Co. (1969)

O. Pamphlets

Helene Fuld Hospital School of X-Ray Technology, Trenton, New Jersey

Mercer Hospital School of X-Ray Technology, Trenton, New Jersey

St. Francis Hospital School of X-Ray Technology, Trenton, New Jersey

Careers in X-Ray Technology. Chicago, Illinois, American Society of Radiologic Technologists (Revised 1969)

Pamphlets published by local hospital X-Ray Technology training departments.

Unit 4 – Field Trips

Objectives – The student will be able:

To list the various functions of the different areas to which field trips are made.

Field trip experiences are becoming a growing part of the modern school curriculum. Field trip experiences may come at the beginning of a project as a means of presenting an introduction or of arousing interest, during the development of a project to help visualize some point of study, or at the end for purposes of summary. The teacher and students should decide in each instance when a field experience would be most profitable.

Thorough planning is essential if the trip is to have educational value for the students. On the trip, discussion of what is going on or being seen should be directed to the purposes for which the trip is made. When the group has returned to the classroom, the trip should be summarized, the gains itemized, the lesson drawn so all will understand. All matters such as parental consent, time for the trip, rules for conduct, appropriate clothing, and cost should be agreed upon before undertaking the trip.

Suggested Areas:

A. Local General Hospital
    1. School of Nursing
    2. School of X-Ray Technology
    3. School of Laboratory Technology
    4. The various hospital departments
        a. Administration
        b. Business Office
        c. Admitting Office
        d. Emergency Room
        e. Nursing Service
        f. Surgery Department
        g. Medical Laboratory Department
        h. Radiology Department
        i. Pharmacy Department
        j. Medical Records Department
        k. Medical Library Department
        l. Social Service Department
        m. Occupational Therapy Department
        n. Recreation Therapy Department
        o. Central Supply Department
        p. Physical Therapy Department
        q. Dietary Department
        r. Dental Clinic
        s. Biometrics
            (1) EKG
            (2) EEG
            (3) Inhalation Therapy

B. Local Psychiatric Hospital
C. State and Local Health Departments
D. Rehabilitation Centers
E. Nursing Homes
F. Library
G. State School for the Deaf
H. Local Heart Association
I. Non-hospital facilities related to health and medical careers
J. Blood Bank (Local)
K. Water Purification Plant
L. Sewage Disposal Plant
M. Voluntary Health Agency
N. Bureau of Preventive Diseases
O. Pharmaceutical Firms
P. Health Insurance Companies (Blue Cross)
Q. Research Centers
R. Mental Retardation Day-Care Center

Unit 5 – Guest Speakers

Objectives – The student will be able:

To achieve a better insight into the nature of the various health careers, as described by guest speakers.

To be informed of the latest trends and developments in the various health careers.

Every speaker should be fully prepared to talk to these particular students. After scheduling the date and time with the speaker, the teacher or coordinator should:

Request materials to orient the students about the occupation.

Provide the speaker with information about the students: grade levels, interests, goals (in general), and an average level of indicated ability.

Ask the speaker to urge the students to stay in school – to emphasize the importance of the high school diploma.

State the total class time available. Tell the speaker how long he may talk with the students. Request time for the students to ask questions.

Encourage the speaker to bring any large pictures or visual displays that may be suitable for display or illustrative purposes.

Help one of the students develop the background information about the speaker into a concise introduction.

Ask the speaker to cover:

Job opportunities in the field he represents

Types of occupations which may develop in this field

Requirements for this type of work

Hazards of this type of work, e.g., heat, cold, noise, odors

Salary range

Benefits

Educational opportunities

Attitudes that make desirable employees

Attitudes that cause employees to lose their jobs

Attendance

Training and education needed by an employee

Is it possible to obtain the needed training in high school?

Personality traits necessary for satisfactory and continued employment

What are the special satisfactions to be derived from this occupational area?

The school and class should observe certain courtesies due any speaker:

1. Notify the main office that the guest speaker will arrive. Give the office his name, date, and time of arrival.

2. Have one of the students greet the guest at the main office and escort him to the classroom.

3. Have one of the students prepared to introduce the speaker.

4. Have a student prepared to rise and thank the speaker at the end.

5. Have a student guide the guest speaker out of the building.

Speakers may be obtained from:

New Jersey Health Careers, Inc. *
375 West State Street
Trenton, N. J. 08618
Thomas F. Caldwell, Exec. Dir.

Various health-careers personnel

Local community

Local hospitals

Local health agencies

Rehabilitation centers

Local and state health departments

Schools of health-careers programs

* This organization maintains a current list of available speakers throughout the state who are qualified to discuss any particular health career covered in this book.

Unit 6 – School Interests and Some Related Health Careers

Objectives – The student will be able:

To identify the applicability of certain school interests and some extracurricular activities to specific health careers.

The following table shows the applicability of school interests and of some extracurricular activities to specific health careers.

1. ART	Medical Artist Illustration Poster and Display Artist Occupational Therapist
2. BUSINESS AND FINANCE	Administrator Administrative Assistant Controller Accountant, etc. .
3. CLERICAL SKILLS	Business Office Worker Medical Records Librarian Medical Secretary Ward Clerk
4. ELECTRONICS	Computer Programer Computer Operator Electronics Technician Medical Engineer
5. ENGLISH AND JOURNALISM	Health Educator Librarian (hospital and medical) Public Information Specialist Public Relations Officer Science Writer Technical Writer
6. FOREIGN LANGUAGE	Medical Librarian Translator (of medical and scientific publications)
7. HOME ECONOMICS	Dietitian Executive Housekeeper Food Service Worker Homemaking Rehabilitation Consultant Nutritionist
8. INDUSTRIAL ARTS . . . . . (Wood, metal, electronic, etc.)	Hospital Engineer Instrument Maker Maintenance Worker Manual Arts Therapist Medical Engineering Technician Prosthetic Appliance Maker

9. MATHEMATICS	Biomedical Research Scientist Computer Programer Health Statistician Statistical Clerk
10. MODEL MAKING	Exhibits Builder Scientific Model Technician
11. MUSIC	Music Therapist
12. PHOTOGRAPHY	Photographer (research or public information)
13. PHYSICAL EDUCATION	Corrective Therapist Physical Therapist Recreation Therapist School Health Educator
14. SOCIAL STUDIES	Health Economist Health Sociologist Psychologist Public Health Educator Public Health Program Assistant Social Worker
15. SCIENCE	Biologist Chemist Physicist Mathematician Engineer in Basic Research Environmental Health (including Sanitary Engineer Sanitarian Industrial Hygienist Radiological Health Specialist) Food and Drug Protection Medical Engineering

(Courtesy of N.J. Health Careers Inc.)

Unit 7 – Hospital Job Opportunities

Objectives – The student will be able:

To identify various job opportunities available in hospitals.

A. Administration

Hospital Administrator
Administrative Assistant
Director of Medical Services
Director of Nursing Services
Hospital Pharmacist
Controller
Purchasing Director

B. Nursing

Nurse Anesthetist
Registered Nurse
Licensed Practical Nurse
Nursing Aid and Orderly
Psychiatric Aid
Medical Social Worker

C. Technicians

Operating Room Technician
Medical Laboratory Technician
Medical Laboratory Assistant
Cytotechnologist
Histologic Technician
Electrocardiogram Technician
Electroencephalographic Technician
Radiologic Technician
Nuclear Medical Technologist

D. Therapy

Inhalation Therapist
Inhalation Therapist Assistant
Occupational Therapist
Occupational Therapist Assistant
Recreation Therapist
Physical Therapist
Prosthetist and Orthotist
Speech and Hearing Therapist

E. Library

Medical Illustrator
Medical Librarian
Medical Records Librarian

F. Dietary

Dietitian
Dietary Aid
Food Service Worker

G. Dental

Dental Hygienist
Dental Assistant
Dental Laboratory Technician
Dental Secretary

H. Others

Ward Clerk
Receptionist
Medical Secretary
Medical Stenographer

Directory of Film and Filmstrip Sources

American Academy of General Practice
Volker Blvd. and Brookside
Kansas City, Mo. 64112

American Association of Nurse Anesthetists
111 East Wacker Drive
Chicago, Ill. 60601

American Bakers Association
Suite 650
1700 Pennsylvania Avenue, N.W.,
Washington, D. C. 20006

American Cancer Society (Mercer County)
88 Lakedale Drive
Trenton, N. J. 08638

American Dental Association
Bureau of Audio-Visual Service
211 East Chicago Avenue
Chicago, Ill. 60611

American Gas Association
Film Service
603 Third Avenue
New York, N. Y. 10016

American Heart Association (Mercer Co.)
639 Pennington Avenue
Trenton, N. J. 08618

American Hospital Association
Film Library
840 North Lake Shore Drive
Chicago, Ill. 60611

American Occupational Therapy Assoc.
251 Park Avenue South
New York, N. Y. 10010

American Osteopathic Association
212 East Ohio Street
Chicago, Ill. 60611

American Petroleum Institute
Committee on Public Affairs
1271 Avenue of the Americans
New York, N. Y. 10020

American Pharmaceutical Association
2215 Constitution Avenue, N.W.
Washington, D. C. 20037

American Physical Therapy Association
2057 Bragg Street
Brooklyn, N. Y. 11229

American Red Cross (Trenton Area Chapter)
399 W. State Street
Trenton, N. J. 08618

ANA–NLN Film Library
267 West 25th Street
New York, N.Y. 10001

Ansco
4255 Touhy
Lincolnwood, Ill. 60628

Association Films Incorporated
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New York, N. Y. 10022

Avon Products, Inc.
30 Rockefeller Plaza
New York, N. Y. 10020

Ayerst Laboratories
685 Third Avenue
New York, N. Y. 10017

Bausch & Lomb, Inc.
Film Distribution Service
635 St. Paul Street
Rochester, New York 14602

Becton, Dickinson and Co.
Rutherford, N. J. 07070

Beltone Institute for Hearing Research
4201 West Victoria Street
Chicago, Ill. 60646

Bray Studios, Inc.
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New York, N. Y. 10036

Cahill, Charles and Association, Inc.
P. O. Box 3220
Hollywood, California 90028

Cereal Institute, Inc.
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Chicago, Ill. 60603

Ciba Pharmaceuticals
Lafayette Park
Summit, N. J. 07901

Corning Museum of Glass
Curator of Education
Corning Glass Center
Corning, New York 14830

Coronet Films
Coronet Bldg.
65 E. South Water Street
Chicago, Ill. 60601

Department of the Air Force
Film Library Center
8900 So. Broadway
St. Louis, Mo. 63125

Department of the Army
First U. S. Army
Audio-Visual Support Center
Fort George G. Meade, Md. 20755

E. I. du Pont Co., Inc.
Motion Picture Service
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Wilmington, Del. 19898

Employers Insurance of Wausau
Wausau, Wisconsin 54401

Encyclopaedia Britannica Films
425 N. Michigan Avenue
Chicago, Ill. 60611

Ethicon, Incorporated
Route 22
Somerville, N. J. 08876

Film Associates
11559 Santa Monica Blvd.
Los Angeles, Cal. 90025

Florida Development Commission
Film Library
Tallahassee, Fla. 32304

Food and Agriculture Organization
of the United Nations
North America Regional Office
1325 C Street, N.W.
Washington, D. C. 20437

Ford Motor Company
Film Library
The American Road
Dearborn, Michigan 48121

Harris–Tuchman Productions, Inc.
751 North Highland Avenue
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Henry Ford Community College
5101 Evergreen Road
Dearborn, Michigan 48128

Henry Strauss Distributing Corp.
31 West 53rd Street
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Hoffmann-La Roche Incorporated
Nutley, N. J. 07110

Huntington Laboratories Incorporated
Huntington, Indiana 46750

Institute of Makers of Explosives
420 Lexington Avenue
New York, N. Y. 10017

International Film Bureau, Incorporated
332 So. Michigan Avenue
Chicago, Ill. 60604

J. B. Lippincott Company
East Washington Square
Philadelphia, Pa. 19105

Kaiser Foundation Rehabilitation Center
2600 Alameda
Vallejo, Cal. 94590

Lawren Production, Inc.
P.O. Box 1542
Burlingame, Cal. 94010

Lederle Laboratories
Film Library
Pearl River, N. Y. 10965

Eli Lilly and Company.
Audio-Visual Film Library
P.O. Box 618
Indianapolis. Indiana 46206

McGraw Hill Book Company, Inc.
Film Department
330 W. 42nd Street
New York, N. Y. 10036

Medi Visual. Inc.
Suite 1814, Dept S
342 Madison Avenue
New York, N. Y. 10017

Merck Sharp & Dohme Film Library
West Point, Pa. 19486

Metropolitan Life Insurance Co.
1 Madison Avenue
New York, N. Y. 10010

Modern Talking Picture Service
Classroom Service Department
1212 Avenue of the Americans
New York, N. Y. 10036

National Association for Mental Health
10 Columbus Circle
New York, N. Y. 10019

National Foundation – The March of Dimes
800 Second Avenue
New York, N. Y. 10017

National Multiple Sclerosis Society
257 Park Avenue South
New York, N. Y. 10010

National Tuberculosis and Respiratory
Disease Association
1740 Broadway
New York, N. Y. 10019

Naval Medical School
Audio-Visual Division
Bldg. 141, Room 11-B
Bethesda, Md. 20014

New Jersey Bell Telephone (Local Office)
224 E. State Street
Trenton, N. J. 08611

N. J. State Museum Extension Service
P.O. Box 1868
Trenton, N. J. 08625

Pennsylvania State University
Audio-Visual Aids Library
University Park, Pa.

Pepsi-Cola Company
500 Park Avenue
New York, N. Y. 10022

Philip Roxane Laboratories, Inc.
330 Oak Street
Columbus, Ohio 43216

PHS – Communicable Disease Center
Audio-Visual Section
Atlanta, Ga. 30333

Prentice-Hall, Inc.
Englewood Cliffs, N. J. 07632

Radium Films
211 East 43rd Street
New York, N. Y. 10017

Robert J. Brady Company
130 Q Street, N.E.
Washington, D.C. 20002

Shell Oil Company
149-07 Northern Boulevard
Flushing, N. Y. 11354

Smith, Kline & French Laboratories
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Philadelphia, Pa. 19101

Stanford University
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Palo Alto, Cal. 94304

Sterling Movies
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Stuart Reynolds Productions
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Swift and Company
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Texaco Incorporated
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Garden Grove, Cal. 92642

Union Pacific Railroad
Motion Picture Bureau
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University of Iowa College of Nursing
Westlawn
Iowa City, Iowa 52240

U.S. Department of the Navy
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National Naval Medical Center
Bethesda, Maryland 20014

U.S. National Audiovisual Center
National Archives and Record Service
Washington, D.C. 20409

U.S. Public Health Service
National Medical Audiovisual Center
Atlanta, Georgia 30333

Visual Products Division, 3M
Box 3344
St. Paul, Minn. 55101

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Detroit, Michigan 48202

ACCESSION NUMBER: VT100686

PUBLICATION DATE: JUN74

TITLE: ABOUT BUSINESS.

PERSONAL AUTHOR: PIESLAK, RAYMOND F.

DESCRIPTOR: *STUDY GUIDES; INSTRUCTIONAL MATERIALS; MANUALS; *BUSINESS; *BUSINESS ADMINISTRATION; *AGRIBUSINESS; VOCATIONAL EDUCATION; BUSINESS EDUCATION; SECONDARY GRADES; POST SECONDARY EDUCATION; *BUSINESS RESPONSIBILITY

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 564

ABSTRACT: THIS MANUAL WAS PREPARED FOR STUDENTS ENROLLED IN THE NEW JERSEY BUSINESS-TRAINING CURRICULUM AND IS INTENDED TO BE SIMPLISTIC IN FORMAT, BUT COMPREHENSIVE IN ITS ATTEMPT TO ORIENT STUDENTS TO THE FIELD OF BUSINESS AS A SYSTEM. THUS, THE GUIDE SEEKS TO PROVIDE LEARNERS WITH SOME KNOWLEDGE OF THE NATURE OF BUSINESS TRANSACTIONS, HOW BUSINESS SERVES THE CONSUMER, HOW BUSINESS IS ORGANIZED AND MANAGED, AND THE KINDS OF WORKERS NEEDED IN THE FIELD. THE NINE TOPICAL UNITS TO BE STUDIED INCLUDE: (1) INTRODUCTION TO BUSINESS, (2) THE BUSINESS WORLD AROUND YOU, (3) KINDS OF BUSINESSES, (4) SHOPPING IN YOUR COMMUNITY, (5) WHAT BUSINESSMEN DO, (6) THE VALUE OF BUSINESS TO THE COMMUNITY, (7) OCCUPATIONS, (8) WHO OWNS BUSINESS, AND (9) IMPORTANT FACTS ABOUT MONEY. (SN)

AVAILABILITY: NEW JERSEY VOCATIONAL TECHNICAL CURRICULUM LABORATORY, BLDG. 4102, KILMER CAMPUS, RUTGERS UNIV., NEW BRUNSWICK, N.J. 08903

INSTITUTION NAME: MARIE H. KATZENBACH SCHOOL FOR THE DEAF, WEST TRENTON, N.J.

SPONSORING AGENCY NAME: NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION.

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DIVISION OF VOCATIONAL EDUCATION

ABOUT BUSINESS

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Department of Education
Division of Vocational Education

ABOUT BUSINESS

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PREFACE

This manual was prepared for our students in the business-training curriculum. Considering the needs of the students for whom this has been written, the lessons contained herein have been made as simple as possible for easier understanding.

ABOUT BUSINESS was intended to orient the students to business, to give them a general understanding of our business system. An understanding of the nature of business transactions, of how business serves consumers, of how business produces and distributes goods and services, of how business is organized and managed, and the kinds of workers needed in our economic society. It gives some consumer-oriented business information that would be within the average student's range of experience through his own daily activities.

I would like to express my sincere thanks for Mrs. Berminna Solem, a former teacher at the School for the Deaf, for designing the cover and all the drawings used in the book. I am also grateful to Mr. Benjamin Shapiro, Director of the Vocational-Technical Curriculum Laboratory at Rutgers University, for his assistance and patience and to Dr. Charles M. Jochem, Superintendent of the school, for his continued interest.

Raymond F. Pieslak

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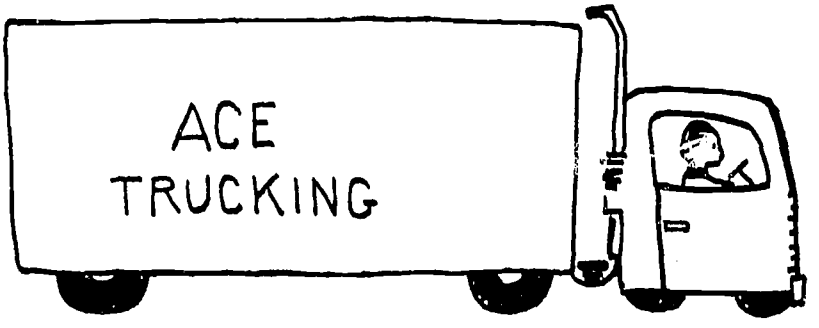

UNIT I

INTRODUCTION TO BUSINESS

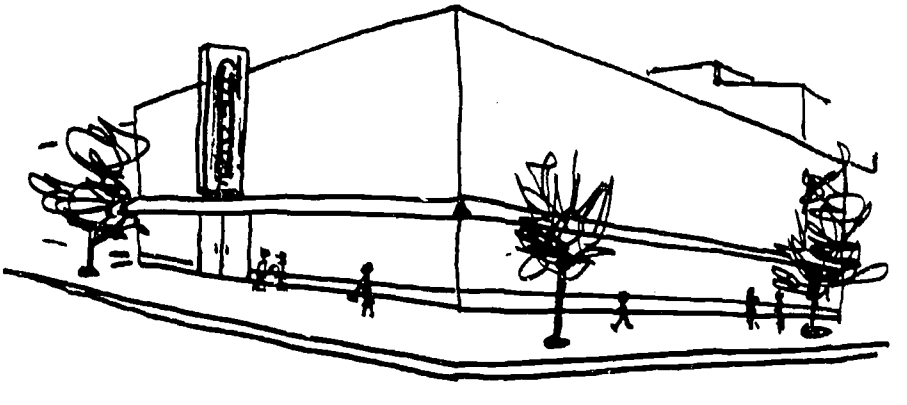

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UNIT I

INTRODUCTION TO BUSINESS

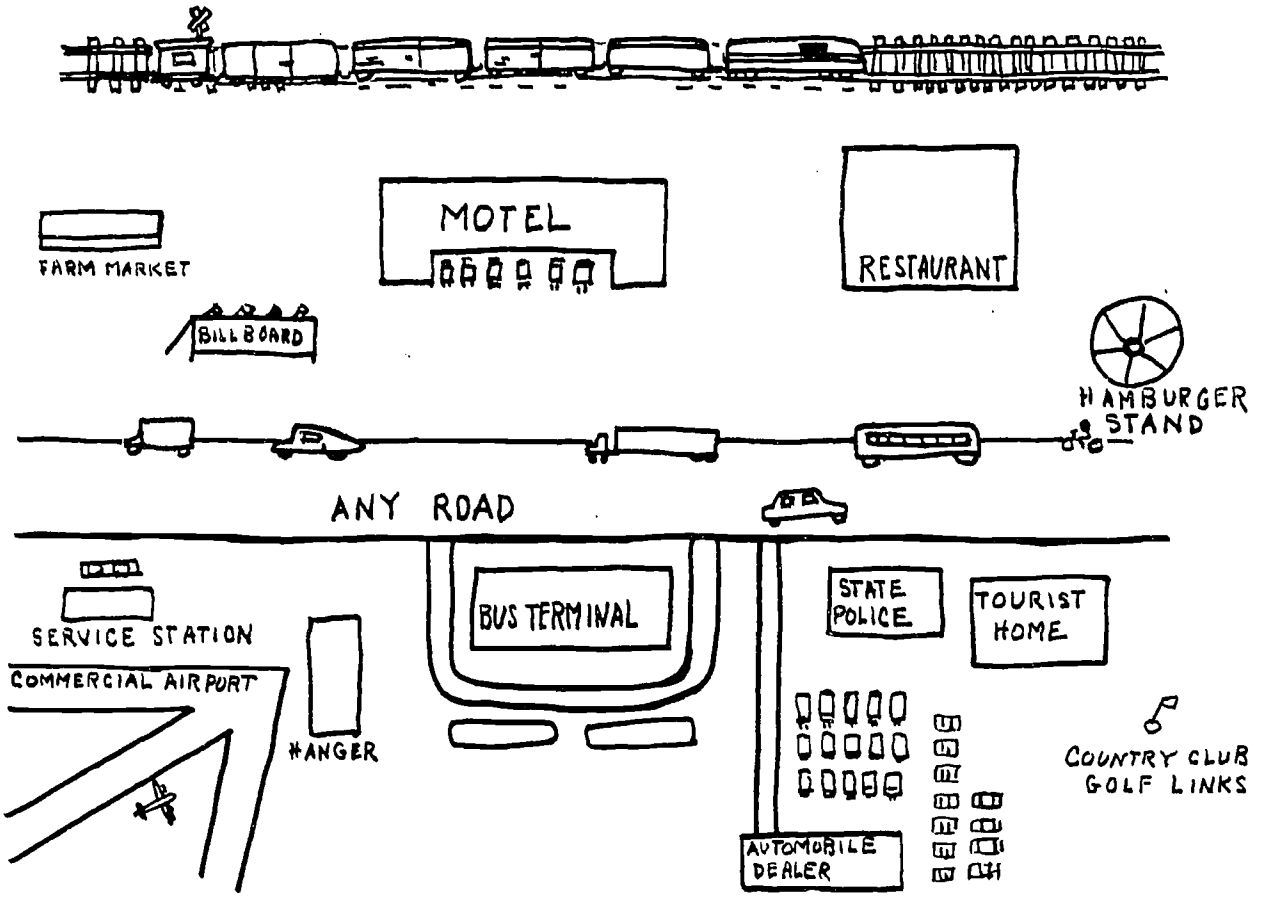

Business Along the Road

INFORMATION: In the United States today there are about 210 million people. Some of these people are working. Some of them are homemakers. Some are in school. Some are not working because they are too old to work or too sick to work, or because there are no jobs for them.

But no matter what we may be doing, all of us use food, clothing, houses and many other things we cannot do without.

Where there are people, there are human needs. Human needs are things we must have such as food, clothing, and housing.
Where there are human needs there is business.

1. What do you think of when you hear the word "business"? A store? A bank? A railroad? A factory?

2. A business is any organization that supplies us with goods and services we want.

3. A "place of business" is the place where goods and services are exchanged, bought, or sold.

4. A business may sell goods.
   Goods are things such as clothing, food, books, radios, television sets, and furniture. You can touch and handle goods.

5. A business may sell services.
   Services are things that others *do for us.*
   For example, when you go to the beauty shop to get your hair done – this is a service.
   You buy a ticket to go home on the bus. The bus company does a service –– taking you home.
   The men who fix your car, or your washing machine, or your TV set are all selling their services.

6. We buy goods and services. We are the people who use them. We are consumers of goods and services.

7. Consumers create (make) business.
   Consumers made business what it is today.

8. All consumers are important because business exists to supply or give consumers what they need and want.

VOCABULARY:

business (BIZ–ness) – any organization that supplies us with goods and services we want.
organization (or–gen–i–ZAY–shun) – a group of people who join together for some special purpose.
services (SUR–vis–ez) – things that others do for us
consumer (kon–SYUM–er) – a person or an organization that uses goods and services
create (kree–AYT) – make something which was not there before
exists (eg–ZISTS) – continues to be

ASSIGNMENT:

1. A _____ is any organization that supplies us with goods and services we want.

2. Things such as clothing, food typewriters, and books are called_____.

3. Those things that others do for us are called_____.

4. People who use goods and services are called_____.

5. Name a business that sells goods.

_____

6. Name a business that sells services.

_____

7. Make a list of six goods that you use in or around your home.

8. Make a list of six goods that you use in or around school.

9. Make a list of at least three services that you used lately.

10. Do you know the names of any businesses near your home? List at least two of them.

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UNIT I

INTRODUCTION TO BUSINESS

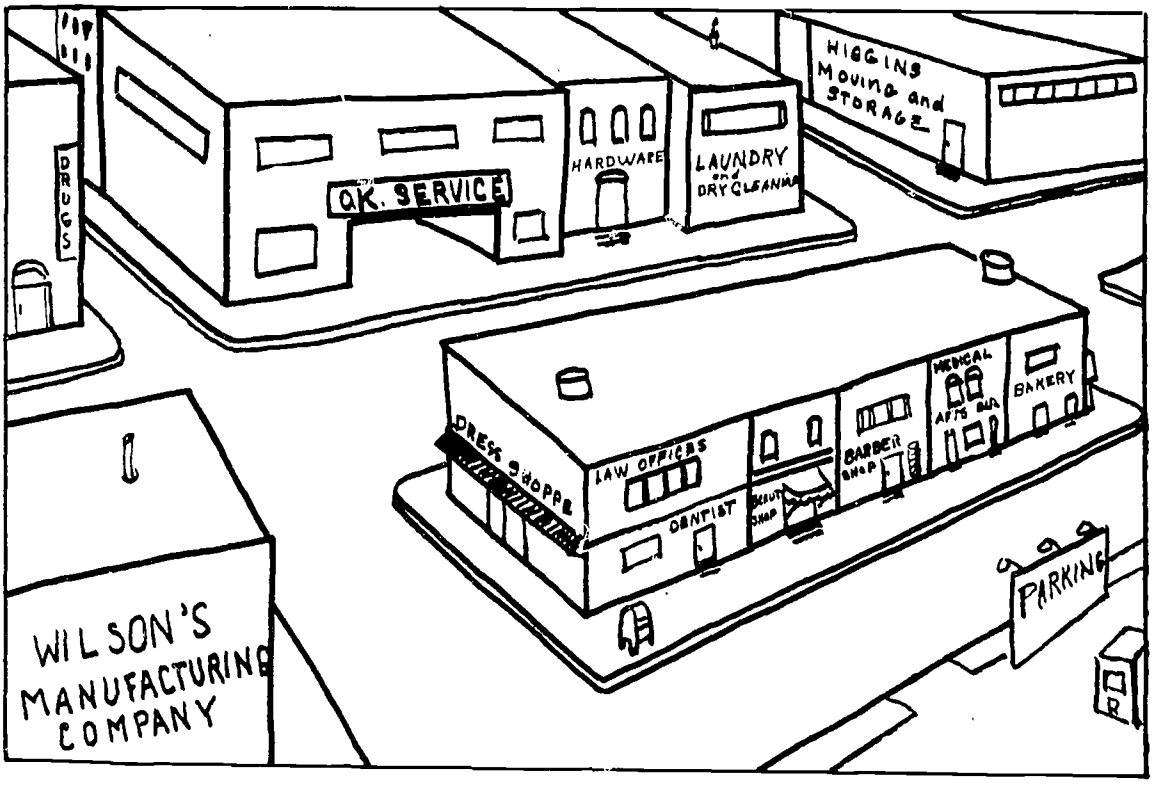

INFORMATION: You live in a business world. If you have looked closely at the business life around you, you will better understand the main reason for business and how it helps you.

Suppose you wrote down the things you think you need in order to live. You could make quite a list that might look like a Christmas list. Some of them would not be real needs, just the things you would *like* to have. In every city you have probably seen many large and small stores. There may also be warehouses, large factories, and many office buildings.

1. The primary human needs -- the things we cannot do without -- are food, clothing, shelter, and fuel.

2. These things must be produced. That is to say, food must be grown, clothing must be made, houses must be built.

3. To produce these things means work for millions of people -- farmers, factory workers, builders, truck drivers, office workers, salespeople, and many others.

4. Business supplies our food, clothing, housing, and also entertainment.

5. Business builds our stores, factories, office buildings, theaters, and restaurants.

6. We need the products made by other people -- by business.

7. We need people --people who do services for us every day such as the bus driver, the deliveryman, the waitress, the television star.

8. Business supplies people's needs and wants.

VOCABULARY:

primary (PRY–mer–ee) – first in order; first in importance
shelter (SHEL–ter) – a place that covers you or protects you from the weather
fuel (FYU–l) – something that can be burned to give heat (or to make an engine run)
produce (pruh–DOOSS) – make
entertainment (en–ter–TAYN–ment) – anything that pleases, interests, or is fun
product (PROD–ukt) – a thing or goods, that someone has produced
deliveryman (di–LIV–er–i–man) – someone whose job is to take things where they are needed
waitress (WAYT–ress) – a girl or woman who brings food to your table

ASSIGNMENT:

1. Who helps to furnish the needs and wants of consumers?_____

2. Where is business? (Does it take place only in stores?)

3. What people serve you in school?

UNIT I

INTRODUCTION TO BUSINESS

Why Should You Learn About Business — Lesson 3

INFORMATION: In the last hundred years a great change has come over our nation. Over a century ago most of our people lived in the country. Most people raised their own food and made their own clothes. Many of them built their own houses. If it was too hard for them to make some things themselves, they either bought them or did without them. Most of their work was done by hand or with the aid of horses and oxen. People worked more hours a day, more days a week, produced less, and earned less.

Their school training included reading, writing, and arithmetic. That's all they needed to know to live successfully.

Years ago, people supplied nearly all their needs by themselves.

BUT THOSE TIMES ARE GONE . . . . .

1. Today most people do only one kind of work and depend on business to supply their needs.

Now we can buy what we need.

2. Today people have more money to spend for a larger variety of goods and services.

3. Today business touches your life at every turn. Glance about your classroom. Almost everything that you see has been supplied by business-- your desk, your pencil, your books, your clothes.

4. Soon you will join the great group of people who are producers of goods and services in businesses.

5. This is why you should learn how these goods and services are made possible.

6. As a consumer and a producer, learning about business is important to you--how business serves you; how business creates jobs and income; how business is organized.

VOCABULARY:

variety (vuh–RYE–i–ti) – a lot of different kinds
producer (pruh–DOO–ser) – any person or organization that makes goods or provides services for others to use.
(The manufacturer of the things you buy is a *producer*. Doctors, lawyers, and teachers are also *producers*; their product is a service, rather than things.)
organize (OR–gan–eyez) – arrange all the parts in good order.

ASSIGNMENT:

1. Make a list of at least four different goods supplied by business for your classroom.

2. Make a list of at least four different goods or services supplied by business for the family automobile.

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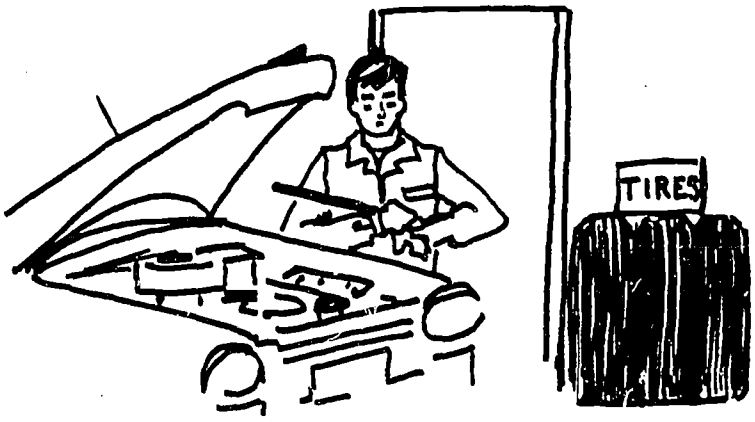

UNIT II

THE BUSINESS WORLD AROUND YOU

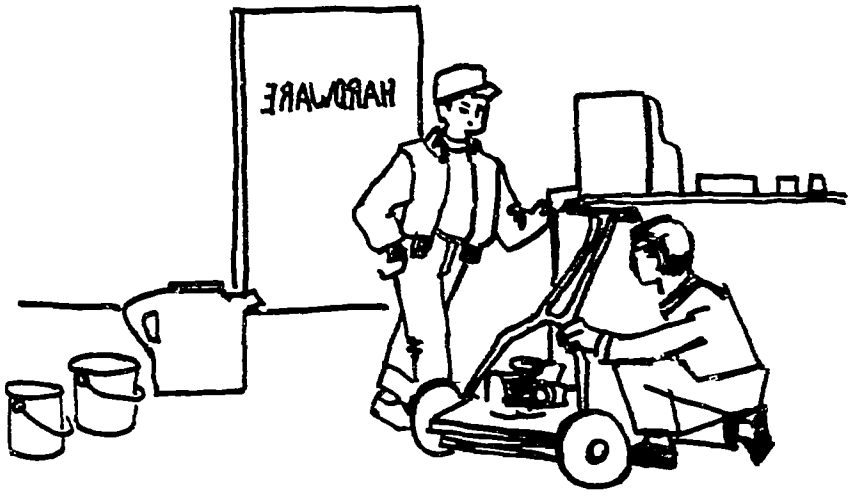

UNIT II

THE BUSINESS WORLD AROUND YOU

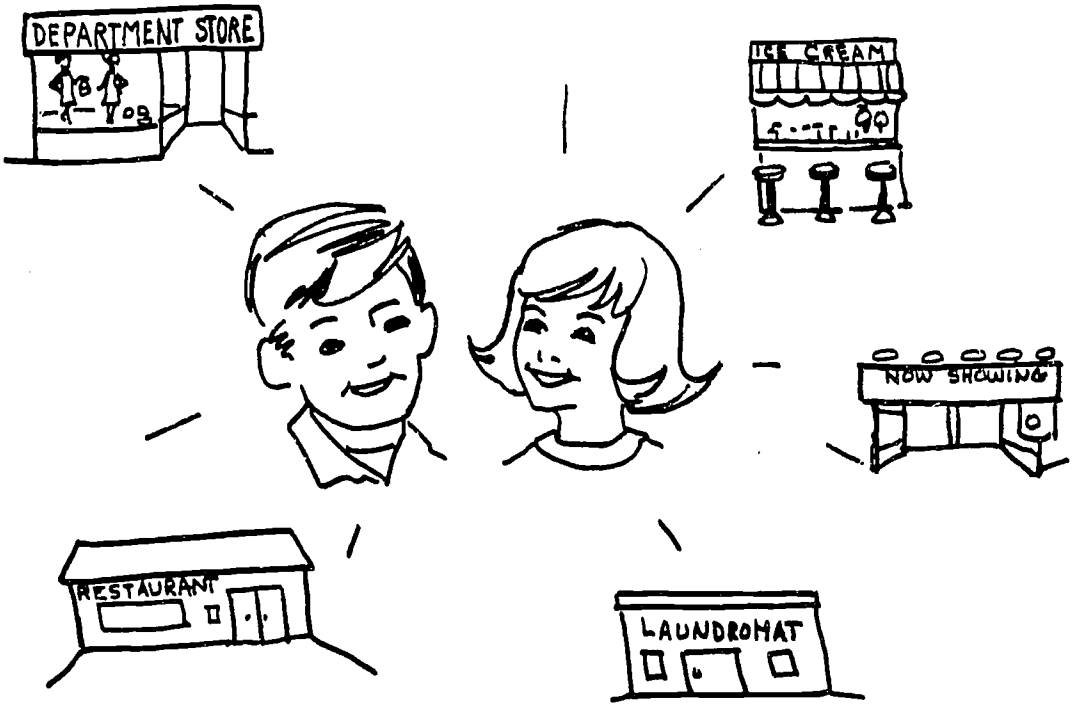

INFORMATION: Almost everything that you do from day to day has to do with business in one way or another.

Think for a minute about all the things that you did last summer. You were probably so busy doing things that you cannot remember all of them. Perhaps you took a trip by car or on a bus, train, or plane. Maybe you bought several things for yourself, or went to the movies. Maybe you went to a restaurant for a meal or bought ice cream or soda on the boardwalk. Perhaps you went to a store with your parents and helped them buy some things for your home.

Can you think of any day when you did *not* have anything to do with business?

1. A business transaction is made when goods and services are exchanged for money, or for a promise to pay money in the future.

2. Every time you buy something at a store, you make a business transaction.

3. When you go to a restaurant to eat, this is a business transaction.

4. You and your friends complete many other business transactions every day.

5. Your family makes business transactions when they buy food, pay for rent, pay for gas and electricity.

6. Businessmen make business transactions when they buy and sell goods and services, when they pay bills, and when they borrow money.

7. Your school makes business transactions, too. The school must pay salaries to the teachers; it must buy books and supplies for the classrooms.

8. Even your church makes business transactions. The money the church receives from its members is used to buy things for the church, to pay salaries, and to pay for the heat and electricity.

9. Your community makes business transactions, whether you live in a small town or in a large city. Public buildings must be built. Salaries must be paid to firemen, policemen, and other public officials. Your community receives its income to carry on these necessary business transactions from taxes, parking meters, fines, and in other ways.

VOCABULARY:

business transaction (BIZ–ness trans–AK–shun) – a piece of business; an act of business; a business "deal"
supplies (sup–PLYZ) – things to be used (in school – paper, pencils, chalk, etc.)
community (kum–MYUN–i–tee) – the place where you live – a city, town, or village
official (ə–FISH–əl) – anyone holding a public position
(The Governor is a high government *official.*)
income (IN–kum) – money that comes in (to a person, a business, or a community)
necessary (NESS–ə–sair–ee) – needed; required; must have
taxes (TAK–ses) – money paid to governments so they can do their business
fine (FYN) – money paid as a punishment, as, for example, for parking a car too long in a parking space.

ASSIGNMENT:

1. What is a business transaction?

2. Give two examples of business transactions that could be made by:

   You--

   Your family--

   Your school---

   Your church--

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UNIT II

THE BUSINESS WORLD AROUND YOU

INFORMATION: Business transactions are contracts. Whenever two or more persons agree to exchange goods or services for something of value, they have formed a contract.

1. Every time you buy something in a store, you complete a contract.

2. Maybe you said to a friend, "I'll give you $10 for your radio" and your friend replies, "All right, I'll take it." If both of you were serious about it, you have made a contract.
This is known as an oral contract, because it is made up of oral or spoken words.

3. Sometimes contracts are formed without any words being spoken.
For example, you may pick up a paper-back book at a counter. You put the money down for it without a word. This is an implied contract.

When you pick up the book, it is understood, or implied, that you will pay for it.

4. Contracts that are in writing are called written contracts.
In order to be enforceable, some contracts *must* be written. Then the government can force either person who made the contract to do as the contract says.
Examples of such contracts are those covering the leasing (renting) and the selling of real estate.

5. All important contracts should be written and signed, so that there will be no misunderstanding later on.

6. A written contract therefore is a written agreement, and you can be forced by law to follow through or carry out the agreement to the end.

VOCABULARY:

contract (KON–trakt) – an agreement to do a certain thing in exchange for something of value.
value (VAL–yoo) – the worth of something, in money
(The *value* of the house is $25,000.)
oral (OR–əl) – spoken out loud
imply (im–PLY) – mean something without actually saying it
enforceable (en–FOR–suh–bl) – with the force of law
real estate (REEL–iss–TAYT) – land and any buildings on it
misunderstanding (mis–un–der–STAND–ing) – wrong understanding

ASSIGNMENT:

1. Whenever two or more persons agree to exchange goods or services for something of value, they have formed a _____.

2. An agreement made up of oral or spoken words is known as an_____ _____.

3. Contracts formed without any words being spoken are known as _____ _____.

4. Contracts that are in writing are called_____ _____.

5. Give an example of when you would use a written contract.

UNIT II

THE BUSINESS WORLD AROUND YOU

Other Consumers — Lesson 3

INFORMATION: You and all other people are consumers of goods and services. But so are all types of organizations.

These organizations include stores, banks, and other businesses; industrial firms; local, state, and Federal governments; schools; hospitals; and other organizations.

1. Business firms, governments, hospitals, schools, and other organizations buy many things to keep going.

2. Business firms buy office furniture, supplies, and many other products.

3. Industrial firms buy or rent buildings in which to make goods.

4. Schools buy supplies and equipment for the students to use.

5. Government agencies buy supplies and equipment for their office workers to use.

6. Hospitals buy medical supplies, soap, bed linen, and many other things.

7. Churches buy fuel, and supplies needed in the church.

8. A bus company buys buses and fuel to transport people.

9. A garage must buy tools and supplies to repair cars.

10. Organizations also buy many *services,* just as families do. For example, they may need banking services and insurance; they may need a lawyer, an electrician, an office-machine repairman.

11. Services used by people as individual consumers are called personal services.

12. The same services used by a business firm or other organization are called business services.

VOCABULARY:

organization (or–gan–i–ZAY–shun) – a group of people who join together to work for a special purpose (aim).
(A bank is a business *organization.*)
industrial (in–DUSS–tree–əl) – having to do with the making of things to be sold; having to do with *industry.*
firm (FERM) – a business company
equipment (i–KWIP–ment) – things needed for certain uses
(The *equipment* in the Business Training room includes typewriters and key-punch machines.)
agency (AY–jen–si) – an organization or office for doing business for others
(An employment *agency*; a real estate *agency.*
transport (trans–PORT) – carry or take from one place to another.
(A ship, a train, a bus, *transports* people.)
individual (in–di–VIJ–oo–əl) – single; apart from others
personal service (PER–son–əl) – things done for people
business service (BIZ–niss SERV–iss) – things done for business or industrial firms

ASSIGNMENT:

1. Schools are consumers of goods. Name at least five.

_____

_____

_____

_____

_____

2. Hospitals are consumers of goods and services.
Name six goods and services that a hospital would use.

_____

_____

_____

_____

_____

_____

3. Services used by people as individual consumers are called _____ services.

4. The same services used by a business firm are called _____ services.

ERIC

UNIT II

THE BUSINESS WORLD AROUND YOU

Kinds of Goods — Lesson 4

INFORMATION: Goods are classified as being durable or nondurable. It all depends on *how long they last.* Some goods last for a long time, while others are likely to be used up soon.

1. Goods are durable or nondurable.

2. Durable goods last for a long time. Durable goods include things that may be used for many years, such as a refrigerator, a television set, or an automobile.

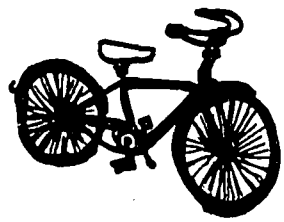

3. Durable goods are sometimes called hard goods.

4. Nondurable goods last for a short time because they are used up soon. Nondurable goods include items such as food, paper, pencils, chalk, cleaning materials, clothing, and linens.

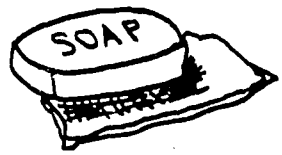

5. Nondurable goods are sometimes called soft goods.

6. **Perishable** goods are things that will spoil. They cannot be just left on a shelf until needed. Milk and butter are perishable; they will spoil unless kept cold. Meats and fresh vegetables are also perishable.

VOCABULARY:

classify (KLASS–i–fy) – divide into groups of things that are the same in some way
durable (DYRHR–ə–bl) – lasting a long time; not easily worn out
nondurable (NON–DYUHR–ə–bl) – worn out or used up in a short time
perishable (PEHR–ish–ə–bl) – needing special care so it won't spoil
spoil (SPOIL) – become unfit to eat
(*Spoiled food* has become sour, moldy, or rotten and is not good to eat.)

ASSIGNMENT:

1. Things we use that should last for some time are known as _____ goods.
2. Things that last for a short time are known as _____ goods.
3. Things that will spoil are known as _____ goods.

UNIT II

THE BUSINESS WORLD AROUND YOU

Necessities and Luxuries — Lesson 5

INFORMATION: As individuals, we *need* many things. These are things we must have for everyday living, such as food, clothing, and housing.

Today, people are not satisfied with only things that are necessary for everyday living. People want things that make life more pleasant and comfortable. We need some pleasure also. It would be a dull world without pleasure, and without pleasure people would be dull, too. Because we need pleasure, hundreds of products and services are sold.

1. Things we need are called necessities.

2. These needs are necessary for everyday living--food, clothing, and housing.

3. Things we *want* but do not *need* are known as luxuries.

4. All of us want some luxuries in order to make life more pleasant and comfortable for us.

5. We *want* such things as nice cars, air conditioning, recreation (such as bowling alleys, motion pictures), color television sets, and many other things that give us pleasure.

6. All these have to do with business, because business supplies not only our *needs* but also our *wants*.

VOCABULARY:

necessity (ni–SESS–i–tee) – something we need; something we cannot do without
luxury (LUK–sher–ee) – something that is pleasant to have but not really necessary
afford (ə–FORD) – have enough money to pay for
pleasure (PLEZH–ur) – a feeling of enjoyment or delight
necessary (NESS–i–ser–i) – really needed
recreation (rek–ri–AY–shun) – fun; play; good times

ASSIGNMENT:

1. Necessities are things we_____
2. Luxuries are things we _____
3. Make a list of at least four luxuries that you and your family have.

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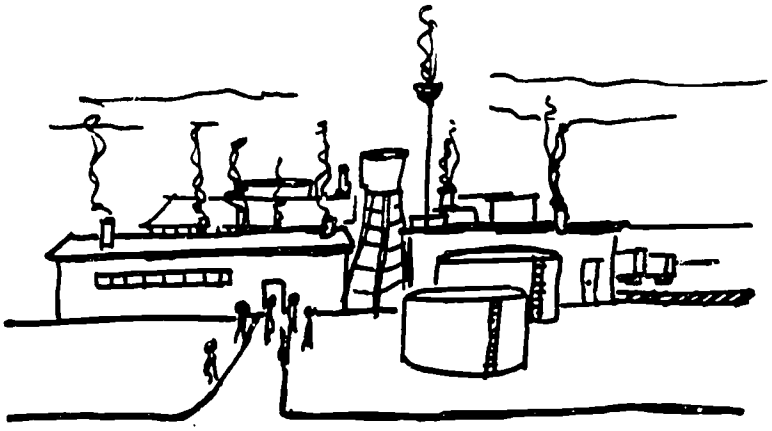

UNIT III

KINDS OF BUSINESS

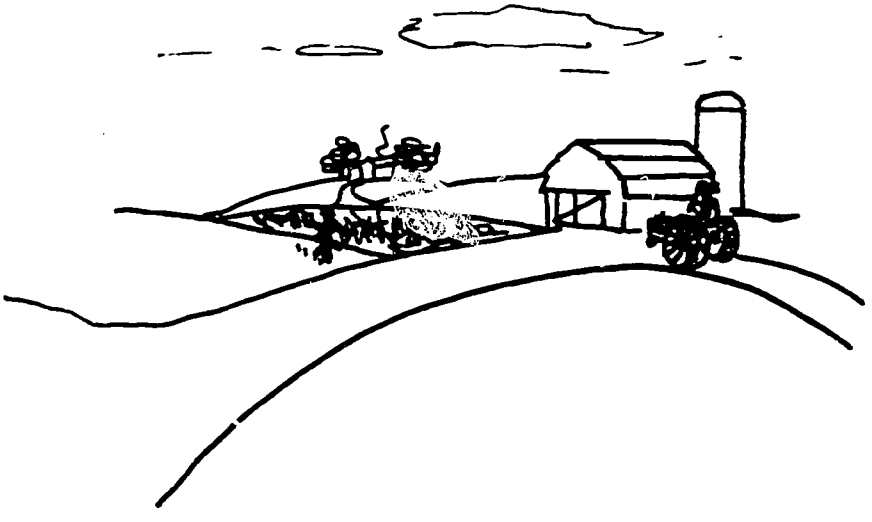

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UNIT III
KINDS OF BUSINESS

Basic Industries — Lesson 1

INFORMATION: What is a basic industry? Any business that takes raw materials from nature is known as a basic industry. Sometimes a basic industry produces goods in finished form, ready for use, such as fish sold "fresh-caught," or fruits and vegetables sold as they were picked. But most raw materials and foodstuffs need processing before the consumer can use them. This means they must be treated in a special way before they can be used – such as fruits and vegetables that are put in cans or jars or packages.

1. Farming is a basic industry.

2. Farming is the business of growing crops.

3. This is also known as agriculture.

4. Farming produces vegetables, fruits, and grain. Grain means seeds of certain plants that are used for food, such as wheat, oats, and rye.

5. Some farmers grow cotton, which is later processed and used for clothing and other goods.

6. The business of farming also includes raising animals. Cows are kept to give milk. Other cows (and bulls), pigs, and sheep are raised for their meat. Chickens are raised for eggs, and chickens and turkeys for meat.

7. Mining is a basic industry.

8. Mining gives us iron, copper, aluminum, and other metals from the earth. Mining also gives us coal, salt, sand, limestone, and other materials.

9. Modern life is greatly dependent upon the use of a large variety of metals. Without metals we could not have machinery for our factories, homes, and farms. We could not build railroads, steamships, and airplanes.

10. Oil is also produced as part of our mining industry. Oil wells are drilled in the ground to get oil.

11. Forestry is a basic industry.

12. Forestry is the business of growing and caring for trees in forests.

13. Our forests furnish not only the lumber needed to make buildings and furniture, but also other products, such as the pulpwood used in making paper, rayon, and other materials.

14. Fishing is a basic industry.

15. This industry provides us with fish and other seafoods.

16. Fish products are used by some businesses for other things. Shoes may be made of sharkskin leather; oils from sardines, herring, and sharks are used in the manufacture of paints and varnishes; oils from fish supply some of the vitamins we use (vitamins A and D).

VOCABULARY:

basic (BAY–sik) – coming first, and then other things are added; very important
raw (RAW) – not ready to use
(Cotton as it comes from fields is a *raw* material.)
nature (NAY–cher) – the whole world we live in; those parts of the world that have not been changed by man
processing (PRAHSS–ess–ing) – treating something in a special way.
(Manufacturers *process* cheese to make it easy to spread or use in a sandwich.)
crops (KROPS) – food plants and other plants, such as tobacco and cotton
agriculture (AG–ri–kul–cher) – farming; raising crops and farm animals
grain (GRAYN) – the seeds of certain plants such as wheat, rice, corn, barley, and oats
mining (MYN–ing) – business of digging coal, metals, or other materials from the earth.
forestry (FAHR–ess–tree) – business of taking care of forests and woods
lumber (LUM–ber) – wood used for building and making things

ASSIGNMENT:

1. Name four basic industries.

_____ _____ _____ _____

2. Farming is the business of raising _____. This is also known as

_____

3. Name two products of the fish industry (not products to eat).

_____ _____

4. Name two products of the mining industry.

_____ _____

5. Name two products of the forestry industry.

_____ _____

UNIT III

KINDS OF BUSINESS

Businesses That Produce Goods — Lesson 2

INFORMATION: Some businesses *grow* products, such as farmers who grow corn, tomatoes, beans, and many other kinds of vegetables.

Some businesses *make* things that are needed in our homes, such as furniture.

Some businesses make the clothing that we wear.

Some businesses make the cars that we drive.

1. Any person or organization that supplies us with goods and services is called a producer.

2. A farmer produces food products.

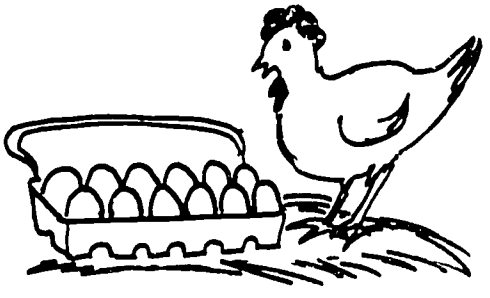

3. A manufacturer is any person or organization that makes goods.

4. A manufacturer is a producer of goods.

5. The manufacturing business is a producing business.

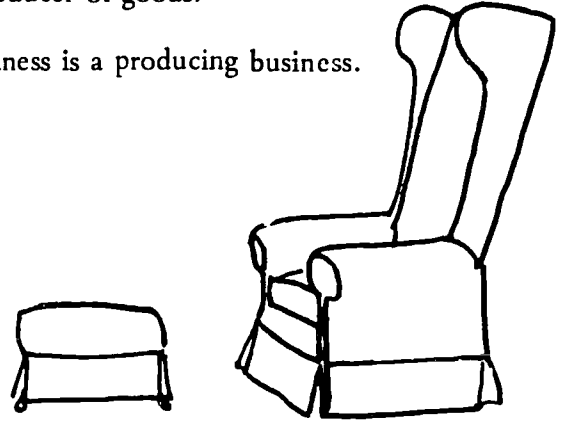

6. Natural resources means all the things supplied by nature that man can make use of.
It includes land or earth from which we get much of our food and upon which we build our houses and factories.
It includes coal, oil, and the minerals the earth gives us, such as iron, silver, copper, and others; these make it possible to have heat and power as well as tools and machines.
It includes trees in the forest from which we get lumber for our houses and furniture.
It even includes the sunshine, which gives us light and heat.
Natural resources means all the things that have been given to us by nature and that help man in producing the things he needs.

7. A manufacturing business may take certain natural resources and process the raw materials for our use.
For example, a steel mill makes steel from iron ore.
After that another business may use some of this steel in the manufacture of automobiles.

8. A cotton mill may make yarn from cotton produced on a farm.
Other mills will weave the yarn into cotton cloth (fabric, material).
This cloth will then be used by manufacturers in making clothing of many kinds.

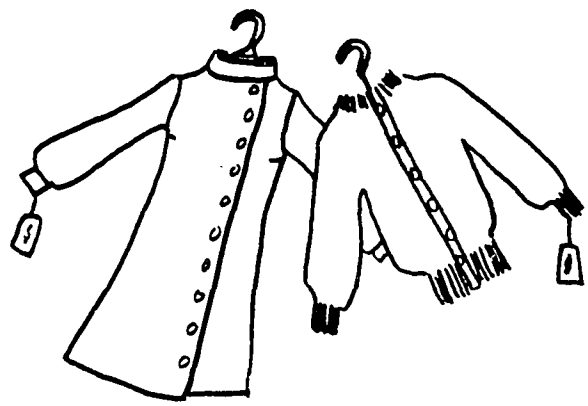

9. Some businesses will take food products such as milk or fish or vegetables and fruits and prepare them for use by freezing, drying, or canning.

VOCABULARY:

producer (pruh–DOO–ser) – anyone who supplies us with goods and services
manufacturer (man–yuh–FAK–cher–er) – a person or company that makes finished products out of unfinished materials

natural resources (NACH–ə–rəl ri–SORSS–ez) – the things supplied by nature that man can make use of

include (in–KLYUD) – take in as a part of a whole.
(This lesson is *included* in Unit III – Kinds of Businesses)

mineral (MIN–ə–rəl) – a material that is taken from the earth, such as iron, salt, or gold

power (POW–ər) – energy or force that can do work. Often used to mean electrical power

ore (OR) – rock, sand, or dirt as it comes from the earth, from which we can get certain metals

yarn (YAHRN) – thread made out of a raw material, to be woven into cloth or knitted

ASSIGNMENT:

1. Any person or organization that supplies us with goods and services is called a_____ _____

2. A farmer is a producer of_____

3. A manufacturer is a_____

4. Tell about one kind of business that uses some natural resources and processes them.

UNIT III

KINDS OF BUSINESS

Service Businesses — Lesson 3

INFORMATION: Some people think that "production" means making products such as cars, radios, and clothing. This is true, but production means more than just producing goods.

How about the man who fixes your car? How about the dentist who checks your teeth? How about the bus lines, the telephone company, the laundries?

They don't make things, yet they are productive.

They provide the services that we need and want.

"Production" includes providing services as well as providing goods.

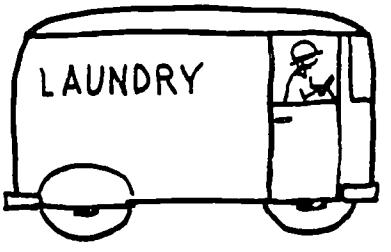

1. Banks provide services—they accept money for deposit and safekeeping, and they lend money to people who need to borrow it.

2. Railroads, bus lines, and airline companies provide transportation for passengers as well as for goods.

3. Electricity and gas are also included in services.

4. We use the services of the post office when we mail things.

5. Telephone, telegraph, radio, and television are communication services.

6. Workers such as barbers, beauty-shop operators, plumbers, painters, automobile mechanics and all other kinds of repairmen provide needed services.

7. Theaters provide us with entertainment. This is a service.

8. Doctors, dentists, and lawyers provide services.

9. A hotel is a good example of a business that provides both goods and services.
   A hotel provides a place to sleep, which is a service, and it also provides meals--goods--for its guests and others.

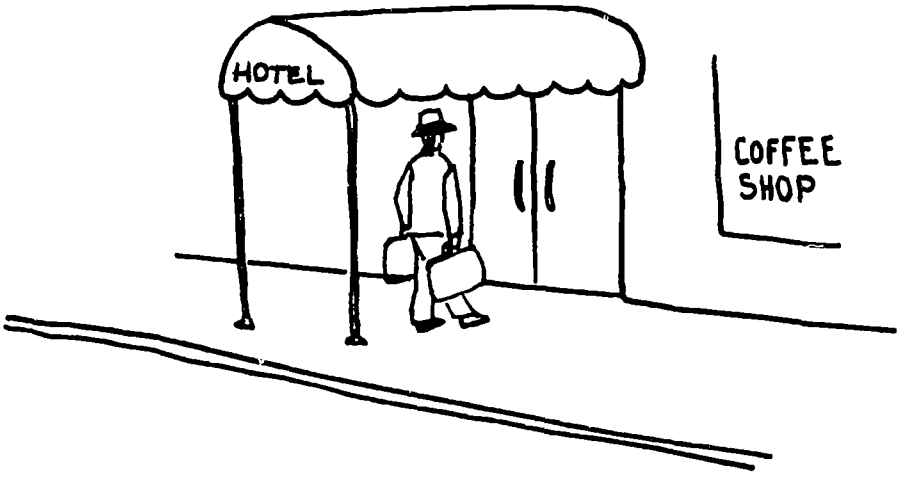

10. *You* are a producer of services when you mow a lawn, do other jobs for people, or baby-sit.

11. As an office worker, you are a producer of services.

12. In our business world each person should be a producer, because our country's wealth is made up of the goods and services produced by its people.

VOCABULARY:

productive (pruh–DUK–tive) – producing, supplying, filling needs
provide (pruh–VYD) – supply what is needed

deposit (di–POZ–it) – money placed in a bank account
wealth (WELTH) – riches (money and other valuable things)
transportation (trans–por–TAY–shun) – a carrying from one place to another

ASSIGNMENT:

1. Make a list of ten persons or organizations that provide services.

UNIT III

KINDS OF BUSINESS

Distributing Businesses — Lesson 4

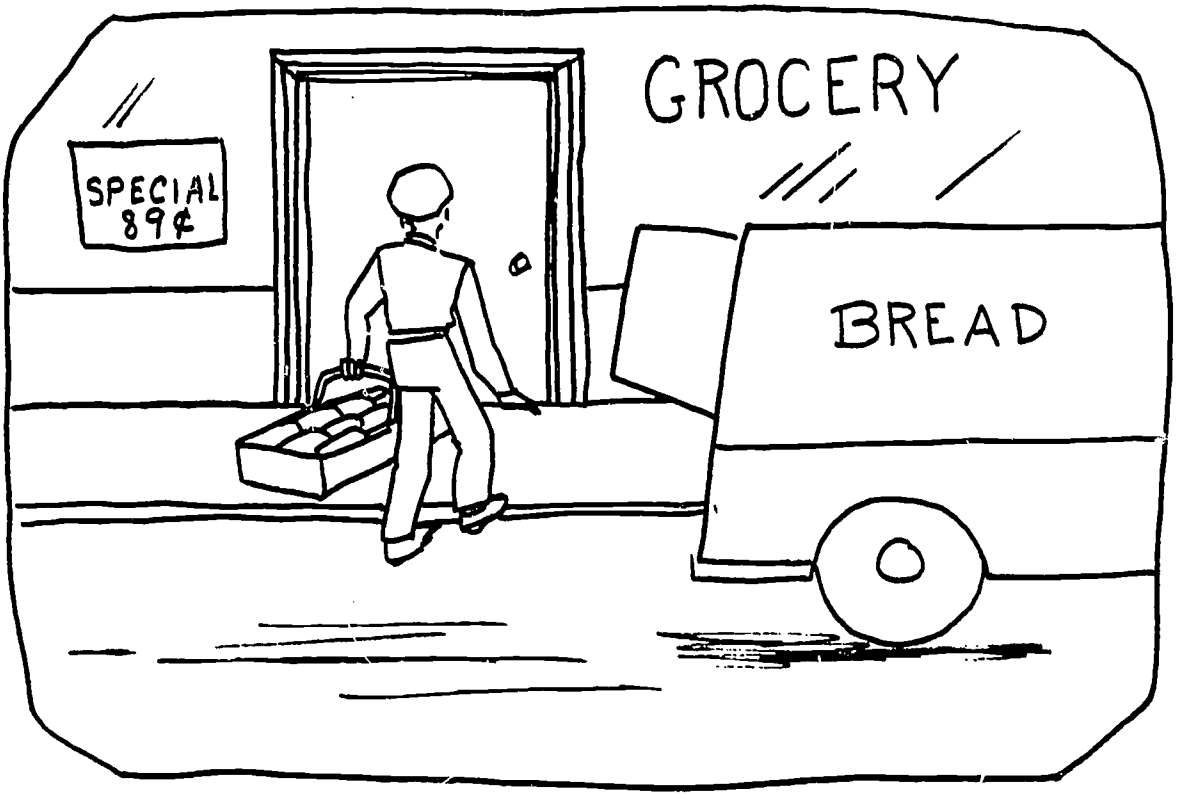

INFORMATION: Goods must be transferred from factories, farms, or other places to places where consumers can buy them. Often goods must be bought and sold many times before they reach the person who finally uses them. The services of other businesses are needed before goods actually reach consumers.

1. Bringing products to consumers is the work of the distributing businesses.

2. They do not make the goods; they move them.

3. Persons or organizations who supply this service of getting goods from the producer to the consumer are called distributors.

4. Distributors are also called *middlemen.*

5. A wholesaler is a distributor.
   A wholesaler buys goods in large amounts from producers and sells them in smaller amounts to retailers.

6. A retailer is also a distributor.
   A retailer buys goods in smaller amounts from the wholesaler and sells them directly to the consumer.

7. A wholesaler may buy canned fruit or coffee by the carload and may sell to retailers a few cases or cartons at a time.

8. In doing this, the wholesale business becomes a huge warehouse that gathers products from many producers. So a retailer can often order from one wholesaler hundreds of different items that are produced or manufactured in many different places.

9. The retail store is the place where *you* do your shopping. It is the last step in the process of bringing goods to consumers.

10. We live in an "age of distribution." Satisfying our many wants and needs for goods requires a system of distribution that gives us goods of the kind we want, when we want them, where we want to buy them, and at prices we are willing to pay.

VOCABULARY:

transfer (trans–FER) – move; put in a different place
distribute (dis–TRIB–yoot) – give some to each person; spread something about
distributor (dis–TRIB–yoo–ter) – one who delivers or spreads some goods about
wholesaler (HOHL–sayl–er) – one who buys large amounts of things and sells them in smaller amounts to retailers
retailer (REE–tayl–er) – one who sells things in small amounts to consumers
warehouse (WAIR–hous) – a large building where goods (wares) are stored until they are sold

ASSIGNMENT:

1. A business that sells directly to consumers is a _____

2. A business that buys large quantities of goods and sells smaller quantities to retailers is a _____

3. Any business that brings goods from producers to consumers can be called a _____ business.

4. Can you name four different kinds of retail businesses?

_____

_____

_____

_____

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UNIT IV

SHOPPING IN YOUR COMMUNITY

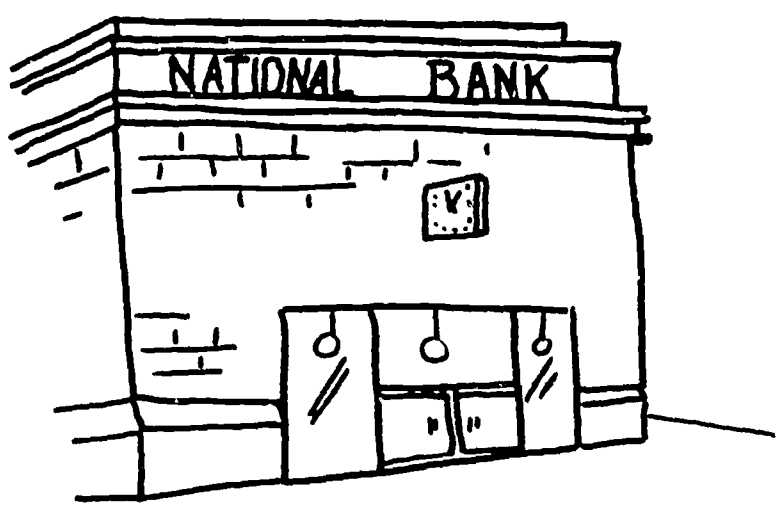

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UNIT IV

SHOPPING IN YOUR COMMUNITY

The General Store — Lesson 1

INFORMATION: General stores have a long history of service to people in country areas. Farmers and people in small villages from miles around used to depend on their general store to supply many of the necessities of life. Often the store had the neighborhood post office in it. The big stove was a gathering place around which neighbors discussed crops and politics. If we could visit the old general store, we would be surprised at the great variety of goods--food, dry goods, clothing, shoes, dishes, hardware, oil lamps, kerosene, boots, cooking utensils, and many other things.

1. Much of the food was in bulk, rather than in the colorful packages we see today.

2. Coffee, tea, and spices would be in small bins.

3. Sugar and flour would be in open barrels.

4. Stick-candy would be in glass jars.

5. Many things would be resting on the floor in the barrels, boxes, and bags in which they arrived.

6. Boots and articles of clothing would be among the things hanging from the ceiling.

7. The general store had to carry so many different things in stock that it could not offer much variety in any one kind of thing.

8. The sizes and styles of clothing were limited.

9. Customers took what they could get.

VOCABULARY:

community (kuh–MYUN–i–ti) – place where someone lives – city, town, or village
depend (di–PEND) – rely on (to meet your needs)
general (JEN–ə r–ə l) – not special; including many different things
in bulk (BULK) – loose, not in packages
bin (BIN) – a box used to store things in bulk
limited (LIM–it–id) – with very few choices

ASSIGNMENT:

1. Name some of the items that could be purchased in a general store in the old days.

UNIT IV

SHOPPING IN YOUR COMMUNITY

The Specialty Shop — Lesson 2

INFORMATION: Stores that sell only one line of goods are known as specialty shops or stores. For example, a store may sell only men's hats. Sometimes a specialty shop will include other closely related goods--articles that go together. For example, the men's hat store may also sell neckties, handkerchiefs, and belts.

1. Most of the stores in your neighborhood are specialty shops. For example, only foods are sold in bakeries, butcher shops, delicatessens, and seafood shops.

2. There are shops that sell only men's or women's apparel.

3. There are children's wear shops.

4. There are hardware stores, electrical-goods stores, gift shops, dairy-products stores, etc.

5. Specialty shops sell what would be in only one section of a general store.

6. Specialty shops are good for the customer because a store that carries only one kind of merchandise is able to offer a greater variety.

7. For example, in a clothing store you will find many styles and sizes. The price range will be greater too.

8. Because salespeople in specialty shops have a better chance to learn about their goods, they are able to give expert service and advice.

VOCABULARY:

line (LYN) – any group of things that are all alike in some way
(The man is in the dry-goods *line*.)
specialty (SPESH–əl–tee) – not general; limited to a special type of thing
apparel (ə–PAR–əl) – clothing
merchandise (MER–chən–dyz) – goods for sale; wares
range (RAYNJ) – the distance between two limits

ASSIGNMENT:

1. Stores that sell only one line of goods are known as _____ _____

2. Name at least four specialty shops in your neighborhood.

_____ _____

_____ _____

UNIT IV

SHOPPING IN YOUR COMMUNITY

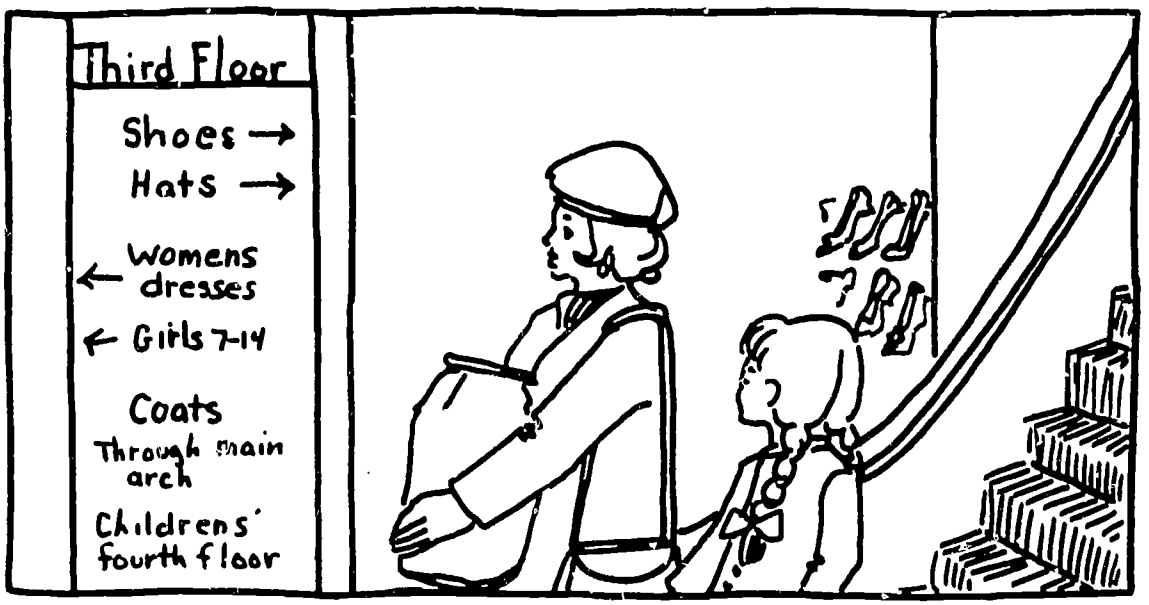

INFORMATION: A department store is like a number of specialty shops under one roof. Each department has its own trained salespeople and its own buyer who buys just for the department. Each department is a collection of related articles, like furniture, rugs and carpets, men's suits, women's shoes, or jewelry. Such an arrangement makes it easier for customers to find what they want.

1 Most department stores are grouped in the main shopping section of a city or in a shopping center.

2. Department stores try to keep customers interested in their stores. They spend a great deal of money displaying their goods attractively in show windows and in the departments themselves.

3. Department stores often have special sales when you can save money on their goods.

4. Most department stores let you buy on credit.

5. Because it buys in large quantities, the large department store can often get and sell goods at lower prices.

6. Many department stores have "bargain basements" where cheaper goods can be bought.

7. Many department stores have salons that show very expensive high-fashion goods.

8. Most department stores will deliver goods to your home – either in their own trucks or by a delivery service. Many will take orders by telephone.

9. Many department stores provide special, extra services for customers' comfort and convenience.
   Among them may be a barber or beauty shop, travel service, post office, bank, meeting hall, restaurant, rest rooms, children's playroom, and exhibition hall.

VOCABULARY:

department (di–PART–ment) – a branch or section of a business
buyer (BY–er) – a person whose job is to buy (from a producer or wholesaler) the things that he thinks people will want to buy from his department
display (dis–PLAY) – show in a very pleasing way
on credit (CRED–it) – on trust; to be paid for later
salon (sa–LON) – a fashionable store or department
deliver (di–LIV–ɔr) – carry and give out

ASSIGNMENT:

1. A _____ _____ is like a number of specialty shops under one roof.

2. Can you name at least two large department stores?

UNIT IV

SHOPPING IN YOUR COMMUNITY

Variety Stores — Lesson 4

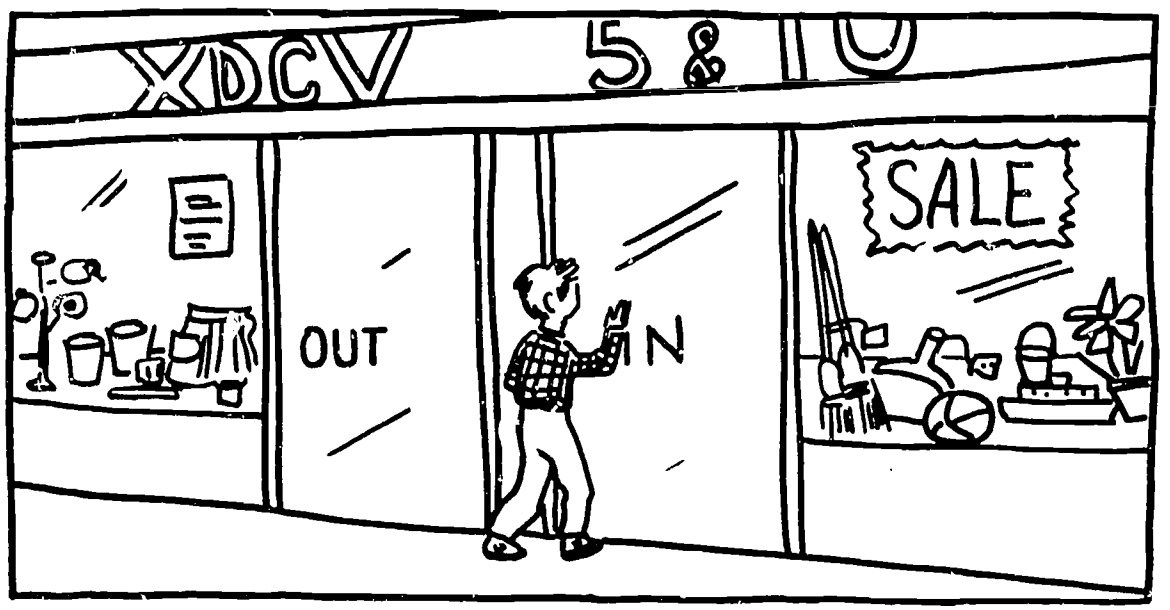

INFORMATION: A five-and-ten-cent store is an example of a variety store. For many years these stores sold only nickel and dime goods. But the prices of things went up, and very few things were left that could be sold at a nickel or dime. So now even the "five-and-ten-cent store" has goods that go up to several dollars in price.

1. Variety stores usually have goods displayed on open counters and grouped in small departments.

2. Variety stores in shopping districts have low-priced lunch counters.

3. Some of the large variety stores now have sales basements or second floors.

4. Variety stores do not usually carry high-priced goods.

VOCABULARY:

variety (və-RY-ə-tee) — a collection of different kinds of things.

ASSIGNMENT:

1. A five-and-ten-cent store is an example of a _____ store.

2. Can you name two large variety stores?

UNIT IV

SHOPPING IN YOUR COMMUNITY

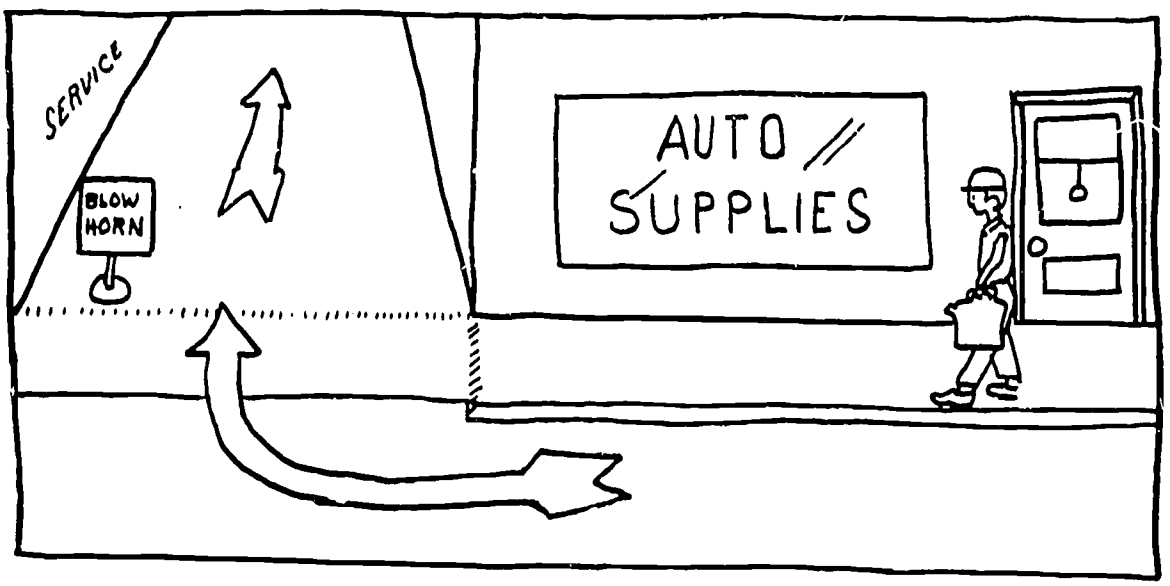

INFORMATION: Suppose you open three or four soft-drink stands located in different areas around your neighborhood. You hire friends as managers, but you own the stands and take care of buying from the soft-drink company. You are then the owner of a chain of stores.

1. A chain store is one of a group of stores that sell a particular line of goods and are owned by the same company.

2. Chain stores may be located all over the country, but they are held together by one ownership, like the links of a chain.

3. There are chains of grocery stores, shoe stores, drugstores, auto-supply stores, and department stores.

4. Chain stores buy goods in huge quantities, usually from the manufacturers, and supply each of the stores.

5. In doing this, they can usually sell goods at lower prices.

6. Chain stores often have their own brands of products made specially for them, or they may place their own brand names on products made by general manufacturers.

7. If a certain brand or line of goods does not sell in one of the stores, it can be sent to another store in a different place.

8. Many chain stores sell on a "cash-and-carry" basis. That means you buy the goods, pay cash for them, and take the goods home yourself. In this way the store saves the costs of bookkeeping and delivery.

9. Some chain stores are owned and run by local businessmen under a franchise from a company. All the stores have the same name. The local businessman runs the store, but he has to run it the way the company tells him to, and he may have to buy the products the company sells.

10. Some "chains" that are really franchises are hamburger stands, ice cream stands, dry-cleaning stores, and certain restaurants.

11. Some chains have both kinds of stores. Some of them are owned by the company, and some are owned by local businessmen.

VOCABULARY:

chain (CHAYN) – loops joined together, one after another. A *chain store* is one of a group of retail stores owned and run by the same company.
hire (HY–ɔr) – pay someone to do a job
huge (HYUJ) – very very large
brand (BRAND) – a mark or name on a product to show who makes it or sells it
basis (BAY–sis) – main idea; principle; way
franchise (FRAN–chyz) – permission given by a company, allowing someone to sell its goods

ASSIGNMENT:

1. Can you name at least two chain stores?

_____

_____

2. What is the difference between a chain store and a franchise store?

UNIT IV

SHOPPING IN YOUR COMMUNITY

The Supermarket — Lesson 6

INFORMATION: A supermarket is a very large grocery store. Customers take their purchases from open shelves and pay for them on a cash-and-carry basis.

The goods are displayed in packages or cans and each package is price-marked. As the customer moves through the aisles with a cart, she chooses the goods she wants. When a customer is finished buying, she goes to a checkout counter. Here a cashier counts up the prices on a cash register and gives a printed-tape record of the sale.

Gone are the open barrels, boxes, and scales of the old general store. Food now comes in colorful packages. In many cases the customer can see the contents through cellophane windows, glass jars, plastic bags, and even watertight bags for sauerkraut and pickles.

1. The first supermarkets were the Piggly Wiggly Stores, which began in 1916.

2. Although the main stock in a supermarket is food, supermarkets also sell paper goods and cleaning supplies. Many large supermarkets sell other kinds of goods also, such as cosmetics, hardware items, small books, hosiery, flowers and plants.

3. Some supermarkets package cuts of meat, fruits and vegetables, and baked goods.

4. Supermarkets operate on the cash-and-carry system. This saves the owners the costs of bookkeeping and delivery.

5. Self-service in a supermarket needs fewer workers, so owners save money this way too.

6. When the owners save money, they can sell goods for less money.

7. Supermarkets make shopping easier because they have parking spaces near the store.

8. Chain-store supermarkets buy in huge quantities at lower prices. This is why they can sell goods at lower prices too.

VOCABULARY:

supermarket (SOO–per–mahr–kit) – a large grocery store in which customers select their purchases from open shelves and pay for them on a cash-and-carry basis.
aisle (EYE–l) – a narrow open way between shelves, or seats, or trees, or anything else
cashier (kash–EER) – a person who collects money for a business
record (REK–erd) – something written down (or printed), to show what was done
contents (KON–tents) – what a thing has in it
cellophane (SELL–ə–fayn) – a kind of stiff paper you can see through
package (PACK–ij) – wrap in a package, ready for the customer to pick up
self-service (self–SER–viss) – serving or helping oneself in a store
fewer (FYU–ər) – not so many

ASSIGNMENT:

1. Have you ever shopped in a supermarket?

2. If you did, what was the name of the supermarket?

3. When you serve or help yourself when shopping in a store, it is called_____

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UNIT IV

SHOPPING IN YOUR COMMUNITY

The Mail-Order House — Lesson 7

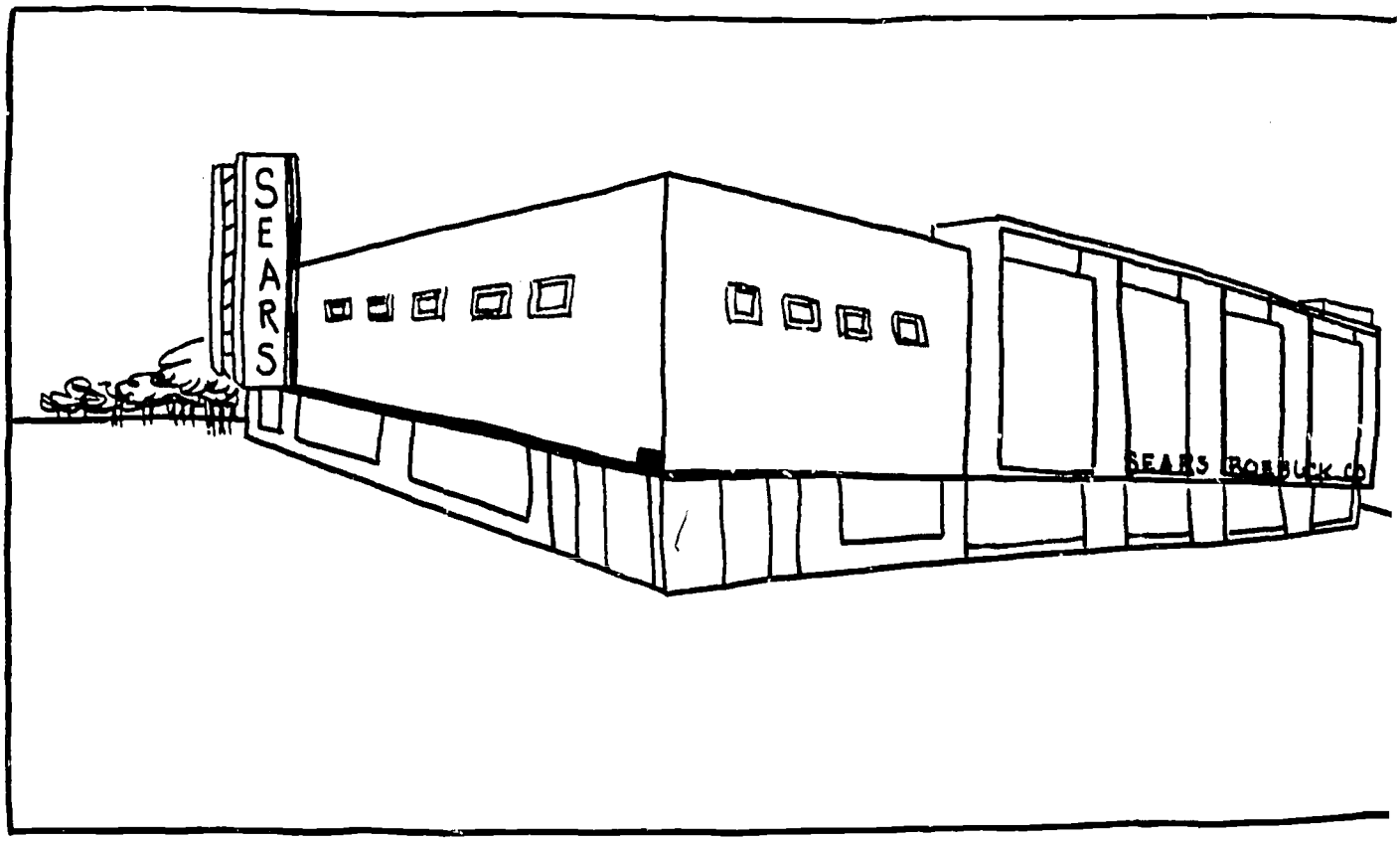

INFORMATION: A mail-order house is a retail business that sells by mail. The largest mail-order house is Sears, Roebuck and Company. Other large houses are Montgomery Ward, J.C. Penney, and Spiegel's. For over 70 years many people, especially in the country areas, have depended on this method of buying.

1. A mail-order house sends out a thick catalog of their goods, usually twice a year. Customers make their selections from the catalog, usually in their homes.

2. Smaller, "sale" catalogs are also sent out and a special catalog for Christmas.

3. In their catalogs the big mail-order houses are careful to describe each article clearly, accurately, and honestly.

4. Thousands of articles are pictured.

5. If a price is reduced, the customer who sends the catalog price has some money refunded.

6. Customers may fill in and mail an order blank, with their check or money order.

7. They may telephone the order or go in to one of the small catalog order offices located in some towns.

8. The goods are then delivered by parcel post, express, or freight. They may come to the home, or they may be picked up at the catalog-order office.

9. Customers are guaranteed complete satisfaction or they get their money back.

10. Most mail-order houses also have retail department stores. These stores have special catalog-order departments.

VOCABULARY:

mail-order house – a business that sells goods from a catalog. The goods are kept in a warehouse, and not a store.
catalog (KAT–ə–log) – a book that describes and pictures things and tells how much they cost
selection (si–LEK–shun) – a thing chosen from many things offered
describe (dis–KRYB) – tell all about
article (AHR–tə–kl) – one thing
refund (ri–FUND) – return money
guarantee (gar–ən–TEE) – promise that something will be good
satisfaction (sat–is–FAK–shun) – being pleased, contented, or satisfied

ASSIGNMENT:

Ordering from a mail-order-house. The teacher will have copies of pages from a catalog, and the students will fill in an order blank with their selections.

UNIT IV

SHOPPING IN YOUR COMMUNITY

Discount Shopping — Lesson 8

INFORMATION: There may be other ways to shop in your community. There are stores and "buying services" that offer very little in service, but save you money.

Some of these stores and services are reliable and some are not.

Before you use any of them, you should know whether they will exchange defective goods and what you must do if your purchases need repairs.

1. *Discount houses* are like department stores, but they do not have many services, and they do not employ many salespeople. You must serve yourself most of the time.

2. Many discount houses have been adding more services and higher-priced goods in recent years. Now many of them are more like regular department stores.

3. *Buying Services* serve only members of certain organizations, such as labor unions. You can buy appliances through them, and sometimes cars. They tell you the name of the dealer nearest to you, and you can get the article at a little more than the wholesale prie. Usually you must know exactly what you want – the brand name and model number.

4. *"Wholesale" mail-order houses* charge a membership fee of several dollars a year. They have a catalog of small appliances, jewelry, watches, toys, gift items, etc. You order by mail.

5. *Catalog showrooms* display some merchandise in the store and the rest in a catalog. You go to the store, select what you want, fill out an order slip yourself, and receive your goods, usually in a few minutes.

6. *Wholesale warehouse outlets* sell large appliances from a warehouse or small store. They give no service at all.

7. It is a good idea to try to find out how reliable a store is before you buy there. Ask your friends and neighbors if they have heard about it.

VOCABULARY:

discount (DIS–count) – less than the regular price
reliable (ri–LY–ə–bl) – can be trusted; dependable
defective (di–FEK–tiv) – not perfect; having something wrong with it
purchase (PUR–chəss) – a thing that has been bought (purchased)
repairs (ri–PAIRZ) – fixing, repairing
recent (REE–sent) – not long ago
appliance (ə–PLY–ənce) – a tool or machine
(In our house we have several electrical *appliances*)
dealer (DEEL–er) – a man or company that sells certain things, either at wholesale or retail
article (AHR–ti–kl) – a particular thing; item
membership fee (MEM–ber–ship) – money you must pay to join some organization
select (si–LEKT) – pick out what you want

ASSIGNMENT:

1. Stores that sell goods cheaply usually have fewer _____

2. Discount houses are like _____ stores.

3. Some organizations have _____ services for their members.

4. Before you shop at a discount place, you should know whether it is _____

5. You should know whether they will _____ defective goods.

6. You should know what you must do if your purchase needs _____

UNIT IV

SHOPPING IN YOUR COMMUNITY

The Shopping Center — Lesson 9

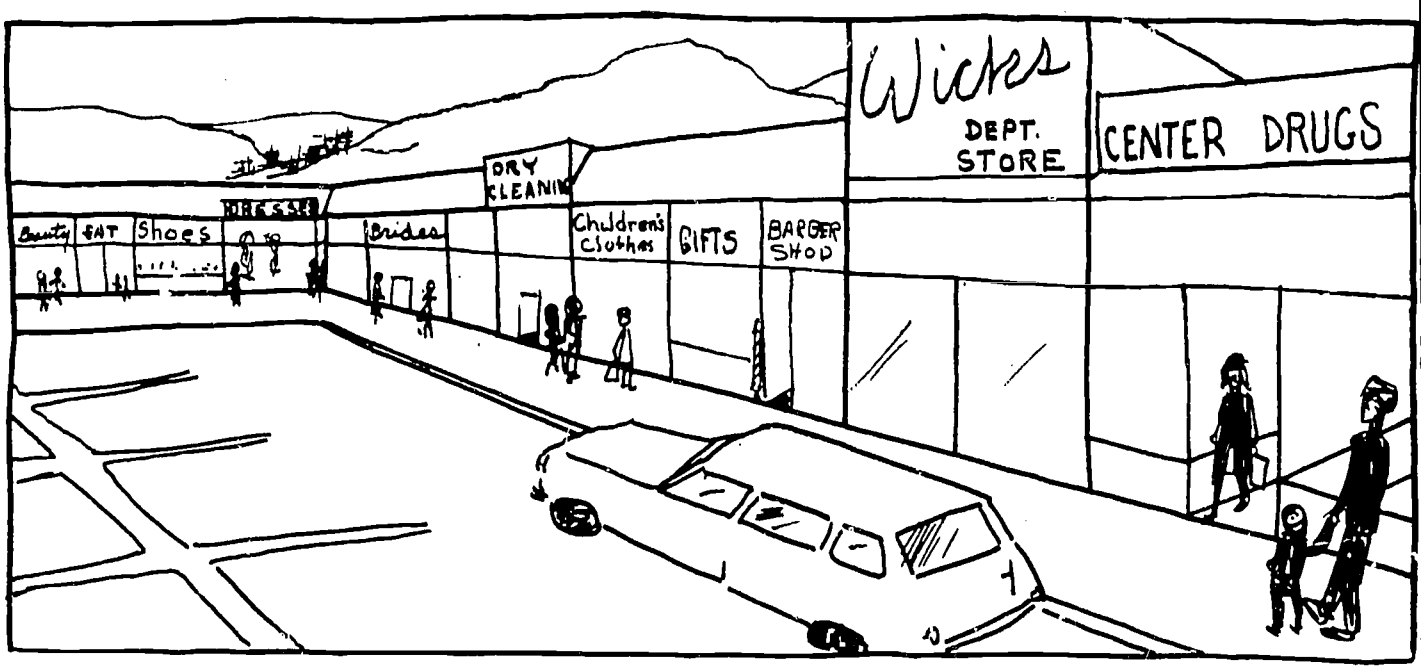

INFORMATION: The shopping center is not a new idea. Any place where people can buy a number of different things is a shopping center. The old-time general store was a country-crossroads shopping center. There are also many crossroads in a city. City corners have been favorite places for grocery, drug, candy, and tobacco stores. The busiest street corners, where many people pass all day long, are in greatest demand. Because of the great amount of business, store owners are willing to pay high rents just to be on the busy corners. Like beads on a string, other stores are added along the street, and you have a shopping center. Sometimes it stretches for blocks in a straight line. If it happens in the center of a city, the stores overflow to other streets. When department stores are added, we have a central-city shopping district.

1. Shopping districts may be found in many parts of a large city.

2. In recent years many of their customers have found these districts hard to shop in.

3. Many of these shopping centers grew in neighborhoods before automobiles became so popular. They are crowded and have little parking space.

4. Shopping habits have changed too. Instead of buying from day to day, many people like to shop once a week.

5. The big chance to improve shopping centers came when city people began to move into the suburbs.

6. Many builders have built large shopping centers in the suburbs.

7. The suburban shopping center has plenty of parking space.

8. There are three kinds of shopping centers that you will find today.

9. The neighborhood shopping center serves at least 750 families. It may include a supermarket, a drugstore, a dry cleaning shop, barber shop, variety store, and a bakery.

10. The community shopping center serves a much larger number of families. It has all the stores that are in a neighborhood center plus others – sometimes a hat shop, radio shop, gift shop, discount house, hardware store, and clothing shops.

11. A regional shopping center is usually immense. It may cover an area of 50 to 150 acres, serving families for miles around. It has many stores and parking for thousands of cars.
In Detroit one regional shopping center can park 7,500 cars!

VOCABULARY:

demand (di–MAND) – wanted very much
overflow (Oh–ver–FLOH) – spill over the edges
district (DISS–trikt) – area or section of a city
suburbs (SUB–erbz) – a small or spread-out community near a city
regional (REE–jən– l) – in a large area
immense (i–MENSS) – very, very large; huge
acre (AY–kr) – an amount of land equal to 43,560 square feet.

ASSIGNMENT:

Write a brief report about a shopping center near your home.

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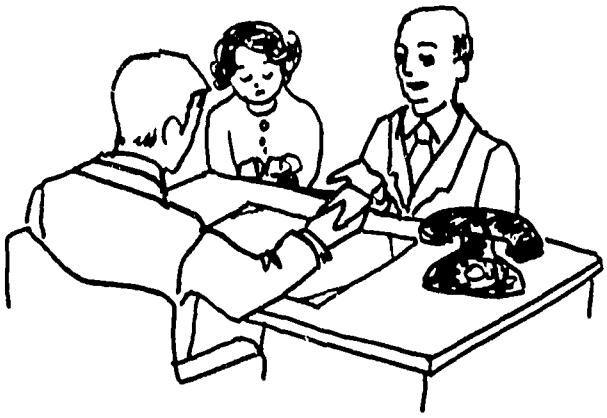

UNIT V

WHAT BUSINESSMEN DO

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UNIT V

WHAT BUSINESSMEN DO

Businessmen Buy Goods and Services — Lesson 1

INFORMATION: Businessmen make many kinds of business transactions. They must buy goods and use the services of other businesses. They are consumers of goods and services just as you are a consumer of goods and services.

1. A businessman who has a store must buy the goods that he is to offer for sale.

2. He must decide on what brands, models and styles to carry. He must decide also on colors, sizes, and price ranges before he is ready to buy.

3. He must buy shelves, showcases, cash registers, and other equipment needed in a store, and all the soft goods too: supplies, boxes, bags, etc.

4. A manufacturer operating a factory also buys goods and services.

5. He must buy all the materials and parts he needs to make the product he manufactures.

6. If he operates a furniture factory, he must buy the wood, nails, glue, and the many, many other things needed to make furniture.

7. He must buy the machinery that is needed to make the furniture.

8. Producers and distributors buy the services of other businesses also. For example, they buy space in newspapers for advertising.

9. They use the mails for correspondence, and freight companies for shipping goods.

10. A business may need to borrow money from a bank to pay for supplies and equipment.

11. A business uses the services of the telephone and telegraph companies, electric company, and so on.

VOCABULARY:

transaction (tran–ZAK–shun) – a piece of business
model (MOD–l) – the particular way a certain thing is made
showcase (SHOH–kayss) – a glass case where things are displayed
correspondence (kor–is–PON–dens) – letters sent and received
freight (FRAYT) – load of goods to be carried on a truck or train

ASSIGNMENT:

1. List at least three things a drug store owner would have to buy for his business.

2. List some of the services used by businessmen.

UNIT V

WHAT BUSINESSMEN DO

Businessmen Store Goods — Lesson 2

INFORMATION: Every businessman who sells goods has a storage problem.
If he sells meats or frozen foods, he must have refrigerators.
Businesses that handle bulky items need large warehouses to store their goods.

1. Many businessmen must store goods until they are sold or until the customer wants them delivered.
For example, a manufacturer of toys produces toys all year, but most toys must be stored until retail stores are ready to order them near Christmas time.

2. Most foods are harvested only once or twice a year, but the crops must be stored so that there will be enough for the whole year.

3. Manufacturers must have storage yards and warehouses to store raw materials, supplies, and finished products.

4. Other businesses need special storage, such as buildings that are refrigerated.

5. A drugstore has special storage problems: some items need to be kept free of dust; some must be kept dry; and others may need to be kept cool and moist.

VOCABULARY:

storage (STAWR–ij) – a place where things may be kept until needed
bulky (BULK–ee) – taking up a lot of space; large and hard to handle
warehouse (WAIR–houss) – a building for storing goods, machinery, or other things to be sold or used at some later date
harvest (HAHR–vest) – gather crops
moist (MOIST) – a bit wet; damp

ASSIGNMENT:

1. A building for storing goods, machinery, or other things is called a _____

2. Why does a manufacturer need a lot of storage space?

UNIT V

WHAT BUSINESSMEN DO

Businessmen Handle Money — Lesson 3

INFORMATION: Every business handles money.

1. Money is needed to start a business, so businessmen must decide how much money they will need to start a business and where will they get it.

2. Many times businessmen must borrow money from the bank.

3. Money borrowed must be paid back with interest.

4. Money is needed by businessmen to pay their taxes.

5. Businessmen need money to pay rent or to build their own buildings.

6. Businessmen need money to pay their workers.

7. Businessmen need money to pay for electricity, fuel, and all their supplies.

8. Businessmen receive money from their customers for their goods or services.

9. This money is then used to pay for all their expenses.

10. Businessmen must be careful to keep money in a safe place.

VOCABULARY:

handle (HAND–əl) – manage; take care of
borrow (BAHR–oh) – to get from someone, use for a time, and then give back to the owner
interest (IN–ter–est) – extra money paid for the use of money

ASSIGNMENT:

1. If a businessman wants to start a business and does not have enough money, what must he do?

2. What are some expenses of a businessman?

UNIT V

WHAT BUSINESSMEN DO

Businessmen Must Keep Records — Lesson 4

INFORMATION: Every businessman must keep records. His records will give him the information that he needs about his business. For example, he will want to know how much he has sold. His sales records will give him this information. He will want to know how much money he made. His records will give him this information.

The owner of a small business may keep his own records. He may need to work on his records at night after his business place is closed for the day.

One important job of every office is to keep records.

1. Business keeps records of money *received* from customers. Money received is called income.

2. Business keeps records of all the money that is *spent*. Money spent is called expenses.

3. A businessman will want to know how much money he is spending for electricity, fuel, taxes, and many other expenses.

4. A businessman will want to keep a record of all the property that he uses in his business, such as his building, machinery, display cases, office equipment, and delivery trucks.

5. A businessman will want to know how much money has been paid out in salaries.

6. He will want to keep a record of how much his customers owe him and how much he owes to others.

7. His records will show if he made a profit or if he has a loss.

8. Profit is the amount of money left after all of the expenses are paid.

9. If business expenses are more than income, there is no profit; there is a loss.

10. Business records will also give the businessman the information he will need for his income tax report.

VOCABULARY:

record (REK–erd) – something written down to show what was done
income (IN–kum) – the money that comes *into* a business
expenses (eks–PEN–siz) – the money that is spent in doing business
owe (OH) – have to pay (for goods bought or for money borrowed)
profit (PROF–it) – a gain; money made
loss (LAWSS) – the amount by which expenses are greater than income

ASSIGNMENT:

1. Why is it important for businessmen to keep records?

2. The amount of money left after a business has paid all the expenses is called _____ _____.

3. When business expenses are more than the money received, this is called_____

4. List four business expenses.

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UNIT V

WHAT BUSINESSMEN DO

Businessmen Offer Credit — Lesson 5

INFORMATION: Many businessmen give credit to their customers.

"Credit" means receiving something of value now for a promise to pay for it later.

When you open a charge account in a store, this means the store has offered credit to you. You can buy now, charge it to your account, and pay later.

1. Manufacturers usually sell their products to wholesalers or to other manufacturers on credit.

2. Wholesalers often help retail stores that buy from them by selling them goods on credit.

3. Charge-account credit is given by many retail stores and gasoline companies to people who wish to pay for goods only once a month.

4. Credit is not something a businessman gives to every customer. He must know first how much money the person earns and what other expenses he has. He must be sure the customer always pays bills that he owes to other persons.

5. Installment credit is given by stores to people who wish to pay for goods in several payments, a little each month.

6. Bank loans are offered by most banks to manufacturers and other producers, to wholesalers and retailers, and to individuals. The money is borrowed from the bank and must be paid back by a certain date.

7. Credit cards are given by certain banks and credit-card companies. The individual uses them when buying in many different stores. Once a month he pays the credit-card company for all his bills, and the credit-card company pays the stores.

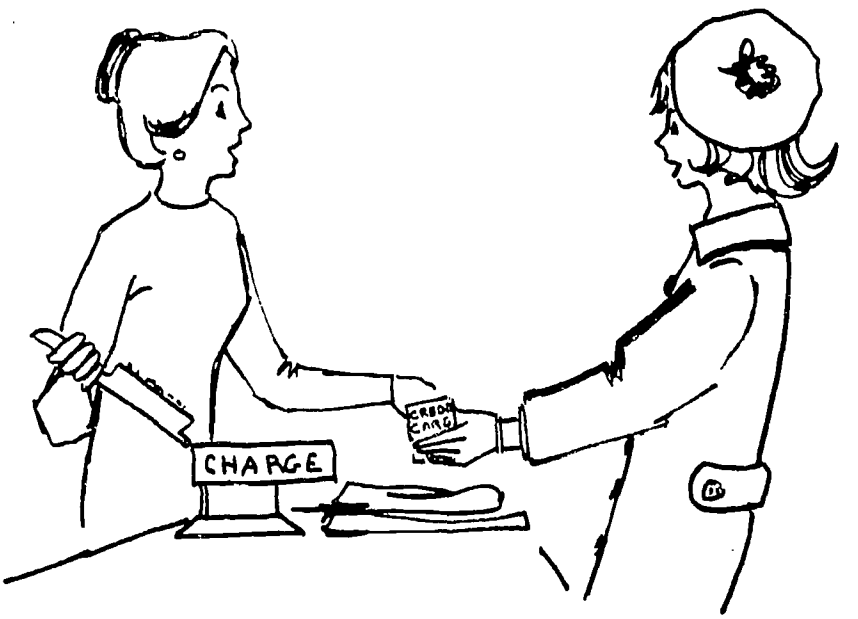

VOCABULARY:

charge account (CHAHRJ–a–COUNT)– a record of what a customer owes a store for purchases she has made on credit
installment (in–STAWL–ment) – a part (of what is owed) that is to be paid at certain regular times, like once a month
loan (LOHN) – an offer of money, to be paid back at a certain time
individual (in–di–VIJ–oo–əl) – a single person
credit card (KRED–it KAHRD) – a small card that can be used in place of money when buying at certain stores

ASSIGNMENT:

1. What does "credit" mean to you?

2. Find out if your parents have charge accounts at any store. If so, list the stores. (Include gasoline credit cards.)

3. Find out if your parents have any credit cards given by banks or credit-card companies. If so, list them.

4. Why do some people like to have credit cards?

5. Why do some people not like to have credit cards?

ERIC

UNIT V

WHAT BUSINESSMEN DO

Businessmen Provide Extra Services — Lesson 6

INFORMATION: Most businessmen like to provide extra services to their customers, because often customers will buy where the most service is given.

1. A retailer will provide a parking area for his customers.

2. Many department stores will gift-wrap items for their customers.

3. Many stores have rest rooms and sitting rooms in their stores.

4. Many retailers provide free delivery service for goods purchased from them.

5. Many barber and beauty shops have television sets for their customers to enjoy while they are waiting.

6. Theaters have lobbies with comfortable chairs.

7. Hotels and motels also provide lobbies with comfortable chairs, and many have television sets in the lobbies for their patrons to enjoy.

8. Bus and railroad stations have waiting rooms with vending machines for your convenience.

VOCABULARY:

lobby (LOB–ee) – a large open space in a building, near the front door
patron (PAY–tron) – customer
vending (VEND–ing) – selling. A *vending machine* gives candy, or drinks, or sandwiches, etc., when you put money into it.
convenience (kun–VEEN–yuns) – saving trouble or work

ASSIGNMENT:

1. List some of the services offered by a department store near your home.

2. What extra services do you find in a bus station or a railroad station?

UNIT V

WHAT BUSINESSMEN DO

Businessmen Package and Divide Goods — Lesson 7

INFORMATION: An important part of selling goods these days is packaging. Businessmen also divide goods – they buy in large quantities and sell in smaller quantities to consumers.

1. For example, a distributor may buy tomatoes in large quantities and divide them into cellophane-wrapped paper trays, each holding three or four tomatoes.

2. In some retail food stores almost all fresh fruits and vegetables are sold already packaged, in paper trays covered with plastic.

3. Producers design packages to make them more attractive. For example, all your cosmetics come packaged in attractive containers.

4. People like to look at colors and nice designs. So producers will use colors and designs that "catch the eye", so people will buy their product.

5. A wholesaler may buy notebooks by the gross (12 dozen, or 144 pieces) and sell to the retailer any number he needs.

6. Meat packers will divide meat into cuts and package them for consumers, such as cuts of chops, steaks, roasts, etc.

7. Many retailers sell things in small amounts from their large amounts. For example, one-quarter pound of sliced cold meat; 8 oranges; a half-dozen rolls.

VOCABULARY:

design (di–ZYN) – to plan how a thing will look. Also, *a* design is the arrangement of lines and colors of a thing
attractive (a–TRAK–tiv) – nice to look at; pretty
cut (KUT) – something already cut up
(a *cut* of meat; a *cut* of pie)

ASSINGMENT:

1. Make a list of some packaged goods you would find:

In the meat section of a store

In the grocery section of a store

In the freezer section of a store

2. Why do producers of goods spend extra money to put the goods into attractive and colorful packages?

UNIT V

WHAT BUSINESSMEN DO

Businessmen Use Government Services — Lesson 8

INFORMATION: It is important to our country that businesses are successful. Therefore our local, state, and Federal governments give help to businessmen. Our government has set up special departments to gather certain kinds of information for businessmen.

1. The United States Weather Bureau makes daily weather forecasts. These weather reports are important to farmers, airlines, steamship companies, and many other types of businesses.

2. The Federal government collects information about the number of people who live in each community of each state; the number of people who have jobs, the amount of goods manufactured each year in this country; the amount of money being borrowed; and lots of other business information. This information is published in books, magazines, and newspapers.

3. When businesses need more workers, they can use the services of government employment offices.

4. Our governments also make many rules that all business people must obey. In this way, one business does not get an unfair advantage over other businesses. This also protects the consumer.

5. Scales and measures, for example, which weigh and measure the things we buy, must be exact.

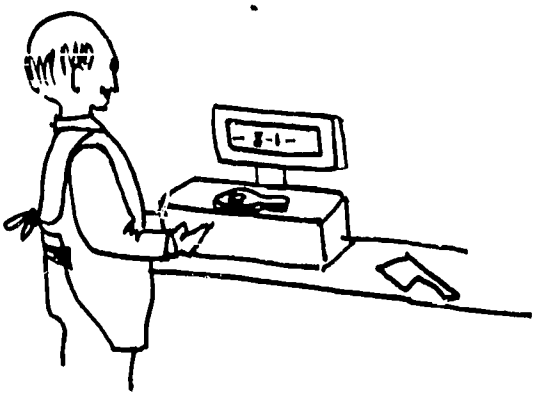

6. Labels on canned goods must tell exactly what is in the can, and how much it weighs.

7. Governments set standards for many other businesses: beauty shops, restaurants, meat-packing houses, manufacturers of cars, and many others.

8. Cities provide police and fire protection and put up traffic lights. The Federal government provides post offices.

VOCABULARY:

forecast (FOR–kast) – a telling of what will come – what you expect will happen

publish (PUB–lish) – prepare and offer to the people in printed form

employment (em–PLOI–ment) – job
advantage (ad–VAN–tij) – a better position than others have
standard (STAND–erd) -- rule or test that says you must do at least so much, or so well (The government sets clean-air *standards* for manufacturers.)

ASSIGNMENT:

1. Who uses the government weather-bureau forecasts?

2. Why does the government make rules that all businesses must obey?

3. List at least 5 types of government-set standards that different businessmen must obey.

UNIT V

WHAT BUSINESSMEN DO

Businessmen Train Employees — Lesson 9

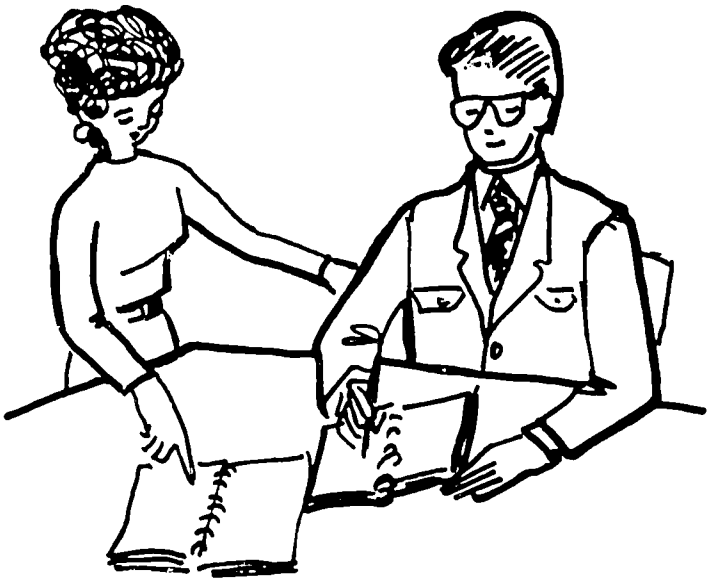

INFORMATION: Schools train students in certain skills so that they can work on jobs and earn money. But businessmen usually must train their employees in their own way of doing things. It is important to the business that employees be happy in their work. Businessmen know that well-trained employees are happier in their work, and they will help a business grow.

1. Some companies have their employees trained by experienced workers – people who have done the same kind of work for them for a long time.

2. Larger companies have special training departments to train new employees in doing things the company's way.

3. Some companies have special schools for their employees.

4. Some companies pay their employees' expenses for attending a school to get them ready for a promotion.

VOCABULARY:

train (TRAYN) – show how to do things; teach
employee (em–PLOI–ee) – worker on a job
experienced (eks–PEER–i–ensd) – knowing how to do something because you have done it before
expense (eks–PENSS) – cost, charges, what you have to pay
promotion (prə–MOH–shun) – getting to the next higher work (in school or on the job)

ASSIGNMENT:

1. Is school training enough to do most jobs well? If not, what else is needed?

2. Why do some businesses have training classes to train their employees?

UNIT V

WHAT BUSINESSMEN DO

Businessmen Take Risks — Lesson 10

INFORMATION: Being a businessman is not like working for someone else. When you have a job, you know that if you do your job well, you will get paid every week. But a businessman must not only work – he must make many decisions.

Here are some of the decisions he must make:

1. How much money he will need to get the business started.
2. How much money he can borrow and from whom he should borrow it.
3. Where to locate the business.

4. What kinds of goods and services he should offer to his customers.

5. How much goods he will carry in stock.

6. What prices he will charge for different goods.

7. Whom he will hire to work for him.

8. Where he will advertise, and how much money he will spend on advertising.

9. How he will prevent losses from spoiling or damage, or people's stealing.

10. If his decisions are wise ones, he will probably earn profits.

11. If too many of his decisions are wrong, his business may not be successful, and he will lose money.

12. This is why we say businessmen take risks. They take chances.

VOCABULARY:

risk (RISK) – chances of harm or loss
decision (di–SIZH–ən) – making up your mind; deciding on the answer to a question or problem
locate (loh–KAYT) – put in a certain place
hire (HY–er) – to give work and pay
damage (DAM–ij) – harm or injury that reduces the value of something
wise (WYZ) – showing good knowledge and understanding

ASSIGNMENT:

1. If someone in business does not have enough money to run his business, what must he do?

2. If a businessman makes the wrong decisions and he is not successful, what will happen?

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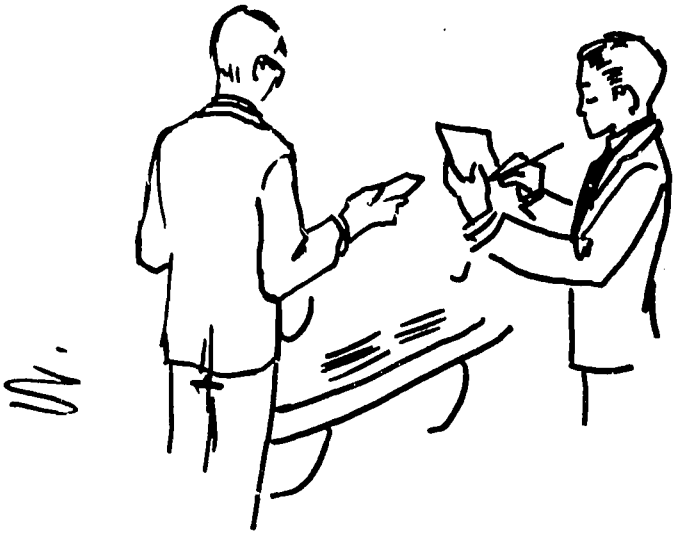

UNIT VI

THE VALUE OF BUSINESS TO THE COMMUNITY

ERIC

UNIT VI

THE VALUE OF BUSINESS TO THE COMMUNITY

Jobs and Income for Individuals — Lesson 1

INFORMATION: Except in the very smallest business, the businessman needs to hire helpers to work for him. He must pay them for their work. These workers then receive income to support themselves and their families. Business creates jobs and provides income.

1. The businessman who hires workers is called an employer.

2. The people who work for him are called employees.

3. As the workers get income from their employers, they spend their income for goods and services.

4. The money spent by workers is then spent by those who receive it.

5. For example, a part of each worker's income is spent for food.

6. The food-store manager pays out part of this money for the goods he has in the store, and for heat, light, and supplies.

7. He also pays part of this money to the people who work for *him*.

8. If a new business is started in the community, the business will hire workers. Some will come from out-of-town.

9. Some of the out-of-town workers will want to live in the community; this means that more houses will be needed.

10. New houses means that builders will hire more people to help build the houses.

11. The builders will need to buy more materials. Some of these materials may be purchased in the community and some out of town.

12. As people move into the new homes, they have to buy some things for the home. This is good for the stores in the community – they sell more goods.

13. As the new people spend their earnings the store owners will buy more goods to meet the needs of his new customers.

14. So one new business has given added income to many different people besides its own workers.

VOCABULARY:

income (IN–kum) – the money that one gets
provide (prə–VYD) – give, supply
employer (em–PLOI–er) – a person who hires others to work for him
employee (em–PLOI–ee) – a person who works for pay for some other person or company
manager (MAN–ə–jer) – a person who runs a business and tells the others what to do
purchase (PUR–chəs) – buy
earnings (URN–ingz) – the amount of money received from work: wages or salary

ASSIGNMENT:

1. A businessman who hires workers is called an_____.

2. A person who is hired to work is an_____.

3. If a new business comes into the community, how does it help the people?

ERIC

UNIT VI

THE VALUE OF BUSINESS TO THE COMMUNITY

Business Pays Taxes — Lesson 2

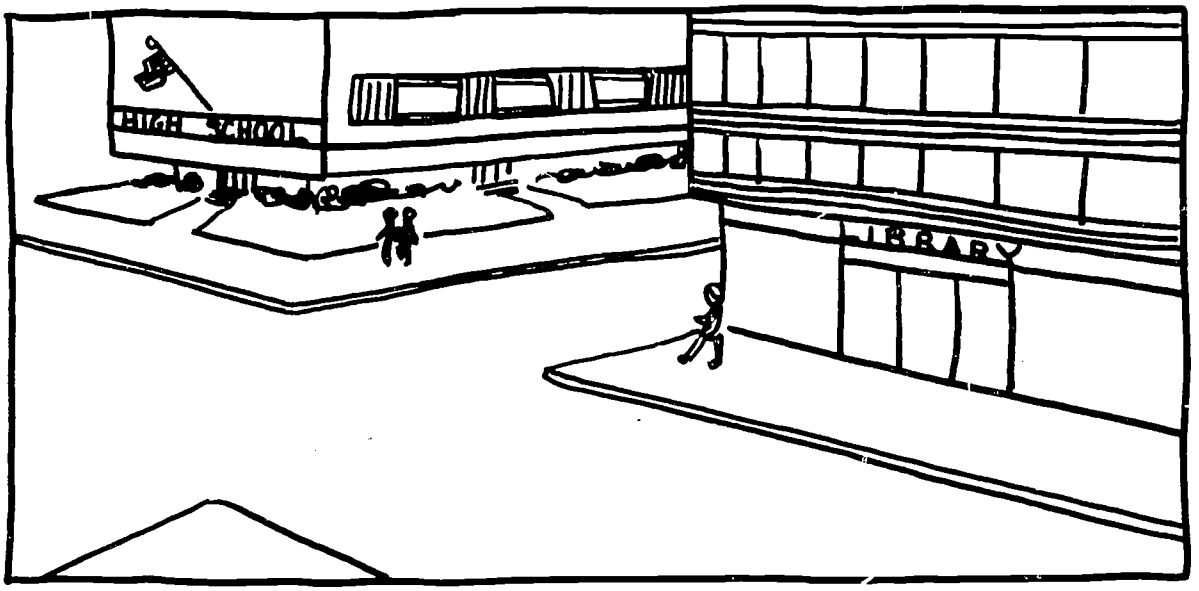

INFORMATION: Business pays taxes to the community. Every businessman pays taxes on the land and buildings he owns, to the community in which his business is located. This is called the real estate tax.

More taxes means more financial aid to the community.

1. More taxes paid to the community means more money to meet the needs of the people, like new schools.

2. Building new schools creates jobs and provides income for people in the community.

3. Money from taxes is used to improve the streets.

4. Improving the streets means jobs and income for workers.

5. Taxes provide money for other things in the community, such as parks.

6. Taking care of the park means jobs and income for more workers.

7. More taxes means better police and fire protection.

8. More businesses in a community means more taxes paid to the community. This will reduce taxes paid by individuals.

VOCABULARY:

tax (TAKS) – money that must be paid by a person or company to help pay the costs of government
real estate (REEL es–TAYT) – land and buildings
financial (fi–NAN–shul) – relating to money; having to do with money
reduce (ri–DOOSS) – make smaller or lower

ASSIGNMENT:

1. A tax on land and buildings is called a _____ _____ tax.

2. How do taxes paid by business help those who live in the community?

UNIT VI

THE VALUE OF BUSINESS TO THE COMMUNITY

Business Also Buys — Lesson 3

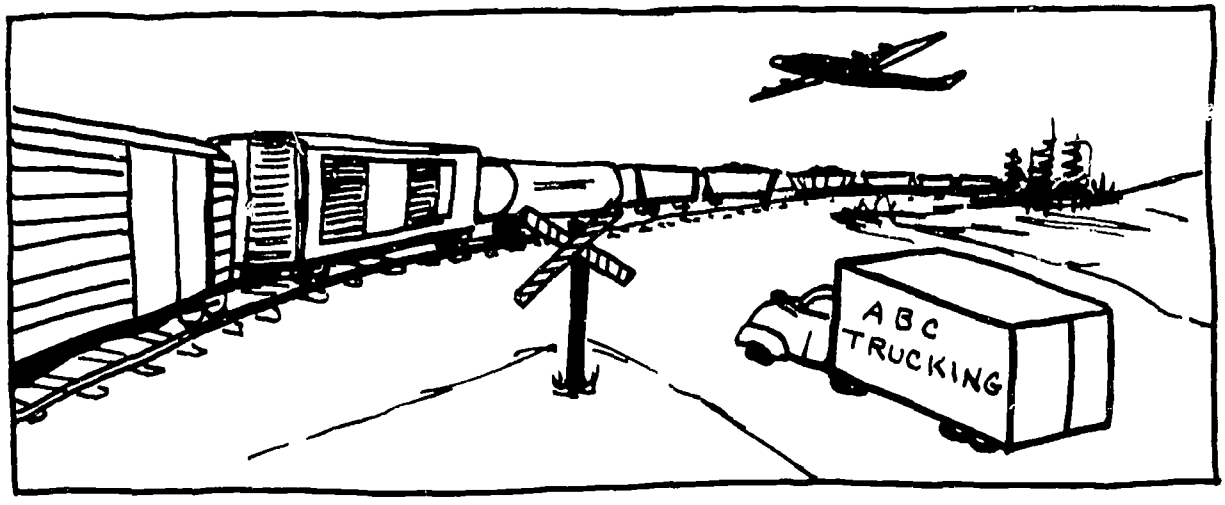

INFORMATION: You have learned that business creates jobs and provides income for the community.

You know also that every business is also a consumer. Businesses in the community buy goods and services in the community.

1. Businesses need electricity for power and light.
2. Every business needs office furniture, supplies, machinery, and tools.
3. Many of these things are purchased right in the community.
4. Buying goods and services in the community gives income to local business.
5. Businesses use the services of banks in the community.
6. Businesses also use other services, such as a trucking company, railroad, and post office.

VOCABULARY:

local (LOH–kul) – having to do with one certain place, the one close to you
(The *local* school goes up to the sixth grade.)

ASSIGNMENT:

1. Name some of the services a business would use in your community.

2. Name some goods a business may have to buy.

ERIC

UNIT VI

THE VALUE OF BUSINESS TO THE COMMUNITY

Business Attracts Other Business — Lesson 4

INFORMATION: Many times when one business is established in a community, other businesses move in to supply it with goods or services. This is especially true when a large company comes to the community.

1. For example, small factories may be built to supply a large factory with such things as small parts.

2. An advertising agency may open an office to offer advertising services to a large business.

3. Restaurants will open to take care of some of the working people.

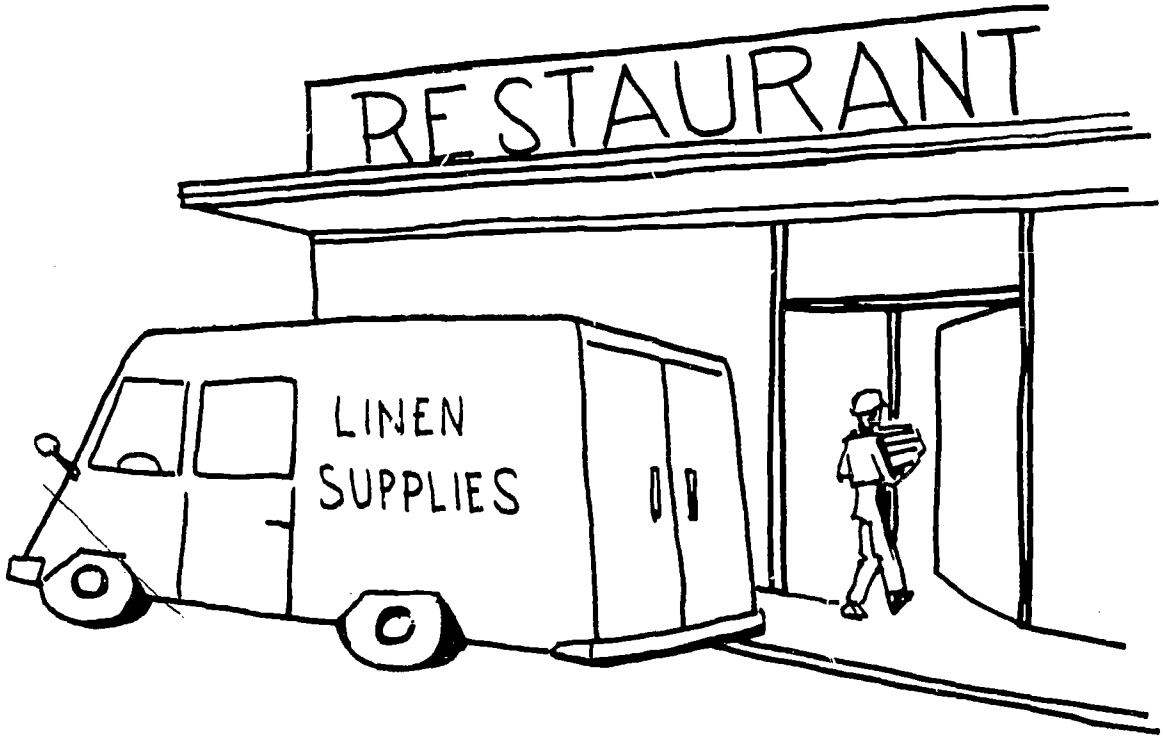

4. Still another business may open to supply a large business with office supplies.

5. In turn each new business will mean work for more people.

VOCABULARY:

establish (es–TAB–lish) – set up, organize

ASSIGNMENT:

1. Name some of the businesses that might open if a large toy factory came to your community.

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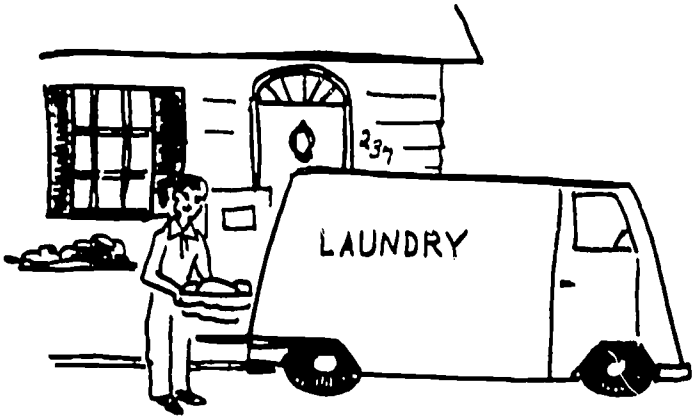

UNIT VII

OCCUPATIONS

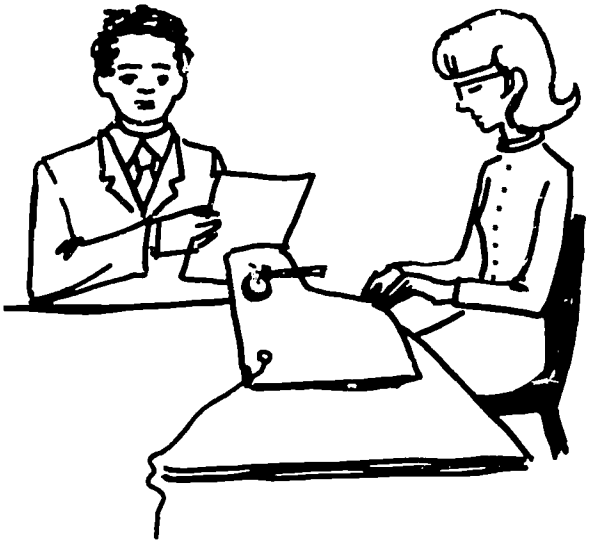

UNIT VII

OCCUPATIONS

Kinds of Occupations — Lesson 1

INFORMATION: Many workers with many different kinds of skills are needed to provide people with the goods and the services they need and want. Have you ever thought about the kinds of work that are done in just one organization – for example, your school?

Many teachers provide you with instruction in many different subjects.

A school secretary keeps the records of each student, writes letters, answers the telephone, and performs many other duties.

Janitors take care of the buildings.

The school nurses check your physical condition.

Think of the number and kinds of workers that were needed to build the school buildings, make the furniture used in all the buildings, print the books you use, and produce the school supplies.

How about the food-service workers needed to prepare your meals? How about the men in charge of the hot-water supply and heat for the buildings? How about the men who make repairs in the buildings, and those who paint the rooms?

1. There are many different kinds of occupations. We will discuss some of the different kinds in this lesson.

2. Professional occupations need very many years of schooling. They include people such as teachers, doctors, lawyers, dentists and architects.

3. Technical occupations include workers skilled in mechanical or industrial arts or science, such as engineers, chemists, and draftsmen.

4. Agricultural occupations include people such as farmers, and workers that have to do with farming, such as farm laborers, tractor drivers, and any person that may work on a farm.

5. Manager occupations include people such as credit men, known as credit managers, retail store buyers, and advertising agents. There are also gas station managers, and food store managers. They are persons who manage (run or carry on) a business for someone.

6. Clerical occupations include workers in an office, such as typists, stenographers, filing clerks, bookkeepers, telephone operators, and cashiers.

7. Sales occupations have to do with selling. They include workers such as insurance agents, sales clerks, newsboys, and real estate agents.

8. Craftsmen are very skilled workers in trades such as carpentry, cabinet making, masonry, plumbing, tailoring,and electrical work.

9. Service occupations include many different workers, such as janitors, waiters, housekeepers, policemen, firemen, and cooks.

10. Laborers are workers who need strength rather than skill or training, such as lumbermen, mine workers, road workers, etc.

VOCABULARY:

occupation (oh–yuh–PAY–shun) – type of work done to earn money
janitor (JAN–i–ter) – a person hired to take care of a building

profession (prə–FESH–ən) – a kind of highly skilled work for which people must have a special education

technical (TEK–ni–kl) – having to do with a mechanical or industrial art or applied science. Technical workers usually need special education after high school

agricultural (ag–ri–KUL–chur–əl) – having to do with farming

manager (MAN–ə–jer) – a person in charge of a business or a part of a business

agent (AY–jent) – a person or organization acting for or selling things for someone else

clerical (KLER–i–kl) – having to do with keeping records or working in a store or office

craftsmen (KRAFTS–men) – highly skilled workers who work with their hands

laborer (LAY–ber–er) – a worker who can do heavy work

ASSIGNMENT:

1. A person hired to take care of a building is known as a _____.

2. Teachers and doctors are known as _____ people.

3. A chemist is a _____ worker.

4. Persons that have to do with farming are called _____ workers.

5. A person in charge of some part of a business is called a _____.

6. Bookkeepers are _____ workers.

7. Persons who sell goods in stores are _____.

8. Highly skilled people who work with their hands are known as _____.

9. Persons who do heavy work are called _____.

ERIC

UNIT VII

OCCUPATIONS

Where Do People Work? Lesson 2

INFORMATION: In our business world each person should be a producer. A producer is one who helps to supply useful goods and services. Some producers are employees of a business. Others are self-employed in a business or a profession. It is important to ourselves and to our country that each of us should become an efficient producer, because a country's wealth is made up of the goods and the services produced by its people.

1. In *manufacturing*, people are employed making goods.

2. In the field of *distribution*, people are employed in wholesaling, trucking, warehousing, and retailing.

3. In the field of *service*, people such as doctors, beauticians, barbers, and lawyers provide us with personal and business services. There are also business services, like banking, insurance, real estate, and public utilities.

4. *Government* workers include clerks, teachers, judges, congressmen, policemen, mail carriers, soldiers, sailors, and many others.

5. In *agriculture and other basic industries,* people work in farming, fishing, mining, and forestry.

VOCABULARY:

self-employed (SELF em–PLOID) – working for yourself rather than for an employer
efficient (e–FISH–ənt) – able to produce without wasting time and work
wealth (WELTH) -- riches; all the things which together have money value
public utility (PUB–lik yoo–TIL–i–ti) – a business that provides a service that the people *must* have. Public utilities include electric and gas companies, water companies, and telephone companies. Railroads and bus companies are also included with public utilities.

ASSIGNMENT:

1. Name some people working in the field of service.

2. Name some people working for the government.

UNIT VII

OCCUPATIONS

How Workers Get Paid — Lesson 3

INFORMATION: Workers are paid for producing goods and supplying services. Some workers are paid a salary. Others are paid by the number of hours they work, and some workers are paid on a piece-work basis. The pay of these workers is called a wage or wages.

1. *Salaried workers* earn a certain amount each week, or month, or year. Supervisors, teachers, managers, government employees, and most clerical workers earn salaries.

2. *Hourly workers* are paid a certain amount for each hour that they work. The government sets a minimum wage for hourly earnings of workers.
   An hourly worker is paid his or her regular rate for work up to 40 hours per week. If he works over 40 hours, he must be paid one and one-half times his regular rate.
   Most craftsmen and repairmen are paid by the hour. Many workers in factories are paid by the hour.

3. *Piece-rate workers* are paid for each item they produce.
   When workers are paid on a piecework basis, they must keep a record of the pieces completed during a certain period of time. This piecework slip must be approved and signed by a supervisor.
   A worker who is a sewing machine operator sews sleeves into blouses. She may be paid 6 cents for each one she sews. For 100 she would get $6.00.

4. *Commission* workers are paid a certain part of each sale they make. For example, a car salesman may get a 5% commission for each car he sells. (That would come to $150 on a $3000 car.) A real estate agent may get 6% commission for each house he sells. In a store, a salesperson may get 1% of all the sales she made that day. A hairdresser may get a minimum salary plus a commission on all her work.

VOCABULARY:

salary (SAL–ə–ree) – fixed pay for regular work
wage (WAYJ) (or wages) – amount paid for work – usually by the hour or piece
minimum (MIN–i–mum) – smallest possible amount, lowest
item (EYE–təm) – one thing, article, or piece
supervisor (SOOP–er–vy–zer) – one who directs the work of others
commission (kə–MISH–ən) – pay based on a certain percent of sales

ASSIGNMENT:

1. A person who is paid a certain amount for each hour worked is an _____ worker.

2. A person who is paid an amount for each article he produces is a _____ worker.

3. A person with a fixed pay is a _____ worker.

4. A person in the sales field may be paid a certain percent of his sales. This is called _____

UNIT VII

OCCUPATIONS

Why People Work — Lesson 4

INFORMATION: We work to earn a living, that is, to supply ourselves with the essentials of life – food, clothing, and shelter. But in this modern world of ours people work for many other reasons.

1. People work for *extra income* – so that they can afford more things and better things.
   We are not satisfied to live as our grandparents lived. We want to be comfortable and to enjoy some luxuries. We want automobiles, television sets, freezers, air conditioners, and many other things to add to our comfort. We want to travel. We want good entertainment.

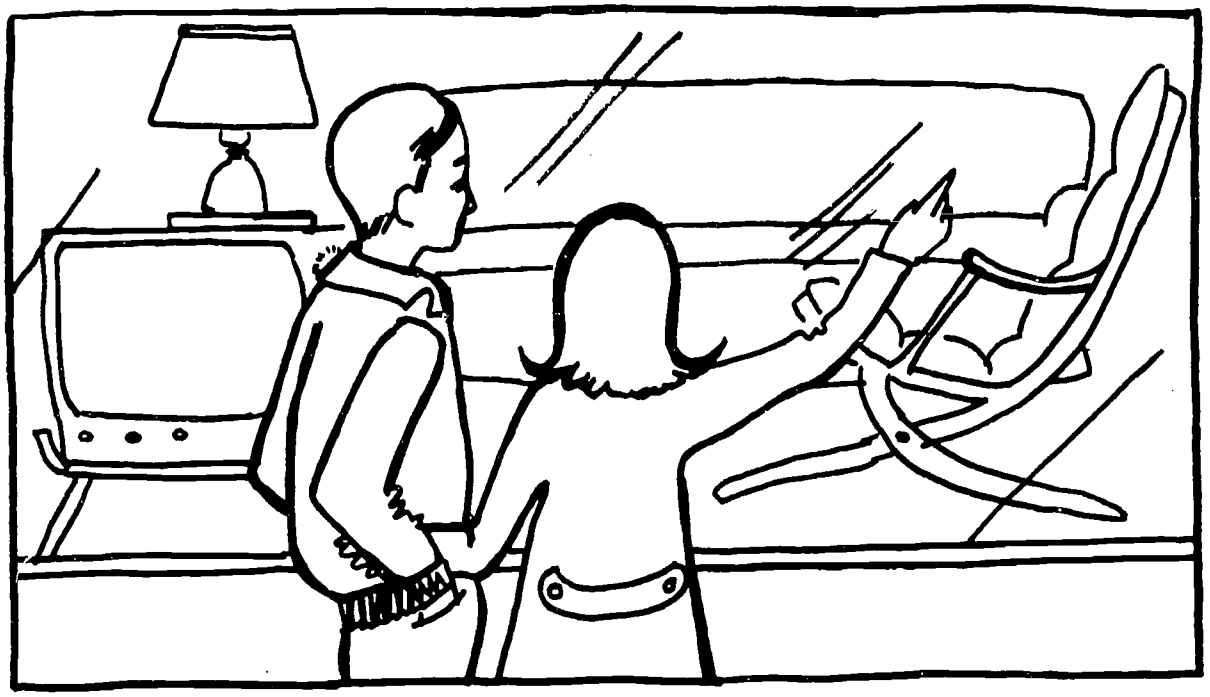

2. People work for personal satisfaction – feeling pleased with the work they do. Many people like to go to work, enjoy it, and are not bored by it. They get a great deal of satisfaction from the effort they put into their job. For example, a secretary is happy and pleased when she knows that the report she carefully prepared for her boss helped him at his important meeting.

A goods salesman gets pleasure from knowing that he has helped a person buy exactly what he needed at the right price.
A typist gets personal satisfaction in knowing that all her work was accurate.

3. People work for recognition – getting praise and attention for the work they do. These people have a strong desire to excel––to do things better than most people do them. In doing so, their work will bring praise and attention from others.

4. People work because they enjoy *being of service to others.* Nurses enjoy being of service to others; so do teachers, religious leaders, and social workers.

5. People work for security, that is, having some savings to take care of themselves in the future as they get older. People now more than ever plan for the future years when they will retire from their work. They want to be sure that they will have enough money to take care of themselves so that they can be self-supporting. This way they can live where they please, go where they please, and do as they please.

VOCABULARY:

essential (e–SEN–shul) – something we must have, that we cannot get along without
satisfaction (sat–is–FAK–shun) – a feeling of being pleased or satisfied
effort (EF–urt) – trying hard, using a lot of strength or energy to do something
recognition (rek–əg–NISH–ən) – being known for something that you did
excel (ek–SEL) – do better than someone else
security (si–KYUHR–i–tee) – feeling of being safe and sure
savings (SAYV–ings) – money put aside for future use
future (FYU–cher) – the time to come; years that will come later on
retire (ri–TYR) – give up working; stop working (for always)

ASSIGNMENT:

1. For what main reason do most of us work?

2. Name three other reasons why people work.

UNIT VII

OCCUPATIONS

How Workers Organize — Lesson 5

INFORMATION: Most of us at some time or other in our lives will be a part of the labor force. The labor force includes all people who are working or looking for work.

Today more than ever, workers are uniting for important reasons. Almost every worker belongs to some special association, group, union, or other kind of organization that is interested in the welfare of its members.

Doctors belong to the American Medical Association. Lawyers join the American Bar Association. There are special organizations for sales managers, insurance men, secretaries, actors, artists, farmers, and many other groups. Some of these are labor unions.

1. Why do workers organize?
   The reason to organize is to have a strong group to speak for the members. Each person alone has little power, but all together they have a lot of power.

2. It is very important that these groups work in harmony for the welfare of all and not *just* for the special interests of their own members.

3. Years ago many workers were not paid enough for the work they were doing.

4. Many times working conditions were not safe and not clean.

5. If a worker went to his boss and complained about these things, he often lost his job.

6. But when workers are organized into unions, a group from the union will talk with management about better pay and working conditions. This is called collective bargaining.

7. About 17 million American workers are members of labor unions.

8. More than 14 million of these workers are members of unions that are affiliated with one very large labor organization, the American Federation of Labor–Congress of Industrial Organizations, known as the AFL–CIO.

9. There are many other unions that are not in the AFL–CIO. Perhaps you heard of such independent unions as the International Brotherhood of Teamsters, the United Mine Workers, and the Brotherhood of Locomotive Engineers.

10. Labor unions have become powerful organizations, and laws have been passed to regulate them. For example, the Taft-Hartley Act of 1947 does not allow a closed shop agreement. A closed shop permits only members of a union to be hired by the employer.

11. However, this law does allow a union shop agreement. This means that an employer may hire workers who are not members of the union, but they must join the union soon after they start working.

12. In addition to working hard for better pay and working conditions, unions also work hard to get fringe benefits, such as pensions, insurance plans, and paid vacations.

13. Many times if the management of a business will not agree to the things that a union has asked for, the workers strike. This means that the workers refuse to work until their demands have been granted.

14. Another method used is picketing. That is, union members carry strike signs or signs telling the public that a company is "unfair to labor."
Many union members and other persons will not "cross a picket line." That is, they will not do business with a company that is being picketed.

15. Sometimes union members will refuse to handle or buy the products of a business that is having labor problems. This action is called boycotting the company.

VOCABULARY:

organize (OR–gən–eyz) – get together in a union or other organization
labor force (LAY–ber FORSS) – all persons 14 or older who are working or looking for work
unite (yoo–NYT) – join together
welfare (WEL–fair) – good conditions – health, happiness, and prosperity (having enough money)
harmony (HAHR–mən–ee) – peace and friendship
management (MAN–ij–ment) – the owners and managers, all together
collective bargaining (kə–LEK–tiv BAHR–gən–ing) – talks between representatives of employers and employees to decide about wages and working conditions
representative (rep–ri–ZEN–tuh–tiv) – someone chosen by a group to speak or act for it; agent
affiliated (a–FILL–i–ay–ted) – closely connected
independent (in–di–PEND–dent) – having no help from others
regulate (REG–yə–layt) – control; set rules for
closed shop (KLOHZED) – a place of work where the employer has agreed to employ only persons who are already members of a union
union shop (YOON–yən) – a place of work where workers must join the union within a certain time after they start working
fringe benefits (FRINJ BEN–i–fits) – things offered to workers in addition to wages, such as paid vacations and insurance
pension (PEN–shun) – regular payments made to retired workers
strike (STRYK) – refuse to work for an employer
demands (di–MANDS) – things asked for
grant (GRANT) – give what is asked; allow
picket (PIK–it) – to march outside a place of work to keep other workers from going in to work, or to keep customers from buying at a place of business
boycott (BOI–kot) – to get together and refuse to handle or buy things from a business

ASSIGNMENT:

1. Talks between representatives of employers and employees to decide about wages and working conditions are called _____ _____ _____.

2. Things given to employees in addition to wages, such as pensions, vacations, and insurance are known as _____ _____.

3. What is the abbreviation used for the largest labor organization? _____

4. A place where the employer has agreed to employ only persons who are already members of a union is called a _____ _____.

5. All persons 14 or older who are working or looking for work are part of the _____ _____.

6. When union members carry signs telling the public that a company is "unfair to labor" they are _____ ing.

7. When workers refuse to work because the employer will not agree to give them what they are asking for, they are on _____.

8. To refuse to handle or buy products made by a certain company is to _____ the company.

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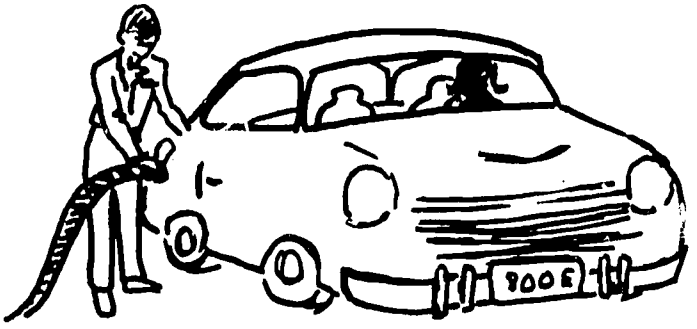

UNIT VIII

WHO OWNS BUSINESS?

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UNIT VIII

WHO OWNS BUSINESS?

Businesses Owned by One Person — Lesson 1

INFORMATION: You have been learning about the different kinds of businesses and how they serve you. You know that, if it were not for all the businesses we see every day, we should have a hard time keeping alive and well. We see all kinds of stores, factories, and delivery trucks. Who are the owners of all these businesses?

1. John Jones is the owner of a drugstore.
2. People say he is "in business for himself."
3. Sole proprietorship (or single proprietorship) is a business owned by one person. ("Proprietor" means owner.)
4. There are millions of Americans who are in business for themselves.
5. They own barber shops, beauty salons, shoe-repair shops, bakeries, delicatessens, newsstands, specialty shops, and real-estate offices.

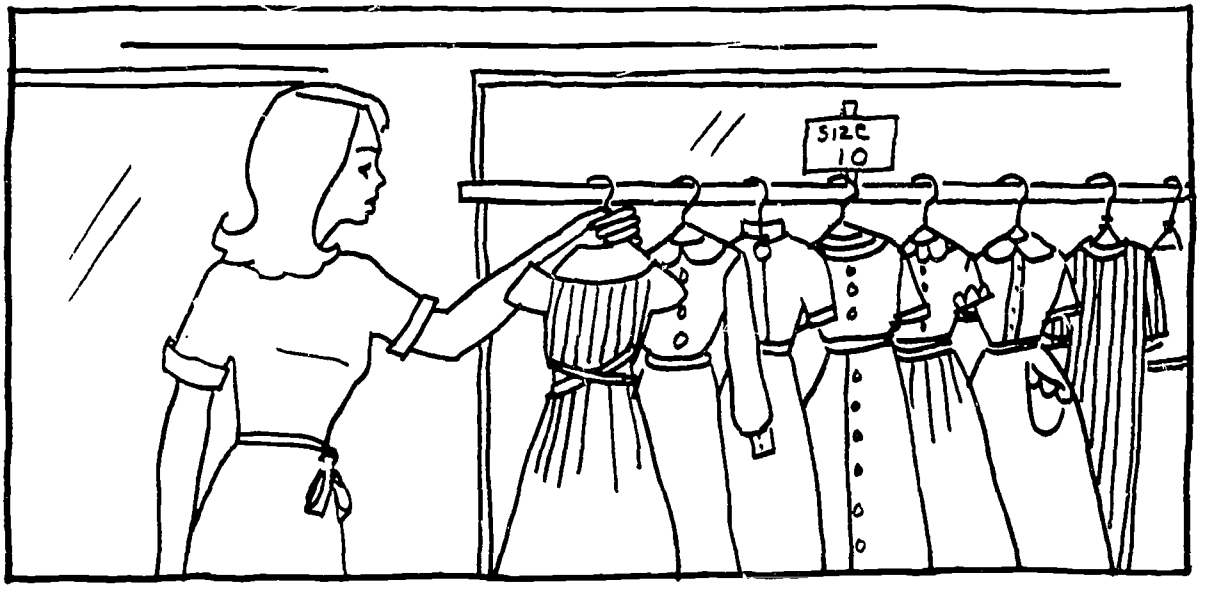

6. Many of them sell services, like dentists, doctors, lawyers, painters, tailors, dry cleaners, gardeners, cab drivers, and television repairmen.

7. Some of these owners may hire people to work for them, but that does not make the workers part-owners of the business.

8. To start a business, a man or woman must learn a certain kind of work well. Then he must get the necessary money, find a good location, and get a license if he needs one.

9. In a sole proprietorship, all the profits (or losses) go to the one person.

10. A person in business for himself is his own boss.

11. A person in business for himself is free to make his own decisions.

12. A person in business for himself may keep the profits himself or he may put some profits back into the business to help it grow bigger and stronger.

VOCABULARY:

sole (SOHL) – only one, single
proprietor (pruh–PRY–i–ter) – the owner of a business
proprietorship (pruh–PRY–i–ter–ship) – the owning of a business
delicatessen (del–i–kə–TESS–in) – a store that sells food which is ready to serve such as cold cuts, potato salad, and relish
license (LY–senss) – permission from the government to do something (A person wishing to start a barber shop, beauty shop, or restaurant must get a *license* from the state.)

ASSIGNMENT:

1. Name some businesses that could be owned by one person.

2. Name some service business that could be owned by one person.

3. A business owned by one person is known as a _____ proprietorship.

UNIT VIII

WHO OWNS BUSINESS?

Businesses Owned by Two or More Persons — Lesson 2

INFORMATION: Some people go into business as partners. Many times a man in business for himself will decide that he wants to make his business larger. He may need more money to do this, and he may also need the help of another person. Some people take in partners because the second man can do something the first man can't do well, and this way they divide the work.

1. A partnership is a business owned by two or more persons who share the profits and losses.

2. When a partnership is formed, the partners sign a written agreement, which is a contract called *articles of partnership*.

3. The contract of partnership tells how much salary each partner will receive; duties of each partner; and how the profits and losses will be shared. The contract also tells what is to be done if one of the partners should die.

4. Not all partners in a partnership contribute the same things. One may be a good manager, another may be a good salesman. One may put more money into the business than the others.

5. However, it is important for all partners to discuss business matters together, such as hiring help or buying equipment.

6. Each partner has the right to act for the business. And each partner can be held responsible for the debts of the business.

7. If one partner is dishonest or careless, this may cause a financial loss to the partnership.

VOCABULARY:

partner (PART–ner) – someone who shares something with someone else
partnership (PART–ner–ship) – a business owned by two or more people who share profits and losses
contribute (kun–TRIB–yoot) – give as one's share, along with others
debts (DETS) – money owed to someone which must be paid
responsible (ri–SPONSS–i–bl) –having a duty; expected to do something

ASSIGNMENT:

1. A business owned by two or more persons who share the profits and losses is called a_____.

2. When a partnership is formed, the partners sign a contract called _____.

3. Each partner can be held responsible for the _____ of the business.

UNIT VIII

WHO OWNS BUSINESS?

Business Owned by Many Persons — Lesson 3

INFORMATION: The money a business uses is called its capital.

In a sole proprietorship, the single owner provides the capital himself.

In a partnership, each partner provides a part of the capital in their partnership.

Some of our big businesses have millions of dollars of capital. Very few people have millions of dollars to invest in a business. Where does the money come from?

1. The people who are trying to start the business decide how much capital they will need.

2. Then the group of people must get permission from the State to start a company.

3. If the permission is granted, the State will issue a charter, which gives permission to form the company.

4. Then, on paper, they divide the amount of capital needed into small parts——sometimes thousands of parts.

5. Each part is called a share of stock.
   Each share is valued at a certain amount——$10, $17.50, $24.75, or however the arithmetic comes out.

6. The shares may be sold to anyone who wants to buy them.

7. The people who buy them become *part owners* of the business.
   They own shares in the business and are called shareholders or stockholders.

8. A corporation is such a business – made up of a number of owners.

9. A corporation may have hundreds, thousands, or even hundreds of thousands of owners.

10. General Motors has more than 1 million stockholders. The American Telephone and Telegraph Company has more than 2 million stockholders.

11. Stockholders, as part owners of a corporation, elect a Board of Directors, who run the business.
Each share of stock has one vote, so a person owning 1000 shares has 1000 votes, and a person owning 10 shares has 10 votes.

12. It is the responsibility of the Board of Directors to manage all the business of the corporation.
The Board of Directors elects the officers of the corporation, such as president, vice president, secretary, and treasurer.

13. The corporation can do anything an individual businessman can do – own property, sell property, borrow money, etc.

14. If the business is successful, some of the profits are paid to the stockholders. Each share gets an equal part of the profits, called a dividend.

15. If a stockholder owns 10 shares, he receives 10 times as much in dividends as another stockholder who owns only one share.

16. If there are losses, the stockholders may receive little or no dividends.

17. If the business fails, usually no stockholder can be held responsible for the debts. The most he can lose is the money he paid for the stock he owns.

18. This is an important advantage of corporations over partnerships.

VOCABULARY:

capital (KAP–i–tl) – the amount of money or money value invested in a business
invest (in–VEST) – use money to buy something that will help make more money; put money "to work" to earn money
charter (CHAHR–ter) – a written permission from the government to start a corporation
share (SHAIR) of stock – one of the equal parts into which the capital of a business is divided
stockholders (STOCK–hold–erz) – persons who have bought shares of stock in a corporation
corporation (kor–puh–RAY–shun) – a number of persons legally acting as one person for business purposes
dividend (DIV–i–dend) – a share of the profits of a corporation
board of directors – (di–RED–terz) – the group of persons elected by the stockholders to manage a corporation

ASSIGNMENT:

1. The amount of money invested in a business is called its_____.

2. The kind of business described in this lesson, made up of a number of owners, is known as a_____.

3. A share of the profits of a business is called a_____.

4. Who manages the business of a corporation?

5. Persons who have shares of stock in a business are called_____.

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UNIT VIII

WHO OWNS BUSINESS?

Business Owned by Their Customers — Lesson 4

INFORMATION: There is another kind of business owned by many people. It pays its profits to its customers— not to all its customers, but to those customers who own it. In other words, the owners share in the profits if they buy from the business. The more they buy, the more profits they receive.

1. The business is owned by people who buy shares.
   The owners of the shares are called members.

2. This kind of business is called a co-operative.

3. A co-operative is run for the direct benefit of its members or owners.

4. It may be an organization of consumers who together can buy goods and services more cheaply than each person could by himself.

5. For example, a group of people may decide that they can save money on groceries if they organize a cooperative.

6. This may be like a small club, or it may be a true, legal cooperative.

7. A legal cooperative must get a charter from the State, just like a corporation. It also gets its capital by selling shares to people, who become its members.

8. A board of directors is elected by the members to manage the business. But in a co-op, each *member*, not each *share*, has one vote. The person who owns 1 share has one vote, and the person who owns 100 shares has one vote.

9. The co-op will buy groceries, at wholesale prices. Then the goods are sold at average retail prices to the members and to anyone else who wishes to buy.

10. At the end of the year, after expenses and bills have been paid, the profits are figured out.

11. Each member is paid interest on each of his shares.

12. Then the remaining profit is divided among the same members, but not a certain amount for each share.
    It is divided according to the amount of money each member spent at the store.

13. For example, if Mr. Smith spent $150 and Mr. White spent $50, Mr. Smith will receive three times as much of the profits as Mr. White.
    By getting this refund, all members who are also customers pay less for their year's purchases and so save money.

14. This kind of co-op is a *consumers'* co-op. But there are also other types of cooperatives.

15. Another type is a credit union, which is a bank where members can invest money and where members can borrow money.

16. There are also producers' co-ops, where farmers get together to market their products.

17. There are even co-op apartment houses, which are owned and run by the members for their own benefit.

VOCABULARY:

member (MEM–ber) – a person belonging to a group or organization
cooperative (koh–OP–er–ə–tiv) – a business organization in which the profits and losses are shared by all its members.
benefit (BEN–i–fit) – something that helps a person (is for his good); an advantage, profit
interest (IN–ter–est) – extra money paid for the use of money
refund (REE–fund) – return of money paid in
credit union (KRED–it YOON–yun) – a bank set up for the benefit of its members
market (MARK–it) – sell; take goods from where it is produced to where it is to be sold, and do all the business-work that this needs.

ASSIGNMENT:

1. A business run for the benefit of its members is called a _____.

2. In a co-op, people who buy shares are called _____.

3. Name three types of cooperatives.

4. Can you tell two ways in which a cooperative differs from a corporation?

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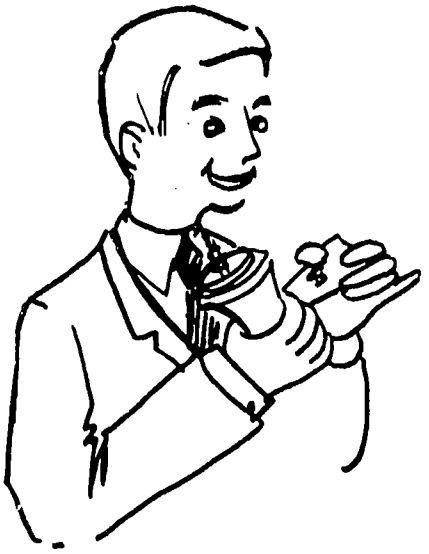

UNIT IX

IMPORTANT FACTS ABOUT MONEY

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UNIT IX

IMPORTANT FACTS ABOUT MONEY

What Is Money? Lesson 1

INFORMATION: When we think of money, we think of the paper bills and the coins that we use to buy things. In this sense money is a medium of exchange, since it may be *exchanged* for goods and services.

Money is also a measure of value.

Think of a store window which has goods on display with price tags. Each tag is marked with an amount of money. You know that this is what you would have to pay for each item – it is a measure of the *value* of the article.

No matter how we may think of money – as a medium of exchange or as a measure of value – we know that it is important to us in satisfying our wants.

1. Money is anything that passes easily from one person to another as a way of paying for goods and services.

2. It does not have to be paper bills and coins.

3. Many things have been used as money by different peoples at different times.

4. Shells have been used as money by many different peoples, especially those living on islands or near bodies of water.

5. Stones and stone beads were often used.

6. Arrow heads were used by some Indians, and wampum by others. (Wampum means beads made out of shells.)

7. Animals have been used – cattle (African tribes), reindeer (Greenland), fish (Eskimos).

8. Tobacco was sometimes used in colonial Virginia.

9. Anything can be used if all the people agree that it is a valuable thing.

VOCABULARY:

money (MUN–i) – anything used as a medium of exchange
medium of exchange (MEED–ee–əm uv eks–CHAYNJ) – anything that is generally accepted in exchange for goods and services
measure of value (MEZH–er uv VAL–yoo) – a way of telling how much something is worth

1. Money is a medium of_____.

2. Money is also a measure of_____.

3. Name four different things that have been used as money in different times and places.

UNIT IX

IMPORTANT FACTS ABOUT MONEY

Barter Lesson 2

INFORMATION: We said that money was a medium of exchange. But money had to be invented. Before it was invented, and whenever money was scarce, people simply exchanged *goods.*

A man who had caught more fish than his family needed might exchange the extra ones for some extra meat that his neighbor had trapped. A man who made good bows and arrows might exchange a bow for some baskets.

Those were simple times, when people really didn't need money. A family could produce almost everything it needed to live, and there were very few goods made by others that they required.

1. Trading or exchanging goods for goods is known as barter.

2. In early times the Pilgrims exchanged beads and meat with the Indians for other foods and furs.

3. The barter system is no longer used.

4. Why?

5. For example, let's suppose your father works in a factory that makes television sets, and he receives a television set for each week's work.

6. Now suppose that your parents go to the store to buy some groceries.

7. If they could find a grocery store that was willing to accept a television set for groceries, they would have to take a lot of groceries to equal the value of a television set!

8. Then if your parents needed to take a trip on a bus, do you think the bus company would accept some of the groceries for the bus fare?

9. Another example. Suppose you would like to have a ring that a friend has, and he would like to have your watch. You may still not be able to trade because he may think his watch is worth more than your ring. He may want you to give him something in addition.

10. You see what problems are created in exchanging goods for goods. That is why money has come to be used in business transactions.

VOCABULARY:

barter (BAHR–ter) – trading or exchanging goods for goods without the use of money

ASSIGNMENT:

What are some reasons why barter is not generally used for exchanging goods?

UNIT IX

IMPORTANT FACTS ABOUT MONEY

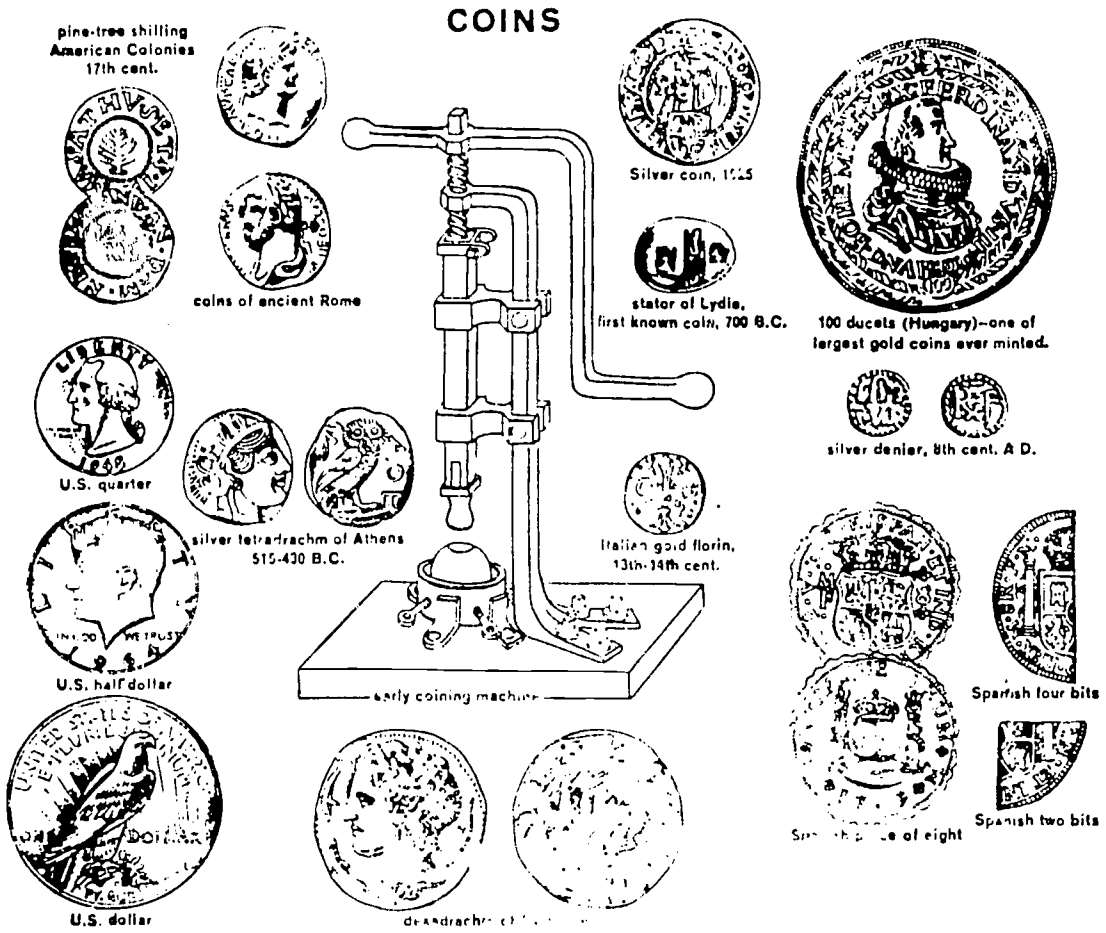

INFORMATION: Many different things have been used for money, as we have seen, but the best of all were gold and silver. For many, many years in many different parts of the world, these two precious metals were used as money.

At first they were used by weighing out the amount needed. Then someone thought to form them into coins. The first known coins were made almost 3000 years ago. But even coins became too inconvenient to use, as people made more and more business transactions.

So a government would put away gold and silver, and would print paper money to take the place of the gold and silver it put away.

1. When gold and silver were first used as money, each coin was equal in value to the material it was made of. For example, a silver dollar contained silver worth one dollar.

2. Our government took all gold coins out of circulation in 1933.

3. Our government has little by little been taking the silver out of our other coins.

4. Our paper money is no longer "backed" by the same value of gold and silver that the government has put away.

5. What, then, gives value to our money?

6. Money has value because of what it will buy.

7. For example, a $5 bill is worth almost nothing as a piece of printed paper, but it can buy a certain shirt. We could say that the $5 bill is equal to that shirt in value.

8. A quarter is not worth more than a few cents for the metal it contains, but it can buy a ride on a bus, a can of corn, or a package of paper. We might say that the quarter is equal to those things in value.

9. So long as money can be used to buy goods and services, it has value.

VOCABULARY:

precious (PRESH–us) – very valuable; worth a lot
inconvenient (in–kun–VEEN–yunt) – difficult, not handy or easy to do, troublesome
transaction (tranz–AK–shun) – a piece of business, usually exchanging money for goods or services
circulation (sur–kyoo–LAY–shun) – passing of things from person to person (or place to place)

ASSIGNMENT:

1. Which kind of money – paper or coins – is more convenient for
   a. Small purchases?_____
   b. Bus fares?_____
   c. Purchases of expensive things?_____

2. Why has paper money replaced coins for most uses?

3. What gives money its value?

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UNIT IX

IMPORTANT FACTS ABOUT MONEY

Counterfeit Money — Lesson 4

INFORMATION: By law, only the Federal government may print or coin money. But some persons do make it illegally.

Money made by anyone except the Federal government is known as counterfeit money.

A person may get counterfeit money without knowing it. But anyone who *knows* that he has counterfeit money and tries to pass it on to someone else is guilty of a crime also.

1. If you think a *bill* may be counterfeit, compare it with one that you know is good.

2. Counterfeit bills may be thicker or slightly different in color than genuine bills. The tiny red and blue silk threads in the paper may be different.

3. On a genuine bill all of the printed copy is very sharp and clear. Any bad printing, or broken lines, or uneven spacing would mean that the bill is counterfeit.

4. Counterfeit *coins* may be either heavier or lighter in weight than genuine coins.

5. When dropped, counterfeit coins give a dull sound. Genuine coins have a bell-like ring.

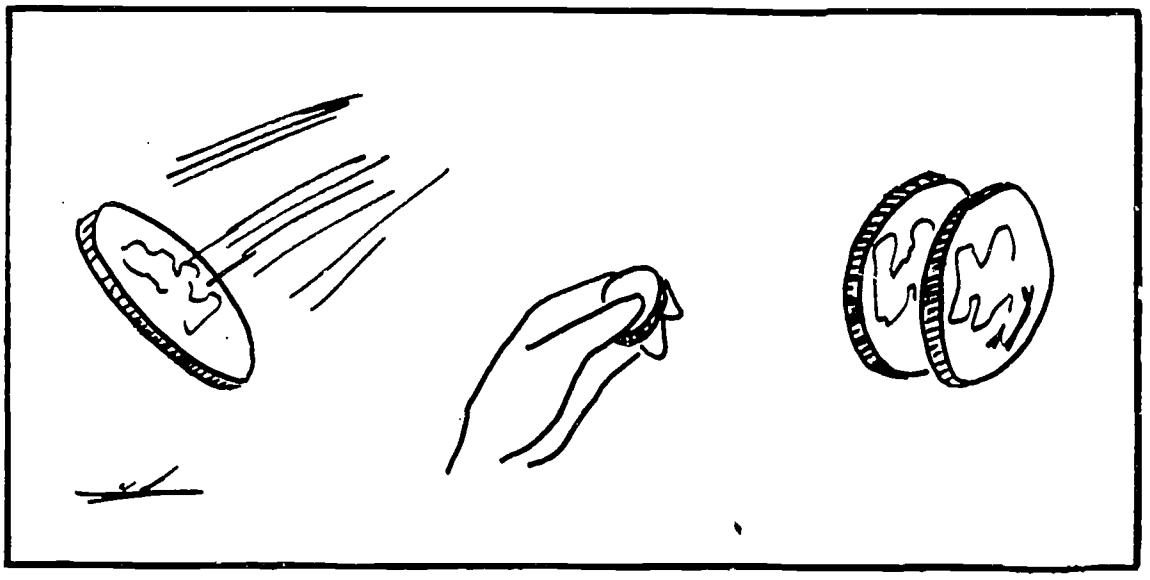

6. Most counterfeit coins feel greasy.

7. The corrugated outer edge of genuine coins is even and regular. The edge of a counterfeit may be uneven, crooked, or missing in spots.

VOCABULARY:

illegal (i–LEEG–əl) – not lawful; against the law; criminal
guilty (GILT–i) – having done wrong; deserving to be punished
crime (KRYM) – an act that is against the law
compare (kum–PAIR) – look carefully at two things to see how they are alike and how they are different
corrugated (KOR–oo–gayt–id) – having small folds, waves, or wrinkles
regular (REG–yoo–ler) – even in size and spacing

ASSIGNMENT:

1. Money that is not real is known as_____

2. A person who tries to pass along counterfeit money is guilty of a_____

3. What would you do if someone offered you a bill that felt a little different from other bills?

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UNIT IX

IMPORTANT FACTS ABOUT MONEY

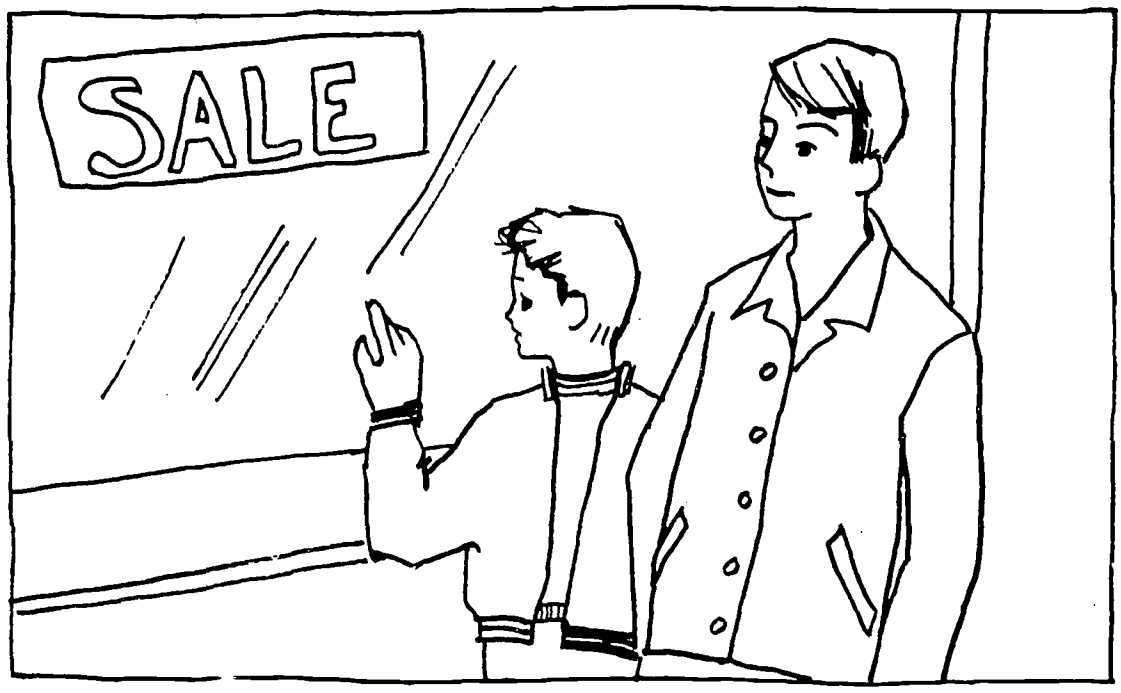

INFORMATION: Let us see if we can understand the different ways that money is used.

1. Money is used as a medium of exchange.

2. People can exchange goods and services for money.

3. For example, a businessman pays a typist a certain amount of salary each week. He is exchanging the money for her services.

4. The typist uses this money to pay her rent and utility bills, and buy food and clothing and whatever else she needs. She too is exchanging it.

5. In this way, money is used to exchange goods and services between individuals and business organizations.

6. Money also *measures* the value of things. It could be called the standard of value.

7. What is a "standard"? The standard for weight is pounds; the standard for time is hours; the standard for distance is miles. So the standard of value is dollars.

8. For example, a certain television set may be worth $350 and a certain automobile may be worth $3,500.
This tells us more than saying that the automobile is worth 10 television sets.

9. Money is a storehouse of value.

10. A storehouse holds things that will be needed in the future.
When you put money in the bank for future use, you are storing up its value.

11. Whenever you need it, one year or 10 years from now, the money may be used to buy what you wish.

VOCABULARY:

medium of exchange (MEED–ee–um uv eks–CHAYNJ) – anything used in payment for goods and services
standard of value (STAN–derd uv VAL–yoo) – anything used as a measure of value
storehouse (STAWR–house) – a place where things are stored – put away for later use

ASSIGNMENT:

1. Money is used as a medium of_____

2. Money is a standard of value because it _____ value.

3. Money is a storehouse of value because you can put it away for _____ use.

UNIT IX

IMPORTANT FACTS ABOUT MONEY

INFORMATION: Large amounts of bills or coins cannot be sent conveniently by mail. There is also great risk involved in sending bills and coins by mail, since they can be easily felt by anyone who handles the mail. This method of sending money does not provide the sender with any receipt, or proof of money paid.

For these reasons, we use various substitutes for the actual money when money must be sent to some distant point.

1. *Postage stamps,* in small amounts – usually less than a dollar – are often accepted for small purchases made by mail.

2. Persons who receive the stamps cannot cash them at a post office or a bank, but they can use them for postage.

3. When postage stamps are enclosed in letters to be sent through the mails, they should be carefully put in wax paper to keep them from sticking together.

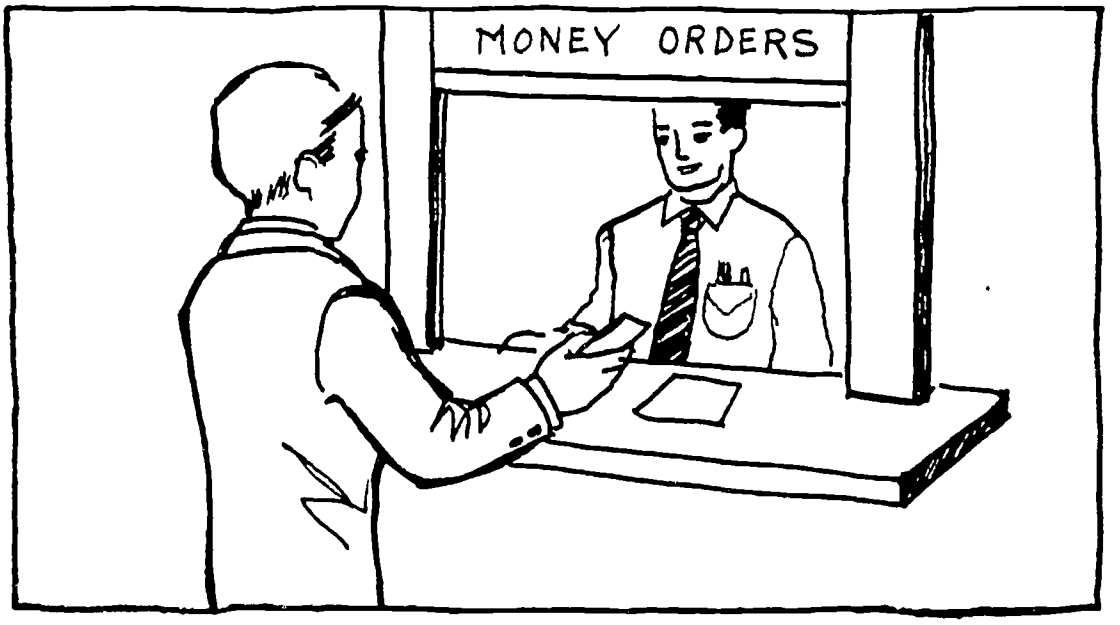

4. *Postal money orders* are one of the safest ways to send money by mail. They are made out to a certain person for an exact amount of money.

5. A postal money order may be bought at any post office for a small payment. The stub is the sender's receipt.

6. Persons receiving postal money orders may cash them at any post office, bank, or neighborhood store.

7. *Bank money orders* are like postal money orders and may be purchased at any bank.

8. *Express money orders* may be purchased at many places – offices of the American Express Company, department stores, retail shops, drugstores, and Western Union telegraph offices.

9. Express money orders are also like postal money orders.

10. The Western Union Telegraph Company issues *telegraphic money orders* to person who must send money to someone quickly.

11. Most people have checking acounts at some bank. These people can use *personal checks* when payments are sent through the mail.
Checks are also used to make large payments for things; even when the payment is made personally.

12. If a person does not have a checking account, he may purchase a *cashier's check* at any bank.

13. Travelers may find difficulty in cashing their personal checks in strange places. Instead of carrying large amounts of cash, they may carry *travelers checks.* These may be purchased at any bank or at any express company office.
They are made out in amounts of $10, $20, $50, and $100, and are accepted almost anywhere in place of cash.

14. The person who buys the traveler's checks signs them when he receives them. He signs them again when he uses them as payments in place of money. The one who receives them makes sure the two signatures are the same.

15. Lost or stolen traveler's checks will be replaced right away if they were not signed the second time.

VOCABULARY:

substitute (SUB–sti–toot) – something that can be used instead of another thing
risk (RISK) – chance of loss
receipt (ri–SEET) – a written paper that shows you have paid money

cash (KASH) – to exchange some money-substitute for real money – dollars and cents

stub (STUB) – the small part that is attached to a money order, check, etc., which is kept as a record of the transaction

checking account (CHECK–ing a–KOUNT) – a way of paying for things easily by depositing money in a bank and then writing checks to pay for things. The bank subtracts the amount of the check from the amount you have in your account.

personally (PER–sun–ə–li) – in person; by oneself without help from others

signature (SIG–nə–choor) – a person's name as written by himself

ASSIGNMENT:

1. Name five substitutes for money.

_____

_____

_____

_____

_____

2. Can you tell about times when substitutes for money are often used?

UNIT IX

IMPORTANT FACTS ABOUT MONEY

How Money is Handled — Lesson 7

INFORMATION: If you pay money for something at the time you buy it, you are buying for cash.

The word "cash" means actual money (coins or bills.)

"Cash" is often used in business to include checks and money orders also. In this meaning it is the opposite of "credit."

1. Cash comes into a business from customers who are paying for goods or services at the time they are bought.

2. Cash also comes into a business from charge-account customers who are paying money owed on their accounts.

3. Most of the cash received in business is in the form of bank checks.

4. Handling incoming cash is one of the important jobs of many office clerks.

5. In a large office, an entire department may be used to receive and account for money, such as in large department stores.

6. Every person handling or working with money should be familiar with the appearance, size, feel, color, and weight of coins and bills.

7. We should always handle money carefully to keep from making mistakes.

8. When you make a payment for something, you do not need to have one or more coins that exactly equal the amount to be paid.

9. For example, if you purchase an item for 20 cents, you do not have to offer the clerk the exact amount of money.

10. You may give him a quarter, a half dollar, or a bill; he will return to you the difference between the amount you give him and the amount of your purchase. The money he returns to you is known as change.

11. Have you ever noticed how change is made?

12. The addition method is used.

13. For example, if you gave a clerk $10 for a purchase amounting to $3.22, he starts with the amount of the purchase and keeps adding the change in coins and bills until he reaches the amount you gave him.
    For example, --"$3.22 plus three pennies is $3.25; plus a quarter is $3.50: plus a half-dollar is $4; plus a $1 bill is $5; plus a $5 bill is $10."

14. Some stores use coin machines in making change from $1 or from smaller amounts.

15. In operating these, the addition method is used, too. The clerk simply presses the proper keys and the machine returns the right change to the customer.

16. However, the coin machine does not deliver bills; these the clerk must get from the cash drawer.

VOCABULARY:

cash (KASH) – (1) Bills and coins ("real" money – the opposite of "money substitutes")
(2) Bills, coins, checks, money orders, etc.(the opposite of "credit")

change (CHANYNJ) – the amount returned to you when you pay more than the exact amount needed for something.

UNIT IX

IMPORTANT FACTS ABOUT MONEY

Changes in the Buying Power of Money — Lesson 8

INFORMATION: You have learned that money is a standard (or measure) of value. If you say that one camera is worth $30, another $60, and still another $120, people will understand that the second camera is twice as valuable as the first one and half as valuable as the third.

In other words, the values of all kinds of goods and services are shown by their prices in terms of money.

Some standards of measurement are always the same. A mile is always a mile, a quart is always a quart, and a pound is always a pound. If we use such measures now, we get exactly the same results that we would have gotten 20 or 50 years ago.

A dollar is different as a measuring tool.

If the price of a box of candy increases from $1 to $1.25, we can say that the price of this candy has increased 25 cents. It now takes $1.25 to buy the same amount of candy that we got before for $1. While the cost of the candy *increased*, the value of the dollar in this case *decreased*.

1. If the average price of all the things we buy *goes up*, we can say that the general price level has risen. Then the buying power of money has *decreased*.

2. When prices are rising, your money will buy less and less.

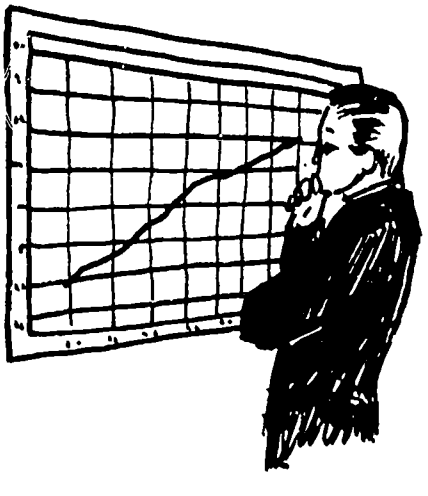

3. An increase in the general price level is called inflation.

4. This means your dollar will not buy as much as it did before.

5. There is a decrease in the purchasing power of a dollar.

6. For example, a hundred years ago the dollar would buy about six times as much as it will buy today.

7. In 1940 the dollar would buy about three times as much as it will buy today.

8. This all means that money will not buy as much when prices go up.

9. If the purchasing power of a dollar decreases too much, then people who put money away in a bank will be able to buy less goods for their money when they spend the dollars in later years. You could almost say that they lost some of their money!

10. When prices of goods and services *decrease,* the buying power of money *rises.*

11. This means you can get more goods and services for your dollars.

12. A decrease in the general price level is called deflation.

13. With deflation there is an increase in the purchasing power of a dollar.

VOCABULARY:

average price (AV–ər–ij) – all prices together, thought of as a single price; the price level
level (LEV–əl) – height; how high or low something is
inflation (in–FLAY–shun) – a time when most prices are rising
purchasing power (PURCH–is–ing) POU–er) – what a certain amount of money will buy; the value of money
deflation (de–FLAY–shun) – a time when most prices are falling

ASSIGNMENT:

1. What is the big difference between money as a standard of value and the mile as a standard of distance?

2. If the price of a shirt goes from $5 to $6, has the value of the dollar increased or decreased for shirts?

3. If the average rent for a certain type of apartment goes from $175 a month to $200 a month, has the value of the dollar increased or decreased for rents?

4. If the price of a jar of coffee goes from $1.50 to $1.35, has the value of the dollar increased or decreased for coffee?

5. What is inflation?

6. What is deflation?

7. Has the general direction of prices since 1900 been toward inflation or deflation?

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ACCESSION NUMBER: VT100687

PUBLICATION DATE: APR 74

TITLE: CHILD CARE.

PERSONAL AUTHOR: KIRTZ, CATHERINE M.

DESCRIPTOR: *STUDY GUIDES; MANUALS; *DEAF CHILDREN; *FEMALES; *SECONDARY GRADES; *CHILD CARE; *CHILD DEVELOPMENT; INSTRUCTIONAL MATERIALS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AIM V.7NO.4(1974)PP. 564

ABSTRACT: DEVELOPED FOR DEAF GIRLS BETWEEN THE AGES OF 15 AND 17, THIS GUIDE FOCUSES ON THE CARE AND DEVELOPMENT OF A CHILD FROM THE PERIOD OF CONCEPTION THROUGH EARLY BABYHOOD. TO FACILITATE STUDY IN THE AREA, ELEVEN INSTRUCTIONAL UNITS ON RELATED TOPICS ARE PRESENTED, COMPLETE WITH OBJECTIVES, CONTENT MATERIALS, DEFINITIONAL TERMS, AND STUDENT ASSIGNMENTS. THE FOLLOWING ARE SPECIFIC TOPICS OF THE UNITS INCLUDED: (1) BABY'S BEGINNING, (2) PREPARING FOR BABY'S BIRTH, (3) BABY'S BIRTH, (4) THE NEWBORN BABY, (5) HOW WILL BABY GROW, (6) CHANGES IN SLEEPING AND FEEDING SCHEDULES, (7) TOILET TRAINING, (8) KEEPING BABY HEALTHY, (9) MANAGEING THE CHILD, (10) CHARACTER TRAINING, AND (11) ENTERTAINING CHILDREN. (SN)

AVAILABILITY: NEW JERSEY VOCATIONAL TECHNICAL CURRICULUM LABORATORY, BLDG. 4103, KILMER CAMPUS, RUTGERS UNIV., NEW BRUNSWICK, N.J. 08903

INSTITUTION NAME: MARIE H. KATZENBACH SCHOOL FOR THE DEAF, WEST TRENTON, N.J.

SPONSORING AGENCY NAME: NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION.

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CHILD CARE

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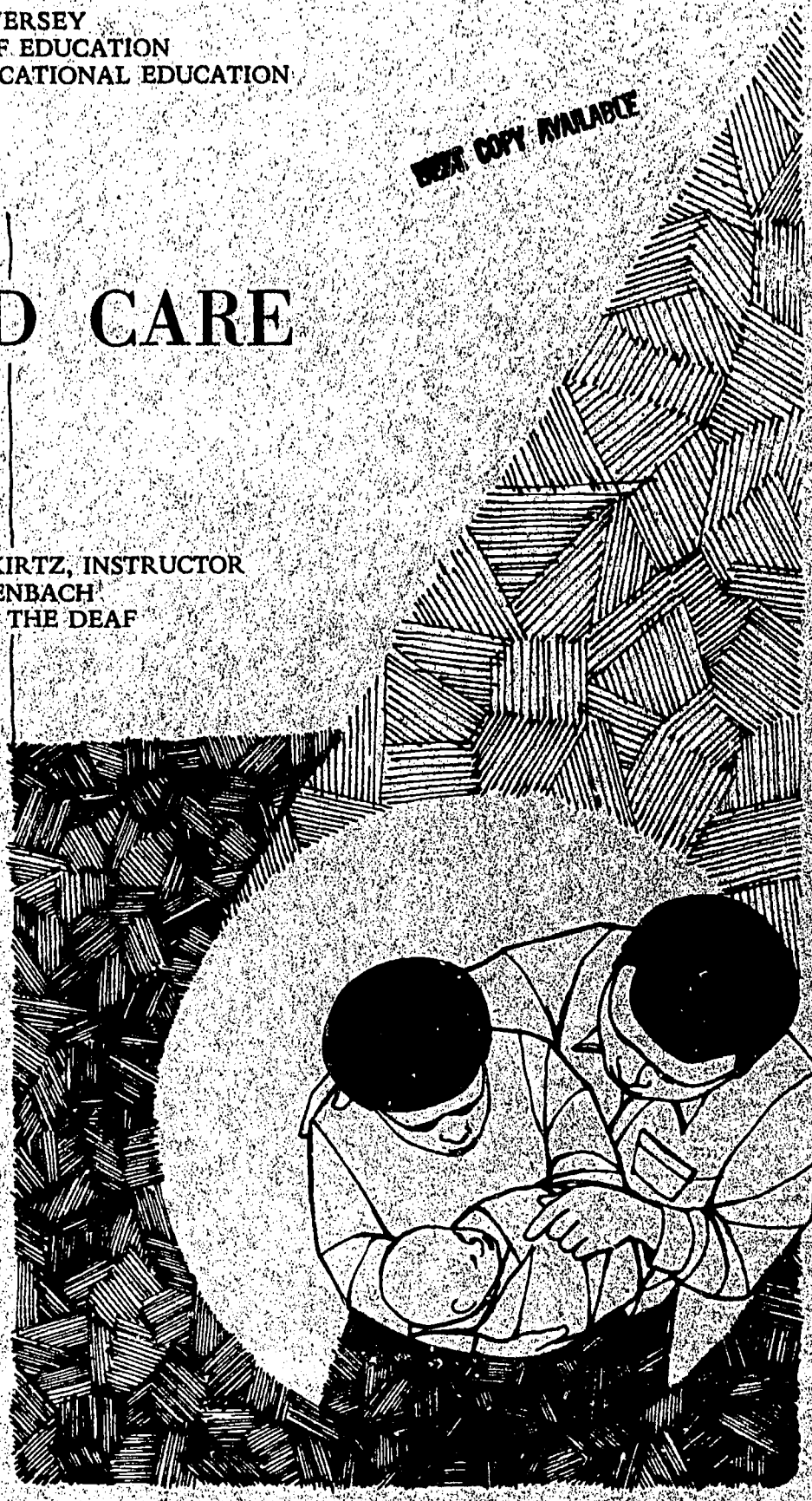

ERIC

State of New Jersey
Department of Education
Division of Vocational Education

CHILD CARE

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April 1974

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RUTGERS THE STATE UNIVERSITY

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NEW BRUNSWICK, NEW JERSEY

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Introduction

This book was written for deaf girls from 15 to 17. It concentrates on the period from conception of a child through early babyhood.

A great many books are available to the teacher to enlarge her own knowledge in this field, ranging from pamphlets published by the U. S. Government, Metropolitan Life Insurance Co., the American Red Cross, etc., to full-length scientific treatises and popular paperbacks. A teacher whose background in this field is limited has a large field of reading matter to select from.

A few activities that the teacher may wish to arrange for in connection with this course are:

1. Make a class trip to a local hospital. If requested, the hospital will make a definite effort for the girls to see 1- or 2-day old infants.

2. The class plans and executes a party for 8 to 10 Lower School children on a school day.

3. Young babies (with their mothers) are "borrowed" for the girls to try bathing, changing, and feeding. Older children (pre-school) are "borrowed" for the girls to entertain, as for baby sitting.

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Where Does Baby Come From? Lesson 1

Objective: To learn how a baby begins.

Information: When a new living thing comes into the world, it must start from some other living thing. You came from your mother and father.

All living things are made of cells. A cell is a tiny, tiny bit of living matter which looks like uncooked egg white with a thin cell wall around it. Your body has billions of cells in it, but you began with only two cells – one from your mother and one from your father. These two cells joined together to become one cell. This grew and divided again and again and again until it made a baby – YOU.

Egg cells are in a girl's two ovaries when she is born, but the egg cells do not mature (get ripe) until she is 12 to 15 years old. Once a month a woman's ovaries will send out one egg cell. The egg cell will move down a tube until it gets to the uterus.

But first, in the tube the egg waits to be fertilized (joined with a man's sperm cell). If the egg is not fertilized, it dies. Then bits of the uterus lining break away and bleed and drip out of the body through the vagina. We call this menstruation.

If the egg *is* fertilized, the egg cell from the mother and the sperm cell from the father join into one cell. This fertilized cell comes down into the uterus and starts to grow into a new baby – different from every other baby in the whole world.

The mother's body has one egg ready. But the father's body has millions of sperm cells ready at one time. The father's sperm cells get to the mother's egg cell in a whitish liquid called semen. The sperm cells can "swim" in the semen because of their "tails", which move like a fish's tail.

From *Structure and Function of the Body* by Catherine Parker Anthony, C.V. Mosby Co., St. Louis, Mo.

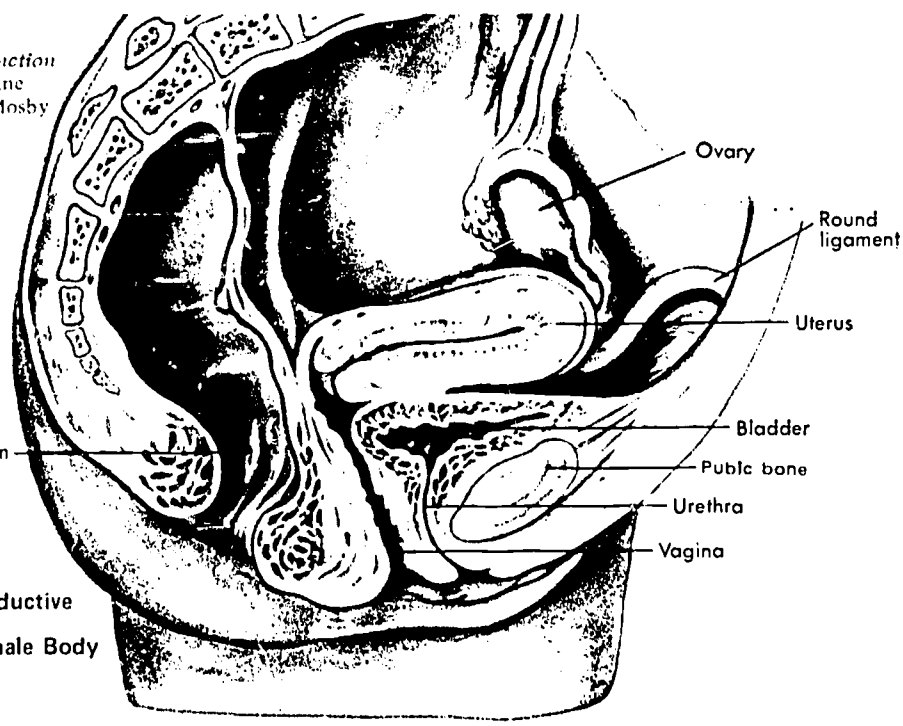

Position of Reproductive Organs in the Female Body

At times a husband and wife feel a special kind of love. Then they want to be alone with each other. They are very close together. When they are close and loving, the man's penis becomes larger and harder and stands out from his body. Then it can fit into the mother's vagina.

After a little while the semen leaves the man's penis and goes into the woman's vagina. The millions of sperm cells "swim" up the vagina into the uterus and the tubes. The first sperm to reach the egg will fertilize the egg and begin a new baby.

This act of love is called sexual intercourse. Some people call it "having sex."

Vocabulary:

cell (sel) – a tiny bit of living matter. All living things are made of cells.
female (fē′māl) – a woman or a girl
fertilize (fėr′tə līz) – join with an egg cell so a new baby will start to grow.
intercourse (in′ tər kôrs) – connection between a man's penis and a woman's vagina
lining (līn ing) – the inside surface of something
matter (mat′ər) – what a thing is made of; material
mature (mə chŭr′) – get ripe, ripen
menstruation (men′strŭ ā′shən) – a giving off of blood and bits of lining of the uterus. It usually starts about every 28 days and goes on about 5 days.
ovary (ō′və ri) – the place inside a woman that makes eggs
penis (pē nis) – the part of a boy or man out of which urine comes and also the semen (at a different time)
reproductive (rē prə duk′tiv) – making new things like the old things: making babies
semen (sē′mən) – a liquid made by a man's body. It carries sperm cells.
sperm (spėrm) – cells from a man that can fertilize an egg cell in a woman
uterus (ū′tər əs) – womb; place inside a woman's body where a baby grows from a fertilized egg until it is ready to be born.
vagina (və jī′nə) – the opening from a woman's uterus to the outside of her body.

Assignment:

1. What parts of a woman's body help make a baby?
2. What parts of a man's body help make a baby?
3. How does the semen with sperm cells in it get from the father into the mother?
4. How does an egg cell get fertilized?
5. The act of love that makes babies is called _____ _____.

eyes, spinal cord, nervous system, thyroid gland, lungs, stomach, liver, kidneys, and intestines! The embryo (as the baby is called now) looks like the embryo of a fish or a pig or a cow!

In the first 3 months, the cells grow and divide very fast. They are easily harmed by certain things that can happen in the mother's body. Certain medicines or drugs that the mother might take, or certain diseases she might get, like German measles, can harm the baby. Later, when it is born, the baby may be deformed, or have heart disease, or be blind or deaf.

At 6 to 7 weeks the baby is about ½ inch long and now has webbed hands and feet. It has the beginnings of all the internal organs of the body, It still has a tail. At about 8 weeks, the embryo is now called a fetus.

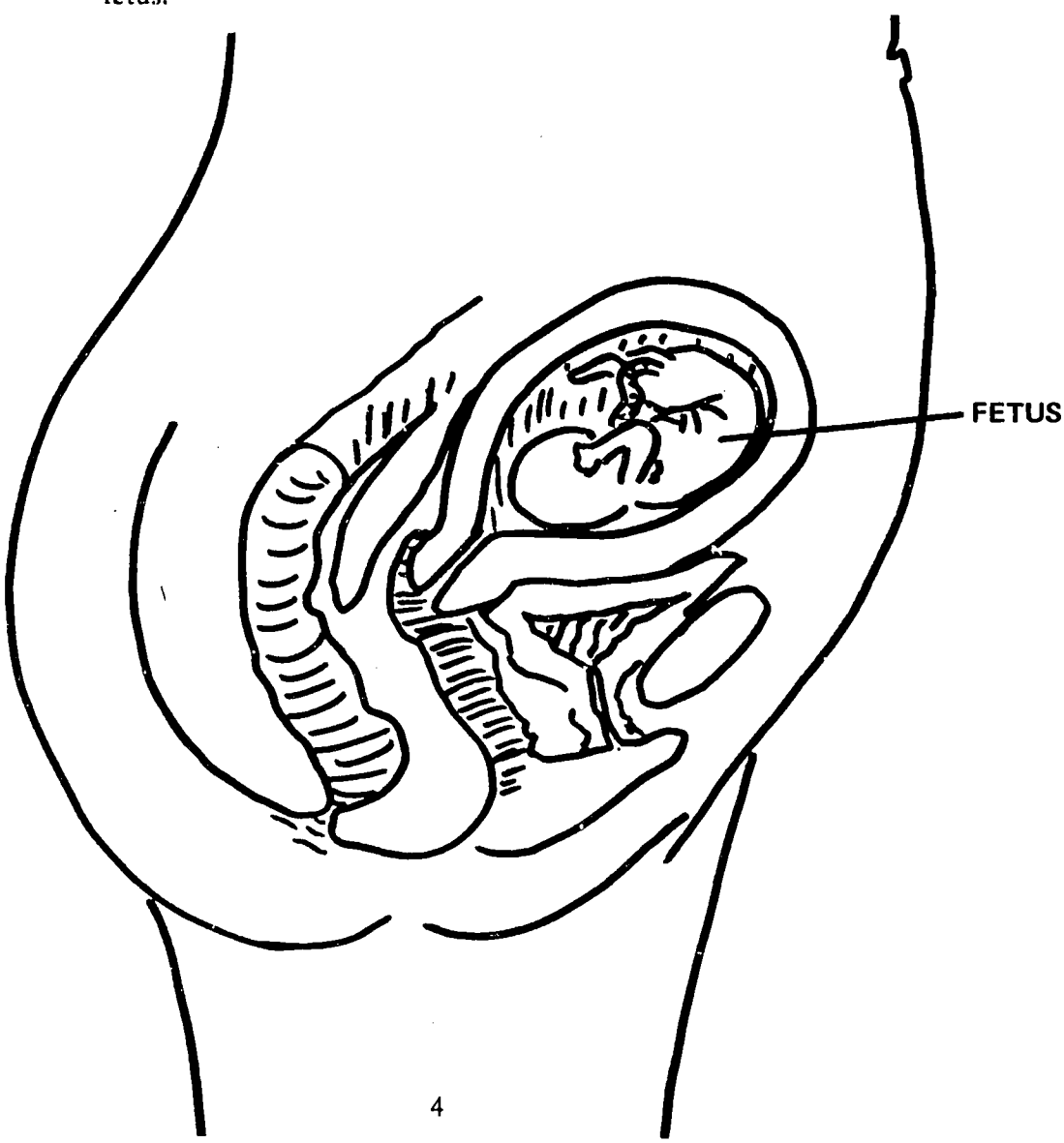

By eleven weeks the fetus is about 3 inches long and all of its body systems are forming. The fingers and toes now separate. They are no longer webbed. In its mouth are the beginnings of 20 teeth.

At 16 weeks the fetus is about 6 inches long and weighs from 2 to 4 ounces. It looks almost like a very skinny human baby. Then skin has formed, and veins and arteries can be seen.

By 20 weeks the fetus is about 10 inches long. It may suck its thumb. A doctor can hear its heart beat (with his stethoscope), and the mother can feel it move.

By 28 weeks the fetus is about 14 inches long and weighs about 2 pounds. The thin skin is now covered with a creamy substance called vernix. The eyes will soon open. If it is born now it may live, if it is given the best care in a good hospital.

At 40 weeks or 9 months, the baby is ready for birth. Its body is ready to come out into the world and work by itself. It is about 20 inches long, weighs about 7 pounds, and it can breathe, cry, suck for food, digest food, and get rid of body wastes. It no longer needs to be inside its mother.

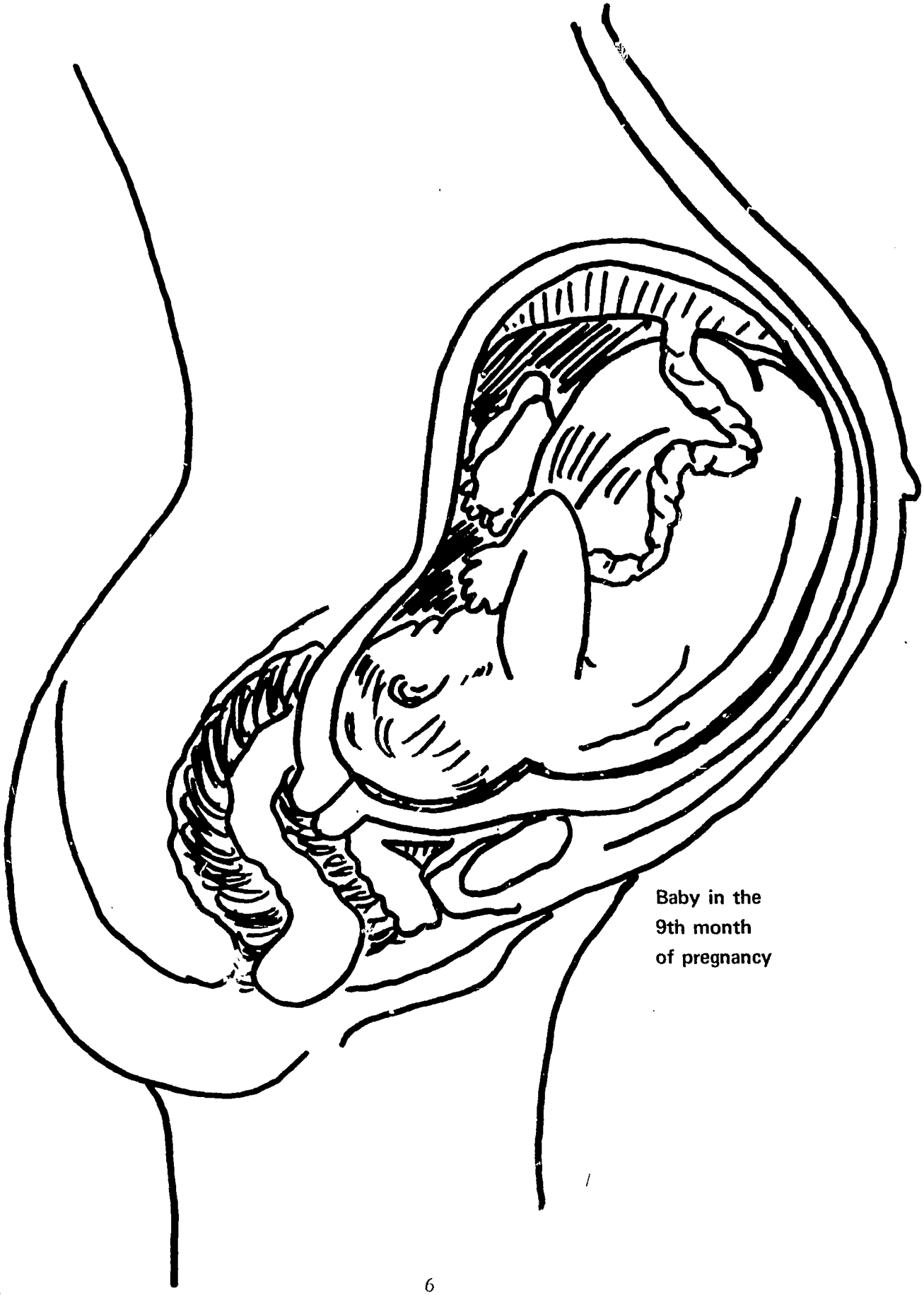

Baby in the
9th month
of pregnancy

Vocabulary:

deformed (di fôrmd′) – made wrong – with some part of the body missing or in the wrong shape

embryo (em′ bri ō) – what an unborn baby is called for about 8 weeks after fertilization.

fertilize (fėr′ tə līz) – join with an egg cell so a new baby can start

fetus (fē′ təs) – an unborn baby after it is well started – from about the third month till birth.

immediately (i mē di it li) – at once; now; no waiting

internal (in tėr′ nəl) – on the inside

multiply (mul′ ti plī) – increase in number. One cell splits into two, the two split and become four, the four split and become eight, and so on and on.

navel (nā′ vəl) – scar in the middle of the body where the umbilical cord was attached to the placenta.

organ (ôr gən) – an important part of the body, like the heart, liver, stomach, intestine, lungs, etc.

placenta (plə sent′ ə) – an organ that grows inside the uterus as the unborn baby grows. It is connected to the fetus by the umbilical cord. The fetus gets its food and oxygen from the mother through the placenta.

umbilical cord (um bil′ ə kəl kôrd) – something shaped like a rope or cord. It connects an unborn baby to the placenta inside the uterus of the mother. The baby gets its food through the umbilical cord.

waste (wāst) – something not needed – to get rid of.

webbed (webd) – having toes or fingers joined by a web, like a duck's feet.

Assignment:

1. About how old is a fetus when it begins to move inside the mother?
2. How old is the fetus when it is able to be born and live?
3. How many months does it take a baby to be completely ready to come out into the world?

Prenatal Care | Lesson 3

Objective: To learn how to care for yourself when pregnant.

Information: When an egg has been fertilized inside a woman, the woman is called pregnant. That means she has a baby growing in her uterus.

While the fetus is growing inside its mother, it needs the very best care. The only way to care for baby is to care for its mother! This is called prenatal ("before birth") care.

A woman normally menstruates every 4 weeks. If a menstrual period is more than 2 weeks late, she should see her doctor for a check-up. Her family doctor may send her to an obstetrician (a doctor who cares only for pregnant women and helps them have their babies).

At this time the woman may not know she is pregnant. Or she may know because she may already have nausea when she wakes up in the mornings. Some women have this "morning sickness" and some never have it.

Her doctor will check her blood pressure, temperature, pulse, weight, nose, throat, breasts, hands, feet, heart, lungs, blood, urine, and the size of her pelvis. Then he will tell her what to do, what to eat, and when to come for another check-up. Usually she will have a check-up once a month for 5 or 6 months, then once every 2 weeks until her baby is born. Of course, if she has any signs of trouble, such as dripping blood or dizziness, she will go to her doctor immediately.

Usually she will not menstruate while she is pregnant.

What she eats while she is pregnant is very, very important. She wants to eat the right kinds of food to feed herself and to make her baby strong, *but* she does not want to gain a lot of weight. She should not gain more than 15 or 20 pounds. A mother who gains too much weight usually has a very hard time when her baby is born.

A pregnant woman should drink one quart or more of milk each day and eat at least one egg each day. She may want to eat a lot more food than her doctor says, but she should not.

She must eat a balanced diet with all of the Basic 4 groups of foods.

It is important to get at least 8 hours of sleep each night. A daytime nap is good too, if she feels tired.

Exercise is very important. Her muscles must be strong and ready when her baby is born. Her doctor will tell her how to exercise and how much to exercise.

After the seventh month of pregnancy she should take sponge or shower baths (not tub baths) each day to keep from getting any germs into her vagina.

Her teeth will need to be checked carefully during pregnancy. She should see her dentist as soon as she knows she is pregnant.

There are many beautiful fashions for the pregnant mother. She may begin wearing maternity clothes about the fourth or fifth month of pregnancy. And remember – no high-heeled shoes during pregnancy. The danger of harming the baby is very great if you fall.

Other discomforts during pregnancy may be constipation, hemorrhoids, leg cramps, and hard breathing (especially the last two months). Remember, all of these discomforts usually go away after baby is born, but it is best to tell the doctor about them, so he can be sure nothing is wrong.

Vocabulary:

check-up (chek′up′) – a careful examination of the body, the teeth, etc.
constipation (kon′stə pā′shən) – hard and slow bowel movements
cramps (kramps) – a sudden pain when muscles get tight.
discomfort (dis kum′ fərt) – something that makes you not comfortable: something that makes you hurt a little.
hemorrhoids (hem′ ə roidz) – pain around the anus (opening of the bowel). The blood vessels get stretched and swollen. Also called piles.
maternity (mə tûr′nə ti) – motherhood: being a mother
nausea (nô′zi ə) – the feeling of wanting to vomit (throw up)
obstetrician (ob′ stə trish′ ən) – a doctor who takes care of pregnant women and the birth of their babies
pelvis (pel′ vis) – the basin-shaped cavity formed by the hip bones in which many of the organs rest

pregnant (preg′ nənt) – having a baby growing in the uterus
prenatal (prē nā′ təl) – before birth
urine (ūr′ in) – the watery waste given off by the body

Assignment:

1. What is prenatal care?
2. What will a doctor (or obstetrician) check when a pregnant woman first sees him?
3. How much weight should a woman gain in pregnancy? Why not more?
4. Why does a pregnant woman not take tub baths after the seventh month of pregnancy?
5. Why should low-heeled shoes be worn during pregnancy?
6. Name four of the discomforts that sometimes come when a woman is pregnant.

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Equipment for Baby's Care — Lesson I

Objective : To learn about equipment for baby's care.

Information: Certain pieces of equipment are needed for baby, but many of the things bought for babies are really not needed.

Baby needs:

1. A place to sleep – a basket, box, or dresser drawer at first. A crib later.

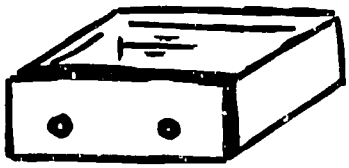

A place to sleep

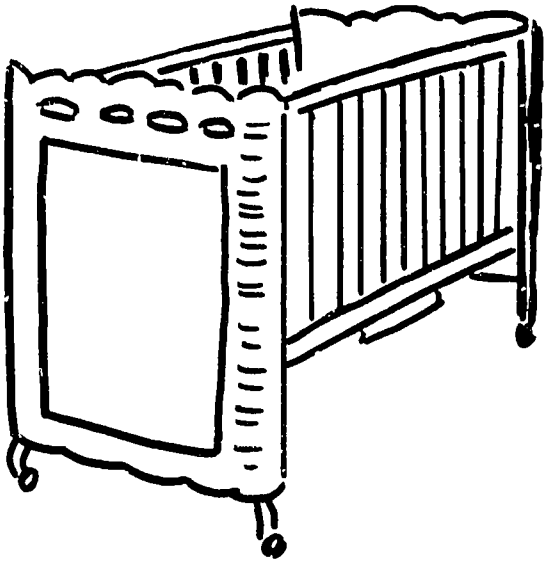

2. A place to bathe – the kitchen sink, a plastic tub, or a bathinette.

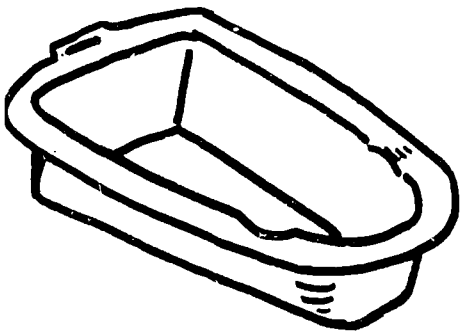

A place to bathe

3. A place to eat – when he can sit up, a high chair or a feeding table.

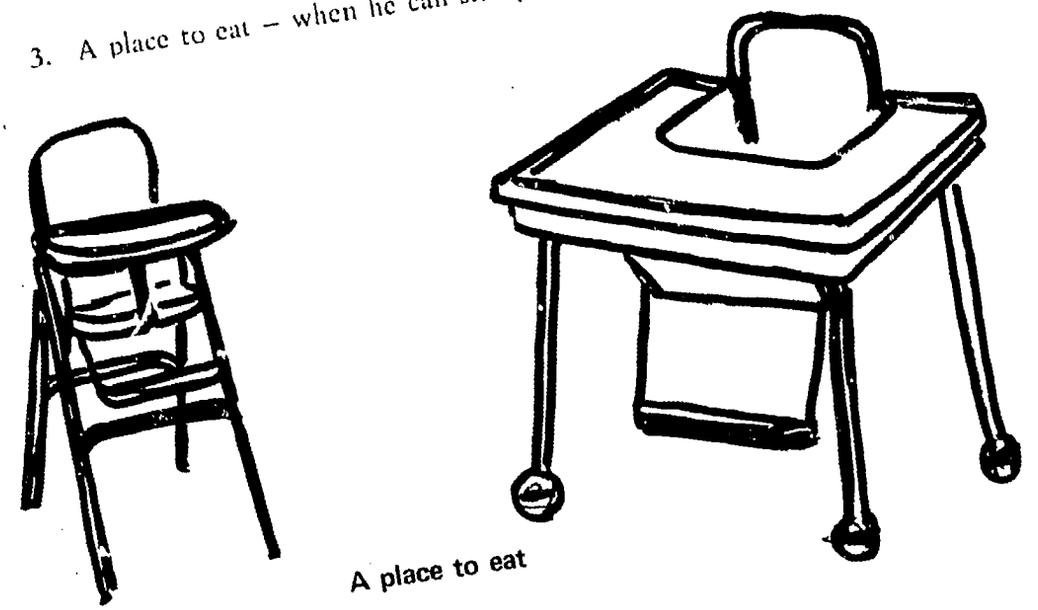

A place to eat

4. A place to play – a play-pen of some type.

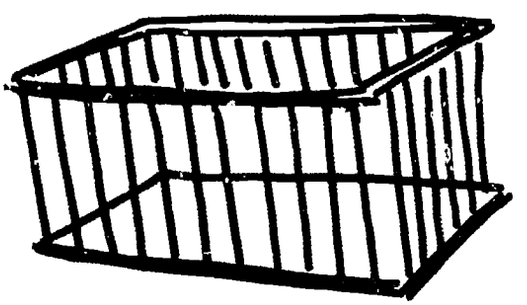

A place to play

5. A diaper pail.

There are many other conveniences you can buy, but you can care for baby nicely with the five things listed above. Other conveniences include:

A training seat or nursery chair
A car bed or seat
An infant seat
A baby swing
A baby walker
A jumper seat
A baby carriage
A stroller
A formula bag
A chest of drawers

CONVENIENT EQUIPMENT

Training seat

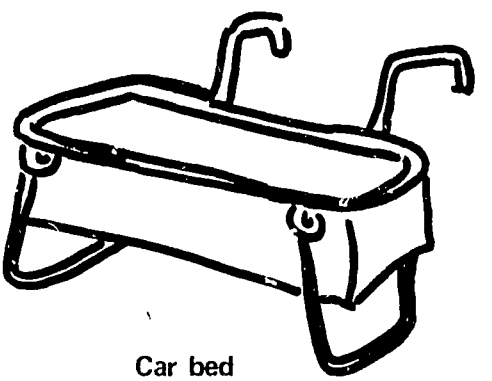

Car bed

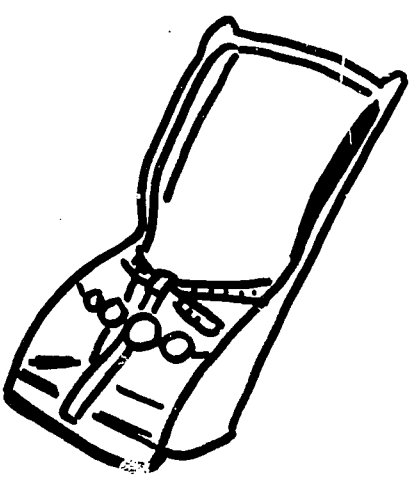

Infant seat

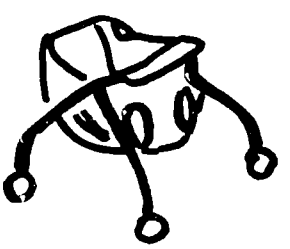

Baby walker

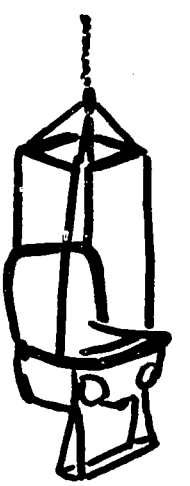

Swing

Stroller

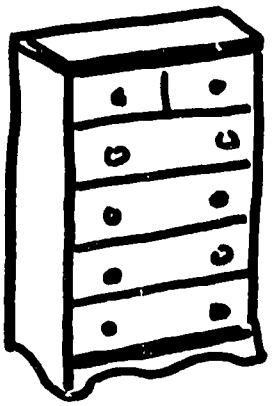

Chest of drawers

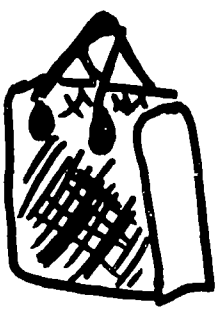

Formula bag

Jumper chair

Baby carriage

Vocabulary:

convenience (kən vēn′yəns) – a thing that is nice to have because it saves trouble or work

equipment (i kwip′mənt) – things you use many times

Assignment:

1. What are the five pieces of equipment needed for baby?
2. What are five conveniences you can buy for baby?

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Baby's Layette — Lesson 2

Objective: To learn what a baby will need for clothing.

Information: A layette is the clothing, bedding, etc., needed for baby when he is born.

A layette consists of:

- 1 or more dresses (long or short)
- 1 or more slips (long or short)
- 4 to 6 sacques
- 4 to 6 kimonos
- 1 bunting (with hood or hat)
- 6 to 8 sleepers (or gowns)
- 4 to 6 dozen diapers
- 2 boxes of 4x6-inch gauze bandages and tape for dressing the navel
- 6 to 12 pads to put under baby
- 2 rubber or plastic sheets
- 4 to 8 knit shirts (long or short sleeves, depending on season of the year)
- 2 to 4 rubber or plastic pants
- 6 receiving blankets
- 1 or more baby blankets
- Booties

The layette may also include:

- Safety pins
- Baby soap
- Baby powder
- Baby cream
- Baby towels
- Baby washcloths
- Bottles
- Nipples
- Bottle caps
- A sterilizer
- Tongs
- Measuring spoons
- A formula pitcher
- Bottle brush

All of these will be needed for baby's first days.

Most baby clothes can be easily made at home. You can buy patterns and they tell what materials are good to buy.

Vocabulary:

bunting (bun′ting) – a blanket-like, heavy outer garment for babies
diaper (dī′ə pər) – a piece of cloth, folded and used for babies' underpants
garment (gär′mənt) – an article of clothing
kimono (kə mō′nə) – a loose outer garment with an opening in the front
layette (lā et′) – a set of clothes, bedding, etc., for a newborn baby
pattern (pat′ərn) – a paper that shows how to cut out cloth to make a garment
receiving blanket – a small, light-weight blanket used to keep baby warm from birth to 2 or 3 months
saque (sak) – a loose jacket for baby
sleeper (slēp′ər) – a child's pajamas that also covers the feet
sterilizer (ster′ə līz ər) – a large kettle to kill germs on babies' bottles
tongs (tongz) – a tool for lifting and holding (baby's sterilized bottles)

Assignment:

1. What is a layette?
2. List ten garments in a layette.
3. What else could be in a layette?

Feelings of the Parents — Lesson 3

Objective: To learn how people feel when they are to become parents.

Information: Pregnancy may be easy for one woman and very hard for another woman. Every pregnant woman feels depressed (sad) sometimes. This may be for only a little while, or sometimes she may have days of feeling depressed.

The husband of every pregnant woman sometimes feels "left out." He may get the feeling he is not important. He may worry about the time after the baby is born. He will have to earn enough money for three people.

A wife should try to keep as cheerful as possible. She should not use all her time to prepare for the baby. She must give time to her husband.

A husband must help his wife prepare for the baby. He must try to make his wife happy if she is depressed. He must remember how important she is to him and how important he will be to his baby.

Preparing for a baby is a great joy in marriage. When the parents share the work and share their feelings about the baby, this helps their marriage to be a good one.

Vocabulary:

depressed (di prest′) – sad, gloomy, feeling "blue"
joy (joi) – gladness, happiness, pleasure
parent (pãr′ə nt) – a mother or father
prepare (pri pãr′) – get ready
share (shãre) – do things together; enjoy together

Assignment:

1. What are some of the feelings every pregnant woman has?
2. What are some of the feelings every husband of a pregnant woman has?
3. What must the woman remember to do for her husband?
4. What must the husband remember to do for his wife? Why?
5. What is the important word to remember in preparing for a new baby?

How Is Baby Born? Lesson 1

Objective: To learn how the baby is born.

Information: For 9 months baby has grown inside his mother. His food and oxygen have been brought to him through the placenta.

Now he is about 20 inches long and weighs about 7 pounds. He is ready to live outside of his mother.

When it is near time for baby to be born, he will turn around inside the uterus, so that his head is down. He is usually born head first.

The uterus has stretched for 9 long months. Now it will start to contract. This is how the uterus pushes the baby out.

The baby has been in a sac (bag) of watery liquid. The contracting of the uterus breaks the sac, and the "waters" come out through the vagina.

Then the mouth of the uterus and the vagina begin to dilate (open wider), so baby can be pushed out. These contractions may last a few minutes or as long as 2 or 3 days. This is called labor. The woman feels pain each time the uterus contracts.

Baby slowly comes out through mother's vagina. The **umbilical cord** is still attached. The doctor cuts the cord and either ties or **clamps** near baby's body. Soon this little bit of cord will dry up and fall off, leaving a nice round scar we call the navel (belly button). The baby is not hurt when the cord is cut, because the cord has no nerves in it.

The placenta is not needed any more. After the baby is born, the uterus contracts again. This loosens the placenta and it is pushed out. This is called the afterbirth.

During pregnancy, a woman's breasts change and get ready to make milk for baby when he is born. Her breasts become larger and firmer, and the place around the nipples becomes darker. When baby is born, the breasts will be ready to make milk to feed the new baby.

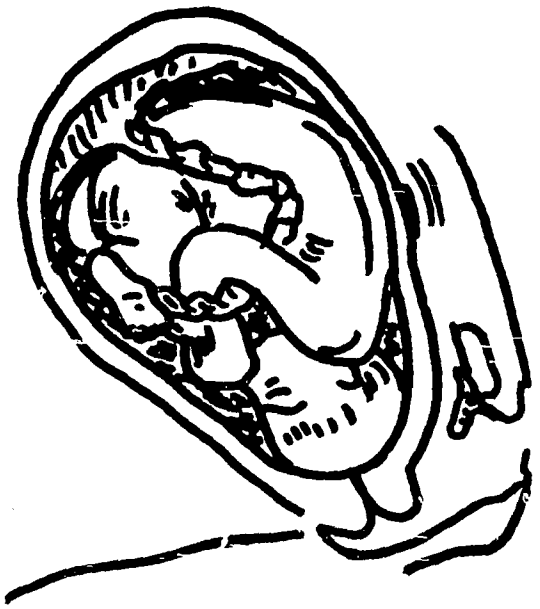

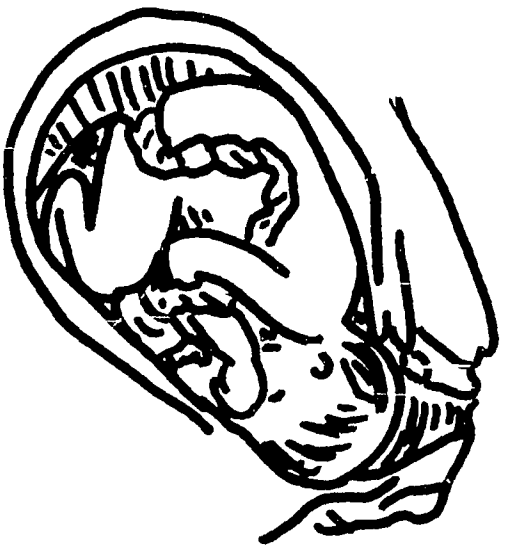

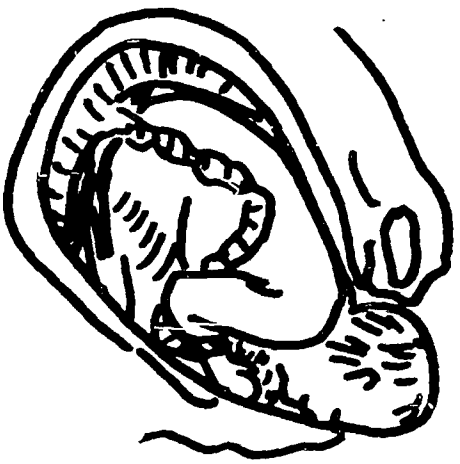

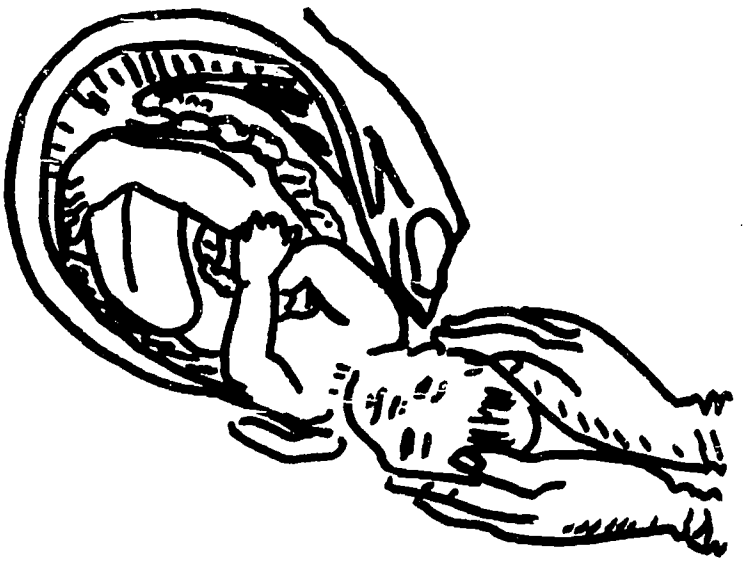

Birth and Afterbirth

Vocabulary:

afterbirth (af′tər bėrth) – the placenta, pushed out of the uterus after the baby is born.

clamp (klamp) – to fasten shut with a special tool

contract (kən trakt′) – to get smaller; to shrink or squeeze together

contraction (kən trak′shən) – drawing together; getting smaller

dilate (dī′lāt) – to open wider; to make an opening larger

labor (lā bər) – the time when a baby is being pushed out of the uterus

navel (nā′vəl) – a mark or scar in the middle of the body where the umbilical cord was cut off.

placenta (plə sen′tə) – an organ attached to the wall of the uterus. The fetus gets digested food and oxygen from the placenta through the umbilical cord.

umbilical cord (um bil′ə kəl) – a rope-like thing that connects the fetus to the placenta. Food and oxygen get to the fetus through the cord, and wastes are removed through it.

Assignment:

1. How long is human pregnancy?
2. What is the umbilical cord?
3. What is the placenta?
4. How does baby get out of its mother?
5. What happens to the placenta after baby is born?
6. What is labor?
7. What happens to mother's breasts during pregnancy? Why?

Premature Birth — Lesson 2

Objective: To learn what a premature baby is and what the hospital does for such a baby.

Information: Sometimes babies are born too soon. They do not have 9 months inside the mother (280 days). Usually these babies are not mature (grown) enough. If a baby weighs less than 5½ pounds and is less than 18 inches long, we say it is premature.

A premature baby's body may not be ready to work properly. The baby must be kept in the hospital in a special box called an incubator until it weighs at least 5½ pounds.

An incubator looks like a glass box. It has covered openings on each side, so that nurses and doctors can reach inside and feed and care for the baby. It has extra heat and oxygen coming into it all the time, so things are more like inside the mother. The baby will stay in the incubator and grow until he is big enough and strong enough to live outside it.

Then when he weighs about 5½ pounds, the mother can take baby home from the hospital and care for it the same as for a normal baby.

Vocabulary:

incubator (in′kū bā tər) – a box for baby to live in if he is very tiny and weak
normal (nôr′mal) – like most others; usual
oxygen (ok′sə jən) – the part of the air that we need to breathe and live
premature (prē mə chur′) – before the proper time; too soon

Assignment:

1. What is a premature baby?
2. What is an incubator?
3. How long will a premature baby stay in an incubator at the hospital?

What Is Baby Like? Lesson 1

Objective: To learn about a healthy newborn baby.

Information: In talking about baby, we will say "he." This is a short way of saying "he or she."

A newborn baby is not very pretty. He is covered with a cream-like coating at birth. Baby is cleaned by the nurses.

His head is big. His body, arms, and legs are very thin, and his stomach sticks out. His legs are short and bent in (bow-legged).

He sleeps most of the time, waking up when hungry or when he needs a clean diaper. When baby is uncomfortable, he cries very hard and keeps crying until he is made comfortable again.

His navel cord should be covered with a bandage or a binder and must be kept dry. Each time the diaper is changed, the bandage or binder should be checked, and changed if it is wet. This helps the cord to dry up and fall off. This usually takes a week to 10 days. During this time the baby will be oiled and cleaned with the baby oil. He will not get his first water bath until his navel has healed.

Baby will be hungry every 2 or 3 hours from birth to about 6 weeks old. Then he will wait longer for food – about 4 hours.

A newborn baby is completely helpless. He cannot lift his head or roll over. He can only suck his food, cry, kick his feet, and wave his hands. Because he cannot lift his head, it is best to use a firm hard mattress. Baby is usually put on his stomach to sleep. This is so he will not choke if he "spits up" some of his milk. With a firm mattress he can breathe easily without moving his head.

Baby's head will be soft. Mother should lay his head first on one side, then on the other, so it will have a nice shape.

Also the soft bones are not together at the top of the head – there is an open space under the skin in the top of the head. Take care not to bump or hurt baby's head because of this "soft spot."

Since baby has been in the warm uterus of his mother for 9 months, at first he must be kept very warm. But in a month or 6 weeks he will need less and less covering to keep him comfortable.

Noises around the house do not usually bother the baby, and it is good to let him get used to them. But loud or shrill noises like a phone or door bell may frighten him and make him cry.

Vocabulary:

binder (bīnd′ər) – a long bandage put around the body
choke (chōk) – be unable to breathe
helpless (help′lis) – not able to help oneself; weak
newborn (nü′bôrn) – just born
shrill (shril) – high or sharp (sound)
suck (suk) – pull into the mouth
uncomfortable (un kumf′tə bəl) – not comfortable; bothered by something

Assignment:

1. Tell how baby looks when he is born.
2. How is the baby's navel-cord cared for until it drops off?
3. Why should the baby have a firm mattress to sleep on?
4. Why is baby usually put on his stomach to sleep?
5. Why is the baby's head laid first on one side and then on the other side?
6. Why must the baby be kept very warm for the first weeks of life?

Baby's Birth Certificate and Other Identification — Lesson 2

Objective: To learn about ways to identify the baby (tell who he is).

Information: As soon as the baby is born, while the doctor is cutting and tying the navel-cord, a nurse will put a beaded or plastic bracelet on the baby's wrist or ankle. This bracelet will have the baby's last name on it. The bracelets used are blue for baby boys and pink for baby girls. Large hospitals also make a footprint of the baby's foot at this time, because no two people have the same footprint. Sometimes a handprint is used instead.

About two weeks after the baby's birth, the parents will receive from the city, a card or paper with the baby's name, date of birth, place of birth, and parents' names – the father's full name and the mother's maiden name. This is called a birth certificate. It is very, very important that the mother keep this birth certificate in a safe place, because her child will need it all of his life. He must have it to show when he

a. starts school
b. gets a marriage license
c. goes to work
d. goes into the Army, Navy or Marines
e. goes on a trip outside the United States.

If the birth certificate is lost, another one can be got from the city in which the baby was born. This may take a lot of time to get. It costs a dollar or two to get another one.

Vocabulary:

certificate (sér tif′ ə kit) – a printed statement that proves something to be true.
footprint (fůt′print′) – mark made by the foot. In a hospital the food is pressed on an inked pad and then pressed on a certificate.
handprint (hand′ print′) – mark made by the hand. Done by the hospital in the same way as the footprint.
identify (ī den′ tə fī) – tell for certain who someone is
identification (ī den′ tə fə kā′shən) – something used to tell who a person is.
maiden name – a woman's last name before her marriage.

Assignment:

1. What is a birth certificate?
2. Why must the mother always keep her child's birth certificate in a safe place?

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Baby's First Days at Home — Lesson 3

Objective: To learn about the new baby in your home.

Information: When you bring a new baby home, you may feel confused and maybe depressed ("blue") for a few days. The baby is awake only 4 or 5 hours a day. But it takes most of your time to care for him and his needs!

In a week or two you will get into a routine and so will the baby. Then you will be able to do the things quickly.

Every baby is different from every other baby. Some babies cry a lot; some cry very little. Some sleep almost all of the time. Others sleep at first, but later stay awake most of the time.

Some babies have a trouble called *colic.* This is hard on both baby and mother. Others never have colic. Your own babies will be different from each other.

The most important thing to remember in the baby's early days is to relax and enjoy your baby. He will grow up all too fast.

Baby needs tender, loving care ("TLC") from both of his parents. Daddy should help with the baby when he can. The baby soon learns to know his parents and other children in the family. It is very important for him to have both parents doing things for him and loving him.

Vocabulary:

colic (kol′ik) – strong pains in the stomach (exact cause not known)
confused (kən fūzd′) – mixed up; not knowing how to do things
depressed (di prest′) – sad; gloomy; feeling "blue"
enjoy (en joi′) – have joy with; be happy with
needs (nēdz′) – things that must be done; things that a person must have
relax (ri laks′) – take things easy; not be stiff and firm
routine (rū tēn′) – a usual way of doing jobs: doing things in a certain way over and over so they become easy
tender (ten′dər) – soft; kind; loving; gentle; not rough

Assignment:

1. How do you think you will feel when you bring the new baby home?
2. Are all babies alike?
3. What are the two most important things to remember in the baby's early days?
   a.
   b.

ERIC

A Place to Sleep — Lesson 4

Objective: To learn why baby needs his own sleeping place.

Information: It is important to know why the baby needs his own place to sleep.

The baby needs to sleep alone because he sleeps best this way. A basket or padded dresser drawer will do for a tiny baby. He will need a crib by 2 or 3 months. As soon as possible he should be out of his parents' room. His parents need a private place away from their children. And a growing child might be frightened by seeing something that he does not understand.

Baby may share a room with another child, but should have a crib all his own.

Never let baby sleep with the parents. It is dangerous for the baby, as he may be smothered or rolled on and hurt. As the baby grows older, if he has been allowed to sleep with the parents, he will not want to sleep alone. It hurts his emotional development to sleep with his parents.

Vocabulary:

dangerous (dān′jər əs) – not safe; might cause harm
development (di vel′ əp mənt) – growth; making progress; becoming more mature
emotional (i mō′shən əl) – of the feelings (such as love, hate, etc.)
private (pri′vit) – for one or two people and not for others
smother (smuŦH′ər) – stop from breathing; kill by keeping from air

Assignment:

1. Why should the baby have a sleeping place all his own?
2. Why should he be out of the parents' room by the time he is 6 months old?
3. Why should the baby not sleep with the parents?

Baby's Clothing — Lesson 5

Objective: To learn what to buy for the baby and why.

To learn how to care for the baby's clothes.

Information: A new mother often makes two mistakes when buying clothes for the baby.

1. Buying *too many* clothes. The baby grows too fast to need a lot of clothes at one time. And, too, the baby is not dressed up very often.

2. Buying *fancy* clothes – clothes with lots of trimming and lace. Trimmings and lace scratch and bother the baby. They make him cry because they are not comfortable.

The clothing baby needs will depend on:

1. Where the parents live. Warmer clothing will be needed in the northern states than in the South.

2. The time of year the baby is born (summer, winter, spring, or fall). Because a baby outgrows his clothes very fast, his first clothes will be bought for the season he is to be born in. Others will be bought as he grows and as the seasons change.

3. How warm the house is kept. The baby will be dressed for the heat of the house.

Four dozen (48) or more diapers are needed.

Diapers are made from cotton gauze or from birds-eye material. There are also many fluffy paper diapers which can be bought for the baby. These are thrown away after using. There are also diaper services which bring clean diapers to the house and take away the used ones. The mother will choose which she likes best (and can pay for).

Ways to Fold a Diaper

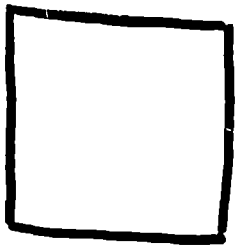

Square Fold

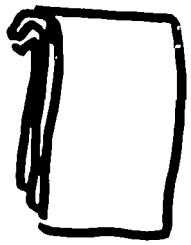

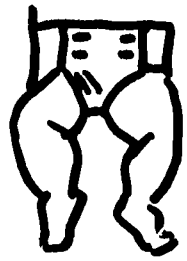

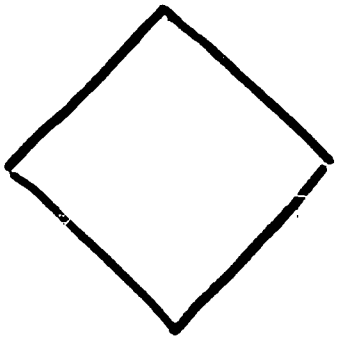

Kite Fold

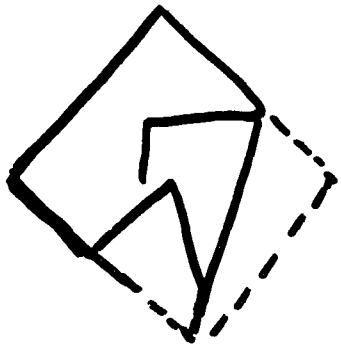

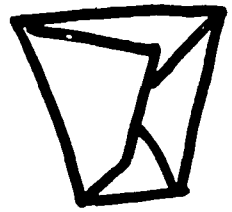

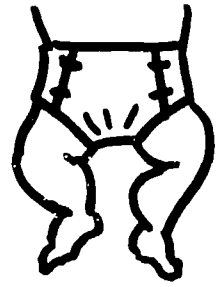

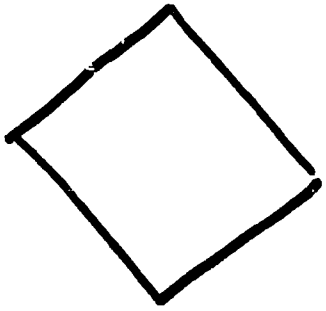

Triangle Fold

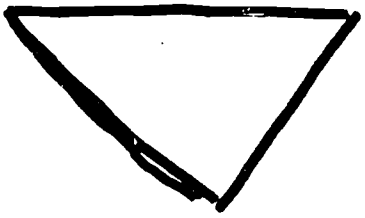

Diapers are folded in several ways (see the picture). Those which have the thickest part in the front are best for the baby boys. Those with the thickest part in back are best for baby girls.

Diaper Care

Diapers are washed each day if possible.

When the diaper is taken off of the baby:

1. If it is wet, place it in a covered diaper pail in cold water.

2. If it is soiled, rinse the soil off by flushing your toilet, then dipping the diaper up and down in the toilet. When the soil is rinsed off, put the diaper in the pail with the other diapers.

3. Wash diapers each day in mild soap and *hot* water.

4. Rinse every bit of soap out of the diapers. This will mean many rinsings if you are washing them by hand. Soap left in the diapers can cause diaper rash.

5. After drying well, fold and stack diapers.

Many kinds of disposable diapers can be bought in stores. These are thrown away when soiled. These cost more money than cloth diapers.

Care of other clothes:

1. Wash clothes in mild soap and hot water.
2. Rinse very well.
3. Dry

The baby should always be dressed for his comfort and not to be pretty. Many babies wear only a shirt and diaper much of the time. Very few dress-up clothes are needed.

Wool clothes should not touch baby's skin, because wool will scratch baby. Ruffles, ribbons, and lace may also hurt the baby's skin.

Never use **starch** or **bluing** when you wash the baby's clothes. Both of these will hurt the baby's skin.

Vocabulary:

birds-eye (bėrdz' ī') – a kind of cotton cloth having markings something like a bird's eye

bluing (blü' ing) – a blue liquid or powder put into the water when rinsing the clothes. It keeps white clothes from getting yellow.

disposable (dis pōz' ə bl) – easy to throw away after using

gauze (gôz) – a very thin, light cloth

service (sėr' vis) – a company that does something useful for people

starch (stärch) – a white substance used to make clothes stiff

Assignment:

1. What two mistakes do many young mothers make when buying clothes for the baby?
2. Why must the baby have 4 to 6 dozen diapers?
3. What are diapers made of?
4. Why are diapers folded in different ways?
5. How do you wash diapers?

How Do You Handle the Baby? Lesson 6

Objective: To learn how to handle the baby for his best growth and development.

Information: The most important rule to follow with the baby is "TLC" (tender, loving care.) A baby *needs* love and care or it will get sick and could even die. *Don't be afraid to love and enjoy the baby.*

But don't spoil your baby by playing and talking to him *all* of the time he is awake. And don't be a slave to the baby by running to him *every* time he cries and picking him up.

He needs time to lie quietly and learn to amuse himself. But you should be close by, and he should know you are there. And make soothing talk or noises to him often. He needs this companionship.

How to handle a baby:

1. To hold a very small baby, support his head at all times, because his neck is very weak.

2. Until he can sit alone, his back should be supported because his back is not strong enough without support.

3. Never force a baby to sit or walk until he first does it himself. He will do it himself as soon as his body is strong enough.

4. Do not handle a baby roughly .

Vocabulary:

amuse (ə mūz′) – keep happy; keep interested
companionship(kəm pan′ yən ship) – company; sharing what you are doing with another person
force (fôrs) – to make (someone) do something
handle (han′ dəl) – to care for (someone); act toward (someone); also, to hold in the hands
roughly (ruf′ li) – likely to hurt; harsh; not gentle
slave (slāv) – a person who is controlled or ruled by another

soothing (sü̈ŦH′ ing) – calming, quieting, comforting
spoil (spoil) – harm; prevent (a child) from developing as he should
support (sə pôrt′) – to hold up; to keep from falling

Assignment:

1. What is "TLC"?
2. How should the baby be handled when he is very small? Why?

Sleeping Schedule — Lesson 7

Objective: To learn how and when young babies sleep.

Information: A healthy baby who is comfortable and is not spoiled or over-excited will sleep as much as he needs to sleep. This is usually about 19 or 20 hours out of 24 hours for the first 2 or 3 months.

In the early months of life, most babies sleep from one feeding time to the next, if they are getting enough to eat and are comfortable. As the months go by, they sleep less and less. A baby will make his own sleeping schedule and times of being awake during the day.

It is best to get baby in the habit of going to bed right after a meal. He should sleep in his own bed and without company. Leave the door open so he can hear the household noises and know that others are near. Don't tiptoe or whisper. The baby gets used to the normal sounds, and he sleeps right through them.

Most babies like to sleep on their stomachs. For an infant this is best, so he will not choke on any milk he may spit up. Be sure he has a firm mattress. *Never* put a pillow in the baby's bed. Don't put loose sheets or blankets near the baby. Pin, tie, or fasten his covering so the baby cannot get it around his head and smother.

If the baby prefers to sleep on his back, put his head at the head of the bed one time, and at the foot of the bed the next time. This is to keep a small baby from lying on one side of his head all of the time. In the early months when the bones are just getting hard, this could get his head out of shape.

Vocabulary :

company (kum′pə ni) – visitor or visitors; someone else in the room.
infant (in′fənt) – a very young baby
prefer (pri fer′) – to like better than something else
schedule (skej′ül) – timetable: plan
smother (smuth′ər) – to stop from breathing; to kill by keeping from air

Assignment:

1. What is a sleeping schedule?
2. How is it best to handle the baby when putting him to sleep?
3. Why are infants put on their stomachs to sleep?
4. Why do you never put a pillow in the baby's bed or leave the covers loose in the bed?
5. Why is the baby's head laid first on one side and then on the other side when he is very young?

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Feeding Lesson 8

Objective: To learn how and when to feed young babies.

Information: You may have the idea that feeding the baby is just a necessary routine, but this is not true. The baby is a person. He knows what he likes and doesn't like; when he is hungry and when he is not; and how much he wants to eat. If the baby is not getting enough to eat, he will wake often and cry a lot. Talk to your doctor if this happens.

For the first week or two of his life, the baby will lose weight, because he is getting used to living outside his mother. Soon he gains the weight back and begins to get fat.

The two kinds of schedules for feeding the baby are:

1. The 4-hour schedule – feeding the baby at 2 a.m., 6a.m., 10 a.m., 2 p.m., 6 p.m. and 10 p.m. However, many babies do not like waiting so long; also, it is not good to wake the baby just to feed him.

2. The demand schedule – feeding the baby when he cries. This means every 2 or 3 hours at first. But the baby soon gets on his own schedule of about 4 or 5 hours.

Schedules may differ with each baby. Your doctor will tell you which schedule he thinks best for your baby.

Breast feeding

About 3 hours after the baby's birth, a mother's breasts begin making milk for her baby. Most mothers make plenty of milk for their babies. Mother's milk is almost always best for the baby. If she does not make enough milk, bottles can be given along with the breast milk. Mothers whose breasts are making milk should wear a padded nursing bra to protect her clothing and for convenience.

Nursing makes both the baby and mother happy. It gives the baby plenty of sucking. Mother's milk is the best food for baby.

A mother who is nursing her baby must be careful of two things:

a. To stay cheerful – anger or worry makes her milk bad for the baby.

b. To learn the foods she cannot eat because they make the baby sick through her milk. Some of these might be chocolate, onions, highly seasoned foods such as strongly flavored spaghetti sauce, chili, etc.

A mother who is nursing her baby should be very, very sure she gets plenty of the right kinds of food. A good guide is:

Milk – 1 to 1½ quarts a day
Fruits and vegetables – 6 servings a day
Meat – 2 servings a day
Egg – at least 1 each day
Butter – a small amount each day
Extra Vitamin D – probably in vitamin pills

To be relaxed when feeding the baby, the mother should:

Lie down or sit comfortably when nursing the baby.
Be sure the baby has the whole darkened nipple area in his mouth.

B. Formulas

A formula (for the baby) is a mixture of milk, sugar or syrup, and water. If the baby is to have bottles instead of breast milk, the nurse or the doctor will write the baby's exact formula when you leave the hospital. If he is to be breast-fed, the doctor will give you a formula for the baby when you wean him.

Everything used in making the baby's formula must be sterilized to kill germs.

Different kinds of sugars may be used for making formulas. Your doctor will tell you which one. They are:

Granulated sugar (white)
Brown sugar
Corn syrup (Karo)
Dextrin or maltose (from the drug store)
Lactose (from the drug store)

A small baby (6 pounds) will take about 3 ounces of formula every 3 hours.

A larger baby (7 or 8 pounds) will take 4 or 5 ounces every 4 hours.

When the baby stops the 2 a.m. feeding, put more milk in the other bottles.

The two ways of making formula are:

a. To sterilize everything you use as you make the formula.

b. To make up the formula and *then* sterilize everything together in a sterilizer. Formula should always be refrigerated as soon as it is made.

Formula Kit

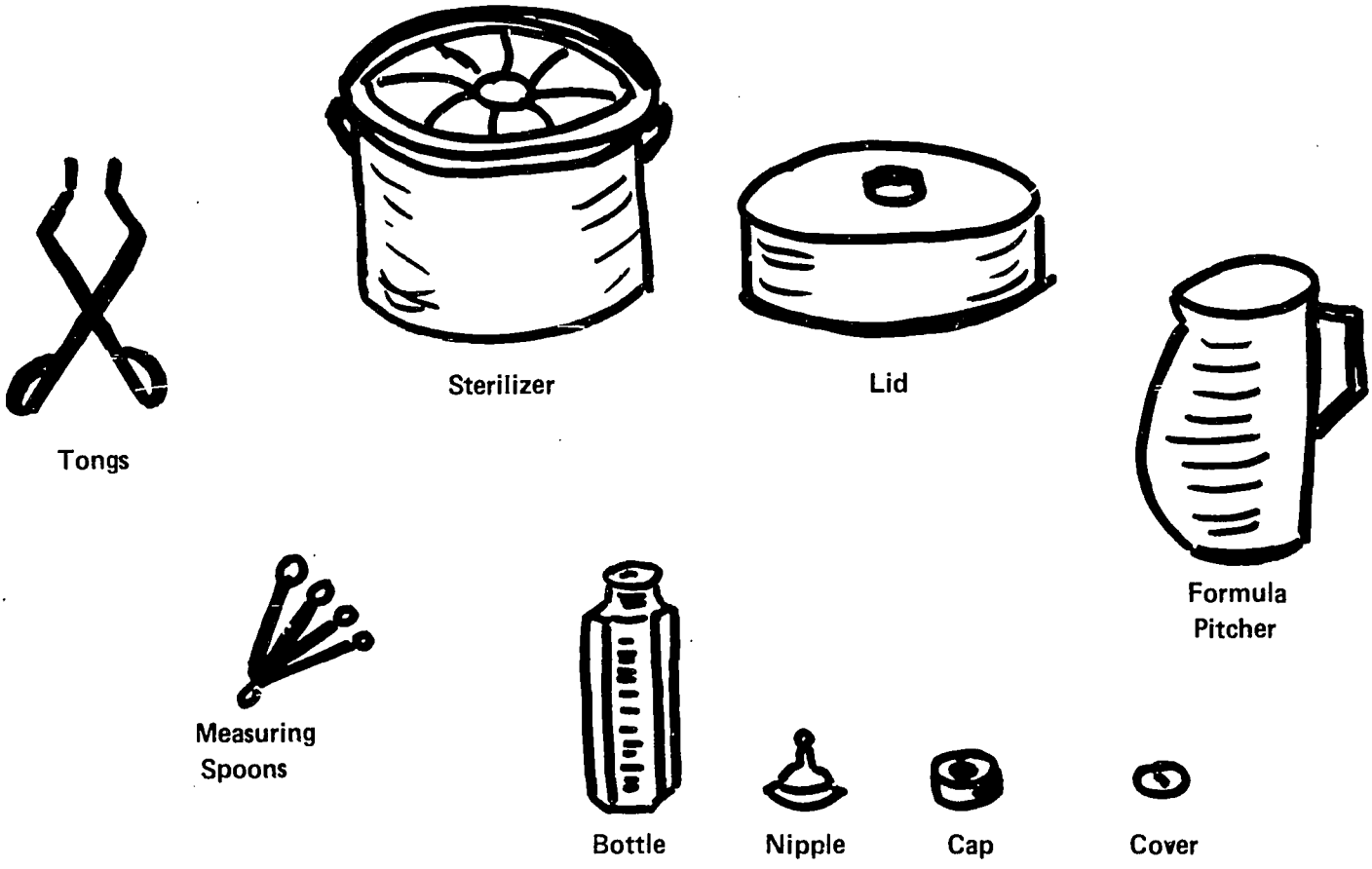

There are many different kinds of baby bottles on the market today. Some are:

a. Glass bottle with rubbery nipple that stretches on to the bottle.

b. Plastic bottle with cap that screws the nipple down.

c. Plastic bottle with sterile paper milk holder inside, so that the baby gets almost no air when he sucks.

Bottle feeding

Take a bottle from the refrigerator. Remove the nipple cover without touching the nipple. Place the bottle in a pan of warm water and heat it on the stove. Shake it two or three times to be sure all of the milk is warm.

Test the warmth of the formula by dropping two or three drops on the inside of your wrist. The formula should feel warm but *not hot* to your wrist.

Hold the baby closely in your arm so his head is up. Put the nipple in his mouth so there is always milk in the nipple. *Never, never* prop up a bottle for the baby.

After about half a bottle (or before, if the baby stops drinking) put a diaper or towel across your shoulder, lift the baby up and gently pat and rub his back to push out air from his stomach. This is known as "bubbling" or "burping" the baby. Repeat this again when the baby finishes his bottle.

Many babies spit up a little milk when bubbled, or after a bottle. It may seem like a lot of milk, but it usually isn't. Do not worry. Try bubbling the baby more often, so that air does not get caught in the baby's stomach.

After feeding, put the baby quietly in bed. Don't play with him at this time.

Never save any formula that the baby has left. Pour it out and rinse the bottle in cold water.

D. Vitamins and water

All babies need extra vitamins D and C. Most doctors begin giving extra vitamin drops to the baby when it is 1 to 3 weeks old. Orange juice will be added about the same time. There is also a vitamin-orange juice mixture which many doctors give babies, expecially babies who get a rash from fresh orange juice.

Two or three times a day between feedings, the baby should be given an ounce or two of boiled water. Warm it the same as milk. Some babies do not like water, but if it is given every day, the baby soon learns to like it. It is very important that he learn to drink water.

Vocabulary:

convenience (kən vēn′ yəns) – saving trouble or work
demand (di mand′) – something needed right now
formula (fôr′ mū lə) – a mixture of milk, sugar, and water for feeding babies
nursing (nèr′ sing) – breast feeding
prop (prop) – hold up by placing something underneath
rash (rash) – small red spots on the skin, usually itchy
refrigerated (ri frij′ ər ā təd) – kept cold in the refrigerator
routine (rü tēn′) – a fixed, regular way of doing things
rubbery (rub′ bə ri) – stretchy, like rubber
sterile (ster′ əl) – sterilized (ster′ ə līzd) – free of germs
sterilizer (ster′ ə līz ər) – a large pot specially made for killing germs by boiling or steaming.
wean (wēn) – to get a young child used to store-bought milk instead of its mother's milk.

Assignment:

1. What are the two kinds of feeding schedules?
2. Why does the baby like to nurse?
3. When a mother is nursing a baby, what are some rules to remember?
4. What is a formula?
5. What are the two ways of making formula?
6. How do you make nipple holes larger?
7. How often should the baby be given water?
8. How do you "bubble" baby? Why?

Bathing the Baby — Lesson 9

Objective: To learn how to bathe the baby.

Information: Bathing the baby is fun for the mother and the baby. Most babies like water.

It is usually easiest for the mother to bathe the baby before the baby's 10:00 a.m. feeding. To keep the baby from getting too hungry and fussy, give him his orange juice and vitamins before his bath. After his bath feed him his milk (and other foods).

Unless the baby is sick or the house is too cold, the baby should have a bath every day. If he is sick or the house is cold, give his a sponge bath:

1. Bathe only one part of the baby at a time.
2. Wipe him with a soapy cloth.
3. Rinse him with a clean, wet cloth.
4. Dry and powder him.

The mother will give the baby a bath in a bathinette or sink. The bathtub is too big.

Giving the baby a bath:

Put everything you will need to bathe and dress the baby where you can reach it. *You must not leave the baby – even for a second.*

a. Soap
b. Two towels
c. Washcloth
d. Baby oil
e. Baby powder
f. Baby's clean clothing

Bathing Baby

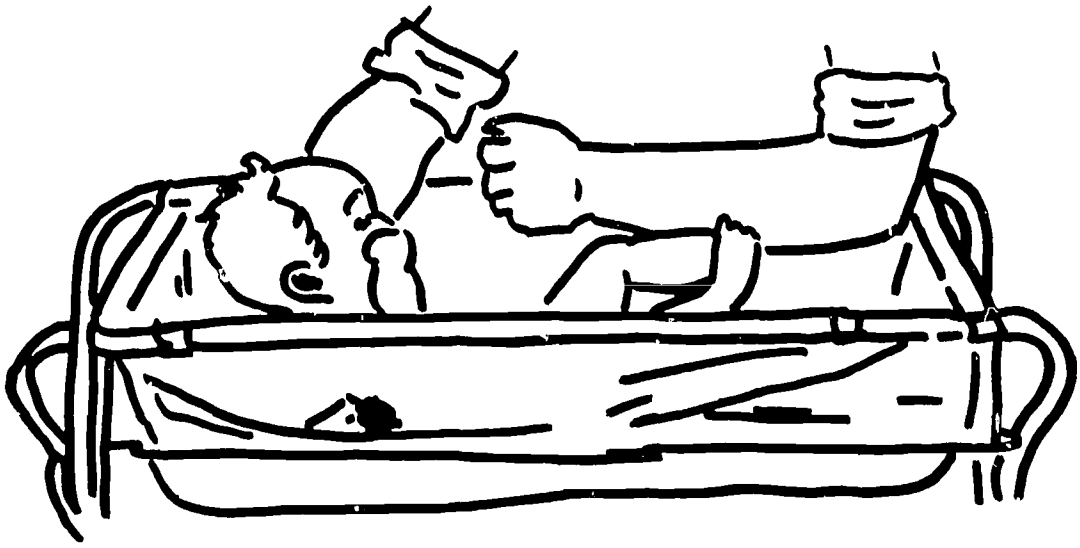

2. Take off watch or jewelry.

3. Put on a plastic apron (baby likes to kick and splash water).

4. Put some water in the bathinette or sink. Test the water by putting your bare elbow into the water. If it is comfortable to your elbow, it should not be too hot for the baby.

5. Gently put the baby in the water. Hold the baby by his left arm and shoulder with your left hand (if you are right handed). Be sure his head is supported.

6. Wipe his face first with a damp cloth. Never use soap on the baby's face. It might get into his eyes.

7. Lay his head back in your left hand and shampoo his head. (You can buy baby shampoo which will not burn the baby's eyes.) Dry his head with the washcloth.

8. Soap the rest of the baby's body.

9. Rinse his body.

10. Place the baby on a dry towel and *pat* his body dry. Never rub the baby: his skin is too thin and soft to be rubbed.

11. Hold him in the towel and clean his ears, nose, mouth (while he is very small), his fingernails and toenails.

12. Oil and/or powder him. Use *only* baby powder.

13. Dress him and feed him.

14. Clean up after he has finished eating and is asleep or is in his crib or play pen.

Vocabulary:

bathe (bāŦH) – to give a bath (to someone)
fussy (fus′ i) – hard to please, cranky, cross
rinse (rins) – wash the soap and dirt away
sponge (spunj) – a light, "squeezy" material that holds a lot of water

Assignment:

1. What will you need to bathe the baby?
2. When will you give the baby a sponge bath?
3. How do you test the baby's bath water to see that it is not too hot?
4. Why do you not use soap on the baby's face?
5. What is a good time to bathe a small baby?

Fresh Air, Sunshine, and Covers — Lesson 10

Objective: To learn about other needs of a new baby.

Information: 1. Fresh air

After the baby is 3 weeks old, he should get out of doors for 2 or 3 hours every day except in coldest weather. The best hours for the baby to be out are between 10:00 a.m. and 2:00 p.m., because this is the warmest part of the day. If there is a good screened-in place (porch), the baby may nap outdoors.

As the baby grows older, he should be near people and have other children around him that he can watch.

Begin his outdoor life with a few minutes a day. Then make the time outdoors longer and longer each day until he is out 2 or 3 hours.

2. Sunshine

Sunshine gives the baby vitamin D, but too much sunshine can be dangerous for the baby. Begin with 2 minutes of sun on the baby's skin. Add 2 minutes each day up to 30 minutes. If he gets red or too hot, take him out of the sun immediately.

In summer when it is very hot, the baby should get his sunshine early in the morning or very late in the afternoon. In winter the best time is between 11 a.m. and 2:00 p.m. At the beach, pool, or around the water, the baby should always be in the shade of an umbrella or tree.

3. Covers

A baby under 5 pounds is not developed enough to keep his body warm. He must be kept in an incubator.

Between 5 and 8 pounds, he doesn't need an incubator, but should be in a room at 72° to 75° F. He should be very well wrapped when he goes outdoors.

Over 8 pounds, his room should be 68° to 72° in the daytime, but can be lower at night.

A fat baby can keep himself warmer than a thin one, and warmer than an adult. To tell if he is too cold or too warm, look at the skin on his face. If his face if red, he is too hot. If his face is pale, he is too cold. He will fuss or cry if he is too hot or too cool.

The best covers for a baby are *soft* synthetic materials – Orlon, Acrilan, nylon. All blankets, sheets, and quilts must be fastened or tightly tucked under the crib mattress. so the baby cannot pull them out and smother. Pin or clip them to crib sides at the top. One of the safest coverings is the blanket-type sleeping bag for the baby. The top fits like a pajama top, but the bottom is a blanket.

Vocabulary:

dangerous (dān′ jər əs) – likely to cause harm; not safe
developed (di vel′ əpd) – grown; changed by growth; mature
pale (pāl) – with little color; almost white
quilt (kwilt) – a bed cover made of two cloths, with a pad between, all stitched together
shade (shād) – a partly dark place, not in the sunshine
synthetic (sin thet′ ik) – man-made, not found in nature
wrap (rap) – to cover by folding something all around

Assignment:

1. Why does the baby need sunshine?
2. How long should the baby be outdoors each day?
3. When should the baby be out in summer? In winter?
4. How can you tell if the baby is too hot or too cold?
5. The best covers for baby are made of _____ , _____ and _____ .

Growth and Weight Increases — Lesson 1

Objective: To learn what to expect as the baby develops.

Information: Some babies grow and develop very fast. Others develop and learn about the world around them more slowly. Don't try to hurry the baby's development. Let him learn and grow at his own speed. Don't make him crawl or walk until he is ready to do these things himself.

The baby's walking will develop in these steps:

1. Holding his head up
2. Lifting up
3. Sitting up
4. Crawling
5. Standing
6. Walking

The baby begins to recognize faces and see things around him at about 2 to 3 months. He also learns to smile when someone is smiling and talking to him.

About 3 to 4 months of age, he "finds" his own hands and feet. He will lie for hours, playing with his hands and feet.

At about 6 months he can tell the difference between those who are with him all of the time and strangers. He may become afraid of strangers. Never try to make a baby be friendly with strangers. Some babies are afraid of strangers for one or two years.

The baby's weight at 1 year will be about three times his weight at birth. The doctor will weigh the baby at the monthly check-up. If the baby is crying or vomiting a lot, he should be weighed more often to help the doctor find out what is wrong with him.

A baby's intelligence (reasoning, thinking, and memory) does not develop very much until he is 1½ to 2 years old. Then he begins to understand what being "good" or "bad" means. He must be taught all of the things

he should know, such as respect for other people's things, and not to hurt other people. Teach him these things when he is very young.

Vocabulary:

develop (di vel′əp) – grow and change; become more mature
expect (eks pect′) – look forward to; think is likely to happen
intelligence (in tel′ə jəns) – the ability to learn, know, understand
recognize (rek′əg nīz) – to know again; to identify
respect (ri spekt′) – care, being especially careful
stranger (strān′jər) – a person not known before; a person not recognized

Assignment:

1. What are the steps in the baby's walking development?
   a.
   b.
   c.
   d.
   e.
   f.
2. When will the baby begin to recognize faces around him?
3. When will the baby learn mother's and daddy's faces from other people's?
4. If the baby weighs 7 pounds when he is born, about how much should he weigh at one year?
5. When will the baby begin to understand "good" and "bad"?

Teething — Lesson 2

Objective: To learn what happens when the baby gets teeth.

Information: Teething means growing teeth. Most babies do not have teeth (that you can see) when they are born, but the tiny teeth are in the **jawbone** at birth. About 4 to 6 months after birth, the teeth begin to come through the gums. Then you can see them.

Some babies get teeth without hurting, but most babies have some pain -- perhaps like a toothache -- when the teeth come through the gums. When his gums hurt, the baby will be cross and will not sleep well. Some babies get colds when their teeth cut through.

Most babies will chew and bite anything at this time -- their clothes, hands, toys, and even furniture.

There are several medicines you can buy at the drug store to help ease the baby's gums. Sometimes, too, your doctor will tell you to give the baby a "baby" **aspirin** so he can sleep; but only give aspirin if the doctor tells you to.

The baby's teeth will come in one or two at a time until, by the time he is 2 years old, he will have about 20 little teeth. When he is about 6 years old he will start to lose these teeth and grow larger teeth.

Vocabulary:

aspirin (as′pər in) -- a drug that stops pain
ease (ēz) -- to stop pain or trouble; to make comfortable
gums (gumz) -- the pink flesh around the teeth
jawbone (jô bōn) -- the bone that forms the lower part of the face
teethe (tē ŦH)- togrow teeth; to have teeth cut through the gums

Assignment:

1. Where are the baby's teeth when he is born?
2. How old is the baby when his first teeth come through the gums?
3. What can you do to ease the baby's pain when he is teething?

Physical Development — Lesson 3

Objective: To learn how the baby's body grows.

Information: When the baby is born, his body is not pretty. His head is big and wobbly. His arms and legs are very thin and bony. His chest and hips are very small and thin. His face is often wrinkled and red. He is helpless except for his ability to kick and scream.

For a week or two he doesn't change much, except to lose his red color. After about 2 weeks, he begins to gain weight, and his arms, legs, chest, and hips begin to get fatter. By the time he is 2 or 3 months old, he will be a plump, dimpled baby -- even with dimples on the back of his hands. By 2 months also, he will be able to raise his head and roll himself over, because his muscles are getting stronger every day.

At this age he can do many things with his body that you cannot do, because his leg bones are very short and are not as hard as yours. He can suck his toes and put his feet above his head easily. He can get into positions which look painful, but are not. He can fall and roll, when he begins to walk, without really being hurt.

By the time he is about a year old, his body will be well shaped, soft and plump, and pretty.

Vocabulary:

ability (ə bil'ə ti) -- power to do something
bony (bōn'i) -- so thin that there is little flesh covering the bones
dimple (dim'pəl) -- a small low spot, usually in cheek or chin
helpless (help'lis) -- not able to help yourself: very weak
plump (plump) -- rounded out: a little bit fat
wobbly (wob'li) -- shaking from side to side
wrinkled (ring'kəld) -- folded into tiny folds

Assignment:

1. How does the baby look when he is first born?
2. Why can the baby put his toes in his mouth?

Mental Development Lesson 4

Objective: To learn what to expect as the baby's mind grows.

Information: The baby's mind will develop at its own speed, the same as his muscles develop at their own speed. One baby may be slow-developing in his muscles and fast in his mental development. In another baby the muscles may develop fast and the mind may develop slowly.

Every child's mental development is different from every other child's. The differences in development are inherited. Things we inherit are different in every child because of the many different characteristics in each parent. The mind of each child develops in a certain way because of the characteristics that he inherited.

A normal baby is not interested in other people before he is 2 or 3 months old. First of all, he can't see much, and second, he is very busy trying to keep his stomach full and to stay comfortable.

But when he begins to see what is around him, then his mind begins to develop faster. He learns to smile and to reach for things. He wants to feel, touch, and taste everything, so he can begin to recognize these things. From this time on, his mind will develop as fast as his inherited ability will let it.

Wise parents will try to teach their children everything they can about the things around them. Parents can do this by letting the children feel and see and taste everything that is safe, and by teaching them what they must not handle and taste. When a child is about 3½ to 5, he will ask many, many questions. This is his way of learning. Answer his questions or help him look for answers in picture books. Teach him to like books, for books will help him learn many things. As soon as he can read, take him to the library often.

Vocabulary:

characteristic (kar′it tər is′tik) – a special thing that some have and some don't have. One person may have characteristics of friendliness, sloppiness, and a quick mind. Another may be shy but neat. Another may be fat, stingy, and lazy. All these things are characteristics of these people.

development (di vel′əp mənt) – growth; getting better; maturing

inherit (in her′it) – to get from one's parents through the egg and sperm cells

library (lī′brer i) – a place where there are a lot of books

mental (men′təl) – of the mind

mind (mīnd) – the part of a person that thinks and feels, remembers, and learns

recognize (rek′əg nīz) – to know again; to identify

wise (wīz) making good choices: doing things that show good thinking; doing the things that are smart to do

Assignment:

1. What is mental development?
2. Why is every child's mental development different from every other child's?
3. Why doesn't a baby begin to develop mentally until he is 2 or 3 months old?
4. How can wise parents help their children develop mentally?

Weaning — Lesson 1

Objective: To learn what weaning means and how it should be done.

Information: Weaning means changing the baby from breast feeding to bottle, or from bottle to cup.

Weaning is an important change for both the baby and the mother. The baby may not like to be weaned. He may be cross and not want to eat for a few days.

The mother may feel depressed for a while, too. She can gradually wean the baby by giving him a breast feeding, then a bottle feeding, then a breast feeding, then a bottle feeding, etc. Then she can give the breast feeding at every third feeding; then every fourth feeding. She can keep doing this until her milk stops. If she has been making a lot of milk, she may have to bind her breast and take pills to dry up the milk. It may be uncomfortable.

Sometimes the baby must be weaned suddenly – as when the mother gets sick or something happens that dries her breasts quickly. A doctor should be called if this happens, and the mother should do as he tells her.

If the mother is healthy and the baby well fed, the mother may not want to wean him until he is old enough to drink from a cup – about 7 or 8 months old. Then he can be gradually changed to a cup by giving him sips of milk or formula from a cup from 5 months on. This way he learns that he gets more milk faster from a cup. Then by 9 or 10 months, he can learn to hold a cup himself.

If the baby is weaned to the bottle first, he may not want to give up his bottle before he is a year or year and a half old.

During the time you are weaning the baby, don't make other changes in his schedule or diet. This bothers him and makes him want to go back to nursing, which has been a great joy to him since birth. Also, if he gets sick, he will not want to give up the breast. Don't rush his weaning. Wean him slowly, so that by one year he is taking either the bottle or the cup. Nursing longer than one year makes a baby too dependent on the mother

and is not good for his emotional development.

Nursing is best for the baby, at least for the first 3 months. If the mother is willing and physically able, her baby will have a better start in life. But if the mother feels it will inconvenience or bother her, then it will not be best for the baby.

Weaning him will take time and patience, but both the mother and the baby will be helped by the good start of nursing.

Vocabulary:

bind (bīnd) – tie a tight bandage around
dependent (di pen′dənt) – needing another too much; not willing to do things for yourself
depressed (di prest′) – sad; "blue"
emotional (i mō′ shən əl) having to do with your feelings (toward yourself and toward others)
gradually (graj′ü əl i) – little by little; a little at a time
inconvenience (in′kən vēn′yəns) – make extra trouble or bother
patience (pā′shəns) – willingness to take time and trouble
physically (fiz′ik li) – having to do with the body
wean (wēn) – change the baby from one kind of feeding to another
willing (wil′ing) – ready; happy to do something

Assignment:

1. What does "weaning" mean?
2. How can the mother wean the baby gradually?
3. If the mother's breasts have been making a lot of milk, what will she have to do when weaning the baby?
4. If the mother's breasts dry up suddenly, what should she do?
5. What are the two ways of weaning the baby?
6. Why is nursing the baby best for him?
7. Why is nursing the baby good for the mother?

Solid Food — Lesson 2

Objective: To learn how and when to change the baby's diet from milk to solid foods.

Information: There is no exact age when the baby will begin getting solid foods, but most doctors will add them this way:

1 to 2 weeks	Vitamin liquid
3 weeks	Orange juice
3 to 4 weeks	Baby cereals
5 to 6 weeks	Egg yolk (yellow part of egg)
2 to 3 months	Fruits (strained)
4 to 5 months	Vegetables (strained)
5 to 6 months	Meats (strained)

1. About the baby's food

Strained baby foods will be given until the baby is about one year or more old and can chew (1 or 1½ years). Then junior foods (which have lumps in them) will be gradually given in place of strained foods, so the baby will learn to chew.

At about 1 to 1½ years, soft adult foods may be gradually added to the baby's diet. By 2 years, he will be eating the same foods as the rest of the family.

Baby puddings, baked potatoes, fish, and "finger foods" (crackers, toast) are added slowly during the first year. The baby soups should not take the place of other foods, because they have a lot of cereal in them.

By the end of the first year the baby's diet should be like this:

Breakfast: Cereal (brown); egg (whole); toast: milk

Lunch: Green or yellow vegetable (lumpy); potato or macaroni; meat or fish; fruit: milk

Supper: Cereal: fruit; milk

FEEDING BABY

Between meals: Fruit juice; zwieback; toast; whole-grain bread; baby puddings or fruit dessert

Solid foods are added to the baby's diet as
he gets his teeth
his body develops enough to digest them
he learns to chew.

Remember – he too must get all of the vitamins, minerals, and body-building materials that you need, so be sure he gets a balanced diet.

2. Feeding solid food

A baby who is not yet sitting alone may be held as for a bottle. He can also be fed (cereal, etc) in an infant seat placed on a counter top or table top.

An older baby who is sitting alone is fed in his high chair.

A teaspoon is too big for the baby's mouth. You may buy the baby a baby spoon, use a flat butter-spreader, or use a small coffee spoon. Be sure the food is not too hot or cold for the baby. Put just a little on the spoon and touch the spoon to the baby's lips. He will open his mouth. Then slip the spoon in. The baby knows how much he wants to eat and will spit out the food when he is full or if he doesn't like it. So keep the spoon in his mouth long enough for him to swallow the food. At first he will be messy, but he soon learns how to get the food down.

3. Letting the baby feed himself

When the baby is about 10 months old, he begins to want to get his own food into his own mouth. He will use his hands at first. Gently give him another spoon and let him try to feed himself. This is learning. It will take weeks for him to learn to get the food on the spoon and more weeks before he can get the spoon into his mouth without turning it upside down!

When he becomes tired of trying to feed himself, you feed him, but move the dish out of his reach. Leave a cracker or a few pieces of meat in front of him, so he can experiment with them.

It will be messy as he learns to feed himself, but also a great "step forward" for him. And in a few months he will be doing a fairly good job of eating by himself.

Remember – as soon as he can get food into his mouth, *give him time* to try to feed himself. When he gets tired of trying, *then* you feed him. Don't feed him at the same time he is trying to get a spoon into his mouth. And don't keep him from learning just because he is messy. If you don't allow him to learn, *when he wants to learn*, he will stop wanting to learn. Then he will be angry when you don't want to feed him at 2 or 3 years! And he will be unhappy because he has not learned to feed himself.

His table manners will improve gradually as he imitates his parents' manners.

Vocabulary

adult (ə dult′) – grown to full size; grown up; mature
balanced (bal′ənst) – having the right amounts of many different things
develop (di vel′əp) – grow; get more mature
diet (dī ət) – the things a person eats
experiment (eks per′ə ment) – learn something by trying in different ways
imitate (im′ə tāt) – try to be like (someone); follow an example
improve (im prüv′) – get better
junior foods (jün′ yər) – specially prepared food – partly strained but with lumps, so that the baby will learn to chew
liquid (lik′wid) – something that is like water; something that can be poured out of a bottle
lump (lump) – a piece
manners (man′ərz) – nice ways of acting that other people will like
minerals (min′ ər əlz) – certain things in foods that our bodies need, like calcium in milk and iron in meat
solid (sol′id) – firm, hard; not a liquid like milk or water
strained (strānd) – pressed or poured through a strainer so there are no lumps
vitamins (vī′tə minz) – certain things in foods that our bodies need, like vitamin C in orange juice. Vitamins can also be taken in pills or special liquids.
zwieback(tswē′bak) – a hard sweet toast given to babies so they will learn to chew

Assignment:

1. At about what age will the doctor add these to the baby's diet?
   a. Vitamins
   b. Orange juice
   c. Cereal
   d. Egg yolk
   e. Strained fruit
   f. Strained vegetable
   g. Strained meat
2. What are "junior foods"?

3. Solid foods are added to the baby's diet as he:

   a.

   b.

   c.

4. Why must the baby have a balanced diet?
5. How do you let the baby learn to feed himself?

ERIC

Colic: Indigestion — Lesson 3

Objective: To learn about colic and indigestion in infants

Information: Colic is a trouble some babies have. The baby will pull his legs up and scream, sometimes for 3 or 4 hours. Some babies have it every day; some babies have it every few weeks. some babies never have it. Some doctors think it comes from tension in the baby's very young nervous system. Others think it comes when the baby gets over-tired.

Babies who get colic should be handled slowly and gently and talked to quietly. They should sleep in a quiet room and be kept away from noisy places. They should not see visitors and should not be played with roughly.

Some doctors will prescribe a sedative (medicine to quiet nerves) for colicky babies. Others feel that a pacifier helps colicky babies. Some of the things which may help to ease the pains of colic are:

1. Putting the baby on his stomach, over your knees.

2. Laying him on his stomach on a warm hot-water bottle.

3. Rubbing his back.

4. Holding, carrying, rocking, or walking the baby if it helps.

Any baby who suffers with colic should be under a doctor's care. Most babies get over colic in 3 to 4 months, but these months are very hard for parents. If you have a colicky baby, you should get a baby sitter or friend to come at least twice each week and get away from the baby, so you will not get too nervous yourself.

Some babies have indigestion. They do not seem to digest their foods well. If the baby has a lot of hiccups, vomiting, spitting, or gas pains, a doctor should check him.

A drink of warm water will often stop a baby's hiccups, or bubbling him to be sure no air is in his stomach. Sometimes a little sugar on the baby's tongue will help.

All babies spit up and vomit occasionally, but if it happens often, see your doctor. The baby's formula may need changing, or he may need a doctor's care. If the baby has never been a "spitter" and has not vomited before, but suddenly begins to vomit, he is very likely sick and should see a doctor immediately.

Passing gas is another sign of trouble if it happens often. Be sure that the baby is very well bubbled after each feeding. Then if he still has gas pains and passes gas every day, have the doctor check him.

Vocabulary:

bubble (bub′ əl) – to pat (baby) on the back so that air comes from the stomach and out of the mouth
colic (kol′ ik) – bad pains in the stomach
digest (də jest′) – to change food in the stomach and intestines so the body can use it
gas pains (gas pānz) – pains made by air in the stomach and intestines
hiccups (hik′ əps) – "catching the breath" when you can't stop it
indigestion (in də jes′ chən) – stomach trouble – the stomach is not able to digest food
nervous system (ner′ vəs sis′ təm) – the body system which controls the working of the body. The nervous system consists of the brain, spinal cord, and nerves to all the parts of the body.
occasionally (ə kā′ zhən ə li) – sometimes; now and then
pacifier (pas′ə fī ər) – a rubber nipple or ring given to a baby to suck on
prescribe (pri skrīb′) – order (medicine)
rough (ruf) – not gentle; likely to hurt
sedative (sed′ ə tiv) – a medicine to make a person less tense or nervous
tension (ten′ shən) – tightness, strain, nervousness
visitor (viz′ ə tər) – someone who is not usually there, but who comes in to visit
vomit (vom′ it) – to throw up what has been eaten

Assignment:

1. What is colic?
2. How should colicky babies be handled?
3. What are some things which may help ease a colicky baby?
4. What is indigestion?
5. Sudden vomiting or spitting from a baby who has not been spitting and vomiting, usually means he is _____.

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Sleeping Schedule Lesson 4

Objective: To learn about changes in baby's sleeping.

Information: After about 3 months, the baby will gradually reduce his sleeping time. By the end of the first year he will be taking two naps each day – at about 10 in the morning and again about 2 in the afternoon. By the time he is 2 years old he will nap only in the afternoon and sleep about 12 hours at night.

At about 3 or 4 years, the child may stop sleeping in the afternoon. He should be put down for a rest, even if he does not sleep, until he is 5 or 6 years old.

If a baby had colic for the first 2 or 3 months of life, sleeping may be a problem for him. While he had colic, many things were done for him (rubbing, patting, carrying, etc.) to help ease his pain. He may keep demanding these things by crying. Since they are no longer needed for his comfort they must be stopped. At first the baby will scream for 20 or 30 minutes each night, but when he learns that this will do him no good, he will soon go to sleep when he is put to bed. Be sure he is comfortable and dry. Don't go near him – just let him cry. This usually takes from 3 to 7 nights, but he learns. And when he does learn, think how nice it will be for you.

Some babies get into a habit of waking in the middle of the night. The cure for this is the same. Stay where he *cannot* see you and let him cry. Two or 3 nights of this will have him sleeping again.

Vomiting usually tells us a baby is sick. But some babies learn to vomit when they are angry (mad), to get mother's sympathy and so she will come in to clean him up. If you find that your baby is doing this, you must be firm and leave him messy until he goes to sleep. He will soon stop it.

One last, most important lesson about the baby's sleeping schedule: *Have a regular schedule.* If you plan bedtime at 7:00 p.m. *try to keep to it every day.* Sometimes this is inconvenient for you, but in the early years you will find it is best for you and for the baby.

Vocabulary:

demand (di mand′) – to ask for as a right; to order; call for; insist on
firm (fėrm) – not giving in easily; not easily changed;
habit (hab′ it) – something done over and over again
inconvenient (in kən vēn′ yənt) – not convenient; troublesome; causing bother or difficulty
nap (nap) – a short sleep
problem (prob′ ləm) some trouble that needs to be worked out; a difficulty
reduce (ri düs′) – make smaller; make less
sympathy (sim′ pə thi) – sharing another's trouble or problem; feeling sorry for someone

Assignment:

1. At about 2 years, the baby's sleeping is usually one _____ in the afternoon and about _____ hours sleep at night.
2. When the baby has a sleeping problem following infant colic, how do you handle it?
3. What is the most important thing to remember about the baby's sleeping schedule?

How To Toilet-Train the Baby — Lesson 1

Objective: To learn how to toilet-train the baby.

Information: A baby's toilet-training should begin only when the baby is ready for it. This depends on these things:

1. Age – most babies are just not ready for toilet training before one year or older.

2. How this particular baby's bowels work. Is he regular? (This means, does he have a bowel movement at the same time each day?) Or does he have several movements each day at different times of the day?

3. What is this particular baby's feeling about sitting on the potty or toilet seat? Some babies hate it; they will toilet-trained very slowly. Others do not mind at all and are trained easily.

As a baby goes into his second year, he changes in ways that help the mother to toilet-train him. First, he begins to try to do things to please his mother. If she acts proud of him when he is successful, he tries even harder to please her. This is the time when toilet-training is easiest. Second, he does not understand mother's crossness when he makes a mess or has an "accident". The mother will be very wise not to show anger. She should not try to force the baby. If she does these things, the baby will very likely hold back, and training will take much longer.

Usually by the time the baby is 18 months old, he will have learned some word or sign to tell the mother when he is ready for the potty. If the mother is alert, the baby is usually trained by the time he is two.

Even after the baby is two, he will have occasional "accidents" – when playing outdoors, or away from home, or when he has diarrhea. The mother should not make a big fuss over this.

Vocabulary:

accident (ak′ si dənt) – something bad that happens without planning for it
alert (ə lėrt′) – watchful, quick
bowels (bou′ əlz) – the intestines
cross (krôs) – angry; unhappy
diarrhea (dīə rē′ə) – loose bowel movements
force (fôrs) – make (someone) do something even though he does not want to
particular (pər tik′ ū lər) – special; apart from others; different from others
please (plēz) – to make (a person) glad or happy
potty (pot′ i) – small toilet seat for a child
proud (proud) – thinking well (of something); very pleased and happy
ready (red′ i) – developed enough (so something will be successful); willing; prepared
regular (reg′ ū lər) – happening at the same time each day
successful (sək ses′ fəl) – having success; doing well

Assignment:

1. The baby is ready to toilet-train if:
   a.
   b.
   c.
2. How does the baby change in his second year, so that toilet-training is easier?
3. What must the mother remember about her own feelings, when she is training the baby?

Training Problems; Bladder Training — Lesson 2

Objective: To learn about some problems of toilet-training.

Information: We need to know about some problems that may come because of poor toilet-training.

The way parents feel about toilet-training is important. Some parents are easy-going and don't mind diaper-changing and cleaning up the baby's mess. These parents do not bother to train the baby until he himself is ready to tell them, or until he wants to imitate those around him by using the toilet. This way of training makes no problems, but it makes more work for mother.

Other parents are upset and disgusted at diaper-changing and the baby's messes. They will try to rush the baby into toilet-training, and will show their anger and disgust when he fails. This makes the baby nervous or stubborn, and often causes constipation. Some children learn to wait until after they are *off* the potty to have a bowel movement!

The best way to prevent some of these problems is by gentle patience. This is often hard to do, but is something the mother must learn. If the child becomes very stubborn about his toilet-training, the stubbornness will often become part of the child's behavior. He may not want to learn other grown-up ways either.

Remember – patience, encouragement, and persuasion are needed for toilet-training. When mother uses these, the baby is usually trained before he is two.

Bladder training takes longer than bowel training, especially with boys. This will come about in the last part of the second year or early part of the third year. Most babies' bladders cannot hold urine for very long until this age. Training will begin by taking the baby to the toilet as soon as he wakes. He soon understands and learns a word or sign to tell the mother when he wishes to go. If he does not tell the mother, he should be taken every hour or hour and a half, anyway. This will help the baby to learn.

Vocabulary:

behavior (bi hāv′ yər) – way of acting; actions
bladder (blad′ ər) – a soft, thin bag in the body which collects urine and then lets it out of the body
constipation (kon′ stə pā′ shən) – slow condition of the bowels; hard bowel movements
disgust (dis gust′) – a strong dislike; a sickening dislike
encouragement (en kėr′ ij mənt) – giving (someone) a feeling that he can succeed; giving hope
fail (fāl) – not succeed; be unable to do what you try to do
nervous (nėr′ vus) – restless, tense, uneasy
patience (pā′ shəns) – willingness to wait; calm waiting without getting angry
persuasion (pər swā′ zhən) – getting (someone) to want to do something
prevent (pri vent′) – keep from happening
problem (prob′ ləm) – some trouble that needs to be worked out; difficulty
stubborn (stub′ ərn) – wanting his own way; not willing to do as told
upset (up set′) – unhappy; bothered
urine (ūr′ in) – liquid body waste, made by the kidneys and kept in the bladder

Assignment:

1. Name several problems which may come because of bad toilet-training.
2. What are the three actions for the mother to remember about toilet-training?
3. Why does it take longer to bladder-train the baby than to train his bowel movements?

Constipation and Diarrhea in the Baby — Lesson 3

Objective: To learn causes and remedies for constipation and diarrhea in the baby.

Information: Constipation or stopping of the bowels happens at some time in most babies. It can be caused by the baby's food, or a change in his diet, or an illness. It can be caused by toilet-training if the baby get angry or stubborn.

In an infant it usually comes when the baby does not have enough sugar in his formula. This can be cured by adding an extra teaspoon of corn syrup to the formula.

In an older baby a diet change or illness may cause constipation. If this happens, give the baby strained prunes or prune juice with one of his meals.

If the constipation becomes very serious and lasts for two days, it is best to talk to your doctor about it.

Diarrhea is the opposite of constipation. The baby has too many bowel movements, and they are too loose (watery).

A doctor should always be told of diarrhea in the baby, because a baby can quickly become dehydrated. This could kill a baby. But most infant diarrhea is easily cured if it is treated early. The doctor will tell you what to do for your baby.

An older baby with diarrhea may have to be taken off food for several days and given only enough weak formula to keep him from real hunger. When his diarrhea is better, he will go back on his food very slowly. Add only one kind of food each day until he is getting his regular diet again.

By the time the baby is two, he is much less likely to get diarrhea. Some ways of stopping diarrhea in an older child are:

1. Giving him no food except plain crackers and tea or ginger ale for 24 to 48 hours.

2. Giving him half a cup of *boiled* milk every half hour when he is awake.

3. Giving *scraped* raw apple or mashed banana.

4. Giving boiled rice or cooked white cereal, like farina or Cream of Rice.

Vocabulary:

constipation (kon′ stə pā′ shən) – slow movement of bowels, with hard, dry stools; or stoppage of bowel movements
cure (kūr) – to make well again
dehydrated (dē hī′ drāt id) – dried out, so there is too little water in the body
diarrhea (di′ə rē′ə) – many loose watery bowel movements
opposite (op′ ə zit) – as different as can be. (*Up* is the opposite of *down*.)
remedy (rem′ ə di) – a cure; a way of making something right again
scrape (skrāp) – remove a little (of something) by rubbing with a tool – like a dull knife or spoon

Assignment:

1. What is constipation?
2. What can cause constipation?
3. How can you cure constipation in an infant?
4. How can you cure constipation in an older baby?
5. What is diarrhea?
6. What should you do if an infant gets diarrhea?
7. How can you cure diarrhea in an older child?
8. Which is worse – constipation or diarrhea? Why?

Inoculations Lesson 1

Objective: To learn what inoculations are, which ones are given to the baby, and when.

Information: Inoculations are "shots" to prevent diseases. The doctor will give the baby different shots to prevent the baby from getting certain diseases.

Your doctor will keep a record of the kind and date of each inoculation. It is also very, very important that *you* keep a record of these. Each time a person moves to a new place, changes schools, or gets a job, he will be asked for this information If the mother keeps a record of inoculations, she can save a lot of time and trouble for everyone.

The first shot is usually "D P T", one shot for three diseases: diphtheria, whooping cough, and tetanus. The baby will be given this shot three times – each month for 3 months. The shots often cause a little fever, crossness, and poor appetite. This goes on for a day or two. A booster shot will be given at the end of the first, second, and third years.

Before the baby is 1 year old, he will usually be vaccinated for smallpox. It is important that no water get on or around the baby's vaccination. Also, do not let baby scratch or touch it until it has formed a scab and this has dropped off. Your doctor will tell you how to cover the baby's arm for the 2 weeks until it is all right to touch the vaccination.

About a week after the vaccination, many babies will get a fever and be cross for several days. If this does not stop in 3 or 4 days, it is wise to take the baby back to the doctor for a check-up. Don't give the baby a tub bath from the time he is vaccinated until the scab drops off. Give him sponge baths.

Also before baby is 1 year old, your doctor will give him a polio vaccine. This is dropped into the baby's mouth and usually does not cause much illness. If the child is over 1 year, the doctor will put the vaccine on a sugar cube for the child to eat.

The newest vaccine is to prevent measles. This is given in one shot. It may cause a little fever and crossness.

Be sure your baby gets all these inoculations, and be sure you keep a record of them for your child to have when he is older.

Vocabulary:

appetite (ap′ ə tīt) – a feeling of being hungry and wanting to eat
booster (büs′ tər) – an extra shot after some time has passed.
diphtheria (dif thēr′i ə) – a dangerous disease of the throat, which closes off the breathing
disease (də zēz′) – sickness, illness
inoculation (in ok ū la′ shən) – a way of giving someone a very weak form of a disease, so that he will not get the real disease later. This is usually done with "shots," but there are other ways also.
measles (mē′ zəlz) – a disease causing a cold, fever, and red spots on the skin. This disease can have "after-effects" such as deafness, heart trouble, and others.
polio (pō′ li ō) – a disease of the brain and spinal cord. It can cripple or kill a person.
prevent (pri vent′) – to keep from happening
record (rek′ ərd) – information put down in writing and kept for the time it will be needed
scab (skab) – a hard spot that comes over a sore when it is healing
smallpox (smôl′ poks) – a disease with high fever; it makes tiny blisters that leave very bad scars over the body and face
tetanus (tet′ ə nəs) – called lockjaw – a dangerous disease which stiffens the muscles and closes the teeth together, so the person cannot eat or drink
vaccination (vak sənā′ shən) – inoculating with a vaccine to prevent a certain disease. A vaccine has in it weak or dead germs of the disease.
whooping cough (hüp′ ing kôf) – a dangerous disease which leaves a very, very bad cough for several months. In the old days children often died from it.

Assignment:

1. What are inoculations?
2. Why is a record of baby's inoculations so important?
3. What do D P T shots prevent?
4. Babies now get vaccines to prevent three different diseases. What are they?
   a.
   b.
   c.

Childhood Diseases Lesson 2

Objective: To learn about common diseases that many children get.

Information: Some diseases are easily passed (given) from one person to another. A child may play with another child who has the germs in his body, and one child "catches" the disease from the other. Diseases that are passed from person to person this way are called contagious or communicable diseases. The common cold is an example of a contagious disease.

Most children will get some communicable diseases, usually in the first year or two of school.

A child with a communicable disease should be separated from other members of the family until the danger of passing the disease to others is over.

If the disease is very contagious and dangerous, his house may be quarantined. This means that no one in the family will be allowed to leave the house and no one from outside may come into it.

Because children with these diseases are usually cared for in the home, we will learn a little about the most common of these diseases.

Chickenpox begins with a fever and poor appetite. Then an itchy rash with blisters breaks out on the skin. If scratched they will leave big scars. The doctor will give medicine to ease the itching. The blisters will scab over and dry up in one to three weeks. The child must be kept inside until the scabs have fallen off.

Mumps. The salivary (spit) glands in front of the ear get big and sore, and the child may have fever, sore throat, and earache. The child must be isolated for 10 days to 2 weeks. If a man or woman gets mumps, it is much worse. Mumps can cause damage to their reproductive (baby-making) systems.

Whooping cough. Since almost all infants are given whooping-cough shots at about 1 month of age, most children no longer get it. However, if a

child gets whooping cough, he should be carefully cared for to keep him from choking at night and from developing pneumonia. It takes a child about 6 or 7 weeks to get over the whooping cough.

Measles. Not very long ago, almost every child got measles. Now, the measles vaccine should get rid of the disease soon. A child with measles will be isolated for 2 to 3 weeks. Rest and good care are needed to prevent serious damage to eyes, ears, or heart.

Rheumatic fever is not a communicable disease. However, it is the second biggest killer of young children. It damages the heart and comes back again and again. The exact cause is not known, but the child usually has a "strep" throat before having rheumatic fever.

The disease itself starts with pain in the arms and legs. A fever starts. Then the joints swell and get very painful.

The treatment is a long rest in bed. A pain-killer such as aspirin may be prescribed by the doctor. Anyone in the home with a cold or other disease must be kept away from the one with rheumatic fever. The bed-rest may be needed for as long as a year. A certain blood test by the doctor is the only way of telling how soon the child can get up.

Impetigo. is a very contagious skin disease. The skin gets blisters with pus; these make scabs and dry up. The child must be isolated to keep from giving it to other children. The doctor usually prescribes an antibiotic cream to heal the sores.

Ringworm is another contagious skin disease. It spreads in a circle and is very hard to cure. To treat it wash with special soap and use a powder called Desenex. It may take a long time to cure .

Vocabulary:

antibiotic (an′ ti bī ot′ ik) – a medicine made by tiny living things. It kills certain harmful germs

blisters (blis′ tərs) – little baglike places that raise the skin. They are filled with a liquid, called pus.

communicable (kə mū′ nə kə bəl) – that can be passed (given) from person to person

contagious (kən tā′ jəs) – easily spread from one person to another; communicable

cream (krēm) – a soft, oily medicine that can be spread on the skin

damage (dam′ ij) – harm or injury; to cause harm or to injure

disease (də zēz′) – sickness; illness

isolate (ī′ sə lāt) – to keep alone, away from other people

joint (joint) – the place where two bones meet, like an elbow, wrist, or knee

pus (pus) – a thick liquid that fills pimples and sores

quarantine (kwôr′ ən tēn) – to keep all others away so as not to pass a disease. A house may be quarantined. (Not used much today except for smallpox and diphtheria.)

rash (rash) – a breaking out of small red spots on the skin

reproductive (rē prə duk′ tiv) – having to do with making babies

salivary glands (sal′ ə ver′ i) – small things around the inside of the mouth which make saliva (spit)

separate (sep′ ə rāt) – to keep away from others

treatment (trēt′ mənt) – the way something is treated or handled

Assignment:

1. What is a *communicable* disease?
2. What do we mean by *isolate?*
3. What do we mean by *quarantine?*
4. What are the most common childhood diseases?
5. Why is rheumatic fever so dangerous?
6. What is the treatment for rheumatic fever?

Fear of the Doctor and Dentist — Lesson 3

Objective: To help a child get over a fear of doctors and dentists.

Information: Young children sometimes have a fear of the doctor or dentist or both. If the doctor has given him shots, he may become very much afraid of him. The dentist's office is full of mean-looking tools, and the dentist also hurts you.

Many doctors and dentists now prevent some of this by rewarding a child with a balloon or toy when the doctor has finished. Other doctors have a nurse or assistant give all the shots.

Here are some ways of helping a child get over these fears:

1. Never appear afraid yourself.

2. Treat a visit to the doctor or dentist very calmly. This teaches the child that it is something he *must* do even though he doesn't like it.

3. Be quick to praise a child who tries to be brave in the doctor's or dentist's office.

4. Visit the doctor (when the fear is very bad) *between* the visits when the child must have shots or other painful treatment.

5. Choose a friendly, pleasant doctor who really *likes* children.

6. Never talk about the painful or unpleasant things a doctor must do when the child can hear you.

The child's first visit to the dentist should be a get-acquainted check-up visit. Any dental work should be done at a later date, not at the first visit. Be sure you choose a friendly, patient dentist for the child.

Vocabulary:

acquainted (ə kwain' təd) – knowing (someone). To get acquainted with someone is to get to know him

appear (ə pēr′) – *seem* to be (to someone else)
appointment (ə point′ mənt) – a date to see someone
assistant (ə sis′ tənt) – someone who helps another in his job
check-up (chek′ up) – a careful examination
praise (prāz) – saying that a person is good
reward (ri wôrd′) – to give some kind of payment (for doing the right thing)

Assignment:

1. Name five ways you can help prevent fear of the doctor or dentist in a child.
2. Should you wait until a child really needs a dentist before making an appointment? Why?

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Accidents Lesson 4

Objective: To learn about children's accidents. To learn how to prevent accidents and what to do if an accident happens.

Information: All children have accidents. It is part of growing up. Children move quickly and do not think of danger. It is the mother's job (or a baby sitter's job) to keep a constant check on the baby. This is most important when he learns to crawl or walk and until he is old enough to understand some of the dangers around him.

You can prevent some accidents by moving breakable and dangerous objects out of the baby's reach. Also, keep all medicines and cleaning products where baby cannot get at them.

It is very bad for the baby's mental development to keep him always in a play pen. The mother should take some time each day to let the baby play, explore, and learn, *while she watches him*. When he is tired or the mother is very busy, a play pen is the best place for the baby.

Babies see very small objects as they crawl around. They often put everything into their mouths or noses. This means the mother must do a good job of housecleaning. She must watch the baby every moment he is crawling or toddling around.

Babies have no fear of animals, water, electricity, fire, machinery, or anything. It is the mother's job to keep the baby from harming himself with these things. She must also teach him not to bother things that can hurt him, like animals.

A quiet or timid baby may learn by being told "Don't touch," but a lively, curious baby must be handled differently. He must be watched much more closely to avoid accidents.

Even when they are watched, most babies get hurt at some time. There are two important rules to remember when the baby is hurt:

1. Don't panic. Stay calm. Never let a child think you are afraid. This only frightens the child more.

2. Give first aid (if needed) until a doctor can come to the baby (or rescue squad or ambulance).

Vocabulary:

accident (ak′ si dənt) – something bad that happens suddenly
ambulance (am′ bū ləns) – a large car that takes hurt people to a hospital
breakable (brāk′ ə bəl) – easily broken
check (chek) – looking at to see if (something is) all right
constant (kon′ stənt) – never stopping
curious (kūr′ i əs) – wanting to know about a lot of things
danger (dān′ jər) – thing that may cause harm
explore (eks plôr′) – look into things so as to learn about them
first aid (fėrst′ ād′) – treatment given to a hurt person before the doctor comes
frighten (frī tən) – to scare; make (someone) afraid
lively (līv′ li) – full of life; very active – always moving
mental (men′ təl) – of the mind
object (ob′ jekt) – a thing that can be seen or touched
panic (pan′ ik) – become so frightened that you cannot act properly
reach (rēch) – a stretch with the arm to get something
rescue squad (res′ kū skwod) – a group of people trained to give first aid and to move injured people
timid (tim′ id) – easily frightened; shy
toddle (tod′ l) – walk with short, unsteady steps, like a very young child

Assignment:

1. Tell five ways babies can have accidents when crawling or toddling. Tell how each could be avoided.
2. What two rules must the mother remember if the baby is hurt?

First Aid — Lesson 5

Objective: To learn basic first aid for the most common accidents of children.

Information: Learning first aid well takes a long time. Here we will learn only a few of the first-aid treatments for things that can happen to babies and small children.

Artificial respiration The best way to start breathing is the mouth-to-mouth way. If an injured baby or child is *not breathing:*

Mouth-to-Mouth Resuscitation

1. Lay him on his back.

2. Lift his neck so that his head is *straight back* with his chin pointing *nearly straight up*. Use a pillow or shirt or some cloth to maintain position. The tongue must not be permitted to drop back in the throat.

3. Put your mouth over his *nose* and *mouth* if he is very small. Otherwise put your mouth over his mouth and block his nose with your cheek to prevent leakage of air.

4. Blow *gently* into his nose and mouth. In a baby, blow only with small puffs from your cheeks, not from your lungs.

5. Lift your head. Count 3.

6. Blow *gently* again into his nose and mouth.

7. Keep doing this until his chest rises and falls by itself.

8. If the child begins to vomit, turn him quickly on his side. Clean his mouth out with your hand, a towel, or a handkerchief. Check the position of the tongue.

9. Turn him on his back again and start the mouth-to-mouth respiration again.

10. Get help! *Never stop* the respiration until a doctor or first-aid squad can get to the child, or until he begins breathing again.

Bites – animal

1. Wash the wound at once under running water to get the animal saliva out of the wound.

2. Then wash with the sterile gauze, soap, and water.

3. Cover with sterile bandage and take the child to a doctor or hospital emergency room, *immediately*.

Bleeding (How to stop)

1. Have the person lie down. Press a sterile gauze dressing, or sanitary napkin, or clean folded towel firmly against the wound. If this gets wet with blood, lay a clean bandage over it and keep pressing hard.

2. If the wound is in the arm or leg, cut off the blood supply by pressing under the upper arm or inside the upper leg. This stops the blood from going to these parts.

3. When bleeding has stopped, bandage the dressings in place firmly. Call a doctor or take the person to a hospital.

Broken bones

1. Call a doctor.

2. Do not move the person.

3. Keep the person warm and give a little warm liquid. Put an ice bag on the painful part.

4. If there is bleeding, stop it if possible.

Burns

The treatment for all minor burns is to put the burn in cool water until the pain is gone.

The treatment for major burns or scalds is:

1. If the clothing is on fire, smother it by rolling the person in a rug or coat or blanket.

2. Keep the burned person lying down.

3. Call a doctor or ambulance.

4. Cut the clothing away from the burned place.

5. Wash your hands well.

6. Cover the burn with thick pads of dry sterile gauze or clean sheets or towels.

7. Give first aid for shock if necessary.

Choking:

Small round objects (like marbles, coins, beads, or buttons) that children swallow usually pass through a child with little or no problem.

Sharp or straight objects (bobby pins, pins, open safety pins, bones) are dangerous. Take the child immediately to the nearest doctor or hospital.

If something is stuck in a child's throat, get him to cough if possible. If he cannot cough, hold him head down and slap him between his shoulder blades; or bend him, head down, across a chair and slap him. If breathing stops, give mouth-to-mouth resuscitation.

If the object does not come out, take him to a doctor, even if he does not choke anymore. The object may have been sucked into the lungs.

Cuts, scratches, abrasions

The greatest danger from cuts and scratches is the chance of infection.

1. Wash your hands.

2. Using sterile gauze, clean the wound with soap and water.

3. Put an antiseptic solution on the wound.

4. When this is dry, cover the wound with a sterile bandage.

Fever

Children have high fevers with minor illnesses such as colds. If a child's fever goes as high as 101°, it is always best to call a doctor. If the temperature keeps going up, a sponge bath will help. If the temperature gets as high as 103.5°, sponge or alcohol baths and aspirin should be given. A child with this temperature may have a convulsion, which can damage the brain.

Head-injury

Small children fall very often. They can get head injuries.

Symptoms (signs) of head injury are:

1. Child is dazed or unconscious.

2. Bleeding from the nose, mouth, or ears.

3. Pulse (heartbeat) is fast but weak.

4. The pupils of the eyes are of different sizes. (Usually they are the same size.)

5. Headaches or dizziness

6. Child cannot remember what happened.

If you think the child's head may be injured:

1. Call a doctor.

2. Keep the child lying down.

3. Cover him to keep him warm.

4. If he is unconscious or strangling, turn his head to the side so blood or saliva (spit) can drip from the side of the mouth.

5. Don't let him get up, sit up, or walk.

6. Don't give him alcohol, coffee, or tea.

7. Don't leave him by himself, even for a moment.

8. Put an ice cap on the swelling.

Nosebleed

1. Have the child sit quietly with his head back.

2. Press the nostrils together for five minutes.

3. If bleeding doesn't stop, slip a folded paper under the upper lip and press the lip firmly against it.

4. If bleeding still doesn't stop, take the child to the doctor or hospital emergency room.

Poisoning by mouth

1. If you know what poison the child has taken, give the antidote immediately. The antidote is printed on every bag, bottle, or box which has poison in it.

2. Call the doctor. Tell him the poison and do as he says.

3. If you *do not know* what the child has taken, give him two or three glasses of milk or water to weaken the poison in his stomach. You do not want him to vomit.

4. Get him quickly to the doctor or to a hospital emergency room.

5. If you have it, take the bag, box, or bottle to the hospital so they can find out what poison was in it.

Electric shock

Children sometimes stick things into electric outlets, or chew or play with electric cords. This could kill the child from electric shock.

1. *Don't* touch the child yourself. The electric current can come *through him* and *into you*. You will not be able to move.

2. *Stop the electricity* by turning off the switch or turning off the main switch or pulling out the electric plug.

3. As soon as you have stopped the electricity, see if he is breathing. If he is not, give mouth-to-mouth respiration right away.

4. Get medical help immediately – a doctor, rescue squad, or ambulance.

Sunburn

Put the child in a tub of cool water with baking soda in it. Don't let him go into sun again until the sunburn has healed. You can buy spray antiseptics for sunburn to ease the pain.

Stings

1. Bee stings
   a. Lift out the stinger.
   b. Mix an egg white and baking soda to a paste.
   c. Put this paste mixture on the sting.

2. Wasp and hornet
   a. Wasps and hornets do not leave a stinger.
   b. Mix the same paste as above.
   c. Cover the sting with this paste.

If the place swells a lot, or if the child gets nauseated or gets fever, rush him immediately to the nearest doctor or hospital. He may be allergic to the poison of stings.

Vocabulary:

abrasion (ə bra′ zhən) – a place scraped off by rubbing
alcohol (al′ kə hôl) – a liquid used for cooling. This kind of alcohol is very poisonous if you drink it
allergic (ə lėr′ jik) – harmed by something that doesn't harm most people
antidote (an′ ti dōt) – a medicine or remedy to act against a poison
antiseptic solution (an ti sep′ tik sə lü′ shən) – a liquid to kill germs and prevent infection
artificial respiration (är tə fish′ əl res pər ā′ shən) – getting a person to start breathing after he has stopped breathing. (artificial = not natural; and respiration = breathing)
baking soda (bāk′ ing sō′ də) – a powder used in baking and for other things also
basic (bā′ sik) – most important
choke (chōk) – not be able to breathe because something is stuck in the throat
common (kom′ ən) – happening very often; usual
convulsion (kən vul′ shən) – a hard shaking all over that a person cannot stop
dazed (dāzd) – "mixed up," confused; not sure of what is happening
dizziness (diz′ i nis) – a feeling that things are spinning around you, or that you may fall down; staggering
dressing (dres′ ing) – something put on a wound or sore
emergency room (i mėr′ jən si) – a place in a hospital for injured people who need immediate care
fever (fē′ vər) – a high temperature of the body

gauze (gôz) – thin cloth used for bandages
infection (in fek′ shən) – a disease caused by germs that got into the body
major (mā′ jər) – very important
minor (mī′ nər) – not very important
nostrils (nos′ trəls) – the two openings in the nose
outlet (out′ let) – place in a wall for an electric plug
paste (pāst) – a soft mixture
poison (poi′ zən) – something that could make you very sick or could kill you if it gets into your body
pupil (pū′ pəl) – the opening in the eye that looks like a black circle
pulse (puls) – the heartbeat as you feel it at the wrist (or some other place in the body)
resuscitation (ri sus ə tā′ shən)– bringing back to life when breathing has stopped
rise (rīz) – go up; get higher
saliva (sə lī′ və) – liquid that comes into the mouth; spit
sanitary napkin (san′ ə ter i nap′ kin) – a thick pad used during a woman's menstrual period
scald (skôld) – a burn from hot water, hot oil, steam, etc.
smother (smuTH′ ər) – take away air (so a thing can't burn)
sterile (ster′ əl) – having no germs in it
strangling (strang′ gling) – choking; not being able to breathe
supply (sə plī′) – the amount that can be used
swell (swel) – get very large
temperature (tem′ pər ə chər) – how hot (or cold) something is
unconscious (un kon′ shəs) – not knowing what is going on around you
wound (wünd) – a hurt place made by cutting, shooting, biting, etc.

Assignment:

1. Why must the mother know how to give first aid?
2. When would you give artificial respiration?
3. Is it all right to move a person with a broken bone?

Baby Rashes — Lesson 6

Objective: To learn about rashes common to infants and small children.

Information: When the baby has any kind of a rash, take him to your doctor. Rashes are very hard to identify. Sometimes even doctors make mistakes with different kinds of rashes.

Blue-skin mottling – small babies with very pale skin often have mottled skin when they are undressed or too cool.

Diaper rash This happens to most babies at some time during babyhood. Most diaper rash is caused by ammonia, which forms on the diaper when it is wet. To prevent diaper rash, diapers should be boiled, or washed in antiseptic water, and then dried *in the sun.*

To heal diaper rash:

1. Be sure all diapers and baby shirts are boiled, or washed in antiseptic.

2. Change diapers soon after they get wet.

3. Use one of the following at each diaper change:

   a. Diaperene cream
   b. Diaperene powder
   c. All-purpose flour *which has been browned in a pan and cooled.*

4. If the rash is very bad:

   a. In summer –

      Put baby on folded sheets or pads, with no diaper on him, for several hours each day.

      Expose his bottom to direct sun for 2 to 10 minutes (with no diaper on him).

b. In winter –

Put the baby on folded sheets or pads, with no diaper on him, in a very warm room. You may put a receiving blanket across him.

Be sure his bottom is kept as dry as possible.

Mild face rashes appear on many babies in the first few months. They are not usually harmful. Be sure the baby's washcloth is sterile when washing his face.

Prickly heat comes on the baby's face, neck, and creases in the skin in hot weather. Pat the baby with a mixture of water and baking soda two to three times a day. Or dust him with cornstarch. In very hot weather, take off his clothes and cover him only lightly when he is sleeping.

Cradle cap is a scaly skin disorder on the baby's head. The best treatment for cradle cap is cleaning the baby's head with baby oil and cotton instead of washing the head each day. Keep soap and water off the head until the cradle cap has cleared up.

Eczema appears as dry, scaly, itchy places on the skin. The spots start to ooze. Eczema is caused by an allergy, often to some food. A doctor must **diagnose** and treat eczema.

Hives are large, red, itchy spots caused by allergies. It helps to bathe the baby in water with baking soda in it. Hives, like eczema, should be treated by a doctor.

Vocabulary:

allergy (al′ ər ji) – something that bothers one person's body but doesn't bother most people
ammonia (ə mōn′ ya) – a strong-smelling gas formed by the urine in diapers
antiseptic (an tə sep′ tik) – a liquid that kills germs or prevents them from growing
diagnose (dī′ əg nōs) – identify as a certain disease
disorder (dis ôr′ dər) – a mild sickness or disease

identify (ī den′ tə fī) – recognize; know
mottling (mot′ ling) – spots or streaks of color
ooze (üz) – leak, drip
rash (rash) – small red spots on the skin
scaly (skāl′ i) – covered with thin bits of skin (something like the scales on fish)
sterile (ster′ əl) – free from living germs

Assignment:

1. List five rashes the baby may get when he is small.
2. Tell how to treat each of them.

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The Baby at the Age of 1 and 2 — Lesson 1

Objective: . To learn what to expect from 1- and 2-year olds.

Information: The baby changes very much during this time. He learns to walk, he learns to talk. He begins to understand right from wrong. He learns to feed himself (sometimes sloppily). He learns how to control his bowels and stay dry. And he goes through a period (time) of saying "No" to everything.

He is curious and must be watched constantly because he does not yet know the dangers he may get into. He loves to wash and bathe and is not usually afraid of water at all. He loves to build with simple toys.

You can see he is pretty busy, and so is his mother! It is the mother who must manage him and see that he learns all of these things.

We have already talked about learning to control his bowels and about learning to feed himself. Learning to walk and talk come naturally to him. But remember that baby will imitate what he hears. So do not use "baby talk" to him. Speak to him the way you would speak to an adult.

He must be taught right from wrong gradually. Do this by talking to him and by punishing him when he is doing wrong. Remember – only punish a child when you are *sure* he knows that what he is doing is *wrong*. Many times children this age don't understand when something is wrong or dangerous. Be sure he knows that a thing is right or wrong.

The kind of punishment is chosen by the parents. A quick but firm slap on the bottom is usually a fair punishment. It should be done *at the time* of wrong-doing. Don't wait until later and expect your 2-year-old to remember why he is being punished. And *do* discipline your child even when you have visitors or are away from home.

Be consistent. If he does something wrong today and is punished, and does the same thing tomorrow and is not punished, he soon gets confused.

As much as possible, both parents should share in the baby's training. Both parents should agree on what is fair punishment for wrong-doings.

Vocabulary:

confused (kən fūzd′) – mixed up; not able to understand things
consistent (kōn sis′ tənt) – the same each time
constantly (kon′ st ənt li) – all the time
control (kən trōl′) – hold back and then let go
curious (kūr′ i əs) – eager to learn about things
discipline (dis′ ə plin) – train; punish
fair (fär) – not too easy and not too hard – just about right
gradually (graj′ ü əl li) – little by little
imitate (im′ ə tāt) – try to be like (someone); copy (someone)
manage (man′ ij) – to see that (a person) does what you want him to do: control; direct
naturally (nach′ ə rəl i) – without being taught
period (pēr′ i əd) – a certain amount of time
training (trān′ ing) – teaching (baby) how you want him to act.

Assignment:

1. What is the baby like at 1 and 2 years?
2. How does the baby learn right from wrong?
3. How can the parents share in the baby's training?

The Years 3 Through 5 Lesson 2

Objective: To learn what to expect from children aged 3 through 5.

Information: A 3-year-old is a wonderful child to watch. He can now control his hands and feet. He can eat and help dress himself. He can speak short sentences, and he understands the adults around him. He likes simple stories and nursery rhymes. He is eager to do what his mother wants him to do. He is curious and he is fun.

At 4 he is the most curious about everything around him. He now likes to play with other children and can talk for hours. He likes stories and simple comic books. He can run, jump, climb, throw a ball, and build a house of blocks. He likes to do many different things for short periods of time.

When he is 4 he has grown up a lot. He likes to cut, paste, and draw. He takes an interest in his clothing and loves to dress up. Now he would rather play with other children than be with adults. He likes to "help" adults with their work, but wants to play with children. He has become dependable and does what is expected of him at home.

At 3 he usually does what his parents say because he wants to please them.

At 4 he will want to know "why" he should do things. He should have a simple explanation if it is possible.

By 5 he knows why he should obey and usually is willing to obey because he likes to be helpful.

There are several things to remember in managing a child from 3 through 5:

1. *Be consistent*, as for children of any age.

2. *Never lie to a child.* Always tell him the truth in a simple way which he can understand.

3. *Never make a promise to a child if there is any doubt* about keeping the promise. The quickest way to turn your child away from you is by breaking promises. He cannot trust you if you do not keep your promises.

4. *Enjoy your child.* Let your child enjoy you as a parent.

Vocabulary:

control (kən trol′) – manage; make (things) do what you want them to do
dependable (di pen′ də bəl) – willing to do as told
explanation (eks plə nā′ shən) – telling why a thing is so
obey (ō bā′) – do what you are told to do
trust (trust) – believe in; depend on; expect (someone) to be always fair and honest
wonderful (wun′ dər fəl) – causing wonder; marvelous; great

Assignment:

1. What is a 3-year old child like?
2. How do you manage a 3-year old?
3. What should you do when your 4-year old asks "why"?
4. Why does a 5-year old usually obey?
5. List 4 rules for managing a child from 3–5.

From 6 to Adolescence — Lesson 3

Objective: To learn what to expect from the time your child goes to school until he is a teenager.

Information: Starting school is a big and important step in your child's life. If he is an outgoing, well-rounded child, he should not have any problems in starting school. If he is a *timid, pampered,* or unsociable child, he may have trouble when he goes to school.

By his 4th and 5th years, be sure your child has learned:

To dress and undress himself
To hang up his clothes
To go to the bathroom alone.
To put away and care for his toys and other things.
To help with the family jobs.
To go on errands.
To answer the phone.
To properly meet visitors.
To join in conversations.
To play with other children.
To cross streets safely.
To obey rules.
To obey those in charge.

Once your child is in school, he will change. His parents and home will be less and less important to him as he grows older. He should also begin to say what he wants to say more easily. He should learn to plan and do things on his own. Give him a chance to be himself and think for himself. Always remember that, even when he is on his own, he will often do things that he has seen *you* do.

When he is about 10 to 12, he becomes even more independent of parents

and may argue a lot with parents. This is part of growing up, but it must be handled with a sense of humor and with good explanations. A child of this age needs to know *why* things are right or wrong, and *why* you feel as you do about his activities. Some children will need careful discipline at this age or they become very rebellious and become troublemakers in their teen years.

So between 6 and 13, you become a protector, teacher, and guide for your child more than someone to train him. He needs your love and approval. He needs fair discipline and treatment for his mistakes. He needs to know you will love him *even when he is wrong.*

Vocabulary

activities (ak tiv′ə tiz) – actions: things you do
adolescence (ad′ə les′ əns) – the time that a child's body starts to mature so that the child becomes a man or woman
approval (ə prüv′ əl) – being pleased (with someone); thinking (someone) is good
argue (är′ gū) – to disagree or make objections to things; to discuss something with someone who disagrees
conversation (kon vər sā′ shən) – friendly talk; talking together with others
discipline (dis′ ə plin) – training to do the right thing; control
errand (er′ ənd) – a trip to do something; what one is sent to do
explanation (eks plə nā′ shən) – a telling of why something is so; giving the reasons for something
guide (gīd) – a person who shows the way, leads, or directs
in charge (chärj) – having the care of others. (A teacher is in charge of the class: a baby sitter is in charge of the baby.)
independent (in di pen′ dənt) – not wanting help from others
on his own – by himself; with nobody to tell him (what to do)
outgoing (out′ gō′ ing) – person who gets along well with other people
pampered (pam′ pərd) – "spoiled": given too much
plan (plan) – to think ahead of time what you are going to do
protector (prə tek′ tər) – one who keeps (others) from danger
rebellious (ri bel′ yəs) – always saying "no"; not agreeing with anything; hard to manage; disobedient
sense of humor (hū′ mər) – ability to see the funny side of things – even serious things
teenager (tēn′ āj ər) – a person 13 to 19 years old
timid (tim′ id) – easily frightened; shy
troublemaker (trub′ əl māk′ ər) – one who makes a lot of trouble for others
unsociable (un sō′shə bəl) – not getting along with others very easily

Assignment:

1. What should your child be able to do before he goes to school?
2. How does he change between 10 and 12?
3. What is the job of the parent when the child is between 6 and 13?

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What Will He Be Like? Lesson 1

Objective: To get a general picture of what your child will be like.

Information: A young woman should take a good, serious look at herself and at the man she expects to marry. Think of yourself as a wife. Really study yourself. What do you see? What kind of person are you? Think it over very carefully. Your children will someday be very much like you and your husband, because children do the things they have seen while they are growing up.

A child imitates a parent's walk, talk, and actions. He will act as he sees his parents acting. It does no good to tell a child to act in a good way and then you act in a bad way yourself. The child does what he *sees done*, not what he is *told to do*.

This is why parents who are mean, who lie and cheat, who do whatever they can "get away with," can expect the children to do the same as they grow older.

Other people also influence your children's lives. Some of them are teachers ministers, scout leaders, etc. But parents have much more influence than all of these together.

Vocabulary:

general (jen′ ər əl) – over-all
imitate (im′ ə tāt) – try to be like (someone else); copy (someone else)
influence (in′ flü̈ əns) – change someone by words or teaching or actions
mean (mēn) – nasty; not kind; acting bad to others
serious (sēr′ i əs) – thoughtful

Assignment:

1. Who are some people who influence a child?
2. Which of these have the greatest influence?
3. What will a child be like?

Birth to 2 Years — Lesson 1

Objective: To learn how to keep your child usefully occupied from infancy to 2 years.

Information: A child learns by *playing*. Play is as important to a child as work is to his parents. When the tiny infant watches his fingers and toes, passes a block from one hand to the other, studies himself in a mirror – he is learning about the world around him.

To help a child learn and develop, his toys must be chosen so that he is learning on his own level. Toys that are too difficult for his age or mental growth only make him unhappy and make him feel like a failure.

For the first 2 years, simple block toys, boxes, mother's pots and pans, simple plastic toys, and soft dolls and animals are good. He loves to build with blocks and fit pans into each other and bang lids on them. Boxes are much more interesting than expensive toys. Simple push-toys, with a bell or music as he pushes, will interest him.

Be sure that all toys are easy to handle, have no small parts to break off, are painted only with non-poisonous paints, and can be chewed, hammered, and used hard without hurting the baby.

Vocabulary:

chosen (chō′ zən) – picked out from others
expensive (eks pen′ siv) – costing a lot of money
failure (fāl′ yər) – someone who cannot do things well
interesting (in′ tər is ting) – holding his interest or attention
level (lev′ əl) – where he is now, not where he will be later on
non-poisonous (non poi′ zən əs) – containing no poison. (If you paint a toy yourself, be sure the paint is safe for baby.)
occupied (ok′ ū pīd) – busy doing something
usefully (ūs′ fəl i) – so as to get some good out of it

Assignment:

1. What is the baby doing when he plays?
2. Why should the baby have simple toys in his first 2 years?
3. All toys should be:
   a.
   b.
   c.
   d.

The Years From 2 to 6 — Lesson 2

Objective: To learn how to keep your child usefully occupied from 2 to 6.

Information: As your child grows, what he sees and understands around him grows, too. Now is the time for simple dolls and doll furniture and for trucks, cars, and lots of blocks. Blocks of all sizes and shapes are wonderful for any child from 2 to 8. They are a good way of helping your child's imagination to develop.

Again, remember to keep toys simple, but not babyish. And when your child is playing, even though he has trains mixed up, doll clothes and furniture wrong, leave him alone. He learns by mistakes and by having to think to correct these mistakes. Remember, *he* is playing, not *you*.

As he gets older and plays with other children, he gradually gets things in place and corrects his mistakes – by himself.

Vocabulary:

babyish (bā′ bi ish) – like a baby; childish
gradually (graj′ ü əl i) – little by little
imagination (i maj ə nā′ shən) – forming pictures in the mind of things not really there; playing "make believe"
understand (un dər stand′) – get the meaning of; know well

Assignment:

1. What kind of toys should your child have from 2 to 6?
2. Why should parents let the child play in his own way most of the time?
3. As he grows older, how does a child's play improve?

The Years From 6 to 10 — Lesson 3

Objective: To learn what keeps your child's interest from 6 to 10.

Information: When your child goes to school he becomes part of a group. This carries over into his life at home. Between 6 and 10 he enjoys games and play with other children, such as running, jumping, and chasing games. He also likes wheel toys such as bicycles and skates. He learns to wrestle and fight. And he loves parties, although his behavior at a party may be poor. He is generally happy, although he will have times when he is bad. Most children learn to read at this time, and if guided by the parents, will take an interest in books.

In the 8th or 9th year, he likes clubs and groups (such as Scouts). He is more careful in picking his friends now than before. He plays many group games of imagination and action, such as "cowboys and indians". His interest in comics, radio, and TV grows rapidly.

His manners at this time are often very poor at home, but may be better away from home. About this time he begins to understand the different roles of mother and father. He becomes more modest when around his parents and others.

By 10 your child will prefer to be with his own sex, while looking down on the other sex. This is the time of "gangs" or "clubs" of special friends. About this time adults begin to be outsiders, or even "the enemy".

Parents will do well to keep a ready sense of humor from the time their child is 10 until he is grown. Guidance and discipline are necessary, too, but a good laugh or joke does much more to keep the child–parent relationship a happy one.

Vocabulary:

behavior (bi hāv yer) – way of acting
chase (chās) – run after (someone) to try to catch him
discipline (dis′ ə plin) – training of the mind; training to do the right thing
enemy (en′ ə mi) – one you are fighting against

guidance (gīd′ ɔns) – guiding; leading; directing

modest (mod′ ist) – choosing to cover up the body in front of other people

prefer (pri fėr) – to choose one thing rather than another; to like one thing better than another

outsider (out sīd′ ɔr) – someone who does not "belong", and with whom you do not want to share your feelings

relationship (ri lā′ shɔn ship) – connection between persons or groups

role (rōl) – the "part" played by a person. It could be a part in a play or a part in life.

wrestle (res′ ɔl) – a kind of fighting where each one tries to throw the other to the ground

Assignment:

1. What will your child be like from 6 to 10?
2. What will he like to play?
3. What is a good and important thing for parents to develop in dealing with children from 10 to adulthood?

ACCESSION NUMBER: VT100702

PUBLICATION DATE: JAN74

TITLE: A QUEST FOR EXCELLENCE. 1973 ANNUAL REPORT.

DESCRIPTOR: *VOCATIONAL EDUCATION; *ADVISORY COMMITTEES; *ANNUAL REPORTS; *STATE PROGRAMS; *PROGRAM EVALUATION; STATEWIDE PLANNING

IDENTIFIER: *TENNESSEE

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 604

ABSTRACT: THE MOST SIGNIFICANT ACHIEVEMENT FOR VOCATIONAL EDUCATION IN TENNESSEE DURING THE YEAR REPORTED WAS THE PASSAGE OF THE COMPREHENSIVE VOCATIONAL EDUCATION BILL. THIS PIECE OF LEGISLATION INCORPORATES MANY OF THE THINGS THE ADVISORY COMMITTEE HAS BEEN RECOMMENDING FOR THE LAST THREE YEARS, I.E., THE EXPANSION OF SECONDARY PROGRAMS IN VOCATIONAL EDUCATION AND INCREASED CAREER GUIDANCE IN GRADES 7-12. THIS ANNUAL REPORT EXAMINES THE STATE'S GOALS IN RELATION TO THE NEEDS OF THE PEOPLE, REPORTS ON THE PLACEMENT OF GRADUATES, AND SUMMARIZES THE MANNER IN WHICH THE NEEDS OF INDUSTRY WERE MET. ATTENTION IS GIVEN TO THE NEED FOR INSTILLING THE WORK ETHIC IN THE CITIZENS BY PROVIDING A GREATER UNDERSTANDING OF OUR ECONOMIC SYSTEM. (AUTHOR/MU)

INSTITUTION NAME: TENNESSEE STATE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION, KNOXVILLE.

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1973 Annual Report/TENNESSEE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

A Quest for Excellence

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Introduction

The most significant achievement for Vocational Education during the past year was the passage by the Tennessee Legislature of House Bill 1203 and its companion Senate Bill 1091 referred to as "The Comprehensive Vocational Education Bill". This piece of legislation incorporates many of the things this Advisory Committee has been recommending for the past three years, i.e., the expansion of secondary programs in Vocational Education and increased career guidance and counseling in grades 7-12. This legislation requires each county in the State to submit a plan for Vocational Education which will be accessible to all high school students and planned to serve at least 50% of the students in grades 9 through 12. This Act also requires counseling in grades 7 through 12 at the ratio of one counselor for every two hundred students, and further requires that each of these counselors have "special competence in vocational guidance including some practical experience".

The Tennessee Advisory Council on Vocational Education heartily applauds the State Legislature for the passage of such a progressive piece of legislation and the Division of Vocational-Technical Education for its assistance in developing the data and laying the groundwork for its passage.

The Comprehensive Vocational Education Bill presents many challenges as well as opportunities. Along with the obvious challenge to implement this legislative mandate is an even more formidable challenge to continue to upgrade those programs already in operation and to maintain and improve the State and regional staff operations while at the same time assuring that the new programs are of a quality deemed acceptable.

As the Advisory Council prepared this 1973 Annual Report, it was aware that many of the deficiencies and recommendations reported may well be corrected by the "Comprehensive Vocational Education Bill". However, it was the feeling of the Council members that as this program moves from inauguration to implementation there will be many levels of interpretation; therefore, they felt it was important to establish the areas of their concern with the hope that this would have an impact on the decisions made during the implementation of the programs.

People

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Were the State's programs comprehensive enough to serve the needs of all the people?

Programs were provided in a total of 134 occupational codes in the State. Of this number 106 were for secondary students, 80 post-secondary, 98 adult, 118 disadvantaged, and 81 handicapped. This is considered to be a comprehensive statewide program even though there were local school agencies which were not identified as a special target group but had complete access to all programs at their appropriate individual level.

Elementary

During the past year, the Division of Vocational-Technical Education founded many model and demonstration-type projects throughout the state in an effort to create local concern for and knowledge of occupational awareness and orientation at the elementary level. In addition, many workshop and in-service programs for elementary teachers were coordinated or conducted by the State Staff. It is hoped that the statewide exposure to the Career Education concept will create enough local interest to insure the broad base of acceptance needed to implement the program. There is a great need for much more leadership from all sections of the State Department of Education for these programs. They need to be identified as a part of the total school programs and not merely another part of Vocational Education.

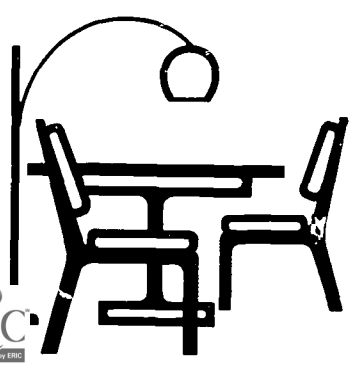

Secondary

There are over 1400 secondary vocational programs conducted in the State. Only one county has a limited offering of only one vocational program, twelve counties have two, and the remaining 82 counties have three or more programs. Counties with limited offerings are small rural counties. Preliminary enrollments indicate that 36.7 percent of the secondary students grades 9-12 are enrolled in vocational education, and over 19 percent are enrolled in occupational programs. This is the highest ratio since the early nineteen sixties. The goal has been set for 50 percent in occupational programs by the comprehensive vocational education legislation by FY 1978.

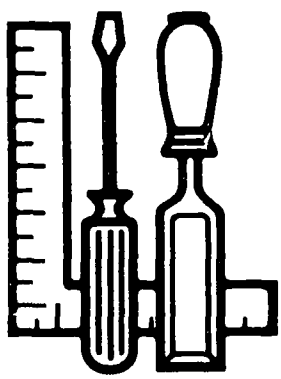

Post-Secondary

Twenty-seven area vocational-technical schools are strategically located so that a school will be in reasonable commuting distance for all persons desiring this level of training. It is estimated that this is from 90 to 95 percent efficient. The 3,300 plus on the waiting lists indicate lack of capacity even though they are strategically located. It is estimated that at least 85 percent of the state's population is within a commuting distance of one of the nine state community colleges, three technical institutes and the technical sections of the Knoxville and Tri-Cities Regional Vocational-Technical Schools. A feasibility study to determine the need for additional technical institutes in East Tennessee was authorized by the 88th General Assembly. It is felt that an excellent job has been done in locating the State's post-secondary institutions. The problem of capacity remains.

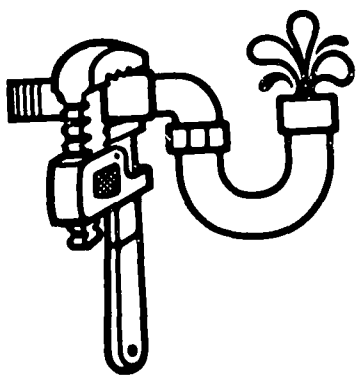

Adult

The Federal legislation of 1963 and 1968 made it clear that all people below the baccalaureate level were the proper concern and indeed the obligation of vocational education. This seems not to be fully accepted in Tennessee.

The Adult Basic Education group is being largely overlooked as a responsibility of vocational education. Over 1.2 million adults in Tennessee have not finished high school, and over 340,000 have not finished the eighth grade. Adult Basic Education is a special program, largely Federally financed, aimed at adults with less than an eighth grade education. Adult Basic Education classes enrolled over 17,000 adults last year in the State. In addition to teaching the tool skills, one prime purpose is to help adults of limited education prepare for employment although this program offers no occupational skill training directly. Vocational Education is expected to pick up where Adult Basic Education leaves off. There seems to be no systematic plan for doing so, although there were over 3,000 disadvantaged adults enrolled in vocational courses.

1973 POPULATION OF TENNESSEE 3,923,687

Percent of total population

Age 14-17 (Secondary) 308,584 Population	8%
Age 18-24 (Post-Secondary) 470,185 Population	12%
Age 25-64 (Adult) 1,743,850 Population	44%

VOCATIONAL ENROLLMENT

Percent of age group enrolled in Vocational Education

Age (14-17)	17%
Age (18-24)	4%
Age (25-64)	2%

The above figures are a clear indication that Vocational Education programs of Tennessee are reaching only a small percentage of its people. As has been mentioned previously, plans are underway to increase the secondary enrollments. The same must be done for the other two groups.

Were the State's Goals appropriate to meet the needs of all the people?

The goals for 1973 may have been appropriate in terms of what the Division felt they could accomplish with available manpower and facilities; however, the fact that many of the enrollment goals were surpassed would suggest that the goals were not valid in terms of the needs of students. According to the manpower needs and training output projections used in the State Plan, the Vocational Education supply would only fill approximately 35% of the need. This would indicate that the goals also fail to meet the employment needs.

- The number of new secondary programs begun during the year exceeded the projection by ten regular and eleven disadvantaged programs.
- Eight of the projected consumer and homemaking and three special handicapped programs failed to materialize.
- Secondary enrollment was approximately 10 percent below the goal; however, the secondary disadvantaged enrollment (including occupational programs and consumer and homemaking Home Ec.) was 46 percent below the goal, (21,116 of 39,192.)
- Enrollment of secondary handicapped was almost three times as great as the goal, or 192 percent above the goal, 1,475 goal; 4,304 reported.
- The adult enrollment was also approximately 39 percent above the goal.
- Eight of the nine curriculum projects proposed were wholly or partly completed.
- Each of the evaluation objectives were met or exceeded.
- All goals in Exemplary, Research, and Teacher Training were satisfactorily met.

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To What Extent Were Graduates Placed?

Placement services for secondary graduates, especially those from disadvantaged and handicapped programs, have been improved by the employment of placement coordinators. This program has operated only on a limited basis but has proven to be effective. Post-secondary institutions have staff personnel assigned the responsibility of job placement of graduates. This activity needs improvement and expansion.

In addition to staff personnel who are assigned to the job placement responsibility, the teachers in each designated area have a responsibility to place graduates from their programs. Extended employment for secondary and technical vocational teachers would enable the instructor to have more contact with the potential employer and to place graduates of employment. In cases where mobility is possible, coordination on a regional or state basis in job placement needs consideration. A follow-up on graduates placed in employment would be a responsibility of the faculty member and the job placement coordinator. This would enable the institution to receive feed-back regarding the nature and objectives of the program, and in many cases would show areas of weakness in the development of skill or the ability to get along with people.

Placement figures for post-secondary programs show only 68 percent of those either completing or leaving with marketable skill. It is felt that this low percentage is more a reflection of poor follow-up procedures than lack of job availability. The 68 percent only represents those who had jobs when they left the programs.

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Meeting the Needs of Industry

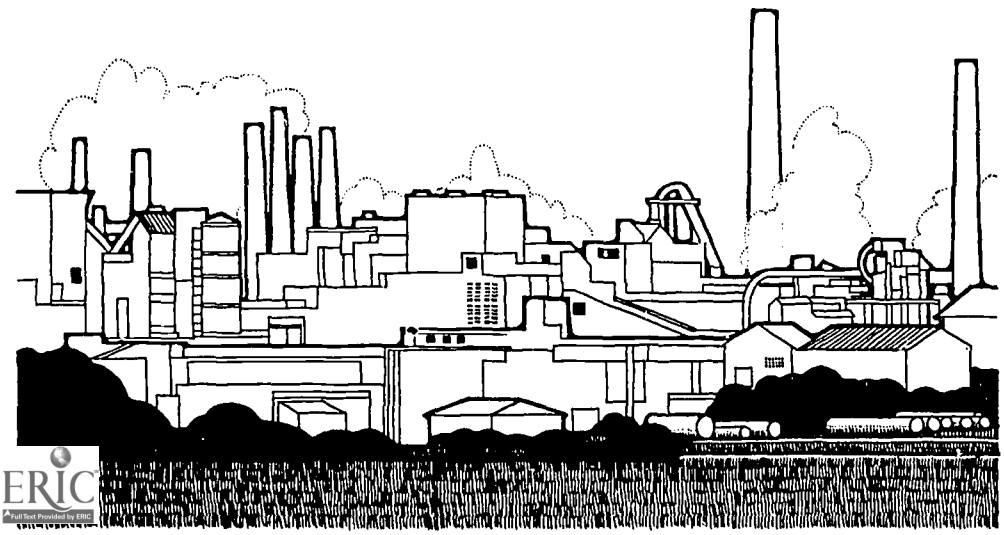

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The projected manpower expansion and replacement needs for 1973 were 65,714. It was further projected that the vocational output would be 23,963 or 36 percent of the needs. Other formal training institutions project an output of 2,442 or 4 percent of the needs. This results in 60 percent of the needs being met by employer on-the-job training, much of which is very informal. There is a great need for vocational education to increase its output.

The basic challenge is to make the total output of all training agencies in the state equal the manpower needs of the state's businesses and industries.

This of course requires accurate, up-to-date data on the state manpower needs and on the output of the state's Vocational Education programs as well as all other sectors doing training.

Current Employment

A comparison of the employment data used by the state during the past two years shows many very large discrepancies.

The 1973 figures compare somewhat more closely with the national data given in the Occupational Outlook Quarterly although the Tennessee patterns are not all expected to parallel the national pattern. However, as the distribution of some occupations closely parallels the general populations, certain of the 1973 data undoubtedly represents unacceptable errors.

Manpower Needs and Job Opportunities

The 1973 data on Manpower needs and Job Opportunities were arrived at through a long series of steps, some involving judgment. They may be the best obtainable within the financial and manpower resources available, but they fall far short of those needed for sound planning.

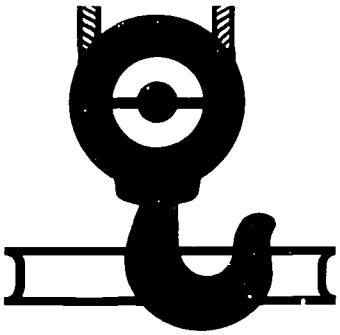

Projected Labor Supply

The vocational education output of the projected labor supply should be a reliable estimate as far as public institutions are concerned.

Again one is disturbed by the wide differences in projected vocational outputs only a year apart.

Such variations in output, fluctuating violently in either direction, are hard to explain. The one-year projection should be based largely on students already in school or at least on existing programs with some allowance for growth.

Other Sectors Output

Another very weak section is the "Other sectors output" of projected labor supply. This is weak partly because no mechanism or regular reporting system exists to collect information from several major sectors outside the tax-supported institutions. In the 1972-73 State Plan nearly half the data cells are blank and many others are obvious guesses.

It is important that data from these other sectors be obtained. Otherwise, it will be easy for the State Board for Vocational Education to overestimate its role and plan blindly. It will spend tax dollars to duplicate existing educational facilities and established programs.

Some of these data can be obtained without excessive effort although, in other cases, new systems of data collection would have to be set up. Data on apprenticeship should be available from one source. Vocationally trained output of manpower of private non-profit schools and colleges, the armed forces, labor unions, training departments of business and industry, on-the-job training, proprietary schools, and other training programs may require greater effort.

Instilling the Work Ethic

The complaint repeatedly heard from businessmen across the state is that teaching skills is not enough to assure them of a productive employee. Many employers are experiencing a greater degree of apathy from their employees toward quality work than ever before.

It is the general feeling among businessmen and industrialists that much more attention needs to be given to instilling in our citizens an understanding of our economic system and an appreciation for their responsibility to their employers and to those who will use their services and/or products.

This task of course is not the sole responsibility of Vocational Education, but it is felt that a great deal of improvement could be made if more emphasis was placed on this in the occupational courses. An even greater improvement would result if all students were introduced to the world of work at an early age and if all school personnel was more aware of the need for instilling the work ethic in the youth of our State.

1. The Advisory Council commends the Division of Vocational-Technical Education for their efforts during the past year in evaluating secondary Vocational Education for their efforts during the past year in evaluating secondary Vocational Education programs. The Division conducted program evaluations for fourteen (14) local school systems including 105 instructional programs during the 1972-73 school year.

A task force was appointed to design an evaluation instrument and to plan a team evaluation to use the criteria evaluation method. The evaluation teams were selected to give broad representation to all people involved in Vocational Education. A Chairman was selected and a pre-evaluation visit to the system was made to familiarize the local administrators and instructors with the evaluation procedure.

2. The Advisory Council commends the Division of Vocational-Technical Education for their efforts in getting the Area Vocational-Technical Schools accredited by the Southern Association of Colleges and Schools.

During their quarterly business meeting in August 1970, the Area School superintendents voted to adopt the policies, procedures, and standards of the Committee on Occupational Education (now a Commission), Southern Association of Colleges and Schools, as their evaluative criteria. This evaluation procedure was begun in October 1970, and completed in March 1973, utilizing the expertise of State staff members, school superintendents, and school staff and faculty members as visiting team members.

As of October 1973, nineteen (19) of the twenty-seven Area Schools have been accredited and six (6) more have been reviewed by the Southern Association of Colleges and Schools' Executive Committee and will be considered for accreditation in December 1973.

3. The Advisory Council commends the State Board of Education for changing their regulations concerning high school credit for Vocational Education courses to give a hour's credit for a hour's classwork. We feel it is important to put Vocational Education classes on an equal footing with academic classes and remove the area of second-class citizenship which permeates much of Vocational Education.

4. The Advisory Council commends the State Board of Education for establishing a program for secondary Vocational Education which will allow under certain conditions a local school superintendent to apply for a twelve month program. It is the hope of the Council that this extended program will provide an opportunity for instructors to increase their contact with local business and industry which will enable them to make their course content more relevant and also aid in the placement and followup of graduates.

5. The Advisory Council commends the Division of Vocational-Technical Education for the development and use of the "Information Management System" for programs contracted with local school systems. This system has been recognized as one of the best in the country and is providing valuable information to the Division to use in program planning and evaluation.

6. The Advisory Council commends the Tennessee Legislature for increasing the funding of Vocational Education. The operational funds were increased 19% for the current fiscal year, (from $13,858,000 in 1972-73 to $16,536,100 in 1973-74) and the capital outlay funds were increased almost 100%, (from $5,000,000 in 1972-73 to $9,930,000 in 1973-74). This demonstration of commitment on the part of the Legislature has created a feeling of optimism and enthusiasm among Vocational Educators in Tennessee.

7. The Advisory Council commends the Tennessee Legislature for the passage of the "Comprehensive Vocational Education Act" which requires each county in the state to make Vocational Education available to all students and to provide facilities to accommodate at least 50% of all students grades 9 through 12. All capital costs and operating costs of these programs are to be borne by the State. This Act also provides for counseling in grades 7 through 12 at the ration of one counselor for two hundred (200) students. Counselors shall have special competencies in vocational guidance including some practical experience. The Council feels that this program, if properly coordinated with existing programs at the secondary and post-secondary levels will place Tennessee's Vocational Education program among the best in the nation.

Advisory Council RECOMMENDATIONS

CAREER GUIDANCE

It is recommended that certification of school guidance personnel be changed to give more attention to courses in Career Education, Occupational Guidance, and philosophy of Vocational Education, and to recognize the need for some practical work experience as a prerequisite for career counseling.

The Advisory Council is aware of legislation recently passed by the Tennessee Legislature which requires an increase in the ratio of counselors and student and which requires that counselors have "special competence in vocational guidance including some practical experience". The Council is extremely gratified for the passage of this legislation and is in full agreement with the intent of the bill; however, it is feared that unless the State Board establish some definite guidelines for implementing these requirements, the full intent of the bill may never be realized.

COST ANALYSIS

It is recommended that the State Board for Vocational Education initiate a program of Cost Analysis of Post-secondary Vocational Education programs.

This information would provide the State Board and the Division of Vocational Education with a flexibility in decision-making and program planning it does not currently possess. If the program could be expanded to include cost-effectiveness or cost-benefit, it could also be a valuable aid in program evaluation.

A limited amount of work has already been done in secondary programs by the Bureau of Educational Research and Service and Dr. C. Kenneth Tanner at the University of Tennessee. The work done in these two studies could be expanded and built upon to prevent unnecessary duplication.

STATE PLAN

It is recommended that the Division of Vocational-Technical Education keep the State Advisory Council better informed on the development of the State Plan and involve Council members in this development.

The Advisory Council feels that in order to do an effective job of evaluating the State Plan and to effect any substantial change in the Plan's content, it must be more knowledgeable of the development process.

Advising the State Board on the development of the State Plan and on policy matters arising in the administration of the State Plan as to the availability of vocational education to all persons needing such education are two of the primary legal responsibilities of State Advisory Councils.

It also suggested that all Council members should be supplied with a work copy of the entire document under consideration prior to the required "Public Hearing" in order that they may conduct a meaningful public examination.

ALLOCATION OF FUNDS

It is recommended that the State Board for Vocational Education establish a formula for the allocation and distribution of state and federal funds to local school districts for the operation of secondary vocational education programs.

As the new regulations passed by the State legislation regarding secondary vocational education are put into effect, there is going to be a tremendous demand from local school districts for state and federal funds. It is felt that the presently used system of determining the relative priority of local applications for possible funding will not be adequate under the new state regulation. Since all local school systems must have vocational offerings for a minimum of 50% of its students, the problem now will be how to divide the money available among all the local districts. The Advisory Council believes an exact formula is needed to accomplish this in an objective manner.

CAREER EDUCATION

It is recommended that the State Board for Vocational Education take the lead in encouraging the top leadership of both general education and vocational education to join together in encouraging a commitment to and implementation of the career education concept in all levels of public education.

The Advisory Council has worked closely with the Division of Vocational Education in its efforts to create interest in and knowledge of career education through various demonstration models during the past two years; however, it has become increasingly evident that this job cannot be done by Vocational Education people alone. If the concept is to take hold in the public classrooms across the State, the entire educational structure must unify behind it.

SEMI-SKILLED TRADES

It is recommended that more training be made available for those in semi-skilled and unskilled occupations.

There is still a great need for semi-skilled and unskilled workers in Tennessee according to manpower forecasts. Of even greater importance are the thousands of people in Tennessee who could substantially increase their earning power with this type training. Many jobs in both production and service require only a few weeks or months of training. Because short-term preparatory training is usually not available in vocational schools, training of this type is often given on the job at the employer's expense. This also means that the taxpaying unskilled and semi-skilled workers help support training for skilled occupations while finding very little preparatory training for semi-skilled occupations in public institutions.

The Advisory Council believes citizens headed for semi-skilled occupations are being short-changed.

POST-SECONDARY FOLLOW-UP

It is recommended that the State Board for Vocational Education develop an "Information Management System" for all post-secondary programs (area schools, technical institutes, community colleges) and that it be combined with the system now being operated for the secondary programs.

This would give the Division of Vocational Education much more readily retrievable information than they now have. A major feature of the secondary system which is acutely needed for post-secondary programs is an efficient follow-up procedure. The placement figures now available for post-secondary programs are far from adequate because they are compiled as students complete or otherwise leave a program and there is [illegible] no system for updating those [illegible]s former students are placed in jobs. The secondary Information Management System does a three-month follow-up and thus shows a better placement record for secondary programs than is shown on post-secondary records.

PRIVATE AND PROPRIETARY SCHOOL INFORMATION

It is recommended that the State Department of Education initiate a program of information management of post-secondary private and proprietary vocational schools in Tennessee.

Much more complete data on the course offerings and output of private and proprietary training institutions is necessary in order for the State Department of Education to do effective short and long-range planning for Vocational Education. There should be some coordination of planning and sharing of both manpower needs information and training output information between public and private agencies. This type of cooperation would prevent the taxpayers of Tennessee from paying for training which is already available and would further help State officials determine who should be required to finance their own training needs and who would have that training paid for with tax monies.

LOCAL ADVISORY COMMITTEE

It is recommended that the State Board for Vocational Education require local school systems contracting with the State to conduct Vocational Education programs to make much more extensive use of Local Advisory Committees.

The use of lay citizen advisory committees by local school systems has been an important part of public education in the United States since our nation's earliest days, especially in the field of vocational-technical education. Although the State Board presently requires the naming of a local advisory committee to be included in the contract agreement with local school systems, very little is done to supervise or give guidance in the proper use of these committees. There is a great need for more leadership from the State in providing indepth operational or directional guidance in the proper use and function of local committees. There needs to be much more communication between the various local committees and between the local committees and the Department of Education. The State Advisory Council recognizes a considerable amount of responsibility in this area also and is prepared to assist the State Board in upgrading the "Local Advisory Committees" as a source of valuable, realistic, grass-roots information as to how well Vocational Education is meeting the needs of students in their communities.

REGULATION OF PROPRIETARY AND PRIVATE SCHOOLS

It is recommended that the State Board for Vocational Education begin efforts to bring under its supervision private and proprietary schools offering Vocational Education courses in the State.

The regulation of education is a State responsibility. It is the feeling of the Advisory Council that the State of Tennessee will not have fully met this responsibility until it brings all proprietary and private schools under the supervision of the State Board of Education or some other public regulatory bodies as most states have done. If some of these schools offer inferior education, it is partly because the State has not set minimum standards and allows them to remain unregulated and unsupervised.

Presently only private business colleges, proprietary schools desiring to qualify for veterans benefits, cosmetology schools and barber schools have any form of State regulations. The cosmetology schools and barber schools have their own state boards and are not regulated by the State Board of Education.

The control and regulation of these schools would make it possible for educational planners in the State to more accurately assess their contribution to the total manpower needs of the State. Some degree of quality control would also make it much more feasible for the State to enter in contractual agreement with these institutions if circumstances should warrant such an arrangement.

ADVISORY COUNCIL
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Jack Johnson
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City Board of Education
Memphis

Charles Tollett
Executive Director
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Nita Jo Twilla
Student
Dyersburg High School
Dyersburg

William Walker
Superintendent
Bradley County Schools
Cleveland

(Not Pictured)

Eunice Edwards
Director, Financial Aid
Fisk University
Nashville

Advisory Council

MISSION & RESPONSIBLITY

The Tennessee State Advisory Council on Vocational Education was appointed by the Governor of the State of Tennessee in keeping with the 1968 Amendments to the 1963 Vocational Education Act (P. L. 90-576), which requires the establishment of a State Advisory Council on Vocational Education by each state desiring to receive federal monies for vocational education, and as amended by the 1972 Education Amendments (P. L. 92-318). The mission, responsibilities and status of the Councils can be stated as follows:

> *"Functioning independently and autonomously with funds provided by Congress, the State Advisory Council on Vocational Education has the responsibility for assisting the State Board of Vocational Education (or State Board of Education) and State Commission in formulating statewide educational policy and programs by:*

1. **Advising the Board on the development of the State Plan** for Vocational Education and Occupational Education, including the preparation of both long-range and yearly program plans,

2. **Advising the State Board on policy matters arising in the administration of the State Plan** as to **the availability** of vocational, occupational, technical and career education programs to **persons needing such education,**

3. **Holding public meetings** (at least one annually) and hearings at which the general public is given opportunity to express views concerning vocational, occupational, and career education,

4. **Evaluating at the State and local school level the effectiveness and accomplishments of occupational education programs** in terms of the goals and objectives contained in the State Plan for attracting its potential clientele, and serving their needs,

5. **Recommending such changes** in programs, services and activities as may be warranted by the evaluation,

6. **Publishing any special reports** as may be deemed warranted, and a required annual report of its evaluation findings and recommendations for change, and disseminating the report to the National Advisory Council on Vocational Education, the U. S. Office of Education, the State Board, the State Commissioner, and appropriate state and local agencies and officials, as well as to interested organizations and individuals throughout the State,

7. **Encouraging the State Board and Commissioner** (and any other involved State agencies) to accept and implement as much as possible of the **Council's recommendations,**

8. **Advocating** — either independently or jointly with the State Board, the State Commissioner, and any other involved State agencies and organizations—**needed changes in legislation, funding,** etc. affecting occupational education before relevant State officials, the State legislature, the governor, etc.

The Advisory Council held four meetings in 1972-73 at various locations across the State. On June 19-20 at the Cordell Hull Building in Nashville, Dr. Garry Bice, Director of the Research Coordinating Unit, gave report on the three research products contracted by the Council (Information Management System, Salary Study of State Staffs, and Career Guidance). Mr. Russell Smith presented the Career Education film produced by the National Advisory Council.

The Knoxville meeting was held in conjunction with the East Tennessee Education Association October 26-28. During this time the Council heard a progress report from Mr. Bill Harrison, Assistant Commissioner for Vocational Education, a report on evaluation of secondary programs by Mr. Bobby Derryberry, a report on the Tennessee Vocational Association from Dr. James Coburn, and a brief statement from Dr. Ralph Woodin, Head of the Department of Vocational Education at the University of Tennessee.

The Council invited Dr. John K. Folger, Executive Director of the Higher Education Commission, to discuss the implications of the Educational Amendments of 1972, especially the proposed State Commissions, at the February meeting in Cleveland. The Council also received a report from Dr. John Ray on the development of a self evaluation model for Vocational Education.

Nashville was again the scene of the April meeting of the Advisory Council. At this meeting the Council received an updated report on the Career Guidance Study and was introduced to a new "Data-Pak" system of providing each of the 95 counties in Tennessee with data for their local program planning. This

meeting was held in conjunction with the T.E.A. representative assembly so that the Council could attend the annual luncheon of the Tennessee Vocational Association.

In addition to these regular quarterly meetings the Advisory Council held other special meetings throughout the year. One of the most important was the Public Hearing on the State Plan in the Cordell Hull Building in Nashville. Much publicity was sent out to newspapers across the state as well as notices to special persons or groups who the Council felt might be interested, but there was still a dissappointingly small crowd of fifty-six. Another special meeting was held to present the Career Guidance to the State Board for Vocational Education and to give an opportunity for discussion between the members of the two bodies on this and other relevent issues.

RESEARCH PROJECTS

"Career Education and the School Counselor in Tennessee" research conducted by the Tennessee Research Coordinating Unit

"Vocational Education Planning in Tennessee, An Evaluation of Methodology" research conducted by Dr. Homer Kempfer, Reston, Va.

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Conclusion

This report of the Tennessee State Advisory Council's Annual Evaluation of the programs and activities of the Division of Vocational-Technical Education for the fiscal year 1973 is directed to the State Board for Vocational Education for their study and comments or additions, and then forwarded to the U. S. Office of Education and to the National Advisory Council for Vocational Education. The report is also for the benefit of all other state agencies, the Governor of the State of Tennessee, the State legislature, and the general public. It is the purpose of the Tennessee State Advisory Council on Vocational Education in this evaluation report to inform the citizens of Tennessee as to the functions and accomplishments of the Division of Vocational Education throughout the State to give recognition for those things which have been initiated, which seem to indicate progress, and to make recommendations in the areas in which the Council feels more effort is needed. The observations and recommendations contained within this report are based on information supplied to the Council from many sources, including the State Division of Vocational Education, the Tennessee Research Coordinating Unit, and special consultants. These were combined with informal information and observations gathered by the Advisory Council members through visitations and meeting held during the course of the year. The Council wishes to express its gratitude to all those whose assistance enabled the Council to carry out its responsibilities during the past year, especially the assistant Commissioner of Vocational Education and those members of the staff of the Division of Vocational-Technical Education whose response to the Council's request for information, data, and statistics was always cheerful and prompt.

1973 Annual Report
of the
Tennessee State Advisory Council
for Vocational Education

January 1974

William R. Phillips
Executive Director
909 Montcastle Street
Knoxville, Tennessee 37901

ACCESSION NUMBER: VT100703

PUBLICATION DATE: OCT73

TITLE: A NEEDS ANALYSIS OF VOCATIONAL EDUCATION IN CABELL AND WAYNE COUNTIES, WEST VIRGINIA, AND RECOMMENDATIONS FOR FUTURE CAREER-ORIENTED EDUCATIONAL PROGRAMS AND SERVICES. FINAL REPORT.

DESCRIPTOR: *SCHOOL SURVEYS; *VOCATIONAL EDUCATION; *EDUCATIONAL NEEDS; *CAREER EDUCATION; *EDUCATIONAL DEVELOPMENT; SECONDARY GRADES; POST SECONDARY EDUCATION; DEMOGRAPHY; EMPLOYMENT TRENDS; GRADUATE SURVEYS; STUDENT INTERESTS; PARENT ATTITUDES

IDENTIFIER: WEST VIRGINIA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: APM V.7NO.4(1974)PP. 604

ABSTRACT: A NEEDS ANALYSIS IS PRESENTED FOR VOCATIONAL EDUCATION IN CABELL AND WAYNE COUNTIES, WEST VIRGINIA, WITH PROPOSED RECOMMENDATIONS FOR VOCATIONAL EDUCATION PROGRAMS AT THE SECONDARY AND POSTSECONDARY LEVELS AND FOR THE APPROXIMATE LOCATION OF ADDITIONAL FACILITIES. IN THE RECOMMENDATIONS, THE BROADER CONCEPT OF CAREER EDUCATION REPLACES REFERENCE TO VOCATIONAL EDUCATION. SECTIONS OF THE REPORT COVER DEMOGRAPHIC TRENDS AND FORECASTS, CURRENT MANPOWER TRENDS AND PROJECTIONS, INVENTORY OF PUBLIC AND PRIVATE SECONDARY AND POSTSECONDARY VOCATIONAL EDUCATION PROGRAMS IN THE AREA, AND DATA FROM SURVEYS OF GRADUATES, STUDENTS, AND PARENTS. MAJOR RECOMMENDATIONS INCLUDE A CAREER AND CONTINUING/COMMUNITY EDUCATION CENTER, A COMPREHENSIVE HIGH SCHOOL, AND A PROGRAM OF CAREER EDUCATION TO SUPPLEMENT PRESENT COURSES. (MF)

INSTITUTION NAME: RADIO CORP. OF AMERICA, CHERRY HILL, N.J. EDUCATION SERVICES.

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SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

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Final Report

Project No. W.V.-73-R-1

Grant No. DVE-W.V.-73-R-1

A Needs Analysis of Vocational Education in Cabell and Wayne Counties, West Virginia, and Recommendations for Future Career-Oriented Educational Programs and Services.

Charles G. Moore, Project Director

Huntington, West Virginia
October, 1973

The work presented or reported herein was performed pursuant to a grant to the Cabell County Board of Education under a contract with RCA, Corporation. The opinions expressed herein do not necessarily reflect the position or policy of the State Board of Education, and no official endorsement by the State Board of Education shall be inferred.

West Virginia
State Board of Education
Bureau of Vocational, Technical, and Adult Education
Division of Vocational Education

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November 8, 1973

RCA

Mr. Willis Hertig, Superintendent
Cabell County Board of Education
and
Mr. Samuel Hubbard, Superintendent
Wayne County Board of Education
c/o Cabell County Board of Education
620 20th Street
Huntington, West Virginia 25709

Dear Messrs. Hertig and Hubbard:

Presented herein is the needs analysis of vocational education in both Cabell and Wayne Counties, with proposed recommendations for vocational-education programs at the secondary and postsecondary levels. Further recommendations are also contained for the approximate location or locations of any additional facilities required to implement the program recommendations.

In the recommendations, the broader concept of career education replaces reference to vocational education. This concept is introduced as the primary element for the future educational programs in both Cabell and Wayne Counties.

At this time we would like to acknowledge with gratitude the help we have received from you and the members of your staffs in obtaining the data incorporated in this report. In addition we would like to extend through you our appreciation to the principals, guidance counselors, and teachers of the junior and senior high schools for their help and support with regard to the parent and student surveys. It is this type of cooperation and team effort which is going to be necessary to implement the recommendations of this report.

The recommendations, supported by the data analyzed, contain many challenges, yet offer exciting times ahead for both the administrative school staffs and the community. We look forward to continuing our work with you in further planning and in the implementation of the career-education program and facility recommendations presented herein.

Sincerely,

Robert D. Cain

Robert D. Cain, Project Manager
RCA Education Services

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SECTION I

INTRODUCTION AND PURPOSE

On May 9, 1973, an agreement was entered into between the Board of Education of Cabell County, West Virginia, and the Board of Education of Wayne County, West Virginia, and RCA Service Company, Education Services, a division of RCA Corporation. This agreement, referred to as the "Joint Venture," was entered into for several reasons.

First, Cabell and Wayne Counties are in close proximity within the Tri-State area of West Virginia, Kentucky, and Ohio. (See Figure 1.) Second, the city of Huntington provides the main unifying force with regard to employment and economic development. Third, all major cities (Huntington, Ashland, and Ironton) are within commuting distances for residents of both counties. And, finally, similar school structures in both counties recognized the need to investigate the possibility of avoiding costly duplication of programs and facilities.

The agreement entered into between the two Boards of Education and RCA Education Services was to conduct a needs analysis of vocational education in Cabell and Wayne Counties and to provide tentative recommendations for vocational-education programs and services at the secondary and post-secondary levels, with further recommendations for the approximate location or locations of any additional facility or facilities needed to accommodate the program recommendations. Sections II through V of this report present the data which were gathered and analyzed to arrive at the recommendations which are contained in the final section.

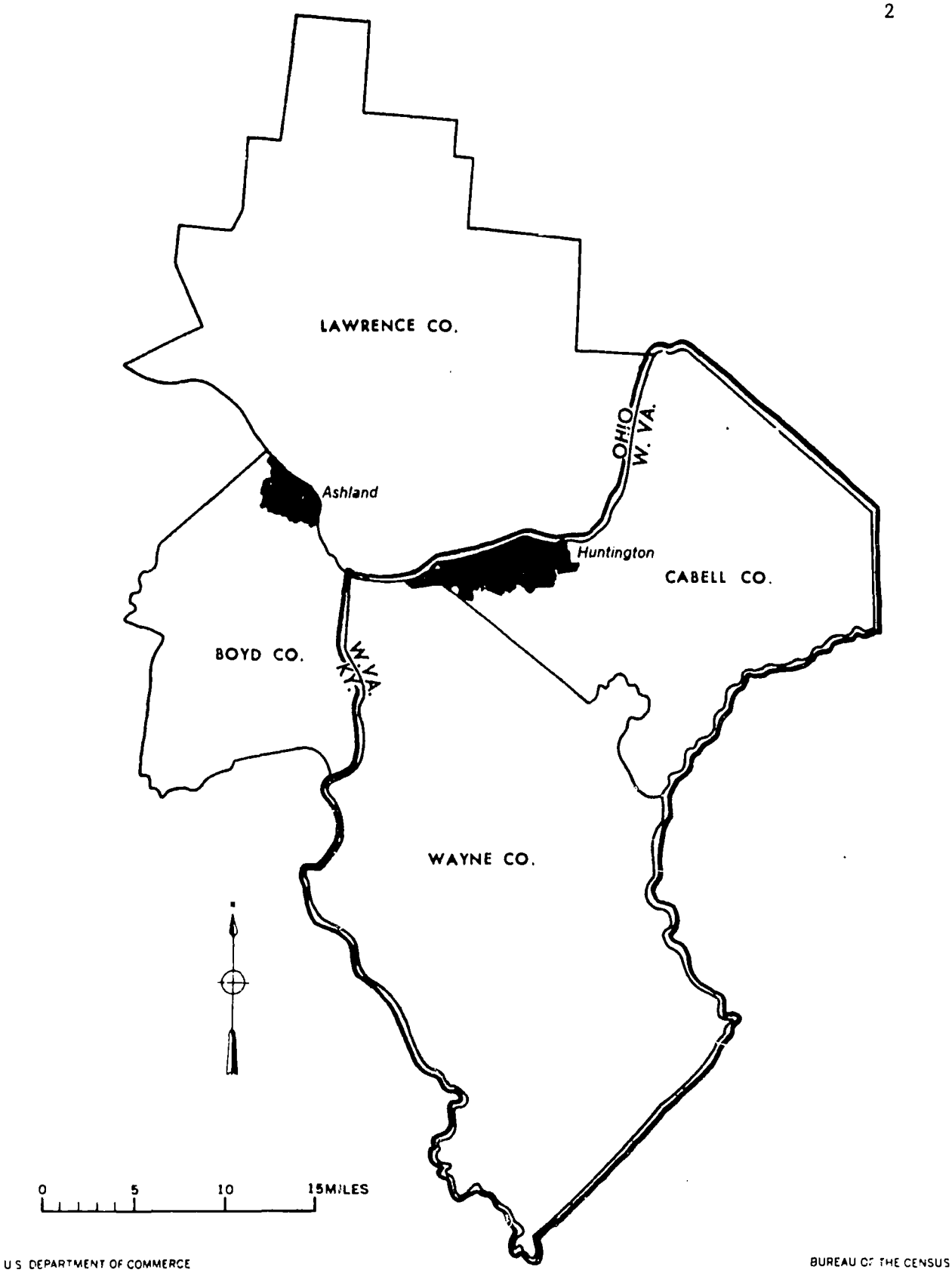

Figure 1. Huntington-Ashland-Ironton Standard Metropolitan Statistical Area.

Section II introduces the first element for consideration in the analysis of the two counties, the demographic data. The demographic data cover population by size and characteristics for the two counties and the Huntington SMSA. Population change and forecast data are also presented. In addition, the migration and commuter patterns of area residents are examined to determine where people work and, perhaps, what types of jobs they hold for which they need training.

The information obtained on the demographics of the area takes on additional meaning when viewed in terms of the labor force data presented in the next section. Section III presents the current manpower picture by industry and occupation. Labor force projections by industry and occupation are also presented to determine those occupational areas which may expand in the future and which would determine the nature of the types of vocational programs which should be offered.

Section IV reports data for the vocational-education programs already available within Cabell and Wayne County and the Tri-State area at the public and private secondary and postsecondary levels. For each institution, such factors as programs offered, capacity, present enrollment, location and accessibility, admission requirements and costs, and placement experience are reviewed. Dropout rates and enrollment data are presented for the secondary schools in Cabell and Wayne Counties. In addition, sources of information concerning educational and training requirements for local job opportunities are presented.

In Section V, data derived from graduate, current student, and parent surveys are presented and analyzed. Survey construction, administration, and

tabulation procedures are presented for the three surveys conducted: (1) a survey of 1971-72 and 1972-73 graduates in both counties, (2) a survey of presently enrolled ninth through twelfth grade students, and (3) a survey of the parents of the ninth through twelfth grade students in both Cabell and Wayne Counties. The survey of the graduates assessed their postsecondary status with regard to education, military, marriage, employment, and unemployment. The survey of the presently enrolled ninth through twelfth grade students was conducted to determine school completion plans and expectations, secondary and postsecondary educational and training interests, employment goals, occupational interests, and migration plans. The survey of the students' parents was conducted to determine interest in possible expansion of vocational-education programs at both the secondary and postsecondary levels with regard to the future education of their children or for themselves as adults. The survey data are analyzed and discussed in terms of the data which have been presented in previous sections.

The information presented and discussed in Sections II-V is essential to fully understanding the final recommendations for educational programs and location of facilities presented in Section VI. While Section VI summarizes each of the previous sections of this report, prior familiarity with the subject matter contained in each section of this report is assumed. Accompanying the major recommendations are minor recommendations with a rationale for all recommendations made.

Sections II-V present a comprehensive review of relevant information which must be considered by all parties involved in the "Joint Venture." This has been done in an attempt to arrive at recommendations which are

based upon available objective information and which will ensure future educational relevance and excellence for Cabell and Wayne Counties. However, foremost in the minds of the staff of RCA Education Services, while researching, surveying, and analyzing the data to arrive at the recommendations finally presented herein, was the welfare and future success of students and citizens of Cabell and Wayne Counties.

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SECTION II

DEMOGRAPHIC TRENDS AND FORECASTS

A. Introduction

Before any recommendation can be made regarding future educational programs which should be developed or educational facilities which should be built, it is essential to provide a framework from which to view the data which lead to such decisions. The cornerstone of this framework is the demographic data which create a profile of the area. Demographic data refer to statistics about the population which are aggregated and presented in many ways depending upon the intended use of the data. This section provides the demographic data necessary so that other information presented in subsequent sections of this report can be viewed with an expanded knowledge of the number and status of the people who live in Cabell and Wayne Counties.

The past and present population will be reported by age and sex for the state, the region, and the counties which comprise the region. From this population profile, trends will be emphasized and population forecasts developed. These data have a direct relationship to the current and projected manpower for the labor force and the present and projected status of the school-age population. All these data will affect future school-enrollment figures and future facility development. The movement, or mobility, of the population will also be expressed in terms of migration, both into and out of the area, and commuter statistics within the area. This information will help provide a clearer picture of where

the people in Cabell and Wayne Counties work and, therefore, the jobs for which they should receive training.

B. Characteristics of the Population

1. Population Changes in the State of West Virginia

Between 1960 and 1970 the population of West Virginia dropped from 1,860,000 to 1,744,000, a decline of 116,000, or 6.2 percent. West Virginia is one of three states that lost population during this period and the only state in the nation which lost population in the last two censuses.[1/] From 1940 through 1970 the population of West Virginia declined 9 percent, while that of the nation increased 54 percent. In 1940 West Virginia ranked 25th in population among the 50 states; in 1970 it ranked 34th. National, state, and regional population trends, as well as changes at the local levels, must be considered in developing an understanding of the demographic profile of the Cabell and Wayne Counties area. Since trends in population change establish a basic framework from which forecasts for the area can be made, the past, present, and future populations of Cabell and Wayne Counties are reviewed and analyzed.

2. Population Changes in Cabell and Wayne Counties

A historical review of growth shows that the population of Cabell County has increased far more rapidly than that of the State of West

---

1/ Annual Manpower Planning Report, State of West Virginia March 1973, West Virginia Department of Employment Security, p. (2) 16.

Virginia and has kept pace with the growth of the Huntington-Ashland-Ironton SMSA.[1/] (See Tables II-1 and II-2.) The largest numerical increase in the county's population occurred between 1900 and 1930. Even though subsequent increases were more modest, the county accounted for one-third of the growth of the Huntington SMSA between 1940 and 1970, with an increase of nearly 9,500. The loss of 1,284 persons between 1960 and 1970 was the first recorded decrease in population for the county since the turn of the century. The census population of Cabell County in 1970 was 106,918, or 1.2 percent less than in 1960.

A review of population growth in Wayne County shows that increases have come in waves, being followed by waning rates of growth. Population increased 26.6 percent in Wayne County at the turn of the century (1890-1900). The county enjoyed a second substantial influx between 1920 and 1940, but in the last decade the population decreased by 1,396 persons, or a net loss of 3.6 percent from 1960 to 1970.

Since Wayne County is located in a region in which population increases are small when compared with other parts of the country, comparisons were made to ascertain the behavior of other counties in the general area. (See Table II-2.) Between 1940 and 1970, four counties in the area and the State of West Virginia as a whole showed decreases in population, whereas Cabell and Wayne Counties had overall increases of 9.7 percent and 5.6 percent, respectively. Lawrence County, Ohio, and Boyd and Greenup Counties, Kentucky, also had substantial increases over the past three decades. All counties bordering on the Ohio River had increases in population between 1940 and 1970.

1/ The Huntington-Ashland-Ironton standard metropolitan statistical area (SMSA) is defined by the Bureau of the Census as consisting of Cabell and Wayne Counties, West Virginia; Boyd County, Kentucky; and Lawrence County, Ohio.

TABLE II-1

POPULATION GROWTH OF CABELL AND WAYNE COUNTIES
COMPARED WITH THE STATE OF WEST VIRGINIA

1890 - 1970

YEAR	CABELL COUNTY		WAYNE COUNTY		WEST VIRGINIA	
	NUMBER	PER CENT CHANGE	NUMBER	PER CENT CHANGE	NUMBER	PER CENT CHANGE
1970	106,918	-1.2	37,581	-3.6	1,744,237	-6.2
1960	108,202	0.2	38,977	0.7	1,860,421	-7.2
1950	108,035	10.9	38,696	8.8	2,055,552	5.4
1940	97,459	7.4	35,566	14.0	1,901,974	10.0
1930	90,786	38.1	31,206	19.9	1,729,205	18.1
1920	65,746	40.8	26,021	8.1	1,463,701	19.9
1910	46,685	59.6	24,081	2.0	1,221,119	27.4
1900	29,252	24.0	23,619	26.6	958,800	25.7
1890	23,595	-	18,652	-	762,794	-
1890 - 1970		353.1		101.5		128.7

SOURCE: 1. U.S. Bureau of the Census, Census of Population: 1890 - 1960, U. S. Government Printing Office, Washington, D. C., 1961.
2. U.S. Bureau of the Census, 1970 Census of Population, U. S. Government Printing Office, Washington, D. C., 1970.

TABLE II-2

POPULATION CHANGES FOR SELECTED AREAS

1940 - 1970

	POPULATION				PER CENT CHANGE			
	1940	1950	1960	1970	1940-1950	1950-1960	1960-1970	1940-1970
Huntington - Ashland SMSA	225,668	245,795	254,780	253,743	8.9	3.7	-0.41	12.4
West Virginia Counties:								
Cabell	97,459	108,035	108,202	106,918	10.9	0.2	-1.2	9.7
Wayne	35,566	38,696	38,977	37,581	8.8	0.7	-3.6	5.6
Lincoln	22,886	22,466	20,267	18,912	-1.9	-10.9	-6.7	-17.4
Mingo	40,802	47,409	39,742	32,780	16.2	-19.3	-17.5	-19.7
Ohio Counties:								
Lawrence	46,705	49,115	55,438	56,868	5.2	12.9	2.6	21.7
Kentucky Counties:								
Boyd	45,938	49,949	53,163	52,376	8.7	6.4	-1.5	14.0
Greenup	24,917	24,887	29,238	33,192	-0.1	17.5	13.5	33.2
Lawrence	17,275	14,418	12,134	10,726	-19.8	-18.8	-11.6	-37.9
Martin	10,970	11,677	10,201	9,377	6.4	-14.5	-8.1	-14.5
West Virginia	1,901,974	2,005,553	1,860,421	1,744,237	5.4	-7.8	-6.2	-8.2
United States (Coterminous)	131,669,275	150,697,361	179,323,175	203,211,926	14.5	18.9	13.3	54.3

SOURCE: 1. U. S. Bureau of the Census, County and City Data Book (A Statistical Abstract Supplement), U.S. Government Printing Office, Washington, D.C., 1947 and 1967.
2. U. S. Bureau of the Census, 1970 Census of Population, U.S. Government Printing Office, Washington, D.C., 1970.

3. Population Characteristics of Cabell and Wayne Counties

Table II-3 outlines several population characteristics of Cabell and Wayne Counties and the Huntington SMSA. The table includes social, economic, and out-migration data for 1970, with changes from 1960 to 1970 indicated. By percent of population, Wayne County lost more people (3.6 percent) due to out-migration between 1960 and 1970 than did Cabell County (1.2 percent). Cabell County can be characterized as being more urban than Wayne County, as there are 383.2 persons per square mile in Cabell County but only 73.3 persons per square mile in Wayne County. By percent of total population, there are more people in Wayne County employed in manufacturing than in Cabell County (31.1 percent and 26.0 percent, respectively); but more people in Cabell County are employed in white-collar occupations than in Wayne County (49.3 percent and 37.1 percent, respectively).

The population in Cabell County is older than in Wayne County, with the median age of the two counties being 31.5 years and 28.5 years, respectively. Also, there are more people 65 years of age and over in Cabell County. The families in Wayne County are slightly larger, with 3.27 persons per household as compared with 2.88 persons per household in Cabell County. The median income, however, is lower in Wayne County than in Cabell County ($7,033 and $8,109, respectively). Thus, there are more families below the poverty level in Wayne County by percent of population (21.1 percent); but, numerically, there are more people below the poverty level in Cabell County (3,684). The median school years completed for persons 25 years of age and over is 11.9 years in Cabell County, with 49.4 percent of

TABLE II - 3

POPULATION CHARACTERISTICS FOR SELECTED AREAS - 1970

	CABELL COUNTY		WAYNE COUNTY		HUNTINGTON-ASHLAND SMSA	
	Amount	Percent	Amount	Percent	Amount	Percent
Total Population	106,918	--	37,581	--	253,743	--
Net Migration (1960-1970)	-9,827	--	-5,185	--	-24,614	--
Natural Increase (1960-1970)	8,543	--	3,789	--	23,577	--
Change (1960-1970)	-1,284	-1.2	-1,396	-3.6	- 1,037	-0.41
Land Area (Square Miles)	279	--	513	--	1,408	--
Persons Per Square Mile	383.2	--	73.3	--	180.2	--
Nonwhite Population	4,673	4.4	69	.2	7,325	2.89
Total Employed:	37,839		11,276		83,937	
Manufacturing	9,834	26.0	3,504	31.1	25,116	29.9
White Collar Occupations	18,671	49.3	4,179	37.1	36,588	43.6
Age Groups						
Under 5 Years	7,794	7.3	3,284	8.7	20,201	8.0
65 Years and Over	13,005	12.2	3,684	9.8	27,822	11.0
Median Age	31.5	--	28.5	--	30.1	--
Live Births (1960-1970)	20,126	--	6,959	--	49,240	--
Deaths (1960-1970)	11,583	--	3,170	--	25,663	--
Persons Per Household	2.88	--	3.27	--	3.05	--
Number of Families	28,187	--	10,209	--	67,411	--
Median Family Income	$8,109	--	$7,033	--	$7,973	--
Families Below Poverty Level	3,684	13.1	2,151	21.1	9,959	14.8
Families Earning $10,000 and Over	10,447	37.1	2,800	27.4	23,465	34.8
Median School Years Completed (Persons 25 Years of Age and Over)	11.9	--	10.0	--	11.4	--
Percent High School Graduates (Persons 25 Years of Age and Over)	--	49.4	--	36.3	--	46.1

SOURCE: 1. U.S. Bureau of the Census, 1970 Census of Population, U.S. Government Printing Office, Washington, D.C..
2. U.S. Bureau of the Census, General Social and Economic Characteristics, U.S. Government Printing Office, Washington, D.C., 1970.

the population 25 years and over being high school graduates. In Wayne County, the median school years completed is 10.0 years, with 36.3 percent of the persons 25 years of age and over having graduated from high school.

4. Urban-Rural Distribution of Population

Table II-4 presents the urban, rural nonfarm, and rural farm composition of the population in the counties comprising the Huntington SMSA from 1950 through 1970.

The urban population in Cabell County decreased by 8.5 percent during the period, from 75.6 percent in 1950 to 67.1 percent in 1970, thus contributing to an increase in the rural proportion of the total. The rural farm population continued to decline, both numerically and as a part of the total; but the rural nonfarm population increased from 15.6 percent to 30.8 percent. The increase in rural nonfarm population and the decrease in the rural farm category were also evident in adjacent counties. The fact that Huntington's population declined while the rural nonfarm population of the county increased suggests that urban dwellers were moving to the suburban areas in considerable numbers.

The urban population in Wayne County increased 6.6 percent, from 28.9 percent in 1950 to 35.5 percent in 1970. Rural nonfarm population increased 31.0 percent; while rural farm population decreased 37.4 percent, from 41.7 percent in 1950 to only 4.3 percent in 1970. This suggests that migration to urban and suburban area and a reorientation of economic activity from farm to urban employment is occurring. The same trends are evident for Lawrence and Boyd Counties, which comprise the remainder of the Huntington SMSA.

TABLE II-4

COMPOSITION OF THE POPULATION BY SELECTED AREAS

(by percentage)

1950 - 1970

COUNTIES	URBAN			RURAL NON-FARM			RURAL FARM		
	1950	1960	1970	1950	1960	1970	1950	1960	1970
Wayne, West Virginia	28.9	33.1	35.5	29.4	59.9	60.4	41.7	7.0	4.3
Cabell, West Virginia	75.6	73.5	67.1	15.6	23.9	30.8	8.8	2.6	2.2
Lawrence, Ohio	33.2	44.9	51.4	44.5	48.9	41.3	22.3	6.2	7.2
Boyd, Kentucky	78.7	76.3	72.3	13.0	20.9	25.9	8.3	2.8	1.4

SOURCE:
1. U.S. Bureau of the Census, County and City Data Book, (A Statistical Abstract Supplement), U.S. Government Printing Office, Washington, D.C., 1967.
2. U.S. Bureau of the Census, 1970 Census of Population, U.S. Government Printing Office, Washington, D.C., 1970.

5. Population Distribution by Age and Sex

Tables II-5 through II-8, inclusively, show the distribution of population by age and sex for the Huntington SMSA and more specifically for Cabell and Wayne Counties.

Of the 106,918 persons residing in Cabell County in 1970, there were 36,029 persons under the age of 19 (33.7 percent of the population); 57,884 persons between the ages of 20-64 years (54.1 percent of the population); and 13,005 persons over the age of 65 (12.2 percent of the total population). The comparable percentages for Wayne County were 38.7 percent under 18 years; 53.0 percent from 19 to 64 years of age; and 8.3 percent 65 years and older. The median age for Cabell County was 31.5 years, compared with 28.5 years for Wayne County and 30.1 years for the SMSA as a whole. (See Tables II-5, II-6, and II-7.)

The population distribution within the Huntington SMSA changed in an unusual but not an unrelated manner. Between 1960 and 1970 the age groups 15-19, 20-24, 25-29, and 50 years of age and older experienced the notable gains, while the 40-49 years age group remained almost the same over the decade. Major drops are noted in the 0-4 and 5-9 years age groups, perhaps reflecting modern advances in birth control and an increasing desire of people for smaller families. Decreases in the 30-39 age group probably reflect the lack of employment opportunities for persons in this particular age group, many of whom have chosen to out-migrate to areas of greater work potential. The 15-19 and 20-24 age groups represent the post-World War II "baby boom" and increases in college-level school enrollments. (See Table II-8.)

TABLE II-5

AGE AND SEX COHORT DISTRIBUTION OF THE POPULATION-CABELL COUNTY, WEST VIRGINIA
1960 & 1970

	1960				1970			
Age Group	Male	Female	Total	% of Total	Male	Female	Total	% of Total
Under 5	5,278	4,952	10,230	9.5	4,030	3,764	7,794	7.3
5 - 9	5,126	4,916	10,042	9.3	4,390	4,288	8,678	8.1
10 - 14	4,831	4,788	9,619	8.9	4,659	4,519	9,178	8.6
15 - 19	4,042	4,456	8,498	7.9	4,977	5,402	10,379	9.7
20 - 24	3,192	3,722	6,914	6,4	4,319	5,038	9,357	8.7
25 - 29	3,048	3,258	6,306	5.8	3,131	3,248	6,379	6.0
30 - 34	3,326	3,747	7,073	6.5	2,734	2,989	5,723	5.3
35 - 39	3,543	3,995	7,538	6.9	2,571	2,919	5,490	5.1
40 - 44	3,325	3,634	6,959	7.4	3,116	3,418	6,534	6.1
45 - 49	3,110	3,647	6,757	6.2	3,184	3,629	6,813	6.4
50 - 54	3,110	3,382	6,492	5.9	2,939	3,296	6,235	5.8
55 - 59	2,611	3,097	5,708	5.3	2,676	3,224	5,900	5.5
60 - 64	2,230	2,675	4,905	4.5	2,456	2,997	5,453	5.1
65 - 69	1,894	2,215	4,109	3.8	1,849	2,619	4,468	4.1
70 - 74	1,311	1,740	3,051	2.9	1,428	2,097	3,525	3.3
75 & Over	1,716	2,285	4,001	3.7	1,826	3,186	5,012	4.7
TOTALS	51,693	56,509	108,202	100.0	50,285	56,633	106,918	100.0

SOURCE: U.S. Bureau of the Census, 1960 and 1970 Census of Population, U.S. Government Printing Office; Washington, D.C., 1970.

TABLE II- 6

AGE AND SEX COHORT DISTRIBUTION OF THE POPULATION-WAYNE COUNTY, WEST VIRGINIA
1960 & 1970

	1960				1970			
Age Group	Male	Female	Total	% of Total	Male	Female	Total	% of Total
Under 5	2,215	2,160	4,375	11.2	1,708	1,576	3,284	8.7
5 - 9	2,266	2,123	4,389	11.3	1,892	1,836	3,728	10.0
10 - 14	2,344	2,216	4,560	11.7	2,037	1,940	3,977	10.6
15 - 19	1,788	1,718	3,506	9.0	1,764	1,763	3,527	9.4
20 - 24	1,063	1,177	2,240	5.7	1,170	1,429	2,599	7.0
25 - 29	1,106	1,201	2,307	6.0	1,129	1,238	2,367	6.3
30 - 34	1,228	1,342	2,470	6.3	1,075	1,087	2,162	5.8
35 - 39	1,160	1,313	2,473	6.3	1,058	1,151	2,209	5.9
40 - 44	1,091	1,163	2,254	5.8	1,092	1,239	2,331	6.2
45 - 49	1,047	1,066	2,113	5.4	1,109	1,182	2,291	6.0
50 - 54	938	972	1,910	4.9	971	1,065	2,036	5.4
55 - 59	838	796	1,634	4.2	851	880	1,731	4.6
60 - 64	699	711	1,410	3.6	782	873	1,655	4.4
65 - 69	565	592	1,157	3.0	662	664	1,326	3.5
70 - 74	448	445	893	2.3	475	512	987	2.6
75 & Over	609	577	1,186	3.0	635	736	1,371	3.6
TOTALS	19,405	19,572	38,977	100.0	18,410	19,171	37,581	100.0

SOURCE: U.S. Bureau of the Census, 1960 and 1970 Census of Population, U.S. Government Printing Office, Washington, D.C., 1970.

TABLE II-7

AGE AND SEX COHORT DISTRIBUTION OF THE POPULATION HUNTINGTON-ASHLAND SMSA
1960 & 1970

	1960				1970			
Age Group	Male	Female	Total	% of Total	Male	Female	Total	% of Total
Under 5	13,712	13,120	26,832	10.5	10,424	9,777	20,201	8.0
5 - 9	13,232	12,543	25,775	10.1	11,743	11,139	22,882	9.0
10 - 14	12,742	12,458	25,200	9.8	12,659	12,178	24,837	9.8
15 - 19	10,389	10,388	20,777	8.1	11,900	12,053	23,953	9.4
20 - 24	7,200	8,399	15,599	6.1	8,838	10,406	19,244	7.6
25 - 29	7,208	7,851	15,059	5.9	7,536	8,074	15,610	6.2
30 - 34	8,117	8,911	17,028	6.6	6,771	7,474	14,245	5.6
35 - 39	8,255	9,164	17,419	6.8	6,597	7,304	13,901	5.5
40 - 44	7,635	8,140	15,775	6.1	7,517	8,279	15,796	6.2
45 - 49	7,202	7,870	15,072	5.9	7,608	8,387	15,995	6.3
50 - 54	6,828	7,225	14,053	5.5	6,813	7,480	14,293	5.6
55 - 59	5,880	6,270	12,150	4.7	6,065	6,937	13,002	5.1
60 - 64	4,873	5,390	10,263	4.0	5,460	6,502	11,962	4.7
65 - 69	4,072	4,577	8,649	3.3	4,280	5,396	9,676	3.8
70 - 74	2,939	3,640	6,579	2.5	3,229	4,299	7,528	3.0
75 & Over	3,868	4,682	8,550	3.3	4,167	6,451	10,618	4.2
TOTALS	124,152	130,628	254,780	100.0	121,607	132,136	253,743	100.0

:E: U. S. Bureau of the Census, 1960 and 1970 Census of Population, I. S. Government Printing Office, Washington, D. C., 1970.

TABLE II- 8

NET CHANGE OF THE POPULATION BY AGE & SEX IN THE HUNTINGTON-ASHLAND SMSA
1960 to 1970

Age Group	1960-70 Net Numerical Change			1960-70 Per Cent Change		
	Male	Female	Total	Male	Female	Total
All Ages	-2,545	+1,508	-1,037	- 2.1	+ 1.2	- 0.41
0 - 4	-3,288	-3,343	-6,631	-24.0	-25.5	-24.7
5 - 9	-1,489	-1,404	-2,893	-11.3	-11.2	-11.2
10 - 14	- 83	- 280	- 363	- 0.65	- 2.2	- 1.4
15 - 19	+1,511	+1,665	+3,176	+14.5	+16.0	+15.3
20 - 24	+1,638	+2,007	+3,645	+22.8	+23.9	+23.4
25 - 29	+ 328	+ 223	+ 551	+ 4.6	+ 2.8	+ 3.7
30 - 34	-1,346	-1,437	-2,783	-16.6	-16.1	-16.3
35 - 39	-1,658	-1,860	-3,510	-20.1	-20.3	-20.2
40 - 44	- 118	+ 139	+ 21	- 1.6	+ 1.7	+ 0.1
45 - 49	+ 406	+ 517	+ 923	+ 5.6	+ 6.6	+ 6.1
50 - 54	- 15	+ 225	+ 240	- 0.02	+ 3.5	+ 1.7
55 - 59	+ 185	+ 667	+ 852	+ 3.1	+10.6	+ 7.0
60 - 64	+ 587	+1,112	+1,699	+12.0	+20.6	+16.6
65 - 69	+ 208	+ 819	+1,027	+ 5.1	+17.9	+11.9
70 - 74	+ 290	+ 659	+ 949	+ 9.9	+18.1	+14.4
75 & Over	+ 299	+1,769	+2,068	+ 7.7	+37.8	+24.2

SOURCE: U. S. Bureau of the Census, 1960 and 1970 Census of Population, U. S. Government Printing Office, Washington, D. C., 1970.

The population of persons 16 years of age or older showed an increase of 13,516, from 165,389 in 1960 to 178,905 in 1970. Cabell and Wayne Counties advanced 9,910 and 984 respectively, to 79,383 and 25,952, respectively. Since the total population declined slightly and the number of people 16 years of age or older increased, the composition of the population changed so that there were fewer young people (those under 16 years of age) and there was, therefore, an increase in the overall age level of the population. This decline in the number of young people under 16 years of age reflects the decrease in the birth rate, which is being experienced nationwide, and a reduction in the number of childbearing couples residing in the Huntington SMSA. This decline has implications for a decrease in school enrollments over the next 10 to 20 years.

6. Place of Work - Commuter Patterns

As defined by the Census,"place of work" refers to the geographic location at which civilians and Armed Forces personnel, not on leave, carry out their occupational or job activities during the reference week. For the purposes of this report, these locations were defined with respect to the boundaries of the Huntington SMSA as "inside SMSA" and "outside SMSA." Locations within the SMSA were subdivided into the central business district of the central city, the balance of that county, or, if outside that county, the specific county of the SMSA.

Table II-9 presents information concerning the place of work for the residents of Cabell and Wayne Counties and the remainder of the SMSA. Of the 37,021 workers residing in Cabell County in 1970, 30,757 residents, or approximately 33 percent of the total, worked in Cabell County; 1,004 residents, or 2.6 percent, were employed in Wayne County; 930, or 2.4 percent, worked in Boyd and Lawrence Counties; while 1,942, or 5.2 percent,

TABLE II- 9

PLACE OF WORK FOR THOSE RESIDING IN
SELECTED AREAS IN 1970

	HUNTINGTON-ASHLAND SMSA		CABELL COUNTY		WAYNE COUNTY	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
All Workers	81,608	100.0	37,021	100.0	11,021	100.0
Inside SMSA	71,034	87.0	32,693	88.3	9,611	87.2
Huntington City (Part in Cabell County)	35,844	43.9	16,894	72.6	4,701	42.6
Remainder of Cabell County	4,268	5.2	3,863	10.4	206	1.8
Huntington City (Part in Wayne County	1,444	1.7	473	1.2	838	7.6
Remainder of Wayne County	3,952	4.8	531	1.4	3,055	27.7
Ashland City, Ky.	11,799	14.4	351	0.9	385	3.4
Remainder of Boyd County	4,342	5.3	269	0.7	359	3.2
Lawrence County, Ohio	9,385	11.5	312	0.8	67	0.6
Outside SMSA	4,838	5.9	1,942	5.2	709	6.4
Place of Work Not Reported	5,736	7.0	2,392	6.4	701	6.3

SOURCE: U.S. Bureau of the Census, 1970 Census of Population, U.S. Government Printing Office; Washington, D.C., 1970.

worked outside the Huntington SMSA. Approximately 73 percent of the workers living in Cabell County were employed in the city of Huntington.

Within Wayne County a considerable amount of cross-commuting presently occurs, and a large number of employed residents travel to other parts of the region to work. Only 35.3 percent of the 11,021 workers employed in Wayne County in 1970 reported that they worked in the county. In contrast, over 4,900 workers, or 44.4 percent of all workers living in Wayne County, were employed in Cabell County; 811, or 7.2 percent, worked in Boyd and Lawrence Counties; and 709, or 6.4 percent, were employed outside the Huntington SMSA in 1970. Hence, the county cannot be considered a closed labor market. The distribution of employment for the economically active residents in the future is more likely to be related to growth of the region rather than to industrial expansion solely within the county itself, and the gross number employed will be a product of the total population and its rate of participation in the labor force.

C. Change Components and Forecast

1. Components of Population Change

One of the most troublesome components in population forecasting is net migrations. Minor changes in the social and economic conditions of an area often may radically alter rates of migration. This is true even at the national level, where layoffs in large northern industrial cities can cause local conditions to change by virtue of the fact that former residents of the area often return to live with relatives until they are

again gainfully employed. The population of the Huntington-Ashland metropolitan area gained steadily until 1950, when mechanization of the coal industry and industrial layoffs and closings dealt a blow to the area's economy.

During the 1950-60 decade the Huntington SMSA had a net increase in population of 8,985 persons (or 3.7 percent), although there was an out-migration of some 27,640 persons. (See Table II-10.) Natural increases (excess of births over deaths) accounted for the overall population increase during the decade of the fifties, despite the 27,640 out-migrants. During the 1960-70 decade, a net decrease of 1,037 persons (0.41 percent) occurred, yet there was a natural increase of 23,035 persons over the same period. The following three conditions probably contributed to the migration pattern which occurred between 1950 and 1970. First, out-migration from rural counties in the three states surrounding the Huntington SMSA to the urban areas <u>within</u> the Huntington SMSA is assumed to have occurred, thus adding people to the area. Second, during the worst periods, many persons out-migrated from the urban areas within the Huntington SMSA to the large industrial centers in the north, west, and east. Finally, many families out-migrated directly from the rural portion of the Huntington SMSA to industrial centers <u>outside</u> the Tri-State area.

As indicated in Table II-11, out-migration from Cabell and Wayne Counties has been one of the major factors contributing to a decline in population growth in these areas. The net out-migration of 9.1 percent from Cabell County between 1960 and 1970 offset the natural increase for the period and resulted in a population loss of 1.2 percent. Wayne County records indicate that the natural increase for the 1960-70 period was 3,789

TABLE II-10

ELEMENTS OF POPULATION CHANGE HUNTINGTON-ASHLAND SMSA, 1950 to 1970

1950 Population	245,795
Natural Increase[1/] - 1950 to 1959	+36,625
Expected 1960 Population (1950 population and natural increase)	282,420
Actual 1960 Population (Census)	254,780
Net Out-Migration 1950-1959	27,640
1960 Population	254,780
Natural Increase[1/] - 1960 to 1969	+23,035
Expected 1970 Population (1960 population and natural increase)	277,815
Actual 1970 Population (Census)	253,743
Net Out-Migration 1960 to 1969	24,072

Note:

Natural increase for Lawrence County between 1950-1959	= 7,594
Natural increase for Cabell County between 1950-1959	= 15,256
Natural increase for Wayne County between 1950-1959	= 5,363
Natural increase for Boyd County between 1950-1959	= 8,412
Total SMSA natural increase between 1950-1959	= 36,625
Natural increase for Lawrence County between 1960-1969	= 5,603
Natural increase for Cabell County between 1960-1969	= 8,521
Natural increase for Wayne County between 1960-1969	= 3,675
Natural increase for Boyd County between 1960-1969	= 5,236
Total SMSA natural increase between 1960-1969	= 23,035

1/ Excess of births over deaths.

SOURCE: McFarland-Johnson-Gibbons Engineers, Inc., Population and Social Characteristics Study, page 24.

TABLE II- 11

COMPONENTS OF POPULATION CHANGE, 1970 and 1960

Jurisdiction	POPULATION		CHANGE		COMPONENTS OF CHANGE			
							Net Migration	
	1970	1960	Number	Percent	Births	Deaths	Number	Percent
State of West Virginia	1,744,237	1,860,421	-116,184	-6.2%	338,929	190,239	-264,874	14.2%
Huntington-Ashland SMSA	253,743	254,780	-1,037	-0.4%	49,240	25,663	-24,614	-9.7%
Cabell County	106,918	108,202	-1,284	-1.2%	20,126	11,583	-9,827	-9.1%
Wayne County	37,581	38,977	-1,396	-3.6%	6,959	3,170	-5,185	-13.3%

SOURCE: General Demographic Trends For Metropolitan Areas, 1960 to 1970, U.S. Department of Commerce, Bureau of the Census, July, 1971.

persons, while the net out-migration for the same period was 5,185. In general, out-migration for both counties was heaviest in the younger age groups. Although a reversal of this trend is not expected immediately, the predictions for movement within the national economy and the strategic location of the counties in the Ohio River Valley suggest an increase in economic activity which should, in turn, create a higher level of opportunity and stem the outward flow of population by the end of the decade.

2. Mobility of Area Residents

Of the 99,147 persons five years of age or older in Cabell County, approximately 46.1 percent moved between 1965 and 1970. Of those who moved, 28.4 percent moved within the Huntington SMSA, and 13.2 percent moved from a different county or state outside the Huntington SMSA. Of the 13,112 persons who moved to Cabell County from other states during the past five years, 29.2 percent came from the northern and western states, while 70.8 percent moved from the southern states. (See Table II-12.)

Of the 34,289 persons five years of age or older in Wayne County, 13,735, or 40.1 percent, moved between 1965 and 1970. The number of persons moving into Wayne County from outside the Huntington SMSA was 2,410. The proportion of those who moved from southern states was 56 percent, while 44 percent came from the north and west.

3. Population Forecast

According to population forecasts prepared for the KYOVA Interstate Planning Commission in December 1971, [1/] the rates of growth for the

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1/ McFarland-Johnson-Gibbons Engineer, Population and Social Characteristics Study For The Huntington-Ashland Standard Metropolitan Statistical Area. Prepared for the KYOVA Interstate Planning Commission, December 1971.

TABLE II-12

POPULATION MOBILITY PATTERNS FOR CABELL AND WAYNE COUNTIES
By Location of Residence in 1965 of Present Cabell and Wayne County Populations

	HUNTINGTON-ASHLAND SMSA		CABELL COUNTY		WAYNE COUNTY	
	Number	Percent	Number	Percent	Number	Percent
Persons five years of age and older in 1970	233,507	100.0	99,147	100.0	34,289	100.0
Location of Residence in 1965:						
Same house as in 1970	132,699	56.8	53,482	53.9	20,554	59.9
Different house than in 1970	100,808	43.2	45,665	46.1	13,735	40.1
In central city of SMSA	29,057	12.4	19,296	19.4	2,319	6.7
In other part of SMSA	37,190	15.9	9,012	9.0	7,486	21.8
Outside SMSA	24,564	10.5	13,112	13.2	2,410	7.0
North and West	8,953	3.8	3,836	3.8	1,058	3.0
South	15,611	6.6	9,276	9.3	1,352	3.9
Abroad and not reported	9,997	4.2	4,245	4.2	1,520	4.0

SOURCE: U.S. Bureau of the Census, 1970 Census of Population, U.S. Government Printing Office, Washington, D.C., 1970.

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Huntington SMSA between 1970 and 1980 will be about 5.9 percent, and, between 1980 and 1990, about 2.8 percent. The 1990 population is expected to approximate 276,680, compared with the 1970 population of 253,743. For the intervening years, growth is expected as follows: 1975 (261,885), 1980 (269,083), and 1985 (274,099). (See Table II-13.)

In the KYOVA report, the total population forecast for the Huntington SMSA was redistributed to each of the four constituent counties by estimating the proportionate future share each county would receive. Such apportionment was predicated on a "balanced growth" concept wherein growth was expected to occur at about the same rate in each county. Future countywide population was apportioned by referring to existing and past trends (see Table II-13) which show a reasonably stable relationship which will continue into the future. The 1970 population and the percentages of the total metropolitan population are as follows: Cabell County (106,918, or 42.1 percent); Wayne County (37,581, or 14.8 percent); Boyd County (52,376, or 20.6 percent) and Lawrence County (56,868, or 22.4 percent).

For forecasting purposes it was assumed that Cabell County would constitute 42.6 percent of the total SMSA population; Wayne County, 15.4 percent; Boyd County, 20.2 percent; and Lawrence County, 21.8 percent. These data can be obtained from inspection of Table II-13.

Tables II-14 and II-15 show the amount of change of the population by age and sex which has occurred prior to 1970 and which is projected to occur for the Huntington SMSA for the 1970-90 planning period. Substantial gains are expected in the 75-and-over age group, and noteworthy gains in the 14-45 age group are expected, reflecting a declining migration rate

over the next 20 years. Also, the 0-4 age group is expected to decline, following present and past trends of lower birth rates. Conversely, those persons 65 years of age and older are expected to show increases due to greater life expectancy and ever-increasing housing programs for the elderly in the years ahead.

A goal of the entire metropolitan area should be to encourage a population distribution which is approximately a true pyramid, which has, as its underpinnings, a population and region experiencing a healthful and moderate growth with job opportunities for all the inhabitants.

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TABLE II-13

PAST, PRESENT AND FORECASTED POPULATION BY JURISDICTION
1920 to 1990

Year	Cabell County		Wayne County		Boyd County		Lawrence County		Total SMSA
	Population	% of Total	Population	% of Total	Population	% of Total	Population	% of Total	Population
1920	65,746	40.9	26,021	16.2	29,281	18.2	39,540	24.6	160,588
1930	90,786	43.2	31,206	14.8	43,849	20.8	44,541	21.2	210.382
1940	97,459	43.2	35,566	15.8	45,938	20.4	46,705	20.7	225,668
1950	108,035	44.0	38,696	15.7	49,949	20.3	49,115	20.0	245,795
1960	108,202	42.4	38,977	15.3	53,163	20.8	55,438	21.7	254,780
1970	106,918	42.1	37,581	14.8	52,376	20.6	56,868	22.4	253,743
1975	111,563	42.6	40,330	15.4	52,901	20.2	57,091	21.8	261,885
1980	114,629	42.6	41,439	15.4	54,355	20.2	58,660	21.8	269,083
1985	116,766	42.6	42,211	15.4	55,368	20.2	59,754	21.8	274,099
1990	117,866	42.6	42,609	15.4	55,889	20.2	60,316	21.8	276,680

SOURCE: 1. Census of Population, U.S. Department of Commerce, U.S. Bureau of the Census, Washington, D.C. 1970.

2. McFarland-Johnson-Gibbons Engineers, Population and Social Characteristics Study For the Huntington-Ashland Standard Metropolitan Statistical Area. Prepared for the KYOVA Interstate Planning Commission, December, 1971.

TABLE II-14

AGE AND SEX COHORT DISTRIBUTION OF THE POPULATION HUNTINGTON-ASHLAND SMSA
1970 & 1990

	1970				1990			
Age Group	Male	Female	Total	% of Total	Male	Female	Total	% of Total
Under 5	10,424	9,777	20,201	8.0	9,000	8,636	17,636	6.4
5 - 9	11,743	11,139	22,882	9.0	9,761	9,434	19,195	6.9
10 - 14	12,659	12,178	24,837	9.8	10,437	10,097	20,534	7.4
15 - 19	11,900	12,053	23,953	9.4	10,389	10,060	20,449	7.4
20 - 24	8,838	10,406	19,244	7.6	9,166	8,696	17,862	6.5
25 - 29	7,536	8,074	15,610	6.2	10,538	10,086	20,624	7.5
30 - 34	6,771	7,474	14,245	5.6	11,428	11,137	22,565	8.2
35 - 39	6,597	7,304	13,901	5.5	10,694	11,007	21,701	7.8
40 - 44	7,517	8,279	15,796	6.2	7,933	9,511	17,444	6.3
45 - 49	7,608	8,387	15,995	6.3	6,714	7,343	14,057	5.1
50 - 54	6,813	7,480	14,293	5.6	5,923	6,725	12,648	4.6
55 - 59	6,065	6,937	13,002	5.1	5,565	6,467	12,032	4.3
60 - 64	5,460	6,502	11,962	4.7	5,985	7,160	13,145	4.8
65 - 69	4,280	5,396	9,676	3.8	5,581	6,973	12,514	4.5
70 - 74	3,229	4,299	7,528	3.0	4,357	5,846	10,203	3.7
75 & Over	4,167	6,451	10,618	4.2	8,585	15,486	24,071	8.6
TOTALS	121,607	132,136	253,743	100.0	132,016	144,664	276,680	100.0
% of Total	47.9	52.1	100.0		47.7	52.3	100.0	
Population Increase 1970 to 1990	-	-	-		10,409	12,528	22,937	
% Change 1970 to 1990		-	-		+8.6	+9.5	+9.0	

SOURCE: McFarland-Johnson-Gibbons Engineers, Inc., Population and Social Characteristics Study for the Huntington-Ashland SMSA, December, 1971. Prepared for The KYOVA Interstate Planning Commission.

TABLE II-15

NET CHANGE OF THE POPULATION BY AGE & SEX IN THE HUNTINGTON-ASHLAND SMSA
1970 to 1990

Age Group	1970-90 Net Numerical Change			1970-90 Per Cent Change		
	Male	Female	Total	Male	Female	Total
All Ages	+10,409	+12,528	+22,937	+ 8.6	+ 9.5	+ 9.0
0 - 4	- 1,424	- 1,141	- 2,565	- 13.7	- 11.7	- 12.7
5 - 9	- 1,982	- 1,705	- 3,687	- 16.9	- 15.3	- 16.1
10-14	- 2,222	- 2,081	- 4,303	- 17.6	- 17.1	- 17.3
15-19	- 1,511	- 1,993	- 3,504	- 12.7	- 16.5	- 14.6
20-24	+ 328	- 1,710	- 1,382	+ 3.7	- 16.4	- 7.2
25-29	+ 3,002	+ 2,012	+ 5,014	+ 39.8	+ 24.9	+ 32.1
30-34	+ 4,657	+ 3,663	+ 8,320	+ 68.8	+ 49.0	+ 58.4
35-39	+ 4,097	+ 3,703	+ 7,800	+ 62.1	+ 50.7	+ 56.1
40-44	+ 416	+ 1,232	+ 1,648	+ 5.5	+ 14.9	+ 10.4
45-49	- 894	- 1,044	- 1,938	- 11.8	- 12.4	- 12.1
50-54	- 390	- 755	- 1,645	- 13.1	- 10.1	- 11.5
55-59	- 500	- 470	- 970	- 8.2	- 6.8	- 7.5
60-64	+ 525	+ 658	+ 1,183	+ 9.6	+ 10.1	+ 9.9
65-69	+ 1,261	+ 1,577	+ 2,838	+ 29.5	+ 29.2	+ 29.3
70-74	+ 1,128	+ 1,547	+ 2,675	+ 34.9	+ 36.0	+ 35.5
75 & Over	+ 4,418	+ 9,035	+13,453	+106.0	+140.1	+115.8

SOURCE: McFarland-Johnson-Gibbons Engineers, Inc., Population and Social Characteristics Study for the Huntington-Ashland SMSA, December, 1971. Prepared for the KYOVA Interstate Planning Commission.

SECTION III

CURRENT MANPOWER TRENDS AND PROJECTIONS

A. Introduction

The key element in planning programs for career education is forecasting manpower demand. The basic need is to forecast changes in trends to identify occupations which are becoming obsolete and those which are emerging, and then to alter the vocational-education curriculum and method of presentation appropriately.

An essential step in perceiving those broad occupational categories which should receive further consideration and investigation for a career-education program in both Cabell and Wayne Counties was to undertake an in-depth analysis of the labor market for the Huntington-Ashland-Ironton standard metropolitan statistical area (to be referred to hereafter as the Huntington SMSA). The Huntington SMSA contains both Cabell and Wayne Counties. Section III will present labor market data both for the region in general and, specifically, for the two counties. State labor market data will be presented only to provide a framework from which to view the more important Huntington SMSA data.

The data which are presently available will then be viewed in the light of currently available national, state, and local labor market projections to provide information on where the demand for labor will occur in West Virginia and how much demand there will be, creating, thereby, a clearer manpower picture for the Cabell and Wayne Counties area. The major portion of the information needed to begin to plan new or expanded career-vocational programs to serve the Huntington SMSA will be derived from this view of present and projected employment trends.

TABLE III - 1
WEST VIRGINIA WORK FORCE
1960-1972
(In thousands)

INDUSTRY	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972
TOTAL CIVILIAN LABOR FORCE	637.5	634.3	614.9	600.2	602.1	615.3	623.6	625.4	629.0	623.4	632.9	647.5	657.3
UNEMPLOYED	75.7	85.6	73.7	61.8	52.8	47.6	42.6	39.7	40.3	34.6	40.1	44.5	45.5
Rate of unemployment	11.9	13.5	12.0	10.2	8.8	7.7	6.8	6.3	6.4	5.6	6.3	6.9	6.9
TOTAL EMPLOYED	561.5	548.2	540.9	538.0	548.0	566.7	579.5	584.5	585.9	587.8	591.6	595.7	610.7
Nonagricultural wage and salary workers 1/	460.0	448.1	447.5	449.9	460.9	476.6	492.4	503.6	508.4	512.3	516.7	520.3	537.3
Manufacturing	124.6	120.1	122.6	124.2	126.2	129.2	132.4	133.2	132.4	131.0	126.5	122.9	122.7
Durable goods	74.4	69.6	71.9	73.1	75.9	78.9	80.8	81.1	80.6	79.6	75.9	74.7	75.3
Lumber, wood products, furniture, and fixtures	8.1	7.4	7.4	7.7	8.0	8.2	8.6	8.6	8.5	8.2	7.4	7.2	7.2
Stone, clay, and glass products	22.4	21.2	20.8	20.2	19.7	20.3	20.2	19.3	19.7	20.3	19.2	19.0	19.4
Primary metals	25.1	23.9	24.2	23.5	25.2	26.2	25.8	25.5	25.8	25.4	25.4	25.2	24.9
Fabricated metal products	7.0	6.6	6.9	7.2	7.4	7.3	7.7	8.1	7.8	8.3	7.5	7.5	8.1
Machinery, except electrical	4.2	4.2	4.6	4.6	5.0	5.1	5.3	5.5	5.3	5.1	5.4	5.3	5.3
Electrical machinery	4.3	4.0	4.5	4.7	5.0	5.4	5.8	5.6	5.6	5.0	4.9	4.7	4.4
Transportation Equipment			2.1	3.8	4.2	4.5	5.5	6.2	5.5	5.0	3.8	3.5	3.3
Other durable goods 2/	3.5	2.6	1.4	1.3	1.4	1.9	2.0	2.3	2.5	2.4	2.2	2.4	2.6
Nondurable goods	50.2	50.3	50.7	51.1	50.3	50.3	51.7	52.1	51.8	51.5	50.7	48.1	47.4
Food and kindred products	8.9	8.7	8.4	7.9	7.9	7.9	7.9	8.0	7.6	7.2	6.8	6.5	6.3
Textiles	1.9	1.8	1.6	1.5	1.4	1.5	1.5	1.5	1.6	1.7	1.4		
Apparel and related products	3.9	4.2	4.4	4.7	5.1	5.4	5.7	5.8	5.8	5.7	5.5	5.4	5.7
Printing, publishing, and allied industries	3.6	3.5	3.5	3.5	3.4	3.7	3.8	4.0	4.2	4.3	4.3	4.4	4.4
Chemicals	27.6	27.7	28.6	29.1	28.2	27.3	27.8	27.7	27.2	26.6	27.0	25.2	23.8
Rubber and miscellaneous plastic products													1.4
Leather and leather products								1.5	1.8	1.8	1.8	1.9	2.2
Other nondurable goods 3/	4.4	4.4	4.3	4.4	4.3	4.6	4.9	3.7	3.7	4.1	≠5.2	4.7	3.7
Nonmanufacturing	335.5	328.0	325.0	325.7	334.8	347.3	360.0	370.4	375.9	381.3	390.2	397.5	414.5
Mining	56.3	49.9	49.2	47.7	48.3	47.9	47.2	47.5	45.5	47.1	49.9	48.1	53.1
Bituminous coal mining	51.0	44.2	43.3	42.2	42.8	42.4	42.0	43.6	40.7	42.3	45.3	43.6	48.6
Contract construction	18.4	18.8	17.8	18.4	20.5	21.9	24.8	24.2	26.0	26.8	28.6	30.8	34.2
Transportation, communications, and public utilities	44.4	41.6	41.3	40.8	40.8	40.7	40.6	40.9	41.3	41.1	41.5	40.8	40.2
Transportation	24.9	22.6	22.8	22.7	22.8	22.7	22.4	22.1	22.3	21.7	21.7	20.8	20.1
Trade	84.5	81.4	79.3	79.5	81.5	85.0	87.3	89.0	90.8	91.5	91.8	96.5	101.7
Wholesale trade	18.6	18.8	18.7	18.8	19.1	20.0	21.0	21.3	21.3	22.3	23.0	24.2	25.3
Retail trade	65.9	62.7	60.6	60.7	62.4	65.0	66.3	67.7	69.5	69.1	68.8	72.3	76.4
Finance, insurance, and real estate	13.3	13.3	13.4	13.5	13.7	14.1	14.2	14.5	14.7	15.1	15.7	15.9	16.5
Services	51.1	51.5	52.6	53.7	54.7	56.1	58.0	62.2	62.8	64.7	66.8	67.4	70.5
Government	67.5	71.5	71.4	72.1	75.3	8.17	87.8	92.1	94.9	95.0	95.9	98.0	98.3
Federal	11.8	11.7	11.7	11.9	12.0	12.2	12.4	13.2	13.4	13.6	13.7	13.8	14.2
State and local	55.7	59.8	59.7	60.2	63.3	69.5	75.4	78.8	81.4	81.4	82.2	84.2	84.1
All other nonagricultural employment 4/	57.0	56.3	53.1	51.5	53.2	58.8	56.1	54.3	52.5	51.7	51.3	51.9	51.6
Agricultural	44.6	43.8	40.3	36.6	33.8	31.4	28.3	26.6	25.0	23.9	23.6	23.4	21.8

1/ Data include all full- and part-time wage and salary workers who were employed during the pay period which includes the 12th of the month and excludes self-employed, domestics in private households and members of the armed forces.
2/ All other durable goods include instruments and miscellaneous manufacturing industries*
3/ All other nondurable goods include tobacco manufacturers, paper and allied products and petroleum refining.**
4/ All other employed include self-employed, unpaid family workers and domestics in private households.
* Includes transportation equipment for 1960 and 1961
** Includes leather and leather products 1960 through 1966. - Includes textile mill products beginning in 1971. - Includes rubber 1960 through 1971
≠ Revised to March 1970 benchmark

Source: Annual Manpower Planning Report, State of West Virginia, Department of Employment Security; March, 1973.
Annual Report On State and Area Occupational Requirements For Vocational Education FY 1974, State of West Virginia, Department of Employment Security.

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B. Current Employment Conditions

According to the Annual Manpower Planning Report of March 1973, released by the West Virginia Department of Employment Security, West Virginia's economy " has exhibited considerable improvement in recent years. Unemployment has declined while per capita and personal income have improved substantially." However, the fact remains that the number of jobs available in West Virginia in relation to its population is the lowest in the nation. The Huntington SMSA, for example, is a surplus labor area with a supply of workers in excess of the demand. This situation is expected to continue if the rate of industrial growth does not exceed the combined rates of industrial move-outs and new workers entering the labor force.

1. Labor Force: State and Local

1970 and 1971

Total employment in West Virginia rose slightly in 1971 over 1970, rising from 591,600 employed in 1970 to 595,700 in 1971 (see Table III-1). This increase represents a rise of less than one percent (0.7) in the number of workers statewide. The rates of unemployment statewide for 1970 and 1971 were 6.3 percent and 6.9 percent, respectively, with a numerical rise in unemployment of 4,400 persons, an 11-percent increase in the number of workers unemployed in 1971 over 1970 (see Table III-1a, Column A).

1971 and 1972

The considerable slowdown in the labor force participation in the West Virginia economy changed in 1972, as the state resumed a pattern of expansion. Statistics for the year 1972 (see Table III-1) show that total employment increased from 595,700 workers in 1971 to 610,700 workers

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TABLE III- 1a
WEST VIRGINIA WORK FORCE
1960-1972

NUMERICAL AND PERCENT CHANGE

INDUSTRY	Column A: Change 60-72 Numerical (Thousands)	Column A: Change 70-71 Numerical (Thousands)	Column A: Change 70-71 %	Column B: Change 71-72 Numerical (Thousands)	Column B: Change 71-72 %
TOTAL CIVILIAN LABOR FORCE	+ 19.8	+ 14.5	+ 2.3	+ 9.8	+ 1.5
UNEMPLOYED	- 30.2	+ 4.4	+ 11.0	+ 1.0	+ 2.2
Rate of unemployment	xx	xx	xx	xx	xx
TOTAL EMPLOYED	+ 49.2	+ 3.9	+ 0.7	+ 15.0	+ 2.5
Nonagricultural wage and salary workers 1/	+ 77.3	+ 3.5	+ 0.7	+ 17.0	+ 3.2
Manufacturing	- 1.9	- 3.7	- 2.9	- .2	- 0.1
Durable goods	+ .9	- 1.1	- 1.5	+ .6	+ 0.8
Lumber, wood products, furniture, and fixtures	- .9	0	0	0	0
Stone, clay, and glass products	- 3.0	- .2	- 1.0	+ .4	+ 2.1
Primary metals	- .2	- .3	- 1.2	- .3	- 1.2
Fabricated metal products	+ 1.1	- .1	- 1.3	+ .6	+ 8.0
Machinery, except electrical	+ 1.1	- .1	- 1.9	0	0
Electrical machinery	+ .1	- .2	- 4.1	- .3	- 6.3
Transportation Equipment	+ 1.2	- .3	- 7.9	- .2	- 5.7
Other durable goods 2/	- .9	+ .2	+ 9.1	+ .2	+ 8.3
Nondurable goods	- 2.8	- 2.7	- 5.3	- .7	- 1.4
Food and kindred products	- 2.6	- .2	- 2.9	- .2	- 3.1
Textiles					
Apparel and related products	+ 2.8	0	0	+ .3	+ 5.6
Printing, publishing, and allied industries	+ .8	+ .2	+ 4.7	0	0
Chemicals	- 3.8	- 2.0	- 7.4	- 1.4	- 5.6
Rubber and miscellaneous plastic products					
Leather and leather products		+ .2	+ 11.1	+ .3	+ 15.8
Other nondurable goods 3/	- .7	- .6	- 11.5	- 1.0	- 21.3
Nonmanufacturing	+ 79.0	+ 7.2	+ 1.8	+ 17.0	+ 4.3
Mining	- 3.2	- 1.5	- 3.0	+ 5.0	+ 10.4
Bituminous coal mining	- 2.4	- 1.4	- 3.1	+ 5.0	+ 11.5
Contract construction	+ 15.8	+ 1.9	+ 6.6	+ 3.4	+ 11.0
Transportation, communications, and public utilities	- 4.2	- .6	- 1.4	- .6	- 1.5
Transportation	- 4.8	- .7	- 3.2	- .7	- 3.4
Trade	+ 17.2	+ 4.7	+ 5.1	+ 5.2	+ 5.4
Wholesale trade	+ 6.7	+ 1.1	+ 4.8	+ 1.1	+ 4.5
Retail trade	+ 10.5	+ 3.5	+ 5.1	+ 4.1	+ 5.7
Finance, insurance, and real estate	+ 3.2	+ 0.3	+ 1.9	+ .6	+ 3.8
Services	+ 19.4	+ 0.2	+ 0.3	+ 3.1	+ 4.6
Government	+ 30.8	+ 2.2	+ 2.3	+ .3	+ 0.3
Federal	+ 2.0			+ .4	+ 2.9
State and local	+ 28.4			- .1	- 0.1
All other nonagricultural employment 4/	- 5.4	+ .6	+ 1.2	- .3	- 0.6
Agricultural	- 22.8	- .2	- 0.8	- 1.6	- 6.9

in 1972. This increase of 15,000 workers represents a 2.5 percent rise in the total employment scale over 1971. For both years the statewide rate of unemployment was 6.9 percent, with a numerical rise in unemployment of only 1,000 persons in 1972, an appreciable decrease when compared with the 1970 and 1971 figures already quoted.

2. Huntington SMSA Current Labor Market

1970 and 1971

Since 1970, employment figures in the Huntington SMSA indicate that the economy of that area is declining (see Table III-2). From 1970 to 1971, employment decreased from 94,800 to 94,300.

Entirely responsible for this decline was the drop in nonmanufacturing. Nonmanufacturing decreased 1,200, as declines occurred in transportation, communications, and public utilities (-800), trade (-700), and construction (-500), although increases took place in services (+400), government (+300), and mining (+100).

Changes in other sectors showed increases. Manufacturing increased (+300). Nondurables showed an increase of 800, and durables declined 500. Increases also occurred in all other nonagricultural employment (+300) and agriculture (+100). (See Table III-2.)

1972

In 1972, according to the Annual Manpower Planning Report for December 1972, the general direction of employment was downward, reaching a low point in February, after which time employment moved in an upward direction. In summary, the report states that total manufacturing, along with durables, followed the same pattern as employment, but nondurables tended to decline throughout 1972. Nonmanufacturing showed a downward trend through January, after which time its direction was upward. Construction held firm through

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TABLE III-2
HUNTINGTON-ASHLAND-IRONTON SMSA
TEN YEAR WORK FORCE, UNEMPLOYMENT AND EMPLOYMENT
DATA AND EXPECTATIONS

Item	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1971 *	1973	% Change
Work Force1/	89,500	90,050	92,050	98,000	97,200	97,400	98,300	98,900	101,800	102,800	102,100	+ 200	+0.2
Unemployment	9,550	8,100	7.250	6,200	4,650	5,100	5,800	5,000	6,500	8,300	9,300	- 900	-9.7
Rate	10.7	9.0	7.9	6.4	4.8	5.2	5.9	5.1	6.4	8.1	9.1	8.2	xx
Employment	79,950	81,950	84,800	89,450	92,450	92,300	92,000	93,500	94,800	94,300	92,400	+1100	+1.2
Nonag. Wage & Salary	66,900	69,250	72,400	76,450	80,100	80,400	80,900	82,500	83,900	33,100	81,600	+ 800	+1.0
Manufacturing	22,400	23,600	24,500	25,700	26,500	25,800	26,500	27,000	27,000	27,300	26,300	+ 600	+2.3
Durable Goods	15,200	16,150	17,050	18.350	19,00	18,900	18,400	19,200	19,700	19,200	18,600	+ 400	+2.2
Nondurable Goods	7,200	7,450	7,450	7,350	7,600	7,700	7,500	7,300	7,300	8,100	7,700	+ 200	+2.6
Nonmanufacturing	44,500	45,700	47,900	50,750	53,400	53,800	55,100	45,000	57,000	55,800	55,200	+ 200	+0.4
Mining	900	850	950	850	800	700	600	500	600	700	700	0	0
Contract Construction	3,350	3,800	3,600	4,050	4,600	4,600	4,100	4,100	4,200	3,700	3,500	+ 200	+5.7
Trans, Comm., & Pub. Util.	7,500	7,200	7,250	7,800	7,900	7,700	8,000	8,100	8,300	7,500	7,100	- 100	-1.4
Wholesale & Retail Trade	14,850	15,100	15,750	16,300	16,700	17,000	17,400	18,100	18,000	17,300	17,300	+ 200	+1.2
Finance, Insurance & Real Estate	2,350	2,450	2,650	2,750	2,800	2,800	2,800	2,800	2,900	2,900	2,900	0	0
Services	7,300	7,550	8,350	8,650	9,200	9,500	9,900	10,300	10,600	11,000	10,900	+ 300	+2.8
Government	8,200	8,750	9,400	10,250	11,400	11,600	12,300	12,300	12,400	12,700	12,800	- 400	-3.1
All Other Nonagr. Empl. 2/	9,300	9,300	9,200	10,100	9,800	9,400	8,750	8,800	8,700	9,000	8,700	+ 200	+2.3
Agriculture	3,750	3,400	3,100	2,900	2,600	2,500	2,250	2,200	2,100	2,200	2,100	+ 100	+4.8

1/ Labor management disputes included.
2/ Represents self-employed and unpaid family workers and domestic workers in private households.
* Revised to March benchmark.

Source: Annual Manpower Planning Report, Huntington-Ashland-Ironton SMSA, West Virginia Department of Employment Security, December, 1972.

November, showing a seasonal decline in the winter months but improving with warmer weather. Transportation, communications, and public utilities declined, reflecting adverse economic condition in the railroads. Trade moved upward, peaked in December, and then tended to stabilize. Mining remained virtually unchanged, and finance, insurance, and real estate showed no change. On the average, services declined slightly in the second half of 1972, compared with the first half, while government did just the opposite. All other nonagricultural employment tended to decline during the year, while agriculture varied with the seasons.

The following summary appears in the Annual Manpower Planning Report, December 1972, for the Huntington SMSA.

> Employment in the Huntington SMSA over the 10 year period (1962 through 1971) has increased 14,350. (Refer to Table III-2.) M ng advanced 4,900 to 27,300 and nonmanufacturing i 300 to 55,800 but "all other nonagricultural employ- ulture showed respective declines of 300 to 1,550 00. Below is a break out of the various sectors ot g and nonmanufacturing.
>
> Durable and Nondurable Goods - Over the ten year span, employment in durables advanced 4,000 to 19,200 and nondurables increased 900 and 8,100. Although jobs in the state in manufacturing declined, the data indicate the employment and the economic situation in durables and nondurables in the Huntington SMSA improved, with a considerable increase to be felt by the leather and leather products industry in nondurables.
>
> Mining - Reflecting the decline which occurred in the state in mining, this sector in the Huntington area declined 200, from 900 in 1962 to 700 in 1971. Contrary to the job opportunities available in mining throughout the state, employment possibilities in mining in this SMSA are limited.
>
> Construction - Compared to 1962 an increase of 350 to 3,700 took place in construction in 1971. Following economic conditions in general this sector in the mid sixties increased, stayed at over 4,000 people employed until 1971 (CY) and 1972 (FY) after which time employment fell below 4,000. However, heavy construction due to road construction and capital expenditures should encourage this industry.

Transportation, Communications and Public Utilities - No change was recorded in 1971 compared to 1962 as employment remained at 7,500. However, after 1964 the general direction of employment in this sector was upward until 1970 after which time it declined. The most recent change seems to indicate that employment opportunities in transportation, communications and public utilities are declining.

Trade - Employment trade rose every year from 1962 through 1969 and then declined the following two years. In 1962 it stood at 14,850 and increased 2,450 to 17,300 in 1971. The most recent decline in trade does not seem to be indicative of trade as employment opportunities will most likely increase in this viable sector.

Finance, Insurance and Real Estate - During the past decade, finance, insurance and real estate increased every year or remained unchanged. In 1962 employment stood at 2,350 and increased 550 to 2,900 in 1972. As the economy grows, employment opportunities in this sector will show a steady increase.

Services - From a low point of 7,300 in 1962, services increased every year to a high of 11,000 in 1971. This was an employment rise of 3,700 and a percentage increase of over 50% making this the second fastest growing sector in the Huntington area.

Government - With the exception of 1969, government employment increased every year from a low of 8,200 in 1962 to a high of 12,700 in 1971. This was a rise of 4,500 people and a percentage increase of over 54% making this sector the fastest growing one in the Huntington area.

After the slowdown in 1971 and into 1972, the Huntington SMSA assumed a path of expansion which was expected to extend throughout 1973. The Area Manpower Review, April 1973, forecast the following for the Huntington SMSA: "Expansion should occur with the main thrust coming from increased consumer and capital spending."

With regard to the employment situation in specific areas for the Huntington SMSA, it was forecast in the Annual Manpower Planning Report of December 1972, that, for 1973, manufacturing would continue to show improvement, as both durables and nondurables were to have a good year. Durables, led by primary and fabricated metals (and to a lesser extent by machinery,

due to the increase in profits and orders), were to lead the expansion. Lumber and wood products and other durables were to show little change, while stone, clay, and glass products were projected to register a decline. Nondurables were projected to expand in 1973, with chemicals providing the main impetus with both profits and sales rising. Other nondurables were also to have a good period because products in this sector, such as petroleum, were in great demand. Little if any change was expected in food and printing and publishing, while a slight increase was to occur in apparel.

Nonmanufacturing employment was to expand in 1973 and reverse the decline that occurred in 1970 to 1971 and the first half of 1972. The main expansion in nonmanufacturing was to occur in services, trade, and construction. Increasing demand for more services and consumer goods (trade) was to ensure prosperity in these sectors. Construction was to prosper as urban renewal, new residential construction, and the use of revenue-sharing funds for various projects was to occur at a brisk pace. Transportation, communications, and public utilities were estimated to continue to decline as the financial difficulties of the railroad had not yet been resolved. A decline in government was expected (even though the demand for its services is increasing nationally) because the funding of various federal programs was being reduced or eliminated and cutbacks would continue to take place at the state level. Increases in jobs at the state and local levels were predicted to occur but have not yet materialized. Agriculture and "all other nonagriculture" were expected to show some increase.

1973

According to figures reported in the April 1973 Area Manpower Review, employment in the Huntington SMSA increased from the previous month to 91,400, with manufacturing and nonmanufacturing both registering increases up to April 1973. In manufacturing the big gainer was primary and fabricated metals (+900), as forecast, which reflected the improvement of economic conditions in this industry. The other sectors showed either no change or minor losses, except other nondurables, which registered a slight increase, as forecast. Led by construction (+400), all sectors in nonmanufacturing either increased or remained unchanged except transportation, communications, and public utilities, which declined slightly, reflecting the adverse economic conditions of this group, as forecast.

As projected for 1973 the gains which were to affect the Huntington SMSA labor market occurred in manufacturing both in the areas of durables (primary and fabricated metals) and nondurables (chemicals, petroleum, and apparel). The main expansion in nonmanufacturing occurred in the services, trade, and construction areas.

No changes or appreciable declines, however, were felt in certain areas of manufacturing - in durables affecting lumber and wood products, stone, clay and glass products, and other durables; in nondurables affecting food and printing and publishing; and in these areas of nonmanufacturing - transportation, communications, and public utilities, government, and agriculture.

Recent developments in the overall state of the economy tend to temper some of the implications of the labor force projections made for 1973. In 1973, between February and the end of March, employment in the Huntington

SMSA increased 2,500, from 88,900 in February 1973 to 91,400 in March 1973, changing the unemployment rate for February from 11.7 percent to 7.4 percent in March. (Refer to Table III-3.) This rate represents a substantial reduction in the rate of unemployment.

Into April and May 1973, the labor force declined; the number of persons employed rose slightly; and the unemployment rate declined to 6.4 percent and 6.0 percent, respectively. Since June, and into July, however, the rate of unemployment increased to 7.0 percent and 7.9 percent, respectively. This is due to an increase in the number of people entering the labor market, together with a decrease in employment, which would send the unemployment rate on the rise. It is predicted by the West Virginia Department of Employment Security that this high rate of unemployment, 7.9 percent, will continue and tend to increase for the remainder of the year 1973.

C. Current Employment by Industry and Occupation: Shortages and Surpluses

1. Employment by Industry

Table III-2 provides a look at the current employment levels by industry and occupational categories, with approximately 29 percent of the total work force participating in manufacturing, 59 percent in nonmanufacturing, 2.3 percent in agriculture, and 9.5 percent in all other nonagricultural employment. Tables III-4 and III-5 outline in even greater detail the current employment levels for 1970, 1971, and 1972 for Cabell and Wayne Counties, respectively. Although the data represented in these tables do not reflect the entire labor-force participation due to the fact that some companies ("D") withhold employment rates to avoid disclosure of operations of individual reporting units, the tables are representative of the labor force

TABLE III-3

LABOR FORCE: Unemployed, Employed and Rate of Unemployment
Huntington-Ashland-Ironton SMSA

	1970	1971	1972	1973
JANUARY				
Labor Force	99,200	102,500	102,100	100,100
Unemployed	8,300(8.4)	8,200(8.2)	11,700(11.5)	9,000(9.0)
Employed	90,900	94,100	90,200	91,100
FEBRUARY				
Labor Force	97,500	101,600	102,500	100,900
Unemployed	7,000(7.2)	7,500(7.4)	11,900(11.6)	10,300(11.7)
Employed	90,300	93,800	90,500	88,900
MARCH				
Labor Force	97,100	101,200	101,100	98,900
Unemployed	6,400(6.6)	6,700(6.6)	9,800(9.7)	7,300(7.4)
Employed	90,700	94,400	91,200	91,400
APRIL				
Labor Force	98,100	102,500	100,000	98,000
Unemployed	6,300(6.4)	7,900(7.7)	8,000(8.0)	6,300(6.4)
Employed	91,200	94,600	91,800	91,500
MAY				
Labor Force	97,900	103,100	101,100	98,900
Unemployed	5,500(5.6)	7,500(7.3)	8,200(8.1)	5,900(6.0)
Employed	92,400	95,500	92,400	92,800
JUNE				
Labor Force	99,700	104,400	100,700	102,400
Unemployed	6,100(6.1)	7,800(7.5)	8,500(8.4)	7,200(7.0)
Employed	93,600	96,500	91,700	95,200
JULY				
Labor Force	100,200	104,500	102,300	102,700*
Unemployed	7,400(7.4)	8,000(7.7)	8,500(8.3)	8,100(7.9)
Employed	92,800	96,100	93,000	93,700
AUGUST				
Labor Force	99,100	103,800	100,600	
Unemployed	5,500(5.5)	9,300(9.0)	7,900(7.9)	
Employed	93,000	94,400	92,000	
SEPTEMBER				
Labor Force	99,500	102,200	100,000	
Unemployed	6,000(6.0)	8,000(7.8)	8,200(8.2)	
Employed	93,500	93,700	91,800	
OCTOBER				
Labor Force	98,800	101,400	100,400	
Unemployed	5,500(5.6)	8,500(8.4)	7,900(7.9)	
Employed	93,200	92,400	92,500	
NOVEMBER				
Labor Force	99,700	102,300	100,700	
Unemployed	6,300(6.3)	10,500(10.3)	8,400(8.3)	
Employed	93,300	91,500	92,300	
DECEMBER				
Labor Force	99,900	103,100	101,100	
Unemployed	6,700(6.7)	9,500(9.2)	8,200(8.1)	
Employed	93,200	93,400	92,900	

* - Figures released by West Virginia Department of Employment Security September 20,1973 as reported in Huntington Times-Dispatch 9-21-73.

TABLE III-4
EMPLOYMENT BY INDUSTRIAL GROUPS[1]
CABELL COUNTY
1970 - 1972

SIC Code	Industry	Number of Employees 1970	1971	1972	Change 1970 to 1972 Number	%
	Cabell					
	TOTAL	36,718	35,798	35,485	+1233	up 3.4
...	Agricultural Services, Forestry, Fisheries	239	200	216	- 23	down 9.6
07	Agriculture Services and Hunting	239	200	216		
073	Horticultural Services	(D)[2]	(D)	189		
...	Mining	187	133	129	- 58	down 31
13	Oil and Gas Extraction	61	44	38		
131	Crude Petroleum and Natural Gas	39	30	32		
...	Contract Construction	2,279	1,844	1,890	- 389	down 17.1
15	General Building Contractors	605	520	482		
17	Special Trade Contractors	1,097	1,040	926		
171	Plumbing, Heating, Air Conditiong	291	284	265		
173	Electrical Work	289	269	181		
174	Masonry, Stonework, and Plastering	93	130	80		
176	Roofing and Sheet Metal Work	-	83	79		
...	Manufacturing	13,319	13,368	12,681	- 638	down 4.8
20	Food and Kindred Products	694	619	553		
23	Apparel and Other Textile Products	777	(D)	(D)		
25	Furniture and Fixtures	178	160	269	+ 91	up 51.0
27	Printing and Publishing	435	433	487		
28	Chemicals and Allied Products	(D)	(D)	(D)		
32	Stone, Clay and Glass Products	2,166	2,385	2,254	+ 88	up 4.1
322	Glass and Glassware, Pressed or Blown	2,101	2,242	2,070		
3221	Glass Containers	(D)	(D)	(D)		
3229	Pressed and Blown Glass	(D)	(D)	(D)		
34	Fabricated Metal Products	398	411	278	- 120	down 30.0
344	Fabricated Structural Metal Products	159	157	134		
35	Machinery, Except Electrical	608	677	597		
353	Construction and Related Machinery	370	471	365		
3532	Mining Machinery	(D)	(D)	(D)		
...	Transportation and other Public Utilities	2,585	1,496	2,562	- 23	down .9

Con't.--TABLE III-4, Page 2 of 4.

SIC Code	Industry	Number of Employees 1970	1971	1972	Change 1970 to 1972 Number	%
	Cabell County-- con't.					
42	Trucking and Warehousing	602	658	648		
421	Trucking, Local and Long Distance	(D)	(D)	(D)		
4211	Trucking Without Storage	463	505	509		
48	Communications	794	771	856	+ 62	up 7.8
49	Electric, Gas and Sanitary Service	546	521	532		
...	Wholesale Trade	2,774	2,693	2,776	+ 2	up .007
501	Motor Vehicles & Automotive Equipment	200	218	218		
5013	Automotive Equipment	123	126	127		
504	Groceries and Related Products	674	685	739		
506	Electrical Goods	259	229	303		
508	Machinery, Equipment, and Supplies	571	575	545		
5081	Commercial Machines and Equipment	178	179	168		
5082	Construction and Mining Machinery	110	116	103		
509	Miscellaneous Wholesalers	726	634	621		
5096	Paper and its Products	115	114	125		
5098	Lumber and Construction Materials	82	63	72		
5099	Wholesalers	83	81	89		
...	Retail Trade	7,093	6,957	7,115	+ 22	up .03
52	Building Materials & Farm Equipment	246	281	(D)		
521	Lumber and Other Building Materials	164	201	207		
525	Hardware and Farm Equipment	56	53	56		
53	General Merchandise	1,706	1,703	1,587		
531	Department Stores	1,147	1,098	1,150		
533	Variety Stores	221	187	175		
539	Misc. General Merchandise Stores	279	332	181		
54	Food Stores	918	1,051	1,044	+ 126	up 13.7
541	Grocery Stores	808	928	937		
55	Automotive Dealers & Service Stations	1,114	1,016	1,053		
551	New and Used Car Dealers	528	495	485		
553	Tire, Battery, and Accessory Dealers	174	151	154		
554	Gasoline Service Stations	353	315	348		
56	Apparel and Accessory Stores	765	622	612		
562	Women's Ready-To-Wear Stores	325	312	320		
566	Shoe Stores	283	157	160		
57	Furniture and Home Furnishings Stores	445	433	403		
571	Furniture and Home Furnishings	286	293	233		
5712	Furniture Stores	166	172	169		
58	Eating and Drinking Places	1,215	1,224	1,493	+ 278	up 22.9
59	Miscellaneous Retail Stores	625	588	616		

Con't.--TABLE III-4, Page 3 of 4.

SIC Code	Industry	Number of Employees 1970	1971	1972	Change 1970 to 1972 Number	%
	Cabell County--con't.					
...	Finance, Insurance, and Real Estate	2,048	2,217	2,174	+ 126	up 6.1
60	Banking	456	508	518	+ 62	up 13.6
61	Credit Agencies other than Banks	252	237	202		
614	Personal Credit Institutions	187	170	138		
63	Insurance Carriers	467	561	504		
631	Life Insurance	303	332	303		
633	Fire, Marine, and Casualty Insurance	106	148	155		
64	Insurance Agents, Brokers, & Service	153	145	188	+ 35	up 22.9
65	Real Estate	454	478	433		
651	Real Estate Operators and Lessors	330	307	302		
653	Agents, Brokers, and Managers	49	44	62		
...	Services	6,059	5,762	5,899	- 70	down 1.2
70	Hotels and Other Lodging Places	487	496	491		
701	Hotels, Tourist Courts, and Motels	448	457	459		
72	Personal Services	956	760	752		
721	Laundries and Dry Cleaning Plants	624	445	433		
723	Beauty Shops	196	190	197		
724	Barber Shops	36	40	40		
75	Auto Repair, Services & Garages	216	214	231	+ 15	up 6.9
753	Automobile Repair Shops	137	132	132		
7538	General Automobile Repair Shops	75	69	71		
7539	Automobile Repair Shops	37	38	34		
76	Miscellaneous Repair Services	98	98	102		
762	Electrical Repair Shops	23	20	25		
79	Amusement and Recreation Services	225	205	255	+ 30	up 13.3
80	Medical and Other Health Services	1,835	1,876	1,931	+ 96	up 5.2
801	Offices of Physicians and Surgeons	358	363	394		
802	Offices of Dentists, Dental Surgeons	(D)	85	96		
8092	Sanatoria Convalescent & Rest Homes	198	188	187		
81	Legal Services	120	99	120		
82	Educational Services	115	125	143	+ 28	up 24.3

Con't.--TABLE III-4, Page 4 of 4.

SIC Code	Industry	Number of Employees 1970	1971	1972	Change 1970 to 1972 Number	%
	Cabell County--con't.					
86	Nonprofit Membership Organizations	1,033	1,101	1,087		
863	Labor Organizations	177	237	214		
864	Civic and Social Associations	165	185	182		
866	Religious Organizations	234	219	222		
869	Nonprofit Member Organizations, NEC	379	382	374		
89	Miscellaneous Services	161	150	157		
891	Engineering & Architectural Services	42	35	32		
893	Accounting, Auditing, and Bookkeeping	109	106	116	+ 7	up 6.4
...	Unclassified Establishments	135	128	43		

1 - Excludes government employees, railroad employees, self-employed persons
2 - "D" denotes figures withheld to avoid disclosure of operations of individual reporting units.

TABLE III-5
EMPLOYMENT BY INDUSTRIAL GROUPS[1]
WAYNE COUNTY
1970 - 1972

SIC Code	Industry	Number of Employees 1970	1971	1972	Change 1970 to 1972 Number	%
	Wayne					
	TOTAL	3,494	3,437	3,644	+ 150	up 04
....	Agricultural Services, Forestry, Fisheries	(D)[2]	(D)	(D)		
....	Mining	94	73	71	- 23	down 24
....	Contract Construction	264	203	250	- 14	down 05
15	General Building Contractors	86	108	135	+ 49	up 57
17	Special Trade Contractors	46	56	56	+ 10	up 22
....	Manufacturing	1,811	1,810	1,908	+ 97	up 05
23	Apparel and Other Textile Products	(D)	(D)	(D)		
232	Men's and Boys' Furnishings	(D)	(D)	(D)		
2327	Men's and Boys' Separate Trousers	(D)	(D)	(D)		
24	Lumber and Wood Products	337	279	277	+ 60	up 18
242	Sawmills and Planing Mills	276	231	226	- 50	down 18
2426	Hardwood Dimension and Flooring	(D)	(D)	(D)		
25	Furniture and Fixtures	-	-	104		
28	Chemicals and Allied Products	(D)	(D)	(D)		
282	Plastics Materials and Synthetics	(D)	(D)	(D)		
2821	Plastics Materials and Resins	(D)	(D)	(D)		
32	Stone, Clay, and Glass Products	434	479	550	+ 116	up 27
322	Glass and Glassware, Pressed or Blown	266	(D)	(D)		
3229	Pressed and Blown Glass	266	(D)	(D)		
....	Transportation and Other Public Utilities	187	201	194	+ 7	up 04
49	Electric, Gas and Sanitary Service	(D)	(D)	(D)		
....	Wholesale Trade	314	301	246	- 68	down 22
504	Groceries and Related Products	142	147	137	- 5	down 04
....	Retail Trade	550	588	624	+ 74	up 13
54	Food Stores	212	208	208	- 4	down 02
541	Grocery Stores	(D)	(D)	(D)		
55	Automotive Dealers and Service Stations	137	146	152	+ 15	up 11
554	Gasoline Service Stations	32	40	48	+ 16	up 50
58	Eating and Drinking Places	77	116	136	+ 59	up 77
59	Miscellaneous Retail Stores	58	52	61	+ 3	up 05
....	Finance, Insurance, and Real Estate	80	89	104	+ 24	up 30
....	Services	168	164	226	+ 58	up 35
72	Personal Services	70	61	59	- 11	down 16
723	Beauty Shops	-	31	26	- 5	down 16
....	Unclassified Establishments	(D)	(D)	(D)		

1 - Excludes government employees, railroad employees, self-employed persons.
2 - "D" denotes figures withheld to avoid disclosure of operations of individual reporting units.

participation by industry, the numerical increase and decrease in each, and the percentage change in the major and minor categories from 1970-72.

The following breakdown summarizes increases and decreases in work force participation for Cabell and Wayne Counties.

Cabell County	Percentage increase	Wayne County	Percentage increase
Furniture and fixtures	51.0	General building contractors	57
Auto repair, service, and garages	6.9	Special trade contractors	22
Amusement and recreation	13.3	Manufacturing	5
Medical and other health services	5.2	Lumber and wood products	18
Stone, clay, and glass	4.1	Stone, clay, and glass	27
Communications	7.8	Transportation and other public utilities	4
Retail trade	0.03	Retail trade	13
Food stores	13.7	Auto dealers and service stations	11
Eating and drinking	22.9	Eating and drinking	77
Finance, insurance, and real estate	6.1	Finance, insurance, and real estate	30
Banking	13.6	Services	35
Accounting, auditing, and bookkeeping	6.4		

Cabell County	Percentage decrease	Wayne County	Percentage decrease
Agriculture	9.6	Mining	24
Mining	31.0	Contract construction	5
Contract construction	17.1	Wholesale trade	22
Manufacturing	4.8	Food stores	2
Fabricated metal products	30.0	Personal services	16
Transportation and other public utilities	0.9	Beauty shops	16
Services	1.2		

It should be noted that most of the employment trends are not necessarily a barometer to the industrial categories with potential in the future. However, from following the amount of or lack of movement in any one industrial category, together with other pertinent information about the economy, the information above has predictive value.

2. Supply of Workers (1972)

An additional barometer of the current and perhaps future labor-force needs can perhaps be provided from the data which are kept and made available from the state and local offices of the Department of Employment Security. These data are kept in several forms, one of which is the "Supply of Workers" available at any given time, listed by the nine Dictionary of Occupational Titles classifications. In the Huntington office of the Department of Employment Security there is available in the West Virginia Computerized Job Bank Book a listing of available jobs, updated weekly for the Charleston-Huntington-Ashland-Ironton area most specifically. At any given time one can determine the number of applicants by labor category or by occupation who are available for work. Also derived from this Job Bank Book are two listings, one for those occupational categories maintaining the greatest surplus of workers and the other a listing of those jobs which were hard to fill, i.e., went unfilled for 30 days or more.

Surpluses

Listed below are those occupational categories as reported in the Comprehensive Area Manpower Plan, 1974, for which there was a surplus of workers in the State of West Virginia:

1. Nurse, Licensed-Practical
2. Manager, Trainee
3. Clerical-Secretary
4. Clerk-General
5. Clerk-General Office
6. Salesman-Auto
7. Sales Clerk
8. Cashier-Checker
9. Man of All Work
10. Waiter-Informal
11. Kitchen Helper
12. Nurses' Aide
13. Janitor
14. Laborer, General
15. Machinist
16. Auto Mechanic
17. Sewing Machine Operator
18. Welder Arc
19. Painter
20. Truck Driver, Heavy
21. Laborer, Stores

In Lawrence County, Ohio, where a portion of West Virginians commute to work, and which also comprises part of the Huntington SMSA, occupational surpluses for 1972 were as follows:

1. Laborers-Construction
2. Drivers-Truck
3. Salesworkers
4. Clerks-Administrative
5. Laborers-Factory
6. Operators-Machine, miscellaneous
7. Operators, Lift-truck
8. Welders

The greatest number of job openings were those requiring little or no sustained training, while the surplus of workers was among the more highly skilled workers.

In the Huntington SMSA in 1972 the number of applicants looking for work or desiring to change jobs was 8,918 for the period ended November 30, 1972, as illustrated on Table III-6. As of May 31, 1972, there were 7,654 (supply) applicants for only 1,235 (demand) jobs available; i.e., there was a proportionate amount of workers available in quantity and kind for each job available. In all employment categories, the proportion of applicants to jobs available was about the same. Thus, the problem in this area is that the total number of available workers far exceeds the total number of job openings.

As Table III-6 illustrates, the supply of workers was greatest in the clerical and sales category (20.3 percent average), miscellaneous (16.4 percent average), structural work (15.6 percent average), services (14.7 percent average) and professional, technical, and managerial (10.1 percent average), while the remainder of the categories all averaged under 10.0 percent of the total available applicants listed.

TABLE III-6
SUPPLY OF WORKERS
NUMBER OF APPLICANTS BY OCCUPATIONAL CATEGORY
HUNTINGTON SMSA - WEST VIRGINIA

	Occupational Categories	Applicants for Jobs		Percent of Total Applicants		1972 Average Job Applicants Available	
		5-72	11-72	5-72	11-72	No.	%
0 & 1	Professional, Technical & Managerial	767	879	10.1	9.9	823	10.1
2	Clerical and Sales	1,524	1,792	19.9	20.1	1,658	20.3
3	Services	1,053	1,351	13.8	15.1	1,201	14.7
4	Farming, Fishery, and Forestry	106	135	1.4	1.5	120	1.5
5	Processing	476	523	6.2	5.9	500	6.1
6	Machine and Trades	721	818	9.4	9.2	770	9.5
7	Benchwork	422	517	5.5	5.8	470	5.8
8	Structural Work	1,284	1,506	17.0	16.9	1,268	15.6
9	Miscellaneous	1,284	1,397	16.8	16.6	1,340	16.4
	Total	7,654	8,918	100.0	100.0	8,150	100.0

Source: Area Manpower Review, Department of Employment Security, 1972.

In the Area Manpower Review for the Huntington SMSA, April 1973, it was noted that very little change had taken place among the percentages of the various categories since the previous year, 1972.

3. Hard-to-Fill Job Openings

Of particular interest in connection with job opportunities are those openings which have remained vacant for 30 days or more. Listed below are areas of shortage for the State of West Virginia as reported by the West Virginia Department of Employment Security:

1. Manager Trainee
2. Clerical-Secretary
3. Typist-Clerk
4. Bookkeeper
5. Receptionist
6. Salesman, Insurance
7. Salesperson, Driver
8. Day Worker
9. Kitchen Helper
10. Patrolman
11. Auto Mechanic
12. Sawmill Worker
13. Welder
14. Electrician
15. Carpenter
16. Roofer
17. Maintenance Man
18. Truck Driver, Tractor Trailer
19. Material Handler
20. Miner

The shortages listed above reflect shortages in specific locations in West Virginia. Although there is a sufficient skilled labor supply in other parts of the state to meet the overall demand, people generally will refuse to move to these locations in order to obtain the jobs, as they prefer to live and work in the place in which they were born.

A number of West Virginians commute to work in Lawrence County, Ohio, a part of the Huntington SMSA. According to Ohio Labor Market Information of January 11, 1973, shortages existed in Lawrence County for the following occupations in 1972:

1. Nurses, Registered
2. Nurses, Licensed Practical
3. Machinists
4. Automobile and Truck Mechanics
5. Secretaries
6. Stenographers
7. Auto Body Repairmen
8. Bookkeepers

These categories generally reflect a stronger need for skilled workers than is exhibited in the West Virginia areas of need.

The director and staff members of the Huntington Office of the Department of Employment Security have asserted that the following jobs need a constant supply of applicants: plant electricians, medical transcriptionists, cooks (dinner or chef), domestics, day workers, nurses' aides, companions, plumbers, carpenters, auto mechanics, waitresses, key-punch operators, data processing workers, food service and hopsitality services workers, and insurance agents. These jobs represent the areas of service, trades, and skilled personnel.

Table III-7 illustrates, by occupational category, those jobs which went unfilled for 30 days or more during 1972 in the Huntington SMSA. The table shows how the demand can fluctuate from one time of the year to another. Of the jobs unfilled for 30 days or more at a given time in the Huntington SMSA, the 1972 averages show that 59.9 percent were in services, machine trades, and processing. (On a statewide basis, clerical and sales would replace services.) On a yearly average for 1972 the greatest number of jobs go unfilled in services (23.8 percent). According to the Annual Report on State and Area Occupational Requirements for Vocational Education (FY) 1974 of the Department of Employment Security, service occupations show a considerable long-term demand, although many are menial in nature and require little training. Many of the unfilled openings in service occupations are typified by jobs which require little skills, offer low pay, and demand hard work. Often, job security is not assured.

Machine trades had the next greatest number of jobs that go unfilled (22.3 percent). The subcategory having the greatest number of unfilled jobs

TABLE III-7
DEMAND FOR WORKERS
UNFILLED JOB OPENINGS BY OCCUPATIONAL CATEGORY
HUNTINGTON SMSA - WEST VIRGINIA

	Occupational Categories	Job Openings Unfilled for 30 Days or More		Percent of Job Openings		1972 Averages	
		5-72	11-72	5-72	11-72	No.	%
0 & 1	Professional, Technical and Managerial	22	7	8.5	2.5	15	45.5
2	Clerical and Sales	39	7	15.2	2.5	24	8.9
3	Services	91	38	35.4	13.4	64	23.8
4	Farming, Fishing and Forestry	3	2	1.2	0.7	2	.7
5	Processing	2	72	0.8	25.4	37	13.8
6	Machine Trades	10	111	3.9	39.2	60	22.3
7	Benchwork	25	17	9.7	6.0	21	7.8
8	Structural Work	37	16	14.4	5.7	26	9.7
9	Miscellaneous	28	13	10.9	4.6	20	7.5
	Total	257	283	100.0	100.0	268	100.0

Source: Area Manpower Review, April, 1973, and Annual Area Manpower Planning Report, December, 1972, Department of Employment Security, State of West Virginia.

was various phases of automobile repairs (95.0 percent), according to the Area Manpower Review, April 1973. On the state level the greatest number of hard-to-fill job openings were for mine machinery mechanics, knitting machine operators, and production machine operators.

Processing had the third greatest number of jobs to go unfilled for 30 days (13.8 percent). In the Huntington SMSA, over 70.0 percent of the jobs in this category in 1972 were for laborers in the ferrous metals or nonferrous metal alloy industries.

In the Huntington SMSA the greatest barrier to employment was lack of educational skill experience, with age (either too young or too old) and health problems being the second and third greatest barriers. Based upon 1972 statistics, lack of educational skill experience occurred 65.4 percent of the time as the main reason leading to unemployment.

Officials of the Department of Employment Security have stated that in the Huntington SMSA, excessive applications occur in the areas of clerks and clerk-typists. Many of these applicants did not receive placement, however, because their skills did not meet industrial standards. Often these applicants could not pass qualifying placement tests, even though they were graduates of business programs in both the private and public sectors.

Lack of educational skill experience and skills which have failed to meet industrial standards are two of the reasons frequently cited for unemployment in the Huntington SMSA.

It is important to note that the jobs listed with the Department of Employment Security are, perhaps, not totally representive of the type of jobs available (demand) and the number and kinds of applicants (supply)

available for employment. In an attempt to rectify this situation and to obtain a more precise picture of the total employment situation statewide, the Research and Statistics Division of the Department of Employment Security conducted in 1972 a pilot study to measure demand by occupation and industry. The trade and service sectors were surveyed according to a random sample which represented 32 percent of all employers in these areas. Another survey was conducted using a random-sample technique by county to assess total demand by industry and occupation in 1972. The results are available in computer printout sheets as raw data for both counties. These data have not yet been analyzed by the Department of Employment Security in its attempt to assess demand other than by the present activity taking place in the offices of the Department of Security over a year's time.

D. Employment Projections and Trends - National

1. Introduction

National occupational trends are significant predictors of job possibilities, especially when reviewing labor market trends, to gain direction in the planning of programs for education. Educational programs in career development are aimed not only at the local labor market but at the nation as a whole due to today's increased mobility and resultant high migration rates. This situation is particularly true for the Huntington SMSA, as will be shown by the migration and commuter rates in Section V. The data from the graduate and student survey in Cabell and Wayne Counties also contained in Section V supports the value of a nationally directed program.

According to the Occupational Outlook Handbook, 1972-73 Edition, and Tomorrow's Manpower Needs, Vol. II, both compiled by the U.S. Department of Labor, most of the nation's workers are in industries producing services, in activities such as education, health care, trade, repair and maintenance, and in government, transportation, and banking and insurance service. The production of goods - raising foods crops, building, extracting minerals, and manufacturing goods - has required less than half of the country's work force since the late 1940s, as is illustrated in Figure 1.

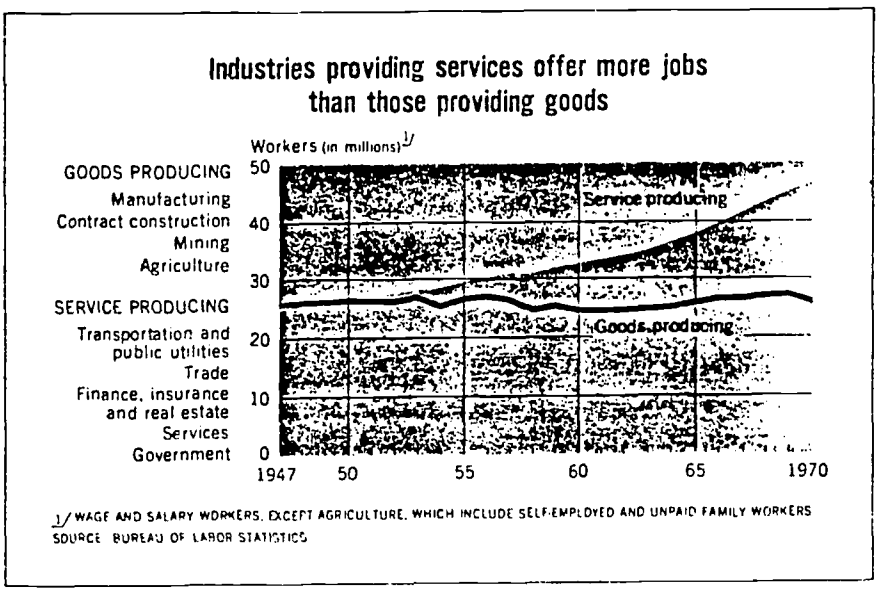

Figure 1. Service Industry Employment Profile.

In general, job growth through the 1970s is expected to be faster in the service-producing industries than in the goods-producing industries. However, among industry divisions within both the goods-producing and

service-producing sectors, the growth pattern will continue to vary, as depicted in Figure 2 below.

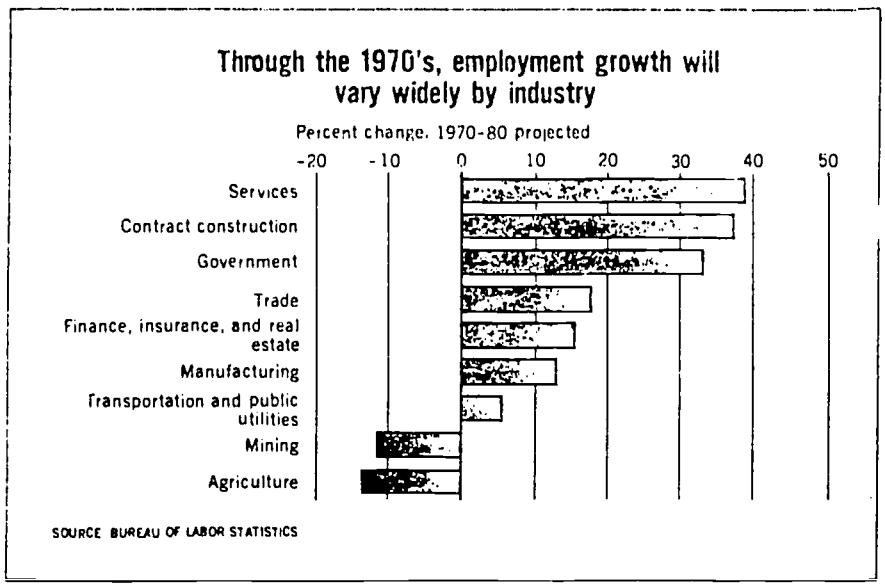

Figure 2. Projection of Employment Growth - 1970-80.

Among the most substantial changes in the nation's occupational structure has been the shift toward white-collar jobs. Professional and technical workers, the third largest occupational group in 1970, include among the more than 11.1 million workers such highly trained personnel as teachers, engineers, dentists, accountants, and clergymen. Professional occupations will be the fastest growing occupation from 1970-80. Figure 3 below illustrates the rate of growth which can be anticipated by occupation to 1980.

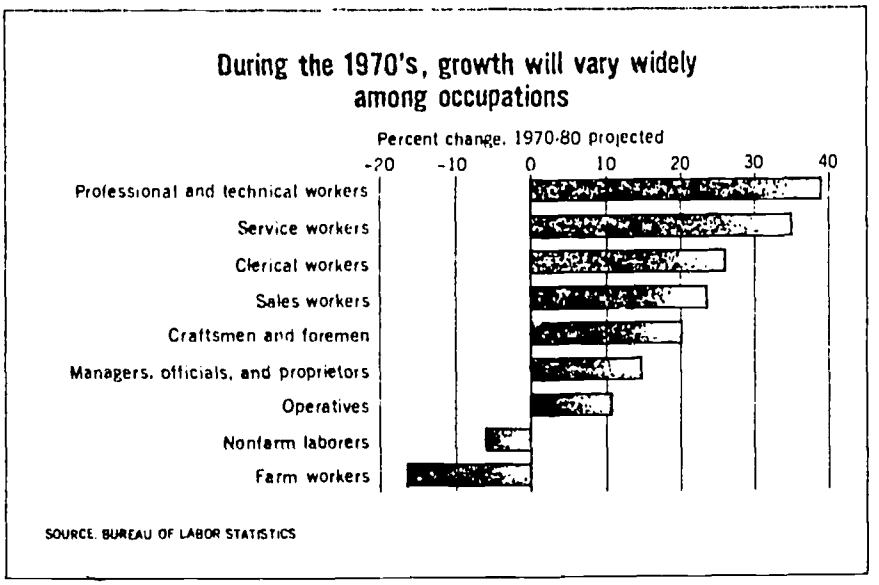

Figure 3. Projected Occupational Growth - 1970-80.

Service workers, including men and women who maintain law and order, assist professional nurses in hospitals, give haircuts and beauty treatments, serve food, and clean and care for our homes, totaled about 9.7 million in 1970. This diverse group will increase about 35 percent between 1970 and 1980 and, after professional workers, will be the fastest growing group.

Clerical workers, numbering 13.7 million in 1970, include workers who operate computers and office machines, keep records, take dictation, and type. Many new clerical positions are expected to open up as industries employing large numbers of clerical workers continue to expand. However, the use of electronic computing bookkeeping machines and other mechanical devices to perform processing and repetitive work are expected to reduce the number of clerks.

Through the 1970s, employment of blue-collar workers is expected to increase only about half as fast as total employment. However, different rates of growth are expected for each of the three major occupational groups that make up the blue-collar worker category. For example, employment of skilled workers is likely to increase nearly as fast as total employment; semiskilled workers will grow at a much slower rate; and no significant change is expected in the number of unskilled workers.

Both the projections of Dr. Miernyk in Simulating Regional Economic Development and those by the Department of Employment Security for the State of West Virginia, both to 1975, coincide with the national forecast.

The Miernyk study emphasized that the most rapidly growing occupations in West Virginia, as in the nation, are those which require college degrees or some type of vocational education including on-the-job training. Those persons unprepared for some type of skilled activity might be jobless by 1975.

2. Industries

a. Manufacturing

Nationally, durable-goods manufacturing is projected to increase slightly faster and nondurable goods somewhat slower than the total. This national trend has been reflected in state and local trends also.

Population growth, rising personal income, and expanding business activity will stimulate a substantial increase in the demand for manufactured products through the 1970s. Employment in manufacturing, however, is expected to increase at a slower pace, or about 13 percent between 1970 and 1980. The increasing application of modern technology to manufacturing

processes, together with the rising skill level of the work force, will make possible substantial increases in the production of goods without a corresponding increase in the work force.

Although the average rate of employment growth will be slow, employment trends of individual industries within manufacturing will vary widely. In the rubber and miscellaneous plastics products and furniture and fixtures industries, employment is expected to increase about one-third, far above the average increase. Employment in several other industries - including machinery, apparel, instruments, and stone, clay, and glass - is expected to increase more rapidly than the average for all manufacturing. On the other hand, some manufacturing industries expect employment to decline. Petroleum refining, tobacco, food, and textiles all may decrease in employment during the 1970s.

Natural scientists are expected to be among the rapidly expanding professions through the 1970s. Chemists, for example, will be required in increasing numbers for research and development and for the manufacture of products such as plastics, man-made fibers, drugs, and high energy and nuclear fuels for missiles and rockets. Requirements for mathematicians are expected to increase markedly, stimulated by the application of systems analysis and computers to a wide range of endeavors and by the use of mathematics in research in fields as diverse as economics and biology. Demands for engineers will rise rapidly in response to industrial expansion and a variety of programs that include urban renewal, transportation, and environmental protection. Employment of mechanics, repairmen and

construction craftsmen is expected to grow more rapidly than the skilled work force as a whole, and employment in major skilled machining occupations is expected to grow less rapidly.

b. Nonmanufacturing

1. Mining

Employment in coal mining probably will decline more rapidly than employment in metal mining and petroleum and natural gas extraction. Employment in quarrying and nonmetallic mining, on the other hand, is expected to increase.

All projections for mining at this time, (except one set of projections for West Virginia to 1975 using the industry-occupational matrix, which predicts a 19 percent increase) show a decline.

2. Contract Construction

As reported in the Occupational Outlook Handbook, contract construction is expected to grow nationally by about two-fifths between 1970 and 1980, to about 4.6 million. Construction activity will be spurred by several factors. An expanding economy will result in more industrial plants and commercial establishments such as office buildings, stores, and banks. The volume of construction maintenance and repair, which is now about one-third of new construction activity, also is expected to grow significantly through the 1970s. Home and apartment building will be stimulated by the increase in population, new family formations, and higher income levels. Also, large government expenditures for urban renewal, school construction, and roads are anticipated.

A significant increase was predicted also for the Huntington SMSA, which was higher than the projections for the state. The projections from the Miernyk report indicate substantial increases for the state but are contradicted by the data reported previously for the state using the industry-occupational matrix, which actually showed a decline.

This could be accounted for by the fact that even though employment in the construction industry is likely to grow, the increasing application of the latest technology in tools, materials, and work methods, together with the rising skill level of the work force, will make it possible to increase the level of construction activity without a correspondingly large increase in employment.

This could also be accounted for by the fact that the economic development which an area must draw in order to realize new construction starts will not be present in West Virginia as elsewhere in the nation.

3. Transportation, Communications, and Public Utilities

Transportation and public utility employment in 1970, at 4.5 million, was only slightly more than one-tenth higher than in 1960. Different parts of this industry, however, have experienced different growth trends. For example, air-travel employment increased rapidly but the railroad industry declined.

The number of jobs in transportation and public utilities as a whole is expected to continue to increase slowly through the 1970s and widely differing employment trends will continue to be experienced among individual industries within the division. Rapid increases in employment are expected in air transportation, and a decline is expected to continue in railroad employment. Little or no change is expected in water transportation and electric, gas, and sanitary services.

Employment in communications is expected to grow slowly through the 1970s. Although demand for the industry's services will increase rapidly, advances in technology are expected to limit employment growth, particularly in telephone communications. The computer and other electronic equipment are expected to be applied increasingly to functions that have been performed up to now by workers.

Employment in electric and gas utilities also will be affected strongly by advancing technology, and employment will grow slowly despite rapid increases in output. Substantial improvements in electric generating equipment through the increasing use of nuclear power, electronic controls, and improved coal-handling techniques, as well as more efficient methods of constructing and maintaining transmission lines, will limit employment growth in the industry.

4. Trade-Wholesale and Retail

Trade is the largest division within the service-producing industries and has expanded sharply since 1960. Wholesale and retail outlets have multiplied in large and small cities to satisfy the need for an increasingly urban society.

Employment in trade is expected to grow by about 18 percent between 1970 and 1980. Although an ever-increasing volume of merchandise will be distributed as a result of increases in population and consumer expenditures, the rate of increase in manpower needs will be slowed by laborsaving technology, such as the greater use of electronic data-processing equipment and automated warehousing equipment, growth in the number of self-service stores, and the growing use of vending machines.

Therefore, during the 1970s and into the 1980s, employment in sales occupations is expected to rise slowly. The main reason for any anticipated rise in employment is the prospect of increased sales resulting from population growth, business expansion, and rising income levels.

5. Finance, Insurance, and Real Estate

Finance, insurance, and real estate, the smallest of the service-producing industry divisions, grow about 38 percent from 1960 to 1970 and are expected to expand 16 percent from 1970 to 1980.

The most rapid advances will be in banking and credit agencies, which, combined, account for nearly two-fifths of total employment in this industry division.

When these employment increases are added to those experienced in the services and government sectors, the transformation of the West Virginia economy will be one with a strong service employment orientation, which is readily becoming apparent.

6. Services

Employment in the service industry is expected to increase rapidly through the 1970s. Major factors contributing to the sharp growth in the demand for services are expected to stem from population growth, expanding business activity, rising personal incomes, and the general awareness of the benefits that educational, health, and other services can provide.

These factors are expected to continue to result in rapid growth of service industries as a group and to employ 59.5 million by 1980, an increase of about 26 percent above the 1970 level.

The fastest growing components of the service industry will be educational services, medical health services, and firms that provide computer services and laboratory research facilities. The necessity for extensive person-to-person contact in the many service functions tends to limit the effect of technological innovations on employment requirements.

Employment in service occupations is, therefore, expected to increase faster than the labor force as a whole in the years ahead as income levels rise and leisure time increases. By 1980 as many as four million more workers may be providing the services that add to people's comfort and enjoyment and that protect life and property.

Most of the future employment increase is expected to be among policemen and other protective service workers; attendants in hospitals and businesses rendering professional and personal services; beauty operators; and cooks, waiters, and others who prepare and serve meals outside private homes.

Social scientist employment is expected to grow rapidly as the solution to social problems is sought increasingly through economics, sociology, psychology, and other social sciences. College-trained management personnel, such as accountants, also will be required in larger numbers to cope with the growth in the size and number of firms and their increasing complexity.

Employment of technicians and support personnel in many fields also will increase rapidly, with growing emphasis on improving the utilization of professional workers by relieving them of tasks that can be performed by less highly trained personnel.

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Employment requirements in certain areas of education, such as teachers trained in instructing physically and mentally handicapped and disadvantaged students, are expected to rise. Rapidly increasing college enrollments probably will require large increases in college and university teaching staff.

7. Government

Employment growth in the government sector during the 1970s has been greatest in agencies providing education, health, sanitation, welfare, and protective services.

Government will continue to be a major source of new jobs in the 1980s, with employment in government rising as much as 33 percent higher than in 1970.

Government workers cut across every occupational category and were distributed among the major areas of employment as illustrated in Figure 4 below:

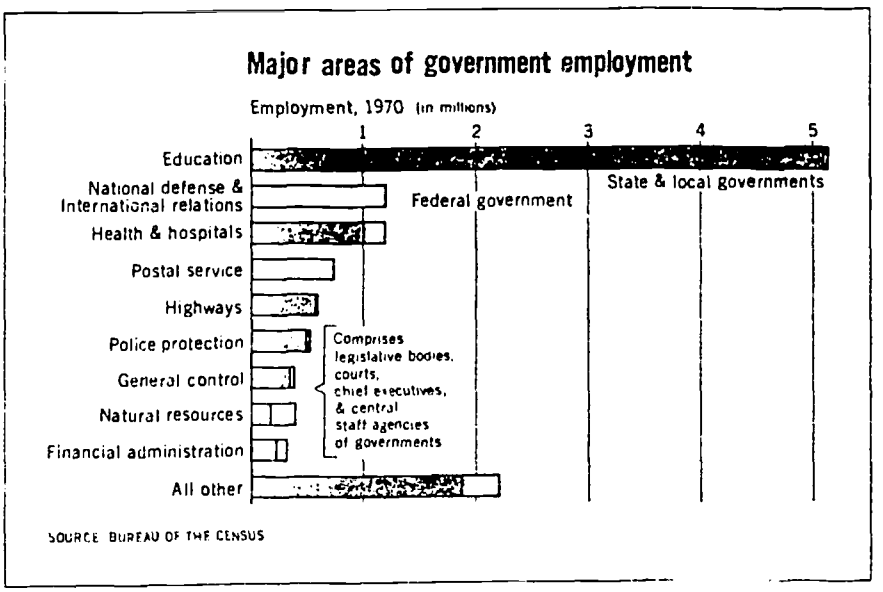

Figure 4. Major Areas of Government Employment - 1970

8. Agriculture

Agriculture will face a continuing decline in manpower needs. Factors resulting in past declines will continue, and the outlook is for a 1980 farm work force 15 percent lower than in 1970. Increases in the average size of farms, rapid mechanization, and improved fertilizers, feeds, and pesticides have and will create continued large increases in output at the same time that employment will continue to fall sharply. Management is the key to success in modern farming.

E. Employment Projections and Trends - Huntington SMSA

1. Introduction

Good projections of occupational needs at state and regional levels are indispensable in planning effective education and training programs. Until recently, necessary data have been largely unavailable, especially at the regional and county levels. Even with the best of data, forecasting can be a hazardous undertaking, but it is possible to discover general trends and foresee the direction in which the local economy and labor force is moving.

It has been established by the Department of Employment Security that the Huntington SMSA (containing both Cabell and Wayne Counties) is a surplus labor market, with an oversupply of applicants numbering 6,420 persons as of May 31, 1972. The area has an unemployment rate classified as "substantial unemployment," at 7.9 percent in July 1973.

According to the Department of Employment Security, it is anticipated that in the next five years, the work force will increase, employment will rise, and unemployment will decline for both the State of West Virginia

and the Huntington SMSA. The negative aspects of West Virginia's economy since the postwar years and especially during the 1950s and 1960s are now in the past. Among these negative aspects were the decline in agricultural employment, the technological advances in coal mining (which displaced many of its workers), the stagnation of manufacturing, and the declines in transportation, communications, and utilities industries. The encouraging side to the changed economy of West Virginia is that because of such losses, the economy is more diversified and hence more stable so that no one segment of the labor force can devastate the total economy if it encounters labor setbacks. Employment gains have been felt in the government and service sectors, other industries have stabilized, and some have experienced modest gains.

The extent and direction of future growth, however, depends upon a number of factors. The main factor is the economic development efforts which must go on if the state and its regions are to prosper and retain their present population and experience the gradual growth which is needed to keep the service, trade, and governmental sectors of the West Virginia and the Huntington SMSA economy alive.

2. Early Projections

In both Cabell and Wayne Counties a large proportion of the economically active residents of the county find employment in other parts of the SMSA. The area is highly dependent upon the development of the economic unit of which it is a part. More simply stated, more jobs must become available through industrial growth. This fact was brought out in a study by Arthur D. Little, Inc., entitled Ohio River Basin Comprehensive Survey, Projective Economic Study, Vol. III, August 1964 (as reported in the Base Year Studies

for Cabell County by Wilbur Smith a· sociates in 1969). The study was done for a larger area, the Ohio ver Basin, which surrounds and includes the Huntington SMSA. The study projected that the net out-migration rate for the Ohio River Basin would decline sharply by 1975, beyond which point the rate would remain stable until the year 2010. The Huntington SMSA accounts for almost half of the Ohio River Basin population. An increase of 43,570 in the population, or 17.1 percent, is projected between 1960 and 1990 for the Basin, bringing the 1990 population up to 298,350. Since the 1970 population for the Huntington SMSA was below the 1960 population (253,743 and 254,780, respectively), it can be determined that the projections made for the economy of the Ohio River Basin for 1990 may not reach the growth rates projected for them.

Table III-8 from the Arthur D. Little, Inc. Projective Economic Study, 1964, indicates that only one sector, agriculture, will decrease severely to 1990. The mining and government sectors will double. Increases of 93.7 percent and 85.5 percent, respectively, are projected for construction and finance. Manufacturing employment in the area is expected to show a very modest increase.

It is significant that a negligible increase is anticipated in manufacturing employment in the Ohio River Basin. This view is consistent with recent trends. The major national increases in manufacturing employment have been in the South and Southwest, and only modest gains occurred in the Great Lakes and Northeast regions. It was noted in the Base Year Studies for Cabell County that efforts to locate new industries in the Huntington-SMSA will have to be intensified if it is to share in a part of the national growth.

TABLE III-8

EMPLOYMENT AND THE LABOR FORCE

Ohio - Huntington Subarea

1960 - 1990

INDUSTRY	POPULATION OR EMPLOYMENT 1962	1990	PER CENT CHANGE 1960-1990
	(in thousands)		
Agriculture, Forestry, and Fisheries	11.04	4.13	
Mining	2.22	4.44	100.0
Coal Mining	.80	1.15	
Other Mining	1.42	3.29	
Construction	10.50	20.34	93.7
Manufacturing	45.89	49.09	7.0
Lumber and Furniture	2.67	6.05	
Primary Metals	15.55	6.81	
Fabricated Metals	.85	.57	
Machinery and Electrical Machinery	1.74	3.87	
Transportation Equipment	1.27	1.47	
Motor Vehicles	.93	1.95	
Other Durables	5.34	5.20	
Food	2.91	2.45	
Textiles	.17	.25	
Apparel	1.66	2.56	
Printing	1.61	1.94	
Chemicals	5.15	7.83	
Other Nondurables	6.04	8.14	
Transportation, Communications, and Utilities	17.20	23.18	34.8
Wholesale and Retail Trade	28.70	41.78	45.6
Finance, Insurance and Real Estate	4.00	6.25	56.3
Services	29.20	54.18	85.5
Government	5.10	10.25	101.0
Nonclassified	5.40		

SOURCE: Arthur D. Little, Inc., Ohio River Basin Comprehensive Survey, Appendix B, Projective Economic Study, U. S. Army Engineer Division, Ohio River, Cincinnati, Volume III, August, 1964.

The projections do reflect the growing importance of the government and service sectors of employment, with medical and professional groups pushing this rate up already in the 1960s and 1970s.

Finally, it was projected that the rate of unemployment in 1990 would be relatively high, which suggests an economic climate conducive to out-migration of the younger working population and thus the more educated and skilled population. This is similar to the present situation in the Huntington SMSA.

Thus, in this extensive study of the Ohio River Basin, which includes the Huntington SMSA, it is suggested that the broad central belt of the United States is heavily oriented to manufacturing and that it reflects national trends in the employment structure (as discussed previously in Section III-D). However, the increase in economic activity for the Huntington SMSA has been somewhat slower than the national increase, resulting in small advances in job opportunities and a resulting outward migration of young workers with the consequence of an older labor force.

Projections for the Huntington SMSA, which includes Cabell and Wayne Counties, suggest an improvement in these conditions, based on the expansion of the service sector and the fact that a larger proportion of the total population is expected to be employed and participating in this sector at various levels of activity. In order to achieve the projections, however, it was brought out in the Base Year Studies that the larger area will have to exploit its regional advantages, particularly its Ohio River access, in an effort to induce industry to locate in a specific area. It has been echoed in many reports that communities must be willing

to commit public initiative and funds to the development of their local employment potential.

3. Development Efforts - Huntington SMSA

In an effort to assess the amount of new industry or the expansion of industry presently located in the Huntington SMSA, numerous services were contacted to determine (1) the type of industry, (2) the numbers of employees needed, and (3) the types of jobs represented. Among the sources contacted (by area, not name) were: Department of Commerce, State of West Virginia; Department of Employment Security (state department and Huntington office); Huntington Chamber of Commerce; Ashland Chamber of Commerce; Ironton Chamber of Commerce; Committee of 2000 (Huntington); Appalachian Power; International Nickel Company; Columbia Gas; AFL-CIO Appalachian Manpower Commission; and Huntington realtors specializing in industrial properties.

The varied results made it difficult to relate indications of expansion for the Huntington SMSA past the present year, 1973. The following is a recapitulation of industrial development activity including expansion of present industry or move-outs in the Huntington area.

Data collected by the West Virginia Department of Commerce, Industrial Development Division, as reported in A Survey of Vocational Education in West Virginia, showed the following industrial growth for January 1969 to October 1972 for Region 2 (Cabell, Wayne, [illegible]on, Mingo, Lincoln, and Logan Counties). Where each of the industries above is located, or who they are, is unknown.

Industry	Number	Estimated Employment
Food and kindred products	1	30
Apparel and related	2	900
Lumber and wood products	3	58
Furniture and fixtures	1	60
Paper and allied	1	n.a.
Chemicals and allied	2	25
Rubber and miscellaneous plastic products	2	n.a. 50
Stone, clay, and glass products	1	10
Primary metals industry	1	n.a.
Fabricated metal products	1	16
Machinery, excluding electrical	1	8
Electrical machinery, equipment, and supplies	2	n.a.
Transportation equipment	3	42
Instruments and related	2	428
Miscellaneous manufacturing	2	23
	25	1,650

In the printed releases which are distributed regularly to the public by the West Virginia Department of Commerce, the following activity was listed as having taken place in 1973:

Industry	Product	Estimated Employment
Pilgrim Glass Co. Wayne (Ceredo) 3/73	Glass	0
Huntington Plating, Inc. Cabell (Huntington) 7/73	Plating	90
H. K. Porter Co. Connors Steel Division Cabell (Huntington) 11/72	Steel Products	180
Roberts Consolidated Industries Cabell (Huntington) n.a./73	Manufacturing	100

As reported in the Area Manpower Review, April 1973, the new First Huntington National Bank has an expanded facility, and the Westland Plaza, to open October 1973, will contain four retail stores, all creating new jobs. The construction industry will feel the impact of new building in the area, with an 80-bed wing being added to the Cabell-Huntington Hospital; the new Elks Lodge 313 with golf course, tennis courts, and other recreational facilities; the Beech Fork Lake dam and the R. D. Bailey Lake project in Wayne County; and ongoing road construction. In addition, employment will be created by the activity these new facilities will bring in the service sectors.

Other new activity reported by informed sources includes a new nursing home in Altizer and a manufacturing industry along the Ohio River at Lesage. American Can and Foundry may be planning limited expansion.

Together with gains however, there must also come losses. Companies which closed their operations and had an impact on the Huntington SMSA labor market were:

Industry	Jobs Lost
Wollensek Cabell (Huntington) 1/73	190
Chemtron Corporation Pigments Division Cabell (Huntington) ?/73	n.a.
Allied Chemical South Point, Ohio (Lawrence) ?/73	600

In summary, gains have occurred in manufacturing (apparel, instruments, lumber and wood, and steel) and banking. It can be seen that new investment

activity is occurring. Although employment impact information is incomplete (due to lack of one central source coordinating all growth and expansion; and due to lack of any data past 1973), the data which are available show that employment increases are occurring unless these increases are offset by plant closings and relocations. At present, it is predicted from the data above that this is the case and that the Huntington SMSA is barely holding its own.

4. Labor Market Projection Studies

Until fairly recently, useful data on occupational change and structure were almost nonexistent. Plans are underway within the Research and Statistics Division of the Department of Employment Security to correct this situation. However, for this particular review of data on employment projections, the data, which are expected to have more predictive value by county or SMSA, are still being generated and were not available for review at the time of this writing.

A review of the data and projections generated out of this new information system should definitely be studied and cross-checked against the labor-force projections to be presented below. This should be done in order to support or refute the present available data upon which recommendations are being made with respect to the direction educational programs should take in Cabell and Wayne Counties. It is anticipated by many that these data will prove to be invaluable to local agencies needing such information for planning purposes.

Funded by the Manpower Administration of the U.S. Department of Labor, a new manpower information system is being developed by the Department of Employment Security for the State of West Virginia by regional planning areas and by SMSAs.

This information will provide the data needed on employment and occupational structure, by industry, and on the required characteristics of specific occupations. The name of the computer printout will be "Projected Employment by Industry and Occupations," and the printout will, hopefully, be available to the Huntington SMSA six months from this writing. The Department of Employment Security is patterning their information system after a national industry-occupational matrix and national manpower projections, developed by the Bureau of Labor Statistics of the U.S. Department of Labor, which are presented in a four-volume publication entitled Tomorrow's Manpower Needs. The Department of Employment Security is using the conceptual framework of the U.S. Department of Labor in developing their state and area manpower projections but has designed its own manpower information system which will be used to develop an industry-occupational matrix appropriate to West Virginia's situation. Once the system is developed it will be used to forecast employment and the occupational structure of employment by industry for five- and ten-year periods.

The Department of Employment Security has stated that "once the projections are completed it will consult with relevant staff members from vocational education and manpower development for the purpose of selecting specific occupations to be studied in depth. It is anticipated that in this way the required characteristics for successful employment in emerging and expanding occupations may be identified sufficiently early to permit orderly and planned growth in relevant education and training programs."

The present report supports the observation made in A Survey of Vocational Education in West Virginia and further recommends that the system expand its capabilities and also concern itself with the expansion of the system to include projections of manpower supply as well as the manpower demand. This would necessitate close coordination of the efforts of the Department of Employment Security and the Division of Vocational Education.

The only economic projection study available at this time is the extensive study of the West Virginia economy undertaken at the direction of Dr. William H. Miernyk entitled Simulating Regional Economic Development: An Interindustry Analysis of the West Virginia Economy, 1970. Dr. Miernyk and his associates modified an input-output model designed by Dr. Wassily Leontief to project sales and output to 1975, to compute the industry manpower requirements for inputs, and then to utilize a 50-category industry-occupational matrix to derive 1975 labor projections.

In addition to these projections, arrived at by a technique which has received criticism for being too academic and perhaps too precise to make it practical, another major contribution of Dr. Miernyk's work is the impact new industrial growth through technology has on all other industry by producing interrelationships which affect the direction of manpower projections.

It is important to note that Dr. Miernyk's work deals with what could be, if the appropriate steps are taken to ensure the future economic growth of the West Virginia economy. He is optimistic and constructive in his approach to problem-solving. He provides one end of a continuum, at the other end of which is the West Virginia Department of Employment Security, which is more conservative in its projections and approach to problem solution.

5. Overview of Current Data on Labor Market Projections by Industry and Occupation

The statistical data presently available from which labor projections can be made by industry and, in many instances, by occupation, presents itself in various forms, national employment projections, and trends based upon Tomorrow's Manpower Needs and the Occupational Outlook Handbook, 1972-73 edition; Dr. William H. Miernyk's projections, based upon the input-output model for the State of West Virginia from a 1965 base year projected to 1975; the Base Year Studies for Cabell and Wayne Counties and Ohio River Basin Comprehensive Survey for the Ohio-Huntington subarea; West Virginia Department of Employment Security projections to 1975 for the state by industry and occupation for a 15-year period, 1960 to 1975; and, finally, Department of Employment Security projections to 1977 for the Huntington SMSA. The material and projections from Dr. Miernyk's economic development study will be presented first, representing one approach to West Virginia's labor scene. Then, the statistical projections done by the Department of Employment Security for both the state (to 1975) and the Huntington SMSA (to 1977) will be used to establish the main trends and demands for the area.

Table III-9 presents the projected occupational demand to 1975 by the five standard industrial classifications. In the State of West Virginia, as in the nation, demand is projected to be highest in professional, technical, and managerial occupations. The second and third areas of demand are the areas of clerical and sales and service, respectively. Operatives and laborers is the area of least demand and is also the area which is projected to expand the least in terms of new jobs. Most job demand will come from replacement of workers already in the market.

TABLE III-9

SUMMARY OF PROJECTED OCCUPATIONAL DEMAND, 1965-1975
State of West Virginia

	Expansion	Replacement	Total
Professional, Technical, and Managerial	34,635	35,443	70,078
Clerical and Sales	22,865	41,322	64,187
Craftsmen and Foremen	13,539	14,267	27,806
Operatives and Laborers	3,475	27,258	30,733
Service	17,818	16,502	34,320
Total	92,332	134,792	227,124

Source: Miernyk, Dr. William et al. Simulating Regional Economic Development: An Interindustry Analysis of the West Virginia Economy, 1970.

Table III-10 further defines each occupational classification by providing a representative sample of jobs within each occupational classification and the demand for each job to 1975 (projected from 1965 data), together with the percentage increase.

The occupation predicted to incur the greatest percentage of growth from the 1965 level was "other teachers," 431.8 percent. This enormous increase, as compared with the other percentages, can be explained by an expected increase in the number of vocational-career-occupational-technical-special education teachers. The percent of increase was relatively high for all occupations within the professional, technical, and managerial classification, with an average of approximately 50 percent. The smallest amount of increase in this category was expected for chemical engineers, 8.3 percent.

Within the classification of clerical and sales occupations, the job which will experience the most demand in 1975 in terms of its 1965 level will be office machines operators, 68.5 percent. Within the same classification the job which will experience a decline will be shipping and receiving clerks, 8.5 percent.

The percentage increases for those jobs categorized within the remaining three main occupational classifications are definitely lower and average approximately 25 percent. In the occupational category of craftsmen and foremen, the two job areas predicted to experience decreased demand are tool and die makers (6.1 percent) and other metal-working craftsmen (0.7 percent). Two job areas are predicted to experience the greatest growth in terms of increase in demand for 1975 over 1965 levels: printing trades craftsmen (56.1 percent) and painters (40.6 percent). However, in terms

of the greatest number of workers in this classification, there will be a need in 1975 for 5,136 mechanics and 1,294 foremen over the 1965 levels.

Within the occupational classification of operatives and laborers, employment for mine operators and laborers is expected to decrease 25.3 percent, or 4,859 fewer workers in 1975 as compared with 1965. An even greater decline in percentage terms, but not in numerical terms, is to be incurred to 1975 by farmers and farmworkers, 35.7 percent, or 311 fewer persons required.

In the service classification, 14,605 new service workers will be needed in 1975 over the 1965 level, an increase of 38.1 percent. It should be emphasized that the occupations included in Miernyk's projections by occupational classification are only a representative sample of change in terms of demand for jobs within the classifications.

It is interesting to compare Table III-10 with Table III-11, which is the projected occupational employment to 1975 from 1960 for the State of West Virginia, derived through the employment of another projective technique for a different base year, 1960. (Table III-11 will be discussed later in this report and is introduced here so comparisons can be made.) The majority of the projections are similar in direction and magnitude to the percentage change.

Table III-12 also was derived from Dr. Miernyk's study, which projects employment by occupational classification to 1975 from 1965 as well as the percentage change. His projections are more valuable in that some of the major occupational classifications are further defined, whereas most other projections for the state are not further defined in terms of the elements which contributed to the direction of a particular industry

TABLE III-10

WEST VIRGINIA EMPLOYMENT BY OCCUPATION 1965
AND
PROJECTIONS TO 1975

	Occupation	1965	1975	Change 1965-75 Number	Change 1965-75 Per Cent
Professional, Technical, and Managerial	Chemical Engineers	1,348	1,460	112	8.3
	Industrial Engineers	632	1,070	438	69.3
	Mechanical Engineers	993	1,295	302	30.4
	Mining Engineers	569	650	81	14.2
	Other Engineers	3,132	4,733	1,601	51.1
	Chemists	2,012	2,378	366	18.2
	Mathematicians	191	309	118	61.8
	Physicists	157	294	137	87.3
	Other Natural Scientists	644	1,059	415	64.4
	Technicians (Excl. Med.-Dent.)	6,645	9,390	2,745	41.3
	Med.-Dent. Technicians	1,535	2,602	1,067	69.5
	Doctors and Veterinarians	1,725	2,657	932	54.0
	Dentists	713	856	143	20.1
	Pharmacists	588	674	86	14.6
	Professional Nurses	7,553	10,857	3,304	43.7
	Elem. and Sec. Teachers	17,855	22,369	4,514	25.3
	College Teachers	2,712	4,809	2,097	77.3
	Other Teachers	346	1,840	1,494	431.8
	Social Scientists	390	574	184	47.2
	Accountants	2,580	3,318	738	28.6
	Lawyers	1,766	2,152	386	21.9
	Pers. and Labor Rel. Workers	917	1,399	482	52.6
	Other Prof. and Technicians	6,771	11,914	5,143	76.0
	Managers, Officials and Prop.	53,593	61,343	7,750	14.5
Clerical and Sales	Stenos, Typists and Sec.	15,830	22,041	6,211	39.2
	Office Machine Operators	3,305	5,570	2,265	68.5
	Accounting Clerks	6,192	6,974	782	12.6
	Shipping and Receiving Clerks	1,658	1,517	-141	-8.5
	Cashiers	3,498	4,776	1,278	36.5
	Telephone Operators	2,763	2,977	214	7.7
	Other Clerks	34,326	43,081	8,755	25.5
	Sales Workers	28,266	31,767	3,501	12.4

	Occupation	1965	1975	Change 1965-75 Number	Change 1965-75 Per Cent
Craftsmen and Foremen	Brickmasons	1,174	1,466	292	24.9%
	Carpenters	3,871	4,896	1,025	26.5
	Electricians	4,548	4,953	405	8.9
	Excavating Machine Operators	4,508	5,314	806	17.9
	Plumbers	2,024	2,831	807	39.9
	Painters	1,745	2,454	709	40.6
	Other Construction Craftsmen	1,608	2,008	400	24.9
	Foreman	13,880	15,174	1,294	9.3
	Sheet Metal Workers	715	800	85	11.9
	Skilled Machine Operators	2,967	3,114	147	5.0
	Toolmakers and Diemakers	607	570	-37	-6.1
	Other Metalworking Craftsmen	1,671	1,660	-11	-0.7
	Motor Vehicle Mechanics	4,750	5,388	638	13.4
	Other Mechanics	12,884	18,020	5,136	39.9
	Printing Trades Craftsmen	1,100	1,717	617	56.1
	Transp. and Pub. Util. Craftsmen	3,904	4,176	272	7.0
	Other Craftsmen	9,386	10,340	954	10.2
Operatives and Laborers	Drivers	18,450	22,502	4,052	22.0
	Semiskilled Textile Workers	2,927	3,280	353	12.1
	Semiskilled Metalworkers	11,000	12,019	1,019	9.3
	Mine Operatives and Laborers	19,230	14,371	-4,859	-25.3
	Farmers and Farmworkers	870	559	-311	-35.7
	Other Operatives (Semiskilled)	63,450	68,351	4,901	7.7
	Laborers	30,254	28,574	-1,680	-5.6
Service	Waiters, Cooks and Bartenders	10,497	13,710	3,213	30.6
	Other Service Workers	38,355	52,960	14,605	38.1
	Total Employment	477,580	569,912	92,332	19.3%

SOURCE: Miernyk, Dr. William H., et al. Simulating Regional Economic Development: An Interindustry Analysis of the West Virginia Economy, 1970.

TABLE III-11

WEST VIRGINIA
Occupational Employment in 1960 and 1975 Projected

Occupation	1960 Employ.	1975 Employ.	Numerical Change	Percentage Change
Total	561,900	648,500	+ 86,600	+ 15.4
Professional Technical,Kindred	43,360	70,304	+ 26,944	+ 62.1
Engineers, Technical	5,980	8,025	+ 2,045	+ 34.2
Natural Scientists	2,864	3,885	+ 1,021	+ 35.6
Technicians,Exc.Medic.,Dent.	5,421	8,278	+ 2,857	+ 52.7
Draftsmen	1,333	1,812	+ 479	+ 35.9
Surveyors	469	672	+ 203	+ 43.3
Air Traffic Controllers	78	134	+ 56	+ 71.8
Radio Operators	240	419	+ 179	+ 74.6
Technicians, Other	3,293	5,233	+ 1,940	+ 58.9
Medical,Other Health Workers	5,364	7,322	+ 1,958	+ 36.5
Dentists	304	348	+ 44	+ 14.5
Dietitians, Nutritionists	102	119	+ 17	+ 16.7
Nurses, Professional	1,843	2,593	+ 750	+ 40.7
Optometrists	66	60	- 6	- 9.1
Osteopaths	46	52	+ 6	+ 13.0
Pharmacists	771	847	+ 76	+ 9.9
Physicians and Surgeons	819	1,044	+ 225	+ 27.5
Psychologists	128	262	+ 134	+ 104.7
Technicians,Medical,Dental	516	1,097	+ 581	+ 112.6
Veterinarians	155	210	+ 55	+ 35.5
Other Medical,Health Wkrs.	605	682	+ 77	+ 12.7
Teachers	6,928	10,073	+ 3,145	+ 45.4
Teachers, Elementary	3,399	3,834	+ 435	+ 12.8
Teachers, Secondary	2,097	3,191	+ 1,094	+ 52.2
Teachers, College	710	1,875	+ 1,165	+ 164.1
Teachers, Other	722	1,177	+ 455	+ 63.0
Social Scientists	406	606	+ 200	+ 49.3
Economists	139	204	+ 65	+ 46.8
Statisticians & Actuaries	212	303	+ 91	+ 42.9
Other Social Scientists	48	88	+ 40	+ 83.3
Other Prof, Tech. & Kindred	16,369	32,122	+ 15,753	+ 96.2
Accountants & Auditors	3,580	5,010	+ 1,430	+ 39.9
Airplane Pilots,Navigators	111	348	+ 237	+ 213.5
Architects	119	175	+ 56	+ 47.1
Wrkrs in Arts,Entertainment	1,887	2,883	+ 996	+ 52.8
Clergymen	691	650	- 41	- 5.9
Designers,Exc.Design Craft	288	462	+ 174	+ 60.4
Editors and Reporters	439	598	+ 159	+ 36.2
Lawyers and Judges	1,729	2,141	+ 412	+ 23.8

: A Survey of Vocational Education in West Virginia, Education Systems Resources, Washington, D. C.; December, 1972.

Con't.--Table III-11, Page 2 of 4.

Occupations	1960 Employ.	1975 Employ.	Numerical Change	Percentage Change
Librarians	309	498	+ 189	+ 61.2
Personnel & Lab. Rel.Wkrs.	1,341	2,957	+ 1,616	+ 120.5
Photographers	236	318	+ 82	+ 34.7
Social and Welfare Wkrs.	2,580	4,859	+ 2,279	+ 88.3
Prof,Tech,Kindred, Nec.	3,027	11,226	+ 8,199	+ 270.9
Managers,Officials,Proprietors	50,758	61,131	+ 10,373	+ 20.4
Conductors, Railroad	771	746	- 25	- 3.2
Creditmen	314	464	+ 150	+ 47.8
Officers,Pilots,Engrs,Ship	67	74	+ 7	+ 10.4
Postmasters and Assistants	253	210	- 43	- 17.0
Purchasing Agents	875	1,226	+ 351	+ 40.1
Managers,Office,Prop. Nec	48,470	58,407	+ 9,937	+ 20.5
Clerical and Kindred Workers	74,020	105,357	+ 31,337	+ 42.3
Stenos, Typists, Secretaries	17,873	26,672	+ 8,889	+ 49.7
Office Machine Operators	2,835	5,365	+ 2,530	+ 89.2
Other Clerical,Kindred Wkrs.	53,307	78,228	+ 19,921	+ 37.4
Accounting Clerks	3,189	4,124	+ 935	+ 29.3
Bookkeepers, Hand	3,914	5,035	+ 1,121	+ 28.6
Bank Tellers	592	1,233	+ 641	+ 108.3
Cashiers	3,073	5,912	+ 2,839	+ 92.4
Mail Carriers	1,325	1,707	+ 382	+ 28.8
Postal Clerks	1,565	2,025	+ 460	+ 29.4
Shipping,Receiving Clerks	2,261	2,491	+ 230	+ 10.2
Telephone Operators	2,844	3,034	+ 190	+ 6.7
Clerical and Kindred, Nec.	34,538	47,668	+ 13,130	+ 38.0
Sales Workers	27,077	31,597	+ 4,520	+ 16.7
Craftsmen,Foremen and Kindred	70,949	93,313	+ 22,364	+ 31.5
Construction Craftsmen	19,450	28,400	+ 8,950	+ 46.0
Carpenters	4,527	5,966	+ 1,439	+ 31.8
Brickmasons & Tile Setters	1,175	1,699	+ 524	+ 44.6
Cement,Concrete Finishers	221	496	+ 275	+ 124.4
Electricians	4,313	6,167	+ 1,854	+ 43.0
Excavating,Grading,Mach.Op.	4,114	7,165	+ 3,051	+ 74.2
Painters & Paperhangers	2,207	2,730	+ 523	+ 23.7
Plasterers	231	222	- 9	- 3.9
Plumbers and Pipefitters	2,109	3,018	+ 909	+ 43.1
Roofers and Slaters	240	422	+ 182	+ 75.8
Structural Metalworkers	294	520	+ 226	+ 76.9
Foremen Nec.	12,573	16,539	+ 3,966	+ 31.5
Metalworking Crafts Exc.Mech.	7,449	8,145	+ 696	+ 9.3
Machinists & Related Occ.	3,011	3,618	+ 607	+ 20.2

Con't.--Table III-11, Page 3 of 4.

Occupations	1960 Employ.	1975 Employ.	Numerical Change	Percentage Change
Blksmiths,Forgmn,Hammermen	419	313	- 106	- 25.3
Boilermakers	204	172	- 32	- 15.7
Heat Treaters,Annealers	181	201	+ 20	+ 11.0
Millwrights	737	767	+ 30	+ 4.1
Molders,Metal,exc.Coremkrs	739	708	- 31	- 4.2
Patternmakers,Metal, Wood	205	238	+ 33	+ 16.1
Rollers and Roll Hands	541	461	- 80	- 14.8
Sheet Metal Workers	671	814	+ 143	+ 21.3
Toolmakers and Diemakers	722	845	+ 123	+ 17.0
Printing Trades Craftsmen	1,189	1,558	+ 369	+ 31.0
Compositors, Typesetters	737	834	+ 97	+ 13.2
Electrotypers,Stereotypers	33	19	- 14	- 42.4
Engravers Exc.Photoengraver	99	63	+ 24	+ 61.5
Photoengrvrs,Lithographers	87	201	+ 114	+ 131.0
Pressmen, Plate Printers	290	435	+ 145	+ 50.0
Transport and Pub.Util.Craft	4,341	4,772	+ 431	+ 9.9
Linemen and Servicemen	2,736	3,604	+ 868	+ 31.7
Locomotive Engineers	852	875	+ 23	+ 2.7
Locomotive Firemen	747	292	- 455	- 60.9
Mechanics and Repairmen	16,443	24,653	+ 8,210	+ 49.9
Airplane Mech. & Repairmn	396	630	+ 234	+ 59.1
Motor Vehicle Mechanics	3,905	5,284	+ 1,379	+ 35.3
Office Machine Mechanics	267	528	+ 261	+ 97.8
Radio and TV Mechanics	560	804	+ 244	+ 43.6
RR and Car Shop Mechanics	659	588	- 71	- 10.8
Other Mechanics & Repair	10,635	16,811	+ 6,176	+ 58.1
Other Craftsmen and Kindred	9,492	9,247	- 245	- 2.6
Bakers	569	490	- 79	- 13.9
Cabinetmakers	314	381	+ 67	+ 21.3
Crane,Derrick,Hoist Men	1,837	2,099	+ 262	+ 14.3
Glaziers	118	185	+ 67	+ 56.8
Jewelers & Watchmakers	165	168	+ 3	+ 1.8
Loom Fixers	69	46	- 23	- 33.3
Opticians,Lens Grinders	84	116	+ 32	+ 38.1
Inspectors,Log and Lumber	171	157	- 14	- 8.2
Inspectors, Other	1,380	964	- 416	- 30.1
Upholsterers	216	291	+ 75	+ 34.7
Craftsmen & Kindred Nec	4,554	4,353	- 201	- 4.4
Operatives and Kindred Workers	111,500	117,160	+ 5,660	+ 5.1
Drivers and Deliverymen	19,479	21,486	+ 2,007	+ 10.3
Drivers,Bus,Truck,Tractor	15,826	17,623	+ 1,797	+ 11.4
Deliverymen and Routemen	3,658	3,856	+ 198	+ 5.4
Transp & Pub.Util.Operatvs	2,160	1,944	- 216	- 10.0
Brakmen & Switchmen RR	1,829	1,632	- 197	- 10.8
Power Station Operators	257	246	- 11	- 4.3
Sailors and Deckhands	69	61	- 8	- 11.6

Con't.--Table III-11, Page 4 of 4.

Occupation	1960 Employ.	1975 Employ.	Numerical Change	Percentage Change
Semiskilled Metalworking Occ.	6,851	9,803	+ 2,952	+ 43.1
Furnacemen,Smeltrmn,Pourers	871	931	+ 60	+ 6.9
Heaters, Metal	126	134	+ 8	+ 6.3
Welders and Flame-Cutters	2,698	4,466	+ 1,768	+ 65.5
Assemblers,Mtlwrk,Class A	279	424	+ 145	+ 52.0
Assemblers,Mtlwrk,Class B	1,194	1,699	+ 505	+ 42.3
Inspectors,Mtlwrk,Class B	715	914	+ 199	+ 27.8
Machine Tool Oper,Class B	835	1,062	+ 227	+ 27.2
Electroplaters	52	72	+ 20	+ 38.5
Electroplaters Helpers	88	110	+ 22	+ 25.0
Semiskilled Textile Occup.	2,588	4,084	+ 1,496	+ 57.8
Knitters,Loopers,Toppers	112	77	- 35	- 31.3
Spinners, Textile	172	122	- 50	- 29.1
Weavers, Textile	158	95	- 63	- 39.9
Sewers and Stitchers,Mfg.	2,144	3,787	+ 1,643	+ 76.6
Other Operatives & Kindred	80,411	79,841	- 570	- 0.7
Asbestos,Insulation Wrks	141	195	+ 54	+ 38.3
Attend,Auto Service,Parking	2,412	2,831	+ 419	+ 17.4
Blasters & Powdermen	462	609	+ 147	+ 31.8
Laundry,Dry Cleaning Oper.	1,382	1,218	- 164	- 11.9
Meat Cutters,Exc.Meatpckng	1,237	1,233	- 4	- 0.3
Mine Operatvs,Laborers,Nec.	29,322	22,518	- 6,804	- 23.2
Operatives & Kindred,Nec.	45,450	51,214	+ 5,764	+ 12.7
Service Workers	55,445	68,103	+ 12,658	+ 22.8
Private Household Workers	7,655	5,276	- 2,379	- 31.1
Protective Service Workers	20,115	26,253	+ 6,138	+ 30.5
Firemen	5,197	6,108	+ 911	+ 17.5
Guards,Watchmen,Doorkprs.	4,988	5,937	+ 949	+ 19.0
Police,Oth.Law Enforce.Off.	9,929	14,205	+ 4,276	+ 43.1
Food Service Workers	10,197	13,389	+ 3,192	+ 31.3
Bartenders	1,047	1,056	+ 9	+ 0.9
Cooks,Exc.Priv.Households	3,110	4,217	+ 1,107	+ 35.6
Counter & Fountain Wkrs.	881	1,707	+ 826	+ 93.8
Waiters and Waitresses	5,152	6,417	+ 1,265	+ 24.6
Other Service Workers	17,481	23,178	+ 5,697	+ 32.6
Airline Stewards,Stwdsses	8	25	+ 17	+ 212.5
Attendants,Hosp,Oth.Inst.	1,627	3,715	+ 2,088	+ 128.3
Charwomen & Cleaners	1,114	1,510	+ 396	+ 35.5
Janitors and Sextons	3,895	4,608	+ 713	+ 18.3
Nurses, Practical	838	1,622	+ 784	+ 93.6
Service Workers, Nec	9,994	11,706	+ 1,712	+ 17.1
Laborers,except Farm & Mine	29,762	27,068	- 2,694	- 9.1
Farmers and Farm Workers	42,044	18,581	-23,463	- 55.8
Other Non-Agricultural	57,000	55,900	- 1,100	- 1.9

TABLE III-12
West Virginia Projected 1975 Employment

	1965	1975	Percent Change
Labor Force	628,000	712,700	4.0
Employment	477,600	563,000	1.8
Unemployment	42,500	30,400	-2.9
Manufacturing			
Durable Goods			
Furn. & Wood Products	1,592	2,140	34.4
Petroleum products	712	832	16.9
Glass	15,485	15,763	1.8
Stone & clay products	5,911	7,206	21.9
Primary metals	26,664	30,080	12.8
Fabricated metals	6,791	9,186	35.3
Mach. (ex. electrical)	5,194	5,907	13.7
Electrical machinery	5,406	5,400	-0.1
Transportation equipment	5,348	5,116	-4.3
Nondurable Goods			
Food products	1,877	1,623	-13.5
Dairies	2,244	2,245	0.0
Bakeries	2,347	2,678	14.1
Beverages	1,517	1,480	-2.4
Apparel & accessories	5,392	6,673	23.8
Print & publishing	3,674	6,734	83.3
Chemicals	25,615	23,956	-6.5
All other Manufacturing	6,920	7,382	19.0
Nonmanufacturing			
Mining			
Coal mines (undg.)	40,600	35,717	-12.0
Coal (strip & auger)	2,546	2,335	-8.3
Pet. & nat. gas	4,229	4,889	15.6
All other mining	1,421	1,344	-5.4
Contract Construction			
Building construction	6,888	10,042	45.8
Non-building construction	6,441	8,055	25.1
Special Construction	8,343	11,924	42.9
Transportation, Communication & Public Utilities			
Railroads	12,600	10,662	-15.7
Truck & warehousing	7,120	8,259	16.0
All other transportation	1,457	1,697	16.5
Communications	6,510	7,352	12.9
Electrical Systems	4,750	5,865	23.5
Gas systems	5,703	4,863	-14.7
Water & sanitary services	1,474	2,241	52.0

Con't.--TABLE III-12, Page 2 of 2.

	1965	1975	Per Cent Change
Trade			
Restaurants & bars	10,901	12,975	19.0
Wholesale Trade	20,118	21,211	5.4
Retail food	8,917	8,978	0.7
Auto Service stations	3,695	4,306	16.5
All other retail	41,920	46,088	9.9
Finance, Insurance & Real Estate			
Banking	4,215	5,863	39.1
Other finance	2,074	2,661	28.3
Ins. Agents	5,089	6,637	30.4
Real estate	2,522	3,243	28.6
All other	1,328	1,742	31.2
Services			
Hotels & lodgings	4,371	5,110	16.9
Med. & legal services	24,118	35,207	46.0
Educational services	35,019	55,454	58.4
All other services	29,929	37,792	26.3
Government			
State & local	30,099	50,805	68.8
Federal	12,315	13,310	8.1
Agriculture	925	602	-34.9
Totals	477,580	569,912	19.3%

SOURCE: Miernyk, Dr. William H., et al. Simulating Regional Economic Development: An Interindustry Analysis of the West Virginia Economy, 1970.

TABLE III-13

WEST VIRGINIA PROJECTED 1975 EMPLOYMENT

(in thousands)

	1972	1975	Change Numerical	Change %
Total Civilian Labor Force	657.3	681.5	+24.2	+3.7
Unemployed	45.5	33.0	-12.5	-27.5
Total Employed	610.7	648.5	+37.8	+6.2
Non-Agricultural Employment	537.3	571.6	+34.3	+6.4
Manufacturing	122.7	128.2	+5.5	+4.5
Durable Goods	75.3	77.6	+2.3	+3.1
Lumber & Wood Products (exc. furniture)	7.2	5.5	-1.7	-24.0
Furniture	-	2.6		
Stone, Clay & Glass	19.4	19.0	- .4	-2.1
Primary Metals	24.9	25.0	+11	+.4
Fabricated Metal Products	8.1	7.9	+.2	+2.5
Machinery (exc. electrical)	5.3	6.3	+1.0	+18.9
Electrical Machinery	4.4	5.6	+1.2	+27.3
Transportation Equipment	3.3	3.0	-.3	-9.1
Other	2.6	2.7	+.1	+3.9
Nondurable Goods	47.4	50.6	+3.2	+6.8
Food	6.3	7.0	+.7	+2.3
Apparel	5.7	6.0	+.3	+5.3
Printing & Publishing	4.4	5.5	+1.1	+25.0
Chemicals	23.8	24.0	+.2	+.8
Leather	2.2	3.0	+.8	+36.7
Other	3.7	5.1	+1.4	+39.0
Non-Manufacturing	414.5	443.4	+28.9	+7.0
Mining	53.1	63.5	+10.4	+19.6
Bituminous Coal	48.6	58.0	+ 9.4	+19.3
Contract Construction	34.2	32.2	-2.0	-5.8
Trans., Comm. & Pub. Utilities	40.2	43.7	+3.5	+8.7
Trade	101.7	105.8	+4.7	+4.6
Wholesale	25.3	25.0	-.3	-1.2
Retail	76.4	80.8	+4.4	+5.8
Finance, Insurance & Real Estate	16.5	18.3	+1.8	+11.0
Services	70.5	74.1	+3.6	+5.1
Government	98.3	105.8	+7.5	+7.6
All Other Non-Agricultural	51.6	55.9	+4.3	+8.3
Agriculture	21.8	21.0	-.8	-3.7

SOURCE: West Virginia Department of Employment Security

TABLE III-14
HUNTINGTON - ASHLAND - IRONTON SMSA
Five Year Projection of Work Force, Unemployment and Employment
(Annual Average)

	1972 1/	1973	1974	1975	1976	1977	Change	
							Numerical	%
Work Force 2/	100,600	101,500	101,600	101,700	102,300	102,700	1,900	1.8
Unemployment	8,900	8,500	8,200	8,100	8,000	8,000	-900	-10
Rate	8.8	8.4	8.1	8.0	7.8	7.8	xx	xx
Employment	91,400	92,500	93,100	93,300	94,000	94,400	3,000	3.3
Nonag. Wage & Salary	80,800	81,700	82,300	82,700	83,400	83,900	3,100	3.8
Manufacturing	26,000	26,400	26,700	26,300	27,000	27,000	1,000	3.8
Durable Goods	18,500	18,800	19,000	19,100	19,300	19,300	800	4.3
Nondurable Goods	7,500	7,600	7,700	7,700	7,700	7,700	200	2.7
Nonmanufacturing	54,800	55,300	55,600	55,900	56,400	56,900	2,100	3.8
Mining	700	700	700	600	600	600	-100	-14.3
Contract Construction	3,300	3,600	3,800	3,900	4,000	4,000	700	21.2
Transportation, Communications & Pub. Util.	7,000	7,000	6,900	6,800	6,800	6,700	300	4.3
Wholesale & Retail Trade	17,000	17,200	17,400	17,700	17,900	18,100	1,100	6.5
Finance, Insurance & Real Estate	2,900	2,900	3,000	3,000	3,000	3,000	100	3.4
Services	10,900	11,100	11,300	11,500	11,700	12,000	1,100	10.1
Government	12,900	12,800	12,500	12,400	12,400	12,500	-400	-3.1
All Other Nonag. Employment 3/	8,500	8,700	8,700	8,600	8,600	8,600	100	1.2
Agriculture	2,100	2,100	2,100	2,000	2,000	1,900	-200	-9.5

1/ Used 1972 March benchmark

2/ Includes estimates of labor-management disputes

3/ Represents self-employed and unpaid family workers and domestic workers in private households.

as a whole. For example, within the nonmanufacturing classification of transportation, communications, and public utilities, the other projections for the state and the SMSA report only one composite numerical and percentage change to 1975. In the Miernyk projections, it can be seen that employment within the state will decline for railroad and gas systems by 15.7 percent and 14.7 percent, respectively, whereas, trucking and other transportation are expected to incur increased employment. Within the public utilities sector, increases are projected for the electric, water, and sanitary services.

Table III-12 should be compared against Table III-13, which shows projections to 1975 for the state derived by another projection technique. While the magnitude of the percentages of change are not always similar, the direction of the change is, for the most part, similar. The Miernyk projections are somewhat more optimistic with regard to the increased number and percent of change projected for each industry. Each industry should be looked at separately, however, with regard to the numerical employment anticipated by 1975. The comparison between Table III-12 and Table III-13 would be more meaningful if the computations had been made with the same base year.

The Miernyk projections for the most part are consistent with the other data reported for West Virginia and the Huntington SMSA except in a few areas. On a national level, printing and publishing is expected to show little or no change in employment. Before considering any educational programs in this area, further in-depth analysis should be made of the types of jobs and industries within West Virginia and the SMSA which are projected to become available, as the printing industry is

undergoing considerable technological change. Projections for stone, glass, and clay products are higher according to the Miernyk study than is estimated for the SMSA or the state.

The Mierynk projections predict a decline of 6.5 percent in the manufacture of chemicals within the state. The other state projections done by the Department of Employment Security (DES) anticipate only a slight increase. The numerical employment is very similar, however, with 23,956. (Miernyk) and 24,000 (DES) as the number of persons to be employed in chemical manufacturing in 1975.

Coal mining is expected to decline according to the Miernyk projections, but the mining of petroleum and natural gas should increase. Coal mining is expected to increase appreciably according to the DES projections for the state. This discrepancy, which is discussed elsewhere in this report, may be due to the optimism of the Employment Security Division attributed to the need for fuel and an expected decrease in environmental pressures.

Contract construction is expected to increase from its 1965 levels, according to the Miernyk projected figures, to a 1975 level of 31,000, as compared with 32,200 in 1975 projected by DES. However, the DES projected employment in 1975 is a decrease of 5.8 percent from the employment in construction already reached in 1972.

All sectors of trade (except wholesale): finance, insurance, and real estate; services; and government are expected by both Miernyk, using base year 1965, and DES, using base year 1972, to increase over previously reported employment levels. Agriculture will continue to decline.

The West Virginia Department of Employment Security state projections for employment to 1975 and the Huntington SMSA projections for employment

to 1977 are presented and reviewed next in order to establish the basic labor market trends. The projections will be discussed separately with regard to each industrial-occupational classification.

Table III-13 presents the state projections to 1975. The table has been adjusted to reflect the same data for 1972 and then to compare the data for the two years (1972 to 1975) by deriving the numerical and percentage change for the major industrial classifications. Table III-11 shows the demand or growth by occupation in number and percentage increase or decrease to 1975 for the state.

When comparing the 1972 statistics with those of 1975, the picture appears to be a fairly optimistic one for the West Virginia economy as a whole. A questionable area lies in the drop in unemployment (27.5 percent), which would indicate a rash of new jobs from present industry or economic development for the area, which the present investigation generally failed to show for the Huntington SMSA. Perhaps other regions of the West Virginia economy will be experiencing greater growth than the Huntington SMSA will realize. Another questionable area would be the increases in the mining and bituminous coal mining classification, with hefty increases of 19.6 percent and 19.3 percent, respectively. All previous national and local trends for this industry predict a slight decline, then a leveling off period, but little, if any growth. However, the Department of Employment Security projects that, by 1975, employment in coal mining will be rejuvenated due to the national power shortage and new technology in the area being greater than the limiting effects of environmental protection. The Arthur D. Little Inc. study of the Ohio River Basin also predicts a substantial increase in mining.

All manufacturing and nonmanufacturing areas (except the durable goods items of wood products: stone, clay, and glass products; and transportation equipment) will advance. Machinery and electrical machinery will head the group, at 18.9 percent and 27.3 percent, respectively, in durables. Leather, printing and publishing, and other manufacturing will lead the group in nondurables, at 36.7 percent, 25.0 percent, and 39.0 percent, respectively.

Within nonmanufacturing the service, government, and finance, insurance, and real estate sectors are projected to continue the long-term upward climb, making them the most dynamic sectors over a long time frame. Trade, except for wholesale, is up, as is transportation, communications, and public utilities; while contract construction is the only other nonmanufacturing area in a decline. True to its pattern of the past and that projected for the future, agriculture follows its downward trend to 1975.

In A Survey of Vocational Education in West Virginia by Education Systems Resources, commissioned by the U.S. Department of Commerce, the U.S. Bureau of Labor Statistics, national industry-occupational matrix ratios were applied to the West Virginia industrial employment data to obtain projections by occupations to 1975 with a base year of 1960. In presenting this breakout, which appears as Table III-11, it was cautioned that there were limitations in using the industry-occupational ratios of West Virginia which do not necessarily correspond to national ratios. But in view of the unavailability of the upcoming Department of Employment Security industry-occupational matrix for West Virginia, it was felt that a good approximation of the West Virginia occupational trends could be established. It was brought out in A Survey of Vocational Education in West Virginia

that errors in its use could be minimized by focusing not on the specific employment numbers calculated or projected for the various occupations but rather on the general trend of change for two benchmark years to which the national matrix was applied. Thus, Table III-11, which provides a summary of occupational employment changes between 1960 and 1975, projected, should not be regarded as sufficiently precise to make predictions for individual jobs. However, the general direction and magnitude of the changes which it identifies can be regarded as indicative of the occupational transition in West Virginia and with which the vocational-education system should be in congruence. Major increases are being experienced in professional, technical, clerical, and craftsmen and related occupations. Impressive with regard to rate of growth are the professional and technical occupations, which are undergoing an overall rate of growth which may be expected to result in a 62 percent increase in employment positions by 1975. Second in terms of growth rate, and first in terms of absolute numbers, is clerical and office occupations, including, primarily, stenographers, typists, secretaries, office machine operators, and other clerical and office workers. The third major occupational category experiencing exceptional employment increases is craftsmen and kindred, led by exceptional growth in construction and mechanic and repairmen positions. Employment growth in service occupations is slower than might otherwise be expected, due in large part to the declining number of household workers. However, with the large increases in employment positions for protective, food, and other service workers, the rate for service occupations is higher than the overall average. Meanwhile, growth in the number of persons employed in the operative and

kindred occupational category is being severely retarded by a total 12-year decline of close to 6,000 positions in mine operative and laborer positions. Low-skill labor positions other than farm or mine are also decreasing slightly. However, the most sizable decrease in employment by far is that being experienced in farm occupations.

Of particular significance to the future of vocational education is how the industry-occupational information just presented in Table III-11 corresponds to the present vocational program area offered within the State of West Virginia. The information presented in Table III-11 was screened out to exclude all nonvocational categories, and the remaining categories were consolidated in seven major groupings to correspond with the seven vocational education program areas as illustrated in figure 5, below.

Occupational Area	O.E. Code	1960 Actual Employ.	1975 Projected Employ.	Numerical Change	Percentage Change
Agricultural Occupations	(01)	42,044	18,581	-23,463	-55.8
Distributive Occupations	(04)	56,761	66,497	+ 9,736	+17.2
Health Occupations	(07)	5,429	9,709	+ 4,280	+78.8
Home Economics Occupations	(09)	10,345	9,479	- 866	- 8.8
Business and Office Occupations	(14)	74,020	105,357	+31,337	+42.3

Occupational Area	O.E. Code	1960 Actual Employ.	1975 Projected Employ.	Numerical Change	Percentage Change
Technical Occupations	(16)	4,080	6,458	+ 2,378	+58.3
Vocational Industrial Occupational	(17)	197,058	231,108	+34,050	+17.3
Total		389,737	447,189	+57,452	+14.8

Source: A Survey of Vocational Education in West Virginia, Education Systems Resources, Washington D.C., December 1972.

Figure 5. Selected Occupational Employment Statistics Grouped by Vocational Education Related Categories - West Virginia.

Two occupational areas which have experienced exceptionally large employment increases in an absolute sense are business and office occupations and vocational-industrial occupations. By 1975 the number of employment positions in business and office occupations is expected to show a net increase of about 42 percent over the 1960 level, while vocational-industrial occupations, with an estimated increase of 17 percent, will not do much better than keep pace with the 15 percent average employment increase for the whole state. However, it was emphasized in A Survey of Vocational Education in West Virginia that the importance of the actual growth of 34,000 vocational-industrial employment positions should not be minimized.

Another area in which growth was reported to be doing little better than keeping pace with the overall economy was distributive occupations, representing a 17 percent increase for the period 1960 to 1975.

In terms of a high-growth area, rapid expansion is taking place in health and technical occupations. For the period under review, employment in health occupations is expected to increase 78 percent, while employment in technical occupations will increase 58 percent.

In sharp contrast, employment in agricultural and home-economics occupations is experiencing a decline. By 1975, eployment in agricultural occupations is expected to be less than one half of its 1960 level, with employment in occupational home-economics positions expected to show a decline of 9 percent for the 15-year period.

It should be remembered that the projections represent the picture for the State of West Virginia to 1975 and should be applied with extreme caution to the Huntington SMSA labor market. As was illustrated in section C-3, above, "Hard-To-Fill Job Openings," discrepancies can occur between statistics relating to the state labor market and the regional labor market. With regard to the expected net increase of 42 percent to be realized in business and office occupations by 1975 over 1960, this projection would coincide with the State of West Virginia's need in job "shortages," with the clerical jobs classified as in demand (based upon the fact that they went unfilled for 30 days or more). However, the jobs of clerk-general office, clerk-general, and clerical-secretary were classified as "surplus" job categories. It could be hypothesized, based upon the national labor force projections by occupation, that the level of the clerical jobs classified as one element of the business category will require more skills, and the purely mechanical aspects of clerical jobs today will be taken over by automation.

To date the information above has been geared mainly to state labor projections. The projections of the work force, unemployment, and employment for the Huntington SMSA to 1977 (base year of 1972) are available as presented in Table III-14, which is derived from the Area Manpower Planning Report by the Department of Employment Security. In comparing Table III-14

with Table III-13, which reflects projected employment for the State of West Virginia to 1975, direct comparisons can be made between the two sets of projections by industry by recomputing the numerical and percent change to reflect 1975 increases, as illustrated in Figure 6 below.

State Change			SMSA Change	
Numerical	Percent		Numerical	Percent
+24.2	+ 3.7	Labor Force	+1.1	+ 1.1
-12.5	-27.5	Unemployment	- .9	-10.1
+37.8	+ 6.2	Employment	+1.9	+ 2.1
+34.3	+ 6.4	Nonagriculture Wage and Salary	+1.9	+ 2.4
+ 5.5	+ 4.5	Manufacturing	+ .3	+ 1.2
+ 2.3	+ 3.1	Durable Goods	+ .6	+ 3.2
+ 3.2	+ 6.8	Nondurable Goods	+ .2	+ 2.7
+28.9	+ 7.0	Nonmanufacturing	+1.1	+ 2.0
+16.4	+19.6	Mining	- .1	-14.3
- 2.0	- 5.8	Contract Construction	+ .6	+18.2
+ 3.5	+ 8.7	Transportation, Communication, and Public Utilities	- .2	- 2.9
+ 4.7	+ 4.6	Wholesale and Retail Trade	+ .7	+ 4.1
+ 1.8	+11.0	Finance, Insurance, and Real Estate	+ .1	+ 3.5
+ 3.6	+ 5.1	Services	+ .6	+ 5.5
+ 7.5	+ 7.6	Government	- .5	- 3.8
+ 4.3	+ 8.3	All Other Non-Agriculture	+ .1	+ 1.2
- .8	- 3.7	Agriculture	- .1	- 4.8

Figure 6. Comparison of Work Force Projections to 1975 (Between State and Huntington SMSA) (Annual Average, in Hundreds).

As can be observed, the discrepancies referred to earlier are more apparent than the consistencies, and the magnitude (reflected in the percentage change) of the movement elicits, on the one hand, an immodest proposal and, on the other hand, a modest proposal of anticipated labor force movement and direction.

In conjunction with projections for the Huntington SMSA to 1977 it was noted in the Annual Manpower Planning Report, December 1972, that "much of the expected improvement will depend to a great extent on the policies of government as well as the economic situation in the Huntington area. Assuming that the proper monetary and fiscal policies are used by the federal government there is a good likelihood that economic conditions will continue to improve."

The largest discrepancies between the two sets of projections occur in three areas. The 3.8 percent decline in government for the SMSA is directly in opposition to the 7.6 percent increase for the state to 1975. As discussed earlier, this trend seems to be specific to Huntington and should manifest itself only slightly and for no great length of time. However, for these projections it was stated that government was somewhat of a puzzle. Demand for government services is rising, but the supply of these services in some sectors seems to be decreasing. On balance it appears that government employment will decline in the SMSA.

The second discrepancy in terms of numbers and direction is mining. It can only by hypothesized, but quite convincingly, that the state projection was based upon a future turn of events in the mining industry, and the projections for the SMSA did not give as much credibility to this prediction and thus based the SMSA projection for mining on past performance with little anticipated rejuvenation. The price-cost squeeze was also seen as a deterrent to the mining industry (as it was for transportation, communications, and public utilities.)

The third discrepancy lies in the direction and magnitude of contract construction, where it is expected by 1975 to decline 5.8 percent statewide

and to increase 18.2 percent in the SMSA, a rather hearty increase and somewhat out of line in magnitude with regard to the other projections. This projection, it was stated, was based upon the assumption of an expanding economy and probably also on the road and dam construction occurring in Cabell and Wayne Counties and in the Ohio sector.

The only other major difference for the remainder of the industries in manufacturing is one of magnitude, or anticipated rate of growth. The projected growth rates for durable goods (based upon primary metals and machinery), trade, and services are very much in line and coincide also with national trends toward an increase due to rise in personal income.

SECTION IV

INVENTORY OF PUBLIC AND PRIVATE SECONDARY AND POSTSECONDARY VOCATIONAL-EDUCATION PROGRAMS IN THE TRI-STATE AREA

A. Introduction

It may be assumed that there now exist educational programs in Cabell and Wayne Counties which are filling present needs and which are designed to meet the future demand of the various occupational areas. In investigating the need for new educational programs and facilities it is essential to inventory the numbers and types of programs and institutions in existence and then to evaluate the capability of such programs to meet future requirements.

Just such a review has been made in Cabell and Wayne Counties and the remainder of the Tri-State area. The public secondary school programs, particularly in the area of vocational education, were reviewed in both Cabell and Wayne Counties. This inventory was accomplished with the cooperation of the individuals responsible for vocational-occupational-technical education at each county Board of Education. Information for 1972-73 which was gathered and reviewed consisted of: programs offered by school and by county; enrollment in vocational-education programs reported by school and by course; and total student population (grades 9 through 12) by school and by county. Additional information obtained from each county Board of Education pertained to those postsecondary and adult programs offered.

To supplement the information obtained from local school boards with regard to public secondary vocational-education programs and to ascertain the status of postsecondary public and private educational programs which could be classified as vocational in Cabell and Wayne Counties, the following agencies were contacted in person or by telephone and written information

was obtained: West Virginia State Department of Education, Division of Guidance, Counseling and Testing; West Virginia State Department of Education, Bureau of Vocational, Technical, and Adult Education; State Board of Barbers and Beauticians; and West Virginia Commission on Higher Education. Other publications, such as the Directory of Postsecondary Schools with Occupational Programs 1971 Public and Private by the U.S. Department of Health, Education, and Welfare, were also reviewed.

The same type of information which was obtained in West Virginia covering public and private secondary and postsecondary programs was obtained also for Boyd County, Kentucky, and Lawrence County, Ohio, which comprise the remainder of the Tri-State area. The following departments were contacted by telephone: Ohio State Department of Education, Division of Guidance and Testing; Ohio State Department of Education, Division of Vocational Education; Bureau of Licensing and Private Schools; Kentucky State Department of Education, Bureau of Vocational Education; Kentucky State Department of Education, Public Instruction; Board of Barbers and Beauticians; and Board of Nursing Registration.

The information obtained in each state consisted primarily of the name and address of the institutions, with a general description, if any were available, of the programs offered. In all three states, there is no one department at the present time which is responsible for the compilation of data or the coordination of all of the educational programs offered in a state. However, the Ohio State Department of Education has recently published a statewide directory of all educational programs, with detailed information irrespective of whether the programs are licensed, private, public, secondary, postsecondary, technical, vocational, or higher education.

Therefore, information on all educational programs offered in the Tri-State area was obtained from several different agencies and was available in various forms and in varying detail. In all cases, follow-up telephone calls were made to the directors of the institutions named after they were contacted by letter and survey form in order to obtain the following information concerning each institution:

1. Vocational programs offered
2. Capacity of institution (and/or each program)
3. Present enrollment (1973-74)
4. Admission requirements (general and specific)
5. Cost of enrollment
6. Location and accessibility within or to the Huntington area
7. Placement experience, or number of graduates placed

(Refer to Appendix A for a copy of the letter and survey instrument mailed to educational institutions.)

The information received was then summarized and is presented below in Table IV-1. Table IV-1 is organized as follows:

a. Public Secondary, Postsecondary, and Adult - Cabell
b. Public Secondary, Postsecondary, and Adult - Wayne
c. Public and Private Postsecondary - Cabell
d. Private Postsecondary - Wayne
e. Public and Private Secondary and Postsecondary; Boyd County, Kentucky
f. Public and Private Secondary and Postsecondary; Lawrence County, Ohio

g. Other Secondary and Postsecondary - West Virginia

h. Other Secondary and Postsecondary - Kentucky

i. Other Secondary and Postsecondary - Ohio

The "Other Secondary and Postsecondary - West Virginia, Kentucky, and Ohio" sections of the table present postsecondary opportunities located close to, yet not considered a part of, the Tri-State area. These other educational opportunities have been included in the data to present the entire range of postsecondary, and, in some cases, alternative secondary, opportunities within commuting distance of Tri-State residents.

B. Review of Secondary and Postsecondary Public Vocational Programs

1. Cabell County

a. Secondary

Table IV-1, pages 1-4, are self-explanatory with regard to the number of schools offering vocational programs and the types of programs offered. It would appear from the reported enrollment statistics that all of the students enrolled in Fairfield School are participating in a vocational-education program. This is probably true, in part, since Fairfield School is ungraded and accommodates students who are classified as having special educational needs. An adjusted enrollment figure, however, which eliminated duplications (i.e., students enrolled in two or more vocational programs), showed that 109 students out of 165 are enrolled in some vocational-education program in 1972-73.

Milton High School also has a high enrollment in vocational-education programs. As a percentage of total enrollment, 64 percent of the students are enrolled in vocational-education programs. This school is predominately

rural and is the farthest away from the Huntington population center. The remainder of the schools in Cabell County average 17 percent of the combined total enrollments participating in vocational-education programs. Restated, 83 percent of the total student population in the remainder of the schools in Cabell County were not enrolled in any vocational-education program during the school year 1972-73. This figure could be increased since there are seven junior high schools (not listed in Table IV-1) with a ninth grade which had no traditional vocational-education program in 1972-73.

Since exact ninth-grade enrollment figures were not available, a more accurate picture of enrollment in vocational programs can be obtained by calculating the percentage of the student body served in grades 10 through 12. On this basis, only 29 percent of the students were enrolled in some form of vocational-education program in 1972-73. It should be noted that there has been no adjustment made to the enrollment figures to correct for duplications. This means that if one student is enrolled in two vocational programs, he is, therefore, reflected in the totals as two students.

In reviewing the status of all vocational-education programs in both Cabell and Wayne Counties, the programs themselves need to be examined, not just the participation rates. Of all the programs offered in Cabell County, 28 percent of the total number of students enrolled in vocational programs were enrolled in courses classified under home economics. The career of a homemaker and parent is a valid one, and preparation can be justified due to the fact that statistically the majority of the female population will become homemakers and parents during their lifetime. But it can also be supported statistically that today the majority of the female population will work in the paid labor force an equal number of years to the years a woman spends in the home. If a

female student takes only vocational home economics in high school, she can, in effect, be classified with those students who are not enrolled in a vocational program in high school. These graduates have completed a secondary education, but, in the eyes of the labor market, they are considered part of the unskilled labor force unless they receive additional postsecondary training or a four-year degree in a professional-technical area.

The remainder of the vocational-education programs presently existing at the secondary level are directly related to preparation for employment in skilled or semiskilled occupations.

Milton High School offers the largest selection of programs from which students can choose. The program offered most consistently at all schools is Office Occupations or Business Education. Trade and industrial programs are offered on a more limited basis. This area is one of the only sources of training traditionally offered for the male student. Thus, it can be observed, opportunities for the male student are somewhat limited at each school.

b. Postsecondary and Adult

At present there are 59,960 persons between the ages of 18 and 65 within Cabell County who are considered to be in the work force and who are eligible to participate in postsecondary or adult courses. According to the data provided, only 2.4 percent of that population was served during 1972-73 through programs offered at the Cabell County Career Center, as outlined in Table IV-1, page 3; conversely, 97.6 percent of the population was <u>not</u> participating in vocational-education programs in 1972-73.

2. Wayne County

a. Secondary

Table IV-1, pages 5 and 6, are self-explanatory and outline the number and types of vocational-education programs offered in Wayne County. Of the total student enrollment in grades 9 through 12, 55 percent were enrolled in vocational-education programs in 1972-73. Again, this percentage of participation is actually lower since the figure has not been adjusted for duplications. Therefore, at least 45 percent of the students in Wayne County were not served by vocational education in 1972-73.

The schools with a high rate of participation in vocational-education programs are those schools in Wayne County which are located in the southern part of the county or those areas which are designated as rural.

The types of programs offered in each school are somewhat more diverse than those offered in Cabell County; this can be accounted for by the fact that Wayne County does not have a central career or vocational facility servicing the county as a whole, such as the Cabell County Career Center. Again, as in Cabell County, 35 percent of those enrolled in vocational education are enrolled in home economics. If this population were subtracted from the total vocational-education enrollment figure, only 38 percent (as opposed to 55 percent) of the students would be enrolled. It should be noted, however, that in Wayne County there has been less participation on the part of females in the paid labor force throughout the history of the area as compared with the national average rate of work-force participation for women, as reported in the tables on demographic data in Section II of this report. Therefore, preparation in home economics does provide essential training for the Wayne County population.

b. Postsecondary and Adult

Adult courses are available in Wayne County, as in Cabell County, and are offered on a demand basis. According to Wayne County school officials the courses which are offered the most frequently due to demand are: agriculture, typing, sewing, welding, and woodworking. Types of regular course offerings geared directly to further occupational preparation are not available. However, according to the 1970 Census, Wayne County has a population of 20,086 persons between the ages of 18 and 65 who are in the work force and, therefore, could be served by postsecondary and adult programs.

3. School Enrollment Figures By County

As reported in Section II of this report on demographic characteristics, population in both counties decreased slightly between 1960 and 1970, declining appreciably in the urban areas and increasing slightly in the urban-rural areas. This trend in population has carried over to school enrollment figures and fluctuates by school and year. Figure 1, below, provides school enrollment figures from 1966 to the present for those schools which would be affected by a new vocational-education facility and new programs.

The only school in Cabell County experiencing an increase in enrollment consistently from 1966-67 to the present is Barboursville High School. There is a consistent decline in enrollment from 1966-67 to the present, except in 1972-73, at Huntington High School. Milton and Huntington East High Schools have been holding their own, but early 1973-74 enrollment figures show a decline at the two urban high schools (Huntington and Huntington East), with growth at the two urban-rural (Milton and Barboursville) high schools.

SCHOOL	ENROLLMENT IN GRADES 7 THROUGH 12							
	1966	1967	1968	1969	1970	1971	1972	1973
Cabell County:	1967	1968	1969	1970	1971	1972	1973	1974*
Senior High Schools								
Barboursville.	1180	1231	1255	1270	1251	1227	1242	1320
Huntington	1467	1438	1418	1321	1304	1251	1304	1243
Huntington East.	1444	1406	1422	1303	1340	1377	1488	1438
Milton	555	583	571	554	533	549	597	615
Junior High Schools								
Barboursville.	870	634	647	727	753	750	766	753
Beverly Hills.	743	733	717	782	840	823	828	839
Cammack.	662	632	644	696	684	691	676	633
Cox Landing.	-	230	226	246	255	260	258	243
Enslow	621	621	598	617	610	575	544	508
Fairfield.	272	275	228	231	205	163	165	157
Lincoln.	537	522	519	531	531	527	490	454
Milton	485	460	465	485	496	515	503	491
Oley	468	422	392	446	397	373	249	293
Ona.	207	211	227	253	267	272	272	287
Salt Rock.	176	180	176	168	197	206	222	211
West	596	582	578	583	570	556	540	526
Wayne County:								
Schools Grades 9-12								
Buffalo High	637	669	695	711	711	700	735	n.a.
Ceredo-Kenova High	819	828	860	875	934	934	949	n.a.
Crum High.	383	397	384	408	422	435	392	n.a.
Fort Gay High.	463	487	480	481	508	510	523	n.a.
Vinson High.	827	850	842	868	847	862	861	n.a.
Wayne High	821	579	622	584	532	701	702	n.a.
Wayne Junior	-	512	436	645	715	562	632	n.a.

n.a. - not available.
* As of October 1, 1973.

Figure 1. School Enrollment, 1966 to 1973, for Cabell and Wayne Counties, Grades 9 through 12.

Early enrollment figures for 1973-74 for the junior high schools also show slight declines in enrollments except at Beverly Hills, Oley, and Ona Junior High Schools. Until this year, however, the trend in junior-high enrollments was downward for Barboursville, Cammack, Enslow, Fairfield, Lincoln, Oley, and West, with a gradual but persistent upward trend at Beverly Hills, Cox Landing, Milton, Ona, and Salt Rock.

In general, however, it can be concluded that in Cabell County the overall enrollment in all schools (senior high, junior high, and elementary) has remained unchanged, with slight gains in one location being offset by losses in another. Population-growth figures for the Cabell County area lead one to believe that the enrollment picture for the school system is not going to change appreciably in the next five to ten years.

In Wayne County the same situation exists, with enrollment increases being experienced in the northern part of the county and in the more urban and urban-rural areas at Buffalo and Ceredo-Kenova High Schools, with the Vinson High School enrollment remaining much the same over the years. Fort Gay and Wayne High School enrollments are up slightly, with enrollment at Crum High School in the southernmost part of the county on the decline.

As in Cabell County, no radical population growth is expected for the area to place heavy burdens on the school facilities. In fact, in both counties, some of the school facilities, while old, are underutilized with regard to projected capacity.

Vocational-education enrollment in both counties, as reported to the State of West Virginia Department of Vocational and Technical Adult Education, has continued to increase slightly each year, and projected trends at the state and national levels anticipate vocational-education

enrollments in the future to experience even greater expansion as new programs are developed.

C. Review of Postsecondary Private and Public Vocational Programs in the Tri-State Area

Table IV-1 is self-explanatory and outlines in detail the number and types of programs available on a postsecondary level which are in addition to those provided by the county school systems as discussed above. Figure 2, below, summarizes the schools by type and number.

Type of School	No. of Schools
Aviation	1
Barber	1
Cosmetology	4
Business	4
Data Processing	1
Electronics	1
Hospital-Health	2
Community College (two-year programs)	1
College/University (four-year programs)	1
Public Schools	3
Correspondence	1
Total	20

Figure 2. - Summary of Postsecondary Schools in the Tri-State Area.

Table IV-2 summarizes and categorizes the types of programs offered in the institutions listed in Table IV-1. In Table IV-2, capacity and enrollment figures are not presently available for all programs listed for the 1973-74 school year due to the irregularity of enrollment in certain programs, and, for those programs under the classification of trade/industrial, enrollment is on a demand basis.

The largest number of programs offered and the largest student enrollment are in the area of business, with enrollment in secretarial studies providing the largest part of the enrollment in business and in private postsecondary programs. It was emphasized in Section III of this report on the labor force that there is an overabundance of secretarial and clerk-typist help in the Huntington SMSA and that the labor force which is currently available in this category does not meet industrial standards. It should also be noted that this is a major program area, in addition to home economics, for which a female can prepare on the secondary level. It can be concluded that more possibilities must be presented to female students on the secondary level to shift emphasis away from traditionally female occupational areas, such as secretarial training, to help eliminate the surpluses in these areas and keep women employed. The indications are that the programs which are offered need to be upgraded and need to be more in tune with industrial standards and qualifications.

The area which has the most space open for applicants in private post-secondary programs is cosmetology. It was reported that enrollment is low in this area because job opportunities are not readily available in the Huntington SMSA, pay is low, and there is no state regulation of out-of-the-home beauty operations which take away from the retail establishment trade. More barbers are needed in the Huntington SMSA in the future. However, it was reported that the interest is not there on the part of the students to enroll; thus, the enrollment is down, according to several sources contacted. National trends indicate that barber and beauty services will be increasing in demand to 1980; however, this will happen only as personal income expands due to increased economic development and employment opportunities.

With regard to specific institutions, Ashland State Vocational-Technical School is open by application to secondary school students from Cabell and Wayne Counties. Several programs are underenrolled and will accept out-of-state students at no increase in the regular fee of $4 per month. Courses which are generally open include: machine shop, tool and die making, drafting, and electronic technology. Courses in health, business, and cosmetology have long waiting lists and are, therefore, closed. According to school officials, employment prospects within the SMSA, especially in Ashland and Ironton, are good for the areas which have openings.

Ashland Community College is also available for two-year degree programs, and Marshall Univeristy is available for four-year degrees. Other post-secondary educational opportunities outside of the SMSA, but within the region, are located in Portsmouth, Ohio, and in Mingo and Logan Counties, West Virginia. (Refer to Table IV-1.)

D. Vocational Education in Cabell and Wayne Counties and the Proposed Community College Plan

In a report entitled Regional Services and Facilities Plan: Guidelines for Regional Development for the Huntington-Ashland SMSA, dated December 1972, prepared by McFarland-Johnson-Gibbons Engineers, Inc. for The KYOVA Inter-State Planning Commission, it was revealed that the West Virginia Board of Regents recommended that "a comprehensive community college be established as a discrete element of Marshall University" in Education Service Region 2. Region 2 includes Cabell, Wayne, Lincoln, Mason, Logan, and Mingo Counties. Marshall University is the only four-year institution of higher education in the region. It was estimated by the Regents that there was a need for

postsecondary opportunities, a fact with which the present report is in agreement, and that the population of the proposed community college would be drawn from the four-county or Tri-State area. (It should be noted that Ohio University closed its Ironton campus and moved it to the Portsmouth campus recently.)

In A Survey of Vocational Education in West Virginia, prepared by Education Systems Resources for the West Virginia Advisory Council on Vocational Education (December 1972), it was brought out that "the issue in West Virginia is not whether there is a need for expanded postsecondary vocational training, but rather how such expansion is to be accomplished."

Both the Division of Vocational Education and the Board of Regents were proposing at one point to significantly increase the availability of post-secondary programs in the state. The Board of Regents proposed to expand postsecondary offerings principally through the development of a statewide system of comprehensive community colleges, which would provide "full-time and part-time postsecondary education offerings of two years or less duration for high school graduates and citizens eighteen years of age or older including: diversified vocational and occupational-technical programs leading to certificates or associate degrees, college parallel or transfer programs, credit and non-credit general education, continuing education, industry training and cooperative work-study education programs."

It was pointed out in the survey mentioned above that this proposed scope of vocational-education offerings, when compared with the offerings currently available and those proposed in new vocational programs through area vocational schools and other public secondary schools, would overlap

one another, duplicate effort, facilities, and equipment, and result in competition for students. It was concluded in the survey that "West Virginia cannot afford to support two competing systems at the postsecondary level, and therefore some type of accommodation must be reached which will acceptably define the respective roles of each system."

With this plan in mind for a statewide community college system, a plan which has been modified since December 1972, plans for a vocational facility for Cabell and Wayne Counties must be made in concert with any other plans for the area; this must be done so that the best possible educational system on the postsecondary level reaches all citizens within the two counties with a balance of programs to meet their personal, intellectual, and occupational needs. There is unquestionably a need for statewide and local postsecondary programs in West Virginia and Cabell and Wayne Counties.

E. Vocational-Education and Other Manpower Training Programs

Within both Cabell and Wayne Counties, there are other occupational training and retraining programs which are designed to meet the needs of certain segments of the population having special occupational needs. These publicly assisted programs are:

1. Work Incentive Program (WIN)
2. Neighborhood Youth Corps (NYC)
3. Manpower Development and Training Act (MDTA)
4. New Careers (NC)
5. Public Employment Program (PEP)
6. STEP
7. Vocational Rehabilitation

With a few exceptions, program data on the numbers of people trained and the occupational areas in which training occurred are not readily available.

Some of the programs listed above, such as WIN and MDTA, are offered in conjunction with the Cabell County Career Center as a part of their postsecondary-adult programs, so that some coordination and communication among programs does occur.

However, it is virtually impossible to obtain information on all the educational programs: public or private, federally assisted or under the direction of the Division of Vocational Education, higher education, or industry-run training. The CAMPS Plan is an attempt to provide a comprehensive picture of those manpower training activities in the state. However, it does not include the output of private business and industry trade, technical schools, and public and private institutions of higher education.

Many of the publicly assisted programs have been, or are being, phased out locally. The money which once ran these programs is supposed to be turned over for local dispensation, with the decision being made locally as to which programs should be continued to best serve the needs of the local community. This could provide the opportunity on the part of the local Boards of Education in Cabell and Wayne Counties to bring all occupational programs under one umbrella with the assistance of the local Department of Employment Security.

Another related dimension which has already been pointed out has been the lack of forecasting manpower demand at the local level. Hopefully, this will be eliminated with the system now under development by the Department of Employment Security.

By incorporating, or centralizing, all manpower training programs at the local level and working with the Department of Employment Security in translating manpower projections into viable educational programs, there

can be some control and perhaps a balance can be reached between the supply and demand sides of the labor market in the Cabell-Wayne area. However, unless something is done to induce new economic development for the area, at best the internal manpower needs can be met. But at the same time all individuals would receive an equal opportunity for training which they could use elsewhere in the state or anywhere in the nation.

F. State Vocational Educational Programs and Occupational Outlook

Figure 3, below, depicts the comparison between vocational enrollment and occupational employment in the State of West Virginia as presented in A Survey of Vocational Education in West Virginia.

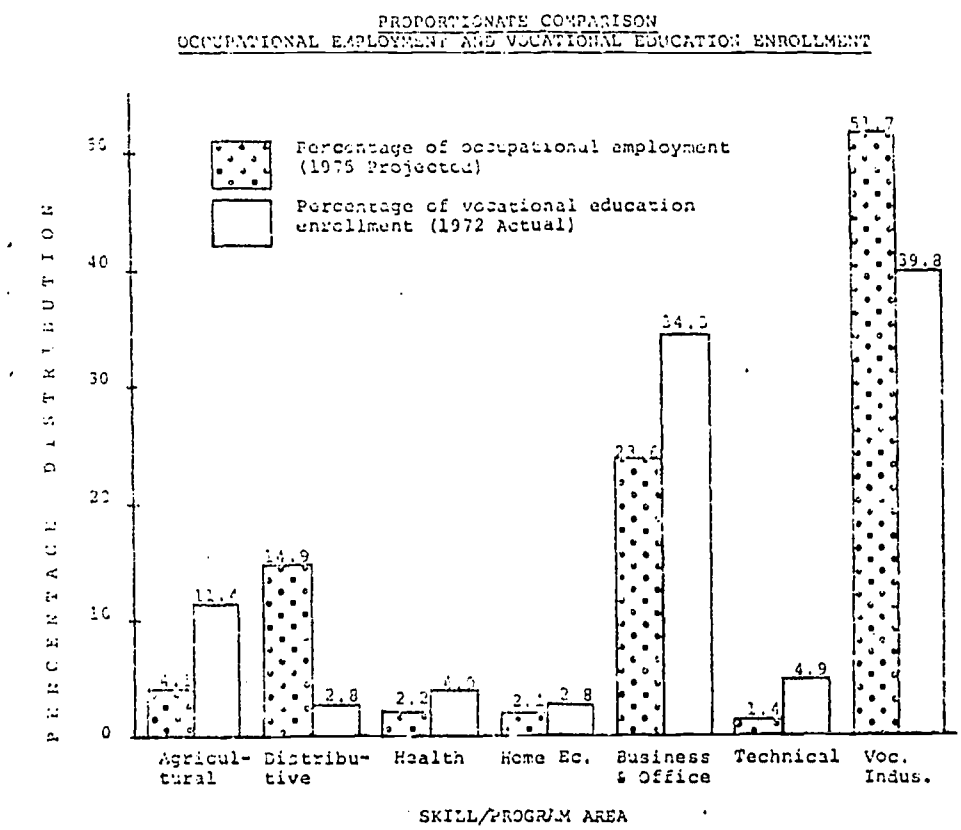

Figure 3. Comparison Between Vocational Enrollment and Occupational Employment in the State of West Virginia.

The results of the examination of the vocational-education enrollment as compared with the occupational employment trends at the state level will be summarized here as it is felt that they are applicable to both Cabell and Wayne Counties and are, therefore, relevant to this study in gathering trend information.

The graph above is self-explanatory with regard to the discrepancies which will result if the current statewide vocational enrollments continue and are not adjusted to meet the projected occupational demand to 1975. Agriculture and occupational home economics enrollments must be cut back as employment opportunities in these areas are expected to decline, with enrollment (supply) in these programs being higher than opportunities (demand). Enrollments in health occupations and distributive education can be expanded further, especially in the Huntington SMSA. Business and office education enrollment statewide is higher than demand; however, the national employment outlook could warrant such an enrollment. In the Huntington SMSA, however, employment trends and surpluses indicate enrollments in business and office education should be limited. On the other hand, enrollments in technical programs should be increased as the demand both statewide and nationwide earmarks this category as one to experience the greatest growth next to health occupations. While enrollment (supply) in vocational-industrial occupations is currently higher than the demand statewide, that area will represent one-half of the employment opportunities in West Virginia in the future. These last two areas need to be emphasized in the Cabell-Wayne area.

G. Educational and Training Requirements for Local Job Opportunities

In attempting to plan programs for any educational system, it is of vital importance to determine at some point the educational and/or training requirements for each job opportunity available so that an educational program can be developed which prepares the student with the skills and knowledge which business and industry itself has outlined. Such educational and training information should be available with each employer. However, there may be no standardized form in which it is kept. Due to the size of the organization or lack of a centralized personnel operation, some employers may not even have this information available.

One of the tasks of this report is to recommend occupational areas which should be considered when developing educational programs. Once decisions have been made concerning the need for these educational programs a more ordered investigation should be undertaken to determine specific educational and training requirements for each occupational area.

Therefore, at the current stage of planning, a preliminary investigation was undertaken to uncover sources which had available the greatest quantity of information covering the broadest range of jobs require varying levels of education and training. The major employers in the Huntington area were contacted. It was anticipated that these employers would be able to provide the greatest amount of information for the broadest range of occupational skills. Even among the major companies contacted, the information requested was not readily available in a form in which it could be distributed. In some cases, it was not available at all except in verbal form. (The names of the companies contacted are withheld herein but will be made available upon request.)

All companies contacted, however, stipulated that all employees should have a high-school diploma, except in the category of laborer or in individual cases where the applicant possesses exceptional promise as an individual in the areas of motivation, willingness, and desire to learn and work.

The source with the largest standardized classification system by industry and occupation is compiled by the Department of Employment Security. This printout, entitled West Virginia Computerized Job Bank Book, is available on at least a weekly basis. It is located in the Huntington Employment Security office and includes jobs available in the Charleston-Huntington area. The printout outlines for each job the specific skill and educational requirements necessary to fill the job. This information is presented in a readable and uniform manner. It is recommended that the local Division of Vocational Education in both Cabell and Wayne Counties make arrangements through the Department of Employment Security to be mailed a copy of this printout periodically. It provides the single best source of the requirements for employment in local job opportunities.

A second source collected, which will be made available to the appropriate personnel in both Cabell and Wayne Counties, is the job descriptions for every wage and salary position (excluding laborers) within Columbia Gas Company, Huntington, West Virginia. This should be beneficial in gaining a better knowledge of the educational and/or skills requirements prerequisite to becoming employed in jobs locally. Both local sources, when coupled with the Occupational Outlook Handbook published by the U.S. Department of Labor, Bureau of Labor Statistics, represent a large amount of usable information.

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TABLE IV-1

PUBLIC SECONDARY, POSTSECONDARY, AND ADULT

COUNTY: CABELL

STATE: WEST VIRGINIA

Name of School and Address	Type of School Sec P-S	Pub Pri	School Enrollment 1972-73	Current Enrollment (Sept. 1973) No.*	** % of Total	Location and Accessibility	Programs Offered Voc-Occup-Tech.	Admission Requirements	Cost	Placement Experience
HUNTINGTON SCHOOLS SECONDARY										
1. Barboursville H.S.	Sec.	Pub.	1,242	3 108 180 2 293 Total	24%	Exit Route 64 and Route 60	Distributive Educ. (Coop.) Home Economics Office Occupations Trade & Industrial (Coop.)	None	None	-
2. Huntington H.S.	Sec.	Pub.	1,304	180 2 182 Total	14%		Office Occupations Trade & Industrial			
3. Huntington East H.S.	Sec.	Pub.	1,488	72 Total	5%	Fifth Ave & Route 60	Office Occupations	None	None	-
4. Milton H.S.	Sec.	Pub.	597	31 5 5 157 184 3 335 Total	64%	Milton Exit Route 64 (12 miles)	Agriculture Distributive Educ. (Coop.) Health Occupations (Coop.) Home Economics Office Occupations Trade & Industrial (Coop.)	None	None	-
5. Fairfield (Ungraded)	Sec.	Pub.	165	54 32 96 33			Home Economics Office Occupations Trade & Industrial Remedial	Special Education Student	None	

* - Taken from Report VE-0004 dated 7-31-73 "Enrollments in Vocational Education Programs--Cabell County"

** - Vocational education enrollments reported have duplications; therefore, the percentage of students reported in vocational education programs as compared to total enrollment is higher than the percentage should be if duplications were omitted.

TABLE IV-1

PUBLIC SECONDARY, POSTSECONDARY, AND ADULT--cont.

COUNTY: CABELL

STATE: WEST VIRGINIA

Name of School and Address	Type of School Sec P-S	Pub Pri.	School Enrollment 1972-73	Current Enrollment (Sept. 1973) No.*	**% of Total	Location and Accessibility	Programs Offered Voc-Occup-Tech.	Admission Requirements	Cost	Placement Experience
HUNTINGTON SCHOOLS SECONDARY (cont'd.)										
5. Fairfield (Ungraded)	Sec.	Pub.		215 (duplicated) 109 (unduplicated) Totals	100%					
6. Cox Landing Jr. High	Sec.	Pub.	337	64	19%		Home Economics	None	None	-
7. Milton Jr. High	Sec.	Pub.	503	62 28 90 Total	18%		Home Economics Agriculture	None	None	-
8. Sale Rock Jr. High	Sec.	Pub.	222	77 Total	35%		Home Economics	None	None	-
9. Oley Jr. H.S.	Sec.	Pub.	249	10 Total	4%		Home Economics	None	None	-

* - Taken from VE-0004 dated 7-31-73 "Enrollments in Vocational Education Programs--Cabell County"

** - Vocational education enrollments reported have duplications; therefore, the percentage of students reported in vocational education programs as compared to total enrollment is higher than the percentage should be if duplications were omitted.

TABLE IV-1

PUBLIC SECONDARY, POSTSECONDARY, AND ADULT--cont.

COUNTY: CABELL

STATE: WEST VIRGINIA

Name of School and Address	Type of School Sec P-S	Pub. Pri.	School Enrollment 1972-73	Current Enrollment (Sept. 1973) No.*	** % of Total	Location and Accessibility	Programs Offered Voc-Occup-Tech.	Admission Requirements	Cost	Placement Experience
HUNTINGTON SCHOOLS SECONDARY (cont'd.)										
10. Cabell County Career Center	Sec. P-S	Pub.	SECONDARY (County enrollment 10-12 grades) 4,796	31 P-S 46 Sec 6 85 250 Sec 513	11%	Fifth Avenue and Route 60	Distributive Education Health Occupations - (Post-Sec. & Sec.) Office Occupations Technical & Industrial	None	None (Personal items only)	-
			POST-SECONDARY--Adult 59,960 (County adult pop. 18-65 yrs. of age 1970)	153 153 1444	2.4%		ADULT PROGRAMS - Basic Eduction-GED Elementary & High School Industrial Programs (On demand from companies) MDTA, AVP, WIN - power sewing - nursing Community School- Personal Interest- Home Improvement (On demand from citizens) Apprentice Programs (Trade Unions)	None	$11-16 varies course plus supplies	

* - Taken from VE-0004 dated 7-31-73 "Enrollments in Vocational Education Programs--Cabell County"

** - Vocational education enrollments reported have duplications; therefore, the percentage of students reported in vocational education programs as compared to total enrollment is higher than the percentage should be if duplications were omitted.

TABLE IV-1

PUBLIC SECONDARY, POSTSECONDARY, AND ADULT--cont.

COUNTY: CABELL

STATE: WEST VIRGINIA

Name of School and Address	Type of School Sec P-S	Type of School Pub Pri	School Enrollment 1972-73	Current Enrollment (Sept. 1973) No.*	Current Enrollment (Sept. 1973) ** % of Total	Location and Accessibility	Programs Offered Voc-Occup-Tech.	Admission Requirements	Cost	Placement Experience
HUNTINGTON SCHOOLS SECONDARY (cont'd.)										
10. Cabell County Career Center	Sec P-S	Pub.	POST-SECONDARY (cont'd.)				Carpenters Electricians Plumbers Bricklayers Sheet metal Regular Trade/ Industrial (2 year programs) Welding Air Cond. & Refrig. Radio & TV Electron. Industrial Electron. Industrial Electricity Drafting (general) Blueprint Reading Auto Mechanics Machine Trades			

* - Taken from Report VE-0004 dated 7-31-73 "Enrollments in Vocational Education Programs--Cabell County"

** - Vocational education enrollments reported have duplications; therefore, the percentage of students reported in vocational education programs as compared to total enrollment is higher than the percentage should be if duplications were omitted.

TABLE IV-1

PUBLIC SECONDARY, POSTSECONDARY, AND ADULT

COUNTY: WAYNE

STATE: WEST VIRGINIA

Name of School and Address	Type of School Sec P-S	Type of School Pub Pri.	School Enrollment 1972-73	Current Enrollment (Sept. 1973) No.*	Current Enrollment (Sept. 1973) ** % of Total	Location and Accessibility	Programs Offered Voc-Occup-Tech.	Admission Requirements	Cost	Placement Experience
1. Buffalo H.S.	Sec.	Pub.	440	65 99 98 262 Total	60%		Agriculture Business and Office Occup. Homemaking	None	-	-
2. Ceredo-Kenova H.S.	Sec.	Pub.	557	29 9 12 42 69 29 190 Total	34		Auto Servicing & Mechanics Bookkeeping General Clerical Stenographic-Secretarial Homemaking Drafting & Industrial	None	-	-
3. Crum H.S.	Sec.	Pub.	177	20 79 58 32 189 Total	100%		General Clerical Homemaking Building Construction Building Maintenance	None	-	-
4. Fort Gay H.S.	Sec.	Pub.	265	34 27 49 25 50 22 207 Total	78%		Agriculture Stenographic Bookkeeping General Clerical Homemaking Metal Fabrication	None	-	-

TABLE IV-1

PUBLIC SECONDARY, POSTSECONDARY, AND ADULT - Con't.

COUNTY: WAYNE

STATE: WEST VIRGINIA

Name of School and Address	Type of School Sec. P-S	Type of School Pub. Pri.	School Enrollment 1972-73	Current Enrollment (Sept. 1973) No. *	Current Enrollment (Sept. 1973) ** % of Total	Location and Accessibility	Programs Offered Voc-Occup-Tech.	Admission Requirements	Cost	Placement Experience
5. Vinson H. S.	Sec.	Pub.	539	7			Bookkeeping			
				15			Stenographic			
				18			General Clerical			
				141			Homemaking			
				181 Total	34%					
6. Wayne H. S.	Sec.	Pub.	572	54			Agriculture	None	-	-
				8			Bookkeeping			
				27			General Clerical			
				42			Stenographic-Secretarial			
				84			Homemaking			
				35			Nurses Aide Training			
				19			Power Sewing Machine Operators			
				13			Short Order Cook and Waitress Training			
				36			Building Construction			
				22			Building Maintenance			
				29			Metal Fabrication			
				9			Plumbing and Wiring			
				15			Ornamental Horticulture			
				29			Homemaking			
				393	29%					
7. Wayne Jr. H. S.	Sec.	Pub.	100 (9th only)	29	29%		Homemaking	None	-	-
COUNTY TOTAL			2,650 (Grades 9-12)	1551	55%					

TABLE IV-1

PRIVATE POSTSECONDARY

COUNTY: WAYNE

STATE: WEST VIRGINIA

Name of School and Address	Type of School Sec P-S	Type of School Pub Pri.	Capacity	Current Enrollment (Sept. 1973)	Location and Accessibility	Programs Offered Voc-Occup-Tech.	Admission Requirements	Cost	Placement Experience
POST-SECONDARY--WAYNE COUNTY									
1. Tri-State Aviation P.O. Box 338 Ceredo, W. Va. (453-1377) Mr. Richard Norris, Mgr.	P-S	Pri.	60	35	Tri-State Airport Route 64-Kenova Exit	Pilot's License Commercial License Extra Rating Courses- Flight Instructor Flight Instrumentation (All courses FAA approved)	• None for Gen'l Program • 16 yrs old, medical cert. and radio operator's license for private • 18 yrs old, medical cert., private license, and radio operator's license (No felony convictions)	$300.00 for Private License $3,500-$4,000 for Commercial 160 hrs min. to 250 hrs.	None Available
2. Shelby O. Watts Electronics School 2927 Auburn Road Huntington, W. Va.	P-S	Pri.	20 (5-6 per class)	4	West end of Huntington (Wayne Co.)	Basic Electronics-(6 months) Course I:(2 Hrs/Day for 2 Days) Course II:(3 Hrs/Day 3 Hrs/Day Home Study) (Prepares student to take FCC exam)	•8th grade education	Course I & II: $475.00 Course I: $250.00-275.00 Course II: $400.00	None Available

TABLE IV-1

PUBLIC AND PRIVATE POSTSECONDARY

COUNTY: CABELL

STATE: WEST VIRGINIA

Name of School and Address	Type of School Sec P-S	Type of School Pub. Pri.	Capacity	Current Enrollment (Sept. 1973)	Location and Accessibility	Programs Offered Voc-Occup-Tech.	Admission Requirements	Cost	Placement Experience
1. St. Mary's School of Nursing 29th St. and 1st Ave. Huntington, W. Va.	P-S	Pri	160	146	Downtown Huntington	RN Nursing (3 yrs.) Lab Assistant (2 yrs.) X-Ray Technologist (2 yrs.)	(Same as state colleges) •17 units (4 English, 2 Math, 3 Soc. Studies and 2 Science) •Upper 1/2 of class	Instate $1,000/yr.	100%
2. Huntington Barber College, Inc. 338 Washington Ave Huntington, W. Va. 25701 (Mr. Rumler, Director 523-6311	P-S	Pri	48	18	" "	All Phases (styling, cutting, facials, management, shop law)	8th grade or equivalent (98% have H.S. diploma)	$1,200.00 (Includes all tools) 1800 hours	100%
3. Computer Training Center, Inc. 819 Sixth Avenue Huntington, W. Va. 25701	P-S	Pri	60	15	" "	Data Processing and Computer Programming (100 hrs) Keypunch (IBM) (60 hrs)	•High School Graduate •Entrance Examination	$1,750.00 (42 weeks) $270.00 (6 weeks)	80%
4. Huntington School of Beauty Culture 832 Fifth Avenue Huntington, W. Va. 25701 (Mr. Donta, Director) 529-3285	P-S	Pri	150	80	" "	All Phases (To obtain state license.)	•8th grade or equivalent (82% H.S. grads.)	$720.00 max.	95%

TABLE IV-1

PUBLIC AND PRIVATE POSTSECONDARY - Con't.

COUNTY: CABELL

STATE: WEST VIRGINIA

Name of School and Address	Type of School Sec P-S	Type of School Pub Pri.	Capacity	Current Enrollment (Sept. 1973)	Location and Accessibility	Programs Offered Voc-Occup-Tech.	Admission Requirements	Cost	Placement Experience
5. Huntington College of Business 1007 Fifth Ave. Huntington, W. Va. 25701 (Mr. Riley, Director) 697-7550	P-S	Pri	200	200	Downtown Huntington				
6. Southerton Beauty College 942 Third Avenue Huntington, W. Va. 25701 (Mrs. A. Narcisse, Director) 522-2034	P-S	Pri	100	36	" "	All Phases (To obtain state license)	•8th grade or equivalent	$885.00	None Available; Estimate was low
7. West Virginia Career College 536 Fifth Avenue Huntington, W. Va. 25701 (Mr. Harley, Director)	P-S	Pri	110	85	" "	Medical Secretary Legal Secretary Executive Secretary Clerical Secretary Jr. Accounting	•H.S. diploma •Business Career Aptitude Test (must score 300)	$1,295.00 (9 months) to $1,595.00 (12 months-books incl.)	1971-96% 1972-90% 1973-97%
8. Wiseman Business School 1348 64th Street Huntington, W. Va. 25703 (Mr. Wiseman, Director)	P-S	Pri	15	15	" "	-	-	-	-

TABLE IV-1

PUBLIC AND PRIVATE POSTSECONDARY - Con't.

COUNTY: CABELL

STATE: WEST VIRGINIA

Name of School and Address	Type of School Sec P-S	Type of School Pub Pri.	Capacity	Current Enrollment (Sept. 1973)	Location and Accessibility	Programs Offered Voc-Occup-Tech.	Admission Requirements	Cost	Placement Experience
9. Advance School Larry Lake, Director (Correspondence school)	P-S	Pri.	Unlimited	Not available; varies	Regional office in downtown Huntington. Main office in Chicago.	Auto Mechanics Electrician Radio & TV Refrigeration-Air Cond. Drafting Accounting General Office	.None .Self-Motivation	Varies	None Available
10. Marshall University Huntington, W. Va.	P-S	Pub	-	6377 FT 2722 PT 9099 Total	Huntington, W. Va.	1. Two-Yr. Programs - a. Nursing (A.S.) b. Cytotechnology (A.S.) 2. Four-Yr. Programs- a. Medical Technology b. Speech and Hearing c. Education d. Special Education e. Bachelor of Arts f. Bachelor of Science g. Engineering 3. Community Service- (Dr. Bennett,6966-3170) Personal or professional interest courses geared at university and professional community. Opened in Fall, 1973, on demand basis.	H.S. graduate; 17 units Upper 3/4 of class Score 17 or above on ACT Total score 800 on CEEB Special Requirements-- AS or BS - 1 unit geometry AS Nursing -1 unit chemistry BS Civil Eng. -1 unit chemistry, 1 unit physics; Trigonometry; analyt; calculus; algebra, plane & solid geometry	$15.00 Adm.Fee 50.00 Reg.Fee 66.00 Student Activities 25.00 Tuition plus $566 to 545/ semester for room and board Approx. Total $751.00/Semester Average cost $25/course	None Available

TABLE IV-1

PUBLIC AND PRIVATE POSTSECONDARY - Con't.

COUNTY: CABELL

STATE: WEST VIRGINIA

Name of School and Address	Type of School Sec P-S	Type of School Pub Pri.	Capacity	Current Enrollment (Sept. 1973)	Location and Accessibility	Programs Offered Voc-Occup-Tech.	Admission Requirements	Cost	Placement Experience
PROJECTED JR. COLLEGE									
11. Marshall Community College (Planned)	P-S	Puh	3,754	(Target population until 1985)	On Marshall University Campus, Huntington, W. Va.	Associate Degree Programs: (Planned) .Health .Business .Public - Service (Ex: Social work aides urban planning techs.)		(In-state fees for Boyd Cty, Ky. and Lawrence Cty, Ohio.)	

TABLE IV-1

PUBLIC AND PRIVATE SECONDARY AND POSTSECONDARY

COUNTY: BOYD

STATE: KENTUCKY

Name of School and Address	Type of School Sec P-S	Pub Pri	Capacity	Current Enrollment (Sept. 1973)	Location and Accessibility	Programs Offered Voc-Occup-Tech.	Admission Requirements	Cost	Placement Experience
1. Boyd County H.S. R.R.#2, Ashland 41101	Sec	Pub				1. Agriculture 2. Business & Off. Occup. 3. Distributive Educ. 4. Home Economics			
Boyd County H.S. Vocational (only) Extension Center (completion 1973-74)	Sec	Pub	175	-	Next to Boyd County H. S. (Serving Boyd Cty, and Catlettsburg)	Auto Mechanics and Body Welding Health Occupations Industrial Electricity Distributive Education		None	-
2. Ashland Independent Schools Ashland, Kentucky 41101	Sec	Pub				1. Business & Off. Occup. 2. Distributive Educ. 3. Home Economics			
3. Catlettsburg Independ. Schools Catlettsburg 41129	Sec	Pub				1. Home Economics 2. Special Voc. Ed. Program			
4. Fairview Independent Schools Ashland 41101	Sec	Pub				1. Home Economics			
5. Ashland State Vocational-Technical Schools Route 4, Box 336 Winslow Road Ashland, Kentucky 41101 Mr. Chas. Chattin, Director (606) 928-6427	Sec P-S	Pub	650	700 Total (343 H.S.; 400 P.S.) Plus 2,200 in upgrading programs	One mile west of Cannonsburg exit Ashland, Ky. on U.S. Rte. 60 to 64, 18 miles from Huntington (20 minutes)	GED 1. Machine Shop+ 2. Tool & Die Making+ 3. Industrial Electricity* 4. Electronics*+ 5. Auto Mechanics* 6. Auto Body Repair* 7. Welding* 8. Drafting+ 9. Carpentry & Millwork (* offered in evening) (+ openings)	•16 yrs. of age •Accepted 1st of every month on 11 mo. basis	$4.00/month $5.00 enrollment fee (Books extra. All equip. & materials provided)	(100% within region— Portsmouth Ironton Ashland Huntington)

TABLE IV-1

PUBLIC AND PRIVATE SECONDARY AND POSTSECONDARY - Con't.

COUNTY: BOYD

STATE: KENTUCKY

Name of School and Address	Type of School Sec P-S	Type of School Pub Pri.	Capacity	Current Enrollment (Sept. 1973)	Location and Accessibility	Programs Offered Voc-Occup-Tech.	Admission Requirements	Cost	Placement Experience
5. Ashland State Vocation-Technical Schools (cont'd)	Sec & P-S	Pub				10. Radio & T.V. Repair * 11. Cosmetology 12. Health Occupatic · * 13. Business & Off. Educ. * 14. Home Economics 15. Evening Extension: 122 upgrading programs and Apprentice Programs	.LPN - 17-18 yrs. of age .1 year of high school .pass aptitude test	$5.00/course in evening	
6. Ashland Community College (Extension of Univ. of Ky.) Dr. Goodpaster, Firector of Admissions or Dr. Vice, Assoc. Director	P-S	Pub	Currant:1500 (Future 5,000 in 1990)	1,171	Route 168	1. Accounting 2. Allied Health 3. Business and Office Educ 4. AS Degree in General Studies	.H.S. Graduate .ACT Test Results ·Health Form	Non-resident FT: $490.00/Sem. Non-resident PT: $44.00/Cr.Hr.	
7. Ashland Business Coll. 1820 Hoods Creek Pike Ashland, Ky. 41101 Mr. G. Holt, Director	P-S	Pri.	500 (approx.) day & evening	400		1. General Business (Short Course 6 mos.) 2. Clerk-Typist 3. Office Machines 4. Stenographic	H.S. Graduate or Equivalent	$600.00 to 2,700.00 (1350/yr.avg.)	June, 1972 82%

* - Offered in evening.
+ Has openings for day-students.

TABLE IV-1

PUBLIC AND PRIVATE SECONDARY AND POSTSECONDARY - Con't.

COUNTY: BOYD

STATE: KENTUCKY

Name of School and Address	Type of School Sec P-S	Type of School Pub Pri.	Capacity	Current Enrollment (Sept 1973)	Location and Accessibility	Programs Offered Voc-Occup-Tech.	Admission Requirements	Cost	Placement Experience
7. Ashland Business Coll. (cont'd)						2. 9 Mos. to 1 Year General Secretarial Basic Accounting 3. Assoc. Degree-- Specialized Business Administration Accounting Exec. Secretary			
8. Ashland Beauty School 1649 Greenup Ashland, Ky. 41101 (Mrs. Bently)	P-S	Pri	86	42	Downtown Ashland Access by Rte 23 to 60 or 64	All Phases.(To obtain a State License)	•2-1/2 yr. of H.S. or equivalent (80% H.S. Grads.)	$588.00 (For 1800 Hr. course)	93% placed in field
9. King's Daughters' Hospital Ashland, Ky. 41101 (Affil. with Ashland Community College) Dir. of Nursing- Mrs. Fannin	P-S	Pri	50/yr. (100 Total)	81 Total		1. (2 yr.) Nursing Diploma 2. X-Ray Technician 3. Med. Technician	•17 to 40 yrs old •Good Health, Emot. Stable •H.S. Graduate or Equiv. •Pre-Nursing Aptit. Test	In State: $2,224.00/ course Out-of-State: $2,826.00 + room	100% placed

TABLE IV-1

OTHER SECONDARY AND POSTSECONDARY
(Accessible to Tri-State Area)

COUNTY: JOHNSON

STATE: KENTUCKY

Name of School and Address	Type of School Sec P-S	Type of School Pub. Pri.	Capacity	Current Enrollment (Sept. 1973)	Location and Accessibility	Programs Offered Voc-Occup-Tech.	Admission Requirements	Cost	Placement Experience
1. Mayo State Voc-Tech School Paintsville, Ky. 41240	P-S	Pub	-	-	On Levisa Fork off U.S. 23 & U.S. 60 (C&O Railroad and Southeastern Greyhound Lines) (44 mi to Crum, Rte 40 & 119; 35 mi. to Ft. Gay, Rte 23)	Auto Mechanics & Auto Body Business Educ. Carpentry Cosmetology Drafting Electronic Communications Industrial Electricity Industrial Electronics Machine Trades Practical Nursing Printing Radio & T.V. Tool & Die Design Combination Welding Mining Mechanics Diesel Mechanics Data Processing	16 yrs. old Accepted on individual basis	$5.00 Reg. $4.00/mo. 10.00/mo. room and board Extra Fees: $8(low) to $49 (high)	90%

TABLE IV-1

PUBLIC AND PRIVATE SECONDARY AND POSTSECONDARY

COUNTY: LAWRENCE (TRI-STATE)

STATE: OHIO

Name of School and Address	Type of School Sec P-S	Type of School Pub Pri	Capacity	Current Enrollment (Sept. 1973)	Location and Accessibility	Programs Offered Voc-Occup-Tech.	Admission Requirements	Cost	Placement Experience
(Note: Lawrence County does not presently have a centralized vocational education training facility in the secondary-public school sector. The county qualifies and a decision to build will be made in 1974. Presently the Jackson County Center located along the Ohio River, U.S. 52 is used.)									
1. Ohio University Ironton Branch College	P-S	Pub	400	(This facility is being moved in 1973 to Portsmouth.)					
2. Preston Beauty College 609 Third Avenue Chesapeake, Ohio 45619 (614) 867-8512	P-S	Pri	80	72	Route 52	All Phases. (To obtain a state license)	8th grade education	$553.00 (for 1500 hrs)	-

TABLE IV-1

OTHER SECONDARY AND POSTSECONDARY
(Accessible to Tri-State Area)

COUNTY: SCIOTO

STATE: OHIO

Name of School and Address	Type of School Sec P-S	Type of School Pub Pri.	Capacity	Current Enrollment (Sept. 1973)	Location and Accessibility	Programs Offered Voc-Occup-Tech.	Admission Requirements	Cost	Placement Experience
OTHER OHIO--Scioto County Portsmouth									
1. Ohio University Portsmouth Branch 940 Second Street Portsmouth, Ohio 45662 (614) 354-3205 Dr. R.W. Flinchbaugh, Director	P-S	Pub.		750		Nursing (A.S.) Accounting Architecture Broadcasting Business Administration Computer & Information Sci. Dental Hygiene Dietetics Engineering Forestry Geology Horticulture Liberal Arts Natural Resources Pharmacy Physical Education Physical Therapy Police Administration	H.S. Graduate; SAT Scores	$20.00 Applic Fee Full-Time Resident: $240.00/Qtr Part-Time Resident: $22.00/Qtr Hr	None Available
2. Mercy Hospital School of X-Ray Tech 1248 Kinneys Lane Portsmouth, Ohio (614) 353-2131	P-S	Pri.				X-Ray Technician			

TABLE IV-1

OTHER SECONDARY AND POSTSECONDARY - Con't.
(Accessible to Tri-State Area)

COUNTY: SCIOTO

STATE: OHIO

Name of School and Address	Type of School Sec P-S	Type of School Pub Pri	Capacity	Current Enrollment (Sept. 1973)	Location and Accessibility	Programs Offered Voc-Occup-Tech.	Admission Requirements	Cost	Placement Experience
OTHER OHIO--Scioto County Portsmouth									
3. Paramount Beauty Academy 919 Gallia Street Portsmouth, Ohio (614) 353-2436	P-S	Pri				All Phases. (To obtain state license)			
4. Portsmouth Beauty College 902 Gallia Street Portsmouth, Ohio (614) 353-4002	P-S	Pri	40	20	50 miles west of Huntington on U.S. 52; U.S. 23 & 60.	All Phases. (To obtain state license)	•8th grade education •16 yrs. of age •Good moral character	$350.00 for 1500 hrs	None Available
5. Portsmouth City School of Practical Nurs. 1241 18th Street Portsmouth, Ohio (614) 353-3206	P-S	Pub	60	51		Practical Nurse	•High school graduate or equivalent.		
6. Portsmouth Interstate Business College 815 Roy Rogers Esplanade Portsmouth, Ohio (614) 353-7880	P-S	Pri	500	350	50 miles west of Huntington on U.S. 52	Assoc. Degree Business 18 mos. Secretarial Diploma 12 mos. Jr. Bus. Admin. Diploma 9 mos. Jr. Accounting Diploma 9 mos. Stenographic Diploma 9 mos. Clerical " 6 mos. Keypunch & Office Machines Diploma 6 mos.		$160.00/Mo. (Average cost)	•100% •Active Placement Service

TABLE IV-1

OTHER SECONDARY AND POSTSECONDARY - Con't
(Accessible to Tri-State Area)

COUNTY: SCIOTO

STATE: OHIO

Name of School and Address	Type of School Sec P-S	Type of School Pub Pri.	Capacity	Current Enrollment (Sept. 1973)	Location and Accessibility	Programs Offered Voc-Occup-Tech.	Admission Requirements	Cost	Placement Experience
OTHER OHIO--Scioto County Portsmouth									
7. Scioto Cty.Tech. Instit. Houston Hollow Road Portsmouth, Ohio (614) 259-5522	P-S	Pub	-	829	8 miles north of Portsmouth on route 23	Business Acctg, Banking & Finance, Exec. Sec., Retail Mid-Mgmt Date Processing & Computer Programming. Engineering Civil, Electro-Mechanical, Plastics Medical Technologies Medical Lab, Dental Hygiene Natural Resources Parks & Recreation Other Corrections, Practical Nurse, Social Services	H.S. graduate or equiv. 17 units (H.S.) ACT Test	$600.00/yr. (W.Va. pays no out-of-state fees.)	-

TABLE IV-I

OTHER SECONDARY AND POSTSECONDARY
(Accessible to Tri-State Area)

COUNTY: OTHER THAN CABELL AND WAYNE

STATE: WEST VIRGINIA

Name of School and Address	Type of School Sec-S	Type of School Pub-Pri	Capacity	Current Enrollment (Sept. 1973)	Location and Accessibility	Programs Offered Voc-Occup-Tech.	Admission Requirements	Cost	Placement Experience
OTHER--WEST VIRGINIA									
1. Southern W. Va. Community College Logan, W. Va. (Logan County)	P-S	Pub	-	1,000	Logan, W.Va. (Logan County) Route 65 to Route 52 into Crum (Wayne County) (Approx 45 mi.)	Nursing (A.S.) X-Ray Technology (A.S.) Social Welfare (A.S.) Dietetic Technology (Cert or A.S.) Exec. Sec. Science (Cert or A.S.) Business Acctg. (A.S.)	•H.S. graduate: ACT Test •4 yrs Eng; 2 yrs Science; 3 yrs Soc. Studies; 2 yrs. Math.	$370.00/yr.	-
2. West Virginia State College Institute, W. Va. (Kanawha County)	P-S	Pub	-	500	Route 64, Exit 2 (Approx 42 mi.)	Safety Education (A.S.) Law Enforcement (A.S.) Para-Professional Education (A.S.) Industrial Technology (A.S) Arch. Drafting Auto Mechanics Building Construction Electronics Tech. Machine Shop Printing	•H.S. graduate; ACT Test •4 yrs Eng; 2 yrs Science; 3 yrs Soc. Sci; 2 yrs Math •Upper 3/4 of class	$1,352.00/yr. ($380.00 tuition & books only)	-
3. Mingo County Vocational-Technical School Delbarton, W. Va. (Mingo County)	Sec	Pub	200	200	Delbarton, W. Va. on Route 52 to Crum W.Va. (Approx 32 mi)	Auto Mechanics Building Construction Industrial Electricity Welding Machine Shop Heavy Equipment Repair	•High School Students in Mingo County only.	-	None Available (Note: 70-80% must leave area to find jobs.)

TABLE IV-2

POST-SECONDARY PROGRAMS
Public and Private

TRI-STATE AREA (4 counties)

TYPE OF PROGRAM (By Subject Matter)	No. of PROGRAMS PRI	No. of PROGRAMS PUB	TOTAL	CAPACITY	PRESENT ENROLLMENT	OPEN SPACE
AVIATION (Pilot's License)	1	0	1	60	35	25
BARBER (Licensed)	1	0	1	48	18	30
COSMETOLOGY (Licensed)	4	1	5	450	260	190
BUSINESS - (Diploma)						
Clerk-Typist (6 mos. Short Course)	2	0	2			
Office Machines (6 mos. Short Course)	1	0	1			
Stenographic (Gen.) (6 mos. Short Course)	1	0	1			
Gen. Secretarial (1 yr.)	1	0	1			
Basic Accounting (1 yr.)	2	0	2	875	700	175
Exec. Secretary (1 yr.)	1	0	1			
Legal Secretary (9 mos.)	1	0	1			
Medical Secretary (9 mos.)	1	0	1			
BUSINESS - A.S. Degree						
Administration	0	2	2			
Accounting	0	2	2			
Executive Secretarial	0	2	2			
DATA PROCESSING & PROGRAMMING - 42 wks.	1	0	1	60	15	45
Keypunch - 6 wks.	1	0	1			
GENERAL STUDIES						
(A.S. Degree)	0	1	1			
(B.A. and B.S. Degree)	0	1	1			
HEALTH						
Cytotechnology, A.S.	0	1	1			
Nurisng, LPN - 1 yr.	0	3	3			
Nursing, RN - 2-3 yrs.	2	1	3			
Medical Technologist- 2 yrs.	2	0	2			
X-Ray Technician	2	0	2			

TYPE OF PROGRAM (By Subject Matter)	No. of PROGRAMS		TOTAL	CAPACITY	PRESENT ENROLLMENT	OPEN SPACE
	PRI	PUB				
TRADE/INDUSTRIAL						
Auto Body Repair	0	1	1			
Auto Mechanics	0	2	2			
Air Cond. and Refrigeration	0	1	1			
Blueprint Reading	0	2	2			
Carpentry	0	1	1			
Drafting	0	2	2			
Electronics	1	2	3			
Industrial Electricity	0	2	2			
Machine Shop	0	2	2			
Radio and T.V. Repair	0	1	1			
Tool and Die Making	0	1	1			
Welding	0	2	2			
OTHER						
Apprentice Programs	0	2	2			
G.E.D.	0	3	3			
Community Service	0	4	4			

SECTION V

SURVEY RESULTS - GRADUATE SURVEY AND SURVEY OF INTEREST OF ENROLLED STUDENTS AND PARENTS

A. Introduction

Two separate surveys were conducted in both Cabell and Wayne Counties. One survey was an inventory of secondary school graduates in 1971-72 and 1972-73 in order to help establish what had already happened to these graduates in the two counties. The second survey involved all ninth through twelfth graders in both counties, totaling 9,360 students and the parents of these students. The survey involving the students and their parents was designed to assess the expressed interests of presently enrolled students with regard to the present high-school program and future educational and occupational plans upon graduation. The parents also were surveyed to ascertain their plans for their children's futures and the postsecondary-adult needs of the parents themselves with regard to further course work.

In the introductory paragraphs within this section of the report the method of administration and the results of each survey are presented. The results are presented primarily in tabular form, as this method of presentation lends itself to providing the greatest amount of information at once so that comparisons can be made. The tables are self-explanatory with regard to the status of those surveyed. Therefore, further expansion in narrative form on individual tables will be limited. The reader may study the tables which follow each section of the report as the results of each survey are presented in order to acquaint himself with the facts.

B. Survey of Graduates

1. Introduction

The survey of graduates included the graduating classes of 1971-72 and 1972-73 in the five high schools in Cabell County and the six high schools in Wayne County. A total of 3,462 graduates were surveyed (1,799 males and 1,663 females) for the two years in both counties. Cabell County graduates numbered 2,387, and Wayne County graduates totaled 1,075. The results with regard to the status of these graduates are presented in Figure 1, below.

The forms used in the survey may be found in Appendix B. The survey of the graduates of 1971-72 was completed in June 1973, with the decision being made locally that the surveys were to be completed by the respective high school counselors since the data needed to complete the survey of graduates were located in each high school. The survey of graduates for 1972-73 was completed in September 1973 in Cabell County and in October 1973 in Wayne County. The raw data which were collected are located with the personnel in each of the Boards of Education and are available if further clarification is needed.

The status of the graduates was classified according to the following areas: postsecondary education or training, employed, unemployed, military, and marital status. In cases where the status of a graduate was unknown, follow-up telephone calls were made in an effort to determine the postgraduate status of the student. In some cases the status of a graduate was determined, whereas in other cases the status remained unknown. The status of more than 80 percent of the graduates was determined according to the general status classifications listed above. In many instances, the exact major, if the student was enrolled in higher education, was unknown or not provided

on the survey forms. The amount of effort involved in determining student status varied from school to school and county to county.

2. Status of Graduates

Tables V-1, V-2, and V-3 summarize the status of the graduates for both years for the two counties. Table V-1 presents the summary of the status of all graduates as follows in Figure 1:

Status of Graduates	Number	Percent
College	1,062	31.5
Other school	226	6.7
Employed	841	25.0
Military	113	3.4
Married	231	6.9
Unemployed	251	7.5
Unknown	639	19.0
Total	3,462	100.0

Figure 1. Status of Graduates in Cabell and Wayne Counties, West Virginia.

Breakouts for each county by number and percent for each of the above categories can be obtained from Table V-1.

Tables V-4 and V-7 present a detailed picture using the above categories for each school in each county for each year, with school and county totals for Cabell and Wayne Counties, respectively. Tables V-4 and V-7 provide the information for the Status of Graduates Summary which is consolidated into Table V-1.

a. Postsecondary Education

With regard to the overall status of all graduates it can be seen that 38.2 percent of all graduates went on to some form of postsecondary education

or training (31.5 percent to higher education and 6.7 percent to other training programs). These two categories combined comprise the largest group for both counties as summarized from Tables V-4 and V-7 as follows in Figure 2:

Cabell County

	1971-72		1972-73		Average Total	
	No.	%	No.	%	No.	%
Four-year college	335	29.2	452	39.6	787	34.4
Other school	46	4.0	74	6.5	120	5.25
Total education	381	33.2	526	46.1	907	39.65

Wayne County

	1971-72		1972-73		Average Total	
	No.	%	No.	%	No.	%
Four-year college	119	22.0	156	29.0	275	25.5
Other school	65	12.2	41	7.6	106	9.9
Total education	184	34.2	197	36.6	381	35.4

Figure 2. Status of Graduates by County: Postsecondary Education.

Postsecondary education is the status of the largest number and percent of graduates in Cabell County only. Employment is the status of the largest number of graduates in Wayne County, with postsecondary education being the second largest category.

More graduates in Cabell County have gone on to some form of higher education (four-year degree) program than in Wayne County (34.4 percent and 25.5 percent, respectively). However, a large number of graduates in Wayne

County have gone on to other types of schools and training programs than have the graduates in Cabell County (9.0 percent and 5.25 percent, respectively). Thus, the total participation rate of all graduates in some type of postsecondary program is not very different between the two counties (39.6 percent in Cabell and 35.4 percent in Wayne). However, more graduates in Cabell County have gone on to some form of postsecondary program.

In both counties the number of graduates going on to higher education increased from 1971-72 to 1972-73, with the largest increase occurring in Cabell County, from 29.2 percent to 39.6 percent. This increase can be explained by the decrease from 1971-72 and 1972-73 in the percent and number of graduates employed, in the military, and married.

1. Type of Program

In Cabell County, as in Wayne County, 79.4 percent and 88.2 percent, respectively, of all graduates in higher education (four-year degree) programs are enrolled at Marshall University in Huntington. West Virginia University has the second largest enrollment of graduates, although in numbers this enrollment is small in comparison with the Marshall University enrollment (877 to 44). West Virginia State University enrolls most of the remaining secondary-school graduates within the State of West Virginia. Berea College in Berea, Kentucky, and The University of Kentucky enroll the most graduates in the State of Kentucky. The enrollment in Ohio is scattered throughout many institutions of higher education in the State of Ohio, with no one institution predominant.

The schools in which the most graduates have enrolled, which can be classified as private or public, trade, business, or occupational schools,

are located in Huntington. The schools, listed in rank order, enrolling the most Cabell-Wayne graduates were: Huntington College of Business, Huntington School of Beauty Culture, St. Mary's School of Nursing, and Cabell County Career Center.

More graduates in Wayne County went out of state for other types of training programs. These graduates attend Ashland Community College and Ashland State Vocational-Technical School.

The information reported on the survey forms with regard to the major of the graduates in higher education was unspecified in most cases on the survey forms completed by the high school counselors. From the information provided, 48.5 percent were enrolled in education, 37.2 percent in liberal arts, 8.1 percent in engineering, 3.2 percent in nursing (or a related medical area), and 3.0 in other programs.

2. Location of Programs

Tables V-5 and V-8 outline the locations of the institutions of education being attended by graduates of Cabell and Wayne Counties, respectively. Tables V-2 and V-2a summarize these two tables, showing the location of all graduates who are enrolled in some form of postsecondary education. Table V-2a lists the "Other States" in which graduates from Cabell and Wayne Counties are attending school.

More of those graduates who left the State of West Virginia have moved to Virginia and Tennessee to attend school than any other state.

Of all graduates in both Wayne and Cabell Counties who went on to postsecondary education, 87.6 percent remained in the State of West Virginia to attend school. Therefore, only 12.4 percent of this total left the state to attend

school. However, of the total graduate population only 4.7 percent (161 persons) left the state to go to school. It is safe to say that most of the graduates have remained east of the Mississippi River and mainly in the states surrounding West Virginia. (Refer to Table V-2a.)

b. Employment

The second largest group of graduates in both Cabell and Wayne Counties, collectively, are employed, 25.0 percent. The third largest number of graduates are unemployed, 7.5 percent.

In Wayne County more graduates are employed than have gone on to some form of postsecondary education; therefore, employment is the first selection of graduates and the category containing the largest number of graduates.

The rate of those graduates who are unemployed in Wayne County increased between 1971-72 and 1972-73, going from 7.3 percent to 15.4 percent. Unemployment rose among graduates in Cabell County also, but not as dramatically: from 4.3 percent in 1971-72 to 7.0 percent in 1972-73.

Presented below in Figure 3 are the rates of employment and unemployment among graduates of Cabell and Wayne Counties as taken from Tables V-4 and V-7, which present employment by county and which are summarized into Summary Table V-1.

Cabell County

	1971-72		1972-73		Average Total	
	No.	%	No.	%	No.	%
Employment	223	19.4	216	18.9	220	19.2
Unemployment	49	4.3	80	7.0	65	5.7

Wayne County

	1971-72		1972-73		Average Total	
	No.	%	No.	%	No.	%
Employment	193	36.1	209	38.8	200	37.5
Unemployment	39	7.3	83	15.4	61	11.4

Figure 3. Status of Graduates by County: Employment.

The percentage of graduates in both the employed and unemployed categories in Wayne County is greater than in Cabell County. There has not been much change in the number of graduates with regard to employment over the two years, but the rate of unemployment has risen among graduates in both counties.

1. Type of Employment

As in the case of survey information on majors in higher education, there was also a lack of reported information on the survey sheet with regard to the exact occupations of the graduates. Therefore, a picture which is totally accurate numerically cannot be provided here. However, employment was in the occupational classifications of laborer, unskilled, semiskilled, and clerical-sales. Employment was spread throughout all of the major industries listed under manufacturing and nonmanufacturing on the standard tables compiled by the U.S. Department of Labor.

The majority of graduates in both Cabell and Wayne Counties were employed in the following occupations:

Service	Clerical-Sales	Unskilled-Semiskilled
Service station attendant	Cashier	Welder
Waitress	Sales clerk	Operatives
Busboy	Stockperson	assembly work
Babysitter	Typist	Helper
Auto mechanic	Medical receptionist	printing
Custodian	Secretary - General	electrician
Companion	Legal secretary	Laborer
Nurse's assistant	File clerk	Power machine operator

Most of the jobs above are minimum wage jobs, with the average salary being $1.90 per hour and the highest salary reported being $3.20 per hour. The jobs listed under the semiskilled area were jobs where an individual started out at low pay but was on an apprentice basis with room for advancement. The remainder of the jobs listed above were not of this nature.

2. Location of Employment

Tables V-6 and V-9 outline the locations where graduates of Cabell and Wayne Counties, respectively, are employed. Tables V-3 and V-3a summarize these two tables, showing the locations of all graduates employed. Table V-3a lists the "Other Counties" (within West Virginia) and "Other States" to which graduates have moved or commute to work. Florida, Virginia, and Michigan rank 1, 2, and 3 as the states to which graduates most often move to work.

Of all graduates in both Cabell and Wayne Counties who are employed, 12.6 percent moved out of the State of West Virginia, and of that number, 1.7 percent moved out of the Huntington SMSA. It can be assumed, then, that 1.4 percent of all the graduates in 1971-72 and 1972-73, or 77 persons, commute out of Cabell and Wayne Counties to other places within the Huntington SMSA. (This figure does not represent those individuals who commute between the two counties.)

More graduates (74.1 percent) who were educated in Cabell County and are now employed remain in Cabell County to work than those graduates (41.4 percent) from Wayne County who remain in Wayne County to work. Of the Wayne County graduates, 39.1 percent work in Cabell County as opposed to none of the graduates of Cabell commuting to Wayne County to work.

More Wayne County graduates have left or commute out of Wayne County in another state (12.8 percent) than have Cabell County graduates (6.9 percent). In general, more Wayne County graduates are employed within Cabell County as opposed to anywhere else. Tables V-3, V-3a, V-6, and V-9 convey the geographic area of total graduates and graduates by county who are employed.

c. Out-Migration of Graduates

Those graduates who physically moved out of state with no reason given for their move numbered 13, or 0.4 percent of the total graduate population in Cabell and Wayne Counties combined.

Of course, those graduates who entered the military (113 persons), or 3.4 percent, may be out of state for a couple of years, with no indication of whether they will return to their home county afterwards.

In addition, there are those graduates who leave the state to work. In the Cabell-Wayne area this is not unusual because it is a part of the Tri-State region or Huntington SMSA. It is estimated that 2.6 percent of graduates in Cabell and Wayne Counties, or 90 persons, left the State of West Virginia in 1971-72 and 1972-73 to find employment.

Permanent moves for employment occurred most often for graduates of Wayne County, 66.6 percent, and most of the movement was from the Crum

and Fort Gay areas of Wayne. In Wayne County the movement was split in thirds between Ohio, Kentucky, and other states. The "other states" are listed in Table V-3a. The movement from Cabell County was almost 100 percent to "other states" for employment.

This would leave a net out-migration total for Cabell and Wayne County graduates for all reasons for the years 1971-72 and 1972-73 of:

Number	Percent of Total Population	
161	4.7	Education
13	0.4	Permanent move
113	3.4	Military
90	2.6	Employment
377	11.1	Net out-migration

However, of the 11.1 percent, only 3 percent can be classified as permanent-type moves at this time (employment and permanent move.)

d. Other Status of Graduates

Table V-1, which summarizes both counties, and Tables V-4 and V-7, which summarize each county, outline quite clearly the status of the remainder of the graduates for those classifications not already covered in this report - married and unknown. Fewer 1972-73 graduates are married than was the case with 1971-72 graduates. The percentage declined from 8.3 percent in 1972-73 to 5.5 percent in 1972-73.

3. Dropout and Completion Rates

One of the criteria for determining increased financial and program assistance in vocational education is the dropout rate of a school system. This rate is used as one indicator of the problems which occur within a community and which, if given additional assistance, could possibly be corrected.

The dropout rates for secondary-school enrollment for Cabell and Wayne Counties are summarized below in Figure 4.

Years	Rank 1/		Secondary Enrollment		Number of Dropouts		Dropouts as Percent of Enrollment	
1968-69								
Cabell	29		9,978		296		2.96	
Wayne		22		4,379		108		2.46
1969-70								
Cabell	21		10,142		226		2.23	
Wayne		34		4,638		159		3.43
1970-71								
Cabell	13		10,154		176		1.73	
Wayne		14		4,731		89		1.88
1971-72								
Cabell	12		10,079		166		1.65	
Wayne		33		4,772		134		2.81
1972-73 2/ (Unofficial)								
Cabell	xx		10,150		502		4.94	
Wayne		xx		4,493		260		5.78

1/ Rank determined out of 55 reporting units within West Virginia.

2/ The 1972-73 dropout data were obtained from the respective school administrations and are, therefore, reported here unofficially and should not be compared with data for 1968-72.

Note: Data for 1968-69 through 1971-72 were taken from The West Virginia Dropout Study, West Virginia Department of Education, Division of Guidance, Counseling, and Testing.

Figure 4. County Dropout Rate Expressed as a Percent of Secondary Enrollment and Ranked Among Other Counties within West Virginia.

In 1968-69 the total secondary school enrollment in Wayne County had a lower dropout rate (2.46 percent) than Cabell County (2.96 percent). According to State Department of Education figures, since that time the dropout rate continued to decline steadily until the 1971-72 dropout study, which was the last official study released at the time of the writing of this report.

The figures reported for 1972-73 were collected directly from each county's Board of Education as they were not yet available from the West Virginia State Department of Education. Two figures, 502 and 584, were reported as the number of dropouts for Cabell County during 1972-73. Similarly, the Cabell County Board of Education reported 515 dropouts for 1971-72, a figure which conflicts with the number of dropouts (166) reported in the state dropout study for the same year. There is no way to reconcile this discrepancy except to speculate that the State Department of Education must have its own methodology for obtaining their dropout figures. Therefore, the data reported in Figure 4 for 1972-73 should not be compared with the data reported for 1968 to 1972 by the State Department of Education.

It can be seen that the dropout rate in Cabell County continued to decline steadily until it ranked 12th among 55 possible reporting units as having one of the lowest percentage rates of dropouts per secondary-school enrollment. The Wayne County dropout rate has fluctuated from year to year, but as of 1971-72 Wayne County was ranked 33rd out of 55 possible reporting units with one of the highest percentage rates of dropouts per secondary-school enrollment.

According to the most recent West Virginia Dropout Study, 1971-72, 65.07 percent of all students who dropped out were enrolled in the general curriculum, with the next largest group, 12.58 percent, being enrolled in the

vocational curriculum. The main reason given for dropping out was "dislike of the school experience," 17.45 percent. There are no published in-depth studies on a county basis of the profiles of the dropouts and the reasons for their leaving school. The only profile available is the state study wherein all of the county data have been consolidated, analyzed, and presented in aggregated totals.

Of importance are the statistics which make up the profile of a student who drops out of school. The student who drops out usually does so during the summer (17.25 percent) or by January of the school year. The student is usually 16 years of age (43.62 percent), had displayed irregular attendance in junior and senior high school (35.68 percent and 35.98 percent, respectively), and was usually enrolled in the 10th grade (31.00 percent).

Of those students who indicated they might return to school (8.49 percent) if some changes were made, the three most important factors which would influence their return to school would be: (1) different courses, (2) work-study, and (3) additional guidance.

It is, perhaps, idealistic to think that any program innovations, such as those contemplated in this report, could prevent students from dropping out of high school. It may be more realistic to state that there will always be students leaving school for reasons which, at the time, seem legitimate. The issue here is what kind of system within a community can be instituted to enable a student to complete his education when he is able or which can "diagnose" a potential dropout and prevent him from leaving school by providing him with alternatives to completing his education based upon his special needs.

As was indicated in the drop-out study, different courses, work-study, and additional guidance would lessen the "dislike of the school experience" reported by some students as their main reason for leaving. These three elements are a vital part of a career-education program which provides the student with exposure to a more diverse career-preparation experience which has direct application and relevance to a student's special situtation. It takes a student where he is and helps to get him on the road to where he would like to go.

C. Analysis of Interest in Education Programs and Occupations

1. Introduction

Two surveys were administered in both Cabell and Wayne Counties, one to all students enrolled in grades 9 through 12, and the other, to the parents of students in grades 9 through 12. The common purpose of both surveys was to assess the interest of both groups with regard to courses and occupations. Copies of the Student Interest Survey and the Parent Interest Survey can be found in Appendix B of this report. Both instruments were designed initially by the staff of RCA Education Services but were reviewed by members of the administration and selected staff of both the Cabell County and Wayne County Boards of Education and school administrations.

The plans for administering each survey form were worked out cooperatively by the RCA Project Manager and the superintendents of both county school systems with regard to the production, assembly, and distribution of the surveys; dates of administration; method of administration; and collection and tabulation of the data. The objective in the administration of the surveys was to administer them in the same manner in both counties at the same time, meanwhile accommodating the special considerations and situations found in both counties.

Therefore, it was decided that on Tuesday afternoon, September 18, 1973, the survey would be administered to the ninth grade students of Wayne Junior High School, as this was the only one of the seven schools in Wayne County which did not have closed-circuit television. The six senior high schools in Wayne County were to have the survey administered to the students during homeroom period by closed-circuit television at the request of the superintendent and school administration in Wayne County.

In Cabell County the use of closed-circuit television was eliminated due to the fact that not all of the 17 schools, which contained the ninth through twelfth grade population, were equipped with closed-circuit television. Therefore, it was decided that the survey would be administered to the students in Cabell County during their homeroom period by their homeroom teachers. To ensure that the survey instruments were administered similarly in both counties, since each was using a different method of administration, a two-page set of instructions was developed by the staff of RCA Education Services to accompany the packets of Student Interest Survey and Parent Interest Survey forms which were distributed to the individual homeroom teachers. The homeroom teachers were to follow the instructions exactly as written on the instruction sheet when administering the Student Interest Survey and when sending the Parent Interest Survey forms home with the students for their parents to complete and return. Similarly, in Wayne County, the format of the closed-circuit television presentation, which was delivered by both RCA and Wayne County administrative personnel, followed the same set of instructions in administering both the Student Interest Survey and the Parent Interest Survey. Each homeroom teacher in Wayne County, as in Cabell County, received the same set of instructions to ensure uniformity.

In addition, a cover letter addressed to each parent was attached to and accompanied the Parent Interest Survey form, which was taken home with the students, to explain the purpose of the survey to the parents and, therefore, to increase the rate of participation and degree of care taken in responding to the survey items.

The Student Interest Survey was administered over closed-circuit television in Wayne County on Wednesday, September 19, 1973, to Crum, Fort Gay, and Wayne High Schools and to Buffalo, Ceredo-Kenova, and Vinson High Schools on Thursday, September 20, 1973. The Student Interest Survey was administered in Cabell County on both Wednesday and Thursday, September 19 and 20, 1973, to all ninth through twelfth graders in the 12 junior high schools and the 5 senior high schools.

All Parent Interest Surveys were to be returned by Friday, September 21, 1973. All Student Interest Surveys and Parent Interest Surveys were collected in both counties on the same date by school personnel in each county.

Instruction on the tabulation of the data was conducted by the staff of RCA Education Services working with clerical personnel designated within each county and hired by RCA with the cooperation of an administrative staff member in each county. The administrative staff members continued to supervise the tabulation of the data in each county after the training and supervisory sessions conducted by the RCA staff. Profile sheets displaying raw survey data for both the Student Interest Survey and the Parent Interest Survey were sent to RCA from both Cabell and Wayne Counties to be analyzed further and presented in tabular form. The results of both surveys are presented below.

The survey forms remained with the administrative staffs of both counties, with the recommendation from RCA Education Services that the survey data be returned to the individual schools so that guidance and administrative personnel in each school could read the additional comments made both by the parents and the students surveyed.

Table V-10 summarizes the results of the Parent Interest Survey for both counties combined. Tables V-11 and V-12 display the results for Cabell and Wayne Counties, respectively, in greater detail for each county.

There were 3,317 Parent Interest Surveys returned, representing families from both Cabell (2,283) and Wayne (1,034) Counties. More male members of the families responded than females. The number of parents responding and their sex can be determined in Tables V-11 and V-12 for Cabell and Wayne Counties, respectively, by school, with county totals. The percentage of parents or families responding, when compared with the number of students who took the Student Interest Survey, was calculated for each county and adjusted to reflect "families" since there were many instances of two or more students participating in the survey. The adjusted percentages for the rate of parent participation in the survey were 42.4 percent and 38.2 percent in Cabell and Wayne Counties, respectively. The percentage of parents participating, out of the total student population (adjusted) surveyed in grades 9 through 12, from both counties combined was 41 percent. Fort Gay High School in Wayne County had the highest rate of parental participation out of all the schools surveyed, with 69 percent of the parents participating.

There were 8,390 Student Interest Surveys completed from both Cabell (5,675) and Wayne (2,715) Counties. The number of students who responded to

the survey, their sex, and the curriculum studied can be found summarized for both counties in Table V-13 and broken out further by school, with county totals for Cabell and Wayne Counties individually in Tables V-14 and V-15, respectively. The percentage of students who completed the Student Interest Survey out of the total student enrollment for grades 9 through 12 was 90 percent for the two counties combined and individually.

Figure 5, below, summarizes the number and rates of participation for each county by school, with two-county totals as discussed above.

School Name	No. of Homerooms	No. of Students in Homeroom	Student Surveys Returned	Parent Surveys Returned
Cabell County:				
Cammack	9	223	212	88
Enslow	7	163	151	67
Salt Rock	2	71	65	34
Cox Landing	3	67	66	47
Lincoln	6	152	143	48
West	8	164	154	83
Milton Jr.	6	169	164	92
Milton	21	617	531	246
Fairfield	8	94	84	46
Beverly Hills	9	154	143	136
Ona	4	96	92	49
Oley	4	70	64	23
Huntington East	48	1,361	1,251	495
Barboursville	47	1,309	1,131	349
Barboursville Jr.	8	253	234	103
Huntington	53	1,242	1,090	377
County total	243	6,305	5,675 (90%)	2,283 (42.4%)
Wayne County:				
Buffalo	15	480	438	157
Ceredo-Kenova	21	577	519	158
Crum	10	242	222	86
Fort Gay	13	309	284	171
Vinson	20	568	497	156

School Name	No. of Homerooms	No. of Students in Homeroom	Student Surveys Returned	Parent Surveys Returned
Wayne County con't.:				
Wayne	24	738	627	259
Wayne Jr.	5	1,140	128	47
County total	108	3,054	2,715 (89%)	1,034 (38.2%)
Two-county total	351	9,359	8,390 (90%)	3,270 (41.0%)

Figure 5. Number and Percent of Students and Parents Participating in Survey by County and School.

The profile of the students participating in the Student Interest Survey, as summarized in Table V-13, shows that on a two-county basis 39.92 percent of the students completing the survey were enrolled in the college preparatory curriculum and 20.76 percent were enrolled in the vocational curriculum. However, on an individual county basis, the enrollment of the students takes a different profile, with the difference occurring mainly between the general and vocational curricula. The percentage of students enrolled in the college preparatory curriculum was similar for both counties, with Wayne County slightly higher in percent enrollment. The student enrollment in the vocational curriculum, expressed as a ratio to total enrollment, was two to one, with Wayne County having twice as many students enrolled in the vocational program as Cabell County, 30.90 percent and 15.89 percent, respectively. Cabell County had more students enrolled in the general curriculum than did Wayne County, expressed as a percentage of total enrollment, 40.88 percent to 26.41 percent, respectively.

The high enrollment in the general curriculum in Cabell County, and to a lesser extent in Wayne County, has implications for expanded vocational and college preparatory programs or a combined program in the form of the broader, more

encompassing concept of career education, which provides ·ams which apply to the extremes as well as the mean of student occupational interest and ability.

Each set of survey results will be presented and discussed separately below.

2. Parent Interest Survey

Educational Plans for Children -

One aspect of the Parent Interest Survey focused on the parents' desires or plans for their children's further education. Table V-10 summarizes the responses of the parents to the survey question which assessed the parents' educational plans for their children by county with combined totals for the two counties. Tables V-11 and V-12 outline the responses of parents to the same survey question by schools within the individual counties, with county totals for Cabell and Wayne Counties, respectively.

The terminal educational plans of the parents for their children are somewhat similar on an individual county basis. Combined, 60.7 percent of all parents responding in both counties wanted their son or daughter to go on to college; 29.9 percent want their child to complete high school; and 9.4 percent want their child to go on to "other" types of education. Table V-10a lists the "other" types of education specified by parents in descending order. Some form of trade school was mentioned most often by parents, followed closely by business school.

Figure 6, below, summarizes Table V-10, presenting the numerical totals as percentages so that comparisons of the desires of parents for their children's terminal educational plans can be viewed more clearly by county and for the counties combined, giving a clearer regional picture.

	CABELL		WAYNE		TOTAL	
Terminal Educational Plans	Number	Percent	Number	Percent	Number	Percent
High School	586	25.4	419	39.8	1,005	29.9
College	1,513	65.7	531	50.5	2,044	60.7
Other	204	8.9	102	9.7	306	9.4
		100.0		100.0		100.0
Desire to Enroll Children in Vocational Education						
Yes	1,369	65.3	812	82.7	2,181	66.0
No	728	34.7	170	17.3	898	34.0
		100.0		100.0		100.0

Figure 6. Expressed Desire of Parents for Children's Terminal Education Plans and Enrollment in Vocational Education.

It can be seen that more parents desire that their children go on to college in Cabell County than in Wayne County. Thus, more parents in Wayne County state their child's terminal educational objective as high school. A larger percentage (82.7 percent) of parents in Wayne County desire that their children enroll in some form of vocational-education program than in Cabell County, where 65.3 percent of parents desire participation in vocational education for their children.

If Table V-13 is compared with Table V-10 (or Figure 6, above), which outlines the desires of the parents with regard to their child's enrolling in vocational education, the discrepancies are obvious. Only 15.89 percent of the children are presently enrolled in the vocational curriculum, whereas 65.3 percent of the parents in Cabell County desire that their child enroll

in some form of vocational education. The same situtation exists in Wayne County, with 30.90 percent of the students presently enrolled in the vocational curriculum and 82.7 percent of the parents expressing an interest for their son or daughter to enroll in vocational-education programs.

In both counties more parents want their child to go on to college than there are students presently enrolled in the college preparatory curriculum. This perhaps could illustrate the unrealistic hope on the parents' part for their child's future, a hope which will not be realized without the appropriate preparation on the part of the student, academically, and the parent, financially. Thus, the desires of the parents for the children need to be brought more into focus with the curriculum in which the child is enrolled. This could be accomplished through an educational program which incorporates more options, all of which would lead to a clearly defined terminal objective for which the student has been prepared educationally. This system must then be articulated not only to the parents, as part of the community, but to the community as a whole in an attempt to achieve community education, which will ultimately support the secondary-school program.

Also included as a part of the Parent Interest Survey was a place for the parent to write in those "special courses" which were of interest to the parent for his child. Table V-10c lists the courses written in by the parents and classifies these courses under the 11 occupational categories used on page 2 of the Student Interest Survey. (See Appendix B.) An additional category, "Academic," was added for courses where no direct application to one of the 11 occupational classifications could be determined. The special courses listed by the parents resemble the profile of the Student Interest Survey results within each category, showing that the parents are interested in a broader, in-depth program of occupational or career preparation.

Educational Desires of Parents -

The second major area focused on by the Parent Interest Survey was the expressed interest or need on the part of parents for their own continuing educational needs. Again Table V-10 summarizes the expressed interest of the parents by county, with combined totals for both counties. Tables V-11 and V-12 present the wishes of the parents by school within Cabell and Wayne Counties, respectively.

It should be noted here that the totals reported for this portion of the Parent Interest Survey do not add up to the total number of respondents. This deficiency was due to lack of uniformity or control in survey administration. Some parents did not respond to all parts of the survey. In the case of the courses desired by adults for themselves, the parents' responses varied from zero to nine courses mentioned. It should also be noted here that it is obvious from looking at the individual survey forms completed by the parents that the intent of the section on "Types of Courses Desired by Adults" was not clear and that some of the parents' responses, therefore, indicated courses they as adults would desire for their children, not for themselves as adults, as was the intent of that section of the Parent Interest Survey. An attempt was made in tabulating the survey results to eliminate those responses where it was obvious the survey was misunderstood.

Whereas 66 percent of parents responded that they would like vocational-education programs for their children, only 32 percent indicated that they themselves wanted to enroll in some type of vocational-education course. Slightly more parents in Wayne County (35.8 percent) indicated an interest in vocational-education courses than in Cabell County (30.1 percent).

The general area of greatest interest to those indicating they wanted vocational-education courses was the trade and skills area, followed by business-office, personal use, homemaking, health, high school diploma, agriculture, and other, in descending order. Proportionately more parents in Wayne County responded with specific courses than did parents in Cabell County. The expressed interest in both counties corresponded exactly to the combined two-county profile, except in the case of agriculture. Agriculturally related courses were last in Cabell County and were next to last in Wayne County. But a greater number of parents indicated an interest in agriculturally related courses in Wayne County, as can be seen from Table V-10.

Table V-10b presents a detailed listing of those courses which were written in by parents under the eight groupings outlined on the Parent Interest Survey form. For reporting purposes, a course which was mentioned under more than one category has been consolidated and placed under one category so that total interest can be expressed more clearly. For instance, upholstery has been classified here under "trade and skill." However, it was also mentioned under personal use, homemaking, and "other" when written in by the parents.

Generally, it can be observed and concluded that a majority of the courses in which the parents expressed interest could be classified as those which would help them in their everyday lives or those with some practical application. Of equal importance were courses which would enhance or improve job skills. Table V-10b should be reviewed carefully to gain a clearer picture of the types of courses specified most often in each of the categories by parents. The courses selected most often by parents of both Cabell and Wayne

Counties were: high school diploma, arts and crafts, electronics, upholstery, welding, auto mechanics, trade (general), carpentry, refrigeration and air-conditioning, sewing, tailoring, cooking, interior decoration, homemaking (general), gardening, nursing, and licensed practical nurse.

As expressed on the Parent Interest Survey form, it is clear that there is an interest on the part of parents for further courses primarily in two areas: (1) personal use and (2) trades and skills. It should be noted, however, that the courses mentioned most frequently by parents are ones already offered under postsecondary adult vocational-education programs. This fact points out another deficiency, perhaps, in the development of the survey. Traditional classifications used in vocational education were used on the Parent Interest Survey, and, therefore, the parents' responses reflected an image they held of a particular classification and the courses traditionally offered under it. The use of these classifications, perhaps, did not elicit from the parents their "other" needs and interests not commonly associated with the standard vocational-education classifications.

Table V-10b indicates a different profile of parent interest. Within each classification, courses that were listed by ten or fewer persons were not typical of those listed by the majority of respondents. The number and types of courses indicated were diverse and represent occupations or jobs within a career area. The responses on the part of the parents resemble page two of the Student Interest Survey (see Appendix B) with regard to the jobs listed under each occupational classification. The resemblance is quite similar and reflects those "other" needs or interests of parents which they perhaps had difficulty identifying under the eight classifications provided.

If the question and classifications in the Parent Interest Survey had been different (i.e., more similar to page two of the Student Interest Survey but in a more condensed version), perhaps there would have been a greater number of parents responding positively to the desire to enroll in career-related continuing education courses. It is believed that this second profile of parent interest has implications for the type of postsecondary programs which should be offered.

3. Student Interest Survey

Plans Upon Graduation -

The first page of the Student Interest Survey (see Appendix B) provided a place for the students to express their plans upon graduation from high school. They were to indicate their first and second choices.

The eight choices presented to the student were as follows:

1. College within West Virginia
2. College elsewhere
3. Technical/Vocational training within West Virginia
4. Technical/Vocational training elsewhere
5. Work within West Virginia
6. Work elsewhere
7. Military service temporarily
8. Military service as a career

There were two reasons for collecting the above information. First, it was necessary to get some idea of where the student was interested in locating after graduation from high school. Second, it was necessary to obtain data concerning postgraduate plans with regard to college, trade or vocational training, work, or military.

The responses to the question "Do you plan to live in West Virginia after high school?" for students in grades 9 through 12 in Cabell and Wayne Counties are summarized and presented below in Figure 7.

Cabell County	Yes	No
Barboursville High School	843	282
Huntington High School	578	425
Huntington East High School	872	350
Milton High School	372	151
Barboursville Junior High School	166	66
Beverly Hills Junior High School	176	68
Cammack Junior High School	145	76
Coxs Landing Junior High School	50	16
Enslow Junior High School	114	35
Lincoln Junior High School	71	72
Milton Junior High School	129	33
Oley Junior High School	32	32
Ona Junior High School	66	26
Salt Rock Junior High School	52	12
West Junior High School	95	59
Fairfield School	73	19
Total	3,894 (69.0%)	1,722 (31.0%)
Wayne County		
Buffalo High School	296	94
Ceredo-Kenova High School	372	169
Crum High School	114	90
Fort Gay High School	196	98
Vinson High School	339	151
Wayne High School	493	131
Wayne Junior High School	100	26
Total	1,910 (71.6%)	759 (28.4%)
Grand Total	5,744 (69.8%)	2,481 (30.2%)

Figure 7. Responses by Number and Percent to the Question: "Do you plan to live in West Virginia after high school?".

Inspection of the data in Figure 7 indicates that 30.2 percent of the students currently enrolled in grades 9 through 12 plan to leave West Virginia after completing high school. Even though there was some variability between schools within each county, the overall percentage figure for students planning to leave West Virginia was comparable from county to county.

In Figure 8, below, the expressed out-migration interest of students in grades 9 through 12 in Cabell and Wayne Counties is compared with the actual out-migration status of the graduates for 1971-72 and 1972-73.

Cabell County	West Virginia	Elsewhere*
Present Students	69.0%	31.0%
Graduates	92.2%	13.0%
Wayne County		
Present Students	71.6%	28.4%
Graduates	88.5%	15.7%

* - Includes all reasons for leaving the state: education, military, permanent move, permanent move employment, or commuter employment.

Figure 8. Comparison of Expressed Interest of Present Students and Actual Status of Graduates of Cabell and Wayne Counties With Regard to Out-Migration.

A review of Figure 8 indicates that the number of students in grades 9 through 12 indicating that they plan to live elsewhere upon graduation far exceeds the number of graduates in 1971-72 and 1972-73 in the two counties who actually left the state upon graduation. More graduates have left Wayne County than have left Cabell County, 15.7 percent and 13.0 percent, respectively. However, more of the students presently enrolled in grades 9 through 12 in Cabell County plan to leave than is the case in Wayne County, 31.0 percent and 28.4 percent, respectively. The expected plans and realized plans differ somewhat between the two groups of students.

The discrepancy noted above could mean two things. First, it could mean that the plans of the present students in grades 9 through 12 are just that:

plans. The status of the graduates with regard to out-migration is what really will happen to students in grades 9 through 12. Or, secondly, the plans of the students could be regarded with some validity and could indicate a stronger trend toward out-migration not exhibited by previous graduates of Cabell and Wayne Counties. It would be of great benefit to the two Boards of Education and ultimately to the Huntington SMSA to determine the reasons of the students expressing an interest to leave West Virginia. The area cannot afford to lose a considerable percentage of its younger population which has the potential to revitalize the community and keep it growing.

This warning has also been reported in the Annual Manpower Planning Report, March 1973, where it stated that:

> "...the number of people now entering the child bearing years is larger than a decade ago. A tentative conclusion would be that if economic growth is sufficient to enable the larger number of youths now entering the job market to be retained in the state then all should turn out well. On the other hand if a substantial number of these young people migrate... then the birth rate in this state can be expected to fall to very low levels in the future. While this is several years off at this point, it is one of those conditions from which the result of short-term actions can be translated into long-term consequences...."

The ideas expressed above by the Department of Employment Security are repeated here for the citizens and planning staffs of Cabell and Wayne Counties as they are investigating and making plans to continue development of educational programs and facilities locally.

In the same survey of students presently enrolled in grades 9 through 12 in both Cabell and Wayne Counties, the students expressed their plans for after high school. They could either go to college, go to technical-vocational school, or go to work; and they could plan to do any one of the three things

above either in West Virginia or elsewhere. Of the total student population surveyed (7,609 persons), 27.8 percent indicated they wanted to go elsewhere to college, to vocational-technical school, or to work. Again, since movement due to further education is not considered an indication that a permanent move will be made, the number of students indicating they want to work elsewhere (616 persons) is the only indicator available pertaining to out-migration. This figure represents 8.1 percent of the total population surveyed.

As can be seen by reviewing Table V-16, on a combined county basis, 49.4 percent of all students in grades 9 through 12 in both Cabell and Wayne Counties plan to attend college upon graduation as their first choice. On an individual county basis, college was clearly the first choice of students presently enrolled in Cabell County and the first choice (to a lesser degree) in Wayne County, with work following closely in Wayne County. In both counties on an individual and a combined county basis, work was the category with the second largest number of students expressing plans to work upon graduation. Further technical-vocational training was the third choice of students, with the military being the fourth choice.

The second choice of the students reflects a slightly different picture but is consistent for each county and for the counties combined. The category of work was selected by the largest number of students presently enrolled in both Cabell and Wayne Counties as their second choice. Again, on an individual county basis, there was more interest expressed in work as a second choice than in college for students in Wayne County.

In reviewing the percentages on an individual county basis for both the first and second choices of the students, more students plan to go on to

college on both a first- and second-choice basis in Cabell County than in Wayne County, whereas more students plan to go on to trade and vocational school and to work in Wayne County than in Cabell County. The percentage of students choosing the military as their planned status upon graduation was about the same for both counties.

When the expressed plans of the presently enrolled students, on an individual and combined county basis, are compared with the actual status of the graduates of 1971-72 and 1972-73 from Cabell and Wayne Counties, the expressed plans of the present students take on new meaning. Table V-1 summarizes the actual status of graduates from Cabell and Wayne Counties combined. When the combined percentages are compared with the percentages on Table V-16 for the same categories, it can be seen that 49.4 percent of all presently enrolled students plan to go to college, whereas only 31.5 percent of all graduates in 1971-72 and 1972-73 did in fact go on to college.

When the percentages presented on Tables V-4 and V-7, which summarize the status of the graduates of Cabell and Wayne Counties, respectively, are compared with the percentages on Table V-16, which summarizes the planned status of presently enrolled students in each county, it can be observed that on a first-choice basis, the percentage representing the planned status of students in each county is higher than the realized status of the graduates in each county. It can also be observed that when the second choices of presently enrolled students are compared with the actual status of the graduates there is more congruence between expressed and realized plans, i.e., the second-choice plans of presently enrolled students are more realistic and have a better change of materializing.

Even though the number and percentage of graduates attending college or technical-vocational school are increasing each year, as evidenced by the data reported on the status of graduates for both Cabell and Wayne Counties (Tables V-4 and V-7), the figures are not as high as the number and percentage of presently enrolled students indicating college as their first choice. Nor are employment opportunities at the present time or those projected for the future great enough to provide a job for all presently enrolled students who indicate they will work if they cannot go to college. This fact is reflected by the increased unemployment rates of recent graduates and probably will continue, especially if the student has acquired no training in high school along with his college preparatory program which makes him attractive in the job market. It would be beneficial to the presently enrolled students if they could be prepared for both alternatives, college and work.

In addition to the type of educational system which would provide for a contingency plan, which is important to the students of both Cabell and Wayne Counties, on an individual county basis, there is a greater need in Wayne County for educational programs which provide the training necessary for high school graduates to enter the work force directly upon graduation, since this is the terminal objective of a larger percentage of students in Wayne County than in Cabell County.

In order to arrive at a more accurate profile from which to draw further implications for educational programs, the expressed plans of presently enrolled students should be reviewed by school on an individual county basis. Tables V-18 and V-19 summarize the planned status of presently enrolled students in grades 9 through 12 by school in Cabell and Wayne Counties, respectively.

In Cabell County only, the schools with the greatest number of presently enrolled students indicating college as their first choice and second choice were:

Cabell County

Huntington High School
Barboursville Junior High School
Beverly Hills Junior High School
Cammack Junior High School
Ona Junior High School

For each of the schools above, the second largest number of students indicated they would work upon graduation as a first choice and a second choice. But for the schools listed above the emphasis did not shift as in the case of the majority of students from the first to the second choice, with college remaining the planned status of most of the students. For the most part, the schools listed above could be classified as urban or suburban schools.

Listed below for both Cabell and Wayne Counties are the schools with the greatest number of presently enrolled students indicating college as their first choice and work as their second choice:

Cabell County	Wayne County
Barboursville High School	Buffalo High School
Huntington East High School	Ceredo-Kenova High School
Enslow Junior High School	Vinson High School
Lincoln Junior High School	Wayne High School
Milton Junior High School	Wayne Junior High School
Oley Junior High School	
West Junior High School	

For all of the schools above, the second largest number of students indicated their first choice to be work and their second choice to be college. Therefore,

the profile of the schools above is identical to the profile of the students in the two counties combined. Most of the students plan to go to college first, but, if they cannot, they will work. The schools listed above for the most part represent the suburban and urban schools in both counties.

Finally, listed below are the remainder of the schools in both Cabell and Wayne Counties with the greatest number of presently enrolled students indicating work to be both their first choice and their second choice.

Cabell County	Wayne County
Milton High School	Crum High School
Fairfield School	Fort Gay High School
Coxs Landing Junior High School	
Salt Rock Junior High School	

For the schools listed in Cabell County the second largest number of students indicated their first and second choices to be to go to trade-vocational school, with college ranking third. All of the above schools in both counties were the farthest away from the centers of population and could be considered rural, except Fairfield School, which is a school for students with special educational needs.

This breakout of the expressed plans of presently enrolled students in both counties by school has implications for the types of programs which would need to be offered due to local differences. This has definite application in the case of Crum High School and Fort Gay High School since they are the farthest away from the center of population of their own county, Wayne, and from Cabell County and the Huntington SMSA.

Occupational Plans of Present Students -

On page two of the Student Interest Survey (see Appendix B), the students presently enrolled in grades 9 through 12 in both counties were

asked to indicate the occupational categories which they were interested in pursuing as a career. They were asked to indicate their first, second, and third choices of occupational interest. The occupational categories from which they were to choose were: agriculture, business, clothing, construction, food processing, health, manufacturing, mechanical, mining, service, transportation, and other. The category labeled "other" provided an opportunity for the student to write in any other occupational category which did not appear on the survey form.

In addition, several specific jobs were listed following each of the occupational categories on the survey form. Examples of these specific jobs are: typist (under the occupational category of business) and teacher (under the occupational category of service). Each student was asked to indicate those jobs within the occupational categories which were of special interest to him. There was also a place provided for the students to write in other jobs which were not listed on the survey form.

Table V-20 summarizes total interest (first, second, and third choices) expressed by students presently enrolled in grades 9 through 12 in both Cabell and Wayne Counties for the 12 occupational categories listed on the Student Interest Survey. Both on an individual and combined county basis the occupational category entitled service indicated the most interest on the part of the students, 22.2 percent. The second and third most popular occupational categories as chosen by the students on a combined county basis were business occupations and health occupations, respectively. However, in Wayne County the occupational category of transportation indicated the third greatest amount of interest, a fact which differs from the combined county

totals and the third choice of Cabell County students (the third choice being health occupations). Health occupations received the fourth greatest amount of student interest in Wayne County, being close behind the interest shown in transportation.

Presented in Figure 9, below, is a ranking by county and for the counties combined which briefly summarizes the total interest expressed by students in the occupational categories. This ranking reflects the combined first, second, and third choices of all students.

	Cabell	Wayne	Two-County Profile
Agriculture	9	9	9
Business	2	2	2
Clothing	7	8	7
Construction	5	5	5
Food Processing	10	10	10
Health	3	4	3
Manufacturing	8	7	8
Mechanical	6	6	6
Mining	12	12	12
Service	1	1	1
Transportation	4	3	4
Other	11	11	11

Figure 9. Ranking of Occupational Categories Reflecting All Choices of Students in Cabell and Wayne Counties.

In Tables V-20a, V-20b, and V-20c, the first, second, and third occupational choices of students are presented separately for both Cabell and Wayne Counties and for the counties combined. The interest of students is presented by the number and percent of students selecting each occupational category.

Presented in Figure 10, below, is a ranking which represents the numerical and percent data contained in Tables V-20 to V-20c concerning the interest expressed by Cabell County students in occupational categories.

	Cabell County		
	First Choice	Second Choice	Third Choice
Agriculture	8	10	9
Business	2	2	3
Clothing	9	7	6
Construction	4	6	5
Food Processing	10	9	8
Health	3	3	4
Manufacturing	7	8	10
Mechanical	6	5	7
Mining	12	11	11
Service	1	1	1
Transportation	5	4	2
Other	11	12	12

Figure 10. Ranking of Occupational Categories by First, Second, and Third Choices Reflecting Student Interest in Occupations in Cabell County.

As indicated in Figure 10, service occupations received the highest interest among Cabell County students, as indicated by its placement as first, second, and third choices. In some cases students only indicated one choice - a first choice - thereby diminishing the total of those who would have indicated it to be second or third choice.

Those occupational categories which ranked low in student interest in Cabell County as a first choice but which ranked higher in student interest as second and third choices were clothing, food processing, and transportation. One could speculate that this trend might reflect the feeling the students may have that the jobs they associate with those categories are less prestigious or attractive to them, but, perhaps, are the jobs which they will have to enter into for more practical, realistic reasons. Perhaps more accurate information about occupations is needed so that students may make better and more realistic occupational plans.

Some of the occupations which were written in by students under the occupational category "other" could have been reclassified under one of the other 11 categories. Those remaining occupations written in by students are listed on page 5 of Table V-22. Most of those occupations listed generally are occupations which would necessitate going on to higher education or receiving specialized training.

Presented in Figure 11, below, is a ranking which represents the numerical and percent data contained in Tables V-20 to V-20c concerning the interest expressed by Wayne County in occupational categories.

Wayne County

	First Choice	Second Choice	Third Choice
Agriculture	8	9	4
Business	2	4	3
Clothing	9	7	8
Construction	4	6	6
Food Processing	10	10	10
Health	3	3	5

Wayne County - continued

	First Choice	Second Choice	Third Choice
Manufacturing	7	8	9
Mechanical	6	5	7
Mining	12	12	11
Service	1	1	1
Transportation	5	2	2
Other	11	11	12

Figure 11. Ranking of Occupational Categories by First, Second, and Third Choices Reflecting Student Interest in Occupations in Wayne County.

As in Cabell County, students expressed the most interest in service occupations. The overall rankings of the occupational categories when all three choices of the students are considered present a somewhat varied profile of student interest. Those occupational categories which were ranked consistently high were service and health, while mining, food processing, and "other" ranked consistently low.

Those occupational categories which ranked low in student interest in Wayne County as a first choice but which ranked higher in student interest as second and third choices were transportation and agriculture. While transportation ranked fifth in student interest as a first choice, it ranked second in student interest as a second and a third choice.

The students in Wayne County did not write in as many occupations under the "other" occupational category as did students in Cabell County. The other occupations which were written in but which could not be categorized under the other 11 categories are listed on page 5 of Table V-22. The

occupation which was writte in most frequently under the "other" occupational category was "housewife," with 64 and 30 female students from Cabell and Wayne Counties, respectively, selecting this as either their first, second, or third occupational choice.

Presented in Figure 12 is a comparison of the rankings of the occupational categories for Cabell and Wayne Counties students by first, second, and third occupational choices.

	First Choice		Second Choice		Third Choice	
	Cabell	Wayne	Cabell	Wayne	Cabell	Wayne
Agriculture	8	8	10	9	9	4
Business	2	2	2	4	3	3
Clothing	9	9	7	7	6	8
Construction	4	4	6	6	5	6
Food Processing	10	10	9	10	8	10
Health	3	3	3	3	4	5
Manufacturing	7	7	8	8	10	9
Mechanical	6	6	5	5	7	7
Mining	12	12	11	12	11	11
Service	1	1	1	1	1	1
Transportation	5	5	4	2	2	2
Other	11	11	12	11	12	12

Figure 12. Comparison of Rank Order of Student Interest In Occupational Categories Between Cabell and Wayne Counties.

The rank order of the first choices of students in Cabell and Wayne Counties among the occupational categories is exactly alike. However, expressed as a percent of the population, interest in the various occupational categories was not alike for both counties. This fact is evident from a review of Table V-20a, which compares the numerical and percent figures for the first choice of students in both counties. Cabell County students were

more homogeneous in their interests, i.e., 63 percent of the students were included in the top three ranking occupational categories; for the students of Wayne County, only slightly more than 50 percent of the students were included in the top three ranking categories. Overall, Wayne County students present a more heterogeneous group with regard to interest expressed in occupational categories.

More variation occurs in the interest, as expressed by the rankings of occupational categories, on a second- and third-choice basis between the students in Cabell and Wayne Counties. The greatest difference occurs in the ranking of business occupations and transportation occupations on a second-choice basis. In Cabell County, business occupations ranked second; in Wayne County they ranked fourth. In Cabell County the reverse occurred, with transportation occupations ranked second.

The most noticeable difference under the third choice is that there was greater expressed interest in agriculture in Wayne County than there was in Cabell County. Agriculture ranked fourth in Wayne County and ninth in Cabell County. This variation in the rank in agricultural occupations perhaps reflects the nature of the population in Wayne County. Wayne County is classified as a rural county, and, therefore, many students live in rural areas and many live on farms. These students probably selected, as their first and second choice, occupations which would take them out of the rural area or out of agriculture, which is declining in the area as an industry. However, there is still an interest on the part of the students to remain in agriculture if the economics of the industry were different or if they had to.

In summary, the occupational interest profile of the students in both Cabell and Wayne Counties is very similar. By percentages the greater

interest in Cabell County is in occupations which are represented more often as professional, technical, and managerial, whereas the greater interest in Wayne County is in the direction of occupations which are represented more often as skilled or technical.

Tables V-23 and V-24 present the occupational choices of the students by school for Cabell and Wayne Counties, respectively. The number of students in a school who chose each occupational category is listed , and indication is given as to which were first, second, and third choices. A percentage is shown for the numerical value of the first choice within each occupational category for each school so that comparisons can be made between schools within the same county, between schools in the two counties, and between the rank of the occupational category within a school and the rank of the same occupational category for both the individual counties and the combined counties.

Within each county various trends occur. Generally, the ranking of the occupational choices by students among the high schools in Cabell County maintained the same profile. The school which deviated the most from the county profile was Milton High School. The two greatest differences in schools with regard to the county profile were at Milton High School and Ceredo-Kenova High School. At Milton the agricultural occupational category ranked higher than for the other Cabell County schools. This is probably due to the fact that Milton services the most rural part of Cabell County. At Ceredo-Kenova High School the business occupational category was not ranked second in interest but was ranked much lower in comparison with the other Cabell County high schools.

In Wayne County, rankings for the occupational categories by school generally maintained a profile similar to the combined county profile. The main difference can be observed in reviewing the percent of students who indicated interest in the occupational categories in Wayne County separately and then as compared with the Cabell County percentages by school for the same occupational categories.

Occupational Interest Defined Further by Job -

In addition to indicating their interest in first-, second-, and third-choice occupational categories, the students were to indicate those jobs within each occupational category in which they were most interested. Students could also write in a job which particularly interested them in a space provided under each occupational category.

Table V-21 lists those jobs which were listed under each occupational category and the number of times each job was selected by the students. Totals are expressed on an individual and combined county basis.

Summarized below are the 20 jobs from all occupational categories which were selected most frequently by students. The jobs are rank-ordered in terms of decreasing expressed interest.

Rank	Job	Occupational Category
1	Secretary	Business
2	Teacher	Service
3	Truck driver	Transportation
4	Social worker	Service
5	Automobile mechanic	Transportation
6	Registered nurse	Health
7	Lawyer	Service
8	Other - service	Service
9	Airline worker	Transportation
10	Doctor	Health

Rank	Job	Occupational Category
11	Heavy-equipment operator	Construction
12	Policeman	Service
13	Beautician	Service
14	Pilot	Transportation
15	Carpenter	Construction
16	Designer	Clothing
17	Waitress	Food Processing
18	Veterinarian	Health
19	Clerk-typist	Business
20	Entertainer	Service

Listed below, on an individual county basis, are titles and ranks for the 20 most frequently indicated jobs.

Cabell County		Wayne County
Job	Rank	Job
Secretary	1	Secretary
Teacher	2	Truck driver
Social worker	3	Auto mechanic
Truck driver	4	Teacher
Lawyer	5	Social worker
Registered nurse	6	Registered nurse
Other - service	7	Heavy-equipment operator
Automobile mechanic	8	Airline worker
Doctor	9	Beautician
Airline worker	10	Carpenter
Policeman	11	Other - service
Entertainer	12	Clerk-typist
Veterinarian	13	Pilot
Waitress	14	Welder
Designer	15	Lawyer
Pilot	16	Designer
Beautician	17	Cashier-checker
Heavy-equipment operator	18	Licensed practical nurse
Laboratory technician	19	Waitress
X-ray technician	20	Veterinarian

Of the 20 jobs ranked in Cabell County, 8 require a college degree and 3 require a professional degree. Of the 20 jobs ranked in Wayne County, five require a college degree and two require a professional degree.

According to Table V-21, there were 1,664 students interested in becoming secretaries, 1,187 in teaching, and 1,108 in being a truck driver. Because the Huntington SMSA, according to the Department of Employment Security,already has surpluses in all three categories, the students indicating interest in these jobs should either be redirected to another job or made aware of the fact that, if they intend to pursue their career choice, employment within the area will be competitive and may necessitate their moving. These jobs also reflect the fact that most of the interest in being a secretary, teacher, social worker, or registered nurse is in jobs which are traditionally filled by women. These jobs, both locally and nationally, are overcrowded. This points out the need for education and exposure to other job opportunities which would be equally attractive and acceptable to young women.

Student interest, therefore, should not be the sole factor in determining which educational programs should be offered. Instead, student interest should be used as a barometer for helping to determine the composition and degree of interest in occupations so that programs may be developed which will redirect and inform students who are interested in jobs that have long-term surpluses or a profile of becoming obsolete toward other satisfying alternatives.

Table V-22 lists those "other" jobs which the students of Cabell and Wayne Counties wrote in under each occupational category. This listing illustrates the multitude of other jobs which could possibly absorb more students (beyond the number listed as a result of the survey), if these

jobs were made more visible to students or if students were given more direction and role models from which to gain more realistic ideas about the world of work.

By schools, the ranking of occupational categories differed the most from the rest of the schools in Wayne County at Crum and Fort Gay High Schools. Mining, while still ranked low in comparison with the other occupational categories, had the highest percentage of student interest expressed at Crum and Fort Gay High Schools.

As in Cabell County, one school in Wayne County, Wayne High School, showed that the students ranked the agricultural occupational category higher than did the students in the other schools in Wayne County. Thus, the most interest in agricultural occupations was evident at Milton High School in Cabell County and at Wayne High School in Wayne County.

GRADUATE SURVEY RESULTS
CABELL AND WAYNE COUNTIES

1971-72 and 1972-73

TABLES

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TABLE V-1

STATUS OF CABELL AND WAYNE COUNTY GRADUATES
COMBINED TOTALS BY YEAR OF GRADUATION
1971-72 and 1972-73

NO. OF GRADUATES	1971-72 Cabell	1971-72 Wayne	1971-72 Total	1971-72 %	1972-73 Cabell	1972-73 Wayne	1972-73 Total	1972-73 %	Combined 1971 to 1973 Total	Combined 1971 to 1973 %
Sex - Male	670	294	964	xx	571	264	835	xx	1,799	xx
Female	568	247	815	xx	578	270	848	xx	1,663	xx
Total	1,238	541	1,779	xx	1,149	534	1,683	xx	3,462	xx
STATUS OF GRADUATES										
College	335	119	454	27.0	452	156	608	36.2	1,062	31.5%
Other School	46	65	111	6.6	74	41	115	6.8	226	6.7
Employed	223	193	416	24.7	216	209	425	25.3	841	25.0
Military	45	32	77	4.6	28	8	36	2.1	113	3.4
Married	71	68	139	8.3	56	36	92	5.5	231	6.9
Unemployed	49	39	88	5.2	80	83	163	9.7	251	7.5
Unknown	379	18	397	23.6	237	5	242	14.4	639	19.0
				100.0				100.0		100.0

TABLE V-2

1971-72 and 1972-73 CABELL AND WAYNE COUNTY GRADUATES
ENROLLED IN POSTSECONDARY EDUCATIONAL PROGRAMS
BY TYPE OF PROGRAM AND GEOGRAPHIC LOCATION

	CABELL	WAYNE	TOTAL
TOTAL EDUCATION	918	382	1,200
Four-Year College	804	271	1,075
In-State	708	256	964
Huntington	638	239	877
Charleston	2	-0-	2
Morgantown	35	9	44
Other	33	8	41
Out-of-State	96	15	111
Ohio	12	2	14
Kentucky	21	2	23
Other	63	11	74
Technical-Vocational-Trade	114	111	225
West Virginia Counties	98	77	175
Cabell	95	66	161
Wayne	-0-	1	1
Kanawha	1	3	4
Other	2	7	9
Out-of-State	16	34	50
Ohio Counties	2	1	3
Lawrence	-0-	-0-	-0-
Other	2	1	3
Kentucky Counties	2	21	23
Boyd	1	7	8
Other	1	14	15
Other States*	12	12	24

* - Refer to Table V-2a for listing of other states to which graduates of Cabell and Wayne county have gone to school.

TABLE V-2a

LOCATION OF CABELL-WAYNE COUNTIES GRADUATES
IN OTHER STATES OUTSIDE OF TRI-STATE
BY TYPE OF SCHOOL ATTENDED

1971-72 and 1972-73

FOUR-YEAR COLLEGE	No.	TECH/VOC./OCC./TRADE/JR. COLL.	No.
Virginia	16	Florida	5
Tennessee	12	Tennessee	4
Florida	5	Michigan	2
Indiana	5	California	1
North Carolina	5	Kansas	1
Pennsylvania	4	Missouri	1
Georgia	3	New York	1
Massachusetts	3	Pennsylvania	1
South Carolina	3	South Carolina	1
New York	2	Virginia	1
Oklahoma	2	Out of State, Location Unknown	6
California	1		
Alaska	1		
Michigan	1		
Maryland	1		
Texas	1		
Wisconsin	1		
Out of State, Location Unknown	8		
TOTAL OUT-OF-TRI-STATE BY TYPE OF SCHOOL	74	. . . . .	24
TOTAL OUT-OF-TRI-STATE	98		

TABLE V-3

1971-72 and 1972-73 CABELL AND WAYNE COUNTY EMPLOYED GRADUATES
BY GEOGRAPHIC LOCATION OF EMPLOYMENT

	CABELL	WAYNE	TOTAL
TOTAL EMPLOYED	459	396	855
Within West Virginia	427	320	747
Cabell	414	155	569
Huntington	340	154	494
Barboursville	12	1	13
Milton	43	0	43
Other	19	0	19
Wayne	3	164	167
Huntington	0	18	18
Wayne	0	49	49
Ceredo	0	14	14
Kenova	3	42	45
Fort Gay	0	12	12
Other	0	29	29
Other Counties	10	1	11
Kanawha	1	0	1
Other W. Va.	9	1	10
Out-of-State	32	76	115
Ohio	3	32	35
Cleveland	-0-	2	2
Columbus	1	8	9
Ironton	-0-	-0-	-0-
Other	2	22	24
Kentucky	2	18	20
Ashland	2	2	4
Other	-0-	16	16
Other States*	27	26	60

* - Refer to Table V-3a for listing of other states to which graduates of Cabell and Wayne county have moved to become employed.

TABLE V-3a

LOCATION OF CABELL-WAYNE COUNTIES GRADUATES
EMPLOYED IN OTHER AREAS OUTSIDE OF TRI-STATE
1971-72 and 1972-73

Other Counties (W. Va.)	No.	Other States	No.
Putnam	6	Florida	16
Jackson	3	Virginia	14
Fayette	1	Michigan	6
		Illinois	4
		North Carolina	3
		Texas	3
		Washington, D.C.	3
		Maryland	2
		California	1
		Connecticut	1
		Georgia	1
		Indiana	1
		Massachusetts	1
		Wisconsin	1
		Great Lakes	1
		Travels state to state	1
		Unknown	1
TOTAL EMPLOYED IN OTHER COUNTIES W. Va.	10	TOTAL EMPLOYED OUT-OF TRI-STATE AREA	60

GRADUATE SURVEY RESULTS
CABELL COUNTY

1971-72 and 1972-73

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TABLE V-4
STATUS OF CABELL COUNTY GRADUATES
By School with County Totals
1971-72 and 1972-73

	BARBOURSVILLE		HUNTINGTON		HUNTINGTON E.		FAIRFIELD		MILTON		COUNTY TOTAL: CABELL			
	1972	1973	1972	1973	1972	1973	1972	1973	1972	1973	1972		1973	
No. of Graduates														
Sex - Male	289	185	152	138	141	159	10	15	78	74	670		571	
Female	154	155	174	181	156	146	9	3	75	93	568		578	
Total	443	340	326	319	297	305	19	18	153	167	1,238		1,149	
Status of Graduates														
College - Male	76	70	48	74	28	65	-0-	-0-	13	16	165		225	
Female	63	52	55	90	40	70	-0-	-0-	12	15	170		227	
Total	139	122	103	164	68	135	-0-	-0-	25	31	335	29.2%	452	39.6%
Other School - Male	2	7	2	5	2	5	1	-0-	0	1	7		18	
Female	19	8	4	17	10	24	2	-0-	4	7	39		56	
	21	15	6	22	12	29	3	-0-	4	8	46	4.0%	74	6.5%
Employed - Male	46	8	22	28	21	59	3	5	43	29	135		129	
Female	24	1	15	23	22	32	-0-	2	27	29	88		87	
Total	70	9	37	51	43	91	3	7	70	58	223	19.4%	216	18.9%
Military - Male	26	4	6	10	5	8	-0-	-0-	7	3	44		25	
Female	1	-0-	-0-	2	-0-	-0-	-0-	-0-	0	1	1		3	
Total	27	4	6	12	5	8	-0-	-0-	7	4	45	3.9%	28	2.4%
Married - Male	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-		-0-	
Female	27	13	12	9	2	14	1	-0-	29	20	71		56	
Total	27	13	12	9	2	14	1	-0-	29	20	71	6.2%	56	4.9%
Unemployed - Male	13	1	7	10	-0-	6	2	9	8	6	30		32	
Female	7	-0-	2	15	2	17	6	1	2	15	19		48	
Total	20	1	9	15	2	23	8	10	10	21	49	4.3%	80	7.0%
Unknown - Male	23	95	68	11	92	1	4	-0-	7	19	194		126	
Female	18	78	88	25	78	2	0	-0-	1	6	185		111	
	41	173	156	36	170	3	4	-0-	8	25	379	33.0%	237	20.7%

TABLE V-5

LOCATION OF CABELL COUNTY GRADUATES
ENROLLED IN POSTSECONDARY EDUCATIONAL PROGRAMS
BY TYPE OF PROGRAM AND LOCATION

1971-72 and 1972-73

GRADUATE SURVEY 1971-72/1972-73 CABELL COUNTY	FOUR-YEAR COLLEGE							TECHNICAL - VOCATIONAL - OCCUPATIONAL - TRADE - JR. COLLEGE								
	IN-STATE (W. Va.)				OUT-OF-STATE			WEST VIRGINIA				OHIO		KENTUCKY		OTHER
								COUNTIES								
Schools	HUNTINGTON	CHARLESTON	MORGANTOWN	OTHER	OHIO	KENTUCKY	OTHER STATE	CABELL	WAYNE	KANAWHA	OTHER	LAWRENCE	OTHER	BOYD	OTHER	OTHER STATE
Barboursville																
1972	116	-0-	5	10	4	-0-	3	16	-0-	-0-	-0-	-0-	-0-	-0-	-0-	1
1973	101	1	5	8	-0-	2	7	8	-0-	-0-	-0-	-0-	2	-0-	1	3
Huntington																
1972	66	1	8	-0-	4	6	18	6	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
1973	109	-0-	9	4	3	11	28	18	-0-	1	2	-0-	-0-	-0-	-0-	1
Huntington E.																
1972	57	-0-	2	-0-	1	1	3	15	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
1973	146	-0-	4	2	-0-	1	2	18	-0-	-0-	-0-	-0-	-0-	1	-0-	3
Fairfield																
1972	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	3
1973	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-0-
Milton																
1972	20	-0-	-0-	3	-0-	-0-	2	4	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
1973	23	-0-	2	6	-0-	-0-	-0-	7	-0-	-0-	-0-	-0-	-0-	-0-	-0-	1
Totals	638	2	35	33	12	21	63	95	-0-	1	2	-0-	2	1	1	12
	708				96			98				16				
	IN-STATE				OUT-OF-STATE			IN-STATE				OUT-OF-STATE				

EDUCATION -

TOTAL IN-STATE	806
TOTAL OUT-OF-STATE	112
TOTAL EDUCATION	918

TABLE V-6

LOCATION OF CABELL COUNTY EMPLOYED GRADUATES

1971-72 and 1972-73

GRADUATE SURVEY 1971-72/1972-73 CABELL COUNTY	CITY										CTY.		STATE							PERMANENT MOVE (No-Other Data)
	CABELL				WAYNE						KANAWHA	OTHER CTYS.	OHIO				KENTY.		OTHER	
	HUNTGTN.	BARBOUR.	MILTON	OTHER	HUNTGTN.	WAYNE	CEREDO	KENOVA	FT. GAY	OTHER			CLEVE.	COLS.	IRONTON	OTHER	ASHLAND	OTHER	OTHER STATE	OUT OF STATE
Barboursville H.S.																				
1972	52	7	-0-	1	-0-	-0-	-0-	-0-	-0-	-0-	-0-	3	-0-	-0-	-0-	-0-	-0-	-0-	5	-4-
1973	5	2	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Huntington H.S.																				
1972	26	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	2	1	-0-	8	-0-
1973	39	-0-	-0-	1	-0-	-0-	-0-	1	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	1	-0-	3	-0-
Huntington E. H.S.																				
1972	71	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	1	-0-	-0-	-0-	-0-	1	4
1973	90	-0-	-0-	-0-	-0-	-0-	-0-	1	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	5
Fairfield School																				
1972	2	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	1	-0-
1973	7	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Milton H.S.																				
1972	31	3	22	9	-0-	-0-	-0-	-0-	-0-	-0-	1	2	-0-	-0-	-0-	-0-	-0-	-0-	2	-0-
1973	17	-0-	21	8	-0-	-0-	-0-	1	-0-	-0-	-0-	4	-0-	-0-	-0-	-0-	-0-	-0-	7	-0-
Totals	340	12	43	19	0	0	0	3	0	0	1	9	0	1	0	2	2	0	27	13
	427												32							
	EMPLOYED IN WEST VIRGINIA												EMPLOYED OUT-OF-STATE							

GRADUATE SURVEY RESULTS
WAYNE COUNTY

1971-72 and 1972-73

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TABLE V-7
STATUS OF WAYNE COUNTY GRADUATES
By School with County Totals
1971-72 and 1972-73

	BUFFALO H.S.		CEREDO-KENOVA		CRUM H.S.		FT. GAY H.S.		VINSON H.S.		WAYNE H.S.		COUNTY TOTAL :		WAYNE	
	1972	1973	1972	1973	1972	1973	1972	1973	1972	1973	1972	1973	1972		1973	
No. of Graduates																
Sex - Male	50	40	59	46	24	15	29	31	52	53	80	79	294		264	
Female	35	46	40	55	27	22	21	33	60	61	64	53	247		270	
Totals	85	86	99	101	51	37	50	64	112	114	144	132	541		534	
Status of Graduates																
College - Male	15	7	14	21	1	0	5	5	29	26	9	14	73		73	
Female	6	13	10	19	0	4	1	4	18	33	11	10	46		83	
Total	21	20	24	40	1	4	6	9	47	59	20	24	119	22.0%	156	29.0%
Other School - Male	5	3	6	0	3	0	0	0	3	2	7	1	24		6	
Female	8	11	9	3	2	4	2	5	11	8	9	4	41		35	
Total	13	14	15	3	5	4	2	5	14	10	16	5	65	12.2%	41	7.6%
Employed - Male	19	24	25	21	14	7	16	19	11	17	51	46	136		134	
Female	10	15	11	13	5	6	7	10	9	11	15	20	57		75	
Total	29	39	36	34	19	13	23	29	20	28	66	66	193	36.1%	209	38.8%
Military - Male	7	4	14	0	0	1	3	0	1	3	5	0	30		8	
Female	0	0	0	0	0	0	0	0	2	0	0	0	2		0	
Total	7	4	14	0	0	1	3	0	3	3	5	0	32	6.0%	8	1.5%
Married - Male	0	0	0	0	0	0	0	0	0	0	0	0	0		0	
Female	8	2	7	12	9	0	7	8	16	4	21	10	68		36	
Total	8	2	7	12	9	0	7	8	16	4	21	10	68	12.7%	36	6.7%
Unemployed - Male	4	6	0	4	7	6	5	7	1	4	0	15	17		42	
Female	3	7	2	8	8	7	4	6	4	4	1	9	22		41	
Total	7	13	2	12	15	13	9	13	5	8	1	24	39	7.3%	83	15.4%
Unknown - Male	0	0	0	0	1	0	0	0	5	1	5	3	11		4	
Female	0	0	0	0	1	0	0	0	2	1	4	0	7		1	
Total	0	0	0	0	2	0	0	0	7	2	9	3	18	3.4%	5	1.0%

LOCATION OF WAYNE COUNTY GRADUATES
ENROLLED IN POSTSECONDARY EDUCATIONAL PROGRAMS
BY TYPE OF PROGRAM AND LOCATION

1971-72 and 1972-73

GRADUATE SURVEY 1971-72/1972-73 WAYNE COUNTY	FOUR-YEAR COLLEGE							TECHNICAL - VOCATIONAL - OCCUPATIONAL - TRADE - JR. COLLEGE								
	IN-STATE (W. Va.)				OUT-OF-STATE			WEST VIRGINIA				OHIO		KENTUCKY		OTHER
								COUNTIES								
Schools	HUNTINGTON	CHARLESTON	MORGANTOWN	OTHER	OHIO	KENTUCKY	OTHER STATE	CABELL	WAYNE	KANAWHA	OTHER	LAWRENCE	OTHER	BOYD	OTHER	OTHER STATE
Buffalo H.S.																
1972	19	0	0	1	1	0	0	6	0	0	0	0	0	3	0	4
1973	19	0	2	0	1	0	0	11	0	0	0	0	0	0	0	1
Ceredo-Kenova H.S.																
1972	18	0	1	3	0	0	2	11	1	1	0	0	0	1	0	1
1973	35	0	0	3	0	0	2	2	0	0	0	0	0	0	0	1
Crum H.S.																
1972	1	0	0	0	0	0	0	0	0	0	4	0	0	0	1	0
1973	3	0	0	0	0	0	0	0	0	0	3	0	0	0	8	0
Ft. Gay H.S.																
1972	6	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0
1973	8	0	0	0	0	1	0	2	0	0	0	0	1	1	0	1
Vinson H.S.																
1972	39	0	0	0	0	1	6	9	0	0	0	0	0	2	0	3
1973	56	0	2	0	0	0	1	8	0	0	0	0	0	0	0	0
Wayne H.S.																
1972	16	0	0	0	0	0	0	11	0	2	0	0	0	0	4	1
1973	19	0	4	1	0	0	0	5	0	0	0	0	0	0	0	0
Totals	239	0	9	8	2	2	11	66	1	3	7	0	1	7	14	12
	256				15			77				34				
	IN-STATE				OUT-OF-STATE			IN-STATE				OUT-OF-STATE				

EDUCATION -

TOTAL IN-STATE	333
TOTAL OUT-OF-STATE	49
TOTAL EDUCATION	382

TABLE V-9

LOCATION OF WAYNE COUNTY EMPLOYED GRADUATES

1971-72 and 1972-73

GRADUATE SURVEY 1971-72/1972-73 WAYNE COUNTY	CITY										CTY.		STATE							PERMANENT MOVE (No-Other Data)
	CABELL				WAYNE								OHIO				KENTY.		OTHER	
Schools	HUNTGTN.	BARBOUR.	MILTON	OTHER	HUNTGTN.	WAYNE	CEREDO	KENOVA	FT. GAY	OTHER	KANAWHA	OTHER CTYS.	CLEVE.	COLS.	IRONTON	OTHER	ASHLAND	OTHER	OTHER STATE	OUT OF STATE
Buffalo H.S.																				
1972	18	0	0	0	4	0	[illegible]	5	0	1	0	0	0	0	0	0	0	0	1	0
1973	20	0	0	0	0	0	1	10	0	0	0	0	0	0	0	0	0	1	4	0
Ceredo-Kenova H.S.																				
1972	11	0	0	0	1	1	2	14	0	0	0	0	0	0	0	0	1	3	3	0
1973	13	0	0	0	0	0	11	5	0	1	0	0	0	0	0	2	0	0	2	0
Crum H.S.																				
1972	0	0	0	0	0	0	0	0	1	7	0	0	0	6	0	0	0	0	5	0
1973	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	5	0	1	3	0
Ft. Gay H.S.																				
1972	7	0	0	0	0	1	0	3	4	0	0	0	0	0	0	2	0	3	3	0
1973	4	0	0	0	0	1	0	2	7	0	0	1	0	2	0	4	1	7	0	0
Vinson H.S.																				
1972	8	0	0	0	5	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
1973	16	0	0	0	8	0	0	0	0	1	0	0	0	0	0	2	0	0	1	0
Wayne H.S.																				
1972	27	0	0	0	0	23	0	1	0	7	0	0	2	0	0	5	0	1	3	0
1973	30	1	0	0	0	23	0	1	0	8	0	0	0	0	0	2	0	0	1	0
Totals	154	1	0	0	18	49	14	42	12	29	0	1	2	8	0	22	2	16	26	0
EMPLOYED	320 EMPLOYED IN WEST VIRGINIA												76 EMPLOYED OUT-OF-STATE							

PARENT INTEREST SURVEY RESULTS

CABELL AND WAYNE COUNTIES

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TABLE V-10
SUMMARY OF CABELL AND WAYNE COUNTIES
PARENTS SURVEY

RESPONDENTS	CABELL 2,283	WAYNE 1,034	TOTAL 3,317	
EDUCATION FOR CHILDREN SECONDARY				
Terminal Educational Plans				
High School	586	419	1,005	
College	1,513	531	2,044	
*Other	204	102	306	
Desire to Enroll Children in Vocational Education			TOTAL	%
Yes	1,369	812	2,181	66%
No	728	170	898	34%
EDUCATION FOR ADULTS POST-SECONDARY				
Desire of Adults to Enroll in Vocational Education			TOTAL	%
Yes	417	249	666	32%
No	970	446	1,416	68%
**Types of Courses Desired By Adults				
A. High School Diploma	93	35	128	
B. Personal Use	164	112	276	
C. Trade-Skill	190	143	333	
D. Homemaking	147	102	249	
E. Business-Office	183	136	319	
F. Agriculture	26	36	62	
G. Health	109	72	181	
H. Other	35	22	57	
Total	947	658	1,605	

* - Types of schools listed on Table V-10a.
** - For specific courses which were listed under A-H on Parent Surveys, see Table V-10b.

TABLE V-10a
"OTHER" EDUCATION DESIRED FOR CHILDREN
PARENTS SURVEY CABELL-WAYNE COUNTIES

OTHER EDUCATION FOR CHILDREN (Other Than High School or College)	
1. Trade School	372
2. Business School	344
3. Medical School (Health Related)	128
4. Music	57
5. Art	48
6. Service, Military	22
7. Agricultural	18
8. Religious	11
9. Cosmetology	8

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TABLE V-10b
SPECIFIC COURSES DESIRED
IN POSTSECONDARY-ADULT EDUCATION

CABELL-WAYNE COUNTIES

A.	Courses Leading to High School Diploma	128
B.	Courses for General Personal Satisfaction	
	Art	14
	Music	9
	Real Estate	6
	Photography	5
	Psychology	4
	Business	3
	Public Speaking	3
	Sociology	3
	Economics	2
	Political Science	2
	Speed Reading	2
	Architecture	1
	Ceramics	1
	English	1
	Foreign Language	1
	Modern Math	1
	Oceanography	1
	Religion	1
	Writing	1
C.	Courses To Improve Trade, Industrial, or Technical Skills or Knowledge	
	Electronics	22
	Upholstery	21
	Welding	19
	Auto Mechanics	18
	Trade (general)	16
	Carpentry	12
	Refrigeration and Air Conditioning	12
	Drafting	8
	Electrical	7
	Woodworking	5
	Home Appliance Repair	4
	T.V. Repair	4
	Sheet Metal	4
	Auto Body	3

C. Courses To Improve Trade, Industrial, or Technical Skills or Knowledge (cont'd.)

Plumbing	3
Machinist	2
Truck Driver	2
Blueprint Reading	1
Broadcasting	1
Building Maintenance	1
Electrical Engineering	1
Industrial Arts	1
Mason	1
Metal Fabrication	1
Painting	1
Other	
Trigonometry	1
English	1
Math	2

D. Courses in Homemaking

Sewing	46
Tailoring	36
Cooking	19
Interior Decoration	16
Crafts	11
Homemaking (general)	6
Beautician	4
Cake Decorating	4
Flower Arranging	3
Embroidery-Stitchery	2
Refinishing Furniture	2
Antiquing	1
Baking	1
Candy Making	1
Child Care	1
Consumer Education	1
Dietician	1
Drapery	1
Furniture Making	1
Slip Cover Construction	1
Quilting	1

E. Courses in Business and Office Occupations

Typing	54
Shorthand	28
Bookkeeping	27
Office Machines	19
Office Practice	5

Con't--Table V-10b Page 3 of 4

E. Courses in Business and Office Occupations (cont'd)

General Business	4
Business Management	3
Filing	3
Secretarial	3
Accounting	2
Business Law	2
Business Math	2
Data Processing	2
Income Taxes	2
Telephone Operator	2
Cash Register	1
Hotel Management	1
Keypunch	1
Speed Writing	1

F. Courses in Agricultural Occupations

Gardening	7
Conservation	4
Forestry	4
Vo-ag	4
Farm Mechanics	2
Landscaping	2
Horticulture	1
Farm Management	1

G. Courses in Health Occupations

Nursing	25
LPN	12
First Aid	8
Nutrition	4
Physical Education	4
Physical Fitness	1
Swimming	1
Tennis	1
Football	1
Basketball	1
Baseball	1
Lab Technician	3
General Hygiene	2
Medical Technologist	2
X-Ray Technician	2
Dentistry	1
Druggist	1
Home Nursing	1
Medical Terms	1
Medical Transcription	1
Physical Therapist	1
Psychology	1
Safety	1
Veterinarian	1

Con't--Table V-10b Page 4 of 4

H. Other Courses

Drivers Education	3
Creative Writing	2
Library	2
Banking	1
Chorus	1
Insurance	1
Study Habits	1
World Affairs	1

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TABLE V-10c
OTHER COURSES DESIRED BY PARENTS FOR CHILDREN

Cabell-Wayne Counties

AGRICULTURE	
Vo-ag	18
Agriculture	10
Forestry	4
Ornamental Horticulture	2

BUSINESS	
Business	107
Typing	48
Bookkeeping	30
Secretarial	29
Shorthand	26
Business Machines	15
Clerical	12
Accounting	9
Computer	7
Keypunch	3
Business English	1
Economics	1
Human Relations	1
Telephone Operator	1

CLOTHING	
Sewing	13
Dress Design	5

CONSTRUCTION	
Carpentry	39
Electrician	23
Plumbing	13
Woodworking	7
Construction	4
Mason	2
Surveying	2
Architect	2
Building and Wiring	1
Civil Engineer	1
Bulldozer Operator	1
Pipe Fitting	1

FOOD PROCESSING	
Cooking	3
Dietician	1

HEALTH	
Nursing	65
Health	34
Medicine	13
X-Ray Technician	3
Nurses Aide	2
Dental Assistant	2
Dental Hygienist	1
Pharmacy	1

MANUFACTURING	
Welder	42
Engineering	10
Machinist	10
Sheet Metal	2
Millwright	1

MECHANICAL	
Auto Mechanics	66
Drafting	29
Electronics	29
Trade	28
Mechanic	20
Air Cond. and Refrigeration	2
Aviation Mechanic	1
Car Body Finishing	1
Mechanical Drawing	1
Motorcycle Mechanic	1
T.V.-Radio Repair	1

MINING	
Heavy Equipment Engineer	11
Mining Engineer	1

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SERVICE	
Teacher	9
Social Worker	8
Cosmetology	7
Law	6
Interior Decoration	5
Social Science	4
Building Maintenance	2
Journalism	2
Photography	2
Psychology	2
Librarian	1
Performing Arts	1
Special Education (Handicapped)	1

TRANSPORTATION	
Truck Driver	17
Airline Worker	2
Airline Stewardess	1

ACADEMIC	
Math	68
Home Economics	47
Science	30
Music	24
History	22
Art	15
Driver's Education	14
Foreign Language	14
Biology	7
Drama	6
Spanish	5
Physical Education	5
Commercial Art	4
Advanced Math	3
Bible Study	3
Chemistry	3
Latin	3
Speech	3
French	3
Spelling	3
Composition	2
Consumer Education	1
Crafts	1
Special Education	1
Sports	1
Military	1

PARENT INTEREST SURVEY RESULTS

CABELL COUNTY

TABLE

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ERIC

TABLE V-11

CABELL COUNTY PARENTS SURVEY RESULTS
BY SCHOOL WITH COUNTY TOTALS

	Barboursville Jr. H.S.	Beverly Hills Jr. H.S.	Cammack Jr. H.S.	Coxs Landing Jr. H.S.	Enslow Jr. H.S.	Lincoln Jr. H.S.	Milton Jr. H.S.	Oley Jr. H.S.	Ona Jr. H.S.	Salt Rock Jr.	West Jr. H.S.	Fairfield School	Barboursville H.S.	Huntington H.S.	Huntington East H.S.	Milton H.S.	County Total
Respondent -																	
Husband (Male)	78	87	57	34	36	21	51	9	28	19	43	27	246	222	295	153	1,406
Wife (Female)	25	49	31	13	31	27	41	14	21	15	40	19	103	155	200	93	877
Totals	103	136	88	47	67	48	92	23	49	34	83	46	349	377	495	246	2,283
Education for Children -																	
High School -	17	12	5	14	26	7	49	2	16	17	34	25	103	58	96	105	586
College -	78	114	81	26	39	34	37	20	29	17	43	16	218	292	350	119	1,513
Other -	6	14	2	8	2	4	7	1	8	3	4	6	34	20	49	36	204
Desire to Enroll Children in Voc. Ed.																	
Yes -	60	78	46	37	55	33	62	18	32	19	62	35	183	190	311	148	1,369
No -	36	43	30	8	5	8	23	4	18	9	15	3	142	155	151	78	728
Desire to Enroll Adults in Voc. Ed.																	
Yes -	20	13	15	11	16	11	15	2	8	4	23	7	47	69	120	36	417
No -	53	63	44	17	24	19	34	8	20	15	35	15	177	195	225	26	970
Types of Courses Desired by Adults																	
A. High School	4	8	2	4	3	6	4	0	5	3	6	4	8	14	14	8	93
B. Personal Use	4	9	11	2	6	8	6	1	5	1	11	4	24	27	34	11	164
C. Trade-Skill	8	13	5	6	5	4	10	1	5	4	11	7	24	26	38	22	190
D. Homemaking	9	11	4	2	7	6	9	0	4	1	8	6	17	20	30	13	147
E. Business-Office	7	10	5	6	10	10	5	1	3	3	8	2	25	31	44	13	183
F. Agricultural	3	3	0	1	0	1	3	0	1	0	0	0	3	6	2	3	26
G. Health	4	5	4	1	7	7	3	0	0	1	3	6	15	13	32	8	109
H. Other	2	1	1	1	2	3	0	1	0	0	1	1	5	7	6	4	35
Total Desiring Program	41	60	32	23	40	45	40	5	23	13	48	30	121	144	200	82	947

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PARENT INTEREST SURVEY RESULTS

WAYNE COUNTY

TABLE

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TABLE V-12

WAYNE COUNTY PARENTS SURVEY RESULTS
BY SCHOOL WITH COUNTY TOTALS

	Buffalo H.S.	Ceredo-Kenova H.S.	Crum H.S.	Ft. Gay H.S.	Vinson H.S.	Wayne H.S.	Wayne Jr. H.	County Total
Respondent -								
Husband (Male)	127	101	59	122	111	166	32	718
Wife (Female)	30	57	27	49	45	93	15	316
Totals	157	158	86	171	156	259	47	1,034
Education for Children -								
High School -	47	45	55	94	33	120	25	419
College -	95	105	25	60	118	107	21	531
Other -	28	10	7	21	9	25	2	102
Desire to Enroll Children in Voc. Ed.								
Yes -	127	129	68	154	109	191	34	812
No -	20	22	17	17	36	46	12	170
Desire to Enroll Adults in Voc. Ed.								
Yes -	31	40	19	56	47	50	6	249
No -	72	91	39	55	59	106	24	446
Types of Courses Desired by Adults								
A. High School	0	0	0	10	8	16	1	35
B. Personal Use	18	17	4	20	20	31	2	112
C. Trade-Skill	20	17	12	37	18	34	5	143
D. Homemaking	13	20	8	19	23	17	2	102
E. Business-Office	23	26	10	20	24	30	3	136
F. Agricultural	2	2	3	15	4	10	1	36
G. Health	13	7	4	21	13	14	0	72
H. Other	0	6	1	5	3	6	1	22
Total Desiring Program	89	95	40	127	93	158	15	658

STUDENT INTEREST SURVEY RESULTS

Respondents By Curriculum In Which Enrolled

CABELL AND WAYNE COUNTIES

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TABLE V-13

NUMBER OF STUDENTS RESPONDING TO STUDENT INTEREST SURVEY
BY CURRICULUM IN WHICH PRESENTLY ENROLLED

CABELL-WAYNE COUNTIES

SUMMARY

	CABELL		WAYNE		TOTAL	
Curriculum	No.	%	No.	%	No.	%
Vocational	902	15.89	839	30.90	1,741	20.76
General	2,320	40.88	717	26.41	3,037	36.19
College Prep	2,232	39.34	1,117	41.14	3,349	39.92
Unspecified*	221	3.89	42	1.55	263	3.13
	5,675	100.0	2,715	100.0	8,390	100.00

* - Students who did not respond to question on survey.

TABLE V-14

NUMBER OF STUDENTS RESPONDING TO STUDENT INTEREST SURVEY
BY CURRICULUM IN WHICH PRESENTLY ENROLLED

CABELL COUNTY

Curriculum	Barboursville Jr. H.S.	Beverly Hills Jr. H.S.	Cammack Jr. H.S.	Geyes Landing Jr. H.S.	Enslow Jr. H.S.	Lincoln Jr. H.S.	Milton Jr. H.S.	Oley Jr. H.S.	Onz Jr. H.S.	Salt Rock Jr. H.S.	West Jr. H.S.	Fairfield School	Barboursville H.S.	Huntington H.S.	Huntington East H.S.	Milton H.S.	TOTAL RESPONDANTS No.	TOTAL RESPONDANTS %
Vocational																		
Male	2	26	-0-	8	12	27	25	11	16	9	8	57	12	54	130	94	491	
Female	-0-	21	1	8	12	8	14	5	12	2	1	36	74	61	130	26	411	
Total	2	47	1	16	24	35	39	16	28	11	9	93	86	115	260	120	902	15.89
General																		
Male	115	19	36	14	34	27	36	17	5	14	56	-0-	235	176	238	93	1,115	
Female	106	26	30	13	37	29	46	13	8	19	41	-0-	267	156	278	146	1,215	
Total	221	45	66	27	71	56	82	30	13	33	97	-0-	492	332	516	239	2,320	40.88
College Prep.																		
Male	8	74	79	11	22	22	22	9	23	11	22	1	125	306	218	76	1,029	
Female	3	78	69	13	27	30	20	9	28	10	22	-0-	285	296	226	87	1,203	
Total	11	152	148	24	49	52	42	18	51	21	44	1	410	602	444	163	2,232	39.34
Unspecified*																	221	3.89
																	5,675	100.00

* - Students who did not respond to question on survey.

TABLE V-15

NUMBER OF STUDENTS RESPONDING TO STUDENT INTEREST SURVEY
BY CURRICULUM IN WHICH PRESENTLY ENROLLED

WAYNE COUNTY

Curriculum	Buffalo H.S.	Ceredo-Kenova	Crum H.S.	Fort-Gay H.S.	Vinson H.S.	Wayne H.S.	Wayne Jr. H.S.	TOTAL RESPONDANTS No.	%
Vocational									
Male	42	57	29	65	13	150	15	371	
Female	78	91	36	78	35	139	11	468	
Total	120	148	65	143	48	289	26	839	30.90
General									
Male	38	101	46	30	86	72	23	396	
Female	21	60	54	17	65	81	23	321	
Total	59	161	100	47	151	153	46	717	26.41
College Prep.									
Male	108	106	24	44	158	84	30	554	
Female	113	116	20	49	138	101	26	563	
Total	221	222	44	93	296	185	56	1,117	41.14
Unspecified*								42	1.55
								2,715	100.00

* - Students who did not respond to question on survey.

STUDENT INTEREST SURVEY RESULTS

Planned Status and Location After Graduation

CABELL AND WAYNE COUNTIES

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TABLE V-16

PLANS OF STUDENTS AFTER GRADUATION
CABELL AND WAYNE COUNTIES

SUMMARY OF FIRST AND SECOND CHOICES

	Cabell				Wayne				Combined Totals			
	First		Second		First		Second		First		Second	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College												
First Choice	2,896	54.6			1,049	38.9			3,945	49.4		
Second Choice			1,913	37.1			653	24.7			2,566	32.9
Tech-Voc School												
First Choice	632	11.9			495	18.4			1,127	14.1		
Second Choice			548	10.6			420	15.9			968	12.4
Work												
First Choice	1,530	28.9			1,007	37.4			2,537	31.7		
Second Choice			2,231	43.2			1,304	49.4			3,535	45.3
Military												
First Choice	243	4.6			142	5.3			385	4.8		
Second Choice			468	9.1			264	10.0			732	9.4
	5,304	100.0	5,160*	100.0	2,693	100.0	2,641*	100.0	7,994	100.0	7,801*	100.0

* - The totals for first and second choices are not the same because some students only indicated a first choice and omitted to provide a second choice.

TABLE V-17

PLANNED STATUS AND LOCATION OF PRESENTLY ENROLLED STUDENTS
IN GRADES 9-12 UPON GRADUATION
FOR CABELL AND WAYNE COUNTIES

SUMMARY--FIRST CHOICE

	Within West Virginia			Elsewhere		
	Cabell	Wayne	Total	Cabell	Wayne	Total
College	1,896	767	2,663	1,000	282	1,282
Tech-Vocational Schools	531	375	906	101	120	221
Work	1,170	751	1,921	360	256	616
TOTAL	3,597	1,893	5,490	1,461	658	2,119
	Within West Virginia			Elsewhere		

TABLE V-18

PLANNED STATUS AND LOCATION OF PRESENTLY ENROLLED STUDENTS
IN GRADES 9-12 UPON GRADUATION

CABELL COUNTY

PLANNED STATUS	BARBOURS-VILLE H.S. Choice First	BARBOURS-VILLE H.S. Choice Second	HUNTINGTON H.S. Choice First	HUNTINGTON H.S. Choice Second	HUNTINGTON E H.S. Choice First	HUNTINGTON E H.S. Choice Second	MILTON H.S. Choice First	MILTON H.S. Choice Second	FAIRFIELD SCHOOL Choice First	FAIRFIELD SCHOOL Choice Second	BARBOURS-VILLE JR.H.S. Choice First	BARBOURS-VILLE JR.H.S. Choice Second	BEVERLY HILLS JR.H.S. Choice First	BEVERLY HILLS JR.H.S. Choice Second	CAMMACK JR. H.S. Choice First	CAMMACK JR. H.S. Choice Second	COXS LANDING JR. H.S. Choice First	COXS LANDING JR. H.S. Choice Second
College Within West Virginia	373	169	357	235	439	149	134	53	2	3	116	30	107	50	80	58	18	5
College Elsewhere	172	228	297	214	177	242	47	84	0	0	37	62	42	62	93	46	11	9
Technical/Vocational Training Within West Virginia	101	71	74	58	131	88	63	31	22	15	22	9	20	27	8	5	4	2
Technical/Vocational Training Elsewhere	19	27	24	34	24	45	10	18	6	0	2	11	2	8	1	4	0	3
Work Within West Virginia	249	258	126	165	243	232	193	110	44	29	39	49	28	44	15	41	23	13
Work Elsewhere	80	205	64	176	72	218	43	153	6	16	11	37	22	29	6	29	7	28
Military Service Temporarily	35	62	29	58	29	54	16	39	5	9	5	20	0	4	3	18	1	6
Military Service As a Career	16	24	8	22	12	26	12	18	1	0	8	4	4	1	3	8	2	0

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TABLE V-18

PLANNED STATUS AND LOCATION OF PRESENTLY ENROLLED STUDENTS
IN GRADES 9-12 UPON GRADUATION

CABELL COUNTY--con't.

PLANNED STATUS	ENSLOW JR. H.S.		LINCOLN JR. H.S.		MILTON JR. H.S.		OLEY JR. H.S.		ONA JR. H.S.		SALT ROCK JR. H.S.		WEST JR. H.S.		COUNTY TOTAL		RANK	
	Choice First	Choice Second	Choice First	Choice Second	Choice First	Choice Second	Choice First	Choice Second	Choice First	Choice Second	Choice First	Choice Second	Choice First	Choice Second	Choice First	Choice Second	Choice First	Choice Second
College Within West Virginia	44	20	48	12	50	18	8	8	40	20	21	1	59	23	1,896	852	1	4
College Elsewhere	17	22	30	19	15	14	16	5	21	31	3	6	22	15	1,000	1,059	3	3
Technical/Vocational Training Within West Virginia	20	14	17	13	17	13	4	7	7	4	11	6	10	5	531	368	4	5
Technical/Vocational Training Elsewhere	3	4	5	9	1	5	2	3	0	0	1	1	1	8	101	180		
Work Within West Virginia	44	30	24	33	51	38	17	10	13	21	22	22	39	36	1,170	1,131	2	1
Work Elsewhere	7	25	5	42	12	56	7	21	6	14	2	17	10	34	360	1,100	5	2
Miliatry Service Temporarily	7	14	4	7	7	11	4	4	1	2	1	5	7	21	154	334		
Military Service As a Career	1	4	8	7	4	9	3	2	2	0	2	4	3	5	89	134		

TABLE V-19

PLANNED STATUS AND LOCATION OF PRESENTLY ENROLLED STUDENTS
IN GRADES 9-12 UPON GRADUATION

WAYNE COUNTY

PLANNED STATUS	BUFFALO H.S.		CEREDO-KENOVA H.S.		CRUM H.S.		FORT GAY H.S.		VINSON H.S.		WAYNE H.S.		WAYNE JR.H.		COUNTY TOTAL		RANK	
	Choice		Choice		Choice		Choice		Choice		Choice		Choice		Choice		Choice	
	First	Second	First	Second	First	Second	First	Second	First	Second	First	Second	First	Second	First	Second	First	Second
College Within West Virginia	154		151		26		53		216		131		36		767		1	
		37		84		23		8		77		47		15		291		4
College Elsewhere	38		95		10		19		76		29		15		282		4	
		55		82		20		24		97		63		21		362		3
Technical/Vocational Training Within West Virginia	58		92		22		42		60		79		22		375		3	
		42		33		29		30		49		46		11		240		5
Technical/Vocational Training Elsewhere	11		20		7		56		9		14		3		120		5	
		25		38		15		26		24		36		16		180		
Work Within West Virginia	87		127		61		100		76		274		26		751		2	
		108		95		67		59		99		129		23		580		2
Work Elsewhere	27		33		68		44		19		51		14		256			
		70		134		62		108		82		250		18		724		1
Military Service Temporarily	22		19		18		10		20		19		0		108			
		35		34		14		18		32		31		11		175		
Military Service As a Career	4		7		12		3		3		5		0		34			
		19		26		6		7		11		16		4		89		

STUDENT INTEREST SURVEY RESULTS

Occupational Choice

CABELL AND WAYNE COUNTIES

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TABLE V-20

OCCUPATIONAL CHOICE OF STUDENTS
FIRST, SECOND, THIRD CHOICES COMBINED
CABELL-WAYNE COUNTIES

SUMMARY

Occupation	Cabell	Wayne	Total	%
Agriculture	645	384	1,029	4.6%
Business	2,186	1,041	3,227	14.6
Construction	1,292	771	2,063	9.3
Clothing	848	402	1,250	5.7
Food Processing	549	312	861	3.9
Health	2,062	975	3,037	13.7
Manufacturing	668	439	1,107	5.0
Mechanical	1,005	685	1,690	7.6
Mining	127	86	213	1.0
Service	3,403	1,507	4,910	22.2
Transportation	1,472	1,004	2,476	11.2
Other	165	104	269	1.2
			22,132	100.0

TABLE V-20a

OCCUPATIONAL CHOICE OF STUDENTS
CABELL-WAYNE COUNTIES

Occupation	FIRST CHOICE Cabell No.	Cabell %	Wayne No.	Wayne %	Total	%
Agriculture	196	3.8%	117	4.5%	313	4.0%
Business	1,008	19.4	462	17.4	1,470	18.8
Construction	522	10.0	317	12.0	839	10.7
Clothing	169	3.3	65	2.5	234	3.0
Food Processing	113	2.2	61	2.3	174	2.2
Health	973	18.7	406	15.5	1,379	17.7
Manufacturing	197	3.8	118	4.5	315	4.0
Mechanical	305	5.9	225	8.6	530	6.8
Mining	11	.2	20	.8	31	.4
Service	1,302	25.0	519	19.8	1,821	23.3
Transportation	325	6.3	253	9.7	578	7.4
Other	77	1.4	54	2.1	131	1.7
	5,198	100.0	2,617	100.0	7,815*	100.0

* - The total number of students who responded to this portion of the survey is lower than the total number of students who took the survey on an individual and a combined county basis. This is due to lack of response and incorrect responses on the part of the students and thus these survey results were invalid and omitted.

TABLE V-20b

OCCUPATIONAL CHOICE OF STUDENTS
CABELL-WAYNE COUNTIES

Occupation	SECOND CHOICE Cabell	Wayne	Total	%
Agriculture	207	104	311	4.1%
Business	640	303	943	12.4
Construction	388	234	622	8.2
Clothing	325	172	497	6.5
Food Processing	236	104	340	4.5
Health	634	341	975	12.8
Manufacturing	260	170	430	5.7
Mechanical	393	260	653	8.6
Mining	49	23	72	1.0
Service	1,207	546	1,753	23.1
Transportation	551	373	924	12.2
Other	44	26	70	.9
			7,590 *	100.0

* - The total number of students who responded to this portion of the survey is lower than the total number of students who took the survey on an individual and a combined county basis. This is due to lack of response and incorrect responses on the part of the students and thus these survey results were invalid and omitted.

TABLE V-20c

OCCUPATIONAL CHOICE OF STUDENTS
CABELL-WAYNE COUNTIES

	THIRD CHOICE			
Occupation	Cabell	Wayne	Total	%
Agriculture	242	263	405	5.9%
Business	538	276	814	11.9
Construction	382	220	602	8.8
Clothing	354	165	519	7.6
Food Processing	300	147	447	6.6
Health	455	228	683	10.0
Manufacturing	211	151	362	5.3
Mechanical	307	200	507	7.4
Mining	67	43	110	1.6
Service	894	442	1,336	19.6
Transportation	596	378	974	14.3
Other	44	24	68	1.0
			6,827*	100.0

* - The total number of students who responded to this portion of the survey is lower than the total number of students who took the survey on an individual and a combined county basis. This is due to lack of response and incorrect responses on the part of the students and thus these survey results were invalid and omitted.

TABLE V-21

OCCUPATIONAL CHOICE OF STUDENTS BY JOB
CABELL-WAYNE COUNTIES

SUMMARY--ALL CHOICES

	Cabell	Wayne	Total	Numerical Rank
Agriculture				
Landscaper	40	28	68	
Florist	72	56	128	
Forester	151	126	277	
Farmer	176	138	314	
Dairy Farmer	32	40	72	
Stock Breeder	106	81	187	
Nurseryman	11	10	21	
*Other	11	22	33	
Business				
Manager	84	119	203	
Administrator	94	35	129	
Secretary	1,016	648	1,664	1
Clerk-Typist	208	222	430	19
Keypunch Operator	135	120	255	
Computer Programmer	187	112	299	
Bookkeeper	116	146	262	
Accountant	208	112	320	
Cashier-Checker	177	174	351	
Other	29	40	69	
Construction				
Carpenter	235	230	465	15
Heavy Equipment Operator	251	294	545	11
Electrician	162	146	308	
Draftsman	141	100	241	
Plumber	53	45	98	
Painter	70	48	118	
Mason	17	16	33	
Surveyor	35	41	76	
Bricklayer	72	80	152	
Civil Engineer	51	34	85	
Architect	210	101	311	
Electrical Engineer	95	67	162	
Other	6	6	12	

* - See Table V- 22 for listing of other jobs written in by students under each occupational heading.

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	Cabell	Wayne	Total	Numerical Rank
Clothing				
Designer	281	184	465	16
Seamstress	150	80	230	
Tailor	15	8	23	
Dressmaker	135	106	241	
Buyer	168	101	269	
*Other	71	26	97	
Food Processing				
Dietician	70	33	103	
Chef/Cook	95	67	162	
Waiter	24	12	36	
Waitress	285	167	452	17
Butcher	12	6	18	
Meatcutter	16	4	20	
Grocer	45	26	71	
Baker	34	35	69	
Other	1	1	2	
Health				
Doctor	425	155	580	10
Registered Nurse	467	379	846	6
Licensed Practical Nurse	173	174	347	
Veterinarian	286	159	445	18
X-Ray Technician	242	136	378	
Lab Technician	248	154	402	
Dental Assistant	105	100	205	
Dental Hygienist	68	32	100	
Dental Mechanic	15	5	20	
Other	118	81	199	
Manufacturing				
Assembly Line Worker	57	59	116	
Machine Operator	107	123	230	
Welder	199	193	392	
Machinist	82	64	146	
Chemical Process Worker	9	16	25	
Chemical Engineer	45	39	84	
Electronics Technician	114	78	182	
Other	3	2	5	

* - See Table V-22 for listing of other jobs written in by students under each occupational heading.

Con't--Table V- 21 Page 3 of 3.

	Cabell	Wayne	Total	Numerical Rank
Mechanical				
Auto Mechanic	442	418	850	5
Body and Fender Man	111	135	146	
Diesel Mechanic	89	94	183	
Telephone Worker	109	62	171	
Airplane Mechanic	98	88	186	
Auto Parts Man	80	88	168	
Aeronautical Engineer	68	47	115	
Appliance Repairman	14	18	32	
Automotive Engineer	51	41	92	
TV Serviceman	42	26	68	
Refrigeration Mechanic	24	16	40	
Business Machine Repairman	9	9	18	
Other	9	24	33	
Mining				
Miner	16	24	40	
Equipment Operator	27	32	59	
Geologist	67	24	91	
Mining Engineer	20	9	29	
Stationary Engineer	6	2	8	
Other	1	1	2	
Service				
Social Worker	628	394	1,022	4
Teacher	792	395	1,187	2
Lawyer	488	191	679	7
Clergyman	58	20	78	
Policeman	319	105	524	12
Entertainer	298	131	429	20
Beautician	274	243	517	13
Salesman	104	55	159	
Barber	10	11	21	
Printer	37	13	50	
Journalist	157	135	292	
Other	455	224	679	8
Transportation				
Truck Driver	578	530	1,108	3
Bus Driver	60	81	141	
Railroad Man	59	84	143	
Seaman	60	42	102	
Airline Worker	381	253	634	9
Pilot	281	213	494	14
Other	3	13	16	
**Other	160	92	252	

** - See Table V- 22 for listing of other occupations written in by students.

TABLE V-22

"OTHER" JOBS WRITTEN IN UNDER OCCUPATIONAL HEADINGS
CABELL-WAYNE COUNTIES

OCCUPATION/JOB	CABELL	WAYNE	TOTAL
AGRICULTURE			
Horse Trainer	2	5	7
Game Warden		4	4
Botanist	1	1	2
Conservationist	4	1	5
Fisherman		2	2
Horse Rancher		2	2
Soil Scientist	1		1
Mammalogist	1		1
Wildlife Manager	1	1	2
Horseback Riding Teacher	1		1
Forest Ranger		1	1
Agricultural Advisor		1	1
Government Hunter		1	1
County Agent		1	1
Firefighter		1	1
Park Ranger		1	1
BUSINESS			
Receptionist	2	9	11
Telephone Operator	9	4	13
Mathematician		5	5
Insurance		3	3
Medical Secretary		1	1
Stock Broker		2	2
Stock Investor	2		2
Advertising		4	4
Court Reporter		2	2
Dispatcher		1	1
Real Estate	2	4	6
Computer Technician		1	1
Marketing	1	1	2
Actuary	1	1	2
Legal Secretary		1	1
Office Machines Operator		1	1
Owner	2		2
Clerk	3		3
Broker	3		3
Economist	1		1
Banker	2		2
Pet Shop Owner	1		1

OCCUPATION/JOB	CABELL	WAYNE	TOTAL
CONSTRUCTION			
Industrial Construction	1		1
Sheet Metal Worker	1		1
Laborer	4		4
Ironworker		2	2
Roofer		1	1
Dry Wall		1	1
Painter		2	2
CLOTHING			
Model	54	22	76
Boutique	4		4
Store Owner	1		1
Sales Clerk	2		2
Upholster		1	1
Fashion Advertiser		1	1
Window Designer		2	2
FOOD PROCESSING			
Home Economist	1		1
Manager		1	1
HEALTH			
Ward Clerk	1		1
Anthesiologist	24		24
Dentist	10	3	13
Physical Therapist	28	16	44
Drugist	12		12
Psychiatrist	14	4	18
Psychologist	6	9	15
Medical Technician	2		2
Medical Technologist		3	3
Dental Technician	1		1
Pharmacist	6	21	27
Nurses Aide	1	4	5
Orthodontist	3	1	4
Pediatrician	2		2
Medical Research	1		1
Bacteriologist	1		1
Pathologist	1		1
Medical Assistant	1		1
Military Nurse	1		1
Emergency Medical	1		1
Speech Pathologist	1		1
Dr.'s Receptionist	1	4	5
Medical Records Librarian		2	2
Physicians Assistant		2	2
Eye Doctor		2	2
Anestithist		2	2

OCCUPATION/JOB	CABELL	WAYNE	TOTAL
HEALTH (cont'd)			
Chiropractor		1	1
Geneticist		1	1
Speech Therapist		1	1
Occupational Therapist		1	1
Medical Secretary		1	1
Paramedic		1	1
Biochemist		1	1
Public Health Nurse		1	1
MANUFACTURING			
Chemical Research	1		1
Steel Worker	1		1
Die Maker		1	1
Sheet Metal		1	1
MECHANICAL			
Mech. Engineer	6	2	6
Bowling Machinery Mechanic	1		1
Boat Mechanic	1		1
Motorcycle Mechanic	1	15	16
Aerospace Engineer		1	1
Machine Shop Owner		1	1
Pinball Machine Repairman		1	1
Electronics Engineer		2	2
Metal Fabricator		1	1
Petroleum Equipment Repairman		1	1
MINING			
Welder (mines)		1	1
SERVICE			
Scientist	40		40
Interior Decorator	38	18	56
Military	67	33	99
Broadcaster	11		11
Mailman	4		4
Artist	83	12	95
Fireman	8	12	20
Politican	8	5	13
Druggist	18		18
Home Economist	2	2	4
Mortician	9	3	12
Photographer	18	15	33
Guidance Counselor	9		9
Night Club Owner	2		
Special Education (Handicapped)	4	5	9
Pro Athlete	63	46	109
Musician	25	17	42
Missionary	2	5	7

OCCUPATION/JOB	CABELL	WAYNE	TOTAL
SERVICE (cont'd.)			
Manages Art Store	1		1
Communications	1		
F.B.I.	4	6	10
Peace Corps	1	2	3
Journalist	4		4
Evangelist	4		4
Radio - TV	8	2	10
School Custodian	1		1
Song Writer	1		1
Probation Officer	2	2	4
Actor	3		3
Actress		1	1
Religious Work	1	1	2
Zoologist	1		1
Juvenile Case Worker	1		1
Chemist	2		2
Author	2		2
Librarian	1	3	4
Special Education Teacher	2		2
Psychiatrist	1		1
Private Investigator	1	1	2
Music Teacher	1		1
Cosmetologist	1	1	2
Red Cross		1	1
C.I.A.		1	1
Highway Patrol		1	1
City Police		1	1
Motorcross Rider		1	1
Physicist		1	1
Private Teacher		1	1
Chair Director		2	2
Film Director		1	1
Historian		1	1
Teacher's Assistant		2	2
Day Care Worker		1	1
Writer		1	1
Orphanage		3	3
Library Assistant		1	1
Ballet-Dance Teacher		1	1
Parole Officer		1	1
Sanitary Engineer		1	1
Custodian		1	1
Judge		1	1
Poet		1	1
Post Office Worker		2	2
Life Guard		2	2
Sociologist		2	2
Detective		2	2

OCCUPATION/JOB	CABELL	WAYNE	TOTAL
TRANSPORTATION			
Stewardess	3	13	16
OTHER OCCUPATION			
Housewife	64	30	94
Zoologist	3	1	4
Scuba Diver	1		1
Pet Shop Owner	1		1
Athletic Trainor	2		2
Private Piano Lesson	1		1
Outdoor Work	1		1
TV Production	4		4
Art Designer	4		4
Writer	5		5
Astronaut	2	3	5
Cartoonist	4	1	5
Astronomer	4	1	5
Scientist	7	2	9
Mathematician	3		3
Broadcasting	3	2	2
Motorcross Riding	1		1
Chemist	1		1
Audio Engineer	1		1
Climatologist	1		1
Pro-Bowler	2		2
Language Interpreter	2		2
Oceanography	8	6	14
Movie Making	1		1
Archiology	11	1	12
Water Well Driller	1		1
Lumberjack	1		1
Racing	5	1	6
Kennel Owner	1		1
Spelunker	1		1
Atomic Physics	1		1
Research Scientist	1		1
Commercial Artist	1	11	12
Jeweler	1		1
Disc Jockey	2	3	5
Marine Biologist	2	4	7
Swimming Career	1		1
Video Tape Editor	1		1
Private Investigator	1		1
Commentator	1		1
Technician	1		1
Anthropology	1		1
Research Biologist	3		3
Sign Painter	1		1
Carpet Layer	1		1
Activist	1		1
Lease Operator (gas company)	1		1

OCCUPATION/JOB	CABELL	WAYNE	TOTAL
OTHER OCCUPATION (cont'd.)			
Radio Operator		1	1
Author		1	1
Foreign Relations		1	1
Drag Racer		1	1
Recording Engineer		2	2
Chemist		3	3
Analytical Chemist		1	1
Biologist		1	1
Pro Chess Player		1	1
Judo Instructor		1	1
Acoustics		1	1
Explorer		1	1
Illustrator		1	1
Locksmith		1	1

TABLE V-23

OCCUPATIONAL CHOICE OF STUDENTS BY SCHOOL
CABELL COUNTY

Rank	Occupations	Choice	Barboursville H.S. No.	Barboursville H.S. %*	Huntington H.S. No.	Huntington H.S. %*	Huntington East No.	Huntington East %*	Milton H.S. No.	Milton H.S. %*
1	Service	1	244	24.6	308	31.6	300	28.5	94	19.0
		2	241		240		294		93	
		3	161		142		203		83	
2	Business	1	222	22.4	199	20.4	181	17.2	124	25.1
		2	132		128		134		35	
		3	87		102		107		49	
3	Health	1	196	19.7	181	18.6	232	22.0	62	12.6
		2	104		125		135		59	
		3	79		62		98		37	
4	Construction	1	83	8.4	91	9.3	106	10.1	54	10.9
		2	67		69		88		36	
		3	70		73		68		42	
5	Transportation	1	65	6.6	46	4.7	60	5.6	24	4.8
		2	92		96		109		52	
		3	126		94		105		64	
6	Mechanical	1	49	4.9	42	4.4	50	4.7	37	7.5
		2	78		51		65		48	
		3	51		43		56		35	

* - Percentage figure represents first choice of students. This was derived by dividing the number of students listing the respective category as a first choice by the total number of students who completed the survey by school.

TABLE V-23

OCCUPATIONAL CHOICE OF STUDENTS BY SCHOOL
CABELL COUNTY--con't.

Rank	Occupations	Choice	Barboursville H.S. No.	Barboursville H.S. %*	Huntington H.S. No.	Huntington H.S. %*	Huntington East No.	Huntington East %*	Milton H.S. No.	Milton H.S. %*
7	Manufacturing	1	32	3.2	27	2.8	49	4.7	30	6.1
		2	47		37		51		39	
		3	35		24		37		25	
8	Agriculture	1	37	3.7	19	2.0	25	2.4	34	6.9
		2	40		35		34		26	
		3	55		59		36		17	
9	Clothing	1	35	3.5	46	4.7	28	2.7	6	1.2
		2	63		70		67		28	
		3	63		73		81		47	
10	Food Processing	1	15	1.5	7	.7	17	1.6	5	1.0
		2	50		33		35		26	
		3	71		47		48		30	
11	Other	1	12	1.2	6	.6	5	.5	22	4.5
		2	15		4		4		11	
		3	13		0		9		6	
12	Mining	1	3	.3	2	.2	0	0.0	2	.4
		2	7		11		8		6	
		3	9		9		11		5	
				100.0		100.0		100.0		100.0

* - Percentage figure represents first choice of students. This was derived by dividing the number of students listing the respective category as a first choice by the total number of students who completed the survey by school.

TABLE V-24

OCCUPATIONAL CHOICE OF STUDENTS BY SCHOOL
WAYNE COUNTY

Rank	Occupations	Choice	Buffalo H.S. No.	Buffalo H.S. %*	Ceredo-Kenova H.S. No.	Ceredo-Kenova H.S. %*	Crum H.S. No.	Crum H.S. %*	Fort Gay H.S. No.	Fort Gay H.S. %*	Vinson H.S. No.	Vinson H.S. %*	Wayne Jr. & H.S. No.	Wayne Jr. & H.S. %*
1	Service	1	87	20.5	123	27.1	19	8.7	49	17.3	97	20.6	144	18.1
		2	93		127		36		38		118		134	
		3	74		94		34		53		78		109	
2	Business	1	94	22.1	35	7.7	31	14.2	60	21.2	85	18.1	157	19.7
		2	42		73		21		33		64		70	
		3	47		62		21		21		58		67	
3	Health	1	69	16.2	85	18.7	28	12.8	25	8.8	108	23.0	91	11.4
		2	59		64		22		44		62		90	
		3	30		58		15		22		44		59	
4	Construction	1	52	12.2	53	11.7	26	11.8	41	14.5	41	8.7	104	13.0
		2	46		33		19		25		39		72	
		3	23		57		25		23		31		61	
5	Transportation	1	31	7.4	48	10.6	39	17.8	29	10.2	40	8.5	66	8.3
		2	54		69		27		49		63		111	
		3	67		63		42		35		51		120	
6	Mechanical	1	40	9.4	38	8.4	23	10.5	24	8.5	27	5.7	73	9.2
		2	43		36		33		34		36		78	
		3	31		31		18		22		35		63	

* - Percentage figure represents first choice of students. This was derived by dividing the number of students listing the respective category as a first choice by the total number of students who completed the survey by school.

TABLE V-24

OCCUPATIONAL CHOICE OF STUDENTS BY SCHOOL
WAYNE COUNTY--con't.

Rank	Occupations	Choice	Buffalo H.S. No.	Buffalo H.S. %*	Ceredo-Kenova H.S. No.	Ceredo-Kenova H.S. %*	Crum H.S. No.	Crum H.S. %*	Fort Gay H.S. No.	Fort Gay H.S. %*	Vinson H.S. No.	Vinson H.S. %*	Wayne Jr. & H.S. No.	Wayne Jr. & H.S. %*
7	Manufacturing	1	13	3.1	14	3.1	14	6.4	20	7.1	14	3.0	43	5.4
		2	16		34		19		28		14		59	
		3	30		23		15		19		21		43	
8	Agriculture	1	18	4.2	18	4.0	4	1.8	12	4.2	15	3.2	50	6.3
		2	18		28		4		12		15		27	
		3	30		19		11		22		25		56	
9	Clothing	1	6	1.4	12	2.6	11	5.0	9	3.2	13	2.8	45	5.6
		2	38		31		25		7		26		45	
		3	26		35		10		17		32		17	
10	Food Processing	1	6	1.4	9	1.9	11	5.0	9	3.2	9	1.9	17	2.1
		2	18		12		11		14		14		35	
		3	20		24		9		20		30		44	
11	Other	1	9	2.1	18	4.0	3	1.4	1	.4	18	3.9	5	.6
		2	1		13		0		0		9		3	
		3	1		11		2		3		6		1	
12	Mining	1	0	0.0	1	.2	10	4.6	4	1.4	3	.6	2	.3
		2	5		1		6		1		3		7	
		3	3		2		16		1		10		11	
				100.0		100.0		100.0		100.0		100.0		100.0

* - Percentage figure represents first choice of students. This was derived by dividing the number of students listing the respective category as a first choice by the total number of students who completed the survey by school.

SECTION VI

SUMMARY AND RECOMMENDATIONS

Introduction

Sections II-V of this report have presented the task to be undertaken and pertinent data upon which decisions can be based. As evidenced by many of the data presented and discussed in each of the sections, dominant trends have appeared. These trends have helped form a picture of present and future needs for expanded vocational-education programs for Cabell and Wayne Counties.

In this final section, the dominant data and the images they present will be summarized, and some conclusions will be drawn, all in regard to the final major and minor recommendations, which will be reported toward the end of this section. This summary will present briefly the important trends which have emerged so that, when the final recommendations are reviewed, the data and reasoning which have gone before will logically support the recommendations.

A. Summary

The objective of this report is twofold, as was outlined in Section I. The first objective was to collect pertinent available data and analyze them; the second objective was to present tentative recommendations, based on these data, for vocational-education programs and services for secondary, postsecondary, and adult-level programs in Cabell and Wayne Counties. The accomplishment of both tasks was achieved through the collection and analysis of data which have been presented in Sections II-V of this report.

The demographic data, presented in Section II, were the cornerstone of the data base, which provided a clearer picture of the population within both Cabell and Wayne Counties individually and the Huntington SMSA as a whole.

The population of the Huntington SMSA will begin to stabilize and then to grow as forecasted from 1970 to 1990, with an increase of 8.7 percent over the next 20 years. This forecast reverses the trend of the past two decades for the State of West Virginia and the Huntington SMSA, when each experienced a population decline.

The composition of the population shows that the number of persons in the younger age groups is decreasing, while the number of persons in the older age groups is increasing. This may be due in part to modern methods of family planning and a desire on the part of many people for a smaller family size. In addition, this is also due to the reduction in the number of persons of childbearing age,many of whom have moved out of the area or state to find work while the older segment of the population remains. In view of the foregoing facts, the growth which is expected to occur in the school-age population should not cause an undue number of problems within the school systems. If the recommendation for new facilities to accommodate predominately vocational-career programs were to be based solely on the forecasted population growth, the conclusion would be obvious. However, other data must be considered together with the demographic data when deriving recommendations for new facilities. In Cabell County the shift is away from urban schools toward suburban schools. In Wayne County the shift is away from the rural toward the suburban or urban areas, which range in location from the southern part of the county to the northern part of the county outside

of the Wayne County part of the Huntington metropolitan area. Growth, therefore, appears to be occurring along or close to Route 64 in both Cabell and Wayne Counties.

Another aspect of the community reflected in the demographic data is the information, by county, on the predominant type of employment, amount of education of those persons 25 years of age or older, number of families below the poverty level, and average family income. From the data which were presented in Section II, it can be concluded that both counties demonstrate socioeconomic needs, only these needs are expressed in different ways. A larger percentage of the total population in Wayne County is below the poverty level, has a lower family income, has fewer years of education, and has a slightly larger family size. However, in Cabell County, while the percentage of those persons below the poverty level is lower, the actual number of persons below the poverty level is larger. The only other difference between the two counties which needs to be considered in planning the type of delivery system needed to accommodate the individual and shared needs of the two counties is the type of population. The population of Cabell County is more urbanized, whereas the current population of Wayne County is rather rural.

The data presented in Section III outline the history and status of the national, state, and Huntington SMSA labor force. Nationally, the occupational classification which is to experience the greatest growth between 1970 and 1980 will be the professional, technical, and managerial jobs, which require either a college degree or specialized training. The category of occupations to experience the second greatest growth will be clerical and sales, followed by skilled trades and craftsmen. Semiskilled

workers, operatives, and laborers can be trained on the job and will experience no new expansion. The only hiring in these areas will be to meet replacement needs.

Within the Huntington SMSA, manufacturing in the areas of fabricated metals, chemicals, and stone, clay, and glass products is expected to increase. Under the nonmanufacturing category, labor force needs are expected to be the greatest in the industrial categories of service, trade, and construction, followed by finance, insurance and banking, certain sectors of transportation, communications, and public utilities, and certain areas of government. The total employment needs of agriculture and mining are expected to decrease, but the skill level of the employees needed in these two industries is expected to increase.

According to the Annual Manpower Planning Report of March 1973, "the state, as well as the nation as a whole, should see some further economic expansion from consumer and capital spending." However, this economic expansion may not be sufficient to stem unemployment in West Virginia or the Huntington SMSA, as unemployment is expected to remain higher than the national average for some time. This situation has existed in the State of West Virginia for several decades. Consistently, when the economy improves, West Virginians who moved out of state to find employment move back into the state, and graduates who would have moved out of state to find employment remain, thereby inflating the labor force and effecting no appreciable decrease in the unemployment rate.

Increased efforts in the area of economic development and industrial expansion were recommended by many of the authoritative sources investigated. This is the strongest recommendation emanating from the analysis of the

labor force. The Huntington SMSA and the State of West Virginia in general maintain a surplus labor force.

If this situation continues, the students of today who will be the labor force of tomorrow will probably have to move out of the Huntington area or the State of West Virginia to find work. If this is the case, and since there is no reason at this time to believe it will be dramatically different over the next ten years, students must be prepared to become effectively employed in the Huntington SMSA or in other states.

Therefore, program recommendations for occupational clusters (see Part B, Recommendations) represent a combination of the national labor force needs by occupation and by industry and the industrial and occupational needs of the Huntington SMSA.

This approach of trying to develop educational programs which prepare or direct the student toward careers which would benefit him whether he moves or remains in the Huntington SMSA evolved as the most practical approach and one which would service the greatest number of students. This would be due to the fact that there would be a wider range of occupations and industries represented to meet the student's individual interests and needs.

The occupational clusters (or career clusters, as they are called in the recommendations) reflect, therefore, the present industrial classifications used by the Department of Labor and the Department of Employment Security. The industries and occupations within the Huntington SMSA project a profile similar to the standard labor classification system. However, the career clusters which are recommended have been designed in light of educational-program concerns. One consideration was to deviate from the standard

industrial classifications by grouping related industrial and occupational classifications based upon similar subject matter in order to facilitate curriculum development and implementation and to conserve development and maintenance costs.

The second consideration was with regard to matching employment projections by industry and occupation so that career cluster and course enrollments could be regulated. There would be some regulation over supply to meet the demand for those courses which would prepare a student for immediate entry into the labor market upon graduation. There would also be some regulation over the number of students and the occupations they planned to pursue which would require higher education. This was, in part, the rationale behind the recommendation that a member of the school administrative staff work closely with a staff analyst of the Department of Employment Security or other sources where projected labor force needs were available on a regular basis.

In Section IV it was noted that 29 percent (grades 10 through 12) of the Cabell County students and 55 percent (grades 9 through 12) of the Wayne County students were participants in vocational-education programs. For females, however, the number of vocational-education programs which lead directly into the paid labor force is limited. Offerings in business have been the primary channels through which the female student is able to find entry into the paid labor force. Courses in home economics, which are also traditional selections for women, do not, generally speaking, provide an entry into the paid labor force. For males, although the spectrum of possibilities is slightly wider, limited offerings also exist in many schools, with business and one other area which would lead into the paid

labor force usually available to them. The options in the area of vocational-education open to currently enrolled students in the county schools must be increased.

The increase in options available for those wishing to pursue career education is essential not only for those students who desire to enter the labor force immediately upon graduation but also for those who wish to enter the labor force after an intermediate step of higher education. All students need exposure to and increased awareness of the dynamics existing in the labor force. Programs which are currently offered appeal to a limited segment of the student population and fail to represent to the student a wide spectrum of employment possibilities in business and industry. A need exists to develop an educational program realistically geared to the world of work which will reach all secondary students before they graduate.

With regard to postsecondary education, although there are several four-year institutions of higher education within the state of West Virginia which offer vocational-development programs, 89 percent of all students who pursue higher education from Cabell and Wayne Counties attend Marshall University (based on 1971-72 and 1972-73 graduate surveys). Marshall University does not and cannot offer programs which would meet the total needs for Cabell and Wayne Counties.

The majority of public and private schools in the area of continuing education in the Huntington SMSA are schools of business and cosmetology. The Cabell County Career Center offers a larger selection of programs in comparison to other vocational-educational programs in the two-county area, but enrollment in the Center is limited

due to lack of space. Because of the cutback in the funding of federally assisted training and retraining programs, the number of people served by such programs will be diminished; this situation, of course, is likely to limit employment possibilities.

At one time, to meet the needs of adults for more and better continuing education, a community college which would include a vocational curriculum was proposed for the Cabell-Wayne area. But is was felt that there was not enough need to justify setting up an entirely separate system with facilities, instructional staff, and programs which, in many instances, would overlap existing educational programs, as well as change the proposed direction for vocational-education. It is possible that the community and continuing educational needs for career education can be met with the program and facility now under consideration for the Cabell-Wayne area.

The employment status of 1971-72 and 1972-73 graduates for both counties was surveyed so that this profile could be compared with the expressed post-secondary plans of presently enrolled junior and senior students. Presently enrolled students indicated in larger numbers than students had previously that they planned to move out of state. (This situation reflects the actual status of the graduates who were surveyed.) More of the students who were canvassed plan to go on to some form of higher education than those who plan to enter immediately into the world of work.

A higher percentage of students plan to work upon graduation in Wayne County than in Cabell. Wayne reflects a strong need for specific job training which would lead to employment after high school. In the data gathered on Cabell County, it was found that more students had plans for

college than were actually enrolled in a college preparatory curriculum which would gear them for entry into and success in college. The survey also indicates that many students engaged in the general curriculum offered on the secondary level were without substantial goals and, in addition, according to state studies, have usually provided the greatest number of dropouts.

When the actual status of graduates is compared with the projections of the students in school in Wayne and Cabell Counties, it is to be noted that in Wayne County a larger percentage of graduates have either entered the paid labor force or have been unemployed rather than have proceeded with higher education. Moreover, a larger percentage of students went on to other types of postsecondary education than did Cabell County graduates. The fact that entry into higher education, although it is the predominant plan for these students in both areas, is not realized as often as it is projected establishes a need for career-education programs which would offer students opportunities to be outfitted for the world of work. One important element which is borne out by the surveys is that a student should receive specific training for a career area of his choice to be utilized in the event that plans for higher education do not materialize.

For both counties combined, the largest number of graduates went on to college, with the second largest number working. The number of students going on to college increased from one year to the next, while the number of students working declined and unemployment among graduates increased. The commuter and out-migration patterns of the graduates were the same as those reported in Section II for the residents of the two counties in the Huntington SMSA. There is far more cross-commuting occurring

for the residents of Wayne County. Wayne County residents commute to Huntington which is in Cabell County, whereas the residents of Cabell County commute to Ohio or Kentucky.

The needs of parents of the currently enrolled secondary students have been assessed also in the data and analysis reported in Section V. Of the parents of currently enrolled students only half the amount of interest was expressed in adult vocational-education programs for themselves as for their children, 66 percent to 32 percent. More interest was shown in adult courses in Wayne County than in Cabell County. Of those parents who did want courses two profiles of interest occurred. One profile of interest indicated that these adults wanted courses similar to the traditional vocational offerings, with trade and industrial and personal-interest courses ranking highest. The second profile of interest indicated by parents was expressed in terms of occupations or jobs, rather than courses. The parents also did this for the "other special" courses they desired for their children, in addition to those offered in the regular high school curriculum. The majority of the occupations listed for themselves as adults, or for their children, did not fit within the scope of the present vocational offerings in Cabell and Wayne Counties.

Returning to the students themselves, it can be seen from the Student Interest Survey that the profile of the students' interest in occupations was similar to that of their parents with minor differences. On a combined county basis, the greatest amount of interest was expressed, first, in service occupations and, second, in business occupations. The particular jobs for which the greatest amount of interest was expressed were those of

teacher and social worker and secretary. Interest in health occupations ranked third in Cabell County, and transportation occupations ranked third in Wayne County.

The main difference in the profile of student interest in occupations and jobs, when comparisons are made on an individual county basis, was one of degree. In Cabell County a larger percentage of the total student population surveyed was interested in the top three occupations selected - service, business, and health - than in Wayne County. In Wayne County, while the student interest was highest in service, business, and health. it was lower by percent of total student interest. More of the interest shifted to the fourth through sixth ranked occupational areas of transportation, construction, and manufacturing.

The second main difference in the profile of student interest occurred between schools. The profile of occupational interest differed the most from all other schools in both counties for Fort Gay and Crum High Schools in Wayne County and, to a lesser degree, for Milton High School in Cabell County. Interest in agricultural occupations was higher at all three of these high schools, and mining was higher at Fort Gay and Crum High Schools, even though it still ranked low in comparison with the other occupational areas.

Should the plans of the students materialize, there is going to be, for example, a large number of secretaries entering an already oversupplied market in the Huntington SMSA. A viable and dynamic career-education program would educate a student to the work situation which the student is planning on entering or redirect the student to an occupation which will increase the probability of employment.

It can be seen that, except for certain differences noted above and in the various sections of this report, the interest and needs of both Cabell and Wayne Counties are similar. Thus, the idea of one educational system and program is supported by the data reviewed.

B. Recommendations

The task of the "Annual Report on State and Area Occupational Requirements for Vocational Education FY 1974," prepared by the West Virginia Department of Employment Security, was to present the labor market findings for the State of West Virginia with respect to setting the direction of vocational education in the state. The conclusion of the report was that since there is a surplus of trained workers who were unemployed in the state, the department was "hard pressed to set the direction for vocational education training programs." The report concluded that "the proper direction of training programs in West Virginia must wait until unemployment has declined."

It is the contention of this present report that the future of currently enrolled students in both Cabell and Wayne Counties should not be put in jeopardy by looking for direction solely from the present condition of the labor market. There are steps which can be taken on both the state and county level to set the future direction of the people of the State of West Virginia. While this present report cannot improve social and economic conditions which exist within the state and in Cabell and Wayne Counties, it can, through recommending relevant educational programs and services, begin to improve the chance for the future of students in Cabell and Wayne Counties. A revitalized

educational atmosphere for both counties as recommended below could, through a causal relationship, have an impact on the social and economic conditions of the area.

Major Recommendations

1. It is recommended that a Career and Continuing/Community Education Center be built jointly by the Boards of Education for Cabell and Wayne Counties, West Virginia, to be located five miles in either direction from the junction of Routes 52 and 64, along Route 64. It is further recommended that the exact site be determined in an effort to locate amount of available land, with all services available, and with convenient access and egress for both counties. It is further recommended that the Center be planned to accommodate approximately 1,500 students during any given school year.
2. It is also recommended that a Comprehensive High School, consolidating the present Crum and Fort Gay High Schools, be built in Wayne County and be located at the Glenhayes site on the new Tolsia Highway.
3. It is also recommended that a program of career education be instituted at the proposed Career and Continuing/Community Education Center to be developed jointly between Cabell and Wayne Counties to supplement the present courses. It is further recommended that select portions of the proposed career-education programs be made a part of the curriculum at the Comprehensive High School at

Glenhayes in Wayne County, with certain programs (those below which are preceded by an asterisk) being offered exclusively at Glenhayes. The advanced subjects incorporated within certain of the career clusters below represent subjects such as science, mathematics, and social science not in their traditionally conceived form as presently offered in the high schools but in their applied form. For instance, under the career cluster entitled Manufacturing and Systems Maintenance, Advanced Science could include a study of the physical and chemical properties of metal as they apply to the fabricated-metals industry. The purpose of including the advanced academic subjects within the career clusters was to present them in their applied form, that is, in the manner in which they are used within the various industries by the different occupations.

The following clusters and programs are recommended and comprise the career-education program approach:

Career Cluster: Manufacturing and Systems Maintenance

1. Advanced Science
2. Advanced Mathematics
3. Fabricated Metals
4. Chemicals
5. Apparel
6. Transportation Services
7. Electronics (Basic Electronics and Electricity)

Career Cluster: Construction

1. Structural (Wood and Metal)
2. Masonry
3. Electrical
4. Heavy-Equipment Operations
5. Engineering and Support Services
6. Advanced Mathematics

Career Cluster: Marketing and Distribution

1. Marketing
2. Sales
3. Distribution

Career Cluster: Systems Management and Services (Business)

1. Finance (Accounting and Bookkeeping)
2. Data Processing and Keypunch
3. Simulated Office (Secretarial Skills)
4. Management and Human Relations

Career Cluster: Human Services

1. Food Service and Hospitality
2. Health Careers
3. Child and Family Services
4. Social Science (Psychology and Sociology)

Career Cluster: Public Services

1. Education
2. Criminal Justice
3. Urban and Environmental Development
4. Labor and Industrial Relations
5. Government - Political Science
6. Social Science

Career Cluster: Agribusiness and Natural Resource Management

1. Advanced Science
* 2. Mining and Other Resources
* 3. Agricultural Management
4. Forest, Water, and Land Management

Minor Recommendations

The recommendations which follow are offered to complement and enhance the total development and implementation of the proposed concept of career education and the proposed Career and Continuing/Community Education Center.

1. Concerned citizens, members of the business community, and school administrators should work together in an effort to achieve the following objectives:

a. Work toward economic development of the Huntington SMSA in an effort to increase employment opportunities, thus lowering unemployment and underemployment and keeping the young, educated population in West Virginia.

b. Work to ensure the improvement of Route 52 in Wayne County so that access to the proposed Center is improved by the time the Center is opened.

c. Work to ensure the development of a truly comprehensive state development plan for the State of West Virginia to be delivered to the Appalachian Regional Commission (ARC) to obtain additional funds on a regional basis for the development of school facilities and programs.

d. Work to institute a coordinated state system of career education which would provide the framework needed for funding, research, planning, and coordination to take place at state and local levels.

2. All proposed career clusters should be checked against the Department of Employment Security computerized projections for the Huntington SMSA and State of West Virginia, which should be forthcoming in the next six months. These projections, when they become available, are expected to be the most accurate projections of occupational demand by industry.

3. Consideration should be given to involving members of the community at large and the business and industrial communities to act in an advisory capacity in these early stages of the development of the Career and Community/Continuing Education Center.

They will be able to lend further direction with regard to identifying the main bodies of knowledge which support the activities of their business or industry, new technological advances and occupations projected for their industry, and new industrial or business growth. They should be used in an advisory capacity to establish lines of communication which will be needed if the educational community is to respond appropriately to the business and industrial community.

4. A course, or a unit to be offered within an already existing course, should be developed and entitled "Labor Force and Your Career." This course or unit should be offered preferably at the tenth-grade level at all the high schools in the two counties so that the entire student population is exposed to some form of career exploration if the student does not elect to attend the proposed Center.

5. For greater utilization of the Center, its facilities, and the career clusters and programs developed and offered on the secondary level, and for the provision of programs which meet the already established needs of adults within both communities, it is further recommended that the Career and Community/Continuing Education Center provide for the following types of postsecondary education:

   a. Community Service Education

      The type of facility being proposed could readily become identified as one which provides courses, either as regular offerings or on a demand basis, in areas such as: courses in occupational

upgrading for both management and skilled labor; personal interest courses (i.e., hobbies, crafts, or skills learned for personal enrichment); intellectual enrichment courses (i.e., music, literature, politics); personal and family development courses (i.e., money management, child care, consumer education, family problems, mental and community health); and extension service courses (i.e., courses offered in cooperation with outside agencies such as the federal government, universities, business, or industry).

b. Continuing Education (associate degrees in occupational programs): A need has already been established for some type of community college program to be instituted in the State of West Virginia in order to fill the gap between the high-school diploma and the four-year college degree. The type of facility proposed as the Career Center could also serve the adults during the evening and, for some programs, during the day, by offering two-year associate degrees in occupational areas. This would help to fill the need projected in the labor force for highly skilled technicians and workers. Some of the programs could be offered with the cooperation of industry on a cooperative basis or with the student working during the day and attending school at night.

It is not the intent of this report to suggest that a comprehensive community college be developed. However, inroads could and need to be made in offering occupational programs

which train highly skilled and paraprofessional workers under more relevant conditions and which are certified by an associate degree, which will mean more to the student and to the employer both. Then, in the future, as the state continues to expand its educational programs and the population demands more of this type educational system, there will already be a base to build upon.

6. A unit of the Research Division of the West Virginia Department of Employment Security should be invited to physically house itself within the Career Center. Its primary role should be to interpret and help coordinate labor force projections for the Huntington SMSA and the state with the curriculum-development efforts and the levels of enrollment allowed in the various courses. This coordination would apply for both the secondary, continuing education, and retraining programs so there would be more coordination among all types of occupational training programs as to the supply and demand factors in the labor force.
7. Those federally assisted training programs whose services have been cut back could be invited to participate in the concept of the proposed Career Center, which should have as one of its objectives the retraining or continuing educational needs of the adult community.
8. The Center could reach a larger percentage of the population in Cabell and Wayne Counties with the educational programs offered at the Career Center, and also those people in the other

counties within Region 2, through the use of broadcast and/or closed-circuit television. In this way, people who cannot travel to the Center or who live in the more remote areas of the counties could turn on their own television sets and take courses related to home repair, money management, gardening, personal problem-solving, community issues, services available in the community, or any one of the basic occupational courses. Or, through closed-circuit television, they could go to their local high school and participate in a course. By the use of television, only one specialized instructor is needed, and equipment which is too expensive to duplicate can be demonstrated. Television transmission should definitely be considered between the proposed Career Center and the proposed Comprehensive High School at Glenhayes in Wayne County. In this way basic instruction in courses or special programs being presented at the Career Center can be transmitted to the Comprehensive High School and portions of programs offered at the Comprehensive High School could be offered to the Career Center.

The incorporation of broadcast and/or closed-circuit television on a regional basis into the Career Center facility and programs would broaden the base of funds available for the development and maintenance of the Center, in addition to increasing the utilization and eliminating the duplication of instructional programs and facilities in other parts of Cabell and Wayne Counties and in the remainder of Region 2.

Rationale for Facilities and Location

1. The reasons for proposing a joint Career and Continuing/Community Education Center between Cabell and Wayne Counties to be located

along Route 64 five miles in either direction from the junction of Routes 64 and 52 are that the Center would:

a. Aid in the development of the entire region itself and its resources, for the future of each component of the Tri-State region depends on such cooperative development.

b. Offer a more comprehensive educational-career program than the more narrow vocational-education approach.

c. Be located within 30 minutes or less commuting distance one way from all high schools in Cabell and Wayne Counties, with the exception of two high schools in Wayne County.

d. Be near the two centers of population for the two counties combined and be located close to the center of the greatest employment opportunities (over 70 percent of the population of both Cabell and Wayne Counties work in Huntington), as well as make field trips opportune and contact with the professional and business community more likely.

e. Be accessible to the total community to provide continuing education for the postsecondary and adult population.

f. Be situated away from major arteries, facilitating access and egress to and from the Center.

g. Make possible access to large parcels of available land for complex development.

h. Provide a broader base of funding since the Center is proposed for two county systems.

i. Allow the per-student cost for unit of education to be lower.

j. Eliminate duplication of facility, capital equipment expenditures, administrative and instructional staff.

k. Serve both areas, for the clusters needed match in both counties except in one area.

l. Attract a qualified instructional staff.

m. Permit accessibility to on-the-job training opportunities or cooperative or intern experiences.

2. The reasons for proposing a Comprehensive High School at Glenhayes along the new Tolsia Highway, which would consolidate the present Fort Gay and Crum High Schools, are that such location and consolidation would:

a. Make the proposed Career Center accessible, for current locations make commuting somewhat prohibitive on a daily basis. (Upper-level students could more easily travel to the joint Career Center on an all-day basis twice a week to engage in courses when duplication of equipment would be too costly within the Comprehensive High School.)

b. Bring about a school enrollment equal to or close to the size of the other three high schools in the northern part of Wayne County.

c. Eliminate the need to refurbish the present physical plant of each school.

d. Be a source of revitalization and stabilization to the area and, perhaps, stem the out-migration of young people and families from the area.

e. Provide the adult population with continuing education opportunities, community service, and retraining programs.

f. Duplicate several career programs from the main Career Center at a nominal cost through curriculum development.

3. The reasons for proposing the more comprehensive approach to occupational-education programs in the form of career education at both the Career and Continuing/Community Education Center and the Comprehensive High School in Wayne County are that the proposed cluster and program content can:

a. Satisfy the regional or tri-state occupational needs as determined by present labor force projections.

b. Reflect national occupational needs and technological changes. (This need to expand the scope of programs is due to the increasing mobility of population, the out-migration patterns of West Virginians due to high rates of unemployment, and the lack of opportunities in certain industries locally which are available in other parts of the nation.)

c. Expand and revise current vocational offerings, which reflect local job opportunities but which have attracted less than 30 percent of the students in both counties into programs leading to labor force participation.

d. Expand in breadth and depth to attract the remaining 70 percent of all high school students in both Cabell and Wayne Counties, i.e., some of the courses would prepare students to enter the labor force immediately upon graduation while others would be preparation for further education in the same career area.

e. Meet the continuing education needs of the adult population which have not received satisfaction because of cutbacks in funds to federally assisted training programs, and because of a lack of a community college or other source for postsecondary educational programs.

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APPENDIX A

ERIC
Full Text Provided by ERIC

W. H. Hertig, Supt.
Ph. 525-7871

D. W. Fox, Director
Ph. 529-2447

CABELL COUNTY PUBLIC SCHOOLS

VOCATIONAL-TECHNICAL AND ADULT EDUCATION DEPARTMENT

2800-2850 Fifth Avenue Huntington, W. Va. 25702

Re: Request for Information Regarding Institution and Programs Offered

We are conducting an inventory of those vocational education programs offered in public and private institutions on the secondary and post-secondary levels in the Tri-State (Ohio, Kentucky and West Virginia) area. This information will be used by our administrative staff in reorienting our present vocational offerings on the secondary level and by our Guidance Department in directing graduates of our schools toward post-secondary opportunities.

Therefore, would you please take the time right now to complete the attached form providing the information requested, to the best of your ability, and return it in the self-addressed, stamped envelope which is enclosed for your convenience. Your cooperation and prompt attention to this request would be appreciated. Thank you.

Sincerely,

Charles Moore
Assistant Superintendent
Division of Vocational-Career-Adult Education

CM/jo
Enclosures

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INVENTORY 1973-74

POST-SECONDARY PROGRAMS

Name of Institution: _____

(Write name above)

---

1. Capacity of Institution: _____ No. of Students
   (i.e. how many students could you handle if you were up to capacity?) (Fill In)

2. Enrollment of Institution: _____ (Fill In) No. of Students for (Check One) /__/ '73-74 /__/ '72-73

3. Programs Offered (List below.) Length of Program

_____

_____

_____

_____

_____

4. Cost(s) of Institution: (Break out costs by program if different.)

_____

_____

5. Admission Requirements:
   To Institution (GeneralRequirements): _____

_____

   To Specific Program(s) (If different from General Requirements above. Specify.):

_____

_____

6. Placement Experience: /__/ Not Available /__/ Available, See Below. (Check One)

_____

_____

(NOTE: If you have any reports on how many and where your graduates were placed, please enumerate above, a percentage of graduating class would do, or send information as an attachment in the enclosed envelope.)

7. Location: (Indicate major thoroughfare numbers leading into Huntington, W. V. from your institution with approximate mileage.)

_____

(A[illegible]orm above as necessary. Use back if needed for further explanation. Thank You.)

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APPENDIX B

ERIC

SURVEY FORM

Status of 1971-72 and 1972-73 Graduates
of
Cabell and Wayne Counties

SCHOOL _____

Class of 197__

		Give information for one column only					
Name	Sex	College (location and major)	Employment (location and type)	Married and Not Employed+	Military	Not Employed	Unknown*

+ Females only. Unemployed males and unemployed single females should be entered as "Not employed."

* For all "Unknown," please make a separate list with name, last known address, telephone, and parent's name

STUDENT INTEREST SURVEY

Cabell and Wayne Counties

We need to plan together for your future. In order to help you to the maximum extent, we must have an idea of what your plans now are. This Survey Form will provide us with some worthwhile information toward that end.

NAME: _____ AGE: _____ SEX: _____ GRADE: _____
(Last) (First) (Initial)

CURRICULUM: (Check One) ☐ VOCATIONAL ☐ GENERAL ☐ COLLEGE PREP. SCHOOL: _____

In the blocks below, please indicate what you plan to do after high school. Place a "1" in the block BEFORE what you would like to do most — — and what you will do if you have the opportunity; place a "2" in the block BEFORE what you would like to do in the event your first choice is not possible.

SAMPLE: [1] Go to work within West Virginia
[2] Go to work elsewhere

☐ Go to college within West Virginia
☐ Go to college elsewhere
☐ Go to technical/vocational training school within West Virginia
☐ Go to technical/vocational training school elsewhere
☐ Go to work within West Virginia
☐ Go to work elsewhere
☐ Go into military service temporarily
☐ Go into military service as a career

According to what you know now, do you plan to live in West Virginia after high school and college/technical school/military service are over?

☐ YES ☐ NO

Following this explanation, there is a list of OCCUPATIONAL CATEGORIES. Each category is preceded by a block. If you would like to pursue a career in that particular category, please indicate by placing a "1" in the block before your first choice, a "2" before your second choice, and a "3" before your third choice. Following each Occupational Cagegory heading are several examples of specific occupations either within that category or closely related to, or allied with, it. Should you find a particular example that represents exactly the occupation you would choose to pursue, please so indicate by placing an "x" preceding it.

SAMPLE: [2] MINING OCCUPATIONS:

Miner
Equipment Operator
X Geologist
X Mining Engineer
Stationary Engineer
Other (Specify): _____
_____

Should you find no example in the category which exactly represents the specific occupation of your choice, mark the block before "OTHER . . . " and print in the occupation you have in mind.

Please think carefully and mark the Survey Form clearly. Before you make ANY marks on the Form below this point, it is suggested that you read through the entire section.

☐ AGRICULTURAL OCCUPATIONS:

Farmer
Dairy Farmer
Stock Breeder
Florist
Landscaper
Forester
Nurseryman
Other (Specify): _____

☐ BUSINESS OCCUPATIONS:

Manager
Administrator
Secretary
Clerk-Typist
Keypunch Operator
Computer Programmer
Bookkeeper
Accountant
Cashier-Checker
Other (Specify): _____

☐ CONSTRUCTION OCCUPATIONS:

Carpenter
Heavy Equipment Operator
Electrician
Draftsman
Plumber
Painter
Mason
Surveyor
Electrical Engineer
Bricklayer
Civil Engineer
Architect
Other (Specify):

☐ CLOTHING OCCUPATIONS:

Designer
Seamstress
Tailor
Dressmaker
Buyer
Other (Specify): _____

☐ FOOD PROCESSING OCCUPATIONS:

Dietician
Chef/Cook
Waiter
Waitress
Butcher
Meatcutter
Grocer
Baker
Other (Specify):

☐ HEALTH OCCUPATIONS:

Doctor
Registered Nurse
Licensed Practical Nurse
Veteranarian
X-Ray Technician
Lab Technician
Dental Assistant
Dental Hygienist
Dental Mechanic
Other (Specify): _____

☐ MANUFACTURING OCCUPATIONS:

Assembly Line Worker
Machine Operator
Welder
Machinist
Chemical Process Worker
Chemical Engineer
Electronics Technician
Other (Specify): _____

☐ MECHANICAL OCCUPATIONS:

Auto Mechanic
Body and Fender Man
Diesel Mechanic
Telephone Worker
Airplane Mechanic
Auto Parts Man
Aeronautical Engineer
Appliance Repairman
Automotive Engineer
TV Serviceman
Refrigeration Mechanic
Business Machine Repairman
Other (Specify): _____

☐ MINING OCCUPATIONS:

Miner
Equipment Operator
Geologist
Mining Engineer
Stationary Engineer
Other (Specify): _____

☐ SERVICE OCCUPATIONS:

Social Worker
Teacher
Lawyer
Clergyman
Policeman
Entertainer
Beautician
Salesman
Barber
Printer
Journalist
Other (Specify): _____

☐ TRANSPORTATION OCCUPATIONS:

Truck Driver
Bus Driver
Railroad Man
Seaman
Airline Worker
Pilot

☐ OTHER OCCUPATIONS:

☐ _____

☐ _____

☐ _____

LETTER ACCOMPANYING PARENT INTEREST SURVEY

Cabell and Wayne Counties

Dear Parents,

We need to plan together for the future for your children and for you as a West Virginian.

We all realize that our world is changing. This means that jobs are changing and as jobs change so must our programs of education change to more adequately meet the needs of today and tomorrow. Therefore, it is very important that we find out what the needs and plans are of our students and their parents. Won't you please assist us in our planning efforts?

Today in school your child completed a survey where he was given the opportunity to indicate what his tentative plans were for his education and work. Now, on the attached form we are requesting similar information from all of the parents of 9-12 grade students with regard to what your plans are for your child and, perhaps, for yourself as a parent and a wage earner.

So, please, if you will, take a moment to complete the attached form. If possible, please indicate answers for both parents. The type of educational programs which we want to plan would not only serve your child but anyone in the community who has educational and occupational needs also.

Please fill out one form only per family. If you have more than one child in attendance at school in grades 9-12, you have to complete one form only. Have one child return the completed form by Friday, September 21, 1973, to his homeroom teacher. (Tell your other children, if any, to inform their homeroom teacher that a brother or sister returned the form for your family.)

Your help, and that of other parents, in supplying us with the information requested, we feel is very important. Your time and effort will be greatly appreciated.

Can we plan together now for a better future for all of us? Thank you.

(PLEASE COMPLETE THE ATTACHED FORM AND HAVE YOUR CHILD RETURN THE COMPLETED FORM TO HIS HOMEROOM NO LATER THAN FRIDAY, SEPTEMBER 21.)

PARENT INTEREST SURVEY

Cabell and Wayne Counties

Name: _____ Address: _____

Your Occupation: _____

Husband (Wife's) Occupation: _____

Children: # of Boys _____ Grade in School _____ _____ _____ _____

# of Girls _____ Grade in School _____ _____ _____ _____

Names of Schools attended by your children:

_____

_____

_____

1. How much education do you plan for your children? (Check one block):

   ☐ College ☐ High School ☐ Other (Specify) _____

2. Would you like to have your children enroll in a vocational course as part of the regular high school program in order to prepare them for an occupation or career suited to their interests and abilities?

   ☐ Yes ☐ No

3. Are adult members of your family interested in attending vocational education classes? ☐ Yes No (If yes, please check the general area(s) of interest for adults in the family):

	Course Desired
A. Courses to complete high school (Not necessarily vocational)	_____
B. Courses for general personal satisfaction	_____
C. Courses to improve trade, industrial, or technical skills or knowledge	_____
D. Courses in homemaking	_____
E. Courses in business and office occupations	_____
F. Courses in agricultural occupations	_____
G. Courses in health occupations	_____
H. Other (Specify):	_____

4. List subjects in which you would be especially interested for your children:

   _____ _____ _____

   _____ _____ _____

5. Please make any additional comments here:

   _____

   _____

   _____

ACCESSION NUMBER: VT100704

PUBLICATION DATE: 73

TITLE: PRINCIPALS' CAREER EDUCATION ORIENTATION WORKSHOP, APRIL 16-17, 1973, NATURAL BRIDGE STATE PARK, SLADE, KENTUCKY.

PERSONAL AUTHOR: CORNETT, ELWOOD

DESCRIPTOR: *WORKSHOPS; *PRINCIPALS; *CAREER EDUCATION; *ORIENTATION; PRETESTING; POST TESTING

IDENTIFIER: KENTUCKY VALLEY

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 604

ABSTRACT: IN CONNECTION WITH THE KENTUCKY VALLEY EDUCATIONAL COOPERATIVE'S DEVELOPMENT OF A CAREER EDUCATION PROGRAM FOR REGION XII SCHOOL SYSTEMS, A CONCENTRATED TWO-DAY ORIENTATION WORKSHOP WAS HELD FOR THE ELEMENTARY, SECONDARY, AND VOCATIONAL SCHOOL PRINCIPALS IN THE REGION. THE MAJOR OBJECTIVE OF THE WORKSHOP WAS TO DETERMINE THE IMPACT OF EARLY INVOLVEMENT OF THESE PRINCIPALS ON THE SUCCESS OF THE CAREER EDUCATION PROGRAM. EVALUATION INDICATED THAT THE WORKSHOP WAS INSTRUMENTAL IN THE SUCCESSFUL IMPLEMENTATION OF THE PROGRAM. APPENDED ARE THE WORKSHOP AGENDA, VITA SHEETS FOR CONSULTANTS, THE CAREER EDUCATION INFORMATION INVENTORY, AND INVENTORY RESULTS. (MU)

INSTITUTION NAME: KENTUCKY VALLEY EDUCATIONAL COOPERATIVE, HAZARD.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

VT 100 704

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FINAL REPORT

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Project Number: C60810

Fiscal Number: 4110

Title of Project: Principals' Orientation Research Project held at Natural Bridge State Park April 16-17, 1973

Author: Mr. Elwood Cornett

Project Director: Mr. Elwood Cornett

Kentucky Valley Educational Cooperative

511 Broadway

Hazard, Kentucky 41701

Date Transmitted: September 18, 1973

The statements or contents of this report do not necessarily reflect the views or policies of the Program Supporting Services Division, Bureau of Vocational Education, State Department of Education, Commonwealth of Kentucky.

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VT 100 704

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SUMMARY

On February 1, 1973, the Kentucky Valley Educational Cooperative (KVEC), with offices in Hazard, began work on a one-year grant to develop and implement a Career Education Program for Region XII. School systems served by the KVEC are Breathitt, Hazard Independent, Jackson Independent, Jenkins Independent, Knott, Lee, Leslie, Letcher, Owsley, Perry, Wolfe, Hazard Community College, and Hazard Area Vocational and Technical School. The area has 132 schools, 1,466 teachers, and 33,232 students.

Any program operating in an area so large with schools so scattered and philosophies so varied is sure to encounter many problems. The Regional Staff of the Career Education Program did not begin employment with an attitude that the program could not succeed. We were well aware of the problems and difficulties but we saw them as challenges.

The Regional Staff began its duties by conducting a thorough search for Career Education readings and visitations to several Career Education programs throughout Kentucky. We observed, during these visits, that the effectiveness of Career Education in a particular school was directly related to the attitude of the school principal; if he were supportive of the program, Career Education was developing well in that school; if he were acquiescent or negative toward Career Education, his attitude was reflected in the conduct of the program. We knew that the Superintendents, joined together in the KVEC, were enthusiastically supportive of Career Education. Therefore, it appeared that a well planned orientation of Career Education was needed for the principals of the area.

INTRODUCTION

Region XII schools employ a total of 53 elementary principals, 19 secondary principals, and 7 vocational principals. To determine the impact of early involvement of these principals on the success of Career Education, a concentrated two-day orientation workshop was held in the beautiful facilities and surroundings of Natural Bridge State Park on April 16-17, 1973. (See Appendix I for agenda of the Principals' Workshop).

Careful planning of the Workshop, by the Career Education Regional Staff was followed with a diligent search for persons with the practical knowledge and experiences to conduct the Workshop. We felt that we were successful in this search. (See Appendix II for vita sheets of the Workshop consultants).

ORGANIZATION OF WORKSHOP

To enhance attendance of the Workshop, we adopted a schedule for the convenience of the principals. The evening schedule for the first day allowed them the opportunity to begin the school day in their respective

buildings and the morning schedule for the second day permitted them to return to their schools and close out the day's activities.

Another important feature of the schedule was to allow the participants to enter into informal discussion at the close of the first day activities. This provided them the opportunity to discuss the information presented and internalize the philosophy and concepts of the Career Education Program.

The program was organized so that the first day dealt with philosophy and concepts of Career Education and the second day with "how-to-do-it" discussions. We wanted to impress principals with the practicality of Career Education.

Small Group Sessions

A strategy that has proven quite successful in most orientation sessions is to avoid the overuse of large assemblies whenever possible. However, we felt that their discreet use would provide some unity, cohesion, and would prove particularly effective in setting a frame-of-reference for the Workshop.

Settings for small group interaction were included so that the principals would have an opportunity to synthesize the remarks of the consultants. After all, elementary principals do not perceive Career Education the same or even similarly as do secondary principals.

At the close of the Workshop, reports from the small group sessions were positive in that they provided an excellent Workshop overview and allowed each individual's concerns and observations to be recognized. This provided an excellent source of direction to the Project Staff. (See Appendix III for Small Group Interaction Plan).

Attendance

We speak here with great pride. Comments from other Career Education Project Staff led us to feel that attendance of the principals would be poor. We feel that our correspondence and personal visits to the principals were instrumental in gaining the attendance of eighty percent (80%) of the area's principals. (See Appendix IV for list of Workshop participants).

Concerns

Dr. Floyd McKinney identified these and reinforced an impression that some of us were beginning to feel. Namely, that many of the schools had, in fact, been doing Career Education previously and that all we needed to do now was to systematize and articulate their Career Education efforts. Although, such an attitude is helpful in accepting Career Education, it nonetheless could be an albatross if not counteracted.

A second concern was the notion that Region XII was, in fact, a rural area which would severely handicap our efforts in implementing a program in Career Education because of the lack of industry, business, or job opportunities. Dr. Lyman Ginger in his keynote address remarked that the KVEC was granted its Career Education Program so that alternate approaches could be developed to offset this concern. The challenge becomes, therefore, to find creative, innovative ways of adapting Career Education to a rural mountainous area.

EVALUATION

Statement of Objectives

As indicated earlier in this report, the major objective of the Principals Workshop was to determine the impact of early, critical involvement of principals on the success of a Career Education Program in Region XII. This major objective was broken into three categories--attitude, knowledge, and support. Each category was divided into three questions as follows:

1. What changes in principals' attitude can be effected in a favorable setting?
2. How permanent are the attitude changes?
3. What is the relationship between the principals' attitude and the percentage of teachers that teach Career Education units in his/her school?
4. What changes in principals' knowledge can be effected in a favorable orientation setting?
5. How permanent are the knowledge changes?
6. What is the relationship between the principals' knowledge of Career Education and the percentage of teachers that teach Career Education units in his school?
7. What changes in principals' support can be effected in a favorable orientation setting?
8. How permanent are the support changes?
9. What is the relationship between the principals' support of Career Education and the percentage of teachers that teach Career Education units?

Items 3, 6, and 9 listed above are difficult to accurately evaluate at this time. However, we will be able to address ourselves to these questions later and report some specific information by the close of the 1973-74 school year.

Development of Career Education Information Inventory (CEII)

Since the objectives and design of the Workshop were particular and peculiar to our needs in Region XII, a review of the literature, conversation with knowledgeable people in Frankfort and elsewhere concerning an instrument to measure our objectives failed to uncover an adequate test or inventory; therefore, we turned to the Research Department of

the College of Education at the University of Kentucky for help in designing an instrument to measure the knowledge, attitudes, and support of the Workshop participants toward Career Education. The pressure of time did not allow for this instrument to be validated. (See Appendix V for a copy of the instrument).

Procedures for Administration of CEII

The CEII was administered on a pre and post test basis during the Workshop. In addition, the inventory was mailed to the principals during July to determine the permanency which existed in the three areas tested. We received a return of 65 per cent on those that were mailed out.

Problems in Analysis of CEII Results

One of the problems which became apparent to us after we received the data from the Workshop was that the items were not sensitive to the treatment. For example, the first item says:

> One of the purposes of Career Education is to make education more relevant.

The pre test mean on this item was 4.68; the post test mean was 4.80. This item is too much like asking do you believe in God or how do you feel about the Cincinnati Reds?

Because of the insensitivity of the instrument, most of the items did not show a significant difference from pre test to post test to delayed post test according to traditional statistical measures. Accordingly, our consultant advised us to rely on the simplest of interpretative measures in reporting the results of the Workshop.

Procedures in Analysis of CEII Results

Each item allowed the participant to indicate to what degree he either agreed or disagreed with the item. The responses were weighed according to the direction of the desired response; i.e., if the desired response was "strongly agree," that category received a weight of 5, agree--4, undecided--3, disagree--2, and strongly disagree--1. For those items in which the desired response was "strongly disagree" the responses were weighed in reverse order.

A tally of the participant's responses multiplied by the weight gave us a raw score from which we calculated the mean for each item. Any increase or decrease in the mean score would indicate respectively a positive or negative growth for that item.

The desired responses for each item were determined by the Regional Career Education Staff. The desired response for each item was either "Strongly Agree" or "Strongly Disagree."

The items in the CEII will be reported in groups of five with the pre test mean, post test mean, and delayed post mean. Commentary and interpretation of the items will follow each block of five. Normally nothing will be said concerning an item unless there is a movement of twenty-five hundredths (.25) in one direction or another (an arbitrary designation). Occasionally some items will merit interpretation without that great a movement. (See Appendix VI for CEII results).

SUBJECTIVE CONCLUSIONS AND RECOMMENDATIONS

Contrary to what our objective measuring devices fail to show, we on the Regional Staff, Superintendents, and Directors of Local Educational Agencies in Region XII, testimonials from principals, and comments from persons in the State Department of Education in Frankfort all indicate that we had a successful Principal's Orientation Workshop. Those of us who have been charged with the responsibility of implementing the Career Education Project in Region XII hold that the Principal's Orientation Workshop tactically was a sound move and has been instrumental in our successful implementation of a Career Education Program in Region XII. Following are some more subjective conclusions and recommendations concerning the Workshop:

1. Comfortable facilities, such as we had at Natural Bridge State Park, aids in "selling" new programs such as Career Education. Moreover, getting the Principal away from his office allows him to give more of his attention to the issues of the program; trying to explain a program in a principal's office is difficult because of the many demands made on his time.

2. A late afternoon, evening, and morning meeting is an effective time design for principals in that they in effect will be away from school only one day.

3. Having Principals as an entity rather than including Superintendents and guidance counselors is a desirable way of orienting them. It adds prestige to the group and frees them to express themselves without some constraints which might occur should other persons from their school system be present.

4. Speakers need to be followed by a period of questions and answers in order to allow for interaction.

5. Avoid "information overloading" in large group assemblies. If there are large group assemblies, ten to fifteen minute breaks should be allowed after every thirty to forty-five minutes.

6. Clear identification of the purpose of the conference aids in its implementation.

7. Small groups appear to make the most impact, small groups where interaction can occur and every participant be afforded an opportunity to express his viewpoint.

8. Principals are a vital link in implementing an effective Career Education Program. Even though the Superintendent may have endorsed the program, its effective implementation is pretty much dependent on the positive attitude of the principal.

9. Time should be set aside at the beginning and ending of the conference to administer evaluation instruments.

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APPENDIX I

PRINCIPALS' CAREER EDUCATION ORIENTATION

ERIC

Region XII
Principals' Career Education Orientation
April 16-17, 1973
Natural Bridge State Park, Slade, Kentucky

Monday, April 16

3:00-3:30 p.m.	Registration and Refreshments
3:30-4:00 p.m.	Career Education as a Movement Dr. Floyd McKinney, Director, Division of Program Supporting Services, Bureau of Vocational Education
4:00-5:00 p.m.	Career Education, Region XII History, Mr. Elwood Cornett Overview, Dr. Owen Collins Awareness, Mr. Randolph Wicker Exploration, Mr. Ellis Maggard Preparation, Mr. Gordon Cook Guidance, Mr. Bill Burke
5:00-5:30 p.m.	Questions and Answers Concerning Career Education in Region XII--Mr. Cornett, Dr. Collins, and Staff
5:30-6:00 p.m.	Get-Acquainted Exercise, Mr. Gordon Cook
6:00-6:30 p.m.	Open-Time
6:30-7:30 p.m.	Dinner and Announcements Mr. Cornett, Presiding
7:30-8:15 p.m.	Keynote Address Dr. Lyman Ginger, Superintendent of Public Instruction
8:15-8:30 p.m.	Questions and Answers Mr. Cornett, Moderator

Tuesday, April 17

7:00-8:00 a.m.	Breakfast
8:00-9:00 a.m.	"Career Education in Georgia", Film
9:00-9:15 a.m.	Coffee
9:15-10:30 a.m.	Career Education from a Principal's Viewpoint,
	Elementary
	Mr. William Whittinghill L. C. Curry Elementary Bowling Green, Kentucky
	Junior High
	Mrs. Sarah Laws Bowling Green Junior High Bowling Green, Kentucky
	Secondary
	Mr. William Neal Project Director Career Education Knoxville, Tennessee
10:30-11:15 a.m.	Small Group Interaction How Career Education Looks to Me (See Pages 3 & 4)
11:15-12:30 p.m.	Small Group Reports Lunch Conference Evaluation Turn in Travel Vouchers

APPENDIX II

VITA SHEETS

ERIC

Dr. Lyman V. Ginger, Kentucky's new State Superintendent of Public Instruction, comes to the Department of Education with vast experience in all fields of education--ranging from teaching to administration.

Dr. Ginger is listed in "Who's Who In America."

Born in Ballard County, Dr. Ginger taught science and coached athletics at Winchester High School for ten years after receiving his early education in Henderson, the Baccalaureate degree from Kentucky Wesleyan College, and the M. A. and Ed. D. degrees from the University of Kentucky.

Following his tenure at Winchester, he served as principal of the Owingsville Consolidated School and then accepted the positions of principal and science teacher at the University School, Lexington. During the next two years he served as acting director and director of the school for all twelve grades and chairman of the Division of Instruction in the University's College of Education.

Until 1954, he served UK as director of student teaching with responsibility of the entire student teaching program, both elementary and secondary. In 1954, he became Dean of the College of Adult and Extension Education. He became Dean of the College of Education in 1956, serving in that capacity for many years. In 1967, he was named associate dean of the college for Teacher Education and Certification.

In reviewing many of his accomplishments, the following positions are especially of note:

* Two terms as president of the Kentucky Education Association--serving as president during the development of the Minimum Foundation Program and taking an active role in the development of the Foundation Program Law in its original form.

* The only Kentuckian to hold the office of president of the National Education Association.

* Three terms as treasurer of the National Education Association.

* Delegate to the International Conferences on Education held in Washington, D. C.; Frankfurt, Germany; Rome, Italy; and Vancouver, British Columbia.

* In 1963, he served as secretary to the United States Delegation to the World Confederation of Organizations of the Teaching Profession held in Dublin, Ireland.

* In 1967, he was one of two representatives from the United States to the Third Asian Leadership Training Seminar held in Singapore.

* Appointed by Dean Rusk to serve a two-year term on the Education Committee of the United States National Commission for UNESCO and reappointed for an additional two-year term.

Since 1952, Dr. Ginger has delivered more than 600 addresses and lectures on a multiplicity of topics concerned with education and has appeared in almost all of the fifty United States and five foreign countries speaking to public school teachers and administrators.

He has served as director of workshops at Lock Haven State Teachers College Lock Haven, Pennsylvania, and the American School Foundation, Mexico City, Mexico. He has taught at Sul Ross College, Alpine, Texas, and at the University of North Carolina, Chapel Hill, North Carolina. He has been

director of the National Association for Student Teaching Workshop at [illegible] and Director of the Kentucky Workshop in Economics Education at the University of Kentucky.

He has also been active in Safety Education, Teacher Education and Professional Standards, the Association for Student Teaching, and has worked in numerous conferences and workshops in these fields.

His membership in honorary and civic organizations includes Phi Delta Kappa, Kappa Delta Pi, Pi Kappa Delta and Omicron Delta Kappa; the March of Dimes; the Governor's Commission on Public Education; Lexington YMCA; Kentucky High School Athletic Board; National High School Football Rules Committee; Masons, Shriners, and Kiwanis; University of Kentucky Athletics Board, Junior Achievement, United Community Fund, and Central Baptist Hospital Fund.

He is married to the former Elizabeth Gardner Sudduth and they have two children--Leslie Thomas and William Wesley.

He is an elder, teacher of the Young Couples Class, and former Sunday School Superintendent of the Maxwell Street Presbyterian Church, Lexington.

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BIOGRAPHIC SUMMARY
OF
THE PROFESSIONAL & EDUCATIONAL BACKGROUND
OF
WILLIAM L. NEAL

EDUCATIONAL:

B. S. - EAST TENNESSEE STATE - HEALTH, PHYSICAL EDUCATION AND SOCIAL STUDIES

M. A. - GEORGE PEABODY COLLEGE - PHYSICAL EDUCATION AND RELATED SUBJECTS

ADDITIONAL WORK - UNIVERSITY OF TENNESSEE - ADMINISTRATION & SUPERVISION - CURRICULUM

PROFESSIONAL:

1. FRESHMAN COACH - EAST TENNESSEE STATE UNIVERSITY
2. TEACHER AND COACH - BRISTOL TENNESSEE JUNIOR HIGH SCHOOL
3. TEACHER AND COACH - TENNESSEE PREPARATORY SCHOOL, NASHVILLE, TENNESSEE
4. TEACHER AND COACH - HOLSTON HIGH SCHOOL, KNOXVILLE, TENNESSEE
5. TEACHER AND COACH - JEFFERSON HIGH SCHOOL, JEFFERSON CITY, TENNESSEE
6. PRINCIPAL - JEFFERSON HIGH SCHOOL, JEFFERSON CITY, TENNESSEE
7. PRINCIPAL - MORRISTOWN JUNIOR HIGH SCHOOL, MORRISTOWN, TENNESSEE
8. PRINCIPAL - DOBYNS-BENNET HIGH SCHOOL, KINGSPORT, TENNESSEE
9. DIRECTOR - CONTEMPORARY CURRICULUM FOR CAREER DEVELOPMENT - KNOX COUNTY SCHOOL SYSTEM
10. HIGHER EDUCATION TEACHING:
    CARSON-NEWMAN COLLEGE
    SUMMER 1964 - DEPT. OF EDUCATION (PRINCIPLES OF SECONDARY EDUCATION - HISTORY OF EDUCATION - CHILD PSYCHOLOGY)
    STUDENT TEACHER SEMINARS 1960-65

CLUBS, ORGANIZATIONS AND HONORS:

JEFFERSON CITY JUNIOR CHAMBER OF COMMERCE, VICE-PRESIDENT
ROTARY CLUB OF KINGSPORT

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ORGANIZATIONS:

1. BOY SCOUT COUNCIL
2. BOYS CLUB OF AMERICA (DIRECTOR, JEFFERSON CITY)
3. NATIONAL EDUCATIONAL ASSOCIATION
4. TENNESSEE EDUCATIONAL ASSOCIATION (LEGISLATIVE COMMITTEE)
5. EAST TENNESSEE EDUCATIONAL ASSOCIATION
6. PHI-DELTA-KAPPA
7. NATIONAL JUNIOR COMPANY SCHOOL PRINCIPALS ASSOCIATION
8. EAST TENNESSEE PRINCIPALS ASSOCIATION

HONORS & OFFICES HELD:

1. PRESIDENT - JEFFERSON COUNTY EDUCATIONAL ASSOCIATION
2. PRESIDENT - MORRISTOWN EDUCATIONAL ASSOCIATION
3. PRESIDENT - MORRISTOWN AREA PRINCIPALS ASSOCIATION
4. CHAIRMAN - EAST TENNESSEE PRINCIPALS ASSOCIATION
5. LIFE MEMBER F. T. A.
6. WHO'S WHO IN AMERICAN EDUCATION
7. OUTSTANDING PERSONALITY OF THE SOUTH

FAMILY:

MARRIED TO EVELYN NIXON IN 1952
THREE CHILDREN BY THIS MARRIAGE
FOUR FOSTER CHILDREN FROM TENNESSEE PREPARATORY SCHOOL

MILITARY:

U.S. ARMY INFANTRY 1950-52,
SERVED IN KOREA -
RANK M/SGT (COMPANY FIRST SGT.)

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VITA

William Whittinghill

Education:

Earned BS degree from Western Kentucky University, 1960
Earned MA degree from Western Kentucky University, 1963
Earned Rank I, Western Kentucky University, 1965

Teaching Experience:

Six years as classroom teacher
Two years as sixth and seventh grade teacher, Hardin County
Four years as Junior-High teacher, Bowling Green, Kentucky

Principal for nine years in L. C. Curry Elementary, Bowling Green, Kentucky

Professional Organizations and Honors:

Member of Phi Delta Kappa, NEA, KEA, and past President of the Bowling Green Educational Association

Served as Career Education consultant in Lexington, Owensboro, Frankfort, ASCD meeting in Philadelphia, for Northern Illinois U. and in Chicago, Illinois.

Family:

Wife is Joy who works as a telephone claims agent for Hartford Insurance Company

Two children:
Becky, 11
David, 8

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V I T A

Sarah Laws

Education:

Graduate of Harrodsburg High School
Attended Cumberland College one (1) year
Earned BS Degree from Western Kentucky University (1963)
Earned MS Degree from Western Kentucky University (1969)
Earned Rank I - Western Kentucky University

Teaching Experience:

Taught Math in Warren County Schools
Taught English in Bowling Green High School (1964-70)
(Served as Dean of Girls)
Assistant Principal in Bowling Green Junior High (1970)
Principal of Bowling Green Junior High School (1971)

Family:

Married to James Laws
Husband teaches in Bowling Green High School
Has two (2) daughters: Elizabeth and Kathy

Honors:

Nominated for Outstanding Young Educator award
by Jaycees in February, 1972

V I T A

Dr. Floyd McKinney

(Truncated Version)

Education:

Graduate of Houston High, Houston, Missouri, 1955
Earned [illegible] in Agricultural Education, University of Missouri, [illegible]
Earned Master in Agricultural Education and Education Administration, University of Missouri, 1966
Earned Ed.D. in Vocational Education, Minor Education and Instructional Media, Michigan State University, 1969

Professional Organizations:

Member of ACTA, AVERA, AERA, American Association of Teacher Educators, Vocational Agriculture Teachers Association, NVA, Phi Delta Kappa, Alpha Tau Alpha, American Technical Association, Kentucky School Administrators Association, and former associate member of the graduate faculty of the University of Kentucky

Publications:

Twenty-one publications
Eighteen papers

These include:

1. Harold Byran and Floyd McKinney, "Evaluation of Local Vocational Programs," 1966, Michigan State University

2. KDCV Research Development Handbook, 1969, which is presently used at the University of Kentucky

3. Floyd McKinney, Alfred J. Mindebach, and C. O. Neal, "Evaluation of Vocational Education Programs in Kentucky," 1970

4. Floyd McKinney and Alfred J. Mindebach, "Styles of Students," [illegible] on Education, 1971

APPENDIX III

SMALL GROUP INTERACTION PLAN

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SMALL GROUP INTERACTION

[illegible] (1) On your name tag is a number which indicates the [illegible] are in groups were selected randomly. (2) Each group [illegible] who is asked to give a three minute (longer if needed) [illegible] this Tuesday luncheon concerning the findings of his group. [illegible] also has a resource person who will attempt to answer [illegible] (4) Each chairman is asked to appoint a recorder [illegible] a summary of the group's findings to Gordon Cook at the [illegible]. (5) The findings may include such categories as: [illegible] Career Education, (b) questions, (c) problems, or [illegible].

GROUP I

[illegible]--Mr. Roland Sebastian, Coordinator--Guidance, Research and Curriculum Development, Breathitt County Schools
Resource Person--Mr. Louis Perry, Coordinator
Innovative Programs
Vocational Technical Resources Development Unit
Bureau of Vocational Education, Frankfort, Kentucky

GROUP II

[illegible]--Ms. Opal Eversole, Elementary Counselor, Hazard City Schools
Resource Person--Mr. William Neal

GROUP III

[illegible]--Mr. Seldon Short, Counselor, Jackson City Schools
Resource Person--Mrs. Sarah Laws

GROUP IV

[illegible]--Mr. Danny Belcher, Counselor, Jenkins High School
Resource Person--Mr. William Whitenhill

GROUP V

[illegible]--Mrs. Juanita Singleton, Counselor, Fundaun High School
Resource Person--[illegible]

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GROUP [illegible]

[illegible] Glen Wilson, Counselor, Lee County High School
[illegible] William Burke

[illegible]

[illegible] Lewis, Assistant Superintendent, Leslie County

[illegible] Gordon Cook

[illegible]

[illegible] Candill, Supervisor, Letcher County Schools
[illegible] Ellis Maggard

GROUP [illegible]

[illegible] Martha Turner, Coordinator, Federal Programs, Owsley County Schools
[illegible] Randolph Wicker

GROUP [illegible]

[illegible] Calloway Sizemore, Supervisor, Perry County Schools
[illegible]--Dr. Carl Hurley, Director, Professional Personnel Development, Division of Program Supporting Services, Bureau of Vocational Education, Frankfort, Kentucky

GROUP [illegible]

[illegible] May, Materialist, Wolfe County Schools
[illegible] Elwood Cornett

GROUP [illegible]

[illegible] William Back, Industrial Coordinator, Hazard Area [illegible] Technical School
[illegible] Collin.

APPENDIX IV

BREAKDOWN OF PEOPLE IN ATTENDANCE

AT THE PRINCIPALS' WORKSHOP

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Principal

Career Education Coordinator

Education Coordinator

Superintendent
Principal
Principal
Principal
School

Career Education Coordinator
Career Education Coordinator
Career Education Coordinator
Principal
Principal
Principal
Secondary and Elementary
Principal
Principal
Principal
Principal
School

Coordinator
Principal
Principal
Principal

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JENKINS INDEPENDENT

Danny Belch[illegible] Counselor, Career Education Coordinator
David [illegible] Roberts Elementary Principal

PERRY COUNTY

Calloway [illegible] Career Education Coordinator
Opal [illegible] West Counselor, Career Education Coordinator
Grant [illegible]
Ruby Na[illegible]
Vaug[illegible]
Paul [illegible]
Curt[illegible]
[illegible]
Robert [illegible] Elementary Principal
Bobby [illegible] Principal
[illegible]
Dale [illegible]
Winston [illegible]
William [illegible] School, Career Education Coordinator
Connie [illegible] School
W. S. [illegible]
Estill [illegible] G. Eversole
Alex Everso[illegible] Perry County Schools

LETCHER COUNTY

Beckham Caudill, [illegible] Supervisor, Career Education Coordinator
Leonard [illegible] Principal
Bernard [illegible] Principal
J. Moss [illegible] Principal
Jack Burk[illegible] Principal
Roy Re[illegible]
D. C. [illegible]
U. G. [illegible]
James Est[illegible]

OWSLEY COUNTY

Martha Turner [illegible] Steve Turner, Career Education Coordinator
Steve Turner, [illegible] Principal
W. C. [illegible] Principal
Betty [illegible] Principal

APPENDIX V

CAREER EDUCATION INFORMATION INVENTORY

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CAREER EDUCATION INFORMATION INVENTORY

DIRECTIONS: Read each statement carefully and decide how you feel about it. You are to select one of the five possible answers to each statement. The "Undecided" answer should be circled only when you have no opinion. Please read each statement and circle.

SA if you strongly agree with the statement.
A if on the whole you would tend to agree.
U if you are undecided.
D if on the whole you would tend to disagree.
SD if you strongly disagree with the statement.

1.	One of the purposes of career education is to make education more relevant.	SA	A	U	D	SD
2.	I support the idea that education should have positive implications for career development.	SA	A	U	D	SD
3.	Education about careers is important enough to be integrated into the regular curriculum.	SA	A	U	D	SD
4.	Career Education is an effort to involve the community and home with the school in the teaching/learning process.	SA	A	U	D	SD
5.	I support the idea that most students should possess some entry level skill in an occupation upon leaving high school.	SA	A	U	D	SD
6.	The emphasis of the curriculum should be on academic achievement rather than social achievement.	SA	A	U	D	SD
7.	Career Education is concerned with helping each student develop a positive self-image.	SA	A	U	D	SD
8.	I support the idea that the school has the responsibility to help students make realistic occupational decisions.	SA	A	U	D	SD
9.	I believe students should learn [illegible] about the world of work [illegible] high school.	SA	A	U	D	SD
10.	Career Education [illegible] opportunity for any student to [illegible] occupations.	SA	A	U	D	SD

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11.	The interests [illegible] in developing [illegible].	SA	A	U	D	SD
12.	I believe the [illegible] related to the career [illegible].	SA	A	U	D	SD
13.	Teachers of [illegible] specific [illegible] and all of their [illegible] Career Education instruction is [illegible].	SA	A	U	D	SD
14.	A guidance program [illegible] legal part of Career Education.	SA	A	U	D	SD
15.	I believe [illegible] to the world of work [illegible] instruction.	SA	A	U	D	SD
16.	Career Education [illegible] only those students with [illegible] abilities.	SA	A	U	D	SD
17.	I would encourage my teachers to attend a summer workshop on Career Education if one were available.	SA	A	U	D	SD
18.	Career Education will [illegible] just another fad.	SA	A	U	D	SD
19.	Career Education [illegible] vocational education.	SA	A	U	D	SD
20.	I would be interested in attending a summer workshop on Career [illegible] available.	SA	A	U	D	SD
21.	I have too much [illegible] to devote sufficient [illegible] Education.	SA	A	U	D	SD
22.	The preparation [illegible] normally begin [illegible].	SA	A	U	D	SD
23.	I would be willing [illegible] meetings to Career [illegible].	SA	A	U	D	SD
24.	Career Education [illegible] students [illegible].	SA	A	U	D	SD

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25.	It would be [illegible] Education in a [illegible] school level.	SA	A	U	D	SD
26.	I would assist in [illegible] resources for Career [illegible] school.	SA	A	U	D	SD
27.	If all my students [illegible] level in all subjects [illegible] in Career Education.	SA	A	U	D	SD
28.	Career Education [illegible] college.	SA	A	U	D	SD
29.	I would encourage [illegible] Education.	SA	A	U	D	SD
30.	Career Education is [illegible] help make schools [illegible].	SA	A	U	D	SD
31.	The concept of job [illegible] space industry.	SA	A	U	D	SD
32.	I would use funds within [illegible] Career Education activities.	SA	A	U	D	SD
33.	How can we do Career [illegible] is so much else for us [illegible]	SA	A	U	D	SD

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RESULTS OF CAREER EDUCATION INFORMATION INVENTORY

Principal's Orientation Workshop

Natural Bridge State Park

April 16-17, 1973

			Pre-Test Mean	Post-Test Mean	Delayed Post-Test Mean
1.	One of the purposes of Career Education is to make education more relevant.	SA A U D SD	4.68	4.80	4.78
2.	I support the idea that education should have positive implications for career development.	SA A U D SD	4.65	4.73	4.67
3.	Education about careers is important enough to be integrated into the regular curriculum.	SA A U D SD	4.63	4.70	4.72
4.	Career Education is an effort to involve the community and home with the school in the teaching/learning process.	SA A U D SD	4.23	4.48	4.55
5.	I support the idea that most students should possess some entry level skill in an occupation upon leaving high school.	SA A U D SD	4.33	4.60	4.72

Item four (4) merits attention in that there was a strong movement positively on the post test mean, an increase of .25. It also increased .07 on the delayed post mean. Involvement of the community and home with the school in the teaching/learning process is probably considerably weaker in Region XII than it would be in more middle class, urban environments. Because of the great amount of time and energy that is necessary in obtaining support from the community and home in educational endeavors school persons in Region XII have tended to shoulder the burden for the teaching/learning process disproportionately. It was gratifying to us to note that we had made a strong impression on this item.

Item five (5) indicates that the concepts of Career Education were indeed communicated forcefully during the Workshop. This indicates that principals in Region XII are indeed seeing schools as preparing students for an occupation. Put another way, they see Career Education as education with a purpose.

6.	The emphasis of the curriculum should be on academic achievement rather than social achievement.	SA A U D SD	3.05	3.38	3.44
7.	Career Education is concerned with helping each student develop a positive self-image.	SA A U D SD	4.20	4.56	4.44
8.	I support the idea that the school has the responsibility to help students make realistic occupational decisions.	SA A U D SD	4.50	4.56	4.61
9.	I believe students should be knowledgeable about the world of work before leaving school.	SA A U D SD	3.93	4.75	4.83

10.	Career Education provides the opportunity for any student to examine occupational options.	SA	A	U	D	SD	4.28	4.56	4.56

Item six (6) indicated a strong positive movement which has been increased on the delayed post mean. An interpretation of this item is difficult because it is not clear as to where Career Education fits in; i.e., is it academic achievement or is it social achievement. Obviously, the Career Education Staff would say that it encompasses both. It was emphasized during the Workshop that Career Education was not a fifth subject but rather something that was to be integrated into what we normally teach. We also stated that Career Education was not meant to weaken in any way the academic achievement of our students; but rather would make academic achievement more attainable for all students. Thus we are assuming that the positive movement on this item is a result of the treatment.

Since one of the overall objectives of the Career Education Project in Region XII is to develop a positive self image in each student and since this was communicated during the Workshop, there was a strong positive movement on this item seven (7). However, it lost .12 from the post test to the delayed post test.

Item nine (9) showed the greatest movement of any item in the inventory, from 3.93 on the pre test to 4.75 on the post test. It also increased to 4.83 on the delayed post test. Since this item is central to Career Education, we are suggesting that it shows in particular some of the effectiveness of the treatment.

Item ten (10) is also a strong concept of Career Education and there was a positive movement from 4.28 on the pre test to 4.56 on the post test. This item has also held its own on the delayed post test.

11.	The interests of parents should be considered in developing the school curriculum.	SA	A	U	D	SD	4.00	4.35	4.33
12.	I believe the school curriculum should be related to the career goals of the students.	SA	A	U	D	SD	4.35	4.50	4.39
13.	Teachers of students with special needs face specific problems of instruction which demand all of their attention; therefore, Career Education instruction is an unnecessary burden.	SA	A	U	D	SD	4.08	4.08	4.33
14.	A guidance program should be an integral part of Career Education.	SA	A	U	D	SD	4.58	4.73	4.44
15.	I believe that relating a student's studies to the world of work would increase his motivation.	SA	A	U	D	SD	4.50	4.65	4.50

Item eleven (11) showed a strong positive movement from 4.00 on the pre test mean to 4.35 on the post test mean; it has fallen .02 on the delayed post test mean. We interpret this as indicating that we have been able to favorably impress principals with the desirability of including parents in developing the school curriculum.

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Item thirteen (13) is curious in that there was no change from the pre test to the post mean but showed a strong movement from 4.08 to 4.33 on the delayed post test mean. Obviously this item's desired response is strongly disagree. The only explanation is that as principals have reflected on this idea they have been moved in their thinking as time elapsed from the treatment of the Workshop.

Item fourteen (14) is disappointing on two accounts: first, in that we were not able to move the participants strongly from the pre to the post test and second and more importantly, that they have dropped fro 4.44 on the delayed post test wh ch is even below what they ent red the Workshop as thinking. No plausible explanation is offered.

Item fifteen (15) is also disappointing in that after moving the participants from 4.50 to 4.65 on the post test they fell back to 4.50 on the delayed post test, exactly where they were when they entered the Workshop. This idea of relating student's studies to the world of work as a means of increasing motivation has been pushed strongly by the Regional Career Education Staff.

16	[illegible] education is necessary for only those students with low academic ability	SA	A	U	D	SD	4.55	4.45	4.39
17	[illegible] students [illegible] teachers to attend a summer workshop on Career Education if one was available.	SA	A	U	D	SD	4.35	4.13	4.50
18.	Career Education will probably be just another fad.	SA	A	U	D	SD	4.13	4.20	3.94
19	Career Education is [illegible] as vocational education.	SA	A	U	D	SD	3.95	4.15	4.17
20.	[illegible] would [illegible] attending a summer workshop on Career Education if one is available	SA	A	U	D	SD	3.95	4.15	3.89

The response on item sixteen (16) is curious because the desired response was "Strongly Disagree" which means that they are moving away from a strong initial showing back toward an undecided category. Certainly item sixteen (16) is one which was disclaimed strongly during the Workshop.

The strong positive movement from 4.25 on the pre test mean to 4.63 on the post test mean for item seventeen (17) was encouraging to the Regional Career Education Staff. The fact that the Summer Workshop was already finished for a large part when the delayed post test was sent out probably accounts for the decrease in the positive attitude of the principals toward sending their teachers to a Summer Workshop.

The movement on item eighteen (18) from 4.13 on the pre test mean to 4.20 on the post mean to 3.94 on the delayed post test is disappointing. No plausible explanation is given.

The pattern of item twenty (20) is similar to item seventeen (17); i.e., a positive increase on the post test mean but then a falling away on the delayed post test mean. Probably principals felt that they had an adequate orientation to Career Education by the time of the delayed post test.

21.	I have too much trouble with discipline to devote sufficient effort to Career Education.	SA	A	U	D	SD	4.30	4.18	4.22
22.	The preparation phase of Career Education normally begins in the elementary school.	SA	A	U	D	SD	4.18	3.85	4.11
23.	I would be willing to devote some faculty meetings to Career Education.	SA	A	U	D	SD	4.28	4.56	4.39
24.	Career Education would primarily benefit students from welfare and low income families.	SA	A	U	D	SD	3.88	4.03	3.44
25.	It would be impossible to teach Career Education in a chemistry class at the high school level.	SA	A	U	D	SD	3.98	4.08	4.22

Item twenty-two (22) reflects some ambiguity, particularly concerning the term "preparation." "Preparation" to most traditional school persons begins in elementary school; in Region XII Career Education "preparation" refers to a component which includes grades 10-14. Thus principals were more undecided after the treatment concerning this ambiguous term but reverted more toward their original thinking on the delayed post test.

On item twenty-three (23) the principals increased from a pre test mean of 4.28 to a post test mean of 4.56, a strong movement. However, they retreated in their positive thinking on this to a mean of 4.39 on the delayed post test. This item taken with items seventeen (17) and twenty (20) would indicate that perhaps the principals have cooled slightly in their ardor toward Career Education from the post test but are still higher than they were before the treatment began.

Item twenty-four (24) presents some problems in interpretation because the pre test mean was 3.88, the post test mean was 4.03, and the delayed post test was 3.44. This item is ambiguous in that we have said on the regional staff that Career Education would in fact help students from low income and welfare families but at the same time we have said that it was for all students. Probably the movement in the means reflect this ambiguity as well. If one uses the criterion that we hope to show that Career Education is for all students, then the movement toward an undecided category would indicate that we are succeeding in what we are attempting to convey.

Item twenty-five (25) indicates that some concepts take a prolonged period of time to be accepted. On the pre test the mean was 3.98, on the post test it was 4.08, which was not much of an increase, but on the delayed post test the movement was to 4.22 which is a strong movement from where the treatment began.

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[illegible] and other resources [illegible] by school.	SA	A	U	D	SD	4.28	[illegible]	[illegible]
27. [illegible] students learn from time to time to grade level in all [illegible] in Career Education.	SA	A	U	D	SD	3.78	3.63	3.[illegible]
28. Career Education is not for students going to college.	SA	A	U	D	SD	4.10	4.4[illegible]	4.[illegible]
29. [illegible] college tied to Career Education.	SA	A	U	D	SD	4.30	4.33	4.[illegible]
30. [illegible] is just what we need to help make schools [illegible].	SA	A	U	D	SD	3.90	4.1[illegible]	4.1[illegible]

[illegible]ty-six (26) is similar to item twenty-five (25) in pattern; i.e., there was little [illegible] the post test [illegible] a sizeable positive movement from the [illegible] the delayed [illegible]. In this case, item twenty-six (26) moved from 4.28 to 4.44.

[illegible] 28, [illegible] pre test mean of 4.10, a post test mean of 4.48, [illegible] indicated that the treatment during the Workshop significantly [illegible] in a positive direction but that this gain did not hold entirely [illegible] the delayed post test.

[illegible] (29) is a significant item in that it is a summary statement concerning attitudes [illegible] the post test mean was 4.18, and the delayed post test [illegible] to 4.17. This strong movement tends to show that we were [illegible] in a positive direction the attitude of the principals toward Career Education.

[illegible] the trade industry.	SA	A	U	D	SD	3.20	2.90	2.56
32. [illegible] pay for Career Education [illegible].	SA	A	U	D	SD	3.28	3.83	3.78
33. [illegible] Career Education when there is so much [illegible]	SA	A	U	D	SD	3.93	4.00	3.83

[illegible] thirty-one (31) is troubling in that the positive direction is toward strongly disagree. However, participants moved from a pre test mean of 3.20 to a post test mean of 2.90 and to a delayed post test mean of 2.56. This movement is in direct opposition to what we were trying to accomplish. No plausible explanation can be given for this movement.

[illegible] thirty-two (32) indicated that principals began the Workshop with a mean of 3.28. They were strongly influenced to a more positive endorsement of the item (3.83 on the post test mean), and that they held most of this gain with a 3.78 on the delayed post test mean.

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	Pre-Test Mean	Post-Test Mean	Delayed Post-Test Mean
Composite Knowledge	4.55	4.63	4.63
Composite Support	4.64	4.88	[illegible]
Composite Attitudes	4.43	4.64	[illegible]

[illegible] pre test mean was 4.55; the post test mean was 4.63; and the [illegible] from the composite knowledge [illegible] is that [illegible] that this increase has [illegible] test.

[illegible] was 4.88; and the [illegible] [illegible]

[illegible] pre test [illegible] [illegible] students, [illegible] [illegible]

[illegible] viewpoint concerning the effects of [illegible] to [illegible] degree-four instruments [illegible] this effect was in a positive direction as perceived [illegible] was a drop in the gain from the time the [illegible] post test was administered. This is not [illegible] in general, however.

ACCESSION NUMBER: VT100705

PUBLICATION DATE: 73

TITLE: ATTITUDES OF KENTUCKY SECONDARY TEACHERS TOWARD CONSUMER ISSUES AND EMPHASES GIVEN THESE ISSUES. FINAL REPORT FROM OCTOBER 1, 1972 TO JUNE 30, 1973.

PERSONAL AUTHOR: DAVIS, ROSE MARIE

DESCRIPTOR: *TEACHER ATTITUDES; *CONSUMER EDUCATION; *VOCATIONAL EDUCATION TEACHERS; SECONDARY SCHOOL TEACHERS; SURVEYS; STATISTICAL ANALYSIS

IDENTIFIER: KENTUCKY

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 604

ABSTRACT: THE PURPOSE OF THIS STUDY WAS TO MEASURE ANY DIFFERENCES AMONG KENTUCKY SECONDARY SCHOOL TEACHERS OF HOME ECONOMICS, BUSINESS AND OFFICE OCCUPATIONS, SOCIAL STUDIES, AND DISTRIBUTIVE EDUCATION WITH RESPECT TO THEIR ATTITUDES TOWARD AND EMPHASES OF SELECTED CONSUMER ISSUES. A STATISTICALLY SIGNIFICANT DIFFERENCE WAS SHOWN IN BOTH AREAS. SOCIAL STUDIES TEACHERS SCORED HIGHER THAN DISTRIBUTIVE EDUCATION TEACHERS IN ATTITUDES TOWARD CONSUMER ISSUES, WITH THE MEAN OF HOME ECONOMICS TEACHERS ONLY SLIGHTLY LESS THAN THAT OF THE SOCIAL STUDIES TEACHERS. ALSO, BUSINESS AND OFFICE TEACHERS PLACED MUCH LESS EMPHASIS ON ALL 10 GROUPS OF CONSUMER ISSUES. DETAILED RESULTS ARE TABULATED FOR THE VARIOUS SCORES OF THE TOTAL 120 TEACHERS. OVERALL IMPLICATIONS ARE THAT SOCIAL STUDIES TEACHERS ARE MOST CONSUMER-ORIENTED, BUT THAT ALL OF THE TEACHERS HAVE NOT BEEN MADE AWARE OF A NEED TO EMPHASIZE CONSUMER ISSUES. RECOMMENDATIONS INCLUDE CONSUMER EDUCATION COURSES AND IN-SERVICE TRAINING FOR TEACHERS AND MAKING CONSUMER EDUCATION A REQUIRED HIGH SCHOOL COURSE. (MU)

INSTITUTION NAME: KENTUCKY STATE DEPT. OF EDUCATION, FRANKFORT. BUREAU OF VOCATIONAL EDUCATION.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

VT 100705

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JUN 7 1973

Final Report
Project No. X99D91-01
From October 1, 1972 to June 30, 1973

ATTITUDES OF KENTUCKY SECONDARY TEACHERS TOWARD CONSUMER ISSUES AND EMPHASES GIVEN THESE ISSUES

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Researcher

Kentucky State Department of Education
Bureau of Vocational Education
Program Supporting Services Division
Frankfort, Kentucky

The report herein covers the results of the aforementioned research and the conclusions as stated are not necessarily those of the Bureau of Vocational Education.

VT 100 705

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ACKNOWLEDGEMENTS

The writer wishes to express her appreciation to the Kentucky Bureau of Vocational Education for their cooperation and funding of the expenses of this study. Vocational education staff members who have been particularily helpful include Dr. Lynn Fluegge, Miss Jewel Deene Ellis, Mr. Charles Bright, and Mr. William Jeffrey. In the Bureau of Instruction, Mr. Anthony Koester was of special assistance.

The writer is especially grateful to each of the teachers who participated in the study.

Special thanks also goes to those in each of the state teacher education institutions who responded to the follow-up study.

Purposes

The major purposes of this study were to measure what differences, if any, exist among Kentucky secondary school teachers of home economics, business and office occupations, social studies, and distributive education with respect to their attitudes toward and their emphases of selected consumer issues.

Procedures

A random sample of forty five teachers was selected from each of the four teacher groups from lists of teachers provided by the Kentucky State Department of Education. The first thirty returns from each of the four groups were used for the study. Data were obtained from a first and second mailing of the Consumer Issue Questionnaire accompanied by a cover letter and a biographical data sheet.

The analysis of variance statistical technique was used as a test of significance for all but one hypothesis. The Kruskal-Wallis test was used for the ranking of topics of consumer education. Multiple comparisons were made with the Scheffe test. Significant differences were determined at the .05 level.

Findings

There was a statistically significant difference in the attitudes toward consumer issues among secondary teachers of home economics, social studies, business and office occupations, and distributive education. As shown in Table I, social studies teachers scored significantly higher than distributive education teachers. This indicates social studies teachers are more consumer oriented than distributive education teachers. Although no significant difference was found, the mean of home economics teachers was only slightly less than that of social studies teachers. This reveals that they too are more consumer oriented in attitude than are the teachers of distributive education.

There was a statistically significant difference in the emphases of consumer issues among secondary teachers of home economics, social studies, business and office occupations, and distributive education. Business and office occupations teachers scored significantly lower than social studies teachers. This shows business and office teachers place less emphasis on consumer issues than social studies teachers. Although no statistically significant difference was shown, the mean of distributive education teachers and home economics teachers was near that of social studies teachers. This implies distributive education teachers and

Table I

Attitudes Toward Consumer Issues
and
Emphases on Consumer Issues

Teacher Groups	Number	Mean Attitude	Mean Emphasis
Social Studies	30	2.82**	2.31***
Business and Office	30	2.71	1.69
Home Economics	30	2.78	2.16
Distributive Education	30	2.59	2.21
		F=3.6843*	F=3.3212*

* Significant at the .05 level

** Significantly greater than D.E.

*** Significantly greater than B.O.

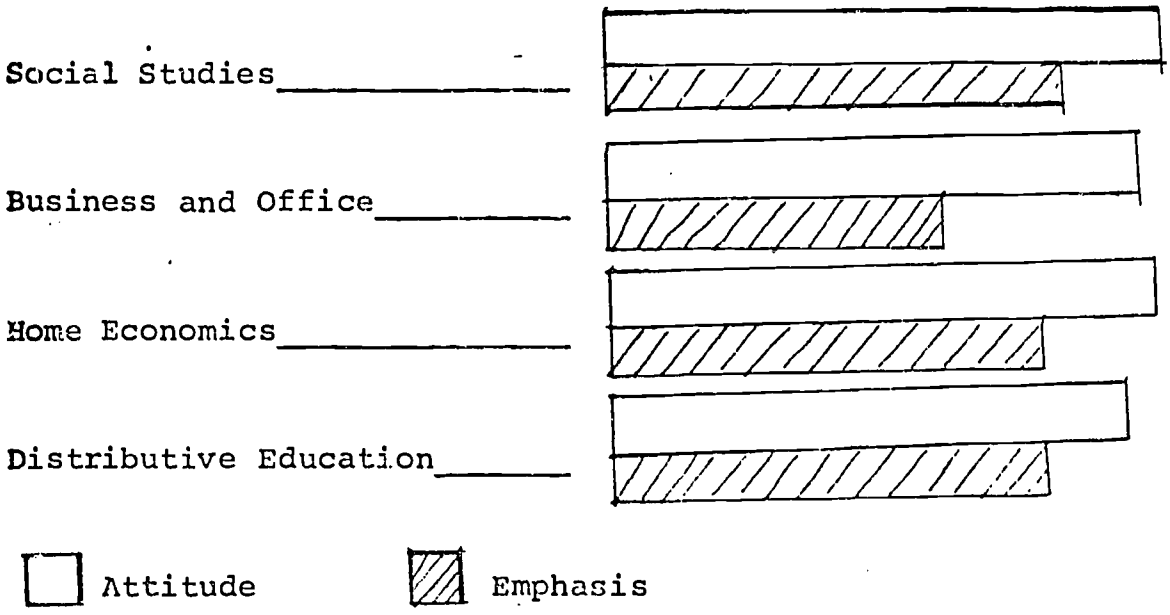

home economics teachers gave almost as much emphasis to consumer issues as did social studies teachers.

A statistically significant difference was found in the emphasis given the ten groups of consumer issues by the teachers of home economics, social studies, business and office occupations, and distributive education. As indicated in Table II, a significant difference was found for the emphasis given the groups of issues for advertising, consumer rights and responsibilities, frauds, health and safety, and labeling. In these groups of issues social studies, home economics, and distributive education teachers placed significantly more emphasis on advertising than did business and office occupations teachers. Social studies, distributive education, and home economics teachers placed significantly more emphasis on comsumer rights and responsibilities than did business and office occupations teachers. Social studies and home economics teachers gave significantly more emphasis to frauds than did distributive education and business and office occupations teachers. Social studies teachers gave significantly more emphasis to health and safety than did business and office occupations teachers. Home economics and distributive education teachers placed significantly more emphasis on labeling issues than did business and office occupations teachers.

Table II

Mean Emphasis Response to Grouped Issues

Issues	S.S.	B.O.	H.E.	D.E.
Advertising	2.49*	1.83	2.40*	2.38*
Consumer Organizations	2.00	1.63	1.97	2.07
Con. Rights and Responsibilities	2.34*	1.63	2.10*	2.15*
Credit	2.25	1.64	2.17	2.04
Fraud	2.52*	1.85	2.51*	2.37
Government Regulations	2.07	1.57	1.86	2.07
Health and Safety	2.43*	1.67	1.96	2.13
Insurance	2.13	1.50	1.79	1.97
Labeling	2.25	1.75	2.70*	2.65*
Product Performance	2.36	1.70	2.11	2.18

* Significant at the .05 level

Scale 0-4 (0=No emphasis, 4=highly emphasized)

Of these ten groups of issues business and office occupations teachers had the lowest mean emphasis in all cases. Home economics teachers had the highest mean emphasis for labeling. Distributive education teachers had the highest mean emphasis for consumer organizations. Distributive education teachers tied with social studies teachers for the highest mean emphasis of government regulations. In the other seven groups, social studies teachers had the highest emphasis mean for advertising, consumer rights and responsibilities, credit, frauds, health and safety, insurance, and product performance.

There was a statistically significant difference in the ranking of the emphasis given ten topics of consumer education by the teachers of home economics, business and office occupations, social studies, and distributive education. As Table III shows, of these ten topics of consumer education, the five showing a significant difference in ranking of emphasis given in classroom objectives were advertising, consumer rights and responsibilities, government regulations, health and safety, and labeling.

Distributive education teachers placed a significantly higher ranking on the emphasis of advertising. Business and office occupations teachers placed a significantly higher emphasis ranking on consumer rights and responsibilities. Social studies teachers gave a significantly higher emphasis

Table III

Ranking of Consumer Education Topics

Topics	S.S.	B.O.	H.E.	D.E.
Advertising	3.73	4.43	4.93	2.90*
Consumer Organizations	6.90	7.67	8.47	6.60
Con. Rights and Responsibilities	4.33	2.33*	4.20	3.47
Credit	4.57	3.33	3.23	4.23
Fraud	6.07	6.90	6.73	7.57
Government Regulations	3.83*	5.53	7.03	6.17
Health and Safety	5.53**	6.37	5.97	7.27
Insurance	7.00	6.73	6.77	6.83
Labeling	7.50	6.30	3.47*	5.00
Product Performance	5.60	5.40	4.77	4.67

Scale 1-10 (1=highest, 10=lowest)

*Significant at .01 level

**Significant at .05 level

ranking to government regulations and health and safety. Home economics teachers gave a higher emphasis ranking to labeling. No significant difference was found in the ranking by the four teacher groups of the emphasis of the topics consumer organizations, credit, frauds, insurance, and product performance. Of these five, credit was the only one given a ranking above five. Product performance was ranked at five.

The attitudes and emphases of the total one hundred twenty teachers were tested to see if they were affected by these ten variables: region of state, years teaching experience, age, sex, marital status, college hours in consumer education or related subjects, experience teaching consumer education, competence to teach consumer education, school enrollment, and community size. None of these variables showed a significant difference in attitude toward consumer issues. Only three showed a significant difference in emphasis. Males gave significantly more emphasis to consumer issues than did females. Teachers who had taken a consumer education course gave significantly more emphasis to consumer issues than teachers who had not had a consumer education course. Teachers who feel competent to teach consumer education gave a significantly greater emphasis to consumer issues than did teachers who did not feel competent to teach consumer education.

A follow-up study to determine what specific consumer education courses teachers had taken, resulted in the finding that the majority of the teachers had not had a consumer education course.

Of the state teacher education institutions surveyed in a follow-up study, home economics is the only one of the four disciplines under study which requires a teacher preparation course in consumer education. Of seven institutions offering home economics education, six require a consumer education course, and one offers but does not require it. Table IV is a summary of this survey.

With the exception of three state teacher education institutions which offer a course in consumer education to business and office occupations students, home economics is the only discipline of the four surveyed which offers a teacher preparation course in consumer education.

Outside of home economics very little in-service consumer education is available.

Implications

Of the four teacher groups studied, overall implications are that social studies teachers are more consumer oriented and give more emphasis to consumer issues, and business and office occupations teachers are less consumer oriented and place less emphasis on consumer issues.

Table IV

Response to Question, "In your teacher preparation program do you require or encourage your students to take a Consumer Education Course?"

School	B.O.	D.E.	H.E.	S.S.
Eastern Kentucky University	No	---	Yes*	No
Kentucky State University	No	---	Yes*	No
Morehead State University	Yes**	---	Yes*	No
Murray State University	Yes**	No	Yes*	No
Northern Kentucky State College	No	No	---	No
University of Kentucky	No	No	Yes**	No
University of Louisville	No	---	Yes*	No
Western Kentucky University	Yes**	---	Yes*	No

--- No teacher preparation program in this area

* Offered-Required

** Offered-Not required

The consumer issues were grouped by topics to determine which of the topics each of the four disciplines placed most emphasis. In five of the ten areas there was a significant difference. The grouped emphasis reflected the findings of the overall emphasis. Social studies teachers gave the most emphasis in seven of the ten areas, but in each of these cases home economics teachers and distributive education teachers placed almost as much emphasis as social studies teachers. Business and office occupations teachers in all instances placed the least emphasis on these issues. This response to the grouping of issues reflects implications for coordination between departments and team teaching.

In determining the relationship between the grouped issues in the questionnaire and the ranking of emphasis of the same ten topics of consumer education a significant difference was found in the ranking of five of the ten topics. These were: advertising, consumer rights and responsibilities, frauds, health and safety, and labeling. Four of these five were the same ones in which a significant difference was found in the grouped emphasis. Both the fact that in half the areas there was a significant difference and in half the areas there was no significant difference implies there should be some coordination between departments to see if there might be overlapping of topics, elimination of topics or need for cooperation in teaching particular areas.

The implications that teachers are consumer oriented in attitude toward consumer issues were not reflected in the amount of emphasis placed on consumer issues in classroom objectives. This signifies that teachers have not been made aware of a need to emphasize consumer issues.

As already stated, only three criteria from the biographical data sheet were found to be significant. Males gave more emphasis to consumer issues than females. This connotes that males are more knowledgeable and tend to speak more freely than females on many of these topics such as insurance, credit, and government regulations. These subjects seem to be more commonly the responsibility of the male role and this researcher would suggest that because of this and not because of formal training males gave more emphasis to these issues.

The finding that those who have had preparation for teaching consumer education gave significantly more emphasis to consumer issues infers that from being informed and made aware of the need they feel more confident and see more necessity for including consumer issues in classroom objectives.

The finding that those who feel competent to teach consumer education gave more emphasis to consumer issues than those who did not feel competent to teach consumer education is a logical one. This means that if teachers are expected to include consumer issues in classroom objectives, they must feel competent to teach consumer education.

The follow-up study showed that less than half the teachers had specific preparation for teaching consumer education, implying that if teachers are to teach consumer education they should be prepared to teach it.

The results of a survey of the state teacher education institutions showed a need for additional offerings and course requirements to prepare teachers for teaching consumer education.

Recommendations

The significance of this study is not so much the finding that there is a significant difference in attitude and emphasis of consumer issues by the four groups of teachers but the finding that their emphases did not reflect their attitudes. It appears that teachers either are not prepared to teach consumer issues or they are not aware of the need to include these in their program objectives. Since the majority of the teachers have had little formal preparation for teaching consumer education, one would surmise that they are not prepared to teach consumer issues. Therefore, as a result of the findings of this research the following recommendations are made.

It is recommended that the State Department of Education require those who are expected to teach consumer education, to have specific training to prepare them for teaching consumer

education and to have periodic training to keep abreast in this ever changing field of study.

It is recommended that the teacher training institutions offer courses to prepare teachers for teaching consumer education and in-service training to keep teachers up to date in this field of study.

It is recommended that at both the state department level and in the teacher training institutions efforts be made to foster more awareness of consumer needs among prospective teachers and in-service teachers.

Although, in Kentucky, vocational home economics is the only discipline specifically charged with the responsibility of teaching consumer education, it must be realized that it reaches only a limited number of students. Recognizing the need of consumer education for all, the researcher, based on the results of this study concluded that there are three alternatives that the State of Kentucky might consider in charting the future course of consumer education.

Alternative I: Continue to give the responsibility of consumer education to home economics and require all secondary students to take a consumer education course in the home economics department.

Alternative II: Make consumer education a required high school course, and as in Illinois and New York draw it out of the other curriculum areas and concentrate it in the social studies courses.

Alternative III: Use an interdiciplinary approach employing all disciplines already included in the curriculum. To coordinate the diverse fields of interest involved, employ a coordinator of consumer education, possibly assigned with the Supporting Services Division of the Bureau of Vocational Education. This person could work across departmental lines, provide leadership in the development of consumer education materials for use in various subject areas as well as various grade levels, and provide for articulation and coordination to avoid meaningless repetition or gaps in the total consumer education program. The state department coordinator could also articulate efforts of colleges and universities in offering workshops and in-service programs to up grade teacher's qualifications with consumer education.

ERIC

ACCESSION NUMBER: VT100706

PUBLICATION DATE: 30SEP73

TITLE: ASSESSMENT OF THE PROFESSIONAL TEACHING COMPETENCIES NEEDED BY CALL-STAFF TEACHERS IN THE WISCONSIN VTAE SYSTEM. FINAL REPORT.

PERSONAL AUTHOR: NICCUM, BRYAN K.

DESCRIPTOR: *VOCATIONAL EDUCATION TEACHERS; *INSERVICE TEACHER EDUCATION; *TEACHING QUALITY; ABILITY IDENTIFICATION; TEACHER IMPROVEMENT; *TEACHER EDUCATION

IDENTIFIER: *WISCONSIN

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 605

ABSTRACT: TO IDENTIFY PROFESSIONAL TEACHING COMPETENCIES NEEDED BY PART TIME TEACHERS IN THE WISCONSIN VOCATIONAL-TECHNICAL EDUCATION ADULT (VTAE) SYSTEM, QUESTIONNAIRES WERE MAILED TO PART-TIME TEACHERS IN TWO URBAN AND TWO RURAL VTAE DISTRICTS IN THE STATE, A FOLLOWUP SURVEY OF A SAMPLE OF NON-RESPONDENTS WAS MADE, AND PERSONAL INTERVIEWS WITH A SAMPLE OF THREE CALL-STAFF INSTRUCTORS WERE CONDUCTED. DATA INDICATED THAT 38.8 PERCENT HAD NO FORMAL VOCATIONAL CERTIFICATION, 36.7 PERCENT HAD NO TRAINING RELATED TO TEACHING METHODS, AND A LARGE PERCENTAGE HAD LITTLE PREPARATION FOR THE JOB OF TEACHING ADULTS. COMMUNICATION WITH STUDENTS, TECHNIQUES OF INCREASING STUDENT INVOLVEMENT GUIDING GROUP ACTIVITY, WAYS TO EVALUATE TEACHING PERFORMANCE, AND THE USE OF STUDENT FEEDBACK WERE AREAS OF GREATEST INTEREST AMONG THE TEACHERS FOR TEACHER TRAINING COURSES. SHORT 1- OR 2-DAY WORKSHOPS IN JANUARY WITHIN THE LOCAL AREA WAS THEIR PREFERRED TYPE OF INSERVICE TEACHER EDUCATION. (AUTHOR/MU)

INSTITUTION NAME: WISCONSIN UNIV. - STOUT, MENOMONIE. CENTER FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.

VT 100706

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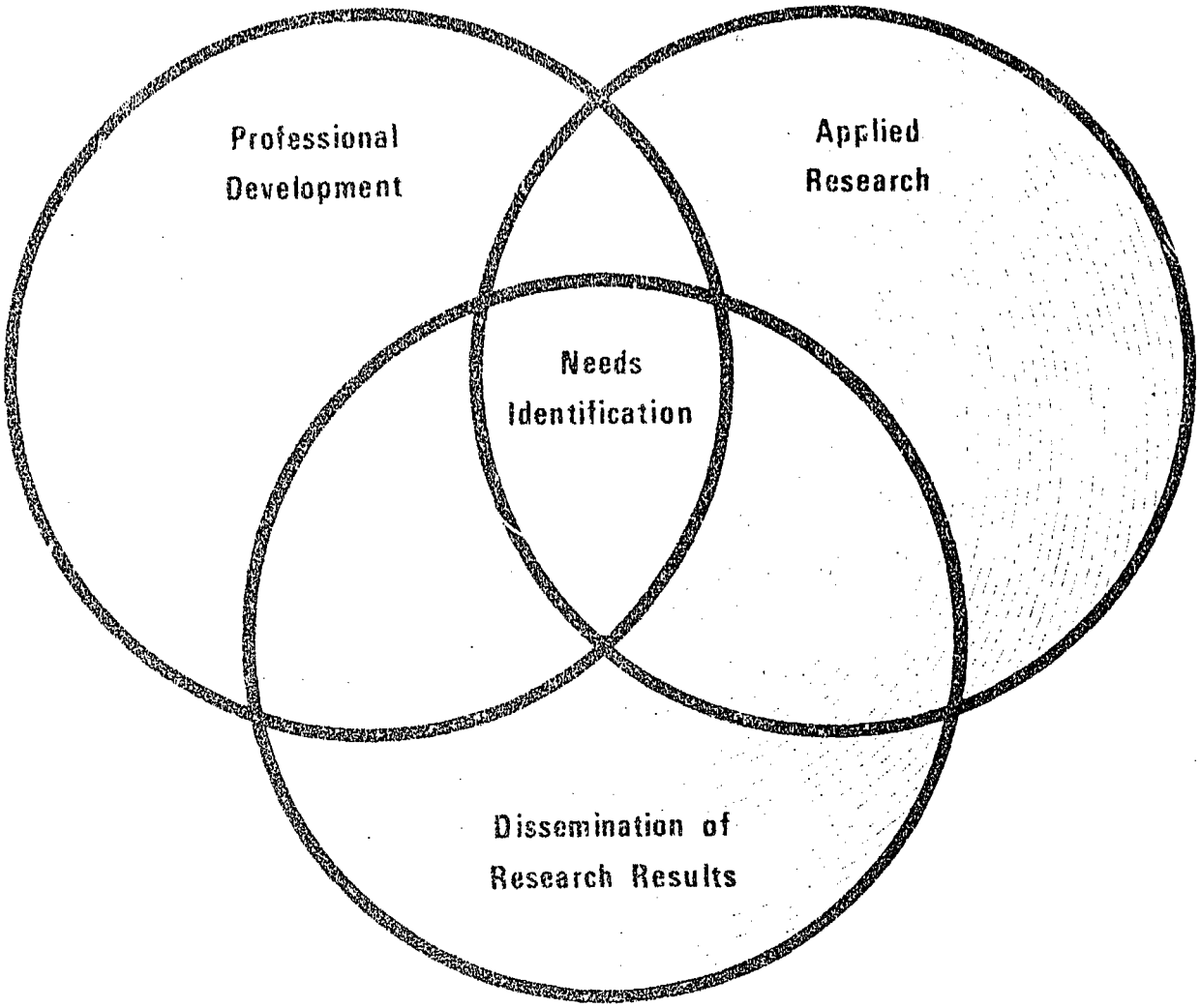

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Center For Vocational, Technical And Adult Education UW-Stout Menomonie, Wisc. (54751)

VT 100 706

FINAL REPORT
Project No. 19-004-151-223D

Conducted by

Bryan K. Niccum

CENTER FOR VOCATIONAL,
TECHNICAL AND ADULT EDUCATION
UNIVERSITY OF WISCONSIN-STOUT

September 30, 1973

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ERIC

Final Report

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Conducted by

Bryan K. Niccum

A SUB-PROJECT OF THE GRADUATE STUDENT PROJECT
PHASE II
Project No. 19-004-151-223

Project Director
Orville Nelson

CENTER FOR VOCATIONAL, TECHNICAL
ADULT EDUCATION
UNIVERSITY OF WISCONSIN-STOUT
Menomonie, Wisconsin

September 30, 1973

The research reported herein was performed pursuant to a grant or contract with the Wisconsin Board of Vocational, Technical and Adult Education, partially reimbursed from an allocation of federal funds from the U.S. Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Board or U.S. Office of Education position or policy.

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ACKNOWLEDGMENTS

The writer of this study wishes to express sincere thanks to the Center for Vocational, Technical and Adult Education staff at University of Wisconsin-Stout. The many hands that helped within the Center made the work of this project much lighter.

My appreciation for guidance, suggestions and assistance in the preparation of this paper must be expressed for the extreme interest and understanding of my research advisor, Dr. Orville Nelson, Research Specialist, Center for VTAE. Recognition for guidance also is due to Mr. Harold Halfin, Vocational Education Director.

Special appreciation is indebted by this investigator to the Wisconsin Board of Vocational, Technical and Adult Education and The University of Wisconsin-Stout for funding the project.

Expression of appreciation by this researcher is also extended to Mr. William Neverdahl, Mr. William Wulf and Mrs. Lois Wohlfeil for their co-operation and suggestions made in personal interviews.

Finally, but not least, appreciation to the researcher's wife, Barbara, must be expressed. Her patience, understanding and encouragement was always evident and is much appreciated by the writer of this report.

CHAPTER I

PROBLEM AND RATIONALE

Summary

The primary purpose of this study was to identify the professional teaching competencies needed by part time teachers within the Wisconsin VTAE system. The identification of the preferred delivery system was also determined. The information gathered will help in developing professional development experiences for these people.

In this study a representative sample (N=835) of call-staff personnel was selected for the survey portion of the study. Two urban (Fox Valley and Waukesha) VTAE districts and two predominately rural (Southwest and Indianhead) VTAE districts were used in this sample. Survey instruments were developed and mailed to the call-staff teachers in these schools. A follow-up survey of a sample of non-responders was also conducted. Personal interviews were also conducted with a sample of three call-staff instructors.

The survey indicates that 38.8 percent of the call-staff teachers have no formal vocational certification. Approximately 36.7 percent of the call-staff teachers have had no training related to teaching methods in the past seven years. The data indicate that a large percentage of the VTAE call-staff teachers have little specific preparation for the job of teaching adults.

Data from the survey indicated two levels of occupational and teaching experience. Some teachers have had very little work experience. In contrast many teachers have several months of occupational experience.

The average teaching experience of call-staff personnel is 5.3 years. However, there are some 26.8 percent that have had no teaching experiences.

The results of this study show a very wide variety of areas in which teachers teach. VTAE call-staff indicated that the areas in which they felt there was a need for learning experiences were also the areas in which they indicated they would like to see instruction developed.

Areas with the most interest were communication with students, techniques of increasing student involvement, guiding group activity, ways to evaluate teaching performance and use of student feedback.

One or two day workshops within local areas (25 or less miles to reach) on the third, fourth, fifth or sixth day of the week in the month of January was indicated as the preferred time for the majority of call-staff teachers to accept and participate in a training program.

Personal interviews with people working in the VTAE teaching area indicated that orientation as to each teacher's part in the overall VTAE system should be included in this type of learning program.

It was indicated that call-staff teachers should understand the policies and procedures needed and used within the system affecting them and their students within an adult learning environment.

Statement of the Problem

The central problem this study dealt with is the identification of professional teaching competencies needed by call-staff teachers in the Wisconsin VTAE system and the preferred delivery system(s) for these competencies.

Objectives of the Study

The objectives following were developed for use within this study.

1. Determine formal teaching preparation of call-staff teachers.
2. Identify the formal education level of call-staff personnel.
3. Identify the work experiences of call-staff personnel.
4. Ascertain the teaching experiences of call-staff teachers.
5. Identify the call-staff teachers' perceived needs in the area of teaching competencies.
6. Determine the professional development delivery system appropriate to the needs and constraints faced by call-staff.

Rationale

Education in general has had a profound effect on the progress of our country as well as the lives of our citizens. It is common knowledge that education is a continuous, long-lasting process.

Vocational education for adults is becoming more commonplace, and rightly so, in our everchanging technical society. Recognition of adult education as a solution to many social problems of today is becoming more commonplace. No problem is more important than the need to augment and upgrade our adult work force. Also, adult education enhances the general skills and competencies of many adults. Provisions for (1) vocational, (2) technical, (3) avocational, and (4) consumer skills are important contributions of outreach programs for adults in our society.

In recent years, the enrollment in adult vocational and technical training programs has been growing rapidly. In the next five years, enrollment of adult students in the Wisconsin VTAE system is estimated to increase from 100,334 in 1971-72 to 105,856 in 1977. ("A Comprehensive

Plan for Professional Staff Development," 1971, Table IIA). These teachers come from diverse backgrounds and often have had little preparation in organizing, conducting and evaluating a class. Most of these people will need instruction to acquire additional teaching competencies to enable them to do their tasks efficiently and effectively.

The adult educator's task is to provide information and to create learning situations which will make it possible for adults to function more effectively. Vocational programs for adults attempt to bring information, skills, or processes to meet the needs of an everchanging student body. The use of part time teachers from various areas of industry and skills areas is one of the best ways to provide up-to-date content for this student body. Call-staff instructors provide an excellent and varied resource of talent for educational programs of this type. Also, it would be extremely difficult to staff Wisconsin's outreach programs if all instructors had to have professional teacher certification or several professional education courses prior to being selected to teach in this program.

It is known that a large majority of the outreach classes are staffed by part time instructional personnel who have had little or no practical training in the tasks of educating adults. It is the belief of many people that the training of part time, as well as professional, adult educators is of vital and critical importance.

Houle (1960) identifies in his research what he calls the pyramid of education levels of adult educators. He reveals (1) those individuals employed full time in adult education with a career commitment to the field, (2) those engaged in adult education on a part time basis, and (3) volunteer workers. He also states that the nature of group processes and the technique of leading a discussion is probably the most important training need common to all groups.

Brooke (1969) reported 70 percent of those teaching adults felt a serious lack of resources with 90 percent indicating a greater need for training.

Research done by Davison (1969) indicated three basic area needs for adult educators: (1) instruction in better communications, (2) the need for training in the principles of adult learning and instruction, (3) the need of knowing how to teach reading with understanding. Messerschmidt (1967) performed a survey of part time adult teachers. He found that there were four categories of need: (1) teaching methods, (2) examination item writing, (3) lesson plan preparations and (4) philosophy of adult education.

Barnes and Hendrickson (1965) studied thirty-five adult education programs in fifteen states and found that the specific training needs of members of adult education (including part time teachers) focused on the unique learning characteristics of adults, the social and psychological dynamics of groups of adult learners, selecting relevant and measurable objectives, procuring or designing effective instructional materials which meet the needs of adult learners, and evaluating student progress and the effectiveness of the program.

CHAPTER II

METHODS AND PROCEDURES

This chapter describes the procedures used to design the survey instrument, identify the sample and conduct the study.

The data for this study were collected from a random sample of the population of call-staff instructors teaching within the Wisconsin VTAE system. VTAE call-staff teachers were also personally interviewed by the researcher.

Population

As stated previously there are approximately 3000 call-staff instructors used in the VTAE system within Wisconsin. A random sample of this personnel was contacted.

Letters were sent to the administrator of instructional services of four districts (two urban and two predominately rural) asking for their assistance in furnishing lists of their 1972-1973 call-staff personnel. (Appendix B) Each individual contacted agreed to cooperate with the researcher and promptly returned their 1972-1973 roster of call-staff teachers.

Some lists contained more than the 200 names, so a random selection was made within these lists and approximately 200 names were used from each district. There were 835 people randomly selected to be the recipients of the survey instrument.

Developing the Questionnaire

A four-page survey instrument was developed for collection of data from 835 call-staff instructors teaching within the Wisconsin VTAE system. (Appendix E)

In accordance with Wisconsin 553, Part F, EPDA, plan of action objectives for the study were developed. A review of related literature was conducted along with a review of questions relating to the area. Further assistance was gained in consultation with advisory personnel at the University of Wisconsin-Stout: Dr. Orville Nelson, Research Specialist, Center for Vocational, Technical and Adult Education (CVTAE) and Dr. Harold Halfin, Director, CVTAE.

Table II-1 indicates the questions used within the survey which enabled the researcher to meet his study objectives. (See Table II-1)

The WBVTAE Certification requirements shown in Table II-2 and II-3 identify three major areas of requirements for teachers to meet: that of

Table II-1

Table of Specifications for Call-Staff Survey Instrument

Objectives	Survey Questions
Determine formal teacher preparation of call-staff teachers.	7, 10, 11
Identify the formal education level of call-staff personnel	6
Identify the work experiences of call-staff personnel.	2, 3, 4
Ascertain the teaching experiences of call-staff teachers.	5, 8, 9
Identify the call-staff teachers' perceived needs in the area of teaching competencies . . .	12
Determine the professional development delivery system appropriate to the needs and constraints faced by call-staff.	13, 14, 15, 16
Identify responder to VTAE district.	1

education, occupational experience and professional experiences. The instrument used within this study is intended to dwell upon the competency areas within the teacher's education spectrum. (See Table II-2 and II-3.)

A list of skill areas for the pedagogical competencies was made based on the teaching competencies indicated in Chapter I. Question 12 in the survey instrument was developed to register the responses of the call-staff personnel pertaining to the responders' perceived needs. Table II-4 shows a list of competency areas and the skills listed within question 12 of the survey instrument. (See Table II-4.)

A rough draft of the survey instrument was formed in order to meet the objectives of the research study. Several people who deal with adult education were asked to make comments for improvement and total value. (See Appendix F)

With these recommendations considered, the researcher refined the questionnaire and sent the revised survey to the administrator of school services within the four VTAE districts selected for this study. Each was requested to review the instrument and give his advice for making the instrument more useful.

In addition to this draft, copies were sent to the Research Coordinating Unit at the Wisconsin Board of Vocational, Technical and Adult Education for their review and comments.

After reviewing their recommendations the researcher further refined the instrument. With the results of the above action, the instrument was finalized and printed. The survey instrument was then sent to 835 call-staff teachers within the four districts.

Table II-2

WBVTAE Certification Requirements

2 Year - Provisional Certification Requirements

Title	*Education Within Last 10 Years*	*Occupational Experience Within Last 10 Years*	*Teaching Experience*
Teacher Assistants	2 years of college, junior college or accredited technical program. Appropriate work experience may be substituted for maximum of 1 year equivalency.	None	--
Teachers	Bachelor's degree (or equivalent).	12 months - in teaching field.	--
Academic Subject Teachers Librarians Instruc. Media-Spec.	Bachelor's degree (or equivalent).	3 months - can be in any field except education.	--
Guidance Counselors	Master's degree in guidance and counseling.	12 months - can be in any field except education.	3 yrs.
Supervisors Coordinators & other Supervisory Personnel	Bachelor's degree in appropriate field.	12 months should be able to qualify as a teacher in some field.	3 yrs.
Directors and Assistant Directors	Master's degree in appropriate field.	24 months should be able to qualify as a teacher in some field.	3 yrs.
Other Administrative Personnel	Master's degree (or equivalent).	24 months should be able to qualify as a teacher in some field.	3 yrs.

Education – Apprenticeship and journeymen experience in the skilled trades for a combined total of 7 yr. shall be equivalent to a baccalaureate degree. The above plus a baccalaureate degree shall be equivalent to a master's degree. Six sem. cr. each 2 yr. period or equivalent is necessary toward fulfilling the requirements for a standard certificate.
Occupational Experience – 2 months occupational experience or equivalent is necessary each 2 yr. period to work toward fulfilling requirements for a standard certificate. Approved education may be substituted for 1/2 of the required work experience.

Table II-3

WBVTAE Certification Requirements

5 Year - Standard Certificate Requirements

Title *Full-Time Personnel*	*Education*	*Occupational Experience - 33*	*Professional Experience - 34*
Teacher Assistants Other Ancillary Personnel	21. Philosophy of VTAE in Wisconsin - 2 cr.	None	3 yr. in certified position
Teachers Academic Subject Teachers	21. Philosophy of VTAE in Wisconsin - 2 cr. 22. Teaching Methods - 2 cr. 23. Educational Psychology - 2 cr. 24. Educational Evaluation - 2 cr. 25. Guidance and Counseling - 2 cr. 26. Bachelor's Degree (or equivalent) 27. Major in teaching area	Teachers - 24 months in teaching area Academic Subject Teachers 6 months in any occupation except education	3 yr. in certified position
Supervisors Coordinators Guidance Counselors Librarians Instructional Media-Specialists	21. Philosophy of VTAE in Wisconsin - 2 cr. 22. Teaching Methods - 2 cr. 23. Educational Psychology - 2 cr. 24. Educational Evaluation - 2 cr. 25. Guidance and Counseling - 2 cr. 26. Bachelor's degree (or equivalent) 27. Major in teaching area 28. Coordination - 2 cr. 29. Supervision - 2 cr. 30. Public Relations - 2 cr. 31. Master's degree or equivalent in appropriate field	Supervisors, Coordinators, Guidance Counselors—24 months - should be able to qualify as teacher Librarians, Instructional Media—Specialists - 6 months	3 yr. in certified position
Directors Assistant Directors Other Administrative Personnel	21. Philosophy of VTAE in Wisconsin - 2 cr. 22. Teaching Methods - 2 cr. 23. Educational Psychology - 2 cr. 24. Educational Evaluation - 2 cr. 25. Guidance and Counseling - 2 cr. 26. Bachelor's Degree (or equivalent) 27. Major in teaching area 28. Coordination - 2 cr. 29. Supervision - 2 cr. 30. Public Relations - 2 cr. 31. Master's Degree in appropriate field 32. Administration - 4 cr.	24 months - should be able to qualify as teacher	3 yr. in certified position

Life Certificate - Issued to teachers, supervisors, coordinators, counselors and directors who hold or are eligible for a standard 5-yr. certificate and attained age 55

Table II-4

Table of Specifications for Call-Staff Questionnaire: Pedagogical Competencies - Item 12

Competency Areas	Survey Skills
Curriculum development.	1, 2, 3, 18, 19, 22
Course and lesson planning.	3, 4, 5, 15, 16
Instructing	9, 10, 12, 13, 27
Evaluating.	6, 28
Professional courses.	7, 8, 29
Student guidance.	11, 14, 17, 23
Teaching non-average students	20, 21, 24, 25
Human relationships	26
Teaching experience	2, 3, 5, 6, 8, 9, 10
Developing system preferred	13, 14, 15, 16
Occupational experience	4
Vocational teaching certification held. . . .	7
Preferred delivery system and related information	13, 14, 15, 16

A sample of non-responders was selected and additional surveys were sent to them.

Mailing Procedures

Surveys were mailed to 835 call-staff personnel who were selected randomly with approximately 200 from each district. A cover letter and business reply envelope were enclosed along with the survey instrument.

The surveys upon completion were mailed to Bryan Niccum at the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout.

Due to inaccurate mailing lists a substantial number of mailings were returned - approximately 17 percent of the total.

Approximately 58.5 percent were determined to be non-responders. Fifty of the non-responders were remailed surveys and 18 percent were returned. Thirty-six and eight tenths percent, or 256 persons with accurate addresses, responded to this mailing.

Data Analysis

The surveys were key punched, processed and tabulated for use within the university's Computer Center. These data summaries generated were then used by the researcher for this report.

CHAPTER III

REPORT OF THE FINDINGS

Introduction

The findings represented in this chapter are collected from a random sample of call-staff personnel located within four VTAE districts. These data were collected by a survey instrument to which 247 persons responded. This represents approximately 41.5 percent of the total population surveyed. A random sample of 50 non-responders was selected and 16 responded. The responses from the non-responders were similar to those of the original responders.

The format used in this chapter is based on the objectives of the study. The results are presented by objective.

Survey Results

1. Determine Formal Teaching Preparation of Call-Staff Teachers

Table III-1 reports the vocation certification status of call-staff instructors. It is important to note that the largest number of call-staff (38.8 percent) have no formal vocational certification at this time. Approximately 52.8 percent of all call-staff hold some type of teaching certification.

Table III-1

Vocational Certification Held by VTAE Call-Staff

Certification Status	Number of Responses	Percent of Total Responses
None	96	38.8
Wisconsin Board of Vocational, Technical and Adult Education (WBVTAE)	47	19.0
Department of Public Instruction (DPI) Vocational License	24	9.7
Wisconsin (BVTAE) approval status	19	7.6
Special Permit (DPI)	6	2.4
Other	35	14.1
Omit	30	8.4

Table III-2 reports the in-service training related to teaching that VTAE call-staff persons have engaged in during the past seven years. The data indicate that 36.7 percent (the highest percentage) of the persons surveyed have had no training at all concerned with teaching methods in the past seven years. It is important to note that the persons responding indicated that they had received considerably more training in the last two years than they had previous to that time.

Table III-2

Short Term In-Service, Seminars, Workshops, Related to Teaching Methods That VTAE Call-Staff Have Attended

Year	Number of Responses	Percent of Total Responses
1973	59	25.2
1972	39	16.6
1971	13	5.5
1970	11	4.7
1969	9	3.8
1968	3	1.2
Before 1967	14	5.9
Have Not Attended	86	36.7

Table III-3 gives an overview of the areas in which call-staff instructors have had training related to their jobs as VTAE staff members. The most frequent response is supervision with 59 persons responding. However, the content in this type of seminar may be of limited use in teaching. Thirty-two persons did respond that they had had training related to specific topics in their field.

In summary the preceeding data indicate that a large percentage of call-staff teachers have little specific preparation for the job of teaching adults. Those who have had some training in the area of teaching have had that training in areas that do not directly pertain to adult education. Also, a large percentage hold no vocational certification and few are obtaining training in the teaching methods area.

Table III-3

Course Work or Training Related to Teaching VTAE
Call-Staff Has Had in the Past Three Years

Type of Seminar or Workshop	Number of Responses	Percent of Total Responses
Administration	1	0.4
Coordination	2	0.8
Curriculum	15	6.0
Educational Psychology	2	0.8
Evaluation and Measurement	3	1.2
Special Learning Needs: Disadvantaged Minority Groups Handicappted	3	1.2
Supervision	59	23.8
Specific Topics in Field	32	12.9
Others:		
(Attended but did not list Program)	4	1.6
VTAE Related	4	1.6
Number with no Training or Omitted Item in Survey Instrument	122	49.3

2. Identify the Formal Education Held by VTAE Call-Staff Personnel

Table III-4 reports that 44.9 percent of the call-staff personnel have a bachelor's degree and 22.9 percent have a master's degree. A total of 70.8 percent have a bachelor's degree or higher. Less than 13 percent had grade 12 as their highest level of educational attainment. Thus, the call-staff teachers responding had a relatively high level of formal educational preparation.

Table III-4

Formal Level of Education Held by VTAE Call-Staff Personnel

Grade Level	Number of Responses	Percent of Total Responses
Grade 12 or equivalent	30	12.6
Associate degree or 2 year diploma	12	5.0
Bachelor's degree	107	44.9
Master's degree	54	22.9
Doctor's degree	7	2.9
Other	28	11.7

3. Identify the Work Experiences of Call-Staff Personnel

Of those indicating their full-time work experience in the last three years, 54.4 percent had 12 months or less occupational experience during this period. Approximately 38 percent had 25 months or more in the past three years. Table III-5 presents a summary of the work experience of the responders during the past three years.

Table III-5

Occupational Experience of Wisconsin VTAE Call-Staff Instructors Within the Past Three Years

Full-Time in Months	Number of Responses	Percent of Those Responding to the Item
0-6 months	88	39.6
7-12 months	33	14.8
13-18 months	10	4.5
19-24 months	6	2.7
25-30 months	20	9.0
30 months or over	65	29.2

With respect to the VTAE call-staff's work experiences, Table III-6 reports an extensive degree of relationship between full-time work endeavors and the subject areas taught in the VTAE system. (Q_2 = 4.21.) Slightly more than 50 percent of the responders reported extensive or very extensive relationships between their teaching assignments and their work experience.

Table III-6

Relationship of Call-Staff Teachers' Work Experience
To Their Teaching Assignments

Level	Degree of Relevancy	Number of Responses	Percent of Total Responses
1	Very Little	26	11.6
2	Somewhat	6	2.6
3	Moderately	25	11.1
4	Extensively	41	18.3
5	Very Extensively	73	32.5
	Other	53	23.6
	Omits	23	9.3

In summary, the work experiences of the call-staff personnel appear to correlate well with the subject matter they are teaching. Also, there seems to be a division with respect to the amount of full-time work being done by these people. More than 40 percent have worked for 18 months or more during the past three years. In contrast, more than 50 percent have worked 12 months or less.

4. Ascertain the Teaching Experiences of Call-Staff Teachers

With respect to the objectives of this study, the data in Table III-7 are important. The average teaching experience is 5.33 years. However, consideration must also be given to the standard deviation which is 7.63 and the 92 responders (26.8 percent) who listed no teaching experience.

Table III-7

Full-Time Teaching Experience of Wisconsin VTAE Call-Staff

Teaching Experience	Number of Responses	Percent of Total Responses
No teaching experience	92	26.8
Average = 5.33 years		
Standard Deviation = 7.63 years		

When the call-staff were asked how many times, terms or semesters they had taught on a part-time basis for the Wisconsin VTAE school system, their responses indicate that 5.98 terms was average. The standard deviation was 8.42 indicating a large range in the length of service.

Table III-8 reports the areas in which call-staff teachers instruct. A wide variety is evident.

Table III-8

Teaching Areas of Wisconsin VTAE Call-Staff

Teaching Area	Number of Responses	Percent of Total Responses
Home Economics	60	25.7
Other	58	24.8
Academic Subjects	41	17.5
Trades and Industry	39	16.7
Business and Office Occupations	23	9.8
Agriculture	7	3.0
Health Occupations	5	2.1
Distributive Education	0	0.0

In summary, the data show that 5.33 years of teaching experience is average for Wisconsin VTAE call-staff. Approximately 27 percent have had no teaching experience.

5. Identify the Call-Staff Teacher's Perceived Needs in the Area of Teaching Competencies

A competency list was developed by the researchers to help identify the needs and interest that call-staff teachers had in acquiring new pedagogical competencies.

In the survey instrument each teacher was asked to show his need by checking (1) None, (2) Some, or (3) Great. To indicate his interest in enrolling in a learning experience, each teacher was asked to indicate (1) None, (2) Some, (3) Probably Enroll, or (4) Definitely Enroll. Table III-9 presents a summary ranked on the basis of the level of need identified.

The data received from the survey indicated that the ten skill areas receiving the highest level of need fall within five major competency areas. These areas are course and lesson planning, student guidance, instruction, evaluation, and human relationships.

One should note that communicating to the student the content of courses was indicated as needed the most often, followed by the need to know techniques to increase student involvement.

Responders were most interested in enrolling in courses or workshops related to techniques for increasing student involvement, evaluation, guiding learning activities and using A-V equipment.

Table III-9

Needs and Interests of Wisconsin VTAE Call-Staff for Teaching Skills and Competencies

Skill or Competency Areas	Need		Interest	
	Q_2	I.Q.R.	Q_2	I.Q.R.
Communicating the content of courses to my students	2.166	1.444	1.877	1.737
Techniques for increasing student involvement during class	2.158	1.147	2.089	1.579
Techniques for developing and guiding group activities and projects	2.147	1.180	1.993	1.586
Techniques for evaluating teaching performance	2.142	1.052	2.075	1.475
Using student feedback in teaching	2.102	1.072	1.913	1.390
Developing classroom, lab, and/or shop learning activities	2.096	1.204	2.000	1.632
Developing positive human relationships with students, staff and community	2.094	1.297	1.810	1.434

Table III-9 (Continued)

Skill or Competency Areas	Need		Interest	
	Q_2	I.Q.R.	Q_2	I.Q.R.
Guidance of individual learning activities in my classes	2.076	1.088	2.000	1.527
Organization and sequence of class instruction	2.074	1.232	1.825	1.492
Identifying the content to include in courses	2.066	1.155	1.863	1.342
Knowledge of commercial teaching materials available	2.063	1.174	1.779	1.582
Using A-V equipment and instructional media (slides, overheads, transparencies, etc.)	2.030	1.112	1.978	1.540
Curriculum development procedures	2.017	1.158	1.854	1.596
Conducting lectures and group discussions	2.016	0.756	1.882	1.275
Evaluating student achievement	2.010	1.296	1.783	1.454
Working with the slow student	1.962	1.174	1.779	1.582
Principles or philosophy of Vocational, Technical and Adult Education	1.925	1.198	1.820	1.284
Motivating students to study	1.919	1.060	1.646	1.439
Teaching the handicapped	1.918	1.207	1.677	1.378
Classroom management	1.892	1.184	1.763	1.298
Integrating career development principles with my course content	1.887	1.153	1.598	1.285
Teaching the disadvantaged	1.870	1.149	1.835	1.549
Career education concepts	1.871	1.197	1.820	1.471
Writing objectives for courses	1.869	1.117	1.698	1.476
Writing course outlines	1.863	1.019	1.544	1.260
Teaching with instructional teams (Working with several teachers)	1.803	1.060	1.550	1.238

Table III-9 (Continued)

Skill or Competency Areas	Need		Interest	
	Q_2	I.Q.R.	Q_2	I.Q.R.
Working with the superior students	1.789	1.116	1.725	1.462
Use of records and filing systems for teachers	1.723	1.153	1.559	1.323
Preparing lesson plans	1.657	1.723	1.145	1.245
Others	2.772	1.136	2.750	2.542

Table III-10 reports an analysis of the needs and interest in enrolling by the level of teaching experience. The data in this table indicate that experienced teachers and non-experienced teachers perceive similar needs.

Teachers with no experience indicated a somewhat larger need for both the use of A-V equipment and instructional media, techniques for communicating content to students, teaching materials available, writing course outlines, and preparing lesson plans then the experienced teachers.

In summary, the researcher observed that the needs and interest correlate rather well showing that if a teacher felt that a competency was important, he usually was willing to seek or enroll in learning experiences in that competency area.

Table III-10

Needs and Interests Indicated by VTAE Call-Staff
For Teaching Skills and Competencies

Skill or Competency Areas	Experienced Teachers		Non-Experienced Teachers	
	Need	Interest	Need	Interest
	Q_2	Q_2	Q_2	Q_2
Communicating the content of courses to my students	2.25	1.79	1.95	2.13
Techniques for increasing student involvement during class	2.21	2.09	2.02	2.09
Techniques for developing and guiding group activities and projects	2.22	1.96	2.01	2.10
Techniques for evaluating teaching performance	2.17	2.03	2.09	2.21
Using student feedback in teaching	2.17	1.85	1.97	2.07
Developing classroom, lab, and/or shop learning activities	2.12	1.94	2.04	2.17
Developing positive human relationships with students, staff and community	2.16	1.80	1.94	1.85
Guidance of individual learning activities in my classes	2.14	1.98	1.96	2.05
Organization and sequence of class instruction	2.11	1.78	2.00	1.97
Identifying the content to include in courses	2.17	1.95	1.86	1.61
Knowledge of commercial teaching materials available	2.08	1.88	2.03	2.24
Using A-V equipment and instructional media (slides, overheads, transparencies, etc.)	2.02	1.73	2.06	2.17
Curriculum development procedures	2.05	1.90	1.95	1.83
Conducting lectures and group discussions	2.06	1.64	1.94	2.07
Evaluating student achievement	2.04	1.80	1.96	1.73

Table III-10 (Continued)

Skill or Competency Areas	Experienced Teachers Need Q_2	Experienced Teachers Interest Q_2	Non-Experienced Teachers Need Q_2	Non-Experienced Teachers Interest Q_2
Working with the slow student	2.07	1.87	1.58	1.67
Principles or philosophy of Vocational, Technical and Adult Education	1.94	1.58	1.89	1.79
Motivating students to study	2.01	1.73	1.67	1.50
Teaching the handicapped	1.94	1.77	1.83	1.75
Classroom management	1.91	1.57	1.85	1.67
Integrating career development principles with my course content	2.01	1.97	1.50	1.50
Teaching the disadvantaged	1.92	1.87	1.75	1.71
Career education concepts	1.93	1.71	1.73	1.67
Writing objectives for courses	1.90	1.52	1.79	1.61
Writing course outlines	1.89	1.46	1.81	1.76
Teaching with instructional teams (Working with several teachers)	1.88	1.80	1.60	1.53
Working with the superior students	1.91	1.69	1.39	1.33
Use of records and filing systems for teachers	1.82	1.47	1.44	1.40
Preparing lesson plans	1.61	1.21	1.73	1.67

6. Determine the Professional Development Delivery System Appropriate to the Needs and Constraints Faced by Call-Staff Personnel

A summary of the rankings assigned by the responders to various delivery systems appears in Table III-11. The table lists the most preferred to the least preferred based upon the number responding to each delivery system and the rankings. Responders were asked to rank their top six choices.

One day workshops, two day workshops and local evening extension courses are most desired as 57.1 percent, 52.3 percent and 51.3 percent of the responders respectively checked these systems. Only 18.3 pereent of the total responders

indicated local Saturday extension classes and regular university summer session (four, five or eight weeks) showing that these delivery systems did not meet their needs. It should also be noted that media communication systems such as educational TV and educational telephone networks were ranked as poor delivery systems by the call-staff responders.

Table III-11

Delivery Systems Preferred by VTAE Call-Staff

Delivery System	Total No. of Resp.	% of Total Resp	Ranking 1		2		3		4		5		6	
			N	%	N	%	N	%	N	%	N	%	N*	%**
One day workshops	141	57.1	33	13.3	24	9.7	35	14.1	22	8.9	16	6.4	11	4.4
Two day workshops	129	52.3	19	7.6	29	11.7	23	9.3	21	8.5	24	9.7	13	5.2
Local evening extension courses	124	51.3	36	14.5	20	8.0	23	9.3	20	8.0	16	6.4	9	3.6
In-service workshops conducted by WBVTAE or DPI staff (one day or less)	109	44.2	14	5.6	18	7.2	20	8.0	21	8.5	16	6.4	20	8.0
Institutes and seminars conducted by private firms and industry	94	38.1	14	5.6	12	4.8	21	8.5	10	4.0	24	9.7	13	5.2
Short University summer sessions (Two weeks)	93	37.7	20	8.0	14	5.6	11	4.4	19	7.6	9	3.6	20	8.0
In-service workshops conducted in your school	89	36.1	14	5.6	16	6.4	12	4.8	19	7.6	17	6.8	11	4.4
Self-study with study guides and instructional materials	89	36.1	14	5.6	14	5.6	11	4.4	9	3.6	17	6.8	24	9.7

Table III-11 (Continued)

Delivery System	Total No. of Resp.	% of Total Resp.	Ranking 1 N	1 %	2 N	2 %	3 N	3 %	4 N	4 %	5 N	5 %	6 N*	6 %**
Four to five day workshops	83	33.7	14	5.6	19	7.6	17	6.8	13	5.2	13	5.2	7	2.8
Work experience	51	20.7	5	2.0	6	2.4	5	2.0	15	6.0	7	2.8	13	5.2
Educational TV	48	19.5	2	0.8	7	2.8	7	2.8	8	3.2	12	4.8	12	4.8
Local Saturday extension classes	45	18.3	5	2.0	10	4.0	9	3.6	9	3.6	8	3.2	4	1.6
Regular University summer sessions (4, 5, or 8 weeks)	45	18.3	12	4.8	8	3.2	5	2.0	5	2.0	7	2.8	8	3.2
University session (semester or quarter)	27	11.0	4	1.6	5	2.0	4	1.6	6	2.4	2	0.8	6	2.4
Educational Telephone Network	20	8.1	0	0.0	3	1.2	1	0.4	3	1.2	4	1.6	9	3.6
Other	11	4.6	4	1.6	2	0.8	1	0.4	3	1.2	1	0.4	0	0.0

* N = Number of responses for each rank.

** % = Percent of responses for each rank

The data in Table III-12 indicate that 75.1 percent of the call-staff personnel surveyed would prefer traveling less than 50 miles to receive professional development learning experiences. Very few responded that they would be willing to travel more than 75 miles.

Table III-12

Preferred Distance of Travel for Wisconsin VTAE Call-Staff Teachers for Professional Development Learning Experiences

Number of Miles	Number of Responses	Percent of Total Responses
0-25 miles	106	47.7
26-50 miles	61	27.4
51-72 miles	24	10.8
76-100 miles	11	4.9
101-125 miles	3	1.3
126-150 miles	2	0.9
Over 150 miles	15	6.7

As noted in Table III-13, Tuesday, Wednesday, Thursday and Friday are the days most often selected as days call-staff prefer to attend professional development experiences. Monday was selected by only 16.5 percent of the responders as being a good day for such educational experiences.

Table III-13

Preferred Days for Professional Development Experiences

Day	Number of Responses	Percent of Total Responses
Monday	41	16.5
Tuesday	114	46.1
Wednesday	110	44.5
Thursday	112	45.3
Friday	105	42.5
Saturday	71	28.7
Sunday	75	30.3

Within Table III-14 the data reveal that January was rated as the month most preferred by call-staff to receive professional development learning experiences. November and April rated high as well, although there is a great decrease in interest from 83.0 percent in January to 42.4 percent in November and 40.5 percent in April. June is indicated as least preferred.

In conclusion it appears that for the majority of call-staff personnel a one day workshop conducted in January on a Tuesday, Wednesday, Thursday or Friday within 50 miles of the teacher's home would be the most preferred way of delivering professional educational experiences.

Other feasible possibilities might include two day workshops or local evening courses, given in January, November or April on Tuesday, Wednesday, Thursday or Friday within 50 miles of the teacher's home.

Also, it should be noted that regular or short university sessions along with non-personal media, such as TV and telephone network, were not preferred by call-staff as delivery systems. Any long distance travel to reach learning centers should be discouraged. Monday, Saturday and Sunday are least preferred as days for accepting learning experiences. The months of June, August and May were least preferred.

In supplement to the researcher's survey instrument, interviews were conducted with three persons whose work was related to adult education. The views and answers from these personal interviews paralleled the findings of the survey. In review of the competency areas used in the survey, the persons interviewed indicated that they felt that these were important areas. Their comments indicated that there was a spread in the area of teaching experience. Each person

Table III-14

Months Wisconsin VTAE Call-Staff Teachers Prefer To Have Professional Development Experiences Scheduled

Each teacher was asked to rank his first five choices using "1" to indicate most convenient.

Month	Total No. of Resp.	% of Total Resp.	Rating 1		2		3		4		5	
			N	%	N	%	N	%	N	%	N*	%**
January	205	83.0	106	42.9	61	24.6	24	9.7	11	4.4	3	1.2
November	105	42.4	20	8.0	36	14.5	9	3.6	14	5.6	26	10.5
April	100	40.5	5	2.0	5	2.0	33	13.3	30	12.1	27	10.9
October	90	36.5	34	13.7	12	4.8	9	3.6	25	10.1	10	4.0
March	85	34.5	8	3.2	27	10.9	12	4.8	20	8.0	18	7.2
July	85	34.5	54	21.8	11	4.4	11	4.4	4	1.6	5	2.0
December	82	33.2	8	3.2	19	7.6	20	8.0	15	6.0	20	8.0
February	81	32.8	30	12.1	13	5.2	16	6.4	12	4.8	10	4.0
September	79	31.0	11	4.4	10	4.0	48	19.4	7	2.8	3	1.2
May	77	31.2	7	2.8	6	2.4	10	4.0	28	11.3	26	10.5
August	75	30.4	14	5.6	46	18.6	10	4.0	3	1.2	2	0.8
June	57	24.1	10	4.0	5	2.0	6	2.4	14	5.6	22	8.9

* N = Number of responses for each rank.

** % = Percent of total responses for each rank.

interviewed believed that a program should be developed to reach the interest of experienced as well as inexperienced VTAE call-staff teachers.

In contrast to the results of the survey instrument, the persons interviewed believed that areas dealing with enlightment of teachers as to the total role of VTAE system, the vocational district organization and function or mission, the role of field service, ways to help improve adult learning environment, and knowledge related to curriculum used and personal help available to them were all very important.

It was recognized that the total needs of the beginning teacher may be different than the experienced teacher and it may be feasible to split a program up to meet both groups needs.

A four to twelve hour block of instruction to meet the needs of call-staff personnel was felt as a realistic area to aim for.

The persons interviewed agreed that any learning experience had to meet the needs of the persons who would be attending. Short one or two day or night classes close to the teachers' home would be the way to get larger and better reaction from the persons in need of such a program.

Summary

In review the researcher feels that one must keep in mind that there are some 38.8 percent of all call-staff teachers who have no formal vocational certification. Approximately 36.7 percent of the call-staff teachers have had no training related to teaching methods in the past seven years. The data indicate that a large percentage of the VTAE call-staff teachers have little specific preparation for the job of teaching adults.

The data indicate that the average teaching experience of call-staff personnel is 3.5 years. One group of teachers has little or no teaching experience (26.8 percent).

The results of this study show that there is a wide variety of areas in which call-staff teach. The survey results indicate that call-staff teachers were interested in receiving instruction in the areas in which they felt the least competent. Communications with students, techniques of increasing student involvement, guiding group activity and ways to evaluate teaching performance and use of student feedback were areas of high interest to call-staff personnel. The five major comptency areas of interest to call-staff were (1) course and lesson planning, (2) student guidance, (3) instruction, (4) evaluation and (5) human relationships.

Teachers with no experience indicated a larger need in the competence areas of AV equipment and instructional media use, techniques for communicating content to students, teaching materials available, writing course outlines and preparing lesson plans.

It must also be noted that data from this study indicate that orientation to the teacher's part in the overall VTAE system should be included in any

learning program developed.

The researcher feels that the results from this study combined with the findings of others indicate a definite need for the use and training of this important source of instructors within the VTAE system.

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CHAPTER IV

RECOMMENDATIONS

1. The data collected and reported in this report should be available for use by persons who are interested in upgrading the teaching effectiveness of teachers of adults.

2. The data within this report should be used by personnel within the Wisconsin VTAE system for development of instructional materials and programs for in-service instruction for VTAE call-staff personnel.

   A. One of the most important things for program developers to remember and employ is that these programs must meet the needs of the call-staff attending such in-service sessions.

   B. Program developers should take note of the two groups of call-staff (non-experienced and experienced) and develop programs to meet both group's needs. The two groups may need to be separated for some educational experiences.

   C. As stated in the previous chapter, one of the most feasible combinations of location, length and date to offer a call-staff instructional program would be one or two day workshops within local areas (25 or less miles to reach) on the third, fourth, fifth or sixth day of the week in the month of January.

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Appendix A

Wisconsin VTAE District Location
and Population Distribution Plate

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Wisconsin VTAE District Location and Population Distribution Plate

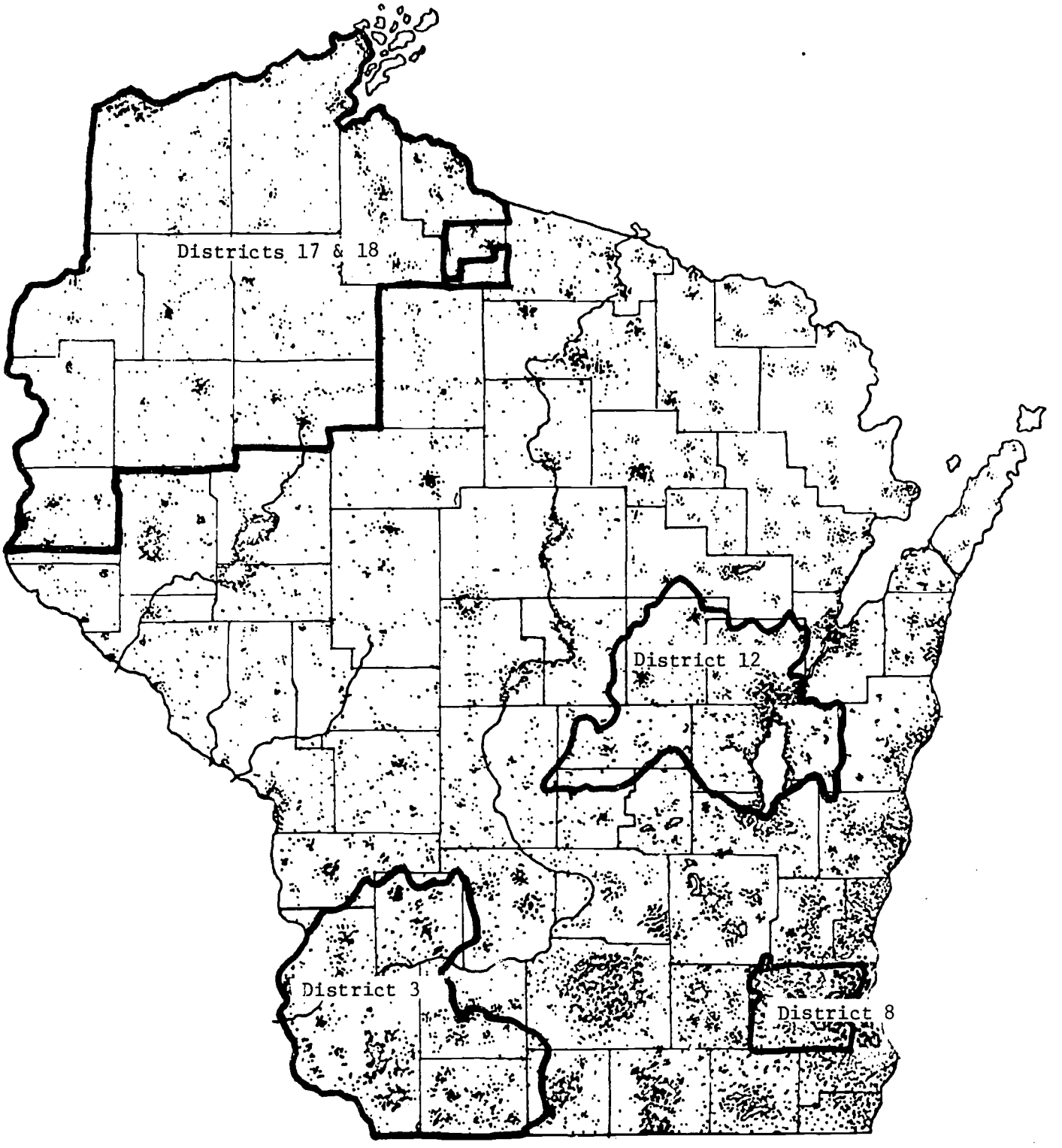

* Population distribution of Wisconsin based on 1970 census
* Location of four VTAE districts used within this study
* Source: Wisconsin Board of Vocational, Technical and Adult Education Planning

Appendix B

VTAE Personnel Providing Rosters

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VTAE Personnel Providing Rosters

The following are personnel within their respective VTAE districts who furnished rosters of 1972-73 call-staff personnel.

District 3 - Southwest Wisconsin Vocational, Technical and Adult Education.

Mr. Richard Duffy
Instructional Services Administrator
Southwest Wisconsin Vocational-Technical School
Bronson Boulevard
Fennimore, Wisconsin 53809

District 17 and 18 - Wisconsin Indianhead Vocational, Technical and Adult Education.

Mr. Wayne Sabatke
Administrator, School Services
Wisconsin Indianhead VTAE District
2111 East 5th Street
Superior, Wisconsin 54880

District 8 - Vocational, Technical and Adult Education (Waukesha)

Mr. Richard Anderson
Instructional Services Administrator
Waukesha County Technical Institute
800 Main Street
Pewaukee, Wisconsin 53072

District 12 - Fox Valley Vocational, Technical and Adult Education

Mr. Stanley Spanbauer
Instructional Services Administrator
Fox Valley VTAE
1825 North Bluemound Drive
Appleton, Wisconsin 54911

Appendix C

Knowledgeable Persons Within the Field Interviewed by the Researcher

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Knowledgeable Persons Within the Field Interviewed by the Researcher

Persons knowledgeable and working within the field of Adult Education interviewed personally by the researcher.

Mr. William Neverdahl, Assistant Director Field Services, District 1 Technical Institute

Mr. William Wulf, Department Head, Industrial Arts Education, Menomonie Public School System, Menomonie, Wisconsin

Mrs. Lois Wohlfeil, Part-time Home Economics Area Coordinator, Menomonie Area, District 1

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Appendix D

Letter to Part-Time Staff in Vocational-Technical Schools

ERIC

UNIVERSITY OF WISCONSIN-STOUT
MENOMONIE, WISCONSIN
54751

May 15, 1973

Dear Colleague;

The Center for Vocational, Technical and Adult Education at the University of Wisconsin - Stout is presently conducting a study dealing with the assessment of the professional development needs of part-time staff employed by vocational-technical schools.

The study will provide information for developing plans and programs which give part-time vocational teachers in Wisconsin access to experiences and instructional materials designed to improve their teaching skills.

You can make a significant contribution to the success of the study by completing the enclosed questionnaire and returning it promptly to Bryan Niccum, Center for Vocational, Technical and Adult Education at UW - Stout. Your input is needed and will be appreciated. A stamped, self-addressed envelope is enclosed for your reply.

Our reports will not identify individuals with responses. Your name has been placed on the survey form only to help us record the returns and identify non-responders.

The completion of the questionnaire should take no more than twenty minutes.

Your cooperation is truly appreciated.

Sincerely yours,

Bryan Niccum

Bryan Niccum
Graduate Student
Center for Vocational, Technical
and Adult Education

Orville D Nelson

Orville Nelson
Research Specialist
Center for Vocational, Technical
and Adult Education

BN/ON:po
Enclosures: 2

Appendix E

Questionnaire

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Center for Vocational, Technical
and Adult Education
UW - Stout

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Wisconsin VTAE Part-Time Instructors

Directions: Please respond to the items below.

1. In what Vocational District were or are you employed during the period of January through May, 1973?

   (1) Name of city: _____
   (2) District: _____

2. (√) To what degree does your present full-time job relate to content of the course or courses you taught for your local VTAE district this past term (January - May, 1973)?

   (1) ___ Very little
   (2) ___ Somewhat
   (3) ___ Moderately
   (4) ___ Extensively
   (5) ___ Very Extensively
   (6) ___ Other (Please Specify): ____
   _____

3. Name of course or courses you have taught for a Vocational-Technical School since January, 1973: _____
   _____
   _____
   _____

4. (√) How much full-time occupational experience in months have you had in the past three years?

   (1) ___ 0-6 months
   (2) ___ 7-12 months
   (3) ___ 13-18 months
   (4) ___ 19-24 months
   (5) ___ 25-30 months
   (6) ___ 30 months or over

5. (√) In what one area do you do the greater part of your teaching?

   (1) ___ Academic Subjects
   (2) ___ Agriculture
   (3) ___ Business and Office Occupations
   (4) ___ Distributive Education
   (5) ___ Health Occupations
   (6) ___ Home Economics
   (7) ___ Trades and Industry
   (8) ___ Other: _____

6. (√) What is your highest level of educational attainment?

   (1) ___ Grade 12 or equivalent
   (2) ___ Associate degree or 2 year diploma
   (3) ___ Bachelor's degree
   (4) ___ Master's degree
   (5) ___ Doctor's degree
   (6) ___ Other: _____

7. (√) What vocational certification do hold?

   (1) ___ Wisconsin (BVTAE) approval status
   (2) ___ Special Permit (DPI)
   (3) ___ Department of Public Instruction (DPI) Vocational License
      (1) ___ 3 year
      (2) ___ 5 year
   (4) ___ Wisconsin Board of Vocational, Technical, and Adult Education (WBVTAE)
      (1) ___ Provisional Certification
      (2) ___ Standard Certification
   (5) ___ None
   (6) ___ Other: _____

8. How many years of full-time teaching experience have you had in <u>any</u> school system? _____

9. How many times, terms or semesters have you taught on a part-time basis for a VTAE school? (For example, if the past term was the first time you taught for a VTAE school you would place a 1 in the blank provided.)
   _____

10. (√) When did you last attend a short term (one week or less) in-service seminar, workshop (etc.) that was related to teaching methods?

   (1) ___ 1973 (5) ___ 1969
   (2) ___ 1972 (6) ___ 1968
   (3) ___ 1971 (7) ___ Before 1967
   (4) ___ 1970 (8) ___ Have not attended

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11. What seminars or workshops (etc.) have you attended in the past three years related to the part-time or evening VTAE courses you taught?

_____

_____

12. Listed below are skills and competencies needed by teachers. Please add those skills or competencies that you feel are important for educators to possess as this list is by no means complete. Please indicate the degree you need to acquire each competency. Also, check your interest in enrolling in a course or workshop related to each competency. Use the following scale for your responses.

Need
1 - None
2 - Some
3 - Great

Interest in Enrollment
1 - None
2 - S - Some
3 - P - Probably Enroll
4 - Definitely

Skill or Competency Areas	Need			Interest in Enrollment			
	None (1)	Some (2)	Great (3)	None (1)	S (2)	P (3)	Definitely (4)
1. Curriculum development procedures							
2. Writing objectives for courses							
3. Writing course outlines							
4. Organization and sequence of class instruction							
5. Identifying the content to include in courses							
6. Evaluating student achievement							
7. Principles or philosophy of vocational, technical and adult education							
8. Career education concepts							
9. Techniques for developing and guiding group activities and projects							
10. Integrating career development principles with my course content							
11. Communicating the content of courses to my students							
12. Conducting lectures and group discussions							

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Skill or Competency Areas	Need			Interest in Enrollment			
	None (1)	Some (2)	Great (3)	None (1)	S (2)	P (3)	Definitely (4)
13. Classroom management techniques							
14. Guidance of individual learning activities in my classes							
15. Developing classroom, lab, and/or shop learning activities							
16. Preparing lesson plans							
17. Motivating students to study							
18. Knowledge of commercial teaching materials available							
19. Using A-V equipment and instructional media (slides, overhead transparencies, etc.)							
20. Teaching the handicapped							
21. Teaching the disadvantaged							
22. Teaching with instructional teams (working with several teachers)							
23. Techniques for increasing student involvement during class							
24. Working with the superior students							
25. Working with the slow student							
26. Development of positive human relationships with students, staff and community							
27. Using student feedback in teaching							
28. Techniques for evaluating teaching performance							
29. Use of records and filing systems for teachers							
30. Other:							
31. Other:							
32. Other:							

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13. If professional development courses, workshops and experiences were made available, which of the following delivery systems would encourage you to complete additional courses or experiences. Rank your top 6 choices from the list of delivery systems. Give a rank of 1 to the most preferred system, 2 to the next most preferred, etc.

(1) ___ University session (semester or quarter)
(2) ___ Regular university summer session (4, 5 - 8 weeks)
(3) ___ Short university summer session (2 weeks)
(4) ___ One day workshops
(5) ___ Two day workshops
(6) ___ Four to 5 day workshops
(7) ___ Institutes and seminars conducted by private firms and industry
(8) ___ Local evening extension classes
(9) ___ Local Saturday extension classes
(10) ___ In-Service workshops conducted by WBVTAE or DPI staff (one day or less)
(11) ___ In-service workshops conducted in your school
(12) ___ Educational T.V.
(13) ___ Educational telephone network
(14) ___ Self study with study guides and instructional materials
(15) ___ Work experience
(16) ___ Other: _____
(17) ___ Other: _____
(18) ___ Other: _____

14. (√) What is the furthest you would be willing to travel to participate in workshops and/or courses to improve the teaching effectiveness in your part-time VTAE teaching assignments?

(1) ___ 0-25 miles
(2) ___ 26-50 miles
(3) ___ 51-75 miles
(4) ___ 76-100 miles
(5) ___ 101-125 miles
(6) ___ 126-150 miles
(7) ___ over 150 miles

15. (√) What months would be most convenient for you to attend professional development courses, workshops or other experiences? Please rank your first 5 choices using 1 to indicate most convenient, 2 next, etc.

(1) ___ January
(2) ___ February
(3) ___ March
(4) ___ April
(5) ___ May
(6) ___ June
(7) ___ July
(8) ___ August
(9) ___ September
(10) ___ October
(11) ___ November
(12) ___ December

16. (√) What day or days would you prefer attending professional development experiences? Check all that apply.

(1) ___ Monday
(2) ___ Tuesday
(3) ___ Wednesday
(4) ___ Thursday
(5) ___ Friday
(6) ___ Saturday
(7) ___ Sunday

Thank you for responding. Please return to:

Bryan Niccum
Center for Vocational, Technical
and Adult Education
UW - Stout
Menomonie, Wisconsin 54751

ACCESSION NUMBER: VT100707

PUBLICATION DATE: AUG73

TITLE: RESEARCH ON PROBLEMS CONCERNING THE ESTABLISHMENT OF AN INSTRUCTIONAL RESOURCES CENTER FOR DISTRIBUTIVE EDUCATION IN VIRGINIA. FINAL REPORT.

DESCRIPTOR: *DISTRIBUTIVE EDUCATION; *RESOURCE CENTERS; *INSTRUCTIONAL MATERIALS CENTERS; *RESEARCH PROJECTS; INFORMATION SERVICES; INSTRUCTIONAL MATERIALS

IDENTIFIER: *VIRGINIA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 605

ABSTRACT: THIS REPORT DOCUMENTS SOME OF THE ACTIVITIES UNDERTAKEN, THE PROBLEMS MET, AND THE ACCOMPLISHMENTS ATTAINED IN THE ESTABLISHMENT OF AN INSTRUCTIONAL RESOURCES CENTER FOR DISTRIBUTIVE EDUCATION IN VIRGINIA. THE PROJECT SPECIFIED THE FUNCTIONS, CHARACTERISTICS, AND OPERATING METHODS OF SUCH A CENTER AND RECOMMENDED ITS ESTABLISHMENT WITHIN A DESIGNATED DESIGN. TEN OF THE RESEARCH TASKS INVOLVED ARE DESCRIBED INCLUDING THOSE OF ORGANIZATION AND MANAGEMENT OF THE WORK, STUDY OF TASKS INVOLVED IN MATERIALS ACQUISITION, STORAGE, AND RETRIEVAL, AND CONSIDERATIONS IN USER SERVICES. (MU)

INSTITUTION NAME: VIRGINIA COMMONWEALTH UNIV., RICHMOND.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

VT 100707

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FINAL REPORT

RESEARCH ON PROBLEMS CONCERNING THE ESTABLISHMENT OF AN INSTRUCTIONAL RESOURCES CENTER FOR DISTRIBUTIVE EDUCATION IN VIRGINIA

A Feasibility Study

August, 1973

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OVERVIEW OF THE PROJECT

This report is submitted on research conducted under research proposal entitled "Research on Problems Concerning the Establishment of An Instructional Resources Center for Distributive Education in Virginia." This proposal was approved in March of 1971 for completion by June 30, 1973. Mrs. Vivien K. Ely, Chairman of the Distributive Education Department of Virginia Commonwealth University, served as Project Director.

Project Objectives

The following research objectives were established in Section IV of the proposal:

1. Comprehensively describe and specify all functions, responsibilities, characteristics, constitutional qualities and operating methods of an Instructional Resources Center responsible to the needs and participants in the Virginia Distributive Education program.
2. Provide recommendations concerning establishment of an Instructional Resources Center as a regular operating facility within the system of Virginia Distributive Education program.
3. If the recommendations are positive, provide a plan for the Center to implementation and operation.
4. If the recommendation is negative, provide a plan for alternate means of furnishing instructional resources and communications services considered essential to Virginia DE program participants.

Systems Approach to Development

Each task was analyzed to determine what subtasks were entailed and what order and priorities should be established among them. These were represented as systems charts to guide the staff member responsible and to integrate and phase his efforts with those of others. Each task related to the study and development of a center service or management system. Each service and management system developed underwent these general phases: (1) study and development, (2) operating and testing, and (3) evaluation and establishment.

General Research Phasing

The phases reflected below are the general phases undergone by the research project as a whole. They also represent the phases through which individual services and management systems were taken. Dates indicated represent primary concentrations of overall research effort. The time phasing for individual services and management systems overlap into adjacent phases of general concentration. Individual research tasks were not carried out in these phases. Rather, they were carried out as a whole within one phase or another. These time phases were determined mainly by the problem of finding a suitable building for the Center, and the inability to occupy such a building until February of 1972.

March 1971 to February 1972: Study and Development Phase

This was a phase of organization and planning under Task 1. The following tasks were undertaken for the purpose of developing user services

under Task 8: Task 2, Experience Survey; Task 4, Requirements Study; Task 5, Materials Acquisition Study; Task 6, Accession and Classification Study; Task 7, Storage and Retrieval Study; and Task 9, Materials Preparation Study. The products of these tasks all fed into Task 8, The User Services Study. The services organized under Task 8 were then established as experimental services Task 3. A communications analysis under Task 10 was undertaken in this phase and led to the creation of a Center Newsletter. Certain management systems were also developed during this phase.

March 1972 to October 1972:
Operating and Testing Phase

The services developed in the previous phase were operated and tested during this phase as experimental services. This effort fell within the compass of Task 3. Procedures were refined, modified or replaced to adapt services more efficiently to the needs and desires of users, to the capabilities of the Center staff and to the constraints of efficiency criteria. Management systems were also refined in the face of experience.

November 1972 to March 1973:
Evaluation and Establishment Phase

In this phase, services and management systems underwent final evaluation and establishment as proven services. This entailed final publication as a policies and procedures memorandum. These together comprise the description and specification of a learning resources center which was the first objective of the project. Also under Task 11 a

support analysis was undertaken. This would provide concepts and data for final recommendations in the resident research report.

April 1973 to June 1973:
Wrap-Up Phase

This time phase was reserved to complete a summative evaluation of the research project, arrive at conclusions and make recommendations regarding the future of the Center.

Problems Encountered

Two interrelated problems delayed the full establishment and operation of the Center until July of 1972, a point midway in the schedule of research. Since no suitable facility was available in March of 1971, the Director rented offices on West Broad Street. This provided the staff enough room to begin planning. The search continued for a suitable building, one with sufficient rooms of sufficient size to house the equipment and furnishings needed to outfit its basic services. The first suitable building to come available was the one at 1617 Monument Avenue, but it could not be occupied until February of 1972. The Center was then in a position to firm up its requirements for furnishings and equipment. By the time these requirements were approved, however, purchases effected and furnishings and equipment delivered and installed, July of 1972 had arrived. Midway in its research schedule, the Center now faced the uncertainty of funding for the last year of the project. This question could not be settled until September of 1972.

Had a facility such as the one now occupied at 1617 Monument Avenue been available in May of 1971, the Center would now be realizing the experience and growth of two years of operation. This would have given the Center a year to experiment with its services, to refine and develop them, and a year to reap their potential. Instead, the Center has gone through the process of service refinement and development in its last year and now stands at the end of the project ready to reap that potential.

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SECTION I: RESEARCH TASK ACHIEVEMENT

This section of the report covers activity undergone to achieve the objectives of research tasks established by the proposal. It will deal with the rationale and action features of the research effort. The services and management systems developed through the progressive achievement of tasks will be dealt with as entities in Sections II and III. Section II will deal with services performed by the Center. Section III will deal with Center management systems.

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Task 1: Organization, Direction and Integration

Research operations were formally launched at a staff meeting in March, 1971. The Director and DE Department staff dealt with requirements and procedures for establishing an organization, selecting a staff, and organizing and scheduling planning tasks.

Management Philosophy

Basically, the Center was managed through democratic processes. By this is meant that decisions regarding organization, policy, operational and developmental objectives, operational decisions, and the like were all sought through group brainstorming, group discussion, group evaluation, and group concurrence. The Center Director acted as group discussion leader, giving expression to that to which the group concurred, and giving directions for the implementation of planning and actions required.

Organizing and Planning Phase

The first task undertaken by the new staff involved determining the space needs for staff operations and for the conduct of experimental services, and the location of a building which satisfied these needs. Such a building was not immediately available. To enable the staff to operate and the Reference Specialist to begin ordering reference and learning resources, a suite of offices was rented at 2615 West Broad Street.

Meanwhile, under Task 2, staff members were making visits to established centers to collect ideas, models, and operating experience which could be helpful in establishing the Center. Concurrently, under Task 4, a survey of DE coordinators was undertaken to discover what materials and services they would seek in a learning resources center.

Task Programs

Each task was developed as a program of action. Through group staff procedures, tasks were analyzed and subtasks were established and ordered for achievement by system networks. These network diagrams were used then to guide staff members in the achievement of research tasks.

The Development of Services and Operating Systems

As services to be provided were identified, policies and procedures were developed to establish them. This staff action was carried out under Task 8. The same approach was taken for the development of administrative and operational systems required for management and administration of the Center.

These tasks were undertaken by a team made up of the Center's General Consultant, the Systems Specialist, and the Unit Leader responsible for the service. This team developed a Concept of the Service to be presented to the full staff. This document set forth a set of objectives, criteria and guidelines, a list of systems to be developed, and a logical basis for the estimation of resources. It was circulated to the staff for individual input, objections and recommendations and then presented to the Director for approval.

Under the guidance of the approved service concept, the responsible Unit Leader developed the necessary policies and procedures and with the approval of the Director, launched the service for trial and refinement. Having been tested and refined, the necessary policies and procedures memoranda were drawn up and published.

The Search for A Facility

The Center occupied its Broad Street offices from May 1971 through February 1972, a period of ten months. The Reference Specialist began ordering the materials that would support the Reference and Lending Service. Task programs were formed. Services were identified and service-concepts developed, staffed, and approved by the Director. In the meantime, a search was conducted for a suitable building to house the Center. This became a pressing matter in November and December of 1971, for materials were coming in and shelf space was limited. Furthermore, planning for media and production services was impeded by the uncertainty regarding what kind of space would be available for this use.

The building at 1617 Monument Avenue was made available and accepted during January, with occupancy established in late February, 1972. It was necessary to take occupancy before renovation of the building. Thus, March through May were months disrupted by plasterers, carpenters, painters, electricians and telephone men.

Equipping the Center

Occupation of the new facility enabled the staff to make firm plans regarding services. The Media and Production Service, with its facilities made firm, could define its services and order the necessary equipment. This task was undertaken by the Center's General Consultant, who drew up the lists of equipment required. The Center's furniture and equipment was delivered in large part during May and June of 1972, enabling the Center, finally, to assume an operational posture.

Systems Development and Testing

This effort was delayed by the problem of finding an adequate facility. The Center's home on Monument Avenue was not entered until late February of 1972, about midway in the time-span of the research phase. Furthermore, having to renovate the building during occupancy caused further delay and disruption.

Reference and Lending Service.- The first to be developed was the Reference and Lending Service. This was a major effort involving three research tasks. A materials acquisition study was conducted under Task 5, an accession and classification study under Task 6, and a storage and retrieval study under Task 7. Lending operations were studied along with the storage and retrieval study. These studies provided the basic policies and procedures for the operation of a reference and lending service.

The materials classification system was completed in October 1971, which enabled the classification and cataloging of incoming materials. This was completed during November and December of 1971, and the first materials catalog was designed and printed. The catalog was distributed in March of 1972 thereby launching the mail-order lending system.

The Reference and Lending Service was operated and evaluated under Task 3 from March through October of 1972. This experience was then evaluated and policies and procedures were firmed up in memoranda of the 500 series.

Consulting Service.- This service, while identified early as one to be developed, grew up on its own in the midst of reference operations. It was conducted informally at the Broad Street location, being left for

formalization until establishment of the Center at the Monument Avenue location. This service was operated and observed from May through December of 1972. After evaluation in January 1973, it was established formally in Memorandum 500-5.

Curriculum Development Service. - The Unit Leader for the Design and Development Unit came from the State Office of Distributive Education and brought current curriculum projects with her. Consequently, curriculum production was underway from the beginning of the project. Since the problem of financial support of the Center was already a question, however, considerable attention was being given by the staff to alternative products having potential for national sales. This led to the development of procedures which after trial under Task 3 were published as Memorandum 600-1, Product Identification and Acceptance.

The curriculum development model was outlined during November 1971 and utilized during the period March to October 1972. The policies and procedures published in Memorandum 600-2 resulted from this experience and its evaluation.

Media and Production Service.- This service began furnishing graphic and limited photographic services at the Broad Street location. The early development of the service, however, was impeded by the inability of the Center to find adequate facilities. And since equipment requirements could not be firmed until the quantity and quality of space to be available was firm, it was not until June of 1972 that this service gained the means to become operational.

Organization of the Center

The research proposal offered for the organization of the Center, the structure, is reflected in Figure 1. This organization was adopted at the start, but it soon failed to meet the needs of the Center.

First of all, media operations became involved with the development of instructional support items for coordinators. That is, operations were primarily involved with field-services rather than the development of media-centered learning materials. Its role as a developer of audio-visual learning materials would be taken up after suitable facilities and equipment enabled the creation of such materials and when reviews of the competency-based collections of materials indicated a specific need for them. Curriculum services, on the other hand, did not become involved in providing field services to coordinators. The concentration here was to be in the development of curricular and learning units. Furthermore, the requirement for a newsletter, plus the developing interest in marketin Center materials, created a need for an information and marketing unit.

A study undertaken by the staff was completed in April of 1972. The resulting organization is reflected in Figure 2, and a copy of the study is attached as Inclosure 6, This reorganization brought media and curriculum services together. The Center's General Consultant assumed directorship of the new unit upon the recommendation of the Director of Media Services and upon confirmation of the Center Director. From the standpoint of developing multi-media curriculum and learning materials, this was an integrative measure. It combined curriculum and media production under a single creative leadership.

A Director of Information and Public Relations was added in this reorganization to confirm a position already deemed necessary and filled. At the time, a marketing consultant from the VCU School of Business was developing a marketing program for the Job Preparation Unit, and it was forseen that this approach to marketing might become common. As a result of this thinking, the marketing function was reflected as falling between the Product-Service Development and the Information Director.

Although this reorganization was an improvement, neither the Center Director nor the staff was entirely satisfied or in agreement upon further changes. While the unification of media and curriculum services worked well in regard to materials development, media production for the most part functioned as a field service, providing instructional support items to coordinators. Further, the responsibility for marketing was not firmly placed. And furthermore, the research function was not incorporated into the organization in a way consonant with new thinking about the research function in the Center.

In view of these dissatisfactions and conflicting views among staff members, the Center Director asked a psychological consulting firm to undertake a study and to present its views regarding the proper organization of the Center. The organization recommended is reflected in Figure 3, and the study is attached as Inclosure 7. This study made some useful points, but it expanded the organization to five director-level units, which was inappropriate for the current operational level of the Center.

As a result of the study and new staff thinking generated, a new approach was taken. All of the user services were brought together under one director, and this unit was entitled Educational Services. Both

reference and lending and media production services were included. And since most of the Center's facilities and administrative systems functioned in support of these services, Center administration was brought under this unit. All design and development functions were brought under a Design and Development Unit. The research function was established as a separate unit, and public information was joined with marketing as recommended by the study made by Psychological Consultants, Inc. This organization is shown in Figure 4.

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Proposed Organization of D.E. Learning Resources Center

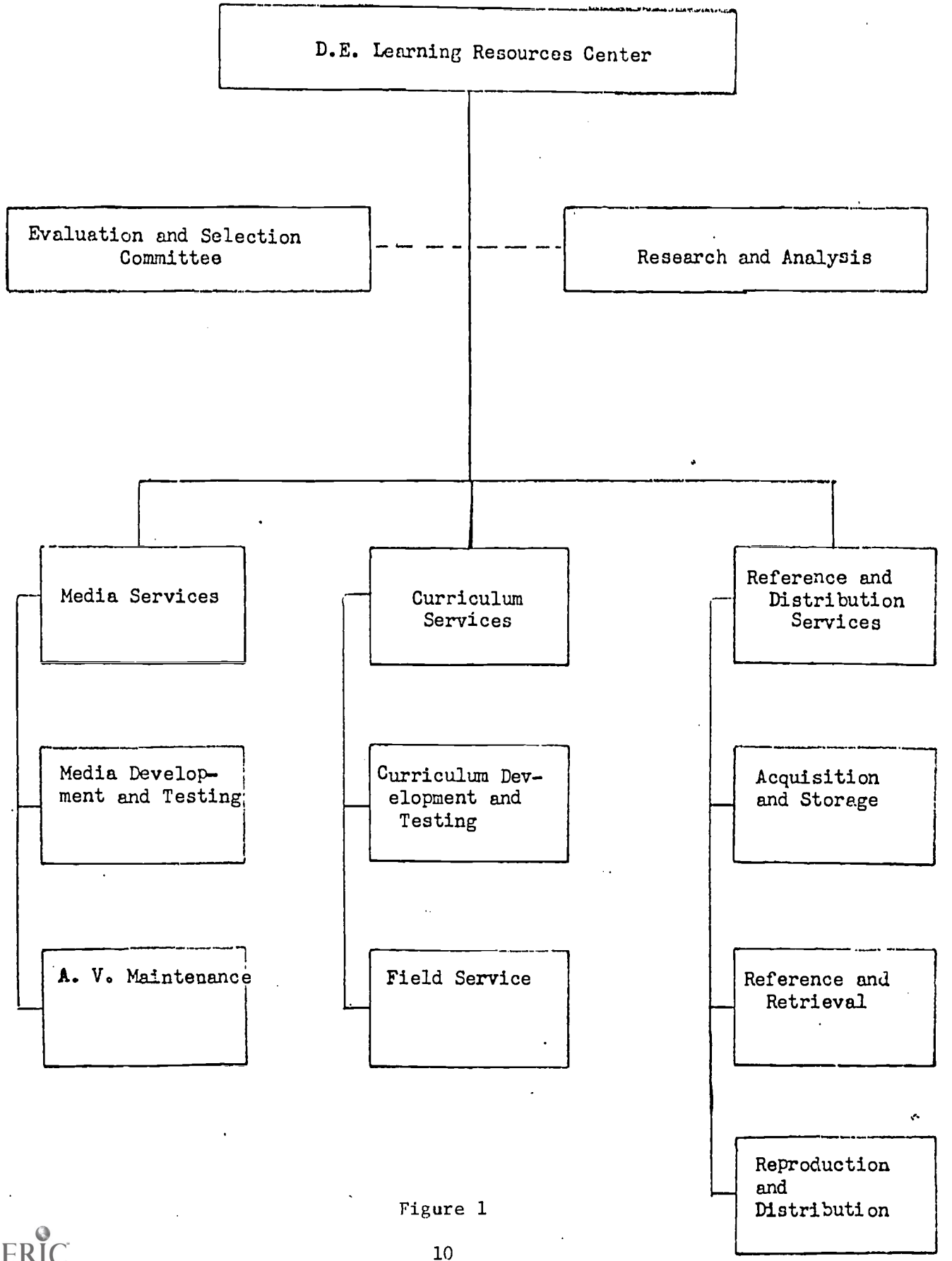

Figure 1

6. [illegible]SED PERSONNEL ORGANIZA[illegible] OF THE LEARNING RESOURCES CENTER

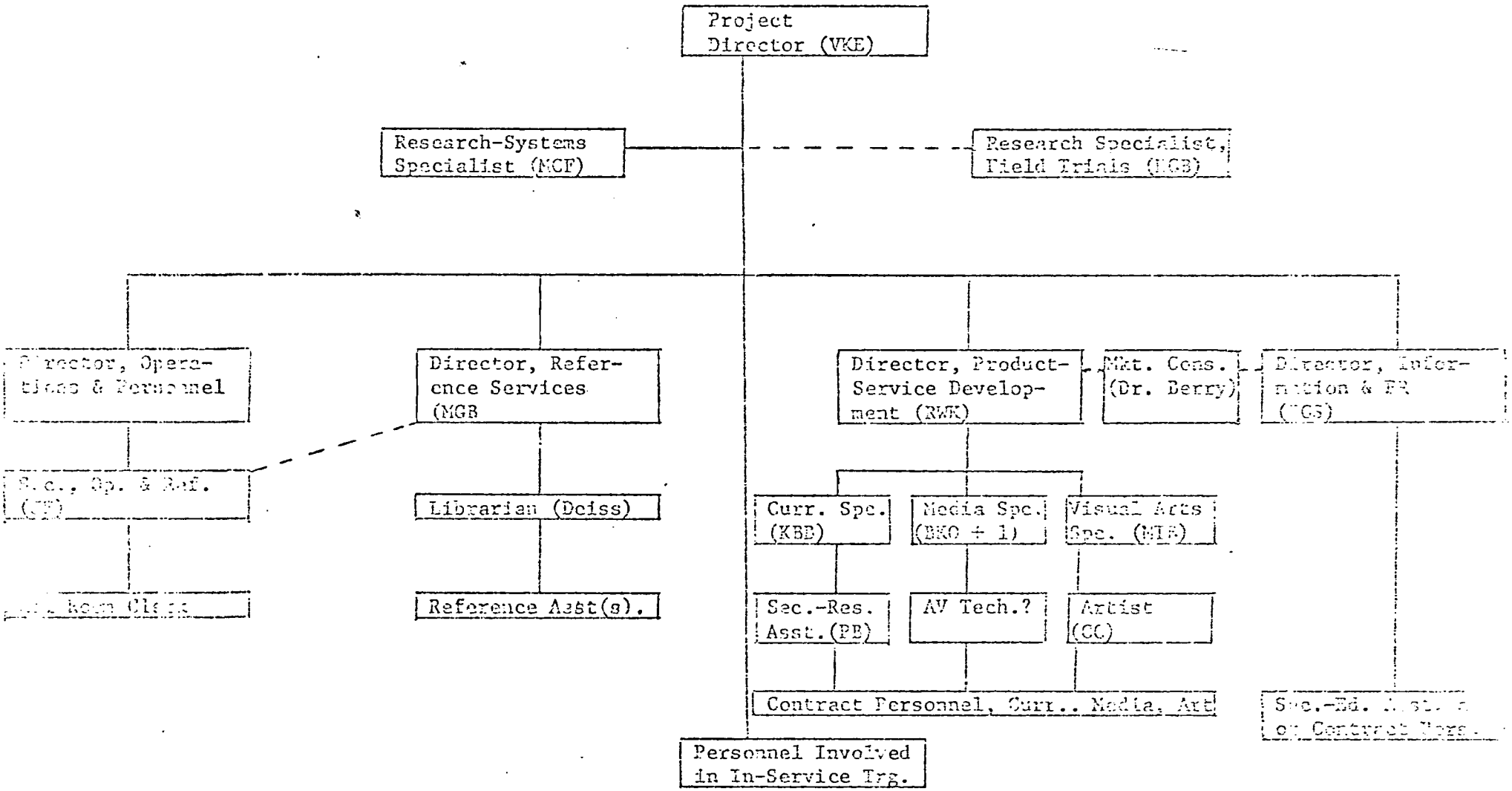

Figure 2

PROPOSED ORGANIZATION OF THE LEARNING RESOURCES CENTER

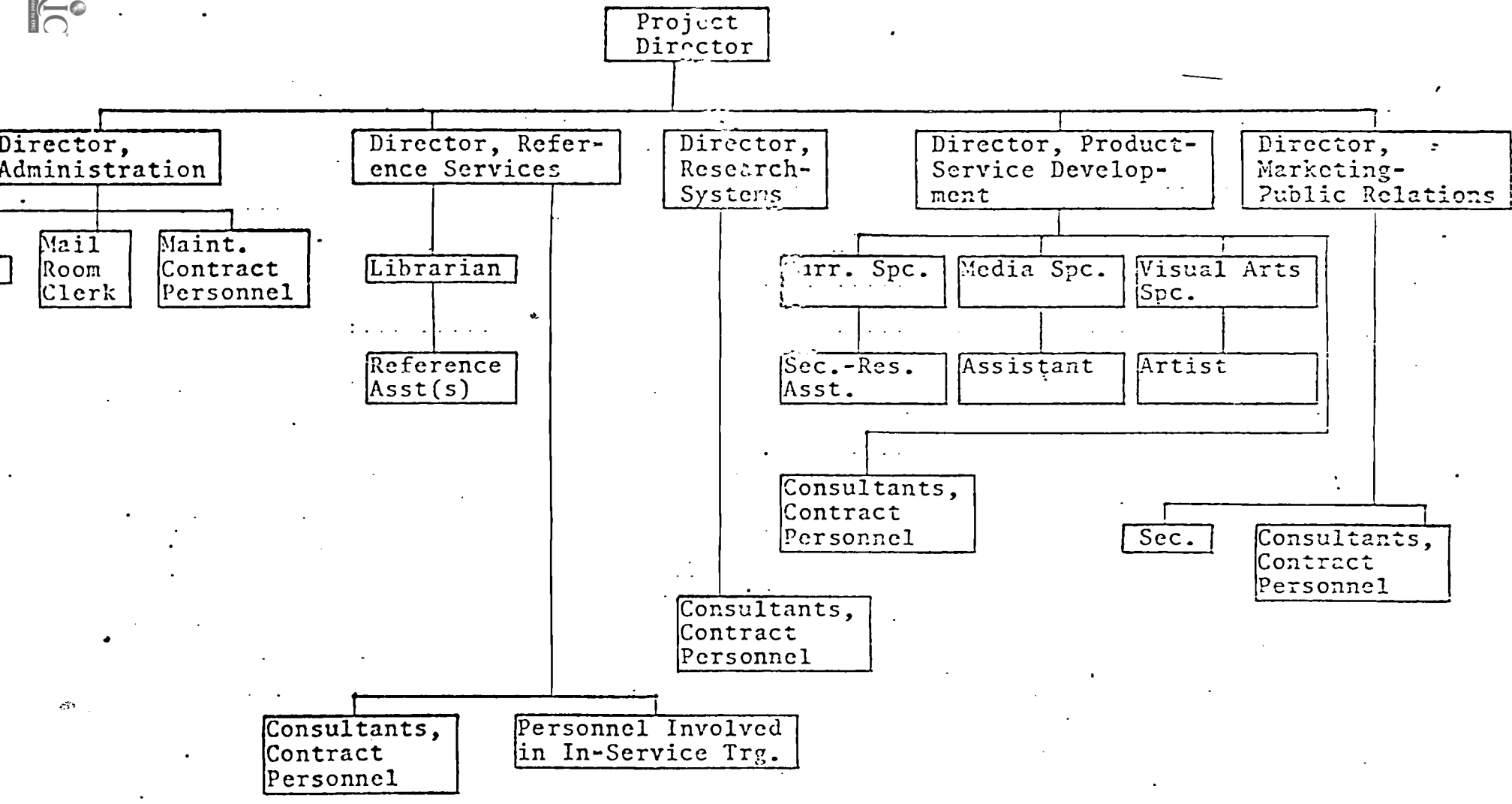

Figure 3

CURRENT LEARNING RESOURCES CENTER ORGANIZATION

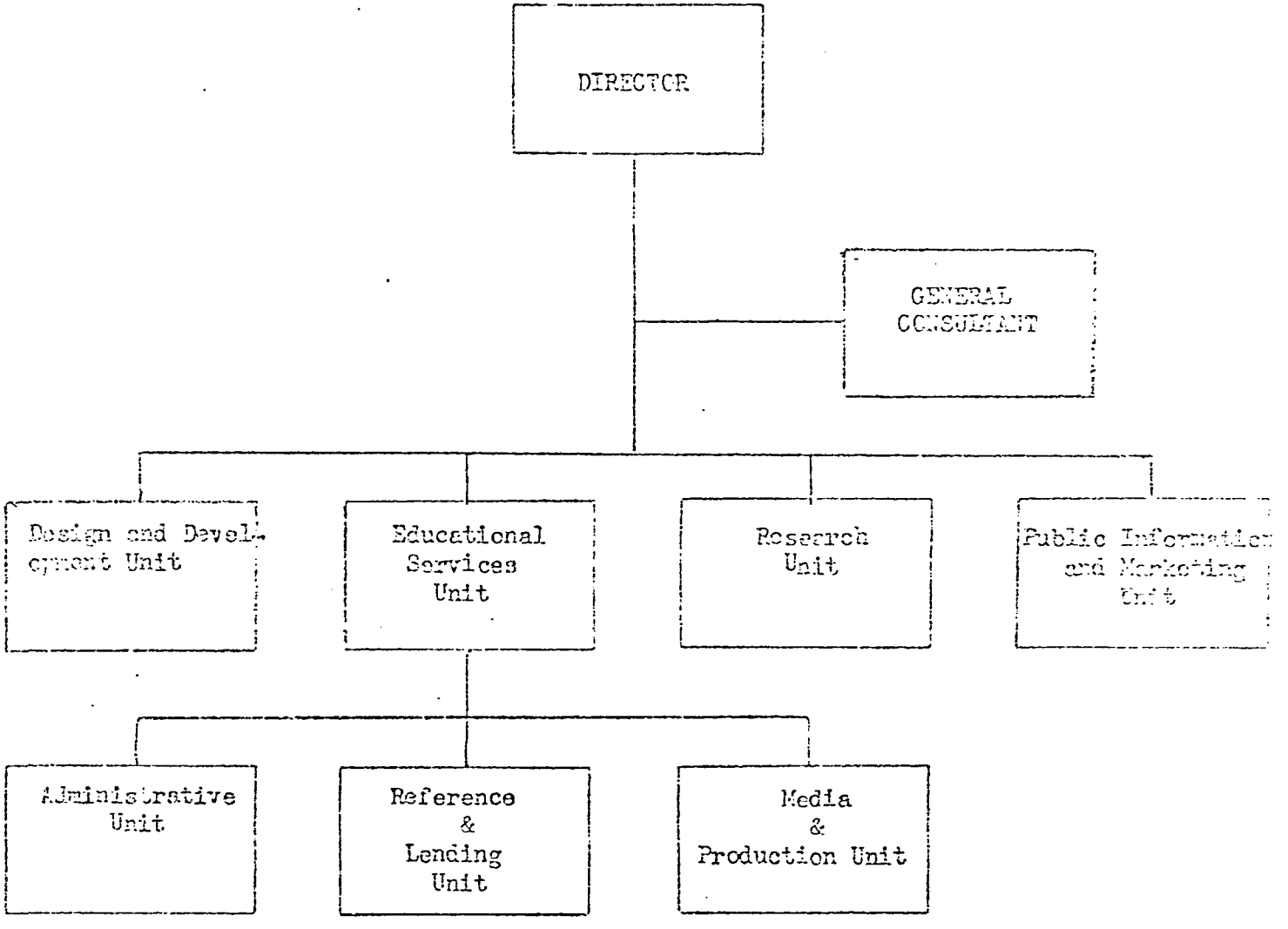

Figure 4

Task 2: Experience Survey

The expe ence survey carried out under this task produced informational input into every task. In the developmental phase, this information plus that gained in Task 4, the Requirements Study, entered into the decision regarding what experimental services would be launched under Task 3.

Task Objectives

The objectives of this task were to review the literature on learning resources centers and to conduct on-site evaluations of key learning resource centers currently in operation. These activities were to provide an input of potential models, systems, criteria and services, and an input of experience upon which to base a decision regarding experimental services and to provide guidance regarding research investigations to be undertaken.

Survey of Centers

A survey was conducted by Michael T. Barnes which asked these questions:

(1) What procedures were used in establishing your center's dissemination of educational materials:
(2) What instruments - research, advisory committees, etc. - do you use for procuring printed matter and audiovisual aids?
(3) What criteria do you use for cataloging materials used in your center? What materials are included in each category? What cataloging system do you use or recommend?[1]

On the basis of these questions, the following centers were surveyed:

Vocational Office Training and
Distributive Education Materials Center
Northern Illinois University
DeKalb, Illinois

Department of Instructional Materials
Portland Public Schools
Portland, Oregon

Instructional Materials Laboratory
Distributive Education Department
Division of Extension
The University of Texas
Austin, Texas

Audiovisual Center
Indiana University
Bloomington, Indiana

Teacher Education for D.E.
Ohio State University
Columbus, Ohio

While he received no response regarding dissemination procedures, Barnes found that each center provided a periodic mailing. Mailings were provided monthly, annually, or intermittantly, depending upon the center's purchasing practices.[2]

Regarding purchasing policies, Barnes reports that:

> Several of the centers indicated that the bid contract was used for print matter. This contract contains a requirement that the successful bidder supply review copies of print materials as requested. A review and preview system is used to determine which titles appear on current print and non-print buying lists. The purpose of the list is to coordinate orders, to improve the efficiency of processing materials, and to increase the discounts available for quantity orders. The monthly buying lists insure that the professional staff members (user public) are aware of new materials available.[3]

Barnes' survey[4] found that centers use standard information systems such as the Abridged Dewey Decimal System for print matter, Sears Subject Headings for technical materials, and the Library of Congress System. Those using novel structures have developed either topically-based or media-based systems.

Bibliographies and other resource sources which Barnes received from centers were turned over to the research project staff for study and evaluation.

The Portland Department of Instructional Materials furnished an approved list for buying in which materials were annotated by grade-level relevance. This seemed an important point in as much as the Virginia Center would provide materials for both high school and adult programs and might in the future provide career education materials for elementary use.

Review of Literature

Barnes reviewed periodicals, texts and research studies for data, experience, concepts, criteria and models which might be relevant to the establishment of a learning resources center in Virginia.[5] His findings provided some useful guidelines and criteria to the research effort. The following were considered most relevant.

Selection of Audiovisual Resources. Barnes[6] quotes two NDEA Title VII studies concerned with school media centers.[7] The following guidelines are drawn from these studies and are paraphrased to apply to the D.E. learning resources center being considered in this research.

1. The center should have a written statement of selection policy based upon professional, administrative and user judgment.
2. The collection of resources should accommodate the Virginia D.E. curriculum and provide for the different learning skills characteristic of individuals on different levels of readiness and ability.

3. Materials should be acquired upon the basis of competent evaluation by specialists.
4. Multiple copies of many materials will be needed to meet classroom needs.
5. Acquisition policy should stress up-to-date materials.
6. Obsolete and out-of-print materials should be eliminated from the collection.

Concentration of Materials. Two studies reported by Barnes[8] recommend the centralization of learning resources, The Standards, and a study by Henne. Henne states, "Fragmentation in the location and use of printed and audiovisual materials defeats the educational purposes that require a multi-media or cross-media approach to materials."[9]

A third study recommends allowing the teacher to maintain a large variety of materials, using the following criteria to decide what will be provided by the center:

1. Materials too expensive for individual schools to own.
2. Materials too infrequently used for individual schools to own.
3. Materials requiring constant care and maintenance impractical in the individual school.[10]

Operation of A Media System. Barnes[11] reports this set of criteria which is highly relevant to the operation of a learning resources center:

1. Teacher acceptance and control.
2. Ease in its use by the teacher.
3. Provision of relatively short time intervals between ordering and receipt of materials.

4. Provisions for keeping teachers current on new materials.

5. Ease of adapting media to learner readiness.

6. Provisions for transferring manual operations to machine operations.[12]

Services of An Instructional Media Center. Barnes[13] cites Harding on services to be provided by an instructional media center:

1. Catalog and inventory all types of teaching and learning materials - books, pamphlets, films, recordings, models, exhibits, art prints, slides, filmstrips, microfilms, community resources.

2. Maintain and service all the teaching tools used in the school.

3. Inform teachers and students about new developments in materials, equipment, and teaching technology.

4. Produce materials which are unique to a specific teaching situation.

5. Provide assistance in locating needed teaching and learning materials.

6. Assist teachers and students in the use of teaching equipment and materials.

7. Provide space and facilities for teachers and students to preview, audition, review, and try out various teaching media.

8. Serve as a comprehensive learning laboratory in which students can learn to use all types of learning materials and equipment.

9. Provide for continuous evaluation of the program and services.[14]

Cautions. Barnes[15] quotes Hartsell as cautioning that "Too frequently instructional materials selection has been based on wants of the teacher and not what ought to be available to the learner."[16] Barnes[17] adds his own caution that teachers must be able to use materials selected.

Centers Visited

Based upon the review of literature, the survey of centers, and discussions with D.E. teacher-educators, the following centers were selected for on-site evaluation. These centers were visited during the spring of 1971.

Instructional Media Center
University of Texas
Austin, Texas

Distributive Education Materials Center
Northern Illinois University
DeKalb, Illinois

Distributive Education Materials Center
University of Wisconsin
Madison, Wisconsin

Vocational Education Media Center
Clemson University
Clemson, South Carolina

James Lee Media Center
Falls Church, Virginia

Ohio Materials Laboratory for Distributive Education
Ohio State University
Columbus, Ohio

Instructional Media Center
Michigan State University
East Lansing, Michigan

Services Rendered

The following services reflect a summary of ones provided by centers visited. Each service is discussed in terms of information relevant to the development of a learning resources center in Virginia.

Curriculum Materials Development Service.- Curriculum materials are developed in the following centers: The Texas Center, the James Lee Center in Virginia, the Ohio Center, and the Michigan Center. The Texas Center is the most productive in the development of curriculum units and

sells them nationally. Centers in the University of Texas, Clemson University and in Ohio State provide state-wide support to vocational education. The James Lee Center supports Fairfax County in Northern Virginia with materials relevant to both elementary and high school classes. The Center at Michigan State is primarily a university support facility.

Selection of Materials. - The University of Texas Center receives assignments from the State Director of Distributive Education. It also undertakes the printing of materials from out-of-state sources that are desired for use in Texas. At Clemson the Center Director in consultation with D.E. educators, determines what kind of materials are to be produced. At the James Lee Center such decisions are made by committees of teachers. At Michigan State materials are developed at the request of professors and are designed to meet their individual instructional needs.

Method of Development. - At the University of Texas, the Center develops the concept of a unit, accumulates trade and reference materials pertinent thereto, and turns the job over to a contract writer. The writer may be a D.E. coordinator or perhaps a knowledgeable person from the business or professional community. These assignments are usually carried out during the summer months at a cost of from $1,000 to $2,000 per unit. Writers develop these units against educational and technical criteria. Their manuscripts are refined by professional editors in regard to style, continuity, composition and grammar. Ohio State also develops materials by contract using Ohio and out-of-state D.E. coordinators. Both Clemson and Michigan State develop materials in-house.

Field Testing Materials.- The James Lee Center tries out materials before they are placed in production and distributed. Other centers place materials in the field and make their revisions when materials are up-dated.

Method of Production.- Centers producing curriculum materials handle most of their printing and graphics work in-house. In the case of printin this may mean the university print shop.

Method of Distribution.- The Texas Center and the James Lee Center each maintains its own storage and distribution system. At Clemson, state vocational services as clients handle the storage and distribution of thei own materials. Items for out-of-state sale are maintained in the center.

Cost of Development.- The Texas Center furnished an example of production costs on a "Jewelry Sales Training Kit," the production of whic cost $50,000. The kit involved six manuals for students, an answer book for teachers and miscellaneous trade materials. This center also furnishe the following cost elements as being typical expenditures on materials being produced.

Item	Cost	No. Copi
Develop unit	$1-2,000.00	N/A
Editing, typing, layout	483.00	2,000
Negatives and plates	270.00	2,000
Preparation for printing	1,121.00	2,530
Printing	1,943.00	2,000
Reference materials for inclusion in kit	6,562.00	2,000
Assembly and labeling	1,618.00	4,500
Storage and inventory	200.00	2,000
Postage, handling and wrapping	5,300.00	5,000

Financing.- The Texas Center finances the development of curriculum materials through national sales. They maintain a revolving fund to support production of units. Clemson recovers costs from client vocational services which commission them to produce materials. The James Lee Center finances largely through appropriated funds but partly through sales. The Michigan State Center is supported by university funds.

Reference and Lending Service.- Each of the centers, except Clemson and Michigan, operates a reference and lending service. Primarily, these services involve printed references and curriculum and learning materials. Only the Northern Illinois Center has given emphasis to multi-media materials.

Reproduction Services.- Each center provides a reproduction service or has the capacity to do so. These differ in nature. The Texas Center provides this service to the University of Texas. Both the Northern Illinois and the Wisconsin Centers can reproduce from their holdings materials that are desired by users. Clemson operates such a service, in a sense, through its practice of reprinting of curriculum units from other states. The Ohio Center reproduces materials and distributes them to subscribers through a monthly mailing service.

In-Service Training.- Only the Ohio State Center offers general in-service training in Distributive Education. The Texas Center, however, provides in-service training on the use of materials developed in that center.

Materials Information Service.- Information on new materials holdings is disseminated either through catalog or lists of new materials received in the center. The catalog from Northern Illinois Center was of particular

interest since it is organized by vocational service and uses a coding system to further characterize materials.

Film Library.- Both the James Lee Center and the Michigan State Center maintain film libraries. Neither of these centers, however, is a vocational resources center.

Monthly Mailing Service.- Only the Ohio State Center maintains this kind of service. It offers up-to-date information and practices in the field of distribution (organized in T-Form format for classroom use). These materials are furnished to subscribers in a monthly mailing.

Audiovisual Materials Development.- The James Lee Center and the Michigan State Center both develop audiovisual materials.

Materials Classification System

The classification system of most interest was that used by the Northern Illinois Center. This system establishes primary divisions of materials by vocational service. These and other divisions are designated by code numbers. Within a vocational service, materials are first grouped by type of materials such as these: textbooks, coordination materials, individual study guides and teacher guides. Within each "type" category, materials are grouped and coded in content categories such as these: retailing, marketing, credit, and checker training. This system offered a suggestive model for the development of a classification system for the Virginia Center.

Sources of Distributive Education Materials

The Texas Center furnished a useful paper entitled "Methods of Conducting Research for Distributive Education Instructional Materials."

This document furnished an important input into Task 5, the Materials Acquisition Study.

Example Newsletter

The Ohio State Center furnished an example of their newsletter. This offered an input into Task 10, the Communications Analysis.

Marketing of Materials

The Texas Center markets its materials nationwide. This center has offered several useful insights. It prints a minimum of 1,000 copies of materials in order to keep down the production cost per item. An upper limit is encountered at around 2,000 copies, where storage begins to become a problem. Buyer resistance is encountered with manuals which approach a selling cost of $5.00 and move very slowly if priced higher.

Financial Support of Centers

All centers visited are supported by appropriated funds, with the exception of the Texas Center. This center supports itself through the sale of vocational materials and through small grants. These come from industry and from the State Department of Education. Department grants are made from ancillary funds remaining at the end of a fiscal year.

REFERENCES FOR TASK 2

[1]Michael T. Barnes, "A Study to Determine What Printed Matter and Audiovisuals Should Be Incorporated in An Instructional Resources Center to be Established at Virginia Commonwealth University, Department of Distributive Education, for use by Virginia Distributive Educators" (unpublished Master's Thesis, Virginia Commonwealth University, 1971), p. 19.

[2]Ibid., p. 19.

[3]Ibid., p. 19.

[4]Ibid., p. 20.

[5]Ibid., p. 9.

[6]American Library Association and National Education Association. Standards for School Media Programs. Washington, D.C., 1969, p. 20.

[7]National Defense Education Act. A Study to Determine a Feasible Method. Indiana University, 1960, p. 10.

[8]Barnes, op. cit., p. 11.

[9]Francis Henne, "The Challenge of Change - New Standards for New Times," The Bulletin, Vol. 50, No. 306, p. 76.

[10]Richard Darling, "Media Center," Educational Media: Theory and Practice, p. 263.

[11]Barnes, op. cit., p. 12.

[12]Charles J. Vents, "A Media Distribution System of the Future," Audiovisual Instruction, Vol. 13, No. 10, p. 1079.

[13]Barnes, op. cit., p. 14.

[14]Nelson Harding, "How Media Comes Into the Curriculum," Audiovisual Instruction, Vol. 14, No. 5, p. 23.

[15]Barnes, op. cit., p. 13.

[16]Horace C. Hartsell, "Guidelines for the Selection of Instructional Materials," Instructional Materials Center, p. 246.

[17]Barnes, op. cit., p. 13.

Task 3: Experimental Services

In this section of the report the rationale for establishing the experimental service will be discussed. The operation of the service will be reported under Section III along with reports on management, administrative and information systems established, as well as services studies but not operated as experimental services.

Task Objectives

To establish experimental services to be operated as an internal source of practical experience and a realistic testing ground for the evaluation of project research.

The Selection of Services for Experimental Use

Under Task 2 a survey of centers and a survey of literature produced a list of potential services, ones with which other centers have had experience. This list was enlarged as a result of on-site evaluation of centers conducted under the same task. Under Task 4 these services were rated by potential users in regard to desirability of the service and their anticipated frequency of use, should services be offered by the Center. The results of this effort are reported in Task 4.

The following list of services were rated by users under Task 4 and were considered for experimental operation and testing under Task 3.

1. Curriculum development: new options and self-study units.
2. Mailing: monthly acquisition list of materials.
3. Review and evaluation: analysis of new materials available.
4. Lending: loan of material for coordinators use in the classroom and in personal development.

5. Production: preparation of teaching aids.
6. Workshop training: in-service on how to use and prepare aids.
7. Workroom and study facilities: space for review and preparation of aids.

From the above list and from initial operating experience, the following services were selected for experimental operation: reference and lending, media and production, curriculum development, and consulting. Each of these services is discussed below.

Reference and Lending Service. - The selection of this service for experimental purposes was based upon the following reasoning. Such a service was considered intrinsic to the existence of an instructional resources center of the type being studied. This service was ranked 3.5 on the desirability scale and was ranked 2 on the anticipated use scale.

This service was designed to provide an over-the-counter lending service and a mail-order service. The mail-order service was made possibl by a comprehensive catalog of holdings. This catalog, with its periodic revisions, was intended as a partial fulfillment of the mailing service dealt with in Task 4.

Media and Production Service. - This service was chosen for experimental operation for the following reason. The production service, although it was ranked 5 in regard to desirability, was ranked 3 in terms of anticipated use. Further, audiovisual materials were ranked high in relation to both desirability and anticipated use.

Curriculum Development Service. - The selection of this service for experimental use was based upon three basic reasons. The materials preparation capability was designed into the project under Task 9, the

materials preparation study. The State Supervisor for Distributive Education presented opportunities for the development of several curriculum units. Further, this service was rated by potential users as first in terms of desirability.

Consulting Services. - This service developed out of the experience of operating a reference and lending service. Coordinators and administrators came to the Center with learning problems for which they hoped to find solutions. The need for professional advice developed as educators used the reference room, and the Center staff began providing this service even before it was recognized as a service and formally established.

ERIC

Task 4: Requirements Study

The objective of Task 4 was to develop a set of service requirements representing the needs of Virginia D.E. teacher-coordinators, supervisors, and educator officials for introduction into Task 3 as experimental services.

Survey of Coordinators

A survey of D.E. coordinators was conducted by Michael T. Barnes as a requirement for completion of his master's degree in distributive education. A copy is attached as Enclosure 1.

From a letter survey of six existing centers, a schematic listing of services and materials was devised. This listing was used to structure a questionnaire. Services and materials were related in terms of desirability and anticipated frequency of use. Desirability was rated on a scale of "necessary-helpful-unnecessary." Anticipated use was rated on a scale of "frequently-occassionally-not at all." Each group of respouses was weighted and ranked to indicate priorities within the group. Results of the survey are discussed below. Barnes established the following scale of weighted scores as a means of assigning priorities:

600-650 Immediate attention
550-599 Priority
500-549 Need[1]

User Services. - Table A reflects the list of services to which D.E. distributive educators responded in terms of desirability and anticipated use. It is noted that the rankings of desirability and anticipated use do not correspond. For example, curriculum development ranks one on the

scale of desirability, but ranks four on the scale of anticipated use. On the questionnaire, curriculum development is explicated as "New options and self-study units." While highly desirable, they are alternatives to standard curricular materials and would naturally be considered by many for "occasional use." This view is reinforced by the top ranking of State Units in Table B, both in regard to desirability and anticipated use.

Other differences may likewise be explained in the differences in constraints between desirability and anticipated use. In considering desirability, a respondent is apt to respond from an ideal or abstract frame of reference, one without constraints. In the frame of reference of anticipated use, he faces alternatives, travel requirements, fund availability and the like.

Curriculum Development.- The development of optimal and self-study materials ranks in Table A above all other rated services. It may be inferred from Tables B, D and E that such materials might be designed in the form of individualized materials such as workbooks or microlearning units, individualized audio-filmstrip learning units, group-oriented slide presentations, and transparencies to support state units.

Mailing Service.- The questionnaire explicates this service as a monthly list of materials recei by the Center. This service is rated second in terms of desirability but first in terms of anticipated use. Interest in the announcement of new materials in the Center should correlate highly with intention to use lending services and this is borne out in Table A.

Review and Evaluation. - This service is explicated on the questionnaire as "Review of new materials available." Review and evaluation along with the mailing service is tied into the lending service and responses imply that this was understood by educators. Review and evaluation services are ranked lower than might be expected on the anticipated-use scale, but it is not unlikely that many D.E. educators associated this service with audiovisuals and anticipated making their own analysis at the Center.

Lending Services. - In raw scores,[2] 100 D.E. educators indicated they would use the lending service "frequently," and 97 indicated they would use it "occasionally." This probably represents the proximity of educators to the Center with those at some distance anticipating occasional use. Lending ranks 3.5 on desirability and 2 on anticipated use. However, if lending scores were combined with those of mailing and review-and-evaluation, the combined service would rank 2 on both scales.

Production. - This service is explicated on the questionnaire as "Preparation of teaching aids." It ranks five on Table A as a desirable service but ranks three in terms of anticipated use. It might be inferred from Table E that resource materials such as slide presentations, filmstrips and transparencies are lacking in the classroom and that D.E. educators will use Center production services to obtain such instructional support items.

Workshop Training. - This service was explicated on the questionnaire as "Inservice on how to use and prepare aids." This service ranked sixth both in regard to desirability and anticipated use. In raw scores, 44 indicated they would use the service frequently and 142 occasionally. This response may be based upon the proximity of the educator to the Center with those nearby anticipating frequent use.

Workroom Facilities. - This service was explicated on the questionnaire as "Space for review and preparation of aids." The service ranked last both in regard to desirability and anticipated use. In raw scores, 29 indicated they would use the service frequently, 120 occasionally. This response may too indicate proximity to the Center with those nearby indicating frequent use.

REFERENCES FOR TASK 4

[1]Barnes, op. cit., p. 40.

[2]Barnes, op. cit., p. 26.

TABLE A

SERVICES RANK ACCORDING TO THE DEGREE OF DESIRABILITY AND THE FREQUENCY OF USE ON THE BASIS OF A WEIGHTED SUM TOTAL

Services	Desirability		Use	
	Weighted Sum Total*	Rank**	Weighted Sum Total*	Rank**
Curriculum Development	613	1	491	4
Mailing	600	2	514	1
Review and Evaluation	582	3.5	450	5
Lending	582	3.5	504	2
Production	568	5	496	3
Workshop Training	507	6	444	6
Workroom Facilities	480	7	390	7

*Weighted Sum Total - Cumulative multiplication of the replies of the respondents by a weight assigned to each possible response: Necessary - 3; Helpful - 2; Unnecessary - 1.

**Rank - The rank is obtained by multiplication of each respondent's replies by a weight assigned to the possible responses in the survey questionnaire.

TABLE B

COORDINATOR MATERIALS RANK ACCORDING TO THE DEGREE OF DESIRABILITY AND THE FREQUENCY OF USE ON THE BASIS OF A WEIGHTED SUM TOTAL

Coordinator Materials	Desirability		Use	
	Weighted Sum Total*	Rank**	Weighted Sum Total*	Rank**
State Units	591	1	556	1
Workbooks	562	2	531	2
Reference Books	551	3	530	3
Magazines (Professional)	505	4	467	4

*Weighted Sum Total - Cumulative multiplication of the replies of the respondents by a weight assigned to each possible response: Necessary - 3; Helpful - 2; Unnecessary - 1.

**Rank - The rank is obtained by multiplication of each respondent's replies by a weight assigned to the possible responses in the survey questionnaire.

TABLE C

PERIODICALS RANK ACCORDING TO THE DEGREE OF DESIRABILITY AND THE FREQUENCY OF USE ON THE BASIS OF A WEIGHTED SUM TOTAL

Periodicals	Desirability		Use	
	Weighted Sum Total*	Rank**	Weighted Sum Total*	Rank**
Occupational Briefs	557	1	519	1
Brochures	519	2	436	4
Magazines	486	3.5	495	3
Booklets	486	3.5	500	2
Newspapers	406	5	412	5

*Weighted Sum Total - Cumulative multiplication of the replies of the respondents by a weight assigned to each possible response: Necessary - 3; Helpful - 2; Unnecessary - 1.

**Rank - The rank is obtained by multiplication of each respondent's replies by a weight assigned to the possible responses in the survey questionnaire.

TABLE D

MATERIALS RANK ACCORDING TO THE DEGREE OF DESIRABILITY ON THE BASIS OF A WEIGHTED SUM TOTAL

Materials (Major Areas)	Desirability	
	Weighted Sum Total*	Rank**
Audiovisual Materials	597	1.5
Coordinator Materials	597	1.5
Periodicals	548	3
Equipment	513	4

*Weighted Sum Total - Cumulative multiplication of the replies of the respondents by a weight assigned to each possible response: Necessary - 3; Helpful - 2; Unnecessary - 1.

**Rank - The rank is obtained by multiplication of each respondent's replies by a weight assigned to the possible responses in the survey questionnaire.

TABLE E

AUDIOVISUAL MATERIALS RANK ACCORDING TO DEGREE OF DESIRABILITY AND FREQUENCY OF USE ON THE BASIS OF A WEIGHTED SUM TOTAL

Audiovisual Materials	Desirability		Use	
	Weighted Sum Total*	Rank**	Weighted Sum Total*	Rank**
Slide Presentations	618	1	594	1
Filmstrips	612	2	580	2
Transparencies	611	3	579	3
Tapes	564	4	524	6
Records	538	5	529	5
Posters	521	6	510	7
Bulletin Board Ideas	490	7	549	4

*Weighted Sum Total - Cumulative multiplication of the replies of the respondents by a weight assigned to each possible response: Necessary - 3; Helpful - 2; Unnecessary - 1.

**Rank - The rank is obtained by multiplication of each respondent's replies by a weight assigned to the possible responses in the survey questionnaire.

Task 5: Materials Acquisition Study

The Materials Acquisition Study is directly related to Task 6, Accession and Classification Study, and Task 7, Storage and Retrieval Study. The early decision under Task 6 to base the classification system upon the structure of professional and technical competencies developed by the Crawford Study,[1] was a determining factor in this study.

Task Objectives

To develop a system for the identification, validation, purchase and receipt of reference and learning materials required to support Center services and Virginia Distributive Education programs.

Study and Development Strategy

Analysis of the objectives of this study and the results of Task 6, Accession and Classification Study, established the following sub-tasks:

Guidelines for Selection. - First, it would be necessary to establish guidelines and criteria for the selection of materials. The decision to structure a collection of references upon the competencies established by the Crawford Study provided the basic acquisition objective, the optimum coverage of competency areas with reference and learning materials. To achieve optimum coverage, it would be necessary to develop criteria for the acceptance of a given reference or learning unit, either as a unique item, or as one among alternatives.

Search for Sources. - The competency structure also gave direction to the search for sources and to the search for relevant information and learning materials among these sources.

Development of A Selection System. - The rationale for establishment of the [illegible] collection [illegible] the [illegible] of [illegible] necessary for marketing and distribution occupations. The rationale for adding to the base was seen to be those requirements which the base collection would be unable to satisfy. The system to be developed was foreseen as one to deal with unsatisfiable requirements.

Development of An Acquisition System. - Obviously, a system would be required for ordering and paying for those materials selected for acquisition. Also deemed necessary was a system for the allocation and management of funds set aside for the purchase of materials.

Conduct of the Study

This study was carried out as one of those contributing to the development of a reference and lending service. Out of this study came a system for the identification and validation of requirements not met by existing holdings and a system for purchasing materials.

Requirements Sytem. - This system was developed in concept by the combined efforts of the Chief of Reference and Lending, the project's Systems Specialist and its General Consultant. This concept was critiqued by the Center Staff and approved by the Director for experimental use. This phase was completed in November of 1971, and the system was placed in use the following month. Experimental use, evaluation and refinement of the system was carried out during calender year 1972, and the resulting system published as Memorandum 500-1. This memorandum is contained in the procedures and policies book attached as Exhibit 2.

Fund Allocation and Management. - An integrated system of fund allocation and management was developed for the Center. These are reflected in Memorandum 100-1, Center Budgeting Procedures, and Memorandum 100-2, Financial Control and Accounting. Copies of both are in Inclosure 2.

Conclusions and Recommendations

This study has resulted in a basic strategy for the development of a reference and learning materials collection and the elaboration, refinement and updating of such a collection in response to user requirements and in response to new materials entering the market. Future emphasis should be directed to the refinement of the resource information bank and the exploration of existing and newly developing sources of materials.

REFERENCE FOR TASK 5

[1] Lucy C. Crawford, A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education (Washington: U.S. Office of Education, Grant No. OE-6-85-044, 1967).

Task 6: Accession and Classification Study

The Accession and Classification Study is closely related to Task 5, Materials Acquisition Study, and Task 7, Storage and Retrieval Study. The classification system developed under this study provided basic guidelines for materials acquisition and the structure for storing and retrieving materials in the Reference and Lending Library. Together Tasks 5, 6, and 7 provide the primary systems used in conducting a reference and lending service.

Task Objectives

To develop a system for receiving, validating, logging, indexing, listing, cataloging and announcing newly received reference and learning materials.

Study and Development Strategy

First to be undertaken was the development of a classification system. This system would then provide the structure for cataloging and announcing newly received reference and learning materials. In 1967 the Crawford Study[1] established the competency base for distributive occupatio and for the professional competencies of D.E. teacher-coordinators. The structure of competencies in this study has become the source data for behavioral learning objectives in high school and college D.E. programs.

These competencies are the bases for the high school curriculum in distributive education and therefore, the competencies form the search objectives for both reference information and learning materials. This is the reasoning underlying the decision to develop a competency-structure collection of materials and a competency-structured catalog.

Conduct of the Study

This task was carried out under the leadership of the Chief of Reference and Lending utilizing the experience and critical advice of the Distributive Education faculty at Virginia Commonwealth University which included Miss Rebecca Hawkins who collaborated on the Crawford Study. The classification system was completed during October of 1971. The resulting competency structure was used during November and December of 1971 to classify and organize current and incoming materials and to cut data-processing cards for a computer printout of holdings. During January and February of 1972 the catalog was organized and printed. In March it was distributed to potential users of LRC services along with the monthly newsletter.

The Classification System. - The classification structure is displayed and described in the foldout and introduction to the resources catalog attached as Inclosure 3. This structure is based upon the distributive competencies and teacher-coordinator competencies identified by the Crawford Study. Distributive competencies form the basis of Virginia high school D.E. curricula, classroom learning, and cooperative educational experiences. Teacher-coordinator competencies and distributive competencies form the basis of D.E. teacher education in Virginia.

The primary breakdown in the classification system is by distributive and professional teaching competencies, and these are identified by a numerical coding system. In addition to this basic coding which correlates materials with competencies, coding digits have been added to identify materials as "professional" or "technical" and in regard to level of interest and format. Level-of-interest codes indicate the grade

clusters to which the materials are relevent. Format coding [illegible] [illegible]ies a wide range of book [illegible] and audiovisual formats.

The technical competency coding in this structure represents distributive competencies. However, there are provisions for expanding the system to other vocational services. Identification codes have been provided for these other services. These are shown in the first column of the code chart in the catalog attached as Inclosure 3.

Developing A Catalog. - The decision to test a through-the-mail lending system influenced the development of a coding system. Identifying materials by level of interest and format was considered necessary to enable mail-order customers to order materials intelligently. It would enable them to sort out those materials most relevant to their particular students and those most relevant to their instructional situation. Coding would also enable them to scan the catalog for particular kinds of materials. For example, a teacher-coordinator looking for a filmstrip in a certain competency area could scan under that competency area for format codes 43 and 44.

Developing the Accession System. - A materials receipt and in-processing system was developed in concept by the combined efforts of the Chief of Reference and Lending, the project's Systems Specialist and its General Consultant. This concept was critiqued by the Center staff and approved by the Director for experimental use. This phase was completed in November of 1971, and the system placed in effect the following month. Experimental use, evaluation and refinement of the system was carried out during calendar year 1972, and the resulting system published as

Memorandum 500-2. This memorandum is contained in the procedures and policy book attached as Inclosure 2.

Announcing New Materials. - In practice, new materials have been announced with republication of the catalog. However, it would be more desirable, funds and manhours being available, to publish new acquisitions quarterly with one of the monthly newsletters and to integrate them annually into an updated and revised catalog.

Conclusions and Recommendations

This study resulted in a comprehensive information structure for distributive education expandable to every vocational service. This structure provides the basis for searching for materials, storing and retrieving materials, announcing new materials, and relating reference and learning resources directly to instruction in distributive education. Future emphasis should be given to the expansion of this system to other vocational services.

Input to Other Tasks

The information structure produced in this task was used in Task 5 as a basis for ordering reference and learning materials. It was also used in Task 7 as the basis for the Storage and Retrieval Study. The catalog and materials receipt and inprocessing system developed under this task were incorporated into the reference and lending service developed under Task 8 and operated experimentally and evaluated under Task 3.

REFERENCE FOR TASK 6

[1] Lucy C. Crawford, A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education (Washington: U.S. Office of Education, Grant No. OE-6-85-044, 1967).

Task 7: Storage and Retrieval Study

The Storage and Retrieval Study is closely related to Task 5, the Materials Acquisition Study, and Task 6, the Accession and Classification Study. The classification system developed under Task 6 provided the structure for storing and retrieving materials which is basic to this study. Tasks 5, 6, and 7 provide the primary systems used in conducting a reference and lending service.

Task Objective

To develop an optimum system for the storage and retrieval of reference and learning materials needed by the Center to provide user services.

Study and Development Strategy

The physical storage of materials was determined by space available in the Center. The new facility occupied at 1617 Monument Avenue offered a room 21 by 65 feet for storage, reference and lending, and study use. Final approval of the equipment budget in May of 1972 enabled the Chief of Reference and Lending to transfer holdings from boxes and makeshift shelving into standard shelving and cabinets and the integration of printed and audiovisual materials into competency units.

Conduct of the Study

Determinative upon the study was the nature of the facility, the decision to store and retrieve materials by competency, the use of holdings both for reference and lending use, and the use of the holding area by users for research and study purposes.

The early receipt in large quantities of such loose materials as passouts, article reprints, pamphlets, brochures, sample tests, and the like, established a requirement for filing cabinets. These materials were filed in manila folders and arranged by competency area.

Books, curriculum guides, printed learning materials and audiovisual learning materials and the like, were stored together in common shelves. Special storage problems were dealt with as they developed through the receipt of new materials. This involved finding boxes and special shelving inserts to accommodate specific combinations of materials developing on the shelves reserved for separate competency areas.

Shelving was set up along one wall to house books, curriculum guides, printed and audiovisual learning materials in the technical competency area of distributive business operations. Along the opposite wall, cabinets were set up to hold loose materials in the technical area. One of the short walls was reserved for professional teaching-competency materials. The other short wall was reserved for equipment to be used in the preview of audiovisuals. The center of the library was reserved for study and reference tables.

Input Into Other Tasks

The results of this study were introduced into the development of a reference and lending service under Task 8. It was then entered into Task 3 for experimental operation and refinement as a component system of the Reference and Lending Service.

Task 3: User Services Study

Task 4, User Requirements Study, furnished information upon which to make decisions concerning the structure of services desirable in Virginia and which ones should be operated experimentally under Task 3. Task 2 furnished information and models useful in their development.

Task Objectives

To develop a set of services to meet the expressed needs of Virginia D.E. educators and administrators and to determine from this list those services which should and could feasibly be operated experimentally under Task 3.

Service Study and Development Strategy

This study was conducted in three phases. In Phase I, a list of needed services was established and developed in concept. In Phase II, services were selected as being feasible for experimental operation under Task 3. In Phase III, those tasks selected for experimental use were organized and introduced, the remainder being systematized for future introduction should this become feasible.

Selection of Services

The selection of services to be provided follows from the Experience Survey undertaken in Task 2 and the Requirements Study in Task 4. The rationale for selecting each service is set forth below.

Reference and Lending Service. - This service is implied in the existence of a learning resources center especially one serving an area as large as the State of Virginia. To establish a reference and lending

operation featuring only an over-the-counter service would limit its full effectiveness in outlying areas. This reality led to the development of a mail-order lending service.

Three of the services listed on the Task 4 questionnaire were combined in the Reference and Lending Service. They are discussed in Task 4 under the major heading of "Survey of Coordinators." The services combined are these: mailing, review and evaluation, and lending. Task 4 results indicated that a mailing service was ranked 2.0 in terms of desirability and 1.0 in terms of anticipated use. Review and evaluation services were ranked 3.5 in terms of desirability and 5.0 in terms of anticipated use. It is noted, however, that a combination of lending with mailing and review and evaluation would produce a ranking of 2.0 on both scales. Thus, a ranking of 2.0 might be inferred for the Reference and Lending Service.

Within the integrated service, the objectives of a mailing service were pursued through an annual resource catalog and the listing of new materials in the monthly newsletter. Lending objectives, of course, were pursued through the over-the-counter and the mail-order lending service.

Consulting Services. - It was foreseen that a center having specialists whose reputations are established with the primary body of patrons would be called upon for professional advice. In the staff's judgment, therefore, a consulting service was an intrinsic, inevitable and desirable service. The truth of this was realized early in the life of the Center as students and coordinators began seeking out the staff.

Being associated with a university that trains coordinators thrusts a center into a bridging position. Its bridging influence lies in its

support of the teacher educator, the undergraduate and graduate student, the practicing coordinator, and the state supervisor. Thus, it becomes a channel through which University experience and expertise flows into the field of action, one through which dialogue between university and field can become an ongoing experience. The consulting service was seen as forming the mainstream of this channel.

Curriculum Development Service. - A curriculum development service was established by the research proposal. Its rationale recognized that the Center would discover that commercial materials would fail to meet requirements for certain competency areas and that the Center should be able to create such materials. Its suggested organization included a unit for the development of curriculum materials (see Figure 1), and its Task 9 was established to explore the ways and means of operating such a service. The development of a curriculum service was an obligation established in the research proposal.

Media and Production Service. - This service, too, was established by the research proposal. Its reason for existence is to create materials that are needed but cannot be obtained commercially. The service is represented in the organization suggested by the proposal. Ways and means for operating such a service are explored under Task 9. The development of this service, like the Curriculum Service, was an obligation established by the research proposal.

Development of the Reference and Lending Service

The results of a number of tasks fed into this service. The materials acquisition study under Task 5 provided a system for acquiring

materials and for updating holdings to meet new needs developing in the field served. The accession and classification study under Task 6 provided the information structure by which materials would be organized and announced. The storage and retrieval study under Task 7, using the competency-based classification system, and the systematic storage of materials under this system, provided the base of distributive education and professional holdings necessary for the operation of the service. It also provided the system for retrieving information from the body of holdings. Management and administrative studies undertaken in Task 1 provided funding procedures for the control of funds allocated for the purchase of materials. Furthermore, it provided administrative procedures for ordering, receiving, and paying for these materials.

The Reference and Lending Service was established by a set of system-centered documents which provided the procedures, guidelines and criteria for operating the service. The systems, guidelines, and criteria in these documents were tested in use, were refined and replaced as experience indicated, and were published in final form in the following documents:

Memorandum 100-1	Center Budgeting Procedures	Incl. 2
Memorandum 100-2	Financial Control and Accounting	Incl. 2
Memorandum 100-4	Supply and Service Acquisition Procedures	Incl. 2
Memorandum 500-1	Learning Materials Requirements	Incl. 2
Memorandum 500-2	Materials Receipt & In-Processing	Incl. 2
Memorandum 500-3	Materials Lending Operations	Incl. 2
LRC Materials Catalog		Incl. 3

Development of Consulting Services

At [illegible] time, [illegible] the development, the service established itself in the reference room. The service was operated informally until the movement to the Monument Avenue facility and then formalized. A set of policies, procedures and criteria was drawn up and the service introduced formally into Task 3 for experimental use. These guidelines were refined through use and documented in Memorandum 500-5, Consulting Services.

Development of the Curriculum Service

This service was provided by the Curriculum Unit in the initial organization of the Center and by what became known as the Design and Development Unit in later reorganizations. The unit leader came to the Center from the State Office of Distributive Education where she functioned as a curriculum specialist. In effect, the curriculum function of the D.E. Office was transferred to the Center along with projects underway and projects scheduled. From the beginning, therefore, the primary objective of the Curriculum Service was the development of State curriculum units in Distributive Education.

Although the main effort lay in the development of State curriculum units, other potential sources of ideas, requirements, and requests were identified. And the objective established by the research proposal had to be kept in mind. This was to produce those materials that competency reviews indicated as critical requirements where market searches indicated materials were unavailable commerically. Another objective very much under consideration was the production of materials

for national sales. This objective was a critical one to the future of the Center, and one that had to be dealt with in the support analysis under Task 11.

The systems required by this service were developed under Task 9 and were introduced into Task 3 for experimental use as a part of this service. Under Task 3 they were refined and documented as the following policy and procedures memoranda:

Memorandum 500-1 Learning Materials Requirements

Memorandum 600-1 Product Identification and Acceptance

Memorandum 600-2 Materials Production Model

Memorandum 600-4 Feasibility Studies

Studies undertaken in relation to the Reference and Lending Service produced a system for filling user requirements which could not be met by current Center holdings. This system, published in Memorandum 500-1, identified requirements for new learning materials which could only be met by in-house development. Requirements such as these were processed under Memorandum 600-1.

Development of Media and Production Service

In developing the concept of this service, it became apparent that it would be conducted on more than one level. First of all, it would develop graphic and audiovisual materials for coordinators and state supervisors as customers of the Center. Secondly, it would develop the graphic and audiovisual ingredients of materials being produced under the creative leadership of curriculum specialists in the Design and

Development Unit. Finally, it would assume creative leadership on its own in the production of audiovisual-centered learning materials. It became apparent also that the Center could not immediately enter into production on all three levels.

The facilities assembled in the Broad Street office enabled this service to provide graphic and limited audiovisual services. It could, for example, develop overhead transparencies and audio-slide presentations or produce posters, signs, and brochures. Its initial effort, therefore, was directed to the support of user needs and to the provision of graphic support to the Curriculum Unit in the development of materials. The production of AV-centered learning materials was differed, first of all, until occupation of the Monument Avenue facility and the purchase and installation of production equipment. Furthermore, the primary objective in producing AV-centered learning materials was to fill those needs that could not be commercially filled. What these specific needs would be would not be known until the basic collection of learning materials had been assembled and competency reviews had been accomplished. This relegated the development of AV-centered materials to a later phase of the research effort.

The policies and procedures for recognizing and accepting projects under this service are set forth in Memorandum 600-1, Identification and Acceptance of Projects. The developmental model established in Memorandum 600-2, Materials Production Model, also applies to the development of AV-centered learning materials.

Task 9: Materials Preparation Study

This study provided the basic systems for the Curriculum Development Service and for the Media and Production Service in regard to the development of AV-centered learning materials in which that service takes the creative leadership in development.

Task Objectives

To establish a system for the identification of learning materials to be produced by the Center, a system for preparation of such materials, and a system for their reproduction and distribution.

Study and Development Strategy

The study and development strategy involved a cooperative effort of the Chief of Curriculum Development, the project's Systems Specialist, and its General Consultant who represented the Media and Production Service. One outcome of this analysis was an identification of systems essential to the operation of a curriculum development and media development service and the components of these systems. The systems considered to be essential were: (1) a system for the identification of potential curriculum projects, their evaluation, and a decision whether or not to produce; (2) a curriculum development model; (3) a system for the reproduction of materials, and (4) a system for their distribution. Another outcome was a list of tasks by which the study would be pursued. These initial analyses represented a concept of the service and a strategy for its development.

Conclusions of the Study

[illegible] - This part of the study produced a process for the consideration of potential projects and for reaching an acceptance decision. It also produced a set of criteria to be applied in the decision process. These policies were approved by the Project Director and were introduced into Task 8 for inclusion in the Curriculum Development Service. Experimental use and refinement under Task 3 resulted in the policies and procedures published as Memorandum 600 Product Identification and Acceptance.

The Curriculum Development Model. - The development process was arrived at by logical analysis and from curriculum development experience. Through the combined effort of the staff, theoretical and data input was identified for inclusion in the model and quality criteria was developed. The resulting system was approved by the Project Director for inclusion in the Curriculum Development Service being created under Task 8. Experimental use and refinement under Task 3 resulted in the policies and procedures published as Memorandum 600-2, Materials Production Model.

The Reproduction System. - In all matters pertaining to printing and graphic services, the Center was subject to the policies of Virginia Commonwealth University and had available the services of its staff. All graphic and printing requirements were handled by the University Printing Coordinator who is responsible for obtaining services at the best possible price for the quality work required. This service met the anticipated needs of the Center.

The Distribution System. - The initial analysis in this study identified two basic means of distribution. Curriculum materials developed for clients would be stored and distributed by the client. It was foreseen that the major client would be the State of Virginia.

It was expected and desired that some materials would be sold nationally and that these would necessarily be distributed by the Center. How this should be handled depended upon the number of items offered and the volume of the demand. A small volume flow could be handled through the mailroom. A successful marketing program, however, would require a separate distribution system.

Conclusions and Input Into Other Tasks

System documents were prepared for the identification and acceptance of projects and for the development of curriculum materials. These were incorporated into the curriculum service study under Task 8. The development of systems for the reproduction of and distribution of materials was considered premature and was delayed pending the input of working experience. A system for the distribution of materials sold nationally was considered a marketing concern to be handled by the Chief of Information and Marketing. See the marketing study under Section III.

Task 10: Communications Analysis

An analysis was conducted by the Center staff to determine what special communications objectives should be pursued. The following list of objectives was established but not as an exhaustive one. It was recognized that new ones would be added as the Center grew and that operational involvements would generate temporary communications objectives.

Professional Information Objective. The dissemination of professional information is intrinsic in the concept of a learning resources center, a point made in the research proposal. The Center needed an instrument through which relevant new theory, research, experience, models and insights could be brought to the attention of users.

LRC Service Communication Objective. - The Center would need an instrument through which its services could be made known to users, through which users could come to know the full range of support they could gain through a service. Furthermore, information or new features, or misunderstood features, would have to be made known to them. And this information was important not just as news. It was also reference information.

Materials Announcement Objective. - The Center catalog would be revised yearly. In the meantime new materials would be flowing into the Center about which coordinators and supervisors should know. An instrument was needed to announce such materials at frequent intervals.

Center-User Communication Objective. - A need was recognized for a dialogue between the Center and its population of users. The main body of users would be made up of D.E. coordinators and supervisors. A dialogue with this population would furnish the Center with an ongoing input on problems encountered in the field and feedback on the effectiveness of its services.

Materials Review Objective. - The Center intended to review both books and audiovisual materials, ones considered to be important to distributive and professional competency development. An instrument would be needed for their dissemination to users.

D.E. News Objective. - It was foreseen that information concerning events and new programs in D.E. would be flowing into the Center, and this kind of news would be of personal and professional interest to users. Information of this kind should be disseminated to users.

Center News Objective. - It was anticipated that users would be interested in knowing what is happening in the Center, and that this news would help stimulate interest in the Center and its services in outlying areas. Much of such news might involve significant instances of services performed. For coordinators in outlying areas, this would tend to enlarge their understanding of what the Center could do for them. Furthermore, services oftentimes produce a unique body of information or a unique product useful to other coordinators. News about such items would be considered Center news.

Marketing Objectives. - The Center was interested in production materials for national sale, and the recognition of interest in them was a matter of concern. An instrument was needed which reached a potential national market. Through such an instrument, the Center could keep before its potential market population news concerning materials in production. It could discuss their intended application to the development of distributive and professional competencies. It could announce the date of their availability and procedures for acquiring them.

Center Promotional Objectives. - The Center could not sit back and wait for potential users to discover its existence on their own. It must promote itself and the support value of its services. And this kind of promotion must occur at regular intervals.

Media Analysis

Most of the objectives seemed to call for a newsletter since they call for information that is of passing interest. A newsletter, however, does not accommodate a several-paged professional article or a set of book reviews or lists of materials newly acquired in the library. Length matter of this sort would drown the news. And reference files should not be cluttered up with news items. Further, reference information should be published so that it can be filed separately by subject or competency. It seemed likely that more than one instrument would be required to deal with the several communications objectives.

There is a definite advantage, however, in publishing one information medium. Users experience a certain economy of attention in looking to one medium. They can know they are receiving everything they should if they can sssure themselves that they are receiving this medium regularly. Staff members agreed that a single channel of communication was desirable. It also agreed that a single instrument for the achievement of all the Center's communications objectives was not feasible.

A compromise solution was reached, one that combined the advantages of a single channel of communication and the advantages of having alternative instruments. The Center decided to publish a four-paged newsletter which folded on the left side to form a receptacle for other materials. Information such as professional articles, lists of materials newly acquired in the library and book reviews which contain essentially reference information would be published as separate documents to be distributed in the centerfold of the newsletter.

Input Into Center Operations

The results of this study entered into the Center information program. This program is discussed in Section III.

Task 11: Support Analysis

Concept of the Analysis

This analysis is directed not only to the question of support costs but also the question of a strategy for support and growth of the Center. The analysis is based upon the following set of propositions:

Proposition 1. - That the provision of reference and lending, consulting, curriculum development, media and production, and field services for Vocational Education in Virginia is constructive in the process of improving vocational education.

Proposition 2. - That the Learning Resources Center cannot enter Fiscal Year 1973-74 with a posture of financial independence nor will it achieve this posture during the fiscal year.

Proposition 3. - That the scope of operations experimentally undertaken under the research grant will not be maintained by the State of Virginia from its educational budget.

Proposition 4. - That financial independence based upon the sale of products and services within the State of Virginia, rather than constituting a multiplication of educational resources in Virginia, will constitute largely a redistribution of resources.

Proposition 5. - That financial independence based upon the sale of products and services outside of the State will result in a multiplication of educational resources in Virginia.

Proposition 6. - That the provision of services indicated under Proposition 1 from a posture of financial independence is an objective which can be achieved through appropriate development strategies.

Discussion

The facilitating potential of a learning resources center in the improvement and updating of curriculum and learning systems is on the threshold of being realized. The Reference and Lending Service offers varied and up-to-date printed and audiovisual resources organized and integrated by distributive competencies. The Consulting Service offers through the Center an access to the expertise of university educators. The Curriculum Development Service provides new curriculum units and curriculum revision service as well as an ongoing input of new research, ideas and methods from the mainstream of educational change. The Media and Production Service offers a source for graphic and audiovisual productions to meet local needs, advise on the use of existing and newly marketed audiovisual equipment and an input from the mainstream of new research, ideas and methods in educational technology. Field services have not been fully exploited, but the Center offers the expertise and experimental base for the design and conduct of in-service training programs through which new learning approaches, equipment and systems are brought into use in Virginia classrooms.

Although these services are desirable, financial independence has not been achieved by the Center, and the State will be unable to support the current level of services from its present educational resources. Financial independence is desirable, yet the following reality must be kept in mind. The sale of products and services within the State, while

leading to financial independence for the Center, merely redistributes available educational resources. The sale of products and services outside of the State, however, results in a multiplication of educational resources in Virginia. How financial independence is sought, it becomes clear, will determine the extent to which the Center contributes to Vocational Education in Virginia.

This leads to the question, "What grounds are there for believing that the Learning Resources Center can become financially independent?" First of all, one center has achieved this objective, the Materials Laboratory at the University of Texas. It has done so through the sale of learning materials nationally. Many of the units it markets are ones developed in Virginia. And this indicates that there is a national market for the quality of materials produced here. Further, the Learning Resources Center has marketed its Job Preparation Unit through the Texas Center. In return, it has received 500 copies of the unit free. This arrangement has retrieved the printing costs of the unit for roughly a three-year supply. Better financial arrangements may be negotiated in the future with the Texas Center and with others. The Job Preparation Unit has been enthusiastically received wherever exposed to vocational educators. It shows signs of being a productive marketing venture.

What is needed is a commitment to the objective of financial independence and the development of a program to achieve it. This will entail the establishment of a base organization and level of financial commitment from which to build. It will entail the assembly of critical skills. It will entail the creation of financial and marketing strategies which avoid investment risks. And it will entail a strategy for growth.

Finally, it will require a dedicated, disciplined and shrewd management of the Learning Resources Center.

Growth Strategy

Basically, what is recommended is a support commitment at a level enabling the pursuit of strategies leading to growth and financial independence. This commitment should be to a base organization, one entrusted with these objectives, one to provide the creative, organizing and promotional force dedicated to their achievement.

It may be noted on the organization chart attached as Inclosure 9 that the top of the chart is a base organization established in a management relationship with a number of provisional units. Under the strategy set forth here, financial independence would be sought at the level of the base organization. For the purpose of clarifying the strategy suggested, the base organization should be thought of as a designer and vendor of services. Provisional units should be thought of as services being sold to institutional customers. Vocational services should be viewed as being among these customers.

Actually, there is a kind of fiction involved in this picture. The reason it is suggested is that it establishes the posture and boundaries needed for the development of financial and marketing strategies. From this posture, the base organization can seek through the design and marketing of products and services to first of all recover its operating costs, then to develop growth capital, and finally to offer free services. This will be dealt with in more detail later on. The immediate objective is to establish a perspective.

Organizational Strategy

Some organizational [illegible] are flexibility, ease of expansion and contraction of the organization, efficient systems, and economy of operations. Flexibility and adaptability are gained through the establishment of a base organization and through organizing and disbanding provisional units as needed for specific tasks or services. Not only will the base organization manage the Center, it will provide support services to provisional units and will design services and products to offer for sale. Provisional units, under this concept, are organized to provide such services and to develop the products. They are disbanded when no longer needed.

The Base Organization. - The size of the base organization should be proportional to the task of generating service and product concepts and to the task of managing and supporting provisional units. All overhea management, administrative and financial functions would be handled by the base organization, allowing provisional units to concentrate upon mission activities. Its functions are shown graphically on the top half of the chart included as Inclosure 9. Here are brief descriptions of functions carried out by units of the base organization.

The Center Director's Office. - The Center Director will represent the organization to other institutions, supervise major operations of the Center, and coordinate activities so as to achieve the Center's operational and development objectives. The Administrative Specialist will handle for the Center administrative, housekeeping, budgeting and accounting, and mailroom functions. He will provide these also as support services to provisional units.

Public Information and Marketing. - This unit will produce the Center newsletter, handle publicity, and conduct marketing operations. It will also provide public information guidance and service to provisional units.

In-Service Education Unit. - The Center has an EDPA contract for $5,400 to conduct workshops on career guidance for guidance personnel throughout the State. These would be provided by the In-Service Unit. This unit would conduct other types of In-Service Workshops to assist teachers in the use of resources and audiovisual equipment.

Design and Development Unit. - At the base level of commitment, the functions of this unit are fulfilled by the Center Director. Its function is to conduct "idea" research essential to the creation and marketing of high-demand products and services. Further, it will bring new products and services to the conceptual level required for offering to a customer or an investor. It is considered the creative center of the base organization. This unit, as the Center gains financial strength, should be the first to be reinforced.

Educational Support Services. - This unit will have the media and graphic resources to provide support to those provisional units developing curriculum and learning materials. It will also have the capability for creating AV-centered learning materials for sale nationally.

Research and Evaluation Unit. - This unit is not scheduled for activation until fiscal resources permit. Its purpose is to collect information on theories, research data, experience and insights that will support the activities of both the base organization and provisional units. It should also have the expertise needed to assess the base organization and provisional units in the development of field-testing strategies for materials under development.

Provisional Units. - Under this concept, provisional units would be organized for a number of purposes. Services which are designed and sold to customers would be rendered by provisional units. Curriculum and learning materials being developed for a customer would be developed by provisional units. A small research project or a study group might also be attached. These units would receive complete administrative, financial, and operational support from the Center.

Provisional units would be organized when needed to provide a specific service or develop a specific unit of learning. Where a customer wishes, a curriculum production unit may be operated on an ongoing basis to undertake projects established by the customer. The D.E. Curriculum Unit is such a unit. Units would vary in size and structure. A service unit such as the Reference and Lending Service or an attached research project might have a staff of four or five. A curriculum development unit, on the other hand, might involve a curriculum specialist and a part-time typist, each working at home. For organizational purposes, each would be considered a unit.

The following types of units have been identified as potential provisional units. The list is illustrative rather than exhaustive.

1. Reference and Lending Service Unit:

   This kind of unit provides reference and lending services to vocational educators. Separate units or sub-units may be established for different vocational services as indicated on the organizational chart attached as Inclosure 9. See Memorandum 500-3, Materials Lending Operations, for a concept of the service.

2. Research Units:

   This kind of unit anticipates small research projects or study projects being attached for administrative, financial, systems, and professional support.

3. Field Service Unit:

   This kind of unit will be organized to provide in-service training to vocational educators or perhaps to carry out an analysis of training conditions in preparation for in-service training of some special nature.

4. Research and Information Service Unit:

   This kind of unit would screen professional research and practice information and disseminate to customers that which is relevant and critical to their needs.

5. Support Materials Unit:

   This kind of unit would develop support materials for existing curriculum upon the demand of clientele purchasing the service.

6. Curriculum Development Unit:

Such a unit might be organized for the development of a single curriculum, multiple curricula, or to furnish an ongoing curriculum service.

7. Learning Materials Unit:

Such a unit will be developed to create printed and/or audiovisual learning materials. It would develop units of learning materials as differentiated from support materials which are designed to strengthen existing learning materials.

Services Provided to Provisional Units. - The Center under this concept would provide administrative, budgeting, financial and mailing services to provisional units. Upon attachment to the Center, a provisional unit's leader would be furnished an operating manual containi complete instructions and forms pertaining to support services.

Services provided by the Design and Development Unit, and by a future Research and Evaluation Unit, would depend upon the range and quality of professional competencies exercised by their staff members. The following services are illustrative of those that might be provided to provisional units. Help may be provided in the development of systems for the achievement of project objectives. It may be given in the testing design for curricular and learning materials. It may be provided in the development of objectives, layout of courses, the development of learning experiences, the application of learning theory, or achievement testing.

Services provided by Educational Support Services would include all kinds of graphic and audiovisual advice and production. Provisional units engaged in the development of curriculum and learning materials would be able to obtain graphic support, the design and development of overhead transparencies, color slides, audio-slide learning sequences, television tapes, and the like.

Operational Strategy

The objectives of the Center under this concept would be to develop the range and quality of its expertise, develop high-quality educational support services and curricular materials, and financial independence through the sale of these services and products.

The basis for growth lies in the development of services and products which vocational educators will seek out. The ability to produce high-quality services and products will depend upon the creativity and expertise which can be assembled. Creative ability and expertise must be brought into both the Design and Development Unit and the Educational Services Unit. Initial growth strategy should be directed toward the enlargement of this capability.

Initially, the Center should seek investors wherever it can as a source of maintenance and development capital. This investment must be sought on the basis of original services and products which are of a high quality and which meet the changing needs of learner, coordinator, administrator, and learning situations. Investor funds must be sought until the sale of services and products covers operating costs and provides operating capital. The term "investor" is used here to designate

institutions that may invest in the development of new materials, in their reproduction and distribution, or perhaps both. See Memorandum 300 Marketing Operations which is included in Inclosure 2.

Conclusions and Recommendations

That the kind of services offered by the Center can give the kind of support to coordinators that results in improvements in learning conditions was not a proposition to be tested by this research project. This proposition through the years has been moved over by research and experience into the realm of fact. The purpose of the research project was to discover whether it is feasible to provide them through a center, and if not, by what other means.

That the Center cannot enter FY 1973-74 with a posture of financial independence is not a proposition so much as a simple observation. So is the proposition that the Center will not be maintained out of State funds at the same level of operations undertaken under the research grant. These propositions and observations suggest strongly the importance of assuming a posture that will enable a growth of the Center into the potentials that are so clearly seen but so dearly financed.

That financial independence based upon the sale of products and services within the State would constitute merely a redistribution of funds, is a self-evident proposition. That profits accruing to the Center from sales outside the state result in a multiplication of educational resources is also a self-evident proposition. It follows that if products can be developed and sold nationally without dangerous financial risk in the undertaking, such an objective should be pursued.

Organizational and operational strategies have been suggested above that will enable the Center to grow both in terms of services provided and in terms of financial independence. The marketing and financial strategies needed in this process are set forth in Section III under Marketing Operations.

A financial commitment to a base organization like the one shown in Inclosure 9 is recommended. It is further recommended that growth strategies along the lines of those offered in this analysis and the marketing study be undertaken. Finally, it is recommended that strategies be devoted first to the recovery of costs and the strengthening of creative and developmental capability, then to the gathering of growth capital, and finally to the provision of cost-free services.

ERIC

SECTION II: SERVICE REPORTS

This section contains reports on services rendered to users by the Learning Resources Center. Input from the various research tasks provided data and systems for these services. Each was then designed under Task 8, the User Services Study, and finally introduced into Task 3 for experimental use and evaluation. The reports in this section contain the results of this. Reports are included for the following services:

Reference and Lending

Consulting

Curriculum Development

Media and Production

ERIC

Reference and Lending Service

Establishment and Operation Of Service

This service was established gradually as materials were received and shelved. The loan and on-site use of reference materials by VCU-D.E. students and local coordinators began informally in May of 1971 at the temporary location on West Broad Street. Formal reference and lending operations were begun on March 6 at the new location at 1617 Monument Avenue, following the move on February 29, 1972. However, the service was operated with makeshift furnishings until budget approval and supply action enabled the procurement of standard library equipment, received in June, 1972.

Input from Research Tasks

The materials acquisition study under Task 5 resulted in policies and procedures covering the identification and validation of user requirements and the satisfaction of these requirements with the best available materials. The accession and classification study under Task 6 furnished a competency-based classification system for technical materials pertaining to distributive business, and for professional materials pertaining to vocational teaching and cooperative education. It also produced a system for in-processing of materials purchased for the library. The storage and retrieval study under Task 7 provided a competency-based storage system which brought together printed and audiovisual materials in the same storage location.

Resulting Policies and Procedures

As a result of experience with operation of a reference and lending system, a body of policies and procedures were refined and published in final form. These are introduced below. Copies of the memoranda in which they are published are attached as Inclosure 2 under the 500 series

Budgeting Procedures. - Budgeting procedures were standardized for the Center by Memorandum 100-4, Center Budgeting Procedures. Under the programming code attached as Inclosure 1 to this memorandum, the Code 550 identifies reference and lending operations. Under this code, object codes represent classes of expenditures such as personnel, 550.1100, and educational materials, 550.1693, permitting a detailed analysis of needs as a basis for budgeting. These codes were also established for accounti purposes so that spending experience fed directly into the budget structu

Financial Control and Accounting. - All expenditures for reference and lending operations were identified by code at the time of requisition. Cost accounting records were structured by the same program and object code structure. This provided the detailed information required for budgeting control. A monthly statement was devised to keep responsible persons up-to-date on fund expenditures. See Memorandum 100-2, Financial Control and Accounting.

Requisition of Reference and Learning Materials. - Materials which were approved for purchase were obtained through the Center Secretary, who handled supply for the Center. These procedures were published in Memorandum 100-4, Supply and Service Acquisition Procedures.

Requirements for Reference and Learning Materials. - Requirements for reference and learning materials which could not be filled by Center holdings were processed under policies and procedures reflected in Memorandum 500-1, Learning Materials Requirements.

Materials Accession and Classification. - Systems for receipt, classification, processing and placing on the shelves were refined and published in Memorandum 500-2, Materials Receipt and Inprocessing.

Library Operations Manual. - To provide policies and procedures for operation of the Center Library, a manual was developed, tested, refined, and published as Memorandum 500-4, Library Operation Manual.

Critique of Systems and Policies

This section of the report deals with the experience which accrued from the operation and testing of the reference and lending service. This critique deals with critical systems and policies involved.

Requirements Development System. - The rationale for collecting reference and learning materials was coverage of the Distributive Education competency clusters reflected in the foldout in the LRC Catalog attached as Inclosure 3. With the development of a base collection of materials which covered each competency cluster, requirements identification became responsible to directly expressed user-requirements which the collection was unable to meet and to the availability of newer materials.

The base collection of holdings accumulated was developed through an ongoing evaluation of competency holdings. An attempt was made to cover each competency area with references, curriculum guides, group and individualized learning materials, and such supplementary materials as

pamphlets, article reprints, pamphlets, brochures, and sample texts. In the [illegible] [illegible], both printed and audiovisual materials were sought.

Upon the establishment of an initial base of holdings, the obligation emerged to deal with user requirements which holdings would be able to satisfy. Through the identification of such requirements and through the action taken to meet them, the reference and lending service has remained responsive to coordinators and educators being served. The policies and procedures of Memorandum 500-1 were designed to systematize this function.

Under this system, user requirements are dealt with both directly and indirectly. They are dealt with directly in transactions with persons using the reference and lending service. In these transactions, the Librarian and Reference Specialist meets user needs face to face and gains insight into the kinds of materials needed to meet both general and unique requirements. Needs are dealt with indirectly in the evaluation of competency holdings. Here, the library staff assesses holdings in a given competency area in terms of relevance to the competency and in terms of adequacy to the needs of the Virginia curriculum. Such an evaluation also involves a search for new materials which may update or enhance the support value of competency holdings involved.

Administrative Acquisition System. - The Learning Resources Center has been attached to Virginia Commonwealth University, and thus has been subject to certain policies and procedures of the University and the State of Virginia. Therefore, the system established in Memorandum 100-4

for the purchase of educational materials reflects those policy and procedural requirements plus internal controls to meet Center needs. The system was found to be adequate for the acquisition of educational materials.

The Materials Accession System. - The systems established for the receipt, review, classification, and inprocessing of new materials are standard library systems adapted to the needs of the Center and to practical realities of its operational situation. Policies and procedures resulting from the operation of this system are published in Memorandum 500-2, Materials Receipt and Inprocessing. They are found to be adequate to the needs of a learning resources center.

Storage and Retrieval System. - Both printed and audiovisual materials were stored together by competency cluster. This was done to enable the user to relate the holdings of a competency area as a whole to his own specific needs. It was done also to facilitate the evaluation of a competency collection by the library staff and the relation of potential new materials to the collection as a whole. However, because of the difficulty of storing supplementary materials such as passouts, article reprints, pamphlets, brochures, sample tests, and the like, a parallel competency-based file was established in standard filing cabinets. Collections of loose materials are filed in competency identified manila folders.

So far, it has been possible to store audiovisual materials on the library shelves along with curriculum guides, reference books, and printed learning materials. However, as audiovisual sources multiply in

competency collections, new ways will have to be found to store these [illegible] officially on the [illegible].

The Competency-Based Classification System. - This classification system was developed under Task 6. It was based upon the Crawford Study of competencies in distributive business and of competencies entailed in duties exercised by teacher-coordinators in Distributive Education. Thus, the study produced a body of technical competencies in distributive business and a body of professional competencies in vocational education. The details of this system are covered in Task 6 and in the instructions included in the LRC catalog attached as Inclosure 3.

From a storage and retrieval standpoint, the technical classificatio of distributive competencies has been most successful. Both printed and audiovisual materials fall more neatly into the competency categories and thus into the shelves set aside for these materials. It is expected that the Crawford Study and like studies will have a determining effect upon the writers and publishers of materials in Distributive Education, and that materials will fit into these categories even better in the future.

Materials in the professional area do not fall so easily into teache competencies. Consequently, collections in the professional area look more nearly like collections in a standard library, except that one finds in these shelves audiovisual materials related to curriculum development and teaching. The major problem with professional materials has been encountered in the development of the competency-based LRC Catalog. This problem has been dealt with by cross referencing books in several competency areas.

Announcement of New Materials. - During the period of the research project, the reference and lending staff has been primarily involved with the accumulation, review, classification, and administrative processing of the materials to be included in the base collection. This base is considered to have been established. It is reflected in the second LRC Catalog attached as Inclosure 4. New materials added to this base should be run as a quarterly computer print-out and distributed at least quarterly along with the Center Newsletter. Provisions for this are included in Memorandum 500-2, Section III, paragraph D.

Library Management System. - A library management system was developed in response to the requirements for operating a reference and lending system. This was tested, refined, and published as Memorandum 500-4, Library Operation Manual. The policies and procedures used are standard ones used in libraries which have been adapted to the practical circumstances and operations of the Learning Resources Center. The memorandum establishes formally the policies and procedures to be used, and functions as guideline and training manual for new library personnel.

The Lending System. - The materials lending system was tested, refined and published in Memorandum 500-3, Materials Lending Operations and in Memorandum 500-4, Library Operation Manual. Information on lending policies, rental fees, and fines was published officially in the LRC Catalog.

Materials were loaned over-the-counter or through the mail. This included reference works, curricular guides, and printed and audiovisual

learning materials. Mail order customers were able to identify materials in the catalog by competency, [illegible], level of interest and media format.

Experience with both over-the-counter and mail order lending indicates that users are not yet familiar with the competency structure of the Crawford Study. The catalog was designed to enable mail-order customers to identify specific materials relevant to their needs. Nonetheless, most orders were expressed in such general terms that the Librarian either had to interpret them or to ask for more specific information. This situation has often resulted in the library staff furnishing what amounts to a research service.

With the increase of audiovisual materials available for loan, the time spent in inspection of materials returned has increased and the extra burden has been felt by the staff. Should an expansion of holdings with loanable audiovisuals be desirable in the future, the commitment to do so must be coupled with a readiness to provide additional staff to handle inspection and maintenance. In view of this, the Center may have to restrict its service to the collection of audiovisual materials for review by coordinators within the Center.

The LRC Catalog. - The first LRC Catalog was published in March of 1972. It reflected those materials on hand when the library opened at its permanent location at 1617 Monument Avenue. This issue of the catalog is attached as Inclosure 3. A second issue, attached as Inclosure 4, was published in June of 1973. This issue reflects what is considered to be the base collection of materials in Distributive Education. It should be

pointed out, however, that this catalog lists social and basic skills materials appropriate for use by all vocational services, and that it contains a sub-system by which it can be expanded to handle materials for these other services.

A survey of users completed in August of 1972 indicated a favorable response to the first catalog, although several respondents found the organization confusing. See page 4 of the analysis attached as Inclosure 6. It is worthy of note that requests received by the library staff have, for the most part, not been by catalog number. Rather, they have been characterized by the preface, "Send me something on . . ." Thus, it would seem that many customers have not used the code searching system in the first catalog as a means of finding specific materials relevant to their needs. The new catalog has been structured to make the search process easier and more obvious.

The catalog published in June of 1973 has a competency index. Within the competency section of the catalog, materials are broken down by subcompetency, and within each subcompetency, materials are grouped by media format. Each of these groups has an identifying title to facilitate scaning. With this organization, the user will not be dependent upon code numbers to locate specific materials.

Rental Policy. - With the publication of the first catalog, the Center established rental fees on audiovisual materials. Monies accruing from this source was earmarked for the maintenance of materials on hand and the acquisition of replacement or new materials. Experience with the rental procedure revealed difficulties which could best be met by the elimination of such fees. First, many coordinators did not have budgets

which covered this kind of expenditure and were forced to rent AV materials out of their own pocket. This they were reluctant to do. Secondly, the billing procedure was time-consuming and expensive in itself. Finally, learning materials which should be in the classroom were sitting on the library shelf. Since the fees have been dropped, there has been an increase in traffic with audiovisual materials. With the publication of a new catalog, which reflects the policy change, there should be an even greater traffic. The entire procedure for lending will need to be reviewed as demands for materials on loan exceed supply.

Service Statistics

Technical Holdings. - The base collection of technical materials established for the Center is summarized in Table F. These materials are ones relevant to 59 competency areas in distributive business operations. The data upon which these figures are based are taken from the second LRC Catalog attached as Inclosure 4. This catalog represents the base collection of technical materials.

Professional Holdings. - The base collection of professional materials established for the Center is summarized in Table G. These materials are ones relevant to 34 competency areas in professional educati The data upon which these figures are based are taken from the second LRC Catalog attached as Inclosure 4.

Reference and Lending Statistics. - During the period January-June, 1973, transaction statistics were kept on the basis of a log in which each user filled in data required. This procedure proved to be annoying to

repeat users. It also became difficult for the Librarian, with users coming and going, to assure that each user signed in. It is expected, therefore, that the figures in Table J are less than those of actual experience. Beginning with the new semester in September, 1972, user data was collected on items loaned.

User data on items loaned is reflected in the first three columns of Table H, reflecting a breakdown of loans made over-the-counter and those made through-the-mail. A breakdown of printed and audiovisual materials loaned is reflected in Table I.

An estimate of transactions is provided in Table H. This estimate was made on the basis of data reflected in Tables I and J. The primary purpose of this estimate was to approximate the number of purely reference transactions in which materials were used in the library. The resulting monthly average conforms roughly with the Librarian's intuitive estimate.

User Feedback

The user survey completed in August of 1972 indicated that the reference and lending service is the most popular and that users expected to make greater use of audiovisual resources in the coming year. See page 6 of the report by Psychological Consultants attached as Inclosure 5. Tables F and G indicate that at the end of May, 1973, the Center had on hand 335 separate titles in audiovisual materials. Table I indicates that during the period following the survey, 506 loans of audiovisual materials were made.

A certain reluctance to pay rental fees was indicated on page 7 of the survey report. This feedback and problems encountered in collecting rental fees led to their removal.

Conclusions and Recommendations

The reference and lending service seems to be filling a need of D.E. teacher-coordinators. There is indication that the LRC Newsletter has been instrumental in focusing attention on this need. This was indicated on page 3 of the survey attached as Inclosure 5, related to audiovisual materials.

The library has 1819 titles in 5296 copies, with an average of 2.9 copies per title. During the period September, 1972-June, 1973, the library made a total of 2074 loans and experienced approximately 1728 reference transactions. Considering the fact that the D.E. curriculum is uniform in content and continuity throughout the state, the demand from the entire body of users tends to concentrate at once upon a competency area. Under these circumstances, the loan usage is high for the collection on hand, and it is probably the case that the availability of larger quantities of relevant items would have increased the circulation statistics. It has often been the case that late-comers have found the currently-taught competency shelf rather bare. There is also evidence that this has discouraged return travel by many users who work at a distance from the Center.

Two alternatives face the Center. Either it must increase the numb of copies maintained to support a lending service, or it must restrict it role to that of a reference library, wherein materials may be used for research or for review as items which may be purchased for school librari This is an issue that must be faced very soon.

TABLE F

TECHNICAL COLLECTION

Material	Titles	Copies
Books, manuals and catalogs	639	1089
Study guides and teaching outlines	190	1829
Periodicals	4	4
Filmstrips	73	76
Transparencies, overhead projector	55	74
Sets, series	58	87
Discs, audio	14	15
Tapes, cassette and reel	30	32
Motion-picture films and loops	20	20
Kits, multi-media	16	16
Unbound file materials	23	199
Slides	18	22
Programmed instruction	20	28
Games and simulation	1	1
	1161	3442

TABLE 6

PROFESSIONAL COLLECTION

Material	Titles	Copies
Books, m[illegible]ls and catalogs	591	1678
Teaching outlines	2	5
Programmed instruction	3	5
Sets, series	1	1
Periodicals	20	20
Kits, multi-media	3	3
Motion picture films and loops	23	24
Filmstrips	51	57
Tapes: cassette, reel	6	6
Transparencies, overhead projector	21	23
Diaramas	1	1
Microfilm reels	3	3
Slides	1	1
Discs	1	1
Unbound file materials	2	4
Charts	1	24
	730	1854

TABLE H

USE STATISTICS

Month	Items Loaned			Estimated Transactions		
	Counter Loans	Mail-Order Loans	Total	Loans	Reference	Total
Sept. 72	193	64	257	91	203	294
Oct. 72	260	87	347	129	287	416
Nov. 72	158	52	210	78	174	252
Dec. 72	114	37	151	57	127	184
Jan. 73	180	60	240	85	189	274
Feb. 73	187	63	250	92	205	297
Mar. 73	166	55	221	89	198	287
Apr. 73	181	60	241	95	211	306
May 73	118	39	157	60	134	194
Totals	1557	517	2074	776	1728	2504
Monthly Average	173	57	230	86	192	278

TABLE 1

PRINT AND AUDIOVISUAL USE

Month	Printed Materials	Audiovisual	Total
Sept. 1972	220	37	257
Oct. 1972	266	81	347
Nov. 1972	160	50	210
Dec. 1972	116	35	151
Jan. 1973	213	27	240
Feb. 1973	195	55	250
March 1973	130	91	221
April 1973	154	87	241
May 1973	114	43	157
Totals	1568	506	2074
Monthly Average	174	56	230

TABLE J

CIRCULATION STATISTICS - REFERENCE DIVISION, LRC
JANUARY-JUNE, 1972

Category	People Served	Transactions	Average No. Transactions Per Person
VCU Students	58	685	12
LRC Staff	9	66	7
Teacher-Educators	16	240	15
Adult Instructors	7	69	10
Supervisors	8	49	6
Business People	8	37	5
Coordinators	64	549	9
Total	170	1695	10 average
Monthly Average	28	283	

Consulting Service

Origin of the Service

The consulting service was one of those services conceived early in the research project. It was scheduled for study and development under Task 2 and for trial under Task 3. This service, however, arose on its own in the midst of reference operations. The Reference Specialist was an experienced D.E. coordinator with her reputation already established in the State. When approached in the library by people she knew, she offered knowledge, insights, and experience freely. This advice was not at first recognized as something other than a library service. Gradually, however, the expertise of curriculum and media specialists was drawn in, and it was recognized that a consulting service had already come into being.

Operation of the Service

Service occasions continued to develop in the reference library. Meanwhile, however, coordinators at a distance from the Center began posing problems by mail and by telephone. Dealing with these, in many cases, involved a combination of library research, recommendations regarding the relevance of materials, and professional advice addressed to the coordinator's problem. These basic ingredients, though present in varying degrees, came to define consulting services. Services rendered by mail tended to involve staff members more deeply in reference research tasks. If the service had been rendered in the Center, as roughly 50 per cent were, most of the library research would have been handled by the client.

The growth of this service put pressure on staff members engaged in curriculum and media production by involving more and more of their time, and by interrupting creative tasks. Continuation of the service will require drawing the line somewhere by establishing blocks of time set aside for this purpose. This, of course, will limit the growth of the service.

Data on Consultations

Ninety-three service occasions were identified as consultation services. These contained, in varying degrees, the ingredients of library research, recommendations regarding the relevance of materials, and professional advice addressed to a question or problem.

Formalization of the Service

Operation of the service under Task 3 led to the development of those systems and policies published in Memorandum 500-5, Consulting Services. The concept of the service envisaged the use of experts outside of the Center, and this was provided for in Memorandum 500-5. This requirement, however, has not developed in practice. Therefore, this feature of consulting services has not been tested in operation.

Conclusions and Recommendations

A learning resources center will inevitably become involved with consulting services. The expertise of its staff will draw persons who have need of it. A center will handle the problems and questions brought to it, if not formally, then informally. The multiplication of this kind of transaction will sooner or later force the formalization of a consulting service.

A consulting service provides a kind of in-service education. Since it is conducted on a one-to-one basis, however, the effect is not so broad as that of group in-service training. Ways should be sought out in the future to broaden the effect of consultations. One way of doing this would be to deal with problems encountered in consulting sessions through articles published in the newsletter. The assumption underlying this approach is that other coordinators and supervisors will have encountered the same problems.

Consulting services might also be extended through a "problem and solution" form carried on in the newsletter. Problems could be solicited from teachers. These, in turn, could be offered through the forum to gain feedback from other teachers. This feedback coupled with staff research of the problem would be formed either as a solution or the approach to one. This would be offered to coordinators as a wrap-up article published through the forum.

Over a period of time, the questions and problems brought to a center give indication of the needs of coordinators for professional development. Such questions and problems should also offer guidance regarding the kind of professional materials to add to the reference library. Moreover, it should offer suggestions regarding books to be brought to the attention of coordinators by the way of book reviews distributed with the newsletter.

Curriculum Development Service

Establishment and Operation Of the Service

The Curriculum Development Service was carried out by the Design and Development Unit with design and development input from media production personnel. A number of conflicting forces have impinged upon the function of this service. These have not been resolved in the operation of the Center but are dealt with in recommendations concerning its future organization and management.

Nature of the Service. - The foremost customer for curriculum services has been the State Department of Distributive Education. However, because of the possibility of generating support money from national sales, the Center has been preoccupied to a degree with the question of marketable materials. Success in national sales could extend the range of services which could be furnished Virginia coordinators by the Center.

Staffing. - The Design and Development Unit was originally staffed with one curriculum specialist and one editor-typist. Later, a library researcher was added.

Roles of the Unit Leader. - The Unit Leader, as a member of the State Department of Distributive Education, as a professor of education with the VCU/DE Department, and as a member of the Center Staff, functioned in a number of roles. As a member of the Center Staff, the incumbent participated in the overall operation of the Center, functioned as both Unit Leader of the Design and Development Unit and as

its Curriculum Specialist, and provided consulting services to D.E. [illegible]. As a professor of education with the VCU/DE Department, the incumbent supervised graduate students engaged in independent studies, served as a consultant on graduate education in the School of Education, and served as Secretary to its Faculty Organization. As a member of the State Department of Distributive Education, the incumbent served both as consultant and as curriculum specialist and undertook special projects as directed. This multiplicity of functions resulted in a fragmentation of effort and attention, and a diversion of effort from the primary objective of the unit.

The Problem of Creative Time. - The complexity of obligations, objectives, tasks, coordinations with co-workers, communications with students and clients, and attendance of staff meetings, made it difficult for the incumbent to schedule uninterrupted time. This imposed a persistent and ongoing problem. It will be dealt with in conclusions and recommendations and in the proposal regarding the future organization and operation of the Center.

Identification and Acceptance Of Projects

Product Sources. - The following were identified as potential sources of products to be developed by the Center:

1. The State. Since the Distributive Education Service of the State Division of Vocational Education controls the state curriculum and takes leadership in the production and distribution of curricular materials, it was obvious that it would be a major source of projects.

2. Center Staff. It was expected that the Center staff would offer significant concepts for resource materials developed at LRC.
3. User Requirements. It was expected that user requirements for materials in some cases would not be met satisfactorily. This would result in a market search for suitable materials, and if they could not be located and if a critical competency were to be involved, a requirement could be said to exist for a Center product. Staff members providing consulting services might also encounter learning problems which revealed the need for a Center product.
4. Market Surveys. General market surveys, if undertaken, could be expected to reveal vacuum areas not covered by adequate reference or learning materials, or areas not covered at all.
5. National Programs. It was anticipated that national programs might reveal needs or create needs for new learning materials. They might also launch large-scale curriculum development programs, a sector of which might be relegated to the Center.
6. Research-Generated Needs. It was expected that current research might reveal new data regarding learners and learning which would generate the need for new materials or guidelines.

7. Trends [illegible]. Trends in focus could be [illegible] in teaching content [illegible], in subject-matter conceptualization, in media use, or in the structure of curricula. These trends could create needs for new materials and attract public investment.

8. Institutional Requests. Responding to research data and trends - state, business and private institutions sponsor the development of critical educational materials. The Center might be expected to attract this kind of project.

9. Holding Deficiencies. Periodic evaluations of competency holdings could be expected to generate requirements.

Projects Requested by the State. - At the launching of the research project, the State Distributive Education Service asked for curricular units in Advertising, Real Estate, and in Store Operations. The DE Service also desired to revise three units in Merchandise Information, one on the Development of Personal Characteristics for Employability, one on Sales Support Activities and Customer Services, and one on Stockkeeping on the Selling Floor. The State DE Service provided the primary source for curriculum projects.

Products for National Sales. - From the beginning, curriculum development was tied in closely with the question of Center support. The success of the Instructional Materials at the University of Texas in marketing materials suggested that this might offer a means of support

for a center in Virginia. The Texas Center markets curricular and learning materials nationally, the income from which provides the primary source of funds for operation of the center. Because of this experience, and in light of the support study under Task 11, the question concerning products to be developed always took into consideration the possibility of national sales. However, there remained a question of marketing and distribution. This is dealt with under marketing studies and operations.

Development of A Policy. - The initial procedure developed under Task 9 failed to cope adequately with the task of identifying and accepting product ideas for development and sale. It consisted mainly of a set of criteria against which the Center staff would screen product ideas. One of the more important criteria involved the potential of a product for national sales. The original procedure lacked the essential marketing concepts, strategies, resources and expertise to deal adequately with the feasibility of producing for national sales. Neither was there provision for an independently conducted feasibility study.

The problems encountered in this area of experience, and the solutions found, led to the policies and procedures published in the following memoranda:

Memorandum 600-1 Product Identification and Acceptance

Memorandum 600-4 Feasibility Studies

Memorandum 300-3 Marketing Operations

The Development of Programs

[illegible] - The model developed by the Design and Development Unit is a generalized one. (See Appendix 6A 2, Materials Production Model.) Initial plans for this study called for an elaboration of the model in terms of research processes. Plans also called for studies leading to learning models. These would enter into course layout processes, providing the basic structure of the learning route, and providing the structures for alternative routes to terminal learning objectives. Role and production pressures upon the Curriculum Specialist, as discussed above, preempted these achievements.

Informational Input. - Information concerning competencies, procedures and key concepts was obtained through library research and from advisory committees made up of local businesses and professional persons. This activity was supervised by the Design and Development Unit Leader, that is, the Curriculum Specialist. The Public Information and Marketing Unit Leader assisted in the organization and conduct of advisory committee meetings. The assembly of resources from library sources was carried out by a research assistant.

The Team Approach. - Where a unit was developed for a customer such as the State DE Department, the customer's desires determined the objectives and structure of the unit. In the creation of Center-originated units such as the Job Preparation Unit, a team approach was used. Competency in job analysis, the development of objectives, communication, learning methods, and media production decided which staff members served on the team. The team worked together in the development

of terminal objectives, basic structure, and communications and learning approaches. The unit was then produced as a collaboration of the curriculum and media specialists.

Integrated Prose and Graphics Design. - The collaboration of curriculum and media specialists was undertaken to bring graphic design into a creative design role instead of a supporting, illustrative role.

Product Development

The following products were developed by the Design and Development Unit during the Center's research phase:

Real Estate Units. Two learning units for real estate salesmen, one in sales listing and the other in finance.

Advertising Unit. A comprehensive learning unit for the advertising area in marketing. This unit featured an environmental simulation plan.

Color Concepts Kit. This kit was developed to supplement the Visual Merchandising teaching unit in use in Virginia. However, it can be used in connection with other vocational education units which deal with color concepts. This unit was field tested by 5 coordinators, 1 community college, and 4 student teachers.

Job Preparation Unit. This unit was designed to help new workers prepare for job location, job application, job interview, and interview follow-up. The unit was tested by 5 teachers, then revised and printed. An environmental kit was developed to go with this unit but reproduction cost limited this element to a set of posters illustrating graphically the different job clusters.

Internship Program. The Design and Development Unit [illegible] the University of Maryland an internship program in curriculum construction. The intern enrolled this year has developed an independent study package for the Advertising Unit.

AVA-DE Brochure. Developed a brochure for the American Vocational Association DE Awards program.

Reproducing Materials

The association of the Center with Virginia Commonwealth University subjected the Center to University policies and provided the Center with necessary services. Under this arrangement, all commercial reproduction requirements were submitted to the University's Printing Coordinator, who is responsible for obtaining the best possible prices from agencies and printers. This arrangement also included the services of the University Print Shop.

Four means of reproduction were available to the Center. Materials could be reproduced in-house on its own IBM 1900 copier. The services of the University Print Shop could be utilized; commercial service could be obtained through the Printing Coordinator; or materials ready for printing or reproduction could be provided to the customer. The reproduction process used depended upon time, cost, technical and situational factors, and the desires of the customer.

Curriculum units produced for the State Distributive Education Service were reproduced in the State Department of Education printing facility. The Job Preparation Unit and Career Education posters produced

for national sale, were printed, marketed and distributed by special arrangement with the Instructional Materials Laboratory at the University of Texas. Items of smaller page count were handled through the University Print Shop or were reproduced in-house.

Conclusions and Recommendations

If the Center continues to operate under its current organization, it will be necessary for the efficient function of the Design and Development Unit to eliminate a number of the roles occupied by the Curriculum Specialist. These roles make it difficult to set aside blocks of creative time and to maintain the kind of absorbed attention needed in curriculum development. These roles also reduce the production potential of the unit. If the organization proposed in the support study is adopted, this problem will no longer exist.

The elaboration of units with audiovisual and environmental materials offers real potential for the stimulation of interest and the enhancement of learning. The cost of developing these materials, however, seriously limits the exploitation of this potential. Financial and marketing strategies must be developed to enable the reproduction and distribution of such materials. Some approaches are discussed in the financial and marketing study.

[illegible]

[illegible] Development Service. The main strategy for acquiring learning resources was to require [illegible] curricular and learning materials related to the competency need of high quality in regard to presentation interest, and learning potential. Emphasis was to be given to audio-visual materials both as instructional support items and as alternative learning devices in themselves.

The emphasis upon audiovisual materials was based upon a generally recognized need for alternative ways of learning in the classroom. Audiovisuals were ranked above other materials as more desired by users. This can be seen in Table D under Task 4. The need for audievisual materials in DE instruction was also expressed forcefully by experienced supervisors and teacher-educators.

It was anticipated, as competency holdings were collected, that often requirements for appropriate audiovisual materials could not be satisfied by the market. It was also anticipated that certain materials available would be out-of-date or of unsuitable quality. To round out and strengthen such competency collections, the Center would need the equipment and expertise to produce audiovisual learning materials.

It was foreseen that this service would be involved in three basic production objectives. It would produce instructional support items upon request from DE coordinators and supervisors at all levels, provide graphic and audievisual support required by the Curriculum Development Service, and produce materials to round-out and strengthen competency holdings. However, as the first objective would not become important

until after the base collection of learning resources had been assembled, when comprehensive competency reviews were to be undertaken, initial involvement was with the support of individual coordinators and with the provision of graphic and audiovisual design support in curriculum development.

Organization and Staffing

Originally, this service was provided by a media services unit as one of the primary divisions of the Center. Later, it was incorporated along with reference, lending and consulting services into the Educational Services Unit.

The original staff was made up of an audiovisual specialist as unit leader and a graphics specialist who was also an experienced DE coordinator. This staff was backed up by the project's general consultant who had extensive expertise and experience both in equipment technology and in audiovisual production, utilization and evaluation. When audiovisual equipment was purchased and ready for installation and use, a combination maintenance technician and audio-production specialist was added to the staff. Later, an additional artist was added.

Facilities and Capabilities

This service operates a television studio, a sound studio, a graphics shop, and maintains an inventory of audiovisual instructional equipment for loan to users. The service capabilities enabled by these facilities are described below. They are provided to D.E. coordinators, supervisors, and teacher-educators. They are also provided to the Curriculum Development Service in support of materials production.

Television [illegible] and Videotaping. - The Center [illegible] involving [illegible] presentations, [illegible] still photographs, demonstrations, and the like. It also has portable equipment for taping outside [illegible] and [illegible] throughout the state. This equipment has been used to tape demonstration situations for use in the classroom. It has been used by coordinators and teacher-educators to gain feedback on their use of classroom performance. And it has been used to train coordinators in the instructional use of this kind of equipment. Duplicate video tapes are also made in the television studio.

Transparency and Film Production. - The film studio enables the Center to support D.E. coordinators with such instructional support items as overhead transparencies, sets of color slides, slide presentations, and still photographs. Still photographs can be mounted and laminated. User-produced slide presentations are also critiqued and revised for users.

Audio Production, Recording and Duplication. - The sound studio enables the Center to produce and reproduce tapes for coordinators. Duplicate audio tapes are made in this studio. As a combined effort of the sound and film studios, audio-slide presentations are produced.

Graphics Production. - The graphics shop supports coordinators with overhead transparencies, posters, charts, displays, exhibits, brochures, booklets, and the like. The production effort sometimes involves expertise from the Public Information and Marketing Unit, and from the Curriculum Development Unit.

Audiovisual Equipment Lending. - Audiovisual instructional equipment is loaned for use in seminars and workshops conducted in the Center. It is also used by coordinators and teacher-educators to preview audiovisual materials. Moreover, it is rented to coordinators for use in their classrooms.

Field Support Operations

The major function of this service is to support users with graphic and audiovisual products required by vocational educators. A summary of products is portrayed in Table J. The distribution of these products among users is summarized in Table K. With the exception of workshops, these services were provided in the Center.

Slides and tapes were developed on such topics as "A Day in the Life of a DE Coordinator," "Environmental Simulation," "The Learning Resources Center," and "Using the AIM Collection." Videotapes were developed on such topics as "Reading Skills in DE," and "Sales Demonstrations for Retailing Classes." Workshops were conducted in such areas as "Environmental Simulation," "LRC Services," "Audiovisual Methods," "Simulation in DE," and "The Adult Learner." This demonstrates the kinds of production undertaken by this service at the demand of users.

Work on Major Products

On major products, such as those discussed below, team approaches were used between curriculum and media specialists. The purpose of this teamwork was to achieve integration between audiovisual and content ingredients of the curricular or learning unit.

[illegible] - This is a [illegible] [illegible] [illegible]

The Environmental Theater. - As environmental theater was developed and used to acquaint educators with the concept and potential of environmental materials and conditions, both in motivating learners and in enabling them to achieve learning objectives. The theater was made up of portable panels which could be assembled on site as a mini-theater. It was capable of showing to eighteen persons. The concept of the environmental ingredient in learning was offered through a multi-media presentation. Numerous showings were given in the Center and at conferences around the State.

Color Concepts Kit. - This kit was developed as a cooperative enterprise with the Design and Development Unit for use with the Visual Merchandising Unit used in Virginia. Color slides a wall hanging, posters and a bulletin board were produced for the kit.

Conclusions and Recommendations

The barrier to a full exploitation of this service was found to be financial. An additional barrier, particularly applicable to the less than full utilization of free-loan audiovisual materials, is the failure of many DE coordinators to plan far enough ahead. DE coordinators have insufficient funds either for the development of their own audiovisual materials or for the purchase of expensive experiential materials such as those designed for human relations and job preparation. The future of this kind of development depends upon financial and marketing strategies. This matter is dealt with in both the marketing and in the support study.

[illegible]

[illegible]

If the [illegible] are to be [illegible] beyond the research phase, it is recommended that the [illegible] be caught to develop a [illegible] study on the job preparation and the human relations in marketing units. Financial and marketing approaches are suggested in the Marketing Study.

TABLE K

TYPES OF MEDIA AND PRODUCTION SERVICES

Types	Number
Transparencies	250
Posters	114
Signs	50
Audiotape duplication	30
Workshops	20
Audiotape production	10
Cover designs	9
Videotape production	7
Brochures/booklets	6
Slide-tape shows	5
Newsletter graphics	5
Displays	3
Package designs	3
Art work for learning units	2
Design for environmental theater	1
Total	515

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[illegible]	[illegible]	[illegible]
[illegible]	32[illegible]	62
VOS/[illegible]	103	20
[illegible] support	61	11
National [illegible]	12	3
Other VOE	7	2
Some [illegible]	4	1
Other	4	1
Total	515	100

SECTION III: MANAGEMENT REPORTS

This section contains reports on matters pertaining to Center management and other matters that are not directly a part of providing services to users. Reports are included under the following headings:

Center Administration

Information Operations

Marketing Operations

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Center Administration

Commencing operations as a Center at the Monument Avenue location confronted the staff with the need for policies and procedures in such areas as budgeting, financial control and accounting, supply acquisition, and the like. Policies and procedures in these areas were published in memoranda of the 100 series. These are contained in Inclosure 2.

Planning, Programming and Budgeting

To facilitate planning, programming and budgeting, a set of programs was developed. For each of these, the Center developed its objectives, established budgets, conducted operations, and kept cost accounts. Budgeting procedures are reflected in Memorandum 100-1, Center Budgeting Procedures. Finance procedures are reflected in Memorandum 100-2, Financial Control and Accounting.

These procedures were developed primarily for reasons of administrative efficiency. But they were also necessary because of difficulties encountered in using cost information furnished by the University on computer printouts. These broke expenditures down by object code. This was useful at the Center-level, but was not what was needed for control purposes within the Center. Allocated funds had to be broken down for management by Unit Leaders and a need existed to collect costs into the programs involved. Further, a problem was encountered in the change-over between fiscal years in determining what expenditures fell into which year. The only way to keep things sorted out was to establish cost accounting records.

Supply Acquisition

The Center was involved in the purchase of equipment, operating supplies, and learning materials. Control requirements in this process

[illegible]

[illegible]

[illegible] Center [illegible] such an [illegible] of [illegible]. This led to [illegible] on the operation's [illegible], [illegible], [illegible] provided a visitor in [illegible] [illegible]. Policies and procedures for the reception and briefing of visitors were published in Memorandum 109-9, Visitor Reception and Briefing Procedures.

Staff Operation

The Center operated [illegible] through democratic processes. By this is meant that problem solving and decision regarding organization, policy, objectives, and operations were all sought through group brainstorming, group discussion, group evaluation, and group concurrence. In the beginning, the full professional staff was involved in this process. Experience disclosed, however, that this was too time and resource consuming. Therefore, Unit Leaders were established as an operating staff to function more or less as an executive committee. Meetings of this staff were called as needed to meet the decision and operational needs of the Center. Meetings of the full professional staff were conducted monthly. These were used for summing-up, gaining feedback, and the expression of personal concerns and [illegible]. Policies and procedures were published in Memorandum 109-12, Staff Organization and Operating Procedures

Information Operations

The communications analysis under Task 10 led to the decision to publish a monthly newsletter. The level of activity involved in its production soon added to the staff a public relations specialist. The experience and activities involved in the preparation of newsletters and in the conduct of public information operations led to the policies and procedures published in Memorandum 300-1, Public Information Operations, and Memorandum 300-2, the Center Newsletter.

The LRC Newsletter

Production of the Center Newsletter was the major activity in public information. The newsletter was the Center's primary communications instrument. It announced information concerning LRC services. It disseminated news concerning both national events and programs in DE and news concerning Center activities. It announced new materials to be marketed or materials to be distributed within the State. And it was used for the publication of professional articles. A special file folder was developed and forwarded to users to hold copies of the newsletter. A copy of this folder with sample newsletters and meterials sent out with them is attached as Inclosure 10.

The centerfold of the newsletter was used to disseminate reference information not appropriately published in the body of the newsletter. Two examples are included with Inclosure 10, a marketing flyer on DE recruiting posters, and a DE Guidance Selection Packet to be used in high schools.

[illegible]

[illegible] Conference received favorably to [illegible]. And they were very excited about the Job Preparation Unit, [illegible] by the Design and Development Unit.

Other Public Relations Activities

Other typical public relations activities and tasks were undertaken. Visitors were taken on tours of the Center. A D.E. recruiting brochure and posters were developed. A brochure was developed for the Job Preparation Unit. Booths were manned at the Virginia Vocational Association meetings of 1972 and 1973. Displays and talks were presented at D.E. summer conferences held in Virginia in 1972 and 1973. A presentation on environmental simulation was given at the McGraw-Hill Gregg Methods Conference held in New York City in 1972. Public relations assistance was given to the Design and Development Unit in the conduct of advisory committee meetings held in connection with the development of learning materials.

Marketing Products

Motivation for National Sales

The motivation for national sales became active early in the research project. The Support Study under Task 11 raised the question. And the kind of services suggested by the proposal and the requirements study suggested a support level that might be difficult for the State to meet. The survey of centers included the Materials Laboratory at the University of Texas, one which maintains financial independence through the sale of materials. Since many of the materials sold by that center are materials developed in Virginia, there was reason to believe that sufficient income could be generated through national sales to enable the Center to provide the kind of services needed.

A number of different products were considered and rejected for national sale before the Job Preparation Unit was accepted. This unit was judged to have the widest possible appeal in vocational training. Further, it was an ideal unit for the development of environmental materials, a new concept that was being explored by the Design and Development Unit.

It was during this period of searching for a product for national sales that the feasibility study and the different marketing approaches began to take form. It was not recognized at first that feasibility strategies were needed in addition to feasibility criteria. Since the cost of development, reproduction and distribution was found consistently to be limiting criteria, it was finally realized that financial and marketing strategies must be developed. This approach was found to be essential if environmental and audiovisuals were to be produced and sold.

[illegible]

[illegible] to profit [illegible] operation expenses, this product would [illegible] dollars to $400 per unit. This would limit the market and reduce the risk.

Such an investment cannot be undertaken without the reduction of risk. Since reduction of risk is ordinarily achieved with a marketing study, one was considered for the Job Preparation Unit. It was dropped in the conceptual stage because its demand upon Center funds and man-hours could not be met. Some other strategy was needed to reduce risk in such ventures.

The Problem of Distribution

If a center is to become involved in national sales and hold the attention of the market, it must have a variety of quality materials for sale. The market must also anticipate new offerings regularly. This involves the production and storage of materials in quantities sufficiently great to meet sales and to take advantage of the economies of bulk reproduction. In order to keep the selling price at a favorable level, the Texas Center found it had to reproduce at least one thousand, preferably ten thousand, copies.

This [illegible] for storage and distribution [illegible]. One thousand units such as the Job Preparation Unit, with its conventional

materials, packaged in a box 3x2x2 feet and stacked five high, would require a floor space of 35x35 feet. This brings new real estate into the problem.

Some Marketing Approaches

These are some marketing approaches that have been considered to be feasible under certain conditions. They were developed as strategies to avoid the problems involved in storing and distributing materials, and the problem of financial risk.

Developing Materials Under Contract. - Under this approach, the customer contracts with the Center for the production of a certain unit of materials. This approach solves the problem of a marketing risk and the problems involved in storage and distribution. If the Center then copyrights these materials, it is in a position to further exploit them for income purposes.

State By State Marketing. - Center materials developed under contract might be offered at a favorable bulk rate to other states. Under this procedure, samples would be sent out, cash orders assembled, and the necessary units printed and distributed. A deadline would have to be established on such orders. This approach avoids the problems of marketing risk and the problems of storage and distribution.

Marketing Through Other Centers. - Cooperative arrangements can be entered into with other centers. For example, the Materials Laboratory at the University of Texas has a working marketing system. Materials produced in the Virginia Center could be reproduced and marketed through

[illegible]

[illegible] materials [illegible]. [illegible] at the start involve [illegible] [illegible] such as [illegible] and slide graph slides. It could be specialized in something like this. The point of this is to start out with something easy to reproduce and distribute. A total approach which would produce some basic unit such as the [illegible] for which the Center became known for its work. For each unit, a body of audio and and auxiliary materials could be developed and sold piece meal. Customers would receive with the basic unit a catalog of these items priced separately and purchasable separately. A yearly catalog could be distributed, offering supplementary materials. A subscription service such as that offered by Ohio State might be developed for national sales. It might be handled under the title of an information service.

The Learning Resources Center should not think in terms of direct national sales. This may be time approach [illegible] of the risk. When this mode of marketing [illegible] from a position of sound experience [illegible] strength.

The Development of A Marketing Policy

Experiences, studies and insights referred to above lead to the policies and procedures published in Memorandum 300-3, Marketing Operations. These are policies, procedures and strategies that would be carried out under the strategies established in Memorandum 100-5, Organization and Operational Strategy. Together, these memoranda provide the policy and guidance necessary for the development of a growth strategy for the Center.

Income Experience and Projection

A set of recruiting posters was marketed in FY 1972-73. From these posters a total of $471.00 was realized. The posters were well received, and it is likely that they would have sold better if marketed through a national marketing organization holding user attention.

Equipment rental has brought in $2,522. This does not include the rental of the television studio. Further, equipment rented was not fully utilized. It is not unlikely that this income may double or triple.

The first unit to be offered for sale is the Job Preparation Unit. This is being marketed through the Materials Laboratory of the University of Texas. The Center received 500 copies free which will sell for $14 a set. This will enable the Center to recover $2,000 of its costs for the current fiscal year. Should the Center negotiate a share of profits beyond the break-even point, further income can be expected from this unit.

The current issue of the materials catalog is being sold at $2 a copy. It is anticipated that returns from it may recover printing costs and eventually finance the printing of the Center Newsletter.

[illegible]

[illegible]

[illegible] at the University of [illegible].

It is recommended that the University of [illegible] be approached with an offer along the following:

(1) For those materials accepted by the Texas Center for reproduction and marketing, the Learning Resources Center will accept 500 copies in initial payment,

(2) The Center will receive a share of the profits beyond the breakeven point on the unit,

(3) The Center will be free to make bulk sales with the 500 received, and

(4) The Center would reserve the right to print locally to meet Virginia needs.

The state of Virginia would be given first refusal on the first 500 units [illegible] additional units [illegible] to meet certain the State.

Under this system of marketing, sales to the State of Virginia would be handled as an intradepartmental transfer of funds. These funds would be picked up as available assets by the Center, which would allow the State of Virginia to reduce its budget for the Center correspondingly.

However small the beginnings of the Center following the research phase, it is recommended that provision should be made to function in this way as part of the Center's growth strategy.

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SECTION IV: CONCLUSIONS AND RECOMMENDATIONS

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Conclusions and Recommendations

Conclusions and recommendations have been set forth throughout the report. These are drawn together in this section into an integrated statement. First of all, the growth strategy and recommendations from Task 11 are summarized followed by a review of Center management recommendations. Following this are reviews of recommendations regarding Center services. Last of all, recommendations regarding marketing are reviewed.

Center Growth Strategy

It is concluded that the kind of services established by the Center are needed services, ones that can contribute significantly to a continuing improvement of learning conditions in vocational education. It is concluded, furthermore, that financial independence through national sales of materials is a possibility and that is is an objective worth pursuing (see Task 11 and the Marketing Study under Section III).

It is recommended that a base organization like the one presented in Task 11 be established and funded, that the organizational and operational strategies set forth in the Marketing Study in Section III be pursued.

This course of action will place the Center in a posture to grow. It will enable the Center to produce curriculum and learning materials for sale nationally. This will draw additional funds into the Center which will enable it to increase its creative development of materials, the elaboration and refinement of its services, and to move toward financial independence.

[illegible] proposed if it [illegible] officials to include [illegible] with competency in both areas. Should this be a poor co, it must be [illegible] in a way that provides a [illegible] design and development competency. It can not be too strongly stressed that the key to the Center's growth lies not only in a creative management but in a creative design and development capability.

Center Management

It is concluded that the management and administrative procedures established for the Center in its research phase are necessary and sufficient, with the exception noted, for operation of the Center under organizational and operational strategies proposed. Policies and procedures are provided for budgeting, financial control and accounting, for the acquisition and receipt of supplies, equipment and learning materials, for public information operations, and for the publication of a Center Newsletter. A new memorandum, however, will have to be drawn up for organizational and operational strategy. (See Memorandum 100-5, Organizational and Operational Strategy.)

Reference and Lending Service

Throughout the State, the D.E. curriculum is uniform in content and continuity. Thus, the demand from the entire body of users descends at once upon each competency area in the library. The Center has on hand an average of 2.9 copies per title. It is clear that it is unable to support an active lending library. If these items are out during the period in which a certain competency is being prepared and taught, it cannot function properly as a reference library. (See conclusions and recommendations for the Reference and Lending Service under Section II.)

Two alternatives face the Center. Either it must increase the number of copies maintained to support a lending service or it must restrict its role to that of a reference library. As a reference library, materials would be used for research purposes or for review as items potential for purchase by school libraries. This is an issue that must be faced very soon.

From the financial standpoint, it would seem wise to open the library in September of 1973 as a purely reference library. It seems possible, however, once the Center gains financial strength that certain critical materials might be kept on hand in sufficient copies to offer a lending service in select items.

Under current organization, as shown in Figure 4 under Task 1, the Reference and Lending Service is an integral unit of the Center. Under the organization recommended in Task 11, these services are provided by a provisional unit. Under this concept, professional materials would be considered as property of the base organization and technical materials as property of the services concerned. Both, however, would be available to users.

[illegible]

[illegible] Specialist, under the provisions of [illegible] (See coordinations and [illegible] Consulting Services in Section II and Memorandum 50-5 in Inclosure 2.)

Being associated with a University that treats coordination thrusts a center into a bridging position. Its bridging influence lies in its support of the teacher-educator, the undergraduate and graduate student, the practicing coordinator, and the State supervisor. Thus, it becomes a channel through which University experience and expertise flows into the field of action, one through which dialogue between university and field can become an ongoing experience. The consulting service is seen as forming the mainstream of this channel.

Curriculum Development Service

Under current organization, as shown in Figure 4 under Task 1, curriculum services are furnished by the Center. Under the concept recommended in Task 11, these services are operated by provisional units which are attached to the Center's base organization. These units would produce curriculum and learning materials. In support of their work, they would receive professional services from the Center staff. These services are described in Task 11, under the title of "Services Provided to Provisional Units." The organizational chart attached as Inclosure 10

shows how curriculum units may be attached for each of the vocational services. Each of these would draw upon the services provided by the base organization.

Media and Production Service

Under current organization, this service is provided by a unit which is an integral element of the Center. Under the organization recommended in Task 11, this is also the case. Audiovisual and graphics specialists would function in three basic ways. They would provide direct service to vocational educators desiring instructional support materials. They would provide graphic and AV assistance to provisional curriculum units. And they would cooperate with the Design and Development Unit in the creation of materials for national sales.

Should the demand become great for graphic and AV items for instructional support, a provisional unit could be established for just this purpose. This would free specialists in the base organization for support of curriculum units and for the creation of products for national sales.

Marketing Operations

It is concluded that the Learning Resources Center can produce and market learning materials and generate support income therefrom. The most promising marketing and distribution approach, for the moment, is a cooperative approach with the Materials Laboratory at the University of Texas. One cooperative venture with the Texas Center has been undertaken already and shows promise of success. (See the Marketing Study in Section III.) Other strategies are outlined in the marketing study.

[illegible]

[illegible] of the [illegible]. And [illegible], [illegible] fill a need in the vocational learning experience.

A potential way of [illegible] need is seen in the [illegible] review. This is a review of library [illegible] is gathered to support learning in a given area of competency, considering the unity and [illegible] of these materials as a whole. This kind of study should reveal holes where materials are needed. Requirements revealed might take the form of a new curriculum, special films or slide shows, television tapes, individualized learning materials, simple overhead transparencies to augment existing materials or perhaps a game or an environmental simulatio This kind of study, it is predicted, will open the door to more new ideas for materials than the Center will be able to exploit.

SECTION V: LOOKING AHEAD

This section looks ahead to some of the ways in which the Center may in the near future serve vocational education.

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Participation in the National Materials Consortium

Under this program, Virginia will participate in a five-state sharing of vocational curriculum and learning materials. The exchange of materials will be coordinated by a regional resources center. There is a need for an agency in Virginia to coordinate curriculum development within the State and through this center with the other states of the consortium and with the nation at large. That the Learning Resources Center be that agency seems appropriate.

In this role the Center would work with State Supervisors, curriculum developers and teacher-educators coordinating the curriculum development activities among vocational services and coordinating the activities of the State with the regional center. The organization proposed under Task 11 is designed to facilitate this role.

EDPA Project for Guidance Personnel

The Center has a FY 1973-74 contract to provide ten career guidance workshops. These are to be three-day workshops for guidance counselors, business people and vocational directors. The workshop objective is to bring to their awareness the career opportunities within the fifteen basic occupational clusters and to prepare them to work together on career programs for their school divisions. Under the organization proposed for the Center, this project and similar projects could be carried out by the In-Service Unit.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] Facilities Rental

The Center will [illegible] conference rooms, classrooms and audiovisual equipment. These facilities are offered to local school divisions, community colleges, and local businesses. The details of this policy are spelled out in the new materials catalog attached as Inclosure 4. The Center has rented equipment since August of 1972, and the gross income realized is $2,572. This activity has not involved the potential of the television studio or the full potential of that equipment rented. Taken together, the rental of space and equipment is a service having an income potential important for the Center's growth.

DDC Project on the Use of New Materials

The Center has received a request for a proposal on a subproject to make vocational teachers aware of new materials. One across-the-board project is to be funded and one in each of the vocational programs. Because the role of the Center is to discover new materials and make them known to teachers, it is in a unique position to conduct such workshops.

The USOE Career Education Curriculum Center has funded a number of career education projects around the nation, and materials are already flowing out of those projects underway. These materials should be gathered into the Center and introduced to teachers through workshops. Vocational teachers should be brought into the Center for these workshops rather than trying to take materials to the school district. It is expected that EDPA support can be gained for this kind of in-service training.

Cooperative Enterprise with the University of Texas

The Materials Laboratory of the University of Texas develops learning materials and markets them nationally. As a market, it is established with vocational educators as a source of materials. Under an agreement arranged between Virginia Commonwealth Unitersity and the University of Texas, the Learning Resources Center has undertaken one cooperative venture with the Texas Center. The Learning Resources Center is authorized to explore other cooperative ventures.

The Texas Center plans to enter the field of multi-media vocational materials in the near future and is interested in exploring opportunities for cooperative ventures in this area. The Learning Resources Center has the professional capability for developing both curriculum materials and media-centered materials that the Texas Center does not have. The Texas Center, on the other hand, has a capability for reproducing, marketing and distributing that the Virginia Center doesn't have. These facts provide a basis for cooperation between centers that is mutually beneficial.

The Texas Center has plans for a multi-media series entitled the American Enterprise Series. This series, as it is understood at the

[illegible] programs is needed. In response, the Director of Vocational Education has requested a public information unit position. In the meantime, the Division has developed a set of guidelines to help local vocational directors establish programs. To further assist local directors, the Vocational Division would like to have the Learning Resources Center develop a public information manual.

For the pursuit of its own information objectives, the Center also has a requirement for a public information staff member. If the Center is to serve all vocational programs, its information objectives will be those of the vocational programs it serves. Further, the Center has been requested to prepare a public information manual for the use of local directors. These facts point out the feasibility of lodging with the Public Information and Marketing Unit in the Center, the missions of both the Center and the Vocational Division.

Such an approach would provide an integrated effort rather than a coordinated one. Many of the Vocational Division's and the Center's objectives could be achieved through the Center Newsletter. This would be especially useful in [illegible] fiscal year budgets. Furthermore,

the Center itself is a useful information instrument. Centering information activities in it would tend to make better use of it as such.

Committee for Career Education Curriculum

The State Vocational Division plans to develop a career education orientation and exploration curriculum for use in the middle school. This is to be Virginia's first significant across-the-board curriculum development in vocational education. As a first step, the Division will bring together as a committee specialists in middle school education, appropriate business people, appropriate theorists, and curriculum specialists. The committee's task is to develop guidelines and a conceptual framework for the curriculum.

This is an activity in which the Center's capabilities can make a unique contribution. It is uniquely situated to bring the different services together in a common activity in a way, perhaps, that any individual service might find it difficult to do so. This coordinating function, of course, should be under the guidance of the State Director of Vocational Education. Its meeting accommodations, furthermore, and its ready availability of facilities would facilitate the task of a committee in developing such a conceptual framework.

Development of Youth Organization Training Packages

The State Vocational Division during the coming year plans to develop guidelines for strengthening youth organizations. The National Staff of DECA has a similar interest. It is interested in developing materials needed by teachers to integrate youth activities into the

[illegible]

[illegible] problems and programs of [illegible] and developing a common [illegible] Learning Resources Center could be [illegible] by these [illegible] pathways.

[illegible]

The State Advisory Council for Vocational Education has indicated the need for councils in each community. The State Division of Vocational Education, in response, plans this fiscal year to develop a handbook of guidelines for the formation and operation of these councils. Following the development of the handbook, each vocational service at its summer conference will conduct training sessions. The Learning Resources Center is capable of preparing the handbook and conducting the summer conference training sessions.

[illegible]

The Executive Vice President for the Virginia Council for Economic Education has proposed that the council's holdings of economic materials

be housed in the Learning Resources Center, and that it circulate these materials to social studies and vocational teachers. Further, he and Dr. Ray Price of the University of Minnesota have recommended to the National Council for Economics Education that the Center be designated as the national repository for these materials. As the national repository, the Center could expect to house a sample copy from publishers of each publication relating to economics.

Discussions between the Virginia Council and the Center have explored the commonalities of concepts taught by social studies and vocational teachers. These talks have revealed the feasibility of joint workshops for social studies and vocational teachers in economics understanding. These could be conducted as part of the EDPA workshop program and could be developed and conducted as a cooperative effort between the Center and the Virginia Council for Economics Education.

Alternative to A Lending Service

The Center cannot keep sufficient copies of materials on hand to furnish an active lending service. The alternative is to provide a reference and materials-review service. Under a new funding system, each teacher in Virginia will have funds for the purchase of materials. The Center could keep sample copies of printed and audiovisual materials for review by vocational teachers. If the Center is designated as State repository for vocational materials, then all that is needed is a letter to publishers to have sample copies sent. The Center would review and annotate these materials and organize them into special bibliographies.

[illegible]

[illegible] of the Three [illegible] Conferences held at the Center in 1971 [illegible] that [illegible] equipment and materials. Eventually, it would become known as a center for methods conferences. When it became a national conference center, another source of income would come into being.

Conferees also offered some feedback on the potential reception of Center materials. They ordered, in advance, 95 copies of the materials catalog now in print. Their response to the Job Preparation Unit was also enthusiastic. Conferees purchased thirty sets during the conference.

Coordination of Inservice Training

The Center's staff realized in August of 1972 that the central purpose of a learning resources center must be teacher development through materials. It was realized, furthermore, that in the absence of leadership and training, new ideas and methods in education are adopted slowly. In our time, however, we cannot wait for the flood of new knowledge and practices to seep slowly into practice. Change must be actively stimulated. And help must be provided to teachers who are being called upon to transform their concepts and methods. This awareness led to an intensified emphasis upon a working relationship with teachers, a relation

ship maintained [illegible]

[illegible]

[illegible] through [illegible] and teacher education [illegible] State [illegible] programs, [illegible] programs [illegible] and personnel of [illegible] vocational people. In a [illegible] sense, the Learning Resources Center would be a natural agency for achieving such integration. It has the professional and technical resources to support studies leading to the development of long-range goals, and to the programs that will effect the necessary transformations in teachers, practices and conditions. And the Center is that place where students preparing to teach, practicing teachers, teacher-educators and State supervisors all come with questions and problems. It is not the natural but the actual meeting ground for most of the forces and agents of change.

A STUDY TO DETERMINE WHAT PRINT MATTER AND AUDIOVISUAL MATERIALS SHOULD BE INCORPORATED IN AN INSTRUCTIONAL RESOURCE CENTER TO BE ESTABLISHED AT VIRGINIA COMMONWEALTH UNIVERSITY, DEPARTMENT OF DISTRIBUTIVE EDUCATION, FOR USE BY VIRGINIA DISTRIBUTIVE EDUCATORS

A Thesis

Presented to

the Faculty of the

Department of Distributive Education

School of Education

Virginia Commonwealth University

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

---

by

Michael Tucker Barnes

May, 1971

ERIC

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Chapter I

INTRODUCTION

"Today, educators and other citizens realize that educational programs of vitality, worth, and significance to students and to society depend upon excellent media services and resources in the school."[1]

One method of providing these excellent media services and resources in the school is through the establishment of media centers. The media concept grew out of a demand from the total educational community to improve instruction. Better, more varied, and more available materials were needed. Whether it is called media center, curriculum laboratory, materials center, instructional resource center, or learning resource library, its purpose is to help create a richer learning environment through providing appropriate learning materials, experiences, and resources.

The purpose of the Instructional Resource Center (IRC) is to provide numerous services for the educator. It should provide printed matter such as curriculum guides, courses of study from other schools, books, pamphlets, periodicals, and audiovisual materials. The audiovisual materials should include slides, filmstrips, and equipment needed to use them. Included in the services are consultations to improve learning, instruction on the use of printed and audiovisual resources,

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[1]The American Library Association and National Education Association, Standards for School Media Programs, Washington, 1969, p. 5.

information on new educational development, production facilities to create and produce instructional materials to suit special needs, materials for classroom instruction, efficient working areas, and equipment to convey the materials to the educator. The materials center should also have policies and procedures to facilitate the control of distribution to ensure the availability of the right materials for teachers when, for as long as, and as often as needed.

Education should find within a resource center resources that meet demands of innovative instructional methods to facilitate learning by the student. "There is desperate need to improve the quality of instruction for all, to remove educational inequities that waste human resources and bar many from constructive participation in society."[2] Every resource center's material, either print matter or audiovisual material produced and used, should enable students in our schools to be challenged to participate in a free, exciting, and enriched life in society.

> The rationale for an instructional materials center is based upon the obvious fact that we live in an age whose complexity grows ever greater. No one medium of communication is adequate to the task of providing information and concepts which are meaningful to students. Only a multimedia approach can help insure the strengths needed.[3]

The multimedia approach is merely the integration of many types of educational media to promote better teaching and better learning for every classroom, and to extend and reinforce learning in every possible means and through every possible medium.

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[2] Jerry M. Mathews, "The Challenge of the New Media Standards," Audiovisual Instruction, Aug. 1969, Vol. 39, No. 7, p. 10.

[3] [illegible] Vol. 1, [illegible] (Chicago: [illegible] Press, 1969), p. 99.

Background

The Department of Distributive Education of The Virginia Commonwealth University in planning the establishment of an Instructional Resource Center to meet the revolution of teaching methods, innovations in technology, and the amount of materials created for instructional purposes, has in its proposal for research stated the objective as being one of research to identify, examine, and solve the problems related to the design and operation for an Instructional Resource Center for Distributive Education programs. As general considerations of this design problem, the following was noted:

1. The services requirements of center users.
2. The scope of media to be treated.
3. Internal operation functions.
4. The physical facility.
5. Public (i.e., user public) service.
6. Information.
7. Communication and dissemination functions.
8. Scale of activities.
9. Means and sources of support.

The research toward the objectives of this proposed IRC will be organized into tasks. Each task will be a self-consistent unit of effort toward an identifiable sub-objective of the project. Each task will assimilate inputs of direction, information from participating public, and results from other tasks. It will yield onput to other tasks and of experimental services to the participating public, and evaluate and re-work its onput as experimental use indicates. The relationship among tasks must be systematically conceived and operated if the project is

to reach its objectives efficiently and completely. Figure 1 illustrates the flow of this plan.

Figure 1 (Illustrate [illegible] a flow chart of such a comprehensive [illegible] program [illegible] instructional [illegible])

An IMC will [illegible] instructional [illegible] selection and [illegible] of teaching materials (books and audio-visual [illegible]). A [illegible] of the [illegible] will be available on the [illegible] of instructional [illegible], [illegible] and hardware [illegible], [illegible] [illegible] to apply to the [illegible] [illegible] instructional [illegible].

Media [illegible], [illegible] and evaluation should reflect current trends in education and [illegible].

> Media standards for the selection of materials and making the presence of [illegible] media easily [illegible] and necessary for (1) the [illegible] of materials of [illegible] in the school, (2) [illegible] of these materials by teachers and staff of the [illegible] and (3) [illegible] and efficient organizational [illegible].

The approach to selection must avoid, if possible, the waste of duplicating expensive [illegible]. Teachers and other professional personnel whose needs and abilities are similar to those who will eventually use the materials, should be consulted in developing procedures for the [illegible] of the selection criteria and television [illegible] [illegible].

Selection criteria will be developed and [illegible] in consideration of the instructional [illegible] to be served which the materials will [illegible], [illegible] [illegible] to [illegible], [illegible], etc.

[illegible]

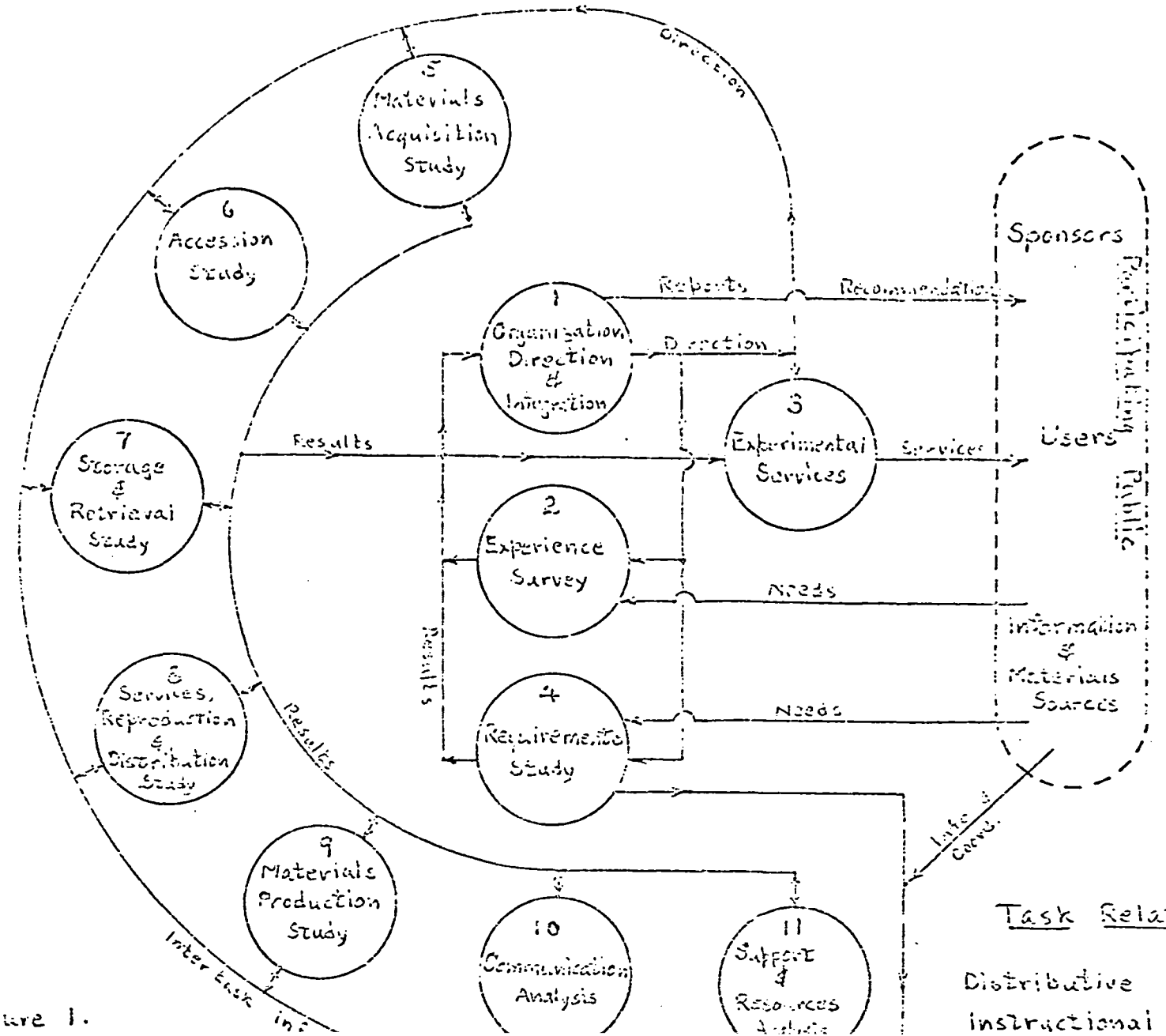

Task Relationships

Distributive Education
Instructional Resources

Figure 1.

Examples of general selection criteria are:

1. Authenticity.

2. Appropriateness to purpose.

3. Interest quality.

4. Organization and balance of components.

5. Technical quality.

6. Cost relative to usefulness.

Purpose

The purpose of this study is to find solutions to the investigat of Task 5. analysis of problems concerning teaching materials acquisitio and evaluation, which is a part of The Virginia Commonwealth University Department of Distributive Education research proposal. The main objective is to find out what materials the coordinators would prefer having available for distribution by an IRC for Distributive Education in Virgi

This study will provide possible solutions to the following by-products of the research:

1. What courses of Distributive Education instructional materials are available elsewhere? (Task 3)

2. What assistance do teacher-coordinators desire for workshops in methods using equipment use and production techniques? (Task 3)

3. What system should be used in classification and cataloging materials placed in the Center? (Task 6)

4. What type of [illegible] (Tried production) instructional materials are needed by the coordinator to supplement existing [illegible] [illegible]. (Task 3)

5. [illegible]

Definitions

1. Center - The concentration of numerous enrichment materials, supplies, and equipment in one fixed location.

2. Instructional Resource Center - Repository, performing a full line of services including material preparation.

3. Media - Printed and audiovisual forms of communication and their technology.

4. Media Program - All the instructional and other services furnished to students and teachers by a media center and its staff.

5. Media Staff - The personnel who carry on the activities of a media center and its operation.

6. Media Center - A learning center in a school where a full range of print and audiovisual media, necessary equipment, and services from media specialists are accessible to students and teachers.

7. Non-print Matter - Transparencies, slides, filmstrips, recordings, and the equipment needed to use them.

8. Print Matter - Books, pamphlets, and periodicals. Also included would be curriculum guides and courses of study from other schools.

9. Schematic Listing - A systematic listing of the services and materials provided by a media center.

Delimitations

The Instructional Resource Center for the Department of Distributive Education is being proposed to supplement and enrich Virginia Distributive Education curriculum and to serve the coordinators. This study will be conducted only in Virginia because of the objective of the Instructional Resource Center.

The study is limited to print and audiovisual materials which will be included in a Selective Listing of current materials available in the audiovisual field (see Appendix A). Therefore, the completeness of the listing is necessary for the success of the research.

The study was reviewed by a selected group of professionals in the field of Virginia Distributive Education. Members of the group were asked to interpret the results of the coordinator survey and as follows:

1. Dr. Donald Cash, [illegible] research.

2. Dr. Leo Brown, [illegible] curriculum for the Virginia Distributive Education [illegible].

3. Mrs. Jane Chandler, Coordinator, Thomas Dale High School, representing the high school coordinators.

Chapter II

RELATED READING

Direct Related Reading

The directly related reading (research studies, texts, and periodicals) indicates that, with advancement in technology and educational innovations in curriculum and instructional materials, education must develop new approaches to motivate and convey materials to the student learner. One area which has encouraged research in educational change and development is the Federal Government by granting of funds, such as the National Defense Education Act of 1958, for the purpose of improvements in education. Title VII and VIII of the NDEA established funds for study in communication media.

Two studies conducted as a result of the NDEA Title VII funds were concerned with the establishment, operation, and success of the media center. The Standards for School Media Programs, which was conducted by the American Library Association and the National Education Association, established new standards for school media programs. The aim of the joint study group was to establish for media programs standards that would best aid the school in implementing their educational goals and instructional programs. The result of the study established standards for personnel, resources, expenditures, and facilities.

The selection of resources for the media center should be based on policies such as the following:

1. The school and school system have a written statement of selection policy, formulated and endorsed by the school administration, the media specialist, and the faculty.

2. The collection supports the requirements of the school curriculum and provides for the diverse learning skills of individuals representing all levels and types of ability.

3. Media selection, distribution and use reflect current trends in education and communication.

4. The selection of materials is a process of cooperation involving the responsibility of qualified specialists at the local, state, regional, and national levels. The selection process is aided by reputable reviews, recommended lists, standard bibliographic tools, and special references.

5. Sufficient duplicate copies of materials are available to meet the needs of students and teachers.[5]

The second, A Study to Determine a Possible Method of Establishing Bibliographic Control of Educational Audiovisual Materials for the Purpose of Informing Teachers Concerning Available Materials and Their Adaptability, also emphasized the selection of materials to be housed in the media center. The main concern of the study was the establishment of a bibliographic listing of all audiovisual materials available on the market which could be included in the media center. The purpose of the listing was to serve as a guide in the selection of materials to be acquired and housed in a media center. The following set of criteria is a result of the bibliography establishment:

1. No items dated to 1960 shall be included.
2. Items will stress over media.
3. Materials for elementary and secondary teachers were [sic] stressed.
4. No film or audiovisual library catalogs listed [sic].
5. No one brand humanus [sic].
6. All publications where the supply is definitely limited or obsolete, or out of print, will be eliminated.[6]

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[5] [illegible] [illegible], p. 20.

[6] National Defense Education Act, A Study to Determine a Possible [illegible] [illegible], [illegible], p. 10.

The method suggested in The Standards recommended the formation of the media center where emphasis on instructional materials can be centered in one central location for dissemination to educators. The ease of accessibility of print matter and audiovisual materials to the student and teacher is essential. "Fragmentation in the location and use of printed and audiovisual materials defeats the educational purposes that require a multi-media or cross-media approach to materials."[7]

The success of the media center is dependent upon the person in charge of such an operation, the services and supplies offered, and the building and location. Each of these factors should aim for cooperation and coordination for the area to be served. "The basic idea of the Instructional Materials Center (IMC) is to efficiently and effectively organize materials of all types so that they are readily available to students and faculty."[8] The dissemination of the materials to the educator within the media center's area of coverage should be structured to suit the instructional environment. To effectively and efficiently use the materials housed in the center, and in order to allow the teacher to turn away from the hardware and toward using his skills as a director of learning, the center must break one roadblock (the physical limitations). "The physical limitations of equipment, inaccessibility of equipment and materials, lack of appropriateness to learning, physical

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[7]Frances Henne, "The Challenge of Change--New Standards for New Times," The Bulletin, Vol. 50, No. 306, p. 76.

[8]Robert Brown, "The Learning Center," Communication Review, Vol. 16, No. 3, p. 294.

plant limitations, and budgetary problems, which continue to plague the effectiveness of the media utilization program.[9]

Some of the goals that must be met in the new media program are as follows:

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible] teachers current on new materials.
5. [illegible]
6. [illegible]

To achieve the objective of educational media to be used as an instructional tool that will complement and provide to one another in bringing instruction and individual study in the learning process, it is imperative that media centers be established to serve the teacher. The media center should allow the teacher to procure a wide variety of instructional materials and equipment and organize them for use. In the discussion of the central media center, one vital role is the inventory of instructional materials. The following criteria could be used as a guide for selecting the materials to be provided by the center:

1. Materials too expensive for individual schools to own.
2. Materials too infrequently used for individual schools to own.
3. Materials requiring constant care and maintenance [illegible] individual schools.[11]

Application of the above criteria enables a school to secure materials to which the media specialist should check in order to supplement the instructional materials (and) center collection.

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[9] [illegible], "A [illegible] Utilization System of [illegible]," [illegible], vol. 13, No. 10, p. 1020.

[10] [illegible], p. [illegible].

[11] [illegible], "Media Center," [illegible], p. [illegible].

There are different approaches to the selecting of materials, but all are concerned with incorporating instructional materials that will provide economy of teacher time and effort and encourage the use of all types of media. The change in teaching, a shift in content interest, teaching methods, and instructional developments have encouraged such change.

Hartsell and Margoles indicate that, in the selection of instructional materials, the decision for selection should be based on either wants, needs, or oughts.

> Too frequently instructional materials selection has been based on wants of the teacher and not on what ought to be available to the learner. The key curriculum issues appear to be: (a) need for establishing priority, (b) importance of learning how to learn, (c) need to see the school program as a totality, and (d) caution in promotion of "easy to adopt" packaged programs.[12]

The importance of materials selection as discussed can only work if the teacher can adequately use the materials. The teacher must think through and discuss ideas with others, and know what types of assistance the instructional media center can provide.

Indirect Reading

Many studies have shown that media in curriculum improves learning and retention on the part of the student. Such research has shown that the IQ of students increased in many cases, material was grasped at a greater rate, and opinions changed. To determine what behavioral goals we need in order to facilitate change . . .

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[12]Horace C. Hartsell, "Guidelines for the Selection of Instructional Materials," Instructional Materials Center, p. 246.

> We must determine what the child should discover for himself and what information he should be given. Next what methods best transmit information to the child? What kind of media will best convey the information?[13]

This will add emphasis on independent study and research, which will extend from a broad variety of learning materials and devices, if the objectives are to be reached effectively.

An IMC should provide the following:

> 1. Catalog and inventory all types of teaching and learning materials - books, pamphlets, films, recordings, charts, exhibits, art prints, slides, filmstrips, realia, community resources.
> 2. Maintain and service all of the teaching tools used in the school.
> 3. Inform teachers and students about new developments in materials, equipment, and teaching technology.
> 4. Produce materials which are unique to a specific teaching situation.
> 5. Provide assistance in locating needed teaching and learning materials.
> 6. Assist teachers and students in the use of teaching equipment and materials.
> 7. Provide space [illegible] for teachers and students to preview, audition, review, and try out various teaching media.
> 8. Serve as a comprehensive learning laboratory in which students can learn to use all types of learning materials and equipment.
> 9. Provide for continuous evaluation of the program and services.[14]

In summary, emphasis should be placed on the selection of materials to be housed in the media center, in order to ensure its use by the students it will serve. Selection should result from sound [illegible], needs of the curriculum, as a supplement to existing

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[13] [illegible] Reading, "New Media Come Into the Curriculum," [illegible] Vol. 18, No. 5, p. 23.

[14] [illegible], "Automated Instructional Materials Centers," [illegible] p. 9.

curriculum, and as a means of enriching curriculum in order that the student may improve his learning and retention of knowledge.

> There is far more vitality in the classroom where thought and attention have gone into every aspect of what takes place there. Indifference to the selection of materials can diminish this vitality seriously. As the teacher plans for a class, he must strive to select the best materials for optimum contribution to learning.[15]

The ultimate responsibility for selection will rest with the media specialist after thorough research has indicated what materials, print and audiovisual, are needed, wanted, and necessary for the fulfillment of the IRC at Virginia Commonwealth University.

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[15]Mary Ellen Oliverio, "Selecting Instructional Materials for the Classroom," Instructional Materials Center, p. 335.

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Chapter III

THE DESIGN

Population

The research study to determine what print matter and audiovisual materials should be housed in an Instructional Resource Center being established by the Department of Distributive Education, The Virginia Commonwealth University, was conducted among 314 Virginia distributive educators on the secondary, adult, college and university levels. This population was needed in order to have a complete guide for priority and the selection of media to be incorporated in the center. With different approaches used in the teaching of the Virginia curriculum, it was essential to have a complete picture of what the distributive education personnel needs to supplement and enrich their curriculum offerings.

The resource center's prime function is the serving of Distributive Education personnel within its boundaries (State of Virginia) through the dissemination of materials which will enhance the existing curriculum.

Instrument

The methods used to collect the necessary data for the selection of materials to be housed in the resource center were the Schematic Listing (secondary) and the Questionnaire (primary). (See Appendix A)

Due to the large number of teacher-coordinators and supervisory personnel in the State Distributive Education program, and because the

investigator desired to obtain solutions to the problem of [illegible] and priority selection, the questionnaire for data accumulation was [illegible].

The [illegible] of [illegible] was [illegible] the [illegible] by [illegible] of using radio and television internals and [illegible] to the [illegible] [illegible] [illegible] [illegible] throughout the country (see Appendix A). The [illegible] determined into two main areas: Teachers (Teaching, [illegible], [illegible], [illegible] curriculum development, and [illegible] and [illegible]) and Students ([illegible], [illegible] and [illegible], [illegible] [illegible] and [illegible]). This [illegible] served as the [illegible] for the compilation of the questionnaire. In the next step in the development, questions (compiled from the Selective Listing of Evaluation Centers in or Within) were carefully constructed. Each question was designed to contribute to the solution of the problem or its by-products which are under investigation.

A pre-test was conducted among the State Distributive Education Service supervisory personnel in Richmond. The pre-test revealed that a change in the response column and the elimination of descriptive clusters for each area within the questionnaire would be necessary. After their response, a final draft (see Appendix A) was completed and mailed the [illegible] March 1, 1971, to the entire Virginia Distributive Education [illegible]. An introductory cover letter (see Appendix A) also accompanied the final draft of the questionnaire, which [illegible] the purpose of the [illegible] Distributive Education Evaluation Center and the survey being conducted. After [illegible] [illegible] (see Appendix A), which [illegible] [illegible] [illegible], a follow-up letter (see Appendix A) was sent [illegible], and a follow-up

postcard was mailed March 29, with the deadline for responses to the questionnaire to be March 31. Once the results were received, a coding system was developed for use on the optical scanning machine so that the results could be easily tabulated (see Appendix A). After the data was collected and coded, the information was transferred to IBM cards which were tabulated on an IBM sorter.

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Chapter IV

FINDINGS

A Survey of Centers in Operation

The following three questions were asked in the letter sent to various resource centers (see Appendix A):

1. What procedures were used in establishing your center's dissemination of educational materials?

2. What instruments (research, advisory committees, etc.) do you use for procuring print matter and audiovisual aids?

3. What criteria do you use for cataloging materials used in your center?

   a. What materials are included in each category?

   b. What cataloging system do you use or recommend?

Procedures for dissemination were not indicated by the respondents. However, each had either a monthly, periodic, or annual mailing, depending upon how often the center purchased educational materials. The mailings are used to inform the user public of what materials are available for loan or purchase (most of the centers sell materials).

Several of the centers indicated that the bid contract was used for print matter. This contract contains a requirement that the successful bidder supply review copies of print materials as requested. A review and preview system is used to determine which titles appear on current print and non-print buying lists. The purpose of the list is to coordinate orders, to improve the efficiency of processing materials, and to increase

the discounts available for quantity orders. The monthly buying lists insure that the professional staff members (over public) are aware of new materials available.

The catalogue systems range from the Abridged Dewey Decimal System and Library (point system) to individually developed coding systems. The following systems are used by several of the centers contacted:

Ohio University - use general subject areas with major topical areas.

Purdue Center - use Abridged Dewey Decimal System for point system; the Sears Subject Headings for technical catalogs; and also the Library of Congress System.

Texas-Austin - use Abridged Dewey Decimal System.

Temple University - have not catalogued. State Supervisor maintains filing system.

Northern Illinois University - use their own coding system (see Appendix B).

Many bibliographies and other sources were obtained from the centers, but the investigator for this study feels these materials would be more beneficial once the Department of Distributive Education (DEC) center is established.

In summary, of the centers contacted, the most impressive was the Northern Illinois University Materials Center. They have developed many materials which will be of service to the DEC once operations begin. Weaknesses in the other centers contacted included a lack of organization in their operation and a lack of additional materials. Each center, however, stressed the importance of having abundant of print materials.

A Survey of Virginia Distributive Educators

Of the 314 Virginia Distributive Educators surveyed, 238 responded to the questionnaire. There were 209 coordinators; 16 supervisors, which included city, county, and local supervising coordinators; and 13 adult or special, which included adult instructors and college staff, who replied to the questionnaire.

The responses represented 75.60% of the universe. As shown in Table 1, the universe consisted of personnel in Distributive Education programs in Virginia, which is divided into six areas: Central, Eastern, Northern, Western, Southern, and Richmond-Henrico and Colleges. Table 1 shows that the total number of personnel in the State of Virginia is well represented in each area.

Table 1

Distribution of Educators in Virginia Distributive Education Programs and Respondents in Survey

Area	Person in DE Program		Responses in Sample	
	Number	Percentage	Number	Percentage
Central	50	15.9%	31	13.0%
Eastern	40	12.7	28	11.8
Northern	79	25.2	64	26.9
Western	62	19.7	48	20.2
Southern	37	11.8	29	12.2
Richmond	46	14.6	38	16.0
Total	314	100.0%	238	100.0%

Desirability and Use of Services

The purpose of the survey questionnaire was to solicit opinions of respondents as to the Desirability and Use of a selected group of Services and Materials. Selection of the specific Services and Materials to be included in the IRC was determined after responses to the survey questions had been tabulated.

The first question asked the respondent to indicate his opinion as to the Desirability of each Service listed. Services refer to the intangible activities of the IRC, which includes seven selected categories as shown in Tables 2 and 3:

1. Lending - Dissemination of materials and teaching aids to the teacher-coordinator on a loan basis.

2. Production - IRC production of teaching materials. Example: transparencies, posters, filmstrips.

3. Workshop Training - Inservice training at the IRC on methods in production or request visits by staff members on a request basis.

4. Workroom and Study Facilities - Facilities for preview and development of any teaching materials.

5. Mailing - Monthly mailing of analysis of new curriculum materials available, as well as new teaching aids.

6. Curriculum Development - The development of new curriculum options and self-study materials for classroom use.

7. Review and Evaluation - The review of new materials and analysis.

Of the centers contacted in the Survey of Centers in Frontier [illegible] indicated some form of the Services listed, with the exception of Workshop Training and Workroom and Study Facilities. The inclusion of Workshop Training as one of the seven selected categories would allow [illegible] of inservice [illegible] on the [illegible] of [illegible] to [illegible] inservice [illegible] provided by the IRC. Workroom and Study Facili

were needed to perform the services to be provided by Workshop Training. Each of the seven categories were checked by the respondents according to their Desirability on a three-point scale of:

3 - Necessary	3 - Frequently
2 - Helpful	2 - Occasionally
1 - Unnecessary	1 - Not At All

Table 2 shows the distribution of responses and ranking of the selected group of Services. In computing the rank system, weights were assigned to each of the possible responses, which allowed for consideration to be given to each respondent's reply. Correlation between the actual count and the ranking was evident, but the latter allowed for an accurate analysis in cases where the actual count might be misleading.

Of the seven categories surveyed, Curriculum Development ranked first as shown in Table 2. The respondents were asked to comment throughout the questionnaire, and two comments received under Services are as follows: (See Appendix C)

1. "Update our present units. We are behind the times."
2. "Curriculum needs updating; it's too elementary."

In the first section of the survey, the respondent was asked if he used other state curriculums. Of the 238 total sample, 199 replied yes, and 39 replied no.

In combining the total responses within the columns of "Necessary" and "Helpful," which indicate positive replies, Review and Evaluation received 228 responses and Lending received 225 responses; but both of these categories were ranked third as shown in Table 2. Workshop Training and Workroom and Study Facilities ranked lowest. One respondent stated, "The distance to the IRC would prohibit attendance at workshops and use of workroom facilities."

Table 2

Distribution of Responses and Ranking of Services According to the Degree Services Are Desired

Services*	Rank**	Necessary	Helpful	Unnecessary	No Response	Total
Curriculum Development	1	159	68	3	5	235
Training	2	138	96	2	6	232
Counseling	3.5	131	94	2	11	238
Research and Evaluation	3.5	124	104	2	8	238
Production	5	114	110	6	8	238
Resource Centers	6	94	129	9	6	238
Conferences and Study Facilities	7	66	126	30	17	238
Total		727	732	18	61	1,646

*The area of "Other" was included in the survey but not in the total response tabulation.

**Rank - The rank was determined by multiplying the total responses in each category by a weight assigned by rank: Necessary - 3; Helpful - 2; Unnecessary - 1.

In the Use section of the questionnaire, the respondents were asked to indicate how often they would use each of the seven categories included in Services. The rank system was also used in order to rank the Use of Services as shown in Table 3.

Mailing ranked first and received the highest number of Use responses. When combining the "Frequently" and "Occasionally" columns, it received 196 responses. Comments were made concerning this category; and suggestions regarding the frequency of mailing included the following: monthly, quarterly, semi-annual, or annual mailing, as well as special mailings, such as new materials mailing list (see Appendix C).

Workshop Training and Workroom and Study Facilities again ranked lowest in Use. Of the 238 respondents, 29 replied that they would use Workroom and Study Facilities frequently; and 44 replied they would use Workshop Training frequently.

In comparing Tables 2 and 3, it is interesting to note that Mailing, which was ranked second in Desirability was ranked first in Use; while Curriculum Development dropped from a rank of first in Desirability to a rank of fourth in Use.

Desirability and Use of Materials

Major Areas. Materials were divided into two areas: Major Areas and Breakdown. The purpose of these sections of the survey was to help in the selection of print and non-print materials to be incorporated in the IRC. The Use of Major Areas was not directly asked of the respondent, but indication was determined by Materials Breakdown, Desirability and Use.

Table 3

Distribution of Responses and Ranking of Services According to the Frequency With Which the Families Would Be Used

Services	Rank	Frequently	Occasionally	Not At All	No Response	Total
Utility	1	108	84	74	38	304
Recreation	2	100	97	10	31	238
Transportation	3	74	107	21	37	239
Group Work Development	4	99	119	16	34	268
Parent and Child Education	5	65	121	10	39	235
Health and Drinking	6	44	142	28	24	238
Meeting and Study Facilities	7	29	100	63	26	218
Total		499	814	164	189	1,666

Note: - The category of "Other" was included in the survey but not in the total response tabulation.

Note: - The ranking was determined by multiplying the total responses in each category by a weight assigned to the: Frequently - 3; Occasionally - 2; Not At All - 1.

The Materials (Major Areas) division of the survey of Virginia Distributive Educators included four selected print and non-print teaching aids as shown in Table 4:

1. Periodicals - Includes all print matter other than textbooks.

2. Audiovisual Aids - All non-print matter.

3. Coordinator Materials - Includes workbooks, curriculum guides, etc.

4. Equipment - Devices needed to use teaching aids.

Each of the selected Major Areas was included in the survey for the purpose of determining which of the major teaching materials were desired by the user public for inclusion in the IRC.

Periodicals and Coordinator Materials comprised the print matter, and Audiovisual Materials and Equipment made up the non-print matter. Each, with the exception of Equipment, was later subdivided to include specific Materials which the respondent had to check according to Desirability and Use. Equipment was not included in the Use section, because selection could only be determined by the IRC staff once determination was made on Services and Materials to be incorporated in the IRC.

In considering all of the respondents' replies, Coordinator Materials and Audiovisual Materials ranked equally in Desirability as shown in Table 4. In combining the total number of positive responses, which indicate Desirability, Audiovisual Materials received 229 positive responses and Coordinator Materials received 227 positive responses. Periodicals ranked third with 211 Desirability responses, and Equipment ranked fourth with 192 responses.

Breakdown. Of the Major Areas, Coordinator Materials, Audiovisual Materials, and Periodicals were divided into specific areas of teaching

Table 4

Distribution of Responses and Ranking of Materials (Major Areas) According to the Degree Materials (Major Areas) Are Desired

Materials (Major Areas)*	Rank**	Necessary	Helpful	Unnecessary	No Response	Total
Audiovisual Materials	1.5	137	92	2	7	238
Computer Materials	1.5	140	97	3	8	238
Periodicals	3	115	96	11	16	238
Equipment	4	97	95	32	14	238
Total		489	370	48	45	952

*Materials (Major Areas) - The category of "Other" was included in the survey but not in the total because of tabulation.

**Rank - The rank was determined by multiplying the total responses in each category by a weight assigned to each: Necessary - 3; Helpful - 2; Unnecessary - 1.

aids. Selection of these specific Materials was based on teaching aids used by coordinators and a Schematic Listing developed from the existing centers. The purpose of the Breakdown was to allow the respondents to indicate their opinion as to the Desirability and Use of specific aids.

Periodicals, which refers to print matter other than textbook, included five categories as shown in Tables 5 and 6.

1. Magazines - Consumer, trade, and industrial.
2. Newspapers - Trade and industrial. Example: Women's Wear Daily.
3. Booklets - Materials from various associations.
4. Occupational Briefs - Materials which can be obtained for and through purchasing that pertain to careers.
5. Brochures - Materials from various associations.

In ranking the Desirability of Periodicals, Occupational Briefs ranked first; and Magazines and Booklets were ranked third as shown in Table 5. In combining the Desirability columns of "Necessary" and "Helpful," Booklets received 196 positive responses and Magazines received 192 positive responses.

In the Use section of the questionnaire, the respondents were asked to indicate how often they would use each of the five specific Periodical teaching aids. In this section, the majority of respondents' replies were found in the "Occasionally" used column as shown in Table 6.

In examining Tables 5 and 6, Occupational Briefs ranked first in both tables. However, Brochures ranked second in Desirability and ranked fourth in Use. Newspapers ranked the lowest in both tables.

Audiovisual Materials, which refers to non-print matter, includes seven categories as shown in Tables 7 and 8.

1. Bulletin Board Ideas - Booklet on ideas for classroom bulletin boards.

Table 5

Distribution of Responses and Ranking of Materials (Periodicals) According to the Degree Periodicals Are Desired

Materials (Periodicals)*	Rank**	Necessary	Helpful	Unnecessary	No Response	Total
Commercial Briefs	1	114	105	5	14	238
Bruins	2	82	133	7	16	238
Magazines	3.5	82	110	20	26	238
Bulletins	3.5	77	119	17	25	238
Newspapers	5	49	102	55	32	238
Total		404	569	104	113	1,190

*Materials (Periodicals) - The category of "Other" was included in the survey but not in the total response tabulation.

**Rank - The rank was determined by multiplying the total responses in each category by a weight assigned to each: Necessary - 3; Helpful - 2; Unnecessary - 1.

Table 6

Distribution of Responses and Ranking of Materials (Periodicals) According to the Frequency With Which the Periodicals Would Be Used

Materials (Periodicals)*	Rank**	Frequently	Occasionally	Not At All	No Response	Total
Occupational Briefs	1	66	109	20	43	238
Booklets	2	76	131	10	21	238
Magazines	3	78	114	33	13	238
Brochures	4	94	112	13	19	238
Newspapers	5	51	102	57	28	238
Total		365	568	133	124	1,190

*Materials (Periodicals) - The category of "Other" was included in the survey but not in the total response tabulation.

**Rank - The rank was determined by multiplying the total responses in each category by a weight assigned to each: Frequently - 3; Occasionally - 2; Not At All - 1.

2. Posters - Posters [illegible] to curriculum units.

3. Filmstrips - [illegible] to curriculum.

4. Slide Presentations - Developed to relate to curriculum.

5. [illegible] - Posters and [illegible] for all [illegible].

6. Charts - To [illegible] main ideas [illegible].

7. Maps - Developed for curriculum use.

[illegible] to the Availability of the [illegible] group of Audiovisual Materials. Also, in the [illegible] were asked to indicate which [illegible] they felt were desirable. [illegible] that the [illegible] be included in [illegible].

In ranking the selected group of Audiovisual Materials, Slides ranked first with a total of 232 desirable responses. Filmstrips ranked second with 226 positive responses. Two programs ranked third with 224 positive responses.

In ranking of Audiovisual Materials according to the [illegible] with which the Materials could be used, Slides ranked first with a total of 203 positive responses as shown in Table 8.

In accordance Tables 7 and 8, Filmstrips and Transparencies ranked second and third in the Bulletin Board Ideas which are ranked in Table 7 which ranks in Table 8.

The [illegible] the [illegible] [illegible] in [illegible] to the [illegible] of [illegible]. [illegible] and [illegible] [illegible] shown in Table 9 and 10.

[illegible]

Table 7

Distribution of Responses and Ranking of Materials (Audiovisual Aids) According to the Degree Audiovisual Aids Are Desired

Materials (Audiovisual Aids)*	Rank**	Necessary	Helpful	Unnecessary	No Response
Slides	1	153	79	1	5
Filmstrips	2	155	71	5	7
Transparencies	3	152	76	3	7
Tapes	4	111	113	5	9
Records	5	102	112	8	16
Posters	6	80	135	11	12
Bulletin Board Ideas	7	73	123	25	17
Total		826	709	58	73

*Materials (Audiovisual Aids) - The category of "Other" was included in the survey but not in the response tabulation.

**Rank - The rank was determined by multiplying the total response in each category by a weight assigned to each: Necessary - 3; Helpful - 2; Unnecessary - 1.

Table 5

Distribution of Responses and Ranking of Materials (Audiovisual Aids) According to the Frequency With Which the Audiovisual Aids Would Be Used

Variable (Audiovisual Aids)	Rank**	Frequently	Occasionally	Not At All	No Response	Total
[illegible]	1	140	83	5	10	238
[illegible]	2	140	95	10	13	238
[illegible]	3	133	76	13	13	235
Auditorium Board Ideas	4	109	105	11	12	235
[illegible]	5	93	117	16	11	238
[illegible]	6	94	111	17	16	238
[illegible]	7	93	112	15	18	238
Total		804	699	89	94	1,686

*Variable (Audiovisual Aids) - The category of "Other" was included in the survey but not in the total [illegible].

**Rank - The rank was determined by multiplying the total responses in each category by a weight assigned to each: Frequently - 3; Occasionally - 2; Not At All - 1.

2. Workbooks - Activity and workbooks for teacher and student.

3. Reference Books - Textbooks and reference materials related to competency areas.

4. Magazines (Professional) - Publications. Example: American Vocational Association Journal.

As shown in Table 9, State Units ranked first in Desirability with a total of 207 positive responses. Workbooks ranked second, Reference Books third, and Magazines fourth. In ranking Coordinator Materials according to the frequency to which the Materials would be used, it is interesting to note that the same order of ranking existed as shown in Table 10.

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Table 9

Distribution of Responses and Ranking of Materials (Coordinator Materials) According to the Degree Coordinator Materials Are Desired

Materials (Coordinator Materials)*	Rank**	Necessary	Helpful	Unnecessary	No Response	Total
Study Units	1	161	46	16	15	238
Work Books	2	120	100	8	10	238
Performance Books	3	113	103	6	16	238
Manuals (Professional)	4	76	131	15	16	238
Total		470	380	45	57	952

*Materials (Coordinator Materials) - The category of "Other" was included in the survey but not in the total response tabulation.

**Rank - The rank was determined by multiplying the total response in each category by a weight assigned to each: Necessary - 3; Helpful - 2; Unnecessary - 1.

Table 10

Distribution of Responses and Ranking of Materials (Coordinator Materials) According to the Frequency With Which the Coordinator Materials Would Be Used

Materials (Coordinator Materials)*	Rank**	Frequently	Occasionally	Not At All	No Response	Total
State Units	1	130	76	14	18	238
Workbooks	2	101	107	14	16	238
Reference Books	3	92	121	12	13	238
Magazines (Professional)	4	59	135	20	24	238
Total		382	439	60	71	952

*Materials (Coordinator Materials) - The category of "Other" was included in the survey but not in the total response tabulation.

**Rank - The rank was determined by multiplying the total responses in each category by a weight assigned to each: Frequently - 3; Occasionally - 2; Not At All - 1.

Chapter V

RECOMMENDATIONS AND CONCLUSIONS

Conclusions Resulting From the Survey of Centers in Operation

Media Center, Materials Laboratory, and Resource Center are several names used to distinguish one center from that of another. The purpose of each is to provide Materials and Services to the educational community.

As part of the study to determine what print matter and non-print matter Virginia Distributive Educators desired to have made available for use by the Virginia Commonwealth University Department of Distributive Education IRC, six existing Centers were contacted (see Appendix A). The following information was obtained in response to these three questions asked by letter:

1. What procedures were used in establishing your center's dissemination of educational materials?

2. What instruments (research, advisory committees, etc.) do you use for procuring print matter and audiovisual material?

3. What criteria do you use for cataloging material used in your center?

a. What materials are included in each category?

b. What cataloging system do you use or recommend?

Curriculum development was the only type of local production offered by the centers contacted. Few centers housed any type of

Audiovisual Materials or Equipment because of the expense involved in maintaining them. Much, however, did stress the importance of Design and Production and Evaluation of Materials as well as the need to keep current of all prime matter available in the market. Commendations were offered to the many public concerning materials available, but the amount and timing of the mailings varied with each center contacted.

In regards to evaluation of Materials, the centers contacted used criteria ranging from the Standard Approved Energy Decimal to an individually developed criteria sheet. One was an electronic data processing component.

Recommendations Based on the Review of the Data Collected

After review of the information received in written responses to letters mailed to the Centers in Operation, the following recommendations were made:

1. Representatives from the Department of Distributive Education should be invited to visit the centers in operation throughout the country in order to obtain ideas which might help in determining the final operational plans for the Virginia Commonwealth University Department of Distributive Education IRC.

2. Communications to the area public should be in frequently and continue in the form of a monthly publication.

3. In consideration of the [illegible] of a coordinator position, the Department Chairman [illegible] Office and Distributive Education should [illegible] to be [illegible] Director [illegible] for [illegible].

Comments [illegible] the Center

[illegible]

Education IRC. The problem of what materials, print and non-print, to be incorporated in the Distributive Education IRC was concerned primarily with the Materials (Major Areas and Breakdown) section of the Survey of Virginia Distributive Educators. The Services section of the questionnaire, which has an indirect relationship to the Materials section, will be discussed at the conclusion of the Materials discussion.

The recommendations of the Materials selection was based on the rank and weighted sum each of the Materials received. In ranking the Materials, a weight of one to three was assigned to each of the possible responses. This resulted in a Weighted Sum, which ranged from the lowest, one, to the highest, 613.

In order to have a means of placing priority on the Materials surveyed, the following scale of weighted sums was selected:

600-650	Immediate Attention
550-599	Priority
500-549	Need

The base, a weighted sum of 500, was selected because it represented over half the respondents' replies in the positive columns (Necessary, Helpful or Frequently, Occasionally) of the survey.

Throughout the survey, the majority of the respondents' replies were tabulated in the positive columns. This indicated that Materials and Services were needed, but the following conclusions and recommendations were made on the basis of the Rank received and the relationship between the degree of Desirability and the frequency of Use of Materials and Services as indicated by the respondents.

The problem of what print matter and non-print matter to be incorporated in the Virginia Commonwealth University Department of

[illegible] information [illegible] selected by reviewing the classification and [illegible] of the [illegible] to be [illegible] in the IPI. [illegible] [illegible] [illegible] only be determined once [illegible] [illegible] of the [illegible] has been completed, [illegible] [illegible] is completed, and [illegible] [illegible] IPI [illegible] [illegible] are [illegible]. It is recommended [illegible] [illegible] available for [illegible] [illegible] [illegible] of the [illegible] [illegible] [illegible] and possible [illegible] [illegible].

[illegible] [illegible] the [illegible] failed to give [illegible] [illegible] [illegible] by [illegible] [illegible] [illegible].

1. [illegible] [illegible] [illegible]

Materials ranked first in the degree of Desirability as shown in Table 11. Periodicals ranked third, and Equipment ranked fourth.

The Audiovisual Materials with the highest degree of Desirability and frequency of Use were three visuals--Slides, Filmstrips, and Transparencies--as shown in Table 12. The IRC staff should consider development of these three Audiovisual Materials in conjunction with State Units, either those presently available or any future curriculum development. Tapes, Records, Posters, and Bulletin Board Ideas each had a weighted sum of 500 or more in both the degree of Desirability and the frequency of Use. Frequent responses within the area of Audiovisual Materials were received indicating the Desirability and Use of Films, which was not included in the original selected group of specific Audiovisual Materials.

Coordinator Materials, which consisted of a selected group of four print materials, was ranked first in the degree of Desirability along with Audiovisual Materials. As shown in Table 13, State Units ranked first under the Coordinator Materials most desired and frequently used. Comments received under the area of Coordinator Materials, State Units, made reference to out-of-state curriculum units;and respondents suggested inclusion of Texas and Ohio Distributive Education teaching materials in the IRC (see Appendix C). The three remaining Coordinator Materials--Reference Books, Workbooks, and Magazines (Professional)--ranked equally in degree of Desirability and the frequency of Use. This indicated the respondents' desire to have available and to use materials available for instruction within the Virginia Distributive Education program.

The Periodicals, which consisted of print matter other than textbooks, ranked third in Materials (Major Areas) and ranked third in

Table 11

Mathematics Teacher Association to the Degree of Responsibility on the Total of a Relative Sum Total

Materials (Larger Areas)	[illegible]	[illegible]
Audiovisual Materials	59%	1.5
Communication Materials	59%	1.5
Portfolio's	53%	3
Bulletins	51%	4

*Relative Sum Total - Correlation calculation of the replies of the respondents - Each reply received to each item the respondent: Positively - 3; Doubtful - 2; Unnecessary - 1.

**Values - The rank is obtained by multiplication of each answer. Distinguishes the significance to the respondents concerned in the area of greatest interest.

Table 12

Audiovisual Materials Rank According to Degree of Desirability and Frequency of Use on the Basis of a Weighted Sum Total

Audiovisual Materials	Desirability		Use	
	Weighted Sum Total*	Rank**	Weighted Sum Total*	Rank**
Slide Presentations	618	1	594	1
Filmstrips	612	2	580	2
Transparencies	611	3	579	3
Tapes	564	4	524	6
Records	538	5	529	5
Posters	521	6	510	7
Bulletin Board Ideas	490	7	549	4

*Weighted Sum Total - Cumulative multiplication of the replies of the respondents by a weight assigned to each possible response: Necessary - 3; Helpful - 2; Unnecessary - 1.

**Rank - The rank is obtained by multiplication of each respondent's replies by a weight assigned to the possible responses in the survey questionnaire.

Table 13

Coordinator Materials Accessible to the Teacher of Mathematics and Their Frequency of Use on the Basis of a Weighted Sum Total

Coordinator Materials	Accessibility		Use	
	Weighted Sum Total	Ranks	Weighted Sum Total	Ranks
State Units	561	1	556	1
Handbooks	562	2	531	2
Reference Books	551	3	530	3
Organizations (Professional)	509	4	467	4

[1] Weighted Sum Total = Cumulative multiplication of the replies of the respondents to a weight assigned to each possible response: Frequently = 3; Seldom = 2; Unnecessary = 1.

[2] Rank = The rank is obtained by multiplication of each respondent's response by a weight assigned to the possible responses in the survey questionnaire.

Use as shown in Table 14. Within Periodicals, Occupational Briefs ranked first in frequency of Use and degree of Desirability. Magazines and Newspapers both ranked below the weighted sum total base of 500. Use of these periodicals would be better served within each individual coordinator's program with the exception of articles directly related to the field of marketing.

Services, which refers to the intangible activities of the IRC, were also ranked according to the degree of Desirability and the frequency of Use as shown in Table 15. Included in Coordinator Materials were the following group of selected activities: Curriculum Development, Mailing, Review and Evaluation, Lending, Production, Workshop Training, and Workroom Facilities. In ranking the frequency of Use, the cumulative weighted sums received by each of the Services was less than the weighted sum base of 500. It is felt that Services, unlike Materials, are the activities necessary to provide the specific teaching aids under Audiovisual Materials, Coordinator Materials, and Periodicals. This, therefore, limits Use to Services to periods when the user public needs materials. The IRC staff should, however, consider including each of the selected Service activities for inclusion in the IRC even though in ranking the frequency of Use the weighted sums were below the weighted sum base of 500.

Curriculum Development ranked first in the Service activities in degree of Desirability, with the largest weighted sum total of 613, as shown in Table 15. As discussed in the Findings, the respondents made comments suggesting curriculum updating and changes in curriculum in order to meet the needs of a changing retail field. Other suggestions indicated the desire to have curriculum similar to that already produced

TABLE IV

[illegible]

[illegible]	[illegible]		[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	599	1	519	1
[illegible]	519	2	435	4
[illegible]	4[illegible]	3.5	495	3
[illegible]	4[illegible]	3.5	509	2
[illegible]	46[illegible]	5	432	5

[illegible] - [illegible] of the median of the [illegible] to each possible response: [illegible] = 2; [illegible] = 3; [illegible] = 4.

[illegible] - [illegible] of each respondent's [illegible] to the possible responses in the survey [illegible].

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	4
[illegible]	[illegible]	[illegible]	[illegible]	1
[illegible]	[illegible]	[illegible]	[illegible]	5
[illegible]	[illegible]	[illegible]	[illegible]	2
[illegible]	[illegible]	[illegible]	[illegible]	3
[illegible]	[illegible]	[illegible]	[illegible]	6
[illegible]	[illegible]	[illegible]	[illegible]	7

[illegible]

[illegible]

[illegible] (see Appendix G). This correspondence [illegible] Unity, which [illegible] in Table 13.

[illegible] Cognitive Development [illegible] the [illegible] Highly Desired Service, [illegible] than [illegible] of [illegible] that the [illegible] frequency of Use of Guidance [illegible] for the ECS.

[illegible] of Dependability was first in [illegible] with [illegible] Guidance [illegible] on [illegible] a [illegible] Dependability [illegible] (see [illegible]).

[illegible] Table [illegible] in [illegible] Table [illegible] [illegible]

[illegible]

[illegible] reading, and the [illegible] are provided to each of the schools, [illegible] and Reading [illegible] in the [illegible] conditions:

1. [illegible] the Reflective [illegible] (RT); Cognitive [illegible], Achievement [illegible], and Impulsivity, before [illegible] any specific [illegible] [illegible] the RT staff [illegible] the [illegible] and [illegible] each classification [illegible].

2. [illegible] the [illegible] of the [illegible] [illegible] the classification of Cognitive Reflection [illegible] [illegible] and Impulsivity (Impulsivity), [illegible], which [illegible]. The high [illegible] and [illegible] [illegible], which [illegible] by the RT staff; and [illegible] of [illegible] Impulsivity [illegible] [illegible] [illegible].

3. [illegible] the [illegible] [illegible] [illegible]

5. In the review and evaluation, acquisition and production of [illegible] materials, care should be taken to recognize [illegible], and produce materials that will supplement and enrich curriculum offerings.

6. Care should be taken by the IPC staff to determine what specific kinds the user public would want made available in each of the instructional categories.

7. Investigation should be conducted to determine what films are available for purchase; and review and evaluation should be conducted in order that recommendations could be made to the user public on available films which will supplement and enrich curriculum.

8. In considering the beginning classification, the following possible categories should be noted: Occupational Beliefs, Practices, and Hazards. Priority should be given to Occupational Beliefs, and there should be secured and set in booklet form for dissemination to the user public. The inclusion of Practices and Hazards for reference only [illegible] should be [illegible] and [illegible] for articles which have a direct relationship to the field of psychology.

9. [illegible] attention of the IPC staff should be given to the following specific criteria, which each received a weighted [illegible] of 60 or more [illegible] of [illegible], as indicated by the [illegible] which [illegible] for the [illegible] evaluation.

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]

[illegible]

Lending, Curriculum Development, Review and Evaluation, Workshop Training, and Workroom Facilities. Immediate attention should be given to Curriculum Development by the IRC staff and consideration to the investigation of the user public to determine specific areas of need for curriculum development.

11. In determining what functions are to be performed within each of the Services activities, a study should be conducted of Centers in Operation to review and make recommendations from existing successes.

12. The IRC staff should give priority to Mailings. Communications to the user public on what the function of the Instructional Resource Center is and what Services and Materials the coordinator will have made available on a fee or loan basis are essential to the development of the IRC.

13. The IRC staff should give priority to the review and evaluation of Centers in Operation as well as materials to be evaluated and recommended to the user public within each of the Materials classifications.

[illegible]

[illegible] Vol. 16, [illegible]

[illegible]

[illegible] Vol. [illegible]

[illegible]

[illegible] Vol. [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

APPENDIX A: QUESTIONNAIRE PREPARATION

List of Centers Contacted
Letter to Media Centers
Cover Letter (James Horan)
Cover Letter (Michael Barnes)
Schematic Listing
Questionnaire
Follow-up Letter
Follow-up Postcard
Coding Instructions for IRC Study

ERIC

LETTER TO CENTER

3720 Dunston Avenue
Richmond, Virginia 23225
Date

Mr. Harry Doe
Title
Address
City, State Zip Code

Dear Mr. Doe:

I am presently doing research for my master's thesis at Virginia Commonwealth University. This thesis concerns print matter and audio-visual materials to be used in a proposed Instructional Resource Center for Distributive Education to be established at Virginia Commonwealth University in 1971.

To further this study, it is necessary to have answers to the following questions:

1. What procedures were used in establishing your center's dissemination of educational materials?

2. What instruments (research, advisory committees, etc.) do you use for procuring print matter and audiovisual material?

3. What criteria do you use for cataloging material used in your center?

   a. What materials are included in each category?

   b. What cataloging system do you use or recommend?

In addition to answers to the above questions, I would like to receive samples of the following:

1. Survey instruments used in research and establishment.

2. Bibliography of materials housed in your center.

3. A listing of trade and reference materials.

In order to complete my research by the scheduled deadline, I would appreciate receiving this material by _____. I feel confident that any information you send me will be valuable in my study.

Sincerely yours,

Michael T. Barnes

[illegible]
[illegible]
[illegible], Virginia [illegible]

March 1, 1977

Dear [illegible]

I am pleased to have [illegible] opportunity to make our shared [illegible] support to the study [illegible] Project to [illegible] development and purposes of the Virginia Education Information and Resource Center and Virginia Career Education Network.

The Center is being developed jointly by the [illegible] Department of Vocational Rehabilitation Services to meet the existing demand for career information, occupational aids, and other information-related services. As we continue and broaden the scope of high school and adult Rehabilitative Education offerings, the services of such a Center will be important.

I am [illegible] support to the [illegible] project. It is only in this way that the Center can be [illegible] to provide a service which you need in your [illegible].

Very truly yours,

[illegible]

[illegible]

COVER LETTER FOR QUESTIONNAIRE

March 1, 1971

Dear Teacher-Coordinator:

I am presently doing my master's thesis at the Department of Distributive Education, Virginia Commonwealth University. The study concerns print matter and audiovisual aids to be housed in a proposed Instructional Resource Center for Virginia Distributive Educators at the school.

The Department of Distributive Education has realized the revolution in teaching methods, innovations in technology and the amount of materials created for instructional purposes that the teacher must review, analyze, and maintain in order to enrich curriculum offerings. With this in mind, the Department of Distributive Education has applied for funds for the establishment of the resource center, which has as its purpose the serving of the Virginia program by providing numerous services and materials for use in the classroom.

It is felt that the resource center is one method of providing media services to all members of the Virginia Distributive Education professional staff. Once established, the Instructional Resource Center will want to serve the teacher-coordinator by providing those materials which you will recommend to be housed. Therefore, you are encouraged to complete the questionnaire and return it to the Department of Distributive Education at your earliest convenience.

Sincerely yours,

Michael T. Barnes

ERIC

A STUDY TO DETERMINE WHAT PRINT MATTER AND AUDIOVISUAL MATERIALS SHOULD BE INCORPORATED IN AN INSTRUCTIONAL RESOURCE CENTER TO BE ESTABLISHED AT VIRGINIA COMMONWEALTH UNIVERSITY, DEPARTMENT OF DISTRIBUTIVE EDUCATION FOR USE BY VIRGINIA DISTRIBUTIVE EDUCATORS

GENERAL INFORMATION

NAME_____

POSITION_____

SCHOOL or BUSINESS ADDRESS_____
(Name)

_____
(street City/County State Zip Code)

NUMBER OF YEARS TEACHING EXPERIENCE (To nearest whole year)_____

Number in Distributive Education(To nearest whole year)_____

DO YOU USE OTHER STATE CURRICULUM MATERIALS TO SUPPLEMENT VIRGINIA DISTRIBUTIVE EDUCATION CURRICULUM UNITS?

(Check the appropriate box:)

YES ☐ NO ☐

[illegible]
([illegible])

[illegible] - refers to tangible activities of the Instructional Resource Center (IRC).

1. The following [illegible] are offered by the IRC. Indicate your opinion [illegible] to the [illegible] of each [illegible] by placing an X in the appropriate box to the right of each item. ([illegible] - 13 [illegible])

	[illegible]	[illegible]
a. [illegible]		
b. [illegible]		
c. [illegible]		
d. [illegible]		
e. [illegible]		
f. [illegible]		
g. [illegible]		
h. [illegible] (Please specify)		

[illegible] - refers to the [illegible] of the Instructional Resource Center (IRC).

2. The following [illegible] are offered by the IRC. Indicate your opinion [illegible] to the [illegible] of each [illegible] by placing an X in the appropriate box to the right of each item. ([illegible] - [illegible])

	[illegible]	[illegible]
a. [illegible]		
b. [illegible]		
c. [illegible]		
d. [illegible]		
e. [illegible] (Please specify)		

SERVICES and MATERIALS
(Materials Breakdown)

PERIODICALS - refers to print matter other than the textbook.

3. The following PERIODICALS may be offered by the IRC. Indicate your opinion as to the desirability of each PERIODICAL by placing an X in the appropriate box to the right of the item. (IF NO RESPONSE - DO NOT CHECK

	NECESSARY	HELPFUL	UNNECESSARY
a. Magazines			
b. Newspapers			
c. Booklets			
d. Occupational Briefs			
e. Brochures			
f. Other (Please Specify) _____			

AUDIOVISUAL AIDS - refers to non-print matter.

4. The following AUDIOVISUAL AIDS may be offered by the IRC. Indicate your opinion as to the desirability of each AUDIOVISUAL AID by placing an X in the appropriate box to the right of the item. (IF NO RESPONSE - DO NOT CHECK)

	NECESSARY	HELPFUL	UNNECESSARY
a. Bulletin Board Ideas			
b. Posters			
c. Filmstrips			
d. Slide Presentations			
e. Transparencies			
f. Records			
g. Tapes			
h. Other (Please Specify _____			

COORDINATOR MATERIALS - refers to curriculum units, workbooks, and references.

5. The following COORDINATOR MATERIALS may be offered by the IRC. Indicate your opinion as to the desirability of each COORDINATOR MATERIAL by placing an X in the appropriate box to the right of the item. (IF NO RESPONSE - DO NOT CHECK)

	NECESSARY	HELPFUL	UNNECESSARY
a. State Curriculum Units			
b. Workbooks			
c. Reference Books			
d. Magazines (Professional)			
e. Other (Please Specify) _____			

SUMMARY

1. Indicate the extent to which you would utilize the [illegible] [illegible] [illegible] [illegible] that may be offered by the International [illegible] Center (IRC).

[illegible]:

a. [illegible]		
b. [illegible]		
c. [illegible]		
d. [illegible]		
e. [illegible]		
f. [illegible]		
g. [illegible]		
h. [illegible] (Please Specify)		

[illegible]:

i. [illegible]		
j. [illegible]		
k. [illegible]		
l. [illegible]		
m. [illegible]		
n. [illegible]		
o. [illegible]		
p. [illegible]		
q. [illegible]		
r. [illegible]		
s. [illegible]		
t. [illegible]		
u. [illegible] (Please Specify)		

[illegible]:

v. [illegible]		
w. [illegible]		
x. [illegible]		
y. [illegible]		
z. [illegible] (Please Specify)		

COMMENTS:

[illegible] the International Reference Center [illegible] better serve the [illegible] information?

VIRGINIA COMMONWEALTH UNIVERSITY

March 15, 1971

Dear Distributive Educator:

A few weeks ago I mailed a questionnaire to Virginia Distributive Educators concerning an Instructional Resource Center at the Department of Distributive Education, The Virginia Commonwealth University. Many of the questionnaires were returned promptly, and possibly your response is now in the mail.

In order for the Instructional Resource Center to function as proposed, I need your opinion as to the desirability of the services and materials to be housed in the center. If you have not mailed your questionnaire, please do it today. Since I know how easy it is to misplace papers, I have enclosed another questionnaire.

Your assistance will be greatly appreciated.

Sincerely yours,

Michael T. Barnes

Enclosure

INSTRUCT FORWARD

March 31, 1973

Dear [illegible]:

A [illegible] mailed to you a questionnaire concerning the Instructional Resource Center to be established at Virginia Commonwealth University [illegible] years ago [illegible].

If you have not mailed it, please do so today.

Sincerely yours,

-Michael Parker

ERIC

CODING INSTRUCTIONS FOR INSTRUCTIONAL RESOURCES CENTER STUDY

Card Column	Items	Location	Code
1-3	Identification of Respondent	Page 1	001-999
4	Position	Page 1	1, 2, or 3 1=Local Supvr. 2=Coordinator 3=Adult Spec.
5-6	Years Teaching	Page 1	01-99
7-8	Years Teaching DE	Page 1	01-99
9	Use of Out-of-State Materials	Page 1	1 or 2 1=Yes 2=No
10	Blank		
	(Services Desired)		
11	Lending	Q1a	1, 2, or 3
12	Production	1b	1=Unnecessary 2=Helpful
13	Workshop Training	1c	3=Necessary
14	Workroom and Study Facilities	1d	
15	Mailing	1e	
16	Curriculum Development	1f	
17	Review and Evaluation	1g	
18	Other	1h	
19	Blank		
	(Materials Desired)		
20	Periodicals	Q2a	1, 2, or 3
21	Audiovisual Aids	2b	1=Unnecessary 2=Helpful
22	Coordinator Materials	2c	3=Necessary

Question Number	Item	[illegible]	[illegible]
23	Equipment	[illegible]	
24	Other	[illegible]	
25	Plant		
	(Facilities [illegible])		
26	[illegible]	[illegible]	[illegible]
27	[illegible]	[illegible]	[illegible]
28	[illegible]	[illegible]	[illegible]
29	[illegible]	[illegible]	
30	[illegible]	[illegible]	
31	Other	[illegible]	
32	Plant		
	(Instructional Aids [illegible])		
33	[illegible]	[illegible]	[illegible]
34	[illegible]	[illegible]	[illegible]
35	[illegible]	[illegible]	[illegible]
36	[illegible]	[illegible]	
37	[illegible]	[illegible]	
38	[illegible]	[illegible]	
39	[illegible]	[illegible]	
40	[illegible]	[illegible]	
41	Plant		
	([illegible])		
42	[illegible]	[illegible]	[illegible]
43	[illegible]	[illegible]	[illegible]

CODING INSTRUCTIONS (Continued)

Card Column	Items	Location	Code
45	Magazine (Professional)	5d	
46	Other	5e	
47	Blank		
48	Blank		
49	Blank		
50	Blank		
	(Utilization of Services)		
51	Lending	Q6a	1, 2, or 3
52	Production	6b	1=Not at all 2=Occasionally 3=Frequently
53	Workshop Training	6c	
54	Workroom and Study Facilities	6d	
55	Mailing	6e	
56	Curriculum Development	6f	
57	Review and Evaluation	6g	
58	Other	6h	
59	Blank		
	(Utilization of Materials)		
60	Magazines	6i	1, 2, or 3
61	Newspapers	6j	1=Not at all 2=Occasionally 3=Frequently
62	Booklets	6k	
63	Brochures	6l	
64	Occupational Briefs	6m	
65	Bulletin Board Ideas	6n	
66	Posters	6o	

CODING DESCRIPTION (Continued)

Card Column	Item	Location	Code
67	[illegible]	6[illegible]	
68	[illegible]	6[illegible]	
69	[illegible]	6[illegible]	
70	[illegible]	6[illegible]	
71	[illegible]	6[illegible]	
72	Other	6[illegible]	
73	Blank		
	(Additional [illegible] for Materials)		
74	Circulation Data	6[illegible]	1, 2, 3, [illegible]
75	[illegible]	6[illegible]	[illegible]
76	[illegible]	6[illegible]	[illegible]
77	[illegible]	6[illegible]	
78	Other	6[illegible]	

APPENDIX B: RECOMMENDED CODING SYSTEM

Coding System-Distributive
Education Materials - Northern
Illinois University

ERIC

VOCATIONAL OFFICE AND DISTRIBUTIVE
EDUCATIONAL MATERIALS CENTER

Business Education Department

Northern Illinois University
DeKalb, Illinois

DISTRIBUTIVE EDUCATION MATERIALS

Explanation of Coding System

1101.01

The FIRST number refers to the educational area of materials.

1101.01	If the first number is	1, it refers to	Distributive Education
2101.01	Etc. . . .	2, Etc. . . .	Vocational/Adult Education
3101.01	Etc. . . .	3, Etc. . . .	Teacher Education
4101.01	Etc. . . .	4, Etc. . . .	Business and Economic Education
5101.01	Etc. . . .	5, Etc. . . .	Office Education
6101.01	Etc. . . .	6, Etc. . . .	Career (Occupational) Material

The SECOND number refers to the classification of instructional material within each of the above educational areas.

D.E. only

1101.01	If the second number is	1, it is a	textbook and text-workbook combination
1201.01	Etc. . . .	2, Etc. .	Workbook
1301.01	Etc. . . .	3. Etc. .	coordination material
1401.01	Etc. . . .	4. Etc. .	individual study guide
1501.01	Etc. . . .	5, Etc. .	teacher guide and miscellaneous reference
*1601.01	Etc. . . .	6, Etc. .	audiovisual aids
*1701.01	Etc. . . .	7. Etc. .	equipment

*These areas must be added in order for the Center to be able to code all services and materials.

[illegible] refer to the various aspects of international material [illegible]
[illegible] situations.

[illegible] Brothers and Sons [illegible] Certificates

[illegible] 1. [illegible] refer to a [illegible]
[illegible] 2. Etc. . . . [illegible]
[illegible] 3. Etc. . . . [illegible]
[illegible] 4. Etc. . . . [illegible]
[illegible] 5. Etc. . . . [illegible]
[illegible] 6. Etc. . . . [illegible]
[illegible] 7. Etc. . . . [illegible]
[illegible] 8. Etc. . . . [illegible]
[illegible] 9. Etc. . . . [illegible]
[illegible] 10. Etc. . . . [illegible]
[illegible] 11. Etc. . . . [illegible] to [illegible]
[illegible] 12. Etc. . . . [illegible]

[illegible] [illegible] 1311.01

[illegible] [illegible] and Church members are 01. they refer to [illegible]
[illegible] 02. Etc. . . . [illegible]
[illegible] 03. Etc. . . . [illegible]
[illegible] 04. Etc. . . . [illegible]
[illegible] 05. Etc. . . . [illegible] relations
[illegible] 06. Etc. . . . [illegible]

[illegible] Special [illegible] Material 1321.02

[illegible] [illegible] Union and Church members are 01. they refer to [illegible]/[illegible]
[illegible] 02. Etc. . . . [illegible]
[illegible] 03. Etc. . . . [illegible]

[illegible] Individual Study Guides 1401.01

[illegible] [illegible] and [illegible] members are 01. they refer to [illegible]
[illegible] 02. Etc. . . . [illegible]
[illegible] 03. Etc. . . . [illegible]
[illegible] 04. Etc. . . . [illegible]
[illegible] 05. Etc. . . . [illegible] [illegible]
[illegible] 06. Etc. . . . [illegible] London

1407.01	Etc. . . .	07, Etc. . . .	hardware
1408.01	Etc. . . .	08, Etc. . . .	home furnishings
1409A.01	Etc. . . .	09A,Etc. . . .	merchandising
1409B.01	Etc. . . .	09B,Etc. . . .	merchandising miscellaneous
1410.01	Etc. . . .	10, Etc. . . .	salesmanship
1411A.01	Etc. . . .	11A,Etc. . . .	food service
1411B.01	Etc. . . .	11B,Etc. . . .	merchandising miscellaneous
1412.01	Etc. . . .	12, Etc. . . .	textiles
1413.01	Etc. . . .	13, Etc. . . .	merchandise information
1414.01	Etc. . . .	14, Etc. . . .	Bibliography
1415.01	Etc. . . .	15, Etc. . . .	shoe sales
1416.01	Etc. . . .	16, Etc. . . .	credit and collection

D.E. Teacher Guides 1501.01

1501.01	If the third and fourth numbers are	01, they refer to	advertising
1502.01	Etc. . . .	02, Etc. . . .	communications
1503.01	Etc. . . .	03, Etc. . . .	credit
1504.01	Etc. . . .	04, Etc. . . .	mathematics
1506.01	Etc. . . .	06, Etc. . . .	merchandise information
1507.01	Etc. . . .	07, Etc. . . .	distribution
1508.01	Etc. . . .	08, Etc. . . .	salesmanship
1509.01	Etc. . . .	09, Etc. . . .	safety education
1510.01	Etc. . . .	10, Etc. . . .	visual merchandising
1511.01	Etc. . . .	11, Etc. . . .	supervision
1512.01	Etc. . . .	12, Etc. . . .	occupational relations
1513.01	Etc. . . .	13, Etc. . . .	programmed instruction
1514.01	Etc. . . .	14, Etc. . . .	case studies
1515.01	Etc. . . .	15, Etc. . . .	D.E. fixtures
1516.01	Etc. . . .	16, Etc. . . .	school and business relations
1517.01	Etc. . . .	17, Etc. . . .	project method D.E.
1518.01	Etc. . . .	18, Etc. . . .	management games
1519.01	Etc. . . .	19, Etc. . . .	General reference material

The FIFTH and SIXTH numbers refer to where the material is placed in the Materials Center within each category.

APPENDIX C: QUESTIONNAIRE COMMENTS

ERIC

QUESTIONNAIRE COMMENTS

Participants in the survey were asked to comment on how the IRC could better serve the Virginia Distributive Educator. Their comments, grouped into specific areas of concern, are presented below:

ADULT PROGRAM

How about a statewide-by-region list of Part-time Adult Instructors. Bibliography - what he does best as an instructor.

IRC should make available to us in the Adult Program information on courses, methods, and instructors that could be used in our home district.

CURRICULUM DEVELOPMENT

By updating our present teaching units. The units are behind the times.

Curriculum needs updating - too elementary!

The entire Virginia DE curriculum needs revamping.

LIST OF MATERIALS

Send each coordinator a brochure of existing materials.

By providing an up-to-date list of films.

Send periodic lists of materials and services offered.

Make list of all services available to the coordinator.

LOCATION

My answers depend on the degree of availability this would have for the coordinators out of town.

LOCATION (continued)

[illegible] schools.

With [illegible] to provide.

[illegible] for outlets in coordinators to [illegible].

[illegible] for resource center in [illegible] already. [illegible] the State Capital.

[illegible] come to VCU to get [illegible] coordinators [illegible] service would benefit them [illegible].

[illegible] from a central point in the state [illegible] Norfolk, Charlottesville, and [illegible].

[illegible] not for it because of the distance involved.

Before [illegible] adoption by IRC be sure that the [illegible] with the coordinators in Vice, [illegible], Blacksburg, and Danville. In other words, do not establish a regional center when you intend to establish a state center.

Some of the curriculum materials not checked might be used by persons close to Richmond, but it would not be practical to drive [illegible] miles -- better to obtain the materials locally.

It's really hard to say how often I would use these resources, because we have an excellent resource center in the city.

This [illegible] would be for coordinators like me in the rural areas.

[illegible] would be of any real value outside [illegible].

RATINGS

[illegible]

[illegible] form of [illegible].

MAILING (Continued)

Make all services and materials available known to all coordinators through newsletter type of service each month or on a quarterly basis.

The idea of a monthly publication of the materials available is very good.

Keep in touch with "all" coordinators for suggestions and make a monthly or quarterly mailing list.

I think a monthly acquisition list of materials is unnecessary - how about a semiannual list.

For this to be effective, you would need sufficient communication between the center and coordinator.

An adequate mailing system of all materials at a reasonable cost to the schools.

REFERENCE TO THE OHIO MATERIALS CENTER

Ohio State University has been very useful in terms of providing curriculum aids and units of study. We need a plant like that in Virginia.

Having taught in Ohio for two years, I certainly have missed receiving the monthly mailing.

Set up mailing list for set amount of money each year - like Ohio mailing list.

Ohio State has been good but often limited to the general DE teacher because of cost. Keep cost down if possible.

It would be helpful if mailing such as Ohio could be prepared for coordinators and materials be identified as to which unit they can be used with.

Perhaps a central library to do the services and house materials with a monthly mailing like Ohio.

I suggest that someone representing the IRC talk with the people from the Ohio Resource Center.

REFERENCE TO TEXAS MATERIALS CENTER

I get a great deal of ideas from Texas materials - Virginia should do as well.

[illegible] TO TEXAS MATERIALS CENTER (Continued)

We need to [illegible] with [illegible] (Austin) [illegible] [illegible] to [illegible] [illegible] help.

Purchase materials that can be used also the Texas Catalogue.

Possibly a change - Materials Development similar to Texas.

I would like to see [illegible] coordinated similarly to the Texas Materials Lab.

Have avoid the [illegible] file of Curriculum Materials paid [illegible] (... Texas).

[illegible] ADVISORY COMMITTEE

Not [illegible] with existence of Assistant State Supervisor or [illegible] [illegible] [illegible] to what, when, how long we can [illegible] the above.

There should be several on-going advisory committees.

[illegible] MATERIALS

Have a more [illegible] supply or choice of materials since [illegible] of us follow the same teaching patterns during the year.

Have a larger quantity of the materials in order that each coordinator would be able to receive what he needed when he needed it.

There would have to be enough of each for it to be beneficial.

Adequate materials available for use when needed.

Get duplications of all films. Develop better means of distribution.

[illegible] TEXAS

[illegible] [illegible] [illegible] to [illegible] on [illegible]. Take the [illegible] to [illegible] [illegible].

Just [illegible] started.

[illegible] [illegible] [illegible] [

GENERAL COMMENTS (Continued)

Please establish it!

This is the first time I have even thought about the IRC. Didn't know it existed! I would like to use the IRC.

I know nothing about the IRC, but feel that it is one of the most worthwhile projects that could be undertaken.

At the present time I do not have sufficient information to formulate an opinion.

I feel that it could be a very effective means of improvement.

Would use occasionally if were going to teach. Good idea! Needed badly!

To establish such a center might make better and more uniform the programs in the state. I can add nothing but my support to what seems to be a great idea.

To establish such a center!!

To exist and be used.

Very helpful and beneficial.

Do it right away.

ERIC

BEST COPY AVAILABLE

BEST COPY AVAILABLE

CAMPUS POLICIES AND PROCEDURES

FOR INCLUSION IN DOCUMENT

Inclosure 2

ERIC

 BEST COPY AVAILABLE

CENTER BUDGETING PROCEDURES

I-PURPOSE AND DEFINITIONS

A. Purpose.

The purpose of this memorandum is to establish a uniform procedure and schedule for the development of yearly budgets.

B. Definitions.

These categories have been established to help planners differentiate between mission concerns and those which contribute to the mission.

1. Mission Objectives Mission objectives are seen as consisting in two different types. There are primary mission objectives which deal with the products and services which are directly concerned with the satisfaction of needs of Virginia users. And there are mission support objectives which are undertaken to generate additional resources for application to the needs of Virginia users. An example of the latter type is seen in the intention to sell certain products nationally for the generation of additional resources.

2. Instrumental Objectives These are objectives which express the maintenance or expansion of systems and resources which are essential to the achievement of mission objectives. For example, the Center might decide to create during the approaching year a new system for curriculum development, to develop certain competencies in-house, or to develop a new feedback system to measure user satisfaction. Each of these objectives is instrumental to the fulfillment of mission objectives.

II-RESPONSIBILITIES

1. The Research Unit Leader will assume staff leadership in the formulation of the budget.

2. Unit Leaders will be responsible for the development of resource reqirements for objectives to be achieved by their units.

3. The Research Unit Leader will provide guidance and assistance in the formulation of objectives and in the determination of resources.

III. SYSTEMS AND SCHEDULES

A. Basic Programming Structure.

Figure 1 exhibits the program structure for the Center. The hundred-level codes represent the programs within which objectives will be set, resources will be forecast, budgets will be established, financial management will be exercised, and accounts will be kept.

B. Budgeting Schedule.

These phases are not intended to limit activities to certain periods, but to establish the general outline of a process, periods of concentration, and deadlines for different stages of completion.

1. Data Collection — A continuous process

   Information regarding user needs will be collected and evaluated as an ongoing activity.

2. Analyzing and Projecting Needs — January thru March

   Working within the programs reflected in Figure 1, the Center will project user needs in terms of the coming year and develop a set of qualified and quantified center objectives directed toward their satisfaction.

3. Develop Operating Programs — The month of April

   During this period the Center will analyze each operating program in terms of Center capabilities and desired objectives. Priorities will be established among objectives. A maintenance-level program will be outlined based upon the current level of resources and a set of achieveable objectives. A growth-level program will also be outlined, this one based upon the larger set of objectives and the resources essential to their achievement.

4. Develop Alternative Budgets — The month of May

   Finalize a maintenance-level budget and a growth-level one.

5. Submit Budget — The month of June

   The final budget submitted will probably represent a compromise between the maintenance-level and the growth-level budget, depending upon last-minute guidance received from support sources.

C. Systems.

The Research Unit Leader will develop the forms and procedures necessary to meet the requirements for the particular planning tasks entailed.

IV-POLICIES

1. Budgets will be based upon approved Center objectives for the approaching fiscal year.

2. The Center's mission objectives will be directed to the satisfaction of the needs of Virginia users. Other objectives will be pursued because of their contributing potential to the achievement of mission objectives.

3. Since there are no limits in regard to the extent of user needs, resources will always pose the limiting factor in growth. Therefore, the basic planning strategy will entail the multiplication of resources and their concentration upon priority user needs in Virginia.

4. Unit Leaders will compose a committee for the evaluation of proposed objectives.

5. All staff members will be encouraged to make suggestions in regard to products and services to be furnished users.

Vivien K. Ely
Director

LEARNING RESOURCES CENTER
Virginia Commonwealth University
1617 Monument Avenue
Richmond, Virginia 23220

PLANNING, PROGRAMMING AND BUDGETING STRUCTURE

100. MANAGEMENT & CENTER SUPPORT

200. PROFESSIONAL DEVELOPMENT

300. PUBLIC INFORMATION & MARKETING.

- 310. Newsletter production & distribution.
- 320. Public Information Operations.
- 330. Marketing Operations.

400. INFORMATION SERVICES

500. INSTRUCTIONAL SERVICES

- 510. Division Operations.
- 520. Materials support services.
- 530. Field On-site Assistance.
- 540. In-service Training Projects.
- 550. Reference & Lending Operations.
- 560. Consulting Operations.

600. MATERIALS DESIGN AND DEVELOPMENT.

- 610. Division Operations.
- 690. Project Accounts.

700. INSTRUCTIONAL RESEARCH & DEVELOPMENT

- 710. Operations.
- 720. Research projects.

800. REPRODUCTION & DISTRIBUTION

- 810. Reproduction Operations.
- 820. Mailroom Operations.
- 830. Product Distribution.

OBJECT CODES:

XXX.1100	Personnel
XXX.1200	Contractural Services (1200, less 1213, 1240, 1260)
XXX.1213	Professional Services.
XXX.1240	Travel
XXX.1260	Communications
XXX.1300	Technical Supplies (1300, less 1340)
XXX.1340	Administrative Supplies
XXX.1600	Operating Equipment (1500 & 1600, less 1693)
XXX.1693	Educational materials.
XXX.1730	Facilities
XXX.1731	Equipment rental
XXX.1785	Dues and subscriptions

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FINANCIAL CONTROL AND ACCOUNTING

I-PURPOSE

The purpose of this memorandum is to establish a structure, responsibilities and procedures for controlling, accounting for, and reporting on Center funds.

II-RESPONSIBILITIES.

1. It will be the responsibility of the Educational Services Unit Leader to carry out the procedures established in this memorandum.

2. Unit leaders will be responsible for the management of those program funds assigned to them.

3. Funds will be allocated to fund mangers by the Center Director.

III-SYSTEMS AND SCHEDULES

A. Program Structure.

Figure 1 exhibits the program structure for this Center. The hundred-level codes represent the programs within which objectives are set, resources are forecase, budgets are established, financial management is exercised, and accounts are kept.

B. The Allocation of Funds.

Funds will be allocated on a quarterly basis using Form LRC-1 shown as an inclosure.

C. Accounting.

A commitment register will be maintained in which to record the commitment of funds for supplies, services, and the like. Completed commitments will be entered in a central account. A separate account will be maintained for direct sales of Center products. These accounts will furnish summary information for posting to program accounts which will be used to control the allocation and control of funds.

1. Voucher Register and File A voucher file will be maintained which will contain a copy of all of the documents on which funds are formally committed by the VCU Finance Office. These will support entries in the LRC central accounting ledger. A serial voucher number will be assigned to each voucher entered in the file, and will be reflected in the voucher register and the central accounting ledger. The voucher register will be maintained in the form indicated in Example 2.

2. Accounting Format The central accounting ledger will be maintained in the format sjown on Example 3. Program accounts will be maintained in the format shown in Example 4.

D. Commitment Register and File.

Whenever a commitment of funds is established, a commitment file will be established and the commitment entered in the register shown as Example 5. The commitment document will be placed in a separate file folder along with all collateral papers which accrue. The commitment file will be marked to reflect the assigned commitment number reflected in the register. When the transaction is complete, the file will be pulled, the register entry closed, and the expending document placed in the voucher file and an entry made in the voucher register.

E. Product Accounting.

Separate accounts will be established for developmental projects carried out by the Design and Development Division. These accounts will be established for developmental projects carried out by the Design and Development Unit. These accounts will be identified as follows: 690-1, 690-2, etc.

1. Project Development Report Persons working on projects will submit a monthly cost report in the form shown as Example 6. In regard to supplies, this report will indicate only those supplies taken from operational stocks. Items purchased separately especially for a project will be costed to it from the purchase order.

2. Posting Sales A separate voucher file and register will be maintained for sales. The shipping order, Form LRC-2, shown as Example 7, will be used as the transaction document. Voucher numbers will be prefixed with an "S" to distinguish transactions in the account as sales transactions. Sales entries will be entered in the appropriate project account as income.

3. Turning in Funds Funds will be turned in monthly to the VCU Cashier using Form LRC-3 shown as Example 8. They will be deposited to the Agency Fund under the budget code of the Center. These codes will be furnished the cahier:

236-01-002-1999
0222-2240-1999

F. Reporting.

The Instructional Services Unit Leader will provide program managers with monthly reports on funds. The Fund Allocation and Reporting Form shown as Example 1 will be used. The allocation copy will be reproduced each month and current figures entered to complete the form as a monthly report. Figures will be cumulative within the quarter of allocation.

IV-POLICIES

The Instructional Services Unit Leader will assure that records are maintained in an auditable condition.

V-REFERENCES

Memorandum No. 1: Budgeting Procedures.

Memorandum No. 3: Center Supply Procedures.

Memorandum No. 4: Supply & Service Acquisition Procedures.

Memorandum No. 5: Property Responsibility.

Vivien K. Ely
Director

LEARNING RESOURCES CENTER
Virginia Commonwealth University
1617 Monument Avenue
Richmond, Virginia 23220

Inclosures:
Figure 1: Program Structure
Example 1: Form LRC-1, Fund Allocation and Reporting Form
Example 2: Voucher Register.
Example 3: Accounting format, Central Account.
Example 4: Accounting format, Program Accounts.
Example 5: Commitment Register.
Example 6: Product Expenditure Report.
Example 7: Form LRC-2, Shipping Order.
Example 8: Form LRC-3, Fund Deposit Form

PLANNING, PROGRAMMING AND BUDGETING STRUCTURE

100. MANAGEMENT & CENTER SUPPORT

200. PROFESSIONAL DEVELOPMENT

300. PUBLIC INFORMATION & MARKETING.

- 310. Newsletter production & distribution.
- 320. Public Information Operations.
- 330. Marketing Operations.

400. INFORMATION SERVICES

500. INSTRUCTIONAL SERVICES

- 510. Division Operations.
- 520. Materials support services.
- 530. Field On-site Assistance.
- 540. In-service Training Projects.
- 550. Reference & Lending Operations.
- 560. Consulting Operations.

600. MATERIALS DESIGN AND DEVELOPMENT.

- 610. Division Operations.
- 690. Project Accounts.

700. INSTRUCTIONAL RESEARCH & DEVELOPMENT

- 710. Operations.
- 720. Research projects.

800. REPRODUCTION & DISTRIBUTION

- 810. Reproduction Operations.
- 820. Mailroom Operations.
- 830. Product Distribution.

OBJECT CODES:

XXX.1100	Personnel
XXX.1200	Contractual Services (1200, less 1213, 1240, 1260)
XXX.1213	Professional Services.
XXX.1240	Travel
XXX.1260	Communications
XXX.1300	Technical Supplies (1300, less 1340)
XXX.1340	Administrative Supplies
XXX.1600	Operating Equipment (1500 & 1600, less 1693)
XXX.1693	Educational materials.
XXX.1730	Facilities
XXX.1731	Equipment rental
XXX.1785	Dues and subscriptions

FUND ALLOCATION AND REPORTING FORM 1st Qtr FY 73

DIVISION REFERENCE, LENDING & CONSULTING

CODE	DESCRIPTION	ALLOCATED	EXPENDED	COMMITTED
Example				
510.1593	Books, periodicals & AV materials	$2500		

EXAMPLE 1

Budget $500

Vou. No.	Description	1 1100 Personnel	2 1200 Contr. Svc
1			
2			
3			
4			
5			
6			
7			
8			
9			
10	July Total		
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			
31			
32			
33			
34			
35			
36			
37			
38			
39			
40			

$900	$2500	$1500	$600	$200	$200	$10,000	$16,000
1213 Prof. Svcs	1240 Travel	1260 Comm.	1300 Tech. Supp.	1340 Adm. Supp.	15-1600 Opr. Equip.	1593 Educ.Mat.	Total

		1	2
		1100 Personnel	1200 contr Sv
1	Running Rotals July		
2	Aug		
3	Sep		
4	Oct		
5	Nov		
6	Dec		
7	Jan		
8	Feb		
9	Mar		
10	Apr		
11	May		
12	Jun		
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32			
33			
34			
35			
36			
37			
38			
39			
40			

SUMMARY SHEET

1213 Prof. Svcs	1240 Travel	1260 Comms.	1300 Tech Supply	1340 Adm. Supp.	16-1600 Equip.	1593 Educ. Mat.	Total

© WILSON JONES COMPANY 6251-CO GREEN 7510-0 BUFF PAT. APPL. FOR. MADE IN U.S.A.

VOUCHER REGISTER

Voucher Number	Date	Class of Supplies	Value	comments
				EXAMPLE 2

REQUISITION REGISTER

Commitment Number	Date	Class of Supplies/Services	Funds Committed	Date Completed	Code	Voucher Number	
							EXAMPLE 5

Customer:	Project description:

Estimated	hrs	$	Actual	hrs	$
Name					

Supply estimate $_____

No.	Item	Cost

EXAMPLE 6

Total Supplies $_____

TOTAL ESTIMATE $ _____ TOTAL COST. $ _____

VOUCHER AND SHIPPING ORDER

Order No.

Voucher No.

PAYMENT RECEIVED . . . . . _____ Date received

$ _____ Amount

☐ Cash received with order

☐ Customer Billed

SHIPPING ORDER

SHIP:

$ _____ Shipment Value

Quantity	Catalog No.	Unit	Item	Unit Cost
1		set/12	D. E. Recruiting Posters	$3.00

TO:

FROM:

Shipped _____ date

Signature _____

EXAMPLE 7

PROCEDURES AND POLICIES

MEMORANDUM 100-3

BEST COPY AVAILABLE

CENTER ADMINISTRATION

Dec. 4, 1972

SUPPLY PROCEDURES

I-PURPOSE

The purpose of this memorandum is to provide uniform supply procedures and schedules within the Center.

II-RESPONSIBILITIES

1. The Instructional Services Unit Leader is responsible for the maintenance of effective supply procedures and for the management of supply activities.

2. The Instructional Services Unit Leader will be responsible for maintaining stocks of office supplies for the Center.

3. Unit Leaders will be responsible for maintaining stocks of operational supplies. These are supplies other than office supplies which support division operations. Examples of these are art supplies used in Instructional Services and special forms used in Reference and Lending operations.

III-SYSTEMS AND SCHEDULES

A. Supplies and Equipment.

1. Office Supplies Commonly used office supplies will be maintained by the Service Unit secretary for the support of Center operations.

2. Division Supply Requirements Special working requirements which are generated by product development activity will be obtained from open accounts or requisitioned as project-immediate needs. These requisitions will be submitted as needed.

3. Major Items of Equipment Major items of equipment are those items which are specified in the annual budget, or which are added to the budget as additional or substitute items. These items are ordered on the project-immediate schedule.

B. Requisitioning Schedule.

1. Monthly Requisition: For office supplies and commonly used operational supplies.

2. Project-immediate Requisition: Submitted as required for immediate operational needs or for budget-approved items of major equipment.

IV-FORMS USED

LRC Form 4: Special Supply and Equipment Requirements. Copy attached as Enclosure 1.

V-REFERENCES

Memorandum 100-1: Budgeting Procedures.

Memorandum 100-2: Financial Control & Accounting.

Memorandum 100-4: Purchasing Procedures.

Vivien K. Ely

LEARNING RESOURCES CENTER
Virginia Commonwealth University
1617 Monument Avenue
Richmond, Virginia 23220

Vivien K. Ely
Director

Enclosures:
LRC Form 4, Special Supply and Equipment Requirements

SPECIAL SUPPLY & EQUIPMENT SUPPLY REQUIREMENTS

Division _____ Accounting Code _____

Operation immediate

Major item of equipment

Add to stocks

Code	Item	Quant.	Cost	TOTAL
XXXXX	X.....	2	$4.00	$8.00

Recommended source:

xxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxx

_____ Date

_____ Signature of Director

LRC Form 4, Dec. 1972

PROCEDURES AND POLICIES | MEMORANDUM 100-4

CENTER ADMINISTRATION | Dec. 4, 1972

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SUPPLY & SERVICE ACQUISITION PROCEDURES

I-PURPOSE

The purpose of this memorandum is to establish uniform procedures for requisitioning and purchasing supplies and services.

II-RESPONSIBILITIES

The Director of Instructional Services is responsible for maintaining efficient procedures and for management of activities entailed in the acquisition of supplies and services.

III-SYSTEMS AND SCHEDULES

A. Files Maintained.

1. Requisition Register Requisitions will be entered in the "Commitment Register" shown in Section V of Memorandum No. 2, Financial Control and Accounting.

2. Requisition File A separate file will be initiated for each requisition. The file folder will be marked with the requisition number and filed in numerical order along with other requisition folders. All papers relating to a requisition will be filed along with it in the requisition folder. When the requisition has been completed, the folder will be withdrawn, the voucher document will be filed, and other papers disposed of.

B. Requisition Schedule.

1. Monthly Requisition Items maintained in 45-day stock will be requisitioned monthly as described in Memorandum No. 3, Supply Procedures.

2. Operations-immediate Requisition Submitted whenever needed for supply and service requirements generated by product development activity or unforeseen operating contingencies requiring immediate action. See Memorandum No. 3, Supply Procedures.

C. Requisition Procedure.

1. Storeroom Items Items obtainable from the VCU storeroom will be requisitioned on the General Academic Center Requisition attached as Example 1.

2. Contract Items Items not supplied by the VCU storeroom, but which are available on state contract, are submitted to the VCU Purchasing Office on Purchases and Storeroom Requisition Form attached as Example 2, accompanied by an Agency Purchase Order Form attached as Example 3. Lists of contract items are published periodically by the State Purchasing Office and can be obtained from the VCU Purchasing Office.

3. Noncontract Items Items not obtainable from the VCU storeroom or state contract will be submitted to the VCU Purchasing Office on the Purchase and Storeroom Requisition Form attached as Example 2. Detailed data will be given on the desired items and a recommended vendor.

4. Open Accounts Open accounts are established to handle inexpensive operations-immediate requirements. These accounts should not be used as a source of supply for foreseeable requirements, nor for individual items costing more than $10.00

5. Confirming Requisitions Operations-immediate requirements for items costing over $10.00 will not be acquired through open accounts. These items will be obtained directly from the vendor and the sales ticket submitted to the Purchasing Office on a confirming requisition along with a signed state invoice. The Director of Instructional Services will approve all such purchases.

D. Receiving Procedures.

1. Receiving Supplies and Equipment All items will be received in the mailroom by the Supply Clerk, who will assure that all items on the delivery ticket have been delivered and in good condition. Those items not received will be crossed off. He will sign the delivery ticket and hand carry it to the Requisition Clerk.

2. Completing the Requisition The Requisition Clerk will check off on the requisition those items reflected on the delivery ticket as having been received. When a requisition is complete, a State Invoice Form will be completed. This form is usually prepared and submitted by the vendor. See Example 4, attached. The gold copy of the invoice will be signed by the Director of Instructional Services. At the same time he will enter by pen the proper item code and LRC code. Current item code information can be obtained from the VCU Accounting Office in the Administration Building.

3. Receiving Major Items of Equipment The Director of Instructional Services will be notified whenever electronic or major items of other equipment are received. He will assure that such equipment is received in good condition by causing it to be inspected by technically qualified persons.

IV-REFERENCES

Memorandum 100-1: Center Budgeting Procedures.

Memorandum 100-2: Financial Control and Accounting.

Memorandum 100-3: Center Supply Procedures.

Memorandum 100-5: Property Accountability.

Vivien K. Ely

LEARNING RESOURCES CENTER
Virginia Commonwealth University
1617 Monument Avenue
Richmond, Virginia 23220

Vivien K. Ely
Director

Enclosures:
Example 1, General Academic Center Requisition Form.
Example 2, Purchases and Storeroom Requisition Form.
Example 3, Agency Purchase Order.
Example 4, State Invoice Form.

VIRGINIA COMMONWEALTH UNIVERSITY
General Academic Center
Requisition

Requisition No. _____

Please type or print:

Date _____

Qty.	Unit	Description in Full	Unit Price	Amount
Supplies will not be issued or procured without a requisition completely filled in and approved by Dean or Head of Department.			Total	

(Leave this section blank.)

Recommended place of purchase:

_____

_____

_____

Signed _____

Dept. _____ Code _____

Address _____ Tel. Ext. _____

Approved _____

Example 1

A-150 REV.

VIRGINIA COMMONWEALTH UNIVERSITY

PURCHASES AND STOREROOM REQUISITION

NOTE GENERAL INSTRUCTIONS ON REVERSE SIDE

SUGGESTED VENDOR ↓

Number 107249

Date 19

DELIVERY	F. O. B.	TERMS	SHIP VIA

DELIVER TO:	INVOICE TO:

COMMODITY CODE	ARTICLES OR SERVICES ▼	QUANTITY	UNIT	UNIT PRICE			AMOUNT	
					TOTAL			

DELIVER: LOCATION

CHARGE TO CODE NO. _____

NO. OF FUND _____

REQUESTED BY: DEPT. HEAD _____

BY _____

TEL. EX. _____

APPROVED

ERIC

SUPD. BY BALTIMORE BUSINESS FORMS, INC., BALTIMORE, MD. 21229

Example 2

COMMONWEALTH OF VIRGINIA
COMP. FORM 5—8/1/72—300,000 SETS
DUPLICATE

INVOICE

Purchase Order No.
Requisition No.
Date of Invoice
How Shipped
Terms and Discount

(Name and address of State Agency receiving goods or service)

SOLD TO

(Name and address of Vendor)

BY

NOTICE TO VENDOR

All invoices against agencies of the Commonwealth of Virginia must be prepared on this form and four copies sent directly to the agency to which merchandise was shipped or for which service was rendered. Invoices must be completed in detail. Render a separate invoice for each purchase order promptly upon completion of shipment, or performance of service. Retain last copy for your records. If charges for freight or express are added to invoice, original bill of lading or receipt must be attached.

DATE OF SHIPMENT OR SERVICE	DESCRIPTION OF ARTICLES OR SERVICES	QUANTITY	UNIT	UNIT PRICE	AMOUNT	LEAVE BLANK
VENDORS SHOULD NOT WRITE BELOW THIS LINE				VENDOR'S TOTAL		
	Remarks			DEDUCTIONS		
				Discounts ....%		
				Other (Specify):		
				.....		
				.....		
				Amount certified for payment		

Example 3

The enclosed check is in payment of the account as stated above. Any errors should be brought promptly to the attention of the State Treasurer P. O. Box 6 H., Richmond 15, Va. and this check returned with the statement. An endorsed check constitutes evidence of payment: no further receipt is required.

COMMONWEALTH OF VIRGINIA

COMP. FORM 5—8/1/72—300,000 SETS

ORIGINAL

INVOICE

(Name and address of State Agency receiving goods or service)

SOLD TO

(Name and address of Vendor)

BY

Purchase Order No. _____

Requisition No. _____

Date of Invoice _____

How Shipped _____

Terms and Discount _____

NOTICE TO VENDOR

All invoices against agencies of the Commonwealth of Virginia must be prepared on this form and four copies sent directly to the agency to which merchandise was shipped or for which service was rendered. Invoices must be completed in detail. Render a separate invoice for each purchase order promptly upon completion of shipment, or performance of service. Retain last copy for your records. If charges for freight or express are added to invoice, original bill of lading or receipt must be attached.

DATE OF SHIPMENT OR SERVICE	DESCRIPTION OF ARTICLES OR SERVICES	QUANTITY	UNIT	UNIT PRICE	AMOUNT	LEAVE BLANK
VENDORS SHOULD NOT WRITE BELOW THIS LINE		VENDOR'S TOTAL				
		DEDUCTIONS				
		Discounts.....%				
		Other (Specify):				
		.....				
		.....				
		Amount certified for payment				

Purchase Order No. _____ Complete ☐ Incomplete ☐

Voucher No. _____ Month _____

Agency-Approp.-Activity-Object Enc. No. Amount

Credited:

Charged:

Tabulated:

Receiving stamp. — Dept. of Accts.

Entered on Comptroller's register of warrants

TO THE COMPTROLLER:

It is hereby certified that the goods or services specified above have been received, or performed, payment therefor has not been previously authorized and that this expenditure is a proper charge to the appropriation indicated. This account is approved for payment.

Signature of approving officer _____

(*Use ink or indelible*)

Title _____

Example 4

BEST COPY AVAILABLE

ORGANIZATIONAL & OPERATIONAL STRATEGY

I-PURPOSE

The purpose of this memorandum is to establish a basic strategy of organization and operation which will enable the Center to adapt flexibly both to fluctuating needs for products and services, and to steady trends of growth. The chart attached as Inclosure 1 is designed to reflect the pattern of organization. The policies and procedures reflected herein are complementary to those contained in Memorandum 300-3, Marketing Operations.

II-RESPONSIBILITY

The Center Director will cause the necessary studies and actions to be taken to carry out the strategies outlined herein.

III-ORGANIZATIONAL STRATEGY

Basic organizational principles to be followed are flexibility, ease of expansion and contraction of the organization, efficient systems, and economy of operation.

A. Flexibility and Adaptability.

Flexibility and adaptability are gained through the establishment of a permanent management organication, and through organizing and disbanding provisional units as needed for specific tasks or services. The management organization has the capability to design services and products conceptually and to offer them for sale. Provisional units are organized, after the sale, to provide the service or to produce the products. These units are disbanded when no longer needed.

B. The Permanent Management Organization.

The size of the permanent management organization will be proportional to the task of generating service and product concepts and to the task of managing and supporting provisional units. All overhead management, administrative, and financial functions will be handled by the permanent management organization, allowing provisional units to concentrate upon mission activitities. Its functions are shown graphically in Inclosure 1.

The blocks shown in Inclosure 1 as representing the management organization, represent functions, persons, or divisions, depending upon the level of service and materials production. At a low level of service and

production, the blocks may be represented by persons. These blocks will develop into units as services are sold and provisional units are organized to develop them. The Center will grow in terms of its ability to generate and sell. Details concerning units are reflected below:

1. The Center Director. The Center Director will represent the organization to other institutions, supervise major operations of the Center, and coordinate activities so as to achieve the Center's operational and developmental objectives.

2. The Administrative Unit. This unit will handle for the Center, administrative, housekeeping, budgeting and accounting, and mailroom functions. It will provide these also as support services to provisional units.

3. Operations, Research & Design Unit. This unit will handle Center planning, research and testing activities, and product and service design functions. This will entail drawing up plans and strategies for the achievement of growth and support objectives. It will entail the conduct of "idea" research essential to the creation and marketing of high-demand products and services. It will entail designing the products and services which the Center sells. It will entail systems development assistance to provisional units, and other professional assistance which the types and levels of proficiency represented in the unit permit.

4. The Information and Marketing Unit. This unit will produce the Center newsletter, handle publicity, and conduct marketing operations. It will also provide public information guidance and service to provisional units.

C. Provisional Units.

Provisional units will be organized for a number of purposes. Services which are designed and sold to customers will be rendered by provisional units. Curricular and learning materials being developed for a customer will be developed by provisional units. A small research project or a study group might also be attached. These units will receive complete administrative, financial, and operational support from the Center, as well as assistance which in-house professionals have the expertise to provide.

Provisional units will be organized when needed to provide a specific service or develop a specific unit of learning. Where a customer wishes, a curriculum production unit may be operated on an ongoing basis to undertake projects established by the customer. Units will vary in size and structure. A service unit such as the Reference, Lending and Consulting Service, or an attached research project, might have a staff of four or five. A curriculum development unit might involve a curriculum specialist

249B

and a part-time typist, each working at home. For organizational purposes, each would be considered a unit. The following types of unit have been identified as potential provisional units:

1. Reference, Lending & Consulting Unit. This kind of unit provides reference, lending and consulting services to vocational educators. Separate units or subunits may be established for different services. See Memorandum 500-5, Consulting Services, and Memorandum 500-3, Materials Lending Operations, for a concept of the services involved.

2. Research Units. This kind of unit anticipates small research projects or study projects being attached for administrative, financial, systems, and professional support.

3. Field Service Units. This kind of unit will be organized to provide in-service training to vocational educators, or perhaps to carry out an analysis of training conditions in preparation for in-service training.

4. Research and Information Service Unit. This kind of unit would screen professional research and practice information and disseminate to customers that which is relevant and critical to their needs.

5. Support Materials Unit. This kind of unit will develop support materials for existing curricula upon the demand of clientele purchasing the service.

6. Curriculum Development Unit. Such a unit might be organized for the development of a single curriculum, multiple curricula, or to furnish an ongoing curricular service.

7. Learning Materials Unit. Such a unit will be developed to create printed and/or audiovisual learning materials. It would develop units of learning materials as differentiated from support materials which are designed to strengthen existing learning materials.

D. Services Supplied to Provisional Units.

The Administrative Unit will provide administrative, budgeting, financial and mailing services to provisional units. This will involve prepackaged systems which are integrated with the systems of the central management organization. The provisional unit's leader or director will be furnished with an operating manual containing complete instructions and forms pertaining to support services, and complete information on the articulation of the unit with the Center.

Services provided by the Operations, Research & Design Unit will depend upon the range and quality of professional competencies exercised by the unit staff. The following services are illustrative of those which may

be provided. Help may be provided in the development of systems for the achievement of project objectives. Help may be given in the testing design for curricular materials. Help may be proficed in the development of objectives, layout of courses, the development of learning experiences, the application of learning theory, or achievement testing.

The Public Information and Marketing Unit will provide guidance in this area of expertise, and provide space for coverage in the Center newsletter. It will also provide assistance with the development of brochures, art and graphic work, and with reproduction arrangements and scheduling.

IV-OPERATIONAL STRATEGY

The objective of the Center is development of the range and quality of its expertise, the development of high-quality educational services and curricular materials, and financial independence through the sale of these services and products.

The basis for growth lies in the development of services and products which vocational educators will seek out. The ability to produce high-quality services and products will depend upon the creativity and expertise which can be assembled. Creative ability and expertise must be brought into both the Operations, Research and Design Unit and into provisional units. Initial growth strategy will be directed toward the enlargement of this capability.

Initially, the Center must seek investors wherever it can as a source of maintenance and development capital. This investment must be sought on the basis of original services and products of a high quality which meet the changing needs of learner, coordinator, administrator, and learning situations. Investor funds must be sought until the sale of services and products covers operating costs and provides operating capital. The term "investor" is used here to designate institutions that may invest in the development of new materials, in their reproduction and distribution, or perhaps both. See Memorandum 300-3, Marketing Operations.

V-POLICIES

1. Provisional units must be financially independent and must reimburse the Central Management Organization for services received.

2. The terms of relationship will be drawn up for each provisional unit. These will define the relationship of authority and responsibility between the Center and the unit, the services to be provided by the Center, and financial relationships.

VI-REFERENCES

Memorandum 300-3 Marketing Operations.

Memorandum 500-5 Consulting Service.

Memorandum 600-1 Product Identification and Acceptance.

LEARNING RESOURCES CENTER
Virginia Commonwealth University
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Vivien K. Ely
Director

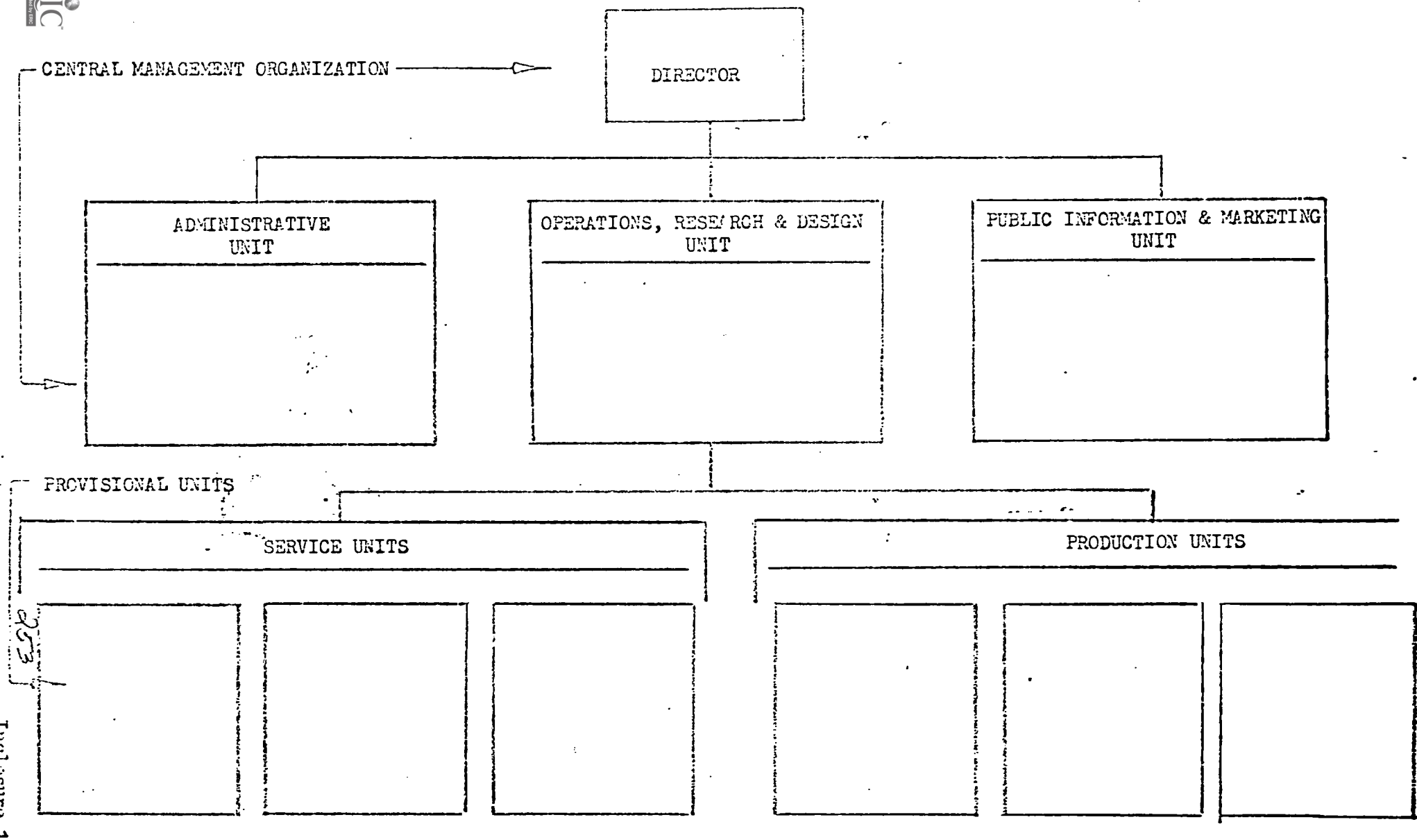
CENTRAL MANAGEMENT ORGANIZATION
DIRECTOR
ADMINISTRATIVE UNIT
OPERATIONS, RESEARCH & DESIGN UNIT
PUBLIC INFORMATION & MARKETING UNIT
PROVISIONAL UNITS
SERVICE UNITS
PRODUCTION UNITS

Exhibit 1

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VISITOR RECEPTION & BRIEFING PROCEDURES

I-PURPOSE

The purpose of this memorandum is to establish policies and procedures for the reception and briefing of visitors to the Center. The procedures herein refer to the formal reception of important visitors as opposed to the reception of users who wish to avail themselves of instructional support services.

II-RESPONSIBILITIES

1. The Public Information and Marketing Team will be responsible for planning and coordinating visitor reception and briefing activities.

2. Unit Leaders will be responsible for conducting visitors who are at the Center in relation to business with their division, or visitors whose primary interests and competencies are related to those of their division.

3. The Public Information and Marketing Team will be responsible for maintaining up-to-date briefing materials.

III-SYSTEMS AND SCHEDULES

1. Invitations Center staff members who wish to invite persons to the Center as visitors and who wish to extend them the courtesy of a briefing and tour, will coordinate with the Public Information Unit to arrange for a date and time.

2. Coordination with other Activities The Public Information Team will coordinate as necessary to determine a set of dates on which the required persons and facilities would be available to the visitor.

3. Reception and Briefing Plan Working with the staff member who wishes to extend an invitation, the Public Information Team will prepare an appropriate program, coordinating with persons to be involved, establishing responsibilities, and coordinating activity involved in the preparation and conduct of the reception. Unit Leaders and the General Consultant will be provided with brief background information on visitors and the purpose of their visit.

4. Impromptu Visits Visitors who drop in unexpectedly and who desire a briefing and tour will be referred to the Chief of Reference and Lending, who will be prepared to conduct a briefing and tour.

IV-POLICIES AND CRITERIA

1. Unit Leaders are responsible for maintaining their work areas in a state of order which is appropriate for the reception of visitors.

2. The Public Information Team should be given the planning and preparation lead of at least a week so that coordination efforts do not preempt other ongoing activities.

3. Short-notice receptions should be kept to a minimum, since they tend to disrupt ongoing activities of the entire Center.

4. The Center briefing and tour should be reserved for first-time visits of persons important to the goals and objectives of the Center and persons whose public position establishes a right to one.

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POLICIES AND PROCEDURES | MEMORANDUM 100-12

CENTER MANAGEMENT | January 31, 1973

STAFF ORGANIZATION & OPERATING PROCEDURES

I-PURPOSE AND DEFINITION

The purpose of this memorandum is to establish policies and procedures for the function of the Center's operational and full professional staffs. The operational staff is made up of Unit Leaders and the Coordinator of Professional Development Task Forces. The professional staff is made up of those persons who function as distributive teacher, educators at VCU, the permanent employees of the Center, and any temporary employees of the Center so designated by the Director.

II-RESPONSIBILITIES AND RELATIONSHIPS

1. Unit Leaders are responsible for the operation of their respective units and for the achievement of unit objectives.

2. Unit Leaders and the Coordinator of Professional Development Task Forces will participate as an operational staff to carry out joint planning, organizational analysis, evaluation and operations at the Center/DE Department level.

III-POLICIES AND PROCEDURES

A. The Operating Staff.

1. Any member of the operational staff or the Center Director may call a formal meeting of the staff.

2. The staff member calling a formal meeting will furnish in advance an agenda of objectives.

3. Staff recommendations to the Center Director will be in writing and will reflect the approval or dissent of each member. Dissenting opinions or qualifications will be stated in writing and accompany the basic recommendations.

4. Members of the operational staff will keep one another informed of significant events within their units or task forces and will coordinate with other members on matters affecting the operation of their units or task forces, or the Center/DE Department as a whole.

5. The operating staff will establish procedures for the conduct of its meetings and will schedule such formal meetings as are considered necessary to the efficient conduct of Center activities and to carry out Center/Department-level assignments or operations established by the Center/Department Director.

6. The Center's General Consultant will be invited to participate in formal meetings of the operational staff in which his advice is sought. He will be furnished the agenda of objectives of other formal meetings to which he has an open invitation to attend as his interests and concerns indicate.

B. The Professional Staff.

1. The full professional staff will meet monthly.

2. The following objectives will make up the agenda of the professional meeting:

   a. Progress briefings by Unit Leaders and the Coordinator of Task Forces.

   b. An open forum for the expression of concerns, interests, questions, and recommendations of any professional staff member. These may be presented in writing if the member desires.

   c. Special brainstorming sessions.

   d. Professional development sessions.

3. The operating staff in consultation with the Center Director will develop and distribute in advance an agenda of objectives for each meeting of the professional staff.

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POLICIES AND PROCEDURES MEMORANDUM 300-1

INFORMATION AND MARKETING May 22, 1973

PUBLIC INFORMATION OPERATIONS

I-PURPOSE

The purpose of this memorandum is to establish policies and procedures relating to public information operations.

II-RESPONSIBILITIES

The following statements set forth the public information responsibilities of the PI&M (Public Information & Marketing) Unit. The coordinator of this unit will contribute his professional judgments, compotencies and experience to the interpretations, communications and advice involved in the exercise of those responsibilities.

1. The development, publication and distribution of periodic information media for the Center, its products, and its services.

2. The coordination of all PI&M publication activities in the Center.

3. Maintain a sensitivity to feedback which indicates the occurence of misunderstandings requiring special information handling.

III-POLICIES

1. Public information releases may originate in other units, but all will be released through PI&M.

2. All Center publications having primary "Center-image" objectives will be executed and developed in and released through the PI&M Unit.

3. The Unit Leader of PI&M will follow guidelines established by the Center Director for the final release of materials to media contacts.

4. Center activities which are undertaken for public information purposes will fall under the planning and operational supervision of the PI&M Unit.

5. The PI&M Unit will emphasize in information releases those Center-generated activities that demonstrate LRC objectives, capabilities, professional competence, and aspirations.

6. The PI&M Unit will seek out applicable media criteria and strive to meet them.

7. Information operations will be directed toward the achievement of information objectives.

8. The PI&M Unit will utilize the accepted industry tools (Mechanical art services, type, photography, etc.) and media as methods for reaching target markets.

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CENTER NEWSLETTER

I-PURPOSE

The purpose of this memorandum is to establish objectives, policies, guidelines, systems and criteria for the publication of the Center newsletter.

II-RESPONSIBILITIES

1. The PI&M (Public Information & Marketing) Unit Leader will be responsible for the development, production and distribution of the Center newsletter.

2. The Reference Specialist will be responsible for the selection of books for review and for lists of reference and learning materials newly acquired in the library. See Systems Chart A-2,3.

3. The Design and Development Unit Leader will provide input on new products ready for sale. See Systems Chart A-3.

4. The Center Director, in consultation with the PI&M Unit Leader, will recruit volunteers or assign staff members to provide input indicated on Systems Chart B.

5. All Center staff members will be alert to problems faced by coordinators and will be responsible for input of these problems into the information system. See Systems Chart C.

III-SYSTEMS AND SCHEDULES

A. Information on Reference & Learning Materials.

1. Lists of Newly Acquired Materials. The Reference Specialist will publish lists with each newsletter of materials received in the library since the publication of the last catalog. These will be furnished the PI&M Unit Leader on schedules established on Chart C.

2. Book and Learning Materials Review. From the shelves and from the list of new materials, the Reference Specialist will select books and learning materials which are outstanding and which are relevant to major, oncoming phases of the DE curriculum.

B. Information on Newly Produced Materials.

The Design and Development Unit Leader will coordinate with the PI&M Unit Leader on materials developed for sale to permit a timely announcement in the newsletter. See Systems Chart A-3.

C. State-wide Problems and Solutions.

Problems encountered through user letters, consultations, field visits, and conversations with State Supervisors will be analyzed with the objective of providing guidance and assistance. Guidance will be offered through the newsletter. Assistance will be offered through field services. See Systems Chart C.

D. Concepts, Methods and Media.

The primary purpose of this information will be to bring both tried-and-proven and new concepts, methods and media systems to the attention of coordinators. The selection of information in these areas will be guided by the principles and practices of vocational education, by acknowledged requirements for upgrading instructional and learning systems, and specific problems with which coordinators are struggling. See System Chart B.

E. Scheduling.

The schedule attached as Chart D has been established to coordinate the activities essential to the publication of monthly newsletters.

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Inclosures:
Chart A Newly acquired materials.
Chart B New media and concepts.
Chart C State-wide problems and solutions.
Chart D Activity schedule.

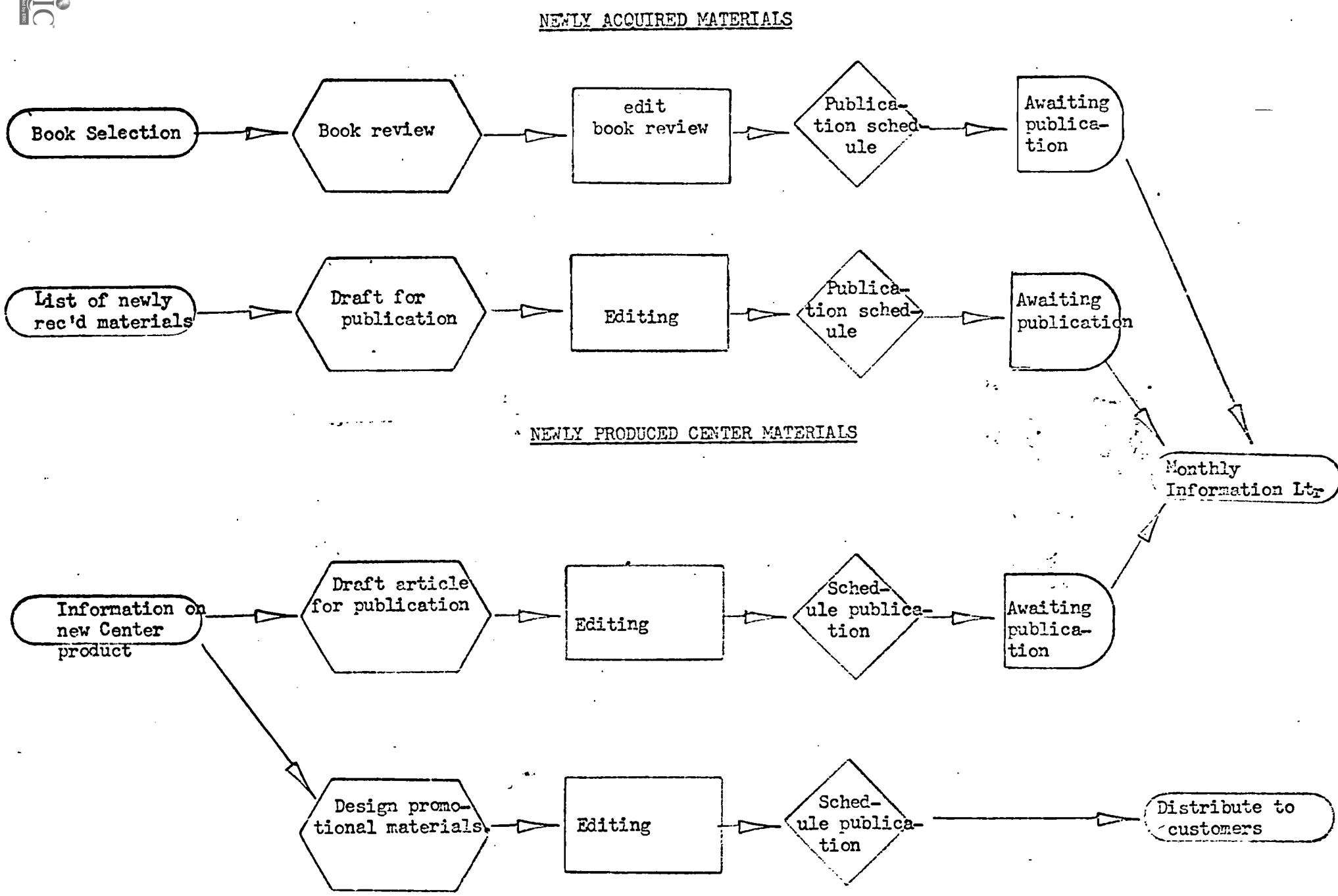

INPUT	OPERATIONS	OUTPUT

NEW MEDIA, AND NEW TEACHING AND LEARNING METHODS

NEW CONCEPTS AND METHODS IN DISTRIBUTIVE EDUCATION

NEW DISTRIBUTION CONCEPTS AND METHODS

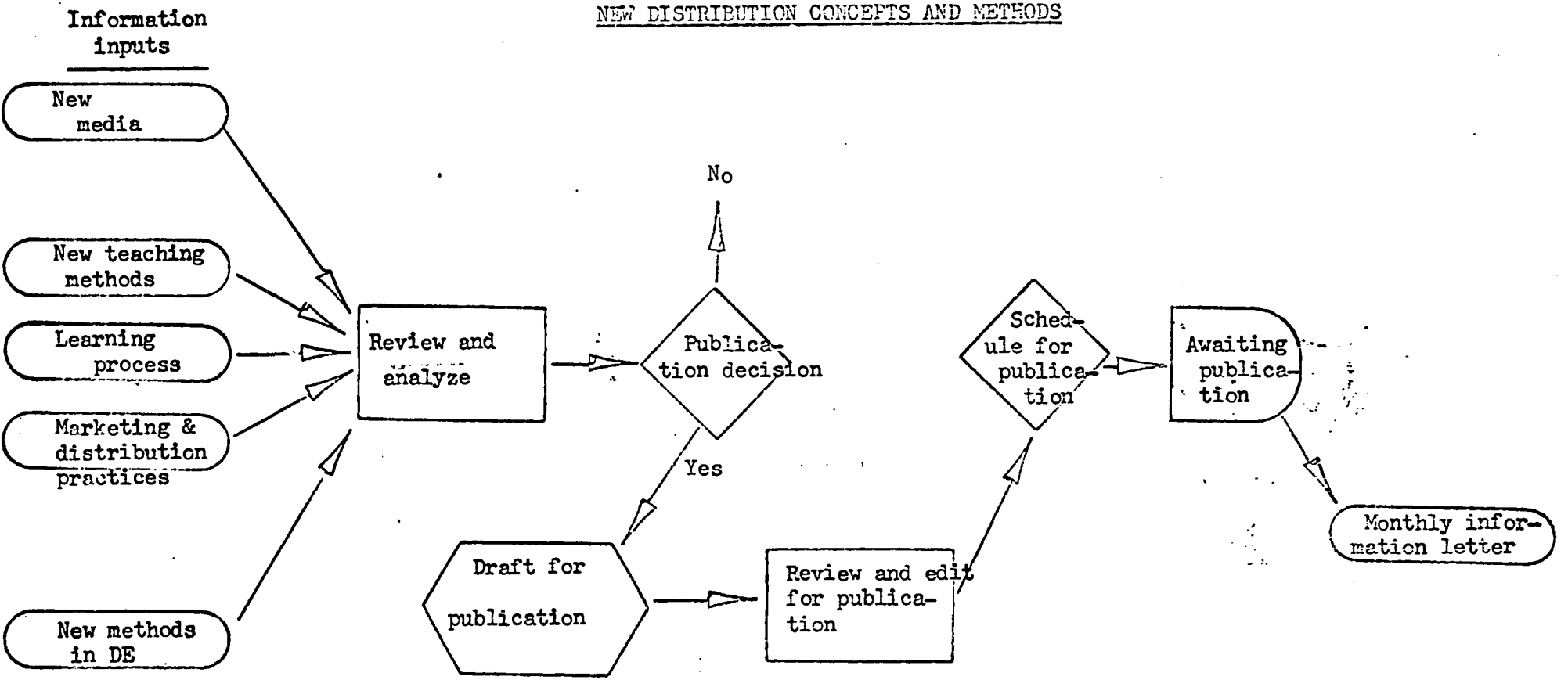

INPUT | OPERATIONS | OUTPUT

SYSTEM CHART "B"

STATE-WIDE PROBLEMS & SOLUTIONS

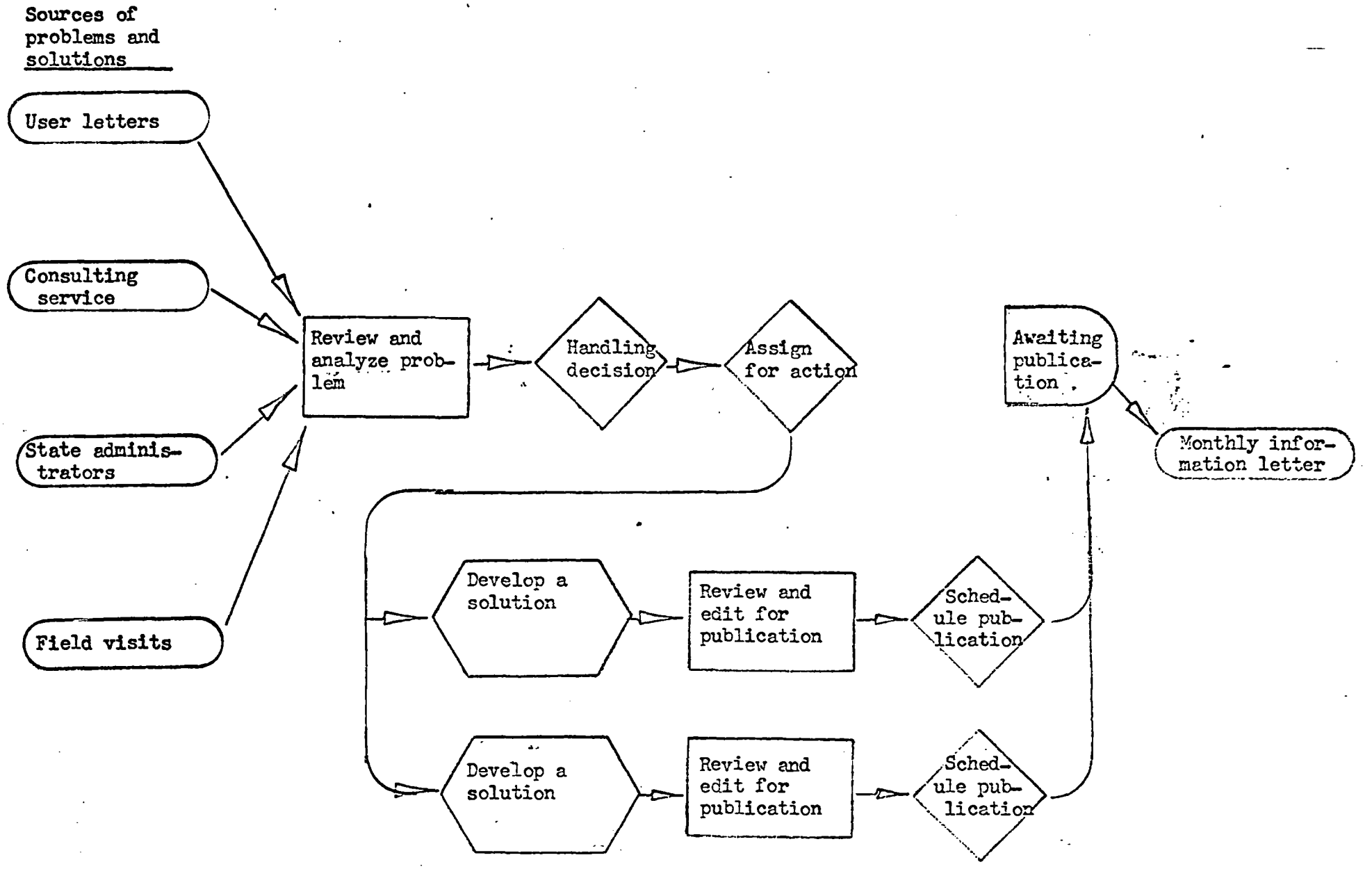

SYSTEMS CHART "C"

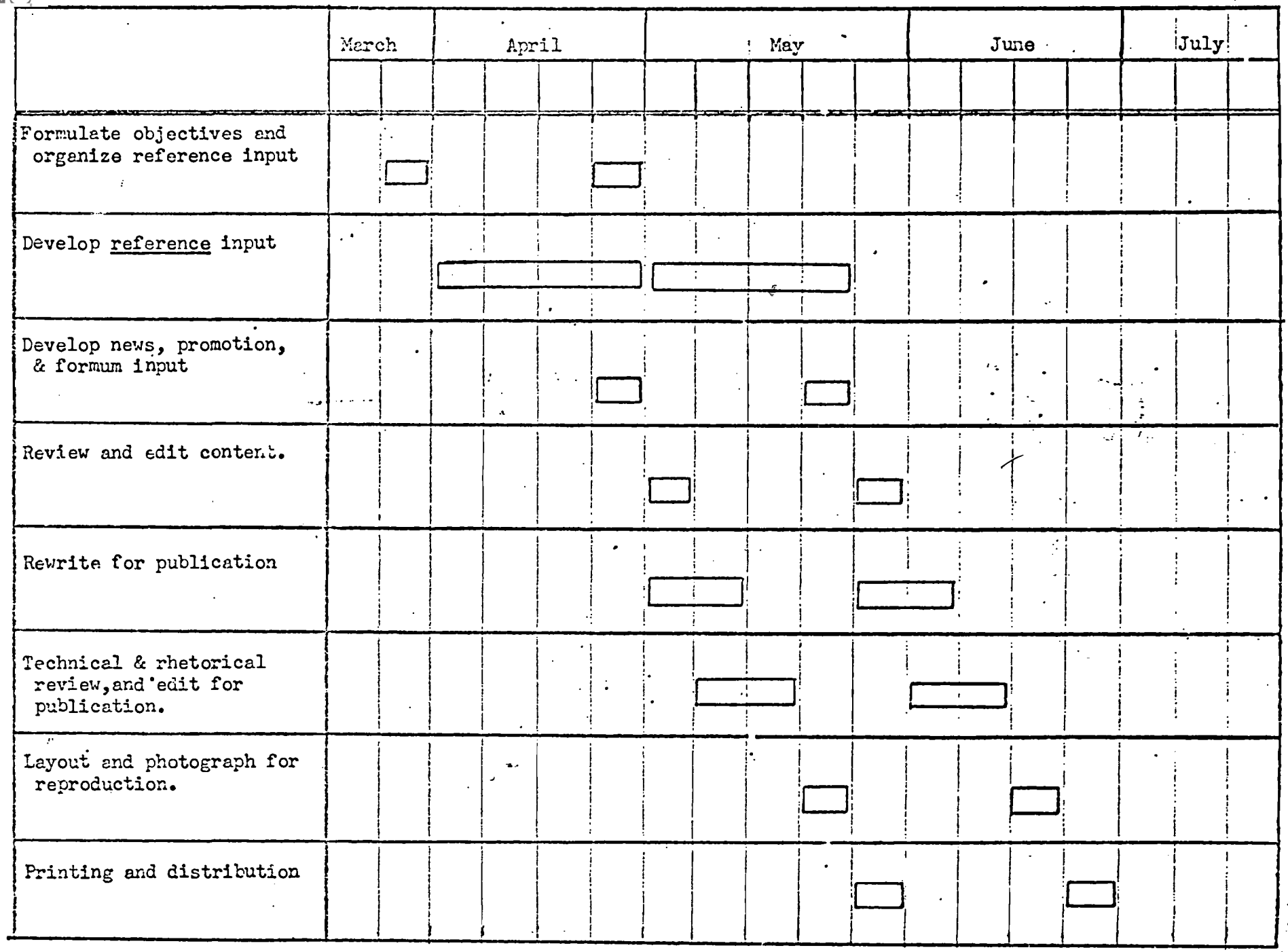
March
April
May
June
July
Formulate objectives and organize reference input
Develop reference input
Develop news, promotion, & formum input
Review and edit content.
Rewrite for publication
Technical & rhetorical review, and edit for publication.
Layout and photograph for reproduction.
Printing and distribution

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MARKETING OPERATIONS

I-PURPOSE

The purpose of this memorandum is to provide basic policies, procedures and guidelines for marketing curriculum and learning materials produced by the Center.

II-RESPONSIBILITIES

The PI&M (Public Information & Marketing) Unit Leader will be responsible for conducting marketing operations under the policies and guidelines of this memorandum.

III-SYSTEMS AND SCHEDULES

A. Service Marketing Strategy.

It seems likely that most services will be provided within the State, either to local businesses or to vocational education. It must be borne in mind, however, that some services may be in demand in adjacent states, or perhaps even nationally.

1. The Design and Sale of Services. Since the Center cannot keep personnel on the payroll with the hope that they may be able to provide services, it must follow a strategy of designing services for sale and organizing them upon the consumation of a sale.

2. The Reference and Lending Service. The primary customer for this service is the vocational educator in the State of Virginia. It is anticipated that this service will be sold to Virginia's Vocational Educators through budgeted funds provided directly from the State.

3. Field Services. In-service training conducted by the Center will either be carried out in response to requests from school systems or as a result of training designed in the Center and sold to school systems.

4. Professional Information Service. Information on new teaching methods, new distributive practices, new data on learning, and the like, will be distributed as funds and staff time permits. Such information will be distributed through the Center newsletter.

B. Product Marketing Strategy.

It is anticipated that the Center will undertake projects to produce materials both for institutional customers and for national sales. Each of these alternatives offers different financial and marketing situations to be dealt with.

1. Marketing Situations and Strategies. Three rough categories of marketing situations have been identified, each requiring different strategies. First of all, there is the product which is developed for an institutional customer such as the State of Virginia, or for use by the institution. All costs, in this situation, are borne by the institution. Secondly, there are products undertaken for institutions which have potential for national sales. In this situation, the Center must find the necessary funds for producing copies to be sold and the practical means for processing sales and distributing materials to customers. Finally, there is the product that is developed by the Center expressly for national sales. Products of this sort, especially the more complex ones, require the most careful planning from a financial and marketing standpoint.

2. Product Complexity. From the standpoint both of difficulty to produce and financial involvement, at least three basic complexity levels can be distinguished. Materials at "Level-One" complexity can be illustrated by such things as sets of overhead viewgraph transparencies and lesson learning guides. Materials at "Level-Two" complexity are illustrated by such things as printed and audiovisual materials for single learning events. Materials at "Level-Three" complexity are illustrated by comprehensive learning units such as a job-preparation kit or a real estate training package.

3. Product Financing. Materials development at different complexity levels will require different financial strategies. For materials on "Level-One", the Center can probably support financially all phases of production and distribution. At higher levels of complexity the Center will be able to handle only the design phase, that is, bringing the product to a state of development necessary to interest potential customers or investors in the product's development and reproduction. Any product on a complexity level of two or three will require a carefully thought-out plan of development, financial support, testing, and final marketing and distribution.

   Most Level two and three products will be developed for institutional customers and then offered nationally if this is feasible. Most products developed expressly for national sales will be of Level-One complexity.

4. Product Identification and Acceptance. Products will be identified and accepted as Center projects under the provision of Memorandum 600-1, Product Identification and Acceptance, and this memorandum. Feasibility studies will be conducted under the provisions of Memorandum 600-4, Feasibility Studies.

C. Promotion and Marketing Strategy.

The Center newsletter will be the basic marketing vehicle for services and products. However, this will not preclude the development and distribution of separate marketing instruments. These may be mailed with the newsletter or mailed separately.

1. Promotion of Services. For each service established, a promotion strategy will be created and actively pursued. Since services are provided largely in Virginia, and the newsletter is distributed nationally, service-promotion communications will normally be included as inserts to the newsletter and distributed only with newsletters going to educators in the State of Virginia.

2. Promotion of Products. Promotion of products, for economy sake, will be pursued primarily through the monthly newsletter. A strategy will be devised for each product, both in terms of information articles to prepare the way, and specific marketing presentations designed to elicit sales. In the case of more expensive products, marketing efforts should be geared to the budgeting and funding cycle of customer institutions.

3. New Products, Services and Markets. The Center Staff will remain alert to opportunities to create new products and services and to potential customers and investors. Such opportunities may occur within the state, may arise from activities in adjacent states, may arise from national or greional programs such as the Interstate Consortium, may arise from new learning research or methodology, or perhaps from new business organization, systems and procedures.

   The Staff will remain alert especially to new markets. These may be found in other vocational services, national programs, the development of new methods, and the like. See Memorandum 600-1, Product Identification and Acceptance, Section III, Paragraph A-1.

4. State by State Strategy. An alternative method in national sales lies in an approach to states individually, offering items for mass purchase by the state at an advantageous price for distribution to its coordinators and educators. The kind of item which could be sold successfully this way is the kind of unit which is both highly effective and basic to every classroom.

D. The Search for Investors.

The term "investor" is used here to designate institutions that may invest funds in the development of new materials, in their reproduction and disbritution, or bherhaps both. It is the task of the Operations, Research and Design Unit to produce materials which meet new needs, or old needs in new ways, and the task of the Information and Marketing Unit to find investors.

IV-POLICIES

1. Marketing estimates, surveys and plans will be carried out within the process framework of Memorandum 600-1, Product Identification and acceptance, and Memorandum 600-3, Feasibility Studies.

2. Professional assistance will be sought from the Marketing Department of the School of Business in the estimation and establishment of selling prices.

3. Professional assistance will be sought from the Marketing Department in the marketing and distribution planning for specific products.

4. Marketing plans and strategies will be reviewed by the Center Staff and approved by the Center Director.

V-REFERENCES

Memorandum 100-5 Organizational & Operational Strategy.

Memorandum 300-2 Center Newsletter.

Memorandum 600-1 Product Identification & Acceptance.

Memorandum 600-3 Feasibility Studies.

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LEARNING MATERIALS REQUIREMENTS

I-PURPOSES AND DEFINITIONS

A. Purpose.

The purpose of this memorandum is to establish responsibilities, systems, criteria, guidelines and decision processes to make possible the efficient identification and validation of user requirements and the satisfaction of these needs with the best available materials.

B. Definitions.

When the following terms are encountered in this memorandum, they will be used as defined below:

1. Unformulated and Formulated Requirements Those requirements which users bring to the Center as raw, unanalyzed needs, are referred to as unformulated requirements. Those which users bring after having analyzed their needs and having specified those materials which are needed, are referred to as formulated requirements.

2. Unsatisfied Requirements Those requirements for materials which cannot be met from current holdings are referred to as unsatisfied requirements. Learning materials as used here refers to AV or printed materials designed for instructional as differentiated from reference use.

3. Holding Requirements Requirements which are generated in the process of evaluating competency holdings are referred to as holding requirements. They represent a deficiency of spread or depth in a competency holding and thus a potential for unsatisfied requirements.

4. Project Requirements Those requirements which the Design and Development Unit generates incident to the design of a product or service are referred to as project requirements. Some of these will be met from current holdings, others will become unsatisfied project requriements.

5. Staff Development Requirements Those requirements which are generated by staff members for the development and updating of professional competencies are referred to as staff development requirements.

II-RESPONSIBILITIES

The Leader of the Instructional Services Unit will be responsible for the efficient function of systems outlined herein.

III-SYSTEMS AND SCHEDULES

Note on the systems foldout, that the system as a whole is broken down into three sectors. Sector "A" deals with the identification of unsatisfied requirements and the support decision. Sector "B" deals with the situation in which a decision to support entails the acquisition of additional holdings. In this sector of the system, sources are studied and support alternatives explored. Sector "C" deals with the process of evaluating alternatives, gathering additional information when necessary, and arriving at a decision regarding materials to be acquired.

A. Sector "A"--The Support Decision.

The objective in Sector "A" is to evaluate unsatisfied requirements and to decide whether and how to provide support.

1. Sources of Requirements These are the general sources of support requests:

   a. User Request---Support requests will be presented regularly by teacher-coordinators, by teacher-educators, by State staff members, by college-level DE students, and the like.

   b. Project Support---Support requests will come from task forces engated in the development of Center products.

   c. Staff Development---Support requests will come from Center staff members engated in the development of professional competencies needed in the Center.

   d. Holding Evaluation---Support requirements will be generated by special in-house evaluations of competency holdings.

2. Evaluation Criteria Unsatisfied requirements which are being considered for support by the Center will be evaluated against the criteria reflected in paragraph A, Section IV, plus the special criteria set forth below:

   a. Field requests will be examined in terms of frequency of demand and cost.

   b. Competency holding expansions will be considered in terms of depth and spread of current holdings.

c. Project requirements will be considered in terms of the contribution of project-materials to competency holdings and the feasibility of short-term loan from a local library.

d. Staff requirements will be considered in terms of the regularity of reference use, to decide whether materials are needed as an on-shelf reference or whether they may be obtained as needed from a local library.

3. Evaluation and Decision Process Any request for materials by users represents for the library a support requirement. Most user requirements can be filled from existing holdings. If this is not the case, then the Center must decide whether to expand holdings to cover such a requirement.

a. The Process---The Librarian will obtain from the user all of the pertinent data required to understand the user's needs and required to intelligently apply decision criteria. This data will be furnished the Supervisor of Reference and Lending for a decision to support or not to support the user.

b. The Decision---The Supervisor's decision will be based upon the criterial guidance set forth in paragraph 2 above. If the Supervisor decides not to support the user, she will ifnorm him in writing. If she decides to support the user, the file will be returned to the Librarian for a materials availability study.

4. Staff Requests Requirements generated by staff members in relation to projects or staff development will be submitted to Reference and Lending on LRC Form No. 3, a copy of which is attached as Enclosure 1.

B. Sector "B"--Developing Alternatives.

The objective in Sector "B" of the system is to discover what alternatives exist in regard to materials which meet unsatisfied requirements. To achieve this objective, the Library Reference Staff will conduct a materials availability study. To support these studies, the library will maintain a bank of information on the sources of materials, and on specific materials relevant to vocational education.

1. Resource Information Bank The Librarian will maintain a resource information bank on relevant materials, organized to facilitate materials availability studies. This organization should anticipate competency-based requirements of a professional and a technical nature. Files will contain information on both audiovisual and printed materials.

2. Materials Availability Study The purpose of this study is to discover what materials are available and to develop alternatives both in regard to specific materials and to sets of materials. This

study will be guided by the nature of the objective which has established the user's requirement for materials.

3. Study Format A study format will be developed to formalize procedures for the materials availability study and to provide a container for brochures and the like which are relevant to the analytical and decision tasks entailed in the study.

C. Sector "C"--Evaluation and Decision.

The objective of Sector "C" of the system is to evaluate potential materials and to arrive at a decision as to which set is optimum to the user's needs.

1. Analysis of Alternatives The reference staff will study the support alternatives to discover which would best enable the user to achieve his objectives and which would best meet applicable criteria in paragraph A-2 above. Based on this study, the Librarian will recommend a course of action to the Supervisor of Reference and Lending.

2. The Acquisition Decision The Librarian will submit the study folder to the Supervisor of Reference and Lending for an acquisition decision. Several action possibilities are involved in the decision process. The study and fund availability may indicate to the Supervisor a clear decision. It may indicate to her that certain materials should be reviewed prior to deciding. It may indicate that a special search should be made for additional materials. Or, it may indicate the development of materials by the Center. On the other hand, the study may indicate to the Supervisor a decision not to support the user.

   a. The Clear-cut Decision---If the study leads to a clear-cut decision, the Librarian will initiate Form LRC-3 and forward this to the Requisition Clerk for acquisition. A copy of LRC Form-3 is attached as Enclosure 1. If the decision is not to support the request, then the Librarian will notify the user.

   b. Further Study of Materials---The Supervisor may decide that certain materials should be reviewed. In this case, the Librarian will forward Form LRC-3 to the Requisition Clerk, indicating thereon that items are for review.

   c. Special Searches for Materials---The Supervisor may decide that a special effort should be made to discover new materials. This may result from a consideration that materials so far known are not of a quality desirable, or from the Supervisor's knowledge of other potential sources, or from her inquiry in the professional community. Special searches will be made in each case before a decision to develop materials in-house. See Memorandum 600-1.

d. Development of Materials In-house---If there are no satisfactory materials available, then in-house development will be automatically considered. Requirements which might be satisfied by AV instructional support items which are normally produced as a field service may be handled within the Instructional Service Unit if the user is willing to pay for the service. However, if the item is to be considered for development at Center expense and furnished through the library, it will be turned over to Design & Development for processing under Memorandum 600-1. Requirements which would entail such major items as student learning materials, books, curriculum guides or major AV productions, will be turned over automatically to Design and Development.

4. Special Searches Special searches for materials will include but not be limited to correspondence to publishers, search in special collection libraries, and consultations with professional persons and organizations.

5. Information to the User The user will be kept informed as to the status of processing.

D. Project-immediate Requirements.

Since new information is brought into curriculum projects throughout the entire process of development, it is occasionally necessary to take special measures to expedite the acquisition process. Unit Leaders having such requirements will hand-carry LRC Form 3 to the Supervisor of Reference and Lending where the following action will be taken:

1. If materials are not on the shelf of the LRC library, an immediate attempt will be made to locate materials in local libraries.

2. If materials can be obtained locally, they will be expeditiously borrowed and reviewed and a decision made whether or not to purchase materials or if copied extracts will suffice.

3. If a decision is reached to purchase, acquisition action will be taken which meets the needs of product developers. If necessary, and budget permits, telephone orders and air shipment may be used.

E. Requisition Schedule.

Requisitions for materials will be forwarded as prescribed in Memorandum 100-4, Supply and Service Acquisition Procedures.

IV-POLICY AND CRITERIA

A. General Policies.

1. All in-house requirements for reference and learning materials will be forwarded through Reference and Lending for processing under this memorandum.

2. All purchases for induvidual reference works costing $25.00 or more, or individual learning materials costing $50.00 or more, will be approved for purchase by the Supervisor of Reference and Lending. Any individual item costing $100.00 or more will be approved by the Center Director.

B. Acquisition Policy and Criteria.

1. Acquisition Policies

a. Materials may be acquired which are related to competencies needed for the gainful employment of DE students or for the professional development of teacher-coordinators.

b. Materials may be acquired which involve career education from kindergarten through post-secondary, to the education of out-of-school youth and adults, and to vocational teacher career education.

c. Materials may be acquired which are related to general education if the knowledge helps develop an occupational competency.

d. Materials may be acquired for staff development if they relate to competencies exercised in Center activities.

e. Research materials may be acquired if they apply to any of the above categories.

f. Competencies for which holdings are developed will be those practiced in the United States or Canada.

2. Acquisition Criteria Materials which fall within the policies above will be subjected to the following criteria:

a. The source of information contained in the material must be an authoritative one.

b. Content, reading level, format and media must be appropriate to known or foreseeable user needs.

c. Materials must be sufficiently durable to stand up under expected handling.

d. Usefulness and demand for the material must justify the cost.

V-FORMS USED

See LRC Form No. 3, Materials Requirements Form, attached as Enclosure 1.

VI-REFERENCES

Memorandum 100-2: Financial Control and Accounting.

Memorandum 100-4: Supply & Service Acquisition Procedures.

Memorandum 600-1: Identification & Acceptance of Products.

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Director

Enclosures
LRC Form No. 3, Materials Requirements Form.

SYSTEMS FOLDOUT

MATERIALS REQUEST FORM

From: _____ Division Acctng Code _____

To: _____ Division

☐ Routine ☐ Purchase ☐ Print

☐ Operations-immediate ☐ Order for review ☐ Audiovisual

Author	Title and Date	Quant.	Cost	Total

Source:

Company
Street Address
City, State Zip

_____ Date _____ Director

LRC Form 3

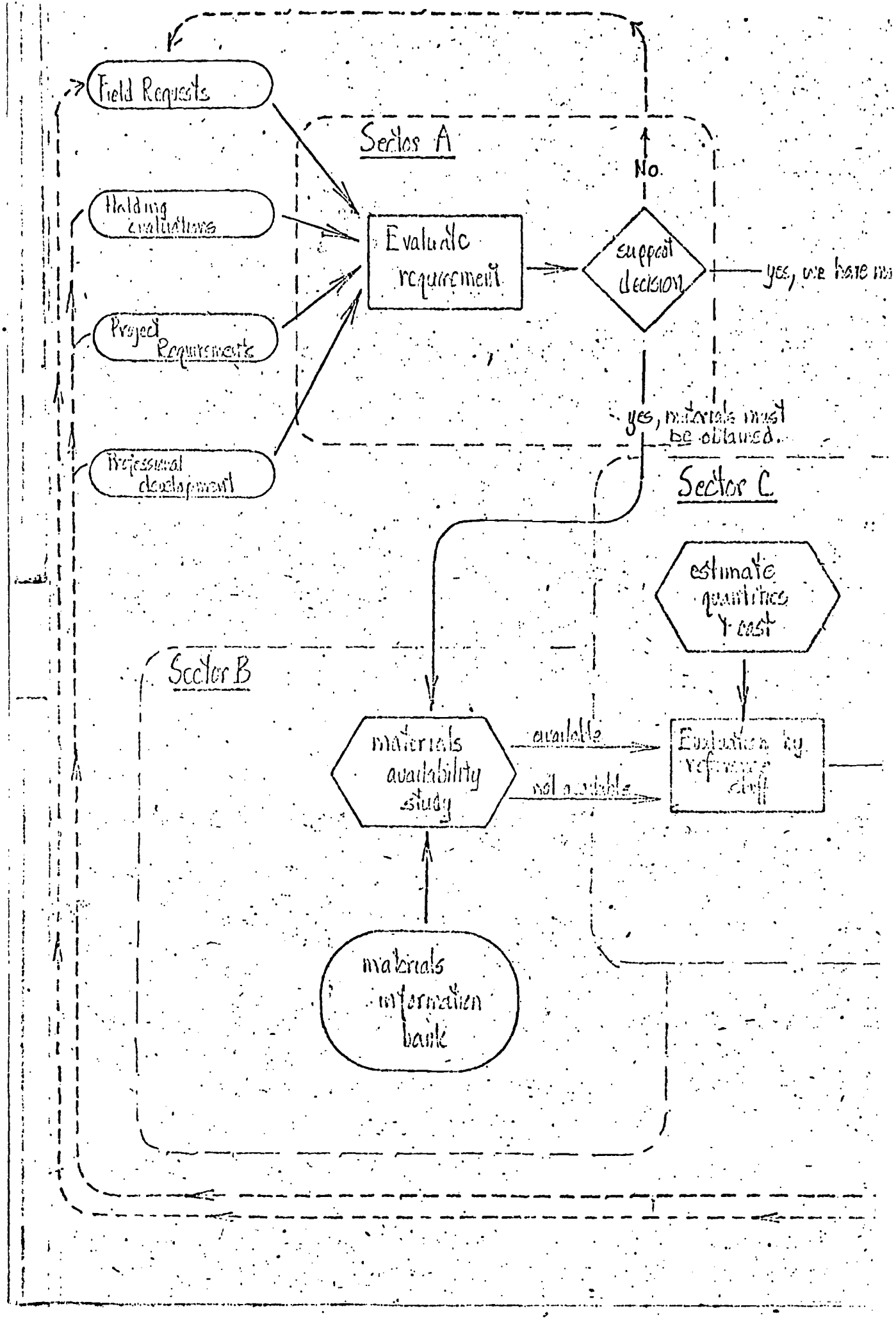
Field Requests
Holding evaluations
Project Requirements
Professional development
Sector A
Evaluate requirement
support decision
No.
yes, we have ma
yes, materials must be obtained.
Sector C
estimate quantities & cost
Sector B
materials availability study
available
not available
materials information bank

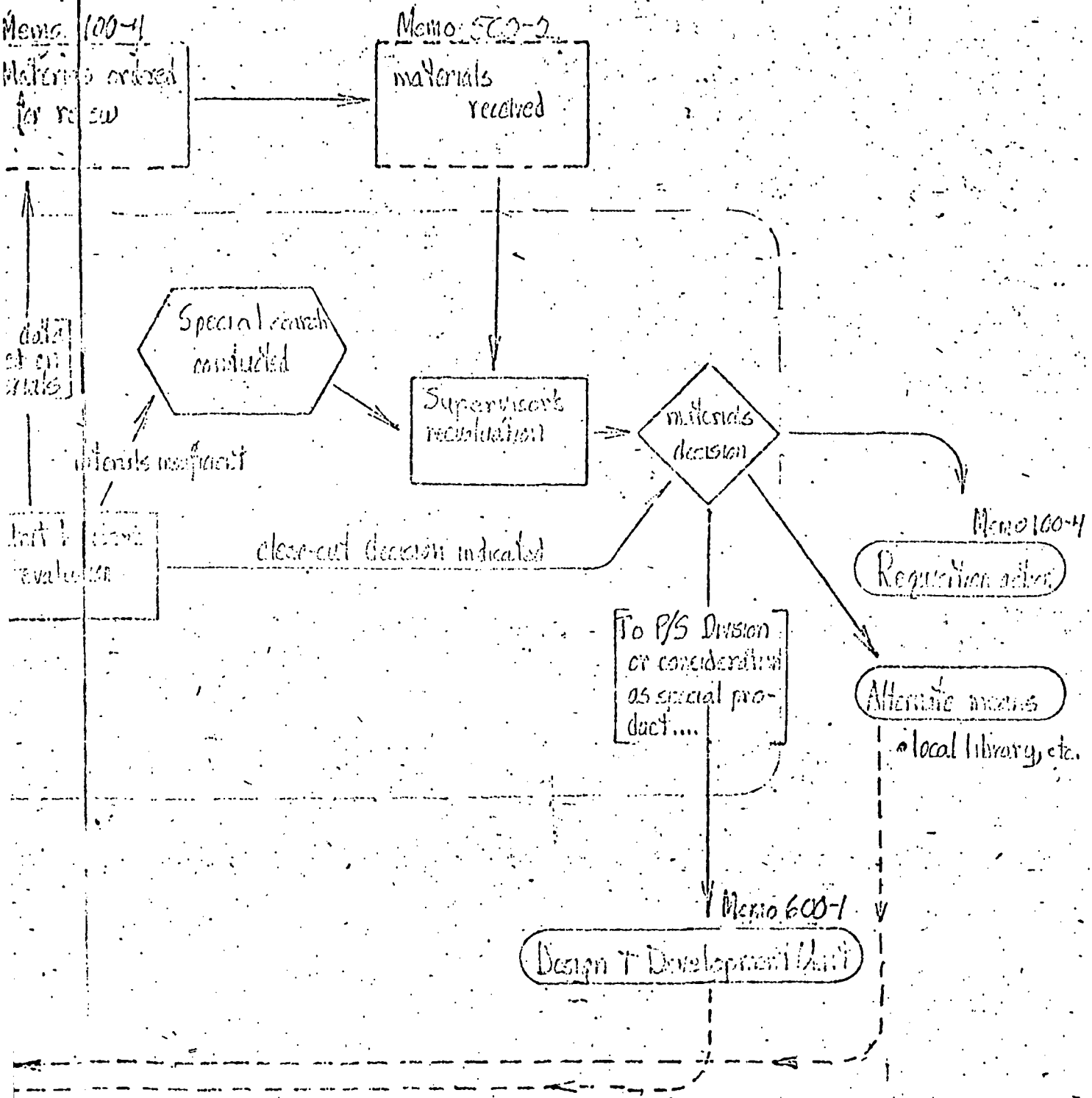
Memo 100-1
Materials ordered for review
Memo 500-2
materials received
Special research conducted
Supervisor's recommendation
materials decision
materials insufficient
clear-cut decision indicated
Memo 100-4
Requisition action
To P/S Division or considered as special product....
Alternate means
• local library, etc.
Memo 600-1
Design & Development Unit

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MATERIALS RECEIPT & INPROCESSING

I-PURPOSE

The purpose of this memorandum is to establish responsibilities, procedures and policies regarding the receipt, review, classification, and inprocessing of materials being received from vendors.

II-RESPONSIBILITIES

1. The Instructional Services Unit Leader will be responsible for the physical receipt of reference and learning materials and the return of materials when reviewing results in their return to a vendor.

2. The Chief of Reference & Lending will be responsible for materials review, classification and processing for accession.

III-SYSTEMS AND SCHEDULES

Note on the systems foldout that the system is divided into four sectors. Sector "A" deals with the physical receipt of reference and learning materials. Sector "B" deals with the handling of materials ordered for review. Sector "C" deals with the classification of materials. Sector "D" deals with the necessary processing of materials to ready them for inclusion in holdings and for lending or reference use.

A. Sector "A"--Receipt of Materials.

1. Receiving Materials All incoming reference and learning materials will be received physically in the reference room. The Librarian will check off materials on the shipping document and determine whether everything listed has in fact been received.

2. Materials Ordered for Review

   a. A return date of 15 days following date of receipt will be established automatically for all materials ordered for review unless publisher establishes an earlier date.

   b. The Librarian will maintain a control card and file which will reflect the return date and the name of the person assigned to write the review.

   c. The Chief of Reference and Lending will make arrangements for book reviews. These will be governed by Memorandum 500-10.

B. Sector "B"--Reviewing Procedures.

This policy refers to the review of materials which have been ordered for review to determine whether they meet the criteria of this Center for acquisition.

1. Responsibility The Chief of Reference and Lending will supervise and coordinate activities entailed in the review of reference and learning materials.

2. Review Procedures

   a. The Chief of Reference and Lending will determine what expertise is required to properly evaluate materials and make the necessary arrangements for such competency.

   b. Materials will be judged in terms of the policy and criteria reflected in Section IV-B plus technical criteria pertaining to the communications media involved.

3. Control of Materials Ordered for Review The Librarian will assure that materials being reviewed are returned in time to meet the publisher return date, and will coordinate with the Requisition Clerk on action taken to return or purchase the materials concerned.

C. Sector "C"--Classification of Materials.

1. Classification Study The classification study will be conducted by the Library Reference Staff. Those cases within the competence of the Librarian will be decided by her. More difficult cases will be referred to the Chief of Reference and Lending for study and a classification decision.

2. Classification Guide The Chief of Reference and Lending will maintain a classification guide for use by the Library Reference Staff.

3. User Information Release As part of the classification procedure, a data processing card will be prepared with the necessary catalog data. These cards will be used to print out a new acquisition list for inclusion with each of the quarterly newsletters.

D. Sector "D"--Processing for Reference Entry.

1. After classification for reference purposes, books and other materials will be marked and prepared for lending and reference use and then released to the appropriate competency holding.

2. Data processing cards will be filed in a "new acquisition" section of the card bank until quarterly print out to be distributed with the newsletter, after which cards will be filed in the catalog section of the card bank.

IV-POLICIES AND CRITERIA

A. General Policies.

1. Expensive reference and learning materials will be carefully analyzed before a decision to purchase.

2. Audiovisual learning materials will be reviewed by persons competent to judge the quality of media, quality of communication and learning processes, and its contribution to the development of a competency.

B. Reviewing Policy and Criteria.

These policies and criteria are a duplication of those reflected in Memorandum 500-1. They are duplicated here for the sake of convenience.

B. Acquisition Policies.

1. Materials may be acquired which are related to competencies needed for gainful employment, or for the professional development of teacher-coordinators.

2. Materials may be acquired which are related to public education from kindergarten through post-secondary, to the education of out-of-school youth and adults, and to vocational teacher education.

3. Materials may be acquired which are related to general education if the knowledge helps develop an occupational competency.

4. Materials may be acquired for staff development if they relate to competencies exercised in Center activities.

5. Research materials may be acquired if they apply to any of the above categories.

6. Competencies for which holdings are developed will be those practiced in the United States or Canada.

C. Acquisition Criteria.

Materials which fall within the policies above will be subjected to the following criteria:

1. The source of information contained in the material must be an authoritative one.

2. Content, reading level, format and media must be appropriate to known or foreseeable user needs.

3. Materials must be sufficiently durable to stand up under expected handling.

4. Usefulness and demand for the material must justify the cost.

V-REFERENCES

Memorandum 100-2: Financial Control & Accounting.

Memorandum 100-4: Supply & Service Acquisition Procedures.

Memorandum 500-1: Learning Materials Requirements.

Memorandum 600-1: Identification & Acceptance of Products.

Vivien K. Ely

LEARNING RESOURCES CENTER
Virginia Commonwealth University
1617 Monument Avenue
Richmond, Virginia 23220

Vivien K. Ely
Director

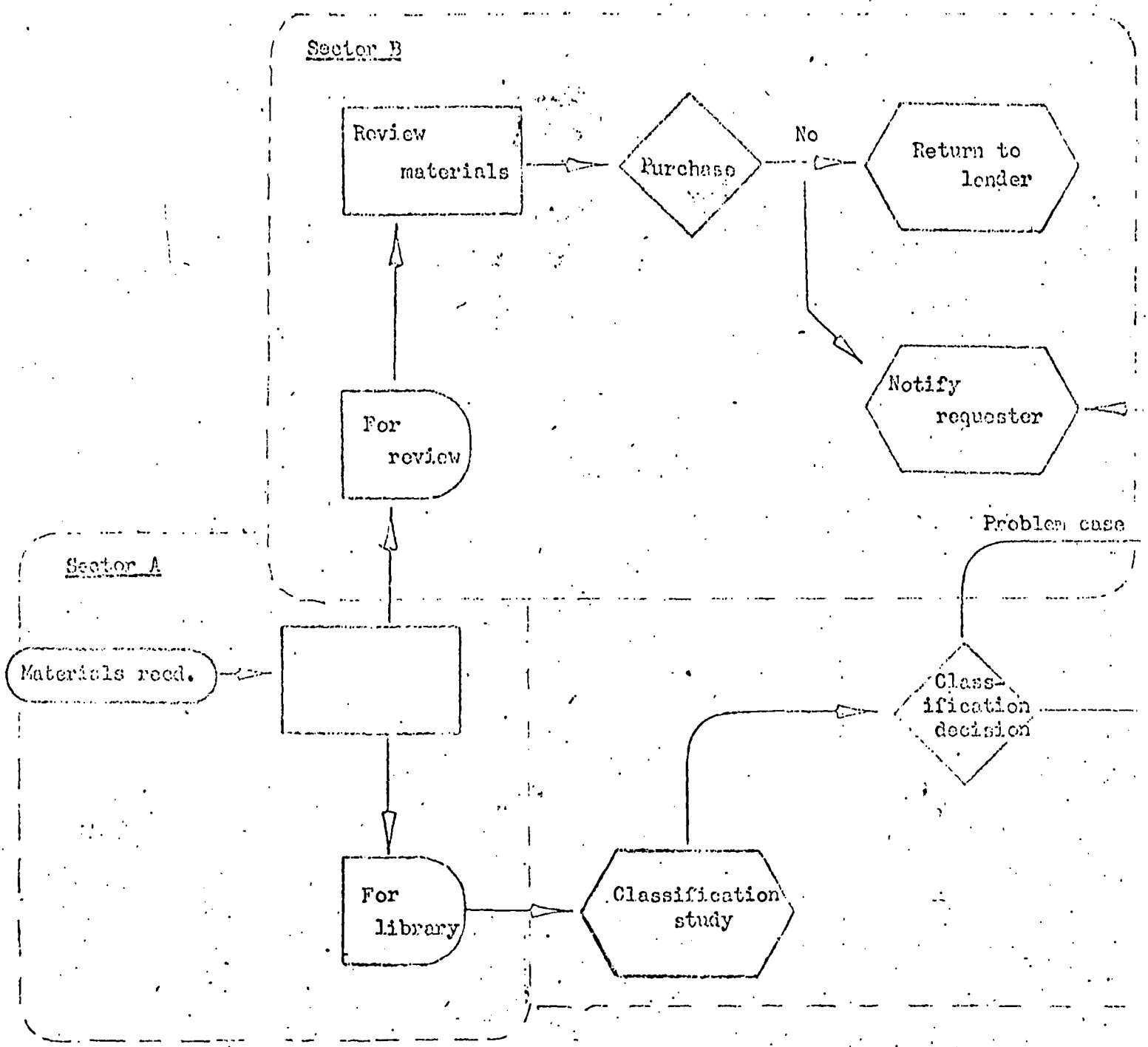
Sector B
Review materials
Purchase
No
Return to lender
Notify requester
For review
Problem case
Sector A
Materials recd.
Classification decision
For library
Classification study

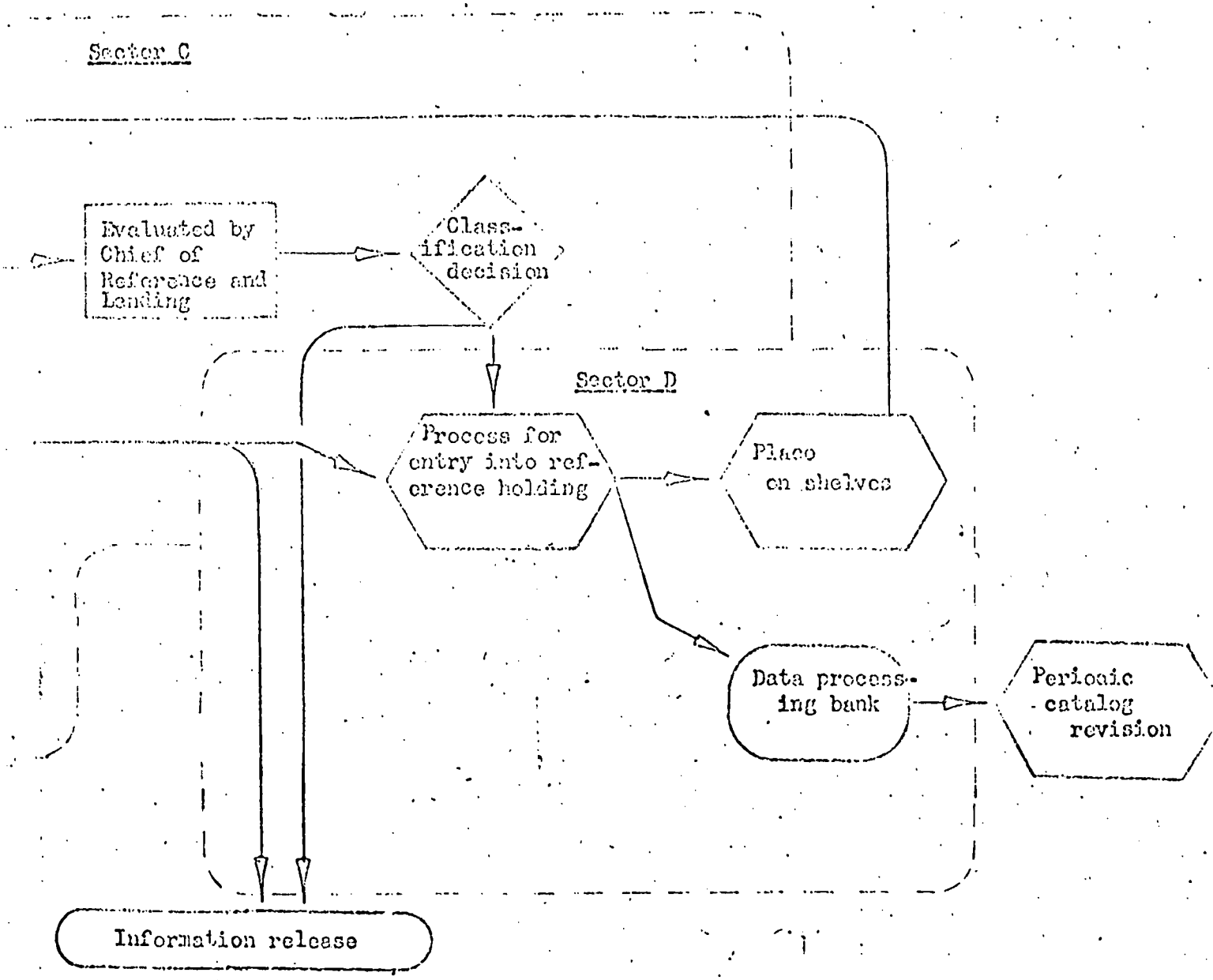
Sector C
Evaluated by Chief of Reference and Lending
Class-ification decision
Sector D
Process for entry into ref-erence holding
Place on shelves
Data process-ing bank
Periodic catalog revision
Information release

PROCEDURES AND POLICIES

MEMORANDUM 500-3

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REFERENCE & LENDING

April 23, 1973

MATERIALS LENDING OPERATIONS

I-PURPOSE

The purpose of this memorandum is to establish policies and procedures for over-the-counter lending of educational materials in the Center Library and the lending through the mail to users who order from the LRC catalog.

II-RESPONSIBILITIES

1. The Reference Specialist will be responsible to the Instructional Services Unit Leader for carrying out the policies and procedures established herein and for the efficient conduct of all lending operations.

2. Direct supervision of lending operations will be exercised by the LRC Librarian.

III-SYSTEMS AND SCHEDULES

A. Records and Files.

1. Control Files The following files will be maintained by the Librarian to control the ordering and lending of library materials.

   a. Books-on-order File: A card file will be maintained on materials which have been ordered. LRC Form 9 will be used. Cards will be filed alphabetically by title.

   b. Books-received File: When a book has been received, the LRC Form 9 will be removed from the "books-received" file and placed in this one. The card will be maintained in this file until materials have been published in the LRC catalog.

   c. Periodical Kardex File: A control card will be maintained on each periodical suscribed to by the Library. This will be maintained on LRC Forms 10a, 10b, or 10c. Cards will be file alphabetically by title in a Kardex file.

   d. Book Loan File: Records of books loaned will be maintained on LRC Form 11. Loan cards will be filed alphabetically by title.

e. Book Reserve File: A card file will be maintained on all books placed on reserve. The Book Card, LRC Form 11, will be removed from the book being placed on reserve and entered in the "book reserve file" alphabetically by title. LRC Form 11 will be replaced in the book by a Reserve Book Card, LRC Form 13.

f. Name and Address File: A file will be maintained reflecting the name and address of all users of the Center Library.

g. Rented-materials File: In addition to the card established to record the loan, LRC Form 15 will be initiated on all materials rented from the Center. These will be maintained in a separate file.

2. Information Records The following information records will be maintained by the Librarian.

a. A record of daily circulation statistics broken down by type of materials.

b. A monthly record of new acquisitions broken down by types of materials.

B. Printed Materials.

1. Check-out Procedures

a. Books will be checked out on the Book Card, LRC Form 11, which will reflect the author, title and call number. This card is to be signed by the user to record the loan and will be filed in the "book-loan file" alphabetically by title. It is replaced in the book by the Due-date Card, LRC Form 12, which will reflect the date the book must be returned to the library.

b. All other materials such as file-materials, magazines and reserve materials are as a rule loaned for overnight use only. These loans are recorded on either LRC Form 16 or 17.

2. Check-in Procedures When printed materials are returned, the Book Card will be pulled from the "loan file," replaced in the book, and materials will be returned to their reference location.

C. Audiovisual materials.

1. Reviewing Arrangements The Librarian will maintain in the library the equipment needed to enable users to preview AV materials. Users wishing to preview materials at another location may check out materials without paying the rental fee.

3. Check-in Procedures The same procedures will be followed as for printed materials except that in the case of rental materials, LRC Form 15 is pulled and used as a basis for billing for the rental and/or fine fee.

D. Through-the-Mail Lending

Both printed and audiovisual materials may be ordered from the LRC catalog and may be forwarded by mail to the user.

1. Check-out Procedures The check-out procedure is the same as for over-the-counter transactions described in Sections A and B above, except that the loan period is extended to allow for mailing time out and back.

2. Packaging and Mailing Materials will be packaged in containers sturdy enough to protect them. Materials will be insured for their replacement cost. The user will be requested to insure materials for the same amount for the return mailing. A return label will be furnished the user which reflects this information.

3. Mailing Operations The Librarian will package materials for mailing, affix the correct postage, and forward materials to the campus mail room for insuring and mailing.

E. Follow-up on Materials.

1. Loan Periods With certain exceptions, the basic loan period is two weeks. Where such materials are mailed within a 100-mile radius, this period is extended to three weeks. Beyond the 100-mile radius, it is extended to four weeks. Audiovisual materials may be held by the user for one week for previewing. Reserve materials, magazines and file materials will be loaned over-night only.

2. Renewals Unless requested by another user, materials loaned on a two-week basis may be extended an additional week by the Librarian.

3. Fines Materials loaned for one week or longer are given a grace period of one additional week during which no fine will be charged. After this period the fine is computed from the original due date according to the library's schedule of fines. Overdue notices will be mailed out at least twice weekly. LRC Form 14 will be used.

4. Rental Fees Rental fees will be approved by the Center Director.

5. Security of Materials Upon return, all materials will be inspected for completeness and damage. The user will be held responsible and must pay for either repair or replacement. If a user loses materials, other than through the mail, he will be held responsible and must pay the replacement cost.

IV-POLICIES

1. Fine schedules will be approved by the Center Director.

2. Fine schedules will be published in the LRC catalog and posted for public observance in the Library.

V-FORMS USED

LRC Form 9:	Book Order Form	Enclosure 1
LRC Form 10:	Periodical Control Cards	Enclosure 1 & 2
LRC Form 11:	Book Card	Enclosure 3
LRC Form 12:	Due-date Card	Enclosure 4
LRC Form 13:	Book Reserve Card	Enclosure 4
LRC Form 14:	Overdue Notice Form	Enclosure 5
LRC Form 15:	Rental and Fine Form	Enclosure 5
LRC Form 16:	Magazine Loan Form	Enclosure 6
LRC Form 17:	File-materials Loan Form	Enclosure 6

Vivien K. Ely
Director

LEARNING RESOURCES CENTER
Virginia Commonwealth University
1617 Monument Avenue
Richmond, Virginia 23220

Enclosures
1-6 LRC Forms

Class No.	AUTHOR (Surname first)		
Accession No.	TITLE		
Date Ordered			
Date Received	Edition or Series		Volumes
Dealer	Place and Publisher	Year	List Price
No. of Copies Ordered	No. of Copies		Illustrator
Cost	Recommended by	Approved by	
L.C. Card No.	Reviewed in	Fund Charged	

DEMCO 18-257

LRC Form 9: Book Order-card.

TITLE FREQUENCY DATE DUE

PUBLISHER OR AGENT SUBSCRIP. DATE

ADDRESS NOS. PER VOL.

BOUND VOLS. PER YEAR

PREPARED IN BINDERY

TITLE PAGE

INDEX

YEAR	SER.	VOL.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	T. P.	I.

INC. TITLE CAT. NO. 1-2006.1 KP 20040

JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC

TYPIST PLEASE NOTE — THIS SCALE CORRESPONDS TO TYPEWRITER (PICA) SCALE TYPE ON PERFORATED LINE. THEN SEPARATE AT PERFORATION AND REMOVE STUB

KARDEX VISIBLE

CAT. NO. 1-2006.1

SPERRY RAND CORPORATION

REMINGTON RAND — OFFICE SYSTEMS DIVISION

131

PRINTED IN U. S. A.

10a

LRC Form 10: Periodical Control Card.

TITLE FREQUENCY DAY DUE

PUBLISHER OR AGENT SUBSCRIP. DATE

ADDRESS NOS. PER VOL.

BOUND VOLS. PER YEAR

PREPARED IN BINDERY

TITLE PAGE

INDEX

YEAR	SER.	VOL.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	T.P.	I.
			1													
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INC. TITLE

REMINGTON RAND CAT NO. 1-2007.1 T.R.P. 20041

JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC

10b

TITLE FREQUENCY

PUBLISHER OR AGENT SUBSCRIP. DATE

ADDRESS NOS. PER VOL.

BOUND VOLS. PER YEAR

PREPARED IN BINDERY

YEAR	VOL.	MO.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
		JAN.																															
		FEB.																															
		MAR.																															
		APR.																															
		MAY																															
		JUN.																															
		JUL.																															
		AUG.																															
		SEP.																															
		OCT.																															
		NOV.																															
		DEC.																															

INC. TITLE

CAT NO. 1-2005.1 T.R.P. 20019

JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC

10c

LRC Forms 10b & 10c: Periodical Control Cards

Inclosure 2

AUTHOR

TITLE

DATE DUE	BORROWER'S NAME

HIGHSMITH 42-202 PRINTED IN U.S.A.

LRC Form 11: Book Card

DATE DUE

Please do not remove this card from pocket

PRINTED IN U.S.A.

Please do not remove this card from pocket

DATE DUE

LRC Form 12: Due-date Card

Inclosure 3

ERIC

RESERVE BOOK

This reserve book is NOT transferable and must NOT be taken from the library except when charged out for overnight use.

You are responsible for the return of this book.

DATE	NAME		

GAYLORD 139

LRC Form 13: Book Reserve Card

Inclosure 4

Learning Resources Center
Virginia Commonwealth University
901 West Franklin Street
Richmond, Virginia 23220

Stamp

Date Due .....
A COURTESY REMINDER
TO RETURN OVERDUE MATERIAL(S)

LRC Form 14: Overdue Notice Form

NAME_____ SCHOOL DIV._____ TEL. NO._____

ADDRESS_____

____BOOK FINE
____EQUIP. FINE
____MAT. FINE

____MATERIALS RENTAL
____EQUIP. RENTAL
____OTHER_____

DATE TAKEN: _____

RETURN: _____

DESCRIPTION OF MATERIAL: _____

_____

AMOUNT DUE: _____

____PAID IN ADVANCE
____PAID UPON RETURN
____BILL FOR FINE
____BILL FOR RENTAL

TO USER: PLEASE RETURN PAYMENT WITH THIS FORM WHEN YOU RETURN MATERIALS. IT WILL BE MAILED BACK FOR YOU TO USE AS A RECEIPT.

_____ SIGNATURE
USER

_____ SIGNATURE
LRC

LRC Form 15: Rental and Fine Form

LRC LRC

MAGAZINES

NAME _____

MAGAZINE TAKEN _____

_____

_____

_____

_____

MONTH & YEAR _____

_____

DATE _____

MAGAZINES MAY BE KEPT OVERNIGHT ONLY

LRC Form 16: Magazine Loan Form

LRC LRC

FILE MATERIALS

NAME _____

MATERIAL TAKEN _____

_____

_____

_____

_____

_____

_____

DATE _____

FILE MATERIAL MAY BE KEPT OVERNIGHT ONLY

LRC Form 17: File-materials Loan Form

LIBRARY OPERATIONS MANUAL

I-PURPOSE

The purpose of this memorandum is to provide an operating manual for the LRC Library. The manual is intended to provide policies and procedures to govern library operations and to enable new personnel to adapt to their job more quickly and easily.

II-RESPONSIBILITIES

A. Position Description of Librarian.

Although a classified position, the Librarian performs a variety of duties, some of them professional in nature, and some clerical. He/she, along with the Reference Specialist, maintains essentially complete control over all functions of the Reference Library. The position does not require training in distributive education, but either training or experience in library science is highly desirable. In addition, one should have a knowledge of books and AV materials. The personal qualifications desired for one holding this position include: accuracy in completing work, neatness, resourcefulness, ability to organize one's own work, ability to follow instructions, ability to get along with co-workers and library patrons, ability to make presentations before large groups, and ability to evaluate resource materials.

B. Tasks Performed by the Librarian.

1. Professional Tasks.

a. Selection and Ordering of Materials. This requires working with the Reference Specialist, members of the DE faculty, and LRC staff, keeping up-to-date on new materials through current journals and publishers' lists. In addition, it requires the maintenance of accurate files on books ordered and received, and records of monies allocated.

b. Cataloging and Classifying Materials. This requires first gaining an understanding of the LRC competency-based classification system and how to use it in classifying new materials. Once the Librarian has classified the material and it has been approved by the Reference Specialist, he/she processes it as described in Section III.

c. Providing Reference Service. In a reference capacity, the Librarian provides answers to inquiries from users. This requires a good knowledge of the library's collection. In addition, he/she locates and makes available to users any and all materials and may instruct in the use of certain equipment. Since many of the requests received are either vague or general, (this applies especially to mail requests) the Librarian must develop an ability to "know what some is talking about even when they can't tell you."

d. Preparation of Materials Annotations. Approximately once a month, the Librarian is required to prepare annotations of selected library materials to appear in the LRC newsletter. He/She must be able to thoroughly evaluate resource materials and relate them to teaching curriculum.

e. Presentations to Groups. Frequently, groups come to the LRC for conferences, in-service training sessions or tours. Usually, a brief introduction to the reference library and its resources is included and the Librarian, along with the Reference Specialist conducts these tours.

2. Clerical Tasks.

a. Record Keeping. In order to keep track of all the materials in the library, the Librarian keeps a number of files and records. These include: daily recording of circulation statistics; files of materials checked-out and on reserve; files of books on order and books recently received; file record of all periodic summaries are made to evaluate the library.

b. Materials Processing. Once the professional tasks of classification and cataloguing a new acquisition are completed, the material must be processed for the shelves. This includes stamping and gluing in book pockets and typing the various cards--book card, author catalog card and title catalog card.

c. Mailings. Very often, requests for materials are received through the mail or over the phone and require the Librarian to mail out materials. This process includes checking out the material, packaging it, and preparing mailing labels.

d. Answering Correspondence. The Librarian receives some requests for information through the mail and also often discovers mention of some product or materials of interest for which he/she may wish to write. In these cases and in some other public relations functions, typed answers are required.

III-REFERENCE LIBRARY PROCEDURES.

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A. Acquisition and Cataloguing of Materials.

1. Ordering. The Librarian is responsible for ordering all new materials for the Learning Resources Center. He/She will receive requests from other faculty and staff members and will also keep up-to-date by going through new periodicals for materials of interest. A criterion for the selection of materials has been established in Center Memo 500-1, and with other LRC staff and especially with the Reference Specialist, the Librarian evaluates all materials considered for purchase according to this criterion. Once a final decision is made to order somethin, the Librarian fills out an order card (#1) and sends it to the secretary to complete and invoice (See Incl 2). When the secretary returns the order card, it is placed in a books on order file which is alphabetical by title.

2. Accession, Classification and Processing. When a new acquisition is received, the Librarian first checks in the "books on order file," and if an order card is there for the materials received, it is removed to a books received file (also alphabetical by title). This file is weeded periodically.

   The Librarian then classifies the materials using an acquisition data card (#2, Incl 2) to record all necessary information. This includes complet title, author's full name, publisher, place and date of publication, price if given, and any other necessary information. Once the materials are classified they go to the Reference Specialist for correction and then back to the Librarian.

   When he/she receives the corrected acquisition data card, the Librarian types from it two catalog cards (#3 Incl 2), author and title, and one book card (#4 Incl 2). The catalog cards are filed in the card catalog, the book card is placed with the materials. The Librarian then records the information from the acquisition data card onto a B.M. acquisition sheet (#5 Incl 2) which is then sent to the computer center for a print-out. The material itself is processed for the shelves by pasting in a book pocket (#6 Incl 2) either onto the material itself in the back, or onto its container, by stamping the material on the front with the two LRC stamps and by placing the typed book card in the book pocket. The material is then ready to be shelved.

3. New Acquisitions List. When enough new materials have been classified, or approximately once every two weeks, the Librarian types a listing of all new acquisitions, posts it in the library and distributes it to the faculty and staff.

B. Circulation of Materials.

1. Check-in and Check-out of Materials. When a user wants to check materials out of the library, he/she must first fill out a 3x5 card (#7 Incl 2) giving complete local name, address and telephone

number. This card is then filed under his/her name in the circulation drawer. The user then signs the book card found in the book pocket and gives it to the Librarian who replaces it with a date due slip (#8 Incl 2) stamped with the due date. (See Table below for length of loan periods.) The Librarian then places the book card in the front of the circulation file to be filed later. When material is returned, the Librarian pulls the book card, puts it back in the book pocket and returns the material to the shelves. If an overdue fine is necessary, he/she fills out the form at this time (see below).

If material is to be mailed out to a user, the same procedures are followed. In addition, the material is packaged by the Librarian and an address label , and if necessary, a cover letter, are typed and enclosed. The Librarian then leaves the package in the mailroom to be posted.

Loan Periods

Materials	Over-the-Counter	Thru-the-Mail
Shelf materials	2 weeks	3 weeks
File & magazine	1 week	2 weeks
Reserve materials	overnight	--------

2. Circulation of File Materials and Periodicals. When a user wants to check-out something from the files or a magazine, he/she follows the same procedures as above, except that instead of signing a book card, he/she fills out a special magazine (#9 Incl 2) or file materials (#10 Incl 2) form. The Librarian then stamps a date due slip and attaches it to the material taken. The magazine or file form is placed in the front of the circulation file with the other book cards and filed later.

3. Filing of Book Cards and Forms and Recording of Circulation Statistics. Each morning the Librarian counts the previous day's circulation (those book cards and forms filed in the front of the circulation file) and records it on the monthly circulation statistics sheet (#11 Incl 2), breaking it down by media. The book cards are then alphabetized by title and filed in the circulation file.

4. Reserve Materials. A section of the library has been set aside for courses taught at VCU. At the beginning of each semester the librarian contacts each E. E faculty member asking for a list of those materials he/she wants placed on reserve. The Librarian then removes these materials from the shelves, places the book card in the books on reserve file and replaces the book card with a reserve book card (#12 Incl 2). The procedures for checking out reserve materials may

be specified by the professor, but usually reserve materials are used in the library only during the day and may be checked out for overnight or weekend use at 4 p.m.

5. Overdue Fines. At least once a week the Librarian goes through the circulation file and checks for materials overdue. He/she then finds the address of the person who checked out the material and completes an overdue fine card (#13 Incl 2) to be mailed to the user. After this he/she records the information on the book card---i.e., 1st notice sent 1/27. Fines are mailed out every week the book is overdue--after the third notice is sent a letter (#14 Incl 2) is sent and if the material is still overdue the user is contacted personally by either the Librarian or the Reference Specialist. A schedule of overdue fines is listed below. When overdue material is returned the Librarian either collects the fine from the user or bills the user for the fine. If the user is to be billed, the Librarian completes a billing form (#15 Incl 2) and gives to the secretary to collect the fine.

Schedule of Overdue Fines

1 - 10 days overdue	$.05/day	
10 - 20 days overdue	$.10/day	
20 - 30 days overdue	$.20/day	
30 - days overdue	$.25/day	$10.00 maximum fine

6. Lost or Damaged Materials. When material is returned damaged the user is usually required to pay a repair or replacement fee unless the damage was not of his/her doing. If material is lost by a user, he/she is required to pay a replacement cost.

C. Maintenance of Files.

1. File Classification System. In order to facilitate the filing and locating of vertical file materials, a classification system for the files was devised. In general the order of materials in the files is to correspond with the order of materials on the shelves. A complete listing of the filing classification system is used by the Librarian to label and file materials. He/She determines where the material would best fit in the files, labels the material with the appropriate subject heading and file number and files it.

2. Weeding of Files. At least once a year and preferably more often, the Librarian goes through the files and weeds out out-of-date materials. It is usually best to do this between semesters in order to allow enough time.

D. Periodicals.

1. Check-in of Periodicals. Some magazines and newspapers arrive every day. It is the Librarian's responsibility to check them in by recording them on the appropriate Kardex Periodical Card

(#16 Incl 2) for that periodical. These cards are kept in the Kardex file. Each time the library receives a new subscription to a periodical the Librarian should make out a periodical card for it recording all the necessary information (See Sample #16, Incl 2). It is then filed in the Kardex file.

2. Maintenance of Periodical Shelves. All periodicals are shelved on one of the two periodical shelves in the library. These shelves are arranged alphabetically by title. Periodically, the Librarian should straighten and re-order these shelves. When the shelves become over-crowded, the Librarian should remove the oldest copies and place them in the storage bins. At some point the library may have enough money to bind some of these older volumes.

3. Special Periodicals. The ERIC indices which the library receives are kept on the index table next to the periodicals. Unlike the other periodicals, these do not circulate. At times, the Librarian may be called upon to do special searches of these indices, and so should be familiar with their organization and use.

E. Microfiche.

The library receives the ERIC-VT sets of microfiche and keeps them in a special microfiche file cabinet located next to the ERIC indices. These microfiche are arranged according to VT number and by date of the index. Since the microfiche are difficult for some people, the Librarian should be familiar with their use.

F. Equipment.

The library maintains all the audio-visual equipment necessary to view its materials. This equipment is kept in the storage closet in the rear when not in use and may be set up on the tables or in the study carrels. The Librarian must be familiar with the operation of all the equipment and is responsible for seeing that it is kept in good condition. Equipment housed in the library includes:

1 DuKane cassette tape/filmstrip viewer

2. cassette tape recorders.

1 reel-to-reel tape player

1 slide viewer

1 filmstrip viewer

1 record player

1 microfiche-microfilm reader

1 microfiche-microfilm reader-printer

1 8mm film loop projector with screen

1 overhead projector.

G. Librarian's Files.

1. Publishers' and Producers' Catalogs In the large filing cabinet behind the circulation desk the librarian keeps a file of all publishers' and producers' catalogs received. This file is divided with a file on book publishers divided alphabetically and one on audiovisual producers arranged alphabetically. This file is continually up-dated with new blurbs and catalogs received. Once a year the file should be weeded for out-of-date catalogs.

2. Audiovisual Profiles. One of the D.E. courses at VCU includes students preparing annotations of various AV materials in the library. From these annotations a catalog of audiovisual profiles was made. So far about 120 materials have been done. The librarian has copies of these profiles. They often prove useful when users inquire about something the Librarian is not familiar with.

3. Latest Print-out of Catalog. Once a year the VCU computer center does a print-out of the library's complete current holdings. These catalogs are then mailed out to users throughout the nation. In addition, the Librarian keeps a number of copies in the library for use by patrons. About once every month this print-out is updated with new acquisitions.

In the making of the catalog print-out, the Librarian works closely with the VCU computer center. He/she is responsible for seeing that the print-out is completed and for making any necessary corrections.

IV. REFERENCES

Memorandum 100-1 Center Budgeting Procedures

Memorandum 100-2 Financial Control & Accounting

Memorandum 100-4 Supply & Service Acquisition Procedures

Memorandum 500-1 Learning Materials Requirements

Memorandum 500-2 Materials Receipt & Inprocessing.

Memorandum 500-3 Materials Lending Operations.

LEARNING RESOURCES CENTER
Virginia Commonwealth University
1617 Lamurant Avenue
Richmond, Virginia 23220

Vivian K. Ely
Director

ENCLOSURES

Incl 1: Periodic Duties of the Librarian.

Incl 2: Sample Forms.

PERIODIC DUTIES OF THE LIBRARIAN

Daily	change calendar and stamps
	check-in any materials
	go through daily mail and answer correspondence
	package any through-the-mail materials
	assist patrons in finding materials
	answer reference questions
	go through new magazines for articles and materials of interest
Each Friday	go through circulation file and send out overdue notices
Every two weeks	classify and catalog new acquisitions, type cards and fill out DM acquisition sheet
	type new acquisitions list and distribute
	label and file new file materials
	straighten periodicals shelves
	discard old newspapers
	place orders for any new materials with secretary
End of semester	consult professors to determine what materials should remain on reserve
	make sure all students have returned all checked-out materials
Once a year	inventory the library's holdings and search for missing books
	reorder replacement copies if budget permits.

Inclosure 1

SAMPLES OF FORMS

Form Number	Title
1	Order Card
2	Acquisition Data Card
3	Catalog Cards
4	Book Card
5	D. E. Acquisition Data Sheet
6	Book Pocket
7	3 x 5 Card
8	Date Due Slip
9	Magazine Form
10	File Materials Form
11	Circulation Statistics Sheet
12	Reserve Book Card
13	Overdue Fine Card
14	Letter
15	Billing Form
16	Kardex Periodical Card

Inclosure 2

Class No. —	AUTHOR (Surname first) Jones, John
Accession No. —	TITLE Occupational Education
Date Ordered 3/24/73	
Date Received	Edition or Series 2nd — Volumes —
Dealer	Place and Publisher Ouro — Year 1972 — List Price 4.50
No. of Copies Ordered	No. of Copies 2 — Illustrator —
Cost	Recommended by Allen — Approved by Strains
L.C. Card No.	Received in — Fund Charged —

DEMCO 18-257

#1 Order Card

#5.95

DISCIPLINE CATEGORY	D
TECH./PROFESSIONAL	T
COMPETENCY	0 6
SUB-COMPETENCY	8
EDUC. LEVEL	Y
FORMAT	3 1
NO. OF COPIES	0 0 1

Marketing Terms
TITLE

1972. Boston. Houghton-Mifflin

Jones, Jack
AUTHOR

DATA SHEET PREPARED ☐

#2 Acquisition Data Card

DT 06-2-7-31 001

Jones, Jack
Marketing Terms. Boston, Houghton-Mifflin Company (1972). $5.95

#3 (Author) Catalog Card

DT 06-2-7-31

AUTHOR
Jones, Jack

TITLE
Marketing Terms. 1972

DATE DUE	BORROWER'S NAME

HIGHSMITH 42-202 PRINTED IN U.S.A.

Marketing Terms

DT 06-2-7-31 001

Jones, Jack
Marketing Terms. Boston, Houghton-Mifflin Company (1972). $5.95.

#3 (Title) Catalog Card

#4 Book Card

D.E. ACQUISITION DATA SHEET

CATALOGUE NO.	COPIES	AUTHOR
T 0 6 2 7 3 1	0 0 1	A L L E N J

TITLE: A R K E T I N G T E R M S 1 9 7 2

CATALOGUE NO.	COPIES	AUTHOR

TITLE:

CATALOGUE NO.	COPIES	AUTHOR

TITLE:

CATALOGUE NO.	COPIES	AUTHOR

TITLE:

CATALOGUE NO.	COPIES	AUTHOR

TITLE:

CATALOGUE NO.	COPIES	AUTHOR

TITLE:

#6
Book Borrowed

LEARNING RESOURCES CENTER - VCU
1317 Leonard Avenue
Richmond, Virginia 23220

Allen, Jack
1250 Floyd Ave
#1

Phone 770-5123

#7 3x5 CARD

DATE DUE

OCT 16

NOV 9

Please do not remove this card from pocket

LRC

MAGAZINES

LRC

NAME Jack Allen

MAGAZINE TAKEN Forbes

MONTH & YEAR Jan 15, 1973

DATE APR 18

MAGAZINES MAY BE KEPT OVERNIGHT ONLY

#9 Magazine Form

Date Due Slip

LRC

FILE MATERIALS

LRC

NAME Jack Allen

MATERIAL TAKEN 2 training glass

DATE APR 18

FILE MATERIAL MAY BE KEPT OVERNIGHT ONLY

#10 File Materials Form

Virginia Commonwealth University

#11

Library Library
Standard Stats
Stats

March, 1973

LIBRARY CIRCULATION STATISTICS

DATE	BOOKS	FILMS, ...	MAGAZINES	FILE MATERIALS	RESERVES
3/1	7	2	0	1	3

Academic Center • Richmond, Virginia 23220

PUBLIC
CO-P
OKLAHOMA
CITY
NO. 65750

DEMCO
McGraw, Wis.
Irvine, Calif.

PRINTED
IN
U.S.A.

Learning Resources Center
Virginia Commonwealth
University
901 West Franklin Street
Richmond, Virginia 23220

Mathematics Lines

Date Due Nov. 16
A COURTESY REMINDER
TO RETURN OVERDUE MATERIAL(S)

Stamp

Pre Jack Allen
1250 Lloyd Ave
#1
City

#13 Overdue
Fine
Card

DT 06-2-7-54 RESERVE BOOK

D.N. 105

Jones, Jack

Mathematics Lines

This reserve book is NOT transferable and must NOT be taken from the library except when charged out for overnight use.

You are responsible for the return of this book.

DATE	NAME		

GAYLORD 139

#12 Reserve
Book
Card

Virginia Commonwealth University

Learning Resources Center
Richmond, Va. 23220

Dear _____,

The material (s) listed below is (are) overdue. You have already been sent 3 notices. If we do not hear from you within 10 days we will assume you have lost the material (s) and will charge you for a lost book. Please be prompt in returning your material (s).

Susan M. Stearns

Susan M. Stearns
Librarian
Reference Area 770-7011 (12)

NAME [illegible] SCHOOL DIV. [illegible] TEL. NO. [illegible]

ADDRESS [illegible]

___ BOOK FINE
___ EQUIP. FINE
___ MAT. FINE

___ MATERIALS RENTAL
___ EQUIP. RENTAL
___ OTHER _____

DATE TAKEN: 7/2

RETURN: 7/25

DESCRIPTION OF MATERIAL: [illegible]

AMOUNT DUE: $[illegible]

___ PAID IN ADVANCE
___ PAID UPON RETURN
✓ BILL FOR FINE
___ BILL FOR RENTAL

TO USER: PLEASE RETURN PAYMENT WITH THIS FORM WHEN YOU RETURN MATERIALS. IT WILL BE MAILED BACK FOR YOU TO USE AS A RECEIPT.

_____ SIGNATURE

USER
[illegible] SIGNATURE
LRC

#15 Billing Form

TITLE Career Education Monthly FREQUENCY monthly DATE DUE

PUBLISHER OR AGENT McGraw-Hill Publishing Co. SUBSCRIP. DATE 3/72

ADDRESS New York, New York NOS. PER VOL. 12

BOUND VOLS. PER YEAR 1

TITLE PAGE

INDEX

PREPAID IN REPLY

YEAR	SER.	VOL.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	T.P.	I.
1972		1			3	4	5	6								

INC. TITLE CAT. NO. 1-2026.1 REV. 12

CAREER EDUCATION MONTHLY

JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP | OCT | NOV | DEC

TYPIST PLEASE NOTE — THIS SCALE CORRESPONDS TO TYPEWRITER (PICA) SCALE. TYPE ON PERFORATED LINE, THEN SEPARATE AT PERFORATION AND REMOVE STUB KARDEX VISIBLE

CAT. NO. 1-2026.1

SPERRY RAND CORPORATION

REMINGTON RAND OFFICE SYSTEMS DIVISION

PRINTED IN U. S. A.

#16 Kardex Periodical Card

CONSULTING SERVICES

I. PURPOSE AND DEFINITIONS

A. Purpose.

The purpose of this memorandum is to establish policies and procedures for providing consulting services to vocational educators and students of vocational teaching.

B. Definitions.

1. Library Services Helping persons engaged in research activity in the LRC library in the use of library systems or in the location of information. Assistance given in the judgment of information, or the use of information, will be considered a consulting service.

2. Consulting Services Technical or professional-level help given to LRC users in regard to problems in counseling, curriculum development, learning and teaching strategies, learning materials, media, information systems and procedures, and program promotion. The following examples are illustrative:

   a. Information concerning methods of teaching certain types of students in specific learning situations.

   b. Development of curriculum plans as a cooperative effort between consultant and user.

   c. Information concerning most appropriate media for specific instructional purposes, how to prepare materials, or how to use available audiovisual resources.

   d. Suggestions and recommendations relating to research trends, issues, needs, techniques, design, etc.

   e. Appropriate technical or professional assistance with learning problems.

   f. Help with materials designed to impart information or obtain responses from specific audiences or markets.

   g. Information concerning organizational or managerial systems, procedures, and forms.

h. Explanations of educational procedures and trends such as behavioral objectives, individualized instruction, instructional systems, or simulation instruction.

i. Preparation of presentations for pre-service or in-service training.

j. Assist in the development of information systems and procedures, program promotion, and communication strategies for Distributive Education and other vocational education programs.

k. Team efforts of the entire Center staff in providing professional information for visiting educators and businessmen, including scheduled conferences with each Center staff member concerning specific areas of interest to the visitor or user.

II. RESPONSIBILITIES

1. The Instructional Services Unit Leader will be responsible for carrying out the policies and procedures set forth in this memorandum.

2. The Chief of Reference, Lending and Consulting Specialists will function as the Coordinating Consultant as defined herein.

III. SYSTEMS AND SCHEDULES

A. The General Consulting Team.

The general consulting team will be made up of the Chief of Reference, Lending and Consulting, functioning as Coordinating Consultant, the Graphics Specialists, the Media Specialist, and the Public Information and Marketing Unit Leader.

B. The Consultant Register.

The consultant register will contain the names, data, competencies, fees, and availability of consultants, as well as their strengths in relation to certain kinds of problems. The register will reflect both those consultants within and those outside of the organization.

C. Request and Action-record Forms.

In connection with general consulting as defined herein, the Coordinating Consultant will utilize LRC Form 5, "Request for LRC Services," unless LRC Form 8 is clearly more applicable. If the user is referred to a special consultant, then LRC Form 8, "Consulting Services Request and Follow-up Form," will be utilized. These forms are attached as Enclosures 1 and 2.

D. Maintaining Control.

The Coordinating Consultant will coordinate, manage, maintain contact with users, and evaluate the effectiveness of consulting actions in terms of the user's objectives. In team-consulting operations, the Coordinating Consultant will function as Team Leader and will coordinate the development of the action report and any written statements of results furnished the user.

E. The Consultation System.

1. Sources of Consultation Requests Some consultation needs will arise from problems encountered by users in planning and conducting instruction; others will be generated by users during research activities carried out in the LRC reference library. Services arising from school-located activities will usually be arranged by the user and conducted at a time established by appointment. Those which are generated in the library must be handled, if possible, as they arise.

2. Library vs. Consulting Services Ordinarily, assistance in locating references or in use of the library system will be considered library services, and judgments of resources and advice on their use will be considered consulting services. However, judgments and use-advice of a brief nature are often involved in library services. Therefore, assistance of this sort involving 20 minutes or less will be handled as library services, and assistance involving more than 20 minutes as consulting services.

3. General Consulting The Coordinating Consultant will receive initially all requests for consultation received either by letter or telephone from users or arising from research activities in the reference library. It is anticipated that the General Consulting Team can handle most of the needs which arise.

4. Special Consulting Special consultation refers to consulting actions which draw upon competencies outside of those represented by members of the General Consulting Team. This action would arise from a clear need to obtain professional-level assistance in counseling, curriculum, learning, graphic or media problems. Bringing in special consultants may result in a team action. This will come under the leadership of the Coordinating Consultant.

5. Report to the User In simple cases, information and assistance may be passed verbally to the user by a single consultant or by a team of specialists in conference with the user. In other cases, a formal written report may be necessary. The Coordinating Consultant will supervise in either case, assuring that the user's objectives and requirements are satisfied.

F. Recording and Filing Reports.

The Coordinating Consultant will maintain an active file of consultations underway and a completed file for study and statistical purposes. Active files will be filed by suspense date. Completed files will be filed by type of service rendered, and by completion date within these file sectors.

G. Consultant Time Scheduling.

Center staff members functioning as consultants will set aside a block of hours reasonably available for this purpose and schedule hours during the week during which the Coordinating Consultant can make appointments.

H. Follow-up on Services.

The Coordinating Consultant will follow-up selectively on consulting services both to sample the general effectiveness of the service and to obtain feedback on features which are novel, experimental, or which offer new approaches to old problems.

IV. POLICIES AND CRITERIA

A. Policies.

1. The Coordinating Consultant will develop and maintain a register of consultants who can be made available to Center users.

2. The Coordinating Consultant will utilize consultants most qualified to render the service requested, drawing them from within or from outside the Center.

3. The Coordinating Consultant will use a team approach when the need is indicated.

B. Criteria.

1. The service rendered should achieve objectives established by the user and the Coordinating or Special Consultant in the planning phase.

2. Consulting services should not be undertaken unless they can be completed within the user's time requirements.

3. Consultants should advise and assist but should not undertake as consultants those tasks and performances which are the user's proper responsibility.

V. FORMS USED

LRC Form 5: Request for LRC Services.

LRC Form 8: Consulting Services Request and Follow-up Form.

V. K. Ely

LEARNING RESOURCES CENTER
Virginia Commonwealth University
1617 Monument Avenue
Richmond, Virginia 23220

Vivien K. Ely
Director

Enclosures:
LRC Form 5
LRC Form 8

Request No._____ REFERRED TO:_____

REQUEST FOR LEARNING RESOURCES CENTER SERVICES

SUBMITTED BY: _____ TELEPHONE:_____
_____ DATE:_____
_____ TITLE:_____

SERVICE REQUESTED:

REFERENCE	CONSULTATION	PRODUCT DEVELOP.	FIELD SERVICE
___TEACHING OUTLINES	___CURR. DEVEL.	___SLIDES	___WORKSHOP
___AV MATERIALS	___GUIDANCE	___TRANSP.	___PROGRAM
___SUPP. MATERIALS	___ADULT PROG.	___TAPES	___DECA
___INFORMATION	___TEACHING	___POSTERS	___T.E.
_____	_____	_____	_____
OTHER	OTHER	OTHER	OTHER

BRIEF DESCRIPTION OF PROBLEM OR NEED:

_____

_____

_____

_____

_____

_____

FOLLOWED UP BY:_____ DATE:_____

OUTCOME:_____

_____

_____

_____

****

Note to L.R.C. Staff:
If we cannot comply with the service requested, indicate why in the OUTCOME section. If you accept the request for this service, retain this form until the service is complete. Attach pertinent data as appropriate to the form and return to Director of Reference for central filing.

LRC Form 5, Feb. 73 Enclosure 1

CONSULTING SERVICES REQUEST AND FOLLOW-UP FORM

(Use Additional Pages As Needed and Attach)

Name of Person(s) Initiating Request: _____

Job Title(s) of Person(s) Making Request: _____

Representing: _____
(institution, agency, business) (community) (state)

Date of Request: _____ Completion Deadline: _____

General Description of Consulting Service Requested: _____

_____

_____

Referred to Center Specialist(s): Yes___ No___ If so, name or list specialist(s):

If not referred to Center Specialist(s), state reason: _____

_____

TO BE COMPLETED BY CENTER SPECIALIST(S)

Request Accepted? Yes___ No___ Reason: _____

_____

Objectives (Desired Outcomes of the Consulting Service As Formulated by Specialist(s) and User(s):

User's Suggestions or Plan for Making Information or Materials Available to Persons in Similar Situations:

Action Planned (Including any use of specialists outside the Center):

Enclosure 2

CONSULTING SERVICES REQUEST AND FOLLOW-UP FORM (continued)

Criteria for Evaluation of Consulting Service (Rating Factors Established by Center Specialist(s) and User): (List when significant.)

Action Taken: (Summary of Service Rendered) (Include utilization of specialists outside the Center.)

Comments Concerning Service Rendered (Significance, Time Investment, etc.):

Follow-up Date:_____ Date of Completion of Service:_____

TO BE COMPLETED BY USER:

Rating of Service Rendered (In Terms of Criteria for Evaluation When Established) (Separate ratings may be given to individual consultants when more than one specialist is utilized.)

Excellent_____ Good_____ Fair_____ Poor_____

Reason for Above Rating:

Comments Concerning the Attainment of Objectives Established At Time of Request:

LRC Form 8, Feb 73

BEST COPY AVAILABLE

PRODUCT IDENTIFICATION AND ACCEPTANCE

I. PURPOSE

The purpose of this memorandum is to establish the procedures, policies and criteria essential in the identification and acceptance of projects for the development of reference and learning materials.

II. RESPONSIBILITIES

1. Center Director The Center Director will review studies and recommendations of the staff and will decide whether to accept or reject a potential development project.

2. Leader of Design & Development Unit The Leader of this unit will take staff leadership in the analysis, staff evaluation, and recommendation of action to the Center Director.

3. Leader of Information & Marketing Unit The Leader of this unit is responsible for developing marketing information required for decision purposes.

4. Center Staff Other staff members will contribute their own and the competencies of their units to the evaluation and recommendation process outlined in Sectors B, C and D of the systems foldout, and in Section III of this memorandum.

III. SYSTEMS AND SCHEDULES

Note on the Systems Foldout that the system as a whole is divided into four sectors, the last three of which represent potential phases in the evaluation and decision process. If the decision to produce or not to produce a certain learning or reference material is a clearcut one, the decision may be made in Phase I. However, if a feasibility study is required, which would probably entail a marketing survey, then the evaluation process would enter Phase II. And if it became necessary to develop a model before a marketing study could be made, the evaluation process would be carried into Phase III.

A. Sector "A"--Sources of Ideas, Requirements & Requests.

1. Sources of Requirements

a. Center Staff---It is expected that the Center staff will offer significant product concepts.

b. User Requirements---User requirements for materials in some cases will not be met satisfactorily. This will result in a market search for suitable materials, and if materials cannot be located, and if a critical competency is involved, a requirement may be said to exist for a Center product. Staff members providing consulting services may also encounter learning problems which reveal the need for a Center product.

c. Market Surveys---General market surveys may reveal vacuum areas not covered by adequate reference or learning materials, or not covered at all.

d. National Programs---National programs may reveal needs or create needs for new learning materials. They may also launch large-scale curriculum development programs, a sector of which might be relegated to the Center.

e. Research-generated Needs---Current research may reveal new data regarding learners and learning which requires newly structured learning situations and which will generate the need for new materials or guidelines.

f. Trend-generated Needs---Trends in focus occur in teacher competencies, in subject-matter concentration, in media use, or in the structure of curriculum. These trends create needs for new materials and attract public investment.

g. Institutional Requests---Responding to research data and trends--state, business and private institutions sponsor the development of critical educational materials. The Center may attract this kind of project.

h. Holding Deficiencies---Periodic evaluations of competency holdings will generate requirements.

2. Validation of Requirement & Market Search Requirements generated within the above source areas are first presented to the Instructional Services Unit for processing under Memorandum 500-1. If materials which the library cannot furnish are also not available on the market, then reason exists for considering the in-house development of needed materials.

B. Sector "B"--The One-phase [illegible]ion Model.

Requirements referred to the Design and Development Unit will have already been validated under procedures established in Memorandum 500-1. The decision now called for is whether or not to develop a Center product to meet the requirements and the nature of the product itself.

1. Preliminary Analysis A preliminary analysis will be conducted by a person assigned by the Director and not a member of the Design and Development Unit. The purpose of this analysis will be to develop a professional estimate of alternative materials which might meet the requirement under study, the time and cost investment likely to be entailed, the probably demand for such materials, and how alternatives stand against acceptance criteria reflected in Section IV, paragraph B-1. The analysis will be conducted as prescribed in Memorandum 600-5, Feasibility Studies.

2. Evaluation and Recommendation The analysis thus developed will be evaluated by the Center staff and a recommendation for action be developed.

3. Director's Decision A decision to support or not to support the requirement may be evident at this point, or it may be necessary to conduct further studies. Where an inexpensive material with an obvious demand will meet the requirement, it might be feasible to go ahead with a product. On the other hand, a material which is expensive in terms of time and cost investment will usually require further study.

C. Sector "C"--The Two-phase Decision Model.

If a feasibility study is required, the decision process enters Phase II. A decision may occur at the end of this phase, or the process may pass on into Phase III for the development of a model and the conduct of a product-acceptance survey.

1. The Feasibility Study

   a. The study will be assigned to a person not a member of the Design and Development Unit. Assignment will be made by the Center Director.

   b. The study will reflect the same structure as the preliminary analysis, carrying the analysis to greater depth. Further, it will consider information furnished by a demand survey and alternative marketing strategies developed by the Information and Marketing Unit Leader, and will analyze the alternative approaches in regard to materials which may be developed. The person assigned will draw on the judgment of other staff members as needed.

c. Professional competencies may be sought outside the Center to offer guidance, information or judgment. Such services will be acquired in coordination with the Research Unit Leader.

d. The study will be developed under the guidance and the format covered in Memorandum 600-5.

2. Staff Evaluation and Recommendation As the feasibility study is a continuation of the preliminary analysis, so is this evaluation a continuation of the former. Its purpose is to combine the competencies of the staff in an evaluation of the data and judgments reflected in the feasibility study, and in recommendation for action, both in regard to support of requirement under consideration and in regard to alternatives concerning materials to be developed.

3. Director's Decision The Center Director may at this point reach a decision whether or not to support the requirement with a Center product. A decision to support will entail a decision on the nature of the materials to be developed, and a decision whether to go directly into production and reproduction, or to produce, and field-test or market-test a model first.

D. Sector "D"--The Three-phase Decision Model.

1. Model Development The model of materials to be developed will be governed by procedures and policies reflected in Memorandum 700-2. Field-testing will be governed by Memorandum 700-6.

2. Marketing Survey The marketing survey will be developed under the supervision of the Information and Marketing Unit Leader, and will be governed by Memorandum 800-3.

3. Staff Evaluation and Recommendation The staff may in this phase wish to hear from professional consultants both to gain judgment on important questions and to weigh the final recommendation.

IV. POLICIES AND CRITERIA

A. Policies.

1. Creative Production Time A deliberate, ongoing effort will be directed toward freeing creative production persons from inconsequential activities which disrupt creative concentration upon products being developed. Such persons need uninterrupted blocks of time for creative activity.

2. Progress Communication While a requirement for support is being processed under Memorandum 500-1 and while it is being processed under this memorandum, progress communication with the user will be maintained by the Supervisor of Reference and Lending.

ERIC

3. Product Acceptance No one will commit the Center to a product without the requirement first having been processed under this memorandum.

B. Criteria.

The following criteria will be applied in assessing the feasibility of creating a Center product to meet the requirements of a user.

1. The product will be relatively inexpensive to educators.

2. The product will be potentially useful to more than one program area of vocational education.

3. The market offers no materials suitable for achieving the teaching or learning competency in question.

4. Learning materials available on the market are not suitable to the needs of a specific learner population pursuing the competency.

5. Curricular or reference materials available on the market are not efficient for the coordinator's task of creating learning situations for specific learner populations pursuing specific competencies.

6. The product is potentially productive of financial income, as determined by marketing studies and other Center surveys.

7. The product is potentially marketable in other states, as determined by marketing studies and other Center surveys.

8. The product is in critical demand, as determined by marketing studies and other Center surveys.

9. The product is conducive to development within time limitations of user, LRC staff, and personnel involved in field testing and revision.

10. The product is within capabilities of LRC staff, as determined by directors of services and any consultants.

11. The product is conducive to the application of a systems instruction approach or instructional model.

12. The product reflects opportunity to incorporate the humanistic approach to learning.

V. REFERENCES

Memorandum 500-1: Learning Materials Requirements.

Memorandum 600-2: Design & Development of Products.

Memorandum 600-3: Estimating Production Time and Costs.

Memorandum 600-4: Production Scheduling.

Memorandum 600-5: Feasibility Studies.

V. K. Ely

LEARNING RESOURCES
Virginia Commonwealth University
1617 Monument Avenue
Richmond, Virginia 23220

Vivien K. Ely
Director

SYSTEMS FOLDOUT

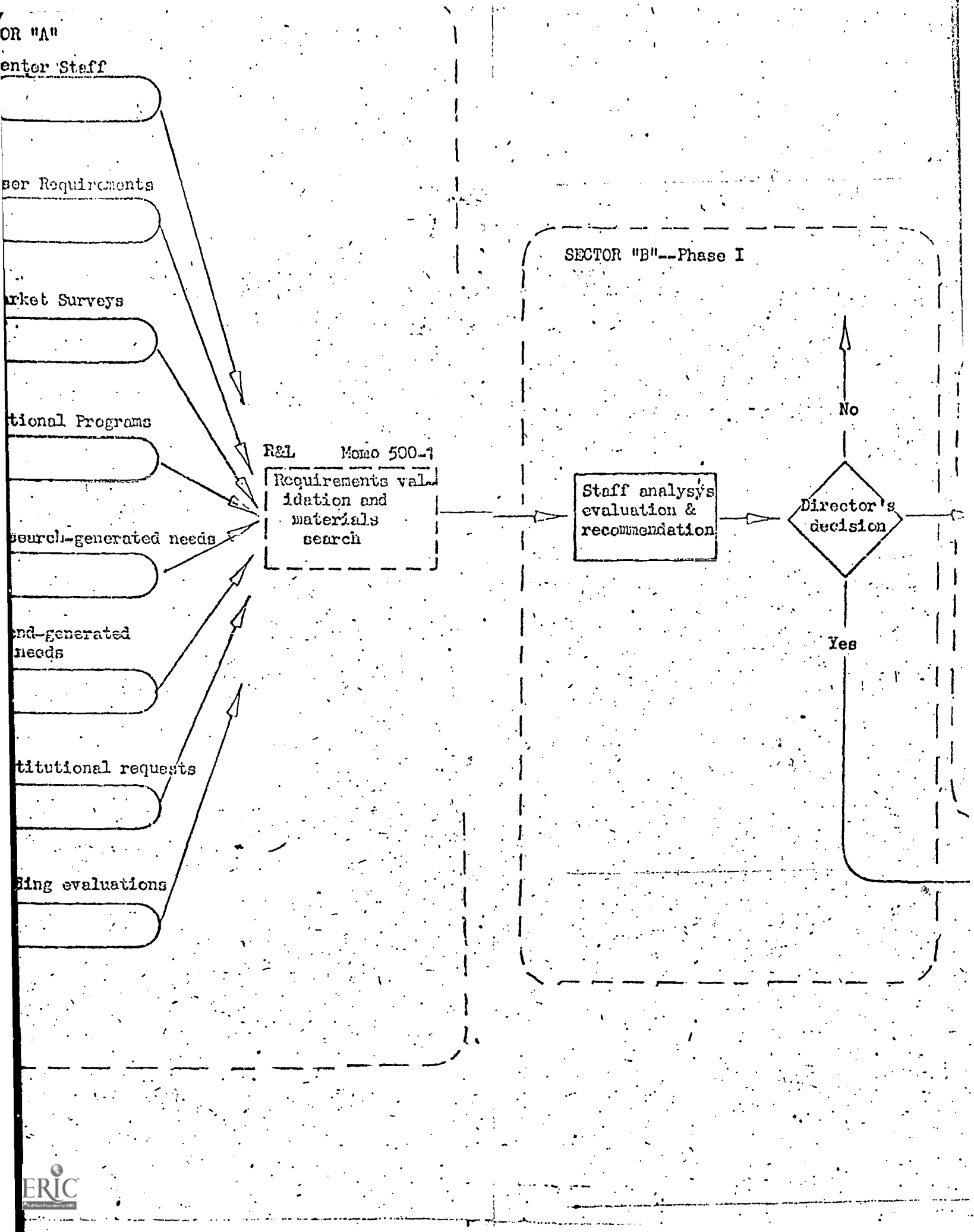
OR "A"
enter Staff
ser Requirements
rket Surveys
tional Programs
search-generated needs
end-generated needs
titutional requests
ding evaluations
R&L Memo 500-1
Requirements validation and materials search
SECTOR "B"--Phase I
Staff analysys evaluation & recommendation
Director's decision
No
Yes

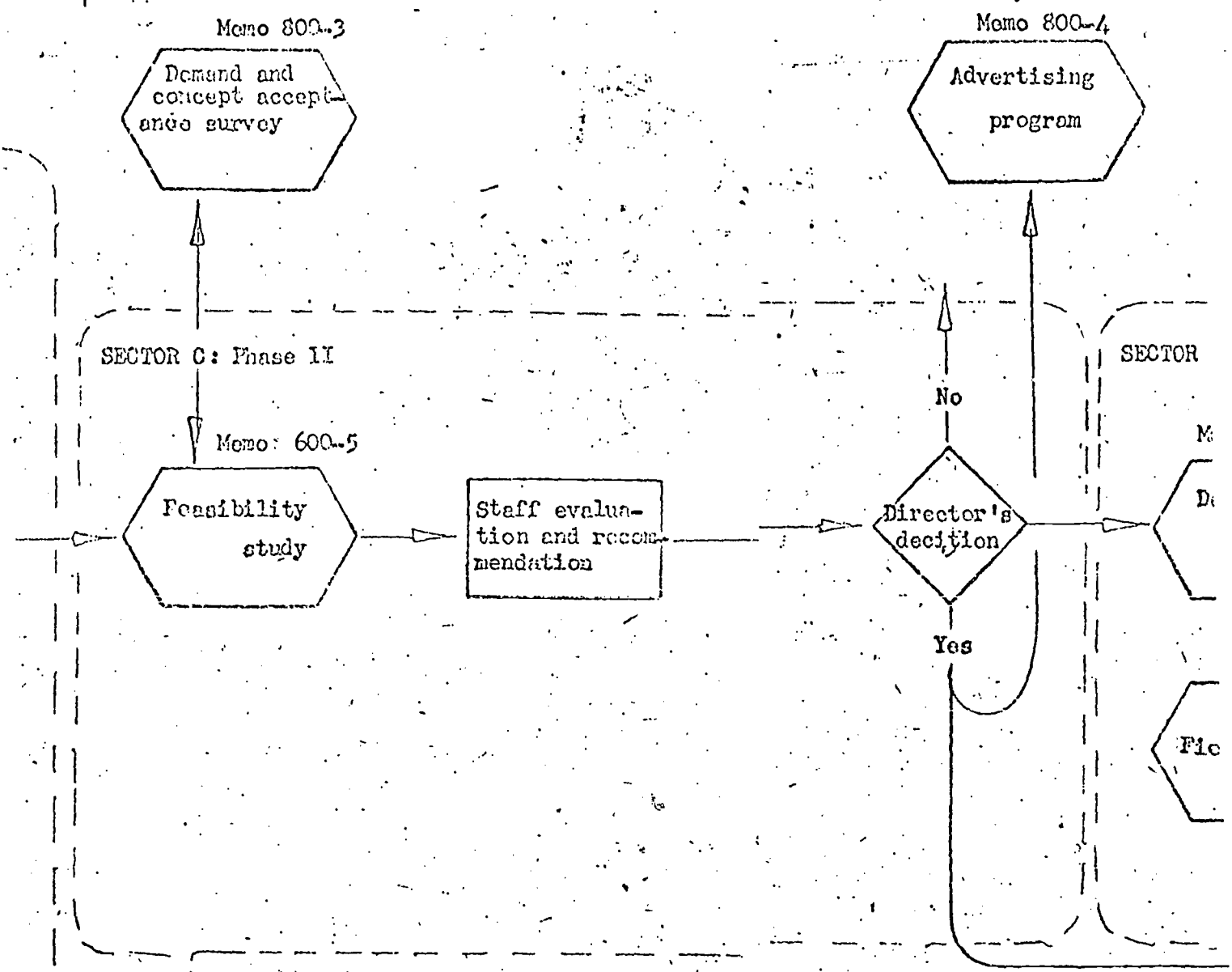
Memo 800-3
Demand and concept acceptance survey
Memo 800-4
Advertising program
SECTOR C: Phase II
SECTOR
No
Memo: 600-5
Feasibility study
Staff evaluation and recommendation
Director's decision
Yes

ETING ACTIVITY

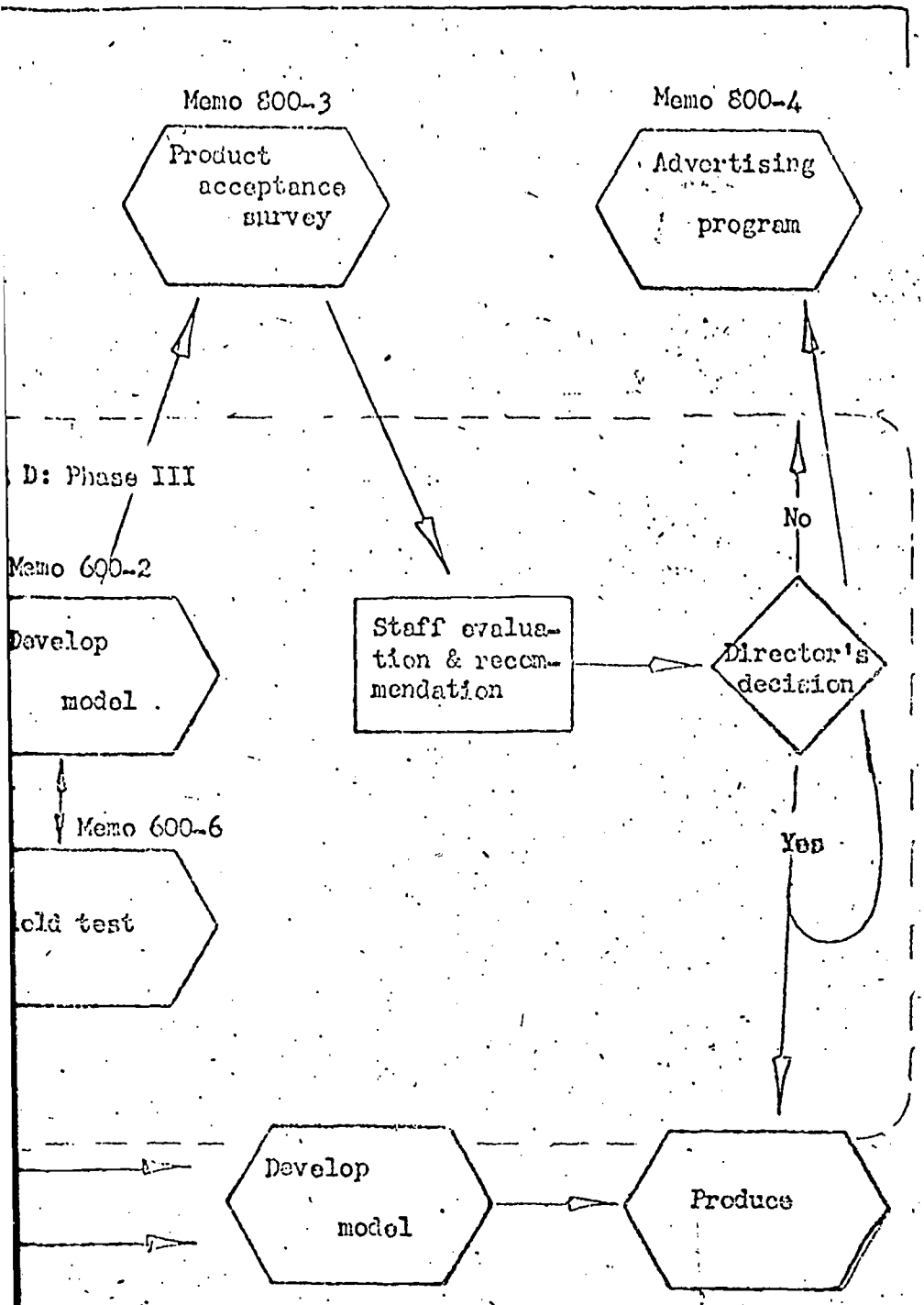

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MATERIALS PRODUCTION MODEL

I-PURPOSE

The purpose of this memorandum is to establish a model for the design, testing, and revision of reference, curricular and learning materials developed by the Center.

II-RESPONSIBILITIES

The Design and Development Unit Leader is responsible for carrying out the policies and procedures set forth in this memorandum.

III-SYSTEMS AND SCHEDULES

The systems chart accompanying this memorandum is organized into three sectors, representing three phases of the development process. Phase I, Sector A, deals with conceptualization of the product and the decision to produce. Phase II, Sector B, deals with the design and development of the product, and the formulation of product-testing and reproduction plans. Phase III, Sector C, deals with the reproduction, testing and revision process.

A. Sector A: Product Concept and Decision to Produce.

In this phase, a concept of the product is developed as a basis for the decision-to-produce process set forth in Memorandum 600-1. This might include an estimate of learner population, a tentative set of competencies, and proposed learning systems by which the learner population would gain these competencies, a resource estimate, and a feasibility statement.

If the Center Director decides to produce the product, then the design and production process will enter Phase II.

B. Sector B: Design, Development & Planning.

1. Specification of Objectives. This task will entail the translation of competencies into terminal learning objectives and an analysis to determine what enabling knowledge and skills are entailed in their performance. This activity will normally be carried out concurrently with the collection and study of information. The results of this analysis will provide guidance for the creation of a storage and retrieval structure and will be refined in turn by the information collected. These subtasks are entailed in the following process:

a. The organization of competencies into topical clusters.

b. The specification of competencies and their component concepts and skills as behavioral objectives.

c. The classification of objectives by domain.

d. The development of learning instruments to evaluate achievement.

The achievement of this task entails the following theoretical and data input:

a. The theory of cognitive, affective and psychomotor domains of behavior.

b. Concept of levels of mental process in relation to achievement of behavior.

c. Assumed and actual entering competencies.

2. Collect and Study Information. This task will entail the creation of an information storage and retrieval system for the project, the collection and storage of information into this system, and the evaluation and ordering of this information in preparation for laying out the project. The task would also entail the creation of a library research strategy for searching out relevant and up-to-date information.

3. Layout of the Unit This task and the development of learning routes will normally be carried out concurrently. Essentially, this activity will entail the following tasks:

a. The analysis of objectives for structure and sequence.

b. The sequencing of topics.

c. The sequence of learning within topics.

The achievement of this task will involve the following theoretical and data inputs.

a. Learning models as determinants in sequencing.

b. Criteria and conditions for each input.

c. Assumed and actual entering competencies.

4. Develop Learning Routes. This task is intricately involved in the layout of a unit. It will involve the following theoretical and data input:

a. Level of mental process involved in each objective.

b. Assumed and actual entering competencies.

c. Learning models as determinants of sequencing.

5. Develop Materials. This task involves the development of learning materials by which learners will achieve objectives. It involves the following theoretical, methodological and information input:

a. Marketing information and strategy.

b. Learning objectives.

c. Content organization.

d. Alternate routes.

e. Teaching methods.

f. Audiovisual methods.

g. Vocational learning experiences.

h. Supplementary materials for each topic.

6. Final Integration This task involves the final coordination and articulation of the various topics, learning routes, learning models, and evaluation experiences. The services of learning, social, communications, human relations, and evaluation specialists can be useful at this final development task. The task involves the following methodological and information input:

a. Learning objectives.

b. Content.

c. Learning routes.

d. Teaching methods.

e. Audiovisual materials.

f. Vocational learning experiences.

g. References.

h. Supplementary materials.

7. Field Evaluation Plans This task entails the development of a strategy, instruments, and statistical planning for evaluation of the unit. It may involve an experimental test. It may bypass experimental testing, being distributed enmass to the field for experiential evaluation. Testing strategy, instruments, and statistical planning should develop along with creation of the unit.

8. Production Plan The production plan will depend upon the testing plan, as can be seen on the systems chart. An experimental test will entail the reproduction of a test set of the unit prior to reproduction for distribution.

C. Sector C: Reproduction, Evaluation & Revision.

In this phase, the unit is reproduced, tested for effectiveness and for internal criticism, and revised in terms of critical feedback. A unit may be evaluated experimentally, or it may be reproduced and distributed to the field for user evaluation.

IV-POLICIES AND CRITERIA

A. Policies.

1. The policies and procedures established in this memorandum will be carried out in conjunction with those listed as references in Section V.

2. Although curriculum projects will be based primarily upon competencies, they will deal also with critical values, attitudes and psychological readiness factors.

B. Criteria.

Completed curriculum projects should:

1. Reflect preparation in relation to documented instances of need and to established priorities.

2. Include objectives that are based on an accurate identification of competencies required for satisfactory performance of the job functions related to the particular project.

3. Enable learners to develop the occupational and humanistic competencies reflected in the objectives of the project, as evidenced by results of try-out and evaluation devices employed by qualified instructors during the testing phase of materials development.

4. Be described by instructors involved in the try-out and evaluation of materials as easily understandable and easily usable.

5. Be designed for flexibility of use and adaptability to change.

6. Proceed through the curriculum development stages in an efficient and relatively rapid manner so that they are available to users in relation to urgency of demand.

7. Be written in a style characterized by clarity, simplicity, correct use of English grammar and composition, and effective and efficient choice of words and phrases.

8. Reflect the application of the learning model to the particular project in terms of factors such as:

   a. Motivation.

   b. Reinforcement.

   c. Congruence of learning design with cognitive characteristics of the learner population, for example:

      (1) Suitability of cognitive load for learners.

      (2) Suitability of cognitive entry or the accommodation of learners' experiences for assimilation of concepts and skills entailed in learning objectives and activities of the project.

      (3) Provision for consideration of learners' life-style (especially for disadvantaged students or special age groups).

      (4) Relationship of content, method, and learning activities to objectives of the project.

      (5) Realistic formulation of objectives in relation to the human growth and development characteristics of learners --physical and mental factors--or learner readiness for specific concepts and activities.

V-REFERENCES

Memorandum 600-1: Identification and Acceptance of Projects.

Memorandum 600-5: Feasibility Studies.

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SYSTEMS FOLDOUT

SECTOR A: PHASE I

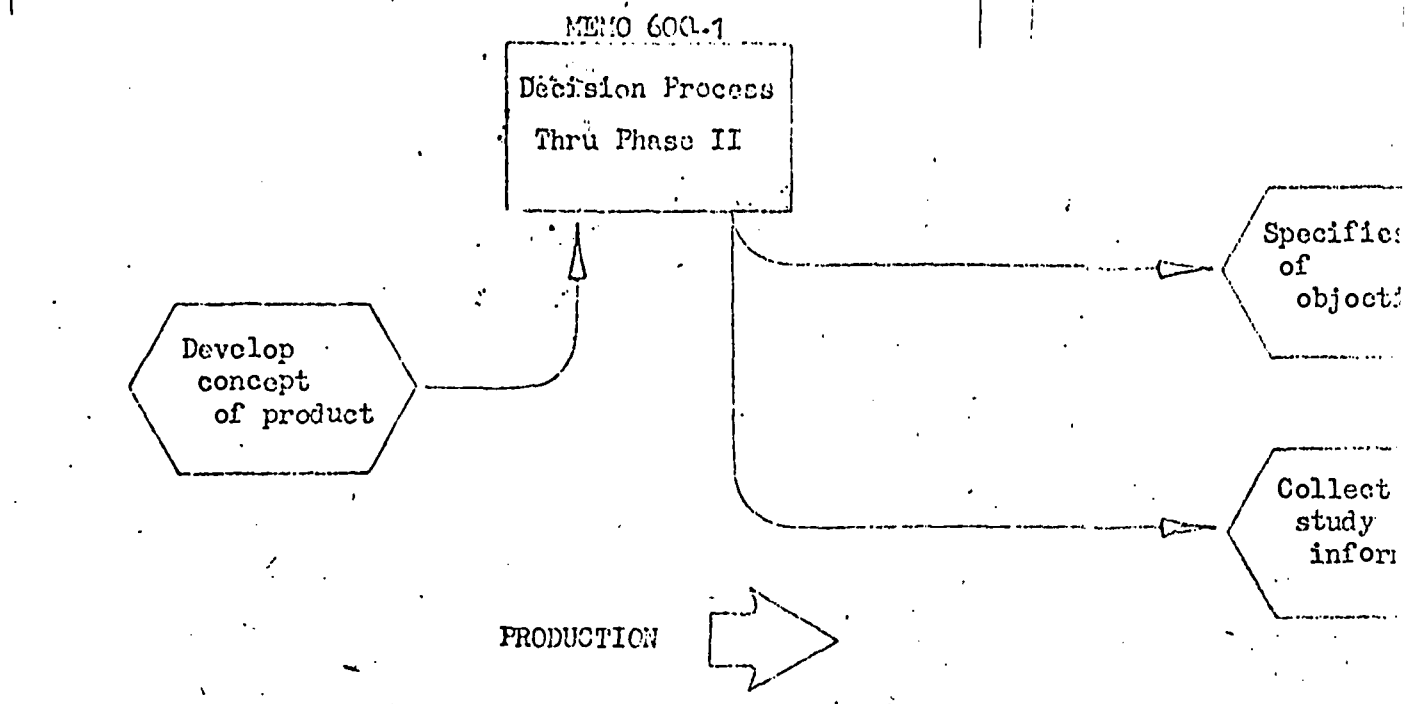

PRODUCTION

TESTING

REPRODUCTION

SECTOR B: PHASE II

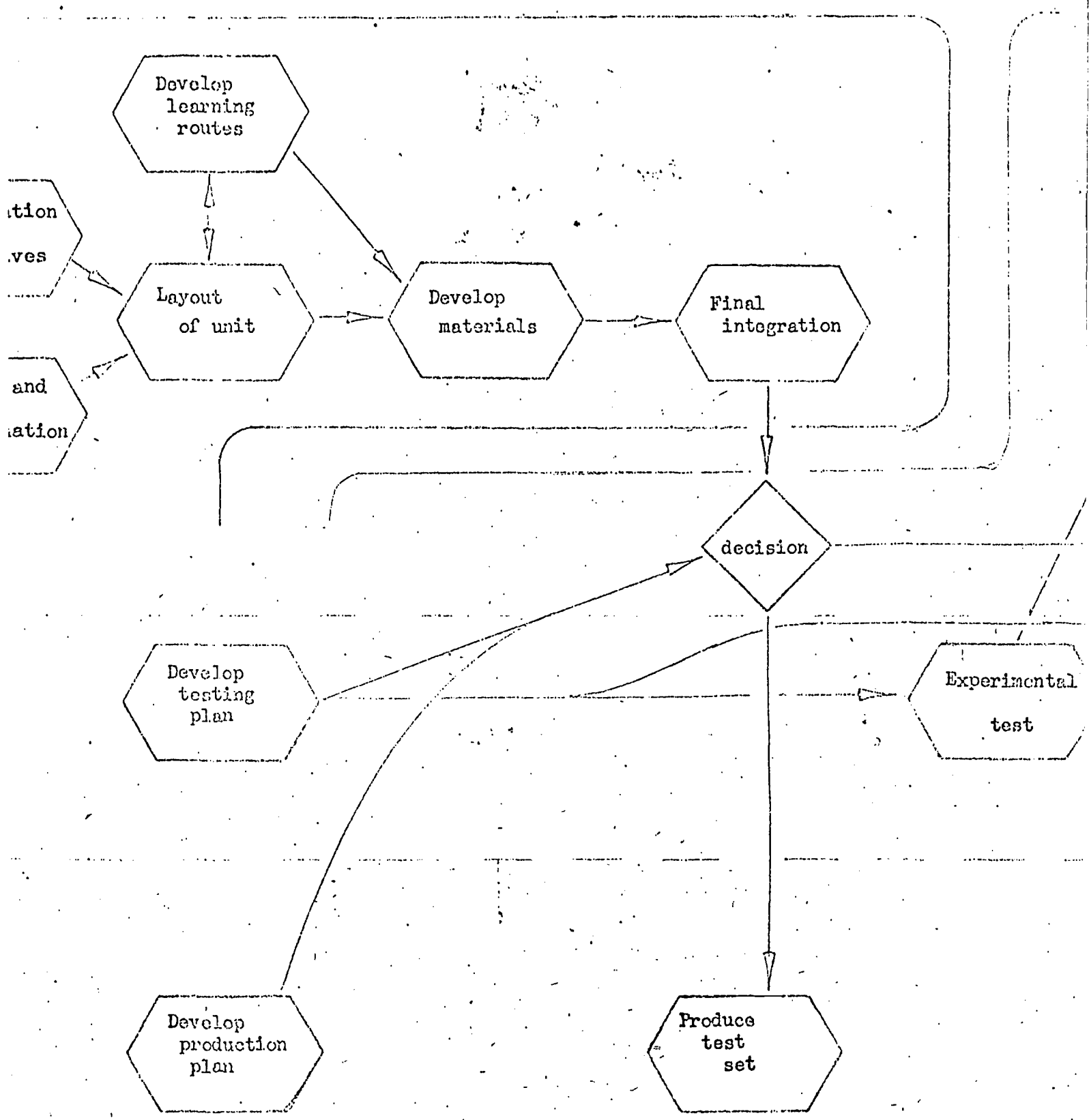

SECTOR C: PHASE III

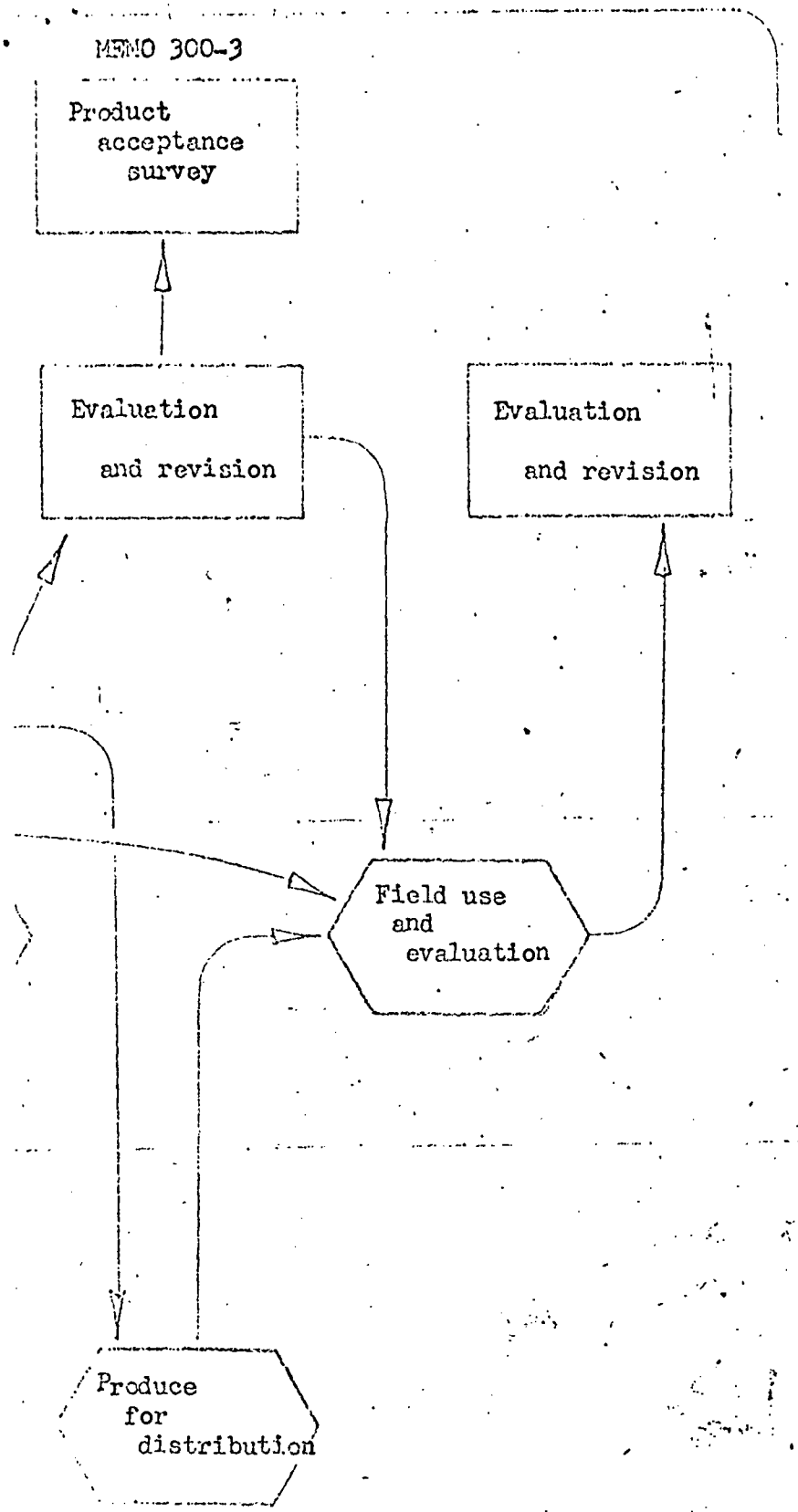

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PRODUCT EVALUATION

I-PURPOSE

The purpose of this memorandum is to establish policies and procedures for the evaluation of curricular and learning materials produced in the Center.

II-RESPONSIBILITIES

The Design and Development Unit Leader will be responsible for carrying out the policies and procedures established herein.

III-SYSTEMS AND SCHEDULES

This section reflects basic definitions, cursory guidelines and cautions which are relevant to the establishment of a product-evaluation system. The body of policies, procedures and processes will, in connection with successive applications, undergo progressive extension, revision, elaboration and refinement.

A. Evaluation Objectives.

Reflected below are the most common objectives which will be pursued in the evaluation strategy designed for given products. These objectives may be pursued concurrently or separately in a series of treatments.

1. Criterion Testing. The objective in criterion testing will be to determine the degree to which target learner populations may be expected to achieve the learning objectives which are the basis for a learning system. The learning system will function in the testing procedure as the independent variable. Achievement of learning objectives will be measured by a criterion test which will function as the dependent variable.

2. Comparison Testing. The objective in comparison testing will be to discover whether a new curricula or learning system is superior to one in current use. The outcome of both the control group and the experimental group will be measured by the same criterion test.

3. Structural Evaluation. The objective of structural evaluation will be to obtain objective feedback regarding the structure of the learning system in terms of content relevance, logical and psychological structure, good sequencing, clarity of communication and the like.

4. Learner Acceptance Evaluation. The objective of this evaluation is to determine learner acceptance, rejection, or indifference toward the learning system, and his comparison of the system with others, either as methodologies, per se, or as instruments to the achievement of specific learning objectives.

5. Teacher Acceptance Evaluation. The objective of this evaluation is to determine teacher acceptance or rejection of the curriculum or teaching system. Evaluation will be based upon those factors which commonly determine whether a teacher will adopt a learning system.

B. Evaluation Objective and Plan.

An evaluation strategy and plan will be developed for each product. This will entail a determination of evaluation objectives and a plan for achieving them. Where statistical procedures are to be used in the evaluation of a product, a detailed plan for statistical analysis will be developed as an integral part of the overalll evaluation plan.

1. Determining Evaluation Objectives. Each product will be anslyzed to determine what evaluation procedures are relevant, critical and feasible. Those procedures selected will become the basis for the evaluation strategy and plan. What evaluations are made will depend upon the nature of the curricular materials involved and the need which they are designed to fulfill.

2. The Evaluation Plan. The evaluation plan will involve a detailed schedule of evaluation tasks, copies of evaluation instruments and instructions for their use, and a detailed plan for the statistical analysis and interpretation of data produced.

C. Field-Evaluation Guidelines.

1. Testing Learning Materials. The evaluation of learning materials, that is, individualized or group learning systems leading to measurable learning objectives, will normally undergo criterion testing, structural evaluation, and learner- and teacher-acceptance evaluation. Comparison testing will be undertaken when the purpose of new learning materials is to replace current learning materials with more efficient ones. If hard data is not needed to establish the superiority of new materials, then time and financial resources will not be expended for this purpose.

2. Evaluation of Curricular Materials. Curricular materials of an outline or guideline nature are often difficult to evaluate experimentally. It may be necessary to evaluate such materials analytically in terms of structural and psychological principles, and in terms of teacher and learner acceptance.

3. Field Use and Evaluation. Often new units enter the field to fill a vacuum, and experimental testing will deny to users important and useful materials needed immediately. Under these circumstances it may be expedient to release materials immediately and use feedback from teachers for revision purposes.

IV-CRITERIA

Field-testing plans must meet these criteria:

1. Testing strategy must reveal the efficiency of materials as instruments in attaining specified objectives.

2. Testing strategy must pinpoint internal weaknesses in the structure of materials and must indicate the nature of revision needed.

3. Testing plans must be schedules and structured so that staff members may impliment these concurrently with their primary duties in the Center.

4. The design and conduct of the test should stimulate favorable attitudes toward the Center and open lines of communication between the Center and users.

5. The test design should enhance the market value of the product.

6. The test-plan must insure that participating instructors use the materials in the way in which they are designed for application.

7. The test-plan must insure that participating instructors are qualified and prepared to utilize the materials.

8. The testing process must be completed while the product being tested is still in demand.

9. The cost of testing must not be so great that the total cost of product development dictates a final selling price beyond the resources of the average user.

10. Testing strategy will seek to determine the dependence of materials for success upon the special training of instructors.

11. Test-plan should reflect economy regarding the number and complexity of records and reports to be completed for evaluation purposes. Those maintained should be necessary, sufficient, and relatively simple to complete.

12. Workshops designed to train participating instructors will include also the in-service objectives of enhancing: (1) skills as instructors, and (2) competencies as experimenters or researchers.

13. Test-plans will encourage recommendations from participating instructors and provide for the incorporation of these recommendations in the revision process.

14. Harmonious relationships will be maintained between supervising staff members and participating instructors.

15. Participating instructors will be given recognition for contributions to the development of products.

V-REFERENCES

Memorandum 600-1 Identification and Acceptance of Projects.

Memorandum 600-2 Materials Production Model.

Memorandum 600-4 Feasibility Studies.

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Director

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FEASIBILITY STUDIES

I-PURPOSE

The purpose of this memorandum is to establish policies and guidelines for conducting a product-development feasibility study. It is designed for use by persons conducting feasibility studies. The purpose of the feasibility study is to provide data, interpretations and analyses which will facilitate sound decisions regarding educational products to be developed by the Center. This memorandum is supplementary to Memorandum 600-1, "Product Identification and Acceptance," and this relationship can best be seen on the flowchart accompanying it.

II-RESPONSIBILITY

Responsibility for the conduct of feasibility studies will be assigned by the Center Director to a person not a member of the Design and Development Unit.

III-SYSTEMS AND SCHEDULES

The feasibility study is carried out within the system and schedules established in Memorandum 600-1 for the identification and acceptance of products for development. This memorandum will be used in conjunction with Memorandum 600-1.

A. The Feasibility Inquiry.

Reflected below are factors which must be taken into consideration in reaching a decision regarding the development of an educational product in the Center. This represents a rearrangement of criteria originally stated in Section IV B of Memorandum 600-1.

1. Need Factors Need criteria reflected below will have been applied under the processes established in Memorandum 500-1, "Learning Materials Requirements." The person conducting a feasibility study will review these findings in terms of the following criteria:

   a. The market offers no materials suitable for achieving the teaching or learning competency in question.

   b. Learning materials available on the market are not suitable to the needs of a specific learner population pursuing the competency.

c. Curricular or reference materials available on the market are not efficient for the coordinator's task of creating learning situations for specific learner populations pursuing specific competencies.

2. Capability Factors The Center, of course, must be capable of developing the product in terms of time, competency and commitment load. These criteria will apply:

   a. The product is within the capabilities of the LRC staff, as determined by units leaders and consultants.

   b. The product is conducive to development within time limitations of the user, LRC staff, and personnel involved in field testing and revision.

3. Marketing Factors The person conducting the feasibility study will obtain assistance from the Public Information and Marketing Unit Leader in assessing these factors:

   a. The product will be relatively inexpensive to educators.

   b. The product will be potentially productive of financial income, as determined by marketing studies and other Center surveys.

   c. The product will be potentially marketable in other states, as determined by marketing studies and other Center surveys.

   d. The product is in critical demand, as determined by marketing studies and other Center surveys.

   e. The product will be potentially useful to more than one program area of vocational education.

4. Professional Factors

   a. The product is conducive to the application of a systems instruction approach or instructional model.

   b. The product reflects opportunity to incorporate the humanistic approach to learning.

B. The Strategy of Feasibility.

The limitation of feasibility will not be encountered in a lack of user need. It will be encountered in the lack of creative and financial resources, and largely in the latter. Thus, a primary objective of the feasibility study is to discover ways and means of making a worthwhile product financially feasible to produce.

IV-REFERENCES

Memorandum 500-1 Learning Materials Requirements.

Memorandum 600-1 Identification and Acceptance of Projects.

Memorandum 600-2 Materials Production Model.

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Director

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IN-HOUSE REPRODUCTION & DUPLICATION

I-PURPOSE

The purpose of this memorandum is to establish uniform procedures for the provision of in-house duplication and reproduction service.

II-RESPONSIBILITIES

The Instructional Services Unit Leader is responsible for carrying out the policies and procedures established by this memorandum.

III-SYSTEMS AND SCHEDULES

A. Systems.

1. Staff requests for reproduction will be submitted on LRC Form 7, Staff Reproduction Request, a copy of which is attached. This form will be submitted along with the materials to be reproduced to the Center Secretary.

2. Duplication services for students or coordinators will be handled through the library. The Librarian will collect $.05 for each copy and will fill out and sign LRC Form 6, Customer Reproduction Request. Service will be provided upon presentation of the request. If request cannot be filled at the moment, either because the reproduction room is unattended or because of other production underway, copies will be mailed to the customer later.

3. Unit Leaders will obtain keys to the mailroom and Xerox machine before entering the Xerox room and using the machine. All such duplication will be recorded by the Center Secretary.

B. Schedules.

A schedule of operations will be posted on the mailroom door and on the Center bulletin board.

IV-POLICIES

1. Other than those reproduction requirements handled by Unit Leaders, all production of materials will be accomplished by the Center Secretary.

2. The mail and reproduction room will be locked at all times when unattended.

3. Requests for duplication, unless priority concerns intervene, will be handled in the order in which received.

4. A drop point will be established for the receipt of requests during hours when the mail and reproduction room is unattended.

5. Reproduction will be provided cost-free for Center business only. Other reproduction and duplication will be charged to the agency or person at the rate of $.05 per copy.

Vivien K. Ely

Vivien K. Ely
Director

LEARNING RESOURCES CENTER
Virginia Commonwealth University
1617 Monument Avenue
Richmond, Virginia 23220

Enclosures
LRC Form 6, Customer Reproduction Request.
LRC Form 7, Staff Reproduction Request.

(STUDENTS)

NAME_____ DATE_____

NO. OF COPIES_____

CLASS_____

PAID_____ IOU_____

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SIGNATURE

LRC Form 6: Customer Duplication Request

LRC Form 7: Staff Duplication Request

DUPLICATION REQUEST FORM

NAME_____ DATE_____

DEPT._____

NUMBER OF COPIES REQUESTED_____

SPECIAL INSTRUCTIONS

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TIME COMPLETED COPIES NEEDED_____

ERIC

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LEARNING RESOURCES CENTER MATERIALS CATALOG
Spring 1972

Inclosure 3

ERIC

MATERIALS CATALOGUE

FIRST EDITION · SPRING, 1972

ERIC

1	2	3	4	5
SUBJECT AREA Separate divisions of catalog.	CONTENT CLASSIFICATION Self explanatory	MAJOR AND SUB-COMPETENCY The first two numbers indicate a major competency, with a "00" referring to a coverage of two or more competencies. The third number indicates a sub-competency within a major one, with "0" referring to a coverage of two or more.	LEVEL OF INTEREST Code identifies highest level of application, instruction, or reader interest. Code "0" refers to all levels of application.	FORMAT Code identifies the kind of format in which materials are published.
V = Voc. Ed. or more than 2 voc. areas A = Agriculture D = Dist. Ed. O = Health Occupations H = Home Economics F = Office Occupations E = Technical or post secondary T = Trade & Ind. G = General Ed.	P = Professional materials related to educator competencies T = Technical materials related to competencies exercised in a vocation.	DISTRIBUTIVE COMPETENCIES 00 - All Major Competencies 0 - All Sub-competencies with Major Competency 01 - Social 0 - All Social Competencies 1 - Personality 2 - Human Relations 3 - Career Development (Career Information & Job Interview) 9 - Youth Organization Activities 02 - Basic Skills 0 - All Basic Skills 1 - Mathematics 2 - Communications 9 - Youth Organization Activities 03 - Product or Service Technology 0 - All Products or Services Technology 1 - Textiles 2 - Non-textiles 3 - Service Technology 9 - Youth Organization Activities 04 - Economics 0 - All Aspects of Economics 1 - Basic Economic Systems 2 - Marketing Economics 3 - Financial Institutions & Money 4 - Government and International Trade 5 - Consumer Education & Foundations 9 - Youth Organization Activities 06 - Marketing Research 0 - All Aspects of Marketing Research 1 - Purpose & Nature 2 - Terms & Techniques 8 - Marketing Studies 9 - Youth Organization Activities 07 - Merchandising 0 - All Aspects of Merchandising 1 - Buying Functions 2 - Sources & Methods 3 - Mathematics 9 - Youth Organization Activities 05 - Management 0 - All Aspects of Management 1 - Organization OFFICE OCCUPATIONS 21 - Accounting & Computing 22 - Data Processing Occupations 23 - Filing, Office Machines Operation 24 - Information 25 - Stenographer, Secretary 26 - Typing HEALTH OCCUPATIONS 31 - Dental 32 - Medical Laboratory Technician 33 - Nursing 34 - Rehabilitation 35 - Radiologic 36 - Ophtalmic 37 - Environmental Health 38 - Mental Health 39 - Miscellaneous Health Occupations TRADE AND INDUSTRIAL 40 - Air Conditioning & Refrigeration 41 - Appliance Repair 42 - Auto Servicing & Mechanics 43 - Aviation 44 - Commercial Art & Photography 45 - Meritime & Fisheries 46 - Custodial and Maintenance 47 - Diesel Mechanics 48 - Drafting 49 - Electrical & Electronics 50 - Graphic Arts 51 - Instrument Maintenance & Repair 52 - Metalworking & Mettalurgy 53 - Personal Services (Barber, Cosmotology) 54 - Public Services (Police, Fireman) 55 - Quantity Food Occupations 56 - Textile Products & Maintenance 57 - Leatherworking 58 - Upholstary 59 - Woodworking TEACHNICAL OCCUPATIONS	0 - All Levels 1 - Elementary 0 - 6 grades 3 - Lower Secondary 7 - 9 grades 5 - Upper Secondary 10 - 9 grades 6 - Post Secondary & College 7 - Out-of-school youth & adults 8 - Special areas: disadvantaged; gifted; handicapped	01 - Books & Manuals, Catalogs 02 - Booklets, Brochures 03 - Study Guides-Teaching Outline 04 - Sets, Series 05 - Periodicals 06 - Programmed Instruction Tests 07 - Unbound, Ditto File Materials 10 - Slides (Standard Sizes Including Microscope) 11 - Slides (Non-standard sizes including microscope) 12 - Transparencies (for overhead projection) 13 - Micro Fiche 20 - Study Prints 21 - Art Prints or Reproductions 22 - Display Board Materials (sets) 23 - Charts (wall charts, flip charts, etc.) 24 - Micro Cards (opaque) 30 - Discs 31 - Tapes - Cassette 32 - Tapes - Reel 39 - Card Sets (magnetic striped flashcards) 41 - Microfilm (reels) 42 - Microfiche, Aperture Cards 43 - Filmstrips 44 - Filmstrips (sets or series) 50 - Motion Picture Films 52 - Motion Picture Films - Cartridge 53 - Motion Picture Films - Loops 55 - Video Recordings (tape, disc., etc.) 60 - Kits--a mixture, program, or system of units representing various media 65 - Programmed Instruction (machine format) 69 - Laboratory Kits

0 - All Aspects of Management
1 - Organization
2 - Personnel
3 - Finance
4 - Credit
5 - Sales
9 - Youth Organization Activities

08 - Store Operations
0 - All Aspects of Store Operations
1 - Functions
2 - Location & Layout
3 - External Merchandise Handling
4 - Internal Merchandise Handling
5 - Customer Services
9 - Youth Organization Activities

09 - Sales Promotion
0 - All Aspects of Sales Promotion
1 - General
2 - Advertising
3 - Visual Merchandising
4 - Public Relations
9 - Youth Organization Activities

10 - Selling
0 - All Aspects of Selling
1 - Selling Process
2 - Types of Selling
3 - Youth Organization Activities

11 - Specialized Areas of Distribution
0 - Fashion (Apparel, Accessories, Home Furnishings)
1 - Automotive and Petroleum
2 - Finance, Credit & Insurance
3 - Food Distribution & Food Service
4 - Hotel, Motel & Tourist
5 - General Merchanise (Retail and Wholesale)
6 - Hardware, Building and Carden Supply
7 - Industrial & International Trade
8 - Personal Service & Transportation
9 - Real Estate

AGRICULTURE OCCUPATIONS

15 - Production Agriculture
16 - Agriculture Supplies and Services
17 - Agriculture Mechanics
18 - Ornamental Horticulture
19 - Conservation and Forestry

TEACHNICAL OCCUPATIONS

60 - Engineer Technology
61 - Argiculture Technology
62 - Health Teacnology
63 - Office Technology
64 - Home Economics Technology
65 - Miscellaneous Technical Education

HOME ECONOMICS

70 - Homemaking
75 - Child Care & Guidance
76 - Clothing Management Products & Services
77 - Food Management, Products and Services
78 - Home Furnishings, Equipment and Services

PROFESSIONAL COMPETENCIES

80 - Teaching
0 - All Teaching Competencies
1 - Curriculum Development
2 - Methods & Techniques
7 - Teaching-Learning Process
9 - Human Growth & Development

82 - Guidance
0 - All Guidance Competencies
1 - Dissemination of Information
2 - Coordinator's Role
4 - Student Selection
7 - Counseling
8 - Career Planning

84 - Public Relations
0 - All Public Relations
1 - General Aspects
2 - Other Faculty
3 - Students and Parents
4 - School Administrators
5 - Business & Trade Association
7 - Graduate Study

86 - Coordination
0 - All Coordination
1 - Philosophy and Role
2 - Selection of Training Agency
3 - Training Sponsors
4 - Training Plans
5 - Theory & Practices

88 - Administration
0 - All Administration
1 - Research
2 - Philosophy & Mission
3 - Legislation
4 - Program Planning & Evaluation
5 - Organizational Patterns
6 - Adult Program Management
7 - Supervisory Duties
8 - Youth Organization Management

69 - Laboratory Kits

70 - Dioramas
71 - Exhibits (displays)
72 - Models (mock-ups) Puppets, Dolls
73 - Specimens-samples (realia collections)

80 - Motion Picture Projectors
81 - Still Projectors
83 - Audio Recording and Playback Equipment
84 - Video Tape Recording Equipment
86 - Teaching Machines
88 - Graphics Production Equipment
89 - General Accessories

THE DISTRIBUTIVE EDUCATION LEARNING RESOURCES CENTER CATALOG

You will find that the experimental DE Learning Resources Center at Virginia Commonwealth University provides educational resources and services to develop productive workers in the occupational field of marketing and distribution. The catalog lists resource materials currently available for loan or rent from the Learning Resources Center to vocational educators at all levels, including coordinators-in-training.

WHAT MAKES THIS COLLECTION UNUSUAL?

Centers for the collection and dissemination of materials for learning are familiar on the educational scene. Libraries have been important repositories for many years and, more recently, facilities called materials or media centers have offered resource materials to improve teaching. While the Learning Resources Center also collects and disseminates materials, it does so in several unusual ways.

A Specialized Collection of Distributive Education Materials

Materials in the collection pertain primarily to distributive education. A major objective of the Learning Resources Center is to collect and circulate all the currently applicable materials for distributive education curriculums at all levels of instruction. Presently available for your use are more than 2,000 titles related to the development and improvement of marketing workers and distributive education teachers. Other titles will be added and some will be removed from our listing of current materials as the catalog is regularly expanded and updated to increase its usefulness. We solicit your recommen-

dation of titles for purchase as well as your evaluation of materials you borrow. Your reactions to the catalog format and suggestions for improving it will guide us in future revisions.

Expandable to Include All Vocational Education Services

Although the Learning Resources Center was established as an experimental facility for distributive education, note in the classification structure on the opposite page that provision is made for expanding holdings to include other vocational education services without altering the classification code. These occupational clusters are presented as they appear in the U. S. Office of Education publication, Standard Terminology for Curriculum and Instruction in Local and State School Systems Handbook, 1970. Some materials developed for other vocational education areas have been included in the current collection because they apply to an aspect of distributive education (career guidance materials, for example, may apply jointly to DE and another vocational service).

Competency-Based Classification

The need to retrieve resource materials by worker competencies has led to the unique coding system developed for this collection. Each item is classified to identify the distributive education competency area in which it might be used to improve learning. The classification system may seem complicated at first glance, but if you follow the instructions for using the catalog on page , you will soon be able to relate the materials to competencies needed for gainful employment in distribution. Your experience in using the catalog should improve your comprehension of the competency

pattern approach to instruction in distributive education. A limited effort has been made to cross reference materials. This task will continue and the results included in future issues of the catalog.

A Variety of Print and Non-Print Materials

If you want to borrow a book related to a worker or teacher competency in DE, you should expect to find it in the LRC. But you will also find units of study developed in Virginia and elsewhere, student and teacher manuals, teaching outlines and a variety of supplementary materials such as business literature and pamphlets. For your ease in identification, we have not attempted to list each supplementary item but have collected them by competency and identified them in the catalog as "file materials by miscellaneous contributors."

Audiovisual materials in the collection include filmstrips, slides, 8mm film loops, overhead transparencies, audio tapes (reel and cassette), records and some items of equipment. The problems of maintenance prohibit our offering 16mm films for loan, but appropriate ones will be reviewed in the Center News, recommended for purchase to the Virginia State Bureau of Teaching Materials, and in some cases, available for you to preview at the Center.

Most of the resource materials waiting for you in the Center are items usable in classroom or on-the-job instruction to prepare or improve workers in marketing and distribution. These titles are classified as TECHNICAL materials. We also have an array of materials related to the preparation and development of distributive education teacher-coordinators, cataloged as

PROFESSIONAL materials. These professional titles are further classified by the DE teacher competencies identified by Crawford* (administration, guidance, public relations, teaching and coordination) or as "general," if they have application to educators as a whole.

Bringing the Library to the Teacher

A collection of categorized materials with nowhere to go may look good on the shelves but does nothing to improve learning. Every item in LRC is available to you, either over the counter or through the mail. Your lack of adequate time to search for films, books, and other appropriate resource materials to assist in achieving objectives should no longer prevent your using them. You now have a staff of teacher educators who are spending all their time searching for and developing such materials. We are planning workshop or conference sessions to help in your efforts to improve your teaching effectiveness through utilization of learning resources. We believe that you will welcome this kind of pampering, and we know your students deserve it.

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*Lucy C. Crawford, A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education (Washington: U. S. Office of Education, Grant No. OE-6-85-044, 1967).

THE LEARNING RESOURCES CENTER POLICIES AND PROCEDURES

FOR LENDING PRINTED MATERIAL

Ordering Materials

Requests are honored in the order in which they are received.

When ordering print material, give the following information:

Catalog number
Exact title of material
Exact shipping address with zip code

Mail order to: Reserve Desk
Learning Resources Center
Department of Distributive Education
Virginia Commonwealth University
901 West Franklin Street
Richmond, Virginia 23220

Loan Period

Basic Loan period	2 Weeks
Grace period (no charge)	1 Week additional
Allowance for borrowers by mail more than 100 miles distant	1 Week in addition to above

Material held beyond the grace period will be subject to an overdue charge as indicated below, cumulative from the first day the material is overdue.

Shipment

The LRC mails material under library rate unless otherwise requested. The user agrees to pay the required outbound and return insurance costs and any additional costs for requested rapid delivery.

Return of Material

Return the material under library rate as soon as possible after use. All material is to be insured for the value indicated on the shipping slip.

Overdue Notices and Bills

One overdue notice will be sent at the end of the grace period. If the material has not been returned by the end of the week following the termination of the grace period, a bill will be sent. The bill will include the adjusted overdue charge (See Rate for Overdue Material), the cost of the material, and a $3.00 service charge.

However, if the patron informs the library that the material is lost after he received it, additional overdue charges cease. The patron will be charged the amount accumulated to that point, the cost of the material, and the service charge.

Renewal of Loan

Renewals may be made as long as there is no request by another patron for the same material. Requests for renewal may be made in person, by telephone or mail within the seven days grace period or before. Overdue items may be renewed only after payment of overdue charges.

Recall of Material

Material in circulation requested by a different patron will be recalled by personal contact after the basic loan period. Items not returned within the seven days grace period will be subject to a charge of twenty-five cents per day from the due date.

Cancellation of Services

Service will be suspended in those cases where materials are lost or damaged excessively or frequently and where users do not pay their bills.

Rate for Overdue Material

I. Paid at Desk	1st Ten Days	$.05 Per Day
	2nd Ten Days	.10 Per Day
	3rd Ten Days	.25 Per day
	After 30 Days	.50 Per Day
	Maximum - $10.00	

II. If Library Has To Send A Bill, The Rate Is:

1st Ten Days	$.10 Per Day
2nd Ten Days	.25 Per Day
3rd Ten Days	.50 Per Day
Maximum - $15.00	

III. If Library Recalls Materials:

$.25 Per Day

No Limit or Maximum

THE LEARNING RESOURCES CENTER POLICIES AND PROCEDURES FOR RENTING AUDIOVISUAL MATERIALS AND EQUIPMENT

Ordering Materials

You may request material eight weeks in advance, including holidays. Requests are booked in the order in which they are received. The LRC ships materials by mail on Fridays. Requests for material to be mailed must be received no later than the Monday before the Friday the material is to be shipped.

When ordering materials, give the following information:

Catalog Number
Exact Title of Material
Type of Media
Date or Dates of Use
Alternate Use Dates
Exact Shipping Address

Mail order to:

Reserve Desk
D. E. Learning Resources Center
Distributive Education Department
Virginia Commonwealth University
901 West Franklin Street
Richmond, Virginia 23220

Rental Period

The normal rental period is one week. You may request an extension of the booking period to two or three weeks. However, you must have explicit confirmation before you hold material longer than your original request period.

Rates

The weekly rate on audiovisual materials is $1.00 per unit. The following constitute one unit:

1 Filmstrip
1 Audio Tape (Cassette or Reel)
1 Disc Record
1 Videotape
1 Super 8 mm Film Loop
20 Slides (or Fraction Thereof)
10 Transparencies
11 Minute Length of 16 mm Film

Instructional kits under one title rent for $3.00 per week.

Confirmation

Your request will be returned to you marked "confirmed" or "previously booked".

Cancellations

Cancellations must be completed before material is shipped, or rental charges will apply.

Shipment

The LRC mails material under library rate unless otherwise requested. The user agrees to pay the required outbound and return insurance costs and any additional costs for requested rapid delivery.

Return of Material

Return the material in its original container as soon as possible after use. All material is to be insured for the value indicated. Outside Virginia, return material by "Special Handling".

Damage and Repair

You should not attempt to repair any damaged material, even for temporary use. You do not have to pay for damaged material provided you have observed procedures for reasonable care.

Cancellation of Services

Service will be cancelled for users who frequently damage materials or are delinquent in payment of bills.

Reproduction

You may not reproduce or televise any materials without the written permission of the copywright owner.

RENTING AUDIOVISUAL EQUIPMENT

Requesting Equipment

You may reserve and check out audiovisual equipment through the office of Media Services. No mail service is available for equipment rental. You should request equipment at least twenty-four hours in advance of the use time. You are responsible for the equipment until it has been examined and checked in by Media Services.

Rental Rates

You may use equipment within the LRC without charge. The daily rental rates for equipment used outside the LRC are as follows:

16 MM Projector	$4.00	Per Day
Super 8 MM Loop Projector	$2.00	

	Per Day
Slide Projector	$ 2.00
Filmstrip Projector	$ 2.00
Overhead Projector	$ 2.00
Tape Recorder (Cassette or Reel)	$ 2.00
Record Player	$ 2.00
Language Master	$ 2.00
Screen	$ 2.00
Videotape Recorder, Camera and Monitor	$60.00
(Half Day)	$30.00
VTR by special arrangement, with operator only. User to pay operator's costs	

Rental rates for businesses are triple the educational rate, except the videotape recorder rate which is doubled.

Equipment Instruction

You may receive instruction in the operation procedures for any equipment you use.

Searching for Specific Materials

You have been using the same materials in your Salesmanship course for 3 years. Your students are bored, perhaps because you are too, and you are looking for new materials. You wonder what the Learning Resources Center has that you can use with your cassette recorder.

To find the materials you are looking for you must select the correct code from the chart below and use this code to search the catalog.

- Since your subject area is Distributive Education, you select the letter "D" from Column 1, and since the materials you seek are worker competencies they are technical, you add "T" from Column 2. . . . . DT-_____

- You must now identify your competency area. Scanning Column 3, you discover selling as Code 10 and identify your needs as falling under sub-competency Code 1. . . . . DT10-1-___

- Since your students are Upper Secondary, you add Code 5 from Column 4. Note however, that these codes refer to the highest level of use, and that you may be able to use materials at the 6 and 7 level. . . . . DT10-1-5-__

- From Column 5 you select Code 31 because this identifies cassettes usable with your equipment. DT10-1-5-31

- You next scan the catalog for entries under DT10-1-5-31, remembering that you can use materials at the 6 and 7 level.

level
-7-
-6-
DT10-1-5-31

- If you didn't find what you want, explore adjacent areas such as these: DT10-0-5-31, and DT10-2-5-31.

Searching for a Special Kind of Resource

You have just acquired filmstrip projection equipment and wish to know what kind of filmstrips may be available for instruction in distributive education.

This is a question of format. Under Column 5 you find that Codes 43 and 44 identify filmstrips. You turn to the DT area of the catalog and run your finger down the code column. Wherever you encounter a -43 or -44 in the last digit group you have found a filmstrip.

Searching for Specific Guidance

You are a DE coordinator and have been asked by your local school administrator to recommend instructional equipment to be purchased for a distributive education classroom.

Since this is in the area of distributive education and is a professional question, you begin in the "DP" area. The basic concern in this case is one of teaching methods and techniques, which leads you to "DP80-2." In this case you should search the entire DP80-2 body of materials.

Gaining Information on Likely Titles

Your eye is caught by a title with the code DT09-2-5-02. You are teaching an advertizing class at the Upper Secondary level and need some basic guidance in an area suggested by the title. You wonder whether the resource bearing the suggestive title is of a form which will provide reference information, and information at the level of your students. The last two code elements, -5-02 indicates that the level is upper secondary and the resource is a booklet or brochure. It will probably contain usable information.

SUBJECT MATTER: AGRICULTURE - PROFESSIONAL

CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
AP88-1-0-02	ORG & UTIL OF AGRI ADV BRDS IN N Y SCHS	CUSHMAN-JARMIN	1

SUBJECT MATTER: DISTRIBUTIVE EDUCATION - PROFESSIONAL

DP00-0-0-02	PROFILE OF GA D E TEACHER-COORDINATOR	GEORGIA D E STAFF	1
DP00-0-0-10	WHEEL OF FORTUNE	STANLEY ROOT	1
DP00-0-5-01	DE TCH COOR HANDBOOK & OPERATOR'S MANUEL	VA ST DEPT OF ED	20
DP80-1-0-01	DEVELOPING VOCATIONAL INSTRUCTION	MAGER & BEACH	5
DP80-1-0-01	TESTS FOR D E (1957)	TEMPLE UNIV	1
DP80-1-0-02	GUIDES TO INFO SERV FOR ED IN DIST 1961	US DEPT OF COMMERCE	25
DP80-1-0-07	CURRICULUM DEVELOPMENT (FILES)	VARIOUS SOURCES	40
DP80-1-0-07	DE ACT ON ENVIRONMENTAL & ECOL EDUCATION	BROWN KAY DR	1
DP80-1-5-01	HOW TO PREP TCH PLANS FROM TOP OUTLINES	VA ST DEPT OF EDUC	2
DP80-1-5-02	STUDY OF CURR DIV IN THE H S COOP PROG	USOE	5
DP80-1-5-02	USE OF BEHAV OBJ IN PRE-EMP LAB CURR D E	TEXAS MAT LAB	1
DP80-1-6-01	DEV OF JR COLLEGE CURRICULUM (TEXAS 66)	BURBRINK-LUTER	1
DP80-1-6-02	FREE & INEXPEN MAT FOR BUS-DIST-CONS ED	W VA ST DEPT OF EDUC	1
DP80-1-7-02	LIBRARY FOR D E (OHIO MAT LAB)	HOMMEL JEFF	4
DP80-1-7-12	THE PROJECT TRAINING RECORD	VCU/LRC	1
DP80-1-7-12	D E CURRICULUM CONCEPT	VCU/DE	1
DP80-2-0-01	WORKSHOP REPORT - DE PROJ DEV WORKSHOP	RUTGERS UNIV	1
DP80-2-5-01	COOP TRAIN IN SELLING IN PUB SEC SCHOOLS	EMICK	1
DP80-2-6-02	DEV PROG UTILIZING SIMULATED OCC EXPER	RILEY-OMNIG	2
DP80-2-6-02	PROJECT PLAN IN FLORIDA HIGH SCH (1967)	FLA ST DEPT ED	2
DP80-2-6-02	PROJECT METHOD IN D E	MICHIGAN STATE UNIV	1
DP80-2-6-07	SIMULATIONS - PROJECT METHOD	MISC CONTRIBUTORS	10
DP80-2-7-01	TEACHING BELIEFS & CLASSROOM METHODOLOGY	DONETH JOHN	2
DP80-2-7-02	SELECTION & TRAINING OF PART-TIME INSTR	U S DEPT OF H E W	17
DP80-2-7-02	GUIDE FOR PART-TIME INSTRUCTORS	U S DEPT OF H E W	9
DP80-2-7-02	PROGRAMMED INSTRUCTION - DIST & OFF ED	CALIF ST DEPT OF ED	3
DP80-2-7-07	METHODS OF TEACHING D E	MISC CONTRIBUTORS	8
DP80-2-7-07	USE OF MEDIA & EQUIPMENT	MISC CONTRIBUTORS	30
DP80-2-7-12	DIAGRAM OF PREP AND SUPP INSTRUCTION	VCU/DE	1
DP80-2-7-12	CURRIC AREAS OF STDY & INTERRELATIONSHIP	VCU-DE	1
DP80-4-5-02	IMPROVEMENT OF EVAL. PROCEDURES	LUCAS-WEBBER	8
DP80-9-8-01	THE LEFTOUTS - DISADV CHILDREN	WARDEN SANDRA A	1
DP82-1-0-02	WHEN YOU DREAM OF A CAREER	VA STATE DEPT OF ED	20
DP82-1-0-07	DISSEMINATING INFORMATION	MISC CONTRIBUTORS	5
DP82-1-5-01	RECRUITING IN DIST EDUCATION	DE SC STATE DEPT	1
DP82-2-0-02	PILOT TRN PROJ FOR TCH OF DIST AND MARK	KLAURENS-ASHMUN	3
DP82-2-0-02	OCC EXP & CAR DEV TRN-DIST EDTR & VOC CN	ASHMUN-MEYER-KLAUREN	2
DP82-2-0-07	ROLE OF TEACHER - COORDINATOR IN GUIDNCE	MISC CONTRIBUTORS	6
DP82-4-0-02	STUDENT SELECTION	OHIO ST DEPT ED	2
DP82-4-0-07	SELECTION OF STUDENTS	MISC CONTRIBUTORS	3
DP82-4-5-07	TOOLS & TECH OF VOC GUIDANCE FOR DE COOR	SCHOOL OF DIST RFI	2
DP82-8-9-12	CONTINUED TRAINING OPPORTUNITIES IN D E	VCU/DE	1
DP84-1-0-02	VA DE PROGRAM RINGS UP SALES	VA DE STATE DEPT	1

SUBJECT MATTER: DISTRIBUTIVE EDUCATION - PROFESSIONAL

CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
DP84-1-0-02	PUB RELATIONS IN DE	SAMPSON HARLAND	5
DP84-3-0-02	DISTRIBUTIVE EDUCATION AND YOU	HARRIS E EDWARD	8
DP84-3-0-02	PLANNING YOUR CAREER IN DIST EDUCATION	AM VOCATIONAL ASSOCI	100
DP84-5-5-07	HD E ADVISORY COMMITTEE	ALBERM-CLOTTESVILLE	1
DP84-6-0-02	SELF-EVALUATION OF DE COORDINATORS	VA DE STATE DEPT	30
DP84-6-6-02	DISTRIBUTIVE TEACHER EDUCATION	VCU	100
DP86-1-0-07	PHIL AND ROLE COORDINATION	MISC CONTRIBUTORS	3
DP86-1-9-12	THE D E PROGRAM IS PEOPLE CENTERED	VCU/DE	1
DP86-3-0-02	PARTNERS IN EDUCATION	VA STATE DEPT OF ED	9
DP86-3-5-02	DE POINTERS-HANDBK FOR TRAINING SPONSORS	FAIRFAX COUNTY PUB S	1
DP86-3-5-02	D E SPONSOR HANDBOOK	ARLINGTON COUN PUB S	1
DP86-3-5-07	SELECTING AND TRAINING OF SPONSORS	MISC CONTRIBUTORS	7
DP86-4-5-02	CUMULATIVE TRAINING REPORT H S STUDENTS	TENN DE STATE DEPT	1
DP86-4-5-02	GUIDELINES FOR TRAINING PLANS	OHIO MAT LAB	3
DP86-4-5-07	TRAINING PLANS	MISC CONTRIBUTORS	2
DP86-4-5-07	KNOW YOUR TRAINING STATION	OHIO MAT LAB	1
DP86-5-0-02	EMPLOYER PREFERANCES FOR DE TEACH-COOR	HARRIS E EDWARD	15
DP86-5-0-02	NOTES ON COORDINATION	OHIO MAT LAB	1
DP86-5-0-07	THEORY & PRACTICES	MISC CONTRIBUTORS	10
DP86-5-5-07	DIST TCH EDUC: THE COOPERATIVE METHOD	MISC CONTRIBUTORS	10
DP88-1-0-01	GUIDE & INDEX T ERIC REPORTS THRU 1969	PRENTICE-HALL	1
DP88-1-0-01	RESEARCH STUDIES IN EDUCATION	LYDA MARY LOUISE	1
DP88-1-0-02	OFF ED-DE CRITICAL REASONING COMPARISON	HARRIS E EDWARD	1
DP88-1-0-02	PLAN FOR RESEARCH IN DISTRIBUTIVE EDUC	VIVIAN NEALE	1
DP88-1-0-02	DE - A GUIDE TO PRACTICAL RESEARCH	HEW	3
DP88-1-0-07	RESEARCH	MISC CONTRIBUTORS	3
DP88-1-5-02	WHAT HAPPENS TO HS DE STUDENTS IN VA	ELY VIVIEN KING	1
DP88-1-5-02	REQ FOR OFF & DE TEACHER EDUCATION	HARRIS E EDWARD	2
DP88-2-0-07	PHILOSOPHY & MISSION	MISC CONTRIBUTORS	37
DP88-2-0-07	HISTORY OF DE IN VA	MISC CONTRIBUTORS	9
DP88-2-5-02	THE DURWOODY PAPERS	U WISC-DE	1
DP88-4-0-02	GUIDE TO PRACTICAL RESEARCH	KNEELAND NATALIE	10
DP88-4-0-02	ORGANIZATION OF DE PROGRAMS	N C DE STATE DEPT	1
DP88-4-0-02	DIST EDUC ISSUES (SOUTHWESTERN - 1961)	WARMKE ROMAN F	1
DP88-4-0-07	LOCAL EVALUATIONS TOOLS & TECHNIQUES	MISC CONTRIBUTORS	37
DP88-4-0-07	NATIONAL DATA	MISC CONTRIBUTORS	2
DP88-4-5-02	DIST ED IN THE HIGH SCHOOL	RICH PROF INST	5
DP88-4-6-01	POST SECOND DE GUIDE FOR ADM (1969)	USOE	11
DP88-4-6-01	GUIDELINES FOR ESTABLISHING P S PROGRAM	LUCAS STEPHAN CDTE	1
DP88-4-9-06	NAT'L SURVEY OF VOC ED PR FOR SPEC NEEDS	GROVES RAMSEY	1
DP88-6-7-02	SELECT & TRAIN OF PART-TIME ADULT INSTRU	KNEELAND NATALIE	1
DP88-6-7-02	BASIS FOR DETERMINING ADULT SUPPLEMENTS	VA DE STATE DEPT	1
DP88-6-7-02	COOR KIT PT III-OUTLINES-ADM MGMT COURS	SMALL BUS ADMINISTRA	1
DP88-6-7-02	COOR KIT PT II-MGMT CASES-ADM MGMT CRSES	SMALL BUS ADMINISTRA	1
DP88-6-7-02	COORD KIT PT I-PL & COOR ADM MGMT CRSES	SMALL BUS ADMINISTRA	1
DP88-6-7-02	PLAN & COORD ADM MGMT CRSES-SM BUS OWNER	SMALL BUS ADMINISTRA	3
DP88-6-7-02	CONF PROC ON PROB OF TRN SM BUS EXEC	SMALL BUS ADMINISTRA	1
DP88-6-7-07	ADULT D E	MISC CONTRIBUTORS	7
DP88-6-7-07	DESCRIPTION OF ADULT D E PROGRAMS	VA DE STATE DEPT	15

SUBJECT MATTER: DISTRIBUTIVE EDUCATION - PROFESSIONAL

CATALOGUE-NO.	TITLE	AUTHOR	COPY
DP88-8-0-02	LEADERSHIP NEEDS	MISC CONTRIBUTORS	1
DP88-8-0-02	STATE SUPERVISORS HANDBOOK	VA DE STATE DEPT	3
DP88-8-0-02	GUIDE FOR SUPERV OF DE IN VA BEACH	VA BEACH DE SERVICE	1
DP88-8-0-02	SUPERVISION TO IMPROVE INSTRUCTION	MISC CONTRIBUTORS	2
DP88-8-0-02	YE PRIMER OF SUPERVISION	VA DE STATE DEPT	4
DP88-8-0-07	STUDENT TEACHER	MISC CONTRIBUTORS	7
DP88-8-0-07	SUPERVISORY LEADERSHIP	MISC CONTRIBUTORS	11
DP88-8-5-01	BRIDGING THE GAP FROM THEORY TO PRACTICE	VA D E SERVICE - NIC	3
DP88-9-0-02	HALL OF FAME	VA ASSOC - DECA	14
DP88-9-0-02	CONTESTS AND AWARDS HANDBOOK	VA ASSOC - DECA	17
DP88-9-0-05	THE DECA DISTRIBUTOR	NATIONAL DECA	20
DP88-9-0-07	PARLIMENTARY PROCEDURES IN DECA	MISC CONTRIBUTORS	5
DP88-9-0-07	VIRGINIA DECA	MISC CONTRIBUTORS	10
DP88-9-0-07	NATIONAL DECA	MISC CONTRIBUTORS	15
DP88-9-5-01	CHAPT MANAGEMENT AIDS HANDBOOK	DE CLUBS OF AMERICA	2
DP88-9-5-01	NATL. DECA HANDBOOK 1970	DE CLUBS OF AMERICA	50
DP88-9-5-02	OFFICIAL DECA HANDBOOK (1970)	VIRGINIA DECA	10
DP88-9-5-02	SUM OF 1969 NLC - CREATIVE CONTEST	NATL DECA	1
DP88-9-5-07	COMPETITIVE ACTIVITIES	MISC CONTRIBUTORS	5
DP88-9-7-07	ALUMNI DIVISION	NATL DECA	1
DP88-9-7-12	YOUTH SERVED BY THE D E PROGRAM	VCU/DE	1

SUBJECT MATTER: DISTRIBUTIVE EDUCATION - TECHNICAL

DT00-0-5-01	PROJECTS FOR DE CURRICULUMS (1969)	UNIV OF TEX CURR LAB	3
DT00-0-5-01	CURRICULUM FOR DISTRIBUTIVE EDUCATION	DE COLORADO ST. DEPT	1
DT00-0-5-01	MARKETING AND DISTRIBUTION (MC-HILL 68)	MASON-RATH	12
DT00-0-5-01	WHOLSALING (GREGG DIV MCGRAW-HILL)	ERTEL KENNETH	4
DT00-0-5-01	YANKEE STOREKEEPER (MCGRAW-HILL 1946)	GOULD A E	1
DT00-0-5-02	PARTICIPATION ACT: FUND/DIST (PROJ 10TH)	VA DE STATE DEPT	41
DT00-0-5-03	DIST. ED. NOTEBOOK (STUDENT WORKBOOK)	RATH-MASON	1
DT00-0-5-03	MARKETING I-TEACHER MANUEL (NON-COOP)	N C DEPT OF PUBLIC I	1
DT00-0-5-03	SUGG PROGRAM OF STUDY-TWO YEAR HS DE	OHIO ST DEPT OF EDUC	2
DT00-0-5-03	DIST ED TRAINING GUIDES	HAINES AND TEDDER	6
DT00-0-5-03	TEACHER'S MANUEL-DE I (COOP)	N C DEPT OF PUB INST	1
DT00-0-5-03	TEACHER'S MANUEL-DEII (COOP DE LEVEL II)	N C DEPT OF PUBLIC I	1
DT00-0-5-03	RELATED GUIDE-DISTRIBUTIVE EDUCATION(59)	MISSOURI ST DEPT OF	1
DT00-0-5-03	DISTRIBUTION 1 AND 2 SYLLABUS	N Y STATE EDUC DEPT	2
DT00-0-5-03	SUGG CURRIC GUIDE FOR H S DIST ED (1965)	MICHIGAN ST UNIVERSI	1
DT00-0-5-03	SUGGESTED HS RELATED CURRICULUM FOR DE	LA STATE DEPT OF EDU	6
DT00-0-5-03	CURRIC FOR DE 2ND YEAR COOP (COLORADO)	COLO STAT BD FOR COM	1
DT00-0-5-03	DIST FOR YOUNG WORKERS 1ST YR COOP CURR	ALA STATE DEPT OF ED	1
DT00-0-5-03	RETAIL PROBLEMS & PROJECTS (2ND ED.)	RICHERT & STONER	8
DT00-0-5-03	DIST ED UNIPAC (ORIENTATION)	OHIO MAT LAB	1
DT00-0-5-04	MARKETING PROJ&ACT?PROJ RECORDS (GREGG)	RICHERT-STONER-BROWN	18
DT00-0-5-04	RETAIL MERCHANDISING (SOUTH-WEST 1957)	WINGATE JOHN	1
DT00-0-5-60	A SET OF 8 COLOR FILMSTRIPS IN DE	UNIV ED/VISUAL ARTS	1

SUBJECT MATTER: DISTRIBUTIVE EDUCATION - TECHNICAL

CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
DT00-0-6-01	RETAIL MANAGEMENT (IRWIN 1967)	JONES FRED M	1
DT00-0-6-01	MODERN MARKETING THOUGHT - 2ND ED - 1969	WESTING-ALBAUM	1
DT00-0-6-01	MARKETING- PRINCIPLES & METHODS (IRVING)	PHILLIPS	2
DT00-0-6-01	CURR GUIDES FOR OHIO DE (OHIO MAT LAB)	WALTERS JAMES	1
DT00-0-7-01	BASIC RETAILING (PRENTICE-HALL 1951)	PACKER HARRY Q	1
DT00-0-7-01	RETAILING-PRINCIPLES & PRACTICES (GREGG)	RICHERT	1
DT00-0-7-01	RETAILING (PRENTICE-HALL) 1971	PINTEL	1
DT00-0-7-01	DYNAMICS OF RETAILING (FAIRCHILD 1963)	GOLD ED	1
DT00-0-7-01	CASHIER WRAPPER PACKER MANUEL	THALHIMERS	1
DT00-0-7-01	RETAIL MERCHANDISING (SOUTHWEST 1951)	WALTERS R G	1
DT00-0-7-01	RETAIL MERCHANDISING (SOUTHWESTERN 1968)	WINGATE-SAMPSON	1
DT00-0-7-01	RETAIL MERCHANDISING (SOUTHWEST 1943)	WALTERS R G	2
DT00-0-7-03	TRAINING FOR PART-TIME EMPLOYMENT (1966)	STATE DEPT OF EDUCAT	19
DT00-0-7-03	JINGLE BELLS- PRE-XMAS TRAING (OHIO MAT)	RICH	1
DT00-0-7-03	MONTGOMERY WARD RETAIL INDUCTION	OHIO MAT LAB	1
DT00-0-7-03	SEARS RETAIL INDUCTION	PALCHO-MATTINGLY	1
DT00-0-7-04	RETAIL MERCHANDISING (SOUTHWEST 1963)	WINGATE JOHN W	4
DT00-0-7-05	WOMENS WEAR DAILY (SUBSCRIPTION)	FAIRCHILD PUBLICATIO	1
DT00-0-7-07	MARKETING & DISTRIBUTION (MC-HILL 1969)	WARNER DANIEL S	1
DT00-9-5-05	DECA DISTRIBUTOR	DE CLUBS OF AMERICA	1
DT01-0-5-07	SOCIAL DEVELOPMENT	MISC CONTRIBUTORS	4
DT01-1-5-01	PERS DEV FOR YOUNG MEN (TEXAS 1968)	BURBRINK P W	2
DT01-1-5-03	DEVELOPMENT OF PERS CHAR FOR EMPLOYABIL.	VA ST DEPT ED	22
DT01-1-5-03	STEPPING UP WITH D E	USOE	10
DT01-1-5-03	SELF APPRAISAL AS STEP TWRDS WRLD OF WRK	VA ST DEPT	21
DT01-1-5-03	BASIC INST FOR PERSONAL EMPLOYABILITY	USOE	4
DT01-1-5-03	PERSONAL QUALITIES FOR SUCCESS IN DIST	UNIV OF TEX MAT LAB	1
DT01-1-5-04	YOUR ATTITUDE IS SHOWING	CHAPMAN ELWOOD	2
DT01-1-5-04	CREATIVE THINKING (OHIO LABORATORY)	SUMMA BRUCE L	1
DT01-1-5-07	PHYSICAL CHARACTERISTICS	MISC CONTRIBUTORS	11
DT01-1-5-07	PERSONALITY DEVELOPMENT	MISC CONTRIBUTORS	3
DT01-1-5-07	MENTAL CHARACTERISTICS	MISC CONTRIBUTORS	9
DT01-1-5-60	CLOTHING COMMUNICATES	J C PENNY CO	1
DT01-1-6-30	POWER TO THE INSPIRED SALESMAN	SUCCESS MOTIVATION I	1
DT01-1-6-31	IMPROVING ABILITY TO PERSUADE	HIGHLANDER 3M	1
DT01-1-6-31	SECRETS OF A WINNING SALES PERSONALITY	LACY JACK ICI	1
DT01-1-6-31	NO2 HOW A SALESMAN VIEWS SELLING	CONCERTAPE	1
DT01-1-7-03	PRE-EMPLOYMENT TRAINING	VA ST DEPT ED	7
DT01-1-7-03	PUBLIC RELATIONS FOR RETAIL EMPLOYEES	UNIV OF TEXAS	1
DT01-1-7-03	PERSONAL DEVELOPMENT FOR ADULTS	OHIO MAT LAB	1
DT01-2-5-03	SCHOOL & COMM RELATIONSHIPS (2ND ED 69)	UNIV OF TEX MAT LAB	1
DT01-2-5-03	ETHICS FOR DE STUDENTS	OHIO MAT LAB	2
DT01-2-5-03	SCHOOL & BUS RELATIONSHIPS (SEPT 1962)	UNIV OF TEX MAT LAB	2
DT01-2-5-03	UTILIZING THE CASH REGISTER	MISS CURR LAB	1
DT01-2-5-07	HUMAN RELATIONS	MISC CONTRIBUTORS	17
DT01-2-6-01	PRACTICAL BUSINESS PSYCHOLOGY (GREGG 51)	LAIRD-LAIRD	1
DT01-2-6-12	CUSTOMER RELATIONS TRANSPARENCIES	VCU/DE 3M	1
DT01-2-7-03	SUPERVISORY HUMAN RELATIONS	VA ST DEPT ED	2
DT01-2-7-03	HUM REL FOR SUPERMARKET PERSONNEL	USOE	1

SUBJECT MATTER: DISTRIBUTIVE EDUCATION - TECHNICAL

CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
DT01-2-7-03	HUMAN RELATIONS IN DE	VA ST DEPT ED	20
DT01-3-3-03	ORIENTATION TO THE DE PROGRAM	CALIF STATE DEPT OF	1
DT01-3-3-03	EMPLOYMENT ORGANIZATION-TEACHER'S GUIDE	MICH STATE UNIV	1
DT01-3-5-01	CAREER INFORMATION (AMERICAN VOC ASSOC)	HARRIS E EDWARD	114
DT01-3-5-01	CAREERS IN HOTEL AND RESTAURANTS	LATTIN GERALD W	1
DT01-3-5-01	INTRO TO SUPERMARKET OCCUP. 1967	BUTT-HAILES-HEMENWAY	1
DT01-3-5-01	CAREERS IN MARKETING (MC-HILL 1971)	BIKKIE JAMES A	5
DT01-3-5-01	EXPLORATORY BUSINESS (GREGG-MCGRAW 1956)	DAME-PATRICK-GRUBES	4
DT01-3-5-01	YOUR JOB IN DIST (GREGG-MCGRAW 1968)	BEAUMONT-LANGAN	5
DT01-3-5-03	EDUCATION FOR DISTRIBUTION	VA ST DEPT ED	55
DT01-3-5-03	ORIENTATION TO COOP DE	VA ST DEPT OF ED	25
DT01-3-5-03	KINS OF EMPLOYMENT IN DISTRIBUTION	DE VA STATE DEPT	25
DT01-3-5-03	SECURING EMPLOYMENT IN DE	VA ST DEPT ED	24
DT01-3-5-03	BUSINESS BEHALIOR (SOUTHWESTERN-1964)	RENNEAULT	1
DT01-3-5-03	GETTING THE RIGHT JOB	RICH J R - OHIO MAT	1
DT01-3-5-03	THE HOW IN PARLIAMENTARY PROCEDURES (69)	TEXAS MAT LAB	1
DT01-3-5-04	CAREERS FOR YOUTH	NAT RESTAURANT ASSOC	2
DT01-3-5-07	CAREER BRIEFS IN WHOLESALE	MISC CONTRIBUTORS	3
DT01-3-5-07	CAREER BRIEFS IN RETAIL TRADE	MISC CONTRIBUTORS	17
DT01-3-5-07	CAREER BRIEFS IN TRANSPORTATION	MISC CONTRIBUTORS	2
DT01-3-5-07	CAREER BRIEFS IN REAL ESTATE	MISC CONTRIBUTORS	4
DT01-3-5-07	CAREER BRIEFS-RECREATION AND TOURISM	MISC CONTRIBUTORS	1
DT01-3-5-07	CAREER BRIEFS IN PETROLEUM	MISC CONTRIBUTORS	2
DT01-3-5-07	CAREER BRIEFS IN PERSONAL SERVICES	MISC CONTRIBUTORS	6
DT01-3-5-07	CAREER BRIEFS IN INSURANCE	MIS CONTRIBUTORS	10
DT01-3-5-07	CAREER BRIEFS-INTERNATIONAL TRADE	MISC CONTRIBUTORS	2
DT01-3-5-07	CAREER BRIEFS-HARDWARE	MISC CONTRIBUTORS	3
DT01-3-5-07	CAREER BRIEFS-HOME FURNISHINGS	MISC CONTRIBUTORS	3
DT01-3-5-07	CAREER BRIEFS-INDUSTRIAL MARKETING	MISC CONTRIBUTORS	2
DT01-3-5-07	CAREER BRIEFS-GENERAL MERCHANDISE	MISC CONTRIBUTORS	12
DT01-3-5-07	CAREER BRIEFS-FINANCE AND CREDIT	MISC CONTRIBUTORS	3
DT01-3-5-07	CAREER BRIEFS IN DIST. ED	MISC CONTRIBUTORS	29
DT01-3-5-07	CAREER BRIEFS-FLORISTRY	MISC CONTRIBUTORS	4
DT01-3-5-07	CAREER BRIEFS-FOOD SERVICES	MISC CONTRIBUTORS	6
DT01-3-5-07	CAREER BRIEFS-APPAREL AND ACCESSORIES	MISC CONTRIBUTORS	5
DT01-3-5-07	CAREER BRIEFS-AUTOMOTIVE	MISC CONTRIBUTORS	5
DT01-3-5-07	SECURING EMPLOYMENT	MISC CONTRIBUTORS	44
DT01-3-5-07	CAREER BRIEFS IN ADVERTISING	MISC CONTRIBUTORS	10
DT01-3-5-10	OCCUP EDUC STOCKER IN SUPERMARKET	EYE GATE HOUSE	1
DT01-3-5-10	CAREERS IN THE DEPARTMENT STORE	FAIRCHILD	1
DT01-3-5-12	WHOLESALING JOBS	VCU/DE	1
DT01-3-5-12	VARIETY STORE JOBS	VCU/DE	1
DT01-3-5-12	RESTAURANT JOBS	VCU/DE	1
DT01-3-5-12	FOOD STORE JOBS	VCU/DE	1
DT01-3-5-12	DEPT STORE JOBS	VCU/DE	1
DT01-3-5-12	TYPES OF WORKERS	VCU/DE	1
DT01-3-5-12	MOTEL/HOTEL JOBS	VCU/DE	1
DT01-3-5-12	SERVICE STATION JOBS	VCU/DE	1
DT01-3-5-31	GROCERY STORE CLERK (VG739)	IMPERIAL INTNATL LEA	1

SUBJECT MATTER: DISTRIBUTIVE EDUCATION - TECHNICAL

CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
DT01-3-5-31	RETAIL SALESWOMAN (VG729)	IMPERIAL INTNATL LEA	1
DT01-3-5-31	ADVERTISING (VG701)	IMPERIAL INTNATL LEA	1
DT01-3-5-43	OCCUP EDUC VARIETY STORE	EYE GATE HOUSE	1
DT01-3-5-43	THE JOB INTERVIEW	EYE GATE HOUSE	1
DT01-3-5-60	SELLING:A GOOD WAY TO EARN A LIVING	OLCOTT FORWARD INC	1
DT01-3-5-60	PLANNING FOR A JOB INTERVIEW	J C PENNY	1
DT01-3-5-60	PLANNING FOR A CAREER IN FASHION MDSING	J C PENNY CO	1
DT01-3-6-01	OCCUPATIONAL PLANNING FOR WOMEN	ZAPOLEAN MARGARET W	1
DT01-3-6-01	DEPT STORE AS A VOC FOR COLL TRAINED MEN	BENT DANA P	1
DT01-3-6-01	HOW TO GET THE RIGHT JOB IN SELL&MARK 65	BUCHANAN C B	1
DT01-3-6-01	WILL H BELK (VANREES PRESS 1950)	BLYTHE LEGETTE	1
DT01-3-6-01	EXECUTIVE PROFILE (MCGRAW-HILL 1967)	FAMULARO - ATKINSON	1
DT01-3-6-01	YOUR FUTURE IN INSURANCE (ROSEN PR 1965)	SOMMER-KEDZIE	1
DT01-3-6-01	CAREER OPPORTUNITIES (FERGUSON 1970)	WIGGS GARLAND D	1
DT01-3-6-01	AIM FOR A JOB IN RESTS & FOOD SERVICES	WESTBROOK JAMES H	1
DT01-3-6-01	YOUR CAREER IN ADVERTISING (MESSNER-66)	JOHNSON GEORGE	1
DT01-3-6-01	YOUR FUTURE IN HOTEL MANAGEMENT	SONNABEND ROGER	1
DT01-3-7-01	IMPROVE YOUR DOUBLE TALK	VA ST DEPT DE	1
DT01-3-7-02	OPPORTUNITIES IN SALES CAREERS	HAAS KENNETH B	1
DT01-3-7-02	HOTEL AND MOTEL INDUSTRY (UNIV PUB 1967)	HENKIN SHEPARD	1
DT01-3-7-02	ADVERTISING CAREERS (UNIV 1968)	CLARKE GEORGE L	1
DT01-9-5-03	PARLIAMENTARY PROCEDURES (1948)	VA ST DEPT ED	38
DT01-9-5-12	DIST ED (SET OF 4)	DCA ED PRODUCTS	1
DT02-1-3-06	CASH REGISTER OPERATION-POSITION	NCR	17
DT02-1-5-01	ARITHMATIC FOR BUSINESS AND CONSUMER USE	HUFFMAN - WHALE - TW	1
DT02-1-5-01	ARITH FOR DIST (MAN & ANS BK JULY 1963)	TEXAS MAT LAB	4
DT02-1-5-01	ESSENTIALS OF BUS. MATH (GREGG)	ROSENBERG	1
DT02-1-5-01	ESSENTIAL BUSINESS MATHMATICS (WILEY 65)	LAYTON W D	1
DT02-1-5-01	MATHMATICS IN MARKETING (GRG-MC-HILL 70)	LOGAN-FREEMAN	7
DT02-1-5-02	APPLICATION TO BUS IN SECONDRY SCHOOLS	SHEEN-FRAKES-CRESCI	1
DT02-1-5-03	BASIC MATH OF DIST (2ND ED 1968)	UNIV OF TEX MAT LAB	31
DT02-1-5-03	ARITHMATIC FOR DIST (1ST ED 1964)	UNIV OF TEX MAT LAB	17
DT02-1-5-03	APP ARIT FOR DIST (STUD STDY GDE-ANS BK)	TEXAS MAT LAB	1
DT02-1-5-03	BUS MATH UNIT OF INSTRU	CALIF STATE DEPT OF	1
DT02-1-5-03	INTRO TO MATH OF DISTRIBUTION (1967)	MICH STATE UNIV	1
DT02-1-5-03	RETAIL ARITHMATIC (1953)	VA ST DEPT OF EDUC	15
DT02-1-5-04	APPLIED BUS MATH (SOUTHWESTERN 1965)	PIPER-GRUBER	1
DT02-1-5-04	MATHMATICS FOR BUSINESS OCCUPATIONS	HUFFMAN - WHALE - TW	1
DT02-1-5-04	BUSINESS MATHEMATICS (MCGRAW-HILL-1958)	ROSENBERG-LEWIS	1
DT02-1-5-04	PROGRAMMED BUS MATH-SETSI-3 AND MANUEL	HUFFMAN H-SCHMIDT J	1
DT02-1-5-05	MATHEMATICS OF DIST (1ST ED SEPT 1962)	TEXAS MAT LAB	4
DT02-1-5-06	PROGRAMMED BUSINESS MATHEMATICS (1962)	HUFFMAN-SCHMIDT	1
DT02-1-5-06	PROGRAMMED BUSINESS MATHEMATICS (1968)	HUFFMAN-SCHMIDT	1
DT02-1-5-07	MATHEMATICS	MISC CONTRIBUTORS	12
DT02-1-6-01	BUS. MATH FOR COLLEGES (SOUTHWESTERN-66)	RICE-BOYD-MAYNE	1
DT02-2-5-01	COMMUNICATIONS IN MARKETING (MCGRAW-HIL)	ROWE-JIMERSON	8
DT02-2-5-01	TELETRAINING FOR BUS STUDIES	AMER TEL & TELG	5
DT02-2-5-03	COMM ORAL & WRITTEN	UNIV OF TEX MAT LAB	32
DT02-2-5-03	STORE SPEECH	VA ST DEPT ED	37

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CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
DT02-2-5-03	COMM IN DIST (2ND ED 1969)	UNIV OF TEX MAT LAB	30
DT02-2-5-03	COMM IN DIST (1ST ED SEPT 1962)	TEXAS MAT LAB	4
DT02-2-5-03	COMM FOR DE STUDENTS	OHIO MAT LAB	2
DT02-2-5-03	TELL IT WELL TO SELL IT WELL	INST MAT LAB U TEXAS	3
DT02-2-5-07	COMMUNICATIONS	MISC CONTRIBUTORS	42
DT02-2-6-01	BUSINESS & PROFESSIONAL SPEECH COMM	ZELK-DANCE	1
DT02-2-6-03	DATA COMMUNICATIONS IN BUSINESS	GENTLE EDGAR C JR	1
DT02-2-7-01	HOW TO BECOME A SUCCESSFUL SPEAKER	ZELKS HAROLD P	1
DT02-2-7-01	EFFECTIVE LETTERS	N Y LIFE INSURANCE C	1
DT02-2-7-03	DIST OCC CURR GDE SECT 1&2 (ORL-WR COMM)	USOE	1
DT02-2-7-03	COMM FOR LEADERSHIP	MCGRAW-HILL	4
DT02-2-7-04	BUSINESS ENGLISH (GRGG-MC-HILL 1966)	FINCH ROBERT	1
DT02-2-7-31	HOW TO SELL AN IDEA	SECORD A-INT COMM IN	1
DT03-0-5-01	FACTS ABOUT MERCHANDISE (PRENT.-HALL 67)	LOGAN WILLIAM B	2
DT03-0-5-01	FACTS ABOUT MERCHANDISE (PRENT.-HALL 62)	LOGAN-MOON	3
DT03-0-5-04	KNOW YOUR MERCHANDISE (GRGG-MC-HLL 1964)	WINGATE-GILLESPIE-AD	3
DT03-0-5-07	PRODUCT/SERVICE TECH-GENERAL	MISC CONTRIBUTORS	15
DT03-0-7-01	MERCHNDSE INFO FOR SUCC SELL (PR-HLL 49)	PACKER-HITCHCOCK	1
DT03-0-7-03	MDSE INF III PRODUCT INFO WORKSHOP	VA ST DEPT ED	21
DT03-0-7-03	MERCHANDISE INFO I GENERAL	VA ST DEPT ED	26
DT03-0-7-03	MDSE INF II STANDARDS-GRADES & LABELS	VA ST DEPT OF EDUC	28
DT03-1-5-07	PRODUCT TECHNOLOGY-TEXTILES	MISC CONTRIBUTORS	19
DT03-1-5-10	TEXTILES:FROM SOURCE TO CONSUMER	FAIRCHILD	1
DT03-1-5-10	FASHION IN THE MAKING	FAIRCHILD	1
DT03-1-5-20	FASHION AND FABRICS	J C PENNY CO	1
DT03-1-5-43	YOUNG FASHION FORCAST FALL 1971	SEARS	2
DT03-1-6-01	FIBER TO FABRIC (GREGG DIV-MC-HILL 1967)	POTTER M D	4
DT03-1-6-01	FIBER TO FABRIC (GREGG DIV-MC-HILL 1959)	POTTER-CORBMAN	1
DT03-1-6-01	MEN'S FURNISHINGS (UNIV OF TEXAS 1956)	LUTER ROBERT R	1
DT03-1-6-01	FABRIC ALMANAC (FAIRCHILD 1966)	KLAPPER MARVIN	1
DT03-1-6-01	FIBERS AND FABRICS	UNIV OF TEX INST MAT	1
DT03-1-6-01	INTRODUCTION TO TEXTILES (WILEY 1960)	STOUT EVELYN E	1
DT03-1-6-01	MARKETING TEXTILES (FAIRCHILD-1970)	RUHM	1
DT03-1-6-01	TEXTILE FABRICS & THEIR SELECTION	WINGATE I B	1
DT03-1-6-01	FIBER TO FABRIC (GREGG PUB 1945)	POTTER M D	1
DT03-1-7-03	WHY CLINICS ON NEW FABRICS	VA ST DEPT ED	4
DT03-2-5-07	PRODUCT TECHNOLOGY-NON-TEXTILES	MISC CONTRIBUTORS	18
DT03-2-7-01	LETS TALK LAUNDRY (MYCROFT 1957)	DEARMOND FRED	1
DT03-2-7-02	LETS SELL ICE CREAM (MYCROFT 1960)	HENNERICH GEORGE E	1
DT03-2-7-02	LETS TALK PETROLEUM (1958 MYCROFT)	OKEMM JAMES	1
DT03-2-7-02	LETS TALK SOFT DRINKS (MYCROFT 1960)	GINSBERG B	1
DT03-2-7-02	LETS TALK BAKING (MYCROFT 1958)	BROWN HARRY N	1
DT03-2-7-02	COSMETIC MERCHANDISING MANUAL	COTY INC	1
DT03-3-5-04	SERVICE STATION TRAINING	INST MAT LAB TEXAS	1
DT04-0-5-03	ECONOMICS FOR YOUNG WORKERS (1966)	USOE	28
DT04-0-5-07	ECONOMICS-GENERAL	MISC CONTRIBUTORS	16
DT04-1-3-03	THE COMMON MRKT & IND TRADE - TCH MANUEL	STRIETELMEIER JACK	1
DT04-1-3-03	OUR FREE ENTERPRISE SYSTEM	WIGIT DAVID J	1
DT04-1-5-03	HOW OUR BUS SYS OPERATES (TEXAS 1956)	DUPONT I E	3

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CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
DT04-1-5-03	OUR SYSTEM OF DIST (UNIV OF CAL 1965)	ERNEST JOHN	4
DT04-2-5-01	CASEBOOK IN BUS HIS & ECON CONCEPTS	HIDY RALPH W	1
DT04-2-5-01	ECON. FOR DE & TRANS. MASTERS (OHIO LAB)	STRIETELMEIER, JACK	3
DT04-2-5-01	THE ECONOMICS OF MARKETING	KLAURENS MARY K	6
DT04-2-5-03	CHANNEL AND CAREERS IN DISTRIBUTION	VA ST DEPT ED	34
DT04-2-5-03	DISTRIBUTION IN A FREE ECONOMY	VA ST DEPT ED	35
DT04-2-5-03	ORG OF DISTRIBUTION BUSINESSES	VA ST DEPT ED	36
DT04-2-5-03	IMPORTANCE OF DISTRIBUTION IN AMERICA	VA ST DEPT ED	38
DT04-2-5-03	KINDS OF DISTRIBUTIVE BUSINESSES	VA ST DEPT ED	51
DT04-2-5-03	MRKTING IN OUR ECON	UNIV OF TEX MAT LAB	2
DT04-2-5-03	DISTRIBUTION IN OUR ECONOMY (SEPT 1964)	UNIV OF TEX MAT LAB	9
DT04-2-5-03	FREEWAYS OF DIST 1ST YR COOP CURR	ALA STATE DEPT OF ED	2
DT04-2-5-03	BASIC ORG OF DISTRIBUTION (1962)	OHIO MAT LAB	2
DT04-2-5-07	ECONOMICS OF MARKETING	MISC CONTRIBUTORS	10
DT04-2-5-12	CHANNELS OF DIST 501-503 (SET OF 3)	DCA ED PRODUCTS	1
DT04-2-6-01	GETTO MARKETPLACE (FREE PRESS 1969)	STURDIVANT FRED D	1
DT04-3-5-07	FINANCIAL INSTITUTIONS & MONEY	MISC CONTRIBUTORS	41
DT04-4-5-03	BASIC AMERICAN GOVT FOR DE	PALMER ROY E JR	2
DT04-4-5-07	GOVERNMENT AND ECONOMICS	MISC CONTRIBUTORS	13
DT04-4-5-07	ECONOMICS-INTERNATIONAL TRADE	MISC CONTRIBUTORS	4
DT04-5-5-01	EVERYDAY CONSUMER BUSINESS (TCH MANUEL)	SCOTT-KANE-KIRK-BUCK	1
DT04-5-5-01	TEACHING A COURSE IN PERSONAL ECONOMICS	CANFIELD JAMES	1
DT04-5-5-04	MONEY MANAGEMENT	T C DENNISON CO	7
DT04-5-5-07	IMPORTANCE OF STUDYING ECONOMICS	MISC CONTRIBUTORS	4
DT04-5-5-07	FOUNDATIONS OF ECONOMICS & SYSTEMS	MISC CONTRIBUTORS	8
DT04-5-5-07	CONSUMER ECONOMICS	MISC CONTRIBUTORS	10
DT04-5-5-60	RETAILING SERVES THE CUSTOMER	PENNY J C	1
DT05-0-5-07	MANAGEMENT-GENERAL	MISC CONTRIBUTORS	21
DT05-0-6-01	SMALL BUSINESS OPERATION (PRENT-HALL 46)	LAWYER KENNETH	1
DT05-0-6-01	MANAGING FOR RESULTS 1964	DRUCKER PETER F	1
DT05-0-7-05	JOURNAL OF RETAILING	N Y UNIVERSITY	3
DT05-1-5-03	BUS ORG - UNIPAC (OHIO MAT LAB)	MARTEL IRA	1
DT05-1-5-03	STORE OPERATIONS & MANAGEMENT (1959)	VA ST DEPT ED	20
DT05-1-5-04	SERVICE STATION OPERATION & MANAGEMENT	FOLTZ NOBLE	4
DT05-1-5-07	MANAGEMENT-FRANCHISING	MISC CONTRIBUTORS	4
DT05-1-5-07	MANAGEMENT-ORG OF DIST BUSINESSES	MISC CONTRIBUTORS	21
DT05-1-5-10	SHOPPING CENTERS SMALL SHOP, BIG IMPACT	FAIRCHILD	1
DT05-1-6-01	BUSINESS (MCGRAW-HILL 1958)	TONNE HERBERT A	6
DT05-1-6-01	INTRODUCTION TO BUSINESS (IRWIN 1965)	JUCIUS MICHAEL J	1
DT05-1-6-01	BETTER BUSINESS ORGANIZATION	GARDNER NEELY D	1
DT05-1-6-01	BUS. PRINCIPLES & MGM. (SOUTHWEST-1961)	SHIET, BERNARD A.	1
DT05-1-6-01	COLLEGE BUS. ORGAN.& MGM.(INSTRTRS-3RD)	ROBINSON	1
DT05-1-6-01	READINGS IN MANAGEMENT (SOUTHWESTERN-63)	RICHARDS-NIELANDER	1
DT05-1-6-01	INTRO TO BUS ENTERPRISE (WILEY 1960)	MCNAUGHTON WAYNE L	1
DT05-1-6-01	UP THE ORGANIZATION (A A KNOPE 1970)	TOWNSEND ROBERT	1
DT05-1-6-01	RETAIL MANAGEMENT (IRWIN 1967)	JONES FRED	1
DT05-1-6-01	ORG FOR MARKETING (GREGG-MCGRAW 1971)	ELY VK	4
DT05-1-6-04	WORKBOOK-APPLIED BUSINESS LAW	FISK MCKEE	1
DT05-1-6-04	UNDERSTANDING BUS. LAW (MCGRAW-HILL-57)	SCHNEIDER, ARNOLD E.	1

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CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
DT05-1-6-04	ESSENTIALS OF BUSINESS LAW (GREGG)	ROSENBERG	1
DT05-1-6-04	BUS. PRINCIPLES & MGM. (SOUTHWEST-1967)	SHIET, BERNARD A.	2
DT05-1-6-04	BUSINESS (MCGRAW-HILL-1963 SET)	TONNE-SIMON-MCGILL	2
DT05-1-7-01	RETAIL PERSONNEL MANAGEMENT (MC-HLL 51)	SPRIEGAL-TOWNE	1
DT05-1-7-01	SMALL BUSINESS MANAGEMENT (DELMAR 65)	HAILES WILLIAM D JR	1
DT05-1-7-04	SMALL BUSINESS MANAGEMENT (DELMAR 65)	HAILES WILLIAM D JR	2
DT05-1-7-07	ADULT -FOOD SERVICES MANAGEMENT	NATL RESTAURANT ASSO	5
DT05-1-7-30	TOUGH-MINDED MANAGEMENT	SUCCESS MOTIVATION I	1
DT05-2-5-01	READINGS IN SUPERVISORY PRACTICE	COLLEGE OF ST THOMAS	1
DT05-2-5-03	HOW TO INTERVIEW	STATE DEPT OF EDUCAT	18
DT05-2-5-07	MANAGEMENT - PERSONNEL	MISC CONTRIBUTORS	70
DT05-2-5-30	OPPORTUNITY MAKES THE THIEF	MERCHANDISER FILM PR	1
DT05-2-6-01	TESTING SELECTING EMP FOR SUPERIOR PERF	SMI	1
DT05-2-6-01	PERSONAL PROBLEMS OF MANAGEMENT	SMI	1
DT05-2-6-01	RETAIL PERSONNEL RELATIONS (PRENT-HALL)	ROBINSON	1
DT05-2-6-01	JOB DESCRIPTIONS (1961)	TIPPETT DALE M	2
DT05-2-6-01	NATURE & CHAR OF MID MGMT IN RET DEPT ST	SAMSON - UNIV OF WIS	4
DT05-2-6-01	PERSONNEL PRINCIPLES AND POLICIES	YODER DALE	1
DT05-2-6-01	PERSONNEL PRINCIPLES - POLICIES	YODER DALE	1
DT05-2-6-02	HOW TO PREPARE YOUR EMPLOYEE HANDBOOK	NAT STATIONARY & OFF	1
DT05-2-6-02	SO THEY MADE YOU A SUPERVISOR (1969)	BLACK JAMES M	1
DT05-2-6-31	PREVENTATIVE SHOPLIFTING TRAINING	SMI	1
DT05-2-6-31	NO3 RECRUITMENT AND SELECT OF SALESMEN	CONCERTAPE	1
DT05-2-6-31	SUPERVISING SALESMEN	HIGH FIDELTY	1
DT05-2-7-01	SUPERVISOR SURVIVAL KIT	CHAPMAN ELWOOD - SRA	1
DT05-2-7-01	EMPLOYEE ATTITUDE (1938)	NATL RETAIL DRY GOOD	1
DT05-2-7-02	THE SRA ATTITUDE SURVEY	SRA	1
DT05-2-7-02	TOUGH TRAINING & FREEDOM TO ACT	SCHMIDT CARL	1
DT05-2-7-03	SUPERVISORY LEADERSHIP	DE VA STATE DEPT	10
DT05-2-7-03	SUCCESS AND FAILURE FACTORS	SMALL BUS ADMINISTRA	2
DT05-2-7-03	PERSONNEL MANAGEMENT (ADM MGMT PROG - 6)	SMALL BUS ADMINISTRA	2
DT05-2-7-03	HOW TO CONDUCT MEETINGS	VA ST DEPT ED	7
DT05-2-7-03	HOW TO SUPERVISE EMPLOYEES	VA ST DEPT ED	19
DT05-2-7-03	TECHNIQUES OF JOB ANALYSIS	UNIV OF TEX MAT LAB	3
DT05-2-7-30	THE GOLDEN RULE OF DISCIPLINE-SUPERVISOR	MERCHANDISER FILM PR	1
DT05-3-5-07	FINANCIAL MANAGEMENT	MISC CONTRIBUTORS	21
DT05-3-5-12	HOW ARE FUNDS INVESTED	VCU/DE	1
DT05-3-6-01	THE BULLS & THE BEARS (HAWTHORN)	PARODIS	1
DT05-3-6-01	RETAIL ACCOUNTING (PRENT-HALL 1934)	LYONS CECIL K	1
DT05-3-6-01	BASIC MATHMATICS FOR ADMINISTRATION	FOWLER F AND SANDBER	1
DT05-3-7-01	FINANCIAL REC KEEPING FOR SMALL STORES	RAGAN ROBERT C	1
DT05-3-7-01	BUYING&SELLING A SMALL BUSINESS (SBA)	BUNN VERNE A	1
DT05-3-7-03	TAXATION (ADM MGMT COURSE PROG - TOP.8)	SMALL BUS MANAGEMENT	1
DT05-3-7-03	FINANCING (ADM MGMT COURSE PROG-TOPIC 5)	SMALL BUS ADMINISTRA	1
DT05-3-7-30	MONEY MANAGEMENT FOR MOBIL DEALERS	MOBIL PRESENTATION	1
DT05-3-7-30	HOW TO PROSPECT YOUR WAY TO MILLIONS	SUCCESS MOTIVATION I	1
DT05-4-5-01	CREDIT & COLLECTIONS	DONALD P KOHNS	2
DT05-4-5-03	RETAIL CREDIT (1ST ED 1964)	UNIV OF TEX MAT LAB	30
DT05-4-5-03	CONSUMER FINANCE (1967)	VA ST DEPT ED	52

SUBJECT MATTER: DISTRIBUTIVE EDUCATION - TECHNICAL

CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
DT05-4-5-03	ROLE OF CREDIT IN SELLING (1967)	VA ST DEPT ED	155
DT05-4-5-04	BASIC RETAIL CREDIT (1968)	TEXAS INSTR MAT LAB	1
DT05-4-5-07	MANAGEMENT-CREDIT	MISC CONTRIBUTORS	32
DT05-4-6-01	CREDIT AND COLLECTIONS	KOHNS DONALD P	2
DT05-4-7-03	RECORDS AND CREDIT IN PROFITABLE MGMT	SMALL BUS ADMINISTRA	3
DT05-5-6-01	PRACTICAL GUIDE TO BETTER SALES MEETINGS	SMITH HOMER	1
DT05-5-7-01	SALES MGR MANUAL (MYCROFT PRESS 1959)	DEARMOND FRED	1
DT05-5-7-02	PERSONAL SUPERVISION OF OUTSIDE SALESMEN	LAPP CHARLES C	9
DT05-5-7-03	MOTIVATE FOR PROFIT (1967)	UNIV OF TEX MAT LAB	1
DT05-5-7-03	MANAGING TO SELL (ADM MGMT CRSE PROG-3)	SMALL BUS ADMINISTRA	1
DT05-5-7-31	NO 4 CONDUCTING SALES MEETINGS	HIGH FIDELITY	1
DT05-5-7-31	MO 1 MOTIVATION OF SALESMEN	CONCERTADE	1
DT06-0-6-01	MARKETS OF THE SIXTIES (HARPER-ROW 1960)	EDITORS OF FORTUNE	1
DT06-0-7-03	TRENDS IN DISTRIBUTION (1ST ED - 1969)	VA ST DEPT ED	20
DT06-1-5-03	MARKETING RESEARCH	ARIZ STATE DEPT OF E	1
DT06-1-6-01	MARKETING RESEARCH (GREGG-MC-HILL 69)	HARRIS E E	7
DT06-1-6-01	MARKETING RESEARCH (RONALD PRESS 1964)	FERBER-BLANKER-HOLLA	1
DT06-1-6-01	MARKET RESEARCH (RONALD PRESS 1966)	BARKSDALE-WEILBACHER	1
DT06-1-6-01	MARKETING RESEARCH (R D IRWIN INC 1964)	BOYD-WESTFALL	1
DT06-1-6-01	MARKETING-TEXT CASES AND READINGS	HANSEN HARRY	1
DT06-1-6-01	MARKETING RESEARCH (PRINE AND READ 60)	HOLMES PARKER M	1
DT06-1-6-01	MARKETING RESEARCH(2ND ED 1966)	HOLMES PARKER	1
DT06-1-6-04	MOD. MARKET. RESEARCH (TEXT & INST.M.)	SCHRIER, FRED T.	1
DT06-8-5-02	THE SEVENTH-DAY CREATION MARKETING PROJ	OHIO MAT LAB	1
DT06-8-6-02	ANALYSIS OF BETTER BUS. BUREAU (1967)	STEELE, RICHARD	1
DT06-8-6-07	MARKETING RESEARCH STUDIES	MISC CONTRIBUTORS	18
DT06-8-6-07	TRENDS IN MARKETING	MISC CONTRIBUTORS	26
DT07-0-5-07	MERCHANDISING-GENERAL	MISC CONTRIBUTORS	8
DT07-0-7-01	RETAIL MERCHANDISING (SOUTHWESTERN 1943)	WALTERS R G	2
DT07-0-7-04	RETAIL MERCHANDISING (SOUTHWESTERN 1963)	WINGATE JOHN	4
DT07-1-5-03	MERCHANDISING (TEACHING OUTLINE)	TEXAS MAT LAB	1
DT07-1-5-07	MERCHANDISING-BUYING FUNCTIONS	MISC CONTRIBUTORS	8
DT07-1-5-60	RETAIL BUYING	PENNY J C	1
DT07-1-6-01	BUYER'S MANUEL (1957)	MDSE DIV-NRMA	1
DT07-1-6-01	MERCHANDISING TECHNIQUES (MCGRAW-HILL42)	HOGADONE AND BECKLEY	1
DT07-1-6-01	PRICING DEC.& MARK. POLICY (PRENT-HALL)	PALDA KRISTIAN	1
DT07-1-6-01	BUYING&PRICING (GREGG-MCGRAW-HILL 1971)	DORR EUGENE	7
DT07-1-6-01	PRODUCT PLANNING (GREGG DIV-MC-HILL)	NYE BERNARD C	7
DT07-1-6-03	MERCHANDISING (JR COLLEGE SERIES)	TEXAS MAT LAB	1
DT07-1-6-03	MERCHANDISING - MARKETING STRATEGY (62)	TEXAS MAT LAB	1
DT07-1-6-03	FUNDAMENTALS OF BUYING	OHIO MAT LAB	1
DT07-1-6-03	MERCHANDISE CONTROL	ARIZ STATE DEPT OF E	1
DT07-1-7-03	MDSE I - HOW TO BUY (1949)	VA ST DEPT ED	1
DT07-2-5-10	COMPETING FOR THE MODERN SHOPPER	FAIRCHILD	1
DT07-2-5-12	PROFITABLE MERCHANDISING TECHNIQUES	FAIRCHILD	1
DT07-3-5-01	MDSE MATH MANUAL & TEST	CARLO-MURPHY	1
DT07-3-5-03	MERCHANDISE MATHMATICS (1969)	VA ST DEPT ED	36
DT07-3-5-07	MERCHANDISING - MATHEMATICS	MISC CONTRIBUTORS	4
DT07-3-5-12	MERCHANDISING MATH 301-305	DCA ED PRODUCTS	1

SUBJECT MATTER: DISTRIBUTIVE EDUCATION - TECHNICAL

CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
DT07-3-6-01	MERCHANDISING MATH FOR PROFIT	KREIGER-MURRAY	1
DT07-3-6-01	PROBLEMS IN RETAIL MERCHANDISING	GOLDENTHAL WINGATE S	1
DT07-3-6-01	PRACTICAL PROBLEMS IN RET MERCHANDISING	KREIGER M	1
DT07-3-6-01	MARK UP CALCULATOR (1949)	DELBRIDGE CAL SYS	1
DT07-3-6-01	MERCH. MATHEMATICS (SOUTHWESTERN)	PIPER	4
DT07-3-6-06	MARKUP MATHEMATICS	TEACHING SYSTEMS INC	1
DT07-3-7-01	MDSE ARITH FOR RETAIL TRAINING	NATL RETAIL DRY GOOD	1
DT07-3-7-01	PROFITS AND COST ANALYSIS	FLAHERTY RICHARD	1
DT08-0-5-01	DATA PROCESSING IN MARK (GRGG-MC-HILL)	WOOD MERLE	3
DT08-0-5-60	SALES SUPPORTING ACTVITIES	INTERNATIONAL FILM B	1
DT08-1-5-03	DATA PROCESSING AS IT APPLIES TO DISTRIB	SULLIVAN JANIE (1970	4
DT08-1-5-03	STORE OPERATION & MANAGEMENT (JAN 1959)	VA ST DEPT ED	20
DT08-1-5-07	SAFETY EDUCATION-OPERATIONS	MISC CONTRIBUTORS	4
DT08-1-5-07	OPERATIONS-FUNCTIONS	MISC CONTRIBUTORS	10
DT08-1-6-10	NEW STORE DIRECTIONS	FAIRCHILD	2
DT08-1-7-01	HOW TO MAKE HOME BUS PAY (PRENTICE-HALL)	ARTHUR JULIETTA	1
DT08-2-6-10	PROFILE OF A MODERN STORE	FAIRCHILD	2
DT08-3-5-01	MAT HANDLING - TRAF & TRANS ? WORKBOOK	TYLER-CORENTHAL	4
DT08-3-5-01	PHYSICAL DISTRIBUTION (GREGG-MC-HILL)	WALSH L A	8
DT08-4-5-01	GETTING MERCHANDISE READY FOR SALE	MOFFETT CAROL	1
DT08-4-5-03	SAFETY EDUCATION FOR DE	NADET	21
DT08-4-5-03	SLES SUPPORTING ACT & CUST SERV (JUN 59)	VA ST DEPT ED	29
DT08-4-5-03	RECEIVING CONTROLS-RECEV.MARK.STOCK.PRIC	PALCHO	1
DT08-4-5-03	STOCKKEEPING ON THE SELLING FLOOR (1960)	VA ST DEPT ED	19
DT08-4-5-07	OPERATIONS-SHOPLIFTING	MISC CONTRIBUTORS	18
DT08-4-7-02	MOD TECH IN MATERIALS (NRMA 1966)	HENLEY	1
DT08-4-7-03	SHOPLIFTING PREVENTION (1966)	VA ST DEPT ED	2
DT08-4-7-03	SHOPLIFTING PREVENTION SEMINAR	VA ST DEPT ED	1
DT08-4-7-06	UNDERSTANDING INVENTORY	TEACHING SYSTEMS INC	1
DT08-4-7-30	OPPORTUNITY MAKES THE THIEF	MERCHANDISER FILM PR	1
DT08-4-7-31	PREVENTATIVE SHOPLIFTING TRAINING	SUPERMARKET MGMT IST	1
DT08-5-5-01	CUSTOMER SERVICES (GREGG-MCGRAW-HILL)	BUCKNER LEROY	4
DT08-8-5-01	AREA OF DIST MANUEL-GIFT WRAPPING	OHIO MAT LAB	1
DT09-0-5-03	SALES PROMOTION IN DISTRIBUTION	VA ST DEPT ED	11
DT09-0-5-03	SALES PROMOTION (1ST EDITION 1964)	UNIV OF TEX MAT LAB	30
DT09-0-5-07	SALES PROMOTION-GENERAL	MISC CONTRIBUTORS	11
DT09-0-7-03	SALES PROMOTION ROUNDTABLE	VA ST DEPT ED	4
DT09-1-5-60	SUCCESSFUL SELLING IDEAS	FAIRCHILD	1
DT09-2-3-01	MARKETING SALES PROMO AND ADVERTISING	NOLAN-WARMKE	4
DT09-2-5-01	FUNDAMENTALS OF ADVERTISING (STHWEST 50)	NOLAN-ROWSE	1
DT09-2-5-01	ADVERTISING (1963)	TEXAS MAT LAB	1
DT09-2-5-01	MARKETING SALES PROMOTION & ADVERTISING	NOLAN CARROLL A	1
DT09-2-5-01	ADVERTISING (GREGG-MCGRAW-HILL 1970)	ANTRIM WM	14
DT09-2-5-02	ADV-TO PROMOTE YOUR BUS-TO SELL YOUR GDS	NCR	4
DT09-2-5-02	SUCCESSFUL STORE ADVERTISING	COLLINS KENNETH	1
DT09-2-5-02	ADVERTISING LAYOUT & COPY	OHIO MAT LAB	1
DT09-2-5-03	RETAIL ADVERTISING (1957)	VA ST DEPT OF ED	21
DT09-2-5-03	AD LAYOUT AND COPYWRITING (1967)	VA ST DEPT ED	59
DT09-2-5-07	ADVERTISING	MISC CONTRIBUTORS	43

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CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
DT09-2-5-12	ADVERTISING TRANSPARANCIES 701-705 SET	DCA ED PRODUCTS	1
DT09-2-5-12	ADVERTISING TRANSPARENCIES	VCU/DE	1
DT09-2-6-01	ADVERTISING (R D IRWIN INC 1950)	BORDEN NEIL	1
DT09-2-6-01	ADVERTISING (R.D. IRWIN-1967)	SANDAGE, C. H.	1
DT09-2-6-01	ADVERTISING COPY (HARPER AND BROS 1924)	HOTCHKISS GEORGE B	1
DT09-2-6-01	ADVERTISING TECHNIQUES (IRVIN - 1967)	ZACHER ROBERT V	1
DT09-2-7-01	COMPLETE INTRO TO FUND OF LAYOUT	WILLS F H	1
DT09-2-7-01	NAT COMPETITION OF OUTDOOR ADVRTISNG ART	NOONAN ANN F	1
DT09-2-7-01	RETAIL ADV. HOW-WHAT-WHY (1971 NRMA)	OCKO JUDY Y	1
DT09-2-7-01	ADVERTISING&COMPETITION (NYU PRESS 1967)	BACKMAN JULES	1
DT09-2-7-01	INTRO TO ADVERTING (MCGRAW-HILL 1947)	BREWSTER ARTHUR	1
DT09-2-7-01	SCIENTIFIC ADVERTISING (CROWN 1966)	HOPKINS CLAUDE	1
DT09-2-7-01	HOW TO UNITE A GOOD ADVERTISEMENT-(1962)	SCHWAB, VICTOR O.	1
DT09-2-7-02	OUTDOOR ADVERTISING DESIGN (1958)	GENL OUTDOOR ADV CO	1
DT09-2-7-02	THE 100 GREATES ADS (DOVER 1949)	WATKINS J L	1
DT09-2-7-02	DIRECT MAIL ADV BY RETAIL STORES 1967	NRMA	1
DT09-3-5-01	DISPLAY PROMOTION (GREGG - 1970)	SMITH GARY S	3
DT09-3-5-01	DESIGN IN THREE DIMENSIONS (DARIS 1965)	RANDALL AND HARRIS	1
DT09-3-5-02	DISPLAY SELLING	NCR	3
DT09-3-5-03	INTRO TO VIS MERCHANDISING & INSTR MAT	VA ST DEPT ED	10
DT09-3-5-03	VISUAL MDSE (1956)	VA ST DEPT OF ED	32
DT09-3-5-04	COLOR DYNAMICS KIT	TEXAS MAT LAB	2
DT09-3-5-05	DISPLAY WORLD-MONTHLY	DISPLAY PUP CO	1
DT09-3-5-07	VISUAL MERCHANDISING	MISC CONTRIBUTORS	29
DT09-3-5-12	VISUAL MERCHANDISING (9 TRANS.)	LRC VA COMM U	1
DT09-3-5-12	DISPLAY 201-205	DCA ED PRODUCTS	1
DT09-3-5-12	VA VISUAL MDSE TRANSPARENCIES 20	VCU/DE	1
DT09-3-5-12	DISPLAY VISUALS	VCU DE	1
DT09-3-5-60	DISPLAY ROUNDUP	FAIRCHILD	2
DT09-3-7-01	EXPLORING PAPER MACHE (DAVIS PUB 1955)	BETTS VICTORIA	1
DT09-3-7-01	LETTERING (DAVIS PUB 1958)	CATALDO JOHN	1
DT09-3-7-01	PRINCIPLES OF MERCHANDISE DISPLAY	MOORE PLASCO G	1
DT09-3-7-02	LETTERING TECHNIQUES (TEXAS 1965)	GUIMARIN SPENCER	1
DT09-4-7-01	PUBLIC RELATIONS HANDBOOK (PRENT-HLL 50)	LESLY PHILIP	1
DT09-4-7-01	CONTEMPORARY PUBLIC RELATIONS	HARLAN GENE	1
DT10-0-5-07	SELLING-GENERAL	MISC CONTRIBUTORS	23
DT10-1-0-23	KEYS TO GOOD SERVICE	BELL SYSTEM	1
DT10-1-5-01	FUNDAMENTALS OF SELLING (ST WKBK SW 69)	WINGATE-NOLAN	1
DT10-1-5-01	FUNDAMENTALS OF SELLING (SW 1953 6TH ED)	WALTERS-WINGATE	2
DT10-1-5-01	FUNDAMENTALS OF SELLING (SW 1959 7TH ED)	WINGATE-NOLAN	2
DT10-1-5-01	SALESMANSHIP FUND (GREGG 1965 WKBK INC)	ERNEST & DAVALL	3
DT10-1-5-01	SELLING TO TODAYS CUSTOMER (GINN 1942)	KNEELAND-BERNARDTALL	3
DT10-1-5-01	FUNDAMENTALS OF SELLING (ST WKBK SW 64)	WINGATE-NOLAN	5
DT10-1-5-01	BASIC SALES TECH (TEXAS 1970)	DENNISON WM C	1
DT10-1-5-01	THE HOWS OF SALESMANSHIP	KNAAK WILLIAM C	1
DT10-1-5-01	CREATIVE SELLING (GREGG DIV MCGRAW-HILL)	ERNEST JOHN	7
DT10-1-5-01	BASIC SALESMANSHIP (MC-HLL-GRGG 1969)	ERNEST JOHN W	9
DT10-1-5-02	NOTES FOR RETAIL SALES PEOPLE	OHIO MAT LAB	1
DT10-1-5-02	IDEA STIMULATORS FOR TEACHING SALESMNSHP	UNIV OF THE ST OF NE	1

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CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
DT10-1-5-03	ADVANCED SALES TECHNIQUES	LA STATE DEPT OF ED	1
DT10-1-5-03	THE SALES PROCESS TEACHING OUTLINE	MICH STATE UNIV	1
DT10-1-5-03	ADVANCED SELLING (1964)	UNIV OF TEX MAT LAB	2
DT10-1-5-03	BASIC SELLING (1962)	UNIV OF TEX MAT LAB	3
DT10-1-5-03	SELLING TODAY (1969)	VA ST DEPT OF ED	7
DT10-1-5-03	CUSTOMER'S VIEWPOINT IN SELLING	VA ST DEPT OF ED	22
DT10-1-5-03	SERV SELLING IN DIST (1965)	VA ST DEPT ED	28
DT10-1-5-03	RETAIL SALESMANSHIP TEACHING OUTLINE	CALIF STATE DEPT OF	1
DT10-1-5-06	RETAIL SALESMANSHIP 1970	F E HARTZLER	4
DT10-1-5-07	SELLING PROCESS	MISC CONTRIBUTORS	48
DT10-1-5-07	101 CASE PROBLEMS IN RETAIL SALES	INDIANA UNIV	5
DT10-1-5-60	DECISION MAKING FOR CONSUMERS	PENNY J C	1
DT10-1-6-01	SUCCESSFUL SALESMANSHIP	IVEY PAUL W	1
DT10-1-6-01	COLLEGE SALESMANSHIP (MCGRAW-HILL 1970)	HAMPTON ROBERT E	1
DT10-1-6-01	SALESMANSHIP:CONCEPTS MGMT & STRATEGY	THOMPSON WILLARD M	1
DT10-1-6-01	SELLING FASHION APPAREL (SOUTHWEST 1971)	MULLIKIN ELEANOR	1
DT10-1-6-02	SUCCESSFUL SELLING STRATEGIES (1957)	LAPP CHARLES L	1
DT10-1-6-10	BASIC RULES OF SELLING	FAIRCHILD	2
DT10-1-6-12	SALESMANSHIP (MASTERS-TRANS)	3M	1
DT10-1-6-12	BLUE PRINT FOR SELLING	VCU/DE	1
DT10-1-6-30	POWER TO THE INSPIRED SALESMAN	SUCCESS MOTIVATION I	1
DT10-1-6-30	HOW TO OVERCOME SALES OBJECTIONS	SUCCESS MOTIVATION I	1
DT10-1-6-30	SEVEN SECRETS OF SELLING TO WOMEN	SUCCESS MOTIVATION I	1
DT10-1-6-31	NO1 SALESMEN TODAY	CONCERTAPE	1
DT10-1-6-31	NO4 PLAN FOUNDATION FOR EFFECT SELLING	CONCERTAPE	1
DT10-1-6-31	NO10 HOW TO OVERCOME RESIST & OBJECTIONS	CONCERTAPE	1
DT10-1-6-31	NO1 MOTIVATION OF SALESMEN	CONCERTAPE	1
DT10-1-6-31	RETAIL SALES TRAINING	CASS	2
DT10-1-6-31	NO3 HOW TO OPEN AND CLOSE A SALE	CONCERTAPE	1
DT10-1-6-31	NO8 HOW TO LET YOUR WIFE HELP YOU SUCCED	CONCERTAPE	1
DT10-1-6-31	IMPROVING ABILITY TO PERSUADE	HIGHLANDER 3M	1
DT10-1-7-01	LET'S ANALYZE AND SELL (1950)	TEXAS MAT LAB	2
DT10-1-7-01	STORE SALESMANSHIP (GREGG-6TH ED.-1966)	ROBINSON	1
DT10-1-7-01	HINTS FOR THE NEW SALESMAN (U. OF PITTS)	RESEARCH BUR. FOR RE	1
DT10-1-7-01	HOW TO USE CREDIT TO HELP YOU SELL	WOOD JOSEPH L	1
DT10-1-7-01	TECH OF SELLING (UNIV OF PITTSBURG 1926)	RESEARCH BUREAU-RET	1
DT10-1-7-01	THE MORE YOU SHOW THE MORE YOU SELL	FRANCISCO L MERCER	1
DT10-1-7-01	THE VANISHING SALESMAN (MC-HILL 1962)	WEISS E B	1
DT10-1-7-01	SALES HORIZONS (PRENT-HALL 1958 2ND ED)	HAAS-PERRY	3
DT10-1-7-01	SALES HORIZONS (PRENT-HALL 1968 3RD ED)	HAAS-PERRY	1
DT10-1-7-01	GET THE PROSPECT TO HELP YOU SELL	HEGANTY EDWARD J	1
DT10-1-7-01	STORE SALESMANSHIP (GREGG-5TH ED.-1932)	ROBINSON	1
DT10-1-7-01	SALESMAN'S NEW COMPLETE IDEAS HANDBOOK	RAUX	1
DT10-1-7-01	RETAIL SALESPERSON AT WORK (1948)	BECKLEY DONALD K	1
DT10-1-7-02	SECURITIES AND INSURANCE SALES TECHINQUE	WILDER HENRY L JR	1
DT10-1-7-02	THE SALESMAN STORY	DUPONT I E	1
DT10-1-7-03	TELL IT WELL TO SELL IT WELL	UNIV OF TEX MAT LAB	3
DT10-1-7-03	SALESMANSHIP FOR DIRECT SELLING - 1963	CAL ST DEPT OF ED	1
DT10-1-7-03	MIRACLE SALES GUIDE 1963	PRENT-HALL	1

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CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
DT10-1-7-03	SELLING PEOPLE (MAY 1969)	UNIV OF TEX MAT LAB	4
DT10-1-7-03	CUSTOMER RELATIONS	VA ST DEPT ED	5
DT10-1-7-03	BLUEPRINT FOR SELLING (UNT & INST MAT)	VA ST DEPT ED	26
DT10-1-7-03	PROFESSIONAL SELLING TODAY (1956)	VA ST DEPT ED	34
DT10-1-7-05	SALESMANS OPPORTUNITY MAGAZINE	COLONY HOUSE INC	1
DT10-1-7-06	SALESMANSHIP (1965)	KANSAS ST TEACHER'S	3
DT10-1-7-06	PROG INST COURSE FOR D'E STUDENT	BLYTH JOHN W	4
DT10-1-7-06	SUCCESSFUL RET SALESMANSHIP (TCH GUIDE)	WIGGS GARLAND	1
DT10-1-7-31	HOW TO OPEN AND CLOSE A SALE	LAPE C - INT COMM IN	1
DT10-1-7-31	NO11 IMPORT OF A PROP ATTITUDE TO SELLNG	CONCERTAPE	1
DT10-1-7-31	HOW TO OVERCOME PRICE RESISTANCE	GORDON TIM	1
DT10-1-7-31	NOTHING HAPPENS TIL SOMEBODY SLLS SMTHNG	MOTLEY RED INT. COMM	1
DT10-2-1-01	PEDDLERS & VENDERS (MCGRAW-HILL)	ERODOES RICHART	1
DT10-2-5-03	ORGANIZATION FOR SELLING (1957)	VA ST DEPT ED	21
DT10-2-5-07	SELLING-TYPES OF QUALIFICATIONS	MISC CONTRIBUTORS	21
DT10-2-5-07	DIRECT OR OUTSIDE SALES	MISC CONTRIBUTORS	10
DT10-2-5-60	A GOOD WAY TO EARN A LIVING (SELLING)	OLCOTT FORWARD	1
DT10-2-6-04	HOME FURNISHING SALES TRAINING KIT	TEXAS MAT LAB	1
DT10-2-6-04	AUTO PARTS COUNTERMAN KIT	TEXAS MAT LAB	1
DT10-2-6-04	PAINT & WALLPAPER SALES KIT (1955)	TEXAS MAT LAB	1
DT10-2-6-04	JEWELRY SALES TRAINING KIT	TEXAS MAT LAB	1
DT10-2-6-31	NO7 HOW TO ADD SOME EXPERT TOUCHES	CONCERTAPE	1
DT10-2-6-31	NO4 CONDUCTING SALES MEETINGS	HIGH FIDELTY	1
DT10-2-7-01	FARM & GARDEN SUPPLIES SALES KIT (1969)	SULLIVAN JAMES M	1
DT10-2-7-01	PAINT POWER & HOW TO SELL IT	KENT LENORE	1
DT10-2-7-01	DRUG SALES MANUAL	TEXAS MAT LAB	1
DT10-2-7-01	SALESMEN IN THE MAKING MYCROFT (1956)	DEARMOND FRED	1
DT10-2-7-01	SALES MGR MANUAL (MYCROFT PRESS 1959)	DEARMOND FRED	1
DT10-2-7-02	WAY OF A WINNER (MYCROFT PRESS 1956)	BRUN HARRY	1
DT10-2-7-02	ROUTE SALESMAN'S YEAR (MYCROFT PRESS)	DEARMOND FRED	1
DT10-2-7-02	PERSONAL SUPERVISION OF OUTSIDE SALESMEN	LAPP CHARLES C	9
DT10-2-7-02	WAKE UP & SELL (MYCROFT 1959)	DEARMOND FRED	1
DT10-2-7-02	SELLING SENSE FOR ROUTE SALESMAN (1951)	DEARMOND FRED	1
DT10-2-7-31	NO6 HOW TO USE QUEST TO INPROVE SELLING	CONCERTAPE	1
DT11-0-5-01	WOMEN'S READY-TO-WEAR MANUEL & ANSWER BK	KISHI LOUISE	1
DT11-0-5-01	IS THE FASHION BUSINESS - YOUR BUSINESS	FRIED ELEANOR	1
DT11-0-5-03	BASIC FASHION TRAINING	U TEXAS MAT LAB	1
DT11-0-5-07	FASHION MERCHANDISING-SPECIALIZED AREA	MISC CONTRIBUTORS	20
DT11-0-6-01	INTERIOR DECOR	CRANE ROSS	1
DT11-0-6-01	ARTS OF COSTUME AND PERSONAL APPEARANCE	MORTON GRACE MARGARE	1
DT11-0-6-01	SELLING FASHION APPAREL (SOUTHWEST 71)	MULLIKIN ELEANOR	1
DT11-0-6-01	THE GRAND VENTURE (BOBBES-MERRILL 1963)	ARESTY ESTHER B	1
DT11-0-6-01	INSIDE THE FASHION BUSINESS (WILEY-65)	JARNOW-JUDELLE	1
DT11-0-6-01	I HAVEN'T A THING TO WEAR (TANDEM 1968)	KEITH JUDITH	1
DT11-0-6-01	FASHION ACCESSORIES (PRENTICE-HALL 1954)	GILLESPIE KAREN	1
DT11-0-6-01	FASHION MERCHANDISING (MCGRAW-HILL 1971)	TROXELL-JUDELLE	2
DT11-0-6-01	DRESS ADORNMENT & THE SOCIAL ORDER	ROACH-EICHER-WILEY &	1
DT11-0-6-04	PAINT AND WALLPAPER (1955)	TEXAS MAT LAB	1
DT11-0-6-04	HOME FURNISHINGS SALES TRAINING KIT	TEXAS MAT LAB	1

SUBJECT MATTER: DISTRIBUTIVE EDUCATION - TECHNICAL

CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
DT11-0-6-04	JEWELRY SALES TRAINING KIT	TEXAS MAT LAB	1
DT11-0-7-01	NEW HORIZONS FOR SALES LEADERSHIP	NAT RETAIL FURNITURE	1
DT11-1-5-04	SERVICE STATION TRAINING	TEXAS MAT LAB	1
DT11-1-5-04	SERVICE STATION OPERATION AND MANAGEMENT	FOLTZ NOBLE	4
DT11-1-5-07	PETROLEUM DISTRIBUTION-SPECIALIZED AREA	MISC CONTRIBUTORS	11
DT11-1-5-10	FASHION IN THE MAKING	FAIRCHILD	1
DT11-1-6-04	AUTO PARTS COUNTERMAN	TEXAS MAT LAB	1
DT11-1-7-02	LET'S TALK PETROLEUM (MYCROFT 1958)	OKEMM JAMES	1
DT11-2-7-03	PREP SECURITY DEALERS COURSE	NORFOLK,VA DE DEPT	1
DT11-2-7-07	INSURANCE & SECURITIES SALES COURSES	MISC CONTRIBUTORS	1
DT11-3-5-01	INTO TO SUPERMKT OCC (DELMAR 1967)	BUTT-HAILES-HEMENWAY	1
DT11-3-5-01	INDUSTRIAL CAFET.& REST. WORKERS MANUAL	ROSENFELD	1
DT11-3-5-01	FOOD DISTRIBUTION	E HAMPE-M WITTENBERG	5
DT11-3-5-07	FOOD DISTRIBUTION-SPECIALIZED AREA	MISC CONTRIBUTORS	29
DT11-3-6-01	SUPERMARKETS OF THE SIXTIES (VOL. 1&2)	SUPER MARKET INSTITU	1
DT11-3-6-04	MODERN SUPERMARKET OPERATION (1965)	TEXAS MAT LAB	1
DT11-3-6-04	SELF STUDY PROG. RET. FOOD STORE OPER.	QUAKER OATS CO. 1965	2
DT11-3-6-04	PRODUCE-CASE,PREPARATION AND MERCHNDSNG	TEXAS (1970)	1
DT11-3-6-04	STOCKING MARKING & DISPLAYING FOR FD STR	TEXAS (1958)	1
DT11-3-7-01	VOC ED FOR THOSE IN RET GROCERY BUSINESS	NAT ASSOC OF RETAIL	1
DT11-3-7-01	PROFESSIONAL RESTAURANT SERVICE	HARRIS ELLEN	1
DT11-3-7-01	HUM REL IN THE REST IND (MC-HILL 1948)	WYTHE WILLIAM	1
DT11-3-7-01	A SYSTEM OF EMPLOYEE TRAINING FOR RESTS.	NAT RESTAURANT ASSOC	1
DT11-3-7-01	LET'S SELL ICE CREAM (ICE CR MERC INST)	HENNERICH GEORGE E	1
DT11-3-7-01	LET'S TALK BAKING (MYCROFT PRESS 1958)	BROWN HARRY N	1
DT11-3-7-01	GROCERY DISTRIBUTION STUDY & ATLAS	SMI	1
DT11-3-7-01	SUPERMARET-CHECKER ED	NATL CASH REGISTER	1
DT11-3-7-01	MEAT DEPT MGMT 1957	SUPERMARKET MGMT INS	1
DT11-3-7-01	FREEDOM OF CHOICE-12TH BIEN GROC ST (67)	THIS WEEK-UN NEWSP M	1
DT11-3-7-01	MANAGEMENT OF CONFLICT(1970)	SUPERMARKET MGMT INS	1
DT11-3-7-01	LET'S TALK SOFT DRINKS (MYCROFT PRES 60)	GINSBERG,B	1
DT11-3-7-01	OPERATIONS MANUAL-PRODUCE MGR	SUPERMARKET MGMT INS	1
DT11-3-7-01	FOOD DISTRIBUTION (NTL ASSC FOOD CHAINS)	HAMPE E AND WITTENBE	5
DT11-3-7-02	ESSENTIALS TO GOOD TABLE SERVICE - 1960	CORNELL UNIV	2
DT11-3-7-02	FOOD SERVICE INDUSTRY (1961)	USOE	1
DT11-3-7-03	TRAINING GUIDE-RESTAURANT SALES PERSONN.	VOC ED INDIANA U	1
DT11-3-7-03	HUM REL FOR SUPERMARKET PERSONNEL	USOE	1
DT11-3-7-03	SERVICE SELLING IN SUPERMARKET (1962)	STATE DEPT OF EDUC	7
DT11-3-7-03	FOOD SERVICE SELLING	UNIV OF TEX INST MAT	1
DT11-3-7-03	FOOD SERV SELLING	VA ST DEPT ED	12
DT11-3-7-06	HOW TO WEIGH PRODUCE 1968	NATL CASH REGISTER	1
DT11-3-7-07	ADULT - FOOD SERVICES MANAGEMENT	NATL RESTAURANT ASSO	5
DT11-4-7-01	HOTEL MAINTENANCE & ENGINEERING	AM HOTEL ASSOC	1
DT11-4-7-01	ESTAB & OPERATING A RESTAURANT (1957)	US DEPT OF COMMERCE	1
DT11-4-7-01	INTERPRETING OUR HERITAGE (UNC PR 1957)	TILDEN FREEMAN	1
DT11-4-7-01	CATALOG - EDUCATIONAL INSTITUTE 1970	AM HOTEL-MOTEL ASSOC	2
DT11-4-7-01	TRNING FD SER PERS FOR HOSPITALITY IND	USOE	7
DT11-4-7-02	CASE STUDY IN HUMAN RELATIONS	AM HOTEL ASSOC	3
DT11-4-7-02	THE CORRECT MAID AHRENS PUB CO 1965	PFEIFFER-VOEGLE	1

SUBJECT MATTER: DISTRIBUTIVE EDUCATION - TECHNICAL

CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
DT11-4-7-03	TCH MAN - SUPERVISORY DEVEL PROGRAM	AM HOTEL ASSOC	1
DT11-4-7-03	HUMAN RELATIONS IN THE HOTEL INDUSTRY	AM HOTEL ASSOC	1
DT11-4-7-03	YOUR HOTEL AND ITS ECONOMY	AM HOTEL INST	1
DT11-4-7-03	COMMUNICATIONS - INSTRUCTOR'S GUIDE	AM HOTEL ASSOC	3
DT11-4-7-03	TOUR GUIDE TRAINING CONFERENCE	LA ST DEPT OF ED	1
DT11-4-7-03	TRAVEL INF INST (1961)	VA ST DEPT ED	9
DT11-4-7-07	ADULT HOTEL-MOTEL COURSES	MISC CONTRIBUTORS	4
DT11-4-7-07	ADULT RECREATION & TOURISM MANAGEMENT	MISC. CONTRIBUTORS	8
DT11-5-5-01	RETAILING (GREGG-5TH ED.-1968)	RICHERT	10
DT11-5-5-01	RETAILING (GREGG-4TH ED.-1962)	RICHERT-MEYER-HAINES	6
DT11-5-5-01	WHOLESALING (GREGG DIV MCGRAW-HILL)	ERTEL KENNETH	4
DT11-5-5-01	PROB & PROJ FOR RETAILING	RICHERT-MYERS-HAINES	7
DT11-5-5-01	RETAILING PRINCIPLES & PRACTICES	RICHERT-MYERS-HAINES	9
DT11-5-6-04	DIST ED DRUG MANUEL	TEXAS MAT LAB	1
DT11-5-7-01	FUNDAMENTALS OF RETAILING (MGRAW-HILL-65	SHAFFER, HAROLD	1
DT11-5-7-01	PRINCIPLES OF RETAILING (PITMAN-1955)	COMMITTEE ON RETAILI	1
DT11-5-7-01	THE VENDING INDUSTRY	OHIO MAT LAB	3
DT11-5-7-01	STORE TRAINING WORKBOOK (1957)	PITMAN PUB CO	4
DT11-5-7-03	TRAINING FOR SELF-SERVICE STORES	OHIO MATLAB (CURTIS	1
DT11-6-6-01	PAINT POWER AND HOW TO SELL IT	KENT LENORE	1
DT11-6-6-01	MANAGING A RETAIL HARDWARE STORE	NAT RET HARDWARE ASS	1
DT11-6-6-04	FARM HOME & GARDEN SUPPLIES (TEXAS 1969)	SULLIVAN JAMES M	1
DT11-8-6-04	NEWSPAPER CIRCULATION (UNIV OF TEX 1966)	TEX CIRC MANAGERS AS	1
DT11-8-7-02	LET'S TALK LAUNDRY (MYCROFT PRESS 1957)	DE ARMOND FRED	1
DT11-8-7-07	PLUMBING AND HEATING (ADULT-SALES)	MISC CONTRIBUTORS	2
DT11-8-7-07	DRY CLEANING MGMT FOLDERS (MISC)	NATL DRY CLEAN ASSOC	1
DT11-9-7-01	REAL ESTATE LICENSE PREPARATION	ELLIS JOHN T	1
DT11-9-7-01	BAS CRSE IN MD REAL ESTATE PRACTICES	ELLIS JOHN T	1
DT11-9-7-07	REAL ESTATE - ADULT COURSE MATERIALS	MISC CONTRIBUTORS	2

SUBJECT MATTER: TECHNICAL EDUCATION - TECHNICAL

CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
ET01-3-5-60	AN OVERVIEW OF TECHNICAL EDUCATION	GUIDANCE ASSOC	1

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SUBJECT MATTER: OFFICE OCCUPATIONS - PROFESSIONAL

CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
FP80-0-0-01	PRINCIPLES OF BUSINESS EDUCATION	NANASSY TONNE	1
FP80-0-5-01	PRINCIPLES AND PROBLEMS OF BUSINESS EDUC	NOLAN-HAYDEN-MALSBAR	1
FP80-1-0-02	TAXONOMY OF OFF ACTIV FOR BUS & OFF EDUC	HUFFMAN HARRY	1
FP80-1-0-02	DATA PROCESSING TASK INVENTORY	OHIO ST UNIV	1
FP80-1-0-02	SECRETARIAL SCIENCE TASK INVENTORY	OHIO ST UNIV	1
FP80-2-0-01	TESTING & EVALUATION IN BUSINESS EDUC	HARDAWAY MATHILDE	1
FP80-2-0-01	METHODS OF TEACHING BUSINESS SUBJECTS	TONNE-POPHAM-FREEMAN	2
FP80-2-7-01	HOW TO TEACH BUS SUBJECTS (1963)	CALIF ST DEPT OF ED	1
FP80-2-7-02	PROGRAMMED INSTRUCTION-DIST&OFF ED	CALIF ST DEPT OF ED	3
FP80-4-0-01	METHODS OF TEACH BUSINESS SUBJECTS 1965	TONNE-POPHAM-FREEMAN	1

SUBJECT MATTER: OFFICE OCCUPATIONS - TECHNICAL

FT02-1-5-04	BUSINESS PRACTICE SET	SOUTHWESTERN PUB	1
FT04-5-3-04	GEN. BUS. FOR EVERYDAY LIVING (MCGRAW-H)	PRICE-MUSSELMAN-HALL	1
FT21-1-5-01	CLERICAL PAYROLL PROCEDURES (1967)	SOUTHWESTERN-PENDRY	1
FT23-0-5-01	OFFICE CLERICAL SIMULATION PROJECT	LESTER-HILL CORP	25
FT24-0-5-01	FILING SYSTEMS AND RECORDS MANAGEMENT	KAHN GILBERT	1
FT24-0-5-01	PROJECTS IN CLERICAL RECORD KEEPING	SOUTHWESTERN	1
FT25-0-5-01	SECT OFFICE PRAC WORKBOOK	AGNEW-MEEHAN-OLIVERI	1
FT26-2-6-01	20TH CENTURY TYPEWRITING (9TH ED #1 & 2)	SOUTHWESTERN	1

SUBJECT MATTER: GEN.EDUC-RELATED TO VOC.EDUC - PROFESSIONAL

CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
GP00-0-0-02	UNDERSTANDING HOW GROUPS WORK	ADULT ED ASSOC OF US	1
GP00-0-6-01	THE TROUBLED CAMPUS (JOSSEY-BASS)	SMITH G KERRY ED	1
GP00-0-6-01	EXCELLENCE-CAN WE EQUAL & EXCELL,TOO	GARDNER JOHN	1
GP00-0-7-01	HANDBOOK OF ADULT EDUCATION	SMITH-AKEN-KIDD	2
GP02-2-0-01	EFFECTIVE SPEECH FOR TEACHERS 1970	ROBINSON & BECKER	1
GP80-0-0-01	THE REAL WORLD OF THE BEGINNING TEACHER	NAT COMM ON TCH ED P	2
GP80-0-0-01	TEACHER IN AMERICA	BARZUN JACQUES	1
GP80-0-0-02	THE REFORM OF URBAN SCHOOLS-SCH OF 70'S	NEA	1
GP80-0-0-02	YOUR FIRST YEAR OF TEACHING	LAMB MARION M	2
GP80-0-5-01	PRIN OF SECONDARY ED (MCGRAW-HLL 6TH ED)	BENT-KROMENBERG-BOAR	1
GP80-0-6-01	UTOPIAS & EDUCATION	OZMAN HOWARD	1
GP80-0-6-01	STUDENT TEACHER IN THE SECONDARY SCHOOL	GRIM & MICHAELIS	1
GP80-0-6-01	STUDENT TEACHING IN SECONDARY SCHOOLS	COOK-WILT-WOOTER	1
GP80-0-6-01	THE EDUCATION OF AMERICAN TEACHERS	CONANT JAMES B	1
GP80-0-6-02	STUDENT TEACHER & PROF ACTIVITIES	ASSOC FOR STUD TEACH	1
GP80-0-6-02	FERMENT IN THE PROF EDUC OF TEACHERS	STRATEMEYER FLORENCE	1
GP80-1-0-01	HUMANIZING THE SCHOOL-CURR DEV & THEORY	CRARY RYLAND W	1
GP80-1-0-01	INDIVIDUALIZING INSTRUCTION(1964)	ASSOC SUPERV & CURR	1
GP80-1-0-01	INDEX TO 35MM EDUCATIONAL FILMSTRIPS	NICEM	2
GP80-1-0-01	INDEX TO 16MM EDUCATIONAL FILMS	NICEM	2
GP80-1-0-01	ESTABLISHING INSTRUCTIONAL GOALS	POPHAM BAKER	3
GP80-1-0-01	PREP & USING INDIVLIZED LRNING PACKAGES	KAPFER AND OVAREL	3
GP80-1-0-01	INSTR DESIGN: PLAN FOR UNIT & COURSE DEV	KEMP JEROLD E	4
GP80-1-0-01	PLANNING AN INSTRUCTIONAL SEQUENCE	POPHAM BAKER	1
GP80-1-0-01	TAXONOMY OF EDUCATIONAL OBJECTIVES	KRATHWAHL-BLOOM-MASI	1
GP80-1-0-01	DEVEL CURR PROJ-DECISION PTS&PROCESSES	GROBMAN HOLDA	1
GP80-1-0-01	INSTRUCTION: SOME CONTEMPORARY VWPOINTS	SIEGEL LAWRENCE	1
GP80-1-0-01	SYSTEMATIC INSTRUCTION	POPHAM BAKER	4
GP80-1-0-02	PREPARATORY INSTRUCTIONAL OBJECTIVES	MAGER ROBERT F	7
GP80-1-0-02	CURRICULUM FOR THE 70'S (NEA 1970)	FOSHAY ARTHUR	1
GP80-1-0-02	ETHNIC MODIFICATION OF THE CURRICULUM	DUNFEE MAXINE	1
GP80-1-0-06	WRITING BEHAVIORAL OBJECTIVES (1971)	BARNES-NOBLE	2
GP80-1-0-06	WRITING BEHAVORIAL OBJECTIVES 1971	D E HERNANDEZ	2
GP80-1-0-53	DRY MOUNTING PRESS 190151	MCGRAW-HILL	1
GP80-1-0-80	16 MM PROJECTOR	BELL & HOWELL	2
GP80-1-5-02	THE ECONOMICS OF POLLUTION	WOLOZIN HAROLD	1
GP80-1-5-02	EDUC PROD REPORT - CONS EDUC MATERIALS	ED PROD INFO EXCH IN	1
GP80-1-6-01	THE CHANGING COLLEGE PREPARATORY CURRIC	UNKNOWN	1
GP80-1-6-01	COMPREHENSIVE JR COLL CURRIC (TEXAS)	REYNOLDS JAMES W .	1
GP80-1-7-12	POPHAMS INSTRUCTIONAL MODEL	VCU/DE	1
GP80-1-7-31	SCHOOLS FOR THE 70'S "THE CURRICULUM"	NEA	1
GP80-1-7-43	THE LESSON PLAN '4	VIS AIDS FOR TCH TRA	1
GP80-1-7-43	PLANNING A UNIT	BEL-MORT FILMS	2
GP80-1-7-60	DESIGNING EFFECTIVE INSTRUCTION	GEN PROG TCH COMM CL	1
GP80-2-0-01	INSTRUCTIONAL MEDIA AND CREATIVITY	TAYLOR-WILLIAMS	1
GP80-2-0-01	INDIVIDUALIZING EDUCATIONAL SYSTEMS	BISHOP LLOYD K	1
GP80-2-0-01	EDUCATIONAL TELEVISION IN VA 1968-69	VA ADV COUN ON EDUC	1
GP80-2-0-01	EVALUATION IN MODERN EDUCATION	WRIGHTSTONE-JUSTMAN-	1
GP80-2-0-01	DEVELOPMENTAL EFFORTS IN INDIV LEARNING	WEISGERBER ROBERT A	1

SUBJECT MATTER: GEN.EDUC-RELATED TO VOC.EDUC - PROFESSIONAL

CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
GP80-2-0-01	PREPARATION AND USE OF A V AIDS	PACKER HAAS	1
GP80-2-0-01	TCHING MACHINES & PROG LEARNING	GLASER ROBERT	2
GP80-2-0-01	INTERGROUP EDUCATION METHOD & MATERIALS	GRAMBS JEAN DRESDEN	2
GP80-2-0-01	TEACHING WITH FILMS	FERN-ROBBINS	2
GP80-2-0-01	MAKING THE CLASSROOM TEST	ED TESTING SERV.	20
GP80-2-0-01	EXPERT TEACHER ACTION PROGRAM	WASHINGTON EVA	4
GP80-2-0-01	A-V INSTRUCTION - MEDIA & METHODS	BENJAMIN HAROLD	5
GP80-2-0-01	EDUC MOTION PICTURES FOR VA PUB SCHOOLS	BUREAU OF TEACHING M	10
GP80-2-0-01	AUDIO-VISUAL MATERIALS	WITTICH-SCHULER	2
GP80-2-0-01	LEARNING FROM PICTURES	WILLIAMS CATHERINE	2
GP80-2-0-01	SIMPLIFIED TECH FOR PREP VIS INSTR MAT	MINOR ED	2
GP80-2-0-01	GUIDES TO EDUCATIONAL MEDIA	RUFSVOLD & GUSS	1
GP80-2-0-01	INSTRUCTIONAL MATERIALS - INTRO FOR TCHR	SHORES LOUIS	1
GP80-2-0-01	INDEX TO PRODUCERS & DISTRIBUTORS	NICEM	2
GP80-2-0-01	SENSITIVITY TRAIN AND THE LAB APPROACH	GOLEMBIEWSKI-BLUMBER	1
GP80-2-0-01	INDEX TO EDUCATIONAL RECORDS	NICEM	2
GP80-2-0-01	AUDIOVISUAL MACHINES (INT TEXTBOOK CO)	DAVIDSON RAYMOND L	2
GP80-2-0-01	INDEX TO EDUCATIONAL OVERHEAD TRANSP	NICEM	2
GP80-2-0-01	INQ IN SOC ST CLSSRM: STRAT FOR TEACHING	BEYER BARRY K	1
GP80-2-0-01	INDEPENT STUDY - BOLD NEW VENTURE	BEGGS-BUFFIE	1
GP80-2-0-01	AUDIOVISUAL METHODS IN TEACHING	DALE EDGAR	1
GP80-2-0-01	DEVEL QUES TECH: SELF-CONCEPT APPROACH	CARIN-SUND	1
GP80-2-0-01	INDEX TO EDUCATIONAL VIDEOTAPES	NICEM	2
GP80-2-0-01	INTEGRATED TEACHING MATERIALS	THOMAS-SWARTOUT	2
GP80-2-0-01	PROGRAMMED INSTRUCTION BOLD NEW VENTURE	CALVIN ALLEN D. ED.	1
GP80-2-0-01	INDIVIDUALIZING EDUCATIONAL SYSTEMS	BISHOP LLOYD K	1
GP80-2-0-01	NONVERBAL INTERACTION ANALYSIS	AMIDON PEGGY	1
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GP80-2-0-01	GAMUT OF GAMES	SACKSON SID	1
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GP80-2-0-01	WAYS OF TEACHING	HYMAN RONALD T	1
GP80-2-0-01	TESTING FOR TEACHERS (AMERICAN BOOK CO)	GARRETT HENRY	1
GP80-2-0-01	APPLIED IMAGINATION	OSBOM ALEX F	1
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GP80-2-0-01	FUND OF TEACHING WITH AV TECHNOLOGY	ERIKSON CARLTON W H	1
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GP80-2-0-01	CREATIVE VISUALS FOR TV	NEA A-V SERVICE	1
GP80-2-0-01	USING TELEVISION IN THE CLASSROOM	MIDWEST PROG ON AIR	1
GP80-2-0-01	LEARNING TO TEACH (HANDBOOK FOR BEGINNER	MULDOON MARY	1

SUBJECT MATTER: GEN.EDUC-RELATED TO VOC.EDUC - PROFESSIONAL

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GP80-2-0-02	MAN MEDIA AND MACHINE	JOYCE BRUCE R	1
GP80-2-0-02	GAMES FOR SECOND LANGUAGE LEARNING	DORRY GERTRUDE N	1
GP80-2-0-02	ON STAYING AWAKE : TALKS WITH TEACHERS	NEA	2
GP80-2-0-02	PRODUCING SLIDES AND FILMSTRIPS	KODAK	4
GP80-2-0-02	MAKING CLASSRM TESTIGUIDE FOR TEACHERS	ED TESTING SERVICE	36
GP80-2-0-02	TEACHER AIDES AT WORK	NAT COMM TCH ED & PR	1
GP80-2-0-02	HOW TO KEEP YOUR BULLETIN BOARD ALIVE	OHIO ST UNIV	2
GP80-2-0-05	THEORY INTO PRACTICE - EDUC TECHNOLOGY	OHIO ST UNIV	1
GP80-2-1-01	EVALUATING ELEMENTARY SCHOOL PUPILS	AHMANN-GLOCK-WARDEBE	1
GP80-2-5-01	SECONDARY SCHOOL TEACHING METHODS	CLARK-STARR	1
GP80-2-5-01	HANDBOOK FOR HIGH SCHOOL TEACHERS	HOOVER KENNETH H	1
GP80-2-5-02	IMPROV OF EVAL PROC OF TCH OF DIST & MAR	LUCAS-WEBER	27
GP80-2-6-01	MICRO TEACHING	ALLEN-RYON	1
GP80-2-6-02	GDE TO PROF EXC IN CLIN EXP IN TCH EDUC	EXEC COMM ASSOC FOR	1
GP80-2-6-02	STUDENT TEACHER AND TEAM TRAINING	ASSOC FOR STUD TEACH	1
GP80-2-7-01	METHODS IN ADULT EDUC	MORGAN-HOLMES-BUNDY	1
GP80-2-7-01	PRIN & METH IN ADULT EDUCATION	MUELLER A D	1
GP80-2-7-01	LRN BY CASE METH-PRAC APP FOR COMM LEADR	STENZEL-FEENEY	1
GP80-2-7-02	HOW TO TEACH ADULTS	ADULT ED ASSOC OF US	1
GP80-2-7-02	INDIVLIZED INSTR - MANUEL FOR ADMINISTR	EDLING JACK V	1
GP80-2-7-02	PROCESSES OF ADULT EDUCATION	VERNER COOLIE	1
GP80-2-7-02	CHARACTERISTICS OF TEACHER'S & METHODOL	PEARCE FRANK C	1
GP80-2-7-12	AIDS TO INSTRUCTION	VCU/DE	1
GP80-2-7-12	GOOD EXAMPLES PASSOUT MATERIALS	VCU/DE	1
GP80-2-7-30	EDUCATIONAL MEDIA	NEA	1
GP80-2-7-43	SOME PRINCIPLES OF TEACHING	VIS AIDS FOR TCH TRA	1
GP80-2-7-43	MAKING TEACHING EFFECTIVE	OHIO ST TEACHING AID	1
GP80-2-7-43	POINTS ON SLIDEFILMS	MCMILLA R	1
GP80-2-7-43	ASKING QUESTIONS	BEL-MORT FILMS	1
GP80-2-7-43	MAKE YOUR CHALK TALK	VIS AIDS FOR TCH TRA	2
GP80-2-7-43	EXPLAINING	BEL-MORT FILMS	2
GP80-2-7-44	METHODS OF TEACHING PARTS I-II-II	BEL-MORT FILMS	2
GP80-2-7-44	TECHNIQUES - (A-V)	OHIO ST TEACHING AID	1
GP80-2-7-44	EXCITING BULLETIN BOARDS	MCGRAW-HILL	1
GP80-2-7-53	TRANSPARENCIES: DIAZO PROCESS	MCGRAW-HILL/TEXT FIL	1
GP80-2-7-53	TRANSPARENCIES: HANDMADE METHOD	MCGRAW-HILL/TEXT FIL	1
GP80-2-7-53	PERMANENT RUBBER CEMENT MOUNTING	MCGRAW-HILL/TEXT FIL	1
GP80-2-7-53	TRANSPARENCIES: MOUNTING & MASKING	MCGRAW-HILL/TEXT FIL	1
GP80-2-7-53	DRY MOUNTING (HAND IRON)	MCGRAW-HILL/TEXT FIL	1
GP80-2-7-53	OVERHEAD PROJECTOR	MCGRAW-HILL/TEXT FIL	1
GP80-2-7-53	LETTERING: THE FELT TIP PEN	MCGRAW-HILL TEXT FIL	1
GP80-2-7-53	MOTION PICTURE PROJECTION PRAC PT I & II	MCGRAW-HILL/TEXT FIL	1
GP80-2-7-53	TRANSPARENCIES: ADDING COLOR	MCGRAW-HILL/TEXT FIL	1
GP80-2-7-53	MOUNTING:USING LAMINATION FILM	MCGRAW-HILL/TEXT FIL	1
GP80-2-7-53	LETTERING: WIRCO SIGNMAKER	MCGRAW-HILL/TEXT FIL	1
GP80-2-7-53	DRY MOUNTING (PRESS)	MCGRAW-HILL/TEXT FIL	1
GP80-2-7-53	BELL & HOWELL (MODEL 542) PARI I&II	MCGRAW-HILL/TEXT FIL	1
GP80-2-7-53	TAPE RECORDER	MCGRAW-HILL/TEXT FIL	1
GP80-2-7-53	LETTERING: FELT PEN APPLICATIONS	MCGRAW-HILL/TEXT FIL	1

SUBJECT MATTER: GEN.EDUC-RELATED TO VOC.EDUC - PROFESSIONAL

CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
GP80-2-7-53	35 MM FILMSTRIP PROJECTORS	MCGRAW-HILL/TEXT FIL	1
GP80-2-7-53	TRANSPARENCIES: MAKING OVERLAYS	MCGRAW-HILL/TEXT FIL	1
GP80-2-7-53	OPAQUE PROJECTOR	MCGRAW-HILL/TEXT FIL	1
GP80-2-7-53	TRANSPARENCIES: HEAT PROCESS	MCGRAW-HILL/TEXT FIL	1
GP80-2-7-53	SPLICING MAGNETIC TAPE	MCGRAW-HILL/TEXT FIL	1
GP80-2-7-53	2"X2" SLIDE PROJECTORS	MCGRAW-HILL/TEXT FIL	1
GP80-2-7-53	BELL & HOWELL MODEL 552 AUTOLOAD	MCGRAW-HILL/TEXT FIL	1
GP80-2-7-53	MOUNTING: OVERCOMING DRY MOUNTING PROB	MCGRAW-HILL/TEXT FIL	1
GP80-2-7-60	INDIVIDUALIZED INSTRUCTION (6 SCRIPTS)	NEA	1
GP80-2-7-60	EDUCATIONAL MEDIA	NEA	1
GP80-2-8-02	MEDIA & THE CULTURALLY DIFFERENT LEARNER	NEA	1
GP80-2-9-20	BRAINSTORMING	VCU/DE	1
GP80-4-0-01	HDBK FOR FORMATIVE&SUMMATIVE EVALUATION	BLOOM-HASTINGS-MADAY	3
GP80-7-0-01	EDUCATING THE ABLEST	GOWAN-TORRENCE,ED.	1
GP80-7-0-01	TEACHING: ESSAYS AND READINGS	YAMAMOTO KAORU	1
GP80-7-0-01	PSYCHOSOCIAL PRIN APPLIED TO CLSSRM TCH	WHITE WILLIAM F	1
GP80-7-0-01	THE PSYCHOLOGY OF PERCEPTION	VERNON M D	1
GP80-7-0-01	THE TEACHER AND INTEGRATION	NOAR G	1
GP80-7-0-01	EDUCATIONAL PSYCHOLOGY IN THE CLASSROOM	LINDGREN HENRY CLAY	1
GP80-7-0-01	TEACHING-VANTAGE POINTS FOR STUDY	HYMAN RONALD T	1
GP80-7-0-01	TRANSFER OF LEARNING	GROSE-BIRNEY	1
GP80-7-0-01	STUDENT&S DICT OF PSYCHOLOGICAL TERMS	ENGLISH H	1
GP80-7-0-01	TOWARD A THEORY OF INSTRUCTION	BRUNER JEROME S	1
GP80-7-0-01	MENTAL HEALTH IN THE CLASSROOM	BERNARD HAROLD W	1
GP80-7-0-01	CHANGING MAN'S BEHAVIOR	BECCH H R	1
GP80-7-0-01	READINGS IN SCHOOL LEARNING	AUSUBEL D	1
GP80-7-0-01	TAXONOMY OF EDUCATIONAL OBJECTIVES (I)	ENGELBERT-FURST-HILL	2
GP80-7-0-01	HANDBK OF FORM & SUM EVAL OF STUD LRNING	BLOOM-HASTINGS-MADAU	3
GP80-7-0-01	INSTRUCTIONAL SYSTEMS (BANATHY BELA H)	FEARON PUBLISHERS	4
GP80-7-0-01	DEVELOPING ATTITUDE TOWARD LEARNING	MAGER ROBERT	5
GP80-7-0-01	ANALYZING PERF PROB OR YOU REALLY OUGHTA	MAGER-PIPE	6
GP80-7-0-02	CHALLENGES TO EDUCATIONAL ADVANCE	ZIRBES LAURA	1
GP80-7-0-02	CONCEPTS & CONCEPT LEARNING-THEO IN PRAC	OHIO ST UNIV	1
GP80-7-0-02	THRY INTO PRAC-MOTIVATION: DESIRE TO LRN	OHIO ST UNIV	1
GP80-7-0-05	THRY INTO PRAC-TOWARD MORE HUMANE ENVIRN	OHIO ST UNIV	1
GP80-7-5-01	STUDENT TEACHING IN A SECONDARY SCHOOL	BROWN THOMAS	1
GP80-7-6-01	THE BEHAVIORAL SCIENCES AND EDUCATION	COLLEGE ADMISSIONS 1	1
GP80-7-7-02	ADULT LEARNING	LORGE-JENSEN-BRADFOR	1
GP80-7-7-02	PSYCHOLOGY OF ADULTS	LORGE-MCCLUSKY-JENSE	1
GP80-7-7-02	AMER IDEAS-ADULT ED 1710-1951 1959 ED.	COLUMBIA U TEACH.COL	8
GP80-7-7-12	THE PLANNING PROGRESS	VCU/DE	1
GP80-7-7-31	HUMANIZING TCHER-LRNING CLIMATE IN CLASS	CAHOON DAVID	1
GP80-7-7-44	DESIGNING EXAMINATIONS PARTS I & II	VIS AIDS FOR TCH TRA	1
GP80-7-8-60	TEACHING THE DISADVANTAGED.	NEA	1
GP80-7-9-07	PROGRAMS FOR DISADVANTAGED ADULTS	MISC CONTRIBUTORS	1
GP80-9-0-01	IDENTITY YOUTH AND CRISIS	ERIKSON ERIK H	1
GP80-9-0-01	THE LEFTOUTS DISAD CHILD-METRO SCHOOLS	SANDRA A WARDEN	1
GP80-9-0-01	EDUCATION MIRROR AND AGENT OF CHANGE	INLOW	1
GP80-9-0-01	URBAN EDUCATION	HEIDENREICH RICHARD	1

SUBJECT MATTER: GEN.EDUC-RELATED TO VOC.EDUC - PROFESSIONAL

CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
GP80-9-0-05	ED FOR SOCIALLY DISADVANTAGED CHILDREN	GLASS GENE V	1
GP80-9-3-01	PRIMER FOR THE INNER-CITY SCHOOL	MORINE-MORINE	1
GP80-9-5-01	MATURITY IN HIGH SCHOOL TEACHING	INLOW GAIL M	1
GP80-9-5-01	CONFLICT & DISSENT IN THE HIGH SCHOOLS	FISH KENNETH L	1
GP80-9-6-01	COLL TEACHING: ITS PRAC AND POTENTIAL	JUSTMAN-MAIS	1
GP80-9-7-01	AD ED: OUTLINES OF AN EMERGING FIELD	JENSEN-LIVERIGHT-HILL	1
GP80-9-7-01	A PHILOSOPHY FOR ADULT EDUCATION	BERGEIRN	1
GP80-9-7-03	I WANT TO LEARN	VIS AIDS FOR TCH TRA	1
GP82-1-0-01	GUIDANCE HANDBOOK (TENTATIVE)	ST DEPT OF ED GUID S	1
GP82-7-0-01	USING TESTS IN COUNSELING (APP-CROFT 61)	GOLDMAN LEO	1
GP82-7-0-01	PSYCHOLOGICAL TESTING (MCMILLAN 1954)	ANASTASI ANNE	1
GP82-7-0-01	GUIDANCE: PROGRAM DIRECTION & MGMT	PETERS-SHERTZER	1
GP82-7-6-01	COUNSELING IN SCHOOL & COLLEGE	COLLEGE ADMISSIONS B	1
GP82-7-6-01	THE SEARCH FOR TALENT 7	COLLEGE ADMISSIONS	1
GP82-7-7-60	ROLE OF COUNSELOR IN SECONDARY SCHOOL	GUIDANCE ASSOCIATION	1
GP82-8-0-02	EDUCATIONAL OPPORTUNITIES IN VIRGINIA	OLIVER BRUCE A	6
GP82-8-6-01	THE INTERACTION OF SCHOOL & COLLEGE	COLLEGE ADMISSIONS 3	1
GP82-8-6-01	THE GREAT SORTING	COLLEGE ADMISSIONS 2	1
GP82-8-6-01	COLLEGE ADMISSIONS	COLLEGE ADMISSIONS 4	1
GP82-8-6-01	COLLEGE ADMISSION	COLL ENTRANCE EXAM B	1
GP82-8-6-01	LOVEJOY'S COLLEGE GUIDE (1968)	LOVEJOY CLARENCE E	1
GP84-1-0-01	SCHOOL-COMMUNITY RELATIONS 1966	SUMPTON-ENGSTROM	1
GP84-1-0-02	PUBLICITY HANDBOOK	SPERRY & HUTCHINSON	159
GP84-2-7-31	STUDENT TEACHER RELATIONSHIPS AND ROLE	CAHOON DAVID	1
GP84-3-6-02	URBAN UNIV GROWING IN SERVICE IN VA	VCU	15
GP84-5-0-01	SCH COMMUNITY RELATIONS - A NEW APPROACH	SUMPTON-ENGSTROM	1
GP84-6-0-02	V E A INFORMATION	VA EDUCATION ASSOC	1
GP88-1-0-01	RESEARCH STUDIES IN EDUCATION (1967)	LYDA MARY LOUISE	1
GP88-1-0-01	RESEARCH STUDIES IN EDUCATION (1968)	LYDA MARY LOUISE	1
GP88-1-0-01	THE AMERICAN HIGH SCHOOL STUDENT	FLANAGAN JOHN C	1
GP88-1-0-01	RESEARCH STUDIES IN EDUCATION 1966	LYDA MARY LOUISE	1
GP88-1-0-01	INTERACTION ANALYSIS (THEORY RES & APP)	HOUGH-AMIDON	1
GP88-1-0-01	EDUC EVALUATION DECISION MAKING	STUFFLEBAUM-FOLEY-GE	1
GP88-1-0-02	PREDICTING TEACHER SUCCESS: INNER-CITY	STORM-LARIMORE	1
GP88-1-0-02	PACESETTERS IN INNOVATION	GARDNER JOHN W	1
GP88-1-0-05	EDUCATION REVIEW	OCHS DANIEL	1
GP88-1-0-05	AMERICAN EDUCATIONAL RESEARCH JOURNAL	HEATH ROBERT W	1
GP88-1-1-02	ENABLING TEACHER SUCCESS: INNER-CITY	STORM ROBERT D	1
GP88-1-6-01	THE SCIENCE OF EDUCATIONAL RESEARCH	MOULEY GEORGE J	3
GP88-1-6-01	THE RESEARCH PROCESS IN EDUCATION	FOX DAVID J	1
GP88-1-6-02	SPECTRUM: VCU FALL 1969	VA COMMONWEALTH U	1
GP88-2-0-01	LEADERSHIP FOR IMPROVING INSTRUCTION	ASSOC FOR SUP & CURR	1
GP88-2-0-02	OVERSEAS CHINESE EDUCATION IN INDONESIA	U S DEPT OF H E W	1
GP88-2-0-02	MAKING URBAN SCHOOLS WORK	WEINSTEIN-FATINI	1
GP88-2-0-02	CLASSROOM TEACHERS SPEAK ON OPP FOR RESP	NEA	1
GP88-2-0-02	CLASSRM TEACHERS SPEAK ON URBANIZATION	NEA CLASSROOM TEACHE	1
GP88-2-0-02	CHALLANGES TO ED ADVANCES	ZIRBAS LAURA	1
GP88-2-0-05	THE EDUCATIONAL FORUM	BROUDY HARRY S	1
GP88-2-0-07	PUBLIC EDUCATION IN VIRGINIA	VA STATE DEPT OF ED	2

SUBJECT MATTER: GEN.EDUC-RELATED TO VOC.EDUC - PROFESSIONAL

CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
GP88-2-0-07	EDUCATION IN GENERAL	MISC CONTRIBUTORS	13
GP88-2-5-01	OUR TIME IS NOW (NOTES FROM HS UNDRGRND)	BIRMINGHAM JOHN, ED.	1
GP88-2-6-01	PLANNING COLL POL FOR CRIT DECADE AHEAD	COLLEGE ADMISSIONS B	1
GP88-2-6-02	CHANGING PRAC IN EDUC FOR PROFESSIONALS	MAYHEW LOUIS	1
GP88-2-6-05	THRY INTO PRAC - GOVERNANCE IN HIGHER ED	OHIO ST UNIV	1
GP88-2-7-31	SCHOOL'S FOR THE 70'S "THE TEACHER"	NEA	1
GP88-2-7-43	"THE TEACHER"	VIS AIDS FOR TCH TRA	1
GP88-3-0-01	MAN ON CERT REQ FOR SCH PERS IN THE U S	NAT COMM ON TCH EDUC	1
GP88-3-0-02	CERTIFICATION REGULATION, VIRGINIA	VA STATE DEPT OF ED	1
GP88-3-0-02	COLLECTIVE BARGAINING IN PUBLIC EDUC	DEMPSEY-HARIMAN	1
GP88-4-0-01	ADMINISTERING HUMAN RESOURCES	TRUSTY FRANCIS M	1
GP88-4-0-01	ADMINISTERING INSTRUCTIONAL MEDIA PROG	ERICKSON CARLTON W H	1
GP88-4-0-01	THE PLANNING OF CHANGE	BENNIS-BENNE-CHIN	1
GP88-4-0-02	MANPOWER REPORT OF THE PRESIDENT	U S DEPT OF LABOR	1
GP88-4-0-02	EDUCATIONAL MANPOWER	COHEN WILBUR	1
GP88-4-0-02	VA FACTS & FIGURES,1971	VA COMMUNITY PLANNIN	10
GP88-4-0-02	VIRGINIA LOCAL SCHOOL DIVISIONS	MISC CONTRIBUTORS	99
GP88-4-0-07	VIRGINIA STATE-WIDE DATA & INFO	MISC CONTRIBUTORS	6
GP88-4-0-07	VA SMSA DATA SUMMARIES	VA EMP COMM	30
GP88-4-6-02	NEW ORDER IN STUDENT TEACHING	NAT ASSOC OF TCH EDU	1
GP88-5-0-01	EDUCATIONAL ADMINISTRATION	DETHY-OSTRANDER	1
GP88-5-5-01	PRIN. OF SECOND. EDUCATION 1970	BENT-KRONEBERG-BOMAN	1
GP88-6-7-01	A STUDY OF ADULT EDUCATION IN THE U S	LIVERIGHT A A	1
GP88-6-7-01	RECRUIT & TRAIN FOR PART-TIME EMPLOYMENT	VA DE	16
GP88-6-7-02	PARTICIPANTS IN ADULT EDUCATION	VERNER COOLIE	1
GP88-6-7-02	CONCEP SCHEME FOR IDEN & CLASS OF PROCSS	VERNER COOLIE	1
GP88-6-7-02	COMMUNITY AND ADULT EDUCATION	HALLENBECK-VERNER-LA	1
GP88-6-7-02	NEEDS OF PEOP & COMMUN AND ADULT EDUCATR	MISC CONTRIBUTORS	1
GP88-6-7-02	CONDITION WORKSHOPS AND INSTITUTION	MISC CONTRIBUTORS	1
GP88-6-7-02	PLANNING BETTER PROGRAMS	ADULT ED ASSOC OF US	1
GP88-6-7-02	GETTING AND KEEPING MEMBERS	ADULT ED ASSOC	1
GP88-6-7-02	CONFERENCES THAT WORK	ADULT ED ASSOC	1
GP88-6-7-02	ADMINISTRATION OF ADULT EDUCATION	VERNER COOLIE	1
GP88-8-0-01	SUPERVISORY LEADERSHIP IN EDUCATION 1968	R H HARRISON	1
GP88-8-0-01	HANDBOOK OF EDUCATIONAL SUPERVISION	MARKS-STOOPS-STOOPS	1
GP88-8-0-01	SUPERVISORY LEADERSHIP IN EDUCATION	HARRISON RAYMOND H	1
GP88-8-0-01	SCHOOL ADMINISTRATORS & INSTRUCTION	NETZER LANORE A	1
GP88-8-0-01	PROF GROWTH IN SERV OF SUPERV TEACHER	ASSOC OF STUD TEACHE	1
GP88-8-0-01	IMPROVING IN-SERVICE EDUCATION	RUBIN LOUIS	1
GP88-8-0-01	IN-SERVICE ED - GUIDE TO BETTER PRACTICE	HARRIS-BESSENT-MCINT	3
GP88-8-0-01	IN-SERVICE ED -MAT -GUIDE TO BETTER PRAC	HARRIS BESSANT MCINT	3
GP88-8-0-02	PERS ADM IN ST ED AGENCIES IN YRS AHEAD	MORRISETT LLOYD N	1
GP88-8-0-02	DIFFERENTIATED STAFFING	DEMPSEY-FLORINS	1
GP88-8-0-02	HOW PRINCIPALS CAN IMPROVE INSTRUCTION	BENJAMIN DAYTON	1
GP88-8-0-02	IN-SERVICE GROWTH OF SUPERVISORS	COMM OF VA TIDEWATER	1
GP88-8-0-07	EDUC ADMINISTRATION AND SUPERVISION	MISC CONTRIBUTORS	14
GP88-8-5-02	POSITION PAPER - THE SUPERVISORY TEACHER	ASSOC FOR STUD TEACH	1
GP88-8-6-01	CLIN EXP IN TCH FOR ST TEACHER OR INTERN	TANRUTHER EDGAR H	1
GP88-8-6-02	INTERNSHIPS IN TEACHER EDUC	ASSOC FOR STUD TEACH	1

SUBJECT MATTER: GEN.EDUC-RELATED TO VOC.EDUC - PROFESSIONAL

CATALOGUE-NO.	TITLE	AUTHOR	COPY
GP88-8-6-02	DIR OF STUD TCHING CHAR AND RESPONSIB	ASSOC OF STUD TEACHI	1
GP88-8-6-02	GUIDING STUDENT TEACHING EXPERIENCES	MILLIARD-DURRANCE	1
GP88-8-6-02	SUPERVISORY CONF AS INDIVUALIZED TCHING	BEBB-LOW-WATERMA	1
GP88-8-7-02	SUPERVISION AND CONSULTATION	MISC CONTRIBUTORS	1
GP88-9-0-02	MEMBERSHIP HANBOOK GDE FOR MEMB CHAIRMEN	SPERRY-HUTCHINSON	16

SUBJECT MATTER: GEN.EDUC-RELATED TO VOC.EDUC - TECHNICAL

GT01-1-6-01	HEALTHIER LIVING (2ND ED 1965)	SCHIFFERES JUSTUS JR	1
GT02-2-7-01	WRITER'S GUIDE & INDEX TO ENGLISH	PERRIN PORTER G	1
GT03-1-5-53	INPUT & OUTPUT PRODUCING A PRODUCT	EALING CORP	1
GT04-0-1-03	ELEMENTARY SCHOOL ECONOMICS (AUG 1967)	ST DEPT OF ED-ELEM E	2
GT04-1-5-43	COMMUNISM AS PRACTICED IN THE US	MCGRAW-HILL	1
GT04-1-5-43	WHAT COMMUNISM IS	MCGRAW-HILL	1
GT04-1-5-43	WHY STUDY COMMUNISM	MCGRAW-HILL	1
GT04-1-5-43	AMERICAN INDUSTRY	MCGRAW-HILL	1
GT04-1-5-43	ECONOMIC LIFE IN THE SOVIET UNION	MCGRAW-HILL	1
GT04-1-5-43	EMERGENCE OF INDUSTRIAL AMERICA	MCGRAW-HILL	1
GT04-1-5-43	BASIC IDEAS OF DEMOCRATIC ECONOMICS	MCGRAW-HILL	1
GT04-1-5-43	DEMOCRACY IN AMERICA	MCGRAW-HILL	1
GT04-1-5-43	COMPARATIVE ECONOMIC SYSTEMS	MCGRAW-HILL	1
GT04-1-5-44	THE WORLD OF ECONOMICS	MCGRAW-HILL	1
GT04-1-5-44	ECONOMICS-SERIES SET I AND II	MCGRAW-HILL	1
GT04-1-5-44	ECONOMICS OF OUR TIMES	MCGRAW-HILL	1
GT04-1-5-53	THE PRICE IS RIGHT SUPPLY DEMAND	EALING CORP	1
GT04-1-5-53	QUARTER COMES BACK	EALING CORP	1
GT04-3-5-44	US ECON IN ACTION:ROLE OF COMM BANK SYS	JOINT COUNCIL ON ECO	1
GT04-5-5-43	THE GREAT DEPRESSION	MCGRAW-HILL	1
GT04-5-5-44	U S ECON IN ACTION:ROLE OF CONSUMER	JOINT COUNCIL ON ECO	1
GT04-5-5-44	THE ROLE OF THE FEDERAL RESERVE SYSTEM	JOINT COUNCIL ON ECO	1
GT04-5-5-53	MONEY POOL INVESTMENT	EALING CORP	1
GT05-1-5-44	US ECON IN ACTION:ROLE OF CAP INVESTMENT	JOINT COUNCIL ON ECO	1
GT05-3-5-43	FEDERAL FINANCE	MCGRAW-HILL	1
GT09-1-5-53	COLOR RECEDING&ADVANCING	ENCYC-BRITAN ED CORP	1
GT09-1-5-53	COLOR:PRIM&SECONDARY	ENCYC-BRITAN ED CORP	1
GT09-3-5-01	ART & SCIENCE OF COLOR 1967	HELLMAN HAL	1

SUBJECT MATTER: TRADE AND INDUSTRIAL OCCUP. - PROFESSIONAL

CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
TP80-1-0-02	AUTOMOTIVE MECHANICS TASK INVENTORY	OHIO ST UNIV	1
TP80-2-0-01	TEACHING SHOP AND LABORATORY SUBJECTS	PAUTLER ALBERT J	2

SUBJECT MATTER: TRADE AND INDUSTRIAL OCCUP. - TECHNICAL

TT01-2-7-03	HUMAN RELATIONS TRAINING FOR SUP PERS	OHIO ST DEPT OF EDUC	1
TT65-0-5-60	QUALITY CONTROL	SINGER	1
TT65-0-5-60	MANUFACTURING PLANT ENGINEERING	SINGER	1

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SUBJECT MATTER: HOME ECONOMICS - PROFESSIONAL

CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
HP88-1-0-02	PROC OF NAT RES CONF ON CONS & HMAKE ED	CENTER FOR VOC & TEC	1
HP88-1-0-02	CONSUMER AND HOMEMAKING EDUCATION	MISC CONTRIBUTORS	1

SUBJECT MATTER: VOCATIONAL EDUCATION - PROFESSIONAL

CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
VP00-0-0-01	VOC-TECHNICAL LIBRARY COLLECTION 1970	BRO-DART PUB CO	3
VP00-0-0-02	CONVENTION PROCEEDINGS DIGEST	AM VOCATIONAL ASSOCI	1
VP00-0-0-05	A V A JOURNAL MONTHLY	AMER. VOC. ASSOC.	1
VP00-0-7-02	EDUCATION AND TRAINING	U S DEPT OF H E W	1
VP80-1-0-02	GUIDE FOR DEVEL OF CURR IN VOC & TECH ED	VOC ED, U OF COL	1
VP80-1-0-02	DEVELOPING VOCATIONAL INSTRUCTION	MAGER & BEACH	6
VP80-1-0-83	REEL TAPE RECORDER	WOLLENSAK	2
VP80-2-0-01	CREATIVE VISUALS FOR TV-GUIDE FOR EDUC	NEA A-V SERVICE	1
VP80-2-0-01	EFFECTIVE SPEECH FOR TEACHERS	ROBINSON-BECKER	1
VP80-2-0-01	TEACHING OCCUPATIONAL SKILLS	CENCI-WEAVER	1
VP80-2-5-02	COOPERATIVE VOCATIONAL EDUC	UNIV OF MINN	9
VP80-2-6-05	LEARNING BEYOND THE CLASSROOM (SEPT 67)	AVA JOURNAL	1
VP80-2-6-05	SIMULATION IN VOC-TECH ED (SEPT 1970)	AVA JOURNAL	1
VP80-2-6-05	COOPERATIVE VOCATIONAL EDUCATION	AVA JOURNAL	2
VP80-2-7-01	VIS PRES HANDBOOK FOR BUS AND INDUSTRY	DE JEN JEAN	1
VP80-2-7-12	SIMULATION	VCU/DE	1
VP80-2-7-12	SIMULATION (MIDTOWN MART)	VCU/DE	1
VP80-2-7-32	SIMULATION	VCU/DE	1
VP80-4-5-01	COOPERATIVE VOCATIONAL EDUCATION 1965	MASON & HAINES	1
VP80-7-8-02	VOC DEVEL OF DISADV JR H S STUDENTS	OHIO ST UNIV	1
VP80-7-8-02	TEACHING DISADV YOUTH	OHIO ST UNIV	2
VP80-7-8-02	GUIDE TO DEVEL VOC ED PROG FOR DISADVAN	NAT COMM ON EMP OF Y	2
VP80-7-8-05	VOC ED RESPON TO SERVE DISADVANTAGED	AVA JOURNAL	1
VP80-7-9-05	VOC ED FOR THE DISADVANTAGED (NOV 1970)	AVA JOURNAL	1
VP80-7-9-06	NAT SURVEY OF VOC ED PROGRAMS-SPEC NEEDS	GROVES RAMSEY	1
VP80-9-7-01	AMERICAN IDEAS ABOUT ADULT EDUCATION	GRATTEN C HARTLEY	7
VP82-4-0-02	SURVEY OF STUDENT SELECTION TECHNIQUE	HEPHNER ROBERT	2
VP82-7-7-32	VOC ED & THE SOCIAL COUNSELOR	SHOEMAKER BYRL R	1
VP82-8-0-01	SUPPLEMENT TO THE D O T	U S DEPT OF LABOR	1
VP82-8-0-01	DICTIONARY OF OCC TITLES (3RD ED 1965)	U S DEPT OF LABOR	1
VP82-8-0-01	DICTIONARY OF OCC TITLES - VOL II	U S DEPT OF LABOR	1
VP82-8-0-01	OCCUPATIONAL OUTLOOK HANDBOOK (1970)	U S DEPT OF LABOR	1
VP82-8-0-01	APPRAISING VOCATIONAL FITNESS	SUPER DONALD E	1
VP82-8-0-01	LOVEJOY'S VOCATIONAL SCHOOL GUIDE	LOVEJOY CLARENCE E	1
VP82-8-0-01	OCCUPATIONAL INFORMATION (MC-HLL 1967)	HOPPOCK ROBERT	5
VP82-8-5-30	OUR FUTURE IN VOCATIONAL EDUC (2 PARTS)	GUIDANCE ASSOCIATION	1
VP84-1-0-02	PROG IN VOC TECH & PRACTICAL ARTS EDUC	UNIV OF ILL AT URBAN	1
VP84-1-0-02	YOUR PUBLIC RELATIONS (1954)	AMER VOC ASSOC	34
VP84-3-7-50	OPPORTUNITIES UNLIMITED (1971-COLOR)	VA STATE DEPT OF ED	1
VP84-3-9-12	VOCATIONAL PREPARATION CHART	VCU	1
VP84-6-0-02	A V A EXHIBITORS (1970)	AMER VOC ASSOC	1
VP84-6-0-02	AMERICAN VOCATIONAL PROCEEDINGS DIGEST	AMER VOC ASSOC	1
VP84-6-0-02	HISTORY OF VA VOCATIONAL ASSOCIATION	VA VOC ASSOC	1
VP84-6-0-02	A V A CONVENTION - 1970	AMER VOC ASSOC	1
VP84-6-0-02	A V A. YOUR PROFESSIONAL ORGANIZATION	AMER VOC ASSOC	2
VP84-6-0-02	AMERICAN VOCATIONAL ASSOCIATION	AMERICAN VOCATIONAL	9
VP88-1-0-01	RESEARCH STUDIES IN EDUCATION - 1967	LYDA MARY LOUISE	1
VP88-1-0-01	GUIDE&INDEX TO ERIC REPORTS THRU DEC 69	PRENT HALL ED STAFF	1
VP88-1-0-01	GDE FOR ST VOC-TECH ED INFO DISSEM SYS	RESEARCH & DEVELOPME	5

SUBJECT MATTER: VOCATIONAL EDUCATION - PROFESSIONAL

CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
VP88-1-0-01	SCIENCE OF EDUCATINAL RESEARCH 1970	GEO J MOULY	1
VP88-1-0-01	THE VOC-TECH LIBRARY COLLECTIONS	REINHART BRUCE	3
VP88-1-0-01	VOC BEHAV READINGS IN THEORY & RESEARCH	ZYTOWSKI DONALD G	1
VP88-1-0-02	COOPERATIVE VOCATIONAL EDUCATION	WALLACE HAROLD R	1
VP88-1-0-02	PLACEMENT & FOLLOW-UP OF VOCA ED STUD	LITTLE J KENNETH	1
VP88-1-0-02	CENTER FOR VOC AND TECHNICAL EDUCATION	TAYLOR ROBERT E	3
VP88-1-0-05	ABSTRACTS OF INST MAT IN VOC & TECH ED	ERIC CL HSE ON VOC-T	1
VP88-1-0-07	STATISTICAL RESEARCH REPORTS	MISC CONTRIBUTORS	3
VP88-1-5-02	VOC ED - CHARACTERISTICS OF TCH & STUD	NAT CENTER FOR ED ST	1
VP88-1-7-12	VOCATIONAL EDUCATION STATISTICS 67-68	VCU/DE	1
VP88-2-5-01	EDUC & JOBS. GREAT TRAINING ROBBERY 1970	GINZBERG ELI	1
VP88-3-0-01	VOCATIONAL & TECHNICAL EDUCATION	U S DEPT OF H E W	2
VP88-3-0-07	LEGISLATION & VOC ED	MISC CONTRIBUTIONS	5
VP88-3-5-07	CHILD LABOR LAWS	VA 78 US LABOR DEPTS	9
VP88-3-7-12	TOTAL ENROLLMENTS: YEARS 63 TO 68 VOC ED	VCU/DE	1
VP88-3-7-12	VOCATIONAL EDUCATION ADMEND OF 1968	VCU/DE	1
VP88-4-0-01	A POLICY FOR SKILLED MANPOWER (COLUM 54)	NAT MANPOWER COUNCIL	1
VP88-4-0-01	COOP OCC EDUC & WORK EXPERIENCE IN CURR	MASON-HAINES	2
VP88-4-0-02	VA' STATE PLAN FOR VOC ED (CURRANT)	VA VOC ED DIV STATE	4
VP88-4-0-02	A SYSTEMS APPROACH (1970)	HILTON-GYURO	5
VP88-4-0-07	VOCATIONAL PROGRAMS DATA	MISC CONTRIBUTORS	7
VP88-4-6-07	PLANNING POST SECONDARY PROGRAMS	MISC CONTRIBUTORS	8
VP88-4-7-12	ACTUAL PROJ ENROLL / VOC TECH EDUC	VCU/DE	1
VP88-4-7-12	SOURCES OF MONEY FOR VOC EDUC (1966)	VCU/DE	1
VP88-5-0-01	VOCATIONAL EDUCATION & OCCUPATIONS	U S DEPT OF LABOR	6
VP88-5-0-02	VOC ED HANDBOOK FOR ST PLAN DEV & PREP.	HYLTON-GYURD,KENTUCK	5
VP88-5-0-02	VIRGINIA'S PROGRAM OF VOC EDUC	ST DEPT ED - DIV OF	39

SUBJECT MATTER: VOCATIONAL EDUCATION - TECHNICAL

VT01-0-6-01	MANAGING FOR EFFECTIVE LIVING	GOODYEAR M-KLOHE C	1
VT01-1-3-53	LET'S TALK ABOUT TRUANCY	UNIV ED/VISUAL ARTS	1
VT01-1-3-53	LET'S TALK ABOUT COMMUNITY RESPONSIBILIT	UNIV ED/VISUAL ARTS	1
VT01-1-3-53	LET'S TALK ABOUT DISTRUPTING THINGS	UNIV ED/VISUAL ARTS	1
VT01-1-3-53	LET'S TALK ABOUT RESPONSIBILITY	UNIV ED/VISUAL ARTS	1
VT01-1-3-53	LET'S TALK ABOUT PROCRASTINATION	UNIV ED/VISUAL ARTS	1
VT01-1-3-53	LET'S TALK ABOUT BEING MEAN	UNIV ED/VISUAL ARTS	1
VT01-1-3-53	LET'S TALK ABOUT SELF-DECEPTION	UNIV ED/VISUAL ARTS	1
VT01-1-3-53	LET'S TALK ABOUT LEARNING THE HARD WAY	UNIV ED/VISUAL ARTS	1
VT01-1-3-53	LET'S TALK ABOUT FLYING OFF THE HANDLE	UNIV ED/VISUAL ARTS	1
VT01-1-3-53	LET'S TALK ABOUT CHEATING	UNIV ED/VISUAL ARTS	1
VT01-1-5-01	CHARM FOR MISS TEEN (MC-HLL-GRGG 1969)	WHITCOMB-COCHRAN	2
VT01-1-5-01	HOW TO IMPROVE YOUR PERSONALITY	NEWTON-GREEN	4
VT01-1-5-02	YOUR ATTITUDE IS SHOWING (SRA 1964)	CHAPMAN ELWOOD N	3
VT01-1-5-02	ABOUT HER (GREGG-MCGRAW-HILL 1968)	ANDREWS MARG E	7
VT01-1-5-02	ABOUT HIM (GREGG-MCGRAW-HILL 1968)	ANDREWS MARG E	8
VT01-1-5-30	RECOGNITION	MOBIL PRESENTATIONS	1

SUBJECT MATTER: VOCATIONAL EDUCATION - TECHNICAL

CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
VT01-1-5-53	EFFECTS OF AN UNBALANCED DIET	CINETTE EOTHEN	1
VT01-1-5-60	YOUR PERSONALITY:THE YOU OTHERS KNOW	GUIDANCE ASSOC	1
VT01-1-5-60	THINK OF OTHERS FIRST	GUIDANCE ASSOC	1
VT01-1-6-01	PERSONALITY AND HUMAN RELATIONS	FERRA - WRIGHT - RIC	5
VT01-1-6-03	HOW TO STUDY (MC-HILL 1957)	MORGAN CLIFFORD-DEES	1
VT01-2-5-01	BUSINESS BEHAVIOR (SOUTHWESTERN-1964)	RUSSON	4
VT01-2-5-03	HUMAN RELATIONS UNIT OF INSTR FOR HS DE	CALIF STATE DEPT OF	1
VT01-2-6-01	PSYCHOLOGY-HUMAN RELATIONS & MOTIVATION	LAIRD-LAIRD	1
VT01-2-6-01	PRACTICAL BUSINESS PSYCHOLOGY (GREGG 51)	LAIRD-LAIRD	1
VT01-2-6-01	HUMAN RELATIONS IN ACTION (PR-HALL 1948)	THOMPSON CALVIN C	1
VT01-3-5-01	FITTING YOURSELF FOR BUSINESS	MACGIBBON ELIZABETH	2
VT01-3-5-01	PART TIME JOBS (STERLING PUB CO)	EDS OF STERLING PUB	1
VT01-3-5-01	YOUR CAREER IF YOU'RE NOT GOIG TO COLLGE	SPLAVER SARAH	1
VT01-3-5-01	FROM HS TO A JOB (DAVID MCKAY INC 1956)	PARADIS ADRIAN A	1
VT01-3-5-01	THROUGH THE LOOKING GLASS (PROC & GAMB)	HOME ECONOMICS DEPAR	19
VT01-3-5-01	WHAT TO DO (MCGRAW-HILL 1967)	BENDICK-WARREN	1
VT01-3-5-01	HOW YOU CAN GET THE JOB YOU WANT	GARDINER GLEN L	1
VT01-3-5-01	YOUR CAREER SELECTION GUIDE	GOLDENTHAL ALLAN B.	1
VT01-3-5-01	WORLD OF MARKETING (MCKNIGHT 1970)	KIMBRELL-VINEYARD	1
VT01-3-5-01	YOU & YOUR JOB (SOUTH-WESTERN 1967)	BLACKLEDGE W&E-NEILY	2
VT01-3-5-02	CAREER OPPORTUNITIES	CAREER INFOR SERVICE	3
VT01-3-5-02	ITS UP TO YOU (GREG-MCGRAW-HILL 1970)	ANDREWS MARG E	6
VT01-3-5-02	THE JOB YOU WANT (GREGG-MCGRAW 1968)	ANDREWS MARG E	11
VT01-3-5-02	CAREERS FOR MEN	SRA	1
VT01-3-5-02	THE WORLD OF WORK READINGS	MCGRAW-HILL-WEBSTER	1
VT01-3-5-02	CAREERS FOR WOMEN	SRA	1
VT01-3-5-04	YOU AND YOUR JOB (FERGUSON 1969)	MOYNIHAN-DEAGER	1
VT01-3-5-31	INTERVIEW-GROCERY STORE CLERK	IMPERIAL INT LEARNIN	1
VT01-3-5-43	OCCU EDU THE JOB INTERVIEW	EYE GATE HOUSE	1
VT01-3-5-43	OCCUP EDUC SERVICE STATION ATTENDANT	EYE GATE HOUSE	1
VT01-3-5-43	HOW DOES YOUR FUTURE LOOK	OVERTON BETTIE	1
VT01-3-5-43	OCCUP EDUC THE WAITRESS	EYE GATE HOUSE	1
VT01-3-5-43	OCCUP EDUC SCHOOL CAFETERIA	EYE GATE HOUSE	1
VT01-3-5-53	GOING FOR A JOB PART I & II	CINETTE EOTHEN	1
VT01-3-5-60	JOB OPPORTUNITIES NOW - GROUP 1	SVE EDUC CASSETTES	1
VT01-3-5-60	JOB ATTITUDES'A JOB THAT GOES SOMEPLACE	GUIDANCE ASSOC	1
VT01-3-5-60	WHAT YOU SHOULD KNOW BEFORE YOU GO TO WK	GUIDANCE ASSOCIATES	1
VT01-3-5-60	PREPARING FOR THE WORLD OF WORK	GUIDANCE ASSOC	1
VT01-3-5-60	PREPARING FOR THE JOBS OF THE 70'S	GUIDANCE ASSOC	1
VT01-3-5-60	A NEW HORIZON'FOOD SERVICE CAREERS	GUIDANCE ASSOC	1
VT01-3-5-60	JOB ATTITUDES'TROUBLE AT WORK	GUIDANCE ASSOC	1
VT01-3-5-60	CHOOSING YOUR CAREER	GUIDANCE ASSOC	1
VT01-3-5-60	JOBS FOR HIGH SCHOOL STUDENTS	GUIDANCE ASSOCIATION	1
VT01-3-5-60	YOUR JOB INTERVIEW	GUIDANCE ASSOC	1
VT01-3-5-60	GETTING AND KEEPING YOUR FIRST JOB	GUIDANCE ASSOC	1
VT01-3-5-60	JOB ATTITUDES:WHY WORK AT ALL	GUIDANCE ASSOC	1
VT01-3-5-60	WHAT YOU SHOULD KNOW BEFORE GOING TO WRK	74941NCE ASSOC	1
VT01-3-5-60	IF YOU'RE NOT GOING TO COLLEGE	GUIDANCE ASSOC	1
VT01-3-5-60	FOUNDATIONS FOR OCCUPATIONAL PLANNING	SVE EDUCATIONAL CASS	1

SUBJECT MATTER: VOCATIONAL EDUCATION - TECHNICAL

CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
VT01-3-6-01	HOW TO STUDY (MC-HILL 1957)	MORGAN-DEESE	1
VT01-3-6-01	THE ECONOMIC VALUE OF EDUCATION (COL 63)	SCHULTZ THEODORE W	1
VT01-3-6-01	OCCUPATIONAL PLANNING FOR WOMEN	ZAPOLEAN MARGARET W	1
VT01-3-6-01	6 WAYS TO GET A JOB (HARPER-ROW 1951)	BOYNTON PAUL	1
VT01-3-6-04	CHARM-CAREER GIRL'S GOE TO BUS & PER SUC	WHITCOMB-LANG	1
VT01-3-7-02	HOW TO MANAGE YOURSELF (BUS RES-ED DEPT)	SERIF MED	1
VT02-1-3-01	INVESTIGATING MATHEMATICS	GRASSNICKLE-BRUECKNE	1
VT02-1-3-01	FUNDAMENTALS OF MATH. (ALLYN & BACON-59)	STEIN, EDWIN I.	1
VT02-1-5-01	NEW PRACTICAL MATHMATICS (MACMILLAN 39)	LENNES N J	1
VT02-1-5-01	MASTERING BASIC ARITHMATIC	KARSTENS HARRY	1
VT02-1-5-01	FOUNDATIONS OF MATHMATICS (HLT-RH-WN 62)	WIEBE ARTHUR J	1
VT02-2-0-61	THE ART OF CLEAR THINKING	FLESCH RUDOLF	1
VT02-2-3-01	YOUR TELEPHONE & HOW IT WORKS (MCGRAW-H)	SCHNEIDER, HERMAN &	1
VT02-2-5-01	THE ART OF SPEAKING	ELSON & PERK	1
VT02-2-5-01	YOUR SPEECH AND MINE (LYONS-CARN 1956)	WATKINS-FROST.	1
VT02-2-5-02	YOU SAID IT (GREGG-MCGRAW-HILL 1969)	ANDREWS MARG E	6
VT02-2-5-03	SKILLS NEEDED FOR SUCCESSFUL EMPLOYMENT	CALIF STATE DEP OF E	1
VT02-2-5-05	HOW TO WRITE A LETTER 1966	HOMER COX	1
VT02-2-6-01	PROCESS OF COMM (HOLT-RINEHART 1960)	BERLO DAVID K	1
VT02-2-6-01	IMPROVING ORAL COMMUNICATION	HENNING JAMES H	1
VT02-2-6-01	BUS & PROF SPEECH COMMUNICATION	ZELKS-DANCE	1
VT02-2-6-02	COMMUNICATIONS (GLENCOE PRESS 1968)	FALUN DON	18
VT02-2-7-01	HOW TO BECOME A SUCCESSFUL SPEAKER	ZELKO HAROLD P	1
VT02-2-7-01	HOW TO WRITE A LETTER	COX KOMER	1
VT02-2-7-01	PUBLIC SPEAKING WITHOUT PAIN	FORLEY MAURICE	1
VT02-2-7-02	READING SKILLS (PRENTICE-HALL 1953)	BAKER WM	1
VT02-2-7-02	EFFECTIVE BUSINESS AND TECHNICAL PRES	MORRISEY GEORGE L	1
VT02-2-7-02	FASTER READING MADE EASY	SMITH NILA B	1
VT02-2-7-02	6 MIN. A DAY TO PERFECT SPELLING (WASH.)	SHEFTER	1
VT02-2-7-30	HOW TO COMMUNICATE IDEAS	NATION'S BUSINESS	1
VT04-0-0-02	ECO EDU EXPERIENCES OF ENTERPRISING TEA	CLARK-GUYTON	1
VT04-0-5-01	MODERN TRADE UNIONISM 1970	FLAGLER JOHN I.	1
VT04-0-6-01	SURVEY OF BUSINESS&EC RESEACH PROJ 1963	BETTINGER-CLARK	1
VT04-0-6-03	APPLIED ECONOMICS (SOUTHWEST 1967)	KENNEDY-OLSEN-DODD	1
VT04-1-5-12	SUPPLY&DEMAND 401-404 (SET OF 4)	DCA ED PRODUCTS	1
VT04-1-5-12	BASIC EC 601-607 801-804 (SET OF 11)	DCA ED PRODUCTS	1
VT04-1-5-12	APPLIED ECONOMIC TRANSPARENCIES	SOUTHWESTERN	1
VT04-1-5-12	PROFIT	NADET	1
VT04-1-5-44	WORLD OF ECONOMICS 634100 SERIES	MCGRAW-HILL CO	1
VT04-2-5-01	HOW A MARKET ECONOMY WORKS 1970	ROSENBLOOM MARC	1
VT04-3-5-01	MONEY AND BANKING 1970	SMITH KENNTH	1
VT04-3-5-01	THE STOCK MARKET 1970	ROSENBLOOM MARC	1
VT04-3-6-01	EC:INTRO TO ANALYSIS&POLICY (1954)	BACK GEO L	1
VT04-3-7-01	THE FEDERAL RESERVE SYSTEM (MAY 1939)	BOARD OF GOV OF FED	2
VT04-3-7-02	THE FEDERAL RESERVE AT WORK (1961)	FED RES BANK OF RICH	1
VT04-3-7-02	YOUR MONEY AND THE FED RESERVE SYSTEM	FED RESV BANK MINNEA	5
VT04-3-7-02	NONBANK FINAN INST (FED RES BANK RICH)	BLACK ROBT P & HARLE	15
VT04-4-5-01	INTERNATIONAL TRADE	SMITH KENNETH	1
VT04-4-7-02	INTERNATIONAL ECONOMIC POLICY (1955)	BROOKINGS INSTITUTE	1

SUBJECT MATTER: VOCATIONAL EDUCATION - TECHNICAL

CATALOGUE-NO.	TITLE	AUTHOR	NO. COPY
VT04-5-3-01	GEN. BUS. FOR EVERYDAY LIVING (MCGRAW-H)	PRICE-MUSSELMAN-HALL	1
VT04-5-5-01	GENERAL BUS FOR ECO UNDERTAKINGS I & II	CRABBLE-DEBREEM-HAIN	1
VT04-5-5-01	YOUR PERSONAL ECONOMICS (MCGRAW-HILL-49)	SMITH-BAHR-WILHELMS	1
VT04-5-5-01	ECONOMICS OF THE CONSUMER 1970	ROSENBLOOM MARC	1
VT04-5-5-01	CONSUMER ECONOMIC PROBLEMS	WILSON W HARMON	2
VT04-5-5-02	YOU PAY FOR IT (GREGG-MCGRAW-HILL 1970)	ANDREWS MARG E	6
VT04-5-5-04	CONSUMER ECONOMICS (MCGRAW-HILL 59)	WILHELMS-HEIMERL-JEL	3
VT04-5-5-44	MONEY MANAGEMENT FILMSTRIP LIBRARY	HFA	1
VT04-5-6-01	ECONOMICS OF CONSUMPTION	COCHRANE-BELL	1
VT04-5-6-01	CONSUMER BUYING (JOHN WILEY & SONS 1961)	FITZSIMMONS CLEO	1
VT04-5-6-01	CONSUMER GOODS (AMERICAN-1947)	REICH-SIEGLER	1
VT04-5-7-01	THE CONSUMERS HANDBOOK (HAWTHORN BKS 67)	FARGIS PAUL	1
VT04-5-7-01	HOW TO PROTECT YOUR HOME AND SAVINGS	MOORE BENNETT	1
VT04-5-7-01	THE CONSUMER'S ECONOMIC LIFE (GREG 1946)	GRAHAM J-JONES L	1
VT04-5-7-01	YOUR PERSONAL ECONOMICS (MCGRAW-HILL-40)	SMITH, AUGUSTUS G.	1
VT05-1-7-01	FRANCHISING-ODDS ON FAVORITE (1968)	ATKINSON J F	1
VT05-1-7-01	THE MAGIC OF MERGERS (LITTLE-BROWN-68)	SCHISGALL, OSCAR	1
VT05-1-7-01	FRANCHISE COMPANY DATA (1966)	US DEPT OF COMMERCE	1
VT05-2-6-01	JOB DESCRIPTION (PERSONNL JOURN 1969)	BERENSON CONRAD	1
VT05-2-7-01	HOW TO SUPERVISE PEOPLE	COOPER ALFRED	1
VT05-2-7-01	FORMS AND RECORDS IN PERSONNEL ADM	NAT INDUSTRIAL CONF	1
VT05-2-7-01	SUPERVISORY PERSONNEL DEVELOPMENT (1966)	VOC CURR DEV & RES C	1
VT05-2-7-01	HOW TO SELECT AND DEVELOP LEADERS	TAYLOR JACK W	1
VT05-2-7-03	HOW TO TRAIN AN EMPLOYEE (1959)	VA ST DEPT OF DE	31
VT08-1-5-01	GENERAL RECORD KEEPING-TEXT-GUIDE-WORKBK	HEIGES-SCHNEIDER-HUF	1
VT08-1-6-01	HANDBOOK OF SUCC. OPER. SYS. & PROC.	PRENTICE-HALL (1964)	1
VT09-1-5-20	COLOR DYNAMICS	PITTSBURG PLATE GLAS	1
VT09-1-5-60	COLOR CONCEPTS	J C PENNY CO	1
VT09-3-5-43	VISUAL MERCHANDISING	UNIVERSITY OF MINNES	1
VT09-3-5-60	VISUAL MERCHANDISING	DEPT OF AV INST-UNIV	1
VT11-0-5-60	WORK SMART-STAY SAFE	NAT RESTAURANT ASSOC	1
VT11-0-5-60	UNWANTED 4 (GERMS THAT CAUSE FD POISON)	NAT RESTAURANT ASSOC	1
VT11-0-5-60	PROTECTING PUB ESTABS & EQUIP SANITATION	NAT RESTAURANT ASSOC	1
VT11-0-5-60	ANGRY FLAME-A FIRE PROTECTION MESSAGE	NAT RESTAURANT ASSOC	1

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LEARNING RESOURCES CENTER
NEWSLETTER SURVEY

Inclosure 5

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LEARNING RESOURCES CENTER

NEWSLETTER SURVEY

August, 1972

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A survey was conducted during June and July of 1972 by the Learning Resources Center of Virginia Commonwealth University. This survey was designed to:

1. Determine the reaction to and usage of the services and Newsletter provided by the Center during the 1971-1972 school year.
2. Determine the desire for the continuation of these services and the addition of other activities during the coming year.

Analysis of the data gained by this survey was conducted by Psychological Consultants, Inc., and is summarized in this report.

It must be cautioned that the results presented be regarded as general trends rather than specific data. This is due primarily to the structure of the questionnaire used. In many instances the questions were apparently not clearly understood by the respondents. Therefore, of the 158 returned questionnaires, only 25, or less than 16%, were properly filled out according to the directions. An additional 73% of these forms were at least partially correct; and in order to provide some basis for inference, they have been included in this analysis.

Keeping this limitation in mind, some conclusions can be drawn from the data provided. Demographically, the modal respondent is a Distributive Education teacher-coordinator at the senior high school level. The coordinator supervises fewer

than 50 students and is more likely to function under the cooperative plan than the project plan. A substantial number of those functioning under the project plan also have students under the cooperative plan. A significant number of supervisors also responded to the survey. There is reason to believe, however, that the number of students indicated is misleading. A number of respondents checked the blank marked "graduate" when they apparently meant to indicate that they were a college graduate.

The vast bulk of respondents had read more than one issue of the LRC Newsletter, thus indicating that they had at least some basis for forming judgments about its contents. The typical respondent claims to spend in the vicinity of 25 minutes reading each issue of the Newsletter. As a rule, he will not pass his copy along (only 40% so doing); but if he does, it will be read by three other people. Most of the Newsletters are retained for future reference.

There has been a generally favorable reaction to the content of the first issues of the LRC Newsletter. Over 80% of those responding to the survey said that its content had prompted "new thoughts" for them. When pressed for an example, however, less than one-half of those making this claim were able to name anything specific. One would therefore tend to wonder how much of the response to the question is based on actual fact and how much on a generally favorable response set on the part of those surveyed. Among the new thoughts mentioned, the most prominent were: new ways of promoting DE (especially through

the use of bulletin boards), an awareness of new materials, new ways of recruiting and selecting students for DE programs, and a re-evaluation of the place of career education.

About half of those answering indicated that material contained in the LRC Newsletter had prompted some new direction in their teaching methodology. Once again, when pressed for specific examples, a large number could name none. It is clear, however, that there has been some effect from the LRC Newsletter in increasing the use of audio-visual material in DE programs. This was the most frequently mentioned area of change attributed to the Newsletter. It is interesting to note that in other questions designed to determine the areas where LRC services would be used in the coming year, more respondents indicated that they would use LRC audio-visual material than any other service; yet during the past year audio-visual material was used by fewer respondents than any other service. Other areas where it was claimed that the Newsletter had influenced instructional procedures were in prompting more activities in the classroom, better organization on the part of teachers, and a "general evaluation" of techniques used.

Of those returning the survey, approximately half had found the Student Information and Selection insert helpful. Little can be gained from an examination of the ways that they claimed it to be useful, since most simply said "in the selection of students." Similarly, about half the respondents

had found application for the book and materials reviews inserted in the Newsletter. In this case, the prime use was stated as "selection of materials." It is of interest that a significant number of those engaged in the education of DE teachers said that they used both the Student Selection insert and the reviews in their classroom instruction.

The reaction to the LRC catalog was highly favorable. Over 75% remembered receiving it, and most of these retained a good impression of the catalog. When responses are catagorized as "excellent," "very good," "good," "fair," or "poor," and a value of 1 assigned to excellent and 5 to poor, the LRC catalog receives an overall rating of 2.2 or "very good." Most respondents seem to feel that the catalog was useful, but there were several who found the organization confusing.

The concept of a regular newsletter seems to have gained widespread acceptance. Almost 90% of those surveyed said that they consider such a publication "essential" to keep them informed. Either a monthly or quarterly schedule would appear to be acceptable; but if content can be kept useful, most respondents would like to receive a monthly newsletter. There seemed to be some confusion as to the nature of the question asking about a willingness to subscribe to the Newsletter. While two-thirds said that they would be willing to subscribe, there was a general lack of understanding whether or not such subscriptions would be without cost, or what the price would be. There was a sense of reluctance to convert to a paid subscription

basis, especially one that involved any significant cost; and care should be exercised before so doing. Although almost all of those answering had read the Newsletter, less than half were aware that each issue had featured resource materials for one distributive competency area. If this "special emphasis" is thought to be an important feature of the LRC Newsletter, actions should be taken in order to increase awareness of it.

It is apparent that readers desire a broadly based content in the LRC Newsletter. The most popular areas for inclusion were: "Information about effective learning procedures from other vocational educators," "Reviews by LRC staff of currently available print and audio-visual materials," and " Articles about current business trends." The only areas where a significant lack of interest was shown were "Reviews of current research applicable to vocational education" and "News about LRC activities." While the latter might be deemphasized to a certain extent, in view of the number of respondents who expressed a "lack of knowledge about the services of the LRC," it would seem unwise to eliminate such articles totally. Any attempt at quantitative ranking of the suggested kinds of content must be regarded as tenuous at best since over half of the respondents apparently did not understand the question. Among other suggested areas of content, three seem worthy of consideration. These are: "'how-to' articles so that individuals can produce their own A-V materials," "information on adult as well as high school education," and "statistical data concerning future manpower needs."

The use of the services provided by the LRC would appear to be on the increase. Whereas only one-third of the respondents had used LRC services during the past year, two-thirds claimed to be planning to use them during the coming year. While it can be expected that these figures are slightly inflated, there appears to be enough evidence to indicate an increase in the utilization of LRC services as awareness of what the Center can offer increases.

The pattern of the most popular services also seems to be shifting. During the past year, the two most widely used services were the reference library and the lending of printed matter. Each of these was used by about half of those who had used LRC facilities, while no other service was used by more than a third of the group. In addition, the library and printed matter loan were taken advantage of more frequently by those who used them at all, an average of slightly over three times per user compared with between one and two times for the other three services. For the coming year, as was noted earlier, more individuals indicate that they intend to utilize the Center's audio-visual resources than any other service. Over half of the respondents said that they planned on using the Center's printed materials and its audio-visual materials, while under a fifth said that they planned to use the consultant services or visual arts services. To a certain extent, this may be due to a lower awareness of the existance of these services. A significant number of those answering placed a question mark beside the

sections asking about their intention to use consultant or audio-visual services. There does appear to be some reluctance to pay for the usage of audio-visual material. A number of respondents crossed out the words "a modest rental fee" in order to indicate that they would be willing to pay postage and insurance costs only.

Considering the "wealth of free material" that many claimed was already available from other sources, rental seems to be an unattractive alternative and resistance to rental fees can be expected to be high. Due to the "open" format of the question, the wide variance in responses, and the large number who failed to respond at all, it is impossible to determine with any reasonable degree of accuracy the mean amount spent on purchase and rental of materials by the respondents during the course of a year. It can, however, be safely said that over two-thirds of those reached by the survey will probably spend nothing at all for the rental of materials, and that the typical respondent spends from four to five times as much for purchase as he does for rental.

Summary

On the basis of the survey, it is apparent that the LRC enjoys a very positive image among its Newsletter readers. Because of some methodological difficulties with the questionnaire, however, it is not advisable to base concrete recommendations on the obtained results.

The Newsletter does appear to be filling needs of its readership, and future content can be organized around preferences as expressed by survey respondents. Indications are that the greatest demand on LRC services in 1972-73 will be in the area of audio-visual materials, followed by printed materials. Consultant services and visual aids will be less frequently used.

It is recommended that surveys of this type be continued on an annual basis, but with more limited scope and greater precision of content in order to provide a sound information base to assist in planning for the future of the Learning Resources Center.

STATISTICAL TABLES

VIRGINIA COMMONWEALTH UNIVERSITY

LEARNING RESOURCES CENTER

EVALUATION OF SERVICES

August, 1972

Total Returns	158
Totally Correct	25
Partially Correct	115
Invalid and Unused	18
Total Tabulated Returns	140

1. To what vocational service are you assigned?

Distributive Education (DE)	99	71%
Career Education	3	2%
Marketing & Distribution	3	2%
Teacher Education	2	1%
I.C.T.	2	1%
Business Education	2	1%
Research and Development	1	1%
Program Coordinator	1	1%
Combination of above	4	3%
Learning Resources	1	1%
"All"	5	4%
"None"	1	1%
No Response	16	11%
	140	

2. Are you? (NB: Responses total to more than 140 due to duplication)

a. Student	24	17%
Graduate	24	100%
Undergraduate	0	0%
b. Teacher-coordinator	91	60%
High School	76	84%
Jr-Sr High School	2	2%
Junior High School	3	3%
9th Grade	1	1%
9th & 10th Grade	2	2%
12th Grade	2	2%
Junior College	3	3%
Adult	2	2%

Number of Students Taught

Coop Plan	71	78%
0-25	31	44%
26-50	33	46%
51-75	6	8%
76-100	0	0%
Over 100	1	1%
Project Plan	44	48%
0-25	19	43%
26-50	16	36%
51-75	8	19%
76-100	0	0%
Over 100	1	2%

c. A Local Supervisor 30 21%

Number Supervised		
0-15	11	37%
16-30	9	30%
31-45	2	7%
46-60	1	3%
61-75	1	3%
75-90	1	3%
Over 90	1	3%
Not Specified	4	13%

d. Teacher-educator 12 9%

Number In Program		
0-50	8	67%
51-100	0	0%
101-150	4	33%

e. State (or District) Supervisor 8 6%

Number In State		
0-25	2	25%
26-50	3	37%
Over 50	3	37%

f. State Vocational Director 1 1%

Number In State 3000

g. Representative of Business 3 2%

h. Other 13 9%

3. Have you read any issue of the LRC Newsletter?

Yes	129	92%
No	11	8%

If yes, how long do you spend on each issue?

0-5 minutes	1	1%
6-10	15	12%
11-15	16	12%
16-20	16	12%
21-25	5	4%
26-30	38	30%
31-60	12	9%
Over 1 Hour	3	2%
Varies & "?"	10	8%
No Response	13	10%
	129	

If yes, how many issues have you read?

1 Issue	4	3%
2	15	12%
3	22	17%
4	8	6%
5	7	5%
6	4	3%
7	0	0%
8	1	1%
"?," "several," etc.	8	6%
"All"	37	29%
No Response	23	18%
	129	

4. Do any other persons read your copy of the LRC Newsletter?

Yes	51	40%
No	74	57%
No Response	4	3%
	129	

If yes, how many?

Number of Persons		
1	12	24%
2	7	14%
3	5	10%
4	3	6%
5	3	6%
6	0	0%
7+	3	6%
"?" & Varies	12	24%
No Response	5	10%
0 (invalid)	1	2%
	51	

5. Do you keep your copies of the LRC Newsletter?

Yes	102	79%
No	20	16%
Some	7	5%
	129	

If yes, why?

Reference	86	84%
Show Others	3	3%
Used In Class	1	1%
Info for Newsletter	1	1%
Aid In Work	1	1%
Review	1	1%
No Response	16	16%
	109	

6. Has LRC Newsletter content stimulated new thoughts for you?

Yes	108	84%
No	15	12%
No Response	6	4%
	129	

If yes, do you recall any one item?

Yes	41	38%
No	43	40%
No Response	24	22%
	108	

7. Has LRC content prompted any directions in your instructional procedures

Yes	60	46%
No	49	38%
No Response	20	16%
	129	

8. Did the Student Information and Selection insert help you in any way?

Yes	49	38%
No	52	40%
Did Not Receive	9	7%
No Response	19	15%
	129	

9. Did you receive the LRC catalog?

Yes	97	75%
No	26	20%
No Response	6	5%
	129	

If yes, what is your reaction to it? (Multiple Answers)

Positive	55	57%
Negative	6	6%
No Response	36	37%
	97	

10. Have you found any applications for the book and materials reviews inserted in Newsletters?

Yes	64	50%
No	50	39%
No Response	15	11%
	129	

11. What kinds of newsletter content would you most like to receive?

	#		Rank 1		Rank 2		Rank 3	
Current Instructional Theory	85	61%	11	16%	9	13%	8	11%
Current Business Trends	92	66%	13	19%	15	21%	4	6%
Reviews of Printed and AV Resources	98	70%	16	23%	13	19%	10	14%
Instructional Applications	76	54%	2	3%	13	19%	13	19%
News of LRC Activities	46	33%	1	1%	0	0%	4	6%
Info About Learning Procedures	102	73%	16	23%	7	10%	15	21%
Discussion of Instruction Problems	83	59%	7	10%	7	10%	10	14%
Research Reviews	68	49%	3	4%	6	9%	4	6%
Other	12	9%	1	1%	0	0%	2	3%

12. Are you aware that each issue has featured one competency area?

Yes	62	44%
No	64	46%
No Response	14	10%
	140	

13. Which LRC services have you used this year? How many times?

	# Who Used		Once		Twice		Three Times		Four and Over		No Reply	
Reference	21	15%	4	19%	4	19%	3	14%	7	33%	3	14%
Printed	21	15%	8	38%	3	14%	1	5%	6	29%	3	14%
AV	6	4%	4	67%	0	0%	0	0%	1	17%	1	17%
Consultant	13	9%	7	54%	4	31%	0	0%	1	8%	1	8%
Purchase	16	11%	11	69%	3	19%	0	0%	0	0%	2	12%
None & No Response	94	67%										

14. Do you plan to use LRC services next year?

Yes	94	67%
No	11	8%
"?"	21	15%
No Response	14	10%
	140	

If "yes," which ones?

Reference	14	15%
Printed	14	15%
AV	20	21%
Consultant	5	5%
Purchase	9	10%
Other	7	7%
"?"	15	16%
No Response	34	36%

15. Amount spent per year for resource materials:

Purchase

$0	15	11%
$1-$25	7	5%
$26-$50	12	9%
$51-$75	3	2%
$76-$100	10	7%
$101-$125	3	2%
$126-$150	6	4%
$151-$200	11	8%
$201-$250	0	0%
$251-$500	11	8%
$501-$1000	6	4%
Over $1000	8	6%
"?" & No Response	48	34%
	140	

Loan

$0	36	26%
$1-$25	3	2%
$26-$50	8	6%
$51-$75	0	0%
$76-$100	4	3%
$101-$125	1	1%
$126-$150	1	1%
$151-$200	2	1%
$201-$250	0	0%
$251-$500	1	1%
$501-$1000	0	0%
Over $1000	2	1%
"?" & No Response	82	59%
	140	

16. Do you consider a regular publication essential?

Yes	125	89%
No	3	2%
"?"	1	1%
No Response	11	8%
	140	

If "yes," which schedule would you prefer?

Monthly	77	62%
Quarterly	41	33%
Semi-annually	1	1%
Irregularly	1	1%
No Response	5	4%
	125	

Would you be willing to subscribe?

Yes	86	69%
No	4	3%
"?"	17	14%
No Response	18	14%
	125	

17. Printed Materials

Expect to Borrow	67	48%
Can Pay Postage and Insurance	63	45%
Cannot Pay Postage and Insurance	12	9%
Expect to Use Center Library	30	21%
Do Not Expect to Use LRC Printed Matter	6	4%
No Response	37	26%

AV Materials

Expect to Borrow	75	54%
Can Pay Fees	62	44%
Cannot Pay Fees	15	11%
Expect to Preview in LRC	18	13%
Don't Expect to Use	6	4%
No Response	34	24%

Consultant Services

For Promotional Material	14	10%
For AV Presentations	10	7%
For In-service Education	7	5%
Develop Instructional Materials, No Charge	13	9%
Intend Purchase Instructional Devel. Services	4	3%
Have Budget	10	7%
Do Not Expect to Use	36	26%
No Response	58	41%

Visual Aids

Expect to Purchase Services	17	12%
Have Budget	13	9%
Do Not Expect to Use	41	29%
No Response	69	49%

ORGANIZATIONAL STUDY
BY
LEARNING RESOURCES CENTER STAFF

Inclosure 6

ERIC

BEST COPY AVAILABLE

PROPOSALS FOR PERSONNEL ORGANIZATION

of the

LEARNING RESOURCES CENTER

Submitted by

LRC Staff Members

April 1972

ERIC

Section 6

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PROPOSED PERSONNEL ORGANIZATION OF THE LEARNING RESOURCES CENTER

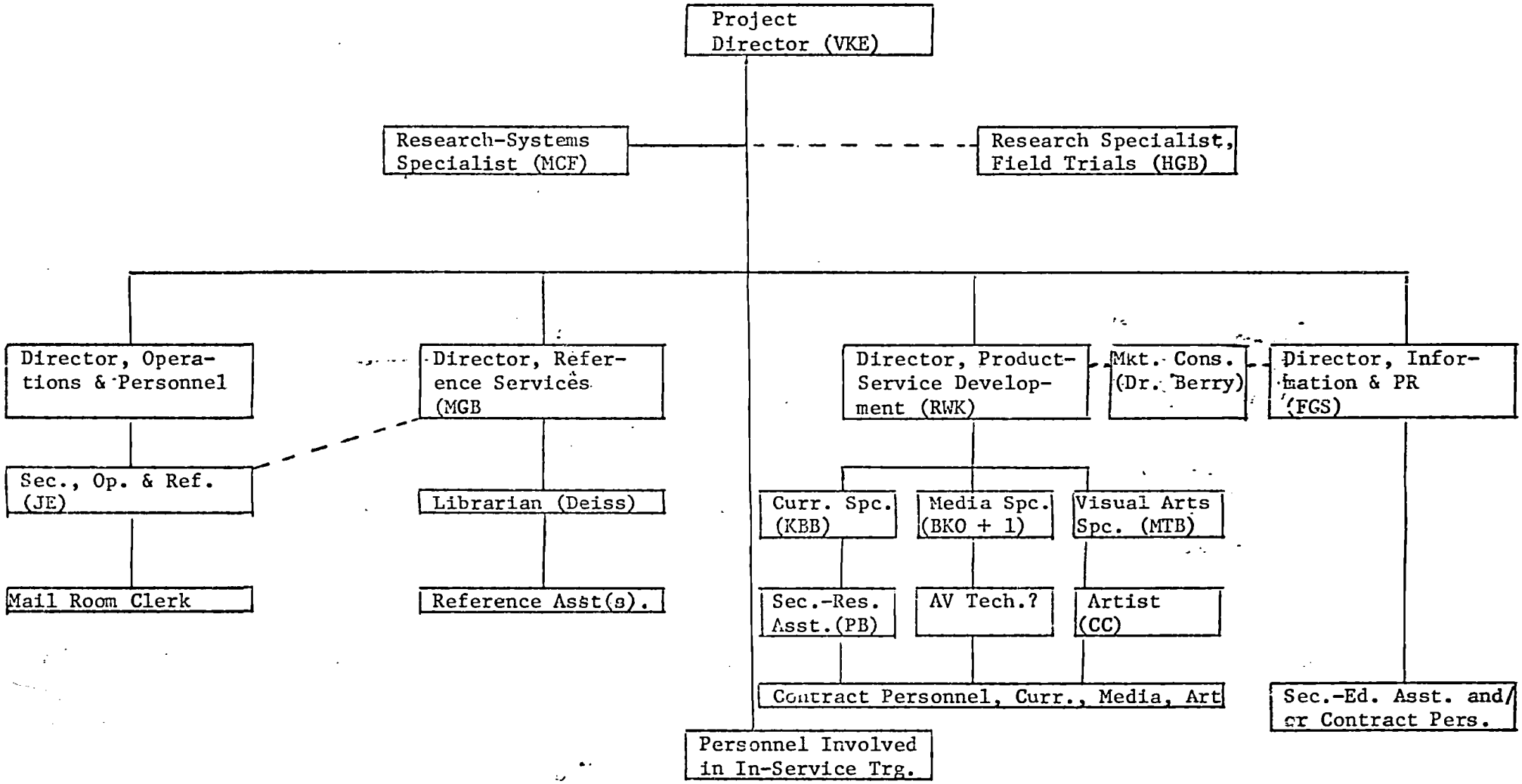

PROPOSAL FOR ASSIGNMENT OF SERVICES TO DIVISIONS

1. Reference and Lending	Reference and Research
2. Distribution	
a. Product Distribution Arrangements	Product-Service Development
b. Newsletter and Other Information Publications Distribution	Information and Public Relations
c. Actual Mailing	Personnel and Operations
3. Information	Information and Public Relations
4. Curriculum Materials Development	Product-Service Development
5. Consulting Services	Received and Assigned through Reference and Research Division
6. Field Services	
a. Program to increase use of LRC services	Information and Public Relations
b. Field trials for materials developed in Center	Product-Service Development in Cooperation with Research Specialist for Field Trials
c. In-service Education to meet vocational needs	Project Director to supervise with appropriate input from all divisions
7. Media Production	Product-Service Development
8. Printing and Reproduction	
a. Products & Services	Product-Service Development
b. Information Publications	Information and Public Relations
9. Reciprocal Services with Businesses	Product-Service Development in Cooperation with Marketing Consultant
10. Cooperative Efforts with Other Vocational Services	Product-Service Development in Cooperation with Reference & Research and with Marketing Consultant

IMMEDIATE PERSONNEL NEEDED

ACCORDING TO PROPOSED ORGANIZATION CHART

Those Already Listed on Budget Request:

1. Librarian
2. Mail Room Clerk, Supervisor, or Foreman
3. AV Technician or Media Specialist
4. Contract Personnel for Curriculum Development

Positions Not Yet Included on A Budget Request:

5. Director of Operations and Personnel
6. Director of Information and Public Relations
7. Reference assistant(s) for Reference Services (possibly one full-time person or two student assistants)
8. Secretary-Editorial Assistant for Information and Public Relations

*Immediate arrangements to replace Mrs. Belshee for month of July - Joyce Auman?

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SPECIAL RESPONSIBILITIES OF PROJECT DIRECTOR, RESEARCH-SYSTEMS SPECIALIST, AND MARKETING AND RESEARCH CONSULTANTS

Responsibility of Project Director for In-Service Education:

In addition to the responsibilities involved in directing the activities of the Center, the Project Director will also supervise in-service education that is related to or that results from Center products and services. This includes management of the activities of both LRC and DE Department personnel who are involved in in-service education at any given time. The Directors of each Division within the Center will report directly to the Project Director.

Responsibilities of Research-Systems Specialist:

The Research-Systems Specialist will supervise, direct, and coordinate all activities involved in carrying out project tasks specified in the research proposal. This will be the focus of his attention for the duration of the research study. This work will include scheduling and designing the implementation of each project task, as well as developing systems involved in the tasks and in the specification of Center services. All LRC personnel will be expected to cooperate with the Research-Systems Specialist in providing information and assistance required to complete all project tasks and to specify all services. A plan or program for the training of personnel involved in implementing the systems developed should also be prepared by the Research-Systems Specialist. He is responsible also for coordinating and synthesizing contributions of all staff members into the final project report.

As time permits during the project and at the end of the study, the Research-Systems Specialist will assume research duties related to learning and curriculum theory and to preparation of information publications for the professional development of teacher educators and supervisors (as an aspect of information services). Eventually, he may work with the Research Specialist for Field Trials in implementing plans for the try-out and testing of materials developed in the Center. Another possible direction of his work for the future may be in the supervision of feasibility studies concerning the desirability of undertaking the development of specific products and services.

Function of the Marketing Consultant:

The Marketing Consultant will serve in an advisory capacity to the Directors of Product-Service Development and Information and Public Relations. He will assist in planning promotional strategies and in determining markets to be served and reached. The Marketing Consultant will advise concerning the feasibility, desirability, and appropriate format for proposed products. He will be consulted in determining priorities for product and service development. Marketing studies conducted in cooperation with the Marketing Consultant should be completed during the academic year preceding the actual development of a proposed product or service. The Marketing Consultant may work with the Research Specialist for Field Trials, with the Project Director, or with appropriate staff members in designing or analyzing the results of field trials for Center developed materials.

Function of the Research Specialist for Field Trials:

The Research Specialist for Field Trials will serve in an advisory capacity to the Project Director and to other staff members, as indicated, concerning the planning, implementation, analysis, and follow-up of try-out and testing procedures for Center developed products. It is anticipated that his work will focus on research designs for experimental studies, including selection of sample populations, development and validation of research instruments, data gathering methods, and summary and analysis of results.

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OVERVIEWS AND JOB DESCRIPTIONS

FOR THE

FOUR MAJOR DIVISIONS OF THE

LEARNING RESOURCES CENTER

1. OPERATIONS AND PERSONNEL DIVISION
2. REFERENCE DIVISION
3. PRODUCT-SERVICE DEVELOPMENT DIVISION
4. INFORMATION AND PUBLIC RELATIONS DIVISION

ERIC

OPERATIONS AND PERSONNEL DIVISION

OVERVIEW OF PROPOSED RESPONSIBILITIES AND AUTHORITY

1. Central Personnel Management and Scheduling
2. Maintenance, Renovation, and Protection
3. Physical Distribution of All Center Materials - Mail Room and Any Outside Mailing Arrangements
4. Purchase Orders
5. Supplies and Staple Stock
6. Cost Reduction Efforts
7. Standardization of Office Procedures
8. Recordkeeping - Operations and Personnel
9. Assistance in Preparation of Budgets and Accounting Procedures

STAFF

1. Director of Operations and Personnel
2. Secretary, Operations and Personnel (serves also Reference Division as needed)
3. Mail Clerk
4. Temporary Office and General Clerical Personnel

JOB DESCRIPTION OF DIRECTOR OF OPERATIONS AND PERSONNEL

LEARNING RESOURCES CENTER

Major Responsibilities:

1. Serves as the central agent for all personnel responsibilities. Although each employee reports to the designated supervisor in his division or to the Project Director and is supervised on the job by this person, the Director of Operations and Personnel is responsible for:

   a. Determining with the appropriate supervisor when new personnel are needed, temporary or permanent,
   b. Maintaining adequate coverage of all stations in the Center during regular Center hours,
   c. Scheduling personnel for holidays, vacations, sick leave, etc.,
   d. Maintaining a central personnel calendar that corresponds to the Center master calendar for production and special events,
   e. Providing orientation training for all new employees, for example, orientation to the Center operation as opposed to specific training in the particular job,
   f. Handling instances of grievances or correction that cannot be handled by the immediate supervisor,
   g. Coordinating all personnel procedures, forms, benefits, requirements, regulations, etc. with the state and with University personnel officials,
   h. Conducting exit interviews with all employees leaving the Center - temporary and permanent,
   i. Maintaining central personnel files and records,
   j. Keeping up to date and informing Center personnel of expectations, benefits, vacations, etc. corresponding to the type of contract arrangement for the particular employee,
   k. Maintaining up-to-date job descriptions for all Center personnel, including qualifications for contract personnel;

2. Handles all maintenance functions of the Center, including:

   a. Supervision of University and outside agencies or firms providing maintenance or renovation services,
   b. Protection and security of Center property;

3. Supervises the physical distribution of all Center materials, including:

   a. Supervision of the mail room,
   b. Collating and mailing of the Newsletter and other publications,
   c. Materials from the reference section mailed to users;

4. Supervises and coordinates activities of personnel in centralized clerical functions of organization;

5. Prepares purchase orders of staple stock supply items and maintains a basic stock or "never out" list;

6. Maintains efficient flow of work by evaluating Center production and revising procedures accordingly;

7. Standardizes office procedures and initiates policy and procedure changes as indicated, as well as cost reduction programs;

8. Coordinates activities of the Division of Operations and Personnel with those of the Divisions of Product-Service Development, Reference, and Information and Public Relations, including participation in staff meetings;

9. Serves as special assistant to Project Director in the function of budget preparation (may work with an accountant, who serves in a staff capacity to the Project Director)

10. Handles checks and cash involved in mail order or in-house purchase of Center services or products.

Other Responsibilities:

11. Prepares activities reports for guidance of management;

12. Assists, according to his particular competencies, in rendering certain Center services or in developing certain products, for example, may participate in a workshop.

JOB DESCRIPTION OF MAIL ROOM CLERK

1. Supervises and coordinates activities of workers engaged in wrapping and addressing printed and audiovisual materials for mailing and dispatching;

2. Maintains up-to-date mailing lists;

3. Inspects work stations to verify that materials are wrapped and addressed in time to meet scheduled departure of buses, trains, and airlines;

4. Records distribution of materials, working from shipping and mailing reports;

5. Maintains file of bus, train, and airline schedules and transfer points, and baggage, express, air, or postal mailing rates;

6. Distributes incoming mail to Center personnel;

7. Makes special arrangements for rush mailing when needed;

8. Collates materials when packets are assembled in-house;

9. Supervises any temporary personnel employed to assist in the mail room.

JOB DESCRIPTION OF SECRETARY, OPERATIONS AND PERSONNEL

There is a job description on hand in the Center files for the job as it presently is carried out. Because the job is likely to change if the proposed organization is adopted, the description of this position will be prepared jointly by the Director of Operations and Personnel and the Director of Reference.

REFERENCE DIVISION

OVERVIEW OF PROPOSED RESPONSIBILITIES AND AUTHORITY

Regular Functions

1. Operation and maintenance of materials for loan and reference in a library for vocational education - Reference and Lending Service

2. Assignment for review of all printed and audiovisual materials to be included in reviews published by the Center

3. Provision for consulting services on a regular basis with referral to appropriate personnel for in-depth or special consulting needs

4. Maintenance of inter-library contacts for special reference needs

5. Maintenance of contacts with suppliers of commercial materials

6. Supervision of secondary research related to reference needs

Special Functions

1. Assistance with feasibility studies for proposed Center projects

2. Identification and collection of materials related to special products or services accepted as Center projects

Staff

1. Director of Reference Services or Division - Mrs. Marjorie G. Belshee

2. Librarian - Mrs. Deiss

3. Reference Assistant(s) - 1 full-time person or 2 part-time student assistants

JOB DESCRIPTION OF DIRECTOR OF REFERENCE

1. Plans and administers program of reference services;

2. Submits recommendations on reference policies and services to Project Director and implements policy decisions;

3. Analyzes, selects, and executes recommendations of librarian, reference assistants, or other Center staff members concerning reference services;

4. Analyzes and coordinates reference division budget estimates and controls expenditures to administer approved budget;

5. Reviews and evaluates orders for printed and audiovisual materials;

6. Assigns to Center personnel and others materials selected for review;

7. Interviews publishers' representatives and consults with other Center personnel concerning selection of materials for purchase;

8. Supervises and trains reference personnel and determines personnel needs of reference, informing the Director of Operations and Personnel of these needs;

9. Participates in community, University, staff, and other professional meetings related to reference services;

10. Examines and selects materials to be discarded, repaired, or replaced;

11. Assists, as the need is indicated, in the development of Center projects.

JOB DESCRIPTION OF LIBRARIAN

1. Implements cataloging responsibilities of reference services:

   a. Verifies author, title, and classification number on sample catalog cards received from classifier against corresponding data on title page;
   b. Copies classification number from sample card to library materials for identification and storage;
   c. Supervises student assistants in preparing materials for accession into library holdings;
   d. Files classification card for adding to data processing acquisition list;
   e. Compiles information on library materials, such as books and periodicals, and prepares catalog cards to identify materials and to integrate materials into library;
   f. Maintains list of new acquisitions and recommends reviews for Newsletter.

2. Maintains library collection of books, periodicals, documents, films, recordings, and other materials, and assists groups and individuals to locate and obtain materials;

3. Furnishes information on library activities, facilities, rules, and services;

4. Explains use of reference sources, such as bibliographic indexes and reading guides, to locate information;

(continued)

JOB DESCRIPTION OF LIBRARIAN (continued)

5. Describes or demonstrates procedures for searching catalog to obtain materials from files and shelf collections;

6. Trains and supervises student assistants to search catalog to obtain materials for users;

7. Assembles and arranges displays of books and other library materials;

8. Performs variety of duties to maintain reference and circulation materials, such as identifying equipment or materials needed to operate the reference and lending service;

9. Supervises student assistants in ussuing and receiving materials on loan, returning materials to shelves, and general library housekeeping;

10. Consults with Director of Reference to improve reference and lending service.

JOB DESCRIPTION OF REFERENCE ASSISTANT(S)

1. Compiles routine reference records and reports;

2. Shelves books and issues and receives library materials;

3. Records identifying data and due date on check-out cards;

4. Inspects returned books for damage, verifies due date, and computes and receives overdue fines;

5. Reviews records to compile list of overdue books and issues overdue notices to borrowers;

6. Sorts books and other materials according to classification code and returns them to shelves, files, or other designated storage area;

7. Locates books and publications for Center users;

8. Issues borrower's identification card according to established procedures;

9. Files cards in catalog drawers according to system;

10. May repair reference materials;

11. Answers inquiries of non-professional nature on telephone and in person and refers persons requiring professional assistance to Librarian or Director of Reference.

12. May type cards or issue cards or type duty schedules.

PRODUCT-SERVICE DEVELOPMENT DIVISION

OVERVIEW OF RESPONSIBILITIES AND AUTHORITY

1. Supervision of personnel involved in product-service development - media, visual arts, and curriculum

2. Scheduling of all projects accepted

3. Selection of personnel and ways and means of executing plans for product-service development within budgetary limitations

4. Allocation of a total budget to specific projects

5. Final decisions concerning acceptance of specific products and services for development, following a feasibility study by personnel and divisions to be designated

6. Coordination with Research Specialist for Field Trials on testing and evaluation of products developed

7. Coordination with Division of Information and Public Relations on promotion related to product-service development, in cooperation with Marketing Consultant

8. Coordination with Division of Reference concerning reference needs related to product-service development

9. Cooperative working relationships with person appointed as leader of each product or service development project

10. Assistance with reviews of materials, as assigned by Reference Division

11. Contract arrangements and specifications with curriculum and media assistants and with any other personnel employed on a temporary basis for specific product development

12. Assistance, as requested by Project Director, with in-service education activities

13. Budget requests and estimates for the Division of Product-Service Development

14. Supervision of the production and distribution of products and services (actual mailing under Operations)

15. Supervision of persons within the Division assigned to do secondary research as background for development of products or services

16. Establishment of policies and procedures concerning media equipment and materials

17. Implementation of these Center services: Product-Service Distribution Arrangements, Curriculum Materials Development, Field Trials for Center materials (in cooperation with Research Specialist for Field Trials), Media Production, Printing and Reproduction arrangements for products developed, Reciprocal Services with Businesses, and Cooperative Efforts with Other Vocational Services (with Reference and Marketing Consultant)

STAFF FOR PRODUCT-SERVICE DEVELOPMENT DIVISION

1. Director of Product-Service Development Division - Dr. Robert W. Kirkpatrick
2. Media Specialist - Mrs. Bettie K. Overton
3. Assistant Media Specialist - to be employed
4. Visual Arts Specialist - Mr. Michael T. Barnes
5. Artist - Miss Cindy Council
6. Curriculum Specialist - Dr. Kay B. Brown
7. Secretary-Research Assistant - Mrs. Mary Y. (Pat) Brown
8. Additional Secretary for Division (eventually) 9. Task Leaders of Projects

JOB DESCRIPTION OF DIRECTOR OF PRODUCT-SERVICE DEVELOPMENT

1. Supervises the activities of all Product-Service Development Division personnel;
2. Has final responsibility for the quality, cost, and on-schedule completion of Center products and services, according to plans approved by the Project Director;
3. Consults with the Task Leader of each project to insure that all procedures necessary to the completion of that project have been identified and so assigned as to be satisfactorily completed, according to specifications and plans approved by the Project Director;
4. Is available to the Task Leader of each project in a supportive capacity, as requested, with the Task Leader assuming full responsibility for and direction of the project in question, except as demands of quality, budget, or schedule may require the Director to accept greater responsibility and direction;
5. Makes final decision concerning the availability of each staff member in the Product-Service Development Division for duties other than those associated with scheduled project development tasks;
6. Supervises the implementation or rendering of Center services assigned to the Product-Service Development Division, assigning tasks related to these services to appropriate staff members within the Division.

RESPONSIBILITIES OF TASK LEADERS FOR SPECIFIC PROJECTS

The appointment of a Task Leader should have been preceded by a feasibility study, the presentation of the results of this study to the Center staff, and by a positive decision on the part of the Product-Service Division staff and the Project Director concerning acceptance of the project. In consultation with the Director of the Product-Service Division, the Task Leader of a project:

1. Identifies all procedures necessary to the completion of the task;

(continued)

RESPONSIBILITIES OF TASK LEADERS (continued)

2. Recommends staff or total personnel needed to complete project, including outside consultants;

3. Recommends objectives, content, methodology, budget, production schedule, and selling price of the project;

4. Has full responsibility for and direction of the project in question, except as demands of quality, budget, or schedule may require the Director of the Product-Service Division to accept greater responsibility and direction.

JOB DESCRIPTION OF MEDIA SPECIALIST

1. Participates in the planning of and in the design of media sequences for Center projects and presentations;

2. Produces, as needed, media products, such as slides, prints, 8mm film and videotaped sequences;

3. Supervises the Assistant Media Specialist, in cooperation with the Director of the Product-Service Division;

4. Consults with LRC users concerning available media materials and media products to be designed by the Center;

5. Arranges for the review and evaluation of media materials;

6. Recommends, as the need arises, specific consultant assistance in the area of production services;

7. Teaches graduate media classes as the need is indicated;

8. Assists in the planning, designing, and execution of in-service workshops, as requested by the Project Director;

9. Determines the audiovisual materials to be purchased and initiates the ordering procedure;

10. Determines the audiovisual equipment to be purchased and initiates the ordering procedure;

11. Assists Task Leaders for projects in arranging for the reproduction of photographic materials, audio and videotapes, and transparencies;

12. Is responsible for coordination and quality control in the production of media materials.

JOB DESCRIPTION OF ASSISTANT MEDIA SPECIALIST

1. Participates in planning and designing media sequences for LRC projects and presentations, especially as they relate to audio and video recordings and photography;

2. Composes and produces those audio and video tapes and photographic slides, prints and films, both inside and outside the studio, which have been designated as LRC projects;

3. Maintains the audiovisual equipment room, including an inventory of audiovisual equipment;

4. Provides for the periodic maintenance and repair of all media equipment owned by the Center and makes arrangements for out-of-house repairs, approved by the Media Specialist;

5. Supervises the lending and return inspection of audiovisual equipment when loaned to Center users;

6. Fills equipment requests placed by LRC and DE Department staff members;

7. Assists LRC and DE staff in the operation of audiovisual equipment;

8. Inspects and repairs circulating and non-circulating media materials;

9. Assists LRC users in the operation of media equipment and in the preview of materials;

10. Makes daily checks before the closing hour to insure the orderliness and security of the audiovisual equipment at 1617 Monument Avenue;

11. Directs television productions as required;

12. Serves as television cameraman and recorder operator as needed;

13. Duplicates audio and video tape;

14. Carries out such other duties as may be required by the Media Specialist from time to time in the operation of the Product-Service Development Division or the Learning Resources Center in general;

15. Assists in the teaching of audiovisual classes assigned to the Media Specialist and/or the Visual Arts Specialist.

JOB DESCRIPTION OF ARTIST

The artist in the Product-Service Development Division reports to the Visual Arts Specialist and assists in implementing the art work assigned to this Specialist. Other requests for the artist's services are directed to the Visual Arts Specialist, who makes the decision concerning her availability to carry out requests.

JOB DESCRIPTION OF VISUAL ARTS SPECIALIST

1. Supervises artist in research, planning, and production of graphic materials;
2. Coordinates graphic production activities between the Center and printing sources;
3. Is responsible for quality control in graphic production;
4. Consults with Center users concerning media services:
   a. Creative Development and
   b. Media Resources
5. Is responsible for creative development of graphic materials;
6. Is responsible for the following in product development:
   a. Research
   b. Creative Planning
   c. Layouts
   d. Illustrations
   e. Lettering
   f. Paste-ups;
7. Is responsible for the graphic image of the Learning Resources Center;
8. Reviews and evaluates commercially prepared audiovisual materials as they relate to product development;
9. Participates in the planning of and in the design of graphics for product development;
10. Participates in the research involved in the Center project;
11. Teaches undergraduate classes in media as the need is indicated.

JOB DESCRIPTION OF CURRICULUM SPECIALIST

PRODUCT-SERVICE DEVELOPMENT DIVISION

Major Responsibilities:

1. Develops curriculum materials needed for vocational education programs in Virginia and nationally, with emphasis on printed materials as opposed to audiovisual instructional materials;

2. Develops curriculum materials needed by programs or educational fields other than vocational education when such materials are accepted by the Center as developmental projects;

3. Works with advisory groups of businessmen, educators, and agency personnel in determining curriculum needs and directions for specific Center projects; takes active role in selecting group members and in arranging for the meetings;

4. Assists in the in-service education of vocational and other teachers, especially in the area of curriculum construction or in connection with the use of Center developed instructional materials;

5. Assists in the pre-service education of distributive education teacher-coordinators, especially in the areas of curriculum organization and construction; teaches both undergraduate and graduate students on a limited basis.

6. Fulfills special curriculum requests of the State Supervisor of Distributive Education;

7. Assists in research projects of the Learning Resources Center;

8. Works closely with Media Services in designing and executing Center projects and in providing Product-Service Development services to Center users.

Other Responsibilities:

9. Reviews materials as requested and prepares reviews for the Center Newsletter, as well as special Newsletter articles;

10. Assists the Director of Graduate Studies in the DE Department, especially in reviewing graduate theses;

11. Participates in departmental activities relating to public relations and student-faculty relationships;

12. Counsels both graduate and undergraduate students, as requested, especially concerning vocational guidance;

13. Provides consulting services related to curriculum development;

14. Assists in providing reference services, as requested;

15. Writes professional articles and prepares special presentations for state and national groups, as requested;

16. Works with DE teacher-coordinators involved in pilot programs related to the establishment of new option curriculums in the state;

17. Supervises the classification, organization, and cataloguing of reference materials used in developing Center projects;

18. Supervises the secondary research involved in each curriculum development project;

19. Contributes to the development of curriculum theory and practice, for example, in formulating a curriculum model and a learning model for the Center;

20. Serves on University and departmental committees, as requested, for example, the School of Education Community Communications Committee.

ERIC

JOB DESCRIPTION OF SECRETARY-RESEARCH ASSISTANT

PRODUCT-SERVICE DEVELOPMENT DIVISION

Major Responsibilities:

1. Assists Curriculum Specialist in organizing, classifying, and preparing bibliography cards for references used in developing Center projects;

2. Assists Curriculum Specialist in preparing detailed reference cards for all background research notes used in developing Center projects;

3. Prepares all correspondence for Product-Service Development Division, including:

   a. Written requests for materials,
   b. General correspondence
   c. Materials and correspondence involved in arranging for and following up advisory committee meetings;

4. Takes minutes of special meetings and prepares reports in duplicate;

5. Assists in typing materials for the Newsletter of the Learning Resources Center;

6. Types in final form all materials for publications - those produced by the Center and those to which Center personnel contribute - for example, curriculum units to be reproduced through offset printing.

Other Responsibilities:

7. Maintains files of the Product-Service Development Division;

8. Performs, as requested by Center personnel and DE Department teacher educators, special typing work for purposes important to the Center or the Department;

9. Assists occasionally in the reference section, if needed;

10. Assists in the preparation and organization of special packets of materials produced and distributed by the Center.

11. Makes travel arrangements and prepares travel and reimbursement reports for personnel of the Product-Service Development Division.

INFORMATION AND PUBLIC RELATIONS DIVISION

OVERVIEW OF RESPONSIBILITIES AND AUTHORITY

1. Establishment and development of Information Service as a Center function
2. Establishment and maintenance of standards for information publications or products
3. Determination of personnel needs for Information Division, selection, supervision, and training of personnel
4. Establishment and control of production design and scheduling for Information Division publications, including deadlines for Center personnel involved
5. Preparation of the LRC Newsletter on a regular basis according to a yearly plan
6. Establishment of budgets for the Information Division: recommendations for total budget requests and authority to allocate parts of the total budget to specific Information projects
7. Selection of printing sources for Information publications
8. Plan for production and distribution of Information products (actual production and distribution to be done by outside agency or by Center mail room)
9. Establishment and development of professional contacts considered by Center staff to be important in attaining LRC objectives
10. Assistance in arrangements for special events, such as an "open house" for special visitors to the Center or help in preparing for an advisory committee meeting.

STAFF OF INFORMATION AND PUBLIC RELATIONS

1. Director of Information and Public Relations Division
2. Secretary-Editorial Assistant
3. Contract Personnel As Needed

JOB DESCRIPTION OF DIRECTOR OF INFORMATION AND PUBLIC RELATIONS

Definition: The Director of Information and Public Relations is the officer of the Learning Resources Center who is charged with the responsibility of planning, initiating, and directing the promotional activities and information service functions of the Center. He:

1. Formulates policies, sets standards, and makes recommendations concerning the dissemination of information, promotion, and marketing materials;

2. Initiates and plans information packages and news releases and coordinates news services within the Center in order to facilitate production of Information publications or products;

3. Plans promotional strategies and promotional calendars;

4. Is responsible for the conceptualization, writing, and follow through on promotion and information programs;

5. Recommends media considered most effective in achieving objectives of a particular product or service;

6. Participates in periodic meetings with other LRC staff members in order to coordination Information and Public Relations activities with other Center functions;

7. Determines personnel needs for Information Division and is responsible for training and supervision within the Division;

8. Is responsible for the preparation and production of the Newsletter, according to an approved schedule;

9. Consults with the Project Director concerning informational and promotional directions for the Center;

10. Plans, implements, and arranges production processes for all special publications designed to promote the Center;

11. Prepares distribution plans for all Center publications related to functions of the Information Division;

12. Makes personal contacts with Center users, potential users, suppliers, publishers, administrators, businessmen, civic groups, etc. as a representative of the Center;

13. Assists, as requested, with special events involving personal contacts and involvement with the business and/or educational community.

REQUESTS FOR POLICIES AND PROCEDURES,

RESULTING FROM STAFF CONCERNS

Summary of Executive Action Requested

A. Personnel:

1. Approve, disapprove, or modify the proposals for personnel organization and job descriptions contained in this packet with clarification of authority and responsibility. The staff recommends that, whenever possible, each Center employee report to only one supervisor. When this is not possible, clarification of lines of authority is requested.

2. Authorize and assign the preparation of a Master Personnel Schedule for the period of June 1, 1972 through June 31, 1973. This schedule should indicate vacations, days' off, etc. and should provide for Center coverage at all times, especially during peak periods. The personnel schedule should correspond to a Master Production Schedule for the same period.

3. Make decisions concerning the following immediate personnel needs:

   a. Arrangements for Joyce Auman to substitute for Mrs. Belshee during the month of July with a training period under Mrs. Belshee's direction during the last two weeks in June

   b. Probable need for a Secretary-Research Assistant to replace Pat Brown for the summer

   c. Summer contract arrangements for Mrs. Overton and Dr. Brown

   d. Arrangements to obtain a Director of Operations and Personnel, a Director of Information and Public Relations, reference assistants for the summer, and an editor-secretary for Information and Public Relations.

4. Arrange for a division or individual(s) to determine a system to use in specifying personnel needs for the total Center and for specific projects.

5. Assign to a division or individual(s) the responsibility for specifying criteria for outside consultants.

6. Arrange for implementation of system of sign-out or procedure for determining who is in the building at all times. Consider the need for a policy concerning leaving the building in order to maintain Center coverage at all times during working hours of the Center.

B. Communications:

1. Consider procedure for relationship with State Department of Education that will allow sufficient time for preparation of special reports and for involvement of state personnel in specific projects.

2. Consider the possibility of developing guidelines concerning Center relationship with the DE Department in order to facilitate decisions of Center staff members concerning order of priority in rendering Departmental services and

B. Communications (continued):

2. in completing Center projects.

C. Production Schedule and Procedures:

1. Authorize and assign the preparation of a Master Production Schedule for the period of June 1, 1972 through June 31, 1973. (See proposed production schedule, pages 26 and 27.)

   a. This schedule should include completion of all project research tasks and all product-service development approved for the period.
   b. This schedule should correspond to the Master Personnel Schedule in order to provide for adequate personnel, especially at peak periods.

2. Arrange for a division or individual(s) to determine how changes should be made, when the need is indicated, in an approved production schedule.

3. Arrange for development of policy and procedure for adoption of products and services accepted as Center projects. Note: A feasibility study prior to the adoption of any additional projects is recommended. If approved, the division or individuals responsible for conducting feasibility studies should be identified.

4. Describe the balance between individual and group decisions concerning design and packaging of materials developed.

5. If the Task Leader approach for project direction is approved, specify authority of Task Leaders.

6. Arrange for the formulation of a policy concerning the use of outside agencies for production work (basic choice between in-house and outside production system).

D. Questions Concerning Budget and Financial Arrangements:

1. Can a petty cash fund be established and maintained to buy urgent supplies for a project when these are not available within the University?
2. Can a procedure be developed that would enable the Center to be reimbursed for services rendered to the DE Department or to the State DE Office?
3. Can we begin to develop plans for incorporating ads into the Newsletter?
4. Can approved budget categories and format be determined?
5. Can an accountant be employed for bookkeeping and budget preparation?

E. Reviews, Supplies and Materials:

1. Clarify system and responsibility for ordering basic office supplies and Center materials and equipment.
2. Specify system and procedure for selecting and assigning materials for review, including format for reviews and criteria for evaluation.

F. Recommendations for Immediate Procedures:

1. Accept no new projects until a selection system has been determined.
2. Implement systems described in relation to services and continue work on others.
3. Make temporary arrangements for procedures in areas of concern if the establishment of a permanent system requires additional study and time.

PROPOSED PRODUCTION SCHEDULE FOR PRODUCT-SERVICE DIVISION, LEARNING RESOURCES CENTER

July 1972 through June 1973

	Curriculum (Kay & Pat Brown)	Visual Arts (Barnes and Council)	(Overton & Others------ Media
July	Summer Conference Job Preparation Planning - Future Key Concepts Real Estate Planning	Summer Conference Job Preparation Planning - Future Key Concepts	Summer Conference Job Preparation Planning - Future Key Concepts Human Relations
Aug.	Job Preparation Planning Real Estate Planning Advertising Planning	Job Preparation Planning Visual Merchandising Advertising Planning	Job Preparation Planning Human Relations Advertising Planning
Sept.	Job Application Key Concept Assignment of Advertising Parts to Contract Personnel	Job Preparation Tasks Complete Visual Merchandising	Complete Human Relations Prepare for Testing of Human Relations
Oct.	Job Application Key Concept Real Estate	Job Application Key Concept Visual Merchandising Testing	Human Relations Testing Work on Job Application and Real Estate
Nov.	Real Estate	Job Preparation Tasks Visual Merchandising Testing Real Estate	Human Relations Testing Work on Job Preparation and Real Estate
Dec.	Real Estate - Complete by end of month.	Job Preparation Testing Visual Merchandising Production Real Estate	Human Relations Production Work on Job Preparation and Real Estate
Jan.	Real Estate Testing Advertising	Job Preparation Tasks Visual Merchandising Production Real Estate & Testing	Job Preparation - Teacher Ed. Human Relations Production Real Estate
Feb.	Real Estate Testing Advertising	Job Preparation Tasks Advertising	Job Preparation - Teacher Ed. Advertising
Mar.	Advertising - Complete by end of month.	Job Preparation Tasks Advertising	Advertising Job Preparation - Teacher Ed.
Apr.	Advertising Testing Final Reports	Job Preparation Tasks Final Reports	Job Preparation - Teacher Ed. Final Reports

PROPOSED PRODUCTION SCHEDULE (continued)

	Curriculum	Visual Arts	Media
May	Advertising Testing Final Reports	Job Preparation Tasks Final Reports	Job Preparation - Teacher Ed. Final Reports
June	Advertising Production Real Estate Production Final Reports	Job Preparation Tasks Production of Advertising and Real Estate Final Reports	Job Preparation - Teacher Ed. Production of Advertising and Real Estate Final Reports

OVERVIEW OF PROJECTS FOR THE YEAR

1. Job Preparation (continued) - future key concept parts of series and future total packages - Employability Series - throughout year and ongoing
2. Human Relations - complete end of September.
3. Visual Merchandising - complete end of September
4. Teacher Education Materials for Job Preparation - throughout year and ongoing
5. Real Estate: Finance and Sales and Listings - end of December
6. Advertising - complete end of March
7. Final reports and research for LRC project
8. Field trials for all materials developed
9. Production of all materials developed

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ORGANIZATIONAL STUDY
BY
PSYCHOLOGICAL CONSULTANTS, INC.

Inclosure 7

ERIC

PSYCHOLOGICAL CONSULTANTS, INC.
1804 STAPLES MILL ROAD
RICHMOND, VIRGINIA 23230

PERSONNEL CENTER
COMPUTING & RESEARCH DIVISION
EDUCATIONAL DIVISION

TELEPHONE 355-4329
AREA CODE 703

June 13, 1972

Mrs. Vivian K. Ely
Learning Resources Center
Virginia Commonwealth University
1617 Monument Avenue
Richmond, Virginia 23220

Dear Mrs. Ely:

I am pleased to submit my recommendations concerning both the organization and the general personnel policies of the Learning Resources Center. As you know, my suggestions are based upon a review of the research proposal, a review of service concepts, a review of the staff "Proposals For Personnel Organization," and information obtained from staff members in interviews and from responses to a "Management Principles and Practices Survey." I had excellent cooperation from LRC staff members, and believe that I obtained reliable information concerning organizational needs.

Organizational change and growth is essential for LRC and should be expected in the development of a learning resources model. It is also essential in the third year of the LRC project that a well defined organizational structure be implemented so that short-term and long-term goals can be reached. This does not mean that with growth and new developments the structure will not change; but rather, for current accomplishment responsibilities will be well delineated.

The staff "Proposals For Personnel Organization" did highlight many of the organizational problems, and some of the suggested organizational changes and policies seem to me to be sound. However, there are significant modifications which I recommend. Exhibit A presents the organization structure which I believe best meets the immediate and near-term needs of LRC. The major changes from the staff proposals which I recommend are:

1. That the Research-System Specialist and Research Specialist, Field Trials, be combined and the functions placed under a Director, Research-Systems, who would have the responsibility for supervising and controlling research

activities, whether in-house or contract. This function should have the same line relationship as other major functions. The Director, Research-Systems, could also be involved in planning activities as a special system function.

2. That Director, Information and Public Relations, be changed to Director, Marketing and Public Relations. Information functions, including the Center newsletter, would be handled in this division. This director should have responsibility for developing the marketing function of LRC. It seems to me that the development of marketing plans, strategies and procedures is crucial during the third year of the LRC project and should be given priority consideration. Although some consulting help might be obtained, I believe that the marketing function is sufficiently important to warrant position and responsibility identification.

3. That the Director, Operations and Personnel, be titled Director, Administration. In a professional organization the size of LRC, personnel functions are generally limited and are basically administrative procedures.

4. That consulting and contract personnel be directly responsible to the division directors. Certain relationships with consultants and contract personnel can be delegated, but directors would be responsible for the work of these individuals under appropriate guidelines and approval set by the project director.

5. That programs for "Personnel Involved in In-Service Training" be a responsibility of the Director, Reference Services.

6. That consultants not be indicated specifically in the organization's structure, but report to the appropriate division director, or the project director in special instances.

I also recommend changes as indicated in Exhibit B, Proposal For Assignment of Services to Divisions. Many of the changes are related to the recommended changes in organization structure. Production and printing activities should involve coordinated functions with Director, Administration, where state purchasing and operations are involved.

I recognize that there may be particular budget and personnel limitations related to the proposed LRC organization, but I believe that this is the most desirable structure to accomplish the objectives of LRC. If for budget reasons there must be a combination of any of the directors' positions, I suggest consideration of combining

the Director, Administration with the Director, Product Service Development, assuming a full-time Director, Product Service Development. There will be many coordinated administrative functions that would make this combination a logical one. At the appropriate time, LRC activities will undoubtedly require a full-time associate director or project director for the effective functioning of the organization. If adequate personnel cannot be obtained for the director positions as indicated in the proposed organization structure, a full-time strong associate director would be imperative.

Listed below are other recommendations for increasing the efficiency and accomplishments of LRC.

1. LRC should have a yearly planning conference during which major objectives are well defined and time parameters are determined for tasks and projects. Although there have been planning sessions in the past, there appears to be a general consensus that the determination of more precise objectives and the development of more accurate scheduling are desirable.

2. Weekly or at the minimum by-weekly staff conferences should be held involving the project director and LRC staff. Division directors should be given defined responsibilities for the activities of the divisions involved, within budget and general policy controls, but regular communication with the project director is essential. These staff meetings can provide significant developmental guidance for the various division directors. It appears desirable to spell out clearly responsibilities and authority.

3. Periodic evaluation and progress reports related to specific goals established for the year should be scheduled and obtained.

4. The Director, Administration, should be responsible for the development of: (a) an orientation and personnel procedure manual for employees, outlining LRC holidays, vacation practices, other benefits, and security and facility coverage procedures. For the most effective operation of LRC there should be consistency in the general holiday procedures. For the benefit of new employees this manual should also contain a statement about the general objectives of LRC and the major responsibilities of different positions in the organization. (b) a master schedule for personnel needs for peak periods and for major reports and projects. (c) an information procedure

which communicates staff availability and presence in the Center. Various signout systems are effectively used by professional organizations.

5. A planned staff development program should be implemented. Although there are different individual requirements that should be evaluated more thoroughly, there does appear to be a general need for development in management techniques, team-work and general communications. This recommendation can be further defined as organizational changes are implemented and specific individuals are identified for the directors' positions.

Enclosed is a copy of the article from the New York Times which I showed you. LRC appears to be in the vanguard of educational developments which will be particularly significant in the future and it should meet important needs in Virginia. I look forward to discussing this report with you during the first part of July and to our continuing relationship with LRC.

Sincerely,

Robert J. Filer pwc

Robert J. Filer, Ph.D.
President

RJF:mw
Enclosures

EXHIBIT A

PROPOSED ORGANIZATION OF THE LEARNING RESOURCES CENTER

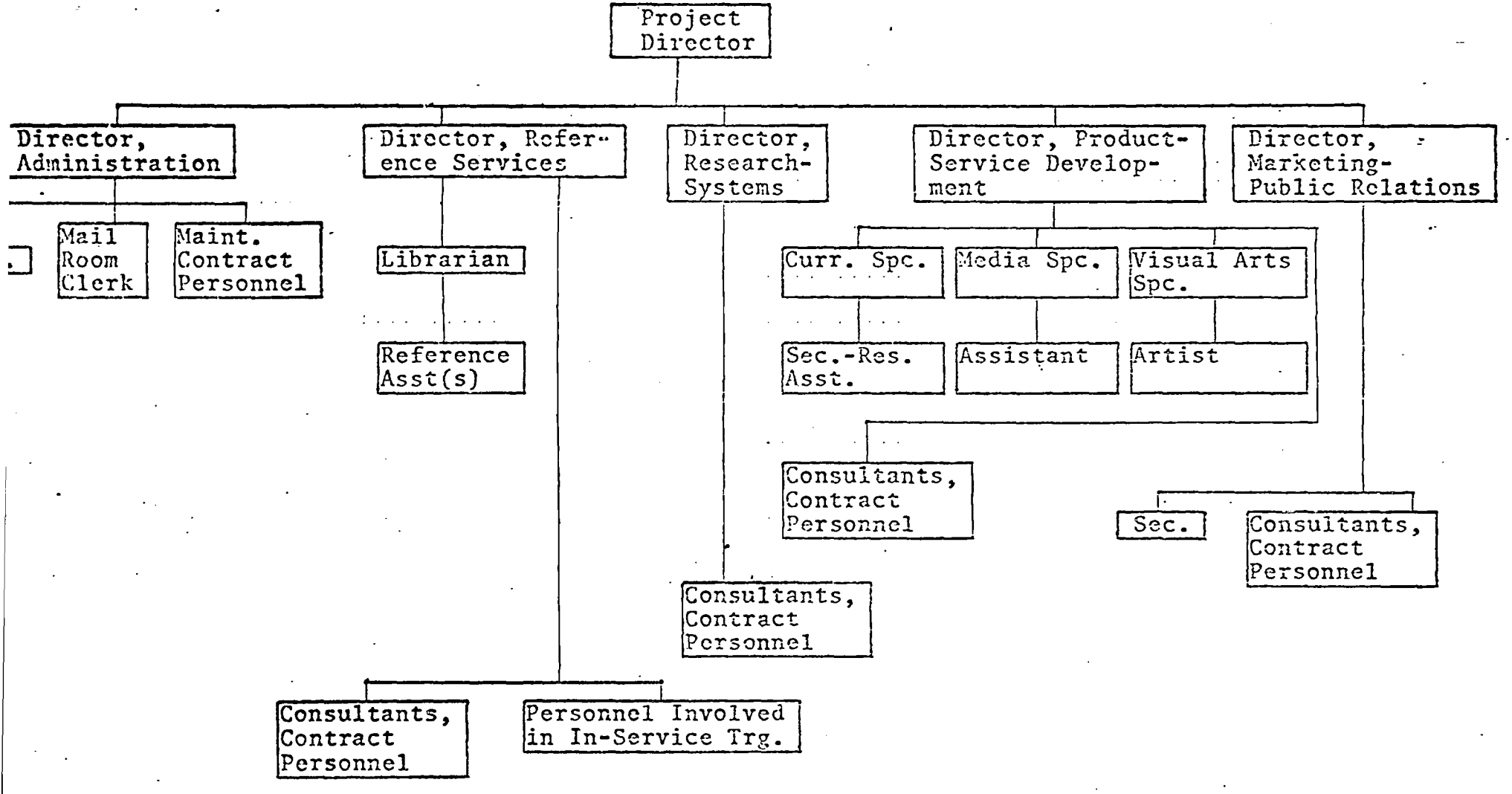

EXHIBIT B

PROPOSAL FOR ASSIGNMENT OF SERVICES TO DIVISIONS

1. Reference and Lending	Reference Services
2. Distribution	
a. Product Distribution Arrangements	Product-Service Development
b. Newsletter and Other Information Publications Distribution	Marketing and Public Relations
c. Actual Mailing	Administration
3. Information	Marketing and Public Relations
4. Curriculum Materials Development	Product-Service Development
5. Consulting Services	Received and Assigned through Reference Services Division
6. Field Services	
a. Program to increase use of LRC services	Marketing and Public Relations
b. Field trials for materials developed in Center	Research in cooperation with Product-Service Development
c. In-service Education to meet vocational needs	Reference Services with appropriate input from all divisions
7. Media Production	Product-Service Development in cooperation with Administration
8. Printing and Reproduction	
a. Products and Services	Product-Service Development in cooperation with Administration
b. Information Publications	Marketing and Public Relations in cooperation with Administration
9. Reciprocal Services with Businesses	Marketing and Public Relations
10. Cooperative Efforts with Other Vocational Services	Marketing and Public Relations in cooperation with appropriate divisions
11. Marketing of Center Products and Services	Marketing and Public Relations
12. Evaluation of Products and Services	Research

EXHIBIT C

JOB DESCRIPTION OF DIRECTOR, MARKETING AND PUBLIC RELATIONS

Definition: The Director, Marketing and Public Relations is the officer of the Learning Resources Center who is charged with the responsibility of planning, initiating, and directing the marketing, public relations, and information service functions of the Center. He:

1. Develops marketing strategies and programs designed to sell the products and services of the Center;

2. Formulates policies, sets standards, and makes recommendations concerning the dissemination of information, promotion, and marketing materials;

3. Initiates and plans information packages and news releases and coordinates news services within the Center in order to facilitate production of information publications or products;

4. Plans promotional strategies and promotional calendars;

5. Is responsible for the conceptualization, and follow through on promotion and information programs;

6. Participates in periodic meetings with other LRC staff members in order to coordinate Information and Public Relationsactivities with other Center functions;

7. Determines personnel needs for Marketing Division and is responsible for training and supervision within the Division;

8. Is responsible for the preparation and production of the Newsletter, according to an approved schedule;

9. Plans, implements, and arranges production processes for all special publications designed to promote the Center in cooperation with Director, Administration;

10. Consults with the Project Director concerning marketing and informational directions for the Center;

11. Prepares distribution plans for all Center publications related to functions of the Marketing Division;

12. Makes personal contacts with Center users, potential users, suppliers, publishers, administrators, businessmen, civic groups, etc., as a representative of the Center;

13. Assists, as requested, with special events involving personal contacts and involvement with the business and/or educational community.

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CONCEPT DOCUMENT
ON
HUMAN RELATIONS KIT

Inclosure 8

ERIC

Objectives for Human Relations Kit

1. The student will be motivated to explore this kit.

2. The student will increase behaviors which contribute to mutually constructive human interaction through:
   a) awareness of alternatives;
   b) awareness of ways in which he would like to improve his behavior;
   c) practice in selecting and applying appropriate alternatives.

3. The student will experience the need for some degree of mutually shared goals as a basis for human interaction.

4. The student will be able to exercise skills in communication leading to effective human relations through learning to:
   a) test their own common grounds of understanding;
   b) listen effectively and creatively;
   c) express ideas clearly.

5. The student will be able to affirm values which contribute to his own sense of personal worth.

Target Audience Description

Average and below-average students
Non-college bound students
Low motivation level
High absenteeism
Poor reading skills

Ground Rules for Kit Development

No teacher training required
Limited work assignments outside class
Activity oriented kit
Variety of activities
Module format
Format to accomodate absentee rate

ASSUMPTIONS UNDERLYING THE HUMAN RELATIONS UNIT

The basic assumption of this unit is that experiential learning is more effective than cognitive learning alone. Experiential learning merges the cognitive and the affective elements into the student's learning experience. The cognitive element is that aspect of learning which refers to the activity of the mind. Traditionally our public schools have focused primary attention on this aspect of learning. The affective element refers to the emotional aspect of learning. It focuses on feelings. Although neither of these occurs in complete isolation, the affective is stressed much less in public education. However, we are becoming increasingly aware that learning which truly changing behavior and is therefore significant to the student's everyday life includes a large measure of affective learning. Intentional behavioral changes are made by students who consciously relate cognitive and affective learnings and apply these learnings to new behavior.

Distributive education and vocational education move toward experiential learning to the extent that they enable the students to see relationships between on-the-job or laboratory experiences and factual information about the career or vocation being studied. This unit on human relations seeks to push further into the affective domains by providing experiences in which students may focus on their own feelings about interpersonal relations while they learn facts about how persons relate.

Some additional assumptions of the unit based on research done by the Learning Resources Center are:

--there is normally a high degree of absenteeism among the students.

--there is a moderate or low level of motivation.

--class periods are relatively short (about 50 minutes).

--students respond best to non-competitive experiences in which goals are attainable and rewards are frequent.

--teachers who use this unit will see themselves as facilitators of learning rather than as instructors dispensing information.

DESCRIPTION OF THE UNIT

In the light of the above assumptions, the Learning Resources Center has developed a flexible unit of study which can be adapted to a variety of schedules. Two different approaches are provided: a learning game and a set of learning modules. Both approaches are structured in self-contained, non-sequential segments. Though segments do build upon each other, it is not essential for a student to have experienced a particular segment in order to participate in any other segment. Students may move into the game or the learning modules at any point.

Activities in either approach are highly participatory and therefore provide a certain intrinsic motivation. However, the motivation modules should be used prior to either the game or the learning module approach. The motivation modules provide students with experiences through which they will learn the value of the ensuing human relations study. There is opportunity at the conclusion of the motivation modules for students to buy into the following study. This ownership by the students enables them to take responsibility for their own learning throughout the unit. If students do not buy into the unit, it might be wise not to attempt this approach with them. However, field testing has indicated that the motivational modules almost always lead to a

commitment to further experiential learning. A separate, cognitive approach is suggested later for the rare student who does not wish to pursue the experiential approach.

Both the learning game itself and the activities within the game and the modules are non-competitive experiences. The game is a player-against-model game in which each student measures his achievement by beating the game rather than by beating other students. Care is taken to provide win-win situations rather than win-lose situations. There are frequent opportunities for feedback in the game as well as in the learning modules. In both approaches goals are easily attainable, though students can set more challenging goals for themselves if they so desire.

Finally, this unit assumes that teachers who use it will take the role of facilitator of learning. Provision is made in the process for students to take responsibility for their own learning. The teacher's task is to set the stage for the activity, keep activities moving, and see that students understand the game or learning module structures that can facilitate their learning. If the teacher is genuinely excited about the learning possibilities this will be communicated non-verbally to the students, and it will be a motivational force for their pursuit fo the course. The wonder and excitement of discovery in human interaction is contagious! The teacher's stance should be one of fellow-explorer with the students rather than that of the director as instructor.

SELECTING THE APPROACH

The learning game approach has the obvious advantage of built in

motivation. Everyone likes to play. Students move around "the board" (the floor of the classroom) at their own pace, carrying out activities described in each learning center. Activities are individual or in small, random groupings. Students may begin playing at any point and move as chance directs them. The teacher is relatively free once everyone understands the process of the game, so he can observe student behavior for use later in the de-briefing.

The learning module approach has the advantage of sequencing experiences within a particular segment or session. That is, within the days class session the teacher may use activities that build on each other more effectively than in the gaming situation. Also the learning module approach provides opportunity for more work as a total class group. Feedback is available from more sources.

In making your own decision about which approach to use consider the extent to which your students enjoy games. Also consider whether they prefer working independently (game) or in a total class group. A very important consideration is the nature of classroom space available to you. If you have less than _____ square feet in your room, it will be difficult to set up for the game with its learning center approach. If other classes meet in your room, you will have to be willing to enlist students for quick set up jobs before and after each session of the game. You may prefer the modules approach unless you can set up and leave the room for the game. A final consideration is whether or not you have adequate audiovisual equipment for the game. You will need at least:

--

--

...

Some audiovisual equipment will also be needed for the learning module approach, but not so much at one time. Check the learning module approach description to see what equipmnet is required when.

SCHEDULING

If you choose the game approach you should set aside a period of 12-15 class sesssions (50 to 60 minutes each) at the time you plan to study human relations. Since this unit has many implications for all the students' work together it would be beneficial to schedule it at the beginning of the year. You might prefer to play the game for a week at the beginning of the year. Then schedule one or two days of the game at various points of the year just preceding the study of some related units.

The later sessions will provide re-inforcement of the first week's play and will allow students to apply intermittent learnings to the game situation.

The learning module approach is also flexible in terms of scheduling. Again there are advantages to scheduling it at the beginning of the year. The modules are developed in groups of three, so, if you break up the study it is important to run them in three session segments. You might wish to run one three session segment at the beginning of each quarter of the year. Plan your schedule in relation to other coursework.

Whichever approach you use, be sure to schedule three class periods for the motivation modules. The full experience of these modules is very important to the success of the unit. Build up the anticipation of your students. Urge them all to be present for these three sessions.

SETTING UP

1. Mark off the playing area of a room into the appropriate number of centers as called for by the number of players.
2. Place the information required for each center in the centers used.
3. Check to see that all electronic equipment, etc. is available and working.
4. After completing the three motivational sessions and negotiating student commitment to the game, begin play. By way of land rush place students in centers in use. Directions for their movement are found in each center. When they raise questions, have them re-read directions in the center they are in.

GAME IN PLAY

Post the following directions and read them to the students after each person is in a center:

(Playing Rules)

1. The object of this game is to learn as much as possible about how to relate well to others and achieve your own goals.
2. Learnings are acquired by moving from one space to another and participating actively in the experience there.
3. Each center will direct you exactly what to do and how to move from there.
4. At any time you wish, upon completion of a center, you may go to a Reflection Center and write on a card anything you have learned during play. Carry the card with you throughout play.
5. When you are ready to leave a Reflection Center, draw a Chance Card to see where to go next.
6. If you land on a center you have been on before, draw another Chance

Card and proceed as directed.

DE-BRIEFING

MODULAR FORMAT

15 modules
3 motivational modules
12 activity modules for objectives 2,3,4
Each module lasts about 50 minutes
Each module is independent of all others, but are reinforcing

MOTIVATIONAL	1	2	3
GOALS	4	5	6
	7	8	9
	10	11	12
	13	14	15

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THREE MOTIVATIONAL MODULES

OBJECTIVES:

1. The participant will have experienced and will have had an opportunity to reflect with others on:

   a. The dynamics of the issues of inclusion in a group

   b. The impact of the issues of control in himself and others

   c. Trusting and being trusted as part of a group.

2. The participants will be interested in pushing further in the area of human relations using an experimental learning process.

SOME OBSERVATIONS ABOUT THE THREE MODULES

1. For the purposes of learning in these modules, there is no moral judgment upon behavior. Behavior is not "good" or "bad", "right" or "wrong". It simply "is". However all behavior does have results, which may be "helpful" or "unhelpful" in accomplishing the goals of the individual involved and/or the group. In order for an individual to function "helpfully" as part of a group there must be some measure of congruency, at at least compatibility, between his goals and those of the group. Individual goals grow out of individual needs, basically in these areas.

First there is a need for inclusion. A person must be able to feel a measure of security in his being accepted and appreciated by the group. Until this need is met in a measure acceptable to the person, a large proportion of his energy and behavior will be spent either in having it met or in denying his need to have it met.

Secondly, there are needs in the area of control. A person must be able to feel that his contributions are valued, and that he is able to exert influence in the life of the group. Again, if these needs are not met,

the person either will expend his energy competing or will withdraw from active participation.

The third area of personal needs is that of trust. A person must be able to feel that he can trust the other members of the group and in turn feel that he is trusted by them, otherwise he will not risk himself with them. In large measure this trust comes as a result of feeling accepted and appreciated and of having contributions valued by the group.

2. The role of "teacher" in these modules is that of facilitator. The participant is responsible for his own learning, though he may be greatly helped by the process and reflection of the group. The teacher, as facilitator, can helpfully observe the processes at work, can by observation or question help the group when it is bogged down (note that periods of silence do not necessarily mean that the group is bogged down), and can help insure that all who want to participate in discussion have a chance to do so. As a general rule, the more the group says and the less the teacher says the more facilitative the process will be. It does rest directly on the teacher to insure that all necessary instructions for any exercise are understood fully by the participants. Above all the teacher must avoid the temptation to direct the participants to the "right" learnings. Remember, the participant is responsible for his own learning.

3. A primary assumption is this process is that everything that happens is data from which we can learn. Behavior, as used here, is the sum total of a persons response to a situation. A person may do something, or he may do nothing. In either case it constitutes behavior from which helpful learning can come.

~~SOME OBSERVATIONS ABOUT THE THREE MODULES:~~

4. The basic process by which it is hoped learning will happen in these modules is as follows:

a. Experience (do) Participants will be introduced to some activity in which they will have an opportunity to engage, generally interacting with others in the process.

b. Identify (look) Participants will have an opportunity to draw data from the experience. What actually happened? How did I behave? How did others behave? How did I feel?

c. Analysize (think) Participants will have an opportunity to look at the data for implication and interrelationships. In what way did my feelings affect my behavior? With what results: In what ways did the behavior of others affect my own? With what results? In what ways did my behavior affect that of others? With what results What values (things I feel good about) do I see in my behavior? What might I have done differently?

d. Generalize (learn) Participants will have an opportunity to look beyond the immediate experience for possible applications. Is this the way I normally react to similar situations? Do I generally get similar results? Is there a way I might alter my behavior to get better results (more effective in achieving my goals)? How can I check it out?

5. Space requirements:

Ideally, the room for these modules will be large enough for all participants to sit on the floor with enough extra space so that they can function in small groups without interferring with each other. If the floor is not suitable to sit on, then there should be chairs available that can be easily moved.

6. A final note:

While each of these modules will concentrate on one of the three areas of personal need, it must be noted that all three issues will in fact be present in the group in some measure throughout the three modules.

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MODULE # 1 - THEME: INCLUSION

A. time parameter: 50 minutes

(the times suggested for ~~earlier~~ each part of the process are for the guidance of the facilitator unless the instructions call for an announced time limitation.)

B. Materials needed: A quantity of magazines, straight pins, news print and easel, magic markers, one set of the cooperation exercise for each group of three participants.

C. Before the session:

If participants can sit on the floor, clear furniture out of room. If the floor is not suitable for sitting, arrange a circle of chairs for participants.

On a table near the door put an assortment of magazines, the more the better, and straight pins. Above the table have a sign on newsprint reading: "look through the magazines. Find a picture that reminds you of something aobut you that you like. Tear the picture out and pin it on you."

In a conspicious place in the room, on newsprint, in large letters have the words:

DO
LOOK
THINK
LEARN

Beyond this, use your imagination in making the room interesting and attractive. Practice the exercises suggested with some friends before trying to lead the group.

D. Design:

5 Minutes - finding picture:

As participants enter room, call their attention to magazines and sign, and encourage them to find a picture that they can identify with.

5 Minutes - Introduction of modules:

As brifly as possible, give an overview of experiential learning, using keys DO. LOOK, THINK, LEARN.

Stress that the participant is responsible for what he learns.

Explain leader's role as facilitator

Urge participation in all three modules

These modules should be interesting and enjoyable as well as an opportunity for learning for the participants

15 Minutes - Sharing pictures

The intent of this exercise is two fold: First to give each participant a chance to share some-thing of himself and second for all participants to learn more about each other.

If you have 15 or fewer participants stay in one circle

16-30 participants form 2 circles

over 30 participants form 3 circles

(note: If your class is large enough to run 2 or 3 circles, it will be very helpful to enlist co-leaders for these modules)

Ask each participant to share briefly his picture and what it is in himself that the picture reminded him of. Let members of the group ask questions--when a person offers something of himself to the group, it is a gift;

Try to insure that each gift is in some way appreciated. Try to keep the process moving so you can give everyone a chance to share in the 15 minutes.

2 Minutes - Forming groups

Announce that you want everyone to form into groups. of 3 persons each. (If you have one or two persons left over, let them attach themselves to groups of three, so that there will be four persons in one or two groups.)

10 Minutes - Cooperation

(the intent of this exercise is multiple, the particiapnts may experience the frustration of having potential solutions that they see no way to implement. They may experience the problems inherant in concentrating on their own individual goal, rather than the group goal. They may experience the need to be aware of the problems of other members of the group as they work on the group task. They may experience the satisfaction of working through together to the accomplishment of the group task.)

1. Have the groups of 3 (or 4) sit on the floor facing each other, with enough room between them for them to work.

2. Give a packet containing the exercise to each group. MAKE SURE PARTICIPANTS DO NOT OPEN THE ENVELOPES UNTIL YOU GIVE THE WORD!

3. Have each group pull out the instruction sheet. Read it over with them. Make sure the groups understand the instructions. (Note: Where there are 4 members in a group the fourth person is to be an observer, noting what goes on, but making no comments during the exercise, and not participating in the solving of the problem.)

4. When each of the three participants has an envelope, tell them to take out their puzzle parts, making sure they get all pieces out of their envelope, and begin.

   The facilitator will need to monitor the groups to see the rules are followed.

5. When all groups have completed the task, or when 10 minutes is up, the facilitator calls a stop to the exercise.

10 Minutes - Refection

If you have five groups or fewer, gather in a single circle for reglection

If you have 6-10 groups, form two circles.

If you have 11 or more groups, form three circles.

Discuss the exercise, using the DO, LOOK, THINK, LEARN Model. The facilitator can aid this process by helpful questions. Be sure to include the observers if you have any. "How did it feel to see solutions, but to be unable to participate?" "What did you see happening in your group?"
(Note: There is always a tendency to spend all the time "LOOKING". Help the group move on to THINK, LEARN.)

3 Minutes - Closing

Have total group stand in a circle holding hands. In silence have each participant look around the circle, noting those persons about whom they have learned something new in this session that helps them to understand them better.

DIRECTIONS FOR MAKING PACKETS

Each packet contains a set of instructions as follows:

"There are three envelopes in this packet, each one contains parts for forming squares. The task will not be done until each of the three participants has before him a square of the same size as that held by the others.

As you do the task:

1. No participnats may speak.
2. No participant may take a piece, or in any way request a piece from any other participant.
3. Participants may, however, offer pieces they have to others."

Each packet also includes three envelopes marked A,B, & C. Each envelope contains the pieces on the diagram below marked with the letter it carries. Its important to measure and cut carefully.

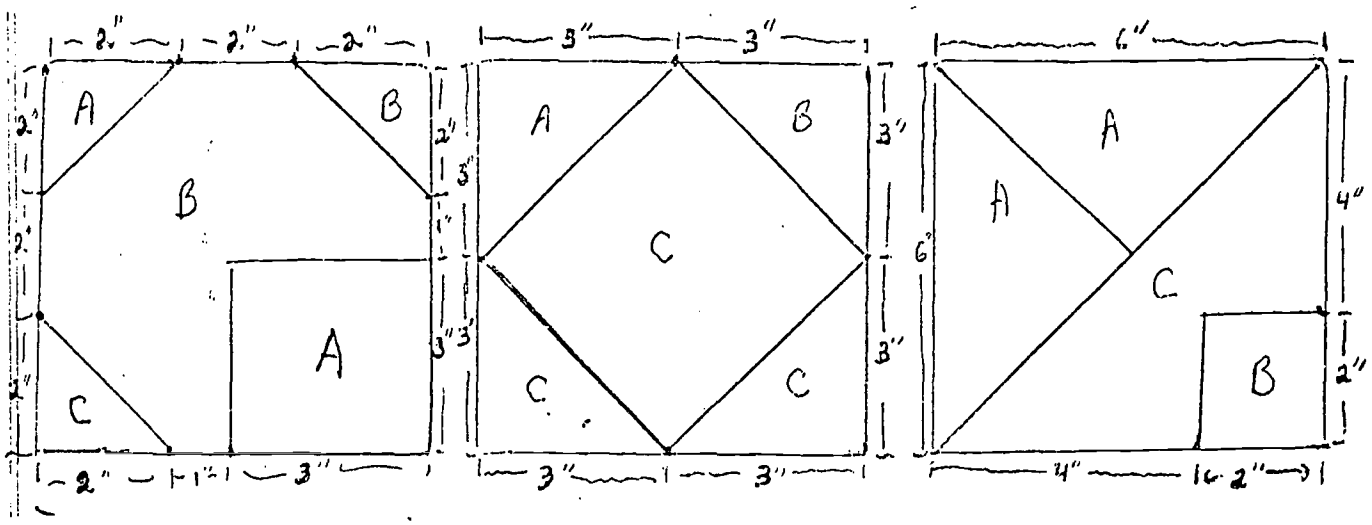

File folders are excellent for making the puzzles.

Each square is 6" on a side.

It will help in assemblying the packets if the letters are written on the pieces.

A complete packet is required for each group of three participants.

MODULE #2 -- Theme Control

A. Time parameters: 50 minutes

B. Materials needed: none

C. Before the session: Clear the room of furniture. If chairs are necessary push them back against the wall. Have DO, LOOK, THINK, AND LEARN poster in prominent place. Use imagination to make the room look attractive. Practice the exercises suggested with some friends before trying to lead the group.

D. Design:

5 min. Opening: Have participants join hands in a large circle as at the end of last session. In silence look at other participants, recall those things discovered about each one.

Facilitator acknowledge and welcome new members.

--Very briefly call attention to DO,LOOK, THINK, LEARN process, and the importance of ~~finding~~ being valued and influential in group process.

5 min. Persuasion: Divide group into one, two, or three circles depending on size of group. (Co-leaders will be helpful if you have more than one circle.) Have participants cross arms and place palms of hands flat against palms of those on each side of them. Do not interlock fingers. Ask the participants not to talk. Have each participant pick some participant in the room to which he wants his group to move.

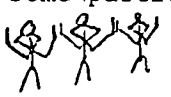

Give this instruction: "Without breaking the circle at any point, try to get the group to move to the point you've fixed."

Facilitator see that participants do not lock fingers. Let the process go long enough to experience group movement, pairing, frustration, and hopefully ~~spur~~ some participant success. Stop the process, when it seems to run down, or become too strenuous, or at any rate after two or three minutes.

10 min. Reflection: Have groups sit down and reflect on their experiences. Look at what happened.

Think about it.

Learn from it.

Again facilitators guidance through questions, and in seeing that all who want to share in the discussion have a chance to can be very helpful.

Stop the discussion after ten minutes.

10 min. Group Decision:

Announce that you are going to give the group(s) a task to do, and that they have 10 minutes to complete the task. The task is: "Reach agreement in your group on your three favorite singers, and rank them First, second, and third."

Stop them in 10 minutes. If they have reached a decision, have them share it.

5 min. Self ranking:

Immediately ask each person in the group(s) to place themselves in a straight line according to how much influence ~~this~~ they feel they exerted on the group's decision-making process. Those who felt they had the least influence at the left end of the line, and those who feel they had the most at the right end of the line. When this is done, ask if on the basis of the data of the exercise ~~it~~ everyone is satisfied with where they are in relation to the line. If not, suggest that they move to where they feel satisfied.

15 min. Reflection:

For the balance of the session, reflect on this experience. DO, LOOK, THINK, LEARN!

MODULE #3 - THEME: TRUST

A. Time parameters: 50 minutes

B. Materials needed: newsprint, magic markers, masking tape

C. Before the Session Begins:

Clear furniture from room

Place on walls a piece of newsprint

with their name at the tom and two headings.

"I like your..." and "I wish you..." Put a

magic marker beside each piece of newspring.

Practice the exercises suggested with some friends before trying to lead the group.

D. Design:

3 minutes - Opening

In full circle, have the participants nonverbally exchange greeting with each oth

Facilitator comment that this is the last of the three modules. Today is an opportunity to experience trusting and being trusted.

3 minutes - Mirroring

Have the particiapnts pair up facing each other, close enough so that with elbows bent and hands up they can confortably place the falms of their hands flat against the palms of their partner. Now separate palms until they are about an inch apart. In this excerise one person will lead and the other will try to follow. Ask them to look into each others eyes and not to talk. The ~~leader~~ the lead partner will slowly begin to move his hands, and the other will try to move with him as in a dance--continue this for about three minutes then reverse roles for three minutes.

5 minutes - Molding

With the same partners, again non-verbal, Instruct one partner to become completely moldable, not limp but remaining in what ever position he is placed. The other partner has the job of molding him in what ever way he desires. Do this for two minutes, then reverse roles for two minutes.

~~15 minutes - Reflection~~

15 minutes - Reflection:

In group or groups (depending on the number of participants) DO, LOOK, THINK, LEARN Facilitator--help to get feelings out--anxiety, comfort, felt good, felt bad, etc--about both leading and following in those exercises. How do we normally feel about "being responsible" for someone else--about trusting someone else?

15 minutes - Perscriptions:

Call attention to newsprint on the wall--ask participants to write messages to other particiapnts on this piece of newsprint--What you like about them and what your wish is for them.

5 minutes - Closing

In full circle, ask participants to share any learnings they have gained from these three modules. Write these quickly on newsprint as they are shared. Have all participants join hands and move together into a tight circle--now back up and drop hands--the session is over. Invite participants to take their piece of newsprint with them.

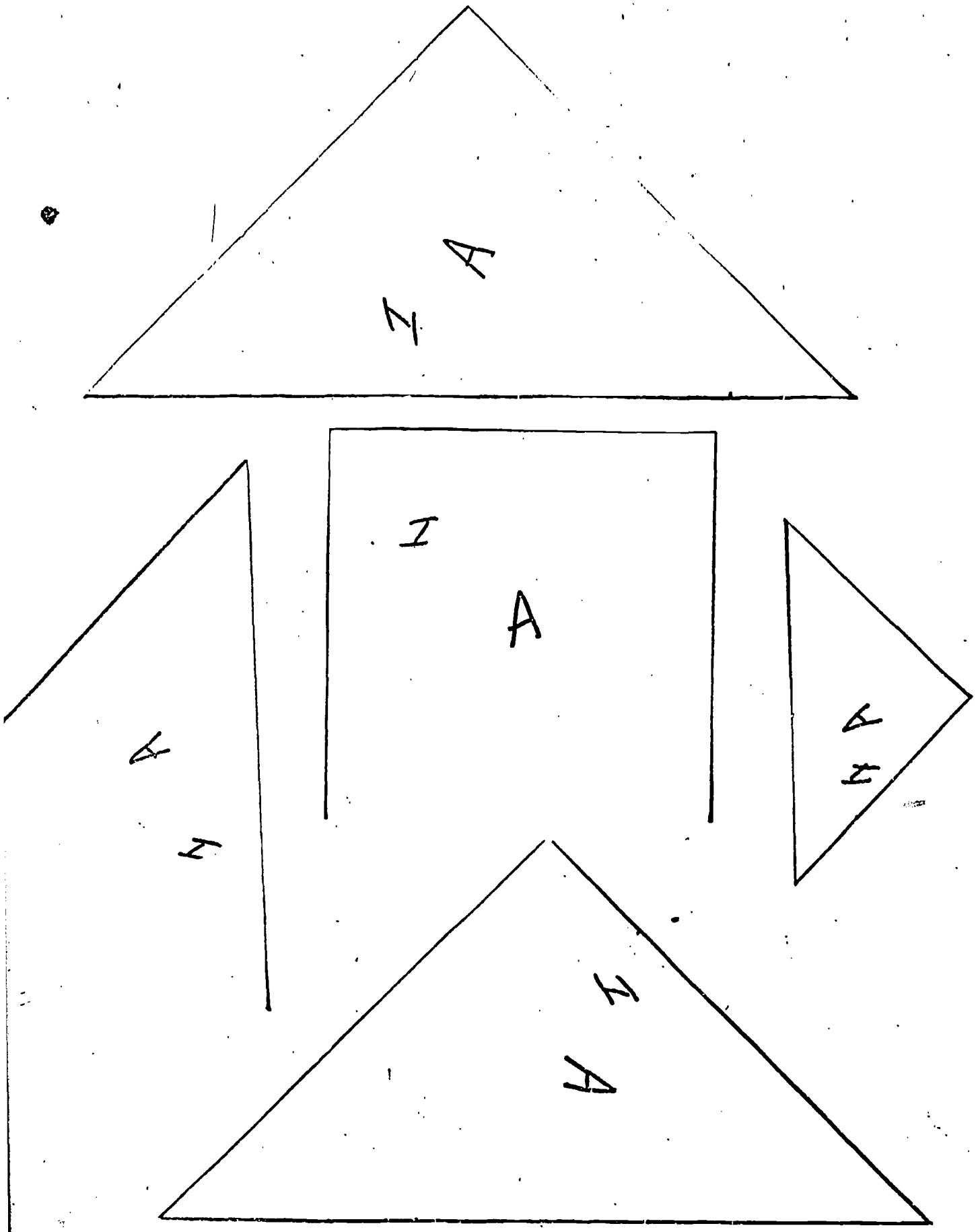
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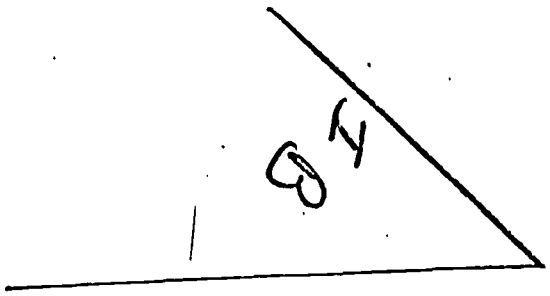
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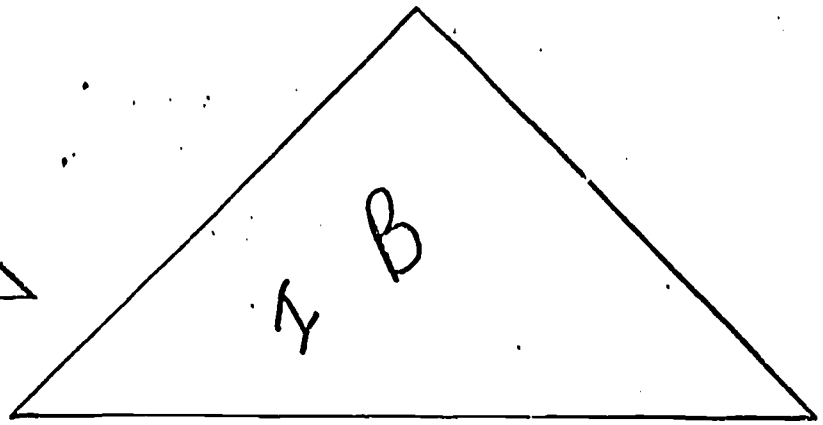
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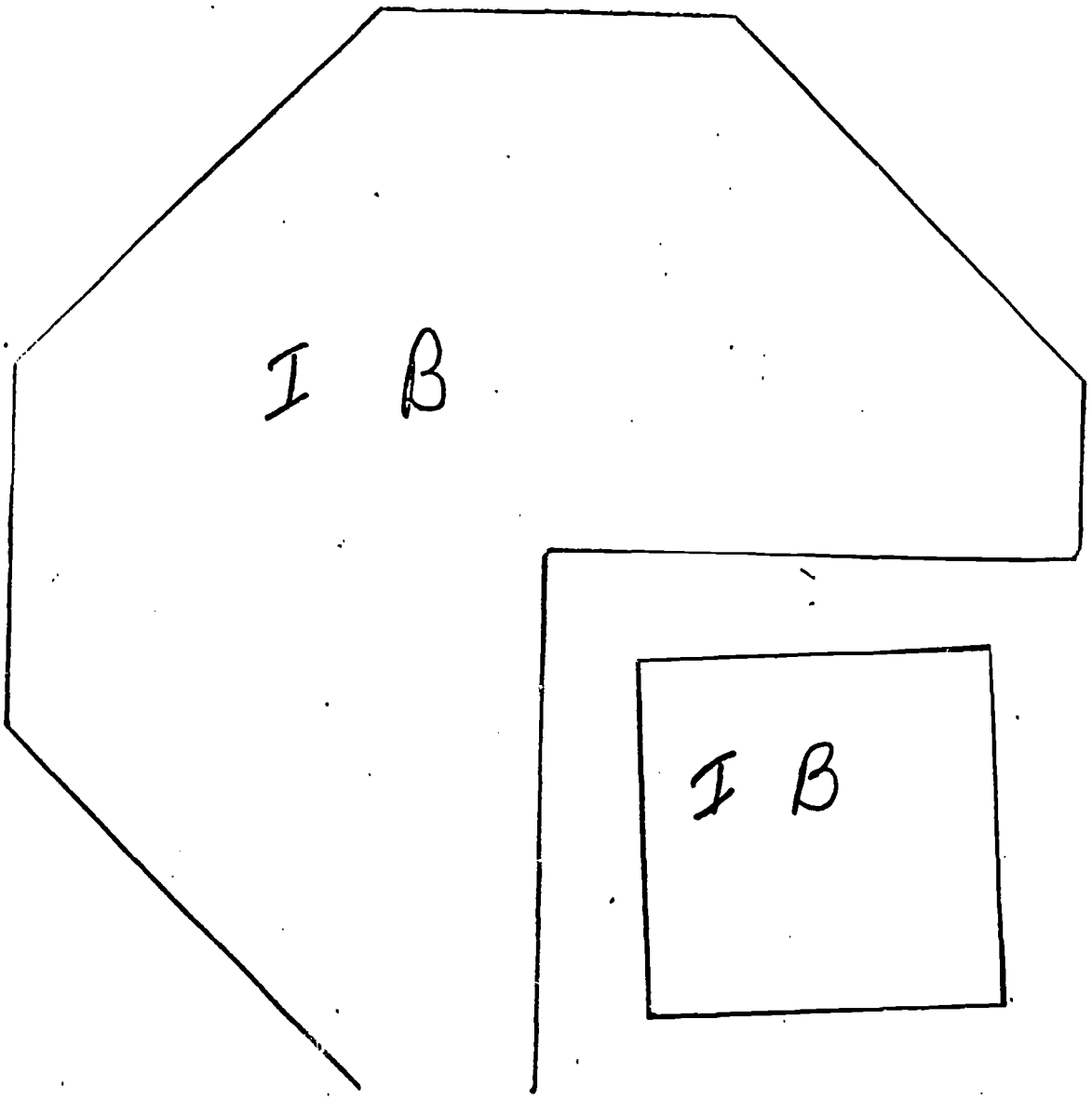
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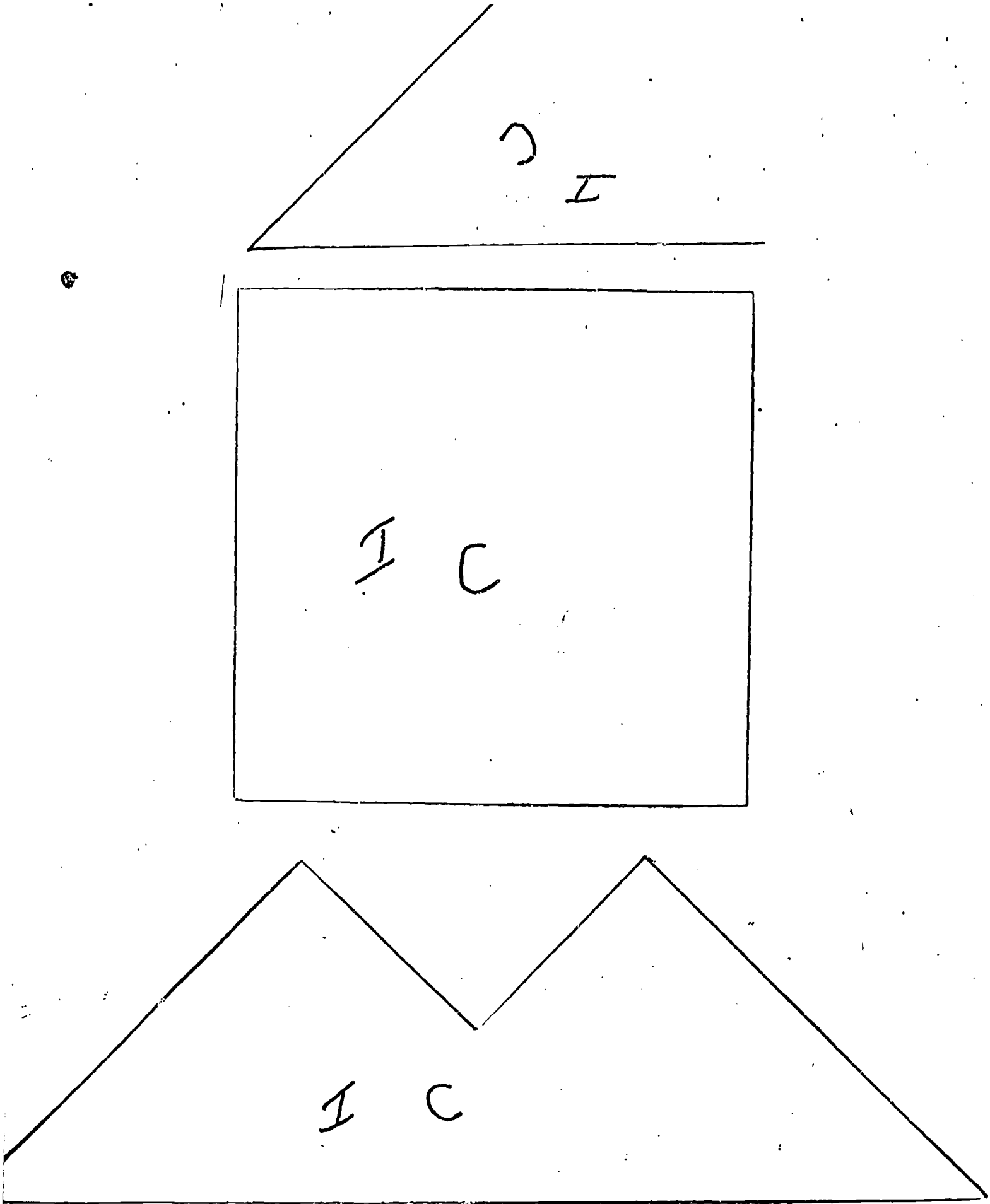
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OBJECTIVES OF INDIVIDUAL LEARNING CENTERS

1. The participant will have achieved an awareness of what is really important to him.
2. The participant will have gained skill in knowing what influences his goal formation and sharing this.
3. The participant will have experienced a "win-win" attitude.
4. The participant will have identified and implemented procedures that foster a "win-win" attitude and have made a transfer to real life.
5. The participant will have realized that his actions reflect the way he feels about himself.
6. The participant will have realized that his actions affect how others respond to him.
7. The participant will have realized that there is more than one way to reach a particular objective and will have a basis on which to decide when a particular behavior is appropriate.
8. The participant will have identified a particular type of behavior which he wants to change and will have practiced making that change.
9. The participant will have experienced basic communication theory in practice.
10. The student will have experienced the relative effectiveness of one-way and two-way communication.
11. The participant will have experienced the inexactitude of symbols.
12. The participant will have become aware of the operation of non-verbal symbols in communication.

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LEARNING CENTERS

(Spaced throughout the classroom)

1. Reflection Center
   Objective 8, one player, estimated time: 10 minutes
   Player identifies changed behavior he wants to work on outside of class. The change referred to is in terms of his life goals.

2. Puppets
   Objectives 6 and 7, two or three players, estimated time: 10 min.
   Participants role play alternative behaviors.

3. Comic Strip
   Objectives 6 and 7, two or more players, estimated time, 10 min.
   Participants fill in missing squares before the concluding frame, filling in both action and dialog.

4. Film or Role Play
   Objective 5, two or three players, estimated time, 20 minutes
   Participants view filmed responses to a situation and arrive at probable self-image responsible or role play the same student situation, once as adequate, a second time as inadequate.

5. Life Space
   Objective 1, as many pairs as desired, estimated time: 20 minutes
   All participants given a 2' x 3' sheet of paper. Seeing this as their life space they are to draw on it symbols (block diagrams) of the things they want in life, placing most important things closest. Or do this on a 10-year projection.
   One of each pair is given a new sheet. The other describes his own life space while the first tries to draw it without being able to ask questions or to see the other's drawing.
   Reverse roles. Compare drawings and share insights.

6. Value Clarification
   Objective 2, two or three players, 10 minutes
   On a continuum of 1-10 participants rank agreement with series of statements or responses to a series of questions.

7. Game
   Objective 6, three participants, estimated time: 15 minutes
   Participants look here for mutually useful behavior.

8. Prisoner's Dilemma
   Objective 3, two to four players, estimated time: 20 minutes
   (This game is described in almost any anthology of traditional games.)

9. Communication Theory Input
   Students role play a communicative act and inductively arrive at communication theory of their own. Compare with other communication theories. Objective 9, one person, estimated time: 15 minutes

10. One Way/Two-Way Communication
    Objective 10, three students, estimated time: 20 minutes
    Participants operate first in one mode and then in the other.

LEARNING CENTERS (con't.)

11. Listening Booklet
    Objective 9, one player, estimated time: 20 minutes
    Participant listens to a recording, writes all he can recall of the recording, then checks against the recording to determine how complete his recall was.

12. Game of Word Association
    Objective 11, three players, estimated time: 10 minutes
    Participants line up at blackboard. Each writes on two horizontal levels, on the higher line writing words dictated by the facilitator and on the lower line the word association called to his mind by the word above. Repeat later to note variations.

13. Non-verbal Signals Film Loops
    Objective 12, two or three players, estimated time: 20 minutes
    Participants view non-verbal film loop and list non-verbal clues. Students make a tape of a possible sound track for the film loop.

14. Organizational Assumptions
    Objective 9, two or three players, estimated time: 5 minutes
    Participants classify a list of animals, birds, fish, etc. and compare. Repeat later to note variations. Participant could go on to another booth where the results are posted cumulatively.

15. Congruency Film Loops
    Objective 9, two or three players, estimated time: 20 minutes
    Participants listen without sound and guess what is happening. they then listen with sound and finally record their learning.

16. Conflict Resolution Film
    Objective 7, two or three players, estimated time: 20 minutes
    Participants view an open-ended film presentation of a problem, resolve the problem, and then examine the bases that were operative in their resolution.

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ORGANIZATIONAL CHART
PROPOSED ORGANIZATION FOR LEARNING RESOURCES CENTER

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INFORMATION AND SELECTION PROCEDURES

PHASE I OF THE VOCATIONAL GUIDANCE COMPETENCY

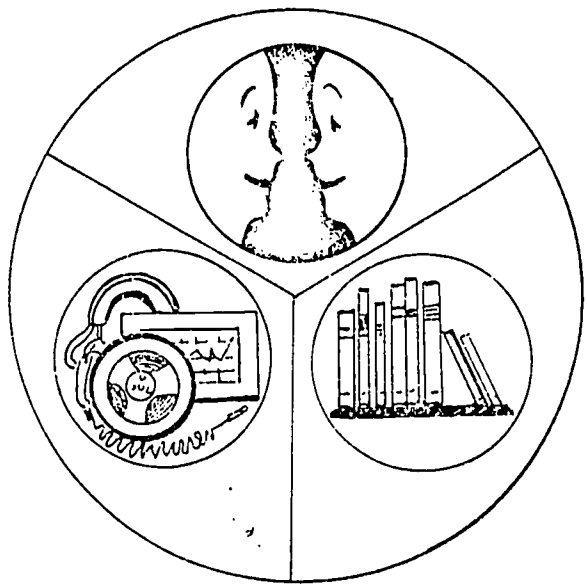

Produced by the Learning Resources Center
Distributive Education Department
Virginia Commonwealth University
Richmond, Virginia

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INTRODUCTION

January through March are peak months for vocational guidance activities by Distributive Education teacher-coordinators. It is accepted practice for D. E. teachers to disseminate information about their programs and to begin reviewing and interviewing prospective students for the next school year. This procedure applies to all Distributive Education programs, regardless of the type of offerings within the distributive discipline or levels of instruction. Students who demonstrate a career interest in a distributive occupation must be served first, as well as those students who need training for distributive occupations should they decide to leave school before graduation.

It is imperative that the coordinator review the status of present enrollees before the enrollment campaign to determine the number of "carry-over" students at each level plus the feasibility of expansion and/or modification of offerings. A realistic, planned approach to your projected enrollment can do much to strengthen your image as a professional vocational teacher and insure added cooperation from guidance personnel and school administrators. No vocational program operates as an entity but must enhance the total school's instructional program.

Assuming that Distributive Education coordinators in Virginia recognize and fulfill the need to plan enrollment projections; present these projections to administrators and guidance personnel and provide a schedule of planned vocational guidance activities for all parties concerned, this represents a compilation of materials and procedures which could comprise an effective enrollment campaign.

This packet was developed and organized by the following nine students majoring in Distributive Education at Virginia Commonwealth University. These students researched materials available in the Learning Resources Center from several states, and contributions from D. E. coordinators in Virginia were solicited.

Wayne Blake Richmond, Virginia	Ralph Hollingsworth Bristol, Virginia	Greg Solomon Richmond, Virginia
Verna Graff Glenn Allen, Virginia	Gary McQuain Staunton, Virginia	Jane Vannoy Roanoke County
Glenda Harrell Richmond, Virginia	J. D. Mitchell Amherst County	Frederic West Richmond, Virginia

A separate bibliography identifies printed sources used to compile these various procedures, instruments and information for vocational guidance in Distributive Education programs.

DISTRIBUTIVE EDUCATION VOCATIONAL GUIDANCE PLANNING CHECK LIST

JANUARY - PLANNING

1. Review Present Enrollment

_____Determine the number of projected "carry-over" students from one level to the next.
_____Determine the number of students you need to make up the standard pupil-teacher ratio.

2. Identify the Procedure and Materials You Plan to Use

Dissemination of Information:

_____Determine types of group meetings.
_____Develop feasible schedule.
_____Identify promotional materials needed.

Assessment and Student Selection:

_____Establish recordkeeping procedure.
_____Determine use of applications or resume sheets.
_____Counsel students.
_____Confirm acceptance or referral of students.

3. Present Projections and Plans to Certain School Personnel

_____School administrators for approval.
_____Guidance personnel for recommendations and assistance.
_____Other vocational teachers for possible joint effort.
_____Faculty members involved in student evaluation.
_____Homeroom teachers to facilitate communications.

4. Revise and Finalize Plans

_____Communicate final plans to those involved.
_____Confirm date for special functions on school calendar.
_____Prepare materials or order materials needed.

FEBRUARY - DISSEMINATION OF INFORMATION

_____Hold assembly program or small group guidance activities.
_____Conduct preliminary vocational interest survey and identify potential applicants.
_____Provide guidance personnel with materials needed.
_____Set up recordkeeping procedure for prospective students.
_____Review permanent records for pertinent information.
_____Receive application blanks or resume sheets.

MARCH - ASSESSMENT AND SELECTION OF STUDENTS

_____Follow-up on prospective students with faculty and employers for references.
_____Send letter to parents with flyer to get parent's reaction to students' enrolling in vocational education.
_____Develop questions and materials for use in interviews.
_____Schedule interviews.
_____Review credentials and re-schedule conferences as needed.
_____Communicate decisions, justification to student and counselor.

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VOCATIONAL AND EMPLOYMENT SURVEY QUESTIONNAIRES

The purposes of these survey forms are to assist Distributive Education coordinators, other vocational teachers and guidance personnel determine student career interests and to identify currently employed students and jobs.

These forms are for study purposes only and do not necessarily reflect the needs of each school or locality. They are purposely of a general nature so that with slight alterations they can be made to fit individual program needs.

Sample A

Includes major areas of study in each of the seven major vocational-technical areas. (May be used jointly by the vocational services offered in a particular school.)

Sample B

Includes major job classifications in each of the 19 subject areas of Distributive Education. (Specifically for D. E.)

Sample C

Determines the number of students currently employed, where they are employed, type of job, and the number of students interested in continuing employment.

ERIC

Sample A

VOCATIONAL EDUCATION DEPARTMENT
_____ High School
_____ Virginia

STUDENT JOB INTEREST QUESTIONNAIRE

NAME_____ SCHOOL_____

HOMEROOM NUMBER_____ HOMEROOM TEACHER_____

GRADE IN SCHOOL (NEXT YEAR)_____ YEAR OF GRADUATION_____

PARENT'S NAME_____ OCCUPATION_____
First Last

Listed below are career areas which could be studied through vocational education programs. Please check those which might be of interest to you regardless of whether or not you plan formal education beyond high school. Return to your homeroom teacher.

AGRICULTURE (SOIL, PLANTS, ANIMALS)

_____Farming Production
_____Equipment Mechanics
_____Supplies and Equipment Sales
_____Landscaping
_____Conservation & Forestry
_____Wildlife
_____Dairy Production & Process.

DISTRIBUTIVE EDUCATION (SALES, MARKETING, MANAGEMENT)

_____Advertising
_____Apparel & Accessories
_____Auto (Tires, Parts, Access.)
_____Finance & Credit
_____Floristry
_____Food Distribution (Food Stores)
_____Food Services (Restaurants)
_____General Merchandise (Dept. Strs.)
_____Hardware-Building Supp. & Equip.
_____Home Furnishings
_____Hotel & Lodging
_____Industrial Marketing
_____Insurance (Sales)
_____International Trade
_____Petroleum (Sales)
_____Real Estate
_____Recreation & Tourism
_____Transportation

HEALTH OCCUPATIONS

_____Dental Assistants
_____Medical Lab Technicians
_____Nursing
_____Rehabilitation
_____Radiologic
_____Ophtalmic
_____Environmental Health
_____Mental Health

HOME ECONOMICS

_____Homemaking
_____Child Care
_____Food Preparation
_____Interior Decorating
_____Utilities Demonstrator (Electricity & Gas)
_____Clothing Construct/Repair

OFFICE OCCUPATIONS

_____Accounting & Computing
_____Data Processing
_____Office Machines & Filing
_____Stenography or Secretarial
_____Typing

TRADE & INDUSTRIAL

_____Air Conditioning and Refrig.
_____Appliance Repair
_____Automative Service & Mech.
_____Aviation
_____Photography
_____Fisheries
_____Construction and Maintenance
_____Diesel Mechanics
_____Drafting
_____Electronics
_____Graphic Arts
_____Metalworking & Metallurgy
_____Public Service
_____Personal Services (Barber, Beauty)
_____Leatherworking
_____Upholstery
_____Woodworking

Is there any field not listed above in which you are interested?

_____

Sample B

DISTRIBUTIVE EDUCATION DEPARTMENT
_____ High School
_____ Virginia

STUDENT JOB INTEREST QUESTIONNAIRE

NAME_____ SCHOOL_____

ADDRESS_____ AGE_____

HOMEROOM NUMBER_____ HOMEROOM TEACHER_____

GRADE IN SCHOOL (NEXT YEAR)_____ DATE OF GRADUATION_____

Please check any job(s) listed below which might be of interest to you. If a particular area rather than job appeals to you, encircle the area and do not check a job. Return to your homeroom teacher.

I. ADVERTISING

_____Copywriting
_____Layout
_____Display
_____Buyer of Time & Space
_____Public Relations
_____Salesman (All Types of Advertising)
_____T.V. or Radio Announcer

II. APPAREL AND ACCESSORIES

_____Fashion Coordinator
_____Salesperson (All Types of Apparel)
_____Fur Storage
_____Stockwork

III. AUTOMOTIVE

_____Parts Representative
_____Service Manager
_____Vehicle Leasing & Rental
_____Salesman (Auto., Trailers, Acces.)
_____Car Wash Supervisor
_____Parking Lot Attendant
_____Appraiser (Used Cars)

IV. FINANCE & CREDIT

_____Bank Cashier
_____Credit Analyst
_____New Accounts Teller
_____Safe Deposit Clerk
_____Manager of a Bank
_____Salesman (Securities & Invest.)

V. FLORISTRY

_____Floral Designer
_____Flower Salesman
_____Florist Supplies Salesman
_____Store Manager

VI. FOOD DISTRIBUTION

_____Commissary Man
_____Food Inspector
_____Stock Checker
_____Livestock Salesman
_____Food Products Salesman
_____Dept. Head, Supermarket
_____Cashier-Checker
_____Bakery Girl
_____Bagger

VII. FOOD SERVICES

_____Food Concession Manager
_____Catering
_____Restaurant Manager
_____Lunch-Truck Driver
_____Salesman (Supp. & Equip.)
_____Salesman (Vending Mach.)
_____Steward (Restaurant)
_____Hostess

VIII. GENERAL MERCHANDISE

_____Buyer and Assistant
_____Store Manager
_____Merchandise Manager
_____Marker
_____Cashier
_____Personnel (Interviewer-Trainer)
_____Sales Manager
_____Department Manager
_____Sales
_____Auctioneer
_____Comparison Shopper
_____Bridal Consultant
_____Deliveryman

IX. HARDWARE-BUILDING MATERIALS, FARM & GARDEN SUPPLIES & EQUIPMENT

_____Service Dept. Manager
_____Salesman (Supp. & Equip.)
_____Yardman
_____Clerk - Sales

X. HOME FURNISHING

_____Furniture Dealer
_____Floor Coverings Estimator
_____Salesman
_____Store Manager

XI. HOTEL AND LODGING

_____Hotel or Motel Manager
_____Travel Manager
_____Convention Manager
_____Desk Clerk
_____Bell Captain
_____Bellman
_____Room-Service Clerk
_____Checkroom Attendant
_____Boarding House Manager

XII. INDUSTRIAL MARKETING

_____Marketing Research Manager
_____Sales Manager
_____Technical Service Manager
_____Salesman (Products/Equip.)

XIII. INSURANCE

_____Insurance Examiner
_____Underwriter
_____Insurance Manager
_____Investigator
_____Claims Adjuster
_____Insurance Salesman

XIV. INTERNATIONAL TRADE

_____Export Manager
_____Import - Export Agent
_____Customs House Broker

XV. PERSONAL SERVICES

_____Manager, Photograph Gallery or Studio
_____Funeral Director
_____Manager,(Barber Shop, Beauty Salon, Cemetery, Laundry Branch Store)
_____Dry Cleaning Superintendent
_____Repair Estimator
_____Service Establishment Att.

XVI. PETROLEUM

_____Bulk Plant Manager
_____Station Manager
_____Service Station Attendant
_____Oil Dispatcher
_____Salesman (Oil Field Supp. & Equip.)

XVII. REAL ESTATE

_____Property - Rental Agent
_____Real Estate Agent
_____Apartment House Manager
_____Housing Project Manager
_____Property Manager
_____Building Superintendent
_____Building Consultant
_____Salesman

XVIII. RECREATION AND TOURISM

_____Tour Director
_____Golf Club Manager
_____Theater Manager
_____Hobby Shop Operator
_____Booking Agent (Amus. & Recre.)
_____Recreation Center Director
_____Recreational Director
_____Ticket Sales
_____Travel Agent
_____Salesman (Photo Equip., Sport. Goods, Hobbies & Crafts, Musical Instruments, Novelties, Books, Pets, Stamps, Coins, Club Membership)

XIX. TRANSPORTATION

_____Airplane Stewardess
_____Transportation Director
_____Operations Manager (Trans.)
_____Airport Superintendent
_____Dispatcher
_____Mgr. (Station, Term., Traf., Warehouse)
_____Toll Collector
_____Salesman (Trans. Eq. Methods)
_____Hostess (Bus or Train)
_____Baggage Check Attendant
_____Reservation Clerk
_____Ticket Sales Supervisor
_____Driver (Taxi or Bus)

Sample C

DISTRIBUTIVE EDUCATION DEPARTMENT
_____ High School
_____ Virginia

STUDENT EMPLOYMENT SURVEY

NAME_____ SCHOOL_____

ADDRESS_____ AGE_____

HOMEROOM_____ HOMEROOM TEACHER_____

YEAR IN SCHOOL_____

Are you presently employed? Yes_____ No_____

Where?_____

Address_____ Supervisor_____

What type of work do you do?_____

How long have you been employed?_____

How many hours do you work per week?_____

Do you plan to continue working there? Yes_____ No_____

GROUP GUIDANCE MEETING AGENDAS

AND

ASSEMBLY PROGRAM SCRIPTS

One means of telling students about the D. E. program and arousing their interest in enrolling is through group meetings. These meetings may be a large assembly program for a specific grade level or small group and class size meetings. Either of these approaches is effective so long as the information provides an interesting, realistic picture of your program and provision is made for student "feed-back."

The scripts are geared for the junior high school level and the upper secondary level. Each of the scripts has been used by D. E. coordinators but you must prepare such a program in advance. Modify the script to meet with your limitations in obtaining supplementary materials.

The agendas which follow are intentionally succinct so that you may add or delete those items which would be of lesser value in your situation.

ERIC

AGENDA FOR ASSEMBLY PROGRAM

SPONSORED BY ALL VOCATIONAL DEPARTMENTS

I. Introduction and purpose of the program by the Vocational Director or Guidance Counselor

II. Program: (alternatives)

   A. Show film "Opportunities Unlimited"

   B. Panel discussion by Vocational Education students as to types of jobs, career interests or benefits of taking each respective vocational program

III. Summary by respective vocational coordinators

IV. Explanation of Vocational Interest Questionnaire

V. Distribute Vocational Career Interest Questionnaire which covers all vocational services

VI. Explanation of enrollment procedures by Guidance Counselor

AGENDA FOR ASSEMBLY PROGRAM

SPONSORED BY DISTRIBUTIVE EDUCATION

I. Introduction and purpose of the program by coordinator or DECA officer

II. Program: (alternatives)

   A. Panel discussion by business leaders of career opportunities in distribution and marketing
   B. Panel discussion by students enrolled in D. E. program
   C. Situation skit produced by students (see scripts)
   D. Show film "Tell It Like It Is"
   E. Other visual presentation such as slides of students on the job with narrative in the background by student shown on the slide

III. Distribute appropriate Student Survey Questionnaires (see section in this packet for possible formats) and hand out sheet to provide specific procedures necessary to enroll in D. E.

IV. Summary by coordinator or DECA officer presiding

AGENDA FOR SMALL GROUP GUIDANCE MEETING

DISTRIBUTIVE EDUCATION

I. Introduction and purpose of the meeting by coordinator

II. D. E. students talk to class on careers and benefits of program or show appropriate slide or film strip publication

III. Distribute Career Interest Survey form and explain procedure for returning the questionnaires

IV. Summary by coordinator.

AGENDA FOR PARENT GROUP

SPONSORED BY VOCATIONAL EDUCATION

I. Introduction by group president

II. Program: (alternatives)

A. Show film "The Empty Lot" or "Opportunities Unlimited"
B. Panel discussion by coordinators of Vocational Services
C. Panel discussion by students of Vocational Services
D. Formal presentations by Vocational Education students

<u>Audience participation</u>

III. Summary by Vocational Director or Guidance Counselor

SCRIPT FOR ASSEMBLY PROGRAM

Characters include 1 counselor, D. E. Coordinator, 4 or 8 students.

NARRATOR: (Behind the curtain; speaking over microphone) Welcome to our assembly program this _____. Several members of the Distributive Education class at _____High School would like to spend the next twenty minutes showing you two different groups of students who are about to graduate from high school. Each of you in our audience has begun to plan your course study for the next few years and it is our hope that we may help you to realize how important this planning will be for you. This will be the primary goals of this assembly program but we also hope that some of you will be interested in learning more about the Distributive Education program.

Our first scene opens with a small group of students talking with the senior guidance counselor. (Curtain opens onto an office setting with a small group of students talking with the senior guidance counselor. (Curtain opens onto an office setting with "guidance counselor" and small group of students seated in informal setting.) If you listen closely you can hear what can happen if you do not choose your courses of study wisely.

SCENE I

COUNSELOR: Today, I have asked several of you to come in to talk with me about your plans after graduation and to see if there is some way I might be of assistance to you. What are your plans, _____?

MALE STUDENT: #1 Well, I went down to the C & O Railroad the other day to apply for a job. I don't think they were too impressed since I didn't have time to go home to change clothes after school. I had to wear a sport shirt and jeans. Don't know where to go next to look. They told me I needed experience or some special courses in school. Guess I'll keep looking for something else.

FEMALE STUDENT: #1 (Chewing gum loudly) Say, I had the same luck. I applied at an insurance company two months ago. I haven't heard from them yet. I didn't have time to take typing in my junior year and just couldn't work it in this year. But I did learn the hunt and peck system which lets me get by. After all, I'll have my high school diploma, what more do they expect?

COUNSELOR: That's a good question, _____. What do they expect as employers? I believe each of you will agree that more attention to planning your program of study would have been a good idea but we'll talk about that in a few minutes.

FEMALE STUDENT: #2 — Well, I've been talking with my parents and they want me to go to college. I've taken all the courses recommended but I'm not equipped to go to work either. It certainly is a vicious circle.

COUNSELOR: Well, THAT is a decision you and your parents must agree upon, but I'll be glad to review your records with you to see if one of the courses you took will help you in getting a job.

MALE STUDENT: #2 — When are the teachers going to tell us our final grades for this semester? If I don't pass English I sure ain't coming back nere another year just to get my diploma!

COUNSELOR: _____, I feel your attitude of just "getting out" is a significant one among high school students. You must have something special planned after school if you are that anxious to get out.

MALE STUDENT: #2 — Well, it's not that I don't like the people around here, but . . . well, I guess I'll enlist in the navy or something. They will train me for something and who knows? Maybe I'll like what they pick out for me.

MALE STUDENT: #1 — Gee! Whiz! _____ I hadn't thought of the army. I turn 18 in July. How about my going with you to talk to that Navy Recruiter?

COUNSELOR: You two will have to arrange for that at another time but in the meantime, I would like to schedule a definite appointment with each of you to help you make some definite plans. I know it does no good to look back at mistakes but I certainly wish you had done some better planning before you got to this point in your life. It is good to consider all possibilities in planning your courses and not set your objectives so definitely at any one point in your high school career.

NARRATOR: (Off stage and with microphone) Some of this scene might have been amusing to you but you can be sure it is not amusing to those students who find themselves in this situation. Our counselors and teachers spend many hours assisting us in the planning of our courses of study so that we are prepared for some objective upon leaving school. One course of study that can prepare you for employment <u>or</u> continuing your education is Distributive Education. In this class, a student attends school part-time taking his required subjects and then reports to a job for further training. This work experience, available in the 11th or 12th grade, gives one credit toward graduation because you are given assignments or projects that must be carried out on the job in relation to the things you study in the classroom.

NARRATOR: Now let's tune in on this same group of students but this time they are Distributive Education students and have been enrolled in D. E. from 1-3 years. (Curtain opens. Same scene except adult is now the D. E. coordinator.)

SCENE II

COORDINATOR: One month from today, each of you will be walking across the stage to receive your diploma.

CHEERS FROM THE GROUP

From the sounds of that, I would say that you were awaiting the day with anticipation. Would you like to share with each other the plans you have for the summer and next fall?

GROUP RESPONDS WITH YES! YES!

How many of this group know what you will be doing when fall rolls around again?

ALL STUDENTS RAISE HANDS

COORDINATOR: Good, you all have definite plans. How about you, first _____?

FEMALE STUDENT: #1 Well, you know I have been taking art classes as part of my course of study throughout high school. I enrolled in D. E. my sophomore year in the hope that I could learn about opportunities for art majors in the field of marketing. I have been offered a permanent job with J. C. Penney in their display department and they are going to let me try my hand in the ad layout department too. Both of these could lead to a job that goes hand in hand with my art. I'm so pleased!

COORDINATOR: I imagine the change to compete in the display judging contest has been of help to you too. It's strange how you have been able to make your first love the way to earn a living. Great! Let's hear from you _____.

MALE STUDENT: #1 Most of you know I have been in the college preparatory program and didn't have time in my schedule to take D. E. until this year but this one year has been an eye opener! I not only learned the proper way to apply for a job but I have gained valuable knowledge of the business world. Now instead of going to college for any degree, I plan to major in business administration and some day come back to _____ to go into business or at least get a job in a retail store here. Hey! Wouldn't it be great if some day I had a change to work with a high school D. E. student the way Mr. _____ has worked with me.

COORDINATOR: I sincerely hope it works out that way for you _____. I know all of you now realize that the merchant who worked with you was not just interested in what you could do for him but many of them took personal interest in seeing you develop as individuals. I was very proud of the manner in which you students hosted the Employer-Employee Banquet last week. That banquet means a lot to your sponsors. But let's hear from _____.

FEMALE STUDENT: #2 I, too, plan to enroll in college but I am going to keep my part-time job with _____. They have agreed to accept me into their management training program after I finish two years of college. After that I can come to work full time or finish my degree but that is a decision I will make later on.

COORDINATOR: Is there anyone who plans to change his job after graduation?

MALE STUDENT: #2 Yes, I do. I have been at _____ for two years now but they don't have enough business to take me on full time. They want another D. E. student part-time but my sponsor, Mr. _____ called one of his "cronies" and with his recommendation, I start with _____ June 1. I'll be selling at first but they have an opening coming up in the personnel department soon and I want to try for the job of interviewing applicants. I promise to give all the D. E. students first choice on part-time jobs!

COORDINATOR: It makes me feel really proud of the progress you have made in the past year. I can see that all of your futures are at least being thought out. My best wishes go with you and remember, if you ever need a recommendation for a job or any other situation, I keep records of your performance in my class as well as your sponsors' progress reports. It may not mean much now, but you will be hearing from me in the fall when I contact each of you. We follow up on all our students the fall after they leave school. I'm sure by then you will have much to tell me. Oh! Oh! There's the bell. See you Monday.

CURTAIN CLOSES

NARRATOR: The class you have just listened in on is in reality an ideal one with all the students' futures planned. The Distributive Education class is designed to allow any boy or girl the opportunity to seek out a career objective in marketing and work a minimum of 15 hours a week. Perhaps some of you will find that your interest leans toward a career in marketing. I would like to ask our coordinator, _____, to outline for you the steps you need to follow to investigate the possibilities of enrolling in D. E.

COORDINATOR: (This portion is left to the D. E. coordinator to describe the steps necessary to enroll in D. E.)

ASSEMBLY PROGRAM

JUNIOR HIGH GRADE LEVELS

I am _____, D. E. Coordinator. Welcome to the D. E. assembly sponsored by the Distributive Education Department. Today we would like to explain the D. E. program to you. This is an elective class and if you wish to take D. E. next year, you must sign up with your counselor very soon.

If you decide to take D. E. next year in the 10th grade you would receive one credit. The class is called D. E. Preparatory and does what it says, prepares you for the working world.

In our Distributive Education Program we emphasize fashion and appearance. Our first goal is to help each person be more self-confident knowing he looks his best. Our second goal is to develop an awareness of how fashion is created, sold and advertised. Now I'm going to introduce you to some of our D. E. students. All of these students are taking D. E. Preparatory this year. These students will illustrate what D. E. Prep is all about.

Our first student Gale Scott has combined D. E. with her regular business and academic subjects. Today Gale is wearing _____ which is very versatile. She might wear this ensemble on a job interview, and in D. E. class Gale has learned how to go about finding and keeping a job.

GALE: In D. E. class we have learned how to fill out an application form, complete a resume sheet, get a social security card and get a work permit. I feel very confident that when I take D. E. 11 next year and work that I will be way ahead of students my age in knowing how to get and keep a job.

Christine Anderson is also planning to continue in D. E. next year. Christine has already gotten a job and will be working at Paragon's Pharmacy as a salesperson. She will work full-time this summer and part-time next year while she is in D. E. 11. You don't have to take D. E. 10 to be in D. E. 11 but it does give you a head start on knowing how to get a job. Next year in D. E. 11 Christine will get two credits towards graduation, one for work and one for classroom instruction. The outfit Christine is wearing is appropriate to wear to work and to school.

In D. E. we study the kinds of employment in distribution and Christine's job as a SALESPERSON (put sign around neck) is just one of the thousands of jobs in the field of distribution. We have learned in D. E. class that jobs such as being a MODEL, like the sign Gayle Chavis is wearing, or that of a DISPLAY MANAGER like Harriett is wearing or a SERVICE STATION MANAGER like Tommy Johnson is wearing are all jobs in distribution. You could also be a BANKER like Keith Owens, a COPY WRITER like Rachael Davenport, an INDUSTRIAL SALESMAN like Irvin Carter, a WHOLESALER like Willie Layton, a STOCK CLERK like Theresa Taylor, an ARTIST like Arthur Townes, a CREDIT INVESTIGATOR like Harold Allen, a DRY CLEANING MANAGER like Allen Robertson or an ADVERTISING DIRECTOR like Gwen Hardy.

Look at the person beside you! Either you or the person beside you will be working in the field of distribution someday. And many of you may have jobs such as the students are portraying. We think it is important to explore job opportunities so you'll have a better idea of what you may want to do after graduation from high school or college. Thank you students!

Stephanie Coleman is wearing the outfit she wore when she participated in the District Contest in February at Patrick Henry High School.

STEPHANIE: I ran for the office of Junior Board of Directors. Only one student from each school in our district (the schools are Highland Springs, Henrico, Hermitage, J. F. Kennedy, Ganby, Lee Davis, Patrick Henry and John Marshall) can participate in this contest. I had to have a B average throughout all my school years and had to know what free enterprise was, what competition was and all about the history of D. E. and about DECA (the club all members of D. E. belong to when they join D. E.) I was interviewed by three people who work in the business world. I placed 2nd in this contest. The 1st place winner got to go to the State Convention in March at the Marriott Motel in Washington, all expenses paid. Next year, I plan to be in D. E. 11. I have learned a lot about the working world and hope to be in another contest next year.

Here come two more of our D. E. students, Regina Mattox and Malcolm Graham. Regina and Malcolm both asked me to help them find a job during Xmas. Often employers call me during this busy season and want students to work for Xmas only. Regina went for an interview and got a job at the Jewel Box. Malcolm worked at Grants downtown during Xmas. D. E. 10 students know how to go about getting a job and both of these students enjoyed their work experience. Malcolm still works at Grants afternoons and Saturdays and Regina works at the Jewel Box when they need her. So, in D. E. you not only learn how to get a job, but often you get some actual work experience, although it is not required. Only during your Junior year you are required to work.

J. D. Dulgher is dressed for work at the Italian Kitchen. J. D. has worked at the Italian Kitchen since school began. He got his own job and says he has learned a lot about working from class. He plans to own his own restaurant some day. J. D. prepared a career manual on Restaurant Management. All of the 10th grade D. E. Preparatory students have prepared a career manual. They had to decide what they may want to do after graduation from high school and then prepare a manual telling about their chosen career.

Here are some more of our D. E. 10 students to show you what their career manuals were about. First you see on the signs the things that had to be included in the manual. Duties performed, qualifications, schooling, working conditions, earnings, hours and opportunities for advancement. These are just a few of the items that the students had to include in their manual. Now the students will turn their signs around and you can see what

career they chose. Arlene Snelson wants to be a D. E. Coordinator. Lloyd Daniels wants to be a Professional Salesman. Sheila Hack wants to be a Buyer for a Department Store. Gale Scott wants to be a Fashion Designer. Keith Owens wants to be a Banker and Ethel Harris wants to be a Beautician.

SHEILA: I may not end up being a Buyer but at least I have explored a career I am interested in and I know what is expected of me if I do become a buyer and what I'll have to do to get to the position I want. You just don't start off being something big, you have to start at the bottom and work your way up.

Now I'd like to introduce you to another D. E. student, Janice Harris.

JANICE: My name is Janice Harris. I will not be taking D. E. next year like a lot of the other students in my class. I plan to be a secretary and D. E. doesn't deal with this field. But take my advice, if you want to decide what field of work you want to go into take D. E. D. E. gives you a chance to look at different jobs and helps you make a decision for yourself without having someone else telling you you're wrong. So take my advice, "do your own thing" and take D. E.

In D. E. the students work on projects such as the career manual in and out of class. Ethel Harris is going to tell you about other things we have done this year.

ETHEL: Well, right after school started we had our first field trip. We went to the State Fair. Our Coordinator explained to us about why the fair was important as far as selling is concerned. As you may have guessed, it's because the fair and carnival atmosphere was the first form of selling. Other trips we have taken have been to the Richfood Warehouse where we saw how the small grocery store owner gets his products and how he can sell them at low prices to compete with the big stores like Safeway and A & P.

Here is Larry Davis to tell you about some of our other trips.

LARRY: We went to Friedman & Marks clothing manufacturer. We saw how a man's suit was made from start to finish. It really was interesting to see the production line and how each person has a certain job to do making the suit. One woman would sew the pockets on the pants and another man would sew buttons on the coat. We also went to Virginia Commonwealth University one day when they had open house. We learned that to be a D. E. Coordinator you have to go to college and get a B. S. degree. We took a tour of the campus and had dinner in the cafeteria. I was particularly interested in this field trip since I plan to be a D. E. Coordinator. Many D. E. students go to college and there are scholarships available if you plan a career in distribution or marketing.

Thank you Ethel and Larry. Now I want you to meet another of our students, Greg Shaw.

GREG: I just want to say that I've enjoyed being in D. E. Prep this year. It's a lot of fun and we do different things in class so you never get bored. If you're interested in taking D. E. 10 next year go sign up now with your counselor, Mrs. Chewning. You have to let her know so she can put it on your schedule. If you can't fit D. E. 10 into your schedule next year you can wait and take D. E. 11 or 12 during your Junior or Senior year. The D. E. 11 or 12 class is called cooperative D. E. where you get two credits and work. Or if you don't want to work you can take Marketing 11 or 12 your Junior or Senior year. You receive one credit for Marketing and you study Channels of Distribution, Merchandise Information, Selling, Display and Advertising. We hope you've enjoyed our program. We've all enjoyed telling you about D. E.!

Thank you Greg. Now I'd like to introduce you to another person whom I'm sure you already know - your counselor, Mrs. Chewning.

DISTRIBUTIVE EDUCATION ASSEMBLY

by

Barbara Gouldin and Ann Zentmeyer

This assembly was designed to last 25 minutes. It is geared toward an established program and is best suited for program promotion on the 10th and 11th grade level. It primarily promotes the cooperative Distributive Education program but briefly explains preparatory D. E. 1 and Marketing 11.

The assembly maybe divided into four parts:

1. Introduction and welcome - this section done by coordinator or qualified student. (Perhaps DECA President)

2. Fashion show - Narration should be done by coordinator, fashion expert or qualified student. Students modeled their own clothes.

3. Slides presentation - Action shots of club, class and job training. (Alumni slides maybe used to present success stories.)

4. Summary and explanation of how to apply for D. E.

In planning to use this promotional idea, it is suggested that careful attention be given to the selection of students and slides that explain your total program and its goals.

I am _____ one of your D. E. Coordinators.

Welcome to the _____ Assembly sponsored by the Distributive Education Department. In the first two assemblies we presented some of the major areas of employment in the field of distribution: Marketing Research, Sales and Advertising. More than half of you in this audience today will be employed in this field of distribution. The term distribution is just a word that includes all careers necessary to get products and services to the consumer. Transportation, communication, advertising, retailing, wholesaling, banking, insurance, etc. are all fields of opportunity open to you. Some of you may be planning to go into business yourself, the one most important aspect of our economy today. All business whether industrial, wholesale or retail is dependent on successful marketing or distribution of their product. D. E. prepares you for this opportunity. The D. E. students here at _____ this year have already earned over $_____ in addition to the training they have received in class and on the job. Our Department offers a program to fit the needs and schedule of most of you.

I have asked _____ another member of our department to introduce some of our D. E. students to you. Each of these students are well on their way to success in the business world.

FASHION SHOW

In our Distributive Education program we emphasize fashion and appearance. Our first goal is to help each person be more self-confident knowing he looks his best. Our second goal is to develop an awareness of how fashion is created, sold and advertised.

Now I'm going to introduce to you some of our D. E. students. These students will illustrate what D. E. is all about.

Joyce King, a D. E. 12 student, started her career in Distributive Education in the 10th grade D. E. prep program. She has combined D. E. with her regular business and academic subjects. Today Joyce is wearing a basic navy blue suit which is very versatile. She might wear this ensemble on a job interview. Her shoes are blue patent with matching pocketbook. These shiny colored patents are a must in any girl's fashion wardrobe.

Now Joyce will show you how she can quickly change her accessories and use this outfit for school. Joyce changes her suit coat to a blue sweater. Her blue monogram blouse may be used with the skirt. Her shoes and pocketbook are changed for school wear. She gets her books and she's off to D. E. class. Thank you, Joyce.

Linda Eades, who is the senior D. E. homeroom president, began her career in D. E. as a salesperson. She was promoted to the credit office and has just accepted a job at Richmond Credit Bureau where she'll be doing credit investigation and relaying information to member businesses. Linda has maintained honor grades while training for full time employment through the D. E. Department. (Student may wear a basic wool dress with heels and matching pocketbook or wool suit with matching accessories.)

Tim Ford, accompanying Linda, is the president of our D. E. Club, DECA. Tim might conduct a D. E. meeting in the outfit he is wearing today. He would wear the same outfit on a field trip to a wholesale or retail business in Richmond, and finish the day on the job in the same apparel. Tim works at Rockingham, where knowledge of fashion is essential. (Student would wear a suit w[illegible] vest or sport coat and slacks with fashion-right tie, dark socks and shoes.)

Pam Marston is planning a career as a commercial artist. In D. E. class, techniques of display and sales promotion are of great interest to her. Today she has been working on a special bulletin board for the classroom and tomorrow in class will learn how to add dimension to a display case. (Student wears a smock to cover her sweater and skirt, suitable for school and work.)

Pam leaves school at 1:30 p. m. for her job at La Vogue, where she may be called upon to use her display ability in properly arranging a window.

Earl Ellis is dressed for work at Safeway. (Student wears a gray jacket and black bow tie over his white permapress shirt and dark slacks.) For his job, as in many jobs, you may be required to wear special attire to protect your clothing. Earl is wearing underneath his work jacket a wash and wear permapress shirt. (Student pulls back gray jacket to show shirt.) Since neatness is essential, students learn in the D. E. class to pay attention to fabrics that are easy to care for. Earl changes his work clothes and he's ready for business dress day - one day each week that all D. E. students must wear business attire. (Student changes gray jacket to sport coat and fashion-right tie.)

Debbie Jacobs, our DECA sweetheart, is modeling the outfit she wore in the District Contest. Debbie competed against students from Henrico, Highland Springs, Lee Davis, Patrick Henry, and Hermitage in business attire and evening dress. The students were judged on personality, poise, grooming and appearance. It is easy to see why Debbie won first place and why we are so proud of our Miss DECA. (Student wears basic dress with matching shoes and handbag plus hat and gloves.)

(Beverly and Joe enter together)

Beverly Featherston is a D. E. Marketing student. She took D. E. Prep in the 10th grade, cooperative (with work experience) in the 11th grade and this year is taking Marketing 12. Marketing does not include credit for work experience. This scheduling allows her to continue her training in distribution and still take part in extra curricular activities such as Deb Council at Thalhimers, cheer leader, and office aide. (Student wears dress and coat ensemble with matching accessories.)

Joe Fahed works at Rockingham as manager of the shoe department. Joe has helped in some of the promotional programs at Rockingham. He was D. E. club president here at John Marshall last year. The suit that Joe is wearing is most appropriate for work and the same suit might be worn (as might Bev's ensemble) to our annual employer-employee banquet. These outfits would also travel well to the D. E. State Leadership conference to be held at the Lake Wright Motel in Norfolk this year or to the National Leadership Convention in Houston, Texas.

These students, as well as any of our D. E. students, will be glad to answer any questions you may have concerning the D. E. program.

And now if I can have the house lights, I'd like for you to meet all of our D. E. students. All D. E. 11 and 12 in the audience please stand. Thank you.

Narrator: You have just met some of tomorrow's business leaders. Thank you, Mrs. _____.

I am sure that by now you are aware that there are many sides to your D. E. training. Class - club - and on the job. I would like for you to meet some more of our D. E. students. _____ another D. E. teacher-coordinator is going to help me with some slides.

First what is the class really like?
(Slides 1-6 classroom scened)

Slide 1 - Pat is shown presenting an advertisement to the class. She will discuss not only the merchandise presented, but the class will also do some advertising layouts themselves. Advertising layout is one of our DECA Contests.

Slide 2 - We also study how business developed from the general store, yankee peddler.

Slide 3 - To the traditional department store and the discount department store.

Slide 4 - Our class is directly related to understanding how businesses operate and preparing you to fit into the business world. We study Sales Promotion and the principles of display. (display slide)

Slide 5 - We also study job application, personnel, merchandise information and human relations. (job interview slides)

Slide 6 - This special training helps students to be more successful on their job. (slides 7-15 show actual job situations)

Slide 7 - Now about jobs? Where do D. E. students work? Perhaps in a jewelry store where you will use your sales skill.

Slide 8 - (same store) And prepare displays.

Slide 9 - Eddie, who plans to be a pharamist works in a drug store.

Slide 10 - Pat is a cashier at Sears. She was promoted to this position because she gets along so well with others and is especially good in math.

Slide 11 - Bob, a former D. E. student, is now majoring in Advertising at RPI. He is shown here in his D. E. job as displayman in a local department store.

Slide 12 - Mary works for a small specialty shop. She does part-time selling and also uses her typing skill when placing merchandise orders or sending credit notices. She uses information learned in her math, English, business classes, and D. E. to help her perform her job at top efficiency.

Slide 13 - Students interested in fashion will enjoy part-time selling in ready-to-wear departments. Beth is shown helping her buyer order new merchandise.

Slide 14 - Bob, a D. E. senior is now manager of _____ shoe store.

Slide 15 - Jerry is shown on his job as he checks in merchandise at _____ grocery. He can also serve as checker.

You and your coordinator will work together to find a job for you that uses your interest and abilities and helps you plan for the future. (Slides 16-23 are DACA activities.)

Slide 16 - The club will offer new opportunities for many of you. DECA is our professional organization especially for D. E. students.

Our main goal is to offer chances for students to develop leadership and practice some of our class activities. (Show DECA banner slides.)

Slide 17 - These are our officers and leadership for this year.

Slide 18 - Here Pat is shown preparing an advertising layout in local competition. Winners will later compete in state competition. You may enter Public Speaking, Display, Job Interview, Sales or Marketing Research contests.

Slide 19 - Winners will later compete in state competition at the state leadership conference. This year we will meet at The Lake Wright in Norfolk.

Slide 20 - Winners at State get to go to the national contest. Representatives from the 50 states will meet in Houston, Texas in April. There are more than 80,000 D. E. students in the nation, and Virginia will have the second largest delegation at the conference.

Slide 21 - Through DECA you have an opportunity to meet many business leaders and get their ideas on how to succeed in the business world.

Slide 22 - Students also go on field trips, where they can actually observe the principles we have been discussing in class. Here they are at _____.

Slide 23 - D. E. students take part in all school activities. Cheryl and Janet were in May Court.

Slide 24 - This is our winning float at the homecoming game.

Club - class - and on the job are all directed toward one thing - to prepare the student for success in the business world. For some this means a job immediately after graduation, for others of you it means a business career after college graduation. About one-third of our students do continue their education.

Now, how about your schedule? Those of you seniors who are entering the world of work in June will want to consider some of our adult D. E. classes. These classes include everything from Real Estate, specialized courses in Advertising, selling, credit, etc. to a mid-management Diploma program. You will want to watch for our course promotion in the newspaper. (Show Ad). Some of you who are attending college may want to consider the job of D. E. Coordinator. There are many excellent colleges in Virginia offering this special training and we would love to assist you with your plans.

Those of you in the 10th and 11th grade may select either D. E. 11 Cooperative or Marketing 11. D. E. 11 Cooperative offers two credits and you leave school early to earn and learn. Your schedule would include three regular classes and Distributive Education.

Marketing 11 offers understanding of the business world. This one credit course does not require work experience. Many of you who have had schedule conflicts before will be able to select Marketing.

Tomorrow you will receive additional information about specific classes in your homeroom. (Show Brochure.) You are invited to come to the D. E. office or see your counselor for additional information. I look forward to having a chance to work with many of you. Thank you.

AUDIOVISUAL MATERIALS

16mm Film

"Opportunities Unlimited through a Program of Vocational Education." Virginia State Department of Education.

Content:	The film begins with an adult orientation as parents at a school meeting ask about vocational education and the ways in which it can benefit their children. In providing some answers, the film explores the areas of agriculture, business, home economics, trade and industry and distributive education. As young people are shown in various types and levels of work in each of these areas, the relationship between the school program and the occupational goal becomes obvious. The cooperative programs and student organizations are described. Vocational programs are seen as facilitating the students' discovery and development of their own abilities. The film attempts to alter traditional attitudes toward vocational education. One means is by illustrating ways in which the college-bound student might benefit from enrolling in a vocational program.
Recommended Audience:	This film would be very effective for use with prospective vocational students during guidance activities and for adults - parents, faculty and businessmen - in clarifying the nature of vocational education.
Technical Qualities:	"Opportunities Unlimited," produced in color in 1971, is well organized and involving. The picture and sound are of very good quality. The approach is multi-ethnic. Running time is 21 minutes.
Overall Evaluation:	This is an excellent film for high school students and adults in increasing an awareness of the scope and purposes of vocational education programs.
Cost:	For Virginia teachers, the film is available on free loan. Out-of-state rental fee is $8.00 for one to three days. Out-of-state purchase price is $200.00.
Source:	Virginia teachers may reserve the film through their local school Bureau of Teaching Materials representative. Out-of-state correspondence may be sent to: Film Production Service; State Department of Education; Richmond, Virginia 23216.

SOUND FILMSTRIPS

"Marketing Careers." International Film Bureau, Inc.

Content: This narrated filmstrip focuses on describing distributive occupations and the role of the student as a prospective distributive worker. Distributive occupations are defined and illustrated through scenes of young workers in a variety of these businesses. The presentation briefly deals with different aspects of marketing, the channels of distribution and the requirements and responsibilities of wholesaling and retailing occupations at all employee and management levels. The D. E. program is described.

Recommended Audience: This program is designed for junior and senior high school students to clarify the field of marketing and the student's place in this area. It could be well used during guidance, orientation and pre-employment.

Technical Qualities: The program, which was produced about 1968, has a running time of fifteen minutes. The photographs are sharp, colorful and correlate well with the script. Sound quality of the narration is good. The visuals are multi-ethnic, but not in a balanced proportion.

Overall Evaluation: "Marketing Careers" is a fairly well done presentation. It provides an adequate introduction to the area of marketing, the variety of jobs available, and the student's place in the field. The pace of the program is steady but not fast enough to be totally involving. It is interesting and should hold the attention of young people.

Cost: $12.00

Source: International Film Bureau, Inc.
332 South Michigan Avenue
Chicago, Illinois 60604

"Preparing for the World of Work," Parts I and II. Guidance Associates.

Content: Part I explores the ways in which a young person can begin to plan for an enjoyable and meaningful occupation. Vocational education is stressed as a vehicle for reaching goals in the work each student prefers. Part II focuses on preparation for the first job through vocational education. Each of the five vocational programs are described and their related occupations are shown. Youth organizations are included as co-curricular activities. Students' comments are interspersed throughout.

Recommended Audience: "Preparing for the World of Work" would be beneficial for all high school students concerned with career planning and especially for those who are prospective vocational education students. It could be shown during guidance for selection activities.

SOUND FILMSTRIPS

Technical Qualities:	This 1966 production is excellent in organization and sound and picture quality. The color photographs are multi-ethnic in orientation. Sound track is available in cassette or record format. Part I has a running time of twelve minutes and Part II is sixteen minutes long.
Overall Evaluation:	This program is excellent in introducing high school students to the vocational education programs available.
Cost:	$39.00
Source:	Guidance Associates Pleasantville, New York 10570

"An Overview of Technical Education," Parts I and II. Guidance Associates.

Content:	Part I encourages continued education beyond the high school level in preparation for becoming a para-professional. Reference is made to a few distributive businesses. Part II describes vocational programs in home economics, distributive education, industrial cooperative training and business. It illustrates the ways in which the programs can help the student.
Recommended Audience:	This presentation is well suited for prospective vocational students for use in such activities as joint guidance programs. Since some sections are geared to the adult audience, the teacher might use only selected parts for high school students. This program would be excellent for informing adults in PTA or faculty meetings of the vocational education programs.
Technical Qualities:	"An Overview of Technical Education" is a 1966 production with audio portion available on cassette or record. Narration is interspersed with remarks by students and workers in various occupations. The orientation is multi-ethnic. Running time is approximately fifteen minutes per filmstrip. Color photographs in the filmstrip are of good quality technically and are interesting content-wise. Technical qualities in general are excellent.
Overall Evaluation:	This program, especially Part II, should be very effective in describing the vocational programs. It is recommended for use in adult work as is, but the teacher must be selective when using it with high school students.
Cost:	$39.00
Source:	Guidance Associates Pleasantville, New York 10570

SOUND FILMSTRIPS

"Preparing for the Jobs of the 70's," Parts I and II. Guidance Associates.

Content:	Part I focuses on the need for qualified technicians and other workers in the computer space age while Part II refers to the present need for qualified salespeople and the projected needs during the 70's. The requirements for skilled technicians are restated. Neither section mentions vocational education.
Recommended Audience:	This program would be valuable in demonstrating the need for skilled workers to ninth and tenth graders possibly during activities geared for selection. It would be excellent for use with D. E. III in illustrating the trends in employment in the 70's.
Technical Qualities:	The photographs are current and of good quality. The sound portion is of good fidelity although the music is distracting at times. The audio track is available on records or cassettes. The program is multi-ethnic. Running time is approximately fifteen minutes per filmstrip.
Overall Evaluation:	The program is recommended for use in achieving the purposes previously mentioned with the specified groups.
Cost:	$39.00
Source:	Guidance Associates Pleasantville, New York

"Choosing Your Career," Parts I and II. Guidance Associates.

Content:	Part I, "Career Planning," introduces occupations as falling into the categories of the realistic intellectual, social, enterprising, conventional and artistic. Within each of these divisions, representative jobs are described. For example, sales promotion would fall into the artistic category. Part II, "On the Job," stresses planning on the job in areas of knowing one's self, setting goals and achieving goals. Comments of individuals on the job are included. A wide range of occupations are depicted but few are in the area of distribution.
Recommended Audience:	"Choosing Your Career" would be helpful in introducing career planning and the world of work to the younger high school student.
Technical Qualities:	This 1968 production has excellent pictures and sound quality. Audio portions are available on cassettes or records. The presentation is well organized and is multi-ethnic. Running time is approximately fifteen minutes per filmstrip.
Overall Evaluation:	"Choosing Your Career" is effective in introducing concepts of career planning and the world of work to the high school student.
Cost:	$39.00
Source:	Guidance Associates - Pleasantville, New York 10570

SOUND FILMSTRIP

"Jobs for High School Students," Parts I and II. Guidance Associates.

Content:	Part I explores part-time employment in jobs tending to be non-distributive. Emphasis is placed on after-school employment, good grades and continued education. Part II describes the competitive market in employment and focuses on such problems as securing employment, sources of job information, requirements for keeping a job. This presentation does not refer to vocational education programs and illustrates only a few distributive occupations.
Recommended Audience:	This presentation might be useful in guidance activities for ninth and tenth grades as they explore part-time work opportunities. It would be especially beneficial for the student not continuing in a cooperative program.
Technical Qualities:	Picture and sound quality are excellent. The presentation, made in 1966, is well structured and has a smooth flow of ideas. The audio portion is available on cassettes or records. The focus is multi-ethnic. Running time is approximately fifteen minutes per filmstrip.
Overall Evaluation:	More effective programs could be located for use in guidance and selection activities. "Jobs for High School Students" is well-executed but seems incomplete since it refers the student to no sources of assistance in preparing for work. Vocational programs are omitted entirely.
Cost:	$39.00
Source:	Guidance Associates Pleasantville, New York 10570

TRANSPARENCIES

"Distributive Education" Group I. DCA Educational Products, Inc.

Content:	A set of four color transparencies with overlays cover the following topics: defining distributive education as marketing education; identifying the levels of the D. E. program on the high school, post-secondary and adult levels; identifying production, distribution and consumption as facets of the American economy; and listing the segments which compose the typical high school and post-secondary D. E. programs.
Recommended Audience:	These transparencies would be useful for small to class-sized groups of high school students during guidance and orientation and for groups of parents or teachers, counselors and administrators interested in learning about the D. E. program.
Technical Qualities:	The illustrations are colorful and simply drawn on heavy duty film. Printed information is large enough to be easily read.
Overall Evaluation:	Three of the transparencies may be of some benefit in visualizing concepts in the organization of D. E. and facets of the American economy. The transparency defining D. E. as marketing education is complete in that no further definition of marketing education is given. In general, this set is not worth the expenditure.
Cost:	$23.55 per set
Source:	DCA Educational Products, Inc. 4865 Stenton Avenue Philadelphia, Pa. 19144

"Introduction to Distributive Education" Catalog No. 903, 3M Company

Content:	The set of 23 prepared color transparencies illustrate such topics as: definitions of distribution, merchandising, marketing and management; careers in distribution; and ways in which D. E. can help the student.
Recommended Audience:	Selected transparencies from this set may be useful in small to class-sized group presentations in guidance for selection, orientation and pre-employment classes.
Technical Qualities:	The transparencies are simple, easy to read and are well done graphically on heavy film.
Overall Evaluation:	The illustrations are not multi-ethnic and feature adults only. Use of this set is not necessary in conveying the message. Refer to the enclosed sample contents sheet.
Cost:	$35.00 per set
Source:	Visual Products Division 3M Company Box 3100A St. Paul, Minnesota 55101

CONTENTS SHEET • VOCATIONAL NO. 23

INTRODUCTION TO DISTRIBUTIVE EDUCATION

By J. Thomas Weyant and David Closky
Pennsylvania Department of Public Instruction
Harrisburg, Pennsylvania

3M BRAND INSTRUCTIONAL UNIT

Printed Original Cat. No. 403
Prep. Color Transp. Cat. No. 903

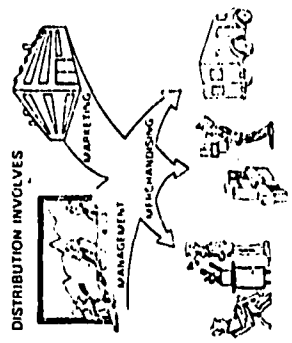

MERCHANDISING

MARKETING

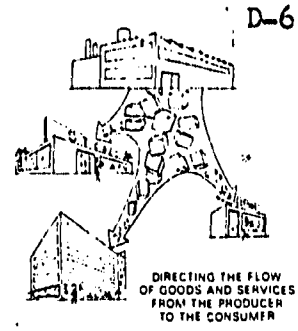

MANAGEMENT
THE EXECUTIVE ABILITY TO DIRECT AND CONTROL BUSINESS

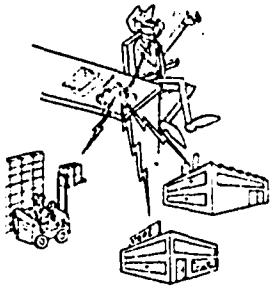

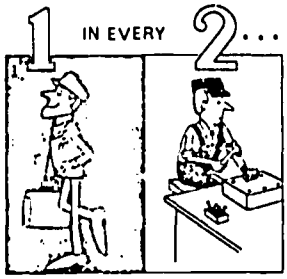

EMPLOYED AMERICANS IS IN A DISTRIBUTIVE OCCUPATION

COMPETITION . . .
ADVANCES TECHNOLOGY

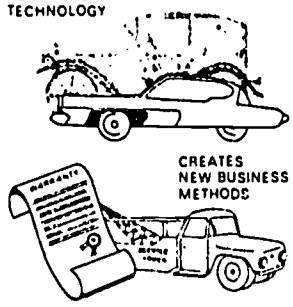

CAREERS IN DISTRIBUTION
SALES

CAREERS IN DISTRIBUTION
RECORD KEEPING

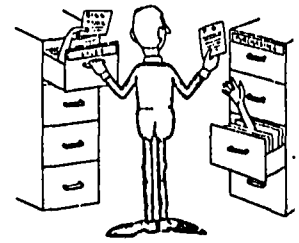

CAREERS IN DISTRIBUTION
SERVICE

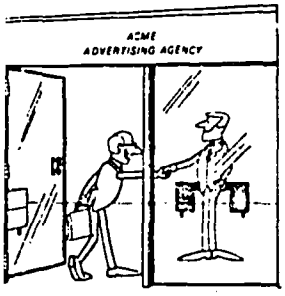

CAREERS IN DISTRIBUTION
COMMUNICATIONS

CAREERS IN DISTRIBUTION
TRANSPORTATION

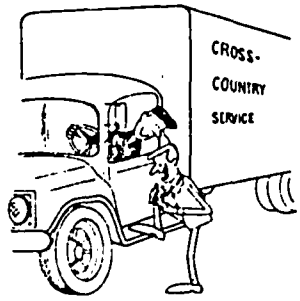

CAREERS IN DISTRIBUTION
MANAGEMENT

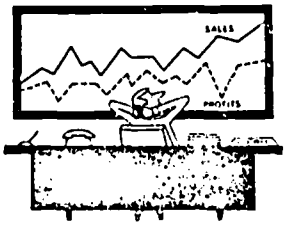

PLANNING AND DIRECTING BUSINESS

CAREERS IN DISTRIBUTION
FINANCING

THE DISTRIBUTIVE EDUCATION STUDENT LEARNS . . .

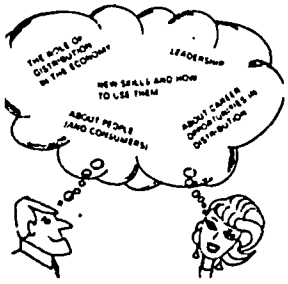

DISTRIBUTIVE EDUCATION HELPS EMPLOYERS

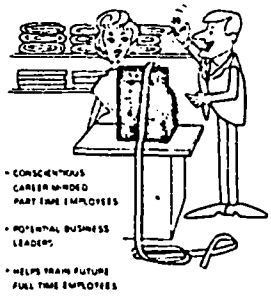

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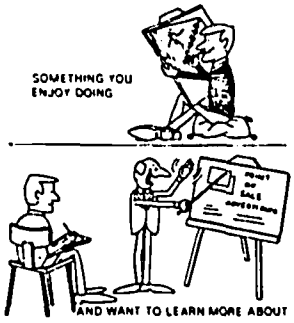

YOUR PERSONALITY INVENTORY

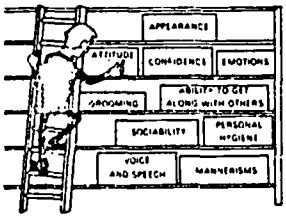

PERMANENT CHARACTERISTICS THAT MAKE YOU AN INDIVIDUAL, AND DETERMINE HOW OTHERS RESPOND TO YOU

JOB CONSIDERATIONS

JOB BENEFITS

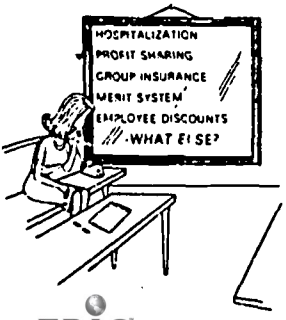

SALES RESPONSIBILITIES

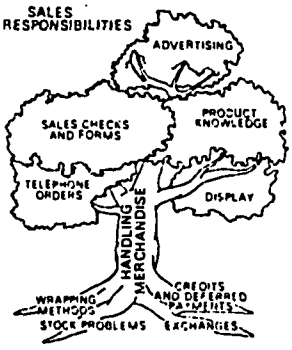

EMPLOYEE'S RESPONSIBILITY TO MANAGEMENT

- LIVING UP TO MANAGEMENT POLICIES
- BEST EFFORT
- AN UNDERSTANDING OF MANAGEMENT PROBLEMS AND OBJECTIVES

MANAGEMENT'S RESPONSIBILITY TO EMPLOYEES

- GOOD WORKING CONDITIONS
- INFORMATION ABOUT THE BUSINESS
- FAIR WAGES
- OPPORTUNITY

DISTRIBUTIVE EDUCATION NEEDS YOUR . . .

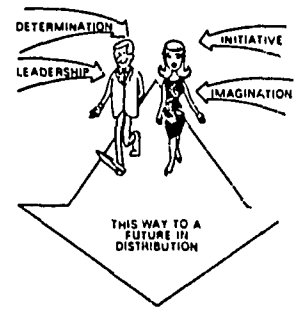

ERIC

SAMPLE LETTERS TO PARENTS

The letter to prospective D. E. students' parents is one of the first contacts with parents that you have. It should be written so that it establishes the feeling that you are truly interested in each child's welfare.

The letter to parents should be sent after the interview with the coordinator and before a student's schedule is approved by the guidance department.

There should be enough information in the letter to parents so that all basic questions will be answered. Coordinators in Virginia have access to two publications from the State Department of Education which were designed to provide information for adults and students about the D. E. program. Both of these are available from the area assistant state supervisor upon request. "D. E. Rings Up Sales" is a three fold brochure geared to adult reading which describes the D. E. program in Virginia from junior high level through post secondary, adult level and gives figures on enrollment from a statewide viewpoint. The second publication is an 8 1/2" by 11" pamphlet which answers questions posed by students and entitled "When You Dream of A Career in Distribution." It covers the course content in D. E. I, II, and III. Both of these publications could serve as attachments to your letters to parents.

DISTRIBUTIVE EDUCATION DEPARTMENT
_____ High School
_____, Virginia

Dear Parent's Name ____:

Distributive Education is a practical program which gives the student specialized training in selling, merchandise information, fashion, personality development and other content which can be put to practical use on the job.

How it basically works:

In the morning most students attend classes of instruction in merchandising, sales training and practices as well as the usual academic subjects required for graduation. In the afternoon the majority of students work in business establishments for practical training and experience.

Advantages for your boy or girl:

1. Earns while he/she learns - students are paid for their working experience on an hourly basis.
2. Receives school credit for work in business establishments.
3. Is under close and helpful supervision.
4. Gets an early start in business.

Responsibilities the student must assume:

1. Regular attendance is required in the school and in the store.
2. Student cannot report for work in afternoon if absent from school in the morning, without the coordinator's permission.
3. Employer must be notified if student must be absent from work.
4. Each member in the D. E. classes holds membership in National, state and local Distributive Education Clubs.
5. Dues are set by the club members at the beginning of the year. These dues are to be paid by the students from their earnings.
6. Each student is expected to attend club meetings.

If additional information is desired, please feel free to contact the Distributive Education coordinator between the hours of _____ and ____ at _____.

Sincerely yours,

Distributive Education Coordinator

DISTRIBUTIVE EDUCATION DEPARTMENT
_____ High School
_____, Virginia

Dear Parent:

At this time of year we are given the responsibility of counseling with students concerning the Distributive Education program. Your son or daughter has indicated an interest in our program.

Distributive Education is a unique experience for any young person. It gives the student an opportunity to study extensively the marketing and distribution of goods and services, particularly sales, retailing, wholesaling or any number of jobs within a small business operation.

The advantages to _____ are many; earning money while receiving school credit, working within a controlled, carefully supervised program and learning of career opportunities the world of business offers. This course has merit for every student whether or not further education at a college or technical center is a part of future training.

If your child still plans to enroll in Distributive Education through this summer, you will receive more information explaining the responsibilities of your son or daughter in this on-the-job training program.

"_____" has been included with this letter to provide information on educational opportunities through Distributive Education.

If you have further questions, please feel free to contact me at _____ High School, telephone _____.

Sincerely yours,

Distributive Education Coordinator

USE OF APPLICATION BLANKS FOR

PROSPECTIVE DISTRIBUTIVE EDUCATION STUDENTS

The purpose of an application form for Distributive Education is to gain factual information about the student who is interested in enrolling in the program. The use of an application or student information sheet allows you to obtain much information in a faster and more orderly manner. The application should be filed in the student's personnel folder until the information is transferred to the permanent record. The application blank does not replace the personal interview since many personality traits cannot be identified totally from the form itself.

In some school divisions, the coordinators might choose to use different forms for the project plan applicant as opposed to the cooperative plan applicant. The former does not need to be as lengthy as the project plan sheet, but basic data is needed in both methods of instruction.

The samples which follow are those used by various coordinators and under various circumstances. Applications designed to be used separately for cooperative and project plan programs are identified in the heading.

SAMPLE A

Distributive Education Department
_____ High School
_____, Virginia

APPLICATION FOR THE COOPERATIVE DISTRIBUTIVE EDUCATION PROGRAM

Attach
Photo

Please Print

NAME_____
Last First Middle

ADDRESS_____

HOMEROOM NO. & TEACHER_____PRESENT GRADE LEVEL_____

DATE OF BIRTH_____WEIGHT_____HEIGHT_____

NAME OF PARENT OR GUARDIAN_____

ADDRESS_____

OCCUPATION(S)_____

PLACE(S) OF EMPLOYMENT_____

NDITION OF HEALTH:_____Describe any physical condition (Past or present) that may effect your working. _____

_____

NUMBER OF ABSENCES LAST YEAR_____

If more than 10 days, please explain._____

_____

TYPE OF WORK DESIRED IF ACCEPTED IN D.E.

1st Choice _____WHY?_____

2nd Choice _____

FORMER WORK EXPERIENCE (if any)

Are you presently employed?_____If yes, complete the following:

Employer_____Type of Work_____

Do you have a work permit?_____Date Issued_____

Do you have a Social Security Card?_____

ATIONAL INTEREST INFORMATION

Do you have a career objective? (Describe)_____

_____

Explain briefly why you are interested in Distributive Education_____

_____

_____

Do you plan to go to college?_____Where?_____

If not, what are your plans after high school?_____

MISCELLANEOUS INFORMATION

List extra-curricular activities, offices held, honors and awards received, since the 8th Grade_____

_____

List hobbies and sports you enjoy_____

_____

Would any of these conflict with a work schedule?_____

Please explain._____

I hereby certify that all the above information is factually correct and if accepted in D.E., I agree to follow all policies governing the Distributive Education Program at_____High School.

Date_____Signature_____

I consent to_____entering the Distributive Education course and agree to cooperate with the school and the training agency.

Signed_____
Parent or Guardian

FOR COORDINATOR'S USE ONLY:_____

_____

_____

_____

DISTRIBUTIVE EDUCATION DEPARTMENT
_____HIGH SCHOOL
_____VIRGINIA

Student Information — Please Print

NAME_____ DATE OF BIRTH_____ AGE_____
Last First Middle

ADDRESS_____ PHONE_____

PARENTS' OR GUARDIANS' NAME_____

PARENTS' OR GUARDIANS' ADDRESS_____

PARENTS' OR GUARDIANS' OCCUPATION_____

PHYSICAL DEFECTS_____

PRESENT GRADE LEVEL_____ CURRICULUM ENROLLED IN_____

VOCATIONAL PLANS_____

_____

EDUCATIONAL PLANS FOLLOWING HIGH SCHOOL_____

_____

LIST PAST EMPLOYMENTS -- REVERSE CHRONOLOGICAL ORDER

Business	Address	Employer	Date

JOB PREFERENCES IF ACCEPTED IN D.E.

1ST CHOICE_____ 2ND CHOICE_____ 3RD CHOICE_____

LIST EXTRA CURRICULAR ACTIVITIES, OFFICES HELD, HONORS AND AWARDS RECEIVED SINCE THE EIGHTH GRADE_____

_____

_____

EXPLAIN BRIEFLY WHY YOU ARE INTERESTED IN DISTRIBUTIVE EDUCATION_____

_____

_____

IF ACCEPTED IN D.E., I AGREE TO FOLLOW ALL POLICIES GOVERNING THE DISTRIBUTIVE EDUCATION PROGRAM AT _____HIGH SCHOOL.

DATE_____ SIGNATURE OF STUDENT

SAMPLE C

DISTRIBUTIVE EDUCATION DEPARTMENT
_____ HIGH SCHOOL
_____ VIRGINIA

APPLICATION FOR DISTRIBUTIVE EDUCATION

Name_____ Home Room_____ Age_____
Last First

Date of Birth_____ Height_____ Weight_____

PLEASE ATTACH A RECENT PHOTO

Home Address_____ Phone_____

Parent or Guardian_____ Occupation_____

Type of Work Desired: 1st Choice_____
2nd Choice_____

Former Work Experience:_____
Employer Type of Work

_____
Employer Type of Work

Plans After Leaving School?_____

Why do you want to take D.E.?_____

For Coordinator's Use Only_____ Approved_____

(This application for devised for a 5 x 8 index card)

SAMPLE D

DISTRIBUTIVE EDUCATION DEPARTMENT
_____ HIGH SCHOOL
_____ VIRGINIA

DISTRIBUTIVE EDUCATION APPLICATION

NAME _____ ____ _____ HOMEROOM NO. & TEACHER _____
Last First Age Birthdate

ADDRESS _____ TELEPHONE _____
No. Street

PARENT OR GUARDIAN _____ OCCUPATION _____ PLACE OF EMPLOYMENT _____

FOR COORDINATOR'S USE ONLY

	Subject	GRADES 1st	2nd	Final	Cr.
1st Year	English				
2nd Year	English				
3rd Year	English				
4th Year	English				

1. Type work desired:
   1st Choice - _____
   2nd Choice - _____

2. Former work experience:

	EMPLOYER	TYPE OF WORK	DATES
a.			
b.			
c.			

3. Plans after leaving school? _____

4. Why do you want to take Distributive Education? _____

5. Extra curricular activities? _____

For Coordinator's Use Only: _____ ____

SAMPLE E

DISTRIBUTIVE EDUCATION DEPARTMENT
_____HIGH SCHOOL
_____VIRGINIA

APPLICATION FOR DISTRIBUTIVE EDUCATION COOPERATIVE PROGRAM

Student's Name_____ Home Room_____

Age_____ Date of Birth_____ Grade_____
(Month) (Day) (Year)

Home Address_____ Phone_____

Mother's Name_____ Occupation_____ Firm_____

Father's Name_____ Occupation_____ Firm_____

Type of Job Desired: 1st Choice_____

2nd Choice_____

List subject you need to graduate_____

Do you intend to go to college?_____ Where?_____

If not, what are your plans after graduation?_____

_____

In what extra-curricular activities have you taken part?_____

_____

Have you ever worked?_____ List firms and approximate dates of employment:

_____

_____

Are you employed now?_____ With what firm?_____

Excellent opportunities are available to your people in retailing and distributive businesses of our city. Two of the outstanding requirements of character qualities are dependability and sincerity. If you are accepted in the Distributive Education course, do you agree to put forth your best effort in completing your training in school and on the job?_____

Signed_____
(Student)

I consent to_____ entering the Distributive Education course and agree to cooperate with the school and the training agency.

Signed_____
(Parent or Guardian)

DISTRIBUTIVE EDUCATION DEPARTMENT
_____HIGH SCHOOL
_____VIRGINIA

STUDENT INFORMATION SHEET

PROJECT PLAN

Homeroom Number and Teacher_____Grade_____Age_____

Name_____Phone_____

Address_____

1. Have you decided what you want to do to earn a living?_____

   What?_____

2. What are your plans after graduation?_____

3. Have you ever had a part-time or full-time job?_____

   If so, where and when?_____

   _____

4. Do you know what particular place you would like to work when you graduate from high school?_____

5. In what school activities do you participate?_____

   _____

List your present class schedule below:

Period	Subject	Teacher	Period	Subject	Teacher

DISTRIBUTIVE EDUCATION DEPARTMENT
_____HIGH SCHOOL
_____VIRGINIA

STUDENT APPLICATION FOR D.E.

Project Plan

NAME_____

HOMEROOM_____ AGE_____ GRADE_____

HOME ADDRESS _____ PHONE_____

MOTHER'S NAME _____FATHER'S NAME_____

MOTHER'S OCCUPATION _____FATHER'S OCCUPATION_____

Do you intend to go to college? _____Where?_____

If not, what are your plans after high school?_____

_____

Are you working now?_____Where? _____

What extra curricular activities have you participated in?_____

_____

Do you have a career objective?_____

Do you like to work with people?_____Alone?_____

Do you have any special interests in art/drawing?_____

mathematics?_____

writing ?_____

Public speaking?_____

Why do you want to take D.E.?_____

_____

_____

GUIDELINES, QUESTIONS AND EVALUATION

FORMS FOR STUDENT INTERVIEWS

The interview of prospective Distributive Education students has a twofold purpose. First, it is designed to draw out certain personality traits desirable for D. E. students. Second, to obtain information not found in the application blank, student information sheet, or the guidance department and student records; and third, to allow the student the opportunity to learn more about the program. The interview is also an ideal situation to clarify needed information from the application blank.

The following questions and forms are suggested to help coordinators in the all important task of interviewing:

1. Do's and Don'ts for Interviewing Prospective Students

2. A list of questions for cooperative program applicants and evaluation form

3. A list of questions for project plan applicants and an evaluation form

ERIC

AVOID THE PITFALLS OF STUDENT INTERVIEWS

DO'S	DON'T'S
1. Schedule interviews during student free time.	1. Schedule interviews during regular class time.
2. Honor interview appointments.	2. Keep students waiting or fail to show up.
3. Provide a professional atmosphere in a prearranged location.	3. Interview in the hall or on the walkways.
4. Ask questions which evaluate personality traits.	4. Repeat factual information given on information sheet.
5. Seek information not available on other records.	5. Ask for repeat of information provided in the application blank or school records.
6. Ask questions which allow student to present information or express viewpoints.	6. Phrase questions which can be answered with "yes" or "no."
7. Use discretion interviewing members of the opposite sex.	7. Close door or get involved in questions of a personal nature with opposite sex.
8. Clarify the student responsibility in program if enrolled.	8. Allow students to leave interview with false picture of programs objectives.
9. Give information and allow student to respond or ask questions.	9. Spend the whole time giving information, rules and regulations.
10. Check on parent's feelings or knowledge of program.	10. Take for granted parents are informed about D. E. program.
11. Postpone any indication of commitment to students until all interviews are completed.	11. Make hasty decision on basis of interview alone.
12. Evaluate each interview immediately, using a predetermined instrument.	12. Rely on your memory to evaluate student interview at a later date.

SUGGESTED INTERVIEW QUESTIONS

COOPERATIVE PROGRAM

1. What do you believe is the purpose of Distributive Education?
2. Why do you want to enroll in the cooperative program?
3. Have you ever been employed before? If so, describe.
4. What will you do with the money you earn while in D. E.?
5. What are your plans after high school?
6. Have you considered furthering your education or training after high school?
7. What way will the D. E. program help you? What can you do for the D. E. program?
8. Is there any reason why you could not work 15 to 20 hours a week next year?
9. It is recommended that each student join the local chapter of DECA. Would you have any objection to joining DECA?
10. Would you have any objections to changing your appearance, hair, beard, etc., if you were asked to become employable or to keep employment?

EVALUATION SUMMARY

FOR COOPERATIVE APPLICANT INTERVIEW

_____
Name

	Above Average	Average	Below
Appearance	_____	_____	_____
Personality	_____	_____	_____
Desire	_____	_____	_____
Ability to Communicate	_____	_____	_____
Concept of the Program	_____	_____	_____

Plans after high school_____

_____

Work experience conflicts_____

_____

Reaction when asked if he/she would change personal appearance in order to become employable, or keep employment? (Hair, Beard)

_____

Reaction to DECA_____

Questions from application blank_____

_____

Comments_____

_____

_____

_____

SUGGESTED INTERVIEW QUESTIONS

PROJECT PROGRAM

1. What do you believe is the purpose of Distributive Education?

2. What are your plans after high school?

3. What subjects do you enjoy the most?

4. Are you aware that additional time is required outside of regular class period to apply classroom instruction to projects and activities? Would you object using your study hall hour for this?

5. What courses or special training would you like to be taught in this class to prepare you for your career objective?

6. Are you a member of any clubs or organizations?

7. We have a local chapter of the Distributive Education Clubs of America (DECA) here at _____ high school.

   We feel this club is part of the total program and is responsible for building leadership qualities, social competencies, and civic consciousness in students. Would you object to joining our chapter of DECA?

8. Where did you hear about D. E.?

9. Have you had any work experience? If so, where?

10. Have you thought about what you want to do to earn a living? Why?

EVALUATION SUMMARY

PROJECT APPLICANT INTERVIEW

_____
Name

	Above Average	Average	Below
Appearance	_____	_____	_____
Personality	_____	_____	_____
Desire	_____	_____	_____

Concept of Distributive Education_____

Where did you first hear about D. E._____

What subjects do you enjoy the most in school_____

_____

Project time conflict_____

Extra curricular activities_____

_____

Reaction to DECA_____

What type of special training would you like to obtain while in

D. E._____

_____

Comments_____

_____

_____

_____

STUDENT EVALUATION CHECK LISTS

Most coordinators realize that checking with other faculty members about prospective students is a valid means of obtaining information about students which would otherwise not be available. This means student assessment can provide information on past performance and perhaps some insight into the student's personality.

Students applying for the cooperative program may have been employed previously. By all means, contact that former employer for references.

Personal references may be contacted, such as neighbors, friends or school mates. Reliability of such references should be considered before attaching too much weight to these evaluations.

A sample of each type of reference follows and we have included two types of faculty or teacher evaluation forms for you to consider.

ERIC

DISTRIBUTIVE EDUCATION DEPARTMENT
_____ High School
_____, Virginia

FACULTY RECOMMENDATION FORM

Confidential statement regarding_____
(Name) (Date of Graduation)

I have observed this student in the following classes or activities:_____

	Except.	Above Avg.	Average	Below Avg.	Unknown
General Ability					
Relating to Others					
Punctuality					
Cooperativeness					
Personal Appearance					
Expression of Ideas					
Industriousness					
Dependability					
Scholarship					
Initiative					
Qualities of Leadership					

Do you feel this student needs to be enrolled in a vocational program?
Yes_____ No_____

COMMENTS: (Additional comments may be typed on reverse side.)

Date_____ Signature_____

Subject_____

DISTRIBUTIVE EDUCATION DEPARTMENT
_____ High School
_____ Virginia

TEACHER'S EVALUATION OF NAMED PUPIL

Name of Teacher_____

Name of Pupil_____

Your cooperation in evaluating the above pupil will help me to determine whether the student is suitable to represent the school in the D. E. Program. Please evaluate the above named student on each of the listed points by checking one of the vertical columns. Also, make any free comments in the Comment Section.

RATING POINTS	EXCELLENT	GOOD	FAIR	POOR	REMARKS
Shows Interest in School					
Reliability					
Promptness					
Follows Instruction					
Initiative					
Personal Appearance					
Quality of Work					
Cooperation					
Personality					
Attitude in General					

COMMENTS:

Please return to

D. E. Coordinator

EMPLOYER REFERENCE SHEET

(School Letterhead)

_____ has made application to the Distributive Education Program for next year. This applicant indicated that he has worked for you at one time. Since you have had an opportunity to observe this applicant as an employee, your frank answers to the following questions will be of value to us, and would be greatly appreciated. A self-addressed envelope is enclosed for your convenience. WE ASSURE YOU THAT YOUR REPLIES WILL NOT BE REVEALED TO THE APPLICANT, OR ANYONE ELSE, UNDER ANY CIRCUMSTANCES.

COMPANY_____ RATED BY_____ POSITION_____

1. When was the individual employed by you? From_____ to_____

2. What was his position?_____

3. Attendance: If absent, were the excuses valid? Yes_____ No_____

	Good	Fair	Poor
4. General Appearance	____	____	____
5. Overall Cooperation (employees, supervisor)	____	____	____
6. Job Attitude	____	____	____
7. Initiative	____	____	____

8. Could you vouch for the honesty and integrity of this individual? Yes_____ No_____

9. Do you feel that it is necessary to speak further with a Distributive Education representative in order to avoid any misunderstandings about the applicant? Yes_____ No_____

Sincerely,

Distributive Education Coordinator

DISTRIBUTIVE EDUCATION DEPARTMENT
_____ High School
_____, Virginia

_____ has made application to the Distributive Education Program at _____ for next year. This student has given your name as a personal reference.

We would appreciate your completing the following form and returning it to us at your earliest convenience. The information you supply will help us immeasurably to give this applicant the fullest possible consideration. WE ASSURE YOU THAT YOUR REPLIES WILL NOT BE REVEALED TO THE APPLICANT, OR ANYONE ELSE, UNDER ANY CIRCUMSTANCES.

1. How long have you known the applicant?_____

2. Can you give us any information on the applicant's past work experience or former employers?_____
_____

3. What is your opinion of applicant's:	Good	Fair	Poor
A. Attitude toward work	____	____	____
B. Ability to work with others	____	____	____
C. Sense of responsibility	____	____	____
D. Character traits	____	____	____

4. Is there anything which might tend to reflect unfavorably on honesty, moral conduct, habits, etc.?_____
_____

5. Any questionable activities or police difficulties?_____
_____

6. Would you recommend this individual? Yes_____ No_____

7. Do you feel that it is necessary to speak further with a Distributive Education representative in order to avoid any misunderstandings about the applicant? Yes_____ No_____

Sincerely,

Distributive Education Coordinator

STUDENT DATA SUMMARY SHEET

AND

DESCRIPTION OF VIRGINIA'S STANDARDIZED TESTING PROGRAM

The purpose of the Student Data Summary Sheet is to compile the most important factors for assessing and making final recommendations for students to enroll in Distributive Education. This form is to be compiled for each curriculum offering as the coordinator completes his study of permanent records, interview evaluations, application blanks and references. The data sheet should be treated as confidential information and should not be compiled by a student assistant. The multiplicity of student data makes this form particularly useful if your program operates in a comprehensive school and the number of applicants is large.

The headings or classes of information identified by each column may be modified to meet specific criteria according to your own program needs but the headings shown seem to be typical of data collected.

In addition to the Summary Data Sheet, there is included a description of the standardized testing program presently operating in the Virginia public schools. Vocational teachers should be alert to the insights which may be gained from studying such test schores for the purpose of student assessment.

ERIC

D. E. I ___ Check appropriate
D. E. II X blank
D. E. III

SUMMARY DATA FOR STUDENT SELECTION

NAME	PRES. GRADE LEVEL	DAYS ABS.	GRADE AVG.	COURSE OF STUDY	TESTING RESULTS	HEALTH EVAL.	GUIDANCE EVAL.	TEACHER EVAL.	PERSONAL INTERVIEW	WORK EXPERIENCE
John Doe	10	15	85	Academic	78-SCAT	Asthma	About average	Studies hard	Taking D.E. to buy car	Western Auto

THE STANDARDIZED TESTING PROGRAM IN VIRGINIA'S PUBLIC SCHOOLS

The standardized testing program was designed to provide every pupil in the public schools in Virginia with at least one test score. The primary purpose of these tests is to improve instruction and guidance through a better understanding of the strengths and weaknesses of each boy and girl and to evaluate partially our present position in relation to the nation.

Care should be taken in attaching undue significance to a single instance of difference in scores by a point or two or a month or two. However, a pattern of such differences may be significant. It is best to study all the standardized tests that a student has taken before making your final decision. When evaluating test scores for Distributive Education, no certain item should have priority over another. Since a student has to have so many good qualities in Distributive Education, a coordinator should evaluate all phases of a standardized test.

In addition to standardized test scores a coordinator might wish to verify information obtained from the student. In every school there is a central file maintained on each student. Some specific areas which would be checked are as follows:

1. Days absent - why
2. Grade average
3. Rank in his class
4. Official grade level
5. Projected date of graduation
6. Other courses completed in vocational education or related area.

GLOSSARY OF TESTING TERMS

Standardized Test - Standardized tests are published tests for which there are norms (statistics such as percentiles, averages, grade equivalents and standard scores) on defined groups.

Median - The median is the middle, the point above and below which an equal number of ranked scores lie. It is the fiftieth percentile.

Mean - The average.

Percentile - A percentile is a score giving a percentage rank in a defined group for whom the scores have been ranked from the lowest to highest.

Intelligence Quotient - The intelligence quotient is a measure of potential growth expressed as the ratio of mental age to chronological age.

Grade Equivalent - The school grade and date of test.

TESTING PROGRAM BY GRADE LEVELS

Grade 1 - METROPOLITAN READINESS TEST: These tests measure children's maturity or readiness to profit from formal instruction in reading and number work.

Grades 2 and 3 - KUHLMANN-ANDERSON TESTS: These tests measure several aspects of intelligence.

Grade 4 - LORGE-THORNDIKE INTELLIGENCE TESTS: The verbal part of this test measures scholastic aptitude. The non-verbal part gives an estimate of scholastic aptitude which has not been influenced by any lack of ability to read.

Grade 4 - SCIENCE RESEARCH ASSOCIATES (S.R.A.) ACHIEVEMENT SERIES: These tests measure educational development of pupils in the following broad curricular areas: reading, language arts, arithmetic, and work-study skills.

Grade 7 - CALIFORNIA TEST OF MENTAL MATURITY: The sub-tests sample various kinds of mental processes to establish the level and rate of mental development.

Grade 7 - IOWA SILENT READING TESTS: The sub-tests measure three broad general areas: rate of reading, comprehension, and ability to use skills in locating information.

Grade 8 - THE DIFFERENTIAL APTITUDE TEST BATTERY: The eight sub-tests measure abilities in the following areas: verbal reasoning, numerical ability, abstract reasoning, space relations, mechanical reasoning, clerical speed and accuracy, language usage: sentences and spelling.

Grades 9, 10, 11, and 12 - SCHOOL AND COLLEGE ABILITY TESTS (S.C.A.T.): These tests are aids in estimating the capacity of a student to undertake the academic work of the next higher level of schooling.

Grades 9, 10, 11, and 12 - SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS (S.T.E.P.): These are achievement tests in the six areas: listening, mathematics, reading, science, social studies, and writing.

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"CONTRACT FOR COMPETENCIES"

GARY F. RIGGINS
FRANCIS C. HAMMOND HIGH SCHOOL · ALEXANDRIA, VA.

Would you like to use an instructional approach that will (1) assist students in becoming responsible for their own learning, (2) provide time for you to help students on an individual basis, and (3) assure students of at least minimum skill and knowledge in the various distributive competency areas? You can develop and use such a system for any distributive competency area through the use of performance objectives, student contracts, and careful planning.

The first step is to decide the minimum level of skill and knowledge that your students will need in order to perform in a distributive job. For example, you may decide that your students will need to be able to list the purposes of ad copy and be able to prepare advertising copy that will create customer desire for a given product. There are two sources of help in identifying your objectives which are found in Kenneth Ertel's Clusters of Tasks Performed by Merchandising Employees Working in Three Standard Classifications of Retail Establishments (ED 023 911) and Lucy Crawford's A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education (ED 032 382 - ED 032 386, available on microfiche).

The second step is to list for your students all of the knowledges and skills they will need to master by the end of the unit. This will serve as a checklist for student progress.

Next, design and list the required learning experiences based on the objectives that you have identified. For example, one learning experience could be to prepare a complete promotional ad for a product from the student's training station. You will find that at least ten well planned learning activities will be needed to meet the minimum objectives for most distributive competency areas.

The fourth step is to compile the learning experiences in the form of a student contract. This contract would explain and give directions for the satisfactory completion of the required learning experiences.

A final step is to prepare additional, higher level learning experiences for those students who wish to contract for above average marks in the classroom phase of their distributive education training. These experiences could include preparing advertising scrapbooks, preparing sales promotion calendars, oral and taped reports on advertising laws, or other experiences.

Developing the competency-contract system of instruction takes a great deal of careful planning. However, the advantages are much greater than it would first seem. Your students have a chance to work on individual projects, learn responsibility in meeting deadlines, plan their own work schedule, and have a knowledge of what you expect of them. You have the opportunity to provide help and instruction on an individual basis.

Also, you have a basis for being accountable for the knowledge and skill that your students can display as the result of the learning experiences you have provided. You will find that your students are willing to accept the responsibility of planning for exciting and innovative experiences.

A publication of the Learning Resources Center
Department of Distributive Education
Virginia Commonwealth University
Richmond, Virginia 23220

ADVERTISING ADVISORY COMMITTEE MEETING

"WHAT DO YOU DO WHEN YOU HAVE TO DESIGN A BRAND NEW ADVERTISING CURRICULUM"

In connection with the development of a new Advertising unit, an advisory committee meeting was held at the Executive Motor Hotel in Richmond February 8th. Participants included advertising and other marketing specialists, state DE personnel, VCU officials, and staff members of the Learning Resources Center and of the VCU-DE Department.

Advertising and other marketing specialists serving on the committee were: Albert Evans, Director of Advertising for the FOODSMAN Publication of the Virginia Food Dealers Association; Turner Lundy, Director of Advertising for the W. S. Peebles Company; T. E. Lyman, Executive Vice President of the Better Business Bureau; Ashton Mitchell, Director of Advertising for Miller and Rhoads; Sidney Weinstein, President of Sidney's Stores in Roanoke; Robert Bowerman, Advertising Manager for Richmond Newspapers; Shirley Bricker, Media Director for Clinton E. Frank Advertising Agency; Quigg Lawrence, President of Quigg Lawrence Associates; Cathy Leary, Copy Director for Martin-Remick-Moore Agency; John Shreves, Creative Director for WWBT-TV; Sam Fouts, Director of Advertising for the House of Edgeworth; Peter Quinn, President of the University Advertising Agency of Virginia; and George Woltz, Creative Director of Martin & Woltz Advertising Agency and creator of the "Virginia Is For Lovers" campaign.

Tom Barbour of Henrico County and Callie Stanley of Richmond represented local DE supervisors. Carolyn Farmer, Mechanicsville; Francine Haymes, Henrico County; and Richard Carson, Page County, represented Virginia DE coordinators. Leroy Houser served as representative of the state DE supervisory staff and explained, as a feature of the program, the process of curriculum development in the Virginia DE program.

In addition to staff members of the Learning Resources Center and the DE Department, VCU personnel participating in the program were: Dr. Francis J. Brooke, Vice President for Academic Affairs, who welcomed the group; Dean J. Curtis Hall of the School of Business, who introduced the keynote speaker; Dr. Leonard L. Berry, Chairman of the Marketing Department, who delivered the keynote address; and Dean Howard Sparks, Associate Dean of the School of Education, who gave the invocation at the luncheon.

The morning session was devoted to presentations concerning trends and innovations in education for advertising and marketing, including the new sound-slide presentation on the Learning Resources Center. A Highlight of the luncheon program was Francine Haymes' description of the task facing coordinators: "When You're Teaching Advertising to High School Students."

After lunch, advisory committee members were assigned to workshop groups corresponding to divisions of the proposed unit outline: (1) Advertising--What It Is and What It Does, (2) Advertising Media and Methods, and (3) Advertising Procedures and Places. The lively and informative discussions provided the facts needed to develop a unit that, hopefully, will be up-to-date, realistic, relevant, and innovative in approach and teaching method. Committee members were eager to make further contributions to DE instruction both to advertising in particular and to sales promotion in general.

MEMBERS OF THE ADVERTISING ADVISORY COMMITTEE.

VISUAL MERCHANDISING UNIT IN PRODUCTION

The visual merchandising unit which you have been hearing about for some time is in production and will be ready to distribute to you from the State Supervisor's office later this year. Media Services of the Learning Resources Center is developing audiovisual materials to accompany this unit. Obviously, the production of visual merchandising and the development of advertising make this a year of emphasis on sales promotion!

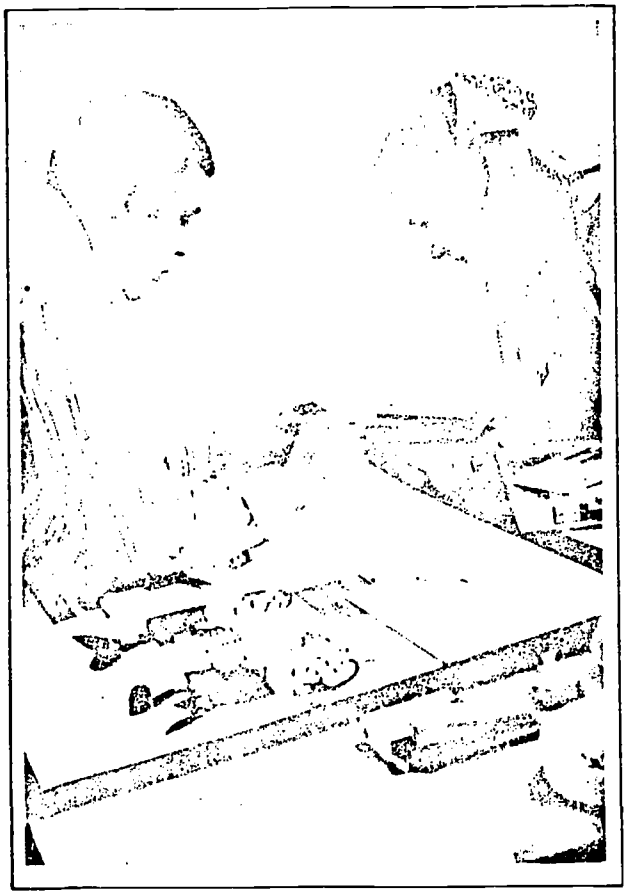

WHISTLE A HAPPY TUNE . . .

REAL ESTATE ADVISORY COMMITTEE MEETING

On January 27th a State Real Estate Advisory Committee Meeting was held in Richmond as the culminating event in a series of three real estate advisory conferences. The first meeting of this series was held in Arlington in October and included Northern Virginia (Arlington and Fairfax Counties and the City of Alexandria) DE supervisors and adult instructors and a number of real estate specialists from that area. This group identified the courses Real Estate Finance and Sales and Listings as the top priority units to be developed by the Learning Resources Center in cooperation with the State DE Service.

A second meeting was held in Richmond in November. Participants included Richmond and Henrico DE supervisory personnel and staff, Richmond area real estate specialists, and staff members of the Learning Resources Center. This group provided additional important information concerning the real estate program in general and Finance and Sales and Listings in particular.

The final state advisory committee meeting included representatives of Virginia Beach, Norfolk, Newport News, Petersburg, and Roanoke. During the three-phase program, committee members summarized trends in the operation of local real estate programs, divided into workshop groups to discuss the Finance and Sales and Listings courses, and shared information and experience concerning effective teaching methods and materials.

The LRC staff is busy working on the development of the real estate units, as well as learning all they can about the real estate field.

To The Shopworn Teacher-Coordinator

FROM

Gordon K. Ely

I have wished many times during the past month that each of our potential users could be here to get the feel of this exciting, bustling, new Learning Resources Center. If you had dropped in for a visit, you could have found Marge Belshee, Director of Reference and Distribution, to greet you at the front door, ready to determine your needs in an unhurried way. Had you stayed long enough to watch Marge in action, you would have seen that she is responsible for guiding students, faculty, and participating DE personnel in collecting the materials for the massive packet of materials for Information and Selection which you received with your February Center Newsletter. With her other five sets of hands--students Michael Harris, Jodi Noble, Gary McQuain and clerical workers Joyce Edwards and Gordon Ely--Marge managed the packing of our rather imposing collection of resource materials for moving, and prepared the catalog of holdings which comes with this issue of the Newsletter.

Bettie Overton and her staff of media specialists, including Michael Barnes, Cindy Council, Cliff Dixon, and Jack Glover, produced the Newsletter, the packet of information materials and designed the effective posters for promotion of your DE Program. They also developed an interesting and novel slide-sound presentation showing the services of the Center, worked on a media package for human relations, materials for graphic art for the advertising committee, all the "little tiny" jobs that people asked them to do--and moved!

Kay Brown in Curriculum Services and her helpers Susan Baughan, Forest Sharpe, and Pat Brown arranged two curriculum advisory committee meetings during the month: one for Tidewater and Southern Virginia real estate instructors and DE personnel and a big advertising committee meeting which you might have seen covered on the evening TV news--and moved! The enthusiasm of our business friends is overwhelming and the plans underway for new learning materials in real estate and advertising move forward.

Chuck Fuller, our systems specialist and administrative assistant coordinated masterfully the tremendous task of moving tons of equipment and resource materials over a weekend and had us in business again on Monday morning. Chuck is now moving us hither and yonder as the renovation activities in our new home proceed.

And through all of the activity quietly moved our general consultant, Dr. Kirkpatrick, who knows from thirty years of experience how such a facility such as ours should operate, and whose behind-the-scenes advice, energy, hammer, screwdriver and know-how, so often keeps us from stubbing our toes.

We are grateful to Jim Horan, to Vocational Director, George Sandvig, and to the State Vocational Supervisors for their approval of this project. We know you will be, too, as the products and services of the Learning Resources Center become available to you for improved learning.

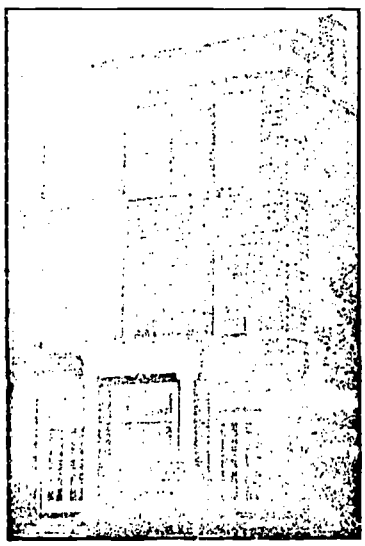

COME VISIT US!
1617 MONUMENT AVE.
RICHMOND, VIRGINIA

February, 1972 Vol. II No. 2

FOCUS OF THE FEBRUARY NEWSLETTER

This issue of the Newsletter is emphasizing Phase I of the teacher-coordinator's guidance function--Information and Selection Procedures.

We have assembled all the ideas we could find to help you with your spring information and selection duties. A collection of these materials is enclosed for your assistance. Some of the materials were shared by you, some were gathered, reviewed,or developed by DE majors at V.C.U. and some by DE teacher educators in Virginia. All are in rough, experimental form.

We hope you find the materials useful, but we hasten to add that THIS COLLECTION IS ONLY A BEGINNING. We know that you already have effective materials which you have developed and WE WANT YOU TO SHARE YOUR PROCEDURES AND MATERIALS WITH OTHERS.

Therefore, as you are carrying out your information and selection procedures this spring, MAKE AN EXTRA COPY FOR THE L.R.C. or call us and dictate your ideas over the telephone.

If you want to share an idea with us by phone, call collect. We will refuse your call and telephone you right back on our state-wide telephone. You can then dictate your idea to Mrs. Belshee or a trusty assistant.

By this time next year we shall then be able to circulate information and selection ideas from you--and to polish the ideas in the enclosed collection for permanent additions to your files.

MENTAL MEMOS ON INFORMATION AND SELECTION

1. For new option courses, both general and specialized, consider the need for more extensive information and selection procedures than you usually plan for regular programs. Variety of presentation, repetition of essential information, use of effective media, identification of a specific "market," and special efforts to reach the students for whom a particular new option is designed may be factors you need to consider in planning information programs for new courses. Remember that obtaining the type of student for whom a particular new option was designed may be crucial in determining the success of the program.

2. Remember that dissemination of information and selection of students is only part of the total guidance job of a DE coordinator. Vocational guidance for students enrolled in the program involves, in addition to providing for learning experiences in the form of project or cooperative training, helping the student to analyze his interests and abilities, to identify and study marketing careers of interest to him, and to match information about himself with facts obtained about careers studied.

3. Put yourself in the guidance counselor's shoes when you: 1) are planning how you can work with him effectively, 2) are tempted to blame him because you are not getting the students you want in your program, 3) are planning how you can coordinate your guidance activities with those of the school guidance department, and 4) are trying to persuade him to accept your point of view. Remember (con't. on p. 2)

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MENTAL MEMOS, con't.

you are frequently the salesman, and he is the customer. Treat him as you train your students to treat the customer.

4. Ways you can help the guidance department and help yourself at the same time:

a. Provide the marketing careers part of the guidance department's occupational library (or start a careers reference room if none is available in the school).

b. Keep guidance personnel informed of trends affecting guidance and vocational education,--Career Education, for example.

c. Make any materials you have concerning career planning--print or audiovisual--available to guidance personnel.

d. Suggest community resources that may be helpful in implementing goals of the guidance department (resources that may not be known to guidance personnel).

e. Plan with guidance information programs directed to both feeder and continuing education institutions and offer to do some of the work yourself,--content and media for publicity programs, for example.

f. Make it clear in an agreeable manner what students each of your courses is designed to serve. Make it clear that you can serve students of varying abilities (depending upon the DE courses available in a given school), but that each student should be placed in the particular course which is best for him. Show what course is appropriate for individual students.

g. Look for ways to make the guidance department "look good." --Kay B. Brown

5. Barbara Gouldin, formerly DE teacher-coordinator in Richmond, and now Adult Specialist for Hotel-Motel Training: We had open houses before school, at activity periods and after school when we invited all 9th, 10th, and 11th grade students to visit the DE classroom and talk to DE students while having doughnuts and cokes. . . . DE students made arrangements to take interested students on a visit to their training station. Job sponsors were invited to the school for informal or formal discussions of their occupational fields. . . . Several fashion shows at assembly programs became effective information presentations for the DE program. . . . I'll look in the attic for the fashion show script.

IMPORTANT BRIEFS

With each March copy of the Newsletter we expect to include a complete catalog of the print and media material available on loan from the L.R.C.

*

We welcome your personal visit to the L.R.C. which, after February 1, will be located at 1617 Monument Avenue although our mail address will continue to be that of the University, 901 W. Franklin Street.

*

The nine experimental units of the Fashion Merchandising curriculum, organized into six major divisions, are being distributed in Virginia through supervisors to coordinators offering this specialized option during the current school year.

*

Looking toward the L.R.C.'s production of corresponding DE units, a Real Estate Advisory Committee, drawing from Tidewater and Western Virginia, was scheduled to meet in Richmond January 27 and an Advertising Advisory Committee on February 8.

*

The U.S. Department of Labor Office has available a new free loan 16mm film,"Lamps in the Workplace." The film describes the Fair Labor Standards Act of 1938 dealing with minimum wage, maximum hours, overtime and equal pay and other factors. In Virginia, contact the U.S. Dept. of Labor; Wage and Hour Division; 400 N. 8th St.; Richmond, Va.23219 or 608-12 Peoples Federal Bldg.; 101 S. Jefferson St.; Roanoke, Va. 24011.

BLACK and WHITE
11 x 17"

POSTERS

FOR HALLS
FOR CLASSROOMS

Dale Evans
David Eisenhower
Deviled Eggs
Duke Ellington
Daniel Ellsberg
Diesel Engine
Distributive Education

A lot of things start with D.E.

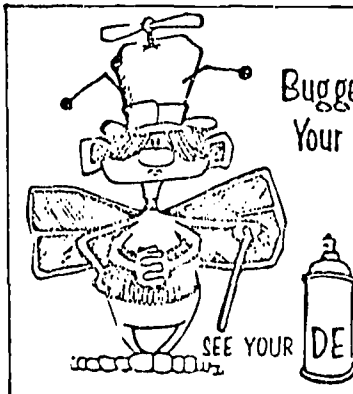

Enroll in the D.E. Program

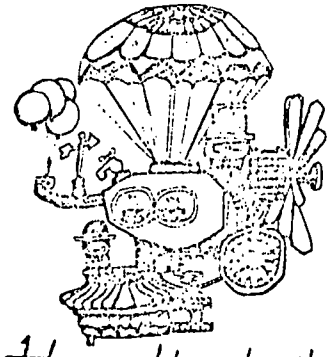

How would you buy the world a coke?

Ask your school DE Coordinator.

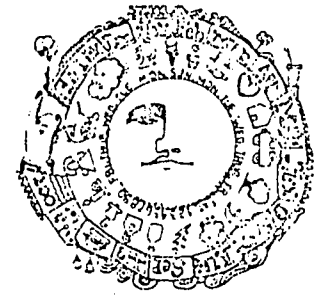

PEEK-A-BOO!
(DE NEEDS YOU)

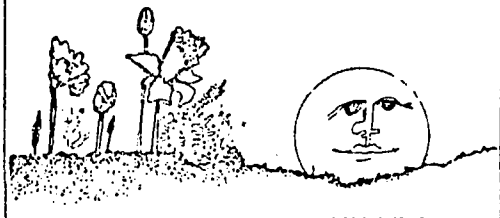

COSMICALLY SPEAKING IN A UNIVERSAL SENSE, THE SITUATION IS IN A CRITICAL STATE OF NON-EXISTENCE AND THIS IS PERPETUATED BY THE FACT REGARDLESS OF THE EXISTING PREOCCUPATION WITH LIFE....DE IS NICE.

MAIL TO:

LEARNING RESOURCES CENTER
DISTRIBUTIVE EDUCATION DEPARTMENT
VIRGINIA COMMONWEALTH UNIVERSITY
901 WEST FRANKLIN STREET
RICHMOND, VIRGINIA

2 of each posters in a set of 12

$3.00 (Introductory Offer)

Specify No. of sets.....

NAME _____

SCHOOL _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

POSTERS © 1972 LEARNING RESOURCES CENTER, VCU

PLEASE ADD MY NAME TO THE LEARNING RESOURCES CENTER NEWSLETTER MAILING LIST AS FOLLOWS:

_____ NAME

_____ TITLE

_____ SCHOOL

_____ STREET ADDRESS

_____

CITY STATE ZIP

PLEASE SEND ONE COPY OF YOUR MATERIALS ENTITLED, "INFORMATION AND SELECTION PROCEDURES, PHASE I OF THE VOCATIONAL GUIDANCE COMPETENCY".

FOLD ON DOTTED LINE - STAPLE CLOSED

BEST COPY AVAILABLE

TO THE SHOPWORN TEACHER-COORDINATOR

I know that you need no pep talk about the crucial nature of information and selection procedures. It only takes a semester of teaching and coordinating to realize that the selection aspect of guidance determines what our roles as teachers will be. But having said that you need no words of wisdom, I immediately take the writer's prerogative to "preach."

I must confess to you that the faces of many DE students flash across my mind as I ponder the importance of seeking and selecting students for distributive education. The faces are those of my former students who left DE more frustrated than when they came.

I'm thinking particularly of the students who were "selected" for DE with too little assessment of their aptitudes for job adjustment in marketing. I remember Suzanne who was frightened and miserable in the marketing jacket I tried to make her wear; and of Buddy for whom I could never find employment in our field; and of many others whose enrollment in DE I approved, primarily because they had experienced failure and rejection for years and I wanted to let them know that someone cares.

In retrospect--and even at the time--I knew that my being such a "soft touch" harmed the DE program in at least three major ways: 1) a disproportionate amount of my time was required by the unqualified student at the expense of other enrolled students who might have been challenged to reach their potential for achievement and prepared for rewarding marketing careers; 2) employers and school staff came to think of the DE program as the haven for every type of student problem; and 3) the unmotivated student became the norm for the DE program and the opportunities to reach marketing "naturals" among the student body decreased every semester.

No, I haven't hardened into a grumpy old woman and I still feel compassion for the down-trodden. My hindsight helps me to sort out values, however, and I feel really penitent about those bubbly, people-oriented, capable students who missed exposure to an exciting career.

I think I needed to identify more specifically the combinations of aptitudes and interests which are necessary ingredients of job adjustment and satisfaction in our occupational field. Had I been more concerned with potential enthusiasm for distribution, past records of initiative, enterprise, and service to others I might have recognized how wrong I was to think that students of varying abilities can find satisfying and challenging careers in marketing, regardless of interest and aptitude.

--Vivien K. Ely

MARY MARKS ON GUIDELINES TO SUCCESSFUL PERFORMANCE IN MARKETING

Employability for successful performance in a distributive occupation depends upon the individual's ability to relate himself to people, to the profit motive and to products and services offered for sale by his employer.

Manual skill requirements are negligible. Judgment skills are the key to employability. Judgment skills are developed individually out of attitudes of service to others, appreciations of customer needs, knowledge of product performance, and acceptance of the social and economic responsibility of free competitive enterprise.

DISTRIBUTIVE EDUCATION IN THE HIGH SCHOOL

Distributive education students are guided in the selection of their occupational objectives by the teacher-coordinator in cooperation with the guidance department in the particular school. A wide range of educational ability and achievement will be exhibited among those referred for training to qualify for employment in distributive occupations. This implies a wide range of occupational objectives which necessitates careful consideration of the student's aptitudes, interests, needs, and motivations in counseling with him. (Excerpt)

--Kay B. Brown

HAVE A CAREER MONTH PROGRAM

One way to expand your opportunities to reach potential DE students is to sponsor with guidance personnel and other vocational teachers in your school a Career Month Program. Too frequently, attempts to disseminate career information have focused on a one night career program or a one day event of this type. Such efforts often have resulted in frustration for all concerned, students, parents, guidance personnel, teachers, and persons providing career information--because of the built-in time limitation of one-time scheduling for career programs. The following steps are suggested to remedy this problem and to obtain additional time for presentation concerning marketing careers:

1. Suggest to guidance personnel and other vocational teachers in your school that all of you work together in planning and presenting a Career Month Program at an appropriate time, such as the month of March.

2. Offer your services and that of any other cooperative training coordinators in obtaining speakers, gathering information about them, planning and scheduling presentations on each career to be included, and acting as host to the visiting career specialists.

3. If guidance personnel and other vocational teachers agree to the Career Month idea and plan, work with them in:

a. Determining what careers to include during the month long program, considering the feasibility of a student interest survey. (You are likely to discover that many of the careers in which students express interest may be identified as marketing occupations.)

b. Deciding what persons in the community can best present the careers or occupational fields identified as those to be included in the program.

c. Preparing an outline or guide for each career speaker. (Consider the value of panel discussions for certain careers and the need for variety of presentation.)

d. Planning who will contact and work with each potential speaker or group of persons providing career information.

e. Publicizing the planned program to students, parents, general education teachers, and other interested persons in school and community.

f. Implementing your responsibilities in the total plan--contacting or introducing speakers, for example. (Keep planning committee informed of your progress.)

g. Conducting an evaluation of the Career Month Program to determine successes and needs for improvement in future career programs.

HELP OUR MAILING LIST GROW

Our present mailing list includes all state supervisors of distributive education and heads of DE teacher education programs as identified in the 1971 USOE Directory.

In Virginia we have included vocational directors and supervisors at the state and local level plus all DE personnel as identified by the State Department of Education.

Your recommendation of additional names for our list is invited and may be made by submitting the form below:

- -

Name_____

Position_____

Agency or Inst._____

Mailing Address_____

_____

City State Zip

BEST COPY AVAILABLE

LEARNING RESOURCES CENTER FILE FOLDER

Inclosure 10

ERIC

Inclosure 10

BEST COPY AVAILABLE

BEST COPY AVAILABLE

LEARNING RESOURCES CENTER

ERIC

YOU CAN EXPECT MORE FROM THE LEARNING RESOURCES CENTER.....

Centers for the collection, production and dissemination of resource materials for learning are now familiar on the educational scene. They are called materials centers, media centers, instructional resources centers and variations of these. The new facility for Distributive Education at Virginia Commonwealth University has been named the LEARNING RESOURCES CENTER to remind educators that learning is the end result of education. Our efforts are directed toward providing resources and services to help potential and employed teacher-coordinators facilitate the learning of students who will become productive workers in the occupational field of marketing.

The LEARNING RESOURCES CENTER is a research project funded through the Vocational Education Division of the Virginia State Department of Education and we have until June, 1973 to determine whether a facility of this type could be self-supporting. The CENTER will provide you with a variety of experimental services to improve learning in Distributive Education. You will be asked for information concerning your instructional needs; you may be asked to try out or review materials; you are asked to tell us about materials and methods which have proved effective for you. We solicit your support and participation.

Here are some of the experimental services which the LEARNING RESOURCES CENTER will be providing:

MORE... materials on loan. We are purchasing both printed and audio-visual resource materials from all sources. A catalog of materials and sources classified by competency area will be published. We will analyze your requests for borrowing materials and the establishment of lending procedures will be based on this study.

MORE... information on use of materials. We will experiment with reviewing and evaluating resource materials to inform you of the relative values and possible learning applications.

MORE... new resource materials. The professional staff, assisted by marketers and educational consul-

BEST COPY AVAILABLE

MORE... information on use of materials. We will experiment with reviewing and evaluating resource materials to inform you of the relative values and possible learning applications.

MORE... new resource materials. The professional staff, assisted by marketers and educational consultants, will develop experimental materials, both printed and audio-visual. These materials will be field-tested before they are completed. The development of materials in the technical field of Economics will receive initial emphasis.

MORE... opportunities to improve your teaching. A series of in-service sessions will be conducted throughout Virginia to help teacher-coordinators take advantage of the CENTER services.

MORE... help from experts. The CENTER offers a professional consulting service to help state or local supervisors or teacher-coordinators develop resource materials which may have application to other DE programs.

MORE... continuing information. A CENTER NEWS BULLETIN serves as a medium to keep you aware of CENTER activities, availability of materials, teacher-coordinator innovations and statements of CENTER policy and operating procedures.

. . . . . AND YOU CAN EXPECT MORE! Meanwhile, we invite you to keep us on file. We will update this file periodically with information which will help you to help students learn.

LEARNING RESOURCES CENTER

Distributive Education Department
Virginia Commonwealth University
901 West Franklin Street
Richmond, Virginia 23220

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ACCESSION NUMBER: VT100708

PUBLICATION DATE: 73

TITLE: FINAL REPORT ON DEVELOPING A RESOURCE TOOL FOR HIGH SCHOOL AND COLLEGE COUNSELORS IN COUNSELING THE PHYSICALLY HANDICAPPED.

DESCRIPTOR: *MANUALS; *VOCATIONAL EDUCATION; *RESOURCE MATERIALS; *COUNSELORS; *HANDICAPPED STUDENTS; VOCATIONAL COUNSELING; COMMUNITY COLLEGES; HIGH SCHOOLS; JOB MARKET

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 605

ABSTRACT: TO IMPROVE THE VOCATIONAL EDUCATION OPPORTUNITIES FOR PHYSICALLY HANDICAPPED STUDENTS, A NUMBER OF STATEWIDE WORKSHOPS WERE HELD IN 1971-1972 FOR TRAINING PERSONNEL RESPONSIBLE FOR COUNSELING STUDENTS. IT WAS EVIDENT AT THE CONCLUSION OF THESE WORKSHOPS THAT A RESOURCE MANUAL IN COUNSELING THE PHYSICALLY HANDICAPPED WAS NEEDED FOR COUNSELORS IN HIGH SCHOOLS AND COLLEGES. RESOURCE INFORMATION CONCERNING AVAILABLE OCCUPATIONS FOR VARIOUS CATEGORIES OF THE PHYSICALLY HANDICAPPED WAS ESPECIALLY NEEDED. THIS PROJECT RESEARCH INCLUDED: (1) A REVIEW OF THE LITERATURE, (2) INTERVIEWS WITH EMPLOYERS AND PUBLIC AGENCIES WITH JOB MARKET DATA, AND (3) A SURVEY OF ACCESSIBLE OCCUPATIONS. A TOTAL OF 200 RESULTING HANDBOOKS OF INFORMATION WERE REPRODUCED FOR HIGH SCHOOL COUNSELORS AND COLLEGE DEANS IN THE BAY AREA. (AUTHOR/MU)

INSTITUTION NAME: CHABOT COLL., HAYWARD, CALIF.

SPONSORING AGENCY NAME: CALIFORNIA COMMUNITY COLLEGES, SACRAMENTO. OFFICE OF THE CHANCELLOR.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

VT 100708

FINAL REPORT ON DEVELOPING A RESOURCE TOOL
FOR HIGH SCHOOL AND COLLEGE COUNSELORS
IN COUNSELING THE PHYSICALLY HANDICAPPED

South County Joint Junior College District
2555 Hesperian Boulevard
Hayward, California 94545
John A. McKinley, Project Director

ERIC

FINAL REPORT ON DEVELOPING A RESOURCE TOOL FOR HIGH SCHOOL AND COLLEGE COUNSELORS IN COUNSELING THE PHYSICALLY HANDICAPPED

This is a report under Project Number 01-61317-C065-73, funded under Title I, Part C, Section 131(b) of Public Law 90-576

Attachments to this final report include the two products which were developed and are available to other California community colleges:

1. A RESOURCE HANDBOOK FOR COUNSELING THE PHYSICALLY HANDICAPPED STUDENT

2. GUIDELINES AND PROCEDURES FOR DEVELOPING A RESOURCE HANDBOOK FOR COUNSELING THE PHYSICALLY HANDICAPPED STUDENT

Chabot College
South County Joint Junior College District
25555 Hesperian Boulevard
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John R. McKinley, Project Director

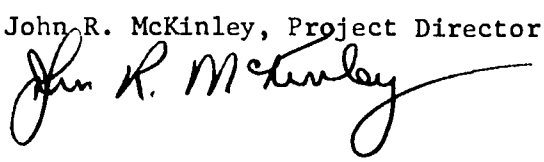

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I. INTRODUCTION AND BACKGROUND OF THE PROBLEM AND NEED

This project sprang from the recommendations and needs generated by the statewide efforts of 1971-72 to improve the vocational education opportunities for physically handicapped students. An intensive effort was undertaken through the leadership of the Chancellor's Office of the California Community Colleges to stimulate vocational programs and services for the physically handicapped. Funds available under Part B of the Vocational Education Act of 1963 were not being used in too many instances and handicapped students were not receiving full opportunity at some community colleges. To alert and better prepare community college staff members, two projects were funded - one was EPDA - funded at Cerritos College - and one was VEA-Part B - funded at Chabot College. As a result of the cooperating efforts of these two projects, a series of statewide workshops were held during 1971-72 which trained an "enabler for the physically handicapped" in each community college and a group of "trainers" who provided leadership in a region for the enablers. It was evident at the conclusion of these workshops that a resource handbook in counseling the physically handicapped was needed both for community college counselors and their counterparts in feeder high schools. Further, resource information was needed to inform counselors and students of available (or "accessible") occupations for various categories of the physically handicapped. A final recommendation of the college trainers for the physically handicapped was that such a resource handbook be developed by a community college, with special funding, and that the most effective way of developing the content, format, and utilization of the handbook be determined. Hence, not only would a complete handbook be available as a model to all California community colleges, but also a description of the processes of developing the resource guide.

With this need in mind, Chabot College submitted an application for funding under the VEA Part C funding. The application was approved and the project has been completed. This final report is accompanied by the various documents which have been developed and which can form a model for other community colleges in California. A special chapter has been developed on "accessible occupations." It is felt that the approach, as well as the results can offer hope to the physically handicapped student and can provide useful counseling information for the counselor, while at the same time expanding and extending vocational education opportunities available throughout the state for these students.

II. DEVELOPMENT OF THE BASIC RESOURCE HANDBOOK

Specific purposes of this project were listed as the following:

1. To determine the most effective method of developing and utilizing a resource tool for high school and college counselors which will provide the occupational information necessary for the counselor to properly guide and assist the handicapped student in selecting and pursuing a realistic career choice, and

2. To determine the most effective method of developing this resource and determining its content and format.

The format and content of the attached Resource Handbook for Counseling the Physically Handicapped Student was developed primarily through a process involving two primary advisory committees. The first advisory committee was composed of a mix of high school and community college counselors. The second primary committee was composed of a group of physically handicapped and other interested students. At times, the two groups met together. In brief, the Counselors Advisory Committee took the lead in developing the design for the content and format, with the Students Advisory Committee serving in a reviewing and suggesting capacity. Once the basic design of the topical content and format was decided, the Counselors Advisory Committee organized into subcommittees. With the assistance and supervision of Mr. Vance Kennedy, Project Assistant, the subcommittees pursued the research into the available community and other resource materials in order to assemble their assigned sections. At various points, committee members, working on different sections, would assemble and review each other's work. Students were involved at a number of points in this review. The role of the project assistant was to keep the various subcommittees moving, to assist in the development and research of resource materials and to provide active and sustained assistance in actual writing and editing of the content.

It is felt by far that the most effective method of developing a handbook for the use of high school and community college counselors is to involve the counselors themselves in the full process from design to final product. Because of the amount of time expected of the members of both of these advisory committees, each member was considered part of the project team and received a consultant stipend.

Because of the unique and original nature of the chapter on "Accessible Occupations" and of the considerable time demand of the survey, this subject was treated as a separate project and was not a primary responsibility of the basic advisory committees. However each member of the advisory committees read and prepared an evaluation of the survey results and the final ch pter. Specific attention to this chapter will be given in Section III of this report, which follows.

Further information on the actual content of various advisory committee meetings is contained in the appendix to this report which includes the advisory committee minutes.

Following the completion of the first draft of the resource handbook, copies were mailed to each member of the advisory committees, as well as to other

appropriate individuals in related public agencies and schools. Evaluation responses were received from reviewers. Based on these comments and suggestions, the content of the handbook was revised and placed in final form.

A. Distribution and Utilization

Each member of the Counselors Advisory Committee is responsible for the handbook distribution and orientation of the counselors in his or her local school. This is part of the expectation of the counselor-consultant stipend. The process is considered to be the most positive and fastest method of placing the completed resource handbook in the hands of the various high school and college counselors. The handbooks will be delivered to the various counselor-consultants during the first week of school in the fall 1973 semester or quarter. Hence, it will not be possible to measure the extent of utilization until later in the school year of 1973-74. However, the extent to commitment on the part of each member of the Counselors Advisory Committee is sufficiently strong as to give every indication that the handbooks will be distributed and used.

III. AN APPROACH TO A SURVEY OF ACCESSIBLE OCCUPATIONS

A. Introduction and Alternatives Examined

A continuing need is resource information for counselors regarding occupations which are available to disabled students with differing types and degrees of physical handicaps. One might expect that such information is readily available. It is not. For that reason, one major objective of the Chabot College project was to develop information useful to counselors on available occupations. Although the original hope was to conduct a job market survey of "available" occupations, the final outcome was something different - an opinion survey of "accessible" occupations. A brief discussion of alternatives explored and the reasons for finally adopting the opinion survey model may be useful to other colleges attempting to survey available occupations.

At the outset of the project, much reviewing of the literature and field research of available data was carried on. It was soon evident that the process of making job market surveys of open positions was a very technical one, time consuming, not being done for the physically handicapped, and that the data goes quickly out of date. Furthermore, the almost infinite types and degrees of physical handicaps, the variations of job-affecting personal-emotional factors among handicapped persons and other individual factors makes it extremely difficult to generalize to the point where particular occupations can be earmarked as "available" to a particular type of physically handicapped person. Yet, some identification of community college curricula which are "more" useful to the career-seeking physically handicapped student is highly desirable.

The following are among alternative approaches which were explored without favorable results and therefore abandoned in favor of an employer opinion survey:

1. Develop a listing of actual jobs held in a sample of industries and business firms by persons with a particular disability.

   This approach was encouraged by some research analysts of the California Department of Human Resources Development but somewhat discouraged by some representatives of the California Department of Rehabilitation. The latter felt that any identification of occupations held by disabled persons might tend to "earmark" certain jobs and prove to be limiting and negative in the impact on employers and job-seekers.

   In some discussions with employers, it became evident that few had data on their physically handicapped job-holders. And little enthusiasm was shown for gathering such data because, in the final analysis, the information would have to come from each employee. The difficulties of defining a disability which would require special vocational instruction program support by a community college were great. The magnitude of the task, the reluctance of employers to identify "disabled" employees and the difficulties of defining disabilities caused this approach to be abandoned.

2. Develop a listing of employers who have a program for hiring the physically handicapped or who, in practice, seek out the physically handicapped.

The field interviews indicated rather soon that although a few firms have definite programs (i.e. the film processing firm which employs the blind person to work in darkroom technical areas), such programs are quite limited and do not relate to many of the college curricula which might well be available to disabled students. Furthermore, in several instances it was apparent that employers do not want to be "labelled" as hiring the handicapped. They prefer to consider each applicant on his merits and treat the physically disabled person as an individual situation. Finally, an excellent project was developed by the American River College where a large number of job market research interviews were held with employers in the Greater Sacramento Area. A specific objective was to identify job possibilities for handicapped persons. It was found that the data were not available, very difficult to determine and the results discouraging. Although a fine collection of employer information sheets was developed for the use of counselors at the college, the job information on available careers for the handicapped student was less than satisfactory.

A consideration of these factors led to abandoning this approach.

3. Research existing data on current job openings available for the disabled person.

This information was not located. Neither the job-banks nor research reports of the California Department of Human Resources Development, nor the reports of the Department of Rehabilitation nor information compiled by the State or local Governor's Committee on Hiring the Handicapped contained such information. To research such information was a task of much greater magnitude than could be carried out by the Chabot College project. Such a task would require a fully staffed job placement office at the College, with resources to maintain updated information, since the data becomes quickly obsolete. Even with the resources of the California Department of Human Resources, it is estimated that only about 10 percent of actual job openings come to its attention.

B. Procedures to Conduct an Opinion Survey of Accessible Occupations (One Approach)

After the above somewhat discouraging forays into possible alternative methods of making a job market survey, it was decided that an effort within the reach of any community college should be designed. Certainly the central project objective was to provide data useful to counselors of handicapped students rather than to placement offices. Further, the occupational information should open career doors and give the counselor and disabled student career hopes. If the method of developing occupational data could contain within it a vitality which would stimulate efforts by the college faculty and citizen-employer advisory committees to open doors, so much the better. These were among the considerations which led to the survey model finally used and described below.

The Chabot College Handbook for Counseling the Physically Handicapped Student contains a description of what was done and why. In brief, it was decided to utilize the resources which each community college has readily at hand to develop information on "accessible occupations." This

should be thought of as a pilot project which requires refinement and exploration of alternative job market analyses. The following procedures provide an employer/occupational faculty opinion survey of which occupations are accessible to various types of physically handicapped students (speech, hearing, orthopedic, visual). The occupations are those for which existing college occupational programs prepare.

Steps

1. List each curriculum in the College technical-vocational program.

2. Prepare separate lists of occupations for which students are prepared by each curriculum.

   a. Make preliminary list from key full-time/part-time faculty member responses.

   b. Check against Dictionary of Occupational Training and with the Dean of Technical-Vocational Education for accuracy and completeness.

      -Use judgment to avoid overly detailed job titles and yet to include generic titles which are in use.

3. Prepare the survey questionnaire (sample attached). Consider computer.

4. Obtain corrected lists of advisory committees for each curriculum, with member addresses and firms represented.

   a. Delete any non-employer names.

5. For each member of a particular advisory committee, prepare a questionnaire which contains the list of occupations in the curriculum related to the particular advisory committee's subject area.

6. From directories of local chambers of commerce prepare lists of selected firms not represented by college advisory committees.

   a. Decide which occupations lists need further input.

7. Prepare questionnaire for personnel manager or other contact person for each firm (phone in advance to obtain the name).

8. Address and sign each letter individually.

9. Keep check list to note date each person was sent a questionnaire and date returned (for followup).

10. Mail questionnaires, with a stamped, addressed, return envelope.

    a. Also send a copy to each college faculty member in the particular occupational program area.

11. Organize returned questionnaires according to the particular advisory committee's subject-matter, and insert into binder file, properly indexed.

12. Make corrections on the occupational titles where changes have been made by respondents on their questionnaires.

    -Keep a master list of occupation titles for which each occupational program prepares students. (This is a useful by-product of the survey, for distribution to counselors and other public use.)

13. Followup by phone on unreturned questionnaires, on the 7th workday following mailing.

14. Complete a tally of questionnaire responses, by the 10th day.

15. Convene ad hoc employer advisory committee of 5-7 representatives of "accessible occupations," to analyze the survey results.

    a. Come to agreement on the listing of "accessible occupations" to be made available to counselors and faculty for their use in working with handicapped students.

C. A Special Word on Placement

It should be pointed out that a college with sufficient resources has a choice from among at least three basic programs which can assist physically disabled students to be placed in jobs following completion of their occupational curricula:

1. Employ a work experience coordinator whose responsibility is to work with the occupational faculty and employers to place students in a work experience program that may lead to a career occupation. This approach gives both employer and student a chance to assess each other before a final job commitment is made.

2. Negotiate a contract, if possible, with the Department of Rehabilitation. A rehabilitation counselor might be assigned on an extended basis to the college with responsibilities to match disabled students with occupational programs and job placement.

   -This needs careful consideration to be sure no disabled students are left out because of their not meeting the Department's eligibility standards or usual methods of operation.

3. Set up a placement office with a definite responsibility to locate full-time career occupations for disabled students who complete occupational programs or who otherwise seek placement.

IV. PROJECT OUTCOMES AND EVALUATION

Outcomes

The specific purposes of this project were to:

1. Determine the most effective method of developing and utilizing a resource tool for high school and college counselors, which will provide the occupational information necessary for the counselor to properly guide and assist the handicapped student in selecting and pursuing a realistic career choice.

2. Determine the most effective way of developing this resource and determine its content and format.

Both of these purposes were completed and the final products are enclosed with this report. The Resource Handbook for Counseling the Physically Handicapped Student now can serve as a completed model which any community college can use as a guide. Further, the Guidelines for Developing a Resource Handbook for Counseling the Physically Handicapped Student can be used by any community college to develop a resource handbook that will assist high school and college counselors in counseling students who are physically handicapped. Certainly, the distribution of this information should make occupational education available to more physically handicapped students in California.

During the process of receiving appraisal comments from some forty individuals throughout California, it became apparent that the Handbook would meet an important and pressing need. In addition to serving as an outline of information and as a model, the Handbook contains some material which can be used "as is" by any community college. Further, as a "first effort," the Handbook should be a stimulus to other colleges in improving the content and usefulness of their own handbooks. Ground has now been broken.

Research

The research conducted during this project included (1) a review of the literature on each handbook topic; (2) interviews with many individuals representing employers, and public agencies which work with physically handicapped persons and with job market data; (3) development of the survey design on accessible occupations, administration of the survey, analysis of results and a summary of comments and suggestions for further followup in the years ahead. Although the local benefit of the project is obvious, the statewide use and significance became more apparent as the eveluation forms were received. A typical remark was that of Mr. Gary Graham, Enabler-Counselor for the Physically Handicapped at Fresno City College, who stated "This is a super idea. You can bet I am going to steal its ideas.....!"

Although the survey of employer opinions does not satisfy the conventional definition of a "labor market survey," the method resulted in some excellent materials for future followup. These include (1) respondent comments on placement possibilities, (2) an accumulation of information which demonstrates the level of acceptance by local employers of physically handicapped job applicants, (3) data which provides a basis for further refinement of career

placement opportunities, and (4) a beginning basis for identifying the career areas which need more vigorous expanding in order both to improve occupational instruction and create job opportunities for the physically handicapped.

A total of two hundred Handbooks were reproduced for distribution. Copies will be given to counselors in local feeder high schools and at Chabot College, and to trainers of the physically handicapped or vocational deans in various community colleges in the Bay Area and elsewhere in the State. Twenty-five Handbooks with the supplementary guidelines will be distributed to the community colleges listed below:

American River College	Los Angeles Trade-Technical College
Bakersfield College	Merced College
Cerritos College	Modesto Junior College
DeAnza College	Mount San Antonio College
Diablo Valley College	Ohlone College
El Camino College	Pasadena City College
Foothill College	San Bernardino Valley College
Fresno City College	San Diego City College
Golden West College	San Francisco, City College of
Grossmont College	San Jose City College
Hartnell College	San Mateo, College of
Laney College	Santa Ana College
Lassen College	

Evaluation

In the evaluation forms that were returned, there were the following ratings:

	Number		Percent
Handbook as a whole	26	"Of great value"	(70)
	10	"Of value"	(27)
	1	"Of little value"	(3)
	37		(100)
Chapter on Accessible Occupations	16	"Outstanding"	(54)
	13	"Acceptable"	(43)
	1?	"Unsatisfactory"	(3)
	30		(100)

The 41 different persons who returned evaluation forms included the following types of positions:

	Number	Percent
College student	6	(15)
High school counselor	8	(19)
College counselor	13	(32)
State official	4	(9½)
State trainer for physically handicapped	6	(15)
Chabot administrator	4	(9½)
	41	(100)

(Note: Because each person did not reply to all questions on the evaluation questionnaires, the data above do not balance. The evaluation response sheet on "accessible occupations" was sent separately, and at a later date, from the form covering the rest of the Handbook.)

It would seem to be a fair conclusion that the evaluations represent a cross-section of potential users and that both the Handbook as a whole and the special chapter on "accessible occupations" were considered highly useful. A number of important revisions in the final Handbook copy were made as a result of the evaluation responses and suggestions. This was a very important and useful procedure. The original copies of the evaluation replies are appended to this final report. (See Appendix F)

An official unbiased third-party evaluation report has been prepared by Mr. Leo Meyer, private educational consultant.

V. RECOMMENDATIONS*

The present project could well be thought of as "phase 1" of a long range program to improve educational counseling and job placement for the physically handicapped. The area of career placement needs to be considered separately from occupational counseling. In order to more adequately study job placement, it is recommended that:

1. A followup project be developed by a consortium of community colleges in order that labor market data be assembled for 5-7 employment target areas in California. An interesting approach might involve a joint effort between a community college consortium and the Department of Human Resources Development.

2. A project be developed to conduct an in-depth survey of the hiring practices of one hundred representative employers in Alameda County. The objectives would be to determine which firms (a) have a program for employing the physically handicapped, (b) have identified specific jobs that are particularly available to the physically handicapped, (c) maintain employment data on physically handicapped employees and their job performance, (d) will provide a contact person with whom the college can communicate about specific physically handicapped students who seek careers.

At the local college level, a number of activities are readily apparent for followup. Some recommendations which came from the employer surveys and the evaluation responses are as follows:

1. Develop an advisory committee of employers for the purpose of identifying placement and instructional-curricular problems. Develop a program of action the college can take to better prepare and place the student with a physical handicap.

   (Note: The survey responses provide useful information regarding sympathetic and interested employers.)

2. Based on the experiences of those using the Handbook, further refine the opinion survey model of determining accessible occupations and presenting counseling information. Decide whether the model merits continued use.

3. Develop a special college orientation program for physically handicapped students. Include in this program certain handout materials from the present Handbook (i.e. educational resources in the community).

4. Further improve the content of the Handbook.

   a. In the chapter on the disabled veteran, list various services of the Veterans Administration, add the names of contact persons, and provide a schedule of financial benefits available.

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*Note also the Recommendations contained in the Evaluation Report by Mr. Leo Meyer

b. Add a section in the Handbook glossary on the possible learning problems which are uniquely associated with the particular physical handicap.

c. Develop an appendix section that will spell out the most common functional limitations caused by the various physically handicapping conditions and the vocational implications of such limitations.

5. Employ a professionally trained, M.S. degree, rehabilitation counselor in the college.

These represent a useful selection of recommendations from those possible. At the local college level, the "enabler" for the physically handicapped can provide leadership and initiative where required. The Handbook must be updated annually. An employer advisory committee is important if job placement is to happen. Communication must be regular and active with counselors and vocational faculty if students with handicaps are to receive excellent occupational instruction and advisement.

At the State level vigorous and informed leadership and special additional funding must continue if maximum impact is to occur in the areas of job placement and career opportunities for the physically handicapped. The present project has developed an excellent model for a counseling resource tool. A beginning document has been developed in the job placement area. Chabot College appreciates having had the opportunity to make this important contribution, under special funding from the Chancellor's office. The materials of this and other special statewide projects form a growing resource of information. Of perhaps equal importance, there is an expanding number of participating individuals who are aware of the special needs of disabled persons and capable of assisting in improving opportunities in occupational education. A closing recommendation is that sufficient planning and funding continue on a statewide level to harness the energy of these individuals and the resource agencies they represent. Then indeed will we be able to fulfill the educational and career aspirations of men and women whose talents may be presently stifled by a physical handicap which can be overcome.

COLLEGE PROJECT STEERING COMMITTEE

1. Irving Batz
   Director of Special Student Services

2. Robert Hunter
   Associate Dean of Technical-Vocational Education

3. Vance Kennedy
   Project Assistant

4. John McKinley
   Dean and Project Director

5. Gilbert Ribera
   Enabler for the Physically Handicapped

6. Victor Willits
   Associate Dean of Student Personnel

Mr. Vance A. Kennedy
Project Assistant

Degrees:	A.A., San Jose City College, 1964 B.S., San Jose State College, 1966 M.B.A., San Jose State College, 1969
Experience:	1 year - Bank of America, Teller 1 year - Western States Bankcard Association, Training Specialist 2 years - Instructor of Business, San Jose State College 2 quarters - Part-Time Instructor, Chabot College 1 quarter - Full-Time Instructor, Chabot College
Present Position:	Part-Time Lecturer, San Jose State College; Part-Time instructor, Chabot College

Consultants for Physically Handicapped Project on Chancellor's Handbook

Leo Meyer

Formerly Associate Dean, Technical-Vocational Education, Chabot College (1963-1970). Since then has been a private consultant and writer, with numerous projects for the vocational units of the State Department of Education and the California Community College Chancellor's Office. The present action will permit Mr. Meyer to serve as an outside evaluator to certify completion of the project and suggest refinements.

Jerald T. Ball

Instructor in mathematics and statistics at Chabot College since 1964. During his sabbatical leave 1971-72 and study at the University of California he emphasized research procedures and methodology in education. The present action will permit Mr. Ball to review and edit the survey procedures used in the project, and assist in writing the final report.

STATE TRAINERS FOR THE PHYSICALLY HANDICAPPED (HANDBOOK EVALUATORS)

Francisca Baldwin
Teacher-Coordinator for Handicapped Students in Occupational Education
Pasadena City College

Steven Fasteau
Coordinator-Programs for the Handicapped
El Camino College

Gary Graham
Enabler, Physically Handicapped
Fresno City College

Beverly McKee
Coordinator - Deaf Supportive Services
San Diego Community College District

Gilbert J. Ribera
Enabler, Physically Handicapped
Chabot College

Richard E. Whiteman
Dean of Vocational Education
Cerritos College

CONSULTANTS FOR PHYSICALLY HANDICAPPED PROJECT ON COUNSELOR'S HANDBOOK: (STUDENTS)

A. Student Advisory Committee

1. Kimberly J. Anderson

   Blind student who has attended Chabot College and the Orientation Center for the Blind and been active with disabled student activities at Chabot College and in the community. Major in legal secretary.

2. Lance B. Davis

   Orthopedically handicapped, Vietnam veteran, currently employed as instructional aide at Chabot College working with physically handicapped students and service agencies. Previous experience working with amputees in U. S. Army. Major in child and human development.

3. Sheryl Hanestad

   Orthopedically handicapped, currently employed as clerk-typist working with physically handicapped students. Previously participated with California Wheelchair Olympics and National Wheelchair Olympics. Major in business.

4. Gregorio M. Lopez

   Orthopedically handicapped. Currently attending Chabot College. Originator of Chabot Disables Club and its successor, the Physically Limited Student Union. Active in community affairs related to the physically handicapped. Major in psychology.

5. Frederick W. Parkhurst

   Orthopedically handicapped, Vietnam veteran, currently a student at Chabot College, former U. S. Navy instructor and career counselor, works in physical therapy at Oak Knoll Hospital.

6. Elmer L. Secic

   Father of orthopedically handicapped student, and also student himself at Chabot College, speech handicap, experience in real estate and Naval Air Repair Facility, Alameda.

7. Joanne A. Stewart

   Graduate R.N. with developing condition of multiple sclerosis which has made her unable to continue as a practicing nurse. Currently a student at Chabot College preparing for a different career. Previous nursing experience in rehabilitation, public health and industrial areas. Graduate of Howard University School of Nursing.

COUNSELOR'S HANDBOOK ADVISORY COMMITTEE

District	Roster
South County Joint Junior College	1. Eleanor Meyer, Instructor-Counselor Chabot College (782-3000, ext. 225)
	2. Glenn Leuning, Chairman, Humanities Division/ Counselor Chabot College (782-3000, ext. 287 or 325)
Castro Valley	3. Ann Urushima, Counselor Canyon High School (538-8833)
Hayward Unified	4. Del Thompson, Head Counselor Hayward High School (537-1283)
Livermore	5. Barbara Benson, Counselor Granada High School (443-1122)
San Leandro	6. Dick Abel, Head Counselor San Leandro High School (352-1000)
San Lorenzo	7. Ben Faulman, Head Counselor Arroyo High School (276-2260)
Amador Valley	8. Ron Thompson, Counselor Dublin High School (828-6410)
High School Special Education	9. Bob Tong, Work Experience Coordinator for Special Education Hayward Unified High School District (538-6100)
Project Director or Project Supervisor	10. John R. McKinley/Robert Hunter Chabot College (782-3000, ext. 439/377)
Project Assistant	11. Vance Kennedy Chabot College (782-3000, ext. 409)

PARTICULAR INTERVIEWS AND RESOURCE INFORMATION ON OCCUPATIONAL DATA

1. Joan Heady, Market Research Analyst (557-3050)
   Sheryl Ramsey
   Barbara Skelly
   Robert Souza

   California Department of Human Resources Development
   Northern California Employment Data and Research Unit
   San Francisco, California

   (Note: The U. S. Department of Labor funds this research unit completely to make local labor market informational surveys and studies: (1) estimated employment and unemployment, (2) local occupational information, (3) occupational projections, for the Northern California district. The basic surveys involve 200 industries and 400 occupations. No data on the physically handicapped - available jobs are provided.)

2. Mrs. Violet M. Cooper, employment counselor
   California Department of Human Resources Development
   Hayward Office
   Hayward, California

   (Note: Mrs. Cooper is in charge of the Job Bank which includes the employer job requests for the past two years. Most data are too old to be useful for a current study and data on the physically handicapped are not available. It is estimated that only about 10 percent of the actual available jobs come to the attention of HRD.)

3. Mr. Tom Cowell, Project Coordinator
   American River College
   Office of Instruction
   Sacramento, California

   (Note: Mr. Cowell has directed a VEA-funded project for 1970-72 with the purpose of (a) determining the job opportunities for trained handicapped students and (b) developing commitments for specific jobs with specific companies. A series of informational sheets has been prepared based on the visits and supplied to each counselor. Mr. Cowell reported that he found it virtually impossible to obtain information on jobs for the physically handicapped or to obtain commitments for positions.)

4. Mr. Richard Whiteman, Dean of Vocational Education
   Arlene Myers, Instructor
   Ron Smith, Project Director

   Cerritos College
   Norwalk, California

   (Note: Mr. Whiteman and Mr. Ron Smith are project directors for an EPDA-funded project to provide in-service training for vocational education personnel in high schools and colleges, as related to programs

for the handicapped. The completion of the resource manual developed by the present Chabot College project will supplement the resources developed by the Cerritos project and made available to California community colleges.)

5. Morgan Vail, Research Utilization Specialist
   Keith Foster, State Training Facilities Coordinator

   California Department of Rehabilitation
   Health and Welfare Agency
   Sacramento, California

   (Note: Mr. Vail and Mr. Foster reviewed the history, issues and operations of their Department and specifically of the local services and rehabilitation counselors. They emphasized the difficulty of other than an individual approach of counselor-client in locating available jobs, because "the overriding factors are personality factors, intellectual talents and attitudes of the physically handicapped person, rather than the particular job requirements which often can be adopted to the handicap. "They emphasized the importance of a flexible college calendar for job-oriented programs, the usefulness of a work experience program and the possibilities of providing extended rehabilitation counselor services through a college-department cost sharing arrangement. Various data were also made available through the "Client Characteristics Report by Disability" indicating the general types of job placement for various types of handicaps, and the list of most often used occupation codes for clients who were rehabilitated. These data had little value for the Chabot College project.)

SELECTED OTHER INTERVIEWS

1. Theadis J. Hawthorne, Specialist
   Vocational Education for the Handicapped
   State Department of Education
   Vocational Training Unit
   Sacramento, California

2. James Kay, Executive Secretary
   Monte Phillips, Alameda County Committeeman
   Governor's Committee on Hiring the Handicapped

3. Dan Johns, Employment Counselor (Handicapped)
   Department of Human Resources Development
   Hayward Office
   Hayward, California

4. Jerry Belchick
   Department of Rehabilitation
   Training and Facilities Regional Office
   Berkeley, California

5. Charles Meigs, Assistant District Administrator
   Department of Rehabilitation
   San Jose Office
   San Jose, California

6. Harlan Stamm
   Dean of Academic Affairs
   Chancellor's Office
   California Community Colleges
   Sacramento, California

7. William Ragolio, Executive Director
   Robert Roberts, Rehabilitation Coordinator
   Al Jensen, Training Coordinator
   Goodwill Industries of the Greater East Bay
   Oakland, California

CHABOT COLLEGE

ACTUAL CALENDAR

October to December 1972 .	1.	Clarify proposal outcomes
	2.	Conduct exploratory research and interviews to assess available materials
	3.	Plan project organization
	4.	Employ Project Assistant
January	1.	Review resource materials
	2.	Conduct preliminary interviews with public agencies involved in handicapped programs
	3.	Make final plans with Project Steering Committee
	4.	Begin recruiting member-consultants of (a) the High School-College Counselor Handbook Advisory Committee and (b) the Student-Consultant Advisory Committee
February	1.	Meet with advisory committees and develop the plan of format and content areas of the Resource Handbook
	2.	Carry out field work and reading necessary to research the background data and information for the Handbook
March	1.	Continue writing handbook chapters and conducting field research on content
	2.	Begin design of survey and chapter on "accessible occupations." Develop mailing list and list of occupational titles to use on survey form
April	1.	Mail survey to employers/advisory committee members
	2.	Tally and analyze results as they are returned
	3.	Complete first darft of Resource Handbook
May	1.	Mail draft of Resource Handbook to 30 reviewers for evaluation (except for chapter on "Accessible Occupations")
	2.	Revise content of Handbook as demanded by evaluation responses
	3.	Complete analysis of returns on the survey of occupations
	4.	Write draft of chapter on "Accessible Occupations "

June . . . . . 1. Mail first draft of "Accessible Occupations" to evaluators

2. Revise content as required

3. Prepare final complete draft of Resource Handbook

4. Prepare final report and submit to unbiased third party evaluator

5. When evaluation report is received, mail full project materials to Mr. William Morris

SELECTED RESOURCE MATERIALS

Career Opportunity Index for California Vocational-Technical Education, Career Research Systems, Huntington Beach, California

-Provides information on company profiles and requirements and opportunities for specific occupations. No reference is made to opportunities for the physically handicapped.

Employment for the Handicapped, Julietta K. Arthur, Abingdon Press, Nashville, Tennessee, 1967

Employment Opportunities for the Handicapped, Juvenal L. Angel, World Trade Academy Press, Inc., Simon and Schuster, Inc., New York, N.Y., 1969

Handbook for Vocational Education Section Personnel: Vocation Education Programs for the Handicapped, Vocational Education Section, California State Department of Education, Sacramento, 1972.

Manpower Report of the President, U. S. Department of Labor, Washington, D.C., March 1970

(Note: describes job matching, vacancy-reporting, job banks and other aspects of developing a labor market information system)

Report on the Recruitment-Placement and Curriculum for Handicapped Students for Attendance at Imperial Valley College, Imperial Valley College, Student Personnel Office, Imperial, California, 1971

Selected Bibliography of Labor Market Publications, California Department of Human Resources Development, Northern California Employment Data and Research, San Francisco, February 1973 (attached)

Vocational Education and Occupations, U. S. Department of Health, Education and Welfare, Office of Education, U. S. Department of Labor, Manpower Administration, Washington, D. C., 1969

Vocational Education for Handicapped Persons (Handbook), U. S. Department of Health, Education and Welfare, Office of Education, Washington, D.C., 1970

Vocational Opportunities in California State Civil Service for Disadvantaged Persons who are Disabled, Department of Rehabilitation, Human Relations Agency, Sacramento, June 1972.

Selected Bibliography of Labor Market Publications

The following list of publications is a partial bibliography of labor market information sources, grouped by where requests should be directed. All are available without charge. Written requests should be made on your school or company letterhead. Mailing lists are maintained for all but one-time publications.

The San Francisco office of Employment Data and Research provides information on the forty-four Northern California counties. Requests for data on the southern part of the state should be directed to the California Department of Human Resources Development, Employment Data and Research, 1525 South Broadway, Los Angeles 90015 (phone 213-744-2532).

I. California Department of Human Resources Development, Employment Data & Research, 745 Franklin, San Francisco 94102.

A. Economic, industry or population information (phone 415-557-3052)

Area Manpower Review
A comprehensive booklet containing narrative analysis of employment and unemployment trends and outlook by industry in a particular labor market area. Includes population characteristics, a report of recent economic and industry developments, and occupational supply and demand information. Tables of labor force employment (by industry) and unemployment by month and year, with annual averages.

Community Labor Market Surveys
Past surveys contain the following information for all communities with a field office of the California Department of HRD: current and year-earlier total civilian employment by industry, characteristics of the community (such as geography and population) and labor market (seasonal trends, types of industry, economic trends). Northern California Surveys with 1971 and 1972 data to be published on a county basis only. Published biennially.

How California Measures Employment and Unemployment
Pamphlet explaining how California makes estimates of employment and unemployment and how unemployment rates are computed. How the U.S. Department of Labor classifies the unemployment situation for any particular labor market area. Definition of Standard Metropolitan Statistical Area.

Labor Market Bulletins
Brief narrative summary of current industry trends and outlook in a given labor market with statistical summary of current employment—with industry detail—and unemployment with comparable figures from the two preceding months and a year earlier. Prepared monthly for metropolitan areas, bimonthly for smaller areas.

Manpower Report—Central Coast Counties
A report on population and labor force trends, outlook, and projected manpower needs for 1975 in Monterey, San Benito and Santa Cruz Counties. Includes employment distributed by occupational category within major industry groups as of 1965 and 1969, projected to 1975. Prepared May 1970.

Population Data by County
Total population table with male, female and minority group breakdowns for each northern California county. Compiled from the 1970 U.S. Census of Population.

Selected Population and Manpower Characteristics for Affirmative Action Plans
Population, employment, unemployment and occupational data, with female and minority group breakdowns, for use in the development of affirmative action plans required of certain employers by Federal and State contract compliance agencies. Compiled from the 1970 U.S. Census of Population. Available by county.

Small Area Reports
Civilian labor force, employment and unemployment for the current month, with comparable figures for one, six and twelve months earlier. Narrative summary of labor market developments and outlook. Prepared twice a year for small counties.

Summary of Employment and Unemployment, Part A
Total employment tables, with major industry group breakdowns, and unemployment by month and year since 1966. Published yearly for each metropolitan area.

Summary of Employment and Unemployment, Part B: Estimated Number of Wage and Salary Workers in Nonagricultural Establishments
Employment tables by month and year, with major industry group breakdowns, prior to 1966. Available for each metropolitan area.

B. Occupational information (phone 415-557-3050)

Job Finders Series
Handouts designed to direct jobseekers to the types of firms that employ workers in the particular occupation described and to the unions involved. Several for each of the following areas: San Francisco, Oakland, Hayward.

Job Training Potential Statements

Single page narrative descriptions of the northern California outlook for individual occupations. Employer hiring requirements and preferences. Recommendation as to desirability of training in that occupation. Designed for school curriculum planners.

Occupational Guides
Continuing series of publications, each concerning a specific occupation for a labor market area, or statewide with supplementary localized information.

Includes job duties, working conditions, employment outlook, salaries and hours, entrance requirements, promotion, and training requirements. Individual Guides, and an index of titles are available upon request from the above San Francisco address or by request to the nearest field office of the Department of HRD. Address larger orders and requests for complete sets of Guides, as well as requests for inclusion on the Guide mailing list, to the Sacramento address below.

Occupational Outlook Handbook in Brief
Booklet condensed from the 1972-73 edition of the Occupational Outlook Handbook. Lists major occupations, estimated employment in 1970, average annual openings to 1980, and employment prospects. All material is for U.S.

Occupational Profiles
Booklet presenting industry and occupational information to help job-seekers in a particular county who have a maximum of a high school education. Covers job duties and requirements, union role and pay for entry-level and volume occupations. Individual booklets for San Francisco, Contra Costa County, and Alameda County.

II. California Department of Human Resources Development, 800 Capitol Mall, Sacramento 95814

California Labor Market Bulletin
Narrative describing major employment and unemployment developments statewide. Tables of California employment by industry and unemployment (totals for major metropolitan areas); earnings and hours of production and related manufacturing workers; selected age, industry and occupational characteristics of the insured unemployed statewide. Published monthly.

California Labor Market Bulletin, Statistical Supplement
More detailed narrative than above report. Extensive tables of California and metropolitan area employment and unemployment data; wage and salary employment by industry; earnings and hours of production and related manufacturing workers by industry. Published monthly.

California Manpower Needs to 1975
Book providing statewide outlooks by occupation, based on 1960 U.S. Census. Tables of occupational projections to 1975. October 1969.

California Rural Manpower Report
Summarizes over-the-year activity of the State farm placement service and trends in agriculture and farm employment. Among specific topics discussed are mechanization and other labor-saving trends, youth farm work programs, migrants, housing, wages, and farm labor disputes.

Earnings and Hours, California and Metropolitan Areas
Tables of earnings and hours statistics for the State and areas. Monthly data and annual averages; historical data. Published annually.

State and Area Summary of Employment and Unemployment
Summary of employment and unemployment in California and metropolitan areas. Tables of employment, unemployment and unemployment rate for current month, previous month and year ago, with percent changes. Issued monthly.

Summary of Employment and Unemployment, California; Part A
Total employment tables, with major industry group breakdowns, and unemployment by month and year since 1966. Published yearly for the state.

Summary of Employment and Unemployment, California, Part B: Estimated Number of Wage and Salary Workers in Nonagricultural Establishments
Employment tables for the state by month and year, with major industry group breakdowns, prior to 1966.

III. Occupational Analysis Field Center, 1525 So. Broadway, Los Angeles 90015

Career Guides for Entry Occupations
Set of booklets each of which describes entry jobs in a particular industry. For each job tells duties, training, hiring requirements, and promotional opportunities.

IV. The following materials may be requested from your nearest Employment Service office of the Department of Human Resources Development:

Choosing Your Occupation, DE 6034
Six page pamphlet dealing with interests, aptitudes and how to find occupations with the greatest opportunities.

Get That Job! DE 3718
Tips on how to obtain a job. Space to record personal information, education, employment record and references.

How to Get and Hold the Right Job, DE 6067
Pamphlet dealing with personal characteristics, job interviews and letters of application.

How to Prepare Yourself for Job Interviews, DE 6033
Brief pamphlet discussing personal appearance, a fact sheet and other tips on job interviews.

Mini Guides, DE 6245
Handouts describing the duties of particular occupations. In general terms tells where he learns, where he works and how he gets that job. Designed for a person with limited reading ability. Some available in Spanish.

V. Information concerning publications of the U.S. Bureau of Labor Statistics (such as Area Wage Surveys, Consumer Price Index, Occupational Outlook Handbook, and career pamphlets) may be obtained at 450 Golden Gate, Box 36017, San Francisco 94102 (phone 415-556-4678).

ACCESSION NUMBER: VT100709

PUBLICATION DATE: JUN73

TITLE: GUIDELINES AND PROCEDURES FOR DEVELOPING A RESOURCE HANDBOOK FOR COUNSELING THE PHYSICALLY HANDICAPPED.

DESCRIPTOR: *GUIDELINES; *VOCATIONAL COUNSELING; *HANDICAPPED STUDENTS; *MANUALS; *COMMUNITY COLLEGES

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 606

ABSTRACT: TO ASSIST COMMUNITY COLLEGES THAT WANT TO DEVELOP THEIR OWN RESOURCE HANDBOOK FOR COUNSELORS OF HANDICAPPED STUDENTS, THESE GUIDELINES OFFER A SET OF PROCEDURES, A SURVEY MODEL, SUGGESTED TABLE OF CONTENTS, A HANDBOOK OUTLINE, AND PREPARED CONTENT THAT CAN BE INCLUDED. THE CONTENT INCLUDES A DIRECTORY OF RESOURCE MATERIALS, A CLASSIFICATION OF THE PHYSICALLY HANDICAPPED, AND A GLOSSARY OF TERMS CONCERNING THE PHYSICALLY HANDICAPPED. (MU)

INSTITUTION NAME: CHABOT COLL., HAYWARD, CALIF.

SPONSORING AGENCY NAME: CALIFORNIA COMMUNITY COLLEGES, SACRAMENTO. OFFICE OF THE CHANCELLOR.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

VT 100709

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GUIDELINES AND PROCEDURES FOR DEVELOPING

A RESOURCE HANDBOOK FOR COUNSELING THE PHYSICALLY HANDICAPPED

The material which follows has been prepared to assist California community colleges which desire to prepare a resource handbook for use of their high school and college counselors. A completed model handbook is available at Chabot College as an example and should be used in conjunction with the attached supplementary information.

Published by the South County Joint Junior College District
as Project Number 01-61317-C065-73, funded under
Title I, Part C, Section 131(b) of Public Law 90-576
Hayward, California
June 1973

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PREFACE

The project which spawned these Guidelines and the Resource Handbook sprang from the recommendations and needs generated by the statewide efforts of 1971-72 to improve the vocational education opportunities for physically handicapped students. An intensive effort was undertaken through the leadership of the Chancellor's Office of the California Community Colleges to stimulate vocational programs and services for the physically handicapped. Funds available under Part B of the Vocational Education Act of 1963 were not being used in too many instances and handicapped students were not receiving full opportunity at some community colleges. To alert and better prepare community college staff members, two projects were funded - one was EPDA-funded at Cerritos College - and one was VEA-Part B-funded at Chabot College. As a result of the cooperating efforts of these two projects, a series of statewide workshops were held during 1971-72 which trained an "enabler for the physically handicapped" in each community college and a group of "trainers" who provided leadership in a region for the enablers. It was evident at the conclusion of these workshops that a local resource handbook in counseling the physically handicapped was needed both for community college counselors and their counterparts in feeder high schools. Further, local resource information was needed to inform counselors and students of available (or "accessible") occupations for various categories of the physically handicapped. A final recommendation of the college trainers for the physically handicapped was that such a resource handbook be developed by a community college, with special funding, and that the most effective way of developing the content, format, and utilization of the handbook be determined. Hence, not only would a complete handbook be available as a model to all California community colleges, but also a description of the processes of developing the resource guide.

With this need in mind, Chabot College submitted an application for funding under the VEA Part C funding. The application was approved and the project has been completed. The Guidelines and Procedures for Developing A Resource Handbook for Counseling the Physically Handicapped is a document intended to be helpful to community colleges which desire to develop their own resource handbook. A model handbook is available upon request to Chabot College and should be used in conjunction with these guidelines.

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GUIDELINES FOR DEVELOPING A RESOURCE HANDBOOK FOR COUNSELING THE PHYSICALLY HANDICAPPED

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I. SUGGESTED PROCEDURES IN DEVELOPING THE HANDBOOK

A. Introduction

An early assumption of the Chabot College Project Steering Committee was that the only way to develop a counseling resource handbook that would be "useful" and would be "used" was to have the potential "users" (high school and college counselors) actually develop and review the material. Further, physically handicapped students should participate both in the design of the handbook and in reviewing and revising the prepared materials. For technical accuracy and review of agency philosophy, representatives of significant public agencies working with the physically handicapped should review materials. Employers and members of the technical-vocational faculty should be primary resources in developing the list of "accessible occupations."

With these general agreements, the following procedures were followed in developing the handbook and are recommended to other community colleges.

B. Procedures

1. Form a Handbook Steering Committee of 4-5 persons involved with physically handicapped students and including both administrative and faculty staff members. This committee should determine the purposes and develop the preliminary plans and approach to be used in creating the handbook. Decide who will be assigned to direct the project.

2. Organize a Counselor Handbook Advisory Committee

   a. Obtain one or two representatives from each unified or high school district, by contacting the district director of pupil personnel services and explaining the project. Indicate the value of having a representative who is working with or interested in physically handicapped students. Consider also adding 2 or 3 high school work experience and/or special education coordinators to the committee.

   b. Review the names with the college Enabler for the Physically Handicapped and the Dean of Students or designate to obtain their endorsement suggestions. Also determine which college counselors will be asked to serve.

   c. Contact each proposed member and obtain her or his commitment to serve.

   d. Set the first meeting date.

3. Organize a Student Advisory Committee

   a. Obtain 5-7 recommended student names from the College Enabler for the Physically Handicapped. Review the proposed names with the Dean of Students or Director of Student Services for their endorsement or suggestions.

b. Contact each proposed member and [illegible] in her or his commitment to serve.

c. Set the first meeting date.

4. Hold an orientation and planning meeting of the Counselor Handbook Advisory Committee.

a. At this meeting, orient the group to the purposes and objectives of the handbook.

b. Consider the approach to be used in developing the content of the handbook.

(1) As part of this process, examine the content and format of the Chabot College "Handbook for Counseling the Physically Handicapped Student" as a reference model and guide.

c. Determine how to develop the table of contents and chapter/appendix contents. One alternative is the use of a task group for each chapter. College staff members should be provided to perform the necessary [illegible]. This is also a fine possibility for a special [illegible] project if special funds are available.

5. Next, hold a meeting of the Student Advisory Committee.

a. At this meeting, orient the students to the project and to their role.

b. Ask them to review the preliminary and ongoing written handbook content that is developed by the Counselors Advisory Committee and others.

6. Continue with individual, small group and full committee meetings as required until completion of the first draft of the Handbook.

a. The College Finder should be used as a primary source in developing the resources content.

7. Send a draft copy of the handbook for appraisal, corrections, and suggestions to advisory committee members and to other appropriate individuals in the community who are related to the physically handicapped.

a. Prepare a distribution list of individuals who should receive final copies of the handbook.

8. Prepare the final Handbook [illegible] and use the high school advisory committee members to deliver copies to the counselors in their district high schools.

9. Determine how to [illegible] the annually [illegible] handbook. The continued responsibility of the College [illegible] for the Physically Handicapped, with assistance from the high school representatives.

C. Issues for Discussion and Reflection

During the course of this research and at times during the committee and subcommittee meetings, suggestions or recommendations would be made that, while good, were beyond the scope of this project. It was thought that by including them briefly in this section, the committee might provide a spark to a "change agent" out there or in our midst or, at the very least, provoke some thinking as to possible solutions to the problems which underlie these recommendations.

Both committees, for example, felt that further research into the relationship between the handicapped student and his environment was needed. Both spoke out for the development of a "counselor liaison" between the high schools and the community college of a given district (if the college counselor is to have a better understanding of the aptitudes and interests as well as the grades of a specific handicapped student).

The counselors and the students both recommended in-service training of counselors, teachers, and placement center personnel to help them move away from stereotypes and toward an increased appreciation of the individuality of the handicapped person, of the importance of his own attitude toward his disability, and of the value in focusing on what he can do rather than on what he cannot. The counselors felt that a course for the handicapped and those who work with them should be developed and could perhaps be entitled "The Psychology of Special Problems." The students recommended seminars for parents of the disabled, as well as concerned teachers and counselors. These seminars should focus on current and future programs for the handicapped.

The students, in particular, felt there was little value, for counseling purposes, in definitions and feared that whatever value they may have would be more than offset by their tendency of encouraging sterotyping on the part of the counselor.

It was also recommended that campus maps be prepared in Braille (or, as the University of California at Berkeley has done, a scale model of the campus be developed for orientation of the blind). It was suggested that a tape recording of the handbook be made and placed in the library listening center so that the information contained would be made available to the entire campus community and in a form particularly useful to the blind. It was also agreed that a brochure should be developed to announce the handbook and its contents to the school communities involved.

The issue of transportation needs for the handicapped is a problem at the community college level, primarily. The committees recommended further research into what alternatives are available, their cost, and the available resources to pay for them. The college can't serve the handicapped if they can't get to it.

I. AN APPROACH TO A SURVEY OF ACCESSIBLE OCCUPATIONS

A. Introduction and Alternatives Examined

A continuing need is resource information for counselors regarding occupations which are available to disabled students with differing types and degrees of physical handicaps. One might expect that such information is readily available. It is not. For that reason, one major objective of the Chabot College project was to develop information useful to counselors on available occupations. Although the original hope was to conduct a job market survey of "available" occupations, the final outcome was something different - an opinion survey of "accessible" occupations. A brief discussion of alternatives explored and the reasons for finally adopting the opinion survey model may be useful to other colleges attempting to survey available occupations.

At the outset of the project, much reviewing of the literature and field research of available data was carried on. It was soon evident that the process of making job market surveys of open positions was a very technical one, time consuming, not being done for the physically handicapped, and that the data goes quickly out of date. Furthermore, the almost infinite types and degrees of physical handicaps, the variations of job-affecting personal-emotional factors among handicapped persons and other individual factors makes it extremely difficult to generalize to the point where particular occupations can be earmarked as "available" to a particular type of physically handicapped person. Yet, some identification of community college curricula which are "more" useful to the career-seeking physically handicapped student is highly desirable.

The following are among alternative approaches which were explored without favorable results and therefore abandoned in favor of an employer opinion survey:

1. Develop a listing of actual jobs held in a sample of industries and business firms by persons with a particular disability.

   This approach was encouraged by some research analysts of the California Department of Human Resources Development but somewhat discouraged by some representatives of the California Department of Rehabilitation. The latter felt that any identification of occupations held by disabled persons might tend to "earmark" certain jobs and prove to be limiting and negative in the impact on employers and job-seekers.

   In some discussions with employers, it became evident that few had data on their physically handicapped job-holders. And little enthusiasm was shown for gathering such data because, in the final analysis, the information would have to come from each employee. The difficulties of defining a disability which would require special vocational instruction program support by a community college were great. The magnitude of the task, the reluctance of employers to identify "disabled employees and the difficulties of defining disabilities caused this approach to be abandoned.

2. Develop a listing of employers who have a program for hiring the physically handicapped or who, in practice, seek out the physically handicapped.

The field interviews indicated rather soon that although a few firms have definite programs (i.e. the film processing firm which employs the blind person to work in darkroom technical areas), such programs are quite limited and do not relate to many of the college curricula which might well be available to disabled students. Furthermore, in several instances it was apparent that employers do not want to be "labelled" as hiring the handicapped. They prefer to consider each applicant on his merits and treat the physically disabled person as an individual situation. Finally, an excellent project was developed by the American River College where a large number of job market research interviews were held with employers in the Greater Sacramento Area. A specific objective was to identify job possibilities for handicapped persons. It was found that the data were not available, very difficult to determine and the results discouraging. Although a fine collection of employer information sheets was developed for the use of counselors at the college, the job information on available careers for the handicapped student was less than satisfactory.

A consideration of these factors led to abandoning this approach.

3. Research existing data on current job openings available for the disabled person.

This information was not located. Neither the job-banks nor research reports of the California Department of Human Resources Development, nor the reports of the Department of Rehabilitation nor information compiled by the State or local Governor's Committee on Hiring the Handicapped contained such information. To research such information was a task of much greater magnitude than could be carried out by the Chabot College project. Such a task would require a fully staffed job placement office at the College, with resources to maintain updated information, since the data becomes quickly obsolete. Even with the resources of the California Department of Human Resources, it is estimated that only about 10 percent of actual job openings come to its attention.

B. Procedures to Conduct an Opinion Survey of Accessible Occupations (One Approach)

After the above somewhat discouraging forays into possible alternative methods of making a job market survey, it was decided that an effort within the reach of any community college should be designed. Certainly the central project objective was to provide data useful to counselors of handicapped students rather than to placement offices. Further, the occupational information should open career doors and give the counselor and disabled student career hopes. If the method of developing occupational data could contain within it a vitality which would stimulate efforts by the college faculty and citizen-employer advisory committees to open doors, so much the better. These were among the considerations which led to the survey model finally used and described below.

The Chabot College Handbook for Counseling the Physically Handicapped Student contains a description of what was done and why. In brief, it was decided to utilize the resources which each community college has readily at hand to develop information on "accessible occupations." This

should be thought of as a pilot project which requires refinement and exploration of alternative job market analyses. The following procedures provide an employer/occupational faculty opinion survey of which occupations are accessible to various types of physically handicapped students (speech, hearing, orthopedic, visual). The occupations are those for which existing college occupational programs prepare.

Steps

1. List each curriculum in the College technical-vocational program.

2. Prepare separate lists of occupations for which students are prepared by each curriculum.

   a. Make preliminary list from key full-time/part-time faculty member responses.

   b. Check against Dictionary of Occupational Training and with the Dean of Technical-Vocational Education for accuracy and completeness.

      -Use judgment to avoid overly detailed job titles and yet to include generic titles which are in use.

3. Prepare the survey questionnaire (sample attached). Consider computer.

4. Obtain corrected lists of advisory committees for each curriculum, with member addresses and firms represented.

   a. Delete any non-employer names.

5. For each member of a particular advisory committee, prepare a questionnaire which contains the list of occupations in the curriculum related to the particular advisory committee's subject area.

6. From directories of local chambers of commerce prepare lists of selected firms not represented by college advisory committees.

   a. Decide which occupations lists need further input.

7. Prepare questionnaire for personnel manager or other contact person for each firm (phone in advance to obtain the name).

8. Address and sign each letter individually.

9. Keep check list to note date each person was sent a questionnaire and date returned (for followup).

10. Mail questionnaires, with a stamped, addressed, return envelope.

    a. Also send a copy to each college faculty member in the particular occupational program area.

11. Organize returned questionnaires according to the particular advisory committee's subject-matter, and insert into binder file, properly indexed.

12. Make corrections on the occupational titles where changes have been made by respondents on their questionnaires.

    -Keep a master list of occupation titles for which each occupational program prepares students. (This is a useful by-product of the survey, for distribution to counselors and other public use.)

13. Followup by phone on unreturned questionnaires, on the 7th workday following mailing.

14. Complete a tally of questionnaire responses, by the 10th day.

15. Convene ad hoc employer advisory committee of 5-7 representatives of "accessible occupations," to analyze the survey results.

    a. Come to agreement on the listing of "accessible occupations" to be made available to counselors and faculty for their use in working with handicapped students.

C. A Special Word on Placement

It should be pointed out that a college with sufficient resources has a choice from among at least three basic programs which can assist physically disabled students to be placed in jobs following completion of their occupational curricula:

1. Employ a work experience coordinator whose responsibility is to work with the occupational faculty and employers to place students in a work experience program that may lead to a career occupation. This approach gives both employer and student a chance to assess each other before a final job commitment is made.

2. Negotiate a contract, if possible, with the Department of Rehabilitation. A rehabilitation counselor might be assigned on an extended basis to the college with responsibilities to match disabled students with occupational programs and job placement.

   -This needs careful consideration to be sure no disabled students are left out because of their not meeting the Department's eligibility standards or usual methods of operation.

3. Set up a placement office with a definite responsibility to locate full-time career occupations for disabled students who complete occupational programs or who otherwise seek placement.

CHABOT COLLEGE

SOUTH COUNTY JOINT JUNIOR COLLEGE DISTRICT

25555 HESPERIAN BOULEVARD HAYWARD, CALIFORNIA 94545

415—782-3000 EXT. 439

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Fred M. Duman
Ann Duncan
Charles W. Stone
L. Arthur Van Etten

Reed L. Buffington
Superintendent-President

April 12, 1973

Dear

This request is made to you as a member of one of our citizen's advisory committees. The task is urgent. It should take no more than 15 minutes of your time.

We at Chabot College must advance our instructional programs in occupational areas leading to employment and careers for students with physical handicaps. A key question is "What occupations are most accessible to trained persons with disabilities of (1) vision, (2) hearing, (3) speech, or (4) orthopedic?"

Please (1) check each disability column opposite the listed occupation if the job could be handled by the "right person" with the particular handicap; (2) circle the check if you have actually hired such a handicapped person at some time; (3) return this reply in the stamped envelope.

My thanks to you.

John R. McKinley
Dean of Administrative Services

JRM:bg

OCCUPATION	DISABILITY							
	Speech Impaired		Hearing Impaired		Orthopedic Impaired		Vision Impaired	
	Mute	"Hard to listen to"	Deaf	Hard of hearing	Wheelchair	Poor Mobility/ Dexterity	Blind	Partially Sighted
						M / D		
						M / D		
						M / D		
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Please comment on other side.

III. SUGGESTED TABLE OF CONTENTS

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I. Counseling the Handicapped: An Overview . . . . . .

II. The Educational Resources - Introduction and Notes . . . . . .

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C. Classification of the Physically Handicapped . . . . . .

D. A Glossary of Terms . . . . . .

E. Special Education Services in _____ County Public Schools 1972-73 (Fold-out Chart) . . . . . .

IV. HANDBOOK OUTLINE AND COMMENTS ON THE CHABOT COLLEGE MODEL

Map of the College District

Since this map defines the intended area of coverage of the handbook, it is recommended that community college districts use a similar approach.

Introduction

Introduction could probably be used by other districts with only slight modifications.

Foreword

This too could be nearly standardized ..... "Only the names have been changed (to protect the innocent)."

Table of Contents

This also could remain constant for other districts - even including the appendix items.

I. Counseling the Handicapped: An Overview

Although this section can be used by any district as it is, a local college handbook committee would probably want to write their own.

II. The Educational Resources - Introduction and Notes

Although the basic information within this section would be changed, the format could remain the same. The layout of the material on the high schools (high school district name and address; contact person; senior high school names and addresses; "programs for the physically handicapped" listed alphabetically by type of disability with additional entries made regarding modified physical education and district work experience coordination) and the material on the community college (physical facilities, basic services, special courses, the college resource center for the handicapped - if there is one - the campus office of special student services and employment, a map of the campus, and a listing of technical vocational programs) could be duplicated by any district. The listing of "other college and university contacts" received a number of "great value" ratings.

III. The Community Resources

The directory and cross indexes of this section would be useful to other districts only as an illustration of how to present the information.

IV. Counseling the Disabled Veteran

Some information on the disabled veteran students should be included in a handbook of this type. This chapter is in preliminary form and requires revisions to include a broader scope of content.

V. Accessible Occupations Survey

This would be of interest and may even be of some use to other districts as it stands. The underlying assumptions and process followed could be duplicated by any district, and enough information is presented in the handbook to enable another district to conduct their own survey using their own resources. The cross index used in this section is also an idea which may be easily borrowed by other districts.

VI. Appendixes

A. "Resource Directories . . ."

Could be duplicated and used as it is.

B. "Issues for Discussion . . ."

Would possibly be rewritten by the committees of each district. It is a good addition to the handbook.

C. "Classification . . ."

Could be duplicated and used as is.

D. "A Glossary . . . "

Could be duplicated and used as is.

E. "Special Education Services . . ."

If other counties have this information published, it could be adopted and revised for the particular community college district.

V. PREPARED CONTENT WHICH CAN BE INCLUDED

The following materials are part of the Chabot College Handbook which can be used with little or no revision.

ERIC Full Text Provided by ERIC

A. COUNSELING THE HANDICAPPED: AN OVERVIEW

Counseling a handicapped individual does not in many ways differ from counseling any other student. His or her stages of development are quite similar, but there is at least one important difference. A handicapped person must learn to accept and manage a different identity from the "norm." This is a tough job - difficult for anyone, and even harder when a feeling of being "stigmatized" is involved. It can be equally hard to fully accept oneself whether the stigma is insignificant or a major difficulty. Erving Goffman in his book titled "Stigma"[1] discusses this fully, as well as some of the other ideas mentioned here.

In the normal growth pattern, one gains maturity as he learns to understand and accept himself. In this there is no difference in the growth process of the handicapped person and that of the not-so-handicapped. In gaining an accurate perception of his student, the counselor must also be aware that limitations may often hasten maturity, and individuals will vary in need as they come to the counselor. They may already have worked through acceptance of their limitations and may need to lean on the counselor only in terms of his being a source of information and a facilitator in assisting them in achieving their ultimate potential. In assisting a student to reach his potential in the area of vocational choice, the counselor of the handicapped student need simply be a source of information so that the counselee can make and feel responsible for his own decision.

It is vitally important that the handicapped person be accepted for what he has to offer, as well as for his limitations. Care must be taken in defining what he does have to offer, and stereotypes must be closely examined. Though one may expect the handicapped individual to be "different," he may not himself feel that difference, and the expectation then may create that difference.

Another element important to the counseling relationship is one of accepting the feelings of the student as being authentic and of worth to him. People too often tend to tell a handicapped person, "Don't feel sorry for yourself." The handicapped person may get the notion that "I shouldn't feel sorry for myself." He may then repress these very real feelings, and not work through them to more positive feelings and strengths. A wall-of-tears may begin to develop which could effectively block personal growth and the ability to be open with others.

The counselor need not necessarily feel that he should "buck up" the student who is feeling sorry for himself. Perhaps it is as well to permit him that privilege, for through that feeling insight may be gained which will help the individual work through problems. There is an important distinction between feeling sorry for one's self and feeling ashamed. Handicapped persons too often feel inappropriately ashamed and confuse this with feeling sorry for oneself; as a consequence, the handicapped person may feel himself to be less "worthy" as an individual. Active listening, as described

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1. Goffman, Erving, Stigma, Prentice-Hall, Englewood Cliffs, New Jersey, 1963.

by Thomas Gordon in "Parent Effectiveness Training"[2] is a particularly helpful and effective way to help a person become aware of his feelings, own them and work through them.

If the handicapped person is to have an ope relationship with an important other person, he must be able to share with that person information about his handicap which is part of his day-to-day reality. The counselor may be very valuable to the student who may feel a problem in sharing such information.

It is natural, as Goffman mentions in "Stigma," for a handicapped person to need to control information about himself which he feels may somehow damage his perceived identity, particularly if the handicap is not readily noticeable. Although there are people and situations when little or no information need be shared, sharing of information is important for open relationships with others important to the individual. The handicapped person must make decisions, "To whom and to what extent do I owe information, and to whom do I owe little or nothing?" These decisions may well be based on how he presently perceives himself and how he perceives that others see him. There is sometimes a big difference in these perceptions. In an open, caring relationship there is a possibility of growth in looking at and questioning the differing perceptions as to a handicapped person's identity.

Decisions the person makes regarding information control are also based on what is acceptable to him at his stage of development. In counseling adolescents and young adults the counselor must recognize this need for information control as the individual comes to terms with himself. He is, besides being involved with his personal growth, concerned about his desirability by peers and especially by the opposite sex. He is concerned about his ability to communicate a socially acceptable self, and needs to be acceptable on even terms with others. Thus the heightened need during this period of life to control information which might damage one's image, whether this information is in fact damaging, or perhaps imagined, is another question and perhaps another problem.

As mentioned earlier, if the handicapped individual is to have an open relationship with another, he must be able to share himself. It seems important to mention that the other with whom he would share must constantly avoid "leading" in that sharing process and imposing stereotypes. In the process of imposing stereotypes there is a danger of assuming either that the handicapped person has difficulty, or does not have difficulty, in accepting his limitations and/or assets. The counselor and the counselee may also have difficulty in working through this process together, and it is one area where the greatest rapport must be established before the problem is openly approached and hopefully resolved.

In this process the counselor may be of exceeding value to the student in helping him to understand that if others cannot understand and/or accept his limitation(s), then it is their problem more than his (i.e. its a problem

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2. Gordon, Thomas, Parent Effectiveness Training, Van Rees Press, New York, 1970.

for him if he is denied a job because of their non-acceptance). Thomas Gordon's concept of Who Owns the Problem is important here. The handicapped person must own his own problem of accepting himself, but cannot be responsible for the inability of others to accept his limitation, and/or understand it. Again, as mentioned earlier, the greatest difficulty is in his acceptance of self. Once this is accomplished, and he can come to accept himself, then the important others in his life can do so also.

(Note: This content may require more information on the vocational implications of the medical problems a handicapped person must endure. The counselor should be challenged to equip himself to understand these problems. The local office of the Department of Rehabilitation may be a valuable resource in obtaining free access to competent medical consultation.)

APPENDIX _____

B. RESOURCE DIRECTORIES, OCCUPATIONAL RESOURCES AND RECOMMENDED READINGS

Directories

"Bay Area Directory of Health and Welfare Services," (looseleaf), Bay Area Social Planning Council, Regional Office, 577 - 14th Street, Oakland, California 94612, 1967. (415/835-2300)

> Listed here because of its widespread use throughout the Bay Area. It is, however, considerably out-of-date and has been essentially replaced by the Alameda County resource directories below.

"Community Services Directory with Emphasis on Health and Educational Services," Alameda County Schools Department, 244 West Winton Avenue, Hayward, California 94544, February, 1972.

> Primarily a health and education resource reference guide, focusing on community services available to individuals residing in the school districts of Emeryville, Oakland and San Leandro.

"A Directory of the Human Resources of Alameda County," Alameda County Human Resources Agency, 401 Broadway, Oakland, California, 94607, annual. (415/874-5138)

> The directory is currently free, with a maximum of three going to a particular agency. It is necessary to go in person to pick up a copy of the current edition. They are considering making a small charge for future issues and making them more freely available.

Occupational Resource Information

"Counselor's Information Service," Published Quarterly, B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036. Subscription $7.00 per year.

> This is an annotated bibliography of current literature on educational and vocational guidance.

"Dictionary of Occupational Titles, Vol. I, Definitions of Titles," 1965, U. S. Department of Labor, Government Printing Office, Washington, D.C. 20402. Price: $7.75

Lists titles and basic definitions for 21,741 different jobs. Tells the "what, why, and how" of most jobs in the U.S. economy. It is the standard reference work for occupational definitions. Titles listed in alphabetical order. (See Dictionary Supplements #1 and #2 below.)

"Dictionary of Occupational Titles, Vol. II, Occupational Classification," 1965, U. S. Department of Labor, Government Printing Office, Washington, D.C. 20402. Price: $6.75

Organizes all jobs in Volume I into useful groupings which show important relationships that exist among jobs in terms of: -similar technology (the Occupational Group Arrangement); -similar worker requirements (the Worker Traits Arrangement); -similar industrial settings (the Industry Arrangement of Titles.)

The Worker Traits Arrangement in this volume consists of 114 job clusters or "families" called Worker Trait Groups. All jobs in any given cluster make similar requirements on workers. These Worker Trait Groups are extremely useful in vocational counseling and career development. Volume II also provides valuable indexes for understanding the Data-People-Things relationships in jobs and the individual Worker Trait requirements of Training Time, Aptitudes, Interests, Temperaments, Physical Demands, and Working Condition. (See Dictionary Supplements #1 and #2 Below.)

"Guide to Federal Career Literature," 1971, Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402. Price. 40¢

Serves as a convenient reference guide to Federal recruiting literature. Contains brief descriptions of 224 publications from 46 different departments and agencies.

"Occupational Outlook Handbook," 1972, U. S. Department of Labor, U.S. Government Printing Office, Washington, D.C. 20402. Price $6.25

Discusses employment prospects for over 800 jobs of general interest. Provides a basis for comparing career possibilities in terms of nature of the work; location of employment; training, other qualifications, and advancement; employment outlook; and earnings and working conditions.

"Occupational Outlook Handbook in Brief," 1972-72 Edition, State of

California, Department of Human Resources Development, Employment Data and Research, 800 Capitol Mall, Sacramento, California 95814

This is a reprint of pages 12 through 33 of "Occupational Outlook Quarterly" for Spring of 1972. Lists employment outlook for various jobs.

"Selected Characteristics of Occupations, A Supplement to the Dictionary of Occupational Titles," 1966 (supplement #1), U.S. Department of Labor, U.S. Government Printing Office, Washington, D.C. 20402. Price: $2.25

Lists all jobs in Volume I in numerical order by occupational code number and provides the following specific Worker Trait requirements for each job:
-physical demands made upon workers
-typical working conditions encountered
-general educational development needed
-amount of specific vocational training required.

The arrangement of jobs in this Supplement corresponds with the Occupational Group Arrangement in Volume II. Supplement #1 also identifies the Worker Trait Group page number in Volume II for each job in the Dictionary.

"Selected Characteristics of Occupations, Supplement 2 to the Dictionary of Occupational Titles," 1968, U.S. Department of Labor, U.S. Government Printing Office, Washington, D.C. 20402. Price: $1.50 (Also available from the regional U.S. Government Bookstore, 450 Golden Gate Avenue, San Francisco, California 94102.)

Rearranges all jobs and all Worker Trait information from Supplement #1 according to the 114 Worker Trait Groups. The Groups are listed by the page number within Volume II where they appear. Within each Group listing in Supplement #2, the jobs are further arranged in numerical order by the degree of strength required to perform each job (i.e. first all "sedentary" jobs in numerical order, followed by all "light" jobs, then "medium," "heavy," and finally "very heavy" jobs). This supplement is very useful in dealing with the problem of transferability of skills, especially in working with handicapped clients. It also enables the user to view in one place the individual Training Time requirements, Physical Demands, and Working Conditions of all jobs in each Worker Trait Group. The arrangement of jobs in this supplement corresponds with the Worker Traits Arrangement in Volume II.

Recommended Readings

Angel, Juvenal L., Employment Opportunities for the Handicapped, New York: World Trade Academy Press (Simon, Shuster, Inc., Distributors), 1969. 411p.

Arthur, Julietta K., Employment for the Handicapped, New York: Abingdon Press, 1967, 272p., $5.95.

Carroll, Rev. Thomas J., Blindness - What It Is, What It Does, and How To Live With It, Boston: Little, Brown and Co., 1961.

California Department of Rehabilitation, (pamphlets), "Can Your Client be Rehabilitated Vocationally," "Opportunity for the Disabled Through the Open Door," and "Rehabilitation at a Glance." (These are available free from any office of the Department of Rehabilitation.)

Feingold, S. Norman, The Counselor's Handbook: Readings in Counseling, Student Aid and Rehabilitation, Cranston, Rhode Island: The Carroll Press, 1972, 288p., $12.00.

Goffman, Erving, Stigma, Englewood Cliffs, New Jersey: Prentice-Hall, 1963, 147p.

U. S. Department of Health, Education and Welfare, "What You Should Know About Paraplegia," Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, 1970, 25¢.

U. S. Department of Labor, "Interviewing Guides for Specific Disabilities," (pamphlets), Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. Guides are available on Vision (1964, reprinted 1971); Speech and Hearing; and Orthopedic Disabilities (1954); among others.

APPENDIX ____

C. CLASSIFICATION OF THE PHYSICALLY HANDICAPPED

"Handicapped persons" are those individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired persons who by reason of their handicapping condition cannot succeed in a vocational program designed for persons without such handicaps and who, for that reason, require special educational assistance or a modified vocational or consumer and homemaking education program.[1]

At the high school level, special education services are usually established for three general classifications of minors: the mentally exceptional (retarded and gifted), the physically exceptional, and the educationally handicapped. For vocational education purposes, all of these categories are included and are eligible to participate under Public Law 90-576 except the gifted. To be eligible for special vocational programs, program modifications, and related services under the 10% set-aside funds for the handicapped, an individual should fulfill the following conditions:[2]

1) He meets the criteria for classification as handicapped which have been established by the State Educational Agency for the categories included in the definition in the Vocational Education Amendments of 1968 (see the first paragraph above).
2) He is diagnosed and classified by qualified professional persons.
3) He is unable, because of his handicapping condition, to succeed in vocational programs designed for persons without such handicaps.

The categories of handicaps have been selected for ease of identification and classification by the classroom teacher. The statements following each category are provided as examples of the types of handicaps in that category. For the purposes of this handbook we will examine only the classifications of the "physically exceptional."

1. The Hearing Handicapped -- The two classifications of hearing impaired are the hard of hearing and the deaf. The hard of hearing individual can hear and understand speech, but with difficulty. The speech must be loud and the individual must use a hearing aid, or lip reading along with a hearing aid, to supplement his own hearing.[3] Students are considered deaf when careful examination proves that this sense is nonfunctional for learning purposes. A further breakdown of the term "deaf" includes the prelingual--those whose hearing became nonfunctional prior to learning their native language; and the post-

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[1]State of California, State Plan for Vocational Education, Part I, Administrative Provisions, Sacramento, 1972, as reprinted in California State Dept. of Education, Vocational Education Programs for the Handicapped, Handbook for Vocational Education Section Personnel, (preliminary copy), Sacramento, 1972. (This definition also appears in the Federal Register, Vol 35, No. 91, Part II, Saturday, May 9, 1970, Section 102.3 -- Definitions, p. 7335.)

[2]U. S. Dept. of Health, Education and Welfare, Office of Education, Suggested Utilization of Resources and Guide for Expenditures, Revised Edition, 1972, p. 22.

[3]Ibid., p.24.

lingual deaf--those whose hearing became nonfunctional after the primary language had been acquired to some degree.[4]

2. The Orthopedically Handicapped -- Orthopedic impaired conditions include, but are not limited to cerebral palsy, multiple sclerosis, poliomyelitis, spina bifida, muscular distrophy, quadriplegia, a severe heart condition, etc. Students who are afflicted with these disabilities do not have an endowment for self-mobility, sitting in a classroom, and using normal materials for learning because of muscular and neuromuscular incapacities. Also, there are those conditions that are related to skeletal and somatic deformities; e.g., scoliosis, tumors, bone cysts, conditions caused by accidents, club foot, and congenital dislocation of the hip.[5]

3. The Speech Handicapped -- Speech is impaired when its deviation from the average draws attention to itself. Speech disabilities result from developmental (delayed speech) and functional (articulatory, vocal, stuttering) causes. The characteristics are aberrant loudness, pitch, rate, and quality. In the absence of associated handicaps, most of these students will make the same adjustment in school and society as do regular students.[6]

4. The Visually Handicapped -- There are two primary divisions of the visually impaired: the partially sighted and the blind. In general, the partially sighted are able to utilize some remaining vision for learning. A blind student is one who has such limited vision that the use of his other senses (particularly hearing and touch) are required when learning. In both cases special materials and instructional procedures are used to meet the needs because of the handicapping condition.[7]

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[4]State of California, loc. cit., pp. 13-14.

[5]Ibid., p. 14.

[6]Ibid., p. 12.

[7]Ibid., p. 13

APPENDIX _____

D. GLOSSARY OF TERMS

RELATING TO THE PHYSICALLY HANDICAPPED

Edited by Donald Knowles and Gilbert Ribera as part of a 1972 Joint Faculty Summer Project at Chabot College.

DEAF AND HEARING

The Deaf -

Those in whom the sense of hearing is non-functional for the ordinary purposes of life. This general group is made up of two distinct classes based entirely on the time of the loss of hearing.

The congenitally deaf:

Those who were born deaf.

The adventitiously deaf:

Those who were born with normal hearing but in whom the sense of hearing became non-functional later through illness or accident.

The Hard of Hearing:

Those in whom the sense of hearing, although defective, is functional, with or without a hearing aid.

Hearing Impaired:

Generally refers to the malfunction of the auditory mechanism.

Deafness:

Generally implies severe or complete loss of hearing.

Pre-linqual Deafness:

Deafness that occurs before language has developed, usually before the age of three years.

Post-linqual Deafness:

Deafness that occurs after language has developed, usually after the age of three years.

Oral Method:

Refers to the instructional methodology which uses speech, speech-reading, and auditory training and reading as sensory approaches in educating deaf children.

ERIC

Auditory Training:

An educational method used in teaching individuals with loss of hearing to take full advantage of the sound clues which are still available to them. This method is usually used in conjunction with a hearing aid which provides the appropriate amplification of sound.

Binaural:

Relating to or used by both ears.

Bone Conduction:

Refers to the manner in which sound waves are transmitted to the hearing mechanism through the bones of the skull, by-passing the middle ear.

Decibel:

An arbitrary ratio used to express the relationship of one sound intensity to another. 0 db is considered to be the faintest sound that can be heard by a normal hearing person. 140 db is considered to be the pain level in the normal ear. 140 db of sound exerts a pressure 10 million times as great as 0 db.

Hearing:

The process, function or power of perceiving sound; the special sense by which noises and tones are received as stimuli through a characteristic end organ, the ear.

Hearing Aid:

An electronic device which amplifies sound. The receiver of the aid may be worn in the ear (air conduction aid) or on the mastoid bone area (bone conduction aid) depending upon the type of hearing loss.

Hearing Threshold:

The recognized minimum intensity of a given tone which is just perceptible to the individual being tested, 50% of the time.

Tolerance:

The intensity at which sound becomes uncomfortable or painful.

Intensity of Sound:

The property of sound which can be measured in decibels (DB) by physical means.

ERIC

Frequency of Sound:

The number of cycles per second of a sound wave, usually abbreviated cps.

Discrimination:

Understanding or perceiving what we hear.

Localization:

The ability to locate or define the source of a sound regarding direction.

Conductive Hearing Loss:

The type of hearing loss caused by a plugging of the external ear canal, restriction of the free movement of the eardrum or restriction of the movement of the bones in the middle ear. (See Perceptive Hearing or Nerve Loss).

Free Field Testing:

Either live voice, recorded voice or sounds are projected through a loudspeaker instead of through the headphones on the ears of the person being tested. (Used in a clinical setting to test children wearing hearing aids.)

Monaural:

Relating to or used by one ear.

Noise:

A scramble of many frequencies that may or may not stand in any simple numerical relation to one another.

Masking:

The introduction of controlled sound through the audiometer to prevent an individual from hearing the test tone in the ear opposite the one being tested.

Pure Tone:

A continuous sound of a single frequency; a tone not accompanied by overtones of other sounds (An audiometer is calibrated to give out pure "C" tones at octaves from 125 through 800 cycles per second.)

ERIC

Recruitment:

The sudden building up of the sensation of loudness. A patient with recruitment may just barely hear a sound when it is slightly above threshold but hears the sound at full or normal loudness at levels 15 to 20 db above his threshold. The effect upon the individual is a sudden, and may be severe, increase in sound pressure.

Receiver (Air conduction):

An earphone which transforms electrical energy into sound waves.

Receiver (Bone conduction):

A magentic receiver designed to vibrate its case against the mastoid bone area instead of setting up sound waves in the air.

Spondee Words:

Familiar words of two syllables which equal stress on each syllable.

PB Word Lists:

Phonetically balanced groups of monosyllables (words) such as rise, bar, slip, etc., which are used for articulation tests.

Speech Reception Threshold:

The intensity level at which a listener can correctly understand 50% of selected spondee words. A frequent abbreviation for this is SRT.

ERIC

ORTHOPEDICALLY HANDICAPPED

Achondroplasia:

(a-kon-dro-pla'sia)

Imperfect ossification within the cartilage of long bones; disease beginning in fetal life and producing a form of dwarfism. Also called chondrodystrophia foetalis and fetal rickets.

Amputee:

Congenital or acquired loss of an extremity or portion thereof.

Anemia, Sickle-cell:

A disease of red blood corpuscles and hemoglobin characterized by periodic crises with rapid and severe destruction of red blood cells often times with bleeding into the abdomen or bones and joint spaces.

Anomalies:

Congenital deformity or abnormal development of organ, tissue or bone.

Cardiac:

Pertaining to the heart--one afflicted with heart disease.

Congenital Cardiac Conditions:

Coarctation of the Aorta-

An abnormal constriction or pinching in of the aorta, increasing the work the heart must do to send blood to the rest of the body.

Patent Ductus Arteriosus-

An open passageway between the aorta and the pulmonary artery.

Septal Defect-

An abnormal opening in the wall (septum) that divides the heart into left and right sides.

Tetralogy of Fallot-

A combination of four defects which results in poor oxygenation of the blood. Commonly referred to as "blue babies."

Valvular Stenosis-

Narrowing of a heart valve.

ERIC

Cerebral Palsy:

A group of conditions resulting from brain dysfunction disturbance and having a disorder of muscle control in common. The following are some of the more common types:

Spastic -

Characterized by hypercontractility and hyperirritability of a muscle when stretched. Lesion is primarily in the pyramidal tract area. Comprise about 45% of the cerebral palsies.

Athetoid -

Characterized by general involuntary motion, varying in degree between individuals. Lesion is in the basal ganglion (extra pyramidal tract) area. Comprise about 24% of the cerebral palsies.

Ataxic -

Reflect lack of kinesthetic sense, poor balance and coordination. Lesion in the cerebellum. Comprise about 11% of the cerebral palsies.

Rigidity -

There is interference with the posture tone and is characterized by a "lead pipe" resistance in the joints because of agonist and antagonist muscles. Lesion is primarily in the basal ganglion.

Tremor -

Whole body shows involuntary vibrating movements of irregular nature. Lesion also primarily in the basal ganglion area. (Combinations of any of the above are possible and quite common.)

Chorea:

(ko-re'a)

A nervous affliction marked by muscular twitching. Occurs mostly in children. Generally considered to be a manifestation of rheumatic fever. Known also as Sydenham's chorea (St. Vitus' dance).

Diabetes:

A condition in which the pancreas is unable to secrete insulin thus causing the body to be unable to either use or store sugar.

ERIC

Dwarfism:

Congenital abnormally short person.

Encephalitis:

A group of infectious diseases of the central nervous system, characterized by inflammation of the brain tissues. Caused by a virus, there are initial symptoms of fever, weakness, double vision and possible emotional disturbance. Most patients become lethargic or sleepy at the beginning and remain this way during the acute stages. Patient is frequently left permanently disabled with either mental retardation, emotional disturbance, palsy, incoordination, etc.

Epilepsy:

A symptom (not a disease) of electro-chemical activity of the discharging cells of the brain (Idiopathic epilepsy) when cause is unknown and brain damage is not indicated. (Symptomatic or organic epilepsy) when brain damage is indicated as a result of encephalitis, injury, tumor, etc. The following are descriptions of most common clinical manifestations.

Grand Mal -

Seizure may be preceded by an aura, patient falls, then violent twitching, loss of consciousness and possible loss of sphincter control.

Jacksonian March -

A focal seizure, starts on one part of the body and develops to effect entire body with twitching and loss of consciousness.

Petit Mal -

Small seizure. Consciousness lost for a few seconds with twitching of face muscles, eyelids. Onset at 3 to 10 years with a tendency to stop at adolescence.

Psychomotor -

Characterized by bizarre, purposeless behavior.

Erb's Palsy: (or paralysis)

Paralysis of a group of muscles of the shoulder and upper arm. Arm hangs limp, hand rotates inward, and normal movements are lost.

Friedreich's Ataxia:

A familial progressive degeneration of the nervous system. Symptoms depend upon the area(s) of nervous system involved.

Hemophilia:

(hem-o-fil'i-a)

A hereditary blood condition transmitted by females, who are not generally affected by it, and, in severe form, occurring, exclusively in males. Inability of the blood to coagulate. Abnormal tendency to bleed.

Hydrocephalus:

(hi-dro-sef'al-us)

Abnormal growth of the head usually due to obstruction of the normal circulation of the cerebrospinal fluid.

Meningitis:

(men-in-ji'tis)

Inflammation of the membranes of the brain or spinal cord.

Multiple Sclerosis:

Destructive lesions involving the nervous system resulting in progressive paralysis.

Muscular Dystrophy:

A familial degenerative disease of muscle.

Myelomeningocele:

(mi'el-o-men-in'go-sel)

Spina bifida with a portion of the spinal cord and covering membranes protruding to the surface of the skin.

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Osgood-Schlatters:

A destructive process involving the tibial tubercle (bony prominance just below the knee cap); healing occurs over a period of months.

Osteogenesis Imperfecta:

(os'te-o'jen'es-is)

A congenital inherited bone disorder resulting in recurring fractures.

Parthes' Disease:

A condition resulting in transient destructive changes in the bone at head of femur with possible resulting deformity. (Legg-Parthes Disease).

Rheumatoid Arthritis:

A chronic joint disease with destructive changes in the joint, cartilage and synovial membrane.

Rheumatic Fever:

Caused by a streptococcal infection may result in valve damage. During convalescence, bed care is usually indicated over a period of several months.

Spina Bifida:

(spi'nah, bif'ida)

A congenital defect of the spine, involving a failure of development of the bony spinous processes, may be associated with a meningomyalocele.

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SPEECH HANDICAPPED

Agnosia:

Loss of ability to interpret the meanings of sensory stimulation; due to brain injury; may be visual, auditory, or tactual.

Alexia:

Difficulty in reading due to brain damage.

Alveolar:

The ridges on the jaw bones beneath the gums. An alveolar sound is one in which the tongue makes contact with the upper gum ridge.

Aphasia:

Impairment in the use of meaningful symbols due to brain injury.

Aphonia:

Loss of voice.

Apraxia:

Loss of ability to make voluntary movements or to use tools meaningfully; due to brain injury.

Articulation:

The utterance of the individual speech sounds.

Aspirate:

Breathy; the use of excessive initial air flow preceding phonation as in the aspirate attack.

Athetosis:

One of the forms of cerebral palsy characterized by writhing, shaking, involuntary movements of the head, limbs, or the body.

Autism:

An emotional disturbance in children resulting in a detachment from their environmental surroundings; almost complete withdrawal from social interaction.

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Cerebral palsy:

A group of disorders due to brain injury in which the motor coordinations are especially affected. Most common forms are athetosis, spasticity, and ataxia.

Cluttering:

A disorder of time or rhythm characterized by unorganized, hasty spurts of speech often accompanied by slurred articulation.

Contact ulcers:

A breakdown in the tissues of the vocal cords, usually near their posterior attachments to the arytenoid cartilages.

Dysarthria:

Articulation disorders produced by peripheral or central nerve damage.

Dyslalia:

Functional (nonorganic) disorders of articulation.

Dysphemia:

A poorly timed control mechanism for coordinating sequential utterance. It is variously conceived as being due to a constitutional and hereditary difference or to psychopathology. It reflects itself in stuttering and cluttering.

Esophageal speech:

Speech of laryngectomized persons produced by air pulses ejected from the esophagus.

Expressive aphasia:

The difficulty in sending meaningful messages, as in the speaking, writing, or gesturing difficulties of the aphasic. Executive aphasia.

Falsetto:

Usually the upper and unnatural range of a male voice produced by a different type of laryngeal functioning.

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Fricative:

A speech sound produced by forcing the air stream through a constricted opening. The f and v sounds are fricatives. Sibilants are also fricatives.

Glottal catch (or stop):

A tiny cough-like sound produced by the sudden release of a pulse of voiced or unvoiced air from the vocal folds.

Glottis:

The space between the vocal cords when they are not brought together.

Hypernasality:

Excessively nasal voice quality. Rhinolalia aperta.

Hyponasality:

Lack of sufficient nasality, as in the denasal or adenoidal voice.

Interiorized stuttering:

A form of stuttering behavior in which no visible contortions or audible abnormalities are shown but a hidden struggle usually in the larynx or breating musculatures is present. Also characterized by clever disguise reactions.

Laryngeal:

Pertaining to the larynx.

Laryngectomy:

The surgical removal of the larynx.

Laryngologist:

A physician specializing in diseases and pathology of the larynx.

Lingual:

Pertaining to the tongue. A lingual lisp is identical with an interdental lisp.

Lisp:

An articulatory disorder characterized by defective sibiliant sounds such as the s and z.

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Monopitch:

Speaking in a very narrow pitch range, usually of 1-4 semitones.

Nasopharynx:

That part of the throat, pharynx, above the level of the base of the uvula.

Nonfluency:

Pause, hesitation, repetition, or other behavior which interrupts the normal flow of utterance.

Occluded lisp:

The substitution of a t or a ts for the s or the d and dz for the z.

Omission:

One of the four types of articulatory error. The standard sound is replaced usually by a slight pause equal in duration to the sound omitted.

Optimal pitch level:

The pitch range at which a given individual may phonate most efficiently.

Perseveration:

The automatic and often involuntary continuation of behavior.

Pharyngeal flap:

A tissue bridge between the soft palate and the back wall of the throat.

Pharynx: The throat.

Pitch breaks:

Sudden abnormal shifts of pitch during speech.

Pyknolepsy:

A mild form of epilepsy characterized by stoppages in speech, among other things.

Receptive aphasia:

Aphasia in which the major defects or impairments are in comprehending meanings.

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Spastic: (noun):

An individual who shows one of the varieties of cerebral palsy. (adjective) Characterized by highly tensed contractions of muscle groups.

Spastic dysphonia:

A voice disorder in which phonation is produced only with great effort and strain.

Strident lisp:

Sibilants characterized by piercing, whistling sounds.

Strident voice:

Harsh voice quality.

Uvula:

The hanging portion of the soft palate. The velar tail.

Velum:

Soft palate.

Velo-pharyngeal closure:

The more or less complete shutting off of the nasopharynx.

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VISUALLY HANDICAPPED

Accommodation:

The adjustment of the eye for seeing at different distances, accomplished by changing the shape of the crystalline lens through action of the ciliary muscle, thus focusing a clear image on the retina.

Astigmatism:

Refractive error which prevents the light rays from coming to a single focus on the retina because of different degrees of refraction in the various meridians of the eye.

Cataract:

A condition in which the crystalline lens of the eye, or its capsule, or both, become opaque, with consequent loss of visual acuity.

Concave Lens:

Lens having the power to diverge parallel rays of light; also known as diverging, reducing, negative, myopic, or minus lens, denoted by the sign —.

Convex Lens:

Lens having power to converge parallel rays of light and to bring them to a focus; also known as converging, magnifying, hyperopic, or plus lens, denoted by the sign +.

Cornea:

Clear, transparent portion of the outer coat of eyeball forming front of aqueous chamber.

Diopter:

Unit of measurement of strength or refractive power of lenses.

Focus:

Point to which rays are converged after passing through a lens; focal distance is the distance rays travel after refraction before focus is reached.

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Glaucoma:

Increased pressure inside the eye' "hardening of the eyeball," caused by accumulation of aqueous fluid in the front portion.

Iris:

Colored, circular membrane, suspended behind the cornea and immediately in front of the lens. The iris regulates the amount of light entering the eye by changing the size of the pupil.

Lens:

A refractive medium having one or both surfaces curved.

Myopia:

Nearsightedness. A refractive error in which, because the eyeball is too long in relation to its focusing power, the point of focus for rays of light from distant objects (parallel light rays) is in front of the retina. Thus, to obtain distinct vision, the object must be brought nearer to take advantage of divergent light rays (those from objects less than 20 feet away).

Nystagmus:

An involuntary, rapid movement of the eyeball; it may be lateral, vertical, rotary, or mixed.

Oculist or Ophthalmologist:

A physician--an M.D.---who specializes in diagnosis and treatment of defects and diseases of the eye, performing surgery when necessary or prescribing other types of treatment, including glasses.

Optician:

One who grinds lenses, fits them into frames, and adjusts the frames to the wearer.

Optometrist:

A licensed, nonmedical practitioner, measures refractive errors--that is, irregularities in the size or shape of the eyeball or surface of the cornea--and eye muscle disturbances. In his treatment, the optometrist uses glasses, prisms, and exercises only.

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Refraction:

1. Deviation in the course of rays of light in passing from one transparent medium into another of different density.

2. Determination of refractive errors of the eye and correction by glasses.

Refractive Error:

A defect in the eye that prevents light rays from being brought to a single focus exactly on the retina.

Retina:

Innermost coat of the eye, formed of sensitive nerve fibers and connected with the optic nerve.

Retrolental Fibroplasia:

A disease of the retina in which a mass of scar tissue forms in back of the lens of the eye. Both eyes are affected in most cases and it occurs chiefly in infants born prematurely who receive excessive oxygen.

Snellen Chart:

Used for testing central visual acuity. It consists of lines of letters, numbers or symbols in graded sizes drawn to Snellen measurements. Each size is labeled with the distance at which it can be read by the normal eye. Most often used for testing vision at distance of 20 feet.

Strabismus:

Squint; failure of the two eyes simultaneously to direct their gaze at the same object because of muscle imbalance.

Trachoma:

A form of infectious kerato--conjunctivitis caused by a specific virus which in the chronic form produces severe scarring of the eyelinds and cornea.

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ACCESSION NUMBER: VT100710

PUBLICATION DATE: 30JUN73

TITLE: EVALUATION OF THE PROJECT LABOR MARKET ANALYSIS SURVEY FOR HANDICAPPED STUDENTS. CHABOT COLLEGE.

PERSONAL AUTHOR: MEYER, LEO A.

DESCRIPTOR: *EVALUATION; *RESEARCH PROJECTS; *MANUALS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 606

ABSTRACT: THE EVALUATOR MET WITH THE PROJECT DIRECTOR THREE TIMES IN THE 1972-1973 SCHOOL YEAR TO BECOME ACQUAINTED WITH THE OPERATION OF THE PROJECT, TO DISCUSS VARIOUS ASPECTS OF THE PROJECT IN REGARD TO EVALUATION PROCEDURES, AND TO REVIEW THE FIRST DRAFT OF THE HANDBOOK. A FINAL DRAFT OF THE HANDBOOK, A PRELIMINARY COPY OF THE FINAL REPORT, AND ALL COMPLETED EVALUATION QUESTIONNAIRES HAVE BEEN SUPPLIED TO THE EVALUATOR. A SUMMARY OF THE EVALUATION INCLUDES THE FOLLOWING STATEMENTS: (1) THE PROJECT GOALS HAVE BEEN MET, (2) A RESOURCE HANDBOOK HAS BEEN DEVELOPED, (3) A SATISFACTORY MODEL AND A REPORT OF PROCEDURES HAVE BEEN DEVELOPED, AND (4) BECAUSE OF THE EXPLORATORY NATURE OF THE PROJECT, NOT ALL PROJECT OBJECTIVES HAVE BEEN MET AND CHANGES IN THE ORIGINAL OBJECTIVES WERE JUSTIFIED. (AUTHOR/MU)

INSTITUTION NAME: CHABOT COLL., HAYWARD, CALIF.

SPONSORING AGENCY NAME: CALIFORNIA COMMUNITY COLLEGES, SACRAMENTO. OFFICE OF THE CHANCELLOR.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

VT 100710

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EVALUATION OF THE PROJECT
[illegible] AMERICAN SERVICE FOR
[illegible] CITIZENS
CLASS COMPANY
[illegible] PUBLIC LAW 94-[illegible], PART C

[illegible] LEO A. MUSER

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EVALUATION
OF THE PROJECT
LABOR MARKET ANALYSIS SURVEY
FOR HANDICAPPED STUDENTS

CHABOT COLLEGE

VEA Project--Public Law 90-576, Part C

BEST COPY AVAILABLE

Evaluator:

A. Meyer

June 30, 1973

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SUMMARY OF EVALUATION

1. This project has completely met the project goals and substantially met the project objectives.
2. A Resource Handbook has been developed, and various approaches and formats have been explored to determine the form best suited to the need.
3. A satisfactory Model and Report of Procedures has been developed.
4. Not all project objectives have been achieved. However, because of the exploratory nature of the project, changes in the original objectives were justified.

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BACKGROUND OF THE PROJECT

In 1972-73, as part of a state-wide effort to improve occupational programs and services for the physically handicapped, two major projects were funded in California. One of these was at Cerritos College; the other at Chabot College. In a cooperative effort, these two projects conducted workshops for Community College personnel. These workshops trained "Enablers" for the physically handicapped. Also, "Trainers" were developed to provide leadership for the "Enablers."

From these two projects, it became apparent that there was a great need for a resource handbook to assist high school and college counselors in Vocational Guidance for the physically handicapped. Participants in these projects recommended that a Resource Handbook be developed by a Community College as a pilot project. It was hoped that from this model and guide, similar resource guides could be developed by other Community Colleges.

As a result of this recommendation, a project was funded at Chabot College for the 1972-73 school year to develop the pilot model for such a resource guide. This project will be completed in the Summer of 1973.

Project Goals

The goal of the project was to answer the following questions:

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"How can a Community College provide counselors, students, administrators and instructors with the resources needed to guide and assist handicapped students in making an appropriate occupational choice and in successfully pursuing the occupational programs that will prepare them for entry into that occupation?

What is the most effective format for this information so that it will obtain the maximum use?"

Project Objectives

"When this project is completed:

1. At least 30 representatives from high school and community college counseling staffs, and other interested agencies will have participated in a workshop to determine the most effective content and format for a Job Marker-Vocational Education Program Analysis Resource Book to be used in assisting handicapped persons to select appropriate Vocational Education Programs and to succeed in them.

2. The Office of the California Community Colleges will receive a report on the

results of the project, a model for other Community Colleges to use in developing a similar Handbook, and guides for procedures.

3. All counselors at Chabot College will be familiar with and utilize the resource book.

4. All high school counselors in the South County District will have a copy of the resource book and 70% will be familiar with it and use it.

5. Each Instructional Division at Chabot College will have reviewed the resource book and will have discussed possible changes in their procedures and offerings as a result of this."

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EVALUATION PROCEDURES

The Evaluator met with the Project Director three times during the 1972-73 school year to become acquainted with the operation of the project; to discuss various aspects of the project in regard to evaluation procedures; and to review the first draft of the handbook.

A final draft of the Resource Handbook; the preliminary copy of the final report, and all completed evaluation questionnaires have also been supplied to the Evaluator.

In addition, the Evaluator has discussed the project with the Project Assistant, and with various members of the project Advisory Committee.

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FINDINGS

General Finding

The general finding of the Evaluator is that this project has completely met the Project Goals. It has also substantially met the project objectives by exploring various approaches and format for a Resource Handbook; and by developing a Resource Handbook as a model and by developing detailed procedures that any other Community College District may follow in developing a similar Handbook.

In the Evaluator's opinion, the Resource Handbook produced through this project is of high quality and is an important step in providing a state-wide resource for vocational guidance for the handicapped. In particular, the section on "Accessible Jobs" points the way towards an effective system of analyzing jobs available for the handicapped. This opinion is substantiated by the summary of the evaluations of the first draft of the Handbook shown in Exhibit A.

Project Objectives

Listed below are each of the project objectives and an evaluation of the extent to which the project met each. It should be understood that, since this was a pilot project whose basic purpose was to explore the best methods and procedures, the Evaluator assumes that some variation from the original objectives and procedures

is not only permissible but also desirable. The variations from the original objectives have been evaluated in terms of the reasons and purposes of the variations.

> "1. At least 30 representatives from high school and Community College Counseling staffs, and other interested agencies will have participated in a workshop to determine the most effective content and format for a Job Market-Vocational Education Programs Analysis Resource Book to be used in assisting handicapped persons to select appropriate Vocational Education Programs and to succeed in them."

This objective has been substantially met.

The following number of persons met as separate groups and jointly several times during the school year.

7	Handicapped students (Student Advisory Committee)
6	Chabot College staff members (Steering Committee)
10	College and high school counselors (Counselor's Advisory Committee)
23	Total

These 23 persons also worked individually in writing material for the handbook; reviewing and evaluating the handbook; and discussing problems with the Project Assistant.

In addition to the 23 members of the committees, other persons were involved on an individual basis

in discussions, reviews, and evaluations of the handbook. These were in the following categories:

4 "Trainers" for the physically handicapped from four California Community Colleges

3 persons from concerned agencies (such as the Department of Rehabilitation)

10 Community College Counselors

17 Total

In addition to the above, 198 members of 30 different Chabot College Citizens' Advisory Committees answered the questionnaire on "Accessible Occupations."

It is recognized that many other persons were involved in discussions and in advising on the project. However those listed above are those whose activities can be verified by meeting minutes, completed evaluations, and letters.

"2. The Office of the California Community Colleges will receive a report on the results of the project, a model for other Community Colleges to use in developing a similar handbook, and guides for procedures."

This objective has been completely met.

The report and guide for procedures that accompanies this evaluation completely meets this objective.

"3. All counselors at Chabot College will be familiar with and utilize the

handbook."

This objective has been partially met.

Since the handbook will not be ready for general distribution until July of 1973, this objective cannot be measured until the Fall Quarter, 1973, when the counselors will have copies available. However, there is evidence in the form of written evaluations that 10 of the 15 counselors at Chabot College have reviewed and evaluated the first draft of the Handbook. There are indications that the counselors will use the handbook since all 10 evaluations by the counselors rated the handbook very high and were enthusiastic about its availability in the Fall Quarter. Three of the ten counselors indicated that there would probably have to be revisions after it was used for a year, but that it was an excellent start.

"4. All high school counselors in the South County District will have a copy of the resource book and 70% will be familiar with it and use it."

This objective has not been met.

The nature of the objective makes it impossible that it be achieved until the Fall Semester, 1973. However, the following evidence indicates that the objective will be met.

A. Sufficient copies of the handbook are being prepared for distribution to all high school

and college counselors within the College District.

B. A counselor from each high school was a member of the project Advisory Committee.

C. A distribution list for each high school had been prepared, including the names of each counselor and the name of the contact person at each high school.

"5. Each Instructional Division at Chabot College will have reviewed the resource book and will have discussed possible changes in their procedures and offerings as a result of this."

<u>This objective has not been achieved</u>.

As this porject developed, it was decided that this was not an appropriate objective since the document being developed was primarily a counseling rather than an instructional tool. Therefore no organized system was developed of having each Instructional Division of the college review the handbook. However each Vocational Instructor was consulted to develop a detailed list of specific job titles for which their occupational program prepared students. There is no evidence that any Divisions discussed possible changes as a result of this document. However it is probable that implications will be discussed in Division Meetings next Fall when the handbook is distributed.

RECOMMENDATIONS

The Evaluator recommends that;

1. This project be accepted as having achieved its stated goals.
2. Consideration be given to further developing the "Job Accessibility" section on a state-wide basis.
3. Chabot College maintain a list of persons to whom the Handbook is distributed, and send a questionnaire in the Spring Quarter of 1974 to determine the extent to which the Handbook is being used and to solicit suggestions for improvement.
4. That the Handbook be revised during the 1974-75 school year.
5. That a Workshop be funded for the 1973-74 school year for all "Enablers" and "Trainers" for the Handicapped in California Community Colleges. The purpose of the Workshop would be to discuss Handbook format and procedures in detail and from this develop a refined model that can be followed by all California Community Colleges.

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Exhibit A

CHABOT COLLEGE

HANDBOOK ROUGH DRAFT EVALUATION

SUMMARY

(Please return this questionnaire as soon as possible
in the postage paid envelope provided)

ıse rate each section of this handbook, giving your opinion of its value to a ıselor in counseling a physically handicapped student. Use the following rating :em:

1 = Of great value
2 = Of value
3 = Of little value

	SECTION	RATING #1	#2	#3	NR
1.	Counseling the Handicapped: An Overview	11	14	4	1
2.	The Educational Environment: High Schools	12	17	0	1
3.	The Educational Environment: Chabot College	20	9	0	1
4.	The Educational Environment: Other Colleges	14	14	1	1
5.	The Community Resources: Directory	22	6	1	1
6.	The Community Resources: Cross Index by Function	20	9	0	1
7.	The Community Resources: Cross Index by Disability	22	7	0	1
8.	Resources for Counseling the Disabled Veteran	15	11	3	1
9.	Appendix: (A) Other Resource Directories and Readings	18	11	0	1
10.	Appendix: (B) Recommendations	13	12	2	3
11.	Appendix: (C) Classification of the Physically Handicapped	14	12	3	1
12.	Appendix: (D) A Glossary of Terms	17	9	3	1
13.	Handbook Overall Rating	19	9	1	1

14. Please comment on what you like the best about this handbook.

15. Please write some comments about what you dislike or find of least value in this handbook.

ACCESSION NUMBER: VT100711

PUBLICATION DATE: JUL73

TITLE: A COMMUNITY DEVELOPMENT APPROACH TO VOCATIONAL AND LEADERSHIP TRAINING USING A CAREER DEVELOPMENT CENTER. REVISED INTERIM REPORT.

PERSONAL AUTHOR: MCCLOUD, CARROLL R.

DESCRIPTOR: *VOCATIONAL DEVELOPMENT; *SECONDARY EDUCATION; *HIGH SCHOOLS; *CURRICULUM DEVELOPMENT; *INNER CITY

IDENTIFIER: *BOSTON

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 606

ABSTRACT: IN AN EFFORT TO RAISE THE CAREER AWARENESS OF STUDENTS, TEACHERS, AND ADMINISTRATORS IN ALL OF THE SCHOOL SYSTEMS OF METROPOLITAN BOSTON, WITH AN INITIAL EMPHASIS ON THE MORE ACUTE NEEDS OF THE INNER CITY, A VARIETY OF SERVICES HAVE BEEN INSTITUTED. THIS REPORT, COVERING THE PROGRAM YEAR FROM JUNE 1971 TO JUNE 1972, DESCRIBES THE GOALS, PROCEDURES, AND ACCOMPLISHMENTS OF THE PROJECT. THIS SECOND PROGRAM YEAR (1971-1972) HAS SEEN A SUBSTANTIAL SHIFT AND BROADENING OF EMPHASIS WITH THE EXPANSION OF THE SECONDARY PROGRAM VIA THE ESTABLISHMENT OF THE MODEL HIGH SCHOOL, WHOSE HISTORY, ORIGIN, PROCEDURES, EXPERIENCES, AND EVALUATION ARE NARRATED. (AUTHOR/MU)

CONTRACT NUMBER: OEC-0-70-5178(361)

INSTITUTION NAME: NEW URBAN LEAGUE OF GREATER BOSTON, INC., ROXBURY, MASS.

SPONSORING AGENCY NAME: BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.

VT 100711

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Full Text Provided by ERIC

REVISED INTERIM REPORT

Project Number 0-361-0068
Contract Number OEC-0-70-5178(361)

A COMMUNITY DEVELOPMENT APPROACH TO VOCATIONAL AND LEADERSHIP TRAINING USING A CAREER DEVELOPMENT CENTER

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Carroll R. McCloud
The New Urban League of Greater Boston, Inc.
55 Dimock Street
Roxbury, Massachusetts 02119

July 1973

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REVISED INTERIM REPORT

Project Number 0-361-0068
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A COMMUNITY DEVELOPMENT APPROACH TO VOCATIONAL AND LEADERSHIP TRAINING USING A CAREER DEVELOPMENT CENTER

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Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Carroll R. McCloud
The New Urban League of Greater Boston, Inc.
55 Dimock Street
Roxbury, Massachusetts 02119

July, 1973

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PERIOD COVERED

June 30, 1971 to June 30, 1972

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SUMMARY

This report covers the program year from June 1971 to June 1972. It has been a period of growth and learning for students and staff alike, at the Career Development Project and Model High School. As we have struggled to turn our concepts, ideas and plans into functional reality, we have experienced the day-to-day frustrations of slow-to-come institutional and individual change; but we have also felt the elation of seeing people grow and watching the philosophy of our program converted into organization, structure and action. We have, each of us, learned from all of it.

The Career Development Project was instituted in late 1970 as a three-year Exemplary Part D Program of the Bureau of Adult, Vocational and Technical Education under the auspices of the Urban League of Greater Boston, Inc.

Our first program year (1970-1971) was focused primarily on preparation and planning toward our basic goal: the infusion of career development approaches, concepts and activities as an integral part of the K-through-12 curricula of the public, community and parochial schools of metropolitan Boston, with an initial emphasis on the junior high and middle-school grade levels.

The second program year (1971-1972) has seen a substantial shift and broadening of emphasis with the expansion of our secondary program via the establishment of the Model High School as an affiliate component of the Massachusetts Experimental School System.

The Career Development Project, therefore, currently administers two distinct but functionally inter-dependent components: a curriculum development team of three (3) and a Model High School staff of five (5).

GOALS AND OBJECTIVES

As mentioned earlier, the initial broadly stated goal of the Project was the introduction, infusion and fostering of Career Education concepts and curriculum approaches on grade levels K-12 in the school systems of metropolitan Boston. Our objective has been to raise the career awareness of students, teachers and administrators in all of the metropolitan school systems with an initial emphasis on the more acute needs of Boston's inner city. Accordingly, we have provided a variety of "tailored" services to the Boston Public Schools, Archdiocesan schools and State-accredited Community schools.

We share with many career education specialists across the country the conviction that meaningful career education cannot be narrowly defined as occupational awareness and vocational preparation alone. A valid approach in the area must necessarily include these elements, but though they are necessary, they are not sufficient. We define "career" as the entire course and pattern of an individual's life and our program has been broadened and refined to address itself to this realistically broader educational focus.

We have sought in the past year to move along two major lines of approach: 1. an extensive program of supportive services, materials development and consultation for the established and traditional schools; and 2. an intensive exemplary program via the long-needed development of a career-oriented secondary component for the Massachusetts Experimental School System (a State and community controlled educational system founded in 1969 to demonstrate the viability of innovative approaches to public education in the Commonwealth of Massachusetts).

The goals of the Curriculum Development component remain substantially unchanged from those of our original proposal. The Curriculum Team seeks to educate, motivate and assist faculty and administrators in the various metropolitan school systems in the understanding and adoption of career education as a philosophy, and as an integral part of their approach to core-curriculum design. Curriculum staff operate primarily as consultants, doing research, development, and "made-to-order" program planning in and for our diverse client schools. These currently include one public middle school (John J. McCormack), one parochial/community middle school (St. John's) and the middle school of the Experimental System, in addition of course to our sister-component the Model High School. Our emphasis in this area has been essentially threefold, seeking to develop a broad occupational awareness via extensive exposure to and involvement in career related in-and-out-of-class materials and activities; to encourage the heightened self-awareness and enhanced self-concepts prerequisite to effective learning in any subject area; and to develop a positive community awareness and commitment to community needs via exposure of students (in classroom and on-the-job settings) to role-model exemplars successful in various career areas.

Finally, the basic principle which informs these efforts is the concept of teacher consultant joint planning, cooperation, and feedback-modification to insure that each school setting and classroom situation receives the curriculum optimally tailored to its needs.

The Model High School was designed with several specific purposes in mind. First there was the pressing need to complete the creation of an alternative to the existing Boston Public School System, particularly for the poor and minority students of the inner city. Second, the school was based on the belief that students would learn the skills (both basic/academic and career/related) they need to survive in the real world more readily and effectively in settings more closely integrated with the urban world around them. Third, was our intention to develop new methods for maximizing the flexibility of use of our limited staff and funding resources. Fourth was an emphasis on teaching our students how to learn via extensive

training in group dynamics, problem-solving, and constructive self-criticism and self-evaluation in order that they develop the capacity to become independent learners in many situations. Fifth and finally, was our intention to share with other schools in the Commonwealth the fruits of our research and experiential data.

PROCEDURES FOLLOWED

Flexibility and adaptability are the key concepts which shape the procedures of both the Curriculum Team and the High School staff of the Career Development Project. On the pre-secondary level, where we function as an outside supportive curriculum resource, this flexibility assumes an institutional focus. In the Model High School where we have the opportunity to build a life/career-relevant educational environment "from the ground up", our focus of flexibility is the individual student and his specific academic and personal needs, his career interests and aptitudes.

The Curriculum Team, working in three culturally and structurally distinct middle schools (public, parochial and community) has adopted an approach to maximum flexibility in programming which includes close cooperation in curriculum planning and implementation with participating teachers, in an attempt to tailor career education to the constraints and potentials of each school and classroom situation. This means, a support-staff relationship to the individual teacher in terms of researching, developing and supplying appropriate materials at the teacher's request; and a supportive clerical-executive support function, for example, providing already busy teachers with assistance in arranging and organizing field trips and role-model classroom visits. In addition, the Curriculum Team has used the Summer months as a time for much needed research and experimental pilot projects with control groups of elementary and middle school students in audio-visual career documentaries and small business manufacturing and distribution projects.

The Model High School, meanwhile, has been refining the learning experience process as follows: Students are recruited after visiting the school and going through careful interviews to ascertain their needs and attitudes. Both students and staff participate in an extensive orientation session designed to acquaint them with the school's philosophy and operation. All students undergo intensive individual and group counseling in designated (study) groups. When ready, students begin to map out their study plan, participate in group projects and initiate their performance contracts.

Contracts are negotiated among student, teacher/counselor, and resource person (teacher). Usually, the resource person is selected from the Resource Bank of skilled persons in the community and the greater metropolitan area and institutions. Contracted learning situations are monitored by teacher/counselors and evaluated by students and teachers at

least three times during the experience. Credit is determined based upon the contracted curriculum and the demonstration of the behavioral objectives, the project director is also involved at this point in evaluating the satisfactory completion of the contract/experience. Parents are deeply involved in developing learning plans, policy making and school activities through the elected Unit Board and the general parent group.

RESULTS/ACCOMPLISHMENTS

The results of this two-part process have been gradual but, in our opinion, more than satisfactory. In the overwhelmingly static context of public education in Boston, they are in fact remarkably impressive.

In the middle schools, the Curriculum Team has experienced a warm, cooperative and positive reception both to career education as a concept and to the visiting consultant relationship as a methodology. Our difficulties in this area have revolved primarily around the reality/constraints of limited staff time and resources. It is clear that our client schools are willing and anxious to accept a great deal more in the way of career development involvement and assistance than we are currently able to provide.

In the Model High School, results have been similarly satisfying. The Teacher/Counselor role and the performance contract procedure in particular appear to warrant much more extensive and wider application. Further refinement of the system is necessary, but we have found that the system in operation tends to refine itself under proper use of maintenance-evaluation and ongoing participant feedback. Parental and community involvement (via the Resource Bank) have been extremely positive and reinforcing to the students and staff, while students have shown a surprising willingness and competence to shoulder the responsibilities implicit in the contracting and study-group approaches.

EVALUATION

Evaluation has been built into the consulting program and the High School learning process at many points. Anecdotal pre- and mid-process evaluation of schools and students are part of the standard reporting procedure of the Curriculum Team, just as the pre, mid-, and post-evaluation procedure is an integral part of both the study-group and the contract systems. The required third-party evaluation is attached as Appendix D.

CONCLUSIONS

The staff of Career Development has concluded that the Project's basic approaches are sound, sensibly innovative and valuable in both the high school and consulting/diffusion. Suggested changes and modifications are recommended in the following general areas:

a. recruitment process should be tightened

b. learning experiences should be further individualized

c. group projects should be more carefully planned and followed through on.

d. contracts should be reviewed for alterations on a regular basis

e. Resource Bank members should receive more thorough orientation and more outreach is needed to recruit Resource Bank members

f. the school should schedule more large scale seminar activities in cooperation with local institutions

g. teacher/counselors need more general training in evaluation and education theory

h. parent participation should be encouraged and expanded

i. internal evaluation schedules should be on a regular basis and self-evaluation stressed more consistently

j. the curriculum team should, in the coming program year, concentrate its efforts on gaining access to the public schools while setting clear and realistically strict limits to its direct classroom involvement

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THE PROBLEM AREA

The Model High School was conceived two years ago during a height of turmoil in the Boston public school system. The need for an alternative high school for students in the pressurized urban school system was so clear that community agencies began to explore existing models of alternative education in the Boston area and to forge a new model to meet the specific needs of urban high school students. Though the model focused on minority students who would generally be considered "disadvantaged", the school was designed to meet the needs of individuals--Black or White, disadvantaged or not--in the hopes that it would provide a working model for schools across the state of Massachusetts. Eventually, the model was selected to be the high school component of the Massachusetts State Experimental School System which was created by the State Legislature in 1967.

Model High was designed to help students confront the reality of the world around them. To meet the demand for mobility and independence in our world, Model High is a "school without walls" and its students are deeply involved in the process of designing their own educational experiences. To counteract the lack of career education available in the existing school system, Model High emphasizes direct learning experiences, "on-the-job" or in career-related courses. To insure that students get a thorough grounding in the basic academic skills, (Boston's public school reading scores are among the lowest in the nation.) the Model High School stresses behavioral objectives for each course and has explored ways to teach academic skills via a career-related experience. To overcome the problem of competition in our society which is devisive rather than productive, Model High has incorporated group or team projects as a way of learning how to cooperate and work in conjunction with others. To close the widening gap between the school and the community into which the students must eventually go, the High School has developed a resource bank of skilled community members who are contracted to teach their skill to the student(s). And to meet the constant change and pressure of our complex society, the Model High School stresses the development of problem-solving skills among students so that they are equipped to learn in any situation they may eventually encounter.

These are the educational problem areas toward which the students and staff of Model High have dedicated their energies over the last year.

PROJECT GOALS AND OBJECTIVES

The goals and objectives set forth in the original Model High proposal still stand firm.

(1) To provide wider educational options to parents and their children by increasing the choices of what a student may learn, how a student may learn, where he may learn and from whom he may learn.

(2) To explore new and more effective ways for students to learn basic skills, particularly through experience with career-related courses.

(3) To enable students to master skills (such as problem-solving, analysis and evaluation) important to the pursuit of sound educational development and to produce meaningful changes in the urban environment.

(4) To provide learning and communication experiences in both group and individual settings.

(5) To enlist the active participation of all segments of the community--parents, teachers, students, business, industry, and community agencies--in the educational process, giving students and the community a stake in each other.

(6) To explore ways to increase flexibility in the way education funds and personnel are utilized.

(7) To precipitate positive change in students' views of themselves and in educators' views of what constitutes a meaningful education.

(8) To share the experience and research of Model High with schools across the State and to provide information which could be used to establish new state education guidelines.

(9) To develop students' sensitivity to other people and to their own needs and feelings.

(10) To increase students' awareness of the political, social and organizational workings of the community and their understanding of the process of community development.

GENERAL PROJECT DESIGN AND PROCEDURES

Overview

The Model High School is structured around several major components: the study group (10-15 students and one Teacher/Counselor); individual counseling; the voucher performance contract; the community Resource Bank; and the parent Unit Board.

The school is the High School component of the Massachusetts State Experimental School System which was established in 1967 to provide a research and development model for new approaches to education in the Commonwealth. Model High works in conjunction with the Lower and Middle Schools in the Experimental System and is accredited through the State Board of Education. Like its predecessors in the Experimental System, it utilizes and adheres to the Tavistock Model Group Dynamics. (See Appendix) It is a public school in the sense that it is funded by State money and has an open enrollment policy. Model High is also working to establish a closer relationship to the Boston public school system particularly through the Department of Vocational Education.

In general, the school operates as follows: Students are recruited and assigned to a Teacher/Counselor (TC) and the study group (10-15 students) headed by that TC. After an extensive orientation, during which students become thoroughly familiar with the voucher performance contract system utilized by the school, students begin developing their individual learning programs and working on projects with their study group. Individual learning programs are forged in the shape of voucher performance contracts which the student, his TC, and the selected resource person design together. Evaluations are made periodically (pre-, mid-, and final) and credit awarded upon completion satisfactory to students and staff.

The resource bank is filled by skilled community residents or institutions in the metropolitan Boston area, which are called on to participate in a contract. The parents of students meet and select a Unit Board which is involved in policy matters for the High School and for the total Experimental School System. Evaluation takes place both internally among staff, parents, students and resource personnel, and externally by State selected evaluators.

Student Population

Students are drawn from the Boston school-age population. Many are students in the Boston public schools, some are dropouts, and a few come from private schools or other community schools. At present, most students are drawn from the predominantly Black (and other) minority areas of Boston.

The following procedures were used for student enrollment:

Recruitment

The first phase of recruitment for students before the opening of Model High consisted of publicizing the aims and nature of the School to various city and community agencies through the use of information packets and air time on local radio stations. Teacher/Counselors spoke to parent groups at different schools (Highland Park Free School, Roxbury Community School, St. Joseph's, Massachusetts Experimental Lower and Middle Schools). Interviews were held with individual students and with groups such as the Black Student Union, and the Spanish Alliance.

Staff provided a great deal of information (brochures, informal conversations, information packets) to various groups (Youth Service Board, Youth Activities Commission, Model Cities, etc.). A waiting list of 40 students indicated that our recruitment efforts were successful.

Allowing curious youths to come into the office/work area and explore what was going on gave them an opportunity to make a better decision about whether or not they wanted to participate.

Prospective students observed, experienced a trial period of activities and talked with staff and especially other students. School staff worked to develop criteria for the composition of the student body. Age, sex, and race were distributed on as equal a basis as possible--not only in general, but also in the study groups. After the first day of school, vacant spots were filled by students on the waiting list.

Initially, public school staff were reluctant to send transcripts, health records and other pertinent information, but telephone explanations, letters, and personal visits further informed the public schools of our existence, and we were able to obtain the needed information about applicants. Guidance counselors began to refer the students they thought would benefit from this kind of educational experience. Recruitment began during the summer months and continued until orientation.

Orientation

Model High School opened on October 5, 1972, with a full day of meetings for students to introduce the staff and explain some basic information about the program and the activities of orientation. Since Model High is a school without walls, the staff wanted to provide the students with an opportunity to travel throughout the city as part of their orientation activity. Students were assigned to their counseling groups at the large group meeting in the morning at the Urban League offices in Roxbury and subsequently attended the smaller study group meetings at M.I.T., the Girls' Club and the Boys' Club. The purpose of these meetings was to conduct an exercise in intergroup cooperation and get the students to practice traveling around the city for their activities. The study groups provide the necessary support for students entering into group experiences and serve as a central communication point for feedback and discussion of problem solving. Study groups are designed to focus on intergroup relations.

During the first two weeks of orientation, study groups went to visit and observe the Court House, a police station, movies, museums and special exhibits. Once again these activities were designed to accustom students to moving around the city and to help them become aware that many kinds of experiences can be learning experiences.

The orientation period was marked by a consistent application of the Tavistock Group Dynamics Model in exploring the behavioral phenomena of the students and staff. Explorations were made of the phenomena of power and authority, dependency, and forms of the collusion that groups manifest, and other impediments to their efficiency. The focus was to understand overt and covert issues in the present, in the basic effort to increase personal and group effectiveness. This constant application aided the growth process of students tremendously. It was also a significant aid in helping the staff to gain insight into the behavior of the students and the study group situation.

Small group meetings, sensitivity sessions and more informal rap sessions took place during orientation to help the students deal with feelings about their experiences in the program and to foster awareness of themselves and appreciation for the individual differences among them. Much of the time in orientation was spent on discussing the mechanics of the program: What is a contract? How do I go about getting the experiences I need? Study groups devoted themselves to investigating these concerns, often role playing until they understood a particular process or concept. Most importantly, however, orientation was a period of beginning important human relationships.

The staff, students, and parents were able, through a designed schedule of activities, to get to know one another and begin to develop trust. This was especially significant in evolving the degree of trust and warmth necessary to the counseling relationship. Orientation was a period in which roles and boundaries could be investigated and tested. The students got to know each other and were able to exert their personal influence on one another for positive growth and direction.

Observation of students during orientation indicate they had some difficulty adjusting to the personal freedom in the Model High program. It has taken a great deal of time helping the students achieve inner controls and judgement. It was expected that fights might occur with so many students working so closely in a small area. However, conflicts were not resolved by fighting, a significant development given the age group. We emphasized different behavioral options for resolving conflict. The students demonstrated growth and increasing maturity. They were increasingly able to develop better rapport with adults. They demonstrated more self confidence, more straight-forwardness and more forthrightness. The students solved problems with less anxiety. They studied hard in an often vaguely-defined open situation. The millieu of the study groups encouraged growth and examination of goals. It was an opportunity to explore and try new, often more positive behavior. Freedom with responsibility proved to be a significant and attainable concept for students to investigate.

A systems management approach was used to develop orientation but for lack of precedent, we experienced a number of problems. Some of the students needed more time to become adjusted to the new situation. Many of the students had not been in school for a year or two and thus needed more extensive orientation. Many of the students had emotional and behavioral problems too severe for the orientation to be successful for them. In addition, the constraints of staff time and the lack of adequate facilities for intensive support were lacking. These students were referred to more appropriate agencies for help. A lack of familiarity on the part of the staff with the High School model caused difficulty in conducting activities based on the model. We relaxed somewhat, asked students for suggestions on group activities and proceeded a little wiser and more suspicious of our retention of "traditional" notions. There was also a lack of significant training for the staff.

As stated, the anxieties of parents about beginning traditional academic experiences created many problems and increased the anxieties of students and staff.

Students developed a great deal of responsibility to their groups. In addition, students became very supportive of each other. The group dynamics approach was a significant help in giving the staff and students a conceptual tool to observe and explore their behavior during the initiation period. The use of the Group Dynamics Model in all of the activities made students' understanding of their behavior, in terms of the work-group, more lucid and articulate. The staff gained valuable insight into the students and how to deal with various behavioral phenomena.

The activities of orientation helped develop an atmosphere of openness which enabled many students who were previously silent and inactive to begin to participate more in the program. In addition, there was development of more positive self-images among students and desire to be more than someone just "off the street."

Student Organizers

There are currently two students who serve in the capacity of organizers with the primary responsibility to help locate resources, interview prospective students, facilitate the development of group projects, and assist the staff in carrying out other aspects of the development of the High School. Initially, there were four student organizers; two of the four, however, graduated from high school and attained the status role of Teacher-Trainee, a change which is consistent with the nature of the program in that it promotes the growth and development of parents, Teacher/Counselors, students, and other community people directly and indirectly connected with the project.

The student organizers were very important in developing the necessary supportive relationship with other students. They helped considerably not only by motivating the students to open up, but also by explaining the different mechanisms of the School. Because of their student status, the student organizers were able to generate trust and openness among new students.

Teacher/Counselors

Teacher/Counselors (TC's) play a crucial and multidimensional role in the success of the Model High School. Basically, TCs are responsible for group work with the students in their study groups, individual counseling with those same students, negotiation of contracts with students and resource people, and evaluation of student and resource performance.

Recruitment

With the resignation of one of the three Teacher/Counselors, parents and staff immediately became concerned with the development of criteria for selecting a replacement. Also, there was concern with the need for such a process for next year, pending possible expansion of Model High. After much deliberation, a process was developed which culminated in the hiring of an extremely able Teacher/Counselor.

A search was made through other agencies and the media. Several applicants indicated interest in the position and were asked to follow the Application Induction System:

1. Each applicant was requested to submit two resumes.

2. After resumes were received, a time was set for an initial interview with the Director or Administrative Assistant.

3. The interview consisted of a description of the entire project and the particular area applied for.

4. The Director obtained some sense of the applicant's expectations about hiring practices, salary, job responsibilities, etc.

5. Dates anticipated for decisions were made clear.

6. All schedules for participation were confirmed at the time of initial interview.

7. Staff and students were made aware of the applicant's schedule for participation.

8. Students and staff gave opinions and choices to the Director after the observation period.

9. The Director took the recommendatio to the Unit Board which made the final choice.

Applicants applying for the position were expected to observe and participate in the School setting for at least a week. The purpose of this period of observation was to give the applicant the chance to familiarize himself with the School (philosophy, curriculum, staff and most importantly, students). The applicants were also encouraged to take an active part in any student projects that were occuring. Applicants were expected to be:

1. Widely experienced in a variety of educational areas including counseling, teaching, group dynamics work, social work, and psychology.

2. Adaptable to spontaneous development.

3. Inclined toward positive relationships with adolescents.

4. Broadly and generally knowledgable about Black, Puerto Rican and American History, Math, Science, and English.

5. Inclined to solve problems creatively.

6. Sensitive and responsive to the special needs of young people between the ages of 14 - 20

7. Unrestricted by the typical work-day concept of 9 - 5.

An extensive on-the-job evaluation process was developed by the staff and Unit Board to help make decisions of Teacher/Counselor applicants. The method described was extremely successful. It was interesting that the written recommendations of staff, students and parents were very consistent in their observations. All of the applicants indicated that this was the most fair, non-competitive hiring process they had gone through. Some of the inherent problems were that the Unit Board members were not able to observe the applicants on the job. There was also some problem with giving the applicant a schedule which would fit the activities of the students who were working during the Summer, and staff were sometimes involved in other activities of priority which prevented them from relating information about the program as consistently as needed.

Counseling

The relationships between student and TC have been one of the most crucial factors in learning. The study group experiences (group dynamics sessions, group projects, field trips, discussions, and informal sessions) have established guidelines for making the transition to self-control and the self-initiated negotiation procedures for setting up individual learning programs. The stress on counseling from the beginning of the orientation period was a deliberate attempt to anticipate the difficulties that have arisen in the transition from the restrictions of existing public (or private) school systems to the responsibility and "unstructured" scope of our program. Special care was taken to ease the shock produced by the anxieties about freedom that may come from a lack of experience with decision-making and self-directed learning.

Individual or case-work counseling involved monitoring the individual needs of the student. A large portion of this function has been centered around the development and assessment of each student's individual learning program.

The TCs have worked individually with students to ascertain their learning needs and interests in both short- and long-range terms. Tcs have remained in close contact with students from the initial testing of their skills and skill-gaps to the development of the various contracts to achieve a student's goals. The TCs participated in the designing of contracts and criteria for judging the successful transfer of skills, and have been authorized as the legal agents of the school in this process.

Study Groups

The focus on study groups has been somewhat different, i.e., to establish a group of students to work cooperately on collectively chosen goals and to support and assist each other's efforts toward learning.

Study group counseling has been designed to generate and organize various group experiences that supplement the individual learning responsibilities a student undertakes. In this millieu, TCs have attempted to help students relate to the problem-solving orientation of the program and to develop students' understanding of themselves, their options, responsibilities and tasks.

The group projects provided students with an opportunity for experimental learning in a wide variety of areas. These projects developed leadership in many students and fostered self-motivation and discipline by providing students with an opportunity to explore their behavior in the context of goal-directed work. Group projects gave the students an opportunity to invest their time in developing their communities and gain vested interest in them. As students gained experience, the TC became less important in the implementation of group projects. Much of the responsibility was taken by the students themselves which indicates growth toward increasing independence.

The TCs have also served as the facilitators (group-leaders) of the group dynamics sessions held on the small group and seminar level. The Tavistock Model has been, conceptually, extremely important to the counseling process. The emphasis on exploring group dynamics and phenomena in respect to power and authority, leadership and followership, dependency, and collusion within the study group, has been aimed at dealing with these significant realities in the development of pre-adults.

Of tremendous importance has been the establishment of relationships between Teacher/Counselors and parents, and the effort of TCs to increase the depth and variety of the Resource Bank.

Voucher Performance Contracts

The individual and group contracts, as part of the voucher performance system, have provided a means for students and teachers to focus on the task of creating a successful relationship with each other. The staff, with the assistance of legal counsel, developed an initial contract form. (See Appendix) In the study groups, students and Teacher/Counselor spend a great deal of time role-playing contract negotiations and discussing the voucher-performance system. The voucher-performance system was chosen by the Model High School as a way to obtain maximum flexibility of individual programs for students, as a way to involve students in a broad range of real-world experiences, and as a way to teach such basic "survival skills" as independence, decision-making, and problem-solving, which are crucial to learning how to learn.

Basically, the system works like this: After an intensive period of counseling, both within the study group and individually, students and TCs begin to map out a study plan for the student. Depending on their mutual assessment of the student's readiness they may plan only one experience at a time or several. Then the process of selecting a resource person or institution begins by utilizing the Resource Bank files. (If no appropriate resources are on file, the student may do his own recruitment--an experience that has proven to have its own educational value. Once a resource is selected, three-way negotiation of the contract begins among student, TC and resource (teacher). The minimum areas to be covered in any contract are the following: A description of the experience or project; a time-table; the learning and behavioral objectives for the student (and perhaps the teacher); expectations of both parties about completing assignments, tardiness, and adjustments as they may become necessary; agreement about an on-going evaluation and revision process; pay schedule; provision for terminating the contract if any party fails to uphold his specified responsibilities; and statement of the Third-party monitoring role of the TC as the authorized representative of the school.

Depending on the desired experience, students may negotiate in groups to form a "class" with a resource person. Some individual students began to initiate negotiations with resource people for learning experiences in which they were interested. On the group level, contracts were negotiated

and finalized for courses at the University Without Walls in Roxbury, with several individual instructors in math, English and history. These experiences were not as successful as anticipated. The University Without Walls was not based on similar academic philosophy as was Model High School. Like many institutions, it was not adherring to its professed model. There was little communication between the two staffs on the problems of the developing situation. The students rebelled against the authoritarian approach used by the teachers at the University and, as a result, students were pulled out of the classes after a month and placed in more favorable situations.

A joint decision of the TC, student, and administrative assistant was negotiated when a student's involvement in a learning experience required material and/or equipment not readily accessible to the student through our purchase order system. Students became directly involved in the process to acquire the necessary materials. This situation was a significant learning experience for students. They handled money, received checks for equipment, were responsible for purchasing after approval, and returned receipts for the bookkeeping system.

As evaluations were sent in, payment for the learning experiences were sent out to the various resource people and institutions involved. Students utilize their education resource funds--the amount of money each student is allotted for his year of learning--to pay the contract as it is satisfactorily completed.

In Massachusetts, it is legal for minors, to be parties to contracts both in signing and enforcing, though they cannot have a contract enforced against them. The TC acts as the contract officer to protect all parties.

Resource Bank

The Resource Bank is the collection of individuals and institutions who agree to transfer their particular specified skills by contract to students of the Model High School.

The task of recruiting resources all across the city was begun by investigating specific career and academic needs of students. Students, parents and staff developed an extensive list of possible areas of interest, from aircraft maintenance to zoology.

Institutions and individuals were then identified as possible sources of transferable skills and information. The five areas of academic concentration--mathematics, history, English, science and physical education--were emphasized in this process.

Letters were sent to potential resources and meetings were arranged to explain our programmatic plans and procedures and to request their help and involvement. We also appealed to the media audiences through radio station W.I.L.D. and television program "Catch 44", a local program. We've continually met with individual resource people in the office environment as a group whenever possible.

Step I

Counseling
Study Group Role Play

Step II

Study
Plan

by

Student,
TC

Step III

Selection
from
Resource
Bank

Step IV

Student
Contract
Negotiation

TC Resource

Step V

Learning
Experience

Step VI

TC Monitoring

Ongoing
Evaluation

Student Rescurce

Step VII

Final
Evaluation

Student TC Resource

Step VIII A

Final Payment

Step VIII B

Credit
awarded by

Director TC

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An information packet, which explains the design, in detail has developed and disseminated to various educational and vocational training institutions and to both professional and non-professional individuals.

When students have decided on a particular learning experience for which a resource person is not registered in the Resource Bank, they have solicited resources on their own. The Resource Bank is continually expanding and is located in an accessible place and cross-indexed according to occupations and academic areas. Naturally, some resources were filled before others. For example, math teachers were more available than electronics instructors.

During this operational year, with all staff members contributing to the development of the Resource Bank, it became difficult to maintain well coordinated resource information in a readily useable form. The position of Resource Coordinator was created to correct this problem.

Institutional resources were found to be responsive to the program but were somewhat reluctant to deal with the contract system. Their own rigid accounting procedures generally did not allow for partial payment of fees which the contracts specify as a means of monitoring the learning experience. The traditional operational methods in these institutions at first excluded this kind of flexibility, but we found that administrative groups became willing to participate when we were able to provide more information about the kind of learning experience needed, the students, the evaluative process, and the importance of getting such institutions involved.

The "You Are Needed" brochure, formerly referred to as the "High-Time" brochure, has been completed. This brochure outlines information on course options offered by the Boston Public School System, other vocational institutions in the greater Boston area, and alternative systems.

One thousand copies have been printed initially and are being distributed throughout the primary target areas:

A. Roxbury

B. North Dorchester

C. South-End

Each of these areas will be alloted 250 copies for distribution.

A number of specific locations have indicated a willingness to provide feedback which can be used to evaluate and revise the brochure as necessary. The specific schools and agencies are as follows:

I. Parochial Schools

a. St. Josephs

b. St. Johns

II. Public Schools

a. Martin Luther King

b. McCormack

III. Community Schools

a. Highland Park Free School

b. Middle School (M.E.S.S.)

IV. Community Agencies

a. Boys Club

b. Roxbury Y.M.C.A.

c. Teen Center

d. S.N.A.P.

These areas should provide a wide enough sampling of students, parents, and teachers to make the necessary changes for the next edition.

The preliminary time schedule for the distribution and evaluation of the brochure is as follows:

1. Distribution of brochure - September 15th - October 15th, 1973.

2. Evaluation period - October 15th - December 15th, 1973.

Parents

Since the opening of the Model High School, parents have been urged to participate in its affairs. At the beginning, orientation sessions spelled out the nature of the program and the need for parental interest and help.

Parents had stronger expectations about orientation and what it should be like than the students, and they voiced their concerns about the lack of courses, books, and homework. As a result, staff made an intensive effort to make home visits, set up interviews at school to discuss the academic programs of the students and their purpose.

Shortly after orientation, at a meeting of two of the study groups and the parents of these students, discussion centered around how to effectively provide information for the parents. A monthly newsletter was suggested as one method. Another was encouraging the students to talk with parents more about their activities. T/Cs recognized the need to keep in closer contact with parents and to keep them informed of the activities of their children. As the students began their academic program, parents attended and participated in interviews with resource people, observed contract negotiations

and provided input into evaluation procedures for learning experiences. Throughout the school year parents also joined in planning and attending such activities as field trips, and the University of Massachusetts at Amherst Model High School Group Dynamics Seminar.

The first meeting of the Unit Board took place on December 13, 1971. The function of this board and all of the Unit Boards of the Massachusetts Experimental School System are to provide representation of each component of the school community (parents, students, staff, community people) and to make policy decisions affecting the operation of the school.

Representatives were selected by the Director, based on suggestions, to serve on the Unit Board.

The Unit Board has met regularly as often as needed. It consists of three students, three staff people, three parents and three community-at-large representatives. This policy-making board works closely with staff concerning school needs and developments. Members of the Unit Board are elected to represent each component of the school community on the larger corporate school committee composed of representatives from the Unit Boards of each school (lower, middle, upper) of the system.

The High School Unit Board's first activity was organizational in nature. After the nature of the activities of the Unit Board were understood, the thrust of the Unit Board's work was directed towards helping the school become a successful venture.

Internal Evaluation

Evaluation is an integral part of the learning experiences at Model High. Students are expected to learn how to evaluate their own work accurately and to objectively evaluate the performance of the resource people and the overall value of a learning situation.

In the initial period of academic work by the students, resource institutions and individuals used their own evaluative methods. We did not provide them with guidelines or an evaluative framework. We soon became aware of the difficulties in this practice and proceeded to develop evaluative measures for institutions, resource persons, and students to use based on our model.

The first evaluation form developed by TCs, and the resource people then involved with students, provided for the three evaluations as prescribed by the Voucher Performance Contract, but it proved not to be specific enough. The forms did not clearly indicate what transfer of skills occurred during the contractual agreement or the specific curricula that was followed. These weaknesses were dealt with in a second version of the form which seems to answer the need for a detailed, overall assessment of students' experiences and an accurate measurement of whether the experience developed as intended.

A similar form was developed by TCs, resource people, and students, for the use of students in evaluating both themselves and the learning experiences they pursued. (See Appendix)

The T/Cs monitored learning experiences, in both group and individual instruction as was needed, to insure a level of competent teaching for our students and to establish communicative relationships with teachers so that problems in the learning experience could be worked through.

Small and large group exercises became evaluative indicators as to the performance of the study groups.

It has been found that individuals were more prone to provide specific information about students than were many of the institutions. Students preferred written evaluations over letter grades. This feed-back gave students a better indication of how well they were accomplishing their goals.

Parents, who also received evaluation packets, displayed a great deal of satisfaction with this evaluative mechanism. The evaluation schedule was irregular as courses began and ended according to each students academic development, but at the urging of the Unit Board these evaluations are now scheduled to come in on a regular basis.

Accreditation

Given that the learning experiences encountered by the students in the Model High School are often not formal, there were questions concerning the method of awarding credits. Being a public school, we are responsible for meeting a set of minimum educational requirements imposed by the Commonwealth of Massachusetts. More specially, it was a question of assigning to a particular learning experience the relevant numbers of units. The course unit is the standard measure of credit.

Model High School graduation requirements are:

6 Units of English

4 Units of history (government, political science, etc.)

4 Units of math

4 Units to be divided among group study, (group or individual projects, physical education, sciences, etc.).

The Director and staff of the Model High School are, thus, responsible for reviewing a learning experience and making an assessment of credits commensurate with the experience. The assumption that the State makes in the methodology of awarding credit is that the unit represents a time duration of study and the satisfactory acquisition of specified amounts of knowledge or skills. With the conclusion of a successful learning experience at Model High the staff and Director will attempt to ascertain the scope of the material covered and, award the proper amount of credit.

In the Model High School our method of contracting and evaluating learning experiences is a most convenient and functional vehicle for determining credit. In order to be approved by the teacher/counselor and the Director, a contract must explicitly state the goals of the learning experience, the topics within a subject to be covered; the method of instruction; time, place, and duration of the experience. The success of the learning experience is gauged by teacher-evaluation and occasional T/C monitoring of the experience. There are three evaluations written during the period of an experience-a pre-evaluation, stressing the student's initial awareness level with respect to course material; a mid-way evaluation, stating how the student has progressed since the pre-evaluation, specifically what knowledge and skills have been attained; and a final evaluation indicating the degree of success of the total learning experience. It is important (especially in the awarding of credit) to note that in both the contract and the evaluation, the skills to be acquired and those subsequently acquired are quite explicit.

Thus, the contract and the three evaluations provide all of the information necessary for the awarding of credits.

At this point, the first academic year for the high school has not been completed, and we have not had an opportunity to award credit. Given the nature of the contract and the evaluation, however, we do not anticipate any significant problems.

Curriculum Development and Activities

The Career Development staff includes three Curriculum Developers whose task it is to help expand and coordinate the Resource Bank, build relationships with other schools (including the Lower and Middle schools of the Experimental System) based on career/curriculum innovations, and arrange specific learning events.

The curriculum development staff has focused the greatest amount of their time and energy working with lower schools both within and outside the Massachusetts Experimental School System.

In this realm, their activities are (and will include) the following:

Outreach

At two of the three target schools (St. John's and CCED) Curriculum Development staff worked with groups of students who were grouped across class/grade lines. At St. John's, we worked with a mixed group of sixth, seventh, and eighth graders. At CCED, the range was from five to eight. The situation created was a novel one to our students, and the resultant group dynamics had both negative and positive aspects.

On the negative side, there were predictable, though largely covert, issues around rank and status within the groups; there were increased levels of insecurity due to loss of normative group identity and a concommitant tendency toward fragmentation and subgrouping along grade and peer/friendship lines. The positive aspects of this same process included a broadening exposure to non-peers in the context of a cooperative intergroup work situation; the experience facilitated the group counseling exercises focused on the nature of authority, status and responsibility; and, in the long run, the situation provided the group with a deeper sense of joint accomplishment.

At CCED and St. John's, Curriculum Development staff worked in classroom situations of extreme contrast. St. John's, despite its genuine commitment to community and parental involvement, remains fundamentally based on traditional concepts of education. CCED is a relatively new school, dedicated to new techniques in education, including an open and "non-coercive" classroom structure in which students have nearly total freedom to engage in whatever activity interests them. The CCED "structure" is, in a sense, a negation of structure or rather one which is in a constant state of flux. The formation of student-teacher groups under such circumstances must be "organic" and developing naturally out of a continuing day-to-day relationship in the context of the school "family." As stated elsewhere in this report, these factors place definite limits on the role of an outside-based curriculum team in a free school or at least one in the early stages of its development.

In the final analysis, however, it is our belief that the long-run advantages of the free school and open classroom in terms of flexibility and community-involvement potential far out-weigh the immediate disadvantages of disorderliness and inconsistency of student participation.

In working with several different types of schools, our experience has been that each school needs a particular type curriculum to suit its character and needs. None of the school situations into which we entered in the Fall of 1971, were thoroughly evaluated prior to our working there. This caused much confusion and frustration on the parts of the school's administration and the Curriculum Development Team.

Information is necessary about each school, its physical, social and/or psychological structure. For these reasons the preparations for the Fall program include a one week observation and evaluation period before actual student contact occurs.

In the area of developing school contacts, members of the Curriculum Development Team visited the Lewis School, John McCormack, and M. L. King Schools. At the Lewis School, we were told that our program was a good one, but that they were already participating in an Urban League program and did not want to duplicate efforts. As it was, the Urban League program that they spoke of was a recreation/gym program and was quite different from anything we had put together.

The situation that developed at the McCormack was quite different. Miss Joe-Retta Rhoda, a teacher at the McCormack, had heard about our program and was interested in working with us. She talked with the principal of the McCormack prior to our talk with him and told him how much the students needed our program.

At the John McCormack School (at Columbia Point) we foresaw real financial problems in implementing any program that included field trips. Although the desire was there, neither Curriculum Development nor the McCormack School was financially able to provide transportation for the students to go on field trips.

Both Miss Rhoda and our staff felt that such trips were essential to the program, especially because the students at Columbia Point needed to go outside of their extremely isolated area. Therefore, we had to produce a curriculum which was desireable but which Miss Rhoda could implement on her own. In this situation, our possession of references on where additional black history material for Middle Schools could be obtained could be our only substantial input.

Career Developments' acquisition of a van in the Summer of '72 will at least partially solve this problem and we intend to approach the McCormack before the beginning of the Fall.

There was much confusion, and internal problems were taking place at the King School when we approached Ms. Brown, the Principal. She informed us of the situation and thought it best that we wait until next year, (September 1972). This time, we will be able to approach her with a much more fully-formed program.

One basic mistake seems to have been made in the Summer of 1971. In our anxiety for action and production, staff devoted its efforts to a series of "Summer Projects" rather than augmented, careful preparation for the Fall program. In addition, we failed to take prior account of the impact of the departure of two (2) staff members at the Summer's end. As a result, the beginning of the school year found us, even in the context of our limited goals, critically over-committed.

Research and Development

As mentioned previously, there is both a crucial need for, and general lack of, Career Development audio-visual and graphic materials suitable for use with black and brown student populations. "Suitable" or relevant materials, in this context, means more than simply illustrating "standard" Career Education Curriculum pieces (designed by assumption for majority group audiences) with black and Puerto-Rican faces. It means, rather, designing such pieces from the group in accordance with the realities of the world of work from an urban minority perspective. Such materials must necessarily lay particular stress on bolstering self and group concepts; on providing an historical background of group achievements in the professions, crafts, and trades; and on a realistic appraisal of the past, present and future effects of job discrimination and institutional racism.

Curriculum Development staff had not in the past had adequate time to seriously research the existence or availability of such materials, much less to design and produce them. Audio-visual materials take on a special importance in an educational environment which has largely failed to inspire inner-city children with confidence or provide them with skills in the language arts. The development of high quality films, slides-shows, filmstrips, etc., seems (to us) to be a priority for any meaningful Career Education Program in a modern urban setting. It is our hope that funding adequate for this purpose will be forthcoming.

We also began developing membership for the Resource Bank. One major concern of Curriculum Development staff, over the last program year was the willingness of working people, businesses and agencies in the community to participate, during business hours, in our in-school activities. Our fears in this area were groundless. In the course of the Fall program we discovered that potential role models were more than willing - even eager - to become involved.

Community Participation

Unlike Career Education Projects, which are integrated into and affiliated with public school systems, the Career Development Project is not in a position to impose a doctrine or method on a "captive" student/teacher/parent audience. On the contrary, the Project must, of necessity, be responsive to and guided by the will of the entire target community. Participation in this project is, in a word, voluntary. Career Development staff cannot realistically expect the active participation of the community in a program which is designed and imposed from above.

Community participation begins to be meaningful when that community has initial and continuing input relative to theory, method, and continuity. Project design, in short, cannot be static or rigid, but must remain flexible and subject to constant revision and reshaping to reflect the best thinking of all those who are involved.

To this end, the Curriculum Staff is committed to the concept of team teaching and genuine team planning. Throughout the course of the core program in the classrooms there will be a constant dialogue between developers and teacher with an eye to the drafting of a curriculum which, as nearly as possible, speaks to the needs and problems of the particular school.

On a more general level, the Community Education Committee, formed in the Summer of 1972, will serve as a standing advisory board which will review and comment on curriculum pieces as they are developed by the joint teacher/staff teams. Regular meetings of the Community Education Committee, with active participation of all teaching staff involved in the core program, will further facilitate communication and exchange of ideas across the usual lines of faculty associations. The unique character of the Community Education Committee consists in its diversity. It would be difficult, if not impossible, to organize such a group if the project were identified with a particular school system. Our efforts to obtain a broad base of general community support would be difficult were we viewed as partisan or sectarian in the context of the local educational community.

This situation has, it is true, to some degree retarded our access and entry into the public schools. But this very delay has permitted us to lay the foundations of the kind of community base which will, we believe, make this project's educational contribution far more meaningful in the long run. If Career Education also means community involvement, then the courses we have followed is the surest, if not the fastest, route to that end.

It is a mistake to believe that Career Development is "an idea whose time has come." It would be wrong for us to assume that either the schools or the community will accept the concept because it is a federal mandate or because of its inherent logic. Reaction to Career Education varies widely from school to school and from group to group within the community. One thing is certain, it is impractical and unrealistic to attempt the design of a standardized curriculum or set of curricula which can then be "given to" or imposed on a variety of educational situations within the community.

Among the teachers with whom we have worked this past year, there was a range of attitudes varying from supportive permissiveness to outright passive resistance to our program and presence. The factors behind these behaviors were far more complex than a simple acceptance or rejection of Career Education per se. They included a certain level of intergroup competition among community-based institutions, some distrust around micro-political and ideological motives, and suspicions of Career Development as Vocational Educational (Booker T.) Washington [illegible], in a new disguise.

Whatever the contributing factors, however, it is with these behaviors that we must also deal.

Field Work

The Curriculum Development staff took a trip to Philadelphia to visit the Pennsylvania Advancement School to get up to date in the field of group counseling. Our stay in Philadelphia reminded us of the wealth of career and life-oriented educational tools and materials now on the market. New written materials, graphics, multi-media kits and games are being produced almost daily. We returned from Philadelphia with a list of educational publishers and suppliers. It is our intention to make a long-term project of the collection, examination and evaluation of such materials with an eye to the development of teaching tools specifically designed to be relevant to our target population. We hope by March to have so stabilized our program that we can devote a regularly scheduled block of time to "pure" research and development of curriculum tools.

Data Collection

Collection of data on all aspects of the program have proceeded on an on-going and systematic basis. Staff was surprised at the tremendous amount of information derived through institutional relationships during

the year. We received much programmatic information from other exemplary programs in innovative education.

Information was shared with the Parkway Program in Philadelphia and the Metro Program in Chicago. We received much information from parents, from the evaluations, documentation efforts, and meetings with other agencies where problems were ironed out and solutions and understandings reached. Counseling techniques gained credence as they were tried and found successful or unsuccessful. The use of the facilities and information of the Model Cities Higher Education Program was important in this respect also. Resource people provided a tremendous input of information concerning course design, evaluation procedures, curriculum, etc. What has been tremendously significant was that everyone in anyway involved in the project was eager to provide help in the form of confirming data, research, current programs, solutions to mechanics and accounting.

This has been a strong indication to us that many groups are actively concerned with constructive change and were able to provide information and career training.

Dissemination Activities

Development and dissemination of career curriculum materials is a constantly expanding part of the Career Development Project. The Model High School staff completed the compilation and dissemination to educational institutions throughout the Boston area of an information packet containing materials on who we are, what we are attempting to accomplish, and soliciting their support as sources of individual and institutional skill transference. In addition, this period has seen the creation of two brochures: The "You Are Needed" brochure, directed primarily towards public, parochial, alternative systems, and prospective students; and a "Model High" brochure to be disseminated generally for both public relations and as a source of information.

The students have been involved in a quarterly publication entitled, "What's Going On." This was written by students, parents and staff and edited by Miss Janet Gibbs, who joined the staff temporarily as our first exchange student on a practicum assignment from Penn State University.

During the University of Mass/Model High Seminar, students of the Amherst Community were exposed to the philosophy of the Model.

Revised Roles

This Fall, Curriculum Development staff will expand its role to work with twelve (12) schools (six per semester) on a once a week team-teaching basis. This represents a shift from direct and intensive classroom involvement to an auxiliary and essentially supportive role. The objective here is essentially teacher training rather than classroom teaching as such, and teachers will be made clearly aware of the limitation of the developer's role. This will involve a series of preliminary meetings with teachers and administrators at the participating schools to work out the specifics of the cooperative process in the classroom and to sketch the outline of the specific situational curriculum.

Teachers will be presented with a "catalog" of alternative teaching tools, suggested field trips, role models, graphics, audio-visual materials, games, books, resource materials, etc. The developer will also submit a tentative (standardized) curriculum and testing format for the teachers approval, input, and correction. After one or more planning sessions of this type, teacher and developer will agree on a starting date and activity schedule for the class and submit copies to the school administration. Copies will also be provided to the Community Education Committee, and, on request, to other participating teachers in the target schools.

This "tailored" curriculum format will be subject to revision by mutual agreement between teacher and developer throughout the semester in light of students reactions, so that the final project reflects the reality of what occurred as opposed to a visualization.

Each developer will be individually responsible for two elementary/ middle schools per four-month semester. This responsibility will extend from the initial contracts with teachers and administrations down to the period of final evaluation at semester's end. The process of initial contact has already been described as has the period of team-teaching in the classroom.

The crucial boundary of responsibility which must be maintained by developers during this second phase relates to direct involvement (or rather any possible over-involvement) with students on a one-to-one personal level.

Developers again must place the strongest possible emphasis on that fact that they are in no sense "new" or "replacement" teachers, nor, in the strictest sense of the term, equal partners in a teaching team.

Theirs will be rather a supplementary and backup role model, feeding information and new curriculum forms to the students through the teacher. In the classroom itself the Developers role, in the students eyes, would resemble that of a teaching assistant-remaining in the background as much as possible, supplying materials and providing consulting services to the teacher on an intense but specifically time-limited basis. The object of the developer's once-weekly presence in the classroom is not, in fact, to teach, but rather to observe (and where necessary) facilitate interaction between students and teachers around a particular test piece of curriculum.

The goal is to minimize the impact of the developer's individual and social "personality" (racial, class, and neighborhood identity, youth novelty in the school setting, etc.) on the student reaction to the materials.

The role of the Curriculum Developer in the third or consulting phase is considerably more flexible and less intense than in the classroom phase. At the end of two months of classroom attendance on a regular basis the developers move to a "rear-support" role as the teacher's contact with the Curriculum Development staff and resources. At this point teachers and developers are free to initiate contacts around new curriculum pieces. The developer has a particular responsibility to maintain a regular flow of information via mailings, phone calls, and/or visits. For at least two

more months this flow would, at the very least, include regular mailings of a proposed monthly newsletter, as well as any unusually well-received curriculum approaches developed prior to that teacher's direct involvement with the Curriculum Development Team. Participating teachers would also be invited to join and to be kept informed of the activities of the Community Education Committee.

Fall Program

The primary emphasis this Fall will be on work with teachers rather than directly with students.

Secondary emphasis will be upon a variety of experiences in various school settings and maximum feasible diffusion of Curriculum Development's impact.

A third but no less important emphasis will be upon a careful and systematic documentation and evaluation process involving pre-, mid-point, and post-testing devices.

Curriculum Developers will be individually responsible for four (4) schools each during the course of the year, two each semester on a once-a-week basis. Each staff member will develop a close working relationship with one teacher-contact and one class group at each school in the process of a specifically limited team-teaching schedule. Of the five-month semester, three will be spent in the classroom and two in a backup/consulting relationship. This system, it is hoped, will provide curriculum staff with adequate time for curriculum preparation, evaluation analysis, and recommendations.

SCHOOLS (DESIRED)

ELEMENTARY & MIDDLE

A. PUBLIC (CITY)	GRADES	POPULATION
1. McCormack	4-8	633
2. King*	6-8	578
3. Timilty*	7-9	568
4. Lewis Sub-System	7-8	555
5. Holmes*		
B. PUBLIC (STATE/COMMUNITY)		
6. C.C.E.D. (Lower School)	K-4	150
7. " " " " Middle*	5-8	75
C. COMMUNITY		
8. Highland Park	(Pre-K - 8)	
9. New School for Children	(Pre-K - 8)	
D. PAROCHIAL		
10. St. Johns*	(5 - 8)	
11. St. Francis	(5 - 8)	
12. St. Josephs	(5 - 8)	

SECONDARY

Model High School*	(9 - 12)	60

SECONDARY OUT OF SCHOOL

READ/JESI Project/(proposed) Model Cities Street Academy

NOTE:

The method described above relates primarily to the elementary and middle schools. In the case of the Model High School and the two out-of-school programs staff would begin by developing the backup/consulting relationship with administration and/or teachers, and continue this approach throughout the year.

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*STARRED SCHOOLS ARE DEFINITE AS OF 8/7/72

CATEGORIES OF CURRICULUM DEVELOPMENT METHODS AND TOOLS TO BE INCLUDED IN THE "CATALOG" PRESENTATION ARE:

1. Slide Show and Tapes (project-generated)

2. Films (rental and project-generated)

3. Demonstration Graphics (project-generated)

4. Booklets & Workbooks (purchased & project-developed)

5. Games (purchased and developed)

6. Role play and psychodrama

7. Possible Fieldtrips (with details)

9. S.R.A. Career Files and related materials

*10. Groupwork Projects (suggested)

11. Pennsylvania Advancement System group counseling materials

*12. Career Mini-Fairs (flexible content)

13. Job/Family approach

14. Student interviews of parents

*(Materials to be developed in conjunction with students)

Evaluation Plans

Evaluation of school situations, of student performance, and of curriculum methods has largely been impressionistic during the past year. We have not, to date, engaged in the collection of quantifiable "hard" data in the form of tests, statistics, etc. The Curriculum staff has been reluctant to rely on written standardized tests because of early experiences at two of the target schools.

Students seemed to be somewhat intimidated by print and writing in general and were far more responsive to audio-visual and experiential materials. Role-play and psychodrama in particular were found to be valuable tools for testing student retention of occupational information and career concepts. The problem with such methods is that they fail to provide us with first-hand raw material for evaluation and so do not lend themselves to a thorough, comparative appraisal of the program's successes or failures. It is clear that we must provide for some simple method of gauging student progress in terms of increased career awareness and augmented self concept. The details of these written materials must be worked out with teachers at the various schools; but the general forms we have chosen include a self concept "test" which requires the student to make five or ten responses to

the question, "who am I?" while the basic career information device would be a straightforward listing (taken at intervals) of jobs with which the student is familiar. We will continue, in addition, to encourage the use of role play and job simulations as testing devices wherever possible.

With regard to evaluation of curriculum itself, teachers will be requested to provide curriculum staff with brief periodic written reactions to the progress of the program. Members of the Community Education Committee, in addition, will be asked to provide a more general kind of appraisal of the effectiveness of various curriculum tools either verbally or in writing.

The Curriculum staff has yet to receive the kind of exposure which would provide them with "expertise" in evaluation techniques, but we have come to feel that overly complicated testing devices do not necessarily convey substantially more relevant information than simpler tests. We intend, however, to go ahead with our plans for a series of evaluation workshops before the start of the school year.

The curriculum developers have also carried out a number of activities related to the High School:

1. Recruitment for Resource Bank

The CD staff have been largely responsible for assisting the Resource Coordinator with obtaining the career skills members of the Resource Bank. Because the curriculum developers have broad contact with the community through their outreach work, they have been a valuable source for new Bank members.

2. Community Education Committee

The Community Education Committee, which the CD staff helped form in the Summer of 1972, has and will continue to be an important source of advice on the curriculum affairs of the high school as well as the Lower or Middle Schools.

3. University of Mass./Amherst Conference

The CD staff was involved in arranging the special conference held by the High School in cooperation with the University of Massachusetts at Amherst.

The primary emphasis in this program was to help a group of students, parents, instructors and other interested people design educational experiences that provide the kind of reflection and action which can effectively initiate processes in their lives for positive growth and change.

It is suggested that groups cannot effectively reflect or act without greater awareness, consideration, and stress placed on group behavior, group success, and group tasks. Empirical knowledge indicates that jobs cannot be identified, government cannot be responsible to the people, communities cannot survive, participation in self-destructive action cannot begin to be eradicated, until all of the people involved (group) learn how to examine all the factors that impinge on their development.

On March 19, 1972, students, parents, community people, and staff from the Career Development Project went to the University of Massachusetts in Amherst to spend a day of such group/investigation with interested students and teachers from the University and surrounding high schools. The day was divided into many experiences. There were two large group exercises created by graduate students in education at the University of Massachusetts. Interpersonal art was used very effectively as a medium for self disclosure. Although small group exercises were a major aspect of the day's experience, there was also an interpersonal large group experience through a cooperative mural.

In May, the staff took the student body to the University of Massachusetts for an entire weekend of Group Dynamics work. Graduate students and instructors from the University of Massachusetts served as facilitators. The program was of a classical Tavistock Model nature in that the activities consisted entirely of large and small group exercises with application groups. Once again, interested people from the University community and students from local high schools participated.

The students had a good time, their exposure to the University community was important. Many of the students had never stayed in a hotel before or gone on a trip out of the city. Thus, the seminar series was a novel and broadening cultural and educational experience. Some students at first dragged through the activities, but gradually their interest was stimulated and they began to participate.

The most important aspect of the Seminar series was that students from Model High were given a chance to get out of the city. The students were comfortable in the atmosphere of the high school/office work area but a new atmosphere was conducive to new kinds of work.

The parents were delighted to be included in the activities and gained a great deal of insight into the design of the school. Various departments of the University, specifically the education, sociology, esthetics and philosophy departments got involved in the cooperative effort and there was interaction with the University community. Students were able to participate in activities with high school students of the local county, instructors and students from the university, for an exchange of ideas and experiences. The University gave recognition and support to our efforts. This seminar relationship will continue.

Developing and Future Roles

The Curriculum Development staff has also undertaken or planned a variety of other roles to facilitate learning at the high school. A career profile and research questionnaire are being developed as tools to help students focus on the kind of career situations they would like to try. The staff has also undertaken extensive data collection and this information is made available to students who need to research career options. The staff also plans to supplement the counseling role of the T/C by holding small seminars (2-3 students) to focus on career choices.

RESULTS AND ACCOMPLISHMENTS

The results and accomplishments of the Model High School have been satisfying, heartening and truly exciting. In spite of the usual hazards for new, highly experimental schools, and some unusual political pressures, Model High has come very close to achieving its most important objectives. What we haven't achieved as yet, we have learned from.

The school has come a long way toward refining its basic philosophical position and has made good strides toward developing a functional process of putting this philosophy into operation. We have learned that the refinement process is slow and painstaking, sometimes even discouraging, but we have also seen the remarkable willingness of staff, students, parents and community resources to help us make our Model a functional reality.

The following sections delineate the results, including some of the problems, in the major areas of our school activity.

Learning Experiences

Toward the closing of orientation in October, most of the students expressed their eagerness to begin learning experiences. Not many of the students indicated a preference for any one particular subject area but rather requested that they be given a chance to explore and investigate to discover what they might find of interest occupationally and academically. The behavioral model and the school provided the students with adequate support to enable them to deal positively with their on-the-job training experiences. These experiences took the traditional form of academic work, in the beginning. T/Cs concentrated on placing students in core requirement experiences such as math, English, and history. Two groups of students (Groups A and C) began experiences in math, English and history at the University Without Walls, and Group B was involved in these same experiences at the Roxbury Teen Center.

T/Cs initiated all of the negotiation activities. Getting to know students behaviorally and academically emphasized the need for individualized goals. For example, some students did not function well in traditional large classroom settings, while other students needed the support of several other people in classroom situations. In January, students began to initiate the identification and location of their own experiences and worked closely with the counselors concerning their academic needs.

A diversity of experiences began to develop. Students began to be involved in on-the-job training at C.A.B. (Contractors' Association of Boston), the Mahoney Family Life Center, and the Dimock Community Health Center career program. Minority enterprises were recruited to provide on-the-job training experiences as students indicated an interest in business careers. Students were involved with learning experiences in operating machinery at business sites and practiced secretarial skills in other community offices such as the New Urban League and APAC (Area Planning Action Councils).

In the industrial and technical areas, students were involved in many on-the-job learning experiences. For example, two students very much interested in the media field, spent considerable time at Intermedia Systems, Inc., a Boston electronics firm, where they learned electronic circuits and the operation and maintenance of recording systems. The course attempted to provide more than a cursory glance at a particular industrial and teahnical area, and to afford an opportunity for real hands-on experience. Students then were exposed to as many various technical and industrial skills and occupations as possible. Further, individuals were brought in to give lectures, show films, and demonstrations. Boston Edison, Roxbury Medical/Technical Institute and I.T.T. were involved.

To provide learning experiences in the area of human services, students worked in community agencies and spent time in discussions with role models in social work, psychology, and community development. A few students participated in a four-month seminar at M.I.T.'s Urban Systems Laboratory in Community Conflict Resolution and Crisis Intervention. Students also took courses at Boston University, Northeastern University, Bryant-Stratton Business School, the Emory School of Business and local prep schools (Shaw, Newman) as the occasions arose.

The curriculum needs seemed unlimited and resources throughout the city were extensively used. Students took tennis at the Y and driving lessons at Rusty's Auto School in Roxbury. Students worked with individual people in all of the five areas of concentration--cultural arts, college preparation, vocational training, business, and human services. Much of the initial curriculum focus at Model High was in the area of college preparation. However, many students were interested in learning vocational skills and had not planned to go to college. After participation in the program, most students' interests broadened and changed. Students became interested in going to college as part of a vocational plan. Thus, the emphasis became both vocational and college preparatory. English classes and special seminars were designed to prepare students for the college entrance examinations. Individual counseling and study group activities emphasized behavioral development to build the maturity and judgment necessary for college matriculation. Several students close to graduation began investigating selection of colleges and universities. In addition, the curriculum provided job-related experiences relative to a particular student's area of occupational interest.

The staff has also become aware of the necessity for art and cultural experiences. Although the students have had, individually, opportunity to experience these kinds of activities, for the majority of students this has been a void in their program. This indicates the necessity for a resource coordinator to recruit and develop programs in these areas.

We feel that the learning experiences provided by the school have been largely high quality and have given students a broad exposure to stimulating, educational relationships.

Student/Teacher-Counselor Relationships

Initially, we did not have any criteria for the kind of young person who would make a good adjustment at Model High. At that time, we did not understand the necessity for detailed student profile, which included attitudes about education, interests, and possible personality difficulties. Indeed, many students required counseling concerning personal problems before "educational" counseling had any validity.

We did not want to turn any students away, but we soon discovered this policy represented a conflict in terms of the enormous expenditure of time necessary for supportive kinds of relationships. The result was a revision of some entrance criteria.

Most students had assumptions about T/Cs based on prior traditional experiences, and were suspicious and hesitant to trust T/Cs at first. There was some difficulty in getting the concepts of the school across; that is, the actual application of design, after our training period, was on a trial and error basis until certain counseling skills were mastered. There was not adequate space for students and T/Cs to talk privately and some students had severe behavioral and emotional problems which the T/Cs were not always successful in dealing with because of the lack of time to give necessary individual, intensive support. But with experience, the TCs could provide positive role models for the students and were able to establish a trust that removed most obstacles to the counseling process. TCs used non-traditional ways of establishing rapport with students such as meeting at their homes, or getting together for various informal activities where they could learn about each other. Soon TCs were able to provide support for students on an on-going basis, not just during "crisis" periods.

Teacher-Counselors and students have accomplished the difficult task of establishing a strong team relationship which allows flexibility but retains direction and purpose.

Group Projects

Group projects have been an integral aspect of the study group design. Such projects have provided additional opportunities for learning-by-doing. The focus of these projects have ranged from the political and social to the commercial and technical. A concerted effort was made by TCs to familiarize students with the dynamics of social action through their own first-hand participation.

Some of the group projects were weakened by poor planning or a lack of clarity in goals and objectives. Many students did not see the personal viability of many of the projects which created confrontation between group needs and individual needs. These types of conflicts, however, were used as a focus for group dynamics investigation.

Often, TCs did not provide necessary supports for the development of projects and tended to wait for the students to assume responsibility, when the students were not able at that time to deal with the task completely by themselves, but needed assistance. The morale of the students was high and they frequently tried to accomplish too much too soon. They would, for example, try other projects before evaluating their prior group projects.

The students identified various projects and chose the one they felt they would like to do. Some of the group projects completed so far have been a book collection for prisoners in correctional institutions in Massachusetts, a dance, newsletter, sensitivity training, bake sale, survey of the community, political campaigning, and working with a group of students from the Massachusetts Experimental Middle School. A major focus of the group projects was intergroup and intragroup dynamics. They were introduced to goal-directed work and most of the projects allowed students to generate ideas for other projects. An attempt was made to indicate the close relationship of this work in the Boston community with their current academic pursuits. In addition, all groups outlined the goals, tasks and necessary activities for their projects. The rationale behind this exercise was to develop a systems approach to various tasks.

The curriculum development group in particular has found that the use of group counseling is very viable and effective. As a result of some of the experiences at the High School and their visit to Philadelphia, they have experimented at St. John's School with counseling games demonstrating the concepts of cooperation, sharing, listening and leadership responsibilities in a group setting.

Contracts

The Voucher Performance System has been shown to be highly effective in providing a wide variety of learning experiences for students in the metropolitan area. Students have demonstrated behaviorally that they can deal with the responsibility of developing and monitoring educational experiences, and the resource people have indicated willingness to evaluate their own skills to discover the areas in which they would be most effective.

The contract process has proven to allow flexibility which permits students to create and obtain learning experiences based on their own needs, interests and learning styles. Students indicated that their participation in the process was extremely helpful. The majority of institutions involved attempted to be receptive to our program. Given their traditional perspective, they made efforts to be flexible although often their institutional regimentation created problems on the mechanical and personal level for our students.

There were no cases of outright negligence and fraud on the part of the resource persons or institutions. This suggests that the design of the contract protects all parties involved and, more significantly, that the students and TCs exercised some judgement in selecting the individuals and institutions identified as being possible resources.

Resource Bank

Staff found it very difficult to constantly develop the resource bank while at the same time continue other essential components of the program. Realizing this as a programmatic disadvantage, the responsibility for coordinating data and disseminating information became that of one staff member. Individual resources were not available in certain areas when needed or plentiful enough to give individual instruction when needed. Again, this is being facilitated through the Resource Coordinator.

The majority of individual resources were able to be responsive and innovative in providing sound choices in the development of the Resource Bank. There were no instances of contracts being voided for reasons of lack of skill transfer. Frequently, other institutions had different philosophical objectives than Model High and their evaluations reflected their particular emphasis which caused some uneveness of evaluation. Orientation seems to be one answer.

The major problem was simply not having enough role models in the business/technical and industrial fields. The Resource Bank provided less extensive selection in these areas while the demands on the part of the students for such experience was very great.

Payments to resource people and institutions were not made on a regular basis often due to resources not sending in evaluations as a condition for payment. The contracting procedure had, in the initial mechanical stages of its use, been burdensome for students and TCs but as we became practiced in this procedure, this was not so much the problem. Often, there was not the periodic review of contracts by all parties to insure that the contracts were being monitored and the learning experience continuing as planned in the contract. Again, with practice, these problems have been worked through.

As we began to negotiate more contracts, the need for more comprehensive orientation became clearer. We project a series of meetings to familiarize resources with the Tavistock behavioral model. The information packet that had been utilized at first proved to be too extensive and not clearly to the point. The packet is being revised and will be redistributed.

Results of Curriculum Development

The activities of the Curriculum Development staff generated a number of results which will be useful in the coming year.

One crucial finding of the Curriculum Development Team during the past year has been the discovery that it is impractical and counter-productive to attempt to impose one standardized curriculum approach in a variety of differing school situations. Specific curriculum programs cannot realistically be conceived and designed in a vacuum. The developer

must have a minimal amount of information about the school "culture" and about the particular teacher and classroom, and about the history and personalities of the students to be involved.

It is an integral part of Curriculum Development's basic approach that we become familiar with the needs of each target school as a prerequisite to integrating the career development approach into the core curriculum and lifestyle of each school. Some sample variables which might significantly affect the validity or applicability of a curriculum design are:

a. Where does the school stand on the continuum between the "open" classroom and the "traditional"

b. Are the school's teaching methods primarily traditional (print-oriented) or experimental

c. Is there significant involvement of the non-school community (parents, teaching assistants, community professionals, etc.) in the educational process

d. Is the school involved on a program level in any wider educational coalitions (i.e., does it have "sister schools," "feeder schools", does it belong to area associations, etc.)

e. Are out-of-school educational experiences (field trips, exposure trips) a normal part of the school program

f. Are "special events" (assemblies, films, speakers, shows, etc.) an accepted part of the curriculum approach

g. Are educational experiences across grade lines an accepted part of the school's approach

h. Is there a tracking system in effect at the school

These are but a few of the questions which must be answered before the developer and classroom teacher can intelligently design a program that can significantly shape the course of career development integration into the wider school program. Other variables will undoubtedly be discovered in the course of the semester's program, and it is imperative that we maintain sufficient flexibility and openness of mind to adapt our curricula to our expanding store of information.

One of the basic precepts of the Curriculum Development Component is a commitment to the "hands-on" or work-project approach to classroom teaching. We believe that interaction between the student and teacher (and student-to-student) is most productive when focused around a concrete group effort and/or action which results in a tangible product or achievement. Students are far more likely to absorb and retain information presented using this approach as compared to a classroom monologue or through sterile written materials. This belief has been borne out emphatically by the experiences of the past program year.

Specifically, in the following situations:

a. The scale model community health facility which was the visible manifestations of the health careers project at St. John's became a critical focus of group consciousness, goal-directed activity, and consequently of individual motivation to active involvement in the learning process.

b. The "laboratory" experiments in electricity and chemistry conducted at St. John's early in the school year had much the same effect though on a more limited and short-term basis. A great deal of excitement and enthusiasm was generated around these activities. They also provided a rare experience in team (as opposed to individual) classwork which proved most successful.

c. The Small Business projects carried out with students at C.C.E.D. indicated again the effectiveness of this approach though students seemed far more interested in the production aspect than in the marketing of their products. The only major difficulty encountered here was in persuading them to leave candle manufacture for another group project.

d. With respect to exposure tours, we found that student interest during the experience--and retention afterwards--went up sharply when they were encouraged to handle equipment, talk with individual workers, and to "feel" the individual job situation. Experiences of this type had significantly greater impact when the worker involved was black or brown.

e. Participatory games and role/play are another form of hands/on experience; though in a somewhat less physical sense, their efforts on learning interest levels is quite similar. The "Community Health Board" game aroused great enthusiasm at St. John's, as did the "Marketing in Ancient Africa" game at C.C.E.D. Summer activities for Curriculum Development include the refinement of these, and the development of several new games.

f. There were additional hands/on activities planned but became difficult to carry out. Among these were an eight millimeter film on jobs in the community and metropolitan area, to be done by staff and students and a photo-essay on the same subject to be carried out by students using inexpensive "disposable" cameras.

Parents

The cooperation and participation of the parents was crucial factor which aided the development of a successful innovative high school. Much of the early resistance to Model High School, its emphasis on an expanded concept of "learning" and non-traditional methods of counseling and instruction, was diminished effectively through the consistent effort of the staff to establish a dialogue and speak directly to intense parental anxieties

about the program, and their frustrations about delays and problems. They were afraid of the possible failure of the school and its effect upon their children; they were concerned with certification, and were fearful of the innovation and the extra effort it requires.

At first it was difficult to convince parents and community people that their participation was necessary and significant. In this regard, also, parents manifested a great deal of anxiety, since many of them had not been involved with a venture of such a nature before. They were unsure. However, most of their questions and anxieties were dealt with by more experienced members of the Unit Board who volunteered a great deal of time to explain the responsibilities, mechanics of such a Board and the issues they would be called to make decisions on. Although a few parents are still not actively involved with the Unit Board or parents group, most parents attempted to deal with their worries and frustrations through mutual sharing of information and collective efforts to insure success. Often, two parents talking about school issues over coffee were more effective than any staff meeting. In spite of their worries, the parent body soon proved a positive resource in the school community. The parent groups and the Unit Board have made significant inputs into the life and growth of the school. Their desire for "value" and "quality" in their children's education provided sensitivity and motivation towards excellence as they consulted with their children, the T/Cs and resource people in the contract negotiations. Our experience suggests that given the opportunity to participate, parents will not limit their activities but rather seek out other tasks and responsibilities willingly.

The Unit Board has been functioning in an increasingly effective manner. From the beginning, the Unit Board has provided wise judgement in policy matters but also the members of the Board have concerned themselves with the dreary every-day mechanical problems of running a school of the nature of Model High. In addition, the Board has worked in an extremely cooperative manner with the two other Unit Boards of the school system.

The Unit Board has taken an active interest in supporting the work of the High School parents group, which also meets regularly. The parents and community people feel they have learned and grown tremendously by their participation.

Internal Evaluation

Although there was originally a lack of uniformity in the evaluation process in the early stages of the School, Model High now has an evaluation process that can demonstrate quite conclusively what students have accomplished in a contract relationship.

With further emphasis on getting institutions to understand the purposes and style of Model High more thoroughly, these inconsistencies should be substantially diminished. At the same time, the evaluation forms have been reworked and the system for distributing, collecting and monitoring these forms has been tightened.

Project Evaluation

External evaluation has been handled by a Third-Party as required. The findings of this evaluator accompany this report.

CONCLUSIONS AND RECOMMENDATIONS FOR THE FUTURE

Conclusions based on our experiences this past year and recommendations for moving ahead with our project follow for the major project areas:

1. Recruitment -
   Interviews and questionnaires for prospective students should be designed to provide more data about personality and specific educational and other needs.

2. Orientation -
   Orientation was a valuable growth experience, both conceptually and behaviorally, for staff, students and parents. The orientation exercises and experiences should be made more intensive and creative, with increased planning input from students and more direct focus on easing the shock effect of moving from a restrictive, regimented school system to a non-restrictive, open system. Orientation should also be used more consistently to gather data about students' needs.

3. Learning Experiences -
   All learning experiences--group, individual, counseling or contracts--should be more tailored to the specific needs and styles of the students. TCs should try to check out institutional resources more thoroughly to determine how compatible and appropriate they will be with the orientation of Model High students.

4. Group Projects -
   Group projects should be more carefully planned to insure follow-through and closure on activities. Tightening these projects will come with practice, but students and TCs should work more consciously to ensure the success of their group undertakings.

5. Contracts -
   The Voucher Performance System has worked exceedingly well to provide students with flexible, yet substantial, education. The voucher contracts should be continued and perhaps even expanded in a modified way into the Lower and Middle Schools. Review of the contracts should be regularly scheduled at pre-specified times to avoid any lag in catching problems which call for contract revision. Resource people should be provided with more thorough explanations of the Voucher Performance System. Finally, care should be taken that all learning objectives are stated so that they contribute a measure for evaluating the experience later.

6. Seminars -
   The intensive seminars with University of Massachusetts provided a very valuable break in the school activities and a chance to delve

more deeply into the issues of group behavior which are so primary to the Model School experience. The seminars produced a marked improvement in student behavior. Such seminars should be held more frequently and perhaps expanded to new topic areas, with an emphasis on moving from abstract to more concrete issues.

7. Resource Bank -
In the future, efforts should be made to develop the Resource Bank in all of the areas of concentration, and more persons who could possibly be excellent role models for the students should be identified. More extensive application of the Tavistock behavioral model should be focused on the experiences of the students in on-the-job training situations.

More cultural and physical education experiences should be developed through the Resource Bank for students as part of the five areas of concentration.

A Resource Coordinator should continue to be formally responsible for the use of resources in the immediate community. A brochure should be developed, that is not hard to read and that speaks to the nature of the program in concise terms. In this regard, the brochure developed by the staff and the consulting firm of Pro-Com is in printing, soon to be disseminated.

8. Parents -
The relationship between the parents and Model High is strong and growing. The parents group and Unit Board are operating and have provided significant input in all areas relating to the operation of the school. Parents are in frequent contact with T/Cs and other staff concerning their children. It is recommended, however, that the parents of new students receive a more intensive orientation from members of the present body of parents specifically focused at the anxieties and concerns of parents entering "open education" for the first time. Parents have been found to be very instrumental in helping other parents grow with the program.

The continued participation of parents is absolutely essential if education is to be relevant and meaningful. The support of parents through their participation is an integral aspect of a community controlled school.

It is essential to the life and vitality of the school that everyone involved have a stake in decision-making and demonstrate this responsibility.

9. Staff Recruitment -
Parents and community people on the Unit Board be given an opportunity to observe applicants in the school setting. In addition, some attention should be given to developing schedules for the applicants which coincide with periods of student activity. It is felt by all members of the school community that this recruitment and selection process is viable and it is recommended that we continue

with this method with further modifications and improvements as needed.

9. Internal Evaluation -
All evaluations should be sent to parents and students on a quarterly basis. Counseling should be aimed more directly at teaching students how to evaluate their own work accurately as part of the learning process instead of relying on arbitrary grades.

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MASSACHUSETTS EXPERIMENTAL SCHOOL SYSTEM

Model High School Voucher Performance Contract

Date: _____

1. We, the undersigned, instructor, ,

   and student(s),

   agree to the transfer of skills related to .

2. The following is a description of the learning experience:

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3. Learning sessions will meet at _____

at the following times:

Sessions will begin on and will

continue until .

4. As a condition of this agreement, there will be -

a. a pre-evaluation of the student(s) to be submitted on

and to be based upon

b. a middle evaluation of the student(s) to be submitted on

and to be based upon

c. and a final evaluation of the student(s) to be submitted on

and to be based upon the following Behavioral

Objectives for the learning experience:

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5. Accomplishment of the behavioral objectives will award the student the following credit, to be recorded on his transcript.

6. It is understood that fees for the above services will be paid in three (3) installments, each subsequent to receipt and review of the periodic evaluations. The fee will be

7. The student must purchase the following material (name and cost):

8. All parties agree that the Teacher/Counselor will monitor the learning experience on.

9. The instructor shall keep a record of students' attendance.

10. At any time the agreement and conditions of this contract can be changed subject to the agreement of the principles of the contract.

11. We further agree to the following special conditions:

12. This contract is subject to review by the student(s) the course instructor the Teacher/Counselor and the Director of the Model High School or that person so empowered by the Director .

If the agreements and conditions of this contract are not fulfilled by either of the principles, this contract can be held null and void.

SIGNED _____ DATE _____
(Student)

SIGNED _____ DATE _____
(Course instructor or institution)

SIGNED _____ DATE _____
(teacher/counselor)

ERIC

MODEL HIGH SCHOOL
MASSACHUSETTS EXPERIMENTAL SCHOOL SYSTEM
55 DIMOCK STREET ROXBURY, MASSACHUSETTS
445-8340

PRE-EVALUATION

The purpose of this evaluation is to provide a starting point from which to measure a student's progress in a learning experience. It should be completed within the first two weeks of the course.

STUDENT_____

DATE_____

LEARNING EXPERIENCE_____

INSTRUCTOR_____

1. a) What does the student already know about the subject matter?

   b) How did you determine this?

2. a) What skills does the student have and/or lack which will affect the accomplishment of the course work?

   b) How did you determine this?

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3. If the bahavioral objectives as stated in the contract are <u>not</u> appropriate, how should they be changed?

4. Describe in detail the student's attitude toward the course work.

5. Describe the student's attendance thus far in course meetings and at contracting sessions.

Instructor's Signature _____

Student's Signature _____

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MODEL HIGH SCHOOL
MASSACHUSETTS EXPERIMENTAL SCHOOL SYSTEM
55 DIMOCK STREET ROXBURY, MASSACHUSETTS
445-8340

MIDDLE EVALUATION

Because letter grades provide us with very little specific information about a student's progress in a learning experience, we have chosen to ask our instructors to comment briefly in written form about the different aspects of the student's work. In this manner, we hope to provide students, parents, and others with a large amount of useful information about the academic experience of the student.

STUDENT_____

DATE_____

LEARNING EXPERIENCE_____

INSTRUCTOR_____

1. Describe how well the student is completing the work for this learning experience.

2. Describe the student's participation in class sessions.

3. How much does the student work on his or her own?

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4. What material has been covered in the learning experience at this point?

5. Do you feel that the student will be able to accomplish the behavioral objectives for the course based upon the work done so far? If not, how should they be revised?

6. Describe how the student gets along with others in the class. With the Instructor.

7. Attendance: (Circle one) Excellent Good Fair Poor

Classes missed: _____ out of _____

Comments:

Instructor's Signature _____

Student's Signature _____

ERIC

MODEL HIGH SCHOOL
MASSACHUSETTS EXPERIMENTAL SCHOOL SYSTEM
55 DIMOCK STREET ROXBURY, MASSACHUSETTS
445-8340

FINAL EVALUATION

Because letter grades provide us with very little specific information about a student's progress in a learning experience, we have chosen to ask our instructors to comment briefly in written form about the different aspects of the student's work. In this manner, we hope to provide students, parents, and others with a large amount of useful information.

STUDENT_____

DATE_____

LEARNING EXPERIENCE_____

INSTRUCTOR_____

1. What topics have you covered since the middle evaluation?

2. What topics listed in the course description in the contract were you unable to cover? Why?

3. How well did the student complete each of the behavioral objectives listed in the contract?

4. Attendance: (Circle one) Excellent Good Fair Poor

   Classes missed since middle evaluation: _____out of _____.

   Comments:

5. Describe the student's attitude toward the work in the learning experience.

6. What individual work did the student complete beyond that expected by the instructor?

7. What do you recommend that the student study next in this subject area?

8. How much credit would you give the student for work in the learning experience?

   If this amount of credit is more or less than what is stated in the contract, why?

Instructor's Signature_____

Student's Signature_____

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MODEL HIGH SCHOOL

Massachusetts Experimental School System
559 Dudley Street Boston, Mass. 445-8340

Student's Personal Evauation and Evaluation of their Learning Experience

Just as letter grades are an inexact method of indicating a student's progress in a learning experience, it is also important that the evaluation go beyond the written description by the instructor and include a students assessment of his own progress and how he feels the learning experience could develop into something even better. This form has been provided for that purpose although it does not have to be strictly adhered to. We need a great deal of information from everyone involved in the school to provide a sound educational experience. Thank you very much.

STUDENT_____

DATE_____

LEARNING EXPERIENCE_____

INSTRUCTOR_____

STUDENTS

I. How did you relate to other students in the learning experience

II. How did you relate to the instructor?

III. Do you have adequate knowledge of the course and materials?

IV. How does your work compare with your goals that you set?

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V. Are you satisfied with your performance?

VI. Do you do the amount of work needed to complete the task?

VII. Where do you go from here?

IX. General Comments:

THE LEARNING EXPERIENCE

I. How could the learning experience be improved?

II. Did the instructor present the material adequately?

Excellent Good Fair Poor

Comments:

III. How did the experience compare with your expectations of it?

IV. Did the instructor explain well?

Excellent Good Fair Poor

Comments:

V. Did he go too fast or slow?

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VII. How does the instructor seem to get along with other students? Excellent Good Fair Poor

Comments:

VIII. Would you recommend the instructor for other students?

STUDENTS SIGNATURE _____

INSTRUCTORS SIGNATURE _____

Signatures indicate evaluation has been reviewed.

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CAREER DEVELOPMENT PROJECT
Urban League of Greater Boston, Inc.
55 Dimock Street
Roxbury, Massachusetts
02119

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March 1973

To Whom It May Concern:

This is a second attempt to respond to the evaluation document of Dr. Francis X. Archambault, Jr. The first attempt was eventually aborted because my sentience heavily outweighed my reason. Perhaps the passage of time has provided me with a clearer and more rational view of the events leading up to and the final document itself.

The sheer size of the report is a significant insult. It must be assumed that the information was acquired through some mystical medium. Without being unduly lengthy myself, it might help to set out a few facts which come directly into conflict with the document's size and the implications and potential ramifications of the report submitted by Dr. Archambault.

1. It was promised during the first and during subsequent meetings with Dr. Archambault that he would include additional staff to assist in acquiring the information necessary for the report and that staff would include not less than one Black staff member.

2. No one assisted Dr. Archambault in acquiring the information for the report.

3. Dr. Archambault visited the Project approximately ten (10) times over a period of six (6) months.

Understandably, Dr. Archambault was somewhat impeded by some difficulties with the State Department in settling the conditions of his contract. For whatever reasons that might have modified the original intentions of the evaluator, the quantity and quality of the document should have been reflective of those modifications.

The life, efforts, and impact of this Project hinge to a large degree on the information obtained from evaluators. For these reasons and in an attempt to protect the integrity of this Project, the report of Dr. Archambault must be read and accepted with a great deal of reservation.

Sincerely,

Carroll R. McCloud
Project Director

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FINAL REPORT

AN EVALUATION OF THE FY72 COMMUNITY DEVELOPMENT APPROACH TO VOCATIONAL AND LEADERSHIP TRAINING OF THE BOSTON NEW URBAN LEAGUE

by

Dr. Francis X. Archambault, Jr.

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CHAPTER ONE

DESCRIPTION OF THE PROGRAM

I. INTRODUCTION

In both the professional and popular literature numerous references have been made to the inadequacy of institutions in meeting the educational and social needs of a large number of minority, urban youth. Among the reasons advanced for such shortcomings are: (a) the use of anachronistic and ineffective models of instruction; (b) the lack of skill, empathy, and the general unpreparedness of teachers in dealing with urban youngsters; and (c) the reduction of educational choice through de facto and de jure segregation. Despite claims to the contrary by the educational establishment, one need spend little time in inner-city schools, and Boston is no exception, to establish the validity of such claims. Apathy, on the part of many teachers (and students as well), low-level and often meaningless instruction, and high dropout rates often resulting from closed educational doors are readily apparent to even the untrained eye. Despite such apparent weaknesses and the repeated and informed claims that changes must be made to re-enfranchise educationally "turned off" urban youth, significant program alterations by the educational establishment have been often spotty, frequently inadequate, and generally too slow

in coming. Recognizing such shortcomings, concerned community groups have begun to challenge the educational establishment (i.e., the traditional public school system) and have instituted community-based programs for the education of their youth. The Community Development Approach to Vocational and Leadership Training Using a Career Development Center instituted by the New Urban League of Boston represents one such challenge and alternative to the public school system.

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II. DESCRIPTION OF PROGRAM

A. Introduction and Overview

Malcolm Provus (1972) in his "Discrepancy Evaluation Model" has indicated that it is not unusual for there to be at least three designs of an experimental program: one is the funding proposal, another is that held by the program administrators, and at least one other appears in the minds of program practitioners. The description which follows represents an integration of these three designs. Such integration is based on a careful scrutiny of program documents, discussions and conferences with project personnel, and observations by the evaluator. Differences do exist, therefore, between the design described in the funding proposal and the following program description. The impact of such discrepancies on the program will be discussed in later sections of this report.

Operating under the auspices of the New Urban League of Greater Boston, Inc. and directed by Mr. Carroll McCloud the

Community Development Approach to Vocational and Leadership Training (CDAVLT) is an experimental project designed to meet the educational needs of in-school elementary and out-of-school secondary youth. The elementary program or Career Development Project (CDP) of CDAVLT is currently operating in conjunction with three elementary schools in the Boston urban area. The secondary school component, the Model High School (MHS), is functioning with 35 high school age youngsters who have found the public school system to be inadequate. Some of these students were dropouts at the time of enrollment at Model High while others were in school but were highly alienated from the academic environment. Both the Curriculum Development Project and the Model High School are described in detail in the sections which follow.

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B. The Curriculum Development Project

1. Objectives

The general goal of the Curriculum Development Project (CDP) is to "establish in young people attitudes toward work and to impress them with the idea that specific careers should be systematically sought and planned -- to convey the feeling that work can be both financially and emotionally rewarding."[1] At a more micro level, objectives for the program as stated

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[1] Weaver, C. L., Robinson, J. and Wagner, D. Curriculum Development Project Report. p 1.

in the project proposal and reiterated in the Revised Work Statement of September, 1971[2] were:

a. Students will be able to name ten adults occupying positions in ten distinct occupations; describe some unique characteristic of each adult in terms of occupational behavior; distinguish among or rank occupations by preference.

b. Students will be able to act out, creating appropriate script, props, and set, representative tasks and duties of three (3) of the highests ranked occupations from objective one (1) for an (appropriate) length of time. He will demonstrate increased information about the occupations he has selected for role playing.

c. Students will "reality test" vocationally relevant variables in controlled situations. This is an extension of role playing, and could include site visits, simulated experiences, and hands-on work experience. Reality tests will be individually prescribed such that students can test relevant aspects of unique and developing self-concepts.

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2 King, M. Revised Work Statement. September, 1971. Submitted to USOE, Bureau of Adult Vocational and Technical Education.

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At the process level, the overall objective of CDP is to develop and provide a regular career-related curriculum for the junior high school level and to develop teacher aides and materials for educators and counselors. Such curriculum and material will enable the staff to familiarize the student with a range of options available in the world of work, and to equip him, as far as possible, with the awareness and attitudes to cope successfully with that world.

2. Methods for Achieving Objectives

During the first year of the operational phase[3] of CDP (1971-72 academic year) the major methodology employed for achieving stated objectives has evolved from a packaged curriculum approach to a small group discussion and task oriented approach. The packaged curriculum approach, called the Black Inventors Packets, was developed to familiarize students with historical and contemporary black educational role models. Each packet was essentially a Black History lesson book for students. The overall focus of the packet was on broad careers rather than narrowly specific occupations

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[3] The 1970-71 academic year was a funded planning year during which time procedures were to be refined, contacts established, and objectives rendered more specific.

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(i.e., electrical, surgical, etc.). Approximately four (4) such packets were constructed and implemented in the various schools with which CDP had contact. However, the marginal success of the packets, reasons for which will be advanced in later sections of this report, precipitated a revision in methodology.

Following a field trip to several successful occupational and career oriented sites in Philadelphia[4] and as a result of the marginal success of the Black Inventor Packet and the seeming success of the Model High approach, a small group discussion - small group task oriented approach was instituted by the CDP staff. Generally, the group process, modeled after the Tavistock Approach, emphasizes self-awareness in the context of the group. Self-determination of individuals and the group is emphasized and freedom for decision making is afforded. The direction of group meetings is shared by CDP staff and students involved in the meeting. According to the staff such an approach is effective in meeting many of the social as well as educational and career needs of these youth. By providing a new focus this approach does alter previously stated ob-

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4 Including the Philadelphia Advancement School, the high school of Engineering and Graphic Technology, the Opportunities Industrialization Center, and the Career Development Laboratory at Sayre Junior High.

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jectives. Precisely how the objectives have been altered has not been explicated since behavioral objectives have not followed the revision. It seems, however, that the staff believes that individuals must have a knowledge and acceptance of themselves and their values before they can be asked to make decisions about their own career. In short, students of junior high level, as well as older students and adults must "get themselves together" socially and psychologically before concerted efforts at career choice are made. Simultaneous with this search for self, an introduction of career information through a task oriented group approach is also utilized. Tasks undertaken by the groups have included (1) the development of a model community health center by sixth, seventh, and eighth grade parochial school students and (2) the institution of a candle-making business by middle-school students at a model experimental school. A community careers film was to be developed by the experimental school group, but the project was aborted due to insufficient funds for the purchase of equipment. In addition, field trips to local businesses and industries help to make the in-school learning experiences more live and meaningful. Trips taken included visits to a community health center, a power plant, a local bank, a Harvard museum, and a local food store. These field trips

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are important in that they expose students to black and brown role models employed in the community.

In summary, then, the methodology for achieving objectives of the Curriculum Development Project currently operating revolves around a group process model. Small group discussions (group size varies from ten to twenty depending on the school) and task oriented group projects comprise the backbone of the approach. Field trips are taken and are a part of and contribute to the curriculum by exposing students to black and brown models who are successfully employed in the community setting. Since it is basic to the philosophy of the entire Urban League effort that successful blacks actively contribute to the growth of the community, the realization of such cooperation among blacks and brown is crucial for students to see.

3. School's Involved

Three schools are currently cooperating with the New Urban League in the Curriculum Development Project. The schools include: (a) St. John's, an inner city parochial school serving predominantly black students, (b) the John J. McCormack School, a Boston Public School serving predominantly black youngsters, and (c) the C.C.E.D. Middle School, a state funded community school, also serving few white students. It was the intent of the

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CDP team to establish liaison with different types of institutions to aid in the generalizability of the model. At St. John's, a core group of twelve students, which expands at times to twenty, meet with the entire CDP staff for approximately two and one half hours weekly. This time is distributed between Tuesday and Thursday sessions. All but one of the students with whom the CDP team has contact at St. John's are black. Sixth, seventh, and eighth grade students including some chosen by their respective teachers and some volunteers are involved in an ungraded group discussion. A particular emphasis at St. John's, following the demise of the Black Inventor's Jacket, has been community health, and a scale model of a community health facility was planned and developed by the group. Trips to areas with centers aided greatly in this endeavor.

At CCED, an unstructured school without walls, all students were offered the opportunity to participate in the Curriculum Development Project. In this school all scheduling is done by students who must meet four times a week in the core areas of Social Studies, Math, Science, and Language Arts. The remainder of the week can be spent in electives which the student desires; electives which might fluctuate

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from day to day and from week to week. For a major portion of the school year the CDP was viewed as an elective and the number of students who chose either of the two weekly sessions varied greatly. Despite the fact that 55 students are enrolled in CCED, approximately eight students served as the core of the group, and at times even these eight were choosing other electives. Group meetings with all CDP staff and field trips to the Unity Bank, a power plant, Peabody Museum, the Dimock Community Health Center, and a local food store were all undertaken. In late March and early April the relationship with CCED was altered so the CDP was no longer an elective but rather was part of the core curriculum, in particular Math and Social Studies. At present, the relationship with Social Studies is the strongest and meetings are held twice a week with students who have chosen Social Studies at that time. Due to the change of involvement, a single member of the CDP staff now works with CCED. Since students are not committed to taking Social Studies at any particular time and since the two weekly CDP meetings are at a fixed time, the number of students involved continues to vary. A core of eight students from throughout the Middle School still exists and at peak periods a maximum of fifteen students might be involved.

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The relationship with the McCormack School is indirect. Materials produced by the CDP staff, the Black Inventors etc., have been utilized by a seventh grade teacher at the school, but no group sessions have been conducted by the CDP staff at McCormack. In addition to sharing materials, the CDP staff has also met periodically with the teacher to share ideas about the introduction of career development into a traditional classroom setting.

C. The Model High School

1. General Description

The Model High School (MHS) component of the Urban League Program represents the upper extension of the three unit Massachusetts State Experimental School System. The other major components of this system, both of which are funded and accredited by the Massachusetts State Department of Education, are the CCED Elementary School and the CCED Middle School. In its first year of operation, the Model High School also is state accredited but is funded exclusively by the United States Office of Education Bureau of Adult Vocational and Technical Education. Since the Experimental School System represents a continuous education venture extending from the elementary grades through high school, the CCED Middle School is seen

as a breeding grounds for MHS students. Such linkage between the two efforts will not be made, however, until the first class has graduated from the Middle School.[5]

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Perhaps the clearest description of the philosophy of Model High is expressed by the Director of the School, Mr. Carrroll McCloud.

> Traditionally, education has been designed on the intra-group concept, i.e. the relationships of individuals to each other as they evolve in connection with a task or function. As has been demonstrated by this design students tolerate individual differences never understanding the nature of these differences and their worth to them. The design of the Model High School allows the student to experience an interaction of its component parts and a transaction between the totalities of seemingly origins and how this relates to the realities of the broader cultural experience.
>
> The assumption is evident, the individuals can more effectively participate in groups and implement task performance through expanding their awareness of interpersonal and intergroup relations. Heretofore, it has been assumed that education can only take place in a special building seperated from the larger community. This has created a situation where education becomes a fantasy, disconnected from the realities of life, where students either passively accept what is taught to them or aggressively compete for approval. The student's learning experiences are never really tested against those realities of life. Indeed, many students feel what is learned in school is surely irrelevant education. In this situation, students neither come to understand themselves nor others. Life in the urban 1970's is extremely complex and diverse.
>
> Education must speak to the rapid changes in society, if students are to be able to successfully contribute to their community and deal with the massive problems facing all of us.
>
> School is not a place, but a process. Thus, Model High School is a school without walls. The students learn in the city; in television and radio stations, at the

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5 For a fuller explanation of the philosophy of and the linkage between the components of the system see Appendix A of this report.

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aquarium, the museums, social service organizations and the business community. Learning should be an opportunity to experience and experiment. The Model High School is structured through an imaginative curriculum for students in a mode of cooperation, to understand the meaning of society and to acquire knowledge to work with, to introduce change into their environment. Students are encouraged to explore, test, and expand their boundaries with the teacher acting as a consultant, responding, advising as well as lecturing. The curriculum is structured to produce students able to master sound educational concepts and skills which will enable them to produce constructive changes in the urban environment; and to perceive cultural, ethnic, economic differences as a potential source of enrichment rather than as a threat.[6]

2. Objectives of Model High

As originally designed, high school students enrolled in Boston Public Schools (in-school youth) and students who had left school for a variety of reasons (out-of-school youth) were to be served by the High School component of CDAVLT. Such a desire to serve this dual high school population is reiterated in the Revised Work Statement (King, 1971). Operationally, the only high school level students served by the program have been those enrolled in Model High School. Such a reduction in scope of the effort was due to insufficient funds, resources, and personnel. Objectives specified in the proposal were advanced for both in-school and out-of school youth. Given that Model

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6 McCloud, Carroll. An Overview of the Model High School of the Massachusetts Experimental School System. (Unpaged and mimeographed, p. 1 - 2)

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High students can be properly classified as neither of these groupings, the determination of specific objectives for this group is indeed unmanageable. Moreover, those objectives specified in the project proposal were advanced as sample objectives to be clarified and explicated during the first year of funding, the planning year. Suitable revisions, however, have not been made, and, as was the case with the Curriculum Development Project, precisely what outcomes are expected from the efforts of all those involved are not readily discernible. Given these limitations and uncertainties, the following objectives have been specified in the proposal and remained unaltered by the Revised Work Statement.[7]

a. Students will be able to identify families of related occupations, characteristics of these occupational clusters, and some information about level of skills, education and abilities demanded by each occupation.

b. Students will be able to identify sources of obtaining occupational information and demonstrate the ability to obtain occupational information from a variety of sources.

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[7] Objectives a, b, c apply to in-school youth. Objectives d, e, f, g, and h apply to out-of-school youth.

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c. Students will be able to identify a process for obtaining jobs, and through role-playing, demonstrate ability to succeed in interviews, resumé preparation, etc.

d. The trainee can express more defined vocational self-concepts as his tenure in the program is lengthened.

e. The trainees responses demonstrate measurable growth toward more positive attitudes on becoming employable, engaging in long-term career planning, and perceiving work as dignified and rewarding activity.

f. Levels of educational and occupational aspiration of trainees and students exhibit an increase over time spent in the program.

g. Trainees demonstrate consistent growth in skill acquisition as evidenced by performance on selected tasks and cognitive measures in stipulated occupational areas.

h. Trainees will be characterized by increasing levels of personal responsibility and employability as demonstrated by attendance records, rate of program completion as opposed to dropping out, and eventual employment in occupations for which trained.

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3. Methods for Achieving Objectives

Consistent with the previously described philosophy of Model High, the methodology employed for achieving objectives is quite flexible. Mr. Carroll McCloud, the Director of the Project, has described this methodology as follows:

> Teaching methods are adapted to a variety of learning styles that exist in a student body that brings a cross-section of persons together. The instructional pattern is flexible, and students are free to explore areas in which they are interested. Through curriculum experiences and a series of group related activities, the student from the beginning of high school begins to learn about interpersonal and intergroup problems of leading, following and participating, and thus begins to examine the dynamics of authority and responsibility. It is suggested that individuals can more effectively participate in groups and implement task performance in this milieu. Students are encouraged to explore, test and whenever possible expand their boundaries between person and role, between the group and its member, between leader and led, and between one group and another.[8]

The group process, referred to as group related activities by Mr. McCloud, is considered by the staff of the MHS to be a major determinant of program success. Since students and adults in our society are required to live, work, and play in groups the acquisition of skills in group functioning is seen as crucial. As such, three small groups, comprised of

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8 McCloud, Carroll. An Overview of the Model High School of the Massachusetts Experimental School System. (Undated and mimeographed, p. 1 - 2)

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12, 12, and 11 students respectively, are organized to impart these skills. Weekly group meetings are devoted to: (a) discussions of topics of concern to both students and staff; (b) group projects; and (c) community related activities. Students are encouraged in these meetings to explore the group phenomena of power vs. authority and leadership vs. dependency as they relate to the groups ability to accomplish tasks.

Serving as "leaders" of the three small groups of students (actually leadership of the groups is shared with the students) is a teacher/counselor. Since there are three present groups, three teacher/counselors are employed by the school. In addition to serving as group "leader", the teacher/counselor is also responsible for interviewing applicants to MHS, planning programs with students, evaluating student progress, maintaining liaison and communication with parents of students and the community-at-large, individual counseling with students, and assisting students in negotiating contracts.

A contract or performance voucher approach to learning is utilized at Model High. The utilization of this strategy is based on two premises: (1) students must determine the direction of there own learning, and (2) for this learning to take place the resources of the entire city, including its businesses, cultural institutions, and its community

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the contracts, a listing of courses taken along with the number of instructors and number of students involved in each course (contract) is given in Table I. As indicated in the table, the most popular courses, as far as inrollment is concerned, were English, Math, History (particularly Black History), and Typing.[9] For the thirty (30) students involved with contracts the average (mean) number of contracts negotiated was 4.37 for the six (6) month period. It should be noted in examining the table that although the focus of this project is on career development, no skill areas are included in the list of contracts taken. Other than discussion in the family groups, there is little exposure to the world of work through the program is realized. More will be said about this shortcoming in a later section of this report.

4. Model High Students

Model High students are largely black, urban males and females. Although some Puerto Ricans of both sexes do attend Model High, approximately 90 per cent of the student body is black. A frequency distribution of Model High students by age and sex is presented in Table II. As indicated in the table, of the 32 stu-

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9 Five of the thirty-five students enrolled in Model High were involved in no contracts. Reasons given by counselors included pregnancy, emotional disturbances, and lengths of absence.

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TABLE 1

CONTRACTS OF MODEL HIGH STUDENTS (N=30)

DECEMBER 1971 TO JUNE 1972

COURSES (CONTRACTS)	NUMBER OF INSTRUCTORS	NUMBER OF STUDENTS TAKING COURSES
Spanish	3	[illegible]
English	10	[illegible]
Political Science	2	[illegible]
History - Black History	2	12
Math	4	21
Typing	2	15
Driver Education	1	6
Physics	1	6
Biology	1	5
Chemistry	1	4
Spelling	2	[illegible]
Flute	2	[illegible]
Research Methods	1	[illegible]
Crisis Intervention	1	[illegible]
Karate	1	[illegible]
Other*	7	[illegible]
	TOTAL	131

* Courses in which only one (1) student is enrolled. Includes Sewing, Social Studies, Science, Pre-[illegible]al Care, Crocheting, and Electronics

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TABLE II

FREQUENCY DISTRIBUTOR OF AGE AND
SEX OF MODEL HIGH STUDENTS
WITH MEAN AGES BY SEX AND TOTAL

AGE	MALE	FEMALE	TOTAL
14	2	3	5
15	2	4	6
16	2	6	8
17	3	4	7
18	4	0	4
19	1	0	1
20	1	0	1
TOTALS	15	17	32
$\bar{X}$	16.8	15.6	16.2

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dents for whom data were available, 17 are [illegible]ales and 15 are males. The average age of the male [illegible]dents is 16.8 years while the average age for the fe[illegible]e students is 15.6. The enrollment figures for Model [illegible]h by sex and grade level are presented in Table III [illegible]rade level is based on the highest grade completed pri[illegible] to entry into Model High. The comparability of male [illegible]nd females at each grade level is evident in this tabl[illegible] Of the 32 students for whom data was available, el[illegible]n or 34 per cent had been school dropouts. Seven or [illegible]2 per cent of the students were dropouts when they entered Model High. Twenty-two of the 32 students have be[illegible] with Model High since its inception. Two studen[illegible] entered in February, four entered in March and one enrolled in April.

D. Project Personnel

The administration and staff of the Commun[illegible] Development Approach to Vocational and Leadership Training ([illegible]after referred to as the Career Development Project) is c[illegible]rised of nine persons. Three persons constitute the gene[illegible] administrative staff (a project director, administrative [illegible]ssistant, and project secretary) while both the Curriculum [illegible]velopment Project and the Model High each have a staff of [illegible] same number of personnel. The mean age of the total sta[illegible]s 25.7 years. The project director (a doctoral candidate in e[illegible]tion) and two-thirds of both the Curriculum Development an[illegible]del High

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TABLE III

ENROLLMENT OF MODEL HIGH

BY SEX AND GRADE LEVEL

GRADE	MALE	FEMALE	TOTAL
9	5	7	12
10	4	4	7
11	5	5	10
12	1	1	2
TOTALS	15	17	32

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staffs possess a college degree. Areas of concentration for these degrees include music education, sociology, psychology and fine arts. One teacher counselor, who also serves as the evaluation liaison for the project, is currently a doctoral candidate in Clinical Psychology. Biographical data for each staff member including academic background, relevant work experience and date hired by the project are located in Appendix D of this evaluation report.

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CHAPTER II

PROCEDURES, RESULTS, AND ANALYSES

I. INTRODUCTION

In the sections which follow the specific procedures employed for the collection of data and the analyses of these data will be discussed. In all analyses, available data have been maximally utilized to determine program effects. However, the lack of baseline data for the experimental group (in this case high school students and middle school students affected by Model High and the Curriculum Development Team), and the inaccessibility of control group information rendered most comparative analyses inappropriate. Where comparative analyses were performed, such analytic procedures utilized normative information from a sample of students on whom instruments used in this study were standardized. The majority of the analyses in this report, therefore, will be of the descriptive variety. Results of such analyses do enable the evaluator to draw meaningful conclusions and to make what are considered by the evaluators to be cogent recommendations for program revision. However, in some instances the true impact of the urban league's effort, from an experimental point of view at least, will not be properly comprehended until suitable comparative analyses have been performed. The data presented in this report may

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serve as a meaningful starting point for such analyses, but it is strongly recommended that future evaluations of this project emphasize comparative analyses. Toward this goal, it is recommended that the following information be collected on a pre-post basis from the students served by the project:

1. For all Model High students achievement data in the basic skill areas of reading and mathematics should be obtained. For office skills, physical sciences, biological sciences and so forth, achievement data should be collected from those students for whom these would be considered major areas of study. Such data need not be obtained by the use of already available commercially standardized instruments. However, if teacher-made tests specifically designed for Model High students will not or cannot be constructed, standardized instruments should be used.
2. For students involved in both the Model High and in the Curriculum Development Project vocational interest data should be collected. Again, standardized instruments should be utilized if meaningful scales or measurement procedures cannot be developed by the project personnel.
3. Since a major goal of the Curriculum Development Project is career information dissemination, students touched by this effort should be administered

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instruments to determine their general knowledge of entry requirements for families of careers, wages available within these career families, job projection figures and so forth. As before, either a standardized instrument or a well-constructed project instrument should be used for this purpose.

To provide the reader with an overview of the information utilized in the determination of program results Table IV has been constructed. This table delineates the evaluation dimensions selected along with the groups from whom data in these dimensions were obtainable. For example, Work Values and Self-Concept data were obtained for Model High students only while Attitude-Interviews were conducted with all groups except Model High parents. In the remainder of this chapter the types of data obtained for each of these dimensions will be described in greater detail.

II. CURRICULUM DEVELOPMENT PROJECT

As indicated in Table IV Attitude-Questionnaire and Attitude-Interview data were available for the evaluation of the Curriculum Development Project. Also available for scrutiny were the variety of written materials produced by project personnel. An Attitude-Questionnaire was developed by the evaluator for the Curriculum Development staff to provide

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TABLE IV

OVERVIEW OF EVALUATION DIMENSIONS WITH RESPECT TO GROUPS

FROM WHOM DATA WAS AVAILABLE

Evaluation Dimensions	Model High Students	Model High Parents	Model High Staff	Project Administrators	Curriculum Dev. Students	Curriculum Dev. Staff	Curriculum Dev. Cooperating Teacher*
Attitude-Questionnaire	X	X	X			X	
Attitude-Interviews	X		X	X	X	X	X
Work Values	X						
Self-Concept	X						

NOTE: X indicates available data

* Teachers and liaisons in schools where the Curriculum Development Project has been implemented.

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specific data that usually cannot be ascertained from general standardized attitude measures. The general approach to constructing this questionnaire (as well as questionnaires for other groups) was designed in a manner that would enable the evaluators to obtain information about factors that are of major concern to the group being questioned, the prime interest group. Input information for instrument construction was obtained by analyzing documents relating to relevant aspects of the program and by interviewing the Curriculum Development staff, the prime interest group. The information derived from this process was then analyzed and synthesized with attention being given to factors that seemed to occur with some degree of frequency. Both structured and open-ended questionnaire and rating scale items relating to each of the logically derived factors were then constructed, and these items were administered to the relevant prime interest group. A process similar to the one described here also was followed in the determination of appropriate interview questions. Such interviews were conducted with the Curriculum Development staff at various times throughout the academic year and with both the students and cooperating teachers.

A. Curriculum Development Staff

The questionnaire developed for the Curriculum Development staff consisted of 29 items all but three of which were of the open-ended variety (see Appendix E for a copy

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of this questionnaire). These 29 items were organized around five logically derived factors as indicated in Table V. Open-ended questions were chosen since: (1) unanticipated valuable information can be gained by an explication of responses afforded by open-ended questionnaires; and (2) with such a small population (N=3) problems in synthesizing the information thereby obtained would be minimized. Questionnaires were completed and returned by all three members of the team. The results of this questionnaire organized by factor are presented below.

1. General Information and Organization

The facilities available to the team at CCED and St. John's, the two sites at which the team is directly involved with students, were regarded as good by two of the three respondents. One respondent felt that the space available for career activities at CCED were "limited and uncertain" and that the hall utilized at St. John's was "adequate though somewhat too open." These same observations were made by the evaluator in his visits to the sites. All three respondents agreed that sessions were held with representatives from CCED and St. John's prior to the beginning of the program, but one respondent felt that these sessions were conferences and not plan-

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TABLE V

LOGICAL FACTOR STRUCTURE OF QUESTIONNAIRE FOR THE CURRICULUM DEVELOPMENT TEAM

Factor Name	Items Under Factor
General Information and Organization	1, 2, 3, 4, 5, 5a, 6
Current Status and Success of Methodology	7, 8, 9, 10, 11, 12, 13
Relationship with Cooperating Schools	14, 15, 16, 17, 18, 19, 20, 21, 22, 23
Parental and Community Relations	24, 25, 26
Significant Accomplishments and Necessary Changes	27, 28

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ning sessions per se. Minimal planning was done with the teacher at the McCormack School. Where conferences or planning sessions were held the goal seems to have been an explanation of the program rather than an involvement of staff in the development of materials and methodology. Planning sessions (conferences) are currently held bi-monthly at St. John's and weekly at CCED. According to one team member, "Our relationship with faculty at CCED and St. John's are good but informal. Our planning efforts are long range."

When asked about the objectives of the team, the responses of the members indicated some disagreement. One member felt that the objectives were "to familiarize students in the black community with the world of work." Another felt that the objective was "to help students identify community needs and to enable them to identify and explore skills that will contribute to solving these needs." The third team member said: "to develop a school/community career curriculum resource institution. To integrate career development approach into core curricula of community (including public and parochial) schools." Despite general agreement, the lack of specificity in these objectives, as well as in those proposed in various written materials produced by the group, indicates that some aspects of program planning are in need of revision.

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2. Current Status and Success of Methodology

As indicated in Chapter I of this report, the methodology employed by the Curriculum Development team has evolved from a packaged curriculum, the Black Inventors Packet, to a small group discussion and a task oriented approach. Tasks undertaken have included a small business project and the building of a scale-model Health Facility. Field trips have served as a supplement to the small groups and tasks. In this section the current status and success of these efforts will be discussed.

When asked what the major reasons were for discontinuing the production of the Black Inventors Packet, the following reasons were advanced by the team: (a) lack of need; (b) the availability of other similar materials; (c) the inappropriateness of packaged materials in many school situations; and (d) the lack of funds and sufficient staff to carry on the project. These reasons, particularly (a) versus (d) and (b) versus (c) are obviously contradictory and certainly confusing. In addition, other materials, such as those available through EDC, were rejected by the team as inappropriate for black youngsters, and yet the availability of other materials is offered as a reason. It is the evaluators feeling that the inap-

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propriateness of Black Inventors Packet, at least as used here, along with lack of expertise in Curriculum Development by the staff contributed most to the marginal success and subsequent demise of the effort.

With regard to the Small Business Project, it was learned that a candle making business was conducted with CCED students. This project was begun during the first half of the school year and culminated prior to the Christmas recess. No further efforts have been made by the team to establish other small businesses. However, such efforts may be made in the future, according to two of the respondents, if adequate resources and staff are made available. Why such additional staff would be required has not been made explicit, and the necessity for such a complement is not apparent to the evaluator. In fact, it seems to the evaluator that the projects undertaken by the staff, both past and current, could have been handled by fewer personnel, and that the present Curriculum Development team is either under-utilized or unproductive. Since at least two of the team are also involved as teachers in the Model High effort such a claim seems to be substantiated. Perhaps the need for an expanded staff stems from a desire to add expertise to the staff which is now lacking rather than

simply to increase the size of the effort. It is the opinion of the evaluator that such expertise, in the person of a part-time consultant with particular skills in Curriculum Development for career training, would add some needed depth to the staff and might result in a new flurry of creative activity.

When asked about the success of field trips, team members felt that such trips were only moderately successful. Apparently the greatest success of field trips was found at St. John's where the excursions to neighborhood health facilities were directly related to the task undertaken by the students "back at the school." At CCED several field trips, particularly the one to the Peabody Museum at Harvard, were highly unsuccessful. Such failure was attributed to general problems of structure and discipline within CCED, and to failure of the team to deal with these problems of power and authority. At CCED students are allowed much freedom in planning their courses and in determining their general behavior. However, the necessary concomitant of freedom, responsibility, is lacking in many of the students. This has resulted, along with the scheduling programs discussed in Chapter I,

in a tenuous relationship between the Curriculum Development team and CCED. More will be said about this state of affairs in the following section.

3. Relationship with Cooperating Schools

The working relationship at CCED is described as good by all respondents. One team member said "CCED understands our intentions and our limitations - at last." Apparently, however, this strengthened relationship, in which the Curriculum Development Project is a part of the core curriculum rather than an elective, has not been felt by the students. When asked to evaluate the student reactions to the teams efforts the one team member directly involved with CCED was uncertain as to their reactions. Another respondent felt that the student reaction was mixed "due to our inability to supply students with equipment necessary to plan projects --- and to some extent to irregularities in scheduling." Additionally, the success of the effort at CCED was viewed by the team to be either fair or moderate. Based on this information, as well as information gained through interviews with cooperating teachers at CCED, a continued relationship for the team with CCED can be advocated only if the recently established equilibrium can be maintained. Moreover, the maximum suc-

cess of the team at CCED will not be realized until increased structure in the area of course planning is introduced as the school. The Curriculum Development team must meet with students on a regular basis, and such regularity will result only from a pre-determined course plan developed by students alone or by students and teachers together. Such a plan should be formulated weekly (i.e., a student's schedule should be made out one week in advance) and bi-weekly if possible.

The relationship at St. John's appears to have resulted in the greatest success for the Curriculum Development team. All respondents described the relationship as at least good with one respondent indicating that an excellent working relationship existed. This same team member urged that a relationship with parents be developed. Similarly, the team felt that students at St. John's reacted well to the team and enjoyed the group meetings. The effort at St. John's was judged by all team members to be very successful. However, success in terms of product, in this case knowledge, was not established. True, the model health center developed by the group was a significant accomplishment, but all students did not share in this activity and all students were not interested. In

meeting with students at St. John's the evaluator found two distinct groups of students. Those highly interested and involved in the project and those only peripherally involved. This break was due in large part to the novel (for these students) ungraded instructional arrangement. Those students directly involved in the group were eighth and advanced seventh graders while those for whom the meetings were less meaningful were sixth graders and younger or less aggressive seventh graders. In future efforts in which an ungraded approach is utilized the team should actively seek to involve all members in group activities by desensitizing group members to differences due to grade. If such an approach is not feasible or ineffective, graded mini-groups might prove more effective.

As indicated in previous sections of this report, the involvement of the team at McCormack School was indirect. Currently no project directed activity is occuring at the McCormack School. One respondent felt that in this environment the Black Inventors Packet did meet with some success while another felt that the lack of follow-up on the activities at McCormack was somewhat disappointing. The success of the materials at this school were judged as both fair and good by the team. Perhaps the most meaningful ac-

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complishment, according to one respondent, was that they "have paved the way (with administration and faculty) for easier entry in the fall."

4. Parent and Community Relations

Very little direct contact has been made by the team with parents of students effected by the project. At CCED, relations with parents have been established and parents are involved with the governing of the school. However, at both St. John's and McCormack parent linkage with the Leagues community educational efforts has been non-existant, at least as this linkage results from the teams efforts. This weakness must be overcome if the project is to have the success for which it strives.

When asked about the degree of relationship with the community (exclusive of parents) all respondents felt that such relations were good. Efforts at establishing such relations had been made by the team through involvement in community activities such as the Garvey Day Activities at Franklin Park, the Black Solidarity Day march and rally, the African Liberation Day Demonstrations, and the United Front Foundation's fund raising activities. However, the major effort to date at direct community involvement in the education of their own youth has been the launching of a program

to establish a career or occupational fair. Although in the embryonic stages, this program is to be organized and operated through the joint efforts of the Career Development Project, including the Curriculum Development Team, representatives of the Roxbury business community, and concerned parents. Since planning for this fair has just begun, a comprehensive description of the activity is not available. However, planning to date has indicated that the fair will be a "hands-on", live experience similar to the action oriented displays at the Boston Children's Museum. This certainly will be a giant step away from the Career Day speeches and "don't touch" exhibits with which we are all too familiar.

5. Significant Accomplishments and Necessary Changes

As viewed by the respondents, the major accomplishments of the Curriculum Development Team were the development of a working relationship with the schools, particularly St. John's and gaining direct exposure and experience with three dissimilar classroom situations. With regard to changes, the following suggestions were offered by the respondents: (a) Curriculum Development needs to spend time in planning and research before school programs begin; (b) staff size and utilization must be examined;

(c) evaluation systems must be developed; and (d) coordination of the team with community educational agencies and institutions must be extended. Points b, c, and d above have been described in earlier sections of this report. That Curriculum Development needs to spend time in planning research before programs begin has not. It will be recalled by the reader that the academic year 1971-72 is the first year of operation of the program. However, a fully-funded planning year preceded the implementation of the project. Given the view of one respondent voiced in (a) above and the observations of the evaluator, the value of the planning year for the Curriculum Development Project is certainly questionable. In fact, it is the opinion of the evaluator, that for future projects planning grants not be given on a pre-program basis. However, experience has shown that planning after operation of the program has begun can prove quite valuable. This might lead to summer planning grants between the first and second or second and third years of program operation which the evaluator would recommend.

B. Interviews with Students, Cooperating Teachers, and Curriculum Development Staff

Interviews were conducted with students and cooperating teachers at both St. John's and CCED. Many of the problems

involved in implementing the project were illuminated by the teachers (these problems have been described in other sections), but the majority of the information collected must be categorized as descriptive of program methodology rather than as illustrative of program success. Generally, teachers felt that the idea of the program was good and that the project did have some good effects on students. However, when the teachers were asked to describe specific successes generalities again were offered. The reaction of students to interviews was similar. Students seemed to like and respect the members of the team with whom they associated and enjoyed the special treatment they were receiving. Students at St. John's were particularly pleased. They indicated that they enjoyed the construction of the Model Health Facility and the field trips associated with this project as well as the "rap" sessions they had with the team. According to students a particular strength of these sessions was that they were allowed to talk about what was important to them.

Other attitudes and ideas were expressed in these interviews, and such data has proven valuable in the development of previous sections of this report. Due to previous inclusion, such information will not be repeated here.

C. Recommendations for the Curriculum Development Project

As indicated in the description of the results from the questionnaires and interviews, the success of the three

member Curriculum Development team must be considered marginal. Some indication of optimism on the part of the staff has been given, but based on the success of the project to date it is recommended that serious consideration be given to discontinuing the Curriculum Development Project at least as presently constituted. If, however, the project is to be continued the following recommendations for future operation are offered:

1. That specific behavioral objectives should be written for each aspect of the project. Such objectives should specify in terms of behavior the intended products or changes expected from exposure to project activities and should serve as the cornerstone around which methodology is developed.
2. That specific methodology related to each objective should likewise be developed. This does not indicate that existing methodology, particularly the group sessions and related activities, are not appropriate. However, it is meant that other avenues for imparting knowledge of occupations and careers should be utilized. Such methodology might include the use of materials, including films and books, that have been developed in other places for

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such purposes. This material might not speak directly to the survival needs of black people, but in the absence of materials similar to the Black Inventors Packet and with the skillful intervention of project personnel such material should prove valuable.

3. That meetings with students in all schools be on a pre-planned weekly basis. Preferably students assigned to or choosing involvement in the project should continue such involvement for at least a semester. Moreover, it is urged that these meetings be an one hour in length and occur three times during each week.

4. That greater emphasis be given to the introduction of career information into the "regular" school day. At CCED an integration of career information with the social studies curriculum has begun. If effective, such an approach should be continued. Also, cooperating teachers can be valuable for the dissemination of information in their activities if information is shared with them and methods are discussed for the inclusion of the information in the curriculum. Such discussion would serve as the "backbone" of more fruitful planning sessions with teachers.

5. That a careful study be made of utilization of staff to achieve project objectives. In this view, it is suggested that the major responsibility for project implementation at any site be assumed by one member of the staff. Present practices urge the sharing of responsibility. It is felt that if the staff request for increased personnel stems from the desire of the staff to add expertise which is now lacking such expertise should be acquired in the person of a highly qualified part-time consultant.

6. That field trips should be directly related to and integrated with the activities of the small groups.

Other recommendations for program revision may also be found in the preceding appropriately headed sections.

III. Model High School

For the evaluation of the Model High School the following data were available: for students, attitudes toward the program obtained from both questionnaires and interviews as well as work values measured by the Work Values Inventory (Super, 1970) and self-concept as measured by the Self-Esteem Inventory (Coopersmith, 1967); attitude data from Model High teacher/counselors obtained from questionnaires/rating scales and personal interviews; attitude data from

Model High parents as measured by a mailed questionnaire/rating scale; and descriptive data obtained through interviews with the administration.[10] The results of the analyses of these data will be presented in the sections which follows.

A. Attitudes Toward Model High

As indicated above, data reflecting attitudes towards various aspects of the Model High School effort were obtained from students, teacher/counselors, and parents. Questionnaires/rating scales and interview devices were constructed using techniques paralleling those employed for the same purpose in the evaluation of the Curriculum Development Project (for a description of these procedures see page 29).

1. Student Attitudes Toward Model High

A 43 item questionnaire (see Appendix F) was used to gather data relating to various areas of student concern. Twenty-seven students, or 77 per cent of the 35 students listed as enrolled in

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10 Since the interviews with the administration were for purposes of program description rather than the determination of attitudes about program effectiveness, the results of these interviews will not be presented separately in this report. However, such information has proven valuable in writing various sections of the report (both preceding and following) and in the construction of instruments utilized her.

the program, responded to the questionnaire. Upon request of the teacher/counselors and administrators, questionnaires were administered in small groups by the teacher/counselors. The Work Values Inventory and Self-Esteem Inventory were administered in the same way. Given the manner of administration and the ample time provided for acquiring the responses of all students it would seem that the response rate would have been higher. Although analyses of the data were performed both for teacher/counselor and the total group, results will be presented here for the total group only.* These results are presented in Table VI.

a. Attitudes Towards Teacher/counselors

Generally, the attitude of Model High students toward their teacher/counselor are highly favorable. In fact, approximately 90 per cent of the students felt that: (a) their counselor at Model High takes a greater personal interest in them than counselors in other schools they have attended; (b) their counselors were concerned about them as a person; (c) their counselors were concerned about them being successful academically (i.e., in completing their contracts) and (d) their counselor tried to find

* For an analysis of responses by teacher/counselor see Appendix G.

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TABLE VI

STUDENT QUESTIONNAIRE BY PERCENTAGE OF STUDENTS WHO CHOSE EACH OPTION (N = 27)

Factor*	Response Options: Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
Attitude toward teacher counselors						
1.	67**	22	11	0	0	0
2.	30	37	11	15	7	0
3.	37	48	15	0	0	0
4.	51	40	4	0	0	4
7.	48	37	7	4	0	4
8.	33	44	11	7	4	0
9.	67	30	4	0	0	0
Attitude toward student evaluation						
5.	4	26	26	33	4	7
6.	11	33	22	26	4	4
26.	0	0	22	33	33	11
27.	0	7	15	33	37	7
Attitude toward group meetings						
10.	4	19	15	33	26	4
11.	7	11	30	30	19	4
12.	0	26	44	15	11	4
13.	11	15	15	33	15	11
14.	15	26	30	26	4	0
15.	30	40	22	0	4	4
16.	37	44	7	7	0	4
17.	4	26	30	37	0	4

* Under each factor are the items' associated with that factor.

** Percentages are rounded to the nearest whole number. Therefore, total per cent does not always equal 100.

TABLE VI (CONTINUED)

Factor	Response Options					
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	No Response
18.	11	59	15	11	0	4
19.	22	37	22	15	0	4
20.	4	37	19	40	0	0
Attitude toward contracts						
21.	30	56	7	4	0	4
28.	7	44	30	7	4	7
29.	0	15	11	56	11	7
30.	37	44	11	7	0	0
Attitude toward teachers						
22.	26	44	26	0	0	4
23.	30	59	4	0	0	7
24.	0	0	15	56	15	15
25.	0	0	15	56	15	15
Attitude towards power and authority						
31.	0	26	19	30	22	4
32.	15	22	37	15	4	7
33.	19	48	19	7	4	4
Attitude towards curriculum						
34.	7	30	40	15	4	4
35.	26	48	7	15	0	4
36.	0	15	11	19	52	4
General attitudes						
37.	67	22	11	0	0	0

The general factor also included items 38 through 43 all of which were open-ended items.

the reasons for difficulties with school work if such difficulties arose. In addition, all but one respondent indicated that they liked their counselor at Model High. When asked about their willingness to discuss personal problems with their counselor, 22 per cent felt uncomfortable in such instances and 11 per cent of the students were undecided. Whether students do discuss personal problems with counselors despite their uncomfortable feeling was not revealed by these responses. Since two-thirds of the respondents did feel comfortable in such discussions it would be unfair to classify this concern of students as a shortcoming of the program. However, counselors are urged to consider these results and to discuss with students aspects of their behavior which might have lead to such student opinions.

In response to an item dealing with the accessibility of counselors 77 per cent of the respondents felt that their counselor was easy to find when they needed him. The remaining 22 per cent were either undecided about counselor accessibility or expressed negative at-

titudes. In fact, those responding negatively were all students of the same counselor and comprised a full one-third of his students. Again, counselors are urged to discuss this aspect of their behavior with their students.

b. Attitude Towards Student Evaluation

The attitude of students toward the evaluation procedures employed at Model High have been determined to be highly negative. Such dissatisfaction with the evaluation procedures included: (a) a lack of site visitations by counselors during the contract period; (b) lack of teacher/counselor and student meetings to evaluate progress and aid in the diagnosing of reasons for weaknesses; (c) lack of immediate feedback by teachers with whom students are taking contracts; and (d) lack of an evaluative device that really tells the student how he or she is doing. Such weaknesses in the evaluation procedures in operation at Model High have been discussed with the staff and modifications are being considered. The following recommendations may prove useful in such modifications:

(1) That site visitations be made for each contract in which the student is en-

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gaged. Such visitations should occur at least once but preferably twice during the contract period. Where problems in the attainment of contract goals have arisen such visitations can easily be used for converences involving students, counselors, and teachers.

(2) That the requirement of three evaluations during each contract period be rigidily adhered to and that modifications in contracts be made to allow for more meaningful evaluations. Such contract alterations should employ a behavioral objective approach in which the terminal behaviors for each contract should be clearly explicated.

(3) Evaluation forms based on the contracts and utilizing the behavioral objective framework should also be constructed. Such forms at least should indicate the success of the student in attaining the objectives, a criterion referenced evaluation approach, and whether such performance is viewed by the teacher as indicative of successful completion of the course (i.e., is the student ready

to advance to a higher level course). For purposes of comparison, such forms should also be utilized by the student as a self evaluation instrument.

c. Attitude Towards Group Meetings

Students were asked their attitudes towards the power and authority aspect of group meetings and the degree of accomplishment of goals of the group at the meetings. With regard to the power and authority aspect, the results are somewhat confusing. Only 23 per cent of the group felt that their counselor nearly always was the leader of their meetings. However, 41 per cent of the students felt that students should have more control over the meetings, while 30 per cent of the students were undecided. In addition over 18 per cent of the respondents felt they could do a better job in leading the group than the counselor. To gain a greater insight into the meaning of these results, the student responses were scrutinized by small groups. It was found that one counselor was seen by 44 per cent of his group as being nearly always the leader. In fact, only one-third of

the respondents in this group disagreed with the statement "my counselor is nearly always the leader of our small group meetings." Forty-four per cent of the students in this group felt that students should have more control over group meetings. However, in another group where students felt that the counselor did not exert control, 70 per cent of the students wanted more power. Several hypotheses may be generated from these findings, but no clear evidence in the support of any one of them seems to be available.

With regard to the amount of importance attached to group meetings, 85 per cent of the students felt that the group meetings really helped them to understand what their education was all about. Additionally, only 37 per cent of the respondents felt that their classes were more important than the group meetings. Such strong positive findings certainly indicate favorable attitudes toward the importance attached to group meetings.

However, when students were asked if they felt more could be accomplished in group meetings 77 per cent responded in the affirmative, 22 per cent were undecided and only one student dis-

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agreed. Such lack of accomplishment might be attributed to late arrival at meetings (70 per cent felt that their peers were usually late for meetings) which was viewed as harmful by the students and by poor attendance at the meetings (41 per cent of the students felt that folks were always absent from group meetings). Another possible explaation is that group meeting time is often spent in the resolution of personality clashes, power struggles and so forth which are seen as valuable to the counselors but less valuable to the students.

Based on these findings the following recommendations are offered.

(1) That attendance and punctuality at group meetings be stressed by counselors and that penalties be assessed for each unexcused absence and tardiness. Such penalities may be decided upon by the counselor but the establishment of a student court for this purpose would appear to be highly appropriate.

(2) That an agenda for each group meeting be established and that this agenda be respected. Agenda setting may be a

function of the counselor, but group processes would seem more appropriate. Perhaps the institution of a revolving chairmanship would be valuable. Each group member would contact the chairman with agenda items he felt were important.

d. Attitude Towards Contracts

The contract learning approach was viewed favorably as a learning tool by the majority of Model High students. Such satisfaction was due in large part to the ability to establish one's own schedule which was seen as "really important" by approximately 90 per cent of the students. Further evidence for such a statement was given when students were asked an open-ended question about the things they liked best about Model High. The response given most frequently was freedom in choosing their own classes. This self-determination might also be responsible for the large percentage (81 per cent) who felt that they learned more in Model High than the school they used to go to and for the lack of hardship due to traveling to work on contracts.

When asked whether they were getting their money's worth with the contracts, 51 per cent felt they were, 30 per cent were undecided, 11 per cent felt they were not, and 7 per cent failed to respond. Such a wide range of feelings might be due to poor relationships with several organizations (i.e., the University Without Walls) but might also be due to other factors. For example, data acquired from counselors indicate that total expenditures by student for contracts range approximately from a low of $100.00 to a high of $525.00. These figures were certainly not in line with $1,000.00 per student which was to be provided for contracts. It is recommended that reasons for such low expenditures be determined.

e. Attitude Toward Teachers

Teachers with whom students have contracts were viewed favorably by the respondents. Eighty-six per cent of the students felt that these teachers were more concerned that students do a good job than other teachers with whom they had associated.

Not only were they more concerned, but apparently teachers were well qualified and willing to go out of their way to give extra help to those students who seemed to need it. When asked if they were treated special because they went to Model High, no students responded affirmatively. These highly favorable attitudes toward teachers might be due to the excellent work of several black scholars hired by the school. In fact, it would appear that the strong favorable reactions to these individuals might have outweighed the negative feelings about certain teachers which were revealed in discussions with students and counselors. Since all dealings with schools have not been as favorable as those depicted here, it is recommended that a formal teacher or resource bank be created. This teacher bank would serve as a clearinghouse of information about teachers and would contain ratings by counselors and students who had contact with the teacher. To aid in the acquisition of this information, teachers evaluation forms should be constructed and utilized.

f. Attitude Towards Power and Authority

When asked if they should have more power in deciding which courses to take 37 per cent of the students felt that they should. This need for change might be due to the requirements which must be met for graduation according to State Law or to inflexibility on the part of counselors. These, however, are only hypothoses and should be investigated further by the counselors. Approximately 70 per cent of the respondents felt that counselors and administrators tried to make changes which students felt were important. With regard to competition, only 26 per cent of the students felt that competition among students at Model High was greater than at other schools.

g. Attitude Towards Curriculum

Several discussions with the students and staff of Model High had indicated a desire on the part of some students for more emphasis on extra-curricular activities. However, when asked about such an expansion of the curriculum, student reactions were mixed with 37 per cent in favor, 19 per cent

opposed, and 44 per cent either undecided or not responding. Despite such a spread of opinion, it does appear to recommend that consideration be given to including clubs, sports, dances and so forth at Model High. Since such activities would be student oriented it is suggested that students be responsible for initiating such changes.

Other data collected for this factor indicated that sufficient information was obtained at Model High, presumably in the group meetings, about how to get along with people. Also, it was found that only 15 per cent of the students think often about dropping out of school.

h. General Attitudes

The general attitudes of students toward Model High were assessed by one structured response and six open-ended questions. That a highly favorable general attitude exists toward the school was shown by the response of 89 per cent of the students who indicated that they would advise friends and relatives to apply to Model High. When asked what they liked best about the school the most frequent

response given was freedom in choosing their own classes. Other responses with a frequency greater than one included contracts which allow power in attaining goals and making decisions, the counselors, and the responsibilities involved. Two students indicated they like everything about the school. Changes in the school most advocated by the students were largely physical and included expanded facilities and student body, better equipment, more office space, some people's attitudes, and a more positive direction. Students were also asked if Model High would be better for them if they were learning more skills. Responses indicated a mixed reaction on the part of students. Some students felt that such skills were not important at present, others felt that they should be learning more skills, and still others felt that they could acquire such skills under the present structure if they so desired. A recommendation about skill training will be made at the end of this section.

In comparison with other schools nearly all respondents (93 per cent) felt that Model

High was better. Responses given included: "Model High is more challenging"; "I am learning more than in public school"; "beautiful and well put together"; and "I feel at home with my brothers". Post high school plans expressed by students indicate the desire of a large number of the student body to go to College.

Based on these findings the following recommendations are made:

(1) That an expanded facility be obtained for Model High. This facility should include classroom space, office facilities for the administrative and teaching staff, and a lounge area for group meetings and for informal student gatherings. The success of the total Model High effort is dependent on the early acquisition of such a facility.

(2) That specific skill training based on measured student interests and abilities be incorporated into the Model High curriculum. Such training should be advocated by the counselors and should constitute a major portion of curriculum of each student.

2. Teacher/counselor Attitudes

A 38 item questionnaire/rating scale was constructed by the evaluator to sample the attitudes of teacher/counselors toward six program factors. Factors included in the scale along with the structured response and open-ended items related to each factor were: Evaluation Practices (4, 5, 15, 27)[11]; Group Meetings (6, 7, 8, 9, 10, 11, 12, 31); Contracts (13, 14, 28, 29, 30); Power and Authority (16, 17); Curriculum (18, 19, 20, 21); and General (1, 2, 3, 22, 23, 24, 25, 26). A sample questionnaire indicating a summary of responses of the three counselors to the structured items is presented in Appendix H. Since many of the items were the same as those included in the Student Scale and since the responses of counselors are in line with those given by students, an item by item discussion of the results of this questionnaire will not be presented here. Rather, discrepancies between and/or additions to the results of the student questionnaire will be highlighted.

With regard to evaluation practices and group meetings, no significant departures were found from the result and recommendations already made. It is interesting to note, however, that all three coun-

[11] The numbers in parentheses indicate items associated with each factor.

selors felt they could get more done in group meetings. This sentiment was shared by 77 per cent of the students. Since so much importance is placed on group meetings (all counselors felt that they were as important as contracts) a change in procedures or functioning would appear necessary. Previous recommendations have called for a "tightening up" with regard to tardiness, absences, and agenda setting, but perhaps more is necessary. It is recommended therefore, that a careful analysis be made of all aspects of the functioning of these groups. In particular, attention should be paid to goals or objectives, which do not appear to be crystal clear to all counselors, and to the manner in which topics are presented to the groups (are they student or counselor concerns?).

Similar agreement between teachers and students were found for the contracts, power and authority, and curriculum factors. With regard to the curriculum, all counselors agreed that more emphasis should be placed on extra-curricular activities thereby strengthening the previously made recommendation to expand such offerings. Also, since the major academic weakness of students appear in the basic skill areas of reading and math it is suggested that Model High continue its

emphasis in these areas.

When asked about things most in need of change at Model High the most frequently given response was a new facility. Also mentioned was a need for more administrative and financial autonomy. The relationship of Model High with other components of the Massachusetts Experimental School System was seen as "improving" and "favorable" by all respondents. Counselors generally felt that the establishment of such a relationship takes time and that Model High was well on the way to establishing a solid communication base. The communication and relationship with parents was described by the counselors as fairly good to excellent indicating some disagreement. All counselors are urged to continue to establish and nurture strong relationships with parents.

3. Parent Attitudes

An eleven item questionnaire was used to sample the attitudes and feelings of parents toward the Model High School. This questionnaire, consisting of both rating scale and open-ended items, was mailed to the parents or guardians of all thirty-four participating students. Responses were received from only eight parents, twenty-three per cent of the total group. The reason(s) for this poor return is unknown. It can be hypothesized however, that: (1) experience has

shown these parents that they should not respond to materials received through the mails; (2) responding to questionnaires is really bothersome and it doesn't do any good anyway; or (3) parents have little concern for or interest in what is taking place at Model High. Whatever the reason(s) for the poor return, such a small sample would preclude the possibility of drawing meaningful extrapolations. However, such data can be used to suggest hypotheses to be investigated in future analyses. A sample questionnaire along with the percentage of responses to each item is presented in Appendix I.

a. Communication Between Home and School

Approximately 50 per cent of the respondents said that they had visited the Model High School at least once during the 1971-72 school year. A large majority of these parents, 88 per cent, were visited at their home once or twice by a staff member of the school. The main reason for such visits was to describe satisfactory student progress. Other reasons for such visits included familiarization with philosophy and programs of the school and with the role that parents play in their child's education at Model High. Sixty-two per cent of these parents indicated

that they attended meetings of the Model High parents group while 88 per cent said they were informed about such meetings. All respondents indicated that they regularly get information from the school about their child's progress. Based on these few responses it would seem that the communication between the parents and the school is very good. However, as indicated previously, such results must be interpreted cautiously.

b. Comparison Between Model High and Former School

When parents were asked to compare Model High with other schools their child had attended, 74 per cent of the respondents felt that their child was learning more at Model High than he or she had previously had learned at other schools. Eighty-eight per cent also felt that that graduation was more likely for their child because of the school. Moreover, all parents indicated that compared with other schools the teachers and counselors at Model High show more concern for their child.

c. Parental Likes and Dislikes

In response to open-ended questions relating to parental likes and dislikes about

the program most parents indicated pleasure with the goals and progress of the school. Parents felt that they were not "talked down to" and that they were a part of their child's learning environment, and that people at the school really cared about their child and them. When asked what parts of the school they would like to see changed parents indicated concern about evaluation procedures, the lack of spanish speaking counselors, and, what appeared to be too much freedom for younger students in choosing courses. Parents also felt that students should get more money per year, that the program should be expanded for adults as well as students, and that parents should be informed more regularly about meetings and the activities at the school.

By way of summary, attitudes of parents who responded to the questionnaire seemed to be good in all areas. However, the small sample of respondents would not allow one to generalize these favorable results to all Model High parents.

4. Student Self-Concept

In the introduction to this chapter recommendations were made for the expansion of the testing efforts

at Model High. This needed reform was suggested, among other reasons, so that baseline data would be available for comparative analyses, particularly those of the pre-post variety. In this section of the report the results of the administration of a self-concept measure will be examined. Such data were collected since a major objective of the school is the development of a favorable self-concept. Because measures of self-concept were not collected from students upon entry into Model High, no indication of the effect of the program on this attitude of students can be ascertained. However, such data can provide meaningful insight into the present student attitude towards self and can be useful as pre-test data for suggested future analyses.

The instrument selected to obtain the data was the Self-Esteem Inventory (Coopersmith, 1967). This scale consists of 50 items concerned with the subjects self attitudes in four areas: peers, parents, school, and personal interests. The instrument was selected due to the high reliability (test-retest reliability of .88) and validity, the ease of administration, and the successful utilization in previous research. The instrument

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was administered in a group setting by teacher/counselors, each teacher/counselor administering the instrument to his or her group. Results were obtained from a sample of 25 students. Some concern about the appropriateness of this instrument for this group of students was raised by the counselors. Whether this concern by counselors or similar concern of students may have influenced these results is not known. A copy of the Self-Esteem Inventory is presented in Appendix J.

The results of the descriptive analyses of the Self-Esteem data are presented in Table VII. Of the 50 items included in the scale[12], eight items are allocated to each of the school, peers, and parents sub-scales and 26 items are included in the personal interest area. Coopersmith (1967, p. 10) reports that the total scores for fifth and sixth grade suburban boys and girls range from 20 to 50. The range of 23 to 49 presented here compares favorably with that reported by Coopersmith. The mean for the total scale reported by Coopersmith for the same sample of 87

[12] The total scale consists of 58 items, eight items of which constitute a lie scale.

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TABLE VII

RESULTS OF DESCRIPTIVE ANALYSES FOR SELF-ESTEEM INVENTORY BY SUB-SCALE AND TOTAL SCORE

Sub-Scale	Mean	Standard Deviation	Maximum	Minimum	Range
School	5.00	1.65	8.00	2.00	6.00
Peers	6.48	1.63	8.00	2.00	6.00
Parents	4.84	2.20	8.00	0.00	8.00
Personal Interest	20.28	4.43	26.00	10.00	16.00
TOTAL	36.00	8.23	49.00	23.00	26.00

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boys and girls was 40.65 with a standard deviation of 12.2. As indicated in Table VII, for the 25 Model High students for whom Self-Esteem data were available the total mean was found to be 36.00 with a standard deviation of 8.23. A comparison of the means for the two groups indicates a significant difference at the .05 level (t=2.23). This result is interpreted to mean that the Self-Esteem of 87 suburban 5th and 6th graders is significantly higher than that of the Model High students. That the range of scores are comparable for the two groups while the means are not can be attributed to differences in the two distributions of scores. For the group of suburban youngsters, a distribution skewed in the direction of high self-esteem was found. This would mean that although there were low scores (or persons with low self-esteem) these low scores were few. However, for Model High students scores were spread more evenly throughout the distribution. Although interesting, these results does not indicate either success or failure for Model High. They do indicate, however, that the self-concept of a significant number of Model High students

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is low and should be considered in the design of future curriculum.

In the discussion of the results of his research Coopersmith (1967, p. 10) has noted that the means of self-attitudes expressed by his subjects for each of the subscales were not significantly different from one another. The results of analyses of the Model High data do not agree with this assertion. As indicated in Table VIII, significant differences at the .01 level were found between means for (a) school and peers and (b) for peers and parents. In both cases, the mean for peers was found to be significantly greater than the mean with which it was compared. Of the three means involved in these comparisons, the mean for parents was found to be the lowest, although it was not significantly different from the mean for school. These areas of attitude towards self may be influenced by practices at Model High through continued and/or expanded parental involvement in the learning process and through continued exposure to a curriculum which directly meets student needs.

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TABLE VIII

T-TEST COMPARISONS OF SELF-ESTEEM SUB-SCALE MEANS FOR SCHOOL, PEERS, AND PARENTS*

Comparison	t	p
School vs. Peers	3.13	<.01
School vs. Parents	.28	>.05
Peers vs. Parents	2.93	<.01

* Means and standard deviation for each sub-scale are available in Table VII.

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By way of summary, the evaluator urges that the data presented here be utilized in future evaluations of the Model High Program. Also, for purposes of individual counseling it is felt that this data can be used effectively.[13]

5. Student Work Values

It is the opinion of the evaluator that too little emphasis has been place at Model High on vocational counseling and direct vocational experience. To serve as a catalyst in these areas the Super Work Values Inventory (1970) was administered. As with the Self-Concept data, comparative analyses on a pre-post basis cannot be made due to the unavailability of pre-test data. Normative data is available, however, for such comparisons.

The Work Values Inventory (WVI) was developed by Donald Super to measure the importance which a person attached to having some values present and expressable in his work and daily life.

"Work is seen for many persons . . . as a means of implementing one's self-concept.

---

13 See Appendix K for a table of results for each student tested.

> For large numbers of others . . . work is seen as a means to other ends" (Super, 1970, p. 4). Understanding the value structure of a student or client in educational and vocational counseling, or of an applicant for a position in business or industry, is thus important as an aid to clarifying goals and to determining the psychological appropriateness of a given type of training or employment. Knowing the values which motivate an individual, and having information concerning the values which are most readily realized in various occupations and work settings, the counselor, psychologist, or personnel director has an important basis for counseling or for decision making. (Super, 1970, p. 4)

As Super points out, few people attach importance to a single value, or to all fifteen subscale values in his inventory. Rather, people have "value structures" which are composed of a varying number of important and less important values. For example, a person's most important values may be security and prestige, while his least

important value may be esthetics. All three of these values from a person's primary value structure since all three effect his decisions and motivation more than any of the other values measured by the inventory. That is to say, a person's primary value structure is composed of his most and least important values. It is for this reason that the author suggests that the best information is obtained from his instrument through trying to identify the primary value structure of a person rather than trying to use all fifteen subscales. Further, from his work with this instrument, Super has found that the value structures for high school level youngsters remain fairly constant into and through adulthood, except for a decline in the value described by Super as altruism.

Table IX presents the means and standard deviations for both Model High students and a comparable normative group as well as t-test comparisons between these two groups for each of the fifteen subscales. Since differences between males and females are not significant for thirteen of the fifteen subscales and since the majority of students for whom results were

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TABLE IX

MODEL HIGH STUDENTS COMPARED

TO TENTH GRADE MALE NORMS

WORK VALUES INVENTORY

Sub-Scale	Model High (N=17)		Norm Group (N=859)			
	$\bar{X}$	S	$\bar{X}$	S	t	p
Creativity	11.00	2.99	11.41	2.39	.55	>.05
Management	9.24	2.18	8.79	2.76	.82	>.05
Achievement	12.77	2.19	11.04	2.49	3.28	<.01
Surrounding	11.29	2.65	11.49	2.19	.30	>.05
Supervisory Relations	11.77	2.02	12.29	2.09	1.04	>.05
Way of Life	12.59	2.00	11.65	2.28	1.87	>.05
Security	12.29	3.18	11.34	2.25	1.20	>.05
Associates	9.24	2.18	9.78	2.30	1.00	>.05
Esthetics	9.12	2.30	12.87	2.06	6.53	<.01
Prestige	10.41	2.43	12.98	2.23	4.23	<.01
Independence	12.35	2.66	11.76	2.24	.89	>.05
Variety	11.18	2.48	12.39	2.17	1.96	>.05
Economic Returns	11.94	3.12	10.94	2.11	1.29	>.05
Altruism	12.65	2.66	13.07	1.95	.64	>.05
Intellectual Simulation	11.29	2.37	10.58	2.51	1.20	>.05

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available were tenth graders, tenth grade male norms were used. Of the thirty-five students listed as enrolled in Model High, only seventeen, or less than 50 per cent of the enrollees, responded to the scale. This, of course, diminished the power of the results presented here and also raised some concern in the evaluator. It will be remembered that all instruments were administered to students by the teacher/counselors at a time thought by them to be convenient and appropriate. Why, then, were so few students administered the instrument? Is it possible that counselors can assemble only 50 per cent of the students with over a week's notice? Or is it simply that counselors feel that all standardized instruments are not appropriate for their special purposes and therefore "played down" the importance of the testing to students? Whichever interpretation is appropriate, some unfavorable light is shed on the project.

As indicated in Table IX, significant differences were found for three of the fifteen subscales of the WVI. The achievement mean for Model High students was found to be significantly higher than the mean achievement score for the

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normative group. According to Super, this would indicate that as a group Model High students have a high degree for work which gives one a feeling of accomplishment in doing a job in which results were visible, tangible, and probably not deferred. The mean scores for both Esthetics and Prestige were found to be significantly lower than those for the normative group. These results indicate that the average Model High student is not concerned with work which gives one standing in the eyes of others and evokes respect or with work which permits one to make beautiful things and to contribute beauty to the world. These results would be in agreement with the need for work in which results were tangible and immediate.[14]

The value profile of the average Model High student would be one in which high value is placed on Achievement, Way of Life, Security, Independence, and Altruism. Concurrently little value is placed on Management or Prestige. The average Model High student, then, values work

[14] For a breakdown of results by individual students and for a definition of the sub-scale names see Appendix H.

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which he (or she) can do well and as he sees that it should be done; work which allows him to live a good life (but not necessrily as a result of work which is highly respected by others) without having to worry about the job being there in "hard times"; and which allows him to do good things for others but not in a management capacity. Similarily, profiles can be developed for each of the Model High students and can be used by the counselors for advising students about suitable future jobs or about appropriate training experiences. The evaluator strongly recommends, therefore, that Work Value and similar data be obtained for all students and be used for guidance and counseling.

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B. Some Final Words on Model High

On the basis of results obtained from a variety of data sources, recommendations for revisions in several aspects of the Model High program have been made in preceding sections of this report. However, for reasons beyond the control of the evaluator results and subsequent recommendations in certain important areas have not been presented. In particular, achievement and attendance comparisons both with a control group and with the same Model High students prior to their entry into the program have not been made. At least two reasons can be offered for this shortcoming: (1) the generalized attitude of the Model High staff that all standardized measures are inappropriate for their clientele; and (2) the total lack of organization and procedures for data collection and management. With regard to the hypothesized first reason, reference has been made on several occasions in this report to the need for an expansion of testing practices to provide "hard" data to validate the results of the project. Such practices should certainly include standardized instruments, and it is hoped that the results presented in this report will convince the staff of the value of well-selected instruments. With regard to the potential second reason, the total lack of records of attendance and tardiness at both group meetings and at meetings arranged by contract not only precluded meaningful analyses by the evaluator, but also effects the successful working of the total project. To alter this current poor practice the fol-

lowing recommendation is offered:

That the data collection and management procedures in operation at Model High be revised so that attendance, tardiness, and deportment of students at both group meetings and contracts can be monitored. To insure the acquisition of such information a clause should be added to each contract specifying the appropriate data to be supplied by the contracting agency. Forms appropriate for the collection of these data should be constructed by the Model High staff and completed by the contracting agency at least bi-weekly and preferably weekly. Further, consideration should be given to the inclusion of teacher/counselors in this effort rather than placing the total responsibility on the staff secretary. When such data are collected, a central file of each student's total activity in the project should be created. This file will enable teacher/counselors to view student progress and to suggest student behavior changes much more easily than is now possible.

In an earlier section of this report (see student attitudes toward contracts, p. 57) some concern about per pupil contract expenditures was expressed. Further, it was recommended that reasons for the lower than anticipated expenditures be determined. This concern is repeated here

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and it is further suggested that the financial aspects of this educational investment be carefully analyzed by personnel more qualified in this area than the evaluator. Such an investigation would seem crucial if the question of the generalizability of project procedures is to be addressed meaningfully.

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CHAPTER III

SUMMARY

Throughout the evaluative report the attention of the reader has been directed to both the successes and failures of the Community Development Approach to Vocational and Leadership Training. To some readers it might appear that too much emphasis has been placed on program shortcomings and too little attention has been given to program successes. If such differential emphasis is apparent, it should not be enterpreted to mean that the program as a whole is not a success, for it is the opinion of the evaluator that the CDAVLT is in certain ways an effective means of meeting major needs of youth who are "turned-off" by "normal" academic environments. Rather, it is the intention of the evaluator to indicate that both major and minor revisions in the programs must be made if CDAVLT is to reach full potential and provide the model delivery system it is capable of providing. To aid project staff in program revision recommendations have been made in appropriate places throughout this report. In this concluding section these recommendations are summarized. Many of these recommendations have been discussed with the project staff and in some instances suggested modifications have been made already. Other suggestions remain to be implemented.

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All recommendations made in this report are presented below. Since attention is given to general program revisions, as well as to changes in the Curriculum Development and Model High School components of the program recommendations are grouped accordingly.

GENERAL PROGRAM RECOMMENDATIONS

It is recommended that the following information be collected on a pre-post basis from the students served by the project:

> For all Model High students achievement data in the basic skill areas of reading and mathematics should be obtained. For office skills, physical sciences, biological sciences and so forth, achievement data should be collected from those students for whom these would be considered major areas of study. Such data need not be obtained by the use of already available commercially standardized instruments. However, if teacher-made tests specifically designed for Model High students will not or cannot be constructed, standardized instruments should be used.
>
> For students involved in both the Model High and in the Curriculum Development Project vocational interest data should be collected. Again, standardized instruments should be utilized if meaningful scales or measurement procedures cannot be developed by the project personnel.
>
> Since a major goal of the Curriculum Development Project is career information dissemination, students touched by this effort should be administered instruments to determine their general knowledge of entry requirements for families of careers, wages available within these career families, job projection figures and so forth. As before, either a standardized instrument should be used for this purpose.

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CURRICULUM DEVELOPMENT RECOMMENDATIONS

Based on the success of the project to date it is recommended that serious consideration be given to discontinuing the Curriculum Development Project at least as presently constituted. If, however, the project is to be continued the following recommendations for future operation are offered:

That specific behavioral objectives should be written for each aspect of the project. Such objectives should specify in terms of behavior the intended products or changes expected from exposure to project activities and should serve as the cornerstone around which methodology is developed.

That specific methodology related to each objective should likewise be developed. This does not indicate that existing methodology, particularly the group sessions and related activities, are not appropriate. However, it is meant that other avenues for imparting knowledge of occupations and careers should be utilized. Such methodology might include the use of materials, including films and books, that have been developed in other places for such purposes. This material might not speak directly to the survival needs of black people, but in the absence of materials similar to the Black Inventors Packet and with the skillful intervention of project personnel such material should prove valuable.

That meetings with students in all schools be on a pre-planned weekly basis. Preferably students assigned to or choosing involvement in the project should continue such involvement for at least a semester. Moreover, it is urged that these meetings be an one hour in length and occur three times during each week.

That greater emphasis be given to the introduction of career information into the "regular" school day. At CCED an integration of career information with the social studies curriculum has begun. If effective, such an approach should be continued. Also, cooperating teachers can be valuable for the dissemination of information in their activities if information is shared with them and methods are discussed for the inclusion of the information in the curriculum. Such discussion would serve as the "backbone" of more fruitful planning sessions with teachers.

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That a careful study be made of utilization of staff to achieve project objectives. In this view, it is suggested that the major responsibility for project implementation at any site be assumed by one member of the staff. Present practices urge the sharing of responsibility. It is felt that if the staff request for increased personnel stems from the desire of the staff to add expertise which is now lacking such expertise should be acquired in the person of a highly qualified part-time consultant.

That field trips should be directly related to and integrated with the activities of the small groups.

That a continued relationship the team with CCED can be advocated only if the rece established equilibrium can be maintained. Moreo , the maximum success of the team at CCED will not be realized until increased structure in the area of course planning is introduced as the school. The Curriculum Development team must meet with students on a regular basis, and such regularity will result only from a pre-determined course plan developed by students alone or by students and teachers together. Such a plan should be formulated weekly (i.e., a student's schedule should be made out one week in advance) and biweekly if possible.

That future efforts in which an ungraded approach is utilized the team should actively seek to involve all members in group activities by desensitizing group members to differences due to grade. If such an approach is not feasible or ineffective, graded mini-groups might prove more effective.

MODEL HIGH SCHOOL RECOMMENDATIONS

That site visitations be made for each contract in which the student is engaged. Such visitations should occur at least once but preferably twice during the contract period. Where problems in the attainment of contract goals have arisen such visitations can easily be used for converences involving students, counselors, and teachers.

That the requirement of three evaluations during each contract period be rigidily adhered to and that modifications in contracts be made to allow for more meaningful evaluations. Such contract alterations should employ a behavioral objective approach in which the terminal be-

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haviors for each contract should be clearly explicated.

Evaluation forms based on the contracts and utilizing the behavioral objective framework should also be constructed. Such forms at least should indicate the success of the student in attaining the objectives, a criterion referenced evaluation approach, and whether such performance is viewed by the teacher as indicative of successful completion of the course (i.e., is the student ready to advance to a higher level course). For purposes of comparison, such forms should also be utilized by the student as a self evaluation instrument.

That attendance and punctuality at group meetings be stressed by counselors and that penalties be assessed for each unexcused absence and tardiness. Such penalties may be decided upon by the counselor but the establishment of a student court for this purpose would appear to be highly appropriate.

That an agenda for each group meeting be established and that this agenda be respected. Agenda setting may be a function of the counselor, but group processes would seem more appropriate. Perhaps the institution of a revolving chairmanship would be valuable. Each group member would contact the chairman with agenda items he felt were important.

Data acquired from counselors indicate that total expenditures by student for contracts range approximately from a low of $100.00 to a high of $525.00. These figures were certainly not in line with $1,000.00 per student which was to be provided for contracts. It is recommended that reasons for such low expenditures be determined.

That consideration be given to including clubs, sports, dances and so forth at Model High. Since such activities would be student oriented it is suggested that students be responsible for initiating such changes.

That an expanded facility be obtained for Model High. This facility should include classroom space, office facilities for the administrative and teaching staff, and a lounge area for group meetings and for informal student gatherings. The success of the total Model High effort is dependent on the early acquisition of such a facility.

That specific skill training based on measured student interests and abilities be incorporated into the Model High curriculum. Such training should be advocated by

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the counselors and should constitute a major portion of curriculum of each student.

That a careful analysis be made of all aspects of the functioning of small groups. In particular, attention should be paid to goals or objectives, which do not appear to be crystal clear to all counselors, and to the manner in which topics are presented to the groups (are they student or counselor concerns?).

That the data collection and management procedures in operation at Model High be revised so that attendance, tardiness, and deportment of students at both group meetings and contracts can be monitored. To insure the acquisition of such information a clause should be added to each contract specifying the appropriate data to be supplied by the contracting agency. Forms appropriate for the collection of these data should be constructed by the Model High staff and completed by the contracting agency at least bi-weekly and preferably weekly. Further, consideration should be given to the inclusion of teacher/counselors in this effort rather than placing the total responsibility on the staff secretary. When such data are collected, a central file of each student's total activity in the project should be created. This file will enable teacher/counselors to view student progress and to suggest behavior changes much more easily than is now possible.

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APPENDIX A

OVERVIEW

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MASSACHUSETTS EXPERIMENTAL SCHOOL SYSTEM

THE MODEL HIGH SCHOOL

559 DUDLEY STREET

ROXBURY, MASS. 02125

OVERVIEW

The essential overt and covert concepts on which the Massachusetts Experimental School System is operated are those realities of the dynamic factors of the group process and how that process determines and affects the performance (work) of the individual and the group. Often by design and sometimes by coincidences, people find themselves as members of an infinite variety of groups. The transient movement throughout the human life span in groups and a lack of awareness of this phenomena on the roles and attitudes of the individual in transition is the formative and operational basis for what the Experimental School System concedes as experimental, innovative, and relevant education.

Heretofore, education has been designed on the intragroup concept -- i.e., the relationships of individuals to each other as they evolve in connection with a task or function. As has been demonstrated by this design, children tolerate individual differences never understanding the nature of these differences nor their worth to themselves. The Massachusetts Experimental

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and intergroup relations.

In the elementary unit of the Massachusetts Experimental School System, these methods are being implemented by learning through direct experience (experiential learning); learning about and appreciating ethnic diversity and group relationship; and the active participation in the educational process of all those elements which make up a community: parents, teachers, students, business, industrial and other community agencies. Students are encouraged to explore, test and expand their boundaries with the teachers (entire staff) acting as a consultant -- responding, advising and telling.

The structure of the school is so designed to allow a variety of group situations to deal with those factors aforementioned: a family group of ten (10) students and one teacher (the small group), resource areas (small and large groups), student-based political groups (intergroup) and as great a diversity as is possible in terms of age distribution, ethnic dispersion, and socio-economic representation. Both unrestricted and restricted situations are provided to allow the individuals and groups to explore and test the nature of boundaries.

To provide continuity for those students approaching adolescence within the system and those pre-adolescent students coming into the system from other private, public and community schools, a flexible middle school program has been developed.

The structure of the middle sch is similar to that of the lower school. Special emphasis h been placed on the pronounced period of transition from childhood to adolescence, particularly increasing independence and responsibility, increasing ability to channel action-oriented needs and increasing communication with intergroup relationships and the ability to deal with conflicts and tensions and peer group identifications.

The middle school fosters learning geared to immature and maturing students in an atmosphere that challenges but does not pressure the individual. Continued educational guidance is based on the concept that guidance belongs in the entire learning enviroment and not in specialized components only. Particular attention is directed toward the unique, rapid and traumatic physical, mental-and emotional changes from childhood to adolescence through programs in health, sex, drug and comprehensive physical education.

Programatically, students are encouraged to spend a greater portion of their time out of the central facility. They are also encouraged to design on-going programs and projects using direct community resources.

Philosophically and conceptually, the process of continuity and intrinsic direction is carried through to the high school unit. The immediate real world makes certain demands on human participation. To permit the students to have opportunities to fulfill their personal needs successfully in terms of these

demands, five areas of concentration have been designed: college preparation; preparation for business careers; industrial and technical skills preparation; cultural arts; and human services.

Students are encouraged to amass skills and to conceptualize throughout the learning process how those skills can be used to move in more than one direction should they need or choose to do so.

The group process is provided for by continuing the family group concept (small group) to a group design designated as a study group. Large group studies are called large group meetings. Each of these designs provides opportunities for the student body to continue the exploration of the group phenomena of power and authority, leadership and dependency as it relates to the group's ability to accomplish or not to accomplish group work. Specific group projects and other problem-solving situations are a regular part of group meetings. To reiterate: the design speaks to a system which does not separate course of study from exploration and testing of the group phenomena simply to produce a product. An example of this would be students who have gained particular proficiencies that can be applied only to very limited areas and experiences.

All courses of study or educational experiences are obtained from the total metropolitan area where we the staff, the students, and the parents find them. Students are allotted a sum of money to

pursue their educational needs and through negotiation and contracting, they obtain what is needed. Voucher performance (the contractual agreement) records the joint decision of student and teacher about what and how students will learn and also serves as an evaluation means for determining credit for that experience.

Students are aided through each component and phase of the program by a teacher-counselor. One teacher-counselor is assigned one study group (10-12 students). The teacher-counselor also provides individual counseling when and where it is needed. Negotiating contracts in the initial stages of student experiences with contracting includes active participation by teacher-counselors but with continuing encouragement for students to become self-sufficient in this process.

Continuity ~~in~~ terms of those concepts that deal with the significance of individuals understanding, exploring and testing those phenomena of the dynamic group and its effect upon performance, the widest possible range of cognitive opportunities, individual-paced learning, freedom and responsibility, total community participation, and change as a real life institution represent the foundation and institutional process of the Massachusetts Experimental School System.

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MODEL HIGH SCHOOL

MASSACHUSETTS EXPERIMENTAL SCHOOL SYSTEM

VOUCHER PERFORMANCE CONTRACT

AN OVERVIEW

CONTRACTS

Individual or group contracts between students and resource persons should be regarded primarily as a means of focusing attention of both teachers and students on the task of creating a favorable relationship between themselves. Minimally, the contractual procedure will cover the areas noted below:

1. Provide a means for the student to define his own learning goals -- including definitions reached by groups of students -- and a means for moving toward becoming a self-motivated learner.

2. Provide a means of clarifying the minimum commitment of the Resource Bank person.

3. Provide a means of engaging students in the job of making contracts and arrangements in the real world that will serve their best interests. This experience will be more beneficial than simply selecting from a supermarket of offerings in a catalog.

4. Create a focus for establishing and monitoring a relationship between student and teacher based on the student's personal needs and talent, rather than imposing upon the student a fixed structure of predetermined requirements.

5. Provide a flexible means of redefining periodically the student's learning goals, thus moving away from a "product" orientation toward true education.

6. Judge the learning progress of the student, the development of his ability to define his own goals for purposes of certification (diploma), as well as determine justifiable goals short of certification.

7. Judge the contribution of the resource person and discover the areas in which he works best as a prerequisite for determining payment.

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The whole concept of learning-teaching contracts should be subject to constant re-evaluation to be sure that it truly assures the student control over his own education. The plan would, therefore, give some power to high school students in controlling their own education. Initially, of course, the counselor would have fairly strong influence in contractual arrangements, but the emphasis will be on student input and ever-increasing contribution to his own contractual negotiations. The educational aspects of the contract are of greater importance than the legal ones, hence the educational aspects are of prime concern in order for the student to remain flexible in focusing his emphasis on changing goals and process rather than upon the end product. A contractual agreement with one specific objective and an open-ended arrangement will guarantee this flexibility.

The basic contract should provide criteria for judging the performance and commitment of both student and resource person. Basic elements of the contract should include the following areas of agreement.

1. A brief description of the project to be undertaken by the student.

2. A statement of agreement concerning hours of regular meetings and supplementary meetings.

3. A statement of the student-teacher expectation and an indication of the student's commitment to do necessary research as changing levels of awareness reveal the need for more and more research. This expectation clause should be open-ended for ease in revising -- as may be found necessary in periodic meetings between student, teacher and counselor. (Reflections on progress to date and changes in future direction should be recorded serially so that the history of the project will be readily available later. The development of this recorded dialectic of goals, progress, and new goals, et cetera, will become the primary basis for evaluation of the student for purposes of certification.

4. Determination of a pay schedule.

5. Statement of agreement of specified times for evaluation in terms of changing needs.

6. Factors determining most suitable method of evaluating progress.

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Prior to drawing up the actual contract, the student will familiarize himself with the process in his study group during orientation sessions with the counselor. In addition, he will be provided with ample opportunity for discussing with the counselor just which resource persons would be most suitable for his preferred educational program, but the responsibility will be upon him to seek out the resource person most suitable for his preferred educational program. (Time should be allotted for students to be able to communicate freely with counselors on topics other than those related specifically to their contracts.) The contract will be re-examined constantly by the student himself in a process of self-evaluation and as a means of determining changing needs. In addition, determination will be made as to the quality and consistency of performance of the resource person.

Except in the case of outright negligence or fraud, payment to the resource person will not depend solely on performance. Payment by performance is an important issue and will be researched in the course of this program so that guidelines for the feasibility of this philosophy may be developed. For the purposes of our present proposal, payments will be made by the school directly to the resource person contracted by the student for assistance in his learning program. These payments will be made in three installments: the first on in advance; the second midway in the performance period and the final payment at the end of the contractual period. In the case of Study-Group Project Contracts, payment may be made in a number of ways, among them, pro-rata voucher-money contributed by the members of the Study Group, paying as they would for any other course given to one or two students.

In terms of legal aspects of the contract, it should be noted that in Massachusetts minors can become parties to a contract -- both in signing and in enforcing. In many instances, they may void a contract simply through their immunity to having a contract enforced against them. The student must enter into the contract in good faith and must understand that no money will be released on his behalf until he signs the contract in which he has been directly involved in every aspect through its final signing. Also, in the legal vein, the contract should include a clause as a safeguard against fraud or negligence of resource persons, requiring that an impartial review will be made in any case of suspected impairment of the students' rights. Any party to the contract should have the right to impartial review of any contested portion of the contract. An ad hoc administrative committee would be convened to hear complaints from any party of the contract whether to change goals as stated in the orginial contract or to adjust payments to the resource person. In any case where rights of the

student are infringed, the school will insitute suit on behalf of the student.

The parties to the contract will be the student, the counselor and the resource person and all three will be accountable for the completion of the contract as outlined above.

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APPENDIX B

VOUCHER PERFORMANCE CONTRACT

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MASSACHUSETTS EXPERIMENTAL SCHOOL SYSTEM

MODEL HIGH SCHOOL VOUCHER PERFORMANCE CONTRACT

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Date_____

We, the undersigned, _____

_____

_____

_____

agree to the following: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

And as a condition of this agreement we also agree to a pre-evaluation of the student(s) before initiation of the course, a middle and final evaluation: _____

_____

_____

_____

_____

_____

It is also understood that fees for the above services will be paid in three installments upon review of the periodic evaluations. The fee will be: _____

_____

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This contract is subject to review by the student _____, the course instructor _____, by the teacher-counselor _____, and the Director of the Model High School _____, or that person so impowered by the Director: _____.

If the agreements and conditions of this contract are not fulfilled by either of the principles; after review, this contract can be held null and void.

Signed _____ Date _____
(student)

Signed _____ Date _____
(course instructor or institution)

Signed _____ Date _____
(teacher-counselor)

We further agree to the following special provisions:

1. At any time the agreement and conditions of this contract can be changed subject to the agreement by the principles of the contract.

2. _____

3. _____

4. _____

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APPENDIX C

CREDIT REQUIREMENTS FOR GRADUATION

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model high school
MASSACHUSETTS EXPERIMENTAL school SYSTEM

Director: Carroll R. McCloud

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CREDIT REQUIREMENTS FOR GRADUATION

1. Graduation requirements - a minimum of 18 credit units
2. Minimum basic study requirements
   A. 6 units of English
   B. 4 units of History (government, political science, etc.)
   C. 4 units of Math (alegbra, geometry, calculus etc.)
   D. 4 units to be divided among group study, group or individual projects, arts, physical education, sciences etc.
3. All studies and projects will be given unit credit upon review by teacher counselors, students and the director.

EXAMPLE: To be understood that many combinations are possible and desirable.

BASED ON 3 YEARS 2 SEMESTERS PER YEAR:

1. 1st year 6 units/2units English, 1 unit History, 1 unit Science & Math, 1 unit other studies or projects.

2. 2nd year 6 units/2 units English, 2 units History, 1 unit Science & Math, 1 unit other studies or projects.

3. 3rd year 6 units/2 units English, 1 unit History, 2 units Math, 1 unit other studies or projects.

Credits may be divided into quarters, thirds, halfs or other divisions. All previous school credits will be reviewed by teacher counselors and students for credit in the Model High School program. Those students who desire graduation before 3 years and who can devise their program so that all basic requirements are met are free to do so.

[illegible] Dudley [illegible] Roxbury Massachusetts [illegible] Telephone [illegible]

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APPENDIX D

STAFF BIOGRAPHICAL DATA SHEET

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Staff Biographical Data Sheet

Name Cassell McClard

Age 35

Date Hired for Project October, 1971

Position and/or Responsibilities

Project Director

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Academic Experiences

Institution	From	To	Degree
Temple University	1957	1960	
Cecil Community College	1960	1961	B.S. — Music Education
Temple University			
St. Joseph's University			
Univ. of Mass.			Doctoral Candidate

Relevant Work Experiences

Position	From	To
Teacher - West Town Pennsylvania	1961	1962
Teacher - Egg Harbor, N.J.	1963	1965
Teacher - Phila. Public Schools	1965	1969
Special Rep. - Spring and Radio of Greater Music (Phil PS)	1968	1969
Teacher - Mass. Experimental School System	1969	1971

Staff Biographical Data Sheet

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Name Beverly A. Adams

Age 26

Date Hired for Project October, 1969

Position and/or Responsibilities

Administrative Assistant/ To assist the project director in implementing and Developing the Proposal, general directions and concepts of the Project; with reporting & Documentation; Budgetary aspects; program efficiency.

Academic Experiences

Institution	From	To	Degree
University of Mass/Boston	1966	1968	
Northeastern University	1965	1966	
Boston Business School	1963	1965	Certificate/Diploma in Accounting
Brighton High School	1959	1961	Diploma

Relevant Work Experiences

Position	From	To
United South End Settlements		
– Youth Employment Program	1964	1965
– Labor & Employment Program	1965	1967
United States Peace Corps	1966	1967

Please return within 3 days to Beverly Adams.

Staff Biographical Data Sheet

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Name Jacqueline Davis

Age 21 years old

Date Hired for Project January 1971

Position and/or Responsibilities

Position: Project Secretary------Responsibilities: answering phone taking messages- making appointments, filing, taking notes at staff meetings, taking attendance for all students, mailing (incoming-out) etc. ordering supplies, xeroxing copies, typing for all Career Dev. Staff

Academic Experiences

Institution	From	To	Degree
Bristol Eastern	Sept. 66	June 69	
Bay State Junior College of Business	Sept. 69	June 70	

Relevant Work Experiences

Position	From	To
New Departure - Secretary	Sept. 68	Aug. 69
Liberty Mutual - Filing, typing	Nov. 69	March 70
General Adjustment Bureau - Secretary	June 70	Dec. 70
New Urban League of Boston - Secretary	Jan. 71	Present

Please return within 3 days to [illegible]

Staff Biographical Data Sheet

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Name William Wilson

Age 25

Date Hired for Project Sept 1, 1971

Position and/or Responsibilities

Teacher Counselor — Consultant Psychologist
Staff resource for testing + evaluation
Counseling of group of students individually
+ in groups in developing academic program.

Academic Background

Institution	From	To	Degree
Oberlin College	1964	1968	B.A. psychology
Boston University	1968	—	M.A. psychology 196
Boston University			Ph.D. candidate clinical psych.

Relevant Work Experiences

Position	From	To
1.) Psych Intern MCI Bridgewater Treatment Center for Sex Offenders	Sept 1969	June 1970
2) Asst. Mental Health Coordinator MCI Bridgewater TC for Sex offenders	June 1969	June 1970
3) Psych Trainee 2nd year VA Hospital Brockton Neuropsychiatric	June 1970	June 1971
4. Consultant Psychologist Healthcare - ABCD	June 1971	June 1970

Please return within 3 days to Security Office

Staff Biographical Data Sheet

Name Barbara C. DeLoach

Age 28

Date Hired for Project 5/8/72

Position and/or Responsibilities

Teacher Counselor —

Academic Experiences

Institution	From	To	Degree
Northeastern U	1968	1969	none
Boston College	1970	1971	none
Mesa Bay Community	1971	1971	none

Relevant Work Experiences

Position	From	To
Martin Luther King Jr High	1968	
Worked with a group of		
teen-age girls 8th grade		
as asst. teacher —		
basic english, math		
also-acted as groom-		
ing counselor & teaching		
correct application of		
make-up.		

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Staff Biographical Data Sheet

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Name LARRY Alice

Age 27

Date Hired for Project 1971

Position and/or Responsibilities

Teacher/Counselor

Academic Experiences

Institution	From	To	Degree
Virginia State College	1966	1970	BA- Sociology

Relevant Work Experiences

Position	From	To
Project outreach - Director	June 1970	Sept 1970
Social Worker - Welfare Dept		
State of Mass.	1970	1971

Please return within 3 days to Beverly Alm...

Staff Biographical Data Sheet

Name Denice Johnson Wagner

Age 23

Date Hired for Project J

Position and/or Responsibilities

Curriculum Developer - Responsible for development of Curriculum Pieces, + testing & Also dissemination of Information concerning Project.

Academic Experiences

Institution	From	To	Degree
Boston Arch. Center	9/71	present	—
Tufts Univ.	9/65	6/69	B.A. [Fine Arts]
Immaculate Conception	—	12/64	Advanced. G.C.E.

Relevant Work Experiences

Position	From	To
Curriculum Developer	9/71	present
Assistant Book Selector, Africa S.E. Asia	8/70	7/71
Cultural Enrichment Program Supvsr.	6/69	3/70
Photography Teacher - Summerthing	7/68	9/68
African Art Teacher - N.Y.C.	4/67	9/67
Arts + Crafts Counselor	7/66	8/66.

Please return within 3 days to Lorenzo [illegible]

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Staff Biographical Data Sheet

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Name Claudia Weaver

Age 28

Date Hired for Project March 1971

Position and/or Responsibilities

Curriculum Developer and Teacher

Academic Experiences

Institution	From	To	Degree
Harvard Univ.	1963	1967	B.A. - Sociology

Relevant Work Experiences

Position	From	To
Curriculum Developer - Education Development Corporation	6/67	1/68
Neighborhood Organizer - Division of Youth Services	1/68	12/68
Asst. Project Director - Urban Leaders Alternative Arts Curriculum University of Mass.	12/68	12/69
	12/69	3/71

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Staff Biographical Data Sheet

Name Jamulah (Evelyn H.) Robinson

Age 22

Date Hired for Project Dec. 1, 1970

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Position and/or Responsibilities

Curriculum Developer - individual and group Counseling, develope materials (curriculum) around careers - with guidence counselors, teachers, business folks etc.

Academic Experiences graduated - H.S. 1967

Institution	From	To	Degree
Moody School of Commerce (Business)	June 1968	Nov 1968	certificate / Data processing
Central Conn State college	summer 1969	session 1969	credits
Northeastern U.	1970	- present	major Ed. Psychology

Relevant Work Experiences

Position	From	To
Cashier / supervisor	Sept 1967	June 1968
~~Pro~~ Community Organizer O.E.O.	Nov. 1968	Nov. 1969
Sec / Receptionist W.I.D. radio	Nov. 1969	March 1970
Job Counselor	~~Nov~~ March 1970	June 1970
Data processing / Videodisplay	June 1970	Nov. 1970

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APPENDIX E

CURRICULUM DEVELOPMENT TEAM QUESTIONNAIRE

ERIC

Curriculum Development Team
Questionnaire

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As evaluators of the Urban League's programs, we are asking you to take a few minutes of your time to tell us some of the things that you feel about the Curriculum Development component of the program. The items listed below were derived from concerns voiced by members of the Curriculum Development Team in personal interviews and in their writings. Since there are no right or wrong answers to the questions we ask that you do not sign your name to the questionnaire Responses to this questionnaire will be read only by the evaluators.

Please return the questionnaire in the stamped, self-addressed envelope within three days. If you have any questions or would like to discuss portions of this questionnaire feel free to contact me. Also, if the space provided for any response is not sufficient feel free to use the back of the sheets. Thank you in advance for your cooperation.

1. How many students is the Curriculum Development Team currently working with at:

   CCED _____
   St. John's _____
   McCormack _____

2. How often and for what period of time do you meet with the students from:

   CCED _____
   St. John's _____
   McCormack _____

3. How would you describe the space and facilities available to you at:

   CCED _____

   St. John's _____

   McCormack _____

4. Prior to the beginning of instruction, were planning sessions held with the faculty from CCED, St. John's, and McCormack?

   Yes _____ No _____
   If yes, please describe the nature of these planning sessions. (If they differed from place to place please specify.)

5. How often do you now have planning sessions with the Teachers from the three schools?

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5. Generally, what is the nature of these meetings?

6. As you see them, what are the objectives of the Curriculum Development Team?

7. How do you go about achieving these objectives in each of the three schools? (If methods and procedures differ from place to place please specify.)

8. What would you consider to be the major reasons for discontinuing the Black Inventors Packet?

9. What would you consider to be the current status of the small business piece?

10. What would you consider to be the future success of the small business piece?

ERIC

11. Besides the Black Inventory Packet and the Small Business piece in what types of projects have students from each of the three schools been involved? (If projects differ from place to place please specify.)

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12. How would you evaluate the success of each of the projects mentioned in ques. 9?

13. Field trips conducted by the Curriculum Development Team were taken by students from which schools?

To what sites were these students taken?

14. What is the current status of the Curriculum Development Team's relationship with CCHD?

15. How would you evaluate the student reaction to the Team's efforts at CCHD?

ERIC

16. How would you evaluate the success of the Team's efforts at CCED?

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17. What is the current status of the Curriculum Development Team's relationship with St. John's?

18. How would you evaluate the students reactions to the Team's efforts at St. John's?

19. How would you evaluate the success of the Curriculum Development Team's efforts at St. John's?

20. What is the current status of the Curriculum Development Team's relationship with the McCormack School?

21. How would you evaluate the students reactions to the Team's efforts at the McCormack School?

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22. How would you evaluate the success of the Curriculum Development Team's efforts at the McCormack School?

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23. What would you consider to be the major work-related needs of the students with whom you have had contact?

24. How would you describe your relationship with parents of students at CCED, St. John's, and McCormack? Can you suggest any procedures for improving these relationships?

25. How would you describe the Curriculum Development Team's relationship with the community?

26. In what way(s) has the Team been directly involved with community activity? Can you suggest any procedures for expanding this activity?

27. What would you [illegible] the most significant accomplishments of the Curriculum Development Team this year?

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28. What things about the Curriculum Development Team's activities are most in need of change?

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Please complete within three days and return in the stamped, self-addressed envelope.

Thank you!

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APPENDIX F

MODEL HIGH SCHOOL STUDENT QUESTIONNAIRE

ERIC

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Model High School
Student Questionnaire

As evaluators of Model High we are asking you to take a few minutes of your time to tell us some of the things you feel about your school. The questions on the following pages deal with concerns and problems which are of major importance to the successful operation of Model High. For each question there is no right or wrong answer. Instead, we are concerned with how you feel about the things mentioned. Since there are no right or wrong answers we ask that you do not sign your name to this questionnaire. No attempt will be made to identify the person completing this form and forms will be read only by the evaluators.

Read each question carefully and then place a check mark in the space that best describes how you feel about the question. If you want to change your answer, please erase completely. Thank you in advance for your cooperation.

1. My counselor (Larry, Amani or Barbara) takes a greater personal interest in me than counselors in the schools that I used to attend.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

2. If I have a personal problem I feel comfortable in discussing it with my counselor.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

My counselor is concerned about me as a person.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

4. My counselor is concerned about how well I am doing in completing my contracts.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

5. My counselor visits me often in classes held away from 539 Hadley Street.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

6. My counselor, my teacher and I meet frequently to evaluate how well I am doing.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

7. If I am having trouble with school work my counselor will try to find out why.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

My counselor is easy to find when I need him.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

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9. I like my counselor at Model High.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

10. My counselor is nearly always the leader of our small group meetings (Group A, B or C).

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

11. I think I could do a better job in leading the group than my counselor.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

12. Much of the time at our group meeting is spent in power struggles, ego trips, etc.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

13. I think that the group meetings were better at the beginning of the year than they are now.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

14. I think that students should have more control of group meetings.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

15. I think we should get more done in group meetings.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

16. The group meetings really help me to understand what my education is all about.

Strongly Agree	Agree	Undecided	[illegible]	[illegible]

17. I think that the group meetings are more important than the classes our counselors [illegible].

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

18. Folks are usually late for the group meetings.

Strongly Agree	Agree	[illegible]	[illegible]	[illegible]

19. [illegible]

Strongly Agree	[illegible]	[illegible]	[illegible]	[illegible]

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20. Folks are always absent from the group meetings.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

21. Setting up my own schedule is really important to me.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

For questions 22 to 27, teachers refers to those folks that you have contracts with and not to your counselor (Barbara, Larry or Amani).

22. The teachers that I have contracts with are more concerned that I do a good job than teachers in the schools that I used to go to.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

23. I feel that my teachers are willing to give me extra help when I need it.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

24. Teachers treat me special because I come from Model High.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

25. The teachers that I have contracts with don't know their material very well.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

26. If I am having trouble with a course, the teacher will tell me about my trouble right away.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

27. The evaluations which I receive from my teachers don't really tell me how well I am doing.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

28. All in all, I feel that I am getting my money's worth with my contracts.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

29. Travelling from place to place to work on my contracts is hard for me.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

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30. I think I am learning more at Model High than at the school I used to go to.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

31. I feel that I am competing with other students at Model High more than I did in other schools.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

32. Students at Model High should have more power in deciding what courses or contracts to take.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

33. The counselors and administrators at Model High try to make changes which the students feel are important.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

34. Model High should place more emphasis on extra-curricular activities such as clubs, sports, dances, etc.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

35. What I learn in school provides me with enough information about how to get along with people.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

36. I often think about dropping out of school.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

37. I would advise my friends or relatives to apply to Model High.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Located below are several short essay questions. Please answer each question by writing your response in the space provided. If you need more space to answer any question, please feel free to use the back of the sheet.

38. What types of group projects or experiences have you been involved in at Model High?

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39. What things about Model High do you like the most?

40. What things about Model High would you like to see changed?

41. Would Model High be better for you if you were learning more skills (like carpentry, plumbing, secretarial skills, etc.)? Please explain.

42. Compared to other schools, how do you feel about the education you are getting at Model High?

43. What do you plan to do when you graduate from Model High?

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APPENDIX G

STUDENT ATTITUDES FOR EACH TEACHER/COUNSELOR

ERIC

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1	2	SA	A	V	D	SD	NR
1.	1	60	30	10	0	0	0
	2	75	13	13	0	0	0
	3	67	22	11	0	0	0
2.	1	30	30	20	20	0	0
	2	25	50	13	13	0	0
	3	33	33	0	11	22	0
3.	1	50	50	0	0	0	0
	2	13	50	13	0	0	0
	3	44	33	22	0	0	0
4.	1	30	70	0	0	0	0
	2	63	55	0	0	0	13
	3	67	22	11	0	0	0
5.	1	0	50	20	30	0	0
	2	13	13	38	25	0	13
	3	0	11	22	44	11	11
6.	1	0	50	20	30	0	0
	2	25	25	25	13	0	13
	3	11	22	22	33	11	0
7.	1	49	60	0	0	0	0
	2	63	13	0	13	0	13
	3	44	33	22	0	0	0
8.	1	40	40	20	0	0	0
	2	38	50	13	0	0	0
	3	22	44	0	22	11	0
9.	1	50	50	0	0	0	0
	2	75	25	0	0	0	0
	3	78	11	11	0	0	0
10.	1	0	10	0	50	40	0
	2	0	13	25	38	13	13
	3	11	33	22	11	22	0
11.	1	10	10	30	30	20	0
	2	0	13	25	25	25	13
	3	11	11	33	33	11	0
12.	1	0	30	50	10	10	0
	2	0	38	25	25	0	13
	3	0	11	56	11	22	0

[1] Item number.

Numbers 1, 2, and 3 refer to the three teacher/counselors.

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		SA	A	V	D	SD	NR
13.	1	20	10	40	30	0	0
	2	0	0	0	38	25	38
	3	11	33	0	33	22	0
14.	1	20	50	30	0	0	0
	2	0	0	38	50	0	0
	3	22	22	22	22	11	0
15.	1	50	50	0	0	0	0
	2	0	50	38	0	0	13
	3	33	22	33	0	11	0
16.	1	40	40	10	10	0	0
	2	25	50	0	13	0	13
	3	44	44	11	0	0	0
17.	1	0	30	10	60	0	0
	2	0	13	63	13	0	13
	3	11	33	22	33	0	0
18.	1	30	50	20	0	0	0
	2	0	50	13	25	0	13
	3	0	78	11	11	0	0
19.	1	30	30	30	10	0	0
	2	0	50	0	38	0	13
	3	33	33	33	0	0	0
20.	1	10	50	10	30	0	0
	2	0	25	25	50	0	0
	3	0	33	22	44	0	0
21.	1	20	50	20	10	0	0
	2	25	63	0	0	0	1
	3	44	56	0	0	0	0
22.	1	30	60	10	0	0	0
	2	38	50	13	0	0	0
	3	11	22	56	0	0	11
23.	1	40	60	0	0	0	0
	2	50	50	0	0	0	0
	3	0	67	11	0	0	22
24.	1	0	0	10	0	0	0
	2	0	0	0	0	0	13
	3	0	0	33	0	0	33

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		SA	A	V	D	SD	NR
25.	1	0	0	10	70	20	0
	2	0	0	0	75	13	13
	3	0	0	33	22	11	33
26.	1	0	0	10	40	50	0
	2	0	0	25	25	38	13
	3	0	0	33	33	11	22
27.	1	0	10	0	30	60	0
	2	0	0	25	38	38	0
	3	0	11	22	33	11	22
28.	1	10	60	20	10	0	0
	2	13	25	38	13	0	13
	3	0	44	33	0	11	11
29.	1	0	20	0	60	20	0
	2	0	13	13	63	0	13
	3	0	11	22	44	11	11
30.	1	30	50	10	10	0	0
	2	38	38	13	13	0	0
	3	44	44	22	0	0	0
31.	1	0	20	20	30	30	0
	2	0	25	0	50	13	13
	3	0	33	33	11	22	0
32.	1	40	30	20	0	0	10
	2	0	13	38	38	0	13
	3	0	22	56	11	11	0
33.	1	10	50	30	10	0	0
	2	13	63	0	13	0	13
	3	33	33	22	0	11	0
34.	1	10	60	20	10	0	0
	2	0	13	63	13	0	13
	3	11	11	44	22	11	0
35.	1	20	50	20	10	0	0
	2	13	38	0	38	0	13
	3	44	56	0	0	0	0
36.	1	0	20	10	10	60	0
	2	0	25	0	38	25	13
	3	0	0	22	11	67	0
37.	1	40	50	0	10	0	0
	2	13	63	13	0	0	13
	3	67	22	11	0	0	0

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APPENDIX H

MOEDL HIGH SCHOOL COUNSELOR QUESTIONNAIRE

ERIC

Model High School
Counselor Questionnaire

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As evaluators of the Model High School, we are asking you to take a few minutes of your time to fill in some of the things that you feel about the program. The items listed below were derived from concerns voiced by counselors in personal interviews and in their writings. Since there are no right or wrong answers to the questions, we ask that you do not sign your name to this questionnaire. Responses to this questionnaire will be read only by the evaluators.

Read each question carefully and then place a check mark in the space that best describes how you feel about the question. If you want to change your answer, please erase completely. Thank you in advance for your cooperation.

1. It is not unusual for students to call me at home with their problems.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	NR
2		1			

2. I think I am well-prepared academically to do my job at Model High.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
2	1			

3. I think I have sufficient work experience to do my job at Model High.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
2	1			

4. I make it a practice to visit students in classes held away from 559 Dudley Street.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	1	1	1	

5. I meet with teachers at least twice during each contract to evaluate the progress of each student.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	2			

6. Students are nearly always the leaders of our small group meetings (groups A, B, or C).

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	2	1		

7. Much of the time in our group meetings is spent in student power struggles and ego trips.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
		1	1	1

8. I think that the group meetings were better at the beginning of the year than they are now.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	1
		1		1	

9. I think that students should have more control of group meetings.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	1	2		

10. I [illegible] in group meetings.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	2			

11. The group meetings really help the students to understand what their education is all about.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
2			1	

12. I think that the group meetings are as important for the students as the contracts that they are involved with.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
3				

13. All in all, the students seem to be getting their money's worth with the contracts.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	1	2		

14. The teachers that the students have contracts with are well qualified in the area(s) that they are teaching.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	2	1		

15. The evaluation given by the teachers really don't tell the student how well he or she is doing.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	1	1	1	

16. Students at Model High should have more power in deciding what courses or contracts to take.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1		1	1	

17. The counselors and administrators at Model High try to make changes which the students feel are important.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
3				

18. Model High should place more emphasis on extra-curricular activities such as clubs, sports, dances, etc.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	3			

Located below are some short essay questions. If the space provided for each question is not sufficient, please feel free to use the back of the sheet.

19. What would you consider to be the major academic weaknesses of students in Model High?

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20. What types of group projects or experiences have you been involved in at Model High?

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21. Would Model High better prepare students if they were learning more saleable skills (e.g. carpentry, plumbing, secretarial skills, etc.)? Please explain.

22. In what areas do you feel that Model HIgh has been most successful this year?

23. What things about Model High are most in need of change?

24. How would you describe Model High's relationship with other components of the Massachusetts Experimental School System?

25. Do you feel that workshops and/or other means of staff training would help you to do a better job at Model High? If yes, what types of training would you suggest?

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26. How would you describe your relationship with parents and/or guardians of Model High students? Can you suggest any procedures for making these relationships better?

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27. Do you feel that the present procedures for evaluating student progress are appropriate? If no, what revisions would you make?

28. What procedures do you follow for recruiting resource people or teachers?

29. Do you feel that the present procedures for acquiring teachers or resource people are adequate? If no, how would you change them?

30. Do you feel that the resource people and/or institutions your students have contracts with are the best people available? If no, which teacher and/or institutions have you found to be ineffective or inappropriate?

31. What would you consider to be the major objectives of your small group meetings?

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Model High School
Massachusetts Experimental School System
Parent Questionnaire

Directions:
We are asking for your help in judging how well the Model High School is providing an education for your child. This information will help us to find out ways to make the program better. Please read each question carefully and place a check mark in the space that you feel best answers the question. Please return the questionnaire within three days in the stamped self-addressed envelope which is enclosed. Do not sign your name. No attempt will be made to determine the names of parents completing this form. Your cooperation in returning the questionnaire within three days will be greatly appreciated.

1. How many times have you visited the Model High School in the last school year?

38 0 25 1 0 2 13 3 0 4 13 more than 4 13 NR

2. How many times has someone from the Model High School visited you at home this school year?

13 0 50 1 25 2 0 3 0 4 13 more than 4 0 NR

3. If someone from the Model High School visited your home this year, what were the reasons for the visit(s)? (check all that apply)

___ My child was absent from school.
14 My child was not making good progress at school.
53 To describe the good progress my child was making.
53 Other (please tell why) _____

4. How many times have you attended meetings of the Model High School Parent's Group?

25 0 25 1 0 2 25 3 0 4 13 more than 4 13 NR

5. Were you told when the Model High Parent's Group was having meetings?

88 yes 12 no

6. How often do you get information from the Model High School staff about your child's progress in school?

62 often 38 sometimes ___ rarely ___ never

7. Compared with other schools my child has attended, I think that at Model High my child learns

74 more 13 about the same ___ less 13 NR

8. Compared with teachers and counselors in other schools, the teachers and counselors at Model High School show

100 more concern for my child 0 about the same concern 0 less concern

9. Do you think that your child is more likely to graduate from high school because he or she goes to the Model High School?

88 yes 0 no 12 not sure

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10. What do you like best about the Model High School?

11. What parts of the Model High School would you like to see changed?

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APPENDIX J

WORK VALUES INVENTORY SUB-SCALE SCORES FOR INDIVIDUAL RESPONDENTS

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	Cr	Ma	Ac	Su	Sr	Wl	Se	As	Es	Pr	In	Va	Er	Al	Is
MHS01	12	14	13	14	10	14	15	9	10	13	15	12	15	12	15
MHS02	8	10	13	11	12	12	14	11	5	9	7	7	10	13	8
MHS03	10	10	13	12	9	11	9	8	8	11	9	8	9	11	12
MHS04	12	11	12	14	13	14	13	10	10	12	14	11	13	12	9
MHS05	6	9	15	12	15	15	15	11	7	6	12	12	14	15	9
MHS06	8	6	9	10	11	11	6	6	13	10	15	12	15	5	8
MHS07	11	7	14	12	11	11	14	11	8	7	12	10	13	12	8
MHS08	9	8	11	9	9	11	9	9	8	10	12	10	12	9	10
MHS09	5	7	8	9	12	15	14	7	11	6	7	7	7	15	12
MHS10	12	10	14	14	12	13	13	15	10	11	11	12	11	13	15
MHS11	15	9	15	11	14	8	14	7	13	9	15	15	13	15	12
MHS12	11	6	10	5	8	12	6	10	8	9	8	9	4	15	12
MHS13	15	10	14	7	13	15	14	7	6	11	14	13	15	14	10
MHS14	15	10	14	14	13	14	15	8	8	13	15	15	13	10	11
MHS15	15	13	15	15	15	15	15	10	12	15	15	15	15	15	13
MHS16	12	10	15	13	13	13	15	7	7	13	12	10	15	14	13
MHS17	11	7	12	10	10	10	8	11	11	11	15	12	9	15	15

YOU ARE NEEDED

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BOSTON PUBLIC SCHOOLS AND ALTERNATIVE SCHOOLS

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TO THE STUDENT

YOU ARE NEEDED to make an important decision — choosing a high school. Don't think it doesn't matter, because it does. There is a significant difference in the types of curriculums which are offered in the Boston area high schools. Check out this brochure — carefully — and see for yourself. You'll find that **you do have a choice.**

YOU ARE NEEDED to enter community-building skill areas. One way to accomplish this is to go to schools which offer courses which are most meaningful to you, as young Black brothers and sisters. Certain courses concentrate specifically on improving the Black experience in American, and we suggest that you seek them out.

YOU ARE NEEDED to talk with your parents about the different high school curriculums which are available. Don't keep them in the dark. They can probably give you helpful advice, and most certainly they should be aware of your plans.

YOU ARE NEEDED in the community whether you attend college, enroll in a technical school, or go to work. To be an asset to the community, you will need a strong high school background. Make the most of your high school years by choosing a curriculum that's relevant.

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TO THE PARENT

YOU ARE NEEDED to discuss with your child his high school curriculum choice. As a parent, you have a special role in helping your child plan his educational career. Your encouragement for his career preference may lay the stepping-stone to his success.

YOU ARE NEEDED to encourage your child to help develop the Black community to its fullest extent. Some of the areas young Blacks are entering are glamorous, prestigious and highly paid; others are not. We hope that you will remember that in our struggle to develop the Black community, we need Black people trained in every area imaginable. What appears to be a "Big Dream" for your child today, may be a reality tomorrow. What is lacking in the community today may be fulfilled by your child's career choice.

YOU ARE NEEDED to teach your child that he will be a community builder of tomorrow and that he should learn as much as possible about the workings of a community, the need for strong self-sufficient survival programs, and the responsibility of a resident to contribute to the development of the community.

YOU ARE NEEDED to encourage your child to go as far as possible to pursue a broad educational experience.

WHAT WILL YOU DO ?

YOU ARE NEEDED

DIRECTORY

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Note:

The following high schools did not provide information for the production of this brochure. For curriculum information contact the guidance department and/or headmaster of the school.

Charlestown High
East Boston High
Hyde Park High
Jamaica Plain High
Jeremiah E. Burke High
Roslindale High
South Boston High

BOSTON LATIN HIGH 78 Avenue Louis Pasteur Boston, Mass.

Curriculum: College Preparatory

Grade IX	Grade X	Grade XI	Grade XII
English	English	English	English
Latin	Latin	Latin	Latin
Greek or French or German	Greek or French or German	Greek or French or German	Greek or French or German
Civic Education	World History	Mod. European His.	American History
Math	Math	Math	Math
Biology	Physics I or Chemistry I	Physics II or Chemistry II or Biology II	Adv. Plc. Chem. or Adv. Physics or Adv. Plc. Biology
Art Appreciation or Fine Arts	Art Appreciation or Fine Arts or Design	Art Appreciation or Fine Arts or Design	Art Appreciation or Fine Arts or Design
Phy. Education or Health Education	Phy. Education or Health Education	Phy. Education or Health Education	Phy. Education or Health Education

BOSTON TECHNICAL HIGH

Warren & Townsend Streets Dorchester, Mass.

Curriculum: College Preparatory, Technical & Cooperative Industrial

Entrance Requirements: Examination in English and math

Grade IX	Grade X	Grade XI	Grade XII
English	English	English	English
Math	Math	Math	Math
Science	Science	Science	Science
Physical Education	Physical Education	Physical Education	Physical Education

All students must carry six courses. Foreign language required for college prep.

Select three electives per term from the following:

Algebra I or Advanced Algebra I (G9)	Elementary Computer Programming (G10)
Geometry or Advanced Geometry (G10)	College Board Review Math (G11)
Algebra Trig. or Honors Math (G12)	Algebra III (G12)
Drama (G12)	Computer Programming (G12)
English Literature	College Math (G12)
Logic	American Literature
College Physics Advanced	General Biology
Biology	Strength of Materials
Physics	Physical Science
Trig. and Analysis or Honors Math (G12)	Chemistry
Related Science II	Related Science III and IV

Electives (con't)

Economics	World History	Advanced U.S. History
Civics	African Studies	U.S. History to 1865
American Goernment	Ancient History	U.S. Since 1865
Law Program	Far Eastern History	Afro-American History
French I, II, III, or IV	Spanish I or II	Art Major or Appreciation

Special Offerings:

Woodworking — four year program; Use and care of tools, production of products, etc.
Machine Technology — use of machines, tools and measuring instruments for manufacturing.
Sheet Metal Technology — develop skills in metal working.
Industrial Technology — problems of Industry and Plant Management.
Metals Technology — study of metals.
Electronics I and II — two year program.
Mechanical Drawing I, II, and III
Machine Drawing or General Drawing or Architectual Drawing or Electronic Drawing I and II
Graphics
Basic Technical Illustrations
Drafting Standards
Cooperative Industrial Printing Course — printing industry employment preparatory; Grade XI is placed on jobs and paid for the weeks they work.

BOSTON TRADE HIGH

550 Parker Street Boston, Mass.

Requirements for all grades: English, History, Math, Science, Health & Phy. Ed.

Special Offerings

Automobile — theory and practical shop experience in mechanics.

Basic Electronics — basic of electronics, industrial and digital circuit theory; class and shop experiments on A.C. and D.C. circuit theory, vacuum tubes, transistors, and I.C.'s

Cabinet Making — layout, cut, shape and assemble products i.e., furniture, cabinets, store fixtures, office equipment.

Carpentry — makes types of joints applicable to house construction and other woodworking areas; scaling according to correct technique.

Drafting — designer type operation for builders or machanists.

Electrical — installation, control, and maintenance of light, heat, power, signal and communication systems.

Machine Shop — taught to set up and operate machines used throughout the trade.

Painting — learn tools used in painting and decorating fields.

Plumbing — elements of sanitation and principles of water supply, drawing, repair work, remodeling, and new work for residences and commercial work.

Printing — all phases; actual commercial work on single and multi-color work.

Sheet Metal — soldering, forming, spot welding, drilling. riveting, rolling.

Welding -- welding similar and dissimilar alloys by several processes.

No one course can contribute more than another to occupational or professional preparation. All high-school courses contribute, in one way or another, to the various occupations by which people earn a living. You do not specialize in high school, but you do work toward a basic educational and cultural background in preparation for employment, post-high school study, and community living.

WHAT DOES HIGH SCHOOL OFFER ...

COLLEGE PREPARATORY . . . for students planning to attend college.

GENERAL EDUCATION . . . for those not planning to attend college, but desire a well-rounded general education background.

TRADE & INDUSTRIAL EDUCATION . . . for students who desire on-the-job training while in high school, leading to their continued employment after completion of high school study. (This selection does not restrict you from college entrance.)

BUSINESS EDUCATION . . . for students planning to enter the business field in the areas of typing, stenography, bookkeeping, or related work. (This selection does not restric you from college entrance.)

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BRIGHTON HIGH

Warren Street Brighton, Mass.

Curriculum: College Preparatory and Business

Grade X	Grade XI	Grade XII
English	English	English
Physical Education	Physical Education	Physical Education
Health Education	U.S. History	**COLLEGE PREP ELECTIVES**
COLLEGE PREP ELECTIVES	**COLLEGE PREP ELECTIVES**	Choose 4 or 4 & 1 mini or 2 semester courses
Choose 4	Choose 3 or 3 & 1 mini or 2 & 2 mini or 2 & 3 mini	American Government
African Heritage	Algebra II or Geometry	Modern History
Biology	Remedial or 2nd Lang. English	Problems of Democracy
World History	Latin I or II	Journalism
English (Remedial or as a second language)	French I or II or III	Art or Art Major I or II
Algebra I or Plane Geometry	Spanish I or II or III	Math IV or V
French I or II or III	Biology I	Biology I or II
Latin I or II	Chemistry	Chemistry
	Art Major I or II	Physics
	Music Theory	Music Theory
	Problems of Democracy	English (remedial or as 2nd language)
	U.S. History	
BUSINESS ELECTIVES		
Bookkeeping I	Office Practice I	Office Practice II
Basic Math	Bookkeeping I or II	Bookkeeping I or II
Algebra I	Merchandising I	Merchandising I or II
Physical Science	Business Law	Shorthand Transcript

BUSINESS ELECTIVES (con't)

Biology
General World History
Foods I
Clothing
Art Major I
Consumer Economics

Mini-Courses for IX - XII
English (CEEB)
Developmental Reading 2-5
Review Math
Elem. Computer Prog. I, II
Magazine Journalism
Music Listening

Semester Courses

Business Psychology
Organization & Management
Spanish Civilization
Latin American Civilization
Asian Studies I & II
Bacteriology
Medical Science

Shorthand Transcript
Remedial English II
Corrective Reading
Modern European History
Physical Science
Biology
Algebra
Chemistry
Foods I or II
Clothing I or II
Art or Art Major I or II
Music History
Afro-American History
American Heritage

Drama
Public Speaking
Political Geography
Elementary Functions
Probability & Statistics
Urban Problems
Ceramics or Sculpture

Business Law
Remedial English II
Basic Math
Biology
Afro-American History
American Heritage
French II, III, IV or V
Latin II
Spanish II or III
Physical Science
Chemistry
Foods I or II
Clothing I, II or III
Home Management
Art or Art Major I or II
Music Theory or History
Algebra I
Typing I or II

COPLEY SQUARE HIGH

150 Newbury Street Boston, Mass.

Curriculum: College Preparatory

Grade IX	Grade X	Grade XI	Grade XII
Language Arts	Language Arts	Language Arts	Language Arts
Intro. Physical Sci. or Investigative Sci.	Biology	History	Physical Education
Physical Education	Health Education	Physical Education	Extern Elective*
Extern Elective*	Physical Education	Extern Elective*	In-School Activities
Social Studies	Extern Elective*	In-School Activities	

* Extern electives are either short or long term contracts between the school and a community resource — for example, a museum, university, business or government officer — in which the student assumes the responsibility to carry through an approved project as part of his course.

Extern Electives:

Art Major I or II	Bi-Lingual Spanish	Business, Marketing and Distribution
American Studies	Business Laboratory	Environmental Science
Chemistry Major	Cross-Age Teaching	Media & Mass Communications
Humanities	Math Major	Minorities in Amer. Culture
Political Science	Public Communications	
Music Major		

...TO HAVE A SKILL

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DORCHESTER HIGH

35 Peacevale Road Dorchester, Mass.

Curriculum: College Preparatory, Business, Art Major

Grade X
Health Education
Physical Education
English
College: (Select two)
Algebra I or Geometry
French I, II, III or
Spanish I, II, or III or
Italian I or II
and one elective
Business
Economic Geography
Bookkeeping I
Physical Science or
Biology I
one elective
Art Major
BSCS Biology
Art Major II
Algebra I or Geometry

Grade XI
Physical Education
English
U.S. History
College
Algebra II
French I, II, III, or IV
Spanish I, II, III or IV
Italian I or II
one mini elective
one regular elective
Business
Typing I
Office Practice I or
Shorthand I with Typing I
or Bookkeeping II or
Merchandising I
Art Major
Art Major III
Foreign Language
one mini elective

Grade XII
Physical Education
English
College:
U.S. History II
one mini elective and
three regular electives
Business
Shorthand II and Typing II
Office Practice II
Bookkeeping III
Merchandising II
one mini elective
three regular electives
Art Major
U.S. History
Art Major IV
one mini elective
one regular elective

Special Offerings: Grade XII only)

Cooperative Merchandising — English Co-op, Office Practice Co-op, and Merchandising Co-op, on-the-job training.

Health Service Assistant Program — Urban Problems. Medical Science, Medical Bookkeeping, Medical Assistant, Medical Typing, and Home Economics. Every other week clinical laboratory. Must take academic subjects, too.

Cabinet Making

Upholstery

Furniture Finishing

Grade X Electives:

World History
French I, II or III
Spanish I, II or III
Italian I or II
Business Math
Art Minor I or II

Mini-Electives XI

Music Appreciation
Drama
Creative Writing
Developmental Reading II
Urban Civilization
Oceanography
Business Arithmetic

Regular Electives:

Music Appreciation II
Glee Club
Economics
Am. Constitutional Gov.
History Mod. Europe
History Far East
African Studies
Black Studies
Spanish II, III, or IV
French II, III, or IV
Italian II
Trig-Elem. Analysis
Algebra II
Chemistry Study
Nursing Chemistry
Physics
Astronomy
Biology

con't

Typing I or II
Office Practice I or II
Bookkeeping II or III
Merchandising I or II
Business Law
Foods I, II, or III
Clothing I, II, or III
Home Management
Art Minor II, III, or IV
Electronic Technician
Graphic Arts

Mini-Electives XII

Music Theory II
Journalism
Developmental Reading XII
Sociology
Income Tax or Civil Service
Data Processing

ENGLISH HIGH 77 Avenue Louis Pasteur Boston, Mass.

Curriculum: College Preparatory and Business

Grade IX	Grade X	Grade XI	Grade XII
Physical Education	Physical Education	Physical Education	Physical Education
English	Health Education	English	English
Foreign Language or Art & Mech. Draw.	English	Foreign Lang. or Art & Mech. Draw.	Foreign Lang. or Art & Mech. Draw.
Shorthand & Typing or Office Practice & Typewriting or Merchandising	Foreign Language or Shorthand & Typing or Office Practice & Typewriting or Merchandising or Art & Mech. Draw.	Shorthand & Typing or Office Practice & Typewriting or Merchandising	Shorthand & Typing or Office Practice & Typewriting or Merchandising
Mathematics &/or General Business &/or Bookkeeping	Mathematics &/or General Business &/or Bookkeeping	Mathematics &/or General Business &/or Bookkeeping	Mathematics &/or General Business &/or Bookkeeping
Civic Education	History	U.S. History	History
	Science	Science	Science

GIRLS HIGH

35 Greenville Street Roxbury, Mass.

Curriculum: College Preparatory and Business

Grade IX*
English
Physical Education
Civics
Health
ACADEMIC
Algebra
Language
BUSINESS
Geography
Reading
ELECTIVES
Language, Clothing, Drawing, Sewing, Music, World History

Grade X*
English
Physical Education
Health
ACADEMIC
Geometry
Language
College Biology
BUSINESS
Reading
Geography
General Biology
Bookkeeping
ELECTIVES
Same as Grade IX and typing

Grade XI*
English
Physical Education
ACADEMIC
Language
Alg. II Review Math
Advanced Biology
BUSINESS
U.S. History
choose 1 or 4:
off prac. typ, bkkp
shrthd, typ, bkkp,
typ, off prac, merch
typ, merch, bkkp
ELECTIVES
Prob. of Democracy
Journalism, Bkkp.
Drawing, Clothing
Black Lit., Eng Lit,
Language, Family Liv.
Physical Science,
Driver's Education

Grade XII*
English
Physical Education
U.S. History (if not previously taken)
ACADEMIC
All electives
BUSINESS
Same as Grade XI – Part II
Prob. of Democracy
Journalism, Black Lit.
English Lit., Language
Drawing, Driver's Ed.
ACADEMIC ELECTIVES
Math, Physics, Chemistry
Art, Typing
BUSINESS ELECTIVES
Clothing, Physical Science, Family Living, Bookkeeping

* Required subjects for all students.

GIRLS LATIN HIGH 380 Talbot Avenue Dorchester, Mass.

Entrance Requirements: Examination in math and English

Curriculum: College Preparatory

Grade IX	Grade X	Grade XI	Grade XII
Physical Education	Physical Education	Physical Education	Physical Education
English	English	English	English
Math	Math	Math	Math
Latin	Latin	Latin	Latin
History	History	History	Chemistry
French or German	French or German	French or German	French or German
Health Education	Biology	Biology or Physics or Chemistry	History or Physics or Biology II or
Art			Creative Writing or
Music			International Relations

...TO BE OF SERVICE

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TRADE HIGH FOR GIRLS

56 The Fenway Boston, Mass.

Grade XI	Grade X	Grade XI	Grade XII
English	Algebra	Math	Math
Civic Education	Biology	Art	Art
Physical Education	English	Science	Science
Health Education	Physical Education	English I	English II
General Science	General Science	U.S. History I	U.S. History II
Typing	Typing	Physical Education	Physical Science
Math	Geographv	Merchandising I	Merchandising II

Special Offerings:

Culinary Arts (Foods) — instruction and practice in selection. preparation. and serving of foods in a commercial service i.e., restaurant, cafe, club, hotel.

Apparel Arts — dress design, pattern drafting, dress-making, interior decorating; obtain proficiency in the technical skills of the fashion trades.

Graphic & Applied Arts — graphic techniques and visualization; advertising techniques.

Personal Service Arts (Beauty Culture) — develop techniques and skills essential to all phases of cosmetology.

ALTERNATIVES

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MODEL HIGH SCHOOL

For Information
Call 440-9680

DORCHESTER, MASS.

CURRICULUM: College Preparatory, Industrial & Technical Skills Areas, Business, Cultural Arts, Human Services

The Model High School, as an alternative, combines behavioral, academic and technical learning experiences. Emphasis is placed on learning through direct experience.

The entire community is utilized in the educational process of the Model High School i.e., parents, teachers, students, businesses, industries, and other community agencies. The time schedule is flexible, designed to meet the needs of the individual student. Classroom experience is defined as any meaningful and useful learning situation, not necessarily the traditional building. Instructors act as consultants — to aide the student in his learning experience.

Responsibility and freedom are the schools format. The student is allowed to control his own education through the contract process in which agreements are arranged between the student and instructor for the transfer of specific knowledge. The student is therefore allowed to move at his own pace and to learn the things that are necessary for the educational experience he needs.

Accreditation is granted, upon graduation, through the Massachusetts State Experimental School System.

THE MODEL HIGH SCHOOL was developed to provide wider educational opportunities to parents and students by increasing the alternatives to traditional educational standards. The whole learning process is redefined so that there are no restrictions on what, where, how, and from whom the student can learn.

The underlying goals of the Model High School include: encouraging community participation in all areas and on every level; establishing community control of school functions and decision making; exploring new and more effective ways for students to gain basic skills; carrying out experimentation and research to aid other schools across the state and providing information useful in establishing new state education guidelines; bringing about positive change in the students' views of themselves, and in the educators' views of what constitutes a meaningful education; and to prevent polarization of students and the community by giving them a stake in each other.

LEARNING EXPERIENCES OFFERED

Mass Communications
Sociology
Health Professions
Mathematics
English
Reading
Writing
Printing
Arts

Painting
Carpentry
Anthropology
Drafting
Law
Woodworking
Physics
Biology
World History
U.S. History
Black History

Chemistry
Electricity
Community Development
Astronomy
Political Science
Sensitivity Training
Drama
Dance
Music

musician
RADIOLOGIST
BRICK Oceanographer
MASON
PHYSICIAN
Nurse
DENTIST
historian
engineer
ARCHITECT
GEOLOGIST
FARMER
instructor
Oceanographer
musician
DENTIST
Lawyer
MASON
journalist
chemist

key
puncher
chemist

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WHAT WILL YOU DO?

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prepared by:
THE NEW URBAN LEAGUE OF GREATER BOSTON
CAREER DEVELOPMENT PROJECT

Telephone 445-8340

ACCESSION NUMBER: VT100712

PUBLICATION DATE: 30JUN73

TITLE: TRI-CULTURAL VOCATIONAL EXPLORATORY CAREER AND WORK EXPERIENCE EDUCATION PROGRAM. INTERIM REPORT.

PERSONAL AUTHOR: GONZALES, RAYMOND R.

DESCRIPTOR: *CAREER EDUCATION; *CAREER DEVELOPMENT; *SECONDARY EDUCATION; *PROGRAM DESCRIPTIONS; *DEVELOPMENTAL PROGRAMS; EDUCATIONAL PROGRAMS

IDENTIFIER: *BERNALILLO PUBLIC SCHOOLS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 607

ABSTRACT: COVERING THE PERIOD BETWEEN FEBRUARY 16, 1972 THROUGH JUNE 30, 1973, THIS REPORT DESCRIBES THE MAJOR GOALS, PROCEDURES, RESULTS, AND AN EVALUATION OF A PROJECT ESTABLISHED IN THE BERNALILLO PUBLIC SCHOOLS, NEW MEXICO TO IMPLEMENT AND INTEGRATE A CAREER EDUCATION (K-12) PROGRAM. THREE GOALS FOR THIS PART OF THE PROGRAM ARE DESCRIBED: (1) TO PLACE STUDENTS IN POSITIONS RELATED TO THEIR TENTATIVE CAREER PREFERENCE OR IN PART-TIME WORK FOR ACQUIRING GENERAL JOB SKILLS, (2) TO PLACE THE VOCATIONALLY ORIENTED HIGH SCHOOL STUDENT APPLICANTS IN POSITIONS CLOSELY RELATED TO THEIR VOCATIONAL SCHOOL SKILL TRAINING IN ORDER THAT THEY MAY TEST THEIR CAREER CHOICES, AND (3) TO MAKE AVAILABLE CAREER COUNSELING, JOB-ENTRY SKILLS TRAINING AND POSTSECONDARY PLACEMENT OF TERMINAL AND GRADUATING SENIORS. THE PROJECT YEAR SAW IMPRESSIVE GROWTH AND SIGNIFICANT PROGRESS. A SEPARATE EVALUATION REPORT IS BOUND TOGETHER WITH THIS INTERIM REPORT. (AUTHOR/MU)

CONTRACT NUMBER: OEG-0-71-1025(361)

INSTITUTION NAME: BERNALILLO PUBLIC SCHOOLS, N. MEX.

SPONSORING AGENCY NAME: BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.

VT 100712

ERIC

REPORT

PART I

INTERIM REPORT

Project No. 361 040
Contract No. OEG-0-71-1025(361)

Tri-Cultural Vocational Exploratory Career and Work Experience Education Program

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Raymond R. Gonzales
Bernalillo Public Schools
P.O. Box 640
Bernalillo, New Mexico 87004

June 30, 1973

VT 100 712

INTERIM REPORT

Project No. 361 040
Contract No. OEG-0-71-1025(361)

Tri-Cultural Vocational Exploratory Career and Work Experience Education Program

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a Grant with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Raymond R. Gonzales
Bernalillo Public Schools
P.O. Box 640
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June 30, 1973

ERIC

FORWARD
AND
ACKNOWLEDGEMENT

An exemplary project such as this which is reported in the second interim report is intended to fulfill several significant functions. Among the most important is that of developing methods for improving the educational process through innovation. Many times sight is lost of the true focus of any educational change, and that it is for the betterment of the student's chances for dealing successfully with the complex social and economic structure which he faces.

This project staff's philosophy is basically two-fold in nature. First, it recognizes the responsibility of the program as an innovative and productive organization. The focus of the program is to attempt to make change possible which meet the needs of students locally, statewide, and nationally; to produce strategies and models which can make such changes possible and to document results in order to continue career education incorporation locally after federal funding is terminated; and to enrich the body of information for the use of other educational systems. Second, more important the project personnel feel a deep concern for the quality of services to the program's beneficiary - the student. The student is not merely an experimental subject or a file number to be categorized .. and reported upon before, during and after contact. His needs are paramount to any other concern or goal.

It is not possible to over-state this concern for the student that this director and his staff feel but it is a misconception to assume that the staff neglects its other responsibilities and goals of implementing program, compiling data and transmitting results. In fact, this report hopefully reflects the above philosophy. This writer attempts to review the second year of operation as impartially as is possible while keeping in mind that this director cannot always transmit the "human" aspects of the program. Without question, he feels that some of the benefits for the student cannot be measured today nor tomorrow in a quantitative manner; some of the fruits of this "service" will be seen much later and possibly will be unreportable.

The list of acknowledgements is too lengthy to report here. Gratitude is expressed to all who have come in contact with the project. The cooperation of many is remarkable. This director feels compelled to dedicate this progress report to the diligent individuals who he has had the privilege of working with including those who are no longer employed in the project but contributed greatly to its success.

Laura Aragon - Para Professional
James A. Baca - Career Coordinator
JoAnn Escarcida - Para Professional

Leon Fuemmeler - Curriculum Developer
Theresa Lovato - Director's Secretary
Ophelia Montoya - Para Professional
Carol Nordengren - Career Counselor
John Romero - Career Field Representative (resigned)
Jess Sanchez - Career Field Representative (resigned)
J.M. Tejada - Career Field Representative
Ethel Tucker - Career Field Representative

A special note of appreciation is in order for Mrs. Theresa Lovato for her efforts in typing and collating this report. Her unfailing diligence is most valued.

Raymond R. Gonzales
Director

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INTRODUCTION

This report is intended to cover the period between February 16, 1972 through June 30, 1973 which includes a four month extension period known as a "no-cost extension." The entire period is referred to as "Project Year Two." The purpose of this annual report is five-fold in nature and therefore this report is structured in five sections as follows:

Section I - Project Summary: The goals and objectives, project procedures, results and accomplishments, summary of the independent evaluation, conclusions and recommendations are reviewed in a composite manner.

Section II - Project Report: This section addressed four major factors related to the purpose of the project and its development during project year two.

Focus - The project directs itself to problems which involve the national and local scenes: Some references to the original proposal, research and related literature are offered in order to show the context in which the project has functioned.

Goals and Objectives - The goals and objectives are reviewed in outline form. Basically four types of objectives are identified:

1. Curricular
2. Attitudinal
3. Evaluative
4. Programmatic

These four categories are overlapping in substance.

General Project Design and Procedure - This is a description of the design and the procedures adopted by the project; as part of the description, demographic data is included relevant to the school district structure, the staff and student population. Methods, materials and techniques are also outlined.

Results and Accomplishments of the project - Some major accomplishments and results are reviewed and summarized. A comparison is made between project year one and two; attempts are made to keep the variables compared as constant as possible. In order to do this, results are discussed within the context of the first annual report.

Section III - Independent Evaluation Report: The findings of the independent investigators is presented in toto. Some references are made to it throughout the report.

Section IV - Conclusion, Implications and Recommendations: An analysis of the annual report's substance is presented in view of the major results, the implications for project year three and beyond, and some tentative recommendations generated after two years of operation and two evaluations.

Section V - Appendix and Bibliography

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SECTION I

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SECTION I

SUMMARY OF REPORT

The Bernalillo Public Schools Tri-Cultural Vocational Exploratory Career and Work Experience Education Program known locally as the Career Services Center has been in operation since February 15, 1971. This report covers the second project year beginning on February 16, 1972 and ending June 30, 1973. The period includes an approved four month extension period known as the "No-Cost Time Extension Period." Figure I illustrates the project schedule as revised.

FIGURE I

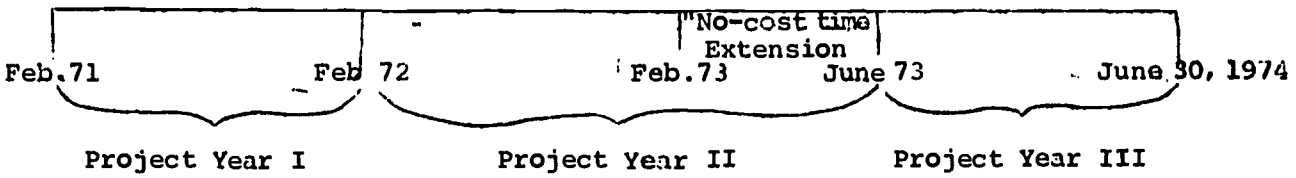

Projectyear two witnessed impressive growth and significant progress. Each major goal was addressed and new avenues for attaining the goals and objectives were pursued. The four major phases of the project have remained similar to those of project year one. A brief review and restatement of each phase and its major general goal is as follows:

PHASE ONE - Exploratory and Career Guidance K-12

GENERAL GOAL

To integrate and implement career education K-12 into the existing curriculum as measured by sequential and coordinated program development for each level.

PHASE TWO - General Work Experience

GENERAL GOAL

To successfully refer and/or place student applicants in positions related to their tentative career preference or provide assistance in placing the student in full-time or part-time work for his general economic and social needs and for experience in general job skills. The student will participate and observe in order to develop a realistic outlook toward his tentative career choice.

PHASE THREE - Vocational Work Experience

GENERAL GOAL

To place the vocationally oriented high school student applicants in a position closely related to his vocational skill training at the Bernalillo High School Vocational Skills Center in order that he may test his career choice.

PHASE FOUR - Job-Entry Skills Training and Post-Secondary Placement

GENERAL GOAL

To make available career counseling, job-entry skills training and post-secondary placement of terminal (from Bernalillo Schools) and graduating seniors.

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PROCEDURES AND METHODS

1. Exploratory and Career Guidance

Procedures and methods for attaining the goal and related objectives of phase (component) one of the program include the following activities: (See Figure 2, Time Table for Phase One).

a. Review and acceptance of the major recommendations outlined by the first year independent evaluation - After consideration of evaluation material and assessment of its feasibility a direction was taken to refine areas within this component.

b. Development of pre-service and in-service models to effect all teaching, counseling and administrative personnel in the district was drafted.

c. Development of a career committee to assist in planning the overall strategy for in-service and material development was conducted in the Spring, 1972.

d. Development of "resource and media guides" for levels K-3, 4-6, 7-9, 10-12 was undertaken the Summer, 1972.

e. A centralized resource center for use by all school personnel was established for operation by the opening of the 1972-73 school year. Films, filmstrips, kits and books make-up the bulk of this service.

f. Publishing of a monthly project newsletter - CAREER FACTS - for local, state and some national dissemination was implemented. Highlights of national, state, local and individual classroom career activities were the major foci.

g. As part of the overall in-service plan (model) two general in-service workshops were conducted prior to the opening the school and three building and grade level workshops were conducted in the Fall, 1972.

h. Along with material services from the resource center, expanded consultive services, to administrators and teachers, were performed by the staff including assistance with outside resources such as fieldtrips and guest speakers for the classroom.

i. Planning and implementation of a University of New Mexico extension course in Career Development was executed in the Winter and Spring, 1972-73.

j. In an attempt plan for project year three an in-service plan for school year 1973-74 was outlined and presented for district Administrative Council approval. This plan included the administration by the project staff of one day in-service and work

sessions for every teacher in the district by building, grade level or subject area. The work session would involve only eight to twelve teachers at one session. Also included would be a pre-service session with new teaching personnel prior to school year 1973-74 and follow-up workshop in Spring, 1973.

k. In conjunction with the in-service plan development of "Activity Cards" and cross-indexing of the "resource and media guides: with the activity cards" began as part of the extension course. Also, by September, 1973 plans are to initiate multi-media career centers at every major building. Assurance that these centers would be expanded was secured from the building principals. Ultimately, the Career Services (Project) resource center will be phased out and incorporated into the various buildings.

l. Plans for the development of a Bernalillo School District "Career Education Handbook" have been underway for sometime and will be presented for Board of Education endorsement and presentation to school personnel. This handbook is to be compatible with the New Mexico State Department Career Education position paper and "Guidelines for Implementation."

m. A proposal for on-site exposure for teachers and counselors was submitted and approved by the Federal Executive Board. The purpose of this proposal was to afford teachers and counselors an opportunity to gain knowledge about various federal agencies and to transmit this information to students and teachers in the district in hopes of providing better communications and clearer understandings of employment practices and procedures in the federal system. Approximately fourteen agencies participated. The selected teachers spend one month visiting and observing federal agencies who will provide individualized orientation programs lasting from one to five days. One counselor has participated and three more teachers are scheduled to participate in the Fall, 1973.

FIGURE 2

Phase One Exploratory and Career Guidance
Project Year Two 1972-1973

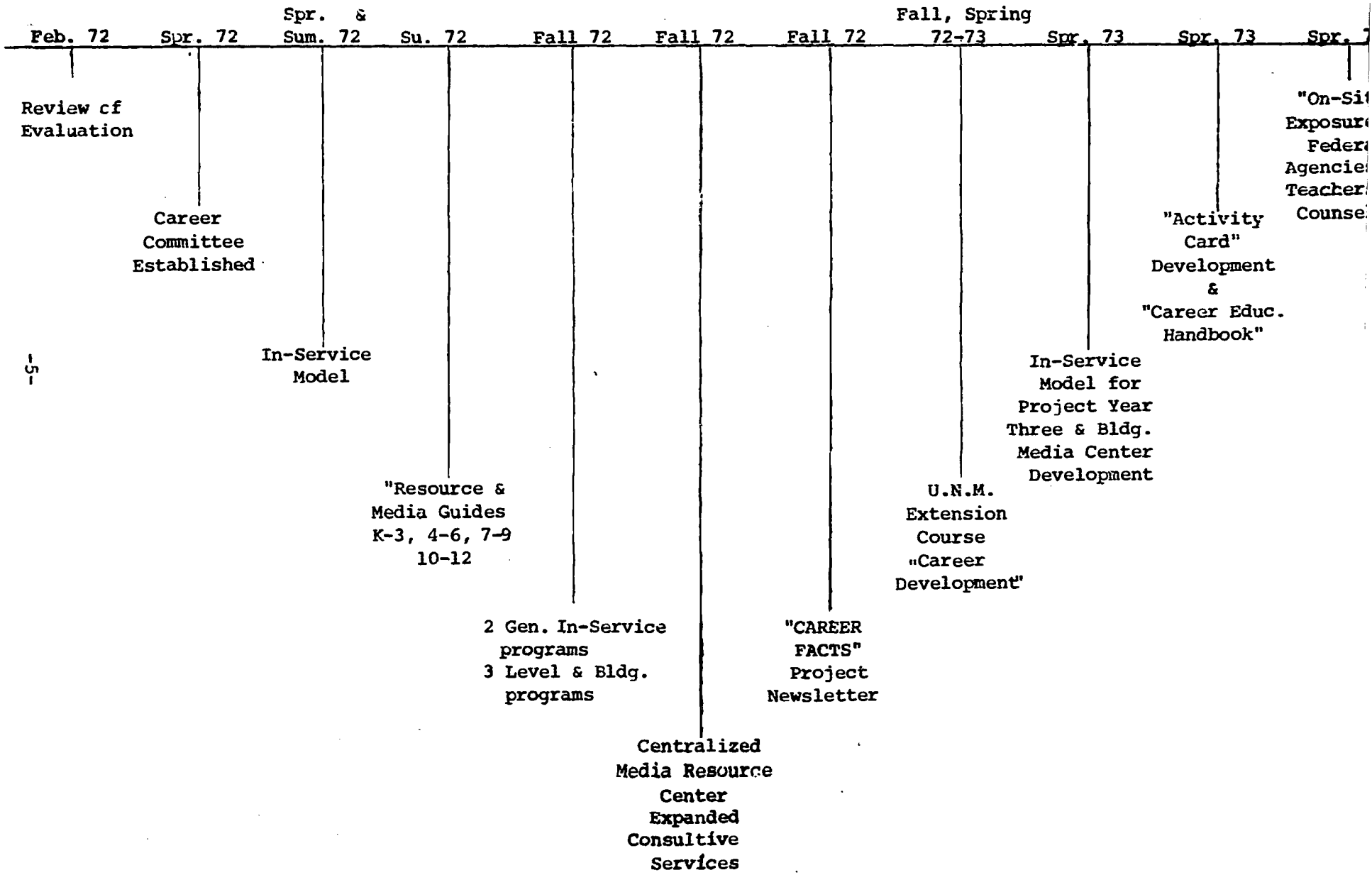

2. General Work Experience

Figure 3 illustrates the major development of phases two, three and four of the project. The major focus of the general work experience component was to continue and refine the two programs:

a. Part-time and Full-time Placement. This has been a year-round activity with peak periods before summer vacation begins and during the month of June. Job development included personal contacts telephone solicitation, mail canvassing, newspaper advertizements, and the Employment Security Job Bank listings; complete record keeping of every student applicant and thorough follow-up procedures was conducted. (See Appendix A, "Sample Job Developmend Letters.")

b. On-Site Exposure. In this program the student applicant was placed at a work site related to their tentative career choice so that he could observe and participate in order to gain a fuller understanding of the training, work conditions and other aspects of the career. A multitude of options were open to the students due to a variety of employers participating in the program. Methods for soliciting employer participation were similar to the job-development program.

c. Transportation to job sites was provided by the project through the lease of a twelve passenger van which was scheduled according to need; it made an average of four trips to Albuquerque per day. (See Page 33, Figure Eleven, "Typical Transportation Schedule.")

3. Vocational Work Experience

Student applicants were place at job-sites closely related to the training that they received in one of the eleven training areas offered in the Vocational Skills Center. This was accomplished through an individualized caseload approach. Students were placed at sites after careful consideration of transportation, class scheduling and thorough counseling and orientation. The experience involved one day per week at the work site or half a day, every day. Transportation was usually provided. Similar methods for securing sites as those used in the General Work Experience componet were employed.

4. Intensive Job-Entry Training and Post-Secondary Placement

Various activities and techniques have been used to accomplish this component and its goal and objectives.

a. In-take and process career counseling for all seniors was continued, expanded and refined

b. Aptitude and interest testing was made available to all interested students-specifically seniors.

c. Job-entry skills training seminars were scheduled for seniors periodically. Job search, application and interviewing techniques along with street map reading, telephone directory utilization and role playing provided the substance of these seminars.

d. Career Day and other types of activities geared to providing opportunities to meet and speak with resource people from business and labor were conducted for seniors.

e. Campus visits to state universities and vocational-technical schools were scheduled for interested seniors throughout the year.

f. Job-placement and career training counseling and referrals for the job market and post-secondary training institutions were utilized.

g. Follow-up systems were procedurally reviewed and refined in order to assist students after they left the Bernalillo School System.

h. Peer counseling program was initiated in order to train students so that they in turn could assist their classmates in career decision-making as well as with social-personal concerns.

5. Primary responsibility was delegated to project personnel for the development and implementation of each phase of the project as follows:

a. Exploratory and Career Guidance

James A. Baca - Career Coordinator
Leon Fuemmeler - Curriculum Developer

b. General Work Experience

Ethel Tucker - Career Field Representative

c. Vocational Work Experience

Moises Tejada - Career Field Representative

d. Job-Entry Training and Post-Secondary Placement

Carol Nordengren - Career Services Counselor

FIGURE 3

PROJECT YEAR TWO
1972 - 73

	Feb. 72	May 72	Aug. 72	Nov. 72	Feb. 73	Jun 73
GENERAL WORK EXPERIENCE	1. Registration Employment Sec. for summer employment 2. Summer Job Reg. 3. Job Development	1. Summer placement	1. On-site exposure development 2. Placement →		Pre-planning Cadet Program 3. Follow-up and Evaluation → Registration for Cadet Program Registration for summer employment → job development canvassing →	
VOCATIONAL WORK EXPERIENCE	1. Voc. Caseload placement → 2. Follow-up → 3. Recruitment for School year 1972-73		1. Site development 2. Placement →	3. Follow-up and Evaluation	1. Planning for 73-74 2. Recruitment 3. Site Development	4. Summer Development
JOB-ENTRY TRAINING AND POST-SECONDARY PLACEMENT	1. Job-entry training seminar 2. Campus visit-El Rito, Voc-Tech. 3. Counsel-Job placement 4. Testing 5. BIA registration 6. Confirmation student plans		1. Review of seniors 2. In-take counseling 3. Campus visits → 4. A-V Counseling material dev. 5. Follow-up January 72 graduates		2. Testing 3. Counseling & confirmation student plans	1. Post-Secondary placement 2. Peer Counseling plans & implementation

RESULTS AND ACCOMPLISHMENTS

The second year of the project was aimed at further developing and refining the major components and goals. The major results and accomplishments reflect also a stablization which came with a maturing staff and establishment of procedural techniques extrapolated from the experiences of the first project year.

The two career field representatives resigned in December and January and qualified personnel were hired to occupy the two vital roles without any lost motion. The third para-professional position was filled by a willing and capable young lady. A new position - Career Curriculum Developer-- was created and filled in order to further develop and refine the material and curricular aspects of the program.

The major results and accomplishments are outlined below:

Exploratory and Career Guidance K-12

1. During the second year of operation, development of career education programs were initiated or expanded in every building in the school system. Some of those buildings which began implementation this year nearly reached incorporation stage. Some of the major programs initiated or expanded in the buildings this project year included:

   a. Bernalillo High School

      1) Senior Language Arts and Careers
      2) Expanded library media center in careers
      3) Business and Spanish in careers
      4) Cinematography and careers
      5) Medical-Secretary training (team teaching program with Office Practice Instructor and Nurse Assistant Instructor)
      6) Expanded career fieldtrip activities
      7) Media center proposal development

   b. Bernalillo Junior High School

      1) Career Analysis and a Career Exploratory Arts Program
      2) Careers and Social Studies (resource and fieldtrip program)
      3) Caeeers and Language Arts (including an experimental minicourse for ninth grades in high school course selection)
      4) Business education including typing and filing for eighth and ninth grades
      5) Media center development in ten major areas:

Arts and Crafts	Language Arts
Science	Mathematics
Industrial Arts	Business Practice
Home Economics	Physical Education
Counseling and Guidance	

      6) Careers in other areas of study (unit basis)

c. Roosevelt (including Annex) K-6

1) Hands-on program represented at every level (wood working hand tools)
2) Career awareness activities represented at each level
3) Example: 5th grade Science building of adobe house wired for electricity - Principles of Electricity. Careers in building trades, cultural style in the southwest, properties of materials used
4) Media proposal for each level

d. Placitas School 1-6

1) Integration of all major subject matter with career awareness including hands on activities
2) Example: 6th grade conservation and the building of "check dams" on the grounds to correct perennial erosion: Implications, Science, Social Studies, Math, Art, "Career in Conservation."
   5th Grade Careers and Nutrition - by using stove (and utensils donated by community) to prepare foods in the area of Science, Math, Art, Social Studies, "Careers in the Food Industry."

   1st and 2nd Grade Careers and the Arts
   Simulation of newspaper publishing (team approach) actual publication from writing to printing correlated with field-trips and resource people

   All Grades Careers and the Arts
   Firing of pottery and the related industries sewing and the related careers.
3) Media development for each level.

e. Algodones 1-6

Algodones, small school with approximately forty five students integrate materials and hands-on experiences in order to develop a career awareness program

f. Santo Domingo K-9

1) Sixth Grade - Projects in "Jobs and Training" and "Construction Industry"
2) Fifth Grade - "Jobs we learn from parents"
3) Science, Junior High level - "Health Careers," "Dental Hygiene and Related Careers."
4) Special Education - "Work Experience Project and Career Awareness" "Work at your age"
5) Proposal development for school media center

g. Cochiti K-8

1) Junior High - "Language Arts and Careers in Publications"
2) Special Education - "Attitude and Jobs"

2. In-Service. During project year in-service for teachers was intensified to the degree that all of the district's personnel were exposed to at least two types of programs - general workshops and building and level-subject work sessions. Also, material development was increased with the utilization of the teaching staff.

   a. Career Committee - This committee was formed in order to 1) refine the direction of the curricular phase of the program, and 2) plan the development of curricular materials. This was accomplished in the Spring, 1972 by a group of teachers representative of the districts' personnel.

   b. Resource and Media - In the summer, 1972 a small group of teachers representing the various grade levels assembled four resource guides, K-3, 4-6, 7-9, 10-12.

   c. General Workshop - Prior to the beginning of school year 1972-73, all new teachers and non-certified personnel were oriented to the program. New teachers were issued "resource and media guides" and oriented to their purpose and utilization.

   d. General workshop - All certified staff participated in a day-long work session in career education and an orientation to the resource and media guides by level; the teachers who assisted in their development conducted a major part of the program.

3. Centralized Resource Centers. Utilization of resource materials in Career Education was facilitated with the availability of a variety of media including films, filmstrips, kits and books. The material was available to all teachers in the district; it is felt that this material was used to its potential.

4. CAREER FACTS - project newsletter. Circulation of CAREER FACTS was expectionally good; over five hundred individuals and institutions were included on the mailing list. The results of the newsletter were primarily in improvement of local communication, recognition of teachers and students in the schools, providing information to publishers, and initiating interest among other educators in the state.

5. Consultive Services. The project staff was responsible for assisting teachers throughout the district in planning and implementing relevant fieldtrips and arranging for numerous resources including guest speakers and free materials for classroom use. Over fifty fieldtrips and resource people were arranged for this year directly by the project staff.

6. Extension Course - "Career Development in the Classroom, 547" The enrollment of nearly one-third of the teaching and administrative staff in this course was significant. Enrollment was voluntary and a sixty dollar charge was paid by each participant. Activities for the classroom were produced and tested by the class.

7. Other In-Service Plans. The Administrative Council made up of all principals, directors, and central administrators was involved in providing input into the in-service programs for school year 1972-73 and planning for school year 1973-74. Full support was furnished by all building principals; some conducted in-service programs in their buildings and all developed along with their staffs media proposals for multi-media centers.

8. Federal Agency Exposure for Teachers and Counselors. A variety of positive developments were witnessed with the initiation and implementation of the "Proposal for Participation by Bernalillo Public Schools teachers - A Federal Systems Programs under the Intergovernmental Personnel Act, 1970." 1) A sound working relationship was established with the area's Federal Executive Board which includes the heads of the major federal agencies in the area, 2) it provides an in-depth opportunity for teachers and counselors to study the resource and employment potential and procedures and practices of the federal agencies; 3) the students will benefit from the participating teachers and from the literature that will be generated from these experiences; and 4) the support and enthusiasm demonstrated by the administrators at all levels who have expressed a desire to have at least one member of their staff participate in the program was significant.

Keeping in mind that the above is merely a summary outline of the major results and accomplishments of the first component - Exploratory and Career Guidance, an in-depth analysis follows in Section II.

General Work Experience

1. Part-time and full-time placement continued to be a successful component of the program. The results and accomplishments in this area show that 1) an increase in the number referrals was accomplished, 2) there was an increase in the number of part-time and full-time placements, and 3) it is felt that greater employer cooperation and more quality in placement was witnessed.

   a. Approximately 566 referrals were made during project year two.

   b. Over 150 students were assisted in finding part-time and full-time employment. (Confirmed)

2. The on-site exposure program was refined and expanded during project year two. The student evaluations indicated an increase in interest in this type of activity.

   a. Over 94 participated on the on-site program during project year two

b. Over 100 employers contributed their time and resources in order to provide meaningful sites for the students.

Vocational Work Experience

The vocational work experience component of the program was utilized to provide meaningful opportunities for vocationally trained students to test their skills in an actual "shop" situation closely related to the training available at the Bernalillo Vocational Skills Center. During project year two this component improved in four major aspects.

1. The job sites developed were clearly more related to the particular training in the eleven major skill areas.

2. Consequently, more employer contacts took place and more participation was witnessed. Over 30 businesses participated in this phase of the program.

3. More students participated in the program due to a higher employer participation.

Intensive Job Entry Training and Post Secondary Placement

1. Two graduating classes were serviced during project year two due to the "no-cost time extension"--1972, 1973. Knowledge of placement for June, 1972 was 100 per cent and 100 per cent for June, 1973. In comparison to project year one senior contacts with project staff were about 78 students or 52 per cent of the graduating class.

2. More seniors took advantage of the variety of tests that were made available in project year two including the General Aptitude Test Battery, Armed Services Vocational Aptitude Battery, American College Test, Interest Checklist, and College P.P.

3. Two job-entry training seminars were offered to seniors during project year two. Approximately sixty-eight students participated. The participants' reactions were highly positive.

4. Two career day activities were sponsored during project year two for seniors. One was held in December, 1972 and was planned and executed by the project staff and its major emphasis was to expose students to individuals who work in a variety of careers. In May, 1973, the high school staff sponsored a career day which featured the institutions and organizations available for vocational and academic training.

5. Intermittently, a variety of resource people and recruiters were made available to the students either on campus or the students were individually transported to places of business or institutions.

6. Seven sites were visited by seniors who voluntarily registered for the campus visit program. Both vocational-technical and university-college campuses were scheduled.

7. A concerted effort was made with both graduating classes to place those students interested in entering the job market after graduation as well as assisting those who desired to attend a post-secondary training institution.

8. A complete file for every senior was compiled and efforts were made to conduct a follow-up for every senior in order to determine his status after graduation. Comparisons were made in regard to his plans at graduation and his status six months later.

9. Planning and implementation of peer counseling took place with Miss Nordengren, project counselor and other high school staff. It was hoped that through the training of students as "peer counselors" more students would be given services both in the social-personal as well as career decision-making areas. Approximately twenty-five students were trained during a ten day noon hour training schedule. Fifteen to twenty participants were actively involved in assisting K-12 students. Plans were made to expand this group and to utilize the peer counselors as aides in the career office at the high school and to make initial contacts with graduating seniors.

As previously mentioned in the summary of results and accomplishments of component one, it is impossible to thoroughly review in this section the major results of any component. An in-depth analysis is provided in Section II.

EVALUATION

The Bureau of Educational Planning and Development was awarded the subcontract as an independent evaluation agency; under the direction of Dr. Richard Tonigan, Director, conducted the evaluation for the second year. The evaluation report reflects a continuation of the first year's report also prepared by the bureau. (See Section III, Evaluation Report, 1972, 73.)

The evaluation was conducted in two major parts: the main report February 1973 and the supplement to this report to reflect the progress during the "no-cost extension" period, February 16, 1973 to June 30, 1973.

FIGURE 4

PROJECT YEAR 2

Feb. 1972	Feb. 1973	June 1973
EVALUATION REPORT PART I	SUPPLEMENTAT REPORT PART II	

Evaluation Report - Part I

The major thrust of the evaluation centered on the apparent weaknesses, namely, the K-6 progress perceived to be present during the evaluation of project year one by the independent evaluators and reinforced by subsequent U.S.O.E. evaluation.

Keeping this in mind, the evaluators focused on the progress being made in the incorporation of career education into the school curriculum. The process of innovation as seen in current literature generated the criteria for viewing the schools. Three stages indentified in this process for the K-6 program includes:

1. Initiation
2. Implementation
3. Incorporation

Incorporation being "that period when an attempted change becomes an enduring part of the life of an organization," (Evaluation report June, 1973, Page 39). The following are "Summary Perceptions, Judgements and Generalizations" (Evaluation Report, Page 38).

1. Among the elementary schools there exists wide variability in the degree to which Career Education has been implemented. One school is nearing incorporation, another is "struggling" with initiation.

2. Within some buildings the same variable exists.

This variability was examined by the evaluators using Gross'[1] indentification of seven factors leading to impediment of an innovation:

1. Initial resistance to change - The evaluators state that there appears to be little overt resistance or hostility by the staffs.

2. Clarity - An absence of conceptual clarity relative to career education at the elementary level was indicated by the evaluators. There should be efforts to further intensify in-service training for K-6 personnel.

3. Staff Skills and Knowledge - Specific skills and methodologies for implementing career education should be emphasized in the future in-service programs.

4. Availability of materials - "Greater efforts than heretofore will need to be made to acquaint teachers with what is available (material-wise) to acquaint them with procedures for obtaining materials and for delivering them at the appointed time."

5. Staff willingness to expend time and energy resources - It appeared that staff members were willing to expend the necessary energy to implement career education

6. Performance of Management - Many of the problems relative to "incorporation" of career education can be attributed to the lack of clear and effective lines of communication. One recommendation offered is that of the need to add staff members in the Career Services Center in order to communicate more fully the purposes of the program, supply materials and provide consultive services. Also, an observation was advanced by the evaluators that little building leadership was apparent.

7. The external environment - A recommendation reached by the evaluators is "that teachers, administrators and central office staff alike should seek to determine what culturally congruent careers for Indian children might be and then make awareness experience available" since, as the evaluators tentatively view the situation, a "protestant work ethic oriented career education program is on a collision course with certain cultural beliefs and values."

In conclusion, "substantial progress" has been made at the elementary level, however, the elementary program is "uneven conceptually, developmentally, and programmatically."

---

[1]Neal Gross, Reference to Page 39, Evaluation Report, Section III.

Other "perceptions, judgements, and generalizations" address 1) the career education program at the junior and senior high school; 2) the actions on the "Programmatic Recommendations" made in the 1972 evaluation, and 3) the evaluation.

Evaluator's Conclusions and Recommendations

1. Junior High and High School

   a. At the junior and senior high school all of the components appear to be functioning smoothly and fully.

   b. Direct participation by career staff in the teaching process should be limited due to experiences related to a dependency relationship and its long-term unproductiveness

2. Actions on 1972 "Programmatic Recommendations"

   a. Revisions of program objectives - No action has been taken to revise evaluation objectives.

   b. Integration of project activities into the schools - The program is strong at the junior and senior high but generally weak at the elementary level.

   c. Utilization of Center's facilities and services - These are partially implemented.

   d. Lay citizens utilization - This is well on the way to full implementation.

   e. Limiting project services to school district residents and graduates - This was observed but as a public relations effort, information is available to "non-school" clientele.

   f. Establishment of part-time work study programs - This was implemented

   g. Systematic anecdotal record keeping - This seemed present.

   h. Constant reminders of student's responsibility to employers and erratic student behavior - Accomplished through intensified counseling, accomodation of student time schedules and increased transportation services.

   i. Systematic appraisal of value of work experiences - This was incorporated into the on-going screening and evaluation processes.

   j. Filling the unique needs of Indian students - Project staff is clearly sensitive to this problem which, in part, are "problems

internal to the Pueblos as well as the cultural gap;" these are likely to preclude "simple and quick solutions."

k. Counseling function - Improvement in guidance and counseling has taken place in project year two.

3. The Evaluation

a. Need for earlier evaluation decisions - Time constraints obviously preclude the type of "scholarly work" necessary for a thorough evaluation.

b. Financial and personnel resources - These are necessary for the thorough "job" to be accomplished.

Supplementat Report (Part II, Evaluation Report)

In part two of the evaluation covering the four month extension period it was noted that "exceptional initiative in improving and expanding career education in the Bernalillo Schools" was shown by the Career Services Center. The major developments were as follows:

1. The addition of a curriculum developer

2. The offering of a course in Career Development which provided valuable knowledge and experience.

3. Planning for intensified in-service for the fall

4. The development of the Career Cadet program

5. Plans for in-service for newly hired teachers

6. Decision to establish building media centers indicates interest at all buildings

7. Further efforts to improve implementation of components two, three and four

8. Evaluation indicated the effectiveness of the extension course

9. Acceleration significant at Santo Domingo School

10. Individual teachers' enthusiasm and positive attitude changes at all schools

11. Overall noticable progress in new areas and maintenance and progress of established programs.

Part three of the evaluation is a progress report outlining a variety of specific activities, commendations, and recommendations

A summary of conclusions for this section follows and a thorough analysis of the major issues have been presented in Section Two.

SUMMARY

The project staff being aware of weaknesses in component one and other areas of the program during project year one intensified its efforts in the following areas. In attempts to improve the unevenness in conceptual and programmatic development within the project a variety of approaches were attempted in project year two. In the cases where a technique or approach produced little results, other avenues were planned and implemented.

In-service. A plan for in-service for school year 1972-73 was developed and implemented. It is felt that the clarity of the concept and the skills of the project staff at conducting meaningful in-service training were sharpened; communications were improved greatly with the publication of a district newsletter and other project literature.

Materials. In view of the need for concrete resources, the development of "resource and media" guides was undertaken and completed. Also, materials for the district and the building level were made available. Consultive services by the project were accelerated and the results have been notable.

Involvement. At every stage of the "improvement" process, administrators and teachers were involved in planning and implementing changes. Building-level personnel were afforded the opportunity to develop career programs at their level and progress was significant in all schools.

Personnel. Clarification of functions of the project and definition of roles for maximum coverage was a major emphasis during project year two. Also, the new role of curriculum developer, K-6 was developed in order to concentrate on this level which has been the weakest area.

Other training - The enrollment of teaching and administrative staff in the "Career Development" extension course had positive effects upon the attitudes of the participants. District staff participation and enthusiasm in programs like the Federal agencies exposure project indicated willingness to innovate.

Planning. The other factors above were interrelated to more substantive planning district-wide. Development of 1) activities for the classroom, 2) in-service plans for the building level, and 3) proposals for decentralized media centers were among the significant products.

Future outlook. The planning already underway reflects the positive response to evaluative recommendations.

Although the remaining components of the program including the junior and senior areas operated and matured smoothly attempts were made to continue to plan revisions in order to refine these areas.

CONCLUSION

Briefly, the project staff is confident that because of the cooperation of the district staff, significant progress was made and that the district is capable of fully incorporating the concept of career education.

In summary, the Tri-Cultural Vocational Exploratory Career and Work Experience Education Program has experienced consistent progress during project year two. Although component one - Exploratory Career and Guidance - is still experiencing some problems at the kindergarten through sixth grades, significant advances have also been made to this level.

ERIC

RECOMMENDATIONS FOR FUTURE

Based on two project years of experience and two independent evaluation reports, the Tri-Cultural Vocational Exploratory Career and Work Experience Education Program has generated some recommendations. These recommendations are reviewed below in summary form.

For Project Year Three

1. In-service programs should be geared to a) the building level, b) specific grade level or subject area and c) be conducted in small groups (8-12). The rationale should be to accommodate the need for a) clarity in conceptual development, b) development of specific skills of teaching and administrative personnel, and c) improving communications between the project and the district staff.

2. Building media centers should be developed in order to a) make career education materials more readily available to the students and teaching/counseling personnel, and b) decentralize and facilitate the "phasing-out" of the project center.

3. Communication networks should be refined in order to bridge the gaps a) internally within the building level and the district and b) externally to provide more input in the form of continuing communities should be a major emphasis.

4. A feasibility study of the program's components including a cost analysis should be undertaken a) to examine the program in terms of the strength and weaknesses of its parts, b) to analyze and present to the school district the successful components of the program relative to the advisability of local continuance and support after project funding terminates, and c) to make this study available to other districts in the state.

5. A long-term in-service plan and refinement of local goals and philosophy should be developed in order to insure that the district continues a career program that has continuity and substance.

6. Project objectives should be revised in order to make them measurable for evaluative purposes.

7. Evaluation contract decision should be made early in project year three in order to provide a thorough on-going, continuous evaluation study.

For the Future

1. The district administration and board of education should examine the possibilities of absorbing those portions of the project's program which are clearly beneficial and economically feasible.

2. The building level and district should continue to provide a) on-going staff involvement and development, b) support for material development and media purchase, and c) long-range planning.

3. On-going research should be encouraged in order a) to develop new programs, methods, and techniques, and b) assessments of ever-changing social, economic, personal and political needs in the district.

4. Continuation of existing community involvement through literature similar to the project newsletter and development of new avenues for communication, and utilization of community resources should be considered.

A thorough analysis of the summary, conclusions and recommendations is available in Section IV, "Conclusions, Implications, and Recommendations for the Future."

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SECTION II

ERIC

SECTION II

FOCUS

PROBLEM AREA

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The Tri-Cultural Vocational Exploratory Career and Work Experience Education Program in its second year of operation addressed three major needs: 1) The general national concern in education for adequate career development, 2) Bernalillo School students assessed needs which correlate with educational, social and economic skills in the national context, and 3) The project also directed itself towards some basic programmatic considerations which evolved after functioning one full year. Basically, problem areas one and two can be summarized and described by outlining the demography of the Bernalillo School district within the context of a broader national setting. Consideration three is one that must be described and dealt with as the intermediate steps in alleviating the local problems to which the project's efforts are aimed.

National Need

Hoyt and others[2] summarize the need for career education in a concise manner which is the basis for the foregoing analysis:

> "Among the reason for believing that career education is a concept whose time has come are that: a) it has emerged at a moment when dissatisfaction with education practices and outcomes are at a peak, and b) it promises to attack and improve some of the apparent sources of that dissatisfaction. Whether it is successful will depend upon whether the diagnosis has been correct, the prescription proper and the treatment competent.
>
> A useful exploration of the demand for educational reform must identify the reasons for that dissatisfaction, test their reality and assess their relationship to what career education reasonably can be expected to offer. It must be recognized that:
>
> 1. Most of the dissatisfaction directed toward education is in reality frustration with social ills for which the schools bear little fault and to the solution of which they have been able to make only modest contributions.
>
> 2. Many of American education's problems are the consequences of success, and its strengths outweigh its weaknesses.

[2]Hoyt, Kenneth, et al., Career Education: What it is and how to do it. (Salt Lake City, Olympus Publishing Co., 1972) Pp. 17

3. The atmosphere is permeated with demands for education reform, and career education must be viewed in its relationship to these demands."

LOCAL NEED

Keeping the above in mind, Bernalillo School District community has been faced with conditions which demand the attention of education. Bernalillo District is one of three school systems in Sandoval County. Economically, the county population is comparable to the most depressed group in Albuquerque, New Mexico. Large families, high unemployment, low level of educational achievement and low family purchasing power is the rule rather than the exception. A family income of less than $5,000.00 is found among approximately forty-three per cent of the families in the county. The local economic base is generally weak.

The town of Bernalillo is located seventeen miles north of the Albuquerque metropolitan area. Sandia Indian Pueblo land grant separates the two. The approximate population for the Bernalillo town community is 4,500.

Bernalillo School District includes five Pueblo reservations. 1. San Felipe, 2, Santo Domingo, 3. Sandia, 4. Cochiti, and 5. Santa Ana Pueblos are entirely within the school district's boundaries. Marginal incomes are found among all these groups. The approximately 3000 students in district include about fifty per cent (50%) Pueblo Indian, forty per cent (40%) Spanish surnamed (or Spanish-American) and ten per cent (10%) "Anglo." (See Appendix B, "Map of Communities served.")

It was reported in the original proposal that at least eighty per cent (80%) of the graduates did not attempt to obtain a baccalureate degree by entering four year colleges or universities. Presently, over forty per cent do enter four year college programs. The failure rate was high and is undeterminable for the recent graduates. The building of a $400,000.00 Vocational Skills Center in 1967 was aimed at making available a comprehensive program which is still necessary. Eleven offerings are now available in this "cluster" curriculum situation. (See Appendix C, "Offerings in Vocational Skills Center.)

The original proposal delineated precisely some of the considerations and problems inherent in the planning of the Bernalillo Public Schools Exploratory Career and Work Experience Education Program. (Pp. 7, 8.) These are paraphrased below:

1. Most obvious is the economic plight of Sandoval County. Along with St. Frances County Arkansas, and Todd County, Minnesota, Sandoval has been chosen as a "pilot" poverty county in the United States and given top priority by the Department of Agriculture, Commerce, and Labor for concentration of available,

emerging, and necessary agencies and resources essential for tackling health, welfare, and socio-economic related problems. Specifically, the tri-culturalism of the district and the clearly demonstrable problems endemic to this should not be overlooked. (Ninety per cent Spanish surnamed and Indian population.)

2. Among the problems related to Spanish-surnamed and Indian populations are those negative aspects of mobility and trainability. (The career concept perhaps has been able to assist with at least a part of this dilemma.)

3. Designing of programs for the student population with the greatest expectancy for unemployment due to various special handicaps is a necessary educational task. The design should provide for job orientation and analysis, a substantial guidance program, job placement, assisting students in acquiring attainable skills, and provisions for post-secondary or terminal placement in technical training, college, jobs, or military services.

A research based from which to build a model for a "Career Exploratory and Work Experience Program" can be cited. Much research points to common needs beyond those peculiar to Bernalillo School District.

"The attainment of economic efficiency" was a concern dealt with as early as 1950 by the California Framework Committee.[3] Several basic skills or understandings were spelled out by this committee. The student should:

1. Understand the inter-dependency of economic structures and procedures

2. Understand the satisfaction of good workmanship

3. Recognize the obligation to perform an honest day's work

4. Understand the requirements and opportunities for various jobs

5. Select his occupation and prepare for it

6. Maintain and improve his efficiency

7. Recognize the social value of his work

8. Plan the economics of his own life

9. Develop standards for guiding his expenditures

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[3]A Framwork for Public Education in California. Prepared by the California Framework Committee. Sacramento: Bulletin of the California State Department of Education, Vol. XXX, No. 1, November 1950, P.7.

10. Become an informed and skillfull buyer

11. Take ethical measures to safeguard his interests

Research dealing with vocational guidance and work experience education has pointed out a need for more concerted efforts in the school. Some examples of this are studies and reports by Fielstra,[4] Tyler,[5] Hunt,[6] and Mangum.[7]

Fielstra found that of the ten "imperative needs" as stated by the educational policies commission, the one felt to be the least well met by the high school program was that of "occupational guidance and training." Tyler described problems and recommended possible solutions in work experience programs. Hunt also dealt with installation and operation procedures for work-experience programs. Hunt's paper "Vocational Education for the Disadvantaged Lessons from Government Funded Programs," pointed to some interesing findings:

1. Few exemplary programs which were willing to serve "hard core, inner city, low I.Q., disadvantaged youngsters."

2. Strong federal, state and local leadership sought good vocational education for the best students but little support on behalf of similar services for the disadvantaged.

3. Vocational training was found to be most successful when coupled with pre-vocational programs and strong academic, components.

4. Job cluster training, vocational decision--making assistance were found "best" for the disadvantaged.

5. "Cooperative education was given high marks."

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[4]Fielstra, Clarence. Evaluation of Their High School Curriculum by Prospective Teachers, Journal of Education, Research LI March, 1958, Pp. 531-20.

[5]Tyler, Henry T. Report of the Study of Work Experience Programs in California High Schools and Junior Colleges. Sacramento: Bulletin of State Department of Education, Vol. XXV, No. 3, July, 1966, Pp. IX + 47.

[6]Hunt Dewitt. Work Experience Education Programs in American Schools, Washington, D.C.: U.S. Department of Health, Education and Welfare: Bulletin 1957, No. 5, Pp. VII + 94.

[7]Mangum, Garth L. Vocational Education for the Disadvantaged Lessons from Government Funded Programs. National Committee on Employment of Youth, 145 East 32nd Street, New York, New York 10016.

"A Guide for the Development, Implementation and Administration of Exemplary Programs and Projects in Vocational Education"[8] cites some strong evidence related to career exploration and work experience education:

1. The interest and concern of student's for career development was found to be high among elementary and secondary students by Robert E. Campbell.[9]

2. The further support of a K-12 program is found in the studies involving elementary and secondary occupational development planning.[10]

The literature is rich and largely supportive of a comprehensive career exploratory and work experience program. This support is not only general but also favorable to the implementation of such a program in a school district such as Bernalillo which has unusual problems and special needs.

Hence, one finds that a variety of factors have made it possible for the concept of career education to be tested and in general flourish. In the words of Hoyt,[11] "...Career Education is the concept whose time has come..." In Bernalillo School District, the career education concept was initiated out of multitude of needs within the context of the broader national panorama. During the first project year other needs, problems and considerations arose. These were discovered in project year one and concerted efforts were made to direct the project's program to deal with them.

These major programmatic concerns existed in each component of the program and the project directed itself to solve them during project year two.

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[8] Bottoms, Gene and Matheny, Kenneth B. A Guide for the Development Implementation, and Administration of Exemplary Programs and Projects in Vocational Education, Atlanta, Georgia, September, 1969.

[9] Ibid, Pp. 7

[10] Ibid, Pp. 12, 14, 15, 17, 18

[11] Hoyt, op. cit.,

Exploratory Career and Classroom Guidance

Major concerns

1. Intensified in-service

2. Effective and efficient communications

3. Involvement of teachers and community

General and Vocational Work Experience Programs

1. Increased employer involvement

2. Quality Placement

3. Student related problems

   a. Attitude

   b. Schedules

   c. Transportation

Job-entry Training and Post Secondary Placement

1. Provisions for a testing program

2. Follow-up procedures

The project feels that its efforts in these areas of concern have been dealt with and other concerns have naturally been revealed. Project year three will experience new directions as it faces such matters as "phasing-out" the project in its last year and providing methods for continuing a career program in the Bernalillo District after this "phase-out" period.

In conclusion, the matters toward which the Bernalillo Project directs itself are national in scope and district oriented in terms of the unique social and economic needs. In the case of Career Education in Bernalillo and nation-wide, it is a reaction to dissatisfaction which is 1) "... in reality frustration with social ills for which the schools bear little fault and to solution of which they have been able to make only modest contributions," and 2) the social demands are many and "Career Education must be viewed in its relationship to these demands." Also, as programmatic concerns evolve as a consequence of attemtping to deal with the demands on the educational system, new concerns and problems must be tackled.

GOALS AND OBJECTIVES

As outlined in the original objectives, the Tri-Cultural Vocational Exploratory Career and Work Experience Education Program has been developed around the four project components:

1. Exploratory Career and Occupational Guidance Education

2. General Work Experience

3. Vocational Work Experience

4. Post-Secondary Placement and Job-Entry Training

The project components have addressed four types of objectives and goals, 1) curriculum, 2) attitudinal, 3) evaluative, and 4) programmatic. Catagories one, two and three were stated in the original proposal and the fourth-programmatic was developed in order to define articulate and implement a program to reach the goals and objectives.

Curriculum Objectives

1. Set up a career and occupational exploratory and guidance program K-12 for every student in every one of our schools.

2. Provide a general work experience program for selected students at the junior high and high school. This, by its very nature will have to be restricted to include mainly:

   a. Students whose records indicate that they will terminate their formal school upon graduation from high school or who indicate that they are potential dropouts.
   b. Students who are economically deprived and to whom the income from part-time work will fill a real need. In here we should also include those to whom the pride and sense of accomplishment from holding a job, will fill a real emotional need.
   c. Students for whom the regular curriculum fails to fulfill their needs, whether academic, economic, or emotional and who need actual work as part of their training and preparation for life.

3. To acquaint and guide our students into the rich and varied offerings of our vocational programs and to provide a vocationally-related work experience program for as many of these students as feasible. The priorities that were outlined in selecting for the general work experience program should apply here in selecting students for this vocationally-related work.

4. To provide a system of guidance, counseling, and education of opportunities for post-secondary or terminal training. Prior to

graduation or on termination, all students should have been specifically guided into a place for post-secondary training or a job. Any student who indicates that he is dropping out or has actually dropped out shall also be specifically guided into the training program or placed on a job. Follow-up counseling shall be offered to him by the vocational counselor.

Attitudinal Objectives

1. To become aware of occupational and employment opportunities in his area.

2. To explore the fields in which occupational interest lies and to determine suitability for those areas.

3. To expand this knowledge and horizon of career opportunities and to become realistically acquainted with requirements in attaining career goals.

4. To become informed on standards of a good employee and to get actual experience in applying these standards on a job.

5. To develop more appreciation and understanding of the relationship between formal education and career success.

6. To become aware of his individual, native endowments and learn to make full use of them.

7. To acquire strong values of the pride, self-confidence, independence, and sense of fulfillment that satisfying work imparts to the human personality.

8. To recognize the value and need that society places on individuals who contribute to common welfare by their work.

9. To gain experience in recognizing opportunities for advancement in places of employment and how to prepare himself to take advantage of these opportunities.

10. To learn how to make logical and rational career choices and in seeking positions that will contribute toward personal happiness, and enable him to carry family responsibilities and work for the good of his fellowman.[12]

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[12] Tri-Cultural Vocational Exploratory Career and Work Experience Education Program Proposal, 1970, Pp. 16, 17, 18.

Evaluative Objectives

1. Placement. To successfully place in a job, a post-secondary educational training program or the armed services, all or at least an acceptable percentage of the students who leave the secondary schools of the Bernalillo Municipal Schools System.

2. Student Attitudes Towards Work. To help students to develop positive attitudes about work.

3. Business Community Attitudes. To help the business community develop positive attitudes towards training school-age children.

4. Vocational Training-Related Placement. To place high school students in part-time jobs which are closely related to each student's vocational education training program.

5. Occupational Awareness. To help students become more aware of the occupational possibilities available to them.

6. Job-Entry Knowledge and Skills. To improve the knowledge and skills which students need to enter the job market.

7. Expanding Vocational Education. To improve the balance between vocational and academic subjects in the total K-12 educational program.

8. Placing Disadvantage Students. To place students from disadvantaged families in income-producing and meaningful work experience positions.

9. School Participation. To reduce school absenteeism, truancy, and failures; to improve discipline and to reduce dropouts.

10. Attract and Hold Industry. To reduce unemployment, and to increase per capita income.

PROGRAMMATIC

COMPONENT OBJECTIVES

1. Exploratory and Career Guidance K-12

A. General Objective: To integrate and implement career education K-12 into the existing curriculum as measured by a sequential and coordinated program development at each level.

B. Correlated Specific Objectives: To provide career awareness at the K-3 level in conjunction with the District Teachers' Career Education Committee including the following classroom inputs:

1) To acquaint students with worker role of parents, members of the family community
2) To make child aware of contributions of different workers in his community
3) To provide kits and games to have child do role-playing in different careers
4) To make available elementary learning materials on workers in conjunction with lessons in art, literature, math, etc.

To provide "hands-on" experiences and exposure to the world of work implemented to include the following forms:

1) To make available equipment and supplies for the student to learn about the world of work by experiencing and doing some specific career cluster or job related tasks in the classrooms
2) To expose the students to different occupations and career clusters through well organized, meaningful fieldtrip programs
3) To acquaint the student with the roles of workers in different career clusters by providing visiting guest speakers programs and audio-visual materials

To provide the student with opportunities for exploration into careers and career clusters with the following emphasis:

1) To integrate career units into the existing curriculum (subject areas)
2) To make available to the classroom teachers relevant audio-visual aides, books, fieldtrips, and guest speaker programs for use in an integrated fashion
3) To provide consultive services to the classroom teacher
4) To provide work-experience to students who are in desire and in need of a controlled, supervised experienced program
5) To assist with meaningful part-time placement of students in need of work (financial or personal)

To provide programs and services at this level which will accomplish the following goals:

1) To continue integration of career education into the existing curriculum with a more specialized emphasis
2) To provide on-site job experience and job placement for interested students
3) To continue with consultive, fieldtrip, audio-visual and guest speaker services for the classroom
4) To conduct job-entry seminars for all graduating seniors
5) To provide intensive career counseling and post-secondary training information
6) To assist with post-secondary placement of graduating seniors and terminal students in jobs or training which will utilize their talents and abilities

II. General Work Experience 7-12

A. General Objectives: To successfully place student applicants in positions related to their tentative career preferences. The student will participate and observe to develop a realistic outlook in his tentative career choice. The experiences will be measured by students and supervisor evaluation.

B. Correlated Specific Objectives: To provide on-site experiences to student applicants in the career cluster of their choice which will lead to understanding of the training, type of work and potential in any given field.

To develop positive attitudes in the business and industrial community towards the training (exposing) or student in his tentative career preference.

To assist in part-time and full-time job placement in order to supplement the student's financial condition and to develop a realistic outlook towards work.

III. Vocational Work Experience

A. General Objective: To place vocationally oriented high school student applicants in positions closely related to their vocational skill training at the Bernalillo High School Skills Center in order that they may test their career choices as measured by student and supervisor evaluation.

B. Correlated Specific Objectives: To facilitate pre-training of vocational students in order to improve chances for real job placement in the future.

To improve student and business community, attitudes towards this type of pre-job entry training by careful orientation, counseling and follow-up of every participating student and employer-supervisor

To assist the student in testing and analyzing his career preference by his participation and observation at a job-site.

To develop meaningful data related to the student, employer, teacher, supervisor and parent attitudes and progress through a case study, approach.

IV. Job-Entry Skills Training and Post-Secondary Placement

A. General Objective: To make available career counseling, job entry skills training and post-secondary placement to terminal students and graduating seniors as measured by evaluation of career project activities at this level.

B. Correlated Specific Objectives: To provide aptitude and interest testing to all interested high school students, specifically seniors.

To provide counseling of career opportunities in the military union programs, voc-tech training, junior colleges, OJT training, university, and Federal or State Manpower Programs.

To conduct periodic job entry seminars to assist the student in improving job seeking skills, interviewing techniques

General Project Design and Procedure

The Bernalillo School District is made up of seven schools (administrative units) including five elementary schools.

Roosevelt, K-6; Algodones, 1-6; Placitas, 1-6; Cochiti, K-8; Santo Domingo K-6 with approximately 1,540 students. Two junior high schools and one high school. Bernalillo Junior High, Santo Domingo, and Bernalillo High School consist of approximately 493 students in seventh and eighth grades and 905 at the ninth through twelfth level. The student population is roughly proportionate to the general community, i.e., fifty per cent (50%) Pueblo Indian, forty per cent (40%) Spanish surnamed (or Spanish-American) and about ten per cent (10%) "Anglo."

The Spanish-American student comes largely from a Spanish speaking home environment and although the five Indian Pueblos are similar in many ways, each has its distinct dialect; however, four of the five pueblo dialects derive from the same language groups. Therefore, besides Spanish and English, approximately fifty per cent of the student population come from homes where five different Indian dialects are spoken.

The students largely are from economically depressed backgrounds; in 1964, Sandoval County's per capita income was approximately half of New Mexico's per capita income. The county was ranked the lowest in the state.

There are about 187 certified personnel in the school system; there is a balance between Spanish and non-Spanish surnamed employees. Four Indian teachers presently are on the instructional staff.

Officially the project in Career Education is entitled "Tri-Cultural Vocational Exploratory Career and Work Experience Education Program" but is known locally as the Career Services Center. The project is staffed by six certified and four non-certified personnel. The staff includes the following positions, personnel and responsibilities:

1. Director. Raymond R. Gonzales, is a former Social Studies Department chairman in the Bernalillo Junior High School and holds a masters degree in Educational Administration and Secondary Education. He is a native of New Mexico from Albuquerque. The director's position includes the over-all charge of the program--supervision and evaluation of project staff, fiscal control and reporting, program and staff development and progress reporting. Mr. Gonzales is under the direction of the Assistant Superintendent, Mr. R.J. Kloeppel who is the local federal fiscal monitor.

2. Career Education Coordinator. James A Baca is a native New Mexican from Pena Blanca who has a diversified background of experience including the military service, teaching administration and work-experience supervision. He and Mr. Gonzales were co-revisionist of the original project proposal in 1970. The position includes the

responsibilities of coordination of educational phase of the program, teacher orientation, in-service, and materials development.

3. Curriculum Developer, K-6. Leon B. Fuemmeler has occupied this new position since January, 1973. Mr. Fuemmeler holds a masters degree in guidance and counseling; he is fluent in Spanish and has prior experience with the district's community and staff. The curriculum developer works closely with the coordinator to develop and expand the K-6 program, by providing in-service, material and equipment, consultation, and production and collection of usable materials. His time is also utilized assisting the teachers in the building (school) setting and in course work related to the University extension class.

4. Career Field Representative General Work Experience. Mrs. Ethel Tucker is a recent graduate of the University of New Mexico who is trained as a secondary level instructor in Social Studies. Her tasks include the coordination of the Generll Work Experience component which comprises general job placement and the on-site exposure program. Mrs. Tucker replaced John Romero who resigned December, 1972

5. Career Field Representative Vocational Work Experience. J.M. Tejada is a native of New Mexico with a broad background in educational administration and vocational education. He holds a masters degree in Administration. He is the former director of Luna Area Vocational-Technical Institute, a high principal and vocational teacher. His duties in the project include the coordination of the vocational work-experience component and general job placement. Mr. Tejada replaced Jess Sanchez who resigned in December, 1972.

6. Career Services Counselor. Ms. Carol Nordengren has experience in employment counseling and private business; she is currently engaged in completing a masters program in Iowa and is enrolled in the guidance and counseling department at the University of New Mexico. Ms. Nordengren's responsibilities include coordination of the intensive job-entry training and post-secondary placement component; she conducts counseling, job-entry training seminars, campus visits and career programs for seniors; data collection and testing are also part of her tasks.

7. Director's Secretary. Mrs. Theresa Lovato is a graduate of the school system with training and experience in office practice. Her duties include office management, clerical, and typing work for the director.

8. Para-Professionals. Mrs. Laura Aragon, Mrs. Ophelia Montoya and Mrs. JoAnn Escarcida are local people who are qualified in general clerical work and teacher-aide practices. Mrs. Aragon is a native of Pena Blanca, New Mexico; Mrs. Montoya is from Santa Ana Pueblo, and Mrs. Escarcida resides in Placitas, New Mexico. Their

responsibilities include clerical aide to the project staff, inventory and materials management, data compilation, teacher aide for instructional staff and community relations.

The project office is located in the Vocational Skills Center in Bernalillo; a small office at the High School is also utilized by the counselor as a counseling and information center. The project Career Services Center Services the following areas or population.

1. Bernalillo District
   a. Graduates
   b. Students leaving before graduating

2. Bernalillo High School (Bernalillo)
   a. 595 Students
   b. Principal and Assistant
   c. 38 Teachers

3. Vocational Skills Center (Bernalillo)
   a. 352 Students
   b. Director Vocational Education
   c. 12 Teachers
      1) Office Education
      2) Home Economics
      3) Building Trades
      4) Nursing
      5) Vocational Agriculture
      6) Graphic Arts
      7) Automobile Mechanics
      8) Electricity and Refrigeration
      9) Jewelry Manufacturing
      10) Drafting
      11) Electronics

4. Bernalillo Junior High School (Bernalillo)
   a. 532 Students
   b. Principal and Assistant
   c. 27 Teachers

5. Roosevelt Elementary (Bernalillo, 2 locations)
   a. 765 Students
   b. Principal and Assistant
   c. 35 Teachers

6. Reading Lab. (Bernalillo)
   a. 186 Students
   b. Director
   c. 4 Teachers

7. Algodones Elementary (Algodones)
   a. 47 Students
   b. Teaching-Principal
   c. 2 Teachers

8. Placitas Elementary (Placitas)
   a. 84 Students
   b. Teaching-Principal
   c. 4 Teachers

9. Santo Domingo Elementary and Junior High (Santo Domingo Pueblo)
   a. 779 Students
   b. Principal and Assistant
   c. 45 Teachers

10. Cochiti Elementary (Cochiti Pueblo)
   a. 275 Students
   b. Principal
   c. 16 Teachers

The project's function in the school district is reflected in a portion of the school district organizational scheme.

FIGURE 5

ORGANIZATIONAL CHART

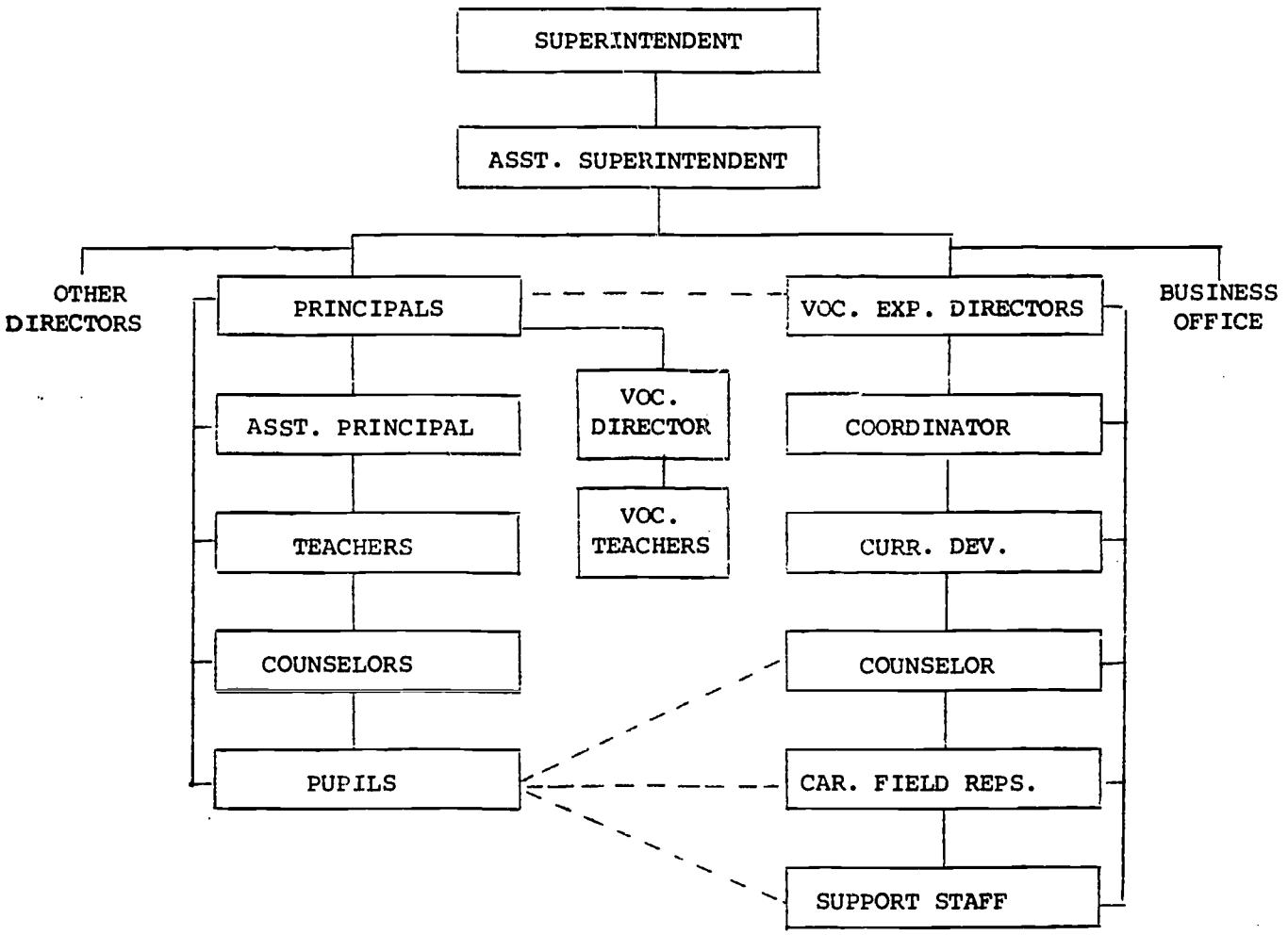

The project director is a regular member of the district's Administrative Council which consists of central administration, building principals, and other directors and coordinators. This is an advisory group to the superintendent which meets regularly to deal with the development, implementation, and evaluation of the building and district-wide program.

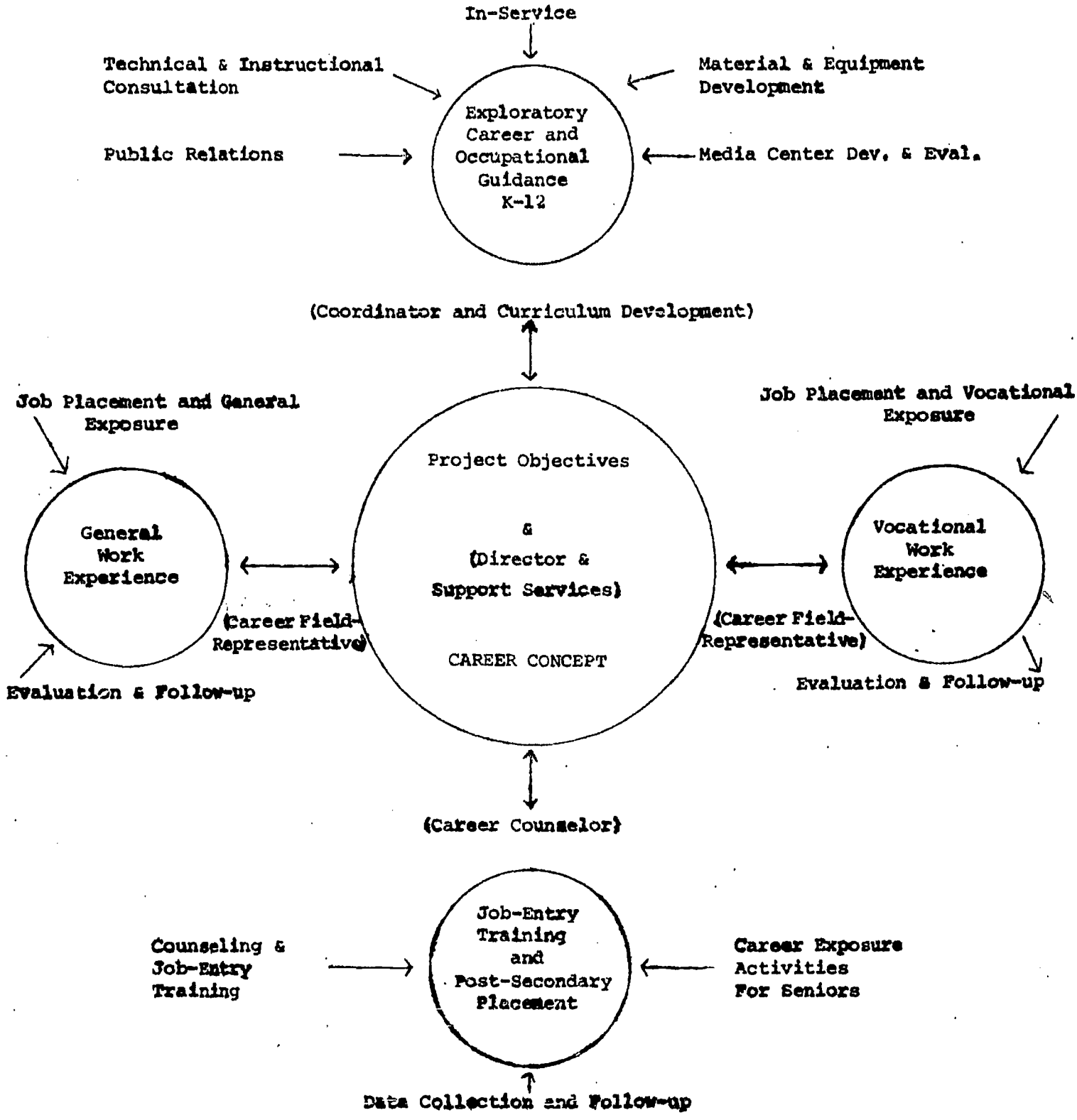

FIGURE 6
Project Design &
Program Activity Scheme

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As illustrated on figure six. the project design and procedures stem from the project's 1) general goals and objectives and 2) the career concept that has its roots in these objectives but also has evolved in the process of developing the program to meet the objectives.

Administrative and Supportive Services

The project administration or management responsibilities are primarily four fold:

1. Programmatic development, implementation and evaluation

2. Task and role development, supervision and evaluation

3. Programmatic and fiscal reporting and accountability

4. Supportive services - management

The project director is in overall charge of the program. In this project his role is one of initiating a program which first meets the criteria established by the goals and objectives. In order to accomplish this he defines the tasks and the areas of responsibility for the four major components of the project. Supportives services are supplied throughout in order to fulfill the programmatic needs in each component. This services include technical, clerical, instructional and transportation; the non-certified staff supplies services to the persons responsible for development and coordination of a component.

Exploratory Career and Occupational Guidance (Component One)

This component is coordinated by the career coordinator and the K-6 curriculum developer. The major project contact with the district students is secondary in nature in this component. The project's efforts here are aimed at working with the staff through in-service, media production and assistance consultation and orientation, (See Appendix D, "General Level Goals, K-12, Page 18 Interim).

General Work Experience (Component Two)

This component and its coordination - by a Career Field Representative - deals with the students directly. Various programs are developed and offered to students in order to 1) provide exposure to career field, and 2) provide job placement of a paet-time and full-time nature. On-site exposure and the new career cadet program offer the students avenues for testing their tentative career choices in the "real working world" prior to graduation. (See Page 35, Section II, Career Cadet Program.) Figure seven depicts the major placement efforts which includes components two, three and four. Job placement is conducted on a year-round basis. Any student who is eligible to work part-time or full-time is afforded this placement service. Prior to referring student-clients to possible job sites, the students are given an orientation to job-seeking techniques and an individual counsel session. Figure eight below describes the procedure for processing a student applicant.

FIGURE 7

CAREER SERVICES CENTER

TRI CULTURAL VOCATIONAL EXPLORATORY CAREER
AND
WORK EXPERIENCE EDUCATION PROGRAM

PLACEMENT PROGRAMS

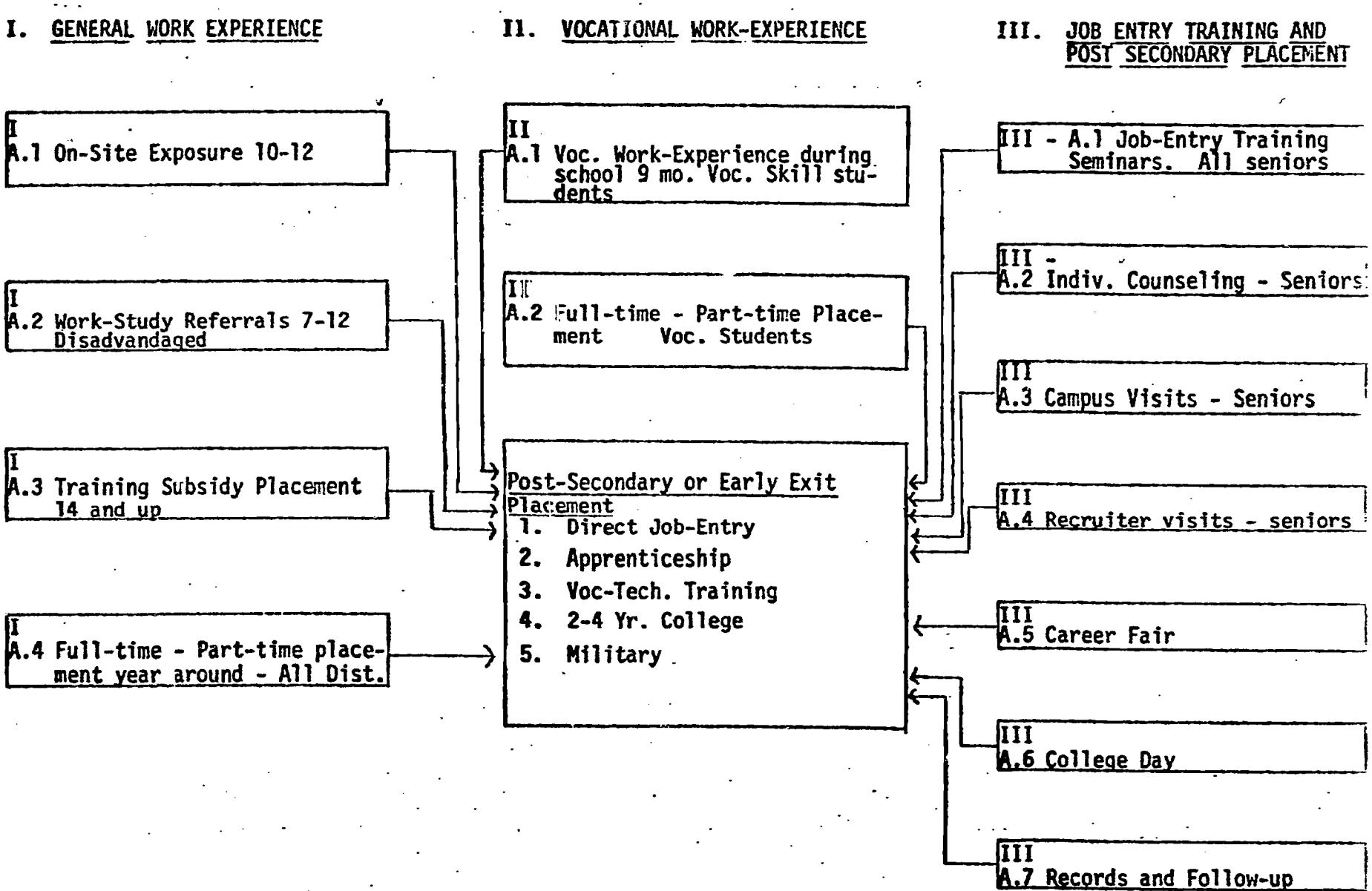

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STAFF	PROCEDURE
1. Para-Professional	Client - Current (up-dated) application on file
2. Para-Professional	Thorough review of application
3. Field Rep. or Counselor	Counseling Session to determine: 1. training 2. transportation 3. schedule 4. interest 5. plan a job search
4. Para-Professional	Give Client: 1. "Job Hunting" brochure 2. Program brochure Review the following w/client 1. Yellow Pages 2. Want Ads 3. Job Bank 4. Job notices Issue letters of introduction and/or Job Bank forms
5. Field Rep. or Counselor	Final Session 1. Review referrals 2. Up-date file 3. Post referrals 4. Make appointment for client 5. Review job application & interview tech
6. Field Rep. or Counselor	Reminder: 1. Have client call office regarding any action placement, etc.) 2. Client w/no transportation give: "Summer Jobs for Local Students" 3. Have para-professiona issue any additional letter of introduction 4. Re-check file folder and have it refiled

NOTE: In all cases repeat procedure. Obtain up-dated information from client when he/she visits office. Always, make clear notations in his/her file. Naturally, before giving out printed material, ask the client if he/she has already received the information. NEVER TURN AWAY client without giving some assistance.

2. transportation
3. schedule
4. interest
5. plan a job search

4. Para-Professional

Give Client:
1. "Job Hunting" brochure
2. Program brochure

Review the following w/client
1. Yellow Pages
2. Want Ads
3. Job Bank
4. Job notices

Issue letters of introduction and/or job bank forms

5. Field Rep. or Counselor

Final Session
1. Review referrals
2. Up-date file
3. Post referrals
4. Make appointment for client
5. Review job application & interview tech

6. Field Rep. or Counselor

Reminder:
1. Have client call office regarding any action (placement, etc.)
2. Client w/no transportation give: "Summer Jobs for Local Students"
3. Have para-professional issue any additional letter of introduction
4. Re-check file folder and have it refiled

NOTE: In all cases repeat procedure. Obtain up-dated information from client when he/she visits office. Always, make clear notations in his/her file. Naturally, before giving out printed material, ask the client if he/she has already received the information. NEVER TURN AWAY client without giving some assistance.

Vocational Work Experience (Component Three)

The component is supervised by a career field representative who recruits, screens and counsels with vocationally, trained or oriented students. These students are placed at work sites which closely correlates to the vocational or technical training offered in the Bernalillo Vocational Skills Centers eleven training clusters. (See Appendix C, "Vocational Skills Center Offerings.") Students are paid by the employer and in some cases receives course credit for the experience. (Refer to Figure seven, page 20.)

Intensive Job-Entry Training and Post-SEcondary Training (Component Four)

The project's career services counselor coordinates this component. The efforts in this component are geared to assisting the seniors in job-entry skill development, personal career dicision-making, and final one hundred per cent post-secondary placement of graduating seniors and dropouts. Assistance for three years after terminating with the Bernalillo Schools is provided. As noted is Figures six and seven, various methods are utilized to accomplish the goals of this component including in-take and process counseling, aptitude and interest testing, job-entry skills training, career days, campus visits, job placement and referrals, and peer counseling.

RESULTS AND ACCOMPLISHMENTS

The results and accomplishments reviewed within this section cover the period between February 16, 1972 and June 30, 1973, which includes a four month "no-cost extension period" from February 16, 1973 - June 30, 1973. The entire period is referred to as "Project Year Two."

The major results and accomplishments can be paralleled with those reported in the first project year interim report, February, 1972 (Page 72, Interim Report). An extension of this list of results and accomplishments is also outlined in Figure Nine.

FIGURE 9

	Project Year One	Project Year Two	New Programs or Emphasis
1	Teacher Orientation	Increased	1. Newsletter 2. More personal and group contact
	In-Service training	Increased & revised	1. General workshops 2. Building and level workshops 3. College course offerings 4. Federal teacher exposure Program
2	Experimentation	Reviewed and revised	
	Curriculum Material Development	Expanded	1. Resource and Media guides 2. Activity care development 3. Centralized media center 4. Building level development
	Professional and Technical Assistance	Increased, refined, More widely utilized	1. Media and Resource guides 2. Consultation
3	Structured Classes and Voc. Caseload	Reviewed, and improved and more closely related	1. 7th Grade Career Analysis class 2. "Getting away from dependence factor" 3. Transportation

4	Full-time and Part-time placement year	Procedures upgraded and more quality placements	1. Provisions for transportation improved 2. 12 Passenger Van
	On-site exposure	Increased	1. Career-Cadet Proposal 2. Transportation
5	Counseling	Broadened	1. Campus visits 2. Peer counseling
	Job-entry Skills training seminars	Improved and continued	

1. Staff orientation and in-service - During project year two teacher in-service was accelerated to include a variety of in-service approaches. (See Appendix F, "In-service Model, Project Year Two.")

   a. In Spring, 1972 a district teachers committee was formed in order to develop and implement career education K-12. The committee consisted of interested, competent teachers from all grade levels. Plans for the coming year were structured by this committee.

   b. A two week workshop was conducted at the beginning of the summer vacation (1974). Ten teachers representing all grade levels participated. The workshop consisted of three major parts: 1) Career Education Orientation, 2) Review of materials, and 3) Development of media and resource guides for each major grade unit, K-3, 4-6, 7-9, 10-12.

   C. Prior to the opening of classes in school year 1972-73 a general workshop was held for teachers new to the system, non-certified personnel, and interested community people. This workshop was conducted on August 23, 1972 and its purpose was 1) to expose these persons to the Bernalillo Schools philosophy and interpretation of the "Career Concept. 2) to outline the Tri-Cultural Vocational Exploratory Career and Work Experience project activities, 3) to explain the "resource and media guides," and 4) to display materials in career education.

   d. On August 24, 1972 another general workshop was held for teachers and administrators in the district. Newly hired teachers and non-certified personnel participated in a cultural awareness workshop as part of the project's phase.

e. A K-6 level workshop was conducted on October 13, 1972 for the staff from Roosevelt, Placitas, and Algodones Elementary Schools. The workshop was devoted to discussion on materials and resources; a panel of resource persons highlighted this workshop.

f. On October 25, 1972 a secondary level in-service workhop was conducted for the Bernalillo Junior High and Bernalillo High School staff. Coordination was the major thrust, e.g., teachers were grouped by subject matter areas or special categories in order to generate planning and implementation which bridges the "Junior High - High School gap."

g. Cochiti Elementary, K-8 and Santo Domingo School K-9 were offered a workshop on November 17, 1972. Among other things, the participants were offered eight alternatives to select from for participation in six short mini-workshops periods including "Career Education and Audio Visuals," "Careers and the Indian Community," "Hands-on Activities," "Career Education and Jewelry," "Career Education Resources for the Classroom."

h. Career Development in the Classroom Guidance 547 - Dr. George Keppers from the University of New Mexico developed an extension course for Bernalillo during the second semester of school year, 1972-73 which was offered for graduate credit. Approximately one-third of the staff enrolled and completed the course. The development of "Activity Cards" was a focus of this course; activity development is to be continued in the in-service program during the coming year. (See Appendix G, "In-Service Models and Course Agendas and Outlines.")

i. Federal Executive Board Program - A proposal was submitted to the area Federal Executive Board (and accepted) in order to initially develop four positions for district teachers and counselors in the federal agency system. One counselor has participated this Spring, 1973 and the others will continue the project during school year 1973-74. The purpose of this project is to offer staff the opportunity to serve for a period of at least one month in about thirteen federal agencies including the City of Albuquerque; in turn, these persons will become resource consultants in the district community. The trial participation by one high school counselor was viewed as very successful by the agencies, the project, and the participant; meetings were held with the Federal Executive Board to develop plans and make necessary changes for school year 1973-74. It is felt that this type of program can be the "seed" for further exposure of career opportunities and the utilization of staff as resource people in the schools and community.

It has been proposed by the Federal Executive Baord to expand this program nationally. Provisions under the Inter-Personnel Act, 1968 are being utilized to conduct this project. (See Appendix H, "Federal Executive Board Proposal" and "News release.")

j. Planning for in-service development for school year 1973-74 was conducted during the Spring and early Summer, the district's Administrative Council in conjuction with the project staff developed a schedule, work session agendas and evaluation instrument for the in-service program. All district staff will be involved

in developing activities for caeeer development incorporation into the classroom. Groups of between eight to twelve in size will participate in the work sessions in the early Fall, 1973. (See Appendix I, "In-Service Plan for School Year 1973-74.")

k. Project Newsletter - Career Facts published by the project was initiated during project year two for a variety of reasons. The over riding rationale was to 1) keep local teachers and administrators abreast of local, state and national career development efforts and approaches, 2) highlight outstanding programs and teachers, and 3) provide a medium for possible state or national exposure of innovations. The newsletter has been successful in meeting these objectives. Circulation has reached about five hundred monthly and several items have provided material for other projects, districts, students and publications like CAREER EDUCATION. (See Appendix J, "CAREER FACTS" Newsletters.)

2. Experimentation, Curriculum Development and Consultive Services - The areas of the program which have dealth with the incorporation of Career Development into the classroom, including the above mentioned in-service and orientation efforts have seen significant growth throughout project year two. The project staff and the district have made exerted efforts to promote innovation and refine programs which show merit in approach and substance. Not all programs and developments can be reviewed here but below is an outline of some major accomplishments and results during project year two.

a. Resource and Media Guides were developed by teachers during Summer, 1972. These guides outline 1) the Bernalillo Career Education Philosophy, 2) the rationale for career education for the major levels (k-3, 4-6, 7-9, 10-12), 3) the general objectives for each major level, 4) sample pre and post tests, 5) over-lapping clusters, 6) specific lesson plans, 7) sample activities, 9) teacher's bibliography and 10) resource materials available. The four booklets developed include those for levels, K-3, 4-6, 7-9, 10-12.

b. Consultive Services during project year two consisted of four principal areas: 1) Teacher-project staff or administrator project staff assistance in the classroom or building, 2) Fieldtrip assistance, 3) Guest speaker or other resourse people, and 4) Materials and equipment assistance. A list of fieldtrip sites and new resource assistance is included in Appendix K. (See Appendix K, "Resource persons and fieldtrip sites.) The teachers accelerated utilization of outside resources independent of the project during this year.

c. Centralized Media Center - A media center was initiated during project year two. It was located at the project's office (Career Services Center). The center provided a variety of audio-visual material on loan to the classroom teachers; films, filmstrips, kits, games, posters, and books were included in the collection. Records were kept in order to determine the volume of usage of these materials. This study indicated a considerable degree of material turn over. Films and other audio-visual media received the greater utilization. This type

of service seemed to be an asset to exposing the staff to career education.

d. Building and classroom programs expanded during this project year. An acceleration was noted at the opening of the school year 1972-73; and an increased interest developed with the appointment of the Elementary Curriculum Developer and the offering of university extension course in approximately one-third of the districts administrators and teachers enrolled. A bariety of programs were in progress during this project year. A brief outline of the program in each building is reviewed below:

1) Roosevelt Elementary, K-6. Wood working tool chests were outfitted for a K-6 program in "hands-on" activities. Materials for use in the classroom such as carpet samples, tiles, and formica "sink cut-outs" were donated by various businesses in the vicinity. Utilization of parents and other community members for classroom demonstrations was found including pottery making and floral arrangement. An example of a hands-on approach was the fifth grade science class which built an adobe house which was wired. The purpose of the project was to a) teach the principles of electricity, b) expose the students to the wide range of careers in the building trades, c) explore the properties of the materials used, and d) work in the building style of the Southwest. Yet another teacher incorporated career information in her bilingual program.

2) Placitas Elementary, 1-6. "Hands-on" experience for the approximately ninety-five students in this small rural school developed in a somewhat different direction. The intention was to involve the community with the students and teachers in relating this type of activities to the subject matter. A ceramics kiln, a cooking range, and a sewing machine were utilized in the school's "Career Education Center" to integrate nutrition, clothing, and ceramics production in the math, reading, science, and social studies program. Also, the fifth and sixth grade teacher developed a "conservation project" in which his students recognized the need to remedy the existing flooding and erosion of their play ground area. They planned and built "check dams" on the school grounds which was being eroded by the rains. The project began as a science unit and has developed in study of mathematics, language arts, and social studies. Further, the first and second grade teacher developed a newspaper publishing simulation program in which the students played various roles and actually printed a newspaper which was circulated. These

students collected the materials, wrote the articles, did the art work, made the lay outs and printed and bonded the publication. Many of the activities in the school were correlated with fieldtrips; the career development implications were strongly incorporated throughout the course of the year.

3) Algodones Elementary 1-6. At this three teacher, fifty-five student school the career program revolved around a variety of hands-on experiences. Activities such as tiling the bathrooms using chipped, scrap tiles acquired by the project from local businesses focused on developing math concepts, career exposure in building careers, and positive attitudes. Extensive utilization of multi-media materials was witnessed.

4) Bernalillo High School, 10-12. Along with directly project operated placement and counseling activities and such efforts as programs in "Senior Language Arts and Careers," the library career media center, "Business Education and Spanish in Careers," "Medical Secretary Training," (team teaching program by office practice and nurse's assistant instructors), and expanded career fieldtrips activities, a unique program in cinematography was developed, as a class project, students planned to produce eight milimeter films which a) explore careers in art and the film industry, b) examine the career project's activities district-wide (documentary), c) offer the opportunity for individual are films, and d) develop a "how to make a film" producation. Plans are now underway to place selected students in photography studies in order to gain further experience. (See Appendix L, "Cinematography Proposal.")

5) Cochiti School, K-8. Teachers and students at this school were involved in the use of multi-media materials in career education which they incorporated into their regular curriculum. Plans for "hands-on" activities related to career development are in the offing for school year 1973-74. Examples of classroom programs include "Language Arts and Careers in Publication" and a Special Education program entitled "Attitudes and Jobs."

6) Bernalillo Junior High School, 7-9. This school has had an extensive career development program which encompasses most areas of the program. An offering for all seventh graders entitled "Career Analysis," use of resource persons, audio-visuals and fieldtrips incorporated in the Social Studies program, "Career and the Language Arts,"

Business Education including typing and filing for eighth and ninth graders, and development of comprehensive plans for integration into Arts and Crafts, Science, Industrial Arts, Home Economics, Counseling and Guidance, Language Arts, Mathematics, and Physical Education are under way.

7) Santo Domingo, K-9. The special education teacher initiated a work-experience program for older student. These students worked one or two hours daily as aides in the library, cafeteria, as custodial aides and as office assistants. They were paid from $.50 to $.80 per hour for their work. Incentive pay raises were included in the program schedule and their activities were correlated with classroom and field trip activities. Also bank accounts were opened by students at the local bank. Other teachers in this large all Pueblo Indian School developed programs in career development. "Jobs and Training" and "Construction Industry" in the sixth grade, "Jobs we learn from Parents" in the fifth, "Health Careers," and "Dental Hygiene and Related Careers" for Science at the junior high level were example of some units offered at this school. (See Appendix M, "The Special Education Career Development Program" Proposal and "Career Development Progress Report.")

e. Building level media centers - Plans were developed and begun for the establishment of a career education media center in every building. The purpose of these centers was 1) to provide materials and equipment which enhances the incorporation of career education into the regular classroom; 2) to reserve materials and equipment which are available to all teachers and students for use in the classroom and in the centers; 3) to de-centralize the Career Services Media Center in a "phase-out" effort prior to the termination of funding; 4) to supply career materials and equipment to a building which can easily be expanded and modified for the needs of the building population. In general, the success of this effort has been significant; all buildings submitted proposals which to varying degrees showed soundness of planning and an understanding of the concept. (See Appendix N, "Guidelines for Building Proposals for Media Centers.")

f. Activity Card file development - Through the efforts of approximately forty-eight participants in the university extension course - "Career Development in the Classroom"--the beginnings of an activity card which will be available at every building provide lesson plans which are correlated to materials available in the district. Further development of these cards will take place during the work session schedule for the

all teacher in-service program. (See Appendix O, "Sample Activity Cards: and Appendix I, "In-Service Plan for School Year 1973-74.")

3. Structured Classes and Vocational Work-Experience Caseload. As reported in project one's Interim Report, February 15, 1972, the project was conducting classes in Career Development in several schools. Vocationally trained students who were placed at work exposure sights were also offered a class during the first part of project year one (school year 1972-73).

   The involvement of the project in directly operating classes was limited in the latter part of project year one and during project year two. The rationale for this shift in direction is offered below; the results and accomplishments are also noted.

   a. The vocational course for students trained in the Vocational Skills Center and placed on work experience was changed to a general vocational caseload. The purpose for this was manifold: 1) more students were then able to participate; 2) more time could be spent on the related job-sites; 3) more individual counseling and guidance could be provided; and 4) students enrolled in training could take advantage of the opportunity to work without sacraficing time in their school schedules. Figure ten illustrated the increase in participation in project year two and the increasing correlation between skill training enrolled in and the job exposure.

   b. During project year two the participation of the project staff in the operation of regular course offerings was curtailed to only one. One staff member conducted a course, "Career Analysis," for all seventh graders at Bernalillo Junior High School; the duration of this course was six weeks with students rotating in groups of 30-35 throughout the school year. As recommended in the evaluation, due to the "dependence factor" (Evaluation Report, Section III, page 45), the project will limit its direct involvement in the classroom to supportive and counsultive services. (See Appendix P, "Sample Outline of Career Analysis Course" and "Career Education News Article.")

4. Full-time, Part-time year round, On-Site Exposure, and New Exposure Placements, (General Work Experiences). This component and all programs within it also made remarkable progress during project year two. Several factors contributed to the results and accomplishments witnessed:

   a. refined procedures

   b. provisions for transportation

FIGURE TEN

PROJECT YEAR I

NO. OF STUDENTS	VOC. CLASS	TYPE OF JOB
4	None	Cabinet Maker Day Nursery Aide Lumber Co. Handyman
4	Bus. Ed.	Office work, 3 Cashier 1
1	Graphic Arts	Printing Plant
1	Home Ec.	Day Care Nursery
1	Drafting	Metal Working
11		

PROJECT YEAR II

NO. OF STUDENTS	VOC. CLASS	TYPE OF JOB
___	___	___
___	___	___
5	Graphic Arts	Printing
___	___	___
5	Drafting	Gen. Drafting 1 Survey Drafting Engr. Drafting 2
4	Auto Mechanics	Motor Cycle 1 Wheel Alignment Overhaul 2
2	Bldg. Trades	Cabinet Carpenti
10	Electronics	TV Servicing
4	Elect. & Regfrig.	Appliance Serv.
3	Agri. Voc.	Welding
3	Jewelry	Pearl stringing Casting, Buffin Spruning, etc.
1	Office Ed.	Receptionist, T ist, general
8	Other	Miscellaneous
45		

c. broader alternatives

d. intensified counseling and follow-up

e. increased business community contacts

f. more business community willingness to participate

Transportation

A twelve passenger van was leased by the project in order to facilitate transportation of students to exposure sites or interviews for those who could not obtain their own transportation. The van was idendified with a sign which served to advertise the program and promote public relations. See Figure eleven below - Typical Transportation Schedule.

Alternatives

More sites for jobs, as well as exposure, were contacted during project year in order to insure broader alternatives

Counseling and Follow-up

As noted above, every student-client was interviewed and counseled prior to being placed at an exposure site or referred to interviews for possible job openings. Follow-up of students was conducted periodically in order to determine their job satisfaction, supervisory comments and suggestions, and job status.

Increased Contacts and Business Community Willingness

As noted in increasing business participation in different aspects of the program more placements were made possible. This was accomplished through intensified canvassing by telephone, personal contact mail, and the Employment Security Commision Job Bank Book service. Certificates of appreciation were awar ed to businesses and employees who assisted with the program. (See Appendix Q, "Certificate of Appreciation.")

Placement Procedure

Through systematic processing of student-clients better serv ices has been offered. All suudents who applyied for assistance were offered counseling-and job referrals if possible. The procedures for processing is outlined in Figure eight on page 21 of the report. A map of the Albuquerque Metropolitan area and a list of some major employers (on the reverse) was available to students seeking employment. (See Appendix R, "Map of Albuquerque and Vicinity.")

FIGURE 11

TYPICAL TRANSPORTATION SCHEDULE

	6:00 - 8:20	8:30 - 11:30	12:00 - 2:30
MONDAY	Pick-up Nurse's Aides at Cochiti, Sile, Santo Domingo, Santa Ana and Bernalillo and transport to University Heights and Veteran's Hospitals.	Transport students to job sites in Albuquerque, pick-up Job Bank Book, pick-up Nurse's Aides and return back to school.	Transport Secretaries to BCMC, University Heights Hospital for work experience. Pick-up students at job sites then pick-up secretaries and back to school
TUESDAY		Transport students to job sites in Albuquerque, pick-up Job Bank Book.	Transport secretaries to BCMC, University Heights Hospitals for work experience. Pick-up students at job sites then pick-up secretaries and back to school.
WEDNESDAY	Pick-up Nurse's Aides and transport to University Heights and Veteran's Hospitals.	Transport students to job sites in Albuquerque, pick-up Job Bank Book, pick-up Nurse's Aides.	Transport secretaries to BCMC, University Heights Hospitals for work experience. Pick-up students at Job sites then pick-up secretaries and back to school.
THURSDAY		Transport students to UNM to on-site work experience. Pick-up Job Bank Book.	Transport secretaries to BCMC, University Heights Hosptals for work experience. Pick-up students at job sites at UNM then pick up secretaries and back to school.
FRIDAY	Pick-up Nurse's Aides and transport to University Heights and Veteran's Hospitals.	Transport students to job sites in Albuquerque, pick-up Job Bank Book, pick-up Nurse's Aides.	Transport secretaries to BCMC, University Heights Hospitals for work experience. Pick-up students at job sites then pick up secretaries and back to school.

Full-time and Part-time Placement

A greater number of positions were developed during project year two. More variety in types of opportunities was seen. (See Appendix R, "Employers List.")

On Site Exposure

Students who participated in this program, in which they were placed on job-sites in order to gain a familiarity with some of the areas related to tentative career choices, increased during this project year. (See Appendix S, "On-Site Exposure Sample Evaluation.") In this area also a more diversified set of alternatives was formed.

New Exposure Program

A Career Cadet Program has been developed for implementation during the 1973-74 school year. The proposal and plan that follows below meets these needs:

1. The need to organize the exposure program into a systematic cluster approach

2. The need to expose seniors and juniors to broad fields over a considerable length of time

3. The need to integrate these experiences with the on-going school program by providing extrinsic incentives such as regular school credit

4. The need to provide a developed program which can be completely handled by the high school after the termination of the project.

Students have already been recruited for placement in the Fall. The program schedule and structure follows below:

PROPOSAL FOR CAREER CADET PLAN FOR B.H.S.

BACKGROUND AND NEED

With the thrust to Career Education nationwide, it becomes imperative to have a systematic career education program especially at the high school level which will be the final opportunity for the public schools to give our students realistic preparation for life. At B.H.S., we've implemented several programs of actual career and work experience for our students which have given evidence of their value and benefit. Because these programs have been initiated after the beginning of the school year and usually without advance planning, they haven't had the coverage and effectiveness that they could have had. In view of this, the following proposal is submitted to remedy these faults and provide a systematic, orderly career experience program. It is also essential that a plan be set up and in operation at B.H.S. by the time the Exemplary Project funding terminates. This plan could easily be administered by utilizing regular high school staff.

TITLE: B.H.S. CAREER CADET PLAN

OBJECTIVES:

1. To give realistic and actual experience at a site and/or type of career that a student is planning or thinking of entering after graduation. This, of course would include careers that may or may not require college or tech/voc. training.

2. Provide counseling, guidance, evaluation and supervision for students on these career and work experience sites that will assist them in making wise career plans.

3. Grant school credit of up to four credits per semester for this career and work site experience. This will, of course, require grading and evaluation of the students involved by a team composed of the employer or supervisor at the work site, designated faculty member of B.H.S., staff members from the Career Services Center and possibly the high school counselors.

STUDENT PARTICIPANTS:

1. Students will be selected from B.H.S. juniors who submit application for career experience sites by April 15, prior to their entry into the senior year. They must be students who can satisfy, all other credit requirements in a half-day basis permitting them to be at the career experience sites half-a-day.

2. Students, after submitting application, will be interviewed, tested and otherwise screened to insure placement of students who have interests, abilities and potential for benefitting from such a program. Recommendations of B.H.S. administrators, counselors and faculty will all be taken into account.

3. Selections will also be based on the type of sites available and the suitability of the students for these sites. An effort will be made, on the basis of the students' qualifications and staff recommendations to match the applicants and the sites.

4. After the selections have been made, the student applicants will be informed that they; 1) Have been selected 2) Selected as alternates 3) Not selected at the present but put on a waiting list in case vacancies or additional sites are developed.

Supervision

Close and systematic supervision will be maintained by designated members of Career Services Staff which will include:

1. Regular visits to students at sites.
2. Consultation with supervisory personnel at work experience sites.
3. Individual conferences with students.
4. Home visitations when needed or helpful.
5. Group sessions with all students at designated intervals.
6. Consultation between supervisors from Career Services Center, Bernalillo High School Administrators, counselors, and concerned faculty members at regular intervals and when needed.

Evaluation and Grading

Evaluation will be compiled by Career Services supervisor as follows:

1. Written evaluation by work-site supervisor to be collected once a week.
2. Written evaluation by Career Services Supervisor to be in once a week.
3. Student self-evaluation to be handed in once a week.
4. Oral evaluation by teachers, administrators, and counselors will be proper at any time to the Career Services supervisor.

Grading

On the basis of the above evaluation, grading will be done by Career Services supervisors. Naturally, grades will be handed in accordance with all Bernalillo High School schedules and guidelines.

Termination and/or Reassignment

Termination may affected by:

1. The supervisor at the work-site at any time on notifying the student and the Career Services supervisor.
2. By the Career Services Supervisor on notification of the student, work-site supervisor, and Bernalillo High School administrators.

3. By the student on proper notification and permission of Career Services Supervisor, Bernalillo High School Administrator and work-site supervisor as outlined in contract.

Reassignment

In the event that termination takes effect, reassignment may be considered if Career Services supervisor feels that it would be feasible and beneficial for the student. Impetous "hopping about" will be discouraged but genuine need for reassignment will be considered.
When a student terminates and a reassignment is not recommend, Bernalillo High School administrators will deal with the student on reassignment to regular class schedule at Bernalillo High School. As vacancies or additional training sites develop, alternates will be placed. On exhausting list of alternates, students from waiting lists will be taken in the order of priority.

Adjustments

Changes, additions, and deletions of this program will be done at the discretion of Bernalillo High School administrators and Career Services supervisor with proper consultation of students and faculty members concerned.

Career Cadet Schedule

April 15, 1973

Deadline for student application

April 30, 1973

Interviewing, screening and selection completed.

May 10, 1973

Students notified of status

May 10-August 15, 1973

Development and setting up of sites by Career Services Staff.

August 25 thru September 10, 1973

Probationary period of students at sites. At end of this period students will be placed on permanent basis, terminated and/or reassigned.

September 11, 1973 to end of school in May 1974.

Supervision, counseling, evaluation of student. Have visits when feasible and needed.

Career Services Center
Bernalillo Public Schools
Bernalillo, New Mexico 87004

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Summary of Career Cadet Proposal for B.H.S.

Briefly, the proposal would allow a limited number of seniors to go to on-site work experience in selected sites in Albuquerque during the morning, daily for the full school year. They would be granted three credits on satisfactory completion of this program in lieu of taking electives from the regular school curriculum. These students would be carefully screened and supervised to insure that only those who are sincerely interested in making an indepth study of some career cluster that they are seriously considering. They, of course, would be graded just as in any other regular subject.

The following points would be pertinent in this program.

1. This program would be effective in the 1973-74 school year.

2. It would be limited to seniors who need only one or two requirements that they could schedule in the afternoon classes.

3. The initial group would be a maximum of 15-20 students. If the program proves successful and practical, it could later be expanded to pick up additional students.

4. Selection would be:
   a. Based on application of interested juniors by this month.

   b. Selection of 15-20 students by end of this school year by a team composed of a B.H.S. administrator, counselors, and a staff member of Career Services Center. Students who are not initially selected would be designated as alternates or put on a waiting list.

5. Sites would be placed to include following career clusters:

   a. Public Service: Government agencies including federal, state, city and county. This would include exposure to careers in law-enforcement, taxation, city and county operation and management, urban renewal, etc.

   b. Health Careers: This would be primarily volunteer service in the hospitals and possibly nursing homes for exposure to careers in health.

   c. Education: This would be for students that would be considering going to college to prepare for teaching. This exposure would be in elementary schools in A.P.S. with placement as teacher aides in regular elementary, and as aides in special education, physical education, bilingual education and other specialized areas.

   d. Sales and Business: This would be exposure to sales and business procedures in private businesses and offices.

   e. Industrial and technical: This would be placement for students that already possess a vocational skill. This is already in operation on a limited basis.

6. Supervision, transfer, and termination from program.

   Students would be closely supervised by a staff member of the Career Services with adequate provisions in the proposal for probationary period, transfers and termination when needed.

In summary and as noted in the charts below (Figures 12, 13, 14, 15) project year two witnessed an expansion in participation by the students and employers. Note the increases in the general work experience programs and the vocational work experience programs.

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Figure 12

Type of Program: Job Placement*

Employers	No. of Students Project Yr. 1	No. of Students Project Yr. 2
Duke City Shell	1	1
Sipn-Bull-Restaurant		1
Studio Eleven		1
Private Homes Bern. House Keeper, maid		4
Care taker		1
private Homes (Albuq.) Caretaker		1
Blakes Drive-In		3
Fred Harvey (Sunport Airport)		1
Rio Rancho		6
First State Bank		1
Sandia Labs	1	3
Burger Chef		1
Fiesta Lanes	1	
Circle K		2
St. Joseph's Hospital		3
Encino Gardens Care Center		3
Horse Ranch (Albuquerque.)		1
Western Skies Motel		1
Stadium Room		1
Furr's Cafeteria		1
Hoyt's Dinner Bell		1
Tastee Freeze (Bern.)		1

Employer	No. of Students Project Yr. 1.	No. of Students Project Yr. 2
Home Builders Supply		1
Apodaca Chili Factory		1
SW Surgical Supply	1	
Sunbell Corporation	2	
Roman Fountains	2	
Zenith Cleaners	1	
Spears-Heating-Refrigeration	1	
Sandia Mobil Homes	1	
Quality Inn	2	
Lath & Plaster Supply Co	2	
Blake's Drive-In, Bernalillo	56	3
Zamora Framing	2	
Soil Conservation	1	
De Anza Motor Lodge	1	
Alameda Printing Co.	1	
Highway Dept.	1	
Safeway Stores		1

Figure 13

Type of Program: General Work Experience Subsidy Training

Employer	No. of Students Project Yr. 1	No. of Students Projcet Yr.2
Nu Mec Child Dev. Center		13
Reynolds Plateau Alb. & Bern.		3
Louis Chevron	2	3
Sandoval County Court House	3	3
Economy Store	2	2
Gary's Market	1	1
Justo's Store	1	1
Rose Store	1	1
Linda Vista Store	1	1
Roosevelt School	3	3
Roosevelt Annex	3	3
Jr. High School	2	2
Fred's Pet Shop	1	1
Phils Shoe		1
Y W C A		1
Santo Domingo School		15

FIGURE 14
ON-SITE EXPOSURE
PROJECT YEARS ONE AND TWO

SITES	Project Year Two Student Participants	Project Year Two Student Participants
U.S. Weather Bureau	1	3
U.S. Forest Service	4	7
Police Dept. (APD)	2	4
Sandia Corp.	8	7
Kirtland Base	*	6
Herkenhoff & Assoc.	*	4
Welfare dept. (Albuq) Education	*	5
Twelve Gates School		
Valley High	*	2
Alameda School (Albuq)	*	2
Algodones	*	2
Roosevelt	*	2
UNM College of Ed.	*	12
Freedom High Communications	*	1
UPI	*	8
Channel 5	*	1
Channel 7	*	8
KUNM Radio UNM	*	8
Mental Health Center	*	5
Student Health Service	*	8
Women's Center	*	3
Dept. Sociology (Prof. Fishing)	*	2

FIGURE 14, CONT.

SITES	Project Year One Student Participants	Project Year Two Student Participants
Engineering Dept.	*	5
Law School	1	2
Medical Lab	*	6
Computer Center	*	2
Elm. Educ. Dept	*	2
Dental Program	*	4
Pharmacy	*	3
Municipal Court & DA	1	2
SIC Financed		
Albuq. Prosthetic Shop		
Hospitals	*	11
BCMC	*	26
University Heights	*	22
St. Joseph	*	11
Veterns Hospital	2	17
Clinics Bernalillo Dental	*	3
Public Health	*	1
Dominican Retreat House	*	2
Advance Mfg. Co.	*	40
Southwest Poly Technical Institute	*	32
Felco's Jewelry	*	8
Panaroma Press	*	3
NM Tech Institute	*	12
Almeda Print Shop	*	3
Speedway Copy Center	*	2
Amrep. Corp	*	6
NM [illegible]tries	*	2

* [illegible]tes for project year two

Figure 15

Type of Program: Vocational Work Experience

Employers	No. of Students Project yr.1	No. of Students Project Yr. 2
Ray's Automotives		3
Klienbiel Wheel Allignment		1
Opinion Builders		1
D.T. Morrison Surveyors		1
Dans Cabinet Shop		1
C-B Cabinet Shop		1
B-B TV Service		1
Crown TV		6
CMC Printing		1
Appliance Renewal		4
Ornamental Iron Shop		2
Thrifty Auto Service		1
Ralph Hicks Associates		1
K & J Drafteing		1
Albuquerque Print Shop		2
Speedway copy center		2
Rio Grande Steel Products Co, Inc		1
Sun Ray Trade Bindery		2
Felco Jewlery, Rio Rancho		3
New Mex Industries, Rio Rancho		1

5. Job-entry training, Counseling, and Post-Secondary Placement. During project year two, this phase of the program has been continued on a boardered and improved basis, Improvement has been seen in terms of increased participation and quality in placement, program offerings, and new types of approaches.

Job-Entry Training. Two Job-entry seminars were conducted during project year two. Fifty students participated in April and eithteen in January. (See Appendix T, "Job-entry training Seminars Agendas."

Post-secondary Placement. Two graduating classes were serviced by the project during this year. Knowledge of placement for June, 1972 was 100 per cent and the same for the class of 1973. In comparison to project year one a definite increase was noted. Approximately fifty-two per cent of the class, 1971 had any contact with the project. Figure thirteen : protrays the increase over the two year period. One can note that increaseing project contact has occurred.

FIGURE 16

Post Secondary Placement
Program Participants

	Project yr.1 1971	Project Yr. 2 1972	Project Yr. 2 1973
raduates	149	159	164
articipants	78	159	164
ollege or Voc. School	30	105 70 coll 35 Voc	100 65 Coll 11 Mdta
irect Job entry	24	34	48 18 Voc
ilitary		6	5
ndecided	1	5	2
nknown	16	3	
nemployed	7		
ther*		12	9
Drop-out, Moved, did not desire assistance			

Counseling In-take

All seniors were offered an intake interview to determine goals, plans, and educational and skills background. Referrals to appropriate career information or resource persons was offered. Individual explanations of the program and the spectrum of assistance available to the students were shared with the seniors in order to help them with their post-secondary planning.

Secondary Counseling

Interests were explored via the Interest Checklist; explanations of the career ladder in the students interest areas were given. Other types of assistance included exposure to training, job and educational opportunities in New Mexico and the Albuquerque area, discussions of decision-making strategies, relevant factors (economic, family social, personal) which may enter into a trial post secondary plan.

Resources

Through the course of the year students were assisted in the development of tentative plans--mostly concentration on the indecisive students, materials, possible on--site exposure, resource people,

Group Counseling

Through a peer counseling program student relied on their peers for assistance. The program summary for the peer counseling project is as follows:

PEER COUNSELING PROGRAM AT THE HIGH SCHOOL

For ten days, each noon hour, approximately 22 selected students are participating in a "peer counseling" training program which includes workshops on many different aspects of students helping students. After training, the students will be able to work with their peers from the elementary level through the high school. The student volunteers have participate in workshops on decision making strategies, risk taking, counseling as a listening activity, personal conflicts, educational problems (Ms. Olson from the high School was guest speaker), family relations (Ms. Gabaldon from Concerted Services), and self-confidence.

Most of the sessions involve a 15 or 20 minute presentation with the rest of the hour devoted to discussion, small groups, or role playing, where the peer counselors get their chance to practice with new ideas about helping others. So far the interest has remained very high, with people continuing to participate every day, and some new students coming to different sessions. The BHS faculty who have sat in on sessions have felt that they are a tremendous benefit to the peer counselors, especially in having them understand

themselves, first.

After the ten training workshops are over, the group will organize itself, and begin offering its services to the remainder of BPS students. A major aim of the program, besides assisting students with educational or personal problems will be to help them define personal goals, including their life after high school. Mr. Jesus Rodriguez and Ms. Nordengren from the Career Services Center have been co-ordinators for the project.

Other Senior activities through the Project

In conjunction with the above, seniors were also offered a variety of correlated activities such as Audio-Visual programs, testing, career day, campus visits college day, agency career day, and review discussions on college adjustments; intensive data collection was conducted.

Career Materials

During the course of the year seniors (and other students) were afforded the opportunity to utilize a wide variety of career materials on a group or individual basis. Films, sound filmstrips, career folders, chronicle guidance materials, biographies series, mico-fische viewer, and other materials were utilized.

Testing

For initial screening of interests and aptitudes students were admininstered test instruments on a request or need basis. The Kuder, Interest Checklist, General Aptitude Test Battery, and the Armed Services Vocational Aptitude Battery were acquired,

Industry Career Day

Representatives from the major employers in the area were invited participate in a Senior Career Day. Most of the seniors and some juniors took advantage of this opportunity to find out about the varies companies and their employment procedures and practices. This career day was held in December and was well received by all concerned. Twelve speakers and twenty exhibitors participated in this program. (See Appendix U, "Career Day Agenda, December, 1972.")

Campus Visits

Students were given the opportunity visit various post-secondary institutions in order to review for themselves the advantages of the institution. Sites selected and visited during this school year included fifteen seniors to Albuquerque's Technical Vocational Institute, thirty-five visited the University of New Mexico and the University of Albuquerque, the College of Santa Fe was reviewed

by forty-five students, and the University of Mining and Technology at Socorro was visited by six interested seniors.

College Day

A group of seniors attended the annual college day activities sponsored by the colleges and Universities in New Mexico.

Agency Career Day

In May, 1973 a variety post-secondary training agencies discussed the possibilities of acquiring grants and scholarships and attending training and educational institutions and programs throughout the state. This was a High School sponsored program which attracted representatives from New Mexico Student Aides, MDTA, a variety of vocational and college programs, Indian Scholarship funding, and advisement programs.

College Adjustment

Groups of college bound seniors reviewed college-adjustment materials and discussed problems of the freshman uear, studying and other academic and social issues.

Data Collection

Complete files were compiled for every senior; this records included relevant data on counseling sessions, test results, post-secondary plans, exposure experience and follow-up summaries. As with all project clients, the files were up-dated in order to determine the status of all students. Comparisons were made in regard to a student's plans at graduation and his status six moths later.

Summary and other Results and Accomplishments

In summarazing the accomplishments of the four major phases of the project, one can see that the period between February 16, 1972 and June 30, 1973, which includes a four month "no-cost extension period, "showed a definite imporvement in all areas. Briefly, the projects activities can be reviewed as follows: In-service, material development building and classroom, placement, counseling, and other project related activities.

In-Service

The project conducted eight workshops affecting all staff; a University of New Mexico extension course-Career Development in the Classroom-was offered in the spring and approximately one-third of the teachers and administrators enrolled. The Federal Executive Board Program was tested and will be continued in the Fall. The in-service and staff development portion has seen its greatest growth during project year two; the plans for next year should prove to be even more expansive, effective and productive.

Material Development

During this project year a centralized multi-media center for career education materials were planned and should be operational by fall, 1973. Resource and media guides for Levels K-3, 4-6, 7-9, and 10-12 were developed in the summer, 1972 and activity card development has proceeded since the beginning of the extension course the spring, 1973. The focus of the in-service program for page 43 will be on futher expansion of the activity card system. CAREER FACTS, the project newsletter was initiated and refined during project year two. It has reach a monthly circulation of over five hundred.

Building and Classroom Programs

As reported throughout this annual interim report, progress has been made in developing new and innovative program in the K-12 levels. Conservation, landscaping, simulation of newspaper operations, bi-lingual career education, cooking, sewing, ceramics and other "hands-on" programs have been utilized at the elementary level to incorporate career education into the curriculum. Pre-business education (typing and films) and work experience for Special Education are two examples of the junior high school career education efforts. Cinematography, and medical secretarial training are efforts in the high school along with many other programs.

Placement

Placement has been a significant part of the project during the first two project years. Approximately 1300 referrals have been made from the Career Services Center; over six hundred full or part-time placements have been recorded; about eighty students have participated in the vocational work-experience program, and two hundred on-site exposure experiences have been initiated. Also, the Summer Youth Employment Program has been administered by the center which supervises ninety (90) students during the Summer, 1973.

Counseling Program

Counseling has continued to be a vital part of the operation. Intake counseling, testing, job-entry training, career days, college day, campus visits, data compilation, resource development, and one-hundred per cent (100%) placement knowledge have been activities which have helped the students understand and implement career planning.

Other Project Activities

Unmentioned to this point are the other vital responsibilities of the project. Information dessimination and public relations have been conducted in order to inform the public, employers, and other educational institutions. Presentations sponsored by the New Mexico Vocational

Advisory Committee, the New Mexico Research and Study Council, University of New Mexico (class in Career Education and the Guidance Greats Series) State Department of Education. Participation has been requested by the Vocational Division in its Summer Vocational Conference, 1973; the director will make a presentation at this workshop. West German Radio-T.V. network filmed portions of the project for a documentary on American education to be shown in Europe. A local news story on an American Broadcasting Cooperation network was developed on this visit as well as a review of the Career Project earlier this project year. Several publications have carried articles about the project and its activities. Among those who printed articles are the Career Education News (McGraw-Hill), the Albuquerque Tribune, and Albuquerque News, Sandoval Time Independent, New Mexico Advocate, NM Vocational News, and the State Department of Education (SDE), and the New Mexico Research and Study Council Newsletter. Also, exposure of the project through the circulation of the project newsletter-CAREER FACTS and brochures has been significant. (See Appendix V, "Selected News Articles and project brochure.") Visitors to the project site have included people from a wide spectrum of experiences and representing a variety of areas. Among the visitors who reviewed the project were representatives from Southwest Cooperative Educational Laboratory, El Rito-Espanola Voc. Tech, TVI, Albuquerque, University of New Mexico, U.S. Office of Education, albuquerque Public Schools, Office of Economic Opportunity, Jemez Valley schools, New Mexico Department of Education, Graduate Programs from severl universities, Public Information Center, UNM, Girls Welfare Home, Albuquerque, Federation of Rocky Mountain States, Federal Executive Board, Advance Manufacturing Company, Southwest Research Associates, Pima County, Arizona Career Project, and others including teachers, counselors, graduate students and community people.

Request for materials have come from a variety of agencies in the state and nation. Also, reports have been presented to the local board of education and local SERVICE clubs in order ot keep the local community informed.

On-Site Observation of other Career projects was undertaken by the staff in order to survey what other were accomplishing in the field and to possibly find ideas which could be incorporated into the Bernalillo Project.

Site Visitations and other project related Trips

1. Raymond Gonzales, Director
   James A. Baca, Coordinator
   April, 1972-Washington, D.C. Schools
   Apex, N.C. Schools
   Atlanta, Geo. Schools
   Skyline Career Center, Dallas Schools

2. Raymond Gonzales, Director
   November, 1972 -Riverton, Wyoming Schools

3. Raymond Gonzales, Director
James A Baca, Coordinator
November, 1972-Arizona State Department of Education
Mesa Project

4. Raymond Gonzales, Director
Joseph Kloeppel, Ass't Supt.
Leon B. Fuemmeler, Curriculum Developer
December, 1972-Harlendale Project, San Antonio, Texas

5. Raymond Gonzales, Director
December, 1972-National Coordinating Conference

6. Carol Nordengren, Counselor
Ethel Tucker, Career Field Representative
February, 1973-Career Conference, San Diego, Calif.

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SECTION III

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THE UNIVERSITY OF NEW MEXICO
BUREAU OF EDUCATIONAL PLANNING AND DEVELOPMENT

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BERNALILLO TRI-CULTURAL VOCATIONAL EXPLORATORY CAREER AND WORK EXPERIENCE EDUCATION PROGRAM

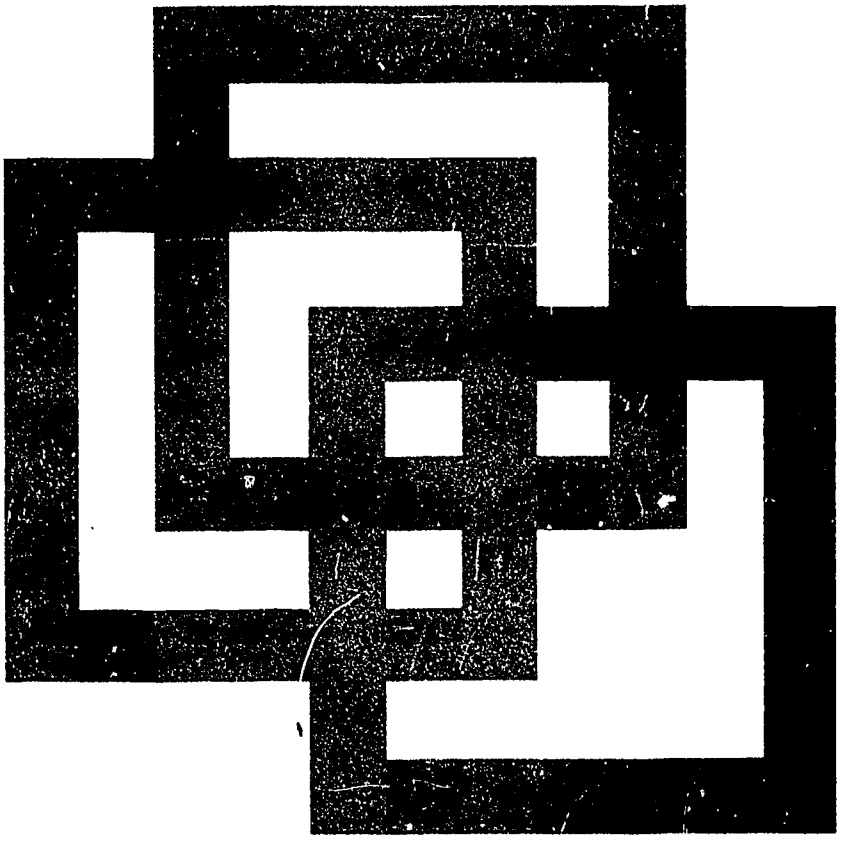

EVALUATION REPORT PHASE II

ERIC

Project No. 361 040
Contract No. OEG-0-71-1025(361)

BERNALILLO
TRI-CULTURAL VOCATIONAL EXPLORATORY CAREER AND WORK EXPERIENCE EDUCATION PROGRAM

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

EVALUATION REPORT
PHASE II

By

THE UNIVERSITY OF NEW MEXICO
Bureau of Educational Planning and Development
Room 121, College of Education
Albuquerque, New Mexico 87131
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June 30, 1973

ERIC

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PREFACE

This is the report of the second evaluation of the Bernalillo Tri-Cultural Vocational Career Exploratory and Work Experience Education Program. The report is divided into two time periods, (1) the annual report (February, 1972 through January, 1973) and (2) the contract extension period (February—June, 1973)

This year's evaluation was primarily performed by Dr. Paul Pohland, Assistant Professor in the Educational Administration Department, and Dr. Mollie Bailey, Assistant Professor in the Secondary Education Department, College of Education, the University of New Mexico. Other evaluative work was performed by Dr. William Runge. They are to be complimented for their evaluation efforts; all three did a fine job.

As the evaluation unfolds, a story is told; namely, that the program at Bernalillo is growing and improving—but, not without faults and problems. This report recommends steps for continued improvement. One of these steps is the establishment in the third year of the program of a continuous, rather than end-of-the-year, evaluation.

The Bureau of Educational Planning and Development (BOEPAD) is now working for the fifth consecutive year with school districts and city, state, and federal agencies in the assessment and improvement of public education. By continuing to be the primary consultative organization working with and for New Mexico's public education establishments, BOEPAD is developing a wealth of background knowledge, field techniques, talent, and other resources with which to continue work on educational problems in the local scene.

Richard F. Tonigan
Director, BOEPAD

ANNUAL EVALUATION

PARTS I, II, and III by Assistant Professor Paul Pohland and
Assistant Professor Mollie Bailey

PART IV by Professor William Runge

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ANNUAL EVALUATION

PART I

INTRODUCTION

Purpose and Scope

The principles undergirding this second formative evaluation of the Tri-cultural Vocational Exploratory Career and Work Experience Education Program were nicely articulated in 1967 by Robert Stake. In "Toward a Technology for the Evaluation of Educational Programs" he wrote:

> The purpose of educational evaluation is expository: to acquaint the audience with the workings of certain educations and their learners . . . . A full evaluation results in a story, supported perhaps by statistics and profiles. It tells what happened. It reveals perceptions and judgments that different groups and individuals hold—obtained, I hope, by objective means. It tells of merit and shortcoming. As a bonus, it may offer generalizations ("The moral of the story is . . .") for the guidance of subsequent educational programs.[1]

Our intent is to tell such an educational story.

The plot of our story is the second year's development of the career education program in the Bernalillo schools. The characters are the administration, teachers, counselors, students, aides, librarians, and others who populate the schools. The settings are the schools themselves. Ultimately, the point of view is our own as shaped by our visits to the sites, our interviews with the characters, and our analysis of questionnaires.

Our story will be told in three parts. Part I includes this introduction and a narrative account of the activities engaged in during the

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[1]Robert Stake, "Toward a Technology for the Evaluation of Educational Programs." In R. Stake (Ed.) Perspectives of Curriculum Evaluation. AERA Monograph Series on Curriculum Evaluation, No. 1, Chicago: Rand-McNally, 1967, p. 5.

summer of 1972. Part II will focus on attempts to implement component one of the program; that is, "to set up a career and occupational exploratory and guidance program for K-12." More specifically, we will attempt to tell "what happened" at the elementary school level (K-6). This focus was chosen largely because during project year one it received little attention and hence was a relatively new element. In this connection, the 1972 USOE evaluation report stated in part:

> . . . the chief problem area the project must address is the elementary career awareness program. Initial efforts have been started; but a systematic, comprehensive program of curriculum development and inservice education is needed to implement this component adequately. (Report, p. 5)

Part II of this report should indicate how well this perceived weakness has been overcome.

Part III of the report will concern itself with developments at the junior and senior high school levels. In this section we will consider project components two, three, and four—general work experience, vocational work experience, and job entry training and initial placement, in addition to component one, awareness. As we consider these, we will relate them to specific program objectives. It is in this section that we will provide the "statistics and profiles" suggested by Stake.

Methodology

In preparing this report, the evaluators (Drs. Pohland and Bailey) relied heavily upon three sources of data: site visitation, interviews and questionnaires, and data supplied by the Career Services Center. The site visitation schedule is given below:

January	9	-	Roosevelt Elementary School
	10	-	Roosevelt Annex
	10	-	Algodones Elementary School
	11	-	Placitas Elementary School
	12	-	Cochiti Elementary School
	15	-	Santo Domingo Elementary School
	16	-	Bernalillo Junior High School
	16	-	Bernalillo High School
	17	-	Bernalillo High School
	17	-	Career Services Center

During the site visits we attempted to talk to as many people as possible—administrators, teachers, librarians, counselors, aides, coaches, parents, and students. In cases of small schools we interviewed the entire staff. Where size made this prohibitive we sought a representative sample. In all cases, the prime interviewees were the classroom teachers.

Interviews were open-ended and typically lasted twenty to thirty minutes. Data were sought on such issues as perceptions of career education, classroom implementation, utilization of the resource and media guides, speakers and field trips, and relations with the Career Services Center staff. In all cases we were received warmly and given full cooperation.

A secondary source of data was the questionnaires (see Appendix A). The questionnaires were utilized in two ways. First, in the case of large schools they indicated which teachers were most knowledgeable of and aggressive in implementing career education, and hence were potentially prime interviewees. Secondly, they provided corroboration (or refutation) for our own observations. Discrepancies, however, were extremely rare.

Finally, we received considerable assistance from the staff of the Career Services Center and, in particular, from its director, Mr. Raymond Gonzales. His tolerance for our frequent demands on his time and his

patience with our ignorance was greatly appreciated. The Center initially provided a data compendium for our use, and later provided specific statistical data upon request. The questionnaires were likewise distributed and collected by the Center.

Preparing for the 1972-73 School Year

During the summer and fall of Project Year Two, the staff of the Career Services Center made concerted efforts to facilitate execution of component one of the career education program, career awareness, and exploration. Such efforts had two dimensions: the development of resource and media guides, and conducting inservice orientation and training workshops for teachers.

Development of what eventuated in a set of resource and media guides began with the assembling of a District "Career Committee." Over time, 18-20 teachers were involved in a series of four orientation sessions. The chairman of the Committee also attended an additional workshop on Career Education in Las Cruces. Approximately ten of the Career Committee members toured various career training centers (the Technical-Vocational Institute in Albuquerque) and potential employers.

Following these initial experiences, a group of ten teachers from K-12 began preparing the material to be used in the Bernalillo schools. The "product" was a set of four resource and media guides designed for grades K-3, 4-6, 7-9, and 10-12, respectively.

In toto, the series of resource and media guides focuses on fifteen occupational clusters: transportation, communication, marine science, fine arts and humanities, health, hospitality and recreation, personal services, consumer and homemaking education, agri-business and natural

resources, public service, manufacturing, construction, business and office, marketing and distribution, and environment. Obviously, not all "clusters" are included in each guide. For example, the K-3 guide is limited to "units" based on the home, the school, community public services, transportation, communication, and agriculture. The general format of the guides is built around: (1) a statement of philosophy and rationale for career education, (2) general objectives of career education, (3) units (including suggested pre- and post-tests), and (4) appendices indicating suggested additional activities, bibliographies on career education, and lists of films, filmstrips, guides, pamphlets, and games appropriate for use with the units and available through the Career Services Center. Usage of these guides will be reported in later sections of this report.

The second major preparatory thrust was in developing a model for inservice teacher training and, based on that model, conducting a series of inservice teacher orientation and training workshops. Both general, i.e., district-wide, and building and grade level workshops were held. The inservice schedule included the following:

1. August 23 - General workshop for teachers new to the system, non-certified personnel, and interested community members.

2. August 24 - General workshop for teachers and administrators.

3. October 13 - Elementary teachers inservice workshop. (Participants were drawn from grades 1-6 of the Roosevelt, Placitas and Algodones schools.)

4. October 25 - Secondary teachers inservice workshop. (Participants included members of the Bernalillo Junior and Senior High Schools.)

5. November 17 - Elementary and intermediate teachers inservice workshop. (Participants included the staffs of the Cochiti and Santo Domingo schools. A particular feature of this workshop was participant selection from six "mini-workshop" offerings. Included in the latter were such issues dealing with "Careers and the Indian Community" and "Career Education and Jewelry.")

In all cases, teachers were provided an opportunity to provide feedback to the workshop planners through formal evaluation questionnaires. Workshop agendas, evaluation instruments, and data are provided in the Quarterly Report of November 15, 1972. Further data related to teacher perceptions of the workshops will be reported later in this report.

In sum, during the summer and fall of 1972, the Career Services Center staff made serious efforts to assist teachers in implementing component one of the career education program. Through producing resource and media guides and conducting inservice training sessions, the staff generated awareness of the possibilities of incorporating career education in the curricular offerings of the Bernalillo schools.

PART II

CAREER AWARENESS AND EXPLORATION IN THE ELEMENTARY SCHOOLS

Roosevelt Elementary School

Introduction

Roosevelt is the largest elementary school in the Bernalillo Municipal School System. Architecturally, it is an example of "campus" development, i.e., as additional classroom space was needed, new buildings were constructed.

The school houses approximately 440 students. Ethnically, approximately 14% are Indian, 74% are Spanish-surnamed, and 12% are Anglo. The school includes the following classes: one pre-school, one kindergarten, four first-grade, four second-grade, four third-grade, three fourth-grade, four special education, and one bilingual. The staff includes a principal, an assistant principal, a counselor, 24 teachers, five aides, a librarian, and a school nurse. During the visitation we had an opportunity to speak with most of the staff concerning career education.

Staff Perceptions of Career Education

From the first interview to the last, staff reactions to career education were favorable. Career education was "really great," "a good thing," a necessary curricular ingredient since "not all are college material . . . some people work with their heads and some with their hands." While this reaction was not unexpected, the intensity of the work ethic which appeared to provide the rationale for its acceptance was. "Employment," "adult income," "jobs," "work," "working world," "gainful employment," etc., were terms we heard repeatedly. For some, career education was perceived as an antidote to

the "welfare syndrome," the "hippies," and the "anti-work ethic" that appeared prevalent. Hence, Career Education was valued as "largely an attitude changing device." In a similar fashion, another teacher viewed its prime purpose as "giving children an idea that this is a working world."[2] Furthermore, "students should start thinking about a career in kindergarten." In brief, there appeared to be a close fit between the work ethic of the teachers and the program they were called upon to implement.

A second major impression we obtained was a narrow teacher interpretation of career education. Career education was construed almost exclusively as vocational education in the traditional sense. "Careers" meant, for example, jobs in the building trades, in auto mechanics, and in services. Only once did a teacher talk at length about the necessity of blending vocational and academic training; of preparing students for the "professions" rather than just the "menial tasks;" of "getting them to think of the cultural aspects—music, art, and communications." While the latter emphases may be articulated in many classrooms, they were not communicated to us.

A third generalization focuses on the relationship between cultural diversity and career education. Only once in our conversations with staff members was that relationship made explicit, and in that instance career education was re-defined as an opportunity for children to develop positive self-images. Operationally, this occurred through the completion of "projects" and the development of specific skills. In brief, inasmuch as we were

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[2] For some children this posed a conflict situation since their parents did not work, and, from what the teacher could gather, the children did not plan to work.

able to determine, the cultural component did not loom large in the eyes of the staff.

Program implementation.

a) Variability. Depending upon the point of view, career education in the Roosevelt Elementary School is either a major focus or a promise. From a school-wide perspective, the former would be accurate; from the individual classroom viewpoint, a more modest picture emerges. It would be still more accurate to describe the program operationally as exhibiting great variability.

The variability stems in part from the nature of the curricula in the several classes and in the orientation, capability, and training of the teachers. For some teachers (in general, those teaching pre-school through grade 2), career education was "nothing new to us; we've been doing it for years."[3] The early school years were perceived to be totally "role oriented" and that orientation was firmly entrenched in the curriculum, particularly in the social studies. Hence, it was natural for them to stress the occupational aspects of such curricular units as "Community Living," "Community Helpers," "Clothing and Shelter," "Travel," and the like. The polar opposite was the teacher who told us, "I plan to start work in career education next month."

b) Incorporation. In general, we found that teachers made a concerted effort to incorporate career education into the existing curriculum. In fact, there was strong sentiment expressed that "career education should

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[3]So convinced were some of the teachers that "it was nothing new to us" that they felt it would make "no difference" if the project formally folded from failure to be refunded.

not be taught in isolation." Occasionally, this effort reconstituted career education as an expanded "arts and crafts" program—the expansion occurring as an effort on the part of the teacher to indicate how activities such as ceramics, weaving, woodworking, etc., might lead to awareness of career choices. The social studies appeared to be the favored place for incorporating a career education emphasis, although the sciences were also frequently mentioned.

Although it appeared to us that career education in its exploratory phase typically was "taught" in a tradition, albeit heightened fashion, i.e., with a "focus on livelihood," there were exceptions. Perhaps the most striking was one teacher's use of the yellow pages of the telephone book as a resource for answering questions like, "Whom would you call if someone in your family was sick?" Once service personnel such as ambulance drivers, doctors, hospitals, and morticians were identified, the teacher used the opportunity to talk about careers in those and related areas, and invited representatives of those vocations to speak to the class.

c) Speakers and field trips. Obtaining speakers and taking field trips appeared to be favored teaching strategies. Significantly, non-instructional school personnel—nurse, cooks, custodians, and bus drivers—have been utilized as well as more prestigious "outsiders."

Taken as a whole, the list of field trips taken or planned is impressive. It includes among others, visitations to a dairy, lumber mill, produce company, bakery, post office, courthouse, legislative center, manufacturing plants (furniture, clothing, electronics), Convention Center,

and, not to be overlooked, a fishing trip. Such trips were favored by teachers as providing an opportunity to explore vocational alternatives. Its importance was underscored by one teacher who noted that one-half of the first and second graders had never been to the supermarket![4]

d) Resource guides. Earlier in this report, we commented on the production of resource and media guides for the several grade levels. Usage varied considerably among teachers from "carefully" to "not at all." The principal's comment that they were "helpful but not used much" appeared to be the norm. Most teachers reported selective usage, picking and choosing those units most appropriate to their particular curriculum needs. In general, primary grade teachers felt them to be "too advanced."

Relations with Career Services Center.

Our conversations with the staff at Roosevelt School indicated that they perceived the Career Services Center staff as providing three essential services: (1) initial training through workshops; (2) providing materials; and (3) providing continuing consulting/supervising help. However, only in terms of the first function was staff reaction uniformly favorable. The workshops were considered by teachers to be "highly beneficial," well-planned and informative," "very educational," "helpful in planning," and "interesting."

Mixed messages were received relative to the Career Services Center as supplier of materials. From the administrative view, the Center has been most helpful, supplying Roosevelt School with materials valued between $1000

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[4]We were made privy to some mild dissatisfaction relative to field trips. Some community concern was reported relative to frequency and expense. Some teacher discontent focused on the requirement to "fill the bus." Hence, "unprepared" groups were sometimes taken.

and $1500.[5] Some observations were made, however, about delays in delivery. Some teachers reported using tapes, kits, pictures, films, filmstrips, and miscellaneous materials, e.g., rug samples, obtained from the Center. Other teachers, however, reported relying primarily upon their own resources since they were unaware of what was available.

The latter point introduces the issue of the Center as a resource for consultant services. Again, mixed messages were common. The administrative perspective indicates that personnel from the Center "visit often—discuss projects—and observe projects." The teacher perspective was quite different. Most teachers interviewed indicated they had little or no contact with the Center staff. Several indicated a need for a resource person "once or twice a month." In short, it appears that while communication channels are operating favorably at the administrative level, there is inadequate information flow between levels of the various organizations.

Impact on Students

We had little direct data with which to assess the impact of the Career Awareness and Orientation Program on students at Roosevelt School. What we heard from administrators and teachers, however, was for the most part encouraging. One administrator observed that it has had "a great (positive) bearing on discipline." One teacher attributed that to enhanced student self-image. Several teachers commented upon increased student interest in the world of work. Several also commented on the increased student interaction rate as a function of the focus on Career Education. One disquieting note was recorded; a tendency for some students to assume a highly

[5]According to the school librarian, however, none of these funds have been available for library purchases.

materialistic attitudc, one that judged the attractiveness of a given career solely in terms of dollar return.

Summary

Our overall sense of the Career Education program at Roosevelt School is one of variability. First attempts have been made with varying degrees of success to incorporate Career Education into established curricula. Where the curriculum lent itself easily to "career exploration" this has been done with a minimum of difficulty. Where the curriculum has not been so amenable to adaptation more difficulty has been encountered. The Resource and Media Guides prepared by the District have not, for one reason or another, been fully utilized.

From our perception the variability stems from two other sources as well. The first is the degree to which teachers themselves have an internalized work ethic. Where it is strong, the emphasis upon Career Education is also strong. The second source is in the working relationship with the Career Services Center staff. In general, teacher expectations relative to services from the Center staff have been underfulfilled with the exception of those teachers who have vigorously and independently sought assistance.

Reactions to the program have generally been positive—from the school staff, students, and community alike. Given additional support services on a broad scale, the Career Education program at Roosevelt School should thrive.

The Annex

Introduction

The Annex is administratively part of Roosevelt School. However, due to its location several blocks from the main complex it is for all practical

purposes a separate unit. The building itself is a relatively new structure, owned by a local church and leased to the Bernalillo Municipal School System.

The building contains nine classrooms—one fourth grade, four fifth grades and four sixth grades—administrative offices, workroom and teachers' lounge. The student population numbers 243 with an ethnic division approximately 14% Indian, 22% Anglo, and 64% Spanish-surnamed.

With the exception of the fourth grade, classes are departmentalized. Each student is formally scheduled for two 45-minute periods per week which emphasize Career Education, e.g., vocational art.

Teacher Perceptions of Career Education

Teacher perceptions of Career Education varied widely. A few spoke strongly in favor of the program, identifying themselves as "strong proponents." At the other extreme was the teacher who considered it "superfluous" and who had "no positive commitment" to it. Most teachers were more moderate, generally viewing Career Education as "worthwhile" and "a good idea." Some felt the need for "more Career Education experiences in the classrooms" while others felt that Career Education was "not that important in grade school," that it "was meant for Junior High and Senior High."

Conceptual as well as attitudinal variance was noted. For some, Career Education was synonymous with vocational training and particularly appropriate for the non-academically oriented. Others took just the opposite view. One teacher viewed it as a "psychological motivator." Some saw it as the medium for instilling a work ethic as it "helps the child realize that life is not something to play with."

Finally, there were a few who viewed Career Education as something new and exciting while others saw it as "not new," but something "we have

been doing a long time." In short, there was no staff unanimity relative to attitudes toward Career Education, its purposes, and the appropriate clientele.

Program Development

Given the variances in perceptions, variance in programmatic development was to be expected. Our most general finding was that Career Education as a curricular element had not taken firm root in the Annex despite formal scheduling provisions.

There appeared to be two identifiable programmatic thrusts. The first was the "integrated curriculum." Teachers reported being able to incorporate Career Education in their regular programs in language, arts, mathematics, science, etc., through class discussions, readings, and special assignments. As one teacher commented, "work is involved in everything."

A subsidiary aspect of the integrated curriculum was what we called "the hands-on arts and crafts approach to Career Education." This approach was particularly apparent in the science classes where craft work with burlap, plastics, and cockleburs was utilized in connection with the science units.

The second major thrust was through special projects. Three outstanding examples were the furniture refinishing, the journalism project,[6] and the sign-making projects. All were executed in the spring of 1972. Tentative plans have been made to repeat these projects.

Career Education activities at the Annex, particularly the project aspect, appear to be seasonal in nature. Traditional academic concerns seem

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[6]See Appendix B for the teacher's descriptive "log" of this project.

to be accorded primacy in the first semester with Career Education receiving more attention in the second. For example, no teachers reported using field trips or outside speakers to date this year. Several reported plans for both later in the year. It should be noted, however, that departmentalization makes extensive field trips less viable.

A general impression that emerged was that the high initial enthusiasm exhibited in the 1971-72 school year has somewhat waned. Several teachers reported, "we haven't done anything this year except order materials." The availability of materials was a sore spot. Communication channels between suppliers and users appeared weak. Several difficulties in processing requisitions were noted.

The Resource and Media Guides appeared to be little used. Some teachers were unfamiliar with them. Frequently the lack of materials was cited as the reason for not utilizing the Guides more fully. However, one teacher admitted not having used the materials which were available.

Relationships with the Career Services Center

Staff variability included their perceptions of the Career Services Center. Reactions ranged from the Center as "essential for providing contacts with the world of work through speakers, tours, and materials," to it would make "no difference" if the Center closed. We suspect, but have limited data support, that perceptions were largely a function of the aggressiveness with which teachers sought the Center's support and services. Those staff members who from our perception were most involved in Career Education reported the most contact with and support from the Center's staff.

Unlike the Roosevelt School staff, none of the Annex teachers perceived the Center as having a supervisory/resource personnel function. The sole functions assigned to the Center were providing materials and mediating field trip and speaker arrangements. When these functions were not performed to the teachers' satisfaction, the Center ceased to be a significant factor in their lives. In fact, some resentment was expressed relative to the Center's perceived use of the Annex as a "showroom for publicity."

Impact on Students

We could find little direct evidence bearing the program's impact on students. Teachers reported that for some students the emphasis on work and careers generated a conflict situation since their parents were unemployed. Others reported some student reluctance to discuss careers more generally. All noted student enthusiasm for the craft and project activities. For some students such activities were effective "psychological motivators" relative to other parts of the curriculum.

Summary

Our prior contacts with school officials and the Career Services Center staff had suggested that we would find a vibrant Career Education program at the Annex. Our visitation and the questionnaires received subsequent to the visit did not bear this out. We found rather a program which seemed to be characterized by uncertainty regarding the nature of Career Education, a seasonal rather than continuing emphasis, weakness in communication and a perceived inadequacy of materials which was effectively blocking programmatic intents. These are weaknesses amenable to remediation.

On the positive side we did see evidence of an attempt to integrate career awareness with the existing curriculum both through specialized arts and crafts activities and more generally through the on-going units of study. Materials from the Career Services Center, e.g., occupation related films, filmstrips, recordings, and tools have been utilized to a limited extent. Some occupation related projects appeared to be well-conceived and executed, particularly the journalism and furniture refinishing activities. We did find enthusiastic administrative support and, in general, a capable staff favorably disposed to the program. In brief, the potential for an active Career Education program at the Annex is present.

Algodones Elementary School

Introduction

Algodones Elementary School, the smallest school in the Bernalillo School System, is an approximation of the traditional rural school. The white frame building contains three classrooms, a principal's office, two restrooms, and a small room that is used to serve the food which is prepared and brought from the Roosevelt Annex.

The teaching staff for the 47 students enrolled in grades one through six at the school includes a teaching principal and two teachers. The school contains three combination classrooms; a first-second grade combination, a third-fourth grade combination, and a fifth-sixth grade combination. One teacher was absent, but we did get some feedback from this teacher on Career Education through a questionnaire.

Staff Perception of Career Education

In general we found that the staff has a favorable attitude toward Career Education. They indicated an interest in and a need for learning

more about Career Education through additional "hands-on" workshops for teachers and through formal course work in Career Education. Although there were some differences in their perceptions of the purpose of Career Education, the staff seemed in agreement that Career Education is an essential component of the school curriculum. This was evidenced by the teachers' statements as well as by their efforts to involve students in Career Education activities. One teacher perceives Career Education as a means of helping students "develop positive attitudes toward work," another values its thrust into the school curriculum because "education is preparation for work." The staff seemed to agree that a primary purpose of Career Education is "to make the students aware of different careers." At Algodones, as in other schools, we got the impression that "careers" referred primarily to construction work, automotive work, or blue collar tasks rather than to the professions.

Program Implementation

a) Curricular integration. We found some evidence that the staff had made an effort to incorporate Career Education into the school curriculum. The staff indicated that they try to correlate Career Education with reading, social studies, math, and music. Teachers noted that they took advantage of opportunities to discuss careers in conjunction with reading in the various subject areas; however, there was also evidence of teachers planning units for the specific purpose of studying careers. One teacher has taught a unit in music to introduce students to various careers in the music world. In addition to these approaches, the students have been given "hands-on" experiences in using tools to tile the two restrooms, in using tools to make candles, and in using tools to cut glass.

The concept of "careers" as subprofessional work was especially evident in one teacher's role playing approach to Career Education. Traditional or stereotyped male and female roles were played by first grade students. This was accomplished by boys wearing hard hats, gloves, and protective goggles to role play "men," and by girls wearing heels and jewelry and carrying a purse to role play "mother." The teacher felt that girls should be familiar with "kitchen utensils" because "not every girl is going to college; most of them go into housekeeping."

b) Field trips and speakers. While no trips were arranged for the Algodones School by the Career Services Center, the staff noted that they had taken students on several trips that could be justified as Career Education. These included trips to the State Fair, to the Convention Center, to Albuquerque to see the Christmas decorations, and to Draughon's Business College. Teachers tied these trips to Career Education by discussing the different types of work the students were able to observe on the trips.

Only one teacher indicated any utilization of outside speakers. Two Albuquerque policemen from the "Officer Bill Project" came to the school in a squad car and showed the students a film.

c) Resource and Media Guides. Use of the Resource and Media Guides at Algodones varied. One teacher made no use of the Guides, another indicated usage without further elaboration except to say that they "relate very much," while the third reported using the Guides extensively.

Relations with Career Services Center

The staff at Algodones, as far as we could determine, views the Career Services Center in a positive light. They indicated that the Center

had provided them with materials and tools for their various projects. The teaching principal noted that representatives from the Center come to the school often to answer questions and to give information about Career Education. We thought we did detect some lack of awareness on the part of the staff of all the services that could be made available to the teachers. For example, during our conversation with a teacher we were told that Algodones teachers could not make any extensive use of films because the school has no film projector.[7] However, teachers have used filmstrips, kits, tools, and materials from the Center.

Impact on Students

As we had little or no contact with the students themselves, our perception of any impact of Career Education on the students is entirely dependent upon the comments of the staff. The teaching principal said that the students were enthusiastic about and took pride in their Career Education projects. We noted that they were anxious to start work on a landscaping project planned for the spring. Possible indications of the students taking pride in their work were the signs in each restroom pointing out that they had been tiled by the students. As far as we were able to discern, Career Education had no negative impact on the students.

Summary

Considering the size of the school, the number of students and teachers, and the facilities, we feel that a conscientious effort has been made toward developing a Career Education program at Algodones. The

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[7]Such equipment is available on request from the Center.

teachers exhibited a positive attitude toward Career Education, have indicated an interest in learning more about Career Education, and have tried to implement Career Education into their existing curriculum.

Regarding the Career Services Center's role, the Algodones staff seems to be dependent upon and looks to it for information, materials, and guidance.

In general, we feel that Algodones Elementary School has made a positive step toward implementing a Career Education program. Given the necessary support and guidance, the program should continue to grow and improve.

Placitas Elementary School

Introduction

Placitas is a small, rural, ethnically changing community nestled in the foothills of the Sandia Mountains. The school is small—five classrooms and 92 students—but is anticipating larger enrollments in the near future. Of the 92 students, approximately 70% are Anglo with the remainder being Spanish-surnamed. This is an abrupt reversal from several years ago. Approximately 50% of the family units receive some form of public assistance.

The educational plant consists of three buildings: a four-classroom building, a barracks housing two classes and a small library currently under construction. The administrative offices are housed in a trailer. One of the classrooms in the four-classroom building is currently used as a combination lunchroom, workroom, and Career Education Center. In the Career Education area is a new stove, a sewing machine, a kiln, and a refrigerator. The first three were obtained through the Career Services Center and purchased expressly for the purpose of facilitating Career Education. Unfortunately,

usage has been "bogged down since September" due to the absence of a 220-volt line. This condition is to be remedied shortly.

Future plans include the construction of a multipurpose center. When such plans are executed, the Career Education Center will be housed in that area. It should be noted that the Algodones School will share the use of these facilities.

Staff Perceptions of Career Education

Staff perceptions of the Career Education program were uniformly favorable. The principal summed it up succinctly: "It's the first Federal program that ever amounted to anything." More specifically, the staff was "very much for it," viewed it as "worthwhile," felt it was "just wonderful that it came about" and were "amazed that they (presumably the Federal government) didn't do it years ago." This does not imply that they perceived it as something new. In fact, most indicated that they "had always done these things," that Career Education had "always been in the elementary school" and that one "can't separate" Career Education from the rest of the curriculum since "it's part of teaching." What the staff perceived the formal program as doing was "sharpening the (teachers') focus"; that is, making them more career conscious, and providing materials and auxiliary services which enabled them to "do more now."

Program Implementation

Programmatically, Career Education appears to be an integral part of the curriculum. The staff has adopted a clear hands-on approach which manifests itself in several ways. This was most apparent in the execution of the "erosion control" project undertaken by the sixth grade. The class

under the direction of their teacher built a series of four rock dams and whirlpools on the premises to control erosion. The class dug the trenches, laid the foundations and facings, and constructed the whirlpools. They also constructed several "rock spreads" for erosion control.

In a discussion about the project, the class listed the following learning outcomes: learned cooperation, learned safety with tools, learned how to handle tools (picks, axes, and shovels), learned and experienced pride in work ("any work"), learned pride in taking care of property, learned measurement, learned how to build a "real" rock dam, learned about soil conservation and forestry, learned about the history of dams in social studies (a nice case of integration), learned skills related to reading, spelling, and writing reports, and learned new things about health and physical fitness. As the evaluator and class tramped through the snow to visit their handiwork, it was obvious that the children took great pride in what they had accomplished.

Two additional points need to be raised. First as a follow-up to their own dam building activity, the class is planning a field trip to Cochiti Dam to see a larger edition of the same kind of activity. Secondly, plans are being laid for landscaping other areas of the school property in the spring.

A more general career oriented thrust was in the area of homemaking. All of the teachers in grades 1-5 included units on foods and food preparation. Discussion of related careers in food processing, dietetics, food distribution ("chain stores vs. independent markets"), and food services (cooking, baking, serving, cashier, bus boys, etc.) were included in these

units. Plans are being made to engage the ses in the complete food services cycle, i.e., from menu planning to cooking and serving to dish-washing, as soon as the stove is usable. Hands-on activities in making place mats and ceramics are part of this larger unit.

Career Education films have been used extensively. Occupations included in the series include medicine, the postal services, ranching, fire and police protection, and trucking. Teachers reported the children responded very well to these career emphases.

No field trips have been taken this year. Future plans, however, include trips to Cochiti Dam, a ceramics factory, a food processing plant, a dairy, and a restaurant. The close relationship between these trips and the in-school activities should be noted.

Differential reports were received on the perceived values of the Career Education workshops and the Resource and Media Guides. Reactions to the workshops ranged from "disappointing" to "very beneficial." Reactions to the Guides ranged from "difficult to follow" and "not used at all" to "of some value."

Relations with the Career Services Center

The enthusiasm registered toward Career Education by the Placitas staff extended to the Career Services Center staff. According to the teachers, the Center has done "a tremendous job," has provided "excellent service," is in "frequent contact," "helps us plan and gives us ideas," and is in general "very available." The Center staff is perceived to exert every effort to provide materials, e.g., the stove, kiln, sewing machine,

tools, clay, etc., and to deliver them promptly. While requisitions outstrip supply, the staff is more than reasonably satisfied with the Center's performance.

Programmatic Impact

While we have little data to support any conclusions about the program's impact at this time, it is possible to make the following generalizations. From the report of the teachers there is a "more positive student attitude"; students seem to be "more interested" and "more career conscious." At the same time, discussing careers is a bit "touchy" since Placitas enrolls "quite a few welfare kids."

Parents are also reported to respond positively to the Career Education thrust. Several have volunteered to help with the sewing and cooking and have offered to donate kitchen utensils as well.

Summary

As observers we were impressed with what we saw and heard at Placitas. The program appeared to be well conceived and well executed. Staff and student enthusiasm was high despite the limitations imposed by a lack of electric power which obviated the use of the kiln and stove. Career Education appeared to be well integrated with and firmly entrenched in the school's curriculum. In fact, the general feeling of the staff was that should funding for Career Education cease, they would be well-prepared to continue to program independently. However, in that event additional sources of funding for materials would have to be forthcoming in order for the program to continue at its present level.

Cochiti Elementary School

Introduction

Cochiti School, in keeping with the culture of its dominant student population and its close proximity to the Cochiti Pueblo is an impressive, colorful structure with classrooms opening onto a rectangular shaped court. The ethnic composition of the 275 students is approximately 55% Spanish surnamed, 30% Indian, and 15% Anglo. The staff includes 14 teachers, a principal, a one-half time counselor, a one-half time nurse, and four teacher aides. The school houses a kindergarten with one teacher and two aides, two first-second grade open classrooms with four teachers and two aides, one third grade, six departmentalized classes in grades four through eight, one special education class, and one reading class. One of the first-second grade teachers serves as the school librarian two hours per day. Three of the teacher aides are Pueblo Indians and one is Spanish American. One of the Indian aides serves as a liaison between the school and the Cochiti Pueblo. Another of the aides, also from the Cochiti Pueblo, is a teacher education intern from Fort Lewis College, Durango, Colorado.

Staff Perceptions of Career Education

The faculty in general verbalized a favorable attitude toward Career Education although their perceptions of it varied It was perceived as "a very good idea," "vocational education," "a program here to stay (which) must be implemented (sic) into the curriculum," a way to emphasize occupations other than college education," and a way of developing positive attitudes toward different occupations. One teacher, when asked about her perception of Career Education, replied, "I don't work with it." Several

teachers viewed Career Education as a prime way to expose students to different careers and to career preparation. One respondent indicated that it was especially good for the Cochiti area and described Career Education as "a good thing if not oversold; this could kill it in a few years." Another perceived it as best for students who are not college-bound and also cautioned "(we) shouldn't overdo it too much, but should emphasize it some." Stressing the need for Career Education, one teacher explained that it was the result of "supply catching up with demand for educated people" and that the "pick and shovel man is needed." Primary grade teachers in particular saw Career Education as easy to implement and as something they had always done.

Program Implementation

Although the staff perceptions of Career Education varied, we noted that for the most part Career Education was implemented through integration with the existing curricula. Other than a few classroom "centers" focusing on careers, we detected no visible signs of a Career Education emphasis in the classrooms or the school in general. There were few teacher references to any hands-on experiences in Career Education. As one teacher indicated, this was partially due to curricular weaknesses in art, music, home economics, and shop. Variance in the use of available materials from the Career Education Center was noted, ranging from extensive to none at all.

Units on the store, bank, post office, housekeeping, and fire prevention have been integrated with Career Education in the kindergarten. Guest speakers for this class have included a school secretary, cook, bus driver, and nurse. The teacher exhibited an interest in involving parents in Career

Education. Field trips are limited, according to the teacher, because the parents are reluctant to allow the children to travel.

Teachers of one of the first-second grade open classrooms indicated that they integrated Career Education with units on the community in which they compared Pueblo life with city life, on workers at home, and on workers at school. These teachers have used some films, but they have found it difficult to implement the Resource and Media Guide units in the open classroom. They have taken a field trip to the Mountain Bell Telephone Company and plan one to a pet shop. They noted that their field trips grow out of students' learning needs. They have a hands-on experience in cooking, have used several films from the Center, and have had one guest speaker from Nigeria who talked to the class about life and work in Nigeria. The class watches "Sesame Street" and "Electric Company;" two television programs that present some information on Career Education.

The other first-second grade open classroom has studied units on the home and community helpers. They have talked about the careers of farmers, cooks, teachers, maintenance men, nurses, sanitary workers, and dentists. Use has been made of commercially prepared kits on different careers. These kits, it was pointed out to observers, were purchased out of the teacher's own personal funds. These teachers have used no supplies or materials from the Center.

Career Education has been integrated to some extent with social studies in the third grade. The teacher has used the films "Postman," "Building Houses," and "The Lemonade Stand." In the departmentalized classes, grades four through eight, Career Education has been incorporated

into the existing curricular for the most part. However, a few of the teachers indicated that they teach Career Education mainly in the homeroom period, emphasizing it in their classes only as the opportunity arises. Two teachers indicated that they had made field trips to Winrock Shopping Center in conjunction with Career Education; others said that they are planning field trips for the spring when the weather is better.

The reading teacher has made extensive use of Science Research Association (SRA) career materials and had used the Bowmar Series on careers, e.g., Surfing, Dune Buggy Racing, Snowmobiles. These kits include records, books, and filmstrips. The teacher feels that building a good self-concept is an essential component of Career Education and provides experiences from the Human Development Program as a way to help students build positive self-images.

The counselor has used filmstrips, comic books, and pamphlets in conjunction with counseling in Career Education. Group counseling has been used as a means to acquaint approximately 75% of the eighth graders with careers. The counselor anticipates setting up a "Career Corners" to provide the students with information on different careers.

The librarian has collected some pamphlets on Career Education for student and faculty use. Guides to films and filmstrips are available through the library. A limited number of books emphasizing careers have been ordered, mainly, Open Door Books and the I Want To Be series. The libararian expressed the desire to increase the library holdings on career books and materials.

Relations with the Career Services Center

As observers we noted that the staff relations with the Career Education Center were as varied as the staff's perceptions of Career Education. Some

staff members indicated that a Career Education representative visits the school each week while others said that they had no contact with the Center's representative. A representative delivered materials to the building during our visitation. When the program director's name was mentioned, however, some of the teachers indicated that they had never heard of him.

In regard to the workshops, comments ranged from "good," "well planned," "very interesting," "worthwhile," and "had made me more aware of emphasizing career opportunities for the future" to "disgusting," "nothing on the elementary level," "poor planning," "long introductory speeches," and "too general." Some of the teachers felt that communication lines between the Center and the teachers should be improved. They indicated that they do not always get the "Career Facts" in their boxes and often do not know of new materials available to them at the Center.

The principal praised the Center for supplying materials, equipment, and resource people, but he pointed out that if the Center closed, funds could be obtained from other sources.

Impact of Program

In evaluating the impact of Career Education on student attitude, the principal indicated that there were no obvious changes in attitudes as far as he could determine. However, the counselor noted two changes in student attitudes: (1) students appear to be more aware of what is available in careers locally; and (2) students appear to be more aware of parents' occupations or lack of occupations. As a spin-off, some children no longer think of welfare as an occupation. One teacher, citing the impact of Career Education, said that it had caused a lot of teacher talk, had given kids a

lot of ideas and a range of choices, and "as far as my village is concerned, this is what they want," i.e., wide exposure to careers.

Summary

During the visit to Cochiti we were able to detect a generally favorable attitude toward Career Education. In part this was indicated by an expressed desire on the part of teachers to learn more about Career Education in general and, more specifically, how to implement the program more effectively. As observers we also noted variation in teacher perception about the nature and purpose of Career Education as well as variation in programming.

Perhaps the greatest obstacle to effective implementation is in the communications network. On several occasions we had evidence of a lack of information or misinformation. As always, continued administrative support and encouragement will be necessary.

Santo Domingo Elementary School

Introduction

Santo Domingo Elementary School, located between the Santo Domingo Pueblo and the San Felipe Pueblo, has an enrollment of 760 students in K-9. The student body is drawn entirely from these two pueblos and is 100% Indian. Classes in grades K-6 are housed in the main building while the junior high classes, grades 7-9, are housed in temporary buildings south of the main structure. The staff is made up of a principal, and assistant principal, 41 teachers, one full- and one part-time counselor, a school nurse, a librarian and 11 teacher aides. The school has special classes

in TESOL and Special Education. During our visitation we interviewed administrators, a counselor, the librarian, teachers of various grade levels, and teachers of special classes.

Staff Perceptions of Career Education

As evaluators we interpreted the overall staff attitude toward Career Education as positive, but we were cognizant of variability in the staff's perceptions of and perceived need for Career Education. Some of the comments indicating positive attitudes toward Career Education included: "Great," "It's good to do," "A very good thing," "A good idea," "Really like it," "Very useful," and "Can't push career awareness to much." One teacher described Career Education "as probably one of the best Federal programs I've seen in terms of fund utilization." Several indicated that Career Education had been needed for a long time. Some viewed it as good because: (1) students need a salable post high school skill, especially if they don't go to college or into other training; (2) students need to realize the importance of work; (3) students need to be taught how to work; (4) students need to realize they must be on the job for a certain period of time in order to be paid; and (5) students need to see the relevance between what they study and what they can do. For some staff members education itself is Career Education; another perceived Career Education as "more than familiarity with professions"; some viewed it as nothing new as it had always been a part of education; and a few perceived it as good for both college and non-college bound students.

These positive attitudes toward and perceptions of Career Education might lead one to conclude that the climate of opinion at Santo Domingo School would favor rapid implementation of Career Education. Such a

conclusion would be erroneous. Some teachers did see a need for Career Education as a way of exposing Indian children to the world of work outside the pueblo. In contrast, some saw no reason for teaching it to elementary age Indian children because they had not been exposed to the world outside of the pueblo. These teachers indicated that learning takes place only when the student can relate what he is learning to his own experiences. They believed Santo Domingo students should be exposed to Career Education in the high school. A good number of the teachers felt that the instructional program should focus heavily (almost solely) on the three R's, and concluded that teaching those skills was Career Education since those skills were essential for making job applications. Some, emphasizing the conflict between Anglo and Indian work values, saw little need to expose children to various careers when they would spend their lives in the pueblo where careers are limited to jewelry making, small scale farming and cattle raising.

Program Implementation

The staff's generally positive attitude toward Career Education, we found, was not noticeably evidenced in their efforts to incorporate Career Education into the curriculum at Santo Domingo Elementary School. There was little evidence of enthusiasm for or special projects in Career Education. The greatest enthusiasm was exhibited by the two Special Education teachers and the librarian. The Special Education teachers have some of their students involved in a work study program. These students work approximately two hours per day in the library or in the cafeteria, receiving credit and pay for their work. The librarian teaches these students to process books for the library, to mend books, and to shelve them. She indicated that they are enthusiastic about their work and approach it

seriously. In addition to the work study program, the Special Education teachers have used Career Center films extensively and have taken their students on several field trips.

The librarian is the coordinator for Career Education at Santo Domingo. She orders materials and equipment that the teachers request and is continuously searching for Career Education materials for the library. She is in the process of setting up a "Careers Center" which will include materials for student and faculty use.

Some of the primary teachers have taught units on "Community Helpers" and some of the intermediate teachers have tried to integrate Career Education with various subjects. A few of the teachers have used the Resource and Media Guides, but overall they have been used rarely. There has been a limited use of film and filmstrips. Other than in the Special Education classes, there was no indication of students taking field trips. No reference was made to the use of guest speakers.

The principal indicated that he had initiated no additional Career Education in-service training. The assistant principal commented that "Career Education is not as successful here as it might be." He noted a need for more field trips.

Relations with the Career Services Center

For the most part the staff expressed favorable opinions of the Career Services Center, indicating that a representative came to Santo Domingo regularly to bring the requested materials. Some indicated that they would like to have released time after school to visit the Center so that they might survey the available materials and thus plan more carefully for Career

Education in their classes. But they further implied that there was little or no chance of the administration approving such requests due to school board action.

Several teachers expressed a desire for more workshops in which they could be shown practical ways of incorporating Career Education into their curricula. Evaluations of workshops conducted by the Center ranged from "good" and "interesting" to "ridiculous" and "a complete waste of time."

Similar sentiments were expressed relative to the importance of the Center as a catalyst for change. While one staff member thought that the Career Education program would fold completely should the Center cease to exist, others implied that such action "would have little influence on this particular school outside of materials—which would be very serious."

Impact of Program

With the exception of one bulletin board (a display of brochures from various Indian schools which offer specialized types of training), the visible evidence of a Career Education program in the Santo Domingo School was nil. Through interviews with staff members, we found that the only Career Education project in the school is the Special Education work study program. With this limited involvement, we anticipated that the impact of the Career Education program at Santo Domingo would also be negligible. The principal and assistant principal noted no specific impact of the program on the students, but some teachers indicated that they were aware that the program had made an impact on the students, teachers, and even the parents. The Special Education teachers noted fewer absences among those involved in the work study program. The librarian observed that students are more aware

of different types of jobs and talk more frequently about what they want to be. One teacher commented that the teachers have a better understanding of Career Education. Statements concerning the impact of Career Education on the parents were conflicting. While one teacher described the parents of her students as "real happy" about the program, another said, "Some parents don't like it and want a return to the three R's." This teacher perceived it as creating "lots of controversy among teachers, too."

Summary

In sum, the Santo Domingo staff verbalized a positive attitude toward, varying perceptions of, and varying sentiments relative to the need for Career Education. We found little enthusiasm for and relatively little direct teacher involvement in Career Education. In brief, since Mr. Romero's departure from the program, little seems to have been done in an organized or consistent way. Rationales seemed to us to be rationalizations. Yet our observations and interviews kept dictating a latent need for Career Education at the school. We feel that with aggressive administrative action and the assistance of the Career Services Center, a Career Education program relevant to the needs of the pueblo children could be developed and incorporated into the curriculum of the school.

Summary Perceptions, Judgments, and Generalizations

In the introduction to this portion of the report we heard Stake's plea for judgments, perceptions, and generalizations. In this section we will heed that plea. Additionally we will offer some specific recommendations. We plan further to examine our perceptions, judgments, and generalizations in a quasi-analytical way by utilizing the literature on educational innovation.

In a fundamental way the introduction of Career Education into the curriculum of the Bernalillo schools has followed the classic pattern of educational innovation. All of the elements of that process have been present: an initial thrust by a small group of concerned educators, a search for funding (successful), establishment of a central cadre of project administrators, enlistment of a teachers' steering committee, preparation of materials, organization of workshops, and finally attempted implementation of the innovation. This being so, it is instructive to examine the second year of the Tri-Cultural Vocational Exploratory Career and Work Experience Education Program in the light of some recent research on educational innovation.

In a major study by Neal Gross and his colleagues,[8] educational innovation was conceptualized as a three-stage process: the period of initiation, the period of attempted implementation, and the period of incorporation, i.e., that period when an attempted change becomes an enduring part of the life of an organization. Based on this categorization, our observations lead us to the following generalization: Among the elementary schools there exists wide variability in the degree to which Career Education has been implemented. The Placitas Elementary School appears to be nearing the state of incorporation. In contrast, the Santo Domingo Elementary School appears to be struggling with initiation. All others appear to be midway into the attempted implementation phase. A second generalization follows. Within the schools, the same wide variability exists as between schools. In some classrooms in every school Career Education appeared to be totally integrated into the curriculum. In other classrooms Career Education seemed to be a foreign concept.

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[8] Neal Gross, J. Giacquinta, and M. Bernstein, Implementing Organizational Innovation (New York: Basic Books, Inc., 1971).

In an attempt to determine why such variability existed we again turned to Gross. Gross enumerated seven factors which might lead to the rejection of an innovation: initial resistance to change, lack of clarity of the innovation, inadequate staff skills and knowledge, unavailability of resources, incompatibility with existing organizational arrangements, and inadequate performance by management. To this list we add two others: the nature of the external environment and characteristics of the central project office. We will speak to each element briefly.

Initial resistance. A third generalization we can make is that there appears to be little overt resistance or hostility to Career Education as a programmatic thrust. As prior portions of the report have indicated, most of our interviewees perceived Career Education as "a great thing for the children." Only once was outright opposition expressed. Somewhat more frequently resistance was phrased in terms of its inappropriateness for the early elementary grades. Similarly, we encountered teachers who, in terms of the perceived need for basic skill development, accorded Career Education low priority in their teaching. In both such instances it appeared too that the resultant passive resistance was due to a lack of clarity.

Clarity. Clarity, according to Gross, refers to the staffs' understanding of an innovation and the attendant set of expectations for behavior. On this dimension we found the greatest degree of diversity. For some, Career Education was a medium of ethical/moral proportions. It was a medium for inculcating a work ethic ("a matter of attitude"), of reducing unemployment and the number on welfare. For others it was synonymous with vocational education, for training non-college bound children for "pick and shovel" jobs. Only a few of the many we interviewed seemed to have internalized the

concept of "career awareness" in its broad sense. We suspect it was this lack of clarity which led many teachers to say that they did nothing in the area of Career Education. We would further suspect that it was the lack of clarity which persuades many to reconceptualize Career Education as arts and crafts. No doubt the hands-on emphasis exacerbated this. Thus our fourth generalization and first recommendation: There is an absence of conceptual clarity relative to Career Education at the elementary level. We recommend therefore that much more intensive in-service education be undertaken both at a district and building level.

Staff skills and knowledge. These issues are closely related to the previous items. Many teachers, particularly at the primary level, appeared to have no difficulty in incorporating Career Education into their curricula. In large part this was a function of Career Education being perceived as "nothing new" but "something we've been doing all the time." While this perception has its own dangers, it has the virtue of simplifying the curricular adaptations conceptually and operationally. In contrast, our general perception was that middle grade teachers had far more difficulties. In brief, the nature of their ongoing curricula seemed to ill equip them for incorporating "career awareness" into their classes. We suspect that at bottom that accounts for the complaints about the "nonuseful" nature of the workshops. Our impression was that the workshops in not emphasizing the "how-to-do-it" left them feeling somewhat helpless and frustrated. Hence our second recommendation: Future workshops, preferably organized on a grade basis, should emphasize specific skills and methodologies for implementing Career Education programs. Should such procedures be followed one could assume greater utilization of the Resources and Media Guides. It may be wise to organize the workshops around use of the guides.

Availability of materials. One of the reasons frequently heard for not emphasizing Career Education was the unavailability of materials. While we have doubts about the legitimacy of this complaint, nevertheless in the eyes of many teachers it was a major impediment. Hence the following generalization: Until such time as teachers have a more adequate understanding of career awareness, the ready availability of physical materials will be a necessary condition for the success of the program. Greater efforts than heretofore will need to be made to acquaint teachers with what is available, to acquaint them with procedures for obtaining materials, and for delivering them at the appointed time. In this connection it should be noted that the more distant a school was located from the Career Services Center (the source of many materials), the more frequent was the "unavailability" complaint.*

Staff willingness to expend time and energy resources. A sixth generalization we can make is that staff members appeared to be quite willing to expend whatever time and energy resources were necessary to implement Career Education. Requests for further information, more workshops, and a willingness to expend their own funds were indicants of this. On those few occasions when teachers reported "no time" for Career Education, it was in terms of a perceived need to use all available time on basic skills.

Performance of management. We would attribute a good deal of teacher variability to the performance of management. Managerial performance has many aspects, but a critical one is in establishing clear and effective lines of communication. From our perspective, and as a seventh generalization, much of the failure of Career Education to be "incorporated" in the schools can be attributed to the lack of clear and effective lines of communication.

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*The travel log at the Center reveals that more time was actually spent at the more remote schools by Center personnel.

Teachers frequently commented that they "never saw anyone" from the Career Services Center. Furthermore, many teachers indicated they did not know who the liaison person at their school was. In other cases various persons were named. Both situations created obvious problems when the need for materials, aid in scheduling field trips, or for resource persons arose. In brief, for one reason or another, lines of communication between the Career Services Center as well as within the buildings broke down. Hence our third major recommendation: Additional staff members are needed in the Career Services Center in order to communicate more fully the purposes of the Career Education program, supply materials and serve as resource personnel to the teachers of the district.

A second area where management appeared weak was in providing in-service education and, more generally, leadership for the program. No building administrator engaged in in-service training specifically for his staff beyond inclusion of Career Education as a faculty meeting agenda item. Furthermore, we had the uncomfortable feeling that the impetus for the program was generated almost exclusively by the staff of the Career Services Center. With rare exception, building administrator leadership appeared lacking.

The external environment. We have chosen this phrase to refer to the cultural environment in which the program is embedded. From our observations we have come to the tentative conclusion that a Protestant work ethic oriented Career Education program is on a collision course with certain cultural beliefs and values. For example, the program which we perceived to be most successful was located at Placitas—a school with a 70% Anglo

student body. The least successful program was at Santo Domingo with a 100% Indian student population. We are not derogating Indian children. The point we wish to make is that skills and professions valued in an open Anglo society are not the same as those valued in more closed pueblo societies. A pueblo council which refused to allow the construction of a service station in its jurisdiction is unlikely to encourage the acquisition of auto mechanic skills. Such sentiments can be communicated in a myriad of ways.

All of this leads to a major concern. Broadly construed the Career Education program is an attempt to alter value configurations as much as it is an attempt to prepare students for "the world of work." In the words of a counselor, the former "confuses" Indian students. The latent and manifest consequences of "confusion" may well be student alientation from peers, parents, and the community at large. For teachers the possible generation of "confusion" poses a moral dilemma, a conflict between their personal values and "what is good for the children." Consequently, as a conflict resolution mechanism some teachers have chosen to either ignore or soft-pedal Career Education. Our recommendation is, therefore, that teachers, administrators and central staff alike seek to determine what culturally congruent careers for Indian children might be and then make awareness experiences available. Clearly, major community involvement would be required in such efforts.

As a final issue, the staff of the Career Services Center is held in uniformly high regard. However, several organizational factors related to the Center have impeded program development. Firstly, high staff turnover has increased communication difficulties. Securing a stable staff must

become a high priority issue for the project director. Secondly, the staff has been spread too thin. Additional staff is sorely needed. Thirdly, in at least one location, intensive staff involvement in the actual teaching process resulted in a dependency relationship. When the central staff member resigned his position a programmatic void was left that remains largely unfilled. Fourthly, from reports we obtained, staff members were not always sensitive to cultural differences. Clearly, this was disadvantageous programmatically. Equally clearly, these are remediable problems.

In conclusion, our final judgment is that the program in Career Education in the elementary schools of the Bernalillo Municipal School system is uneven conceptually, developmentally, and programmatically. Nevertheless, substantial progress has been made. Given adequate financing and responsive leadership the program should prosper in the coming year.

ERIC

PART III

CAREER EDUCATION IN THE BERNALILLO JUNIOR AND SENIOR HIGH SCHOOLS

A. Introduction

Following their site visit of February 1972, the USOE evaluators wrote in part:

> The Bernalillo, New Mexico, Exemplary Project has achieved some major successes in its first year of operation. Particularly strong at the senior high school level, it has developed a broad program of exploratory work experience, career guidance (individual and group), and placement. (p. 5)

Our general impression is that the strengths observed in the first year's operation provided a base for programmatic expansion and development during Project Year Two. In brief, we found vigorous and successful programs in Career Education at both the junior and senior high schools.

This portion of the report will be presented as follows: After this brief introduction we will consider the Career Education at the junior high school (Part B) and the senior high (Part C). In Part C we will review the Career Education programs at both the high school proper and the Vocational Skills Center. Part D will focus on the work experience and placement elements of the program (project components two, three, and four). Statistical data will be provided comparing project years one and two. In reality, Part D is an elaboration of Part C. Part E will contain our Summary Perceptions, Judgments, and Generalizations.

Methodologically, we utilized the same data gathering procedures as detailed in Part I. Site visits to the junior high school, the senior high, and the Career Services Center were conducted on January 15, 16, and 17.

Interviews, questionnaires, and statistical data provided by the Career Services Center provided the raw material for the report which follows.

B. Career Education in the Junior High School

Introduction

In the 1971-72 USOE report on the progress made relative to the implementation of Career Education in the Bernalillo Junior High School, the following statements were made:

> The need to restructure junior high and senior high academic curriculums is also strong . . . . It may be possible to develop exploratory experiences at the junior high school level by adapting home economics, industrial arts, agriculture, business, science, and/or art laboratories and shops to provide information about careers, hands-on experiences, simulation activities, and other career awareness/exploration types of activities.
>
> In addition, present project programs at the junior high level should include a higher level of information about careers. (p. 6)

In this section we will show how these perceived program weaknesses have been overcome.

The School

The Bernalillo Junior High School is an attractive, modern, brick structure located on the northern edge of the city. Interior courtyards enhance the pleasantness of the physical structure. Approximately 560 students in grades 7, 8, and 9 are enrolled. Ethnically, approximately 40% are Indian students from the Cochiti, Santa Ana, San Felipe, Sandia, and Santo Domingo Pueblos, 10% are Anglos, and the remaining 50% are Spanish-surnamed. Thirty-one full-time staff members are employed at Bernalillo Junior High School, of which 22 are classroom teachers.

Program Development

During the past year several exciting programmatic developments in Career Education have occurred. The required seventh grade Humanities Course has been restructured to include a "Career Analysis" segment. (See Appendix C.) The Humanities Course has six components: drug education, health education, georgraphy skills, life sciences, New Mexico history, and Career Education. Each segment is taught for a six-week block of time by a specialist in the field. The Career Education portion is taught by a member of the Career Services Center staff. The three major objectives of that segment are: (1) fostering of a favorable attitude toward work, (2) gaining knowledge of the breadth and depth of career opportunities, and (3) acquiring knowledge of the specific educational requirements for a wide range of careers. Teaching strategies have included role-playing (interviewing), use of employment ads, practice in budgeting in relation to income, and last but not least, use of the comic strips as introduction to the world of work.

According to the school principal, the Career Analysis Course provides the "theory." The "practice" comes in component two of the program. A new "Career Exploratory Arts" course has been instituted in which all seventh graders are enrolled. The class is divided into four groups which rotate every nine weeks. The component parts of the course include Home Economics, Arts and Crafts, Industrial Arts, and Music Appreciation. In addition to giving students exposure to the substantive content of these four areas, a major thrust is in orienting students to career possibilities in these fields.

Interviews were held with the teachers of these segments. All were enthusiastic about the program and all used the opportunities to discuss careers in various fields. In Home Economics, for instance, career foci were on child care services, food preparation (home and commercial, e.g., baker), sewing, tailoring, costume designing, grooming (beauty operator), family relations (social work), dietetics and money management. Career opportunities in Industrial Arts included drafting, woodworking, electrical work, and production of plastics. In addition, brief introductions were given to filing job applications. Similarly, in Arts and Crafts, students were exposed to work in mosaics and leathercraft. Particular emphasis was placed on the suitability of such careers for the physically handicapped. Finally, in Music Appreciation students were acquainted with the professional world of music: as performer, manufacturer (e.g., organ builder), repair and service (e.g., piano tuning), and composer.

Student reaction was reported to be uniformly positive. In a curiously refreshing way, boys were reported to be enthusiastic about Home Economics while the girls requested a special course in woodworking. Perhaps this was at least in part a function of the instructor's stress on the "importance of recreation," the stress on crafts for "vocation, avocation, and hobby," and "music for amateurs" rather than solely on the necessity of earning a living.

One of the most attractive features of the seventh grade career exploratory program is its close articulation with the eighth and ninth grade course offerings. For example, eighth graders can follow up the segment in Home Economics with a full year's course in the same area. The

same situation prevails relative to Industrial Arts, Arts and Crafts, and Music. In the latter case, students can move into band. From the perspective of some of the teachers, the programs could be improved if provisions were made for similar experiences at the elementary school level.

In developing the Career Exploratory Arts program, liberal use has been made of field trips, outside speakers, and materials made available by the Career Services Center. To date, field trips have included visits to a hospital, bakery, radio station, state park and capitol, fabric shop, and the Fine Arts Center at the University of New Mexico. Speakers have included a drug education team, a doctor, a pharmacist, an auto mechanic, and the mayor of Bernalillo. Films and kits have been obtained from the Career Services Center but, in the opinion of the evaluators, this source has not received maximum use. The Resource and Media Guides were reported to be little used.

Two additional aspects of this program need to be noted. Plans are currently being laid to expand the Career Exploratory Arts Program into grade eight. The major foci would be on "The World of Construction" and "The World of Manufacturing." Secondly, the staff of the Junior High has submitted a proposal to the Career Services Center for expansion of the seventh grade program. From our perspective, the proposal is very modest. It contains five components: (1) a general video taping component designed to "further the idea of Career Education," (2) a Music and Music Careers component, (3) a Shop and Careers in Manufacturing and Construction component, (4) an Arts and Crafts and Related Careers component, and (5) a Home Economics and Related Careers component. The total funding sought is less

than $5,000. Our impression is that this proposal deserves the highest consideration. (Was later accepted.)

A part of the Career Education thrust at the Junior High is the Audio-visual (AV) Course. The course is open to all seventh, eighth, and ninth grade students. In this class students are taught the operation and care of AV equipment and film cleaning and splicing. Students act as aides to the teachers relative to showing films. Maintenance responsibilities reside with the students. Potential careers as projectionists are explored (and in some cases actualized), as well as related careers in film making, photography, and theater management. Field trips have included visitations to large, well-equipped theaters in the metropolitan area.

As we talked to teachers, counselors, administrators, librarians, and others within the Bernalillo Junior High School, it became ever clearer that Career Education is well on the way to "incorporation." The concept appears to be woven into the warp and woof of the curriculum. For example, a biology teacher reported on her questionnaire:

> At the end of each unit after students have been exposed to the activities of the scientists whose area we have studied, and after students have played the role of these scientists in the field or in the laboratory, we study the different jobs available in that particular area of science. For example, on the unit on ecology the students did some field work by selecting a section of land within the school environment and studying the following:
>
> a. general characteristics of area
> b. biotic and abiotic factors of environment
> c. dominant form of life
> d. plants and animals present
> e. relationships between organisms: producer, consumer, predator, scavenger, parasite, commensualisn, and mutualism.
>
> After this we discussed the following occupations in ecology by using filmstrips and tapes:

a. sanitation technician
b. forestry technicians
c. water plant operator
d. soil conservation technician
e food processing laboratory technician

To repeat, the concept of careers seems to be well integrated into the curriculum of the school.

Counseling Services

Counselors and counseling services also appear attuned to the Career Education thrust. The counselor reported attempting to generate career awareness through group counseling with eighth and ninth graders, through distributing career opportunities materials to teachers and students, and through meeting individually with both teachers and students. Bulletin boards are maintained on Career Education. A major focus in the spring is summer employment. This is particularly applicable to ninth grade students.

The Work-Study Program

The work-study program at the Junior High is a part-time, on-the-job training program for students desiring such experiences. The program is not new but has become increasingly popular with students. Students receive academic credit as well as the minimum wage. Typically, students engaged in this program are "off campus" during two of the six school "periods." Parental, teacher, and administrative permission is required before any student is placed. Placement, however, poses a problem since employment possibilities within reasonable walking distance of the school are severely limited. The transportation issue is currently under discussion with the Career Services Center. However, it would appear that substantial expansion of this component of Career Education is unlikely due to the combination of

student age, employment openings, school requirements, and transportation problems. Typically, the applicant for this program is the overage potential dropout. For such students the program provides an essential service.

Impact of the Career Education Programs

Given the general staff and administrative support, the various Career Education programs have been well received. The current Career Education thrust has required curricular changes. Such changes, according to the principal, have had a noticeable impact on students. Students are seen as "relating" better to schools and, as a consequence, they have been able "to find a place." This has resulted in fewer dropouts, less absenteeism (especially among the Indian children), and in general a more favorable climate for teaching and learning.

Summary

At the Bernalillo Junior High School we found a well-planned vigorous Career Education program. Constant efforts are being expended by an energetic and capable staff to increase their efficiency in this area. Several areas of weakness were noted, particularly in library holdings and in utilization of the resources of the Career Services Center, but these are relatively minor issues. In brief, we believe the "restructuring" of the curriculum called for by the 1972 USOE evaluation team is effectively underway.

C. Career Education in the Bernalillo High School

Introduction

Our report of the Career Education program at the high school level will be presented in two parts. In the first, we will describe the program as it is being implemented at the high school proper. In the second part, we will describe the activities taking place at the Vocational Skills Center.

Both units are under the same administrative jurisdiction and together comprise the Bernalillo High School.

Career Education at the High School Proper

a) The school

Bernalillo High School, a one-story, modern brick building, is centrally located in the city. The school has an approximate enrollment of 470 students in grades 10-12; tenth grade, 191 students; eleventh grade, 131 students; and twelfth grade, 148 students. In addition to students from Bernalillo, the student population includes students from five Indian Pueblos (San Felipe, Santo Domingo, Sandia, Cochiti, and Santa Ana). The ethnic composition of the student population is approximately 50% Indian, 40% Spanish-surnamed, and 10% Anglo. The staff, numbering 40, includes a principal, an assistant principal, two guidance counselors, a nurse, a librarian, and 34 teachers. High school students participating in the Career Education Program attend classes in both the high school building and in the Vocational Skills Center which is located on the grounds of the Bernalillo Junior High School.

In our attempt to get a picture of Career Education in the high school, we interviewed the principal, one counselor and two teachers in the high school building, and nine of the eleven teachers in the Vocational Skills Center.

The principal displayed a positive attitude toward Career Education and described the Program as more than a job placement endeavor. He reported that the faculty in general was receptive to the concept of Career Education, and that in addition to the classes at the Vocational Skills Center some of the classroom teachers in the high school were integrating Career Education

with their curricula. He perceives Career Education as an area of study that can be incorporated easily into any subject being taught and pointed out that he is in the process of trying to involve more teachers in Career Education. Assisting him in this effort is Carol Nordengren, counselor for the Career Education Program. She attends the regular faculty meetings and provides input on Career Education.

b) Counseling services

Counseling services in Career Education at the high school are provided by the two regular high school counselors and the Career Education counselor. The high school counselor we interviewed perceives the Career Education Program as "good" and "important." She counsels students who are college bound as well as students with no college aspirations. She explained that prior to the initiation of the Career Education Program, students received little or no career counseling before their senior year, but through the services of the Career Center, career counseling can be provided for any student. Through the efforts of the Career Education Program the students are exposed to many career choices and begin examining career interests long before their senior year.

All high school seniors are given the Interest Inventory which is is used to help them determine their career interests. The high school counselors refer students to the Career Education counselor or to some other member of the Career Center staff for career information. The Career Education counselor has an office in the high school building and works with students and faculty alike. She helps plan field trips, arranges for guest speakers, provides career information, and shows films and filmstrips on Career Education during the noon hour to interested students and teachers.

c) Program implementation

Career Education has been implemented primarily in the eleven Vocational Skills classes at the Vocational Skills Center; however, we did interview two teachers in the high school building who have integrated Career Education with the courses they teach. One is a language arts teacher who has a program in Career Education in progress; the other is an arts and crafts teacher who is planning a Career Education course in photography and film making; the latter two courses being funded by the Center.

The language arts teacher we interviewed is enthusiastic about Career Education because "each year students graduate from high school with no salable skills and with little or no knowledge about career opportunities." She perceives Career Education as a means to acquaint students with careers for a livelihood as well as to acquaint them with alternative uses of leisure time. Her approach is to teach language arts skills through the study of careers. Each student selects three careers and researches each to determine what kind of education or training the job requires, the length of time the training requires, types of schools that provide such training, and the cost of the training. After the student completes the research he decides which of the three careers he wants to pursue, and then he writes a letter of inquiry to the colleges or vocational schools that offer such training. He prepares a resume, learns to write letters of application, and participates in job interviews.

The teacher described the Career Education workshops as "good" and "informative." She has made extensive use of the Resource and Media Guides, and receives assistance from the Career Services Center in planning field trips and obtaining guest speakers.

The arts and crafts teacher is in the process of developing a course in creative photography and film making that will be integrated with Career Education. She indicated that the program will need major support from the Career Services Center for materials and equipment, and from the University of New Mexico staff for direction in the development of the course.

Career Education at the Vocational Skills Center

Courses in eleven different vocational skill areas are taught at the Vocational Skills Center. Each of the courses provides students with theory and hands-on experience for the given vocational skill. We found the teachers enthusiastic about and supportive of the Career Education Program. Many of them indicated that they had always perceived their courses as Career Education.

The Vocational Skills courses include Jewelry Making, Nurses Aide Training, Business Education, Home Economics, Electronics, Electricity and Refrigeration, Building Trades, Auto Mechanics, Drafting, Graphic Arts, and Vocational Agriculture. We interviewed nine of the eleven instructors of the courses during our visitation.

a) Jewelry Making

Jewelry Making is a new course in the Vocational Skills curriculum. The intent of the course, according to the instructor, is to have students so well trained in jewelry making that they can go to work immediately upon graduation. The teacher noted that future job opportunities for graduates are good because Felco Jewel Industries, a local firm, is interested in hiring skilled jewelry makers who have received such training. In addition to training in jewelry making, the students in this course study all the jobs in the jewelry field: Wax Injection, Mold Making and Cutting, Casting,

Inspector, Jeweler, Repair, Polishing, Stone Setter, Stone Cutter, Pearl Stringer, Designer, Repairman, Retail Sales, Diamond Cutter, Gemologist, Stone Selector, Craftsman, Electroplater, and Engraver.

In addition to studying the different jobs in jewelry, the students learn to fill out application forms. The class has seen some films and there are plans to use guest speakers from the Felco Jewel Industries. Future plans include several field trips, one of which will be to Felco. The instructor exhibits a very positive attitude toward Career Education.

b) Nurses Aide Training

Students in Nurses Aide Training study nursing procedures and techniques related to patient care in the hospital and in the home. Theory is emphasized during the first semester, and practice during the second. Extensive use of films, transparencies, guest speakers, and field trips is made for instructional purposes. Upon satisfactory completion of both phases of this course, students are certified by the State of New Mexico as Qualified Nursing Assistants.

During the interview, the instructor noted with great pride that all the students who completed the program last year had been successfully placed in jobs or schools. Four are in universities studying in the medical fields, one is a practical nurse at the Indian School, one is a paramedic, and eleven are employed in hospitals as aides. The teacher feels that the program of study does make a noticeable impact on the students by helping them build self-confidence and by giving them a sense of purpose. Feedback from students after graduation indicates that the course is valuable for both college and non-college bound students.

c) Business Education

Skills in typing, shorthand, and office machines are taught in the Business Education course. In a unit titled "A Simulated Experience" students analyze, explain, and experience different office positions in order to obtain some expertise and to determine whether or not they like a particular type of office work. Plans are being made with the Career Services Center to videotape this unit for evaluation and instructional purposes. The teacher reported that 99% of her students are placed on jobs after graduation. Not many students are involved in work-study because the teacher feels that maximum in-class time is necessary for business skills development.

Career Education is much a part of this course. Students read Career World and Modern Secretary, become aware of the different careers available to them, have taken field trips to banks and to brokerage firms, and have had guest speakers from a bank and a medical center. Even the timed writings used in typing are about Career Education. (These were provided by the Career Services Center.) Future plans for the course include the addition of some electronic equipment, provided that the Career Services Center can provide financial resources.

Through combined efforts, the Business Education teacher and the Nurses Aide teacher are developing a course entitled "Medical Secretary." In this course the students in Business Education will concentrate on the duties of a medical secretary and learn medical terms used in conjunction with such work. Both teachers feel that such training will give their graduates a better chance of being placed in medical offices.

d) Home Economics

Career Education is integrated with the seven units taught in Home Economics by making the students aware of the many career possibilities in Money Management, Clothing, Housing, Family Living, Foods, Child Development, and Grooming. According to the teacher, this class is oriented toward college bound and non-college bound students alike. The teacher further indicated that she had not "gone strictly toward job training." She credits the Career Services Center with providing information, films, guest speakers, books, pamphlets, and field trips for instruction. Her evaluation of the workshops was "They were great; I have been able to incorporate some of the materials in my teaching."

e) Electronics

Because the Electronics instructor was absent, we interviewed a student in the class. The study of radio and television assembly and repair are included in the courses of study for Electronics I and II. Students get practical experience by doing electronic repair in the class and some of the students are involved in on-site training at Crown Television, Incorporated. The student interviewed reported that some of the students go to T-VI after they graduate from high school.

f) Building Trades

Students enrolled in Building Trades spend most of their time "building." Only the first four weeks of the course are spent "in classroom" and this is mostly for safety tests on the machinery. Training in the course includes plumbing, carpentry, welding, painting, and masonry. At the present, the two-semester course is open to sophomores, juniors, and seniors, but the

plans for 1973-74 are to enroll only juniors and seniors. The course will become a two-year course in 1973-74 in compliance with a State requirement.

Practical work experience for the students in Building Trades this year has included building offices in the center of the Complex, building an office out of a trailer at Placitas, doing maintenance work for the schools, building a house, and putting a roof on the Placitas School library. The class has an advisory committee of four members: a heating man, a bricklayer, a carpenter, a model maker from Sandia Laboratories, and a plumber (the plumber position is unfilled).

g. Auto Mechanics

The Auto Mechanics teacher is in his first year of teaching at the Bernalillo Vocational Skills Center. He indicated that the majority of his students in Auto Mechanics I and II are Indians. Approximately 30% of those who start the two-year training program in Auto Mechanics finish and enter the automotive trades, according to the instructor. To date, he has not asked for much help from the Career Services Center, but he is aware that the Center can provide him with some materials and equipment. His students attended a workshop in Santa Fe on licensing and emission control. He noted that one student has been placed on work-study this year.

h. Drafting

Career Education is incorporated into the Drafting courses through the discussion of various jobs related to drafting, the use of guest speakers, the use of films, and field trips. Field trips are being planned to Sandia Laboratories and to some drafting offices in Albuquerque. Approximately 50 students are enrolled in Drafting I and II. In Drafting I, the students

study mechanical drafting with the emphasis on lettering and line work. In Drafting II, they study architectural design and are required to design plans for a house.

The two prime objectives of the drafting sequence are: (1) to prepare students for immediate postgraduate employment, and (2) to prove prerequisites for advanced study. Of the ten seniors in the drafting class last year, eight went on to a vocational school or to college. The teacher described the Career Services Center staff as "excellent," "always willing to help." At the present time two of the drafting students are on work-study jobs and plans are to place three more. The instructor views the work experience as "good" and indicated that he has observed visible, positive changes in attitudes toward learning in those who have been placed in work-study positions.

i. Graphic Arts

In addition to providing training in Graphic Arts for students, the course in Graphic Arts provides a valuable printing service to the school system and the community. This year, Graphic Arts as a self-supporting unit has printed the district's report cards, faculty handbooks, a newsletter, the Luna Area Vocational School Bulletin, a brochure for the State, and brochures for the bond election. The instructor commented, "(We) do anything for the community as long as they pay for the materials." Some 45 students are enrolled in the three classes offered. It is possible for a student to take four sequential years of Graphic Arts training while in high school.

The instructor exhibited a positive view of Career Education and noted that the work-study program makes a definite impact on students who participate in it. He remarked, "Kids come back (to school) with more

enthusiasm." He credited the Career Services Center with providing filmstrips and general audiovisual equipment for his instructional purposes.

j. Vocational Agriculture

Vocational Agriculture is offered to boys and girls in grades 9-12. The courses include study in Animal Science, Crop Science, Soil Science, Horticulture, and Farm Mechanics. The teacher credited the Career Services Center with "doing a good job." The Center assisted him in placing students in welding and metal shops as a part of their course work. He has personally placed two students in work-study positions—one with a veterinarian and one with a livestock breeder. He describes these work students as "enthusiastic about their jobs."

The teacher makes extensive use of field trips, guest speakers, and instructional films. Field trip sites have included a dairy, a meat packing plant, livestock sales, and the State Fair. He indicated that his course had not changed to any great extent as a result of the Career Education thrust; however, he tries to integrate Career Education with all the units the students study.

Impact of Career Education

Through staff interviews we became aware of the various perceptions of the impact that Career Education has had on the students. The principal reported that he could not detect any visible changes in the students that he could directly relate to the Career Education program. He ventured a guess, however, that the program has kept some students from dropping out of school. In contrast with the principal's perception, some of the teachers in the Vocational Skills Center credited the program with engendering a more positive

student attitude toward school, enhanced student self-confidence and pride in work; and, in general, greater work-oriented enthusiasm in those students participating in the work experience program. In sum, the total effect of the Career Education program is perceived by the evaluators as positive.

Summary

Taken as a whole, the Career Education program at Bernalillo High School can be described as well-organized and productive. However, when we separate the high school into its two components, the high school proper and the Vocational Skills Center, a somewhat different perspective emerges. From our perception, the greatest strength of the Career Education program in the high school proper resides in the counseling services. The greatest weakness lay in the relatively low level involvement of most teachers. However, this impression may be a function of the limited number of interviews conducted.

A quite different impression emerges from our visit to the Vocational Skills Center. The staff enthusiastically endorsed the concept of Career Education, frequently indicating that their respective courses had always been Career Education. However, we were left with the distinct impression that the minds of the staff Career Education and Vocational Education were conceptually and operationally synonymous. While the Career Services Center was viewed by the staff as providing materials and placement services, it was not considered an ideological source. In brief, the Vocational Skills Center functions as its name implies.

D. General Work Experience, Vocational Work Experience, and Placement

Component two of the Career Education project has as its stated intent to "provide a general work experience program for selected students at the junior high and high school." Operationally, this component has two dimensions: (1) an on-site, unpaid work experience, and (2) an on-site subsidy training work experience. Both components were initiated during Project Year One. During Project Year Two both have been expanded in terms of student and employer participation. The data are presented in Figures 1 and 2.

Employer	Number of Students	
	Project Year One	Project Year Two
Veterans Hospital	2	5
U.S. Weather Bureau	1	3
Forest Service	4	7
Police Dept.	2	3
Sandia Laboratories	8	
Herkenhoff Office & Associates		2
Welfare Dept. (Albuquerque)		3
Education		
a. Twelve Gates School		
b. Valley High		2
c. Alameda School (Albuq.)		2
d. Algodones		2
e. Roosevelt		2
f. UNM College of Education		12
g. Freedom High		1
Communications		
a. UPI		8
b. Channel 5		1
c. Channel 7		8
d. KUNM Radio		8
UNM Mental Health Center		5
UNM Student Health Service		5
UNM Women's Center		3
UNM Dept. of Sociology (Prof. Fashing)		2
UNM Engineering Dept.		5
UNM Law School	1	2
Municipal Court & D.A.	1	2
SIC		1
Total	19	94

Figure 1. Comparative Data from Project Years One and Two Relative to Unpaid General Work Experience (Component 2)

(Data source: Career Services Center)

Employer	Number of Students	
	Project Year One	Project Year Two
NM Child Development Center		13
Reynolds Plateau, Albuq. & Bern.		3
Louis Chevron	2	3
Sandoval County Court House	3	3
Economy Store	2	2
Gary's Market	1	1
Justo's Store	1	1
Rose Store	1	1
Linda Vista Store	1	1
Roosevelt School	3	3
Roosevelt Annex	3	3
Junior High School	2	2
Fred's Pet Shop	1	1
Phil's Shoes		1
YWCA		1
Santo Domingo School		15
Totals	20	54

Figure 2. Comparative Data from Project Years One and Two Relative to General Work Experience - Subsidy Training Program (Component 2)

(Data source: Career Services Center)

Examination of Figure 1 indicates a five-fold increase in the number of students involved and a three-fold increase in the number of participating employers. Most significant is the number of students involved in educational institutions for work experiences. The participation of the University of New Mexico is noted with pleasure.

Figure 2 shows a similar growth pattern. Most encouraging is the development of the work experience program at Santo Domingo school.

When we consider Component 3, Vocational Work Experience and its specific related objective--to place high school students in part-time jobs which are closely related to each student's vocational education training program—the same picture emerges. Figure 3 presents data related to this objective.

Vocational Classification	Number of Students	
	PY 1	PY 2
Business Education	4	
Graphic Arts	1	3
Home Economics	2	
Drafting	1	3
Auto Mechanics		4
Building Trades	2	2
Electronics (TV Servicing)		9
Electricity and Refrigeration (Appliance Servicing)		4
Vocational Agriculture		2
Miscellaneous	1	
Total	11	27

Figure 3. Comparative Data from Project Years One and Two Relative to Vocational Work Experience (Component 3)

(Data source: Career Services Center)

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Electricity and Refrigeration (Appliance Servicing)		4
Vocational Agriculture		2
Miscellaneous	1	
Total	11	27

Figure 3. Comparative Data from Project Years One and Two Relative to Vocational Work Experience (Component 3)

(Data source: Career Services Center)

precisely "comparative." However, the data do indicate that a high percentage of the high school students are currently engaged in some aspect of vocational education.

Course	Number of Students	
	PY 1	PY 2
Agriculture	39	48
Auto Mechanics	39	24
Building Trades	51	24
Drafting	39	50
Electricity and Refrigeration	32	22
Graphic Arts	43	42
Home Economics	100	61
Nurses Aide	16	14
Health Occupations	24	6
Office Education	79	50
Industrial Jewelry		26
Medical Secretary		13
Electronics	25	31
Total	487	411

Figure 4. Comparative Data from Project Years One and Two Relative to Enrollment in Vocational Education (Component 3)

(Data source: Career Services Center)

Component four of the project focuses on intensive job-entry training and initial placement for high school seniors and former high school students. This component was operationalized in objective numbers one and six. They read:

> Objective 1: Placement. To successfully place in a job, a post-secondary education training program, a higher education program, or the armed services, all or at least an acceptable percentage of the students who leave the secondary schools of the Bernalillo Mucicipal School system.

Objective 6: Job Entry Knowledge and Skills. To improve the knowledge and skills which students need to enter the job market.

Figure 5 presents comparative data relative to placement (Objective 1).

Placement	Number of Students	
	PY 1	PY 2
Employment	55	
Full-time		48
Part-time		17
Higher Education	41	
College		70
Vocational School		35
Work Study	5	65
CEP	4	7
Total	105	242

Figure 5. Comparative Data from Project Years One and Two Relative to Initial Placement

(Data source: Career Services Center)

Clearly, initial post-secondary placement activities have accelerated. When one considers the total number of placement applications processed by the Career Services Center staff, the achievement becomes more impressive. Summary data relative to placement applications are presented in Figure 6.

Category of Applications	Number of Students	
	PY 1	PY 2
Full-time Placement or College Entrance	63	189
Part-time Jobs	141	210
Vocational Training Programs	8	44
Total	212	443

Figure 6. Comparative Data from Project Year One and Two Relative to Various Categories of Placement

(Data source: Career Services Center)

Objective 6, improved job entry knowledge and skill, is being operationalized in a number of ways. First, the institution of the Career Analysis Class (180 students enrolled) is in direct response to this felt need. Secondly, intensive counseling is being conducted. A "case load approach" which limits the ratio of students to counselors to 20:1 permits more individual attention.[10] Thirdly, there are close working relationships among the junior high, senior high, and Career Services Center counselors. Fourthly, semiannual seminars for graduating seniors are being conducted which focus on job application and interview techniques. Fifthly, most teachers interviewed indicated that they incorporate job entry skills into their respective courses. Finally, we would suggest that the general emphasis upon careers has made students more conscious of job entry behaviors. All of these in combination have directly or indirectly contributed to the increased number of applications processed by the Career Services Center.

[10]The case load method is a replacement for the Job Opportunities Class conducted during Project Year One.

To summarize, programs in Career Education are being vigorously implemented at the high school level. The data reported in this section indicated substantial increases over Project Year One (FY 1) in the number of students engaged in General Work Experience (Figures 1 and 2), in Vocational Work Experience (Figure 3), in vocational education courses (Figure 4), and in post-secondary placement (Figures 5 and 6). In brief, Components 2, 3, and 4 of the Tri-Cultural Vocational Exploratory Career and Work Experience Education Program and their related objectives (numbers 1, 4, 6, and 7) are being successfully accomplished.

E. Summary Perceptions, Judgments, and Generalization

Introduction

In this final portion of our report we will present some summary perceptions, judgments, and generalizations. These will be divided into four categories. . The first will deal briefly with the Career Education program at the junior and senior high schools. . The second will focus on actions taken on the "Programmatic Recommendations" made in the 1973 evaluation. The third addresses itself to evaluation, and the fourth with some broader issues related to Career Education.

Career Education at the Junior and Senior High Schools

In the 1972 evaluation report one reads, "None of the four primary components, however, is functioning smoothly or fully" (p. 7). Our perception is that this statement now needs modification. At the junior and senior high schools all of the components appear to be functioning both smoothly and fully. In large part, this appears to be a function of aggressive administrative leadership, close cooperation between the school staffs

and the Career Services Center staff, a vocational education tradition already present at the senior high, staff commitment to the concept, and the close geographical proximity of the three institutions. While programmatic improvements are always possible, we could detect no debilitating factors which could seriously impede continued program expansion. We would urge, however, that the Career Services Center staff disassociate itself from direct participation in the teaching process as soon as possible. This recommendation is predicated on the 1971-72 experiences at Santo Domingo. Dependency relationships are not productive in the long run.

Action on the 1972 "Programmatic Recommendations"

Our own observations did not lead us into an examination of the actions taken on all of the "Programmatic Recommendations" made in 1972. Of those which did fall within our purview, however, our perceptions are that none of the recommendations made were fully or, in some cases, even partially implemented. We will review them briefly.

Recommendation A called for revision of the program's objective. A similar suggestion was made by the USOE evaluation. To date this has not been done. In anticipation of a summative evaluation next year (the end of PY 3) such revision should be undertaken immediately.

Recommendation B, integration of project activities into the ongoing programs of the Bernalillo schools, has been partially implemented. As we have detailed elsewhere in this report, the program is strong at the junior and senior highs, but generally weak at the elementary level.

Initial efforts have been made to implement recommendation C, conducting in-service education programs. Such efforts must continue on an

intensified scale. The proposed university course in Career Education is a step in this direction. As we suggested earlier, in-service education at the building level should be initiated.

We have some second thoughts about the curriculum development issue which was part of recommendation C. Curriculum development is a highly complex process demanding specialized expertise. When the field of study is relatively new the problems become compounded. If such activities are to be a continuing part of the program we would seriously recommend engaging curriculum development specialists on a continuing basis. Teacher comments related to their nonusage of the Resource and Media Guides (e.g., "too difficult," "not appropriate," etc.) suggest weaknesses in the Guides themselves.

Recommendation D, utilization of the Center's facilities and services, has been partially implemented. Fuller utilization can be expected as communication links are strengthened. Administrative action at the building level is, in some cases, offsetting the considerable efforts of the Career Services Center to implement the program.

Recommendation E appears well on its way to full implementation. Lay citizens have been recruited for the purpose of securing work experience sites. Placement service ("job development") has been accomplished. The execution of the proposed "On-Site Exposure for Teachers" program under the auspices of the Federal Executive Board should further enhance these efforts.

Recommendation F, limiting the activities of the program staff to serving school district residents and graduates of the three prior years,

has been followed. The staff now limits its "non-school" clientele services to providing information. As a public relations effort such activity is probably warranted.

Recommendation G, establishment of part-time work-study programs, has clearly been implemented. The Nurses Aide program and Industrial Jewelry program are two cases in point. Continued development along these lines is urged.

While we did not make a special point of examining anecdotal records (Recommendation H), our brief contact with a limited number of student files indicates that the staff is attempting to keep comprehensive records on all students who made contact with the Career Services Center. Samples of data collection instruments are included in February 1972 Interim Report.

Recommendation I has been partially implemented. Students in on-the-job programs receive constant reminders of their responsibilities. In contrast, no "employer training" has been instituted. For informational as well as public relations purposes such "training" is highly recommended.

The problems involved in PY 1 relative to "erratic" student behavior which led to Recommendation J appear to have been alleviated. This has been accomplished through intensified counseling, expanded efforts to accommodate the students' time schedule, and through providing transporation service to the work sites.

We have little or no information relative to Recommendations K and L, follow-up systems and participation in the armed services. Our evaluation activities did not include these items. We were assured, however, by the project director that steps have been taken to implement these recommendations.

Recommendation M, systematic appraisal of the value of student work experiences, has clearly been incorporated into the activities of the Career Services Center. Potential work sites are carefully screened. Several sites included in PY 1 have been dropped from the PY 2 site list. In the opinion of the staff, those sites (largely "moms and pops") did not provide meaningful work experience. Systematic student feedback is utilized in job placement decisions.

Recommendation N was a mixed bag. The focus, however, was on the need for filling the unique needs of Indian students. This remains a sensitive, difficult, and unresolved issue. The needs identified in the 1972 evaluation for in-service training for teachers, for dialogue with pueblo leaders, and for seeking out relevant student activities remain.

Discussions with the staff of the Career Services Center indicate that they are clearly sensitive to these issues. Community liaison officers have been secured in order to facilitate communication. However, problems internal to the pueblos as well as the culture gap are likely to preclude simple or quick solutions.

Recommendation O dealt with the counseling functions. As we commented earlier, one of the most impressive features of the program is the intensive student counseling which occurs. More generally we got the impression of career counseling being carried on informally by all of the significant others with whom students interacted. While we are not experts in the field, it is our judgment that considerable improvement has taken place relative to guidance and counseling in the past project year.

Broader Issues of Evaluation and Career Education

This evaluation was conducted under severe time constraints. Late signing of a contract, the close of the university semester, an extended school district Christmas vacation, bad weather, and sieges of the London flu of near epidemic proportions all served to limit the data collection. Hence there are large gaps in this report. For example, we have no direct measure of pupil attitude changes nor did we have the time or personnel resources to interview employers. More generally this report evidences two methodological weaknesses. Firstly, it is an account of a single point in time. As evaluators we had no first-hand information about activities which took place during the spring of 1972. For that information we had to rely upon the memories and perceptions of the people we interviewed. In brief, as a second weakness, this report suffers from over-reliance on data supplied by others. While we have no reason to question the honesty of the respondents nor the accuracy of the information they supplied, yet we entertain some lingering doubt about the "fullness" of the story we have tried to tell. The absence of an in-house staff evaluator exacerbated the problem.

Finally, the pressures under which the evaluation was conducted precluded doing "the scholarly job." That is to say, we did not address ourselves to an examination of the goals of the program *per se*. We did not, as some writers on evaluation urge, ask whether what was being done was worth doing at all. Neither did we address ourselves to the moral, philosophical or public policy issues urged on curriculum evaluators by Berlak.[11] We did not place Career Education in the broader context of

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[11] Berlak, H. "Values, Goals, Public Policy and Educational Evaluation." *Review of Educational Research*, *40* (April 1970), 261-278.

occupational choice, and in so doing have not integrated the studies of Ginzberg[12] and Super[13] among others into the report. Similarly we have ignored such major issues as the relationship of vocational self-concept to career decisions[14] and of social class variation in job seeking behavior.[15] In brief, this report is not of the caliber we would like it to be. Consequently, we conclude with the plea that evaluation decision for PY 3 be made early, and that substantial financial and personnel resources be made available for that purpose.

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[12]Ginzberg, E. and others. Occupational Choice: An Approach to a General Theory. New York: Columbia University Press, 1951.

[13]Super, D. E. "A Theory of Vocational Development." American Psychologist, 8 (1953), 185-190.

[14]Werts, C. E. "Parental Influence on Career Choice," Journal of Counseling Psychology, 15 (1968), 48-52

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PART IV

PROFESSOR RUNGE'S PROGRESS REPORT ON EVALUATION OF THE PROGRAM

Activities of Evaluator

At the end of the first year of the Bernalillo Public Schools Project on Career Education in January, 1972, this evaluator helped appraise progress as related to the ten basic project objectives. These same goals, the first year report and recommendations made therein, have been kept in mind in working with personnel from the project during this evaluator's activities in January, 1973. However, the major purpose has been to work with Mr. James A. Baca, Curriculum Coordinator, in visiting schools, evaluating on-going activities, suggesting additional ideas for a further expansion of career development services and instructional activities throughout the total Bernalillo School system.

This evaluator has accompanied Mr. Baca on visits to all schools in the district having career education activities and including the elementary schools at Cochiti, Algodones, Santo Domingo, and Bernalillo Roosevelt with its annex; the Bernalillo junior and senior high schools, and the skills center vocational-technical complex.

One full day was also spent in arranging and taking Mr. Baca to visit Albuquerque Public Schools having a focus on career education activities. These are Valley High, Taft Junior High, Cochiti Elementary, and the 6th grade Mobile Trailer Vocational Exploration Unit which was located at Emerson Elementary School. Meetings were also held with North Area Central office officials working with career education projects. (Dale Perrini,

Jo Nell Armstrong, and Doris Knight). Mr. Baca observed a number of new activities that may be introduced into the Bernalillo Project.

In summarizing the time spent by this evaluator with Mr. Baca in observing the schools indicated above, the following activities, developments, changes and career education project items should be commended.

Commendations on 1972 Bernalillo Public Schools Career Development Activities

1. The project director and staff have made serious effort to follow the recommendations made in the January, 1972 evaluation report. Personnel job descriptions, functions and duties have been redefined and staff members are making more efficient and effective use of their time. Project planning, management and a better system of control have been improved. More supporting evidence and data for project objectives are available.

2. Individual school administrators, counselors and teachers have been more involved in the total project planning and implementation. A number of in-service activities have been carried out by the project staff in all schools resulting in increased curriculum development and action in classrooms on career awareness, exploration and preparation.

3. The publicity, public relations and communications activities have continued to increase and improve. Many reports, news letters, personal talks, slide presentations, new curriculum guides, occupational information and career planning materials and others have been prepared and disseminated.

4. Career education activities are more integrated into classroom and school programs with the shift from project personnel primarily being responsible. During the first year of the project operation the placement counselors taught classes daily along with their administrative and supervisory

duties. The teaching and classroom activities have been shifted to the individual schools.

5. The Bernalillo Vocational Skills Center is being utilized by more students and for more services. With the project administrators, counselors, placement coordinators, the businessmen of the community, the instructional materials and arts being located at the skills center more students, teachers, and community personnel are coming to the center for services available.

6. One cooperative part-time vocational office education program has been started. With the number of career clusters and individual preparation programs available through the skills center there is an excellent opportunity to further expand this type of program in health, industrial, trades, etc.

7. The placement and career observation and exploration program in the junior high grades has been shifted more to the higher grades. It was found that younger students were not as motivated and responsible when sent out on weekly observation assignments. As a result, some of these were discontinued and replaced with more classroom activities such as films, use of outside speakers, role playing and career projects.

Other Items That Should Be Commended

1. The development of over 40 basic forms, tools, brochures, materials, etc. —

Samples—Workshop agendas for in-service meeting with teachers.

Evaluation of in-service workshop

Instructions for workshop presentations

A list of New Mexico Universities, Colleges, and Vocational-Technical Schools.

School Personnel Resource directory—

(teachers, administrators, staff-specialities).

Career Facts monthly newsletters (has additional specifics on activities)

Application for employment

Request form for speakers and/or field trips

Field trip information

Field trip evaluation

Catalogue on Career Education Materials and Equipment

Guidelines for teacher aides from Bernalillo High School

Building Proposals for Implementation of career education programs. (goals—description, materials needed, procedures and activities, expected outcomes, evaluation)

Job evaluations

Staff weekly planning and reporting form.

Career Awareness, Exploration and Preparation, and Classroom Activities

1. Art student who drew 15 posters showing the best job opportunities available in Bernalillo.

2. Employment Security Commission personnel giving talks in classes, tests to students, and helping with use of services available from this agency.

3. Wide use of career education media and materials center: books, workbooks, films, filmstrips, slides, job information, etc.

4. Hands on conservation study project at Placitas elementary school building check dams and improving grounds. Class may follow with a field trip to Cochiti Dam site to see careers in such projects.

5. Cabinet shop owner and employees being on a panel in workshop for teachers.

6. Career analysis classes at Bernalillo Junior High integrated with humanities: Social Studies, health and drug education. Students in classes built flower planters for placement around the school.

7. Field trips with seniors to post-secondary schools in area and around the state.

8. On-site observation and work experiences for students at banks, hospitals, UNM, Albuquerque Police Department, Sandia Laboratories, a number of schools (school aids), etc.

9. Pre-placement instruction classes on how to apply for and get a job. (Called job-entry seminars.)

10. Development of a career education media center at Placitas Elementary School—to stress hands-on experiences in cooking and nutrition, sewing, ceramics, construction, arts and crafts.

11. A focus on career opportunities for Cochiti Elementary School students in the new and expanding community. Use of field trips, visual aids, interviews, and summary discussions on worker needs.

12. Hands-on projects in the Roosevelt Elementary School and Annex using new traveling tool sets and kits. Projects are in woodwork, ceramics, textiles, carving, nutrition, science, furniture repair, arts and crafts, communication, and social studies.

13. Algodones Elementary School repairing school bathrooms and putting ceramic tiles around walls. Also students are fixing up rooms: building shelves, painting, cleaning, etc.

14. Special education class on in-school work project for pay. Students were taken to Bernalillo Bank where savings accounts were started.

Other Items to Commend

More use of paraprofessionals and aids.

Better screening in the selection and purchase of instructional materials.

Strong effort to get personnel in each building to do the job.

Use of technical assistance and consultants.

Plans for a photo lab and film making unit in the art classes at Bernalillo High School.

Using high school music students to repair instruments.

New project proposal to place teachers in Federal agencies as observers and assistants during the summer.

The curriculum guides developed during the summer of 1972 by teachers.

Recommendations and Suggestions for Project Improvement and Expansion

1. Continue efforts to place students on real jobs for pay from employers. More use might be made of Employment Security Commission (ESC) services available where projects efforts can be shifted. A considerable amount of staff time is still being spent on identifying jobs from daily ESC listings and referring students to these jobs.

2. Central Media and Materials Center should be subdivided and if resources become available each school should obtain at least part of the materials at the school. The curriculum coordinator and others are spending a considerable amount of time in delivering films and such supplies.

3. Funds from the project should be used in hiring substitutes for teachers who are working with Career Education projects and send them to other schools to observe and gain new ideas: Bernalillo, Albuquerque, Taos, Socorro, etc.

4. The central office media center should start and develop a Career Education Idea File for all grades and subjects. Such a card file could include the following:

Subject

Career cluster

Grade level

Description of activity

Materials and supplies needed

Evaluation

5. School-Community advisory groups should be further organized and used. This is especially true at the Santo Domingo School where there seems to be very little involvement and support from the Indian leaders and parents in the total school operation including career education activities. This school has a very serious problem of this type and definitely needs assistance in bringing about a closer relationship.

6. The project staff should continue efforts with in-service teacher education activities such as workshops, extension courses for credit from UNM, on-site visitations by teachers in business, industry, and community agencies, and summer occupational experiences.

7. Additional community resources lists should be developed similar to the teacher resource list now available. Such a summary could identify:

(a) Parents who could assist and how

(b) Business and community leaders

(c) Possible employers from previous placements made, and others.

8. Project and staff along with teachers in career education projects should investigate the possibilities of free and inexpensive materials,

assistance, equipment and such available from business and industry and other agencies. As an example the art teacher should contact all large camera, movie, TV, etc. manufacturers, distributors, salesmen, retailers for possible help in setting up a school darkroom, equipment needed, instructional materials, samples, etc., available.

CONTRACT EXTENSION PERIOD EVALUATION

PART I

CONTRACT EXTENSION PERIOD
EVALUATION REPORT

INTRODUCTION

A. Purpose and Scope

This supplemental evaluation report will focus on the development of the Tri-Cultural Vocational Exploratory Career and Work Experience Program during the "no-cost extension" period, February 16, 1973 to June 30, 1973. The report is composed of five parts. Part I is the Introduction. Part II is concentrated on the Career Services Center's program developments. Part III is concerned with the elementary schools' endeavors to implement project component one. Part IV is a description of career education development on the junior and senior high school levels. Part V is a summary of career education developments during the no-cost extension period.

B. Methodology

This evaluator (Dr. Bailey) followed as closely as possible the same evaluation procedures as those used in the January evaluation. The three sources of data were site visitations, interviews, and data supplied by the Career Services Center. The site visitation schedule is given below:

May 10	Career Services Center
May 11	Career Services Center
May 11	Roosevelt Elementary School
May 11	Bernalillo High School
May 12	Roosevelt Annex
May 12	Bernalillo Junior High School
May 12	Bernalillo High School

May 14 Cochiti Elementary School

May 14 Santo Domingo Elementary School

May 17 Placitas Elementary School

May 17 Algodones Elementary School

During the site visits the evaluator interviewed the administrators and as many of the staff as time permitted. The time constraints for this second part of the evaluation did not allow for interviews as numerous or as in depth as those in the first part of the evaluation. Interviews centered around changes in the career education program, changes in teacher attitudes toward and implementation of career education as a result of the Career Development extension course, and school relations with the Career Services Center staff. This evaluator received full cooperation of all persons interviewed.

PART II

CAREER EDUCATION DEVELOPMENT AT THE CAREER SERVICES CENTER

A. Career Services Center

The Career Services Center program accomplishments during the "no-cost extension" period include (1) the addition of an Elementary Curriculum Developer to the staff, (2) the offering of a Career Development extension course through the Department of Guidance and Counseling of the University of New Mexico, (3) participation in "on-site exposure for teachers," (4) the approval of media center proposals from each of the Bernalillo schools, (5) the initiation of a program in which seniors will intern as teacher aides in elementary schools, and (6) program plans for the third project year.

1 Elementary Curriculum Developer

The addition of an Elementary Curriculum Developer to the Career Services staff was a significant step toward successfully implementing and incorporating career education into the elementary school curriculum. Mr. Leon Fuemmeler, hired to fill this position, seems to be well qualified educationally for the position. He has eleven years of varied educational experience, and he is bilingual in English and Spanish.

In the role of Elementary Curriculum Developer, Mr. Fuemmeler has met at least once with all teachers on all grade levels. He visits each school once a week, and he reported that he has good rapport with teachers and administrators. He is presently compiling files of Career Education Activities that were developed by the participants of the Career Development class. These files will contain career education activities in different

subject areas on various grade levels and will be available for teacher use in each school. He is also compiling files of field trips for teacher use. Field trip files will include such information as recommended grade level, description of the field trip, location, time requirement, and comments of teachers who have taken the field trip. Mr. Fuemmeler indicated that he is making slides of career education activities in different subject areas and on different grade levels which he will use in sound-on-slide presentations for in-service training in the fall.

He assisted Dr. George Keppers in the teaching of the Career Development extension course. He indicated that he feels the role helped facilitate his position. He evaluated the extension course as being very effective and noted that he had detected positive attitude changes in some of the teachers and administrators in the class. He has observed "more flexibility in the classrooms of some of the teachers who took the course."

It was evident to this evaluator that the newly created position of Elementary Curriculum Developer can be effective in the implementation of project component one, "to set up a career and occupational exploratory and guidance program for K-12."

2. Career Development Extension Course

Approximately one-third of the administrative and teaching staff enrolled in the Career Development extension course (see Appendix D) offered through the Department of Guidance and Counseling of the University of New Mexico. Although the course was initiated by the Career Services Center primarily for teachers of grades K-6, interested secondary level teachers enrolled and benefited from the experience. Feedback from participants was obtained through sources of data, interviews, and participants'

written evaluations, indicate that the course was viewed positively by most of those who enrolled in it. For the most part they reported that they had gained knowledge about career education and had learned ways of implementing it into their existing curriculum through the career education activities produced and tested by the class. As indicated in Part I above, the Elementary Curriculum Developer is compiling files to facilitate the use of these activities for each school.

In Parts III and IV of this report specific data from interviews with persons who took the course will be given. This evaluator noted some positive changes in attitudes of teachers toward implementing career education into the different curricula; however, a small number of teachers who were enrolled in the course and who had been interviewed during the January evaluation exhibited no visible change. These few continue to perceive career education as "arts and crafts," or "things I've always done in my teaching." Following are some comments taken from course participants' written evaluations.

"I'm more aware now that career education is a continuing thing throughout life and I'm conscious of the necessity of bringing this out in class."

"The class made it possible for me to carry out team teaching in career education."

"Reports by teachers and classroom projects were helpful."

"My knowledge of career education and methods to implement it was helped by this class."

"As a result of this class, the staff of the Vocational Skills Complex has become a closer working group."

"The course was a good basis for future career education courses."

"I learned I was not incorporating career education and that I could."

"It has been a good experience for me to integrate career education into the subject matter."

"The class has not affected my classroom's curriculum appreciably. The suggested topics were not usually related to fourth graders' normal study."

"The class exposed me to facilities available in Bernalillo; it did not teach me much about what is happening in other parts of the country."

Based on the positive feedback from participants in the course and on-site visitations, this investigator feels that the course was an effective step toward implementing the project component one.

3. On-site Exposure for Teachers

An "on-site exposure for teachers" proposal was approved by the Federal Executive Board and the program was funded by the Atomic Energy Commission. The initial proposal provided for four teachers and counselors to serve one month in various federal agencies and in turn become resource consultants in the community. To date, a senior high school counselor, Mrs. Angela Dominguez, has participated in the program. Three additional persons will participate in on-site exposure for teachers during the summer or fall.

Mrs. Dominguez spent 20 days touring different government agencies which provided her with knowledge about their procedures for hiring, the testing of applicants, and the educational requirements for different government careers. She feels the experience was worthwhile and informative for her in the role of senior counselor at Bernalillo High School. She

indicated that the four program participants will make plans for disseminating information on careers with federal agencies to those who will benefit from it. Mrs. Dominguez views this program as important preparation of the "phase-out" of the present Exemplary Career Education Project.

4. Media Centers

Proposals for establishing media centers in each of the Bernalillo schools were approved and guidelines for the centers have been established (see Appendix E). Building media centers will provide materials and equipment that can be used in the classrooms or in the center itself. It is hoped that these buildings will facilitate the use of career education materials and equipment, thereby encouraging the incorporation of career education into the school curriculum. According to the project director, this program development is an attempt to decentralize the Career Services Media Center in a phase-out effort prior to the termination of funding.

Administrators and teachers expressed favorable attitudes toward building media centers. Some schools are now involved in providing space for housing these centers. One enthusiastic administrator commented that career education will be a part of the school curriculum for many years and he wanted his school to have access to career education materials and equipment after the Exemplary Project was terminated.

5. Teacher Aides

A Teacher Aides program has been initiated during the no-cost extension period. This program provides seniors who are interested in a teaching career with an opportunity to work as teacher aides in elementary schools. During the initial phase of this program only two students were involved;

they worked as aides for the bilingual program at the Roosevelt Elementary School. The program will be expanded during the fall, 1973.

Teacher aides are granted high school credit for the experience. They receive orientation for this experience from teacher-supervisors, Bernalillo High School Administrators, and Career Services Supervisor, and any other involved personnel. This program's objective is to give the students actual teaching experience in the classroom and their positions are not to be construed as clerical aides.

6. Future Program Plans

In addition to the above program developments, the Career Services Center plans to implement a Career Cadet Program at the Bernalillo High School during the fall, 1973. This program will provide realistic on-site work experience in the student's anticipated career. Students can earn up to four credits per semester for this experience. They will spend one-half day in school and one-half day at the work site. A description of the program is presented in Appendix F.

Plans for teacher in-service training in career education for the school year 1973-74 include a three-hour orientation for newly hired teachers in September, one-day workshops for all teachers by grade level and building in September and October, and a follow-up workshop in the spring. Mr. James Baca and Mr. Leon Fuemmeler will conduct the one-day workshops. Tentative workshop procedures include a sound-on-slide presentation of various career education activities, examination of the existing career education activity cards that were developed in the extension course, and a work session in which the teachers will develop additional career education activities.

B. Summary

The Career Services Center staff has shown exceptional initiative in improving and expanding career education in the Bernalillo schools during the no-cost extension period.

The addition of an Elementary Curriculum Developer was a major step toward implementing component one on the elementary level. The offering of a course in Career Development provided valuable knowledge and experiences for teachers and administrators on the elementary and secondary levels. One-day workshops in the fall should provide additional opportunity for teachers to gain knowledge of and know-how for implementing career education. These workshops can be of special value to new teachers and teachers who did not take the Career Development course.

The initiation of the Teachers Aides Program and the anticipated Career Cadet Program for high school students exhibits continued interest and effort toward career exposure and on-site experience. The decision to establish building media centers is indicative of the Career Services Center's interest in the schools becoming independent in their career education endeavors, and in each school maintaining a career education program when the Exemplary Program is no longer funded.

Other Career Services Center endeavors are presented in Part IV of this report: the Career Counseling Program at Bernalillo High School and General Work Experience, Vocational Work Experience, and Placement. The Career Services Center staff are to be commended for their efforts to implement the four project components during the no-cost extension period.

PART III

CAREER AWARENESS AND EXPLORATION IN THE ELEMENTARY SCHOOLS

A. Introduction

Site visits to the elementary schools supported the assumption that the Career Development course had been effective in developing positive teacher attitudes toward career education and in providing teachers with methods of implementing career education into their regular curriculum. Although the teaching of career education is still sporadic, for the most part those teachers who took the course were more involved than they had been previously. Most of the teachers interviewed indicated that the course had changed their concepts of career education. They no longer view it as something else to "tack on to the curriculum," but rather they now try to integrate it into the various subjects they teach. Following are brief descriptions of the elementary schools' career education endeavors during the no-cost extension period.

1. Roosevelt Elementary School and the Annex

The principal of Roosevelt Elementary School and the Annex reported that teachers were more involved in career education than they had been previously. She noted that during the spring semester more resource people have been used, and that numerous field trips have been taken. Field trips included visits to the bakery, dairy, airport, University of New Mexico Museum, Levi Strauss & Company, Old Town Candle Shop, Western Union, Channel 7 TV Station, train depot, and Sandia Pueblo. Eleven teachers and one administrator from Roosevelt and the Annex enrolled in the Career Development course.

Especially impressive was a fourth grade class involved in a career education unit on the use of leisure time. One or both parents of each child in the class demonstrated how their leisure time was spent. Some of the demonstrations included making candy, making tortillas, crocheting, making pottery, and styling hair. Each resource person demonstrated the skill and then in most of the cases engaged the children in a hands-on experience in the skill.

The teacher of the class noted that this unit had brought about positive change in some of the children's self-concepts. She explained that one Indian child had had little social interaction with her or the children in the class before his mother came to the class as a resource person for leisure time activities. After his mother's demonstration, the child's work performance and social interaction improved significantly.

Teachers interviewed, for the most part, expressed positive attitudes toward the Career Development course, and they noted that it had caused them to change their concept of and approach to career education. However, one teacher indicated that the course had caused no change in attitude toward career education for him and that many of the class projects were good fabrications of what is involved in career education. On the more positive side, one teacher praised the course because it had enabled her to see the place career education can have in helping children develop positive self-concepts.

Based on interviews and site visits, this evaluator feels that the new enthusiasm for career education exhibited by some teachers at Roosevelt and the Annex is in part the result of the Career Development course. The schools are to be commended on their use of resource persons and the numerous field trips taken.

2. Algodones Elementary School

The head teacher and one other teacher at Algodones Elementary School participated in the Career Development course. This evaluator believes the course had definite positive influence on these teachers. The head teacher was enthusiastic about the knowledge he had acquired, and he indicated that he now knows how to better integrate career education into the curriculum.

Exhibiting further pride in the school's career education endeavors, this teacher proudly pointed out the trees that had been planted in the spring as a part of their landscape project. He was enthusiastic about the media center to be established at the school and explained that the center would be housed in a trailer the school was acquiring from the Placitas Elementary School.

As was indicated in the January evaluation, the teachers at Algodones exhibit a positive attitude toward career education, and they have maintained that attitude and their interest in learning how to implement career education into their existing curriculum.

3. Placitas Elementary School

Career education, as indicated in the January report, is an integral part of the Placitas school curriculum. The staff exhibits the same enthusiasm for career education and have continued with their "erosion control" project and other hands-on experiences for students. This investigator observed the use of the Career Education Center by first graders involved in cooking. The head teacher noted that the different classes had taken several field trips during the semester.

Only one of the teachers was enrolled in the Career Development course; however, the head teacher and another teacher plan to take a Career

Education course at the University of New Mexico this summer. The head teacher is enthusiastic about the one-day workshops to be held in the fall. He explained that the Career Services Center would provide substitute teachers for the teachers engaged in the workshops. His teachers are making lesson plans for the substitute teachers that will involve the students in a career education experience at the same time their own teacher is in the workshop. He feels that this will provide a good basis for classroom discussion on career education.

The media center at Placitas will be housed in the new library building which is nearing completion. There was an indication of much pride in the career education program at Placitas.

4. Cochiti Elementary School

In general the career education program at Cochiti has continued on the same course it had taken in January. Three teachers enrolled in the Career Development course, and in general they felt the course was worthwhile and informative. One teacher commented that his concept of career education had changed as a result of the course, and that he had learned how career education can be implemented into the regular curriculum. Units taught emphasizing career education during the no-cost extension period included "Language Arts" and "Career in Publications" on the junior high level and "Attitudes and Jobs" in the special education classes.

The principal is working on a proposal for 1973-74 to give students on-site work exposure to careers available in the community area. He was enthusiastic about establishing a media center in the school, and he indicated that it would contribute to the career education program. He reported that relations with the Career Services Center had been good.

5. Santo Domingo Elementary School

There seems to be considerably more involvement in career education at the Santo Domingo Elementary School. This involvement is at least in part due to seven teachers' participation in the Career Development course. The principal noted that the course had influenced teacher planning in career education. He pointed out that wide use has been made of career education films and materials.

In discussing the Special Education career education, he indicated there had been some problems, and that the decision to continue the program was pending. He expressed some apprehension about where "learning in the work experience ends and cheap labor begins." However, he feels that library work experience has been rewarding for the students involved. The librarian indicated that she would like to continue the program with junior high level students only as the work experience on the elementary level had not been too effective.

Comments of teachers who took the extension course mainly praised it for teaching them how to implement career education into their regular curriculum. One teacher described a successful career education activity her class had participated in. The class produced a dramatic performance and studied all the careers related to such a production. An admission of two cents was charged for the performance which was well attended by students and parents alike.

Other career education units at Santo Domingo during the no-cost extension period included "Jobs and Training" and "Construction Industry," sixth grade; "Jobs We Learn from Parents," fifth grade; "Health Careers"

and "Dental Hygiene and Related Careers," junior high; and "Work Experience Project and Career Awareness" and "Work at Your Age," special education.

Relations with the Career Services Center seemed to be good. The librarian is enthusiastic about setting up the media center and praised the Center for its efforts in supplying equipment and materials.

B. Summary

Career education involvement in all the elementary schools has maintained the level it had achieved at the time of the January report. Involvement ranges from almost total involvement at Placitas to a somewhat sporadic involvement in the other schools. This evaluator noted the most significant acceleration in career education at the Santo Domingo Elementary School. Individual teachers in each of the schools indicated positive attitude change and enthusiasm for implementing career education. Although the program in the Bernalillo elementary schools continues to be uneven conceptually, developmentally, and programmatically, noticeable progress has been made during the no-cost extension period.

PART IV

CAREER EDUCATION IN THE JUNIOR AND SENIOR HIGH SCHOOLS

A. Bernalillo Junior High School

Career education involvement in the Bernalillo Junior High School has continued at a vigorous pace. If plans are followed, career education will be well incorporated into the total school curriculum during the third Exemplary Project year. The principal and staff exhibited the same positive attitudes that were evident during the January visit and the programs existing at that time have continued. Four teachers and one administrator enrolled in the Career Development course. The principal indicated that these persons would have opportunities to give career education input at faculty meetings.

Career education endeavors have been extensive during the no-cost extension period. A proposal for a building media center was submitted and approved. In addition, the administration and staff have written and submitted proposals to incorporate career education in counseling, home economics, physical education, industrial arts, mathematics, science, business practice, arts and crafts, special education, English, and the library. All of these proposals except English have been approved and partially funded; however, the English proposal will be evaluated in the fall. A social studies proposal is being developed and will also be evaluated in the fall. The library proposal will increase the library holdings in career education and will thereby negate the lack of holdings that was cited as a weakness in the January evaluation.

The program weaknesses cited in the 1971-1972 USOE report have been overcome. There is a concerted effort on the parts of the administration

and staff to incorporate career education into the total school curriculum. This evaluator perceives the Bernalillo Junior High School career education program as an exceptionally effective endeavor.

B. Bernalillo High School

Career education development at the high school level during the no-cost extension period will be discussed in two parts: (1) the high school proper, and (2) the Vocational Skills Center.

1. Bernalillo High School Proper

Six members of the high school staff enrolled in the Career Development extension course: one administrator, two counselors, the nurse, and two teachers. The principal indicated that he provides time at faculty meetings for these participants to give input on career education. He spoke with pride of the Career Cadet Program (see Appendix F) which is to be implemented in the 1973-74 school year.

As was indicated in the January report, the career counseling program is possibly the strongest high school career education endeavor. During the no-cost extension period additional progress in the counseling program has been made. The Career Services counselor, Miss Carol Nordengren, has initiated a Peer Counseling Program. Students who indicate an interest in this program are given a ten-hour training period during the school lunch hour in basic interaction skills. These students then work on the junior high and elementary levels turoring or "just listening to hear what the young person has to say." These students do not handle crisis situations.

Expansion of the Peer Counseling Program is planned for the fall, 1973. Students will work in the career counseling office, they will administer interests inventories, and they will help students find and use the

available career materials. The Career Services Center counselor emphasized that this program can make high school students aware that there are people they can talk to in the career counseling office. She noted that the program can provide good on-site experience for students interested in careers in social work. She further stressed that it is a good plan to encourge students to take the initiative in career counseling after the Exemplary Project is terminated.

Career materials and equipment in the career counseling office are impressive. The collection and organization of these materials for student utilization has been a time consuming job. Although the office is much too small, effective use is made of it—students sense they have the freedom to use the materials and are encouraged to do so.

The Career Services Center counselor, Miss Carol Nordengren and Career Field Representative, Mrs. Ethel Tucker attended the annual American Personnel Guidance Association Conference in San Diego, California in February. In Part II of this report it was noted that a high school counselor, Mrs. Angela Dominguez, had participated in the "on-site exposure for teachers" program. She views the experience as valuable in her role of counselor for seniors in the high school.

Career education seemed to be emphasized more in the high school during the no-cost extension period than it had been earlier in the project year. Some career education units taught include: "Attitude and Work Experience," "Spanish and Careers," "Typing and Careers," "General Career Awareness," "Researching a Career," "Research and Report," "Research of Jobs," "Future Shock: and World of Work," "Science Care," and "Careers in the Movie Industry."

In general, there seems to be more interest in career education at the high school proper than was indicated in the January evaluation. The persons who took the Career Development course viewed it as a positive experience, although some indicated that it was directed too much at the elementary level. The Career Services Counselor reported that more teachers were taking the initiative in career education and career counseling.

2. Vocational Skills Center

Four of the Vocational Skills teachers and one administrator participated in the Career Development course, and all five persons expressed very positive attitudes toward the course This evaluator was especially interested in interviewing these five persons to see if their concepts of career education had changed as a result of the course. Interviews confirmed positive attitude change and some change in teaching behavior. Interviews during the January evaluation indicated that most of the Vocational Skills teachers viewed career education as short-time training and learning that would prepare students for work upon completion of high school. After taking the Career Development course some of these teachers view career education as a lifetime endeavor, and they are aware that the effective use of leisure time is a valid part of career education study. One teacher indicated that he makes time in his course for class discussion of careers, whereas before he did not. Some of the teachers pointed out that they had done some interdisciplinary teaching to show students relationships among the disciplines. They also noted that there was more cohesiveness among the staff as a result of the course and working together.

Some career education units taught at the Vocational Skills Center during the no-cost extension period include: "Interviews and Careers in

the Media," "Interdiscipline Uses for Architectural Scale," and "Attitudes." Field trips were made to Western Skies, Caribe Mexican Foods, and Zinn's Bakery to expose students to the careers in commercial food preparation.

C. General Work Experience, Vocational Work Experience and Placement

The successful accomplishment of components two, three, and four of the Tri-Cultural Vocational Exploratory Career and Work Experience Education Program and their related objectives (numbers 1, 4, 6, and 7) was pointed out in the January evaluation. During the no-cost extension period these programs, General Work Experience, Vocational Work Experience, and Placement were expanded and improved.

The General Work Experience program base has been broadened—more students are involved in different careers and more professions are represented among the employers. Some 30 additional employers were added to the unpaid General Work Experience program during the no-cost extension period providing for numerous student placements.

There was also an increase in employers and students in the subsidy programs. The five employers added to the General Work Experience Subsidy Training Program provided placement for seven students. Six additional employers providing ten student placements were added to the Vocational Work Experience Subsidy Program.

Career Field Representative, Mr. J. M. Tejada, explained that the subsidy programs will be discontinued after this project year. Reasons given for cutting the program were (1) funds were needed in other areas which involved more students, (2) the students could not spend enough time on the job, (3) employers exploited the program and students, and (4) students were not retained on the jobs after the subsidy was discontinued. The program

will be replaced with a program that allows the student to work one-half day. It is thought that this new program will provide a better work experience for the student. Mr. Tejada stressed that he was concerned with quality placements of students rather than quantity placements.

The no-cost extension period allows for the presentation of data on placement of three senior classes. Figure 7 presents comparative data on placement of program participants for Project Year One and Project Year Two including the no-cost extension period. These data show an increase in Direct Job Entry placements and decreases in Military, Undecided, Unknown, Unemployed, and Other placements.

	Project Year One 1971 Graduates	Project Year Two 1972 Graduates	1973 Graduates
GRADUATES	149	159	164
PARTICIPANTS	78	159	164
COLLEGE OR VOCATIONAL SCHOOL	30	105 (70 College) (35 Voc. School)	100 (65 College) (18 Voc. School) (17 MDTA)
DIRECT JOB ENTRY	24	34	48
MILITARY		6	5
UNDECIDED	1	5	2
UNKNOWN	16	3	
UNEMPLOYED	7		
OTHER (D-O, MOVED, DID NOT WANT PLACEMENT)		12	9

Figure 7. Comparative Data From Project Years One and Two Inclusive of the No-Cost Extension Period Relative to Placement of Program Participants

(Data source: Career Services Center)

In summary, there has been considerable progress made in implementing components two, three, and four during the no-cost extension period. The addition of employers for student placements, the acceleration in student placement, the addition of new programs, and the improvement of existing programs are indicative of the Career Services Center staff's interest and enthusiasm for these programs Continued progress is being made in an existing successful program.

PART V

SUMMARY

The Tri-Cultural Vocational Exploratory Career and Work Experience Program has experienced considerable expansion and improvement during the no-cost extension period. The Career Services Center has added an essential position of Elementary Curriculum Developer to its staff. This position has been filled by a seemingly capable person who is influencing career awareness and exploration in the elementary schools. The offering of a course in Career Development was a positive step in in-service training for teachers and administrators. Plans for further in-service training in the fall is further indication of the Career Services Center's efforts to provide knowledge and know-how for teachers to successfully implement career education into the total school curriculum.

The decision to establish building media centers is a step toward each school becoming independent in its efforts in career education. The new Teacher Aides Program and the Career Cadet Program will provide additional student work experiences in an increased number of careers. Peer counseling on the high school level will provide work experience for student as well as service to the career education program.

The site visits and interviews in elementary schools indicated that the career education programs had all maintained the levels of implementation they had achieved during the January evaluation. There was evidence of increased interest and efforts in career education in the Santo Domingo Elementary School. In general, career education effort in the elementary

schools is still sporadic, but there is much evidence of effort on the part of some persons to incorporate career education into the elementary curriculum.

Continued progress has been made on the high school level in the attempts to implement components one, two, three, and four. There was more enthusiasm shown in all secondary areas. The Bernalillo Junior High School program is moving rapidly toward total incorporation of career education into the total school curriculum.

There is evidence of more interest and enthusiasm at the Bernalillo High School proper than had been noted previously. Teachers are taking the initiative in developing career education units for their classes, and teachers and students are taking the initiative in career counseling. The school is enthusiastic about the Career Cadet Program to be initiated in the fall, 1973.

The Vocational Skills Center has continued with its already successful endeavors. Noticeable positive change in attitudes and teaching behavior was evidenced by Vocational Skills teachers who participated in the Career Development course.

Programs in General Work Experience, Vocational Work Experience, and Student Placement have been improved and expanded. These programs continue to implement successfully components two, three, and four of the project.

A brief review of further implementation during the no-cost extension period of some of the "Programmatic Recommendations" made in 1972 follows.

Recommendation B, integration of project activities into the ongoing programs of the Bernalillo schools, was further implemented during this period. Noticeable progress in implementing career education on the elementary level was evidenced.

Commendable efforts to provide in-service training for teachers, Recommendation C, were made during this period. Data indicate that the university course in Career Development had a positive effect on most of those who took it. Further plans for in-service training at the building level is planned for the fall. The development of career education activities files for building use is a positive step toward curriculum development in career education.

Recommendation D has been further implemented; better communication has increased the utilization of the Center's facilities and services during the no-cost extension period.

Additional part-time work-study positions have been added to the existing program, thereby further implementing Recommendation C.

Efforts are being made to keep comprehensive records of all students who made contact with the Career Services Center (Recommendation H).

Recommendation N, the need for filling the unique needs of Indian students, still remains a sensitive, difficult, and unresolved issue.

The counseling functions of the program, Recommendation O, are commendable. As has been pointed out elsewhere in this report, considerable progress has been made in this area.

In summary, this evaluator feels that significant progress has been made in implementing the four components of the Exemplary Project during the no-cost extension period.

APPENDIX

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APPENDIX A

Evaluation Questionnaire

BERNALILLO PUBLIC SCHOOLS
CAREER SERVICES CENTER
VOCATIONAL SKILLS CENTER
BERNALILLO, NEW MEXICO

EVALUATION SURVEY

SCHOOL_____

GRADE_____

SUBJECT_____

TEACHER_____

Please complete the following survey as thoroughly as you can. It is vital that this information is obtained for use in the independent evaluation being conducted for the project. We need to have these completed no later than January 10, 1973. Thank you for your cooperation.

1. How do you incorporate Career Education in the classroom?

2. Have you used the resource and media guides developed by the Career Committee? If yes, identify the units.

EVALUATION SURVEY
(Continued)

3. What student field trips have you (or were arranged) for career orientation:

   a.

   b.

   c.

4. Specify some career materials used in your classroom.

   a. Films

   b. Filmstrips

   c. Recordings

   d. Kits

   e. Workbooks

   f. Textbooks

   g. Others

5. Guest Speakers (Names and topics)

APPENDIX B

SAMPLE PROJECT UNIT

Exemplary Vocational Program
Block Printing and Careers

Behaviorial Objective:

A. The students will display knowledge of the idea of Journalism, and the fundamentals of Block Printing by being able to produce copies as a part of newspaper writing.

B. The students will obtain information about a possible occupation of their interest by doing research work and compiling it in booklet form; new vocabulary in alphabetized card file.

Log

April 22, 1971

I. Discussion
   A. Professions, Careers and Occupations
   B. Purpose of Projects
   C. Sources of information
   D. Materials needed for compiling
   E. Outline of form of booklet

Objective: The student will be encouraged to experiment after the basic procedures are outlined; printmaking will present the challenge for simple, direct expression, and develop a healthy respect for tools and materials by making reproductions of their own drawings, greeting cards, and other handmade items that are individual and different, as observed by the teacher.

Log (contd)
April 30, 1971

The materials for printmaking were introduced. Materials included the following: linoleum, tools for linoleum cutting, inks, two brayers and inking plate, paper for printmaking and press.

As the materials were introduced, the teacher explained to the students the purpose of each item and how each one may be used.

The teacher explained to the children, a direct way to start in printmaking by working with a white line on a dark, uncut background. Also that they may sketch directly on the block or transfer from a drawing. Instructions were given to avoid too much pattern and detail.

"Printmaking" Log (Contd)

All children were given a sheet of plain white paper to make a creative drawing of their choice, to be transferred later to the linoleum block.

Log (contd)
May 6, 1971

The creative drawing (each one different) was transferred to the linoleum block by using carbon paper.

We set up the press, inking plates, brayers, and ink in an orderly arrangement on a solid, large table. Various colors of ink were used on the blocks, applied with a brayer and pressed with the press. The results were strong and easily reproduced. All the children participated with a reasonable degree of success. Each student made as many copies of their prints as they wished. One print was put up on a chart for display and one print was put on tagboard for a Mother's Day card.

The students enjoyed being busy and showed great interest in their projects. They were fascinated with the reproduction of their own drawings.

The project will be continued the next period.

Log (contd)
May 14, 1971

The group continued with the project, with each one making individual greeting cards. The students concentrated in design and thought and they showed individual style; lettering was simple and legible in a well-balanced arrangement.

Printing was also done with potatoes. A potato was cut in half. A design was carved into the potato with a small veiner. The design was dipped in tempera paints and stamped on a clean sheet of paper. The results were amazing.

As carving continues, the children become more adept in executing their ideas and develop an appreciation for fine paints.

APPENDIX C

Segment of Course Outline
From 7th Grade "Career Analysis" Course

1. Why work

   a.

   b.

   c.

2. Who decides what career you will choose?

3. Briefly define:

   a. Employer-

   b. Employee-

4. You are being interviewed for a job, list some important "do's" and "don'ts" for an interview.

   Do

   a.

   b.

   c.

   d.

   e.

   Don't

   a.

   b.

   c.

   d.

   e.

5. Briefly explain what a "job cluster" is.

6. Cluster the following jobs. There are 3 different clusters.

a. waitress	f. busboy	k. psychiatrist	p. carpenter
b. doctor	g. dentist	l. cabinetmaker	q. fry-cook
c. nurse	h. plumber	m. cashier	r. dermatologist
d. electrician	i. wallboard hanger	n. hostess	s. painter
e. cook	j. psychologist	o. dishwasher	t. X-ray technician
			u. waiter

Cluster 1	Cluster 2	Cluster 3
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6	6.	6.
7.	7.	
8.		

7. Of the above jobs, which ones need:

a. A college education

b. High school only

c. Special training

8. Have you ever filled out an application form in this class?

Yes _____ No _____

9. An application form is a form to be filled out when you apply for a job. Circle the following items that might be found on an application.

a. Name

b. job applying for

c. education

d. references

e. salary expected

f. draft status

g. whether you have a police record

h. date

i. signature

10. Recreation and leisure time offer opportunities for careers. Name 3 such careers.

a.

b.

c.

11. Name 2 jobs that you might like to do. Explain why you are interested in these jobs.

12. Name 2 jobs that you would not like to do. Explain why you would not like to do these jobs.

13. What does being interested in a job have to do with the career that you eventually choose?

14. Why should we learn about as many jobs as possible?

APPENDIX D

COURSE CONTENT AND PROCEDURES

Vocational Guidance Course at Bernalillo, New Mexico

Dr. G. L. Keppers

1. The plan of action is to give the enrollees basic information on career development to include topics as follows:

   a. why people work and don't work
   b. values and attitudes of various ethnic, cultural, and socioeconomic groups
   c. theories of career development (Roe, Holland, Super, etc.)
   d. career patterns for men and women
   e. occupational and educational information
   f. relating classroom activities to the world of work
   g. sociopsychological factors in making a career choice
   h. jobs available in Bernalillo and surrounding area

   The emphasis will be placed on what the classroom teachers can do to orient their students to the world of work. The participants will take a good look at their own values, attitudes and self-concepts, and how they relate to their students.

2. Expected accomplishments:

   a. participants will be better acquainted with jobs
   b. participants will have a better understanding and more positive attitude toward the world of work and jobs other than teaching
   c. development of units (activities) for use in their respective classes
   d. participants will have a better understanding of their values and attitudes
   e. participants will be more knowledgeable about financial and other assistance available to the youth of New Mexico

3. Evaluation:

   a. follow-up during the school year
   b. responses to open ended statements
   c. responses to short essay questions related to topics for discussion
   d. evaluation of units for class use

APPENDIX E

Career Services Center
Bernalillo Public Schools
Bernalillo, New Mexico

Guidelines for Building
Media Centers

Rationale for Media Centers

1. to provide materials and equipment at the building level which will enhance the incorporation of Career Education into the regular classroom

2. to reserve materials and equipment which will be available to all teachers and students for use in the classroom and in the center itself

3. to decentralize the Career Services Media Center in a "phase-out" effort prior to the termination of funding

4. to provide a nucleus of career materials and equipment to a building which could easily be expanded and modified for the needs of the building population

Procedure

1. Materials desired will be requested by the building principal by priority order. A "rough" budget will be given in two stages: a) No-cost extension period, February 16 - June 30, 1973, and b) Project year three, July 1, 1973 - June 30, 1974. The final determination and purchase will be made by the Exemplary Project director.

2. Determination of materials allocated to a given building will be based on the following criteria:

a) justification of career program in the building as an on-going commitment

b) Need - The material needed will be basic allowing for (or origination) later growth or enrichment of existing materials and equipment.

3. Inventory Procedure

a) Material and equipment will be received, inventoried and delivered from the Career Services Center.

b) The building principal or his designated representative (Librarian?) will inventory material for a given building. The material will be clearly marked Federal Exemplary Project and indicated as such in the building inventory.

c) Any permanent exchange of materials during the existence of the Exemplary Project will be recorded and the Career Services Center will be notified. Loaning of material between buildings and within the building will be left to the discretion of the principal and his established procedure.

d) At the termination of the funding, the determination of possession of the material and equipment will be determined by the Office of Education. The building may need to produce an itemized inventory of its holding, purchased through Exemplary Project monies.

Media Center Plan

It is desirable to have the following considerations be a part of the development or expansion of a media center.

1. Multi-media materials and equipment should be geared for utilization by groups (classroom) and individuals (students and teachers).

2. The material and equipment should be centralized and in the care of a staff member; it is desirable to have a place set aside perhaps in the library for equipment and materials to be used, e.g., cassette recorder, listening center and A.V. Kits that students can view and listen to.

3. The plan for the media center should ideally surpass the limited supplies available for Career Education through the Exemplary funds. It should be long-range in nature.

APPENDIX F

PROPOSAL FOR CAREER CADET PLAN FOR BERNALILLO HIGH SCHOOL

BACKGROUND AND NEED

With the thrust to Career Education nationwide, it becomes imperative to have a systematic career education program especially at the high school level which will be the final opportunity for the public schools to give our students realistic preparation for life. At Bernalillo High School (B.H.S.), we've implemented several programs of actual career and work experience for our students which have given evidence of their value and benefit. Because these programs have been initiated after the beginning of the school year and usually without advance planning, they haven't had the coverage and effectiveness that they could have had. In view of this, the following proposal is submitted to remedy these faults and provide a systematic, orderly career experience program. It is also essential that a plan be set up and in operation at B.H.S. by the time the Exemplary Project funding terminates. This plan could easily be administered by utilizing regular high school staff.

TITLE: B.H.S. CAREER CADET PLAN

OBJECTIVES:

1. To give realistic and actual experience at a site and/or type of career that a student is planning or thinking of entering after graduation. This, of course, would include careers that may or may not require college or technical/vocational training.

2. Provide counseling, guidance, evaluation and supervision for students on these career and work experience sites that will assist them in making wise career plans.

3. Grant school credit of up to four credits per semester for this career and work site experience. This will, of course, require grading and evaluation of the students involved by a team composed of the employer or supervisor at the work site, designated faculty member of B.H.S., staff members from the Career Services Center and possibly the high school counselors.

STUDENT PARTICIPANTS:

1. Students will be selected from B.H.S. juniors who submit application for career experience sites by April 15, prior to their entry into the senior year. They must be students who can satisfy, all other credit requirements in a half-day basis permitting them to be at the career experience sites half-a-day.

2. Students, after submitting application, will be interviewed, tested and otherwise screened to insure placement of students who have interests, abilities and potential for benefitting from such a program. Recommendations of B.H.S. administrators, counselors and faculty will all be taken into account.

3. Selections will also be based on the type of sites available and the suitability of the students for these sites. An effort will be made, on the basis of the students' qualifications and staff recommendations to match the applicants and the sites.

4. After the selections have been made, the student applicants will be informed that they: 1) Have been selected, 2) Selected as alternates, 3) Not selected at the present but put on a waiting list in case vacancies or additional sites are developed.

Supervision

Close and systematic supervision will be maintained by designated members of Career Services Staff which will include:

1. Regular visits to students at sites.
2. Consultation with supervisory personnel at work experience sites.
3. Individual conferences with students.
4. Home visitations when needed or helpful.
5. Group sessions with all students at designated intervals.
6. Consultation between supervisors from Career Services Center, Bernalillo High School administrators, counselors, and concerned faculty members at regular intervals and when needed.

Evaluation and Grading

Evaluation will be compiled by Career Services supervisor as follows:

1. Written evaluation by work-site supervisor to be collected once a week.
2. Written evaluation by Career Services Supervisor to be in once a week.
3. Student self-evaluation to be handed in once a week.
4. Oral evaluation by teachers, administrators, and counselors will be proper at any time to the Career Services supervisor.

Grading

On the basis of the above evaluation, grading will be done by Career Services supervisors. Naturally, grades will be handed in accordance with all Bernalillo High School schedules and guidelines.

Termination and/or Reassignment

Termination may be effected by:

1. The supervisor at the work-site at any time on notifying the student and the Career Services supervisor.

2. By the Career Services supervisor on notification of the student, work-site supervisor, and Bernalillo High School administrators.

3. By the student on proper notification and permission of Career Services supervisor, Bernalillo High School administrator and work-site supervisor as outlined in contract.

Reassignment

In the event that termination takes effect, reassignment may be considered if Career Services supervisor feels that it would be feasible and beneficial for the student. Impetuous "hopping about" will be discouraged but genuine need for reassignment will be considered.

When a student terminates and a reassignment is not recommended, Bernalillo High School administrators will deal with the student on reassignment to regular class schedule at Bernalillo High School. As vacancies or additional training sites develop, alternates will be placed. On exhausting list of alternates, students from waiting lists will be taken in the order of priority.

Adjustments

Changes, additions, and deletions of this program will be done at the discretion of Bernalillo High School administrators and Career Services supervisor with proper consultation of students and faculty members concerned.

Career Cadet Schedule

April 15, 1973

Deadline for student application

April 30, 1973

Interviewing, screening and selection completed.

May 10, 1973

Students notified of status

May 10 - August 15, 1973

Development and setting up of sites by Career Services staff.

August 25 thru September 10, 1973

Probationary period of students at sites. At end of this period students will be placed on permanent basis, terminated and/or reassigned.

September 11, 1973 to end of school in May 1974

Supervision, counseling, evaluation of student. Have visits when feasible and needed.

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SECTION IV

ERIC

SECTION IV

CONCLUSION

As outlined throughout this report, it is the opinion of this director and others that notable progress has been made in project year two. The major goals and objectives were addressed and the recommendations from the first year and part of second year's independent evaluations have been reviewed and implemented to a large degree. The weakness in component one specifically-the development and implementation of the kindergarten thru six grade program-have been identified and addressed. Through in-service and staff development in project year two and expansion in project year three and the efforts state-wide through the New Mexico State Department of Education, total incorporation should be forth coming.

Also, it is believed that the climate at the local district level towards total Career Education program is such that with clarity in focus and progress in project year three, the recommendations offered below and those which will follow prior to termination of project year three will foster a favorable reception of local incorporation and support. The evaluation study in project year three will focus on the need for continuing the program; it should reinforce the already recognized central administration and building level support of career education. It will serve to survey the attitudes of the instructional staff and, more important, the felt needs of the students and their community.

Implications

There is a variety of implications stemming from project year two; these implications are short range and long range. According to the evaluation some vital portions of the program need attention and much can be done during project year three to facilitate full implementation prior to termination of federal funding. The matters that need attention are those which primarily deal with communication, specifically within the school district.

Communication implies to a variety of operations which will be addressed in the following recommendations. These must be dealt with in order to effectively address the seven factors identified in the evaluation which are mainly products (or lack) of communications. 1) Initial resistence to change, 2) Staff skills, and knowledge, 3) Availability of materials, 4) Clarity, 5) Staff willingness to expend time and energy resources, 6) Performance of management, and 7) The external environment.

Hence, the major short range implication is that much of the success of the Career Education effort through the project will depend largely upon effective communication of 1) the concept, 2) the skills necessary to incorporation of the concept into the classroom, 3) the wide variety of materials and resources available for use, 4) the clarification and reclarification of Career Education, 5) the effective utilization of valuable

energy apparently present, 6) the potential leadership within the district, and 7) clarification of the concept to the culturally different within the district.

The long-range implications are also manifolded but the major one is probably the most awesome. Namely, a hypothesis can be developed which may appear rather presumptuous: If Bernalillo School District can deal with the above notions in regard to Career Education then it may have the potential characteristics to adopt innovations with comparable ease. To many who are eductors or in other fields this is an important implication.

Recommendations for the Future

This final section of this annual report deals with several areas. First it is structured in to parts: 1) recommendations for project year three and 2) recommendations beyond the duration of this pilot project. The substance for this section is derived from many sources including 1) the experiences of two years or more years of operation, 2) two evaluation studies and the conclusions and recommendations drawn from them, 3) personal observation developed in the foregoing report.

Recommendations for Project year Three

1. The need to further clarify the projects objectives is still present; namely, the evaluation objectives are in need of revision in order to become measurable. This should be a major thrust in the efforts related to the evaluation. Perhaps ranking of the objectives in terms of assessed importance should also be accomplished in order to continue the career education thrust after termination of federal funding. 2) In-service and staff development should continue to be an important part of the project's functions as it was in project year two. Effort should be made to transfer a greater part of staff development responsibilty to the building level. In order to accomplish this, in-service will be conducted at the building and subject or level units, in small groups in order to promote communication through effective feedback systems, and with more refined evaluative methods. These evaluative methods should go beyond mere evaluation of the workshop or in-service session by the participant but also evaluation of the product, the attitude of the participant and the production of the individual participant. This will be accomplished through participation in the evaluation process by all administrative personnel . The overall objectives should accommodate the need for a) clarity in conceptual development, b) development of specific skills of teaching and administrative personnel, and c) the improvement of communication between the project and the district staff. 3) The futhur development of career media centers in every school in the district should be correlated with assurances that their future development will occur with local financial support. Evaluation of the progress and usage being made should be initiated in order to check such assurances. The rationale for these for these media centers is basically two-fold; a) to make career education materials more readily available to the students and staff and 2) to promote transfer of responsibility for this effort from the project to the district and the individual schools while at the same time decentralizing and facilitating the "phase-out" of the project center.

4. Communication networks should be refined inorder to clarify the goals of the project and career education internally within the district staff and externally with the district's community. Internally, clarification of the channels which communicate information and feedback can be facilitate with acknowledgement of committment and support by the building level administration. Externally, the project can promote communication with the community and specifically, the Indian Pueblos, by further identifying their liasons and leaders and attempting to not only clarify the goals but also attempt to show a willingness to accept their imput. Continuance and possible expansion of the established project newsletter and public relations efforts should be emphasized.

5. As part of the third year evaluation the program should be examined in order to determine the feasibility of continuing the various conponents in the district. Each part of the program should be studied to determine its weaknesses or strengths and its cost--including necessary personnel. This study should be presented locally prior to the preparation of the budget for FY 1974-75; also, this study should be made available to the State Department of Education and other districts throughout New Mexico

6. During project year three the project should assume the role of long range in-service planner in conjunction with central administration, building administration, instructional staff, student personnel and the community. This planning should include refinement and revision of local goals and philsophy in order to insure that the district continues career programs that have continuity and substance.

7. A concerted effort should be made to consummate the independent evaluation contract as soon after the awarding of the third project year grant. Proposals should be reviewed in early July, 1973 and a final decision regarding the sub-contractor should be made before August, 1973 in order to provide a thorough on-going, continous evaluation study.

Recommendations Beyond Project year Three

1. After the presentation of the fleasibility report and the long-range in-service plan, the district board of education and central administration should examine the possibilities of absorbing those portions of the project program which are clearly beneficial to the system and economically feasible.

2. With the momentum established, the district should continue to provide in-service planning and implementation. Staff development and other activities should include a) on-going staff involvement, b) financial support of materials, equipment and personnel, and c) an emphasis on long-range in-service development.

3. The district should encourage local research on an on-going basis utilizing local talent and the universities and colleges in the area. This emphasis should include a) development of new programs, methods and techniques and b) local assessment of the ever-changing social, personal, economic, and political needs of the district.

4. The district should continue its "open door" policy towards the community; the community should continue to be informed perhaps through literature similar to the project newsletter and other resources should continue to be tapped by the schools. Also, and most vital, the community should continue to be encouraged to provide input into the system and it program.

In summary, the fore-going conclusions, implications and recommendations have revolved about one major issue; that is, the test for the three years of project operation will be the actions and re-actions of the district and the community after termination of federal funding. It is the opinion of this writer that the district will react in a favorable manner and continue to innovate and change.

A correlary issue is that the third year of operation will be the most vital. It will demonstrate its effectiveness in utilizing experiences from years one and two and in providing a convincing arguement for continuing the career eduction effort.

ACCESSION NUMBER: VT100713

PUBLICATION DATE: SEP73

TITLE: EXEMPLARY COOPERATIVE EDUCATION PROGRAM FOR THE DEVELOPMENT OF OCCUPATIONAL SKILLS, WORK HABITS AND ATTITUDES. INTERIM REPORT.

PERSONAL AUTHOR: MERRILL, FLOYD W.

DESCRIPTOR: *COOPERATIVE EDUCATION; *VOCATIONAL EDUCATION; *CAREER EDUCATION; *DEVELOPMENTAL PROGRAMS; ELEMENTARY GRADES; SECONDARY GRADES; JOB PLACEMENT; *INTEGRATED CURRICULUM

IDENTIFIER: *SOUTHWEST IDAHO SCHOOLS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 607

ABSTRACT: RECORDING THE TIME PERIOD FROM JULY 1972 TO JULY 1973, THIS REPORT DESCRIBES THE GOALS, PROCEDURES, RESULTS, AND EVALUATION OF A COOPERATIVE EDUCATION PROGRAM DESIGNED TO DEVELOP OCCUPATIONAL SKILLS, WORK HABITS, AND POSITIVE ATTITUDES FOR A SUCCESSFUL TRANSITION FROM SCHOOL TO WORK. CHANGES IN CURRICULUM EMPHASIS IN SEVEN SCHOOL DISTRICT AND THREE PAROCHIAL SCHOOLS IN THE SOUTHWEST IDAHO SCHOOLS PROVIDED MORE RELEVANCE TO STUDENTS' NEEDS. OCCUPATIONAL AWARENESS IN THE ELEMENTARY GRADES, IN-DEPTH EXPLORATION OF OCCUPATIONS IN THE JUNIOR HIGH SCHOOL AND OCCUPATIONAL INFORMATION IN THE SENIOR HIGH SCHOOLS WERE INTEGRATED INTO THE CURRICULUM. SEVEN SKILL PROGRAMS DESIGNED FOR ENTRY-LEVEL COMPETENCY IN JOBS FOR WHICH EMPLOYMENT OPPORTUNITIES EXISTED, INCLUDED INDUSTRIAL, BUSINESS, HEALTH-RELATED, HOSPITALITY, AND AGRICULTURAL AREAS. A JOB PLACEMENT PROGRAM WAS ESTABLISHED TO ASSIST SCHOOL LEAVERS AND A FOLLOWUP PROGRAM UNDERTAKEN. (MU)

CONTRACT NUMBER: OEG-0-71-3889(361)

INSTITUTION NAME: CANYON SCHOOL DISTRICT 139, CALDWELL, IDAHO.

SPONSORING AGENCY NAME: BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.

VT 100713

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INTERIM REPORT

Project No. 161176
Contract No. OEG-0-71-3889(361)

Exemplary Cooperative Education Program for the Development of Occupational Skills, Work Habits and Attitudes

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Floyd W. Merrill
Canyon School District 139
Route 8 Box 207
Caldwell, Idaho 83605

September 1973

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ERIC

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The project reported herein was performed pursuant to a grant with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position of policy.

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September 1973

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REPORT SUMMARY

A. TIME PERIOD COVERED BY THE REPORT - July 1, 1972 - June 30, 1973

B. GOALS AND OBJECTIVES OF THE CAREER DEVELOPMENT PROJECT

This career development project is designed to create change in several areas of student achievement and attitude through the development and implementation of a program of occupational information, orientation, and exploration for grades 1-12. In-service training for teachers, specific skill training for employment and establishment of placement services for students. The program is designed to help all students in the seven participating school districts and three private schools to bridge the gap between school and work. Specifically the project goals are:

1. To establish an effective pupil personnel service with the basic function of orienting elementary and secondary level students to the wide range of work opportunities available, and assisting them in preparing for these opportunities.

2. To strengthen and extend vocational education opportunities in the local area by providing work experience through cooperative education activities.

3. To provide an "Open Door Policy" to vocational programs which encourage students to enter occupational education programs at any age or without previous experience.

4. To provide intensive and specific job entry training for students not previously enrolled in vocational programs just prior to their leaving school.

5. To provide intensive occupational guidance, counseling, and initial placement services for those individuals about to leave and/or those who have left school.

C. PROCEDURES FOLLOWED

First year procedures concerning recruitment of staff, planning activities and development of policies and procedures and the securing of resource materials have been continued and refined. In-service training of teachers and counselors has been actively pursued and implemented. A comprehensive program of occupational information, orientation, and exploration, as well as skill training and initial placement has been implemented. Information dissemination and data collection for final evaluation has been implemented and is well established as a project activity.

The elementary program is involved with areas of occupational awareness and is integrated into the regular curriculum. Occupational awareness goals and suggested procedures were given teachers at workshops and in-service training sessions. A wide variety of specific career education activities and materials many of them originating and participating teachers, were developed and conducted at all grade levels.

More in-depth exploration and orientation activities are used on the secondary level. Junior high school students were actively involved in self awareness activities and in the exploration of occupations within the areas of measured interests. One-hundred percent of seventh and eighth grade students were involved in these activities. High school students received occupational information through specifically designed units of study implemented into regular curricular classes, simulation activities and in-depth studies individually designed and carried out for the benefit of each student.

Seven specific skill training programs have been developed and implemented in addition ot those provided by participating high schools. These training programs are designed to provide entry level occupational competency in job activities for which employment opportunities exist. All are provided in three-hour blocks of time daily. Skill training is provided in the following areas:

1. Automotive mechanics

2. Industrial mechanics
3. Consumer electronics
4. Secretarial and Clerical Office Practices
5. Hospitality Occupations and Service Training (HOST)
6. Health Occupations Orientation and Nurse Aide Training
7. Cooperative Education Program in Agriculture Related Occupations

A job placement program has been established to assist school leavers, whether graduates or not, obtain employment. This is closely coordinated with the counselors in the nine participating high schools. A student follow-up program has been established with the goal of using the experience of school graduates in improving future educational programs.

An occupational information center and free loan service has been established. Local high schools are starting to establish these centers in their own schools for better use by students. Counselors are actively involved in the selection and use of these materials.

A cooperative education program for potential and actual dropouts is in operation and provides employment opportunities and the chance to develop a more positive self image. The work experience coordinator also maintains contact with students who have dropped from school, giving the dropout additional opportunities to evaluate himself and his future.

A revised and improved testing program has been established and implemented. It is designed to help students better understand themselves and their occupational options. Teachers cooperate with counselors and project specialists in assisting students better understand their own potentialities.

In-service training has been actively pursued at all grade levels during the year. Principals and superintendents have been involved on a monthly basis in development of goals and methods to be used in their own schools and districts. A graduate course "Curriculum Development in Career Education" was provided and 130 teachers, counselors and administrators were involved.

Dissemination of information to interested persons and agencies is progressing. An eight-page newspaper supplement has been widely distributed, brochures and news releases have been effective. Specially prepared slide presentations have been widely used throughout the state and region. The Idaho State Department of Education has established a career education program for implementation statewide and has used the model developed in this project as a guide. A special promotion committee has been established with representation from all communities in the project area to promote the career education concept.

D. RESULTS AND ACCOMPLISHMENTS

Acceptance of career education in the project area schools has carried over into the community, where outstanding support has been received from business and professional people and from the communities at large.

Project goals are being accomplished. Elementary teachers have been effective in implementing career awareness activities into the curriculum. Project specialists have developed many units of instruction and provided in-service training and demonstration teaching. Special all-day workshops have been conducted for elementary teachers with the project providing substitute teachers. Field trips have been more effective.

One-hundred percent of seventh and eighth grade students participated in orientation activities provided by project specialists. In-service training has been effective. Resource materials provided and developed by the project have been widely used.

High school students have participated in numerous activities designed to help them make more effective career choices and to make them more aware of the occupational world and the demands made on members of the work force. Skill training has been provided in seven different areas in addition to that provided by the individual high schools. Placement and follow-up activities are functional. Intensive occupational counseling is being provided.

A special promotion committe has been established to promote the career education concept and to devise means of continuing successful activities when project funding terminates. Favorable legislation has passed the Idaho Legislature which can make this goal possible.

E. EVALUATION

On-site visits have been made to the project by members of the evaluation audit team. During the visits the team received oral and written reports from the project staff, interviewed project staff members, administrators, faculty personnel, students and employers, observed career education activities in classrooms, skill training centers and in the communities and reviewed materials developed and produced by the project staff.

In general, the evaluation team concluded that the second year of the project was productive and successful in terms of overall goal attainment. Project procedures have been improved and weaknesses pointed out in the first year project evaluation have been diminished or corrected. The project has been a catalyst to bring about meaningful change. The influence on teachers from the career education concept has been most effective in the elementary and junior high schools, while the major thrust toward students at the secondary level has been through counseling, specific class activities, and skill training. Continuing evaluation to further develop successful project activities into continuing programs is recommended.

Further dissemination of information to both students and schools as well as communities is recommended. Availability of career development guidance to students at the time they pre-register for school will be important.

Overall, the evaluation team was convinced that career development as developed and applied in the exemplary project has been and will continue to be an effective force in improving the educational opportunities and successes of students.

F. CONCLUSIONS AND RECOMMENDATIONS

The school systems and the participating communities are reflecting the positive impact of the project. Most aspects of the program can be effectively transferred to other districts. The State of Idaho has adopted the career education concept officially and has used the model developed in this project as a guide.

Attitudes of teachers and other school people have become more positive toward career education over the past year. Elementary, and junior high and senior high school teachers have requested and received further exposure to career education through small workshops and in-service training. A continuing interest in curriculum development in carrer education is evident from the participation in graduate classes.

Career education, particularly at the secondary level, must begin with an analysis of the reasons children are being educated. Education for life must include preparation for work and schools must learn to design curriculum with this fact in mind. A good start has been made. Skill training and placement must become a more effective part of all education. The dignity of all honest work must be better emphasized and accepted. Continued emphasis on individualized instruction geared to the needs of each child and counseling services designed to reinforce the individual worth of the child will be provided.

A. PROBLEM AREA

Southwest Idaho schools have long been "traditional" in that course offerings have been dictated by tradition and college preparatory requirements rather than the real needs of youth. The area is rural with an agricultural base for the most part. Two cities of approximately 20,000 population are located in the area. These cities are surrounded by seven school districts jointly participating in this exemplary career education project. About 60% of the high school graduates do not go on to higher education and less than half of these finish with a baccalaureate degree or complete a vocational program. Nearly 20% of high school students drop out of school before reaching the twelfth grade. These young people, both graduates and non-graduates, then seek employment in the area in the basic industries of agriculture, agriculturally related occupations, light manufacturing and construction. Students are not adequately prepared with salable skills in many instances to qualify for any but menial types of employment with little future.

Changes in the school systems to make them more relevant and responsive to the real needs of youth and society are slowly being made as a result of the concerns of parents, industry, teachers, students, and others. Administrators are accepting the leadership challenge to change from academically oriented programs to dynamic comprehensive school systems focusing on the real needs of students.

Idaho's educational problems are complicated by the fact that the average high school enrolls less than 300 students. This, in itself, complicates the problem of providing for a meaningful vocational education program. Several years ago legislative authority was provided to permit contiguous school districts to establish cooperative associations in order to provide improved educational programs. As a result, the seven rural school districts who jointly submitted the career education proposal formed such as association to implement educational programs that would otherwise not be available. Experience has shown that close cooperation between districts is both possible and practical. Prior to the implementation of this exemplary career education model program,

vocational course offerings were primarily in vocational agriculture, home economics and business education. Programs which could make students aware of the world of work and to orient them to various phases of it were not available. No job placement services have been provided.

Guidance counselors have spent much of their time counseling students into academic areas. Most of them have had little background in vocational education or job experience other than in schools. Strong in-service programs are necessary to improve counselor competency in career education.

In the elementary and junior high school programs academics have been of prime importance. While the program must have major modification to make it more relevant to today's world, these changes must be accomplished gradually and systematically. In-service training for teachers to introduce career oriented materials and to develop new attitudes and competencies is needed. For junior high school students more exploratory experiences are necessary. For high school students actual skill training and work experience programs will help them to better bridge the gap between school and the world of work. In-service training of high school teachers to modify attitudes regarding the working world and to introduce a career orientation emphasis in the various academic disciplines is needed.

All students need an introduction to the many fields of work, both on the professional and technical level. Appreciation for every area of endeavor is essential. Guidance and counseling activities need to expand to help school leavers, graduates or not, to find employment or obtain post-secondary training of some kind if that is expedient for the student.

Many occupational misfits probably result from the attitudes of both parents and youth. While parents usually want to improve the lot of their children, they often ignore the realities of the occupational world. Youth often know too little about themselves and the world of work. This results in unrealistic career choices ending in disillusionment, waste and frustration.

Many of the most exciting career opportunities are

in areas where the talents of the non-college bound student are most applicable. Few parents, students, or counselors have been aware of these career areas. To meet the needs of all students, career education activities need to begin in the early elementary years. It is imperative that all students exit from the public schools with an awareness of career, training and education opportunities suited to them as individuals, since there are fewer slots each year in our economy for unskilled workers. The school is responsible to see that every student, upon graduation, is prepared with a salable skill to enter the labor market or is ready to continue his career preparation in a college or vocational school.

B. GOALS AND OBJECTIVES

This career development project is designed to create change in several areas of student achievement and attitude through the development and implementation of a program of occupational information, orientation, and exploration for grades 1-12. In-service training for teachers, specific skill training for employment and establishment of placement services for students. The program is designed to help all students in the seven participating school districts and three private schools to bridge the gap between school and work. More specific goals and procedures for accomplishment are included in section "C" Procedures Followed. The five project goals are:

1. To establish an effective pupil personnel service with the basic function of orienting elementary and secondary level students to the wide range of work opportunities available, and assisting them in preparing for these opportunities.

2. To strengthen and extend vocational education opportunities in the local area by providing work experience through cooperative education activities.

3. To provide an "Open Door Policy" to vocational programs which encourage students to enter occupational education programs at any age or without previous experience.

4. To provide intensive and specific job entry training for students not previously enrolled

in vocational programs just prior to their leaving school.

5. To provide intensive occupational guidance, counseling, and initial placement services for those individuals about to leave and/or those who have left school.

C. PROCEDURES FOLLOWED

The project is designed to create change in curriculum emphasis in each of the seven participating school districts and three parochial schools by making all instruction more relevant to the world in which students actually live. Because most students will spend 45 to 50 years in the working world it is important that curriculum be related to the needs of the individual in order that he can more effectively function as a productive citizen. The academic program is not being neglected because of the career education approach, but is being made more meaningful because students can better see the need for the instruction they receive.

First year procedures concerning recruitment of staff, planning activities and development of policies and procedures and the securing and development of resource materials have been continued and refined. Another resource specialist has been added to the staff. Three counseling and curriculum specialist now serve the program, one each in elementary, junior high, and high school areas. They are active in curriculum development, in-service training, demonstration teaching, testing and evaluation. A comprehensive program of occupational awareness, orientation, and exploration, as well as skill training and initial job placement has been implemented. Funds from a variety of sources have been combined to make a more comprehensive and practical career education program available to students. Information dissemination and data collection for final evaluation has been implemented and is well established as a project activity. Each of these areas of emphasis will be discussed in detail.

ELEMENTARY PROGRAM

The elementary program is involved with areas of occupational awareness and is integrated into the regular curriculum. Instruction is sequenced in the various grade levels to avoid duplication as children progress through school. Occupational awareness goals and suggested procedures were given teachers at pre-school workshops conducted at each school. A wide variety of specific career education activities and materials, many of them originating with participating teachers, were developed and conducted at all grade levels.

Many units of instruction have been developed by the elementary specialist to help students become aware of the occupational world. The resources of the community have been widely used for field trips. Resource people have come to classes to discuss various occupations and to answer questions from the children. Parents have been involved in providing transportation, on advisory committees and in other ways. Classes going on field trips have developed their own slide presentations describing the activities and learning received. This not only focused attention on the experience at hand but required the students to organize their thoughts, questions, activities in a meaningful way. They wrote and narrated their own scripts which greatly increased the learning experience. These slide presentations have been used to stimulate interest in career education workshops and training sessions for teachers and to provide actual career information to other classes of students.

A central career educational materials distribution has been established and is used by teachers and students in all the schools. A complete list of all materials together with suggestions for use is provided to each teacher and is kept up to date as new materials are added. Special interest centers featuring various occupations have been established at many schools. In some schools the occupations of parents are featured with students bringing materials and preparing bulletin boards. In some cases, parents actually come to classes to discribe their occupations. This procedure not only provides information to students but also increases the self esteem of both parents and children.

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A career education "Activity Book" was developed in a summer workshop (to be described in more detail in the In-service Training section) and 167 different ideas and activities are presented for use in all areas of curriculum. This guide has been provided for each teacher in the project area and many have been distributed throughout Idaho and many to other states. These short activities provide a great deal of career emphasis within the framework of the regular curriculum activities. It has been responsible for a more general acceptance of the career education concept as teachers are becoming more aware of the fact that practical application of learning must pervade all learning activities if they are to be meaningful. Career education is being approached as a process and a concept rather than as another "subject" in the curriculum. When all learning is directly related to all of life and to actual life situations then the best interests of children will be better served.

Demonstration teaching of some of the specially prepared career-oriented curriculum units has been used particuluarly with teachers reluctant to try new things. These demonstrations have resulted in more teachers becoming involved and actually enthused with the career education approach.

Monthly meetins with all elementary principals have been held to coordinate activities and to exchange ideas. These meetings have been very effective in obtaining administrative support. The principals have now developed scope and sequence activity charts to coorelate career education activities at the various grade levels to ensure that children are provided with instruction in a wide variety of areas and to prevent duplication of instruction.

Locally prepared video tapes, slide presentations and 8-millimeter movies have been used to bring information about local industries, career opportunities and information to the classroom. These have been well received and serve as an alternative to field trips which are not always possible or practical.

The entire career education concept has been well accepted and used at the elementary level. Teachers and administrators have been quick to see the in-

creased interest in the children when learning is related to life and to future jobs.

Teacher evaluation of career education activities and materials is an ongoing process. Pre-post tests are effectively used to determine what learning is taking place. In-service activities are evaluated by participants and modifications in procedures made when experience indicates this is desirable.

SECONDARY PROGRAM

More in-depth exploration and orientation activities are used on the secondary level. Junior high school students were actively involved in self awareness activities and in the exploration of occupations within the areas of measured interests. All of the seventh grade students in all districts were involved in a self awareness unit of instruction developed by the staff specialist assigned to junior high activities. In this instructional unit students are helped to see the value of the instruction they receive at school to future occupations. Parents are involved as children learn to evaluate various qualities they have as individuals. This communication with the home has been very effective not only to the benefit of individual children but in disseminating information about the entire career education concept. Parents are very enthusiastic about the approach and have been heard to comment, "It's about time we got back to practical things". Parental acceptance of the career education concept has exceeded expectations.

All eighth grade students took the Kuder Vocational Interest Inventory. After the inventory was scored each student plotted his own interest profile as measured by this instrument. This was then followed up by instruction designed to help students learn what interests and qualifications are required in various job families. Students learned to do research in various occupational areas and to make judgments with respect to their interests and aptitudes. Writing assignments were made involving occupational interests. Interest in this program remains high and many teachers have capitalized on the approach in other areas of curriculum and have related instruction to life situations

involving occupations. Every junior high student in every school was involved in career education activities and have enjoyed the results. Many well planned field trips were taken to occupational areas in which students expressed interest. Parents were involved in planning, transportation and other necessary activities. Advisory committees have worked with students and faculty to broaden student experience and opportunities.

More "hands on" activities are needed at the junior high level to provide orientation experience in a broader spectrum of activity. However, until more facilities are available at the various schools, this will not be possible. Two of the seven districts are currently building junior high facilities and this problem will be alleviated in those districts. Good orientation activity has been carried on in each of the schools within the framework of available resources.

Good use has been made of orientation materials provided by the project. Individual schools are adding career information materials as they purchase library and other media resources.

The Ohio Vocational Interest Survey (OVIS) was administered to all tenth grade students. Language arts classes were chosen as the curricular vehicle for this survey in order to involve the language arts teachers who sometimes feel that career education does not concern them, and to ensure that every tenth grade student participated. The project specialist assigned to high school activities designed the teaching units that followed the administration of the OVIS and students had an opportunity to explore in some depth various occupations and employment conditions that were of interest to them as measured by the instrument and others on which they decided themselves. Research and writing activities in the language arts classes were geared to this career oriented unit. Student interest was high and many students learned to enjoy reasearch and writing for the first time because they were doing things that were of primary concern to them and their future. Many perceptive teachers saw the increased interest of the students and have modified their instructional materials and approach to better accomodate the philosophy of career education, while at the same

time helping students to understand other values in the language arts curriculum.

Career orientation and exploration in other areas of curriculum have been provided for through a number of units of instruction developed by project personnel designed to relate instruction in curriculum areas to possible future employment. Simulation activities and in-depth studies individually designed and carried out for the benefit of each student have been widely used. Project specialists have provided help and assistance to regular teachers as needed. Some demonstration teaching has stimulated some of the teachers to get involved with career education materials.

The General Aptitude Test Battery (GATB) has been administered to 75% of all seniors in the nine participating high schools. This was done prior to December first in order that school counselors would have the results in sufficient time to assist each senior with intensive counseling services before he left school, through graduation, employment of for any other reason. In the first year only 54% were tested, but when the local schools realized the value of the information derived from administration of the GATB, interest immediately multiplied. All counselors in the schools are now certified to administer and interpret results of the GATB as a result of cooperative training programs sponsored by project specialists and the Department of Employment.

In addition to the orientation activities carried on at the various high schools, seven specific skill training programs have been developed and implemented in addition to those provided by participating high schools. These training programs are designed to provide entry level occupational competency in job activities for which employment opportunities exist. All are provided in three-hour blocks of time daily. Funds from various sources have helped finance those programs not funded by the project. Because the participating districts help pay the costs of these training programs, their interest has remained high. Skill training is provided in the following areas:

1. Automotive mechanics and tune-up
2. Industrial mechanics
3. Consumer electronics
4. Secretarial and Clerical Office Practice
5. Hospitality Occupations and Service Training (HOST)
6. Health Occupations Orientation and Nurse Aide Training
7. Cooperative Education Program in Agriculture Related Occupations

The first three training programs listed, (1) Automotive mechanics and tune-up, (2) Industrial mechanics and (3) Consumer electronics, are two-year training programs providing 1080 hours of training and experience. They are oriented to actual practical advice on course content and methodology, equipment and employment opportunities. Because interest in these training programs is high, it is necessary to establish a quota system for each high school with local school counselors screening the applicants for admission on the basis of interest and aptitude. Rented facilities are used to house these programs. It is hoped that a central facility can be built to house these and other occupational training programs. The other programs (4) Secretarial and clerical office practice, (5) Hospitality occupations and service training (HOST), (6) Health occupations orientation and nurse aide training and (7) Cooperative education program in agriculture related occupations are of one year duration and provide 540 hours of training experience. While funding for some of the training programs is outside the project, all are administered by project staff. Quality of training provided in these programs is equal to that provided by any of the post-secondary schools in Idaho or elsewhere. By providing this training at the secondary level, those students who, for a variety of reasons, will not go beyond high school, will be able to enter the employment market with a salable skill and better compete for jobs available. Interest in the training programs has been very good. Since the career education program has been implemented, the dropout rate has been significantly reduced.

In addition to the training programs provided, a job placement service has been established to assist school leavers, whether graduates or not, obtain employment. This is closely coordinated

with the counselors in the nine participating high schools. More than 140 employers are currently listed in the placement file.

A student follow-up program has been established with the goal of using the experience of school graduates in improving future educational programs. Over 50% of school leavers (graduates and non-graduates) in the nine high schools have returned the survey. Results of the survey have been very revealing in pointing out areas of curriculum which have not really helped but have probably been offered because of tradition or college entrance requirements. Other areas have been reinforced as areas of real need. Respondents were almost unanimous in deploring the lack of occupational training in the schools. They have learned that the high school diploma without a salable skill is not in particular demand. This survey has been very valuable in convincing school systems and communities of the urgent necessity of increased career education and occupational training in both public and private schools in the area. The survey will be repeated this year. Interest in this career education program is now statewide and many requests have been received for information, materials and procedures. Many people from schools and other agencies have visited the project.

An occupational information center and free loan service has been established. Current lists of available materials are provided to every teacher and administrator in the project area and wide use is made of the materials. Project specialist frequently take appropriate materials with them in their visits to schools and assist teachers in using them. Teachers also come to the project office to obtain other materials. Local high schools are starting to establish occupational information centers in their own schools for better use by students. Counselors, in cooperation with project specialists, are actively involved in the selection and use of these materials.

In addition to the cooperative education program in agriculture related occupations, a special cooperative education program for potential and actual dropouts is in operation and provides participants with employment opportunities and the

chance to develop a more positive self image. The work experience coordinator also maintains contact with students who have dropped from school, giving the dropout additional opportunities to evaluate himself and his future. This program is funded from sources outside the project but is administered by the project director as a part of the total career education program.

The cooperative education program will be expanded next year in order to serve more students. The success of the agriculture related program has pointed the way to the need for this experience and training in other areas of the economy. The concept is well accepted by the business community and many valuable training opportunities will result.

A revised and improved testing program has been established and implemented. A master schedule for all testing in all high schools is coordinated through the project office by project specialists. The Kuder Vocational Interest Survey, Ohio Vocational Interest Survey (OVIS), and the General Aptitude Test Battery (GATB) are directly administered by project personnel in cooperation with local schools. The master schedule has assured harmonious working relationships and assured that necessary testing could be done when needed without conflict with local programs. Previously mentioned instruction follows the administration of tests administered by the project and many opportunities to present career related instruction have resulted. Pre-post tests are used in connection with the instructional materials developed by project specialists. The testing program is designed to help students better understand themselves and their occupational options. Teachers cooperate with counselors and project specialists in assisting students better understand their own potentialities.

IN-SERVICE TRAINING

In-service training has been a vital part of all project activities and has been actively pursued at all grade levels during the year. Principals and superintendents have been involved on a monthly basis in development of goals and methods to be used in their own schools and

districts. Project personnel conducted preservice workshops at each school before the school year began and project goals, methods and materials were presented to all teachers and administrative personnel. Elementary teachers were given released time to participate in workshops conducted by the elementary specialist, designed for their particular grade level. Many after school workshops were provided at individual buildings and every elementary teacher participated several times during the year. A great deal of in-service training was provided on a small group basis to provide assistance to teachers with particular interests and needs. A special career education workshop sponsored by the Northwest Regional Educational Development Laboratory, Area Manpower Institute for the Development of Staff, (AMIDS), was provided and 30 teachers, counselors and administrators participated. A special Saturday workshop featuring Tom Williams, Career Education Specialist, Oregon Board of Education, Salem, Oregon, provided special training for 150 participants. A credit graduate course, "Curriculum Development in Career Education", was provided and 130 teachers, counselors, and administrators were involved. One of the requirements of this course was that each participant write a career-oriented unit of study related to his teaching field and actually teach the unit, then provide a critique of the results. This technique not only got the teachers involved with career education philosophy but actually got them started. It was one of the most successful ideas used and has been instrumental in a great many teachers becoming "converts" to the benefits derived from making curriculum relevant to life. In June a two-week summer workshop was conducted at the College of Idaho, Caldwell, Idaho, by Mr. John Odgers, Ohio State University, and Dr. Norman Gysbers, University of Missouri. Twenty teachers participated as well as the project staff. As a result of this workshop sufficient ideas were generated to produce a special Career Education "Activity Guide" previously mentioned. This guide was developed and printed during the summer and provided to all teachers at preservice workshops in late August. It has been a very successful device and is being regularly used by teachers in the classroom with students. All project personnel, counselors and vocational teachers participated in the summer

workshop on vocational education sponsored by the Idaho State Board for Vocational Education at Lewiston, Idaho.

In-service training has been a very vital part of project activities and has been the means by which most teachers became involved with career education. It has also permitted project staff to become acquainted with the teachers and administrators in all buildings and to effectively work with them. In-service training of teachers is the key to success when new educational techniques are implemented. There is a distinct enthusiasm for the career education philosophy in the project area and children are the beneficiaries.

DISSEMINATION OF INFORMATION

A comprehensive information program has been established and taken to local, regional, state and national forums for distribution and use. Educational, civic, labor and other organizations and individuals have been involved.

A complete bibliography of career related information is provided to all project staff and teachers in the project area. This is kept current as new information is received.

Two specially prepared slide presentations detailing project activities have been prepared and widely used before local, regional and state school administrative organizations and from there much has filtered to many schools in the state and nation. Presentations have been made before the Idaho State School Trustees Association, the Idaho School Superintendents Association, Governors Advisory Board for Vocational Education, the combined staffs of the Idaho State Department of Education and the Idaho State Department of Vocational Education, Region X project directors and other educational leaders in Portland, Oregon, Idaho State summer conference for vocational teachers and counselors, and the state conference of the Idaho Personnel and Guidance Association.

The program was selected in national competition for a presentation at the American Personnel and Guidance Association National Conference in San Diego, California, February 12, 1973. Following

presentations at all the foregoing agencies, organizations and conventions information has gone to a variety of publics and many requests for information and materials have been filled. Many visitors have come as a result of information received at conferences with the result that the career education philosophy is widely accepted in Idaho and elsewhere and many children are deriving the benefit of a more meaningful educational experience.

An eight-page newspaper supplement has been widely distributed. Brochures and news releases have been effective. A special promotion committee has been established with representation from all communities in the project area to promote the career education concpet.

The project will participate in a Satellite Technology Demonstration sponsored by the Federation of Rocky Mountain States, Denver, Colorado. Eight western states will participate in this demonstration. Career education programs designed for junior high school students will be broadcast daily and received for the benefit of area students. Seven sites in Idaho will participate with this being one of the sites. The Federation learned of this career education program one of the many presentations we have made with the result of an invitation to participate in the demonstration.

The Idaho State Department of Education has established a career education program and has used the program as a model. The director was invited to accompany State Superintendent of Public Instruction, D. F. Engelking and State Vocational Director, Roy D. Irons on a statewide tour in October 1972 to discuss career education and methods of implementing this concept into school curricula. Six presentations were made to regional school administrators, trustees and industrial leaders. As a result, career education is becoming a part of the curriculum in many Idaho schools. The project has filled many requests for information, curriculum materials, lesson plans and ideas in the school districts of Idaho.

Dissemination of information will continue to be an important part of project activity. Good ideas are only as good as the use made of them. This career

education program has had wide exposure and acceptance. Many children in the project area and statewide are direct recipients of the benefits.

D. RESULTS AND ACCOMPLISHMENTS

Acceptance of career education in the project area schools has carried over into the community, where outstanding support has been received from business and professional people and from the communities at large. Specific procedures and accomplishments have been detailed in the section "Procedures Followed".

Project goals as outlined in the original proposal are being accomplished. All timelines and objectives are on schedule. The amount of material produced and results expected have been exceeded. Elementary teachers have been effective in implementing career awareness activities into the curriculum. Project specialists have developed many units of instruction and provided in-service training and demonstration teaching. Special all-day workshops have been conducted for elementary teachers with the project providing substitute teachers. Field trips have been more effective.

One hundred percent of seventh and eighth grade students participated in orientation activities provided by project specialists. In-service training has been effective. Workshops and special training courses offered have been practical and productive with visible changes in teacher performance apparent.

High school students have participated in numerous activities designed to help them make more effective career choices and to make them more aware of the occupational world and the demands made on members of the work force.

Skill training has been provided in seven different areas in addition to that provided by the individual high schools. Placement and follow-up activities are functional. Intensive occupational counseling is being provided to all, but particularly to school leavers, graduates or not.

A special promotion committee has been established to promote the career education concept and to

devise means of continuing successful activities when project funding terminates. Favorable legislation has passed the Idaho legislature which can make this goal possible.

Dissemination of information about the project has been effective and has resulted in many schools implementing career education programs. Publications, presentations before various strategic groups and in-service training have all been effective means of information dissemination.

Evaluation of results has been made by an independent evaluation audit team and the report is included in its entirety with this report. Overall, the evaluation team was convinced that career development as developed and applied in this exemplary project has been and will continue to be an effective force in improving the educational opportunities and successes of students.

E. EVALUATION

ERIC

F CONCLUSIONS AND RECOMMENDATIONS

The school systems and the participating communities are reflecting the positive impact of the project. Most aspects of the program can be effectively transferred to other districts. The State of Idaho has adopted the career education concept officially and has used the model developed in this project as a guide.

Attitudes of teachers and other school people have become more positive toward career education over the past year. Elementary, junior high and senior high school teachers have requested and received further exposure to career education through small workshops and in-service training. A continuing interest in curriculum development in career education is evident from the participation in graduate classes.

Career education, particularly at the secondary level, must begin with an analysis of the reasons children are being educated. Education for life must include preparation for work and schools must learn to design curriculum with this fact in mind. A good start has been made. Skill training and placement must become a more effective part of all education. The dignity of all honest work must be better emphasized and accepted. Continued emphasis on individualized instruction geared to the needs of each child and counseling services designed to reinforce the individual worth of the child will be provided.

EVALUATION REPORT

Project No. 161176
Grant No. OEG-0-71-3889(361)

Exemplary Cooperative Education Program For the Development of Occupational Skills, Work Habits, and Attitudes

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90.576

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August 1, 1973

ERIC

Exemplary Cooperative Education Program
for the
Development of Occupational Skills Work Habits and Attitudes

Summary

This report covers the second year of a three year project. This exemplary cooperative education program is for the development of occupational skills, work habits, and attitudes. It is sponsored by seven school districts in Canyon and Owyhee counties in Southwestern Idaho and includes a total enrollment of 6676 students in twelve grades in seven separate rural public school districts and three parochial schools. The purpose of this project as an exemplary program is to stimulate new ways to create a bridge between school and earning a living, to promote cooperation, to serve as a model, to implement change and to disseminate and demonstrate to other schools. The primary function of the program is to coordinate intial and rational training of elementary and secondary level students, to orient them to the wide range of work opportunities, and to provide job training and placement. The objectives of the program were:

1. To establish an effective pupil personnel service with the basic function of orienting elementary and secondary level students to the wide range of work opportunities available.

2. To strengthen and extend vocational education opportunities in the local area by providing work experience through cooperative education activities.

3. To provide an "open door" policy to vocational programs which encourage students to enter occupational education programs at any age or without previous experience.

4. To provide intensive and specific job entry training for students not previously enrolled in vocational programs just prior to their leaving school.

5. To provide intensive occupational guidance, counseling, and initial placement services for those individuals about to leave and/or those who have left school.

The project is being conducted by a project director, three guidance personnel specialists, one full time instructor-coordinator, four full time instructors, and an office secretary. The total costs of operating the project for the second year were $141,132.00, which provided for the development of class room units of instruction to be taught by local teachers, orientation of students in career

occupations, in-service education for teachers, guidance and testing for vocational education, and skill training programs at the secondary level.

The evaluation was conducted by a third party team on-site visit during which students, teachers, counselors, administrators, trustees, and cooperating employers were interviewed and statistical information was collected. Several survey instruments were used to collect data.

The project in its second year of operation was highly successful. The five broad objectives included in the original proposal were met. In addition to these five broad objectives more specific teacher objectives were met. All activities of the project were directed toward the accomplishment of these objectives. The project is operating according to its stated guideline and timetable.

The attitudes of teachers, counselors, school administrators, trustees, and members of the community are positive toward the project and are supportive of its activities. There is evidence that the project has had a positive impact on the attitudes toward and awareness of career education. Teacher morale throughout the project year has been good.

It is recommended that the curriculum development activities be continued and refined; that expansion of the skills classes be continued; that the highly successful teacher training programs be continued and expanded; that the cooperative placement program be expanded; that there be greater utilization of the instructional units at the high school level; that the foods class be discontinued; and that dissemination activities be increased statewide to better enable this project to serve as a model for career education programs being installed in various schools throughout the state.

It was concluded that the project was productive and successful in terms of over-all goal attainment; that project procedures have been improved; that weaknesses have been strengthened; that the project has been a catalyst to bring about meaningful change in the schools; and that the project has been most affective in influencing teachers in the elementary and junior high levels while major efforts toward students at the high school level has been through counseling, specific class activities, and skill training. This exemplary project has been and will continue to be an effective force in improving educational opportunities and successes of students. There is no doubt that the project should be continued.

The first year accomplishments were recruiting and employing the staff, planning the activities, developing policies and procedures, securing initial resource materials, in-service training of teachers and counselors, installing skills classes, beginning rudimentary placement program, developing teaching materials, and disseminating information.

Second year activities involved further developing and refining of the first year accomplishments, expanding staff, broadening of the career orientation and awareness programs and making them an integral part of the regular classroom curriculum, starting a skills class in electronics, coordinating a teacher education program, and initiating a promotion committee to continue the project's programs after termination of federal assistance.

INTRODUCTION

The exemplary program described in this evaluation report brought service to about 6700 students of grades one through twelve and 350 educators in seven rural school districts and three parochial schools. With an expenditure of $141,132.00the project operated a pupil personnel service, operated work experience programs, conducted skill training, developed an "open door" policy to vocational programs, and provided placement and follow-up capabilities for the students.

This project is designed to create change in several areas of student achievement and attitude through the development and implementation of a program of occupational information, orientation, and exploration for grades one through twelve, in-service training for teachers, specific skill training for employment,and establishment of placement services for students. It is designed to help all students bridge the gap between school and work.

The pupil personnel specialists provided in-service training for local school personnel; initiated guidance services to students, developed or adapted career education units for classroom use in grades one through twelve, helped organize testing; helped set up student placement files; and designed follow-up procedures for vocational classes.

A cooperative education program initiated last year was continued while intensive skill training was provided in hospitality occupations and service training, secretarial and clerical office practice, industrial mechanics, and auto tune-up. An electronics class was initiated for the 72-73 school year.

An "open door" policy was established and used by organizing the vocational instruction into modules in which a student could enter or leave at varying times.

Job placement and follow-up procedures were established in the local counselor's offices at each of the high schools.

A staff of well qualified educators was selected. A resume of each may be found in the appendix.

The Canyon-Owyhee School Service Agency, an incorporated organization of seven public school districts in rural Canyon and Owyhee Counties in Idaho, sponsors the program with one of its members, Canyon School District #139, as the fiscal agent. The project period is for three years beginning in July, 1971. The project is now in its second year of operation.

PROJECT DESCRIPTION

Historical Development

Several years ago a group of parents, school trustees, administrators, counselors, and teachers of Canyon and Owyhee Counties met to discuss what they might jointly do to provide better educational programs and services for the children of Southwest Idaho. This was the first step in what eventually led to the application and funding of this exemplary project in vocational education. The meetings continued and eventually seven of the school districts joined together to cooperatively provide educational programs and services for the children in their schools. Vocational education was the subject most often talked about. Special education, psychological services, speech therapy, and bi-lingual education were also included. Then, in 1969, legislative authority was provided to permit contiguous school districts to establish cooperative associations in order to implement educational programs. As a result the seven school districts formed the Canyon-Owyhee School Service Agency. The seven school districts include: Canyon School District #139, Wilder School District #133, Middleton School District #134, Notus School District #135, Parma School District #137, Marsing School District #363, and Homedale School District #370. For a map of this area see Appendix I. This association is the only one of its kind in the state of Idaho and demonstrates that it is both possible and practical to have cooperation among school districts.

The Locale

The application for this exemplary project is under the sponsorship of Canyon School District #139. The exemplary project area is rural with an economy based on agriculture. The area includes two cities with a combined population of about 35,000, but the city schools are not participating in the exemplary project. Traditionally, the school systems have been academically oriented, stressing the college preparatory curriculum. The majority of high school graduates do not go on to higher education and many drop out of school before reaching the twelfth grade. The dropout rate of the seven public high schools in the project area averages 8.3 per cent of the enrollment during the 1970-71 school year for grades nine through twelve. The accumulative dropout rate of an average class in Idaho between eighth grade graduation and high school graduation is 18 per cent. These unskilled young people then seek employment in the basic industries of agriculture, agriculturally related occupations,

light manufacturing, and construction. Not only dropouts, but also high school graduates, are not adequately prepared with salable skills to qualify for any but the menial types of employment with little future.

Since the majority of the people work in agriculture or in the related food processing industries, it can be readily understood that per capita income in this area is low. There are also many migrants and other minimally prepared people in the area. Unemployment normally exceeds seven per cent, even though job opportunities requiring skills are unfilled. These problems have been intensified by the fact that this is a growing state and the growth has been concentrated primarily in this area. Along with this growth has come an increase in the number of families receiving welfare. The number of small children eligible to receive free school lunch in the project area is spiraling.

The School Systems

There are twenty-six school buildings in the seven participating school districts all within a twenty-five mile diameter in Southwestern Idaho. Each building houses various combinations of grades one through twelve. Three of the schools are parochial. One parochial school includes grades one through six, another grades nine through twelve, and the third school, grades seven through twelve. The student population in the area was 6568 students during the 1971-72 school year, and 6676 during the 1972-73 school year. The enrollment by school district is shown on Appendix 2. The smallest school is a grade school with an enrollment of 112. The largest is a junior-senior high school with an enrollment of 960.

Expenditures per child in the seven participating school districts range from a low of $482.40 per child to a high of $638.74 with an average of $550.00. This compares to the average statewide pupil cost of $552.91 for maintenance and operation costs. None of the costs quoted here include capital outlay for construction or amounts expended through various federal programs. Four of the school districts have voted tax levies in excess of the thirty mills which Idaho School Boards are authorized to levy. In the past four years three bond issues have been passed. One bond issue passed in Canyon School District #139 and the other in Homedale School District #370. The most recent was Middleton for a junior high school.

Educational programs in the local schools were primarily academic. The only vocational courses available to the seven district's students at the beginning of the project are listed in Appendix 3. The only additions are those in this project. Vocational agriculture and home economics courses receive partial reimbursement under provisions of

the Idaho state plan for vocational education, as do the business related courses in four of the schools. The rest of the listed courses have been completely financed on a local basis. Before the implementation of this project there was no job orientation in the grade schools or junior highs and no organized program in readiness for an occupation available to the students in the project area. The counselor-pupil ratio at the junior-senior high school level averages 1 to 265 in the seven districts. Assistance is given to elementary guidance activities as much as possible. None of the participating elementary schools has a trained counselor specifically assigned to elementary schools only.

The Need For This Project

Special factors were involved in making application for this project. A need was realized and educators of the area had been meeting in an attempt to develop a plan to accomplish these kinds of objectives for several years prior to the availability of funds. The type of school district organization; the population dispersion; the financial problems of the schools; the attrition rate of students; and the commonness of educational goals for vocational programs pulled the school districts together. They had incorporated the Canyon-Owyhee School Service Agency, a natural parent for this exemplary project. It appears the time and the place were ready to implement a project in vocational education. A survey conducted by Dr. Kenneth Loudermilk, University of Idaho Research Center, in 1967, indicated that there was a definite need for expansion of the vocational education offerings in the Canyon-Owyhee area. Encouraged by the results of this survey, the state superintendent and the state director for vocational education met with local school superintendents to determine what kind of program could be offered. Subsequent meetings with PTA's and other parent groups indicated both need and interest to expand offerings of vocational classes for secondary students. There was also a need to do a much better job of orienting junior high students to the world of work and development of career concepts in grade school children. This expression brought out the need for more vocational counseling. Traditional counseling, where available at all, was limited primarily to testing programs and school problem counseling. Consolidation of these rural school districts appear to be both unpopular and not feasible under the state law.

PROGRAM EXPLANATION

The Scope

The exemplary program was designed to serve seven rural school districts as a dynamic, relevent , and effective model for vocational education in Idaho, using a career development approach. It is a part of the comprehensive program and an important integral section of the total occupational offering. It seeks to involve every student in the target population of over 6600 pupils in grades one through twelve in the Canyon-Owyhee School Service Area in Southwestern Idaho.

The program has five basic objectives which complement existing programs of vocational instruction and add a new and improved vocational skill training emphasis. The five basic objectives are:

1. To establish an effective pupil personnel service with the basic function of orienting elementary and secondary level students to the wide range of work opportunities available.

2. To strengthen and extend vocational education opportunities in the local area by providing work experience through cooperative education activities.

3. To provide an "open door" policy to vocational programs which encourage students to enter occupational education programs at any age or without previous experience.

4. To provide intensive and specific job entry training for students just prior to their leaving school.

5. To provide intensive occupational guidance, counseling, and initial placement services for those individuals about to leave and/or who have left school.

Personnel

Personnel in the exemplary project include a director who devotes 75 per cent of his time to the project, three full time guidance specialists, four full time instructors, and one full time secretary. Also a full time instructor-coordinator paid from cooperative education funds is written in this project as complementary personnel.

Para-professionals were hired for short periods of time as they were needed to score tests, prepare dissemination materials, and perform odd jobs as the need arose. The relationship of personnel is described in the personnel chart in Appendix 4.

The director began his duties in July of 1971 and accepted applications for the other positions. A secretary was employed in August, one guidance specialist was selected for the elementary level and one for the secondary level in September of 1971. By December of 1971, teachers had been recruited for the industrial mechanics, hospitality occupations, and office practice units. During the summer of 1972 an elementary guidance specialist was added and there was a change of personnel in the secondary guidance specialist position. At this time an electronics instructor was added to the staff and replacements were secured for the foods instructor, the secretarial office practice and project secretary.

The personnel selected to serve in the project were well qualified to fill their respective positions. A data sheet on each of them, arranged in order of job title is available in Appendix 5.

Morale of the staff was high throughout the year and each of the members was enthusiastic about the project as a whole and was pleased for his opportunity to participate in it. Each of the certified staff members employed in the fall had the opportunity to gain in-service training and they all took advantage of a workshop, training conference, or a graduate course.

Organizational Detail

This report covers the second year of the three year project. The first year, beginning on July 1, 1971, was primarily a year of organization, planning, orienting, and developing the career units to be used in the local school classrooms.

During the second year procedures relating to recruitment of staff, planning, policy development and selection, and development of resource materials has been expanded and refined.

The duties and responsibilities of the project director have remained essentially the same. When the third guidance specialist was added the responsibilities in this area were divided into three assignments. A guidance specialist was assigned to each of the following areas: elementary, middle or junior high, and senior high school.

The office and personnel in the project were relocated in a more spacious and suitable building in a more central location. Some of the secondary level classes were also moved to the new location, although the primary activities of the project continued to be conducted in each local school as an integral part of their curriculum.

In-service programs were a key factor in achieving impact on the students. Such programs were conducted for counselors, teachers, administrators and school trustees. A more detailed description of this component may be found in the discussion of project activities.

Project Activities.

The primary function of this project is to coordinate initial and rational training of elementary and secondary students, to orient them to the wide range of work opportunities, and to provide job training and placement.

Last year, the first year of three proposed, the exemplary project was initiated. Activities actually started in July of 1971. The newly employed staff conducted an intensive search of literature, secured materials and facilities, planned the skill training curriculum, disseminated information about the project, and held orientation meetings with school personnel, advisory committees and community members. Curriculum materials were both developed and selected and educators were provided in-service workshops in career education. Guidance specialists were involved in testing programs, demonstration teaching and coordination of activities between schools, employment offices, prospective and cooperative employers, and the creation of a library of resource materials.

During this year all of these activities were continued in further developing plans and refining processes.

Major activities of the project year are grouped as follows:

Elementary Level - Elementary students received instruction in special units on career awareness adopted or developed by project staff and/or grade school teachers. An evaluation check revealed approximately 100 teachers (approximate because of teaming) provided instruction of more than 50 different career awareness units to a little over 2400 students. In addition to the instruction, participants had opportunity to evaluate each unit. Each elementary teacher received printed materials relating to career education and a list of resources from the project center. In addition to in-service training discussed in another section of this report, each teacher received individual assistance from the guidance specialist in implementing the program in the curriculum at her grade level. By the end of the

school year all children had received instruction in at least one career education unit.

Junior High Level - Junior high school students received broad occupational orientation through instructional exploration units. The primary goal of these units was to increase student awareness of the wide range of options open to them in the world of work. The seventh grade unit is concerned with the development, or increased awareness, of a positive self-concept. Career exploration activities include an in-depth study of job families and classification. Parents are included in units on occupation information and goal setting. An attempt is made to increase the students knowledge of why certain academic subjects will be useful in future career choices. Over seven hundred students participated in the seventh grade units.

The units taught in the eighth grade also have a heavy guidance component. Emphasis here is centered around the students interests as indicated from scores from the Kuder Interest Survey. Activities at this level were very successful last year and one school has implemented a class in it's curriculum that lasts the full school year in career exploration. Nearly seven hundred eighth grade students received extensive instruction through career exploration activities.

Instructional materials, resource materials, guides, guidance services, and in-service education were also provided to the junior high schools.

High School Level - Activities at the high school level include instructional units designed to implement career development conducted by regular high school teachers in conjunction with their instruction in academic areas; in-service education for teachers, counselors, and principals; guidance services, both directly and indirectly; a testing program; skills classes for 128 students; placement services; graduate follow-up; coordination of the schedules of the participating high schools; organizing local high school vocational classes into modules of instruction to provide open entry-open exit; and cooperative work-experience programs.

In-Service Education - In-service education has been a significant activity of the project. In-service education was provided to participating teachers, teachers outside the project area, counselors, administrators, and project staff.

Prior to the opening of school pre-service workshops were conducted for local teachers by the director and three guidance specialists. All teachers attending the usual pre-school orientation meetings of each local school were reached.

In September, all junior high school teachers received in-service education on the seventh and eighth grade instruction units. Sophomore English teachers also received in-service training in evening sessions to assist them in implementing prepared career education units.

The staff planned and organized a graduate level class for all educators in the area to facilitate curriculum development and understanding in career education. Fifty enrollees were expected, however 130 enrolled and 126 completed the class. The number from participating schools was 112.

Administrators and counselors were provided in-service training with several special tours of the program to develop understandings, stimulate activity and exchange ideas.

The project sponsored a follow-up workshop with the Area Manpower Institute for Development of Staff (AMIDS) a division of the Northwest Regional Educational Development Laboratory.

An in-service breakfast and training session was conducted in November with Mr. Tom Williams, Oregon State Department of Education as featured presenter. Over one hundred educators participated.

The project hosted the state employment service's refresher course for counselors in administering and interpreting the General Aptitude Test Battery.

A summer career development workshop at the College of Idaho has been planned as well as a Vocational/ Career Education Summer Workshop at the College of Southern Idaho. In addition to the more formal in-service education, many less formal in-service activities were conducted. Most of these were on a one-to-one basis with principals, counselors, and teachers.

Staff members received in-service education by having one or more members attend the Career Development Workshop in Boise, Idaho in August, a national meeting for exemplary project directors and evaluators in Washington, D. C., Vocational Counselors Days at the

state's colleges and universities, the American Vocational Association meeting in Chicago, the American Personnel Guidance meeting in San Diego where they also presented slides on the exemplary project, and a special visit to Freedom High School in Albuquerque, New Mexico. Some staff members also participated in the graduate level classes and seminars previously mentioned.

Instructional Materials and Equipment

Many of the instructional materials were assembled from materials normally found in the local schools. All of the materials developed by the project staff or under their immediate direction were reproduced at project expense and distributed to local teachers. Instructional materials and equipment for mechanics and electronics classes that were purchased by the project to date are minimal office equipment including a typewriter, two tape recorders, a television camera, ten tape listeners, and a slide projector.

An extensive resource center is in the process of development. Materials and instructional equipment are being selected, evaluated, catalogued, and filed for use. The collection of instructional units is being constantly enlarged and revised and updated copies are supplied to local schools.

Budget

The total anticipated budget for the three year period for the project is $339,500.00. First year expenditures totaled $71,131.00, allowing $31,159.00 to be carried over to the budget for the second year.

Expenditures for the second year totaled $141,132.00. A complete budget is shown in Appendix 6. These expenditures may be broken down in major categories as follows: salaries and fringe benefits, $97,483.00; travel, $5,000.00; supplies and materials, $9,699.00; communications, $1,100.00; services, $2,600.00; demonstration and dissemination, $2,000.00; equipment, $15,000.00; and other direct costs, staff development, and facilities rentals, $4,200.00. The total expenditures were $141,132.00 of a total budget of $144,249.00 leaving $3,117.00 to be carried into the final year of the project.

EVALUATION

Procedure

The evaluation was conducted by a team of four members. The membership was composed of a public school administrator, a representative of local industry, an area vocational school counselor, and an elementary school teacher.

Data was gathered from students, teachers, counselors, administrators, parents, trustees, and employers. Five visits were made on-site by the chairman of the evaluation team and the entire team visited once in the spring. Interviews were used to supply supplemental data.

Objectives of this project are quite broad and state procedures to be followed and goals to be accomplished rather than anticipated outcomes. Evaluation of the product was attempted in terms of more specific teachers objectives and opinions of those surveyed.

The evaluation was designed to answer the following questions:

1. To what extent did the project meet its objectives?

2. Did the project have a positive impact on the attitudes of students, teachers, parents, administrators, and community leaders?

3. Did skills training programs enable students to secure jobs for which they were trained?

4. Is the project effectivley developing curriculum materials in career education?

5. Was the project effective in incorporating career education into the traditional school curriculum?

6. Were teacher objectives related to the project objectives? Were they effectively accomplished?

7. How was the project managed?

8. What was not successful and why?

9. To what extent have others had opportunity to become aware of the exemplary project?

The findings relative to each of the above questions are presented in the following discussion.

I. How well were objectives met?

Each of the five major objectives (see page one of this report) were treated separately in the evaluation and data compiled from activities relating to each. Appendix 7 is a comparison of the sub-objectives of the project and what the evaluation team actually found.

The processes outlined in the sub-objectives were carried out very well and in most cases stated numbers of expected accomplishments were exceeded. The activities were initiated on or before the indicated date.

Objective 1. Pupil Personnel Service

The intent was to establish a pupil personnel service with the basic function of orienting students to the wide range of work opportunities available. They were to develop and implement at least fifteen instructional units during the second year. The plan called for at least sixty-five per cent of the classroom teachers in the project schools to receive in-service training by the end of the second year. Local counselors were to be in-serviced and seventy-five per cent of the seniors were to be given the General Aptitude Test Battery (GATB) with intensive follow-up counseling.

The three guidance specialists developed more than fifteen instructional units and simulations utilized and evaluated by classroom teachers. They taught, tested, and counseled students. A master calendar was developed listing all testing dates and tests used in each of the participating schools. This calendar enabled the collection and analysis of diagnostic data for the program and assisted local counselors in implementing career development programs in connection with their regular guidance duties.

The attitude survey completed by local counselors indicate they were in accord with the objectives of the project.

Guidance specialists provided in-service education to all teachers by group methods, individually, and also by coordinating graduate education courses. One hundred thirty were enrolled in the "Career Education Curriculum Development Class". Additionally, college level workshops were initiated by the personnel. Through in-service efforts in cooperation with the department of employment and resident counselors intensive career counseling was provided seniors before graduation. Seventy-five per cent of the seniors completed the G.A.T.B. with follow-up counseling. This compares to fifty-four per cent of the seniors last year. Through in-service efforts all resident counselors are now certified to administer and interpret the G.A.T.B.

Objective 2. Cooperative Education

Two cooperative education programs have been established. Funding is outside of this project but are operated in connection with this program. One is an agriculturally related cooperative program and the other is a multi-occupation program for drop-out students and for those who appear to be drop-out prone. Both are filling an urgent need for occupational training.

The multi-occupation approach will be expanded next year in order that more students can be served. Enrollment was usually about forty-five. Entry and exit are open in both these programs. These programs are very effective in "bridging the gap" between school and full time employment as students receive actual employment experience while still in school and many have received full time employment with training employers when school is concluded or the student graduates.

Objective 3. Open Door Policy

All skill training programs are available to students with varying times for enrollment and departure from training. However, most of the training has equipped the student for better placement opportunity if training was completed. The open-entry open-exit concept worked better in the cooperative work-experience programs than it did in the more structured training programs.

Instruction in existing vocational programs in participating high schools has been developed into identifiable modules in most cases. All instruction in these programs is in modules with some overlapping between modules when expedient.

Cooperative training programs were individually tailored to the needs of the students. Training agreements were completed with all employers in order that actual training could take place and not serve the student as a part time job.

Seven skill training programs were in operation. All were offered in 3-hour blocks of time. This provided sufficient time for a student to develop a skill and be employable. The 3-hour block also helped to avoid some of the problems encountered when participating schools schedules differed. It also helped overcome problems incident to varying distances and travel times for students. Three of the training programs are of two years duration and the other four are for one year each. All instruction is arranged in modules to facilitate open-entry open-exit. The two year programs include: electronics, auto mechanics and tune-up and industrial mechanics. Courses offered in the one year training programs are: hospitality occupations and service training, health occupations, secretarial and office practice and agricultural related occupations.

Objective 4. Intensive and Specific Job Entry Training

The development of skill training into modules for more effective presentation and to facilitate the open-entry open-exit concept has been applied. The project's success has been only moderate in providing short intensive training.

The original proposal included the equivalent of two full time teachers to be employed to teach short courses in an extended day program. However, budget limitations, and the work load already assumed by project personnel excluded these sub-objectives. The seven skills classes with the accompanying work experience program did provide a high level of intensive and specific job entry training.

Objective 5. Guidance and Placement

A major objective of the project was to provide intensive occupational guidance, counseling, and initial placement services for students. This service was provided through in-service training of local school counselors and teachers of English. Local counselors are in-serviced with the help of employment office personnel and the goal to provide G.A.T.B. and follow-up counseling to seventy-five per cent of the seniors was realized. Nearly nine hundred sophomores took the Ohio Vocational Interest Survey. Their evaluation is shown in Table 5.

The placement program was initiated and each high school has under the direction of the local counselor in cooperation with the employment office a placement file of all students exiting. The placement program is functioning reasonably well and the business community is beginning to rely on it.

The original proposal also included a follow-up study of the exiting students. This program was started this year with better than fifty per cent of the follow-up questionnaires returned. Data is now being analysed with a view of proposed changes in procedure and curriculum. Guidance services were offered at all grade levels. A brief accounting of the major activities of the guidance specialists may be found on pages 11, 12, and 13.

II. <u>What were the attitudes?</u>

An attitude scale was administered to 183 secondary students and adults. A copy of the instrument is shown in appendix 8. Results shown in table one indicated respondents were in strong agreement with the concepts included in the project. Adults were in stronger agreement than students on all items except two, items seven and eight. These responses indicate that students felt very strongly about having work related experiences to increase their understandings of careers and

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Table 1

ATTITUDE SURVEY RESULTS

The School Should:

1. Prepare students for careers .
2. Provide students with guidance and counseling for career development . . . . . .
3. Use parents, employers, community for resources for learning . . . . . .
4. Assist graduates in job and post-secondary school entrance
5. Follow the students progress after he leaves school . . . .

Teachers Should:

6. Appreciate the values of many types of work . . . . . .
7. Have work-related experiences to increase their understanding of careers . . . . . .
8. Relate instruction to career development . . . . . .
9. Assist students in developing attitudes necessary for career advancement . . . . . .
10. Assist students in developing the ability to get along with people . . . . . .
11. Assist students in making decisions about careers . . .
12. Be responsible for the career development of students . . .

Students Should:

13. Learn the values of work throughout their entire educational experience . . . . . .
14. Become familiar with many different careers . . . . . .
15. Study their interests and abilities to determine their fitness for specific careers . . . . .
16. Learn how to cope with the economic world . . . . . .
17. Learn how to use their leisure time wisely . . . . . .
18. Have the opportunity to learn vocational skills . . . . . .
19. Have the opportunity for work experience . . . . . .
20. Have free choice to leave high school and return for further education . . . . . .

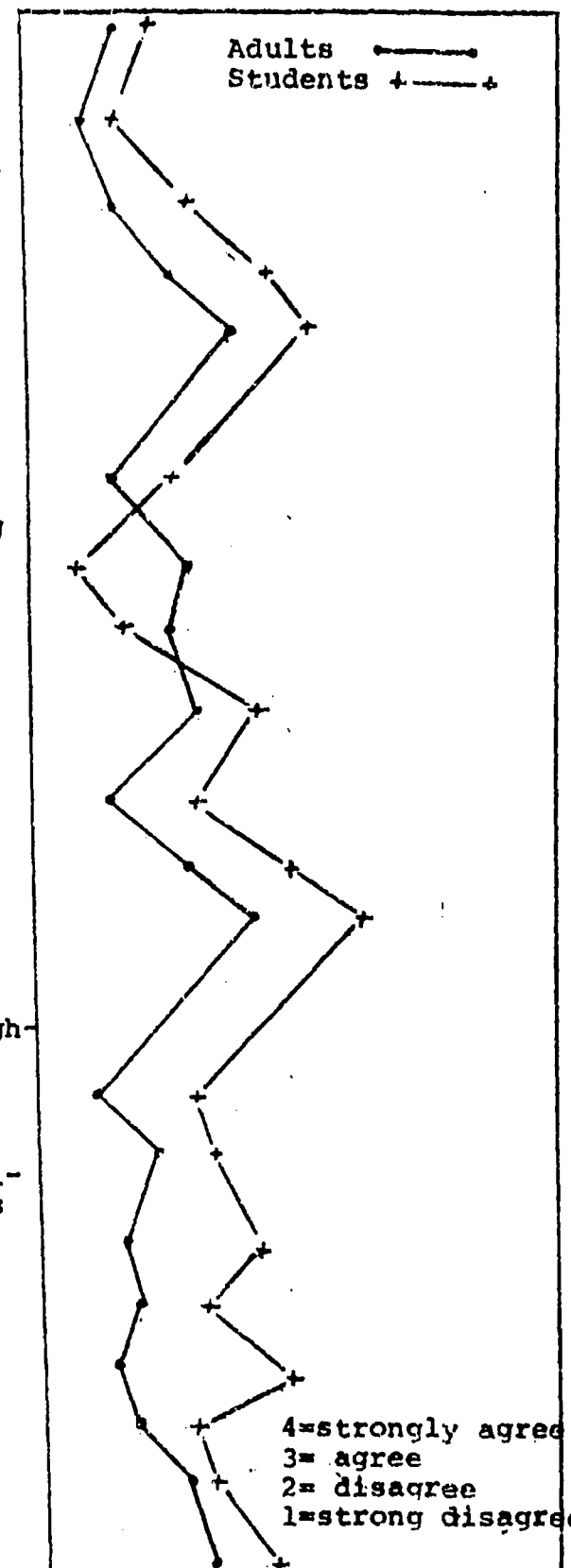

that instruction should be more related to career development. Highest ratings were given to the items relating to work experience and learning values of work throughout the entire educational experience. The only item receiving a score bordering on disagreement was the item making teachers responsible for career development of students.

III. Are skills classes leading to employment?

Tables two and three show the numbers of students completing each class. It should be noted some classes were started in mid-term and graduated students are counted as "completed" students even though they did not complete the full course of study for the program. So called "drop-outs" were not counted because the open-entry open-exit feature is designed in the skill programs as a benefit to the individual student.

Students enrolled in additional training programs, such as the health occupations students now enrolled in programs to become registered nurses were treated as being in employment related to training. Even with this in mind it appears that skills classes are surprisingly successful.

Evaluation team members interviewed employers and found them very supportive of the program and generally very pleased with the results. These interviews also revealed that most students started employment at a low rate of pay, but opportunities for advancement were very good. The smaller industries wanted the graduates with skills because, they claim, they have no money or time to train employees. In response to a question about the quality of product the program is turning out one employee said, "I have always felt the skills classes would be good and meaningful, this year I feel the program is producing a good product. I should say good producers". Employers stated almost without exception they could use more trainees in their businesses.

Students completing the skills classes have enjoyed an exceptionally high degree of success in obtaining employment related to their training and there is opportunity to expand this aspect of the program.

IV. Is the project effectively developing curriculum materials in career education?

A review of teaching materials developed by the project staff was conducted. A library of instructional units, accompanying resource materials and information, together with instructional equipment has been assembled by the project staff. Added to this collection were the instructional units developed and evaluated by the 130 members of the graduate class sponsored by the project.

The use of classroom teachers in the development and evaluation

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Table 2

Students Completing Training in 1972-73

Skill	Number completed in 1972-73	Number in employment related to training
Auto Mechanics	16	14
Industrial Mechanics	17*	12
Hospitality Occupations	7	4
Health Occupations	28	23
Secretarial and Clerical	19	12
Agricultural Related**	29	20
Electronics	15*	3
Special Needs	15	11

*Two year class started at mid-term, no chance for full completion.

**Complementary to exemplary project. Not funded by project.

Table 3

Students Completing Training in 1971-72

Skill	Number completed in 1971-72	Number in employment related to training
Auto Mechanics	12	7
Industrial Mechanics	17*	12
Hospitality Occupations	7	3
Health Occupations	21	19
Secretarial and Clerical	9	6
Agricultural Related**	29	22

*Class started at mid-term with no chance for full completion.

**Complementary to exemplary project. Not funded by project.

This table does not include "dropouts' because of open-entry open-exit design.

of curriculum materials has "hooked" many classroom teachers into the career education program that otherwise may not have been as directly involved. Use of the technique gave the teachers a sense of being in on something new and having a very important part in developing new materials. The development of teaching materials has been prolific and successful.

V. Is career education being incorporated into the traditional school curriculum?

Career education again had the greatest impact at the junior high school level. Every student at the seventh and eighth grade levels participated in several hours of career oriented instructional guidance. Prior guidance activities were largely limited to testing, interviewing, and crisis abatement. This left little time for exploration of occupational opportunities. The seventh grade curriculum has been modified to include units of instruction to develop an increased awareness of a positive classifications based on the Dictionary of Occupational Titles system of people, data, and things. Parents are included in the educational process by assisting in the students exploration of self. A total of 694 seventh grade students completed the instructional units with many of these also completing additional career orientation units.

The units being taught in the eighth grade also have a guidance component, this being group counseling utilizing interest area scores derived from the Kuder Interest Survey. Through an appraisal of student's interests, the data is applied to their particular occupational selections. This requires a thorough investigation of the occupations that relate to the individual student's interest areas. Involved in this approach is the area of self-understanding as it relates to occupational choice. The unit emphasizes matching knowledge of one's self with requirements that are demanded by certain occupations. Experience offered in this unit includes evaluation by the student of his interests, abilities, values and needs as they relate to occupational roles. Six hundred eighty seven area students have participated the basic unit plan. Two schools have developed extensive courses from the basic units. Middleton Junior High School has a nine month program in career exploration. The parent population is very involved in assisting the school with transportation and adult leadership. Homedale Junior High School has also expanded the basic unit to a nine week session with added emphasis on job interviews.

The project attempted to change elementary curriculum by employing two methods. One was training elementary teachers in the concepts and practices of career education through in-service education. The second was by developing curriculum materials in career education for elementary teachers to use. The evaluation team found that by the first of April all elementary teachers had received in-service training in at

least one training session. Also by this date approximately one hundred teachers had provided instuction in more than fifty different career awareness units to over 2400 elementary students. All elementary teachers received printed materials relating to career education and a list of resource materials and equipment available from the project center. Individual assistance was available to each teacher from the guidance specialists in implementing the career units in the curriculum.

The results of the intensive in-service efforts was that every teacher became fully knowledgeable of the project. Interviews with teachers revealed an increased interest and more positive attitude toward the project on the part of the older and more experienced teacher than was found a year ago.

Teacher evaluated in-service training was conducted by the project staff. Eighty one randomly selected teachers responded to an attitude survey after attending one or more in-service training sessions. The instrument used with the average of all responses is shown in table four . The teachers gave fairly strong responses. Most felt the in-service training was effectively presented and the material useful. They liked the structure of the material and the resources and reference materials accompanying the units. Over eighty per cent wanted to participate in another in-service session.

At the high school level the skills classes service a total of 180 students who otherwise would not have had the opportunity to be involved in skill development. There are about one thousand high school students enrolled in project high schools. In addition to those in skills training 846 high school students were involved in the career curriculum involving the Ohio Vocational Interest Test. The unit required at least seven one hour class periods and was taught in Sophomore English Classes. Part of the students (183) evaluated the unit and the responses are charted on table 5.

The students felt the unit helped them to better understand themselves and that they discovered things about themselves they didn't know before. They felt the instruction was helpful in choosing new elective classes, in counseling, and in making realistic vocational choices. Over ninety per cent felt other students should also take the instruction.

Other high school teachers, in addition to English teachers, used career units and simulations in their instruction, but not to the same extent as elementary and junior high school teachers. Instructional units and teacher guides were prepared for all academic areas and made available to all teachers. Utilization of the units varied with the willingness of teachers to add career education into their teaching schedule. Interviews with high school teachers revealed that they were very subject centered and were more difficult to motivate than teachers in lower grades. Highest degree of success with

Table 4

CANYON-OWYHEE SCHOOL SERVICE AGENCY

Evaluation of In-Service Training for Teachers

MOVE PROJECT

Population Sample 81

Rating Scale

5 - Strongly Agree
4 - Agree
3 - Neither Agree nor Disagree
2 - Disagree
1 - Strongly Disagree

Evaluation Item

1. The in-service was presented effectively. . . . . .
2. The time spent on the in-service was adequate. . . . . .
3. The unit discussed in the in-service allowed time for teacher imagination. . . . . .
4. The unit was incomplete. . . .
5. The unit will adapt to unique school situations. . . . . .
6. The activities presented in the unit will be useable in my class . . . . . .
7. The lack of structure in the unit makes it difficult to teach. . . . . .
8. The resources and materials presented in the unit are adequate . . . . . .
9. The unit will not fit into my curriculum . . . . . .
10. I would like to participate in another in-service of this type in the future . . . . . .
11. I will teach this unit in my school . . . . . .

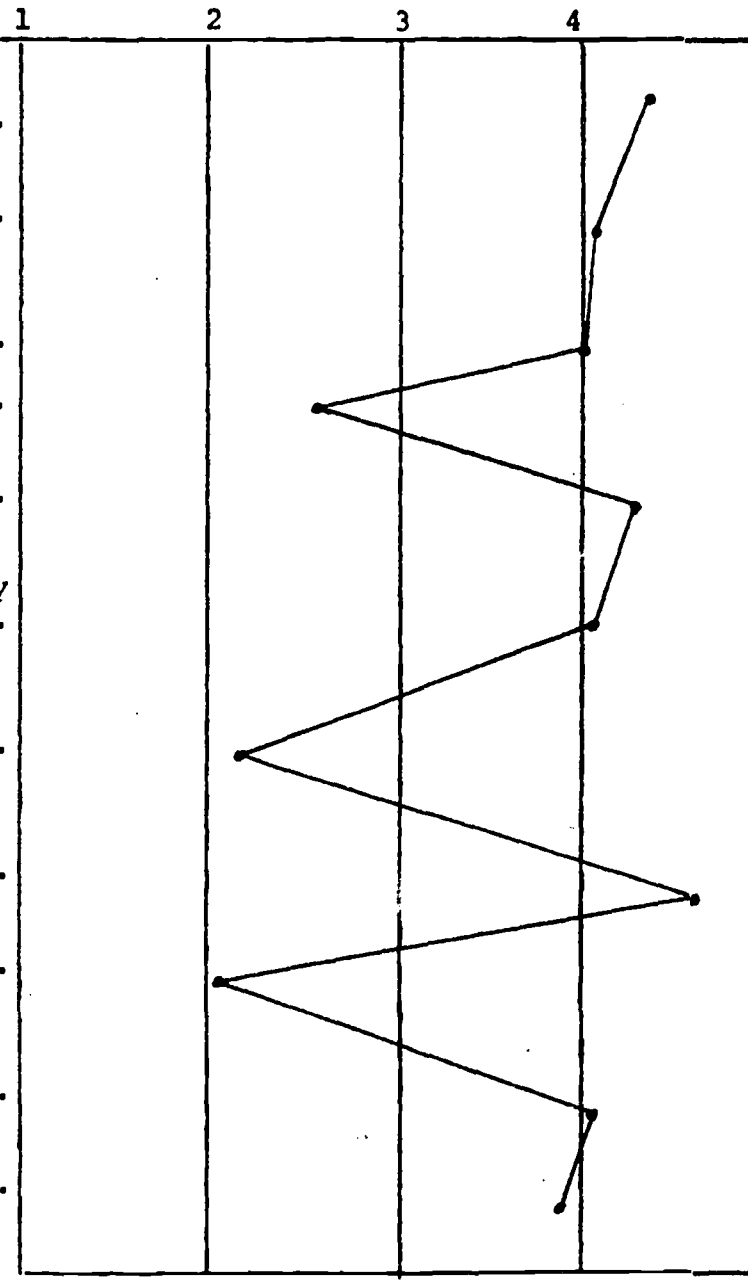

Table 5

STUDENT EVALUATION

Population sample 183

Evaluation item	10	30	50	70	90
1. The unit was to short					
2. The unit helped me to better understand myself					
3. The unit was presented effectively .					
4. The unit made English more interesting to me					
5. I discovered things about myself that I didn't know before					
6. The occupational choices presented were too limited					
7. The sophomore grade level is the proper place for vocational choice consideration					
8. This unit will help me choose subjects next year					
9. This unit will help me with counseling					
10. There should be more vocational testing in our school program					
11. Vocational education should occur only in junior years					
12. What I have learned thus far in school probably won't help me much in later life					
13. A person must go to college to amount to anything					
14. This unit helped me to discover whether or not my vocational choices were realistic					
15. I would recommend this unit to other students					

OVIS UNIT EVALUATION

these teachers were obtained by individual counseling and small group in-service training.

The project also endeavored to affect the counseling program in high schools. In addition to intensifying counseling efforts the project provided in-service training to counselors and provided assistance and supervision to local counselors in testing students with the Kuder Preference Test, the Differential Aptitude Test , the Ohio Vocational Interest Test, and the General Aptitude Test Battery. Counseling was provided with each test after scoring. The project staff, with assistance of employment office personnel, established a placement file for each student exiting school. Each school maintains the placement file in the local counselor's office.

VI. Were teacher objectives related to project objectives and were they effectively accomplished?

A review of stated teacher objectives used in elementary teaching units revealed that the objectives were related to project objectives. Classroom activities also were directly related to teacher performance objectives. A set of teacher objectives for a unit are typified by those listed in a unit entitled "Local Occupations" shown below.

I. General Objectives
   A. To develop an understanding of why people work.
   B. To develop an awareness of local job opportunities.
   C. To build a positive attitude toward work.
   D. To help students realize the part education plays in work.

II. Behavioral Objectives
   The student will be able to:
   A. List fifteen job opportunities in the area.
   B. Classify five local job opportunities, such as; professions, agriculture related businessess, services.
   C. Discuss the relationship of two jobs to how they deal with people data and things and show interrelationships to each other.
   D. Describe the activities of two different local jobs. (self chosen)
   E. Relate and show the importance of three school subjects to his particular job interest.

Student performance charts and grades indicated satisfactory

performance and increased interest in the units. Both teachers and principals stated they did not take as many field trips as they would have liked to because of the difficulty in making arrangements ahead of time and the cost.

High school and junior high school teacher objectives were directly related to project objectives because with few exceptions they were decided upon by joint efforts of the teacher and the guidance specialists from the project.

Skills classes were determined to have valid objectives related both to the major objectives of the project and valid skill performance. Appendix 9 shows the teacher objectives for office occupations and appendix 10 shows the pre and post test data used to measure accomplishment toward the objectives. Note that both progress and terminal objectives are included. The other skills classes have similar teacher objectives, however, in the foods and agriculture related programs they are not as well defined and are more individualized.

VII. Project management

During the on-site visits management of the project was also reviewed. Early in the year new office facilities were obtained for most of the project staff. A vacant small school building containing four classrooms was rented by the project and now houses some skills classes, all the project staff except the director who remained in the Canyon-Owyhee School Service Agency office in Vallive High School. The arrangement is superior to the previously crowded housing of all personnel in the high school.

The reviews of this aspect of the project found activities on schedule, advisory committees meeting regularly, staff utilization excellent, and rapport with each of the twenty-five schools was outstanding.

The project was capably managed in an efficient manner and all activities and expenditures reviewed were directed towards accomplishment of project goals. Budgeting and planning aspects of the project are well defined and very practical.

VIII. What was not successful?

The least successful component of the exemplary project was the foods class. Needs assessment indicated there was a need for the class and several cooperative employers were located. Facilities in which to house the class were difficult to secure, and when secured they were not well located. The training site was the farthest removed school from the others and transportation of students was a significant problem. Enrollment always remained low in spite of the open-entry open-exit arrangement of instruction. The student product resulting from the class was very acceptable to employers and table three

shows a good rate of employment for graduates. In the three semesters the class was offered the program had two different teachers.

The project staff has made arrangements to replace this class with a multi-occupations class which should result in a larger enrollment and offer training in this area as well as serve a group of students of more diverse interests.

IX. To what extent has others had opportunity to become aware of the project?

Since this exemplary project proposes to serve as a model for other schools in Idaho to follow in integrating career education into their total education programs the evaluation team reviewed and evaluated what had been done to inform other educators, community leaders and the lay public about career education and this project in particular.

Activities in dissemination increased during the year. These activities included more than eighty presentations to community groups, service clubs, professional associations, labor organizations and legislative sub-committees at the state level. Additionally several presentations were made at the regional level and one at the national level. The project staff developed and used two slide presentations with taped narrations that have been widely used.

A special newspaper supplement inserted in six local newspapers placed an explanation of the program in thousands of homes and businesses.

Monthly meetings were held with elementary and secondary principals, and with superintendents. These meetings helped correlate all local activities and kept the administrators current on project activities.

An informational brochure was prepared and has been distributed extensively on the local level and has had regional and national distribution.

Presentations were made to state school administrators groups, college classes and workshops and a special presentation was made to the combined staffs of the state department of education and the state department of vocational education at their request to enhance use of the program as a model for the state.

Several tours were arranged for groups of visiting educators and other interested persons.

An active advisory board and a special promotion committee has been active in dissemination. The goal of the promotion committee is to continue all components of the project after expiration of federal funds.

It appears the project staff has made strong and reasonably successful efforts to make others aware of the project.

Additional Data

In addition to the management review, surveying attitudes, conducting information gathering interviews, making on-site observations and examining progress charts, the evaluation committee looked at attendance data, made grade comparisons, and checked school drop-out statistics.

The drop-out rate of secondary students in the project schools during the term has decreased during the last two years. Before the project started in 1970 students were dropping out at the rate of 8.2 per cent. In 1971 the rate was 6.8 per cent and in 1972 it lowered to 6.1 per cent. These statistics are for the public schools only.

An examination was made of the average daily attendance of 170 high school students with daily contact with the project and 170 students randomly selected. The random selection was made by students whose last names started with L, M, N, O, from each school until the number 170 was reached. Since only days of attendance were counted absence for all reasons such as illness, suspension, early graduation, drop-out, or expulsion were treated the same. Table six shows the result for comparison. The attendance curve for both groups nearly parallel. Statistically the students more involved with career education averaged 6.5 per cent higher attendance. It was interesting to note that one student attended the electronics class for three weeks after he had been suspended from one of the high schools. He was stopped from attending when school officials caught on.

Table 6

SKILL TRAINING CLASS ATTENDANCE
AS
COMPARED WITH A RANDOMLY SELECTED EQUAL NUMBER OF HIGH SCHOOL STUDENTS AT LARGE

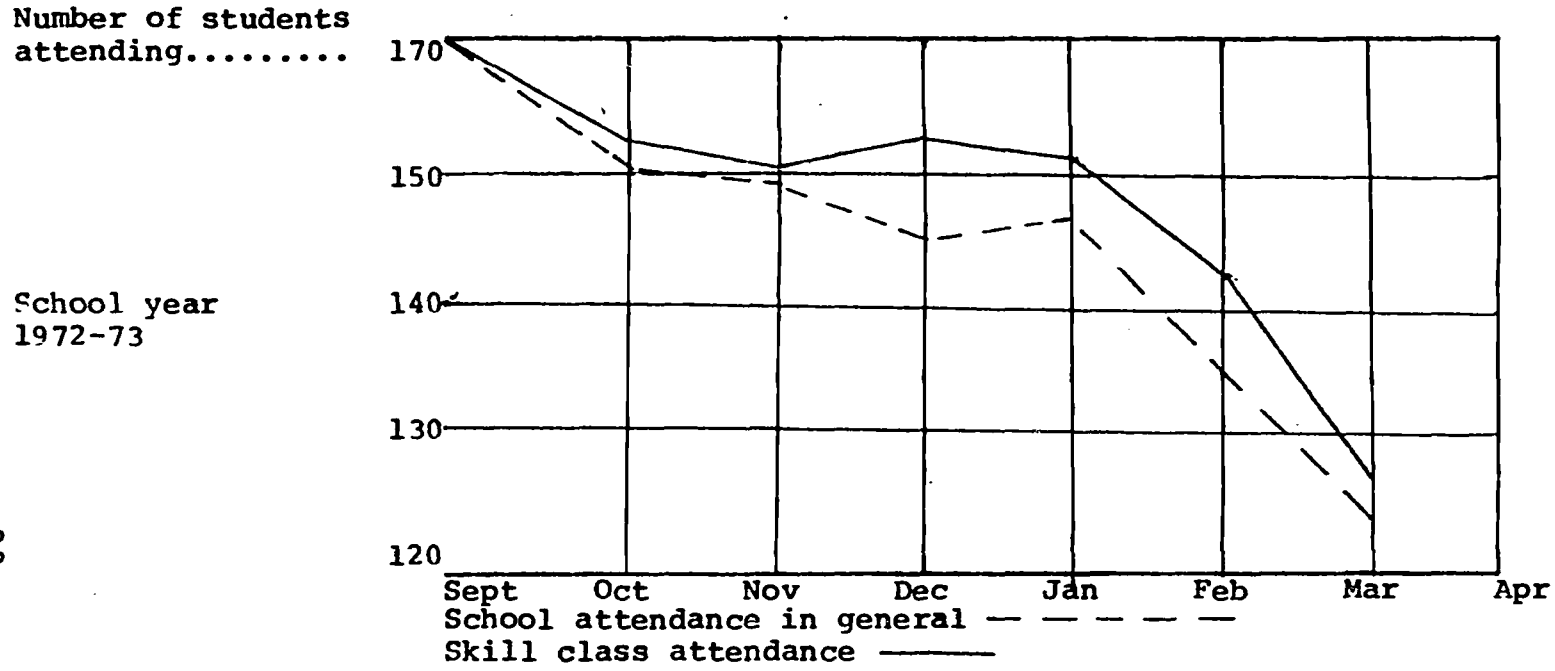

Dropout rate		No. of skill classes
1970	8.2%	2
1971	6.8%	5
1972	6.1%	7

These figures do not include parochial participation.

Some attrition in skill training classes is due to lure of employment opportunities.

Conclusions

It was concluded that the project, now in its second year of operation, has been highly successful. There is no doubt that the project should be continued through its third year. Objectives and time-tables were adhered to and progress exceeded stated expectations. The activities of this project have and will continue to be an effective force in improving the educational opportunities and career successes of students.

Teachers, counselors, administrators, and trustees are strongly supportive of the project activities. Attitudes of the community members are favorable toward the project. The concept of career education is being very well accepted in the community.

The project was productive and successful in terms of overall goal attainment. It has been effective in bringing about meaningful change in schools. It has created a new awareness of the need for career education on the part of Idaho educators.

Recommendations

The following recommendations are submitted:

1. Cooperative placement of students be increased.

2. The foods class be replaced by a skills class of wider appeal to students.

3. 3. The high level of in-service education be maintained.

4. More skills classes be made available if possible.

5. Use of instructional units be increased on high school level.

6. Dissemination activities be increased to better acquaint Idaho educators with the project which serves as a model for career education.

7. It is recommended that the curriculum development activities be continued and refined.

APPENDIX

ERIC
Full Text Provided by ERIC

Appendix 1

Seven Participating School Districts

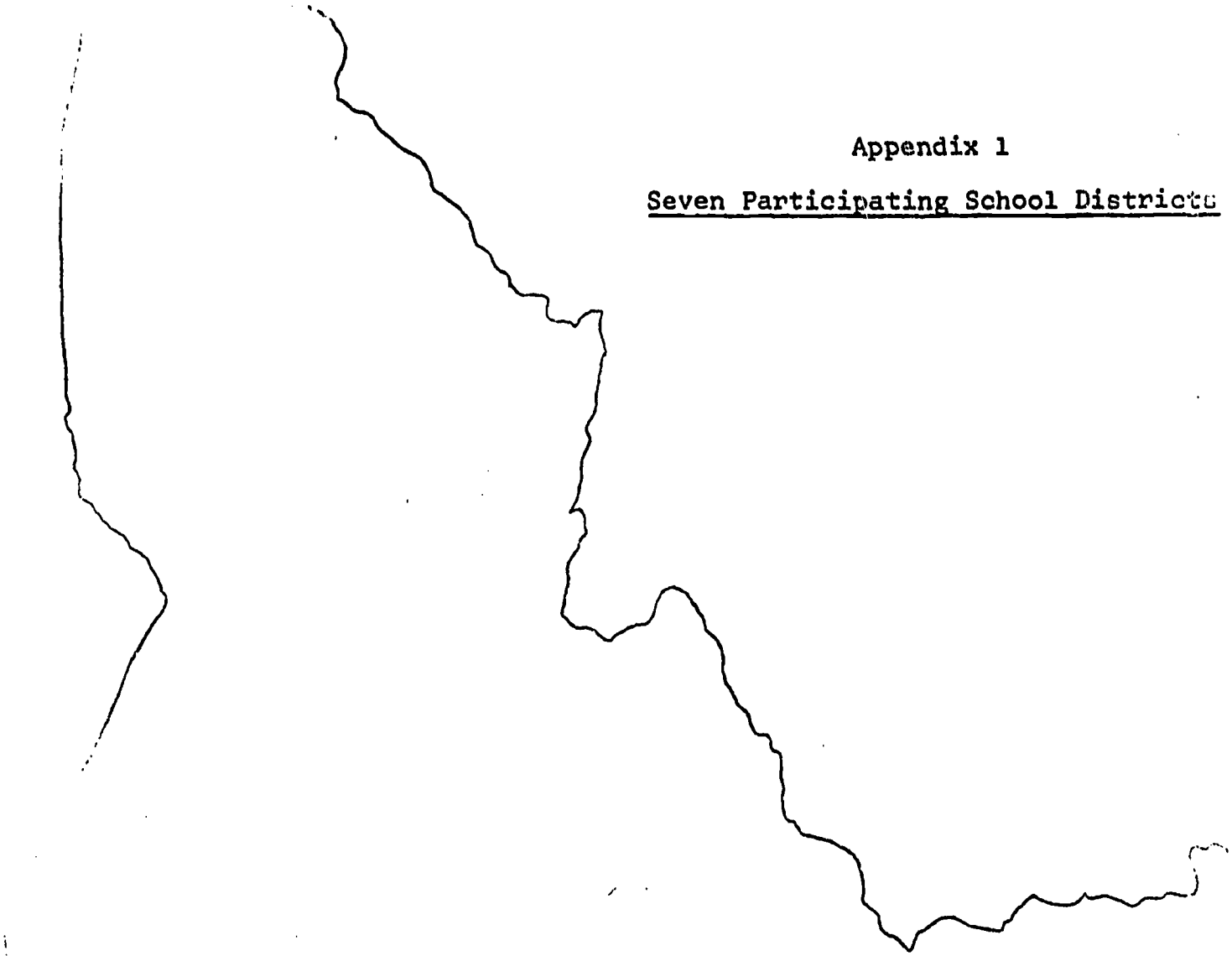

Distance from Project Office at
Canyon School District 139 to:

Wilder School District 133 - 14 miles
Middleton School District 134 - 12 miles
Notus School District 135 - 11 miles
Parma School District 137 - 21 miles
Marsing School District 363 - 12 miles
Homedale School District 370 - 14 miles

Appendix 2

Enrollment by School, September 197

School or District	Grades 1-6	Grades 7-8	Grades 9-12	Total
Wilder School District 133	353	90	169	612
Middleton School District 134	459	154	301	914
Notus School District 135	161	42	123	326
Parma School District 137	484	144	316	944
Canyon School District 139	1060	360	600	2020
Marsing School District 363	309	83	132	524
Homedale School District 370	452	141	267	860
Total Public Schools	3251	1014	1808	6200
Gem State Academy	---	---	245	245
Boulevard Christian	119	---	---	119
Greenleaf Academy	---	32	80	112
TOTAL	3370	1046	2133	6676

Appendix 3

The following vocational training programs are in operation in the participating districts with regular local and state funding. All are approved under the Idaho State Plan for Vocational Education.

Wilder School District 133
Home economics
Industrial Arts
Typing
Shorthand
Bookkeeping
Office Practice

Middleton School District 134
Vocational Agriculture
Home economics
Typing
Shorthand
Bookkeeping

Notus School District 135
Vocational Agriculture
Shorthand
Home economics
Typing
Bookkeeping

Parma School District 137
Vocational Agriculture
Home economics
Typing
Shorthand
Bookkeeping

Canyon School District 139
Vocational Agriculture
Home economics
Typing
Shorthand
Bookkeeping

Marsing School District 363
Vocational Agriculture
Home economics
Typing

Homedale School District 370
Home economics
Industrial Arts
Typing
Shorthand
Bookkeeping

EXEMPLARY PROGRAM PERSONNEL STRUCTURE

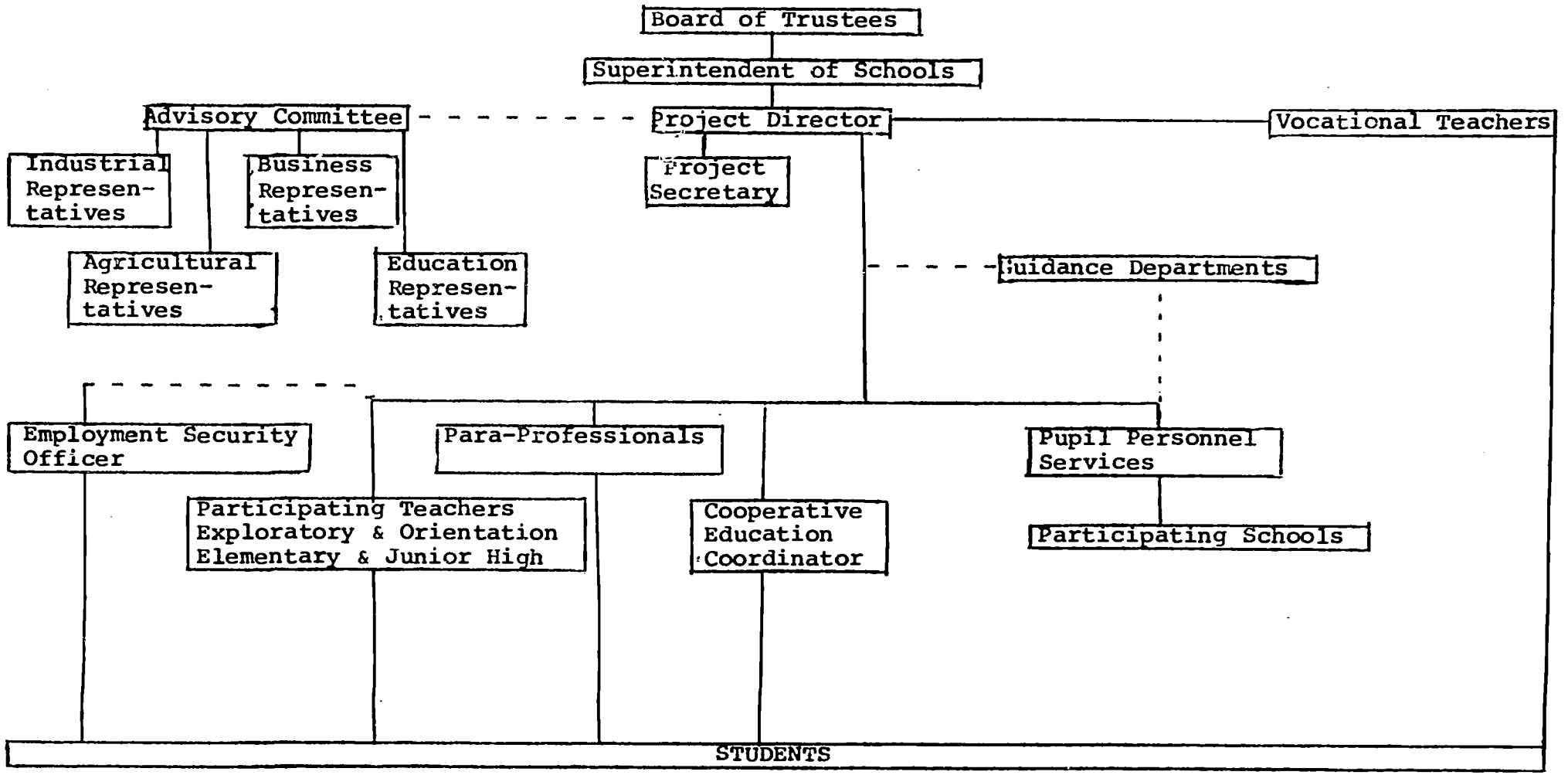

Appendix 4

Appendix 5

Personnel Data

Project Director

Floyd Merrill received his Bachelor of Science Degree in agriculture from Utah State University in 1948. He received his Master of Arts Degree in school administration in 1961 from the College of Idaho. Floyd taught vocational agriculture for twelve years. He served as a school superintendent for nine years and has served as the director of the Canyon-Owyhee School Service Agency (COSSA) for three years. Floyd has served as President of the Idaho Vocational Association and as President of the Idaho Agriculture Teachers Association. In 1969 he was cited for excellence in "Who's Who in Idaho" for his work in developing education programs in small schools. General farming and stock raising, carpentry and retailing are also in his background.

Guidance Specialists

Alice Sehon is the secondary guidance specialist. She graduated from West Virginia University in 1953 with a Bachelor of Science Degree in Vocational Home Economics. She received a Master of Arts Degree in Guidance and Counseling from the University of North Dakota in 1969. She has also been a vocational counselor in the Air Force and is a certified marriage counselor. Teaching experience has been at the secondary level. She is fully certified by the State of Idaho.

Janet Thomas was employed August 1, 1972 as an elementary guidance personnel specialist. She graduated from the College of Idaho in 1958 with a Bachelor's Degree and received her Master of Education Degree from the College of Idaho in 1968. For eight years she taught at the elementary level and she also worked for five years as a counselor for grades one through twelve. She is fully certified by the State of Idaho.

Loren Schmitt received his Bachelor of Arts and Master of Arts Degrees from the College of Idaho. In 1959 he retired after twenty years of service in the Navy. He taught eight years in Navy schools. He has also taught in a junior college for two and one-half years and eight years in Idaho schools as well as serving as a high school counselor and principal. He is fully certified by the State of Idaho.

Instructor-Coordinator, Agriculture Related Occupations

Doran Parkins graduated from the University of Idaho in 1963 with a Bachelor of Science Degree in Education, and earned a Master of Arts Degree in School Administration in 1966. He taught for three years and was a high school principal for two years. He has a general farming background and has experience in distributive work. He completed his second year in this assignment this spring. Doran is fully certified as a teacher by the Idaho State Board.

Instructor, Automotive Tune-Up Specialist

Ray Adkins completed vocational training school in Auto Mechanics at the Idaho State University in 1952. He has worked for twenty years as a tune-up specialist and mechanic in Idaho and Montana. He was self-employed for six years. Ray has completed special training in auto tune-up, automatic transmission, wheel alignment and air conditioning. He also served two years (1968-70) as flight instructor and charter pilot and three years (1970-73) as an auto mechanics instructor. Ray is fully certified by the Idaho State Board for Vocational Education.

Instructor, Consumer Electronics

Alex Silva retired from the Air Force in May and became a staff member of this project in August. Alex's last Air Force duty assignment was at the Wilder Radar Station. He has a total of twenty-eight years experience in electronics. Alex is fully certified by the Idaho State Board for Vocational Education.

Instructor, Industrial Mechanics

Francis Smith graduated from high school in Coeur d' Alene, Idaho. He worked in general construction at Adak, Alaska for four years. He had training in Industrial Mechanics and Welding under the G.I. bill for four years. He was self-employed for fourteen years in general repair, welding, machine shop, heavy forest equipment, construction, hydraulics and winches. He has also worked in highway and dam construction. Francis is a fully certified instructor by the Idaho State Board for Vocational Education.

Instructor, Secretarial and Clerical Office Practice

Phyllis Hartley is the Secretarial and Clerical Office Practices instructor. Until recently, Phyllis was the Public Relations and Field Director for the Sahuaro Girl Scout Council in Tucson, Arizona. She has had extensive teaching experience in the valley. Phyllis previously was an instructor at the Northwest Nazarene College and taught a medical secretary's course at Caldwell Memorial Hospital. She is fully certified by the Idaho State Board.

Instructor, Hospitality Occupations and Service Training (HOST)

Beatrice Morgan received her Bachelor of Science Degree from the University of California and did graduate work at the University of California and University of Idaho. Prior to her teaching home ec in Idaho she taught several years in California. In addition to teaching, Mrs. Morgan also has experience in general sales, hotel, restaurant and bakery work.

Secretary

Wendy Schneider graduated from Ricks College Secretarial School. She has been the secretary for the Exemplary program for one year.

Appendix 6

PROPOSED BUDGET

Title of Project: Exemplary Cooperative Education Program for the Development of Occupational Skills, Work Habits, and Attitudes

Name of Project Director: Floyd W. Merrill

Project No. V-161-176 Grant No. OEG-0-71-3889(361)

Applicant Organization: Canyon School District #139
Route 8 Box 207
Caldwell, Idaho 83605

Proposed beginning and ending dates: July 1971 to June 30, 1974
Budget Period
July 1, 1973 to June 30, 1974)

CATEGORY	BUDGET
A. Direct Costs	
Director 3/4 Time	10,875
Pupil Personnel (3)	33,500
Vocational Teachers 4.2	33,500
Secretarial Services	6,000
Para Professionals	4,000
Consultants	1,500
Evaluation Team	1,500
B. Employee Benefits	
Social Security	650
Health & Other	1,800
C. Travel	5,000
D. Supplies & Materials	
Project Supplies	3,367
Project Materials	1,000
E. Communications	
Postage	700
Phone	400
F. Services	
Testing	1,000

	(2)
G. Final & Quarterly Reports Demonstration & Dissemination	1,000
H. Equipment	2,000
I. Other Direct Costs	
Staff Development	2,000
Facility Rental	4,000
Total Proposed Budget	113,792
1973-74 Funds	110,675
1972-73 Anticipated Carryover	3,117
	$113,972

BUDGET RESUME

1972-73

EXEMPLARY PROGRAM

CATEGORY	BUDGET	ANTICIPATED OBLIGATIONS 6/30/73	ANTICIPATED CARRY OVER
A. Direct Costs			
Director 3/4 Time	10,000	10,000	-0-
Pupil Personnel (3)	33,000	31,333	1,667
Voc. Teachers (5.2 FTE)	42,000.	42,000	-0-
Secretary	5,400	5,400	-0-
Para Professionals (2)	4,000	4,000	
Consultants	1,500	1,500	-0-
Evaluation Team	1,500	1,500	-0-
B. Employee Benefits			
Social Security	500	550	-50
Health & Other	1,500	1,200	300
C. Travel	5,000	5,000	-0-
D. Supplies & Materials			
Office Supplies	.500	.650	-150
Project Supplies	6,749	6,749	-0-
Project Materials	2,000	2,300	-300
E. Communications			
Postage	800	800	-0-
Telephone	300	300	-0-
F. Services			
Duplication & Reproduction	1,000	1,000	-0-
Testing	2,000	1,500	500
Other	1,000	100	900
G. Final & Quarterly Reports			
Demonstration & Dissemination	2,000	2,000	-0-
H. Equipment	15,000	15,000	-0-

I. Other Direct Costs			
Staff Development	4,000	4,000	-0-
Rental (Facility)	4,000	4,000	-0-
Student Learning	500	250	250
Total Budget	144,249		
Anticipated Obligations		141,132	
Anticipated Carry Over			3,117

Appendix 7

Activities planned to meet the objectives.

What was planned.	What was completed.
Development of ten occupational instruction units.	This was exceeded by the development of the series of units included in the M.O.V.E. program.
In-service training for 40 per cent of the elementary teachers during the second year.	One Hundred per cent of the elementary teachers in the project received in-service training.
Exploration classes established in each school district and 25 per cent of the seventh and eighth grade students enrolled.	Exploration classes were established in each school district last year. In addition to 100 per cent of the eighth graders participating in the classes, all of the seventh graders participated. Each of the students in the exploration classes wrote an occupational goal.
Individual and group guidance services were to be provided 40 percent of the students in grades nine through twelve and the G.A.T.B. was to be administered to 75 per cent of the seniors.	Guidance services were provided either directly or indirectly to 100 per cent of the students in grades nine through twelve. The G.A.T.B. was administered to 75 per cent of the seniors and each senior taking the test battery received individual follow-up counseling.
Establish cooperative education program.	This class was started last year and continued.
Establish "Open Door" policy to vocational programs with instruction organized into modules.	The instruction in the vocational classes in this project were organized into modules or units of instruction to enable students to go into or out of the classes at the beginning or end or the instructional module. These modules were more closely coordinated this year with similar modules being started in the local high schools vocational classes.
Extended day and evening scheduling used to provide time for additional training and avoiding scheduling problems	No extended day or evening programs were in effect due to budget limitations.

In-service training provided teachers of special courses.	In-service training was provided teachers by local in-service meetings and graduate level courses were made available.
Job oriented guidance provided just before leaving school with follow-up study made on six months, one year, and five year basis.	Job oriented guidance provided before graduation on an individual basis for the seniors. The follow-up study was initiated this spring.
Establish placement service in each high school.	Placement files were started in the counselor's office in each high school in cooperation with the Idaho Department of Employment.
Employment Security Placement Officer assistance in placement.	An officer from the employment office did assist in placement of seniors.

Appendix 8

CANYON-OWYHEE SCHOOL SERVICE AGENCY

MOVE PROJECT

ATTITUDE SURVEY

( ) Check appropriate category
Parent
Employer
Advisory Board Member
Promotion Committee Member
Administrator
Teacher
Counselor
Student

The purpose of this survey is to determine the attitudes toward career development. Please check (✓) the response you consider appropriate.

The School Should	strongly agree	agree	disagree	strongly disagree
1. Prepare students for careers	( )	( )	( )	( )
2. Provide students with guidance & counseling for career development.	( )	( )	( )	( )
3. Use parents, employers & community for sources of learning	( )	( )	( )	( )
4. Assist graduates in job and post-secondary school entrance	( )	( )	( )	( )
5. Follow the student's progress after he leaves school	( )	( )	( )	( )
Teachers Should				
6. Appreciate the values of many types of work .	( )	( )	( )	( )
7. Have work-related experiences to increase their understanding of careers	( )	( )	( )	( )
8. Relate instruction to career development	( )	( )	( )	( )

	strongly agree	agree	disagree	strongly disagree
9. Assist students in developing attitudes necessary for career advancement .	( )	( )	( )	( )
10. Assist students in developing the ability to get along with people	( )	( )	( )	( )
11. Assist students in making decisions about careers	( )	( )	( )	( )
12. Be responsible for the career development of students	( )	( )	( )	( )

Students Should

13. Learn the values of work throughout their entire educational experience..	( )	( )	( )	( )
14. Become familiar with many different careers	( )	( )	( )	( )
15. Study their interests and abilities to determine their fintess for specific careers	( )	( )	( )	( )
16. Learn how to cope with the economic world	( )	( )	( )	( )
17. Learn how to use their leisure time wisely	( )	( )	( )	( )
18. Have the opportunity to learn vocational skills	( )	( )	( )	( )
19. Have the opportunity for work experience	( )	( )	( )	( )
20. Have free choice to leave high school and return for FURTHER EDUCATION	( )	( )	( )	( )

Appendix 9

BEHAVIORAL OBJECTIVES - PERFORMANCE GOALS
COSSA - Office Occupations - 1972-73

Introduction

Office Occupations is a flexible program of instruction geared to prepare a student for a beginning office position. Emphasis is placed on students learning to work together as a "team" on some class activities and take increasing responsibility for their own individual learning in other activities.

To develop a group feeling, staff meetings are held to discuss general office routines, attitudes, etc. "In and Out" baskets (file folders) are used to help students get into the habit of communicating daily in writing with their supervisor and receiving suggestions and directions from their supervisor in writing.

The intangible but all-important aspects of office attitudes and human relations have entered into class discussions through use of Gregg Secretarial Training records and Today's Secretary to which students subscribe. The supervisor has periodically rated individual students' personality strengths and weaknesses in relation to class and office criteria to help them be aware of employee-supervisor relationships and employer employee relationships.

Since there was no pre-selection basis used to let students into the program this year (those who had a business interest and could schedule their time were accepted, although most had had beginning typewriting and either beginning shorthand or 1st year bookkeeping), students' business backgrounds vary widely. Vocational choices range from college secretarial trained executive secretaries to clerk-typist level. There has been effort to plan instruction with students around their individual goals in harmony with their business ability and educational background.

Typewriting

Given a one-minute timing in Gregg Tailored Timings, a student must finish the paragraph in one minute with no errors at a given rate. After three such errorless timings, the student may progress to the next speed.

Straight copy (syllabic intensity of 1.45) speed at the end of the course needs to be 45 words per minute for three minutes with no more than two errors.

Provided with a rough draft, unarranged copy of a medium-sized letter (150-200 words), a student must be able to decide style, placement, and type it with errors corrected in 15 minutes.

Given a centering or tabulation problem, a student will demonstrate her ability to set it up and type it accurately and attractively within the time limit.

Executive IBM Typewriter

Starting with her knowledge of a standard electric typewriter and studying the IBM transcriber belts and booklet for the IBM Executive typewriter (doing the exercises indicated therein), a student will be able to type manuscripts, letters and tabulations attractively and correctly at the same speed that she can type on a standard IBM typewriter. She will also be able to demonstrate her ability to use the special mechanisms of this machine, for attractive placement and feature typewriting (such as expanding).

Shorthand

When a beginning student has finished the shorthand instruction, she should be able to take all Gregg Diamond Jubilee brief forms by dictation and transcribe with 95 per cent accuracy.

When a beginning student is asked to read back any paragraph or letter taken in shorthand, the student will demonstrate that she can do so by reading the work accurately and rapidly.

If a student has had previous shorthand instruction (before this class), when given dictation at 80 words per minute, she should demonstrate that she can take it at that speed by producing a mailable transcript. (This is a minimum standard at the end of the year.)

Duplication

Given a rough draft, one-page letter or report (200 words), a student will be able to type a ditto master, correct errors and run off 50 copies in 30 minutes.

Provided with arranged copy, a student will demonstrate his ability to type a stencil, use a stylus to draw or write on the stencil and use lettering guides. Material must be proofread individually and with another student before it is run off. Duplicated copies must show good ink distribution and placement. Students need to be able to decide weight and color of paper appropriate to job being produced.

Filing

Following the study of Gregg Quick Filing Set and provided with 50 cards listing names and addresses of individuals, businesses, and government units, a student will exhibit her understanding of the 20 alphabetic filing rules by accurately alphabetizing the cards with no more than two errors.

Telephoning

Given an oral or written hypothetical situation (student assigned a given position in a certain business with pertinent facts at her disposal) and using Teletrainer equipment, a student must be able to answer the telephone giving proper identification and greeting, offer appropriate help to caller (example--take message, transfer call, give information) and close call properly. Student will exhibit pleasant voice tone and speed.

Telephoning - con't

Given a hypothetical situation, a student must demonstrate ability to place a call correctly--identifying herself and her company, stating clearly her reason for calling, and obtaining needed information. Student will exhibit pleasant voice level and speed.

Given a hypothetical situation involving a customer complaint, the student will exhibit an ability to handle a difficult situation by listening to the complaint, offering appropriate action, and closing call--leaving a friend if possible.

10-Key Electronic Calculator

Using the touch system, the student will be able to add, subtract, multiply, and divide 34 short problems (averaging 45 digits for addition) within the time limit of 20 minutes and with no more than four errors. Answers must be written on an answer sheet in this time limit.

Student must also demonstrate proficiency in solving percentage, markup, commission, and discount problems, using the constant key and memory section of the machine.

Machine Transcription

After transcribing the first nine belts of the IBM Executary transcriber program, a student should be able to correctly set up and transcribe two medium-sized (150-200 words) mailable letters in 30 minutes.

Record Keeping

Given basic information and forms, a student can write checks, prepare deposit slips and reconcile bank statements, & also prepare and process payroll records.

Application for Job Preparation

The student will fill out a job application neatly and correctly. Given pertinent information about a job opening, she will be able to compose and type an application letter and envelope that are mailable (no errors detectable) plan the layout and duplicate a resume that is attractive and states her work experience and qualifications.

Student will be subject to job interview in which the following information should be expressed: education, job experience, appropriate work attitude.

3/73 PE

Appendix 10

HOMEDALE HIGH SCHOOL

Names	Typing Speed		General Knowledge		Proofreading Typing		Adding & Calculating Machine Aptitude Test		
			Time	Score	Time	Score	Arithmetic	Checking	Instructions
Johnson, Sherry	9/72	50	13	-11	7	-9	good	excellent	good
	5/73	59/2	11	- 9	4	-6	good	good	fair
Johnstone, LiNae	9/72	50	9	-12	5	-5	Excellent	Excellent	good
	5/73	56/0	7	- 9	2	-5	excellent	excellent	excellent
Moulton, Denise	9/72	40	13	-10	5	-4	good	excellent	good
	5/73	51/3	9	-14	3	-4	good	excellent	good
Perkins, Jeannie	9/72	40	11	-11	5	-6	good	fair	good
	5/73	55/2							
Christoffersen, Maria	9/72	45	10	-14	6	-7	excellent	excellent	good
	5/73	60/2	7	-14	3	-4	excellent	excellent	good
Tuttle, Patti	9/72	35	10	-11	5	-5	good	excellent	good
	5/73	48/1	9	-15	3	-3	excellent	excellent	poor
Yost, Amy	9/72	35	11	-11	6	-8	excellent	excellent	fair
	5/73	58/1	8	-12	2	-4	excellent	excellent	excellent
Nylander, Debbie	9/72	20							
	5/73	35/1							

MIDDLETON HIGH SCHOOL

Names	Typing Speed		General Knowledge		Proofreading Typing		Adding & Calculating Machine Aptitude Test		
			Time	Score	Time	Score	Arithmetic	Checking	Instructions
Bower, Kathy	8/72	43/1	8	-4	10	-9	good	good	good
	5/73	47/0	10	-10	4	-5	good	fair	good
Nation, Jeanne	8/72	44/0	4	-3	8	-6			
Hamby, Jan	8/72	53/1			3	-6	excellent	excellent	good
	5/73	69/2	8	-13	3	-3	excellent	excellent	good
Williams, Evonne	8/72	44/0	13	-5	7	-3			
Wansgard, Pat	8/72	41/2	11	-8	5	-5			
	5/73	44/3	9	-14	4	-6	excellent	fair	excellent
Clary, Patty	8/72	45	10	-16	4	-7			
Rose, Lori	8/72	45	16	-12	4	-6	good	excellent	good
	5/73	54/3	10	-10	3	-3	good	excellent	fair
Scruggs, Debbie	8/72	45	10	-19	4	-7			
	5/73	—							
Stevens, June	8/72	45	13	-14	4	-7	excellent	excellent	good
	5/73	63/1	11	-14	4	-4	good	excellent	good
Gulley, Daisy	5/73	25/1	11	-14	4	-10	good	excellent	fair
Hutton, Rhonda	5/73	48/3	12	-14	4	$-4\frac{1}{2}$	good	fair	good

ACCESSION NUMBER: VT100714

PUBLICATION DATE: 30AUG73

TITLE: A PROBLEM SEARCH OF THE SERVICES PROVIDED AND THE UNMET NEEDS OF DISADVANTAGED AND HANDICAPPED RESIDENTS OF THE MORAINE PARK VTAE DISTRICT: A NOMINAL GROUP METHOD APPROACH. PARTS I AND II.

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DESCRIPTOR: *DISADVANTAGED GROUPS; *GROUP DYNAMICS; *WELFARE AGENCIES; *WELFARE PROBLEMS; *WELFARE RECIPIENTS; AGENCY ROLE; HANDICAPPED; INTERAGENCY COORDINATION; INTERAGENCY PLANNING; SOCIAL AGENCIES; WELFARE SERVICES

IDENTIFIER: *NOMINAL GROUP PROBLEM IDENTIFICATION METHOD; WISCONSIN

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: APM V.7NO.4(1974)PP. 607

ABSTRACT: AN EXHAUSTIVE STUDY OF 432 CLIENTS OF PUBLIC SERVICE AGENCIES WITHIN THE MORAINE PARK VOCATIONAL TECHNICAL AND ADULT EDUCATION DISTRICT, WISCONSIN, WITH 345 ADDITIONAL PARTICIPANTS FROM THE STAFFS OF THOSE AGENCIES WAS PERFORMED USING THE NOMINAL GROUP PROBLEM IDENTIFICATION METHOD. SIGNIFICANT PROBLEMS WERE IDENTIFIED IN AREAS OF CONCERN SUCH AS AGENCY ADMINISTRATION, THE NEED FOR NEW OR MORE WIDELY DISTRIBUTED VOCATIONAL AND TECHNICAL COURSES, TRANSPORTATION DIFFICULTIES, COMMUNICATION PROBLEMS, MARITAL AND FAMILY PROBLEMS, A LACK OF NEEDED FACILITIES, IMPROVED JOB COUNSELING, JOB OPPORTUNITIES AND PLACEMENT AND THE NEED FOR BASIC NECESSITIES OF LIFE: FOOD, SHELTER, AND CLOTHING. RECOMMENDATIONS WERE DEVELOPED, BASED ON THE PROBLEM IDENTIFIED. AGENCIES WERE STRONGLY URGED TO CONTINUE PHASES II THROUGH V OF THE METHOD UTILIZING THE CREATIVE TENSION WHICH THE INITIAL NOMINAL GROUP SESSIONS HAD GENERATED. (AUTHOR/MU)

INSTITUTION NAME: MORAINE PARK VOCATIONAL, TECHNICAL, AND ADULT EDUCATION DISTRICT, FOND DU LAC, WIS.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.

VT 100714

FINAL REPORT

Project No. 10-007-151-223

A PROBLEM SEARCH OF THE SERVICES PROVIDED AND THE UNMET NEEDS OF DISADVANTAGED AND HANDICAPPED RESIDENTS OF THE MORAINE PARK VTAE DISTRICT: A NOMINAL GROUP METHOD APPROACH

PART ONE

August, 1973

WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Madison, Wisconsin

Final Report

Project No. 10-007-151-223

A PROBLEM SEARCH OF THE SERVICES PROVIDED AND THE UNMET NEEDS OF DISADVANTAGED AND HANDICAPPED RESIDENTS OF THE MORAINE PARK VTAE DISTRICT: A NOMINAL GROUP METHOD APPROACH

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Fond du Lac, Wisconsin

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August 30, 1973

The research reported herein was performed pursuant to a grant or contract with the Wisconsin Board of Vocational, Technical and Adult Education, partially reimbursed from an allocation of Federal funds from the U. S. Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Board or U. S. Office of Education policy or position.

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ACKNOWLEDGMENTS

The magnitude of this research project required an optimum team effort. Without the complete cooperation, assiduity, and efficiency of many people it would have been an insurmountable task.

During the initial stages the project team consisted of a director, assistant researcher and one part-time clerical person, but as more and more data was generated from the many agencies involved, the team grew accordingly. By the time the project was completed, fourteen persons were directly attached to the team on a full-time or part-time basis with many more directly or indirectly contributing to its culmination.

The project team appreciates the efforts of Mr. Arthur Weiner, administrator for research and development, for his assistance in planning and development, and for his advice and counsel during the project. Any agency or individual that may derive benefit from this study owes the Moraine Park VTAE District Board and the Wisconsin Board of Vocational, Technical and Adult Education a vote of thanks for underwriting the considerable costs of the project.

Special recognition goes to Miss Patricia Callahan, who served as the assistant researcher throughout the entire project and whose contributions in meeting with agency personnel, conducting Nominal sessions, and compiling and editing the results were invaluable.

Dr. Bruce Black joined the team after the project director was assigned to another project and unable to devote full time to the completion of this project. Dr. Black assisted in the analysis of the transcribed results and is responsible for much of the narrative of this study. His experience and contributions are inestimable.

Many thanks to Mr. Eugene Bogard who assisted the team in conducting the Nominal sessions in the correctional institutions and prisons where the large groups required additional assistance.

Further special recognition goes to Mrs. Joan Gerlach who not only provided the chief secretarial services to the team, but ably assisted in coordinating and supervising the many functions which the team performed.

Greatly appreciated by the whole team were the more than 400 hours of volunteer work donated by Mr. Arthur Marson and Mr. Jerry Wiedmeyer, who were seniors at Marian College. These two young men worked throughout the duration of the project in conducting Nominal sessions and in compiling

the raw data. Thanks also to Mr. Dwight Weiser, assistant professor of the social work department of Marian College, for providing these young men to the team.

Many hundreds of hours of secretarial and clerical functions were efficiently performed by the clerical team of the project. Mrs. Wilma Krause and Mrs. Nyleen Lechnir joined the team on a full-time basis when the raw data began to accumulate, and they provided an important contribution to the final results. Mrs. Marian Mildebrandt, Mrs. Lari Grebe, Miss Rose Bushman, and Mrs. Janice Knowles provided the part-time clerical and printing functions which were essential to complete the project. The expertise of the entire clerical team is very much appreciated.

A very special thank you to the incalculable number of agency administrators and staff, and agency clients, who assisted in organizing the Nominal sessions and for their participation in the study.

Ron Hall
Project Director

ABSTRACT

An exhaustive study of 432 clients of public service agencies within the Moraine Park Vocational, Technical, and Adult Education District, Wisconsin, with 345 additional participants from the staffs of those agencies was performed using the Nominal Group Problem Identification Method.

There were 3543 individual problem responses generated, ranked, arranged in priority order, and classified. Thirty-two categories of problems were presented, and the responses were returned to the agencies in the District, with recommendations for those agencies to continue Phases II-V: Knowledge Exploration, Priority Development, Program Development, and Evaluation of the Nominal Group Method. High level participation by clients contributed measurably to the value of the data.

Significant problems were identified in areas of concern such as agnecy administration, the need for new or more widely distributed Vocational and Technical courses, transportation difficulties, communications problems, marital and family problems, a lack of needed facilities, a need for improved job counseling, job opportunities and job placement, public relations problems, need for more staff personnel, and the needs for basic necessities of life: food, clothing, and shelter.

Recommendations were developed based on the problems identified. Agencies were strongly urged to continue Phases II through V of the applied Nominal Group Method, utilizing the creative tension which the initial nominal group sessions had generated. Specific recommendations were developed to answer widespread problems.

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PURPOSE OF THE STUDY

The original purpose of the study was to determine the agencies, both public and private, that provide vocational training and education for the disadvantaged and handicapped persons residing within the boundaries of the Moraine Park Vocational,Technical and Adult Education District. From its origin to the termination of the project, the primary goal was to establish priorities for the District in its role of service to disadvantaged and handicapped persons. It is the goal of the District to expand on existing programs and initiate new ones and it was felt that a study must be conducted in order to establish the priority needs of the disadvantaged and handicapped. An additional purpose of identifying and specifying the unmet needs of the disadvantaged and handicapped became foremost subsequent to a meeting held on August 17, 1972 with 18 representatives of various public service agencies throughout the District. At that time it was determined that the purpose of the study should expand and center around the identification of needs that agency staff encounter in delivering their services to the public and which the clients contend with in day-to-day living. The representatives at the meeting strongly encouraged the inclusion of "consumers" in order to attain the most comprehensive viewpoint possible. It was recognized by the research team that several problem areas would be identified which would not be applicable to the mission of a vocational, technical and adult educational institution. However, the agency personnel in attendance at the August 17 meeting were enthusiastic about the possibility of attaining information through this study which would be pertinent to their agencies, as well as to the District goal.

The goal of detecting duplication and overlapping of programs and services among the various agencies and educational institutions was also determined to be a priority. The Moraine Park District desired to determine if it is duplicating the services or programs which are being adequately provided by the public service agencies. The results of this study will assist the District board to re-establish priorities in order to satisfy those unmet needs of its disadvantaged and handicapped residents which fall within the mission of the Moraine Park Vocational,Technical and Adult Education District. Although the titles of some Moraine Park programs appear similiar to others offered in the District by public service agencies, the programs are often unique due to the emphasis on education and training. After the review of several alternative methods, the research team agreed to use Phase I of the Nominal Group Problem Identification Method. (See Page 52.)

A third purpose evolved once the Nominal Group Method was selected. This was to introduce the cooperating public service agencies to the five Phases of the Method. The research team provided organization and leadership to carry out the first Phase, which comprises the raw data of this study. The transcribed responses attained in the first Phase, Problem Identification, were made available to each participating agency within a week following the completion of the Nominal Group session with both the staff and client groups. The final report has also been supplied to each agency. This has been done primarily to provide a stimulus to complete the process with Phase Two, Knowledge Exploration; Phase Three, Priority Development, to be followed by Phases Four and Five, Program Development and Program Evaluation. (See Pages 52-54.)

GEOGRAPHIC DESCRIPTION OF THE MORAINE PARK VTAE DISTRICT

The Moraine Park VTAE District encompasses 2,600 square miles, with a population of 220,000. Included in the population is an estimated 12,433 disadvantaged and 10,347 handicapped residents. (U.S. Census, 1970)

The District is comprised of Fond du Lac and Green Lake counties; the major portion of Dodge and Washington counties; parts of Winnebago, Waushara, Marquette, and Columbia counties; and the New Holstein School District, parts of which are in Sheboygan and Calumet counties. (See Figure 1.)

The District office is located in the city of Fond du Lac and is the headquarters from which this study was conducted.

FIGURE 1

Moraine Park Adult Centers

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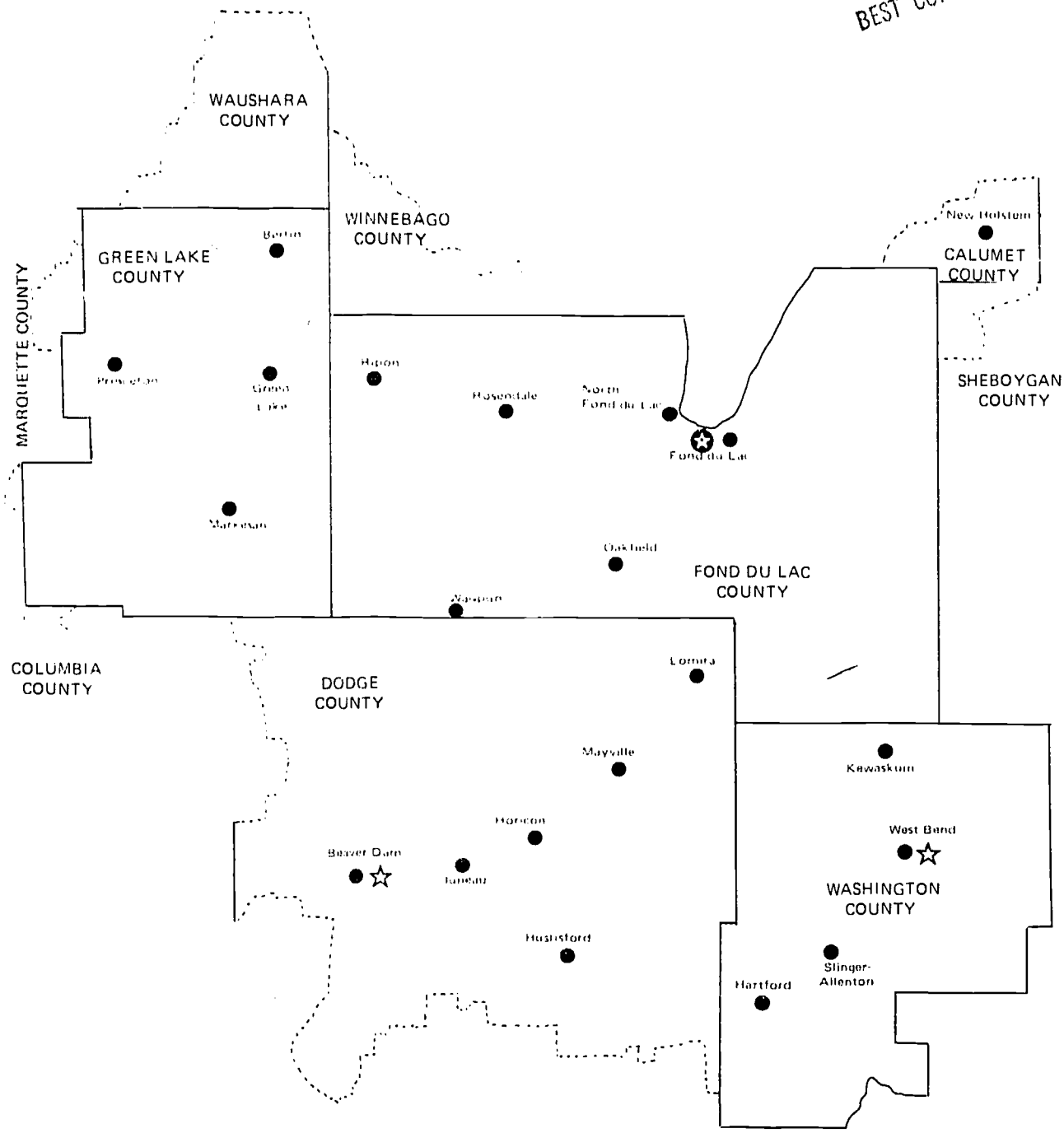

Moraine Park Adult Centers
Moraine Park Campuses at Beaver Dam and West Bend
Moraine Park Comprehensive Center

10-73

DEFINITION OF DISADVANTAGED AND HANDICAPPED

It was necessary for the research team to define the population from which the client sample was selected. For the purpose of this study the following definitions for disadvantaged and handicapped were used:

DISADVANTAGED - "Disadvantaged persons" mean persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. The term includes persons whose need for such programs or services results from poverty, neglect, delinquency, cultural, or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons, unless such persons also suffer from the handicaps described in this paragraph. (Federal Register, Vol. 35, No. 4, Part II, Jan. 1970, PP 102.3(i).

HANDICAPPED - "Handicapped persons" mean mentally retarded, hard-of-hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who, by reason of their handicapping condition, cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program. (Federal Register, Vol. 35, No. 4, Part II, Jan., 1970, PP 102.3 (o.)

Unique within the confines of the Moraine Park VTAE District are three state correctional institutions: Wisconsin Correctional Institution - Fox Lake; Wisconsin State Prison - Waupun, both in Dodge county, and the Wisconsin Home for Women - Taycheedah in Fond du Lac county. For the purpose of this study the definition of handicapped includes persons who were incarcerated and men and women under the supervision of the Bureau of Probation and Parole. The problem areas facing the majority of persons who are imprisoned or are probationers or parolees, such as hardship in securing employment, are adequate justification for their participation in this study.

DEMOGRAPHIC DESCRIPTION OF THE MORAINE PARK VTAE DISTRICT

Moraine Park VTAE District, as of January 1, 1970, included over 220,000 residents of Dodge, Fond du Lac, Green Lake, and Washington counties, with some residents of Calumet, Columbia, Marquette, Sheboygan, Waushara, and Winnebago counties. Census data provide overviews of the personal and family characteristics for residents of these counties and are presented in Tables 1 through 5. Because only a few school districts of the partial counties are included in the Moraine Park VTAE District, the data presented are from the four major county populations.

Table 1 shows the personal, family, and educational characteristics including birthplaces, working places, marital status and school enrollment.

Table 2 gives the employment and economic characteristics for the residents of the Moraine Park VTAE District four-county area. Income level, employment status, and operational descriptions of poverty level income are given.

Tables 3A and 3B provide aggregate descriptions of the combined area of the Moraine Park VTAE District showing the number of families related to various income levels, and the size of families, as related to the sliding scale poverty level income allowed.

Table 4 indicates a count, based on 1970 Census Data, of District males as classified according to their veteran status.

Table 5 is a detailed tabulation of the number of persons, not including inmates or those attending schools, relative to disability and employment status within the Moraine Park District. It should be noted that Tables 3A, 3B, 4, and 5 are inclusive of the entire District, and were prepared by the state Census Bureau office for the District.

Tables 6A, 6B, and 6C present descriptive data for the clients and staffs of agencies within the District who served as participants of this study. Table 6A presents the tabulation of handicapped participants, Table 6B shows sex and age of staff participants, and Table 6C gives the sex and age of client participants in the Nominal Groups.

TABLE 1

This table, based on the 1970 Census, shows the personal, family, and educational characteristics of the residents of the four counties which comprise the major portion of the district, Dodge, Fond du Lac, Green Lake and Washington. A breakdown of the birthplaces and working places of the residence is shown. The family characteristics, marital status and presence of children in a family are presented. School enrollment is shown, as is the number of years of school completed.

TABLE 1

PERSONAL, FAMILY, AND EDUCATIONAL CHARACTERISTICS: 1970 CENSUS

Counties	Dodge	Fond du Lac	Green Lake	Wash-ington
NATIVITY PARENTAGE, AND COUNTRY OF ORIGIN				
Total population	69,004	84,567	16,878	63,839
Native of native parentage	59,611	73,850	13,999	56,842
Native of foreign or mixed parentage	8,173	9,364	2,571	5,991
Foreign born	1,220	1,353	308	1,006
English	47,545	62,109	12,803	41,574
French	238	443	15	146
German	16,388	16,453	2,356	17,882
Spanish	425	287	158	119
Other	4,408	5,275	1,546	4,118
STATE OF BIRTH				
Total native population	67,827	83,224	16,601	62,780
Born in State of residence	59,871	72,107	14,519	54,908
Born in different State	5,976	8,625	1,705	5,795
Percent of total	8.8	10.4	10.3	9.2
Northeast	467	945	81	615
North Central	4,187	5,877	1,157	4,022
South	928	1,078	321	747
West	394	725	146	411
Born abroad, at sea, etc	297	259	29	213
State of birth not reported	1,683	2,233	348	1,864
PLACE OF WORK				
All workers	25,944	32,405	6,470	25,011
Worked in county of residence	18,716	17,843	5,223	16,271
Percent of all workers	72.1	55.1	80.7	65.1
Worked outside county of residence	5,677	3,845	1,031	7,724
Place of work not reported	1,551	10,717	216	1,016
VETERAN STATUS				
Civilian male, 16 years old and over	23,617	26,944	5,747	19,662
Veteran	8,642	11,103	2,150	8,176
Percent of total	36.6	41.2	37.4	41.6
Vietnam conflict	1,354	1,884	296	1,341
Korean conflict	1,521	1,924	399	1,633
Korean conflict and World War II	123	226	13	192
World War II	3,326	4,316	882	2,895
World War I	713	729	250	469
Other service	1,605	2,024	310	1,646
Nonveteran	14,975	15,841	3,597	11,486
FAMILY CHARACTERISTICS				
Total population	69,004	84,567	16,878	63,839
Percent rural non farm	32.8	24.9	43.9	39.6
Percent rural farm	21.5	18.0	24.7	13.3
Percent foreign born	1.8	1.6	1.8	1.6
Percent native of foreign or mixed parentage	11.8	11.1	15.2	9.4
Native population - Percent residing in State of birth	88.3	86.6	87.5	87.5
Persons 5 years and over - Percent migrant	14.9	13.1	14.4	21.2
Persons 14 to 17 years - Percent in school	97.1	98.7	92.0	94.1
Persons 25 years and over - Median school years completed	11.0	12.1	11.8	12.1
Married couples - Percent without own household	0.8	0.5	0.8	0.7
Families - Percent with own children under 6 years	28.1	28.8	23.8	34.0
Persons under 18 years - Percent living with both parents	92.4	90.7	91.0	93.4
MARITAL STATUS AND PRESENCE OF OWN CHILDREN				
Women, 16 years old and over	23,370	30,158	6,103	20,475
With own children under 6 years	4,837	5,898	1,050	5,169
In labor force	1,483	1,704	397	1,757
With own children 6 to 17 years only	4,582	5,676	1,152	4,356
In labor force	2,618	2,920	570	2,545
Married women, husband present	15,616	18,294	4,092	13,849
In labor force	6,509	7,271	1,545	6,112
With own children under 6 years	4,653	5,600	1,006	4,983
In labor force	1,404	1,575	266	1,640
With own children 6 to 17 years only	4,246	5,180	1,055	4,046
In labor force	2,339	2,592	493	2,276
SCHOOL ENROLLMENT				
Total enrolled, 3 to 34 years old	19,296	26,034	4,259	20,228
Nursery school	132	150	14	174
Public	35	69	14	20
Kindergarten	1,228	1,527	225	1,472
Public	1,167	1,440	225	1,355
Elementary (1 to 8 years)	12,044	14,731	2,685	12,592
Public	8,511	10,516	1,974	8,983
High School (1 to 4 years)	5,193	7,064	1,222	5,022
Public	4,888	5,763	1,180	4,835
College	699	2,562	113	968
Percent enrolled, 3 to 34 years old	54.2	57.4	53.8	55.4
3 [illegible] old	3.8	4.5	3.8	4.7
5 [illegible] rl	71.0	69.7	64.6	72.8
7 [illegible] old	99.4	99.9	99.9	99.3

Counties	Dodge	Fond du Lac	Green Lake	Wash-ington
14 and 15 years old	99.7	99.9	96.9	96.5
16 and 17 years old	94.4	95.0	86.1	91.5
18 and 19 years old	47.9	65.9	50.5	50.2
20 and 21 years old	8.0	31.2	5.2	17.2
22 to 24 years old	4.4	7.9	5.6	8.3
25 to 34 years old	2.4	2.7	1.3	3.6
YEARS OF SCHOOL COMPLETED				
Male, 25 years old and over	18,929	20,652	4,754	15,664
No school years completed	153	95	31	78
Elementary: 1 to 4 years	548	523	193	285
5 to 7 years	2,202	2,002	324	1,405
8 years	5,018	4,627	1,433	3,521
High school: 1 to 3 years	3,320	3,264	683	2,230
4 years	5,263	6,775	1,367	5,301
College: 1 to 3 years	1,166	1,481	380	1,279
4 years or more	1,259	1,885	343	1,565
Median school years completed	10.4	11.8	10.7	12.1
Percent high school graduates	40.6	49.1	44.0	52.0
Female, 25 years old and over	18,989	23,310	5,109	16,126
No school years completed	97	140	29	54
Elementary: 1 to 4 years	410	497	105	201
5 to 7 years	1,752	1,927	397	1,075
8 years	4,731	4,637	1,148	3,608
High School: 1 to 3 years	2,617	3,458	681	2,053
4 years	6,690	8,752	1,835	6,557
College: 1 to 3 years	1,684	2,096	622	1,619
4 years or more	1,008	1,803	292	959
Median school years completed	11.9	12.1	12.1	12.2
Percent high school graduates	49.4	54.3	53.8	56.6
YEARS OF SCHOOL COMPLETED FOR SELECTED AGE GROUPS				
Male, 20 to 49 years old	12,486	13,922	2,652	10,992
No high school	2,714	1,801	443	1,730
High school, 1 to 3 years	2,593	2,323	379	1,645
High school, 4 years	5,090	6,424	1,230	4,994
College, 1 year or more	2,089	3,374	600	2,623
Female, 15 to 44 years old	12,276	16,840	2,899	12,761
No high school	1,272	1,397	184	1,094
High school, 1 to 3 years	3,275	4,295	820	3,085
High school, 4 years	5,906	8,203	1,488	6,518
College, 1 year or more	1,823	2,945	407	2,064
TYPE OF GROUP QUARTERS				
Persons, in group quarters	2,697	3,391	142	672
Inmate of mental hospital	476	177*	---	314
Inmate of home for the aged	234	923	90	287
Inmate of other institution	1,877	260	6	17
In rooming house	39	119	12	7
In military barracks	---	---	---	---
In college dormitory	---	1,312	---	---
Other	71	766	34	47

* Actual Count
1 January, 1970

TABLE 2

This table identifies the employment and economic characteristics for the four major counties in the District, based on the 1970 Census. The employment status, characteristics of the labor force, and family income may be found, as well as the segments of the county population with incomes at, or less than, Poverty Level. Several other characteristics, such as the number of weeks worked in 1969, the skill level of these workers, and the last occupation of experienced unemployed, may be determined from Table 2.

TABLE 2

EMPLOYMENT AND ECONOMIC CHARACTERISTICS: 1970 CENSUS

Counties	Dodge	Fond du Lac	Green Lake	Wash-ington
EMPLOYMENT				
Total employed, 16 years old and over	26,122	33,003	6,522	29,126
Female employed, 16 years old and over	9,338	12,023	2,161	9,210
LABOR FORCE				
Nonworker-worker ratio	1.51	1.45	1.46	1.45
Percent in labor force				
Female, 16 years and over	42.1	41.4	36.9	46.3
Married women, husband present	41.7	39.7	37.8	44.1
Married women, husband present with own children under 6 years	30.2	28.1	26.4	32.9
Male, 18 to 24 years	68.0	79.8	84.0	83.5
Male, 65 years and over	26.6	30.6	36.1	28.8
Civilian labor force - Percent unemployed	3.5	2.8	3.6	2.3
Employed persons				
Percent in manufacturing industries	36.9	32.5	29.6	41.7
Percent in white-collar occupations	32.4	38.4	32.4	37.5
Percent government workers	11.5	9.8	9.8	9.5
Worked during census week - Percent working outside county of residence	21.9	11.9	15.9	30.9
Persons who worked in 1969 - Percent worked 50 to 52 weeks	60.0	60.5	61.5	61.9
FAMILY INCOME				
Median income (dollars)	9,767	10,068	8,630	11,275
Percent with income of less than poverty level	6.8	6.6	7.1	4.6
Percent with income of $15,000 or more	17.9	17.4	12.5	25.7
MEDIAN EARNINGS IN 1969 OF PERSONS IN EXPERIENCED CIVILIAN LABOR FORCE FOR SELECTED OCCUPATION GROUPS				
Male, 16 years old and over with earnings	$7,642	$7,748	$6,805	$8,440
Professional, managerial, and kindred workers	9,993	9,581	8,408	11,197
Craftsmen, foremen, and kindred workers	8,235	8,442	6,840	9,100
Operatives, including transport	7,418	7,445	6,799	7,885
Laborers, except farm	6,459	4,992	4,906	6,686
Farmers and farm managers	6,104	5,932	5,253	5,567
Farm laborers, except unpaid, and farm foremen	2,303	2,263	3,563	1,699
Female, 16 years old and over with earnings	$3,252	$3,123	$3,105	$3,392
Clerical and kindred workers	3,444	3,442	3,629	3,651
Operatives, including transport	3,777	3,904	3,333	4,312
INCOME OF FAMILIES AND UNRELATED INDIVIDUALS				
All families	16,974	20,279	4,543	14,984
Less than $1,000	321	285	32	152
$1,000 to $1,999	432	534	130	288
$2,000 to $2,999	608	640	254	333
$3,000 to $3,999	771	862	259	499
$4,000 to $4,999	733	794	277	446
$5,000 to $5,999	803	900	278	504
$6,000 to $6,999	919	1,099	394	465
$7,000 to $7,999	1,283	1,376	359	797
$8,000 to $8,999	1,559	1,745	458	1,104
$9,000 to $9,999	1,379	1,787	367	1,335
$10,000 to $11,999	2,763	3,434	648	2,461
$12,000 to $14,999	2,360	3,292	517	2,750
$15,000 to $24,999	2,469	2,751	426	3,085
$25,000 to $49,999	489	669	144	657
$50,000 or more	85	111	[illegible]	108
Median income	$9,767	$10,068	$8,630	$11,275
Mean income	$10,725	$10,915	$9,504	$12,406
Families with female head	1,050	1,482	243	880
Mean income	$8,056	$6,479	$7,456	$7,851
All families and unrelated individuals	20,888	27,455	5,760	17,908
Median income	$8,634	$8,421	$7,454	$10,284
Mean income	$9,393	$8,916	$8,199	$11,147
All unrelated individuals	3,914	7,176	1,217	2,924
Median income	$2,616	$2,046	$2,422	$3,439
Mean income	$3,613	$3,268	$3,325	$4,697
Female unrelated individuals	2,565	4,497	789	1,756
Mean income	$3,023	$2,879	$3,039	$4,049
Per capita income of persons	$2,873	$2,911	$2,806	$3,145
TYPE OF INCOME OF FAMILIES				
All families	16,974	20,279	4,543	14,984
With wage or salary income	14,117	17,519	3,540	13,370
Mean wage or salary income	$9,206	$9,729	$8,197	$11,292
With nonfarm self-employment income	2,410	2,263	697	1,978
Mean nonfarm self-employment income	$7,404	$6,913	$7,444	$7,319
With farm self-employment income	2,797	2,463	881	1,552
Mean farm self-employment income	$5,315	$5,844	$5,132	$3,955
With social security income	3,836	4,349	1,191	2,572
Mean social security income	$1,625	$1,684	$1,683	$1,642

Counties	Dodge	Fond du Lac	Green Lake	Wash-ington
With public assistance or public welfare income	457	523	57	283
Mean public assistance or public welfare income	$1,209	$1,122	$859	$1,069
With other income	7,526	8,971	1,729	7,086
Mean other income	$1,673	$1,443	$1,386	$1,379
INCOME LESS THAN POVERTY LEVEL				
Families	1,155	1,342	324	694
Percent of all families	6.8	6.6	7.1	4.6
Mean family income	$1,594	$1,764	$2,004	$1,710
Mean income deficit	$1,331	$1,496	$890	$1,496
Percent receiving public assistance income	11.3	9.1	4.6	8.8
Mean size of family	3.31	3.79	3.15	3.69
With related children under 18 years	550	788	137	408
Mean number of related children under 18 years	2.89	3.13	2.80	2.98
Families with female head	236	323	44	192
With related children under 18 years	181	253	28	157
Family heads	1,155	1,342	324	694
Civilian male heads under 65 years	529	645	136	321
Percent in labor force	81.3	83.7	85.3	85.4
Unrelated individuals	1,358	2,463	437	802
Percent of all unrelated individuals	34.7	40.5	35.9	27.4
Mean income	$909	$767	$996	$858
Mean income deficit	$861	$1,020	$742	$912
Percent receiving public assistance income	5.2	5.8	3.2	3.9
Persons	5,179	7,551	1,459	3,360
Percent of all persons	7.8	9.2	8.7	5.3
Percent receiving Social Security income	29.9	27.5	43.5	27.2
Percent 65 years and over	32.0	28.7	42.1	27.7
Percent receiving Social Security income	81.7	79.1	90.7	83.2
Related children under 18 years	1,510	2,459	355	1,227
Percent living with both parents	65.0	66.6	82.3	62.7
Households	1,672	2,066	485	851
Percent of all households	11.3	10.7	12.3	6.3
In owner occupied housing units	1,016	1,171	346	527
Mean value of unit	$12,684	$12,534	$13,704	$17,153
In renter occupied housing units	656	895	139	324
Mean gross rent	$76	$75	$68	$94
Percent lacking some or all plumbing facilities	13.1	15.2	15.1	6.7
INCOME LESS THAN 75 PERCENT OF POVERTY LEVEL				
Families	739	898	160	490
Percent of all families	4.4	4.4	3.5	3.3
Mean income deficit	$1,116	$1,168	$724	$1,116
Families with female head	177	267	10	151
Unrelated individuals	1,017	1,915	308	574
Percent of all unrelated individuals	26.0	31.5	25.3	19.6
Mean income deficit	$628	$793	$505	$733
Persons	3,310	5,399	793	2,454
Percent of all persons	5.0	6.5	4.7	3.9
Related children under 18 years	940	1,776	163	944
Percent living with both parents	54.8	63.7	90.2	62.1
INCOME LESS THAN 125 PERCENT OF POVERTY LEVEL				
Families	1,691	1,991	512	1,014
Percent of all families	10.0	9.8	11.3	6.8
Mean income deficit	$1,557	$1,690	$1,182	$1,706
Families with female head	251	479	44	239
Unrelated individuals	1,785	2,943	562	1,026
Percent of all unrelated individuals	45.6	48.4	46.2	35.1
Mean income deficit	$1,044	$1,258	$976	$1,106
Persons	7,733	10,433	2,339	4,769
Percent of all persons	11.6	12.5	13.9	7.5
Related children under 18 years	2,588	3,538	746	1,779
Percent living with both parents	78.8	67.9	78.0	69.3
EMPLOYMENT STATUS				
Male, 16 years old and over	23,639	27,059	5,774	19,627
Labor force	17,253	21,504	4,517	16,242
Percent of total	73.0	79.5	78.2	82.8
Civilian labor force	17,240	21,479	4,513	16,238
Employed	16,784	20,980	4,361	15,916
Unemployed	456	499	152	322
Percent of civilian labor force	2.6	2.3	3.4	2.0
Not in labor force	6,386	5,555	1,257	3,385
Inmate of institution	2,080	303	28	252
Enrolled in school	1,120	1,884	278	1,118
Other: Under 65 years	785	875	229	525
65 years and over	2,401	2,493	722	1,490
Female, 16 years old and over	23,370	20,158	6,103	20,475
Labor force	9,843	12,492	2,254	9,489
Percent of total	42.1	41.4	36.9	46.3
Civilian labor force	9,843	12,492	2,254	9,489
Employed	9,338	12,023	2,161	9,210
Unemployed	505	469	93	279
Percent of civilian labor force	5.1	3.8	4.1	2.9

(CONTINUED ON NEXT PAGE)

TABLE 2

EMPLOYMENT AND ECONOMIC CHARACTERISTICS: 1970 CENSUS

(CONTINUED)

Counties	Dodge	Fond du Lac	Green Lake	Wash-ington
Not in labor force	13,527	17,666	3,849	10,986
Inmate of institution	507	891	68	366
Enrolled in school	1,257	2,106	372	1,179
Other: Under 65 years	8,218	10,346	2,280	7,272
65 years and over	3,545	4,323	1,129	2,169
Male, 16 to 21 years old	3,296	4,729	700	3,004
Not enrolled in school	1,474	1,366	294	984
Not high school graduate	565	300	65	262
Unemployed or not in labor force	323	55	14	46
WORKERS IN 1969 BY WEEKS WORKED				
Male, 16 years old and over	19,384	23,306	4,866	17,281
50 to 52 weeks	13,734	16,836	3,609	12,649
27 to 49 weeks	2,966	3,599	679	2,982
26 weeks or less	2,684	2,871	578	1,650
Female, 16 years old and over	12,395	15,653	3,015	11,164
50 to 52 weeks	5,342	6,731	1,234	4,971
27 to 49 weeks	3,248	4,347	666	3,175
26 weeks or less	3,805	4,575	1,115	3,018
CLASS OF WORKER, 16 YEARS OLD AND OVER				
Male employed	16,784	20,980	4,361	15,916
Private wage or salary workers	11,209	15,768	2,782	12,634
Government workers	1,715	1,745	373	1,249
Local government workers	862	1,043	208	959
Self-employed workers	3,638	3,282	1,176	1,948
Unpaid family workers	222	185	30	85
Female employed	9,338	12,023	2,161	9,210
Private wage or salary workers	7,018	9,693	1,725	7,489
Government workers	1,283	1,501	268	1,135
Local government workers	1,035	1,168	216	961
Self-employed workers	478	447	111	360
Unpaid family workers	559	382	57	226
Male employed, in agriculture	2,991	2,448	915	1,363
Wage or salary workers	661	472	190	355
Self-employed workers	2,152	1,825	707	943
Unpaid family workers	178	151	18	65
Female employed, in agriculture	497	382	32	285
Wage or salary workers	89	81	6	38
Self-employed workers	92	138	16	106
Unpaid family workers	316	163	10	141
LABOR MOBILITY FOR MALES				
Male, 30 to 39 years old in 1970	8,042	8,580	1,775	7,306
Nonworker in 1965, nonworker in 1970	432	152	27	106
Nonworker in 1965, worker in 1970	243	315	135	317
Worker in 1965, nonworker in 1970	531	136	63	191
LAST OCCUPATION OF EXPERIENCED UNEMPLOYED				
Male, 16 years old and over	436	474	152	305
Professional, technical, and managerial workers	9	35	10	25
Sales workers	5	----	10	5
Clerical and kindred workers	23	28	----	18
Craftsmen, foremen, and kindred workers	145	109	41	130
Operatives, including transport	167	115	31	57
Laborers, except farm	78	95	55	56
Farm workers	4	36	5	----
Service workers, including private household	5	56	----	14
Female, 16 years old and over	454	419	93	257
Professional, technical, and managerial workers	19	22	12	38
Sales workers	28	19	10	14
Clerical and kindred workers	68	111	9	55
Operatives, including transport	236	124	40	90
Other blue-collar workers	27	37	8	10
Farm workers	----	5	---	----
Service workers, except private household	48	61	[illegible]	39
Private household workers	10	9	----	----

TABLE 3A

The table shows the Poverty Level Index for Non-farm and Farm Families.

TABLE 3B

This table presents District Census figures on the number of families in the District by family income as it relates to the Poverty Level.

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TABLE 3A

POVERTY LEVEL INDEX

FAMILY SIZE	NON-FARM INCOME		FARM INCOME	
	1970	1971 (Revised)	1970	1971 (Revised)
1 PERSON	$1,900	$2,000	$1,600	$1,700
2 PERSONS	$2,500	$2,600	$2,000	$2,100
3 PERSONS	$3,100	$3,300	$2,500	$2,800
4 PERSONS	$3,800	$4,000	$3,200	$3,400
5 PERSONS	$4,400	$4,700	$3,700	$4,000
6 PERSONS	$5,000	$5,300	$4,200	$4,500
*7 PERSONS	$5,600	$5,900	$4,700	$5,000

*For families with more than 7 members, add $600 for each additional member in a non-farm family and $500 for each member in a farm family.

TABLE 3B

COUNT OF FAMILIES BY RATIO OF FAMILY INCOME TO POVERTY LEVEL WITHIN MORAINE PARK VTAE DISTRICT *

UNDER .50	1197	
.50 - .74	1067	
.75 - .99	1251	
Total below 1.0	3515	Families Below Poverty Level
1.00 - 1.24	1662	
1.25 - 1.49	2125	
1.50 - 1.99	6645	
2.00 - 2.99	15164	
3.00 OR MORE	26411	

AGGREGATE NUMBER OF PERSONS IN FAMILIES BELOW POVERTY LEVEL WITHIN MORAINE PARK VTAE DISTRICT *

Number of Persons	12433

* 1970 Census Data

TABLE 4

This table shows the number of veterans in the District, related to the conflict in which they were actively involved. District males past their 16th birthday are included in this table.

TABLE 5

This table presents data from the 1970 Census showing the number of persons from 16 to 64 years of age who are not incarcerated and not attending school, as related to disability and employment status.

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TABLE 4

Moraine Park VTAE District Veterans
COUNT OF DISTRICT MALES 16 YEARS OLD AND OVER BY VETERAN STATUS *

STATUS	NUMBER	TOTAL
Active Duty	37	37
Vietnam Conflict	4668	
Korean War	5296	
Korean War & World War II	525	
World War II	11085	
World War I	2163	
Other Service	5443	
Total Service	29180	29217
Nonveteran	45276	45276
Grand Total		74493

* 1970 Census Data

TABLE 5

COUNT OF PERSONS 16-64 Years old not inmates and not attending school by sex, by DISABILITY AND EMPLOYMENT STATUS in Moraine Park VTAE District *

* 1970 Census Data

Male not disabled nor handicapped in labor force	46338	
Male not disabled nor handicapped not in labor force	1429	
Male disabled or handicapped employed	4750	
Male disabled or handicapped unemployed	276	
Male disabled or handicapped not in labor force able to work	114	
Male disabled or handicapped not in labor force unable to work, disabled less than 6 months	17	
Male disabled or handicapped not in labor force unable to work, disabled 6 months or more	992	Total Male Disabled or Handicapped 6149
Female not disabled nor handicapped in labor force	27519	
Female not disabled nor handicapped not in labor force	24905	
Female disabled or handicapped employed	1386	
Female disabled or handicapped unemployed	185	
Female disabled or handicapped not in labor force able to work	1084	
Female disabled or handicapped not in labor force unable to work, disabled less than 6 months	164	
Female disabled or handicapped not in labor force unable to work, disabled 6 months or more	1379	Total Female Disabled or Handicapped 4198
		Total District Disabled or Handicapped 10347

TABLE 6A

The following table provides a detailed description of the population of the four counties comprising the major portion of the Moraine Park VTAE District.

The table presents a count, including offenders, probationers, and parolees, of all of the handicapped individuals who participated in the study. Table 6 was developed by examining each personal description for client and staff from each Nominal Group. Clients are classified as mentally handicapped only if they had been clients of a mental health center. Clients are classified as physically handicapped if they had been clients of the Division of Vocational Rehabilitation or of a Workshop, and did not note a client relationship with a mental health center. In several cases, clients of a Workshop cited client status with a mental health center and are classed as mentally handicapped. The research team observed some members of client groups who were severely visually impaired or who were missing one of their limbs who did not list DVR or Workshops, or a mental health center, and these individuals are not classified as handicapped in Table 6. Thus the figures represent a conservative estimate of the actual number of mentally or physically handicapped from the Moraine Park VTAE District who participated in the Nominal Group sessions.

TABLE 6A
Moraine Park VTAE District
HANDICAPPED INDIVIDUALS
WHO PARTICIPATED IN NOMINAL GROUPS

TYPE OF HANDICAP	Male	Female	Total
Physical (Cited DVR or Workshop)	42	44	86
Mental or Emotional (Cited a MHC)	42	40	82
Offenders (WCI, WHW, WSP)	51	44	95
Probationers	22	6	28
Parolees	8	3	11
Total Handicapped Participants	165	137	302

TABLE 6-B

The sex and ages of the staff participants were determined from the background information cards completed at the time of each session. Some of the participants did not indicate their sex and/or their age. The research team relied on memory in determining the sex of the unidentified participants. No attempt was made to adjust the table for ages not given.

TABLE 6-B

SEX AND AGE OF STAFF PARTICIPANTS

AGENCY	Dodge County						Fond du Lac County					
	No. of Females	Age Range	Average Age	No. of Males	Age Range	Average Age	No. of Females	Age Range	Average Age	No. of Males	Age Range	Average Age
ABE												
ADVOCAP							8	24 - 51	35.5	2	24 - 31	27.5
DSS	13	23 - 59	37.2	7	26 - 57	36.4	10	22 - 61	40.8	8	24 - 61	36.5
DSS – H.M.							(Includes Green Lake and Washington Counties) 4	36 - 44	40			
EFNEP							5	21 - 46	30.4			
IHM												
P & P												
CORRECTIONAL INSTITUTIONS	3	37 - 58	(WCI) 49.7	19	23 - 63	41.1	7	30 - 56	(WHW) 47.8	4	28 - 58	44.5
CORRECTIONAL INSTITUTIONS			(WSP)	10	25 - 53	39.3						
DVR												
WSES				4	25 - 52	33.5						
MDTA												
MOCD												
WIN												
MHC	17	19 - 59	33.7	11	22 - 61	29.7	19	19 - 63	36.9	9	20 - 60	32.6
WKSHPS	5	23 - 48	32.4	5	28 - 62	41	7	20 - 25	22	2	56	56

Green Lake County						Washington County						Moraine Park District						
No. of Females	Age Range	Average Age	No. of Males	Age Range	Average Age	No. of Females	Age Range	Average Age	No. of Males	Age Range	Average Age	No. of Females	Age Range	Average Age	No. of Males	Age Range	Average Age	AGENCY
												11	24 - 61	41.3				ABE
																		ADVOCAP
2	40 - 60	50	2	23	23	22	22 - 49	31.8	6	23 - 43	31.8							DSS
																		DSS – H. M.
																		EFNEP
												10	22 - 51	32.9				IHM
												2	23 - 42	32.5	8	28 - 48	35.7	P & P
																		CORRECTIO INSTITUTIO
																		CORRECTIO INSTITUTIO
						1	43	43	3	38 - 50	42.7	1	41	41	6	25 - 40	32.5	DVR
						1	43	43	3	38 - 50	42.7							WSES
												6	24 - 64	42.8	6	23 - 53	34.2	MDTA
												2	32 - 45	38.5	4	24 - 27	25.5	MOCD
												3	27 - 41	33.3	4	25 - 40	30.8	WIN
						39	20 - 61	39.0	6	22 - 62	42.8							MHC
						14	20 - 52	35.8	9	22 - 61	38.1							WKSHPS

TABLE 6-C

The sex and age of the client participants were determined from the background information cards completed at the time of each session. Some of the participants did not indicate their sex and/or their age. The research team relied on memory in determining the sex of unidentified participants. No attempt was made to adjust for ages not given.

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TABLE 6-C

SEX AND AGE OF CLIENT PARTICIPANTS

AGENCY	Dodge County						Fond du Lac County					
	No. of Females	Age Range	Average Age	No. of Males	Age Range	Average Age	No. of Females	Age Range	Average Age	No. of Males	Age Range	Average Age
ABE	2	35 - 51	43.0	2	31 - 56	43.5	6	(Includes Green Lake County) 21 - 32	26.3	2	17 - 22	19.5
ADVOCAP							8	22 - 48	31.8			
DSS	4	27 - 49	36.3				8	26 - 58	38.1			
DSS – H.M.												
EFNEP												
IHM	16	20 - 70	39.1				6	24 - 62	37.0			
P & P				8	18 - 36	25.5	9	20 - 30	23.7	7	16 - 41	23.7
CORRECTIONAL INSTITUTIONS			(WCI)	22	18 - 41	24.9	44	19 - 44	25.2	(WHW)		
CORRECTIONAL INSTITUTIONS			(WSP)	29	19 - 46	29.5						
DVR							4	(Includes Green Lake County) 18 - 21	19.8	5	25 - 42	30.2
WSES	4	34 - 53	44.0	1	24	24						
MDTA												
MOCD							12	19 - 58	28.3	12	18 - 49	28.3
WIN	5	21 - 54	40.8	3	25 - 43	33.3	6	19 - 54	38.3			
MHC	9	21 - 61	37.8	5	28 - 38	34.2	2	58 - 60	59.0	3	23 - 68	38.7
WKSHPS	5	17 - 60	33.8	5	40 - 64	46.8	11	20 - 59	38.8	5	21 - 57	38.4

Green Lake County						Washington County						Moraine Park District						AGENCY
No. of Females	Age Range	Average Age	No. of Males	Age Range	Average Age	No. of Females	Age Range	Average Age	No. of Males	Age Range	Average Age	No. of Females	Age Range	Average Age	No. of Males	Age Range	Average Age	
						5	20 - 59	38.6	5	21 - 49	31.4							ABE
																		ADVOCAP
						13	22 - 42	31.3	1	53	53							DSS
																		DSS – H. M.
																		EFNEP
8	24 - 38	31.0				16	20 - 52	29.4	3	25 - 61	47.7							IHM
			9	18 - 25	21.0				6	17 - 37	27.0							P & P
																		CORRECTIONAL INSTITUTIONS
																		CORRECTIONAL INSTITUTIONS
						1	24	24	3	28 - 46	36.7							DVR
						2	24 - 29	26.5	4	26 - 51	34.8							WSES
												8	18 - 40	25.3	40	18 - 52	27.4	MDTA
																		MOCD
						4	30 - 43	37.5										WIN
						5	34 - 60	50.0	5	30 - 48	39.3							MHC
						13	17 - 61	31.6	11	18 - 61	35.0							WKSHPS

THE MORAINE PARK VTAE MISSION

The Moraine Park Vocational, Technical and Adult Education District offers broad-based vocational programs that contribute to effective performance in a wide variety of skills and jobs in the fields of agriculture, office and marketing, health, home economics, trade and industry, and other personal, public service and interdisciplinary fields. The district conducts two-year associate degree programs; one and two-year vocational programs; part-time occupationally oriented programs; related apprentice instructional programs; courses for skill upgrading and/or social, civic or vocational improvement; adult high school programs, and adult vocational counseling, guidance and allied service.

The district provides further scope to its offerings through general vocational and adult education programs which are conducted part-time and full-time through short courses, institutes, and seminars.

The Moraine Park District is involved in a Cooperative Programming venture with the Wisconsin Division of Corrections. Vocational programs at the Wisconsin State Reformatory (WSR) and the Wisconsin Correctional Institute (WCI) are being patterned after the Moraine Park and the Wisconsin VTAE standards in order that the inmates can earn Moraine Park diplomas and/or associate degrees or transfer Moraine Park credits to other vocational technical districts in the state. Since March, 1973 the Moraine Park District has provided a full-time Cooperative Programming Project Director who is located at WCI-Fox Lake. The Cooperative Programming Director is presently concentrating on cooperative educational efforts at WCI because that institution presently has the most vocational training programs which lend themselves to VTAE credit programs. WSR presently offers courses which earn Moraine Park credits but no full-time programs have been approved at the time of this writing.

MORAINE PARK DISTRICT COMMITMENT

TO SERVING THE DISADVANTAGED AND HANDICAPPED

The Moraine Park VTAE District operates in an educational environment which includes a number of programs serving disadvantaged and handicapped residents. For several years, previous to this study, the Moraine Park District has ranked second in the state VTAE system in the amount of funds budgeted and staff allocated to special programs for disadvantaged and handicapped. The only district which provides more dollars or staff is the Milwaukee Area VTAE District, which has a population five times that of Moraine Park, producing a much larger tax base. On a per capita basis, the Moraine Park District leads the VTAE system in the state for monies and staff allocated to disadvantaged and handicapped programs and services.

Moraine Park Vocational, Technical and Adult Education District administration, faculty, and staff have been committed to providing meaningful programs for the disadvantaged and handicapped persons within the District for some time. Item 4.11 of the District's long range plan includes educational services for the disadvantaged and handicapped and reads as follows:

> Moraine Park District will give priority to identification of and development of programs and services for the individuals whose academic, socioeconomic, cultural, and other handicaps would prevent them from succeeding in regular vocational programs designed for persons without such handicaps.

Taking advantage of the state's five year plan, the Moraine Park Vocational, Technical and Adult Education District submitted the following projects to the State Board and received grant awards:

1968-73	Adult Basic Education
1970-72	Career Development and Training for Disadvantaged Persons
1970-73	Individualized Homemakers
1971-72	Machine Operation Training for the Handicapped
1971-72	Multioccupational Vocational Training for the Handicapped
1971-73	Parent-Child Education
1972-74	Orientation of Emotionally Disturbed Institutionalized Adults to Enter the World of Work Through Vocational Education
1972-74	Multioccupational Career Development
1973-74	Outreach: Spanish-speaking Community
1973-74	Home and Family Management (representing a merger of Individualized Homemakers and Parent-Child Education)

Approved Federally Funded vocational programs within the correctional institutions in the Moraine Park VTAE District are:

1970-74	Certificate Level Program in Cosmetology	Wisconsin Home for Women (WHW)
1970-74	Vocational Training and Counseling	Wisconsin State Prison (WSP)
1970-71	Technical and Related Training for Disadvantaged Inmates	Wisconsin Correctional Institution (WCI)
1971-74	Instruction in Marketing for the Handicapped	(WCI)
1972-74	Custodial Services	(WCI)
1972-74	Cooperative Programming	(WCI)
1972-73	Small Engines	(WCI)
1974	Pre-vocational Basic Instruction for Inmates	(WCI)

The Adult Basic Education, Individualized Homemakers, the Multioccupational Career Development Program and the three correctional institutions located in the District are all integral parts of this study being represented by both staff and client (student) participants. Also, not listed above, and a major asset to the study is the Manpower Development and Training Act Program, which is a cooperative effort of the Moraine Park VTAE District with the Wisconsin State Employment Service. Each agency's program and services to disadvantaged and handicapped clients will be described in detail in the section of this report which introduces Agency Function's in the RESULTS section.

Services available to disadvantaged and handicapped residents of the District desiring vocational, technical or adult education include financial aid. Aid is based on need and is available to assist a student with expenses for clothes, books, room and board, supplies, school activities, fees, transportation, and recreation.

CLIENT INTERACTION WITH AGENCIES AND INSTITUTIONS IN THE DISTRICT

Another goal of the research team was to determine the degree to which the disadvantaged and handicapped residents of the District interact with the various public service agencies. The information produced by the clients completing the background information cards (see Figure 2) provided valuable data relating to the number of public service agencies which serve an individual client. The information provided to the research team indicated that the great majority of clients are presently or have previously been active clients of more than one agency.

The research team thoroughly explained the background information card prior to the clients completing the card and placed special emphasis on seeing to it that the appropriate columns were checked.

Figure 2
Client Background Information Card

Are you now or ever have been a client of:
(Check all that applies in appropriate columns)

Am Now		Was Previously
_____	.....Dept. of Social Services	_____
_____	.....Div. of Vocational Rehabilitation	_____
_____	.....Work Incentive Program (WIN)	_____
_____	.....Wis. State Employment Service	_____
_____	.....Mental Health Center	_____
_____	.....Workshops	_____
_____	.....ADVOCAP	_____
_____	Others, Specify: _____	_____

Age _____ Circle One Male Female

NOMINAL GROUP NO. _____

The cumulative number of agencies in which participants held former or active client status are shown on Tables 7-21 which follow.

NOTE

No attempt was made by the research team to equalize the number of clients representing each agency, therefore the data represent a sample of convenience of the clients from each agency who were willing to participate in this study, and do not reflect a random sampling of the interaction of clients with the various public service agencies.

TABLE 7

The Moraine Park VTAE District's Adult Basic Education program was not listed on the information card. If any client participants had student status with the program, they did not elect to record it in the space provided for "Others, Specify."

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Table 7

ADULT BASIC EDUCATION

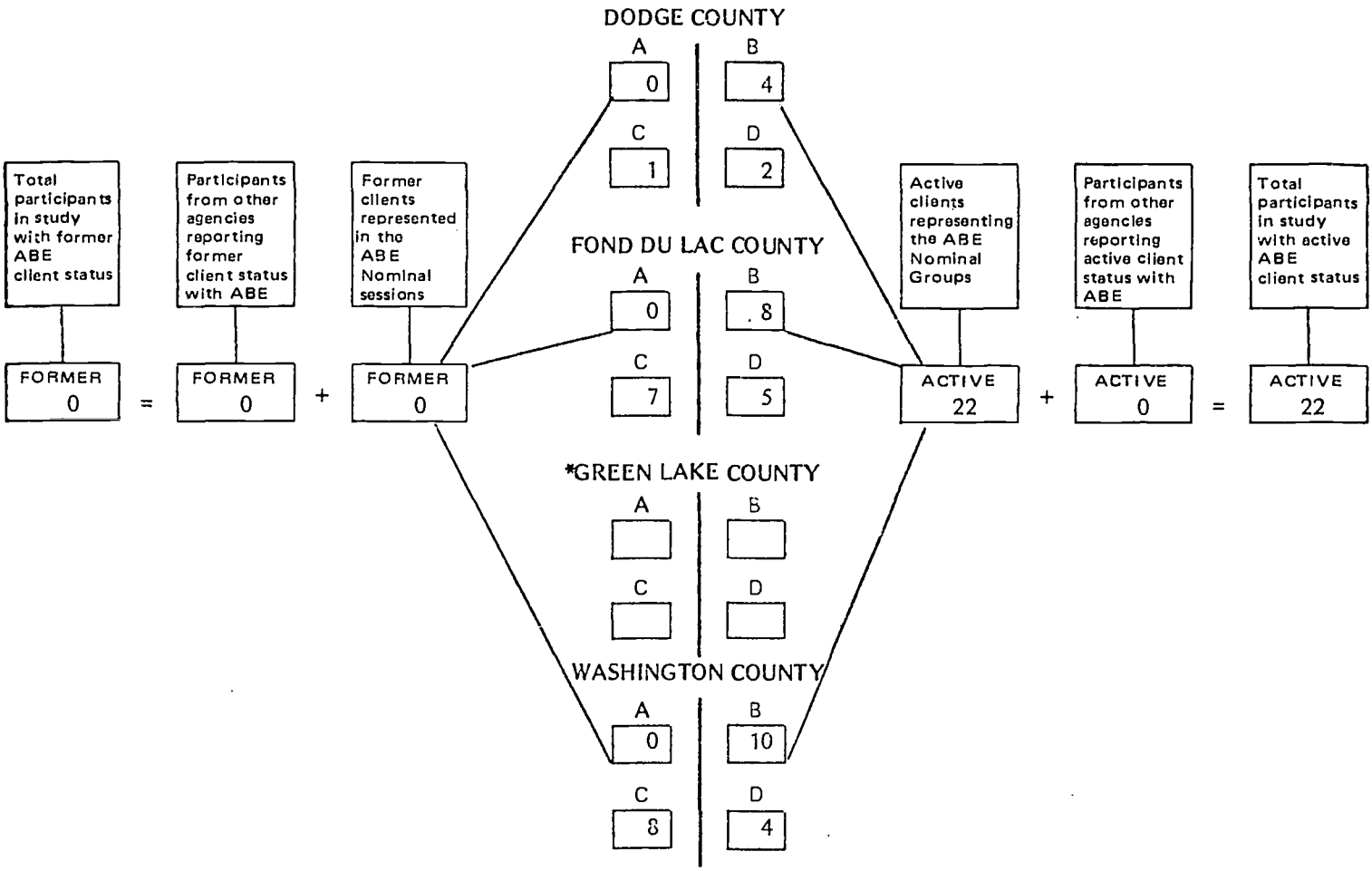

A. Participants in ABE who were former clients of that agency.

B. Nominal Group participants who were ABE clients.

C. Number of agencies other than ABE of which persons in (A) and (B) had formerly been clients.

D. Number of agencies other than ABE of which persons in (A) and (B) were clients at the time the session was conducted.

* Green Lake County residents are served by the Fond du Lac County program.

Table 8

ADVOCAP, INC.

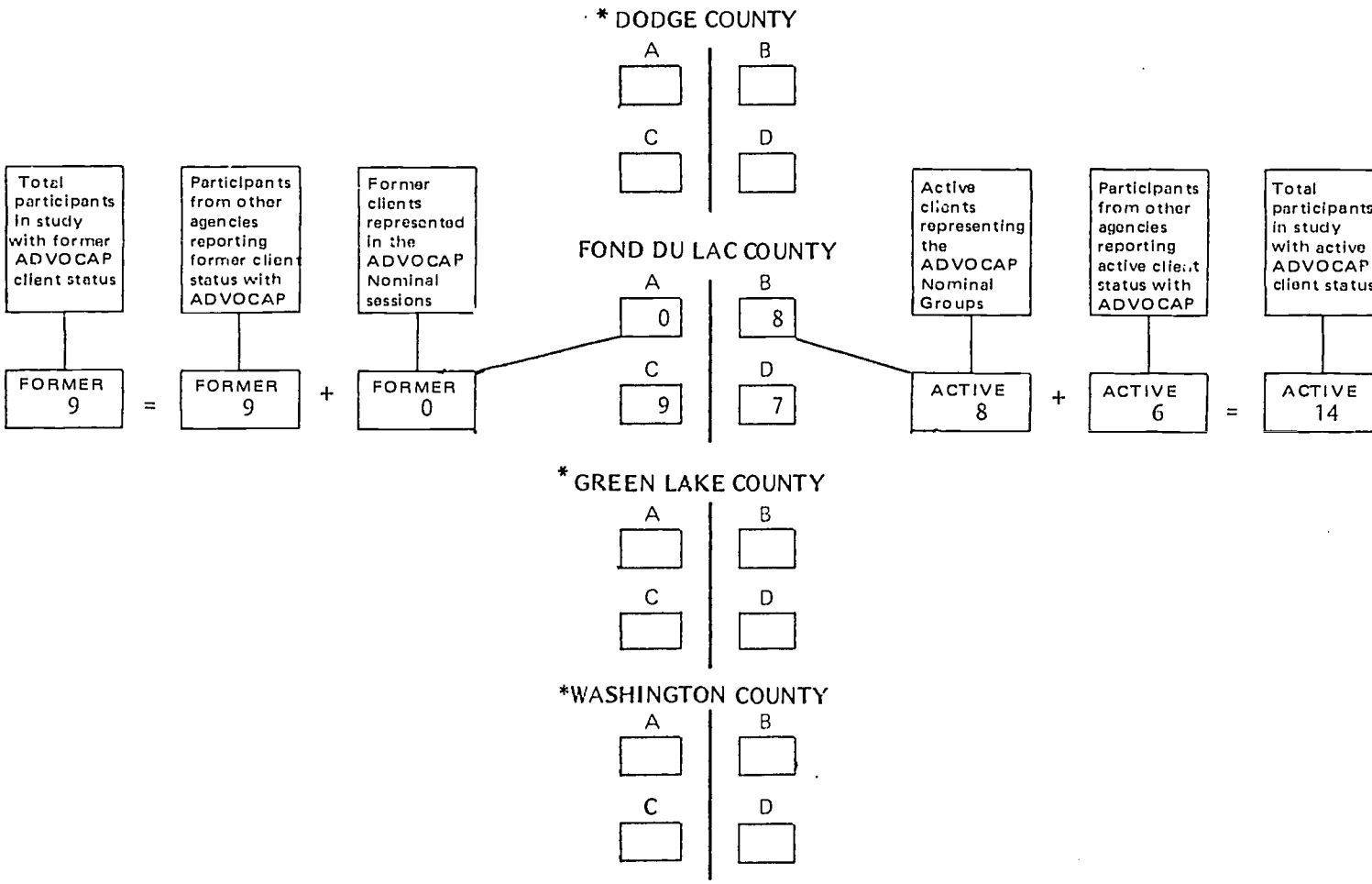

A. Participants in ADVOCAP who were former clients of that agency.

B. Nominal Group participants who were ADVOCAP clients.

C. Number of agencies other than ADVOCAP of which persons in (A) and (B) had formerly been clients.

D. Number of agencies other than ADVOCAP of which persons in (A) and (B) were clients at the time the session was conducted.

*The only ADVOCAP, INC. serving residents within the Moraine Park District is located in Fond du Lac county.

Table 9

DEPARTMENT OF SOCIAL SERVICES

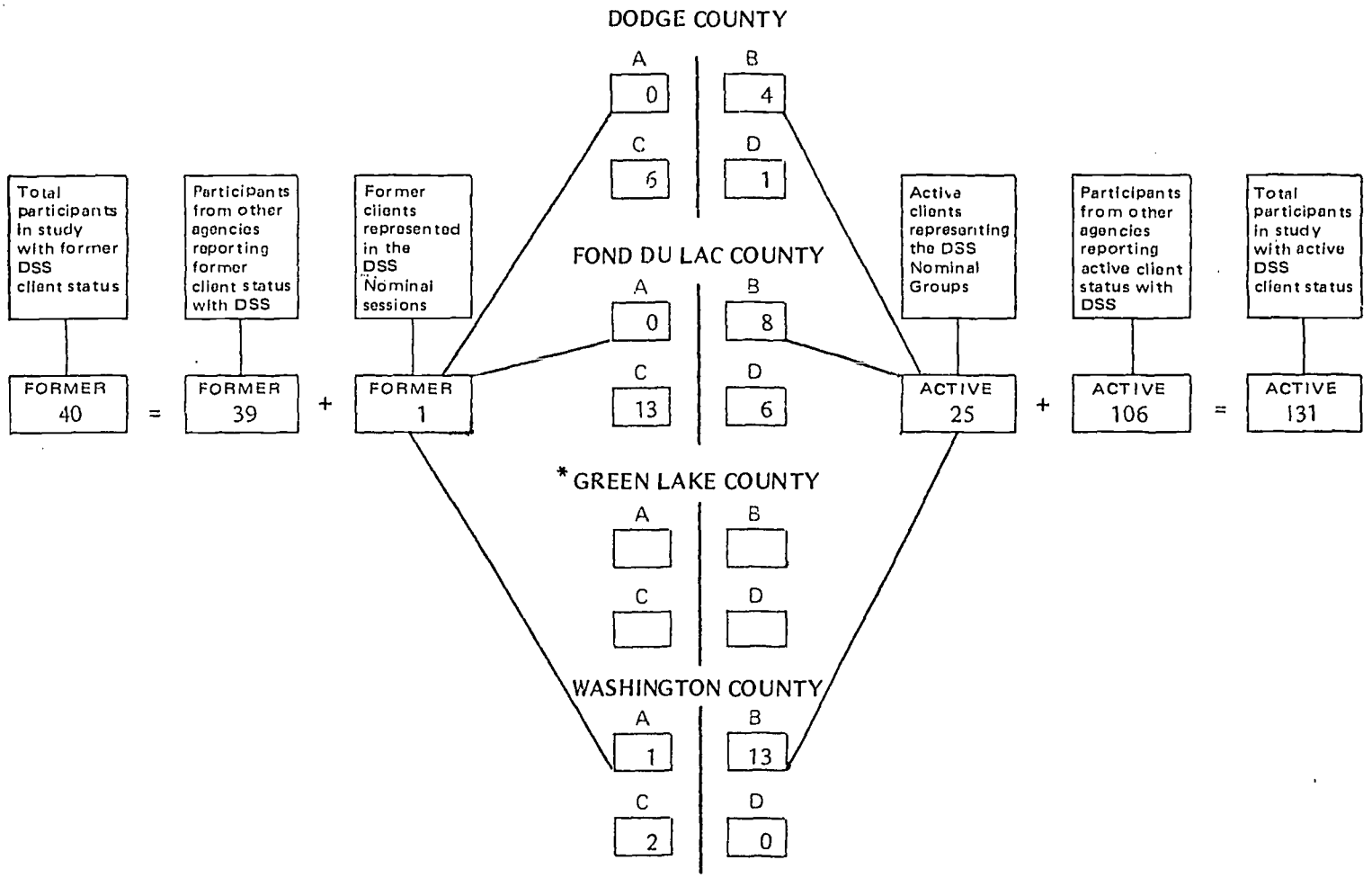

Participants in DSS who were former clients of that agency.

Nominal Group participants who were DSS clients.

Number of agencies other than DSS of which persons in (A) and (B) had formerly been clients.

Number of agencies other than DSS of which persons in (A) and (B) were clients at the time the session was conducted.

The staff of the Green Lake County Department of Social Services were unable to assemble a representative client group for participation in the study.

TABLE 10

The Moraine Park VTAE District's Individualized Homemaker program was not listed on the information card. One client participant representing another agency had former status and one had present status and reported this in the space provided for "Others, Specify."

ERIC

Table 10

INDIVIDUALIZED HOMEMAKERS

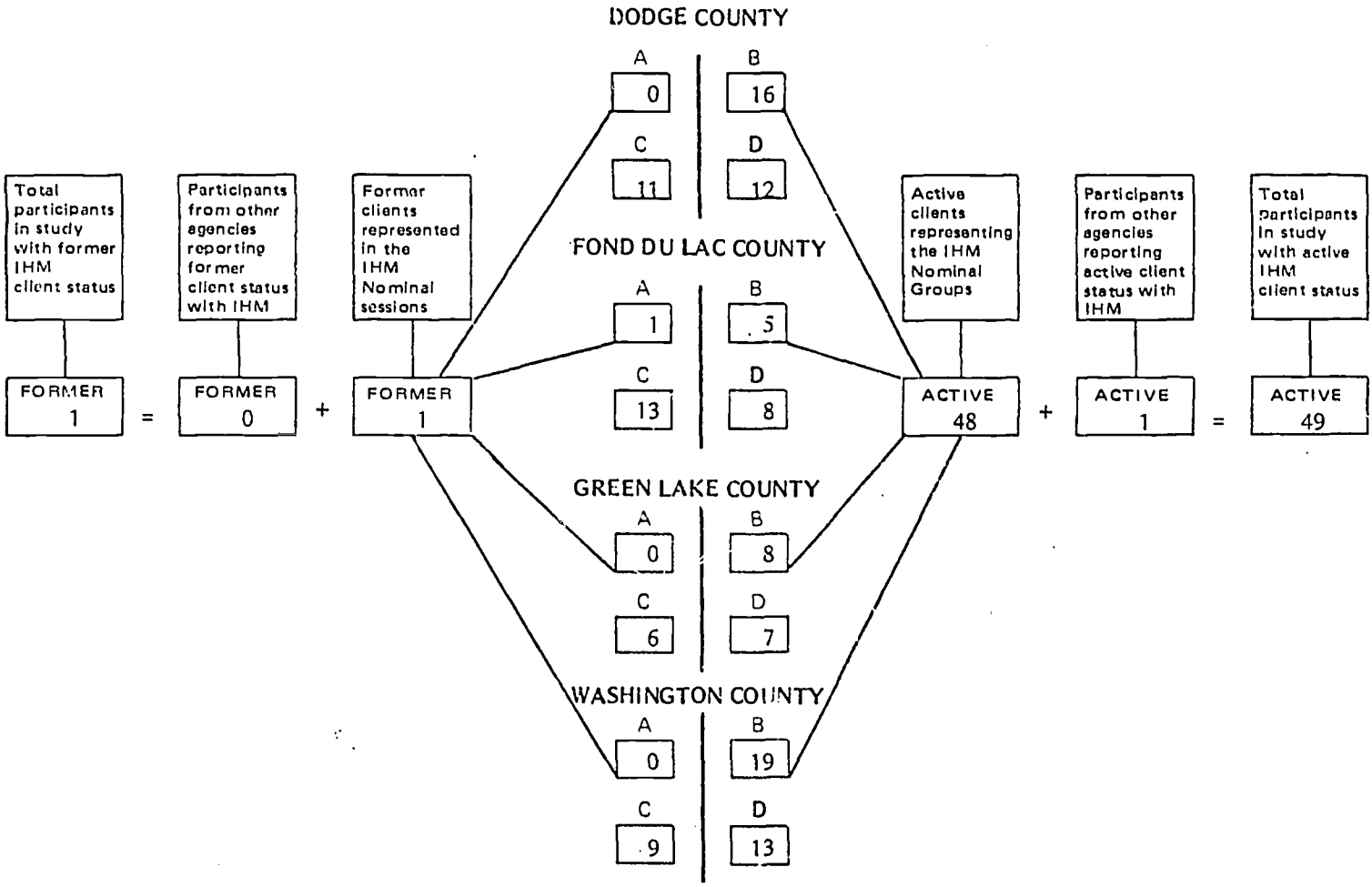

A. Participants in IHM who were former clients of that agency.

B. Nominal Group participants who were IHM clients.

C. Number of agencies other than IHM of which persons in (A) and (B) had formerly been clients.

D. Number of agencies other than IHM of which persons in (A) and (B) were clients at the time the session was conducted.

TABLE 11

The Bureau of Probation and Parole was not listed on the information card. If any client participants had status with the agency, they did not elect to record it in the space provided for "Others, Specify."

ERIC

Table 11

BUREAU OF PROBATION AND PAROLE

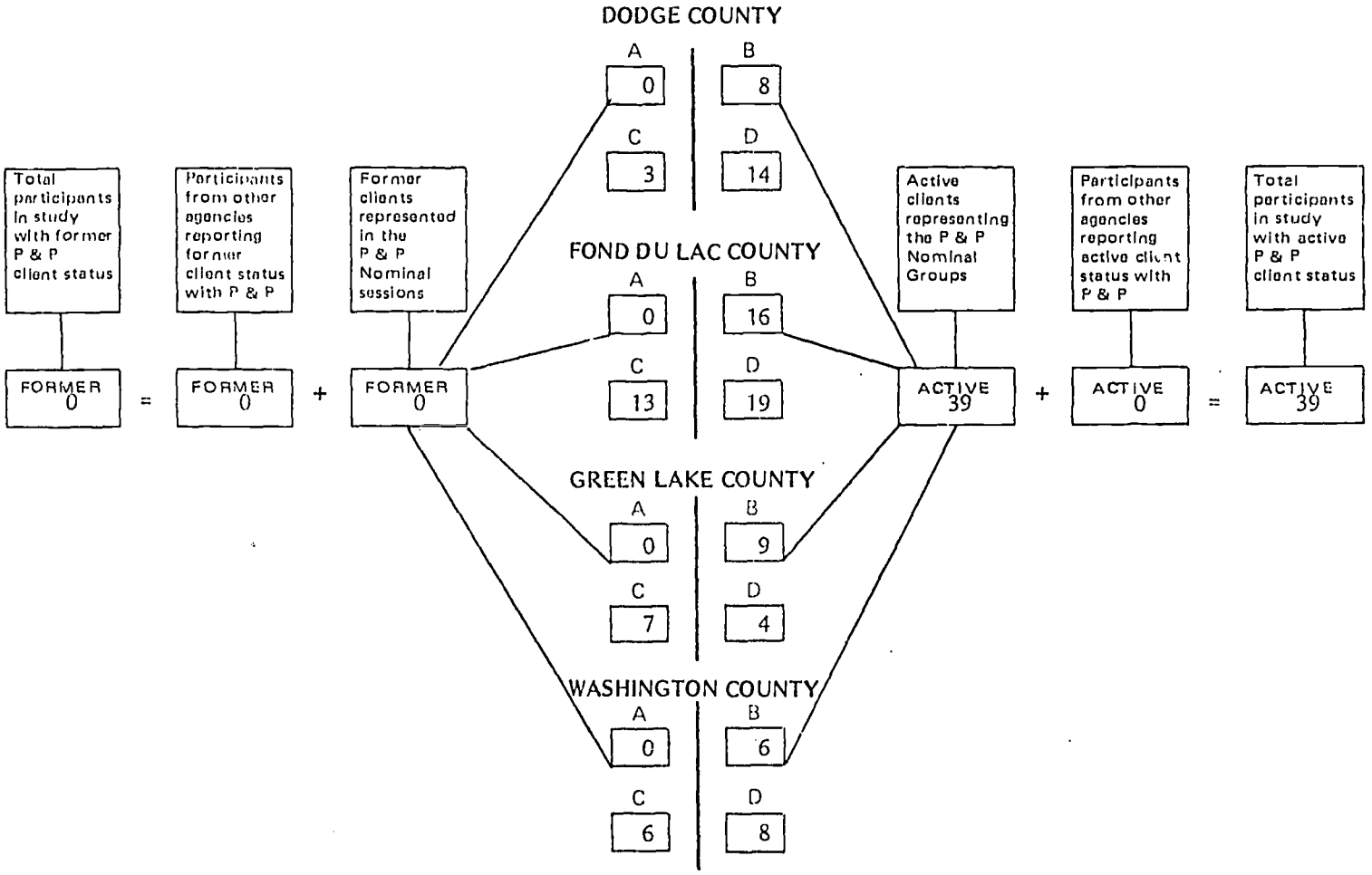

A. Participants in P & P who were former clients of that agency.

B. Nominal Group participants who were P & P clients.

C. Number of agencies other than P & P of which persons in (A) and (B) had formerly been clients.

D. Number of agencies other than P & P of which persons in (A) and (B) were clients at the time the session was conducted.

TABLE 12

The inmates of the Wisconsin Correctional Institution were not asked to report their former or active status with outside agencies.

ERIC

Table 12

WISCONSIN CORRECTIONAL INSTITUTION

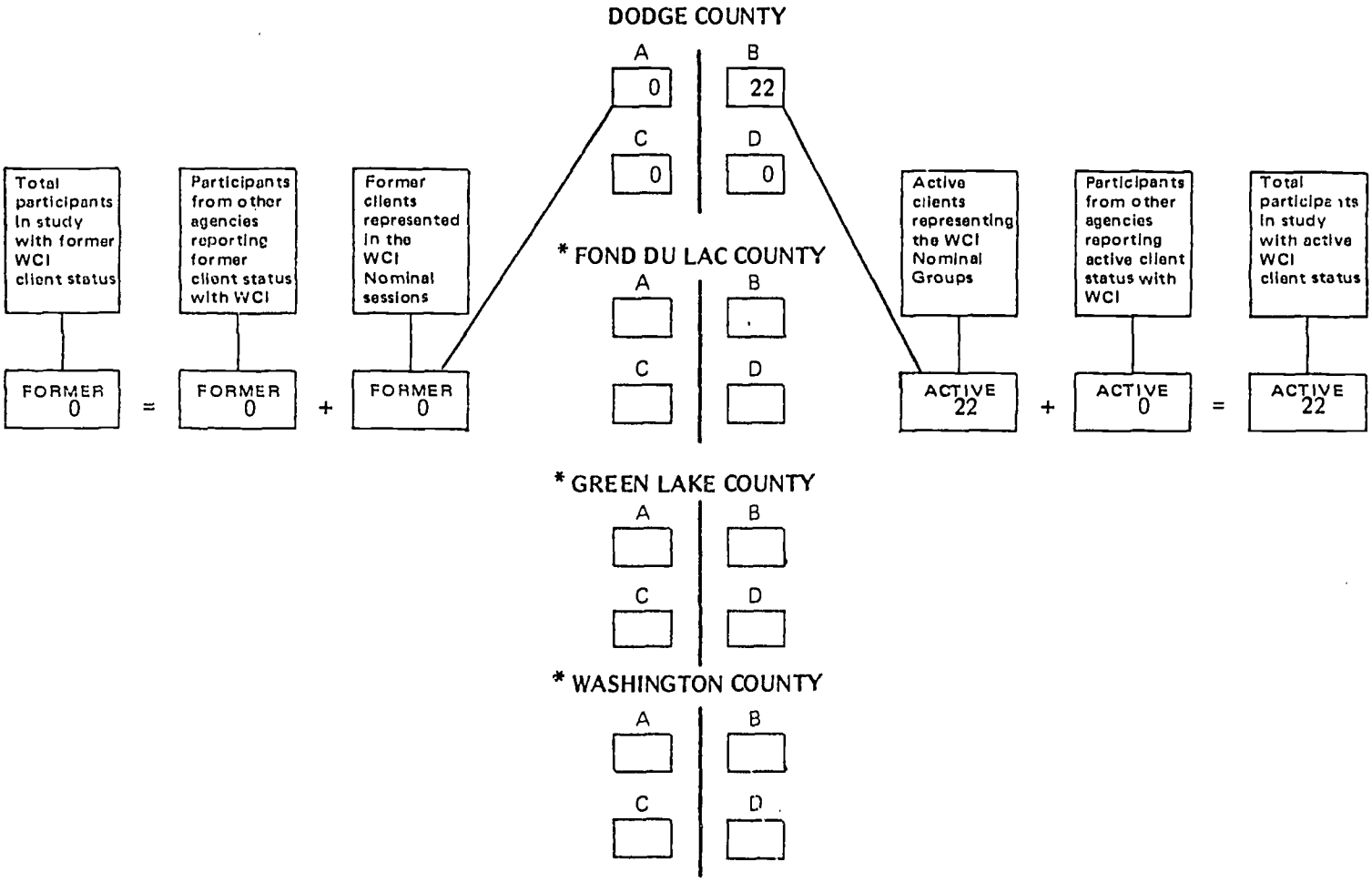

A. Participants in WCI who were former clients of that agency.

B. Nominal Group participants who were WCI clients.

C. Number of agencies other than WCI of which persons in (A) and (B) had formerly been clients.

D. Number of agencies other than WCI of which persons in (A) and (B) were clients at the time the session was conducted.

* Each of the three correctional institutions within the boundaries of the Moraine Park District were regarded as independent institutions.

TABLE 13

The inmates of the Wisconsin State Prison were not questioned about their former or active status with outside agencies.

Table 13

WISCONSIN STATE PRISON

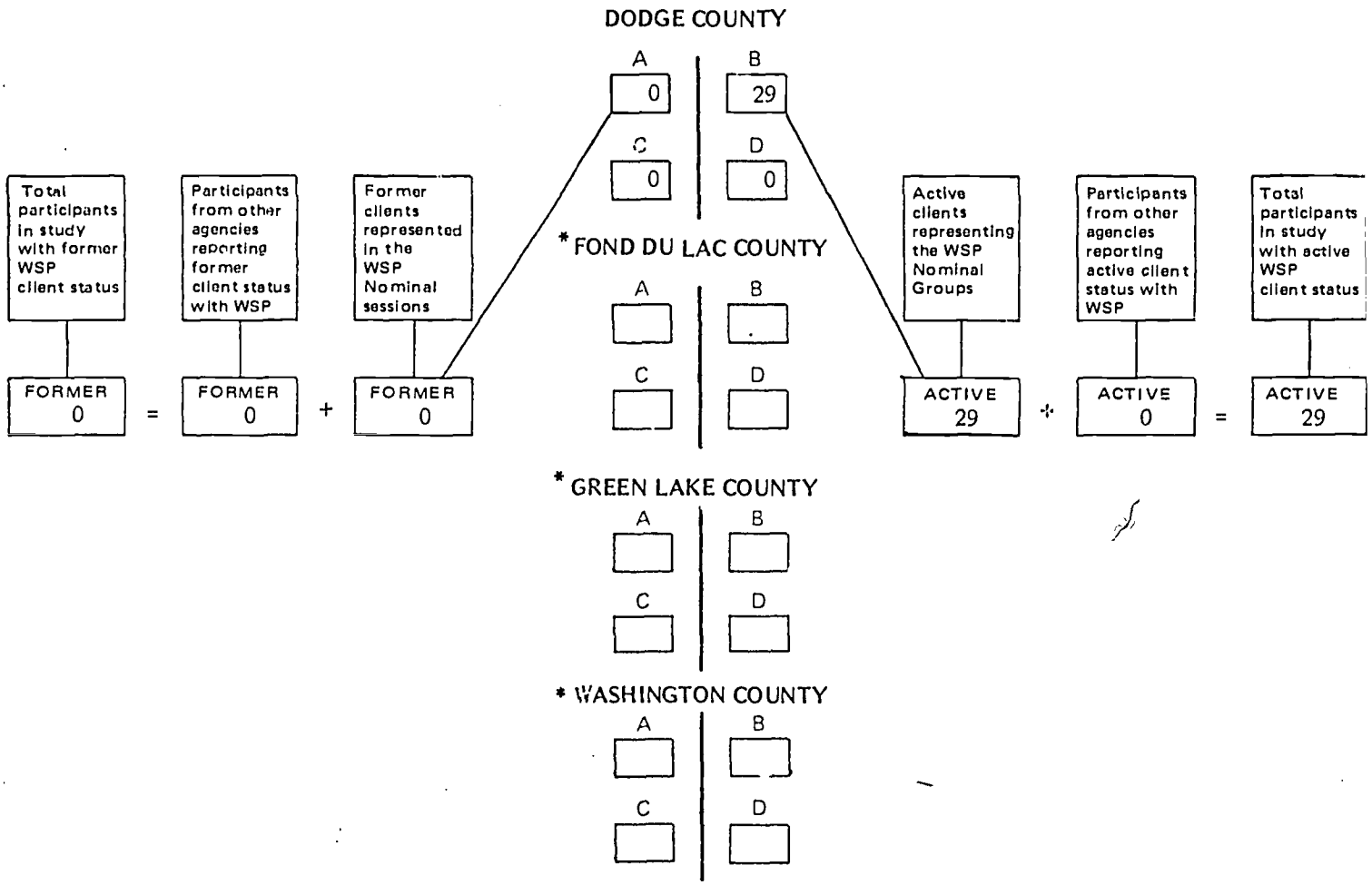

A. Participants in WSP who were former clients of that agency.

B. Nominal Group participants who were WSP clients.

C. Number of agencies other than WSP of which persons in (A) and (B) had formerly been clients.

D. Number of agencies other than WSP of which persons in (A) and (B) were clients at the time the session was conducted.

* Each of the three correctional institutions within the boundaries of the Moraine Park District were regarded as independent institutions.

TABLE 14

The inmates of the Wisconsin Home for Women were not asked to report their former or active status with outside agencies.

ERIC

Table 14

WISCONSIN HOME FOR WOMEN

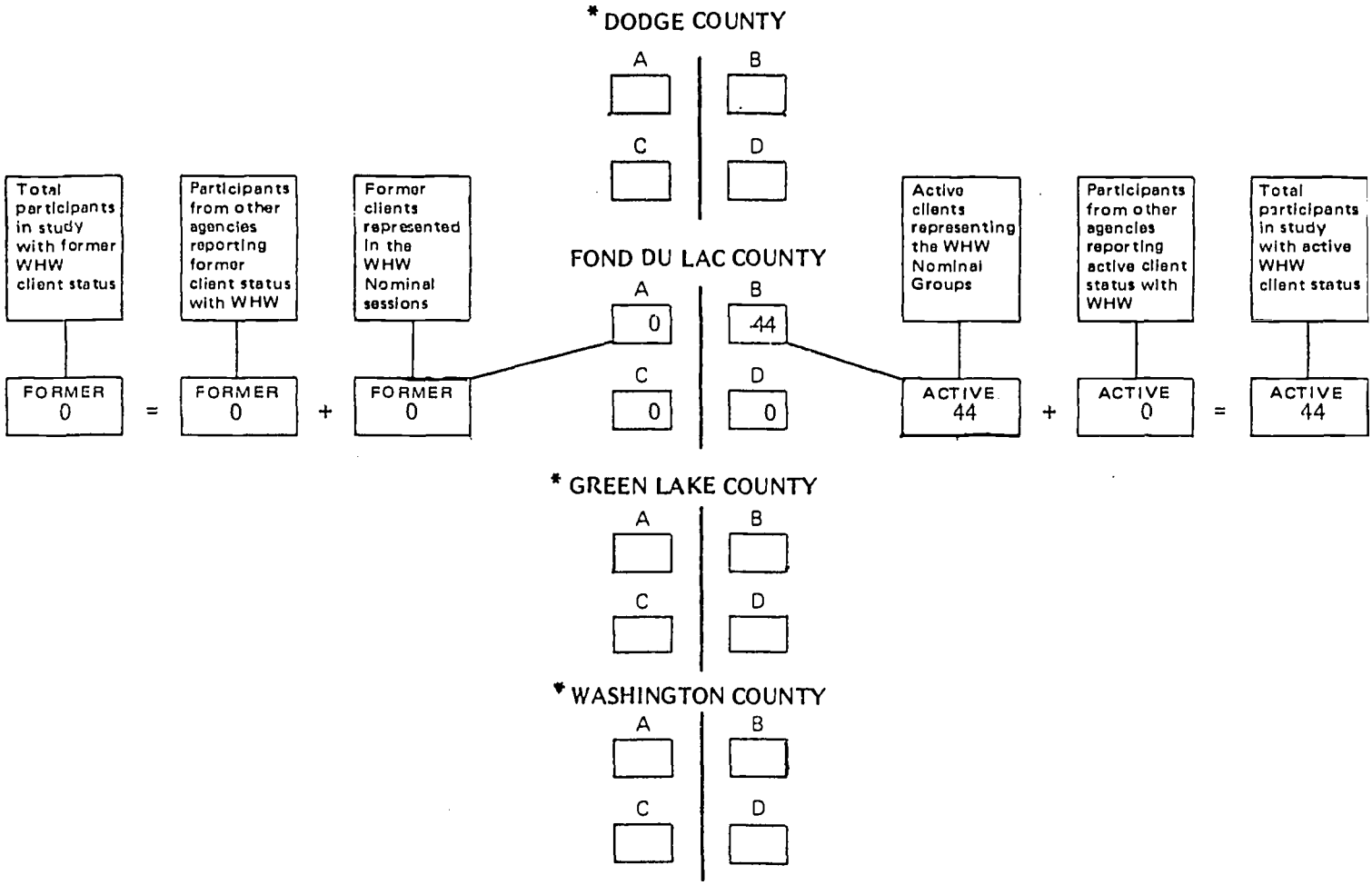

A. Participants in WHW who were former clients of that agency.

B. Nominal Group participants who were WHW clients .

C. Number of agencies other than WHW of which persons in (A) and (B) had formerly been clients.

D. Number of agencies other than WHW of which persons in (A) and (B) were clients at the time the session was conducted.

* Each of the three correctional institutions within the boundaries of the Moraine Park District were regarded as independent institutions.

Table 15

DIVISION OF VOCATIONAL REHABILITATION

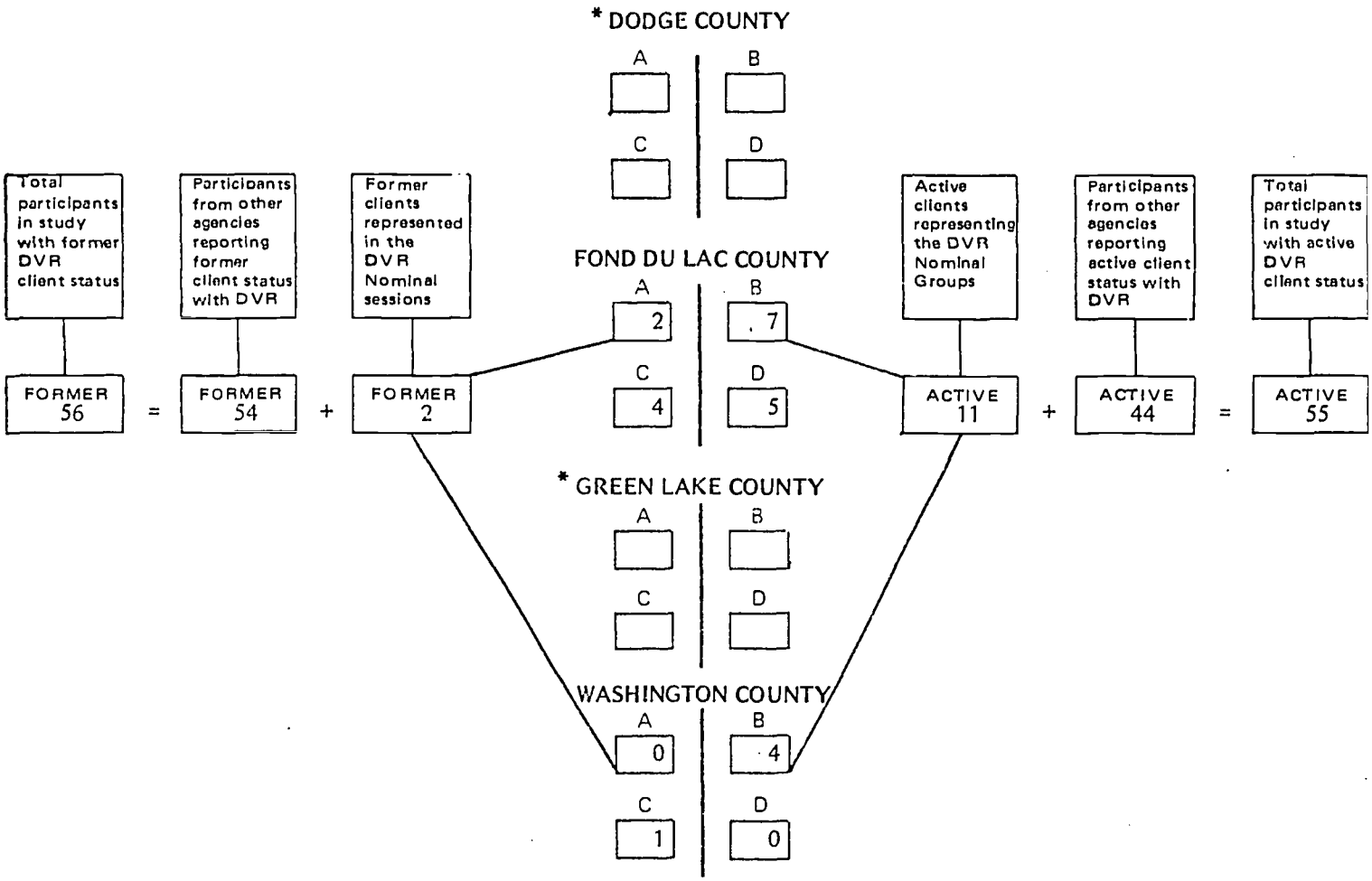

A. Participants in DVR who were former clients of that agency.

B. Nominal Group participants who were DVR clients.

C. Number of agencies other than DVR of which persons in (A) and (B) had formerly been clients.

D. Number of agencies other than DVR of which persons in (A) and (B) were clients at the time the session was conducted.

* The Dodge County Division of Vocational Rehabilitation staff was unable to organize a client group to represent the agency. Green Lake county is served by the Fond du Lac office.

Table 16

WISCONSIN STATE EMPLOYMENT SERVICE

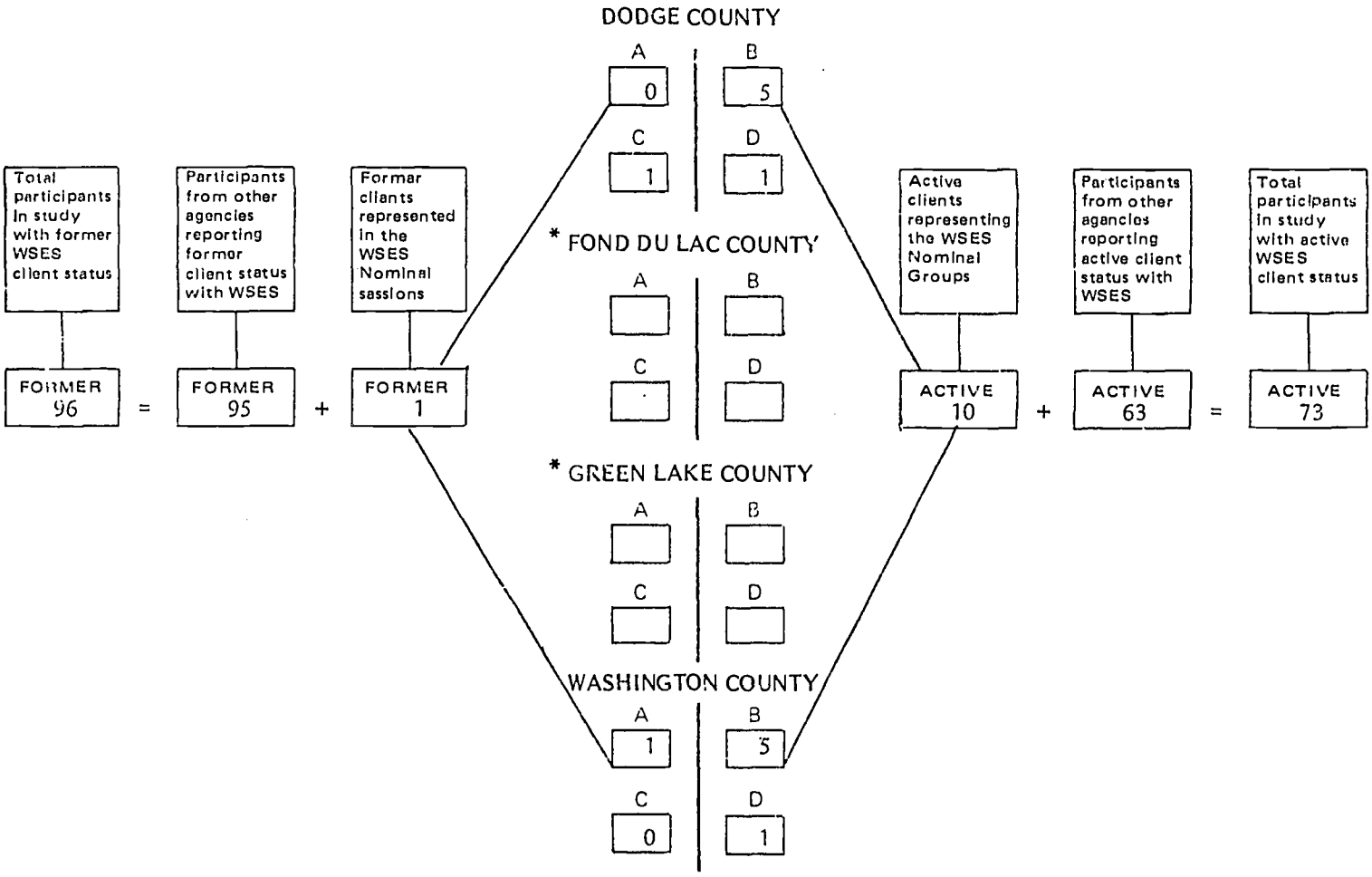

A. Participants in WSES who were former clients of that agency.

B. Nominal Group participants who were WSES clients.

C. Number of agencies other than WSES of which persons in (A) and (B) had formerly been clients.

D. Number of agencies other than WSES of which persons in (A) and (B) were clients at the time the session was conducted.

* The Wisconsin State Employment Service located in Fond du Lac County elected not to participate in the study. Green Lake County is served by the office of the director of WSES, Fond du Lac County.

TABLE 17

The Manpower Development and Training Act program, a cooperative effort of the Moraine Park VTAE District and the Wisconsin State Employment Service, was not listed on the information card. One client participant representing another agency indicated having former status in the space provided for "Others, Specify."

Table 17

MANPOWER DEVELOPMENT TRAINING ACT

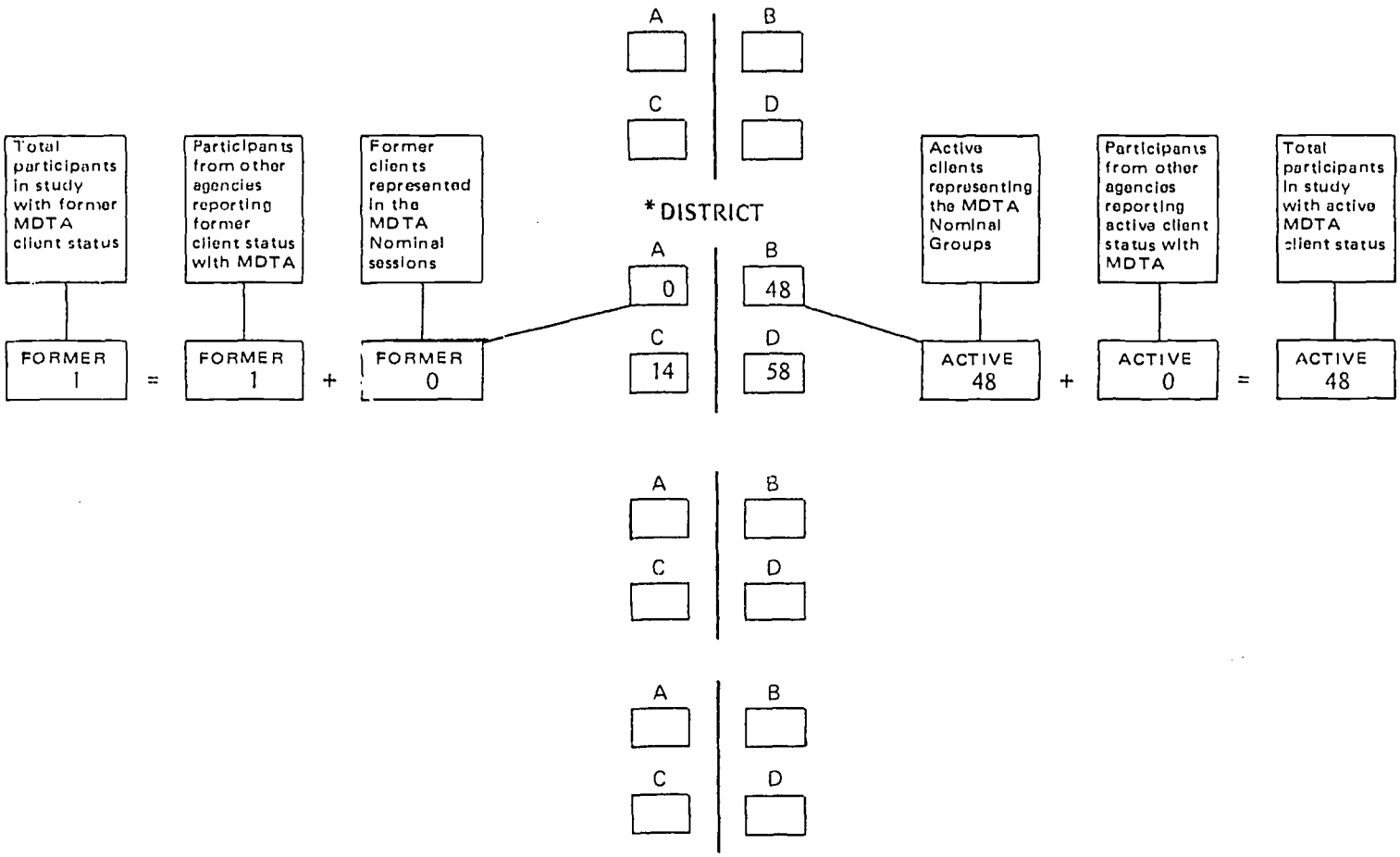

A. Participants in MDTA who were former clients of that agency.

B. Nominal Group participants who were MDTA clients.

C. Number of agencies other than MDTA of which persons in (A) and (B) had formerly been clients.

D. Number of agencies other than MDTA of which persons in (A) and (B) were clients at the time the session was conducted.

* All Manpower Development Training Act Programs offered in the Moraine Park District are presently located at the Fond du Lac Campus, but served disadvantaged and handicapped persons from throughout the District.

TABLE 18

The Moraine Park VTAE District's Multi-Occupational Career Development program was not listed on the information card. Two clients indicated having present client status in the space provided for "Others, Specify."

ERIC

Table 18

MULTI-OCCUPATIONAL CAREER DEVELOPMENT

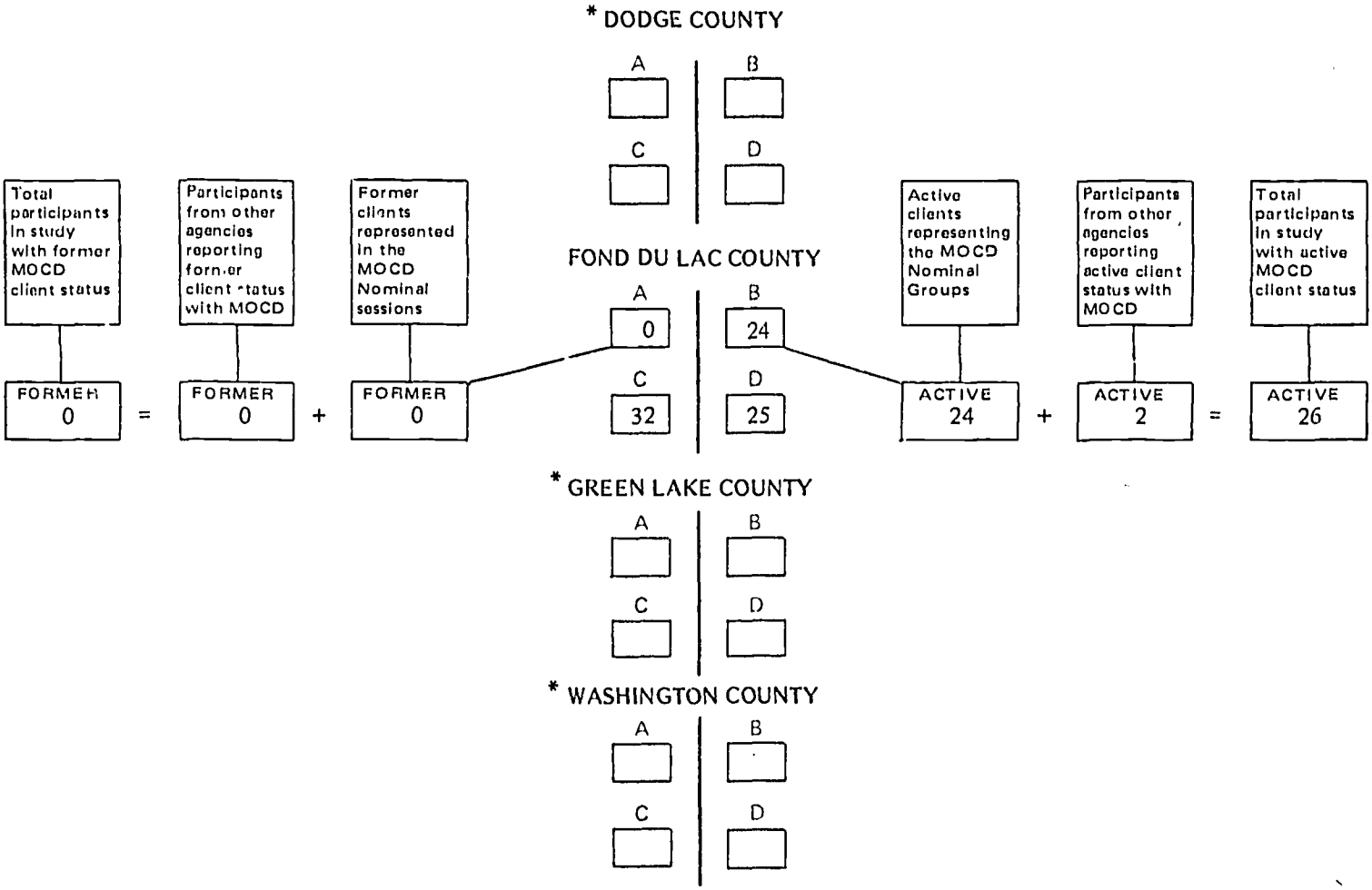

A. Participants in MOCD who were former clients of that agency.

B. Nominal Group participants who were MOCD clients.

C. Number of agencies other than MOCD of which persons in (A) and (B) had formerly been clients.

D. Number of agencies other than MOCD of which persons in (A) and (B) were clients at the time the session was conducted.

* At the time the Nominal Group Sessions were conducted, the Multi-Occupational Career Development Program was concentrating on program development in Fond du Lac County and had not yet expanded to the other 3 counties comprising the District.

Table 19

WORK INCENTIVE PROGRAM

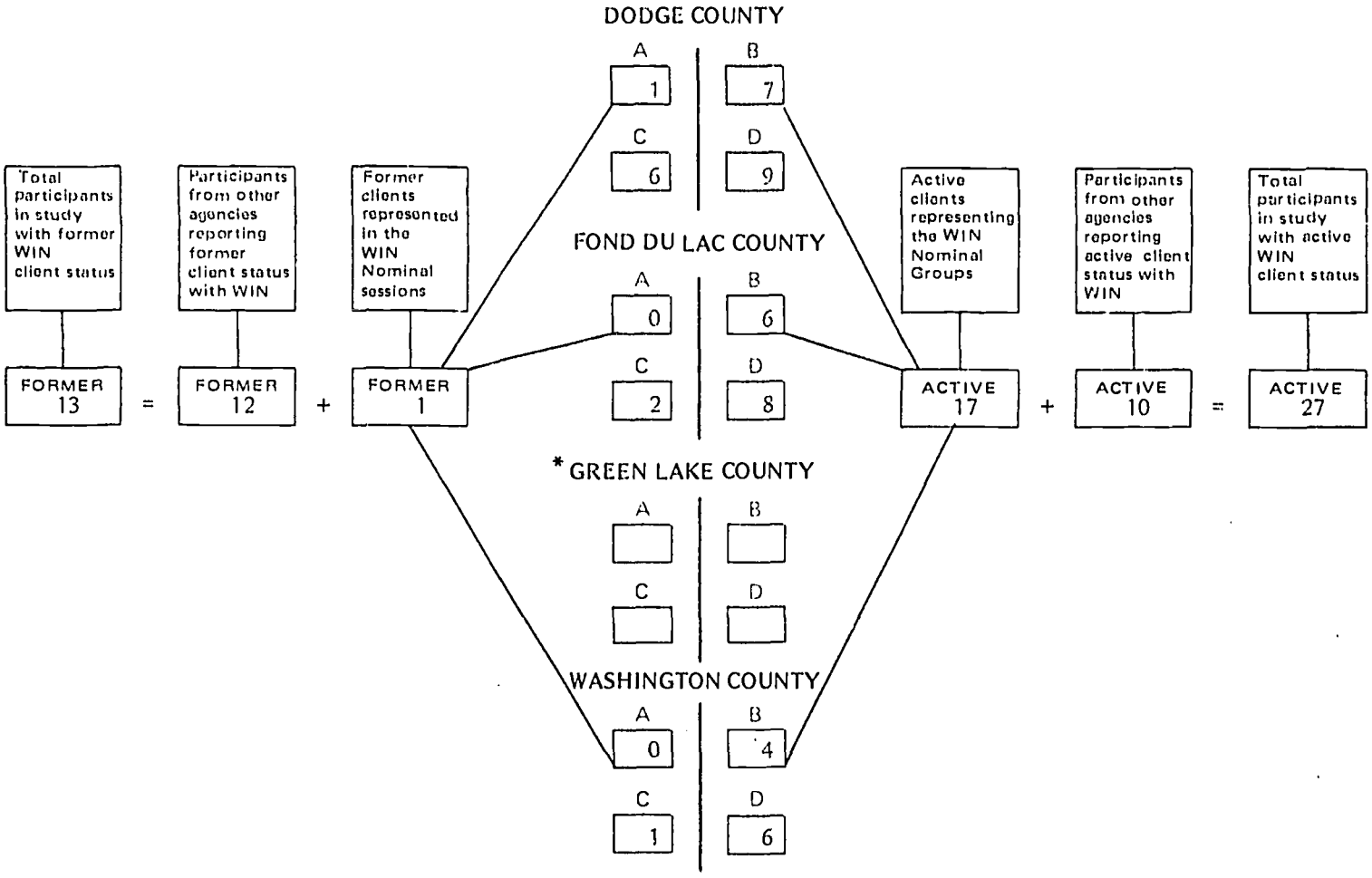

A. Participants in WIN who were former clients of that agency.

B. Nominal Group participants who were WIN clients.

C. Number of agencies other than WIN of which persons in (A) and (B) had formerly been clients.

D. Number of agencies other than WIN of which persons in (A) and (B) were clients at the time the session was conducted.

* Green Lake County residents are served by the Work Incentive Program located in Fond du Lac County.

Table 20

MENTAL HEALTH CENTERS

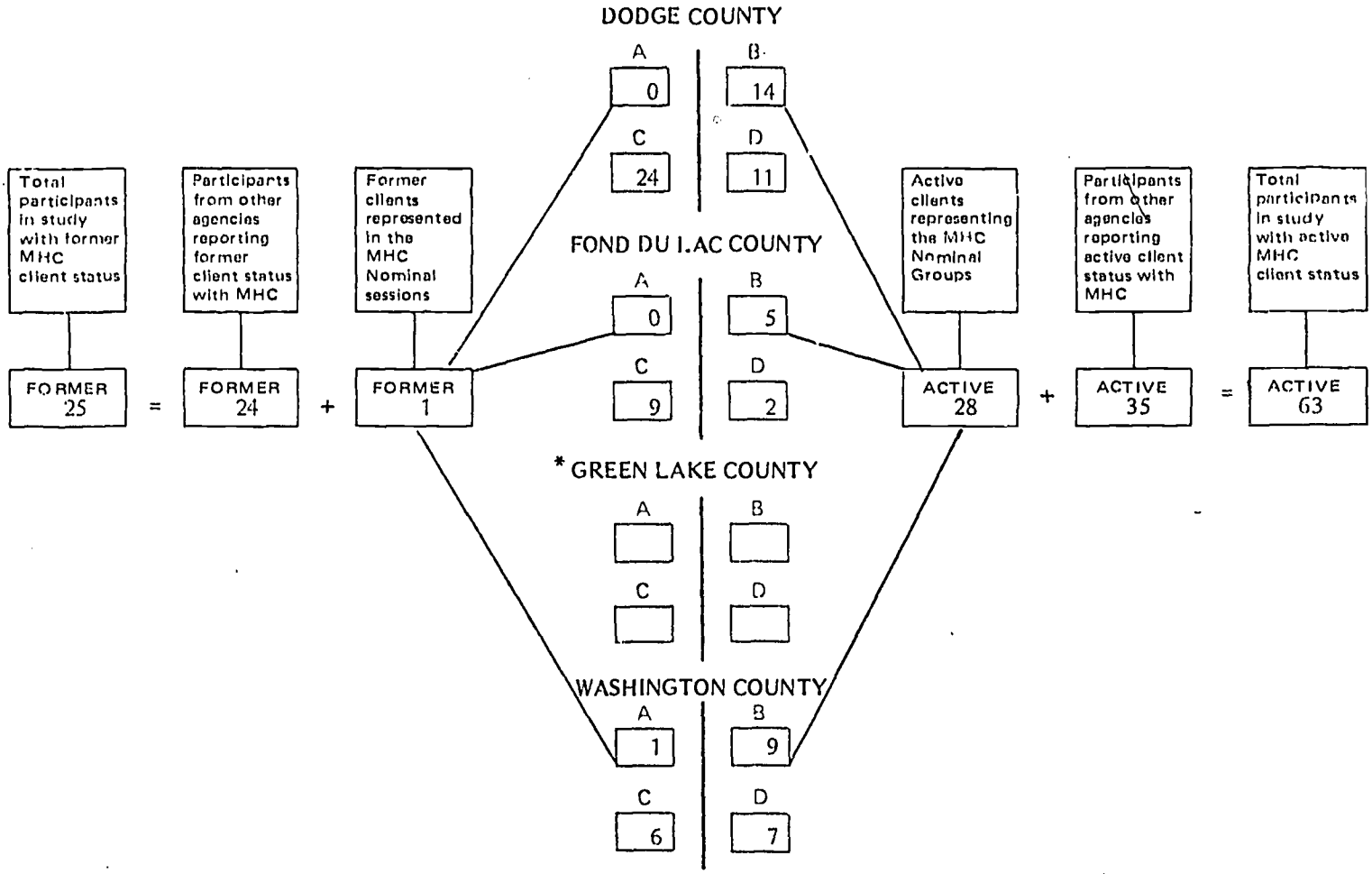

A. Participants in MHC who were former clients of that agency.

B. Nominal Group participants who were MHC clients.

C. Number of agencies other than MHC of which persons in (A) and (B) had formerly been clients.

D. Number of agencies other than MHC of which persons in (A) and (B) were clients at the time the session was conducted.

* Green Lake County residents requiring the services of a Mental Health Center are generally referred to the center nearest their home.

Table 21

WORKSHOPS

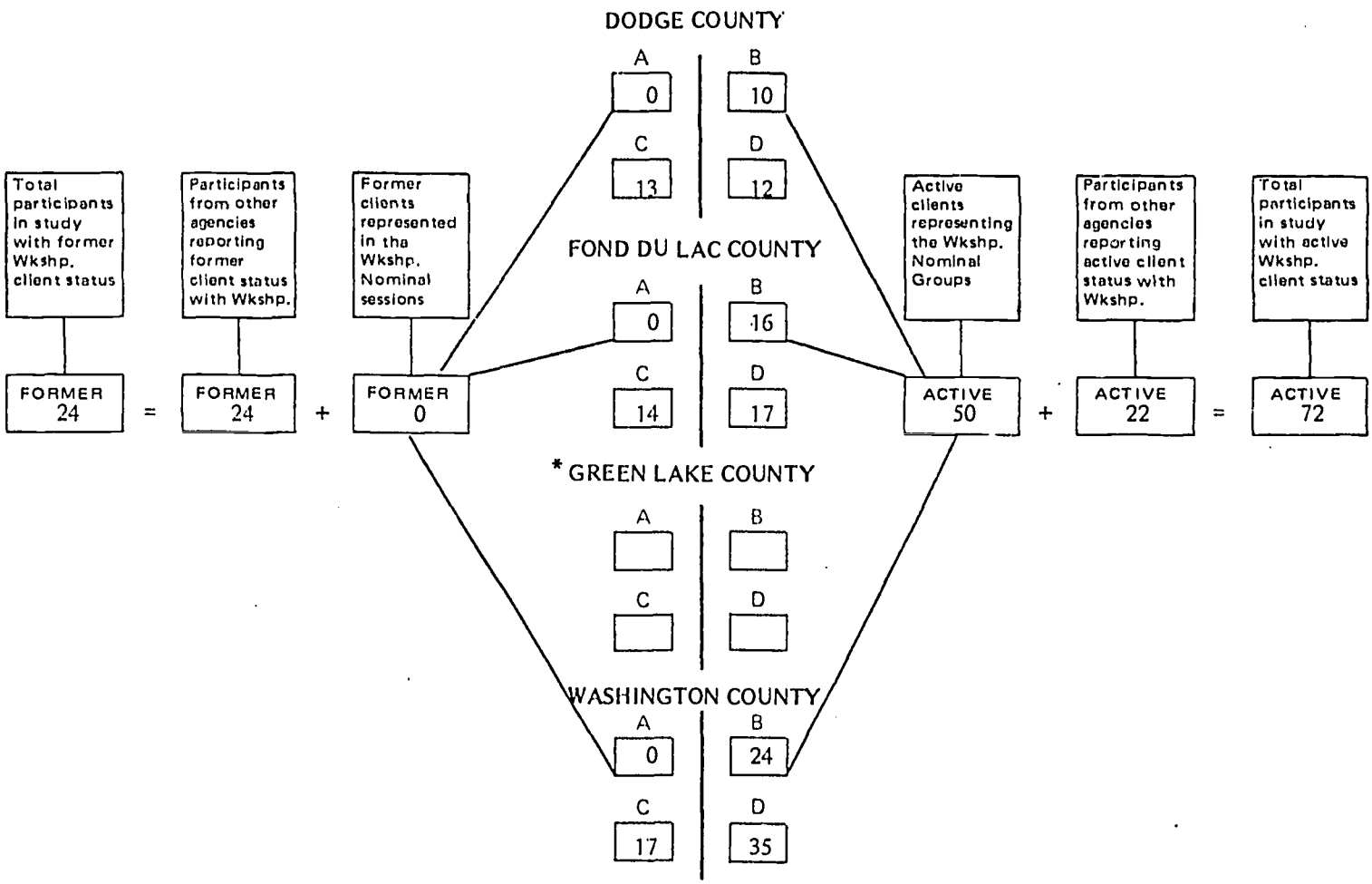

A. Participants in Workshops who were former clients of that agency.

B. Nominal Group participants who were Workshops clients.

C. Number of agencies other than Workshops of which persons in (A) and (B) had formerly been clients.

D. Number of agencies other than Workshops of which persons in (A) and (B) were clients at the time the session was conducted.

* Green Lake County residents requesting the services of a Workshops are generally referred to the one nearest their home.

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METHOD

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FACTORS LEADING TO THE SELECTION OF THE NOMINAL GROUP METHOD

There are several factors which influenced the research team in the selection of the Nominal Group Method devised by Dr. Andre' Delbecq and Mr. Andrew Van de Ven. Most influential were the following points Delbecq notes in his literature:

> *"Creativity can often be facilitated by following specific group processes . . ."*
>
> *"Tension created by the Nominal Group situation, in which other members at the table are industriously writing, maximizes social facilitation---tension which is important for individuals' full involvement in the task at hand . . ."*
>
> *"The process also avoids evaluation of any particular problem dimension . . ."*
>
> *"The "round robin" procedure . . . increases the tendency of the individuals to begin sharing risky problem dimensions with other members of the group. The "round robin" procedure of each member's offering a single idea allows secure personality types who are greater risk-takers to engage in early self-disclosure. This modeling by the more secure members of the group makes it easier for less secure members to take their turn and suggest risky problem dimensions, particularly 'personal' problems which they may hesitate to bring before the group in an interacting situation."* [1]

The Method calls for anonymity of participants to be closely guarded, and this assurance provides security to persons who otherwise may not feel comfortable in identifying problem areas.

1. Andre' L. Delbecq and Andrew H. Van de Ven, "A Group Process Model for Problem Identification and Program Planning", The Journal of Applied Behavioral Science, Volume 7, No. 4 (1971) PP 472, 474-475.

NOMINAL GROUP METHOD - PHASES I - V

The Nominal Group Method includes five Phases with Problem Identification the first, and the step utilized in this research study. The four remaining Phases are Knowledge Exploration, Priority Development, Program Development, and Program Evaluation. The Method provides stimulation and a process for solving critical problems and for bringing into the process the persons most involved in program success---clients and staffs of public service agencies. (Andre' L. Delbecq and Andrew Van de Ven, 1971.)

Phase I of the Nominal Group Method is for problem identification only. The research team conducted Phase I with both client and staff groups of all participating agencies. In Delbecq's method, it is only the consumer groups who participate in Phase I. Due to a desire to achieve the maximum amount of participation by persons most closely involved with the needs of the disadvantaged and handicapped (the consumer himself, and the staff of public service agencies), the team utilized Phase I with both segments. Local adaptations of the Method were made for Phase I used in this study (See Pages 55-56.)

It is within the goals of this project to inform the participating agencies of the process, as outlined by Delbecq, with Phases I, II, III, IV, and V.[2] It is to the discretion of participating agencies whether or not they elect to carry through with the final phases of the Method.

DEFINITION OF NOMINAL GROUP

By definition a Nominal Group is a homogenous group engaged in a process which dictates that individual participants work in the presence of each other, but are limited to the degree and kind of interaction they are allowed. It is a structured meeting in order to best achieve an orderly procedure for exploring qualitative information. The Nominal Group Method is effective in obtaining objective, subjective or environmental problem dimensions. The technique may be used to identify priority goals, problems and solutions. (Carl Martin, 1971; Andrew Van de Ven and Andre' L. Delbecq, American Journal of Public Health, March 1972.)

ORGANIZATION OF PHASE I

The organization for agency participation in this study, which utilized Phase I of the Nominal Group Method, began with a letter from the Moraine Park District Director, Administrator of the Research and Planning Department, and the Administrator for Field Services, requesting their cooperation. (See Appendix C-1.) The Project Director and/or the Research Assistant then met with the Director of each agency who was often accompanied by one or more persons on the staff. During the course of the meeting the project was explained, criteria for staff and client participation was detailed, an explanation of homogenous grouping was made, and tentative dates were decided for the Nominal sessions with staff and clients.

[2] Ibid., pp. 478-489.

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In most cases it was necessary to have a follow-up visit, and the majority of participating agencies requested a letter from the research staff outlining the organizational aspects of their participation.

A follow-up phone call was made for final preparations prior to the Nominal session for the staffs. Postcard reminders were sent to the agency for distribution to the clients who indicated an interest in participating in the study.

PHASE I: PROBLEM IDENTIFICATION

The sequential steps in Phase I of the Nominal Group Method, including the revisions made by the research team, begins with each participant writing down their ideas in response to a key question. Ideas are then retrieved from the group and written on a large flip chart for all to see. In the process of listing ideas on the flip chart, the group members are allowed to clarify, elaborate or defend the responses. A discussion often evolves and is allowed with reasonable limitations. Completion of the process involves a vote and tally of the ideas identified and the ideas or problem dimensions are ranked in priority order. An explanation of the ranking process is made and a discussion often develops. (For a detailed description of Phase I as used in this study see Pages 57-64.)

PHASE II: KNOWLEDGE EXPLORATION

Selection is first made of external scientific and organizational experts whose disciplines and skills are related to the priority items identified in Phase I. Also, representatives of the consumer group in Phase I are present. They are elected from participants of the first session. The problem solving meeting in Phase II is similar in format to Phase I.

The preparation for the meeting involves the division of problems into major and minor categories with their priority vote. The organization representative opens the session in similar fashion to Phase I and includes the discussion of the consumer group meeting. Problems identified are reviewed thoroughly, but the representative is careful not to analyze the results. The client representatives are asked to assist him in the review. It is made clear that staff persons present are "idea men" and not representatives of their agencies, and that the purpose of Phase II is to identify alternative solutions for priority items evolving from Phase I.

The first listing of ideas is to identify components and resources presently available through organizations with which they are familiar. Secondly, they are asked to recommend new types of solutions which could serve as partial or complete solutions.

Each participant is then assigned to a group which is heterogeneously comprised and given 5" x 7" cards for each priority item. On one side of each card the participant writes "Solution Components and Existing Resources Which Can Be Adopted or Used." On the other side, he writes "Solution Components and New Resources Which Can and Should Be Developed." Forty minutes to an hour is

devoted to this task; and the round-robin procedure is employed. The sheet of paper on which the responses will be recorded is at this time divided and labeled "Existing" and "New" Solution Components and Resources for each of the priority categories. Again, a group recorder is available for the listing of ideas as participants respond verbally.

A discussion then follows to determine the most adequate combination of solution components and resources for each priority problem. At the completion of this step, each group presents to the session a list of solution components and resources which it feels are essential to the final program. All participants then vote on the items they feel are necessary for a minimumly adequate program to solve the priority problems identified by consumers. The identical method of voting and ranking may be used as in Phase I. The remaining Phases (III, IV, and V) are explained, representatives are selected, participants are thanked, and the meeting adjourns.

PHASE III: PRIORITY DEVELOPMENT

Key resource controllers and supervisors participate with the representatives from Phases I and II. The purpose is to critically review the priorities and solution elements of the developing program. The importance of this step is that the new participants are in a position to hold back resources which may negatively influence the functional administrative units in the implementation of the project while the project proponents are still at a flexible stage. To use Delbecq's phraseology, this step "buys insurance" for the future endorsement and support of the project proposal. Following alterations at the suggestion of the participants, the group is ready to enter Phase IV.

PHASE IV: PROGRAM DEVELOPMENT

This step is necessary in order to finalize the draft, utilizing the input and following the critical elements determined in Phases I, II, and III. Providing advice at this stage are the key administrators who are sponsoring the program.

PHASE V: PROGRAM EVALUATION

Representatives of Phases I, II, and III are involved once again for the following reasons: in all probability a long time has elapsed from Phase I to the present, the excitement may have diminished somewhat over an extended period of time, and some critical adjustment may be necessary.

The session begins with the field experts introduced in Phase II giving a detailed report of the specifics of the project, tying Phases I - IV together.

It seldom occurs that all persons involved are completely satisfied; and if it is felt that there is a significant deviation from the original plan, there are two routes which can be taken: 1) the finalized plan can have a change in details, or 2) evaluation may be continued to determine if a minority objection proves to be a valid weakness in the plan.

It is suggested by Delbecq that persons utilizing the Method often need previous training to 1) cognitively internalize the process of planning into workable phases; 2) integrate the representatives of each phase, and 3) achieve the assignment of each phase as defined in its role.

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LOCAL ADAPTATION OF PHASE I: PROBLEM IDENTIFICATION

The research team investigated the resources for training in the Nominal Group Method. Mr. Andre' L. Delbecq, the author of the Method, suggested the services of Mr. Arthur Brief, a doctoral candidate in the School of Business Administration at the University of Wisconsin, Madison.

During the training session all team members participated and played an active role as group members. In order to gain experience prior to conducting the first session, the team organized a Nominal session with the administrative council of the Moraine Park District. The goal was the identification of priority needs of the District to best serve students in full-time programs and field services. It was this first session and the experiences of the research team conducting the Nominal sessions with participating agencies which led to the team recognizing a need for adapting Phase I to best meet the goals of the project. Areas in which the research team adapted the Method are as follows:

Determined the Group Composition by the Agency Before the Date of the Session. It was felt that true homogeneity among group members could best be determined by the staff members assisting in the organization of the sessions. The research team was not familiar with the background of the participants, and it was decided that this was a more efficient method than the team attempting to group the participants homogeneously at the time of the session.

Combined All Responses During the Process and in Categorizing. Delbecq instructs that "organizational" and "personal" problem dimensions be treated separately throughout the process.

Encouraged the Participants to Discuss, Elaborate on, or Defend Their Group's Responses during the Round Robin Listing of Ideas. This deviation from Delbecq's Method was to produce maximum participation and involvement. It was determined that this was important for the additional generation of ideas, particularly with the client groups, and was found to be true also with some staff groups. It was left to the discretion of the group leader when the discussion was to be terminated, either due to group member(s) too strongly influencing one another or when the discussion became too lengthy.

Requested That All Similar and Like Items Be Grouped. This was identified as an important change for two reasons: to avoid duplication and to prevent distributing the votes among similar items when priorities were ranked. For example, one person would state that there was a need for transportation to get to work, another would state they needed transportation to get to school and a third person would indicate a need for transportation to receive medical services. It was experienced by the research team that when the items were listed separately, the participants divided their voting, with one or more in the group selecting each of the three individual responses on transportation. The result was that, even though all six members in a group felt strongly enough that transportation was a need and chose that response as one of their ranked items, it did not appear as a priority. When,

for example, the three responses in regard to a need for transportation were grouped and the six persons ranked that item, it was easily identified as a priority.

Group Items From the Same Category When Appropriate. When the definitions of the categories were sufficiently determined, the research team attempted to group similar items which would be placed in the same categories. It was at the discretion of the recorder whether two or more responses were to be grouped. An example is a person who identified a need to have drug counseling, with another person requesting marital counseling; this would not be grouped even though they are similar. The reason was that all problems related to drugs were placed in Category No. 11, entitled "Drugs, Alcoholism, and Emergency Services," and all responses relating to marital and family problems were placed in Category 18, "Marital and Family Problems."

Elected to Have the Majority of Client Groups Rank Six Items. It was suggested by Mr. Arthur Brief during the training session on the Nominal Group Method, in which all members of the research team who later conducted Nominal sessions participated, that it might be necessary to reduce the number of priorities set to six instead of ten for the client groups. His suggestion was well taken, following the research team's experience with the first client sessions conducted, for two reasons: First, and most importantly, selecting ten items from all the responses a client group identified was often a difficult and confusing task. It was observed by the research team, that several client groups had extreme difficulty in the ranking step attempting to match the response on the flip chart and the corresponding number of the index cards prior to their ranking. This required constant checking by the team and invaded the anonymity of the participants. A few groups were limited in the number of responses which they elected to verbalize, and it was felt that ranking ten items would not show true priorities.

The Recorder From Each Group and One Participant Recorded the Results on a Tally Sheet. The research team deviated from the suggestion that each participant list his own votes on the tally sheet. It was decided that this was necessary both to protect the anonymity of the participants and because some clients were incapable of completing this function accurately.

The Re-ranking Step was Not Completed. Time did not allow the research team to make provisions for completion of the re-ranking step at the time of the Nominal Group session. However, the team elected to re-rank two staff sessions and one client session as a reliability check. The staff re-ranking from the Fond du Lac County Mental Health Center and the client re-ranking with the Dodge County Bureau of Probation and Parole were completed one week after the Nominal Group session. The Multi-Occupational Career Development staff re-ranking was completed 20 weeks after the Nominal session. (See Page 754.)

It was not anticipated during the research into Dr. Delbecq and Mr. Van de Ven's literature on the Nominal Group Method that the above deviations from their outline would occur. The research team is aware of their encouragement not to alter the Method, and would like to state that they do not encourage any alterations except through necessity, after trial and error.

DETAILED DESCRIPTION OF NOMINAL GROUP METHOD AS USED IN THIS STUDY

The Nominal Group Method is a five-phase process, and for the purpose of this study the research team employed Phase I with both the staff and client groups representing the major public service agencies in the District. The staff and client sessions were conducted independent of each other, and in no case, including the correctional institutions, were representatives of either faction allowed to participate or observe the other group.

The organizational meetings for recruiting staff and client groups to represent the participating agencies include the following:

I. Selection of Staff and Client Samples

A. A letter from the Moraine Park VTAE District Director, the Administrator of Research and Planning and the Administrator of Field Services was sent to all agencies involved, introducing the project and requesting their cooperation with the research team. (See Appendix C-1.)

B. Each participating agency director was contacted by telephone at which time the project was explained briefly and an appointment was made to meet with the director and any staff members who would assist in the organization of staff and client Nominal Group sessions. The initial meeting involved the coverage of the following points:

1. The background, rationale, methodology and anticipated results of the study.

2. Criteria of staff participants was explained including the team's request that participants have significant contact with the clientele. The team stressed the desire for participation by all professional staff members and encouraged that both para-professionals and ancillary staff be included in the study.

3. Criteria of client participants involved: they should be a present or former client of the agency, literate to the degree that they could write (so they could read their own writing and be able to read what the group leader printed on a flip chart), they were able to emotionally withstand a semi-structured process and that it was absolutely necessary that they participate voluntarily.

4. An explanation was made regarding the division of participants into homogenous groups with 4 to 7 persons comprising a group.

a. Homogenous Group Criteria

1. Staff - It was suggested that staff be grouped by position in the agency, sex, and/or age. The ultimate concern of the team was that supervisors were not grouped with staff members under their supervision. There were a few occasions in which the head of an agency was asked to participate due to a limited number of available staff. Also, it did occur on one occasion that an agency administrator took part without the knowledge of the research team. The team requested that the agency complete this task of homogenous grouping of the participants before the session was conducted for both clients and staff, because the research team was not familiar with the participants prior to the meeting date and could not be as qualified in performing this function. The agency then provided the team with a list of first names and first initials of the participants' last name, in the order in which they had grouped them. The cooperating staff member(s) also supplied a brief statement of the homogenous background for each group, which in most cases is the "Criteria for Homogeneous Grouping" in the transcribed responses section.

2. Client - The research team requested that the members of each client group have as homogeneous a background as possible by age, sex, geography, employment status, marital status, race, or services received by the agency. This was to insure, as much as possible, that a conflict of interest or the identification of two diversified problem areas would not result in the group members negating each other's voting by ranking opposite items, and thus not establishing any high priorities. For instance, it was strongly suggested that Negroes and Caucasians were not to be members of the same group, if at all avoidable, because experience has shown general disagreement in setting priorities for a racially mixed group. When the agency determined they would participate, tentative dates were agreed upon for a three-hour block of time at the agency's convenience

for each session involving the staff. The agency at this time also suggested a tentative date for a client session.

5. An outline was given to all the agencies at the initial meeting explaining the project and outlining their responsibilities as facilitators for the sessions. (See Appendices D-1 and D-2.) A letter or a form was then supplied to the majority of the agencies to be distributed to the client groups. They briefly explained the project and requested their participation. (See Appendices E-1 and E-2.) The team requested the assistance of the agency staff in this task because the team was not familiar with the clients and the method used protected the anonymity of the participants. The clients were asked to respond to the agency by returning a tear-off portion of the letter if they were interested in taking part. The team then supplied the agency with reminder postcards which they addressed and mailed to all clients who indicated interest in participating either by returning the tear-off slip or verbal communication with a staff member.

C. Several follow-up telephone calls were made to each agency prior to the session. In several cases, additional visits were required.

II. Step-by-Step Outline of Nominal Group Method

(One team member conducted the session with general instructions being delivered to all participants simultaneously. Additional team members were employed as group leaders for each group in the session and carried out that function in the appropriate steps as indicated below.)

A. Introduction

1. Welcome

2. Background of the project

3. VTAE's interest in the client/agency's problems

4. Explanation that the concentration is on problems, not solutions

5. MPTI's role in programs for disadvantaged and handicapped

6. Explanation of the comprehensiveness of the study and its effect to date

7. Assurance of anonymity of participants

B. Explanation of group participation

1. Highly structured process - requested their cooperation

2. Outlined the steps the groups would be completing in the session

3. Participants completed the background information so that a comparison of the composite background of the group could be compared with the results of the group. Additional background information was requested of MDTA and correctional institution inmates. (See Appendices F-1, F-2 and F-3.)

C. Instruction for Step 1 of Nominal Group Method

1. Distributed and read aloud the question to the group. The most important aspect of the data collection process is the wording of the question. The researcher must be careful to avoid biasing the respondent. The team determined these general questions for staff and clients; however, it was necessary to alter them slightly for a few agencies to make the question pertinent to their situation, such as for the correctional institutions. (See Appendices G-1, G-2 and G-3.) The research team made every attempt possible to avoid any bias in their development of questions.

   a. Staff Question - Please list all the problems you can think of which you encounter in serving your clients' needs. NOTE: We are interested in your responding with all types of problems you encounter, to include inter- and intra-agency problems, and those you encounter in dealing with your clients. However, please be sure to include any services the Moraine Park Technical Institute can provide, enabling you to better serve your clients' needs. Also, please identify all problems which relate to your clients' need, desire, lack of desire, or indifference toward vocational education or vocational training.

   b. Client Question - Please list all the problems you can think of which make it difficult for you to meet the needs of your family and yourself. We are interested in your identifying <u>all</u> problem areas that can be solved or helped to be solved by money or people. Please list all the problems you are aware exist, even if you have not personally encountered them. NOTE: We are interested in all services you would like provided, but please be sure to include in your responses any types of programs

or services the Moraine Park Technical Institute could provide which would help you obtain vocational education or vocational training.

2. Approximately 15 additional minutes was devoted by the researcher conducting the session to further explain the types of problem areas in which the researcher was interested. A premise was given that any problems which could be solved or helped to be solved by money or people were legitimate to identify which includes both emotional and organizational problem dimensions. It was explained that acts of nature or problems which could only be attributed to a conflict between persons and only they themselves could rectify would not be of interest to the research team. The participants were also informed that the problem areas did not necessarily have to be problems they had encountered, but to include problems they are aware exist.

   A very important item in giving instructions for the completion of Step I was the explanation that although the Moraine Park Technical Institute is an educational institution, the team did not want the participants to limit their responses to problem areas they felt the Moraine Park Technical Institute could do something abo it. It was explained that there are several programs and services which are within the mission of a technical institute that the general public is not aware of and that our goal was to set priority needs of the disadvantaged and handicapped. They were told that the responses which were not applicable to the Moraine Park Technical Institute were to be disseminated among the agencies who could solve or help to solve them.

   The participants were informed that the worksheet on which they were recording their responses would not be turned in - they were only to note their ideas so that they could remember them for the next step of the Nominal Group Method. The researcher requested that the participants work independently with no discussion, that they be specific in their responses and that they keep their responses brief, when possible.

D. Step I: The participants concentrated on listing on their worksheet any problem areas they elected to identify (15 minutes).

E. Step II: Round-robin fashion verbal listing of problems until all participants have exhausted their ideas. (1 hour)

1. As the group members listed ideas one at a time, rotating around the table, the group recorder (team member) listed the responses on a flip chart. The responses were recorded verbatim when possible, as the participant stated an item. If a participant was having difficulty in expressing himself or was unable to make the statement brief, the group was asked to assist, and when necessary, the recorder did so.

2. The five responsibilities of the group participants were explained:

   a. Understand the meaning of all responses verbalized by participants in their group. They were reminded that they would be voting on the items in the next step.

   b. Indicate to the recorder if they have the exact response given by a member of the group written on their worksheet. It was explained that a (✓) check would be awarded to the item and that it was only for statistical purposes identifying how many persons independently identified the items as a need.

   c. State any similiar or like item which they have written down and feel may be grouped with another person's response. Again a (✓) check was awarded. In the grouping of similiar or like items, the research team took the prerogative of deciding whether or not the item would be grouped. The criterion used by the team member was whether or not the responses fell into the same categories.

   d. Verbalize any addition to a response that comes to mind even if it is not written on the worksheet.

   e. If they recalled another problem area during the step, they were asked to add this to their list and state it at their next turn. The participants were encouraged to discuss, clarify, elaborate or defend the responses, but were not allowed to attempt to discourage a person from listing his response on the flip chart.

At the completion of Step II there was an optional break.

F. Step III: Selection of Top Priority Items (15 minutes). (NOTE: This is the only step in which there was considerable variation between the staff and client sessions. In all cases, the staff selected 10 items and in most cases, the clients chose 6 responses.)

1. Each member reviewed the responses his group identified and selected the appropriate number (6 or 10) which he felt were the most important and necessary to be solved. Again, each participant worked independently with no discussion or adjustments to the responses allowed. They were asked to write enough of the responses they chose as priority items so that they could recall the response when they reviewed them in the next step for ranking. The responses were written on individual 5 x 8 index cards with the corresponding number of the item. It was explained that they would be referring to the cards when they ranked the items.

G. Step IV: Ranking of Priority Items (10 minutes). Each participant was asked to place his cards in front of him, in order that he could read the response on each card. (They were asked to ignore any responses on the flip chart which they did not select.) Participants were then asked to select the item they identified as being the most important of the 6 or 10 they selected. (The research team suggested that they select the item they would most like to see solved, and the premise was set that they should select an item with the idea that one would be solved, and nine would not be.) When their card was selected, they were asked to put a number 10 on the bottom of the card and to circle it, thus giving it 10 points. They were then asked to read over the remaining 9 cards and select the one of least importance to them. (The premise was given that 8 of the 9 responses could be solved, and one could not.) They were asked to give that item 1 point.

The procedure continued as follows:

8 cards remaining--most important, 9 points
7 cards remaining--least important, 2 points
6 cards remaining--most important, 8 points
5 cards remaining--least important, 3 points
4 cards remaining--most important, 7 points
3 cards remaining--least important, 4 points,
2 cards remaining--most important, 6 points; and
1 card remaining--least important, 5 points

The participants then placed their own cards in descending order of points and gave them to the recorder.

At this point the process was completed, and the participants were informed of this. In all cases, the groups were given the option of remaining to see and discuss the results. The great majority of participants elected to remain.

H. Step V: Determination of Results and Discussion

1. One person was asked to volunteer and assist the recorder. In the ensuing few minutes, the recorder and the volunteer recorded the points given each response on the flip chart, totaled them, and awarded rankings to the priority items.

2. The group recorder explained the process of determining priority items and reviewed the results.

3. Discussion followed, including the answering of questions by the group leader.

4. Group members were informed that the director or administrator of the agency which they represented, as well as anyone instrumental in the organization of the session, would receive the results within a week. They were also informed that the research team strongly suggested to each agency that any staff or client participant should have the results made available to them.

5. The group was thanked for their cooperation and dismissed.

J. Results were sent to the agency heads and staff assisting in the organization of the staff and/or client sessions within a week of the session date.

NOTE: For a tabulation of the time expended by staff and clients for their participation in the study, a tabulation of the telephone calls made by the research team in their organization and planning of Nominal Group sessions, and a project report indicating financial expenses and time expended by the research team in completing this study, see Time Expended by Staff and Clients Organizing and Participating in Nominal Group Sessions, Appendices J-1/J-8; Research Staff Telephone Calls, Appendix K-1, and Project Expenditure Report, Appendix L-1.

CATEGORIZATION OF TRANSCRIBED RESPONSES

The literature of Delbecq and Van de Ven (1972) suggests the categorizing of all raw data collected in Phase I of the Nominal Group process. The research team's experiences with this procedure appear similar to those outlined by the authors.

The initial step was the identification of a tentative list of categories established after carefully examining the results of the first 31 sessions which were completed. From this information, the team determined pertinent categories by the frequency of which they were identified as problem areas an by the significance of the category in relation to the project's goals. Careful screening, deletion, subgrouping and determining new categories was an ongoing process until the completion of the project in order to insure a minimum level of error.

The definitions were established by constantly reviewing the responses placed in each category and building the definition around these responses in order to make sure that all responses were properly categorized, and that the definition would accurately direct the reader to the correct category.

The task of categorizing the project's 3,540 responses took place with the participation of at least one professional staff member who had taken part in the Nominal Group session.

RESULTS:

PROBLEMS OF THE DISADVANTAGED AND HANDICAPPED

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*ABBREVIATIONS USED IN THIS STUDY

ABE	--	Adult Basic Education
ACT	--	American College Test
ADVOCAP	--	Advocacy for Community Action Program
AFDC	--	Aid to Families with Dependent Children
AFDC-U	--	Aid to Families with Dependent Children - Unemployed Fathers
CESA	--	Cooperative Educational Services Agency
COTA	--	Certified Occupational Therapy Assistant
DSS	--	Department of Social Services
DVR	--	Division of Vocational Rehabilitation
EFNEP	--	Expanded Food and Nutrition Educational Program
FHA	--	Federal Housing Administration
FISH	--	Community Volunteer Service
GATB	--	General Aptitude Test Battery
GED	--	General Equivalency Diploma
HED	--	High School Equivalency Diploma
IHM	--	Individualized Homemakers Program
LIFE	--	Let's Improve Family Environment
LPN	--	Licensed Practical Nurse
MATC	--	Milwaukee Area Technical College
MDTA	--	Manpower Development and Training Act
MHC	--	Mental Health Center
MOCD	--	Multi-Occupational Career Development
MPTI	--	Moraine Park Technical Institute
NATB	--	National Aptitude Test Battery
OJT	--	On-the-job Training
OT	--	Occupational Therapy or Occupational Therapist
PT	--	Physical Therapy or Physical Therapist
RN	--	Registered Nurse
WCI	--	Wisconsin Correctional Institution - Fox Lake
WHW	--	Wisconsin Home for Women - Taycheedah
WIN	--	Work Incentive Program
WPA	--	Works Progress Administration
WSES	--	Wisconsin State Employment Service
WSP	--	Wisconsin State Prison - Waupun
WSR	--	Wisconsin State Reformatory

*Many terms have been abbreviated. This list will identify all abbreviations used.

DEFINITION OF CATEGORIES

The category definitions were established from the content of the responses in each category and are explicit in order that the reader can direct his attention to any individual category that is of interest to him.

ERIC

DEFINITIONS OF CATEGORIES

1. ADULT BASIC EDUCATION AND ADULT HIGH SCHOOL DIPLOMA AND EQUIVALENCY

a. Responses which identify a need for, or dissatisfaction with, adult basic education courses or programs.

b. Responses which request adult high school equivalency or diploma courses and programs.

2. AGENCY POLICY, RULES, REGULATIONS, ADMINISTRATION, AND LAWS

a. Responses which pertain to the policy, rules, regulations, and administrative decisions of an agency.

b. Responses which indicate dissatisfaction with administrators or staff of an agency.

c. Responses which show dissatisfaction with the service and/or performance of an agency.

d. Responses which pertain to federal, state, or local laws which influence the service and/or performance of an agency.

3. BASIC NEEDS: FOOD, CLOTHING, AND HOUSING

a. Responses which indicate an inability to attain adequate food, clothing or low-income housing.

b. Responses which indicate the necessity for special basic needs such as diets for diabetics.

4. BUDGET: FAMILY

a. Responses which identify a need for assistance in family or personal budgeting, either by course or on a one-to-one basis.

5. CHILD CARE CENTERS

a. Responses which indicate a lack of free or inexpensive qualified child care centers. (Requests for in-the-home baby-sitting will be found in Category No. 14, Homemaking and Other Home Services.)

6. COMMUNICATIONS: INTER AND INTRA-AGENCY

a. Responses which identify a lack of, or inadequate communication or cooperation within or among agencies. This lack of communication or cooperation could be among agency's staff or clients, or between staff and clients.

b. Responses which indicate an overlapping or duplication of services among agencies.

c. Responses which relate a lack of coordination of services among public service agencies.

7. COUNSELING AND TESTING: VOCATIONAL, EMPLOYMENT, AND PERSONAL

a. Responses which identify a need for counseling and/or testing of clients to assist in determining appropriate vocations.

b. Responses which express a need for personal counseling or group therapy of clients or staff.

8. COURSES AND PROGRAMS: COLLEGES AND UNIVERSITIES

a. Responses which are requests for courses and programs to be offered on the college or university level.

b. Responses which indicate dissatisfaction with the services or programs on the college or university level.

c. Responses which show a need for monetary assistance to attend colleges or universities.

9. COURSES AND PROGRAMS: PRE-SCHOOL, PRIMARY, MIDDLE, AND HIGH SCHOOL

a. Responses which request courses and programs to be offered on the pre-school, primary, middle, or high school level in the parochial and public school systems.

b. Responses which show dissatisfaction with the services or programs at these levels.

c. Requests for monetary assistance for children at these levels, to cover the costs of lunch programs, etc.

10. COURSES AND PROGRAMS: VOCATIONAL AND TECHNICAL

a. Responses requesting courses and programs to be offered on the Vocational or Technical level.

b. Responses which indicate dissatisfaction with the services or programs on the Vocational or Technical level.

c. Responses which express a need for monetary assistance to attend Vocational or Technical schools. (Requests pertaining to ABE and Adult High School Equivalency and Diploma programs will be found under that category.)

11. DRUGS, ALCOHOLISM, AND EMERGENCY SERVICES

a. Responses which pertain to the problems of drug abuse and alcoholism.

b. Responses which request programs or treatment centers to assist persons with drug problems.

c. Responses which indicate dissatisfaction with existing drug programs.

d. Responses requesting the extension of existing programs.

e. Responses which ask for emergency services, such as a Hot Line or Crisis Center.

12. FACILITIES, EQUIPMENT, SUPPLIES, INSTRUCTIONAL MATERIALS

a. Responses which identify a need for improved or additional facilities, equipment, supplies, and instructional materials.

13. FOSTER, GROUP, NURSING, RESIDENTIAL CARE, HALFWAY, AND DETENTION HOMES

a. Responses which express a need for these types of homes or dissatisfaction with services in existing homes.

b. Responses which indicate a need for training programs for personnel to operate these homes.

14. HOMEMAKING AND OTHER HOME SERVICES

a. Responses which identify a need for homemaking and other services offered in the home, including in-the-home baby-sitting.

b. Responses asking for in-the-home instruction in homemaking skills.

15. IN-SERVICE

a. Responses expressing a need for in-service training courses and programs for staff and for orientation of staff to the job.

16. JOBS AND JOB PLACEMENT, ON-THE-JOB TRAINING, AND WORK EXPERIENCE

a. Responses which identify a need for more and better jobs, job orientation, job placement services, appropriate on-the-job training programs, apprenticeships, and work experience programs.

b. Responses which express a dissatisfaction with job placement services and programs available.

c. Responses concerning unmarketable skills of clients.

17. LEGAL AID

a. Responses concerning the need for free or inexpensive legal aid services for clients.

18. MARITAL AND FAMILY PROBLEMS

a. Responses identifying problems within the family. Requests for family counseling, premarital counseling, problems and/or requests for courses relating to children and child rearing, behavioral problems of children, and communications with children.

b. Responses indicating a need for low-cost services or programs for the family and the single parent.

19. MEDICAL, DENTAL, AND OPTICAL

a. Responses expressing a need for free or low-cost medical, d tal, or optical care, in addition to low-cost medical insurance.

b. Responses showing dissatisfaction with existing medical services.

20. MENTAL RETARDATION, PHYSICAL AND EMOTIONAL HANDICAPS

a. Responses requesting programs and services for the handicapped---including day care centers---for the mentally retarded and physically or emotionally handicapped of all ages.

b. Responses expressing a need for the understanding of handicapped persons' problems.

c. Responses asking for facilities and special equipment for the mentally retarded, physically and emotionally handicapped.

21. MINORITIES

a. Responses identifying the need for courses, programs and services for minority groups.

b. Responses requesting members of minority groups to be included in agency staffs.

22. MOTIVATION

a. Responses relating to the motivation of cleints or staff.

23. PREJUDICE, DISCRIMINATION, AND EMPLOYER PREJUDICE

a. Responses concerning employer, staff, student or administration prejudice toward clients on the basis of race, appearance, prison record, welfare status, marital status, health, age, religion, or handicaps.

b. Responses relating to prejudices of society.

24. PUBLIC RELATIONS AND COMMUNITY PARTICIPATION AND VOLUNTEERS

a. Responses which request better public relations from an agency.

b. Responses which ask for more or better community participation and involvement with an agency.

c. Responses requesting specific community programs, such as Big Brothers and Big Sisters.

25. RECREATION AND SOCIAL

a. Responses identifying a need for recreational and social activities or programs.

b. Responses asking for funds for recreational and social activities or programs.

c. Responses requesting recreational facilities, equipment, and centers.

26. REFERRAL AND INFORMATION CENTER

a. Responses identifying a need for information on services, courses, and programs available from all agencies and institutions to be located at a fixed point of referral.

27. SENIOR CITIZENS (OVER 60 YEARS OF AGE)

a. Responses which pertain to all problems confronting the senior citizen such as the need for housing, day care, and recreation.

b. Responses indicating a need for staff, facilities or equipment for senior citizens' activities.

28. SEX EDUCATION AND FAMILY PLANNING

a. Responses identifying a need for courses or programs on sex education and family planning.

b. Responses requesting information on birth control and venereal disease.

c. Responses asking for free or low-cost family planning clinics and services.

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29. STAFF

a. Responses indicating a need for additional staff: professional, para-professional and clerical.

b. Responses asking for high standards in agency staff recruitment.

30. TRANSPORTATION

a. Responses pertaining to a need for transportation.

b. Responses requesting monetary assistance for the purchase or maintenance of vehicles.

31. WAGES, INCOME, AND INCENTIVES

a. Responses indicating dissatisfaction with salaries and/or fringe benefits by staff and clients.

b. Responses requesting incentive pay for clients.

32. MISCELLANEOUS

a. All responses that cannot appropriately be placed in specific categories.

INTRODUCTION TO TRANSCRIBED RESPONSES AND CATEGORIZATION OF TRANSCRIBED RESPONSES

In this chapter the reader is supplied the following data for each agency involved in this research study:

AGENCY FUNCTION

The mission statement, description of services, and numerical breakdown of persons served by each agency is stated. This information was developed by the research team through communication with each participating agency and following a letter requesting this information (See Appendices H-1 and H-2), and obtained from materials supplied by them, such as annual reports.

INTRODUCTION TO STAFF PARTICIPANTS

A brief summary of the background of staff members involved in the Nominal Group session representing that agency. (A more detailed description of individual staff participants may be found in the Group Composition which precedes the Transcribed Responses of each agency.)

SUMMARY OF STAFF RESPONSES

A summarization of the priority responses offered by all staff participants for that agency is reported. In addition, any information pertinent to the study, such as the category in which responses fell most frequently, is indicated.

INTRODUCTION TO CLIENT PARTICIPANTS

A brief summary of the background of clients involved in the Nominal Group sessions representing that agency is shown. (A more detailed description of individual client participants may be found in the Group Composition which precedes the Transcribed Responses of each agency.)

SUMMARY OF CLIENT RESPONSES

A summarization of the priority responses offered by all client participants for that agency is reported. Any additional information pertinent to the study, such as the categories in which responses fell most frequently, is indicated.

INTRODUCTION TO CLIENT PARTICIPANTS AND SUMMARY OF THEIR RESPONSES

Information reported is identical to the two previous headings entitled "Introduction to Staff and Client Participants" and "Summary of Staff and Client Responses." This combined heading was used when

the individual county client groups met separately and the summary of participants and the summary of the sessions is combined by county. In every case when this heading is used, the staff session was a combination of the district staffs in one session.

COMPARISON OF STAFF AND CLIENT RESPONSES

The analysis of the staff and client responses encompasses the similarities and differences between the problem areas reported by all staff and client groups of that agency.

COMPOSITION OF STAFF AND CLIENT NOMINAL GROUPS

The information preceding the staff Transcribed Responses identifies the background of the participants. The staff background consists of their position in the agency, length of time in their present position, time employed by the agency, their sex, age, and post-high school education. The information preceding the client Transcribed Responses reports their sex, age, and the public service agencies in which they were clients or had former client status at the time the study was conducted (See Appendix F-1.) No names of participants are indicated or were known to the research team in order to protect anonymity. The information provided in this section may help the reader to draw his own conclusions on the type of responses and the priority ranking when he compares the results with the background of the group.
(NOTE: The staff data will always precede the client data.

VERBATIM TRANSCRIBED RESPONSES OF STAFF AND CLIENT GROUPS AS RECORDED DURING THE SESSION

The responses are listed in the order of priority ranking with the Number 1 priority listed first, followed by all priority rankings through rank Number 10. In several cases there is more than one item receiving the same rank because of a tie in the number of total points two or more items received. Because of this, there are often more than 10 responses ranking from 1 - 10. All staff groups ranked 10 items, and the majority of client groups ranked only 6 responses.

After the responses receiving a ranking were recorded, no attempt was made to list the remaining responses in any order of importance, but rather they are listed in the order in which they were recorded during the Nominal session.

No attempt was made by the group recorder to change the wording of a response to comply with the English language. The response was recorded verbatim, with the exception of instances where profanity was involved, and the respondent was then encouraged to re-phrase the response.

A series of letters and numbers will be found after each response and are to be interpreted as follows:

(XX) Each X in parentheses indicates the number of persons in that group, in addition to the original respondent, who had identified that exact or very similar response on paper during Step 1 of the Nominal process. If, for example, there are 3 X's (XXX), it indicates that the respondent plus three other members of the group independently identified that problem on paper during Step 1.

(Pts. 5, 6, 7, 8, 9) Each of the numbers in parentheses indicates the number of points or priority awarded to that response by one person in the group. If, for example, there are four different numbers in parentheses, it indicates the number of persons in that group who voted that response a priority, and the individual numbers indicate what priority each of the four awarded to the response.

(T-35) The "T" indicates the total number of points awarded the response and is an accumulation of the points awarded by individual participants in the group.

(R-1) The "R" identifies the priority rank the item received. The rank was determined by the response(s) receiving the greatest number of total points, second highest number of total points, etc., through rank Number 10.

CATEGORIZATION OF STAFF AND CLIENT TRANSCRIBED RESPONSES

Following the Transcribed Responses of the last staff Nominal Group representing each agency and the last client group representing the agency will be found the categorization of each response elicited from all participants. The responses are identical to those of the Transcribed Responses; however, it was sometimes necessary to divide the response because of one portion fitting into one category and another part of the response appropriately belonging in another category. When this occurs, it is indicated by ellipsis marks (. . . . .). The rationale for categorizing responses can be found on Page 65.

The information following each response (XX) (Pts. 5, 6, 7, 8, 9) (T-35) (R-1) is to be interpreted the same as for the Transcribed Responses.

The responses in this section are again arranged according to their priority rank and because responses from all participating groups representing an agency are together, separating the staff and clients only, there may be several responses in one category which were awarded the same priority ranking.

CATEGORY FREQUENCY TABLES

A table for each category identifying the number of ranked responses, median rank, total responses including ranked items, and the number of participants for each agency follows the categorization of the last agency. The definition and summary of the table for each category accompanies the tables.

PRIORITY RANKING OF PROBLEMS IN THE MORAINE PARK DISTRICT (TABLE 55)

This table identifies the priority ranking of each category by the staff, by the clients, and by the staff and client Nominal Groups.

RESPONSE SUMMARY (TABLE 56)

This table indicates the number of responses in each category identified by staff or client participants as well as the agency they represented.

PERCENT OF NOMINAL SESSIONS IDENTIFYING PROBLEMS IN EACH CATEGORY (TABLE 57)

This table identifies the percent of the total number of staff and client Nominal Group sessions which identified one or more problems in a specific category.

HOW RELIABLE ARE PRIORITY RANKINGS?

The background on the re-ranking process used in this study and the significance of the reliability check are given. The raw data from the re-ranking process is also provided.

ERIC

TRANSCRIBED RESPONSES AND CATEGORIZATION OF TRANSCRIBED RESPONSES

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FEDERAL PROJECTS - ADULT BASIC EDUCATION

STAFF RESPONSES AND CATEGORIZATION

Dodge, Fond du Lac, Green Lake and Washington Counties 85

CLIENT RESPONSES AND CATEGORIZATION

Dodge County 92
Fond du Lac and Green Lake Counties 94
Washington County 100

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FEDERAL PROJECTS - ADULT BASIC EDUCATION

Dodge, Fond du Lac, Green Lake and Washington Counties

Agency Function

"This program is committed to one goal: to eliminate illiteracy in the United States. The curriculum includes reading, writing, arithmetic, driver education, and consumer education. The program is available to all adults 18 years of age and older who have completed less than an eighth grade education . . . . ." or who have less than an eighth grade ability in elementary subjects. "Day and evening classes are available. Classes are small and feature individualized instruction. Instruction and materials are provided at no cost to the student through heavy federal and state financial support . . . . ." (from Moraine Park Technical Services bulletin).

The adult student in the ABE program is met with individual attention and unconditional positive concern by instructors. Social goals as well as intellectual goals are promoted by teachers experienced in facilitating learning. Grades are de-emphasized, and improvement and achievement are reinforced.

Changes for students have included the acquisition of the necessary basic skills such as reading, writing and arithmetic, obtaining jobs for the first time, receiving job promotions, enlarging social contacts, preparing for citizenship, obtaining drivers licenses, improving interpersonal relationships at work and at home, and facing increased responsibilities.

Target populations for the ABE program were divided geographically as follows: Dodge, Fond du Lac and Green Lake counties plus the New Holstein School District, and Washington county. Personal appointments and home visits were involved in recruiting participants for the ABE program.

The four specific services offered by the ABE program include recruitment, counseling, instruction, and follow-up. The clients of ABE programs who have received one or more of these services are presented in Table 22-A below.

TABLE 22-A
TOTAL CLIENTS IN ABE PROGRAM (FY '71-72)

Dodge County	254
Fond du Lac, Green Lake Counties plus New Holstein School District	257
Washington County	218
Total Moraine Park VTAE ABE	729

Introduction to ABE Staff Participants

Adult Basic Education program staff from Dodge, Fond du Lac, Green Lake, and Washington counties met in two Nominal Groups. One group included six full-time day instructors. The other group included five part-time evening instructors who taught four hours per week. All staff were female.

Summary of ABE Staff Responses

The part-time evening instructors had a number of problems in common. The temporary, after-hours nature of their work led to lack of contact with regular in-service sessions and clerical help. The staff also identified that students experienced the inability to confer with counselors and instructors.

The majority of the staff-identified problems are related to the needs of ABE students. Top-ranked problem is the instability of ABE as a temporary program. Another top-ranked problem is the need for paid in-service for instructors to learn about new materials and techniques, and about dealing with ABE students in a more understanding way. The need for one-to-one help for ABE students was cited. Ranked second was the size of ABE classes, with the staff recommending five students per instructor. Many instructors noted the difficulty in obtaining instructional materials for low-level students and the time lag between order and delivery on materials. (This problem was identified by the full-time day instructors!)

Many staff of ABE were sensitive to the needs for child care for their students. This problem was mentioned by seven of eleven staff participants, and ranked in the top ten by both day and night instructors. Psychiatric help for some ABE students, marriage and job counseling services for ABE students, and the students' transportation needs are cited by staff as important problems.

School and instructional needs related by the staff highlighted a need for better communication of instructors with high school counselors, agencies, and schools that serve ABE students, and with a District resource center. Library and media materials are urgently needed at the MPTI Annex, where the Fond du Lac ABE classes are conducted.

Serious counseling and testing needs were mentioned, as related to qualifications of students for the programs, the motivation of the students for the programs, and the students' expectations and personal programs.

Program problems cited by staff include a need to organize classrooms by ability level or learning problems, and a need for small class size. Needs for in-service and university instructions for the staff in handling ABE and GED classes were high-ranked problems. Publicity for GED and General Review classes, as well as ABE classes, should be more widespread.

A lack of administrator confidence in the staff was sensed as the clerical staff or janitors were being told to check on class attendance, size, etc., and to check on recruiters as they work.

The staff report that they need more available clerical staff, aides, janitorial services, and media and counseling services for their classes. Staff also reported that the mileage allowance did not cover actual expenses.

Introduction to ABE Client Participants and Summary of Their Responses

Client members of Nominal Groups from ABE were organized by county of residence. There were 4 clients from Dodge county, 8 from Fond du Lac and Green Lake counties, and 10 clients represented Washington county. All of these combined reported present or former client status with 27 public agencies, in addition to ABE. Referrals to the ABE program from other agencies would account for this. (See Table 7)

Dodge County - Four clients, two male, two female, indicated that transportation to school for ABE classes is a major need. English classes for non-English-speaking individuals ranked second highest for this group, 75% of which are aliens. Beyond the basic communications skills, these Dodge county clients of ABE also requested courses in Office Work, TV and Radio, Drivers Education, Sewing and Knitting.

Fond du Lac and Green Lake Counties - Eight subjects from these counties participated, including six females and two males. All were unemployed. The most important problem to these ABE clients is the need for improvement in housing conditions, closely followed by the need for transportation to school, doctors, and work, which ranked second. AFDC mothers requested a recreational facility for use by themselves and their children with funds available for admission to special events. Specific courses beyond the ABE program which were requested include Bookkeeping, Accounting, Cooking, Animal Care, Veterinary Medicine, Drug Abuse, U.S. History, and refresher courses in high school subjects. A variety of policy and administrative problems were mentioned, including several about how the assistance provided by DSS should be re-structured. Suggestions included having the agency own appliances, install telephones for dependent families, and replace commodity foods with food stamps. Internal family problems which demand attention included care for a retarded child, medical emergency aid availability, and a need for marriage counseling.

Washington County - Ten clients, five male, five female, participated in two Nominal Groups. Five (all of one group) were unemployed. The unemployed group identified problems finding jobs and transportation as their number one and second-ranked problems. Housing for low-income persons ranked third. Specific courses beyond ABE-met needs included requests for Carpentry, Writing, English, Environmental Improvement, Mechanics for Women, and Drivers Education. Both groups complained of property taxes. A large number of problems focused on local government and administration: street maintenance and traffic flow, snowplowing, liquor and drug law enforcement, snowmobile law enforcement, and school administration. Help in finding a job was cited as a need in several ways.

Across the District served by MPTI, problems in administrative areas were mentioned most frequently, stressing better community services, lower property taxes, and improved services to families receiving assistance from DSS, including specific recommendations for food stamps, appliances, and family finance planning and assistance. Basic needs cited were mainly in the housing area: Across the district, housing for low-income individuals is needed. Child day care centers are needed in Fond du Lac, Green Lake, and Washington counties. Considering the small sample from each, and the wide age ranges, this need was mentioned often enough to receive attention. Information on scholarship aid was a high-ranking need in one Nominal, and was mentioned in another. Both individuals citing the need for financial aid and scholarships are from Washington county.

Requests for changes in schools included a need for Vocational courses in the high schools and a need for more alert, sensitive teachers who would be aware of the students and their problems. Specific course requests are cited above.

Vocational and marriage counseling is seen as a real need by the ABE clients. Employer prejudice against handicapped and aliens was cited several times in the Nominal Groups. Alien status may be considered a handicap. An increased effort to inform the public of the programs in the Technical Schools is urged.

A universal need across the MPTI District, as cited by the client Nominals, is the need for transportation to get to school, work, and medical attention.

Comparison of ABE Staff and Client Responses

The ABE staff oriented their identification of problems toward MPTI administration and regulations with emphasis on the organization of the ABE classes. There was limited concentration on the socio-economic problems of their disadvantaged or handicapped students. The staff stated that the ABE classes offered in the evening did not provide many necessary services provided day-time students such as job counseling, personal counseling, and available time for communications between students and instructors.

The students, on the other hand, concentrated heavily on requests for Vocational courses and programs, transportation for school, work and medical appointments, and basic needs with strong emphasis on needs for low-income housing.

As is common throughout the survey, the staff identified a need for in-service in several areas. Clients made no reference to the category. Staff and clients agreed on the necessity of day care centers for low-income persons. Staff and client groups both made mention of a desire for smaller classes and additional staff to allow for more one-to-one instruction. In addition, the staff requested the disadvantaged and the mentally retarded clients be separated for learning purposes.

Fond du Lac county staff and clients agreed that the physical plant of the MPTI Annex was not conducive to learning due to noise, gas fumes, and stale air. The staff mentioned that additional instructional equipment and supplies at the Annex are necessary.

Clients identified a need for medical assistance. They related that they often experienced employer prejudice due to physical or educational handicaps or their alien status. Recreation was identified as a need for both the parents and children. The staff did not identify any unmet needs in these categories. The clients were not aware of communication problems the staff encountered in dealing with other MPTI staff, high school counselors, and other agency personnel.

The staff concentrated on the changes they deemed necessary to enable the program to meet its primary goals. Although they showed a sensitivity for the clients' needs, the staff did not regard as highly as the client groups areas of need in job placement, marital and family problems, and basic needs. Staff groups seldom indicated in their responses any connection with clients' personal problems or needs as being related to their functioning in the classroom.

FEDERAL PROJECTS - ADULT BASIC EDUCATION

Dodge, Fond du Lac, Green Lake and Washington Counties

(The entire staff of the ABE program representing Dodge, Fond du Lac, Green Lake, and Washington counties were brought together for the staff Nominal Group. The research team's purpose is that there is no one county with enough staff to hold independent Nominal sessions; therefore, the homogenous criteria for these two groups is based on the full-time or part-time status of the staff.)

Number of Groups: 2 Total Participating: 11

STAFF NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 6 female participants are full-time day instructors and recruiters with major responsibilities in the ABE program.

1. ABE Instructor; 4 months in present position; 4 months in agency; Female, age, 50; B.S., Economics; 15 graduate credits in Guidance.
2. Field Representative; 6 months in present position; 6 months in agency; Female, age 35; No degree.
3. ABE Instructor; 1 year, 6 months in present position; 1 year, 6 months in agency; Female, age 46; B.S., Education; 15 graduate credits.
4. Field Representative; 4 years in present position; 4 years in agency; Female, age 49; No degree.
5. ABE Recruiter; 1 year in present position; 1 year in agency; Female, age 49, No degree.
6. ABE Instructor; 6 years in present position; 6 years in agency; Female, age 44; B.E., Elementary Education; 9 credits toward B.E. in Vocational Education.

RESPONSES OF NOMINAL GROUP NO. 1

1. Instability of ABE as an ongoing program on the federal, state and local level. (Pts. 2, 5, 7, 9, 10) (T-33) (R-1)
2. Too many students required in a class. Maximum should be five if this is supposed to be individualized teaching. Size of class should be consistently around five. (X) (Pts. 4, 9, 9, 10) (T-32) (R-2)
3. Length of time between ordering and receiving instructional material is too long; also, a problem in securing the necessary instructional materials at the various levels of the student, especially low-level. (XXXXX) (Pts. 3, 4, 4, 8, 10) (T-29) (R-3
4. Need in-service training in methods of teaching, reading, spelling, innovations, and understanding of the ABE student; also, in-service between District ABE staff. (X) (Pts. 7, 7, 7, 8) (T-29) (R-3)
5. Some GED students can't succeed in General Review class but can succeed if given more individualized instruction in ABE. We should be allowed to carry our students through to GED completion. (Pts. 1, 3, 6, 8, 9) (T-27) (R-4)
6. Need transportation for clients to get to school. (XXX) (Pts. 6, 8, 9) (T-23) (R-5)
7. Need better communication between the MPTI office staff at the three campuses and the ABE instructors. (XX) (Pts. 3, 3, 5, 6, 6) (T-23) (R-5)

ABE-Staff-Responses

8. Revise the General Review class in the District. There is an overlapping of responsibility of ABE and General Review. (Pts. 1, 2, 8, 10) (T-21) (R-6)

9. Need more cooperation, coordination and communication between agencies and schools that serve ABE students, such as the DSS, high schools, ADVOCAP, MPTI, WSES, DVR, guidance centers, and Kindercare.(XXX) (Pts. 2, 2, 6, 10) (T-20) (R-7)

10. Need for child care so students can attend classes. (XXXX) (Pts. 2, 4, 5, 7) (T-18) (R-8)

11. ABE instructors are being checked by other than appropriate supervisors---janitors and clerical staff count number of students in classes. This checking is also being done by District Office personnel. This whole atmosphere tends to make me feel that I am not being trusted. Also, the same treatment is being done to recruiters in the District. (Pts. 1, 4, 5, 7) (T-17) (R-9)

12. Need for better motivation of the student to attend ABE---particularly men. (XXX) (Pts. 5, 10) (T-15) (R-10)

13. Lack of library materials at the MPTI Annex. (No Points)

14. Need more advertising money for the recruitment of ABE students. (Pts. 1, 3) (T-4)

15. More care in the selection and supervision of ABE teachers. (No Points)

16. Need psychiatric help for some ABE students. (X) (Pts. 5) (T-5)

17. Need equipment as follows in the MPTI Annex: film strip projector, record player, controlled reader, black shades for windows; also need the same equipment for Outreach class. (X) (Pts. 9) (T-9)

18. The mileage amount does not cover expenses---increase the amount or furnish a car. (Pts. 2) (T-2)

19. Problem with noise and gas fumes, snow removal, and windows don't open at the MPTI Annex. (Pts. 1) (T-1)

20. Need more clerical help for the ABE teaching staff in correcting of papers, record keeping, and duplicating. (Pts. 1, 6) (T-7)

21. More professional materials for ABE staff needed in the District library. (No Points)

22. Students from MHC at Juneau and Workshops at Beaver Dam are unjustly accused of not keeping toilets clean or keeping the facility clean. (No Points)

23. Need better accumulative records kept on students so that a new teacher knows past performance of students. (Pts. 3, 8) (T-11)

24. Student expectations are sometimes higher than their ability to learn. (No Points)

25. Difficulty for recruiter to communicate with foreign-born prospective students. (No Points)

26. The motivation for some stipend students is the stipend itself and not the desire to learn. (No Points)

27. Teachers from other programs taking material from ABE classroom. (No Points)

28. Full-time MPTI students are reluctant to enter ABE classroom for help because of the type of students in ABE. (Pts. 4) (T-4)

29. Some students need assistance in acquiring eyeglasses. (No Points)

Total Points: 330

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 5 female participants are part-time evening instructors who teach four hours per week.

1. ABE Instructor; 3 years in present position; 3 years in agency; Female, age 35; B.A., English.
2. ABE Instructor; 2 years, 6 months in present position; 2 years, 6 months in agency; Female, age 32; B.S., Education.
3. ABE Instructor; 1 year in present position; 1 year in agency; Female, age 24; B.S., English.
4. ABE Instructor; 4 months in present position; 4 months in agency; Female, age 29; B.S., Elementary Education-Library Science.
5. ABE Instructor; 1 year in present position; 1 year in agency; Female, age 61; B.A., English and French; 8 graduate credits.

RESPONSES OF NOMINAL GROUP NO. 2

1. Would like paid in-service workshop to learn about new instructional materials and techniques, in-service for new instructors to learn present techniques used. Also, in-service on grade levels 1-12. (XXX) (Pts. 4, 5, 6, 9, 10) (T-34) (R-1)
2. Lack of resource center for students to have instructional materials, cassettes, and filmstrips, and a place to work individually. Also need tables and more instructional equipment in present classrooms, all at teaching location. (XX) (Pts. 8, 10, 10) (T-28) (R-2)
3. Want a clearing house within the MPTI agency for emergency needs, such as telephone direct service---need a counselor who is responsible for these specific needs. (XX) (Pts. 1, 2, 7, 7, 8) (T-25) (R-3)
4. I am isolated, due to being an instructor in an outreach situation---rural area---in regard to professional counseling availability, supervision, and other instructors. There is a lack of communication with the above for those at the schools because we work at night. (XXXX) (Pts. 5, 9, 10) (T-24) (R-4)
5. Need paid attendance to university to learn techniques. Not scheduled during teaching time. (X) (Pts. 2, 3, 4, 7, 8) (T-24) (R-4)
6. More one-to-one help for students, like for foreign-speaking students. (Pts. 1, 5, 7, 8) (T-21) (R-5)
7. Need better communication with high school counselors, Threshold, and General Education program for an educational, health and family background of the students. Also, need cooperation from high school counselors for GED. (X) (Pts. 3, 3, 4, 10) (T-20) (R-6)
8. Better advertisement of the ABE program through the newspaper, TV, and radio. (X) (Pts. 8, 9) (T-17) (R-7)
9. ABE students attempting to achieve the GED should not be instructed in the same room as the elementary achievers. Elementary achievers who are intellectually disadvantaged should be separated from the retarded. (X) (Pts. 5, 6, 6) (T-17) (R-7)

10. GED students should be able to get it through ABE if they do not want to attempt the regular GED program. We get no publicity for GED, and no students are directed to us unless they fail in the regular program. (X) (Pts. 2, 9) (T-11) (R-8)

11. More readily available community counseling for students. Instructors are expected and not equipped to handle their personal problems. (Pts. 9) (T-9) (R-9)

12. Need more available clerical staff at location, at times needed; need additional aides, janitorial. (XXXX) (Pts. 1, 1, 7) (T-9) (R-9)

13. Need staffings to discuss mutual problems with students. (Pts. 3, 6) (T-9) (R-9)

14. Students need help with information about jobs and job-finding. Instructors are not adequate. (Pts. 3, 6) (T-9) (R-9)

15. Free child care for students. (XXX) (Pts. 4, 4) (T-8) (R-10)

16. Am often moved from permanent classroom for others to use it. (No Points)

17. Students' personal goals are unclear in terms of why they are in ABE, what they need to learn and can learn. For some students, the only motivation is the incentive pay or a means of socializing. (XX) (Pts. 5) (T-5)

18. Need a better screening of students. Some are psychotic and make it dangerous, and some are not capable and get depressed. (Pts. 1, 2, 2) (T-5)

19. Transportation to ABE. (No Points)

20. Classroom hours are not always convenient for students. Maybe they should be at staggered times. (No Points)

21. Students need help in being more effective parents and marriage partners. (No Points)

Total Points: 275

* * * *

CATEGORIZATION OF STAFF RESPONSES

FEDERAL PROJECTS - ADULT BASIC EDUCATION

Dodge, Fond du Lac, Green Lake and Washington Counties

(All responses pertaining to dissatisfaction with the ABE program due to MPTI administrative decisions, rules or regulations are in Category No. 10. All other responses concerning the ABE program are in Category No. 1)

[1] Adult Basic Education and Adult High School Diploma and Equivalency

1. More one-to-one help for students, like for foreign-speaking students. (Pts. 1, 5, 7, 8) (T-21) (R-5)

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Instability of ABE as an ongoing program on the federal, state and local level. (Pts. 2, 5, 7, 9, 10) (T-33) (R-1)

2. Students from MHC at Juneau and Workshops at Beaver Dam are unjustly accused of not keeping toilets clean or keeping the facility clean. (No Points)

[5] Child Care Centers

1. Need for child care so students can attend classes. (XXXX) (Pts. 2, 4, 5, 7) (T-18) (R-8)

2. Free child care for students. (XXX) (Pts. 4, 4) (T-8) (R-10)

[6] Communications: Inter and Intra-Agency

1. I am isolated, due to being an instructor in an outreach situation---rural area---in regard to professional counseling availability, supervision, and other instructors. There is a lack of communication with the above for those at the schools because we work at night. (XXXX) (Pts. 5, 9, 10) (T-24) (R-4)

2. Need better communication between the MPTI office staff at the three campuses and the ABE instructors. (XX) (Pts. 3,3, 5, 6, 6) (T-23) (R-5)

3. Need better communication with high school counselors, Threshold, and General Education program for an educational, health and family background of the students. Also, need cooperation from high school counselors for GED. (X) (Pts. 3, 3, 4, 10) (T-20) (R-6)

4. Need more cooperation, coordination and communication between agencies and schools that serve ABE students, such as the DSS, high schools, ADVOCAP, MPTI, WSES, DVR, guidance centers, and Kindercare. (XXX) (Pts. 2, 2, 6, 10) (T-20) (R-7)

5. Difficulty for recruiter to communicate with foreign-born prospective students. (No Points)

6. Teachers from other programs taking material from ABE classroom. (No Points)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. More readily available community counseling for students. Instructors are expected and not equipped to handle their personal problems. (Pts. 9) (T-9) (R-9)

2. Student expectations are sometimes higher than their ability to learn. (No Points)

3. Students' personal goals are unclear in terms of why they are in ABE, what they need to learn and can learn. For some students, the only motivation is the incentive pay or a means of socializing. (XX) (Pts. 5) (T-5)

4. Need a better screening of students. Some are psychotic and make it dangerous, and some are not capable and get depressed. (Pts. 1, 2, 2) (T-5)

[10] Courses and Programs: Vocational and Technical

1. Too many students required in a class. Maximum should be five if this is supposed to be individualized teaching. Size of class should be consistently around five. (X) (Pts. 4, 9, 9, 10) (T-32) (R-2)

2. Length of time between ordering and receiving instructional material is too long; also, a problem in securing the necessary instructional materials at the various levels of the student, especially low-level. (XXXXX) (Pts. 3, 4, 4, 8, 10) (T-29) (R-3)

3. Some GED students can't succeed in General Review class but can succeed if given more individualized instruction in ABE. We should be allowed to carry our students through to GED completion. (Pts. 1, 3, 6, 8, 9) (T-27) (R-4)

4. Need paid attendance to university to learn techniques. Not scheduled during teaching time. (X) (Pts. 2, 3, 4, 7, 8) (T-24) (R-4)

5. Revise the General Review class in the District. There is an overlapping of responsibility of ABE and General Review. (Pts. 1, 2, 8, 10) (T-21) (R-6)

6. Better advertisement of the ABE program through the newspaper, TV, and radio. (X) (Pts. 8, 9) (T-17) (R-7)

7. ABE students attempting to achieve the GED should not be instructed in the same room as the elementary achievers. Elementary achievers who are intellectually disadvantaged should be separated from the retarded. (X) (Pts. 5, 6, 6) (T-17) (R-7)

8. GED students should be able to get it through ABE if they do not want to attempt the regular GED program. We get no publicity for GED, and no students are directed to us unless they fail in the regular program. (X) (Pts. 2, 9) (T-11) (R-8)

9. ABE instructors are being checked by other than appropriate supervisors---janitors and clerical staff count number of students in classes. This checking is also being done by District Office personnel. This whole atmosphere tends to make me feel that I am not being trusted. Also, the same treatment is being done to recruiters in the District. (Pts. 1, 4, 5, 7) (T-17) (R-9)

10. Need staffings to discuss mutual problems with students. (Pts. 3, 6) (T-9) (R-9)

11. Need more advertising money for the recruitment of ABE students. (Pts. 1, 3) (T-4)

12. More care in the selection and supervision of ABE teachers. (No Points)

13. Need better accumulative records kept on students so that a new teacher knows past performance of students. (Pts. 3, 8) (T-11)

14. Full-time MPTI students are reluctant to enter ABE classroom for help because of the type of students in ABE. (Pts. 4) (T-4)

15. Am often moved from permanent classroom for others to use it. (No Points)

16. Classroom hours are not always convenient for students. Maybe they should be at staggered times. (No Points)

[11] Drugs, Alcoholism, and Emergency Services

1. Want a clearing house within the MPTI agency for emergency needs, such as telephone direct service---need a counselor who is responsible for these specific needs. (XX) (Pts. 1, 2, 7, 7, 8) (T-25) (R-3)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. Lack of resource center for students to have instructional materials, cassettes, and filmstrips, and a place to work individually. Also need tables and more instructional equipment in present classrooms, all at teaching location. (XX) (Pts. 8, 10, 10) (T-28) (R-2)

2. Lack of library materials at the MPTI Annex. (No Points)

3. Need equipment as follows in the MPTI Annex: film strip projector, record player, controlled reader, black shades for windows; also need the same equipment for Outreach class. (X) (Pts. 9) (T-9)

4. More professional materials for ABE staff needed in the District library. (No Points)

5. Problem with noise and gas fumes, snow removal, and windows don't open at the MPTI Annex. (Pts. 1) (T-1)

[15] In-service

1. Would like paid in-service workshop to learn about new instructional materials and techniques, in-service for new instructors to learn present techniques used. Also, in-service on grade levels 1-12. (XXX) (Pts. 4, 5, 6, 9, 10) (T-34) (R-1)

2. Need in-service training in methods of teaching, reading, spelling, innovations, and understanding of the ABE student; also, in-service between District ABE staff. (X) (Pts. 7, 7, 7, 8) (T-29) (R-3)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Students need help with information about jobs and job finding. Instructors are not adequate. (Pts. 3, 6) (T-9) (R-9)

[18] Marital and Family Problems

1. Students need help in being more effective parents and marriage partners. (No Points)

[19] Medical, Dental, and Optical

1. Need psychiatric help for some ABE students. (X) (Pts. 5) (T-5)

2. Some students need assistance in acquiring eyeglasses. (No Points)

[22] Motivation

1. Need for better motivation of the student to attend ABE---particularly men. (XXX) (Pts. 5, 10) (T-15) (R-10)

2. The motivation for some stipend students is the stipend itself and not the desire to learn. (No Points)

[29] Staff

1. Need more available clerical staff at location, at times needed; need additional aides, janitorial. (XXXX) (Pts. 1, 1, 7) (T-9) (R-9)

2. Need more clerical help for the ABE teaching staff in correcting of papers, record keeping and duplicating. (Pts. 1, 6) (T-7)

[30] Transportation

1. Need transportation for clients to get to school. (XXX) (Pts. 6, 8, 9) (T-23) (R-5)

2. The mileage amount does not cover expenses---increase the amount or furnish a car. (Pts. 2) (T-2)

3. Transportation to ABE. (No Points)

FEDERAL PROJECTS - ADULT BASIC EDUCATION

Dodge County

Number of Groups: 1 Total Participating: 4

CLIENT (STUDENT) NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: The homogeneity of this group is their participation as students in the ABE program. The research method chosen by the research team requires that participants be literate to the degree that they can write so that they can read their own writing and can read what is printed on a chart. The ABE program is geared towards persons with less than an eighth grade education thus limiting the number of persons who meet the literacy criteria. The four who did participate are the four individuals who volunteered and met this requirement.

1. Male, age 56; client of DSS, MHC and ABE.
2. Female, age 35; client of ABE.
3. Male, age 31; client of ABE; former client of WSES.
4. Female, age 51; client of ABE.

RESPONSES OF NOMINAL GROUP NO. 1

1. Transportation to school. (Pts. 6, 6, 6) (T-18) (R-1)
2. Would like a group English Speech class for foreign-speaking people. (X) (Pts. 2, 3, 3, 6) (T-14) (R-2)
3. Would like training in office work and TV and Radio. (X) (Pts. 1, 4, 4, 4) (T-13) (R-3)
4. Would like to learn to sew and knit. Need Drivers Education. (X) (Pts. 5, 5) (T-10) (R-4)
5. Would like more than a two-hour ABE class. (Pts. 2, 3, 4) (T-9) (R-5)
6. Many older persons do not go to school because they think they are too old to learn or are ashamed that they cannot read or write. (Pts. 1, 2, 5) (T-8) (R-6)
7. Need housing. (Pts. 5) (T-5)
8. Need help with finding another job. (Pts. 1, 2) (T-3)
9. Need help with getting my drivers license. (Pts. 3) (T-3)
10. Some people do not hire you because you are not an American citizen. (Pts. 1) (T-1)

Total Points: 84

CATEGORIZATION OF CLIENT (STUDENT) RESPONSES

FEDERAL PROJECTS - ADULT BASIC EDUCATION

Dodge County

(All responses pertaining to dissatisfaction with the ABE program due to MPTI administrative decisions, rules or regulations are in Category No. 10. All other responses concerning the ABE program are in Category No. 1.)

[3] Basic Needs: Food, Clothing, and Housing

1. Need housing. (Pts. 5) (T-5)

[10] Courses and Programs: Vocational and Technical

1. Would like a group English Speech class for foreign-speaking people. (X) (Pts. 2, 3, 3, 6) (T-14) (R-2)
2. Would like training in office work and TV and Radio. (X) (Pts. 1, 4, 4, 4) (T-13) (R-3)
3. Would like to learn to sew and knit. Need Drivers Education. (X) (Pts. 5, 5) (T-10) (R-4)
4. Would like more than a two-hour ABE class. (Pts. 2, 3, 4) (T-9) (R-5)
5. Need help with getting my drivers license. (Pts. 3) (T-3)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Need help with finding another job. (Pts. 1, 2) (T-3)

[23] Prejudice, Discrimination, and Employer Prejudice

1. Some people do not hire you because you are not an American citizen. (Pts. 1) (T-1)

[27] Senior Citizens (Over 60 Years of Age)

1. Many older persons do not go to school because they think they are too old to learn or are ashamed that they cannot read or write. (Pts. 1, 2, 5) (T-8) (R-6)

[30] Transportation

1. Transportation to school. (Pts. 6, 6, 6) (T-18) (R-1)

FEDERAL PROJECTS - ADULT BASIC EDUCATION

Fond du Lac and Green Lake Counties

(The groups are mixed in educational and verbal abilities in order for the more extroverted students to be supportive of the more introverted students.)

Number of Groups: 2 Total Participating: 8

CLIENT (STUDENT) NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogeneous Grouping: The 4 students participating are unemployed.

1. Female, age 31; client of ABE; former client of WSES.
2. Male, age 17; client of ABE; former client of WSES.
3. Female, age 21; client of ABE and DSS; former client of WSES.
4. Female, age 29; client of ABE and DSS; former client of WSES and ADVOCAP.

RESPONSES OF NOMINAL GROUP NO. 1

1. Need better housing and should improve those that are rundown, to include businesses---government should help. (Pts. 3, 5, 6) (T-14) (R-1)
2. Transportation to the doctor, school, and work. (XXX) (Pts. 2, 5, 6) (T-13) (R-2)
3. Mothers with children on AFDC should be provided some money for recreation. (Pts. 3, 4) (T-7) (R-3)
4. Need more teachers per student in ABE so I can have help in the areas I have trouble with. (Pts. 6) (T-6) (R-4)
5. Would like Bookkeeping, Accounting, and Cooking programs after we finish ABE. (X) (Pts. 1,5) (T-6) (R-4)
6. Should have a place like the YMCA, but pay per day rather than for a membership. (Pts. 1, 5) (T-6) (R-4)
7. Welfare should buy new stoves, washers, and dryers---then they wouldn't have to replace them as often. (Pts. 6) (T-6) (R-4)
8. My three-year-old son needs someone to play with. (Pts. 4) (T-4) (R-5)
9. Need medical help---can't afford to go when necessary. (Pts. 4) (T-4) (R-5)
10. Red Cross should offer a First Aid course for anyone---for emergencies. (Pts. 4) (T-4) (R-5)
11. Need a competent counseling program for children and for marital problems. (Pts. 3) (T-3) (R-6)
12. The DSS lets some clients get away with a lot---the government should look into how they spend their money. (Pts. 3) (T-3) (R-6)
13. Need a day care center so I can go to work. (X) (Pts. 2) (T-2)
14. The MPTI Annex is too noisy, and it smells. (No Points)
15. Need more workbooks for ABE. (X) (Pts. 1) (T-1)
16. WIN tells you, 'you cannot get into a training program,' without giving you a chance. (No Points)

17. Need help with finding a job---WSES does not do a good job. (X) (Pts. 2) (T-2)

18. Want refresher course in high school subjects needed to get a job. (No Points)

19. Need better drug controls---government should clamp down more. (No Points)

20. Public school teachers should be more aware and act on the trouble the kids are getting into. (No Points)

21. Welfare should help by paying off debts a person has because welfare would not help in the first place. (No Points)

22. Welfare should provide more household needs---to a reasonable degree. (Pts. 2) (T-2)

23. Telephones should be provided by welfare for those who need it for things like medical needs. (Pts. 1) (T-1)

24. Want food stamps instead of commodity foods---too much is wasted. (No Points)

25. Commodity foods should be more nutritious---too starchy. (No Points)

26. Need help with finding housing. (No Points)

Total Points: 84

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: The 4 students participating are unemployed.

1. Female, age 32; client of ABE; former client of WSES.

2. Female, age 23; client of ABE;

3. Male, age 22; client of ABE and Workshops.

4. Female, age 22; client of ABE, WSES, and Workshops; former client of MHC.

RESPONSES OF NOMINAL GROUP NO. 2

1. Need a low-income housing project in Fond du Lac, especially for people with children and pets. (Pts. 3, 6, 6) (T-15) (R-1)

2. Better acoustics at the MPTI Annex---too noisy. (XXX) (Pts. 4, 4, 5) (T-13) (R-2)

3. Want longer working hours at my present job. (Pts. 6) (T-6) (R-3)

4. Need a larger building for Workshops, and the place is also too dirty. (Pts. 6) (T-6) (R-3)

5. Need more money. (Pts. 1, 4) (T-5) (R-4)

6. Want a course offered in Animal Care or Veterinary Medicine; in what we can do about drug abuse; also a U.S. History class. (XX) (Pts. 5) (T-5) (R-4)

7. Want a program for lower grade children to help them with motivation problems concerning school. (Pts. 5) (T-5) (R-4)

8. Transportation to school, doctor, and work. (Pts. 5) (T-5) (R-4)

9. More individual books that help you prepare for the GED test. (Pts. 4) (T-4) (R-5)

10. Information on how to be a more helpful or concerned citizen. (Pts. 3) (T-3) (R-6)

ABE-Client-Responses

11. Vending machines should be put in the MPTI Annex for candy, pop, coffee, cigarettes, milk, juice, and other snacks. (Pts. 1, 2) (T-3) (R-6)

12. Want a special Drivers Education program for slow learners. (Pts. 3) (T-3) (R-6)

13. Want a smaller number of students per teacher in ABE program. (Pts. 3) (T-3) (R-6)

14. Want child care while at school. (No Points)

15. Construction workers take too long in fixing roads---hampers transportation. (No Points)

16. I have a child, age 3, who only says 'Mama' and 'Daddy', and I want a school or program to help him learn to talk. (Pts. 2) (T-2)

17. Better and more comprehensive health care at MPTI---can't get in to see the nurse, as she is always busy. (No Points)

18. Want counseling in how to handle troublesome neighbors. (XXX) (Pts. 2) (T-2)

19. Too many bosses and not enough clients working at Workshops, Inc. (Pts. 2) (T-2)

20. Main Street in Fond du Lac has too much traffic---should have better channeling of traffic. (No Points)

21. Want an information center. (No Points)

22. More money for basic needs---especially for housing. (Pts. 1) (T-1)

23. Need free marriage counseling. (Pts. 1) (T-1)

24. Fond du Lac has too high of a tax rate ---can't afford to pay them. (No Points)

25. Want food stamps instead of commodity foods. (No Points)

Total Points: 84

CATEGORIZATION OF CLIENT (STUDENT) RESPONSES

FEDERAL PROJECTS · ADULT BASIC EDUCATION

Fond du Lac and Green Lake Counties

(All responses pertaining to dissatisfaction with the ABE program due to MPTI administrative decisions, rules or regulations are in Category No. 10. All other responses concerning the ABE program are in Category No. 1)

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Welfare should buy new stoves, washers, and dryers---then they wouldn't have to replace them as often. (Pts. 6) (T-6) (R-4)
2. The DSS lets some clients get away with a lot---the government should look into how they spend their money. (Pts. 3) (T-3) (R-6)
3. WIN tells you, 'you cannot get into a training program,' without giving you a chance. (No Points)
4. Welfare should help by paying off debts a person has because welfare would not help in the first place. (No Points)
5. Telephones should be provided by welfare for those who need it for things like medical needs. (Pts. 1) (T-1)
6. Want food stamps instead of commodity foods---too much is wasted. (No Points)
7. Too many bosses and not enough clients working at Workshops, Inc. (Pts. 2) (T-2)
8. Fond du Lac has too high of a tax rate---can't afford to pay them. (No Points)
9. Want food stamps instead of commodity foods. (No Points)

[3] Basic Needs: Food, Clothing, and Housing

1. Need a low-income housing project in Fond du Lac, especially for people with children and pets. (Pts. 3, 6, 6) (T-15) (R-1)
2. Need better housing and should improve those that are rundown, to include businesses---government should help. (Pts. 3, 5, 6) (T-14) (R-1)
3. Welfare should provide more household needs---to a reasonable degree. (Pts. 2) (T-2)
4. Commodity foods should be more nutritious---too starchy. (No Points)
5. Need help with finding housing. (No Points)
6. More money for basic needs---especially for housing. (Pts. 1) (T-1)

[5] Child Care Centers

1. Need a day care center so I can go to work. (X) (Pts. 2) (T-2)
2. Want child care while at school. (No Points)

[9] Courses and Programs: Pre-school, Primary, Middle, and High School

1. Want a program for lower grade children to help them with motivation problems concerning school. (Pts. 5) (T-5) (R-4)
2. Public school teachers should be more aware and act on the trouble the kids are getting into. (No Points)

[10] Courses and Programs: Vocational and Technical

1. Need more teachers per student in ABE so I can have help in the areas I have trouble with. (Pts. 6) (T-6) (R-4)

2. Would like Bookkeeping, Accounting, and Cooking programs after we finish ABE. (X) (Pts. 1, 5) (T-6) (R-4)

3. Want a course offered in Animal Care or Veterinary Medicine; in what we can do about drug abuse; also a U.S. History class. (XX) (Pts. 5) (T-5) (R-4)

4. More individual books that help you prepare for the GED test. (Pts. 4) (T-4) (R-5)

5. Want a smaller number of students per teacher in ABE program. (Pts. 3) (T-3) (R-6)

6. Want refresher courses in high school subjects needed to get a job. (No Points)

7. Better and more comprehensive health care at MPTI---can't get in to see the nurse, as she is always busy. (No Points)

[11] Drugs, Alcoholism, and Emergency Services

1. Need better drug controls---government should clamp down more. (No Points)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. Better acoustics at the MPTI Annex---too noisy. (XXX) (Pts. 4, 4, 5) (T-13) (R-2)

2. Need a larger building for Workshops, and the place is also too dirty. (Pts. 6) (T-6) (R-3)

3. Vending machines should be put in the MPTI Annex for candy, pop, coffee, cigarettes, milk, juice, and other snacks. (Pts. 1, 2) (T-3) (R-6)

4. The MPTI Annex is too noisy, and it smells. (No Points)

5. Need more workbooks for ABE. (X) (Pts. 1) (T-1)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Want longer working hours at my present job. (Pts. 6) (T-6) (R-3)

2. Need help with finding a job---WSES does not do a good job. (X) (Pts. 2) (T-2)

[18] Marital and Family Problems

1. Need a competent counseling program for children and for marital problems. (Pts. 3) (T-3) (R-6)

2. Want counseling in how to handle troublesome neighbors. (XXX) (Pts. 2) (T-2)

3. Need free marriage counseling. (Pts. 1) (T-1)

[19] Medical, Dental, and Optical

1. Need medical help---can't afford to go when necessary. (Pts. 4) (T-4) (R-5)

2. Red Cross should offer a First Aid course for anyone---for emergencies. (Pts. 4) (T-4) (R-5)

[20] Mental Retardation, Physical and Emotional Handicaps

1. Want a special Drivers Education program for slow learners. (Pts. 3) (T-3) (R-6)

2. I have a child, age 3, who only says 'Mama',and 'Daddy', and I want a school or program to help him learn to talk. (Pts. 2) (T-2)

[24] Public Relations and Community Participation and Volunteers

1. Information on how to be a more helpful or concerned citizen. (Pts. 3) (T-3) (R-6)

[25] Recreation and Social

1. Mothers with children on AFDC should be provided some money for recreation. (Pts. 3, 4) (T-7) (R-3)

2. Should have a place like the YMCA, but pay per day rather than for a membership. (Pts. 1, 5) (T-6) (R-4)

3. My three-year-old son needs someone to play with. (Pts. 4) (T-4) (R-5)

[26] Referral and Information Center

1. Want an information center. (No Points)

[30] Transportation

1. Transportation to the doctor, school, and work. (XXX) (Pts. 2, 5, 6) (T-13) (R-2)

2. Transportation to school, doctor, and work. (Pts. 5) (T-5) (R-4)

3. Construction workers take too long in fixing roads---hampers transportation. (No Points)

4. Main Street in Fond du Lac has too much traffic---should have better channeling of traffic. (No Points)

[31] Wages, Income, and Incentives

1. Need more money. (Pts. 1, 4) (T-5) (R-4)

FEDERAL PROJECTS - ADULT BASIC EDUCATION

Washington County

Number of Groups: 2 Total Participating: 10

CLIENT (STUDENT) NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria of Homogenous Grouping: All 5 participants are employed full-time outside the home.

1. Female, age 34; client of ABE; former client of WSES.
2. Male, age 49; client of ABE.
3. Male, age 21: client of ABE.
4. Male, age 40; client of ABE, former client of WSES.
5. Female, age 20; client of ABE; former client of DVR and Workshops.

RESPONSES OF NOMINAL GROUP NO. 1

1. Property taxes in Wisconsin are too high. (X) (Pts. 5, 5, 6, 6) (T-22) (R-1)
2. How do you find out about scholarships for attending school? (Pts. 10) (T-10) (R-2)
3. We need more community respect and cooperation with our police force and game wardens. (Pts. 9) (T-9) (R-3)
4. ABE classes should be at least 3 hours in length for the night classes. (Pts. 6) (T-6) (R-4)
5. Automobiles are too high-priced for my wages. (Pts. 6) (T-6) (R-4)
6. The government should continue Job Corps training with more emphasis. (Pts. 2, 4) (T-6) (R-4)
7. Employers don't hire people with handicaps. (Pts. 6) (T-6) (R-4)
8. Public should be informed on what a Vocational School can do for them. (Pts. 3, 3) (T-6) (R-4)
9. More enforcement on selling liquor to minors. (Pts. 1, 4) (T-5) (R-5)
10. Need more recreation for single persons outside of high school. (Pts. 5) (T-5) (R-5)
11. The price of food is too high. (Pts. 4) (T-4) (R-6)
12. Why should a state employee be denied a reclassification of job for a higher salary just because he is a poor speller? (Pts. 4) (T-4) (R-6)
13. Need child care so I can attend school, and for work. (XX) (No Points)
14. Need transportation for school and work. (No Points)

15. Want a class in Environmental Improvement and Women's Mechanics. (X) (Pts. 2) (T-2)

16. Class charge at MPTI is too high. (No Points)

17. Need financial aid to help pay for school at MPTI. (Pts. 2) (T-2)

18. Would like an office job for my wife during the day. (Pts. 2) (T-2)

19. There should be more students in the Tuesday and Thursday night ABE classes. (No Points)

20. The Monday night ABE class needs another teacher because it is so large and we don't get enough individual help. (Pts. 1) (T-1)

21. Need more vocational classes on the high school level. (No Points)

22. The high schools should offer Drivers Education to 15 year-old students even if they are not a sophomore. (No Points)

23. Recreation for teenagers is too expensive. (Pts. 1) (T-1)

24. Washington County snowplowing is poor and they don't take care to miss mailboxes and they ruin the streets. (No Points)

25. The mayor of West Bend is not doing enough on street planning and improvement and he should be defeated in the next election. (No Points)

26. Wages and time of custodial help were decreased in the West Bend school system because of an outside cleaning service. (No Points)

27. Need job placement for veterans. (No Points)

28. Some families need welfare assistance and won't apply because of pride. (Pts. 3) (T-3)

29. We don't need to build any more schools. (No Points)

30. How do you get an alderman to help with a problem? (No Points)

31. State should get a lot stricter with snowmobile rules. (Pts. 1, 1) (T-2)

32. A child should not have to pay adult fare at the movies or other recreation until age 18. (No Points)

33. Need stricter rules on filthy literature at bookstores. (Pts. 3) (T-3)

Total Points: 105

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 5 participants are not employed outside the home.

1. Male, age 25; client of ABE and Workshops; a former client of MHC.

2. Female, age 59; client of ABE.

3. Female, age 48; client of ABE, DSS, DVR, and WIN.

4. Female, age 32; client of ABE; former client of MHC.

5. Male, age 22; client of ABE; former client of WSES and Workshops.

RESPONSES OF NOMINAL GROUP NO. 2

1. Want help with finding a better job. (Pts. 4, 6, 6) (T-16) (R-1)

2. Need transportation to school and work. (XX) (Pts. 3, 5, 6) (T-14) (R-2)

3. Low-income housing here is not good--- need good low-income housing. (Pts. 3, 3, 6) (T-12) (R-3)

4. Would like more counselors at MPTI-- can't get in to see him. (Pts. 2, 5, 5,) (T-12) (R-3)

5. Want help with getting a drivers license. (X) (Pts. 4, 6) (T-10) (R-4)

6. Truck route in West Bend should not go through residential areas. Also, need street improvement. Need a stop sign by the Court House. (Pts. 3, 5) (T-8) (R-5)

7. Need for readily available marriage counselors. Family counseling in the home. (Pts. 2, 4) (T-6) (R-6)

8. Need child care in my home when I go to work. (Pts. 5) (T-5)

9. Want money to go swimming and to the movies. (Pts. 1, 1) (T-2)

10. Would like Carpentry training. (No Points)

11. Want college level English and Writing courses. (Pts. 3) (T-3)

12. Don't think I should have to pay full-time union dues when I'm only working two days a week.

13. Can't make improvements on our house because we wouldn't be able to afford the taxes. (Pts. 1) (T-1)

14. Don't like my boss asking me to do work that I don't get paid for. (No Points)

15. Should be able to make more than $175.00 per month before Social Security and Veterans benefits are lowered. (Pts. 4) (T-4)

16. Social Security is not enough for elderly---especially farmers. (Pts. 2) (T-2)

17. Workshops should have a list telling employees how much they can make. (Pts. 1) (T-1)

18. Builders in West Bend do not clean up---they litter the city. (No Points)

19. Workshops did not help me find a job when I asked them to. (Pts. 2) (T-2)

20. Need to find out where to apply for college scholarships---a list of available scholarships. (Pts. 2) (T-2)

Total Points: 105

CATEGORIZATION OF CLIENT (STUDENT) RESPONSES

FEDERAL PROJECTS - ADULT BASIC EDUCATION

Washington County

(All responses pertaining to dissatisfaction with the ABE program due to MPTI administrative decisions, rules or regulations are in Category No. 10. All other responses concerning the ABE program are in Category No. 1.)

[1] Adult Basic Education and Adult High School Diploma and Equivalency

1. There should be more students in the Tuesday and Thursday night ABE classes. (No Points)

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Property taxes in Wisconsin are too high. (X) (Pts. 5, 5, 6, 6) (T-22) (R-1)
2. The government should continue Job Corps training with more emphasis. (Pts. 2, 4) (T-6) (R-4)
3. Truck route in West Bend should not go through residential areas. Also, need street improvement. Need a stop sign by the Court House. (Pts. 3, 5) (T-8) (R-5)
4. More enforcement on selling liquor to minors. (Pts. 1, 4) (T-5) (R-5)
5. Why should a state employee be denied a reclassification of job for a higher salary just because he is a poor speller? (Pts. 4) (T-4) (R-6)
6. Washington County snowplowing is poor and they don't take care to miss mailboxes and they ruin the streets. (No Points)
7. The mayor of West Bend is not doing enough on street planning and improvement and he should be defeated in the next election. (No Points)
8. We don't need to build any more schools. (No Points)
9. State should get a lot stricter with snowmobile rules. (Pts. 1, 1) (T-2)
10. A child should not have to pay adult fare at the movies or other recreation until age 18. (No Points)
11. Need stricter rules on filthy literature at bookstores. (Pts. 3) (T-3)
12. Don't think I should have to pay full-time union dues when I'm only working two days a week. (Pts. 1, 4) (T-5)
13. Can't make improvements on our house because we wouldn't be able to afford the taxes. (Pts. 1) (T-1)
14. Don't like my boss asking me to do work that I don't get paid for. (No Points)
15. Should be able to make more than $175.00 per month before Social Security and Veterans benefits are lowered. (Pts. 4) (T-4)
16. Workshops should have a list telling employees how much they can make. (Pts. 1) (T-1)
17. Builders in West Bend do not clean up---they litter the city. (No Points)

[3] Basic Needs: Food, Clothing, and Housing

1. Low-income housing here is not good ---need good low-income housing. (Pts. 3, 3, 6) (T-12) (R-3)
2. The price of food is too high. (Pts. 4) (T-4) (R-6)

[5] Child Care Centers

1. Need child care so I can attend school, and for work. (XX) (No Points)

[6] Communications: Inter and Intra-Agency

1. How do you get an alderman to help with a problem? (No Points)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. How do you find out about scholarships for attending school? (Pts. 10) (T-10) (R-2)

2. Need to find out where to apply for college scholarships---a list of available scholarships. (Pts. 2) (T-2)

[8] Courses and Programs: Colleges and Universities

1. Want college level English and Writing courses. (Pts. 3) (T-3)

[9] Courses and Programs: Pre-school, Primary, Middle, and High School

1. Need more vocational classes on the high school level. (No Points)

2. The high schools should offer Drivers Education to 15-year-old students even if they are not a sophomore. (No Points)

[10] Courses and Programs: Vocational and Technical

1. Would like more counselors at MPTI---can't get in to see him. (Pts. 2, 5, 5) (T-12) (R-3)

2. Want help with getting a drivers license. (X) (Pts. 4, 6) (T-10) (R-4)

3. ABE classes should be at least 3 hours in length for the night classes. (Pts. 6) (T-6) (R-4)

4. Want a class in Environmental Improvement and Women's Mechanics. (X) (Pts. 2) (T-2)

5. Class charge at MPTI is too high. (No Points)

6. Need financial aid to help pay for school at MPTI. (Pts. 2) (T-2)

7. Would like Carpentry training. (No Points)

[14] Homemaking and Other Home Services

1. Need child care in my home when I go to work. (Pts. 5) (T-5)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Want help with finding a better job. (Pts. 4, 6, 6) (T-16) (R-1)

2. Would like an office job for my wife during the day. (Pts. 2) (T-2)

3. Need job placement for veterans. (No Points)

4. Workshops did not help me to find a job when I asked them to. (Pts. 2) (T-2)

[18] Marital and Family Problems

1. Need for readily available marriage counselors. Family counseling in the home. (Pts. 2, 4) (T-6) (R-6)

2. Some families need welfare assistance and won't apply because of pride. (Pts. 3) (T-3)

[23] Prejudice, Discrimination, and Employer Prejudice

1. Employers don't hire people with handicaps. (Pts. 6) (T-6) (R-4)

[24] Public Relations and Community Participation and Volunteers

1. We need more community respect and cooperation with our police force and game wardens. (Pts. 9) (T-9) (R-3)

2. Public should be informed on what a Vocational School can do for them. (Pts. 3, 3) (T-6) (R-4)

[25] Recreation and Social

1. Need more recreation for single persons outside of high school. (Pts. 5) (T-5) (R-5)

2. Recreation for teenagers is too expensive. (Pts. 1) (T-1)

3. Want money to go swimming and to the movies. (Pts. 1, 1) (T-2)

[27] Senior Citizens (Over 60 Years of Age)

1. Social Security is not enough for elderly ---especially farmers. (Pts. 2) (T-2)

[29] Staff

1. The Monday night ABE class needs another teacher because it is so large and we don't get enough individual help. (Pts. 1) (T-1)

[30] Transportation

1. Need transportation to school and work. (XX) (Pts. 3, 5, 6) (T-14) (R-2)

2. Need transportation for school and work. (No Points)

[31] Wages, Income, and Incentives

1. Automobiles are too high-priced for my wages. (Pts. 6) (T-6) (R-4)

2. Wages and time of custodial help were decreased in the West Bend school system because of an outside cleaning service. (No Points)

BEST COPY AVAILABLE

TRANSCRIBED RESPONSES AND CATEGORIZATION OF TRANSCRIBED RESPONSES

ADVOCAP, INC.

STAFF RESPONSES AND CATEGORIZATION

Fond du Lac County 112

CLIENT RESPONSES AND CATEGORIZATION

Fond du Lac County 121

ERIC

ADVOCAP, INC.

Fond du Lac County

Agency Function

Sponsored by the Fond du Lac Area Economic Opportunity Committee, Inc., ADVOCAP, Inc. provides services to the poor, and involves the poor people of the community in the decision-making process. Outreach services are organized to locate and identify low-income families and individuals and to inform them of services available in the Fond du Lac community.

A community service center maintains a 24-hour answering service to receive urgent and other problems. Poor people may walk in or call the center for assistance.

Six senior centers provide activities for the aged in Fond du Lac, Ripon, North Fond du Lac, Rosendale, Waupun, and Campbellsport. The senior centers assisted elderly in claiming Homestead Tax Relief (a total of $21,600 to county aged in one recent year). Mobile Meals programs are provided the needy.

Programs for children and the young are provided through ADVOCAP, Inc., with Headstart and Kindercare. The Neighborhood Youth Corps was an active program at the time the research team met with both the staff and client groups, but was terminated on May 31, 1973.

ADVOCAP, Inc. became a training contractor with the establishment of the state-wide Wisconsin Rural Training Program. Staff from 17 different Community Action Programs received training through this Program in 1970, a total of 912 individuals.

A social planner, working through the County Planning Department and the Fond du Lac City Local Housing Authority, performed a series of housing surveys. Career development, through counseling, job coaching, OJT, and supportive services, developed from an ADVOCAP program to a grant-recipient program, in conjunction with the Moraine Park VTAE District.

Introduction to ADVOCAP, Inc. Staff Participants

ADVOCAP staff from Fond du Lac County were divided into two Nominal Groups, one of five women who were in secretarial or bookkeeping positions, the other which included two men and three women who had been in their positions nine months or less. Of the latter group, three were outreach workers, one a housing counselor, and one a component director.

Summary of ADVOCAP, Inc. Staff Responses

The most frequently mentioned problem area was directly client-related. Staff felt that indi-

vidualized guidelines for DSS aid were needed badly. Cost-of-living raises should be reflected in increased aid. Housing guidelines should be on a sliding fee scale, emergency aid should be available for medical bills, rent deposits, utility bills, food and clothing. Aid programs should be available for childless and single-parent families. The common client complaint about replacing the commodity food program with a food stamp program was echoed by the ADVOCAP staff.

Community attitudes and the attitudes of staff workers in other agencies were criticized by ADVOCAP staff members, False promises made by agencies such as the Red Cross or DSS, followed by bills for services rendered, were sharply criticized. Condescending attitudes toward clients were observed in many agencies by the ADVOCAP staff, many of whom had been clients of at least one other social service agency in the district.

Vocational and adult education programs cited by the ADVOCAP staff as needed include ABE training for many clients, with improved motivation as an objective. Technical courses recommended include Welding, Drafting, Auto Mechanics, Accounting, Sewing and Cooking, and Speech Therapy for adults.

An interesting comment on community involvement related to churches---in addition to criticism of community attitudes toward disadvantaged, churches were singled out as being of no assistance to the disadvantaged. They were seen as predominantly middle-class, and in some cases, parochial---that is, "they only help their own."

A community-wide need for transportation to pick up commodity foods, get to grocery stores, obtain medical treatment, get to places of employment and training, and taking children to school was cited by the ADVOCAP staff.

As in other agencies, a community information and referral center was requested and justified. More information for the public, whether disadvantaged or handicapped, was suggested. The staff pointed out problems associated with the disadvantaged individual's life style---fear of change, lack of confidence, lack of education or literacy, negative attitudes toward school of any kind, need for speech therapy for children and adults, need for language lessons, and the need for rehabilitation of ex-addicts or ex-inmates. The staff suggested a very real need for understanding but firm teachers in our educational system, to work with disadvantaged, setting realistic goals and supervising progress toward those goals. Counseling outside the classroom also was recommended. Course evaluation in terms of progress rather than in terms of competition was urged, in order to provide positive rewards for the actual learning that may occur in classrooms and training programs.

There was special emphasis by the ADVOCAP staff on the need for rehabilitation centers for clients coming out of mental hospitals, drug therapy programs, alcoholism centers, prisons, etc., and for veterans. This community problem was ranked as second most important by a staff nominal.

Introduction to ADVOCAP, Inc. Client Participants

Two Nominal Groups of ADVOCAP clients were held. One was composed of five women, all members of the LIFE group. The second group included three unemployed mothers of pre-school children. The eight clients reported present or former client status with 16 agencies, in addition to ADVOCAP. (See Table 8) Nine of the 432 client participants in Nominal Groups for other agencies reported former contact with the ADVOCAP agency.

Summary of ADVOCAP, Inc. Client Responses

Policies and regulations which obstructed services offered by agencies to ADVOCAP clients were most frequently mentioned, and in most cases the problem ranked very high. Complaints that the DSS considered payments for water, cooking gas, electricity, and telephone as luxury items on budgets were ranked as a most important problem. Children's clothes were declared to be a necessity by ADVOCAP clients, but costs far exceed the DSS budgeted allowance. Rent charges should be adjusted to renters' incomes, they said, ranking this problem third. Ranked second and third were problems in the surplus commodities program. Both groups listed problems with the lack of variety in commodities and requested a conversion to the food stamp program for food aid.

Counseling for persons who became handicapped and could no longer work was requested, to guard against severe depression. Tied in with this mental health problem was a request for additional funds in welfare budgets to allow recipients some recreation, to get away from the children once in a while for movies, bowling, swimming, or camping. The restrictions on how much recipients were allowed to keep from their earnings stifled incentive, according to the ADVOCAP clients.

Cited were basic needs such as fuel oil in the winter and the prejudice against recipients by oil dealers, which resulted in the withholding of credit. Low reading skills prevented some from passing drivers license exams. Transportation and access to courses at MPTI which lead to higher wages after training were requested. Medical assistance for high-cost cancer therapy was unavailable to these clients, they reported.

Aging and bias against the aged produced a number of problems. Employers would not hire older workers, insurance companies would not insure older persons, Social Security benefits were reported as too low to live on for the elderly, and delays in receiving these benefits, after proper application, were as long as six months for some clients.

Specific course requests were related to the LPN program and a Drivers Education program.

Comparison of ADVOCAP, Inc. Staff and Client Responses

The philosophy of the ADVOCAP agency mandated that the majority of staff be recruited from among the disadvantaged and handicapped residents of the county or counties the agency served. The staff participants were generally clients of some public service agency prior to their

employment, and for this reason it could be expected that the sensitivity for the problems of the disadvantaged and handicapped would be strong.

The primary problem area identified by both staff and clients concerned DSS policy, rules, and regulations. Included in this category were specific points such as the guidelines to receive aid being too inflexible, unwillingness to pay bill deficits, complaints on the lack of nutrition in the surplus commodity program, and requests to convert to the food stamp program. Other agencies were also criticized. The staff and client groups agreed that there was a desperate need for low-cost housing.

Both staff and clients identified a need for financial assistance for Vocational courses and programs. The clients felt strongly that recipients should receive priority for placement in programs where there are long waiting periods, such as the LPN program, in order that they can be lifted from the welfare rolls as soon as possible. They suggested this could be accomplished if the program were offered in the evening.

Transportation ranked high in both staff groups, in addition to the one client group identifying it as a problem.

The staff identified a need for inter-agency communications. The clients desired to meet with the staff on a monthly basis to inform them of their problems.

Both groups reported employer prejudice and reasons included physical or mental handicaps, sex, and the stigma of being a welfare recipient. The staff touched on drug and alcohol problems and the need for rehabilitation centers and foster homes. They also covered the need to provide jobs for persons over the age of 48, persons who are unskilled, and one-parent families. The clients did not relate to any of these problem areas.

The staff placed emphasis on marital and family problems, suggesting counseling for families with marital, emotional, and financial problems. A family planning clinic was requested. Although this category received considerable attention from the staff groups, the ADVOCAP clients did not identify any family and marital problems.

Retarded persons who needed counseling to avoid depression received a high ranking from clients. The same held true on requests for child care for the retarded by staff participants.

The staff mentioned motivational problems of clients, including a tendency of some to become too dependent on the agency, thereby losing all self-sufficiency. Staff also identified a lack of understanding by the community of the problems facing the disadvantaged. The clients mentioned neither of the above.

There was unanimous agreement that recreation is necessary and efforts should be made to provide this for youth, adults, and families.

Although there were no elderly persons represented in either the staff or client sessions, there was strong evidence of concern for older citizens. The general feeling was that problems are being encountered by the elderly because of prejudices they encounter with insurance companies, a lack of programs to occupy their time and make them feel useful, a shortage of foster homes, and their pride disallowing many from seeking help when needed.

The staff felt interpreters should be hired by agencies so they could better communicate with non-English-speaking persons.

ERIC

ADVOCAP, INC.

Fond du Lac County

(Due to ADVOCAP's variety of services, the research team attempted to assemble the greatest cross section possible of this agency's clients. Therefore, these two sessions were not homogenously grouped; this is especially apparent with respect to Nominal Group No. 2.)

Number of Groups: 2 Total Participating: 10

STAFF NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 5 female participants are presently in secretarial or bookkeeping positions.

1. Legal Aid Secretary; 3 months in present position; 5 months in agency; Female, age 24; No degree.
2. Bookkeeper; 2 years, 8 months in present position; 2 years, 8 months in agency; Female, age 29; No degree.
3. Bookkeeper; 1 year, 4 months in present position; 1 year, 9 months in agency; Female, age 41; No degree.
4. Secretary Trainee; 3 weeks in present position; 3 weeks in agency; Female, age 28; 1 year in Associate Degree Secretarial Science program.
5. Secretary; 6 months in present position; 11 months in agency; Female, age 34; No degree.

RESPONSES OF NOMINAL GROUP NO. 1

1. More programs in counseling---emotional problems stand in the way of persons getting and keeping jobs. Also, counseling for unwed mothers, single parents, children from broken homes or with alcoholic parents or other problems with parents---family counseling. (XX) (Pts. 5, 6, 7, 8, 9) (T-35) (R-1)
2. Need rehabilitation centers for people coming out of mental institutions, drug addicts, alcoholics, and ex-prisoners. (Pts. 9, 10, 10) (T-29) (R-2)
3. Lack of transportation to Vocational School and UW-Fond du Lac Center, to child care centers, to grocery store, especially elderly to pick up commodity foods, dentists, doctors. (XXXX) (Pts. 2, 4, 4, 6, 7) (T-23) (R-3)
4. Baby-sitters certified by welfare should not have to go to school---only be met by social worker. (X) (Pts. 1, 3, 8, 10) (T-22) (R-4)
5. Need to get knowledge of services available to public---need better coverage from newspapers, radio, and TV. (Pts. 3, 8, 10) (T-21) (R-5)
6. Child care, including physically and mentally handicapped providing food and training for mother to work and attend school. Both in the home and day care centers. In some cases free; otherwise, on a sliding fee scale. (XXXX) (Pts. 3, 7, 10) (T-20) (R-6)
7. More schooling with temporary financial aid for vets returning home to learn a trade in Welding, Drafting, Auto Mechanics, or Accounting. (XX) (Pts. 8, 9) (T-17) (R-7)
8. Need free medical and dental care for clients. (X) (Pts. 6, 7) (T-13) (R-8)
9. DSS should go after husbands for non-support. (Pts. 4, 9) (T-13) (R-8)

ADVOCAP-Staff-Responses

10. Low-income people need emergency funds for housing, medical, food, transportation, and clothing. (XX) (Pts. 5, 6) (T-11) (R-9)

11. More programs and activities for youth. (Pts. 4, 5) (T-9) (R-10)

12. People don't know where to go for problems with their children, housing, legal aid, therapy, job counseling---need one central information and referral clinic. (XX) (Pts. 4, 5) (T-9) (R-10)

13. Family planning clinic. (Pts. 9) (T-9) (R-10)

14. Mothers should be able to take off work for emergency needs and obligations to children; can at ADVOCAP, but can't on many other jobs. (Pts. 1) (T-1)

15. Need parking facilities in downtown area. (No Points)

16. Free day and night Sewing and Cooking classes, including materials, at MPTI for clients. (X) (Pts. 3) (T-3)

17. Need speech therapy for adults. Also need more of them in the schools for children. (No Points)

18. Need ABE for adults. (X) (No Points)

19. Need space at ADVOCAP for one-to-one counseling; also space for parking. (X) (No Points)

20. Persons in charge of low-income apartments and U-235 Housing mislead AFDC client---later say they cannot rent or buy. (No Points)

21. Need more programs for elderly to make them feel useful and occupy their time. (Pts. 1, 6) (T-7)

22. DSS shows favoritism towards certain AFDC clients. (Pts. 5) (T-5)

23. More foster homes for elderly and for children. Also halfway houses. (X) (Pts. 7) (T-7)

24. Lack of unskilled jobs for men and women who do not want to go to school. (Pts. 2) (T-2)

25. Single persons should be able to take in foster children or elderly. (No Points)

26. Employers don't want to hire women with children and won't hire untrained. (X) (Pts. 2) (T-2)

27. Should have interpreters in agencies and/or schools to teach the second language. Some foreigners don't want to learn English. (Pts. 2) (T-2)

28. Fear of elderly and uneducated to learn new things. Don't have the confidence in themselves to seek help---some are too proud. (XX) (Pts. 1) (T-1)

29. False promises by Red Cross---later hit them with a bill. Also City Welfare makes false promises. Some agencies are prejudiced---St. Vincent de Paul only helps Catholics. (XX) (Pts. 1) (T-1)

30. Food stamps versus commodity foods. (Pts. 8) (T-8)

31. Takes too long to get a service because of a lack of communication, like between doctor in community and MHC. (No Points)

32. Follow-up by the agency that the client has dealt with to make sure client has done what he planned. (Pts. 3) (T-3)

33. Need singles groups for men and women, like card parties and dances. (Pts. 2) (T-2)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 5 participants have been in their present position nine months or less.

1. Headstart Director; 6 months in present position; 5 years, 6 months in agency; Female, age 51; B.S., German; 15 graduate credits.
2. Outreach Worker; 9 months in present position; 9 months in agency; Male, age 31; 46 credits.
3. Outreach Worker; 9 months in present position; 9 months in agency; Female, age 42; No degree.
4. Housing Counselor; 1 month in present position; 9 months in agency; Female, age 35; No degree.
5. Housing Outreach Worker; 7 months in present positon; 7 months in agency; Male, age 24; No degree.

RESPONSES OF NOMINAL GROUP NO. 2

1. One problem in a low-income family usually relates to other problems within the family, such as marital, emotional, and financial; this makes it difficult for them to want or desire training---it makes for apathy in general. (XXX) (Pts. 3, 4, 4, 8, 10) (T-29) (R-1)
2. DSS guidelines for receiving aid are too inflexible and do not take individual cases into account. Guidelines are not raised in relationship to the cost of living. Housing guidelines should be on a sliding fee scale, according to family size and individual needs. (XXX) (Pts. 9, 10, 10) (T-29) (R-1)
3. Lack of available emergency services, such as down payments or rent deposits, emergency medical treatment, food, and utility bills. (XX) (Pts. 9, 9, 10) (T-28) (R-2)
4. Lack of low-income housing in the area---purchase or rent. (XX) (Pts. 5, 7, 8) (T-20) (R-3)
5. Lack of understanding on the part of the community of the problems of the disadvantaged. (XX) (Pts. 2, 3, 4, 5) (T-14) (R-4)
6. Lack of cooperation and communication between agencies, such as ADVOCAP and the DSS, District Attorney's office, relief officials, town chairmen, real estate agents and landlords. (XXXX) (Pts. 5, 6) (T-11) (R-5)
7. Transportation to pick up commodity foods, medical treatment, house-hunting, getting low-income family children to child care centers, getting to work, getting to training sites. (XXXX) (Pts. 3, 8) (T-11) (R-5)
8. Some clients get too dependent upon the agency and do little to help themselves. (Pts. 1, 4, 6) (T-11) (R-5)
9. Churches play no role in serving the disadvantaged---they tend to be middle class. (Pts. 1, 10) (T-11) (R-5)
10. Many clients have a negative attitude toward school because of past experiences which makes it difficult to sell them on vocational training. Many feel that their previous school experiences weren't relevant. (Pts. 1, 9) (T-10) (R-6)
11. Providing jobs for the age group of 48-65 who have little or no education and training. (X) (Pts. 1, 8) (T-9) (R-7)

12. Few programs for adolescent girls in the community. (Pts. 9) (T-9) (R-7)

13. Need for dental care system for low-income families who are above the guidelines but still can't afford the dental service. (X) (Pts. 2, 6) (T-8) (R-8)

14. The contributions of adolescents to society are untapped. (Pts. 8) (T-8) (R-8)

15. Need for aid programs for childless or single families; the same aid programs available to others should be available to this group. (Pts. 7) (T-7) (R-9)

16. Jobs are not always available for the one-parent family for the type of training he or she has received. (Pts. 7) (T-7) (R-9)

17. Our services tend to consider only immediate needs and do not attempt to identify the source of the problem or follow it up after initial service is rendered. (X) (Pts. 7) (T-7) (R-9)

18. It is unfair for any agency to prejudge a person asking for aid without knowing the source of the problem. (Pts. 1, 6) (T-7) (R-9)

19. Need for the food stamp program. (Pts. 7) (T-7) (R-9)

20. It is difficult to motivate mothers to go on for further training when they work 6-8 hours per day as an aide in the child care center and have a family of their own to take care of. (Pts. 6) (T-6) (R-10)

21. Need for understanding, but firm, teachers in our education systems toward the disadvantaged with realistic goals. (Pts. 3, 3) (T-6) (R-10)

22. Lack of funds or grants for college or vocational training. They often need supplemental jobs when attending school and can't get them. Many are too proud to ask for grants. (X) (Pts. 2) (T-2)

23. How to make the disadvantaged person understand that they can get training or an education without having to compete for high grades. (Pts. 2) (T-2)

24. Clients fear to stand up for legal rights for fear of retaliation from some source. They also are frequently emotionally unable to recognize their responsibilities as well. (No Points)

25. Staff in most social service agencies have a condescending attitude towards clients. (Pts. 2) (T-2)

26. Need for ABE training for many clients---it is difficult to motivate clients to receive this training. (No Points)

27. Need for more free or inexpensive child care centers. (No Points)

28. MPTI policy on minimum of 10 to start a class is too rigid---especially in rural areas. (Pts. 4) (T-4)

29. Young members of a disadvantaged family tend to perpetuate the problems because they are not aware of other life styles, such as personal hygiene, homemaking skills, and financial responsibility. (XX) (Pts. 5) (T-5)

30. Need for more education in family planning. (No Points)

31. Need for courses in Consumer Relations, Family Living and Human Relations, and Parenting, on the high school level. (X) (Pts. 5) (T-5)

Total Points: 275

CATEGORIZATION OF STAFF RESPONSES

ADVOCAP, INC.

Fond du Lac County

[1] Adult Basic Education and Adult High School Diploma and Equivalency

1. Need ABE for adults. (X) (No Points)

2. Need for ABE training for many clients---it is difficult to motivate clients to receive this training. (No Points)

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. DSS guidelines for receiving aid are too inflexible and do not take individual cases into account. Guidelines are not raised in relationship to the cost of living. Housing guidelines should be on a sliding fee scale, according to family size and individual needs. (XXX) (Pts. 9, 10, 10) (T-29) (R-1)

2. Lack of available emergency services, such as down payments or rent deposits, emergency medical treatment, food, and utility bills. (XX) (Pts. 9, 9, 10) (T-28) (R-2)

3. Baby-sitters certified by welfare should not have to go to school---only be met by social worker. (X) (Pts. 1, 3, 8, 10) (T-22) (R-4)

4. DSS should go after husbands for non-support. (Pts. 4, 9) (T-13) (R-8)

5. Low-income people need emergency funds for housing, medical, food, transportation, and clothing. (XX) (Pts. 5, 6) (T-11) (R-9)

6. Need for aid programs for childless or single families; the same aid programs available to others should be available to this group. (Pts. 7) (T-7) (R-9)

7. Our services tend to consider only immediate needs and do not attempt to identify the source of the problem or follow it up after initial service is rendered. (X) (Pts. 7) (T-7) (R-9)

8. It is unfair for any agency to prejudge a person asking for aid without knowing the source of the problem. (Pts. 1, 6) (T-7) (R-9)

9. Need for the food stamp program. (Pts. 7) (T-7) (R-9)

10. Mothers should be able to take off work for emergency needs and obligations to children; can at ADVOCAP, but can't on many other jobs. (Pts. 1) (T-1)

11. Persons in charge of low-income apartments and U-235 Housing mislead AFDC client---later say they cannot rent or buy. (No Points)

12. Single persons should be able to take in foster children or elderly. (No Points)

13. False promises by Red Cross---later hit them with a bill. Also City Welfare makes false promises . . . . . (XX) (Pts. 1) (T-1)

14. Food stamps versus commodity foods. (Pts. 8) (T-8)

15. Follow-up by the agency that the client has dealt with to make sure client has done what he planned. (Pts. 3) (T-3)

16. Staff in most social service agencies have a condescending attitude towards clients. (Pts. 2) (T-2)

[3] Basic Needs: Food, Clothing, and Housing

1. Lack of low-income housing in the area---purchase or rent. (XX) (Pts. 5, 7, 8) (T-20) (R-3)

[5] Child Care Centers

1. Need for more free or inexpensive child care centers. (No Points)

[6] Communications: Inter and Intra-Agency

1. Lack of cooperation and communication between agencies, such as ADVOCAP and the DSS, District Attorney's office, relief officials, town chairmen, real estate agents and landlords. (XXXX) (Pts. 5, 6) (T-11) (R-5)

2. Takes too long to get a service because of a lack of communication, like between doctor in community and MHC. (No Points)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. More programs in counseling---emotional problems stand in the way of persons getting and keeping jobs . . . . . (XX) (Pts. 5, 6, 7, 8, 9) (T-35) (R-1)

2. Need space at ADVOCAP for one-to-one counseling; also space for parking. (X) (No Points)

3. How to make the disadvantaged person understand that they can get training or an education without having to compete for high grades. (Pts. 2) (T-2)

[8] Courses and Programs: Colleges and Universities

1. Need for understanding, but firm, teachers in our education systems toward the disadvantaged with realistic goals. (Pts. 3, 3) (T-6) (R-10)

2. Lack of funds or grants for college . . . . . They often need supplemental jobs when attending school and can't get them. Many are too proud to ask for grants. (X) (Pts. 2) (T-2)

[9] Courses and Programs: Pre-school, Primary, Middle, and High School

1. Many clients have a negative attitude toward school because of past experiences which makes it difficult to sell them on vocational training. Many feel that their previous school experiences weren't relevant. (Pts. 1, 9) (T-10) (R-6)

2. Need for understanding, but firm, teachers in our education systems toward the disadvantaged with realistic goals. (Pts. 3, 3) (T-6) (R-10)

3. Need more speech therapy . . . . . in the schools for children. (No Points)

4. Need for courses in Consumer Relations, Family Living and Human Relations, and Parenting, on the high school level. (X) (Pts. 5) (T-5)

[10] Courses and Programs: Vocational and Technical

1. More schooling with temporary financial aid for vets returning home to learn a trade in Welding, Drafting, Auto Mechanics, or Accounting. (XX) (Pts. 8, 9) (T-17) (R-7)

2. Need for understanding, but firm, teachers in our education systems toward the disadvantaged with realistic goals. (Pts. 3, 3) (T-6) (R-10)

3. Free day and night Sewing and Cooking classes, including materials, at MPTI for clients. (X) (Pts. 3) (T-3)

4. Need speech therapy for adults . . . . . (No Points)

5. Lack of funds or grants for . . . . . vocational training. They often need supplemental jobs when attending school and can't get them. Many are too proud to ask for grants. (X) (Pts. 2) (T-2)

6. MPTI policy on minimum of 10 to start a class is too rigid---especially in rural areas. (Pts. 4) (T-4)

[11] Drugs, Alcoholism, and Emergency Services

1. Need rehabilitation centers for people coming out of mental institutions, drug addicts, alcoholics . . . . . (Pts. 9, 10, 10) (T-29) (R-2)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. Need parking facilities in downtown area. (No Points)

[13] Foster, Group, Nursing, Residential Care, Halfway, and Detention Homes

1. Need rehabilitation centers . . . . . for ex-prisoners. (Pts. 9, 10, 10) (T-29) (R-2)

2. More foster homes . . . . . for children. Also halfway houses. (X) (Pts. 7) (T-7)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Providing jobs for the age group of 48-65 who have little or no education and training. (X) (Pts. 1, 8) (T-9) (R-7)

2. Jobs are not always available for the one-parent family for the type of training he or she has received. (Pts. 7) (T-7) (R-9)

3. Lack of unskilled jobs for men and women who do not want to go to school. (Pts. 2) (T-2)

[18] Marital and Family Problems

1. . . . . Need counseling for unwed mothers, single parents, children from broken homes or with alcoholic parents or other problems with parents---family counseling. (XX) (Pts. 5, 6, 7, 8, 9) (T-35) (R-1)

2. One problem in a low-income family usually relates to other problems within the family, such as marital, emotional, and financial; this makes it difficult for them to want or desire training---it makes for apathy in general. (XXX) (Pts. 3, 4, 4, 8, 10) (T-29) (R-1)

3. Family planning clinic. (Pts. 9) (T-9) (R-10)

4. Young members of a disadvantaged family tend to perpetuate the problems because they are not aware of other life styles, such as personal hygiene, homemaking skills, and financial responsibility. (XX) (Pts. 5) (T-5)

[19] Medical, Dental, and Optical

1. Need free medical and dental care for clients. (X) (Pts. 6, 7) (T-13) (R-8)

2. Need for dental care system for low-income families who are above the guidelines but still can't afford the dental service. (X) (Pts. 2, 6) (T-8) (R-8)

[20] Mental Retardation, Physical and Emotional Handicaps

1. Child care, including physically and mentally handicapped, providing food and training for mother to work and attend school. Both in the home and day care centers. In some cases free; otherwise, on a sliding fee scale. (XXXX) (Pts. 3, 7, 10) (T-20) (R-6)

[22] Motivation

1. Some clients get too dependent upon the agency and do little to help themselves. (Pts. 1, 4, 6) (T-11) (R-5)

2. It is difficult to motivate mothers to go on for further training when they work 6-8 hours per day as an aide in the child care center and have a family of their own to take care of. (Pts. 6) (T-6) (R-10)

[23] Prejudice, Discrimination, and Employer Prejudice

1. DSS shows favoritism towards certain AFDC clients. (Pts. 5) (T-5)

2. Employers don't want to hire women with children and won't hire untrained. (X) (Pts. 2) (T-2)

3. . . . . Some agencies are prejudiced---St. Vincent de Paul only helps Catholics. (XX) (Pts. 1) (T-1)

[24] Public Relations and Community Participation and Volunteers

1. Lack of understanding on the part of the community of the problems of the disadvantaged. (XX) (Pts. 2, 3, 4, 5) (T-14) (R-4)

2. Churches play no role in serving the disadvantaged---they tend to be middle class. (Pts. 1, 10) (T-11) (R-5)

[25] Recreation and Social

1. Few programs for adolescent girls in the community. (Pts. 9) (T-9) (R-7)

2. More programs and activities for youth. (Pts. 4, 5) (T-9) (R-10)

3. Need singles groups for men and women, like card parties and dances. (Pts. 2) (T-2)

[26] Referral and Information Center

1. Need to get knowledge of services available to public---need better coverage from newspapers, radio, and TV. (Pts. 3, 8, 10) (T-21) (R-5)

2. People don't know where to go for problems with their children, housing, legal aid, therapy, job counseling---need one central information and referral clinic. (XX) (Pts. 4, 5) (T-9) (R-10)

[27] Senior Citizens (Over 60 Years of Age)

1. Need more programs for elderly to make them feel useful and occupy their time. (Pts. 1, 6) (T-7)

2. More foster homes for elderly . . . . . (X) (Pts. 7) (T-7)

3. Fear of elderly and uneducated to learn new things. Don't have the confidence in themselves to seek help---some are too proud. (XX) (Pts. 1) (T-1)

[28] Sex Education and Family Planning

1. Need for more education in family planning. (No Points)

[29] Staff

1. Should have interpreters in agencies and/or schools to teach the second language. Some foreigners don't want to learn English. (Pts. 2) (T-2)

[30] Transportation

1. Lack of transportation to Vocational School and UW-Fond du Lac Center, to child care centers, to grocery store, especially elderly to pick up commodity foods, dentists, doctors. (XXXX) (Pts. 2, 4, 4, 6, 7) (T-23) (R-3)

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2. Transportation to pick up commodity foods, medical treatment, house-hunting, getting low-income family children to child care centers, getting to work, and getting to training sites. (XXXX) (Pts. 3, 8) (T-11) (R-5)

[32] Miscellaneous

1. The contributions of adolescents to society are untapped. (Pts. 8) (T-8) (R-8)

2. Clients fear to stand up for legal rights for fear of retaliation from some source. They also are frequently emotionally unable to recognize their responsibilities as well. (No Points)

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ADVOCAP, INC.

Fond du Lac County

Number of Groups: 2 Total Participating: 8

CLIENT NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 5 female participants are members of the "Let's Improve Family Environment" group organized by ADVOCAP, Inc.

1. Female, age 25; client of ADVOCAP and LIFE.
2. Female, age 42; client of ADVOCAP, DSS and LIFE.
3. Female, age 48; client of ADVOCAP, DSS, and LIFE.
4. Female, age 25; client of ADVOCAP, DSS, and LIFE; former client of WIN and WSES.
5. Female, age 43; client of ADVOCAP, DSS, and LIFE; former client of WIN and WSES.

RESPONSES OF NOMINAL GROUP NO. 1

1. Food and clothing are too expensive. (X) (Pts. 1, 6, 6, 6, 6) (T-25) (R-1)
2. Surplus commodities should start supplying cheese again, and the quality of canned meat is very poor and only turkey and chicken. Should have food stamps. (Pts. 2, 3, 4, 4, 5) (T-18) (R-2)
3. Need more low-cost housing with rent adjusted to income. (Pts. 4, 4, 6) (T-14) (R-3)
4. Social Security should be raised for persons over 65---they can't get out to work. (Pts. 1, 2, 5, 5) (T-13) (R-4)
5. Welfare does not allow you to keep enough of your paycheck to give an incentive. (Pts. 2, 5) (T-7) (R-5)
6. Need counseling for persons who are handicapped and can no longer work, to keep from getting depressed. (Pts. 1, 1, 4) (T-6) (R-6)
7. Need ABE to get through the drivers exam. (Pts. 3, 3) (T-6) (R-6)
8. Insurance companies are prejudiced against elderly. (Pts. 2, 2) (T-4)
9. Employers will not hire you if you are older or physically or mentally ill. (Pts. 3) (T-3)
10. Social Security denies us benefits even though he can't possibly work and the doctor backs us, and it takes them three or six months to let you know. (Pts. 1, 3) (T-4)
11. Business will not allow a welfare person credit even when you don't have any oil in winter for heat. (No Points)
12. Public service agencies often do not recognize who really has need---some undeserving people get excess help---buy unnecessary things. (Pts. 5) (T-5)
13. Long distance calls should not be long distance in towns so close. (No Points)

Total Points: 105

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 3 female participants are unemployed and have preschool-age children.

1. Female, age 23; client of ADVOCAP and DSS.
2. Female, age 26; client of ADVOCAP and DSS; former client of WSES, MHC, and Workshops.
3. Female, age 22; client of ADVOCAP and DSS; former client of WIN and WSES.

RESPONSES OF NOMINAL GROUP NO. 2

1. Welfare should not consider the deficit bills, like water, cooking gas and electricity as a luxury. Also, telephone is not a luxury. (Pts. 4, 6, 6) (T-16) (R-1)
2. Need more money for children's clothes---they grow out of them so fast and the prices welfare thinks clothes are, are not what the stores charge. (Pts. 1, 5, 5) (T-11) (R-2)
3. Surplus commodities are inadequate---want the food stamp program. (Pts. 6) (T-6) (R-3)
4. Would like a day care center so I can go to work. (Pts. 2, 4) (T-6) (R-3)
5. MPTI should make some priority for welfare recipients for getting into wage-earning programs, like LPN, so they can get off welfare. (Pts. 3, 3) (T-6) (R-3)
6. Need transportation---cabs are too expensive. (Pts. 5) (T-5) (R-4)
7. Need money for recreation to get away from the children once in a while, like for movies, bowling, swimming, and camping. (Pts. 4) (T-4) (R-5)
8. The case aides at DSS are very cold and do not inform you of what services are available through the agency---would like pamphlets. (Pts. 1, 2) (T-3) (R-6)
9. Clients should be able to discuss gripes with staff at meetings so the staff is aware of problems and clients have their say on a regular basis of once a month. (Pts. 3) (T-3) (R-6)
10. Need medical assistance for families making decent wages but having extreme medical bills, like for cancer. (No Points)
11. Need decent low-cost housing---landlords will not fix things. (Pts. 1) (T-1)
12. Need free Drivers Education program. (Pts. 2) (T-2)
13. Some lawyers through ADVOCAP do not do their jobs---there should be more follow-up on them by the agency. If he accepts the case, he should carry through. (No Points)
14. The DSS newsletter is helpful, but does not come out often enough or on time. (No Points)
15. Would like to get into the LPN program at MPTI but the waiting list is too long and it should be offered at night. (No Points)
16. Should have organized things like picnics for low-income families. (No Points)

Total Points: 63

CATEGORIZATION OF CLIENT RESPONSES

ADVOCAP, INC.

Fond du Lac County

[1] Adult Basic Education and Adult High School Diploma and Equivalency

1. Need ABE to get through the drivers exam. (Pts. 3, 3) (T-6) (R-6)

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Welfare should not consider the deficit bills, like water, cooking gas and electricity as a luxury. Also, telephone is not a luxury. (Pts. 4, 6, 6) (T-16) (R-1)

2. Surplus commodities should start supplying cheese again, and the quality of canned meat is very poor and only turkey and chicken. Should have food stamps. (Pts. 2, 3, 4, 4, 5) (T-18) (R-2)

3. Surplus commodities are inadequate---want the food stamp program. (Pts. 6) (T-6) (R-3)

4. Social Security should be raised for persons over 65---they can't get out to work. (Pts. 1, 2, 5, 5) (T-13) (R-4)

5. Welfare does not allow you to keep enough of your paycheck to give an incentive. (Pts. 2, 5) (T-7) (R-5)

6. The case aides at DSS are very cold and do not inform you of what services are available through the agency---would like pamphlets. (Pts. 1, 2) (T-3) (R-6)

7. Social Security denies us benefits even though he can't possibly work and the doctor backs us, and it takes them three to six months to let you know. (Pts. 1, 3) (T-4)

8. Public service agencies often do not recognize who really has need---some undeserving people get excess help---buy unnecessary things. (Pts. 5) (T-5)

9. Some lawyers through ADVOCAP do not do their jobs---there should be more follow-up on them by the agency. If he accepts the case, he should carry through. (No Points)

10. The DSS newsletter is helpful, but does not come out often enough or on time. (No Points)

[3] Basic Needs: Food, Clothing, and Housing

1. Food and clothing are too expensive. (X) (Pts. 1, 6, 6, 6, 6) (T-25) (R-1)

2. Need more money for children's clothes---they grow out of them so fast and the prices welfare thinks clothes are, are not what the stores charge. (Pts. 1, 5, 5) (T-11) (R-2)

3. Need more low-cost housing with rent adjusted to income. (Pts. 4, 4, 6) (T-14) (R-3)

4. Need decent low-cost housing---landlords will not fix things. (Pts. 1) (T-1)

[5] Child Care Centers

1. Would like a day care center so I can go to work. (Pts. 2, 4) (T-6) (R-3)

[6] Communications: Inter and Intra-Agency

1. Clients should be able to discuss gripes with staff at meetings so the staff is aware of problems and clients have their say on a regular basis of once a month. (Pts. 3) (T-3) (R-6)

[10] Courses and Programs: Vocational and Technical

1. MPTI should make some priority for welfare recipients for getting into wage-earning programs, like LPN, so they can get off welfare. (Pts. 3, 3) (T-6) (R-3)

2. Need free Drivers Education program. (Pts. 2) (T-2)

3. Would like to get into the LPN program at MPTI but the waiting list is too long and it should be offered at night. (No Points)

[19] Medical, Dental, and Optical

1. Need medical assistance for families making decent wages but having extreme medical bills, like for cancer. (No Points)

[20] Mental Retardation, Physical and Emotional Handicaps

1. Need counseling for persons who are handicapped and can no longer work, to keep from getting depressed. (Pts. 1, 1, 4) (T-6) (R-6)

[23] Prejudice, Discrimination, and Employer Prejudice

1. Employers will not hire you if you are older or physically or mentally ill. (Pts. 3) (T-3)

2. Business will not allow a welfare person credit even when you don't have any oil in winter for heat. (No Points)

[25] Recreation and Social

1. Need money for recreation to get away from the children once in a while, like for movies, bowling, swimming, and camping. (Pts. 4) (T-4) (R-5)

2. Should have organized things like picnics for low-income families. (No Points)

[27] Senior Citizens (Over 60 Years of Age)

1. Insurance companies are prejudiced against elderly. (Pts. 2, 2) (T-4)

[30] Transportation

1. Need transportation---cabs are too expensive. (Pts. 5) (T-5) (R-4)

[32] Miscellaneous

1. Long distance calls should not be long distance in towns so close. (No Points)

BEST COPY AVAILABLE

TRANSCRIBED RESPONSES AND CATEGORIZATION OF TRANSCRIBED RESPONSES

DEPARTMENT OF SOCIAL SERVICES

STAFF RESPONSES AND CATEGORIZATION

Dodge County 130
Fond du Lac County 153
Green Lake County 172
Washington County..... 180

CLIENT RESPONSES AND CATEGORIZATION

Dodge County 145
Fond du Lac County 165
Washington County 197

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DEPARTMENT OF SOCIAL SERVICES

Dodge County

Agency Function

The Dodge County Department of Social Services offers many services which pertain to the disadvantaged and handicapped. These include child welfare, juvenile court services, family services, and homemaker services to families in need. The DSS office coordinates volunteer services, ranging from a clothing center for AFDC mothers to transportation provided for persons in need of medical attention.

Old Age Assistance programs are administered through the DSS office and served 354 persons (December, 1971 caseload). The AFDC program served 207 families (December, 1971 caseload). A total of 256 families applied for AFDC during the entire year and 115 families were removed from the rolls. Programs under AFDC included aid to unemployed fathers' families, AFDC in foster homes, and AFDC in institutions. Two programs for the handicapped and disabled, Aid to the Totally and Permanently Disabled and Aid to the Blind, are provided by the DSS office. At the end of 1971, 8 blind and 85 disabled clients were receiving financial assistance. Medical Assistance programs, costing $1,769,563 from November 1, 1970, to October 31, 1971, were allocated through the DSS office and served more than 1,085 persons.

Counseling and day care for children of the financially eligible mentally handicapped persons in the county is provided through a purchase agreement with the Dodge County Sheltered Workshop. Some hospitalization services are provided in county and university facilities. Surplus commodity items are distributed by the DSS. An advisory committee, consisting of at least one-third recipients of aid, provides consistent evaluation of services being offered by the Department.

The DSS office refers clients to the Work Incentive Program, and are paid while being trained for self-supporting jobs.

Introduction to Department of Social Services Staff Participants

Four Nominal Groups were organized from the staff of the Dodge County Department of Social Services, with a total of 20 persons participating. In one group, four of the five hold a degree in Social Work and average 8 years, 8 months with the agency.

A second group of five includes social workers in AFDC or Adult Aid services. All hold Bachelor's degrees and have been with the agency at least 4 years.

The third group includes three female and two male social workers, who average 3 years in their present positions. All hold Bachelor's degrees.

In the fourth group three are social workers with Bachelor's degrees, one is a case aide and one a Homemaker II.

Summary of Department of Social Services Staff Responses

The highest ranking responses from the staff Nominal Groups are those involving service improvements. Two groups indicated that the caseload is too large and that more staff should be added to facilitate getting all the work done. Separation of financial aids and social services is suggested, and adding more case aides in the agency is also recommended. Client problems related to lack of information on services available were cited by one group as the major problem. Distributing job information, housing information, elderly program information, legal aid, housekeeping services, and consumer information on interest and credit to the clients is frustrating to the staff. Services needed in the county include Big Brother and Big Sister programs, marital counseling, alcoholic counseling, single parent groups, family planning and sex education, human relationship counseling, child care classes, and counseling for families with incarcerated members. A class of Expectant Parents which welcomes single girls is needed. The county needs a group home and receiving home for children and adolescents, as well as an adult foster home system.

Next in importance was a request for transportation to meet the needs of DSS clients. Car repair and even car purchase aid was suggested for clients. It will be noted in the transcribed responses that the observation on transportation needs was widespread, and that rankings were high among several groups of staff. Staff did request an occasional chance to get away from the day-to-day problems of grinding poverty. Meetings between foster parents and caseworkers to exchange ideas and to improve communications between caseworkers and clients was suggested.

Dodge County DSS staff emphasized problems in administration, agency policy, laws, and in communications and public relations. Many complaints centered on the amount of paper work required and the variety of aid categories to work with, rather than a single overall financial program based on need. Better information flow to Boards and governing committees, to allow them to make more informed decisions, was urged. Administrative restrictions on the services available to clients were protested. The staff was aware of the real difficulty in getting financial support from absent spouses, and urged greater efforts by the law enforcement agencies in tracing missing persons, especially through Social Security number files.

The next area in order of priority was communications between and within the service agencies in Dodge county. Better communication between agencies working with the same client was recommended by a number of staff Nominal Groups. Tracing and evaluating overlapping services between DSS, WSES, WIN, DVR, MHC, FISH, and the United Migrant Opportunity Service and St. Vincent De Paul agency was suggested. Areas of overlap include counseling, job placement, volunteer coordinators, nursing homes, out-patient services, etc.

Specific courses requested of a Vocational or Technical nature included Home Management,

Driver Education (for school dropouts), Remedial (ABE) program for dropouts, Speech Therapy (pre-schoolers), Apprenticeships, Expectant Parents course (welcoming single girls), Child Care, Public Relations (for staff), Family Planning, venereal diseases, Family Life Education, Baby-sitting and Child Care, Human Growth and Development, sex education, Drivers Education (weekends), Secretarial Skills, Nursing Assistant, LPN, factory work, Consumer Protection, Budgeting, Cooking (for men), Self-improvement, Auto Mechanics, Machine Operation, and courses in nursing homes for elderly.

A major need, interrelated with the public relations area, was the stated need for increased foster care facilities across Dodge county. Marital counseling for families with delinquent children and pre-marital counseling was requested by nearly all staff for their clients. Information and referral services are needed.

Client motivation was observed to be negatively correlated with those most in need of assistance being the last to seek it. Staff strongly requested in-service classes on motivating clients, and in exchanging information with other staff on how they and their clients were handling problems. In-depth in-service on new techniques in field work, new birth control information, and information on new services available was requested by the staff. Supervisors should have more training in leadership and maintain a token caseload.

Free legal aid and better alcoholic counseling services were requested. A staff person to be available 24 hours a day for emergency needs of clients' social or personal problems is recommended.

A large number of high priority needs in this study relate to the basic needs of DSS clients. Poor housing, emergency relief, and better child day care centers are mentioned.

It was recommended that ABE students be evaluated and placed by ability.

Introduction to Department of Social Services Client Participants

There were 4 clients from the Dodge County DSS who participated in a Nominal problem-seeking Group. They had client status with a total of seven other public agencies, in addition to the DSS. The four women ranged in age from 27 to 49, and each had been a former client of WSES. Two had a former or active client relationship with a Mental Health Center. One was a former client of WIN.

In the Moraine Park District, a total of 39 clients participating in this study reported former contact with a DSS, and a total of 131 reported present contact. (See Table 9).

Summary of Department of Social Services Client Responses

The highest-ranked problem cited by the Dodge County DSS clients was the observation that AFDC payments had not changed to adjust to the increased cost of living. AFDC recipeints requested larger grants for food, clothing, and utilities.

The clients felt that an aid recipient should be allowed to keep wages earned through employment. Free legal aid was requested, as well as child day care centers for working mothers. Help in locating and bringing to justice deserting fathers was sought. Child support payments are needed for families who had been abandoned.

Laws and administrative policies were the focus of most of the client problems. Client requests centered on the need for a telephone for aid recipients, a better attitude by the counterman at the commodity program distribution center, FHA down payment financing for housing purchases, and a wider geographical distribution of mental health services.

Clients also requested better police response in emergencies. One client felt it should be harder to get married and easier to get a divorce.

Problems in basic needs---food, clothing, low-cost housing, and transportation---drew high-ranked comments from the clients. Family services are also needed, for premarital counseling and help for the family of the alcoholic. Complaints that teachers had difficulty relating to AFDC children, and that children in school learn only of idealized "normal" families with two parents, were made. A strong request was made that the public,beginning with the teacher, should be educated to the fact that a single-parent family, whether widowed, separated, divorced, or unmarried, is not bad.

Aptitude testing was requested and ranked as a high priority.

Comparison of Department of Social Services Staff and Client Responses

The Dodge County DSS staff saw a much greater need for improved communications than did the DSS clients from the county. Both groups agreed on the need for improved welfare laws and regulations, and for the need for better transportation. Better dissemination of information would benefit both clients and staff, both groups agreed.

The staff emphasized the lack of foster care facilities in the county, and stressed the need for them. They also saw the need for in-service education to a much greater extent than the clients. Recommended by the staff for clients were homemaking services, OJT programs, ABE programs, and motivation training.

Clients requested Family Budgeting and aptitude testing, and in most other areas agreed with the staff on major problems and needs in the county.

DEPARTMENT OF SOCIAL SERVICES

Dodge County

Number of Groups: 4 Total Participating: 20

STAFF NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: Four of the 5 participants hold a degree in Social Work and one in Home Economics Education. All 5 serve in a supervisory capacity. The group members average 8 years and 8 months with the agency.

1. Social Worker IV/AFDC and Adult Aids; 3 years, 6 months in present position; 5 years, 6 months in agency; Male, age 38; B.A., French; M.S.S.W., Social Work.

2. Social Worker II/Intake; 3 years, 4 months in present position; 6 years, 3 months in agency; Female, age 29; B.S., Social Work.

3. Basic Services Supervisor; 2 months in present position; 14 years, 6 months in agency; Female, age 51; B.S., Home Economics Education; 15 graduate credits in Social Work.

4. Supervisor I/Social Work; 8 years, 6 months in present position; 8 years, 6 months in agency; Male, age 40; B.A., Sociology/Psychology; M.S.S.W., Social Work.

5. Supervisor I; 5 years, 6 months in present position; 9 years, 6 months in agency; Male, age 36; B.S., Psychology; M.S.S.W., Social Work.

RESPONSES OF NOMINAL GROUP NO. 1

1. Insufficient staff time to do work assigned, due to work structure of agency, and insufficient staff. There should be a separation of financial aids and social services and considering appropriate use of case aides throughout the agency. (XXX) (Pts. 3, 5, 10, 10, 10) (T-38) (R-1)

2. Alternative care arrangements for children---foster homes, receiving homes, group homes, sheltered care and detention facilities. Need more community involvement---providing these services. (XX) (Pts. 8, 9, 9) (T-26) (R-2)

3. Need transportation to meet clients' needs: get to MHC, to group meetings, pick up commodity foods, medical facilities, educational institutions, and for employment. (Pts. 4, 5, 6, 7) (T-22) (R-3)

4. Need for classes in Pre-natal and Child Care, specifically for unmarried mother; classes in Public Relations for staff, Family Planning, venereal disease, Family Life Education; classes on how to be Baby-sitters, sex education, Family Budgeting, basic courses in Human Growth and Development geared to clients. (XXXX) (Pts. 5, 7, 8) (T-20) (R-4)

5. Need for good and intensive marriage and family counseling in the home. (X) (Pts. 4, 7, 9) (T-20) (R-4)

6. Need for in-service for agency staff, including supervisors---new treatment techniques, policy changes, interviewing techniques, and group work process training. (X) (Pts. 2, 3, 4, 9) (T-18) (R-5)

DSS-Staff-Responses

7. Insufficient adequate housing for large families with low income. (Pts. 8, 10) (T-18) (R-5)

8. Therapy and discussion groups for pre-married and married, family problem-oriented discussion groups. (X) (Pts. 1, 7, 8) (T-16) (R-6)

9. Need for educational programs geared to the 14 through 18-year-old age group, who are dropouts or potential dropouts---free school with low student-teacher ratio, courses offered in client's field of interest, less emphasis on college preparation, need an Apprenticeship program, work study program. (X) (Pts. 5, 10) (T-15) (R-7)

10. Continuing education of public regarding child abuse and neglect and also of professionals regarding their obligation, under the law, to report all suspected cases. (Pts. 6, 9) (T-15) (R-7)

11. Need for regular evening hours and weekend coverage, especially for intake and other social services. (X) (Pts. 2, 8) (T-10) (R-8)

12. Clients need help in securing and locating adequate housing. (XX) (Pts. 2, 6) (T-8) (R-9)

13. Lack of child care resources at reasonable cost. (X) (Pts. 1, 3, 3) (T-7) (R-10)

14. Lack of planning with other agencies in organizing volunteers and making use of them. (X) (Pts. 2, 5) (T-7) (R-10)

15. General Relief should be handled at the county level. (X) (Pts. 7) (T-7) (R-10)

16. Lack of real effort from law enforcement agencies in getting support from the absent spouse if the person is not on aid. Need more effort in locating absent spouses. Tracking through Social Security number should be available to all agencies pursuing support. (XX) (Pts. 3, 4) (T-7) (R-10)

17. Need volunteers to work with kids on probation. (X) (Pts. 6) (T-6)

18. Need for more homemaker services for the elderly and disabled---housekeeping, meal planning. (X) (No Points)

19. Need help in finding employment for kids who want jobs. (Pts. 2) (T-2)

20. Lack of sufficient jobs with adequate pay for those who desire to work. (Pts. 1) (T-1)

21. Lack of services available and provided by DSS for those not on aid. (No Points)

22. Isolation of aged, homebound mothers, and disabled. (No Points)

23. Need for systematic look at the role of this agency and how we will meet this role. (No Points)

24. Lack of communication between the DSS and MPTI in the homemaker's role before the client is contacted. (No Points)

25. Need adult foster care and other alternative living arrangements short of nursing home care. (Pts. 6) (T-6)

26. Need for outreach facilities in some of the more densely populated areas of the county. (No Points)

27. Need staff member available to meet emergency needs of social or personal problems. This person should be available at all times. (Pts. 1, 4) (T-5)

28. Need food stamps instead of surplus commodities. (No Points)

29. Need a residential treatment facility close enough to involve the family of the child in treatment. (No Points)

30. Duplication and overlapping of services with WIN program, WSES, DSS, Vocational Rehabilitation, MHC, United Migrant Opportunity Service, FISH, and St. Vincent de Paul. (Pts. 1) (T-1)

31. Need ongoing service to determine what social work methods are most effective. (No Points)

32. Accept the fact that phones are necessary for clients and workers to use as a time-saver and to use in servicing clients. (No Points)

33. Unavailable D.A. when you need him. (No Points)

34. Unlimited intake creates problems in service. (No Points)

35. Problems in emergency short-term loan availability---need fast loan at low interest. (No Points)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 5 participants are social workers in AFDC and Adult Aid services.

1. Social Worker II/AFDC and Adult Aids; 13 years in present position; 13 years in agency; Female, age 53; B.A., Social Work; 9 graduate credits in Social Work.

2. Social Worker I/AFDC and Adult Aids; 5 months in present position; 5 months in agency; Female, age 23; B.S., Sociology/Psychology.

3. Social Worker II/ AFDC and Adult Aids; 4 years in present position; 4 years in agency; Female, age 49; B.A., Sociology.

4. Social Worker II/AFDC and Adult Aids; 4 years, 4 months in present position; 4 years, 4 months in agency; Male, age 29; B.S., Psychology; 3 graduate credits in Social Work.

5. Social Worker II/AFDC, AFDC-U and Adult Aids; 4 years, 5 months in present position; 4 years, 5 months in agency; Female, age 31; B.A., English; 6 graduate credits in Social Work.

RESPONSES OF NOMINAL GROUP NO. 2

1. Job information, program information for elderly, housekeeping services, and consumer information on interest and credit. (XX) (Pts. 1, 3, 6, 7, 10) (T-27) (R-1)

2. Need Big Brother and Big Sister programs, marital counseling, alcoholic counseling, single parent groups, family planning and sex education, human relationship counseling for better self-image, counseling for parents on child care, and for prisoner families. (XXX) (Pts. 5, 5, 7, 10) (T-27) (R-1)

3. Transportation for medical, recreation of children, employment, and shopping. DSS should have provision for car repair of clients and for the purchase of cars. (XXXX) (Pts. 5, 9, 10) (T-24) (R-2)

DSS-Staff-Responses

4. Too much paper work and red tape. Agency policy is that paper work comes first. (XX) (Pts. 7, 8, 9) (T-24) (R-2)

5. Need housekeepers, especially for cleaning, errands for the elderly, non-ambulatory, and for emergencies of all kinds. (XX) (Pts. 2, 3, 5, 8) (T-18) (R-3)

6. Need Drivers Education available on weekends. DSS should be open one night a week or on Saturdays. (Pts. 6, 10) (T-16) (R-4)

7. Overlapping of services in funding of agencies. Need a coordinator, need staff for transportation, need a job recruiter locally. (XX) (Pts. 2, 4, 8) (T-14) (R-5)

8. Staff in-service on motivating clients. Also, find out how other staff members deal with problems. (Pts. 2, 4, 8) (T-14) (R-5)

9. Lack of recreation for teenagers and young adults that they can afford. It should be structured, with more cultural enrichment, and also for the disabled and elderly, such as reading clubs and rug hooking. (XX) (Pts. 6, 8) (T-14) (R-5)

10. Alternate living arrangements for young adult retardates, such as a group home. (Pts. 6, 7) (T-13) (R-6)

11. Job training for women locally, such as Secretarial Skills, Nursing Assistant, L.P.N., and factory training. (X) (Pts. 4, 9) (T-13) (R-6)

12. Too many federal and state mandates. Part of it is reimbursement by federal, state and local funds on payrolls. (Pts. 3, 9) (T-12) (R-7)

13. One overall financial program based on need with simplification versus categories. (Pts. 2, 10) (T-12) (R-7)

14. Relating job training to part-time work at the time he is trained in the job he is trained for. (Pts. 4, 5) (T-9) (R-8)

15. Clients do not cooperate or follow through. Those needing the services most are the last to take part in programs. (Pts. 9) (T-9) (R-8)

16. Vocational training for high school age retarded---Auto Mechanics, Homemaking Skills, Machine Operation. (X) (Pts. 2, 6) (T-8) (R-9)

17. All services at DSS should be available to anyone, not just persons on the payroll. (Pts. 1, 7) (T-8) (R-9)

18. Legal enforcement by state of support payments, better location of fathers and husbands. (Pts. 1, 4) (T-5) (R-10)

19. Overlapping of homemaking services between MPTI and DSS, between WIN, WSES, and DVR. (X) (Pts. 3) (T-3)

20. Need baby-sitting services. (XX) (Pts. 3) (T-3)

21. Should make health screening check-ups mandatory, such as T. B. tests, X-rays and V. D. tests. (No Points)

22. Housing improvement funds through the DSS. (X) (Pts. 1) (T-1)

23. Have group meetings to get to know staff you work with or those in the agency. (Pts. 1) (T-1)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 3

Criteria for Homogenous Grouping: All 5 participants are social workers and average 3 years and 2 months in their present positions with the agency.

1. Social Worker II/Child Welfare; 2 years, 6 months in present position; 2 years, 6 months in agency; Female, age 24; B.A., Social Work; 9 graduate credits.

2. Social Worker I/Protective Services; 1 month in present position; 1 month in agency; Female, age 23; B.A., Sociology.

3. Social Worker II/Unwed Mothers Services; 4 years, 7 months in present position; 4 years, 7 months in agency; Female, age 26; B.A., Social Work.

4. Social Worker II/Child Welfare; 5 years, 3 months in present position; 5 years, 3 months in agency; Male, age 29; B.A., Philosophy and Sociology.

5. Social Worker II/Child Welfare; 3 years, 8 months in present position; 3 years, 8 months in agency; Male, age 26; B.A., Sociology; 6 graduate credits.

RESPONSES OF NOMINAL GROUP NO. 3

1. We deal with too large a caseload. (XXX) (Pts. 10, 10, 10, 10) (T-40) (R-1)

2. Need sex education and family life education for all clients, birth control courses, personal hygiene, Pre-natal courses for single girls, Expectant Parent course where single girls do not feel uncomfortable in coming, Home Management, driver education for 16 year-old dropouts, vocational training courses for children under 18, remedial academic training for the dropout, speech therapy for pre-schoolers, a course for parents with delinquent children, child development courses. (XXXX) (Pts. 2, 7, 7, 9) (T-25) (R-2)

3. People who deal with people's problems every day need a chance to get away occasionally. (Pts. 2, 4, 6, 8) (T-20) (R-3)

4. Day care centers aren't available. (XX) (Pts. 4, 6, 10) (T-20) (R-3)

5. Lack of full and part-time employment for dropouts and others who want to work. (Pts. 3, 3, 5, 8) (T-19) (R-4)

6. Need for group homes and foster homes for youth. (Pts. 3, 7, 8) (T-18) (R-5)

7. Clients who need services the most are the ones who are least motivated to seek further training and education and often refuse to cooperate. (Pts. 5, 9) (T-14) (R-6)

8. Lack of motivation within the school system causes truancy. The schools are set up to serve special ed and good student but not the in-between group. (X) (Pts. 2, 5, 6) (T-13) (R-7)

9. We should have laws that will allow venereal disease treatment, birth control and abortion information and treatment to minors without parental consent. (Pts. 3, 8) (T-11) (R-8)

10. Lack of communication between agencies working with the same client. (XXXX) (Pts. 1, 4, 5) (T-10) (R-9)

11. Lack of understanding of what services are provided by what agencies. (X) (Pts. 3, 6) (T-9) (R-10)

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DSS-Staff-Responses

12. Need in-depth in-service training for staff, such as information on birth control methods, new techniques in the field, what services are available, and practicable aspects of the job. (Pts. 1, 8) (T-9) (R-10)

13. Lack of recreational facilities for youth that are organized and controlled by youth themselves. (Pts. 9) (T-9) (R-10)

14. Failure of people in governing positions to be informed about the programs they are governing---our County Board sets rules and regulations and makes decisions and are not informed. (Pts. 9) (T-9) (R-10)

15. Administration interferes with our service to clients by restricting what is available to clients, such as furniture, inventory, rent, and residential treatment centers. (X) (Pts. 9) (T-9) (R-10)

16. Agency does not motivate an employee to improve himself in his work---not rewarded for more experience or education. (XX) (Pts. 1, 7) (T-8)

17. Homemaker services in the home should be available after normal hours. (No Points)

18. Need volunteers for supervision, delinquency referrals, Big Sister, Big Brother, transportation, and establishing recreational programs. (XX) (Pts. 6) (T-6)

19. Clients do not have adequate transportation to MHC, surplus commodities, medical help, DSS, and educational institutions. (XXX) (Pts. 4) (T-4)

20. Overlapping and duplication of services between agencies: DSS, MPTI, MHC, and school counselors. (XXX) (No Points)

21. Supervisors should have a token caseload so they don't become so idealistic. (Pts. 2) (T-2)

22. Need a full-time D.A. and corporation counsel. (No Points)

23. There should be direct communication between staffs at various agencies providing service to a client without having to go through supervisors or any third party. (No Points)

24. We refer a client to another agency and they decide if they will service him or not. They do not follow up on clients that do not originally cooperate. (No Points)

25. Laws prohibiting person under 18 from certain types of employment limits choice of employment. (No Points)

26. Clients don't trust the people giving them service. (No Points)

27. Little summer employment for the 16 to 18-year-olds---Neighborhood Youth Corps is too selective. (No Points)

28. Public criticism of welfare clients and agency makes it difficult for our clients to secure job, apartments, and medical care. (X) (Pts. 5) (T-5)

29. More services are needed for marginal families who are close to meeting aid requirements but do not quite meet the requirements. (No Points)

30. Court-appointed lawyers often do not give good representation to the juvenile offender and other minors. (No Points)

31. Can't fully depend on help from other agencies like MHC, CESA, and WIN, because they also have too large of a caseload. (No Points)

32. Inadequate detention facilities for juveniles. (Pts. 1, 4) (T-5)

33. Pressure from outside sources such as family, friends, and the public hampers clients' decisions. (Pts. 7) (T-7)

34. Two weeks of reading the manual is a waste of time for a new worker until they have been out in the field and had experience. (Pts. 2) (T-2)

35. Need for incentive programs for clients. (No Points)

36. Procedures for child care givers needs revamping---too much red tape. Qualified people shouldn't have to take the course. (Pts. 1) (T-1)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 4

Criteria for Homogenous Grouping: Three of the 5 participants are social workers assigned to foster care and nursing homes. The average age of the group members is 46 years old.

1. Case Aide II; 3 years in present position; 3 years in agency; Female, age 35; No degree.

2. Homemaker II; 6 years, 10 months in present position; 6 years, 10 months in agency; Female, age 56; No degree.

3. Social Worker II/Foster Home Coordinator; 2 months in present position; 4 years, 6 months in agency; Female, age 59; B.A., Social Work; 36 graduate credits.

4. Social Worker II/Nursing Homes; 2 years, 6 months in present position; 2 years, 6 months in agency; Female, age 24; B.S., Sociology/Social Work Emphasis; 3 graduate credits in Social Welfare.

5. Social Worker II/Foster Care; 5 years, 4 months in present position; 5 years, 4 months in agency; Male, age 57; B.A., Sociology.

RESPONSES OF NOMINAL GROUP NO. 4

1. Need group home and receiving home; also adult foster homes. (X) (Pts. 4, 4, 8, 9) (T-25) (R-1)

2. Need more gatherings between foster parents and caseworkers for the exchange of ideas. Better communication with caseworkers and all clients. (X) (Pts. 10, 10) (T-20) (R-2)

3. Free medical clinic for persons not qualified for Medical Assistance Program---need drug clinic. (Pts. 4, 7, 8) (T-19) (R-3)

4. Need a staff member to do paper work, persons for home visits with elderly; also in nursing homes, volunteer coordinator, also need volunteers. (XXX) (Pts. 5, 6, 6) (T-17) (R-4)

5. Housekeeping services and meal preparation to keep elderly out of nursing homes. (X) (Pts. 1, 6, 9) (T-16) (R-5)

6. Transportation for all clients for medical care, shopping, and surplus commodities. (X) (Pts. 7, 9) (T-16) (R-5)

7. Need to keep the public aware of foster care program---need more positive public concern and interest, in all areas we service. (Pts. 1, 7, 7) (T-15) (R-6)

8. Day care centers for the elderly and pre-schoolers. (X) (Pts. 5, 10) (T-15) (R-6)

DSS-Staff-Responses

9. Emergency relief. (Pts. 4, 5, 5) (T-14) (R-7)

10. Vocational courses in Discipline of Children, Consumer Protection, Budgeting, Cooking for Men, Self-improvement, to prepare for retirement, more basic courses in areas of Home-making, and Child Care. Need separation of ABE students by ability. (XXX) (Pts. 1, 3, 3, 3, 3) (T-13) (R-8)

11. Need Judicare---free legal aid. (Pts. 5, 8) (T-13) (R-8)

12. MPTI should have open-ended classes in Drivers training. (Pts. 10) (T-10) (R-9)

13. Mandatory separation of aid and services. (Pts. 10) (T-10) (R-9)

14. Supervisors need more training in leadership--should have experience in modern caseloads. (Pts. 8) (T-8) (R-10)

15. Lack of motivation and indifference of clients---need to motivate students for ABE. (X) (Pts. 9) (T-9) (R-10)

16. Need information on housing available and baby-sitting. (Pts. 2, 2, 4) (T-8)

17. Vocational courses set up in a nursing home like hobbies and self-improvement. (Pts. 6) (T-6)

18. Need family counseling to learn the difference between needs and wants and self-discipline; also marriage counseling. (Pts. 8) (T-8)

19. Need child care---based on education or experience. All women don't need the training required by DSS to be certified---some are not qualified once certified. (X) (Pts. 1, 3) (T-4)

20. Need state or district meetings to exchange ideas. (No Points)

21. Time is wasted because of policies such as having to check in before going on a home visit. (Pts. 2) (T-2)

22. Want administration support in attending graduate courses. (Pts. 1) (T-1)

23. Supervisors spend too much of my time in supervisory conferences. (X) (Pts. 7) (T-7)

24. Can't get to supervisors because they are always tied up. (No Points)

25. More up-to-date publications in our library. (No Points)

26. Overlapping of services between MHC, MPTI, and DSS homemakers, between nursing home service at DSS and MHC, out-patient service, and between case aides and social workers involving nursing homes. (Pts. 6) (T-6)

27. Almost impossible to get a foster child a drivers license---no one to sign for them. (Pts. 8) (T-8)

28. Lack of communication in child foster placements, DSS and MHC, nursing homes. (X) (Pts. 2, 2) (T-4)

Total Points: 275

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CATEGORIZATION OF STAFF RESPONSES

DEPARTMENT OF SOCIAL SERVICES

Dodge County

[1] Adult Basic Education and Adult High School Diploma and Equivalency

1. . . . . need separation of ABE students by ability. (XXX) (Pts. 1, 3, 3, 3, 3) (T-13) (R-8)

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. We deal with too large a caseload. (XXX) (Pts. 10, 10, 10, 10) (T-40) (R-1)

2. Insufficient staff time to do work assigned, due to work structure of agency and insufficient staff. There should be a separation of financial aids and social services and considering appropriate use of case aides throughout the agency. (XXX) (Pts. 3, 5, 10, 10, 10) (T-38) (R-1)

3. Too much paper work and red tape. Agency policy is that paper work comes first. (XX) (Pts. 7, 8, 9) (T-24) (R-2)

4. People who deal with people's problems every day need a chance to get away occasionally. (Pts. 2, 4, 6, 8) (T-20) (R-3)

5. . . . . DSS should be open one night a week or on Saturdays. (Pts. 6, 10) (T-16) (R-4)

6. Too many federal and state mandates. Part of it is reimbursement by federal, state, and local funds on payrolls. (Pts. 3, 9) (T-12) (R-7)

7. One overall financial program based on need with simplification versus categories. (Pts. 2, 10) (T-12) (R-7)

8. We should have laws that will allow venereal disease treatment, birth control and abortion information and treatment to minors without parental consent. (Pts. 3, 8) (T-11) (R-8)

9. Need for regular evening hours and weekend coverage, especially for intake and other social services. (X) (Pts. 2, 8) (T-10) (R-8)

10. Mandatory separation of aid and services. (Pts. 10) (T-10) (R-9)

11. All services at DSS should be available to anyone, not just persons on the payroll. (Pts. 1, 7) (T-8) (R-9)

12. Failure of people in governing positions to be informed about the programs they are governing---our County Board sets rules and regulations and makes decisions and are not informed. (Pts. 9) (T-9) (R-10)

13. Administration interferes with our service to clients by restricting what is available to clients, such as furniture, inventory, rent, and residential treatment centers. (X) (Pts. 9) (T-9) (R-10)

14. General Relief should be handled at the county level. (X) (Pts. 7) (T-7) (R-10)

15. Lack of real effort from law enforcement agencies in getting support from the absent spouse if the person is not on aid. Need more effort in locating absent spouses. Tracking through Social Security number should be available to all agencies pursuing support. (XX) (Pts. 3, 4) (T-7) (R-10)

DSS-Staff-Categorization
Agency Policy

16. Legal enforcement by state of support payments, better location of fathers and husbands. (Pts. 1, 4) (T-5) (R-10)

17. Lack of services available and provided by DSS for those not on aid. (No Points)

18. Need for systematic look at the role of this agency and how we will meet this role. (No Points)

19. Need for outreach facilities in some of the more densely populated areas of the county. (No Points)

20. Need food stamps instead of surplus commodities. (No Points)

21. Accept the fact that phones are necessary for clients and workers to use as a time-saver and to use in servicing clients. (No Points)

22. Unavailable D.A. when you need him. (No Points)

23. Unlimited intake creates problems in service. (No Points)

24. Problems in emergency short-term loan availability---need fast loan at low interest. (No Points)

25. Housing improvement funds through the DSS. (X) (Pts. 1) (T-1)

26. Agency does not motivate an employee to improve himself in his work---not rewarded for more experience or education. (XX) (Pts. 1, 7) (T-8)

27. Supervisors should have a token case-load so they don't become so idealistic. (Pts. 2) (T-2)

28. Laws prohibiting person under 18 from certain types of employment limits choice of employment. (No Points)

29. More services are needed for marginal families who are close to meeting aid requirements but do not quite meet the requirements. (No Points)

30. Court-appointed lawyers often do not give good representation to the juvenile offender and other minors. (No Points)

31. Two weeks of reading the manual is a waste of time for a new worker until they have been out in the field and had experience. (Pts. 2) (T-2)

32. Procedures for child care givers needs revamping-- too much red tape. Qualified people shouldn't have to take the course. (Pts. 1) (T-1)

33. Need child care-- based on education or experience. All women don't need the training required by DSS to be certified--some are not qualified once certified. (X) (Pts. 1, 3) (T-4)

34. Time is wasted because of policies such as having to check in before going on a home visit. (Pts. 2) (T-2)

35. Want administration support in attending graduate courses. (Pts. 1) (T-1)

36. Supervisors spend too much of my time in supervisory conferences. (X) (Pts. 7) (T-7)

37. Almost impossible to get a foster child a drivers license--no one to sign for them. (Pts. 8) (T-8)

[3] Basic Needs: Food, Clothing, and Housing

1. Insufficient adequate housing for large families with low income. (Pts. 8, 10) (T-18) (R-5)

2. Emergency relief. (Pts. 4, 5, 5) (T-14) (R-7)

3. Clients need help in securing and locating adequate housing. (XX) (Pts. 2, 6) (T-8) (R-9)

[5] Child Care Centers

1. Day care centers aren't available. (XX) (Pts. 4, 6, 10) (T-20) (R-3)

2. Day care centers . . . . . for pre-schoolers. (X) (Pts. 5, 10) (T-15) (R-6)

3. Lack of child care resources at reasonable cost. (X) (Pts. 1, 3, 3) (T-7) (R-10)

4. Need baby-sitting services. (XX) (Pts. 3) (T-3)

[6] Communications: Inter and Intra-Agency

1. Need more gatherings between foster parents and caseworkers for the exchange of ideas. Better communication with caseworkers and all clients. (X) (Pts. 10, 10) (T-20) (R-2)

2. Overlapping of services in funding of agencies . . . . . (XX) (Pts. 2, 4, 8) (T-14) (R-5)

3. Continuing education of public regarding child abuse and neglect and also of professionals regarding their obligation under the law to report all suspected cases. (Pts. 6, 9) (T-15) (R-7)

4. Lack of communication between agencies working with the same client. (XXXX) (Pts. 1, 4, 5) (T-10) (R-9)

5. Lack of planning with other agencies in organizing volunteers and making use of them. (X) (Pts. 2, 5) (T-7) (R-10)

6. Lack of communication between the DSS and MPTI in the homemaker's role before the client is contacted. (No Points)

7. Duplication and overlapping of services with WIN program, WSES, DSS, Vocational Rehabilitation, MHC, United Migrant Opportunity Service, FISH, and St. Vincent de Paul. (Pts. 1) (T-1)

8. Overlapping of homemaking services between MPTI and DSS, between WIN, WSES, and DVR. (X) (Pts. 3) (T-3)

9. Have group meetings to get to know staff you work with or those in the agency. (Pts. 1) (T-1)

10. Overlapping and duplication of services between agencies: DSS, MPTI, MHC, and school counselors. (XXX) (No Points)

11. There should be direct communication between staffs at various agencies providing service to a client without having to go through supervisors or any third party. (No Points)

12. We refer a client to another agency, and they decide if they will service him or not. They do not follow up on clients that do not originally cooperate. (No Points)

13. Clients don't trust the people giving them service. (No Points)

14. Can't fully depend on help from other agencies like MHC, CESA, and WIN, because they also have too large of a caseload. (No Points)

15. Need state or district meetings to exchange ideas. (No Points)

16. Can't get to supervisors because they are always tied up. (No Points)

17. Overlapping of services between MHC, MPTI, and DSS homemakers, between nursing home service at DSS and MHC, out-patient service, and between case aides and social workers involving nursing homes. (Pts. 6) (T-6)

18. Lack of communciation in child foster placements, DSS and MHC, nursing homes. (X) (Pts. 2, 2) (T-4)

[9] Courses and Programs: Pre-School, Primary, Middle, and High School

1. Need . . . . . Driver Education for 16-year-old dropouts, vocational training courses for children under 18, remedial academic training for the dropout, and Speech Therapy for pre-schoolers . . . . . (XXXX) (Pts. 2, 7, 7, 9) (T-25) (R-2)

2. Need for educational programs geared to the 14 through 18-year-old age group who are dropouts or potential dropouts--free school with low student-teacher ratio, courses offered in client's field of interest, less emphasis on college preparation, need an Apprenticeship program, work study program. (X) (Pts. 5, 10) (T-15) (R-7)

3. Lack of motivation within the school system causes truancy. The schools are set up to serve special ed and good student, but not the in-between group. (X) (Pts. 2, 5, 6) (T-13) (R-7)

[10] Courses and Programs: Vocational and Technical

1. Need . . . . . Pre-natal courses for single girls, Expectant Parent course where single girls do not feel uncomfortable in coming, and Home Management . . . . . (XXXX) (Pts. 2, 7, 7, 9) (T-25) (R-2)

2. Need for classes in Pre-natal and Child Care, specifically for unmarried mother; classes in Public Relations for staff, Family Planning, venereal disease, Family Life Education, classes in how to be Baby-sitters, sex education, Family Budgeting, basic courses in Human Growth and Development geared to clients. (XXXX) (Pts. 5, 7, 8) (T-20) (R-4)

3. Need Drivers Education available on weekends . . . . . (Pts. 6, 10) (T-16) (R-4)

4. Job training for women locally, such as Secretarial Skills, Nursing Assistant, LPN, and factory training. (X) (Pts. 4, 9) (T-13) (R-6)

5. Vocational courses in Discipline of Children, Consumer Protection, Budgeting, Cooking for Men, Self-improvement, to prepare for retirement, more basic courses in areas of Homemaking, and Child Care . . . . . (XXX) (Pts. 1, 3, 3, 3, 3) (T-13) (R-8)

6. MPTI should have open-ended classes in Drivers training. (Pts. 10) (T-10) (R-9)

7. Vocational training for high school age retarded---Auto Mechanics, Homemaking Skills, and Machine Operation. (X) (Pts. 2, 6) (T-8) (R-9)

8. Vocational courses set up in a nursing home like hobbies and self-improvement. (Pts. 6) (T-6)

[11] Drugs, Alcoholism, and Emergency Services

1. Need . . . . . alcoholic counseling . . . . . (XXX) (Pts. 5, 5, 7, 10) (T-27) (R-1)

2. Need staff member available to meet emergency needs of social or personal problems. This person should be available at all times. (Pts. 1, 4) (T-5)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. Need a residential treatment facility close enough to involve the family of the child in treatment. (No Points)

2. Need ongoing service to determine what social work methods are most effective. (No Points)

3. More up-to-date publications in our library. (No Points)

[13] Foster, Group, Nursing, Residential Care, Halfway, and Detention Homes

1. Need group home and receiving home; also adult foster homes. (X) (Pts. 4, 4, 8, 9) (T-25) (R-1)

2. Alternative care arrangements for children-- foster homes, receiving homes, group homes, sheltered care and detention facilities. Need more community involvement---providing these services. (XX) (Pts. 8, 9, 9) (T-26) (R-2)

3. Need for group homes and foster homes for youth. (Pts. 3, 7, 8) (T-18) (R-5)

4. Need adult foster care and other alternative living arrangements short of nursing home care. (Pts. 6) (T-6)

5. Inadequate detention facilities for juveniles. (Pts. 1, 4) (T-5)

[14] Homemaking and Other Home Services

1. Need housekeepers, especially for cleaning, errands for the elderly, non-ambulatory, and for emergencies of all kinds. (XX) (Pts. 2, 3, 5, 8) (T-18) (R-3)

2. Need for more homemaker services for the elderly and disabled---housekeeping, meal planning. (X) (No Points)

3. Homemaker services in the home should be available after normal hours. (No Points)

[15] In-service

1. Need for in-service for agency staff, including supervisors---new treatment techniques, policy changes, interviewing techniques, and group work process training. (X) (Pts. 2, 3, 4, 9) (T-18) (R-5)

2. Staff in-service on motivating clients. Also, find out how other staff members deal with problems. (Pts. 2, 4, 8) (T-14) (R-5)

3. Need in-depth in-service training for staff, such as information on birth control methods, new techniques in the field, what services are available, and practicable aspects of the job. (Pts. 1, 8) (T-9) (R-10)

4. Supervisors need more training in leadership---should have experience in modern caseloads. (Pts. 9) (T-9) (R-10)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Lack of full and part-time employment for dropouts and others who want to work. (Pts. 3, 3, 5, 8) (T-19) (R-4)

2. Relating job training to part-time work at the time he is trained in the job he is trained for. (Pts. 4, 5) (T-9) (R-8)

3. Need help in finding employment for kids who want jobs. (Pts. 2) (T-2)

4. Lack of sufficient jobs with adequate pay for those who desire to work. (Pts. 1) (T-1)

5. Little summer employment for the 16 to 18-year-olds---Neighborhood Youth Corps is too selective. (No Points)

[17] Legal Aid

1. Need Judicare---free legal aid. (Pts. 5, 8) (T-13) (R-8)

[18] Marital and Family Problems

1. Need . . . . . marital counseling . . . . . single parent groups, family planning and sex education, human relationship counseling for better self-image, counseling for parents on child care, and for prisoner families. (XXX) (Pts. 5, 5, 7, 10) (T-27) (R-1)

2. Need . . . . . a course for parents with delinquent children and child development courses. (XXXX) (Pts. 2, 7, 7, 9) (T-25) (R-2)

3. Need for good and intensive marriage and family counseling in the home. (X) (Pts. 4, 7, 9) (T-20) (R-4)

4. Therapy and discussion groups for pre-married and married, family problem-oriented discussion groups. (X) (Pts. 1, 7, 8) (T-16) (R-6)

5. Isolation of aged, homebound mothers, and disabled. (No Points)

6. Need family counseling to learn the difference between needs and wants and self-discipline; also marriage counseling. (Pts. 8) (T-8)

[19] Medical, Dental, and Optical

1. Free medical clinic for persons not qualified for Medical Assistance Program---need drug clinic. (Pts. 4, 7, 8) (T-19) (R-3)

2. Should make health screening checkups mandatory, such as T. B. tests, X-rays, and V. D. tests. (No Points)

[20] Mental Retardation, Physical and Emotional Handicaps

1. Alternate living arrangements for young adult retardates, such as a group home. (Pts. 6, 7) (T-13) (R-6)

[22] Motivation

1. Clients who need services the most are the ones who are least motivated to seek further training and education and often refuse to cooperate. (Pts. 5, 9) (T-14) (R-6)

2. Clients do not cooperate or follow through. Those needing the services most are the last to take part in programs. (Pts. 9) (T-9) (R-8)

3. Lack of motivation and indifference of clients---need to motivate students for ABE. (X) (Pts. 9) (T-9) (R-10)

[24] Public Relations and Community Participation and Volunteers

1. Need Big Brother and Big Sister programs . . . . . (XXX) (Pts. 5, 5, 7, 10) (T-27) (R-1)

2. . . . . need volunteers. (XXX) (Pts. 5, 6, 6) (T-17) (R-4)

3. Need to keep the public aware of foster care program---need more positive public concern and interest in all areas we service. (Pts. 1, 7, 7) (T-15) (R-6)

4. Need volunteers to work with kids on probation. (X) (Pts. 6) (T-6)

5. Need volunteers for supervision, delinquency referrals, Big Sister, Big Brother, transportation, and establishing recreational programs. (XX) (Pts. 6) (T-6)

6. Public criticism of welfare clients and agency makes it difficult for our clients to secure job, apartments, and medical care. (X) (Pts. 5) (T-5)

7. Pressure from outside sources such as family, friends, and the public hampers clients' decisions. (Pts. 7) (T-7)

[25] Recreation and Social

1. Lack of recreation for teenagers and young adults that they can afford. It should be structured, with more cultural enrichment, and also for the disabled and elderly, such as reading clubs and rug hooking. (XX) (Pts. 6, 8) (T-14) (R-5)

2. Lack of recreational facilities for youth that are organized and controlled by youth themselves. (Pts. 9) (T-9) (R-10)

DSS-Staff-Categorization

[26] Referral and Information Center

1. Job information, program information for elderly, housing information, legal, housekeeping services, and consumer information on interest and credit. (XX) (Pts. 1, 3, 6, 7, 10) (T-27) (R-1)

2. Lack of understanding of what services are provided by what agencies. (X) (Pts. 3, 6) (T-9) (R-10)

3. Need information on housing available and baby-sitting. (Pts. 2, 2, 4) (T-8)

[27] Senior Citizens (Over 60 Years of Age)

1. Housekeeping services and meal preparation to keep elderly out of nursing homes. (X) (Pts. 1, 6, 9) (T-16) (R-5)

2. Day care centers for the elderly ..... (X) (Pts. 5, 10) (T-15) (R-6)

[28] Sex Education and Family Planning

1. Need sex education and family life education for all clients, birth control courses, and personal hygiene ..... (XXXX) (Pts. 2, 7, 7, 9) (T-25) (R-2)

[29] Staff

1. Need a staff member to do paper work, persons for home visits with elderly; also in nursing homes, volunteer coordinator ..... (XXX) (Pts. 5, 6, 6) (T-17) (R-4)

2. ..... Need a coordinator, need staff for transportation, need a job recruiter locally. (XX) (Pts. 2, 4, 8) (T-14) (R-5)

3. Need a full-time D.A. and corporation counsel. (No Points)

[30] Transportation

1. Transportation for medical, recreation of children, employment, and shopping. DSS should have provision for car repair of clients and for the purchase of cars. (XXXX) (Pts. 5, 9, 10) (T-24) (R-2)

2. Need transportation to meet clients' needs: get to MHC, to group meetings, pick up commodity foods, medical facilities, educational institutions, and for employment. (XXXX) (Pts. 4, 5, 6, 7) (T-22) (R-3)

3. Transportation for all clients for medical care, shopping, and surplus commodities. (X) (Pts. 7, 9) (T-16) (R-5)

4. Clients do not have adequate transportation to MHC, surplus commodities, medical help, DSS, and educational institutions. (XXX) (Pts. 4) (T-4)

[31] Wages, Income, and Incentives

1. Need for incentive programs for clients. (No Points)

DEPARTMENT OF SOCIAL SERVICES

Dodge County

Number of Groups: 1 Total Participating: 4

CLIENT NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 4 participants are female and former clients of the WSES.

1. Female, age 49; client of DSS; former client of WSES and MHC.
2. Female, age 32; client of DSS and MHC; former client of WSES.
3. Female, age 37; client of DSS; former client of WSES.
4. Female, age 27; client of DSS; former client of WIN and WSES.

RESPONSES OF NOMINAL GROUP NO. 1

1. The cost of living goes up, but AFDC welfare stays the same. Need more for food, clothing, and utilities. (X) (Pts. 2, 4, 6, 6) (T-18) (R-1)
2. Persons on welfare that are working should be able to keep more of their check. (Pts. 4, 4, 5) (T-13) (R-2)
3. Need free legal aid. (X) (Pts. 2, 3, 6) (T-11) (R-3)
4. Need child day care centers so mothers can go to work. (Pts. 3, 3, 5) (T-11) (R-3)
5. Would like to be tested to find out what job I would be best at. (Pts. 6) (T-6) (R-4)
6. Someone should go after fathers for child support and abandonment. (Pts. 1, 5) (T-6) (R-4)
7. Children are taught in school and on TV that only children with two parents are normal---they only learn about ideal families. (Pts. 5) (T-5) (R-5)
8. Need transportation for shopping, recreation, and surplus commodities. (Pts. 4) (T-4) (R-6)
9. DSS should not require baby-sitters to be licensed to pay for them. (No Points)
10. Would like training in Computer Operation. (No Points)
11. Need someone to help me make out a budget. (No Points)
12. Would like a Big Sister program in Beaver Dam. (No Points)
13. DSS should provide a telephone. (X) (Pts. 1) (T-1)
14. The general public should be educated that the single parent, whether divorced, separated, widowed, or unmarried, is not bad. (Pts. 1, 1) (T-2)
15. Need more low-cost housing. (Pts. 3) (T-3)
16. Should be more advertising on services available. (Pts. 2) (T-2)
17. Need more help for the family of the alcoholic. (No Points)
18. You should not have to prove to a social worker what you rightfully deserve in the manual before you get anything. (No Points)

19. Dodge County DSS does not allow enough rent so that the FHA will step in to help you purchase a house---they used to. They would be paying less for a house payment than for rent. (No Points)

20. Commodity foods are too starchy and lack variety. (No Points)

21. The worker for the surplus commodity program should be less sarcastic when giving out surplus foods---he makes you feel like he's doing you a favor and downgrades you. (No Points)

22. Need more and cheaper recreation in the area for children and adults. (No Points)

23. The local police do not respond to people's needs---emergencies. (No Points)

24. Need premarital counseling. (No Points)

25. Should make it harder to get married and easier to get a divorce. (No Points)

26. Teachers in the school do not communicate with the children or help them with work when they need it. (Pts. 2) (T-2)

27. MHC staffs should cover other towns---many people can't get to Juneau. (No Points)

Total Points: 84

* * * *

CATEGORIZATION OF CLIENT RESPONSES

DEPARTMENT OF SOCIAL SERVICES

Dodge County

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Persons on welfare that are working should be able to keep more of their check. (Pts. 4, 4, 5) (T-13) (R-2)

2. Someone should go after fathers for child support and abandonment. (Pts. 1, 5) (T-6) (R-4)

3. DSS should not require baby-sitters to be licensed to pay for them. (No Points)

4. DSS should provide a telephone. (X) (Pts. 1) (T-1)

5. You should not have to prove to a social worker what you rightfully deserve in the manual before you get anything. (No Points)

6. Dodge County DSS does not allow enough rent so that the FHA will step in to help you purchase a house---they used to. They would be paying less for a house payment than for rent. (No Points)

7. The worker for the surplus commodity program should be less sarcastic when giving out surplus foods---he makes you feel like he's doing you a favor and downgrades you. (No Points)

8. The local police do not respond to people's needs---emergencies. (No Points)

9. Should make it harder to get married and easier to get a divorce. (No Points)

10. MHC staffs should cover other towns---many people can't get to Juneau. (No Points)

DSS-Client-Categorization

[3] Basic Needs: Food, Clothing, and Housing

1. The cost of living goes up, but AFDC welfare stays the same. Need more for food, clothing, and utilities. (X) (Pts. 2, 4, 6, 6) (T-18) (R-1)

2. Need more low-cost housing. (Pts. 3) (T-3)

3. Commodity foods are too starchy and lack variety. (No Points)

[4] Budget: Family

1. Need someone to help me make out a budget. (No Points)

[5] Child Care Centers

1. Need child day care centers so mothers can go to work. (Pts. 3, 3, 5) (T-11) (R-3)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Would like to be tested to find out what job I would be best at. (Pts. 6) (T-6) (R-4)

[9] Courses and Programs: Pre-school, Primary, Middle, and High School

1. Teachers in the school do not communicate with the children or help them with work when they need it. (Pts. 2) (T-2)

[10] Courses and Programs: Vocational and Technical

1. Would like training in Computer Operation. (No Points)

[11] Drugs, Alcoholism, and Emergency Services

1. Need more help for the family of the alcoholic. (No Points)

[17] Legal Aid

1. Need free legal aid. (X) (Pts. 2, 3, 6) (T-11) (R-3)

[18] Marital and Family Problems

1. Children are taught in school and on TV that only children with two parents are normal---they only learn about ideal families. (Pts. 5) (T-5) (R-5)

2. Need premarital counseling. (No Points)

[24] Public Relations and Community Participation and Volunteers

1. Would like a Big Sister program in Beaver Dam. (No Points)

2. The general public should be educated that the single parent, whether divorced, separated, widowed, or unmarried, is not bad. (Pts. 1, 1) (T-2)

[25] Recreation and Social

1. Need more and cheaper recreation in the area for children and adults. (No Points)

[26] Referral and Information Center

1. Should be more advertising on services available. (Pts. 2) (T-2)

[30] Transportation

1. Need transportation for shopping, recreation, and surplus commodities. (Pts. 4) (T-4) (R-6)

ERIC

DEPARTMENT OF SOCIAL SERVICES

Fond du Lac County

Agency Function

The services offered by the Fond du Lac County Department of Social Services include several for handicapped, and almost all are designed to serve disadvantaged persons. The services include juvenile court services, child protective services, family services, child care services, adult services (for blind, disabled, and aged), and complementary services including homemaker services. An intake unit handles all persons applying for financial aid, medical aid or counseling help. A unit also continually checks eligibility of persons enrolled in various aid programs.

More than 57 staff were employed during 1972 to provide services through the DSS office. AFDC and WIN programs are administered by the family services unit of the DSS. Services for unmarried mothers, child neglect and abuse, and custody of children are assigned to the child protective service. Protection for the aged, rehabilitation for disabled, guidance for mentally ill, care for blind and medically needy, foster homes for adults, marital counseling, family therapy, money management, employment, day care center arrangements, counseling alcoholics, group therapy, and community relations are services provided by the Fond du Lac County DSS. Other services provided include protection for abused and neglected children, service to unmarried parents, foster home and institutions for children, supervision of delinquents, homemaker services, and coordination of volunteer services.

Aid is offered in three forms: financial aid to the aged, blind, disabled adults, and broken families; medical aid to low-income individuals and families; and surplus food assistance to low-income individuals and families.

Introduction to Department of Social Services Staff Participants

Three Nominal Groups of staff members were formed of employees of the Department of Social Services - Fond du Lac County. One group includes 6 individuals in supervisory positions. Another group includes six female case aides. The third group consisted of six social workers. The social workers and supervisors hold college degrees. Supervisors range in age from 28 to 61, social workers from 24 to 40, and case aides from 22 to 58.

Summary of Department of Social Services Staff Responses

The staff agreed to a great degree on the most important need of the DSS---additional staff. Two independent groups ranked as their first priority the need for basically the same staff: psychiatric consultants, an interpreter for Spanish-speaking clients, a librarian, staff to handle local research programs, public relations and legal problems. The staff also requested additional staff to reduce the size of the caseloads. In addition, the staff feels that they should have in-service training on dealing with hostility, interviewing clients, and for money management for clients.

Ranked second by one group is the need for adequate child care services so clients can continue their education or find a job. Closely allied is the request by another group for Child Care and Development courses for parents, which is also ranked second.

Another group ranked as their second priority the need for receiving homes and a detention center for the county. Group homes and more foster homes are also in demand. Several services in the county are being duplicated, and this raises a problem, with overlap between DSS and ADVOCAP services in social work, housing, health, food programs and nutrition. Staff suggested that a coordinator might detect and control duplication of theses services.

The most frequently mentioned category in the staff responses is that of agency policy, rules, administration, and laws. Although none of the items ranked as a top priority, a large number of problems identified are noteworthy. Suggested levels of advancement for case aides, social workers, and homemakers are important to the staff. Reduction in the amount of paper work and red tape required to apply for aid is advised, and more concern for the needs of the applicants is suggested. More funds are requested for WIN programs and basic family needs, as well as more education for clients. The staff feels that courts do not give enough weight to their pre-hearing reports. A request was made for a course in Basic Psychology for the staff, as well as more outreach services to the public.

A frequently mentioned problem is the need for on-the-job training and work experience for the clients of DSS. Part-time employment for the young, and vocationally-oriented summer jobs for high school students were stressed. The relationship between the type of training a person is given and what the job market requires should be determined before the training program begins, the staff agreed.

Another high frequency problem area is the availability of relevant courses and programs in the school system. The programs for problem adolescents and dropouts are often not available, and more counseling at the junior high school level to prevent dropouts is suggested. More realistic vocational guidance is urged, rather than the typical stress on a college education. An expanded Student Opportunity School program was strongly recommended.

In the Vocational and Technical program suggestions, the staff asked for Child Care and Child Development courses, LPN and Nurses Aide training, classes in Family Life Education, Family Budgeting, Comparative Shopping, Remedial Reading, Marriage and Parenthood, Auto Mechanics, Welding, and some course in social skills and personal hygiene for adult AFDC recipients.

In-service for staff and area educators was requested. It is felt that the staff should learn more about how to deal with problem children and multi-problemed families. A Transactional Analysis center for in-service training and as a rehabilitative center was suggested.

The staff is sensitive to the basic needs of clients. They see the lack of suitable low-income housing as a real problem. Adequate clothing for clients seeking an education is also seen as a real problem.

ERIC

Introduction to Department of Social Services Client Participants

Fond du Lac County Department of Social Services' clients who participated in Nominal Groups totaled 8, and reported 19 former or present contacts with outside agencies (See Table 9). Each client averaged a total of over three agency contacts, including DSS.

In the entire study, a total of 39 clients reported former contact with a DSS, and a total of 131 indicated present client status with a DSS, including the 8 Fond du Lac county clients.

Two Nominal Groups were formed of clients from the Fond du Lac County Department of Social Services. One group consisted of four women, aged 26 to 38, who were also clients of WSES. Three of them had been clients of WIN or ADVOCAP.

The second Nominal Group included four women, ranging in age from 31 to 58. Three had been clients of WSES, two of WIN, and two of ADVOCAP.

Summary of Department of Social Services Client Responses

The most important need cited by the DSS client groups focused on basic needs including a request for more funds to allow the family recipient of aid to buy food. Suggested was a food voucher nutrition program. Grants are not covering the cost of food because food prices continue to increase.

Increased costs in other areas causing financial problems include gas, light, and water bills. A telephone should be allowed as a necessity for recipients. Clients ranked high the increased cost-of-living and suggested a store for DSS recipients having lower priced clothes, soaps, toilet paper, shampoo, toothpaste, and other necessity items. Clients feel that working recipients should be allowed to keep all wages, especially if the money is spent for home repairs, food, etc.

The areas most often mentioned by clients of DSS are in administration and laws that affect them. Including those above, clients requested the cancellation of surplus commodities programs and a change to the food stamp program. Continuation of the WIN program was requested.

Basic needs beyond food and the increased cost of living drew frequent comments as well. Summer and winter clothes are needed in Wisconsin, clients claimed. Home loans should be subsidized, since house payments are usually lower than rent.

Transportation for such basic needs as getting to medical aid, food shopping, and school is important and requested. A referral center would be used, clients indicated. Pre-school care for slow children and day care centers are needed.

Vocational courses in Clerk-Typist and Nursing Assistant programs were requested by the clients. Family problems involving undisciplined children and alcoholics were mentioned, and appropriate

programs suggested. Recreation for children and parents, particularly to provide an outlet for both, apart from each other, or for children while parents are in classes, was requested. Better placement and higher wages for women heads of households are badly needed in the county.

Comparison of Department of Social Services Staff and Clients Responses

The similarity between staff and client responses re-emphasized the importance of the problems cited by both groups. Both staff and client groups stressed certain policies that warrant change, and saw difficulties that clients have in meeting the rising cost of living. Both said that marriage counseling is a real need for many solo parents, foster parents, and couples, especially in learning to deal with the adolescent children in the family.

A special need in the county, according to both staff and clients, are better programs for the mentally retarded, including specialized foster care, better coordination for job placement after training, expanded day care centers for retarded children, and ongoing family programs for borderline retarded. Additionally, programs for the physically handicapped are needed.

Several areas mentioned by the clients received heavy emphasis by the staff, including remedial school courses, on-the-job training, Vocational and Technical courses, and client transportation. Recreation and social needs, including children's summer camp, are cited by both groups.

The staff identified a number of problems which are not mentioned by clients: improved public communications, more foster care facilities, and motivation training. More staff to lower caseloads are badly needed. Sex education, family budget training, and legal aid were requested for clients by the staff, and they requested in-service courses for themselves in dealing with problem families and problem children.

Two areas clients mentioned that staff did not identify are the need for a drug rehabilitation program and the problem of prejudice against the handicapped, physically disabled, and the aged by employers.

Generally, although the number of clients participating was small, there is high agreement between staff (from three levels) and the clients on the major problems in Fond du Lac county.

DEPARTMENT OF SOCIAL SERVICES

Fond du Lac County

Number of Groups: 3 Total Participating: 18

STAFF NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 6 participants are in a supervisory position.

1. Social Services Supervisor; 8 years in present position; 16 years in agency; Female, age 60; B.E., Secondary Education; M.S., Social Work.

2. Acting Director-Supervisor of Supervisors; 5 months in present position; 4 years, 6 months in agency; Male, age 41; B.S., History; M.S., Social Work.

3. Supervisor; 10 months in present position; 10 months in agency; Male, age 28; B.S., Sociology; M.S., Social Work.

4. Basic Services Supervisor; 3 years, 6 months in present position; 5 years, 6 months in agency; Female, age 61; B.A., Sociology; 12 graduate credits in Social Work.

5. Director; 11 years in present position; 20 years in agency; Male, age 61; B.E., Physical Education and Social Science; 24 graduate credits.

6. Supervisor I; 14 months in present position; 23 months in agency; Male, age 38; B.S., Social Work; M.S., Social Work.

RESPONSES OF NOMINAL GROUP NO. 1

1. Need sufficient staff for research, public relations, librarian; reduce staff caseloads; manualization of local policy and procedures; full-time legal representation to handle support, paternity actions, property transactions, abuse, and neglect cases, and an interpreter for Spanish-speaking clients. (XXX) (Pts. 2, 10, 10, 10) (T-32) (R-1)

2. Receiving homes are needed for emergency situations and also, to serve as a detention center. Also, need two group homes and more foster homes. (XXXX) (Pts. 5, 7, 9, 10) (T-31) (R-2)

3. Lack of adequate comprehensive programs for the high school problem adolescents and dropouts, like the Student Opportunity School program-- an experimental dropout program on the junior high school level. (XX) (Pts. 3, 3, 6, 7, 9) (T-28) (R-3)

4. Too much red tape in seeking public services. Too much concern with money spent versus the needs of people. (X) (Pts. 6, 9, 9) (T-24) (R-4)

5. Fixed point of referral or information center through a local division of Health, Education, and Welfare. (Pts. 2, 4, 8, 9) (T-23) (R-5)

6. Need two additional full-time Masters degree social workers in the city school system. This would enable one to be located in the elementary system, one in the junior high system, and one in the high school. (Pts. 4, 9, 10) (T-23) (R-5)

7. Free marital counseling clinics staffed with professionals. (Pts. 4, 4, 6, 6) (T-20) (R-6)

8. More inter-agency cooperation between MPTI, MHC, and Health Department in joint programs such as counseling, grooming, and budgeting. This is to include a sharing of staff. (XX) (Pts. 1, 2, 7, 8) (T-18) (R-7)

9. More funds for preventive services such as Big Brothers, Big Sisters, Hotline, Family Services, and Recovery. (XX) (Pts. 3, 6, 8) (T-17) (R-8)

10. Need classes in English for Spanish-speaking clients, Family Life Education, Family Budgeting, Comparative Shopping, Remedial Reading, Marriage and Parenthood, and Technical School programs such as Auto Mechanics and Welding. (XXXXX) (Pts. 7, 8) (T-15) (R-9)

11. Experimental motivational research center to deal with lowly motivated clients. (Pts. 1, 2, 3, 3, 5) (T-14) (R-10)

12. More social activities in the community for young people not interested in high school activities---need both facilities and activities. (X) (Pts. 1, 1, 3, 7) (T-12)

13. Need outreach services in all public agencies. (Pts. 5, 8) (T-13)

14. Smaller units in the high schools for more individual counseling and help. (Pts. 8) (T-8)

15. Intensive effort needed to find employment for the handicapped and disadvantaged---need spot placement. Training is available, but severe job gaps, due to a lack of coordination. (X) (No Points)

16. College should be made available to those who have the desire and capabilities, but lack the funds. (No Points)

17. More coordination with Vocational Schools of high school credits given for Vocational Education programs. (No Points)

18. Transportation for children attending school out of their districts, for the handicapped in all their needs, to educational facilities for adults, and counseling. (XX) (Pts. 5, 6) (T-11)

19. Availability of a computer system with someone to feed and interpret it. (No Points)

20. Social work-oriented camp facility run yearly for children and parent groups. (Pts. 1, 2) (T-3)

21. More vocational-oriented summer jobs for high school students. (Pts. 1) (T-1)

22. Uniform dissemination of birth control information. (Pts. 2, 4) (T-6)

23. Need appropriate use of technology to provide goods---inadequate technology at present. (Pts. 10) (T-10)

24. Simplification of procedure in acquiring staff. (Pts. 7) (T-7)

25. Want hearing aids, dentures, glasses and wheelchairs distributed to the disadvantaged and aged as necessary---many are not covered by a medical card. (No Points)

26. More training programs---in-service--- for social workers regarding the programs available at MPTI, to disseminate the information. Also a Transactional Analysis Center for both in-service training and as a rehabilitative center. (X) (No Points)

27. Expansion of present day care centers to include infants and mentally retarded children and group work techniques. (XX) (Pts. 4, 5, 5) (T-14)

Total Points: 330

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 6 participants are female case aides.

1. Case Aide; 2 years in present position; 2 years in agency; Female, age 36; No degree.

2. Case Aide; 2 years in present position; 4 years in agency; Female, age 22; No degree.

3. Case Aide II; 3 years in present position; 4 years in agency; Female, age 27; No degree.

4. Case Aide I; 9 months in present position; 9 months in agency; Female, age 34; No degree.

5. Intake Case Aide II; 1 year, 6 months in present position; 4 years, 6 months in agency; Female, age 49; 3 years, 6 months college - Primary Education.

6. Social Work Aide; 3 years in present position; 3 years in agency; Female, age 58; No degree.

RESPONSES OF NOMINAL GROUP NO. 2

1. Need in-service training for staff in the area of dealing with hostility, interviewing and money management for when we are handling client's money. (Pts. 1, 2, 9, 10, 10) (T-32) (R-1)

2. Need adequate child care services in order for clients to continue education or gain employment. (XXX) (Pts. 5, 7, 8, 10) (T-30) (R-2)

3. Need program or course in Basic Money Management, Purchasing and Budgeting for clients. (X) (Pts. 2, 8, 9, 10) (T-29) (R-3)

4. No provisions for advancement in the case aide, social services, and two homemaker job classifications. (XXXXX) (Pts. 6, 7, 7, 8) (T-28) (R-4)

5. Lack of motivation on part of clients to seek more education or training. (XXXX) (Pts. 4, 8, 10) (T-22) (R-5)

6. Need more counseling at the junior high and high school levels to prevent dropouts. (Pts. 4, 7, 9) (T-20) (R-6)

7. Need more emphasis on family planning---a family planning clinic. (Pts. 1, 5, 5, 7) (T-18) (R-7)

8. Need transportation for clients to pick up commodity goods, get to educational institutions, get to work, get medical care, and shopping. (XXX) (Pts. 3, 6, 8) (T-17) (R-8)

9. Need more OJT and work experience places willing to hire clients who want to work. (X) (Pts. 3, 4, 8) (T-15) (R-9)

10. Need for released time for staff to take a course in Basic Psychology. (Pts. 5, 9) (T-14) (R-10)

11. Clients have difficulty meeting their needs under the public assistance budget, and they lack the knowledge to budget their money properly. (X) (Pts. 10) (T-10)

12. Courts do not adequately study case records and reports supplied by DSS before decisions are made. (No Points)

13. Lack of adequate housing for clients. If one family destroys property---rental unit---all the rest are put into the same category. (Pts. 4, 9) (T-13)

14. Need for adequate clothing for clients seeking an education or employment. (X) (No Points)

15. Need a program to bring youth and elderly together to better understand each other. (Pts. 7) (T-7)

16. Lack of sufficient funds for clients who wish to obtain more education. (Pts. 3, 4) (T-7)

17. Need additional qualified staff in the DSS, such as homemakers, social work aides, case aides, and counseling staff. (XXXX) (Pts. 4, 6) (T-10)

18. Need the ability to recruit and hire clients for jobs within this agency, such as homemaker instructor or aides, who could go into a client's home and give more individualized 1-1 help. (Pts. 2) (T-2)

19. Clients sometimes become overly dependent on public welfare. (No Points)

20. Clients need more help in organizing their daily schedule when they start to work and/or start school. (No Points)

21. Lack of public assistance between the time the client no longer has dependent children and the time they are eligible for Old Age Assistance. (Pts. 1) (T-1)

22. Clients in nursing homes need more 1-1 personal contact and attention. Nursing homes are all understaffed. (Pts. 2) (T-2)

23. Need for an additional incentive allowance for clients in school who obtain good grades, good attendance records, and good grooming habits. (Pts. 2, 9) (T-11)

24. More Headstart programs for children of the disadvantaged, with emphasis on learning activities. (Pts. 1, 6, 6) (T-13)

25. Jobs are often not available for the type of training a client obtains. More study should be given on what types of jobs are available. (Pts. 6) (T-6)

26. Need an aid program for persons over 18 who are still in high school. (Pts. 1) (T-1)

27. Clients should be better informed as to what additional benefits are available to them if they work. (No Points)

28. District Attorney's office needs more staff to obtain court-ordered support. (Pts. 2, 3) (T-5)

29. Help for mothers and/or fathers to cope with the solo parent role---group and individual counseling. (No Points)

30. Too much red tape, paper work and constantly changing rules and regulations, all make it difficult for both the staff and clients to keep abreast of changes. (Pts. 1, 5, 5) (T-11)

31. Poor communications between staff and clients and also between DSS and other state and federal agencies. (Pts. 3, 3) (T-6)

Total Points: 330

COMPOSITION OF NOMINAL GROUP NO. 3

Criteria for Homogenous Grouping: All 6 participants are social workers.

One of the participants was unable to remain and complete the Nominal Group process. Therefore, only five members of the group ranked responses.

1. Social Worker; 2 years, 6 months in present position; 2 years, 6 months in agency; Male, age 24; B.S., Sociology and Psychology; 12 graduate credits.

2. Social Worker; 9 years in present position; 9 years in agency; Female, age 32; B.A., Sociology; 12 credits toward M.S. in Social Work.

DSS-Staff-Composition

3. Social Worker II; 1 year, 4 months in present position; 1 year, 4 months in agency; Male, age 28; B.S., Sociology-Social Welfare emphasis.

4. Social Worker III; 3 years in present position; 6 years, 6 months in agency; Female, age 29; B.S., Sociology; 12 graduate credits toward M.S. in Social Work.

5. Social Worker IV; 6 months in present position; 3 years, 6 months in agency; Male, age 32; B.S., English and Psychology; M.S., Social Work.

6. Social Worker; 3 years in present position; 10 years in agency; Male, age 40; B.S., Psychology.

RESPONSES OF NOMINAL GROUP NO. 3

1. DSS should have staff assigned to: (a) researcher for own program; (b) public relations for our image; (c) psychiatric consultants; (d) full-time attorney. (XX) (Pts. 2, 7, 8, 10) (T-27) (R-1)

2. There is a duplication of services between the DSS and ADVOCAP in areas of social work, housing, health, food programs, and nutrition. Nutrition is also duplicated by MPTI. Need to hire a coordinator to deal with these duplications. (X) (Pts. 1, 5, 9, 10) (T-25) (R-2)

3. Child Care and Development courses are needed for parents. (XX) (Pts. 1, 6, 7, 9) (T-23) (R-3)

4. Need for pre-marital and family counseling. (Pts. 1, 3, 9, 10) (T-23) (R-3)

5. General need for voluntary or paid services for transportation, child care, and visitation. (XX) (Pts. 1, 3, 3, 5, 9) (T-21) (R-4)

6. Lack of proper low-income housing facilities in the community. Need for additional housing inspectors---slum landlords are getting overpayment for substandard housing. (XX) (Pts. 6, 7, 7) (T-20) (R-5)

7. Too many clients get involved in programs that they are not interested in, but take because it is all that is available. Because of this, clients lost motivation. LPN and Nurses' Aide programs at MPTI should be expanded to take in more students. (XX) (Pts. 6, 6, 8) (T-20) (R-5)

8. High school counselors traditionally stress a college education and rarely encourage a Vocational Education. Also, high school counselors are often unaware of other non-collegiate programs (X) (Pts. 8, 9) (T-17) (R-6)

9. Educate our educators on how to deal with problem children and multi-problemed families. (Pts. 1, 4, 8) (T-13) (R-7)

10. Need for a service to let clients know what programs and financial aids are available. (Pts. 3, 8) (T-11) (R-8)

11. Sixteen to 18-year-olds cannot find part-time employment. (Pts. 10) (T-10) (R-9)

12. All training programs such as WIN should be provided with more funds to increase the number of training slots with additional slots in social agencies. (X) (Pts. 4, 6) (T-10) (R-9)

13. Welfare grants should be increased---a lack of money deters from independent functioning. (Pts. 10) (T-10) (R-9)

14. Need specialized foster homes with trained foster parents for handicapped children. (Pts. 4, 4) (T-8) (R-10)

15. Hard to find training for high school dropouts and they cannot get into a Vocational School program if they are without a diploma or under age 18. (Pts. 2) (T-2)

16. MPTI and DVR should intensify programs for the physically handicapped---MPTI should recruit handicapped students and help with job training and placement. (X) (Pts. 5) (T-5)

17. Lack of motivation and incentive towards employment, work, and agency programs by AFDC recipients. (Pts. 2) (T-2)

18. Private industry is not being utilized as a means for providing training---OJT and classrooms in the industry itself. (Pts. 5) (T-5)

19. Education systems and employers need to further allow experience as a substitute to formal training needed to fill a job requirement. (Pts. 7) (T-7)

20. Need for training in social skills and personal hygiene for some AFDC recipients as part of the job training process. (Pts. 3) (T-3)

21. Need for broader homemaker training for children and adults, not just cooking and sewing---how to change a fuse, buy clothes, scrub floors. (Pts. 5) (T-5)

22. Need for training close enough to home for youths so they can live at home. (No Points)

23. Need for more and expanded programs similar to the Student Opportunity School. (No Points)

24. Need more part-time jobs and money available for youth and adults to attend school. (No Points)

25. Unwed mothers need prenatal information and training that married mothers receive. (No Points)

26. Need for more social activities for single parents such as dancing. (No Points)

27. More personalized Hygiene and Health courses for all kids in school. (No Points)

28. Inadequate knowledge base for legal aid services---when service can be used and for what type of things. (No Points)

29. Township and City Relief Departments should be eliminated in favor of a county, state, or federal system.

30. WIN should eliminate 12-month training limitations. (No Points)

31. Lack of on-the-job placement services for those not needing training---just a job. (Pts. 2) (T-2)

32. Need screening and counseling for job placement. (X) (Pts. 2) (T-2)

Total Points: 275

* * * *

CATEGORIZATION OF STAFF RESPONSES

DEPARTMENT OF SOCIAL SERVICES

Fond du Lac County

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. No provisions for advancement in the case aide, social services, and two homemaker job classifications. (XXXXX) (Pts. 6, 7, 7, 8) (T-28) (R-4)

2. Too much red tape in seeking public services. Too much concern with money spent versus the needs of people. (X) (Pts. 6, 9, 9) (T-24) (R-4)

3. All training programs such as WIN should be provided with more funds to increase the number of training slots with additional slots in social agencies. (X) (Pts. 4, 6) (T-10) (R-9)

4. Welfare grants should be increased---a lack of money deters from independent functioning. (Pts. 10) (T-10) (R-9)

5. Need for released time for staff to take a course in Basic Psychology. (Pts. 5, 9) (T-14) (R-10)

6. Need outreach services in all public agencies. (Pts. 5, 8) (T-13)

7. Simplification of procedure in acquiring staff. (Pts. 7) (T-7)

8. Courts do not adequately study case records and reports supplied by DSS before decisions are made. (No Points)

9. Lack of sufficient funds for clients who wish to obtain more education. (Pts. 3, 4) (T-7)

10. Need the ability to recruit and hire clients for jobs within this agency, such as homemaker instructor or aides, who could go into a client's home and give more individualized 1-1 help. (Pts. 2) (T-2)

11. Lack of public assistance between the time the client no longer has dependent children and the time they are eligible for Old Age Assistance. (Pts. 1) (T-1)

12. Clients should be better informed as to what additional benefits are available to them if they work. (No Points)

13. Too much red tape, paper work and constantly changing rules and regulations all make it difficult for both the staff and clients to keep abreast of changes. (Pts. 1, 5, 5) (T-11)

14. Education systems and employers need to further allow experience as a substitute to formal training needed to fill a job requirement. (Pts. 7) (T-7)

15. Township and City Relief Departments should be eliminated in favor of a county state, or federal system. (Pts. 4) (T-4)

16. WIN should eliminate 12-month training limitations. (No Points)

[3] Basic Needs: Food, Clothing, and Housing

1. Lack of proper low-income housing facilities in the community. Need for additional housing inspectors---slum landlords are getting overpayment for substandard housing. (XX) (Pts. 6, 7, 7) (T-20) (R-5)

2. Lack of adequate housing for clients. If one family destroys property---rental unit---all the rest are put into the same category. (Pts. 4, 9) (T-13)

3. Need for adequate clothing for clients seeking an education or employment. (X) (No Points)

[4] Budget: Family

1. Need program or course in Basic Money Management, Purchasing and Budgeting for clients. (X) (Pts. 2, 8, 9, 10) (T-29) (R-3)

2. Clients have difficulty meeting their needs under the public assistance budget, and they lack the knowledge to budget their money properly. (X) (Pts. 10) (T-10)

[5] Child Care Centers

1. Need adequate child care services in order for clients to continue education or gain employment. (XXX) (Pts. 5, 7, 8, 10) (T-30) (R-2)

2. Expansion of present day care centers to include infants..... (XX) (Pts. 4, 5, 5) (T-14)

[6] Communications: Inter and Intra-Agency

1. There is a duplication of services between the DSS and ADVOCAP in areas of social work, housing, health, food programs, and nutrition. Nutrition is also duplicated by MPTI. Need to hire a coordinator to deal with these duplications. (X) (Pts. 1, 5, 9, 10) (T-25) (R-2)

2. More inter-agency cooperation between MPTI, MHC, and Health Department in joint programs such as counseling, grooming, and budgeting. This is to include a sharing of staff. (XX) (Pts. 1, 2, 7, 8) (T-18) (R-7)

3. Poor communications between staff and clients and also between DSS and other state and federal agencies. (Pts. 3, 3) (T-6)

[8] Courses and Programs: Colleges and Universities

1. College should be made available to those who have the desire and capabilities, but lack the funds. (No Points)

[9] Courses and Programs: Pre-school, Primary, Middle, and High School

1. Lack of adequate comprehensive programs for the high school problem adolescents and dropouts, like the Student Opportunity School program--- an experimental dropout program on the junior high school level. (XX) (Pts. 3, 3, 6, 7, 9) (T-28) (R-3)

2. Need more counseling at the junior high and high school levels to prevent dropouts. (Pts. 4, 7, 9) (T-20) (R-6)

3. High school counselors traditionally stress a college education and rarely encourage a Vocational Education. Also, high school counselors are often unaware of other non-collegiate programs. (X) (Pts. 8, 9) (T-17) (R-6)

4. Smaller units in the high schools for more individual counseling and help. (Pts. 8) (T-8)

5. More Headstart programs for children of the disadvantaged, with emphasis on learning activities. (Pts. 1, 6, 6) (T-13)

6. Need an aid program for persons over 18 who are still in high school. (Pts. 1) (T-1)

7. Need for more and expanded programs similar to the Student Opportunity School. (No Points)

8. More personalized Hygiene and Health courses for all kids in school. (No Points)

[10] Courses and Programs: Vocational and Technical

1. Child Care and Development courses are needed for parents. (XX) (Pts. 1, 6, 7, 9) (T-23) (R-3)

2. Too many clients get involved in programs that they are not interested in, but take because it is all that is available. Because of this, clients lost motivation. LPN and Nurses' Aide programs at MPTI should be expanded to take in more students. (XX) (Pts. 6, 6, 8) (T-20) (R-5)

3. Need classes in . . . . . Family Life Education, Family Budgeting, Comparative Shopping, Remedial Reading, Marriage and Parenthood, and Technical School programs such as Auto Mechanics and Welding. (XXXXX) (Pts. 7, 8) (T-15) (R-9)

4. More coordination with Vocational Schools of high school credits given for Vocational Education programs. (No Points)

5. Hard to find training for high school dropouts, and they cannot get into a Vocational School program if they are without a diploma or under age 18. (Pts. 2) (T-2)

6. MPTI and DVR should intensify programs for the physically handicapped---MPTI should recruit handicapped students and help with job training and placement. (X) (Pts. 5) (T-5)

7. Need for training in social skills and personal hygiene for some AFDC recipients as part of the job training process. (Pts. 3) (T-3)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. Availability of a computer system with someone to feed and interpret it. (No Points)

[13] Foster, Group, Nursing, Residential Care, Halfway, and Detention Homes

1. Receiving homes are needed for emergency situations and also to serve as a detention center. Also, need two group homes and more foster homes. (XXXX) (Pts. 5, 7, 9, 10) (T-31) (R-2)

2. Clients in nursing homes need more 1-1 personal contact and attention. Nursing homes are all understaffed. (Pts. 2) (T-2)

[14] Homemaking and Other Home Services

1. Clients need more help in organizing their daily schedule when they start to work and/or start school. (No Points)

2. Need for broader homemaker training for children and adults, not just cooking and sewing---how to change a fuse, buy clothes, scrub floors. (Pts. 5) (T-5)

[15] In-service

1. Need in-service training for staff in the area of dealing with hostility, interviewing, and money management for when we are handling client's money. (Pts. 1, 2, 9, 10, 10) (T-32) (R-1)

2. Educate our educators on how to deal with problem children and multi-problemed families. (Pts. 1, 4, 8) (T-13) (R-7)

3. More training programs---in-service---for social workers regarding the programs available at MPTI, to disseminate the information. Also a Transactional Analysis Center for both in-service training and as a rehabilitative center. (X) (No Points)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Need more OJT and work experience places willing to hire clients who want to work. (X) (Pts. 3, 4, 8) (T-15) (R-9)

2. Sixteen to 18-year-olds cannot find part-time employment. (Pts. 10) (T-10) (R-9)

3. More vocational-oriented summer jobs for high school students. (Pts. 1) (T-1)

4. Jobs are often not available for the type of training a client obtains. More study should be given on what types of jobs are available. (Pts. 6) (T-6)

5. Private industry is not being utilized as a means for providing training---OJT and classrooms in the industry itself. (Pts. 5) (T-5)

6. Need for training close enough to home for youths so they can live at home. (No Points)

7. Need more part-time jobs and money available for youth and adults to attend school. (No Points)

8. Lack of on-the-job placement services for those not needing training---just a job. (Pts. 2) (T-2)

9. Need screening and counseling for job placement. (X) (Pts. 2) (T-2)

[18] Marital and Family Problems

1. Need for pre-marital and family counseling. (Pts. 1, 3, 9, 10) (T-23) (R-3)

2. Free marital counseling clinics staffed with professionals. (Pts. 4, 4, 6, 6) (T-20) (R-6)

3. Help for mothers and/or fathers to cope with the solo parent role---group and individual counseling. (No Points)

4. Unwed mothers need prenatal information and training that married mothers receive. (No Points)

[19] Medical, Dental, and Optical

1. Want hearing aids, dentures, glasses, and wheelchairs distributed to the disadvantaged and aged as necessary---many are not covered by a medical card. (No Points)

[20] Mental Retardation, Physical and Emotional Handicaps

1. Need specialized foster homes with trained foster parents for handicapped children. (Pts. 4, 4) (T-8) (R-10)

2. Intensive effort needed to find employment for the handicapped and disadvantaged---need spot placement. Training is available, but severe job gaps, due to a lack of coordination. (X) (No Points)

3. Expansion of present day care centers to include . . . . . mentally retarded children and group work techniques. (XX) (Pts. 4, 5, 5) (T-14)

4. . . . . DVR should intensify programs for the physically handicapped . . . . . (X) (Pts. 5) (T-5)

[21] Minorities

1. Need . . . . . an interpreter for Spanish-speaking clients. (XXX) (Pts. 2, 10, 10, 10) (T-32) (R-1)

2. Need classes in English for Spanish-speaking clients . . . . . (Pts. 7, 8) (T-15) (R-9)

[22] Motivation

1. Lack of motivation on part of clients to seek more education or training. (XXXX) (Pts. 4, 8, 10) (T-22) (R-5)

2. Experimental motivational research center to deal with lowly motivated clients. (Pts. 1, 2, 3, 3, 5) (T-14) (R-10)

3. Clients sometimes become overly dependent on public welfare. (No Points)

4. Lack of motivation and incentive towards employment, work, and agency programs by AFDC recipients. (Pts. 2) (T-2)

[24] Public Relations and Community Participation and Volunteers

1. General need for voluntary or paid services for transportation, child care, and visitation. (XX) (Pts. 1, 3, 3, 5, 9) (T-21) (R-4)

2. More funds for preventive services such as Big Brothers, Big Sisters, Hotline, Family Services, and Recovery. (XX) (Pts. 3, 6, 8) (T-17) (R-8)

3. Need a program to bring youth and eiderly together to better understand each other. (Pts. 7) (T-7)

[25] Recreation and Social

1. More social activities in the community for young people not interested in high school activities---need both facilities and activities. (X) (Pts. 1, 1, 3, 7) (T-12)

2. Social work-oriented camp facility run yearly for children and parent groups. (Pts. 1, 2) (T-3)

3. Need for more social activities for single parents such as dancing. (No Points)

[26] Referral and Information Center

1. Fixed point of referral or information center through a local division of Health, Education, and Welfare. (Pts. 2, 4, 8, 9) (T-23) (R-5)

2. Need for a service to let clients know what programs and financial aids are available. (Pts. 3, 8) (T-11) (R-8)

3. Inadequate knowledge base for legal aid services---when service can be used and for what type of things. (No Points)

[28] Sex Education and Family Planning

1. Need more emphasis on family planning ---a family planning clinic. (Pts. 1, 5, 5, 7) (T-18) (R-7)

2. Uniform dissemination of birth control information. (Pts. 2, 4) (T-6)

[29] Staff

1. Need sufficient staff for research, public relations, librarian; reduce staff caseloads; manualization of local policy and procedures; full-time legal representation to handle support, paternity actions, property transactions, abuse, and neglect cases . . . . . (XXX) (Pts. 2, 10, 10, 10) (T-32) (R-1)

2. DSS should have staff assigned to: (a) researcher for own program; (b) public relations for our image; (c) psychiatric consultants; (d) full-time attorney. (XX) (Pts. 2, 7, 8, 10) (T-27) (R-1)

3. Need two additional full-time Masters degree social workers in the city school system. This would enable one to be located in the elementary system, one in the junior high system, and one in the high school. (Pts. 4, 9, 10) (T-23) (R-5)

4. Need additional qualified staff in the DSS, such as homemakers, social work aides, case aides, and counseling staff. (XXXX) (Pts. 4, 6). (T-10)

DSS-Staff-Categorization
Staff

5. District Attorney's office needs more staff to obtain court-ordered support. (Pts. 2, 3) (T-5)

[30] Transportation

1. Need transportation for clients to pick up commodity goods, get to educational institutions, get to work, get medical care, and shopping. (XXX) (Pts. 3, 6, 8) (T-17) (R-8)

2. Transportation for children attending school out of their districts, for the handicapped in all their needs, to educational facilities for adults, and counseling. (XX) (Pts. 5, 6) (T-11)

[31] Wages, Income, and Incentives

1. Need for an additional incentive allowance for clients in school who obtain good grades, good attendance records, and good grooming habits. (Pts. 2, 9) (T-11)

[32] Miscellaneous

1. Need appropriate use of technology to provide goods---inadequate technology at present. (Pts. 10) (T-10)

DEPARTMENT OF SOCIAL SERVICES

Fond du Lac County

Number of Groups: 2 Total Participating: 8

CLIENT NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 4 female participants are former or present clients of WSES. Three of the 4 are former or present clients of WIN and ADVOCAP.

1. Female, age 38; client of DSS, WIN, and WSES; former client of DVR and ADVOCAP.
2. Female, age 26; client of DSS and MHC; former client of WSES and ADVOCAP.
3. Female, age 32; client of DSS; former client of WIN and WSES.
4. Female, age 27; client of DSS; former client of WIN, WSES, and ADVOCAP.

RESPONSES OF NOMINAL GROUP NO. 1

1. Grants don't cover food because the cost of living keeps going up. (XX) (Pts. 3, 4, 6) (T-13) (R-1)
2. More money for gas bill, light and water bill to pay for these bills. Grant should allot money to cover fully these bills along with phone bill. (Pts. 3, 4, 4) (T-11) (R-2)
3. Client store having lower cost clothes for families and not only clothes---soaps, toilet paper, shampoo, toothpaste. (XXX) (Pts. 5, 5) (T-10) (R-3)
4. Financial aid with regard to car repairs. (XX) (Pts. 4, 5) (T-9) (R-4)
5. Kill surplus commodities and change to food stamps. (Pts. 1, 2, 6) (T-9) (R-4)
6. Better job placement and higher wages for women who are heads of family. (Pts. 6) (T-6) (R-5)
7. More funds for WIN program---keep it going and improve the service. (Pts. 6) (T-6) (R-5)
8. Program for children and pre-adolescent youths, so these youths have a place to go and a place where these youths can stay while Mom attends classes and yet these youths are supervised. (Pts. 5) (T-5) (R-6)
9. Shouldn't change case aides and social workers so often. (No Points)
10. Extra money for summer clothes, as well as winter clothes---boots and mittens. (Pts. 3) (T-3)
11. More information should be available to clients on who can get services and what services are available. (Pts. 1, 2) (T-3)
12. More money or free transportation to get to activities, doctor, supermarket, children's activities. (X) (Pts. 1, 2) (T-3)
13. More money for client to hire babysitter and attend social and recreational functions once in a while. (X) (Pts. 2) (T-2)

14. Special funds for dietary programs with doctor's supervision. (Pts. 1, 3) (T-4)

Total Points: 84

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 4 female participants are clients of DSS.

1. Female, age 57; client of DSS and WIN.
2. Female, age 31; client of DSS; former client of WSES and ADVOCAP.
3. Female, age 58; client of DSS; former client of WSES and ADVOCAP.
4. Female, age 36; client of DSS, WIN, and WSES.

RESPONSES OF NOMINAL GROUP NO. 2

1. Need more money for food---I am a diabetic, and it is hard to budget my money when I have to buy food for children plus special diet for me. Need a program like ADVOCAP's Nutrition Program where they added a food voucher. (XX) (Pts. 1, 3, 5, 6) (T-15) (R-1)

2. If you are working and can show receipts for needed things like repairs on home, you should be able to keep more of the paycheck. (Pts. 3, 4, 6) (T-13) (R-2)

3. My age and health problems make it hard for me to get a job. Employers won't consider you. (Pts. 1, 4, 6) (T-11) (R-3)

4. Would like Clerk-Typist training; also Pre-service Nursing Assistant training. (Pts. 5, 5) (T-10) (R-4)

5. DSS should pay for a phone when there are children or people sick. Also water and sewer bill. (Pts. 4, 6) (T-10) (R-4)

6. There are services I know are available, but don't know how or where to find it. (Pts. 3, 4) (T-7) (R-5)

7. The programs for borderline mentally retarded are inadequate---they don't know what to do with them. After institutionalized awhile, they are okay for a week or so, then not. (Pts. 5) (T-5) (R-6)

8. Employers do not hire you when they find out what your physical handicaps are. (No Points)

9. Would like my son to be able to get into Kindercare or Headstart so he can play with other children and learn one or two days a week---he is at a two- or three-year-old level and is almost five years old. (Pts. 1) (T-1)

10. Need for family counseling when there are stepparents involved---how much can parents expect from children. Also true of foster parents and children. (No Points)

11. There are problems with parents not being able to discipline children. (No Points)

12. Need transportation for shopping and medical. (Pts. 2) (T-2)

13. Need money for replacement of clothes and shoes that have worn out. (Pts. 2) (T-2)

14. Alcoholism programs are not long-term enough---they only dry them out. (No Points)

15. Don't think baby-sitters should have to be certified by DSS to baby-sit for my child. My child has problems, and there is another sitter on the block who understands him and does a better job. We

should be able to judge if they are good. (Pts. 3) (T-3)

16. Big Brothers and Big Sisters programs should be subsidized, so they can expand. (Pts. 1, 2) (T-3)

17. Home loans should be subsidized---it is cheaper to pay house payments than rent, and you have something. (Pts. 2) (T-2)

18. The Youth Center should be expanded and better supervised. (No Points)

Total Points: 84

* * * *

CATEGORIZATION OF CLIENT RESPONSES

DEPARTMENT OF SOCIAL SERVICES

Fond du Lac County

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Grants don't cover food because the cost of living keeps going up. (XX) (Pts. 3, 4, 6) (T-13) (R-1)

2. If you are working and can show receipts for needed things like repairs on home, you should be able to keep more of the paycheck. (Pts. 3, 4, 6) (T-13) (R-2)

3. More money for gas bill, light and water bill to pay for these bills. Grant should allot money to cover fully these bills along with phone bill. (Pts. 3, 4, 4) (T-11) (R-2)

4. DSS should pay for a phone when there are children or people sick. Also water and sewer bill. (Pts. 4, 6) (T-10) (R-4)

5. Kill surplus commodities and change to food stamps. (Pts. 1, 2, 6) (T-9) (R-4)

6. More funds for WIN program---keep it going and improve the service. (Pts. 6) (T-6) (R-5)

7. Shouldn't change case aides and social workers so often. (No Points)

8. Don't think baby-sitters should have to be certified by DSS to baby-sit for my child. My child has problems, and there is another sitter on the block who understands him and does a better job. We should be able to judge if they are good. (Pts. 3) (T-3)

[3] Basic Needs: Food, Clothing, and Housing

1. Need more money for food---I am a diabetic, and it is hard to budget my money when I have to buy food for children plus special diet for me. Need a program like ADVOCAP's Nutrition Program where they added a food voucher. (XX) (Pts. 1, 3, 5, 6) (T-15) (R-1)

2. Client store having lower cost clothes for families and not only clothes---soaps, toilet paper, shampoo, toothpaste. (XXX) (Pts. 5, 5) (T-10) (R-3)

3. Extra money for summer clothes, as well as winter clothes---boots and mittens. (Pts. 3) (T-3)

4. Special funds for dietary programs with doctor's supervision. (Pts. 1, 3) (T-4)

5. Need money for replacement of clothes and shoes that have worn out. (Pts. 2) (T-2)

6. Home loans should be subsidized---it is cheaper to pay house payments than rent, and you have something. (Pts. 2) (T-2)

[9] Courses and Programs: Pre-school, Primary, Middle, and High School

1. Would like my son to be able to get into Kindercare or Headstart so he can play with other children and learn one or two days a week---he is at a two- or three-year-old level and is almost five years old. (Pts. 1) (T-1)

[10] Courses and Programs: Vocational and Technical

1. Would like Clerk-Typist training; also Pre-service Nursing Assistant training. (Pts. 5, 5) (T-10) (R-4)

[11] Drugs, Alcoholism, and Emergency Services

1. Alcoholism programs are not long-term enough---they only dry them out. (No Points)

[14] Homemaking and Other Home Services

1. More money for client to hire baby-sitter . . . . . (X) (Pts. 2) (T-2)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Better job placement . . . . . for women who are heads of family. (Pts. 6) (T-6) (R-5)

[18] Marital and Family Problems

1. Need for family counseling when there are stepparents involved---how much can parents expect from children. Also true of foster parents and children. (No Points)

2. There are problems with parents not being able to discipline children. (No Points)

[20] Mental Retardation, Physical and Emotional Handicaps

1. The programs for borderline mentally retarded are inadequate---they don't know what to do with them. After institutionalized awhile, they are okay for a week or so, then not. (Pts. 5) (T-5) (R-6)

[23] Prejudice, Discrimination, and Employer Prejudice

1. My age and health problems make it hard for me to get a job. Employers won't consider you. (Pts. 1, 4, 6) (T-11) (R-3)

2. Employers do not hire you when they find out what your physical handicaps are. (No Points)

[24] Public Relations and Community Participation and Volunteers

1. Big Brothers and Big Sisters programs should be subsidized, so they can expand. (Pts. 1, 2) (T-3)

[25] Recreation and Social

1. Program for children and pre-adolescent youths, so these youths have a place to go and a place where these youths can stay while Mom attends classes and yet these youths are supervised. (Pts. 5) (T-5) (R-6)

2. More money for client to . . . . . attend social and recreational functions once in a while. (X) (Pts. 2) (T-2)

3. The Youth Center should be expanded and better supervised. (No Points)

[26] Referral and Information Center

1. There are services I know are available, but don't know how or where to find it. (Pts. 3, 4) (T-7) (R-5)

2. More information should be available to clients on who can get services and what services are available. (Pts. 1, 2) (T-3)

[30] Transportation

1. Financial aid with regard to car repairs. (XX) (Pts. 4, 5) (T-9) (R-4)

2. More money or free transportation to get to activities, doctor, supermarket, children's activities. (X) (Pts. 1, 2) (T-3)

3. Need transportation for shopping and medical. (Pts. 2) (T-2)

[31] Wages, Income, and Incentives

1. . . . . higher wages for women who are heads of family. (Pts. 6) (T-6) (R-5)

DEPARTMENT OF SOCIAL SERVICES

Green Lake County

Agency Function

Green Lake County Department of Social Services is both a public assistance agency and a service agency. Public assistance is provided only to that segment of the community which has made application and been found eligible under Wisconsin program requirements.

Eligible applicants receive money payments and medical benefits in Old Age Assistance, Aid to the Totally and Permanently Disabled, Aid to Families with Dependent Children, Aid to the Blind, General Assistance (emergency help) and Medical Assistance, as well as help through the food supplementation program. The DSS keeps records current and answers questions about Medicaid and other aids.

Social services versus aid are available to a larger segment of the population. Social services include assistance with health problems; employment and training for unemployed or high school dropouts and others; homemaker services for elderly or disadvantaged; money management; help with housing problems, such as repairs; help for unmarried mothers; foster care and protective services; help with delinquents or pre-delinquents; adult services or day care for children; and family problem solutions. The DSS also offers information and referral services for persons in need of vocational rehabilitation, drug or alcohol therapy programs, or other needs.

For fiscal year 1971-72 the monthly average of individuals receiving Old Age Assistance was 89, for Aid to Families with Dependent Children 174 families, 18 clients received Disabled Aid and an average of 1 individual received Blind Aid each month. A monthly average of 262 persons received Medical Assistance and 279 persons received surplus commodities. The General Assistance program averaged 2 clients per month.

Introduction to Department of Social Services Staff Participants

One Nominal Group of four full-time staff members comprised the entire staff, except the director, for the Green Lake County Social Services Department. Two women and two men make up the staff. All hold Bacheiors degrees.

Summary of Department of Social Services Staff Responses

According to the staff, their clients' most important need is for good low-cost housing. More adequate dental and medical care, with sliding scale payments, is second in importance. Homemaking and Child Development classes for aid recipients are requested. Day care centers for mothers who work or wish to work are needed. Better training for the existing baby-sitter services is needed until day care centers can be developed.

ERIC

The most frequently cited needs and problems are in the area of job training and placement. Staff feel that WSES services leave unmet needs in job placement. New jobs for technically trained persons and for youths between the ages of 16 to 18 are needed in the county, as is a job training program for dropouts.

Foster care facilities and nursing homes with better programs are a significant need in the county for elderly, disturbed adults, and children.

A Meals on Wheels program for shut-ins is needed. A well-developed recreational program for citizens of all ages is requested. The staff felt that additional personnel in the Department of Social Services could implement these programs and allow development of new services. Transportation in the county is a problem for the clients.

The staff cites a need for a good county library and a home economics headquarters for the county. Better guidance counseling and an improved curriculum for superior students is needed in the school systems.

NOTE: On the date selected by the DSS staff for client participation in the research project they were unable to assemble a representative client group. At that time, the DSS staff elected not to make a second attempt to bring a client group together.

ERIC

DEPARTMENT OF SOCIAL SERVICES

Green Lake County

Number of Groups: 1 Total Participating: 4

STAFF NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: The group is comprised of all 4 full-time staff members employed at this time, excluding the director.

1. Home Economist; 1 year, 6 months in present position; 1 year, 6 months in agency; Female, age 40; B.A., Home Economics.
2. Social Worker; 10 months in present position; 10 months in agency; Male, age 23; B.S., Social Welfare; 3 graduate credits.
3. Case Aide II; 1 year in present position; 1 year in agency; Male, age 23; B.A., Chemistry.
4. Social Worker; 8 years in present position; 8 years in agency; Female, age 60; B.A., Social Casework; 20 graduate credits.

RESPONSES OF NOMINAL GROUP NO. 1

1. Need low-income housing. (XX) (Pts. 7, 7, 8, 10) (T-32) (R-1)
2. More adequate dental and medical care with a graduated fee scale. (Pts. 8, 8, 9) (T-25) (R-2)
3. Training for recipients in the motherhood role such as child development and homemaking. (X) (Pts. 5, 9, 10) (T-24) (R-3)
4. More adequate baby-sitters and development of day care centers for working mothers or mothers with potential to work. (X) (Pts. 5, 5, 6, 7) (T-23) (R-4)
5. Additional social work staff in the Green Lake DSS to implement the social services. (XX) (Pts. 9, 9) (T-18) (R-5)
6. Development of jobs and placement for unskilled workers---WSES is not adequate. (Pts. 7, 10) (T-17) (R-6)
7. Volunteer service groups to provide everyday assistance to the elderly such as errands and visitation. (Pts. 2, 4, 10) (T-16) (R-7)
8. Transportation. (XXX) (Pts. 3, 3, 4) (T-10) (R-8)
9. Information center for program coordinator including outreach workers. (X) (Pts. 4, 6) (T-10) (R-8)
10. Group foster homes for juveniles. (Pts. 4, 6) (T-10) (R-8)
11. Lack of a well-developed recreational program beyond athletics. There is a center, but it is not well organized and seldom open. (X) (Pts. 8) (T-8) (R-9)
12. Lack of legal aid for low-income and recipient families and individuals. (Pts. 1, 2, 5) (T-8) (R-9)
13. Need Meals-On-Wheels program. (Pts. 1, 6) (T-7) (R-10)
14. Lack of job training for dropouts between ages 16 through 18. (X) (Pts. 3) (T-3)

15. No storage space for home economist for donated materials. (Pts. 2) (T-2)

16. More adequate programs in nursing homes for stimulation and recreation. (Pts. 1, 3) (T-4)

17. Lack of jobs for persons technically trained. (No Points)

18. Lack of jobs for 16 to 18-year-olds. (Pts. 2) (T-2)

19. Additional foster homes for adults and children. (No Points)

20. Lack of a good county library. (X) (Pts. 1) (T-1)

21. Improved guidance counseling in the high schools. (No Points)

22. School district lines should be able to be crossed for an education---high school night classes. (No Points)

23. No courses for the superior high school student offered through the grade and high schools. (No Points)

Total Points: 220

(On the date selected by the DSS staff for client participation in the research project they were unable to assemble a representative client group. At that time, the DSS staff elected not to make a second attempt to bring a client group together.)

* * * *

CATEGORIZATION OF STAFF RESPONSES

DEPARTMENT OF SOCIAL SERVICES

Green Lake County

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. School district lines should be able to be crossed for an education---high school night classes. (No Points)

[3] Basic Needs: Food Clothing, and Housing

1. Need low-income housing. (XX) (Pts. 7, 7, 8, 10) (T-32) (R-1)

[5] Child Care Centers

1. More adequate baby-sitters and development of day care centers for working mothers or mothers with potential to work. (X) (Pts. 5, 5, 6, 7) (T-23) (R-4)

[9] Courses and Programs: Pre-school, Primary, Middle, and High School

1. Improved guidance counseling in the high schools. (No Points)

2. No courses for the superior high school student offered through the grade and high schools. (No Points)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. No storage space for home economist for donated materials. (Pts. 2) (T-2)

2. Lack of a good county library. (X) (Pts. 1) (T-1)

DSS-Staff-Categorization

[13] Foster, Group, Nursing, Residential Care, Halfway, and Detention Homes

1. Group foster homes for juveniles. (Pts. 4, 6) (T-10) (R-8)

2. More adequate programs in nursing homes for stimulation and recreation. (Pts. 1, 3) (T-4)

3. Additional foster homes for adults and children. (No Points)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Development of jobs and placement for unskilled workers---WSES is not adequate. (Pts. 7, 10) (T-17) (R-6)

2. Lack of job training for dropouts between ages 16 through 18. (X) (Pts. 3) (T-3)

3. Lack of jobs for person technically trained. (No Points)

4. Lack of jobs for 16 to 18-year-olds. (Pts. 2) (T-2)

[17] Legal Aid

1. Lack of legal aid for low-income and recipient families and individuals. (Pts. 1, 2, 5) (T-8) (R-9)

[18] Marital and Family Problems

1. Training for recipients in the motherhood role such as child development and homemaking. (X) (Pts. 5, 9, 10) (T-24) (R-3)

[19] Medical, Dental, and Optical

1. More adequate dental and medical care with a graduated fee scale. (Pts. 8, 8, 9) (T-25) (R-2)

[25] Recreation and Social

1. Lack of a well-developed recreational program beyond athletics. There is a center, but it is not well organized and seldom open. (X) (Pts. 8) (T-8) (R-9)

[26] Referral and Information Center

1. Information center for program coordinator including outreach workers. (X) (Pts. 4, 6) (T-10) (R-8)

[27] Senior Citizens (Over 60 Years of Age)

1. Volunteer service groups to provide everyday assistance to the elderly such as errands and visitation. (Pts. 2, 4, 10) (T-16) (R-7)

2. Need Meals-On-Wheels program. (Pts. 1, 6) (T-7) (R-10)

[29] Staff

1. Additional social work staff in the Green Lake DSS to implement the social services. (XX) (Pts. 9, 9) (T-18) (R-5)

[30] Transportation

1. Transportation. (XXX) (Pts. 3, 3, 4) (T-10) (R-8)

DEPARTMENT OF SOCIAL SERVICES

Washington County

Agency Function

The Department of Social Services in Washington County maintained an average monthly caseload for General Relief of 40 clients during 1972. (The 1971 monthly average was 88 cases.) Surplus commodity recipients averaged 905 per month. Child welfare funds were allocated to prevent neglect or abuse of children, or to provide temporary alternative housing for children. The monthly average Old Age Assistance recipients was 137 clients during 1972. An average of 62 cases received Disabled Aid each month. Between 1 and 3 persons received Blind Aid during 1972. An average of 289 families received Aid to Families with Dependent Children, and an average of 32 foster children received aid during a typical month in 1972 from the DSS office in Washington County.

Medical Assistance was provided to an average of 804 persons per month during 1972. Thirty-four persons are employed as social workers, supervisors, homemakers, or case aides, with eleven clerical and supportive staff in the DSS office or surplus commodity program.

The WIN program is administered through the DSS office, and other social services are offered. Marriage counseling services, a homemaker service, and volunteer coordination are located in the DSS center. Preventive social services were emphasized by the staff.

Introduction to Department of Social Services Staff Participants

Five Nominal Groups were organized, involving 26 staff members from the Washington County Department of Social Services. One group includes five case aides. Each staff person in the group works with financial maintenance.

Another group includes four women in Adult Services, three social workers with Bachelor's degrees, with the fourth participant a case aide.

A third group includes four college graduates, one with a Master's degree, and one homemaker with no degree. There are four women and one man in the group, all of whom are with the Family Services unit.

Six staff from the Court Services unit comprise the fifth group. All hold college degrees.

The sixth group consists of six participants with college degrees from the Protective or Special Services units. Five have been with the agency in their present position for one year or less.

Summary of Department of Social Services Staff Responses

The top-ranked priority problem of the staff Nominal Groups varied somewhat. One group cited the need for Family Life Education classes for all students, beginning in the primary schools, to include Money Management, Sex Education, Marriage Education, Child Care, and Development. Another group felt that marital and family counseling was most needed. The top priority need identified by another group was for free day care and preschool education for all socioeconomic levels. Lack of transportation for persons in outlying areas and for wheelchair-bound persons received top priority from one group, which suggested that an organized transportation system is needed. One group unanimously agreed on the top priority need and unanimously ranked it first on the list---this was an extremely rare event. That group felt that in-service is needed for the staff and for para-professional staff on how to handle emotionally disturbed and handicapped persons. They also feel that in-service on interviewing techniques and budgeting would be very useful.

Second on the list of priority problems from the staff are: a request for better intra-agency communication; requesting better housing for the elderly and low-income families---ranked second by two groups; a request for better pre-delinquent and protective programs to prevent social problems; and an effective WIN program with more open enrollments.

The groups' third priority needs began to show similarity among the groups, indicating agreement on serious problems: a need for private agencies in psychological counseling and alcoholic therapy, so that clients might have a choice of services; more specific in-service for the staff in juvenile delinquency, laws, alcoholism, therapeutic techniques, and court procedures; a need for job training, family-supporting counseling, follow-through supervision, jobs during the training; a need for more in-the-home house-keeping services to prevent institutionalization; and a second request for homemaker services. The repeated requests for in-service, homemaker services, family counseling, low-cost housing, and more understanding of delinquency problems emphasized the important nature of these problems.

The most frequently identified problems are in the area of agency administration, policies, rules, regulations, and laws. Over 20 per cent of the top ranked problems are in this category. Major problem areas determined by combining several individual responses are: basic overwork and too high a case-load per social worker; need for clarification and improvement of agency regulations; elimination of the vast amount of delay and "red tape" in delivering services to the clients; and some specific service improvement suggestions. The latter includes a better mental health and guidance clinic program, better social services for General Relief recipients, emergency psychological service for pre-suicides, use of food stamps rather than surplus commodities, use of more volunteers, and improvements in the WIN program.

The second highest frequency problem category is inter- and intra-agency communications. A pressing need for more teamwork and better knowledge of the agency policies, procedures, and services was stated in numerous ways. Coordination of information from the state and other components was requested. Information on programs through WIN, other DSS's, MPTI, and local agencies is needed.

Specific school programs which are asked for included Family Life Education in all grades, as was noted above. Better individual attention to the students in schools is also requested, with better counseling, and more help for the problem adolescents, such as the pre-delinquents, unwed parents, drug users, potential dropouts, and foster children. A tutoring program is requested, as are more competent guidance counselors. The Germantown School System was singled out as frustrating the operation of foster homes.

Other high frequency, high priority problem areas are facilities, supplies, and instructional materials. The staff cited the basic need for more private areas for interviewing clients numerous times, referring to present facilities as "degrading" and "inadequate.". More phone lines, better custodial services, better lights, more space, and better plumbing are requested. On a county-wide basis, services and facilities for handicapped and paraplegics are highly criticized.

Staff ranked the need for a day care center in the community and even in the agency very high. Free baby-sitting service was needed on demand, according to the staff.

Housekeeping and homemaking services are a highly recommended program in the county. Low income persons need the services of homemakers, and some persons need live-in housekeeper services, especially the single parent, if ill. Cooking, sewing, and child care instruction in the home is needed.

Tied to the staff attention to agency communications and agency administration improvement are ranked requests for in-service training for the staff, including orientation programs, work in drug abuse, family therapy, child development, and an introduction to transactional analysis.

The clients would be greatly assisted by a program of marital and family counseling, which is absent from the community. Making similar services available to divorced persons, with counseling, legal aid, psychological services, and financial guidance and pre-delinquency services to be included, is a high priority request by the staff.

Those handicapped by emotional, physical, or retardation problems are the object of widespread prejudice by persons who misunderstand their problems. Special programs and special education to deal with the mentally handicapped are badly needed. A Headstart program for those with a mental handicap is requested, and long range programs for clients with severe learning disabilities are badly needed.

Many problems cited in different categories are drawn together in the complaint focusing on public relations and community understanding of the role of the Department of Social Services and the nature of its clients. Community hostility is directly related to the lack of a functional public relations program by the DSS. A professional public relations program, to inform the public and to educate the public and potential clients about the functions of the DSS, is requested.

The senior citizens of Washington county are in need of better housing, a home visiting system, a telephone buddy system, a 24-hour Hotline, better programs within nursing homes, a Meals on Wheels program, and a program of hot meals where they could get together socially.

Vocational and Technical courses requested for clients include Consumer Education, Prenatal Care, Child Development, and training programs in the medical areas of X-ray Technician or LPN.

Introduction to Department of Social Services Client Participants

Clients from Washington County Department of Social Services who participated in Nominal Groups totaled 14; one was a former client and 13 were active clients of DSS at the time of the group meeting. These 14 clients reported only two contacts with outside agencies. (See Table 9.)

In the MPTI District, a total of 39 clients participating in this study reported former contact with a DSS, and a total of 131 participants in nominals reported present contact with a DSS. One-third of the clients in the MPTI study reported contact with a Department of Social Services.

There were three client Nominal Groups organized from the Washington County Department of Social Services. One group included four females and one male, all of whom had not received service or aid through any other agency.

Another group included five female clients, with a third group of four female clients.

Summary of Department of Social Services Client Responses

Ranked first by client groups of Washington County DSS are: a request for food stamp programs for the county; more help with basic needs such as clothing and telephone, and help with clothing for mothers in school, who needed a course in Personal Appearance and Self-improvement.

Ranked second by the groups are requests for a clearinghouse for information about services offered in the county; a request for temporary household help for family emergencies like hospitalization, and a request for a clothing allowance, since rent uses up assistance money intended for purchasing clothing.

The third ranked priority problems by the clients of the DSS in Washington County include transportation for such basic necessities as getting to work, for medical appointments, and the laundromat. Another group ranked the replacement of surplus commodities programs with food stamp programs, in agreement with the first priority of an earlier group. Replacement of an agency administrator was ranked third by one group.

The most frequently mentioned problem category is agency administration. Clients requested that their children's school lunch tickets be the same color as other childrens' tickets, to preserve personal privacy. Clients request better service and less harassment from the DSS. Service delays

and discontinuations for some clients are frustrating. Across many groups the request for telephone service as a necessity was recorded.

Problems are frequently listed involving family and marital difficulties. They suggest programs in premarital counseling, child development and child discipline, and adolescent understanding. Closely allied to these problems are responses in the category of counseling, calling for individual guidance and vocational aptitude evaluation, coaching, and motivation work.

The clients rank transportation problems as very important, and are almost as concerned with the need for programs for the mentally handicapped and slow learners. A referral center was requested, as was a baby-sitting service like a day care center.

Comparison of Department of Social Services Staff and Client Responses

Staff and clients of Washington County DSS agreed that there are many administrative, public relations, and communication problems, between the agency and the public, which need to be solved. Both groups are sensitive to the needs in the community for better programs for the mentally retarded, better child care or day care facilities, and for a county-wide marriage counseling service available at low cost. The frequent mention by both staff and cleints of transportation needs indicates the desirability of Meals on Wheels, a volunteer coordinator for transportation arrangements, or a county-wide transportation system.

Clients cite problems in several areas not mentioned or stressed by the staff, including the need for a hotline or information service for the county. Only the clients identified employer prejudice.

In addition to noting agency improvements mentioned by the clients, the staff identify several problems not mentioned by clients. Family budget services for the clients, a drug therapy program, better foster care publicity and homes, legal aid for cleints, more staff to serve the clients, and special programs to improve the motivation of the clients are requested.

For additional information on the close agreement between staff and clients on specific problems in the delivery of social services in Washington County, refer to the transcribed responses which follow.

DEPARTMENT OF SOCIAL SERVICES

Washington County

Number of Groups: 5 Total Participating: 26

STAFF NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 5 female participants are case aides and deal with financial maintenance.

1. Case Aide I; 11 months in present position; 11 months in agency; Female, age 42; No degree.
2. Case Aide II; 2 years, 5 months in present position; 2 years, 5 months in agency; Female, age 46; No degree.
3. Case Aide II; 3 years in present position; 4 years in agency; Female, age 31; No degree.
4. Case Aide I; 3 months in present position; 3 months in agency; Female, age 26; No degree.
5. Case Aide I/Financial Maintenance; 1 year, 2 months in present position; 1 year, 2 months in agency; Female, age 34; No degree.

RESPONSES OF NOMINAL GROUP NO. 1

1. Need more training for para-professionals from state and county level such as how to identify emotionally disturbed persons, where do we go from there, and where do we go for referrals of emotionally disturbed and handicapped persons. Also, need interviewing techniques and budgeting techniques for our clients. (Pts. 10, 10, 10, 10, 10) (T-50) (R-1)
2. Lack of communication between bookkeeping and financial maintenance--they may close a case without telling the case aides to hold the check or change the check. (X) (Pts. 7, 8, 9, 9) (T-33) (R-2)
3. Need more homemaker services, such as budgeting a low income. Need more homemakers for training in the home. (Pts. 3, 4, 6, 8) (T-21) (R-3)
4. Lack of social services for General Relief clients. (Pts. 6, 6, 9) (T-21) (R-3)
5. Need periodic updating of clients' budget--- clothing, household needs, food, and shelter. (Pts. 1, 4, 7, 9) (T-21) (R-3)
6. Inappropriate training, job placement, and wages for disadvantaged persons and inappropriate counseling prior to training for clients. Needed areas of training are factory-related jobs and clerical skills. (XX) (Pts. 1, 5, 7, 7) (T-20) (R-4)
7. Unnecessary delays in processing needs--- length of time between application and training, red tape, and inadequate staffings. (X) (Pts. 5, 6, 8) (T-19) (R-5)
8. Para-professionals need a private area for interviewing clients. (X) (Pts. 8, 9) (T-17) (R-6)
9. Services or referral services for potential clients such as a person ready to commit suicide, but they cannot get social services because they are not eligible financially. (Pts. 2, 3, 5, 6) (T-16) (R-7)
10. Availability of training and jobs for people over 50 years of age. (Pts. 4, 8) (T-12) (R-8)

11. Inadequate facilities at the DSS, such as heating, janitorial services, equipment, and space. (Pts. 2, 5, 5) (T-12) (R-8)

12. Delay of information from the state level---clients know of change before case aides. (Pts. 1, 7) (T-8) (R-9)

13. Further information to para-professionals to help them further explain WIN to clients. (X) (Pts. 3, 4) (T-7) (R-10)

14. Problem is that there is no way for the head of the household to receive an income for training while on General Relief; also need help in budgeting. (No Points)

15. Mothers resist Vocational training because they fear losing program benefits---specifically the Medical Assistance Program. (X) (No Points)

16. Lack of transportation to seek employment, secure training, or continue employment and training. (Pts. 2, 4) (T-6)

17. No low-cost services are available for divorced persons, such as counseling, legal aid, psychiatry, or financial assistance. (Pts. 2) (T-2)

18. Lack of social services after the discontinuance of money payments, such as a male who is injured or unemployed returning to work. (Pts. 1, 3) (T-4)

19. Too much emphasis on training one member of a household when more could be employable. (No Points)

20. Lack of public relations program to inform the public of the DSS in regard to their responsibilities and functions. (Pts. 1, 2, 3) (T-6)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 4 female participants are with the Adult Services unit. Three of the 4 are social workers.

1. Social Worker I; 11 months in present position; 11 months in agency; Female, age 24; B.A., Sociology.

2. Social Worker I; 7 weeks in present position; 7 weeks in agency; Female, age 28; B.A., Sociology; 6 graduate credits.

3. Social Worker II; 1 year, 6 months in present position; 3 years, 3 months in agency; Female, age not indicated; B.S., Social Work and Psychology.

4. Case Aide I; 2 years, 6 months in present position; 4 years in agency; Female, age 47; No degree.

RESPONSES OF NOMINAL GROUP NO. 2

1. Lack of transportation, especially for people in wheelchairs and people in outlying areas where there is no organized transportation service. (XXX) (Pts. 9, 10, 10, 10) (T-39) (R-1)

2. Inadequate housing for the elderly and low-income families. (X) (Pts. 5, 8, 9, 9) (T-31) (R-2)

3. Need for more housekeeping services in Washington county to prevent institutionalization. (X) (Pts. 4, 5, 6, 9) (T-24) (R-3)

4. Need for community education concerning role of DSS. (Pts. 1, 7, 8) (T-16) (R-4)

5. Lack of a home visiting service for elderly and shut-ins. (Pts. 2, 5, 8) (T-15) (R-5)

6. Poor money management by clients. (Pts. 4, 7) (T-11) (R-6)

7. Need for more teamwork staffing in dealing with severely emotionally disturbed clients and those in nursing homes. (Pts. 3, 8) (T-11) (R-6)

8. Lack of professional and hospital personnel, such as social workers and administrators; a lack of cooperation in pre-placement planning into the nursing homes. (Pts. 4, 6) (T-10) (R-7)

9. Need for health insurance for people not eligible for DSS programs, who cannot afford it on their own. (Pts. 10) (T-10) (R-7)

10. Insufficient time to service clients due to caseload size and pre-placement planning in regard to nursing homes. (Pts. 2, 7) (T-9) (R-8)

11. Inadequate residential or group homes in Washington county. (X) (Pts. 1, 7) (T-8) (R-9)

12. Need for a telephone buddy system and a 24-hour Hotline for the elderly in Washington county. (X) (Pts. 3, 5) (T-8) (R-9)

13. Lack of motivation in seeking jobs and training by clients 18 through 21 years of age. (Pts. 6) (T-6) (R-10)

14. Need orientation programs and in-service training. (Pts. 6) (T-6) (R-10)

15. Too much red tape in processing applications for DVR clients, follow-up by DVR counselors, and length of time for doctors' reports. (Pts. 1) (T-1)

16. Lack of motivation for elderly, specifically those physically disabled and those who feel they are too old to participate in services available within the nursing homes. (No Points)

17. Too much red tape in Disabled Aid applications and appeals in terms of doctors' reports and a backlog in Madison. Difficult to get hearing aids. (X) (Pts. 2, 3) (T-5)

18. No adequate private or public facilities like ramps for paraplegics in Washington county. (No Points)

19. Client feels useless and withdraws because of disability or age. (No Points)

20. Want food stamps instead of commodity foods. (No Points)

21. More inter-agency communication and action on client referrals from financial to service needs. (Pts. 4) (T-4)

22. More jobs and retraining for the age group of 40 through 60 on General Relief. (No Points)

23. Need more involvement between our agency and the City and County Nurse. (X) (No Points)

24. Need for a Meals on Wheels program in Washington county now. (X) (No Points)

25. Money allowances for persons needing special diets. (No Points)

26. Need more staff in County Homes to serve our clients' needs. (Pts. 3) (T-3)

27. Inappropriate and unnecessary paper work and meetings in the agency, like the work inventory study. (Pts. 1, 2) (T-3)

28. More interaction between DSS and the Washington county senior citizen groups. (No Points)

Total Points: 220

COMPOSITION OF NOMINAL GROUP NO. 3

Criteria for Homogenous Grouping: All 5 participants are with the Family Services unit.

1. Social Worker II; 1 year, 6 months in present position; 3 years, 6 months in agency; Female, age 26; B.S., Sociology.
2. Homemaker; 5 years in present position; 5 years in agency; Female, age not indicated; No degree.
3. Social Worker I; 8 months in present position; 8 months in agency; Female, age 24; B.A., Sociology.
4. Case Worker I; 3 months in present position; 3 months in agency; Female, age 46; B.A., Social Work; 4 graduate credits.
5. Social Worker Supervisor; 16 months in present position; 16 months in agency; Male, age 43; B.A., History and Philosophy; M.S., Social Work.

RESPONSES OF NOMINAL GROUP NO. 3

1. Free day care and pre-school education at all socio-economic levels. (XXXX) (Pts. 6, 8, 9, 10) (T-33) (R-1)
2. Need for decent scattered low-income housing. (XXX) (Pts. 5, 8, 10) (T-23) (R-2)
3. Lack of community resources such as marital and family counseling. (X) (Pts. 4, 8, 10) (T-22) (R-3)
4. Need for job training without priorities---WIN's mandatory priority clients---family-supporting jobs, counseling and follow-through supervision. (XXX) (Pts. 8, 10) (T-18) (R-4)
5. Need for a birth control and maternity clinic, including control information and medical care. (XX) (Pts. 7, 9) (T-16) (R-5)
6. Lack of an inter- and intra-agency team approach with clients. (Pts. 4, 9) (T-13) (R-6)
7. Need good Consumer Education. (X) (Pts. 5, 7) (T-12) (R-7)
8. Summer and part-time jobs for teenagers. (Pts. 6, 6) (T-12) (R-7)
9. Length of time involved in getting clients into the Guidance Clinic, DVR, MPTI, and WIN programs is too long due to red tape caused by inadequate staff time on the part of these agencies, with our clients. (XX) (Pts. 4, 8) (T-12) (R-7)
10. Lack of organized baby-sitting service and emergency homemaker aides. (Pts. 4, 7) (T-11) (R-8)
11. Lack of community transportation such as buses, as well as cars for everything, like doctor appointments and recreation. (XXXX) (Pts. 1, 9) (T-10) (R-9)
12. An almost universal misunderstanding of the physically, mentally, and culturally handicapped person, which results in inadequate services. (Pts. 10) (T-10) (R-9)
13. Families have a failure complex---need highly qualified workers to deal with them. (Pts. 9) (T-9) (R-10)
14. Free legal services are grossly inadequate. It should be available on demand---versus at the lawyer's discretion. (X) (Pts. 1, 7) (T-8)

15. Inadequate physical facilities at the DSS in West Bend, such as an inadequate interviewing room, client waiting room, and poor heating and plumbing. (X) (Pts. 1, 2) (T-3)

16. Inadequate psychiatric counseling. Should be on a sliding scale basis for low-income persons. (Pts. 2, 5) (T-7)

17. Inadequate programs for developing socialization skills---to learn to relate in a group or in a one-to-one situation. Specifically, at Arbor Trace, which is a low-income housing development. (XXX) (Pts. 2) (T-2)

18. Unresponsiveness of the Washington County DSS administration to employees' needs and ideas, such as developing programs without input from staff. (Pts. 3, 3) (T-6)

19. Poor communication between WIN, the State DSS, and the Washington County DSS, due to frequent changes in state and federal mandates; also a lack of information on programs available through MPTI. (XX) (Pts. 1, 7) (T-8)

20. Lack of places to get good used items such as curtains, clothes, and furniture---the whole area of consumer purchasing. (X) (Pts. 2) (T-2)

21. Unrealistic expectation of the community in terms of clients' ability to stretch their budget. (X) (No Points)

22. Lack of established procedure for many social work activities in order to more successfully implement the worker's skills. (No Points)

23. Lack of public information concerning programs offered to the disadvantaged. (X) (Pts. 1, 3) (T-4)

24. Dormitory-type school for adolescents from problem homes. Not necessarily delinquents. (Pts. 4) (T-4)

25. Our Department's bad image resulting from hostile community attitudes toward recipients and the attitude of both recipients and the community that the DSS does not provide adequate services. (X) (Pts. 5) (T-5)

26. Lack of outreach services by the DSS, especially in intake, surplus commodities bus, volunteers, and a 24-hour emergency service. (XX) (Pts. 3) (T-3)

27. Lack of adequate medical training programs for clients, such as LPN and X-ray Technician. (Pts. 6) (T-6)

28. Homemaking Skill program for cooking, sewing, and child care offered in the home. (No Points)

29. Need Meals on Wheels or program of hot meals at the school where they come in. (No Points)

30. Need an adolescent recreation center in West Bend. (No Points)

31. Secondary education does not seem to be relevant---should have more orientation to the world of work. (Pts. 5) (T-5)

32. Lack of the appropriate response to Arbor Trace by the DSS. They should be dealt with on a group basis versus one-to-one. (Pts. 6) (T-6)

33. Need a 24-hour crisis switchboard. (No Points)

34. Should use clients in program formation and as volunteers. (Pts. 3) (T-3)

35. Conflict of values for a person in the community, the profession, and the client. (Pts. 2) (T-2)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 4

Criteria for Homogenous Grouping: All 6 participants are with the Court Services unit. Four of the 6 group members have been with the agency two months or less.

1. Social Worker V; 7 years in present position; 21 years in agency; Female, age 49; B.A., Journalism; M.S., Social Work.

2. Supervisor; 3 weeks in present position; 3 weeks in agency; Female, age 27; B.A., Sociology and Anthropology; M.S., Social Work.

3. Social Worker I; 1 month in present position; 1 month in agency; Male, age 28; B.A., Sociology.

4. Social Worker II; 19 months in present position; 3 years in agency; Female, age 26; B.A., Political Science; 3 graduate credits in Social Work.

5. Juvenile Court Worker; 2 months in present position; 2 months in agency; Female, age 31; B.S., M.S., Social Work.

6. Social Worker I; 2 months in present position; 2 months in agency; Male, age 23; A.B., Psychology and Sociology.

RESPONSES OF NOMINAL GROUP NO. 4

1. Need for marital and family counseling. (XX) (Pts. 5, 6, 8, 9, 9, 10) (T-47) (R-1)

2. Develop preventive services such as an effective pre-delinquent program and protective services. (XXX) (Pts. 8, 9, 9, 10) (T-36) (R-2)

3. More specific in-service training for staff in juvenile delinquency, laws pertaining to it, alcoholism, techniques in therapy, and court procedures. (XXXXX) (Pts. 4, 5, 10, 10) (T-29) (R-3)

4. High school is too inflexible to meet the students' needs; too much emphasis on academics, not enough individual evaluation. (XXX) (Pts. 8, 8, 9) (T-25) (R-4)

5. Need for parent effectiveness training. (XX) (Pts. 6, 6, 6, 7) (T-25) (R-4)

6. Lack of good, inexpensive, expedient psychiatric counseling, evaluation, and consultation. (Pts. 2, 5, 6, 7) (T-20) (R-5)

7. Need for child and adolescent care facilities such as foster homes, group homes, and receiving homes. (XXX) (Pts. 4, 4, 5, 6) (T-19) (R-6)

8. Need up-to-date knowledge of our agency's procedures, policies, programs, and services. (X) (Pts. 1, 5, 5, 7) (T-18) (R-7)

9. Degrading and inadequate office facilities, especially for interviewing. (XXXX) (Pts. 1, 2, 4, 8) (T-15) (R-8)

10. Inadequate Family Life Education within the school setting. Kids are ill prepared to meet responsibilities of adulthood and parenthood. (Pts. 4, 10) (T-14) (R-9)

11. Lack of professional status within the community. (Pts. 2, 10) (T-12) (R-10)

12. Schools are not geared to handle the problem adolescent---unmarried parents, drugs, and relationships. (X) (Pts. 1, 2) (T-3)

13. Inadequate public relations on the part of the agency in order to make clients or potential clients aware of what is available to them. (X) (Pts. 7) (T-7)

14. Professional material such as books and pamphlets for clients and staff on divorce and separation. (Pts. 1) (T-1)

15. Court social worker is not involved in a case until it gets into court and is expected to make the initial recommendation without adequate knowledge. (Pts. 1) (T-1)

16. Lack of accessible family planning information and resources. (Pts. 4) (T-4)

17. More available recreational facilities such as YMCA and YWCA. (Pts. 2, 3) (T-5)

18. Need housekeeping and child care services for divorced and separated, ill, and working parents. (XX) (Pts. 1, 3, 7) (T-11)

19. Lack of full or part-time employment for high school students. (Pts. 7) (T-7)

20. Need a tutoring program for "D" or failing students. (Pts. 8) (T-8)

21. Need a Vocational training placement service for divorced women and students. (X) (No Points)

22. Need better communications between agencies, especially better access to police and/or school files; lack of updating on new programs in other agencies. (XX) (Pts. 3, 3) (T-6)

23. Problem caused by parental reaction of resentment and hostility towards an outsider helping with family problems. (X) (Pts. 3) (T-3)

24. Caseloads are too high. (X) (No Points)

25. Inadequate legal services to clients. (XX) (Pts. 2) (T-2)

26. County-wide curfew needed for minors. (No Points)

27. Incompetent school guidance counselors; old history or math teachers. (No Points)

28. Transportation to the agency, training programs, and to the doctor. (X) (No Points)

29. Indiscriminative judgments made on the part of the agency administration in regard to particular clients. (No Points)

30. Problem of adjusting court expectations of the agency's social workers to be within the agency focus---within the role of the agency's workers. (Pts. 3) (T-3)

31. Attitudes of client to supervision---feeling of resentment. (No Points)

32. Need to develop better protective services for adults. (Pts. 9) (T-9)

33. Better implementation of programs like WIN. (No Points)

34. Need a specialized program to deal with mental retardation. (No Points)

35. Continuation of the welfare stigma by interpreting progress in terms of money saved in a fiscal year. (No Points)

Total Points: 330

COMPOSITION OF NOMINAL GROUP NO. 5

Criteria for Homogenous Grouping: All 6 participants are with the Protective or Special Services units. Five of the 6 participants have held their present position for one year or less.

1. Social Worker IV/Protective Services; 1 month in present position; 1 month in agency; Female, age 24; B.S., Sociology; M.S., Social Work.

2. Intake Social Worker I; 1 year in present position; 1 year in agency; Female, age 22; B.A., Sociology and English; 3 graduate credits in Social Work.

3. Foster Home Coordinator; 3 years, 6 months in present position; 3 years, 6 months in agency; Female, age 26; B.A., Sociology and Psychology; 12 graduate credits in Social Work.

4. Institutional Liaison; 5 months in present position; 5 months in agency; Female, age 23; B.S., Social Work; M.S., Social Work.

5. Intake Worker; 2 months in present position; 3 years in agency; Female, age 33; B.A., Biology; 6 graduate credits in Social Work; 9 graduate credits in Urology.

6. Social Worker/Protective Services; 7 months in present position; 5 years in agency; Male, age 33; B.A., Psychology and Sociology; 12 graduate credits.

RESPONSES OF NOMINAL GROUP NO. 5

1. Family Life Education starting in the primary schools, including Money Management, Sex Education, Marriage Education, Child Care and Development. (XX) (Pts. 2, 6, 9, 10, 10) (T-37) (R-1)

2. Need an effective WIN program. There is too much of a backlog, and motivated people now cannot get into the program. (Pts. 7, 8, 9) (T-24) (R-2)

3. Lack of private agencies offering services so people have a choice of purchasing, such as for psychological counseling and drinking problems. (XX) (Pts. 4, 4, 6, 9) (T-23) (R-3)

4. Need for additional specialists such as home-health aides, group leaders for parent groups, speech therapists, and home economists. (Pts. 2, 5, 5, 10) (T-22) (R-4)

5. Need to broaden the Samaritan Home and Guidance Clinic out-patient care and services. (Pts. 4, 7, 10) (T-21) (R-5)

6. Need for a day care center in the community and within the agency. (XX) (Pts. 5, 6, 8) (T-19) (R-6)

7. Lack of procedure, policy, and organization in the Washington County DSS. (X) (Pts. 7, 9) (T-16) (R-7)

8. Too much work for staff. Staff cannot provide adequate pre-placement counseling and after-care for those in residential treatment centers. (Pts. 7, 9) (T-16) (R-7)

9. Definite lack of qualified marital counseling. (XXX) (Pts. 5, 10) (T-15) (R-8)

10. Poor working conditions. Need more outside telephone lines, private offices, more interviewing rooms for staff who have client contacts at the agency, better custodial services, and desk lamps. (XXX) (Pts. 7, 8) (T-15) (R-8)

11. Vocational training needed, such as OJT, for youth between the ages of 15 and 18. This is especially needed for youth in treatment centers or after-care from a residential treatment center. (Pts. 6, 8) (T-14) (R-9)

12. Need live-in housekeeper services. (XXX) (Pts. 2, 3, 8) (T-13) (R-10)

13. Need special education programs for parents with mentally or physically handicapped children. (No Points)

14. Need for on-demand baby-sitting service. (XX) (Pts. 1, 8) (T-9)

15. Lack of information and misinformation on the public's part regarding services and programs. Need a public relations program headed by someone other than a social worker. (XX) (Pts. 2) (T-2)

16. Long-range planning is needed for clients who are mentally retarded or have severe learning disabilities. (No Points)

17. Clients need telephones. (X) (No Points)

18. Need for better communication between federal, state and local resources. (Pts. 2) (T-2)

19. Need more jobs for non-skilled clients. (Pts. 3, 4) (T-7)

20. In-service training in child development, family therapy, drug abuse, and parent roles. (XX) (Pts. 4, 6) (T-10)

21. Need for free legal aid services. (Pts. 3) (T-3)

22. Need for staff development in Transactional Analysis, as developed by Berne, Harris, and Steiner. (Pts. 9) (T-9)

23. Pre-delinquent services, such as family counseling, within the agency. (Pts. 1, 3) (T-4)

24. Workers at the state level seldom return messages. (No Points)

25. Transportation for clients to come to the agency, visits with friends, and for doctor's appointments. (XXXX) (Pts. 3, 4, 5) (T-12)

26. A need for group homes for children who are not particularly adaptable to foster care, but yet residential treatment is too extreme an alternative. (XX) (Pts. 1, 10) (T-11)

27. Housing at a reasonable cost. (X) (Pts. 1) (T-1)

28. Physical plant of residential treatment centers and nursing homes are sometimes depressing. (X) (No Points)

29. Prenatal and Child Care Education for adults of the community as a course or on a one-to-one basis. (Pts. 6) (T-6)

30. Need a Headstart Program for the mentally retarded, emotionally disturbed, and culturally disadvantaged. (Pts. 7) (T-7)

31. Social Security and the Veterans Administration are too slow in transferring payments. (No Points)

32. The school system is inflexible. There is a lack of alternatives for children. (Pts. 1, 2, 3, 5) (T-11)

33. No one to sign for 16- and 17-year-olds who want a drivers license. (No Points)

34. Out-stations are needed in outlying communities to offer financial aids and services. (No Points)

35. The Germantown School System is frustrating the operation of foster homes. (No Points)

36. Clients need money for special needs such as to replace clothing, furniture, special diets and recreation like Boy Scouts and camps. (No Points)

37. Need children's residential treatment centers closer to West Bend. (Pts. 1) (T-1)

38. Need a video tape system in the agency for client interviews. (No Points)

39. Need a playroom with a one-way mirror at the agency. (No Points)

40. Need more thorough psychiatric evaluations for the pre-placement of children in residential treatment centers. (No Points)

Total Points: 330

* * * *

CATEGORIZATION OF STAFF RESPONSES

DEPARTMENT OF SOCIAL SERVICES

Washington County

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Develop preventive services such as an effective pre-delinquent program and protective services. (XXX) (Pts. 8, 9, 9, 10) (T-36) (R-2)

2. Need an effective WIN program. There is too much of a backlog, and motivated people now cannot get into the program. (Pts. 7, 8, 9) (T-24) (R-2)

3. Lack of social services for General Relief clients. (Pts. 6, 6, 9) (T-21) (R-3)

4. Need for job training without priorities--WIN's mandatory priority clients---family-supporting jobs, counseling, and follow-through supervision. (XXX) (Pts. 8, 10) (T-18) (R-4)

5. Need to broaden the Samaritan Home and Guidance Clinic out-patient care and services. (Pts. 4, 7, 10) (T-21) (R-5)

6. Unnecessary delays in processing needs---length of time between application and training, red tape, and inadequate staffings. (X) (Pts. 5, 6, 8) (T-19) (R-5)

7. Services or referral services for potential clients such as a person ready to commit suicide, but they cannot get social services because they are not eligible financially. (Pts. 2, 3, 5, 6) (T-16) (R-7)

8. Lack of procedure, policy, and organization in the Washington County DSS. (X) (Pts. 7, 9) (T-16) (R-7)

9. Too much work for staff. Staff cannot provide adequate pre-placement counseling and after-care for those in residential treatment centers. (Pts. 7, 9) (T-16) (R-7)

10. Length of time involved in getting clients into the Guidance Clinic, DVR, MPTI, and WIN programs is too long due to red tape caused by inadequate staff time on the part of these agencies, with our clients. (XX) (Pts. 4, 8) (T-12) (R-7)

11. Insufficient time to service clients due to caseload size and pre-placement planning in regard to nursing homes. (Pts. 2, 7) (T-9) (R-8)

12. Problem is that there is no way for the head of the household to receive an income for training while on General Relief..... (No Points)

13. Mothers resist vocational training because they fear losing program benefits---specifically the Medical Assistance Program. (X) (No Points)

14. Lack of social services after the discontinuance of money payments, such as a male who is injured or unemployed returning to work. (Pts. 1, 3) (T-4)

15. Too much emphasis on training one member of a household when more could be employable. (No Points)

16. Want food stamps instead of commodity foods. (No Points)

17. Too much red tape in processing applications for DVR clients, follow-up by DVR counselors, and length of time for doctors' reports. (Pts. 1) (T-1)

18. Too much red tape in Disabled Aid applications and appeals in terms of doctors' reports and a backlog in Madison. Difficult to get hearing aids. (X) (Pts. 2, 3) (T-5)

19. Inappropriate and unnecessary paper work and meetings in the agency, like the work inventory study. (Pts. 1, 2) (T-3)

20. Unresponsiveness of the Washington County DSS administration to employees' needs and ideas, such as developing programs without input from staff. (Pts. 3, 3) (T-6)

21. Lack of established procedure for many social work activities in order to more successfully implement the worker's skills. (No Points)

22. Lack of outreach services by the DSS, especially in intake, surplus commodities bus, volunteers, and a 24-hour emergency service. (XX) (Pts. 3) (T-3)

23. Should use clients in program formation and as volunteers. (Pts. 3) (T-3)

24. Caseloads are too high. (X) (No Points)

25. County-wide curfew needed for minors. (No Points)

26. Indiscriminative judgments made on the part of the agency administration in regard to particular clients. (No Points)

27. Problem of adjusting court expectations of the agency's social workers to be within the agency focus---within the role of the agency's workers. (Pts. 3) (T-3)

28. Need to develop better protective services for adults. (Pts. 9) (T-9)

29. Better implementation of programs like WIN. (No Points)

30. Continuation of the welfare stigma by interpreting progress in terms of money saved in a fiscal year. (No Points)

31. Clients need telephones. (X) (No Points)

32. Social Security and the Veterans Administration are too slow in transferring payments. (No Points)

33. Out-stations are needed in outlying communities to offer financial aids and services. (No Points)

[3] Basic Needs: Food, Clothing, and Housing

1. Inadequate housing for . . . . . low-income families. (X) (Pts. 5, 8, 9, 9) (T-31) (R-2)

2. Need for decent scattered low-income housing. (XXX) (Pts. 5, 8, 10) (T-23) (R-2)

3. Need periodic updating of clients' budget---clothing, household needs, food, and shelter. (Pts. 1, 4, 7, 9) (T-21) (R-3)

4. Money allowances for persons needing special diets. (No Points)

DSS-Staff-Categorization
Basic Needs

5. Lack of places to get good used items such as curtains, clothes, and furniture---the whole area of consumer purchasing. (X) (Pts. 2) (T-2)

6. Housing at a reasonable cost. (X) (Pts. 1) (T-1)

7. Clients need money for special needs such as to replace clothing, furniture, special diets . . . . . (No Points)

[4] Budget: Family

1. Poor money management by clients. (Pts. 4, 7) (T-11) (R-6)

2. . . . . also need help in budgeting. (No Points)

[5] Child Care Centers

1. Free day care . . . . . (XXXX) (Pts. 6, 8, 9, 10) (T-33) (R-1)

2. Need for a day care center in the community and within the agency. (XX) (Pts. 5, 6, 8) (T-19) (R-6)

3. Lack of organized baby-sitting service . . . . . (Pts. 4, 7) (T-11) (R-8)

4. Need for on-demand baby-sitting service. (XX) (Pts. 1, 8) (T-9)

[6] Communications: Inter and Intra-Agency

1. Lack of communication between bookkeeping and financial maintenance---they may close a case without telling the case aides to hold the check or change the check. (X) (Pts. 7, 8, 9, 9) (T-33) (R-2)

2. Lack of an inter- and intra-agency team approach with clients. (Pts. 4, 9) (T-13) (R-6)

3. Need for more teamwork staffing in dealing with severely emotionally disturbed clients and those in nursing homes. (Pts. 3, 8) (T-11) (R-6)

4. Need up-to-date knowledge of our agency's procedures, policies, programs, and services. (X) (Pts. 1, 5, 5, 7) (T-18) (R-7)

5. Delay of information from the state level---clients know of change before case aides. (Pts. 1, 7) (T-8) (R-9)

6. Further information to para-professionals to help them further explain WIN to clients. (X) (Pts. 3, 4) (T-7) (R-10)

7. More inter-agency communication and action on client referrals from financial to service needs. (Pts. 4) (T-4)

8. Need more involvement between our agency and the City and County Nurse. (X) (No Points)

9. More interaction between DSS and the Washington county senior citizen groups. (No Points)

10. Poor communication between WIN, the State DSS, and the Washington County DSS, due to frequent changes in state and federal mandates; also a lack of information on programs available through MPTI. (XX) (Pts. 1, 7) (T-8)

11. Lack of the appropriate response to Arbor Trace by the DSS. They should be dealt with on a group basis versus one-to-one. (Pts. 6) (T-6)

12. Court social worker is not involved in a case until it gets into court and is expected to make the initial recommendation without adequate knowledge. (Pts. 1) (T-1)

13. Need better communications between agencies, especially better access to police and/or school files; lack of updating on new programs in other agencies. (XX) (Pts. 3, 3) (T-6)

14. Attitudes of client to supervision--feeling of resentment. (No Points)

15. Need for better communication between federal, state, and local resources. (Pts. 2) (T-2)

16. Workers at the state level seldom return messages. (No Points)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Lack of good, inexpensive, expedient psychiatric counseling, evaluation, and consultation. (Pts. 2, 5, 6, 7) (T-20) (R-5)

2. Inadequate psychiatric counseling. Should be on a sliding scale basis for low-income persons. (Pts. 2, 5) (T-7)

[9] Courses and Programs: Pre-school, Primary, Middle, and High School

1. Family Life Education starting in the primary schools, including Money Management, Sex Education, Marriage Education, Child Care and Development. (XX) (Pts. 2, 6, 9, 10, 10) (T-37) (R-1)

2. Free . . . . . pre-school education at all socio-economic levels. (XXXX) (Pts. 6, 8, 9, 10) (T-33) (R-1)

3. High school is too inflexible to meet the students' needs; too much emphasis on academics, not enough individual evaluation. (XXX) (Pts. 8, 8, 9) (T-25) (R-4)

4. Inadequate Family Life Education within the school setting. Kids are ill prepared to meet responsibilities of adulthood and parenthood. (Pts. 4, 10) (T-14) (R-9)

5. Secondary education does not seem to be relevant---should have more orientation to the world of work. (Pts. 5) (T-5)

6. Schools are not geared to handle the problem adolescent---unmarried parents, drugs, and relationships. (X) (Pts. 1, 2) (T-3)

7. Need a tutoring program for "D" or failing students. (Pts. 8) (T-8)

8. Incompetent school guidance counselors; old history or math teachers. (No Points)

9. The school system is inflexible. There is a lack of alternatives for children. (Pts. 1, 2, 3, 5) (T-11)

10. The Germantown School System is frustrating the operation of foster homes. (No Points)

[10] Courses and Programs: Vocational and Technical

1. Need for parent effectiveness training. (XX) (Pts. 6, 6, 6, 7) (T-25) (R-4)

2. Need good Consumer Education. (X) (Pts. 5, 7) (T-12) (R-7)

3. Lack of adequate medical training programs for clients, such as LPN and X-ray Technician. (Pts. 6) (T-6)

4. Prenatal and Child Care Education for adults of the community as a course or on a one-to-one basis. (Pts. 6) (T-6)

[11] Drugs, Alcoholism, and Emergency Services

1. Lack of private agencies offering services so people have a choice of purchasing, such as for psychological counseling and drinking problems. (XX) (Pts. 4, 4, 6, 9) (T-23) (R-3)

2. Need a 24-hour crisis switchboard. (No Points)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. Para-professionals need a private area for interviewing clients. (X) (Pts. 8, 9) (T-17) (R-6)

2. Degrading and inadequate office facilities, especially for interviewing. (XXXX) (Pts. 1, 2, 4, 8) (T-15) (R-8)

3. Poor working conditions. Need more outside telephone lines, private offices, more interviewing rooms for staff who have client contacts at the agency, better custodial services, and desk lamps. (XXX) (Pts. 7, 8) (T-15) (R-8)

4. Inadequate facilities at the DSS, such as heating, janitorial services, equipment, and space. (Pts. 2, 5, 5) (T-12) (R-8)

5. No adequate private or public facilities like ramps for paraplegics, in Washington county. (No Points)

6. Inadequate physical facilities at the DSS in West Bend, such as an inadequate interviewing room, client waiting room, and poor heating and plumbing. (X) (Pts. 1, 2) (T-3)

7. Professional material such as books and pamphlets for clients and staff on divorce and separation. (Pts. 1) (T-1)

8. Physical plant of residential treatment centers and nursing homes are sometimes depressing. (X) (No Points)

9. Need a video tape system in the agency for client interviews. (No Points)

10. Need a playroom with a one-way mirror at the agency. (No Points)

[13] Foster, Group, Nursing, Residential Care, Halfway, and Detention Homes

1. Need for child and adolescent care facilities such as foster homes, group homes, and receiving homes. (XXX) (Pts. 4, 4, 5, 6) (T-19) (R-6)

2. Lack of professional and hospital personnel, such as social workers and administrators; a lack of cooperation in pre-placement planning into the nursing homes. (Pts. 4, 6) (T-10) (R-7)

3. Inadequate residential or group homes in Washington county. (X) (Pts. 1, 7) (T-8) (R-9)

4. Dormitory-type school for adolescents from problem homes. Not necessarily delinquents. (Pts. 4) (T-4)

5. A need for group homes for children who are not particularly adaptable to foster care, but yet residential treatment is too extreme an alternative. (XX) (Pts. 1, 10) (T-11)

6. Need children's residential treatment centers closer to West Bend. (Pts. 1) (T-1)

7. Need more thorough psychiatric evaluations for the pre-placement of children in residential treatment centers. (No Points)

[14] Homemaking and Other Home Services

1. Need for more housekeeping services in Washington county to prevent institutionalization. (X) (Pts. 4, 5, 6, 9) (T-24) (R-3)

2. Need more homemaker services, such as budgeting a low income. Need more homemakers for training in the home. (Pts. 3, 4, 6, 8) (T-21) (R-3)

3. Lack of . . . . . emergency homemaker aides. (Pts. 4, 7) (T-11) (R-8)

4. Need live-in housekeeper services. (XXX) (Pts. 2, 3, 8) (T-13) (R-10)

5. Homemaking Skill program for cooking, sewing, and child care offered in the home. (No Points)

6. Need housekeeping and child care services for divorced and separated, ill, and working parents. (XX) (Pts. 1, 3, 7) (T-11)

[15] In-service

1. Need more training for para-professionals from state and county level such as how to identify emotionally disturbed persons, where do we go from there, and where do we go for referrals of emotionally disturbed and handicapped persons. Also, need interviewing techniques and budgeting techniques for our clients. (Pts. 10, 10, 10, 10, 10) (T-50) (R-1)

2. More specific in-service training for staff in juvenile delinquency, laws pertaining to it, alcoholism, techniques in therapy, and court procedures. (XXXXX) (Pts. 4, 5, 10, 10) (T-29) (R-3)

3. Need orientation programs and in-service training. (Pts. 6) (T-6) (R-10)

4. In-service training in child development, family therapy, drug abuse, and parent roles. (XX) (Pts. 4, 6) (T-10)

5. Need for staff development in Transactional Analysis, as developed by Berne, Harris, and Steiner. (Pts. 9) (T-9)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Inappropriate training and job placement ..... for disadvantaged persons and inappropriate counseling prior to training for clients. Needed areas of training are factory-related jobs and clerical skills. (XX) (Pts. 1, 5, 7, 7) (T-20) (R-4)

2. Summer and part-time jobs for teenagers. (Pts. 6, 6) (T-12) (R-7)

3. Availability of training and jobs for people over 50 years of age. (Pts. 4, 8) (T-12) (R-8)

4. Vocational training needed, such as OJT, for youth between the ages of 15 and 18. This is especially needed for youth in treatment centers or after-care from a residential treatment center. (Pts. 6, 8) (T-14) (R-9)

5. More jobs and retraining for the age group of 40 through 60 on General Relief. (No Points)

6. Lack of full or part-time employment for high school students. (Pts. 7) (T-7)

7. Need a Vocational training placement service for divorced women and students. (X) (No Points)

8. Need more jobs for non-skilled clients. (Pts. 3, 4) (T-7)

[17] Legal Aid

1. Free legal services are grossly inadequate. It should be available on demand---versus at the lawyer's discretion. (X) (Pts. 1, 7) (T-8)

2. Inadequate legal services to clients. (XX) (Pts. 2) (T-2)

3. Need for free legal aid services. (Pts. 3) (T-3)

[18] Marital and Family Problems

1. Need for marital and family counseling. (XX) (Pts. 5, 6, 8, 9, 9, 10) (T-47) (R-1)

2. Lack of community resources such as marital and family counseling. (X) (Pts. 4, 8, 10) (T-22) (R-3)

3. Definite lack of qualified marital counseling. (XXX) (Pts. 5, 10) (T-15) (R-8)

4. Families have a failure complex---need highly qualified workers to deal with them. (Pts. 9) (T-9) (R-10)

5. No low-cost services are available for divorced persons, such as counseling, legal aid, psychiatry, or financial assistance. (Pts. 2) (T-2)

6. Inadequate programs for developing socialization skills---to learn to relate in a group or in a one-to-one situation. Specifically, at Arbor Trace, which is a low-income housing development. (XXX) (Pts. 2) (T-2)

7. Problem caused by parental reaction of resentment and hostility towards an outsider helping with family problems. (X) (Pts. 3) (T-3)

8. Pre-delinquent services, such as family counseling, within the agency. (Pts. 1, 3) (T-4)

[19] Medical, Dental, and Optical

1. Need for health insurance for people not eligible for DSS programs, who cannot afford it on their own. (Pts. 10) (T-10) (R-7)

[20] Mental Retardation, Physical and Emotional Handicaps

1. An almost universal misunderstanding of the physically, mentally, and culturally handicapped person, which results in inadequate services. (Pts. 10) (T-10) (R-9)

2. Need a specialized program to deal with mental retardation. (No Points)

3. Need special education programs for parents with mentally or physically handicapped children. (No Points)

4. Long-range planning is needed for clients who are mentally retarded or have severe learning disabilities. (No Points)

5. Need a Headstart Program for the mentally retarded, emotionally disturbed, and culturally disadvantaged. (Pts. 7) (T-7)

[22] Motivation

1. Lack of motivation in seeking jobs and training by clients 18 through 21 years of age. (Pts. 6) (T-6) (R-10)

2. Client feels useless and withdraws because of disability or age. (No Points)

[24] Public Relations and Community Participation and Volunteers

1. Need for community education concerning role of DSS. (Pts. 1, 7, 8) (T-16) (R-4)

2. Lack of professional status within the community. (Pts. 2, 10) (T-12) (R-10)

3. Lack of public relations program to inform the public of the DSS in regard to their responsibilities and functions. (Pts. 1, 2, 3) (T-6)

4. Unrealistic expectation of the community in terms of clients' ability to stretch their budget. (X) (No Points)

5. Our Department's bad image resulting from hostile community attitudes toward recipients and the attitude of both recipients and the community that the DSS does not provide adequate services. (X) (Pts. 5) (T-5)

6. Conflict of values for a person in the community, the profession, and the client. (Pts. 2) (T-2)

7. Inadequate public relations on the part of the agency in order to make clients or potential clients aware of what is available to them. (X) (Pts. 7) (T-7)

8. Lack of information and misinformation on the public's part regarding services and programs. Need a public relations program headed by someone other than a social worker. (XX) (Pts. 2) (T-2)

[25] Recreation and Social

1. Need an adolescent recreation center in West Bend. (No Points)

2. More available recreational facilities such as YMCA and YWCA. (Pts. 2, 3) (T-5)

3. Clients need money for . . . . . recreation like Boy Scouts and camps. (No Points)

[26] Referral and Information Center

1. Lack of public information concerning programs offered to the disadvantaged. (X) (Pts. 1, 3) (T-4)

[27] Senior Citizens (Over 60 Years of Age)

1. Inadequate housing for the elderly . . . . . (X) (Pts. 5, 8, 9, 9) (T-31) (R-2)

2. Lack of a home visiting service for elderly and shut-ins. (Pts. 2, 5, 8) (T-15) (R-5)

3. Need for a telephone buddy system and a 24-hour Hotline for the elderly in Washington county. (X) (Pts. 3, 5) (T-8) (R-9)

4. Lack of motivation for elderly, specifically those physically disabled and those who feel they are too old to participate in services available within the nursing homes. (No Points)

5. Need for a Meals on Wheels program in Washington county now. (X) (No Points)

6. Need Meals on Wheels or program of hot meals at a school where they come in. (No Points)

[28] Sex Education and Family Planning

1. Need for a birth control and maternity clinic, including control information and medical care. (XX) (Pts. 7, 9) (T-16) (R-5)

2. Lack of accessible family planning information and resources. (Pts. 4) (T-4)

[29] Staff

1. Need for additional specialists such as home-health aides, group leaders for parent groups, speech therapists, and home economists. (Pts. 2, 5, 5, 10) (T-22) (R-4)

2. Need more staff in County Homes to serve our clients' needs. (Pts. 3) (T-3)

[30] Transportation

1. Lack of transportation, especially for people in wheelchairs and people in outlying areas where there is no organized transportation service. (XXX) (Pts. 9, 10, 10, 10) (T-39) (R-1)

2. Lack of community transportation such as buses, as well as cars for everything, like doctor appointments and recreation. (XXXX) (Pts. 1, 9) (T-10) (R-9)

3. Lack of transportation to seek employment, secure training, or continue employment and training. (Pts. 2, 4) (T-6)

4. Transportation to the agency, training programs, and to the doctor. (X) (No Points)

5. Transportation for clients to come to the agency, visits with friends, and for doctor's appointments. (XXXX) (Pts. 3, 4, 5) (T-12)

[31] Wages, Income, and Incentives

1. Inappropriate . . . . . wages for disadvantaged persons . . . . . (XX) (Pts. 1, 5, 7, 7) (T-20) (R-4)

[32] Miscellaneous

1. No one to sign for 16- and 17-year-olds who want a drivers license. (No Points)

DEPARTMENT OF SOCIAL SERVICES

Washington County

(It was the Helping Hand Welfare Rights organization which assisted the research team in the organization of the Nominal Group session representing the Washington County Department of Social Services. The group was approached at the suggestion of the DSS.)

Number of Groups: 3 Total Participating: 14

CLIENT NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 5 participants have not received service or aid through any other social service agency, either formerly or presently, other than the DSS.

1. Male, age 53; client of the DSS.
2. Female, age 37; client of the DSS.
3. Female, age 29; client of the DSS.
4. Female, age 22; client of the DSS.
5. Female, age 32; client of the DSS.

RESPONSES OF NOMINAL GROUP NO. 1

1. Want food stamps for Washington County. (XX) (Pts. 2, 3, 3, 6) (T-14) (R-1)
2. No money left after rent for clothing of family. (XX) (Pts. 1, 2, 5, 5) (T-13) (R-2)
3. Getting rid of Donald Ryd. (Pts. 6, 6) (T-12) (R-3)
4. What welfare calls luxury, clients need as a necessity. (Pts. 2, 3, 5) (T-10) (R-4)
5. Class on how to handle kids, ages 3-11. (X) (Pts. 4, 4) (T-8) (R-5)
6. Why does welfare mother have to wait until husband dies---he's almost dead--- before she receives Social Security. (Pts. 6) (T-6) (R-6)
7. How to get educated for a mental job for a person who has lost his manual job due to advanced technology, age, sickness, or physical handicap. (Pts. 6) (T-6) (R-6)
8. Special dental clinics for welfare recipients. (Pts. 2) (T-2)
9. Need better welfare employees--- people who know what they are doing. (Pts. 4) (T-4)
10. Transportation to doctor, store and family needs. (X) (No Points)
11. Shorter waiting period for fair hearing case. (Pts. 3) (T-3)
12. Someone to baby-sit while Mom is at the doctor's or dental office. (No Points)
13. Free admission to recreational activities, for welfare children, such as movies, dances, games and sports.
14. Baby-sitters for Mom to go to school. (No Points)
15. Clothing store for welfare recipients with new clothes and good fashions. (Pts. 5) (T-5)
16. Money for a telephone deposit and monthly bill---clients see phone as a necessity---not for long-distance calls. (Pts. 1, 3) (T-4)

17. Police harassment in Arbor Trace. (No Points)

18. Neighbors should mind their own business at Arbor Trace. (Pts. 1) (T-1)

19. Mother on a stepparent grant should be left on Medical Assistance grant. (Pts. 4) (T-4)

20. Counseling for quick-tempered mothers. (Pts. 4) (T-4)

21. Whole welfare department hassles clients too much. (Pts. 1) (T-1)

22. Counseling for clients who speak their mind---to obtain socialization and more appropriate behavior. (No Points)

23. Counseling or course for client not to become tongue-tied or up-tight when talking to strangers. (Pts. 5) (T-5)

Total Points: 105

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 5 participants are female and between the ages of 22 and 34 years old.

1. Female, age 32; client of the DSS.
2. Female, age 33; client of the DSS.
3. Female, age 34; client of the DSS; former client of WSES.
4. Female, age 24; client of the DSS.
5. Female, age 22; client of the DSS.

RESPONSES OF NOMINAL GROUP NO. 2

1. Basic needs such as clothing and telephone. (Pts. 3, 6, 6, 6) (T-21) (R-1)

2. Temporary household help for emergencies like hospitalization. (Pts. 2, 3, 4, 5) (T-14) (R-2)

3. Transportation to a job, medical appointments, and laundromat. (X) (Pts. 2, 3, 5) (T-10) (R-3)

4. More special education for the mentally handicapped and slow learners. (Pts. 1, 3, 5) (T-9) (R-4)

5. Slowness of services at the DSS, like the inventory list. (Pts. 4, 4) (T-8) (R-5)

6. Discipline of brain-damaged children. (Pts. 6) (T-6) (R-6)

7. Ambulance or rescue squad for Hartford. (Pts. 6) (T-6) (R-6)

8. Difficulty in understanding teen-agers. (Pts. 2) (T-2)

9. Baby-sitting problems. (No Points)

10. Fees for classes on a graduated scale when low-income, but not a recipient. (Pts. 5) (T-5)

11. Want food stamps. (Pts. 1) (T-1)

12. Food stamps and commodities. (Pts. 1, 4) (T-5)

13. Problem child who picks on younger children and prefers to be with adults. (Pts. 5) (T-5)

14. Family planning and clinical services for low-income persons not on AFDC. (Pts. 4) (T-4)

15. More short-term training programs. (Pts. 1) (T-1)

ERIC

16. Child development and child-rearing course. (Pts. 1, 2) (T-3)

17. Pre-marital training. (No Points)

18. Bus for mentally handicapped and slow learners. (No Points)

19. Free lunch program for low-income children---marginal income, but not a welfare recipient. (Pts. 3) (T-3)

20. Big companies advertise "Help Wanted" out-of-state, when there are employees right here. (Pts. 2) (T-2)

Total Points: 105

COMPOSITION OF NOMINAL GROUP NO. 3

Criteria for Homogenous Grouping: The 4 participants are female.

1. Female, age 39; client of the DSS; former client of WSES.
2. Female, age 25; client of the DSS.
3. Female, age 36; former client of the DSS.
4. Female, age 42; client of the DSS.

RESPONSES OF NOMINAL GROUP NO. 3

1. Personal Appearance and Self-improvement course--clothing for mothers for school. (Pts. 3, 4, 5) (T-12) (R-1)
2. Clearing house for publication of services offered. (Pts. 2, 6) (T-8) (R-2)
3. Dump surplus commodities and get food stamps. (Pts. 2, 6) (T-8) (R-2)
4. Service to locate and care for the elderly. (Pts. 3, 4) (T-7) (R-3)
5. Personal privacy in free lunch program--- same colored tickets for recipient's children. (Pts. 3, 4) (T-7) (R-3)
6. Information center for children with learning problems. (Pts. 6) (T-6) (R-4)
7. Better public relations from the DSS. (Pts. 6) (T-6) (R-4)
8. Transportation to commodity foods. (Pts. 5) (T-5) (R-5)
9. Transportation to the doctor---especially in the winter. (Pts. 5) (T-5) (R-5)
10. Less social workers and more service. (Pts. 5) (T-5) (R-5)
11. Fee adjustment for classes. (Pts. 1, 3) (T-4) (R-6)
12. Continued support until high school graduation by DSS. (Pts. 4) (T-4) (R-6)
13. No age limitation of children when parents can no longer have courses paid for by DSS. (No Points)
14. Want LPN course in Washington County. (X) (Pts. 1, 2) (T-3)
15. Baby-sitting for mothers to take training courses. (No Points)
16. Where to go for specific schooling for someone having one or more handicaps. (No Points)
17. Where to go for services for pre-school handicapped children. (No Points)
18. Free volunteer services for outside the West Bend city limits. (No Points)

19. Baby-sitting service for handicapped children to give the mother free time. (No Points)

20. In-home nursing service. (Pts. 1, 1) (T-2)

21. Job finders separate from the WSES. (Pts. 2) (T-2)

Total Points: 84

* * * *

CATEGORIZATION OF CLIENT RESPONSES

DEPARTMENT OF SOCIAL SERVICES

Washington County

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Want food stamps for Washington County. (XX) (Pts. 2, 3, 3, 6) (T-14) (R-1)

2. Dump surplus commodities and get food stamps. (Pts. 2, 6) (T-8) (R-2)

3. Getting rid of Donald Ryd. (Pts. 6, 6) (T-12) (R-3)

4. Personal privacy in free lunch program---same colored tickets for recipient's children. (Pts. 3, 4) (T-7) (R-3)

5. What welfare calls luxury, clients need as a necessity. (Pts. 2, 3, 5) (T-10) (R-4)

6. Slowness of services at the DSS, like the inventory list. (Pts. 4, 4) (T-8) (R-5)

7. Less social workers and more service. (Pts. 5) (T-5) (R-5)

8. Why does welfare mother have to wait until husband dies---he's almost dead---before she receives Social Security. (Pts. 6) (T-6) (R-6)

9. Continued support until high school graduation by DSS. (Pts. 4) (T-4) (R-6)

10. Shorter waiting period for fair hearing case. (Pts. 3) (T-3)

11. Police harassment in Arbor Trace. (No Points)

12. Mother on a stepparent grant should be left on Medical Assistance grant. (Pts. 4) (T-4)

13. Whole welfare department hassles clients too much. (Pts. 1) (T-1)

14. Need better welfare employees---people who know what they are doing. (Pts. 4) (T-4)

15. Money for a telephone deposit and monthly bill---clients see phone as a necessity---not for long-distance calls. (Pts. 1, 3) (T-4)

16. Want food stamps. (Pts. 1) (T-1)

17. Food stamps and commodities. (Pts. 1, 4) (T-5)

18. No age limitation of children when parents can no longer have courses paid for by DSS. (No Points)

[3] Basic Needs: Food, Clothing, and Housing

1. Basic needs such as clothing and telephone. (Pts. 3, 6, 6, 6) (T-21) (R-1)

2. Clothing for mothers for school. (Pts. 3, 4, 5) (T-12) (R-1)

3. No money left after rent for clothing of family. (XX) (Pts. 1, 2, 5, 5) (T-13) (R-2)

4. Clothing store for welfare recipients with new clothes and good fashions. (Pts. 5) (T-5)

[5] Child Care Centers

1. Someone to baby-sit while Mom is at the doctor's or dental office. (No Points)

2. Baby-sitters for Mom to go to school. (No Points)

3. Baby-sitting problems. (No Points)

4. Baby-sitting for mothers to take training courses. (No Points)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. How to get educated for a mental job for a person who has lost his manual job due to advanced technology, age, sickness, or physical handicap. (Pts. 6) (T-6) (R-6)

2. Counseling for quick-tempered mothers. (Pts. 4) (T-4)

3. Counseling for clients who speak their mind---to obtain socialization and more appropriate behavior. (No Points)

4. Counseling or course for client not to become tongue-tied or up-tight when talking to strangers. (Pts. 5) (T-5)

[9] Courses and Programs: Pre-school, Primary, Middle, and High School

1. Free lunch program for low-income children---marginal income, but not a welfare recipient. (Pts. 3) (T-3)

[10] Courses and Programs: Vocational and Technical

1. Personal Appearance and Self-improvement course . . . . . (Pts. 3, 4, 5) (T-12) (R-1)

2. Fee adjustment for classes. (Pts. 1, 3) (T-4) (R-6)

3. Want LPN course in Washington County. (X) (Pts. 1, 2) (T-3)

4. Fees for classes on a graduated scale when low-income, but not a recipient. (Pts. 5) (T-5)

5. More short-term training programs. (Pts. 1) (T-1)

[14] Homemaking and Other Home Services

1. Temporary household help for emergencies like hospitalization. (Pts. 2, 3, 4, 5) (T-14) (R-2)

2. In-home nursing service. (Pts. 1, 1) (T-2)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Job finders separate from the WSES. (Pts. 2) (T-2)

[18] Marital and Family Problems

1. Class on how to handle kids, ages 3-11. (X) (Pts. 4, 4) (T-8) (R-5)

2. Discipline of brain-damaged children. (Pts. 6) (T-6) (R-6)

3. Difficulty in understanding teen-agers. (Pts. 2) (T-2)

4. Problem child who picks on younger children and prefers to be with adults. (Pts. 5) (T-5)

5. Neighbors should mind their own business at Arbor Trace. (Pts. 1) (T-1)

6. Child development and child rearing course. (Pts. 1, 2) (T-3)

7. Pre-marital training. (No Points)

[19] Medical, Dental, and Optical

1. Ambulance or rescue squad for Hartford. (Pts. 6) (T-6) (R-6)

2. Special dental clinics for welfare recipients. (Pts. 2) (T-2)

[20] Mental Retardation, Physical and Emotional Handicaps

1. More special education for the mentally handicapped and slow learners. (Pts. 1, 3, 5) (T-9) (R-4)

2. Where to go for specific schooling for someone having one or more handicaps. (No Points)

3. Baby-sitting service for handicapped children to give the mother free time. (No Points)

4. Bus for mentally handicapped and slow learners. (No Points)

[23] Prejudice, Discrimination, and Employer Prejudice

1. Big companies advertise "Help Wanted" out-of-state, when there are employees right here. (Pts. 2) (T-2)

[24] Public Relations and Community Participation and Volunteers

1. Better public relations from the DSS. (Pts. 6) (T-6) (R-4)

2. Free volunteer services for outside the West Bend city limits. (No Points)

[25] Recreation and Social

1. Free admission to recreational activities for welfare children, such as movies, dances, games, and sports. (Pts. 1, 2) (T-3)

[26] Referral and Information Center

1. Clearing house for publication of services offered. (Pts. 2, 6) (T-8) (R-2)

2. Information center for children with learning problems. (Pts. 6) (T-6) (R-4)

3. Where to go for services for pre-school handicapped children. (No Points)

[27] Senior Citizens (Over 60 Years of Age)

1. Service to locate and care for the elderly. (Pts. 3, 4) (T-7) (R-3)

[28] Sex Education and Family Planning

1. Family planning and clinical services for low-income persons not on AFDC. (Pts. 4) (T-4)

[30] Transportation

1. Transportation to a job, medical appointments, and laundromat. (X) (Pts. 2, 3, 5) (T-10) (R-3)

2. Transportation to commodity foods. (Pts. 5) (T-5) (R-5)

3. Transportation to the doctor---especially in the winter. (Pts. 5) (T-5) (R-5)

4. Transportation to doctor, store, and family needs. (X) (No Points)

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TRANSCRIBED RESPONSES AND CATEGORIZATION OF TRANSCRIBED RESPONSES

DEPARTMENT OF SOCIAL SERVICES - HOMEMAKERS

STAFF RESPONSES AND CATEGORIZATION

Fond du Lac, Green Lake and Washington
Counties 206

ERIC

DEPARTMENT OF SOCIAL SERVICES - HOMEMAKERS

Fond du Lac, Green Lake and Washington Counties

Agency Function

An adjunct service of the departments of social services in the Moraine Park VTAE District is the Homemaker service. As an organized complementary social service, it offers qualified personal instruction designed for the preservation and improvement of normal family living. The program focuses on families with children, the aged, the chronically ill, and the physically or mentally handicapped. The program is planned in accordance with recommended standards of the National Council of Homemaker Services.

The Homemaker program is designed to assist in maintaining families and individuals in their own homes. Referrals are made by the DSS social workers, and the coordination between them and the homemaker is very beneficial to the success of the program. Improved cooperation by the families has been noted since the initiation of one-to-one instruction offered by the Homemaker service.

Budgeting, meal preparation, good nutrition on a limited budget, and help in organizing the home in times of stress or need, are provided.

Introduction to Department of Social Services Homemakers Staff Participants

One Nominal Group was organized from the Homemakers staff, which included representatives of the staff serving Fond du Lac, Green Lake, and Washington counties. The four women range in experience with their respective department of social services from six months to six years, and their ages ranged from 36 to 44 years. The Dodge County DSS Homemaker was included in the DSS Nominal at another time.

Summary of Department of Social Services Homemakers Staff Responses

Most important of all problems cited by the Homemaker staff is the need for family planning services to be readily available. Second in importance is a program to help clients in budgeting their money. Personal hygiene and cleanliness improvement for clients ranked third in importance from the viewpoint of the staff.

"Transportation for everything" is a widespread need, and also ranked third. Another response ranking third was their feeling that mothers need motivation.

Next in importance, ranking fourth, is the need for marriage and family counseling. This high-ranking problem is echoed in several other responses from the staff, including a need for help in immediate drug crises and family drinking problems. Also mentioned is a need for mothers to learn to

cook, a request for basic training in child care, and a desire to have DSS find out and control who is living in a recipient's household and sharing the welfare monies.

In-service is requested by the Homemakers staff to learn how to deal with retarded clients, how to motivate clients, and on how to help them with budgeting and consumer purchasing.

A need for community services, such as assistance during family emergencies, with 24-hour help in the home, is suggested. Volunteers to transport commodity food to families and to get needy individuals to a hospital for cancer treatments are cited by the Homemakers staff as an important need in the community.

Because of the nature of their clients, the Homemakers staff tended to focus on the marital and family problems, the need for homemaking services, and the personal motivation problems of the disadvantaged and handicapped clients they serve. Basic needs of food, clothing, and housing received staff attention. Eviction of a client is seen as a particularly distressing problem, since the staff finds it nearly impossible to locate new housing under such circumstances.

NOTE: The DSS Homemaker staff elected not to organize client Nominal Group Sessions independently from the DSS client sessions. It is assumed that some of their clients were represented in those Nominals, but the research team does not have this information available.

DEPARTMENT OF SOCIAL SERVICES - HOMEMAKERS

Fond du Lac, Green Lake and Washington Counties

(The Dodge County Department of Social Services homemaker did not participate in this nominal; however, she was included in the Staff Nominal for that agency at a later date.)

Number of Groups: 1 Total Participating: 4

STAFF NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: The 4 female participants comprise the entire homemaker staff of the three Department of Social Services offices represented by this group.

1. Homemaker II; 1 year in present position; 2 years in agency; Female, age 40; B.A., Home Economics.
2. Homemaker II; 1 year in present position; 3 years in agency; Female, age 44; No degree.
3. Homemaker I; 6 months in present position; 6 months in agency; Female, age 40; No degree.
4. Homemaker II; 4 years in present position; 6 years in agency; Female, age 36; No degree.

RESPONSES OF NOMINAL GROUP NO. 1

1. Family planning services readily available. (XX) (Pts. 6, 8, 9, 9) (T-32) (R-1)
2. Clients need help with budgeting their money---they overspend. (XX) (Pts. 3, 9, 9) (T-21) (R-2)
3. Lack of personal cleanliness of clients. (Pts. 6, 7, 7) (T-20) (R-3)
4. Transportation for everything. (X) (Pts. 10, 10) (T-20) (R-3)
5. Mothers need motivation. (Pts. 10, 10) (T-20) (R-3)
6. Need marriage counseling and family counseling. (X) (Pts. 6, 8) (T-14) (R-4)
7. Need day care centers for children. (Pts. 5, 8) (T-13) (R-5)
8. Too many persons living in the household, other than family members, sharing the welfare check. (Pts. 1, 2, 7) (T-10) (R-6)
9. Difficulty working with mentally retarded clients---want in-service. Also, in-service on how to motivate clients, helping them with their budget and consumer purchasing. (Pts. 1, 4, 5) (T-10) (R-6)
10. Clients are not aware of pricing---need help with consumer purchasing. Use charge accounts too much and are gullible with door-to-door salesmen. (X) (Pts. 4, 6) (T-10) (R-6)
11. Clients have drinking problems---need Al-Anon. (XX) (Pts. 1, 8) (T-9) (R-7)
12. Need child care for pre-school children in the home. (X) (Pts. 3, 5) (T-8) (R-8)
13. Need more recreational activities, especially at Arbor Trace in West Bend. Also, a place for teenagers. (Pts. 7) (T-7) (R-9)

14. Some mothers do not cook and children must shift for themselves. (Pts. 5) (T-5) (R-10)

15. Place where clients can obtain used clothing and furniture and a place to store donated materials. (Pts. 2) (T-2)

16. Need clothing for clients' children--- they are ridiculed. Also for adults. (X) (Pts. 4) (T-4)

17. Need someone to deal with immediate drug problems, other than the police. (No Points)

18. Parents either over-discipline or under-discipline children. (Pts. 2) (T-2)

19. Someone to help in the home on a 24-hour basis for emergency. (Pts. 3) (T-3)

20. Funds for homemakers to buy necessary materials to work with clients. (X) (Pts. 2) (T-2)

21. Housing is inadequate and when a client is evicted, it is difficult to find a house. (X) (Pts. 4) (T-4)

22. Too many cats and dogs in families--- should be restrictions on numbers. (Pts. 1) (T-1)

23. Need legal aid services. (Pts. 3) (T-3)

24. Truancy problems because some mothers leave the children stay home for no reason. (No Points)

25. Need volunteers for picking up commodities and to take a person to the hospital for cancer treatments. (No Points)

Total Points: 220

(The DSS Homemaker staff elected not to organize client Nominal Group Sessions independently from the DSS client sessions. It is assumed that some of their clients were represented in those Nominals, but the research team does not have this information available.)

* * * *

CATEGORIZATION OF STAFF RESPONSES

DEPARTMENT OF SOCIAL SERVICES - HOMEMAKERS

Fond du Lac, Green Lake and Washington Counties

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Too many cats and dogs in families--- should be restrictions on numbers. (Pts. 1) (T-1)

[3] Basic Needs: Food, Clothing, and Housing

1. Place where clients can obtain used clothing and furniture and a place to store donated materials. (Pts. 2) (T-2)

2. Need clothing for clients' children--- they are ridiculed. Also for adults. (X) (Pts. 4) (T-4)

3. Housing is inadequate and when a client is evicted, it is difficult to find a house. (X) (Pts. 4) (T-4)

[4] Budget: Family

1. Clients need help with budgeting their money---they overspend. (XX) (Pts. 3, 9, 9) (T-21) (R-2)

[5] Child Care Centers

1. Need day care centers for children. (Pts. 5, 8) (T-13) (R-5)

[11] Drugs, Alcoholism, and Emergency Services

1. Clients have drinking problems---need Al-Anon. (XX) (Pts. 1, 8) (T-9) (R-7)

2. Need someone to deal with immediate drug problems, other than the police. (No Points)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. Funds for homemakers to buy necessary materials to work with clients. (X) (Pts. 2) (T-2)

[14] Homemaking and Other Home Services

1. Lack of personal cleanliness of clients. (Pts. 6, 7, 7) (T-20) (R-3)

2. Clients are not aware of pricing---need help with consumer purchasing. Use charge accounts too much and are gullible with door-to-door salesmen. (X) (Pts. 4, 6) (T-10) (R-6)

3. Need child care for pre-school children in the home. (X) (Pts. 3, 5) (T-8) (R-8)

4. Someone to help in the home on a 24-hour basis for emergency. (Pts. 3) (T-3)

[15] In-service

1. Difficulty working with mentally retarded clients---want in-service. Also, in-service on how to motivate clients, helping them with their budget and consumer purchasing. (Pts. 1, 4, 5) (T-10) (R-6)

[17] Legal Aid

1. Need legal aid services. (Pts. 3) (T-3)

[18] Marital and Family

1. Family planning services readily available. (XX) (Pts. 6, 8, 9, 9) (T-32) (R-1)

2. Need marriage counseling and family counseling. (X) (Pts. 6, 8) (T-14) (R-4)

3. Too many persons living in the household, other than family members, sharing the welfare check. (Pts. 1, 2, 7) (T-10) (R-6)

4. Some mothers do not cook and children must shift for themselves. (Pts. 5) (T-5) (R-10)

5. Parents either over-discipline or under-discipline children. (Pts. 2) (T-2)

6. Truancy problems because some mothers leave the children stay home for no reason. (No Points)

[22] Motivation

1. Mothers need motivation. (Pts. 10, 10) (T-20) (R-3)

[24] Public Relations and Community Participation and Volunteers

1. Need volunteers for picking up commodities and to take a person to the hospital for cancer treatments. (No Points)

[25] Recreation and Social

1. Need more recreational activities, especially at Arbor Trace in West Bend. Also, a place for teenagers. (Pts. 7) (T-7) (R-9)

DSS-Homemakers-Staff-Categorization

[30] Transportation

1. Transportation for everything. (X)
   (Pts. 10, 10) (T-20) (R-3)

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TRANSCRIBED RESPONSES AND CATEGORIZATION OF TRANSCRIBED RESPONSES

EXPANDED FOOD AND NUITRITION EDUCATIONAL PROGRAM

STAFF RESPONSES AND CATEGORIZATION

Fond du Lac County 214

ERIC

EXPANDED FOOD AND NUTRITION EDUCATION PROGRAM

Fond du Lac County

Agency Function

The primary objective of the Expanded Food and Nutrition Education Program is to help families with limited resources acquire the knowledge, skills, and changed behavior necessary to achieve balanced, adequate diets. This program is co-sponsored by the United States Department of Agriculture, University of Wisconsin Extension.

Limited resource homemakers are hired and complete intensive three-week in-service training in subjects such as nutrition and nutrients, meal planning, food budgeting, food preparation, food storage, and food sanitation and safety. Following this training the homemakers, called Nutrition Program Assistants, make regularly scheduled home visits to homemaker students to teach them to utilize their resources more efficiently in preparing more nutritious meals and snacks for themselves and their families.

The Program Assistants are able to teach the following subjects to limited resource families individually or in group meetings:

- Essentials of good nutrition
- Planning of meals
- Purchasing food at a minimum cost
- Preparing palatable meals that satisfy nutritional needs
- Incorporating commodity foods into daily food intake
- Food safety and sanitation practices
- Proper food preservation techniques
- Principles of child growth, development, and abilities to handle problems that affect nutrition
- Managing limited resources
- Increasing ability to become competent consumers
- Increase participation by eligible families in government food programs--school lunch or commodity distribution programs.

There are no specific eligibility requirements for participants in the program because anyone who requires the help can receive it. However, the target population is limited resource families.

The total number of families served during 1972 was 189. All received visits by Program Assistants, and many were members of food study groups. During the spring months 1800 youths, enrolled in area schools, participated in a nutrition education series conducted by a Program Assistant. The students studied proper eating, health, wise snack choices, and eating habits. Sixty youths participated regularly in summer youth groups conducted by a Program Assistant. Many of these youth were from EFNEP [illegible]s.

The majority of program families have shown the need to study nutrition, meal planning, food preparation techniques, and food safety and sanitation.

Introduction to Expanded Food and Nutrition Education Program Staff Participants

The entire staff of the Fond du Lac county EFNEP office was included in one Nominal Group. The five women averaged about one year in their present position, and their ages ranged from 21 to 46 years. Three of the participants who function as Program Assistants are former DSS clients.

Summary of Expanded Food and Nutrition Education Program Staff Responses

The top-ranked problem, from the viewpoint of the EFNEP staff, is the need for transportation to get commodity foods, to attend classes, to go to group meetings, or to shop or receive medical attention for their clients. All participants mentioned this need.

All participants also raised the problem of homemaker motivation: helping clients realize that they could better themselves if they would try. A wide range of areas are cited, including employment, money management, and eating properly. Ranked third and mentioned by the entire group, is the problem of day care and child care to enable mothers to work. Also ranked third by the staff is the need for in-service training to help them better understand the psychology of low-income persons, including their jealousy of other poor people, other programs, etc.

Housing needs of the community are very high ranking problems. The EFNEP staff sees poor housing conditions and unsanitary conditions as real problems, and the need for a housing authority to actually enforce sanitation regulations. More economical home and appliance repairs are suggested: having the DSS employ a full-time repairman to service their clients would save big individual repair bills.

Vocational and Technical courses requested by the staff include courses in basic medical help, birth control, family size versus income, money management, nutrition, and food safety and sanitation. Instruction in child care for mothers would be welcome.

Counseling or personal instruction is called for to answer the needs in clients for motivation and development of a value system. Clients with physical handicaps need counseling in accepting their handicap. Teaching aids and recreational activities are lacking for clients of EFNEP.

Recognition of overweight as a medical and financial problem was made by the staff and was ranked below a more critical community need: the lack of major emergency medical services, such as a kidney machine which would be available to the poor when needed.

The staff of the EFNEP office was generally very client-centered, and identified a need for a clearing house for the available social services to avoid duplication of services and "wild-goose chases" by clients.

NOTE: On the date selected by the EFNEP staff for client participation in the research project they were unable to assemble a representative client group. At that time, the EFNEP staff elected not to make a second attempt to bring a client group together.

ERIC

EXPANDED FOOD AND NUTRITION EDUCATIONAL PROGRAM

Fond du Lac County

(The EFNEP is represented in Fond du Lac county only.)

Number of Groups: 1 Total Participating: 5

STAFF NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: The 5 female participants comprise the entire staff of EFNEP.

1. Program Assistant; 1 year in present position; 1 year in agency; Female, age 46, No degree.
2. Program Assistant; 1 year in present position; 1 year in agency; Female, age 21; No degree.
3. Program Assistant; 1 year, 1 month in present position; 1 year, 1 month in agency; Female, age 38; No degree.
4. Staff Assistant; 1 year in present position; 1 year in agency; Female, age 24; B.S., Clothing, Textiles and Design.
5. Nutrition Education Instructor; 1 year, 4 months in present position; 1 year, 4 months in agency; Female, age 23; B.S., Home Economics Education, Journalism.

RESPONSES OF NOMINAL GROUP NO. 1

1. Transportation to commodity foods, classes, church, group meetings, doctor and shopping. (XXXX) (Pts. 4, 5, 7, 8, 8) (T-32) (R-1)
2. Need to motivate the homemakers---help them realize they can better themselves if they try. Including employment, money management, and eating properly. (XXXX) (Pts. 1, 9, 10, 10) (T-30) (R-2)
3. Child care for children at home after school while mothers work. Also, child care in general. (XXXX) (Pts. 4, 5, 5, 9) (T-23) (R-3)
4. In-service on how to handle questions and problems of homemaker, such as their jealousy of other low-income people and the psychology of low-income persons. (Pts. 3, 10, 10) (T-23) (R-3)
5. Help with sanitation in homes. There should be an authority---someone who can demand it be sanitary---if they do not respond to help. (Pts. 7, 7, 7) (T-21) (R-4)
6. Clearing houses for clients with more than one person determining who is to work with them. Agency may refer or serve. This should avoid duplication of services. (X) (Pts. 1, 3, 6, 8) (T-18) (R-5)
7. Courses in Basic Medical Help, Birth Control, Family Size Versus Income, Money Management, Nutrition, and Food Safety and Sanitation. (XXXX) (Pts. 5, 8) (T-13) (R-6)
8. Better housing conditions. (Pts. 6, 6) (T-12) (R-7)

EFNEP-Staff-Responses

9. Lack of personal value system among low-income. (Pts. 3, 9) (T-12) (R-7)

10. Better communications between DSS and clients to explain aids. Also, between Program Assistants and homemakers---homemakers are the clients of the EFNEP. (Pts. 4, 7) (T-11) (R-8)

11. More teaching aides for Program Assistants and additional Program Assistants. (Pts. 2, 9) (T-11) (R-8)

12. Need handyman to fix T.V. and plumbing. DSS would save money if they employed a man versus paying the bills. Also, for low-income non-recipients. (Pts. 1, 4, 5) (T-10) (R-9)

13. Major emergency service like medical---kidney machine. (Pts. 10) (T-10) (R-9)

14. Need a liaison for better public relations between low-income persons and community to eliminate negative public opinion. (Pts. 1, 9) (T-10) (R-9)

15. Inadequate food supply in the home---fad foods and convenience foods. (X) (Pts. 2, 6) (T-8) (R-10)

16. Higher guidelines for help if the motivation is there, but the money isn't. Middle-low income and border, that are not recipients. (Pts. 8) (T-8) (R-10)

17. Need publicity of EFNEP. (X) (Pts. 2, 2) (T-4)

18. Lack of proper utensils and equipment in the homes. EFNEP should be able to provide basics at discretion of supervisor. (X) (No Points)

19. County nurses should develop a program for overweight persons where they visit in the home---being overweight is a medical and financial problem. (X) (Pts. 3, 4) (T-7)

20. Dental clinics for free or at reduced rates. Also, medical and optical. (X) (Pts. 6) (T-6)

21. Help in finding what areas of employment our clients are suited for. (Pts. 2) (T-2)

22. Inadequate recreational activities for the handicapped, such as wheelchair basketball. (Pts. 1) (T-1)

23. Some recipients misuse their commodity foods by resale, giving it away or feeding animals with it. More strict regulations and checks on them. (X) (No Points)

24. Motivation and help with acceptance of a physical handicap. (Pts. 3) (T-3)

Total Points: 275

(On the date selected by the EFNEP staff for client participation in the research project they were unable to assemble a representative client group. At that time, the EFNEP staff elected not to make a second attempt to bring a client group together.)

CATEGORIZATION OF STAFF RESPONSES

EXPANDED FOOD AND NUTRITION EDUCATIONAL PROGRAM

Fond du Lac County

[2] Agency Policy, Rules, Regulations, Administration, and laws

1. Higher guidelines for help if the motivation is there, but the money isn't. Middle-low income and border, that are not recipients. (Pts. 8) (T-8) (R-10)

2. Some recipients misuse their commodity foods by resale, giving it away or feeding animals with it. More strict regulations and checks on them. (X) (No Points)

[3] Basic Needs: Food, Clothing, and Housing

1. Better housing conditions. (Pts. 6, 6) (T-12) (R-7)

2. Inadequate food supply in the home---fad foods and convenience foods. (X) (Pts. 2, 6) (T-8) (R-10)

[5] Child Care Centers

1. . . . . Need child care in general. (XXXX) (Pts. 4, 5, 5, 9) (T-23) (R-3)

[6] Communications: Inter and Intra-Agency

1. Clearing houses for clients with more than one person determining who is to work with them. Agency may refer or serve. This should avoid duplication of services. (X) (Pts. 1, 3, 6, 8) (T-18) (R-5)

2. Better communications between DSS and clients to explain aids. Also, between Program Assistants and homemakers---homemakers are the clients of EFNEP. (X) (Pts. 4, 7) (T-11) (R-8)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Help in finding what areas of employment our clients are suited for. (Pts. 2) (T-2)

[10] Courses and Programs: Vocational and Technical

1. Courses in Basic Medical Help, Birth Control, Family Size Versus Income, Money Management, Nutrition, and Food Safety and Sanitation. (XXXX) (Pts. 5, 8) (T-13) (R-6)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. Lack of proper utensils and equipment in the homes. EFNEP should be able to provide basics at discretion of supervisor. (X) (No Points)

[14] Homemaking and Other Home Services

1. Child care for children at home after school while mothers work. (XXXX) (Pts. 4, 5, 5, 9) (T-23) (R-3)

2. Help with sanitation in homes. There should be an authority---someone who can demand it be sanitary---if they do not respond to help. (Pts. 7, 7, 7) (T-21) (R-4)

[15] In-service

1. In-service on how to handle questions and problems of homemaker, such as their jealousy of other low-income people and the psychology of low-income persons. (Pts. 3, 10, 10) (T-23) (R-3)

[19] Medical, Dental, and Optical

1. Major emergency service like medical---kidney machine. (Pts. 10) (T-10) (R-9)

2. County nurses should develop a program for overweight persons where they visit in the home---being overweight is a medical and financial problem. (X) (Pts. 3, 4) (T-7)

3. Dental clinics for free or at reduced rates. Also, medical and optical. (X) (Pts. 6) (T-6)

[20] Mental Retardation, Physical and Emotional Handicaps

1. Inadequate recreational activities for the handicapped, such as wheelchair basketball. (Pts. 1) (T-1)

[22] Motivation

1. Need to motivate the homemakers---help them realize they can better themselves if they try. Including employment, money management, and eating properly. (XXXX) (Pts. 1, 9, 10, 10) (T-30) (R-2)

2. Lack of personal value system among low-income. (Pts. 3, 9) (T-12) (R-7)

3. Motivation and help with acceptance of a physical handicap. (Pts. 3) (T-3)

[24] Public Relations and Community Participation and Volunteers

1. Need a liaison for better public relations between low-income persons and community to eliminate negative public opinion. (Pts. 1, 9) (T-10) (R-9)

2. Need publicity of EFNEP. (X) (Pts. 2, 2) (T-4)

[29] Staff

1. More teaching aides for Program Assistants and additional Program Assistants. (Pts. 2, 9) (T-11) (R-8)

2. Need handyman to fix T.V. and plumbing. DSS would save money if they employed a man versus paying the bills. Also, for low-income non-recipients. (Pts. 1, 4, 5) (T-10) (R-9)

[30] Transportation

1. Transportation to commodity foods, classes, church, group meetings, doctor and shopping. (XXXX) (Pts. 4, 5, 7, 8, 8) (T-32) (R-1)

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TRANSCRIBED RESPONSES AND CATEGORIZATION OF TRANSCRIBED RESPONSES

FEDERAL PROJECTS - INDIVIDUALIZED HOMEMAKERS

STAFF RESPONSES AND CATEGORIZATION

Dodge, Fond du Lac, Green Lake and Washington Counties 226

CLIENT RESPONSES AND CATEGORIZATION

Dodge County 233
Fond du Lac County 242
Green Lake County 246
Washington County 251

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FEDERAL PROJECTS - INDIVIDUALIZED HOMEMAKERS

Dodge, Fond du Lac, Green Lake and Washington Counties

Agency Function

This MPTI Individualized Homemakers project is designed to change and/or improve the behavioral patterns of disadvantaged homemakers who are not using their resources of time, energy, money, skills, or talents to the best advantage. The basic philosophy under which this project has functioned is that problems related to family and home management can best be treated in the most psychologically safe environment for the student---their own home. However, the philosophy expands to incorporate progression. The student is to move from individualized instruction to group instruction, and eventually he or she is expected to participate in educational programs, occupational training, or employment. Each student is exposed to a basic home economics curriculum.

A summary of the instruction and services provided by the IHM project includes:

Instruction	Services
Foods and Nutrition	Vocational and Personal Counseling
Clothing and Laundering	Introduction to Vocational School Programs
Health and Sanitation	Provides Opportunities for Jobs
Family Relationships	Develops Individualized Program for Each Student
Home Management and Budgeting	Coordinates Proper Utilization of Community Services
Sewing and Clothes Construction	Provides Transportation to Classes When Needed
Community Interest	Accepts Referrals From Other Agencies, Begins Services to Them.
Adjustment of Disability	
Adjustment to Terminal Diseases	
Child Care and Development	
Housing and Home Furnishings	
Personal Development	
Understanding Adolescents	
Consumer Education	
Daily Work Routine Scheduling	
Gardening and Lawn Care	
Personal Hygiene	
Rugmaking	

The clients of the IHM project who have received instruction or services are presented in Table 22-B.

TABLE 22B
TOTAL CLIENTS IN IHM PROJECT (FY '71-72)

Dodge County	63
Fond du Lac County	64
Green Lake County	53
Washington County	83
Total Moraine Park VTAE	263

Introduction to Individualized Homemakers Staff Participants

Two Nominal Groups of IHM staff members were organized, consisting of ten women ranging from 22 to 51 years of age. In one group participants were all home economist-instructors holding bachelors degrees in home economics. The second group were home economist aides, four with bachelors degrees and the fifth staff member a registered nurse.

Summary of Individualized Homemakers Staff Responses

One of the major problems hampering better delivery of services in the Individualized Homemakers project are the daily crises in the homes visited, which supplants the scheduled lessons. Also, the lack of information regarding clients' involvement with other agencies, the time wasted with non-client contacts, such as filing reports and attending meetings, and the need to motivate students to achieve in basic areas are ranked first or second. Administrative problems are mentioned frequently and the lack of cooperation among agencies also is mentioned as a high ranking problem.

Beyond the top-ranked responses above, the problem of replacing non-participating clients with those waiting to be included in the project proved vexing. The staff indicated that some clients need longer periods of aid than agencies are willing to give. Some staff feel that their services should not be limited to disadvantaged, when others in the community ask for help in budgeting or family relationships.

A group of responses focusing on the need for better understanding of the poor by agency and Moraine Park District staffs is noted. Highly critical comments are stated relating to a lack of administrative understanding or sympathy with the problems of the disadvantaged.

Continuing in-service training for the staff in dealing with specific instructional needs and to learn skills of motivation so as to better assist clients is identified as a high priority need.

The frequent breakdown of communication between staff and clients with regard to appointments in the home is cited as a frustrating problem. Inconsiderate family members who refuse to cooperate with clients, and unexpected visitors of the client which interrupt homemaking instruction are also cited as problems.

Child care facilities for clients, to enable them to attend group classes, are identified as a critical need and ranked second in one Nominal Group. Client-centered awareness of transportation problems

is ranked very high by the IHM staff. Lack of transportation in the district actually keeps some clients from becoming involved in group projects, according to the staff.

Introduction to Individualized Homemakers Client Participants

Forty-nine clients of the Individualized Homemakers project participated in the Nominal Groups. They were organized by county of residence as shown in Table 10. The 49 clients reported former client status with a total of 39 agencies other than IHM and active status with 40 agencies in addition to the IHM project at the time of the Nominal. Thus, the interviewed clients averaged nearly three agency contacts each, including the Individualized Homemakers project. In Fond du Lac county, the six clients reported a total of 27 agency contacts, for a considerably higher average of 4.5 agencies per participant. The Individualized Homemaker project was not listed on the information card. Only one client-participant in Nominals for other agencies specified any contact with the Individualized Homemakers project.

Introduction to Individualized Homemakers Clients From Dodge County

Dodge County clients of the IHM program were organized into three Nominal Groups. The first group of five females ranged in age from 20 to 66 years. The second group of six women were from 28 to 70 years of age, and the third group of five females ranged in age from 21 to 64 years. Eleven of the 16 clients were former or active clients of a county DSS or WSES office. The Dodge county clients were allowed to rank ten responses instead of the usual six.

Summary of Individualized Homemakers Client Responses From Dodge County

The three client groups identified their most difficult situations as centered around family problems. The clients desire to spend more time doing things to bring the family together. They expressed a need to dispel feelings of depression due to loneliness following the death of a family member, or because of desertion or divorce. Related to this is a very real concern about ex-husbands or husbands who refuse to pay child support, yet can afford to live extravagantly. Child care is also a need.

Most frequently mentioned, though not ranked above fourth in priority, is the course content for suggested Vocational, Technical and Adult Education courses. Requested courses and programs are ABE for illiterates and Spanish-speaking, HED courses, First Aid, Special Cooking for Care of Diabetic and Overweight Persons, Sewing, Mechanics for Women, Knitting, Office skills, Consumer Purchasing, Driver Education, Upholstering and other Home Economics skills, such as preparing commodity foods. Several of the same areas as above are mentioned as possibly being offered in the home by the instructors of the Homemakers project.

Health problems are frequently mentioned, as are problems of transportation related to health services. The basic level of the health problems are noteworthy: "Medical help not available in Theresa . . . ", "Medical bill payment when there is no insurance"; and "Want to learn a lot about venereal disease". The latter request is ranked third by one group.

Introduction to Individualized Homemakers Clients From Fond du Lac County

One Nominal Group of six females, 24 to 62 years of age, was organized from Fond du Lac county. Five of the six participants had also been clients of ADVOCAP, WSES, and DSS.

Summary of Individualized Homemakers Client Responses From Fond du Lac County

Family problems are frequently mentioned and ranked high---the need for better family communication, family self-discipline, and marriage counseling are indicated. Related to those problems are the problems of supporting a family when working a full-time, low-paying job, a need for child care so that mothers may work outside the home, and a request for courses in Child Development.

The lack of basic needs, such as clothing, are identified as real problems. Other financial problems include the trouble AFDC mothers have in maintaining a car for transportation, and paying medical or educational bills.

The highest ranking problem cited by Fond du Lac county Individualized Homemakers clients is the poor exchange of information among the agencies concerning services available to clients. Specific requests for referral and information centers are noted, especially in the area of medical assistance for the blind, and availability of classes in the county from all educational systems serving the county.

Two specific problems were reported by two-thirds of the clients and received high ranks---ranking second is the need for classes to teach slow learners basic self-discipline and basic relationships with other family members. The second problem, ranking fifth, is centered on courses requested for Vocational classes in Speech, Motivation, Budgeting, Sewing and Alterations, Special Diet Cooking, Repairing Used Furniture, Minor Home Repairs, Mathematics and English.

Introduction to Individualized Homemakers Clients From Green Lake County

Two Nominal Groups were organized of IHM clients from Green Lake county. One group, consisting of four females, age 24 to 38 years, indicated active or former client status with DSS, WIN, ADVOCAP, WSES, and MDTA. The other group of four women from 25 to 38 years of age, included clients with former or active client status with DSS, DVR, and WSES.

Summary of Individualized Homemakers Client Responses From Green Lake County

The top ranked problems from the two groups indicate the need for more information about services provided by all social agencies, and a very serious problem concerning income level. Clients indicate that their income is too low to meet needs for clothing, water, machinery, furniture, and plumbing. Other problems related to basic needs include pipes which freeze in the winter, obtaining good quality cloth and yard goods at a discount, and the need for a true discount store with actual discount prices.

The Green Lake county clients are a rare group in this study due to the extreme low-income level and high frequency of mental retardation and emotional problems within many of the families. They requested help with family problems more frequently than any other category. They gave rank to problems with children, husbands, disabled relatives, physically handicapped, and in-laws. Child-related problems are naturally individualized by the clients, but are generally high-ranked. Keeping children occupied, protecting children who are beaten on school busses, paying for children's educational expenses, and caring for children while parents work or during emergencies are identified as problems. Specific medical services for children are requested in two cases, one involving a hydrocephalic pre-school child with severe retardation.

The Individualized Homemakers clients from Green Lake county are looking for part-time and full-time employment. In each case, the high-ranking request included the need for OJT or apprenticeship training. Combined with the requests for specific courses, this problem area received a great deal of attention. Training is requested in Cooking, use of surplus commodities, Clothes Alterations, Bookkeeping, Beautician skills, Bank Cashier Training, Child-care Attendant training, and special training for the physically handicapped in non-physical work.

Introduction to Individualized Homemakers Clients From Washington County

Nineteen clients of the Washington County IHM project participated in the study. The first Nominal Group was composed of five female clients ranging from 25 to 35 years of age, all married to employed husbands. Each had children under 21 years of age, and expressed an interest and eagerness for educational programs. All of the women were involved in activities outside the home. Four of the five clients reported not having any contact with public service agencies other than the IHM.

The second group included younger single-parent family heads. The six women were from 20 to 33 years of age. Four of the six had pre-school or grade school children.

Another group was organized of clients with a history of emotional disturbance. Three women, ages 20, 23, and 34, with one man, age 61, reported former or active client status with WSES and DSS, plus other agencies.

The fourth group included two males, ages 25 and 57, and two females, 27 and 43 years of age. In each group, a sufficient number of responses were generated to allow the groups to rank ten responses rather than the customary six.

Summary of Individualized Homemakers Client Responses From Washington County

The most important problems from each group include requests for drug abuse education for children, a course on how to raise self-confidence, and how to manage money regardless of income. Requests for help with budgeting money is a first-ranked problem in two groups. The need for marriage counseling is tied as the top problem cited in one group.

Next in importance are problems in child guidance, learning about the law, money problems, weight control and improving efficiency in the home.

Third-ranked by the IHM Nominals are problems in gaining access to an LPN course of instruction, understanding wills and estates, how to be two parents at once, and problems in cooking.

Across the groups, marital and family problems received the most frequent mention. Problems of understanding, disciplining, and guiding children are most often mentioned, followed by problems of getting along with the spouse. Problems with neighbors are cited, as well as problems of self-adjustment to handicaps in the family.

Courses and counseling services are requested from the Vocational system with great frequency. Depression and learning to get along with others are two areas related to counseling which are seen as major problems. Specific courses requested include geography, world history, nature, Law, LPN, Business Shorthand and Typing, Diesel Engines, Driver Education, Consumer Protection, Interior Decorating, Nurses Aides, Photography, Upholstery, Nutrition, Heavy Equipment, personal hygiene and make-up, reading improvement, Mechanic training, and Cooking for Diabetics.

Child care services are needed. Many clients complained that the cost of clothing and school supplies for children is too high. Others listed a desire for many homemaking services including canning, freezing, and preserving produce, gardening, menu planning, tax form help, planning and sewing wardrobes, cooking, and tutoring in reading, mathematics, and home management.

There was an expressed need for sex education and family planning information for children, youth, and adults. Consumer protection and a referral service is needed, as well as senior citizen services.

Summary of the Four-County Individualized Homemakers Client Responses

The major problems for the 49 participants in Individualized Homemakers programs from the Moraine Park VTAE District are marital and family problems. Every group of clients, regardless of socioeconomic or health conditions, mentioned the need for marriage counseling services and legal aid services. In some cases, the problems are dictated by family structure and circumstances, as is often true of problems with children, or problems of non-support by an absent husband. Specific health problems contribute to family problems and to transportation needs. Nearly all mention of transportation problems linked them to the need to reach medical assistance, work or purchase food supplies.

The income level of the clients did influence the problems which are cited. By far the lowest income group, the Green Lake county clients, reflected hard times, economic deprivation . . ."need indoor plumbing", low esteem from case workers, children who had been beaten on busses, low educational level, and a very low standard of living.

One client Nominal Group from Washington county, on the other hand, seemed almost middle-class, as they indicated problems somewhat typical of families experiencing less permanent setbacks. The gross number of responses is evidence of a higher literacy, a higher verbal fluency level, than the other client groups. The content of responses shows a greater awareness of services available and of intellectual and emotional needs in themselves and their families. Concern for contact with a "parent figure" of the opposite sex, and concern for spending more time with children shows the clients' informed status on child development processes.

The problems ranked first priority among the client-nominals from Individualized Homemakers, in review, included an income too low to meet basic subsistence needs, requests for more information about the services offered by agencies, assistance for parents through courses in child guidance and marriage counseling, (particularly in combatting drug abuse among children), assistance in money management and obtaining jobs, self development courses to boost self-confidence, the need for individualized instruction in the ABE program, the need for medical services, and the need for more time to spend with the family of the client, especially for clients who work full-time jobs or more to provide support the family in one-parent situations.

Comparison of Individualized Homemakers Staff and Client Responses

The observations and priorities of the Individualized Homemakers project staff and clients differ on several points of emphasis. The staff expresses an awareness of this difference in their own responses: lack of administrative understanding and sympathy with the problems of the poor . . .too much time wasted with non-client contacts, such as filing reports and attending meetings . . . lack of support and understanding of adverse conditions of clients by the administration. In their own words, the staff pointed out the need for more awareness and sensitivity in their positions, which are among the most client-oriented in the District.

Client nominals cited over 20% of their problems in the family and marital difficulty category. Staff responses indicated being aware of family and marital problems with 4% of their responses. Another area which was stressed by clients and nearly missed by staff as a source of problems was the category including Vocational and Technical courses. Strangely, the staff saw no problems in the homemaking area, while the clients felt that over 10% of their problems were related to homemaking skill deficiencies.

FEDERAL PROJECTS - INDIVIDUALIZED HOMEMAKERS

Dodge, Fond du Lac, Green Lake and Washington Counties

(All instructors and aides from the Individualized Homemaker program representing Dodge, Fond du Lac, Green Lake and Washington counties were brought together for the Staff Nominal session. The research team's rationale was that there is no one county with enough staff to hold an independent nominal session and the homogenous criteria is based on the Home Economist-Instructor or Home Economist-Aide status of the participants.)

Number of Groups: 2 Total Participating: 10

STAFF NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 5 female participants are Home Economist-Instructors holding a Bachelors degree in Home Economics.

1. Home Economist; Parts of Fond du Lac, Waushara and Winnebago counties; 21 months in present position; 21 months in agency; Female, age 24; B.S., Home Economics Secondary Education; 6 graduate credits.

2. Home Economist; Washington county; 21 months in present position; 17 years, 6 months in agency; Female, age 36; B.A., Home Economics; 7 graduate credits.

3. Home Economist; Fond du Lac county; 21 months in present position; 21 months in agency; Female, age 25; B.S., Home Economics Education; 3 graduate credits.

4. Home Economist; Dodge county; 3 months in present position; 8 months in agency; Female, age 22; B.S., Home Economics.

5. Parent-Child Teacher/Coordinator; Moraine Park V.T.A.E. District; 2 months in present position; 6 years in agency; Female, age 46; B.A., Home Economics; 6 graduate credits in Special Education.

RESPONSES OF NOMINAL GROUP NO. 1

1. Daily crisis such as no food in home, eviction notice, school dropout, must supersede planned lesson objective. (X) (Pts. 9, 9, 10) (T-28) (R-1)

2. Homemaker instructors have a lack of knowledge about other agencies' involvement with our students. We should supply input and output with other agencies regularly. (XX) (Pts. 8, 9, 10) (T-27) (R-2)

3. Need to obtain and/or create more relevant teaching materials, such as a traveling library. (X) (Pts. 2, 4, 6, 6, 9) (T-27) (R-2)

4. Need client transportation and child care services when students are to attend group activities. (XXXX) (Pts. 8, 9, 10) (T-27) (R-2)

5. Need for a portable homemaking learning center that can be used at our Campus. (XXX) (Pts. 7, 7, 10) (T-24) (R-3)

6. Staff has a lack of knowledge of agency, community and the Moraine District's services and classes which could be of value to our students and their families. (XX) (Pts. 2, 6, 7, 8) (T-23) (R-4)

7. More in-service training for staff in dealing with sensitive subjects such as grooming and cleanliness. (Pts. 4, 5, 6) (T-15) (R-5)

8. Medical needs impair families from complete participation, initiative, and desire for educational opportunities. (X) (Pts. 1, 5, 8) (T-14) (R-6)

9. Our students look upon our Homemaking staff as ideal examples of womanhood and motherhood. Future staff recruiting must keep this standard in mind. (Pts. 4, 10) (T-14) (R-6)

10. Homemaking services should extend to other than the disadvantaged if they seek our help, such as in budgeting, family relationships. (Pts. 2, 5, 6) (T-13) (R-7)

11. Meeting the needs of the single parent. (Pts. 8) (T-8) (R-8)

12. Because student participation is voluntary, we do not always reach those who need it the most. (Pts. 7) (T-7) (R-9)

13. Poor service from District Office in areas of mail, delivery of equipment and supplies. (Pts. 7) (T-7) (R-9)

14. Need for in-service training to motivate clients, build self-confidence, child development, communications, and family relationships. (X) (Pts. 1, 1, 5) (T-7) (R-9)

15. Beaver Dam Campus needs full-time programs in Business Education, such as business machines. (Pts. 5) (T-5) (R-10)

16. Need for full-time Home Economics and Health Occupations programs in West Bend and Beaver Dam. (Pts. 2, 3) (T-5) (R-10)

17. Neglect of students to keep appointments. (X) (Pts. 4) (T-4)

18. Unexpected guests often interfere with daily plans and accomplishments. (Pts. 3) (T-3)

19. Lack of cooperation with other Moraine Park District services, such as Career Development and the Young Farmer program. (X) (No Points)

20. Too many written reports expected. (No Points)

21. Need for additional staff to recruit clients. (Pts. 1) (T-1)

22. Need for more storage and office space at our campuses. (X) (Pts. 4) (T-4)

23. Too much administrative emphasis on numbers of clients served versus quality of education. (Pts. 1, 3) (T-4)

24. Lack of administrative understanding and sympathy with the problems of the poor. (Pts. 2) (T-2)

25. Need to project to clients and families the value of work. (Pts. 3) (T-3)

26. Too much husband control in family. (No Points)

27. More communication with center supervisors to establish new classes. (XX) (Pts. 3) (T-3)

28. Planned appointments with clients interrupted by drop-in visits from other agency staff. (X) (No Points)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 5 female participants are Home Economist-Aides. Four of the five individuals hold a Bachelors degree in Home Economics.

1. Home Economist-Aide; Washington county; 1 year, 9 months in present position; 1 year, 9 months in agency; Female, age 51; Registered Nurse.

2. Home Economist-Aide; Dodge county; 1 month in present position; 1 month in agency; Female, age 28; B.S., Home Economics.

3. Home Economist-Aide; Green Lake and Fond du Lac counties; 1 year in present position; 1 year in agency; Female, age 45; B.S., Home Economics.

4. Home Economist-Aide, Green Lake county; 1 year in present position; 1 year in agency; Female, age 29; B.S., Broad Field Home Economist.

5. Home Economist-Aide; Washington county; 1 year in present position; 1 year in agency; Female, age 23; B.S., Home Economics.

RESPONSES OF NOMINAL GROUP NO. 2

1. Motivate students in areas of need rather than desire. (X) (Pts. 7, 10, 10) (T-27) (R-1)

2. Too much time wasted with non-client contacts, reports, and meetings. (XX) (Pts. 2, 3, 7, 9) (T-21) (R-2)

3. Innovative methods to motivate present students. (X) (Pts. 1, 9, 10) (T-20) (R-3)

4. Salary adjustment for the professional assigned to aide status. (Pts. 6, 6, 8) (T-20) (R-3)

5. Not able to involve clients in group projects because of a lack of transportation and child care facilities and personnel. (XX) (Pts. 1, 9, 9) (T-19) (R-4)

6. An enrolled student must participate to a reasonable degree or be deleted from the program---to open slots for others. (Pts. 3, 7, 9) (T-19) (R-4)

7. Cooperating agencies are sporadic and brief in attempts to help. (X) (Pts. 8, 10) (T-18) (R-5)

8. Students are absent or not ready for the homemaker to come to the home. They do not call or cancel appointments. (Pts. 1, 5, 8) (T-14) (R-6)

9. Lack of facilities and supplies in students' homes. (X) (Pts. 2, 5, 7) (T-14) (R-6)

10. Need incentive plans---child care, transportation---for students to attend classes with homemakers and the MPTI. (Pts. 4, 8) (T-12) (R-7)

11. Lack of cooperation from students' family regarding total program. (XX) (Pts. 4, 4, 4) (T-12) (R-7)

12. Lack of support and understanding of adverse conditions of clients by the administration. (Pts. 1, 2, 3, 5) (T-11) (R-8)

13. Lack of cooperation among agencies. (X) (Pts. 3, 7) (T-10) (R-9)

14. Brochure of community resources for students' entire family with listing of libraries, Scouting, and recreation. (Pts. 10) (T-10) (R-9)

15. Need simple Budgeting class. (Pts. 5, 5) (T-10) (R-9)

16. Need a screened community volunteer service---sitters, knitters, and crafters. (Pts. 1, 8) (T-9) (R-10)

17. Need to keep the quality of homemaker staff high for benefits of education, empathy, adaptability, and value system. (Pts. 2, 4) (T-6)

18. Better orientation of Homemaker staff to the program. (Pts. 6) (T-6)

19. Need motivation for prospective students. (Pts. 2, 6) (T-8)

20. Failure of existing leadership to establish course of study for aides. (Pts. 6) (T-6)

21. Hard time finding community facilities for small group activities in Green Lake county. (Pts. 3) (T-3)

Total Points: 275

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CATEGORIZATION OF STAFF RESPONSES

FEDERAL PROJECTS - INDIVIDUALIZED HOMEMAKERS

Dodge, Fond du Lac, Green Lake and Washington Counties

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Daily crisis such as no food in home, eviction notice, school dropout, must supersede planned lesson objective. (X) (Pts. 9, 9, 10) (T-28) (R-1)

2. Too much time wasted with non-client contacts, reports, and meetings. (XX) (Pts. 2, 3, 7, 9) (T-21) (R-2)

3. An enrolled student must participate to a reasonable degree or be deleted from the program---to open slots for others. (Pts. 3, 7, 9) (T-19) (R-4)

4. Cooperating agencies are sporatic and brief in attempts to help. (X) (Pts. 8, 10) (T-18) (R-5)

5. Homemaking services should extend to other than the disadvantaged if they seek our help, such as in budgeting, family relationships. (Pts. 2, 5, 6) (T-13) (R-7)

6. Lack of support and understanding of adverse conditions of clients by the administration. (Pts. 1, 2, 3, 5) (T-11) (R-8)

7. Because student participation is voluntary, we do not always reach those who need it the most. (Pts. 7) (T-7) (R-9)

8. Poor service from District Office in areas of mail, delivery of equipment and supplies. (Pts. 7) (T-7) (R-9)

9. Too many written reports expected. (No Points)

10. Too much administrative emphasis on numbers of clients served versus quality of education. (Pts. 1, 3) (T-4)

11. Lack of administrative understanding and sympathy with the problems of the poor. (Pts. 2) (T-2)

12. Need to keep the quality of homemaker staff high for benefits of education, empathy, adaptability, and value system. (Pts. 2, 4) (T-6)

13. Failure of existing leadership to establish course of study for aides. (Pts. 6) (T-6)

[4] Budget: Family

1. Need simple Budgeting class. (Pts. 5, 5) (T-10) (R-9)

[5] Child Care Centers

1. Need client . . . . . child care services when students are to attend group activities. (XXXX) (Pts. 8, 9, 10) (T-27) (R-2)

2. Not able to involve clients in group projects because of a lack of . . . . . child care facilities and personnel. (XX) (Pts. 1, 9, 9) (T-19) (R-4)

[6] Communications: Inter and Intra-Agency

1. Homemaker instructors have a lack of knowledge about other agencies' involvement with our students. We should supply input and output with other agencies regularly. (XX) (Pts. 8, 9, 10) (T-27) (R-2)

2. Staff has a lack of knowledge of agency, community and the Moraine Park District's services and classes which could be of value to our students and their families. (XX) (pts. 2, 6, 7, 8) (T-23) (R-4)

3. Students are absent or not ready for the homemaker to come to the home. They do not call or cancel appointments. (Pts. 1, 5, 8) (T-14) (R-6)

4. Lack of cooperation from students' family regarding total program. (XX) (Pts. 4, 4, 4) (T-12) (R-7)

5. Lack of cooperation among agencies. (X) (Pts. 3, 7) (T-10) (R-9)

6. Neglect of students to keep appointments. (X) (Pts. 4) (T-4)

7. Lack of cooperation with other Moraine Park District services, such as Career Development and the Young Farmer program. (X) (No Points)

8. More communication with center supervisors to establish new classes. (XX) (Pts. 3) (T-3)

9. Planned appointments with clients interrupted by drop-in visits from other agency staff. (X) (No Points)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Need to project to clients and families the value of work. (Pts. 3) (T-3)

[10] Courses and Programs: Vocational and Technical

1. Beaver Dam Campus needs full-time programs in Business Education, such as business machines. (Pts. 5) (T-5) (R-10)

2. Need for full-time Home Economics and Health Occupations programs in West Bend and Beaver Dam. (Pts. 2, 3) (T-5) (R-10)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. Need to obtain and/or create more relevant teaching materials, such as a traveling library. (X) (Pts. 2, 4, 6, 6, 9) (T-27) (R-2)

2. Need for a portable homemaking learning center that can be used at the campus center. (XXX) (Pts. 7, 7, 10) (T-24) (R-3)

3. Lack of facilities and supplies in students' homes. (X) (Pts. 2, 5, 7) (T-14) (R-6)

4. Need for more storage and office space at our campuses. (X) (Pts. 4) (T-4)

IHM-Staff-Categorization

[15] In-service

1. More in-service training for staff in dealing with sensitive subjects such as grooming and cleanliness. (Pts. 4, 5, 6) (T-15) (R-5)

2. Need for in-service training to motivate clients, build self-confidence, child development, communications, and family relationships. (X) (Pts. 1, 1, 5) (T-7) (R-9)

3. Better orientation of Homemaker staff to the program. (Pts. 6) (T-6)

[18] Marital and Family Problems

1. Meeting the needs of the single parent. (Pts. 8) (T-8) (R-8)

2. Too much husband control in family. (No Points)

[19] Medical, Dental, and Optical

1. Medical needs impair families from complete participation, initiative, and desire for educational opportunities. (X) (Pts. 1, 5, 8) (T-14) (R-6)

[22] Motivation

1. Motivate students in areas of need rather than desire. (X) (Pts. 7, 10, 10) (T-27) (R-1)

2. Innovative methods to motivate present students. (X) (Pts. 1, 9, 10) (T-20) (R-3)

3. Need motivation for prospective students. (Pts. 2, 6) (T-8)

[24] Public Relations and Community Participation and Volunteers

1. Need a screened community volunteer service---sitters, knitters, and crafters. (Pts. 1, 8) (T-9) (R-10)

2. Hard time finding community facilities for small group activities in Green Lake county. (Pts. 3) (T-3)

[26] Referral and Information Center

1. Brochure of community resources for students' entire family with listing of libraries, Scouting, and recreation. (Pts. 10) (T-10) (R-9)

[29] Staff

1. Our students look upon our Homemaking staff as ideal examples of wornanhood and motherhood. Future staff recruiting must keep this standard in mind. (Pts. 4, 10) (T-14) (R-6)

2. Need for additional staff to recruit clients. (Pts. 1) (T-1)

[30] Transportation

1. Need . . . . . client transportation when students are to attend group activities. (XXXX) (Pts. 8, 9, 10) (T-27) (R-2)

2. Not able to involve clients in group projects because of a lack of transportation . . . . . (XX) (Pts. 1, 9, 9) (T-19) (R-4)

[31] Wages, Income, and Incentives

1. Salary adjustment for the professional assigned to aide status. (Pts. 6, 6, 8) (T-20) (R-3)

2. Need incentive plans---child care, transportation---for students to attend classes with homemakers and the MPTI. (Pts. 4, 8) (T-12) (R-7)

[32] Miscellaneous

1. Unexpected guests often interfere with daily plans and accomplishments. (Pts. 3) (T-3)

ERIC

FEDERAL PROJECTS - INDIVIDUALIZED HOMEMAKERS

Dodge County

Number of Groups: 3 Total Participating: 16

CLIENT NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: It had been scheduled that twenty-five Individualized Homemaker program clients would participate in the study and the criteria for homogenous grouping was based on the fact that there would be 5 groups. At the time of the Nominal Group session only 16 of the twenty-five were present. The research team is not familiar with the backgrounds of the participants prior to the session; therefore, an arbitrary re-grouping of the clients by the team was necessary.

1. Female, age 20; client of IHM; former client of DSS and WSES.
2. Female, age 36; client of IHM and DSS; former client of WSES.
3. Female, age 66; no other information submitted by this client.
4. Female, age 23; client of IHM, DVR, and Workshops, Inc.
5. Female, age 54; client of IHM, MHC, and Workshops, Inc; former client of DSS, DVR, and WSES.

RESPONSES OF NOMINAL GROUP NO. 1

1. Spend more time doing things important to my family to bring them closer. Be more friendly with my family. (X) (Pts. 6, 7, 10) (T-23) (R-1)
2. Want someone to talk to so I don't get depressed. (X) (Pts. 6, 6, 9) (T-21) (R-2)
3. Want to learn a lot about venereal disease. (Pts. 1, 5, 6, 8) (T-20) (R-3)
4. Would like to come to school to take classes, to get interested in things outside of the home. (Pts. 4, 6, 9) (T-19) (R-4)
5. To get help for being nervous, depressed and uneasy feeling. (X) (Pts. 9, 10) (T-19) (R-4)
6. How to budget my money. (X) (Pts. 1, 8, 9) (T-18) (R-5)
7. Want a bigger house, but don't have the money. (Pts. 7, 9) (T-17) (R-6)
8. Learn about Low-calorie Cooking and Diabetic Cooking. (Pts. 7, 8) (T-15) (R-7)
9. Not a large enough welfare check. (X) (Pts. 4, 10) (T-14) (R-8)
10. What to do with a man who doesn't want to work. (Pts. 2, 10) (T-12) (R-9)
11. How to cope with being by yourself, due to the death of a loved one. (XX) (Pts. 5, 7) (T-12) (R-9)
12. Continue to go to school and learn different subjects. (X) (Pts. 3, 3, 5) (T-11) (R-10)
13. Come to school to learn to knit, sew and cook. (X) (Pts. 1, 2, 8) (T-11) (R-10

IHM-Client-Responses

14. How to get rid of someone I don't like. (Pts. 4, 7) (T-11) (R-10)

15. Want someone to help me learn to sew and make things. (XX) (Pts. 2, 5) (T-7)

16. Take Drivers Education. (Pts. 10) (T-10)

17. Need transportation. (X) (Pts. 3, 5) (T-8)

18. Want to know more about the habits and development of children. (X) (Pts. 2, 8) (T-10)

19. Need someone to baby-sit. (Pts. 4) (T-4)

20. Want to buy a home, but don't have the money. (Pts. 6) (T-6)

21. Learn to do Upholstering of furniture. (Pts. 1) (T-1)

22. Want to get my high school diploma. (Pts. 4) (T-4)

23. Get kids interested in things to keep them out of trouble. (Pts. 3) (T-3)

Total Points: 275

(This client group requested that they be allowed to rank ten, instead of the usual six responses, and because of the significant number of responses from the group, the research team granted their request.)

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: It has been scheduled that twenty-five Individualized Homemaker program clients would participate in the study and the criteria for homogenous grouping was based on the fact that there would be 5 groups. At the time of the Nominal Group session only 16 of the twenty-five were present. The research team is not familiar with the backgrounds of the participants prior to the session; therefore, an arbitrary re-grouping of the clients by the team was necessary.

1. Female, age 40; client of IHM, WSES, and DSS.

2. Female, age 34; client of IHM; former client of WSES and DSS.

3. Female, age 29; client of IHM and WSES.

4. Female, age 70; client of IHM; former client of WSES.

5. Female, age 28; no other information submitted by this client.

6. Female, age 29; client of IHM and MHC.

RESPONSES OF NOMINAL GROUP NO. 2

1. ABE on a one-to-one basis. (X) (Pts. 4, 7, 7, 9) (T-27) (R-1)

2. Medical help not available in Theresa. (Pts. 6, 8, 10) (T-24) (R-2)

3. Transportation for classes, for work and medical services and for special education classes in Beaver Dam. (X) (Pts. 2, 6, 10) (T-18) (R-3)

4. Special equipment not available for my son in Waupun's Special Education class. (Pts. 8, 9) (T-17) (R-4)

5. Need to recognize that foreign-born qualify for jobs in American market. (X) (Pts. 1, 5, 10) (T-16) (R-5)

6. More security in cities that have prisons. (Pts. 6, 10) (T-16) (R-5)

7. Special mother training for child recreation in the home. (Pts. 4, 5, 6) (T-15) (R-6)

8. Instruction for simple medical problems to be cared for in the home. (Pts. 5, 10) (T-15) (R-6)

9. Student center needed in Theresa, Waupun, Beaver Dam and Fox Lake. (Pts. 2, 2, 3, 7) (T-14) (R-7)

10. Special class for nervous mothers in child caring. (Pts. 1, 1, 5, 7) (T-14) (R-7)

11. Preparation for jobs for persons who haven't worked for a long period of time---Black people. (Pts. 6, 8) (T-14) (R-7)

12. One teacher for each class in the grade school in Theresa. (Pts. 5, 9) (T-14) (R-7)

13. More individualized help needed in sewing classes. (Pts. 3, 4, 4) (T-11) (R-8)

14. Child care service so I can attend classes. (X) (Pts. 3, 8) (T-11) (R-8)

15. Household help needed while in hospital to take care of children (Pts. 2, 8) (T-10) (R-9)

16. Too long to wait for disability Social Security without an income. (Pts. 10) (T-10) (R-9)

17. Need help in consumer purchasing. (Pts. 2, 2, 5) (T-9) (R-10)

18. Classes for parents and teenagers to overcome the generation gap. (Pts. 1, 4, 4) (T-9) (R-10)

19. Classes for parents to understand and aid their retarded child. (Pts. 9) (T-9) (R-10)

20. Foreign-born need help in adapting to American customs. (Pts. 9) (T-9) (R-10)

21. Inexpensive household help for the older people. (Pts. 9) (T-9)

22. Need classes in Power Machines. (No Points)

23. Spanish-Americans need more ABE. (Pts. 8) (T-8)

24. Need for sewing help in the home due to the cost of clothes. (No Points)

25. Need a class for recycling clothes for adults. (Pts. 6) (T-6)

26. Classes needed to organize work at home. (Pts. 7) (T-7)

27. Individualized homemaker should be more specific on services they have to offer. (Pts. 1, 3) (T-4)

28. Child care services for widower in the home. (Pts. 7) (T-7)

29. Class for preparing commodity foods. (Pts. 1, 3, 3) (T-7)

30. Transportation to small group classes for individualized homemaking. (No Points)

Total Points: 330

(This client group requested that they be allowed to rank ten instead of the usual six responses, and because of the significant number of responses from the group, the research team granted their request.)

COMPOSITION OF NOMINAL GROUP NO. 3

Criteria for Homogenous Grouping: It has been scheduled that twenty-five Individualized Homemaker program clients would participate in the study and the criteria for homogenous grouping was based on the fact that there would be 5 groups. At the time of the Nominal Group session only 16 of the twenty-five were present. The research team is not familiar with the backgrounds of the participants prior to the session; therefore, an arbitrary re-grouping of the clients by the team was necessary.

1. Female, age 24; client of IHM and DSS.
2. Female, age 43; client of IHM; former client of DSS.
3. Female, age 21; no other information submitted by this client.
4. Female, age 45; client of IHM, WSES, and DSS.
5. Female, age 64; client of IHM; former client of WSES.

RESPONSES OF NOMINAL GROUP NO. 3

1. Transportation to dentist, hospital, stores. (XX) (Pts. 7, 8, 9, 10) (T-34) (R-1)
2. Medical bills payment when there is no insurance. (Pts. 6, 10, 10) (T-26) (R-2)
3. Fuel for transportation---to visit a family member who is a long-term hospital patient while on welfare. (Pts. 7, 7, 9) (T-23) (R-3)
4. More instructors for the Homemaker program---one instructor must cover all problem areas. (Pts. 2, 7, 9) (T-18) (R-4)
5. Telephones are not considered a necessity by DSS. (Pts. 8, 10) (T-18) (R-4)
6. Help with medication bills when husband is on Social Security and the wife is not old enough. (Pts. 7, 10) (T-17) (R-5)
7. Licensed day-care center without outrageous rates for mothers who want to work days. (Pts. 8, 8) (T-16) (R-6)
8. Help with budgeting. (X) (Pts. 5, 9) (T-14) (R-7)
9. Material for sewing clothes. (Pts. 3, 4, 6) (T-13) (R-8)
10. Pharmacies have a great difference in prices. (Pts. 3, 4, 6) (T-13) (R-8)
11. Place for teenagers to go in Horicon. (Pts. 2, 4, 5) (T-11) (R-9)
12. Want a Powder Puff Mechanics course. (Pts. 5, 6) (T-11) (R-9)
13. Office Work refresher courses. (Pts. 1, 1, 8) (T-10) (R-10)
14. Money for clothes. (Pts. 2, 3, 5) (T-10) (R-10)
15. Someone to talk to during the day. (Pts. 1, 9) (T-10) (R-10)
16. Need a job working days. (No Points)
17. Getting a teenager to the Guidance Clinic. (Pts. 5) (T-5)
18. What do you do about a man who left his family, has a new car, only pays $20 a week and hasn't seen his children in three years, but lives nearby? (Pts. 1, 6) (T-7)

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19. Long-term elderly hospital patient, deserted by husband and left with bills---no help from welfare because of a few stocks and no insurance. (No Points)

20. Close the books on disinterested homemaker students and those who can no longer be helped, so new students can begin. (Pts. 3) (T-3)

21. People don't know how to use Surplus Commodities. (Pts. 1, 4) (T-5)

22. No incentive for working when on the step-mother clause through DSS. (Pts. 4) (T-4)

23. I dislike a mother with more than three children having to go through a Baby-sitting course to take care of recipient's children and be paid by welfare. (Pts. 2, 2) (T-4)

24. Homemaker students do not always tell the instructor their problem areas because of pride, shame, and fear. (Pts. 3) (T-3)

Total Points: 275

(This client group requested that they be allowed to rank ten instead of the usual six responses, and the research team granted their request.)

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CATEGORIZATION OF CLIENT RESPONSES

FEDERAL PROJECTS - INDIVIDUALIZED HOMEMAKERS

Dodge County

[1] Adult Basic Education and Adult High School Diploma and Equivalency

1. ABE on a one-to-one basis. (X) (Pts. 4, 7, 7, 9) (T-27) (R-1)
2. Want to get my high school diploma. (Pts. 4) (T-4)
3. Spanish-Americans need more ABE. (Pts. 8) (T-8)

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Telephones are not considered a necessity by DSS. (Pts. 8, 10) (T-18) (R-4)
2. Not a large enough welfare check. (X) (Pts. 4, 10) (T-14) (R-8)
3. Too long to wait for disability Social Security without an income. (Pts. 10) (T-10) (R-9)
4. Long-term elderly hospital patient, deserted by husband and left with bills--- no help from welfare because of a few stocks and no insurance. (No Points)
5. Close the books on disinterested homemaker students and those who can no longer be helped, so new students can begin. (Pts. 3) (T-3)
6. I dislike a mother with more than three children having to go through a Baby-sitting course to take care of recipient's children and be paid by welfare. (Pts. 2, 2) (T-4)

[3] Basic Needs: Food, Clothing, and Housing

1. Want a bigger house, but don't have the money. (Pts. 7, 9) (T-16) (R-6)
2. Material for sewing clothes. (Pts. 3, 4, 6) (T-13) (R-8)
3. Money for clothes. (Pts. 2, 3, 5) (T-10) (R-10)
4. Want to buy a home, but don't have the money. (Pts. 6) (T-6)

[4] Budget: Family

1. How to budget my money. (X) (Pts. 1, 8, 9) (T-18) (R-5)
2. Help with budgeting. (X) (Pts. 5, 9) (T-14) (R-7)

[5] Child Care Centers

1. Licensed day-care center without outrageous rates for mothers who want to work days. (Pts. 8, 8) (T-16) (R-6)
2. Child care service so I can attend classes. (X) (Pts. 3, 8) (T-11) (R-8)
3. Need someone to baby-sit.. (Pts. 4) (T-4)

[6] Communications: Inter and Intra-Agency

1. Individualized homemaker should be more specific on services they have to offer. (Pts. 1, 3) (T-4)
2. Homemaker students do not always tell the instructor their problem areas because of pride, shame, and fear. (Pts. 3) (T-3)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. To get help for being nervous, depressed and uneasy feeling. (X) (Pts. 9, 10) (T-19) (R-4)
2. Foreign-born need help in adapting to American customs. (Pts. 9) (T-9) (R-10)

[9] Courses and Programs: Pre-school, Primary, Middle, and High School

1. One teacher for each class in the grade school in Theresa. (Pts. 5, 9) (T-14) (R-7)

[10] Courses and Programs: Vocational and Technical

1. Would like to come to school to take classes, to get interested in things outside of the home. (Pts. 4, 6, 9) (T-19) (R-4)
2. Instruction for simple medical problems to be cared for in the home. (Pts. 5, 10) (T-15) (R-6)
3. Learn about Low-calorie Cooking and Diabetic Cooking. (Pts. 7, 8) (T-15) (R-7)
4. More individualized help needed in sewing classes. (Pts. 3, 4, 4) (T-11) (R-8)
5. Want a Powder Puff Mechanics course. (Pts. 5, 6) (T-11) (R-9)
6. Come to school to learn to knit, sew and cook. (X) (Pts. 1, 2, 8) (T-11) (R-10)
7. Continue to go to school and learn different subjects. (X) (Pts. 3, 3, 5) (T-11) (R-10)

8. Office Work refresher courses. (Pts. 1, 1, 8) (T-10) (R-10)

9. Need help in consumer purchasing. (Pts. 2, 2, 5) (T-9) (R-10)

10. Take Drivers Education. (Pts. 10) (T-10)

11. Learn to do Upholstering of furniture. (Pts. 1) (T-1)

12. Need classes in Power Machines. (No Points)

13. Need a class for recycling clothes for adults. (Pts. 6) (T-6)

14. Classes needed to organize work at home. (Pts. 7) (T-7)

15. Class for preparing commodity foods. (Pts. 1, 3, 3) (T-7)

[14] Homemaking and Other Home Services

1. Household help needed while in hospital to take care of children. (Pts. 2, 8) (T-10) (R-9)

2. Want someone to help me learn to sew and make things. (XX) (Pts. 2, 5) (T-7)

3. Need for sewing help in the home due to the cost of clothes. (No Points)

4. People don't know how to use Surplus Commodities. (Pts. 1, 4) (T-5)

5. Child care services for widower in the home. (Pts. 7) (T-7)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Need a job working days. (No Points)

[18] Marital and Family Problems

1. Spend more time doing things important to my family to bring them closer. Be more friendly with my family. (X) (Pts. 6, 7, 10) (T-23) (R-1)

2. Want someone to talk to so I don't get depressed. (X) (Pts. 6, 6, 9) (T-21) (R-2)

3. Special mother training for child recreation in the home. (Pts. 4, 5, 6) (T-15) (R-6)

4. Special class for nervous mothers in child caring. (Pts. 1, 1, 5, 7) (T-14) (R-7)

5. How to cope with being by yourself, due to the death of a loved one. (XX) (Pts. 5, 7) (T-12) (R-9)

6. What to do with a man who doesn't want to work. (Pts. 2, 10) (T-12) (R-9)

7. Someone to talk to during the day. (Pts. 1, 9) (T-10) (R-10)

8. Classes for parents and teenagers to overcome the generation gap. (Pts. 1, 4, 4) (T-9) (R-10)

9. Get kids interested in things to keep them out of trouble. (Pts. 3) (T-3)

10. What do you do about a man who left his family, has a new car, only pays $20 a week and hasn't seen his children in three years, but lives nearby? (Pts. 1, 6) (T-7)

11. Want to know more about the habits and development of children. (X) (Pts. 2, 8) (T-10)

12. Getting a teenager to the guidance clinic. (Pts. 5) (T-5)

[19] Medical, Dental, and Optical

1. Medical bills payment when there is no insurance. (Pts. 6, 10, 10) (T-26) (R-2)

2. Medical help not available in Theresa. (Pts. 6, 8, 10) (T-24) (R-2)

3. Help with medication bills when husband is on Social Security and the wife is not old enough. (Pts. 7, 10) (T-17) (R-5)

4. Pharmacies have a great difference in prices. (Pts. 3, 4, 6) (T-13) (R-8)

[20] Mental Retardation, Physical, and Emotional Handicaps

1. Special equipment not available for my son in Waupun's Special Education class. (Pts. 8, 9) (T-17) (R-4)

2. Classes for parents to understand and aid their retarded child. (Pts. 9) (T-9) (R-10)

[21] Minorities

1. Preparation for jobs for persons who haven't worked for a long period of time--Black people. (Pts. 6, 8) (T-14) (R-7)

2. Spanish-Americans need more ABE. (Pts. 8) (T-8)

[23] Prejudice, Discrimination, and Employer Prejudice

1. Need to recognize that foreign-born qualify for jobs in American market. (X) (Pts. 1, 5, 10) (T-16) (R-5)

[25] Recreation and Social

1. Student center needed in Theresa, Waupun, Beaver Dam and Fox Lake. (Pts. 2, 2, 3, 7) (T-14) (R-7)

2. Place for teenagers to go in Horicon. (Pts. 2, 4, 5) (T-11) (R-9)

[27] Senior Citizens (Over 60 Years of Age)

1. Inexpensive household help for the older people. (Pts. 9) (T-9)

[28] Sex Education and Family Planning

1. Want to learn a lot about venereal disease. (Pts. 1, 5, 6, 8) (T-20) (R-3)

[29] Staff

1. More instructors for the Homemaker program---one instructor must cover all problem areas. (Pts. 2, 7, 9) (T-18) (R-4)

[30] Transportation

1. Transportation to dentist, hospital, stores. (XX) (Pts. 7, 8, 9, 10) (T-34) (R-1)

ERIC

2. Fuel for transportation---to visit a family member who is a long-term hospital patient while on welfare. (Pts. 7, 7, 9) (T-23) (R-3)

3. Transportation for classes, for work and medical services and for special education classes in Beaver Dam. (X) (Pts. 2, 6, 10) (T-18) (R-3)

4. Need transportation. (X) (Pts. 3, 5) (T-8)

5. Transportation to small group classes for individualized homemaking. (No Points)

[31] Wages, Income, and Incentives

1. No incentive for working when on the step-mother clause through DSS. (Pts. 4) (T-4)

[32] Miscellaneous

1. More security in cities that have prisons. (Pts. 6, 10) (T-16) (R-5)

2. How to get rid of someone I don't like. (Pts. 4, 7) (T-11) (R-10)

FEDERAL PROJECTS - INDIVIDUALIZED HOMEMAKERS

Fond du Lac County

Number of Groups: 1 Total Participating: 6

CLIENT NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: It had been scheduled that twenty-one Individualized Homemaker program clients would participate in the study and the criteria for homogenous grouping was based on the fact that there would be 3 groups. At the time of the Nominal Group session only 6 of the twenty-one were present. The research team is not familiar with the backgrounds of the participants prior to the session; therefore, an arbitrary re-grouping of the clients by the team was necessary.

1. Female, age 37; client of IHM and ADVOCAP; a former client of the DSS and WSES.
2. Female, age 48; client of IHM and MHC; a former client of DSS, WIN, WSES, and ADVOCAP.
3. Female, age 25; client of IHM, ADVOCAP; a former client of DSS, DVR, and WSES.
4. Female, age 26; client of IHM, DSS, MHC, and ADVOCAP; a former client of WSES.
5. Female, age 24; client of IHM, DSS, and WIN; a former client of WSES, MHC, and ADVOCAP.
6. Female, age 62; former client of IHM.

RESPONSES OF NOMINAL GROUP NO. 1

1. More information on what services are available by all agencies. This could be done by a brochure or an agency established to direct a person to all available agencies. (Pts. 2, 3, 5, 6, 6, 6) (T-28) (R-1)
2. Want better communication with teen-age children---need for classes with parents and children. More information for the parents on the school 's expectations and rules for the children. Need better family communication. (XX) (Pts. 2, 2, 4, 5) (T-13) (R-2)
3. Raising of the maximum income allowed before medical and educational assistance is allowed. (Pts. 3, 4, 6) (T-13) (R-2)
4. More information on what medical assistance is available for the blind and partially blind, and what is available before and after a person is off of Medical Assistance, through the DSS. (XX) (Pts. 3, 4, 5) (T-12) (R-3)
5. More legal aid for non-support. Once you are on your own, there are no services available. Also, for harassment by bill collectors; we were paying rent on time, but couldn't cover our other bills and lost two apartments. (X) (Pts. 1, 3, 6) (T-10) (R-4)
6. Need classes to deal with slow learners, such as their discipline problems and family relations. Would like a Speech class, Motivation of Family Members course, Budgeting class, Sewing and Alterations class, Special Diet class---such as for diabetics and persons with allergies---Repairing Used Furniture and Minor Home Repairs course, as well as Math and English classes. (XXXX) (Pts. 4, 5) (T-9) (R-5)

7. Baby-sitting so I can go out to work, or work to do in my home. Emergency baby-sitting and baby-sitting so I can attend classes. (XX) (Pts. 1, 2, 3) (T-6) (R-6)

8. Assistance in eliminating discrimination by landlords against persons on assistance and large families. (X) (Pts. 2, 4) (T-6) (R-6)

9. Need for teen-age employment, either summer or year-round part-time, including children not old enough for a work permit. (X) (Pts. 6) (T-6) (R-6)

10. Provision for upkeep and repairs of cars through the DSS for AFDC mothers---also for purchasing tires. (X) (Pts. 5) (T-5)

11. Transportation for evening recreational and cultural events, for classes at MPTI and for emergencies. (XXX) (Pts. 3) (T-3)

12. More information on all classes available in the area by all educational systems. Bring the MPTI evening course brochure mailing list up-to-date. (X) (Pts. 2) (T-2)

13. Need a family-supporting job for men and women. Need better preparation for employment and pre-training testing for part-time and full-time jobs. (X) (Pts. 4) (T-4)

14. More used clothing available---exchange center between families. (Pts. 1, 1, 1) (T-3)

15. Eliminate or reduce course fees for low-income persons. (Pts. 5) (T-5)

16. Adequate marital counseling---both group and individual. (Pts. 1) (T-1)

Total Points: 126

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CATEGORIZATION OF CLIENT RESPONSES

FEDERAL PROJECTS - INDIVIDUALIZED HOMEMAKERS

Fond du Lac County

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Raising of the maximum income allowed before medical and educational assistance is allowed. (Pts. 3, 4, 6) (T-13) (R-2)

2. Provision for upkeep and repairs of cars through the DSS for AFDC mothers---also for purchasing tires. (X) (Pts. 5) (T-5)

[3] Basic Needs: Food, Clothing, and Housing

1. More used clothing available---exchange center between families. (Pts. 1, 1, 1) (T-3)

[5] Child Care Centers

1. Baby-sitting so I can go out to work, or work to do in my home. Emergency baby-sitting and baby-sitting so I can attend classes. (XX) (Pts. 1, 2, 3) (T-6) (R-6)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. ..... Need better preparation for employment and pre-training testing for part-time and full-time jobs. (X) (Pts. 4) (T-4)

[9] Courses and Programs: Pre-school, Primary, Middle, and High School

1. ..... More information for the parents on the school's expectations and rules for the children ..... (XX) (Pts. 2, 2, 4, 5) (T-13) (R-2)

[10] Courses and Programs: Vocational and Technical

1. Would like a Speech class, Motivation of Family Members course, Budgeting class, Sewing and Alterations class, Special Diet class---such as for diabetics and persons with allergies---Repairing Used Furniture and Minor Home Repairs course, as well as Math and English classes. (XXXX) (Pts. 4, 5) (T-9) (R-5)

2. Eliminate or reduce course fees for low income persons. (Pts. 5) (T-5)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Need for teen-age employment, either summer or year-round part-time, including children not old enough for a work permit. (X) (Pts. 6) (T-6) (R-6)

2. Need a family-supporting job for men and women ..... (X) (Pts. 4) (T-4)

[17] Legal Aid

1. More legal aid for non-support. Once you are on your own, there are no services available. Also, for harassment by bill collectors; we were paying rent on time, but couldn't cover our other bills and lost two apartments. (X) (Pts. 1, 3, 6) (T-10) (R-4)

[18] Marital and Family Problems

1. Want better communication with teen-age children---need for classes with parents and children ..... Need better family communication. (XX) (Pts. 2, 2, 4, 5) (T-13) (R-2)

2. Need classes to deal with slow learners, such as their discipline problems and family relations ..... (XXXX) (Pts. 4, 5) (T-9) (R-5)

3. Adequate marital counseling---both group and individual. (Pts. 1) (T-1)

[23] Prejudice, Discrimination, and Employer Prejudice

1. Assistance in eliminating discrimination by landlords against persons on assistance and large families. (X) (Pts. 2, 4) (T-6) (R-6)

[26] Referral and Information Center

1. More information on what services are available by all agencies. This could be done by a brochure or an agency established to direct a person to all available agencies. (Pts. 2, 3, 5, 6, 6, 6) (T-28) (R-1)

2. More information on what medical assistance is available for the blind and partially blind, and what is available before and after a person is off of Medical Assistance, through the DSS. (XX) (Pts. 3, 4, 5) (T-12) (R-3)

IHM-Client-Categorization
Referral and Information Center

3. More information on all classes available in the area by all educational systems. Bring the MPTI evening course brochure mailing list up-to-date. (X) (Pts. 2) (T-2)

[30] Transportation

1. Transportation for evening recreational and cultural events, for classes at MPTI and for emergencies. (XXX) (Pts. 3) (T-3)

FEDERAL PROJECTS · INDIVIDUALIZED HOMEMAKERS

Green Lake County

Number of Groups: 2 Total Participating: 8

CLIENT NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: It had been scheduled that twenty Individualized Homemaker program clients would participate in the study and the criteria for homogenous grouping was based on the fact that there would be 3 groups. At the time of the Nominal Group session only 8 of the twenty were present. The research team is not familiar with the backgrounds of the participants prior to the session; therefore, an arbitrary re-grouping of the clients by the team was necessary.

1. Female, age 24; client of IHM and ADVOCAP; former client of DSS.
2. Female, age 30; client of IHM, DSS and WIN.
3. Female, age 38; client of IHM and DSS.
4. Female, age 34; client of IHM and DSS; former client of WSES and MDTA.

RESPONSES OF NOMINAL GROUP NO. 1

1. Too low an income for needs like clothing, water, machinery, furniture, —not welfare recipients. (XXX) (Pts. 6, 6, 6) (T-18) (R-1)
2. Discount stores should have discount items at discount prices. (Pts. 3, 5) (T-8) (R-2)
3. Want to get into a beautician apprenticeship versus formal schooling. (Pts. 3, 5) (T-8) (R-2)
4. DSS doesn't help those that really try, but rather those that sit in the tavern all day---no help for low-income versus recipients. (Pts. 2, 5) (T-7) (R-3)
5. Check-cashier training---OJT. (Pts. 2, 4) (T-6) (R-4)
6. Keeping children occupied at home, including getting them to get their homework and chores done as well as recreation for children in the country. (Pts. 6) (T-6) (R-4)
7. Husband won't cooperate and it causes difficulty in the marriage. (Pts. 5) (T-5) (R-5)
8. Kids get beaten up on the Berlin school bus and it takes too long to get to school---many transfers. (Pts. 1, 3) (T-4) (R-6)
9. Rental book system in grade schools too expensive and children can't take books home or write in them, plus you don't get any money back. (X) (Pts. 4) (T-4) (R-6)
10. Need indoor plumbing. (Pts. 4) (T-4) (R-6)
11. Help with balancing a checkbook and starting a savings account. (X) (Pts. 4) (T-4) (R-6)
12. Need Bookkeeping help but not enough time to take a course. (No Points)
13. Cooking different foods for variety in diet and use of surplus commodities. (X) (Pts. 2) (T-2)
14. Clothes run differently at stores---sizes are not the same. (Pts. 2) (T-2)
15. Learn how to alter clothes. (Pts. 1) (T-1)

16. Want part-time baby-sitting jobs. (Pts. 1) (T-1)

17. Need clothes dryer hooked up. (No Points)

18. Getting the landlord to fix things. (No Points)

19. Pipes freeze up. (Pts. 1) (T-1)

20. High taxes---state, federal and Social Security. (Pts. 3) (T-3)

21. Need training for non-physical work for physically handicapped. (No Points)

Total Points: 84

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: It has been scheduled that twenty Individualized Homemaker program clients would participate in the study and the criteria for homogenous grouping was based on the fact that there would be 3 groups. At the time of the Nominal Group session only 8 of the twenty were present. The research team is not familiar with the backgrounds of the participants prior to the session; therefore, an arbitrary re-grouping of the clients by the team was necessary.

1. Female, age 31, client of IHM and DSS; former client of WSES.

2. Female, age 25; no other information submitted by this participant.

3. Female, age 38; client of IHM and DSS; former client of DVR.

4. Female, age 28; client of IHM; former client of DSS.

RESPONSES OF NOMINAL GROUP NO. 2

1. Better understanding of all social agencies and what services they provide. (X) (Pts. 2, 3, 6) (T-11) (R-1)

2. Reliable and reasonable child care for emergencies, school and work. (X) (Pts. 2, 3, 6) (T-11) (R-1)

3. Rehabilitation of person who is disabled and is not going to get better, but worse. (Pts. 5, 5) (T-10) (R-2)

4. Discount for community activities such as school affairs, pools and bowling alleys. (Pts. 1, 1, 2, 3) (T-7) (R-3)

5. Medical insurance for disabled person is not available. (Pts. 6) (T-6) (R-4)

6. Medical card for daughter from welfare. (Pts. 6) (T-6) (R-4)

7. Conflict with in-laws over children and over things in disciplining. (X) (Pts. 5) (T-5) (R-5)

8. More assistance from case worker---better understanding. (Pts. 5) (T-5) (R-5)

9. Transportation---how do you go to school in Fond du Lac in a piece of junk. How to buy and maintain a piece of junk. (X) (Pts. 1, 1, 2) (T-4) (R-6)

10. Home instruction for pre-school students who need it. (Pts. 4) (T-4) (R-6)

11. All supportive services checks twice monthly---like welfare and Social Security. (X) (Pts. 4) (T-4) (R-6)

12. Good jobs with good pay for mothers who have to support their families---need training. (Pts. 4) (T-4) (R-6)

13. Getting good quality yard goods at a discount. (Pts. 4) (T-4) (R-6)

14. Daughter can't walk or sit. (No Points)

15. Budgeting help. (Pts. 3) (T-3)

Total Points: 84

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CATEGORIZATION OF CLIENT RESPONSES

FEDERAL PROJECTS - INDIVIDUALIZED HOMEMAKERS

Green Lake County

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. DSS doesn't help those that really try, but rather those that sit in the tavern all day---no help for low-income versus recipients. (Pts. 2, 5) (T-7) (R-3)

2. All supportive services checks should be twice monthly---like welfare and Social Security. (X) (Pts. 4) (T-4) (R-6)

3. High taxes---state, federal and Social Security. (Pts. 3) (T-3)

[3] Basic Needs: Food, Clothing, and Housing

1. Need indoor plumbing. (Pts. 4) (T-4) (R-6)

2. Getting good quality yard goods at a discount. (Pts. 4) (T-4) (R-6)

3. Pipes freeze up. (Pts. 1) (T-1)

[4] Budget: Family

1. Help with balancing a checkbook and starting a savings account. (X) (Pts. 4) (T-4) (R-6)

2. Budgeting help. (Pts. 3) (T-3)

[5] Child Care Centers

1. Reliable and reasonable child care for emergencies, school and work. (X) (Pts. 2, 3, 6) (T-11) (R-1)

[6] Communications: Inter and Intra-Agency

1. More assistance from case worker---better understanding. (Pts. 5) (T-5) (R-5)

[9] Courses and Programs: Pre-school, Primary, Middle, and High School

1. Rental book system in grade schools too expensive and children can't take books home or write in them, plus you don't get any money back. (X) (Pts. 4) (T-4) (R-6)

2. Kids get beaten up on the Berlin school bus and it takes too long to get to school ---many transfers. (Pts. 1, 3) (T-4) (R-6)

[10] Courses and Programs: Vocational and Technical

1. Cooking different foods for variety in diet and use of surplus commodities. (X) (Pts. 2) (T-2)

2. Learn how to alter clothes. (Pts. 1) (T-1)

[14] Homemaking and Other Home Services

1. Home instruction for pre-school students who need it. (Pts. 4) (T-4) (R-6)

2. Need bookkeeping help but not enough time to take a cou. . (No Points)

3. Need clothes dryer hooked up. (No Points)

[16] Jobs and Job Placement, On-the-job Training and Work Experience

1. Want to get into a beautician apprenticeship versus formal schooling. (Pts. 3, 5) (T-8) (R-2)

2. Check-cashier training---OJT. (Pts. 2, 4) (T-6) (R-4)

3. Good jobs with good pay for mothers who have to support their families---need training. (Pts. 4) (T-4) (R-6)

4. Want part-time baby-sitting jobs. (Pts. 1) (T-1)

[18] Marital and Family Problems

1. Keeping children occupied at home, including getting them to get their homework and chores done as well as recreation for children in the country. (Pts. 6) (T-6) (R-4)

2. Husband won't cooperate and it causes difficulty in the marriage. (Pts. 5) (T-5) (R-5)

3. Conflict with in-laws over children and over things in disciplining. (X) (Pts. 5) (T-5) (R-5)

4. Daughter can't walk or sit. (No Points)

5. Getting the landlord to fix things. (No Points)

[19] Medical, Dental and Optical

1. Medical insurance for disabled person is not available. (Pts. 6) (T-6) (R-4)

2. Need medical card for daughter from welfare. (Pts. 6) (T-6) (R-4)

[20] Mental Retardation, Physical and Emotional Handicaps

1. Rehabilitation of person who is disabled and is not going to get better, but worse. (Pts. 5, 5) (T-10) (R-2)

2. Need training for a non-physical work for physically handicapped. (No Points)

[25] Recreation and Social

1. Discount for community activities such as school affairs, pools, and bowling alleys. (Pts. 1, 1, 2, 3) (T-7) (R-3)

[26] Referral and Information Center

1. Better understanding of all social agencies and what services they provide. (X) (Pts. 2, 3, 6) (T-11) (R-1)

[30] Transportation

1. Transportation---how do you go to school in Fond du Lac in a piece of junk? How to buy and maintain a piece of junk. (X) (Pts. 1, 1, 2) (T-4) (R-6)

[31] Wages, Income, and Incentives

1. Too low an income for needs like clothing, water, machinery, furniture--- not welfare recipients. (XXX) (Pts. 6, 6, 6) (T-18) (R-1)

[32] Miscellaneous

1. Discount stores should have discount items at discount prices. (Pts. 3, 5) (T-8) (R-2)

2. Clothes run differently at stores--- sizes are not the same. (Pts. 2) (T-2)

ERIC

FEDERAL PROJECTS - INDIVIDUALIZED HOMEMAKERS

Washington County

Number of Groups: 4 Total Participating: 19

CLIENT NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 5 participants are females experiencing temporary disadvantages. All five have employed husbands and children under 21 years of age, They have all expressed interest and eagerness for educational programs. All 5 women are involved in activities outside the home.

1. Female, age 34; client of IHM.
2. Female, age 35; client of IHM.
3. Female, age 25; client of IHM.
4. Female, age 30; client of IHM; former client of DSS.
5. Female, age 52; client of IHM.

RESPONSES OF NOMINAL GROUP NO. 1

1. How can parents protect their kids from drugs? (Pts. 2, 6, 8, 8) (T-24) (R-1)
2. Child guidance and training for parents. (Pts. 7, 7, 8) (T-22) (R-2)
3. Learn more about the law. (Pts. 6, 8, 8) (T-22) (R-2)
4. Change habits of cooking from heavy meals to light, nutritious, appetizing meals to keep the family interested. (Pts. 5, 9) (T-14) (R-3)
5. Help in budgeting the family check. (Pts. 4, 9) (T-13) (R-4)
6. More information on what Congress, state, and local governm[illegible] are doing. (Pts. 4, 9) (T-13) (R-4)
7. Teacher to come to the home for help on new recipes and managing the home. (Pts. 4, 9) (T-13) (R-4)
8. Planting a nutritious garden---how much to plant, what and how to preserve the food. (Pts. 5, 7) (T-12) (R-5)
9. Child behavior---ages 10-19. (Pts. 1, 10) (T-11) (R-6)
10. More review courses in Business---Shorthand and Typing. (X) (Pts. 4, 7) (T-11) (R-6)
11. Getting the whole family's help in keeping the house clean. (Pts. 1, 3, 6) (T-10) (R-7)
12. Freezing and preserving fruits and vegetables. (Pts. 2, 3, 5) (T-10) (R-7)
13. Need transportation. (Pts. 10) (T-10) (R-7)
14. Need drivers' license and the problem in getting it is not being able to get to the place for training. (Pts. 10) (T-10) (R-7)
15. Classes taught on Diesel Engines at night. (Pts. 10) (T-10) (R-7)
16. Agreement and understanding between husband and wife. (Pts. 10) (T-10) (R-7)
17. Sex education for children. (Pts. 9) (T-9) (R-8)
18. Ways for kids to learn about nature. (Pts. 7) (T-7) (R-9)

ERIC

19. Consumer services needed---best way possible both money-wise and usefulness. This could be done by phone or course. (Pts. 1, 2, 3) (T-6) (R-10)

20. Get new ideas on cooking as available. (Pts. 3, 3) (T-6) (R-10)

21. Better understanding of the attitudes of boys. (Pts. 6) (T-6) (R-10)

22. Would like Interior Decorating course. (Pts. 6) (T-6) (R-10)

23. Phone service for information like homemaking, voting, washing. (No Points)

24. Baby-sitting services provided while attending classes. (Pts. 4) (T-4)

25. Need help in relating to children, ages 8-10. (No Points)

26. Need more training programs for Nurses Aide. (No Points)

27. Unable to walk and do general housework, ways to fill time and be an asset to the family. (No Points)

28. Ideas on how to make good use of time for adults. (Pts. 2) (T-2)

29. Want Speed Reading class. (Pts. 5) (T-5)

30. Part-time job in own home, like typing. (Pts. 5) (T-5)

31. Learn more about music and learn to read music. (No Points)

32. Need courses on World Geography. (No Points)

33. Need courses on World History. (Pts. 1) (T-1)

34. Would like a general course on what the kids are learning in school. (No Points)

35. Would like Photography course. (No Points)

36. Help in planning wardrobes. (No Points)

37. Ways to keep children occupied besides television. (Pts. 1, 2) (T-3)

Total Points: 275

(This client group requested that they be allowed to rank ten instead of the usual six responses, and because of the significant number of responses from the group, the research team granted their request.)

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 6 participants are female and represent the younger single-parent families. Four of the 6 participants have pre-school or grade school-age children. Each person is presently or has, in the past, been a client of DSS.

1. Female, age 21; client of IHM.

2. Female, age 22; client of IHM and DSS.

3. Female, age 23; client of IHM and DSS.

4. Female, age 20; client of IHM; former client of DSS.

5. Female, age 29; client of IHM, DSS, DVR, and MHC.

6. Female, age 33; client of IHM; former client of DSS and MHC.

RESPONSES OF NOMINAL GROUP NO. 2

1. Have confidence in yourself. (Pts. 6, 8, 10) (T-24) (R-1)

2. Money. (XX) (Pts. 6, 6, 10) (T-22) (R-2)

3. How to be two parents in one. (Pts. 8, 9) (T-17) (R-3)

4. Marriage problems. (Pts. 1, 6, 9) (T-16) (R-4)

5. Responsibility to family members. (Pts. 7, 9) (T-16) (R-4)

6. Understanding why children lie. (Pts. 7, 8) (T-15) (R-5)

7. Transportation for everyday duties. (XX) (Pts. 4, 10) (T-14) (R-6)

8. Welfare---poor service and they don't know what they are doing. (XX) (Pts. 3, 5, 5) (T-13) (R-7)

9. Life in general. (X) (Pts. 2, 2, 9) (T-13) (R-7)

10. High cost of food. (Pts. 3, 3, 6) (T-12) (R-8)

11. Discipline of children. (X) (Pts. 3, 9) (T-12) (R-8)

12. Learning how to keep a home more happy. (Pts. 4, 8) (T-12) (R-8)

13. Driver Education classes---need at night. (Pts. 4, 8) (T-12) (R-8)

14. Understanding the needs of an only child. (X) (Pts. 2, 10) (T-12) (R-8)

15. Temper---how to control it. (X) (Pts. 4, 8) (T-12) (R-8)

16. School clothing for winter. (Pts. 5, 7) (T-12) (R-8)

17. Learning to understand 12-and 13 year-old children. (Pts. 10) (T-10) (R-9)

18. Child behavior problems from 4-11 years old. (Pts. 10) (T-10) (R-9)

19. Medical needs. (X) (Pts. 9) (T-9) (R-10)

20. Having classes offered at a time I can take them---such as in the morning. (X) (Pts. 6) (T-6)

21. Living expenses too high. (XX) (Pts. 2, 4) (T-6)

22. Child guidance. (Pts. 5) (T-5)

23. Living conditions. (X) (Pts. 2, 4) (T-6)

24. Neighbors interfering with the family. (X) (Pts. 5) (T-5)

25. Baby-sitting services. (X) (Pts. 3) (T-3)

26. Learning to speak what's on your mind without being influenced by others. (X) (Pts. 5) (T-5)

27. Thoughts of what people think of you. (No Points)

28. Baby-sitters to allow me to go to school. (Pts. 1) (T-1)

29. Material for sewing needed. (No Points)

30. How to change your ideas when parents are older. (Pts. 7) (T-7)

31. Need furniture. (X) (No Points)

32. Placement services for someone who wants a baby-sitting job. (Pts. 7) (T-7)

33. Upholstery classes offered in forenoon. (Pts. 1) (T-1)

34. Cost of clothes and school supplies for children too high. (No Points)

35. Class in Nutrition. (XX) (Pts. 1) (T-1)

36. Need for family group discussions (Pts. 7) (T-7)

37. West Bend police harassement. (No Points)

38. Learn how to sew things like curtains and slipcovers. (Pts. 2) (T-2)

39. Being an epileptic and how to understand them. (Pts. 1) (T-1)

40. Relatives. (X) (No Points)

41. Should have more sex education for children in schools. (Pts. 1, 3) (T-4)

42. Landlords. (No Points)

Total Points: 330

(This client group requested that they be allowed to rank ten instead of the usual six responses, and because of the significant number of responses from the group, the research team granted their request.)

COMPOSITION OF NOMINAL GROUP NO. 3

Criteria for Homogenous Grouping: This group of participants are those individuals who did not fit the established criteria for the other three groups.

1. Male, age 57; client of IHM.
2. Female, age 43; client of IHM.
3. Female, age 27; client of IHM.
4. Male, age 25; client of IHM.

RESPONSES OF NOMINAL GROUP NO. 3

1. How to manage money regardless of income. (XXX) (Pts. 9, 10) (T-19) (R-1)
2. Weight control. (Pts. 7, 9) (T-16) (R-2)
3. Medical expenses too high. (Pts. 6, 8) (T-14) (R-3)
4. Study and help in legal questions on estates and wills. (Pts. 6, 8) (T-14) (R-3)
5. Transportation for shopping and doctor. (Pts. 4, 8) (T-12) (R-4)
6. Meals for shut-ins and sick people. (Pts. 5, 7) (T-12) (R-4)
7. Baby-sitting care for when parents have to work. (XX) (Pts. 1, 10) (T-11) (R-5)
8. Education for migrants and underprivileged groups. (Pts. 4, 7) (T-11) (R-5)
9. Help in knowing your rights and responsibilities when purchasing a home. (Pts. 1, 9) (T-10) (R-6)
10. Job-getting for older people. (Pts. 10) (T-10) (R-6)
11. Tutoring in the home for Reading and Math. (X) (Pts. 10) (T-10) (R-6)
12. Program for unwed mother and father. (Pts. 3, 6) (T-9) (R-7)
13. How to help depressed youth and older folks. (Pts. 9) (T-9) (R-7)
14. Can't find medical help. (Pts. 8) (T-8) (R-8)
15. How to cope with children under 10. (Pts. 7) (T-7) (R-9)
16. Need help in completing tax forms. (X) (Pts. 1, 5) (T-6) (R-10)

17. Food Stamp program needed. (Pts. 6) (T-6) (R-10)

18. Program for youth to discuss sex knowledge. (No Points)

19. Heavy Equipment training needed. (Pts. 2) (T-2)

20. Help in learning how to preserve vegetables. (No Points)

21. Educating parents on how to discuss sex problems with children. (No Points)

22. Parent-teacher conferences are always set at a time when I can't get there. (No Points)

23. Help in solving problems with neighbors ---don't get along with them and police don't help. (Pts. 1, 3) (T-4)

24. How to be able to help neighbors with their problems. (No Points)

25. I want training to become a Mechanic. (Pts. 5) (T-5)

26. Help in solving family problems when both parents work. (No Points)

27. Entertainment for senior citizens. (No Points)

28. Not being able to leave work when personal problems come up. (Pts. 4) (T-4)

29. Loose animals running around. (No Points)

30. Children's behavior patterns and problems should be open for public discussion. (Pts. 2) (T-2)

31. Cost of food. (Pts. 5) (T-5)

32. How to keep youth active in small towns. (No Points)

33. Help in Reading Self-improvement for adults. (No Points)

34. Help in canning in the home. (No Points)

35. High cost of clothing. (Pts. 3) (T-3)

36. Mass transportation to and from small towns. (Pts. 2, 3) (T-5)

37. Course in how to Cook for Diabetics. (Pts. 2) (T-2)

38. Aide in the home for aged and hospital release patients. (Pts. 4) (T-4)

Total Points: 220

(This client group requested that they be allowed to rank ten instead of the usual six responses, and because of the significant number of responses from the group, the research team granted their request.)

COMPOSITION OF NOMINAL GROUP NO. 4

Criteria for Homogenous Grouping: All 4 participants have a background of emotional disturbance.

1. Male, age 61; client of IHM, DSS, MHC, and Workshops; former client of DVR and WSES.
2. Female, age 34; client of IHM; former client of WSES.
3. Female, age 23; client of IHM, DSS and MHC.
4. Female, age 20; client of IHM, DSS, DVR, and Workshops; former client of MHC and WSES.

RESPONSES OF NOMINAL GROUP NO. 4

1. Need help with budgeting of money. (XX) (Pts. 3, 3, 8, 9) (T-23) (R-1)
2. Marriage counseling---individual or a course. (Pts. 1, 4, 8, 10) (T-23) (R-1)
3. Have to get the home situated so that I can live in it more efficiently. (Pts. 2, 6, 10) (T-18) (R-2)
4. Need a LPN course in West Bend or transportation to Fond du Lac. (Pts. 6, 9) (T-15) (R-3)
5. Assistance for inexperienced person to make major purchases such as cars or homes. (Pts. 1, 5, 8) (T-14) (R-4)
6. Need help to find a suitable occupation with a reasonable salary or wage. (Pts. 2, 10) (T-12) (T-5)
7. How to get time to do things together with my children. (Pts. 5, 7) (T-12) (R-5)
8. Birth control materials. (Pts. 1, 3, 7) (T-11) (R-6)
9. Neighbors engage in harassment of a certain individual. (Pts. 10) (T-10) (R-7)
10. Education for this occupation for any occupation I choose. (Pts. 9) (T-9) (R-8)
11. The need for a full-time manager for our apartment house. (Pts. 9) (T-9) (R-8)
12. Baby-sitter service and transportation to get out of the house. (Pts. 2, 6) (T-8) (R-9)
13. Playmates for my children. (Pts. 4, 4) (T-8) (R-9)
14. Someone to talk to during the day besides kids. (Pts. 8) (T-8) (R-9)
15. Not enough time to get homework done after 40 - 50 hours in a factory. (Pts. 7) (T-7) (R-10)
16. Menu planning. (Pts. 7) (T-7) (R-10)
17. Course in Personal Hygiene and Make-up Tricks. (No Points)
18. Need help in payment of medical expenses. (Pts. 5) (T-5)
19. Child behavior problems, ages 1-5. (Pts. 1, 5) (T-6)
20. How do I get time to myself, working in a full-time job, overload of housework, and being both parents to four children and one is retarded? (Pts. 4) (T-4)
21. Ability to make a pie. (Pts. 3) (T-3)
22. Programs for a child to spend time with a party of the opposite sex other than their single parent. (Pts. 6) (T-6)
23. Need help in sewing. (No Points)

24. Birth control information. (Pts. 2) (T-2)

25. How to gain weight. (No Points)

Total Points: 220

(This client group requested that they be allowed to rank ten instead of the usual six responses, and the research team granted their request.)

* * * *

CATEGORIZATION OF CLIENT RESPONSES

FEDERAL PROJECTS - INDIVIDUALIZED HOMEMAKERS

Washington County

[2] Agency Policy, Rules, Regulations, Administration, and laws

1. Welfare---poor service, and they don't know what they are doing. (XX) (Pts. 3, 5, 5) (T-13) (R-7)

2. Food Stamp Program needed. (Pts. 6) (T-6) (R-10)

3. West Bend police harassment. (No Points)

4. Not being able to leave work when personal problems come up. (Pts. 4) (T-4)

[3] Basic Needs: Food, Clothing, and Housing

1. Cost of food. (Pts. 3, 3, 6) (T-12) (R-8)

2. School clothing for winter. (Pts. 5, 7) (T-12) (R-8)

3. Living expenses too high. (XX) (Pts. 2, 4) (T-6)

4. Living conditions. (X) (Pts. 2, 4) (T-6)

5. High cost of food. (Pts. 5) (T-5)

6. Need furniture. (X) (No Points)

7. Cost of clothes and school supplies for children too high. (No Points)

8. Material for sewing needed. (No Points)

9. High cost of clothing. (Pts. 3) (T-3)

[4] Budget: Family

1. Need help with budgeting of money. (XX) (Pts. 3, 3, 8, 9) (T-23) (R-1)

2. How to manage money regardless of income. (XXX) (Pts. 9, 10) (T-19) (R-1)

3. Help in budgeting the family check. (Pts. 4, 9) (T-13) (R-4)

[5] Child Care Centers

1. Baby-sitting care for when parents have to work. (XX) (Pts. 1, 10) (T-11) (R-5)

2. Baby-sitter service . . . . . (Pts. 2, 6) (T-8) (R-9)

3. Baby-sitting services provided while attending classes. (Pts. 4) (T-4)

4. Baby-sitting services. (X) (Pts. 3) (T-3)

5. Baby-sitters to allow me to go to school. (Pts. 1) (T-1)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Have confidence in yourself. (Pts. 6, 8, 10) (T-24) (R-1)

2. How to help depressed youth and older folks. (Pts. 9) (T-9) (R-7)

3. Temper---how to control it. (X) (Pts. 4, 8) (T-12) (R-8)

4. Learning to speak what's on your mind without being influenced by others. (X) (Pts. 5) (T-5)

5. Thoughts of what people think of you. (No Points)

[9] Courses and Programs: Pre-school, Primary, Middle, and High School

1. Ways for kids to learn about nature. (Pts. 7) (T-7) (R-9)

2. Need courses on World Geography. (No Points)

3. Need courses on World History. (Pts. 1) (T-1)

4. Would like a general course on what the kids are learning in school. (No Points)

5. Parent-teacher conferences are always set at a time when I can't get there. (No Points)

[10] Courses and Programs: Vocational and Technical

1. Learn more about the law. (Pts. 6, 8, 8) (T-22) (R-2)

2. Need a LPN course in West Bend or transportation to Fond du Lac. (Pts. 6, 9) (T-15) (R-3)

3. More review courses in Business---Shorthand and Typing. (X) (Pts. 4, 7) (T-11) (R-6)

4. Classes taught on Diesel Engines at night. (Pts. 10) (T-10) (R-7)

5. Driver Education classes---need at night. (Pts. 4, 8) (T-12) (R-8)

6. Education for this occupation---for any occupation I choose. (Pts. 9) (T-9) (R-8)

7. Consumer services needed---best way possible both money-wise and usefulness. This could be done by phone or course. (Pts. 1, 2, 3) (T-6) (R-10)

8. Would like Interior Decorating course. (Pts. 6) (T-6) (R-10)

9. Need more training programs for Nurses Aides. (No Points)

10. Would like a Photography course. (No Points)

11. Having classes offered at a time I can take them---such as in the morning. (X) (Pts. 6) (T-6)

12. Upholstery classes offered in forenoon. (Pts. 1) (T-1)

13. Class in Nutrition. (XX) (Pts. 1) (T-1)

14. Heavy Equipment training needed. (Pts. 2) (T-2)

15. Course in Personal Hygiene and Make-up Tricks. (No Points)

16. Help in Reading Self-improvement for adults. (No Points)

17. Course in how to Cook for Diabetics. (Pts. 2) (T-2)

18. I want training to become a Mechanic. (Pts. 5) (T-5)

19. Want Speed Reading class. (Pts. 5) (T-5)

[11] Drugs, Alcoholism, and Emergency Services

1. How can parents protect their kids from drugs? (Pts. 2, 6, 8, 8) (T-24) (R-1)

[14] Homemaking and Other Home Services

1. Have to get the home situated so that I can live in it more efficiently. (Pts. 2, 6, 10) (T-18) (R-2)

2. Change habits of cooking from heavy meals to light, nutritious, appetizing meals to keep the family interested. (Pts. 5, 9) (T-14) (R-3)

3. Teacher to come to the home for help on new recipes and managing the home. (Pts. 4, 9) (T-13) (R-4)

4. Planting a nutritious garden---how much to plant, what and how to preserve the food. (Pts. 5, 7) (T-12) (R-5)

5. Tutoring in the home for Reading and Math. (X) (Pts. 10) (T-10) (R-6)

6. Freezing and preserving fruits and vegetables. (Pts. 2, 3, 5) (T-10) (R-7)

7. Menu planning. (Pts. 7) (T-7) (R-10)

8. Need help in completing tax forms. (X) (Pts. 1, 5) (T-6) (R-10)

9. Get new ideas on cooking as available. (Pts. 3, 3) (T-6) (R-10)

10. Help in planning wardrobes. (No Points)

11. Learn how to sew things like curtains and slipcovers. (Pts. 2) (T-2)

12. Help in learning how to preserve vegetables. (No Points)

13. Help in canning in the home. (No Points)

14. Ability to make a pie. (Pts. 3) (T-3)

15. Need help in sewing. (No Points)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Need help to find a suitable occupation with a reasonable salary or wage. (Pts. 2, 10) (T-12) (R-5)

2. Job-getting for older people. (Pts. 10) (T-10) (R-6)

3. Placement services for someone who wants a baby-sitting job. (Pts. 7) (T-7)

4. Part-time job in own home, like typing. (Pts. 5) (T-5)

[17] Legal Aid

1. Study and help in legal questions on estates and wills. (Pts. 6, 8) (T-14) (R-3)

2. Help in knowing your rights and responsibilities when purchasing a home. (Pts. 1, 9) (T-10) (R-6)

[18] Marital and Family Problems

1. Marriage counseling---individual or a course. (Pts. 1, 4, 8, 10) (T-23) (R-1)

2. Child guidance and training for parents. (Pts. 7, 7, 8) (T-22) (R-2)

3. How to be two parents in one. (Pts. 8, 9) (T-17) (R-3)

4. Marriage problems. (Pts. 1, 6, 9) (T-16) (R-4)

5. Responsibility to family members. (Pts. 7, 9) (T-16) (R-4)

6. Understanding why children lie. (Pts. 7, 8) (T-15) (R-5)

7. How to get time to do things together with my children. (Pts. 5, 7) (T-12) (R-5)

8. Child behavior---ages 10-19. (Pts. 1, 10) (T-11) (R-6)

9. Getting the whole family's help in keeping the house clean. (Pts. 1, 3, 6) (T-10) (R-7)

10. Agreement and understanding between husband and wife. (Pts. 10) (T-10) (R-7)

11. Neighbors engage in harassment of a certain individual. (Pts. 10) (T-10) (R-7)

12. Program for unwed mother and father. (Pts. 3, 6) (T-9) (R-7)

13. Discipline of children. (X) (Pts. 3, 9) (T-12) (R-8)

14. Learning how to keep a home more happy. (Pts. 4, 8) (T-12) (R-8)

15. Understanding the needs of an only child. (X) (Pts. 2, 10) (T-12) (R-8)

16. Child behavior problems from 4-11 years old. (Pts. 10) (T-10) (R-9)

17. Learning to understand 12-and 13 year-old children. (Pts. 10) (T-10) (R-9)

18. Playmates for my children. (Pts. 4, 4) (T-8) (R-9)

19. Someone to talk to during the day besides kids. (Pts. 8) (T-8) (R-9)

20. How to cope with children under 10. (Pts. 7) (T-7) (R-9)

21. Better understanding of the attitudes of boys. (Pts. 6) (T-6) (R-10)

22. Unable to walk and do general housework, ways to fill time and be an asset to the family. (No Points)

23. Relatives. (X) (No Points)

24. Help in solving family problems when both parents work. (No Points)

25. Children's behavior patterns and problems should be open for public discussion. (Pts. 2) (T-2)

26. Need help in relating to children ages 8-10. (No Points)

27. Ideas on how to make good use of time---adults. (Pts. 2) (T-2)

28. Ways to keep children occupied besides television. (Pts. 1, 2) (T-3)

29. Need for family group discussions. (Pts. 7) (T-7)

30. Help in solving problems with neighbors---don't get along with them, and police don't help. (Pts. 1, 3) (T-4)

31. How to be able to help neighbors with their problems. (No Points)

32. Child behavior problems, ages 1-5. (Pts. 1, 5) (T-6)

33. Child guidance. (Pts. 5) (T-5)

34. Neighbors interfering with the family. (X) (Pts. 5) (T-5)

35. How to change your ideas when parents are older. (Pts. 7) (T-7)

36. How do I get time to myself, working in a full-time job, overload of housework, and being both parents to four children and one is retarded? (Pts. 4) (T-4)

37. Programs for a child to spend time with a party of the opposite sex other than their single parent. (Pts. 6) (T-6)

[19] Medical, Dental, and Optical

1. Weight control (Pts. 7, 9) (T-16) (R-2)
2. Medical expenses too high. (Pts. 6, 8) (T-14) (R-3)
3. Can't find medical help. (Pts. 8) (T-8) (R-8)
4. Medical needs. (X) (Pts. 9) (T-9) (R-10)
5. Need help in payment of medical expenses. (Pts. 5) (T-5)
6. How to gain weight. (No Points)

[20] Mental Retardation, Physical and Emotional Handicaps

1. Being an epileptic and how to understand them. (Pts. 1) (T-1)

[21] Minorities

1. Education for migrants and underprivileged groups. (Pts. 4, 7) (T-11) (R-5)

[25] Recreation and Social

1. How to keep youth active in small towns. (No Points)
2. Learn more about music and learn to read music. (No Points)

[26] Referral and Information Center

1. Assistance for inexperienced person to make major purchases such as cars or homes. (Pts. 1, 5, 8) (T-14) (R-4)
2. More information on what Congress, state, and local governments are doing. (Pts. 4, 9) (T-13) (R-4)
3. Phone service for information, like homemaking, voting, washing. (No Points)

[27] Senior Citizens (Over 60 Years of Age)

1. Meals for shut-ins and sick people. (Pts. 5, 7) (T-12) (R-4)
2. Aide in the home for aged and hospital release patients. (Pts. 4) (T-4)
3. Entertainment for senior citizens. (No Points)

[28] Sex Education and Family Planning

1. Birth control materials. (Pts. 1, 3, 7) (T-11) (R-6)
2. Sex education for children. (Pts. 9) (T-9) (R-8)
3. Should have more sex education for children in schools. (Pts. 1, 3) (T-4)
4. Program for youth to discuss sex knowledge. (No Points)
5. Educating parents on how to discuss sex problems with children. (No Points)
6. Birth control information. (Pts. 2) (T-2)

[30] Transportation

1. Transportation for shopping and doctor. (Pts. 4, 8) (T-12) (R-4)
2. Transportation for everyday duties. (XX) (Pts. 4, 10) (T-14) (R-6)
3. Need transportation. (Pts. 10) (T-10) (R-7)
4. Need drivers' license, and the problem in getting it is not being able to get to the place for training. (Pts. 10) (T-10) (R-7)
5. . . . . transportation to get out of the house. (Pts. 2, 6) (T-8) (R-9)
6. Mass transportation to and from small towns. (Pts. 2, 3) (T-5)

ERIC

[31] Wages, Income, and Incentives

1. Money. (XX) (Pts. 6, 6, 10) (T-22) (R-2)

[32] Miscellaneous

1. Life in general. (X) (Pts. 2, 2, 9) (T-13) (R-7)

2. The need for a full-time manager for our apartment house. (Pts. 9) (T-9) (R-8)

3. Not enough time to get homework done after 40-50 hours in a factory. (Pts. 7) (T-7) (R-10)

4. Loose animals running around. (No Points)

5. Landlords. (No Points)

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TRANSCRIBED RESPONSES AND CATEGORIZATION OF TRANSCRIBED RESPONSES

BUREAU OF PROBATION AND PAROLE - DIVISION OF CORRECTIONS

STAFF RESPONSES AND CATEGORIZATION

Dodge, Fond du Lac, Green Lake, and Washington Counties 272

CLIENT RESPONSES AND CATEGORIZATION

Dodge County 280
Fond du Lac County 286
Green Lake County 292
Washington County 297

ERIC

BUREAU OF PROBATION AND PAROLE - Division of Corrections

Dodge, Fond du Lac, Green Lake and Washington Countie

Agency Function

The purpose of the Bureau of Probation and Parole, Division of Corrections, Department of Health and Social Services, State of Wisconsin, is to protect society, and to prevent crime and delinquency through a program of supervision and rehabilitation for both juvenile and adult offenders.

The primary function of this Bureau is the supervision of cases placed on probation or released on parole. Of similar significance is the responsibility to prepare investigations for the courts, institutions, parole board, inter-agency unit, and the Bureau. It should be noted that probation is a court disposition which provides for supervision and treatment in the community. Parole provides the same services in the community for an individual released from a correctional institution.

Probation and Parole are community centered programs designed to help the community become a better, safer place in which to live, by helping individual offenders become more productive, self-sufficient citizens. Various community resources are utilized in this effort. The Probation and Parole agent's expertise lies in his ability to uncover the particular needs of his clients and to help the client utilize available resources in the community. The agent himself is a helping resource through the relationship he is able to establish with his client; but, in many cases, assistance may come through referral to both professional and lay people.

Of the various social agencies, Probation and Parole services are unique, in that they deal exclusively with involuntary clients. Intake is either by a probation order of the courts or release on parole from a correctional institution.

TABLE 22-C

T TOTAL DISTRICT BUREAU OF PROBATION AND PAROLE CLIENTS (FY '71-'72)

		Sub-total
Dodge County (monthly caseload range)	55-79	79
Fond du Lac County Probationers	164	
Fond du Lac County Parolees	73	
		237
Green Lake County Probationers	36	
Green Lake County Parolees	8	
		44
Washington County	181	181
Moraine Park VTAE District Probation and Parole Clients		541

Probation, then offers the convicted offender the opportunity for rehabilitation, reorientation, or some necessary degree of reform within the community setting. Thus, probation offers society an alternative disposition of offenders which is relatively economical; and, when appropriately administered, offers a good possibility of success.

Services Available

Referral to educational agencies
Financial management counseling
Alcoholic and drug abuse counseling
Securing employment
Securing housing
Foster placements (single and group)
Referral to service agencies
Visits to incarcerated clients
Emergency assistance, 24 hours/day
Protective payment-wage assignment
Securing support for families
Liaison with correctional institutions
Referrals to mental hospitals
Marriage counseling
Psychological counseling
Family counseling
Group counseling
Court services
Transportation
Financial aid --- up to $50
Halfway houses
Public relations
Family planning
Protective detention
Volunteer programs
Crisis intervention

Introduction to Bureau of Probation and Parole Staff Participants

Agents and aides representing the Bureau of Probation and Parole from Dodge, Fond du Lac, Green Lake, and Washington counties were organized in two Nominal Groups. The criteria for grouping was the length of time on the job and position with the agency. One group included four (4) men, ages 28-44 and one woman, 42 years old. This group represented each of the four counties, and averaged 7.6 years with the agency. Each participant had earned a Bachelor's degree, plus 12 or more hours of graduate work in sociology or social work. The second group included three correctional aides, two men, age 47

and 48; one woman, age 23, and two male probation-parole agents, ages 29 and 31. The latter two both hold Bachelor's degrees in psychology with at least 12 graduate credits beyond the Bachelor's.

Summary of Bureau of Probation and Parole Staff Responses

First ranked problems mentioned by over half of one group and ranked second by the other Nominal Group is the need for a program within correctional institutions before release and continued on the outside to prevent return. Agents suggest there is a need for family counseling, personal motivational counseling to encourage education, and employment preparation. Also suggested is a need for on-the-job training programs and apprenticeship programs to prepare inmates for employment.

Related to improving services to clients in the above areas is the request from the other Nominal Group ranked as the most important problem: the need to develop in-service training programs for agents in law, alcoholic and drug counseling, marital counseling, and new social work techniques.

Agency policy and administration drew the most frequent mention as a source of problems, some of which were very high ranking. County-funded work programs for clients in need of continued assistance were suggested. Some agents feel their job should be classified as hazardous. Stronger emphasis on the needs of the clients, rather than strict legalistic focus, is recommended by the staff. An emergency aid fund within the agency for clients was requested. Agents feel that county, state, or federal judges, and district attorneys should be reviewed for competency on a regular basis. They recommend that mandatory non-support warrants be issued for clients who refuse to work or who make no attempt to meet job requirements. It was observed that there may be a lack of sufficient investigation in the determination of a client's welfare eligibility, by the DSS. More follow-up on clients is also encouraged.

Agents recommended more promotion levels (without advancing into administration) and more merit raises for staff. Other problems of importance evolve from the agents' observation that DVR lacks follow-up with programs that begin within the correctional institution and are continued on the outside. DVR and DSS are cited by the agents for their lack of accountability of money given to clients. Local guidance clinics are criticized for not working with Probation and Parole clients, and for not wanting to work with clients who need control. It is strongly suggested that the Wisconsin Home for Women take advantage of the close proximity of the Moraine Park Technical Institute and the University of Wisconsin-Fond du Lac Center.

Vocational and Technical apprenticeships are highly recommended for Probation and Parole clients. Parole agents feel the need for a broader range of programs to meet the needs of skilled, semi-skilled, and unskilled persons. Short-range programs to teach one basic skill, such as Spray Painting, Punch Press Operation, Arc Welding, Fender repairs, Lathe Operator, Checker, Cashier, and Basic Budgeting, were recommended. Training in the institution, before release, was strongly suggested. Motivation in learning programs for resistant students is seen as a means of meeting a need. Difficulty entering Technical and Vocational schools is a problem for some clients, according to the agents.

Probation and Parole agents are aware of employer prejudice against hiring their clients and of the general community attitude lacking support for correctional and rehabilitation programs. Many agents see transportation problems of clients in getting to medical help, school and work. The difficulty in operating, paying for, and insuring automobiles is a real problem for some clients. Lack of reimbursement for agents using their own cars is criticized. Agent awareness of client problems in the area of child care, especially during school hours and hours of work, is noted.

A point which was made by Probation and Parole agents, reflecting on other agencies in the District in several ways, was that parolees and probationers are frequently rejected from eligibility for services. The rejection is traced to the lack of motivation of the clients. Breakdown of communications between agents and other agencies such as courts, social workers, guidance clinics, school counseling services, mental hospitals, police systems, and employment services often leads to lack of services for Probation and Parole clients.

Introduction to Bureau of Probation and Parole Client Participants

Members of client Nominals from the Bureau of Probation and Parole were organized by county of residence. The 39 clients reported former client status with 29 outside agencies and present client status with 45 agenices in addition to their contact with the Bureau of Probation and Parole. (See Table 11.) Thus, each client averaged one former contact and two present contacts with agencies at the time of the Nominal Group.

Introduction to Bureau of Probation and Parole Clients From Dodge County

Two Nominal Groups were organized from clients in Dodge County. All 8 participants are male Caucasians. Seven are on probation, and one is a parolee. In one group the four subjects were single, two were employed, one was enrolled at MPTI in the Metal Fabrication program, and they ranged in age from 18 to 26. The other group, including the parolee, consisted of three married men and one single man. One reported two years of university work. Each member was employed, and each desired to pursue further education or training. Of the eight clients, two expected to complete probation in 1973, three in 1974, one in 1975, one in 1977, and one will be off parole in the year 2003.

Summary of Bureau of Probation and Parole Client Responses From Dodge County

Ranked first by clients is the need for free legal aid services at the county level. Also top ranked is the complaint that the DVR encourages probationers to enter school, but will not provide enough aid to support a family, thus preventing the client from enrolling. The need for job training and work experience ranks in the top three problems mentioned. Problems related to registration with the Huber Law provides a block to employers or potential employers, according to clients. They desired lower cost medical services. All but one client in the Nominals ranked better training for staff members within the Division of Corrections (specifically, the state prisons) and a psychiatric examination before being employed. Training for the staff who work with juveniles also ranked in the top ten problem areas.

Complaints about laws, policies, rules and regulations are the most numerous and are ranked as top priority problems by the Dodge county clients. The rules of probation present many problems to the clients, specifically in the areas of finding Huber Law jobs, in leaving the county, getting a drivers license, and the mandatory personal monthly reporting to the agent. Some policies seem to lock the client in a low paying job, with the WIN program being cited. Clients tend to see the courts, sheriffs, and parole agents working together, agreeing with each other, and making decisions for the client rather than with him. In one community, clients reported that employer prejudice against inmates or ex-inmates is stirred up by the sheriff.

Basic needs in the medical, legal, and subsistence areas are seen as real problems, as is transportation. Two clients ranked the need for more nutritious food as one of their top three needs. Difficulty in finding housing is ranked high by two of the clients.

Specific Vocational courses are requested in Auto Mechanics, Electronic Radio and TV Broadcasting, Woodworking, and Furniture Finishing. Better therapy programs for alcoholics and drug addicts are needed in the Dodge county areas, as is a public transportation system.

Introduction to Bureau of Probation and Parole Clients From Fond du Lac County

A total of 16 clients, all Caucasians, were divided into two groups for the Nominal sessions. One group of seven participants included six single men and one widower with only three having earned high school diplomas. Six were probationers, one was a parolee. Five of the men desired to continue further education or training, and five of them were employed. The men ranged in age from 16 to 41 years. Six were also clients of DSS, and one was a client of DVR.

The second group of females included four single, three divorced, one married, and one separated. Four had earned high school diplomas, and each had pursued education or training beyond the diploma. Seven of the women were employed, and six of the nine desired to pursue further education or training. (This was the largest Nominal attempted; unexpected clients appeared after the meeting was in progress.)

Summary of Bureau of Probation and Parole Client Responses From Fond du Lac County

Problems tended to be ranked important according to which group was responding. The women ranked as the most important problem the overworked, overloaded lone female agent. All but one client in the women's group listed the female agent as a problem, citing her rigid and personal interpretation of rules and regulations as interference and her lying as a problem.

The major complaint of the men is the problem they reported of employers who discriminated against them because they reported an arrest record. The arrest record also was reported as interfering with their obtaining employment in certain specific occupations, such as bartending.

Second on the list of problems for both male and female clients is the problem of not being able

to locate low cost housing. Prices of food, clothing, and rent made family support very difficult for all but two of the clients. Coupled with the high cost of living are requests for legal aid, medical and dental assistance, and child care to enable the mothers to attend school or to work. Following very high in the ranked problems is the transportation problem. Clients report a need for transportation within Fond du Lac to get to MPTI, to work, to the Probation and Parole office, and to see family members who are out of town.

The women suggested that abortions should be legalized, as well as contraception devices for distribution to unmarried persons in Wisconsin. Men cite the problem of self-support, family support, and the prejudice noted in banks against loaning money to parolees or probationers as serious problems. Basically, they stated that the living expenses allowed by the Bureau are not enough.

Educationally, the clients spoke for a pre-release program which would prepare them for work or school on the outside. A referral and information center is needed. Courses which are requested include Welding, Video-tape Technician, Beautician training, Bartending, more LPN courses, Baker training, Child Care courses, Art courses, and Homemaking courses.

Introduction to Bureau of Probation and Parole Clients From Green Lake County

Nine male clients were organized into two Nominal Groups. One group, all Caucasians, included one married client, one divorced, and three single clients. Three had earned a high school diploma or equivalent. One had been in school only one year, the fifth ten years. The men ranged in age from 18 to 24. Three were on probation, two had been paroled. Three expressed interest in continuing education or training.

The second group included four probationers, three Caucasian, one Indian, ranging in age from 18 to 23. Three were single, one was divorced. One had earned a high school diploma, three had completed eleven years of school, and two were enrolled in high school at the time of the interview. Two of the four desired to pursue additional education beyond high school.

Summary of Bureau of Probation and Parole Client Responses From Green Lake County

Both groups cite the same problem as the most important: "Employers will not hire you because you have a record," "Can't get a job, as employer won't hire a person with a police record." They also cite prejudice against single persons as a stumbling block to employment. Another complaint is that a once-convicted felon is always under suspicion for crimes committed; and in a similar vein, courts and police tend to consider a past-felon as guilty without thorough investigations.

Nearly half of the responses from the client groups from Green Lake county relate to agency policy, rules and regulations. Twelve responses are ranked in the top ten by the two groups, including concern about the petty rules for clients, the restrictions on voting, marriage, borrowing money, owning a car, or leaving the state. Clients feel that they should be allowed to pick their lawyers, even when

receiving legal aid. Fair law enforcement and periodic review of judges is strongly suggested.

Transportation difficulties are ranked as major problems. Several clients are asking for specific Vocational courses and counseling. Courses in Refrigeration and in Auto Mechanics are requested. Vocational counseling is sharply criticized as deficient by a client, and two clients stated that no mention had been made of DVR Vocational Education programs by their agent.

Introduction to Bureau of Probation and Parole Clients From Washington County

One Nominal Group of six male Caucasian clients from Washington county included three single, two married, and one divorced. Two had earned a high school diploma or equivalent. Four of the clients were probationers and two were parolees. Five of the clients were employed. Four of the six were interested in pursuing additional education or training. The men were all clients of DSS (three of DVR, three of WSES), and ranged in age from 17 to 37.

Summary of Bureau of Probation and Parole Client Responses From Washington County

The top priority problem of the clients is the discrimination against parolees and probationers by employers and landlords. This is directly related to another high ranked problem---the need for better jobs in order to get re-established in the community. Another related problem is the need for financial assistance for clients to support themselves while getting established. WSES is cited for a prejudiced attitude.

The most frequent category of problems cited is agency administration. Specific judges and specific employees of the Department of Health and Social Services are criticized for predetermining court decisions, breaking confidentiality, lack of qualifications, and inflicting very severe punishments. Police harassment is a problem to these men.

Financial assistance in order to attend Vocational and Technical Institute courses is requested. A course in Auto Body Repair is also requested. An unusual response from a Nominal Group composed of men is their asking for child day care centers to enable parents to work if they want to. This was ranked by half of the group.

Comparison of the Four-county Bureau of Probation and Parole Staff and Client Responses

Parolees and probationers are nearly unanimous across the Moraine Park VTAE District that employer discrimination against ex-convicts and probationers interfered with the rehabilitation process, and that others in the community, including agents of departments and bureaus charged with assisting the rehabilitation process, and banks, courts, and police departments tend to discriminate against them.

Staff of the Bureau do note problems in this area, citing lack of community support for correctional programs and a lack of confidence from employers in probationers and parolees. They observe a lack of motivation in clients, which reflects perhaps the discouragement of looking for jobs, and being turned

away. Both staff and clients recognize a need for transportation, on-the-job or Vocational training, and improved communications.

Medical assistance, legal aid, higher family support levels, and ABE programs are all problems cited by probationers and parolees which are not mentioned as problems by their agents.

The Bureau staff cites motivation needs, staff needs, in-service programs and high school or equivalent courses which clients do not mention. In areas of major concern, however, the staff and clients do agree.

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BUREAU OF PROBATION AND PAROLE - DIVISION OF CORRECTIONS

Dodge, Fond du Lac, Green Lake and Washington Counties

(The Probation and Parole agents and aides representing Dodge, Fond du Lac, Green Lake, and Washington counties were brought together for the staff Nominal Groups. The research team's rationale was that there is no one county with enough staff to hold independent Nominal sessions.)

Number of Groups: 2 Total Participating: 10

STAFF NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 5 participants are Probation-Parole agents and represent each of the four counties. They are the most experienced of the seven professionals participating, with an average of 7.6 years in the agency.

1. Probation-Parole Agent I; 5 years in present position; 5 years in agency; Male, age 28; B.S., Sociology; 12 graduate credits in Sociology.
2. Probation-Parole Agent III; 9 years in present position; 11 years in agency; Male, age 44; B.S., Sociology; 15 graduate credits in Social Work.
3. Probation-Parole Agent/Social Worker III; 2 years, 6 months in present position; 6 years, 6 months in agency; Male, age 29; B.A., Social Studies; 15 graduate credits in Social Work.
4. Probation-Parole Agent III; 1 year in present position; 6 years in agency; Male, age 30; B.S., Social Work; 12 graduate credits.
5. Probation-Parole Agent III; 5 years in present position; 10 years in agency; Female, age 42; B.S., Education and Nutrition-Chemistry; 15 graduate credits in Social Work.

RESPONSES OF NOMINAL GROUP NO. 1

1. Development of in-service training programs for agents in law, alcoholic and drug counseling, marital counseling, new social work techniques. (XXX) (Pts. 1, 2, 7, 8, 9) (T-27) (R-1)
2. Need more Apprenticeship programs and OJT training programs. (X) (Pts. 7, 7, 10) (T-24) (R-2)
3. Need a county work program similar to WPA if the client wants to continue to receive assistance. (X) (Pts. 1, 3, 7, 10) (T-21) (R-3)
4. Agents should be reclassified as a hazardous job classification---retirement age should be optional. (Pts. 3, 8, 8) (T-19) (R-4)
5. Other agencies reject our clients because they are not motivated to their standards. We need more cooperation from referral agencies---County Guidance Clinic, school counseling services, and Winnebago State Hospital. (XXX) (Pts. 1, 2, 4, 10) (T-17) (R-5)
6. Need adequate reimbursement for the agent to operate their automobile. (Pts. 6, 9) (T-15) (R-6)
7. Need the development of short-term concentrated Vocational programs that would teach one basic skill---Spray Painting, Auto Mechanics and Repair, Punch Press, Arc Welding, Fender Repair, Lathe Operator, Checker, Cashier, and Basic Budgeting. (XXXX) (Pts. 2, 2, 4, 6) (T-14) (R-7)

ERIC

Probation and Parole-Staff-Responses

8. Lack of sufficient investigation to determine welfare eligibility and follow-up. (X) (Pts. 5, 8) (T-13) (R-8)

9. Need mandatory review of competency of county, state or federal judges on a regular basis. (Pts. 4, 9) (T-13) (R-8)

10. Mandatory non-support warrants for those who refuse to work or who make no attempt to satisfy job requirements. (Pts. 4, 6) (T-10) (R-9)

11. More advancement possibilities needed without going into administration. (Pts. 10) (T-10) (R-9)

12. More flexibility in departmental rules and regulations---more meritorious raises. (Pts. 10) (R-10) (R-9)

13. Lack of accountability of monies given to clients by DVR and the DSS. This is true of the agency and the recipient. (X) (Pts. 9) (R-9) (R-10)

14. Need more stenographic help. (Pts. 9) (T-9) (R-10)

15. Lack of DVR to follow through with their programs from the correctional institution to the street. (Pts. 5) (T-5)

16. High school or Vocational School offer a learning program---academic or vocational---for the resistant student. (X) (Pts. 5) (T-5)

17. Need open-ended Vocational School programs. (No Points)

18. Need Adult Education programs for the resistive client. A program in motivation itself, and programs that will offer jobs upon completion; incentive wage while attending training. (X) (No Points)

19. Work adjustment programs offered through Vocational Schools. Similar to Sheltered Workshops, but on a higher level. (X) (Pts. 2, 3) (T-5)

20. Need a mandatory birth control method for a single client that is on AFDC after the first pregnancy. (Pts. 7) (T-7)

21. Lack of family counseling facilities in Marquette County. (No Points)

22. Need for temporary welfare assistance for the single adult. (Pts. 5) (T-5)

23. Need a mandatory liability auto insurance at reasonable prices for everyone. (Pts. 1, 4) (T-5)

24. Cut some benefits to welfare recipients to provide incentives. (Pts. 6) (T-6)

25. Transportation problem for clients to get medical help, schooling, work. (XXXX) (Pts. 1) (T-1)

26. Need active and complete prosecution of welfare fraud cases. (No Points)

27. Problems with WSES in finding jobs for people---they tend to operate in reverse finding people for jobs. (Pts. 6) (T-6)

28. Need day care and night care services, especially for those involved in training---this should be inexpensive or free while attending training programs. This service should also be provided for those in low-income marginal jobs. (XX) (Pts. 3, 5) (T-8)

29. Need for more instruction in home-making skills---a combination of in-the-home/group instruction. (No Points)

30. We should be able to refer clients to an abortionist with fund provided, if necessary. (No Points)

31. Need more agent participation in policy making. (XX) (Pts. 3) (T-3)

32. Less red tape and paper work. (Pts. 8) (T-8)

33. Need psychiatric services for drug abuse cases. Need better drug treatment programs. (No Points)

34. Need mandatory review of competency of district attorneys on a regular basis. (No Points)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogeneous Grouping: Three of the 5 participants are correctional aides and two are the least experienced of the staff participating.

1. Correctional Aide; 2 months in present position; 2 months in agency; Female, age 23; 6 credits toward B.A.

2. Probation-Parole Agent III; 10 months in present position; 6 years in agency; Male, age 29; B.A., Sociology-Psychology; 12 graduate credits.

3. Correctional Aide; 3 months in present position; 3 months in agency; Male, age 48; No degree.

4. Correctional Aide IV; 2 months in present position; 2 months in agency; Male, age 47; No degree.

5. Probation-Parole Agent III; 7 months in present position; 7 months in agency; Male, age 31; B.S., Psychology; 12 graduate credits in Social Work.

RESPONSES OF NOMINAL GROUP NO. 2

1. Need a program in correctional institutions before release and continued on the outside to prevent return, such as family counseling, motivation for schooling, and employment. (XX) (Pts. 5, 8, 10, 10) (T-33) (R-1)

2. Vocational School should have more Apprenticeship programs---an Electronics and Plumbing Apprenticeship Program. They can't handle the classroom work for certification. More programs with a broader range to meet the needs of client, including semi-skilled and unskilled, such as Journeymen, Construction, and LPN. (XX) (Pts. 6, 7, 7, 9) (T-29) (R-2)

3. Clients need to find employment with sufficient wage to meet the needs of their family; jobs that are suitable to them. (X) (Pts. 9, 9, 10) (T-28) (R-3)

4. Lack of confidence by the employer to hire Probation and Parole clients. (Pts. 7, 8, 10) (T-25) (R-4)

5. Clients' lack of motivation towards positive change---lack of interest in keeping their job or seeking a job and sticking with vocational training and they take advantage of MDTA because of incentive pay---no real interest. (XXX) (Pts. 1, 3, 8, 10) (T-22) (R-5)

6. Lack of community support for correctional programs. (X) (Pts. 4, 7, 9) (T-20) (R-6)

7. Lack of funds readily available to the agent to meet the clients' maintenance needs. A $50 loan to be paid in 90 days is not enough. Agency should have its own funds rather than having to go to DVR and other agencies for funds. (Pts. 2, 2, 6, 8) (T-18) (R-7)

Probation and Parole-Staff-Responses

8. Less legal influence in supervision by attorney. There should be more emphasis on what the client and the community needs versus civil rights. (Pts. 1, 8, 9) (T-18) (R-7)

9. Not enough training in the institution of any kind; industrial, educational or personal. (Pts. 2, 3, 4, 6) (T-15) (R-8)

10. Financial aid for capable clients to get higher education; college and professional training. (X) (Pts. 1, 5, 7) (T-13) (R-9)

11. Court relies on us, but doesn't utilize all of our services, such as presentence investigations. (Pts. 2, 3, 4) (T-9) (R-10)

12. Fond du Lac WSES office finds men for jobs, rather than jobs for men; don't really care. (Pts. 3, 6) (T-9) (R-10)

13. Lack of communication between institution social workers and Probation and Parole staff. (X) (No Points)

14. Too much emphasis placed on paper work, such as audits and forms. (Pts. 1, 4) (T-5)

15. Housing for Probation and Parole and low-income clients. (X) (No Points)

16. Lack of a workable system between some police systems and Probation and Parole. Also, conflicting opinions of methods for working with clients, and harassment of clients by police. (X) (Pts. 1, 6) (T-7)

17. Marital and family counseling for clients to prevent further conflicts with family and law. (Pts. 5) (T-5)

18. Transportation to school, counseling, jobs, and doctor. (X) (Pts. 5) (T-5)

19. Conflicting opinion of workers at Probation and Parole on method of working with clients. (No Points)

20. Need child care. (No Points)

21. Promises are made by DVR while in the institution and while on the street that they do not fulfill. (No Points)

22. Local Guidance Clinic is unwilling to work with our clients. They shy away from clients who need control. (Pts. 2, 5) (T-7)

23. Taycheedah should take advantage of close proximity of the Technical School and the UW-Fond du Lac Center; the Technical School is too crowded for those who want to get in. (No Points)

24. Non-willingness of community schools to cope with the clients' special problems. They say they can't handle them and give them no special attention or recognition they need. (Pts. 3, 4) (T-7)

Total Points: 275

CATEGORIZATION OF STAFF RESPONSES

BUREAU OF PROBATION AND PAROLE - DIVISION OF CORRECTIONS

Dodge, Fond du Lac, Green Lake and Washington Counties

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Need a program in correctional institutions before release and continued on the outside to prevent return, such as family counseling, motivation for schooling, and employment. (XX) (Pts. 5, 8, 10, 10) (T-33) (T-1)

2. Need a county work program similar to WPA if the client wants to continue to receive assistance. (X) (Pts. 1, 3, 7, 10) (T-21) (R-3)

3. Agents should be reclassified as a hazardous job classification---retirement age should be optional. (Pts. 3, 8, 8) (T-19) (R-4)

4. Less legal influence in supervision by attorney. There should be more emphasis on what the client and the community needs versus civil rights. (Pts. 1, 8, 9) (T-18) (R-7)

5. ..... Agency should have its own clients' maintenance needs funds rather than having to go to DVR and other agencies for funds. (Pts. 2, 2, 6, 8) (T-18) (R-7)

6. Need mandatory review of competency of county, state, or federal judges on a regular basis. (Pts. 4, 9) (T-13) (R-8)

7. Lack of sufficient investigation to determine welfare eligibility and follow-up. (X) (Pts. 5, 8) (T-13) (R-8)

8. Mandatory non-support warrants for those who refuse to work or who make no attempt to satisfy job requirements. (Pts. 4, 6) (T-10) (R-9)

9. More advancement possibilities needed without going into administration. (Pts. 10) (T-10) (R-9)

10. More flexibility in departmental rules and regulations---more meritorious raises. (Pts. 10) (T-10) (R-9)

11. Lack of accountability of monies given to clients by DVR and the DSS. This is true of the agency and the recipient. (X) (Pts. 9) (T-9) (R-10)

12. Lack of DVR to follow through with their programs from the correctional institution to the street. (Pts. 5) (T-5)

13. Need for temporary welfare assistance for the single adult. (Pts. 5) (T-5)

14. Cut some benefits to welfare recipients to provide incentives. (Pts. 6) (T-6)

15. Need active and complete prosecution of welfare fraud cases. (No Points)

16. We should be able to refer clients to an abortionist with fund provided, if necessary. (No Points)

17. Need more agent participation in policy making. (XX) (Pts. 3) (T-3)

18. Less red tape and paper work. (Pts. 8) (T-8)

19. Need mandatory review of competency of district attorneys on a regular basis. (No Points)

20. Too much emphasis placed on paper work, such as audits and form. (Pts. 1, 4) (T-5)

21. Promises are made by DVR while in the institution and while on the street that they do not fulfill. (No Points)

22. Local Guidance Clinic is unwilling to work with our clients. They shy away from clients who need control. (Pts. 2, 5) (T-7)

23. Taycheedah should take advantage of close proximity of the Technical School and the UW-Fond du Lac Center ..... (No Points)

[3] Basic Needs: Food, Clothing, and Housing

1. Housing for Probation and Parole and low-income clients. (X) (No Points)

2. Lack of funds readily available to the agent to meet the clients' maintenance needs. A $50 loan to be paid in 90 days is not enough ..... (Pts. 2, 2, 6, 8) (T-18) (R-7)

[5] Child Care Centers

1. Need day care and night care services, especially for those involved in training ---this should be inexpensive or free while attending training programs. This service should also be provided for those in low-income marginal jobs. (XX) (Pts. 3, 5) (T-8)

2. Need child care. (No Points)

[6] Communications: Inter and Intra-Agency

1. Other agencies reject our clients because they are not motivated to their standards. We need more cooperation from referral agencies---County Guidance Clinic, school counseling services, and Winnebago State Hospital. (XXX) (Pts. 1, 2, 4, 10) (T-17) (R-5)

2. Lack of communication between institution social workers and Probation and Parole staff. (X) (No Points)

3. Client relies on us, but doesn't utilize all of our services, such as pre-sentence investigations. (Pts. 2, 3, 4) (T-9) (R-10)

4. Lack of a workable system between some police systems and Probation and Parole. Also, conflicting opinions of methods for working with clients, and harassment of clients by police. (X) (Pts. 1, 6) (T-7)

5. Conflicting opinion of workers at Probation and Parole on method of working with clients. (No Points)

[8] Courses and Programs: Colleges and Universities

1. Financial aid for capable clients to get higher education; college and professional training. (X) (Pts. 1, 5, 7) (T-13) (R-9)

2. Non-willingness of community schools to cope with the clients' special problems. They say they can't handle them and give them no special attention or recognition they need. (Pts. 3, 4) (T-7)

[9] Courses and Programs: Pre-school, Primary, Middle, and High School

1. High school ..... should offer a learning program---academic or vocational---for the resistant student. (X) (Pts. 5) (T-5)

2. Non-willingness of community schools to cope with the clients' special problems. They say they can't handle them and give them no special attention or recognition they need. (Pts. 3, 4) (T-7)

[10] Courses and Programs: Vocational and Technical

1. Vocational School should have more Apprenticeship programs---an Electronics and Plumbing Apprenticeship program. They can't handle the classroom work for certification. More programs with a

broader range to meet the needs of client, including semi-skilled and unskilled, such as Journeymen, Construction, LPN. (XX) (Pts. 6, 7, 7, 9) (T-29) (R-2)

2. Need the development of short-term concentrated Vocational programs that would teach one basic skill---Spray Painting, Auto Mechanics and Repair, Punch Press, Arc Welding, Fender Repair, Lathe Operator, Checker, Cashier, and Basic Budgeting. (XXXX) (Pts. 2, 2, 4, 6) (T-14) (R-7)

3. Not enough training in the institution of any kind: industrial, educational, or personal. (Pts. 2, 3, 4, 6) (T-15) (R-8)

4. . . . . Vocational School should offer a learning program---academic or vocational---for the resistant student. (X) (Pts. 5) (T-5)

5. Need open-ended Vocational School programs. (No Points)

6. Need Adult Education programs for the resistive client. A program in motivation itself, and programs that will offer jobs upon completion . . . . . (X) (No Points)

7. Work adjustment programs offered through Vocational Schools. Similar to Sheltered Workshops, but on a higher level. (X) (Pts. 2, 3) (T-5)

8. . . . . The Technical School is too crowded for those who want to get in. (No Points)

9. Non-willingness of community schools to cope with the clients' special problems. They say they can't handle them and give them no special attention or recognition they need. (Pts. 3, 4) (T-7)

[11] Drugs, Alcoholism, and Emergency Services

1. Need psychiatric services for drug abuse cases. Need better drug treatment programs. (No Points)

[14] Homemaking and Other Home Services

1. Need for more instruction in homemaking skills---a combination of in-the-home/group instruction. (No Points)

[15] In-service

1. Development of in-service training programs for agents in law, alcoholic and drug counseling, marital counseling, new social work techniques. (XXX) (Pts. 1, 2, 7, 8, 9) (T-27) (R-1)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Need more Apprenticeship programs and OJT training programs. (X) (Pts. 7, 7, 10) (T-24) (R-2)

2. Problems with WSES in finding jobs for people---they tend to operate in reverse finding people for jobs. (Pts. 6) (T-6)

3. Clients need to find employment with sufficient wage to meet the needs of their family; jobs that are suitable to them. (X) (Pts. 9, 9, 10) (T-28) (R-3)

4. Vocational School should have more Apprenticeship programs---an Electronics and Plumbing Apprenticeship program . . . . . (XX) (Pts. 6, 7, 7, 9) (T-29) (R-2)

5. Fond du Lac WSES office finds men for jobs, rather than jobs for men; don't really care. (Pts. 3, 6) (T-9) (R-10)

[18] Marital and Family Problems

1. Lack of family counseling facilities in Marquette County. (No Points)

2. Marital and family counseling for clients to prevent further conflicts with family and law. (Pts. 5) (T-5)

[22] Motivation

1. Clients' lack of motivation towards positive change---lack of interest in keeping their job or seeking a job and sticking with Vocational training, and they take advantage of MDTA because of incentive pay---no real interest. (XXX) (Pts. 1, 3, 8, 10) (T-22) (R-5)

[23] Prejudice, Discrimination, and Employer Prejudice

1. Lack of confidence by the employer to hire Probation and Parole clients. (Pts. 7, 8, 10) (T-25) (R-4)

[24] Public Relations and Community Participation and Volunteers

1. Lack of community support for correctional programs. (X) (Pts. 4, 7, 9) (T-20) (R-6)

[28] Sex Education and Family Planning

1. Need a mandatory birth control method for a single client that is on AFDC after the first pregnancy. (Pts. 7) (T-7)

[29] Staff

1. Need more stenographic help. (Pts. 9) (T-9) (R-10)

[30] Transportation

1. Transportation problem for clients to get medical help, schooling, work. (XXXX) (Pts. 1) (T-1)

2. Need adequate reimbursement for the agent to operate their automobile. (Pts. 6, 9) (T-15) (R-6)

3. Transportation to school, counseling, jobs, and doctor. (X) (Pts. 5) (T-5)

[31] Wages, Income, and Incentives

1. Need . . . . . incentive wage while attending training. (X) (No Points)

[32] Miscellaneous

1. Need a mandatory liability auto insurance at reasonable prices for everyone. (Pts. 1, 4) (T-5)

BUREAU OF PROBATION AND PAROLE - DIVISION OF CORRECTIONS

Dodge County

Number of Groups: 2 Total Participating: 8

CLIENT NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 4 male Caucasian participants are single and on probation.

Three of the clients have a high school diploma or its equivalency, and one has completed ten years of school. One is presently enrolled in the Metal Fabrication program at MPTI-Fond du Lac. One of the clients has served time at the Kettle Moraine Boys School and one institution in New Hampshire. One was enrolled in Welding and Printing courses while institutionalized. One person expects to be off probation in 1973, two in 1974, and one in 1977. Two members of the group are presently employed, both in Woodworking. The last previous occupation of the two men not presently employed were not indicated. Two of the four participants desire to pursue further education or training---one in drafting and one in welding.

1. Male, age 26; client of Probation.
2. Male, age 24; client of DVR and Probation; former client of MHC.
3. Male, age 18; client of DSS, WSES, MHC and Probation.
4. Male, age 19; client of DSS, WSES, and Probation.

RESPONSES ON NOMINAL GROUP NO. 1

1. DVR will put probationers through school but will not give him enough to support a wife and child, so he can't go. (Pts. 3, 7, 10) (T-20) (R-1)
2. All the red tape of the Huber Law causes the employers not to hire you. (Pts. 4, 7, 9) (T-20) (R-1)
3. Agents should go through psychiatric testing before being hired, like they do in industry. (Pts. 2, 5, 6, 6) (T-19) (R-2)
4. When in county jail, should be able to find own jobs rather than the sheriff, to work under Huber Law. (Pts. 4, 6, 9) (T-19) (R-2)
5. Should be OJT for probationers instead of vocational-technical education. (Pts. 9, 10) (T—19) (R-2)
6. Probation rules, such as not leaving the county or getting a license without permission is not good---makes getting a job more difficult. (Pts. 8, 10) (T-18) (R-3)
7. Need more nutritious food. (Pts. 8, 8) (T-16) (R-4)
8. Agents should be more interested in your problems---there's a lack of communication. (Pts. 3, 3, 3, 7) (T-16) (R-4)
9. Need low-income housing within a decent standard. (Pts. 4, 9) (T-13) (R-5)
10. Probation agent should be of more assistance in finding a job. (Pts. 5, 6) (T-11) (R-6)

11. Sheriff and parole agents work together and always agree with each other, even if one is in the wrong. (Pts, 1, 2, 8) (T-11) (R-6)

12. Should not have to report to agent every month after first month---should be able to call or write a letter. (Pts. 10) (T-10) (R-7)

13. Need medical help. (Pts. 5, 5) (T-10) (R-7)

14. $220 a month on G. I. Bill is not enough to cover travel to school and tuition. Should be adjusted to individual situations. (Pts. 2, 7) (T-9) (R-8)

15. Would like Auto Mechanics course. (Pts. 4) (T-4) (R-9)

16. Need adequate drug programs---need longer de-tox and more medical help programs. (Pts. 1, 2) (T-3) (R-10)

17. Corrections should get away from sending psychiatric patients to Central State Hospital---should have psychiatric care at the county level for criminal offenders. (Pts. 1, 1) (T-2)

18. Sheriff influences the employers in town against some inmates. (No Points)

Total Points: 220

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 4 male Caucasian participants are presently employed and desire to pursue further education or training.

Of the 4 participants, three are married and one is single. Two of the clients have a high school diploma or its equivalency. The remaining two have completed ten years of school. One has had two years in Business Management and Psychology at the University of Wisconsin-Madison. One is presently attending school or enrolled in a training program. Three of the four are probationers, and one is a parolee. One of the clients has served time at the Kettle Moraine Boys School and the Wisconsin State Reformatory in Green Bay. One has served time at Pontiac, Illinois; Statesville, Illinois; Joliet, Illinois; WSP, and WCI. One was enrolled in a Painting and Welding program, and one was enrolled in a correspondence course through the University of Wisconsin-Madison while institutionalized. One expects to be off probation in 1973, one in 1974, one in 1975, and one expects to be off parole in the year 2003. All members of this group are presently employed---one as a press brake operator; one as a lineman for the telephone company; one as a laborer; and one did not indicate his type of employment. All four participants desire to pursue further education or training---one in Radio and TV Broadcasting; one in a Adult Evening Woodworking class at MPTI-Beaver Dam; one in Auto Mechanics and Farm Machine Mechanics; and one in Psychology at the University of Wisconsin.

1. Male, age 35; client of DSS, DVR and Parole.

2. Male, age 28; client of DSS, WIN, MHC and Probation; former client of DVR and WSES.

3. Male, age 36; client of DSS, MHC and Probation.

4. Male, age 18, client of DSS and Probation.

RESPONSES OF NOMINAL GROUP NO. 2

1. Free legal aid on a county level. (Pts. 3, 4, 5, 10) (T-22) (R-1)

2. Need job training and work experience. (Pts. 6, 6, 9) (T-21) (R-2)

3. Need low-cost medical services. (Pts. 5, 6, 9) (T-20) (R-3)

4. Better trained staff within the Division of Corrections, primarily within state prisons. (Pts. 1, 7, 10) (T-18) (R-4)

5. Financial aid to go on to higher education, such as college, for a family man. (Pts. 7, 10) (T-17) (R-5)

6. Information and referral center, maybe in booklet form, listing services available in Dodge County, in detail. (Pts. 1, 2, 2, 8) (T-13) (R-6)

7. The mandatory introductory program in Alcoholics Anonymous at the MHC in Juneau should be shortened from a three-year program---too long, want different information; want the sessions to vary and to know when I'll get out of the introductory course. (Pts. 6, 7) (T-13) (R-6)

8. Insurance company jacks up rates for ex-cons. (Pts. 1, 4, 8) (T-13) (R-6)

9. Judge will sentence you without putting a time limit on it---especially to Alcoholics Anonymous. (Pts. 3, 9) (T-12) (R-7)

10. More and better trained staff to work with juveniles. (Pts. 4, 8) (T-12) (R-7)

11. Need transportation in general, everywhere. (X) (Pts. 10) (T-10) (R-8)

12. WIN provides you with a low-paying job, and then you're stuck, without further help. (Pts. 2, 8) (T-10) (R-8)

13. More coordination between State and Dodge County Drivers License Bureau, as I need my license for work and medical reasons, and they are giving me the runaround. (Pts. 2, 3, 5) (T-10) (R-8)

14. State organization, similar to the HUD program, which was recently dropped by federal government, should be founded---especially for developing low-cost housing. (Pts. 9) (T-9) (R-9)

15. Want to know general rights of a parolee. (Pts. 7) (T-7) (R-10)

16. Need some type of public transportation in Dodge County. (Pts. 1, 3) (T-4)

17. Having trouble dealing with landlord in my trailer court---Deb-A-Ro Gardens in Dodge County---need better facilities there. (Pts. 5) (T-5)

18. Want vocational course in Electronics with Radio and TV Broadcasting, Woodworking, and Finishing Furniture. (X) (Pts. 4) (T-4)

Total Points: 220

CATEGORIZATION OF CLIENT RESPONSES

BUREAU OF PROBATION AND PAROLE - DIVISION OF CORRECTIONS

Dodge County

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. DVR will put probationers through school but will not give him enough to support a wife and child, so he can't go. (Pts, 3, 7, 10) (T-20) (R-1)

2. Agents should go through psychiatric testing before being hired, like they do in industry. (Pts. 2, 5, 6, 6,) (T-19) (R-2)

3. When in county jail, should be able to find own jobs rather than the sheriff, to work under Huber Law. (Pts. 4, 6, 9) (T-19) (R-2)

4. Probation rules, such as not leaving the county or getting a license without permission is not good---makes getting a job more difficult. (Pts. 8, 10) (T-18) (R-3)

5. Better trained staff within the Division of Corrections, primarily within state prisons. (Pts. 1, 7, 10) (T-18) (R-4)

6. Probation agent should be of more assistance in finding a job. (Pts. 5, 6) (T-11) (R-6)

7. Sheriff and parole agents work together and always agree with each other, even if one is in the wrong. (Pts. 1, 2, 8) (T-11) (R-6)

8. Judge will sentence you without putting a time limit on it---especially to Alcoholics Anonymous. (Pts. 3, 9) (T-12) (R-7)

9. More and better trained staff to work with juveniles. (Pts. 4, 8) (T-12) (R-7)

10. Should not have to report to agent every month after first month---should be able to call or write a letter. (Pts. 10) (T-10) (R-7)

11. WIN provides you with a low-paying job, and then you're stuck without further help. (Pts. 2, 8) (T-10) (R-8)

[3] Basic Needs: Food, Clothing, and Housing

1. Need more nutritious food. (Pts. 8, 8) (T-16) (R-4)

2. Need low-income housing within a decent standard. (Pts. 4, 9) (T-13) (R-5)

3. State organization, similar to the HUD program, which was recently dropped by federal government, should be founded---especially for developing low-cost housing. (Pts. 9) (T-9) (R-9)

4. Having trouble dealing with landlord in my trailer court---Deb-A-Ro Gardens in Dodge County---need better facilities there. (Pts. 5) (T-5)

[6] Communications: Inter and Intra-Agency

1. Agents should be more interested in your problems---there's a lack of communication. (Pts. 3, 3, 3, 7) (T-16) (R-4)

2. More coordination between State and Dodge County Drivers License Bureau, as I need my license for work and medical reasons, and they are giving me the runaround. (Pts. 2, 3, 5) (T-10) (R-8)

3. Want to know general rights of a parolee. (Pts. 7) (T-7) (R-10)

[8] Courses and Programs: Colleges and Universities

1. Financial aid to go on to higher education, such as college, for a family man. (Pts. 7, 10) (T-17) (R-5)

[10] Courses and Programs: Vocational and Technical

1. Would like Auto Mechanics course. (Pts. 4) (T-4) (R-9)

2. Want vocational course in Electronics with Radio and TV Broadcasting, Woodworking, and Finishing Furniture. (X) (Pts. 4) (T-4)

[11] Drugs, Alcoholism, and Emergency Services

1. The mandatory introductory program in Alcoholics Anonymous at the MHC in Juneau should be shortened from a three-year program---too long, want different information; want the sessions to vary and to know when I'll get out of the introductory course. (Pts. 6, 7) (T-13) (R-6)

2. Need adequate drug programs---need longer de-tox and more medical help programs. (Pts. 1, 2) (T-3) (R-10)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Need job training and work experience. (Pts. 6, 6, 9) (T-21) (R-2)

2. Should be OJT for probationers instead of vocational-technical education. (Pts. 9, 10) (T-19) (R-2)

[17] Legal Aid

1. Free legal aid on a county level. (Pts. 3, 4, 5, 10) (T-22) (R-1)

[19] Medical, Dental, and Optical

1. Need low-cost medical services. (Pts. 5, 6, 9) (T-20) (R-3)

2. Need medical help. (Pts. 5, 5) (T-10) (R-7)

[20] Mental Retardation, Physical and Emotional Handicaps

1. Corrections should get away from sending psychiatric patients to Central State Hospital---should have psychiatric care at the county level for criminal offenders. (Pts. 1, 1) (T-2)

[23] Prejudice, Discrimination, and Employer Prejudice

1. All the red tape of the Huber Law causes the employers not to hire you. (Pts. 4, 7, 9) (T-20) (R-1)

2. Insurance company jacks up rates for ex-cons. (Pts. 1, 4, 8) (T-13) (R-6)

3. Sheriff influences the employers in town against some inmates. (No Points)

[26] Referral and Information Center

1. Information and referral center, maybe in booklet form, listing services available in Dodge County, in detail. (Pts. 1, 2, 2, 8) (T-13) (R-6)

[30] Transportation

1. Need transportation in general, everywhere. (X) (Pts. 10) (T-10) (R-8)

2. Need some type of public transportation in Dodge County. (Pts. 1, 3) (T-4)

[31] Wages, Income, and Incentives

1. $220 a month on G.I. Bill is not enough to cover travel to school and tuition. Should be adjusted to individual situations. (Pts. 2, 7) (T-9) (R-8)

ERIC

BUREAU OF PROBATION AND PAROLE - DIVISION OF CORRECTIONS

Fond du Lac County

Number of Groups: 2 Total Participating: 16

CLIENT NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 7 participants are male Caucasians.

Of the 7 participants, six are single and one is widowed. Three of the clients have a high school diploma or its equivalency. The remaining four have completed six, nine, and eleven years of school and one did not reply to that question. One participant has one semester at the University of Wisconsin-Oshkosh in Secondary Education-History. One person is presently attending school. Six of the seven are probationers and one is a parolee. Two of the clients have served time in a correctional institution and were not enrolled in an educational program while institutionalized. Three expect to be off probation or parole in 1973, three expect to be off probation or parole in 1974, and one in 1983. Five members of the group are presently employed; one in appliance repair service, one in factory shipping, one in painting and dishwashing, one in dishwashing, and one in roofing and siding. The last previous occupations of the two who are not presently employed are factory work and a car washer. Five of the 7 participants desire to pursue further education or training---one in mass media TeleCom; one in welding or art; one in conservation work; one to attain his high school equivalency; and one desires to attend the University of Wisconsin-Madison or University of Wisconsin-Oshkosh but did not designate course of study.

1. Male, age 21; client of Probation, DSS, and WSES.
2. Male, age 19; client of Probation, and DSS.
3. Male, age 16; client of Probation, and DSS.
4. Male, age 41; client of Probation; former client of DSS and MHC.
5. Male, age 31; client of Parole; former client of DVR.
6. Male, age 19; client of Probation, DSS, and WSES.
7. Male, age 19; client of Probation, DSS, and DVR; former client of WSES and Workshops.

RESPONSES OF NOMINAL GROUP NO. 1

1. It is a state law that employers can't discriminate---should not be able to ask you if you have ever been arrested or not let you get a bartenders license. (X) (Pts. 2, 6, 6, 7, 8, 10, 10) (T-49) (R-1)
2. Need money for housing. (X) (Pts. 2, 4, 6, 8, 8, 9) (T-37) (R-2)
3. Need free legal aid services. (Pts. 1, 4, 5, 5, 6, 7, 8) (T-36) (R-3)
4. Need medical and dental assistance. (X) (Pts. 5, 5, 9, 10) (T-29) (R-4)
5. Would like training in TeleCom---video tape---at MPTI-Fond du Lac. Also Welding. (X) (Pts. 8, 9, 9) (T-26) (R-5)

6. Need money to get started in school or on a job. (Pts. 3, 3, 4, 6, 9) (T-25) (R-6)

7. Should be able to pick your own lawyer when court-appointed---some are not adequate. When they say court costs will be paid for, then the court says you have to pay. (Pts. 3, 4, 7, 8) (T-22) (R-7)

8. Would like loans available to start a business or attend school through the state, because banks don't like to loan to us. (Pts. 5, 7, 10) (T-22) (R-7)

9. Living expense allowed by Probation is not always enough. (Pts. 4, 8, 9) (T-21) (R-8)

10. The Parole Board should be changed every two or three months and made up of citizens like a jury. (Pts. 3, 7, 10) (T-20) (R-9)

11. Can't find a job---WSES is not helping me at this time. (Pts. 3, 5, 9) (T-17) (R-10)

12. Should have a release program in prison so you are not just thrown out to society. (Pts. 3, 7, 7) (T-17) (R-10)

13. Transportation to work, to see family out of town, to find a job. (XXX) (Pts. 4, 5, 6) (T-15)

14. I am not able to see my children in a foster home often enough because the social workers do not take the time to arrange for it. (Pts. 10) (T-10)

15. Parole agent will not let me go to work in Oshkosh. Parole agent won't let me go to school. (Pts. 2) (T-2)

16. There should not be a law that you must collect Unemployment Compensation benefits within four weeks after you are unemployed. (Pts. 2, 6) (T-8)

17. Want college Art course. (Pts. 4) (T-4)

18. Need money for car repairs. (Pts. 1, 2) (T-3)

19. Need a recreation center like a YMCA with a pay scale you can afford. (Pts. 1, 1, 2, 2) (T-6)

20. Need a volunteer group for transportation. (Pts. 1, 1, 1, 3, 10) (T-16)

Total Points: 385

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 9 female participants are Caucasian. None of the women are presently attending school.

Of the 9 participants, four are single, three are divorced, one is married and one is separated. Four of the clients have a high school diploma or its equivalency. Of the remaining five, three have completed ten years of school and two have completed eleven years. Four have had formal education beyond high school---one has a maids certificate from the Fox Valley Technical Institute; one has earned a certificate in IBM training and shorthand from Ridgewood-Wisconsin Home for Women; one has earned a diploma in Secretarial Science from MPTI; and one has three months in a nurses aide course through the Watertown Memorial Hospital. Seven of the 9 are probationers and two are parolees. Three of the clients have served time at the WHW. One was enrolled in IBM training and shorthand and one was enrolled in an English course while institutionalized. Five expect to be off probation or parole in 1973, three expect to be off probation or parole in 1974, and one in 1975. Seven members of the group are presently employed---one as a cook; one in a bakery; one as a boxer operator at a canning factory; two at Workshops, Inc.; one as a cheese wrapper; and one as a secretary. The last previous occupations of the two who are not presently employed are waitress work and nurses aide employment. Six of the 9 desire to pursue further education or training---one in a Chef program at MPTI; one in Drivers Education at MPTI; one in a Dietician course; one in IBM at MATC; one in a LPN course; and one did not specify field of study.

1. Female, age 20; client of Probation, DVR, and Workshops.
2. Female, age 26; client of Probation, Workshops, and DVR; former client of DSS.
3. Female, age 24; client of Parole.
4. Female, age 22; client of Probation and DSS.
5. Female, age 21; client of Probation and DVR; former client of DSS and WIN.
6. Female, age 30; client of Parole and DSS; former client of DVR and WSES.
7. Female, age 23; client of Parole, DSS, and WSES; former client of DVR.
8. Female, age 22; client of Probation and DSS; former client of Workshops.
9. Female, age 25; client of Probation and DSS; former client of WSES.

RESPONSES OF NOMINAL GROUP NO. 2

1. Need more female Probation and Parole officers in Fond du Lac county. Present officer has too large a caseload; she lacks understanding; she makes you see a psychiatrist whether you want to or not; she should allow us to make our own decision on work or what type of job we want; she is too personal on requiring us to divulge what we do with our money, who we can see, and where we can go; why does she have to know what bills we have and how we pay them; she interferes with our family and tells them what they should do; she lies to us. (XXXXXXX) (Pts. 1, 9, 9, 9, 10, 10, 10, 10, 10) (T-78) (R-1)
2. Need for low-cost housing. (X) (Pts. 3, 4, 5, 6, 6, 7, 8, 8, 9) (T-56) (R-2)
3. Price of food, clothing and rent is too high compared to wages---especially if you have a family. (X) (Pts. 1, 4, 6, 7, 7, 7, 9, 9) (T-50) (R-3)
4. Need child care for going to school, to work. (XX) (Pts. 7, 7, 7, 8, 8, 8) (T-45) (R-4)
5. Need more entertainment and recreation in Fond du Lac. (Pts. 1, 3, 4, 4, 4, 6, 8, 10) (T-40) (R-5)

6. Need transportation in Fond du Lac to get to MPTI, to work, to the Probation and Parole office. (XX) (Pts. 1, 2, 3, 4, 8, 10, 10) (T-38) (R-6)

7. Need better road care in Fond du Lac county. (Pts. 2, 3, 3, 5, 5, 6, 6, 7) (T-37) (R-7)

8. Want a Beautician program at MPTI, IBM courses, Bartending, more LPN courses, Homemaking courses, a course on how to be a Baker, Child Care program. Want more Art courses. (XXXXXX) (Pts. 1, 2, 3, 4, 5, 8, 10) (T-33) (R-8)

9. Contraception devices should be made legal and available for unmarried persons in Wisconsin. (Pts. 1, 1, 2, 7, 9) (T-20) (R-9)

10. Want Food stamp program in Fond du Lac county. (Pts. 2, 2, 5, 5, 5) (T-19) (R-10)

11. Difficulty in serving as a supervisor at work because people under me are my same age. (Pts. 1, 4) (T-5)

12. Need for marriage counseling. (Pts. 2, 9) (T-11)

13. Need financial assistance for going to school as a LPN. (Pts. 3, 6, 9) (T-18)

14. Legalize abortion in Wisconsin. (Pts. 1, 3, 8) (T-12)

15. Need a referral and information center to tell you about services and where to go. (Pts. 2, 2, 4, 5, 5) (T-18)

16. Have problems in talking with other people. (Pts. 3, 6, 6) (T-15)

Total Points: 495

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CATEGORIZATION OF CLIENT RESPONSES

BUREAU OF PROBATION AND PAROLE - DIVISION OF CORRECTIONS

Fond du Lac County

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Need more female Probation and Parole officers in Fond du Lac county. Present officer has too large a caseload; she lacks understanding; she makes you see a psychiatrist whether you want to or not; she should allow us to make our own decision on work or what type of job we want; she is too personal on requiring us to divulge what we do with our money, who we can see, and where we can go; why does she have to know what bills we have and how we pay them; she interferes with our family and tells them what they should do; she lies to us. (XXXXXXX) (Pts. 1, 9, 9, 9, 10, 10, 10, 10, 10) (T-78) (R-1)

2. Need better road care in Fond du Lac county. (Pts. 2, 3, 3, 5, 5, 6, 6, 7) (T-37) (R-7)

3. Should be able to pick your own lawyer when court-appointed---some are not adequate. When they say court costs will be paid for, then the court says you have to pay. (Pts. 3, 4, 7, 8) (T-22) (R-7)

4. Living expense allowed by Probation is not always enough. (Pts. 4, 8, 9) (T-21) (R-8)

5. The Parole Board should be changed every two or three months and made up of citizens like a jury. (Pts. 3, 7, 10) (T-20) (R-9)

6. Contraception devices should be made legal . . . . . for unmarried persons in Wisconsin. (Pts. 1, 1, 2, 7, 9) (T-20) (R-9)

7. Want Food Stamp program in Fond du Lac county. (Pts. 2, 2, 5, 5, 5) (T-19) (R-10)

8. Should have a release program in prison so you are not just thrown out to society. (Pts. 3, 7, 7) (T-17) (R-10)

9. Parole agent will not let me go to work in Oshkosh. Parole agent won't let me go to school. (Pts. 2) (T-2)

10. There should not be a law that you must collect Unemployment Compensation benefits within four weeks after you are unemployed. (Pts. 2, 6) (T-8)

11. Legalize abortion in Wisconsin. (Pts. 1, 3, 8) (T-12)

[3] Basic Needs: Food, Clothing, and Housing

1. Need for low-cost housing. (X) (Pts. 3, 4, 5, 6, 6, 7, 8, 8, 9) (T-56) (R-2)

2. Need money for housing. (X) (Pts. 2, 4, 6, 8, 8, 9) (T-37) (R-2)

3. Price of food, clothing and rent is too high compared to wages---especially if you have a family. (X) (Pts. 1, 4, 6, 7, 7, 7, 9, 9) (T-50) (R-3)

[5] Child Care Centers

1. Need child care for going to school, to work. (XX) (Pts. 7, 7, 7, 8, 8, 8) (T-45) (R-4)

[6] Communications: Inter and Intra-Agency

1. Have problems in talking with other people. (Pts. 3, 6, 6) (T-15)

[8] Courses and Programs: Colleges and Universities

1. Want college Art course. (Pts. 4) (T-4)

[10] Courses and Programs: Vocational and Technical

1. Would like training in TeleCom---video tape---at MPTI-Fond du Lac. Also Welding. (X) (Pts. 8, 9, 9) (T-26) (R-5)

2. Want a Beautician program at MPTI, IBM courses, Bartending, more LPN courses, Homemaking courses, a course on how to be a Baker, Child Care program. Want more Art courses. (XXXXXX) (Pts. 1, 2, 3, 4, 5, 8, 10) (T-33) (R-8)

3. Need financial assistance for going to school as a LPN. (Pts. 3, 6, 9) (T-18)

[16] Job and Job Placement, On-the-job Training, and Work Experience

1. Can't find a job---WSES is not helping me at this time. (Pts. 3, 5, 9) (T-17) (R-10)

[17] Legal Aid

1. Need free legal aid services. (Pts. 1, 4, 5, 5, 6, 7, 8) (T-36) (R-3)

[18] Marital and Family Problems

1. I am not able to see my children in a foster home often enough because the social workers do not take the time to arrange for it. (Pts. 10) (T-10)

2. Need for marriage counseling. (Pts. 2, 9) (T-11)

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[19] Medical, Dental, and Optical

1. Need medical and dental assistance. (X) (Pts. 5, 5, 9, 10) (T-29) (R-4)

[23] Prejudice, Discrimination, and Employer Prejudice

1. It is a state law that employers can't discriminate---should not be able to ask you if you have ever been arrested or not let you get a bartenders license. (X) (Pts. 2, 6, 6, 7, 8, 10, 10) (T-49) (R-1)

2. Would like loans available to start a business or attend school through the state, because banks don't like to loan to us. (Pts. 5, 7, 10) (T-22) (R-7)

[24] Public Relations and Community Participation and Volunteers

1. Need a volunteer group for transportation. (Pts. 1, 1, 1, 3, 10) (T-16)

[25] Recreation and Social

1. Need more entertainment and recreation in Fond du Lac. (Pts. 1, 3, 4, 4, 4, 6, 8, 10) (T-40) (R-5)

2. Need a recreation center like a YMCA with a pay scale you can afford. (Pts. 1, 1, 2, 2) (T-6)

[26] Referral and Information Center

1. Need a referral and information center to tell you about services and where to go. (Pts. 2, 2, 4, 5, 5) (T-18)

[28] Sex Education and Family Planning

1. Contraception devices should be made . . . . . available for unmarried persons in Wisconsin. (Pts. 1, 1, 2, 7, 9) (T-20) (R-9)

[30] Transportation

1. Need transportation in Fond du Lac to get to MPTI, to work, to the Probation and Parole office. (XX) (Pts. 1, 2, 3, 4, 8, 10, 10) (T-38) (R-6)

2. Transportation to work, to see family out of town, to find a job. (XXX) (Pts. 4, 5, 6) (T-15)

3. Need money for car repairs. (Pts. 1, 2) (T-3)

[31] Wages, Income, and Incentives

1. Need money to get started in school or on a job. (Pts. 3, 3, 4, 6, 9) (T-25) (R-6)

[32] Miscellaneous

1. Difficulty in serving as a supervisor at work because people under me are my same age. (Pts. 1, 4) (T-5)

ERIC

BUREAU OF PROBATION AND PAROLE - DIVISION OF CORRECTIONS

Green Lake County

Number of Groups: 2 Total Participating: 9

CLIENT NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 5 male participants are Caucasian.

Of the 5 participants, three are single, one is divorced, and one is married. Three of the clients have a high school diploma or its equivalency. Of the remaining two, one has completed ten years of school and one has completed one year. Four have had formal education beyond high school---one in Mobile Engine Service and Vehicle Maintenance; one in Refrigeration and Air Conditioning; one in Welding; and one in Welding, Chef training, and Auto Mechanics. None of the participants are presently attending school. Three of the five are probationers, and two are parolees. One of the clients has served time at the Lincoln Boys School, Merrill, Wisconsin; one at the Colorado State Penitentiary; and one has served time at the Wisconsin State Reformatory, Green Bay, Wisconsin and the WCI, Fox Lake, Wisconsin. Two expect to be off probation or parole in 1973, two in 1974, and one in 1978. Three of the group are presently employed---one as a farm implement mechanic, one a butcher, and one in refrigeration in air conditioning. The last previous occupations of the two who are not presently employed are bean picking and one did not indicate his former occupation. Three of the five desire to pursue further education or training---one in refrigeration and air conditioning, one in forestry, and one was undecided.

1. Male, age 18; client of Probation; former client of DVR and WSES.
2. Male, age 24; client of Probation; former client of WSES.
3. Male, age 25; client of Parole and DSS; former client of WSES.
4. Male, age 19; client of Parole; former client of DVR.
5. Male, age 23; client of Probation and DSS; former client of WSES.

RESPONSES OF NOMINAL GROUP NO. 1

1. Employers will not hire you because you have a record; also because I'm not married. (Pts. 5, 5, 8, 9, 10) (T-37) (R-1)
2. The government should create jobs for unemployed instead of Unemployment Compensation benefits. Things like cleaning up community, especially for probationers and parolees. (Pts. 1, 3, 7, 8, 8, 10) (T-37) (R-1)
3. I would like to vote, but a convicted felon can't. I also think a felon with a non-weapon charge should be able to own a gun. (Pts. 3, 9, 9, 10) (T-31) (R-2)
4. Need money to fix my motorcycle for transporation and pleasure. (Pts. 1, 7, 10, 10) (T-28) (R-3)
5. State should set up a loan system for persons interested in making it on their own to start their own business or buy homes at low interest. (Pts. 2, 4, 4, 4, 8) (T-22) (R-4)
6. Unemployment Compensation benefits should be raised for persons who were at a low-paying job. (Pts. 6, 7, 7) (T-20) (R-5)

7. Need aid in paying for dentist and doctor. (Pts. 1, 4, 5, 7) (T-17) (R-6)

8. Would like more time to talk to agent---no time for counseling. (Pts. 2, 6, 9) (T-17) (R-6)

9. Need transportation. (Pts. 2, 6, 8) (T-16) (R-7)

10. I want overtime pay for overtime hours---all employers should have to pay overtime. (Pts. 1, 3, 5, 6) (T-15) (R-8)

11. Want a Refrigeration program in District. (Pts. 5, 9) (T-14) (R-9)

12. Court-appointed lawyers are not good. Should be able to choose own attorney. (Pts. 3, 4, 6) (T-13) (R-10)

13. Agent has never mentioned to me in 11 months that there is vocational education through DVR available to me. (No Points)

14. Once convicted, you are always under suspicion for crimes committed. (Pts. 1, 2, 2, 3) (T-8)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 4 male participants are probationers and have had no formal education beyond high school.

Of the 4 participants, three are single and one is divorced. One of the clients has a high school diploma or its equivalency, and three have completed eleven years of school. Two are presently enrolled in high school. One of the clients has served time at Kettle Moraine Boys School and was enrolled in the high school program. Two expect to be off probation in 1973, and two in 1974. Three are Caucasian and one is Indian. Two members of the group are presently employed---one as a cook, and one in shipping and receiving. Two of the four clients desire to pursue further education or training---one in short order cooking, and one in Auto Mechanics or Business Management at MPTI.

1. Male, age 23; client of Probation and DSS; former client of WSES.

2. Male, age 18; client of Probation.

3. Male, age 18; client of Probation.

4. Male, age 21; client of Probation and DSS.

RESPONSES OF NOMINAL GROUP NO. 2

1. Can't get a job, as employer won't hire a person with a police record. (Pts. 2, 8, 9, 10) (T-29) (R-1)

2. Insurance rates for cars too high---can't afford own transportation. (Pts. 7, 8, 10) (T-25) (R-2)

3. Need money to go on to school---MPTI. (Pts. 5, 9, 10) (T-24) (R-3)

4. Too many petty rules when on probation---want to be treated like other adults. (Pts. 5, 5, 6, 8) (T-24) (R-3)

5. Should be allowed to get married, own car, borrow money, and leave state without first getting permission. (Pts. 3, 7, 10) (T-20) (R-4)

6. Need transporation. (Pts. 7, 9) (T-16) (R-5)

7. Should be able to pick your own lawyers. (Pts. 1, 4, 7) (T-12) (R-6)

8. Need better enforcement of welfare laws---especially in the line of foster care. (Pts. 2, 2, 8) (T-12) (R-6)

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9. Need work experience and can't get it if employer won't hire you without experience. (Pts. 1, 4, 6) (T-11) (R-7)

10. Police department and judges consider you guilty without looking into the facts---like kangaroo court. (Pts. 2, 3, 6) (T-11) (R-7)

11. Should have better screening of judges--Gene McEssey is incompetent. (Pts. 1, 1, 9) (T-11) (R-7)

12. Probation officer should be willing to help you find a job---let employer know why you are on probation---help you to remain on the job. (Pts. 4, 6) (T-10) (R-8)

13. State should help person on probation and parole get into training programs. (Pts. 3, 5) (T-8) (R-9)

14. Probation officers get angry when you lose a job and try to get you back in jail again. (Pts. 4) (T-4) (R-10)

15. I live in Green Lake and want to go to MPTI, but if I do I have to change probation officers, and I don't get along with Mr. Traut in Fond du Lac. (No Points)

16. Want training programs in Auto Mechanics. (Pts. 3) (T-3)

Total Points: 220

* * * *

CATEGORIZATION OF CLIENT RESPONSES

BUREAU OF PROBATION AND PAROLE - DIVISION OF CORRECTIONS

Green Lake County

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. I would like to vote, but a convicted felon can't. I also think a felon with a non-weapon charge should be able to own a gun. (Pts. 3, 9, 9, 10) (T-31) (R-2)

2. Too many petty rules when on probation---want to be treated like other adults. (Pts. 5, 5, 6, 8) (T-24) (R-3)

3. Should be allowed to get married, own car, borrow money, and leave state without first getting permission. (Pts. 3, 7, 10) (T-20) (R-4)

4. Unemployment Compensation benefits should be raised for persons who were at a low-paying job. (Pts. 6, 7, 7) (T-20) (R-5)

5. Should be able to pick your own lawyers. (Pts. 1, 4, 7) (T-12) (R-6)

6. Need better enforcement of welfare laws ---especially in the line of foster care. (Pts. 2, 2, 8) (T-12) (R-6)

7. Police department and judges consider you guilty without looking into the facts---like kangaroo court. (Pts. 2, 3, 6) (T-11) (R-7)

8. Should have better screening of judges ---Gene McEssey is incompetent. (Pts. 1, 1, 9) (T-11) (R-7)

9. I want overtime pay for overtime hours ---all employers should have to pay overtime. (Pts. 1, 3, 5, 6) (T-15) (R-8)

10. Probation officer should be willing to help you find a job---let employer know why you are on probation---help you to remain on the job. (Pts. 4, 6) (T-10) (R-8)

11. Court-appointed lawyers are not good. Should be able to choose own attorney. (Pts. 3, 4, 6) (T-13) (R-10)

12. Probation officers get angry when you lose a job and try to get you back in jail again. (Pts. 4) (T-4) (R-10)

13. I live in Green Lake and want to go to MPTI, but if I do I have to change probation officers, and I don't get along with Mr. Traut in Fond du Lac. (No Points)

[6] Communications: Inter and Intra-Agency

1. Agent has never mentioned to me in 11 months that there is vocational education through DVR available to me. (No Points)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Would like more time to talk to agent ---no time for counseling. (Pts. 2, 6, 9) (T-17) (R-6)

[10] Courses and Programs: Vocational and Technical

1. Need money to go on to school---MPTI. (Pts. 5, 9, 10) (T-24) (R-3)

2. Want a Refrigeration program in District. (Pts. 5, 9) (T-14) (R-9)

3. Want training programs in Auto Mechanics. (Pts. 3) (T-3)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. The government should create jobs for unemployed instead of Unemployment Compensation benefits. Things like cleaning up community, especially for probationers and parolees. (Pts. 1, 3, 7, 8, 8, 10) (T-37) (R-1)

2. Need work experience and can't get it if employer won't hire you without experience. (Pts. 1, 4, 6) (T-11) (R-7)

3. State should help person on probation and parole get into training programs. (Pts. 3, 5) (T-8) (R-9)

[19] Medical, Dental, and Optical

1. Need aid in paying for dentist and doctor. (Pts. 1, 4, 5, 7) (T-17) (R-6)

[23] Prejudice, Discrimination, and Employer Prejudice

1. Employers will not hire you because you have a record; also because I'm not married. (Pts. 5, 5, 8, 9, 10) (T-37) (R-1)

2. Can't get a job, as employer won't hire a person with a police record. (Pts. 2, 8, 9, 10) (T-29) (R-1)

3. Once convicted, you are always under suspicion for crimes committed. (Pts. 1, 2, 2, 3) (T-8)

[30] Transportation

1. Insurance rates for cars too high---can't afford own transportation. (Pts. 7, 8, 10) (T-25) (R-2)

2. Need money to fix my motorcycle for transportation and pleasure. (Pts. 1, 7, 10, 10) (T-28) (R-3)

3. Need transportation. (Pts. 7, 9) (T-16) (R-5)

4. Need transportation. (Pts. 2, 6, 8) (T-16) (R-7)

[31] Wages, Income, and Incentives

1. State should set up a loan system for persons interested in making it on their own to start their own business or buy homes at low interest. (Pts. 2, 4, 4, 4, 8) (T-22) (R-4)

ERIC

BUREAU OF PROBATION AND PAROLE - DIVISION OF CORRECTIONS

Washington County

Number of Groups: 1 Total Participating: 6

CLIENT NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 6 male participants are Caucasian.

Of the 6 clients, three are single, two are married, and one is divorced. Two of the clients have a high school diploma or its equivalency. The remaining four have completed eleven years of school, with one of the four still attending. Two have had formal education beyond high school---one has a Bachelors degree in Sociology from the Ohio Christian College, and one has an Auto Mechanics diploma from MPTI-Fond du Lac. None of the participants are presently enrolled in any formal education beyond high school. Four of the six are probationers, and two are parolees. Three of the clients have served time at the WSP and one has served time at the Wales School for Boys. One received his high school diploma and another received a Bachelors degree in Sociology while institutionalized. One expects to be off parole in 1973, two expect to be off probation in 1974, one expects to be off parole in 1975, and one in 1977. One person did not indicate the approximate date when he expects to be off parole. Five of the six clients are presently employed---one as a horizontal press operator; one as a welder; one as a machinist and motel manager; and two as auto mechanics. Four of the six participants desire to pursue further education or training---one in auto mechanics and body repair at the General Motors Training Center; one as a semi-driver; one in welding; and one did not specify his field of study.

1. Male, age 19; client of Probation, DSS, and WSES.
2. Male, age 17; client of Parole and DSS; former client of MHC.
3. Male, age 22; client of Probation and DSS.
4. Male, age 37; client of Parole and DSS; former client of DVR.
5. Male, age 36; client of Parole and DSS; former client of DVR and WSES.
6. Male, age 31; client of Parole, MHC and DSS; former client of DVR and WSES.

RESPONSES OF NOMINAL GROUP NO. 1

1. There is discrimination against ex-cons by employers and landlords. (Pts. 7, 7, 8, 9, 9) (T-40) (R-1)
2. Courts in Washington county---Judge T. Merriam and Judge R. Stoltz---give too severe punishments. (Pts. 3, 3, 6, 8, 8, 10) (T-38) (R-2)
3. Need for more and better jobs in order to get a clean start. (X) (Pts. 3, 6, 8, 9, 10) (T-36) (R-3)
4. Need financial assistance for inmates getting out of prison to get a start. Perhaps inmates could get a loan without interest. (Pts. 3, 4, 7, 10, 10) (T-34) (R-4)

5. Harassment by police and probation officer---too much red tape to go through on probation, such as traveling papers. (Pts. 7, 8, 8, 9) (T-32) (R-5)

6. Whatever you tell your parole officer should be confidential. (Pts. 2, 5, 5, 5, 7) (T-24) (R-6)

7. Need a place to find out what services are available to people, where to go to get service, and what this service is all about. (X) (Pts. 2, 2, 3, 6, 10) (T-23) (R-7)

8. People employed at the State Department of Health and Social Services are not qualified for their jobs, such as Mr. Mann and Mr. Miller. (Pts. 1, 4, 6, 10) (T-21) (R-8)

9. Want to be able to get a high school diploma from my high school by taking courses through or at the Vocational School. (Pts. 2, 9, 9) (T-20) (R-9)

10. Older men and women are unable to find work after 55 years of age---need more assistance for these people. (Pts. 4 6, 7) (T-17) (R-10)

11. Get runaround by the WSES because you're on probation or parole. (Pts. 1, 3, 6) (T-10)

12. Need more child care centers for those who want to work. (Pts. 1, 1, 5) (T-7)

13. Need more social or recreational events in West Bend for anybody. (Pts. 1, 1, 4, 4, 5) (T-15)

14. Need for more Auto Body training and lack of ability to pay for that course. (Pts. 2) (T-2)

15. Two judges serving the same county seat at the same time---both coming from the same law office---the sentences are decided before the trial started. (Pts. 2, 4, 5) (T-11)

Total Points: 330

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CATEGORIZATION OF CLIENT RESPONSES

BUREAU OF PROBATION AND PAROLE - DIVISION OF CORRECTIONS

Washington County

[1] Adult Basic Education and Adult High School Diploma and Equivalency

1. Want to be able to get a high school diploma from my high school by taking courses through or at the Vocational School. (Pts. 2, 9, 9) (T-20) (R-9)

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Courts in Washington county---Judge T. Merriam and Judge R. Stoltz---give too severe punishments. (Pts. 3, 3, 6, 8, 8, 10) (T-38) (R-2)

Probation and Parole-Client-Categorization
Agency Policy

2. Harassment by police and probation officer---too much red tape to go through on probation, such as traveling papers. (Pts. 7,8, 8, 9) (T-32) (R-5)

3. Whatever you tell your parole officer should be confidential. (Pts. 2, 5, 5, 5, 7) (T-24) (R-6)

4. People employed at the State Department of Health and Social Services are not qualified for their jobs, such as Mr. Mann and Mr. Miller. (Pts. 1, 4, 6, 10) (T-21) (R-8)

5. Two judges serving the same county seat at the same time---both coming from the same law office---the sentences are decided before the trial started. (Pts. 2, 4, 5) (T-11)

[5] Child Care Centers

1. Need more child care centers for those who want to work. (Pts. 1, 1, 5) (T-7)

[10] Courses and Programs: Vocational and Technical

1. Need for more Auto Body training and lack of ability to pay for that course. (Pts. 2) (T-2)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Need for more and better jobs in order to get a clean start. (X) (Pts. 3, 6, 8, 9, 10) (T-36) (R-3)

2. Older men and women are unable to find work after 55 years of age---need more assistance for these people. (Pts. 4, 6, 7) (T-17) (R-10)

[23] Prejudice, Discrimination, and Employer Prejudice

1. There is discrimination against ex-cons by employers and landlords. (Pts. 7, 7, 8, 9, 9,) (T-40) (R-1)

2. Get runaround by the WSES because you're on probation or parole. (Pts. 1, 3, 6) (T-10)

[25] Recreation and Social

1. Need more social or recreational events in West Bend for anybody. (Pts. 1, 1, 4, 4, 5) (T-15)

[26] Referral and Information Center

1. Need a place to find out what services are available to people, where to go to get service, and what this service is all about. (X) (Pts. 2, 2, 3, 6, 10) (T-23) (R-7)

[31] Wages, Income, and Incentives

1. Need financial assistance for inmates getting out of prison to get a start. Perhaps inmates could get a loan without interest. (Pts. 3, 4, 7, 10, 10) (T-34) (R-4)

BEST COPY AVAILABLE

TRANSCRIBED RESPONSES AND CATEGORIZATION OF TRANSCRIBED RESPONSES

WISCONSIN CORRECTIONAL INSTITUTION - FOX LAKE

STAFF RESPONSES AND CATEGORIZATION

Dodge County 308

CLIENT RESPONSES AND CATEGORIZATION

Dodge County 319

ERIC

WISCONSIN CORRECTIONAL INSTITUTION - Fox Lake

Dodge County

Agency Function

The mission of the medium security Wisconsin Correctional Institution - Fox Lake is to devote every possible effort to provide each man with a meaningful program which is treatment-oriented to the highest possible degree.

The services and programs available include the following:

Adult basic education;

High school credit for either a "home" school diploma or one from the Lakeview Technical High School at the Wisconsin Correctional Institution;

The High School Equivalency program, leading to a diploma issued by State Department of Public Instruction;

Vocational Diploma programs (with Moraine Park Vocational, Technical and Adult Education District certification) in Merchandising, Small Engine and Chassis Mechanic, Welding, Mechanical Drafting, Machine Tool Operation, Electronic Servicing, Auto Body, and Auto Mechanics;

Vocational programs (other than above) in construction trades, masonry, appliance servicing, air conditioning and refrigeration servicing;

Guidance services: A full-time school guidance counselor offers career guidance, aptitude testing, interest testing, and "as needed" counseling to the entire student body;

Social services: Each student is assigned a social worker who aids the inmate with parole plans commensurate with his institution training and background. The social worker also works closely with the family to help iron out differences that may exist between the family and student-inmate;

Psychological services: Two full-time psychologists are employed to aid those students with special problems;

Parole services: Each inmate is assigned a parole officer who works with the individual when released. The parole officer's job is to help the inmate with problems he meets in the community after release;

Division of Vocational Rehabilitation: Any socially disadvantaged (inmate) person is eligible for help from DVR both within the institution and without. One Vocational Rehabilitation

counselor spends 3 days a week at the Wisconsin Correctional Institution to help the men with special problems they may have in the institution, i.e., pursuing training of a given type not offered at the Wisconsin Correctional Institution. The balance of the work week is devoted to assisting non-institutionalized offenders.

Outreach program: Over 28 different outreach programs operate at varying times within the institution. These programs are to provide as much liaison between the home community and the inmate as possible. They help to find employment for the returning men, get the men involved in the programs of AA, drug abuse, and family counseling.

TABLE 22-D

TOTAL INMATES ENROLLED IN EDUCATIONAL PROGRAMS (FY 1971-72)

ABE	324
High School Diploma	233
Vocational	424

Introduction to Wisconsin Correctional Institution Staff Participants

Four Nominal Groups were organized of staff members. The twenty-four members were all instructors, teachers, or staff members of the vocational or academic programs at the institution.

In one group, the least experienced of the vocational program staff were gathered. These included six men, who averaged three years and four months in their present position. Several hold Bachelor's degrees in education, three had earned a B.S. Equivalency, one had earned an M.S. in vocational education and supervision, while another had held an M.S. in guidance and counseling.

A second group consisted of the six most experienced men on the vocational staff at Fox Lake. They averaged thirteen years experience and ranged in age from 33 to 51 years. Five have a B.S. Equivalency, and one holds B.S. and M.S. degrees.

Another group included the least experienced of the academic program staff. These six participants, three women and three men, all hold Bachelor's degrees, with two of them also holding Master's degrees.

A fourth group was set up to include the six instructors with the most experience of the academic program staff, averaging 7 years of service. The instructors ranged in age from 28 to 63, and included one M.A. in psychology of reading, and five instructors who had each completed at least 12 graduate credits beyond their Bachelor's degrees.

Summary of Wisconsin Correctional Institution Staff Responses

The top-ranked problems standing in the way of the staff doing their job better is the shortage of

funds for educational materials. Funds for new and replacement equipment in all of the shops was cited unanimously as the number one priority need by one experienced group of staff teachers. Time off for training and continued education was ranked very high by the teachers. Homogeneous class groups were specified as desirable by another group as a top requirement for improving job performance. They requested separation of credit and noncredit students by levels and programs. A full-time secretary for the academic (and a second for the vocational) program areas were requested. Better follow-up of released men was requested to improve the courses offered as they related to job success.

The most frequently mentioned and most highly ranked problems facing the staff are in the area of agency administration (24/59). The highest ranked problems were mentioned above, with homogeneous classes and graduate follow-up being requested. Staff requested more time off more often for additional training in specific areas. They felt that not having classes and courses organized on a semester basis was a block to better service for inmates. Better and more adequate budgeting would ease the teaching function, according to staff; better coordination between the librarian, audiovisual assistant, and teachers would lead to wiser use of A.V. materials. The staff suggested having a middle school program set up and offered as night school for inmates.

Suggestions which were ranked, but which fell below the top ten problems for the staff Nominal Groups were as program-centered and student-centered as the more highly ranked suggestions. A course for all students in self-grooming, hygiene, and manners was urged. A change in the law which would allow men to be assigned to Job Corps or to educational institutions like a Huber Law sentence was suggested. It was observed that some students need incentive or a push to get back in school. The attitude problems of students in self-help programs were observed. A wider variety in teaching methods and instructional modes, and addition of new resource persons was requested. Team teaching was advocated. Assigning teachers the responsibility for the learning level of individual students was suggested. Open door voluntary programs in literature, art, and music self-instruction were noted. Some staff feel that it would be wise to hire released inmates at the institution. A chairmanship is advocated for school departments.

Staff assistance, with more clerical and secretarial help for classroom teachers, assigning one to academic programs and one to vocational programs, is needed. The requests for clerical help came in several areas, including the request to reduce the paper work load on instructors. Other staff requirements included less students assigned per class, more contact hours per inmate, and an increased number of vocational counselors and social workers (the latter should not be expected to do vocational counseling, according to the staff). Outside personnel men and engineers would be welcomed.

A suggestion for improving communication within agencies is to have brainstorming sessions. Better understanding and feedback from teachers to the principal and other institutional staff, including staff meetings to discuss various aspects of inmates' progress, are strongly requested. It is felt by the staff that more teacher-student conferences would help develop understanding for the needs of the culturally deprived. A teacher exchange program with other MPTI campuses on a semester-long basis is suggested.

Liaison with high schools and higher educational institutions in the area (MPTI, Milwaukee Tech. College, U.W.-Oshkosh) about placement of inmates in educational programs is needed when inmates arrive, while they are present at Fox Lake, and related to their release program.

Equipment needs, such as more audiovisual aids, and more funds for consumable materials, are high-ranking needs. Staff at Fox Lake cited classroom equipment for repair courses, updated classroom teaching aids, such as electric typewriters, calculators, projectors, electric amplifiers and tuners, video tape recorders, cassettes, texts and library materials, filmstrips, and an increased shop area for teaching. A very basic need which should be noted was the problem of obtaining individually prescribed safety glasses for each inmate with required compliance.

Vocational, employment and personal counseling and testing for the inmate-students is very highly ranked as a need by some staff. Academic staff seem to be sensitive to these needs of their clients. Placement tests for appropriate classroom assignments, and testing, guidance, work orientation, and follow-up programs for clients are all services which the staff see as desirable. Culture-free tests, especially in the GATB and HED programs, with minority counselors for minority inmates during off-work hours, are highly recommended. Bilingual teachers were suggested. Family counseling for inmates is seen as important.

The staff requested counselors and psychological support services for the staff, citing the depressing nature of their work and their need for insight into their client-related problems.

Staff requested pay for their jobs at least equivalent to the pay for industry or trades in the same field. They also saw the need for incentive pay for full-time students in both academic and vocational programs.

The Wisconsin Correctional Institution school staff ranked needs for additional courses and programs as low, but still needed. They saw a reading improvement program as essential. Requested courses included a Chef program, Drivers Education program, general education courses which relate to other vocational needs, and some courses to be offered for college credit, such as English, Sociology, and Psychology, as well as other basic freshman-level courses.

Introduction to Wisconsin Correctional Institution Client-Inmate Participants

Clients in the Wisconsin Correctional Institution-Fox Lake, located in Dodge county, were not questioned about their former contacts with other agencies. They were not counted as bona fide residents of Dodge county for funding purposes.

Twenty-two clients, all involved in educational programs, were divided into four Nominal Groups for their interviews. They were drawn from the regular population of the prison, which had an average daily population in fiscal year 1972-73 of 530 at an average cost per man per month of $550. One group included five single Caucasian men, from 18 to 41 years of age. All but one planned to remain in Wisconsin

after release. Three were high school graduates, two had completed eleventh grade. None had served over two years in correctional institutions. Four expressed interest in continuing either Vocational, Technical, or college education after release. All were in academic programs.

A second group included five Negro male students in academic programs. Two were high school graduates, two had completed 11 grades of school. Four were single, one separated, and they ranged in age from 18 to 25 years. None had served more than four years in correctional institutions. Four planned to remain in Wisconsin after release. Each of the five men planned to continue their education after release, either in a Technical Institute or college.

The third group included six Caucasian males, students in academic programs, who ranged in age from 21 to 40. Five were single, one divorced, and five had served less than three years in institutions, one had served over nine years. All stated their intention to remain in Wisconsin after release and to continue their education in a Vocational Institute or college.

The fourth group included six Negro male subjects, ranging in age from 20 to 30. Four were single, one married and one divorced. Five of the men indicated that they intended to remain in Wisconsin after release and expressed a desire to continue their studies after release.

Summary of Wisconsin Correctional Institution Client-Inmate Responses

Among the priority needs cited by inmates of Fox Lake in each group are the need for appropriate equipment and qualified staff in the courses in which the men are enrolled. More equipment, tools, audiovisual and media aids, books, mannequins, lighting, clothing, lathes, mills, grinders, control equipment, calculators, and reference material were requested by the clients. Specific books in Black literature, poetry, biography, and hardcover cultural books should replace the paperbacks and "ladies" magazines in the library.

Other first priority problems include conjugal visits with wives to maintain stronger family relationships and reduce marital friction, the need for adequate gate money upon release, and incentive pay for inmates while incarcerated. Also, counselors from outside the institution are needed to assist inmates adjust to outside living, find jobs, follow-up on vocational training and college, and a need for improved public relations for the community to better understand released inmates. Fox Lake inmates requested that a school staff member be made a part of the parole board, in that they might know inmates better. Another top-ranked request was for the opportunity to attend classes outside the institution when appropriate and to have more Black teachers on the staff.

As was indicated, responses were classified by topic. The most frequently mentioned topic is a problem in the category of agency policy, rules, regulations, administration, and laws. Teachers were criticized for not being eager. Parole board selection and operations were criticized. A similar system of semesters and breaks between the semesters was suggested for teachers and students. Incentives were suggested for inmates going to school. School report cards were requested for inmate-students.

More time to work on correspondence courses is a need, as are more college level courses offered on the grounds of the correctional institution.

Inmates requested more time for themselves as students to work on specific trade-related vocational education related to outside employment. Specific trades were requested, with less irrelevant material. More students should be able to get into present courses and into full-time academic programs.

One-to-one instruction is requested, with help to make the adjustment to self-study. Prior attempts at individualized methods of instruction have not worked. Rules limiting the use of classroom materials outside the classroom are inhibiting to the learning process.

An interesting irony is noted---inmates who had outside education before entering Fox Lake are assigned to school, and inmates without higher education are put to work. (Note that this is an inmate perception of the situation.)

A request that MPTI certificates be issued to all inmates who earn them, rather than at the teacher's discretion, was made. Other complaints included noisy units, no place to study, a need for more flexibility in the time taken to complete a course, a lack of a complaint system, and teachers who teach more than one course at once.

A Human Relations course was suggested for all Fox Lake staff. It was also suggested that completion of courses should be more related to the course requirements than on "amount of time spent in hours." Studying from personal books was suggested. A more flexible exploratory period was advised.

Facilities, equipment, supplies, and instructional materials are the subjects of numerous high-ranked complaints, mentioned by several inmates. Additional equipment, as mentioned, is requested for several specific course areas in vocational and technical education. Texts and source books are needed in sufficient number to hold classes on Communication, Mathematics, Sciences, History, Human Relations, Social Problems, and Economics. Related to the textbook requests are specific requests for courses to be taught at the college level in English, Sociology, and Mathematics, as well as the Law, Political Science, Literature, Business, Psychology, Black Studies, and other general freshman courses.

More and better library facilities were requested, with more literature and poetry and biographies of Blacks. A wider selection of books was also requested for the library.

Course requests beyong the college classes mentioned above include: Business Correspondence, Data Processing, Science and Art classes at the middle and high school levels, Sheet Metal and Cabinetmaking, and in Food Preparation.

A program of drug rehabilitation with professional help is cited as a high-ranked need. Marital and family problems also ranked high. Training and classes in family relationships and child care were requested.

Improved medical and dental facilities were requested for Fox Lake. More Black staff are desired. A very strong request to put the canteen on a non-profit basis was made. This request was coupled with the requests for incentive pay for inmates to reinforce good behavior. More volunteers and visitors would be welcomed by the inmates of Fox Lake.

More and better communications between staff, teachers, and inmates is strongly urged. One client cited his completion of a diploma program without any notice from anyone. Some clients felt that there was a lack of cooperation between correctional institutions in terms of academic and vocational programs. More and better Adult Basic Education was requested, before clients are moved into other courses.

Through many categories the request for more and better interaction between inmates and staff is made. Conferences to get acquainted, conferences to iron out differences, opportunities for more social activities, discussion groups, and even group therapy were specifically described. Less harassment by the staff, in the units and in school, was requested. Better listening on the part of social workers is desired. Counseling, placement, and adjustment programs for the difficult changes which must be made by a client new to institutions are requested specifically. Vocational guidance, with some ideas about employment possibilities on the outside, was cited.

Comparison of Wisconsin Correctional Institution Staff and Client-Inmate Responses

In nearly every respect, the staff and client responses from the school programs in the Wisconsin Correctional Institution matched closely. Inmate responses cited post-release prejudice against ex-convicts, and they also requested recreational facilities and events which were not mentioned by the staff. Both groups concentrated on classroom and program related problems, and covered many related areas very thoroughly. The high agreement in emphasis and in specific details would indicate strong attempts to be objective, and high success. The staff was quite sensitive to the needs of their students, and the requests for in-service training and psychological professional help for themselves were both closely tied to the services they are expected to deliver to the inmate-students.

WISCONSIN CORRECTIONAL INSTITUTION - FOX LAKE

Dodge County

(Of the three correctional institutions within the Moraine Park V.T.A.E. District, two are located in Dodge County and one in Fond du Lac County.)

Number of Groups: 4 Total Participating: 24

STAFF NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: The 6 male instructors participating are the least experienced of the vocational program staff at the institution, with an average of three years and four months experience.

1. Marketing Instructor; 11 months in present position; 11 months in agency; Male, age 24; Associate Degree in Marketing; B.S., Marketing and Distributive Education; M.S., Vocational Education and Supervision.

2. Teacher VI - Welding; 7 years in present position; 7 years in agency; Male, age 49; 72 credits in Secondary Education - Sociology; Standard Life Certificate - B.S. Equivalency.

3. Electronics Teacher; 8 years in present position; 8 years in agency; Male, age 38; 50 credits in Industrial Education; Life Certificate - B.S. Equivalency.

4. Auto Body Instructor; 1 year, 4 months in present position; 1 year, 4 months in agency; Male, age 31; 9 credits toward teacher certification; 10 years in the trade.

5. Teacher II - Carpentry; 5 months in present position; 5 months in agency; Male, age 56; B.S. Equivalency; 25 years in trade.

6. Teacher VI - Guidance Counselor; 2 years, 6 months in present position; 2 years, 6 months in agency; Male, age 31; B.S., Vocational Agriculture - Secondary Education; M.S., Guidance and Counseling.

RESPONSES OF NOMINAL GROUP NO. 1

1. More funds for consumable materials. (XXX) (Pts. 7, 7, 8, 10, 10, 10) (T-52) (R-1)

2. Lack of equipment shop, audio-visual ---more factory-type or job situations. (Pts. 6, 6, 8, 8, 8, 9) (T-45) (R-2)

3. Time available for teachers to keep current with industry, including work, trips, independent research, and prep time---at least one month a year. (XXX) (Pts. 7, 8, 9, 10) (T-34) (R-3)

4. Addition of Local Vocational Education Coordinator and a Cooperative Education program. (XXXX) (Pts. 5, 6, 9) (T-20) (R-4)

5. Follow-up program to know the effectiveness of the vocational program. (XXX) (Pts. 4, 5, 10) (T-19) (R-5)

6. Pay for instructors at least equal to industry or trades. (Pts. 1, 9, 9) (T-19) (T-5)

7. Adequate clerical staff to support instructors. (XXXX) (Pts. 2, 2, 2, 5, 6) (T-17) (R-6)

8. More practical work experience for students outside and inside the walls. (Pts. 4, 5, 8) (T-17) (R-6)

9. More shop area available for teaching shop courses including appropriate architecture and fixtures. (X) (Pts. 7,10) (T-17) (R-6)

WCI-Staff Responses

10. Less contact hours per teacher and more contact hours per inmate---need more staff. (Pts. 1, 2, 2, 3, 4) (T-12) (R-7)

11. Intense job placement including work release. (Pts. 9) (T-9) (R-8)

12. Better screening of vocational students through counseling and testing. (Pts. 3, 4) (T-7) (R-9)

13. Need family counseling. (Pts. 7) (T-7, (R-9)

14. Need incentive pay for full-time students. (Pts. 7) (T-7) (R-9)

15. More comprehensive middle school program and literary program---it could include night school. (XX) (Pts. 6) (T-6) (R-10)

16. Immediate counseling for inmates. (Pts. 1, 5) (T-6) (R-10)

17. Individually prescribed safety glasses for each inmate in vocational school with a demanded compliance. (Pts. 6) (T-6) (R-10)

18. Change the law to sentencing some persons to programs like the Job Corps or educational institutions instead of prison. They would be under contract, and may reside at the county jail with a daytime educational release. Some men need to be forced to return to school. It would be their choice to pursue an education or be institutionalized. (Pts. 4) (T-4)

19. Minority counseling by minority counselors available at off-work hours. (Pts. 3) (T-3)

20. Vehicles available for educational purposes at all times. (X) (Pts. 2) (T-2)

21. Need a privately-owned competitive industry inside the walls to make use of skills learned in vocational area. (No Points)

22. Implement a Chef program. (No Points)

23. Avoid unrealistic promises for inmates ---opportunities, funds, education, and jobs. (Pts. 5) (T-5)

24. Professional help for staff---would like psychological counseling, due to the depressing nature of the work. (Pts. 1) (T-1)

25. Mandatory course in self-grooming, hygiene and manners. (Pts. 4) (T-4)

26. General Education courses fitted to vocational needs, such as piece work, cost education and time study. (Pts. 3) (T-3)

27. More structured self-help programs--- attitudes. (Pts. 3) (T-3)

28. Realistic first-year college program. (Pts. 1) (T-1)

29. Exchange teachers on semester or unit basis, with MPTI and other educational institutions. (Pts. 1, 3) (T-4)

30. Men should be sent to locations for programs rather than for security reasons. (No Points)

Total Points: 330

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: The 6 male instructors participating are the most experienced of the vocational program staff at the institution, with an average of thirteen years experience.

1. Teacher IV - Drafting and Blueprint Reading; 10 years in present position; 10 years in agency; Male, age 33; B.S., Industrial Arts Education; M.S., Vocational Education - Administration; 10 additional credits - Education Specialist/ Vocational Education.

2. Teacher IV - Avocational Arts and Crafts; 6 years in present position; 8 years, 6 months in agency; Male, age 48; 29 credits; B.S. Equivalency.

3. Teacher IV - Masonry; 10 years in present position; 15 years in agency; Male, age 40; 33 credits in Education; B.S. Equivalency.

4. Teacher VI - Auto Mechanics & Small Engine; 10 years, 3 months in present position; 10 years, 3 months in agency; Male, age 51; 81 credits; B.S. Equivalency.

5. Teacher VI - Appliance Repair and Refrigeration; 6 years in present position; 22 years in agency; Male, age 44; 118 credits in Education; B.S. Equivalency.

6. Teacher VI - Machine Shop; 12 years in present position; 12 years in agency; Male, age 47; 33 credits; B.S. Equivalency.

RESPONSES OF NOMINAL GROUP NO. 2

1. Money for new and replacement of old equipment in all shops. (XXXXX) (Pts. 10, 10, 10, 10, 10, 10) (T-60) (R-1)

2. Need time off more often for industrial training in our specific areas. (XXXXX) (Pts. 8, 9, 9, 9, 9, 9) (T-53) (R-2)

3. Need courses and programs on a semester basis. (X) (Pts. 4, 5, 6, 7, 7, 8) (T-37) (R-3)

4. Inadequate budget and too much time between ordering and delivery of materials. (X) (Pts. 2, 4, 7, 8, 8) (T-29) (R-4)

5. A follow-up of released people to see if their training is relevant to industry's needs. (XXXX) (Pts. 3, 3, 4, 5, 6, 7) (T-28) (R-5)

6. More visual aids relevant to our clients, along with more time to make these aids---filmstrip. (XX) (Pts. 2, 4, 5, 6, 8) (T-25) (R-6)

7. Need more staff to teach in specialized areas in lieu of combining programs and courses under one instructor. (XX) (Pts. 3, 3, 4, 5, 9) (T-24) (R-7)

8. More liaison between Fox Lake and outside industries in terms of training, hiring, workshops, and field trips. (X) (Pts. 1, 3, 5, 6, 7) (T-22) (R-8)

9. More assistance in job placement of students. (Pts. 2, 4, 6, 7) (T-19) (R-9)

10. Need an incentive pay plan for students in the academic and vocational programs. (Pts. 1, 1, 1, 6, 8) (T-17) (R-10)

11. Need better Adult Basic Education. (Pts. 1, 2, 2, 3, 5) (T-13)

12. Need encouragement from administration to try various methods and means of instruction; also, more resource people. (Pts. 1) (T-1)

13. Need team teaching. (Pts. 2) (T-2)

Total Points: 330

COMPOSITION OF NOMINAL GROUP NO. 3

Criteria for Homogenous Grouping: The 6 instructors participating are the least experienced of the academic program staff at the institution, with an average of three years and five months experience.

1. Teacher III - Elementary Math; 6 years, 6 months in present position; 6 years, 6 months in agency; Female, age 58; B.S., Elementary Education; 15 graduate credits.

2. Teacher II - Basic Mathematics; 11 months in present position; 11 months in agency; Male, age 52; B.E., Social Studies; 15 graduate credits in General Education.

3. Teacher VI - Reading, Speech, English; 2 years in present position; 2 years in agency; Female, age 37; B.S., English - History; M.A., Interdisciplinary Social Studies; 6 additional credits.

4. Teacher II - English, Communications; 16 months in present position; 16 months in agency; Male, age 23; B.A., English-Psychology Education; 3 additional credits.

5. Teacher VI - History & Librarian; 2 years in present position; 9 years in agency; Female, age 54; B.A., English; B.L.S., Library Science; M.A., Library Science; 3 additional credits.

6. Library Services Assistant; 10 months in present position; 10 months in agency; Male, age 25; B.S., Geography-Earth Science Education; 3 additional credits.

RESPONSES OF NOMINAL GROUP NO. 3

1. Would like a homogeneous class make-up---credit and non-credit students separated, students grouped by levels and programs. Students in one class would start at the same time versus the open concept. (Pts. 2, 3, 7, 8, 9, 9) (T-38) (R-1)

2. Need a secretary or teacher aide whose main job is to order materials and do general secretarial work. Need one for academic and one for vocational programs. (XXXX) (Pts. 4, 5, 8, 8, 8) (T-33) (R-2)

3. Lack of communication with the principal's office and other institutional staff, social services staff and housing unit staffs in this agency. Need staffings. (X) (Pts. 4, 7, 10, 10) (T-31) (R-3)

4. Better testing to determine ability levels, especially their reading ability and comprehension. (Pts. 4, 5, 5, 6, 10) (T-30) (R-4)

5. More guidance for students in choosing realistic goals. Need testing, work orientation, placement and follow-up program for jobs and schooling. (XXX) (Pts. 5, 6, 9, 10) (T-30) (R-4)

6. More equipment such as video tape machines, reading pacer, money for films, movie projectors, blank tapes, cassettes, reading lab materials and textbooks of our own, versus borrowing them from the MPTI. (X) (Pts. 5, 6, 6, 9) (T-26) (R-5)

7. Need more University Extension in-service classes for the faculty geared to specific areas such as Criminology and Psychology for all faculty here at the same time. (XX) (Pts. 1, 1, 3, 3, 4, 8) (T-20) (R-6)

8. Need a reading improvement program. Currently, anyone who reads at the fifth grade level is considered to read well enough and they are not worked with. (X) (Pts. 2, 7, 10) (T-19) (R-7)

9. Testing for Blacks, Chicanos and all other minorities with culture-free tests---especially HED and GATB. (XXXX) (Pts. 2, 7, 10) (T-19) (R-7)

10. Need time for better planning between librarian, audio-visual aide and teachers for a wiser use of materials. Need to keep the federally granted audio-visual aide. Need more prep time. (X) (Pts. 3, 7, 9) (T-19) (R-7)

11. Need Art and Science classes with additional facilities and staff. (XXX) (Pts. 2, 3, 4, 6) (T-15) (R-8)

12. More input from students and more time with students outside the classroom to find out what is relevant to the culturally deprived. (Pts. 1, 3, 9) (T-13) (R-9)

13. Social workers are inadequate in their role as guidance counselors and they are often not available---need more counselors. (XX) (Pts. 4, 8) (T-12) (R-10)

14. College courses offered at night such as English, Sociology and Psychology. (No Points)

15. Need a liaison between other educational institutions such as University of Wisconsin-Oshkosh, Milwaukee Area Technical College, MPTI and the correctional institutions. This is needed both when they come, and when they leave. This also should include their high schools. (Pts. 6) (T-6)

16. Need public relations regarding the ability of inmates' skills to the general public and employers. (X) (Pts. 5) (T-5)

17. Re-evaluate the programs so each teacher is not overlapping and have each teacher responsible for specific learning levels of inmates. (Pts. 7) (T-7)

18. Trial basis for open-door voluntary programs---book discussion, Art instruction, Music self-instruction. (Pts. 1) (T-1)

19. Hire released inmates at the institution. (Pts. 1, 2, 2) (T-5)

20. Break between semesters. (Pts. 1) (T-1)

Total Points: 330

COMPOSITION OF NOMINAL GROUP NO. 4

Criteria for Homogenous Grouping: The 6 instructors participating are the most experienced of the academic program staff at the institution, with an average of seven years and eight months experience.

1. Teacher V - Mathematics; 2 years in present position; 15 years in agency; Male, age 40; A.B., Mathematics & Philosophy; 30 additional credits.

2. Teacher VI - Mathematics/Humanities; 5 years, 6 months in present position; 5 years, 6 months in agency; Male, age 35; B.S., Math-Speech; 25 credits in Special Education.

3. Teacher V - Music; 8 years in present position; 8 years in agency; Male, age 37; B.M., Music; 41 credits in Music & Special Education.

4. Teacher VI - Typing, Social Problems, Consumer Education; 7 years in present position; 7 years in agency; Male, age 63; B.S., Business Administration; 26 credits in Business Education.

5. Teacher VI - Reading Specialist; 10 years in present position; 10 years in agency; Male, age 58; B.Ed., Science Education; M.A., Reading & Psychology; 19 credits additional.

6. Teacher II - Business Education; 15 months in present position; 15 months in agency; Male, age 28; B.S., Business Administration; 12 credits in Business Education.

RESPONSES OF NOMINAL GROUP NO. 4

1. Follow-up of released men---inmates---relative to job success. (Pts. 2, 8, 8, 10, 10) (T-38) (R-1)

2. Need for better communication between intra-agency staff---released time for rap sessions and brainstorming. (Pts. 3, 7, 8, 9, 9) (T-36) (R-2)

3. Updating of classroom equipment---calculators, electric typewriters, electric piano, overhead projector, movie projector, locked file cabinets, electric amps and tuners. (Pts. 3, 3, 4, 5, 9, 9) (T-33) (R-3)

4. Need for placement tests to see if client can meet the pre-requisite of a particular class and also appropriate staff to administer and interpret the tests. (Pts. 1, 10, 10, 10) (T-31) (R-4)

5. More money for professional films, tapes and instructional aids such as consumable texts and workbooks to be used in classroom. (Pts. 3, 4, 7, 7, 7) (T-28) (R-5)

6. Need substitute vocational work assignments for summer school. (Pts. 1, 5, 6, 6, 9) (T-27) (R-6)

7. Men should be medically tested---hearing and eyes. (Pts. 6, 6, 6, 8) (T-26) (R-7)

8. Need more secretarial help. (Pts. 5, 5, 7, 8) (T-25) (R-8)

9. Need in-service training for staff to study new teaching techniques for disadvantaged learners. (Pts. 2, 2, 5, 9) (T-18) (R-9)

10. Need more soundproofing of Music Area. (Pts. 4, 10) (T-14) (R-10)

11. Need for in-service training in the improvement of instruction, and in understanding and handling of personal business of inmates---budgeting, savings, investments. (No Points)

12. Need for bilingual teacher to meet needs of Spanish-speaking inmates in areas of general and vocational education. (Pts. 5) (T-5)

13. Need to decrease paperwork of instructors. (Pts. 1) (T-1)

14. Need a good system of course prerequisities with teachers helping in determining prerequisites. (Pts. 8) (T-8)

15. Need Drivers Education program, complete with car. (Pts. 3, 7) (T-10)

16. Need for resource personnel and increased learning activities---bring in electronic engineers and personnel men from companies. (Pts. 2, 2, 4) (T-8)

17. Need for clients to be more personally involved in their program planning. (Pts. 1, 4, 6) (T-11)

18. Need more current vocational information---changing job requirements. (Pts. 1, 3, 4) (T-8)

19. Need a program in History of Religion. (Pts. 2) (T-2)

20. Need department chairmanships in academic school. (Pts. 1) (T-1)

Total Points: 330

CATEGORIZATION OF STAFF RESPONSES

WISCONSIN CORRECTIONAL INSTITUTION - FOX LAKE

Dodge County

[1] Adult Basic Education and Adult High School Diploma and Equivalency

1. Need better Adult Basic Education. (Pts. 1, 2, 2, 3, 5) (T-13)

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Would like a homogeneous class make-up---credit and non-credit students separated, students grouped by levels and programs. Students in one class would start at the same time versus the open concept. (Pts. 2, 3, 7, 8, 9, 9) (T-38) (R-1)

2. Follow-up of released men---inmates---relative to job success. (Pts. 2, 8, 8, 10, 10) (T-38) (R-1)

3. Need time off more often for industrial training in our specific areas. (XXXXX) (Pts. 8, 9, 9, 9, 9, 9) (T-53) (R-2)

4. Need courses and programs on a semester basis. (X) (Pts. 4, 5, 6, 7, 7, 8) (T-37) (R-3)

5. Time available for teachers to keep current with industry, including work, trips, independent research, and prep time---at least one month a year. (XXX) (Pts. 7, 8, 9, 10) (T-34) (R-3)

6. Inadequate budget and too much time between ordering and delivery of materials. (X) (Pts. 2, 4, 7, 8, 8) (T-29) (R-4)

7. A follow-up of released people to see if their training is relevant to industry's needs. (XXXX) (Pts. 3, 3, 4, 5, 6, 7) (T-28) (R-5)

8. Follow-up program to know the effectiveness of the vocational program. (XXX) (Pts. 4, 5, 10) (T-19) (R-5)

9. Need substitute vocational work assignments for summer school. (Pts. 1, 5, 6, 6, 9) (T-27) (R-6)

10. Need time for better planning between librarian, audio-visual aide and teachers for a wiser use of materials. Need to keep the federally granted audio-visual aide. Need more prep time. (X) (Pts. 3, 7, 9) (T-19) (R-7)

11. Need Art and Science classes with additional facilities and staff. (XXX) (Pts.2, 3, 4, 6) (T-15) (R-8)

12. More comprehensive middle school program and literary program---it could include night school. (XX) (Pts.6) (T-6) (R-10)

13. Change the law to sentencing some persons to programs like the Job Corps or educational institutions instead of prison. They would be under contract, and may reside at the county jail with a daytime educational release. Some men need to be forced to return to school. It would be their choice to pursue an education or be institutionalized. (Pts. 4) (T-4)

14. Mandatory course in self-grooming, hygiene and manners. (Pts 4) (T-4)

15. More structured self-help programs---attitudes. (Pts. 3) (T-3)

16. Men should be sent to locations for programs rather than for security reasons. (No Points)

17. Need encouragement from administration to try various methods and means of instruction; also, more resource people. (Pts. 1) (T-1)

18. Need team teaching. (Pts. 2) (T-2)

19. Re-evaluate the programs so each teacher is not overlapping and have each teacher responsible for specific learning levels of inmates. (Pts. 7) (T-7)

20. Trial basis for open-door voluntary programs--book discussion, Art instruction, and Music self-instruction. (Pts. 1) (T-1)

21. Hire released inmates at the institution. (Pts. 1, 2, 2) (T-5)

22. Break between semesters. (Pts. 1) (T-1)

23. Need to decrease paperwork of instructors. (Pts. 1) (T-1)

24. Need department chairmanships in academic school. (Pts. 1) (T-1)

[6] Communications: Inter and Intra-Agency

1. Need for better communication between intra-agency staff---released time for rap sessions and brainstorming. (Pts. 3, 7, 8, 9, 9) (T-36) (R-2)

2. Lack of communication with the principal's office and other institutional staff---social services staff and housing unit staffs in this agency. Need staffings. (X) (Pts. 4, 7, 10, 10) (T-31) (R-3)

3. More input from students and more time with students outside the classroom to find out what is relevant to the culturally deprived. (Pts. 1, 3, 9) (T-13) (R-9)

4. Avoid unrealistic promises for inmates ---opportunities, funds, education, and jobs. (Pts. 5) (T-5)

5. Exchange teachers on semester or unit basis, with MPTI and other educational institutions. (Pts. 1, 3) (T-4)

6. Need a liaison between other educational institutions such as University of Wisconsin-Oshkosh, Milwaukee Area Technical College, MPTI and the correctional institutions. This is needed both when they come, and when they leave. This also should include their high schools. (Pts. 6) (T-6)

7. Need a good system of course prerequisites with teachers helping in determining prerequisites. (Pts. 8) (T-8)

8. Need for clients to be more personally involved in their program planning. (Pts. 1,4,6) (T-11)

9. Need more current vocational information---changing job requirements. (Pts. 1, 3, 4) (T-8)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Need for placement tests to see if client can meet the prerequisite of a particular class and also appropriate staff to administer and interpret the tests. (Pts. 1, 10,10,10) (T-31) (R-4)

2. More guidance for students in choosing realistic goals. Need testing, work orientation, placement, and follow-up program for jobs and schooling. (XXX) (Pts. 5, 6, 9, 10) (T-30) (R-4)

3. Better testing to determine ability levels, especially their reading ability and comprehension. (Pts. 4, 5, 5, 6, 10) (T-30) (R-4)

4. Better screening of vocational students through counseling and testing. (Pts. 3, 4) (T-7) (R-9)

5. Immediate counseling for inmates. (Pts. 1, 5) (T-6) (R-10)

6. Professional help for staff---would like psychological counseling, due to the depressing nature of the work. (Pts. 1) (T-1)

[8] Courses and Programs: Colleges and Universities

1. Realistic first-year college program. (Pts. 1) (T-1)

2. College courses offered at night, such as, English, Sociology, and Psychology. (No Points)

3. Need a program in History of Religion. (Pts. 2) (T-2)

[10] Courses and Programs: Vocational and Technical

1. Need a reading improvement program. Currently, anyone who reads at the fifth grade level is considered to read well enough and they are not worked with. (X) (Pts 2, 7, 10) (T-19) (R-7)

2. Implement a Chef program. (No Points)

3. General Education courses fitted to vocational needs, such as piece work, cost education and time study. (Pts. 3) (T-3)

4. Need Drivers Education program complete with car. (Pts. 3, 7) (T-10)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. Money for new and replacement of old equipment in all shops. (XXXXX) (10, 10, 10, 10, 10, 10) (T-60) (R-1)

2. More funds for consumable materials. (XXX) (Pts. 7, 7, 8, 10, 10, 10) (T-52) (R-1)

3. Lack of equipment shop, audio-visual---more factory-type or job situations. (Pts. 6, 6, 8, 8, 8, 9) (T-45) (R-2)

4. Updating of classroom equipment---calculators, electric typewriters, electric piano, overhead projector, movie projector, locked file cabinets, electric amps and tuners. (Pts. 3, 3, 4, 5, 9, 9) (T-33) (R-3)

5. More money for professional films, tapes and instructional aids, such as consumable texts and workbooks to be used in classroom. (Pts. 3, 4, 7, 7, 7) (T-28) (R-5)

6. More equipment such as video tape machines, reading pacer, money for films, movie projectors, blank tapes, cassettes, reading lab materials and textbooks of our own, versus borrowing them from the MPTI. (X) (Pts. 5, 6, 6, 9) (T-26) (R-5)

7. More visual aids relevant to our clients, along with more time to make these aids---filmstrips. (XX) (Pts. 2, 4, 5, 6, 8) (T-25) (R-6)

8. More shop area available for teaching shop courses including appropriate architecture and fixtures. (X) (Pts. 7, 10) (T-17) (R-6)

9. Need more soundproofing of Music area. (Pts. 4, 10) (T-14) (R-10)

10. Individually prescribed safety glasses for each inmate in vocational school with a demanded compliance. (Pts. 6) (T-6) (R-10)

[15] In-service

1. Need more University Extension in-service classes for the faculty geared to specific areas such as Criminology and Psychology for all faculty here at the same time. (XX) (Pts. 1, 1, 3, 3, 4, 8) (T-20) (R-6)

2. Need in-service training for staff to study new teaching techniques for disadvantaged learners. (Pts. 2, 2, 5, 9) (T-18) (R-9)

3. Need for in-service training in the improvement of instruction, and in understanding and handling of personal business of inmates---budgeting, savings, investments. (No Points)

[16] Job and Job Placement, On-the-job Training, and Work Experience

1. More practical work experience for students outside and inside the walls. (Pts. 4, 5, 8) (T-17) (R-6)

2. Intense job placement including work release. (Pts. 9) (T-9) (R-8)

3. More assistance in job placement of students. (Pts. 2, 4, 6, 7) (T-19) (R-9)

[18] Marital and Family Problems

1. Need family counseling. (Pts. 7) (T-7) (R-9)

[19] Medical, Dental, and Optical

1. Men should be medically tested---hearing and eyes. (Pts. 6, 6, 6, 8) (T-26) (R-[illegible])

[21] Minorities

1. Testing for Blacks, Chicanos and all other minorities with culture-free tests---especially HED and GATB. (XXXX) (Pts. 2, 7, 10) (T-19) (R-7)

2. Minority counseling by minority counselors available at off-work hours. (Pts. 3) (T-3)

3. Need for bilingual teacher to meet needs of Spanish-speaking inmates in areas of general and vocational education. (Pts. 5) (T-5)

[24] Public Relations and Community Participation and Volunteers

1. More liaison between Fox Lake and outside industries in terms of training, hiring, workshops and field trips. (X) (Pts. 1, 3, 5, 6, 7) (T-22) (R-8)

2. Need a privately-owned competitive industry inside the walls to make use of skills learned in vocational area. (No Points)

3. Need public relations regarding the ability of inmates' skills to the general public and employers. (X) (Pts. 5) (T-5)

[29] Staff

1. Need a secretary or teacher aide whose main job is to order materials and do general secretarial work. Need one for academic and one for vocational program. (XXXX) (Pts. 4, 5, 8, 8, 8) (T-33) (R-2)

2. Addition of Local Vocational Education Coordinator and a Cooperative Education program. (XXXX) (Pts. 5, 6, 9) (T-20) (R-4)

3. Adequate clerical staff to support instructors. (XXXX) (Pts. 2, 2, 2, 5, 6) (T-17) (R-6)

4. Need more staff to teach in specialized areas in lieu of combining programs and courses under one instructor. (XX) (Pts. 3, 3, 4, 5, 9) (T-24) (R-7)

5. Less contact hours per teacher and more contact hours per inmate---need more staff. (Pts. 1, 2, 2, 3, 4) (T-12) (R-7)

6. Need more secretarial help. (Pts. 5, 5, 7, 8) (T-25) (R-8)

7. Social workers are inadequate in their role as guidance counselors and they are often not available---need more counselors. (XX) (Pts. 4, 8) (T-12) (R-10)

8. Need for resource personnel and increased learning activities---bring in electronic engineers and personnel men from companies. (Pts. 2, 2, 4) (T-8)

[30] Transportation

1. Vehicles available for educational purposes at all times. (X) (Pts. 2) (T-2)

[31] Wages, Income, and Incentives

1. Pay for instructors at least equal to industry or trades. (Pts. 1, 9, 9) (T-19) (R-5)

2. Need incentive pay for full-time students. (Pts. 7) (T-7) (R-9)

3. Need an incentive pay plan for students in the academic and vocational programs. (Pts. 1, 1, 1, 6, 8) (T-17) (R-10)

WISCONSIN CORRECTIONAL INSTITUTION - FOX LAKE

Dodge County

(Of the three correctional institutions within the Moraine Park V.T.A.E. District, two are located in Dodge County and one in Fond du Lac County.)

Number of Groups: 4 Total Participating: 22

CLIENT (INMATE) NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 5 male participants are Caucasian and students in an academic program at the institution.

1. Single male, 2 children, age 41; High school graduate; Last previous occupation: Livestock buyer; Caucasian; 11 months served in correctional institutions; Expected release date: December, 1974; Plans to live in Madison, Wisconsin upon release; Desires to pursue Marketing education after release.

2. Single male, age 21; High school graduate; 15 credits in Auto Body-Fennimore Technical Institute; Last previous occupation: None indicated; Caucasian; 10 months served in correctional institutions; Expected release date: February, 1973; Plans to live in Fennimore, Wisconsin upon release; Desires to return to Auto Body program at Fennimore Technical Institute after release.

3. Single male, age 22; High school graduate; Last previous occupation: Press operator; Caucasian; 1 year, 9 months served in correctional institutions; Expected release date: March, 1973; Plans to live in Janesville, Wisconsin upon release; Desires to enter Social Work education upon release.

4. Single male, 1 child, age 20; Last grade completed: 11; Last previous occupation: Shipping and receiving clerk; Caucasian; 13 months served in correctional institutions; Expected release date: February, 1973; Plans to live in Rockford, Illinois upon release; Desires to study Psychology and Literature upon release.

5. Single male, age 18; Last grade completed: 11; Last previous occupation: Laborer; Caucasian; 2 months served in correctional institutions; Expected release date: None given; Plans to live in Madison, Wisconsin upon release; Indicated no plans for further education or training.

RESPONSES OF NOMINAL GROUP NO. 1

1. Adequate money upon release. Enough to live on for a month, even if we have to pay it back. (XX) (Pts. 2, 9, 10, 10, 10) (T-41) (R-1)

2. Incentive pay for all inmates. (Pts. 7, 8, 9) (T-24) (R-2)

3. Need more equipment, tools, audio-visual equipment, books for each student, and a more lenient use of the equipment we have. (XXX) (Pts. 3, 3, 6, 10) (T-22) (R-3)

4. Different way to choose the parole board and they should have shorter terms. (Pts. 4, 5, 5, 8) (T-22) (R-3)

5. Need conjugal visits---keeps a stronger family relationship and decreases marital problems. (Pts. 1, 4, 8, 8) (T-21) (R-4)

6. Give inmates more responsibility upon themselves. (Pts. 6, 6, 7) (T-19) (R-5)

7. Inadequate medical facilities in all correctional institutions. (Pts. 7, 9) (T-16) (R-6)

8. Opportunity to go to school on the outside if qualified. (X) (Pts. 6, 9) (T-15) (R-7)

9. More instruction by the teacher instead of self-studying---adjustment is too tough. (XX) (Pts. 2, 5, 7) (T-14) (R-8)

10. Need professional help, not inmate help, in dealing with drug problems. (Pts. 6, 8) (T-14) (R-8)

11. Opportunities for more social interaction between inmates plus discussion groups and more hours of group therapy. (Pts. 10) (T-10) (R-9)

12. All complaints and decisions to be published and posted in each unit and also all rules that are in effect. (Pts. 2, 7) (T-9) (R-10)

13. Need for training and an opportunity to deal with problems in family relationships and child care. (Pts. 9) (T-9) (R-10)

14. All inmates should have an opportunity to go to school. (X) (Pts. 1, 4) (T-5)

15. Better placement of students according to their abilities and more teachers to meet these demands. (Pts. 3) (T-3)

16. Put school on a 54-hour schedule instead of 90 hours---too much class contact time. (No Points)

17. Students should be able to complete class when their requirements are met ---not necessarily hour requirements. (Pts. 2, 5) (T-7)

18. School should be run on a semester basis. (X) (Pts. 1, 3) (T-4)

19. Want these classes added: Sociology, Political Science, Literature, Civil Law, Orientation, Business, College Prep, Black Studies and Food Preparation. (Pts. 1, 5) (T-6)

20. Should have the right to bring your own books to the institution. (No Points)

21. Should have outside entertainment here, such as movies and bands. (Pts. 2, 3) (T-5)

22. Inmates and staff should have discussions to iron out differences. (Pts. 4, 4) (T-8)

23. Open up more library facilities. (No Points)

24. More specialized courses instead of all general courses. (Pts. 1) (T-1)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 5 male participants are Negro and students in an academic program at the institution.

1. Single male, 1 child, age 21; Last grade completed: None indicated; Last previous occupation: Laborer; Negro; 2 years served in correctional institutions; Expected release date: February, 1973; Plans to live in Beloit, Wisconsin upon release; Desires to enter Social Work upon release.

2. Single male, age 18; Last grade completed: 11; Last previous occupation: None indicated; Negro; 4 months served in correctional institutions; Expected release date: September, 1975; Plans to live in Milwaukee, Wisconsin upon release; Desires to pursue Stock Broker education upon release.

3. Separated, Male, 3 children, age 25; High school graduate; 40 credits at M. P. I.; Last previous occupation: Wisconsin State Employment Service; Negro; 3 years, 8 months served in correctional institutions; Expected release date: April, 1973; Plans to live in Milwaukee, Wisconsin upon release; Desires to study Fashion Merchandising upon release.

4. Single male, age 25; High school graduate; Last previous occupation: None indicated; Negro; Length of time served in correctional institutions: Not indicated; Expected release date: December, 1972; Plans to live in Milwaukee, Wisconsin upon release; Desires to study Counseling upon release.

5. Single male, 3 children, age 24; Last grade completed: 11; Last previous occupation: Material handler; Negro; 2 years, 1 month served in correctional institutions; Expected release date: June, 1973; Plans to live in Anchorage, Alaska upon release; Desires to be professional artist and illustrator.

RESPONSES OF NOMINAL GROUP NO. 2

1. Need more qualified staff, particularly a secretary---she is too familiar with personal records. The teachers should teach what they are hired to teach and realize they are teaching men, not boys. (X) (Pts. 4, 9, 10, 10, 10) (T-43) (R-1)

2. Need a sufficient number of up-to-date textbooks for Communications, Math, Science, History, Human Relations, Social Problems,and Economics. (XXX) (Pts. 4, 4, 8, 8, 9) (T-33) (R-2)

3. Need persons from the outside to help the inmates adjust to outside living, find jobs, follow-up on vocational training, college and public relations for the community to better understand the released inmate. (XXX) (Pts. 4, 6, 9, 9) (T-28) (R-3)

4. Inmates need a semester break and full-time and part-time students should be paid for incentive and not have to work on semester break. With a semester break, teachers would all be off at the same time. They should be on the same status as teachers on the street. (Pts. 1, 2, 5, 7, 10) (T-25) (R-4)

5. More literature on Blacks, poetry, biographies of Blacks. Should get rid of all the ladies' magazines and there should not be fines for overdue books. Should have hard covered books versus paperbacks. The librarian is seldom there and she gets out-dated books---need cultural books. (XXX) (Pts. 6, 7, 8) (T-21) (R-5)

6. Want simple Science classes, Art program, Business Correspondence, Data Processing, Law class and more inmates should be able to get into present courses or be full-time academic students. (XXX) (Pts. 3, 6, 8) (T-17) (R-6)

7. Lack of communication among staff members and administration and inmates. Staff does not know what is going on in their own paperwork. I completed my High School Diploma yesterday and no one knew it. (Pts. 2, 2, 3, 9) (T-16) (R-7)

8. Should be able to specialize rather than take general courses. (Pts. 5, 10) (T-15) (R-8)

9. Need more and better Adult Basic Education. (Pts. 7, 7) (T-14) (R-9)

10. Eliminate most self-study courses. We need more assistance from teachers. Need to learn more about the types of questions on the HED. (Pts. 5, 7) (T-12) (R-10)

11. Need substitute teachers. If the teachers are sick or on vacation, the inmates cannot make up the time until the teacher returns. (Pts. 1, 2, 3, 6) (T-12) (R-10)

12. MPTI certificates should be issued to those that earn them, whether or not he is going to work in the field---should have someone to check on it. Teachers only give the certificates to the ones that they want to have them. (Pts. 1, 8) (T-9)

13. All students in the classroom should be taking the same course and be at the same grade Level. (Pts. 1, 2, 3, 3) (T-9)

14. Need college courses offered such as Sociology, Psychology and general freshman courses. (Pts. 4, 6) (T-10)

15. Social workers do not listen to what types of programs an inmate is interested in or anything else. (Pts. 1, 5, 5) (T-11)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 3

Criteria for Homogenous Grouping: All 6 male participants are Caucasian and students in an academic program at the institution.

1. Single male, age 21; High school graduate; Last previous occupation: U. S. Army; Caucasian; 10 months served in correctional institutions; Expected release date: February or May, 1973; Plans to live in Pewaukee, Wisconsin upon release; Desires to earn two-year Associate Degree in Marketing or Sociology and become Drug Counselor upon release.

2. Single male, age 23; High school graduate; Additional work toward Associate Degree at Milwaukee Area Technical College; Last previous occupation: Cafeteria Manager; Caucasian; 2 years, 5 months served in correctional institutions; Expected release date: June, 1973; Plans to live in Janesville, Wisconsin upon release. Desires to earn Associate Degree in Marketing upon release.

3. Divorced, Male, 3 children, age 36; High school graduate; Last previous occupation: Sheet metal worker and furnace installer and serviceman; Caucasian; 7 months served in correctional institutions; Expected release date: May, 1973; Plans to live in Rhinelander, Wisconsin upon release; Desires to enter Air Conditioning and Refrigeration program upon release.

4. Single male, age 21; High school graduate; Last previous occupation: Inspector trainee; Caucasian; 2 years, 9 months served in correctional institutions; Expected release date: May or July, 1973; Plan to live in Milwaukee, Wisconsin upon release; Desires to study Aircraft Mechanics upon release.

5. Single male, age 20; High school graduate; Last previous occupation: None indicated; Caucasian; 10 months served in correctional institutions; Expected release date: April, 1973; Plans to live in Waukesha, Wisconsin upon release; Desires to attend a Vocational School after release.

6. Single male, age 40; High school graduate; 9 credits from University of Wisconsin-Oshkosh; Last previous occupation: Bartender; Caucasian; 9 years, 11 months served in correctional institutions; Expected release date: March, 1975; Plans to live in Milwaukee, Wisconsin upon release; Desires to work in machine shop, electrician or printing shop after release.

RESPONSES OF NOMINAL GROUP NO. 3

1. Lack of appropriate equipment to meet the needs of the students---tape recorders, tools, training aids, mannequins, display lighting, clothing, modern turret lathe, boring mill, cylindrical grinding, numerical control equipment, digital multimeter and more modern tools for Air-Conditioning class. (XXXX) (Pts. 6, 9, 9, 10, 10, 10) (T-54) (R-1)

2. Parole board does not know enough about the individual to make decisions. Someone that knows you, such as a teacher, should have some say. (Pts. 2, 4, 8, 10, 10) (T-34) (R-2)

3. Opportunity to talk to and get information on jobs from placement services before and after a man is released. (Pts. 4, 5, 6, 9, 9) (T-33) (R-3)

4. An increase in wage and a non-profit canteen---things at the canteen are too expensive for the income the men receive. (Pts. 2, 7, 7, 7, 8) (T-31) (R-4)

5. Better medical staff at Fox Lake. (Pts. 3, 6, 7, 7) (T-23) (R-5)

6. Need for college courses at Fox Lake---too much hassle for correspondence courses and not enough time to work on them. No evening courses offered now, such as English, Sociology and Math on the college level. In the past, the instructors came to Fox Lake. (Pts. 3, 3, 5, 8) (T-19) (R-6)

7. More time for the student to work on specific training for a trade to be used outside. Too much time to set up and take down materials before and after class. Not enough time to specialize in a specific field---have to take too many irrelevant subjects. (XX) (Pts. 4, 7, 8) (T-19) (R-6)

8. More of a commitment by DVR to the inmates as far as money for training on the outside---have to wait too long for an answer. (Pts. 3, 10) (T-13) (R-7)

9. Vocation and rehabilitation are primary---functions of the institution are secondary---lots of guys want to go outside for schooling and can't because they are considered security risks, and there is too much red tape in getting anything done---have to wait too long to get an interview. (Pts. 3, 8) (T-11) (R-8)

10. Persecution by police and parole agents, businessmen and employers after release, parole or discharge. (Pts. 2, 9) (T-11) (R-8)

11. Continue Sheet Metal class and Cabinetmaking at Fox Lake (X) (Pts. 4, 6) (T-10) (R-9)

12. Library needs a bigger selection of books and resource material. (Pts. 5, 5) (T-10) (R-9)

13. Too many rules prohibiting students' use of classroom equipment outside of classroom time. (X) (Pts. 1, 9) (T-10) (R-9)

14. Lack of cooperation and continuity between correctional institutions in terms of academic and vocational training. (Pts. 4, 5) (T-9) (R-10)

15. Personnel for Arts and Crafts as well as recreation for week-ends to give inmates something to do. (Pts. 3, 6) (T-9) (R-10)

16. Don't have enough contact with outside social functions. (Pts. 1) (T-1)

17. Need flexibility on the amount of time a student has to finish or complete a course---automatic cut-off time in Welding, Auto Mechanics and Blueprint Reading. (Pts. 1, 2, 4) (T-7)

18. Vocational counselors should be more up-to-date on things happening on the outside. More guidance is needed for the student so that he is aware of what and where his training will get him. (Pts. 1, 1, 2) (T-4)

19. Need more clerical help for teachers so they are free to help students more. (Pts. 8) (T-8)

20. More rigid investigation of the mess hall---for cleanliness and preparation. (Pts. 1, 5) (T-6)

21. Units are too noisy for the students to study and the library is closed on week-ends---need someplace to study. (Pts. 2, 6) (T-8)

Total Points: 330

COMPOSITION OF NOMINAL GROUP NO. 4

Criteria for Homogenous Grouping: All 6 male participants are Negro and students in a vocational program at the institution.

1. Separated male, 4 children, age 25; Last grade completed: 9; Last previous occupation: Welder; Negro; 7 months served in correctional institutions; Expected release date: May, 1973; Plans to live in Milwaukee, Wisconsin upon release; Desires to study Drafting and Structural Architecture upon release.

2. Single male, age 21; High school graduate; Last previous occupation: Spot-welder; Negro; 6 months served in correctional institutions; Expected release date: May, 1973; Plans to live in Racine, Wisconsin upon release; Desires to study Electronics upon release.

3. Single male, 2 children, age 28; Last grade completed: 10; Last previous occupation: Spray painter; Negro; 10 months served in correctional institutions; Expected release date: Not indicated; Desires Machine Shop training upon release.

4. Single male, 1 child, age 20; High school graduate; Last previous occupation: Polisher; Negro; 1 year, 9 months served in correctional institutions; Expected release date: December, 1973; Plans to live in Milwaukee, Wisconsin after release; Desires to study TV Communications and Welding upon release.

5. Single male, 1 child, age 29; High school graduate; Last previous occupation: None indicated; Negro; 5 years served in correctional institutions; Expected release date: May, 1973; Plans to live in Milwaukee, Wisconsin upon release; Indicated no plans for further education or training.

6. Married male, 6 children, age 30; Last grade completed: 10; Last previous occupation: Heat treater; Negro; 1 year served in correctional institutions; Expected release date: September, 1973; Plans to live in Milwaukee, Wisconsin upon release; Desires to finish high school upon release.

RESPONSES OF NOMINAL GROUP NO. 4

1. Education is not the best---must learn on your own. No eagerness in teachers. (XX) (Pts. 2, 3, 6,7, 8, 10) (T-36) (R-1)

2. Visits by wife and families for longer periods, including at night with you. (X) (4, 9, 10, 10) (T-33) (R-2)

3. More opportunity to attend school outside the institution. (X) (Pts. 9, 9, 10) (T-28) (R-3)

4. Should have Black teachers on the staff. (Pts. 3, 7, 8, 9) (T-27) (R-4)

5. Drug program at the institution is not adequate. (2, 3, 4, 6, 10) (T-25) (R-5)

6. Report card on progress to students with a specific evaluation on each class to inmate. (Pts. 1, 4, 7, 8) (T-20) (R-6)

7. Furlough off grounds. (Pts. 1, 2, 6,10) (T-19) (R-7)

8. Individualized method of instruction is not working. (Pts. 3, 8, 8) (T-19) (R-7)

9. Adjustment to the institution never happens. No problems are solved, ever. (Pts. 5, 7) (T-12) (R-8)

10. Procedure for handling new students is poor. No attention at first or later. (Pts. 4, 7) (T-11) (R-9)

11. No inmate should have a position where he has power over any other inmate. (Pts. 5, 6) (T-11) (R-9)

12. Inmates who come to Fox Lake with education are put into school, those without education are put to work. (Pts. 3, 7) (T-10) (R-10)

13. Staff isn't qualified to teach. (XX) (Pts. 5) (T-5)

14. Teachers must not teach more than one subject at once. (Pts. 9) (T-9)

15. Choice of programs is poor. Sometimes an inmate is put into a program where there is no interest. (1, 8) (T-9)

16. Diploma for all programs offered. (No Points)

17. Vacation from school within the institution. (Pts. 9) (T-9)

18. More time for personal hobbies. (X) (Pts. 2, 2) (T-4)

19. Amount of time in a course should be based on how much a student knows, or does not know, not on how long he has been there. (X) (Pts. 1, 1) (T-2)

20. All staff must have a course in Human Relations in order to relate to inmates. (Pts. 2, 4) (T-6)

21. Less harassment by the whole staff---what happens in the units affects school. (Pts. 5) (T-5)

22. Exploratory period should be more flexible. (Pts. 1) (T-1)

23. Need class in handling money. (No Points)

24. More involvement with community group representatives. (No Points)

25. Inmates should not be identified with every other one. They should be allowed to have their own clothes and personal effects. (Pts. 6) (T-6)

26. Staff and inmates should have the same standards of shaving and personal grooming. (Pts. 3) (T-3)

27. Each teacher should spend at least an hour with each student to get to know him. (Pts. 5) (T-5)

28. Incentive plan for school program. (Pts. 4, 5) (T-9)

29. Administration refused to have rap sessions in Political Economics because it was thought to be communistic. (Pts. 6) (T-6)

Total Points: 330

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CATEGORIZATION OF CLIENT (INMATE) RESPONSES

WISCONSIN CORRECTIONAL INSTITUTION - FOX LAKE

Dodge County

[1] Adult Basic Education and Adult High School Diploma and Equivalency

1. Need more and better Adult Basic Education. (Pts. 7, 7) (T-14) (R-9)

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Need more qualified staff, particularly a secretary---she is too familiar with personal records. The teachers should teach what they are hired to teach and realize they are teaching men, not boys. (X) (Pts. 4, 9, 10, 10, 10) (T-43) (R-1)

2. Adequate money upon release. Enough to live on for a month, even if we have to pay it back. (XX) (Pts. 2, 9, 10, 10, 10) (T-41) (R-1)

3. Education is not the best---must learn on your own. No eagerness in teachers. (XX) (Pts. 2, 3, 6, 7, 8, 10) (T-36) (R-1)

4. Parole board does not know enough about the individual to make decisions. Someone that knows you, such as a teacher, should have some say. (Pts. 2, 4, 8, 10, 10) (T-34) (R-2)

5. Visits by wife and families for longer periods, including at night with you. (X) (Pts. 4, 9, 10, 10) (T-33) (R-2)

6. More opportunity to attend school outside the instutition. (X) (Pts. 9, 9, 10) (T-28) (R-3)

7. Different way to choose the parole board and they should have shorter terms. (Pts. 4, 5, 5, 8) (T-22) (R-3)

8. Inmates need a semester break and full-time and part-time students should be paid for incentive and not have to work on semester break. With a semester break, teachers would all be off at the same time. They should be on the same status as teachers on the street. (Pts. 1, 2, 5, 7, 10) (T-25) (R-4)

9. Need conjugal visits---keeps a stronger family relationship and decreases marital problems. (Pts. 1, 4, 8, 8) (T-21) (R-4)

10. . . . . Should get rid of all the ladies' magazines and there should not be fines for overdue books. Should have hard-covered books versus paperbacks. The librarian is seldom there and she gets out-dated books---need cultural books. (XXX) (Pts. 6, 7, 8) (T-21) (R-5)

11. Give inmates more responsibility upon themselves. (Pts. 6, 6, 7) (T-19) (R-5)

12. Report card on progress to students with a specific evaluation on each class to inmate. (Pts. 1, 4, 7, 8) (T-20) (R-6)

13. . . . . too much hassle for correspondence courses and not enough time to work on them. No evening courses offered now, such as English, Sociology and Math on the college level. In the past, the instructors came to Fox Lake. (Pts. 3, 3, 5, 8) (T-19) (R-6)

14. More time for the student to work on specific training for a trade to be used outside. Too much time to set up and take down materials before and after class. Not enough time to specialize in a specific field---have to take too many irrelevant subjects. (XX) (Pts. 4, 7, 8) (T-19) (R-6)

15. . . . . more inmates should be able to get into present courses or be full-time academic students. (XXX) (Pts. 3, 6, 8) (T-17) (R-6)

16. Furlough off grounds. (Pts. 1, 2, 6, 10) (T-19) (R-7)

17. Individualized method of instruction is not working. (Pts. 3, 8, 8) (T-19) (R-7)

18. Opportunity to go to school on the outside if qualified. (X) (Pts. 6, 9) (T-15) (R-7)

19. More of a commitment by DVR to the inmates as far as money for training on the outside---have to wait too long for an answer. (Pts. 3, 10) (T-13) (R-7)

20. Should be able to specialize rather than take general courses. (Pts. 5, 10) (T-15) (R-8)

21. More instruction by the teacher instead of self-studying---adjustment is too tough. (XX) (Pts. 2, 5, 7) (T-14) (R-8)

22. Vocation and rehabilitation are primary---functions of the institution are secondary---lots of guys want to go outside for schooling and can't because they are considered security risks, and there is too much red tape in getting anything done---have to wait too long to get an interview. (Pts. 3, 8) (T-11) (R-8)

23. No inmate should have a position where he has power over any other inmate. (Pts. 5, 6) (T-11) (R-9)

WCI-Client-Categorization
Agency Policy

24. Procedure for handling new students is poor. No attention at first or later. (Pts. 4, 7) (T-11) (R-9)

25. Too many rules prohibiting students' use of classroom equipment outside of classroom time. (X) (Pts. 1, 9) (T-10) (R-9)

26. Eliminate most self-study courses. We need more assistance from teachers. Need to learn more about the types of questions on the HED. (Pts. 5, 7) (T-12) (R-10)

27. Inmates who come to Fox Lake with education are put into school, those without education are put to work. (Pts. 3, 7) (T-10) (R-10)

28. All complaints and decisions to be published and posted in each unit and also all rules that are in effect. (Pts. 2, 7) (T-9) (R-10)

29. MPTI certificates should be issued to those that earn them, whether or not he is going to work in the field---should have someone to check on it. Teachers only give the certificates to the ones that they want to have them. (Pts. 1, 8) (T-9)

30. Units are too noisy for the students to study and the library is closed on week-ends---need some place to study. (Pts. 2, 6) (T-8)

31. All students in the classroom should be taking the same course and be at the same grade level. (Pts. 1, 2, 3, 3) (T-9)

32. Need flexibility on the amount of time a student has to finish or complete a course---automatic cut-off time in Welding, Auto Mechanics and Blueprint Reading. (Pts. 1, 2, 4) (T-7)

33. More rigid inspection of the mess hall ---for cleanliness and preparation. (Pts. 1, 5) (T-6)

34. Teachers must not teach more than one subject at once. (Pts. 9) (T-9)

35. Diploma for all programs offered. (No Points)

36. Vacation from school within the institution. (Pts. 9) (T-9)

37. More time for personal hobbies. (X) (Pts. 2, 2) (T-4)

38. All inmates should have an opportunity to go to school. (X) (Pts. 1, 4) (T-5)

39. Put school on a 54-hour schedule instead of 90 hours---too much class contact time. (No Points)

40. Students should be able to complete class when their requirements are met ---not necessarily hour requirements. (Pts. 2, 5) (T-7)

41. School should be run on a semester basis. (X) (Pts. 1, 3) (T-4)

42. Should have the right to bring your own books to the institution. (No Points)

43. Amount of time in a course should be based on how much a student knows, or does not know, not on how long he has been there. (X) (Pts. 1, 1) (T-2)

44. All staff must have a course in Human Relations in order to relate to inmates. (Pts. 2, 4) (T-6)

45. Exploratory period should be more flexible. (Pts. 1) (T-1)

46. Inmates should not be identified with every other one. They should be allowed to have their own clothes and personal effects. (Pts. 6) (T-6)

47. Staff and inmates should have the same standards of shaving and personal grooming. (Pts. 3) (T-3)

48. Administration refused to have rap sessions in Political Economics because it was thought to be communistic. (Pts. 6) (T-6)

49. More specialized courses instead of all general courses. (Pts. 1) (T-1)

50. Staff isn't qualified to teach. (XX) (Pts. 5) (T-5)

[4] Budget: Family

1. Need class in handling money. (No Points)

[6] Communications: Inter and Intra-Agency

1. Lack of communication among staff members and administration and inmates. Staff does not know what is going on in their own paperwork. I completed my High School Diploma yesterday and no one knew it. (Pts. 2, 2, 3, 9) (T-16) (R-7)

2. Opportunities for more social interaction between inmates plus discussion groups and more hours of group therapy. (Pts. 10) (T-10) (R-9)

3. Lack of cooperation and continuity between correctional institutions in terms of academic and vocational training. (Pts. 4, 5) (T-9) (R-10)

4. Inmates and staff should have discussions to iron out differences. (Pts. 4, 4) (T-8)

5. Social workers do not listen to what types of programs an inmate is interested in or anything else. (Pts. 1, 5, 5) (T-11)

6. Less harassment by the whole staff--- what happens in the units affects school. (Pts. 5) (T-5)

7. Each teacher should spend at least an hour with each student to get to know him. (Pts. 5) (T-5)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Adjustment to the institution never happens. No problems are solved, ever. (Pts. 5, 7) (T-12) (R-8)

2. Better placement of students according to their abilities and more teachers to meet these demands. (Pts. 3) (T-3)

3. Vocational counselors should be more up-to-date on things happening on the outside. More guidance is needed for the student so that he is aware of what and where his training will get him. (Pts. 1, 1, 2) (T-4)

4. Choice of programs is poor. Sometimes an inmate is put into a program where there is no interest. (Pts. 1, 8) (T-9)

[8] Courses and Programs: Colleges and Universities

1. Need for college courses at Fox Lake . . . . . no evening courses offered now such as English, Sociology and Math at the college level . . . . . (Pts. 3, 3, 5, 8) (T-19) (R-6)

2. Want . . . . . Law classes . . . . . (XXX) (Pts. 3, 6, 8) (T-17) (R-6)

3. Want these classes added: Sociology, Political Science, Literature, Civil Law, Orientation, Business, College Prep, and Black Studies . . . . . (Pts. 1, 5) (T-6)

4. Need college courses offered such as Sociology, Psychology and general freshman courses. (Pts. 4, 6) (T-10)

[9] Courses and Programs: Pre-school, Primary, Middle, and High School

1. Want simple Science classes and Art program . . . . . (XXX) (Pts. 3, 6, 8) (T-17) (R-6)

[10] Courses and Programs: Vocational and Technical

1. Want . . . . . Business Correspondence, Data Processing . . . . . (XXX) (Pts. 3, 6, 8) (T-17) (R-6)

2. Continue Sheet Metal class and Cabinet-Making at Fox Lake. (X) (Pts. 4, 6) (T-10) (R-9)

3. Want classes added . . . . . in Food Preparation. (Pts. 1, 5) (T-6)

[11] Drugs, Alcoholism, and Emergency Services

1. Drug program at the institution is not adequate. (Pts. 2, 3, 4, 6, 10) (T-25) (R-5)

2. Need professional help, not inmate help, in dealing with drug problems. (Pts. 6, 8) (T-14) (R-8)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. Lack of appropriate equipment to meet the needs of the students---tape recorders, tools, training aids, mannequins, display lighting, clothing, modern turret lathe, boring mill, cylindrical grinding, numerical control equipment, and digital multi-meter---and more modern tools for Air-Conditioning class. (XXXX) (Pts. 6, 9, 9, 10, 10, 10) (T-54) (R-1)

2. Need a sufficient number of up-to-date textbooks for Communications, Math, Science, History, Human Relations, Social Problems and Economics. (XXX) (Pts. 4, 4, 8, 8, 9) (T-33) (R-2)

3. Need more equipment, tools, audio-visual equipment, books for each student, and a more lenient use of the equipment we have. (XXX) (Pts. 3, 3, 6, 10) (T-22) (R-3)

4. More literature on Blacks, poetry, biographies of Blacks . . . . . (XXX) (Pts. 6, 7, 8) (T-21) (R-5)

5. Library needs a bigger selection of books and resource material. (Pts. 5, 5) (T-10) (R-9)

6. Open up more library facilities. (No Points)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Opportunity to talk to and get information on jobs from placement services before and after a man is released. (Pts. 4, 5, 6, 9, 9) (T-33) (R-3)

[18] Marital and Family Problems

1. Need conjugal visits---keeps a stronger family relationship and decreases marital problems. (Pts. 1, 4, 8, 8) (T-21) (R-4)

2. Need for training and an opportunity to deal with problems in family relationships and child care. (Pts. 9) (T-9) (R-10)

[19] Medical, Dental, and Optical

1. Better medical staff at Fox Lake. (Pts. 3, 6, 7, 7) (T-23) (R-5)

2. Inadequate medical facilities in all correctional institutions. (Pts. 7, 9) (T-16) (R-6)

[21] Minorities

1. Should have Black teachers on the staff. (Pts. 3, 7, 8, 9) (T-27) (R-4)

[23] Prejudice, Discrimination, and Employer Prejudice

1. Persecution by police and parole agents, businessmen and employers after release, parole or discharge. (Pts. 2, 9) (T-11) (R-8)

[24] Public Relations and Community Participation and Volunteers

1. Need persons from the outside to help the inmates adjust to outside living, find jobs, follow-up on vocational training, college and public relations for the community to better understand the released inmate. (XXX) (Pts. 4, 6, 9, 9) (T-28) (R-3)

2. More involvement with community group representatives. (No Points)

[25] Recreation and Social

1. . . . . recreation for weekends to give inmates something to do. (Pts. 3, 6) (T-9) (R-10)

2. Should have outside entertainment here such as movies and bands. (Pts. 2, 3) (T-5)

3. Don't have enough contact with outside social functions. (Pts. 1) (T-1)

[29] Staff

1. Need substitute teachers. If the teachers are sick or on vacation, the inmates cannot make up the time until the teacher returns. (Pts. 1, 2, 3, 6) (T-12) (R-10)

2. Personnel for Arts and Crafts as well as personnel for recreation for weekends to give inmates something to do. (Pts. 3, 6) (T-9) (R-10)

3. Better placement of students according to their abilities and more teachers to meet these demands. (Pts. 3) (T-3)

4. Need more clerical help for teachers so they are free to help students more. (Pts. 8) (T-8)

[31] Wages, Income, and Incentives

1. Incentive pay for all inmates. (Pts. 7, 8, 9) (T-24) (R-2)

2. An increase in wage and a non-profit canteen---things at the canteen are too expensive for the income the men receive. (Pts. 2, 7, 7, 7, 8) (T-31) (R-4)

3. . . . . students should be paid for incentive . . . . . (Pts. 1, 2, 5, 7, 10) (T-25) (R-4)

4. Incentive plan for school program. (Pts. 4, 5) (T-9)

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TRANSCRIBED RESPONSES AND CATEGORIZATION OF TRANSCRIBED RESPONSES

WISCONSIN STATE PRISON - WAUPUN

STAFF RESPONSES AND CATEGORIZATION

Dodge County 340

CLIENT RESPONSES AND CATEGORIZATION

Dodge County 349

WISCONSIN STATE PRISON, Waupun

Dodge County

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Agency Function

The educational program at Wisconsin State Prison, both academic and vocational, is designed to meet the needs of incarcerated inmates in a maximum security institution in the following areas: communication skills for daily needs; academic preparation for participation in Vocational, Technical, and higher education programs; formalization and documentation of academic and vocational preparation; ability to live as a responsible citizen in a democratic society; social skills necessary for the development of meaningful intrapersonal relationships; vocational skills which permit gainful employment for a reasonable livelihood; to open and to develop means of awareness, self-evaluation, and social interest; meet with success and acquire feelings of accomplishment in the development of vocational, academic, and social skills; means for the development of meaningful, acceptable, interpersonal relationships; and to develop means and opportunity of self-recognition, self-evaluation, and self-improvement.

The purposes of the prison education program are similar to the purposes of the public educational programs; however certain needs stand out more prominently---greater effort may be needed for achievement and the distance from where the student is to the desired goal may be much greater.

A full-time staff of a principal, one clerk and thirteen civilian certified instructors carry out the educational program for Wisconsin State Prison. A special education teacher offers adult basic education. Remedial help in language arts and arithmetic is provided. High school credits for a diploma are transferred to the inmates' home high school, and that high school then grants the diploma. The High School Equivalency Diploma may be earned by passing an equivalency examination. Sixty-nine men completed their HED in 1971-72. Correspondence courses are available. Apprenticeships are approved by the State Division of Apprenticeship Training. Musical, artistic, and journalistic talents are encouraged and developed through various activities such as the prison paper. A library of 16,000 volumes is available and is effectively circulated.

The California Achievement Test is given to all inmates at the time of admission to the prison. This test is used as a diagnostic tool to determine ability, areas of needed remedial work, and as a check on progress and readiness for the high school equivalency examinations, and for post-high school programming. Counseling services are provided to assist in program planning.

Introduction to Wisconsin State Prison Staff Participants

Two Nominal Groups of ten male instructors were organized at Wisconsin State Prison, Waupun. One group of five, ranging in age from 33 to 43, were teachers in the academic program and had been on the job over three years at WSP. Three had earned M.S. degrees, and two had B.S. degrees. The second group consisted of five male instructors in the vocational program, with over eighteen months'

experience at WSP. The vocational group included a math and shop teacher with a completed apprenticeship, one state certified welding teacher, and three men with B.S. degrees, two with over 10 credits toward a Masters and one who holds a Masters degree in Vocational Counseling.

Summary of Wisconsin State Prison Staff Responses

The most important problems cited by school staff at WSP include the need for more modern school facilities within the institution, such as reading and math laboratories and an updated library. Also highly rated is the need to develop programs and hire teachers in the areas of Auto Mechanics, Air Conditioning and Refrigeration, Appliance Repair, Office Machine Repair, Small Engine Repair, Carpentry and Masonry, and Auto Body. Tied to these problems is the need for Vocational training in areas where jobs are available, and Vocational training at the third or fifth grade level, to meet the high interest level in fields such as machine operator, janitor, general labor, assembly line, body work, or small machines. A facility and a scheduled time for studying is needed, as well as a multi-purpose area and equipment in the cells for studying. Several staff requested more audiovisual equipment, hardware, and software. Machine shop equipment, milling machines, lathes, numerical control presses, turret lathes, precision tools, core-wire welding machines, and arc-welding machines were requested to aid instructional duties. One request was for a new vocational building or extensive remodeling of the existing buildings to house the equipment.

Twenty-nine of the 66 responses of these two groups came under the category of agency administration. The overemphasis of the industrial program is criticized; it was suggested that a stronger emphasis be placed on academic and Vocational Education. Larger budgets are requested. Uninterrupted instruction periods and closer cooperation with other departments of the institution are requested. Teachers want time off to prepare lesson plans and student individualized programs. Parole boards should be reorganized to include members of the school staff, social workers, or officers. One participant felt that a more specific definition of the school, staff, and student goals should be prepared. A greater amount of course alternatives are desired for students. The library and classes should be open nights and weekends.

A policy encouraging the "contract method" for the inmate-students, to be used as an incentive for education and effort in school, is endorsed. The gate money (pocket money given released men) is inadequate. Instructors requested more chances to go to summer school or to work in industry during summers. Students should not be subtly punished or treated negatively for attending classes. Better methods of reinforcing staff and students are needed. Staff also requested more freedom of movement within the school for students.

Very real problems are cited in inter-agency communications. The staff urges that vocational or practical skills should be emphasized in the educational programs, rather than college level courses by "outsiders" like the University of Wisconsin - Milwaukee. The staff identifies a breakdown in education which follows release, and requests more ability to control the movements of inmates into and out of educational programs, analogous to semester systems in schools. If such could not be arranged with the courts, they would like a stronger liaison with other educational or correctional institutions so that the inmate-students might continue what they have started.

Within the prison school, the staff cites a need for better coordination between programs such as educational, housing, and work programs. More involvement by departments in self-evaluation and feedback from businesses and industry is urged, to determine how well the educational function is being performed. Teachers requested evaluations by the students. The staff would like more contact with other school systems to have the opportunity to discuss similar problems.

A very high ranked problem brought out by these two groups was in the staffing area: professionally-trained librarians are badly needed in the library to standardize the day-to-day procedures. Teacher aides are needed in ABE language arts and mathematics classes. A speech therapist is needed. Arts and crafts teachers are needed. Staff requested coaching in writing federal and state level grants.

In summary, the staff responses cited problems which are directly related to their ability to function well in delivering the educational services to the student-inmates of Wisconsin State Prison. Requests identified with the areas of instruction, with upgrading the quality of instruction and services, and with improving the offerings and course variety. A heavy emphasis through the responses focused on the follow-up and feedback from the outside, which would inform the staff of what they need to do to adjust their methods and classes to make them---and their graduates-- more useful, more employable, and more desirable after release.

Introduction to Wisconsin State Prison Client-Inmate Participants

The 29 client (inmate) participants were full-time or part-time students in an academic or vocational program. They were drawn from the regular population of the prison, which had an average daily population in fiscal year 1971-72 of 596 at an average cost per man per month of $557. Quarterly reports indicated a combined prison and prison farm population per month ranging from 730 to 911. Of these total numbers, from 397 to 470 participated in educational programs such as the cell study program, correspondence courses, or other part-time or full-time programs. The number of inmates enrolled in regular courses was reported as ranging from 246 to 288 during fiscal year 1971-72. Because of the varying population and the wide variety of different programs for educational study being used by inmates, closer estimates on total educational involvement were not made. The percent of the prison and farm population involved with educational efforts ranged from 45.6% to 58.2% for fiscal year 1971-72.

The five Nominal Groups were organized homogenously around the background variables of ethnic groups and involvement in educational programs. One group, five men ranging in age from 26 to 45, included participants of mixed ethnic background who were in a School Release program on the campuses of Moraine Park Technical Institute - Fond du Lac or the University of Wisconsin - Fond du Lac Center. The men had spent from 2 to 14 years in correctional institutions. Four were divorced and one was married. Two had graduated from high school, two had earned high school equivalency diplomas, and one had completed 10th grade. All expected to be released between January and August of 1973.

Another group of six inmate-students were Caucasian participants in academic programs, either full-time or part-time. These men ranged in age from 22 to 37, three who are single and three divorced

or separated. Four had completed high school programs and two had finished the eighth grade. They had spent from four months to 19 years in correctional institutions, and expected to be released from 1973 to 1976. Five intend to continue education or training in vocational work after release.

Another group of six Negro students in academic programs included two holding high school diplomas, two who had completed tenth grade, one who had finished ninth grade, and one who stated he had finished seventh grade. They had experienced from 7 months to 5 years in correctional institutions, and expected to be released from 1973 through 1981. Five indicated that they would continue education or training after release.

A fourth group consisted of six full-time Caucasian students in the vocational programs, including two men who held high school diplomas, the remaining four having completed between 7 and 11 grades. Four were single, one married, and one divorced. The students ranged in age from 22 to 43 years. They had served from 3 months to 15 years in correctional institutions and expected to be released between 1973 and 1985, with one exception, a man under life sentence. All but two planned to continue training or education after release.

The fifth group include six Negro students enrolled in the adult basic education program, five part-time and one full-time. Four were single, one married, and one divorced. They previously had completed grades 3, 7, 9, 10, 10, and 11, and ranged in age from 19 to 39. They had served from nine months to twelve years in correctional institutions, and had expected release dates ranging from 1974 to 1982. One indicated that he would attend college after release, four mentioned vocational intentions, and one indicated no plans for further training or education.

Summary of Wisconsin State Prison Client-Inmate Responses

Top ranked responses were somewhat variable concerning problems which interfere with the maximum possible benefits from the prison school system. One group indicated that more inmates should be allowed to enter outside-the-walls educational programs. Another requested furloughs and pre-release programs for everyone before they are released so that they might become better adjusted and find a job. A third group criticized the medical care, requesting a more competent medical staff. They unanimously stated that security should give responsibility of sick inmates to the medical personnel. They request that more minorities be trained to work in the hospital, dental labs and X-ray labs. Another group requested work release, school release, and furloughs for those with life sentences before parole eligibility. They also request more classes in Electronics, Small Engine Repair, TV Repair, Chemistry, Journalism, Photography, Biology, Conservation, Foreign Languages, Woodworking, Plastics, Leather Crafts, Barbering, Food Training, with certificates or degrees awarded. The need for a Black Studies program is ranked first by another group.

Second ranked problems include a need for guaranteed jobs upon release. More money to cover expenses such as food, clothes, and rent for several months is needed upon release. Conjugal visits are requested by one group, which stated that these visits would encourage stronger family ties. They also

suggested picnics and furloughs for the same family-building purpose. Training release programs to schools outside the prison are ranked second by one group, and is very similar to the first-ranked suggestion by another group.

Third ranked problem by WSP student-inmates emphasized the very difficult adjustment to prison which must be made by each inmate. Changes which contribute to the difficult adjustment were listed and include marching, living in cells, frequent shakedowns, inadequate food and having to eat all of each meal, inadequate shoes and clothes, being subjected to degrading rectum checks, rising for 7:00 work at 5:40 a.m., shape-ups and bed counts, controlling who the inmates write to, not having privacy to visit with wives and girlfriends, and being punished for making paper airplanes. Other similar problems are ranked higher by other groups. One group did have a very important problem in common: they state that they need to establish better family relations with their children who are in foster homes.

The most frequently mentioned problem area is administrative policy, rules and regulations. Nine responses related to a pre-release and work release program being desirable and helpful in the readjustment to the world of work. The evaluation procedures used by the parole board are criticized as being impersonal and stressful. Appointments should be in terms of ability, rather than political affiliation.

Better study conditions are requested, and they suggested having students live in an area which would be heated for late evening study. Inmate students are required to pay for wood and materials in vocational courses. Students requested that this policy end. Evening make-up classes should be scheduled and credit courses should be accredited, according to students. Learning would be easier if one teacher taught one course at a time in a classroom. Study time should be allowed on Saturday. Prison staff should encourage educational efforts. The gym should be available---this could be possible by removing the phone, which is the reason for keeping the inmates out. Classroom conditions could be improved through better organization and by starting groups of students together in a class every six weeks. Teachers should be present in classrooms during class time and assist individual students. Registration red tape discourages the inmates from participating.

Several areas which are mentioned by two or more inmates include improving the criminal justice system for the poor, having qualified peers on the parole board, discontinuing the use of tranquilizers for inmates in the segregation building, having outsiders participate in group therapy sessions, legalizing prostitution for inmates with outside women, and giving the DVR more authority over inmate training. Other problems mentioned by two or more inmates include job enlargement and job enrichment for incarcerated men to stimulate creativity and provide more of a challenge. The formation of interest groups in music is requested. Effort in education by inmates should influence the parole or classification boards. The merchandise available in the commissary should be improved and should include more variety. They felt it should be possible to attend family funerals if the family pays expenses.

Three inmates requested that an ombudsman should be appointed who would not only listen to problems, but who might perform lobbyist functions. More visiting hours on weekends are requested. The prison social services department should have more to say than the security department about programs available to inmates.

Numerous requests were heard for additional services to minorities in WSP. Negroes requested Black Studies and more minorities in health-field jobs, as was indicated. More Negro teachers in every department are requested as well as scholarships and tutors for Negro students, more equal opportunities for Negro males, cultural and social programs for Negro inmates, and cosmetics and diets designed to suit minority and Caucasian inmates. About half of those responses pertaining to discrimination stated that prejudice towards ex-cons was more prevalent outside the walls. Others felt that it should be possible to get into vocational programs at WSP regardless of race, color, creed, or the attitude of the administration toward the inmate. Favorites and personality clashes seem to influence entrance into educational programs.

Specific vocational courses requested include those listed earlier, plus Clerical training, Barbering, Auto Body Shop, Small Appliance Repair, Blueprint Reading, Computer Programming, Small Engine Repair, Plumbing, Electrician, Carpentry, Masonry, Air Conditioning, Heating, Interior Decorating, Refrigeration, Photography, Upholstery, Cooking and Nursing. College level courses requested include languages, biology, conservation, business, political science, music, drama, lab technician, social work, marketing, income tax training, and engineering. It is felt that speed reading and reading comprehension programs would assist all students.

A lack of communication problems with a lack of understanding by outside agencies received a good deal of attention. It is recommended that lawyers, judges, and district attorneys should spend time in WSP and other correctional institutions so that they would understand the inmate conditions. Pre-sentence examinations should include medical exams. Credits given in programs in WSP schools should count at schools and jobs on the outside. Better coordination between MPTI and WSP officials is requested. Most criticized was the tattling activity of the MPTI school staff to the prison staff about having a shirttail out or talking with other students, particularly girls. The University of Wisconsin - Fond du Lac Center is also criticized for this.

Better communications within the walls is also a point of criticism. A mandatory Human Relations program for the staff of WSP is suggested as a means for improving their ability to deal with and to communicate with inmates.

Comparison of Wisconsin State Prison Staff and Client Responses

The areas emphasized as special problem areas by both staff and inmate-students overlapped to a considerable extent. The staff is sensitive in the areas of counseling and testing needs, in-service education for the staff and motivation work with students. The inmate-students noted a need for college level courses, marital and medical problems, a request for better drug therapy, the awareness of minority

problems and lack of programs for minority inmates, and in recreational needs of the men, which were not mentioned by the staff.

General agreement that there are problems in the administration of the school, in communications, in improvement of the Vocational and Technical programs, and in the public relations functions of the prison is encouraging. The specific nature of the responses also contained very similar problem areas.

WISCONSIN STATE PRISON - WAUPUN

Dodge County

(Of the three correctional institutions in the Moraine Park District, two are located in Dodge County and one in Fond du Lac County.)

Number of Groups: 2 Total Participating: 10

STAFF NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 5 male participants are instructors in an academic program at the institution and have three or more years experience at WSP.

1. Teacher VI - Librarian; 4 years in present position; 4 years,6 months in agency; Male, age 37; B.S., English; M.A., English-Education; 15 graduate credits in Library Science; Temporary certificate in Library Science.

2. Teacher VI - Adult Basic Education; 5 years in present position; 5 years in agency; Male, age 35; B.S., Upper Elementary and Special Education.

3. Teacher VI - Communication Skills; 4 years, 2 months in present position; 4 years, 2 months in agency; Male, age 33; B.A., English and German; M.A., English; 27 credits toward Ph.D.

4. Teacher VI - Arithmetic; 8 years in present position; 8 years in agency; Male, age 43; B.S., Upper Elementary; 42 graduate credits.

5. Teacher V - Language Arts/Remedial; 3 years in present position; 3 years in agency; Male, age 40; M.S., Educational Administration.

RESPONSES OF NOMINAL GROUP NO. 1

1. Need more modern school facilities within the institution including reading and math labs and library. (XXXX) (Pts. 1, 8, 8, 10) (T-27) (R-1)

2. Need for a facility and time for study hall. Need for a library accessible and a staff member. Need multi-purpose area and equipment in cells for studying. (Pts. 5, 6, 6, 7) (T-24) (R-2)

3. Vocational or practical skills should be emphasized versus college level by the outsiders, like UW-Milwaukee and other educational staff. (Pts. 1, 2, 4, 7, 9) (T-23) (R-3)

4. Need para-professional aide in the library for minor tasks and consistency of procedure versus inmates who do everything differently. Also, for ABE, teacher aides in language arts and math. Need a speech therapist and an arts and crafts teacher. Staff member to write federal projects. (XXXX) (Pts. 3, 9, 10) (T-22) (R-4)

5. More meaningful individual instructional materials at the individual's interest and academic levels. Also, an educational development lab. (XX) (Pts. 7, 7, 8) (T-22) (R-4)

6. Need a larger budget and should know how much money we may spend ahead of time. (Pts. 4, 8, 10) (T-22) (R-4)

7. Ability to control inmate movement until completion of program, including transfers, or need a liaison between institutions in order that the inmates may continue what they started there and vice-versa. (X) (Pts. 2, 4, 5, 5) (T-16) (R-5)

8. Teachers should have time off to write programs for their students. Also, seeing other programs. (X) (Pts. 2, 2, 5, 6) (T-15) (R-6)

9. Need vocational training in areas where jobs are available. Industry should be involved in clueing us in on what is available. (Pts. 1, 4, 6) (T-11) (R-7)

10. Need a more specific role definition of the school's and staff's and student's role. (Pts. 10) (T-10) (R-8)

11. Need vocational training programs at the 3-5th grade level with a high interest, such as Machine Operator, Janitor, General Labor, Assembly Line, Body Work, Small Machines. (X) (Pts. 10) (T-10) (R-8)

12. Need to identify the students who are truly motivated rather than those trying to make it look good on paper. (Pts. 9) (T-9) (R-9)

13. Students should have more say as to what courses they take, or given alternatives to education. (Pts. 9) (T-9) (R-9)

14. Library and classes should be open nights and weekends. (Pts. 9) (T-9) (R-9)

15. More coordination between all programs. Need better communication between library and school staff. (Pts. 8) (T-8) (R-10)

16. Contract for release should be made for effort in school. (Pts. 2, 6) (T-8) (R-10)

17. Need the ability to have students interested in class, come to class and not be negatively treated for attending class, and the school needs recognition of administration and other staff. (X) (Pts. 7) (T-7)

18. Need to define to our clientele the library services to better meet their needs. (No Points)

19. Need to build a new school outside the institution with correctional staff for a feeling of being a part of the community. (No Points)

20. Need more motivating techniques such as an incentive plan for school achievement. (Pts. 3, 4) (T-7)

21. Identify inmate's job experience and his interests for future jobs before training. (Pts. 1) (T-1)

22. Value systems of inmates' socio-economy cause extreme variation and work ethic is not easily sold. (No Points)

23. Students should be permitted more freedom of movement in the school. When a student finishes a program, he should be able to leave. (No Points)

24. Summer school for staff more often than every 3 years is justifiable. (Pts. 1) (T-1)

25. Need better testing. (Pts. 5) (T-5)

26. Need four superintendents of correctional education for juvenile, vocational, academic, and adult vocational and academic, for better communications between staff and administration policy. (X) (Pts. 3) (T-3)

27. Want more of a voice in a released inmate's future, if asked by inmate, by giving recommendations, and hearing results of follow-up. (No Points)

28. Library is not a resource, as staff are there but not made available. (No Points)

29. Need more involvement by industry and outside schools to find out if we are doing a good job. Students should evaluate teachers. (Pts. 3) (T-3)

30. Need more qualified security staff, more professional training for all staff. Need in-service. (Pts. 3) (T-3)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 5 male participants are instructors in a vocational program at the institution and have one year and six months or more experience at WSP.

1. Business Education Teacher/Acting Principal: 9 years in present position; 9 years in agency; Male, age 53; B.S., Business Administration; 40 graduate credits towards Masters.

2. Teacher III - Welding; 5 years, 9 months in present position; 5 years, 9 months in agency; Male, age 49; 15 credits - State Certification.

3. Teacher II - Math and Shop; 1 year, 9 months in present position; 19 years, 10 months in agency; Male, age 49; 2 credits---4-year apprenticeship.

4. Teacher III- Drafting; 3 years in present position; 3 years in agency; Male, age 25; B.S., Industrial Arts; 10 graduate credits towards Masters Degree in Vocational Education.

5. Teacher V - Vocational Counselor; 1 year, 6 months in present position; 1 year, 6 months in agency; Male, age 29; B.S., Industrial Arts Education; M.S., Vocational Counseling.

RESPONSES OF NOMINAL GROUP NO. 2

1. Develop programs and hire teachers in following areas: Auto Mechanics, Air Conditioning and Refrigeration, Appliance Repair, Office Machine Repair, Small Engine Repair, Carpentry and Masonry and Auto Body. (XXX) (Pts. 9, 10, 10, 10) (T-39) (R-1)

2. The institution has emphasized the industry program since the institution was built. Need more emphasis on vocational training and education. (Pts. 4, 5, 8, 10) (T-27) (R-2)

3. Need more audio-visual equipment, hardware and software. (XXXX) (Pts. 8, 9, 9) (T-26) (R-3)

4. Need machine shop equipment, milling machine, lathe, numerical control, presses, turret lathe, precision tools, core-wire welding machine, arc-welding machines. (XX) (Pts. 7, 8, 9) (T-24) (R-4)

5. Need a new vocational building or extensive remodeling of existing buildings. (Pts. 2, 5, 7, 10) (T-24) (R-4)

6. Students should not be allowed to leave class. We need uninterrupted instruction and closer cooperation between other departments in the institution. Students should be allowed to come to class at all times and should be allowed more class time if desired. (XXX) (Pts. 2, 5, 6) (T-13) (R-5

7. Need for advisory committee to be established between private outside industry and the institution in all instructional areas. They should provide resource people to come in as speakers, assist in course development and advise in whatever area needed. (Pts. 3, 4, 5) (T-12) (R-6)

8. Need a reorganization of parole boards; there should be representation from the institution on the board; example: educator, social worker, officers or foreman. (Pts. 2, 9) (T-11) (R-7)

9. The inmates need assistance in securing jobs and training after they get out. More follow-up is needed. (Pts. 4, 6) (T-10) (R-8)

10. In-service for staff needed in the areas of motivation, new techniques of teaching, new equipment available, and behavioral objectives. (Pts. 2, 8) (T-10) (R-8)

11. Gate money is inadequate to get a person started on the outside. It should be increased enough so that they can subsist for a reasonable period of time. (Pts. 1, 8) (T-9) (R-9)

12. Instructors should have more chance to go to summer school or to work in industry during the summer. (Pts. 2, 6) (T-8) (R-10)

13. Need a power pack transformer. (Pts. 7) (T-7)

14. Need all new office occupations equipment, everything is old and outdated. We have no electric machines. (X) (Pts. 1, 6) (T-7)

15. Create funding for correspondence courses from University of Wisconsin, ICS, or private schools. (Pts. 7) (T-7)

16. Need adjustable drafting tables, storage, paper cutter and adding machine. Also, enlarge the facility for drafting. (X) (Pts. 3, 4) (T-7)

17. Need an incentive pay plan for students, to match the institution's industry pay. (X) (Pts. 7) (T-7)

18. Too much emphasis on individualized instruction. Need more block time for teaching students one subject at a time. (Pts. 3) (T-3)

19. Need separate office and testing area for the guidance counselor. (No Points)

20. Need better coordination between the various institutions. Student should be able to pick up from where he was after a transfer. (Pts. 1, 6) (T-7)

21. Machine shop lab and classroom area should be separated. (No Points)

22. We need time to visit industries to observe new techniques. (No Points)

23. Need more contact with staffs of other schools to discuss similar problems. (Pts. 1) (T-1)

24. Better communications between all departments in the institution. (Pts. 3, 4) (T-7)

25. Outside extension and college courses offered at the institution should be offered at a time when they do not interfere with our regular school program. (No Points)

26. Students should be allowed to complete assigned blocks of work before they are transferred. This should be at the students' choice. (No Points)

27. Less security emphasis placed on inmates to get assigned to a vocational or academic school. (No Points)

28. Need more educational supplies and equipment that can be used in the cells. (No Points)

29. Expand the use and availability of the library to include evenings and weekends. Separate library within each instruction area. (Pts. 1, 5) (T-6)

30. Put educational passes on an equal basis with other passes in the institution. (No Points)

31. Need a teachers' lounge. (No Points)

32. Full-time student should be allowed a coffee break. (No Points)

33. Need a general overhauling of rules in the institution. (No Points)

34. Need air conditioning in the classrooms. (No Points)

35. Need more appropriate extension courses available to staff; human relations coordination and supervision. (No Points)

36. Need civilian clerical help in the office. (Pts. 3) (T-3)

Total Points: 275

* * * *

CATEGORIZATION OF STAFF RESPONSES

WISCONSIN STATE PRISON - WAUPUN

Dodge County

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. The institution has emphasized the industry program since the institution was built. Need more emphasis on vocational training and education. (Pts. 4, 5, 8, 10) (T-27) (R-2)

2. Need a larger budget and should know how much money we may spend ahead of time. (Pts. 4, 8, 10) (T-22) (R-4)

3. Students should not be allowed to leave class. We need uninterrupted instruction and closer cooperation between other departments in the institution. Students should be allowed to come to class at all times and should be allowed more class time if desired. (XXX) (Pts. 2, 5, 6) (T-13) (R-5)

4. Teachers should have time off to write programs for their students. Also, seeing other programs. (X) (Pts. 2, 2, 5, 6) (T-15) (R-6)

5. Need a reorganization of parole boards; there should be representation from the institution on the board, such as educator, social worker, officers, or foreman. (Pts. 2, 9) (T-11) (R-7)

6. Need a more specific role definition of the school's and staff's and student's role. (Pts. 10) (T-10) (R-8)

7. Students should have more say as to what courses they take, or given alternatives to education. (Pts. 9) (T-9) (R-9)

8. Library and classes should be open nights and weekends. (Pts. 9) (T-9) (R-9)

9. Gate money is inadequate to get a person started on the outside. It should be increased enough so that they can subsist for a reasonable period of time. (Pts. 1, 8) (T-9) (R-9)

10. Contract for release should be made for effort in school. (Pts. 2, 6) (T-8) (R-10)

11. Instructors should have more chance to go to summer school or to work in industry during the summer. (Pts. 2, 6) (T-8) (R-10)

12. Need the ability to have students interested in class, come to class and not be negatively treated for attending class, and the school needs recognition of administration and other staff. (X) (Pts. 7) (T-7)

13. Students should be permitted more freedom of movement in the school. When a student finishes a program, he should be able to leave. (No Points)

14. Summer school for staff more often than every 3 years is justifiable. (Pts. 1) (T-1)

15. Library is not a resource, as staff are there but not made available. (No Points)

16. Need four superintendents of correctional education for juvenile, vocational, academic, and adult vocational and academic, for better communications between staff and administration policy. (X) (Pts. 3) (T-3)

17. Want more of a voice in a released inmate's future, if asked by inmate, by giving recommendations, and hearing results of follow-up. (No Points)

18. Create funding for correspondence courses from University of Wisconsin, ICS, or private schools. (Pts. 7) (T-7)

19. Need more qualified security staff, more professional training for all staff ..... (Pts. 3) (T-3)

20. Too much emphasis on individualized instruction. Need more block time for teaching students one subject at a time. (Pts. 3) (T-3)

21. Machine shop lab and classroom area should be separated. (No Points)

22. We need time to visit industries to observe new techniques. (No Points)

23. Outside extension and college courses offered at the institution should be offered at a time when they do not interfere with our regular school program. (No Points)

24. Students should be allowed to complete assigned blocks of work before they are transferred. This should be at the students' choice. (No Points)

25. Less security emphasis placed on inmates to get assigned to a vocational or academic school. (No Points)

26. Expand the use and availability of the library to include evenings and weekends. (Pts. 1, 5) (T-6)

27. Put educational passes on an equal basis with other passes in the institution. (No Points)

28. Full-time student should be allowed a coffee break. (No Points)

29. Need a general overhauling of rules in the institution. (No Points)

[6] Communications: Inter and Intra-Agency

1. Vocational or practical skills should be emphasized versus college level by the outsiders like UW-Milwaukee and other educational staff. (Pts. 1, 2, 4, 7, 9) (T-23) (R-3)

2. Ability to control inmate movement until completion of program, including transfers, or need a liaison between institutions in order that the inmates may continue what they started there and vice versa. (X) (Pts. 2, 4, 5, 5) (T-16) (R-5)

3. More coordination between all programs. Need better communication between library and school staff. (Pts. 8) (T-8) (R-10)

4. Need to define to our clientele the library services to better meet their needs. (No Points)

5. Need more involvement by industry and outside schools to find out if we are doing a good job. Students should evaluate teachers. (Pts. 3) (T-3)

6. Need better coordination between the various institutions. Student should be able to pick up from where he was after a transfer. (Pts. 1, 6) (T-7)

7. Need more contact with staffs of other schools to discuss similar problems. (Pts. 1) (T-1)

8. Better communications between all departments in the institution. (Pts. 3, 4) (T-7)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Identify inmate's job experience and his interests for future jobs before training. (Pts. 1) (T-1)

2. Value systems of inmates' socio-economy cause extreme variation, and work ethic is not easily sold. (No Points)

3. Need better testing. (Pts. 5) (T-5)

[10] Courses and Programs: Vocational and Technical

1. Develop programs and hire teachers in following areas: Auto Mechanics, Air Conditioning and Refrigeration, Appliance Repair, Office Machine Repair, Small Engine Repair, Carpentry and Masonry, and Auto Body. (XXX) (Pts. 9, 10, 10, 10) (T-39) (R-1)

2. Need vocational training in areas where jobs are available . . . . . (Pts. 1, 4, 6) (T-11) (R-7)

3. Need vocational training programs at the 3-5th grade level with a high interest, such as Machine Operator, Janitor, General Labor, Assembly Line, Body work, Small Machines. (X) (Pts. 10) (T-10) (R-8)

4. Need more appropriate extension courses available to staff; human relations coordination and supervision. (No Points)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. Need more modern school facilities within the institution, including reading and math labs and library. (XXXX) (Pts. 1, 8, 8, 10) (T-27) (R-1)

2. Need for a facility and time for study hall. Need for a library accessible . . . . . Need multi-purpose area and equipment in cells for studying. (Pts. 5, 6, 6, 7) (T-24) (R-2)

3. Need more audio-visual equipment, hardware, and software. (XXXX) (Pts. 8, 9, 9) (T-26) (R-3)

4. Need machine shop equipment, milling machine, lathe, numerical control, presses, turret lathe, precision tools, core-wire welding machine, arc-welding machines. (XX) (Pts. 7, 8, 9) (T-24) (R-4)

5. Need a new vocational building or extensive remodeling of existing buildings. (Pts. 2, 5, 7, 10) (T-24) (R-4)

6. More meaningful individual instructional materials at the individual's interest and academic levels. Also, an educational development lab. (XX) (Pts. 7, 7, 8) (T-22) (R-4)

7. Need to build a new school outside the institution with correctional staff for a feeling of being a part of the community. (No Points)

8. Need a power pack transformer. (Pts. 7) (T-7)

9. Need all new office occupations equipment, everything is old and outdated. We have no electric machines. (X) (Pts. 1, 6) (T-7)

10. Need adjustable drafting tables, storage, paper cutter, and adding machine. Also, enlarge the facility for drafting. (X) (Pts. 3, 4) (T-7)

11. Need separate office and testing area for the guidance counselor. (No Points)

12. Need more educational supplies and equipment that can be used in the cells. (No Points)

13. . . . . Separate library within each instruction area. (Pts. 1, 5) (T-6)

14. Need a teachers' lounge. (No Points)

15. Need air conditioning in the classrooms. (No Points)

[15] In-service

1. In-service for staff needed in the areas of motivation, new techniques of teaching, new equipment available, and behavioral objectives. (Pts. 2, 8) (T-10) (R-8)

2. . . . . Need in-service. (Pts. 3) (T-3)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. The inmates need assistance in securing jobs and training after they get out. More follow-up is needed. (Pts. 4, 6) (T-10) (R-8)

[22] Motivation

1. Need to identify the students who are truly motivated rather than those trying to make it look good on paper. (Pts. 9) (T-9) (R-9)

2. Need more motivating techniques such as an incentive plan for school achievement. (Pts. 3, 4) (T-7)

[24] Public Relations and Community Participation and Volunteers

1. Need for advisory committee to be established between private outside industry and the institution in all instructional areas. They should provide resource people to come in as speakers, assist in course development, and advise in whatever area needed. (Pts. 3, 4, 5) (T-12) (R-6)

2. . . . . Industry should be involved in clueing us in on what jobs are available. (Pts. 1, 4, 6) (T-11) (R-7)

[29] Staff

1. Need for a library . . . . . staff . . . . . (Pts. 5, 6, 6, 7) (T-24) (R-2)

2. Need para-professional aide in the library for minor tasks and consistency of procedure versus inmates who do everything differently. Also, for ABE, teacher aides in language arts and math. Need a speech therapist and an arts and crafts teacher. Staff member to write federal projects. (XXXX) (Pts. 3, 9, 10) (T-22) (R-4)

3. Need civilian clerical help in the office. (Pts. 3) (T-3)

[31] Wages, Income,and Incentives

1. Need . . . . . an incentive plan for school achievement. (Pts. 3, 4) (T-7)

2. Need an incentive pay plan for students, to match the institution's industry pay. (X) (Pts. 7) (T-7)

WISCONSIN STATE PRISON – WAUPUN

Dodge County

(Of the three correctional institutions within the Moraine Park District, two are located in Dodge County and one in Fond du Lac County.)

Number of Groups: 5 Total Participating: 29

CLIENT (INMATE) NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 5 male participants are in a School Release program as full-time students at the Moraine Park Technical Institute - Fond du Lac Campus or the University of Wisconsin - Fond du Lac Center.

1. Male, married, one child, age 26; High school graduate; Last previous occupation: Post Office mail handler; Negro; Served 4 years, 6 months in correctional institutions; Expected release date: March, 1973; Plans to live in Milwaukee, Wisconsin after release and attend school.

2. Male, divorced, 2 children, age 32; High school graduate; Last previous occupation: Welder/Set-up; Caucasian; Served 2 years, 2 months in correctional institutions; Expected release date: March, 1973; Plans to live in Milwaukee, Wisconsin after release; Indicated no plans for further education or training.

3. Male, divorced, 2 children, age 45; High school equivalency; University of Wisconsin Extension - 21 credits; Last previous occupation: General Insurance agent; Caucasian; Served 14 years in correctional institutions; Expected release date: August, 1973; Indicated no plans for place of residence or further education after release.

4. Male, divorced, 2 children, age 33; High school equivalency; Last previous occupation: Printing press operator; Caucasian; Served 5 years, 6 months in correctional institutions; Expected release date: March, 1973; Indicated no plans for place of residence or further education after release.

5. Male, divorced, no children, age 40; 10th grade education; Last previous occupation: Warehousing; Caucasian; Served 4 years in correctional institutions; Expected release date: January, 1973; Plans to live in Milwaukee, Wisconsin after release; Indicated no plans for further education or training.

RESPONSES OF NOMINAL GROUP NO. 1

1. More inmates should be allowed to enter outside-the-walls educational programs. (XXXX) (Pts. 5,7,7.8,9) (T-36) (R-1)

2. Release money isn't adequate to get a new start or even to survive. (XXXX) (Pts. 1,1,5,10,10) (T-27) (R-2)

3. The public is not getting the full or correct story about the type of people in prisons, or the token Work Release program. (XX) (Pts. 2,3,9,10) (T-24) (R-3)

4. Education requests by inmates should take precedence over prison industries. (Pts. 3,5,6,9) (T-23) (R-4)

5. Need for an incentive program, such as MDTA, to motivate inmates to enter education programs so they have some money to get started after release. (X) (Pts. 6,6,9) (T—21) (R-5)

6. More apprenticeships open to inmates. (Pts. 2,4,6,8) (T-20) (R-6)

7. Administrators are appointed not through ability but through political ties. The principal of the WSP high school is not oriented to the educational needs of the inmates. (XX) (Pts. 1,2,6,10) (T-19) (R-7)

8. Inside-the-walls education program, except for ABE, is a farce. Programs and courses should be accredited---High School Diploma credit courses should be offered. (X) (Pts. 4,7,8) (T-19) (R-7)

9. Need more vocational programs and courses in prison such as Clerical, Barber School, Auto Body Shop, Small Appliance Repair, Blueprint Reading, Computer Programming, Small Engine Repair, Plumbing, Electricians, and Carpentry. (X) (Pts. 7,10) (T-17) (R-8)

10. Would like the opportunity to talk to citizen groups and service clubs so they can see what we are like---to see that we are not as dangerous as prison administration would like them to believe. (Pts. 2,3,8) (T-13) (R-9)

11. No decent place to study in the bunkhouse---too much noise---not conducive to study---not adequate time for study. We should be allowed to study on Saturdays rather than be sent to the farm. (Pts. 1,4,7) (T-12) (R-10)

12. Prison staff is condescending---they discourage, rather than encourage, inmates to enter educational programs---they tend to pick your programs instead of leaving the choice up to you. (X) (Pts. 3) (T-3)

13. Lack of coordination between prison administration and staff and MPTI administration and staff causes petty reporting to prison officials on such items as talking to girls and shirttails hanging out. This reporting is also done by University staff. (Pts. 1,2,4) (T-7)

14. Unnecessary rules from the prison social services department hampers educational progress---can't use gym because a telephone is available there; accused of not observing dress codes when we are among best-dressed in school, as far as society norms are concerned. (Pts. 3,5) (T-8)

15. Cost of programs is eaten up by administrative expenses. (Pts. 5) (T-5)

16. Too much red tape in ordering correspondence courses. (No Points)

17. Unqualified shop instructor behind the walls. (Pts. 9) (T-9)

18. Better cooperation between unions and the prisons---unions should oversee trade programs to make sure instructors are qualified. (Pts. 8) (T-8)

19. Stigma attached to cons hampers progress on outside. (Pts. 4) (T-4)

20. Prison officials feel that they are in competition with other agencies such as DVR --- they feel to save face they must make arbitrary decisions. (No Points)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 6 male Caucasian participants are enrolled in an Academic program. Five are full-time students and one is a part-time student.

1. Single male, no children, age 24; High school graduate; 8-week Field Wireman course at Fort Sill, Oklahoma; Last previous occupation: Communications Specialist; Caucasian; 4 months served in correctional institutions; Expected release date: May, 1976; Plans to live in Milwaukee, Wisconsin upon release; Will pursue Art, Welding, or Psychology after release.

2. Divorced male, no children, age 25; High school graduate; Last previous occupation: Dance instructor and salesman; Caucasian; 1 year, 5 months served in correctional institutions; Expected release date: 1975; Plans to live in Milwaukee, Wisconsin upon release; Will pursue Photography, Interior Decorating or Drafting after release.

3. Separated male, 2 children, age 37; High school graduate; Last previous occupation: Maintenance; Caucasian; 19 years served in correctional institutions; Expected release date: March, 1974; Plans to live in Oshkosh, Wisconsin upon release; No plans for future education or training.

4. Single male, no children, age 22; High school diploma; Last previous occupation: Laborer; Caucasian; 2 years served in correctional institutions; Expected release date: June, 1973; Plans to live in Wautoma, Wisconsin upon release. Will pursue a Welding Apprenticeship after release.

5. Divorced male, 4 children, age 32; Last grade completed: 8; Last previous occupation: Mason; Caucasian; 3 years, 4 months served in correctional institutions; Expected release date: January, 1976; Plans to live in Rice Lake, Wisconsin upon release; Will pursue Accounting after release.

6. Single male, no children, age 22; Last grade completed: 8; Last previous occupation: None indicated; Caucasian; 8 years 9 months served in correctional institutions; Expected release date: December, 1974; Plans to live in Rockford, Illinois upon release; Will pursue occupational training after release.

RESPONSES OF NOMINAL GROUP NO. 2

1. Pre-release program for everyone before actual release to help adjust and look for job before you're actually thrown out in society --- need furloughs. (XX) (Pts. 7,7,9,9,10) (T-42) (R-1)

2. Training release programs to schools outside institution. (Pts. 10,5,7,6,7) (T-35) (R-2)

3. Adjusting difficult---have to march to and fro---can't be rehabilitated under these circumstances. Petty rules like living in cells; group marching; shake-downs that are unnecessary; inadequate foods; send help-clothes and shoes; degrading rectum checks; beatings; chaining people down; starving people for days at time; refusing epileptics medical care while in chains; getting up at 5:40 in morning to go to work at 7:00; getting up for count; mandatory meals---have to eat all the meals; taking recreation away for 15 days for making paper airplanes; telling inmates who they can write and visit---don't let girlfriend visit you; more privacy to visit with girlfriend and wives. (XXXXX) (Pts. 2,2,4,10,10) (T-28) (R-3)

4. Want an organization to help inmates with job placement and education prior to release, especially for older inmates who return to society and find it hard to get job because you're too old. (X) (Pts. 7,8,8) (T-23) (R-4)

5. More Work Release programs. (Pts. 6,8,9) (T-23) (R-4)

6. More release money. (Pts. 5,7,10) (T-22) (R-5)

7. Better or higher incentive pay---at least minimum wage. Thus, can support family---buy personal needs. (XX) (Pts. 2,2,6,9) (T-19) (R-6)

8. When inmates record comes before Classification and Parole Board, inmates should participate in Classification and Parole Board. An evaluation in the interest of inmate here, not prior to here. Boards hassle inmate in hopes that inmate will lose his cool and blow up. Board don't know you personally, only know what others think of you and sometimes the info isn't reliable---should try to get to know the inmate. (XXXXX) (Pts. 5,6,8) (T-19) (R-6)

9. Change Mandatory Release law to discharge. (Pts. 9,10) (T-19) (R-6)

10. Freedom to be an individual---length of hair, beards, individual responsibilities. (XX) (Pts. 8,9) (T-17) (R-7)

11. Courses at WSP aren't challenging enough---want more courses, such as Photography, Interior Decorating, Refrigeration, Air Conditioning, Heating, Masonry School, Art Courses, Music, Drama, Pre-College and College courses, Physical Education, Speed Reading, and Reading programs. (XXXXX) (Pts. 3,5,8) (T-16) (R-8)

12. Employers' discrimination against cons when applying for job. (X) (Pts. 1,3,6) (T-10) (R-9)

13. More and better school equipment and supplies---typewriters, audio-visual equipment, text and library books, tape recorders---to be able to take back to rooms; ability to use equipment---available out of class time, speed reading and better reading equipment. (XXX) (Pts. 2,3,5) (T-10) (R-9)

14. Credits given at school at Waupun to be good at schools and at jobs on the outside. (Pts. 4,6) (T-10) (R-9)

15. More contact with people from outside---bands to come in, more females---not kids---and ability to rap with these people without 20 guards watching. (XX) (Pts. 4,5) (T-9) (R-10)

16. Jobs are boring---doesn't stimulate creativity and isn't challenging. (X) (Pts. 1,1,4) (T-6)

17. More organization in school system at WSP, like being able to start students together on same material so they can work together, not some here and there. More control and less chaos in classroom; a math class to correlate with a vocational course like welding. Teachers should be present during class time and more involvement by teacher with student. Start a new class every 6 weeks. (XXXX) (Pts. 3,4) (T-7)

18. Inability to get institution to accept fact that I'm trying to help myself. (Pts. 3) (T-3)

19. Machines in shop are out-of-date. (Pts. 1) (T-1)

20. Too much hassle and red tape when inmates try to initiate new programs through DVR. They say they're there to help you---but don't. (Pts. 2) (T-2)

21. Freedom to form interest groups---guys who all play guitar could get together and screw around in common interests---freedom to take guitar and harmonica in cell on certain schedule. (XX) (Pts. 1,1) (T-2)

22. Ability to buy an instrument and a place to practice and use it. (No Points)

23. More female teachers. (Pts. 4) (T-4)

24. More recreation---intramural league and competition between cell blocks---chess, basketball. (Pts. 3) (T-3)

Total Points: 330

COMPOSITION OF NOMINAL GROUP NO. 3

Criteria for Homogenous Grouping: All 6 male Negro participants are enrolled in an Academic program. Five are full-time students and one is a part-time student.

1. Married, male, 2 children, age 46; Last grade completed: 9; Last previous occupation: Inventory-Shipping Clerk; Negro; 7 months served in correctional institutions; Expected release date: 1984; Plans to live in Milwaukee, Wisconsin upon release; Will pursue clerical training after release.

2. Single, male, no children, age 24; High school diploma; Last previous occupation: None indicated; Negro; 3 years, 3 months served in correctional institutions; Expected release date: April, 1974; Plans to live in Racine, Wisconsin upon release; Indicated no plans for further education or training.

3. Single, male, no children, age 29; Last grade completed: 7; Last previous occupation: Welder; Negro; Length of time served in correctional institutions: Not indicated; Expected release date: September, 1973; Plans to live in Milwaukee, Wisconsin upon release; Will pursue a vocational education after release.

4. Single, male, no children, age 25; Last grade completed: 10; Auto Repair and Spray Painting programs through MDTA; Last previous occupation: Spray painter; Negro; 5 years, 3 months served in correctional institutions; Expected release date: October, 1973; Plans to live in Milwaukee, Wisconsin upon release; Will pursue Auto Repair after release.

5. Marital status not given, 2 children, age 28; Last grade completed: 10; Last previous occupation: Welder; Negro; Length of time served in correctional institutions: Not indicated; Expected release date: July, 1973; Plans to live in Milwaukee, Wisconsin upon release: Will pursue education or training after release - specific area not indicated.

6. Single male, no children, age 27; High school diploma; 3 credits---University of Wisconsin-Milwaukee; Last previous occupation: None indicated; Negro; 4 years, 9 months served in correctional institutions; Expected release date: December, 1974; Plans to live in Milwaukee, Wisconsin upon release; Will pursue a degree in Business after release.

RESPONSES OF NOMINAL GROUP NO. 3

1. Need more competent medical staff---shouldn't ignore inmate medical complaints. Inmate nurses should be better trained. Security should not have say over the sick---the doctor should. And more minorities working in the hospital, dental lab and X-ray labs. (XXXXX) (Pts. 5,7,7,8) (T-27) (R-1)

2. Should allow conjugal visits. Also, stronger family ties by allowing picnics and furloughs. (Pts. 2,5,8,9) (T-24) (R-2)

3. Want black teachers at school and in every department. (Pts. 4,9,10) (T-23) (R-3)

4. More relevant courses, such as Business courses, Political Science, Black Studies, IBM Machines, Photography for Blacks, emphasis on Tech. courses also. Music program should be expanded. (XXX) (Pts. 2,5,5,6) (T-18) (R-4)

5. Pay scale should be minimum wage or equal to outside industry. Incentive pay should be abolished; is unfair. (Pts. 7,10) (T-17) (R-5)

6. Better studying conditions and living conditions after school, like better light bulbs, study room with desks. Should be able to study later than 11:00 in comfort---gets cold. Should have a separate place to live. (Pts. 7,9) (T-16) (R-6)

7. Should expand the Work and School Release program---should have a criteria set up so that men would know exactly what they would have to do to get in rather than favorites getting in. (Pts. 7,8) (T-15) (R-7)

8. Should discontinue the use of tranquilizers for inmates while in the Green House segregation building because the objective of staff in using tranquilizers is to have inmate transferred to the State Hospital. Green House should be abolished. (Pts. 3,10) (T-13) (R-8)

9. Want cultural and social events brought in for inmate population---especially minorities. (Pts. 2,9) (T-11) (R-9)

10. DVR should have some authority in your training while at WSP. (Pts. 10) (T-10) (R-10)

11. Eleven years, three months minimum before parole for lifer is too long. (Pts. 10) (T-10) (R-10)

12. Want cosmetics for Blacks---hair conditioners, creams. (Pts. 4) (T-4)

13. Getting into vocational courses here regardless of race, color, creed or attitude of the administration. Social services at WSP should have more to say about programs you can get into than Security. Should be criteria steps to furthering your education here. (XX) (Pts. 1,4) (T-5)

14. A correctional agency should have a job on the outside for you when you are released in the area you are trained in. Outside employers should come in and meet inmate and offer them jobs when a man is up for parole or release. (Pts. 2) (T-2)

15. Should encourage outside college courses for those who qualify. Also college correspondence. DVR has all the say now---school or some outside agency should also have say. (Pts. 6) (T-6)

16. Want to study in a classroom structure versus individual learning. Also, on semester basis without men starting and ending at different times. (Pts. 3,4) (T-7)

17. Need more interest displayed by staff---they should advise us on educational needs. They should teach rather than just hand you a book to teach yourself. (No Points)

18. The degree to how much you better yourself, namely school, should have more of a positive effect when you go before the Classification or Parole Board. (Pts. 3,4) (T-7)

19. Should have a better drug rehabilitation program with outsiders coming in. The present drug program is not effective, need alternatives. (Pts. 8) (T-8)

20. Need more and better recreation facilities---more than 8 hours a week to recreate. Want TV and personal radios in cells---more physical education. (Pts. 2) (T-2)

21. Better commissary---can only buy sweets and junk. (Pts. 1,1) (T-2)

22. More community release centers, for before release, for re-orientation to society. (Pts. 1,8) (T-9)

23. More gate money. (No Points)

24. Should be able to attend funerals and sick trips for all family even if out-of-state, if you or your family can cover expense. (Pts. 1,6) (T-7)

25. Want more contact with parole agent for parole plans and taking care of problems on the outside. Agent meet with wife about visiting list and personal things. (X) (No Points)

26. Social services department at WSP should furnish or let you read your records, past and present, to find out their evaluation of you and what you need to do to correct it. (Pts. 9) (T-9)

27. More religious freedom in worship and materials. (Pts. 3) (T-3)

28. Need to promote a better understanding of the community towards the ex-offender. (No Points)

29. How will my family feel towards me and vice-versa when released after a long sentence---especially children. Want family counseling to adjust. (Pts. 6) (T-6)

30. More legal aid. Expansion of library, staffed by attorney. Rap sessions of inmates about legal problems. Court-appointed attorneys should be forced to act in our behalf once in prison. (No Points)

31. Grievance Committee is not representative of inmates. Due process hearings are not fair. (No Points)

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32. Should start mandatory Human Relations program for staff---communication is very poor between staff and inmates. Personnel here should be tested for ability to deal with inmates. (Pts. 5) (T-5)

33. Food should serve desires of minorities as well as whites---need to improve preparation. (Pts. 3,6) (T-9)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 4

Criteria for Homogenous Grouping: All 6 male Caucasian participants are full-time students in a Vocational program.

1. Single male, no children, age 31; Last grade completed: 9; 7 credits from Milwaukee Area Technical College, Drafting I Certificate; Last previous occupation: Inspector; Caucasian; 4 years served in correctional institutions; Expected release date: 1985; Plans to live in Milwaukee, Wisconsin upon release; Indicated no plans for further education or training.

2. Single male, no children, age 22; Last grade completed: 11; Last previous occupation: Laborer; Spanish-American; 4 years, 6 months served in correctional institutions: Expected release date: March, 1974; Plans to live in Milwaukee, Wisconsin upon release; Will pursue X-ray Technician training after release.

3. Married male, 2 children, age 43; High school diploma; Summer course---River Falls State Teacher College-Agriculture; Last previous occupation: Fish farm; Caucasian; 8 months served in correctional institutions; Expected release date: April, 1973; Plans to live in Marshfield, Wisconsin upon release; Will pursue Aqua Biology---Business Management training after release.

4. Single male, no children, age 24; Last grade completed: 9; Last previous occupation: Painter; 5 years, 7 months served in correctional institutions; Caucasian; Expected release date: October, 1973; Plans to live in Milwaukee, Wisconsin upon release; Will pursue Welding, Machines and Drafting training after release.

5. Divorced male, 5 children, age 29; High school diploma; 1 year at General Motors Training Center; Last previous occupation: Blaster in tunnels; Caucasian; 3 months served in correctional institutions; Expected release date: Life; Participant did not give any indication as to where he would plan to live upon release and indicated no plans for future education or training.

6. Single male, no children, age 33; Last grade completed: 7; Last previous occupation: Painter; Caucasian; 15 years served in correctional institutions; Expected release date: October, 1977; Plans to live in Sparta, Wisconsin upon release; Will pursue Small Engine Repair training after release.

RESPONSES OF NOMINAL GROUP NO. 4

1. Work Release, School Release and furloughs for lifers before parole eligibility, if in good standing. (Pts. 1,5,6,8,8,9) (T-37) (R-1)

2. Want more classes---Electronics, Small Engine Repair, TV Repair, Chemistry, Journalism, Photography, Biology, Conservation, Foreign Languages, Woodworking, Plastics, Leather Crafts, Barber, Food Training---to obtain certificates or degrees. (XX) (Pts. 3,7,8,9,10) (T-37) (R-1)

3. More money upon release---enough for food, clothes, and rent for a couple of months---could be a loan. (Pts. 2,2,4,8,9,10) (T-35) (R-2)

4. Want better family relations with my children because they are in a foster home. (Pts. 5,6,7,10) (T-28) (R-3)

5. Need a dietician at Waupun---better food, too. (Pts. 8,10) (T-18) (R-4)

6. Night classes, hobby shop to get out of cells at night. (Pts. 2,2,6,7) (T-17) (R-5)

7. Shouldn't have to pay for wood and other materials in vocational courses. (Pts. 3,6,7) (T-16) (R-6)

8. Have outsiders participate in group therapy---security is too tight, especially for women. (Pts. 1,1,4,9) (T-15) (R-7)

9. Lawyers, judges, and D.A.'s should spend some time in correctional institution to better understand inmate conditions. Also presentence evaluation should be carefully considered, especially medical. (Pts. 3,3,8) (T-14) (R-8)

10. Want general classroom arrangement. One class in each room with a teacher to teach. (Pts. 5,9) (T-14) (R-8)

11. More white-collar education---X-ray Technician, Computer Work, Medical Training, Lab Technician, Social Work, Marketing, Income Tax Training, Engineering---to get degree. (XXX) (Pts. 4,10) (T-14) (R-8)

12. Unbiased job placement services upon release. (Pts. 2,5,6) (T-13) (R-9)

13. Want to have my qualified peers on the Parole Board. Not businessmen. (Pts. 3,10) (T-13) (R-9)

14. Agency to help you get situated and find new friends upon release. Not a halfway house or one associated with law enforcement or corrections. (Pts. 3,4,4) (T-11) (R-10)

15. Legalized prostitution for prisoners. Women to come in. (Pts. 1,1,9) (T-11) (R-10)

16. Allow polygraph tests in court if defendant desires one. (Pts. 7) (T-7)

17. More recreation and better facilities---outside groups to come in and socialize with outside world. (Pts. 1,2,5) (T-8)

18. Have someone supply TV antennas so we can have our own TV. (Pts. 6) (T-6)

19. Better facilities in classrooms---books, audio-visual equipment and more modern. (Pts. 4,5) (T-9)

20. Criminal education for public to better understand ex-cons. (Pts. 7) (T-7)

Total Points: 330

COMPOSITION OF NOMINAL GROUP NO. 5

Criteria for Homogenous Grouping: All 6 male Negro participants are enrolled in the Adult Basic Education program. Five are part-time students and one is a full-time student.

1. Single male, no children, age 23; Last grade completed: 11; Last previous occupation: None indicated; Negro; 2 years, 9 months served in correctional institutions; Expected release date: 1975; Plans to live in Milwaukee, Wisconsin upon release; Will pursue college and basketball after release.

2. Single male, no children, age 22; Last grade completed: 10: Last previous occupation: None indicated; Negro; 12 years, 6 months served in correctional institutions; Expected release date: Not indicated; Plans to live in New York City upon release; Will pursue further education or training after release---specific area not indicated.

3. Married male, 6 children, age 39; Last grade completed: 3; Last previous occupation: Paster; Negro; 5 years served in correctional institutions; Expected release date: 1982; Plans to live in Milwaukee, Wisconsin upon release; Will pursue Pasting occupation after release.

4. Divorced male, 2 children, age 28; Last grade completed: 10; Last previous occupation: Auto body painting; Negro; 9 months served in correctional institutions; Expected release date: May, 1974; Plans to live in Long Beach, California upon release; Will pursue Computer Processing training after release.

5. Single male, no children, age 26; Last grade completed: 7; Last previous occupation: None indicated; Negro; 9 years, 9 months served in correctional institutions; Expected release date: Not indicated; Plans to live in Milwaukee, Wisconsin upon release; Will pursue Welding training after release.

6. Single male, no children, age 19; Last grade completed: 9; Last previous occupation: Furniture warehouse; Negro; 4 years served in correctional institutions; Expected release date: December, 1975; Plans to live in Milwaukee, Wisconsin upon release; Indicated no plans for further education or training.

RESPONSES OF NOMINAL GROUP NO. 5

1. Need for Black Studies program. (X) (Pts. 5,7,10,10) (T-32) (R-1)

2. Jobs guaranteed upon release. (XX) (Pts. 9,9,10) (T-28) (R-2)

3. Hire Black teachers, Also women. (Pts. 4,4,5,7,7) (T-27) (R-3)

4. Free correspondence courses for credit. (XXXX) (Pts. 3,4,7,10) (T-24) (R-4)

5. Scholarships and tutors for Black athletes to get through school. (Pts. 5,8,9) (T-22) (R-5)

6. Incentive pay for going to school like work. (Pts. 2,3,8,8) (T-21) (R-6)

7. Make-up classes at night for those who want to come. (Pts. 1,2,3,5,8) (T-19) (R-7)

8. Equal justice for poor in courtroom. (Pts. 2, 3, 4, 9) (T-18) (R-8)

9. Equal opportunities for Black males. (Pts. 6, 6, 6) (T-18) (R-8)

10. Need home furloughs. (Pts. 6, 10) (T-16) (R-9)

11. There are limited vocational opportunities in prison. (Pts. 6, 9) (T-15) (R-10)

12. More and better medical care and one more doctor, 24 hours a day. (Pts. 7, 8) (T-15) (R-10)

13. Fair application of wages for work. (Pts. 1, 4, 5) (T-10) (R-10)

14. It shouldn't be held against a person if he did not participate in activities before Parole Board. Past record shouldn't be involved either. (Pts. 5) (T-5)

15. Need a music teacher. (Pts. 1,1) (T-2)

16. No harassment on streets by parole or police officers for released prisoners. (Pts. 10) (T-10)

17. Ombudsman should be appointed, including lobbying. (Pts. 2, 3, 4) (T-9)

18. Expanded visiting hours on weekends. (Pts. 1, 2, 8) (T-11)

19. Add Upholstery program, Cooks, Mechanics, Mason. (Pts. 1, 9) (T-10)

20. Discrimination by personality for program entrance. (No Points)

21. Higher gate fee. $10 is not enough. (No Points)

22. Close Green House---segregation building. (No Points)

23. Have a TV in each cell. (Pts. 2) (T-2)

24. No limit to TV on weekends. (No Points)

25. Be able to write anybody we want and anybody could visit. (No Points)

26. Beards should be allowed. (Pts. 1, 3) (T-4)

Total Points: 330

CATEGORIZATION OF CLIENT (INMATE) RESPONSES

WISCONSIN STATE PRISON - WAUPUN

Dodge County

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Pre-release program for everyone before actual release to help adjust and look for job before you're actually thrown out in society---need furloughs. (XX) (Pts. 7, 7, 9, 9, 10) (T-42) (R-1)

2. Work Release, School Release and furloughs for lifers before parole eligibility, if in good standing. (Pts. 1, 5, 6, 8, 8, 9) (T-37) (R-1)

3. More inmates should be allowed to enter outside-the-walls educational programs. (XXXX) (Pts. 5, 7, 7, 8, 9) (T-36) (R-1)

4. Training release programs to schools outside institution. (Pts. 5, 6, 7, 7, 10) (T-35) (R-2)

5. Release money isn't adequate to get a new start or even to survive. (XXXX) (Pts. 1, 1, 5, 10, 10) (T-27) (R-2)

6. Should allow conjugal visits. Also, stronger family ties by allowing picnics and furloughs. (Pts. 2, 5, 8, 9) (T-24) (R-2)

7. Adjusting difficult---have to march to and fro---can't be rehabilitated under these circumstances. Petty rules like living in cells; group marching; shakedowns that are unnecessary; inadequate foods; send help-clothes and shoes; degrading rectum checks; beatings; chaining people down; starving people for days at time; refusing epileptics medical care while in chains; getting up at 5:40 in morning to go to work at 7:00; getting up for court; mandatory meals---have to eat all the meals; taking recreation away for 15 days for making paper airplanes; telling inmates who they can write and visit---don't let girlfriend visit you; more privacy to visit with girlfriend and wives. (XXXXX) (Pts. 2, 2, 4, 10, 10) (T-28) (R-3)

8. Education requests by inmates should take precedence over prison industries. (Pts. 3, 5, 6, 9) (T-23) (R-3)

9. More Work Release programs. (Pts. 6, 8, 9) (T-23) (R-4)

10. Need a dietician at Waupun---better food, too. (Pts. 8, 10) (T-18) (R-4)

11. More release money. (Pts. 5, 7, 10) (T-22) (R-5)

12. Change Mandatory Release law to discharge. (Pts. 9, 10) (T-19) (R-6)

13. When inmates record comes before Classification and Parole Board, inmates should participate in Classification and Parole Board. An evaluation in the interest of inmate here, not prior to here. Board hassle inmate in hopes that inmate will lose his cool and blow up. Board don't know you personally, only know what others think of you and sometimes the info isn't reliable---should try to get to know the inmate. (XXXXX) (Pts. 5, 6, 8) (T-19) (R-6)

14. Better studying conditions and living conditions after school, like better light bulbs, study room with desks. Should be able to study later than 11:00 in comfort---gets cold. Should have a separate place to live. (Pts. 7, 9) (T-16) (R-6)

15. Shouldn't have to pay for wood and other materials in vocational courses. (Pts. 3, 6, 7) (T-16) (R-6)

16. Administrators are appointed not through ability but through political ties. The principal of the WSP high school is not oriented to the educational needs of the inmates. (XX) (Pts. 1, 2, 6, 10) (T-19) (R-7)

17. Inside-the-walls education program, except for ABE, is a farce. Programs and courses should be accredited---High School Diploma credit courses should be offered. (X) (Pts. 4, 7, 8) (T-19) (R-7)

18. Make-up classes at night for those who want to come. (Pts. 1, 2, 3, 5, 8) (T-19) (R-7)

19. Freedom to be an individual---length of hair, beards, individual responsibilities. (XX) (Pts. 8, 9) (T-17) (R-7)

20. Have outsiders participate in group therapy---security is too tight, especially for women. (Pts. 1, 1, 4, 9) (T-15) (R-7)

21. Equal justice for poor in courtroom. (Pts. 2, 3, 4, 9) (T-18) (R-8)

22. Want general classroom arrangement. One class in each room with a teacher to teach. (Pts. 5, 9) (T-14) (R-8)

23. Should discontinue the use of tranquilizers for inmates while in the Green House---segregation building---because the objective of staff in using tranquilizers is to have inmate transferred to the State Hospital. Green House should be abolished. (Pts. 3, 10) (T-13) (R-8)

24. Need home furloughs. (Pts. 6, 10) (T-16) (R-9)

25. Want to have my qualified peers on the Parole Board. Not businessmen. (Pts. 3, 10) (T-13) (R-9)

26. There are limited vocational opportunities in prison. (Pts. 6, 9) (T-15) (R-10)

27. No decent place to study in the bunkhouse---too much noise---not conducive to study---not adequate time for study. We should be allowed to study on Saturdays rather than be sent to the farm. (Pts. 1, 4, 7) (T-12) (R-10)

28. Legalized prostitution for prisoners. Women to come in. (Pts. 1, 1, 9) (T-11) (R-10)

29. DVR should have some authority in your training while at WSP. (Pts. 10) (T-10) (R-10)

30. Eleven years, three months minimum before parole for lifer is too long. (Pts. 10) (T-10) (R-10)

31. Prison staff is condescending---they discourage, rather than encourage, inmates to enter educational programs---they tend to pick your programs instead of leaving the choice up to you. (X) (Pts. 3) (T-3)

32. Unnecessary rules from the Prison social services department hampers educational progress---can't use gym because a telephone is available there; accused of not observing dress codes when we are among best-dressed in school, as far as society norms are concerned. (Pts. 3,5) (T-8)

33. Cost of programs is eaten up by administrative expenses. (Pts. 5) (T-5)

34. Too much red tape in ordering correspondence courses. (No Points)

35. Unqualified shop instructor behind the walls. (Pts. 9) (T-9)

36. Prison officials feel that they are in competition with other agencies such as DVR---they feel to save face they must make arbitrary decisions. (No Points)

37. Jobs are boring---doesn't stimulate creativity and isn't challenging. (X) (Pts. 1,1,4) (T-6)

38. More organization in school system at WSP, like being able to start students together on same material so they can work together, not some here and there. More control and less chaos in classroom; a math class to correlate with a vocational course like welding. Teachers should be present during class time and more involvement by teacher with student. Start a new class every 6 weeks. (XXXX) (Pts. 3,4) (T-7)

39. Machines in shop are out-of-date. (Pts. 1) (T-1)

40. Too much hassle and red tape when inmates try to initiate new programs through DVR. They say they're there to help you---but don't. (Pts. 2) (T-2)

41. Freedom to form interest groups--guys who all play guitar could get together and screw around in common interests---freedom to take guitar and harmonica in cell on certain schedule. (XX) (Pts. 1,1) (T-2)

42. Ability to buy an instrument and a place to practice and use it. (No Points)

43. Should encourage outside college courses for those who qualify. Also college correspondence. DVR has all the say now---school or some outside agency should also have say. (Pts. 6) (T-6)

44. Want to study in a classroom structure versus individual learning. Also, on semester basis without men starting and ending at different times. (Pts. 3,4) (T-7)

45. The degree to how much you better yourself, namely school, should have more of a positive effect when you go before the Classification or Parole Board. (Pts. 3,4) (T-7)

46. Better commissary---can only buy sweets and junk. (Pts. 1,1) (T-2)

47. More gate money. (No Points)

48. Should be able to attend funerals and sick trips for all family even if out-of-state, if you or your family can cover expense. (Pts. 1,6) (T-7)

49. Social service department at WSP should furnish or let you read your records, past and present, to find out their evaluation of you and what you need to do to correct it. (Pts. 9) (T-9)

50. More religious freedom in worship and materials. (Pts. 3) (T-3)

51. Grievance Committee is not representative of inmates. Due process hearings are not fair. (No Points)

52. Allow polygraph tests in court if defendant desires one. (Pts. 7) (T-7)

53. Have someone supply TV antennas so we can have our own TV. (Pts. 6) (T 6)

54. It shouldn't be held against a person if he did not participate in activities before Parole Board. Past record shouldn't be involved either. (Pts. 5) (T-5)

55. Ombudsman should be appointed, including lobbying. (Pts. 2,3,4) T-9)

56. Expanded visiting hours on weekends. (Pts. 1,2,8) (T-11)

57. Higher gate fee. $10 is not enough. (No Points)

58. Close Green House---segregation building. (No Points)

59. No limit to TV on weekends. (No Points)

60. Be able to write anybody we want and anybody could visit. (No Points)

61. Beards should be allowed. (Pts. 1,3) (T-4)

62. . . . . Social services at WSP should have more to say about programs you can get into than Security. Should be criteria steps to furthering your education here. (XX) (Pts. 1,4) (T-5)

[3] Basic Needs: Food, Clothing, and Housing

1. More money upon release---enough for food, clothes, and rent for a couple of months---could be a loan. (Pts. 2,2,4,8,9,10) (T-35) (R-2)

[6] Communications: Inter and Intra-Agency

1. Lawyers, judges, and D.A.'s should spend some time in correctional institution to better understand inmate conditions. Also pre-sentence evaluation should be carefully considered, especially medical. (Pts. 3,3,8) (T-14) (R-8)

2. Credits given at school at Waupun to be good at schools and at jobs on the outside. (Pts. 4,6) (T-10) (R-9)

3. Lack of coordination between prison administration and staff and MPTI administration and staff causes petty reporting to prison officials on such items as talking to girls and shirttails hanging out. This reporting is also done by University staff. (Pts. 1,2,4) (T-7)

4. Better cooperation between unions and the prisons---unions should oversee trade programs to make sure instructors are qualified. (Pts. 8) (T-8)

5. Inability to get institution to accept fact that I'm trying to help myself. (Pts. 3) (T-3)

6. Need more interest displayed by staff---they should advise us on educational needs. They should teach rather than just hand you a book to teach yourself. (No Points)

7. Want more contact with parole agent for parole plans and taking care of problems on the outside. Agent meet with wife about visiting list and personal things. (No Points)

8. Should start mandatory Human Relations program for staff---communication is very poor between staff and inmates. Personnel here should be tested for ability to deal with inmates. (Pts. 5) (T-5)

[8] Courses and Programs: Colleges and Universities

1. More relevant courses, such as Business courses, Political Science . . . . . Music program should be expanded. (XXX) (Pts. 2, 5, 5, 6) (T-18) (R-4)

2. Free correspondence courses for credit. (XXXX) (Pts. 3, 4, 7, 10) (T-24) (R-4)

3. . . . . want more Music, Drama, Pre-college and College courses . . . . . (XXXXX) (Pts. 3, 5, 8) (T-16) (R-8)

4. More white-collar education---X-ray Technician, Computer Work, Medical Training, Lab Technician, Social Work, Marketing, Income Tax training, Engineering---to get degree. (XXX) (Pts. 4, 10) (T-14) (R-8)

[10] Courses and Programs: Vocational and Technical

1. Want more classes---Electronics, Small Engine Repair, TV Repair, Chemistry, Journalism, Photography, Biology, Conservation, Foreign Languages, Woodworking, Plastics, Leather Crafts, Barber, Food Training---to obtain certificates or degrees. (XX) (Pts. 3, 7, 8, 9, 10) (T-37) (R-1)

2. . . . . emphasis on Technical courses . . . . . (XXX) (Pts. 2, 5, 5, 6) (T-18) (R-4)

3. Need more vocational programs and courses in prison, such as Clerical, Barber School, Auto Body Shop, Small Appliance Repair, Blueprint Reading, Computer Programming, Small Engine Repair, Plumbing, Electricians, and Carpentry. (X) (Pts. 7, 10) (T-17) (R-8)

4. Courses at Waupun aren't challenging enough---want more courses such as Photography, Interior Decorating, Refrigeration, Air Conditioning, Heating, Masonry School, Art courses, ... Speed Reading, and Reading Programs. (XXXXX) (Pts. 3, 5, 8) (T-16) (R-8)

5. Add Upholstery program, Cooks, Mechanics, Mason. (Pts. 1, 9) (T-10)

[11] Drugs, Alcoholism, and Emergency Services

1. Should have a better drug rehabilitation program with outsiders coming in. The present drug program is not effective, need alternatives. (Pts. 8) (T-8)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. More and better school equipment and supplies---typewriters, audio-visual equipment, text and library books, tape recorders---to be able to take back to rooms, ability to use equipment---available out of class time, speed reading and better reading equipment. (XXX) (Pts. 2, 3, 5) (T-10) (R-9)

2. Better facilities in classrooms---books, audio-visual equipment and more modern. (Pts, 4, 5) (T-9)

[13] Foster, Group, Nursing, Residential Care, Halfway, and Detention Homes

1. More community release centers, for before release, for re-orientation to society. (Pts. 1, 8) (T-9)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Jobs guaranteed upon release. (XX) (Pts. 9, 9, 10) (T-28) (R-2)

2. Want an organization to help inmates with job placement and education prior to release, especially for older inmates who return to society and find it hard to get job because you're too old. (X) (Pts. 7, 8, 8) (T-23) (R-4)

3. More apprenticeships open to inmates. (Pts. 2, 4, 6, 8) (T-20) (R-6)

4. Unbiased job placement services upon release. (Pts. 2, 5, 6) (T-13) (R-9)

5. A correctional agency should have a job on the outside for you when you are released in the area you are trained in. Outside employers should come in and meet inmate and offer them jobs when a man is up for parole or release. (Pts. 2) (T-2)

[17] Legal Aid

1. More legal aid. Expansion of library, staffed by attorney. Rap sessions of inmates about legal problems. Court-appointed attorneys should be forced to act in our behalf once in prison. (No Points)

[18] Marital and Family Problems

1. Want better family relations with my children because they are in a foster home. (Pts. 5, 6, 7, 10) (T-28) (R-3)

2. How will my family feel towards me and vice versa when released after a long sentence---especially children. Want family counseling to adjust. (Pts. 6) (T-6)

[19] Medical, Dental, and Optical

1. Need more competent medical staff---shouldn't ignore inmate medical complaints. Inmate nurses should be better trained. Security should not have say over the sick---the doctor should. . . . . (XXXXX) (Pts. 5, 7, 7, 8) (T-27) (R-1)

2. More and better medical care and one more doctor, 24 hours a day. (Pts. 7, 8) T-15) (R-10)

[21] Minorities

1. Need for Black Studies program. (X) (Pts. 5, 7, 10, 10) (T-32) (R-1)

2. . . . . more minorities working in the hospital, dental lab and X-ray labs. (XXXXX) (Pts. 5, 7, 7, 8) (T-27) (R-1)

3. Hire Black teachers. Also women. (Pts. 4, 4, 5, 7, 7) (T-27) (R-3)

4. Want Black teachers at school and in every department. (Pts. 4, 9, 10) (T-23) (R-3)

5. ..... courses such as Black Studies and Photography for Blacks..... (XXX) (Pts. 2, 5, 5, 6) (T-18) (R-4)

6. Scholarships and tutors for Black athletes to get through school. (Pts. 5, 8, 9) (T-22) (R-5)

7. Equal opportunities for Black males. (Pts. 6, 6, 6) (T-18) (R-8)

8. Want cultural and social events brought in for inmate population---especially minorities. (Pts. 2, 9) (T-11) (R-9)

9. Want cosmetics for Blacks---hair conditioners, creams. (Pts. 4) (T-4)

10. Food should serve desires of minorities as well as whites---need to improve preparation. (Pts. 3, 6) (T-9)

[23] Prejudice, Discrimination, and Employer Prejudice

1. Should expand the Work and School Release program---should have a criteria set up so that men would know exactly what they would have to do to get in rather than favorites getting in. (Pts. 7, 8) (T-15) (R-7)

2. Employers' discrimination against cons when applying for job. (X) (Pts. 1, 3, 6) (T-10) (R-9)

3. Stigma attached to cons hampers progress on outside. (Pts. 4) (T-4)

4. Getting into vocational courses here regardless of race, color, creed or attitude of the administration..... (XX) (Pts. 1, 4) (T-5)

5. No harassment on streets by parole or police officers for released prisoners. (Pts. 10) (T-10)

6. Discrimination by personality for program entrance. (No Points)

[24] Public Relations and Community Participation and Volunteers

1. The public is not getting the full or correct story about the type of people in prisons, or the token Work Release program. (XX) (Pts. 2, 3, 9, 10) (T-24) (R-3)

2. Would like the opportunity to talk to citizen groups and service clubs so they can see what we are like---to see that we are not as dangerous as prison administration would like them to believe. (Pts. 2, 3, 8) (T-13) (R-9)

3. More contact with people from outside---bands to come in, more females---not kids---and ability to rap with these people without 20 guards watching. (XX) (Pts. 4, 5) (T-9) (R-10)

4. Need to promote a better understanding of the community towards the ex-offender. (No Points)

5. .....outside groups to come in and socialize with outside world. (Pts. 1, 2, 5) (T-8)

6. Criminal education for public to better understand ex-cons. (Pts. 7) (T-7)

[25] Recreation and Social

1. Night classes, hobby shop to get out of cells at night. (Pts. 2, 2, 6, 7) (T-17) (R-5)

2. More recreation and better facilities ..... (Pts. 1, 2, 5) (T-8)

3. More recreation---intramural league and competition between cell blocks---chess, basketball. (Pts. 3) (T-3)

4. Need more and better recreation facilities---more than 8 hours a week to recreate. Want TV and personal radios in cells---more physical education. (Pts. 2) (T-2)

5. Have a TV in each cell. (Pts. 2) (T-2)

[26] Referral and Information Center

1. Agency to help you get situated and find new friends upon release. Not a halfway house or one associated with law enforcement or corrections. (Pts. 3, 4, 4) (T-11) (R-10)

[29] Staff

1. More female teachers. (Pts. 4) (T-4)

2. Need a music teacher. (Pts. 1, 1) (T-2)

[31] Wages, Income, and Incentives

1. Need for an incentive program, such as MDTA, to motivate inmates to enter education programs so they have some money to get started after release. (X) (Pts. 6, 6, 9) (T-21) (R-5)

2. Pay scale should be minimum wage or equal to outside industry. Incentive pay should be abolished; is unfair. (Pts. 7, 10) (T-17) (R-5)

3. Incentive pay for going to school like work. (Pts. 2, 3, 8, 8) (T-21) (R-6)

4. Better or higher incentive pay---at least minimum wage. Thus, can support family---buy personal needs. (XX) (Pts. 2, 2, 6, 9) (T-19) (R-6)

5. Fair application of wages for work. (Pts. 1, 4, 5) (T-10) (R-10)

BEST COPY AVAILABLE

TRANSCRIBED RESPONSES AND CATEGORIZATION OF TRANSCRIBED RESPONSES

WISCONSIN HOME FOR WOMEN - TAYCHEEDAH

STAFF RESPONSES AND CATEGORIZATION

Fond du Lac County 380

CLIENT RESPONSES AND CATEGORIZATION

Fond du Lac County 386

ERIC

WISCONSIN HOME FOR WOMEN - Taycheedah

Fond du Lac County

Agency Function

The programs of the Wisconsin Home for Women, Taycheedah, are developed to serve the dual purpose of protection of society and development of law-abiding and responsible citizens from those female offenders sentenced there by the courts of Wisconsin. Areas of concern include modification of behavior, self concept, attitudes, and self discipline.

The educational objective of WHW is to enable the offender to reintegrate into the community by providing work experience, academic instruction, and social reorientation of such nature as to meet the individual needs of each client so that she can return to the "free world" equipped educationally, vocationally, and socially to face her problems, apply her abilities, and live without further conflict with the law.

It is the philosophy of the education program that such can be accomplished by:

Providing an atmosphere that provides motivation for growth in self concept and in responsibility;

Providing an opportunity to gain work experience, academic and vocational training that might be used to reorient attitudes of failure and worthlessness to such an extent that the inmate might make decisions that would keep her out of conflict with the law;

Assisting each inmate in developing objectives that she can achieve, and establishing an environment that will allow successful achievement;

Establishing academic and vocational programs that include the entire population individually so that each might achieve at her individual level of competence, and of sufficient breadth that the skills achieved are salable;

Planning individual programs that include considerations of basic individual differences as well as differences in cultural and social experiences;

Providing security assistance such that no inmate escapes, but to allow each the freedom to develop and grow in responsibility for her behavior and her decisions.

Programs Available - Academic educational programs were offered (April, 1973) in remedial elementary level courses; remedial high school level courses, including work toward HED exam and transfer credits to home high schools; university level courses (correspondence courses, courses offered

at WHW and WSP by university instructors, and attendance at University of Wisconsin-Fond du Lac Center); and library services available to each inmate on request.

Vocational programs which were offered included apprenticeship programs for bakers and cooks, Adult Basic Education in preparation for vocational training, programs in Building Interior Maintenance, Cosmetology, Data Processing, Secretarial Sciences, Production Sewing, and some work release employment in building maintenance.

The total number of inmates incarcerated at the Wisconsin Home for Women during 1971-1972 was 224, with an average daily population of 107. It is not possible to state here specifically the number of inmates that participated in the institution's educational program. At no time were there more than five inmates who were not participating, and these five would sporadically pick up some phase of the program and participate for a short time. Because many of the inmates participate in both academic and vocational programs, it is estimated that upwards of 200 of the 224 individuals participated in each sector of the program.

The school principal and superintendent of the home provided the very complete tally of the inmate participation in educational programs at WHW for fiscal year 1971-72. The average cost per inmate per month was $1174.

TABLE 22-E

Numerical Breakdown of Clients Served During FY 1971-72 By Each Service Listed Above:

ACADEMIC

SERVICE	AVE. DAILY ATTENDANCE	NO. SERVED
Elementary Remedial	14	47
High School Remedial	37	103
High School Correspondence	12	33
University Level Program		
at Wis. State Prison	4	8
at Wis. Home for Women	16	16
via correspondence	8	13
Library Services	Entire population at all times.	

VOCATIONAL

SERVICE	AVE. DAILY ATTENDANCE	NO. SERVED
Apprentices:		
Bakers	2	4
Cook-Chef Restaurant	3	10
Academic Preparation for Vocational Training	6	17
Building Maintenance	12	33
Cosmetology	12	25

(Table continued next page)

(Table continued)

VOCATIONAL

SERVICE	AVE. DAILY ATTENDANCE	NO. SERVED
Data Processing	8	33
Secretarial Science	33	114
Off-Grounds Employment	6	23
Production Sewing	8	27

Certificates and Diplomas issued during F.Y. 1971-72 include:

Typing	37
Bookkeeping	18
Data Processing I	21
Data Processing II	15
Filing	11
Record Management	3
Office Machines	7
Dictaphone	4
Secretarial Practice	3
H. S. Equivalency Diploma	14
Correspondence Courses Completed	43
High School Diplomas received from Home Town High School	5

Introduction to Wisconsin Home for Women Staff Participants

The staff Nominal Groups included eleven instructors or counselors in the vocational or academic education programs at WHW. One group of six in the academic program included three men and three women. The men hold B.S. degrees and a Ph.D., and were assigned to math and chemistry, physical education, and psychologists positions. The women hold B.S. degrees, and were assigned as librarian, reading instructor, and social worker.

The second staff Nominal Group of vocational instructors included one male and four females. Fields of instruction include business education, home economics, cosmetology, food preparation, and also included is a complaint investigation officer. One member of this group holds a Bachelors degree plus 60 graduate credits. Another holds a state certificate. The other three are high school graduates with some college work. The participants have been with the agency from 2 years to 13 years.

Summary of Wisconsin Home for Women Staff Responses

First in importance as a problem is the inmates' lack of motivation. Also top-ranked is the need for specific vocational training programs in the fields of Nursing, Nurses Aide, Waitress, Clerk, Cook, Related Food Preparation Services, Filing, and factory work.

A problem of note, ranked very high and mentioned by 80% of one staff group is the general prison staff belief that punishment is the best way to change behavior, and their lack of respect for educational programs.

ERIC

The need for work release programs is deemed to be very important. It is felt that work programs within the institution and on the outside would help prepare inmates for employment after release. Job sites on the outside would provide employment for released inmates. Goal-oriented classes would improve the educational setup.

Administrative problems are most frequently mentioned. When viewed with communications problems in the agency, these two areas comprised over half of the total responses. In program areas, the school staff cited a need for art, music, and industrial arts on the grounds as important. Related requests for courses in Manners, Job Interviewing, Job Application, Consumer Education, Postnatal Care, Production Sewing. Upholstering, and Family Planning are high-ranked by the staff.

Administrative problems in scheduling classes, and lack of preparation time for class work both interfere with time needed for conferences with the inmates and the acquisition of skills by slow learners. By having to attend classes at night, inmate-students are subtly punished by missing evening privileges such as TV. Inmate students who stay or study after 8:30 p.m. are also indirectly punished by losing privileges. A staff member stated that students do not respond as well in night classes as during the day. Classes are too long. There were numerous responses dealing with what the staff felt were petty rules and regulations.

The responses emphasized the need for in-service Human Relations training for the institutional staff, from the para-professional level up.

In addition to the previously mentioned inmate motivation, a large number of observations about inmate interaction and attitudes were made, including the manipulation of staff by inmates, the lack of inmate self-discipline and their inability to accept orders. The apparent desire of inmates for instant results without work, and the lack of involvement and interaction between classes are also noticed by the staff.

A high-ranked request for equipment was made by the staff, including electric typewriters, bookkeeping machines, data processing equipment, overhead projectors, screens, cassettes, shorthand and dictation equipment, more reference books in the library, and storage space for the cosmetology program. Funds for the transportation of inmate-students to vocational training sites off-grounds, to visit employment sites, to attend cultural events, concerts, films, schools, and other educational locations are needed. The staff responded to inmate social and recreational needs on-grounds as well, requesting equipment for indoor and outdoor ball games, badminton and so forth.

Staff needs which affect the educational function included a request for a part-time nurse, a guidance counselor, teachers in Production Sewing, Postnatal Care, Upholstering, music, art, and more matrons and staff for housing units so that girls can be supervised outside their rooms.

The positive suggestions and requests, considered to improve the motivation of the inmate-students, were specific and inclusive. Positive steps to motivate students, including transportation to locations

related to vocational training, to let inmates visit places of employment in operation, tours, concerts, plays, demonstrations, conferences, and seminars were highly recommended by the school staff. Many other responsible and worthwhile suggestions in terms of attitude changes, curriculum enrichment, and equipment acquisition were made and recorded.

Introduction to Wisconsin Home for Women Client-Inmate Participants

Eight groups of women were organized from the inmate population using ethnic or racial origin as well as aptitude test scores as the criteria for homogenous grouping.

One group of six were Caucasian, achieved low to average scores on aptitude tests given at the institution, and included three single and three divorced or separated women. All but one intended to remain in Wisconsin after release, and all expected release in 1973. The group had a total of six children. Five expected to continue their education after release. The group ranged in age from 19 to 24.

Another group included five Caucasians and one Indian; three participants were married, and three divorced. Ranging in age from 26 to 44, the group had a total of 20 children. All planned to remain in Wisconsin after release, which was expected in 1973, '74, or '76. Five indicated that they would continue studies after release.

A third group of five Negro women achieved average scores on the aptitude tests administered by WHW. Two single, two married, and one divorced participant claimed a total of 13 children. The women range in age from 19 to 30, and all but one planned to live in Milwaukee, Wisconsin after release. One planned to continue training after release, which all expected during 1973.

Another group consisted of six Negro women with average scores on the institution aptitude tests, who ranged in age from 22 to 29. Four were single and the group claimed eleven children. The six had finished ninth grade, with two completing tenth, and one the eleventh grade. Most expected to remain in Wisconsin after release, and one said she wished to continue training.

Six Caucasian women---three single, two divorced, and one married, made up another group. The six claimed 13 children. They had earned average to high scores on the institution aptitude tests. Their education ranged from seventh grade to college, including four high school graduates. Four indicated that they planned to stay in Wisconsin after release, which they expected would be in 1973 or 1974. Five expect to continue their education after release. They ranged in age from 21 to 35.

A sixth group included five women who scored high on aptitude tests. Four were Caucasian, one half-Indian. Their ages ranged from 20 to 32, and they had all finished high school; two had gone on to college and one other inmate had completed an M.B.A. degree. They claimed three children, and all expected to remain in Wisconsin after release. Release was expected in 1973 or 1974 for all five women.

Four Negro women were together in another group. Ranging in age from 20 to 24, they were all single, and claimed 5 children. Two had completed high school, with the others completing tenth and eleventh grades. Three expected release in 1973, and all expected to remain in Wisconsin after release. All four intended to continue training or education. Each had scored average to high results on the aptitude tests.

Six Negro women who had achieved high scores on the institution's aptitude tests were placed in an eighth group. They had completed grades 9, 10 and 11, and two were high school graduates.

Summary of Wisconsin Home for Women Client-Inmate Responses

Those responses ranking as the highest level problems varied in topic from group to group. Inmates stated that there is a strong need for more contact with the outside in order to have effective rehabilitation. Two-way interchange with groups coming in, and with inmates going out to church, movies, and weekend home leaves on an honor system were advocated. Another group ranked the lack of vocational training in the institution as the major block to rehabilitation. They requested programs in Dietician training, Nursing, Health Occupations, Interior Design, Arts and Crafts, Social Service para-professional work, Checker-Cashier, Switchboard Operator, Cosmetology, Food Services, and in Mortician training. Another vocationally oriented top-ranked response related to the Cosmetology program, which students felt needed to include hairstyling instruction. They felt the program should be updated, and should include field trips and demonstrations. They requested more experience in actual styling, more choice in who works on whom in the beauty shop, and an exchange of teaching the whites to do blacks' hair, and vice versa. More teachers and more educational counseling is necessary to meet the individual's needs, one group agreed.

Ranked as a most pressing problem by one group is the policy of being locked up for 24 hours and felt they should be able to go to the rest room whenever they wanted to. Visitation with family and friends off-grounds was requested. One group unanimously commented on the need for equal rights and equal privileges in the honor building. They requested that if the honor building were not to be administered equally for blacks and whites, then it should be abolished. A final top-ranked comment indicated that the inmates felt that a person should be allowed to keep gifts brought to them by visitors, especially products which may be purchased in the canteen of the institution.

Second-ranked responses by the groups also varied a great deal. One group said that the inmates should be allowed to socialize more with each other, so as to reduce the hostile feelings that develop. Another felt that the Parole Board decisions indicated racial prejudice. They urged that the Board consider accomplishments, rather than just the arrest record. Two groups gave second priority to the need for help in getting jobs when released: employers may be prejudiced against women with prison records; they don't recognize skills because of the parolee's record, and keeping a job is difficult due to parole officer interference. In fact, in some occupations it is legal to discriminate because of previous incarceration.

Another group gave second priority to the need for a registered nurse on duty twenty-four hours a day. Still another group ranked in second place the need for older women to be granted weekend furloughs on a fair and equal basis with younger women, so they could go home to their husband and children. This was a problem mentioned by every one in the group, and they requested that daily passes might also be granted on a fair basis, regardless of age. One group strongly recommended that the Taycheedah Home for Women not be closed, by ranking that possibility second.

One group ranked in second place the problem of a corrupt judicial system which made appeals difficult and forced the inmate to pay the court-appointed attorney if the case were lost, and which imposed sentences out of proportion to the crime, citing as an example a four-year term for an $89 forgery.

One group recommended a community rehabilitation job program to hire released inmates as is done with the veterans' program, giving them preference in employment. Another group suggested that the inmate's lawyer should be present at Parole Board hearings to present her side of the case. Another group protested of racial prejudice by instructors in the Cosmetology program and by nurses. Another group feels that black inmates have longer sentences than white women, and a longer wait for parole, when their attitudes are about the same. Two inmates in one group felt that their most serious problem is being kept 400 miles from their four-year-old children, with no visits or pictures allowed. They requested emergency furloughs, more than one phone call per month, and more rapid action from the social worker in arranging family visits. Another group felt that entrance applications to Vocational School should be available to inmates before and after release. One group felt strongly that the WHW administration holds grudges, operates on stereotypes, and doesn't forgive mistakes. A third-ranked problem in another group is the lack of socializing with people inside and outside the institution.

One-half of all the problems cited by inmates has to do with administrative rules, regulations, policies, and laws. Sixty of the 115 were ranked in the top ten priority areas by the eight Nominal Groups. Many were ranked either as a first or second priority and have been presented above.

Education was the subject of a large number of the problems. Some inmates felt education should come before work. Going to school after an 8-hour day is too tiring, and reduces the inmate's ability to learn. There is too long a wait after application is made to the DVR, which in turn delays Parole Board decisions. Women are forced to take what administration requires them to, rather than what they want. Some programs could not be finished inside, and there would be difficulty finishing outside, so inmates hesitate to begin some programs. In others, like Cosmetology, law prevents felons from being licensed. The women feel that more follow-up assistance should be available to complete programs which are begun inside. They want more demonstrations in classes and more experiments so students can understand better. They feel that the education earned in prison influences the Parole Board too much, that the board weighs it more than conduct. They also feel that some releases have been delayed until an inmate completed an educational program. The inmates feel that more women should be allowed to leave the grounds for training programs.

A very educational suggestion was made that the institution should have a newspaper, and that a sponsored contest be held for writing in it.

In place of night classes, the women requested recreation at night, without being locked up. They feel that classes during the day would be better. Waiting to get into programs causes some to lose interest. Women feel that Typing should not be a prerequisite to Data Processing.

Inmates feel that hours spent on apprenticeships in the institution should be recognized upon release. Further, DVR had asked two inmates to go into two-year apprenticeships after they had completed half of a Cosmetology program. They felt they were being blocked in transferring their credits into the field they were prepared for. However, some requested the freedom to drop a course after beginning it if they found that they did not like it or did not do well in it.

Dehumanizing and depersonalizing regulations are frequently mentioned as having a negative effect on motivation and morale by the inmates. They felt forbidden to help each other with classwork or other problems. They are forbidden to talk together. Their records are not confidential, and their mail is the subject of staff gossip. Incoming and out going mail is sometimes not being delivered.

The inmate-students indicated that by having every detail of the day ordered and organized for them, they were not being prepared for responsibility on the outside. No individual initiative was positively reinforced. Family contacts and holiday visitors are requested; specifically, opportunities for mothers to be with and care for their children.

An ombudsman is requested for inmates, to assist in protecting their rights. The person's right to personal hygiene, to daily baths, daily changes of underwear, and to personal douche bags, is specifically requested. A person's right to marry is requested, with a conjugal visit allowed between spouses. Additionally, they want protection from coercion by the Parole Board, which they state forces inmates to divorce husbands or give up children before they will release you.

Student-inmates asked that honest records be kept of the money earned. Some women desire to be taught how to handle money, rather than having it taken away from them. They disagree with the amount of money they have to pay for damaged property. They requested budgeting so that money earned might be saved for release, and they requested access to their own funds without gaining permission from parole officers. Several persons asked that financial assistance be allowed from the outside, or inside. They requested the privilege of buying things like clothing and shoes, and saving them for release. Six girls protested the lack of overtime or time-and-a-half pay for off-grounds work, and the rent charges for living off-grounds.

In addition to the rules about personal finances, inmates desire an incentive system for attending rehabilitative programs. They protested the low wages of 50 cents per day. They requested a nylon allowance for jobs where stockings are required. Equitable pay for equal work is needed, as a stimulus to more education.

At great length and in great detail, the petty and rigid rules were catalogued and criticized. The effect of preventing cultural expression, establishing communications between inmates, of operating in an ambiguous environment without written rules, of being prevented from using the bathroom at night, of having but one male visitor permitted, would appear to be widespread and deeply felt.

Medical treatment is apparently discouraged, as inmates indicated that the Parole Board held receiving medication against inmates. It appeared to the women that persons under medication should not be held responsible for regular work assignments.

The second most frequently mentioned problem area identified is prejudice, discrimination, and employer prejudice. Specifically, racial discrimination is the subject of fourteen complaints, with six ranked in the top ten by Nominal Groups. Segregation of Blacks from whites to prevent racial problems is observed by the inmates. Black women served longer sentences for equivalent felonies, it was charged and white girls were observed to get off-grounds jobs before Board review, while Black girls were not. Blacks get dirty jobs while whites get better jobs, preference in class placement, and in getting tutors. White inmates and staff who associate with Blacks are downgraded, it is mentioned.

Employer prejudice against persons with prison records is protested. Legal discrimination in some licensed jobs is noted. Some discrimination or "playing favorites" by personality has been observed and ranked by a Nominal Group.

The frequently cited problem of staff treatment of inmates is the subject of observations such as: "We are given no responsibility and are treated as children . . . . ." ". . . . .should be treated like women---not like criminals." "Matrons should treat us as women---not as children."

Communication within the agency is frequently mentioned as a problem. Better understanding is sought for better interpersonal relations between the staff and inmates, and between Blacks and whites. The inmates also identify that they are not allowed to talk to each other during the day and allowed only one hour to talk on weekends. Staff interferes in hassles between inmates, when the inmates would prefer to settle differences among themselves. Three inmates noted that they had been promised off-grounds work four years ago, but as of the time of the Nominal Group, they hadn't. Several commented that it was difficult to find out what the rules actually are, or to learn what educational programs are available.

Counseling was requested, especially for inmates with homosexual adjustment problems. Gay inmates noted Board prejudice against homosexuals. Family counseling is needed to help women whose children are on the outside, and Black counselors are requested for the Black inmates.

Specific course requests were noted in Family Money Management, college level Economics, Math, English, Psychology, Physics, Business Administration, Political Science, Social Services, and History. Several high school level courses were also requested such as music, art, journalism, and languages.

ERIC

Vocational and Technical courses were requested in Dietician training, Nursing, Health Occupations, Interior Design, Arts and Crafts, Social Service outreach work, Checker-Cashier, Switchboard Operator, Cosmetology for Mortician, Food Services, Interior Decorating, Floral Design, Modeling, Health Courses, Hygiene, First Aid, Prenatal Care, Postnatal Baby Care, Child Development, Nutrition, Tailoring, Advanced Tailoring, Sex Education and Family Planning, Budgeting, Science labs, Production Sewing, Business Procedures, and a Styling class. Some inmates would like demonstrations to go with classes.

A program in drug rehabilitation is identified by the inmates as a serious need.

Legal aid is a high ranked request. Better psychiatric, medical and psychological services are also needed. Both extremes seemed to have caused problems: difficulty in getting medicine when it was needed, and the too free dispersal of some medicine when it isn't needed. The Board holds the use of medication against the inmates, they feel.

Better volunteer services from the community were requested. These, it is hoped, would lead to better public relations with the Home, and more cooperation and understanding from the community.

More social activities are needed, with bowling teams from the community to compete against, and persons for dances, games, etc. The inmates would also like more time for recreation.

Student-inmates are aware of the need for more teachers and more counselors on the staff. They observed an instructor teaching more than one course at the same time, without time for individual instruction or questions. A Black instructor is requested in the beauty shop.

Transportation for off-grounds school and jobs is needed.

Comparison of Wisconsin Home for Women Staff and Inmate Responses

Staff and inmates of the educational programs at the Wisconsin Home for Women agreed in many areas on what the major problems are and where the needs of the students lie. Congruence was high in the areas of administration and policy which block educational and rehabilitational efforts of the inmates. The overlap of staff and client statements about attitudes and staff-inmate communication is very high, as observed by both groups, with the punitive regimentation reducing inmate responsibility and motivation to very low levels. Staff and inmates agree that transportation off-grounds is needed for Vocational training and educational experiences.

Motivation problems are apparent to both school staff and student-inmates. Suggestions to improve the performance level came from both groups, such as funding for off-grounds education, incentive systems, better media center, social activities, better counseling and psychological services, and a wider variety of educational programs available.

Students saw many more instances of racial and other types of prejudice than school staff, and were openly critical of the punitive attitude of the Home staff. Neither group reported a need for in-service

training for the school or general staff. Human relations and interpersonal awareness education for inmates and staffs are not requested, although implicit in many of the criticisms is the need for programs in these areas.

ERIC

WISCONSIN HOME FOR WOMEN - TAYCHEEDAH

Fond du Lac County

Number of Groups: 2 Total Participating: 11

STAFF NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 5 participants are involved in the vocational education programs at the institution in the role of instructor or counselor.

1. Teacher IV - Home Economics; 4 years in present position; 10 years in agency; Female, age 51; B.S., Home Economics; 60 graduate credits in Home Economics and Guidance.

2. Teacher IV - Business Education; 8 years in present position; 10 years in agency; Female, age 54; No degree - State Certificate in Business Education; 42 credits.

3. Instructor of Cosmetology; 21 months in present position; 21 months in agency; Female, age 56; No degree - 6 credits toward a Standard Certificate.

4. Institution Complaint Investigation Officer; 2 months in present position; 3 years in agency as Corrections Officer II; Female, age 40; No degree.

5. Food Administrator; 4 years in present position; 13 years in agency; Male, age 58; 12 credits in Business Administration.

RESPONSES OF NOMINAL GROUP NO. 1

1. Inmate motivation. (X) (Pts. 2, 6, 10, 10) (T-28) (R-1)

2. Opportunities for work release after training is completed, either with jobs sent into the institution or on the outside. Salon setup for released inmates in Milwaukee---could use welfare mothers as clients. (Pts. 5, 6, 6, 9) (T-26) (R-2)

3. Inmates play workers against each other ---they tell different people different things. In this way, they are not making a concerted effort to find a solution. Lack of communication between departments---both information on inmates and ideas. Lack of communication within department. (Pts. 2, 4, 7, 9) (T-22) (R-3)

4. More updated equipment, such as electric typewriters, bookkeeping machines, data processing equipment to better meet the demands of the labor market. Also, more overhead projectors, screens and cassettes. Shorthand dictation equipment. (Pts. 5, 7, 10) (T-22) (R-3)

5. Should have a maximum security building to let the others live in peace. Also, there are too many women in one building. A separate room for the intermediate reading lab. Need storage for Cosmetology. (Pts. 2, 3, 5, 10) (T-20) (R-4)

6. Need part-time nurse to cover 3:30 - 9:00 p.m. and vacations. Need more staff for housing units in order that girls can be supervised outside their rooms, guidance counselor and production sewing teacher, post-natal care instructor, upholstering teacher, music and art instructors, plus more matrons. (XX) (Pts. 3, 8, 9) (T-20) (R-4)

7. Closer screening of inmates to determine their abilities in vocational and educational training. (Pts. 3, 8, 8) (T-19) (R-5)

8. Cosmetology students need to be invited by private schools and salons---if they could observe, they could realize what it takes to be in the job market. Students should go along with instructors to conferences---both instructors and students need to be invited. (X) (Pts. 4, 4, 10) (T-18) (R-6)

9. Lack of self-discipline and inability to accept orders on the part of inmates. (Pts. 9, 9) (T-18) (R-6)

10. Transportation to installations related to vocational training to motivate students and let them see places of employment in operation, tours, concerts, plays, demonstrations, conferences, and seminars. (XXX) (Pts. 1, 5, 7) (T-13) (R-7)

11. Lack of communication with the parole agents, lack of follow-up information from DVR. (XX) (Pts. 2, 5, 6) (T-13) (R-7)

12. Teachers need prep time for classwork and time for conferences with the inmates. Officers need time for inmate communication. (XX) (Pts. 6, 7) (T-13) (R-7)

13. Need Modes and Manners course, Job Interviewing course, Job Applications course, Consumer Education, Post-natal Care, Production Sewing, Upholstering, Waitressing. (XX) (Pts. 3, 8) (T-11) (R-8)

14. Want to work days versus nights---inmates don't respond as well. Are tired, want to watch TV. Wouldn't mind working some nights to teach those who want night classes or are on release during the day. Also, women lose some privileges because of not getting back to units until 8:30. (Pts. 1, 2, 7) (T-10) (R-9)

15. Don't want to be on the Discipline Committee, because I am a teacher. (Pts. 8) (T-8) (R-10)

16. Inmates want instant results without doing the work. (Pts. 3) (T-3)

17. More reference books in the library to expand on what they learn in the classroom. (Pts. 1, 1) (T-2)

18. Need speakers to come in to explain who to go to to find a job, explain taxes, speak on different industries, insurance, and deductions. (X) (Pts. 4, 4) (T-8)

19. Classes are too long to provide individual attention. (Pts. 1) (T-1)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 6 participants are involved in the academic education programs at the institution in the role of instructor or counselor.

1. Psychologist; 13 months in present position; 13 months in agency; Male, age 40; A.B., Philosophy; M.A., Psychology; Ph.D., Psychology.

2. Librarian-Teacher; 13 years in present position; 13 years, 6 months in agency; Female, no age indicated; B.S., English-Social Studies; 14 additional undergraduate and graduate credits.

3. Teacher; 1 year in present position; 1 year in agency; Male, age 28; B.S., Math and Chemistry.

4. Social Worker III; 8 years in present position; 8 years in agency; Female, age 30; B.S., Sociology and English; 15 graduate credits.

5. Physical Ed Teacher; 11 years in present position; 11 years in agency; Male, age 52; B.S., Physical Education.

6. Reading Lab Instructor; 1 year, 2 months in present position; 3 years, 3 months in agency; Female, age 56; B.A., Journalism; 24 graduate credits.

RESPONSES OF NOMINAL GROUP NO. 2

1. Need training programs for specific jobs such as Nursing, Nurses Aide, Waitress, Clerk, Cook, Related Food Services, Filing and factory-oriented jobs. (X) (Pts. 3, 7, 9, 9, 10) (T-38) (R-1)

2. Staff belief that punishment is the best way to change behavior. (XXX) (Pts. 3, 4, 4, 8, 9) (T-28) (R-2)

3. Need for goal-oriented program groups, particularly with adults. (Pts. 8, 9, 10) (T-27) (R-3)

4. We need Art, Music and Industrial Arts programs on grounds. (Pts. 2, 3, 5, 6, 7) (T-23) (R-4)

5. Lack of respect by staff towards the education programs. This is especially true of the non-professional staff. (Pts. 1, 1, 7, 9) (T-18) (R-5)

6. Unwillingness of staff to recognize that changes are necessary in corrections and that the old ways just don't work. (Pts. 3, 5, 10) (T-18) (R-5)

7. Present teaching hours---1:00 to 8:30 p.m.---not conducive to acquisition of remedial reading skills by slow learners. (XX) (Pts. 7, 10) (T-17) (R-6)

8. More library materials---books and audio-visual equipment. (Pts. 7, 8) (T-15) (R-7)

9. Tendency to develop and maintain petty rules which are unnecessary. (X) (Pts. 6, 9) (T-15) (R-7)

10. Great indifference on part of staff towards solving problems. (Pts. 4, 10) (T-14) (R-8)

11. Need funding for off-grounds trips, such as movies, plays, and institutions. (X) (Pts. 5, 8) (T-13) (R-9)

12. Need more emphasis motivation and funding for off-grounds educational programs. (Pts. 5, 8) (T-13) (R-9)

13. Should experiment with a furlough program for purpose of preparing people for parole. (Pts. 3, 8) (T-11) (R-10)

14. There is competition with TV for student involvement at night. (X) (Pts. 2, 2, 6) (T-10) (R-10)

15. Need more equipment for recreation---bats and balls, tennis and badminton rackets. (No Points)

16. Need better recreation area outdoors---for old and young. (Pts. 10) (R-10)

17. Not enough motivation is attempted or accomplished towards getting people into existing programs. (Pts. 3) (T-3)

18. Lack of involvement and interaction between classes. (Pts. 2, 4, 4) (T-10)

19. Education programs from other agencies should be brought into institution---speakers , and plays. (Pts. 1, 6) (T-7)

20. Need a middle-level English program. (Pts. 1) (T-1)

21. Staff hostility towards clients. (Pts. 1, 6) (T-7)

22. Not enough counseling done in vocational or drug areas. (Pts. 5). (T-5)

23. There is a belief in the need for retributive justice by society. (No Points)

24. As an educator, the extremely rigid and unnecessary rules de-motivate and emotionally upset clients so that education suffers. (Pts. 2, 7) (T-9)

25. We should not send sick women to class or send them to class directly from Discipline Committee. (Pts. 4, 6) (T-10)

26. Don't-rock-the-boat attitude by high administration discourages initiative or any activity whatsoever. (Pts. 2, 5) (T-7)

Total Points: 330

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CATEGORIZATION OF STAFF RESPONSES

WISCONSIN HOME FOR WOMEN - TAYCHEEDAH

Fond du Lac County

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Need for goal-oriented program groups, particularly with adults. (Pts. 8, 9, 10) (T-27) (R-3)

2. We need Art, Music and Industrial Arts programs on grounds. (Pts. 2, 3, 5, 6, 7) (T-23) (R-4)

3. Unwillingness of staff to recognize that changes are necessary in corrections and that the old ways just don't work. (Pts. 3, 5, 10) (T-18) (R-5)

4. Present teaching hours---1:00 to 8:30 p.m.---not conducive to acquisition of remedial reading skills by slow learners. (XX) (Pts. 7, 10) (T-17) (R-6)

5. Tendency to develop and maintain petty rules which are unnecessary. (X) (Pts. 6, 9) (T-15) (R-7)

6. Teachers need prep time for classwork and time for conferences with the inmates. Officers need time for inmate communication. (XX) (Pts. 6, 7) (T-13) (R-7)

7. Want to work days versus nights---inmates don't respond as well. Are tired, want to watch TV. Wouldn't mind working some nights to teach those who want night classes or are on release during the day. Also, women lose some privileges because of not getting back to units until 8:30. (Pts. 1, 2, 7) (T-10) (R-9)

8. Should experiment with a furlough program for purpose of preparing people for parole. (Pts. 3, 8) (T-11) (R-10)

9. Don't want to be on the Discipline Committee, because I am a teacher. (Pts. 8) (T-8) (R-10)

10. Classes are too long to provide individual attention. (Pts. 1) (T-1)

11. Need a middle-level English program. (Pts. 1) (T-1)

12. As an educator, the extremely rigid and unnecessary rules de-motivate and emotionally upset clients so that education suffers. (Pts. 2, 7) (T-9)

13. We should not send sick women to class or send them to class directly from Discipline Committee. (Pts. 4, 6) (T-10)

14. Don't-rock-the-boat attitude by high administration discourages initiative or any activity whatsoever. (Pts. 2, 5) (T-7)

[6] Communications: Inter and Intra-Agency

1. Staff belief that punishment is the best way to change behavior. (XXX) (Pts. 3, 4, 4, 8, 9) (T-28) (R-2)

2. Inmates play workers against each other ---they tell different people different things. In this way, they are not making a concerted effort to find a solution. Lack of communication between departments---both information on inmates and ideas. Lack of communication within departments. (Pts. 2, 4, 7, 9) (T-22) (R-3)

3. Lack of respect by staff towards the education programs. This is especially true of the non-professional staff. (Pts. 1, 1, 7, 9) (T-18) (R-5)

4. Lack of self-discipline and inability to accept orders on the part of inmates. (Pts. 9, 9) (T-18) (R-6)

5. Lack of communication with the parole agents, lack of follow-up information from DVR. (XX) (Pts. 2, 5, 6) (T-13) (R-7)

6. Great indifference on part of staff towards solving problems. (Pts. 4, 10) (T-14) (R-8)

7. There is competition with TV for student involvement at night. (X) (Pts. 1, 2, 2, 6) (T-11) (R-10)

8. Inmates want instant results without doing the work. (Pts. 3) (T-3)

9. Lack of involvement and interaction between classes. (Pts. 2, 4, 4) (T-10)

10. Staff hostility towards clients. (Pts. 1, 6) (T-7)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Closer screening of inmates to determine their abilites in vocational and educational training. (Pts. 3, 8, 8) (T-19) (R-5)

2. Not enough counseling done in vocational or drug areas. (Pts. 5) (T-5)

[10] Courses and Programs: Vocational and Technical

1. Need training programs for specific jobs such as Nursing, Nurses Aide, Waitress, Clerk, Cook, Related Food Services, Filing, and factory-oriented jobs. (X) (Pts. 3, 7, 9, 9, 10) (T-38) (R-1)

2. Need Modes and Manners course, Job Interviewing course, Job Applications course, Consumer Education, Post-natal Care, Production Sewing, Upholstering, Waitressing. (XX) (Pts. 3, 8) (T-11) (R-8)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. More updated equipment, such as electric typewriters, bookkeeping machines, data processing equipment to better meet the demands of the labor market. Also, more overhead projectors, screens and cassettes. Shorthand dictation equipment. (Pts. 5, 7, 10) (T-22) (R-3)

2. Should have a maximum security building to let the others live in peace. Also, there are too many women in one building. A separate room for the intermediate reading lab. Need storage for Cosmetology. (Pts. 2, 3, 5, 10) (T-20) (R-4)

3. More library materials---books and audio-visual equipment. (Pts. 7, 8) (T-15) (R-7)

4. More reference books in the library to expand on what they learn in the classroom. (Pts. 1, 1) (T-2)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Opportunities for work release after training is completed, either with jobs sent into the institution or on the outside. Salon setup for released inmates in Milwaukee---could use welfare mothers as clients. (Pts. 5, 6, 6, 9) (T-26) (R-2)

[22] Motivation

1. Inmate motivation. (X) (Pts. 2, 6, 10, 10) (T-28) (R-1)

2. Need more emphasis motivation and funding for off-grounds educational programs. (Pts. 5, 8) (T-13) (R-9)

3. Not enough motivation is attempted or accomplished towards getting people into existing programs. (Pts. 3) (T-3)

[24] Public Relations and Community Participation and Volunteers

1. Cosmetology students need to be invited by private schools and salons---if they could observe, they could realize what it takes to be in the job market. Students should go along with instructors to conferences---both instructors and students need to be invited. (X) (Pts. 4, 4, 10) (T-18) (R-6)

2. Need speakers to come in to explain who to go to to find a job, explain taxes, speak on different industries, insurance and deductions. (X) (Pts. 4, 4) (T-8)

3. Education programs from other agencies should be brought into institution---speakers, and plays. (Pts. 1, 6) (T-7)

4. There is a belief in the need for retributive justice by society. (No Points)

[25] Recreation and Social

1. Need funding for off-grounds trips, such as movies, plays, and institutions. (X) (Pts. 5, 8) (T-13) (R-9)

2. Need more equipment for recreation---bats and balls, tennis and badminton rackets. (No Points)

3. Need better recreation area outdoors---for old and young. (Pts. 10) (T-10)

[29] Staff

1. Need part-time nurse to cover 3:30 - 9:00 p.m. and vacations. Need more staff for housing units in order that girls can be supervised outside their rooms, guidance counselor and production sewing teacher, post-natal care instructor, upholstering teacher, music and art instructors, plus more matrons. (XX) (Pts. 3, 8, 9) (T-20) (R-4)

[30] Transportation

1. Transportation to installations related to vocational training to motivate students and let them see places of employment in operation, tours, concerts, plays, demonstrations, conferences, and seminars. (XXX) (Pts. 1, 5, 7) (T-13) (R-7)

WISCONSIN HOME FOR WOMEN - TAYCHEEDAH

Fond du Lac County

(Of the three correctional institutions within the Moraine Park District, two are located in Dodge County and one in Fond du Lac County.)

Number of Groups: 8 Total Participating: 44

CLIENT (INMATE) NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 6 female participants are Negro and achieved high scores on aptitude tests administered by the institution.

1. Female, 2 children, age 19 (Marital status not given); Last grade completed: 10; Last previous occupation: Factory work; Negro; 2½ months served in correctional institutions; Expected release date: Not indicated; Plans to live in Milwaukee, Wisconsin upon release; Desires to pursue secretarial work after release.

2. Single female, 2 children, age 23; High school graduate; 1 semester at University of Nebraska - Psychology and American Government; Last previous occupation: Cashier; Negro; 3 years, 2 months served in correctional institutions; Expected release date: February, 1973; Plans to live in Milwaukee, Wisconsin upon release; Will pursue Cosmetology after release.

3. Divorced female, 3 children, age 26; Last grade completed: 10; Apprentice Chef training; Last previous occupation: Cook; Negro; 1 year, 10 months served in correctional institutions; Expected release date: January, 1973; Plans to live in Milwaukee, Wisconsin upon release; Will pursue Chef Apprenticeship after release.

4. Single female, 2 children, age 23; Last grade completed: 11; Negro; 3 years, 1 month served in correctional institutions; Expected release date: Not indicated; Plans to live in Milwaukee, Wisconsin upon release; Desires to pursue clerk-typist training.

5. Single female, no children, age 24; High school graduate; 16 credits at University of Wisconsin - Fond du Lac Center in Social Welfare; Negro; 12 years, 10 months served in correctional institutions including juvenile detention; Expected release date: March, 1975; Plans to live in Madison, Wisconsin upon release; Will pursue M.S. degree in Social Work.

6. Female, no children, age 20 (Marital status not given); Last grade completed: 9; Last previous occupation: Dancer; Negro; 9 months served in correctional institutions; Expected release date: September, 1973; Plans to live in Milwaukee, Wisconsin upon release; Will pursue secretarial career.

RESPONSES OF NOMINAL GROUP NO. 1

1. Women shouldn't be locked up twenty-four hours. Go to rest room when they have to go. (XXX) (Pts. 3, 4, 8, 10, 10) (T-35) (R-1)

2. Women should be able to socialize more at the institution to lessen the internal hostile feelings among each other. (XX) (Pts. 5, 6, 9, 9) (T-29) (R-2)

3. More freedom to socialize with people from outside---socialize with men from other institutions. (Pts. 6, 10, 10) (T-26) (R-3)

4. Should have recreation area and ability and time to socialize in houses. (X) (Pts. 3, 4, 6, 8) (T-21) (R-4)

5. Can't get help from other inmates; for example, just talking to one another. Administration won't let inmates help each other---with classwork or other problems. (X) (Pts. 6, 7, 7) (T-20) (R-5)

6. Blacks would like the opportunity to be able to communicate with people from their community--talks, clubs, and bands. (XXX) (Pts. 2, 6, 10) (T-18) (R-6)

7. Need financial aid after one leaves the institution. (X) (Pts. 2, 5, 10) (T-17) (R-7)

8. More demonstrations and experiments during classes, so students can truly understand what is being taught. (Pts. 8, 9) (T-17) (R-7)

9. Work too many hours for $ .50 a day---better wages. Shouldn't have to work seven days a week. (XXXXX) (Pts. 4, 4, 7) (T-15) (R-8)

10. More women should be able to go off-grounds for training programs. (XX) (Pts. 5, 9) (T-14) (R-9)

11. Get rid of Pat Pajane. (Pts. 7, 7) (T-14) (R-9)

12. Freedom to buy as many cigarettes as inmates can afford. Better food and sell pop and canned meat at Canteen. Blacks want more soul food. (XXX) (Pts. 1, 9) (T-10) (R-10)

13. Want Black instructors, courses and matrons. (XXX) (Pts. 2, 8) (T-10) (R-10)

14. Freedom to take a bath whenever they want---want own douche bag. (Pts. 1, 9) (T-10) (R-10)

15. Client feeling she doesn't belong at the institution in the first place. (Pts. 1) (T-1)

16 Women should be able to pick courses they want. (XX) (No Points)

17. Women on medication shouldn't have to be responsible for work assignments. Matrons make women work when they know women are sick or on medication. Matrons don't seem to care. (XX) (Pts. 5) (T-5)

18. Women have problems worrying about their children outside. (No Points)

19. Women should have a different schedule than what they have. Classes from 10:00 - 4:00. Want all nights given to recreation and not be locked up, recreation be optional, need juke box, pool tables. (XXX) (Pts. 4) (T-4)

20. Inmates want freedom to share things like cigarettes, without getting conduct reports. (Pts. 2, 2) (T-4)

21. Beauty school here don't have make-up and equipment for Blacks. Also want Black teacher---wigs, hot pants. Blacks should be able to work on their hair and more Blacks to work in beauty shop. Able to wear what we want with certain limitations and want to have more outfits. (XXX) (Pts. 3, 6) (T-9)

22. Can't have personal articles like pressure can hair spray, body oils, sent up or bought here. (No Points)

23. Have to wait too long to get in program; thus, lose interest. (No Points)

24. Want to be in Cosmetology program before inmates go before Board, but a big waiting list---going to effect Board decision if not enrolled. (Pts. 8) (T-8)

25. Women should be informed of programs they can enter after they get out. (No Points)

26. Matrons hassle you when they know you go before the Board so you have a bad report. (Pts. 4, 5) (T-9)

27. Want to be treated like women---matrons treat women too harsh at times. (Pts. 1, 3) (T-4)

28. Blacks always get dirty jobs while whites get better jobs. (Pts. 1) (T-1)

29. Only way you can get off the grounds is if you scrub the building---Black women already know how to scrub. (Pts. 3, 5) (T-8)

30. Matrons are prejudiced against Blacks. (No Points)

31. Conduct Committee should be abolished---matrons add more than just facts on the conduct report. (Pts. 1, 8) (T-9)

32. Freedom to smoke when and where you please. (Pts. 3) (T-3)

33. Freedom for inmates to share clothes and records. (No Points)

34. Conflicts between inmates should be solved, if possible, by those inmates having the conflict. (No Points)

35. Matrons should not check rooms---want more privacy. (Pts. 7) (T-7)

36. Want freedom to change underwear seven days a week and their choice of underwear to wear. (Pts. 2) (T-2)

Total Points: 330

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 4 female participants are Negro and achieved average to high scores on aptitude tests administered by the institution.

1. Single female, 1 child, age 20; Last grade completed: 11; Last previous occupation: Day care center; Negro; 2 years, 6 months served in correctional institutions; Expected release date: November, 1973; Plans to live in Milwaukee, Wisconsin upon release; Will pursue Cosmetology career.

2. Single female, 1 child, age 24; High school graduate; Completed Cosmetology program - presently taking Economics college-level course; Last previous occupation: Inventory stock clerk; Negro; 1 year, 11 months served in correctional institutions; Expected release date: January, 1973; Plans to live in Milwaukee, Wisconsin upon release; Desires to pursue career in Social Work or Criminal Law.

3. Single female, 2 children, age 20; Last grade completed: 10; Last previous occupation: 2nd cook in hospital; Negro; 7 months served in correctional institutions; Expected release date: Not indicated; Indicated no plans for place of residence after release; Desires to pursue Math teaching or Data Processing training.

4. Single female, 1 child, age 23; High school graduate; Completed Key Punch training - Career Training Institutions; Last previous occupation: Cashier; Negro; 1 year, 6 months served in correctional institutions; Expected release date: January, 1973; Plans to live in Milwaukee, Wisconsin upon release; Plans to pursue Key Punch job.

RESPONSES OF NOMINAL GROUP NO. 2

1. Want more teachers and more educational counseling---inadequate staff to meet individual needs. (XXX) (Pts. 2, 5, 8, 10) (T-25) (R-1)

2. Parole Board prejudiced against race and they don't consider any accomplishments---stereotype according to your record. (X) (Pts. 2, 10, 10) (T-22) (R-2)

3. Administration stereotypes you, holds grudges, and don't forgive mistakes. (XXX) (Pts. 3, 8, 9) (T-20) (R-3)

4. Want high school courses---all that are needed for a diploma. (XXX) (Pts. 8, 9) (T-17) (R-4)

5. Administration says you have to take what they want you to take and not what you personally want to take. (X) (Pts. 6, 9) (T-15) (R-5)

6. Want college level courses: Economics, Math, English, Psychology, Physics, Business Administration, and Political Science. (X) (Pts. 6, 7) (T-13) (R-6)

7. Administration encourages racial problems---publicize them too much. (Pts. 6, 7) (T-13) (R-6)

8. Inmates hesitate to start program as they won't release you until the program is completed. (X) (Pts. 5, 7) (T-12) (R-7)

9. They discourage educational advancement by having courses at night after a full day of work---can't think as an individual. (XXX) (Pts. 10) (T-10) (R-8)

10. Won't allow financial assistance from outside or inside. (X) (Pts. 9) (T-9) (R-9)

11. Want a job placement service. (X) (Pts. 4, 4) (T-8) (R-10)

12. More group contact, especially for recreation. (Pts. 8) (T-8) (R-10)

13. Be able to take courses outside. (X) (Pts. 3) (T-3)

14. Prejudice in class placement and also race prejudice. (XX) (Pts. 3, 4) (T-7)

15. Classes from 8:00 a.m. to 3:00 p.m. instead of night classes. (XXX) (Pts. 7) (T-7)

16. Racial prejudice by administration in everyday procedures. (XX) (No Points)

17. Prejudice in selecting tutors to help Black students. (X) (Pts. 1, 1, 5) (T-7)

18. They don't let people who are willing to help without pay come in to help. (Pts. 1) (T-1)

19. Need more reference books and more educational equipment. (Pts. 1) (T-1)

20. Downgrade whites who have close association with Blacks---encourage segregation. (No Points)

21. Staff treats inmates as dogs. (X) (Pts. 6) (T-6)

22. Want to handle own finances. Staff does not explain where my money has gone. Charge too much for damaged property. (XX) (Pts. 5) (T-5)

23. Discourages you from acting as an adult individual---we have no responsibilities. (No Points)

24. Too much time before problem requests are answered. (X) (Pts. 2, 2) (T-4)

25. Too many petty rules in institution. (Pts. 3, 4) (T-7)

Total Points: 220

COMPOSITION OF NOMINAL GROUP NO. 3

Criteria for Homogenous Grouping: All 5 female participants achieved high scores on aptitude tests administered by the institution.

1. Married female, 1 child, age 32; High school graduate; Key Punch training - Moraine Park Technical Institute-Fond du Lac; Last previous occupation: Teaching modeling and baton twirling; Half-Indian; 3 months served in correctional institutions; Expected release date: May or June, 1973; Plans to live in Fond du Lac, Wisconsin upon release; Desires to pursue Practical Nursing or Programming training.

2. Divorced female, 2 children, age 22; High school graduate; 2 years La Salle University, Chicago - Psychology; Last previous occupation: Nursing assistant; Caucasian; 3 months served in correctional institutions; Expected release date: May, 1973; Plans to live in Juneau, Wisconsin upon release; Will pursue Nursing career.

3. Single female, no children, age 20; High school graduate; Last previous occupation: Assembly worker; Caucasian; 8 months served in correctional institutions; Expected release date: January, 1974; Plans to live in Milwaukee, Wisconsin upon release; Will pursue career as a Baker.

4. Single female, no children, age 26; High school graduate; B.B.A., M.B.A., Major in Management from Cleveland State University and Northern Illinois University; Last previous occupation: Teacher; Caucasian; 2 months served in correctional institutions; Expected release date: June or November, 1973; Plans to live in Milwaukee, Wisconsin upon release; Will pursue more education in Management and Business, perhaps, Ph.D. in Business Administration.

5. Single female, no children, age 24; High school graduate; 9 credits from University of Wisconsin - Oshkosh - Major in Political Science; Last previous occupation: Nurses aide; Caucasian; 3 years, 3 months served in correctional institutions; Expected release date: January or April, 1973; Plans to live in Milwaukee, Wisconsin upon release; Desires to pursue career in Tailoring.

RESPONSES OF NOMINAL GROUP NO. 3

1. Off-grounds visitation with family and friends. (Pts. 2, 4, 9, 10, 10) (T-35) (R-1).

2. Finding and keeping a job that recognizes skills held because of record and parole officer interference. (XX) (Pts. 7, 9, 10) (T-26) (R-2)

3. Legal discrimination by occupation in certain fields because I have been in a correctional institution. (Pts. 4, 6, 7) (T-17) (R-3)

4. Make entrance applications for Vocational School more available before and after release. (Pts. 8, 8) (T-16) (R-4)

5. Confidentiality of inmates' personal life should be protected before and after release. (Pts. 3, 6, 7) (T-16) (R-4)

6. Purchase of soda pop or beer by inmates in limited quantities. (Pts. 4, 6, 6) (T-16) (R-4)

7. Treated like children. (Pts. 1, 3, 5, 7) (T-16) (R-4)

8. Individualized rehabilitation programs for people with special problems. (X) (Pts. 5, 10) (T-15) (R-5)

9. Financial support for living while attending school after release. (Pts. 5, 10) (T-15) (R-5)

10. Paid incentive for attending rehabilitative programs. (Pts. 2, 2, 9) (T-13) (R-6)

11. Why do parole officers have to tell employees of inmate records? (X) (Pts. 2, 8) (T-10) (R-7)

12. Advanced training in tailoring or any other programs in the institution. (Pts. 9) (T-9) (R-8)

13. Discrimination by personality in the institution for jobs and courses. (Pts. 9) (T-9) (R-8)

14. Opportunity for off-grounds community contact. (Pts. 1, 4, 4) (T-9) (R-8)

15. Ombudsman for inmates. (XXXX) (Pts. 1, 8) (T-9) (R-8)

16. Employees provided to do institution work so there will be time for study or rehabilitation programs. (Pts. 8) (T-8) (R-9)

17. Private family visits. (Pts. 1, 6) (T-7) (R-10)

18. Family counseling. (Pts. 7) (T-7) (R-10)

19. No way to get to know what the rules or opportunities are for inmates, especially for off-grounds or correspondence study. (XX) (Pts. 3, 3) (T-6)

20. Institution hours spent on apprenticeship not recognized upon release. (No Points)

21. Guilty until proven innocent syndrome for inmates. (Pts. 5) (T-5)

22. Clothing restrictions. (Pts. 5) (T-5)

23. Flexibility in class attendance for chosen classes. No punishment for dropping classes. (Pts. 1) (T-1)

24. Nylon allowance for jobs where hose is required. (No Points)

25. Private counseling for resolving of problems that are personal or between inmates. (Pts. 2) (T-2)

26. Staff fosters tension between inmates and staff. (Pts. 3) (T-3)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 4

Criteria for Homogenous Grouping: All 6 female participants are Caucasian and achieved average to high scores on aptitude tests administered by the institution.

1. Single female, no children, age 28; Last grade completed: 10; 1437 hours of 1500 required hours completed in Cosmetology program; Last previous occupation: Waitress; Caucasian; 1 year, 3 months served in correctional institutions; Expected release date: February, 1973; Indicated no plans for place of residence after release; Will pursue Cosmetology career.

2. Single female, 1 child, age 21; High school graduate - 3 credits in English Literature; Last previous occupation: Cook; Caucasian; 3 years served in correctional institutions; Expected release date: February, 1973; Plans to live in Superior, Wisconsin upon release; Will pursue writing career after completing English major in college.

3. Divorced female, 7 children, age 35; Last grade completed: 7; Last previous occupation: Housewife; Caucasian; 6 months served in correctional institutions; Expected release date: June, 1974; Plans to live in Elkhorn, Wisconsin upon release; Indicated no plans for further education or training.

4. Married female, 1 child, age 24; High school graduate, 36 credits University of Wisconsin-Marathon County and University of Wisconsin-Fond du Lac Center - Major: Anthropology; Last previous occupation: Public relations; Caucasian; 5 months served in correctional institutions; Expected release date: May, 1973; Plans to live in Fond du Lac, Wisconsin upon release; Plans to obtain a teaching certificate after completing degree in Anthropology and open a free school with her husband.

5. Divorced female, 2 children, age 22; High school graduate, 1 year+ at Phoenix City College - Major: Social Science; Last previous occupation: None indicated; Caucasian; 3 months served in correctional institutions; Expected release date: July, 1973; Plans to live in Hammond, Indiana upon release; Will return to college and work as a Key Punch operator in the meantime.

6. Single female, 2 children, age 23; High school graduate; 174 hours completed out of 1500 required in Cosmetology program; Last previous occupation: Waitress; Caucasian; 9 months served in correctional institutions; Expected release date: April, 1973; Plans to live in Milwaukee, Wisconsin upon release; Will complete Cosmetology school and pursue a license in electrolysis. Also will take business courses to prepare to own her own shop.

(NOTE: There were 6 women in Nominal Group No. 4 who gave responses. However, one of them refused to rank responses or give points so only 5 respondents are indicated in the ranking.)

RESPONSES OF NOMINAL GROUP NO. 4

1. Cosmetology program needs to include hairstyling instruction, needs updating, demonstrations, and off-grounds trips. Seniors get most experience working on girls---others get little. Inmates should have a choice of who works on them. Should teach the whites to do Blacks' hair and vice-versa. (XXX) (Pts. 6, 6, 7, 10) (T-29) (R-1)

2. Need an R.N. on duty 24 hours. (Pts. 4, 8, 10) (T-22) (R-2)

3. No contact with four year-old daughter in a foster home 400 miles away. No visits or pictures. Want emergency furloughs. Want more than one phone call per month . . . . . they are collect. Social worker is too damn slow in arranging family visits and we must request it. (Pts. 10, 10) (T-20) (R-3)

4. Want information on where to get help with child care, a home and finances when release. (Pts. 9, 10) (T-19) (R-4)

5. Not enough programs. Need Music, Art, Journalism, Languages, Interior Decorating, Floral Design, Modeling, and Health courses such as Hygiene, First Aid and for pregnant girls. (XXXX) (Pts. 3, 3, 5, 5) (T-16) (R-5)

6. Can't get medications on request and if you get medication while here, it is held against you at your Board. Need request slips for aspirin. (Pts. 4, 5, 7) (T-16) (R-5)

7. They start inmates in programs which we sometimes cannot complete here or on the outside when paroled, like Cosmetology. (Pts. 6, 6) (T-12) (R-6)

8. Don't think we should have a dress code in the beauty shop. Nylons too expensive. (Pts. 3, 9) (T-12) (R-6)

9. Matrons should treat us as women---not as children. (Pts. 3, 9) (T-12) (R-6)

10. Lack of instructors at WHW in GED, Cosmetology and Business Education. One teacher has to teach too many courses at once---not enough time for teacher to spend for individual instruction. (XXX) (Pts. 1, 2, 7) (T-10) (R-7)

11. Only allowed five outfits, two pair of shoes and one coat. (Pts. 2, 4, 5) (T-11) (R-7)

12. Need recreational activities and time to recreate---can't talk to each other during the day and only one hour on week-ends. Causes a lack of communication of inmates. (Pts. 4, 5) (T-9) (R-8)

13. They read our mail---are only supposed to open it for contraband. It also causes a great delay in receiving. (Pts. 9) (T-9) (R-8)

14. They segregate Blacks and whites---they don't like them to associate. They cause race problems. (Pts. 9) (T-9) (R-8)

15. Some of us are accused of taking drugs while at WHW and we are not. (Pts. 8) (T-8) (R-9)

16. Typing should not be a prerequisite to Data Processing. It is not on the outside. (Pts. 8) (T-8) (R-9)

17. Want help with money management. (Pts. 8) (T-8) (R-9)

18. Would like sponsored contests for writing. Could be through an institution newspaper. (Pts. 8) (T-8) (R-9)

19. Want legal advice. (Pts. 7) (T-7) (R-10)

20. Wisconsin law does not allow a felon to get many licenses, such as bartender, hunting, fishing, cosmetology---must get a pardon to practice. (Pts. 7) (T-7) (R-10)

21. Only girls that get visits can get soda pop. Are only allowed one carton of cigarettes a week and no borrowing is allowed. Only persons getting visits on Sundays can have their picture taken. Can't keep personal things like record players, unless they think you have room for it. Cannot receive things like cosmetics from your family through the mail---must buy it at the Canteen. Petty rules and regulations---can't go to bathroom at night and can only clean room once a week. (Pts. 1,1, 1) (T-3)

22. Need child care so I can go to school when released. Need care for a child under two year. (No Points)

23. Food is not good. If a vegetarian, you can't eat here. (No Points)

24. Materials in Cosmetology program are used and some donated materials for sewing just sit. (No Points)

25. Not enough contact with parole officers. (Pts. 2) (T-2)

26. Want the results of the Nominal Groups made available to inmates. (No Points)

27. Should be able to associate with ex-cons on the outside when released. (Pts. 6) (T-6)

28. We should be allowed to have more outside groups in, like bowling teams to play against and people for dances. (Pts. 2, 4) (T-6)

29. Transportation to school. Parole officers often do not allow women to take drivers tests or renew ones they have. (Pts. 3) (T-3)

30. Can't receive books or magazines from home and there are books we cannot read. (Pts. 1, 2) (T-3)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 5

Criteria for Homogenous Grouping: All 6 female participants are Negro and achieved average scores on aptitude tests administered by the institution.

1. Single female, 2 children, age 22; Last grade completed: 10; Last previous occupation: File clerk; Negro; Length of time served in correctional institutions: Not stated; Expected release date: 1974; Plans to live in Milwaukee, Wisconsin upon release; Desires to work with animals after release.

2. Female, 2 children, age 24 (Marital status not given); Last grade completed: 9; Last previous occupation: None indicated; Negro; 1 year, 6 months served in correctional institutions; Expected release date: February, 1973; Plans to live in Beloit, Wisconsin upon release; Indicated no plans for further education or training after release.

3. Female, 1 child, age 29 (Marital status not given); Last grade completed: 9; Last previous occupation: None indicated; Negro; 1 year, 9 months served in correctional institutions; Expected release date: Not indicated; Indicated no plans for place of residence or further education after release.

4. Single female, 3 children, age 29; Last grade completed: 9; Last previous occupation: Steam presser; Negro and Spanish origin; 4 years served in correctional institutions; Expected release date: Not indicated; Plans to live in Milwaukee, Wisconsin upon release; Desires to pursue Cosmetology career after release.

5. Single female, 2 children, age 27; Last grade completed: 11; Last previous occupation: None indicated; Negro; Time served in correctional institutions: Not stated; Expected release date: Not indicated; Indicated no plans for place of residence or further education after release.

6. Single female, 1 child, age 22; Last grade completed: 10; Last previous occupation: None indicated; Negro; 8 years, 5 months served in correctional institutions; Expected release date: Not indicated; Plans to live in Milwaukee, Wisconsin upon release; Desires to pursue music, modeling and dancing career after release.

RESPONSES OF NOMINAL GROUP NO. 5

1. Equal rights for Black ladies to receive equal privileges as white ladies in honor building---if honor building is not considered equal for all, it should be abolished. (XXXXX) (Pts. 5, 6, 7, 9, 9, 9) (T-45) (R-1)

2. If young ladies are granted week-end furloughs, it should be more so for adult women so they can go home to husband and children---should be granted or daily passes. Stress this! (XXXXX) (Pts. 9, 10, 10, 10) (T-39) (R-2)

3. Why do Black women do more time than white women---attitudes about the same. (X) (Pts. 5, 7, 9, 10) (T-31) (R-3)

4. Everyone should be treated like women---not like criminals. (XXXX) (Pts. 2, 2, 6, 8) (T-18) (R-4)

5. Visiting privileges shouldn't be limited as long as within rules of institution. (XX) (Pts. 4, 6, 8) (T-18) (R-4)

6. Why do Black girls have to go to the Board before they can get a job off-grounds? White girls can work off-grounds before they go before the Board. (XX) (Pts. 1, 1, 5, 8) (T-15) (R-5)

7. Why can't women receive training programs that the women are interested in rather than what administration wants---or what is available. (XXXX) (Pts. 4, 10) (T-14) (R-6)

8. When Black women go to beauty parlor, why can't a Black lady do it or let her do it herself? Need more Black cosmetics; need more Black cosmetologists. (XXXXX) (Pts. 2, 3, 3, 6) (T-14) (R-6)

9. Board shouldn't look at the educational experience a woman has but rather decide to release an inmate by looking at inmate's conduct and as an individual. (XXXX) (Pts. 5, 8) (T-13) (R-7)

10. Why are the doors locked---can't even go to bathroom when women want to---when the other building doors are open at all times? (XXXXX) (Pts. 3, 9) (T-12) (R-8)

11. Girls that work off-grounds and work overtime don't get time-and-a-half pay for that work---plus they pay for room and board when they shouldn't, because state budget takes care of them---should be able to save up for when they get out. Also, end up paying for transportation, food and clothes. (XXXXX) (Pts. 4, 8) (T-12) (R-8)

12. Understanding of a Black by staff---when a Black gets angry and is trying to stress a point, it's natural for Black to be louder than for a white---thus, staff thinks Black is shouting at staff---Black shouldn't be considered as trying to be spiteful. (Pts. 2, 10) (T-12) (R-8)

13. Why can't inmates buy stuff and save it so they have something when they're released, like clothes and shoes. (Pts. 1, 4, 7) (T-12) (R-8)

14. Anybody you write to should be able to visit you. (Pts. 2, 8) (T-10) (R-9)

15. Inmates and staff talk about and hassle you when one tries to be good and go straight while at institution---don't have freedom to express your feelings or speak. (XX) (Pts. 3, 5) (T-8) (R-10)

16. When women have to stay longer, why can't they have longer visiting privileges. (XX) (Pts. 1, 7) (T-8) (R-10)

17. When there is a hassle between inmates why can't inmates themselves iron the problem out. (Pts. 3, 5) (T-8) (R-10)

18. Why the conduct reports for rules which certain staff enforce and other staff don't---abolish signing conduct report papers. (XXXXX) (Pts. 1) (T-1)

19. When you hate whites, why are black ladies forced to hide feelings or fear losing job? (No Points)

20. Why do persons that violate parole do more time than next person that violates and comes back in and does less time---want equal amount of time for all. (XX) (Pts. 7) (T-7)

21. Younger ladies should be treated differently than older ladies---young girls should be put with young girls and not older women---learning too much from older women. (X) (Pts. 6) (T-6)

22. Privilege to marry at institution and have the husband stay at least one day. (Pts. 3) (T-3)

23. Promises that have been overlooked---promised that I could work off-grounds 4 years ago but as of yet, haven't. (XX) (Pts. 7) (T-7)

24. Women should be able to walk and pick up things without tickets---not treated like children with tickets required to pick up educational book. (X) (No Points)

25. Able to smoke whenever and wherever we want as long as it's at a reasonable time and place. (XX) (Pts. 4) (T-4)

26. Inmates should be able to have as many outfits of clothes as they wish. (XX) (Pts. 2, 4) (T-6)

27. Mail shouldn't be censored---both mail in and out.. (Pts. 1, 6) (T-7)

Total Points: 330

COMPOSITION OF NOMINAL GROUP NO. 6

Criteria for Homogenous Grouping: All 5 female participants are Negro and achieved average scores on aptitude tests administered by the institution.

1. Single female, 3 children, age 19; Last grade completed: 10; Last previous occupation: Nurses aide; Negro; 2 months served in correctional institutions; Expected release date: July, 1973; Indicated no plans for place of residence; Desires to learn to become a secretary.

2. Single female, 3 children, age 27; Last grade completed: 9; Last previous occupation: None indicated; Negro; 4 years served in correctional institutions; Expected release date: June, 1973; Plans to live in Milwaukee, Wisconsin upon release; Indicated no plans for further education or training after release.

3. Divorced female, no children, age 22; Last grade completed: 9; Last previous occupation: Family day care worker; Negro; 5 months served in correctional institutions; Expected release date: April, 1973; Plans to live in Milwaukee, Wisconsin upon release; Will pursue Data Processing training after release.

4. Married female, 3 children, age 29; Last grade completed: 10; Last previous occupation: None indicated; Negro; 5 months served in correctional institutions; Expected release date: April, 1973; Will live in Milwaukee, Wisconsin upon release; Indicated no plans for further education or training after release.

5. Married female, 4 children, age 30; Last grade completed: 8; Last previous occupation: Production worker; Negro; Length of time served in correctional institutions: Not stated; Expected release date: Not indicated; Plans to live in Milwaukee, Wisconsin upon release; Indicated no plans for further education or training after release.

RESPONSES OF NOMINAL GROUP NO. 6

1. You should be able to keep what your visitors bring---especially products you can buy in Canteen. (Pts. 1, 5, 6, 6, 10) (T-28) (R-1)

2. They shouldn't close Taycheedah Home for Women. (XX) (Pts. 8, 9, 10) (T-27) (R-2)

3. Employers won't hire a person with a prison record---records should be kept private. (Pts. 5, 10, 10) (T-25) (R-3)

4. Racial prejudice by instructor in beauty shop, nurses. (XX) (Pts. 4, 4, 7, 8) (T-23) (R-4)

5. Everyone should be given a test to determine if they are on drugs---then when you go to psychiatrist or doctor, you can get medicine when you're sick. Also, they shouldn't give out medicine as freely when person doesn't need it. (XXXX) (Pts. 1, 4, 6, 9) (T-20) (R-5)

6. Want to personally receive welfare money and send it to kids directly, so I know they are being taken care of. (XX) (Pts. 7, 9) (T-16) (R-6)

7. Want to be able to handle my own money---we are being cheated out of wages. (Pts. 7, 8) (T-15) (R-7)

8. Should be able to wear clothes we want to wear and have more clothes. (Pts. 3, 3, 9) (T-15) (R-7)

9. Should be able to have weekend passes on holidays to be with family. Also, should be able to have visitors on holidays. (XXXX) (Pts. 7, 7) (T-14) (R-8)

10. Need more staff---matrons and teachers. (XXXX) (Pts. 2, 5, 6) (T-13) (R-9)

11. Want to be treated as an adult by the matrons. (Pts. 3, 9) (T-12) (R-10)

12. Parole Board forces you to do things before they will release you like get a divorce or give up kids. (XX) (Pts. 10) (T-10)

13. Too much stress on little offenses and ignore bigger ones---sneak cigarettes, can't give food or objects away that are your own. (XXX) (Pts. 2) (T-2)

14. Want course in Production Sewing and Business. (X) (Pts. 2, 4) (T-6)

15. Administration forces you into classes you don't want to be in---you can't take courses you want. (X) (No Points)

16. All rules should apply equally to all inmates. (Pts. 5) (T-5)

17. Social gatherings for inmates to diminish hostility and jealousy. (X) (Pts. 3, 8) (T-11)

18. Colors of room walls and furniture should go together. (No Points)

19. Need more food and decent food. (XXX) (Pts. 1) (T-1)

20. Need a Hygiene program. (XXXX) (Pts. 2, 3) (T-5)

21. Shouldn't be able to screen our personal letters. (Pts. 6) (T-6)

22. Something should be done about homosexual problem---counselsing, visits with husbands. (Pts. 2, 8) (T-10)

23. Prejudice in job distribution inside prison. (Pts. 4) (T-4)

24. Shouldn't publicize our crimes in the newspapers---especially minor ones. (Pts. 1) (T-1)

25. Person shouldn't be given a prison term for being drunk---help them rehabilitate. (No Points)

26. You can't benefit from classes, as too much work is required of inmates and we are too tired. (Pts. 1, 5) (T-6)

27. Matrons encourage you to get mad and blow your top. (No Points)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 7

Criteria for Homogenous Grouping: All 6 female participants achieved high scores on aptitude tests administered by the institution.

1. Married female, 4 children, age 31; High school graduate; Last previous occupation: Housewife; Indian; 5 years, 9 months served in correctional institutions; Expected release date: February, 1974; Plans to live in Milwaukee, Wisconsin upon release; Plans to become a mortician after release.

2. Married female, 5 children, age 33; High school graduate; Last previous occupation: Store clerk; Caucasian; 8 months served in correctional institutions; Expected release date: August, 1973; Plans to live in New Auburn, Wisconsin upon release; Desires to become an LPN or enter Social Work after release.

3. Separated female, 3 children, age 44; High school graduate; also cook and dietician apprenticeship; Last previous occupation: Cook and dietician; Caucasian; 3 months served in correctional institutions; Expected release date: July, 1973; Plans to live in Racine, Wisconsin or Kenosha, Wisconsin upon release; Will pursue dietary and lab training after release.

4. Divorced female, 6 children, age 35; High school graduate; Last previous occupation: Waitress; Caucasian; 2 years, 5 months served in correctional institutions; Expected release date: May, 1973; Plans to live in Kenosha, Wisconsin upon release; Will study interior design after release.

5. Married female, 2 children, age 30; High school graduate; 8 week course at MPTI - Key Punch; Chef Apprentice at WHW; Last previous occupation: Waitress; Caucasian; 8 months served in correctional institutions; Expected release date: June, 1973; Plans to live in Milwaukee, Wisconsin upon release; Plans to finish apprenticeship and go to college if possible after release.

6. Divorced female, no children, age 26; High school graduate; Last previous occupation: Bartender; Caucasian; 1 year, 1 month served in correctional institutions; Expected release date: 1976 (No specific month indicated); Plans to live in Eau Claire, Wisconsin upon release; Indicated no plans for further education or training after release.

RESPONSES OF NOMINAL GROUP NO. 7

1. Lack of vocational training in this institution, such as Dietician courses, Nursing, all Health Occupations, Interior Design, Arts and Crafts, Social Service work, Checker-Cashier, Switchboard Operator, Cosmetology for Mortician, Food Services. (XXXXX) (Pts. 3, 5, 5, 6, 9, 10) (T-38) (R-1)

2. We need help in getting jobs when we get out of here. (Pts. 2, 6, 7, 8, 10) (T-33) (R-2)

3. The Parole Board is not familiar enough with a person to make decisions---all they go on is what the social worker and matrons say---our lawyer should be present at the Board hearing. (Pts. 3, 3, 8, 9, 9) (T-32) (R-3)

4. We are given no responsibility and are treated as children, robotism, told when to get up and when to go to bed. This does not prepare inmates for responsibility on the outside. (Pts. 1, 4, 4, 7, 10) (T-26) (R-4)

5. Too many rigid and petty rules in the institution, such as white socks turned half-way down, hair style and jewelry cannot conform to the ethnic background, cannot practice your culture, cannot touch another inmate, no joviality between inmates, they put people together who don't get along, rather than with friends, we are required to have escorts to night classes, any mistake made puts you in trouble, we have no written set of rules for the institution and we don't know we made a mistake until it's too late, the rules depend upon the individual matron---they all make up their own, if you ask to see the rules you are asking for trouble and can be written up. (Pts. 3, 3, 4, 8, 8) (T-26) (R-4)

6. More off-ground OJT and education programs. (XXX) (Pts. 6, 9, 10) (T-25) (R-5)

7. Need more teachers in the institution in all areas. (XX) (Pts. 2, 5, 5, 10) (T-22) (R-6)

8. Need more follow-up and assistance in completing program started in the institution when we leave. (XXX) (Pts. 4, 9, 9) (T-22) (R-6)

9. We are not allowed to show any compassion between inmates. We cannot share anything. We cannot rap with others or have any outlet for getting things out of our system. (Pts. 7, 7) (T-14) (R-7)

10. We should be allowed to visit relatives in other correctional institutions more often. (Pts. 5, 7) (T-12) (R-8)

11. We need more cooperation and understanding from the community, but the institution holds it back because they don't want it. (Pts. 1, 10) (T-11) (R-9)

12. We can't even get the money we earned when we leave here without going through our parole officer. (Pts. 1, 2, 7) (T-10) (R-10)

13. Need more college level courses---not correspondence---in Business Administration, Social Sciences, English, History, Psychology, and Math. (XXX) (No Points)

14. Incoming and outgoing mail is censored; my husband, lawyer and parents have written and I have not received the mail. Also, all my outgoing mail is not forwarded. Institution authorities not only read the mail, but gossip about the contents. (Pts. 2, 6) (T-8)

15. Need transportation to get off-ground jobs and education. (Pts. 8) (T-8)

16. Need more drug rehabilitation. (Pts. 8) (T-8)

17. Everyone gets $ .50 per day---some for going to school, some for working one to two hours, some for eight hours. This is not fair---we should have incentive pay for the type of work performed and how much work performed. (Pts. 1, 2, 6) (T-9)

18. We should be allowed to have visitors other than family members. (No Points)

19. Matrons and correctional officers should have more education and training in their field so they can help to deal with the problems---they are too old and lack understanding and compassion. (Pts. 4) (T-4)

20. The main reason I am here now is because all agencies I had contact with just passed the buck---they were only interested in getting their paychecks. (Pts. 5) (T-5)

21. The staff here does not want to see you paroled because you are just one less to take care of and they are worried about losing their jobs and shutting this place down. (No Points)

22. Honest records are not kept on our money ---we get ripped off and no one has to account for it. (Pts. 4) (T-4)

23. We should not have to pay excessive amounts for room and board when we work off-grounds because we have to work on-grounds also. (Pts. 1) (T-1)

24. Once we have started a class and find we don't like it, it is impossible to get out of it. We also do not have a choice to take the classes we really want. (Pts. 1, 6) (T-7)

25. The institution should not put a person down if they are gay and treat them like an animal. It should not go against you at the Board, but it does, no matter what your conviction was. (Pts. 2, 3) (T-5)

Total Points: 330

COMPOSITION OF NOMINAL GROUP NO. 8

Criteria for Homogenous Grouping: All 6 female participants are Caucasian and achieved low to average scores on aptitude tests administered by the institution.

1. Single female, no children, age 22; Last grade completed: 11; Last previous occupation: Exotic dancer; Caucasian; 5 years, 4 months served in correctional institutions; Expected release date: April, 1973; Plans to live in Milwaukee, Wisconsin upon release; Indicated no plans for further education or training after release.

2. Separated female, no children, age 19; High school graduate; Last previous occupation: Go-go dancer; Caucasian; 1 year, 9 months served in correctional institutions; Expected release date: April, 1973; Plans to live in Milwaukee, Wisconsin upon release; Desires to get Auto Mechanics training after release.

3. Single female, 1 child, age 22; High school graduate; 1 year college - MATC - Major: Commercial Art; Last previous occupation: Bartender; Caucasian; 9 months served in correctional institutions; Expected release date: January or February, 1973; Plans to live in Milwauee, Wisconsin upon release; Desires to complete Cosmetology training and return to art school for a degree.

4. Divorced female, 2 children, age 22; High school graduate; 800 hours of 1500 required hours completed in Cosmetology program; Last previous occupation: Cocktail waitress; Caucasian; 8 months served in correctional institutions; Expected release date: February or March, 1973; Plans to live in Menasha, Wisconsin upon release; Desires to finish Cosmetology program and go to barber college after release.

5. Single female, 1 child, age 23; High school graduate; 1 year college - San Diego State - Major: English; 200 hours of 1500 required hours completed in Cosmetology program; Last previous occupation: Stock broker training - 2½ years; Caucasian; 5 months served in correctional institutions; Expected release date: September, 1973; Plans to live in Joliet, Illinois upon release; Will pursue completion of Cosmetology program after release.

6. Divorced female, 2 children, age 24; High school graduate; 1 year at MPTI - Secretarial program; also Bakery Apprentice; Last previous occupation: Secretary; Caucasian; 1 year served in correctional institutions; Expected release date: February, 1973; Plans to live in Fond du Lac, Wisconsin upon release; Will pursue secretarial or baker career after release.

RESPONSES OF NOMINAL GROUP NO. 8

1. Need more contact with the outside in order to have an effective rehabilitation program---like church, movies, week-end home leave on an honor system. Also, groups coming in. (X) (Pts. 6, 8, 9, 9, 10) (T-42) (R-1)

2. Judicial system is corrupt---can't get into the court for an appeal, must pay court appointed attorney if you lose--sentencing is too steep---four years for $89 forgery too political. (XXX) (Pts. 1, 4, 8, 10, 10) (T-33) (R-2)

3. Community should have a rehabilitation job program to hire ex-cons like they do hire veterans. (Pts. 2, 3, 7, 7, 9) (T-28) (R-3)

4. WHW has work come before education. Some women need to learn basics but others shouldn't be held back. (X) (Pts. 4, 4, 4, 10) (T-22) (R-4)

5. Need more contact with parole officers to make plans for leaving. Poor communication and little action by social services department at WHW in getting an out-of-state parole. Probation and parole officers are either not aware or unwilling to inform you of possibilities for help. (XX) (Pts. 2, 5, 5, 10) (T-22) (R-4)

6. Need a public information center---find out what is available, such as legal aid, welfare, medical, on the outside. (XXX) (Pts. 7, 7, 8) (T-22) (R-4)

7. Board is not familiar enough with you personally and they decide your future. (X) (Pts. 1, 4, 8, 8) (T-21) (R-5)

8. Too much of a wait between application and acceptance into a DVR program, due to a lack of funds. This effects the Board. (X) (Pts. 3, 4, 9) (T-16) (R-6)

9. Censorship of incoming and outgoing mail. Also withholding of outgoing mail. Need return address for them to mail. (XX) (Pts. 2, 3, 10) (T-15) (R-7)

10. Need better psychiatric and medical care.(X) (Pts. 2, 5, 8) (T-15) (R-7)

11. Only one male may be on your visiting list. (Pts. 2, 3, 9) (T-14) (R-8)

12. Need an incentive program---working for maximum 50 cents a day makes women bitter. (Pts. 2, 3, 7) (T-12) (R-9)

13. Classes to prepare inmates for updated living on the outside---women become institutionalized. Re-open Arts and Crafts classes, Music, Sex Education, Budgeting, Personal Hygiene, Science labs. (XXXX) (Pts. 6, 6) (T-12) (R-9)

14. When institutionalized, I lost complete control over my daughter---if I would put her in a foster home when I knew person was willing to take her. Don't see her often enough. Lost all rights. (X) (Pts. 5, 6) (T-11) (R-10)

15. Lack of contact for inmates with employers in community---need job possibility for Parole Board. (Pts. 5) (T-5)

16. Need Styling class to go with Cosmetology. Need to go to outside demonstrations to keep up with styles. (XX) (Pts. 3, 6) (T-9)

17. DVR wants me to go into two-year apprenticeship when I'm half finished with my Cosmetology. Will not give me enough to live on while in this apprenticeship. Don't want to transfer your credits into what field you've started. (XX) (Pts. 1, 9) (T-10)

18. Lack of money prevents education. (No Points)

19. Food too starchy, when they cut the budget, the quality was cut and lack of variety. (No Points)

20. Want School Release program---schools should cooperate so that women can transfer if released mid-semester. Also, WHW should let you take courses outside you want. (X) (Pts. 1) (T-1)

21. More public information on inmates; institution tours don't show real thing. (Pts. 6) (T-6)

22. Not informed of the educational programs when committed or of rules until broken. (X) (Pts. 5) (T-5)

23. Not enough people care to help---give you the run-around. Staff is afraid of losing their jobs. Rules are too petty---some women get away with things and others are reported. (XX) (Pts 1, 7) (T-8)

24. Honor system not fair---some who don't deserve it are in. Should all be honor until you prove you aren't responsible. Should be a point system for getting into honor hall. Brownie points get girls in. (Pts. 1) (T-1)

Total Points: 330

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CATEGORIZATION OF CLIENT (INMATE) RESPONSES

WISCONSIN HOME FOR WOMEN - TAYCHEEDAH

Fond du Lac County

[1] Adult Basic Education and Adult High School Diploma and Equivalency

1. Want high school courses---all that are needed for a diploma. (XXX) (Pts. 8, 9) (T-17) (R-4)

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Women shouldn't be locked up twenty-four hours. Go to rest room when they have to go. (XXX) (Pts. 3, 4, 8, 10, 10) (T-35) (R-1)

2. Off-grounds visitation with family and friends. (Pts. 2, 4, 9, 10, 10) (T-35) (R-1)

3. Cosmetology program needs to include hairstyling instruction; needs updating, demonstrations, and off-grounds trips. Seniors get most experience working on girls---others get little. Inmates should have a choice of who works on them. Should teach whites to do Blacks' hair and vice versa. (XXX) (Pts. 6, 6, 7, 10) (T-29) (R-1)

4. You should be able to keep what your visitors bring---especially products you can buy in Canteen. (Pts. 1, 5, 6, 6, 10) (T-28) (R-1)

5. If young ladies are granted weekend furloughs, it should be more so for adult women so they can go home to husband and children---should be granted or daily passes. Stress this! (XXXXX) (Pts. 9, 10, 10, 10) (T-39) (R-2)

6. Judicial system is corrupt---can't get into the court for an appeal, must pay court-appointed attorney if you lose---sentencing is too steep---four years for $89 forgery too political. (XXX) (Pts. 1, 4, 8, 10, 10) (T-33) (R-2)

7. Women should be able to socialize more at the institution to lessen the internal hostile feelings among each other. (XX) (Pts. 5, 6, 9, 9) (T-29) (R-2)

8. They shouldn't close Taycheedah Home for Women. (XX) (Pts. 8, 9, 10) (T-27) (R-2)

9. More freedom to socialize with people from outside---socialize with men from other institutions. (Pts. 6, 10, 10) (T-26) (R-3)

10. Administration stereotypes you, holds grudges, and don't forgive mistakes. (XXX) (Pts. 3, 8, 9) (T-20) (R-3)

11. No contact with four year-old daughter in a foster home 400 miles away. No visits or pictures. Want emergency furloughs. Want more than one phone call per month---they are collect. Social worker is too damn slow in arranging family visits, and we must request it. (Pts. 10, 10) (T-20) (R-3)

12. . . . . robotism, told when to get up and when to go to bed. This does not prepare inmates for responsibility on the outside. (Pts. 1, 4, 4, 7, 10) (T-26) (R-4)

13. Too many rigid and petty rules in the institution, such as white socks turned halfway down, hair style and jewelry cannot conform to the ethnic background, cannot practice your culture, cannot touch another inmate, no joviality between inmates, they put people together who don't get along, rather than with friends, we are required to have escorts to night classes, any mistake made puts you in trouble, we have no written set of rules for the institution and we don't know we made a mistake until it's too late, the rules depend upon the individual matron---they all make up their own, if you ask to see the rules you are asking for trouble and can be written up. (Pts. 3, 3, 4, 8, 8) (T-26) (R-4)

14. WHW has work come before education. Some women need to learn basics, but others shouldn't be held back. (X) (Pts. 4, 4, 4, 10) (T-22) (R-4)

15. Visiting privileges shouldn't be limited as long as within rules of institution. (XX) (Pts. 4, 6, 8) (T-18) (R-4)

16. Purchase of soda pop or beer by inmates in limited quantities. (Pts. 4, 6, 6) (T-16) (R-4)

17. Confidentiality of inmates' personal life should be protected before and after release. (Pts. 3, 6, 7) (T-16) (R-4)

18. Make entrance applications for Vocational School more available before and after release. (Pts. 8, 8) (T-16) (R-4)

19. Can't get help from other inmates; for example, just talking to one another. Administration won't let inmates help each other with classwork or other problems. (X) (Pts. 6, 7, 7) (T-20) (R-5)

20. . . . . if you get medication while here, it is held against you at your Board . . . . . (Pts.4, 5, 7) (T-16) (R-5)

21. Administration says you have to take what they want you to take and not what you personally want to take. (X) (Pts. 6, 9) (T-15) (R-5)

22. Need more follow-up and assistance in completing program started in the institution when we leave. (XXX) (Pts. 4, 9, 9) (T-22) (R-6)

23. Too much of a wait between application and acceptance into a DVR program, due to a lack of funds. This affects the Board. (X) (Pts. 3, 4, 9) (T-16) (R-6)

24. Why can't women receive training programs that the women are interested in rather than what administration wants ---or what is available. (XXXX) (Pts. 4, 10) (T-14) (R-6)

25. Administration encourages racial problems---publicize them too much. (Pts. 6, 7) (T-13) (R-6)

26. They start inmates in programs which we sometimes cannot complete here or on the outside when paroled, like Cosmetology. (Pts. 6, 6) (T-12) (R-6)

27. Don't think we should have a dress code in the beauty shop. Nylons too expensive. (Pts. 3, 9) (T-12) (R-6)

28. More demonstrations and experiments during classes, so students can truly understand what is being taught. (Pts. 8, 9) (T-17) (R-7)

29. Want to be able to handle my own money ---we are being cheated out of wages. (Pts. 7, 8) (T-15) (R-7)

30. Should be able to wear clothes we want to wear and have more clothes. (Pts. 3, 3, 9) (T-15) (R-7)

31. Censorship of incoming and outgoing mail. Also withholding of outgoing mail. Need return address for them to mail. (XX) (Pts. 2,3, 10) (T-15) (R-7)

32. We are not allowed to show any compassion between inmates. We cannot share anything. We cannot rap with others or have any outlet for getting things out of our system. (Pts. 7, 7) (T-14) (R-7)

33. Board shouldn't look at the educational experience a woman has, but rather decide to release an inmate by looking at inmate's conduct and as an individual. (XXXX) (Pts. 5, 8) (T-13) (R-7)

34. Inmates hesitate to start program, as they won't release you until the program is completed. (X) (Pts. 5, 7) (T-12) (R-7)

35. Only allowed five outfits, two pair of shoes, and one coat. (Pts. 2, 4, 5) (T-11) (R-7)

36. Why do parole officers have to tell employees of inmate records? (X) (Pts. 2, 8) (T-10) (R-7)

37. . . . . Shouldn't have to work seven days a week. (XXXXX) (Pts. 4, 4, 7) (T-15) (R-8)

38. Should be able to have weekend passes on holidays to be with family. Also should be able to have visitors on holidays. (XXXX) (Pts. 7, 7) (T-14) (R-8)

39. Only one male may be on your visiting list. (Pts. 2, 3, 9) (T-14) (R-8)

40. Why are the doors locked---can't even go to bathroom when women want to ---when the other building doors are open at all times? (XXXXX) (Pts. 3, 9) (T-12) (R-8)

41. Girls that work off-grounds and work overtime don't get time-and-a-half pay for that work---plus they pay for room and board when they shouldn't, because state budget takes care of them ---should be able to save up for when they get out. Also, end up paying for transportation, food, and clothes. (XXXXX) (Pts. 4, 8) (T-12) (R-8)

42. Why can't inmates buy stuff and save it so they have something when they're released, like clothes and shoes. (Pts. 1, 4, 7) (T-12) (R-8)

43. We should be allowed to visit relatives in other correctional institutions more often. (Pts. 5, 7) (T-12) (R-8)

44. They discourage educational advancement by having courses at night after a full day of work---can't think as an individual. (XXX) (Pts. 10) (T-10) (R-8)

45. Opportunity for off-grounds community contact. (Pts. 1, 4, 4) (T-9) (R-8)

46. They read our mail---are only supposed to open it for contraband. It also causes a great delay in receiving. (Pts. 9) (T-9) (R-8)

47. Ombudsman for inmates. (XXXX) (Pts. 1, 8) (T-9) (R-8)

48. More women should be able to go off-grounds for training programs. (XX) (Pts. 5, 9) (T-14) (R-9)

49. Get rid of Pat Pajane. (Pts. 7, 7) (T-14) (R-9)

50. We need more cooperation and understanding from the community, but the institution holds it back because they don't want it. (Pts. 1, 10) (T-11) (R-9)

51. Anybody you write to should be able to visit you. (Pts. 2, 8) (T-10) (R-9)

52. Won't allow financial assistance from outside or inside. (X) (Pts. 9) (T-9) (R-9)

53. Would like sponsored contests for writing. Could be through an institution newspaper. (Pts. 8) (T-8) (R-9)

54. Private family visits. (Pts. 1, 6) (T-7) (R-9)

55. Freedom to take a bath whenever they want---want own douche bag. (Pts. 1, 9) (T-10) (R-10)

56. We can't even get the money we earned when we leave here without going through our parole officer. (Pts. 1, 2, 7) (T-10) (R-10)

57. Freedom to buy as many cigarettes as inmates can afford. Better food and sell pop and canned meat at Canteen. Blacks want more soul food. (XXX) (Pts. 1, 9) (T-10) (R-10)

58. Typing should not be a prerequisite to Data Processing. It is not on the outside. (Pts. 8) (T-8) (R-10)

59. When women have to stay longer, why can't they have longer visiting privileges. (XX) (Pts. 1, 7) (T-8) (R-10)

60. Wisconsin law does not allow a felon to get many licenses, such as bartender, hunting, fishing, cosmetology---must get a pardon to practice. (Pts. 7) (T-7) (R-10)

61. Women should be able to pick courses they want. (XX) (No Points)

62. Women on medication shouldn't have to be responsible for work assignments. Matrons make women work when they know women are sick or on medication. Matrons don't seem to care. (XX) (Pts. 5) (T-5)

63. Women should have a different schedule than what they have. Classes from 10:00-4:00. Want all nights given to recreation and not be locked up, recreation be optional, need juke box and pool tables. (XXX) (Pts. 4) (T-4)

64. Inmates want freedom to share things like cigarettes, without getting conduct reports. (Pts. 2, 2) (T-4)

65. . . . . Blacks should be able to work on their hair and more Blacks to work in beauty shop. Able to wear what we want with certain limitations and want to have more outfits. (XXX) (Pts. 3, 6) (T-9)

66. Can't have personal articles like pressure can hair spray, body oils, sent up or bought here. (No Points)

67. Have to wait too long to get in program; thus, lose interest. (No Points)

68. Want to be in Cosmetology program before inmates go before Board, but a big waiting list---going to affect Board decision if not enrolled. (Pts. 8) (T-8)

69. Only way you can get off the grounds is if you scrub the building---Black women already know how to scrub. (Pts. 3, 5) (T-8)

70. Conduct Committee should be abolished ---matrons add more than just facts on the conduct report. (Pts. 1, 8) (T-9)

71. Freedom to smoke when and where you please. (Pts. 3) (T-3)

72. Freedom for inmates to share clothes and records. (No Points)

73. Matrons should not check rooms--- want more privacy. (Pts. 7) (T-7)

74. Want freedom to change underwear seven days a week and their choice of underwear to wear. (Pts. 2) (T-2)

75. Be able to take courses outside. (X) (Pts. 3) (T-3)

76. Classes from 8:00 a.m. - 3:00 p.m. instead of night classes. (XXX) (Pts. 7) (T-7)

77. They don't let people who are willing to help without pay come in to help. (Pts. 1) (T-1)

78. Want to handle own finances. Staff does not explain where my money has gone. Charge too much for damaged property. (XX) (Pts. 5) (T-5)

79. Too many petty rules in institution. (Pts. 3, 4) (T-7)

80. Institution hours spent on apprenticeship not recognized upon release. (No Points)

81. Clothing restrictions. (Pts. 5) (T-5)

82. Flexibility in class attendance for chosen classes. No punishment for dropping classes. (Pts. 1) (T-1)

83. Only girls that get visits can get soda pop. Are only allowed one carton of cigarettes a week and no borrowing is allowed. Only persons getting visits on Sundays can have their picture taken. Can't keep personal things, like record players, unless they think you have room for it. Cannot receive things like cosmetics from your family through the mail---must buy it at the Canteen. Petty rules and regulations---can't go to bathroom at night and can only clean room once a week. (Pts. 1, 1, 1) (T-3)

84. Food is not good. If a vegetarian, you can't eat here. (No Points)

85. Want the results of the Nominal Groups made available to inmates. (No Points)

86. Should be able to associate with ex-cons on the outside when released. (Pts. 6) (T-6)

87. . . . . Parole officers often do not allow women to take drivers test or renew ones they have. (Pts. 3) (T-3)

88. Can't receive books or magazines from home, and there are books we cannot read. (Pts. 1, 2) (T-3)

89. Why the conduct reports for rules which certain staff enforce and other staff don't---abolish signing conduct report papers. (XXXXX) (Pts. 1) (T-1)

90. Why do persons that violate parole do more time than next person that violates and comes back in and does less time---want equal amount of time for all. (XX) (Pts. 7) (T-7)

91. Younger ladies should be treated differently than older ladies---young girls should be put with young girls and not older women---learning too much from older women. (X) (Pts. 6) (T-6)

92. Privilege to marry at institution and have the husband stay at least one day. (Pts. 3) (T-3)

93. Women should be able to walk and pick up things without tickets---not treated like children with tickets required to pick up educational book. (X) (No Points)

94. Able to smoke whenever and wherever we want as long as it's at a reasonable time and place. (XX) (Pts. 4) (T-4)

95. Inmates should be able to have as many outfits of clothes as they wish. (XX) (Pts. 2, 4) (T-6)

96. Mail shouldn't be censored---both mail in and out. (Pts. 1, 6) (T-7)

97. Parole Board forces you to do things before they will release you, like get a divorce or give up kids. (XX) (Pts. 10) (T-10)

98. Too much stress on little offenses and ignore bigger ones---sneak cigarettes, can't give food or objects away that are your own. (XXX) (Pts. 2) (T-2)

99. Administration forces you into classes you don't want to be in---you can't take courses you want. (X) (No Points)

100. Shouldn't be able to screen our personal letters. (Pts. 6) (T-6)

101. Shouldn't publicize our crimes in the newspapers---especially minor ones. (Pts. 1) (T-1)

102. Persons shouldn't be given a prison term for being drunk---help them rehabilitate. (No Points)

103. You can't benefit from classes, as too much work is required of inmates, and we are too tired. (Pts. 1, 5) (T-6)

104. Incoming and outgoing mail is censored; my husband, lawyer, and parents have written, and I have not received the mail. Also, all my outgoing mail is not forwarded. Institution authorities not only read the mail, but gossip about the contents. (Pts. 2, 6) (T-8)

105. We should be allowed to have visitors other than family members. (No Points)

106. Honest records are not kept on our money---we get ripped off, and no one has to account for it. (Pts. 4) (T-4)

107. We should not have to pay excessive amounts for room and board when we work off-grounds because we have to work on-grounds also. (Pts. 1) (T-1)

108. Once we have started a class and find we don't like it, it is impossible to get out of it. We also do not have a choice to take the classes we really want. (Pts. 1, 6) (T-7)

109. DVR wants me to go into two-year apprenticeship when I'm half finished with my Cosmetology. Will not give me enough to live on while in this apprenticeship. Don't want to transfer your credits into what field you've started. (XX) (Pts. 1, 9) (T-10)

110. Want School Release program---schools should cooperate so that women can transfer if released mid-semester. Also, WHW should let you take courses outside you want. (X) (Pts. 1) (T-1)

111. Honor system not fair---some who don't deserve it are in. Should all be honor until you prove you aren't responsible. Should be a point system for getting into honor hall. Brownie points get girls in. (Pts. 1) (T-1)

112. Want to be treated like women---matrons treat women too harsh at times. (Pts. 1, 3) (T-4)

113. Matrons and correctional officers should have more education and training in their field so they can help to deal with the problems---they are too old and lack understanding and compassion. (Pts.4) (T-4)

114. The staff here does not want to see you paroled because you are just one less to take care of, and they are worried about losing their jobs and shutting this place down. (No Points)

115. Not enough people care to help---give you the run-around. Staff is afraid of losing their jobs. Rules are too petty ---some women get away with things, and others are reported. (XX) (Pts. 1, 7) (T-8)

[3] Basic Needs: Food, Clothing, and Housing

1. Financial support for living while attending school after release. (Pts. 5, 10) (T-15) (R-5)

2. Food too starchy, when they cut the budget, the quality was cut and lack of variety. (No Points)

3. Need more food and decent food. (XXX) (Pts. 1) (T-1)

[4] Budget: Family

1. Want help with money management. (Pts. 8) (T-8) (R-9)

[5] Child Care Centers

1. Need child care so I can go to school when released. Need care for a child under two year. (No Points)

[6] Communications: Inter and Intra-Agency

1. The Parole Board is not familiar enough with a person to make decisions---all they go on is what the social worker and matrons say---our lawyer should be present at the Board hearing. (Pts. 3, 3, 8, 9, 9) (T-32) (R-3)

2. Need more contact with parole officers to make plans for leaving. Poor communication and little action by social services department at WHW in getting an out-of-state parole. Probation and parole officers are either not aware or unwilling to inform you of possibilities for help. (XX) (Pts. 2, 5, 5, 10) (T-22) (R-4)

3. Board is not familiar enough with you personally and they decide your future. (X) (Pts. 1, 4, 8, 8) (T-21) (R-5)

4. Understanding of a Black by staff--- when a Black gets angry and is trying to stress a point, it's natural for Black to be louder than for a white---thus, staff thinks Black is shouting at staff--- Black shouldn't be considered as trying to be spiteful. (Pts. 2, 10) (T-12) (R-8)

5. . . . . can't talk to each other during the day and only one hour on weekends. Causes a lack of communication of inmates. (Pts. 4, 5) (T-9) (R-8)

6. Some of us are accused of taking drugs while at WHW and we are not. (Pts. 8) (T-8) (R-9)

7. Inmates and staff talk about and hassle you when one tries to be good and go straight while at institution---don't have freedom to express your feelings or speak. (XX) (Pts. 3, 5) (T-8) (R-10)

8. When there is a hassle between inmates why can't inmates themselves iron the problem out. (Pts. 3, 5) (T-8) (R-10)

9. Promises that have been overlooked---promised that I could work off-grounds 4 years ago but as of yet, haven't. (XX) (Pts. 7) (T-7)

10. No way to get to know what the rules or opportunities are for inmates, especially for off-grounds or correspondence study. (XX) (Pts. 3, 3) (T-6)

11. Conflicts between inmates should be solved, if possible, by those inmates having the conflict. (No Points)

12. Discourages you from acting as an adult individual---we have no responsibilities. (No Points)

13. Too much time before problem requests are answered. (X) (Pts. 2, 2) (T-4)

14. Not enough contact with parole officers. (Pts. 2) (T-2)

15. The main reason I am here now is because all agencies I had contact with just passed the buck---they were only interested in getting their paychecks. (Pts. 5) (T-5)

16. Not informed of the educational programs when committed or of rules until broken. (X) (Pts. 5) (T-5)

17. Matrons hassle you when they know you go before the Board so you have a bad report. (Pts. 4, 5) (T-9)

18. Matrons encourage you to get mad and blow your top. (No Points)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Client feeling she doesn't belong at the institution in the first place. (Pts. 1) (T-1)

2. Guilty until proven innocent syndrome for inmates. (Pts. 5) (T-5)

3. Private counseling for resolving of problems that are personal or between inmates. (Pts. 2) (T-2)

4. Something should be done about homosexual problem---counseling, visits with husbands. (Pts. 2, 8) (T-10)

[8] Courses and Programs: Colleges and Universities

1. Want college level courses: Economics, Math, English, Psychology, Physics, Business Administration, and Political Science. (X) (Pts. 6, 7) (T-13) (R-6)

2. Need more college level courses---not correspondence---in Business Administration, Social Services, English, History, Psychology, and Math. (XXX) (No Points)

[9] Courses and Programs: Pre-school, Primary, Middle, and High School

1. Not enough programs. Need Music, Art, Journalism, Languages . . . . . (XXXX) (Pts. 3, 3, 5, 5) (T-16) (R-5)

[10] Courses and Programs: Vocational and Technical

1. Lack of vocational training in this institution, such as Dietician courses, Nursing, all Health Occupations, Interior Design, Arts and Crafts, Social Service work, Checker-Cashier, Switchboard Operator, Cosmetology for Mortician, Food Services. (XXXXX) (Pts. 3, 5, 5, 6, 9, 10) (T-38) (R-1)

2. Not enough programs . . . . . Interior Decorating, Floral Design, Modeling, and Health Courses such as Hygiene, First Aid and for pregnant girls. (XXXX) (Pts. 3, 3, 5, 5) (T-16) (R-5)

3. Individualized rehabilitation programs for people with special problems. (X) (Pts. 5, 10) (T-15) (R-5)

4. Advanced training in tailoring or any other programs in the institution. (Pts. 9) (T-9) (R-8)

5. Classes to prepare inmates for updated living on the outside---women become institutionalized. Re-open Arts and Crafts classes, Music, Sex Education, Budgeting, Personal Hygiene, Science labs. (XXXX) (Pts. 6, 6) (T-12) (R-9)

6. Want course in Production Sewing and Business. (X) (Pts. 2, 4) (T-6)

7. Need a Hygiene program. (XXXX) (Pts. 2, 3) (T-5)

8. Need Styling class to go with Cosmetology. Need to go to outside demonstrations to keep up with styles. (XX) (Pts. 3, 6) (T-9)

[11] Drugs, Alcoholism, and Emergency Services

1. Need more drug rehabilitation. (Pts. 8) (T-8)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. Beauty school here don't have make-up and equipment for Blacks . . . . . (XXX) (Pts. 3, 6) (T-9)

2. Need more reference books and more educational equipment. (Pts. 1) (T-1)

3. Materials in Cosmetology program are used and some donated materials for sewing just sit. (No Points)

4. Colors of room walls and furniture should go together. (No Points)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. We need help in getting jobs when we get out of here. (Pts. 2, 6, 7, 8, 10) (T-33) (R-2)

2. Finding and keeping a job that recognizes skills held because of record and parole officer interference. (XX) (Pts. 7, 9, 10) (T-26) (R-2)

3. More off-ground OJT and education programs. (XXX) (Pts. 6, 9, 10) (T-25) (R-5)

4. Want a job placement service. (X) (Pts. 4, 4) (T-8) (R-10)

5. Lack of contact for inmates with employers in community---need job possibility for Parole Board. (Pts. 5) (T-5)

[17] Legal Aid

1. Want legal advice. (Pts. 7) (T-7) (R-10)

[18] Marital and Family Problems

1. Want to personally receive welfare money and send it to kids directly, so I know they are being taken care of. (XX) (Pts. 7, 9) (T-16) (R-6)

2. When institutionalized, I lost complete control over my daughter---if I would put her in a foster home when I knew person was willing to take her. Don't see her often enough. Lost all rights. (X) (Pts. 5, 6) (T-11) (R-10)

3. Family counseling. (Pts. 7) (T-7) (R-10)

4. Women have problems worrying about their children outside. (No Points)

[19] Medical, Dental, and Optical

1. Everyone should be given a test to determine if they are on drugs---then when you go to psychiatrist or doctor, you can get medicine when you're sick. Also, they shouldn't give out medicine as freely when person doesn't need it. (XXXX) (Pts. 1, 4, 6, 9) (T-20) (R-5)

2. Can't get medications on request and if you get medication while here, it is held against you at your Board. Need request slips for aspirin. (Pts. 4, 5, 7) (T-16) (R-5)

3. Need better psychiatric and medical care. (X) (Pts. 2, 5, 8) (T-15) (R-7)

[21] Minorities

1. When Black women go to beauty parlor, why can't a Black lady do it or let her do it herself? Need more Black cosmetics; need more Black cosmetologists. (XXXXX) (Pts. 2, 3, 3, 6) (T-14) (R-6)

2. Want Black instructors, courses, and matrons. (XXX) (Pts. 2, 8) (T-10) (R-10)

[23] Prejudice, Discrimination, and Employer Prejudice

1. Equal rights for Black ladies to receive equal privileges as white ladies in honor building---if honor building is not considered equal for all, it should be abolished. (XXXXX) (Pts. 5, 6, 7, 9, 9, 9) (T-45) (R-1)

2. Parole Board prejudiced against race and they don't consider any accomplishments---stereotype according to your record. (X) (Pts. 2, 10, 10) (T-22) (R-2)

3. Why do Black women do more time than white women---attitudes about the same. (X) (Pts. 5, 7, 9, 10) (T-31) (R-3)

4. Employers won't hire a person with a prison record---records should be kept private. (Pts. 5, 10, 10) (T-25) (R-3)

5. Legal discrimination by occupation in certain fields because I have been in a correctional institution. (Pts. 4, 6, 7) (T-17) (R-3)

6. We are given no responsibility and are treated as children . . . . . (Pts. 1, 4, 4, 7, 10) (T-26) (R-4)

7. Racial prejudice by instructor in beauty shop, nurses. (XX) (Pts. 4, 4, 7, 8) (T-23) (R-4)

8. Everyone should be treated like women ---not like criminals. (XXXX) (Pts. 2, 2, 6, 8) (T-18) (R-4)

9. Treated like children. (Pts. 1, 3, 5, 7) (T-16) (R-4)

10. Why do Black girls have to go to the Board before they can get a job off-grounds? White girls can work off-grounds before they go before the Board. (XX) (Pts. 1, 1, 5, 8) (T-15) (R-5)

11. Matrons should treat us as women---not as children. (Pts. 3, 9) (T-12) (R-6)

12. Discrimination by personality in the institution for jobs and courses. (Pts. 9) (T-9) (R-8)

13. They segregate Blacks and whites---they don't like them to associate. They cause race problems. (Pts. 9) (T-9) (R-8)

14. Want to be treated as an adult by the matrons. (Pts. 3, 9) (T-12) (R-10)

15. Blacks always get dirty jobs while whites get better jobs. (Pts. 1) (T-1)

16. Matrons are prejudiced against Blacks. (No Points)

17. Prejudice in class placement and also race prejudice. (XX) (Pts. 3, 4) (T-7)

18. Racial prejudice by administration in everyday procedures. (XX) (No Points)

19. Prejudice in selecting tutors to help Black students. (X) (Pts. 1, 1, 5) (T-7)

20. Downgrade whites who have close association with Blacks---encourage segregation. (No Points)

21. All rules should apply equally to all inmates. (Pts. 5) (T-5)

22. Prejudice in job distribution inside prison. (Pts. 4) (T-4)

23. Staff treats inmates as dogs. (X) (Pts. 6) (T-6)

24. Staff fosters tension between inmates and staff. (Pts. 3) (T-3)

25. When you hate whites, why are Black ladies forced to hide feelings or fear losing job? (No Points)

26. The institution should not put a person down if they are gay and treat them like an animal. It should not go against you at the Board, but it does, no matter what your conviction was. (Pts. 2, 3) (T-5)

[24] Public Relations and Community Participation and Volunteers

1. Need more contact with the outside in order to have an effective rehabilitation program---like church, movies, weekend home leave on an honor system. Also, groups coming in. (X) (Pts. 6, 8, 9, 9, 10) (T-42) (R-1)

2. Community should have a rehabilitation job program to hire ex-cons like they do hire veterans. (Pts. 2, 3, 7, 7, 9) (T-28) (R-3)

3. Blacks would like the opportunity to be able to communicate with people from their community---talks, clubs and bands. (XXX) (Pts. 2, 6, 10) (T-18) (R-6)

4. We need more cooperation and understanding from the community . . . . . (Pts. 1, 10) (T-11) (R-9)

5. More public information on inmates; institution tours don't show real thing. (Pts. 6) (T-6)

[25] Recreation and Social

1. Should have recreation area and ability and time to socialize in houses. (X) (Pts. 3, 4, 6, 8) (T-21) (R-4)

2. Need recreational activities and time to recreate . . . . . (Pts. 4, 5) (T-9) (R-8)

3. More group contact, especially for recreation. (Pts. 8) (T-8) (R-10)

4. . . . . Want all nights given to recreation and not be locked up, recreation be optional, need juke box, and pool tables. (XXX) (Pts. 4) (T-4)

5. We should be allowed to have more outside groups in, like bowling teams to play against and people for dances. (Pts. 2, 4) (T-6)

6. Social gatherings for inmates to diminish hostility and jealousy. (X) (Pts. 3, 8) (T-11)

[26] Referral and Information Center

1. Need a public information center---find out what is available, such as legal aid, welfare, medical, on the outside. (XXX) (Pts. 7, 7, 8) (T-22) (R-4)

2. Want information on where to get help with child care, a home and finances when released. (Pts. 9, 10) (T-19) (R-4)

3. Women should be informed of programs they can enter after they get out. (No Points)

[29] Staff

1. Want more teachers and more educational counseling---inadequate staff to meet individual needs. (XXX) (Pts. 2, 5, 8, 10) (T-25) (R-1)

2. Need an R.N. on duty 24 hours. (Pts. 4, 8, 10) (T-22) (R-2)

3. Need more teachers in the institution in all areas. (XX) (Pts. 2, 5, 5, 10) (T-22) (R-6)

4. Lack of instructors at WHW, in GED, Cosmetology and Business Education. One teacher has to teach too many courses at once---not enough time for teacher to spend for individual instruction. (XXX) (Pts. 1, 2, 7) (T-10) (R-7)

5. Employees provided to do institution work so there will be time for study or rehabilitation programs. (Pts. 8) (T-8) (R-9)

6. Need more staff---matrons and teachers. (XXXX) (Pts. 2, 5, 6) (T-13) (R-9)

7. . . . . want Black teacher . . . . . in beauty shop . . . . . (XXX) (Pts. 3, 6) (T-9)

[30] Transportation

1. Transportation to school . . . . . (Pts. 3) (T-3)

2. Need transportation to get off-ground jobs and education. (Pts. 8) (T-8)

[31] Wages, Income, and Incentives

1. Paid incentive for attending rehabilitative programs. (Pts. 2, 2, 9) (T-13) (R-6)

2. Work too many hours for $ .50 a day ---better wages . . . . . (XXXXX) (Pts. 4, 4, 7) (T-15) (R-8)

3. Need an incentive program---working for maximum 50 cents a day makes women bitter. (Pts. 2, 3, 7) (T-12) (R-9)

4. Nylon allowance for jobs where hose is required. (No Points)

5. Everyone gets $ .50 per day---some for going to school, some for working one to two hours, some for eight hours. This is not fair---we should have incentive pay for the type of work performed and how much work performed. (Pts. 1, 2, 6) (T-9)

6. Lack of money prevents education. (No Points)

[32] Miscellaneous

1. Need financial aid after one leaves the institution. (X) (Pts. 2, 5, 10) (T-17) (R-7)

THIS REPORT IS CONTINUED IN PART TWO.

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FINAL REPORT

Project No. 10-007-151-223

A PROBLEM SEARCH OF THE SERVICES PROVIDED AND THE UNMET NEEDS OF DISADVANTAGED AND HANDICAPPED RESIDENTS OF THE MORAINE PARK VTAE DISTRICT: A NOMINAL GROUP METHOD APPROACH

PART TWO

August, 1973

WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Madison, Wisconsin

ED 090 714

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TRANSCRIBED RESPONSES AND CATEGORIZATION OF TRANSCRIBED RESPONSES

DIVISION OF VOCATIONAL REHABILITATION

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Washington County 432

ERIC

DIVISION OF VOCATIONAL REHABILITATION

Fond du Lac, Green Lake, and Washington Counties

Agency Function

The Wisconsin State Division of Vocational Rehabilitation operates three offices within the Moraine Park VTAE District. Dodge county is served by an office of the Madison district, the Fond du Lac county office serves persons in Green Lake county, and the Waukesha county office serves Washington county.

The objective of Vocational Rehabilitation is to assist those individuals who have a disability which is a handicap to employment, whether the nature of the disability is physical, mental, or sociocultural, and to ameliorate the handicap to the greatest extent possible, in view of the physical, mental, geographical, and sociocultural situation of the individual.

One of the major goals has been the prevention of dependency of people through Vocational Rehabilitation programs by helping disabled citizens fulfill basic inherent rights to the opportunity of earning a living. By restoring the handicapped individual to the fullest physical, mental, social, and economic usefulness, dignity is restored to the individual and the chance of a person becoming a life-long liability to the community is reduced. The Division of Vocational Rehabilitation has extended its services not only to restoring people to full-time employment, but to those who may be homebound, sheltered, or self-employed.

The mission of DVR has been to provide these services to as many disabled people as could be identified. The provision of services to individuals so that they might reach competitive employment is based, in some cases, on economic need criteria. The establishment of financial need is used for the following services: physical and mental restorative services, maintenance for training, transportation for training, placement and medical services, and tuition for training.

Vocational Rehabilitation services not contingent upon the establishment of financial need include: diagnostic services (medical, psychiatric, psychological, medical specialist examinations, diagnostic hospitalization and vocational evaluation); transportation and/or maintenance for diagnostic purposes; counseling and guidance services; placement services; interpretive services for the deaf; reader services for the blind.

Client eligibility for all of the services depend on three criteria: first, there must be the presence of a physical or mental disability; second, the existence of a substantial handicap to employment must be present, and third, there must be a reasonable expectation that Vocational Rehabilitation services may render the individual fit to engage in a gainful occupation. The span of services offered to an individual client is partially dependent on the financial feasibility of the service and the decision on whether the service is the most practical method in rendering the client employable. Determination is

made by a counselor assigned to each applicant.

Services are provided in comprehensive or specialized rehabilitation facilities, including sheltered workshops and adjustment centers. Maintenance and transportation allowances have been essential in the successful completion of rehabilitation. Tools, equipment, and licenses necessary on a job or in establishing a small business have been purchased through DVR agencies.

Because of the wisespread prejudice toward hiring the handicapped, the goal of DVR has been to overcome these obstacles by pointing out the fact that, when trained appropriately, handicapped workers are some of the best employees.

The DVR in Dodge county served 89 persons in maintenance programs during FY 1971-72, including 32 in diagnostics, 56 in training, and 1 medical; 50 in transportation, including 20 diagnostic, 29 training, and 1 in medical; 43 in university programs; 10 in private college programs; 7 in trade schools and business schools; 22 in Vocational schools; 6 in tutorial programs; 3 in pre-vocational programs, and 12 in work and personal adjustment programs in halfway houses or workshops. Diagnostic evaluations were performed during the year for 7 clients with psychological testing, 2 with medical examinations, 16 with work evaluation, 8 specialist examinations, and one psychiatric examination. Addition services were provided for 5 clients with speech therapy, 4 wheelchairs, 2 surgical appliances, 2 drugs and supplies, 2 artificial limbs, 1 hearing aid, 1 appliance repair, 3 dental care, 12 occupational equipment, 1 physical therapy, 10 eye glasses, 5 surgical care, and 17 other services.

Of the 440 clients in Fond du Lac county who were served by the Fond du Lac DVR office, 210 persons had physical disabilities and 230 were served who had mental or behavioral disabilities.

One hundred twenty-eight Green Lake county clients were served by the Fond du Lac DVR office during FY 1971-72. Of those, 108 had physical disabilities and 20 clients had behavioral disabilities.

The Waukesha DVR office reported serving 300 persons with various disabling conditions, including orthopedic impairments, emotional illness, public offenders, alcoholism, heart disease, epilepsy, diabetes, arthritis, hearing impairments, visual impairments, cancer, ulcers, mental retardation, and several others.

Introduction to Division of Vocational Rehabilitation Staff Participants

The staffs from the Division of Vocational Rehabilitation offices serving Fond du Lac, Green Lake, and Washington counties met in one Nominal Group of seven persons. (The DVR counselor serving Dodge county took part in the staff Nominal Group of the Dodge County Mental Health Center.) They included two DVR Counselor I's, one DVR Counselor II, and four DVR Counselor III's. The staff included six who hold M.S. or M.A. degrees and one with a B.S. degree.

Summary of Division of Vocational Rehabilitation Staff Responses

The most important problem cited by the DVR staff is the presence of strong employer prejudice against hiring the handicapped, including epileptics and diabetics. The second-ranked problem is the lack of transportation in rural areas. Third most important is the lack of available jobs for trained persons after completion of training programs.

The most frequently mentioned type of problem is in communications from one agency to another. Staff cited a lack of cooperation and a breakdown in information services between state agencies serving their clients. Overlapping services of some agencies are criticized. Additional information for clients which would make it easier for them to understand the services available was requested because it would increase the clients' motivation to take advantage of the services offered. Although problems in this area are frequently mentioned, they are not ranked as high as other categories.

More highly ranked, and second in frequency are problems in the category concerning jobs and job placement. The lack of job placement services is criticized. The staff also identied that more OJT programs are needed for DVR clients and more jobs are needed, including jobs for unskilled workers.

Another problem area mentioned is agency administration, rules, and laws. The comments include the fact that the large size of the caseloads interferes with individual counseling, a lack of funds keeps the DVR from providing all services needed, and the red tape and numerous requirements slow down services. Also it is felt that the training programs at the Wisconsin Home for Women should be more realistic, and that it is too difficult to get therapist services from psychologists and others in the field.

Better and more counseling and testing services are requested to meet the needs of the clients whose expectations are too high in comparison to their potential and abilities. Some clients deny their disabilities, or desire college rather than Technical Institute training.

Introduction to Division of Vocational Rehabilitation Client Participants

Clients from the Division of Vocational Rehabilitation were organized for Nominal Groups in the county of their residence. The 13 clients reported ten former or active contacts with outside agencies. Fond du Lac and Green Lake county clients were served by a common DVR office, and were organized in overlapping Nominal Groups.

Of the 419 clients in other Nominal groups, 54 reported former DVR client status, and 44 reported that they were active as DVR clients. Thus, a total of 111 client participants in the MPTI study reported DVR contact, or more than one-in-four clients interviewed. (See Table 15.)

Introduction to Division of Vocational Rehabilitation Clients From Fond du Lac and Green Lake Counties

Two groups of clients from Fond du Lac and Green Lake County DVR were organized, including 6 persons, who were students at MPTI at the time of the study. One group was made up of five men, r of whom were unemployed and clients of WSES, DSS, and Workshops.

The second group consisted of four women; two had been clients of WSES. One was enrolled in a MDTA program and another was employed 16 hours per week.

Summary of Division of Vocational Rehabilitation Client Responses From Fond du Lac and Green Lake Counties

The most important problems cited by the two DVR client groups are the lack of follow-up in job placement following a specific training program oriented to an occupational specialty, and the lack of low-rent housing for MPTI students.

Ranked second in importance by one group is the need for an information center for the community, to serve as a clearinghouse for services and citizen assistance. The other group feels that employer discrimination against disabled and older workers should be combated by a legal or public service agency charged with enforcing open employment.

The third-ranked problems relate to the necessity for job opportunities at the completion of a training program. MPTI is advised to work closely with industry to design training with jobs in mind. A hot lunch cafeteria is requested at MPTI, to replace the vending machines.

Introduction to Division of Vocational Rehabilitation Clients From Washington County

Four clients of the DVR in Washington county met in a Nominal Group. The group consisted of three men and one woman, with one member a former client of WSES.

Summary of Division of Vocational Rehabilitation Client Responses From Washington County

The first-ranked problem is the allegation that some college students receiving DVR benefits abuse the program, and that the DVR should be more strict with recipient accountability. Ranked second is the problem of employer prejudice against the handicapped. Ranked third is a request for surveys which would tell applicants which occupational specialties have demand for workers, and which are oversupplied with workers.

Summary of the Three County Division of Vocational Rehabilitation Client Responses

The most frequently mentioned problems involved Vocational and Technical courses. Clients feel that Technical Institute credits should be transferable to college and that courses should lead to employment. Clients requested courses in Accounting at the West Bend Campus, in Secretarial Science-Medical, a more structured course in Communications, courses for the public in appreciation of the handicapped, orientation to modern society for older citizens, and courses in Ceramics, Macrame, Nursing, Crocheting, Communication for Health Occupations, Ward Clerk, Marketing, Personal and Vocational Relationships, Psychology for Human Behavior, Retail Salesmanship, Principles of Retailing, and a better OJT program.

Agency policies which drew frequent criticism include the reduction of financial aid to a family

when one spouse works while the DVR recipient attends classes, counting Veterans Benefits or Social Security benefits against DVR benefits, giving too little aid for books, fees, housing and support, and not giving aid to older employed persons who wish to be retrained for easier work. Slow processing, misplaced GI Bill checks, and friction among the residents of Arbor Trace also pose problems.

Better programs of vocational counseling for high school students with emphasis on Technical programs are requested. Counselors should encourage high school students to live in the world before going to college, according to DVR clients. A better appreciation of handicapped persons and their abilities should be taught in the schools. Better liaison between business, industry, and high schools was urged. Associated are requests for better aptitude testing with job counseling, in order to better determine to which vocation a person is best suited. This request was ranked high and stated often.

The DVR is urged to begin a policy of insuring their student-clients with both medical and life insurance while they are in school. Emergency help for hearing aids is needed.

Clients requested transportation in the MPTI District to shuttle students to the campus where desired programs are offered. Student fare and aid for handicapped using busses is also requested.

Other problems cited by clients of DVR from Fond du Lac, Green Lake, and Washington counties include requests for in-home services for emergency situations, better understanding from the employers in the area about handicapped, better gym and swimming facilities for handicapped, an information center to help locate housing, the great distances between classes on MPTI and University of Wisconsin-Fond du Lac Center, and nonaccredited private schools which should be investigated by the state.

NOTE: The DVR Counselor from Dodge county was unable to assemble a representative client group. Effort was made for two seperate session dates, but were canceled prior to the session time.

Comparison of Division of Vocational Rehabilitation Staff and Client Responses

The Division of Vocational Rehabilitation staff cited many needs in agency communication which were not mentioned by clients. The staff is quite sensitive to the needs of the clients and agreed closely with their comments in several areas including employer prejudice against disabled and handicapped workers, the need for transportation to programs offered by the Moraine Park VTAE District or more widely dispersed programs throughout the District, and improved job placement services, especially for DVR clients who had completed training courses or programs.

Clients asked for day care centers to alleviate baby-sitting problems for mothers who are working or attending school but the DVR staff did not mention this problem. Clients also stressed the need for referral or information centers and for recreational facilities.

DIVISION OF VOCATIONAL REHABILITATION

Fond du Lac, Green Lake, and Washington Counties

(The Fond du Lac County DVR office serves residents of Green Lake County. The DVR Counselor representing Dodge County took part in the Staff Nominal of the Dodge County MHC.)

Number of Groups: 1 Total Participating: 7

STAFF NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 7 participants are DVR counselors and hold a degree.

1. DVR Counselor III - Fond du Lac County; 4 years, 9 months in present position; 6 years, 9 months in agency; Male, age 40; M.S., Educational Psychology.

2. DVR Counselor III - Fond du Lac County; 2 years in present position; 4 years in agency; Male, age 37; B.S., Sociology; 21 credits toward M.A.

3. DVR Counselor III - Green Lake County; 2 years in present position; 4 years in agency; Male, age 36; M.S., Vocational Rehabilitation.

4. DVR Counselor I - Washington County; 2 months in present position; 2 months in agency; Male, age 31; B.S., Marketing; 30 credits toward M.S. in Vocational Rehabilitation Counseling.

5. DVR Counselor III - Washington County; 2 years, 6 months in present position; 2 years, 6 months in agency; Male, age 26; B.S., Liberal Arts; M.S., Rehabilitation Counselor; M.S., Educational Psychology.

6. DVR Counselor I - Washington County; 2 years in present position; 2 years in agency; Female, age 41; B.S., Speech Pathology.

7. DVR Counselor II - Fond du Lac County, Wis. Home for Women; 1 year, 6 months in present position; 1 year, 6 months in agency; Male, age 25; B.S., Sociology; M.S., Vocational Rehabilitation.

RESPONSES OF NOMINAL GROUP NO. 1

1. There are employer prejudices in hiring the handicapped such as epileptics and diabetics. (Pts. 4, 6, 9, 9, 9) (T-37) (R-1)

2. Lack of transportation in rural areas. (XXX) (Pts. 3, 3, 6, 7, 7, 9) (T-35) (R-2)

3. There are no available jobs after training is completed. (X) (Pts. 4, 5, 5, 9, 9) (T-32) (R-3)

4. There is not enough time for individual counseling because of large caseloads. (XXX) (Pts. 4, 7, 8, 10) (T-29) (R-4)

5. There is a lack of funds to provide the range of services needed. (XXX) (Pts. 5, 10, 10) (T-25) (R-5)

6. A lack of client motivation. (XX) (Pts. 2, 5, 8, 8) (T-23) (R-6)

7. Paper work and adhering to requirements for eligibility slow down services. (XXX) (Pts. 1, 3, 7, 8) (T-19) (R-7)

8. Client denies limitation or disability. (XXX) (Pts. 2, 7, 10) (T-19) (R-7)

9. There is a lack of job placement services. (Pts. 6, 10) (T-16) (R-8)

10. Resources are too distant in many cases. (Pts. 1, 6, 7) (T-14) (R-9)

11. Meeting financial needs often excludes medically eligible clients from participating in the rehabilitation process. (X) (Pts. 5, 9) (T-14) (R-9)

12. It is difficult to find jobs for under-educated clients in rural areas. (Pts. 4, 7) (T-11) (R-10)

13. Services are spread too thin to many disability groups. (Pts. 1, 10) (T-11) (R-10)

14. There is a need for more OJT programs. (Pts. 3, 8) (T-11) (R-10)

15. A delay in scheduling and receiving medical reports. (No Points)

16. Many persons referred for services are over 50 years of age and do not see the advantage in receiving Vocational training. (Pts. 6) (T-6)

17. Clients' goals are too high for their actual potential. (XX) (Pts. 3, 5) (T-8)

18. The disability of many persons is too severe to allow them to obtain training outside their homes. (No Points)

19. There are not enough available jobs for the unskilled worker. (No Points)

20. It is difficult to get cooperation from other agencies to work together. (X) (No Points)

21. There is no halfway house in Washington County to help a client bridge the gap between the hospital and outside world. (X) (Pts. 4, 4) (T-8)

22. Training programs are not available to clients in their Vocational School district. (XX) (Pts. 8) (T-8)

23. Training period is too long in many cases. (Pts. 5) (T-5)

24. There is a need for more realistic training programs for clients at the WHW. (Pts. 2) (T-2)

25. Various referral agencies need to be educated in terms of making appropriate referrals. (X) (Pts. 2) (T-2)

26. A client's lack of education or experience limits the possibilities for vocational planning. (No Points)

27. A lack of medical specialists offering comprehensive rehabilitative services. (X) (Pts. 2) (T-2)

28. College is the thing compared to Technical School. (No Points)

29. Must see the clients on a regular basis. (Pts. 6) (T-6)

30. Clients who have been in correctional institutions are often released without the diagnostic material necessary for eligibility with DVR. (No Points)

31. There is a client aversion to dealing with state agencies. (No Points)

32. Policy varies from district to district and office to office. (No Points)

33. There is a lack of available speech therapists in the schools. (No Points)

34. Too much red tape is involved in using therapists other than psychiatrists. (No Points)

35. Parents often refuse to admit that a client who is a minor needs services. (No Points)

36. There are conflicting agency philosophies which interfere with the rehabilitative process of mutual clients. (Pts. 3) (T-3)

37. There are threats or misconceptions that one program is totally dependent on another. (No Points)

38. Wages are inadequate for many unskilled jobs. (No Points)

39. Services overlap from various agencies. (Pts. 1, 8) (T-9)

40. Eligible clients' emotional status remains unstable. (Pts. 1, 6) (T-7)

41. There is a lack of office space for interviews. (No Points)

42. There is a lack of part-time employment for the severely disabled. (Pts. 1) (T-1)

43. There is a reluctance of some clients to fill out the financial needs form. (Pts. 1, 2) (T-3)

44. Clients are unwilling to take responsibility for decisions regarding their vocational planning. (Pts. 10) (T-10)

45. Psychiatrists and vocational testing are not readily accessible. (Pts. 2) (T-2)

46. Ads---T.V. and newspapers---promise and proclaim great things. (No Points)

47. The job market is poor. (Pts. 4) (T-4)

48. There are problems with aging and employment. (No Points)

49. Clients do not have the telephones with which to communicate. (Pts. 3) (T-3)

Total Points: 385

* * * *

CATEGORIZATION OF STAFF RESPONSES

DIVISION OF VOCATIONAL REHABILITATION

Fond du Lac, Green Lake, and Washington Counties

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. There is not enough time for individual counseling because of large caseloads. (XXX) (Pts. 4, 7, 8, 10) (T-29) (R-4)

2. There is a lack of funds to provide the range of services needed. (XXX) (Pts. 5, 10, 10) (T-25) (R-5)

3. Paper work and adhering to requirements for eligibility slow down services. (XXX) (Pts. 1, 3, 7, 8) (T-19) (R-7)

4. There is a need for more realistic training programs for clients at the WHW. (Pts. 2) (T-2)

5. Policy varies from district to district and office to office. (No Points)

6. Too much red tape is involved in using therapists other than psychiatrists. (No Points)

7. Clients do not have the telephones with which to communicate. (Pts. 3) (T-3)

[6] Communications: Inter and Intra-Agency

1. A delay in scheduling and receiving medical reports. (No Points)

2. Many persons referred for services are over 50 years of age and do not see the advantage in receiving Vocational training. (Pts. 6) (T-6)

3. It is difficult to get cooperation from other agencies to work together. (X) (No Points)

4. Various referral agencies need to be educated in terms of making appropriate referrals. (X) (Pts. 2) (T-2)

5. Must see the clients on a regular basis. (Pts. 6) (T-6)

6. Clients who have been in correctional institutions are often released without the diagnostic material necessary for eligibility with DVR. (No Points)

7. There is a client aversion to dealing with state agencies. (No Points)

8. Parents often refuse to admit that a client who is a minor needs services. (No Points)

9. There are conflicting agency philosophies which interfere with the rehabilitative process of mutual clients. (Pts. 3) (T-3)

10. There are threats or misconceptions that one program is totally dependent on another. (No Points)

11. Services overlap from various agencies. (Pts. 1, 8) (T-9)

12. There is a reluctance of some clients to fill out the financial needs form. (Pts. 1, 2) (T-3)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Client denies limitation or disability. (XXX) (Pts. 2, 7, 10) (T-19) (R-7)

2. Clients' goals are too high for their actual potential. (XX) (Pts. 3, 5) (T-8)

3. College is the thing compared to Technical School. (No Points)

4. Clients are unwilling to take responsibility for decisions regarding their vocational planning. (Pts. 10) (T-10)

5. Psychiatrists and vocational testing are not readily accessible. (Pts. 2) (T-2)

[9] Courses and Programs: Pre-school, Primary, Middle, and High School

1. There is a lack of available speech therapists in the schools. (No Points)

[10] Courses and Programs: Vocational and Technical

1. Training programs are not available to clients in their Vocational School district. (XX) (Pts. 8) (T-8)

2. Training period is too long in many cases. (Pts. 5) (T-5)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. There is a lack of office space for interviews. (No Points)

[13] Foster, Group, Nursing, Residential Care, Halfway, and Detention Homes

1. There is no halfway house in Washington County to help a client bridge the gap between the hospital and outside world. (X) (Pts. 4, 4) (T-8)

[14] Homemaking and Other Home Services

1. The disability of many persons is too severe to allow them to obtain training outside their homes. (No Points)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. There are no available jobs after training is completed. (X) (Pts. 4, 5, 5, 9, 9) (T-32) (R-3)
2. There is a lack of job placement services. (Pts. 6, 10) (T-16) (R-8)
3. It is difficult to find jobs for under-educated clients in rural areas. (Pts. 4, 7) (T-11) (R-10)
4. There is a need for more OJT programs. (Pts. 3, 8) (T-11) (R-10)
5. There are not enough available jobs for the unskilled worker. (No Points)
6. A client's lack of education or experience limits the possibilities for vocational planning. (No Points)
7. The job market is poor. (Pts. 4) (T-4)

[19] Medical, Dental, and Optical

1. Meeting financial needs often excludes medically eligible clients from participating in the rehabilitation process. (X) (Pts. 5, 9) (T-14) (R-9)
2. A lack of medical specialists offering comprehensive rehabilitative services. (X) (Pts. 2) (T-2)

[20] Mental Retardation, Physical and Emotional Handicaps

1. Services are spread too thin to many disability groups. (Pts. 1, 10) (T-11) (R-10)
2. Eligible clients' emotional status remains unstable. (Pts. 1, 6) (T-7)
3. There is a lack of part-time employment for the severely disabled. (Pts. 1) (T-1)

[22] Motivation

1. A lack of client motivation. (XX) (Pts. 2, 5, 8, 8) (T-23) (R-6)

[23] Prejudice, Discrimination, and Employer Prejudice

1. There are employer prejudices in hiring the handicapped such as epileptics and diabetics. (Pts. 4, 6, 9, 9, 9) (T-37) (R-1)

[27] Senior Citizens (Over 60 Years of Age)

1. There are problems with aging and employment. (No Points)

[30] Transportation

1. Lack of transportation in rural areas. (XXX) (Pts. 3, 3, 6, 7, 7, 9) (T-35) R-2)
2. Resources are too distant in many cases. (Pts. 1, 6, 7) (T-14) (R-9)

[31] Wages, Income, and Incentives

1. Wages are inadequate for many unskilled jobs. (No Points)

[32] Miscellaneous

1. Ads---T.V. and newspapers---promise and proclaim great things. (No Points)

ERIC

DIVISION OF VOCATIONAL REHABILITATION

Fond du Lac and Green Lake Counties

(The Fond du Lac County DVR office serves residents of Green Lake County.

The DVR staff contacted a random selection of their clients. Of those contacted, only those who were present or former MPTI students chose to participate. Since all clients in these two sessions had contact with MPTI, the research team requested the additional background information relating to the length of time they had been DVR clients before enrolling at MPTI and their employment status.)

Number of Groups: 2 Total Participating: 9

CLIENT NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 5 male participants are present or former students at the MPTI-Fond du Lac Campus. Four of the 5 are presently unemployed.

1. Male, age 42; Former client of DVR and WSES; not presently enrolled in a MPTI program; a client of DVR for 6 months prior to attending MPTI; not employed.

2. Male, age 27; Client of DVR, DSS and Workshops; not presently enrolled in a MPTI program; a client of DVR for 6 months prior to attending MPTI; not employed.

3. Male, age 31; Client of DVR and DSS; a former client of Workshops; presently enrolled in the MPTI Accounting program; a client of DVR for four months prior to attending MPTI; not employed.

4. Male, age 26; Client of DVR; former client of DSS; presently enrolled in the MPTI Accounting program; a client of DVR one year prior to attending MPTI; not employed.

5. Male, age 25; Former client of DVR; presently enrolled in the Machine Shop program; enrolled before becoming a client of DVR; employed 40 hours per week.

RESPONSES OF NOMINAL GROUP NO. 1

1. School should have follow-up on you after you finish a training program to make sure you have a job. All agencies should have follow-through. (Pts. 3, 4, 5, 6) (T-18) (R-1)

2. Employers discriminate against you by age and disability. There should be an agency to which you can report discrimination. (Pts. 2, 5, 5, 6) (T-18) (R-1)

3. Training should be in the areas of work where there will be jobs when you finish with training. MPTI should work closely with industry to keep aware of present and future needs. (X) (Pts. 2, 4, 5) (T-11) (R-2)

4. Payments from welfare are not large enough. (Pts. 4, 6) (T-10) (R-3)

5. Transportation to get anywhere. (X) (Pts. 2, 3, 4) (T-9) (R-4)

DVR-Client-Responses

6. Need job counseling for aptitude testing. (Pts. 3, 6) (T-9) (R-4)

7. Benefits, such as receiving Veterans or Social Security, should not be held against them for receiving welfare. (Pts. 3, 6) (T-9) (R-4)

8. Want Accounting program offered in West Bend---and other programs which the physically disabled are most likely to take. (Pts. 5) (T-5) (R-5)

9. Students should have more choice in what they want to take in a semester. (Pts. 1, 1, 1, 1) (T-4) (R-6)

10. I have not been receiving my GI Bill benefits on time. (Pts. 4) (T-4) (R-6)

11. Don't like distance between classes from MPTI and UW-Fond du Lac Center. (Pts. 2) (T-2)

12. Would like help with finding a place to live when relocating---like an information center. (Pts. 1) (T-1)

13. Should have housing funds for persons relocating. (Pts. 3) (T-3)

14. Concern with school because I'm tired from working and cannot compete to my fullest ability. (No Points)

15. Should be able to get training and other services paid for by social agencies, such as DVR, without being unemployed. (Pts. 2) (T-2)

Total Points: 105

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 4 female participants are students at MPTI-Fond du Lac Campus. Three of the 4 students are not presently employed.

1. Female, age 20; Client of DVR and DSS; former client of WSES; presently enrolled in the MPTI Ward Clerk program; enrolled before becoming a client of DVR; not employed.

2. Female, age 21; Client of DVR; presently enrolled in the MPTI Secretarial Science-Medical program; a client of DVR for 2 years prior to attending MPTI; employed 16 hours per week.

3. Female, age 18; Client of DVR and WSES; presently enrolled in the MPTI Secretarial Science program; no indication as to how long she has been a client of DVR; not employed.

4. Female, age 20; Client of DVR; enrolled in a MDTA program at MPTI; no indication as to how long she has been a client of DVR; not employed.

DVR-Client

RESPONSES OF NOMINAL GROUP NO. 2

1. Low-income housing, apartments for students. (Pts. 3, 5, 6) (T-14) (R-1)

2. Information center where you can locate services available to you---this is for staff and clients. (Pts. 2, 3, 6) (T-11) (R-2)

3. Nutritious hot lunch program at MPTI instead of vending machines in commons. (Pts. 1, 2, 5) (T-8) (R-3)

4. Baby-sitting center for children under 2 years old. Kindercare only takes children over age two. (Pts. 6) (T-6) (R-4)

5. DVR doesn't give enough money for books and fees; also should give money for housing. (Pts. 6) (T-6) (R-4)

6. Need help in finding a job. part-time. (Pts. 5) (T-5) (R-5)

7. Vocational counseling for high school students informing them of vocational programs along with job opportunities in areas outside their community stemming from the program. (X) (Pts. 5) (T-5) (R-5)

8. Want more classes offered at MPTI in the Secretarial Science-Medical program, especially for upper level courses for transfer services. (Pts. 4) (T-4) (R-6)

9. Student fare for technical and college students on Fond du Lac city buses. (Pts. 4) (T-4) (R-6)

10. Prejudice by Fond du Lac employers in regard to persons presently employed and looking for a new job. They take unemployed first. (Pts. 4) (T-4) (R-6)

11. Should have a closer time gap between classes in the same program, possibly more classes offered at varied times. (Pts. 4) (T-4) (R-6)

12. Need transportation to school. (Pts. 3) (T-3)

13. Want courses in Ceramics, Macrame, more courses in Nursing and Crocheting ---too long a waiting list. (X) (Pts. 2) (T-2)

14. MDTA doesn't process changes in address quick enough, especially in sending out checks. (No Points)

15. The DSS Medical Assistance Program should investigate the needs of their clients in terms of their physical needs. (Pts. 3) (T-3)

16. Teachers overlap materials and don't apply material to job areas in Ward Clerk and Marketing programs, especially in Personal and Vocational Relationships, Communication for Health Occupations, Psychology for Human Behavior, Retail Salesmanship, and Principles of Retailing classes. (X) (Pts. 2) (T-2)

17. Want gym and swimming pool along with other recreational facilities for Vocational School students. (Pts. 1, 1, 1) (T-3)

18. OJT program through MOCD don't follow up with clients, don't inform client of his or her situation. (No Points)

Total Points: 84

* * * *

CATEGORIZATION OF CLIENT RESPONSES

DIVISION OF VOCATIONAL REHABILITATION

Fond du Lac and Green Lake Counties

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. School should have follow-up on you after you finish a training program to make sure you have a job. All agencies should have follow-through. (Pts. 3, 4, 5, 6) (T-18) (R-1)

2. Payments from welfare are not large enough. (Pts. 4, 6) (T-10) (R-3)

3. Benefits, such as receiving Veterans or Social Security, should not be held against them for receiving welfare. (Pts. 3, 6) (T-9) (R-4)

4. DVR doesn't give enough money for books and fees; also should give money for housing. (Pts. 6) (T-6) (R-4)

5. I have not been receiving my GI Bill benefits on time. (Pts. 4) (T-4) (R-6)

6. Should be able to get training and other services paid for by social agencies, such as DVR, without being unemployed. (Pts. 2) (T-2)

7. MDTA doesn't process changes in address quick enough, especially in sending out checks. (No Points)

[3] Basic Needs: Food, Clothing, and Housing

1. Low-income housing, apartments for students. (Pts. 3, 5, 6) (T-14) (R-1)

2. Should have housing funds for persons relocating. (Pts. 3) (T-3)

[5] Child Care Centers

1. Baby-sitting center for children under 2 years old. Kindercare only takes children over age two. (Pts. 6) (T-6) (R-4)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Need job counseling for aptitude testing. (Pts. 3, 6) (T-9) (R-4)

[9] Courses and Programs: Pre-school, Primary, Middle, and High School

1. Vocational counseling for high school students informing them of vocational programs along with job opportunities in areas outside their community stemming from the program. (X) (Pts. 5) (T-5) (R-5)

[10] Courses and Programs: Vocational and Technical

1. Training should be in the areas of work where there will be jobs when you finish with training. MPTI should work closely with industry to keep aware of present and future needs. (X) (Pts. 2, 4, 5) (T-11) (R-2)

2. Nutritious hot lunch program at MPTI instead of vending machines in commons. (Pts. 1, 2, 5) (T-8) (R-3)

3. Want Accounting program offered in West Bend--and other programs which the physically disabled are most likely to take. (Pts. 5) (T-5) (R-5)

4. Students should have more choice in what they want to take in a semester. (Pts. 1, 1, 1, 1) (T-4) (R-6)

5. Want more classes offered at MPTI in the Secretarial Science-Medical program, especially for upper level courses for transfer services. (Pts. 4) (T-4) (R-6)

6. Should have a closer time gap between classes in the same program, possibly more classes offered at varied times. (Pts. 4) (T-4) (R-6)

7. Want courses in Ceramics, Macrame, more courses in Nursing and Crocheting ---too long a waiting list. (X) (Pts. 2) (T-2)

8. Teachers overlap materials and don't apply material to job areas in Ward Clerk and Marketing programs, especially in Personal and Vocational Relationships, Communication for Health Occupations, Psychology for Human Behavior, Retail Salesmanship, and Principles of Retailing classes. (X) (Pts. 2) (T-2)

9. OJT program through MOCD don't follow up with clients, don't inform client of his or her situation. (No Points)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Need help in finding a job, part-time. (Pts. 5) (T-5) (R-5)

[19] Medical, Dental, and Optical

1. The DSS Medical Assistance Program should investigate the needs of their clients in terms of their physical needs. (Pts. 3) (T-3)

[23] Prejudice, Discrimination, and Employer Prejudice

1. Employers discriminate against you by age and disability. There should be an agency to which you can report discrimination. (Pts. 2, 5, 5, 6) (T-18) (R-1)

2. Prejudice by Fond du Lac employers in regard to persons presently employed and looking for a new job. They take unemployed first. (Pts. 4) (T-4) (R-6)

[25] Recreation and Social

1. Want gym and swimming pool along with other recreational facilities for Vocational School students. (Pts. 1, 1, 1) (T-3)

[26] Referral and Information Center

1. Information center where you can locate services available to you---this is for staff and clients. (Pts. 2, 3, 6) (T-11) (R-2)

2. Would like help with finding a place to live when relocating---like an information center. (Pts. 1) (T-1)

[30] Transportation

1. Transportation to get anywhere. (X) (Pts. 2, 3, 4) (T-9) (R-4)

2. Student fare for technical and college students on Fond du Lac city buses. (Pts. 4) (T-4) (R-6)

3. Need transportation to school. (Pts. 3) (T-3)

[32] Miscellaneous

1. Don't like distance between classes from MPTI and UW-Fond du Lac Center. (Pts. 2) (T-2)

2. Concern with school because I'm tired from working and cannot compete to my fullest ability. (No Points)

DIVISION OF VOCATIONAL REHABILITATION

Washington County

Number of Groups: 1 Total Participating: 4

CLIENT NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 4 participants are clients of DVR.

1. Male, age 28; client of DVR.
2. Male, age 36; client of DVR; former client of WSES.
3. Female, age 24; client of DVR.
4. Male, age 46; client of DVR.

RESPONSES OF NOMINAL GROUP NO. 1

1. DVR and other agencies should be more strict in their expectations with clients who are college students, to avoid their taking advantage of it. They should be more accountable to DVR for what they do. (Pts. 3, 6) (T-9) (R-1)
2. The public and employers should be educated on the fact that physically handicapped persons are as capable of doing most jobs as people without handicaps. (Pts. 4, 5) (T-9) (R-1)
3. Would like testing that would determine an area of work which is not so heavily worked, so I have a better chance at getting a job. (Pts. 2, 5) (T-7) (R-2)
4. Would like to take a test to determine what vocation I would be best suited for. (Pts. 6) (T-6) (R-3)
5. All public agencies supporting students should pick up low-cost insurance of clients through school---some people have to quit because of medical bills. (Pts. 6) (T-6) (R-3)
6. Need more day care centers with qualified help. (Pts. 3, 3) (T-6) (R-3)
7. High schools should encourage living out in the world before deciding on college, and should not push college. (Pts. 6) (T-6) (R-3)
8. Tech School credits should be transferable to college. (Pts. 1, 4) (T-5) (R-4)
9. Want to know how a person can get a car insurance policy with decent rates. (Pts. 5) (T-5) (R-4)
10. Agencies should not cut aid when your wife goes to work---if she is willing to help the family, why discriminate from the wife who won't go to work while husband attends school. (Pts. 5) (T-5) (R-4)
11. State should investigate private schools ---some are not qualified and do not meet the requirements of employers' standards. (Pts. 4) (T-4) (R-5)
12. Housing development--- Arbor Trace--- should be controlled more by the DSS. Too much trouble among families. (Pts. 4) (T-4) (R-5)
13. Would like a dormitory setup for handicapped, so they can live independently but there are responsible people around for emergencies. (Pts. 3) (T-3) (R-6)

14. Need transportation to the Vocational School in which training in your field is offered. (Pts. 1, 1) (T-2)

15. Higher level school instructors do not teach at a level they should be. Are apathetic to teaching because they know public agencies are paying their salaries. (Pts. 2) (T-2)

16. Should have courses to educate the public of the abilities of the handicapped, and that they are independent persons. (No Points)

17. Need a life insurance policy through DVR---will pay back when able. (No Points)

18. Communications instructor at MATC is not teaching from the course outline, and I hear that this is common throughout the vocational-technical system. (Pts. 1) (T-1)

19. Need courses for parents, especially older parents, to understand the rapid change in society---so they can understand the social problems and close the generation gap. (Pts. 2) (T-2)

20. Social service agencies do not recognize that persons unable to do their job---which they have done for 7, 10, or 20 years---because of an injury, need to go back to school and have assistance. (No Points)

21. Tech colleges tend to bend over backwards to keep students in---they should have standards rather than put them into easier programs. (No Points)

22. High schools should have less useless subjects and give students more choice in programming. Should have aptitude testing at this level, and more say by students in course content. (No Points)

23. Employers should have more say on what is taught in high school, vocational schools, and college. Need more contact between employer and high school to keep current with business and industry's needs. (Pts. 2) (T-2)

24. Need in-home services to cover emergencies, to keep family together, and save money. Also need home ec-type help where they come in and do the household chores and then teach the family to pick up the responsibilities. (No Points)

25. Need medical assistance for necessary items, such as hearing aids. (No Points)

Total Points: 84

* * * *

CATEGORIZATION OF CLIENT RESPONSES

DIVISION OF VOCATIONAL REHABILITATION

Washington County

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. DVR and other agencies should be more strict in their expectations with clients who are college students, to avoid their taking advantage of it. They should be more accountable to DVR for what they do. (Pts. 3, 6) (T-9) (R-1)

2. Agencies should not cut aid when your wife goes to work---if she is willing to help the family, why discriminate from the wife who won't go to work while husband attends school. (Pts. 5) (T-5) (R-4)

3. Housing development---Arbor Trace---should be controlled more by the DSS. Too much trouble among families. (Pts. 4) (T-4) (R-5)

4. Social Service agencies do not recognize that persons unable to do their job---which they have done for 7, 10, or 20 years---because of an injury, need to go back to school and have assistance. (No Points)

[5] Child Care Centers

1. Need more day care centers with qualified help. (Pts. 3, 3) (T-6) (R-3)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Would like testing that would determine an area of work which is not so heavily worked, so I have a better chance at getting a job. (Pts. 2, 5) (T-7) (R-2)

2. Would like to take a test to determine what vocation I would be best suited for. (Pts. 6) (T-6) (R-3)

[8] Courses and Programs: Colleges and Universities

1. Higher level school instructors do not teach at a level they should be. Are apathetic to teaching because they know public agencies are paying their salaries. (Pts. 2) (T-2)

2. Employers should have more say on what is taught in ..... college ..... (Pts. 2) (T-2)

[9] Courses and Programs: Pre-school, Primary, Middle, and High School

1. High schools should encourage living out in the world before deciding on college, and should not push college. (Pts. 6) (T-6) (R-3)

2. High schools should have less useless subjects and give students more choice in programming. Should have aptitude testing at this level, and more say by students in course content. (No Points)

3. Employers should have more say on what is taught in high school ..... Need more contact between employer and high school to keep current with business and industry's needs. (Pts. 2) (T-2)

[10] Courses and Programs: Vocational and Technical

1. Tech School credits should be transferable to college. (Pts. 1, 4) (T-5) (R-4)

2. Higher level school instructors do not teach at a level they should be. Are apathetic to teaching because they know public agencies are paying their salaries. (Pts. 2) (T-2)

3. Should have courses to educate the public of the abilities of the handicapped, and that they are independent persons. (No Points)

4. Communications instructor at MATC is not teaching from the course outline, and I hear that this is common throughout the vocational-technical system. (Pts. 1) (T-1)

5. Need courses for parents, especially older parents, to understand the rapid change in society---so they can understand the social problems and close the generation gap. (Pts. 2) (T-2)

6. Tech colleges tend to bend over backwards to keep students in---they should have standards rather than put them into easier programs. (No Points)

7. Employers should have more say on what is taught in ..... vocational schools ..... (Pts. 2) (T-2)

[14] Homemaking and Other Home Services

1. Need in-home services to cover emergencies, to keep family together, and save money. Also need home ec-type help where they come in and do the household chores and then teach the family to pick up the responsibilities. (No Points)

[19] Medical, Dental, and Optical

1. All public agencies supporting students should pick up low-cost insurance of clients through school---some people have to quit because of medical bills. (Pts. 6) (T-6) (R-3)

2. Need a life insurance policy through DVR---will pay back when able. (No Points)

3. Need medical assistance for necessary items, such as hearing aids. (No Points)

[20] Mental Retardation, Physical and Emotional Handicaps

1. The public and employers should be educated on the fact that physically handicapped persons are as capable of doing most jobs as people without handicaps. (Pts. 4, 5) (T-9) (R-1)

2. Would like a dormitory setup for handicapped, so they can live independently but there are responsible people around for emergencies. (Pts. 3) (T-3) (R-6)

[26] Referral and Information Center

1. Want to know how a person can get a car insurance policy with decent rates. (Pts. 5) (T-5) (R-4)

[30] Transportation

1. Need transportation to the Vocational School in which training in your field is offered. (Pts. 1, 1) (T-2)

[32] Miscellaneous

1. State should investigate private schools---some are not qualified and do not meet the requirements of employers' standards. (Pts. 4) (T-4) (R-5)

(Note: The DVR Counselor representing Dodge County made several attempts, without success, to assemble a Client Nominal Group to participate in this study.)

BEST COPY AVAILABLE

TRANSCRIBED RESPONSES AND CATEGORIZATION OF TRANSCRIBED RESPONSES

WISCONSIN STATE EMPLOYMENT SERVICE

STAFF RESPONSES AND CATEGORIZATION

Dodge County 441

Washington County 453

CLIENT RESPONSES AND CATEGORIZATION

Dodge County 446

Washington County 457

ERIC

WISCONSIN STATE EMPLOYMENT SERVICE

Dodge County

Agency Function

The Dodge county office of the Wisconsin State Employment Service serves the entire county and part of Columbia county. The services offered are designed to meet three main objectives: to help people become successfully employed; to help employers meet their manpower needs; and to help communities develop their manpower resources.

Specific services offered by the Dodge county office of the WSES include:

Placement Service: Assist applicants in completing application forms which are then utilized to match applicant's qualifications with job requirements received from employers. Upon the determination of an applicant's potential they may be channeled into training programs.

Employment Counseling: Assist applicants in making a job choice, job change or job adjustment by employing counseling techniques and administering interest inventories, such as the General Aptitude Test Battery, and relate to an applicant his aptitudes, potential, and interests to enable him to make appropriate vocational choices, changes, or adjustments.

Special Service to Veterans: The Wagner-Peyser Act spells out that services for veterans in local employment offices will be available, while the Servicemen's Readjustment Act of 1944 broadens the original legislative mandate. They include priority in referral to jobs and preferential service to disabled veterans; employer relations to encourage the hiring of veterans, and provide information concerning their benefits and rights.

Industrial Services: Supply useful job information to employers; utilize job analysis to help employer select proper applicants on appropriate jobs; administer tests to select applicants for referral to employer, and assist employer with turnover problems and other personnel problems.

Labor Market Information: Provide labor market information to employers for planning purposes, and to applicants for such information as labor market trends, trends in employment and unemployment, availability of applicants and types of skills and training possessed by applicants, wage survey information, occupational survey information, economic conditions locally, state-wide, and nationally. Work closely with other agencies, groups, governmental units, and industrial development groups.

Community Participation: Cooperate with other agencies and groups having common objectives. Exchange employment information, especially labor market information.

In addition to the above services the Employment Service is involved in the following federal ing programs to help develop human resources: the Manpower Development and Training Act;

Job Corps; Concentrated Employment Program; Work Incentive Program; Neighborhood Youth Corps; Emergency Employment Act; Operation Mainstream; Option Programs, and National Alliance of Businessmen/Job Opportunities in the Business Sector.

The total applicants served by the Dodge County WSES office during 1972 was 4,500 with 612 of this total veterans, and 45 clients from minority groups. A total of 702 were assisted in gaining employment, including 120 veterans and 4 from minority groups. Thirty-one of the 171 clients tested were referred to training.

Introduction to Wisconsin State Employment Service Staff Participants

One Nominal Group was organized from the staff of the Dodge County office of the Wisconsin State Employment Service, consisting of four men who had been with the agency from six months to 30 years. Their ages ranged from 25 to 52 years. Three hold Bachelor's degrees, and one has earned a M.S. in guidance and counseling. One is a Spanish major.

Summary of Wisconsin State Employment Service Staff Responses

The staff voted that the first ranked problem which interferes with the efficient functioning of WSES is the clients' failure to recognize their own limitations. Second ranked is the clients' inability to speak and understand the English language, as well as read and write in English.

The most frequently mentioned topic is administration. Interpretation of the multitude of regulations raise several problems. The staff sees persons receiving more money and benefits on welfare than off, and they report that it is difficult to receive aid again for short periods of time once a person is off the welfare rolls. The staff indicated that the clients tend to stay on welfare rather than seek a job.

Funding problems are reported between competing WSES programs, such as MDTA which appears to be losing funds, while the WIN program is gaining funds. Agency staffings are needed to improve communications. Referrals from other agencies which do not meet WSES requirements cause disappointments and problems. One law was cited for change --- the Child Labor laws are reported to have a negative effect on high school dropouts.

The staff sees very real needs in the area for on-the-job training and Vocational training in the skills which match available jobs. They observe that some training programs have a long time lag between the referral, enrollment, and placement. The staff also observes that returning veterans have unmarketable skills. Some placed individuals have poor work records, do not stay on the job, and frequently change jobs all over the area. Staff feels that education or training does not guarantee a job.

Employer prejudice against handicapped, previously injured, older, or inexperienced applicants are cited as problems by the staff. The unwillingness or inability by employers to invest company money in educational or training programs which might benefit workers and their families is considered a stumbling block.

The staff identified a need for better counseling and appraisal services within the agency. Emphasis in the schools on improved basic skills such as arithmetic, spelling, reading rulers and in communicating, would improve the employability of WSES clients. Courses which should be offered by MPTI in Dodge County are LPN training, Health Occupations, Electronics, Refrigeration. Plumbing, English for Non-English Speaking persons, Driver's Education for Spanish-speaking, and a better ABE program.

County housing shortages and transportation needs are noted by the staff. The motivation of clients, with a background education in the work ethic and the advantages of employment, seem to be the common problem underlying many of the other problem areas.

Introduction to Wisconsin State Employment Service Client Participants

Clients of WSES were organized for Nominal Groups by the county of their residence. The five Nominal Group participants reported one former contact with outside agencies and one active contact in addition to the WSES. (See Table 16.)

Of the 423 other client participants in the MPTI study, 95 reported former WSES client status and 63 reported active WSES client status at the time of the interview. Thus, 169 of 432 clients reported WSES contacts.

Four female seasonal workers and one male were organized in one Nominal Group. The women ranged in age from 34 to 53; the man was 24.

Summary of Wisconsin State Employment Service Client Responses

The first ranked problem of the client group is the need for better testing and screening of clients for job placement. Second ranked is the need for a county program for children who are slow learners. Third is a critical observation that WSES should be more consistent and complete in their dissemination of job information to county residents.

The most frequently mentioned category of problems is administrative. A request was made to have the county guidance counselors develop an outreach program with scheduled home visits. Law enforcement drew their attention in a request for a curfew hour for children, to get them off the streets.

The courses requested by Dodge County clients of a Vocational nature include a course in Bus Driving for school bus drivers, to teach clients how to discipline children, a Drafting course, and an LPN program. A recreational program in social dance is also requested.

Comparison of Wisconsin State Employment Service Staff and Client Responses

Staff and clients agreed that there is room for improvement in the counseling and evaluation of client talents and abilities. Another area of agreement is the need for transportation. Both also felt that

the MPTI could do more to publicize their offerings in Vocational and Technical courses, and could do more to increase the variety of such programs. Special English classes for Spanish-speaking persons are recommended by the staff.

ERIC

WISCONSIN STATE EMPLOYMENT SERVICE

Dodge County

Number of Groups: 1 Total Participating: 4

STAFF NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 4 male participants are in a counseling position.

1. Area Services Specialist - Spanish Speaking; 1 year in present position; 1 year in agency; Male, age 27; B.A., Spanish.
2. Counselor; 7 years in present position; 7 years in agency; Male, age 30; B.S., Psychology; B.S., Sociology; M.S., Guidance and Counseling.
3. Manpower Specialist; 6 months in present position; 6 months in agency; Male, age 25; B.S., Psychology.
4. Manpower Specialist; 30 years in present position; 30 years in agency; Male, age 52; PhB., Commerce.

RESPONSES OF NOMINAL GROUP NO. 1

1. Clients' failure to recognize their own limitations. (Pts. 10, 10) (T-20) (R-1)
2. Clients' inability to communicate in English because of an inability to speak and understand the language, as well as read and write it. (X) (Pts. 7, 10) (T-17) (R-2)
3. A person gets more money and benefits on welfare than off, and it is difficult to get back on welfare once off for a short period of time, like one or two months. These are reasons people stay on welfare versus seeking a job. (Pts. 7, 8) (T-15) (R-3)
4. Lack of training and/or experience for jobs available in the area, like Metal Fabrication. (X) (Pts. 5, 9) (T-14) (R-4)
5. A duplication of services by WIN and WSES in relation to funding and programs. WIN is receiving more funding, and WSES is losing it---MDTA program. (Pts. 5, 5) (T-10) (R-5)
6. Almost a complete lack of local staff meetings in order to know what is going on. Need intra-agency staffings. (Pts. 2, 8) (T-10) (R-5)
7. Lack of audio and visual privacy when dealing with applicants---not only for interviewing. (Pts. 1, 9) (T-10) (R-5)
8. Employers are hesitant to hire an applicant with a history of a previous injury or handicap. (Pts. 10) (T-10) (R-5)
9. Training programs have too great a time lapse between referral, enrollment and placement. (X) (Pts. 3, 6) (T-9) (R-6)
10. Applicants want Unemployment Compensation benefits and are not looking for work. (Pts. 9) (T-9) (R-6)
11. Need a study to find out how a disadvantaged or handicapped worker became a capitalistic taxpayer. (Pts. 9) (T-9) (R-6)

12. An employer's unwillingness to relax some hiring standards, such as education, age, experience, and training. (Pts. 8) (T-8) (R-7)

13. A person cannot afford to leave an unskilled job for training. (Pts. 8) (T-8) (R-7)

14. There is limited housing in the area. (Pts. 7) (T-7) (R-8)

15. Appraisal techniques are limited, such as limited use of test available. (Pts. 7) (T-7) (R-8)

16. Returning veterans have unmarketable skills. (Pts. 2, 4) (T-6) (R-9)

17. A lack of inter-agency cooperation and coordination of programs, such as Driver Education for Spanish-speaking people. (Pts. 6) (T-6) (R-9)

18. Applicants are not staying on the job, and some have worked for most of the employers in the area---poor work record. (Pts. 6) (T-6) (R-9)

19. WIN, MPTI, and DVR send applicants to the WSES that do not meet the requirements of the WSES and the referral agency does not discuss the applicant with WSES before the referral. (Pts. 2, 3) (T-5) (R-10)

20. Old age makes training unrealistic for some clients. (Pts. 5) (T-5) (R-10)

21. All child labor laws should be changed because of the effect they have on the high school dropout.

22. Lack of transportation for clients to get to work. (Pts. 6) (T-6)

23. Elementary and high schools are not teaching the basics, such as simple Arithmetic, Spelling, and reading a ruler. (No Points)

24. Poor ABE in the MPTI District, and it is not available to enough persons. (No Points)

25. Education or training does not necessarily mean a job. This causes a lack of motivation. (Pts. 3) (T-3)

26. Not enough funds for MDTA slotting. (Pts. 4) (T-4)

27. There is a duplication of efforts in vocational training by the high schools and Vocational Schools with a definite lack of cooperation. (Pts. 4) (T-4)

28. Should WSES place an applicant from a training program before the completion of training? (No Points)

29. Employer's inability or unwillingness to risk a few dollars in exchange for the overall benefit of an individual or his family. (No Points)

30. Area residents feel cheated because of a limited course selection by MPTI. Need courses such as LPN and other health-related occupations, also Electronics, Refrigeration and Plumbing. (X) (Pts. 3) (T-3)

31. Employer's reluctance to fill out government reports or receive any money from the government. (Pts. 1, 1) (T-2)

32. Poor reputation of the WSES. Need public relations with the community, including applicants and employers. (Pts. 1, 2) (T-3)

33. What agency is finally responsible for a client when he has been hired---who does the follow-up when the client has been dealing with more than one agency. (No Points)

Total Points: 220

CATEGORIZATION OF STAFF RESPONSES

WISCONSIN STATE EMPLOYMENT SERVICE

Dodge County

[1] Adult Basic Education and Adult High School Diploma and Equivalency

1. Poor ABE in the MPTI District, and it is not available to enough persons. (No Points)

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. A person gets more money and benefits on welfare than off, and it is difficult to get back on welfare once off for a short period of time, like one or two months. These are reasons people stay on welfare versus seeking a job. (Pts. 7, 8) (T-15) (R-3)

2. . . . . WIN is receiving more funding, and WSES is losing it---MDTA program. (Pts. 5, 5) (T-10) (R-5)

3. Almost a complete lack of local staff meetings in order to know what is going on. Need intra-agency staffings. (Pts. 2, 8) (T-10) (R-5)

4. WIN, MPTI, and DVR send applicants to the WSES that do not meet the requirements of the WSES . . . . . (Pts. 2, 3) (T-5) (R-10)

5. All child labor laws should be changed because of the effect they have on the high school dropout. (Pts. 4) (T-4)

6. Not enough funds for MDTA slotting. (Pts. 4) (T-4)

7. What agency is finally responsible for a client when he has been hired---who does the follow-up when the client has been dealing with more than one agency? (No Points)

[3] Basic Needs: Food, Clothing, and Housing

1. There is limited housing in the area. (Pts. 7) (T-7) (R-8)

[6] Communications: Inter and Intra-Agency

1. A duplication of services by WIN and WSES in relation to funding and programs . . . . . (Pts. 5, 5) (T-10) (R-5)

2. A lack of inter-agency cooperation and coordination of programs, such as Driver Education for Spanish-speaking people. (Pts. 6) (T-6) (R-9)

3. . . . . and the referral agency does not discuss the applicant with WSES before the referral. (Pts. 2, 3) (T-5) (R-10)

4. There is a duplication of efforts in vocational training by the high schools and vocational schools with a definite lack of cooperation. (Pts. 4) (T-4)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Clients' failure to recognize their own limitations. (Pts. 10, 10) (T-20) (R-1)

2. Appraisal techniques are limited, such as limited use of test available. (Pts. 7) (T-7) (R-8)

[9] Courses and Programs: Pre-school, Primary, Middle, and High School

1. Elementary and high schools are not teaching the basics, such as simple Arithmetic, Spelling, and reading a ruler. (No Points)

[10] Courses and Programs: Vocational and Technical

1. Area residents feel cheated because of a limited course selection by MPTI. Need courses such as LPN and other health-related occupations, also Electronics, Refrigeration and Plumbing. (X) (Pts. 3) (T-3)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. Lack of audio and visual privacy when dealing with applicants---not only for interviewing. (Pts. 1, 9) (T-10) (R-5)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Lack of training and/or experience for jobs available in the area, like Metal Fabrication. (X) (Pts. 5, 9) (T-14) (R-3)

2. Training programs have too great a time lapse between referral, enrollment and placement. (X) (Pts. 3, 6) (T-9) (R-6)

3. Returning veterans have unmarketable skills. (Pts. 2, 4) (T-6) (R-9)

4. Applicants are not staying on the job, and some have worked for most of the employers in the area---poor work record. (Pts. 6) (T-6) (R-9)

5. Education or training does not necessarily mean a job . . . . . (Pts. 3) (T-3)

6. Should WSES place an applicant from a training program before the completion of training? (No Points)

[21] Minorities

1. Clients' inability to communicate in English because of an inability to speak and understand the language, as well as read and write it. (X) (Pts. 7, 10) (T-17) (R-2)

[22] Motivation

1. Applicants want Unemployment Compensation benefits and are not looking for work. (Pts. 9) (T-9) (R-6)

2. Education or training does not necessarily mean a job. This causes a lack of motivation. (Pts. 3) (T-3)

[23] Prejudice, Discrimination, and Employer Prejudice

1. Employers are hesitant to hire an applicant with a history of a previous injury or handicap. (Pts. 10) (T-10) (R-5)

2. An employer's unwillingness to relax some hiring standards, such as education, age, experience, and training. (Pts. 8) (T-8) (R-7)

3. Employer's inability or unwillingness to risk a few dollars in exchange for the overall benefit of an individual or his family. (No Points)

4. Employer's reluctance to fill out government reports or receive any money from the government. (Pts. 1, 1) (T-2)

[24] Public Relations and Community Participation and Volunteers

1. Poor reputation of the WSES. Need public relations with the community, including applicants and employers. (Pts. 1, 2) (T-3)

[27] Senior Citizens (Over 60 Years of Age)

1. Old age makes training unrealistic for some clients. (Pts. 5) (T-5) (R-10)

[30] Transportation

1. Lack of transportation for clients to get to work. (Pts. 6) (T-6)

[31] Wages, Income, and Incentives

1. A person cannot afford to leave an unskilled job for training. (Pts. 8) (T-8) (R-7)

[32] Miscellaneous

1. Need a study to find out how a disadvantaged or handicapped worker became a capitalistic taxpayer. (Pts. 9) (T-9) (R-6)

ERIC

WISCONSIN STATE EMPLOYMENT SERVICE

Dodge County

Number of Groups: 1 Total Participating: 5

CLIENT NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: Eleven persons were expected to participate and had been homogenously grouped on criteria of permanent employees and seasonal workers. Five of the anticipated eleven persons took part and were formed into one group by the research team. The four female participants are seasonal workers.

1. Female, age 53; client of WSES.
2. Female, age 34; client of WSES and MHC.
3. Female, age 40; client of WSES; former client of DSS.
4. Male, age 24; client of WSES.
5. Female, age 49; client of WSES.

RESPONSES OF NOMINAL GROUP NO. 1

1. Need better testing and screening for clients as to what job the client would be best at. (Pts. 4, 5, 6, 6) (T-21) (R-1)
2. Need a program for young children who are slow learners. (Pts. 4, 5, 5, 6) (T-20) (R-2)
3. Lack of information on jobs from the WSES---need better service from them. (Pts. 3, 3, 4, 5) (T-15) (R-3)
4. Need training programs for school bus drivers and disciplining the children on the bus. (X) (Pts. 2, 2, 3, 6) (T-13) (R-4)
5. Need for counselors from the guidance clinics to come into the home---clients won't go to the counselors, so the counselor should come to the client. (Pts. 3, 3, 6) (T-12) (R-5)
6. Need a curfew hour for younger children who are out walking the streets. (Pts. 1, 5) (T-6) (R-6)
7. Need transportation to school. (Pts. 2) (T-2)
8. Need a dance program to teach people how to dance---for husband and wife. (Pts. 1, 1, 1, 2) (T-5)
9. Lack of knowledge and information available on programs at the Vocational School in Beaver Dam---especially for new people in the area. (Pts. 4) (T-4)
10. Need a better program for alcoholics. (No Points)
11. Need better follow-up for alcoholics and children having problems. (Pts. 1, 2) (T-3)
12. Would like a Drafting and LPN program at MPTI in Beaver Dam. (Pts. 4) (T-4)
13. Need for an information and referral center---for what services are available and to whom. (No Points)

Total Points: 105

CATEGORIZATION OF CLIENT RESPONSES

WISCONSIN STATE EMPLOYMENT SERVICE

Dodge County

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Lack of information on jobs from the WSES---need better service from them. (Pts. 3, 3, 4, 5) (T-15) (R-3)

2. Need for counselors from the guidance clinics to come into the home---clients won't go to the counselors, so the counselor should come to the client. (Pts. 3, 3, 6) (T-12) (R-5)

3. Need a curfew hour for younger children who are out walking the streets. (Pts. 1, 5) (T-6) (R-6)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Need better testing and screening for clients as to what job the client would be best at. (Pts. 4, 5, 6, 6) (T-21) (R-1)

[10] Courses and Programs: Vocational and Technical

1. Need training programs for school bus drivers and disciplining the children on the bus. (X) (Pts. 2, 2, 3, 6) (T-13) (R-4)

2. Lack of knowledge and information available on programs at the Vocational School in Beaver Dam---especially for new people in the area. (Pts. 4) (T-4)

3. Would like a Drafting and LPN program at MPTI in Beaver Dam. (Pts. 4) (T-4)

[11] Drugs, Alcoholism, and Emergency Services

1. Need a better program for alcoholics. (No Points)

2. Need better follow-up for alcoholics ..... (Pts. 1, 2) (T-3)

[18] Marital and Family Problems

1. Need better follow-up for ..... children having problems. (Pts. 1, 2) (T-3)

[20] Mental Retardation, Physical and Emotional Handicaps

1. Need a program for young children who are slow learners. (Pts. 4, 5, 5, 6) (T-20) (R-2)

[25] Recreation and Social

1. Need a dance program to teach people how to dance---for husband and wife. (Pts. 1, 1, 1, 2) (T-5)

[26] Referral and Information Center

1. Need for an information and referral center---for what services are available and to whom. (No Points)

[30] Transportation

1. Need transportation to school. (Pts. 2) (T-2)

WISCONSIN STATE EMPLOYMENT SERVICE

Fond du Lac and Green Lake Counties

(The employment service for Green Lake County is provided by the office of the director of WSES, Fond du Lac County.)

CLIENT AND STAFF NOMINALS

The Fond du Lac County WSES, singularly, elected not to participate in the Disadvantaged and Handicapped Research Project. The research team met with the supervisor and, at a later date, with the agency manager and six staff members. There was also a third contact, a follow-up attempt, to encourage participation by the WSES staff and a representative client group in this research project. On each occasion, the agency stated that they chose not to take part.

ERIC

WISCONSIN STATE EMPLOYMENT SERVICE

Washington County

Agency Function

The Wisconsin State Employment Service office serving Washington (and Ozaukee) counties is a part of Wisconsin's Department of Industry, Labor and Human Relations, and operates within a federal-state partnership with three main objectives:

1) to help people become successfully employed;
2) to help employers meet their manpower needs;
3) to help communities develop their manpower resources.

To reach these objectives, the Washington-Ozaukee county office provides applicant recruiting and job placement services, personnel management assistance for employers, labor market information, aptitude testing, vocational counseling, job training assistance, and occupational research. The criterion for eligibility for any of these services is a legitimate need.

WSES programs include the Job Corps, to prepare youth for the responsbilities of citizenship and to increase the employability of young men and women, ages sixteen through twenty-one, by providing them both in rural and urban residential areas, with education, Vocational training, useful work experience and other appropriate activities.

WSES also provides entry into the Manpower Development and Training Act program and the Neighborhood Youth Corps program, which includes in-school, summer, and out-of-school programs. WSES offers counseling and testing services where needed, as well as selection and placement work for NYC participants, ages 16 to 21.

Operation Mainstream, administered by WSES, provide grants to chronically unemployed who are poor, and because of age are unable to obtain employment or get training under other federal programs. The Work Incentive program also is available for persons over 16 years of age who are getting payments under Aid to Families with Dependent Children. These individuals must report for work training or for a job. Unemployed fathers, mothers, and other eligible persons are assisted.

The Concentrated Employment program, an attempt to unify and concentrate all federal manpower efforts to attack the unemployment and underemployment problems of the disadvantaged in slum or rural areas, is operated through the WSES office.

All these services are tailored to individual needs, and may be extended as widely as necessary through the nation-wide network of state employment offices to help one person, an employer of any size, or a community.

Introduction to Wisconsin State Employment Service Staff Participants

One Nominal Group of three males and one female was organized from the WSES staff serving Washington county. Their ages ranged from 38 to 50 years, have been employed in the agency from 4 to 11 years. All had earned Bachelor's degrees and one held a M.A. degree.

Summary of Wisconsin State Employment Service Staff Responses

The most pressing need cited by the group is better public relations and public information about the services available through WSES. Ranked next is a complaint about too much wasted time registering clients for work who do not cooperate by keeping appointments. The staff felt that the maximum time before a client must take a job is too long. Mandatory work should be arranged for Unemployment Compensation recipients after a shorter period. The fourth ranked problem is lack of client motivation.

The problem area mentioned most often is agency administration. In addition to those mentioned above, the staff felt more legal help is needed to force clients to register for work when jobs are available. The staff noted that labor data collected by the WSES is not always valid for the local community situation. More MDTA funds would be desirable. Communications problems between local and district WSES offices and also between WSES and other public service agencies are noted. Some clients register with WSES merely to meet DSS benefit requirements. The placement services of WSES, MPTI, and WIN should be better coordinated.

Specific MPTI courses requested are in areas where employment openings are available: Building trades, Transportation (semi-truck drivers), Bus Drivers, Punch Press, Heavy Equipment, Machine Operators and Health Occupations.

Job placement could be facilitated by additional Vocational programs in the area, since the staff indicated that clients have a lack of skills. Additional work experience and on-the-job training openings would be helpful. Open-ended training programs should be more available to clients in need. Employer bias because of spotty work records, race, sex, appearance, prison records, welfare recipient status, or handicaps was mentioned. The staff also noted that some medical, dental, nutritional, clothing, or housing factors actually made them unemployable. Child care is widely needed.

As stated by the staff, the WSES office needs more staff to serve the large area assigned and a larger budget to provide clients with tools and safety equipment. They also requested funds to provide emergency medical care for clients. Staff identifies a need for a transportation system to overcome the limitation on job placement for some clients and to enable clients to get to job training programs. Better public relations are keyed to a number of problems, including the lack of employer response to the services of the WSES. The staff was establishing a permanent office in an area where none had previously been provided.

Introduction to Wisconsin State Employment Service Client Participants

One client group was organized, with two women and four men. Five were active clients of the agency, and one was a former client. They reported contact with only one outside agency. (See Table 16.)

Of the 432 clients in the MPTI study, a total of 169 reported active or former contact with the WSES.

Summary of Wisconsin State Employment Service Client Responses

The most important problem noted by clients of the Washington county WSES is a direct request for more Vocational and professional training in fields needed by industry. Clients also requested a long-term study as to future needs.

The second most important problem to clients is the need for a public relations effort by WSES to alert the employers in the area to the unemployment problems in the county. The clients stated that employers related to them that they were proud of the stable economy of Washington county and did not use the WSES to list job vacancies.

Employers also are observed as discriminating against women with children. The clients feel that lower wages are offered in some cases because of these attitudes, with employers stating that applicants are overqualified. Age discrimination is also reported by clients as occurring in many places of employment, including governmental agencies.

Vocational counseling is a serious need in the county. Placement assistance for professional and technical positions is requested both for openings within the area and for those in widespread areas. A serious charge that local papers carry false job advertising was made by 50% of the clients. Some positions were incorrectly labeled and others were never answered. WSES clients requested recognition of correspondence courses toward college degrees.

Agency administration drew the greatest number of comments. The employment practices of area employers are included here due to the interaction between WSES and employers. Better agency follow-up on clients and job leads were requested. Accurate evaluation of client ability by WSES is requested. Placement by employers --- putting you where they need you --- rather than by qualifications or interests is criticized. Longer WSES office hours would be more convenient for clients. Low-level job information and applications are offered by WSES to clients to complete a quota, according to clients. Other employment practices which are criticized are the long time lag between sending a resume' and hearing from a company, (causing other jobs to be turned down), lax screening of applicants before interviews, and the common practice of cutting off retirement benefits when an employee leaves the company. Better interview arrangements between WSES and employers were requested.

WSES or MPTI could offer classes in Interviewing Techniques and in preparation of resumes and form letters. With the Washington County Center of the University of Wisconsin system nearby,

courses at the college level in Business Administration, Marketing, Psychology, and Secretarial Sciences are requested.

Other needs cited by clients of the Washington county WSES include child care facilities and transportation to get to work. An Adult High School diploma program should be available during the daytime and evenings.

Comparison of Wisconsin State Employment Service Staff and Client Responses

The staff and clients agree quite closely on the most pressing problems. Both called for a more active public relations effort to familiarize the employer public with the unemployment problem, the skills available for hiring, and the services available from WSES. The newness of the service in the area requires an extra effort to become known. Both groups see problems in very basic needs, such as emergency medical care.

Both staff and clients agree that needs for better transportation and child care facilities exist in the county.

WISCONSIN STATE EMPLOYMENT SERVICE

Washington County

Number of Groups: 1 Total Participating: 4

STAFF NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: Included in this session is the District Supervisor, because of the suggested minimum of 4 participants to successfully use the Nominal Group Method.

1. Area Services Assistant III; 5 days in present position; 4 years, 6 months in agency; Female, age 43; 3 credits towards B.S., Sociology.

2. Manpower Specialist-Itinerant Services; 3 years, 6 months in present position; 9 years, 9 months in agency; Male, age 38; B.S., Economics.

3. Manpower Specialist II-Itinerant Services; 5 months in present position; 10 years in agency; Male, age 40; B.B.A., Business Administration.

4. Decentralized Services Supervisor-Manpower Supervisor; 2 years, 2 months in present position; 11 years, 3 months in agency; Male, age 50; B.A., History; M.A., History.

RESPONSES OF NOMINAL GROUP NO. 1

1. The citizens are unaware of services available through the WSES. There is a need for better public relations. (Pts. 2, 8, 9, 10) (T-29) (R-1)

2. Too much time spent on registering clients for work who do not make themselves available for referral. (Pts. 2, 7, 8, 8) (T-25) (R-2)

3. Problem in Unemployment Compensation regulations and job canvassing. The maximum time before it is mandatory that a client accepts a job is too long. (Pts. 1, 4, 9, 10) (T-24) (R-3)

4. How to motivate clients to want to work. (Pts. 1, 3, 7, 10) (T-21) (R-4)

5. Poor employer responses to the services of the WSES. They are not in the habit of using the WSES because of a lack of a permanent office in the past. (Pts. 6, 10) (T-16) (R-5)

6. More training programs are needed in the areas of employment possibilities, such as in the Building Trades, in Transportation---like semi-truck drivers, Bus Driver, Punch Press, Heavy Equipment, Machine Operators and Health Occupations. (XX) (Pts. 6, 7) (T-13) (R-6)

7. Clients have a lack of skills required to obtain available jobs. (Pts. 3, 8) (T-11) (R-7)

8. Adequate child care for all persons wishing to work. (XXX) (Pts. 5, 6) (T-11) (R-7)

9. Poor communications between some agencies---WIN in Waukesha, DVR in Waukesha, and the DSS. Some clients are registering with the WSES only to meet welfare requirements. There are not enough teeth in the law to enforce valid registration for clients to work when jobs are available. (Pts. 1, 9) (T-10) (R-8)

10. Labor data collected by the WSES is not always valid for the local community. (Pts. 1, 4, 4) (T-9) (R-9)

11. Lack of transportation limits job placement of some clients, and they also need it for training programs. (X) (Pts. 9) (T-9) (R-9)

12. Need MDTA funds and programs in the area---none are available through the Milwaukee office. (Pts. 7) (T-7) (R-10)

13. Disparity between the clients' income needs and their ability to command adequate wages. (Pts. 6) (T-6)

14. More slotting or open-ended training programs that people can start at any time. (No Points)

15. Unrealistic expectations of clients and employers. (Pts. 2, 5) (T-7)

16. Need more employers willing to take a chance on persons with spotty work records. (No Points)

17. Problem of eliminating bias and prejudice on the part of the employers because of race, sex, appearance, prison record, welfare recipient, and handicapped. (Pts. 4) (T-4)

18. Some clients cannot speak or understand English. (No Points)

19. Too much distance between the outstation---home office---and the district WSES office. Not enough communication. (No Points)

20. Lack of funds to provide clients with tools, clothing, emergency medical care, and safety equipment. (No Points)

21. This office has inadequate staff to serve two counties with all the various services that should be provided. Difficult to serve people in peak periods. (Pts. 3) (T-3)

22. More work experience sites for people to become acclimated to the World of Work. (Pts. 3) (T-3)

23. Overlapping of agency programs such as MPTI in job placement; welfare refers people directly to jobs---need coordination of efforts in placement. (Pts. 2, 5) (T-7)

24. Problem in some clients' housing, health and nutritional care makes them unemployable. (No Points)

25. Milwaukee's job bank tie-in is cumbersome to use. We need to call long distance each time we call out. Must let them know when we close out an order. (No Points)

26. The WSES counseling services are not easily available. (Pts. 5) (T-5)

Total Points: 220

CATEGORIZATION OF STAFF RESPONSES

WISCONSIN STATE EMPLOYMENT SERVICE

Washington County

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Too much time spent on registering clients for work who do not make themselves available for referral. (Pts. 2, 7, 8, 8) (T-25) (R-2)

2. Problem in Unemployment Compensation regulations and job canvassing. The maximum time before it is mandatory that a client accepts a job is too long. (Pts. 1, 4, 9, 10) (T-24) (R-3)

3. . . . . There are not enough teeth in the law to enforce valid registration for clients to work when jobs are available. (Pts. 1, 9) (T-10) (R-8)

4. Labor data collected by the WSES is not always valid for the local community. (Pts. 1, 4, 4) (T-9) (R-9)

5. Need MDTA funds and programs in the area---none are available through the Milwaukee office. (Pts. 7) (T-7) (R-10)

6. The WSES counseling services are not easily available. (Pts. 5) (T-5)

[3] Basic Needs: Food, Clothing, and Housing

1. Lack of funds to provide clients with . . . . . clothing . . . . . (No Points)

2. Problem in some clients' housing . . . . . and nutritional care makes them unemployable. (No Points)

[5] Child Care Centers

1. Adequate child care for all persons wishing to work. (XXX) (Pts. 5, 6) (T-11) (R-7)

[6] Communications: Inter and Intra-Agency

1. Poor communications between some agencies---WIN in Waukesha, DVR in Waukesha, and the DSS. Some clients are registering with the WSES only to meet welfare requirements . . . . . (Pts. 1, 9) (T-10) (R-8)

2. Too much distance between the out-station---home office---and the district WSES office. Not enough communication. (No Points)

3. Overlapping of agency programs such as MPTI in job placement; welfare refers people directly to jobs---need coordination of efforts in placement. (Pts. 2, 5) (T-7)

4. Milwaukee's job bank tie-in is cumbersome to use. We need to call long distance each time we call out. Must let them know when we close out an order. (No Points)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Unrealistic expectations of clients and employers. (Pts. 2, 5) (T-7)

[10] Courses and Programs: Vocational and Technical

1. More training programs are needed in the areas of employment possibilities, such as in the Building Trades, in Transportation---like semi-truck drivers, Bus Drivers, Punch Press, Heavy Equipment, Machine Operators and Health Occupations. (XX) (Pts. 6, 7) (T-13) (R-6)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. Lack of funds to provide clients with tools . . . . . and safety equipment. (No Points)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Clients have a lack of skills required to obtain available jobs. (Pts. 3, 8) (T-11) (R-7)

2. More slotting or open-ended training programs that people can start at any time. (No Points)

3. More work experience sites for people to become acclimated to the 'World of Work.' (Pts. 3) (T-3)

[19] Medical, Dental, and Optical

1. Lack of funds to provide clients with . . . . . emergency medical care . . . . . (No Points)

2. Problem in some clients' . . . . . health . . . . . makes them unemployable. (No Points)

[21] Minorities

1. Some clients cannot speak or understand English. (No Points)

[22] Motivation

1. How to motivate clients to want to work. (Pts. 1, 3, 7, 10) (T-21) (R-4)

[23] Prejudice, Discrimination, and Employer Prejudice

1. Need more employers willing to take a chance on persons with spotty work records. (No Points)

2. Problem of eliminating bias and prejudice on the part of the employers because of race, sex, appearance, prison record, welfare recipient, and handicapped. (Pts. 4) (T-4)

[24] Public Relations and Community Participation and Volunteers

1. . . . . There is a need for better public relations. (Pts. 2, 8, 9, 10) (T-29) (R-1)

2. Poor employer response to the services of the WSES. They are not in the habit of using the WSES because of a lack of a permanent office in the past. (Pts. 6, 10) (T-16) (R-5)

[26] Referral and Information Center

1. The citizens are unaware of services available through the WSES. . . . . (Pts. 2, 8, 9, 10) (T-29) (R-1)

[29] Staff

1. This office has inadequate staff to serve two counties with all the various services that should be provided. Difficult to serve people in peak periods. (Pts. 3) (T 3)

[30] Transportation

1. Lack of transportation limits job placement of some clients, and they also need it for training programs. (X) (Pts. 9) (T-9) (R-9)

[31] Wages, Income, and Incentives

1. Disparity between the clients' income needs and their ability to command adequate wages. (Pts. 6) (T-6)

WISCONSIN STATE EMPLOYMENT SERVICE

Washington County

Number of Groups: 1 Total Participating: 6

CLIENT NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 6 participants are present or former clients of WSES.

1. Male, age 29; client of WSES.
2. Female, age 24; former client of WSES.
3. Male, age 33; client of WSES.
4. Male, age 51; client of WSES.
5. Male, age 26; client of WSES.
6. Female, age 29; client of WSES and MHC.

RESPONSES OF NOMINAL GROUP NO. 1

1. Need vocational and professional training in fields needed by industry. More long-term studies as to what will be needed in the future. (Pts. 4, 4, 6) (T-14) (R-1)

2. Employers in Washington County need to be aware of the unemployment problem in this area. They have stated that they are proud of the stable economy, they do not use the WSES to list job vacancies, employers discriminate against women with children and newly married women. Because of so-called stable economy, employers feel they can pay lower wages and I have been told that it is a privilage to work in West Bend rather than Milwaukee. Employers use the excuse you are over-qualified. (XXX) (Pts. 3, 5, 5) (T-13) (R-2)

3. Problems of age discrimination in job hiring from all employers, including government agencies. Also, there is discrimination against marital status. (X) (Pts. 1, 4, 6) (T-11) (R-3)

4. Need vocational counseling. (Pts. 5, 6) (T-11) (R-3)

5. Recognition of correspondence courses towards a college degree. (Pts. 1, 3, 5) (T-9) (R-4)

6. Need better placement assistance for professional and technical positions. More info on these types of positions available outside the area. (Pts. 3, 6) (T-9) (R-4)

7. There is false advertising in the local West Bend newspaper. A job was advertised for a secretarial position, but turned out to be a clerk-typist position. Also, I never got a response from blind newspaper ad and they did not return the resume. Should discontinue blind newspaper ads completely. (Pts. 1, 2, 5) (T-8) (R-5)

8. The WSES office does not provide follow-up on clients and job leads; I myself lost a job opportunity because of this. The WSES tells clients they are overqualified for jobs. (Pts. 2, 4) (T-6) (R-6)

9. Many employers are unwilling to publicly post jobs because they feel they would rather promote from within or get a personal referral. (Pts. 6) (T-6) (R-6)

10. Employers tend to put you where they need you rather than your line of interest or qualifications. (Pts. 6) (T-6) (R-6)

11. Need for Adult High School diploma programs offered during the daytime and evenings. (No Points)

12. Need for college level courses in West Bend in the areas of Business Administration, Marketing, Psychology, and Secretarial Sciences. (X) (Pts. 1) (T-1)

13. Need an opportunity to pass on to a prospective employer my own evaluation of myself, in addition to what is on the form. (No Points)

14. Lack of a competitive starting wage scale in the area. We get stuck in dead-end jobs because there is no where else to go to improve the wage rate. (Pts. 5) (T-5)

15. Adequate child care facilities or in-the-home child care at a cost where it pays to accept a job. (Pts. 4) (T-4)

16. The WSES office staff is not large enough to serve all the different needs of the client. The staff job descriptions are not well defined. (X) (Pts. 2) (T-2)

17. Employers should give reasons for rejecting a job applicant or at least give a response back to the applicant if he is not hired. (XX) (No Points)

18. More efficient snow removal by the city and county to enable me to get to work. (No Points)

19. Transportation to work from outside the city. (Pts. 2) (T-2)

20. Hartford and West Bend's WSES offices are only open a few hours which is not long enough to meet the clients' needs. (Pts. 3) (T-3)

21. The WSES will give you a job application for inadequate jobs so they can say you have been offered something. (No Points)

22. Need more coordination among all the WSES offices in the state---should share specialists. (Pts. 3) (T-3)

23. Lack of proper interview arrangements between the WSES and employers. (No Points)

24. Financial assistance provided by the government while obtaining experience. (Pts. 4) (T-4)

25. Too much lag in time from the sending out of a resume to the time a person hears from the company. Other job opportunities are often turned down while you wait for an answer from another company. (No Points)

26. Better screening of job applicants by the company before they set up an interview. (Pts. 2) (T-2)

27. Need help in interviewing techniques and in preparation of resumes and form letters. (Pts. 1) (T-1)

28. Need for major medical insurance coverage between jobs. (Pts. 1, 2) (T-3)

29. Should not lose retirement benefits when you leave a company. (Pts. 3) (T-3)

Total Points: 126

CATEGORIZATION OF CLIENT RESPONSES

WISCONSIN STATE EMPLOYMENT SERVICE

Washington County

[1] Adult Basic Education and Adult High School Diploma and Equivalency

1. Need for Adult High School diploma programs offered during the daytime and evenings. (No Points)

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. There is false advertising in the local West Bend newspaper. A job was advertised for a secretarial position, but turned out to be a clerk-typist position. Also, I never got a response from blind newspaper ad, and they did not return the resume. Should discountinue blind newspaper ads completely. (Pts. 1, 2, 5) (T-8) (R-5)

2. The WSES office does not provide follow-up on clients and job leads; I myself lost a job opportunity because of this. The WSES tells clients they are over-qualified for jobs. (Pts. 2, 4) (T-6) (R-6)

3. Employers tend to put you where they need you rather than your line of interest or qualifications. (Pts. 6) (T-6) (R-6)

4. Need an opportunity to pass on to a prospective employer my own evaluation of myself, in addition to what is on the form. (No Points)

5. The WSES office staff is not large enough to serve all the different needs of the client. The staff job descriptions are not well defined. (X) (Pts. 2) (T-2)

6. More efficient snow removal by the city and county to enable me to get to work. (No Points)

7. Hartford and West Bend's WSES offices are only open a few hours which is not long enough to meet the clients' needs. (Pts. 3) (T-3)

8. The WSES will give you a job application for inadequate jobs so they can say you have been offered something. (No Points)

9. Too much lag in time from the sending out of a resume to the time a person hears from the company. Other job opportunities are often turned down while you wait for an answer from another company. (No Points)

10. Better screening of job applicants by the company before they set up an interview. (Pts. 2) (T-2)

11. Should not lose retirement benefits when you leave a company. (Pts. 3) (T-3)

[5] Child Care Centers

1. Adequate child care facilities or in-the-home child care at a cost where it pays to accept a job. (Pts. 4) (T-4)

[6] Communications: Inter and Intra-Agency

1. Need more coordination among all the WSES offices in the state---should share specialists. (Pts. 3) (T-3)

2. Lack of proper interview arrangements between the WSES and employers. (No Points)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Need vocational counseling. (Pts. 5, 6) (T-11) (R-3)

[8] Courses and Programs: Colleges and Universities

1. Recognition of correspondence courses towards a college degree. (Pts. 1, 3, 5) (T-9) (R-4)

2. Need for college level courses in West Bend in the areas of Business Administration, Marketing, Psychology, and Secretarial Sciences. (X) (Pts. 1) (T-1)

[10] Courses and Programs: Vocational and Technical

1. Need vocational and professional training in fields needed by industry. More long-term studies as to what will be needed in the future. (Pts. 4, 4, 6) (T-14) (R-1)

2. Need help in interviewing techniques and in preparation of resumes and form letters. (Pts. 1) (T-1)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Need better placement assistance for professional and technical positions. More info on these types of positions available outside the area. (Pts. 3, 6) (T-9) (R-4)

2. Financial assistance provided by the government while obtaining experience. (Pts. 4) (T-4)

[19] Medical, Dental, and Optical

1. Need for major medical insurance coverage between jobs. (Pts. 1, 2) (T-3)

[23] Prejudice, Discrimination, and Employer Prejudice

1. Employers in Washington County need to be aware of the unemployment problem in this area. They have stated that they are proud of the stable economy, they do not use the WSES to list job vacancies, employers discriminate against women with children and newly married women. Because of so-called stable economy, employers feel they can pay lower wages, and I have been told that it is a privilege to work in West Bend rather than Milwaukee. Employers use the excuse you are overqualified. (XXX) (Pts. 3, 5, 5) (T-13) (R-2)

2. Problems of age discrimination in job hiring from all employers, including government agencies. Also, there is discrimination against marital status. (X) (Pts. 1, 4, 6) (T-11) (R-3)

3. Many employers are unwilling to publicly post jobs because they feel they would rather promote from within or get a personal referral. (Pts. 6) (T-6) (R-6)

4. Employers should give reasons for rejecting a job applicant or at least give a response back to the applicant if he is not hired. (XX) (No Points)

[30] Transportation

1. Transportation to work from outside the city. (Pts. 2) (T-2)

[31] Wages, Income, and Incentives

1. Lack of a competitive starting wage scale in the area. We get stuck in dead-end jobs because there is nowhere else to go to improve the wage rate. (Pts. 5) (T-5)

BEST COPY AVAILABLE

TRANSCRIBED RESPONSES AND CATEGORIZATION OF TRANSCRIBED RESPONSES

FEDERAL PROJECTS - MANPOWER DEVELOPMENT AND TRAINING ACT

STAFF RESPONSES AND CATEGORIZATION

Dodge, Fond du Lac, Green Lake and Washington Counties 469

CLIENT RESPONSES AND CATEGORIZATION

Dodge, Fond du Lac, Green Lake and Washington Counties 477

ERIC

FEDERAL PROJECTS - MANPOWER DEVELOPMENT AND TRAINING ACT

Dodge, Fond du Lac, Green Lake, and Washington Counties

Agency Function:

The Manpower Development and Training Act was passed in 1962 against a background of high unemployment, a growing labor force, and a widening impact of technological change upon employment. The Act was amended in 1963 and 1965, as improving employment was noted for the general population, but persistent high unemployment rates for many special worker groups continued, including teenagers, minorities, older workers and the unskilled.

The MDTA requires the federal government to appraise the manpower requirements and resources of the nation. Additionally, it requires the government to develop and apply the information and methods needed to deal with a problem of unemployment resulting from automation and technological change and other types of persistent unemployment.

The Act directs the Secretary of Labor to develop research information by studying important problems in the field of manpower requirements and resources, employment and unemployment, automation and its impact on employment, manpower development and utilization, and labor mobility.

The MDTA program is a cooperative program between the WSES and the Moraine Park VTAE District. The WSES is delegated the responsibility of determining the areas of work in which there are job openings and recruit potential students in that field. The Technical Institute then investigates the funding available and offer the program. Any person from the state of Wisconsin meeting the criterion is eligible to attend an MDTA program in Fond du Lac provided there is a student slot open. The District schools serve to develop and maintain occupational competency, to better understand the responsibilities of citizenship, and to help enrich the lives of District citizens. Through the VTAE schools, persons who lack skills needed for available jobs may be given the training and related education required to qualify them for work.

A total of 109 clients were served during FY 1971-72 by the Moraine Park VTAE District MDTA program. Twenty-two took Mechanical Drafting training, 43 were in Clerk-General Office programs, 17 were in Welding, 5 were trained and graduated as Licensed Practical Nurses, 4 were in Food Manufacturing, 2 in Power Technology, 4 in Small Engine classes, 2 in Data Processing, 2 in Auto Mechanics, 3 in Clerk Typist training, 2 in Secretarial Science, 2 in Electronic Maintenance, and one was trained in Marketing.

Recruitment for MDTA is done through the WSES offices. Eligibility was determined according to the following criteria: a person who is considered poor; unemployed workers (includes members of farm families with less than $3000 annual net family income); a person working substantially less than full time; a person working less than full time or who will be unemployed because their skills have

become or are becoming obsolete; a person working below their skill capacities; a person handicapped both physically and mentally; a person considered as head of family or household; a person who has had at least two years' experience in gainful employment (when allowances are paid -- a person working up to 20 hours part-time may receive training allowances without any loss; a person who is receiving Veterans benefits may also receive MDTA allowances while training).

Students who met the eligibility requirements are provided with counseling and guidance by an adult education supervisor, the student services office of MPTI, and by WSES. The services of the library, the canteen, MPTI clubs, ID cards, recreational activities, and the yearbook are available to all MDTA students. All students are able to participate in interviews at the MPTI school and at industries. Services which are available on a need basis include the Department of Vocational Rehabilitation, Salvation Army, St. Vincent de Paul, Department of Social Services aid, FISH, tutors for individualized help, typewriter rental, and medical aid (for drug problems or venereal disease). Speakers from industry met with classes, and two classes made field trips to electronics industries and related areas.

Introduction to Manpower Development and Training Act Staff Participants

The staff of the MDTA program for the District met in three Nominal Groups, consisting of 12 persons. One group included four male trade and industry department instructors, one with supervisory responsibility. Another group included three female general education instructors and a male counselor, all holding Masters degrees. The third group consisted of four supervisors, with over five years experience in the District.

Summary of Manpower Development and Training Act Staff Responses

The top-ranked responses from staff groups include a request for in-service training for teachers to learn more about disadvantaged students, a request for psychological guidance and counseling services for the students to include work attitudes, values, help with family problems, and finally, a staff Nominal Group noted that a major problem was the many hours per day in the classroom for students.

Three varied concerns were ranked second by the MDTA staff. One staff group felt that some students with serious personal problems should receive assistance from other agencies better equipped to help, before they enter the MDTA program. A second group echoed the first-ranked problem mentioned above concerning the excessively long seven-hour classroom day, without free time for the students. Students need a one-week orientation to the MDTA program to prepare them for the actual course work, according to another staff group.

The most frequently mentioned problem area from MDTA staff was their concern about courses and Vocational and Technical programs. In addition to the concerns about lengthy days cited above, the staff felt that students should be evaluated by ability and placed in classes by ability. Equipment appropriate for the programs should be written into grants. The learning pace is too fast for some students, according to the staff. Refresher courses, like the orientation week, would help students who have been out of school for a long time, or who have inadequate backgrounds. Teacher preparation

time for MDTA classes should be compensated. Some staff feel that an open-ended format with possible entry each week would be advisable. Staff discussions of student problems would assist staff. It was observed that MDTA program students might saturate the job market and compete with regular full-time students. Less structure in the program was urged to foster independence of work habits in the students.

Frequently mentioned problems concerned individual differences in ability, ambition, age, and experience, and how various agencies might deal with them. Better communications between agencies providing assistance were urged. The delay after enrollment, before the first check is received, should be mentioned to the students by the Wisconsin State Employment Service. Expectations which are closely allied to job performance interfere with communications between students and teachers, according to the staff. The students resist learning skills which do not appear to be job related. Some students refuse to do assignments.

A high ranked, frequently mentioned problem area is the need for more counseling and testing for the MDTA students. Although the class days are long, students do not have enough time to discuss progress and problems with instructors. Better aptitude screening should be accomplished before the student is assigned to a class. Students hold back and don't participate in classes without special urging, according to the staff. Group counseling was suggested as an alternative for the students.

Some administrative problems were noted by the staff. These focused on financial and budget procedures. Staff felt that more time between approval and implementation of a program would improve programs. They requested emergency loan funds to help students in the program. More contact with students was urged, both in terms of the enrolled students' attendance, and for the graduated students' follow-up and employment history.

The motivation of students was a problem for staff members. Some students were in the program for the money, not the education, according to all three Nominal Groups of staff. Two groups of staff felt that the MDTA students were discriminated against by the staff and faculty of the MPTI.

Other problems cited included the need for better audiovisual equipment and better offices for the staff, some in-service for the staff in how to teach MDTA students, and more time for the students to examine the occupations available in the District.

Introduction to Manpower Development and Training Act Client Participants

All client participants in Nominal Groups from the Manpower Development and Training Act were organized without regard to place of residence. The 48 clients reported a total of 72 contacts with outside agencies. (See Table 17.)

Eight client-student Nominal Groups were organized from MDTA program students at the Moraine Park Technical Institute-Fond du Lac Campus. One group was made up of seven men in the Office Machine Repair program. Three of the students were working part-time, and two would have

enrolled in Vocational training without MDTA aid.

A second Nominal Group included six students in the MDTA Office Machine Repair program at the Moraine Park Technical Institute-Fond du Lac Campus. These men range in age from 18 to 25. Another group included 8 students in the Mechanical Drafting program at the MPTI-Fond du Lac Campus. Six were men, one a woman, and one did not complete that portion of the information requested. A fourth group of six men are all students in the Mechanical Drafting program.

A group was organized of six women, two from the Data Processing Machine Operation program, one in Accounting, one in Clerk Typist, one in Industrial Marketing, and one in the Secretarial Science program. One of the Data Processing students had previously completed the MDTA Clerk Typist program.

Another group included four MDTA (slotted) students, enrolled in regular MPTI courses with MDTA support. Two were in the Accounting program, one in Mechanical Design, and one in Electronic Servicing. A seventh group included six men, enrolled as slotted MDTA students in programs in Auto Mechanics, Data Processing, Food Manufacturing Technology-Canning and Freezing, Machine Tool Operation, and Small Engine-Chassis Repair. Their ages range from 19 to 38 years. The eighth group consisted of five men, MDTA-slotted into MPTI programs in Accounting, Auto Mechanics, Machine Tool Operations, and Small Engine-Chassis Repair.

Summary of Manpower Development and Training Act Client Responses

A problem which was cited by every member of one group, and which is ranked as the most important problem by that group is the low wage scale for married persons who are separated with a family on welfare. Men with dependents should have pay increases after 10 weeks, and all MDTA students should have higher pay, according to this group. Another group of client-students felt that the Office Machine Repair program should be introduced more clearly to the students. A majority ranked the poor orientation to the courses as a first-ranked problem. Another group focused on the long school day and the short time outside of school for study as a problem. This problem was top-ranked or high-ranked in several other groups, who requested that the courses be spread out across longer periods of time, with less structured study hall time, and more time to learn the material. Students in several courses complained that the courses offered too much information with not enough time to learn it, and ranked the complaint in the top five.

One group cited the differences between the texts used by the instructor and the students in the Mechanical Drafting classes as a first priority problem, since the teachers were using one book and the students were studying from another. The students felt that the texts were at the wrong level for the classes.

Almost all of one group felt that students should be trusted more than they are with regard to reporting absences, particularly in regard to the required physician's excuse. Several groups ranked this in the top five problems. Several groups stated that they were concerned that the MDTA program

might be canceled before they were able to finish their courses. In other cases, concern about financial help between the end of the program and beginning a job was stated. Financial worries were high-ranked by most of the clients.

Several participants stated that the MPTI facilities were inadequate --- they did not appreciate having to commute back and forth between MPTI and the University of Wisconsin-Fond du Lac Center. Another group complained about the courses in the program not immediately related to the subject of the program, such as the required Psychology and Communications courses in the Small Engine Repair program.

The second-ranked problems cited by the eight client groups also covered a wide variety. They included a complaint that there were inadequate course materials, manuals, testing machines, electronic equipment, parts, or business machines for the Office Machine Repair classes to study and practice on. Several second-ranked problems echoed those ranked first by the groups, such as the complaint of "too much, too fast" about some courses. Others repeated the concern about the cancellation of the MDTA program. Another group requested insurance and medical benefits for MDTA students, to help with family expenses. The request of being trusted about reporting absences without physicians' excuses was repeated and ranked second by a different group. Another group asked for MDTA courses to be offered during the summer or as night classes.

Third-ranked problems again included concern about the financial aid for MDTA students not being high enough, or that it should be continued after school was completed. Another group felt more space should be allowed for the MPTI Auto Mechanics department. Specific courses requested included Income Tax Preparation, Photography, and Radio-T.V. Broadcasting for the students. This same group requested that on-the job training be added to MDTA courses so that employers might see the student at work, and appreciate the experiences the MDTA student brought with him to the job.

Other problems ranked third by MDTA clients is the need for financial assistance for child care and medical assistance. Late checks aggravate financial problems for the students. More money is needed for each child or dependent of an MDTA student. A specific request that instructors spend more time and give more attention to individual students was made and ranked third by one student Nominal Group. More qualified instructors with more experience are needed in the MDTA classes.

The category of problem which received the highest number of responses from all the groups was that of Vocational and Technical courses and programs with nearly eighty responses. Of these, 47 were ranked in the ten most important problems by the student-clients. A few of the complaints concerned the need for more money to assist in program-related expenses. Thirteen of the complaints indicated that the MDTA students were being treated as children, and they resented having to submit physician's excuses for absences. Teacher prejudice against MDTA students was related to this emphasis on attendance, rather than on the quality of a student's work.

By far the most frequent complaint about the MDTA program is the rush that students feel. The long school day, partly spent in courses not directly related to the subject matter of the program, with little time for study, too much cramming, and a need for more available instructor time for individual help and instruction, drew twenty-four separate complaints from the students, some ranked first.

Specific complaints about instructors, who they feel need more experience or training in teaching methods, or who dehumanize the students, numbered twenty-three. In some cases these complaints suggested reorganizing shop equipment, which is the responsibility of the instructor. In other cases, the complaint specified too much out-of-class assigned work.

Positive suggestions for improving the program included adding courses at MPTI which are not training-oriented, to give the student a more well-rounded education. Main courses should be in the morning, not the afternoon. Handicapped and disadvantaged complained about the travel involved between the MPTI Annex, the University of Wisconsin - Fond du Lac Center, and the Moraine Park Technical Institute. Advanced students should be allowed to progress at their own pace. An honor roll and graduation certificates should be a part of the MDTA program. More programs should be available at the Beaver Dam Campus, including Secretarial Science, Data Processing, and Clerk Typist. Other programs requested under MDTA (beyond a blanket request to put all MPTI programs under MDTA) were Electronics, Data Processing, Law Enforcement, Automotive Repair, Art, and Accounting. Some Nominal Groups specifically objected to the courses in Communications, Psychology of Human Relations, Algebra, or American Institutions, which seemed to be a review of high school courses. Other groups objected to taking Economics, Filing, Business Principles and Math.

Another category receiving considerable attention is related to needs in facilities, equipment and materials. More room is needed for the Auto Mechanics program, the Small Engine-Chassis Repair program, and others. Students claimed that they had lost interest in classes due to the out-of date equipment and books used, and the short supply of materials. MDTA should provide the tools needed to get a job after training, according to one group.

Also closely related to the quality of the MDTA program is the response category dealing with administration. As noted, there was widespread concern about the rumored cancellation of the MDTA program. Financial policies allowing loans to students are requested, as are changes to allow MDTA students to receive help from the DSS, such as commodity foods and Medical Assistance. The MDTA checks are irregular, inconsistent, and late, according to several Nominal Groups. Some MDTA students feel that other students are in the program for the pay rather than the education. Extensions of MDTA support, beyond placement, for additional training or education is requested. Approval for part-time jobs for mothers with children at home was also requested, to replace the mandatory full-time employment required under the MDTA policy, following completion of the program.

Child care, in evenings and during the day, is needed for MDTA mothers. Better placement services and more on-the-job training was requested. More contacts between future employers and the MDTA students are needed, and better guarantees of employment for the students who complete the

program are desired.

Students from several Nominal Groups agree that more and better counseling is needed for MDTA students. Medical insurance is requested for MDTA students, and medical assistance was ranked first, second or third by three Groups. More equitable pay scales are needed, with the pay being related to need, such as married persons with large families. Some MDTA students must hold part-time jobs in order to support their families. They feel that $5.00 per week for a dependent is not enough. Transportation is a problem. Students cannot afford to pay for parking, and travel allowances are not fair for some students, when others don't get them. The mileage allowed, at the rate paid, is not enough to cover transportation to school.

In summary, most of the problems related by MDTA students were directly tied to the accomplishment of the MDTA program goals. No requests for more recreation were made, and many student-clients were concerned about how to support their families while attending classes on a full-day schedule.

Comparison of Manpower Development and Training Act Staff and Client Responses

In many areas the students and staff of the MDTA program agreed on significant problems. Both cited MDTA program problems and needs in the facilities and equipment used in the MDTA program. Prejudice against MDTA students was noted by both staff and clients, and administrative problems are important to both. Students mentioned needs for basic low-cost housing and child care facilites, not noted by staff. The staff said they need in-service education, and in some areas the student-clients agreed. One area which is a real problem for students is transportation, which was not mentioned by staff. Both staff and students understand the problems and arrived at similar priorities.

FEDERAL PROJECTS - MANPOWER DEVELOPMENT AND TRAINING ACT

Dodge, Fond du Lac, Green Lake and Washington Counties

Number of Groups: 3 Total Participating: 12

STAFF NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: Three of the 4 males participating are Trade and Industry instructors with 2 to 8 months of experience with our district. The fourth member holds a supervisory position in the Trade and Industry Department.

The following MDTA Staff Nominal was conducted at the MPTI-Fond du Lac Carnpus, where all present MDTA programs are located. The Nominal Group Method requires a minimum of 4 participants in a group. Because there are presently three MDTA Trade and Industry instructors, the research team allowed the instructors' supervisor to take part.

1. Student Services Specialist; 8 months in present position; 8 months with our district; Male, age 27; B.S., Spanish.

2. Department Chairman; 5 years in present position; 6 years with our district; Male, age 42, B.S., Industrial Education; M.S., Industrial Education; 8 additional graduate credits.

3. Office Machine Repair and Electronics Instructor; 6 months in present position; 6 months with our district; Male, age 26; B.S., Technical Education; M.S., Vocational Education.

4. Instructor - MDTA Drafting; 2 months in present position; 2 months with our district; Male, age 23; B.S., Industrial Arts Education - Drafting Concentration.

RESPONSES OF NOMINAL GROUP NO. 1

(Please note that on these 3 Staff Nominal Groups, responses pertaining to MPTI are in Category 10 and those responses referring to WSES or some other agency were placed in Category 2.)

1. Too many hours per day in classroom for students. (X) (Pts. 3, 8, 9, 10) (T-30) (R-1)

2. Some students come into program with personal problems such as alcoholism, drugs, and emotional problems, which other agencies are better able to handle before student enters program. (Pts. 5, 6, 8, 10) (T-29) (R-2)

3. Should require more extensive aptitude tests for students. (Pts. 1, 9, 10) (T-20) (R-3)

4. Ability levels of students too varied for one class. (XX) (Pts. 3, 8, 9) (T-20) (R-3)

5. Programs are too intense. Some students can't handle the fast-pace learning. (Pts. 9, 10) (T-19) (R-4)

6. Budgeting procedure is too restrictive. (X) (Pts. 7, 8) (T-15) (R-5)

7. Students are irregular in attendance due to health, attitude, and personal family problems. (XX) (Pts. 4, 5, 5) (T-14) (R-6)

8. Motivation problem with students. (Pts. 7, 7) (T-14) (R-6)

9. Teachers should have paid preparation time for MDTA classes. (Pts. 1, 1, 4, 6) (T-12) (R-7)

10. Some students are after the money and not the education. (Pts. 2, 2, 2, 4) (T-10) (R-8)

11. Poor communications between agencies involved---MDTA allocating funds and education institutions. (Pts. 3, 3, 4) (T-10) (R-8)

12. Raises students receive after 10 weeks are not fairly distributed. Those with two or more dependents don't get raises. (Pts. 2, 5) (T-7) (R-9)

13. State-wide MDTA students can saturate job market in area where program is offered. This causes competition with students in regular full-time programs. (Pts. 1, 6) (T-7) (R-9)

14. Students' pay is held up too long after an excused absence. (Pts. 7) (T-7) (R-9)

15. Some students feel that some instructors don't understand their problems or situations. (Pts. 6) (T-6) (R-10)

16. Program administrative responsibility is not clearly defined. (No Points)

17. Textbooks are too extensive for some students. (No Points.)

Total Points: 220

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: The following MDTA Staff Nominal was conducted at the MPTI-Fond du Lac Campus, where all present MDTA programs are located. Three of the 4 participants are female General Education instructors and the fourth member is a counselor. All four individuals have from 1 to 5 years experience with our district. Each person holds a Masters Degree.

1. Instructor of Communications; 6 months in present position; 1 year, 1 month with our district; Female, age 35; B.S., English; M.S., Curriculum Instruction-Reading.

2. Instructor of Human Relations; 1 year in present position; 1 year with our district; Female,age 24; B.A., Psychology and English; M.S., Experimental Psychology.

3. Instructor in Communications; 3 years, 6 months in present position; 3 years, 6 months with our district; Female, age 57; B.S., English; M.A., English; 15 additional credits.

4. Counselor; 5 years in present position; 5 years with our district; Male, age 34; B.A., Industrial Arts; M.A., Guidance and Counseling.

RESPONSES OF NOMINAL GROUP NO. 2

(Please note that on these 3 Staff Nominal Groups, responses pertaining to MPTI are in Category 10 and those responses referring to WSES or some other agency were placed in Category 2.)

1. Students should receive more guidance and counseling from MPTI as a part of the program on a scheduled basis to include work attitudes, values, family problems. (XX) (Pts. 6, 8, 9, 10) (T-33) (R-1)

2. Students have too heavy a class schedule with 7 hours of class---no free time ---pace is too hard. Need more flexibility. (X) (Pts. 4, 8, 9, 10) (T-31) (R-2)

3. Individual differences such as abilities, attitudes, age, experience and ambitions make it difficult to establish an orientation with them. (XX) (Pts. 3, 4, 10, 10) (T-27) (R-3)

4. Teachers need orientation to teaching MDTA students. (X) (Pts. 4, 7, 7, 8) (T-26) (R-4)

5. Students are not aware of occupations available---need to explore them by going to industries to observe and sit in on classes. (Pts. 3, 8, 9) (T-20) (R-5)

6. Some students need refresher courses before getting into intense programs because they have been out of school so long or have inadequate background. (Pts. 2, 5, 6, 7) (T-20) (R-5)

7. Very difficult to get the student interested and willing to participate in class; they are apathetic and afraid to get involved. (X) (Pts. 6, 9) (T-15) (R-6)

8. Need more programmed materials and audio-visual equipment to supplement student lessons. (Pts. 1, 2, 5) (T-8) (R-7)

9. Should have open-ended programs with classes beginning weekly. (Pts. 7) (T-7) (R-8)

10. Students are so practical in their plans--they must see practicality in the lesson. They need immediate applicability. (X) (Pts. 1, 1, 2, 3) (T-7) (R-8)

11. Need tutors for interested MDTA students. (X) (Pts. 1,5) (T-6) (R-9)

12. Medical or physical problems impede the progress of some students---need health center at MPTI. (Pts. 6) (T-6) (R-9)

13. Many MDTA students are not interested in education, but the money they receive for going. (Pts. 2, 3) (T-5) (R-10)

14. We foster dependence of students for direction at every turn, such as demanding that all homework be done at school under supervision. (Pts. 5) (T-5) (R-10)

15. Prejudice among MDTA students and general students---it goes both ways. General students think MDTAs are stupid and MDTAs think they should have special privileges. (Pts. 4) (T-4)

Total Points: 220

COMPOSITION OF NOMINAL GROUP NO. 3

Criteria for Homogenous Grouping: The following MDTA Staff Nominal was conducted at the MPTI-Fond du Lac Campus, where all present MDTA programs are located. All 4 participating staff members are supervisory personnel, and all have more than five years experience with our district, and have held their present positions from 3 to 6 years.

1. Adult Education Supervisor; 6 years in present position; 25 years with our district; Female, age 64; B.S., English; 24 credits in Reading; 30 credits in Administration.

2. Business Instructor; 6 years in present position; 9 years with our district; Female, age 31; B.A., Home Economics and Business.

3. Administrative Aide; 5 years, 4 months in present position; 5 years, 4 months with our district; Female, age 46; No degree listed.

4. Physics Instructor; 3 years in present position; 5 years with our district; Male, age 53; B.S., Physics and Math; M.S., Physics; 6 additional credits.

RESPONSES OF NOMINAL GROUP NO. 3

(Please note that on these 3 Staff Nominal Groups, responses pertaining to MPTI are in Category 10 and those responses referring to WSES or some other agency were placed in Category 2.)

1. Teachers need in-service training in learning to deal with the disadvantaged student. (Pts. 5, 7, 9, 10) (T-31) (R-1)

2. Students should have at least a one-week orientation course to prepare them to start the actual program. (Pts. 4, 6, 9, 10) (T-29) (R-2)

3. Screening of students is poor, and persons recruiting do not always consider whether person has proper background and ability for the program. (XXX) (Pts. 8, 8, 10) (T-26) (R-3)

4. More care should be given to writing the proposal to provide for necessary equipment and supplies. A miscellaneous category should be included in the proposal for purchasing supplies not anticipated. (X) (Pts. 6, 7, 10) (T-23) (R-4)

5. The administrator and counselor of the MDTA program should also supervise the classes. (Pts. 5, 8, 8) (T-21) (R-5)

6. Need more preparation time between approving a MDTA program and implementing it. (X) (Pts. 6, 9) (T-15) (R-6)

7. Students do not have enough personal contact time with counselors and teachers and clerical personnel. They need more opportunity to speak out about their problems. (XX) (Pts. 3, 4, 7) (T-14) (R-7)

8. Better communications needed with WSES during the duration of the program. Students also are led to believe they will receive a check earlier than they get one. (XX) (Pts. 5, 6) (T-11) (R-8)

9. Need staffings to discuss MDTA student problems. (Pts. 9) (T-9) (R-9)

10. Lack of equipment and supplies: key punch machines, texts, bookkeeping machines, audio-visual. (Pts. 4, 4) (T-8) (R-10)

11. Need more office space. (Pts. 1) (T-1)

12. More follow-up needed on dropouts and graduates. (X) (Pts. 2, 3) (T-5)

13. WSES does not forward the follow-up reports they make on clients to MPTI. (No Points)

14. Some MDTA students are here for the stipend and not for the education. (XX) (Pts. 1, 2) (T-3)

15. Need funds available to help students in emergencies. (Pts. 1) (T-1)

16. Students do not come to the instructor for assistance in their respective subjects. (Pts. 3) (T-3)

17. Certain group of students refuse to do the assignments. (No Points)

18. We should be able to change MDTA texts as necessary and not have to wait for the three-year requirement. (No Points)

19. Too many unexcused absences allowed. (Pts. 1) (T-1)

20. More classroom space and better classroom conditions for MDTA. (No Points)

21. MDTA students are discriminated against by other students and faculty. (X) (Pts. 2, 2) (T-4)

22. MDTA teachers need prep time. (Pts. 7) (T-7)

23. Old MDTA textbooks should be able to be sold to students. Government regulations do not allow this. (Pts. 3) (T-3)

24. Individualized instruction for MDTA students is the only thing that works. Structured classroom approach does not work. (X) (No Points)

25. More student group counseling needed. (Pts. 5) (T-5)

Total Points: 220

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CATEGORIZATION OF STAFF RESPONSES

FEDERAL PROJECTS - MANPOWER DEVELOPMENT AND TRAINING ACT

Dodge, Fond du Lac, Green Lake and Washington Counties

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Budgeting procedure is too restrictive. (X) (Pts. 7, 8) (T-15) (R-5)

2. Need more preparation time between approving a MDTA program and implementing it. (X) (Pts. 9, 6) (T-15) (R-6)

3. Students' pay is held up too long after an excused absence. (Pts. 7) (T-7) (R-9)

4. More follow-up needed on dropouts and graduates. (X) (Pts. 2, 3) (T-5)

5. Need funds available to help students in emergencies. (Pts. 1) (T-1)

6. Too many unexcused absences allowed. (Pts. 1) (T-1)

7. Old MDTA textbooks should be able to be sold to students. Government regulations do not allow this. (Pts. 3) (T-3)

[6] Communications: Inter and Intra-Agency

1. Some students come into program with personal problems such as alcoholism, drugs, and emotional problems which other agencies are better able to handle before student enters program. (Pts. 5, 6, 8, 10) (T-29) (R-2)

2. Individual differences such as abilities, attitudes, age, experience, and ambitions make it difficult to establish an orientation with them. (XX) (Pts. 3, 4, 10, 10) (T-27) (R-3)

3. Better communications needed with WSES during the duration of the program. Students also are led to believe they will receive a check earlier than they get one. (XX) (Pts. 5, 6) (T-11) (R-8)

4. Poor communications between agencies involved---MDTA allocating funds and education institutions. (Pts. 3, 3, 4) (T-10) (R-8)

5. Students are so practical in their plans --they must see practicality in the lesson. They need immediate applicability. (X) (Pts. 1, 1, 2, 3) (T-7) (R-8)

6. Some students feel that some instructors don't understand their problems or situations. (Pts. 6) (T-6) (R-10)

7. WSES does not forward the follow-up reports they make on clients to MPTI. (No Points)

8. Certain group of students refuse to do the assignments. (No Points)

9. Students do not come to the instructor for assistance in their respective subjects. (Pts. 3) (T-3)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Students should receive more guidance and counseling from MPTI as a part of the program on a scheduled basis to include work attitudes, values, family problems. (XX) (Pts. 6, 8, 9, 10) (T-33) (R-1)

2. Screening of students is poor, and persons recruiting do not always consider whether person has proper background and ability for the program. (XXX) (Pts. 8, 8, 10) (T-26) (R-3)

3. Should require more extensive aptitude tests for students. (Pts. 1, 9, 10) (T-20) (R-3)

4. Very difficult to get the student interested and willing to participate in class; they are apathetic, and afraid to get involved. (X) (Pts. 6, 9) (T-15) (R-6)

5. Students are irregular in attendance due to health, attitude, and personal family problems. (XX) (Pts. 4, 5, 5) (T-14) (R-6)

6. Students do not have enough personal contact time with counselors and teachers and clerical personnel. They need more opportunity to speak out about their problems. (XX) (Pts. 3, 4, 7) (T-14) (R-7)

7. More student group counseling needed. (Pts. 5) (T-5)

[10] Courses and Programs: Vocational and Technical

1. Too many hours per day in classroom for students. (X) (Pts. 3, 8, 9, 10) (T-30) (R-1)

2. Students have too heavy a class schedule with 7 hours of class---no free time --pace is too hard. Need more flexibility. (X) (Pts. 4, 8, 9, 10) (T-31) (R-2)

3. Students should have at least a one-week orientation course to prepare them to start the actual program. (Pts. 4, 6, 9, 10) (T-29) (R-2)

4. Ability levels of students too varied for one class. (XX) (Pts. 3, 8, 9) (T-20) (R-3)

5. More care should be given to writing the proposal to provide for necessary equipment and supplies. A miscellaneous category should be included in the proposal for purchasing supplies not anticipated. (X) (Pts. 6, 7, 10) (T-23) (R-4)

6. Programs are too intense. Some students can't handle the fastpace learning. (Pts. 9, 10) (T-19) (R-4)

7. The administrator and counselor of the MDTA program should also supervise the classes. (Pts. 5, 8, 8) (T-21) (R-5)

8. Some students need refresher courses before getting into intense programs because they have been out of school so long or have inadequate background. (Pts. 2, 6, 5, 7) (T-20) (R-5)

9. Teachers should have paid preparation time for MDTA classes. (Pts. 1, 1, 4, 6) (T-12) (R-7)

10. Should have open-ended programs with classes beginning weekly. (Pts. 7) (T-7) (R-8)

11. Need staffings to discuss MDTA student problems. (Pts. 9) (T-9) (R-9)

12. State-wide MDTA students can saturate job market in area where program is offered. This causes competition with students in regular full-time programs. (Pts. 1, 6) (T-7) (R-9)

13. We foster dependence of students for direction at every turn, such as demanding that all homework be done at school under supervision. (Pts. 5) (T-5) (R-10)

14. Program administrative responsibility is not clearly defined. (No Points)

15. Textbooks are too extensive for some students. (No Points)

16. We should be able to change MDTA texts as necessary and not have to wait for the three-year requirement. (No Points)

17. MDTA teachers need prep time. (Pts. 7) (T-7)

18. Individualized instruction for MDTA students is the only thing that works. Structured classroom approach does not work. (X) (No Points)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. Need more programmed materials and audio-visual equipment to supplement student lessons. (Pts. 1, 2, 5) (T-8) (R-7)

2. Lack of equipment and supplies: key punch machines, texts, bookkeeping machines, audio-visual. (Pts. 4,4) (T-8) (R-10)

3. Need more office space. (Pts. 1) (T-1)

4. More classroom space and better classroom conditions for MDTA. (No Points)

[15] In-Service

1. Teachers need in-service training in learning to deal with the disadvantaged student. (Pts. 5, 7, 9, 10) (T-31) (R-1)

2. Teachers need orientation to teaching MDTA students. (X) (Pts. 4, 7, 7, 8) (T-26) (R-4)

[16] Jobs and Job Placement, On-The-Job Training, and Work Experience

1. Students are not aware of occupations available---need to explore them by going to industries to observe and sit in on classes. (Pts. 3, 8, 9) (T-20) (R-5)

[19] Medical, Dental,and Optical

1. Medical or physical problems impede the progress of some students---need health center at MPTI. (Pts. 6) (T-6) (R-9)

[22] Motivation

1. Motivation problem with students. (Pts. 7, 7) (T-14) (R-6)

2. Some students are after the money and not the education. (Pts. 2, 2, 2, 4) (T-10) (R-8)

3. Many MDTA students are not interested in education, but the money they receive for going. (Pts. 2, 3) (T-5) (R-10)

4. Some MDTA students are here for the stipend and not for the education. (XX) (Pts. 1, 2) (T-3)

[23] Prejudice, Discrimination and Employer Prejudice

1. Prejudice among MDTA students and general students---it goes both ways. General students think MDTAs are stupid, and MDTAs think they should have special privileges. (Pts. 4) (T-4)

2. MDTA students are discriminated against by other students and faculty. (X) (Pts. 2,2) (T-4)

[29] Staff

1. Need tutors for interested MDTA students. (X) (Pts. 1, 5) (T-6) (R-9) 9

[31] Wages, Income, and Incentives

1. Raises students receive after 10 weeks are not fairly distributed. Those with two or more dependents don't get raises. (Pts. 2, 5) (T-7) (R-9)

FEDERAL PROJECTS - MANPOWER DEVELOPMENT AND TRAINING ACT

Dodge, Fond du Lac, Green Lake and Washington Counties

Number of Groups: 8 Total Participating: 48

CLIENT (STUDENT) NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: The criteria for this group was based on the training program in which the student is enrolled. All 7 participating students are enrolled in the MDTA Office Machine Repair program at MPTI-Fond du Lac Campus. None of these students have ever been in a previous MDTA program. Three of the 7 students are working part-time outside of school, ranging from 8-20 hours per week. Two of the 7 would be enrolled in vocational training even if they were not receiving MDTA funds---one would be in the same program, the other in Air Conditioning and Refrigeration at MATC-Milwaukee. Three of the 7 said that the Office Machine Repair program was their first choice of a training program; three of the 7 stated that they would have preferred an Air Conditioning and Refrigeration program and one did not state a preference.

1. Male, age 18; client of WSES and MDTA.
2. Male, age 52; client of WSES and MDTA.
3. Male, age 30; client of WSES and MDTA.
4. Male, age 21; client of DVR, WSES, and MDTA; a former client of DSS.
5. Male, age 34; client of WSES and MDTA.
6. Male, age 34; client of WSES and MDTA; a former client of DVR.
7. Male, age 23; client of WSES and MDTA.

RESPONSES OF NOMINAL GROUP NO. 1

(Please note that on this Client Nominal Group, responses pertaining to MPTI are in Category 10 and those responses referring to WSES or some other agency were placed in Category 2.)

1. More pay for a married person who is separated and who has a family on welfare; pay increases after 10 weeks for married men, especially with dependents; should also have higher pay at beginning of programs for everyone. (XXXX) (Pts. 7, 8, 9, 9, 10) (T-43) (R-1)
2. Inadequate course materials, manuals, testing machines, electronic equipment, parts and business machines to study on. (XXXX) (Pts. 4, 4, 4, 5, 5, 10, 10) (T-42) (R-2)
3. Cram too much information into the Electronics course---not enough time to learn it. (Pts. 4, 6, 6, 6, 8, 9) (T-39) (R-3)
4. Mr. Schmidt is an inadequate instructor due to inexperience and new course content. (XX) (Pts. 1, 5, 8, 9, 10) (T-33) (R-4)
5. Spend too much time in school without justifiable results. (XXXX) (Pts. 3, 4, 8, 8, 9) (T-32) (R-5)

6. We need more vacations and breaks in programs, especially for Christmas and Easter, due to length of course. (XX) (Pts. 1, 4, 5, 7, 7) (T-24) (R-6)

7. Need screening for enrollment in MDTA courses, aptitude tests and counseling before course starts. (XX) (Pts. 1, 6, 7, 10) (T-24) (R-6)

8. Teaching a course in Communications for Office Machine Repair students is a waste of time. The present teacher, Miss Mahnke, isn't qualified and should be replaced. (XXX) (Pts. 1, 2, 2, 4, 5, 7) (T-21) (R-7)

9. Pay deductions for being sick but not going to the doctor are unfair. Can't afford to see a doctor for minor ailments. Legitimate excuses are ignored. (XXX) (Pts. 2, 3, 5, 5, 6) (T-21) (R-7)

10. Drop Psychology and don't have as extensive Typing, Key Punch or Business Machines courses in the Office Machine Repair program. (X) (Pts. 2, 3, 3, 3, 9) (T-20) (R-8)

11. Scholastic achievements are not recognized on the honor roll or by giving a degree. (Pts. 1, 2, 7, 8) (T-18) (R-9)

12. Need help in finding a job after program is finished, or we need some other means of financial security. (Pts. 8, 9) (T-17) (R-10)

13. Too much out-of-class work, especially for a married man. (X) (Pts. 6) (T-6)

14. Wrong incentives given for enrolling in course---they stress the pay and not the benefits of the course itself. (X) (Pts. 10) (T-10)

15. Administration has a tendency to look down on MDTA students---we are not recognized as normal students. (Pts. 1) (T-1)

16. School facilities are inadequate---have to go to UW-Fond du Lac Center for classes---need larger commons. (Pts. 1, 2, 2, 3) (T-8)

17. Inadequate travel allowances. (X) (Pts. 7) (T-7)

18. Mr. Schmidt has pet students in his classes. (Pts. 3) (T-3)

19. Mr. Schmidt should be replaced. (No Points)

20. Advanced students should be allowed to advance according to their ability and not be held back. (Pts. 6) (T-6)

21. More detailed help should be given to those without an electronics background. (Pts. 10) (T-10)

Total Points: 385

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: The criteria for this group was based on the training program in which the student is enrolled. All 6 participating students are enrolled in the MDTA Office Machine Repair program at MPTI-Fond du Lac Campus. None of the students have ever been in a previous MDTA program. One student works part-time for approximately 6 hours per week. Two of the 6 students would be enrolled in vocational training even if they were not receiving MDTA funds---one would be enrolled in the same program or the Layton School of Art; the other student would be enrolled in Computer Programming at MATC-Madison. Four of the students stated that the Office Machine Repair program was their first choice of training; one said he would have preferred Computer Programming or Computer Repair and one indicated no preference.

1. Male, age 18; client of DVR, WSES and MDTA; a former client of DSS and Workshops.
2. Male, age 25; client of WSES and MDTA.
3. Male, age 24; client of WSES and MDTA; a former client of DSS.
4. Male, age 21; client of WSES and MDTA.
5. Male, age 23; client of WSES and MDTA; a former client of DSS.
6. Male, age 24; client of DVR, WSES and MDTA.

RESPONSES OF NOMINAL GROUP NO. 2

(Please note that on this Client Nominal Group, responses pertaining to MPTI are in Category 10 and those responses referring to WSES or some other agency were placed in Category 2.)

1. Program of Office Machine Repair doesn't seem to be organized good enough---students feel the course isn't oriented enough for students---they don't know what to expect until they find out by actually taking the course. (XXXX) (Pts. 3, 9, 9, 9, 10, 10) (T-50) (R-1)
2. Course is too widespread to get out of the course what the student feels he should get---cramming too much material into too short of a time period. (Pts. 5, 5, 5, 8, 8, 8) (T-39) (R-2)
3. Want better qualified and more able teachers to teach---instructors should give more attention and time to individuals. (Pts. 6, 6, 7, 8, 10) (T-37) (R-3)
4. Equipment we have is out-of date and there isn't enough. (XXX) (Pts. 2, 4, 6, 7, 8) (T-27) (R-4)
5. MDTA students want more pay for married guys. MDTA students want access to student loans. Some students qualify for MDTA, but can't get it. (Pts. 3, 4, 9, 10) (T-26) (R-5)
6. More programs under MDTA, like Electronics, Data Processing, Law Enforcement, Automotive Repair, Art and Accounting. (XXXX) (Pts. 1, 1, 3, 10, 10) (T-25) (R-6)
7. Instructor isn't able to get his point across---really can't teach it to the class, just doesn't know how to teach. They don't help students that have problems---teacher has to meet the deadline so he doesn't take the time. (Pts. 6, 7, 9) (T-22) (R-7)
8. Better job placement and more information on jobs available to students. (Pts. 3, 6, 8) (T-17) (R-8)

9. MDTA students are not treated like adults, but like junior high---we get scolded. Students feel like they are back in high school. (Pts. 2, 4, 9) (T-15) (R-9)

10. Not enough materials to go with machines. (Pts. 2, 5, 7) (T-14) (R-10)

11. Students feel that some required courses are a waste of time, like Psychology, Communications, Typing and Key Punch---too many hours and a waste of time. (XXXX) (Pts. 4) (T-4)

12. Need more outside contact with future employers to let the employers know what the students are doing and what the employer wants the student to do. How much of an effect does the instructor's recommendation have on the hiring of a student by an employer? (XXX) (Pts. 5, 7) (T-12)

13. Lost interest in course due to lack of materials, like getting a manual on a machine, then losing the machine or never getting a machine, and if you have the machine, you never get the manual. (X) (Pts. 1, 3, 7) (T-11)

14. Students should be screened better---some students in the program shouldn't be in it---not first-come first-serve basis. (Pts. 2, 2, 2, 5) (T-11)

15. Some students get paid for mileage, but some don't. In order to move closer to school, you have to be married and hold a place of residence where you left and where you're moving to. (XX) (Pts. 1) (T-1)

16. You don't get an excused absence unless you have a doctor's excuse; even if you have a car problem it's inexcusable. Also, some doctor's excuses aren't legitimate. (Pts. 1, 3, 4) (T-8)

17. Want a shorter school week---less hours attending classes. Some people work and we have homework and it is hard and frustrating when you attend school eight hours a day, five days a week. (Pts. 1, 4, 6) (T-11)

Total Points: 330

COMPOSITION OF NOMINAL GROUP NO. 3

Criteria for Homogenous Grouping: The criteria for this group was based on the training program in which the student is enrolled. All 8 participating students are enrolled in the MDTA Mechanical Drafting program at MPTI-Fond du Lac Campus. None of the students have been enrolled in previous MDTA programs. One of the students is working part-time approximately 10 hours per week. Two of the 8 students would be enrolled in vocational training even if they were not receiving MDTA funds---one in Technical Illustration, the other in Mechanical Design at MPTI. Six students stated that the Mechanical Drafting program was their first choice of training; one indicated he would have preferred Technical Illustration, the other would have preferred Commercial Design or Commercial Art.

1. Male, age 19; client of WSES and MDTA; a former client of DSS.

2. Male, age 21; client of DVR, WSES, and MDTA; a former client of MHC

3. Male, age 33; client of MDTA and WSES.

4. Male, age 24; client of WSES and MDTA.

MDTA-Client-Composition

5. Sex and age not given; client of WSES and MDTA.

6. Female, age 36; client of WSES and MDTA.

7. Male, age 45; client of WSES and MDTA; a former client of DSS, DVR and MHC.

8. Male, age 19; client of MDTA and WSES.

RESPONSES OF NOMINAL GROUP NO. 3

(Please note that on this Client Nominal Group, responses pertaining to MPTI are in Category 10 and those responses referring to WSES or some other agency were placed in Category 2.)

1. MDTA school day is too long and leaves little time for study outside of school. (XXXX) (Pts. 5, 5, 6, 8, 9, 10, 10, 10) (T-63) (R-1)

2. MDTA Drafting program should be longer than 39 weeks and more detailed---this would provide more study time and less than an 8-hour class day. (Pts. 6, 8, 9, 9, 10, 10) (T-52) (R-2)

3. Need more free study time provided during the 8-hour school day with instructor available to help. (Pts. 6, 7, 7, 7, 9, 9) (T-45) (R-3)

4. Need more money for each child in the family under the MDTA program. (XX) (Pts. 8, 8,9, 10) (T-35) (R-4)

5. MDTA Drafting instructor lacks practical work experience and teaching experience. (XX) (Pts. 8, 8, 8, 10) (T-34) (R-5)

6. Need more individualized instruction or class divided by ability. It is difficult for some to keep pace with class. (X) (Pts. 5, 6, 7, 7, 9) (T-34) (R-5)

7. Too much crammed into the Processes of Industry class in the length of time provided. (X) (Pts. 3, 4, 4, 5, 6, 8) (T-30) (R-6)

8. Would like the Drafting class to make field trips to industry. (X) (Pts. 2, 3, 3, 3, 4, 4, 6) (T-25) (R-7)

9. More liberal interpretation of unexcused absences. If I am working on my car to get to school and I am late, it should be an excused absence. (Pts. 2, 2, 4, 5, 7) (T-20) (R-8)

10. Pay checks do not come in regularly---should be consistent every week. (Pts. 5, 6, 6) (T-17) (R-9)

11. Need funds for in-home child care while mother is in school nights. (Pts. 3, 3, 9) (T-15) (R-10)

12. Need more books in Processes of Industry class. (Pts. 1, 1) (T-2)

13. Need more funds for transportation to commute to see family. (Pts. 10) (T-10)

14. More modern and up-to-date textbooks. (Pts. 1, 2, 2, 7) (T-12)

15. Would like to study only one subject per day. Block the class time per subject. (Pts. 4) (T-4)

16. Do away with Communications class and have something in its place which is more related to Drafting. (Pts. 3, 7) (T-10)

17. Worry over what jobs will pay at end of the course---want more information regarding current pay scale. (Pts. 1, 1) (T-2)

18. Would like psychological testing for my children and myself. (Pts. 2, 5) (T-7)

19. Need transportation to get to school. (Pts. 1, 4, 5) (T-10)

20. Need provision for getting to school by cab if my car breaks down or won't start. (Pts. 2, 2, 4) (T-8)

21. We should have a paid lunch hour. (X) (Pts. 1, 1, 3) (T-5)

Total Points: 440

COMPOSITION OF NOMINAL GROUP NO. 4

Criteria for Homogenous Grouping: The criteria for this group was based on the training program in which the student is enrolled. All 6 participants are enrolled in the MDTA Mechanical Drafting program at MPTI-Fond du Lac Campus. None of the students have been enrolled in previous MDTA programs. None of the students are working part-time at this time. One student would be enrolled in vocational training even if he were not receiving MDTA funds and stated he would be enrolled in the Niles School in Chicago, Illinois. Three stated that the Mechanical Drafting program was their first choice, one would have preferred Architectural Drafting, one student would have preferred Underwater Construction and one indicated no preference.

1. Male, age 26; client of WSES and MDTA.

2. Male, age 27; client of WSES and MDTA.

3. Male, age 38; client of DSS, WIN, WSES, and MDTA.

4. Male, age 19; client of WSES and MDTA.

5. Male, age 22; client of WSES and MDTA.

6. Male, age 19; client of WSES and MDTA.

RESPONSES OF NOMINAL GROUP NO. 4

(Please note that on this Client Nominal Group, responses pertaining to MPTI are in Category 10 and those responses referring to WSES or some other agency were placed in Category 2.)

1. Students' textbooks and instructor texts are different and they teach from theirs; also texts are sub-standard or at wrong levels. (XXX) (Pts. 5, 5, 6, 6, 9) (T-31) (R-1)

2. Have to spend more time in class than other students. Shouldn't be taking a 2-year course in 40 weeks. (XX) (Pts. 3, 8, 9, 9) (T-29) (R-2)

3. Lack of experience of MDTA instructor in the Mechanical Drawing program---is qualified---just not experienced. (XX) (Pts. 4, 6, 8, 10) (T-28) (R-3)

4. Tardiness and absences are not accepted even if legitimate, other than doctor's excuse---it's up to the supervisor. (Pts. 2, 4, 4, 4, 4, 10) (T-28) (R-3)

5. Would like OJT combined with MDTA courses. (Pts. 3, 5, 6, 6, 7) (T-27) (R-4)

6. Need for job placement near to home base. Had to agree to take a job anywhere in Wisconsin---too expensive to move. (Pts. 7, 9, 10) (T-26) (R-5)

7. MDTA instructor in Mechanical Drafting is not educationally qualified to teach sections of program. (Pts. 5, 7, 10) (T-22) (R-6)

8. Work is paced by the smartest person in the class and shouldn't be---should work together. (Pts. 4, 8, 8) (T-20) (R-7)

9. Some instructors have a poor attitude of MDTA students---they leave no room for the students to error. (XX) (Pts. 2, 3, 5, 7) (T-17) (R-8)

10. No choice in program and I was not made aware of other available programs. (Pts. 3, 10) (T-13) (R-9)

11. Checks are late. (Pts. 10) (T-10) (R-10)

12. Have not received many supplies needed for program. (Pts. 2, 8) (T-10) (R-10)

13. There is no organization of equipment in the shop. (Pts. 1, 7) (T-8)

14. Should have more teachers. They must teach too many different courses and can't do their best in any, and they work too many hours. (Pts. 1, 2) (T-3)

15. Should have bus transportation fare paid for even if you live less than 5 miles away and more than 5 cents per mile for use of your own car. (X) (Pts. 1) (T-1)

16. Five dollars per dependent per week is not enough. (Pts. 9) (T-9)

17. Need cheaper student housing. (Pts. 8) (T-8)

18. Would like MDTA to support further training once we are on the job---pay textbooks and tuition. (No Points)

19. Classes and projects should correlate with each other and go step-by-step, like draw up a part in Drafting and go to Metal Processing and make it. (Pts. 1,1) (T-2)

20. Would like to start classes in the morning and finish in the afternoon and keep them constant. (Pts. 1, 5) (T-6)

21. Drafting program should include all phases of drafting, like electrical, mechanical, and architectural, and offered in same school. (Pts. 7) (T-7)

22. Would like some courses at MPTI that are not training-oriented to make it a more well-rounded education. (No Points)

23. Would like field trips to factories relating to Drafting. (Pts. 2, 2) (T-4)

24. Not enough supervision available when wanted. Need para-professionals for tutoring. (Pts. 3) (T-3)

25. Would like Conservation training through the Vocational School. (Pts. 9) (T-9)

26. Lack of consistency on part of instructor in grading and the way he wants things done. He grades papers using a student's paper as a key. He should have a standard key. (Pts. 3, 6) (T-9)

Total Points: 330

COMPOSITION OF NOMINAL GROUP NO. 5

Criteria for Homogenous Grouping: Of the 6 participating MDTA (slotted) students one was enrolled in the Accounting program, two in the Data Processing Machine Operation program, one in the Clerk Typist program, one in the Industrial Marketing program and one in Secretarial Science. Five of the 6 have not been in previous MDTA programs, while one of the Data Processing students previously completed the Clerk Typist program at MPTI as a MDTA student. One of the 6 students works part-time outside of school for approximately 8 hours per week. Two students stated that they would be enrolled in vocational training even if they were not receiving MDTA funds. Both of them would be enrolled at MPTI in their present program. One of the 6 is not enrolled in her first choice of vocational training and would have preferred Restaurant Management or Fashion Design.

1. Female, age 40; client of WSES and MDTA.
2. Female, age 20; client of DSS, WSES and MDTA; former client of DVR.
3. Female, age 23; client of WSES and MDTA.
4. Female, age 21; client of WSES and MDTA.
5. Female, age 19; client of WSES and MDTA.
6. Female, age 18; client of WSES and MDTA.

RESPONSES OF NOMINAL GROUP NO. 5

(Please note that on this Client Nominal Group, responses pertaining to MPTI are in Category 10 and those responses referring to WSES or some other agency were placed in Category 2.)

1. Should have more flexibility and trust in excused absences. A doctor's excuse should not aiways be required. (XXXX) (Pts. 5, 5, 6, 7, 7, 9) (T-39) (R-1)
2. I am worried about MDTA being dissolved before I am able to finish my two-year program. MDTA should not be dissolved. (X) (Pts. 8, 9, 10) (T-27) (R-2)
3. Need financial assistance for child care and for medical assistance. (Pts. 1, 2, 7, 7, 9) (T-26) (R-3)
4. Checks do not come on time. (XX) (Pts. 3, 5, 8, 8) (T-24) (R-4)
5. Need help in job placement after the program. Need help with living expenses until a job is secured---this could even be a loan. (Pts. 5, 9, 10) (T-24) (R-4)
6. We should not be required to work in the state of Wisconsin after graduation or be compelled to pay back the MDTA funds received. (Pts. 1, 3, 9, 9) (T-22) (R-5)
7. We were not informed when we started school that each person has a budget allowed for supplies or materials and that we have to pay the difference if we go over the amount. (Pts. 3, 4, 6, 8) (T-21) (R-6)
8. Being a MDTA student should not stop you from receiving help from the DSS, like commodity foods and Medical Assistance. (Pts. 1, 2, 3, 4, 10) (T-20) (R-7)
9. We should be allowed to work more than 20 hours per week while we are students if we are able to keep up on class work. (Pts. 1, 5, 7, 7) (T-20) (R-7)

10. My checks are not large enough to support my family even with my part-time job, and the worry is reflected in my school work. (Pts. 10, 10) (T-20) (R-7)

11. There are too many required, unrelated courses in a specific program like Accounting. We should be able to concentrate more on the Accounting courses. Many of the courses are merely repetition of high school courses. Courses we shouldn't be required to take are Communication Skills, American Institutions, Economics, Filing, Business Principles, and Math. (XXX) (Pts. 4, 10) (T-14) (R-8)

12. Teachers should not be allowed to dock grades for missing a class period if the work of the student is of the caliber of the grade before it was docked. (Pts. 2, 3, 8) (T-13) (R-9)

13. MPTI-Beaver Dam Campus should have more programs, like Secretarial Science, Data Processing, and Clerk Typist. (XX) (Pts. 4, 8) (T-12) (R-10)

14. Should be able to transfer more credits from one school to another. (Pts. 6) (T-6)

15. Too much repetition of material from one course to another. We had in Accounting what we are studying in Data Processing. (No Points)

16. Too much emphasis is put on attendance and not enough on the caliber of the students' work. (X) (Pts. 5, 6) (T-11)

17. Someone who can answer questions relating to MDTA problems should be available to students when they need them. (Pts. 4) (T-4)

18. I would have preferred a two-year program, but was told that MDTA would only pay for a one-year program. (Pts. 1) (T-1)

19. A woman with pre-school children at home should be allowed to work part-time after graduation and not be required to accept a full-time job. (Pts. 2, 2, 6) (T-10)

20. Would like psychiatric help made available for personal problems. (Pts. 3, 4) (T-7)

21. Should not be required to attend school 8 hours a day when my work is caught up. (Pts. 1, 2, 6) (T-9)

Total Points: 330

COMPOSITION OF NOMINAL GROUP NO. 6

Criteria for Homogenous Grouping: Of the 4 participating MDTA (slotted) students, two were enrolled in the Accounting program, one in Mechanical Design and one in Electronic Servicing. One of the students had previously been enrolled in a MDTA Mechanical Drafting program at MPTI. One student holds a part-time job working approximately 13 hours per week. Two of the 4 students would be enrolled in vocational training even if they were not receiving MDTA funds. Both of them would be enrolled at MPTI in their present program. One of the 4 students is not enrolled in his first choice of vocational training and would have preferred a Photography program at MATC-Milwaukee.

MDTA-Client-Composition

1. Male, age 19; client of WSES and MDTA; former client of DSS.

2. Male, age 34; client of DVR, WSES and MDTA.

3. Male, age 31; client of WSES and MDTA; former client of DSS.

4. Male, age 24; client of WSES and MDTA.

RESPONSES OF NOMINAL GROUP NO. 6

(Please note that on this Client Nominal Group, responses pertaining to MPTI are in Category 10 and those responses referring to WSES or some other agency were placed in Category 2.)

1. No guarantee that I'll be able to get the funds to finish my education---when you qualify, you should be guaranteed the program will last and you will be able to finish. (Pts. 10, 10, 10) (T-30) (R-1)

2. Want insurance or medical benefits to help cover expenses. (XX) (Pts. 8, 8, 9) (T-25) (R-2)

3. Courses are needed in Individual Income Tax Preparation, Photography, Radio-T.V. Broadcasting, and Teaching courses for students. (Pts. 5, 5, 5, 7) (T-22) (R-3)

4. Want OJT tied into programs at MPTI so employers see you have the experience when you apply for a job. (Pts. 2, 9, 9) (T-20) (R-4)

5. Get rid of all written excuses needed for absences, especially doctor's excuses---it costs money and you can't get an appointment just like that. (XXX) (Pts. 3, 3, 3, 7) (T-16) (R-5)

6. Should be able to transfer MPTI credits to high schools, colleges or universities. (X) (Pts. 6, 10) (T-16) (R-5)

7. Should not be required to take courses that we feel are of no use to us, such as American Institutions, Psychology of Human Relations, Algebra, and Communications Skills---seem to be a review of high school subjects. (Pts. 1, 4, 4, 5) (T-14) (R-6)

8. Teachers here are hired because they are tradesmen---they know how to do the job, but can't teach it. (Pts. 4, 7) (T-11) (R-7)

9. Need a better financial counselor to help those students in financial trouble. (Pts. 9) (T-9) (R-8)

10. Irregularity of the arrival of MDTA checks. (XX) (Pts. 8) (T-8) (R-9)

11. MDTA programs should be made available to more people---just because they have a limit isn't a good enough reason to keep them out. (Pts. 8) (T-8) (R-9)

12. Need better adjustments and enough money to cover the materials and books for programs---keep books and material allowance separate. (Pts. 7) (T-7) (R-10)

13. Need more back-up teachers because when one gets sick, the classes are thrown together, thus classes are too big. (Pts. 4) (T-4)

14. School financial officer is very reluctant to give out student loans. (Pts. 6) (T-6)

15. Married MDTA students should get more money for dependents. (No Points)

16. Miss Mahnke is bad news---like a junior high teacher. Need more qualified teachers. She has enough degrees but can't handle classes or teach. (Pts. 6) (T-6)

17. Too much is dependent on tests---in Business Law, one test is your grade. (Pts. 6) (T-6)

18. Mid-term tests in some classes are not needed, but the school requires them. (Pts. 2) (T-2)

19. Want a pass-fail system initiated. (Pts. 1, 1) (T-2)

20. Too much paperwork for students every week to get paid. (Pts. 1, 2) (T-3)

21. Need cheap student housing made available to MPTI students. (Pts. 3) (T-3)

22. Not enough time to move between classes at MPTI---the MPTI Annex and UW Fond du Lac Center. (No Points)

23. Too much red tape---too long a delay before the student finds out he is in a MDTA program. (Pts. 2) (T-2)

Total Points: 220

COMPOSITION OF NOMINAL GROUP NO. 7

Criteria for Homogenous Grouping: Of the 6 participating MDTA (slotted) students, two are enrolled in the Auto Mechanics program, one in Data Processing, one in Food Manufacturing Technology-Canning and Freezing, one in Machine Tool Operation, and one in Small Engine-Chassis Repair. None of the students have been enrolled in previous MDTA programs. Three of the 6 students hold part-time jobs, ranging from 7 to 20 hours per week. Three of the students would be enrolled in vocational training even if they were not receiving MDTA funds. All three would be enrolled in their present program at MPTI. All 6 students are enrolled in their first choice of vocational training.

1. Male, age 38; client of WSES and MDTA.

2. Male, age 25; client of WSES and MDTA.

3. Male, age 19; client of WSES and MDTA.

4. Male, age 23; client of DVR, WSES and MDTA.

5. Male, age 24; client of WSES and MDTA.

6. Male, age 29; client of DVR, MDTA and WSES.

RESPONSES OF NOMINAL GROUP NO. 7

(Please note that on this Client Nominal Group, responses pertaining to MPTI are in Category 10 and those responses referring to WSES or some other agency were place in Category 2.)

1. Need to enlarge MPTI facility to accommodate all students rather than having to go to the UW-Fond du Lac Center. (Pts. 2, 3, 5, 7, 8, 10) (T-35) (R-1)

2. Should have 2 or 3 unexcused absences per semester without being docked. (Pts. 1, 6, 6, 7, 7, 8) (T-35) (R-1)

3. Not enough room in the MPTI Annex for Auto Mechanics. (Pts. 2, 2, 9, 9, 10) (T-32) (R-2)

4. Need health insurance through MDTA. (Pts. 1, 6, 8, 8, 9) (T-32) (R-2)

5. Need more working room for the Small Engine-Chassis Repair program. (Pts. 3, 5, 5, 8, 10) (T-31) (R-3)

6. There is an inadequate amount of tools to work with in Small Engine-Chassis Repair program. Also need more up-to-date equipment. (Pts. 4, 6, 7, 10) (T-27) (R-4)

7. Raises for single students have gone up, but stayed the same for married students. (Pts. 7, 7, 9) (T-23) (R-5)

8. MDTA should provide necessary tools a person needs to get a job after graduation. (Pts. 3, 4, 5, 9) (T-21) (R-6)

9. The Salesmanship instructor is boring and he does not accept my comments in class, even though I have had 3 years selling experience, because it is not in the book. He discourages students from taking part in class. The instructor in Data Processing is not experienced on the use of the new computer. I don't think I will be able to compete with others having equal training because of this. (X) (Pts. 2, 3, 5, 10) (T-20) (R-7)

10. Instructors have a resistance against MDTA students---they do not know the students' background and think money is being wasted. (Pts. 3, 4, 6, 6) (T-19) (R-8)

11. Some programs, like Food Manufacturing, should be a three-year program instead of a two-year program. There is more material we could learn and it wouldn't be so crammed. (Pts. 1, 4, 10) (T-15) (R-9)

12. Poor counseling by MPTI staff, particularly Mr. Smeaton. Need additional counselors so they can do a more detailed study of the problem as it relates to the student. (Pts. 2, 4, 8) (T-14) (R-10)

13. The computer is tied up because the school uses it and there are 40 students using it. Should open it in the evenings. (Pts. 5, 9) (T-14) (R-10)

14. Students should be made aware of the book allowances and the allowance should cover all book and supply needs. (Pts. 1, 1, 2) (T-4)

15. Should have gas allowance for any mileage. (Pts. 1, 3, 4) (T-8)

Total Points: 330

COMPOSITION OF NOMINAL GROUP NO. 8

Criteria for Homogenous Grouping: Of the 5 participating MDTA (slotted) students, one was enrolled in the Accounting program, one in Auto Mechanics, one in Machine Tool Operation and one in Small Engine-Chassis Repair. None of the students have been in previous MDTA programs. Four students hold part-time jobs, ranging from 7 to 20 hours per week. One student would be enrolled in his present program even if he were not receiving MDTA funds. One of the five students is not enrolled in his first choice of vocational training and would have preferred the Tool and Die program at MATC-Milwaukee.

1. Male, age 23; client of WSES and MDTA.
2. Male, age 41; client of WSES and MDTA.
3. Male, age 44; client of WSES and MDTA.
4. Male, age 23; client of WSES and MDTA.
5. Male, age 41; client of WSES and MDTA.

RESPONSES OF NOMINAL GROUP NO. 8

(Please note that on this Client Nominal Group, responses pertaining to MPTI are in Category 10 and those responses referring to WSES or some other agency were placed in Category 2.)

1. Too much time is wasted in courses such as Psychology and Communications and having 3 hours a day in free time---should stress work on Small Engine Repair or whatever the major course is. (X) (Pts. 3, 6, 7, 7, 9) (T-32) (R-1)

2. MDTA courses should be offered during the summer or as night classes. Should be able to take a course more than once. Can't learn any type of skill in only one course. (XX) (Pts. 6, 6, 9, 9) (T-30) (R-2)

3. Not enough financial help between the end of the school program and getting set on a job. (Pts. 3, 8, 8, 9) (T-28) (R-3)

4. Should be able to get back in school without having to spend money for a doctor, just to get a slip saying you are sick---should abolish readmission slip. (XX) (Pts. 2, 4, 5, 5, 10) (T-26) (R-4)

5. MDTA should loan money to students to set up in a business after graduation. (Pts. 4, 8, 10) (T-22) (R-5)

6. MDTA should be continued so a person in the two-year programs can continue or go on in the same field. (Pts. 4, 7, 10) (T-21) (R-6)

7. Placement services should personally scout all job possibilities and factory histories. Should have employer resumes from all businesses in the area so students know what a place is like before applying for a job. (Pts. 1, 2, 6, 10) (T-19) (R-7)

8. School should have more modern equipment and machines to train on---small engines, machine shop and other shops at school. (X) (Pts. 4, 8) (T-12) (R-8)

9. Pay scale is unfair---no difference between single and married persons. (Pts. 2, 9) (T-11) (R-9)

10. MDTA should pay for tools you need in your course. (Pts. 2, 3, 5) (T-10) (R-10)

11. UW-Fond du Lac Center should have free parking for students. (Pts. 3, 7) (T-10) (R-10)

12. Pay checks often aren't large enough, depending on an individual's circumstances---divorced or separated should be taken as a separate category. (Pts.10) (T-10) (R-10)

13. All programs at MPTI should be under MDTA funding. (Pts. 8) (T-8)

14. Classrooms and building are too small. (No Points)

15. Too much paperwork every week to get your pay check. (Pts. 1, 1, 3) (T-5)

16. Should have an expanded Vocational School in Oshkosh. (No Points)

17. Should have all classes at a central location---too much travel between the MPTI Annex, UW-Fond du Lac Center and the Vocational School. (Pts. 2, 6) (T-8)

18. MPTI should set up summer jobs for out-of-town students in his field of study. (Pts. 1) (T-1)

19. Main courses should be in the morning instead of the afternoon. (Pts. 1, 5) (T-6).

20. Should have a higher rate of pay for mileage and transportation. (Pts. 7) (T-7)

21. Lack of time to work at a part-time job. (Pts. 4, 5) (T-9)

Total Points: 275

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CATEGORIZATION OF CLIENT (STUDENT) RESPONSES

FEDERAL PROJECTS - MANPOWER DEVELOPMENT AND TRAINING ACT

Dodge, Fond du Lac, Green Lake and Washington Counties

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. No guarantee that I'll be able to get the funds to finish my education---when you qualify, you should be guaranteed the program will last and you will be able to finish. (Pts. 10, 10, 10) (T-30) (R-1)

2. I am worried about MDTA being dissolved before I am able to finish my two-year program. MDTA should not be dissolved. (X) (Pts. 8, 9, 10) (T-27) (R-2)

3. Checks do not come on time. (XX) (Pts. 3, 5, 8, 8) (T-24) (R-4)

4. . . . . Some students qualify for MDTA, but can't get it. (Pts. 3, 4,9, 10) (T-26) (R-5)

5. We should not be required to work in the state of Wisconsin after graduation or be compelled to pay back the MDTA funds received. (Pts. 1, 3, 9, 9) (T-22) (R-5)

6. MDTA should loan money to students to set up in a business after graduation. (Pts. 4, 8, 10) (T-22) (R-5)

7. MDTA should be continued so a person in the two-year programs can continue or go on in the same field. (Pts. 4, 7, 10) (T-21) (R-6)

8. Being a MDTA student should not stop you from receiving help from the DSS, like commodity foods and Medical Assistance. (Pts. 1, 2, 3, 4, 10) (T-20) (R-7)

9. We should be allowed to work more than 20 hours per week while we are students if we are able to keep up on class work. (Pts. 1, 5, 7, 7) (T-20) (R-7)

10. Pay checks do not come in regularly---should be consistent every week. (Pts. 5, 6, 6) (T-17) (R-9)

11. No choice in program and I was not made aware of other available programs. (Pts. 3, 10) (T-13) (R-9)

12. Irregularity of the arrival of MDTA checks. (XX) (Pts. 8) (T-8) (R-9)

13. MDTA programs should be made available to more people---just because they have a limit isn't a good enough reason to keep them out. (Pts. 8) (T-8) (R-9)

14. Checks are late. (Pts. 10) (T-10) (R-10)

15. Wrong incentives given for enrolling in course---they stress the pay and not the benefits of the course itself. (X) (Pts. 10) (T-10)

16. Students should be screened better---some students in the program shouldn't be in it---not first-come first-serve basis. (Pts. 2, 2, 2, 5) (T-11)

17. We should have a paid lunch hour. (X) (Pts. 1, 1, 3) (T-5)

18. Would like MDTA to support further training once we are on the job---pay textbooks and tuition. (No Points)

19. A woman with pre-school children at home should be allowed to work part-time after graduation and not be required to accept a full-time job. (Pts. 2, 2, 6) (T-10)

20. Too much paperwork for students every week to get paid. (Pts. 1, 2) (T-3)

21. Too much red tape---too long a delay before the student finds out he is in a MDTA program. (Pts. 2) (T-2)

22. Too much paperwork every week to get your pay check. (Pts. 1, 1, 3) (T-5)

[3] Basic Needs: Food, Clothing, and Housing

1. Need cheaper student housing. (Pts. 8) (T-8)

2. Need cheap student housing made available to MPTI students. (Pts. 3) (T-3)

[5] Child Care Centers

1. Need financial assistance for child care . . . . . (Pts. 1, 2, 7, 7, 9) (T-26) (R-3)

[6] Communications: Inter and Intra-Agency

1. Worry over what jobs will pay at end of the course---want more information regarding current pay scale. (Pts. 1, 1) (T-2)

2. Someone who can answer questions relating to MDTA problems should be available to students when they need them. (Pts. 4) (T-4)

3. I would have preferred a two-year program, but was told that MDTA would only pay for a one-year program. (Pts. 1) (T-1)

4. Students should be made aware of the book allowances and the allowance should cover all book and supply needs. (Pts. 1, 1, 2) (T-4)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Need screening for enrollment in MDTA courses, aptitude tests and counseling before course starts. (XX) (Pts. 1, 6, 7, 10) (T-24) (R-6)

2. Would like psychological testing for my children and myself. (Pts. 2, 5) (T-7)

3. Would like psychiatric help made available for personal problems. (Pts. 3, 4) (T-7)

[10] Courses and Programs: Vocational and Technical

1. MDTA school day is too long and leaves little time for study outside of school. (XXXX) (Pts. 5, 5, 6, 8, 9, 10, 10, 10) (T-63) (R-1)

2. More pay for a married person who is separated and who has a family on welfare; pay increases after 10 weeks for married men, especially with dependents; should also have higher pay at beginning of programs for everyone. (XXXX) (Pts. 7. 8, 9, 9, 10) (T-43) (R-1)

3. Should have more flexibility and trust in excused absences. A doctor's excuse should not always be required. (XXXX) (Pts. 5, 5, 6, 7, 7, 9) (T-39) (R-1)

4. Should have 2 or 3 unexcused absences per semester without being docked. (Pts. 1, 6, 6, 7, 7, 8) (T-35) (R-1)

5. Too much time is wasted in courses such as Psychology and Communications and having 3 hours a day in free time---should stress work on Small Engine Repair or whatever the major course is. (X) (Pts. 3, 6, 7, 7, 9) (T-32) (R-1)

6. Students' textbooks and instructor texts are different and they teach from theirs; also texts are sub-standard or at wrong levels. (XXX) (Pts. 5, 5, 6, 6, 9) (T-31) (R-1)

7. MDTA Drafting program should be longer than 39 weeks and more detailed---this would provide more study time and less than an 8-hour class day. (Pts. 6, 8, 9, 9, 10, 10) (T-52) (R-2)

8. Course is too widespread to get out of the course what the student feels he should get---cramming too much material into too short of a time period. (Pts. 5, 5, 5, 8, 8, 8) (T-39) (R-2)

9. MDTA courses should be offered during the summer or as night classes. Should be able to take a course more than once. Can't learn any type of skill in only one course. (XX) (Pts. 6, 6, 9, 9) (T-30) (R-2)

10. Have to spend more time in class than other students. Shouldn't be taking a 2-year course in 40 weeks. (XX) (Pts. 3, 8, 9, 9) (T-29) (R-2)

11. Need more free study time provided during the 8-hour school day with instructor available to help. (Pts. 6, 7, 7 7, 9, 9) (T-45) (R-3)

12. Cram too much information into the Electronics course---not enough time to learn it. (Pts. 4, 6, 6, 6, 8, 9) (T-39) (R-3)

13. Want better qualified and more able teachers to teach---instructors should give more attention and time to individuals. (Pts. 6, 6, 7, 8, 10) (T-37) (R-3)

14. Lack of experience of MDTA instructor in the Mechanical Drawing program---is qualified---just not experienced. (XX) (Pts. 4, 6, 8, 10) (T-28) (R-3)

15. Tardiness and absences are not accepted even if legitimate, other than doctor's excuse---it's up to the supervisor. (Pts. 2, 4, 4, 4, 4, 10) (T-28) (R-3)

16. Courses are needed in Individual Income Tax Preparation, Photography, Radio-T.V. Broadcasting, and Teaching courses for students. (Pts. 5, 5, 5, 7) (T-22) (R-3)

17. Mr. Schmidt is an inadequate instructor due to inexperience and new course content. (XX) (Pts. 1, 5, 8, 9, 10) (T-33) (R-4)

18. Should be able to get back in school without having to spend money for a doctor, just to get a slip saying you are sick---should abolish readmission slip. (XX) (Pts. 2, 4, 5, 5, 10) (T-26) (R-4)

19. MDTA Drafting instructor lacks practical work experience and teaching experience. (XX) (Pts. 8, 8, 8, 10) (T-34) (R-5)

20. Need more individualized instruction or class divided by ability. It is difficult for some to keep pace with class. (X) (Pts. 5, 6, 7, 7, 9) (T-34) (R-5)

21. Spend too much time in school without justifiable results. (XXXX) (Pts. 3, 4, 8, 8, 9) (T-32) (R-5)

22. Get rid of all written excuses needed for absences, especially doctor's excuses---it costs money and you can't get an appointment just like that. (XXX) (Pts. 3, 3, 3, 7) (T-16) (R-5)

23. Should be able to transfer MPTI credits to high schools, colleges, or universities. (X) (Pts. 6, 10) (T-16) (R-5)

24. Too much crammed into the Processes of Industry class in the length of time provided. (X) (Pts. 3, 4, 4, 5, 6, 8) (T-30) (R-6)

25. More programs under MDTA, like Electronics, Data Processing, Law Enforcement, Automotive Repair, Art, and Accounting. (XXXX) (Pts. 1, 1, 3, 10, 10) (T-25) (R-6)

26. We need more vacations and breaks in programs, especially for Christmas and Easter, due to length of course. (XX) (Pts. 1, 4, 5, 7, 7) (T-24) (R-6)

27. MDTA instructor in Mechanical Drafting is not educationally qualified to teach sections of program. (Pts. 5, 7, 10) (T-22) (R-6)

28. We were not informed when we started school that each person has a budget allowed for supplies or materials and that we have to pay the difference if we go over that amount. (Pts. 3, 4, 6, 8) (T-21) (R-6)

29. Should not be required to take courses that we feel are of no use to us, such as American Institutions, Psychology of Human Relations, Algebra, and Communications Skills---seem to be a review of high school subjects. (Pts. 1, 4, 4, 5) (T-14) (R-6)

30. Teaching a course in Communications for Office Machine Repair students is a waste of time. The present teacher, Miss Mahnke, isn't qualified and should be replaced. (XXX) (Pts. 1, 2, 2, 4, 5, 7) (T-21) (R-7)

31. Pay deductions for being sick but not going to the doctor are unfair. Can't afford to see a doctor for minor ailments. Legitimate excuses are ignored. (XXX) (Pts. 2, 3, 5, 5, 6) (T-21) (R-7)

32. Instructor isn't able to get his point across---really can't teach it to the class, just doesn't know how to teach. They don't help students that have problems ---teacher has to meet the deadline so he doesn't take the time. (Pts. 6, 7, 9) (T-22) (R-7)

33. Work is paced by the smartest person in the class and shouldn't be---should work together. (Pts. 4, 8,8) (T-20) (R-7)

34. The Salesmanship instructor is boring and he does not accept my comments in class, even though I have had 3 years selling experience,because it is not in the book. He discourages students from taking part in class. The instructor in Data Processing is not experienced on the use of the new computer. I don't think I will be able to compete with others having equal training because of this. (X) (Pts. 2, 3, 5, 10) (T-20) (R-7)

35. Teachers here are hired because they are tradesmen---they know how to do the job, but can't teach it. (Pts. 4, 7) (T-11) (R-7)

36. Drop Psychology and don't have as extensive Typing, Key Punch or Business Machines courses in the Office Machine Repair program. (X) (Pts. 2, 3, 3, 3, 9) (T-20) (R-8)

37. More liberal interpretation of unexcused absences. If I am working on my car to get to school and I am late, it should be an excused absence. (Pts. 2, 2, 4, 5, 7) (T-20) (R-8)

38. Instructors have a resistance against MDTA students--they do not know the students' background and think money is being wasted. (Pts. 3, 4, 6, 6) (T-19) (R-8)

39. Some instructors have a poor attitude of MDTA students---they leave no room for the students to error. (XX) (Pts. 2, 3, 5, 7) (T-17) (R-8)

40. There are too many required, unrelated courses in a specific program like Accounting. We should be able to concentrate more on the Accounting courses. Many of the courses are merely repetition of high school courses. Courses we shouldn't be required to take are Communication Skills, American Institutions, Economics, Filing, Business Principles, and Math. (XXX) (Pts. 4, 10) (T-14) (R-8)

41. Need a better financial counselor to help those students in financial trouble. (Pts. 9) (T-9) (R-8)

42. Scholastic achievements are not recognized on the honor roll or by giving a degree. (Pts. 1, 2, 7, 8) (T-18) (R-9)

43. MDTA students are not treated like adults, but like junior high---we get scolded. Students feel like they are back in high school. (Pts. 2, 4, 9) (T-15) (R-9)

44. Some programs, like Food Manufacturing, should be a three-year program instead of a two-year program. There is more material we could learn and it wouldn't be so crammed. (Pts. 1, 4, 10) (T-15) (R-9)

45. Teachers should not be allowed to dock grades for missing a class period if the work of the student is of the caliber of the grade before it was docked. (Pts. 2, 3, 8) (T-13) (R-9)

46. The computer is tied up because the school uses it and there are 40 students using it. Should open it in the evenings. (Pts. 5, 9) (T-14) (R-10)

47. MPTI-Beaver Dam Campus should have more programs,like Secretarial Science, Data Processing, and Clerk Typist. (XX) (Pts. 4, 8) (T-12) (R-10)

48. Should be able to transfer more credits from one school to another. (Pts. 6) (T-6)

49. Too much repetition of material from one course to another. We had in Accounting what we are studying in Data Processing. (No Points)

50. Too much emphasis is put on attendance and not enough on the caliber of the students' work. (X) (Pts. 5, 6) (T-11)

51. Should not be required to attend school 8 hours a day when my work is caught up. (Pts. 1, 2, 6) (T-9)

52. School financial officer is very reluctant to give out student loans. (Pts.6) (T-6)

53. Miss Mahnke is bad news---like a junior high teacher. Need more qualified teachers. She has enough degrees but can't handle classes or teach. (Pts. 6) (T-6)

54. Too much is dependent on tests---in Business Law, one test is your grade. (Pts. 6) (T-6)

55. Mid-term tests in some classes are not needed, but the school requires them. (Pts. 2) (T-2)

56. Want a pass-fail system initiated. (Pts. 1, 1) (T-2)

57. Not enough time to move between classes at MPTI---the MPTI Annex and UW-Fond du Lac Center. (No Points)

58. All programs at MPTI should be under MDTA funding. (Pts. 8) (T-8)

59. Should have an expanded Vocational School in Oshkosh. (No Points)

60. Should have all classes at a central location---too much travel between the MPTI Annex, UW-Fond du Lac Center and the Vocational School. (Pts. 2, 6) (T-8)

61. Main courses should be in the morning instead of the afternoon. (Pts. 1, 5) (T-6)

62. Too much out-of-class work, especially for a married man. (X) (Pts. 6) (T-6)

63. Administration has a tendency to look down on MDTA students---we are not recognized as normal students. (Pts. 1) (T-1)

64. Mr. Schmidt has pet students in his classes. (Pts. 3) (T-3)

65. Mr. Schmidt should be replaced. (No Points)

66. Advanced students should be allowed to advance according to their ability and not be held back. (Pts. 6) (T-6)

67. More detailed help should be given to those without an electronics background. (Pts. 10) (T-10)

68. Students feel that some required courses are a waste of time, like Psychology, Communications, Typing and Key Punch---too many hours and a waste of time. (XXXX) (Pts. 4) (T-4)

69. You don't get an excused absence unless you have a doctor's excuse, even if you have a car problem it's inexcusable. Also, some doctor's excuses aren't legitimate. (Pts. 1, 3, 4) (T-8)

70. Want a shorter school week---less hours attending classes. Some people work and we have homework and it is hard and frustrating when you attend school eight hours a day, five days a week. (Pts. 1, 4, 6) (T-11)

71. Would like to study only one subject per day. Block the class time per subject. (Pts. 4) (T-4)

72. Do away with Communications class and have something in its place which is more related to Drafting. (Pts. 3, 7) (T-10)

73. There is no organization of equipment in the shop. (Pts. 1, 7) (T-8)

74. Classes and projects should correlate with each other and go step-by-step, like draw up a part in Drafting and go to Metal Processing and make it. (Pts. 1, 1) (T-2)

75. Would like to start classes in the morning and finish in the afternoon and keep them constant. (Pts. 1, 5) (T-6)

76. Drafting program should include all phases of drafting, like electrical, mechanical, and architectural, and offered in same school. (Pts. 7) (T-7)

77. Would like some courses at MPTI that are not training-oriented to make it a more well-rounded education. (No Points)

78. Would like Conservation training through the Vocational School. (Pts. 9) (T-9)

79. Lack of consistency on part of instructor in grading and the way he wants things done. He grades papers using a student's paper as a key. He should have a standard key. (Pts. 3, 6) (T-9)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. Need to enlarge MPTI facility to accommodate all students rather than having to go to the UW-Fond du Lac Center. (Pts. 2, 3, 5, 7, 8, 10) (T-35) (R-1)

2. Inadequate course materials, manuals, testing machines, electronic equipment, parts and business machines to study on. (XXXX) (Pts. 4 4, 4, 5, 5, 10, 10) (T-42) (R-2)

3. Not enough room in the MPTI Annex for Auto Mechanics. (Pts. 2, 2, 9, 9, 10) (T-32) (R-2)

4. Need more working room for the Small Engine-Chassis Repair program. (Pts. 3, 5, 5, 8, 10) (T-31) (R-3)

5. There is an inadequate amount of tools to work with in Small Engine-Chassis Repair program. Also need more up-to-date equipment. (Pts. 4, 6, 7, 10) (T-27) (R-4)

6. Equipment we have is out-of-date and there isn't enough. (XXX) (Pts. 2, 4, 6, 7, 8) (T-27) (R-4)

7. MDTA should provide necessary tools a person needs to get a job after graduation. (Pts. 3, 4, 5, 9) (T-21) (R-6)

8. School should have more modern equipment and machines to train on---small engines, machine shop and other shops at school. (X) (Pts. 4, 8) (T-12) (R-8)

9. Not enough materials to go with machines. (Pts. 2, 5, 7) (T-14) (R-10)

10. Have not received many supplies needed for program. (Pts. 2, 8) (T-10) (R-10)

11. MDTA should pay for tools you need in your course. (Pts. 2, 3, 5) (T-10) (R-10)

12. Need better adjustments and enough money to cover the materials and books for programs---keep books and material allowance separate. (Pts. 7) (T-7) (R-10)

13. School facilities are inadequate---have to go to UW-Fond du Lac Center for classes---need larger commons. (Pts. 1, 2, 2, 3) (T-8)

14. Lost interest in course due to lack of materials like getting a manual on a machine, then losing the machine or never getting a machine, and if you have the machine, you never get the manual. (X) (Pts. 1, 3, 7) (T-11)

15. Need more books in Processes of Industry class. (Pts. 1, 1) (T-2)

16. More modern and up-to-date textbooks. (Pts. 1, 2, 2, 7) (T-12)

17. Classrooms and building are too small. (No Points)

[14] Homemaking and Other Home Services

1. Need funds for in-home child care while mother is in school nights. (Pts. 3, 3, 9) (T-15) (R-10)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Would like OJT combined with MDTA courses. (Pts. 3, 5, 6, 6, 7) (T-27) (R-4)

2. Need help in job placement after the program. Need help with living expenses until a job is secured---this could even be a loan. (Pts. 5, 9, 10) (T-24) (R-4)

3. Want OJT tied into programs at MPTI so employers see you have the experience when you apply for a job. (Pts. 2, 9, 9) (T-20) (R-4)

4. Need for job placement near to home base. Had to agree to take a job anywere in Wisconsin---too expensive to move. (Pts. 7, 9, 10) (T-26) (R-5)

5. Placement services should personally scout all job possibilities and factory histories. Should have employer resumes from all businesses in the area so students know what a place is like before applying for a job. (Pts. 1, 2, 6, 10) (T-19) (R-7)

6. Better job placement and more information on jobs available to students. (Pts. 3, 6, 8) (T-17) (R-8)

7. Need help in finding a job after program is finished, or we need some other means of financial security. (Pts. 8, 9) (T-17) (R-10)

8. MPTI should set up summer jobs for out-of-town students in his field of study. (Pts. 1) (T-1)

[19] Medical, Dental, and Optical

1. Need health insurance through MDTA. (Pts. 1, 6, 8, 8, 9) (T-32) (R-2)

2. Want insurance or medical benefits to help cover expenses. (XX) (Pts. 8, 8, 9) (T-25) (R-2)

3. Need financial assistance for . . . . . medical assistance. (Pts. 1, 2, 7, 7, 9) (T-26) (R-3)

[24] Public Relations and Community Participation and Volunteers

1. Would like the Drafting class to make field trips to industry. (X) (Pts. 2, 3, 3, 3, 4, 4, 6) (T-25) (R-7)

2. Need more outside contact with future employers to let the employers know what the students are doing and what the employer wants the student to do. How much of an effect does the instructor's recommendation have on the hiring of a student by an employer? (XXX) (Pts. 5, 7) (T-12)

3. Would like field trips to factories relating to Drafting. (Pts. 2, 2) (T-4)

[29] Staff

1. Poor counseling by MPTI staff, particularly Mr. Smeaton. Need additional counselors so they can do a more detailed study of the problem as it relates to the student. (Pts. 2, 4, 8) (T-14) (R-10)

2. Should have more teachers. They must teach too many different courses and can't do their best in any, and they work too many hours. (Pts. 1, 2) (T-3)

3. Not enough supervision available when wanted. Need para-professionals for tutoring. (Pts. 3) (T-3)

4. Need more back-up teachers because when one gets sick, the classes are thrown together, thus classes are too big. (Pts. 4) (T-4)

[30] Transportation

1. UW-Fond du Lac Center should have free parking for students. (Pts. 3, 7) (T-10) (R-10)

2. Inadequate travel allowances. (X) (Pts. 7) (T-7)

3. Some students get paid for mileage, but some don't. In order to move closer to school, you have to be married and hold a place of residence where you left and where you're moving to. (XX) (Pts. 1) (T-1)

4. Need more funds for transportation to commute to see family. (Pts. 10) (T-10)

5. Need transportation to get to school. (Pts. 1, 4, 5) (T-10)

6. Need provision for getting paid for getting to school by cab if my car breaks down or won't start. (Pts. 2, 2, 4) (T-8)

7. Should have bus transportation fare paid for even if you live less than 5 miles away and more than 5 cents per mile for use of your own car. (X) (Pts. 1) (T-1)

8. Should have gas allowance for any mileage. (Pts. 1, 3, 4) (T-8)

9. Should have a higher rate of pay for mileage and transportation. (Pts. 7) (T-7)

[31] Wages, Income, and Incentives

1. More pay for a married person who is separated and who has a family on welfare; pay increases after 10 weeks for married men, especially with dependents; should also have higher pay at beginning of programs for everyone. (XXXX) (Pts. 7, 8, 9, 9, 10) (T-43) (R-1)

2. Not enough financial help between the end of the school program and getting set on a job. (Pts. 3, 8, 8, 9) (T-28) (R-3)

3. Need more money for each child in the family under the MDTA program. (XX) (Pts. 8, 8, 9, 10) (T-35) (R-4)

4. MDTA students want more pay for married guys. MDTA students want access to student loans . . . . . (Pts. 3, 4, 9, 10) (T-26) (R-5)

5. Raises for single students have gone up, but stayed the same for married students. (Pts. 7, 7, 9) (T-23) (R-5)

6. My checks are not large enough to support my family even with my part-time job, and the worry is reflected in my school work. (Pts. 10, 10) (T-20) (R-7)

7. Pay scale is unfair---no difference between single and married persons. (Pts. 2, 9) (T-11) (R-9)

8. Pay checks often aren't large enough, depending on an individual's circumstances---divorced or separated should be taken as a separate category. (Pts. 10) (T-10) (R-10)

9. Five dollars per dependent per week is not enough. (Pts. 9) (T-9)

10. Married MDTA students should get more money for dependents. (No Points)

[32] Miscellaneous

1. Lack of time to work at a part-time job. (Pts. 4, 5) (T-9)

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TRANSCRIBED RESPONSES AND CATEGORIZATION OF TRANSCRIBED RESPONSES

FEDERAL PROJECTS - MULTI-OCCUPATIONAL CAREER DEVELOPMENT

STAFF RESPONSES AND CATEGORIZATION

Fond du Lac County 506

CLIENT RESPONSES AND CATEGORIZATION

Fond du Lac County 512

ERIC

FEDERAL PROJECTS - MULTI-OCCUPATIONAL CAREER DEVELOPMENT

Fond du Lac County

Agency Function

The MPTI Multi-occupational Career Development Project is actually two separate programs: Multi-occupational Career Development --- Disadvantaged and Multi-occupational Career Development --- Handicapped. For the disadvantaged, the mission of the program is to provide persons in the Moraine Park District with the direction, assistance, encouragement, and follow-through necessary for them to attain the training and skills required to step up and permanently out of poverty. The disadvantaged persons include those 16 years of age or older who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in Vocational Education or consumer and homemaking programs designed for persons without such handicaps, and who, for that reason, require specially designed educational programs or related services. Such needs may result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but do not include physically or mentally handicapped persons, unless they are disadvantaged.

For the handicapped, the MOCD program provides one-to-one training for handicapped persons in the Moraine Park VTAE District, in order to help them obtain the skills necessary to successfully engage in a career in the competitive world of work. Handicapped persons include those who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, the serious emotionally disturbed, crippled, or otherwise health-impaired. To participate, a handicapped person must be 16 years of age or older, and must require specialized educational assistance or a modified Vocational or consumer and homemaking education program to succeed as well as those without handicaps.

MOCD - Disadvantaged - 183 students were interviewed during FY 71-72 for intake to the MOCD Disadvantaged program. The interview gives a staff member an opportunity to determine eligibility and which supportive services are needed by each enrollee. Counseling was provided for 85 students, to help guide them in setting realistic goals and in carrying out career plans. Eighty-five students were placed in education and training programs as follows: MPTI--full-time, 21; MPTI--part-time, 30; University of Wisconsin-Oshkosh, 1; Manpower Development and Training Act classes, 5; orientation and assessment, 9; one-to-one training, 19. The orientation and assessment program is a two- or three-week course conducted by the MOCD staff. Students who enter this course have some employability barriers. In the course, the MOCD staff orients the students to the world of work and its expectations, and by providing realistic feedback of job market information and job skills, help the students assess their abilities and interests in making career decisions. The one-to-one training is offered to disadvantaged persons who are also handicapped, and is offered in community businesses and industry. A training program is set up with an employer to help a student obtain necessary skills. The training is done on a 1-to-1 basis, in which the employer or one of the supervisors teach the handicapped student. After the training program is completed, the student is employed at the training site, provided he or she has performed well.

Supportive services are also provided the disadvantaged clients of the Multi-Occupational Career Development program. Services include transportation allowances for student travel, with 38 recipients during FY 71-72, a textbook and workbook program for very needy students-18 recipients, supplies and materials for those who could not participate without the special aid-14 recipients, and tutoring for students who need extra help in order to successfully participate in the education or training-1 recipient. Fifty-five students were referred to other agencies for supportive services.

Follow-through services were provided for 91 students who were engaged in education, training, or a work-related goal. Staff remains available as the students make their adjustments, to provide the personal support and counseling that may help the student reach their goals successfully.

MOCD - Handicapped. During fiscal year 1971-72 forty-six clients were provided with the specialized services of the MOCD-Handicapped Project. Eligible students, subsequent to an intake interview, are provided with two major services: one-to-one training and follow-through. Each of the forty-six recipients were placed in one-to-one training situations in the community, in businesses or industries. The training was done by the employer or a supervisor, with a good chance for employment at the training site for the student. Follow-through was provided for the forty-six MOCD-Handicapped recipients, as described for MOCD-Disadvantaged.

Introduction to Multi-Occupational Career Development Staff Participants

The six staff participants from the Multi-Occupational Career Development Project all use the Moraine Park VTAE District Office for their headquarters. At the time of the Nominal Groups, the staff was concentrating their efforts on program development within the Fond du Lac county area. Additional staff have since been employed to expand the program of MOCD to Dodge, Green Lake, and Washington counties. Three of the four men, ages 24 to 27, hold college degrees. The fourth staff member had earned 120 credits toward a B.A. requiring 128 credits. Both women hold Master of Science degrees, one in Home Economics, one in Guidance and Counseling.

Summary of Multi-Occupational Career Development Staff Responses

The top priority problem identified by the six MOCD staff participants is the indifference of some administrators, to recognize that MOCD students are handicapped or disadvantaged, and that they cannot or often do not fit into regular Vocational programs. Staff emphasized that programs for the disadvantaged and handicapped students are given number one priority by the District, and high priority by the State VTAE Board.

The second-ranked problem is the need for special in-service training in techniques for MPTI teachers for working with disadvantaged and handicapped persons.

Third, and critical, is the need for subsistence allowances to keep clients alive while they are in training, or until they receive their first paycheck. Also important, and identified by five of the six participants, is the need for transportation for MOCD students to get to school, OJT, to work, or small

group instruction. Also, some clients need immediate placement into OJT programs, in which they can become self-supporting, rather than placement in Vocational programs as policy dictates.

Nearly half of the responses cited problems in the administrative area (18/40). Several of these have been listed above, and others include the need for more support for the clients' financial needs and for more staff to meet their psychological needs. A serious question was raised concerning the Moraine Park VTAE mission, and its commitment to the pre-vocational needs of some students. The staff identified a desire for the MPTI administrative cabinet to determine if career development is within the realm of the District's mission statement. They also mention their lack of job security as a problem. Public and agency prejudice against the disadvantaged and handicapped was noted by the staff as a serious problem. Intimidation of clients, unnecessary delays, inflexibility, lack of pleasant manners, and invasion of privacy via forms were specified by the staff as problems for the clients. A general lack of sensitivity for the problems of the poor and handicapped was noted in school faculties, as mentioned above.

The financial aids available to MOCD students are inequitable, with married students being treated unfairly. In addition to the need for subsistence allowances, mentioned above, a more fairly based financial aid structure is needed.

The MOCD staff sought better understanding of their programs from DVR, DSS, MHC, and the MPTI staff and administration. Openended programs of a Vocational nature, with instructional materials to meet the widely varying achievement and performance levels of MOCD students, are needed. The ABE program should be individualized as it was intended to be, and should accept the mentally retarded. Child care centers are needed district-wide for student-parents.

Other problems which are ranked as priorities by the staff are the need for residential care, foster home, and halfway house facilities. A central referral source for clients and agencies is needed. The MOCD staff feels that more staff is needed to adequately serve the entire Moraine Park VTAE District.

In general, the MOCD Project staff is quite sensitive to the needs of their student-clients. They cited the need for clients to motivate themselves to face changes, and they feel that the person qualifying for MOCD assistance has often been the target of community discrimination. In such specific areas as the State drivers examination, Spanish-speaking persons are handicapped, since English is assumed to be the first language in all testing. Too, students with handicaps or disadvantages are often confused by the number of agencies with which they must deal.

Introduction to Multi-Occupational Career Development Client Participants

The 24 client-participants in Nominal Groups organized from the Multi-Occupational Career Development Project in Fond du Lac county reported 32 former contacts with other agencies and 25 active contacts with other agencies at the time of the group interview. A typical client reported over three agency contacts. (See Table 18.)

The 24 clients of MOCD were organized into four Nominal Groups. The groups were organized by matching persons with similar problems and assigning them to the same group. By this method, one group consisted of five economically disadvantaged clients, another group included six emotionally disturbed persons, another group was made up of seven physically handicapped persons, and the fourth group included six participants who were mentally retarded and who had a relationship as clients with Workshops, Inc. of Fond du Lac.

The clients ranged in age from 18 to 58, with all but seven being under the age of 30. Twelve were male, twelve were female. Fourteen had been clients of Workshops, Inc., fourteen had been clients of DVR, and sixteen had been clients of WSES.

Summary of Multi-Occupational Career Development Client Responses

Because of the diverse nature of the clients' problems, the first-ranked problem will be identified with the client groups which identified them. The economically disadvantaged ranked employer prejudice as a major problem. They said that it is "difficult to get a job . . . because of handicap--heart attack, work record, crime record. Insurance given as excuse by employers." Their second-ranked request is for more on-the-job training to be made available by area employers.

The toughest problem faced by the emotionally disturbed is their need for help in finding a job. Their second-ranked problem is the need for group therapy sessions to discuss problems related to employment.

The physically handicapped cleints of MOCD have problems with transportation. They ranked "transportation to work; to anywhere." as their most difficult problem. Next in importance is the problem of finding a job.

Financial problems plague the mentally retarded MOCD clients. Ranked first by this group is the need for money for basic needs, and ranked second is money for school.

Problems identified most frequently by the MOCD clients are in the administrative category. Clients desire weekly pay periods at the Workshops, and requested better facilities for their comfort and safety. Clients feel that entry level jobs in state employment are scarce, and that employment standards should be lowered. Other lower-ranked problems cited by clients range from the local level to the national level. Requests for hourly pay instead of piece work pay and more frequent pay periods, were noted. Working conditions, such as dirty lunch rooms and shops, were cited and included complaints about supervisors at Workshops and nursing homes. At the national level, clients want less money allocated for foreign aid and more spent on aid to the U.S. people.

Job hunting is the second most common problem area, with may high-ranked items indicated by clients of MOCD. Some clients need help starting their own business and others need assistance finding employment. Ten clients individually identified a need for help finding a job, and 22 clients ranked

job placement assistance as one of their top six needs. More and better on-the-job training and job orientation programs were requested by eleven clients. The need for better orientation was tied to pre-interview coaching and investigation, to save the client from applying for jobs without proper qualifications, and to the probation period.

Specific Vocational and Technical Education courses were requested by MOCD clients. These include courses in Nursing Assistant Training, Baby-sitting and Child Care, Bookkeeping, Typing, Auto Mechanics, Journalism, Factory work, Radio Broadcasting, Checker training, Agriculture, Drivers' Education, Heavy Equipment Operation, Small Engine Repair, Machine Shop, Forestry, Small Business Operations, and Basic English. Scholarship funds were requested by clients for school, in one case to attend training in Milwaukee as a Dental Assistant. Improved teaching in a Communication Skills course at MPTI was requested.

Transportation to work, to interviews for employment, and to school was identified as a major problem by fourteen clients, and ranked very high as a significant need.

Several clients requested better public understanding of handicapped persons. Others felt that low-cost medical help was a necessity, and indicated that the large size of hospital bills was keeping them under a big load. Several clients cited housing needs, either for low-cost decent housing, or for help finding a place to live.

Personal needs were also problem areas for MOCD clients. Help in understanding the family and in budgeting for family needs was requested. Other clients requested Sociology and Psychology courses. Several clients indicated a desire for objective criticism and feedback from employers and supervisors so that they could improve on the job. Counseling and group discussions of problems were requested by thirteen clients, with some asking for low-cost psychological counseling to continue, beyond the release from an institution or connection with an agency.

For some clients, it is impossible to support a family, even though working full-time, since wages are so low. An information center was requested, and several cultural and recreational requests were made.

Comparison of Multi-Occupational Career Development Staff and Client (Student) Responses

Both the Multi-Occupational Career Development staff and their student-clients saw the District transportation problem as very important, and standing in the way of progress for the students. Both groups felt the community and employer bias against disadvantaged and handicapped, which was even observed in the MPTI classrooms and administrative spheres. Both groups focused on administrative problems, but the students complained mainly about agencies other than MPTI or MOCD, and the MOCD staff cited internal problems.

Several areas were cited by MOCD staff exclusively. They noted the need for ABE programs to serve MOCD clients, particularly the retarded. They felt the MDTA program courses are too intensive

for MOCD clients. They noted the discrimination against minorities and felt that clients needed to better motivate themselves. Staff alone noted the need for more staff.

Very high agreement is noted between staff and students on the need for transportation, the need for jobs which pay enough to support a disadvantaged or handicapped person and his/her family, and the need for a referral center. Both groups, staff and clients, agreed that more help in locating jobs was needed by the MOCD clients, and that more halfway houses are needed in the District.

Clients showed self-awareness as they strongly requested more psychological counseling and assistance. Clients were much more specific as they requested Vocational courses and programs. Social skills in need of development also were mentioned by the student-clients.

In general, both staff and clients were aware of the unmet needs of the MOCD clients. Both groups of participants saw similar problems and ranked them similarly.

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FEDERAL PROJECTS - MULTI-OCCUPATIONAL CAREER DEVELOPMENT

Fond du Lac County

(The MOCD program is a federal project to serve disadvantaged and handicapped residents throughout the four-county MPTI District. At the time the MOCD team participated in the Nominal Group session and organized the participation of client groups, they were concentrating on program development in the Fond du Lac county area. This is the reason that only Fond du Lac county clients are represented. Additional staff has since been employed to expand the services of the MOCD program to Dodge, Green Lake, and Washington counties.)

Number of Groups: 1 Total Participating: 6

STAFF NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: The 6 participants all utilize the Moraine Park District Office as their base of operations.

1. Master Teacher; 3 months in present position; 4 years in agency; Female, age 45; B.S., Home Economics; M.S., Home Economics; 4 additional graduate credits.

2. Field Representative; 7 months in present position; 7 months in agency; Male, age 25; Philosophy and Counseling; 120 credits towards B.A.

3. Supervisor-Federal Projects; 17 months in present position; 23 months in agency; Female, age 32; B.S., Upper Elementary Education; M.S., Guidance and Counseling.

4. Student Service Specialist; 20 months in present position; 20 months in agency; Male, age 26; B.S., English and Sociology; M.S., 3 credits needed.

5. Student Service Specialist; 6 months in present position; 6 months in agency; Male, age 27; B.S., Secondary Education-Spanish.

6. Student Service Specialist; 2 years in present position; 2 years, 6 months in agency; Male, age 24; B.S., Sociology.

RESPONSES OF NOMINAL GROUP NO. 1

1. Indifference of some administrators at MPTI to recognize that our projects are designed for people who cannot or often do not fit into regular vocational programs, in spite of the fact that disadvantaged and handicapped students are identified as the Number 1 priority in the Moraine Park District mission statement, and a top priority at the state level. The major problems are with Mr. Stoll and Mr. Blumer. (XXX) (Pts. 1, 6, 6, 10, 10, 10) (T-43) (R-1)

2. Need to provide MPTI teachers with training in the techniques for working with the disadvantaged and handicapped persons. (Pts. 3, 5, 5, 6, 7) (T-26) (R-2)

3. General lack of subsistence allowances to keep clients alive while in training or until they receive their first paycheck. (XX) (Pts. 1, 7, 8, 10) (T-26) (R-2)

4. Transportation for students to get to school, OJT, to work, and to small group instruction. (XXXX) (Pts. 5, 9, 9) (T-23) (R-3)

5. Paramount needs of clients should take priority over policy to seat people into existing vocational programs---need for immediate placement in OJT for an income. (Pts. 6, 7, 10) (T-23) (R-3)

6. Tight labor market---need federal dollars to create more public employment jobs. (Pts. 3, 9, 9) (T-21) (R-4)

7. Present MOCD staff is not sufficient to justifiably serve all of the Moraine Park District. (Pts. 4, 6, 8) (T-18) (R-5)

8. Restrictions of fiscal control policies and personnel at the state and district level---too much red tape, too rigid and unnecessary mechanics and paper work involved in establishing OJT contracts and lack of funds to meet immediate needs of students. (X) (Pts. 2, 3, 4, 8) (T-17) (R-6)

9. Need for a central referral source for clients and agencies. (Pts. 1, 3, 5, 7) (T-16) (R-7)

10. Need for open-ended regular vocational programs. (X) (Pts. 7, 8) (T-15) (R-8)

11. Lack of commitment by the Moraine Park District to pre-vocational training for some students---cultural and social needs must be taken care of prior to becoming a contributing member of society. (Pts. 4, 10) (T-14) (R-9)

12. Lack of residential care, foster homes and halfway houses. (Pts. 6, 8) (T-14) (R-9)

13. Lack of long-term commitment to Federal Projects continuation---Moraine Park District Board and administrative cabinet must decide if employability development is within the realm of our mission statement. Also, a lack of job security due to the inability to make early decisions. (X) (Pts. 4, 9) (T-13) (R-10)

14. Lack of understanding on the part of other agencies about MOCD programs by DVR, DSS, MHC, and the MPTI staff and administration. (XX) (Pts. 8) (T-8)

15. Need team approach within the mental health centers which include the patient, in planning for their release. (Pts. 7) (T-7)

16. The Fond du Lac City Relief office is too inflexible with their money---they never give out vouchers without at least a one-day delay, intimidation of applicants, and lack of personableness in dealing with clients. (Pts. 5) (T-5)

17. Lack of cooperation of existing agencies ---DVR, MHC, and Workshops---to obtain the same objectives because of an alleged intimidation by MOCD staff and defensiveness on the part of staffs of other agencies. Also, students are confused by the number of agencies dealing with them. (No Points)

18. DSS laws make it impractical for some clients to work. (Pts. 4) (T-4)

19. Motivation of clients to commit themselves to change. (X) (Pts. 1, 9) (T-10)

20. Lack of instructional faculty who are trained to deal with special groups. Also, the present faculty is not sensitive to the needs of the disadvantaged and handicapped. (XXX) (Pts. 2, 5) (T-7)

21. Categorical funding inhibits comprehensive attack on the problems of poor people. (Pts. 2) (T-2)

22. Drivers Examination Board in Beaver Dam makes it overly difficult for Spanish-speaking people to obtain a drivers license---in testing, English is used as the first language. (No Points)

23. Too much time spent by MOCD team at meetings. (No Points)

24. Lack of instructional materials to meet all achievement levels and absence of facilities conducive to the comfort and convenience of disadvantaged and handicapped students---regular programs and ABE. (X) (Pts. 2) (T-2)

25. Need larger federal dollar commitment for more staff. (No Points)

26. Commitment to Life Adjustment programs by total MHC staffs and patients as a learning experience. (No Points)

27. Inequities in MDTA allowances between single and married students---married students are treated unfairly. (No Points)

28. Some agencies such as DVR have a give-up attitude on clients who have repeated failures. (Pts. 2) (T-2)

29. Lack of day care centers District-wide to provide temporary child care services. (Pts. 1, 3) (T-4)

30. Need to use MHC facilities for job training and job exploration for patients. (Pts. 4) (T-4)

31. MPTI Student Services department are too caught up in administrative busy work to adequately serve student needs. (No Points)

32. Need for a change in the Wisconsin law which will encourage migrants to obtain their drivers license---failure in Wisconsin examination results in a loss of the out-of-state license. (No Points)

33. Provincialism of individual agencies and programs inhibits a comprehensive delivery system---all agencies. (Pts. 3) (T-3)

34. Income-based financial aids structure is unfair to some students. (No Points)

35. MDTA programs are too intensive---too much material and not enough time. (Pts. 1) (T-1)

36. Fond du Lac ABE is not individualized as it was intended to be. (No Points)

37. Clients in MHC have problems compounded by being charged too much for care. (No Points)

38. Accountability form invades the privacy of students---Form No. VE-VE 17. (No Points)

39. Fond du Lac ABE is hesitant to serve the mentally retarded. (No Points)

40. Public Relations department of MPTI could better present the image of Federal Projects. (Pts. 2) (T-2)

Total Points: 330

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CATEGORIZATION OF STAFF RESPONSES

FEDERAL PROJECTS - MULTI-OCCUPATIONAL CAREER DEVELOPMENT

Fond du Lac County

[1] Adult Basic Education and Adult High School Diploma and Equivalency

1. Fond du Lac ABE is not individualized as it was intended to be. (No Points)

2. Fond du Lac ABE is hesitant to serve the mentally retarded. (No Points)

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Indifference of some administrators at MPTI to recognize that our projects are designed for people who cannot or often do not fit into regular vocational programs, in spite of the fact that disadvantaged and handicapped students are identified as the

Number 1 priority in the Moraine Park District mission statement and a top priority at the state level. The major problems are with Mr. Stoll and Mr. Blumer. (XXX) (Pts. 1, 6, 6, 10, 10, 10) (T-43) (R-1)

2. Paramount needs of clients should take priority over policy to seat people into existing vocational programs. Need for immediate placement in OJT for an income. (Pts. 6, 7, 10) (T-23) (R-3)

3. Restrictions of fiscal control policies and personnel at the state and district level---too much red tape, too rigid and unnecessary mechanics and paper work involved in establishing OJT contracts and lack of funds to meet immediate needs of students. (X) (Pts. 2, 3, 4, 8) (T-17) (R-6)

4. Lack of commitment by the Moraine Park District to pre-vocational training for some students---cultural and social needs must be taken care of prior to becoming a contributing member of society. (Pts. 4, 10) (T-14) (R-9)

5. Lack of long-term commitment to Federal Projects continuation---Moraine Park District Board and administrative cabinet must decide if employability development is within the realm of our mission statement. Also, a lack of job security due to the inability to make early decisions. (X) (Pts. 4, 9) (T-13) (R-10)

6. Need team approach within the mental health centers which include the patient, in planning for their release. (Pts. 7) (T-7)

7. The Fond du Lac City Relief office is too inflexible with their money---they never give out vouchers without at least a one-day delay, intimidation of applicants, and lack of personableness in dealing with clients. (Pts. 5) (T-5)

8. DSS laws make it impractical for some clients to work. (Pts. 4) (T-4)

9. Lack of instructional faculty who are trained to deal with special groups. Also, the present faculty is not sensitive to the needs of the disadvantaged and handicapped. (XXX) (Pts. 2, 5) (T-7)

10. Categorical funding inhibits comprehensive attack on the problems of poor people. (Pts. 2) (T-2)

11. Too much time spent by MOCD team at meetings. (No Points)

12. Commitment to Life Adjustment programs by total MHC staffs and patients as a learning experience. (No Points)

13. Some agencies such as DVR have a give-up attitude on clients who have repeated failures. (Pts. 2) (T-2)

14. MPTI Student Services department are too caught up in administrative busy work to adequately serve student needs. (No Points)

15. Need for a change in the Wisconsin law which will encourage migrants to obtain the drivers license---failure in Wisconsin examination results in a loss of the out-of-state license. (No Points)

16. Provincialism of individual agencies and programs inhibits a comprehensive delivery system---all agencies. (Pts. 3) (T-3)

17. Clients in MHC have problems compounded by being charged too much for care. (No Points)

18. Accountability form invades the privacy of students---Form No. VE-VE 17. (No Points)

[5] Child Care Centers

1. Lack of day care centers District-wide to provide temporary child care services. (Pts. 1, 3) (T-4)

[6] Communications: Inter and Intra-Agency

1. Lack of understanding on the part of other agencies about MOCD programs by DVR, DSS, MHC, and the MPTI staff and administration. (XX) (Pts. 8) (T-8)

2. Lack of cooperation of existing agencies ---DVR, MHC, and Workshops---to obtain the same objectives because of an alleged intimidation by MOCD staff and defensiveness on the part of staffs of other agencies. Also, students are confused by the number of agencies dealing with them. (No Points)

[10] Courses and Programs: Vocational and Technical

1. Need for open-ended regular vocational programs. (X) (Pts. 7, 8) (T-15) (R-8)

2. MDTA programs are too intensive---too much material and not enough time. (Pts. 1) (T-1)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. Lack of instructional materials to meet all achievement levels and absence of facilities conducive to the comfort and convenience of disadvantaged and handicapped students---regular programs and ABE. (X) (Pts. 2) (T-2)

[13] Foster, Group, Nursing, Residential Care, Halfway, and Detention Homes

1. Lack of residential care, foster homes, and halfway houses. (Pts. 6, 8) (T-14) (R-9)

[15] In-service

1. Need to provide MPTI teachers with training in the techniques for working with the disadvantaged and handicapped persons. (Pts. 3, 5, 5, 6, 7) (T-26) (R-2)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Tight labor market---need federal dollars to create more public employment jobs. (Pts. 3, 9, 9) (T-21) (R-4)

2. Need to use MHC facilities for job training and job exploration for patients. (Pts. 4) (T-4)

[21] Minorities

1. Drivers Examination Board in Beaver Dam makes it overly difficult for Spanish-speaking people to obtain a drivers license---in testing, English is used as the first language. (No Points)

[22] Motivation

1. Motivation of clients to commit themselves to change. (X) (Pts. 1, 9) (T-10)

[24] Public Relations and Community Participation and Volunteers

1. Public Relations department of MPTI could better present the image of Federal Projects. (Pts. 2) (T-2)

[26] Referral and Information Center

1. Need for a central referral source for clients and agencies. (Pts. 1, 3, 5, 7) (T-16) (R-7)

[29] Staff

1. Present MOCD staff is not sufficient to justifiably serve all of the Moraine Park District. (Pts. 4, 6, 8) (T-18) (R-5)

2. Need larger federal dollar commitment for more staff. (No Points)

[30] Transportation

1. Transportation for students to get to school, OJT, to work, and to small group instruction. (XXXX) (Pts. 5, 9, 9) (T-23) (R-3)

[31] Wages, Income, and Incentives

1. General lack of subsistence allowances to keep clients alive while in training or until they receive their first paycheck. (XX) (Pts. 1, 7, 8, 10) (T-26) (R-2)

2. Inequities in MDTA allowances between single and married students---married students are treated unfairly. (No Points)

3. Income-based financial aids structure is unfair to some students. (No Points)

FEDERAL PROJECTS - MULTI-OCCUPATIONAL CAREER DEVELOPMENT

Fond du Lac County

Number of Groups: 4 Total Participating: 24

CLIENT NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 5 participants are economically disadvantaged.

1. Female, age 31; client of MOCD; a former client of DSS, WIN, MHC, and ADVOCAP.
2. Male, age 29; client of MOCD, DVR, and WSES.
3. Male, age 23; client of MOCD and WSES.
4. Male, age 25; client of MOCD, WSES, and MHC; former client of DVR and Workshops.
5. Male, age 21; client of MOCD; former client of WSES and Workshops.

RESPONSES OF NOMINAL GROUP NO. 1

1. Difficult to get a job or perform because of handicap, heart attack, work record, crime record. Insurance given as excuse by employers. (XXX) (Pts. 1, 5, 6, 6, 6,) (T-24) (R-1)
2. More OJT made available by local employers. (Pts. 1, 2, 4, 5, 6) (T-18) (R-2)
3. Difficult to get on my feet financially because of large hospital bills. (Pts. 5, 6) (T-11) (R-3)
4. Would like help in starting my own business, like a campgrounds. (Pts. 1, 4, 5) (T-10) (R-4)
5. Low wages in many jobs available. (Pts. 1, 3, 4) (T-8) (R-5)
6. Need courses in Heavy Equipment Operation, Small Engine Repair, Machine Shop, Forestry, Small Business Operations, and Nurses Aides. (Pts. 4, 5) (T-9) (R-6)
7. Not enough entry level jobs in state agencies---standards set too high. (Pts. 3, 3, 3) (T-9) (R-6)
8. Poor Communication Skills instructor at MPTI. (Pts. 3) (T-3)
9. Too much money spent on foreign aid instead of U.S. people. (Pts. 1, 4) (T-5)
10. Need better job orientation in order to get through probation period on the job. (No Points)
11. Too much talk on the part of DVR and MDTA---not enough action or follow-up. (Pts. 2) (T-2)
12. More employers should take part in hiring under MDTA. (Pts. 2, 2, 2) (T-6)

Total Points: 105

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 6 participants are emotionally disturbed.

1. Female, age 20; client of MOCD, WSES, and Workshops; former client of DVR and MHC.
2. Female, age 26; client of MOCD, WSES, and Workshops; former client of DVR.
3. Female, age 22; client of MOCD and Workshops; former client of DVR and WSES.
4. Female, age 58; client of MOCD and MHC.
5. Female, age 34; client of MOCD; former client of DSS.
6. Male, age 40; client of MOCD.

RESPONSES OF NOMINAL GROUP NO. 2

1. Want help with finding a job. (X) (Pts. 4, 5, 6, 6) (T-21) (R-1)
2. Want group discussions to discuss things, like problems on the job. (Pts. 2, 5, 6) (T-13) (R-2)
3. Want to take Nursing Assistant courses, Baby-sitting courses, Bookkeeping, and Typing courses. (XX) (Pts. 6, 6) (T-12) (R-3)
4. Need transportation for work in the winter and for interviews out of town. (XXXX) (Pts. 3, 3, 5) (T-11) (R-4)
5. Would like help with budgeting. (Pts. 1, 4, 5) (T-10) (R-5)
6. Need to make more on my job to support a family. (Pts. 1, 3, 5) (T-9) (R-6)
7. Want Sociology and Psychology courses. (Pts. 2, 3, 4) (T-9)
8. Would like a more thorough pre-job interview to determine a person's exact job qualifications so a client is not sent to an interview they are not qualified for. (Pts. 6) (T-6)
9. Need baby-sitter for my son in my home so I can work. (Pts. 4) (T-4)
10. More OJT situations in the area of office work and other areas. (X) (Pts. 1, 1, 5) (T-7)
11. Want money to go to dental assistant school in Milwaukee. (No Points)
12. Want to be paid every two weeks instead of once a month. (Pts. 4) (T-4)
13. Should be paid more at Workshops--- should be paid by the hour, rather than by piece work. (XX) (Pts. 2, 2, 4) (T-8)
14. Want more things to do for recreation, like dances and bowling. (X) (Pts. 1, 2, 2) (T-5)
15. Want a class in Basic English. (Pts. 1) (T-1)
16. Don't like my bosses at Care Center East Nursing Home. (No Points)
17. Workshops says I have to go to meetings at the Paquette House, and the discussions don't mean anything to me. (Pts. 3) (T-3)

18. Working conditions at Workshops are not good---lunch room and shop are dirty. (Pts. 3) (T-3)

Total Points: 126

COMPOSITION OF NOMINAL GROUP NO. 3

Criteria for Homogenous Grouping: All 7 participants are physically handicapped and presently or formerly were clients of WSES.

1. Male, age 21; client of MOCD and DVR; former client of Workshops.
2. Male, age 18; client of MOCD and WSES; former client of DVR.
3. Female, age 19; client of MOCD, DVR and WSES.
4. Male, age 25; client of MOCD, WSES, and MHC; former client of DVR.
5. Male, age 49; client of MOCD and DVR; former client of WSES, MHC and Workshops.
6. Female, age 38; client of MOCD; former client of DVR and WSES.
7. Male, age 23; client of MOCD; former client of DVR, WSES, MHC and Workshops.

RESPONSES OF NOMINAL GROUP NO. 3

1. Transportation to work; to anywhere. (XXXX) (Pts. 5, 5, 6, 6) (T-22) (R-1)
2. Problem of finding a job. (Pts. 3, 4, 4, 6) (T-17) (R-2)
3. Better public understanding of handicapped: physically and mentally and culturally deprived. (XX) (Pts. 2, 2, 3, 3, 5) (T-15) (R-3)
4. Ability to get out and be on my own. (X) (Pts. 1, 4, 4, 5) (T-14) (R-4)
5. Want Vocational training in the Agricultural field; Typing class in the evening. (X) (Pts. 1, 2, 5, 5) (T-13) (R-5)
6. Low-price decent housing for client. (Pts. 2, 2, 5) (T-9) (R-6)
7. Meeting more with your counselor. (X) (Pts. 1, 1, 3, 4) (T-9) (R-6)
8. Client feels insecure about her job because of a physical problem---client would like to know how boss feels about her work. (Pts. 1, 2, 6) (T-9) (R-6)
9. Client has bad temper. (Pts. 6) (T-6)
10. Want to be able to talk to people. (Pts. 2, 3) (T-5)
11. Want OJT. (Pts. 6) (T-6)
12. Getting along with people, especially those in the family. (Pts. 1, 6) (T-7)

13. Need help finding an apartment. (Pts. 1, 3) (T-4)

14. Want to know about the food co-op service in Fond du Lac. (Pts. 4) (T-4)

15. Have a problem finding a job because of my epilepsy. (Pts. 3) (T-3)

16. Need for more halfway houses in Fond du Lac. (Pts. 4) (T-4)

Total Points: 147

COMPOSITION OF NOMINAL GROUP NO. 4

Criteria for Homogenous Grouping: All 6 participants are mentally retarded and presently or formerly were clients of Workshops, Inc. of Fond du Lac.

1. Female, age 26; client of MOCD and Workshops.

2. Female, age 24; client of MOCD; former client of DSS, DVR, WSES and Workshops.

3. Female, age 22; client of MOCD, DSS, and Workshops; former client of DVR.

4. Male, age 22; client of MOCD and Workshops; former client of WSES.

5. Female, age 19; client of MOCD and Workshops.

6. Male, age 44; client of MOCD, WSES, and Workshops.

(There were 6 participants in Nominal Group No. 4 who gave responses. However, one client chose not to rank responses or give points so only 5 respondents are indicated in the ranking.)

RESPONSES OF NOMINAL GROUP NO. 4

1. Need money for basic needs. (XXX) (Pts. 5, 5, 5, 5) (T-20) (R-1)

2. Want money to help me attend school. (Pts. 6, 6, 6) (T-18) (R-2)

3. Want courses such as Typing, Auto Mechanics, Child Care, Journalism, Factory Work, and Radio Broadcasting at MPTI. Also, how to use a cash register. (XX) (Pts. 1, 4, 6) (T-11) (R-3)

4. Want to get paid once a week instead of every two weeks at Workshops. Also more hours at Workshops. Also, want more vending machines, in working order, at Workshops. Also, bigger ash trays. Also should have a safety fence by the hoist. (XXX) (Pts. 3, 4) (T-7) (R-4)

5. Continued psychiatric counseling, upon release from an institution, at a low cost. (Pts. 6) (T-6) (R-5)

6. Want help in finding a job, especially at a day care center. (XXX) (Pts. 2, 4) (T-6) (R-5)

7. Want a Drivers Education course. (Pts. 2, 4) (T-6) (R-5)

8. Transportation to a job, Workshops, school. (XXX) (Pts. 1, 4) (T-5) (R-6)

9. Want to learn more about religion through some type of training session on the Bible. (Pts. 5) (T-5) (R-6)

10. Want Fond du Lac Public Library to publish a schedule of classes. (No Points)

11. Want help in finding a new house or apartment. (Pts. 1, 2) (T-3)

12. Public buildings should publish a schedule of their operating hours and location. (Pts. 3) (T-3)

13. Want counseling to help me understand and get along with fellow clients at Workshops. (Pts. 2) (T-2)

14. Need some type of counseling to teach me how to stay---remain---on the job when I enjoy it. (Pts. 2) (T-2)

15. Workshops place you on too many different jobs during the day. The staff there is always right, and client is always wrong. (XXXX) (Pts. 1, 3) (T-4)

16. Need low-cost medical help. (Pts. 3) (T-3)

17. Want classes in public dancing, polkas, and waltzes, at Workshops. (Pts. 1) (T-1)

18. Welfare Department in Fond du Lac is too strict in processing applications. (Pts. 3) (T-3)

Total Points: 105

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CATEGORIZATION OF CLIENT RESPONSES

FEDERAL PROJECTS - MULTI-OCCUPATIONAL CAREER DEVELOPMENT

Fond du Lac County

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Want to get paid once a week instead of every two weeks at Workshops. Also more hours at Workshops. Also, want more vending machines, in working order, at Workshops. Also, bigger ash trays. Also should have a safety fence by the hoist. (XXX) (Pts. 3, 4) (T-7) (R-4)

2. Not enough entry level jobs in state agencies-- standards set too high. (Pts. 3, 3, 3) (T-9) (R-6)

3. Too much money spent on foreign aid instead of U.S. people. (Pts. 1, 4) (T-5)

4. Too much talk on the part of DVR and MDTA---not enough action or follow-up. (Pts. 2) (T-2)

5. Want to be paid every two weeks instead of once a month. (Pts. 4) (T-4)

6. Should be paid more at Workshops--- should be paid by the hour, rather than by piece work. (XX) (Pts. 2, 2, 4) (T-8)

7. Don't like my bosses at Care Center East Nursing Home. (No Points)

8. Workshops says I have to go to meetings at the Paquette House, and the discussions don't mean anything to me. (Pts. 3) (T-3)

9. Workings conditions at Workshops are not good---lunch room and shop are dirty. (Pts. 3) (T-3)

10. Workshops place you on too many different jobs during the day. The staff there is always right, and client is always wrong. (XXXX) (Pts. 1, 3) (T-4)

11. Welfare Department in Fond du Lac is too strict in processing applications. (Pts. 3) (T-3)

[3] Basic Needs: Food, Clothing, and Housing

1. Need money for basic needs. (XXX) (Pts. 5, 5, 5, 5) (T-20) (R-1)

2. Low-price decent housing for client. (Pts. 2, 2, 5) (T-9) (R-6)

[4] Budget: Family

1. Would like help with budgeting. (Pts. 1, 4, 5) (T-10) (R-5)

[6] Communications: Inter and Intra-Agency

1. Client feels insecure about her job because of a physical problem---client would like to know how boss feels about her work. (Pts. 1, 2, 6) (T-9) (R-6)

2. Want to be able to talk to people. (Pts. 2, 3) (T-5)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Want group discussions to discuss things, like problems on the job. (Pts. 2, 5, 6) (T-13) (R-2)

2. Continued psychiatric counseling, upon release from an institution, at a low cost. (Pts. 6) (T-6) (R-5)

3. Meeting more with your counselor. (X) (Pts. 1, 1, 3, 4) (T-9) (R-6)

4. Client has bad temper. (Pts. 6) (T-6)

5. Want counseling to help me understand and get along with fellow clients at Workshops. (Pts. 2) (T-2)

6. Need some type of counseling to teach me how to stay---remain---on the job when I enjoy it. (Pts. 2) (T-2)

[8] Courses and Programs: Colleges and Universities

1. Want Sociology and Psychology courses. (Pts. 2, 3, 4) (T-9)

[10] Courses and Programs: Vocational and Technical

1. Want money to help me attend school. (Pts. 6, 6, 6) (T-18) (R-2)

2. Want to take Nursing Assistant courses, Baby-sitting courses, Bookkeeping, and Typing courses. (XX) (Pts. 6, 6) (T-12) (R-3)

3. Want courses such as Typing, Auto Mechanics, Child Care, Journalism, Factory Work, and Radio Broadcasting at MPTI. Also, how to use a cash register. (XX) (Pts. 1, 4, 6) (T-11) (R-3)

4. Want Vocational training in the Agricultural field; Typing class in the evening. (X) (Pts. 1, 2, 5, 5) (T-13) (R-5)

5. Want a Drivers Education course. (Pts. 2, 4) (T-6) (R-5)

6. Need courses in Heavy Equipment Operation, Small Engine Repair, Machine Shop, Forestry, Small Business Operations, and Nurses Aides. (Pts. 4, 5) (T-9) (R-6)

7. Poor Communication Skills instructor at MPTI. (Pts. 3) (T-3)

8. Want money to go to dental assistant school in Milwaukee. (No Points)

9. Want a class in Basic English. (Pts. 1) (T-1)

[13] Foster, Group, Nursing, Residential Care, Halfway, and Detention Homes

1. Need for more halfway houses in Fond du Lac. (Pts. 4) (T-4)

[14] Homemaking and Other Home Services

1. Need baby-sitter for my son in my home so I can work. (Pts. 4) (T-4)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Want help with finding a job. (X) (Pts. 4, 5, 6, 6) (T-21) (R-1)

2. More OJT made available by local employers. (Pts. 1, 2, 4, 5, 6) (T-18) (R-2)

3. Problem of finding a job. (Pts. 3, 4, 4, 6) (T-17) (R-2)

4. Would like help in starting my own business, like a campgrounds. (Pts. 1, 4, 5) (T-10) (R-4)

5. Want help in finding a job, especially at a day care center. (XXX) (Pts. 2, 4) (T-6) (R-5)

6. Need better job orientation in order to get through probation period on the job. (No Points)

7. Would like a more thorough pre-job interview to determine a person's exact job qualifications so a client is not sent to an interview they are not qualified for. (Pts. 6) (T-6)

8. More OJT situations in the area of office work and other areas. (X) (Pts. 1, 1, 5) (T-7)

9. Want OJT. (Pts. 6) (T-6)

[18] Marital and Family Problems

1. Getting along with people, especially those in the family. (Pts. 1, 6) (T-7)

[19] Medical, Dental, and Optical

1. Difficult to get on my feet financially because of large hospital bills. (Pts. 5, 6) (T-11) (R-3)

2. Need low-cost medical help. (Pts. 3) (T-3)

[20] Mental Retardation, Physical and Emotional Handicaps

1. Better public understanding of handicapped: physically and mentally and culturally deprived. (XX) (Pts. 2, 2, 3, 3, 5) (T-15) (R-3)

[23] Prejudice, Discrimination, and Employer Prejudice

1. Difficult to get a job or perform because of handicap---heart attack, work record, crime record. Insurance given as excuse by employers. (XXX) (Pts. 1, 5, 6, 6, 6) (T-24) (R-1)

2. More employers should take part in hiring under MDTA. (Pts. 2, 2, 2) (T-6)

3. Have a problem finding a job because of my epilepsy. (Pts. 3) (T-3)

[24] Public Relations and Community Participation and Volunteers

1. Want to learn more about religion through some type of training session on the Bible. (Pts. 5) (T-5) (R-6)

[25] Recreation and Social

1. Want more things to do for recreation, like dances and bowling. (Pts. 1, 2, 2) (T-5)

2. Want classes in public dancing, polkas, and waltzes, at Workshops. (Pts. 1) (T-1)

[26] Referral and Information Center

1. Want Fond du Lac Public Library to publish a schedule of classes. (No Points)

2. Want help in finding a new house or apartment. (Pts. 1, 2) (T-3)

3. Public buildings should publish a schedule of their operating hours and location. (Pts. 3) (T-3)

4. Need help finding an apartment. (Pts. 1, 3) (T-4)

5. Want to know about the food co-op service in Fond du Lac. (Pts. 4) (T-4)

[30] Transportation

1. Transportation to work; to anywhere. (XXXX) (Pts. 5, 5, 6, 6) (T-22) (R-1)

2. Need transportation for work in the winter and for interviews out of town. (XXXX) (Pts. 3, 3, 5) (T-11) (R-4)

3. Transportation to a job, Workshops, school. (XXX) (Pts. 1, 4) (T-5) (R-6)

[31] Wages, Income, and Incentives

1. Low wages in many jobs available. (Pts. 1, 3, 4) (T-8) (R-5)

2. Need to make more on my job to support a family. (Pts. 1, 3, 5) (T-9) (R-6)

[32] Miscellaneous

1. Ability to get out and be on my own. (X) (Pts. 1, 4, 4, 5) (T-14) (R-4)

BEST COPY AVAILABLE

TRANSCRIBED RESPONSES AND CATEGORIZATION OF TRANSCRIBED RESPONSES

WORK INCENTIVE PROGRAM

STAFF RESPONSES AND CATEGORIZATION

Dodge, Fond du Lac, Green Lake and Washington Counties 525

CLIENT RESPONSES AND CATEGORIZATION

Dodge County 530
Fond du Lac and Green Lake Counties 533
Washington County 536

ERIC

WORK INCENTIVE PROGRAM

Dodge, Fond du Lac, Green Lake, and Washington Counties

Agency Function

The new Work Incentive program (WIN II) is a major national effort to help people receiving Aid to Families with Dependent Children become productive workers.

The new program offers job-finding aid to AFDC recipients who are ready to work, and services such as job training, counseling, medical aid, and child care to those who need such help in order to be able to work. The program has a motivating feature which gives people on welfare a financial incentive to work, and secondly, gives employers an incentive to hire WIN participants.

WIN stresses activities that help AFDC recipients move quickly into appropriate work, since employment which helps the participant become a self-supporting member of society is the ultimate goal of the program.

The services available to WIN clients include employability plan development (personal decision making); orientation and assessment, including testing; vocational training; basic education; GED high school equivalency testing or training; work experience reviews in job-like work settings; employment preparation and job development; interviewing and employer contacts; 50% reimbursement of starting wages to employers who hire WIN participants through training period; and public service employment during transition periods.

The Dodge County WIN program reported serving twenty-one individuals from November, 1971, through June, 1972. All 21 persons received counseling and orientation, with 18 receiving job development training, four receiving on-the-job training, three work experience, one received skill training and one worked on GED. The WIN program reported 14 placements in Dodge county.

The Fond du Lac County Work Incentive program reported serving 119 persons in Fond du Lac county and 3 persons from Green Lake county in 1971-1972, for a total of 122 persons served. A total of 1,034 individual services were reported during the fiscal year.

The Work Incentive program staff representing the Washington county office did not provide the research team with statistics on the number of persons served by the program during FY 1971-72.

Introduction to Work Incentive Program Staff Participants

The staff of the WIN program from Dodge, Fond du Lac, Green Lake and Washington Counties were organized for a single Nominal session due to the fact that no one county could provide sufficient staff for individual Nominal Groups. Four males and three females met together in one Nominal Group. All were full-time employees of the WIN program.

Summary of Work Incentive Program Staff Responses

Problems cited by WIN staff members are client-centered. Ranked first and cited by five of the seven participants is the need for more employment opportunities immediately after training is completed. They state that WIN clients are sometimes extended in training programs because neither private nor public service employment opportunities are available.

Ranked a close second by the staff Nominal is the need for more WIN funds to assist clients who need workshop training, vocational training, or a college education.

A third-ranked problem, important to four staff participants with very high priority, is the need for health insurance as soon as WIN-placed employees begin work for an employer. Acute awareness of the transportation problems of the district ranked fourth.

Improved communications from the Department of Social Services and the WIN program to clients is a need which has several facets; apparently the staff personnel feel that some WIN clients do not understand the conditions of their DSS grants sufficiently. Grants are affected by both employment and the lack of cooperation on the part of the client. Coordination between the widely varying functions of the WIN job developer, ADVOCAP, Outreach, and MOCD programs is seen as necessary. This is another area where better communications between agencies would assist clients.

Program problems range from the need for additional certified sitters through the DSS, to the need for open-ended training courses, refresher courses, family planning services, family adjustment services, and a combination of high school equivalency with more specific vocational training for occupational needs. The need for day and night courses is stressed by the staff. This problem area, including recommended courses and programs, contained the highest number of responses. Staff feel the need to link training to areas where jobs are available. The tie between programs and community needs and openings is seen as very important.

Community awareness in the staff is evidenced from their comments on the needs for drug abuse clinics and venereal disease clinics. In addition a family planning service is recommended.

In summary, the staff-cited problems for the WIN program are client-centered, focusing on the need for employment following training by their clients, and on the clients' basic needs, whether for transportation, apprenticeships, courses related to employment, or family and hygiene courses.

Introduction to Work Incentive Program Client Participants and Summary of Their Responses

Client members of Nominal Groups from the Work Incentive program were organized by county of residence, with Fond du Lac and Green Lake county residents combined, since one office serves both counties.

Of the 432 clients in the MPTI study, a total of 40 reported active or former contact with the WIN program. (See Table 19.)

Dodge County - Eight participants, three male and five female, were in one Nominal Group. Most often mentioned and ranked first is the need for job evaluation and aptitude testing. Ranked second as a problem is the need for training in jobs which are available in the area. Two problems ranked third--- the wage level of eventual jobs are seen as being just above welfare support payments, and the need for transportation to WIN classes or to employment. Two attitude changes are suggested by WIN clients: one being the attitude of the WIN staff, seen as more directed toward getting the client off welfare than getting the client placed in a job with high enough wages and that the client likes; the second, that employers hesitate to hire ex-construction workers with previous injuries due to fear of claims against the employers. Wider distribution of information about employers and available jobs, as well as DVR programs, WIN programs, and DSS programs is needed. Also ranked in the top ten needs are legal aid services, in-home baby-sitting services, and a number of specific course requests; Clerk-Typist, Nurses Aide, and weight losers. Dodge county needs a Big Brother and Big Sister program, according to these clients, and they also requested assistance on how to discipline teen-aged children.

Fond du Lac and Green Lake Counties - Six female clients of the WIN program in these counties took part in the study. Three were students at MPTI - Fond du Lac. The age range was from 19 to 54 years. Top ranked as a problem by this Nominal Group is the need for higher AFDC benefits, which they reported as below basic minimum need requirements. Ranked second is the desire for help in finding a self-supporting job. Ranked high by five of six clients is the degrading nature of being on welfare, especially when in contact with DSS staff. These clients agreed that DSS should trace missing fathers to help obtain support funds. Transportation and child care are needed to enable client-mothers to attend classes, visit lawyers, physicians, and to go to work. In common with other WIN clients, this group cited as a problem the unexpected high cost of books for the program. Most expected that their books would be prepaid by the program. A high-ranked problem is employer discrimination against women due to age, marital status, family status, or health reasons.

Washington County - The four female clients each had school-age children, and each was an AFDC recipient. Three were unemployed. Most important to all four clients, and ranked first, is the problem of support payments by missing fathers, and the lack of attempts to press legal charges for nonsupport. This need is common for AFDC mothers throughout the District. Communications with the DSS concerning available programs are desired and ranked second. Four problems ranked third, including the need for basic clothes to wear to work, the need for day care centers for children and the need for grants which would at least equal and stay consistent with the cost of living. A problem of a personal nature relating to an inconvenient job with long travel involved was ranked first by one participant, getting a rank of third from the group. Classes for parents in child guidance were a high-ranking request. Ranked fifth, of the top six problems, were two: a need for recreation centers for all children and the protest against the subtle discrimination against AFDC program children incurred when they are given different colored lunch tickets, and in other ways. A request for a Big Brother and a Big Sister program

in Washington county was made. Transportation to work and less expensive repairs for appliances were mentioned as problems by several clients. A request, not mentioned too often by participants in this study, is for more discount retail services and outlets for recipients of public aid. They also requested that either stores be more widely distributed or better transportation be developed to retail stores for the elderly and handicapped. This was mentioned by three of the four clients. Attitude problems are cited by clients in extraordinatory areas: from physicians in the attitude toward welfare recipients and from the public. The latter complaint is specific. Recipients of public aid are reported to have difficulty getting credit and getting waited on in stores, because of the attitude towards welfare people.

Comparison of Work Incentive Program Staff and Client Responses

As may well be expected, due to the function of the WIN program, all the client groups as well as the staff identified a need for self-supporting jobs after the clients complete training. The two major factors include a need for more available jobs and assistance in obtaining the jobs, to be preceded by aptitude testing and job counseling. The staff also reported a need for additional funds for long-term training.

Difficulties encountered by the staff with cooperating agencies vary from the employer's resistance to provide health insurance for WIN workers to social workers not following up on their clients. The clients, on the other hand, concentrated on dissatisfaction with the attitude shown them by the DSS staff, the need for higher AFDC benefits, and complaints against WIN and ADVOCAP staff and certain public service agencies who, according to the clients, are not providing the services they state in their missions. The staff concentrated on gaps in the area of Vocational and Technical courses and programs. It is suggested that open-ended training programs be offered and additional courses be offered in the evening. They also requested the programs be expanded and offered at all Technical Institute Campuses. Clients and staff agree that training program planning should concentrate in the areas in which there are job openings and each listed several requests for specific training programs. Child care and transportation are identified by all participating groups as a need.

While the staff feels that there should be adjustment courses for single-parent families, the clients specifically stated that they need assistance in disciplining teen-agers and marital counseling.

The client group recognized a need for legal aid, particularly for the apprehension of fathers for nonsupport. They also requested social and recreational programs for their children. Another area in which the clients touched on and the staff did not is basic needs, particularly clothing and housing. Prejudice and discrimination due to their family's AFDC status or female sex was stated.

Neither the staff nor the clients identified any problem areas with the mentally retarded, minority groups or elderly.

The staff concentrated on the multifaceted employment problems. Although the staff and clients did stress similiar needs, the clients also placed emphasis on several needs of their children.

WORK INCENTIVE PROGRAM

Dodge, Fond du Lac, Green Lake, and Washington Counties

(Representative staff of the WIN program from Dodge, Fond du Lac, Green Lake, and Washington counties were brought together for the Staff Nominal session. The research team's rationale was that there is no one county with sufficient staff to hold individual Nominal sessions. Also, please be advised that the Fond du Lac WIN office serves both Fond du Lac and Green Lake counties.)

Number of Groups: 1 Total Participating: 7

STAFF NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 7 participants are full-time staff of the WIN program.

1. Project Director; 11 months in present position; 4 years in agency; Male, age 32; B.A., History and Political Science; M.A., Christian Education and Religion; M.Ed., Counseling.

2. Manpower Counselor II; 1 year, 6 months in present position; 1 year, 6 months in agency; Male, age 25; B.S., Graphic Arts Industrial Education; M.S., Guidance and Counseling.

3. Manpower Supervisor II; 2 years, 6 months in present position; 2 years, 6 months in agency; Male, age 40; 88 credits in Elementary Education and Psychology.

4. Area Services Assistant III; 4 months in present position; 4 months in agency; Male, age 26; B.A., Political Science.

5. Area Services Assistant I; 9 months in present position; 9 months in agency; Female, age 41; 28 credits in Accounting.

6. Social Worker II; 3 years in present position; 4 years in agency; Female, age 27; B.A., Sociology.

7. Clerk-Coach; 9 months in present position; 9 months in agency; Female, age 32; No degree.

RESPONSES OF NOMINAL GROUP NO. 1

1. Need for more employment opportunities---there are persons in the program that would no longer have to be trained if jobs were available. Need for public service employment. (Pts. 7, 7, 8, 9, 10) (T-41) (R-1)

2. Lack of adequate WIN funds to work with a client who needs long-term training in workshop setting. Now must go with DVR, and they cannot make them attend---also for Vocational training and to attend college. (Pts. 5, 6, 8, 9, 10) (T-38) (R-2)

3. Employers should have health insurance immediately for WIN clients. National health plan. (Pts. 6, 8, 8, 9) (T-31) (R-3)

4. Transportation for persons in rural areas with no public transportation for work, to school, and from office. Bus system in Fond du Lac is not good---once an hour. (XXXX) (Pts. 3, 5, 6, 7, 7) (T-28) (R-4)

WIN-Staff-Responses

5. Need for open-ended training courses in all areas. (XX) (Pts. 8, 9, 10) (T-27) (R-5)

6. Obtaining certified sitters as required by the DSS. (XX) (Pts. 5, 6, 10) (T-21) (R-6)

7. Better explanation to mandatory WIN clients by DSS. Should tell them it affects their grants if they don't cooperate---they don't find out until we need to tell them. Also, how their grant is affected by employment. (Pts. 1, 1, 2, 3, 10) (T-17) (R-7)

8. Refresher courses night and day for persons with full skills in areas such as Typing. (Pts. 1, 3, 3, 10) (T-17) (R-7)

9. Strong need for family planning services. (Pts. 7, 9) (T-16) (R-8)

10. Overlapping and lack of coordination between WIN job developer, ADVOCAP, Outreach, and MOCD. (X) (Pts. 2, 5, 8) (T-15) (R-9)

11. Need for single parent family adjustment courses. (Pts. 2, 3, 10) (T-15) (R-9)

12. Combination of Vocational education and Vocational training---need High School Equivalency and training more than Communications and Psychology ---can do without them---employers are not as concerned with them. (Pts. 7, 8) (T-15) (R-9)

13. Night and day courses for clients with financial aid available---GED, Office Procedure, Welding, and Machine Operating. (X) (Pts. 4, 4, 5) (T-13) (R-10)

14. Grades at MPTI should not be affected by poor attendance, due to night courses being canceled and changed to day class. You should get grades for what you know and how you do on exams. (No Points)

15. Keeping client interested in their jobs after they start through WIN. (Pts. 3, 6) (T-9)

16. Should localize programs---MPTI-Beaver Dam doesn't offer needed programs---those seeking training or education must go to West Bend or Fond du Lac. (Pts. 2, 6) (T-8)

17. Planning is impossible because of courses often being canceled at MPTI---12 students is too high to keep course going. (No Points)

18. Too much pressure on the part of WIN staff out of WSES to certify client---they certify people who don't need to be to keep the number up. (Pts. 1, 9) (T-10)

19. Social workers do not do an adequate job of follow-up on our clients while in WIN---family problems and child care. (Pts. 2, 2, 4) (T-8)

20. MPTI should do a better job of informing cooperating agencies and community of programs and course schedules. (No Points)

21. Applicable Vocational courses should be transferable to colleges. (No Points)

22. Lack of enough staff in Individualized Homemaker program. (Pts. 2) (T-2)

23. Need for more training to be in the areas where jobs exist, such as Ward Clerk; has no openings---should consult more with local industry and business---make more relevant to community. (X) (Pts. 1, 4, 6) (T-11)

24. Should offer programs in areas like Watchmaking and Shoe Repair---there are jobs available even though not common. Also, Residential or Architectural Drafting. (Pts. 4) (T-4)

25. Clients become confused when they have both a case aide, social workers, and a WIN social worker who is of a separate administrative unit. (Pts. 4) (T-4)

26. Nobody should be denied the opportunity to attend college because of a lack of funds. (Pts. 5, 5) (T-10)

27. Entrance exams into Vocational Schools is a no-no---some offer ACT, and it is purely academic. They are becoming too much like a junior college. If tested, it should be GATB or NATB. Colleges should be much more flexible in course content and entrance requirements. (Pts. 7) (T-7)

28. Apprenticeship should be made more readily available. (Pts. 3, 4) (T-7)

29. Need for sliding scale fee for day care services. (Pts. 1) (T-1)

30. Outreach and out-patient should be built into comprehensive MHC. (No Points)

31. Service agencies should be packaged under one roof in an umbrella concept. (Pts. 9) (T-9)

32. Drug education and active programs should be set up and maintained. (Pts. 1) (T-1)

33. Venereal disease clinic should be started for youth plus public education. (No Points)

34. Need to give state nursing licensing responsibility to someone. (No Points)

35. Need for school systems to make school a place for students to succeed versus fail. (No Points)

Total Points: 385

* * * *

CATEGORIZATION OF STAFF RESPONSES

WORK INCENTIVE PROGRAM

Dodge, Fond du Lac, Green Lake and Washington Counties

[1] Adult Basic Education and Adult High School Diploma and Equivalency

1. . . . . need High School Equivalency . . . . . (Pts. 7, 8) (T-15) (R-9)

2. Night and day courses for clients with financial aid available---GED . . . . . (X) (Pts. 4, 4, 5) (T-13) (R-10)

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Employers should have health insurance immediately for WIN clients. National health plan. (Pts. 6, 8, 8, 9) (T-31) (R-3)

2. Obtaining certified sitters as required by the DSS. (Pts. 5, 6, 10) (T-21) (R-6)

3. Grades at MPTI should not be affected by poor attendance, due to night courses being canceled and changed to day class. You should get grades for what you know and how you do on exams. (No Points)

4. Too much pressure on the part of WIN staff out of WSES to certify client--- they certify people who don't need to be to keep the number up. (Pts. 1, 9) (T-10)

5. Social workers do not do an adequate job of follow-up on our clients while in WIN ---family problems and child care. (Pts. 2, 2, 4) (T-8)

6. Applicable Vocational courses should be transferable to colleges. (No Points)

7. Outreach and out-patient should be built into comprehensive MHC. (No Points)

8. Need to give state nursing licensing responsibility to someone. (No Points)

[5] Child Care Centers

1. Need for sliding scale fee for day care services. (Pts. 1) (T-1)

[6] Communications: Inter and Intra-Agency

1. Better explanation to mandatory WIN clients by DSS. Should tell them it affects their grants if they don't cooperate---they don't find out until we need to tell them. Also, how their grant is affected by employment. (Pts. 1, 1, 2, 3, 10) (T-17) (R-7)

2. Overlapping and lack of coordination between WIN job developer, ADVOCAP, Outreach, and MOCD. (X) (Pts. 2, 5, 8) (T-15) (R-9)

3. Clients become confused when they have both a case aide, social workers, and a WIN social worker who is of a separate administrative unit. (Pts. 4) (T-4)

[8] Courses and Programs: Colleges and Universities

1. Lack of adequate WIN funds to work with a client . . . . . to attend college. (Pts. 5, 6, 8, 9, 10) (T-38) (R-2)

2. Nobody should be denied the opportunity to attend college because of a lack of funds. (Pts. 5, 5) (T-10)

3. . . . . Colleges should be much more flexible in course content and entrance requirements. (Pts. 7) (T-7)

[9] Courses and Programs: Pre-school, Primary, Middle, and High School

1. Need for school systems to make school a place for students to succeed versus fail. (No Points)

[10] Courses and Programs: Vocational and Technical

1. Lack of adequate WIN funds to work with a client . . . . . for Vocational School . . . . . (Pts. 5, 6, 8, 9, 10) (T-38) (R-2)

2. Need for open-ended training courses in all areas. (XX) (Pts. 8, 9, 10) (T-27) (R-5)

3. Refresher courses night and day for persons with full skills in areas such as Typing. (Pts. 1, 3, 3, 10) (T-17) (R-7)

4. Combination of Vocational education and Vocational training---need High School Equivalency and training more than Communications and Psychology ---can do without them---employers are not as concerned with them. (Pts. 7, 8) (T-15) (R-9)

5. Night and day courses for clients with financial aid available . . . . . Office Procedure, Welding, and Machine Operating. (X) (Pts. 4, 4, 5) (T-13) (R-10)

6. Should localize programs---MPTI-Beaver Dam doesn't offer needed programs---those seeking training or education must go to West Bend or Fond du Lac. (Pts. 2, 6) (T-8)

7. Planning is impossible because of courses often being canceled at MPTI--- 12 students is too high to keep course going. (No Points)

8. MPTI should do a better job of informing cooperating agencies and community of programs and course schedules. (No Points)

9. Need for more training to be in the areas where jobs exist, such as Ward Clerk; has no openings---should consult more with local industry and business ---make more relevant to community. (X) (Pts. 1, 4, 6) (T-11)

10. Should offer programs in areas like Watchmaking and Shoe Repair---there are jobs available even though not common. Also, Residential or Architectural Drafting. (Pts. 4) (T-4)

11. Entrance exams into Vocational Schools is a no-no---some offer ACT, and it is purely academic. They are becoming too much like a junior college. If tested, it should be GATB or NATB . . . . . (Pts. 7) (T-7)

[11] Drugs, Alcoholism, and Emergency Services

1. Drug education and active programs should be set up and maintained. (Pts. 1) (T-1)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Need for more employment opportunities---there are persons in the program that would no longer have to be trained if jobs were available. Need for public service employment. (Pts. 7, 7, 8, 9, 10) (T-41) (R-1)

2. Lack of adequate WIN funds to work with a client who needs long-term training in workshop setting. Now must go with DVR, and they cannot make them attend . . . . . (Pts. 5, 6, 8, 9, 10) (T-38) (R-2)

3. Apprenticeship should be made more readily available. (Pts. 3, 4) (T-7)

[18] Marital and Family Problems

1. Need for single parent family adjustment courses. (Pts. 2, 3, 10) (T-15) (R-9)

[22] Motivation

1. Keeping client interested in their jobs after they start through WIN. (Pts. 3, 6) (T-9)

[26] Referral and Information Center

1. Service agencies should be packaged under one roof in an umbrella concept. (Pts. 9) (T-9)

[28] Sex Education and Family Planning

1. Strong need for family planning services. (Pts. 7, 9) (T-16) (R-8)

2. Venereal disease clinic should be started for youth plus public education. (No Points)

[29] Staff

1. Lack of enough staff in Individualized Homemaker program. (Pts. 2) (T-2)

[30] Transportation

1. Transportation for persons in rural areas with no public transportation for work, to school, and from office. Bus system in Fond du Lac is not good---once an hour. (XXXX) (Pts. 3, 5, 6, 7, 7) (T-28) (R-4)

WORK INCENTIVE PROGRAM

Dodge County

Number of Groups: 1 Total Participating: 8

CLIENT NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 8 participants are presently or were former clients of the WIN program.

1. Female, age 49; client of WIN and DSS; former client of MHC.
2. Male, age 25; client of WIN, DSS, and WSES.
3. Male, age 32; client of WIN and DSS; former client of WSES.
4. Female, age 21; client of WIN and DSS; former client of WSES.
5. Male, age 43; client of DSS; former client of WIN and DVR.
6. Female, age 47; client of WIN and DSS.
7. Female, age 54; client of WIN and DSS; former client of the Sheltered Workshop.
8. Female, age 33; client of WIN and DSS; former client of WSES.

RESPONSES OF NOMINAL GROUP NO. 1

1. Job evaluation---aptitude testing. (Pts. 2, 3, 4, 5, 6, 6) (T-26) (R-1)
2. Training should be available for jobs which are open in the area. (Pts. 3, 4, 5, 5) (T-17) (R-2)
3. Not enough welfare for expenses, but would prefer to have a job to cover expenses and be off welfare. WIN tends to get jobs with wages just above welfare limits. (Pts. 2, 3, 5, 6) (T-16) (R-3)
4. Transportation to Technical Institute in Fond du Lac for Chef training, or transportation to a job or senior high school. (X) (Pts. 5, 5, 6) (T-16) (R-3)
5. Director of WIN puts too much emphasis on getting clients off of welfare, instead of a job or training the client likes and can stay with, earning enough money to support a family. (XX) (Pts. 1, 1, 3, 6) (T-11) (R-4)
6. Employers are unwilling to hire an ex-construction worker with a back injury out of fear that they will go back to construction and because of fear of claims against them. (XX) (Pts. 5, 6) (T-11) (R-4)
7. We want a list of employers and jobs available to residents through WIN and WSES so we have more choice on a job we qualify for. (Pts. 2, 2, 6) (T-10) (R-5)
8. There is no literature and not enough newsletters on programs available and events of WIN, DVR and the DSS. (Pts. 1, 1, 1, 3, 3) (T-9) (R-6)

9. Need legal services. (Pts. 2, 3, 4) (T-9) (R-6)

10. Qualified baby-sitters through the DSS are not convenient. We need sitters in the home. (Pts. 4, 5) (T-9) (R-6)

11. Want Clerk-Typist training. (No Points)

12. Want Nurses Aide training. (No Points)

13. Disciplining teen-agers. (Pts. 4, 4) (T-8)

14. Would like a Big Brother and Big Sister program. (X) (Pts. 1, 1, 4) (T-6)

15. When I entered class I was not aware there were book fees to be paid. (No Points)

16. Need inexpensive Weight Losers program. (Pts. 3) (T-3)

17. There is no cooperation by the training center set up by WIN and the WIN agency. (Pts. 6) (T-6)

18. Director of WIN is not available when needed and he changes appointments often. (Pts. 2, 4) (T-6)

19. No action taken by WIN to help get a high school diploma or equivalency certificate. (Pts. 1) (T-1)

20. Phone information service should be provided for services available to us. (Pts. 2, 2) (T-4)

Total Points: 168

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CATEGORIZATION OF CLIENT RESPONSES

WORK INCENTIVE PROGRAM

Dodge County

[2] Agency Policy, Rules, Regulations, Administration and Laws

1. Not enough welfare for expenses, but would prefer to have a job to cover expenses and be off welfare. WIN tends to get jobs with wages just above welfare limits. (Pts. 2, 3, 5, 6) (T-16) (R-3)

2. Director of WIN puts too much emphasis on getting clients off of welfare, instead of a job or training the client likes and can stay with, earning enough money to support a family. (XX) (Pts. 1, 1, 3, 6) (T-11) (R-4)

3. We want a list of employers and jobs available to residents through WIN and WSES so we have more choice on a job we qualify for. (Pts. 2, 2, 6) (T-10) (R-5)

4. Director of WIN is not available when needed and he changes appointments often. (Pts. 2, 4) (T-6)

5. No action taken by WIN to help get a high school diploma or equivalency certificate. (Pts. 1) (T-1)

WIN-Client-Categorization

[6] Communications: Inter and Intra-Agency

1. When I entered class I was not aware there were book fees to be paid. (No Points)

2. There is no cooperation by the training center set up by WIN and the WIN agency. (Pts. 6) (T-6)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Job evaluation---aptitude testing. (Pts. 2, 3, 4, 5, 6, 6) (T-26) (R-1)

[10] Courses and Programs: Vocational and Technical

1. Training should be available for jobs which are open in the area. (Pts. 3, 4, 5, 5) (T-17) (R-2)

2. Want Clerk-Typist training . (No Points)

3. Want Nurses Aide training. (No Points)

4. Need inexpensive Weight Losers program. (Pts. 3) (T-3)

[14] Homemaking and Other Home Services

1. Qualified baby-sitters through the DSS are not convenient. We need sitters in the home. (Pts. 4, 5) (T-9) (R-6)

[17] Legal Aid

1. Need legal services. (Pts. 2, 3, 4) (T-9) (R-6)

[18] Marital and Family Problems

1. Disciplining teen-agers. (Pts. 4, 4) (T-8)

[23] Prejudice, Discrimination, and Employer Prejudice

1. Employers are unwilling to hire an ex-construction worker with a back injury out of fear that they will go back to construction and because of fear of claims against them. (XX) (Pts. 5, 6) (T-11) (R-4)

[24] Public Relations and Community Participation and Volunteers

1. Would like a Big Brother and Big Sister program. (X) (Pts. 1, 1, 4) (T-6)

[26] Referral and Information Center

1. There is no literature and not enough newsletters on programs available and events of WIN, DVR and the DSS. (Pts. 1, 1, 1, 3, 3) (T-9) (R-6)

2. Phone information service should be provided for services available to us. (Pts. 2, 2) (T-4)

[30] Transportation

1. Transportation to Technical Institute in Fond du Lac for Chef training, or transportation to a job or senior high school. (X) (Pts. 5, 5, 6) (T-16) (R-3)

WORK INCENTIVE PROGRAM

Fond du Lac and Green Lake Counties

Number of Groups: 1 Total Participating: 6

CLIENT NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: It had been expected that twelve WIN program clients would participate in the study. The criteria for homogenous grouping was based on six participants being female students at MPTI-Fond du Lac and six females being non-students. Three from both groups took part and the research team elected to join the two groups because of the Nominal Group Method requiring a minimum of 4 participants in a group.

1. Female, age 42; client of WIN, DSS and ADVOCAP.
2. Female, age 42; client of WIN and DSS.
3. Female, age 45; client of WIN and DSS.
4. Female, age 54: client of WIN and WSES; former client of DSS.
5. Female, age 19; client of WIN, WSES and ADVOCAP; former client of DSS.
6. Female, age 28; client of WIN and DSS.

RESPONSES OF NOMINAL GROUP NO. 1

1. AFDC benefits are not enough for basic needs. (X) (Pts. 6, 6, 6) (T-18) (R-1)
2. Want help finding a self-supporting job. (X) (Pts. 2, 5, 5, 5) (T-17) (R-2)
3. DSS staff make you feel like you are getting something you don't deserve and I don't want to be on welfare---it's degrading. Should track fathers for support. (X) (Pts. 1, 2, 4, 4, 5) (T-16) (R-3)
4. Don't agree that baby-sitters through DSS should have to be certified. AFDC should have to pay for sitters when necessary to have one, like to see a lawyer. (XX) (Pts. 2, 2, 4, 6) (T-14) (R-4)
5. Age, marital status and health discrimination makes it hard to get a job. (XXX) (Pts. 1, 1, 2, 3, 6) (T-13) (R-5)
6. Transportation to work, doctor and in general. (XXXX) (Pts. 2, 4, 5) (T-11) (R-6)
7. WIN says they'll cover book fees but books are usually more and client has to pay it. (X) (No Points)
8. ADVOCAP's housing and legal aid divisions are not helpful. (X) (Pts. 3, 5) (T-8)
9. Fond du Lac needs more decent low-income housing. (Pts. 1, 6) (T-7)
10. ADVOCAP hired me and then said they couldn't train me and hired someone else. (No Points)
11. Lack of communication between WIN staff and clients. (Pts. 3) (T-3)
12. Need social activities for children and adults. Kids need games with supervision. (Pts. 1) (T-1)
13. Want Auto Repair course for women, Art and Drawing courses and a Basic Cooking course. (X) (Pts. 1, 4) (T-5)
14. Ex-clients should be able to get jobs with the DSS without a degree---experience should count. (Pts. 3) (T-3)

15. Parents interfere with child-rearing. (No Points)

16. MPTI training programs should be more concentrated---take less time, but get same amount of material. (Pts. 4) (T-4)

17. Want Nurses training---waiting period is too long. (No Points)

18. MDTA should not give priority slots to 19-or 20-year-olds over heads of households. (No Points)

19. MDTA and WIN should work together on money allowances---MDTA gets much more than WIN. (Pts. 3, 3) (T-6)

Total Points: 126

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CATEGORIZATION OF CLIENT RESPONSES

WORK INCENTIVE PROGRAM

Fond du Lac and Green Lake Counties

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. DSS staff make you feel like you are getting something you don't deserve and I don't want to be on welfare---it's degrading. Should track fathers for support. (X) (Pts. 1, 2, 4, 4, 5) (T-16) (R-3)

2. Don't agree that baby-sitters through DSS should have to be certified. AFDC should have to pay for sitters when necessary to have one, like to see a lawyer. (XX) (Pts. 2, 2, 4, 6) (T-14) (R-4)

3. WIN says they'll cover book fees but books are usually more and client has to pay it. (X) (No Points)

4. ADVOCAP's housing and legal aid divisions are not helpful. (X) (Pts. 3, 5) (T-8)

5. ADVOCAP hired me and then said they couldn't train me and hired someone else. (No Points)

6. Ex-clients should be able to get jobs with the DSS without a degree---experience should count. (Pts. 3) (T-3)

7. MDTA should not give priority slots to 19-or 20-year-olds over heads of households. (No Points)

8. MDTA and WIN should work together on money allowances---MDTA gets much more than WIN. (Pts. 3, 3) (T-6)

[3] Basic Needs: Food, Clothing, and Housing

1. AFDC benefits are not enough for basic needs. (X) (Pts. 6, 6, 6) (T-18) (R-1)

2. Fond du Lac needs more decent low-income housing. (Pts. 1, 6) (T-7)

[6] Communications: Inter and Intra-Agency

1. Lack of communication between WIN staff and clients. (Pts. 3) (T-3)

[10] Courses and Programs: Vocational and Technical

1. Want Auto Repair course for women, Art and Drawing courses and a Basic Cooking course. (X) (Pts. 1, 4) (T-5)

2. MPTI training programs should be more concentrated---take less time, but get same amount of material. (Pts. 4) (T-4)

3. Want Nurses training---waiting period is too long. (No Points)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Want help finding a self-supporting job. (X) (Pts. 2, 5, 5, 5) (T-17) (R-2)

[18] Marital and Family Problems

1. Parents interfere with child-rearing. (No Points)

[23] Prejudice, Discrimination, and Employer Prejudice

1. Age, marital status and health discrimination makes it hard to get a job. (XXX) (Pts. 1, 1, 2, 3, 6) (T-13) (R-5)

[25] Recreation and Social

1. Need social activities for children and adults. Kids need games with supervision. (Pts. 1) (T-1)

[30] Transportation

1. Transportation to work, doctor and in general. (XXXX) (Pts. 2, 4, 5) (T-11) (R-6)

WORK INCENTIVE PROGRAM

Washington County

Number of Groups: 1 Total Participating: 4

CLIENT NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 4 female participants have children of school age and are AFDC recipients. Three of the 4 participants are presently unemployed.

1. Female, age 42; client of WIN and DSS.
2. Female, age 43; client of WIN and DSS.
3. Female, age 30; client of WIN, DSS, and DVR; former client of MHC.
4. Female, age 35; client of WIN, DSS, and WSES.

RESPONSES OF NOMINAL GROUP NO. 1

1. More of an attempt should be made to locate fathers for non-support. Some legal action should be taken on the father when he misses his first payment. (Pts. 4, 5, 5, 6) (T-20) (R-1)
2. Clients should be made more aware of what is available to you at the DSS. (X) (Pts. 2, 5) (T-7) (R-2)
3. My 17-year-old son who graduated from high school in December had to take a job in Milwaukee through WIN because of AFDC---he should not have had to take a job where he would have to travel so far every day. (Pts. 6) (T-6) (R-3)
4. Grants should keep up with the cost of living. (Pts. 6) (T-6) (R-3)
5. Need day care centers for children. (XXX) (Pts. 6) (T-6) (R-3)
6. Need clothes to wear to work. (Pts. 1, 2, 3) (T-6) (R-3)
7. Would like the DSS to help me finish my education---I have 56 credits at the University of Wisconsin-West Bend Center. (Pts. 5) (T-5) (R-4)
8. Child Guidance and Parent classes should be expanded by MPTI. (Pts. 1, 4) (T-5) (R-4)
9. Need recreation center for all children of all ages. (Pts. 4) (T-4) (R-5)
10. Welfare children should not be victimized because of it, like on the free lunch program having different-colored tickets. (Pts. 4) (T-4) (R-5)
11. I want to know more about WIN from other clients because I have heard some unsatisfactory reports, but it sounds good from what the worker says. (X) (Pts. 1, 2) (T-3) (R-6)
12. Want the Big Brother program expanded and a Big Sister program started---or something like this for the children. (Pts. 3) (T-3) (R-6)
13. Need a used appliance center with cheaper repair rates. (Pts. 3) (T-3) (R-6)
14. Need transportation to work---I am borrowing one and may not have it long. (Pts. 3) (T-3) (R-6)

15. I had to take an aptitude test which shows that I am good in office work which I know, but I hate office work and I am doing that type of work right now. (No Points)

16. Need a discount store for welfare recipients. (No Points)

17. Need some grocery stores for persons without transportation like recipients and elderly. (No Points)

18. Need cheaper public transportation. (No Points)

19. Want food stamps instead of surplus commodities. (No Points)

20. Need legal aid at low cost. (XX) (No Points)

21. Need low-cost medical assistance and dental assistance. (No Points)

22. Want a more professional medical attitude from doctors and dentists toward welfare recipients. (Pts. 2) (T-2)

23. The public has a bad attitude toward recipients---never bother to blame the father or think good of us for sticking by our children---makes it difficult to get credit and waited on in stores. (No Points)

24. Need for marital counseling and better methods of recruiting persons in need of the service. (Pts. 1) (T-1)

Total Points: 84

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CATEGORIZATION OF CLIENT RESPONSES

WORK INCENTIVE PROGRAM

Washington County

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. More of an attempt should be made to locate fathers for non-support. Some legal action should be taken on the father when he misses his first payment. (Pts. 4, 5, 5, 6) (T-20) (R-1)

2. My 17-year old son who graduated from high school in December had to take a job in Milwaukee through WIN because of AFDC---he should not have had to take a job where he would have to travel so far every day. (Pts. 6) (T-6) (R-3)

3. Grants should keep up with the cost of living. (Pts. 6) (T-6) (R-3)

4. I had to take an aptitude test which shows that I am good in office work which I know, but I hate office work and I am doing that type of work right now. (No Points)

5. Want food stamps instead of surplus commodities. (No Points)

[3] Basic Needs: Food, Clothing, and Housing

1. Need clothes to wear to work. (Pts. 1, 2, 3) (T-6) (R-3)

[5] Child Care Centers

1. Need day care centers for children. (XXX) (Pts. 6) (T-6) (R-3)

[6] Communications: Inter and Intra-Agency

1. Clients should be made more aware of what is available to you at the DSS. (X) (Pts. 2, 5) (T-7) (R-2)

2. I want to know more about WIN from other clients because I have heard some unsatisfactory reports, but it sounds good from what the worker says. (X) (Pts. 1, 2) (T-3) (R-6)

[8] Courses and Programs: Colleges and Universities

1. Would like the DSS to help me finish my education---I have 56 credits at the University of Wisconsin-West Bend Center. (Pts. 5) (T-5) (R-4)

[10] Courses and Programs: Vocational and Technical

1. Child Guidance and Parent classes should be expanded by MPTI. (Pts. 1, 4) (T-5) (R-4)

[17] Legal Aid

1. Need legal aid at low cost. (XX) (No Points)

[18] Marital and Family Problems

1. Need for marital counseling and better methods of recruiting persons in need of the service. (Pts. 1) (T-1)

[19] Medical, Dental, and Optical

1. Need low-cost medical assistance and dental assistance. (No Points)

[23] Prejudice, Discrimination, and Employer Prejudice

1. Welfare children should not be victimized because of it, like on the free lunch program having different-colored tickets. (Pts. 4) (T-4) (R-5)

2. Want a more professional attitude from doctors and dentists toward welfare recipients. (Pts. 2) (T-2)

3. The public has a bad attitude toward recipients---never bother to blame the father or think good of us for sticking by our children---makes it difficult to get credit and waited on in stores. (No Points)

[24] Public Relations and Community Participation and Volunteers

1. Want the Big Brother program expanded and a Big Sister program started---or something like this for the children. (Pts. 3) (T-3) (R-6)

[25] Recreation and Social

1. Need recreation center for all children of all ages. (Pts. 4) (T-4) (R-5)

[30] Transportation

1. Need transportation to work---I am borrowing one and may not have it long. (Pts. 3) (T-3) (R-6)

2. Need cheaper public transportation. (No Points)

WIN-Client-Categorization

[32] Miscellaneous

1. Need a used appliance center with cheaper repair rates. (Pts. 3) (T-3) (R-6)

2. Need a discount store for welfare recipients. (No Points)

3. Need more grocery stores for persons without transportation like recipients and elderly. (No Points)

ERIC

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TRANSCRIBED RESPONSES AND CATEGORIZATION OF TRANSCRIBED RESPONSES

MENTAL HEALTH CENTERS

STAFF RESPONSES AND CATEGORIZATION

Dodge County 547
Fond du Lac County 575
Washington County 596

CLIENT RESPONSES AND CATEGORIZATION

Dodge County 564
Fond du Lac County 589
Washington County 620

ERIC

MENTAL HEALTH CENTER

Dodge County

Agency Function

The Dodge County Mental Health Center is a medical facility financed by taxes and patient fees. The staff includes psychologists, an alcoholism counselor, psychiatrists, psychiatric nurses, psychiatirc social workers, and a retardation specialist. The Center exists to reinforce good community mental health, which depends on good housing, schools, churches, welfare services, health services, and available work and recreational facilities. Center staff are professionals trained to diagnose and treat mental illness, emotional problems, behavior problems, learning disabilities, mental retardation, marital problems, geriatric problems, alcoholism, and drug abuse. In addition to a 24-hour emergency service and an in-patient service, the Mental Health Center offers individual counseling and psychotherapy, chemotherapy, family therapy, group therapy, marriage counseling, play therapy for children, home training for the retarded, alcoholism and drug abuse treatment, psychological and learning evaluations, and parent counseling.

The Mental Health Center offers community consultation and education services. For clients, emergency and pre-admission screening are standard, depending on the severity of the case. Diagnosis, outpatient and in-patient rehabilitation programs, with day or night programs are available. The alcohol and drug abuse services offer evaluation, education, counseling and treatment, with necessary detoxification as required. Weekly sessions including a one-hour evaluation and counseling interview, an hour of film or instruction, and an hour of AA group session therapy are repeated continuously. Most clients attend a minimum of eight weekly sessions, if referred by the Division of Motor Vehicles or the courts. Aftercare provides follow-up services, with additional rehabilitation services given by the Dodge County Sheltered Workshop, DVR, DSS, and other community resources.

All residents of Dodge county are eligible for services from the MHC. Fees range from $1 to $12, based on family income, and may be reduced when necessary. Fees are often covered by medical insurance or Medical Assistance.

Introduction to Mental Health Center Staff Participants

Six Nominal Groups of 28 staff members were organized for the study. The criteria for homogenous grouping was mainly the occupational responsibilities of the various staff personnel. For example, one group included five women who were assigned to the in-patient service nursing staff. Another group of five included members of the in-patient service staff from non-nursing specialties such as activity therapy, occupationai therapy, social work, counseling, and adjustment teaching.

A third group included four male nurses and a male social worker from the in-patient service staff. Another group was made up of four female members of the in-patient service staff with specialties in activity therapy, volunteer services, clinical secretary, and charge aide.

The fifth group included five professionals---social workers and counselors---of the out-patient service and averaged about one year with the agency at the time of the Nominal session. Another group included two clinical psychologists, one counselor, and one registered nurse in the out-patient service.

Summary of Mental Health Center Staff Responses

Two Nominal Groups of in-patient service staff ranked the same problem as their first priority: the need for more staff to get all the work done---registered nurses, licensed practical nurses, nurses aides, social workers, psychiatrists, psychologists trained in behavior modification, activity and occupational therapists, mental health para-professionals and outreach workers. Seven of the ten participants in the two groups of nursing staff ranked this a first or second priority. Eight other staff participants ranked the need for more staff in the top ten.

Another group of in-service staff felt that the county needs adult foster homes, halfway houses, boarding houses, and self-care living units, as well as live-in house-keepers. This statement was echoed by another Nominal Group, who ranked it first, with two other groups ranking it second. A total of 21 of the 28 participants ranked the need for halfway houses in the top ten needs or problems for Dodge county.

The number one problem of another Nominal Group is the lack of communication between staff, between staff and patients, and between other public service agencies. The group suggested a mediator to clarify communications and improve cooperation.

An out-patient service staff Nominal Group saw transportation as a big problem to MHC clients. The need for transportation to day care centers, MHC, Workshops, to social and recreational activities, and to services outside the county was ranked as a first priority. The high level of agreement on top-ranked problems indicates significant needs in the staffing of the Dodge County Mental Health Center, in the need for halfway houses, and the need for improved communications and transportation. These are client-centered needs.

Ranked second by two Nominal Groups is the need for a detoxification facility for clients prior to MHC treatment. Time and money for staff to attend seminars, workshops, and meetings are needed, and given second priority by a group. In-service training for staff is requested in psychiatric nursing, rehabilitation, motivation, behavioral modification in therapy, mental illness, the functions of different departments of the hospital, communications skills, therapy for the retarded, reality therapy, assisting behavior-problem patients, activity therapy, psycho-drama, new types of psychotherapy, and new services available at other agencies. In-service was requested by all six Nominal Groups, and was ranked in the top five priority needs by five groups. The staff feels that material covered in Life Adjustment classes should be applied by the staff in the units.

Better coordination and communication between agencies to avoid duplication of services to clients is needed, especially in the areas of DSS, day care centers, school systems, county nurses, DVR

and the MHC, according to the second ranked need of one Nominal Group. This resp coincided closely in rank with similar responses from other groups.

Among the most frequently identified problems cited by Dodge County Mental Health Center staff are problems in the administrative area. These cover three main problems: first, the problem of policies which prevent more extensive aid to clients, even after discharge; second, improved efficiency in delivering the services that are available at the MHC, including more use of para-professional staff; and third, improved confidentiality for client records and therapy. A number of individual suggestions were made, such as a need for more evening services to be available for clients and better job descriptions for supervisors.

Another group of needs drew frequent comment. The MHC staff requested a large number of courses and programs, both for clients and for themselves. The in-service requests have been catalogued. The requests for client courses include a secondary school course for all students on parent effectiveness training, and information for expectant parents. The course should include information on emotional development, learning to share, facing responsibilities, and understanding thoughts and feelings. It is also felt that pregnant girls should be allowed to continue their high school studies.

Vocational and Technical course requests include Welding, Assembly Line work, Woodworking, Health and Hygiene, Life Adjustment, longer ABE programs, Self-care Classes, Nutritional Education, Homemaking classes, adjustment to middle age, Baker, Chef, Laundry, Nurses Aide, the trades, Sewing, Office Skills, and independent living and community orientation training for clients of MHC. For the staff, several occupationally related courses are needed, including an evaluation program of the community resources, Activity Therapy course, Behavior Modification, Introduction to Mental Health, Volunteer Coordinator Administration courses, and Practical Nursing. Also mentioned were courses in lifting and handling bed patients and geriatric patients, medical and psychiatric terminology, and emergency cardiac massage.

As was pointed out, better communications within the Mental Health Center, as well as with the other agencies which serve the disadvantaged and handicapped of Dodge county is desired by the MHC staff. The need for more staff was cited nine times, and ranked in the top ten problems by each Nominal Group. MHC additions cited would include a physical therapist for geriatric patients, recreation therapist, alcoholism therapist, school consultants, psychologists, medical records librarian, a staff member who is bilingual in Spanish and German, a staff member who can communicate in sign language with speech-and-hearing impaired patients, para-professionals in the outreach program, a counselor, a vocational counselor and a job evaluator. The need for peripheral and outside staff which was suggested include DVR staff; DSS staff who have training in contact with unwed mothers, foster care, special services, family and marital counseling, and abortion counseling; and in-home nursing personnel.

A most important problem for many clients is transportation to appointments and group meetings, recreation, church, and work. Every staff Nominal Group ranked the difficult time patients

have getting around as a problem in the top ten list. Transportation is also linked to requests for programs more widely distributed in the county, such as offering ABE in smaller communities, and child day care centers.

Several key problems were mentioned. MHC could incorporate a telephone system that would assist in cutting down the full price of long distance calls. The county would benefit from on-call live-in housekeepers. The county needs halfway houses and free or subsidized legal service for the poor. Better job opportunities are needed.

The MHC needs better public relations in order to increase the number of volunteers, who are desperately needed. Recreational needs of patients, such as in social centers, gyms, and swimming pools are not being met.

The Mental Health Center staff was very sensitive to the needs of their clients and to their own professional needs.

Introduction to Mental Health Center Client Participants

Eleven of the 14 clients from the Dodge County Mental Health Center reported former client status with 24 other agencies, and a total of 11 reported active client status with outside agencies. (See Table 20.)

Of the 432 client participants in the study 35 reported active status and 24 reported former client status with a mental health center. When the 29 MHC clients of the Nominals are included, it is determined that 1 of every 5 clients in the MPTI study reported client status with a mental health center. It should be noted that emotional or mental disturbance which interferes with obtaining or retaining employment is considered a genuine handicap by the Department of Labor.

Two Nominal Groups of clients from the Dodge County Mental Health Center were organized on the basis of in-patient or out-patient service. The seven persons from the In-Patient Service included three males and four females, six of whom had been clients of Workshops.

The second Nominal Group consisted of seven clients of the Out-Patient Service. Five of the participants indicated client status with the DSS.

Summary of Mental Health Center Client Responses

The first-ranked responses of the Dodge County MHC clients cited communication problems with the clients' families and the lack of community awareness of mental health problems. Clients felt that the MHC has an educational function to inform the public about their programs and about community mental health problems.

The second priority problem is the need for inexpensive housing for out-patients and the need for transportation to work and for home visits.

The most frequently mentioned problems are in the categories of basic needs and medical, dental and optical needs. The clients stated that they need dental care and medical insurance which would cover physicians' bills, medication, and dental needs. Clients also cited the need for clothing and for a place to live, whether a room, an apartment, or a home. All but one client in the two Nominal Groups cited or ranked these basic needs among his or her top six problems.

Clients are looking ahead to their future. Many cited a need for transportation to work, recreation and shopping, and feel that the DSS should provide money for it. Another future-oriented problem is the need, frequently mentioned, for counseling and vocational training. Personal and vocational counseling is requested by one-half of the clients, specifically in the areas of job counseling, socialization, occupational and student adjustment, dating, and such personal problems as selfishness, fears, emotions, etc. Aptitude tests and job placement assistance are also needed.

Specific Vocational courses requested included Beautician, Home Economist, Waitress, Spot Welding, Child Care, Cooking, Auto Mechanics, Small Appliance Maintenance, Clothing, and Interior Decorating. Some clients asked for correspondence courses in Law, English, American History, Business Administration, Guitar, Dancing, and Parliamentary Procedure.

Special programs which the clients requested include marital counseling and family recreational programs. Counseling for the handicapped and a more lively program for the elderly is also needed. Child care centers are needed and guidance in budgeting was requested.

Related to the Mental Health Center, the clients requested a 24-hour-a-day counseling service, and a division in the units of clients by the seriousness of their problem. Better communication between clients and staff was urged.

A halfway house for drug abuse and alcoholism problems, and emergency funds for clients who suffer a disaster, such as a fire, are badly needed.

Better public relations by the MHC are needed, according to the clients, to make the transition to a normal life more possible. Employer prejudice and the bias of the drivers' examiners and insurance companies against persons with a history of mental illness is cited as a very real problem. Families and communities need to be better informed about the MHC and its programs.

Comparison of Mental Health Center Staff and Client Responses

The sensitivity of the staff of the MHC to the clients' perceived needs was very observable. Both stated the need for transportation and for low-cost housing. Both stated the need for a better public relations program, and for better communications. Both cited the need for halfway houses.

Staff naturally cited in-service needs, and needs in staffing more frequently. Clients observed their problems in obtaining basic necessities to a greater extent, having experienced them personally. However, the close agreement between Nominal Groups of staff, and the similar statements by the clients would indicate that the problems which exist are recognized by both staff and clients.

ERIC

MENTAL HEALTH CENTER

Dodge County

Number of Groups: 6 Total Participating: 28

STAFF NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: The 5 female participants are in-patient service nursing staff. Four of the five are aides.

1. Nurses Aide; 2 years, 6 months in present position; 2 years, 6 months in agency; Female, age 19; No degree.
2. Charge Aide; 1 year in present position; 1 year, 11 months in agency; Female, age 21; 1 year of nursing school.
3. Nurses Aide; 15 years in present position; 15 years in agency; Female, age 58; No degree.
4. Nurses Aide; 5 years in present position; 5 years in agency; Female, age 59.
5. Licensed Practical Nurse, 6 months in present position; 6 months in agency; Female, age 31; 1 year, LPN program.

RESPONSES OF NOMINAL GROUP NO. 1

1. Need more staff---R.N.s, L.P.N.s, nurses aides, social workers, psychiatrists, activity therapists, and OT staff. (XXXX) (Pts. 6, 7, 9, 9, 10) (T-41) (R-1)
2. Need in-service training for staff---psychiatric nursing, training for employees geared toward rehabilitation, re-motivation training, and behavioral modification training. (XXX) (5, 6, 9, 10, 10) (T-40) (R-2)
3. Need a halfway house and residential center in Juneau. (XXX) (Pts. 7, 8, 10, 10) (T-35) (R-3)
4. Need transportation for clients to get to and from out-patient appointments and group meetings, recreation, church, and work. (XXX) (Pts. 3, 5, 8, 9) (T-25) (R-4)
5. Need training nearby for clients in Nurses Aide program, the trades, and factory work. (XXX) (Pts. 6, 7, 8) (T-21) (R-5)
6. Need more involved activity programs for clients---more hours in Woodworking, Crafts, Work Therapy, Arts, Music, and Drawing. (XXX) (Pts. 2, 4, 5, 8) (T-19) (R-6)
7. Need medication with supervision provided in the home for discharged patients. (Pts. 1, 3, 5, 9) (T-18) (R-7)
8. There is a lack of communications within this agency and also with other agencies, such as Workshops, MPTI, and other hospitals which have successful programs. (X) (Pts. 1, 5, 8) (T-14) (R-8)
9. Need aftercare program in budgeting of money, budgeting of time, socialization, and follow-up visits to clients on the job. (XXX) (Pts. 2, 2, 3, 3, 3) (T-13) (R-9)
10. Need recreational facilities and trained staff available to patients at all times. (X) (Pts. 4, 7) (T-11) (R-10)

11. Need a counselor added to the staff. (X) (Pts. 1, 4) (T-5)

12. Need more family contact with staff. (Pts. 7) (T-7)

13. Need a mixture of race on the staff, especially Black and of Spanish origin. (Pts. 1) (T-1)

14. Need a cottage system on the grounds. (Pts. 2, 6) (T-8)

15. Need more cooperation from local agencies in setting up work experience programs and also more follow-up in this type of program. (Pts. 6) (T-6)

16. Need funds for discharged patients because halfway houses are too expensive. Also need funds for in-patient use for therapy purchases. (Pts. 2, 4) (T-6)

17. Need a workshop for patients which is not geared to competitive employment. (Pts. 4) (T-4)

18. Social Security benefits go back to the county and the patients get little to retain themselves. (Pts. 1) (T-1)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 5 participants are staff of in-patient service. Each person works with the patients off of their living units. Participant No. 3 from the Division of Vocational Rehabilitation in Dodge County took part in this staff Nominal at MHC, and is assigned to the Center one day per week.

1. Activity Therapy Aide; 1 year, 6 months in present position; 1 year, 6 months in agency; Male, age 22; No degree.

2. Certified Occupational Therapy Assistant; 6 months in present position; 6 months in agency; Female, age 21; COTA/9-month course at Vocational School.

3. DVR Counselor; 1 year in present position; 1 year in agency; Male, age 25; B.S., Major not indicated; M.S., Psychology and Counseling.

4. Social Worker; 3 years in present position; 3 years in agency; Female, age 28; B.A., Sociology; 6 graduate credits in Sociology.

5. Master Teacher - Life Adjustment; 3 years, 6 months in present position; 4 years in agency; Female, age 45; B.S., Home Economics; M.S., Home Economics; 6 additional graduate Credits.

RESPONSES OF NOMINAL GROUP NO. 2

1. Need adult foster homes, halfway houses, boarding houses, self-care living units for released patients---both at the MHC and in the community---and live-in housekeepers. (XXX) (Pts. 4, 8, 9, 10, 10) (T-41) (R-1)

2. What is covered in Life Adjustment classes should be carried over to the units. (Pts. 4, 5, 5, 7, 9) (T-30) (R-2)

MHC-Staff-Responses

3. Need access to other agencies' facilities and staff, such as the MPTI, as well as the MHC's, for job exploration---kitchen work and maintenance. This is to include work experience. (XX) (Pts. 4, 5, 8, 9) (T-26) (R-3)

4. In-service in the general understanding of mental illness and the function of each department in the hospital. (Pts. 3, 4, 6, 9) (T-22) (R-4)

5. Transportation to ABE, MPTI and jobs. (X) (Pts. 1, 2, 3, 7, 8) (T-21) (R-5)

6. Need an evaluation program in the community that would emphasize the determination of specific interests and abilities---preferably, it would be under the auspices of MPTI. (X) (Pts. 4, 6, 10) (T-20) (R-6)

7. Expand and intensify present programs, such as Life Adjustment, ABE and Self-care. (X) (Pts. 2, 7, 10) (T-19) (R-7)

8. Need skilled job training in Welding, Assembly Line work, and Woodworking with necessary adjustment to the students' level of learning. Also, should be oriented to training where there are job openings in the community. (XX) (Pts. 3, 3, 6, 6) (T-18) (R-8)

9. Need sex education courses and counseling. Also health and hygiene courses. (Pts. 2, 2, 3, 5, 5) (T-17) (R-9)

10. Need monetary pay for job training and work therapy with a store-type setup replacing the canteen. (X) (Pts. 2, 7, 7) (T-16) (R-10)

11. Need PT for the geriatric unit, recreation personnel for all units, a vocational evaluator, and a job evaluator. (X) (Pts. 1, 10) (T-11)

12. Need a gym and swimming pool, recreational equipment on the units, and a cocktail lounge. (Pts. 8) (T-8)

13. Need more recognition by the MPTI of the pre-vocational education---Life Adjustment and ABE. (Pts. 9) (T-9)

14. WSES services are needed WSES is not effective with our clients. (Pts. 8) (T-8)

15. Need a liaison between agencies to coordinate services offered in the community for any one client. (No Points)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 3

Criteria for Homogenous Grouping: The 5 male participants are in-patient service staff. Four of the 5 are nursing personnel.

1. Licensed Practical Nurse; 8 months in present position; 8 months in agency; Male, age 24; 1 year-LPN program at Vocational School.

2. Nurses Aide; 1 year, 3 months in present position; 1 year, 3 months in agency; Male, age 23; B.S., Psychology.

3. Social Worker; 8 months in present position; 8 months in agency; Male, age 28; B.S., Sociology; 12 additional credits in Social Work.

4. Nursing Assistant; 18 months in present position; 18 months in agency; Male, age 22; 88 credits in Psychology.

5. Nursing Aide; 4 years in present position; 4 years in agency; Male, age 61; No degree.

RESPONSES OF NOMINAL GROUP NO. 3

1. Not enough staff on a shift to get all the work done---nurses, aides, activity therapist, psychologist, staff trained in behavior modification, para-professionals for working in the mental health area, and outreach workers. (XXX) (Pts. 6, 10, 10, 10, 10) (T-46) (R-1)

2. Need more halfway houses and residential care. (X) (Pts. 4, 8, 9) (T-21) (R-2)

3. Need provisions for time and money for staff to attend seminars, workshops, and meetings. (Pts. 3, 9, 9) (T-21) (R-2)

4. Need treatment centers and staff for alcoholism and drug addiction. (Pts. 1, 3, 8, 9) (T-21) (R-2)

5. Need an emergency crisis system that will work more closely with other agencies---Police, DSS, and Probation and Parole. (Pts. 5, 5, 6) (T-16) (R-3)

6. Need a course in Behavior Modification for staff, Independent Living and Community Orientation for patients, and Introduction to Mental Health course for persons desiring to enter mental health casework. (Pts. 3, 4, 8) (T-15) (R-4)

7. DVR needs more staff to meet the needs of MHC patients. Also, the DSS needs more specialized staff in areas of unwed mothers, foster care, special services, family and marital counseling, and abortion counseling. (Pts. 7, 8) (T-15) (R-4)

8. Need more activities outside of the hospital for patients, such as social and recreational. (Pts. 1, 6, 6) (T-13) (R-5)

9. Need an expansion of sheltered employment in other areas besides the Sheltered Workshop. (Pts. 4, 8) (T-12) (R-6)

10. Need housekeeping and/or homemaker services for the aged, such as Meals on Wheels. (Pts. 10) (T-10) (R-7)

11. Need para-professionals to work in outreach programs with the aged, low income, and minorities. (Pts. 1, 4, 5) (T-10) (R-7)

12. Need day-care services for the aged and retarded. (X) (Pts. 9) (T-9) (R-8)

13. Transportation for patients in general. (Pts. 2, 7) (T-9) (R-8)

14. More follow-up of discharged patients. (Pts. 2, 7) (T-9) (R-8)

15. More housing for the aged---more funds. (Pts. 1, 2, 5) (T-8) (R-9)

16. We have trouble getting patients into MPTI on short notice and also classes are needed on a short-term basis with open-ended classes. (Pts. 3, 4) (T-7) (R-10)

17. Aides have difficulty in identifying specific problems of patients and knowing how to solve the problems. (Pts. 7) (T-7) (R-10)

18. Need more funding for discharged patients to get back on their feet---medical bills, eyeglasses, dentures, and going on to further their education. (Pts. 7) (T-7) (R-10)

19. Need more information on what type of work or activities are being done at the Workshops. (Pts. 2) (T-2)

20. Staff needs help in getting routine work like medications and baths organized and completed prior to dealing with patients on a 1:1 basis. Too much time is devoted to routine tasks. (Pts. 1) (T-1)

21. Lack of consistency when the aide must constantly switch roles due to the varied behavior and different types of patients. This causes a lack of consistency in setting up programs and follow-up of individual patient programs. Should have patients more homogenously grouped in the units for treatment . (Pts. 2, 3) (T-5)

22. Need a provision where pregnant girls can continue their high school education. (No Points)

23. Need more ABE for retarded. (Pts. 6) (T-6)

24. Need better education for migrant workers. (Pts. 5) (T-5)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 4

Criteria for Homogenous Grouping: The 4 female members of the group are in-service staff. None of the participants have any post-high school credits.

1. Certified Activity Therapy Assistant; 7 years in present position; 11 years in agency; Female, age 29; No degree.

2. Charge Aide; 5 years in present position; 5 years, 5 months in agency; Female, age 46; No degree.

3. Director, Volunteer Services; 5 years in present position; 6 years in agency; Female, age 32; No degree.

4. Secretary, Clinical Service; 4 months in present position; 4 months in agency; Female, age 25; No degree.

RESPONSES OF NOMINAL GROUP NO. 4

1. Lack of communication between staff members, staff and patients and between the different agencies' staffs. Need a mediator. Need clarity in communications. Problems are due to a shortage of staff and a lack of cooperation. (Pts. 5, 7, 10) (T-22) (R-1)

2. Need a halfway house in closer proximity to Juneau. (Pts. 5, 6, 10) (T-21) (R-2)

3. In-service in Reality Therapy for psychiatric aides, in-service for dealing with the mentally retarded and behavior-problem patients, and in Behavior Modification. (X) (Pts. 2, 7, 10) (T-19) (R-3)

4. Transportation for patients to work, school, social functions, and court. (XX) (Pts. 2, 6, 9) (T-17) (R-4)

5. Need immediate follow-up and job placement possibilities of patients after their 30-day evaluation at Workshops. (Pts. 3, 5, 9) (T-17) (R-4)

6. Need a more structured work therapy program to eliminate idleness. Should be used as part of treatment. (Pts. 8, 8) (T-16) (R-5)

7. Need a copy machine, traveling typewriter, and dictaphone. Patients need hearing aids, glasses, and teeth. Also need recreational materials on the units. (Pts. 2, 4, 9) (T-15) (R-6)

8. Need a medical records librarian, a secretary to efficiently transcribe patient notes, a staff member who is bilingual in Spanish and German, a staff member to communicate with deaf and dumb patients, a part-time PT and a staff member for follow-up on conditional releases and patients at halfway houses. (XXX) (Pts. 2, 10) (T-12) (R-7)

9. The MHC professionals and administration need to recognize and utilize the potential of the para-professional. (Pts. 4, 7) (T-11) (R-8)

10. Staff wastes too much time in meetings and coffee breaks. Need help with organizing and best utilizing their time. Need an observer to discover these problem areas in the entire system. (Pts. 4, 6) (T-10) (R-9)

11. Want to continue my education and learn about the new concepts of Activity Therapy, but there are no programs or courses locally. Must go to Milwaukee or Madison. (Pts. 9) (T-9) (R-10)

12. Client files need to be more closely guarded---confidentiality. (Pts. 1, 8) (T-9) (R-10)

13. Need courses such as ABE, Sewing and Office Skills offered in smaller communities---patients cannot get to Beaver Dam. (Pts. 1, 6) (T-7)

14. Need a course in lifting and handling bed patients and geriatric patients, medical and psychiatric terminology, and a course on emergency cardiac massage---courses held in Beaver Dam. (X) (Pts. 3, 5) (T-8)

15. Want Volunteer Coordinator Administration courses in Wisconsin. (Pts. 8) (T-8)

16. Need instructional materials for staff on new concepts in all fields of mental health. (Pts. 1, 4) (T-5)

17. Need a facility for job training in the community like a Workshop. Also need a recreational facility like a gym. (X) (Pts. 1, 7) (T-8)

18. Need more specific job descriptions so supervisory staff are not wearing so many hats. Then they would have time to supervise. (Pts. 3) (T-3)

19. Need a more selective process in the hiring and firing of staff---recognize talents rather than only educational backgrounds. (Pts. 3) (T-3)

Total Points: 220

COMPOSITION OF NOMINAL GROUP NO. 5

Criteria for Homogenous Grouping: The 5 participants are professionals of the out-patient service and average 1 year, 2 months in the agency.

1. Psychiatric Social Worker; 5 months in present position; 5 months employed in agency; Male, age 27 years; B.A., Sociology; M.S.S.W., Social Work.

2. Volunteer Social Worker I; 1 year in present position; 1 year, 6 months in this agency; Female, age 21; B.S., Social Work.

3. Retardation Counselor; 1 year, 6 months in present position; 1 year, 6 months in agency; Female, age 28; B.S., Sociology.

4. Psychiatric Social Worker; 1 year in present position; 1 year employed in agency; Female, age 27; B.A., English Literature; M.S.S.W., Social Work.

5. Marriage and Family Counselor; 1 year, 7 months in present position; 1 year, 7 months in agency; Male, age 37; B.A., Philosophy; M.A., Social Work.

RESPONSES OF NOMINAL GROUP NO. 5

1. Transportation to available county services, such as day care centers, MHC and Workshops. Also, to services outside of the county and transportation for social and recreation. (XXX) (Pts. 4, 6, 8, 9, 10) (T-37) (R-1)

2. Lack of coordination and communication between agencies which often result in duplication and servicing the client to death---DSS, day care centers, school systems, county nurses, DVR, and MHC. (XXX) (Pts. 3, 7, 8, 8) (T-26) (R-2)

3. Need in-service training for staff in psycho-drama, mental retardation, updating on new types of psycho-therapy, and what is available from other agencies. (XXXX) (Pts. 1, 4, 4, 6, 9) (T-24) (R-3)

4. Need for an information and referral center for community awareness. (X) (Pts. 4, 5, 6, 9) (T-24) (R-3)

5. Problems with community attitudes toward mental health. Need for public education and educate employers about the problems and abilities of the mentally ill. (Pts. 2, 3, 7, 10) (T-22) (R-4)

6. Few or no group living facilities, such as halfway houses, group homes, and adult foster homes. (X) (Pts. 6, 7, 9) (T-22) (R-4)

7. Lack of communications within the MHC. (Pts. 9, 10) (T-19) (R-5)

8. Need more staff for more intensive and frequent contact with clients. (Pts. 6, 10) (T-16) (R-6)

9. Jobs are not available in the area in which clients are trained for. (X) (Pts. 7, 8) (T-15) (R-7)

10. Need child day care centers. (XX) (Pts. 5, 8) (T-13) (R-8)

11. Family or friends tend to sabotage the treatment of clients. (X) (Pts. 5, 7) (T-12) (R-9)

12. Conflict of interest between client and referral sources; for example, the family court commissioner's interest is reconciliation and the couple desires divorce. (Pts. 1, 10) (T-11) (R-10)

13. Need Nutritional Education classes, sex education classes, courses for elderly on retirement, Homemaking classes, and courses for problems encountered by middle-aged persons. (XX) (Pts. 4) (T-4)

14. Limited budget prohibits application of technical equipment---need galvanic skin response device, stop watches, swimming pool, gym and gym equipment, and audio-visual equipment. (X) (Pts. 1) (T-1)

15. Lack of legal services for people not able to afford these services. (Pts. 3, 5) (T-8)

16. Complicated red tape and bureaucratic processes within social service agencies. (Pts. 1) (T-1)

17. Financial assistance for job training and maintenance is often inadequate and cut off too soon. Specifically, DVR and DSS assistance. (X) (Pts. 2, 3, 5) (T-10)

18. Lack of available services during the evening, such as counseling and medical services. (No Points)

19. Programs needed for clients above the Sheltered Workshop client, but not ready for outside employment to help occupy their time---especially the disabled. (No Points)

20. Social Workers should have legal immunity with respect to client confidentiality. (No Points)

21. Need for telephone system which would decrease the number of long distance calls. (Pts. 1) (T-1)

22. Need a Vocational training program beyond Workshops; specifically, for the mentally retarded. (Pts. 3) (T-3)

23. Need for recreational or social centers and public gathering areas for the exchange of ideas which would foster educational growth. (Pts. 2, 2) (T-4)

24. Need for more public library facilities. (Pts. 2) (T-2)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 6

Criteria for Homogenous Grouping: All 4 participants are professionals in the out-patient service.

1. Chief Psychologist; 10 months in present position; 10 months in agency; Male, age 27; B.S., Psychology; M.S., Clinical Psychology; Ph.D., Clinical Psychology.

2. Clinical Psychologist; 3 years in present position; 3 years in agency; Male, age 31; B.S., Psychology; M.S., Clinical Psychology.

3. Registered Nurse; 1 year, 1 month in present position; 1 year, 1 month in agency; Female, age 36; R.N., Nursing.

4. Alcoholism Counselor; 2 years, 6 months in present position; 2 years, 6 months in agency; Female, age 47; No degree.

RESPONSES OF NOMINAL GROUP NO. 6

1. Need halfway houses, group homes, receiving homes, low income housing with live-in housekeepers. (XX) (Pts. 8, 9, 10) (T-27) (R-1)

2. Need for de-toxification facility before treatment at MHC. (Pts. 7, 7, 10) (T-24) (R-2)

3. More contact with other agencies to avoid duplication, such as with MPTI and the Motor Vehicle Department concerning drunk drivers, DSS and Cooperative Educational Service agencies in counseling, and the county nurse and the MHC. (Pts. 1, 4, 6, 8) (T-19) (R-3)

4. Lack of short-term financial aid from DSS during family crisis, without depleting your equity in property. (Pts. 3, 5, 9) (T-17) (R-4)

5. Need additional staff: in nursing for home visits, for therapy in the home with team approach, in alcoholism program, school consultants, and psychological evaluation. (XXX) (Pts. 3, 6, 8) (T-17) (R-4)

MHC-Staff-Responses

6. Need Hotline phone and a walk-in room at the MHC with a staff member available. (Pts. 1, 2, 2, 7) (T-12) (R-5)

7. Extend the hours of operation of agencies, such as general hospitals, MHC, MPTI, and DSS, to nights and weekends. (X) (Pts. 4, 8) (T-12) (R-5)

8. Question-and-answer session where agency's staff would once a month go into the community and answer questions. (X) (Pts. 2, 3, 6) (T-11) (R-6)

9. Area-wide parent effectiveness training, particularly young children. Could be a mandatory course for high school seniors, with a variety of professionals and to include a course on expectant parents. (X) (Pts. 5, 6) (T-11) (R-6)

10. Transportation for children, elderly, and others to school, therapy, recreation, and to work. (XX) (Pts. 10) (T-10) (R-7)

11. Need standardization of all agency procedures; referral procedures. (Pts. 10) (T-10) (R-7)

12. Training for area professionals to deal effectively with unsophisticated clients. (Pts. 9) (T-9) (R-8)

13. In-service training for MHC staff on alcoholism and on what functions staff throughout the MHC serve. (Pts. 9) (T-9) (R-8)

14. Workshops for low-interest conditions given by staff for the community; areas such as epilepsy, alcoholism, mental retardation, and venereal disease. (Pts. 3, 4) (T-7) (R-9)

15. A course in the elementary schools on emotional development, including thoughts and feelings, learning to share, and responsibilities. (Pts. 7) (T-7) (R-9)

16. Premarital counseling to include budgeting, responsibilities and expectations. (X) (Pts. 2, 4) (T-6) (R-10)

17. Would like personnel from MPTI to come to the MHC to explain services to groups of clients. Also from other agencies, like DVR, and DSS. (XX) (No Points)

18. Activity program sponsored by Police Department for disadvantaged children, things such as ball games. Some professional will advise police and other agencies participating to help child with a more positive attitude towards authority figures. (Pts. 1) (T-1)

19. Volunteers are needed. Public must be aware of this need; it must be coordinated, and need in-service and integrated volunteer services into existing programs, such as Big Brothers. (Pts. 5) (T-5)

20. Training for Baker, Chef and Laundry. (Pts. 5) (T-5)

21. More funds and greater flexibility in using them for WIN program and for mental health and development programs. (No Points)

22. More public relations, as newspapers, radio and speakers. (Pts. 1) (T-1)

23. Day care center for mentally retarded children at MHC. (No Points)

Total Points: 220

CATEGORIZATION OF STAFF RESPONSES

MENTAL HEALTH CENTER

Dodge County

[1] Adult Basic Education and Adult High School Diploma and Equivalency

1. Need courses such as ABE . . . . . offered in smaller communities. Patients cannot get to Beaver Dam. (Pts. 1, 6) (T-7)

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. What is covered in Life Adjustment classes should be carried over to the units. (Pts. 4, 5, 5, 7, 9) (T-30) (R-2)

2. Need provisions for time and money for staff to attend seminars, workshops, and meetings. (Pts. 3, 9, 9) (T-21) (R-2)

3. Lack of short-term financial aid from DSS during family crisis, without depleting your equity in property. (Pts. 3, 5, 9) (T-17) (R-4)

4. Need a more structured work therapy program to eliminate idleness. Should be used as part of treatment. (Pts. 8, 8) (T-16) (R-5)

5. Extend the hours of operation of agencies, such as general hospitals, MHC, MPTI, and DSS to nights and weekends. (X) (Pts. 4, 8) (T-12) (R-5)

6. Need more involved activity programs for clients---more hours in Woodworking, Crafts, Work Therapy, Arts, Music, and Drawing. (XXX) (Pts. 2, 4, 5, 8) (T-19) (R-6)

7. Need standardization of all agency procedures; referral procedures. (Pts. 10) (T-10) (R-7)

8. The MHC professionals and administration need to recognize and utilize the potential of the para-professional. (Pts. 4, 7) (T-11) (R-8)

9. More follow-up of discharged patients. (Pts. 2, 7) (T-9) (R-8)

10. Need aftercare program in budgeting of money, budgeting of time, socialization, and follow-up visits to clients on the job. (XXX) (Pts. 2, 2, 3, 3, 3) (T-13) (R-9)

11. Staff wastes too much time in meetings and coffee breaks. Need help with organizing and best utilizing their time. Need an observer to discover these problem areas in the entire system. (Pts. 4, 6) (T-10) (R-9)

12. Client files need to be more closely guarded---confidentiality. (Pts. 1, 8) (T-9) (R-10)

13. Need more funding for discharged patients to get back on their feet---medical bills, eyeglasses, dentures, and going on to further their education. (Pts. 7) (T-7) (R-10)

14. Need a cottage system on the grounds. (Pts. 2, 6) (T-8)

15. Need funds for discharged patients because halfway houses are too expensive. Also need funds for in-patient use for therapy purchases. (Pts. 2, 4) (T-6)

16. Need a workshop for patients which is not geared to competitive employment. (Pts. 4) (T-4)

17. Social Security benefits go back to the county and the patients get little to retain themselves. (Pts. 1) (T-1)

18. WSES services are needed. WSES is not effective with our clients. (Pts. 8) (T-8)

19. Staff needs help in getting routine work like medications and baths organized and completed prior to dealing with patients on a 1:1 basis. Too much time is devoted to routine tasks. (Pts. 1) (T-1)

20. Lack of consistency when the aide must constantly switch roles due to the varied behavior and different types of patients. This causes a lack of consistency in setting up programs and follow-up of individual patient programs. Should have patients more homogenously grouped in the units for treatment. (Pts. 2, 3) (T-5)

21. Complicated red tape and bureaucratic processes within social service agencies. (Pts. 1) (T-1)

22. Financial assistance for job training and maintenance is often inadequate and cut off too soon. Specifically, DVR and DSS assistance. (X) (Pts. 2, 3, 5) (T-10)

23. Lack of available services during the evening, such as counseling and medical services. (No Points)

24. Social workers should have legal immunity with respect to client confidentiality. (No Points)

25. More funds and greater flexibility in using them for WIN program and for mental health and development programs. (No Points)

26. Need more specific job descriptions so supervisory staff are not wearing so many hats. Then they would have time to supervise. (Pts. 3) (T-3)

27. Need a more selective process in the hiring and firing of staff---should recognize talents rather than only educational backgrounds. (Pts. 3) (T-3)

[3] Basic Needs: Food, Clothing, and Housing

1. Need . . . . . low-income housing . . . . . (XX) (Pts. 8, 9, 10) (T-27) (R-1)

[5] Child Care Centers

1. Need child day care centers. (XX) (Pts. 5, 8) (T-13) (R-8)

[6] Communications: Inter and Intra-Agency

1. Lack of communication between staff members, staff and patients and between the different agencies' staffs. Need a mediator. Need clarity in communications. Problems are due to a shortage of staff and a lack of cooperation. (Pts. 5, 7, 10) (T-22) (R-1)

2. Lack of coordination and communication between agencies which often result in duplication and servicing the client to death---DSS, day care centers, school systems, county nurses, DVR, and MHC. (XXX) (Pts. 3, 7, 8, 8) (T-26) (R-2)

3. Need access to other agencies' facilities and staff, such as the MPTI, as well as the MHC's, for job exploration---kitchen work and maintenance. This is to include work experience. (XX) (Pts. 4, 5, 8, 9) (T-26) (R-3)

4. More contact with other agencies to avoid duplication, such as with MPTI and the Motor Vehicle Department concerning drunk drivers, DSS and Cooperative Educational Service agencies in counseling, and the county nurse and the MHC. (Pts. 1, 4, 6, 8) (T-19) (R-3)

5. Lack of communications within the MHC. (Pts. 9, 10) (T-19) (R-5)

6. There is a lack of communications within this agency and also with other agencies, such as Workshops, MPTI, and other hospitals which have successful programs. (X) (Pts. 1, 5, 8) (T-14) (R-8)

7. Conflict of interest between client and referral sources; such as, the family court commissioner's interest is reconciliation and the couple desires divorce. (Pts. 1, 10) (T-11) (R-10)

8. Need more cooperation from local agencies in setting up work experience programs and also more follow-up in this type of program. (Pts. 6) (T-6)

9. Need a liaison between agencies to coordinate services offered in the community for any one client. (No Points)

10. Need more information on what type of work or activities are being done at the Workshops. (Pts. 2) (T-2)

11. Would like personnel from MPTI to come to the MHC to explain services to groups of clients. Also from other agencies, like DVR, and DSS. (XX) (No Points)

[8] Courses and Programs: Colleges and Universities

1. Need a course in Behavior Modification for staff . . . . . and Introduction to Mental Health course for persons desiring to enter mental health casework. (Pts. 3, 4, 8) (T-15) (R-4)

[9] Courses and Programs: Pre-school, Primary, Middle, and High School

1. Area-wide parent effectiveness training, particularly young children. Could be a mandatory course for high school seniors, with a variety of professionals and to include a course on expectant parents. (X) (Pts. 5, 6) (T-11) (R-6)

2. A course in the elementary schools on emotional development, including thoughts and feelings, learning to share, and responsibilities. (Pts. 7) (T-7) (R-9)

3. Need a provision where pregnant girls can continue their high school education. (No Points)

[10] Courses and Programs: Vocational and Technical

1. Need . . . . . Independent Living and Community Orientation course for patients . . . . . (Pts. 3, 4, 8) (T-15) (R-4)

2. Need an evaluation program in the community that would emphasize the determination of specific interests and abilities---preferably, it would be under the auspices of MPTI. (X) (Pts. 4, 6, 10) (T-20) (R-6)

3. Expand and intensify present programs, such as Life Adjustment, ABE and Self-care. (X) (Pts. 2, 7, 10) (T-19) (R-7)

4. Need skilled job training in Welding, Assembly Line work and Woodworking with necessary adjustment to the students' level of learning. Also, should be oriented to training where there are job openings in the community. (XX) (Pts. 3, 3, 6, 6) (T-18) (R-8)

5. Need . . . . . health and hygiene courses. (Pts. 2, 2, 3, 5, 5) (T-17) (R-9)

6. Want to continue my education and learn about the new concepts of Activity Therapy, but there are no programs or courses locally. Must go to Milwaukee or Madison. (Pts. 9) (T-9) (R-10)

7. We have trouble getting patients into MPTI on short notice and also classes are needed on a short-term basis with open-ended classes. (Pts. 3, 4) (T-7) (R-10)

8. Need Nutritional Education classes . . . . . Homemaking classes, and courses for problems encountered by middle-aged persons. (XX) (Pts. 4) (T-4)

9. Training for Baker, Chef and Laundry. (Pts. 5) (T-5)

10. Need training nearby for clients in Nurses Aide program, the trades, and factory work. (XXX) (Pts. 6, 7, 8) (T-21)

11. Need more recognition by the MPTI of the pre-vocational education---Life Adjustment and ABE. (Pts. 9) (T-9)

12. Need courses such as . . . . . Sewing and Office Skills offered in smaller communities---patients cannot get to Beaver Dam. (Pts. 1, 6) (T-7)

13. Need a course in lifting and handling bed patients and geriatric patients, medical and psychiatric terminology, and a course on emergency cardiac massage---courses held in Beaver Dam. (X) (Pts. 3, 5) (T-8)

14. Want Volunteer Coordinator Administration courses in Wisconsin. (Pts. 8) (T-8)

[11] Drugs, Alcoholism, and Emergency Services

1. Need for de-toxification facility before treatment at MHC. (Pts. 7, 7, 10) (T-24) (R-2)

2. Need treatment centers and staff for alcoholism and drug addiction. (Pts. 1, 3, 8, 9) (T-21) (R-2)

3. Need an emergency crisis system that will work more closely with other agencies---Police, DSS, and Probation and Parole. (Pts. 5, 5, 6) (T-16) (R-3)

4. Need Hotline phone and a walk-in room at the MHC with a staff member available. (Pts. 1, 2, 2, 7) (T-12) (R-5)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. Need a copy machine, traveling typewriter, and dictaphone . . . . . (Pts. 2, 4, 9) (T-15) (R-6)

2. Limited budget prohibits application of technical equipment---need galvanic skin response device, stop watches, swimming pool, gym and gym equipment, and audio-visual equipment. (X) (Pts. 1) (T-1)

3. Need for telephone system which would decrease the number of long distance calls. (Pts. 1) (T-1)

4. Need for more public library facilities. (Pts. 2) (T-2)

5. Need a facility for job training in the community like a Workshop. Also need a recreational facility like a gym. (X) (Pts. 1, 7) (T-8)

6. Need instructional materials for staff on new concepts in all fields of mental health. (Pts. 1, 4) (T-5)

[13] Foster, Group, Nursing, Residential Care, Halfway, and Detention Homes

1. Need adult foster homes, halfway houses, boarding houses, self-care living units for released patients---both at the MHC and in the community . . . . . (XXX) (Pts. 4, 8, 9, 10, 10) (T-41) (R-1)

2. Need halfway houses, group homes, and receiving homes . . . . . (XX) (Pts. 8, 9, 10) (T-27) (R-1)

3. Need more halfway houses and residential care. (X) (Pts. 4, 8, 9) (T-21) (R-2)

4. Need a halfway house in closer proximity to Juneau. (Pts. 5, 6, 10) (T-21) (R-2)

5. Need a halfway house and residential center in Juneau. (XXX) (Pts. 7, 8, 10, 10) (T-35) (R-3)

6. Few or no group living facilities, such as halfway houses, group homes, and adult foster homes. (X) (Pts. 6, 7, 9) (T-22) (R-4)

[14] Homemaking and Other Home Services

1. Need . . . . . live-in housekeepers. (XXX) (Pts. 4, 8, 9, 10, 10) (T-41) (R-1)

2. Need . . . . . live-in housekeepers. (XX) (Pts. 8, 9, 10) (T-27) (R-1)

[15] In-service

1. Need in-service training for staff--- psychiatric nursing, training for employees geared toward rehabilitation, re-motivation training, and behavioral modification training. (XXX) (Pts. 5, 6, 9, 10, 10) (T-40) (R-2)

2. Need in-service training for staff in psycho-drama, mental retardation, updating on new types of psychotherapy, and what is available from other agencies. (XXXX) (Pts. 1, 4, 4, 6, 9) (T-24) (R-3)

3. In-service in Reality Therapy for psychiatric aides, in-service for dealing with the mentally retarded and behavior-problem patients, and in Behavior Modification. (X) (Pts. 2, 7, 10) (T-19) (R-3)

4. In-service in the general understanding of mental illness and the function of each department in the hospital. (Pts. 3, 4, 6, 9) (T-22) (R-4)

5. Training for area professionals to deal effectively with unsophisticated clients. (Pts. 9) (T-9) (R-8)

6. In-service training for MHC staff on alcoholism and on what functions staff throughout the MHC serve. (Pts. 9) (T-9) (R-8)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Need immediate follow-up and job placement possibilities of patients after their 30-day evaluation at Workshops. (Pts. 3, 5, 9) (T-17) (R-4)

2. Jobs are not available in the area in which clients are trained for. (X) (Pts. 7, 8) (T-15) (R-7)

[17] Legal Aid

1. Lack of legal services for people not able to afford these services. (Pts. 3, 5) (T-8)

[18] Marital and Family Problems

1. Family or friends tend to sabotage the treatment of clients. (X) (Pts. 5, 7) (T-12) (R-9)

2. Premarital counseling to include budgeting, responsibilities, and expectations. (X) (Pts. 2, 4) (T-6) (R-10)

3. Need more family contact with staff. (Pts. 7) (T-7)

[19] Medical, Dental, and Optical

1. . . . . patients need hearing aids, glasses, and teeth . . . . . (Pts. 2, 4, 9) (T-15) (R-6)

2. Need medication with supervision provided in the home for discharged patients. (Pts. 1, 3, 5, 9) (T-18) (R-7)

[20] Mental Retardation, Physical and Emotional Handicaps

1. Problems with community attitudes toward mental health. Need for public education and educate employers about the problems and abilities of the mentally ill. (Pts. 2, 3, 7, 10) (T-22) (R-4)

2. Need an expansion of sheltered employment in other areas besides the Sheltered Workshop. (Pts. 4, 8) (T-12) (R-6)

3. Need day-care services for the . . . . . retarded. (X) (Pts. 9) (T-9) (R-8)

4. Need more ABE for retarded. (Pts. 6) (T-6)

5. Programs needed for clients above the Sheltered Workshop client, but not ready for outside employment to help occupy their time---especially the disabled. (No Points)

6. Need a Vocational training program beyond Workshops; specifically, for the mentally retarded. (Pts. 3) (T-3)

7. Day care center for mentally retarded children at MHC. (No Points)

[21] Minorities

1. Need better education for migrant workers. (Pts. 5) (T-5) (R-5)

2. Need a mixture of race on the staff, especially Black and of Spanish origin. (Pts. 1) (T-1)

[24] Public Relations and Community Participation and Volunteers

1. Question-and-answer session where agency's staff would once a month go into the community and answer questions. (X) (Pts. 2, 3, 6) (T-11) (R-6)

2. Workshops for low-interest conditions given by staff for the community; areas such as epilepsy, alcoholism, mental retardation, and venereal disease. (Pts. 3, 4) (T-7) (R-9)

3. Activity program sponsored by Police Department for disadvantaged children, things such as ball games. Some professional will advise police and other agencies participating to help child with a more positive attitude towards authority figures. (Pts. 1) (T-1)

4. Volunteers are needed. Public must be aware of this need; it must be coordinated, and need in-service and integrated volunteer services into existing programs, such as Big Brothers. (Pts. 5) (T-5)

5. More public relations, as newspapers, radio and speakers. (Pts. 1) (T-1)

6. Need community education on mental health and the functions of the MHC. (Pts. 1, 1, 1, 6) (T-9)

[25] Recreation and Social

1. Need more activities outside of the hospital for patients, such as social and recreational. (Pts. 1, 6, 6) (T-13) (R-5)

2. . . . . need recreational materials on the units. (Pts. 2, 4, 9) (T-15) (R-6)

3. Need recreational facilities and trained staff available to patients at all times. (X) (Pts. 4, 7) (T-11) (R-10)

4. Need a gym and swimming pool, recreational equipment on the units, and a cocktail lounge. (Pts. 8) (T-8)

5. Need for recreational or social centers and public gathering areas for the exchange of ideas which would foster educational growth. (Pts. 2, 2) (T-4)

[26] Referral and Information Center

1. Need for an information and referral center for community awareness. (X) (Pts. 4, 5, 6, 9) (T-24) (R-3)

[27] Senior Citizens (Over 60 Years of Age)

1. Need housekeeping and/or homemaker services for the aged, such as Meals on Wheels. (Pts. 10) (T-10) (R-7)

2. Need day-care services for the aged ..... (X) (Pts. 9) (T-9) (R-8)

3. More housing for the aged---more funds. (Pts. 1, 2, 5) (T-8) (R-9)

4. Need ..... courses for elderly on retirement ..... (XX) (Pts. 4) (T-4)

[28] Sex Education and Family Planning

1. Need sex education courses and counseling ..... (Pts. 2, 2, 3, 5, 5) (T-17) (R-9)

2. Need ..... sex education classes ..... (XX) (Pts. 4) (T-4)

[29] Staff

1. Not enough staff on a shift to get all the work done---nurses, aides, activity therapist, psychologist, staff trained in behavior modification, para-professionals for working in the mental health area, and outreach workers. (XXX) (Pts. 6, 10, 10, 10, 10) (T-46) (R-1)

2. Need more staff---R.N.s, L.P.N.s, nurses aides, social workers, psychiatrists, activity therapists, and OT staff. (XXXX) (Pts. 6, 7, 9, 9, 10) (T-41) (R-1)

3. Need additional staff; in nursing for home visits, for therapy in the home with team approach, in alcoholism program, school consultants, and psychological evaluation. (XXX) (Pts. 3, 6, 8) (T-17) (R-4)

4. DVR needs more staff to meet the needs of MHC patients. Also, the DSS needs more specialized staff in areas of unwed mothers, foster care, special services, family and marital counseling, and abortion counseling. (Pts. 7, 8) (T-15) (R-4)

5. Need more staff for more intensive and frequent contact with clients. (Pts. 6, 10) (T-16) (R-6)

6. Need a medical records librarian, a secretary to efficiently transcribe patient notes, a staff member who is bilingual in Spanish and German, a staff member to communicate with deaf and dumb patients, a part-time PT, and a staff member for follow-up on conditional releases and patients at halfway houses. (XXX) (Pts. 2, 10) (T-12) (R-7)

7. Need para-professionals to work in outreach programs with the aged, low income, and minorities. (Pts. 1, 4, 5) (T-10) (R-7)

8. Need a counselor added to the staff. (X) (Pts. 1, 4) (T-5)

9. Need PT for the geriatric unit, recreation personnel for all units, a vocational evaluator, and a job evaluator. (X) (Pts. 1, 10) (T-11)

[30] Transportation

1. Transportation to available county services, such as day care centers, MHC, and Workshops. Also, to services outside of the county and transportation for social and recreation. (XXX) (Pts. 4, 6, 8, 9, 10) (T-37) (R-1)

2. Need transportation for clients to get to and from out-patient appointments and group meetings, recreation, church and work. (XXX) (Pts. 3, 5, 8, 9) (T-25) (R-4)

3. Transportation for patients to work, school, social functions, and court. (XX) (Pts. 2, 6, 9) (T-17) (R-4)

4. Transportation to ABE, MPTI and jobs. (X) (Pts. 1, 2, 3, 7, 8) (T-21) (R-5)

5. Transportation for children, elderly, and others to school, therapy, recreation, and to work. (XX) (Pts. 10) (T-10) (R-7)

6. Transportation for patients in general. (Pts. 2, 7) (T-9) (R-8)

[31] Wages, Income, and Incentives

1. Need monetary pay for job training and work therapy with a store-type setup replacing the canteen. (X) (Pts. 2, 7, 7) (T-16) (R-10)

MENTAL HEALTH CENTER

Dodge County

Number of Groups: 2 Total Patricipating: 14

CLIENT NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 7 persons participating are patients of In-Patient Service. Six of the 7 participants are presently or were at one time clients of Workshops.

1. Male, age 28; client of the MHC and Workshops; former client of DVR and WSES.
2. Male, age 38; client of the MHC; former client of WSES.
3. Male, age 34; client of the MHC; former client of DVR, WSES, and Workshops.
4. Female, age 23; client of the MHC; former client of DVR.
5. Female, age 55; client of MHC, DVR, and Workshops.
6. Female, age 30; client of the MHC and DVR; former client of Workshops.
7. Female, age 36; client of the MHC and DVR; former client of DSS, WIN, WSES, and Workshops.

RESPONSES OF NOMINAL GROUP NO. 1

1. Would like better communications with my family. (Pts. 2, 3, 5, 6, 6) (T-22) 2 (R-1)
2. Transportation to work and for home visits. (XX) (Pts. 2, 5, 5, 6) (T-18) (R-2)
3. Training to be a beautician, home economist, waitress, spot welding, and baby-sitting. (XXXX) (Pts. 3, 4, 6) (T-13) (R-3)
4. How to get society and the family to accept a person who has been hospitalized. They need to understand the MHC. (Pts. 1, 4, 6) (T-11) (R-4)
5. Need more clothing. (Pts. 2, 2, 3, 4) (T-11) (R-4)
6. Need halfway house for general reasons, especially for drug abuse and alcoholism. (X) (Pts. 1, 2, 6) (T-9) (R-5)
7. There is a lack of communication between staff and patients and between patients themselves. (Pts. 3, 6) (T-9) (R-5)
8. Need help by counseling for my selfishness and also counseling for a job. (Pts. 1, 3, 5) (T-9) (R-5)
9. Need help in finding a salesman's job and would like a job working with elderly. (XXX) (Pts. 3, 5) (T-8) (R-6)
10. Need help in understanding the deaf and blind child and physically handicapped and emotionally disturbed persons. (X) (Pts. 4, 4) (T-8) (R-6)
11. Need an insurance policy for myself and my family. (X) (Pts. 2) (T-2)
12. Elderly need recreation and to have people around them. (Pts. 5) (T-5)

13. Medical and dental care---dentures and having cavities filled. (Pts. 4) (T-4)

14. Need more dental facilities at the MHC. (X) (Pts. 3, 4) (T-7)

15. Need money for a home, room, or apartment before I can be released. (XXX) (No Points)

16. Need help with budgeting. (Pts. 1, 1, 1) (T-3)

17. Need recreation for family members---hobbies, dancing, singing; and at the MHC such things as bingo, dancing, and movies. (No Points)

18. Would like emergency funds and services for such things as when there is a fire in your home. (Pts. 2) (T-2)

19. Patients need an adjustment center within the hospital and a 24-hour counseling service in the MHC. (Pts. 1, 5) (T-6)

Total Points: 147

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 7 participants are clients of the Out-Patient Service.

1. Male, age 34; client of the MHC.
2. Male, age 37; client of the MHC and WSES; former client of DSS and DVR.
3. Female, age 61; client of the MHC and DSS; former client of Workshops, Inc.
4. Female, age 49; client of the MHC.
5. Female, age 21; client of the MHC and WSES; former client of DSS, DVR, Workshops, Inc. and WIN.
6. Female, age 36; client of the MHC; former client of DSS, DVR, Workshops, Inc. and WSES.
7. Female, age 29; client of the MHC, DSS, DVR, and Workshops, Inc.; former client of WSES.

RESPONSES OF NOMINAL GROUP NO. 2

1. Community needs to be more aware of mental health problems, MHC should have meetings to inform the public, need public relations. (Pts. 4, 5, 5, 6, 6) (T-26) (R-1)

2. Need inexpensive housing when released. (Pts. 1, 2, 3, 5, 6) (T-17) (R-2)

3. Need medical expenses paid for, including doctor and dental bills and medications. (Pts. 1, 3, 4, 5) (T-13) (R-3)

4. Need aptitude testing and job placement in the areas the test indicates. (Pts. 2, 2, 2, 6) (T-12) (R-4)

5. Job market has been ruined by technical advances and public should be made aware to understand unemployment. (Pts. 5, 6) (T-11) (R-5)

6. Transportation to work, recreation, and shopping. (XX) (Pts. 2, 3, 5) (T-10) (R-6)

7. Want counseling to deal with fears and emotions. Also, marital counseling, and dating counseling, family counseling, occupational and student counseling and counseling for the handicapped. (XXX) (Pts. 4) (T-4)

8. Want basic course on religions of the world; also courses in Cooking, Basic Auto Mechanics and Small Appliance Maintenance and Clothing, Correspondence courses in Law, English and American History, Business Administration, Guitar lessons, Dancing course, Parliamentary Procedure and Interior Decorating. (XXX) (Pts. 3, 6) (T-9)

9. Would like to continue playing the piano, and would like inexpensive vacations, like going to camp. (X) (Pts. 1, 4) (T-5)

10. Units at the MHC should be divided by seriousness of illness. (No Points)

11. Employer prejudice of physically and mentally handicapped; when on-the-job, can't get company insurance and is difficult getting drivers license when you admit having had an emotional problem. (XX) (Pts. 4, 5) (T-9)

12. Better communications with family. (Pts. 1, 1) (T-2)

13. Need help in budgeting. (Pts. 1) (T-1)

14. Need clothing, especially necessities. (Pts. 3) (T-3)

15. Need child care so I can attend school and recreation. (Pts. 3) (T-3)

16. Need help with socialization and how to act appropriately. (Pts. 4) (T-4)

17. DSS should provide more money for transportation; also, they have a lack of communication with clients. (Pts. 6) (T-6)

18. Need money for college or Vocational Education. (Pts. 1, 2, 4) (T-7)

19. Would like to learn to spend my leisure time to best fit my needs. (Pts. 3) (T-3)

20. Taxes should be on graduated scale for single women and women's wages should be raised. (Pts. 2) (T-2)

Total Points: 147

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CATEGORIZATION OF CLIENT RESPONSES

MENTAL HEALTH CENTER

Dodge County

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Patients need an adjustment center within the hospital and a 24-hour counseling service in the MHC. (Pts. 1, 5) (T-6)

2. Units at the MHC should be divided by seriousness of illness. (No Points)

[3] Basic Needs: Food, Clothing, and Housing

1. Need inexpensive housing when released. (Pts. 1, 2, 3, 5, 6) (T-17) (R-2)

2. Need more clothing. (Pts. 2, 2, 3, 4) (T-11) (R-4)

3. Need clothing, especially necessities. (Pts. 3) (T-3)

4. Need money for a home, room, or apartment before I can be released. (XXX) (No Points)

[4] Budget: Family

1. Need help with budgeting. (Pts. 1, 1, 1) (T-3)

2. Need help in budgeting. (Pts. 1) (T-1)

[5] Child Care Centers

1. Need child care so I can attend school and recreation. (Pts. 3) (T-3)

[6] Communications: Inter and Intra-Agency

1. There is a lack of communication between staff and patients and between patients themselves. (Pts. 3, 6) (T-9) (R-5)

2. DSS . . . . . have a lack of communication with clients. (Pts. 6) (T-6)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Need help by counseling for my self-ishness and also counseling for a job. (Pts. 1, 3, 5) (T-9) (R-5)

2. Want counseling to deal with fears and emotions . . . . . dating counseling . . . . . occupational and student counseling . . . . . (XXX) (Pts. 4) (T-4)

3. Need help with socialization and how to act appropriately. (Pts. 4) (T-4)

[8] Courses and Programs: Colleges and Universities

1. Want basic course on religions of the world . . . . . (XXX) (Pts. 3, 6) (T-9)

2. Need money for college . . . . . (Pts. 1, 2, 4) (T-7)

[10] Courses and Programs: Vocational and Technical

1. Training to be a beautician, home economist, waitress, spot welding, and baby-sitting. (XXXX) (Pts. 3, 4, 6) (T-13) (R-3)

2. . . . . courses in Cooking, Basic Auto Mechanics and Small Appliance Maintenance and Clothing, Correspondence courses in Law, English and American History, Business Administration, Guitar lessons, Dancing course, Parliamentary Procedure and Interior Decorating. (XXX) (Pts. 3, 6) (T-9)

3. Need money for . . . . . Vocational Education. (Pts. 1, 2, 4) (T-7)

[11] Drugs, Alcoholism, and Emergency Services

1. Need halfway house for general reasons, especially for drug abuse and alcoholism. (X) (Pts. 1, 2, 6) (T-9) (R-5)

2. Would like emergency funds and services for such things as when there is a fire in your home. (Pts. 2) (T-2)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Need aptitude testing and job placement in the areas the test indicates. (Pts. 2, 2, 2, 6) (T-12) (R-4)

2. Need help in finding a salesman's job and would like a job working with elderly. (XXX) (Pts. 3, 5) (T-8) (R-6)

[18] Marital and Family Problems

1. Would like better communications with my family. (Pts. 3, 4, 5, 6, 6) (T-24) (R-1)

2. Want . . . . . marital counseling . . . . . and family counseling . . . . . (XXX) (Pts. 4) (T-4)

3. Better communications with family. (Pts. 1, 1) (T-2)

[19] Medical, Dental, and Optical

1. Need medical expenses paid for, including doctor and dental bills and medications. (Pts. 1, 3, 4, 5) (T-13) (R-3)

2. Need an insurance policy for myself and my family. (X) (Pts. 2) (T-2)

3. Medical and dental care---dentures and having cavities filled. (Pts. 4) (T-4)

4. Need more dental facilities at the MHC. (X) (Pts. 3, 4) (T-7)

[20] Mental Retardation, Physical and Emotional Handicaps

1. Need help in understanding the deaf and blind child and physically handicapped and emotionally disturbed persons. (X) (Pts. 4, 4) (T-8) (R-6)

2. . . . . counseling for the handicapped. (XXX) (Pts. 4) (T-4)

[23] Prejudice, Discrimination, and Employer Prejudice

1. Employer prejudice of physically and mentally handicapped; when on-the-job, can't get company insurance and is difficult getting drivers license when you admit having had an emotional problem. (XX) (Pts. 4, 5) (T-9)

[24] Public Relations and Community Participation and Volunteers

1. Community needs to be more aware of mental health problems, MHC should have meetings to inform the public, need public relations. (Pts. 4, 5, 5, 6, 6) (T-26) (R-1)

2. How to get society and the family to accept a person who has been hospitalized. They need to understand the MHC. (Pts. 1, 4, 6) (T-11) (R-4)

3. Job market has been ruined by technical advances and public should be made aware to understand unemployment. (Pts. 5, 6) (T-11) (R-5)

[25] Recreation and Social

1. Need recreation for family members---hobbies, dancing, singing; and at the MHC such things as bingo, dancing, and movies. (No Points)

2. Would like to continue playing the piano, and would like inexpensive vacations, like going to camp. (X) (Pts. 1, 4) (T-5)

[27] Senior Citizens (Over 60 Years of Age)

1. Elderly need recreation and to have people around them. (Pts. 5) (T-5)

[30] Transportation

1. Transportation to work and for home visits. (XX) (Pts. 2, 5, 5, 6) (T-18) (R-2)

2. Transportation to work, recreation, and shopping. (XX) (Pts. 2, 3, 5) (T-10) (R-6)

3. DSS should provide more money for transportation . . . . . (Pts. 6) (T-6)

MHC-Client-Categorization

[31] Wages, Income, and Incentives

1. Taxes should be on graduated scale for single women and women's wages should be raised. (Pts. 2) (T-2)

MENTAL HEALTH CENTER

Fond du Lac County

Agency Function

The Fond du Lac County Mental Health Center is a facility established to diagnose, treat and prevent the emotional disturbances of children and adults. Marriage counseling is another Center service. Services of a psychiatrist, psychologists, and psychiatric social workers are offered. The center, in conjunction with the Alcoholism information and Referral Center, works with the alcoholic and other family members when professional counseling or other treatment is needed.

The facility combines the operations of the county hospital and the guidance clinic into a unified in-patient and out-patient complex. The Center provides a full range of comprehensive services for mental health, mental retardation, alcoholism, and drug abuse.

The range of service includes in-patient care and treatment, with a 150-bed capacity, for the mentally ill, deficient, and infirm; out-patient diagnostic and treatment services to all disabilities; emergency 24-hour psychiatric services; partial hospitalization for day and night care; consultation and education programs to community agencies and professionals; and training programs for Center personnel, students of various disciplines, and community caretakers.

All citizens of Fond du Lac county are eligible for the Center services. The current caseload of out-patients is over 700, the census average number of in-patients was 112 in FY 1971-72. Referrals were from schools, physicians, clergymen, or community agencies. Some clients apply for services directly.

Introduction to Mental Health Center Staff Participants

Five Nominal Groups of 28 persons were organized from staff members of the Fond du Lac County MHC. One group included four females and one male working in occupational therapy, volunteer coordination and social work.

A second group of five nursing department staff members, three females and two males from the in-patient service, included licensed practical nurses, aides, and a registered nurse. A third group included six in-patient staff. The two men and four women are assigned as typists, therapists, and in the in-service training and recreation departments.

The fourth group was composed of six persons involved with in-patients in job training situations. The four women and two men instruct patients on a one-to-one basis in various skills, such as cooking maintenance, housekeeping, linen supply, food service work, and inventory control.

Another group was comprised of six nursing department staff from in-patient services who were participants in the MPTI Health Sciences Project, an advanced psychiatric aide training program. The

four women and two men included aides and assistants in nursing.

Summary of Mental Health Center Staff Responses

The first-ranked problems cited by staff were both client and staff-centered. A better ABE program in reading, writing, and arithmetic for patients is needed. Several problems identified were associated with staff requirements to improve services for clients. Specific suggestions for improving services were in these areas: a 24-hour referral service; better weekend staff; better occupational therapy staff for evenings; staff for one-to-one teaching, an additional psychologist; better individual and group therapy; improved ancillary staff in OJT areas, and better job counseling and secretarial services. In many of the latter areas, an in-service training program was suggested. Nursing staff requested more communication with other departments so that they might know more about patient-clients as they work with them. There was agreement among the groups on several of these problem points, and in the ranking of them.

The staff Nominal Groups ranked five different problem areas as their second priorities. One group felt that clients, their families and children, need basic education in human growth and development, sex education and self-care. Another group feels that a sheltered workshop within the MHC with a financial incentive program should be initiated for clients. Patients need more community experiences, with more persons from the community participating in social activities and community orientation, according to another group. This response was echoed by the second-ranked response of another staff group, who identify that better public relations with the Fond du Lac community is needed, since they feel the community doesn't understand or accept patients of the MHC, or the MHC program. Another second-ranked problem is the need of the ancillary staff to be better informed of the patient-client's history, so that they might be able to treat them as individuals.

The most frequently mentioned category of program improvement is the Vocational and Technical courses and programs. Eight of the twenty requests are ranked in the top ten priority by the staff. Specified requests include more MPTI Life Adjustment programs, classes in preparation for daily living, skill training which includes experience as well as textbook work, and expanded MOCD program, better counseling at MPTI, an expanded Individualized Homemaking program, Drivers Education with practice time behind the wheel, a Legal Rights course, training in Clerical, Mechanical work, Repair Work, and in domestic work. Staff suggests that classes be held at the MHC for clients. For themselves, the staff asked for better clinical instruction courses, a course on follow-up care, volunteer training, para-professional training, and better MPTI counseling. MPTI should set aside slots in classes for the disadvantaged and handicapped, and should have an orientation and assessment program through MOCD which handles patients separately. One strong observation is that MPTI resembles junior colleges more and more, and in the opinion of the responding staff person, should return to a vocational-technical emphasis.

The next problem category with the greatest frequency is in administrative problems. All but three of the sixteen responses in this category ranked in the top ten problem list by the five staff groups. Staff feels that the patients should be taught self-care skills, should be given daily tasks and goals, and should be supervised in reaching the goals with follow-up on the units. More careful planning of the

patients' work days with more consistent places of work for each patient is requested. Reorganized living units to encourage and allow patients to work toward release with team cooperation and increasing responsibilities is suggested. A number of the Nominal Groups felt that the MHC should provide better follow-up services with job placement and counseling after release. A very high priority suggestion is the need for on-the-job training at the Fond du Lac Workshops, Inc. for MHC clients, in a greater variety of jobs. Moving more educational and recreational activities to the nursing homes and foster homes would improve the mental health climate in those facilities.

The need for in-service was reflected in the frequency of times it was mentioned. In addition to the suggestions above, training for the staff was requested in drug abuse, abnormal psychology, how to teach maintenance skills, in intensive listening, motivation, first friends orientation, (a community volunteer program) , supervision, and optional in-service in psychiatric nursing for new staff. An improved quality of the in-service presently offered is suggested, and the in-service teachers are invited to participate in patient staffings and some in-service meetings with the staff. The in-service was requested for counselors and for secretaries as well as for the persons directly associated with therapy. The staff showed an awarenes of their own needs in their responses.

Each Nominal Group stated that the client-patients need a better ABE program at the Mental Health Center.

Self-care, child-care, and care of clothing were staff-cited client needs. The observation about child care suggested that parents in the area need a child care center while they work, attend school, or are a patient at the MHC. A work-study program should be available for clients over 16 years of age with minimal skills to attend high school level courses.

The staff suggested day and/or night group therapy sessions, with more counseling for individual clients as well. Clients should have some therapeutic session every day, and should participate in a session every week with members of their family or spouse. Psychological testing is needed for in-patients.

Other client needs stated by the staff Nominal Groups include more drug abuse education to be added to the alcoholic and drug program, with AA meetings in outreach areas. Facility requests are mainly for better reading material for the clients. Staff saw a strong need for more foster care facilities for clients after release.

The staff sees many marital and family problems related to mental health. They felt, as noted above, that the persons of the county need better education for family living, human growth and development, sex education, and self-care. Parents should be taught, before becoming parents, the elements of child raising, such as developmental stages, how to deal with specific problems, communications skills, and sex education. A pre-marriage course should be offered across the county.

Adult day care facilities to help the retarded clients of the MHC were requested. Such facilities should be able to provide education programs for physically and emotionally handicapped dropouts from

high school. One-to-one tutoring for special learning disabilities, blindness, deafness, retardation and cerebral palsied, should be provided. All public buildings, especially MPTI and University of Wisconsin-Fond du Lac Center, should be more accessible to the physically handicapped.

Much more effort is needed in public relations. The staff see the clients needing more interaction with the community. They see a major responsibility of the Center as helping the community understand the MHC clients. The staff feels that better understanding would lead to more volunteers from the community. One-to-one work with volunteers is needed for the clients as the staff feels it would help motivation problems with the clients, who tend to be apathetic.

Fairly low on the priority scale, but ranked in the top ten problems, is the lack of recreational and hobby programs for clients at the MHC or at MPTI. Lower theater prices for MHC clients, programs in crafts, music, painting, a sales outlet for craft objects produced, and more social activities for single, young and middle-aged persons are requested for the MHC clients.

Live-in programs for senior citizens, with therapy and work available which could be continued after release, is an important suggestion. Also, a transportation system for clients to attend school, to get to work, to attend MHC sessions, and even recreational activities is badly needed. The staff observed that clients depend on them for transportation, and they should be independent. Wheelchair clients need public transportation facilities.

Introduction to Mental Health Center Client Participants

The five client participants from the Fond du Lac County Mental Health Center reported nine former contacts with other agencies and two active contacts. A total of 88 clients from the 432 MPTI study participants reported contact with a mental health center as a client. (See Table 20.)

One Nominal Group was organized from the in-patient client population of the MHC. It included two women and three men. Four of the five were former clients of the DVR, and three had previously been clients of Workshops, Inc.

Summary of Mental Health Center Client Responses

The clients of the Fond du Lac County Mental Health Center are concerned about their adjustment to the community. Their first-ranked problem is their inability to be released without having a job. Another concern is adjustment to the job itself for which they requested pre-employment orientation.

Clients feel that they should be allowed to speak to persons who call them on the telephone at the Mental Health Center at the time the call occurs rather than use a pay telephone to return the call. Clients claim it is too expensive.

Agency administration caused the highest number of problems for the clients. In addition to the

problems above, they requested more references for employment than the MOCD program is able to provide and assistance in finding housing. They requested permission to prepare more food on the units. Changes in work assignments are desired. Clients also asked for direct access to their own Social Security money, and they feel that they should be reimbursed for meals which they eat outside the MHC. They also would like to purchase salads or desserts at the MHC, just as the staff does.

Clients sense that better communications should exist between themselves and the staff, and complained that the staff members sometimes disagree or contradict each other in their communications with the clients.

Specific courses and programs requested include a Typing course, a Conservation program, and information about financial aids for college. Improved services for the clients are desired in recreation such as movies, singing, and dances.

Transportation was a high-ranked need of these clients and one person requested help with renewing a drivers license.

Comparison of Mental Health Center Staff and Client Responses

Problem areas frequently mentioned by the Mental Health Center staff and recognized by the clients are in administrative policies; intra-agency communications; Vocational and Technical courses and programs; the need for foster, group, and residential care units; job-related problems; marital and family problems; the need for recreation; requests for information and referral services, and transportation.

The staff sees a strong need for ABE to be expanded at the Mental Health Center, with two groups ranking it first and third. Another need identified by the staff is for in-service, which received ten requests. Community awareness and understanding of the problems confronting the mentally ill and the recruitment of volunteers from the community are also important, according to the staff. A lack of motivation of the patients, requests for basic needs, child care centers, counseling and testing, high school courses, drug related problems, facilities and equipment, medical problems confronting the elderly, and low wages are all problem areas identified by the staff and not mentioned by the client group. The only request cited by the patient group but not by the staff pertains to a desire to attend college and the need for financial assistance.

Considering the high proportion of staff compared to clients participating in the study, there was considerable agreement between the two factions. The staff was very client-oriented, recognizing several areas that are in need of change for the institution to function at its greatest capacity in service to the public.

MENTAL HEALTH CENTER

Fond du Lac County

Number of Groups: 5 Total Participating: 28

STAFF NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: This group is represented by both in-patient and out-patient staff. All are involved with patients in specific types of activities off the living units and in the community.

1. Coordinator-Citizen Participation/In-patient Service; 3 years in present position; 3 years in agency; Female, age 38; No degree.

2. Certified Occupational Therapy Aide/In-patient Service; 12 years in present position; 12 years in agency; Female, age 63; No degree.

3. Psychiatric Social Worker/Out-patient Service; 8 months in present position; 8 months in agency; Female, age 23; B.A., Social Work; M.S., Social Work.

4. Psychiatric Social Worker/Out-patient Service; 1 year, 6 months in present position; 1 year, 6 months in agency; Male, age 25; B.A., Psychology; M.S., Social Work.

5. Social Worker/In-patient Service; 5 years in present position; 5 years in agency; Female, age 46; B.S., History; 12 credits towards M.A. degree.

RESPONSES OF NOMINAL GROUP NO. 1

1. Need a fixed point of referral on a 24-hour basis and staff to man it. (Pts. 8, 9, 10) (T-27) (R-1)

2. Clients and clients' families, including children, need education in human growth and development, sex education, and self-care. (Pts. 4, 9, 10) (T-23) (R-2)

3. More staff needed for a 1:1 patient to staff relationship. (XX) (Pts. 3, 6, 10) (T-19) (R-3)

4. Day or night hospital programs such as small group therapy. (XX) (Pts. 2, 5, 6, 6) (T-19) (R-3)

5. Lack of communication between staff and patients. Changes are made and people are not informed. Patients need someone who has time to listen to them. (Pts. 8, 10) (T-18) (R-4)

6. Need more follow-up after patients have left the hospital regarding recreation, counseling and social activities. (XXX) (Pts. 5, 6, 7) (T-18) (R-4)

7. Need federal monies provided on an on-going basis to supplement the employers' costs to keep the client on the job. (Pts. 1, 2, 9) (T-12) (R-5)

8. A need for education programs for high school dropouts, especially the physically and emotionally handicapped ---ABE, high school credit, and high school equivalency. (X) (Pts. 4, 7) (T-11) (R-6)

9. Need meaningful hobby project within the MHC and MPTI, including painting, music, crafts and an outlet to sell hobbies. (XXX) (Pts. 4, 7) (T-11) (R-6)

10. The present vocational system---MPTI--- is becoming similar to junior colleges. It should return to a vocational-technical emphasis. (Pts. 10) (T-10) (R-7)

11. Need residential care units and group living for older patients with hobby and work being made available. (X) (Pts. 2, 7) (T-9) (R-8)

12. Need group therapy sessions every day for patients and once per week to include spouse and/or family. (X) (Pts. 9) (T-9) (R-8)

13. Living units at the MHC should be arranged so that the patient progresses towards release with team cooperation. (Pts. 9) (T-9) (R-8)

14. The community needs more information about the MHC such as what is available in services, understanding the problems of mental health and what is still needed at the MHC. (XXX) (Pts. 8) (T-8) (R-9)

15. Need a work-study program for minimumly functioning students at the high school level at age 16 years and older. (Pts. 8) (T-8) (R-9)

16. Need transportation and baby-sitting for attending school, getting to work and to the MHC. (XXXX) (Pts. 2, 6) (T-8) (R-9)

17. Expand MOCD program at MPTI. (Pts. 8) (T-8) (R-9)

18. Need parent training in child rearing techniques, like the developmental stages and dealing with specific problems, such as enuresis, tantrums, peer groups, drugs, and sex education. (X) (Pts. 7) (T-7) (R-10)

19. Need skilled training for patients such as Clerical, Mechanical, Repair Work, and Homemaking. (Pts. 3) (T-3)

20. Program to teach couples to communicate. (Pts. 2) (T-2)

21. Want pre-marriage course. (X) (Pts. 1) (T-1)

22. Need training for para-professionals in the mental health field. (Pts. 3) (T-3)

23. Complete and detailed orientation of patients to community functioning, introduction of business and industry as well as organizations to join. (X) (No Points)

24. Need more aggressive and visible counseling staff at MPTI. (Pts. 5) (T-5)

25. Need more alcoholic programs in outreach areas, such as AA meetings and counseling. Also, general mental health programs for these areas. (X) (No Points)

26. Need educational programs for the community to better understand and deal with the alcoholic, mentally disturbed, and mentally retarded. (Pts. 1, 5) (T-6)

27. Expand on Individualized Homemaker programs. (Pts. 3) (T-3)

28. Need low-cost social activities for single, young and middle-aged people. (X) (Pts. 1, 3) (T-4)

29. Need federal funds for medication for patients. (Pts. 1, 4) (T-5)

30. One-to-one tutoring for special learning disabilities---blind, deaf, retarded, and cerebral palsy. (No Points)

31. Behind-the-wheel driver education needs more practice time for clients. (No Points)

32. ABE should meet more often and should have individual follow-up. (X) (Pts. 4) (T-4)

33. All appropriate current and future program at MPTI should be made available to MHC patients at the MHC. (No Points)

34. Want Legal Rights education courses. (No Points)

35. More information on what is available at MPTI and other educational institutions. (Pts. 5) (T-5)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 5 participating nursing department staff members are in-patient service personnel and involved with patients on the living units. Four of the five do not hold a degree.

1. Nurses Aide; 12 years in present position; 12 years in agency; Male, age 60; No degree.

2. Staff Nurse; 9 months in present position; 9 months in agency; Female, age 31; B.A., Registered Nurse.

3. Licensed Practical Nurse; 8 years in present position; 10 years in agency; Female, age 58; No degree.

4. Nurses Aide; 2 months in present position; 2 months in agency; Male, age 20; No degree.

5. Psychiatric Nursing Assistant; 3 years, 1 month in present position; 3 years, 1 month in agency; Female, age 25; No degree.

RESPONSES OF NOMINAL GROUP NO. 2

1. Need an increased nursing staff, social workers for in-patient services, including weekend staff, occupational therapy staff for evenings, and working on a 1:1 basis, and a psychologist. (XXX) (Pts. 6, 8, 9, 10, 10) (T-43) (R-1)

2. Need some resources for our own sheltered workshop within the building ---with a money-work incentive. (X) (Pts. 6, 9, 10, 10) (T-35) (R-2)

3. Need more classes for preparation of daily living and community living provided daily for any number of patients. Should be open-ended. Need a full-time MPTI Life Adjustment instructor. (X) (Pts. 4, 5, 6, 8, 8) (T-31) (R-3)

4. Need structured OJT at the Fond du Lac Workshops, Inc. with a definite follow-up on job placement. The job should relate to what they are trained to do and the job should be of a supporting wage. Workshops, Inc. does not provide the variety necessary for all training. (Pts. 5, 7, 7, 10) (T-29) (R-4)

5. Need a day care center available for discharged patients to take part in programs available here. (Pts. 6, 6, 7) (T-19) (R-5)

6. Need more counseling for individual patients. (Pts. 7, 9) (T-16) (R-6)

7. Need better public relations to educate the community about mental health. (XXX) (Pts. 2, 3, 9) (T-14) (R-7)

8. Need an alcoholic and drug program that not only dries them out but a program that provides medication and treatment, including classes on drug abuse. (Pts. 2, 9) (T-11) (R-8)

ERIC

9. Should have a fund for outside activities of patients so they don't have to rely on donations for more variety of activities. (X) (Pts. 4, 4) (T-8) (R-9)

10. Need library for patients. (Pts. 8) (T-8) (R-9)

11. Need additional transportation---the bus and car are seldom available and the patients should be able to make their own transportation arrangements. They are too dependent on staff. (Pts. 3, 5) (T-8) (R-9)

12. Need more desirable conditions at the nursing homes and foster homes, as far as education, meaningful work, and activities. (Pts. 3, 5) (T-8) (R-9)

13. Need a steady OT program for patients---more regular hours---but patients should not be pulled from their work assignments for OT. (X) (Pts. 8) (T-8) (R-9)

14. Need more foster homes and residential homes. Foster parents need more training courses on foster home requirements and duties. (Pts. 3, 5) (T-8) (R-9)

15. Need recreational activities for the more capable patients---bingo does not satisfy their needs. (Pts. 1, 1, 1, 4) (T-7) (R-10)

16. Patients need more follow-up to make sure they are taking their medications and are on their jobs. (Pts. 7) (T-7) (R-10)

17. Need more objects on the units to stimulate the patients by activity---games and books. (Pts. 1, 2) (T-3)

18. Need more training for the staff to meet the patient's needs, such as training for the auxiliary staff to supervise patients on work assignments and repeated optional in-service for new staff in psychiatric nursing. (X) (Pts. 4) (T-4)

19. Need ABE for more patients and it should be offered on a daily basis. Also, preparation on a 1:1 basis with patients before entering ABE. (XX) (Pts. 1, 2) (T-3)

20. The DVR could offer a course on being a certified volunteer at the MHC---possibly at MPTI. (No Points)

21. Need psychological testing for in-patients. (Pts. 3) (T-3)

22. More resources are needed on what is available to patients, for patients to know of services and programs. (Pts. 2) (T-2)

23. Need a program for senior citizens so they can attend while institutionalized and continue when released. (No Points)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 3

Criteria for Homogenous Grouping: All 6 participants are in-patient staff, having patient contact off the living units of the Center.

1. Medical Typist; 1 year in present position; 1 year in agency; Female, age 19; No degree.

2. Clerk Typist; 12 years, 4 months in present position; 12 years, 4 months in agency; Female, age 63; No degree.

3. Director, Activity Therapy; 2 years, 5 months in present position; 2 years, 5 months in agency; Female, age 24; B.S., Occupational Therapy.

4. Industrial Therapist; 2 months in present position; 2 months in agency; Male, age 26; B.S., Social Welfare; 6 credits in Social Welfare towards Masters degree.

5. Recreation Assistant; 1 year in present position; 1 year, 4 months in agency; Male, age 21; 88 credits in Human Relations with emphasis in Psychology and Sociology.

6. Director of In-service Training; 1 year, 6 months in present position; 1 year, 6 months in agency; Female, age 26; B.S., Social Work and Psychology; 6 graduate credits in Sociology.

RESPONSES OF NOMINAL GROUP NO. 3

1. Would like more in-service in the area of individual and group therapy, theory techniques and application---specifically for nursing, but also rest of staff. In-service for ancillary staff in OJT for patients, and in aptitude test application. In-service in job counseling and for secretaries. (XX) (Pts. 7, 8, 9, 10, 10) (T-44) (R-1)

2. Patients need more community experiences---need more community participation in assistance with orientation to community living and social activity. (XX) (Pts. 4, 5, 5, 6, 10, 10) (T-40) (R-2)

3. Patients need self-care skills---need more MPTI Life Adjustment programs and follow-up on the units. (Pts. 5, 5, 6, 9, 9) (T-34) (R-3)

4. More specific aftercare upon release. (XX) (Pts. 3, 5, 6, 8, 10) (T-32) (R-4)

5. Need more monies for OJT, both at MHC and in community. (X) (Pts. 5, 6, 8, 9) (T-28) (R-5)

6. Need the development of a day hospital at the MHC. (X) (Pts. 4, 4, 8, 9) (T-25) (R-6)

7. Clinical instruction should have practical application and carried on to the units or job areas. MPTI should purchase these services when not available in District. (X) (Pts. 1, 6, 7, 10) (T-24) (R-7)

8. Would like a training program on follow-up care, working jointly with MPTI. (Pts. 7, 8, 8) (T-23) (R-8)

9. Lack of communication between departments, between other agencies, including MPTI and us. (Pts. 3, 6, 7) (T-16) (R-9)

10. Greater need for new employee orientation. (Pts. 4, 9) (T-13) (R-10)

11. Need more supervision of patient, no matter where they are in the hospital. (Pts. 2, 2) (T-4)

12. MPTI teachers who come here should have more in-service from our staff and should take part in patient staffings. (Pts. 1, 1) (T-2)

13. Need more MPTI classes offered here because of transportation problem. (X) (Pts. 4, 7) (T-11)

14. Patients need transportation to school when released. (Pts. 1, 3, 3) (T-7)

15. First Friends need an orientation to dealing with MHC patients. (Pts. 3) (T-3)

16. Would like more involvement of volunteers in taking small groups of patients into their homes. (No Points)

17. MPTI should set aside slots in classes for disadvantaged and handicapped. (Pts. 1, 2, 2, 2, 4) (T-11)

18. Need more unification between in- and out-patient services. (No Points)

19. Need orientation and assessment program through MOCD, separate for our patients. (Pts. 1, 3, 7) (T-11)

20. Need a review of basic skills for adult mentally retarded. Many older persons never had high school courses. (Pts. 2) (T-2)

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21. All public buildings, especially MPTI, should be more accessible to physically handicapped. (No Points)

Total Points: 330

COMPOSITION OF NOMINAL GROUP NO. 4

Criteria for Homogenous Grouping: All 6 participants are ancillary in-patient staff and work with the patients in job training situations.

1. Cook; 1 month in present position; 4 years in agency; Female, age 33; No degree.
2. Storekeeper/Inventory; 1 year in present position; 1 year, 6 months in agency; Female, age 30; No degree.
3. Maintenance Mechanic II; 1 year in present position; 8 years in agency; Male, age 45; No degree.
4. Housekeeping; 2 years, 6 months in present position; 6 years, 6 months in agency; Male, age 55; No degree.
5. Linen Supply Clerk; 6 months in present position; 8 years in agency; Female, age 43; No degree.
6. Food Service Worker; 2 years, 6 months in present position; 2 years, 6 months in agency; Female, age 41; No degree.

RESPONSES OF NOMINAL GROUP NO. 4

1. Need more communication between nursing and other departments so we know about patients we are working with---also communication between staff and management of a department. (Pts. 5, 5, 6, 9, 10, 10) (T-45) (R-1)
2. Want to know patients' history so we will better understand them and treat them as individuals. (Pts. 5, 6, 6, 7, 8) (T-32) (R-2)
3. Need ABE for clients at MHC. (Pts. 3, 4, 7, 8, 9) (T-31) (R-3)
4. Want in-service training that applies to our position in maintenance---and not having to learn about other peoples' positions. (Pts. 1, 2, 6, 10, 10) (T-29) (R-4)
5. Intensive listening program that was offered to staff should be offered again to clients, as well as staff. (Pts. 2, 3, 8, 9) (T-22) (R-5)
6. Training programs should contain experience along with textbook work, so that when working at MHC they can apply their knowledge to their job. Teacher of in-service programs should be able to apply their material to practical situations. (Pts. 2, 5, 7, 8) (T-22) (R-5)
7. Should have more discipline for patients---help them to plan their days---they loiter around dining room all day. (X) (Pts. 1, 2, 8, 9) (T-20) (R-6)
8. Sometimes we have too much in-service---should stress quality, not quantity, as it sometimes turns people off. (Pts. 1, 3, 6, 10) (T-20) (R-6)
9. Should eliminate some department heads, as they overlap in decision-making. Too crowded chain of command in all departments. (Pts. 1, 1, 7, 10) (T-19) (R-7)

10. Patient should be put on a more consistent work schedule---not one day here and one day there. (Pts. 3, 4, 5, 7) (T-19) (R-7)

11. Person who is being trained for a position should have some say in what he is capable of doing and be free to ask questions. (Pts. 1, 3, 4, 9) (T-17) (R-8)

12. They should have more jobs for the patients---also not too many patients under one supervising person. (X) (Pts. 4, 6, 7) (T-17) (R-8)

13. Need training in how to hold patients' interest when talking to them or explaining things to them. (Pts. 3, 4, 9) (T-16) (R-9)

14. Need help on how to motivate or create an interest in patient working in our program---housekeeping and all other departments where patients are working. (Pts. 2, 5, 8) (T-15) (R-10)

15. Patients should be taught about our new fabrics and how to take care of new clothes. (Pts. 2, 4) (T-6)

Total Points: 330

COMPOSITION OF NOMINAL GROUP NO. 5

Criteria for Homogenous Grouping: These 6 nursing department personnel are in-patient staff and all are participants in the MPTI Health Sciences Project, an advanced psychiatric aide training program.

1. Nursing Aide, 8 months in present position; 11 months in agency; Female, age 24; No degree.

2. Psychiatric Aide; 4 years in present position; 4 years in agency; Female, age 22; No degree.

3. Nursing Assistant; 3 years in present position; 3 years in agency; Male, age 21; 63 credits in Business Administration.

4. Nursing Assistant; 4 years in present position; 4 years in agency; Female, age 41; No degree.

5. Nursing Assistant; 5 years in present position; Years with agency: not indicated; Female, age 52; No degree.

6. Psychiatric Nurses Aide; 3 years, 5 months in present position; 3 years, 5 months in agency; Male, age 20; 66 credits in Psychology.

RESPONSES OF NOMINAL GROUP NO. 5

1. Better program for patients in ABE, such as reading, writing and arithmetic. (Pts. 4, 5, 8, 9, 9) (T-35) (R-1)

2. Better public relations with Fond du Lac community---community doesn't understand or accept patients and MHC. (Pts. 2, 5, 7, 10, 10) (T-34) (R-2)

3. In-service for staff, particularly concerning drugs, and also for staff to understand patients---psychology course. (XXX) (Pts. 3, 4, 4, 5, 7, 10) (T-33) (R-3)

4. More staff, especially a ward clerk or floater---to take patients to doctors. Also, more staff to work more intensely with patients. (XX) (Pts. 8, 10, 10) (T-28) (R-4)

5. Programs for patients that patients will obtain a skill from. (X) (Pts. 1, 6, 6, 7, 7) (T-27) (R-5)

6. More emphasis on follow-up of patients after release. (X) (Pts. 3, 5, 7, 9) (T-24) (R-6)

7. Lack of communications between staff members, particularly nursing staff and doctors. (Pts. 4, 9, 10) (T-23) (R-7)

8. Better job placement and make jobs available for patients upon release. (Pts. 3, 6, 6, 8) (T-23) (R-7)

9. Better pay for staff that have attended in-service programs. (Pts. 1, 9, 9) (T-19) (R-8)

10. Increase out-patient facilities, staff and care. (Pts. 2, 4, 5, 7) (T-18) (R-9)

11. More transportation vehicles to take patients to things, especially at night and also during the day. (Pts. 6, 8) (T-14) (R-10)

12. More newspapers and modern magazines. (Pts. 1, 2, 2, 3, 6) (T-14) (R-10)

13. Transportation, particularly for wheel-chair patients, to get out in the public. (Pts. 3) (T-3)

14. General apathy and lack of motivation on part of patients not to take part in things. (Pts. 1, 3) (T-4)

15. More foster homes for patients when they are released. (Pts. 4, 8) (T-12)

16. Patients need to know more about domestic work. (Pts. 1, 8) (T-9)

17. More volunteers---middle-aged---to come in and entertain patients. (No Points)

18. Ability for the patient to get out in the community more---walking. (No Points)

19. More information to patients on community activities. (Pts. 1, 5) (T-6)

20. More volunteers to come in and work on a 1:1 basis with patients. (Pts. 2, 2) (T-4)

21. Want theaters in town to lower prices for MHC patients. (No Points)

Total Points: 330

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CATEGORIZATION OF STAFF RESPONSES

MENTAL HEALTH CENTER

Fond du Lac County

[1] Adult Basic Education and Adult High School Diploma and Equivalency

1. Better program for patients in ABE, such as reading, writing, and arithmetic. (Pts. 4, 5, 8, 9, 9) (T-35) (R-1)

2. Need ABE for clients at MHC. (Pts. 3, 4, 7, 8, 9) (T-31) (R-3)

3. A need for . . . . . ABE, high school credit and high school equivalency. (X) (Pts. 4, 7) (T-11) (R-6)

4. ABE should meet more often and should have individual follow-up. (X) (Pts. 4) (T-4)

5. Need ABE for more patients and it should be offered on a daily basis. Also, preparation on a 1:1 basis with patients before entering ABE. (XX) (Pts. 1, 2) (T-3)

6. Need a review of basic skills for adult mentally retarded. Many older persons never had high school courses. (Pts. 2) (T-2)

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Patients need self-care skills . . . . . and follow-up on the units. (Pts. 5, 5, 6, 9, 9) (T-34) (R-3)

2. More specific aftercare upon release. (XX) (Pts. 3, 5, 6, 8, 10) (T-32) (R-4)

3. Need structured OJT at the Fond du Lac Workshops, Inc. with a definite follow-up on job placement. The job should relate to what they are trained to do and the job should be of a supporting wage. Workshops, Inc. does not provide the variety necessary for all training. (Pts. 5, 7, 7, 10) (T-29) (R-4)

4. Need more follow-up after patients have left the hospital regarding recreation, counseling and social activities. (XXX) (Pts. 5, 6, 7) (T-18) (R-4)

5. More emphasis on follow-up of patients after release. (X) (Pts. 3, 5, 7, 9) (T-24) (R-6)

6. Should have more discipline for patients---help them to plan their days---they loiter around dining room all day. (X) (Pts. 1, 2, 8, 9) (T-20) (R-6)

7. Patient should be put on a more consistent work schedule---not one day here and one day there. (Pts. 3, 4, 5, 7) (T-19) (R-7)

8. Should eliminate some department heads, as they overlap in decision-making. Too crowded chain of command in all departments. (Pts. 1, 1, 7, 10) (T-19) (R-7)

9. They should have more jobs for the patients---also not too many patients under one supervising person. (X) (Pts. 4, 6, 7) (T-17) (R-8)

10. Living units at the MHC should be arranged so that the patient progresses towards release with team cooperation. (Pts. 9) (T-9) (R-8)

11. Need a steady OT program for patients---more regular hours---but patients should not be pulled from their work assignments for OT. (X) (Pts. 8) (T-8) (R-9)

12. Should have a fund for outside activities of patients so they don't have to rely on donations for more variety of activities. (X) (Pts. 4, 4) (T-8) (R-9)

13. Patients need more follow-up to make sure they are taking their medications and are on their jobs. (Pts. 7) (T-7) (R-10)

14. Ability for the patient to get out in the community more---walking. (No Points)

15. Need more supervision of patient, no matter where they are in the hospital. (Pts. 2, 2) (T-4)

16. Need more unification between in- and out-patient services. (No Points)

[3] Basic Needs: Food, Clothing, and Housing

1. Patients should be taught about our new fabrics and how to take care of new clothes. (Pts. 2, 4) (T-6)

[5] Child Care Centers

1. Need . . . . . baby-sitting for attending school, getting to work and to the MHC. (XXXX) (Pts. 2, 6) (T-8) (R-9)

[6] Communications: Inter and Intra-Agency

1. Need more communication between nursing and other departments so we know about patients we are working with ---also communication between staff and management of a department. (Pts. 5, 5, 6, 9, 10, 10) (T-45) (R-1)

2. Want to know patients' history so we will better understand them and treat them as individuals. (Pts. 5, 6, 6, 7, 8) (T-32) (R-2)

3. Lack of communication between staff and patients. Changes are made and people are not informed. Patients need someone who has time to listen to them. (Pts. 8, 10) (T-18) (R-4)

4. Lack of communication between staff members, particularly nursing staff and doctors. (Pts. 4, 9, 10) (T-23) (R-7)

5. Person who is being trained for a position should have some say in what he is capable of doing and be free to ask questions. (Pts. 1, 3, 4, 9) (T-17) (R-8)

6. Lack of communication between departments, between other agencies, including MPTI and us. (Pts. 3, 6, 7) (T-16) (R-9)

7. More information on what is available at MPTI and other educational institutions (Pts. 5) (T-5)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Day or night hospital programs such as small group therapy. (XX) (Pts. 2, 5, 6, 6) (T-19) (R-3)

2. Need more counseling for individual patients. (Pts. 7, 9) (T-16) (R-6)

3. Need group therapy sessions every day for patients and once per week to include spouse and/or family. (X) (Pts. 9) (T-9) (R-8)

4. Need psychological testing for in-patients. (Pts. 3) (T-3)

[9] Courses and Programs: Pre-school, Primary, Middle, and High School

1. Need a work-study program for minimuml functioning students at the high school level at age 16 years and older. (Pts. 8) (T-8) (R-9)

[10] Courses and Programs: Vocational and Technical

1. Patients . . . . . need more MPTI Life Adjustment programs . . . . . (Pts. 5, 5, 6, 9, 9) (T-34) (R-3)

2. Need more classes for preparation of daily living and community living provided daily for any number of patients. Should be open-ended . . . . . (X) (Pts. 4, 5, 6, 8, 8) (T-31) (R-3)

3. Programs for patients that patients will obtain a skill from. (X) (Pts. 1, 6, 6, 7, 7) (T-27) (R-5)

4. Training programs should contain experience along with textbook work, so that when working at MHC they can apply their knowledge to their job. Teacher of in-service programs should be able to apply their material to practical situations. (Pts. 2, 5, 7, 8) (T-22) (R-5)

5. Clinical instruction should have practical application and carried on to the units or job areas. MPTI should purchase these services when not available in District. (X) (Pts. 1, 6, 7, 10) (T-24) (R-7)

6. The present vocational system---MPTI--- is becoming similar to junior colleges. It should return to a vocational-technical emphasis. (Pts. 10) (T-10) (R-7)

7. Would like a training program on follow-up care, working jointly with MPTI. (Pts. 7, 8, 8) (T-23) (R-8)

8. Expand MOCD program at MPTI. (Pts. 8) (T-8) (R-9)

9. Need more aggressive and visible counseling staff at MPTI. (Pts. 5) (T-5)

10. Expand on Individualized Homemaker programs. (Pts. 3) (T-3)

11. Behind-the-wheel driver education needs more practice time for clients. (No Points)

12. All appropriate current and future programs at MPTI should be made available to MHC patients at the MHC. (No Points)

13. Want Legal Rights education courses. (No Points)

14. The DVR could offer a course on being a certified volunteer at the MHC---possibly at MPTI. (No Points)

15. Need skilled training for patients such as Clerical, Mechanical, Repair Work, and Homemaking. (Pts. 3) (T-3)

16. Need training for para-professionals in the mental health field. (Pts. 3) (T-3)

17. Need orientation and assessment program through MOCD, separate for our patients. (Pts. 1, 3, 7) (T-11)

18. Patients need to know more about domestic work. (Pts. 1, 8) (T-9)

19. Need more MPTI classes offered here because of transportation problem. (X) (Pts. 4, 7) (T-11)

20. MPTI should set aside slots in classes for disadvantaged and handicapped. (Pts. 1, 2, 2, 2, 4) (T-11)

[11] Drugs, Alcoholism, and Emergency Services

1. Need an alcoholic and drug program that not only dries them out but a program that provides medication and treatment, including classes on drug abuse. (Pts. 2, 9) (T-11) (R-8)

2. Need more alcoholic programs in outreach areas, such as AA meetings and counseling. Also, general mental health programs for these areas. (X) (No Points)

[12] Facilites, Equipment, Supplies, Instructional Materials

1. Increase out-patient facilities . . . . . (Pts. 2, 4, 5, 7) (T-18) (R-9)

2. Need library for patients. (Pts. 8) (T-8) (R-9)

3. More newspapers and modern magazines. (Pts. 1, 2, 2, 3, 6) (T-14) (R-10)

[13] Foster, Group, Nursing, Residential Care, Halfway, and Detention Homes

1. Need more foster homes and residential homes. Foster parents need more training courses on foster home requirements and duties. (Pts. 3, 5) (T-8) (R-9)

2. Need more desirable conditions at the nursing homes and foster homes, as far as education, meaningful work, and activities. (Pts. 3, 5) (T-8) (R-9)

3. More foster homes for patients when they are released. (Pts. 4, 8) (T-12)

[15] In-service

1. Would like more in-service in the area of individual and group therapy, theory techniques and application---specifically for nursing, but also rest of staff. In-service for ancillary staff in OJT for patients, and in aptitude test application. In-service in job counseling and for secretaries. (XX) (Pts. 7, 8, 9, 10, 10) (T-44) (R-1)

2. In-service for staff, particularly concerning drugs, and also for staff to understand patients---psychology course. (XXX) (Pts. 3, 4, 4, 5, 7, 10) (T-33) (R-3)

3. Want in-service training that applies to our position in maintenance---and not having to learn about other peoples' positions. (Pts. 1, 2, 6, 10, 10) (T-29) (R-4)

4. Intensive Listening program that was offered to staff should be offered again to clients, as well as staff. (Pts. 2, 3, 8, 9) (T-22) (R-5)

5. Sometimes we have too much in-service---should stress quality, not quantity, as it sometimes turns people off. (Pts. 1, 3, 6, 10) (T-20) (R-6)

6. Need training in how to hold patients' interest when talking to them or explaining things to them. (Pts. 3, 4, 9) (T-16) (R-9)

7. Greater need for new employee orientation. (Pts. 4, 9) (T-13) (R-10)

8. MPTI teachers who come here should have more in-service from our staff and should take part in patient staffings. (Pts. 1, 1) (T-2)

9. First Friends need an orientation to dealing with MHC patients. (Pts. 3) (T-3)

10. Need more training for the staff to meet the patient's needs, such as training for the auxiliary staff to supervise patients on work assignments and repeated optional in-service for new staff in psychiatric nursing. (X) (Pts. 4) (T-4)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Need more monies for OJT, both at MHC and in community. (X) (Pts. 5, 6, 8, 9) (T-28) (R-5)

2. Need federal monies provided on an on-going basis to supplement the employers' costs to keep the client on the job. (Pts. 1, 2, 9) (T-12) (R-5)

3. Better job placement and make jobs available for patients upon release. (Pts. 3, 6, 6, 8) (T-23) (R-7)

[18] Marital and Family Problems

1. Clients and clients' families, including children, need education in human growth and development, sex education, and self-care. (Pts. 4, 9, 10) (T-23) (R-2)

2. Need parent training in child rearing techniques, like the developmental stages and dealing with specific problems, such as enuresis, tantrums, peer groups, drugs, and sex education. (X) (Pts. 7) (T-7) (R-10)

3. Program to teach couples to communicate. (Pts. 2) (T-2)

4. Want pre-marriage course. (X) (Pts. 1) (T-1)

[19] Medical, Dental, and Optical

1. Need federal funds for medication for patients. (Pts. 1, 4) (T-5)

[20] Mental Retardation, Physical and Emotional Handicaps

1. Need a day care center available for discharged patients to take part in programs available here. (Pts. 6, 6, 7) (T-19) (R-5)

2. Need the development of a day hospital at the MHC. (X) (Pts. 4, 4, 8, 9) (T-25) (R-6)

3. A need for education programs for high school dropouts, especially the physically and emotionally handicapped ..... (Pts. 4, 7) (T-11) (R-6)

4. One-to-one tutoring for special learning disabilities---blind, deaf, retarded, and cerebral palsy. (No Points)

5. All public buildings, especially MPTI, should be more accessible to physically handicapped. (No Points)

[22] Motivation

1. Need help on how to motivate or create an interest in patient working in our program---housekeeping and all other departments where patients are working. (Pts. 2, 5, 8) (T-15) (R-10)

2. General apathy and lack of motivation on part of patients not to take part in things. (Pts. 1, 3) (T-4)

[24] Public Relations and Community Participation and Volunteers

1. Patients need more community experiences---need more community participation in assistance with orientation to community living and social activity. (XX) (Pts. 4, 5, 5, 6, 10, 10) (T-40) (R-2)

2. Better public relations with Fond du Lac community---community doesn't understand or accept patients and MHC. (Pts. 2, 5, 7, 10, 10) (T-34) (R-2)

3. Need better public relations to educate the community about mental health. (XXX) (Pts. 2, 3, 9) (T-14) (R-7)

4. The community needs more information about the MHC such as what is available in services, understanding the problems of mental health and what is still needed at the MHC. (XXX) (Pts. 8) (T-8) (R-9)

5. Would like more involvement of volunteers in taking small groups of patients into their homes. (No Points)

6. More volunteers---middle-aged---to come in and entertain patients. (No Points)

7. More information to patients on community activities. (Pts. 1, 5) (T-6)

8. More volunteers to come in and work on a 1:1 basis with patients. (Pts. 2, 2) (T-4)

9. Complete and detailed orientation of patients to community functioning, introduction of business and industry as well as organizations to join. (X) (No Points)

10. Need educational programs for the community to better understand and deal with the alcoholic, mentally disturbed, and mentally retarded. (Pts. 1, 5) (T-6)

[25] Recreation and Social

1. Need meaningful hobby project within the MHC and MPTI, including painting, music, crafts and an outlet to sell hobbies. (XXX) (Pts. 4, 7) (T-11) (R-6)

2. Need recreational activities for the more capable patients---bingo does not satisfy their needs. (Pts. 1, 1, 1, 4) (T-7) (R-10)

3. Want theaters in town to lower prices for MHC patients. (No Points)

4. Need low-cost social activities for single, young and middle-aged people. (X) (Pts. 1, 3) (T-4)

5. Need more objects on the units to stimulate the patients by activity---games and books. (Pts. 1, 2) (T-3)

[26] Referral and Information Center

1. Need a fixed point of referral on a 24-hour basis and staff to man it. (Pts. 8, 9, 10) (T-27) (R-1)

2. More resources are needed on what is available to patients, for patients to know of services and programs. (Pts. 2) (T-2)

[27] Senior Citizens (Over 60 Years of Age)

1. Need residential care units and group living for older patients with hobby and work being made available. (X) (Pts. 2, 7) (T-9) (R-8)

2. Need a program for senior citizens so they can attend while institutionalized and continue when released. (No Points)

[29] Staff

1. Need an increased nursing staff, social workers for in-patient services, including weekend staff, occupational therapy staff for evenings, and working on a 1:1 basis, and a psychologist. (XXX) (Pts. 6, 8, 9, 10, 10) (T-43) (R-1)

2. . . . . Need a full-time MPTI Life Adjustment instructor. (X) (Pts. 4, 5, 6, 8, 8) (T-31) (R-3)

3. More staff needed for a 1:1 patient to staff relationship. (XX) (Pts. 3, 6, 10) (T-19) (R-3)

4. More staff, especially a ward clerk or floater---to take patients to doctors. Also more staff to work more intensely with patients. (XX) (Pts. 8, 10, 10) (T-28) (R-4)

5. Increase out-patient . . . . . staff and care. (Pts. 2, 4, 5, 7) (T-18) (R-9)

[30] Transportation

1. Need transportation . . . . . for attending school, getting to work and to the MHC. (XXXX) (Pts. 2, 6) (T-8) (R-9)

2. Need additional transportation---the bus and car are seldom available and the patients should be able to make their own transportation arrangements. They are too dependent on staff. (Pts. 3, 5) (T-8) (R-9)

3. More transportation vehicles to take patients to things, especially at night and also during the day. (Pts. 6, 8) (T-14) (R-10)

4. Patients need transportation to school when released. (Pts. 1, 3, 3) (T-7)

5. Transportation, particularly for wheel-chair patients, to get out in the public. (Pts. 3) (T-3)

[31] Wages, Income, and Incentives

1. Need some resources for our own sheltered workshop within the building---with a money-work incentive. (X) (Pts. 6, 9, 10, 10) (T-35) (R-2)

2. Better pay for staff that have attended in-service programs. (Pts. 1, 9, 9) (T-19) (R-8)

MENTAL HEALTH CENTER

Fond du Lac County

Number of Groups: 1 Total Participating: 5

CLIENT NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 5 participants are in-patients of the Center and four of the five are former clients of DVR.

1. Female, age 60; client of the MHC; former client of DVR and Workshops, Inc.
2. Male, age 25; client of the MHC and MOCD; former client of the DVR, WSES, and Workshops, Inc.
3. Male, age 68; client of the MHC.
4. Male, age 23; client of the MHC; former client of DVR, WSES, and Workshops, Inc.
5. Female, age 58; client of the MHC and MOCD; former client of DVR.

RESPONSES OF NOMINAL GROUP NO. 1

1. Want to be able to be released from the MHC without having a job. It is more expensive to live at the MHC. (Pts. 6, 6) (T-12) (R-1)
2. Need better orientation to a job---I always quit a job as soon as I get into it. (Pts. 5, 6) (T-11) (R-2)
3. Free telephones at the MHC and should be able to take incoming calls versus paying a dime to return the call. (Pts. 1, 3, 5) (T-9) (R-3)
4. Want additional job references, not enough through MOCD. (Pts. 3, 5) (T-8) (R-4)
5. Want to be able to prepare more food in the units. (Pts. 2, 2, 4) (T-8) (R-4)
6. Need transportation to a job. (Pts. 2, 6) (T-8) (R-4)
7. Would like a switch in work assignment to another unit out of the infirmary. (Pts. 3, 4) (T-7) (R-5)
8. Need help to get my drivers license renewed. (Pts. 6) (T-6) (R-6)
9. Need more halfway houses. (Pts. 2, 4) (T-6) (R-6)
10. More movies and outside entertainment at the MHC, such as bands and singing groups. (Pts. 5) (T-5)
11. Want training for a conservation job. (Pts. 3) (T-3)
12. Want a resource directory for apartments. (Pts. 1, 3) (T-4)
13. The social workers do not have the right to take away my Social Security money. (Pts. 5) (T-5)
14. Need money for college. (Pts. 2) (T-2)
15. Want the social worker to tell me when I can have an apartment of my own, once I get out of the MHC. (No Points)

16. Want a Typing course. (Pts. 1, 1) (T-2)

17. Need more coordination between staff members---what they say often is different and conflicting. (No Points)

18. Should be reimbursed for meals eaten outside of the MHC. (No Points)

19. Should be no distinction between staff and patient food---I should be able to buy a salad or dessert if I want. (Pts. 4) (T-4)

20. Lack of communication between the staff and clients. (No Points)

21. Auditorium should be open more and used for recreation. (Pts. 1, 4) (T-5)

Total Points: 105

* * * *

CATEGORIZATION OF CLIENT RESPONSES

MENTAL HEALTH CENTER

Fond du Lac County

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Want to be able to be released from the MHC without having a job. It is more expensive to live at the MHC. (Pts. 6, 6) (T-12) (R-1)

2. Free telephones at the MHC and should be able to take incoming calls versus paying a dime to return the call. (Pts. 1, 3, 5) (T-9) (R-3)

3. Want additional job references, not enough through MOCD. (Pts. 3, 5) (T-8) (R-4)

4. Want to be able to prepare more food in the units. (Pts. 2, 2, 4) (T-8) (R-4)

5. Would like a switch in work assignment to another unit out of the infirmary. (Pts. 3, 4) (T-7) (R-5)

6. The social workers do not have the right to take away my Social Security money. (Pts. 5) (T-5)

7. Should be reimbursed for meals eaten outside of the MHC. (No Points)

[6] Communications: Inter and Intra-Agency

1. Want the social worker to tell me when I can have an apartment of my own, once I get out of the MHC. (No Points)

2. Need more coordination between staff members---what they say often is different and conflicting. (No Points)

3. Lack of communication between the staff and clients. (No Points)

[8] Courses and Programs: Colleges and Universities

1. Want training for a conservation job. (Pts. 3) (T-3)

2. Need money for college. (Pts. 2) (T-2)

[10] Courses and Programs: Vocational and Technical

1. Want a Typing course. (Pts. 1, 1) (T-2)

[13] Foster, Group, Nursing, Residential Care, Halfway, and Detention Homes

1. Need more halfway houses. (Pts. 2, 4) (T-6) (R-6)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Need better orientation to a job---I always quit a job as soon as I get into it. (Pts. 5, 6) (T-11) (R-2)

[23] Prejudice, Discrimination, and Employer Prejudice

1. Should be no distinction between staff and patient food---I should be able to buy a salad or dessert if I want. (Pts. 4) (T-4)

[25] Recreation and Social

1. More movies and outside entertainment at the MHC, such as bands and singing groups. (Pts. 5) (T-5)

2. Auditorium should be open more and used for recreation. (Pts. 1, 4) (T-5)

[26] Referral and Information Center

1. Need help to get my drivers license renewed. (Pts. 6) (T-6) (R-6)

2. Want a resource directory for apartments. (Pts. 1, 3) (T-4)

[30] Transportation

1. Need transportation to a job. (Pts. 2, 6) (T-8) (R-4)

SAMARITAN HOME AND HOSPITAL

Washington County

Agency Function

The Samaritan Home and Hospital are two distinct programs within the same facility. Some staff and services are shared and some are specifically designated for one area. The Samaritan Home is designed to provide the Washington county aged residents and physically disabled with a place to live, a dignified life, and a place to function at their maximum potential. The Home may also serve as an extended care facility to aid in the rehabilitation of an individual to live in the community. The Samaritan Hospital is a psychiatric hospital which is currently changing to an active treatment center for acute psychiatric cases. Some chronic cases still remain in their care.

The services of the Hospital are available to clients over the age of 18, if not violent. During FY 1971-72, the Samaritan Home registered 2,266 clients, and the Samaritan Hospital registered 1,498 clients. The services offered include recreational therapy, laundry, occupational therapy, industrial therapy, physical therapy, a barber shop, a beauty shop, dining room (food service), volunteer services, social services, psychiatric service, nursing care, medical care, dental care, and the services of the Division of Vocational Rehabilitation. In addition, a canteen is available, and church services are held in the chapel. A library is present, with a mobile book cart.

Introduction to Samaritan Home and Hospital Staff Participants

The criteria for forming the eight staff Nominal Groups were based on the job assignments of the individuals. The Nominal Groups were organized as follows: six female registered nurses of in-patient service; six in-patient department supervisors; six in-patient nursing assistants; six clerical staff, including one social worker; four female licensed practical nurses from in-patient services; five female medical or in-patient service therapists; six female nursing assistants from in-patient services, and six ancillary staff of in-patient service.

Summary of Samaritan Home and Hospital Staff Responses

Sixteen individuals in three Nominal Groups independently identified the need for more staff with higher qualifications as a top-priority problem. All members of one Nominal Group ranked the need for both professional and ancillary staff in all areas as their first priority. (This was a very rare event in the study.) More nursing assistants are requested specifically by two Nominal Groups. Communications training and in-service skills training were also very high priority responses of several Nominal Groups, indicating a need for more qualified staff. Twenty-two different requests for more and better staff were made by the staff. The specific staff requests included nursing assistants, cleaning women, OT aides, PT aides, maintenance specialists (plumber, painter, electrician), physical therapist, ward clerks, psychiatrist, male aides, male nurses, occupational therapists, podiatrist, general practicioner (M.D.), chaplain, social workers, case aides, nursing supervisors, dietary aides, laundry aides, nurses, and more para-professionals such as para-medics.

From the eight Nominal Groups, thirteen observations, which were ranked in the top five, are related to the need for more and better communications between staff and patients and between staff and management. A total of 28 persons contributed these responses, with a total of 50 persons ranking the problem in the top five priority. (Two persons might independently generate one identified problem, and might contribute another independent problem related to communications. Similarly, a single person might rank several communications problems among the top five priorities; thus the total for persons originating or for persons ranking will not necessarily be equal to the 45 persons in the 8 Nominal Groups. The concern about communications is focused on three main points: better interaction between staff and patients, with more understanding of the patients' problems; better communication between staff administration and departments, including reduction of the administrative regulations which bar communications among the professional, para-professional and ancillary staff of the various departments, and improved communications from the Samaritan Home to DSS, and other outside agencies such as Memorial Hospital, Ozaukee County MHC, and the county board and outside local physicians. Tied to the observations of communications problems at these critical levels are specific requests for in-service classes for the staff in areas which relate to communications improvement: bedside nursing, psychiatric nursing, patient contact, patient reactions, interpersonal communications and trust, supervisory techniques such as recognizing accomplishments and rewarding jobs well done, rehabilitation, PT, and a psychology course for staff. All of these in-service requests are closely related to the communications problem.

Other top-ranked needs include a revamped volunteer program, to bring more and better trained volunteers into the home-hospital. Second-priorities also include problems in staffing and communications as mentioned above. Additional needs are more equipment in the kitchen, laundry, garage, and house-keeping services; additional supplies on the wards; more and better psychiatric services to improve therapy; better recreational facilities; improved physical therapy department; and the addition of a regressed ward.

By far the most frequent category of response from the staff is the agency policy, rules, regulations, administration and laws category. Seventy-three spearate responses were recorded, with 34 of them being ranked in the top ten important problem areas. Thirty-one of the problems identified were related directly to therapy programs for the patients. The staff recommended more self-help programs for clients, better orientation, and more personalized attention to the patients. Therapy should be more than learning to wash dishes, and should include some financial rewards for work accomplished. Clients should have more privacy, and there should be a small visiting room set aside on each ward. Personal needs should be attended by staff, such as manicures. Some patients should be allowed to sleep late. Patients should be classified for living arrangements and care. The staff also suggested a better system of follow-up and job placement for the patients who leave Samaritan.

Within the category of agency policy, a second area of emphasis is the food service. Problems ranged from the need for dietetic and diabetic food to be available for snacks, to the need for special diets for patients with colon and stomach problems. More control over the gifts of food received by [illegible] is urged. The staff would like a better system of feeding clients and suggested using cards with

the patient's diet listed on them. They also desire trained staff in the kitchen and longer periods to eat, meals served family-style, and more personally.

Twenty-two problems were identified in the administrative category which dealt with employee-employer relations and interaction between staff and policies. The requests for more staff have been mentioned. Better job descriptions are requested. Administrators are invited to tour the wards, meet patients, and receive comments on the service. The staff feel mistrusted, and tied this lack of trust to red tape in getting supplies and services for patients. Recordkeeping could be improved. Fire prevention and fire drill procedure were cited by staff as requiring special attention from the Fire Department, especially for the night staff.

Twenty independent observations were recorded for equipment and supplies including requests for better therapy equipment, whirlpools, bedside tables, bed pans, sheets, wheelchairs, geriatric chairs, suction machines, refrigerators for medicine, rehabilitation equipment, elevators, and linen. Maintenance tools, kitchen equipment, a snow-plow, laundry equipment, and industrial vacuum cleaners are also needed. A non-polluting incinerator was recommended.

High-ranking needs in community and public relations and in-service training for the staff were mentioned previously. Both categories included over twelve independent problem identifications. The staff recommended that volunteers be encouraged to take patients out into the community for social, educational, and home visits. They also advised that the patients should be asked about what classes they would like to see brought into the Home.

Transportation between the Home and the business district is cited as a patient problem. Wheelchair clients have even greater difficulty getting around. Volunteers could be organized to provide such services. There is a great need for halfway houses as alternate living arrangements. Better job placement is needed for clients who have been trained to work, and many clients need clothes.

Introduction to Samaritan Home and Hospital Client Participants

The ten members of the Washington county Samaritan Home and Hospital mental health center client Nominal Groups included one former client and nine active clients. They reported 13 former or present contacts with outside agencies. (See Table 20.)

As indicated in Table 20, a total of 88 clients from the MPTI District study reported contact with a mental health center. Thus approximately 20% of the clients interviewed for this study were clients or former cleints of a mental health center.

One group of five included three women and two men. The clients were grouped with others with whom they were familiar and with whom they had been friendly. In this group, one individual chose not to rank the responses. The other Nominal Group included three men and two women, all were from the in-patient service.

Summary of Samaritan Home and Hospital Client Responses

The services most needed by the MHC clients as indicated by the highest-ranking responses were help in finding a job and legal aid. Other top-ranked problems by the two groups were medical: one group requested more professional psychiatric consultations and the other group requested that patients be informed about the medicines which are prescribed and what they are used for. Child care and baby-sitting services were requested and ranked third by one group. More frequent visits by the family was the third-ranked request of the other group.

The category of problems most frequently mentioned was administrative. The problems ranged from far beyond the institution's control, such as questioning removal of Social Security benefits with the loss of custody of a child, to Samaritan's therapy policy. Questions were raised about who participates in occupational therapy and the number of therapists seen by one patient. The level of pharmaceuticals given patients was questioned and the dining arrangements are a problem.

A problem mentioned almost as often is jobs and job placement. Clients indicated that they need help finding jobs, and in getting on-the-job training.

Other problems cited by the clients were varied. Several clients requested additional education in technical skills, such as Reupholstery and Sewing, and college courses in Psychology, Archaeology, and Paleontology. Better drug abuse programs were requested. The family problems of the patients were mentioned, ranging from problems with children to being lonely. The clients see a need for more volunteers and community participation in their programs, including social and recreational.

Financial problems caused by low Social Security aid is a high-ranked area. Several clients mentioned the difficulty with getting transportation to work.

Comparison of Samaritan Home and Hospital Staff and Client Responses

The staff of the Samaritan Home and Hospital, in addition to providing many more persons for Nominal Groups, were very responsive during their meetings, in contrast to the patients. The problems cited by the patients were mainly personal concerns, centering on the immediate problems that each individual had experienced. The staff, on the other hand, cited numerous areas of administrative policy and facility improvement which they felt were needed to improve patient care. Many personnel needs were also cited by the staff, indicating that more staff should be employed in various specialties. A related suggestion, made many times, is that the present staff needs in-service education to improve their functioning. Nearly all categories of responses were represented by the staff, and in many, such as the need for homemaking services, the staff showed great sensitivity for the needs of the patients.

Both the staff and the patient transcribed responses included specific requests for transportation services and child care facilities, as well as more assistance for patients as they seek job training and placement.

SAMARITAN HOME AND HOSPITAL

Washington County

Number of Groups: 8 Total Participating: 45

STAFF NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 6 female participants are Registered Nurses of in-patient service.

1. Staff Registered Nurse; 1 month in present position; 1 month in agency; Female, age 35; R.N., 3-year Nursing program.

2. Night Supervisor; 6 months in present position; 1 year in agency; Female, age 61; R.N., Nursing.

3. Staff Registered Nurse; 1 year, 3 months in present position; 1 year, 3 months in agency; Female, age 31; R.N., 3-year Nursing program.

4. Nursing Supervisor; 3 months in present position; 7 months in agency; Female, age 27; R.N., Nursing; Attended college for 1 year, 6 months.

5. Charge Nurse; 4 years in present position; 4 years in agency; Female, age 56; R.N., Nursing.

6. Supervisor; 2 years in present position; 12 years in agency; Female, age 43; R.N., Nursing.

RESPONSES OF NOMINAL GROUP NO. 1

1. More qualified personnel---numbers shouldn't depend on the census that day---very flexible. Need both professional and ancillary staff in all areas in order to avoid all staff floating. (XXXX) (Pts. 10, 10, 10, 10, 10, 10) (T-60) (R-1)

2. Better communication between staff, administration and departments. Also, with outside agencies concerning our patients---Memorial Hospital, Ozaukee County MHC, local physicians, and County Board. (XXX) (Pts. 3, 6, 9, 9, 9, 9) (T-45) (R-2)

3. Need in-service in bedside nursing, psychiatric nursing, medical diets, and pharmacology. (XXXX) (Pts. 6, 6, 7, 8, 8, 8) (T-43) (R-3)

4. Should have one physician in charge of all patient care versus personal physicians---lack cooperation from local physicians. Also, more extensive psychiatric service. (XXX) (Pts. 4, 5, 7, 8, 8, 9) (T-41) (R-4)

5. Need for more specific job description, less overlapping of responsibilities. (X) (Pts. 3, 4, 7, 8, 9) (T-31) (R-5)

6. Need for professional ethics including administration---understanding of staff's feelings---also concern for patient feelings. (XX) (Pts. 6, 6, 7) (T-19) (R-6)

7. Need a more extensive, reliable and productive volunteer program---more mature staff---not only high school students. (Pts. 2, 2, 4, 7) (T-15) (R-7)

8. Administration should make rounds to get to know the care the patients receive and problems the departments have. (X) (Pts. 6, 7) (T-13) (R-8)

9. Vocational training at the Samaritan Home, such as Typing, Mechanics, Waitress, Short Order Cook, Secretarial, Housekeeping, and Baby-sitting. (Pts. 4, 4, 4) (T-12) (R-9)

10. Psychiatric patients and geriatrics should be separated---unsafe for them. Exits also are too accessible to elderly. (Pts. 1, 5, 5) (T-11) (R-10)

11. Entire hospital should not be set under same structure in areas of employee benefits. (Pts. 1) (T-1)

12. Families of patients need an orientation to the hospital before relatives are admitted. (Pts. 5) (T-5)

13. Revamp transcribing policy---too much red tape. Uniformity of information needed on floors. (X) (Pts. 2, 2, 3) (T-7)

14. Need more activity therapy and recreation in psychiatric unit, including materials such as paper, pencils, books, colors, games, and cards. (X) (Pts. 2, 3, 5) (T-10)

15. Need halfway houses and foster homes. (X) (No Points)

16. Community should be made aware and understand the discharged patient. (Pts. 2) (T-2)

17. Need transportation to school and appointments---nursing staff are presently doing this. (No Points)

18. Need equipment and materials like medical coats, more linens, patient clothing, suction machines, and refrigerators for medicine. (XXXX) (Pts. 1, 1, 3) (T-5)

19. More patients should be able to go out for recreation, such as community programs, concerts, and travelogue movies. (No Points)

20. Patients need counseling prior to discharge; also follow-up. Maybe it could be done through the County Nurse. (Pts. 1, 1, 3, 5) (T-10)

21. Need job placement service for released patients. (No Points)

22. Patients need an orientation to taking a job, surroundings, and personal hygiene. (No Points)

Total Points: 330

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 6 participants of in-patient service are supervisors of their departments.

1. Maintenance Helper; 1 year in present position; 1 year in agency; Male, age 62; No degree.

2. Supervisor; 1 year in present position; 2 years, 5 months in agency; Male, age 56; No degree.

3. Laundry Supervisor; 2 years, 6 months in present position; 9 years in agency; Female, age 51; No degree.

4. Housekeeping Supervisor; 3 years in present position; 13 years in agency; Female, age 53; No degree.

5. Occupational Therapy Supervisor; 7 years in present position; 10 years in agency; Female, age 55; Certified Occupational Therapist.

6. Administrative Assistant; 1 year in present position; 4 years, 6 months in agency; Age 32, sex not indicated; 2 years of college in Business Administration.

Samaritan Home-Staff

RESPONSES OF NOMINAL GROUP NO. 2

1. Need better communications between department heads and administration. (Pts. 1, 5, 8. 10, 10, 10) (T-44) (R-1)

2. We need a regressed ward. (Pts. 2, 3, 6, 7, 9, 10) (T-37) (R-2)

3. Develop a closer working relationship with the doctors in Washington County. They should be more active in serving the people in nursing homes without being begged. (Pts. 5, 6, 7, 8, 10) (T-36) (R-3)

4. Need more in-service training in the dietary department on how to make certain foods. In-service for OT department for new help. Also, in-service for administration to keep up on new trends and methods. In-service for housekeeping department and in-service for isolation procedures and techniques. (XXXX) (Pts. 2, 4, 5, 6, 6, 7) (T-30) (R-4)

5. Need a cost and control factor in the dietary department and all other departments. (Pts. 2, 8, 8, 9) (T-27) (R-5)

6. We need more trained staff, less of the young high school age and more dependable people. (Pts. 7, 8, 8) (T-23) (R-6)

7. Need better client and family orientation to the institution---what they can and cannot do. (Pts. 3, 4, 5, 9) (T-21) (R-7)

8. We need training through MPTI for COTA and PT; also a Hospital Administrator's course offered at MPTI. (Pts. 9, 9) (T-18) (R-8)

9. We need better public relations within the area to get rid of the old stigma and to acquaint the public with our services. (Pts. 5, 6, 6) (T-17) (R-9)

10. There should be more involvement by other agencies in the community in meeting the needs of our clients, such as DVR, DSS, and the Guidance Center. (Pts. 1, 3, 3, 7) (T-14) (R-10)

11. Some of the DSS clients have been trained by MPTI and placed in our institution to do housework---they are not interested in working and lack motivation. (Pts. 4) (T-4)

12. Need an improved stockroom for spare parts. (Pts. 10) (T-10)

13. Need for the county to place a social worker or case aide in the institution to meet the needs of the clients on financial assistance. (Pts. 2, 9) (T-11)

14. Need more volunteers in OT and in the dietary department. (X) (Pts. 1) (T-1)

15. The wages in the laundry department make it difficult to secure adequate help---we need better qualified workers. (No Points)

16. The different categories of clients should be separated for meals and care. (X) (Pts. 1, 4, 4) (T-9)

17. Need a halfway house, more family care homes, and foster homes. (Pts. 3, 4) (T-7)

18. More clients could be cared for at home if the family cared. (Pts. 7) (T-7)

19. Some clients are financially capable of living on the outside and should be released so they don't take up the space for those that need it more. (Pts. 2, 3) (T-5)

20. We need stricter rules on what type of clothing and furniture a client can bring in when admitted. (Pts. 1) (T-1)

21. We need more information on what other agencies have to offer our clients. (No Points)

22. We need more assistance from the fire department to work on fire prevention. (Pts. 5) (T-5)

23. Need a central supply area. (Pts. 1, 2) (T-3)

Total Points: 330

COMPOSITION OF NOMINAL GROUP NO. 3

Criteria for Homogenous Grouping: The 6 persons in this group are in-patient service nursing assistants. None of the participants hold any post-high school credits.

1. Nursing Assistant III; 13 years in present position; 13 years in agency; Female, age 61; No degree.

2. Nursing Assistant; 2 years, 6 months in present position; 2 years, 6 months in agency; Female, age 20; No degree.

3. Nursing Assistant; 2 years, 6 months in present position; 2 years, 6 months in agency; Male, age 22; No degree.

4. Nursing Assistant; 6 years in present position; 6 years in agency; Female, age 58; No degree.

5. Nursing Assistant; 12 years, 6 months in present position; 12 years, 6 months in agency; Female, age 50; No degree.

6. Nursing Assistant; 2 years, 6 months in present position; 2 years, 6 months in agency; Female, age 34; No degree.

RESPONSES OF NOMINAL GROUP NO. 3

1. Lack of nursing assistant staff. (XXXXX) (Pts. 6, 9, 10, 10, 10) (T-45) (R-1)

2. Expand PT department. Add a full-time therapist and trained therapy aides. (XXX) (Pts. 7, 8, 9, 10) (T-34) (R-2)

3. Lack of rapport between nurses aides and RN and LPN staff, which upsets patients, as they feel nobody is listening to them. (Pts. 2, 4, 8, 9, 10) (T-33) (R-3)

4. Return to a full-time in-service training program that we can attend. (Pts. 6, 7, 8, 9) (T-30) (R-4)

5. Need more communication between staff in agency concerning client's status or change in status. (X) (Pts. 4, 5, 9, 10) (T-28) (R-5)

6. Need more staff in OT. Need a degreed person. (XXXX) (Pts. 5, 7, 7) (T-19) (R-6)

7. Add a full-time psychiatrist, as too much depends on unqualified social workers. (Pts. 1, 5, 6, 6) (T-18) (R-7)

8. Better system of feeding patients: cards with patients' diets listed on them, training for new members who serve food, and longer period for eating. (Pts. 1, 3, 6, 7) (T-17) (R-8)

9. Nurses aides should be allowed to attend meetings of psychiatrists and social workers, so they can more efficiently cope with their patients' needs. (Pts. 1, 4, 5, 7) (T-17) (R-8)

10. All nurses should adhere to a standard policy concerning each individual patient in daily routines. (Pts. 1, 2, 5, 8) (T-16) (R-9)

11. More liberal use of laundry and other supplies. Too much red tape to go through. (X) (Pts. 1, 3, 4, 4) (T-12) (R-10)

12. Need more staff in our social service department. (No Points)

13. Need transportation for clients to town for shopping and personal things, Vocational classes and other hospitals. Nurses shouldn't be obliged to provide it. (X) (No Points)

14. Need more supervisors for the nurses. (Pts. 9) (T-9)

15. Need another ward clerk. (Pts. 3, 8) (T-11)

16. More community participation. Get volunteers to come in and visit with the patients. (Pts. 2) (T-2)

17. More intelligent placement of patients in selecting roommates. (Pts. 2, 5) (T-7)

18. Need more equipment such as wheelchairs, bedside tables and geriatric chairs. (Pts. 3, 8) (T-11)

19. Too much stress on nurses doing cleaning, due to lack of staff and supervision. Supervisor of cleaning pays too much attention to what the nurses are doing and not what her staff is doing. (Pts. 3, 4) (T-7)

20. Administrator should visit the floors so the patients know who is running the place and who to address their complaints to. (No Points)

21. Diets aren't analyzed often enough, and changes in diets aren't made known. (Pts. 6) (T-6)

22. Maintenance too slow and uncooperative in making repairs. (Pts. 1) (T-1)

23. Have staff meetings at regular intervals. (Pts. 2, 3) (T-5)

24. More professional attitude between nurses and administration. (Pts. 2) (T-2)

Total Points: 330

COMPOSITION OF NOMINAL GROUP NO. 4

Criteria for Homogenous Grouping: Five of these 6 participants of in-patient service do not have patient contact on a regular basis.

1. Bookkeeper; 10 years, 6 months in present position; 17 years in agency; Female, age 58; Attended business college.

2. Clerk-Typist; 6 months in present position; 2 years, 6 months in agency; Female, age 60; Attended college for 1 year, 6 months.

3. Social Worker II; 3 weeks in present position; 6 months in agency; Female, age 22; B.A., Social Welfare.

4. Payroll Clerk; 4 years in present position; 6 years in agency; Female, age 23; No degree.

5. Clerk-Typist; 7 months in present position; 6 years in agency; Female, age 23; Certified Occupational Therapy Assistant.

6. Medical Records Technician; 3 years in present position; 3 years in agency; Male, age 49; No degree.

RESPONSES OF NOMINAL GROUP NO. 4

1. Volunteer program should be revamped ---volunteers aren't shown what to do and not enough volunteers. (X) (Pts. 6, 7, 8, 8, 9, 10) (T-48) (R-1)

2. More in-service training for those people coming in contact with patients; reactions coming from patients; training in regard to what objectives or goals

each department has. (XX) (Pts. 5, 7, 8, 9, 9) (T-38) (R-2)

3. Samaritan Home has NO recreational facilities. (Pts. 3, 4, 4, 9, 10) (T-30) (R-3)

4. There are too many administration regulations which reduce communication between departments---have to go from supervisor to supervisor. (X) (Pts. 8, 9, 10) (T-27) (R-4)

5. Industrial therapy not good enough---wash dishes, floors, work in dining room---this is not good enough. No graduation program. Once someone learns how to wash dishes, that's all the farther they can go---doesn't give patients training for jobs and no job placement. (XXX) (Pts.5, 6, 7, 8) (T-26) (R-5)

6. Lack of financial assistance available to patients---patients have no money for social functions and personal needs---patients who can't work have no way to get an income or rewards; maybe set up some kind of honor system for these material rewards. (XX) (Pts. 4, 7, 10) (T-21) (R-6)

7. Lack of personal attention given to patient---dehumanizes patient. (X) (Pts. 1, 2, 8, 10) (T-21) (R-6)

8. Lack of alternate care facilities such as halfway houses, day-care, family care, day or night hospital, and adult foster care. (Pts. 3, 4, 5, 7) (T-19) (R-7)

9. More patient follow-up and information provided at Samaritan Home, so they know what's going on. Need more information, funds, and personnel to provide out-patient service. (XX) (Pts. 5, 6, 6) (T-17) (R-8)

10. Need one full-time doctor at Samaritan Home. (Pts. 3, 5, 9) (T-17) (R-8)

11. People that Samaritan Home is sending to Vocational School won't be benefited by the classes---majority going to school are and will be hospitalized most of their lives so classes won't do them any good. (X) (Pts. 4, 6, 6) (T-16) (R-9)

12. Lack of communication with agencies already in existence, such as DSS and Vocational School. (X) (Pts. 2, 3, 10) (T-15) (R-10)

13. Residents should be oriented to Samaritan Home, so they know what to expect. (Pts. 2) (T-2)

14. Lack of community---West Bend area---understanding of Samaritan Home. Community doesn't know how funds are being spent. (X) (Pts. 2) (T-2)

15. Problem of getting Social Security and Medicare information and admissions of home residents from DSS. (Pts. 2, 2) (T-4)

16. Personnel to take patients shopping and to movies and activities in the community. (Pts. 1, 3) (T-4)

17. Need better communication among departments as to what the other department's responsibilities are---how far their patient care extends. (X) (Pts. 1, 4, 7) (T-12)

18. DSS doesn't give information on income available toward care of residents. (No Points)

19. Too much red tape involved between state and county---Bureau of Research forms, MH 504's and 505's, and MH 521's. (X) (Pts. 3, 5) (T-8)

20. Lack of adequate professionals or para-professionals---staff. (Pts. 1) (T-1)

21. Responsible persons who bring patients to Samaritan Home seem to forget about patient; but when something happens or goes wrong with patient, responsible person or persons complain. More community involvement with Samaritan Home---they forget about people here. (No Points)

22. Better and more up-to-date equipment in regard to medical and dental department. Need our own X-ray machine. (Pts. 1, 1) (T-2)

Total Points: 330

COMPOSITION OF NOMINAL GROUP NO. 5

Criteria for Homogenous Grouping: All 4 female participants of this group are licensed practical nurses of in-patient service.

1. Licensed Practical Nurse/Geriatrics; 3 years, 6 months in present position; 3 years, 6 months in agency; Female, age 24; LPN License.

2. Licensed Practical Nurse; 6 months in present position; 6 months in agency; Female, age 23; LPN License; 3 years junior college.

3. Licensed Practical Nurse; 2 years in present position; 4 years, 7 months in agency; Female, age 23; LPN License.

4. Licensed Practical Nurse; 2 years in present position; 2 years in agency; Female, age 28; LPN License.

RESPONSES OF NOMINAL GROUP NO. 5

1. Lack of communication between nursing staff and Samaritan Home social service department, patients and DSS, nurses and nurses aides, and between nursing shifts, LPN staff and supervisors. (XX) (Pts. 9, 10, 10, 10) (T-39) (R-1)

2. Tension between administration and nursing staff caused by mistrust. This causes favoritism. We get no recognition for our accomplishments. This causes back-biting. (Pts. 9, 9, 10) (T-28) (R-2)

3. Need in-service training on using machines like Bird-respiratory, on orientation to hospital when hired, new treatments and medications, and on diets for kitchen aides. (XX) (Pts. 6, 6, 8) (T-20) (R-3)

4. Floors need a ward clerk, staff from OT, more nurses aides in the evenings, laundry, night cleaning, staff to spend time with patients, psychiatric male aides, and maintenance. (XXX) (Pts. 1, 5, 6, 7) (T-19) (R-4)

5. Need equipment and materials like bedside tables, graduate pitchers, urinals and bedpans, sheets and hampers. (XXX) (Pts. 4, 4, 9) (T-17) (R-5)

6. Patients like alcoholics are treated for the illness, dried out, but not treated for the mental aspects of the problem. (Pts. 7, 8) (T-15) (R-6)

7. Kardex should be put in order and kept up-to-date in order to have follow-up on long-term patients. Shifts should work together on this. (X) (Pts. 7, 8) (T-15) (R-6)

8. Too much red tape for acquiring basics like pens, paper, laundry, tooth paste and deodorant. (Pts. 2, 4, 8) (T-14) (R-7)

9. In-service should be at the convenience of the people attending; at night and/or daytime, all three shifts, when work load isn't as heavy. They should not be scheduled so closely together with one person attending two or three in one day. (X) (Pts. 3, 4, 5) (T-12) (R-8)

10. Difficulty in motivating patients; need a program. (Pts. 5, 6) (T-11) (R-9)

11. Patients need help to find what type of job they can do and help in finding a job, so they can be released. (Pts. 7) (T-7) (R-10)

12. Psychiatric patient can't go to many of the activities for the geriatric patients, and they are aware of them and do not understand why. Should have more activities on the floor, including additional television sets; also a gym and field trips. (X) (No Points)

13. Need follow-up for psychiatric and geriatric patients. (No Points)

14. Need custodial care units for released patients, like elderly housing development and halfway houses. (Pts. 1, 2) (T-3)

15. Need kitchen area on each floor for patients to store foods and make foods their family makes. Also, juices and snacks provided for patients on units. (X) (Pts. 1, 2) (T-3)

16. Want laundry facility so it doesn't have to be sent out. When sent out, things are lost. They won't wash fragile things, and it takes too long, or relatives should come in and do fragile things. (Pts. 2) (T-2)

17. Want to be paid for overtime. (Pts. 1) (T-1)

18. Too many times we expect the patients to do what we want them to do because it is convenient for us, rather than what they want to do. (No Points)

19. Uniformity of floors in procedure and where supplies are kept. (X) (Pts. 5) (T-5)

20. Stricter control of what families bring in to patients in the way of medications and food. (Pts. 3) (T-3)

21. Need a back history of patient, both mental and physical. (No Points)

22. Need more older volunteers who are trained---presently all are young. (Pts. 3) (T-3)

23. Children under fourteen should be allowed to visit patients, including family and others. (No Points)

24. Need transportation to go to school. (No Points)

25. Need for released mothers to have someone come into the home and teach them homemaking skills. (Pts. 3) (T-3)

26. Need child care. (No Points)

Total Points: 220

COMPOSITION OF NOMINAL GROUP NO. 6

Criteria for Homogenous Grouping: All 5 female participants work with the patients on a regular basis as in-patient service personnel.

1. Occupational Therapy Aide; 3 years in present position; 3 years, 2 months in agency; Female, age 22; No degree.

2. Occupational Therapy Aide; 7 years in present position; 7 years in agency; Female, age 53; No degree.

3. Certified Occupational Therapy Assistant; 1 month in present position; 1 year, 11 months in agency; Female, age 20; No degree.

4. Medical Assistant; 5 months in present position; 5 months in agency; Female, age 24; Completed 1-year Laboratory Assistant course through MDTA.

5. Ward Clerk; 1 year, 1 month in present position; 1 year, 1 month in agency; Female, age 54; No degree.

RESPONSES OF NOMINAL GROUP NO. 6

1. Need more aides for OT room, more OT aides to help solve weekend hours, more OT aides to bring clients back and forth between rooms and the hospital services, more nursing assistants to work on the floor, more hours available for pharmacy services, more PT help, more maintenance help, and more remotivators. (XXXX) (Pts. 7, 7, 8, 10, 10) (T-42) (R-1)

2. Lack of psychiatric services---it is more of a maintenance service instead of help. (Pts. 6, 7, 8, 10) (T-31) (R-2)

3. Lack of communication between administration and staff, between nurses and the therapy department, and between the office and the medical assistant. (XX) (Pts. 2, 5, 9, 10) (T-26) (R-3)

4. Clients are moved without being consulted---there should be more mutual planning. (Pts. 3, 4, 6, 10) (T-23) (R-4)

5. Need a full-time registered OT and PT. Need a full-time podiatrist, general M.D., and full-time chaplain. (Pts. 2, 4, 6, 8) (T-20) (R-5)

6. Need transportation for wheelchair clients to get to areas outside of the hospital. Need transportation for all clients in general. (Pts. 5, 7) (T-12) (R-6)

7. Clients should have more privacy and a safe place to keep valuables in their rooms. (Pts. 5, 6) (T-11) (R-7)

8. Larger and better storage area in OT and larger and better storage area in the pharmacy. (XX) (Pts. 1, 9) (T-10) (R-8)

9. Need more social workers assigned to the institution. (Pts. 3, 7) (T-10) (R-8)

10. Too many petty rules and red tape in getting supplies for staff and clients. General mistrust of the staff causes this. (Pts. 1, 4, 5) (T-10) (R-8)

11. Registered nurses should give more and better service to clients' smaller needs, such as cutting their nails. (Pts. 9) (T-9) (R-9)

12. Too much hassle between union and non-union employees. Union members feel protected---non-union are afraid to speak out. (Pts. 3, 6) (T-9) (R-9)

13. In-service training and recognition for staff in the following departments: OT and PT. (X) (Pts. 9) (T-9) (R-9)

14. Need rehabilitation equipment for activities of daily living skills. (Pts. 9) (T-9) (R-9)

15. More community involvement and volunteers to take clients shopping, to church and to recreation. (Pts. 1, 8) (T-9) (R-9)

16. More room for OT craft work; our room is too small and lacks safety features. (Pts. 8) (T-8) (R-10)

17. We need out-patient services in the OT and PT departments. (X) (Pts. 2) (T-2)

18. More available wheelchairs for emergencies. (No Points)

19. Need ABE on grounds---not at MPTI. (X) (Pts. 4) (T-4)

20. Need day care facilities for clients, both in-patients and out-patients, to help them adjust to returning to the community. (No Points)

21. Need a medical lab for doing routine tests instead of sending it all out. (Pts. 3) (T-3)

22. Need group therapy at night for couples and working clients. (Pts. 2, 5) (T-7)

23. More and larger elevators that go to the basement. (No Points)

24. Need for better direction in the housekeeping department. (No Points)

25. Need OT and PT training in area Technical Schools or colleges. (Pts. 1) (T-1)

26. Better laundry system to prevent damage and loss to clients. (Pts. 3) (T-3)

27. Better scheduling of time for clients' ancillary services. (Pts. 1) (T-1)

28. More and better entertainment for clients---they should be involved in the planning. (Pts. 4) (T-4)

29. The clocks in the building should be uniform on time. (No Points)

30. Many clients on third and fourth floor do not want music played all day. (Pts. 2) (T-2)

31. Insurance should be made available to new employees immediately, even if they have to pay for it themselves. (No Points)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 7

Criteria for Homogenous Grouping: All 6 female participants are nursing assistants of in-patient service.

1. Nursing Assistant/Home; 11 months in present position; 11 months in agency; Female, age 21; No degree.

2. Nursing Assistant/Hospital; 1 year, 5 months in present position; 1 year, 5 months in agency; Female, age 37; No degree.

3. Nurses Aide/Home; 6 years, 3 months in present position; 6 years, 3 months in agency; Female, age 40; No degree.

4. Nursing Assistant/Home; 3 years, 5 months in present position; 3 years, 5 months in agency; Female, age 38; No degree.

5. Nurses Aide/Home and Hospital; 9 years in present position; 9 years in agency; Female, age 43; No degree.

6. Nursing Assistant/Geriatrics; 6 years, 2 months in present position; 6 years, 2 months in agency; Female, age 35; No degree.

RESPONSES OF NOMINAL GROUP NO. 7

1. Need nursing assistant help on weekends; also during the week; also need more cleaning women. (XXX) (Pts. 3, 8, 10, 10, 10, 10) (T-51) (R-1)

2. Need more supplies: chux, linens, full towels, and wash cloths, on the p.m. shift. (Pts. 2, 5, 8, 8, 9, 9) (T-41) (R-2)

3. Nursing assistants should receive their training prior to starting job, from a qualified RN. (XXX) (Pts. 7, 9, 10) (T-26) (R-3)

4. RN and LPN should be more directly involved with patients. They sometimes ignore an assistant's reports. (X) (Pts. 4, 6, 6, 9) (T-25) (R-4)

5. Need recreational facilities--gym, pool tables, record players, and recreation rooms on each floor. (XX) (Pts. 4, 4, 7, 8) (T-23) (R-5)

6. In-service training in handling mental patients, rehabilitation, and PT. (Pts. 1, 3, 5, 7) (T-16) (R-6)

7. Serve food family-style in cafeteria. (X) (Pts. 1, 5, 8) (T-14) (R-7)

8. More maintenance men, especially for heavy work and in sun rooms. (Pts. 1, 2, 5, 6) (T-14) (R-7)

9. Want more time to be with patients so they will feel wanted. (X) (Pts. 4, 10) (T-14) (R-7)

10. Snacks for patients at bedtime. (Pts. 3, 4, 5) (T-12) (R-8)

11. Better communication between shifts, also between aides and nurses concerning new patients, also staff should get to know each other. (XXX) (Pts. 5, 6) (T-11) (R-9)

12. Need more careful placement of handicapped persons employed by Samaritan Home. (Pts. 2, 3, 6) (T-11) (R-9)

13. Should have more concern with patient's desire to remain in bed in the morning. (X) (Pts. 4, 6) (T-10) (R-10)

14. Need more private rooms for patients. (Pts. 1, 9) (T-10) (R-10)

15. Want a doctor on call at night. (Pts. 3) (T-3)

16. All doctor orders should be followed through by a set procedure. (Pts. 7) (T-7)

17. Dietician should pay more attention to patient's stomach and colon problems. (Pts. 7) (T-7)

18. Small rooms should be available for discussions and visits with friends and relatives, on each floor, possibly with a coffee pot or pop machines. (Pts. 2, 7) (T-9)

19. Many patients need clothes. The Samaritan Home social services department could possibly contact their families and make them aware of these needs. Relatives should come to visit more often. (Pts. 9) (T-9)

20. Nurses should be made aware of and use aides who have had in-service training. (Pts. 8) (T-8)

21. Should supervise between-meal snacks for diabetics. Have more diet foods available. (No Points)

22. Want monthly meetings of the nursing staff. (Pts. 1, 2, 3) (T-6)

23. Aides should be treated as adults. They shouldn't always be checked up on. (Pts. 1) (T-1)

24. Need a follow-up program on patients through the Samaritan Home social services department. (No Points)

25. Separate fire procedure for night shift, as there isn't a maintenance man, and there isn't any office staff. (Pts. 2) (T-2)

Total Points: 330

COMPOSITION OF NOMINAL GROUP NO. 8

Criteria for Homogenous Grouping: All 6 participants are ancillary staff of in-patient service with a maximum of one year and ten months employment with the agency.

1. Tray Service Worker/Dietary Department; 6 weeks in present position; 6 weeks in agency; Female, age 56; No degree.

2. Housekeeping Aide/Home; 1 year, 10 months in present position; 1 year, 10 months in agency; Female, age 28; No degree.

3. Laundry Worker and Control; 1 year, 10 months in present position; 1 year, 10 months in agency; Female, age 58; No degree.

4. Maintenance Helper; 6 months in present position; 6 months in agency; Male, age 25; Completed 1-year Conservation course at Fox Valley Technical Institute.

5. Cook; 3 months in present position; 1 year, 4 months in agency; Female, age 38; No degree.

6. Head Cook; 3 months in present position; 4 years, 6 months in agency; Female, age 36; Completed 1-year Food Service course.

RESPONSES OF NOMINAL GROUP NO. 8

1. Need Psychology course for staff and patients---in a way---to better understanding of patients. Employees want to understand patient and a little bit on how to deal with certain mental patients and their problems. (Pts. 9, 9, 9, 10) (T-37) (R-1)

2. Need equipment: better and usable cooking utensils---equipment never used takes up room; new stove with open-burner---removal of obsolete equipment to be replaced by usable equipment; jeep with a plow, not a tractor---too cold; industrial washer down in laundry; industrial vacuum cleaners in housekeeping. (XXXX) (Pts. 3, 3, 4, 5, 6, 10) (T-31) (R-2)

3. Training for patients being released in home living, so that they can adjust to society---buy food, housekeeping, and better follow-up program. (Pts. 3, 4, 6, 8, 8) (T-29) (R-3)

4. Lack of communication between employee heads and other departments---staff needs better outline of the jobs that are expected of them. (XXX) (Pts. 5, 7, 7, 9) (T-28) (R-4)

5. More male aides for nursing service; also heavy-duty work for housekeeping. (Pts. 4, 7, 7, 8) (T-26) (R-5)

6. Better therapy equipment for patients that are immobile---whirlpools and trained therapist---because industrial therapy doesn't rehabilitate patient---doesn't do anything for patient's muscles. (Pts. 5, 5, 6, 10) (T-26) (R-5)

7. More training or orientation for dieticians to realize what exactly their responsibility is to the residents---orientation for ALL, not just dieticians---both patients and staff---ALL. (XX) (Pts. 8, 9) (T-17) (R-6)

8. Staff wants more information on background of patients. (X) (Pts. 6, 10) (T-16) (R-7)

9. More nurses aides to potty patients at Samaritan Home. (Pts. 6, 10) (T-16) (R-7)

10. More patient participation in social functions of institution---one floor isn't invited to bingo party---more

mental activity for patients restricted to bed---MENTAL GAMES. (Pts. 1, 2, 5, 7) (T-15) (R-8)

11. Kitchen should order food instead of the office. (X) (Pts. 5, 8) (T-13) (R-9)

12. Want new supervisor for dietary department---supervisor needs more training in special and therapeutic diets---supervisor should use this knowledge and supervise her help better. Lack of communication between employees and person in charge---employees should clean up after themselves. (XXX) (Pts. 2, 9) (T-11) (R-10)

13. Need more maintenance staff---maintenance specialists---so that plumber isn't a painter. Third shift personnel needed to keep up general maintenance and check on boilers. Better tools for maintenance needed---tools we now have are obsolete. (XX) (Pts. 8) (T-8)

14. More volunteers needed, talented volunteers, such as in Art. (Pts. 1) (T-1)

15. Housekeeping and nursing departments have lack of communication---housekeeping aides scrub floor and nurses need to use that floor, which is still wet. (No Points)

16. More meetings---at least once a month---both shifts; between department personnel and administration to discuss hassles and patients. (X) (Pts. 3, 3) (T-6)

17. Use of freight elevator should be designated to be used by each department at such a time and this schedule stuck to. (Pts. 1, 2, 4) (T-7)

18. More staff in housekeeping---take girls from there to work in other areas---not enough in housekeeping. More staff in dietary, more nurses aides, maintenance, laundry aides, more nurses. (XXX) (Pts. 10) (T-10)

19. Need pollution device on incinerator ---bad news for city, kitchen, and parking lot. (Pts. 2, 2, 4) (T-8)

20. Administration tells employees when to take vacations---employees aren't able to choose. (Pts. 1, 1) (T-2)

21. Program of self-help for patients, like cutting grass, painting, and getting patients involved. (Pts. 2, 4) (T-6)

22. Patients kept inside institution need classes from outside, such as Bible classes and ABE---ask patients what classes they want. (Pts. 6) (T-6)

23. Night or day job training for patients so they can go into a job when they get out---also provide transportation for patients to job. (Pts. 3, 7) (T-10)

24. More summer activities for patients, such as where employers come in and play baseball. Find facilities in winter months for mobile patients to do activities. (No Points)

25. Samaritan Home needs equipment, like busses, to take people to fairs. (Pts. 1) (T-1)

Total Points: 330

CATEGORIZATION OF STAFF RESPONSES

SAMARITAN HOME AND HOSPITAL

Washington County

[1] Adult Basic Education and Adult High School Diploma and Equivalency

1. Need ABE on grounds---not at MPTI. (X) (Pts. 4) (T-4)

2. Patients kept inside institution need ABE classes . . . . . (Pts. 6) (T-6)

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. More qualified personnel---numbers shouldn't depend on the census that day---very flexible . . . . . (XXXX) (Pts. 10, 10, 10, 10, 10,10) (T-60) (R-1)

2. We need a regressed ward. (Pts. 2, 3, 6, 7, 9, 10) (T-37) (R-2)

3. Nursing assistants should receive their training prior to starting job, from a qualified RN. (XXX) (Pts. 7, 9, 10) (T-26) (R-3)

4. Clients are moved without being consulted---there should be more mutual planning. (Pts. 3, 4, 6, 10) (T-23) (R-4)

5. Need for more specific job description, less overlapping of responsibilities. (X) (Pts. 3, 4, 7, 8, 9) (T-31) (R-5)

6. Need a cost and control factor in the dietary department and all other departments. (Pts. 2, 8, 8, 9) (T-27) (R-5)

7. Industrial therapy not good enough---wash dishes, floors, work in dining room---this is not good enough. No graduation program. Once someone learns how to wash dishes, that's all the farther they can go . . . . . (XXX) (Pts. 5, 6, 7, 8) (T-26) (R-5)

8. We need more trained staff, less of the young high school age and more dependable people. (Pts. 7, 8, 8) (T-23) (R-6)

9. Lack of financial assistance available to patients---patients have no money for social functions and personal needs---patients who can't work have no way to get an income or rewards; maybe set up some kind of honor system for these material rewards. (XX) (Pts. 4, 7, 10) (T-21) (R-6)

10. Lack of personal attention given to patient---dehumanizes patient. (X) (Pts. 1, 2, 8, 10) (T-21) (R-6)

11. Need for professional ethics including administration---understanding of staff's feelings---also concern for patient feelings. (XX) (Pts. 6, 6, 7) (T-19) (R-6)

12. Kardex should be put in order and kept up-to-date in order to have follow-up on long-term patients. Shifts should work together on this. (X) (Pts. 7, 8) (T-15) (R-6)

13. Need better client and family orientation to the institution---what they can and cannot do. (Pts. 3, 4, 5, 9) (T-21) (R-7)

14. Too much red tape for acquiring basics like pens, paper, laundry, tooth paste, and deodorant. (Pts. 2, 4, 8) (T-14) (R-7)

15. Serve food family-style in cafeteria. (X) (Pts. 1, 5, 8) (T-14) (R-7)

16. Want more time to be with patients so they will feel wanted. (X) (Pts. 4, 10) (T-14) (R-7)

17. Clients should have more privacy and a safe place to keep valuables in their rooms. (Pts. 5, 6) (T-11) (R-7)

18. Better system of feeding patients: cards with patients' diets listed on them, training for new members who serve food, and longer period for eating. (Pts. 1, 3, 6, 7) (T-17) (R-8)

19. Nurses aides should be allowed to attend meetings of psychiatrists and social workers, so they can more efficiently cope with their patients' needs. (Pts. 1, 4, 5, 7) (T-17) (R-8)

20. More patient follow-up and information provided at Samaritan Home, so they know what's going on. Need more information, funds, and personnel to provide out-patient service. (XX) (Pts. 5, 6, 6) (T-17) (R-8)

21. More patient participation in social functions of institution---one floor isn't invited to bingo party---more mental activity for patients restricted to bed---MENTAL GAMES. (Pts. 1, 2, 5, 7) (T-15) (R-8)

22. Administration should make rounds to get to know the care the patients receive and problems the departments have. (X) (Pts. 6, 7) (T-13) (R-8)

23. Snacks for patients at bedtime. (Pts. 3, 4, 5) (T-12) (R-8)

24. Too many petty rules and red tape in getting supplies for staff and clients. General mistrust of the staff causes this. (Pts. 1, 4, 5) (T-10) (R-8)

25. All nurses should adhere to a standard policy concerning each individual patient in daily routines. (Pts. 1, 2, 5, 8) (T-16) (R-9)

26. People that Samaritan Home is sending to Vocational School won't be benefited by the classes---majority going to school are and will be hospitalized most of their lives, so classes won't do them any good. (X) (Pts. 4, 6, 6) (T-16) (R-9)

27. Kitchen should order food instead of the office. (X) (Pts. 5, 8) (T-13) (R-9)

28. Need more careful placement of handicapped persons employed by Samaritan Home. (Pts. 2, 3, 6) (T-11) (R-9)

29. Registered nurses should give more and better service to clients' smaller needs, such as cutting their nails. (Pts. 9) (T-9) (R-9)

30. More liberal use of laundry and other supplies. Too much red tape to go through. (X) (Pts. 1, 3, 4, 4) (T-12) (R-10)

31. Psychiatric patients and geriatrics should be separated---unsafe for them. Exits also are too accessible to elderly. (Pts. 1, 5, 5) (T-11) (R-10)

32. Want new supervisor for dietary department---supervisor needs more training in special and therapeutic diets---supervisor should use this knowledge and supervise her help better . . . . . (XXX) (Pts. 2, 9) (T-11) (R-10)

33. Need more private rooms for patients. (Pts. 1, 9) (T-10) (R-10)

34. Should have more concern with patient's desire to remain in bed in the morning. (X) (Pts. 4, 6) (T-10) (R-10)

35. Entire hospital should not be set under same structure in areas of employee benefits. (Pts. 1) (T-1)

36. Families of patients need an orientation to the hospital before relatives are admitted. (Pts. 5) (T-5)

37. Revamp transcribing policy---too much red tape. Uniformity of information needed on floors. (X) (Pts. 2, 2, 3) (T-7)

38. The different categories of clients should be separated for meals and care. (X) (Pts. 1, 4, 4) (T-9)

39. Some clients are financially capable of living on the outside and should be released so they don't take up the space for those that need it more. (Pts. 2, 3) (T-5)

40. We need stricter rules on what type of clothing and furniture a client can bring in when admitted. (Pts. 1) (T-1)

41. We need more assistance from the fire department to work on fire prevention. (Pts. 5) (T-5)

42. More intelligent placement of patients in selecting roommates. (Pts. 2, 5) (T-7)

43. Too much stress on nurses doing cleaning, due to lack of staff and supervision. Supervisor of cleaning pays too much attention to what the nurses are doing and not what her staff is doing. (Pts. 3, 4,) (T-7)

44. Administrator should visit the floors so the patients know who is running the place and who to address their complaints to. (No Points)

45. Diets aren't analyzed often enough, and changes in diets aren't made known. (Pts. 6) (T-6)

46. Maintenance too slow and uncooperative in making repairs. (Pts. 1) (T-1)

47. Have staff meetings at regular intervals. (Pts. 2, 3) (T-5)

48. Residents should be oriented to Samaritan Home, so they know what to expect. (Pts. 2) (T-2)

49. Too much red tape involved between state and county---Bureau of Research forms, MH 504's and 505's, and MH 521's. (X) (Pts. 3, 5) (T-8)

50. Need follow-up for psychiatric and geriatric patients. (No Points)

51. Too many times we expect the patients to do what we want them to do because it is convenient for us, rather than what they want to do. (No Points)

52. Uniformity of floors in procedure and where supplies are kept. (X) (Pts. 5) (T-5)

53. Stricter control of what families bring in to patients in the way of medications and food. (Pts. 3) (T-3)

54. Need a back history of patient, both mental and physical. (No Points)

55. Children under fourteen should be allowed to visit patients, including family and others. (No Points)

56. We need out-patient services in the OT and PT departments. (X) (Pts. 2) (T-2)

57. Better laundry system to prevent damage and loss to clients. (Pts. 3) (T-3)

58. Better scheduling of time for clients' ancillary services. (Pts. 1) (T-1)

59. The clocks in the building should be uniform on time. (No Points)

60. Many clients on third and fourth floor do not want music played all day. (Pts. 2) (T-2)

61. Insurance should be made available to new employees immediately, even if they have to pay for it themselves. (No Points)

62. All doctor orders should be followed through by a set procedure. (Pts. 7) (T-7)

63. Dietician should pay more attention to patient's stomach and colon problems. (Pts. 7) (T-7)

ERIC

64. Small rooms should be available for discussions and visits with friends and relatives, on each floor, possibly wit a coffee pot or pop machines. (Pts. 2, 7) (T-9)

65. Should supervise between-meal snacks for diabetics. Have more diet foods available. (No Points)

66. Want monthly meetings of the nursing staff. (Pts. 1, 2, 3) (T-6)

67. Aides should be treated as adults. They shouldn't always be checked up on. (Pts. 1) (T-1)

68. Need a follow-up program on patients through the Samaritan Home social services department. (No Points)

69. Separate fire procedure for night shift, as there isn't a maintenance man, and there isn't any office staff. (Pts. 2) (T-2)

70. More meetings---at least once a month--both shifts; between department personnel and administration to discuss hassles and patients. (X) (Pts. 3, 3) (T-6)

71. Use of freight elevator should be designated to be used by each department at such a time and this schedule stuck to. (Pts. 1, 2, 4) (T-7)

72. Administration tells employees when to take vacations---employees aren't able to choose. (Pts. 1, 1) (T-2)

73. Program of self-help for patients, like cutting grass, painting, and getting patients involved. (Pts. 2, 4) (T-6)

[3] Basic Needs: Food, Clothing, and Housing

1. Many patients need clothes. The Samaritan Home social services department could possibly contact their families and make them aware of these needs . . . . . (Pts. 9) (T-9)

[5] Child Care Centers

1. Need child care. (No Points)

[6] Communications: Inter and Intra-Agency

1. Need better communications between department heads and administration. (Pts. 1, 5, 8, 10, 10, 10) (T-44) (R-1)

2. Lack of communication between nursing staff and Samaritan Home social service department, patients and DSS, nurses and nurses aides, and between nursing shifts, LPN staff and supervisors. (XX) (Pts. 9, 10, 10, 10) (T-39) (R-1)

3. Better communication between staff, administration, and departments. Also, with outside agencies concerning our patients---Memorial Hospital, Ozaukee County MHC, local physicians, and County Board. (XXX) (Pts. 3, 6, 9, 9, 9, 9) (T-45) (R-2)

4. Tension between administration and nursing staff caused by mistrust. This causes favoritism. We get no recognition for our accomplishments. This causes back-biting. (Pts. 9, 9, 10) (T-28) (R-2)

5. Lack of rapport between nurses aides and RN and LPN staff, which upsets patients, as they feel nobody is listening to them. (Pts. 2, 4, 8, 9, 10) (T-33) (R-3)

6. Lack of communication between administration and staff, between nurses and the therapy department, and between the office and the medical assistant. (XX) (Pts. 2, 5, 9, 10) (T-26) (R-3)

7. Lack of communication between employee heads and other departments---staff needs better outline of the jobs that are expected of them. (XXX) (Pts. 5, 7, 7, 9) (T-28) (R-4)

8. There are too many administration regulations which reduce communication between departments---have to go from supervisor to supervisor. (X) (Pts. 8, 9, 10) (T-27) (R-4)

9. RN and LPN should be more directly involved with patients. They sometimes ignore an assistant's reports. (X) (Pts. 4, 6, 6, 9) (T-25) (R-4)

10. Need more communication between staff in agency concerning client's status or change in status. (X) (Pts. 4, 5, 9, 10) (T-28) (R-5)

11. Staff wants more information on background of patients. (X) (Pts. 6, 10) (T-16) (R-7)

12. Better communication between shifts, also between aides and nurses concerning new patients, also staff should get to know each other. (XXX) (Pts. 5, 6) (T-11) (R-9)

13. Too much hassle between union and non-union employees. Union members feel protected---non-union are afraid to speak out. (Pts. 3, 6) (T-9) (R-9)

14. Lack of communication with agencies already in existence, such as DSS and Vocational School. (X) (Pts. 2, 3, 10) (T-15) (R-10)

15. There should be more involvement by other agencies in the community in meeting the needs of our clients, such as DVR, DSS, and the Guidance Center. (Pts. 1, 3, 3, 7) (T-14) (R-10)

16. . . . . Lack of communication between employees and person in charge---employees should clean up after themselves. (Pts. 2, 9) (T-11) (R-10)

17. More professional attitude between nurses and administration. (Pts. 2) (T-2)

18. Problem of getting Social Security and Medicare information and admissions of home residents from DSS. (Pts. 2, 2) (T-4)

19. Need better communication among departments as to what the other department's responsibilities are---how far their patient care extends. (X) (Pts. 1, 4, 7) (T-12)

20. DSS doesn't give information on income available toward care of residents. (No Points)

21. Need for better direction in the housekeeping department. (No Points)

22. Nurses should be made aware of and use aides who have had in-service training. (Pts. 8) (T-8)

23. Housekeeping and nursing departments have lack of communication---housekeeping aides scrub floor and nurses need to use that floor, which is still wet. (No Points)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Patients need counseling prior to discharge; also follow-up. Maybe it could be done through the County Nurse. (Pts. 1, 1, 3, 5) (T-10)

2. Need group therapy at night for couples and working clients. (Pts. 2, 5) (T-7)

[10] Courses and Programs: Vocational and Technical

1. We need training through MPTI for COTA and PT; also a Hospital Administrator's course offered at MPTI. (Pts. 9, 9) (T-18) (R-8)

2. Vocational training at the Samaritan Home, such as Typing, Mechanics, Waitress, Short Order Cook, Secretarial, Housekeeping, and Baby-sitting. (Pts. 4, 4, 4) (T-12) (R-9)

3. Need OT and PT training in area Technical Schools or colleges. (Pts. 1) (T-1)

[11] Drugs, Alcoholism, and Emergency Services

1. Patients like alcoholics are treated for the illness, dried out, but not treated for the mental aspects of the problem. (Pts. 7, 8) (T-15) (R-6)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. Need more supplies: chux, linens, full towels, and wash cloths, on the p.m. shift. (Pts. 2, 5, 8, 8, 9, 9) (T-41) (R-2)

2. Need equipment: better and usable cooking utensils---equipment never used takes up room; new stove with open-burner---removal of obsolete equipment to be replaced by usable equipment; jeep with a plow, not a tractor---too cold; industrial washer down in laundry; industrial vacuum cleaners in housekeeping. (XXXX) (Pts. 3, 3, 4,5, 6, 10) (T-31) (R-2)

3. Better therapy equipment for patients that are immobile---whirlpools . . . . . because industrial therapy doesn't rehabilitate patient---doesn't do anything for patient's muscles. (Pts. 5, 5, 6, 10) (T-26) (R-5)

4. Need equipment and materials like bedside tables, graduate pitchers, urinals and bedpans, sheets, and hampers. (XXX) (Pts. 4, 4, 9) (T-17) (R-5)

5. Larger and better storage area in OT and larger and better storage area in the pharmacy. (XX) (Pts. 1, 9) (T-10) (R-8)

6. Need rehabilitation equipment for activities of daily living skills. (Pts. 9) (T-9) (R-9)

7. More room for OT craft work; our room is too small and lacks safety features. (Pts. 8) (T-8) (R-10)

8. Need equipment and materials like medical coats, more linens, patient clothing, suction machines, and refrigerators for medicine. (XXXX) (Pts. 1, 1, 3) (T-5)

9. Need an improved stockroom for spare parts. (Pts. 10) (T-10)

10. Need a central supply area. (Pts. 1, 2) (T-3)

11. Need more equipment such as wheelchairs, bedside tables, and geriatric chairs. (Pts. 3, 8) (T-11)

12. Better and more up-to-date equipment in regard to medical and dental department. Need our own X-ray machine. (Pts. 1, 1) (T-2)

13. Need kitchen area on each floor for patients to store foods and make foods their family makes. Also, juices and snacks provided for patients on units. (X) (Pts. 1, 2) (T-3)

14. Want laundry facility so it doesn't have to be sent out. When sent out, things are lost. They won't wash fragile things, and it takes too long, or relatives should come in and do fragile things. (Pts. 2) (T-2)

15. More available wheelchairs for emergencies. (No Points)

16. Need day care facilities for clients, both in-patients and out-patients, to help them adjust to returning to the community. (No Points)

17. Need a medical lab for doing routine tests instead of sending it all out. (Pts. 3) (T-3)

18. More and larger elevators that go to the basement. (No Points)

19. . . . . .Better tools for maintenance needed---tools we now have are obsolete. (XX) (Pts. 8) (T-8)

20. Need pollution device on incinerator--- bad news for city, kitchen, and parking lot. (Pts. 2, 2, 4) (T-8)

[13] Foster, Group, Nursing, Residential Care, Halfway, and Detention Homes

1. Lack of alternate care facilities such as halfway houses, day care, family care, day or night hospital, and adult foster care. (Pts. 3, 4, 5, 7) (T-19) (R-7)

2. Need halfway houses and foster homes. (X) (No Points)

3. Need a halfway house, more family care homes, and foster homes. (Pts. 3, 4) (T-7)

4. Need custodial care units for released patients, like elderly housing development and halfway houses. (Pts. 1, 2) (T-3)

[14] Homemaking and Other Home Services

1. Training for patients being released in home living, so that they can adjust to society---buy food, housekeeping, and better follow-up program. (Pts. 3, 4, 6, 8, 8) (T-29) (R-3)

2. Need for released mothers to have someone come into the home and teach them homemaking skills. (Pts. 3) (T-3)

[15] In-service

1. Need Psychology course for staff and patients---in a way---to better understanding of patients. Employees want to understand patient and a little bit on how to deal with certain mental patients and their problems. (Pts. 9, 9, 9, 10) (T-37) (R-1)

2. More in-service training for those people coming in contact with patients; reactions coming from patients; training in regard to what objectives or goals each department has. (XX) (Pts. 5, 7, 8, 9, 9) (T-38) (R-2)

3. Need in-service in bedside nursing, psychiatric nursing, medical diets, and pharmacology. (XXXX) (Pts. 6, 6, 7, 8, 8, 8) (T-43) (R-3)

4. Need in-service training on using machines like Bird-respiratory, on orientation to hospital when hired, new treatments and medications, and on diets for kitchen aides. (XX) (Pts. 6, 6, 8) (T-20) (R-3)

5. Need more in-service training in the dietary department on how to make certain foods. In-service for OT department for new help. Also, in-service for administration to keep up on new trends and methods. In-service for housekeeping department and in-service for isolation procedures and techniques. (XXXX) (Pts. 2, 4, 5, 6, 6, 7) (T-30) (R-4)

6. Return to a full-time in-service training program that we can attend. (Pts. 6, 7, 8, 9) (T-30) (R-4)

7. More training or orientation for dieticians to realize what exactly their responsibility is to the residents--- orientation for ALL, not just dieticians ---both patients and staff---ALL. (XX) (Pts. 8, 9) (T-17) (R-6)

8. In-service training in handling mental patients, rehabilitation, and PT. (Pts. 1, 3, 5, 7) (T-16) (R-6)

9. In-service should be at the convenience of the people attending; at night and/or daytime, all three shifts, when work load isn't as heavy. They should not be scheduled so closely together with one person attending two or three in one day. (X) (Pts. 3, 4, 5) (T-12) (R-8)

10. In-service training and recognition for staff in the following departments: OT and PT. (X) (Pts. 9) (T-9) (R-9)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Industrial therapy . . . . . doesn't give patients training for jobs, and no job placement. (XXX) (Pts. 5, 6, 7, 8) (T-26) (R-5)

2. Patients need help to find what type of job they can do and help in finding a job, so they can be released. (Pts. 7) (T-7) (R-10)

3. Need job placement service for released patients. (No Points)

4. Patients need an orientation to taking a job, surroundings, and personal hygiene. (No Points)

5. Night or day job training for patients so they can go into a job when they get out. . . . . (Pts. 3, 7) (T-10)

[18] Marital and Family Problems

1. More clients could be cared for at home if the family cared. (Pts. 7) (T-7)

2. . . . . Relatives should come to visit more often. (Pts. 9) (T-9)

[19] Medical, Dental, and Optical

1. Need . . . . . more hours available for pharmacy services . . . . . (XXXX) (Pts. 7, 7, 8, 10, 10) (T-42) (R-1)

2. Lack of psychiatric services---it is more of a maintenance service instead of help. (Pts. 6, 7, 8, 10) (T-31) (R-2)

3. Develop a closer working relationship with the doctors in Washington County. They should be more active in serving the people in nursing homes without being begged. (Pts. 5, 6, 7, 8, 10) (T-36) (R-3)

4. Should have one physician in charge of all patient care versus personal physicians---lack cooperation from local physicians. Also more extensive psychiatric service. (XXX) (Pts. 4, 5, 7, 8, 8, 9) (T-41) (R-4)

5. Want a doctor on call at night. (Pts. 3) (T-3)

[22] Motivation

1. Difficulty in motivating patients; need a program. (Pts. 5, 6) (T-11) (R-9)

2. Some of the DSS clients have been trained by MPTI and placed in our institution to do housework---they are not interested in working and lack motivation. (Pts. 4) (T-4)

[24] Public Relations and Community Participation and Volunteers

1. Volunteer program should be revamped ---volunteers aren't shown what to do and not enough volunteers. (X) (Pts. 6, 7, 8, 8, 9, 10) (T-48) (R-1)

2. Need a more extensive, reliable, and productive volunteer program--- more mature staff---not only high school students. (Pts. 2, 2, 4, 7) (T-15) (R-7)

Samaritan Home-Staff-Categorization
Public Relations

3. We need better public relations within the area to get rid of the old stigma and to acquaint the public with our services. (Pts. 5, 6, 6) (T-17) (R-9)

4. More community involvement and volunteers to take clients shopping, to church, and to recreation. (Pts. 1, 8) (T-9) (R-9)

5. Community should be made aware and understand the discharged patient. (Pts. 2) (T-2)

6. Need more volunteers in OT and in the dietary department. (X) (Pts. 1) (T-1)

7. More community participation. Get volunteers to come in and visit with the patients. (Pts. 2) (T-2)

8. Lack of community---West Bend area---understanding of Samaritan Home. Community doesn't know how funds are being spent. (X) (Pts. 2) (T-2)

9. Responsible persons who bring patients to Samaritan Home seem to forget about patient; but when something happens or goes wrong with patient, responsible person or persons complain. More community involvement with Samaritan Home---they forget about people here. (No Points)

10. Need more older volunteers who are trained---presently all are young. (Pts. 3) (T-3)

11. More volunteers needed---talented volunteers, such as in Art. (Pts. 1) (T-1)

12. Patients kept inside institution need classes from outside, such as Bible classes . . . . . ask patients what classes they want. (Pts. 6) (T-6)

[25] Recreation and Social

1. Samaritan Home has NO recreational facilities. (Pts. 3, 4, 4, 9, 10) (T-30) (R-3)

2. Need recreational facilities---gym, pool tables, record players, and recreation rooms on each floor. (XX) (Pts. 4, 4, 7, 8) (T-23) (R-5)

3. Need more activity therapy and recreation in psychiatric unit, including materials such as paper, pencils, books, colors, games, and cards. (X) (Pts. 2, 3, 5) (T-10)

4. More patients should be able to go out for recreation, such as community programs, concerts, and travelogue movies. (No Points)

5. Psychiatric patient can't go to many of the activities for the geriatric patients, and they are aware of them and do not understand why. Should have more activities on the floor, including additional television sets; also a gym and field trips. (X) (No Points)

6. More and better entertainment for clients---they should be involved in the planning. (Pts. 4) (T-4)

7. More summer activities for patients such as where employers come in and play baseball. Find facilities in winter months for mobile patients to do activities. (No Points)

[26] Referral and Information Center

1. We need more information on what other agencies have to offer our clients. (No Points)

[29] Staff

1. . . . . Need both professional and ancillary staff in all areas in order to avoid all staff floating. (XXXX) (Pts. 10, 10, 10, 10, 10, 10) (T-60) (R-1)

Samaritan Home-Staff-Categorization
Staff

2. Need nursing assistant help on weekends; also during the week; also need more cleaning women. (XXX) (Pts. 3, 8, 10, 10, 10, 10) (T-51) (R-1)

3. Lack of nursing assistant staff. (XXXXX) (Pts. 6, 9, 10, 10, 10) (T-45) (R-1)

4. Need more aides for OT, more OT aides to help solve weekend hours, more OT aides to bring clients back and forth between rooms and the hospital services, more nursing assistants to work on the floor . . . . . more PT help, more maintenance help, and more remotivators. (XXXX) (Pts. 7, 7, 8, 10, 10) (T-42) (R-1)

5. Expand PT department. Add a full-time therapist and trained therapy aides. (XXX) (Pts. 7, 8, 9, 10) (T-34) (R-2)

6. Floors need a ward clerk, staff from OT, more nurses aides in the evenings, laundry, night cleaning, staff to spend time with patients, psychiatric male aides, and maintenance. (XXX) (Pts. 1, 5, 6, 7) (T-19) (R-4)

7. . . . . Need trained therapist . . . . . (Pts. 5, 5, 6, 10) (T-26) (R-5)

8. More male aides for nursing service; also heavy-duty work for housekeeping. (Pts. 4, 7, 7, 8) (T-26) (R-5)

9. Need a full-time registered OT and PT. Need a full-time podiatrist, general M.D., and full-time chaplain. (Pts. 2, 4, 6, 8) (T-20) (R-5)

10. Need more staff in OT. Need a degreed person. (XXXX) (Pts. 5, 7, 7) (T-19) (R-6)

11. Add a full-time psychiatrist, as too much depends on unqualified social workers. (Pts. 1, 5, 6, 6) (T-18) (R-7)

12. More nurses aides to potty patients at Samaritan Home. (Pts. 6, 10) (T-16) (R-7)

13. More maintenance men, especially for heavy work and in sun rooms. (Pts. 1, 2, 5, 6) (T-14) (R-7)

14. Need one full-time doctor at Samaritan Home. (Pts. 3, 5, 9) (T-17) (R-8)

15. Need more social workers assigned to the institution. (Pts. 3, 7) (T-10) (R-8)

16. Need for the county to place a social worker or case aide in the institution to meet the needs of the clients on financial assistance. (Pts. 2, 9) (T-11)

17. Need more staff in our social service department. (No Points)

18. Need more supervisors for the nurses. (Pts. 9) (T-9)

19. Need another ward clerk. (Pts. 3, 8) (T-11)

20. Lack of adequate professionals or para-professionals---staff. (Pts. 1) (T-1)

21. Need more maintenance staff---maintenance specialists---so that plumber isn't a painter. Third shift personnel needed to keep up general maintenance and check on boilers . . . . . (XX) (Pts. 8) (T-8)

22. More staff in housekeeping---take girls from there to work in other areas---not enough in housekeeping. More staff in dietary, more nurses aides, maintenance, laundry aides, more nurses. (XXX) (Pts. 10) (T-10)

[30] Transportation

1. Need transportation for wheelchair clients to get to areas outside of the hospital. Need transportation for all clients in general. (Pts. 5, 7) (T-12) (R-6)

2. Need transportation to school and appointments---nursing staff are presently doing this. (No Points)

Samaritan Home-Staff-Categorization
Transportation

3. Need transportation for clients to town for shopping and personal things, Vocational classes, and other hospitals. Nurses shouldn't be obliged to provide it. (X) (No Points)

4. Personnel to take patients shopping and to movies and activities in the community. (Pts. 1, 3) (T-4)

5. Need transportation to go to school. (No Points)

6. . . . . also provide transportation for patients to job. (Pts. 3, 7) (T-10)

7. Samaritan Home needs equipment, like busses, to take people to fairs. (Pts. 1) (T-1)

[31] Wages, Income, and Incentives

1. The wages in the laundry department make it difficult to secure adequate help---we need better qualified workers. (No Points)

2. Want to be paid for overtime. (Pts. 1) (T-1)

SAMARITAN HOME AND HOSPITAL

Washington County

Number of Groups: 2 Total Participating: 10

CLIENT NOMINAL

(The Samaritan Home and Hospital staff selected approximately fifteen patients they considered stable and capable of successfully participating in the Nominal Group Method. Of the total number of patients asked to take part, ten elected to participate. At the suggestion of the staff, the patients were grouped with others with whom they felt comfortable.)

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All of the 5 participants are present or former MHC patients.

1. Female, age 52; client of the MHC and Workshops.
2. Female, age 55; client of MHC.
3. Male, age 30; client of DVR; former client of MHC and WSES.
4. Female, age 49; client of MHC.
5. Male, age 36; client of MHC; former client of DSS, DVR and WSES.

(NOTE: There were 5 participants in Nominal Group No. 1 who gave responses; however, one individual chose not to rank so only four respondents are indicated in the ranking.)

RESPONSES OF NOMINAL GROUP NO. 1

1. Need help with finding a job. (X) (Pts. 4, 5, 5) (T-14) (R-1)
2. More consultation with professional psychiatrists at Samaritan Home. (Pts. 2, 3, 4, 5) (T-14) (R-1)
3. Want to see my 17-year-old son more. (Pts. 3, 6) (T-9) (R-2)
4. People aren't motivated enough. (Pts. 2, 6) (T-8) (R-3)
5. Older daughter does not accept me because I'm sick---there is a breakdown of the family unit. Need programs for family problems, counseling. (Pts. 1, 6) (T-7) (R-4)
6. Loneliness, fear while at home---want companionship---want to have someone my age rent a room in my home. (Pts. 6) (T-6) (R-5)
7. Services should be consolidated so that they could be more effective. (Pts. 1, 1, 3) (T-5) (R-6)
8. My background of nervousness hampers my getting a job. (Pts. 5) (T-5) (R-6)
9. Would like more games to be played here, like bingo and cards, and physical fitness. (X) (No Points)
10. I should not lose my Social Security because I do not have custody of my minor child. (Pts. 4) (T-4)
11. Need transportation for work and to see family. (No Points)
12. Some patients in the hospital and when released are overdrugged and it affects thinking. (No Points)

Samaritan Home-Client-Responses

13. Want job training in fields where there are jobs. (Pts. 1, 2) (T-3)

14. At Workshops during lunch and breaks all clients are together and my nerves can't take it. (Pts. 2) (T-2)

15. Want sewing teacher at Samaritan Home. (Pts. 3) (T-3)

16. More recreation in community, like swimming, skating, card parties, and bingo. (Pts. 4) (T-4)

17. Need volunteers in hospital. (No Points)

Total Points: 84

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 5 participants are patients of the in-patient service.

1. Male, age 48; client of MHC.
2. Female, age 60; client of MHC.
3. Female, age 34; client of MHC and DVR; former client of WSES.
4. Male, age not indicated; client of MHC, DSS, DVR, and WIN.
5. Male, age 43; client of MHC and DSS; former client of Workshops.

RESPONSES OF NOMINAL GROUP NO. 2

1. Need legal aid services to obtain a divorce. (Pts. 6, 6) (T-12) (R-1)

2. Patients should be told what medicines they are getting and for what purposes. (Pts. 1, 5, 6) (T-12) (R-1)

3. Need baby-sitting services while working. (Pts. 3, 6) (T-9) (R-2)

4. I would like OJT to be able to work with people like myself who have had a nervous breakdown. I have been through it and could be of help to others. (Pts. 4, 4) (T-8) (R-3)

5. I would like to go back to school and learn modern methods of Reupholstery. (Pts. 3, 5) (T-8) (R-3)

6. Find it impossible to live on Social Security. (Pts. 2, 5) (T-7) (R-4)

7. I would like to take college level courses in Psychology, Archaeology and Paleontology. (Pts. 1, 6) (T-7) (R-4)

8. Doctors do not give out enough information about your condition. (Pts. 1, 5) (T-6) (R-5)

9. Why do some patients have to go to OT all the time while others don't go at all? (Pts. 3, 3) (T-6) (R-5)

10. Need financial aid after the divorce for myself, in addition to child support. (Pts. 5) (T-5) (R-6)

11. Need help in finding a job. (Pts. 1, 4) (T-5) (R-6)

12. Need better drug programs for the user and their families. (Pts. 2, 3) (T-5) (R-6)

13. I have transportation problems to get to work and I have difficulty in getting insurance. (Pts. 1, 4) (T-5) (R-6)

14. Why do I have to tell my same problems to so many people, like different psychiatrists, and marriage counselors? (Pts. 4) (T-4)

15. Some patients should not have to make their own beds or clean their own room. (Pts. 2) (T-2)

16. Need more community participation in bringing in entertainment to the Samaritan Home. (Pts. 2, 2) (T-4)

Total Points: 105

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CATEGORIZATION OF CLIENT RESPONSES

SAMARITAN HOME AND HOSPITAL

Washington County

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Why do some patients have to go to CT all the time while others don't go at all? (Pts. 3, 3) (T-6) (R-5)

2. I should not lose my Social Security because I do not have custody of my minor child. (Pts. 4) (T-4)

3. Some patients in the hospital and when released are overdrugged and it affects thinking. (No Points)

4. At Workshops during lunch and breaks all clients are together and my nerves can't take it. (Pts. 2) (T-2)

5. Why do I have to tell my same problems to so many people, like different psychiatrists, and marriage counselors? (Pts. 4) (T-4)

6. Some patients should not have to make their own beds or clean their own room. (Pts. 2) (T-2)

[3] Basic Needs: Food, Clothing, and Housing

1. Need financial aid after the divorce for myself, in addition to child support. (Pts. 5) (T-5) (R-6)

[5] Child Care Centers

1. Need baby-sitting services while working. (Pts. 3, 6) (T-9) (R-2)

[6] Communications: Inter and Intra-Agency

1. Services should be consolidated so that they could be more effective. (Pts. 1, 1, 3) (T-5) (R-6)

[8] Courses and Programs: Colleges and Universities

1. I would like to take college level courses in Psychology, Archaeology, and Paleontology. (Pts. 1, 6) (T-7) (R-4)

[10] Courses and Programs: Vocational and Technical

1. I would like to go back to school and learn modern methods of Reupholstery. (Pts. 3, 5) (T-8) (R-3)

[11] Drugs, Alcoholism, and Emergency Services

1. Need better drug programs for the user and their families. (Pts. 2, 3) (T-5) (R-6)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Need help with finding a job. (X) (Pts. 4, 5, 5) (T-14) (R-1)

2. I would like OJT to be able to work with people like myself who have had a nervous breakdown. I have been through it and could be of help to others. (Pts. 4, 4) (T-8) (R-3)

3. Need help in finding a job. (Pts. 1, 4) (T-5) (R-6)

4. My background of nervousness hampers my getting a job. (Pts. 5) (T-5) (R-6)

5. Want job training in fields where there are jobs. (Pts. 1, 2) (T-3)

[17] Legal Aid

1. Need legal aid services to obtain a divorce. (Pts. 6, 6) (T-12) (R-1)

[18] Marital and Family Problems

1. Want to see my 17-year-old son more. (Pts. 3, 6) (T-9) (R-2)

2. Older daughter does not accept me because I'm sick---there is a breakdown of the family unit. Need programs for family problems, counseling. (Pts. 1, 6) (T-7) (R-4)

3. Loneliness, fear while at home--- want companionship---want to have someone my age rent a room in my home. (Pts. 6) (T-6) (R-5)

[19] Medical, Dental and Optical

1. More consultation with professional psychiatrists at Samaritan Home. (Pts. 2, 3, 4, 5) (T-14) (R-1)

2. Patients should be told what medicines they are getting and for what purposes. (Pts. 1, 5, 6) (T-12) (R-1)

3. Doctors do not give out enough information about your condition. (Pts. 1, 5) (T-6) (R-5)

[22] Motivation

1. People aren't motivated enough. (Pts. 2, 6) (T-8) (R-3)

[24] Public Relations and Community Participation and Volunteers

1. Need more community participation in bringing in entertainment to the Samaritan Home. (Pts. 2, 2) (T-4)

2. Need volunteers in hospital. (No Points)

[25] Recreation and Social

1. More recreation in community, like swimming, skating, card parties, and bingo. (Pts. 4) (T-4)

2. Would like more games to be played here, like bingo and cards, and physical fitness. (X) (No Points)

[29] Staff

1. Want sewing teacher at Samaritan Home. (Pts. 3) (T-3)

[30] Transportation

1. I have transportation problems to get to work and I have difficulty in getting insurance. (Pts. 1, 4) (T-5) (R-6)

2. Need transportation for work and to see family. (No Points)

[31] Wages, Income, and Incentives

1. Find it impossible to live on Social Security. (Pts. 2, 5) (T-7) (R-4)

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TRANSCRIBED RESPONSES AND CATEGORIZATION OF TRANSCRIBED RESPONSES

SHELTERED WORKSHOPS

STAFF RESPONSES AND CATEGORIZATION

Dodge County 629
Fond du Lac County 645
Washington County 659

CLIENT RESPONSES AND CATEGORIZATION

Dodge County 637
Fond du Lac County 650
Washington County 673

SHELTERED WORKSHOP, INC.

Dodge County

Agency Function

The Dodge county Sheltered Workshop assists handicapped persons to obtain their goals in employment and to reach their maximum potential in community living through a variety of rehabilitation programs. As a private, non-profit corporation, it was established to offer vocational evaluation, work adjustment training, and some day care activities to all handicapped persons of the Dodge and Columbia county area from its site in the Beaver Dam industrial park. Evaluation services offered clients are testing, counseling, job samples and an extended observation period of twenty days during which the individual is encouraged to develop skills. Aptitudes for further training are evaluated, and referral to other agencies may follow. Training periods varying from two months to over a year and include on-the-job work which builds self confidence for the handicapped client. Careful supervision assists the client in establishing good work habits, learning to accept helpful criticism, following rules, getting along with other workers, and learning to maintain permanent employment. Counseling is continued during the training period. After establishing a work history during training, those clients who are able to are assisted in finding jobs. Following placement, the client is contacted regularly to detect and correct any problems which may develop.

For some clients, handicaps are severe enough to limit employment in competitive industry or business. The Sheltered Workshop offers extended employment and adjustment training. In addition, a program of adult day care is offered, which encourages the handicapped client to participate in Workshop activities, although he may not be able to maintain a production rate equal to normal standards. For all of the rehabilitation work performed by clients, a wage is offered based on the individual's rate of production. By special certification, the Workshop may pay less than the minimum wage during rehabilitation training.

Introduction to Sheltered Workshop, Inc. Staff Participants

The staff participating in the Dodge county Sheltered Workshop Nominal session includes vocational evaluators and counselors, production foremen, production supervisors, and activity therapist, a home training specialist, the secretarial staff, and transportation personnel. One group included five para-professionals, three men, two women, all without college degrees. The other group included three women, and two men, each trained in a profession. Four were college graduates, with one holding a Master's degree.

Summary of Sheltered Workshop, Inc. Staff Responses

The highest ranked, most often mentioned problem cited by the staff groups is the need for additional personnel. More shop supervisors, more lunch time help, and more one-to-one OJT trainers were requested.

The second priority of one Group is the need for a local physician who would serve all of the Workshop clients; the other group identified the need for in-service training in a wide variety of professional skills for the entire staff.

The problem ranked third by one group is the need for local halfway houses and a training program for halfway house staff. The other group also cited a client-centered problem---transportation for the handicapped. Staff stated a need for a new vehicle equipped for at least 15 handicapped persons.

The need for facilities and equipment are frequently mentioned. Staff stated needs for an equipment pool for training clients; new storage, loading, and gymnasium facilities; better kitchen and homemaking equipment; new audiovisual equipment, and a better lending library. The Workshop needs a fire alarm system, according to the staff.

As mentioned above, requests for additional staff ranked as a high priority. The specific staff requests beyond those in first-ranked responses included speech therapists (for clients who may not be able to pay extra for the service), a driver for a ten-ton truck/van, a technical design engineer to develop products for Workshop clients to produce (apart from subcontract work), and additional job placement personnel to develop new jobs.

Administrative and agency policy, rules, regulations, and laws, which were mentioned often by the staff as a source of problems for clients, include the motivation problem caused by high Social Security and Veterans Administration benefits which reduce the clients' desire to work. They are also in need of more supervisors in the shop, and more personal development work in personal hygiene, charm, music appreciation, and physical education. Better long-term follow-up for the clients is needed after they have been placed on jobs.

The communications problems identified by staff range from those with clients' families to problems within the office. A better exchange of information with other agencies serving Workshop clients is urged. Hospitals, MPTI, DVR, DSS, the MOCD team, and the community ABE program are specifically invited to improve inter-agency communications. The ABE program is badly needed, and should include special emphasis on handling money, telling time, writing, self care, eating habits, and hygiene. Some training is needed in jobs, such as gas station attendant, supermarket checker, and machine shop worker.

Adult and technical courses requested for clients include Crafts, Sewing, Knitting, Crocheting, Care of the Handicapped, Driver Education, and Record and Bookkeeping, all paced for the handicapped client. In-service staff training requested is for new techniques in vocational evaluation, abnormal behavior, family counseling, motivation, group discussion and role playing, industrial safety, sensitivity training, rehabilitation techniques, and how to train volunteers. The clients need sex education courses.

Other staff-identified problems include specific help for clients with autistic, emotional, or severe physical handicaps. A regular physical and dental checkup should be provided for each client.

Introduction to Sheltered Workshop, Inc. Client Participants

Ten clients of Sheltered Workshop, Inc., Dodge county, were interviewed in Nominal Groups and reported former or present client status with 25 outside agencies.

Of the 432 clients in this study, 96 reported former or present client status with a Workshop. No attempt was made by the research team to identify the specific Workshop with whom they had contact.

One Nominal Group of Workshop clients consisted of five women, all of whom had been clients of DVR as well as the Workshop. A second Nominal Group included five men, four who had been clients of DVR, and four of whom had been clients of WSES. They ranged in age from 40 to 64 years.

Summary of Sheltered Workshop, Inc. Client Responses

Every member of one of the Nominal Groups ranked as the number one problem standing in the way of their progress the regressive policy of cutting Social Security benefits faster than earnings increase for employed recipients. They feel that this reduces the incentive to work. Clients felt that they should be able to earn more money and still receive Social Security benefits. Another group ranked in the top priorities the desire to cook for themselves.

More Technical courses were requested in Electronics, Refrigeration, TV Technician, TV Repairman, and Welding as the second most important change to encourage progress. Another second-ranked priority problem is the slow job placement through the DVR in Madison.

The third-most serious problem cited by clients is the need for more money from DSS for clothes, rent, and utilities. The lack of understanding and acceptance from the business community for the problems of the alcoholic or the handicapped is ranked third by the other Nominal Group.

The problem category most frequently mentioned by clients of the Dodge county Sheltered Workshop is the lack of Vocational and Technical courses. Clients specifically request courses in Nurses Aide training, Cashier-Clerk training, Child Care training, Sewing, Knitting, Beautician training, Therapy-Aide for Physically Handicapped training, Drivers Education, French, and Secretarial training, in addition to those previously mentioned.

The category receiving the second highest number of responses was agency policy, rules and regulations. Clients feel that Social Security and Disability benefits should not be cut off for clients who are able to earn some money for an income supplement. Clients are sensitive to the high administrative costs, and feel that more funds should go directly to clients and less to the administration. They feel that Workshop salaries, specifically, should not count toward the loss of Social Security benefits. A conflict in regulations is cited by the clients as a problem, such as DSS or the courts agreeing a client is disabled, but another agency, the Social Security department, not classifying the same

client as disabled. Listing personal problems on job applications is seen as discriminatory and prejudicial by the clients.

Transportation is needed by clients to get to and from work, for medical appointments, and grocery shopping. It was felt that counselors and others on the Workshop staff could be more understanding and prompt in their communications with the clients.

Personal services requested by the clients include the need to learn to manage money, to control their temper, and the need to know more about venereal disease. Clients also requested recreational services such as swimming and dancing instructions.

Comparison of Sheltered Workshop, Inc. Staff and Client Responses

Agreement between staff and clients is evident in their mutual identification of problems concerning administration, the lack of communication, requests for Vocational and Technical courses, problems confronting the handicapped, and transportation.

The staff identified a need for improved facilities and equipment, which the clients did not mention. They also indicated a need for additional staff and in-service for a variety of special services. Staff requested group homes and halfway houses, while the clients did not recognize a need for such transitional housing arrangements. Staff cited a problem of clients becoming too comfortable at the Workshop, resulting in their lack of motivation for independence. They also identified a need for ABE for their clients.

The clients, on the other hand, reported insufficient basic needs, to which the staff did not allude. Some other problems identified by clients and not mentioned by the staff are in the categories of family and marital problems, homemaking services, and recreation.

SHELTERED WORKSHOP, INC.

Dodge County

Number of Groups: 2 Total Participating: 10

STAFF NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 5 participants of this Nominal Group are para-professionals.

1. Transportation Manager; 3 years, 11 months in present position; 3 years, 11 months with agency; Male, age 62; No degree.

2. Shop Foreman; 3 years, 8 months in present position; 3 years, 8 months in agency; Male, age 28; No degree.

3. Secretary-Bookkeeper; 1 year, 1 month in present position; 1 year, 5 months in agency; Female, age 24; No degree.

4. Assistant Foreman; 1 year, 5 months in present position; 1 year, 5 months in agency; Male, age 58; No degree.

5. Volunteer Arts, Crafts, Music & Exercise Instructor; 2 months in present position; 2 months in agency; Female, age 48; No degree.

RESPONSES OF NOMINAL GROUP NO. 1

1. Need more supervisors in the shop. They should be at the ratio of 1:10. (XX) (Pts. 1, 7, 9, 10, 10) (T-37) (R-1)

2. Need an agency doctor to serve clients---local doctors will not attend out-of-town clients. (XX) (Pts. 4, 5, 9, 9, 10) (T-37) (R-1)

3. Need a vehicle designed for handicapped to replace the old bus---it must have a capacity of at least 15 persons. (X) (Pts. 6, 8, 10) (T-24) (R-2)

4. Need more money to buy the proper equipment for training clients or develop an equipment pool. (Pts. 2, 5, 8, 8) (T-23) (R-3)

5. Need facilities for storage, loading, and a gymnasium. (XX) (Pts. 2, 5, 7, 9) (T-23) (R-3)

6. Need more cooperation from industry and unions in hiring the handicapped. (X) (Pts. 3, 4, 7, 8) (T-22) (R-4)

7. Need in-service training in abnormal behavior, family counseling, and client motivation. (X) (Pts. 5, 5, 6) (T-16) (R-5)

8. Need more money to maintain present vehicles and to replace them after 100,000 miles. (Pts. 3, 6, 6) (T-15) (R-6)

Sheltered Workshop-Staff-Responses

9. Need for a group home for Workshop clients. (X) (Pts. 1, 3, 8) (T-12) (R-7)

10. Need technical assistance in helping to design products so the Workshops could become less dependent on subcontract work. (X) (Pts. 2, 3, 7) (T-12) (R-7)

11. Clients need more motivation. They become too comfortable here. (Pts. 4, 7) (T-11) (R-8)

12. Need more individualized attention to specific handicaps such as autistic, mentally ill, and physically handicapped persons. (Pts. 10) (T-10) (R-9)

13. Need additional drivers for a 10-ton truck/van. (XX) (Pts. 9) (T-9) (R-10)

14. Need a speech therapist paid for by the state or county if the parents cannot afford it. (XX) (Pts. 6) (T-6)

15. Need transportation provided once a client is placed in a job. (No Points)

16. Need charm school, music appreciation and physical education for clients. (No Points)

17. Need subcontract jobs that clients are able to do and that have beneficial training. (No Points)

18. Course in training mothers and baby-sitters to care for the handicapped. (Pts. 4) (T-4)

19. Need for additional job placement personnel to also function as a job developer. (Pts. 1, 3) (T-4)

20. Social Security and the Veterans Administration benefits reduce the client's desire to work. (Pts, 1, 4) (T-5)

21. Each client should be required to have a physical and dental checkup with the state paying if they cannot afford it. (No Points)

22. Lack of community awareness of the Workshops' function and services to the clients. This also holds for the medical professionals. (X) (Pts. 1, 2) (T-3)

23. Need more cooperation from the parents and guardians of clients. (Pts. 2) (T-2)

24. Need for a lending library where persons contribute books and materials. (No Points)

25. Need a Workshops in every county. (No Points)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: Four of the 5 participants of this Group are professionals in a counseling position.

1. Counselor; 1 month in present position; 1 year in agency; Female, age 23; B.S., Sociology.

2. Counselor; 3 years, 2 months in present position; 3 years, 2 months in agency; Female, age 25; B.S., Elementary Education; B.S., Sociology.

3. Home Training Specialist; 2 years, 2 months in present position; 4 years in agency; Female, age 42; No degree.

4. Rehabilitation Counselor; 1 year, 5 months in present position; 1 year, 5 months in agency; Male, age 29; B.S., Sociology.

5. Vocational Evaluator-Procurement Manager; 4 years, 3 months in present position: 4 years, 3 months in agency; Male, age 28; B.S., Industrial Arts Education; M.S., Vocational Rehabilitation & Vocational Evaluation.

RESPONSES OF NOMINAL GROUP NO. 2

1. Need for more staff --- supervisors, break and lunch time help, and 1-1 on-the-job supervision. (XXX) (Pts. 4, 10, 10, 10, 10) (T-44) (R-1)

2. Need staff in-service training for home training, how to conduct group work, role playing, industrial safety, sensitivity training, new techniques in rehabilitation, work adjustment training, and intensified training for volunteer staff. (XXXX) (Pts. 4, 8, 8, 9, 10) (T-39) (R-2)

3. Need local halfway house and need staff for halfway house training programs. (X) (Pts. 1, 1, 7, 9, 9,) (T-27) (R- 3)

4. Need individualized ABE program for clients with emphasis on counting money, telling time, writing, self care, eating habits, and hygiene. We need teachers, supplies and equipment to fill this need. (XX) (Pts. 2, 6, 6, 9) (T-23) (R-4)

5. Need transportation to and from Workshops, jobs, school, medical attention, and shopping. (XXXX) (Pts. 4, 4, 7, 7) (T-22) (R-5)

6. Need more purchaser services funds for day care services. (Pts. 5, 8, 9) (T-22) (R-5)

7. Need for better inter-agency communications --- messages forgotten or not delivered, more telephones, also better communications with other agencies such as DVR, hospitals, MPTI, and DSS. (XX) (Pts. 1, 4, 6, 8) (T-19) (R-6)

8. Need training for clients beyond what they get in our agency--- gas station attendant, checker training, machine shop. (Pts. 3, 5, 7) (T-15) (R-7)

9. Need better kitchen and home-making supplies and equipment, audio-visual supplies and equipment. (XXX) (Pts. 2, 5, 6) (T-13) (R-8)

10. Better awareness by business and industry about the abilities of the handicapped. This could be done by offering courses to the personnel in business and industry. (Pts. 8) (T-8) (R-9)

11. We have lack of space to store equipment and supplies for safety purposes. (Pts. 1, 3, 3) (T-7) (R-10)

12. Need courses in Crafts, Sewing, Knitting, and Crocheting for clients. (Pts. 7) (T-7) (R-10)

13. Need for more long-term follow-up of clients after they have been placed. (Pts. 5) (T-5)

14. Need courses and teachers to prepare clients to take GED tests and other High School Equivalency tests. (No Points)

15. Staff job descriptions not well defined. (X) (No Points)

16. Need continued and open-ended Driver Education training for clients, especially those under 18 years of age. This training should meet all the standards and requirements for getting a drivers license. We need special classes set up just for our clients because some of them could succeed if they didn't have have to keep up with students in a regular Driver Ed class. (X) (Pts. 6) (T-6)

17. Need course or upgrading in vocational evaluation---new techniques. (No Points)

18. Need specialized record keeping or bookkeeping training for Workshops clients so they can maintain their daily forms. (No Points)

19. Need better coordination between the MPTI-MOCD team and Dodge County Sheltered Workshops. (Pts. 2) (T-2)

20. Need more than 20 days for client evaluation. (Pts. 3) (T-3)

21. We have inadequate space for group meetings and counseling. (Pts. 2) (T-2)

22. Need home training for parents of mentally retarded clients. (Pts. 5) (T-5)

23. Need comprehensive manual or information for clients on orientation, safety, programs offered, rules, and regulations. (Pts. 1) (T-1)

24. Staff has too much paperwork. (X) (Pts. 2, 3) (T-5)

25. Better public relations with media about the services we offer. (No Points)

26. Need fire alarm system. (No Points)

27. Need speech therapist. (No Points)

28. Need better referral information and referral organization with DVR. (No Points)

29. Clients need sex education. (No Points)

Total Points: 275

CATEGORIZATION OF STAFF RESPONSES

SHELTERED WORKSHOP, INC.

Dodge County

[1] Adult Basic Education and Adult High School Diploma and Equivalency

1. Need individualized ABE program for clients with emphasis on counting money, telling time, writing, self care, eating habits, and hygiene. We need teachers, supplies, and equipment to fill this need. (XX) (Pts. 2, 6, 6, 9) (T-23) (R-4)

2. Need courses and teachers to prepare clients to take GED tests and other High School Equivalency tests. (No Points)

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Need more supervisors in the shop. They should be at the ratio of 1:10. (XX) (Pts. 1, 7, 9, 10, 10) (T-37) (R-1)

2. Need charm school, music appreciation, and physical education for clients. (No Points)

3. Social Security and the Veterans Administration benefits reduce the client's desire to work. (Pts. 1, 4) (T-5)

4. Need for more long-term follow-up of clients after they have been placed. (Pts. 5) (T-5)

5. Staff job descriptions not well defined. (X) (No Points)

6. Need more than 20 days for client evaluation. (Pts. 3) (T-3)

7. Staff has too much paper work. (X) (Pts. 2, 3) (T-5)

[5] Child Care Centers

1. Need more purchaser services funds for day care services. (Pts. 5, 8, 9) (T-22) (R-5)

[6] Communications: Inter and Intra-Agency

1. Need for better inter-agency communications---messages forgotten or not delivered, more telephones, also better communications with other agencies such as DVR, hospitals, MPTI, and DSS. (XX) (Pts. 1, 4, 6, 8) (T-19) (R-6)

2. Need more cooperation from the parents and guardians of clients. (Pts. 2) (T-2)

3. Need better coordination between the MPTI-MOCD team and Dodge County Sheltered Workshops. (Pts. 2) (T-2)

4. Need comprehensive manual or information for clients on orientation, safety, programs offered, rules, and regulations. (Pts. 1) (T-1)

5. Need better referral information and referral organization with DVR. (No Points)

[10] Courses and Programs: Vocational and Technical

1. Need training for clients beyond what they get in our agency---gas station attendant, checker training, machine shop. (Pts. 3, 5, 7) (T-15) (R-7)

Sheltered Workshop-Staff-Categorization
Courses and Programs

2. Need courses in Crafts, Sewing, Knitting, and Crocheting for clients. (Pts. 7) (T-7) (R-10)

3. Course in training mothers and baby-sitters to care for the handicapped. (Pts. 4) (T-4)

4. Need continued and open-ended Driver Education training for clients, especially those under 18 years of age. This training should meet all the standards and requirements for getting a drivers license. We need special classes set up just for our clients because some of them could succeed if they didn't have to keep up with students in a regular Driver Ed class. (X) (Pts. 6) (T-6)

5. Need specialized record keeping or bookkeeping training for Workshops clients so they can maintain their daily forms. (No Points)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. Need more money to buy the proper equipment for training clients or develop an equipment pool. (Pts. 2, 5, 8, 8) (T-23) (R-3)

2. Need facilities for storage, loading, and a gymnasium. (XX) (Pts. 2, 5, 7, 9) (T-23) (R-3)

3. Need better kitchen and homemaking supplies and equipment, audio-visual supplies and equipment. (XXX) (Pts. 2, 5, 6) (T-13) (R-8)

4. We have lack of space to store equipment and supplies for safety purposes. (Pts. 1, 3, 3) (T-7) (R-10)

5. Need for a lending library where persons contribute books and materials. (No Points)

6. Need a Workshops in every county. (No Points)

7. We have inadequate space for group meetings and counseling. (Pts. 2) (T-2)

8. Need fire alarm system. (No Points)

[13] Foster, Group, Nursing, Residential Care, Halfway, and Detention Homes

1. Need local halfway house and need staff for halfway house training programs. (X) (Pts. 1, 1, 7, 9, 9) (T-27) (R-3)

2. Need for a group home for Workshop clients. (X) (Pts. 1, 3, 8) (T-12) (R-7)

[15] In-Service

1. Need staff in-service training for home training, how to conduct group work, role playing, industrial safety, sensitivity training, new techniques in rehabilitation, work adjustment training, and intensified training for volunteer staff. (XXXX) (Pts. 4, 8, 8, 9, 10) (T-39) (R-2)

2. Need in-service training in abnormal behavior, family counseling, and client motivation. (X) (Pts. 5, 5, 6) (T-16) (R-5)

3. Need course or upgrading in vocational evaluation --- new techniques. (No Points)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Need subcontract jobs that clients are able to do and that have beneficial training. (No Points)

[19] Medical, Dental, and Optical

1. Need an agency doctor to serve clients---local doctors will not attend out-of-town clients. (XX) (Pts. 4, 5, 9, 9, 10) (T-37) (R-1)

2. Each client should be required to have a physical and dental checkup with the state paying if they cannot afford it. (No Points)

[20] Mental Retardation, Physical and Emotional Handicaps

1. Need more individualized attention to specific handicaps such as autistic, mentally ill, and physically handicapped persons. (Pts. 10) (T-10) (R-9)

2. Need home training for parents of mentally retarded clients. (Pts. 5) (T-5)

[22] Motivation

1. Clients need more motivation. They become too comfortable here. (Pts. 4, 7) (T-11) (R-8)

[23] Prejudice, Discrimination, and Employer Prejudice

1. Need more cooperation from industry and unions in hiring the handicapped. (X) (Pts. 3, 4, 7, 8) (T-22) (R-4)

2. Better awareness by business and industry about the abilities of the handicapped. This could be done by offering courses to the personnel in business and industry. (Pts. 8) (T-8) (R-9)

[24] Public Relations and Community Participation and Volunteers

1. Lack of community awareness of the Workshops' function and services to the clients. This also holds for the medical professionals. (X) (Pts. 1, 2) (T-3)

2. Better public relations with media about the services we offer. (No Points)

[28] Sex Education and Family Planning

1. Clients need sex education. (No Points)

[29] Staff

1. Need for more staff---supervisors, break and lunch time help, and 1-1 on the job supervision. (XXX) (Pts. 4, 10, 10, 10, 10) (T-44) (R-1)

2. Need technical assistance in helping to design products so the Workshops could become less dependent on subcontract work. (X) (Pts. 2, 3, 7) (T-12) (R-7)

3. Need additional drivers for a 10-ton truck/van. (XX) (Pts. 9) (T-9) (R-10)

4. Need a speech therapist paid for by the state or county if the parents cannot afford it. (XX) (Pts. 6) (T-6)

5. Need for additional job placement personnel to also function as a job developer. (Pts. 1, 3) (T-4)

6. Need speech therapist. (No Points)

[30] Transportation

1. Need a vehicle designed for handicapped to replace the old bus---it must have a capacity of at least 15 persons. (X) (Pts. 6, 8, 10) (T-24) (R-2)

2. Need transportation to and from Workshops, jobs, school, medical attention, and shopping. (XXXX) (Pts. 4, 4, 7, 7) (T-22) (R-5)

3. Need more money to maintain present vehicles and to replace them after 100,000 miles. (Pts. 3, 6, 6) (T-15) (R-6)

4. Need transportation provided once a client is placed in a job. (No Points)

SHELTERED WORKSHOP, INC.

Dodge County

Number of Groups: 2 Total Participating: 10

CLIENT NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 5 participants are female and former clients of DVR.

1. Female, age 53; client of DSS, MHC., Sheltered Workshop, Inc., and IHM; former client of DVR and WSES.
2. Female, age 60; client of the DSS and Sheltered Workshop, Inc.; former client of DVR and WSES.
3. Female, age 20; client of Sheltered Workshop, Inc., former client of DVR.
4. Female, age 17; client of Sheltered Workshop, Inc. and DVR.
5. Female, age 19; client of Sheltered Workshop, Inc.; former client of DVR.

RESPONSES OF NOMINAL GROUP NO. 1

1. Would like to do cooking for myself. (Pts. 3, 4, 5) (T-12) (R-1)
2. Job placement should be faster at the DVR in Madison. (Pts. 5, 6) (T-11) (R-2)
3. Need more money from welfare for clothes, rent, and utilities. (X) (Pts. 4, 5) (T-9) (R-3)
4. Would like to learn more about venereal disease. (Pts. 2, 6) (T-8) (R-4)
5. Need transportation for grocery shopping, doctor, and work. (XX) (Pts. 1, 3, 3) (T-7) (R-5)
6. Would like to learn to be able to control my temper. (Pts. 1, 6) (T-7) (R-5)
7. Need to learn how to manage money. (Pts. 2, 5) (T-7) (R-5)
8. Want higher wages at the Workshop. (XX) (Pts. 1, 1, 4) (T-6) (R-6)
9. Want Cashier-Clerk training. (Pts. 6) (T-6) (R-6)
10. Need Nurses Aide training. (Pts. 6) (T-6) (R-6)
11. Would like to do more sewing and knitting at the Vocational School. (Pts. 4) (T-4)
12. Want Drivers Education class. (X) (Pts. 1, 2) (T-3)
13. Want training for a job, like baby-sitting. (X) (Pts. 5) (T-5)

Sheltered Workshop-Client-Responses

14. Would like to learn French. (No Points)

15. Haven't heard anything on Disabled Aid from the Workshops counselor. (Pts. 2) (T-2)

16. Recreation---want to learn to dance and swim. (X) (Pts. 2) (T-2)

17. Would like to be more friendly with relatives. (Pts. 4) (T-4)

18. Want Secretarial training. (No Points)

19. Would like Beautician training. (Pts. 3) (T-3)

20. Training to work with the physically handicapped. (Pts. 3) (T-3)

Total Points: 105

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 5 participants are male.

1. Male, age 43; client of DVR and Sheltered Workshop, Inc.; former client of DSS and WSES.

2. Male, age 45; client of DSS, DVR and Sheltered Workshop, Inc.; former client of WSES.

3. Male, age 42; client of DSS, MHC and Sheltered Workshop, Inc.; former client of DVR and WSES.

4. Male, age 64; client of DVR and Sheltered Workshop, Inc.

5. Male, age 40; client of MHC and Sheltered Workshop, Inc.; former client of DSS and WSES.

RESPONSES OF NOMINAL GROUP NO. 2

1. Should be able to earn more money and still draw Social Security---earn what we can and prorate Social Security because when earning the maximum amount results in the loss of benefits, the initiative is taken away. (Pts. 6, 6, 6, 6) (T-24) (R-1)

2. Education courses such as Electronics, Refrigeration, TV Technician, TV Repairman, and Welding. (Pts. 1, 2, 5, 6) (T-14) (R-2)

3. Business and industry does not accept or understand the problems of the alcoholic or any handicapped person. (Pts. 2, 3, 4, 5) (T-14) (R-2)

4. Social Security-Disability does not allow enough time to earn an income before being cut off. (Pts. 3, 5, 5) (T-13) (R-3)

5. Not enough money left after the administration of agencies, for clients. (Pts. 2, 3, 5) (T-10) (R-4)

6. Workshops salaries should not count towards the loss of Social Security benefits. (Pts. 1, 3, 4) (T-8) (R-5)

7. DSS and the courts claim a client disabled, but Social Security doesn't see him as disabled. (Pts. 1, 3, 4) (T-8) (R-5)

8. More understanding and sympathy by staff at Workshop. (Pts. 2, 4) (T-6) (R-6)

9. Need transportation to and from work. (Pts. 1, 1, 4) (T-6) (R-6)

10. The Dodge County MHC shouldn't require clients to identify personal problems on job applications. (Pts. 2) (T-2)

Total Points: 105

* * * *

CATEGORIZATION OF CLIENT RESPONSES

SHELTERED WORKSHOP, INC.

Dodge County

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Should be able to earn more money and still draw Social Security---earn what we can and prorate Social Security because when earning the maximum amount results in the loss of benefits, the initiative is taken away. (Pts. 6, 6, 6, 6) (T-24) (R-1)

2. Social Security-Disability does not allow enough time to earn an income before being cut off. (Pts. 3, 5, 5) (T-13) (R-3)

3. Not enough money left after the administration of agencies, for clients. (Pts. 2, 3, 5) (T-10) (R-4)

4. Workshops salaries should not count towards the loss of Social Security benefits. (Pts. 1, 3, 4) (T-8) (R-5)

5. DSS and the courts claim a client disabled, but Social Security doesn't see him as disabled. (Pts. 1, 3, 4) (T-8) (R-5)

6. The Dodge County MHC shouldn't require clients to identify personal problems on job applications. (Pts. 2) (T-2)

[3] Basic Needs: Food, Clothing, and Housing

1. Need more money from welfare for clothes, rent, and utilities. (X) (Pts. 4, 5) (T-9) (R-3)

[4] Budget: Family

1. Need to learn how to manage money. (Pts. 2, 5) (T-7) (R-5)

[6] Communications: Inter and Intra-Agency

1. More understanding and sympathy by staff at Workshop. (Pts. 2, 4) (T-6) (R-6)

2. Haven't heard anything on Disabled Aid from the Workshops counselor. (Pts. 2) (T-2)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Would like to learn to be able to control my temper. (Pts. 1, 6) (T-7) (R-5)

[10] Courses and Programs: Vocational and Technical

1. Education courses such as Electronics, Refrigeration, TV Technician, TV Repairman, and Welding. (Pts. 1, 2, 5, 6) (T-14) (R-2)

2. Need Nurses Aide training. (Pts. 6) (T-6) (R-6)

3. Want Cashier-Clerk training. (Pts. 6) (T-6) (R-6)

4. Want training for a job, like baby-sitting. (X) (Pts. 5) (T-5)

5, Would like to do more sewing and knitting at the Vocational School. (Pts. 4) (T-4)

6. Would like Beautician training. (Pts. 3) (T-3)

7. Training to work with the physically handicapped. (Pts. 3) (T-3)

8. Want Drivers Education class. (X) (Pts. 1, 2) (T-3)

9. Would like to learn French. (No Points)

10. Want Secretarial training. (No Points)

[14] Homemaking and Other Home Services

1. Would like to do cooking for myself. (Pts. 3, 4, 5) (T-12) (R-1)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Job placement should be faster at the DVR in Madison. (Pts. 5, 6) (T-11) (R-2)

[18] Marital and Family Problems

1. Would like to be more friendly with my relatives. (Pts. 4) (T-4)

[20] Mental Retardation, Physical and Emotional Handicaps

1. Business and industry does not accept or understand the problems of the alcoholic or any handicapped person. (Pts. 2, 3, 4, 5) (T-14) (R-2)

[25] Recreation and Social

1. Recreation---want to learn to dance and swim. (X) (Pts. 2) (R-2)

[28] Sex Education and Family Planning

1. Would like to learn more about venereal disease. (Pts. 2, 6) (T-8) (R-4)

[30] Transportation

1. Need transportation for grocery shopping, doctor, and work. (XX) (Pts. 1, 3, 3) (T-7) (R-5)

2. Need transportation to and from work. (Pts. 1, 1, 4) (T-6) (R-6)

[31] Wages, Income, and Incentives

1. Want higher wages at the Workshop. (XX) (Pts. 1, 1, 4) (T-6) (R-6)

WORKSHOPS, INC.

Fond du Lac County

Agency Function

The clients of Workshops, Inc., Fond du Lac, are served by a wide-ranging program which includes a Career Development unit, Sheltered Work, Instruction, and Recreation program (SIR), a Production department, and a placement service.

The Career Development unit initially brings the client-trainee into the Workshop program through an orientation program. The intake interview and a physical exam precede an evaluation process, designed to identify work skills, aptitudes, strengths, and weaknesses in work behavior and to plan a rehabilitation program. The objective with each client is to achieve placement on a job in the competitive labor market. If community placement is not feasible the trainee is referred to the Sheltered Work, Instruction, and Recreation program. Efforts with each trainee continue until the highest possible level of functioning is achieved.

The Sheltered Work, Instruction, and Recreation program is provided to serve persons who are too severely handicapped to enter the competitive labor market, or those who after 8 to 12 months in the Career Development unit are without a job placement and also for trainees in the Career Development unit who need services such as personal hygiene, etc. Sheltered Work involves performing various simple subcontract jobs or janitorial tasks, or professionally supervised work in industry for wages. In some cases the wages are less than the minimum wage due to the simplification of the jobs. Instruction is used to teach appropriate behavior, with short-term goals and successful achievement records for each client. Long-term goals are set with each client, and may include education in accepted nutrition habits, food purchasing, preparation and eating, proper personal hygiene, clothing, posture and self-development. Client trainees also learn to use leisure time creatively, through programs which include physical sports, indoor and outdoor games, camping, fishing, field trips, picnics, walks, and discussion sessions. Both group and one-to-one activities are encouraged.

The Production department includes the active ongoing subcontracted work. The equipment on which clients receive training include a belt sander, grinder, a press for processing advertising buttons, machinery to produce rubber mats and two industrial sewing machines. Mailings and some original projects provide additional work for the clients. Several large industries in the Fond du Lac area provide subcontract work for the clients. Supervision includes job skills and work attitudes. Clients are encouraged to develop good work habits and to be responsible.

Part-time and full-time job placement of the clients is an additional function of the staff. Beyond the Workshop experience, clients may receive up to 10 weeks of on-the-job training, with permanent employment following training. Clients have been placed in print shops, nursing homes, automobile repair garages, offices, restaurants, motel maintenance jobs, and kitchens, as well as other industries

and a local hospital.

Close cooperation between the different units assures clients that they will have a maximum opportunity to develop their potential while they are at Workshops, Inc.

Introduction to Workshops, Inc., Staff Participants

Eight members of the staff of Workshops, Inc., were organized into two Nominal Groups using criteria of job placement and education. One group included four female participants, two of whom had earned Bachelor's degrees. Each held an instructor's position. The second Nominal Group included four para-professionals involved in instruction or administration. Three of the four had six months or less experience in the agency.

Summary of Workshops, Inc., Staff Responses

The highest ranked problem cited by the staff is the lack of audiovisual equipment. They need a record player, filmstrip projector, and a new film projector. Ranked first by the second group is the need for training for the staff in handling handicapped persons.

The staff desires more ABE classes for all clients. Additionally, the staff recommends a course in Motivation for their clients. Both groups agreed on these high priority needs.

Two categories of problems were mentioned very frequently. The difficulties of the mentally retarded, and physically and emotionally handicapped drew a great deal of attention from the staff, since most of the clients of Workshops, Inc., have these problems. Instructional aids for teaching the retarded were requested. Driver training, with individualized instruction for the physically handicapped and those mentally handicapped who are able to operate a car safely, was requested. A transportation system for all mentally retarded and handicapped, including assistance on and off the busses, and with reduced rates, is needed.

The other frequently mentioned category was the lack of facilities. Audiovisual equipment requests include the projection equipment mentioned above, and video tape machines for instruction, educational TV, and tape recorders. Other facilities cited were expanded areas for Sheltered Work Instruction, and Recreation with carpeting and partitions, a client lunch and recreation room, and better ventilation and air conditioning. Staff requested ramped curbs and crosswalks throughout the city.

The staff is aware of their need for in-service education. They requested training in behavior modification, the correction of learning disabilities, and training in the use of equipment, materials, and safety aspects of maintenance. Child Development courses for college credit also are requested by the staff.

There were few administrative problems, according to the Staff. The lack of raises had led to low morale. More time to identify client's problems is needed. Permission and facilities for a personal cooking course for clients is requested, with emphasis to be placed on nutrition.

Staff of Workshops, Inc., noted the need for bus transportation directly to the Vocational School for clients and the general public, especially at night, as well as the specific needs of the handicapped and disadvantaged for transportation around the community. They also noted the need for a day care center for the severely mentally retarded or handicapped adults in the community.

Introduction to Workshops, Inc., Client Participants

Sixteen clients from Workshops, Inc., Fond du Lac county, participated in client Nominal Groups. They reported former or present client status with 31 outside agencies. (See Table 21.)

Of the 432 clients in this study, 96 reported former or present client status with a Workshop. No attempt was made by the research team to identify the specific Workshop with whom they had contact.

The sixteen clients from Workshops, Inc., were organized into three Nominal Groups using criteria of sex and age. One group included 5 men, another included six women under the age of 35, and the third group included five women over the age of 48.

Summary of Workshops, Inc., Client Responses

Communication problems precluded the clients of Workshops from ranking their responses. However, the research team was able to classify the responses by categories.

The most frequently mentioned category was transportation---clients of Workshops, Inc., need transportation to and from work, especially in the winter months. Nine of the clients interviewed cited this need.

The second most frequently mentioned category was the need for better job placement. Clients requested help finding jobs in factories, offices, and in the sale of handmade products.

Major problems for the clients of Workshops also included the need for money to take care of themselves. Clients noted that ceilings on the amount of earnings, without cutting certain benefit programs, kept them from being self-sufficient.

Other responses include a problem of communication with the staff for one client with special needs. Another asked for a personal development program, including how to choose friends. One client requested a course in Basic First Aid, and another asked for tutors in the school math courses.

Comparison of Workshops, Inc., Staff and Client Responses

The staff was quite aware of the basic problems facing their clients. The facilities requested were instructional or related to the client-centered programs. In-service training was also directly related to the services the staff felt they should be able to provide for their clients. The critical need for transportation for the handicapped and retarded was frequently mentioned by both the staff and the clients of the Workshop.

Although the clients had obvious communication problems, they were quite aware of their own problems in critical areas. Transportation, self-support level earnings, and the need for meaningful work were at the top of the requests by the Workshop clients.

ERIC

WORKSHOPS, INC.

Fond du Lac County

Number of Groups: 2 Total Participating: 8

STAFF NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 4 participants are female and 25 years old or younger. Two of the four hold a Bachelors degree.

1. Instructor II; 2 years in present position; 2 years employed in agency; Female, age 20; No degree.

2. Instructor I; 13 months in present position; 13 months employed in agency; Female, age 22; B.S., Psychology.

3. SIR Instructor (Sheltered work, Instruction, Recreation); 3 months in present position; 2 years employed in agency; Female, 20 years old; No degree.

4. SIR Department Head; 2 years in present position; 2 years employed in agency; Female, 25 years old; B.S., Art.

RESPONSES OF NOMINAL GROUP NO. 1

1. Better audio-visual equipment is needed ---no record player or filmstrip projector. Movie projector needs to be replaced. (X) (Pts. 6, 9, 9, 9) (T-33) (R-1)

2. Need for individual instruction in ABE for the mentally retarded. (X) (Pts. 8, 8, 10) (T-26) (R-2)

3. More instructional materials adapted for adult mentally retarded available for instructors. (X) (Pts. 3, 10, 10) (T-23) (R-3)

4. Low staff morale due to no raises. (Pts. 6, 7, 9) (T-22) (R-4)

5. Sheltered work, Instruction and Recreation area is not adequate for small group instruction. Need carpeting, curtains and soundproof partitions. (XX) (Pts. 6, 7, 8) (T-21) (R-5)

6. Lack of motivation of clients for independence. (Pts. 3, 8, 10) (T-21) (R-5)

7. Behavior modification training for staff. (Pts. 2, 4, 5, 5) (T-16) (R-6)

8. Programs to prepare the mentally retarded for a successful job. (Pts. 3, 5) (T-8) (R-7)

9. Poor ventilation and no air conditioning---causes low functioning level of staff and clients. (Pts. 1, 2, 4) (T-7) (R-8)

10. Set up a transportation line for all mentally retarded and handicapped with special stops and assistance available at reduced rates---not Workshops connected. (Pts. 3, 4) (T-7) (R-8)

11. Recreational center for the mentally retarded. (Pts. 1, 6) (T-7) (R-8)

12. Video tape machine available to agencies to study client behavior and to demonstrate to the client his behavior to be corrected. (Pts. 7) (T-7) (R-8)

13. Transportation to recreation and outside activities like field trips for agency clients. (XX) (Pts. 7) (T-7) (R-8)

14. Need for a facility and instructor for one-to-one instruction in cooking simple meals and nutrition for the mentally retarded. (X) (Pts. 1, 5) (T-6) (R-9)

15. In-service training sessions to identify and adapt to certain learning disabilities and the use of available materials. (Pts. 4) (T-4) (R-10)

16. Use of YMCA swimming facilities for Workshop clients, alone, for individual instruction. (No Points)

17. Need for individual instruction for staff and clients in maintenance---specifically in use of equipment, materials, and safety. (Pts. 2) (T-2)

18. Male instructors for group supervision of men. (Pts. 1) (T-1)

19. Room specifically set up for learning situations with an educational TV and tape machine, so instructors need not be present at all times. (Pts. 2) (T-2)

20. Communications bulletin listing agencies and services within the county. (No Points)

Total Points: 220

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 4 participants are para-professionals. Three of the four have six months or less experience in the agency.

1. Shop Superintendent, 6 years in present position; 8 years, 6 months employed in agency; Male, age 56; No degree.

2. Home Coordinator; 6 months in present position; 6 months employed in agency; Female, age not indicated; 1 year of college; 1 year Fox Valley Technical Institute-Oshkosh.

3. Assistant Administrator; 3 months in present position; 3 months employed in agency; Female, 22 years of age; No degree.

4. Instructor II; 1 month in present position; 1 month employed in agency; Female, 23 years old; No degree.

RESPONSES OF NOMINAL GROUP NO. 2

1. Training sessions for staff working with handicapped people to discuss problems in everyday dealings with them. (Pts. 8, 9, 10, 10) (T-37) (R-1)

2. More ABE classes, including verbal and written skills, should be offered to mentally retarded and emotionally disturbed clients. (Pts. 2, 6, 9, 10) (T-27) (R-2)

3. A Motivation course for the clients. (Pts. 3, 7, 7, 10) (T-27) (R-2)

4. Courses to be offered in grooming and other health cares and nutrition to enlarge the Workshops program. (Pts. 7, 8, 8) (T-23) (R-3)

5. Bus transportation directly to the Vocational School for clients and general public---especially at night. (Pts. 3, 5, 6, 6) (T-20) (R-4)

6. Not enough time to identify clients' specific skills. (Pts. 9, 9) (T-18) (R-5)

7. Publication for the public, listing services available to them and defining them. (Pts. 2, 7, 8((T-17) (R-6)

8. Need more audio-visual equipment at Workshops. (Pts. 1, 2, 5, 6) (T-14) (R-7)

9. Driver training course with car equipped with hand controls for the physically handicapped. (Pts. 1, 4, 4, 4) (T-13) (R-8)

10. More Child Development courses for staff offered in Fond du Lac which carry credit toward degree. (Pts. 5, 5) (T-10) (R-9)

11. MPTI should offer the state-approved course, "Young Child I" which is 40 hours. (Pts. 3, 4) (T-7) (R-10)

12. Study should be given for individualized driver education program for mentally handicapped. (No Points)

13. Day care center for severely mentally retarded and handicapped adults and youth. (Pts. 1, 3) (T-4)

14. More space at Workshops for clients to eat lunch and take breaks. (No Points)

15. Client recreation room needed at Workshops. (No Points)

16. Need ramped curbs and crosswalks. (Pts. 1, 2) (T-3)

Total Points: 220

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CATEGORIZATION OF STAFF RESPONSES

WORKSHOPS, INC.

Fond du Lac County

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Low staff morale due to no raises. (Pts. 6, 7, 9) (T-22) (R-4)

2. Not enough time to identify clients' specific skills. (Pts. 9, 9) (T-18) (R-5)

[8] Courses and Programs: Colleges and Universities

1. More Child Development courses for staff offered in Fond du Lac which carry credit toward degree. (Pts. 5, 5) (T-10) (R-9)

[10] Courses and Programs: Vocational and Technical

1. A Motivation course for the clients. (Pts. 3, 7, 7, 10) (T-27) (R-3)

2. Courses to be offered in grooming and other health cares and nutrition to enlarge the Workshops program. (Pts. 7, 8, 8) (T-23) (R-3)

3. MPTI should offer the state-approved course, "Young Child I," which is 40 hours. (Pts. 3, 4) (T-7) (R-10)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. Better audio-visual equipment is needed---no record player or filmstrip projector. Movie projector needs to be replaced. (X) (Pts. 6, 9, 9, 9) (T-33) (R-1)

2. Sheltered work, Instruction and Recreation area is not adequate for small group instruction. Need carpeting, curtains and soundproof partitions. (XX) (Pts. 6, 7, 8) (T-21) (R-5)

3. Need more audio-visual equipment at Workshops. (Pts. 1, 2, 5, 6) (T-14) (R-7)

4. Video tape machine available to agencies to study client behavior and to demonstrate to the client his behavior to be corrected. (Pts. 7) (T-7) (R-8)

5. Poor ventilation and no air conditioning---causes low functioning level of staff and clients. (Pts. 1, 2, 4) (T-7) (R-8)

6. Room specifically set up for learning situations with an educational TV and tape machine, so instructors need not be present at all times. (Pts. 2) (T-2)

7. More space at Workshops for clients to eat lunch and take breaks. (No Points)

8. Client recreation room needed at Workshops. (No Points)

9. Need ramped curbs and crosswalks. (Pts. 1, 2) (T-3)

[15] In-service

1. Training sessions for staff working with handicapped people to discuss problems in everyday dealings with them. (Pts. 8, 9, 10, 10) (T-37) (R-1)

2. Behavior modification training for staff. (Pts. 2, 4, 5, 5) (T-16) (R-6)

3. In-service training sessions to identify and adapt to certain learning disabilities and the use of available materials. (Pts. 4) (T-4) (R-10)

4. Need for individual instruction for staff and clients in maintenance---specifically in use of equipment, materials, and safety. (Pts. 2) (T-2)

[20] Mental Retardation, Physical and Emotional Handicaps

1. More ABE classes, including verbal and written skills, should be offered to mentally retarded and emotionally disturbed clients. (Pts. 2, 6, 9, 10) (T-27) (R-2)

2. Need for individual instruction in ABE for the mentally retarded. (X) (Pts. 8, 8, 10) (T-26) (R-2)

3. More instructional materials adapted for adult mentally retarded available for instructors. (X) (Pts. 3, 10, 10) (T-23) (R-3)

4. Programs to prepare the mentally retarded for a successful job. (Pts. 3, 5) (T-8) (R-7)

5. Driver training course with car equipped with hand controls for the physically handicapped. (Pts. 1, 4, 4, 4) (T-13) (R-8)

6. Recreational center for the mentally retarded. (Pts. 1, 6) (T-7) (R-8)

7. Set up a transportation line for all mentally retarded and handicapped with special stops and assistance available at reduced rates---not Workshops connected. (Pts. 3, 4) (T-7) (R-8)

8. Need for a facility and instructor for one-to-one instruction in cooking simple meals and nutrition for the mentally retarded. (X) (Pts. 1, 5) (T-6) (R-9)

9. Study should be given for individualized driver education program for mentally handicapped. (No Points)

10. Day care center for severely mentally retarded and handicapped adults and youth. (Pts. 1, 3) (T-4)

[22] Motivation

1. Lack of motivation of clients for independence. (Pts. 3, 8, 10) (T-21) (R-5)

[25] Recreation and Social

1. Use of YMCA swimming facilities for Workshop clients, alone, for individual instruction. (No Points)

[26] Referral and Information Center

1. Publication for the public, listing services available to them and defining them. (Pts. 2, 7, 8) (T-17) (R-6)

2. Communications bulletin listing agencies and services within the county. (No Points)

[29] Staff

1. Male instructors for group supervision of men. (Pts. 1) (T-1)

[30] Transportation

1. Bus transportation directly to the Vocational School for clients and general public---especially at night. (Pts. 3, 5, 6, 6) (T-20) (R-4)

2. Transportation to recreation and outside activities like field trips for agency clients. (XX) (Pts. 7) (T-7) (R-8)

WORKSHOPS, INC.

Fond du Lac County

(On October 19, 1972 the research team attempted to conduct a Nominal Group session with three groups of clients from Workshops, Inc. of Fond du Lac county. Apparently there was a misunderstanding between the research team and the staff of Workshops assisting in organizing the groups concerning the criteria for literacy and physical abilities. Some of the participants were unable to read and write and some had difficulty due to poor eyesight, hearing, and speech. The team did collect the responses the clients wrote in Step Number 1 of the Nominal Group Method, but were unable to continue with the steps involving the rank of priorities.)

Number of Groups: 3 Total Participating: 16

CLIENT NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All five participants are male.

1. Male, age 21; client of Workshops, Inc.; former client of WSES.
2. Male, age 57; client of Workshops, Inc. and DSS; former client of WSES and MHC.
3. Male, age 27; client of Workshops, Inc.; former client of DVR, WSES, and MHC.
4. Male, age 40; client of Workshops, Inc. and DSS; former client of DVR and MHC.
5. Male, age 47; client of Workshops, Inc., DSS, and DVR; former client of MHC.

RESPONSES OF NOMINAL GROUP NO. 1

1. Maybe people living alone or with somebody if they could have a way of working to earn more money to pay higher bills. If there might be a way to get rides to work during the cold months.
2. Back and forth to home or work right now.
3. Need better jobs; more money; transportation to better job.

Total Points: None

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 6 participants are female and under the age of 35.

1. Female, age 22; client of Workshops, Inc., and DSS; former client of WSES.
2. Female, age 21; client of Workshops, Inc. and DSS; former client of WSES.
3. Female, age 33; client of Workshops, Inc., and DSS.
4. Female, age 34; client of Workshops, Inc., and DSS.
5. Female, age 26; client of Workshops, Inc., and WSES.
6. Female, age 20; client of Workshops, Inc., and DVR.

RESPONSES OF NOMINAL GROUP NO. 2

1. Slowness in myself; class on how to get a job; Basic First Aid course; transportation---once in a while.

2. Finding a job that I can do.

3. Help getting me a good job like factory work.

4. I have epilepsy problems---wish I could have a job like other ones do. Right here I can only earn about $40.00, otherwise I get my check taken away. I like doing dishes in restaurants. Am almost over my spells. Had a 3-week checkup at doctor and hospital. Otherwise I get along fine.

5. How to choose my friends more carefully. How to get a good full-time job. Transportation to and from work in the winter months.

6. Have difficulty with Workshop Sheltered Work, Instruction and Recreation staff understanding me and have them to understand my problems that I have.

Total Points: None

COMPOSITION OF NOMINAL GROUP NO.3

Criteria for Homogenous Grouping: All 5 participants are female and over the age of 48.

1. Female, age 48; client of Workshops, Inc. and DSS; former client of DVR and WSES.

2. Female, age 59; client of Workshops, Inc. and DSS.

3. Female, age 50; client of Workshops, Inc. and DVR; former client of WSES.

4. Female, age 59; client of Workshops, Inc., DSS, and MHC.

5. Female, age 55; client of Workshops, Inc., DSS, and MHC.

RESPONSES OF NOMINAL GROUP NO. 3

1. Need transportation and money; homesickness---being separated from family a long time.

2. To make more money for myself. To get back and forth to MHC. Help with my math and school in general.

3. Need job in light office work; also transportation.

4. How to sell the things I myself make; also need transportation.

Total Points: None

CATEGORIZATION OF CLIENT RESPONSES

WORKSHOPS, INC.

Fond du Lac County

[6] Communications: Inter and Intra-Agency

1. Have difficulty with Workshop Sheltered Work, Instruction and Recreation staff understanding me and have them to understand my problems that I have.

[7] Counseling and Testing: Vocational, Employment and Personal

1. How to choose my friends more carefully.

[9] Courses and Programs: Pre-school, Primary, Middle, and High School

1. . . . . .help with my math in school in general.

[10] Courses and Programs: Vocational and Technical

1. . . . . class on how to get a job; Basic First Aid course . . . . .

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Need better jobs . . . . .
2. Finding a job that I can do.
3. Help getting me a good job like factory work.
4. . . . . how to get a good full-time job . . . . .
5. Need job in light office work . . . . .
6. How to sell the things I myself make . . . . .

[18] Marital and Family Problems

1. . . . . homesickness---being separated from family a long time.

[20] Mental Retardation, Physical and Emotional Handicaps

1. I have epilepsy problems---wish I could have a job like other ones do. Right here I can only earn about $40.00, otherwise I get my check taken away. I like doing dishes in restaurants. Am almost over my spells. Had a 3-week checkup at doctor and hospital. Otherwise I get along fine.
2. Slowness in myself . . . . .

[30] Transportation

1. Maybe people living alone or with somebody if they could have a way of working to earn more money to pay higher bills. If there might be a way to get rides to work during the cold months.
2. Back and forth to home or work right now.
3. Need . . . . . transportation to better job.
4. . . . . transportation once in a while.
5. . . . . Transportation to and from work in the winter months.
6. Need transportation . . . . .
7. . . . . to get back and forth to MHC . . . . .
8. Need . . . . . transportation.
9. . . . . transportation.

[31] Wages, Income, and Incentives

1. Need . . . . . more money . . . . .
2. Need . . . . . money . . . . .
3. To make more money for myself . . . . .

ERIC

THE THRESHOLD, INC.

Washington County

Agency Function

As a rehabilitation center the Threshold, Inc. serves the disabled and handicapped persons of Washington county. The services offered by the Threshold include several vocational rehabilitation programs including testing, driver education, placement, evaluation, day care, work adjustment and specialty training for janitorial work. The sheltered workshop also provides day care, on-the-job training, counseling, instruction in personal hygiene and adjustment, craft and skills instruction, a preschool and summer school program for youngsters, and a home training program with specialists who instruct parents in how to teach their children self-feeding, toilet training, dressing, discipline, and creative play. The total number of clients served during FY 1971-72 by the Threshold, Inc. was 274. This included 138 clients in vocational rehabilitation programs, 48 in day care, 63 in "Title I - Summer Programs", 13 in preschool programs, and 12 in the home training program. In fiscal year 1970-71, this agency served 219 clients.

Introduction to The Threshold, Inc., Staff Participants

Five Nominal groups, consisting of 23 staff members of The Threshold, Inc., were organized, with the criteria for homogeneous grouping related to occupational assignments and responsibilities.

For example, one group included five professionals, all holding Bachelor's degrees, who deal directly with clients in counseling and evaluation. Another group of four females provide special services to clients on a part-time basis, such as training specialist, therapist and instructors.

A third group included four para-professional staff in supervisory positions and one instructor. Another group of five are assistants to subcontract production, building maintenance instruction and product delivery staff. The last group of 4 participants are involved in the preschool training program.

Summary of The Threshold, Inc., Staff Responses

Following are the top-ranked responses from the five groups participating in the study. One group of professionals pointed out that the major problem standing in the way of long-term employment on the staff at Threshold, Inc., was the lack of good fringe benefits, good wages, and good pension plans. A group of female instructional specialists cited a more adequate budget for program supplies as their greatest need for best serving the clients. A group of staff involved in subcontract production, instruction, and delivery noted that a lack of confidence in the staff by the director prevented decisions at the departmental level, and that this was the major problem. Another group of staff associated with subcontract production, instruction and delivery, as well as the transportation system for clients, reported

that they needed more background information on their clients. The fifth group, of preschool staff members, cited the need for a better physical plant as the major need.

The second-ranked problems noted by the Nominal Groups of Threshold staff members were similarly diverse. One group indicates that the speech therapist should be part of the instructional service rather than counseling. Another group feels that clients should be grouped according to their abilities, need for supervision, and education. A third group gave second priority to more appropriate placement for clients, classifying them by their behavioral problems. Another group felt that more formal time for staffings would aid clients, and that clients should participate in staffings. Ranked second by another group is the problem of unclear job duties, citing the flexible demands made on the staff as very distracting.

Given third priority by the Nominal Groups were a varying collection of problems. In-service training for the staff concerning learning therapy, motivation techniques, teaching methods, emotional problems, learning disabilities, motor development, programs of other agencies, and sensitivity training were requested by three groups. Another group complained that too much paper work interfered with Threshold staff delivering needed services. Another response given a third priority ranking was the request for departmental budgets, with 4 of the 5 individuals in that group indicating this response in Step 1 of the Nominal Group Method.

The most frequently mentioned problems of the Staff are in the category of policies, rules, administration and laws. From the 5 Nominal Groups, thirty-three problems from this category were ranked in the top ten problems. A number of the administrative problems centered on the desire of the staff to understand the limits and assignments of their individual jobs. Job descriptions and written guidelines were requested for both staff and client jobs to reduce the ambiguity and confusion and to improve the staff functions. A very important problem would be solved, according to the staff, if clients were grouped according to ability as they go through evaluation. Also, in order to improve the services, staff suggested that regular, more frequent staff meetings be held, and that the client being discussed be allowed to participate in the staffing. Confidentiality of information about clients was urged by the staff. Hiring more staff to improve the staff/client ratio is recommended. The staff would appreciate more delegation of authority with less inconsistency, more freedom to express themselves, and some limits on the degree of client discipline allowed. It was suggested that more recognition for jobs well done would be welcomed by the staff. Departmental budgets and responsibility for scheduling would reduce the confusion the staff observes in the rush jobs for certain subcontracts. Emphasis on the subcontracted jobs interferes with regularly scheduled activities for clients. Some clients with high skill levels, developed while working on subcontracts, are reported as being held back from outside job placement due to the need for their skills. There were several complaints that red tape and paper work interfere with the one-to-one supervision relationships that some clients need. The staff emphasized several times that the policy of the Threshold should be to help the clients move up and out to jobs in the competitive working community. In all, fifty problems related to the administrative area.

Many problems also were noted by the staff in communications. The suggested remedy to improve the exchange of information about new clients and clients in Threshold programs would be to hold more frequent staffings with Threshold staff, and to bring in professional staff members from other agencies on a regular basis. Better cooperation between the services is urged. It is felt that more time should be spent explaining to clients why they are at the Threshold and what is expected of them. The staff recommended more cooperative programs with schools and technical institutes for their clients. The staff feels they need more information and better communications with the other service and state agencies to improve the working relationships with the clients.

As was noted, the staff reported a significant need for new physical facilities, which would permit more privacy, better working conditions, less noise, facilities for counseling, individual instruction, and in general a better program for the clients. Equipment requests range from swings and slides to be used therapeutically, to supplies for programs in living skills, home training, and speech therapy. A lending library was requested, as was new office equipment.

Additional staff is needed for individual instruction and attention to clients who require it. New staff services are needed for physical therapy, occupational therapy, a nurse, a pre-school teacher, and a trained para-professional on each bus in addition to a trained driver.

The public relations between the Threshold and the communities it serves should be improved. There is a real need for more volunteers and more parent involvement. Better public education is needed for the community to understand the needs of the handicapped and to accept the handicapped. More community involvement would improve the chances for good job placement for the trained clients.

The staff ranked in-service training in therapy techniques, in better understanding of the psychological problems some clients have, and with staffs from other Workshops, in addition to the areas mentioned above. Cooperative efforts of this kind were urged with Southern Colony staff for home training specialists. Better training of clients for jobs such as checker, stockhandler, and service station attendant was also requested, through an improved on-the-job training program.

Introduction to The Threshold, Inc., Client Participants

Twenty-four clients of the Threshold, Inc., Washington county, were organized in five Nominal Groups, using criteria of place of residence, type of handicap, and educational background. Eleven men and 13 women participated. They reported former client status with 17 other agencies and active status with 35 outside agencies. (See Table 21.)

Twenty-four MPTI District client participants in this study from other agencies reported former client status with a Workshop and 22 reported active client status. Of the 432 clients in this study, 96 reported former or present client status with a Workshop.

Summary of The Threshold, Inc., Client Responses

Four new clients, unable to secure employment elsewhere, indicated that their most important need was for job information and information about prospective employers. Another group, clients who had at one time held an outside job, but not within the past six months, stated that the Threshold bus is always too crowded and needs a heater. A group of five clients in residence at a psychiatric hospital ranked low Threshold wages as their number one problem. The number one priority of a group of clients with a history of psychiatric problems is the desire to return to hourly wages and incentive pay rates in place of piece work. A Nominal Group which included physically handicapped and work-study high school students also indicated that the piece work wage rate was too low, and that Threshold clients should be paid on the basis of hourly rates. The same group requested that the staff explain changes in piece work rates when they occur.

The second-ranked problems found by the Nominal Groups also were diverse, but they showed some common problems as well. One group requested aptitude and guidance testing before placement, to make sure the client is capable of doing the job. Another group ranked not being "placed in the type of job he is best suited for" as the second highest problem. Faster service at the Guidance Center would be appreciated, as a third group complained that the long waiting period for an appointment slowed their progress. The other second-ranked problem was from a group which stated the need for transportation to work, physicians, shopping and recreation as important.

Three of the third-ranked problems listed by the five Nominal Groups were associated with needed transportation for clients. More widely distributed pick-up stations, a bus stop at the high school, the Vocational School, around the community, and especially transportation to work were all specifically requested by the client groups. Other third priority problems include a request for better training for outside jobs, specifically in factory work, store clerking, Machine Shop work, Waitressing, and Furniture Repair and Construction.

The most frequent problem category was Agency Policy, Rules, Regulations, Administration, and Laws. Several complaints are related to limits placed on their earning power by laws, such as one report that Code No. 19 prevents residents of Cedar Lake Home from being employed in a profitable job. Clients indicate that waiting for someone with a power of attorney to answer requests is frustrating. Several clients noted that working conditions and paces were less than ideal. Chilly workshops, idle time, too short work breaks, and not enough training in janitorial skills were mentioned. Clients would like to master skills before being moved to new tasks. They also requested a hot lunch program for the staff and clients.

The clients are very eager for Vocational and Technical training. The groups requested courses in factory work, store clerk, Waitress, Furniture Repair and Construction, as mentioned, and also requested Machine Shop training, Drivers Education, high school credit courses at night, Auto Body Repair, Institutional Cooking hospital, Food Service training, Office training, Auto Mechanics, Music, Shop,

Advanced Math, Art, Personal Budgeting, Sewing, High School credit courses during the day, and more reading, writing, and arithmetic are requested. They also request guidance or aptitude testing, counseling, and more help in rehabilitating people from county institutions. Clients also felt the need for more recreation in the winter, such as roller skating.

The sensitivities of the clients were evident as they sought "a more friendly relationship between staff and clients." Several of the communication problems are reflections of the clients' desire to have more friends.

Comparison of The Threshold, Inc., Staff and Client Responses

The staff is very much concerned with administrative problems which keep them from serving the clients better. It seems that the clients are aware of staff tension. Staff noted a need for better public relations. Both groups noted communication problems and both have requests for Vocational and Technical courses and in-service type training, for both clients and staff. Clients alone noted the need for ABE courses and remedial work in basic communication skills. Neither staff nor clients are satisfied with the wages or pay rates for their respective jobs. Staff did note several client-centered problems, such as the trend toward dependence and the need for motivation which the staff feels they could be trained to remedy.

Responses from The Threshold's Secretarial Staff

The secretarial staff of the Threshold was organized as a Nominal Group in response to a special request by that agency. The five participants were all clerical employees. Their responses indicated that they, as the rest of the staff, were motivated to help the clients and were sensitive to their needs. More office equipment was requested, but the clerical staff also wanted to know more about the handicaps and disabilities of the clients, and requested in-service training and clinics and seminars, to include staff from other Workshops. Because the clerical staff is responsible for the many required forms, they requested assistance in understanding and keeping up with changes instituted by the state through quarterly bulletins. Their responses were not ranked.

THE THRESHOLD, INC.

Washington County

Number of Groups: 5 Total Participating: 23

STAFF NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 5 participants are professionals and deal directly with the clients in counseling, evaluation, and case management.

1. Job Placement Counselor/Subcontract Procurement; 1 year, 7 months in present position; 1 year, 7 months in agency; Male, age 32; B.A., Philosophy/English; 4 years graduate work in Theology; 6 additional credits in graduate work.

2. Client Care Supervisor; 9 months in present position; 9 months in agency; Male, age 22; B.S., Psychology; 6 graduate credits in Educational Psychology.

3. Client Care Supervisor; 11 months in present position; 11 months in agency; Male, age 29; B.A., Philosophy; M.A., Theology.

4. Client Care Counselor; 2 weeks in present position; 2 weeks in agency; Female, age 25; B.A., Psychology/English; 37 graduate credits toward M.A.

5. Evaluation Client Services Coordinator; 1 year, 6 months in present position; 3 years, 4 months in agency; Male, age 29; B.A., Psychology + 43 credits; M.A., Educational Psychology.

RESPONSES OF NOMINAL GROUP NO. 1

1. Poor fringe benefits and wage make it impossible for me to consider long-term employment at Threshold agency. Poor health policy, no pension plan, token reimbursement for schooling. (XXX) (Pts. 7, 9, 10, 10, 10) (T-46) (R-1)

2. Flexible demands of this agency creates an inability to apply self to a given area ---counseling versus bus driving versus supervisors. Need more staff, volunteers, or farming out. (XXX) (Pts. 6, 7, 8, 10) (T-31) (R-2)

3. In-service training for staff on a more regular basis. Lack of instruction in pragmatic application of learning therapy and motivation techniques. Lack of exposure to other agencies' solutions to similar problems. Comprehensive in-service training, lectures, and sensitivity training. (Pts. 5, 6, 7, 8) (T-26) (R-3)

4. Authoritarian and compulsive needs of Director weakens morale. (Pts. 5, 7, 9) (T-21) (R-4)

5. More training and support in dealing with in-depth client problems---lack of first class therapy skills. This is expected in job role. (XXX) (Pts. 8, 10) (T-18) (R-5)

6. Lack of appropriate confidentiality among staff members relative to client problems. What is confidential should be clarified. (Pts. 6, 9) (T-15) (R-6)

7. Client/staff ratio too high for promising clients with good potential. (Pts. 5, 8) (T-13) (R-7)

8. Need for more parental contact with agency. More family programs. (XX) (Pts. 4, 8) (T-12) (R-8)

ERIC

9. Excessive clerical functions---professional staff engaged in excessive paper work. (X) (Pts. 4, 7) (T-11) (R-9)

10. Lack of available joint programs with other agencies such as MPTI and high schools. (X) (Pts. 4, 6) (T-10) (R-10)

11. Roles of job placement and subcontracting work against each other. Subcontracting keeps good people here to get work done and this is against job placement which is getting good people jobs. (Pts. 2) (T-2)

12. Staff needs quicker and more elaborate briefing on new clients. Also, more information from referral agency. (X) (No Points)

13. Inability or inconsistency in delegating more authority to staff. (XX) (Pts. 9) (T-9)

14. Difficult working with specific staff members on implementing of case planning. (X) (Pts. 2) (T-2)

15. Lack of time for sharing information about clients with members of staff. (No Points)

16. Board philosophy does not encourage staff longevity. (Pts. 9) (T-9)

17. Our good staff makes agency come alive; yet Board and voluteers get community recognition. (Pts. 3, 5) (T-8)

18. Lack of adequate facilities---lack of privacy. Need space for food program. (XXXX) (Pts. 1, 1, 3, 4) (T-9)

19. Poor communication with medical profession. More consulting services and in-service training of a purely medical nature needed. (X) Pts. 1) (T-1)

20. Over-emphasis on subcontract deadline to the point of eliminating other services. (Pts. 1, 2) (T-3)

21. Lack of consistency and clarity of position statements in handling given situations---agency involvement in commitment proceedings. (Pts. 3, 4) (T-7)

22. Image of agency as sheltered workshop reduces effective referral of work adjustment people to and from agency. (XX) (Pts. 1, 3) (T-4)

23. Lack of time for staff to work on a one-to-one basis with severely handicapped clients. (X) (No Points)

24. Need more pressure on Samaritan Hospital clients to get them into paying jobs---they find security here. (Pts. 6) (T-6)

25. Underdeveloped volunteer groups. (Pts. 2) (T-2)

26. Unpredictable client load. (No Points)

27. Inactive participation by community---Chamber of Commerce, J.C.'s and Kiwanis---in placing clients in jobs. (X) (Pts. 3) (T-3)

28. Establishing realistic OJT programs with employers. (Pts. 5) (T-5)

29. Need for family counseling. (No Points)

30. Lack of sexual and social outlets for clients. (No Points)

31. Inadequate public information. (Pts. 2) (T-2)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 4 participating females provide speciality services to the clients on a part-time basis.

1. Home Training Specialist; 2 years in present position; 4 years in agency; Female, age 52; B.A., no major indicated.

2. Speech Therapist; 1 year in present position; 1 year in agency; Female, age 27; B.A., Speech Correction.

3. Living Skills Instructor; 1 year, 6 months in present position; 3 years in agency; Female, age 36; No information submitted on educational background.

4. Instructor-Assistant Supervisor; 5 years in present position; 5 years in agency; Female, age 48; No information submitted on educational background.

RESPONSES OF NOMINAL GROUP NO. 2

1. Need for adequate budgets for supplies for individual programs such as living skills, home specialist and speech therapy. (XX) (Pts. 5, 8, 10) (T-23) (R-1)

2. Lack of formal time for staffing of individual clients with all staff involved with the client participating. (X) (Pts. 7, 7, 9) (T-23) (R-1)

3. Too much paper work, forms are too complicated, and agencies requesting information should develop their own forms for Workshop staff to complete. (XX) (Pts. 3, 8, 10) (T-21) (R-2)

4. Control of subcontract work because of interference with scheduled programs. (X) (Pts. 4, 4, 8) (T-16) (R-3)

5. Classify severely mentally retarded as a separate group to work in smaller groups within Workshops. (X) (Pts. 2, 5, 9) (T-16) (R-3)

6. More structured follow-up of programs as prescribed as a result of testing. (Pts. 7, 9) (T-16) (R-3)

7. Inadequate work conditions such as lack of privacy, too much noise, shortage of phones, and lack of space. (XX) (Pts. 6, 10) (T-16) (R-3)

8. Written guidelines by Director versus verbal guidelines to insure complete carry-through because Director changes his mind too often after setting up programs. (X) (Pts. 3, 5, 7) (T-15) (R-4)

9. Need for more ABE for clients, geared towards handicapped. (Pts. 1, 2, 4, 6) (T-13) (R-5)

10. No staff meetings for staff to express themselves. (Pts. 5, 6) (T-11) (R-6)

11. Too much time spent as assistant supervisor due to a shortage of supervisors; thus, not enough time spent on individuals and Group Work Instructor, which is designated job. (Pts. 10) (T-10) (R-7)

12. Southern Colony should plan in-service for Home Training Specialist. (Pts. 9) (T-9) (R-8)

13. Basis for clients wages should be more equalized, giving the clients in Work Activity higher wages for incentives. (Pts. 2, 6) (T-8) (R-9)

14. Better evaluation and testing for incoming clients. (Pts. 8) (T-8) (R-9)

ERIC

15. Transportation to recreation and job placement for Workshop clients. (Pts. 1, 2, 3) (T-6) (R-10)

16. Need staff job descriptions better defined and role carried through. (Pts. 1, 3) (T-4)

17. Training period for clients is too short, due to outside pressures from other agencies, such as DVR. (No Points)

18. Lack of knowledge and understanding about the various service organizations and state agencies, their functions and how we can better work together. (Pts. 1, 4) (T-5)

19. Some clients get too comfortable in the agency. (X) (No Points)

20. Better community awareness of Workshop activities. (No Points)

21. Universal wage scale among Workshops staff in state by education and experience. (No Points)

22. More OJT for clients. (No Points)

Total Points: 220

COMPOSITION OF NOMINAL GROUP NO. 3

Criteria for Homogenous Grouping: All 5 participating staff are involved in subcontract production, building maintenance instruction, and product delivery. Four of the five staff are para-professionals.

1. Maintenance Supervisor; 1 year, 3 months in present position; 1 year, 3 months in agency; Male, age 61; No information submitted on educational background.

2. Production Supervisor; 2 years, 6 months in present position; 3 years, 6 months in agency; Male, age 31; B.A., Liberal Arts.

3. Supervisor; 9 months in present position; 9 months in agency; Female, age 37; No information submitted on educational background.

4. Assistant Supervisor; 2 years in present position; 2 years in agency; Female, age 30; No information submitted on educational background.

5. Woods and Metal Shop Instructor; 10 months in present position; 10 months in agency; Male, age 49; No information submitted on educational background

RESPONSES OF NOMINAL GROUP NO. 3

1. Lack of confidence in the staff by the Director to make departmental decisions. (Pts. 2, 7, 9, 10, 10) (T-38) (R-1)

2. Some clients are inappropriately placed, such as mentally retarded with behavioral problems in with the mentally retarded. (Pts. 4, 7, 8, 8, 9) (T-36) (R-2)

3. Expectations of the Director too high for efficiency of entire staff. Too much to do and too little time to do it in. (XX) (Pts. 3, 5, 9, 9, 10) (T-36) (R-2)

4. Need for departmental budgets. (XXX) (Pts. 2, 4, 6, 7, 7) (T-26) (R-3)

5. Mentally retarded should be separated from the physically handicapped and emotionally disturbed. (Pts. 3, 7, 10) (T-20) (R-4)

6. Jobs should be redistributed for individual heads to each individual department such as busing and shops. (Pts. 6, 6, 8) (T-20) (R-4)

7. No regularly scheduled staffings or staff meetings. (X) (Pts. 3, 4, 10) (T-17) (R-5)

8. Clients need a trained nurse to take care of clients' first aid needs and illness. (Pts. 1, 1, 3, 5) (T-10) (R-6)

9. Too many rush short-term subcontract jobs that don't benefit the client. (Pts. 4, 6) (T-10) (R-6)

10. Lack of information on DVR referrals. (Pts. 4, 5) (T-9) (R-7)

11. Apparent constant lack of funds due to a lack of budget to purchase needed items or materials. (Pts. 9) (T-9) (R-7)

12. No private facilities at Workshop for counseling or working individually for some individual programs. (Pts. 3, 5) (T-8) (R-8)

13. In-service for better understanding of client's psychological makeup. (X) (Pts. 8) (T-8) (R-8)

14. Due to duties outside of job description, there is not enough time for client contact for proper training. (Pts. 8) (T-8) (R-8)

15. Inadequate client orientation as to why they are here and what is expected of them. (Pts. 6) (T-6) (R-9)

16. Client schedules are too flexible. (Pts. 1, 2, 2) (T-5) (R-10)

17. What to do with a client who has reached their highest achievement level. (Pts. 5) (T-5) (R-10)

18. More in-depth training for clients on hygiene and general grooming. (No Points)

19. Apparent lack of proper dust and waste disposal partly due to being directed not to throw anything away. (Pts. 2) (T-2)

20. More one-to-one supervision of new clients in the shop under evaluation. (X) (Pts. 1, 1) (T-2)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 4

Criteria for Homogenous Grouping: All 5 participating staff are assistants to the subcontract production, building maintenance instruction, and product delivery staff. They also provide the transportation needs of the clients.

1. Bus Driver; 5 years in present position; 5 years in agency; Male, age 45; No information submitted on educational background.

2. Assistant Supervisor (WAC); 1 year, 4 months in present position; 1 year, 4 months in agency; Female, age 27; Licensed Practical Nurse.

3. Arts and Crafts Assistant; 2 months in present position; 5 months in agency; Female, age 20; A.A. in Mental Retardation.

4. Administrative Secretary; 6 years in present position; 6 years in agency; Female, age 30; No information submitted on educational background.

5. Assistant Supervisor; 6 weeks in present position; 6 weeks in agency; Male, age 45; No information submitted on educational background.

RESPONSES OF NOMINAL GROUP NO. 4

1. More background information on clients. (XXX) (Pts. 9, 9, 10, 10) (T-38) (R-1)

2. Client groups should be divided according to education, abilities and need of supervision. (XX) (Pts. 1, 3, 6, 10, 10) (T-30) (R-2)

3. More in-service training in dealing with Workshop clients. Especially for non-professional staff. (Pts. 3, 7, 7, 9) (T-26) (R-3)

4. Shortage of staff for those clients who need constant individual attention. (XX) (Pts. 5, 5, 9) (T-19) (R-4)

5. Education of general public in understanding handicapped persons and accepting them. (Pts.7, 10) (T-17) (R-5)

6. Lack of realistic job training for specific outside employment, such as clerical, checker training, and gas station attendant. (Pts. 1, 7, 8) (T-16) (R-6)

7. Workshop image turns clients and parents away, especially borderline cases. (XX) (Pts. 8, 8) (T-16) (R-6)

8. More staff meetings to discuss mutual problems. (X) (Pts. 5, 9) (T-14) (R-7)

9. Supervisor-client ratio too large. (Pts. 6, 8) (T-14) (R-7)

10. Inadequate facilities for serving clients. (X) (Pts. 6, 8) (T-14) (R-7)

11. Need detailed job descriptions for staff. (X) (Pts. 4, 7) (T-11) (R-8)

12. Some clients feel too comfortable in agency. (Pts. 5, 6) (T-11) (R-8)

13. Should have a work supervisor who is in charge of receiving, distributing, and shipping work only. (Pts. 2, 3, 4) (T-9) (R-9)

14. Director interfering in job explanations when he doesn't know the jobs. This confuses clients as to whom they should pay attention. (Pts. 1, 3, 5) (T-9) (R-9)

15. More psychiatric help for clients to deal with fantasy problems. (Pts. 6) (T-6) (R-10)

16. Problems in peer relationships among clients. (Pts. 4) (T-4)

17. Clients come to play instead of to work. (Pts. 1, 4) (T-5)

18. What is limit of discipline for staff? (Pts. 2) (T-2)

19. More communication between administration and staff. (Pts. 2, 3) (T-5)

20. Consistency and descriptions in setting up jobs for the client. (Pts. 2) (T-2)

21. Lack of recreational activities for handicapped in the community. (Pts. 1) (T-1)

22. More simplified reporting forms needed. (Pts. 2) (T-2)

23. Better understanding of the preschool program. (No Points)

24. General public doesn't understand the role of Threshold. (Pts. 4) (T-4)

Total Points: 275

COMPOSITION OF NOMINAL GROUP NO. 5

Criteria for Homogenous Grouping: All 4 participants are involved in the preschool training program at The Threshold.

1. Director-Instructor/Preschool; 2 years in present position; 5 years, 4 months in agency; Female, age 44; 45 credits towards B.A.

2. Speech Therapist; 3 years, 3 months in present position; 3 years, 3 months in agency; Female, age 34; B.S., Speech Therapy.

3. Assistant Instructor/Preschool; 2 years in present position; 2 years in agency; Female, age 49; 6 credits toward B.A.

4. Teacher Aide/Preschool; 1 year in present position; 1 year in agency; Female, age 42; 6 credits toward B.A.

RESPONSES OF NOMINAL GROUP NO. 5

1. Need a better physical plant. (XXX) (Pts. 7, 9, 10, 10) (T-36) (R-1)

2. Need for the Speech Therapist to be a part of a team teaching situation, rather than as a counseling service. (Pts. 4, 8, 9, 9) (T-30) (R-2)

3. Need in-service training for preschool staff for dealing with handicapped children---self-help school, teaching methods, physical management, dealing with emotional problems, learning disabilities, and motor development. (XX) (Pts. 3, 3, 10, 10) (T-26) (R-3)

4. Need help in curriculum planning and development for the handicapped preschool. (Pts. 2, 5, 5, 5) (T-17) (R-4)

5. Need staffing with other professional groups from other agencies on a regular basis. (Pts. 8, 9) (T-17) (R-4)

6. Need for PT services. (Pts. 2, 7, 7) (T-16) (R-5)

7. Better coöperation betwen preschool staff and other professional services---psychologist, medical doctors, DSS, and school nurses. (X) (Pts. 4, 6, 6) (T-16) (R-5)

8. Need more parent involvement and time to prepare for parent-teacher group meetings. (Pts. 3, 3, 4, 6) (T-16) (R-5)

9. Need the services of an OT. (X) (Pts. 1, 2, 4, 8) (T-15) (R-6)

10. Need another full-time aide for the preschool group. (XX) (Pts. 6, 8) (T-14) (R-7)

11. Need for Gross motor equipment---swings and slides---for large muscle development. (Pts. 2, 7) (T-9) (R-8)

12. Need more staff meetings for Workshop staff. (Pts. 5) (T-5) (R-9)

13. Need a lending materials library for the children's use---books, games, pegs, and rings. (Pts. 1, 1) (T-2) (R-10

14. Need better protection and safety in the transportation of clients, especially in entering and leaving the vehicle. Should have a para-professional on the bus in addition to the driver. (Pts. 1) (T-1)

Total Points: 220

SECRETARIAL RESPONSES

(The research team received a request to return to The Threshold, Inc. and conduct a Nominal Group session with the secretarial staff. This session was held, and the 5 participating secretaries produced five responses and were not able to rank because of the Nominal Group Method used requiring a minimum of ten responses before a group may set priorities.)

1. Need for additional office equipment. (XX) (No Points)

2. Need for more client information made available to clerical staff. (No Points)

3. Need better protection and safety in the transportation of clients in entering and leaving the bus, and para-professional on the bus. (No Points)

4. Need in-service, clinics, or seminars for clerical staff with office staff of other sheltered workshops. (No Points)

5. Need more detailed and up-to-date information for clerical staff on completing forms. An example might be a quarterly bulletin from the State, directed to clerical staff. (No Points)

Total Points: None

CATEGORIZATION OF STAFF RESPONSES

THE THRESHOLD, INC.

Washington County

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Lack of confidence in the staff by the Director to make departmental decisions. (Pts. 2, 7, 9, 10, 10) (T-38) (R-1)

2. Lack of formal time for staffing of individual clients with all staff involved with the client participating. (X) (Pts. 7, 7, 9) (T-23) (R-1)

3. Some clients are inappropriately placed, such as mentally retarded with behavioral problems in with the mentally retarded. (Pts. 4, 7, 8, 8, 9) (T-36) (R-2)

4. Expectations of the Director too high for efficiency of entire staff. Too much to do and too little time to do it in. (XX) (Pts. 3, 5, 9, 9, 10) (T-36) (R-2)

5. Flexible demands of this agency creates an inability to apply self to a given area---counseling versus bus driving versus supervisors. Need . . . . . farming out of staff. (XXX) (Pts. 6, 7, 8, 10) (T-31) (R-2)

6. Client groups should be divided according to education, abilities and need of supervision. (XX) (Pts. 1, 3, 6, 10, 10) (T-30) (R-2)

7. Need for the Speech Therapist to be a part of a team teaching situation, rather than as a counseling service. (Pts. 4, 8, 9, 9) (T-30) (R-2)

8. Too much paper work, forms are too complicated, and agencies requesting information should develop their own forms for Workshop staff to complete. (XX) (Pts. 3, 8, 10) (T-21) (R-2)

9. Need for departmental budgets. (XXX) (Pts. 2, 4, 6, 7, 7) (T-26) (R-3)

10. Control of subcontract work because of interference with scheduled programs. (X) (Pts. 4, 4, 8) (T-16) (R-3)

11. Classify severely mentally retarded as a separate group to work in smaller groups within Workshops. (X) (Pts. 2, 5, 9) (T-16) (R-3)

12. More structured follow-up of programs as prescribed as a result of testing. (Pts. 7, 9) (T-16) (R-3)

13. Authoritarian and compulsive needs of Director weakens morale. (Pts. 5, 7, 9) (T-21) (R-4)

14. Mentally retarded should be separated from the physically handicapped and emotionally disturbed. (Pts. 3, 7, 10) (T-20) (R-4)

15. Jobs should be redistributed for individual heads to each individual department such as busing and shops. (Pts. 6, 6, 8) (T-20) (R-4)

16. Written guidelines by Director versus verbal guidelines to insure complete carry-through because Director changes his mind too often after setting up programs. (X) (Pts. 3, 5, 7) (T-15) (R-4)

17. No regularly scheduled staffings or staff meetings. (X) (Pts. 3, 4, 10) (T-17) (R-5)

18. Need . . . . . time to prepare for parent-teacher group meetings. (Pts. 3, 3, 4, 6) (T-16) (R-5)

Threshold-Staff-Categorization
Agency Policy

19. Workshop image turns clients and parents away, especially borderline cases. (XX) (Pts. 8, 8) (T-16) (R-6)

20. Lack of appropriate confidentiality among staff members relative to client problems. What is confidential should be clarified. (Pts. 6, 9) (T-15) (R-6)

21. No staff meetings for staff to express themselves. (Pts. 5, 6) (T-11) (R-6)

22. Too many rush short-term subcontract jobs that don't benefit the client. (Pts. 4, 6) (T-10) (R-6)

23. Supervisor-client ratio too large. (Pts. 6, 8) (T-14) (T-7)

24. Client/staff ratio too high for promising clients with good potential. (Pts. 5, 8) (T-13) (T-7)

25. Too much time spent as assistant supervisor due to a shortage of supervisors; thus, not enough time spent on individuals and as Group Work Instructor, which is designated job. (Pts. 10) (T-10) (R-7)

26. Apparent constant lack of funds due to a lack of budget to purchase needed items or materials. (Pts. 9) (T-9) (R-7)

27. Need detailed job descriptions for staff. (X) (Pts. 4, 7) (T-11) (R-8)

28. Due to duties outside of job description, there is not enough time for client contact for proper training. (Pts. 8) (T-8) (R-8)

29. Excessive clerical functions---professional staff engaged in excessive paper work. (X) (Pts. 4, 7) (T-11) (R-9)

30. Basis for clients' wages should be more equalized, giving the clients in Work Activity higher wages for incentives. (Pts. 2, 6) (T-8) (R-9)

31. Better evaluation and testing for incoming clients. (Pts. 8) (T-8) (R-9)

32. Need more staff meetings for Workshop staff. (Pts. 5) (T-5) (R-9)

33. Client schedules too flexible. (Pts. 1, 2, 2) (T-5) (R-10)

34. . . . . Subcontracting keeps good people here to get work done and this is against job placement which is getting good people jobs. (Pts. 2) (T-2)

35. Inability or inconsistency in delegating more authority to staff. (XX) (Pts. 9) (T-9)

36. Lack of time for sharing information about clients with members of staff. (No Points)

37. Board philosophy does not encourage staff longevity. (Pts. 9) (T-9)

38. Our good staff makes agency come alive; yet Board and volunteers get community recognition. (Pts. 3, 5) (T-8)

39. Over-emphasis on subcontract deadline to the point of eliminating other services. (Pts. 1, 2) (T-3)

40. Lack of consistency and clarity of position statements in handling given situations---agency involvement in commitment proceedings. (Pts. 3, 4) (T-7)

41. Lack of time for staff to work on a one-to-one basis with severely handicapped clients. (X) (No Points)

42. Need more pressure on Samaritan Hospital clients to get them into paying jobs---they find security here. (Pts. 6) (T-6)

Threshold-Staff-Categorization
Agency Policy

43. Need staff job descriptions better defined and role carried through. (Pts. 1, 3) (T-4)

44. Training period for clients is too short, due to outside pressures from other agencies, such as DVR. (No Points)

45. Some clients get too comfortable in the agency. (X) (No Points)

46. Apparent lack of proper dust and waste disposal partly due to being directed not to throw anything away. (Pts. 2) (T-2)

47. More one-to-one supervision of new clients in the shop under evaluation. (X) (Pts. 1, 1) (T-2)

48. What is limit of discipline for staff? (Pts. 2) (T-2)

49. Consistency and descriptions in setting up jobs for the client. (Pts. 2) (T-2)

50. More simplified reporting forms needed. (Pts. 2) (T-2)

[6] Communications: Inter and Intra-Agency

1. More background information on clients. (XXX) (Pts. 9, 9, 10, 10) (T-38) (R-1)

2. Need staffing with other professional groups from other agencies on a regular basis. (Pts. 8, 9) (T-17) (R-4)

3. Better cooperation between preschool staff and other professional services--- psychologist, medical doctors, DSS, and school nurses. (X) (Pts. 4, 6, 6) (T-16) (R-5)

4. More staff meetings to discuss mutual problems. (X) (Pts. 5, 9) (T-14) (R-7)

5. Lack of information on DVR referrals. (Pts. 4, 5) (T-9) (R-7)

6. Inadequate client orientation as to why they are here and what is expected of them. (Pts. 6) (T-6) (R-9)

7. Lack of available joint programs with other agencies such as MPTI and high schools. (X) (Pts. 4, 6) (T-10) (R-10)

8. Staff needs quicker and more elaborate briefing on new clients. Also, more information from referral agency. (X) (No Points)

9. Difficult working with specific staff members on implementing of case planning. (X) (Pts.2) (T-2)

10. Lack of knowledge and understanding about the various service organizations and state agencies, their functions and how we can better work together. (Pts. 1, 4) (T-5)

11. More communication between administration and staff. (Pts. 2, 3) (T-5)

12. Better understanding of the preschool program. (No Points)

13. Need for more client information made available to clerical staff. (No Points)

14. Need more detailed and up-to-date information for clerical staff on completing forms. An example might be a quarterly bulletin from the State, directed to clerical staff. (No Points)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Better evaluation and testing for incoming clients. (Pts. 8) (T-8) (R-9)

2. Problems in peer relationships among clients. (Pts. 4) (T-4)

[10] Courses and Programs: Vocational and Technical

1. Lack of realistic job training for specific outside employment, such as clerical, checker training, and gas station attendant. (Pts. 1, 7, 8) (T-16) (R-6)

2. More in-depth training for clients on hygiene and general grooming. (No Points)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. Need a better physical plant. (XXX) (Pts. 7, 9, 10, 10) (T-36) (R-1)

2. Need for adequate budgets for supplies for individual programs such as living skills, home specialist and speech therapy. (XX) (Pts. 5, 8, 10) (T-23) (R-1)

3. Inadequate work conditions such as lack of privacy, too much noise, shortage of phones, and lack of space. (XX) (Pts. 6, 10) (T-16) (R-3)

4. Inadequate facilities for serving clients. (X) (Pts. 6, 8) (T-14) (R-7)

5. Need for Gross motor equipment---swings and slides---for large muscle development. (Pts. 2, 7) (T-9) (R-8)

6. No private facilities at Workshop for counseling or working individually for some individual programs. (Pts. 3, 5) (T-8) (R-8)

7. Lack of adequate facilities---lack of privacy. Need space for food program. (XXXX) (Pts. 1, 1, 3, 4) (T-9)

8. Need a lending materials library for the children's use---books, games, pegs, and rings. (Pts. 1, 1) (T-2) (R-10)

9. Need for additional office equipment. (XX) (No Points)

[15] In-service

1. In-service training for staff on a more regular basis. Lack of instruction in pragmatic application of learning therapy and motivation techniques. Lack of exposure to other agencies' solutions to similar problems. Comprehensive in-service training, lectures, and sensitivity training. (Pts. 5, 6, 7, 8) (T-26) (R-3)

2. More in-service training in dealing with Workshop clients. Especially for non-professional staff. (Pts. 3, 7, 7, 9) (T-26) (R-3)

3. Need in-service training for preschool staff for dealing with handicapped children---self-help school, teaching methods, physical management, dealing with emotional problems, learning disabilities, and motor development. (XX) (Pts. 3, 3, 10, 10) (T-26) (R-3)

4. More training and support in dealing with in-depth client problems---lack of first class therapy skills. This is expected in job role. (XXX) (Pts. 8, 10) (T-18) (R-5)

5. Southern Colony should plan in-service for Home Training Specialist. (Pts. 9) (T-9) (R-8)

6. In-service for better understanding of client's psychological makeup. (X) (Pts. 8) (T-8) (R-8)

7. Need in-service, clinics, or seminars for clerical staff with office staff of other sheltered workshops. (No Points)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. Roles of job placement and subcontracting work against each other . . . . . (Pts. 2) (T-2)

2. Establishing realistic OJT programs with employers. (Pts. 5) (T-5)

3. More OJT for clients. (No Points)

[18] Marital and Family Problems

1. Need for more parental contact with agency. More family programs. (XX) (Pts. 4, 8) (T-12) (R-8)

2. Need for family counseling. (No Points)

[19] Medical, Dental, and Optical

1. Poor communication with medical profession. More consulting services and in-service training of a purely medical nature needed. (X) (Pts. 1) (T-1)

[20] Mental Retardation, Physical and Emotional Handicaps

1. Need help in curriculum planning and development for the handicapped preschool. (Pts. 2, 5, 5, 5) (T-17) (R-4)

2. Need for more ABE for clients, geared towards handicapped. (Pts. 1, 2, 4, 6) (T-13) (R-5)

3. More psychiatric help for clients to deal with fantasy problems. (Pts. 6) (T-6) (R-10)

4. Lack of recreational activities for handicapped in the community. (Pts. 1) (T-1)

[22] Motivation

1. Some clients feel too comfortable in agency. (Pts. 5, 6) (T-11) (R-8)

2. Clients come to play instead of to work. (Pts. 1, 4) (T-5)

[24] Public Relations and Community Participation and Volunteers

1. . . . . Need . . . . . volunteers . . . . . (XXX) (Pts. 6, 7, 8, 10) (T-31) (R-2)

2. Need more parent involvement . . . . . (Pts. 3, 3, 4, 6) (T-16) (R-5)

3. Education of general public in understanding handicapped persons and accepting them. (Pts. 7, 10) (T-17) (R-5)

4. Image of agency as sheltered workshop reduces effective referral of work adjustment people to and from agency. (XX) (Pts. 1, 3) (T-4)

5. Underdeveloped volunteer groups. (Pts. 2) (T-2)

6. Inactive participation by community---Chamber of Commerce, J. C.'s and Kiwanis---in placing cleints in jobs. (X) (Pts. 3) (T-3)

7. Better community awareness of Workshop activities. (No Points)

8. General public doesn't understand the role of Threshold. (Pts. 4) (T-4)

[25] Recreation and Social

1. Lack of sexual and social outlets for clients. (No Points)

[26] Referral and Information Center

1. Inadequate public information. (Pts. 2) (T-2)

[29] Staff

1. . . . . Need more staff . . . . . (XXX) (Pts. 6, 7, 8, 10) (T-31) (R-2)

2. Shortage of staff for those clients who need constant individual attention. (XX) (Pts. 5, 5, 9) (T-19) (R-4)

3. Need for PT services. (X) (Pts. 2, 7, 7) (T-16) (R-5)

4. Need the services of an OT. (X) (Pts. 1, 2, 4, 8) (T-15) (R-6)

5. Clients need a trained nurse to take care of clients' first aid needs and illness. (Pts. 1, 1, 3, 5) (T-10) (R-6)

ERIC

6. Need another full-time aide for the pre-school group. (XX) (Pts. 6, 8) (T-14) (R-7)

7. Need better protection and safety in the transportation of clients, especially in entering and leaving the vehicle. Should have a para-professional on the bus in addition to the driver. (Pts. 1) (T-1)

8. Need better protection and safety in the transportation of clients in entering and leaving the bus, and para-professional on the bus. (No Points)

[30] Transportation

1. Transportation to recreation and job placement for Workshop clients. (Pts. 1, 2, 3) (T-6) (R-10)

[31] Wages, Income, and Incentives

1. Poor fringe benefits and wage make it impossible for me to consider long-term employment at Threshold agency. Poor health policy, no pension plan, token reimbursement for schooling. (XXX) (Pts. 7, 9, 10, 10, 10) (T-46) (R-1)

2. Basis for clients wages should be more equalized, giving the clients in Work Activity higher wages for incentives. (Pts. 2, 6) (T-8) (R-9)

3. Universal wage scale among Workshops staff in state by education and experience. (No Points)

[32] Miscellaneous

1. What to do with a client who has reached their highest achievement level. (Pts. 5) (T-5) (R-10)

2. Unpredictable client load. (No Points)

THE THRESHOLD, INC.

Washington County

Number of Groups: 5 Total Participating: 24

CLIENT NOMINAL

COMPOSITION OF NOMINAL GROUP NO. 1

Criteria for Homogenous Grouping: All 4 participants are new to the rehabilitation program and have experienced job failure or the inability to secure employment.

1. Female, age 18; client of The Threshold, Inc. and DVR.
2. Male, age 23; client of The Threshold, Inc. and DVR.
3. Male, age 33; client of The Threshold, Inc. and DSS.
4. Female, age 51; client of The Threshold, Inc., DSS, DVR, and WIN; former client of WSES.

RESPONSES OF NOMINAL GROUP NO. 1

1. List of prospective employers and jobs available for Threshold clients so that they know what jobs to expect. (Pts. 3, 3, 4, 5, 6) (T-21) (R-1)
2. Need guidance or aptitude testing for clients to see if he or she is capable of doing the job he or she is specifically trained for. (Pts. 1, 2, 6, 6) (T-15) (R-2)
3. Need transportation to work. (X) (Pts. 5, 5) (T-10) (R-3)
4. Better and more personalized job training at MPTI---they don't give students enough time to really understand subject matter. (Pts. 1, 2, 6) (T-9) (R-4)
5. Someone from WSES should come to Threshold to let clients know of jobs available. (Pts. 4, 5) (T-9) (R-4)
6. Need high school credit courses at night. (Pts. 1, 3, 3) (T-7) (R-5)
7. Don't give client enough time to master the job he or she is working on---a client has a job on punch press and after one week he is moved to a different job---as a result, not enough time to master job or reach rate. (Pts. 2, 4) (T-6) (R-6)
8. Classes in office-type work---Clerical, Receptionist, Secretary. (Pts. 2) (T-2)
9. Welfare shouldn't deduct income from clients earned at Threshold. (Pts. 4) (T-4)
10. Need better medical service at Threshold ---have to wait too long for action. (Pts. 1) (T-1)

Total Points: 84

COMPOSITION OF NOMINAL GROUP NO. 2

Criteria for Homogenous Grouping: All 4 participants have had one brief period of psychiatric hospitalization. All four were at one time competitively employed, but have not been so within the last six months.

1. Female, age 37; client of The Threshold, Inc., DSS, and MHC.
2. Male, age 39; client of The Threshold, Inc., DSS, and MHC; former client of DVR and WSES.
3. Male, age 42; client of The Threshold, Inc., and MHC; former client of DVR and WSES.
4. Male, age 25; client of The Threshold, Inc., and DSS.

RESPONSES OF NOMINAL GROUP NO. 2

1. Need a bus with heat---bus also is too crowded, especially on Fridays. (Pts. 5, 6, 6) (T-17) (R-1)
2. Need faster service at the Guidance Center---must wait too long for an appointment and to get in. (Pts. 4, 5, 6) (T-15) (R-2)
3. Need better training for outside employment---factory, store clerk, Waitress, Furniture Repair and Furniture Construction. (Pts. 1, 3, 4, 5) (T-13) (R-3)
4. Need classes in manual training for boys. (Pts. 1, 1, 3, 4) (T-9) (R-4)
5. Higher wages at Threshold. (Pts. 2, 3, 4) (T-9) (R-4)
6. Not enough steady work for clients---sometimes we just sit around with nothing to do. (Pts. 1, 2, 3) (T-6) (R-5)
7. More reading, writing and arithmetic for clients---ABE. (Pts. 6) (T-6) (R-5)
8. Clients should be able to get Auto Body Repair at the Vocational School. (Pts. 5) (T-5) (R-6)
9. Vocational School should teach high school credit courses during the day. (No Points)
10. Would like courses in Music, Shop courses, Advanced Math, Art and Budgeting of Money. (Pts. 2, 2) (T-4)

Total Points: 84

COMPOSITION OF NOMINAL GROUP NO. 3

Criteria for Homogenous Grouping: All 5 participants are presently residing in a psychiatric hospital or have been discharged within the past thirty days. All have a significant psychiatric impairment.

1. Male, age 50; client of The Threshold, Inc., DSS, and MHC; former client of DVR.
2. Female, age 39; client of The Threshold, Inc.; former client of DVR and MHC.
3. Female, age 29; client of The Threshold, Inc., DVR, and MHC; former client of DSS.
4. Female, age 30; client of The Threshold, Inc., DVR, and MHC.

5. Female, age 31; client of The Threshold, Inc.; former client of WSES.

RESPONSES OF NOMINAL GROUP NO. 3

1. Want an increase in wages at the Threshold---should be on an hourly wage because most people cannot make a high wage on piece work. (XX) (Pts. 1, 5, 5, 6, 6) (T-23) (R-1)

2. Need transportation to find a job, go to the doctor, shopping, and recreation. (X) (Pts. 2, 4, 5) (T-11) (R-2)

3. Threshold needs a new bus. (Pts. 5, 6) (T-11) (R-2)

4. It is too cold at Threshold because the trucking door is open. Also, it is too cold at MPTI sometimes---I have to wear winter clothes in spring. (Pts. 2, 2, 2, 3) (T-9) (R-3)

5. Coffee at Threshold should be 5 cents again and pop should not be 20 cents. Cedar Lake Home should provide drinks for lunch. (X) (Pts. 1, 4, 4) (T-9) (R-3)

6. Am at the Cedar Lake Home and I would like to move out because I cannot get a job while there. Code No. 19 says I cannot get a profitable job while living there. (Pts. 6) (T-6) (R-4)

7. Under the power of attorney, I cannot get needed items quick enough. (Pts. 4) (T-4) (R-5)

8. Would like to be a cook in a hospital, but need training. (Pts. 3) (T-3) (R-6)

9. Should get script money for training jobs at Threshold. (Pts. 3) (T-3) (R-6)

10. We need a new president for our bimonthly meeting of clients here---the old one quit. (Pts. 3) (T-3) (R-6)

11. Would like a Sewing course. (Pts. 1) (T-1)

12. Too much work between Threshold and Cedar Lake Home that there is no time for me to do things that I like to do. (Pts. 1) (T-1)

13. I'd like to get a chance to know students in my classes at MPTI. (No Points)

Total Points: 84

(One of the participants chose not to rank responses; therefore, the total points reflect ranking by only 4 of the participants.)

COMPOSITION OF NOMINAL GROUP NO. 4

Criteria for Homogenous Grouping: All 5 participants have had several short-term psychiatric hospitalizations and have been unable to maintain long-term competitive employment.

1. Male, age 24; client of The Threshold, Inc. and DVR; former client of DSS, WIN, and WSES.

2. Female, age 30; client of The Threshold, Inc., DSS, WSES, and MHC.

Threshold-Client-Composition

3. Male, age 61; client of The Threshold, Inc., DSS, and MHC; former client of DVR and WSES.

4. Male, age 45; client of The Threshold, Inc., DVR, and MHC.

5. Female, age 32; client of The Threshold, Inc., DSS and MHC; former client of DVR and WSES.

RESPONSES OF NOMINAL GROUP NO. 4

1. Knock out all piece work and incentive rates---go back to straight hourly rates; also higher wages. (X) (Pts. 2, 4, 5, 5, 6) (T-22) (R-1)

2. Clients should be placed in the type of job he is best suited for. (Pts. 2, 3, 4, 4, 6) (T-19) (R-2)

3. Need individual help in finding out what our disabilities are and how to handle them. (Pts. 1, 5, 5, 5) (T-16) (R-3)

4. Want some free classes at the Vocational School in West Bend; especially Drivers Education. (Pts. 2, 3, 4) (T-9) (R-4)

5. Should be a more friendly relationship between staff and clients. (Pts. 1, 3, 3) (T-7) (R-5)

6. Need more thorough testing to find out what jobs I'm qualified to do. (Pts. 1, 2, 4) (T-7) (R-5)

7. Need more help in rehabilitating people from county institutions, especially the county jail. (Pts. 1, 6) (T-7) (R-5)

8. Want an opportunity to see my children who live out-of-state with my ex-husband. (Pts. 6) (T-6) (R-6)

9. Need transportation to and from Threshold and the Vocational School. (X) (Pts. 6) (T-6) (R-6)

10. Need better understanding from the DSS in handling disability services. (Pts. 1, 3) (T-4)

11. Longer work breaks at Threshold. (Pts. 2) (T-2)

Total Points: 105

COMPOSITION OF NOMINAL GROUP NO. 5

Criteria for Homogenous Grouping: Four of the 6 participants have recently completed a work-study program with the local high school. Two of the six have physical handicaps limiting employment opportunities.

1. Female, age 61; client of The Threshold, Inc., MHC and DSS.

2. Male, age 25; client of The Threshold, Inc. and DSS.

3. Female, age 18; client of The Threshold, Inc. and DVR.

4. Female, age 17; client of The Threshold, Inc. and DVR.

5. Female, age 18; client of The Threshold, Inc. and DVR.

6. Male, age 18; client of The Threshold, Inc. and DVR.

RESPONSES OF NOMINAL GROUP NO. 5

1. Should be paid per hour at the Threshold to make more money or else lower the piece work rate. (X) (Pts. 1, 4, 5, 5, 6) (T-21) (R-1)

2. Staff should explain the rates to us when we switch piece work jobs at Threshold. (X) (Pts. 3, 3, 3, 3, 5) (T-17) (R-2)

3. Need bus services from the high school to the Threshold and want the pick-up station to Threshold to be closer to my home. (XX) (Pts. 3, 6, 6) (T-15) (R-3)

4. Want Machine Shop training at MPTI. (Pts. 6, 6) (T-12) (R-4)

5. Want to learn housekeeping skills for in the home and institutions like hospitals. (Pts. 5, 6) (T-11) (R-5)

6. Should have more recreation in the winter, like roller skating and snowmobiling. (Pts. 1, 1, 1, 1, 2, 4) (T-10) (R-6)

7. Want Office training at MPTI. (Pts. 5) (T-5)

8. Training for Food Services. (Pts. 4, 5) (T-9)

9. Want more Janitorial training at Threshold. (No Points)

10. Would like Auto Mechanics training at MPTI. (Pts. 2, 2) (T-4)

11. Staff and fellow workers should be more friendly. (Pts. 3, 4) (T-7)

12. Need better and more buses at Threshold. (Pts. 2) (T-2)

13. Would like paid holidays. (Pts. 2, 2,4) (T-8)

14. Should be training in the work here and we should be able to work at our own pace. (Pts. 4) (T-4)

15. Should have more supervisors. (No Points)

16. Would like a hot lunch program for the staff and clients each day. (No Points)

17. Sewing programs are needed here at Threshold. (Pts. 1) (T-1)

Total Points: 126

CATEGORIZATION OF CLIENT RESPONSES

THE THRESHOLD, INC.

Washington County

[1] Adult Basic Education and Adult High School Diploma and Equivalency

1 More reading, writing and arithmetic for clients---ABE. (Pts. 6) (T-6) (R-5)

[2] Agency Policy, Rules, Regulations, Administration, and Laws

1. Knock out all piece work and incentive rates; go back to straight hourly rates ..... (X) (Pts. 2, 4, 5, 5, 6) (T-22) (R-1)

2. Should be paid per hour at the Threshold to make more money or else lower the piece work rate. (X) (Pts. 1, 4, 5, 5, 6) (T-21) (R-1)

3. Need faster service at the Guidance Center---must wait too long for an appointment and to get in. (Pts. 4, 5, 6) (T-15) (R-2)

4. Coffee at Threshold should be 5 cents again and pop should not be 20 cents. Cedar Lake Home should provide drinks for lunch. (X) (Pts. 1, 4, 4) (T-9) (R-3)

5. It is too cold at Threshold because the trucking door is open. Also, it is too cold at MPTI sometimes---I have to wear winter clothes in spring. (Pts. 2, 2, 2, 3) (T-9) (R-3)

6. Am at the Cedar Lake Home and I would like to move out because I cannot get a job while there. Code No. 19 says I cannot get a profitable job while living there. (Pts. 6) (T-6) (R-4)

7. Not enough steady work for clients---sometimes we just sit around with nothing to do. (Pts. 1, 2, 3) (T-6) (R-5)

8. Under the power of attorney, I cannot get needed items quick enough. (Pts. 4) (T-4) (R-5)

9. Don't give client enough time to master the job he or she is working on---a client has a job on punch press and after one week he is moved to a different job---as a result, not enough time to master job or reach rate. (Pts. 2, 4) (T-6) (R-6)

10. Should get script money for training jobs at Threshold. (Pts. 3) (T-3) (R-6)

11. Would like paid holidays. (Pts. 2, 2, 4) (T-8)

12. Should be training in the work here and we should be able to work at our own pace. (Pts. 4) (T-4)

13. Welfare shouldn't deduct income from clients earned at Threshold. (Pts. 4) (T-4)

14. Longer work breaks at Threshold. (Pts. 2) (T-2)

15. Too much work between Threshold and Cedar Lake Home that there is no time for me to do things that I like to do. (Pts. 1) (T-1)

16. Want more Janitorial training at Threshold. (No Points)

17. Would like a hot lunch program for the staff and clients each day. (No Points)

[6] Communications: Inter and Intra-Agency

1. Staff should explain the rates to us when we switch piece work jobs at Threshold. (X) (Pts. 3, 3, 3, 3, 5) (T-17) (R-2)

2. Someone from WSES should come to Threshold to let clients know of jobs available. (Pts. 4, 5) (T-9) (R-4)

3. Should be a more friendly relationship between staff and clients. (Pts. 1, 3, 3) (T-7) (R-5)

4. We need a new president for our bi-monthly meeting of clients here---the old one quit. (Pts. 3) (T-3) (R-6)

5. Staff and fellow workers should be more friendly. (Pts. 3, 4) (T-7)

6. Need better understanding from the DSS in handling disability services. (Pts. 1, 3) (T-4)

7. I'd like to get a chance to know students in my classes at MPTI. (No Points)

[7] Counseling and Testing: Vocational, Employment, and Personal

1. Need guidance or aptitude testing for clients to see if he or she is capable of doing the job he or she is specifically trained for. (Pts. 1,2, 6, 6) (T-15) (R-2)

2. Need individual help in finding out what our disabilities are and how to handle them. (Pts. 1, 5, 5, 5) (T-16) (R-3)

3. Need more thorough testing to find out what jobs I'm qualified to do (Pts. 1, 2, 4) (T-7) (R-5)

4. Need more help in rehabilitating people from county institutions, especially the county jail. (Pts. 1, 6) (R-7) (R-5)

[9] Courses and Programs: Pre-school, Primary, Middle and High School

1. Need classes in manual training for boys. (Pts. 1, 1, 3, 4) (T-9) (R-4)

[10] Courses and Programs: Vocational and Technical

1. Need better training for outside employment---factory, store clerk, Waitress, Furniture Repair, and Furniture Construction. (Pts. 1, 3, 4, 5) (T-13) (R-3)

2. Want Machine Shop training at MPTI. (Pts. 6, 6) (T-12) (R-4)

3. Better and more personalized job training at MPTI---they don't give students enough time to really understand subject matter. (Pts. 1, 2, 6) (T-9) (R-4)

4. Want some free classes at the Vocational School in West Bend, especially Drivers Education. (Pts. 2, 3, 4) (T-9) (R-4)

5. Need high school credit courses at night. (Pts. 1, 3, 3) (T-7) (R-5)

6. Clients should be able to get Auto Body Repair at the Vocational School. (Pts. 5) (T-5) (R-6)

7. Would like to be a cook in a hospital, but need training. (Pts. 3) (T-3) (R-6)

8. Training for Food Services. (Pts. 4, 5) (T-9)

9. Want Office training at MPTI. (Pts. 5) (T-5)

10. Would like Auto Mechanics training at MPTI. (Pts. 2, 2) (T-4)

11. Would like courses in Music, Shop courses, Advanced Math, Art, and Budgeting of Money. (Pts. 2, 2) (T-4)

12. Classes in office-type work---Clerical, Receptionist, and Secretary. (Pts. 2) (T-2)

13. Would like a Sewing course. (Pts. 1) (T-1)

14. Sewing programs are needed here at Threshold. (Pts. 1) (T-1)

15. Vocational School should teach high school credit courses during the day. (No Points)

[12] Facilities, Equipment, Supplies, Instructional Materials

1. Need a bus with heat---bus also is too crowded, especially on Fridays. (Pts. 5, 6, 6) (T-17) (R-1)

2. Threshold needs a new bus. (Pts. 5, 6) (T-11) (R-2)

3. Need better and more buses at Threshold. (Pts. 2) (T-2)

[14] Homemaking and Other Home Services

1. Want to learn housekeeping skills for in the home and institutions, like hospitals. (Pts. 5, 6) (T-11) (R-5)

[16] Jobs and Job Placement, On-the-job Training, and Work Experience

1. List of prospective employers and jobs available for Threshold clients so that they know what jobs to expect. (Pts. 3, 3, 4, 5, 6) (T-21) (R-1)

2. Clients should be placed in the type of job he is best suited for. (Pts. 2, 3, 4, 4, 6) (T-19) (R-2)

[18] Marital and Family Problems

1. Want an opportunity to see my children who live out-of-state with my ex-husband. (Pts. 6) (T-6) (R-6)

[19] Medical, Dental, and Optical

1. Need better medical service at Threshold---have to wait too long for action. (Pts. 1) (T-1)

[25] Recreation and Social

1. Should have more recreation in the winter, like roller skating and snowmobiling. (Pts. 1, 1, 1, 1, 2, 4) (T-10) (R-6)

[29] Staff

1. Should have more supervisors. (No Points)

[30] Transportation

1. Need transportation to find a job, go to the doctor, shopping, and recreation. (X) (Pts. 2, 4, 5) (T-11) (R-2)

2. Need bus services from the high school to the Threshold and want the pick-up station to Threshold to be closer to my home. (XX) (Pts. 3, 6, 6) (T-15) (R-3)

3. Need transportation to work. (X) (Pts. 5, 5) (T-10) (R-3)

4. Need transportation to and from Threshold and the Vocational School. (X) (Pts. 6) (T-6) (R-6)

[31] Wages, Income, and Incentives

1. Want an increase in wages at the Threshold---should be on an hourly wage because most people cannot make a high wage on piece work. (XX) (Pts. 1, 5, 5, 6, 6) (T-23) (R-1)

2. . . . . higher wages. (X) (Pts. 2, 4, 5, 5, 6) (T-22) (R-1)

3. Higher wages at Threshold. (Pts. 2, 3, 4) (T-9) (R-4)

CATEGORY FREQUENCY TABLES

In the tables and explanations which follow, an analysis of each category of problem-responses is presented for each agency participating in this study. In addition to an agency analysis, presenting all problems for each category across the Moraine Park Vocational Technical and Adult Education District, a geographical breakdown by county is also presented. Staff and client responses are presented separately side-by-side, so that a ready comparison may be made of the relative sensitivity to the various problem areas. A frequency count gives only a superficial impression of the seriousness of a problem to the groups. Therefore, the analysis tables present the number of ranked responses and the median rank of the ranked items. In some agencies, as with the Moraine Park VTAE itself, where more than one county was served by a single agency, summarized results are presented and so identified.

The key presented with each Category Frequency Table which follows indicates that (A) in many cases several of the counties were not served by a particular agency. In only one case (B) did an agency which was serving a county, or two counties, refuse to participate in the study. Several agencies (C) could not organize client participants, due to a lack of clients for a new agency, or to the clients' inability to be organized. For several other agencies (E) due to assignments or small numbers, staffs or clients from different geographical areas were combined for Nominal Groups. One agency's clients (F) did not rank their responses. For some agencies (G), service is rendered to Green Lake county by offices in Fond du Lac county. (For a key to the abbreviations used in this section see Appendix A-1.)

CATEGORY FREQUENCY TABLE 23

Category No. 1
ADULT BASIC EDUCATION AND HIGH SCHOOL DIPLOMA AND EQUIVALENCY

Category Definition

a. Responses which identify a need for, or dissatisfaction with, adult basic education courses or programs.

b. Responses which request adult high school equivalency or diploma courses and programs.

(Any responses which relate to dissatisfaction with the ABE program due to Moraine Park Technical Institute administrative decisions, rules, or regulations are tabulated in Category No. 10, Courses and Programs: Vocational and Technical. All other responses concerning the ABE program are in Category No. 1.)

Summary of Frequency Table 23

A total of 31 responses were recorded from the entire District requesting Adult Basic Education courses or high school diploma and high school equivalency tests. Twelve were recorded from Fond du Lac county (ADVOCAP, WHW, MOCD, and MHC), ten from Dodge county (DSS, IHM, WCI, WSES, and MHC), six from Washington county (ABE, Probation and Parole, WSES, MHC, and Workshops), and three from district-wide Nominal Groups (ABE and WIN). (For a key to the abbreviations used in this section see Appendix A-1.)

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 1 in Table 55

Staff noted 21 problems (1.2%, ranked 22nd) and clients noted 10 responses (0.6% ranked 27th). Of the total responses, this category tallied .9% and was 26th in importance to the participants.

CATEGORY FREQUENCY TABLE 23

Category No. 1
Adult Basic Education and High School Diploma and Equivalency

Participating Agencies		ABE		ADVOCAP		DSS		DSS HM		EFNEP		HHS		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WSES		MDTA		MOCD		WIN		MHC		Workshops		Total All Agencies	
		Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Staff	Client
dge	Number of Ranked Responses		0			1	0						1		0	WCI 0	1	WSP 0	0			0	0						0	0	0	1	0	4	2
unty	Median Rank	E	0	A		8	0	D	C	A		E	1	E	0	0	9	0	0	D	C	0	0	E		A		E	0	0	0	4	0		
	Total Responses Including Ranked Items		0			1	0						3		0	1	1	0	0			1	0						0	1	0	2	0	6	4
	Number of Participants		4			20	4						10		8	24	22	10	29			4	5						8	28	14	10	10	96	120
	Number of Ranked Responses		0	0	1	0	0			0			0		0	WIW 0	1				0					0	0		0	3	0	0		3	2
d du Lac	Median Rank	E	0	0	6	0	0	E	C	0	C	E	0	E	0	0	4	NA		E	0	B		E		0	0	E	0	3	0	0	F		
unty	Total Responses Including Ranked Items		0	2	1	0	0			0			0		0	0	1				0					2	0		0	6	0	0	0	10	2
	Number of Participants		8	10	8	18	8			5			6		16	11	44				9					6	24		6	28	5	8	16	86	150
	Number of Ranked Responses					0							0		0																			0	0
en Lake	Median Rank	G		A		0	C	E	C	A		E	0	E	0	A		A		E	G	B		E		A		E	G	A		A			
nty	Total Responses Including Ranked Items					0							0		0																			0	0
	Number of Participants					4							8		9																			4	17
	Number of Ranked Responses		0			0	0						0		1						0	0	0						0	0	0	0	1	0	2
hington	Median Rank	E	0	A		0	0	E	C	A		E	0	E	9	A		A		E	0	0	0	E		A		E	0	0	0	0	5		
nty	Total Responses Including Ranked Items		1			0	0						0		1						0	0	1						0	2	0	0	1	2	4
	Number of Participants		10			26	14						19		6						4	4	6						4	45	10	23	24	98	97
	Number of Ranked Responses	1						0				0		0						0				0	0			2						3	0
rict	Median Rank	5	NA	NA		NA		0	NA	NA		0	NA	0	NA	NA		NA		0	NA	NA		0	0	NA		9.5	NA	NA		NA			
	Total Responses Including Ranked Items	1						0				0		0						0				0	0			2						3	0
	Number of Participants	11						4				10		10						7				12	48			7						61	48

y:

No agency serving the county
Agency refused to participate
Agency staff was unable to organize client participation
...cy staff did not participate
...ficient participants to conduct separate sessions;
...y session was a combination of participants from all counties (see District)

F. Participants did not rank responses
G. Green Lake County combined with Fond du Lac County
NA. Not applicable
Sf. Staff
Cl. Client

ERIC

CATEGORY FREQUENCY TABLE 24

Category No. 2
AGENCY POLICY, RULES, REGULATIONS, ADMINISTRATION AND LAWS

Category Definition

a. Responses which pertain to the policy, rules, regulations, and administrative decisions of an agency.

b. Responses which indicate dissatisfaction with administrators or staff of an agency.

c. Responses which show dissatisfaction with the service and/or performance of an agency.

d. Responses which pertain to federal, state, or local laws which influence the service and/or performance of an agency.

Summary of Frequency Table 24

Only two participating agencies were free of responses in this category, an ABE client group and a Workshop group. Correctional institutions provided more client problems in the Policy, Rules, Regulations area, while six agencies gave a majority of staff problem responses. These high-frequency groups included Washington county Samaritan Home and Hospital, Washington county Workshop-The Threshold, Inc., Washington County Department of Social Services, Dodge County Department of Social Services, Dodge County Mental Health Center, and the District Bureau of Probation and Parole. In each of the six agencies, the large number of problems were identified by the staff Nominal Groups, and in all cases but one, there were more problems identified in just this category than there were participants in all staff groups.

Across the Moraine Park VTAE District, problems and dissatisfaction were strong enough about Agency Policy, Rules, Regulations and Laws, that special consideration should focus on the need for in-service to result in more complete understanding of policies, and in better ways of dealing with the clients. Discontent was also evident within agencies to a large enough extent that administrators could profit from courses in organizational psychology, management of human beings, delegation of authority and responsibility, methods of evaluation, managing incentives and rewards, effective group decision-making, and indeed, many staff participants requested these in-service areas. Fifty-one percent of the total staff and client responses in Category No. 2 ranked. (For a key to the abbreviations used in this section see Appendix A-1.)

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 2 in Table 55

By far the most frequently mentioned problem area, this category was most important to both staff and clients. Clients cited 468 identifiable problems (29.7% of their responses) and staff noted 439 responses (24.1% of their responses). The category accounted for 25.6% of all responses for the entire study. Note that responses pertaining to dissatisfaction with Moraine Park VTAE District policy, rules, regulations and administration are classified in Category No. 10.

CATEGORY FREQUENCY TABLE 24

Category No. 2
Agency Policy, Rules, Regulations, Administration, and Laws

Participating Agencies		ABE		ADVOCAP		DSS		DSS-HM		EPNEP		IHM		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WSES		MDTA		MOCD		WIN		IAHC		Workshops		Total All Agencies	
		St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	Staff	Client
dge unty	Number of Ranked Responses		0			16	2						3		11	WCI 12	28	WSP 11	30			4	3						3	13	0	1	5	57	85
	Median Rank	E	0	A		8	3	D	C	A		E	8	E	6	4.5	6	8	6.5	D	C	5	5	E		A		E	4	7	0	1	4		
	Total Responses Including Ranked Items		0			37	10						6		11	24	50	29	62			7	3						5	27	2	7	6	131	155
	Number of Participants		4			20	4						16		8	24	22	10	29			4	5						8	28	14	10	10	96	120
nd du Lac unty	Number of Ranked Responses		2	0	6	5	6			1			1		8	WHW 9	60			5						5	2		2	12	5	2		43	97
	Median Rank	E	5	9	3.5	9	3	E	C	10	C	E	2	E	8.5	7	7	NA		E	4	B		E		6	5	E	3.5	6.5	4	4.5	F		
	Total Responses Including Ranked Items		9	16	10	16	8			2			2		11	14	15				7					18	11		8	16	7	2	0	84	188
	Number of Participants		8	10	8	18	8			5			6		16	11	44				9					6	24		6	28	5	8	16	86	150
en Lake unty	Number of Ranked Responses					0							2		12																			0	14
	Median Rank	G		A		0	C	E	C	A		E	4.5	E	6.5	A		A		E	G	B		E		A		E	G	A		A			
	Total Responses Including Ranked Items					1							3		13																			1	16
	Number of Participants					4							8		9																			4	17
shington unty	Number of Ranked Responses		5			11	9						2		4						3	5	3						3	33	1	33	10	82	40
	Median Rank	E	5	A		5	4	E	C	A		E	8.5	E	5.5	A		A		E	4	8	6	E		A		E	3	7	5	5	3.5		
	Total Responses Including Ranked Items		17			33	18						4		5						4	6	11						5	73	6	50	17	162	87
	Number of Participants		10			26	14						19		6						4	4	6						4	45	10	23	24	98	97
rict	Number of Ranked Responses	1						0				8		11						3				3	14			2						28	14
	Median Rank	1	NA	NA		NA		0	NA	NA		6.5	NA	8	NA	NA		NA		5	NA	NA		6	6.5	NA		4.5	NA	NA		NA			
	Total Responses Including Ranked Items	2						1				13		23						7				7	22			8						61	22
	Number of Participants	11						4				10		10						7				12	48			7						61	48

Y:

- No agency serving the county
- Agency refused to participate
- Agency staff was unable to organize client participation
- Agency staff did not participate
- Client participants to conduct separate sessions; agency session was a combination of participants from all counties. (see District)
- F. Participants did not rank responses
- G. Green Lake County combined with Fond du Lac County
- NA. Not applicable
- St. Staff
- Cl. Client

ERIC

CATEGORY FREQUENCY TABLE 25

Category No. 3
BASIC NEEDS: FOOD, CLOTHING, AND HOUSING

Category Definition

a. Responses which indicate an inability to attain adequate food, clothing or low-income housing.

b. Responses which indicate the necessity for special basic needs such as diets for diabetics.

Summary of Frequency Table 25

Fond du Lac county registered more basic needs problems than the other counties. ADVOCAP, ABE clients, and DSS clients in Fond du Lac county mentioned the problems most often. The clients in Fond du Lac county noted more problems in this area than all of the District staff Nominal Groups identified.

IHM clients from Washington county identified many Basic Needs, with the Washington County DSS staff also citing many. The staff of the District Homemakers program were aware of some shortages in the area. Fifty-four percent of the total staff and client responses in Category No. 3 ranked. (For a key to the abbreviations used in this section see Appendix A-1.)

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 3 in Table 55

Over two-thirds of the responses in the Basic Needs category (69) came from clients, with the rest (27) identified by the staffs. This category was ranked 6th by the clients (4.0% of their responses) and 18th by the staff (1.5% of their responses) for an overall ranking of 10th (2.7%).

CATEGORY FREQUENCY TABLE 25

Category No. 3
Basic Needs: Food, Clothing and Housing

Participating Agencies		ABE		ADVOCAP		DSS		DSS-HM		EFNEP		IHM		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WSES		MDTA		MOCD		WIN		MHC		Workshops		Total All Agencies	
		Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Staff	Client
																WCI		WSP																	
dge	Number of Ranked Responses		0			3	1						3		3	0	0	0	1			1	0					0	1	2	0	1	5	11
unty	Median Rank	E	0	A		7	1	D	C	A		E	8	E	5	0	0	0	2	D	C	8	0	E		A		E	0	1	3	0	3		
	Total Responses Including Ranked Items		1			3	3						4		4	0	0	0	1			1	0						0	1	4	0	1	5	18
	Number of Participants		4			20	4						16		8	24	22	10	29			4	5						8	28	14	10	10	96	120
																WHW																			
	Number of Ranked Responses		2	1	3	1	2			2			0		3	0	1				1					0	2		1	0	0	0		4	15
nd du Lac	Median Rank	E	1	3	2	5	2	E	C	8.5	C	E	0	E	2	0	5	NA		E	1	B		E		0	3.5	E	1	0	0	0	F		
unty	Total Responses Including Ranked Items		6	1	4	3	6			2			1		3	0	3				2					0	2		2	1	0	0	0	7	29
	Number of Participants		8	10	8	18	8			5			6		16	11	44				9					6	24		6	28	5	8	16	86	150
	Number of Ranked Responses					1							2		0																			1	2
een Lake	Median Rank	G		A		1	C	E	C	A		E	6	E	0	A		A		E	G	B		E		A		E	G	A		A			
unty	Total Responses Including Ranked Items					1							3		0																			1	3
	Number of Participants					4							8		9																			4	17
	Number of Ranked Responses		2			3	3						2		0						0	1	0						1	0	1	0	0	4	9
shington	Median Rank	E	4.5	A		2	1	E	C	A		E	8	E	0	A		A		E	0	3	0	E		A		E	3	0	6	0	0		
unty	Total Responses Including Ranked Items		2			7	4						9		0						0	2	0						1	1	1	0	0	10	17
	Number of Participants		10			26	14						19		6						4	4	6						4	45	10	23	24	93	97
	Number of Ranked Responses	0						0				0		1						0				0	0			0						1	0
trict	Median Rank	0	NA	NA		NA		0	NA	NA		0	NA	7	NA	NA		NA		0	NA	NA		0	0	NA		0	NA	NA		NA			
	Total Responses Including Ranked Items	0						3				0		2						0				0	2			0						5	2
	Number of Participants	11						4				10		10						7				12	48			7						61	48

KEY:

A. No agency serving the county
B. Agency refused to participate
C. Agency staff was unable to organize client participation
D. Agency staff did not participate
E. Insufficient participants to conduct separate sessions; agency session was a combination of participants from all counties (see District)
F. Participants did not rank responses
G. Green Lake County combined with Fond du Lac County
NA. Not applicable
Sf. Staff
Cl. Client

ERIC

CATEGORY FREQUENCY TABLE 26

Category No. 4
BUDGET: FAMILY

Category Definition

a. Responses which identify a need for assistance in family or personal budgeting, either by course or on a one-to-one basis.

Summary of Frequency Table 26

Outside of the Individualized Homemaker program, family budget problems were cited by staff of the Fond du Lac and Washington County DSS, and clients of two correctional institutions, and the MOCD, MHC, and Dodge county Workshop. (For a key to the abbreviations used in this section see Appendix A-1.)

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 4 in Table 55

Of the low number (20) of responses dealing with family budget problems, 40 percent came from the Individualized Homemaker program clients and staff. Across the District-wide study, 70% of the problems were identified by clients. Frequency for this category by staff was 32nd of the 32 categories. For clients it ranked 25th (0.8% of total responses). Overall, the category was 31st.

CATEGORY FREQUENCY TABLE 26

Category No. 4
Budget: Family

Participating Agencies		ABE		ADVOCAP		DSS		DSS-HM		EFNEP		IHM		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WSES		MDTA		MOCD		WIN		MHC		Workshops		Total All Agencies	
		Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Staff	Client
dge unty	Number of Ranked Responses		0			0	0						2		0	WCI 0	0	WSP 0	0			0	0						0	0	0	0	1	0	3
	Median Rank	E	0	A		0	0	D	C	A		E	6	E	0	0	0	0	0	D	C	0	0	E		A		E	0	0	0	0	5		
	Total Responses Including Ranked Items		0			0	1						2		0	0	1	0	0			0	0						0	0	2	0	1	0	7
	Number of Participants		4			20	4						16		8	24	22	10	29			4	5						8	28	14	10	10	96	120
nd du Lac unty	Number of Ranked Responses		0	0	0	1	0			0			0		0	WHW 0	1				0					0	1		0	0	0	0		1	2
	Median Rank	E	0	0	0	3	0	E	C	0	C	E	0	E	0	0	9	NA		E	0	B		E		0	5	E	0	0	0	0	F		
	Total Responses Including Ranked Items		0	0	0	2	0			0			0		0	0	1				0					0	1		0	0	0	0	0	2	2
	Number of Participants		8	10	8	18	8			5			6		16	11	44				9					6	24		6	28	5	8	16	86	150
een Lake unty	Number of Ranked Responses					0							1		0																			0	1
	Median Rank	G		A		0	C	E	C	A		E	6	E	0	A		A		E	G	B		E		A		E	G	A		A			
	Total Responses Including Ranked Items					0							2		0																			0	2
	Number of Participants					4							8		9																			4	17
shington unty	Number of Ranked Responses		0			1	0						3		0						0	0	0						0	0	0	0	0	1	3
	Median Rank	E	0	A		6	0	E	C	A		E	1	E	0	A		A		E	0	0	0	E		A		E	0	0	0	0	0		
	Total Responses Including Ranked Items		0			2	0						3		0						0	0	0						0	0	0	0	0	2	3
	Number of Participants		10			26	14						19		6						4	4	6						4	45	10	23	24	98	97
trict	Number of Ranked Responses	0						1				1		0						0				0	0			0						2	0
	Median Rank	0	NA	NA		NA		2	NA	NA		9	NA	0	NA	NA		NA		0	NA	NA		0	0	NA		0	NA	NA		NA			
	Total Responses Including Ranked Items	0						1				1		0						0				0	0			0						2	0
	Number of Participants	11						4				10		10						7				12	48			7						61	48

KEY:

A. No agency serving the county
B. Agency refused to participate
C. [illegible]y staff was unable to organize client participation
D. [illegible]y staff did not participate
E. [illegible]icient participants to conduct separate sessions; agency session was a combination of participants from all counties (see District)
F. Participants did not rank responses
G. Green Lake County combined with Fond du Lac County
NA. Not applicable
Sf. Staff
Cl. Client

CATEGORY FREQUENCY TABLE 27

Category No. 5
CHILD CARE CENTERS

Category Definition

a. Responses which indicate a lack of free or inexpensive qualified child care centers. (Requests for in-the-home baby-sitting will be found in Category No. 14, Homemaking and Other Home Services.)

Summary of Frequency Table 27

The Washington county participants consistently noted the lack of child care facilities. In all agencies except the Workshop mention of the need for low-cost child care facilities convenient to all was mentioned by at least one of the staff and client Nominal Groups. Whenever Nominal Groups were convened in Washington county, the lack of child care facilities was mentioned, and all but five of the participating groups ranked child care in their top ten needs.

The same pattern emerged in Fond du Lac county, with eleven of 18 agency groups mentioning the need for additional child care facilities. In seven of the groups, the need was ranked in the top six needs.

A widespread distribution pattern was also observed among the staff of District-wide agencies, with all but two groups interviewed mentioning the need for child care facilities. Fifty-six percent of the total staff and client responses in Category No. 5 ranked. (For a key to the abbreviations used in this section see Appendix A-1.)

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 5 in Table 55

Geographically, the need for child care facilities is predominately from Washington county (21 responses), followed by Fond du Lac (13), Dodge (11), and Green Lake county (2). Of the 55 total responses, 26 were contributed by staffs and ranked 19th (1.4%), and 29 responses from clients ranked 17th (1.7%).

CATEGORY FREQUENCY TABLE 27

Category No. 5
Child Care Centers

Participating Agencies		ABE		ADVOCAP		DSS		DSS-HM		EFNEP		HM		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WISES		MDTA		MOCD		WIN		MHC		Workshops		Total All Agencies	
		Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Staff	Client
																WCI		WSP																	
dge	Number of Ranked Responses		0			3	1						2		0	0	0	0	0			0	0						0	1	0	1	0	5	3
unty	Median Rank	E	0	A		6	3	D	C	A		E	7	E	0	0	0	0	0	D	C	0	0	E		A		E	0	9	0	5	0		
	Total Responses Including Ranked Items		0			4	1						3		0	0	0	0	0			0	0						0	1	1	1	0	6	5
	Number of Participants		4			20	4						16		8	24	22	10	29			4	5						8	28	14	10	10	96	120
																WHW																			
	Number of Ranked Responses		0	0	1	1	0			1			1		1	0	0				1					0	0		0	1	0	0		3	4
nd du Lac	Median Rank	E	0	0	3	2	0	E	C	3	C	E	6	E	4	0	0	NA		E	4	B		E		0	0	E	0	5	0	0	F		
unty	Total Responses Including Ranked Items		2	1	1	2	0			1			1		1	0	1				1					1	0		0	1	0	0	0	6	7
	Number of Participants		8	10	8	18	8			5			6		16	11	44				9					6	24		6	28	5	8	16	86	150
	Number of Ranked Responses					1							1		0																			1	1
een Lake	Median Rank	G		A		4	C	E	C	A		E	1	E	0	A		A		E	G	B		E		A		E	G	A		A			
unty	Total Responses Including Ranked Items					1							1		0																			1	1
	Number of Participants					4							8		9																			4	17
	Number of Ranked Responses		0			2	0						2		0						1	1	0						1	0	1	0	0	3	5
shington	Median Rank	E	0	A		7	0	E	C	A		E	7	E	0	A		A		E	3	7	0	E		A		E	3	0	2	0	0		
unty	Total Responses Including Ranked Items		1			4	4						5		1						1	1	1						1	1	1	0	0	6	15
	Number of Participants		10			26	14						19		6						4	4	6						4	45	10	23	24	98	97
	Number of Ranked Responses	2						1				2		0						0				0	1			1						6	1
trict	Median Rank	9	NA	NA		NA		5	NA	NA		3.5	NA	0	NA	NA		NA		0	NA	NA		0	3	NA		6	NA	NA		NA			
	Total Responses Including Ranked Items	2						1				2		2						0				0	1			2						9	1
	Number of Participants	11						4				10		10						7				12	48			7						61	48

KEY:

A. No agency serving the county
B. Agency refused to participate
C. Agency staff was unable to organize client participation
D. Agency staff did not participate
E. Insufficient participants to conduct separate sessions; agency session was a combination of participants from all counties. (see District)
F. Participants did not rank responses
G. Green Lake County combined with Fond du Lac County
NA. Not applicable
Sf. Staff
Cl. Client

ERIC

CATEGORY FREQUENCY TABLE 28

Category No. 6
COMMUNICATIONS: INTER AND INTRA-AGENCY

Category Definition

a. Responses which identify a lack of, or inadequate communication or cooperation within or among agencies. This lack of communication or cooperation could be among agency's staff or clients, or between staff and clients.

b. Responses which indicate an overlapping or duplication of services among agencies.

c. Responses which relate a lack of coordination of services among public service agencies.

Summary of Frequency Table 28

Staffs in Dodge county and Washington county reported far more communication problems relatively and absolutely than any other groups. The staff groups from the District-wide agencies and Fond du Lac county followed closely. Client groups from every county noted communication problems, but with lower frequency.

Agencies where major communication problems were reported included, the DSS, the MHC, and the two correctional institutions in Dodge county. Agencies from Fond du Lac county where communications problems were noted included the Wisconsin Home for Women, and the MHC. Green Lake county clients served by two District-wide agencies--the IHM program and the Bureau of Probation and Parole--reported some communications problems. Washington county clients and staffs indicated the need for better coordination, with the staffs from the DSS office, the MHC, and the Workshop reporting a high number of communications problems when compared to the number of participants. Finally, in the District DVR office, nearly two communication problems per participant were reported. Other staffs serving the District noting communications problems included the MDTA and the IHM staffs, with ABE and WIN also reporting some problems. (For a key to the abbreviations used in this section see Appendix A-1.)

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 6 in Table 55

The staff noted communication problems 182 times (2nd priority rank, 10.0%) and the clients mentioned them 72 times (ranked 5th, 4.2%). Problems of communication were noted more frequently by staff than clients, but were ranked third overall (7.2% of all responses) with 254 responses.

CATEGORY FREQUENCY TABLE 28

Category No. 6
Communications: Inter and Intra-Agency

Participating Agencies		ABE		ADVOCAP		DSS		DSS-HM		EFNEP		IHM		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WSES		MDTA		MOCD		WIN		MHC		Workshops		Total All Agencies	
		Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Staff	Client
odge ounty	Number of Ranked Responses		0			5	0						0		3	WCI 3	3	WSP 3	2			3	0						0	7	1	1	1	22	10
	Median Rank	E	0	A		7	0	D	C	A		E	0	E	8	3	9	5	8.5	D	C	9	0	E		A		E	0	3	5	6	6		
	Total Responses Including Ranked Items		0			18	0						2		3	9	7	8	8			4	0						2	11	2	5	2	55	36
	Number of Participants		4			20	4						16		8	24	22	10	20			4	5						8	28	14	10	10	96	120
ond du Lac ounty	Number of Ranked Responses		0	1	1	2	0			2			0		0	WRW 6	8				0					0	1		0	6	0	0		17	10
	Median Rank	E	0	5	6	4.5	0	E	C	6.5	C	E	0	E	0	5.5	8	NA		E	0	B		E		0	6	E	0	5.5	0	0	F		
	Total Responses Including Ranked Items		0	2	1	3	0			2			0		1	10	18				0					2	2		1	7	3	0	1	26	27
	Number of Participants		8	10	8	18	8			5			6		16	11	44				9					6	24		6	28	5	8	16	86	150
reen Lake ounty	Number of Ranked Responses					0							1		0																			0	1
	Median Rank	G		A		0	C	E		A		E	5	E	0	A		A		E	G	B		E		A		E	G	A		A			
	Total Responses Including Ranked Items					0							1		1																			0	2
	Number of Participants					4							8		9																			4	17
ashington ounty	Number of Ranked Responses		0			6	0						0		0						0	1	0						2	16	1	7	4	30	7
	Median Rank	E	0	A		6.5	0	E	C	A		E	0	E	0	A		A		E	0	8	0	E		A		E	4	4	6	7	4.5		
	Total Responses Including Ranked Items		1			16	0						0		0						0	4	2						2	23	1	14	7	57	13
	Number of Participants		10			26	14						19		6						4	4	6						4	45	10	23	24	98	97
strict	Number of Ranked Responses	4						0				5		1						0				6	0			2						18	0
	Median Rank	5.5	NA	NA		NA		0	NA	NA		6	NA	10	NA	NA		NA		0	NA	NA		8	0	NA		8	NA	NA		NA			
	Total Responses Including Ranked Items	6						0				9		5						12				9	4			3						44	4
	Number of Participants	11						4				10		10						7				12	48			7						61	48

KEY:

A. No agency serving the county
B. Agency refused to participate
C. Agency staff was unable to organize client participation
D. Agency staff did not participate
E. Insufficient participants to conduct separate sessions; agency session was a combination of participants from all counties (see District)
F. Participants did not rank responses
G. Green Lake County combined with Fond du Lac County
NA. Not applicable
Sf. Staff
Cl. Client

CATEGORY FREQUENCY TABLE 29

Category No. 7
COUNSELING AND TESTING: VOCATIONAL, EMPLOYMENT, AND PERSONAL

Category Definition

a. Responses which identify a need for counseling and/or testing of clients to assist in determining appropriate vocations.

b. Responses which express a need for personal counseling or group therapy of clients or staff.

Summary of Frequency Table 29

Specific requests were made in large numbers for counseling services by staff and clients of WCI, WHW, WSP, and the MDTA District program. A total of nine responses were recorded by participants from the staff or clients of the IHM program. Eight such requests were made by DVR staff and clients. Six requests were made by staff or students of the ABE program. Clients of the MOCD program, all from Fond du Lac county, requested more frequent counseling on psychological problems and general adjustment problems. (For a key to the abbreviations used in this section see Appendix A-1.)

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 7 in Table 55

Although only 2.6% of the total responses dealt with vocational or personal counseling, and ranked 11th of all the categories of need, it should also be noted that marital and family problems was an even higher ranked problem area (143 responses ranked 6th overall) and that job placement and training placement was also very high on the priority list (153 responses, ranked 5th). Together these three categories accounted for 10.9% of all responses. The need for counseling and/or testing was ranked 10th by the st[illegible] (45 responses, 2.5%) and was ranked 10th by the clients (48 responses, 2.8%). The need was reported evenly across the [illegible]t and was reported by both staff and client groups. Fifty-three percent of the total staff and client responses in Category No. 7 ranked.

CATEGORY FREQUENCY TABLE 29

Category No. 7
Counseling and Testing: Vocational, Employment, and Personal

ticipating Agencies		ABE		ADVOCAP		DSS		DSS-HM		EFNEP		HM		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WISES		MDTA		MOCD		WIA		MHC		Workshops		Total All Agencies	
		St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	Staff	Client
lge	Number of Ranked Responses		0			0	1						2		0	WCI 5	1	WSP 1	0			2	1						1	0	1	0	1	8	8
nty	Median Rank	E	0	A		0	4	D	C	A		E	7	E	0	4	3	1	0	D	C	4.5	1	E		A		E	1	0	5	0	5		
	Total Responses Including Ranked Items		0			0	1						2		0	6	4	3	0			2	1						1	0	2	0	1	11	12
	Number of Participants		4			20	4						16		8	24	22	10	29			4	5						8	28	14	10	10	96	120
	Number of Ranked Responses		0	1	0	0	0			0			0		0	WHW 1	0				1					0	3		0	3	0	0		5	4
d du Lac	Median Rank	E	0	1	0	0	0	E	C	0	C	E	0	E	0	5	0	NA		E	4	B		E		0	5	E	0	6	0	0	F		
nty	Total Responses Including Ranked Items		0	3	0	0	0			1			1		0	2	4				1					0	6		0	4	0	0	1	10	13
	Number of Participants		8	10	8	18	8			5			6		16	11	44				9					6	24		6	28	5	8	16	86	150
	Number of Ranked Responses					0							0		1																			0	1
en Lake	Median Rank	G		A		0	C	E	C	A		E	0	E	6	A		A		E	G	B		E		A		E	G	A		A			
nty	Total Responses Including Ranked Items					0							0		1																			0	1
	Number of Participants					4							8		9																			4	17
	Number of Ranked Responses		1			1	1						3		0						2	0	1						0	0	0	1	4	2	12
shington	Median Rank	E	2	A		5	6	E	C	A		E	7	E	0	A		A		E	2.5	0	3	E		A		E	0	0	0	9	4		
unty	Total Responses Including Ranked Items		2			2	4						5		0						2	1	1						0	2	0	2	4	7	18
	Number of Participants					20	14						19		6						4	4	6						4	45	10	23	24	98	97
	Number of Ranked Responses	1						0				0		0						1				6	1			0						8	1
strict	Median Rank	9	NA	NA		NA		0	NA	NA		0	NA	0	NA	NA		NA		7	NA	NA		4.5	6	NA		0	NA	NA		NA			
	Total Responses Including Ranked Items	4						0				1		0						5				7	3			0						17	3
	Number of Participants	11						4				10		10						7				12	40			7						61	48

EY:

A. No agency serving the county
B. Agency refused to participate
C. Agency staff was unable to organize client participation
D. ...cy staff did not participate
E. ...ficient participants to conduct separate sessions; ...agency session was a combination of participants from all counties. (see District)
F. Participants did not rank responses
G. Green Lake County combined with Fond du Lac County
NA. Not applicable
St. Staff
Cl. Client

ERIC

CATEGORY FREQUENCY TABLE 30

Category No. 8
COURSES AND PROGRAMS: COLLEGES AND UNIVERSITIES

Category Definition

a. Responses which are requests for courses and programs to be offered on the college or university level.

b. Responses which indicate dissatisfaction with the services or programs on the college or university level.

c. Responses which show a need for monetary assistance to attend colleges or universities.

Summary of Frequency Table 30

Of the 38 requests for college and university courses and programs, over half came from counties served by Center Campuses of the University of Wisconsin or private colleges (Dodge, 13; Fond du Lac, 11). Thirteen of the requests were from correctional institutions. Staffs from the District agencies made 14 general requests while the District agencies' clients had 24 requests. Specific requests for courses at the college and university level are as follows:

Archaeology	Dietician	Journalism	Paleontology
Art	Drama	Law	Physics
Behavorial Modifications	Economics	Literature	Political Sciences
Black Studies	Engineering	Marketing	Psychology
Business Administration (variety)	English	Mathematics	Secretarial Science
Child Development	Health Occupations	Medical Laboratory	Social Work
Civil Law	History	Medical Technologist	Sociology
Computer Science	History of Religions	Mental Health	Writing
Conservation (variety)	Interior Design	Modern Languages	X-ray Technology
Crafts	Income Tax Accounting	Nursing (variety)	

Several requests which were repeated had to do with the need for financial aid to assist clients through college, and problems with entrance requirements. (For a key to the abbreviations used in this section see Appendix A-1.)

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 8 in Table 55

Requests for courses and programs at the college and university level ranked 27th for the staff (14 responses, .8%) and 18th for the clients (24 responses, 1.4%). The overall need for college courses or programs ranked 24th (38 requests, 1.1%).

CATEGORY FREQUENCY TABLE 30

Category No. 8
Courses and Programs: Colleges and Universities

rticipating Agencies		ABE		ADVOCAP		DSS		DSS-HM		EFNEP		HM		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WSES		MDTA		MOCO		WIN		MHC		Workshops		Total All Agencies	
		St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	Staff	Client
dge	Number of Ranked Responses		0			0	0						0		1	WCI 0	2	WSP 0	4			0	0						0	1	0	0	0	1	5
nty	Median Rank	E	0	A		0	0	D	C	A		E	0	E	5	0	6	0	6	D	C	0	0	E		A		E	0	4	0	0	0		
	Total Responses Including Ranked Items		0			0	0						0		1	3	4	0	4			0	0						0	1	0	0	0	4	9
	Number of Participants		4			20	4						16		8	24	22	10	20			4	5						8	28	14	10	10	96	120
	Number of Ranked Responses		0	1	0	1	0			0			0		0	WHW 0	1				0					0	0		0	0	0	1		3	1
ad du Lac	Median Rank	E	0	10	0	6	0	E	C	0	C	E	0	E	0	0	6	NA		E	0	B		E		0	0	E	0	0	0	9	F		
nty	Total Responses Including Ranked Items		0	2	0	2	0			0			0		1	0	2				0					0	1		0	0	2	1	0	5	6
	Number of Participants		8	10	8	18	8			5			6		10	11	44				9					6	24		6	28	5	8	16	86	150
	Number of Ranked Responses					0							0		0																			0	0
en Lake	Median Rank	G		A		0	C	E	C	A		E	0	E	0	A		A		E	G	B		E		A		E	G	A		A			
nty	Total Responses Including Ranked Items					0							0		0																			0	0
	Number of Participants					4							8		9																			4	17
	Number of Ranked Responses		0			0	0						0		0						0	0	1						1	0	1	0	0	0	3
shington	Median Rank	E	0	A		0	0	E	C	A		E	0	E	0	A		A		E	0	0	4	E		A		E	4	0	4	0	0		
nty	Total Responses Including Ranked Items		1			0	0						0		0						2	0	2						1	0	1	0	0	0	7
	Number of Participants		10			26	14						19		6						4	4	6						4	45	10	23	24	98	97
	Number of Ranked Responses	0						0				0		1						0				0	0			1						2	0
trict	Median Rank	0	NA	NA		NA		0	NA	NA		0	NA	9	NA	NA		NA		0	NA	NA		0	0	NA		2	NA	NA		NA			
	Total Responses Including Ranked Items	0						0				0		2						0				0	0			3						5	0
	Number of Participants	11						4				10		10						7				12	48			7						61	48

Y:

A. No agency serving the county
B. Agency refused to participate
C. Agency staff was unable to organize client participation
D. Agency staff did not participate
E. Agency staff and client participants to conduct separate sessions; agency session was a combination of participants from all counties (see District)
F. Participants did not rank responses
G. Green Lake County combined with Fond du Lac County
NA. Not applicable
St. Staff
Cl. Client

CATEGORY FREQUENCY TABLE 31

Category No. 9

COURSES AND PROGRAMS: PRE-SCHOOL, PRIMARY, MIDDLE, AND HIGH SCHOOL

Category Definition

a. Responses which request courses and programs to be offered on the pre-school, primary, middle, or high school level in the parochial and public school systems.

b. Responses which show dissatisfaction with the services or programs at these levels.

c. Requests for monetary assistance for children at these levels, to cover the costs of lunch programs, etc.

Summary of Frequency Table 31

A total of 378 responses were recorded in the study relating to courses and programs in pre-school, primary, middle and high school levels. Requests for specific courses follow:

Apprenticeship Programs	Expectant Mothers Course	Modern Languages	Science
Arithmetic	Family Living	Money Management	Speech Therapy
Art	Head Start Program	Music	Spelling
Child Development	Health Education	Nature	World Geography
Consumer Relations	Home Management	Parenting a Family	World History
Drivers Education	Human Relations	Prenatal and Child Care	
Drug Abuse	Hygiene	Psychology of Relationships	
Emotional Development	Journalism	Public Relations	

Other services requested, relating to pre-school through high school programs, was the need for better guidance counseling, one teacher in each grade, a free hot lunch program for all students, a free book system, less violence on school busses, more direct bus routes, more understanding for handicapped students, aptitude testing, and on-the-job training in the high schools. (For a key to the abbreviations used in this section see Appendix A-1.)

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 9 in Table 55

Staff noted 35 responses (1.9% ranked 15th) and clients noted 24 responses (1.4% ranked 19th). Requests for education programs at the pre-school, primary, middle, and high school levels for adults ranked 18th overall with 59 responses (1.7%, ranked 18th).

CATEGORY FREQUENCY TABLE 31

Category No. 9

Courses and Programs: Preschool, Primary, Middle, and High School

Participating Agencies		ABE		ADVOCAP		DSS		DSS-HM		ERAEP		HM		Probation & Parole		Correctional Institutions		Correctional Institutions		[illegible]		[illegible]		VOTA		[illegible]		[illegible]		[illegible]		[illegible]		Total All Agencies	
		St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl
odge unty	Number of Ranked Responses		0			3	0						1		0	WCI 0	1	WSP 0	0			0	0				6	2	0	0	0	5	2
	Median Rank	E	0	A		7	0	D	C	A		E	7	E	0	0	6	0	0	D	C	0	0	E		A	E	0	7.5	0	0	0		
	Total Responses Including Ranked Items		0			3	1						1		0	0	1	0	0			1	0					0	3	0	0	0	7	3
	Number of Participants		4			20	4						16		8	24	22	10	39			4	5					8	28	14	10	10	96	120
nd du Lac unty	Number of Ranked Responses		1	2	0	2	0			0			1		0	WHW 0	1				1					0	0	0	1	0	0		5	4
	Median Rank	E	4	8	0	4.5	0	E	C	0	C	E	2	E	0	0	5	NA		E	5	B		E		0	0	E	0	9	0	0	F		
	Total Responses Including Ranked Items		2	4	0	7	1			0			1		0	0	1				1					0	0		0	1	0	0	1	12	7
	Number of Participants		8	10	8	18	8			5			6		16	11	44				9					6	24		6	28	5	8	16	86	190
en Lake nty	Number of Ranked Responses					0							2		0																			0	2
	Median Rank	G		A		0	C	E	C	A		E	6	E	0	A		A		E	G	B		E		A	E	G	A		A				
	Total Responses Including Ranked Items					2							2		0																			2	2
	Number of Participants					4							8		9																			4	17
hington nty	Number of Ranked Responses		0			4	0						1		0						1	0	0					0	0	0	0	1	4	3
	Median Rank	E	0	A		2.5	0	E	C	A		E	9	E	0	A		A		E	3	0	0	E		A	E	0	0	0	0	4		
	Total Responses Including Ranked Items		2			10	1						5		0						3	0	0					0	0	0	0	1	10	12
	Number of Participants		10			26	14						19		6						4	4	6					4	45	10	21	24	98	97
rict	Number of Ranked Responses	0						0				0		0						0				0	0			0					0	0
	Median Rank	0	NA	NA		NA		0	NA	NA		0	NA	0	NA	NA		NA		0	NA	NA		0	0	NA		0	NA	NA				
	Total Responses Including Ranked Items	0						0				0		2						1				0	0			1					4	9
	Number of Participants	11						4				10		10						4				12	5								44	33

y:

No agency serving the county
Agency refused to participate
Agency staff was unable to organize client participation
cy staff did not participate
ficient participants to conduct separate sessions;
gency session was a combination of participants from all counties (see District)

F. Participant [illegible]
G. Green Lake County [illegible]
NA. Not applicable
St. Staff
Cl. Client

CATEGORY FREQUENCY TABLE 32

Category No. 10
COURSES AND PROGRAMS: VOCATIONAL AND TECHNICAL

Category Definition

a. Responses requesting courses and programs to be offered on the Vocational or Technical level.

b. Responses which indicate dissatisfaction with the services or programs on the Vocational or Technical level.

c. Responses which express a need for monetary assistance to attend Vocational or Technical schools. (Requests pertaining to ABE and Adult High School Equivalency and Diploma programs will be found under that category.)

Summary of Frequency Table 32

Many of the responses contained lists of desired courses and programs. Of the 378 responses in this category, 79 were recorded from MDTA clients, for the highest number from any agency group. The IHM clients tallied 38 requests for Vocational courses. All of the client groups recorded requests, and with the exception of one staff group, all of the staff Nominal Groups listed responses in this category. Specific courses requested by staff and clients are as follows:

TRADE & INDUSTRY
Air Conditioning
Appliance Repair
Auto Mechanics
Blueprint Reading
Cabinetmaking
Carpentry
Computer Programming
Data Processing
Diesel Engines
Drafting
Electronics
Janitor
Journalism
Lathe Operator
Machine Operator
Masonry
Office Machine Repair
Plumbing
Powder Puff Mechanics
Punch Press
Radio Broadcasting
Refrigeration
Semi-truck Driving
Small Engine Repair
TV Repair
Woodworking
Welding

HOME ECONOMICS
Child Care
Clothes Alterations
Cooking
Cooking Surplus Commodities
Consumer Education
Diabetic Cooking
Family Budgeting
Family Life Education
Home Management
Housekeeping
Knitting
Minor Home Repairs
Nutritions
Retirement
Sewing
Upholstering
Weight Losers

BUSINESS EDUCATION
Accounting
Bookkeeping
Clerk-typist
Receptionist
Switchboard Operator
Typing

HEALTH EDUCATION
Dietician
Licensed Practical Nurse
Medical Secretary
Nursing Assistant
Occupational Therapy
Physical Therapy
X-ray Technician
Birth Control
Drug Abuse
Expectant Parent
Family Planning
First Aid
Hygiene
Medical Terminology

GENERAL EDUCATION
Baker
Barber
Bartending
Cashier
Chef
Conservation
Cosmetology-Mortician
Laundry
Photography
Short Order Cook
Waitress
Art and Drawing
Biology
Chemistry
Crafts
Drivers Education
English
Floral Design
Foreign Languages
History
Interior Decorating
Legal Rights
Math
Modeling
Public Education and Handicapped
Remedial Reading
Speed Reading
Volunteer Work

Requests for educational programs at the Vocational-Technical level include a need for financial assistance for veterans and class fees on a graduated scale. Updated equipment, including additional library materials and audio-visual equipment, is needed as well as more consumable materials. There were several requests that the Vocational system adopt an open-ended class concept and reduce the class minimum to less than 10 students. Participants also felt that more effort should be directed towards recruiting handicapped students and that Vocational training should be available for high school age retarded and drop-outs as well as in nursing homes. Additional requests have been made for refresher programs, more evening courses and more apprenticeship programs. More individualized instruction is requested for the ABE program, more counseling is needed and strict, but understanding, instructors are desired, particularly when teaching special programs. Fifty-three percent of the total staff and client responses in Category No. 10 ranked. (For a key to the abbreviations used in this section see Appendix A-1.)

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 10 in Table 55

Clients identified 233 responses (12.8%, ranked 2nd) and the staff made 145 requests (8.0%, ranked 3rd). Early tabulation hinted at the high frequency of responses and the final results indicated that this category received a total of 378 responses (10.7%, ranked 2nd).

CATEGORY FREQUENCY TABLE 32

Category No. 10
Courses and Programs: Vocational and Technical

Participating Agencies		ABE		ADVOCAP		DSS		DSS-HM		EFNEP		IHM		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WISES		MDTA		MOCD		WIN		MHC		Workshops		Total All Agencies	
		Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Staff	Client
dge unty	Number of Ranked Responses		4			7	0						9		1	WCI 1	2	WSP 3	4			0	1						1	7	1	2	3	20	26
	Median Rank	E	3.5	A		6	0	D	C	A		E	9	E	9	7	7.5	7	6	D	C	0	4	E		A		E	2	8	3	8.5	6		
	Total Responses Including Ranked Items		5			8	1						15		2	4	3	4	5			1	3						4	14	3	5	10	36	51
	Number of Participants		4			20	4						16		8	24	22	10	29			4	5						8	28	14	10	10	96	120
nd du Lac unty	Number of Ranked Responses		5	2	1	3	1			1			1		2	WHW 2	5				6					1	6		0	8	0	3		20	27
	Median Rank	E	4	8.5	3	5	4	E	C	6	C	E	5	E	6.5	4.5	5	NA		E	5.5	B		E		8	4	E	0	6	0	3	F		
	Total Responses Including Ranked Items		7	6	3	7	1			1			2		3	2	8				9					2	9		3	20	1	3	1	41	47
	Number of Participants		8	10	8	18	8			5			6		16	11	44				9					6	24		6	28	5	8	16	86	150
een Lake unty	Number of Ranked Responses					0							0		2																			0	2
	Median Rank	G		A		0	C	E	C	A		E	0	E	6	A		A		E	G	B		E		A		E	G	A		A			
	Total Responses Including Ranked Items					0							2		3																			0	5
	Number of Participants					4							8		9																			4	17
shington unty	Number of Ranked Responses		3			2	2						8		0						1	1	1						1	2	1	1	7	6	24
	Median Rank	E	4	A		5.5	3.5	E	C	A		E	7.5	E	0	A		A		E	4	6	1	E		A		E	4	8.5	3	6	4		
	Total Responses Including Ranked Items		7			4	5						19		1						7	1	2						1	3	1	2	15	10	58
	Number of Participants		10			26	14						19		6						4	4	6						4	45	10	23	24	98	97
trict	Number of Ranked Responses	10						0				0		3						0				13	47			5						31	47
	Median Rank	6.5	NA	NA		NA		0	NA	NA		0	NA	7	NA	NA		NA		0	NA	NA		5	6	NA		7	NA	NA		NA			
	Total Responses Including Ranked Items	16						0				2		9						2				18	79			11						58	79
	Number of Participants	11						4				10		10						7				12	48			7						61	48

KEY:

A. No agency serving the county
B. Agency refused to participate
C. Agency staff was unable to organize client participation
D. Agency staff did not participate
E. Insufficient participants to conduct separate sessions; agency session was a combination of participants from all counties (see District)
F. Participants did not rank responses
G. Green Lake County combined with Fond du Lac County
NA. Not applicable
Sf. Staff
Cl. Client

CATEGORY FREQUENCY TABLE 33

Category No. 11
DRUGS, ALCOHOLISM, AND EMERGENCY SERVICES

Category Definition

a. Responses which pertain to the problems of drug abuse and alcoholism.

b. Responses which request programs or treatment centers to assist persons with drug problems.

c. Responses which indicate dissatisfaction with existing drug programs.

d. Responses requesting the extension of existing programs.

e. Responses which ask for emergency services, such as a Hot Line or Crisis Center.

Summary of Frequency Table 33

Dodge county identified 16 problems of drug or alcohol abuse treatment, or half of the District total. Clients of the three correctional institutions and the Bureau of Probation and Parole requested more effective drug abuse treatment programs. Staffs of two DSS offices, and clients of two DSS offices also identified drug abuse problems. One-third of the problems were identified by staff or clients of mental health centers. The need for emergency detoxification centers, crisis intervention centers and phone counselors, and better long-term therapy was specifically identified by concerned individuals in the District. (For a key to the abbreviations used in this section see Appendix A-1.)

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 11 in Table 55

Staff contributed 17 responses, clients 15. No responses were recorded for clients or staff from Green Lake county. Clients and staffs ranked the need for treatment of drug or alcohol problems 24th and 25th with 32 combined responses, or 0.9% of the total. Fifty-six percent of the total staff and client responses in Category No. 11 ranked.

CATEGORY FREQUENCY TABLE 33

Category No. 11
Drugs, Alcoholism, and Emergency Services

Participating Agencies		ABE		ADVOCAP		DSS		DSS-HM		EFNEP		HHM		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WSES		MDTA		MOCD		WIN		MHC		Workshops		Total All Agencies	
		Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Staff	Client
odge ounty	Number of Ranked Responses		0			1	0						0		2	WCI 0	2	WSP 0	0			0	0						0	4	1	0	0	5	5
	Median Rank	E	0	A		1	0	D	C	A		E	0	E	8	0	6.5	0	0	D	C	0	0	E		A		E	0	2.5	5	0	0		
	Total Responses Including Ranked Items		0			2	1						0		2	0	2	0	1			0	2						0	4	2	0	0	6	10
	Number of Participants		4			20	4						16		8	24	22	10	29			4	5						8	23	14	10	10	96	120
nd du Lac unty	Number of Ranked Responses		0	1	0	0	0			0			0		0	WHW 0	0				0					0	0		0	1	0	0		2	0
	Median Rank	E	0	2	0	0	0	E	C	0	C	E	0	E	0	0	0	NA		E	0	B		E		0	0	E	0	8	0	0	F		
	Total Responses Including Ranked Items		1	1	0	0	1			0			0		0	0	1				0					0	0		0	2	0	0	0	3	3
	Number of Participants		8	10	8	18	8			5			6		16	11	44				9					6	24		6	28	5	8	16	86	150
een Lake unty	Number of Ranked Responses					0							0		0																			0	0
	Median Rank	G		A		0	C	E	C	A		E	0	E	0	A		A		E	G	B		E		A		E	G	A		A			
	Total Responses Including Ranked Items					0							0		0																			0	0
	Number of Participants					4							8		9																			4	17
shington unty	Number of Ranked Responses		0			1	0						1		0						0	0	0						0	1	1	0	0	2	2
	Median Rank	E	0	A		3	0	E	C	A		E	1	E	0	A		A		E	0	0	0	E		A		E	0	6	6	0	0		
	Total Responses Including Ranked Items		0			2	0						1		0						0	0	0						0	1	1	0	0	3	2
	Number of Participants		10			26	14						10		6						4	4	6						4	45	10	23	24	98	97
trict	Number of Ranked Responses	1						1				0		0						0				0	0			0						2	0
	Median Rank	3	NA	NA		NA		7	NA	NA		0	NA	0	NA	NA		NA		0	NA	NA		0	0	NA		0	NA	NA		NA			
	Total Responses Including Ranked Items	1						2				0		1						0				0	0			1						5	0
	Number of Participants	11						4				10		10						7				12	48			7						61	48

KEY:

A. No agency serving the county
B. Agency refused to participate
C. Agency staff was unable to organize client participation
D. Agency staff did not participate
E. Sufficient participants to conduct separate sessions; agency session was a combination of participants from all counties (see District)
F. Participants did not rank responses
G. Green Lake County combined with Fond du Lac County
NA. Not applicable
Sf. Staff
Cl. Client

CATEGORY FREQUENCY TABLE 34

Category No. 12
FACILITIES, EQUIPMENT, SUPPLIES, INSTRUCTIONAL MATERIALS

Category Definition

a. Responses which identify a need for improved or additional facilities, equipment, supplies, and instructional materials.

Summary of Frequency Table 34

The staff was more concerned about facility deficiencies than the clients in all but one case. The exception was the MDTA client group, which accounted for almost one-half of the total client observations. Nearly all of the significant requests for improved or new facilities were staff requests. Of all the staff groups interviewed only the WIN staff did not make facility requests.

In Dodge county the major requests for new facilities were noted by WCI and WSP. The state prison, with 15 requests from 10 staff participants, registered very high-ranking requests. (Median rank of the 15 requests was 3.5.) Other facility requests from Dodge county were from DSS, WSES, MHC, and the Workshop. All were staff requests.

In Fond du Lac county, the WHW registered 8 total requests for facility or equipment improvements. The workshop staff identified nine facility [illegible] clients noted five different requests, including a quieter work room at the MPTI Annex, a cleaner larger workshop building, vending machines to be placed at the MPTI Annex, and more workbooks to be supplied for ABE students.

In Green Lake county, DSS staff asked for a place to store home economics equipment and a library to serve the county.

Thirteen times as many requests for facility improvement were recorded for staff from Washington county as for clients. Only Workshop clients had requests (3). Major staff problems centered in the MHC (20 requests for new or improved facilities) and in the Washington county DSS (10 requests). Workshop staff recorded 9 problems based on facilities.

ABE, IHM, and MDTA staffs recorded several facility problems each, but the main source of facility requests for district-wide agencies came from MDTA clients. They asked for such things as better classroom equipment, wider distribution of classrooms in the District, more room for Mechanics classes, grants for tools, and more textbooks. This was one of the largest groups of clients interviewed (48). (For a key to the abbreviations used in this section see Appendix A-1.)

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 12 in Table 55

Staff noted 120 responses (6.5%, ranked 4th) and clients noted 37 responses (2.1%, ranked 13th). This category received an overall priority of 4.4%, ranking 4th.

CATEGORY FREQUENCY TABLE 34

Category No. 12
Facilities, Equipment, Supplies, Instructional Materials

Participating Agencies		ABE		ADVOCAP		DSS		DSS-HM		EFNEP		HHM		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WISES		MDTA		MOCD		WIN		MHC		Workshops		Total All Agencies	
		St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	Staff	Client
dge unty	Number of Ranked Responses		0			0	0						0		0	WCI 10	5	WSP 6	1			1	0						0	1	0	4	0	22	6
	Median Rank	E	0	A		0	0	D	C	A		E	0	E	0	5	3	3.5	9	D	C	5	0	E		A		E	0	6	0	5.5	0		
	Total Responses Including Ranked Items		0			3	0						0		0	10	6	15	2			1	0						0	6	0	9	0	43	6
	Number of Participants		4			20	4						16		8	24	22	10	29			4	5						8	28	14	10	10	96	120
nd du Lac unty	Number of Ranked Responses		3	0	0	0	0			0			0		0	WHW 3	0				0					0	0		0	3	0	5		11	3
	Median Rank	E	3	0	0	0	0	E	C	0	C	E	0	E	0	4	0	NA		E	0	B		E		0	0	E	0	9	0	7	F		
	Total Responses Including Ranked Items		5	1	0	1	0			1			0		0	4	4				0					1	0		0	3	0	9	0	20	9
	Number of Participants		8	10	8	18	8			5			6		16	11	44				9					6	24		6	28	5	8	16	86	150
en Lake nty	Number of Ranked Responses					0							0		0																			0	0
	Median Rank	G		A		0	C	E	C	A		E	0	E	0	A		A		E	G	B		E		A		E	G	A		A			
	Total Responses Including Ranked Items					2							0		0																			2	0
	Number of Participants					4							8		9																			4	17
hington nty	Number of Ranked Responses		0			4	0						0		0						0	0	0						0	7	0	7	2	18	2
	Median Rank	E	0	A		8	0	E	C	A		E	0	E	0	A		A		E	0	0	0	E		A		E	0	5	0	7	1.5		
	Total Responses Including Ranked Items		0			10	0						0		0						0	1	0						0	20	0	9	3	40	3
	Number of Participants		10			26	14						19		6						4	4	6						4	45	10	23	24	98	97
rict	Number of Ranked Responses	1						0				3		0						0				2	12			0						6	12
	Median Rank	2	NA	NA		NA		0	NA	NA		4	NA	0	NA	NA		NA		0	NA	NA		8.5	5	NA		0	NA	NA		NA			
	Total Responses Including Ranked Items	5						1				4		0						1				4	17			0						15	17
	Number of Participants	11						4				10		10						7				12	48			7						61	48

Y:

A. No agency serving the county
B. Agency refused to participate
C. Agency staff was unable to organize client participation
D. Agency staff did not participate
E. Sufficient participants to conduct separate sessions; agency session was a combination of participants from all counties (see District)
F. Participants did not rank responses
G. Green Lake County combined with Fond du Lac County
NA. Not applicable
St. Staff
Cl. Client

CATEGORY FREQUENCY TABLE 35

Category No. 13
FOSTER, GROUP, NURSING, RESIDENTIAL CARE, HALFWAY, AND DETENTION HOMES

Category Definition

a. Responses which express a need for these types of homes or dissatisfaction with services in existing homes.

b. Responses which indicate a need for training programs for personnel to operate these homes.

Summary of Frequency Table 35

In spite of the low total frequency of problems and requests related to Foster Care and Group Homes, it should be noted that the Department of Social Services staff registered 17 responses, and they ranked for Dodge and Fond du Lac counties as high on the average (median) as the second priority for the county DSS. The other group of participants which was especially sensitive to the need for Foster Care facilities was the mental health center staffs. Across the District, the staff Nominal Groups of MHC's accounted for 13 responses. ADVOCAP and MOCD in Fond du Lac county both stated the need for halfway houses and the DVR staff for the District also noted this need. (For a key to the abbreviations used in this section see Appendix A-1.)

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 13 in Table 55

Clients gave only 3 responses (.2%, ranked 30th) and staff cited the need for more group care facilities 36 times (2.0%, ranked 14th). Of the total staff and client responses 1.1% pertained to this category and ranked 23rd overall. Fifty-six percent of the total staff and client responses in Category No. 13 ranked.

CATEGORY FREQUENCY TABLE 35

Category No. 13

Foster, Group, Nursing, Residential Care, Half-way and Detention Homes

Participating Agencies		ABE		ADVOCAP		BDS		[illegible]		[illegible]		[illegible]		[illegible]		[illegible]		[illegible]		[illegible]		[illegible]		[illegible]		[illegible]		[illegible]		Total All Agencies	
		St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl
[illegible]dge [illegible]unty	Number of Ranked Responses		0			3	0				0		0	0	0	0	0			0	0		0	6	0	2	0	11	0
	Median Rank	E	0	A		2	0	D	C	A		C	0	E	0			D	C			E		A		E	0	2	0	5	0		
	Total Responses Including Ranked Items		0			5	0						0		3	0	3	0	1				0	0			0	0	0	2	0	13	1
	Number of Participants		4			20	4						16		13	24	[illegible]				4						8	23	14	10	10	96	120
[illegible]nd du Lac [illegible]unty	Number of Ranked Responses		0	1	0	1	0			0			0		0	0	0				0			1	0		0	2	1	0		5	1
	Median Rank	E	0	2	0	2	0	E	C	0	C	E	0	E	0	0	0	NA		E	0	B		E		9	0	E	0	9	0	0	F		
	Total Responses Including Ranked Items		0	2	0	2	0			0			0		0	0	0				0			1	1		0	3	1	0	0	8	2
	Number of Participants		8	10	8	19	2			5			6		15	11	[illegible]				9			9	23		6	29	5	8	16	86	150
[illegible]en Lake [illegible]unty	Number of Ranked Responses					1							0		0																	1	0
	Median Rank	G		A		8	C	E	C	A		E	0	E	0	A		A		E	G	B		E		A		E	G	A		A		
	Total Responses Including Ranked Items					3							0		0																	3	0
	Number of Participants					4							8		9																	4	17
[illegible]hington [illegible]nty	Number of Ranked Responses		0			3	0						0		0						0	0	0				0	1	0	0	0	4	0
	Median Rank	E	0	A		7	0	E	C	A		E	0	E	0	A		A		E	0	0	0	E		A		E	0	7	0	0	0		
	Total Responses Including Ranked Items		0			7	0						0		0						0	0	0						0	4	0	0	0	11	0
	Number of Participants		10			26	14						19		0						4	4	0						4	26	10	23	24	98	97
[illegible]rict	Number of Ranked Responses	0						0				0		0						0				0	0			0					0	0
	Median Rank	0	NA	NA		NA		0	NA	NA		0	NA	0	NA	NA		NA		0	NA	NA		0	0	NA		0	NA	NA		NA		
	Total Responses Including Ranked Items	0						0				0		0						0				0	0			0					1	0
	Number of Participants	11						4				10		10						7				12	48			7					61	48

[illegible]Y:

[illegible] No agency serving the county
[illegible] Agency refused to participate
[illegible] Agency staff was unable to organize client participation
[illegible] Agency staff did not participate
[illegible] Sufficient participants to conduct separate sessions, agency session was a combination of participants from all counties (see District)

E Participant Median Rank responses
G Green Lake County combined with Fond du Lac County
NA Not applicable
St Staff
Cl Client

-707-

CATEGORY FREQUENCY TABLE 36

Category No. 14
HOMEMAKING AND OTHER HOME SERVICES

Category Definition

a. Responses which identify a need for homemaking and other services offered in the home, including in-the-home baby-sitting.

b. Responses asking for in-the-home instruction in homemaking skills.

Summary of Frequency Table 36

The low frequency of responses distorts the importance of the problems. Clients of DSS-Homemaker programs and the Individualized Homemaker program accounted for 23 of the responses, and DSS staffs from the four counties of the District added 15 more. Washington county staffs and clients tallied 28 of the total responses, as many as the rest of the District combined.

Within Washington county, the needs for Homemaking services were mentioned by ABE clients, DSS staff and clients, IHM clients, DVR clients, MHC staff, and Workshop clients. Most of the responses had to do with help in planning menus and wardrobes, help in making the home more convenient, and help in learning basic homemaking skills like sewing. Of the 15 responses, 9 were ranked, with a median rank of 6. (For a key to the abbreviations used in this section see Appendix A-1.)

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 14 in Table 55

Staff discussed the problem 23 times (ranked 21st, 1.3%) and clients mentioned the needs 33 times (ranked 15th, 1.9%). A total of 56 responses (1.6%, ranked 19th) were reported. The need for homemaking services and instruction was ranked 19th in priority by all of the Nominal Groups.

CATEGORY FREQUENCY TABLE 36

Category No. 14
Homemaking and Other Home Services

Participating Agencies		ABE		ADVOCAP		DSS		DSS HM		EFNEP		IHM		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WISES		MDTA		MOCD		WIN		MHC		Workshops		Total All Agencies	
		Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Staff	Client
odge ounty	Number of Ranked Responses		0			1	0						1		0	WCI 0	0	WSP 0	0			0	0						1	2	0	0	1	3	3
	Median Rank	E	0	A		3	0	D	C	A		E	9	E	0	0	0	0	0	D	C	0	0	E		A		E	6	1	0	0	1		
	Total Responses Including Ranked Items		0			3	0						5		0	0	0	0	0			0	0						1	2	0	0	1	5	7
	Number of Participants		4			20	4						16		8	24	22	10	29			4	5						8	28	14	10	10	96	120
ond du Lac ounty	Number of Ranked Responses		0	0	0	0	0			2			0		0	WHW 0	0				0					0	0		0	0	0	0		2	0
	Median Rank	E	0	0	0	0	0	E	C	3.5	C	E	0	E	0	0	0	NA		E	0	B		E		0	0	E	0	0	0	0	F		
	Total Responses Including Ranked Items		0	0	0	2	1			2			0		0	0	0				0					0	1		0	0	0	0	0	4	2
	Number of Participants		8	10	8	18	3			5			6		16	11	44				9					6	24		6	28	5	8	16	86	150
een Lake unty	Number of Ranked Responses					0							1		0																			0	1
	Median Rank	G		A		0	C	E	C	A		E	6	E	0	A		A		E	G	B		E		A		E	G	A		A			
	Total Responses Including Ranked Items					0							3		0																			0	3
	Number of Participants					4							8		9																			4	17
shington unty	Number of Ranked Responses		0			4	1						9		0						0	0	0						0	1	0	0	1	5	11
	Median Rank	E	0	A		5.5	2	E	C	A		E	6	E	0	A		A		E	0	0	0	E		A		E	0	3	0	0	5		
	Total Responses Including Ranked Items		1			6	2						15		0						1	0	0						0	2	0	0	1	8	20
	Number of Participants		10			26	14						19		6						4	4	6						4	45	10	23	24	98	97
trict	Number of Ranked Responses	0						3				0		0						0				0	1			0						3	1
	Median Rank	0	NA	NA		NA		6	NA	NA		0	NA	0	NA	NA		NA		0	NA	NA		0	10	NA		0	NA	NA		NA			
	Total Responses Including Ranked Items	0						4				0		1						1				0	1			0						6	1
	Number of Participants	11						4				10		10						7				12	48			7						61	48

EY:

A. No agency serving the county
B. Agency refused to participate
C. Agency staff was unable to organize client participation
D. Agency staff did not participate
E. Insufficient participants to conduct separate sessions; agency session was a combination of participants from all counties (see District)
F. Participants did not rank responses
G. Green Lake County combined with Fond du Lac County
NA. Not applicable
Sf. Staff
Cl. Client

CATEGORY FREQUENCY TABLE 37

Category No. 15
IN-SERVICE

Category Definition

a. Responses expressing a need for in-service training courses and programs for staff and for orientation of staff to the job.

Summary of Frequency Table 37

The nature of this category biased the tabulation, and the combined priority of 16th is misleading. No clients in the District mentioned in-service training for the agency staffs at all. The staffs were aware of the need for continued training, however, and accounted for all 69 responses. If viewed in combination with the agency administrative problems and communications problems (ranked first and second by agency staffs) the importance and even the subject matter for in-service becomes more apparent.

In-service requests were much more evenly distributed across the District than were complaints about problems of administration which were concentrated on by some agencies. With fairly equal staff samples from each county (except Green Lake county) the number of responses was also very similar. Another similarity was that no ADVOCAP, DVR, WIN, or WSES staff personnel requested in-service. Of special note was the absence of in-service requests from WHW, where complaints of poor service abound.

When surveyed geographically, the agencies in Dodge county which requested in-service were DSS, the Workshop, and MHC. The latter requested in-service with 7 responses. Also in Dodge county were two state penal institutions, both of which had staff who requested in-service.

In Fond du Lac county, DSS, EFNEP, MOCD, Workshop, and MHC staffs all requested in-service. MHC registered ten requests. None of the agencies serving Green Lake county from Fond du Lac county, or headquartered in Green Lake county, requested in-service.

Washington county agencies which requested in-service training were DSS, MHC, and the Workshop. It should be noted that staffs of the three mental health centers identified 27 needs for in-service.

Agencies serving the District whose staffs requested in-service were the ABE, DSS-HM, IHM, Probation and Parole, and MDTA. Typical responses were similar to "Need in-service training in methods of teaching, new instructional materials and techniques, innovative therapeutic methods, and understanding of our clients and their problems." (For a key to the abbreviations used in this section see Appendix A-1.)

PRIORITY RANKING BY CATEGORY-TABLE 55 (See Page 747.)

Summary of Category No. 15 in Table 55

The staff identified 69 responses or 3.8% of the staff responses in this study. Because the clients did not record any problems in this category, the staffs' 69 responses ranked 2.0% of the total responses reported. Eighty-two percent of the total staff responses in Category No. 15 ranked.

CATEGORY FREQUENCY TABLE 37

Category No. 15
In-Service

Participating Agencies		ABE		ADVOCAP		DSS		DSS-HM		EFREP		HRM		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WISES		MDTA		MOCD		WIN		MHC		Workshops		Total All Agencies	
		Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Staff	Client
odge	Number of Ranked Responses		0			4	0						0		0	WCI 2	0	WSP 1	0			0	0						0	7	0	2	0	16	0
unty	Median Rank	E	0	A		7.5	0	D	C	A		E	0	E	0	7.5	0	9	0	D	C	0	0	E		A		E	0	4	0	3.5	0		
	Total Responses Including Ranked Items		0			4	0						0		0	3	0	2	0			0	0						0	7	0	3	0	19	0
	Number of Participants		4			20	4						16		8	24	22	10	29			4	5						8	28	14	10	10	96	120
ond du Lac	Number of Ranked Responses		0	0	0	2	0			1			0		0	WHW 0	0				0					1	0		0	7	0	3		14	0
unty	Median Rank	E	0	0	0	4	0	E	C	3	C	E	0	E	0	0	0	NA		E	0	B		E		2	0	E	0	5	0	6	F		
	Total Responses Including Ranked Items		0	0	0	3	0			1			0		0	0	0				0					1	0		0	10	0	4	0	19	0
	Number of Participants		8	10	8	18	8			5			6		16	11	44				9					6	24		6	28	5	8	16	86	150
reen Lake	Number of Ranked Responses					0							0		0																			0	0
unty	Median Rank	G		A		0	C	E	C	A		E	0	E	0	A		A		E	G	B		E		A		E	G	A		A			
	Total Responses Including Ranked Items					0							0		0																			0	0
	Number of Participants					4							8		9																			4	17
shington	Number of Ranked Responses		0			3	0						0		0						0	0	0						0	10	0	6	0	19	0
unty	Median Rank	E	0	A		3	0	E	C	A		E	0	E	0	A		A		E	0	0	0	E		A		E	0	4	0	4	0		
	Total Responses Including Ranked Items		0			5	0						0		0						0	0	0						0	10	0	7	0	22	0
	Number of Participants		10			26	14						19		6						4	4	6						4	45	10	23	24	98	97
strict	Number of Ranked Responses	2						1				2		1						0				2	0			0						8	0
	Median Rank	2	NA	NA		NA		6	NA	NA		8	NA	1	NA	NA		NA		0	NA	NA		2.5	0	NA		0	NA	NA		NA			
	Total Responses Including Ranked Items	2						1				3		1						0				2	0			0						9	0
	Number of Participants	11						4				10		10						7				12	48			7						61	48

KEY:

A. No agency serving the county
B. Agency refused to participate
C. Agency staff was unable to organize client participation
D. Agency staff did not participate
E. Insufficient participants to conduct separate sessions; agency session was a combination of participants from all counties (see District)
F. Participants did not rank responses
G. Green Lake County combined with Fond du Lac County
NA. Not applicable
Sf. Staff
Cl. Client

ERIC

CATEGORY FREQUENCY TABLE 38

Category No. 16
JOBS AND JOB PLACEMENT, ON-THE-JOB TRAINING, AND WORK EXPERIENCE

Category Definition

a. Responses which identify a need for more and better jobs, job orientation, job placement services, appropriate on-the-job training programs, apprenticeships, and work experience programs.

b. Responses which express a dissatisfaction with job placement services and programs available.

c. Responses concerning unmarketable skills of clients.

Summary of Frequency Table 38

Across the District, clients and staffs of nearly all agencies were concerned about jobs and job placement and on-the-job training. In Dodge county, the staffs of two agencies most interested in improved job placement were DSS and WSES. Nearly all other staff and client groups registered some concerns.

In Fond du Lac county, the MOCD and DSS staffs were highest frequency agencies. Client groups from WHW and Workshops identified five or more problems in this category. Nearly all other groups also registered their concern about employment.

All agencies serving Green Lake county identified problems in low employment levels and the lack of job opportunities in the county.

In Washington county, the DSS staff was most concerned about job placement, and was joined by the staff and clients in all but two Nominal Groups.

The Moraine Park District agencies which identified employment problems were the Probation and Parole staff, DVR staff, and the staffs of the WIN, ABE, and MDTA projects. Clients in large numbers from MDTA were also personally alert for the need for new job opportunities and training. They gave more "jobs-needed" responses than any other client group studied, perhaps because they were the largest agency sample interviewed. (For a key to the abbreviations used in this section see Appendix A-1.)

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 16 in Table 55

Both staff and clients had this category ranked 7th in their individual responses. This category ranked 5th in total responses (153 or 4.3%), evenly divided between staff (76) and clients (77). Sixty percent of the total staff and client responses in Category No. 16 ranked.

CATEGORY FREQUENCY TABLE 38

Category No. 16
Jobs and Job Placement, On-the-job Training, and Work Experience

Participating Agencies		ABE		ADVOCAP		DSS		DSS-HM		EFNEP		HM		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WSES		MDTA		MOCD		WIN		MHC		Workshops		Total All Agencies	
		Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Staff	Client
odge ounty	Number of Ranked Responses		0			2	0						0		2	WCI 3	1	WSP 1	4			4	0						0	2	2	0	1	12	10
	Median Rank	E	0	A		6	0	D	C	A		E	0	E	2	8	3	8	5	D	C	7.5	0	E		A		E	0	5.5	5	0	2		
	Total Responses Including Ranked Items		1			5	0						1		2	3	1	1	5			6	0						0	2	2	1	1	18	13
	Number of Participants		4			20	4						16		8	24	22	10	29			4	5						8	28	14	10	10	96	120
nd du Lac unty	Number of Ranked Responses		1	2	0	2	1			0			1		1	WHW 1	4				1					1	6		1	3	1	0		9	17
	Median Rank	E	3	8	0	9	5	E	C	0	C	E	6	E	10	2	3.5	NA		E	5	B		E		4	3	E	2	5	2	0	F		
	Total Responses Including Ranked Items		2	3	0	9	1			0			2		1	1	5				1					2	9		1	3	1	0	6	18	29
	Number of Participants		8	10	8	18	3			5			6		16	11	44				9					6	24		6	28	5	8	16	86	150
een Lake unty	Number of Ranked Responses					1							3		3																			1	6
	Median Rank	G		A		6	C	E	C	A		E	4	E	7	A		A		E	G	B		E		A		E	G	A		A			
	Total Responses Including Ranked Items					4							4		3																			4	7
	Number of Participants					4							8		9																			4	17
shington unty	Number of Ranked Responses		1			4	0						2		2						0	1	1						0	2	4	0	2	7	12
	Median Rank	E	1	A		7.5	0	E	C	A		E	5.5	E	6.5	A		A		E	0	7	4	E		A		E	0	7.5	4.5	0	1		
	Total Responses Including Ranked Items		4			8	1						4		2						0	3	2						0	5	5	3	2	19	20
	Number of Participants		10			26	14						19		6						4	4	6						4	45	10	23	24	98	97
trict	Number of Ranked Responses	1						0				0		4						4				1	7			2						12	7
	Median Rank	9	NA	NA		NA		0	NA	NA		0	NA	2.5	NA	NA		NA		9	NA	NA		5	5	NA		1.5	NA	NA		NA			
	Total Responses Including Ranked Items	1						0				0		5						7				1	8			3						17	8
	Number of Participants	11						4				10		10						7				12	48			7						61	48

EY:

A. No agency serving the county
B. Agency refused to participate
C. Agency staff was unable to organize client participation-713-
D. ncy staff did not participate
E. fficient participants to conduct separate sessions; icy session was a combination of participants from all counties (see District)
F. Participants did not rank responses
G. Green Lake County combined with Fond du Lac County
NA. Not applicable
Sf. Staff
Cl. Client

CATEGORY FREQUENCY TABLE 39

Category No. 17
LEGAL AID

Category Definition

a. Responses concerning the need for free or inexpensive legal aid services for clients.

Summary of Frequency Table 39

The need for legal aid was cited least frequently in this study. If any trend is present, the DSS in each county would seem to be more aware of the need for legal aid than any other agency. Lack of familiarity with legal aid services in rural areas may be the reason for such a low frequency response in this category. (For a key to the abbreviations used in this section see Appendix A-1.)

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 17 in Table 55

The clients did note legal problems more frequently than agency staffs and identified 11 requests for legal aid services, and the staff identified a need 8 times. This category ranked 32nd with 19 responses (0.5%). Fifty-eight percent of the total staff and client responses in Category No. 17 ranked.

CATEGORY FREQUENCY TABLE 39

Category No. 17
Legal Aid

Participating Agencies		ABE		ADVOCAP		DSS		DSS-HM		EFT-EP		IHM		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WSES		MDTA		MOCD		WIC		MHC		Workshops		Total All Agencies	
		Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Staff	Client
odge ounty	Number of Ranked Responses		0			1	1						0		1	WCI 0	0	WSP 0	0			0	0						1	0	0	0	0	1	3
	Median Rank	E	0	A		8	3	D	C	A		E	0	E	1	0	0	0	0	D	C	0	0	E		A		E	6	0	0	0	0		
	Total Responses Including Ranked Items		0			1	1						0		1	0	0	0	1			0	0						1	1	0	0	0	2	4
	Number of Participants		4			20	4						16		8	24	22	10	29			4	5						8	28	14	10	10	96	120
ond du Lac ounty	Number of Ranked Responses		0	0	0	0	0			0			1		1	WcW 0	1				0					0	0		0	0	0	0		0	3
	Median Rank	E	0	0	0	0	0	E	C	0	C	E	4	E	3	0	10	NA		E	0	B		E		0	0	E	0	0	0	0	F		
	Total Responses Including Ranked Items		0	0	0	1	0			0			1		1	0	1				0					0	0		0	0	0	0	0	1	3
	Number of Participants		8	10	8	18	8			5			6		16	11	44				9					6	24		6	28	5	8	16	86	150
een Lake ounty	Number of Ranked Responses					1							0		0																			1	0
	Median Rank	G		A		9	C	E	C	A		E	0	E	0	A		A		E	G	B		E		A		E	G	A		A			
	Total Responses Including Ranked Items					1							0		0																			1	0
	Number of Participants					4							8		9																			4	17
shington ounty	Number of Ranked Responses		0			0	0						2		0						0	0	0						0	0	1	0	0	0	3
	Median Rank	E	0	A		0	0	E	C	A		E	4.5	E	0	A		A		E	0	0	0	E		A		E	0	0	1	0	0		
	Total Responses Including Ranked Items		0			3	0						2		0						0	0	0						1	0	1	0	0	3	4
	Number of Participants		10			26	14						19		6						4	4	6						4	45	10	23	24	98	97
strict	Number of Ranked Responses	0						0				0		0						0				0	0			0						0	0
	Median Rank	0	NA	NA		NA		0	NA	NA		0	NA	0	NA	NA		NA		0	NA	NA		0	0	NA		0	NA	NA		NA			
	Total Responses Including Ranked Items	0						1				0		0						0				0	0			0						1	0
	Number of Participants	11						4				10		10						7				12	48			7						61	48

KEY:

A. No agency serving the county
B. Agency refused to participate
C. Agency staff was unable to organize client participation
D. Agency staff did not participate
E. Insufficient participants to conduct separate sessions; Agency session was a combination of participants from all counties (see District)
F. Participants did not rank responses
G. Green Lake County combined with Fond du Lac County
NA. Not applicable
Sf. Staff
Cl. Client

ERIC

CATEGORY FREQUENCY TABLE 40

Category No. 18
MARITAL AND FAMILY PROBLEMS

Category Definition

a. Responses identifying problems within the family. Requests for family counseling, premarital counseling, problems and/or requests for courses relating to children and child rearing, behavioral problems of children, and communications with children.

b. Responses indicating a need for low-cost services or programs for the family and the single parent.

Summary of Frequency Table 40

The high ranking of marital problems in this study reflects the heavy emphasis placed on family problems by the clients. Two agencies accounted for many of the responses. These were agencies concerned with helping persons with family problems--the DSS and the IHM. IHM clients alone identified 57 problems, and the IHM staff cited two more. The various DSS agencies, staffs and clients, gave 36 responses in this category.

Geographically, services to aid marital and family problems should seem to be most needed in Washington county, where 63 of the responses were recorded. Beyond the DSS and IHM problems, WIN clients, MHC and Workshop staffs and clients, and ABE clients also noted marital and family problems.

Dodge county accounted for 34 responses about marital problems. Five of these originated at WCI or WSP. Other than the prisons, DSS and IHM responses, marital problems were also noted by WSES, WIN, and Workshop clients, and MHC staff and clients.

In Fond du Lac county, ABE, ADVOCAP, Probation and Parole, MOCD, WIN, MHC, and Workshop staffs or clients identified marital problems. The WHW (like the WCI and WSP) clients recorded family problems, and suggested ways of relieving them.

District-wide agency staffs from ABE, DSS-HM, IHM, Probation and Parole, and WIN all observed and identified marital problems of their clients.

In summary, the need for marital and family counseling is widespread in the Moraine Park District, and is most problematical in Washington county. (For a key to the abbreviations used in this section see Appendix A-1.)

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 18 in Table 55

Clients identified 98 different problems in family life, ranking it 3rd overall, with 5.7% of client responses, while staffs of agencies noted only 45 problems (ranked 11th, 2.5%). The total of 143 responses made up 4.0% of the total responses. Sixty percent of the total staff and client responses in Category No. 18 ranked.

CATEGORY FREQUENCY TABLE 40

Category No. 18
Marital and Family Problems

rticipating Agencies		ABE		ADVOCAP		DSS		DSS HIP		EFNEP		IHM		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WSES		MDTA		MOCD		WIN		MHC		Workshops		Total All Agencies	
		St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	Staff	Client
dge unty	Number of Ranked Responses		0			4	1						8		0	WCI 1	2	WSP 0	1			0	0						0	2	1	0	0	7	13
	Median Rank	E	0	A		3	5	D	C	A		E	9	E	0	9	7	0	3	D	C	0	0	E		A		E	0	9.5	1	0	0		
	Total Responses Including Ranked Items		0			6	2						12		0	1	2	0	2			0	1						1	3	3	0	1	10	24
	Number of Participants		4			20	4						16		8	24	22	10	29			4	5						8	28	14	10	10	96	120
nd du Lac unty	Number of Ranked Responses		1	3	0	2	0			0			2		0	WHW 0	3				0					0	0		0	2	0	0		7	6
	Median Rank	E	6	1	0	4.5	0	E	C	0	C	E	3.5	E	0	0	10	NA		E	0	B		E		0	0	E	0	6	0	0	F		
	Total Responses Including Ranked Items		3	4	0	4	2			0			3		2	0	4				0					0	1		1	4	0	0	1	12	17
	Number of Participants		8	10	8	18	8			5			6		16	11	44				9					6	24		6	28	5	8	16	86	150
en Lake nty	Number of Ranked Responses					1							3		0																			1	3
	Median Rank	G		A		3	C	E	C	A		E	5	E	0	A		A		E	G	B		E		A		E	G	A		A			
	Total Responses Including Ranked Items					1							5		0																			1	5
	Number of Participants					4							8		9																			4	17
hington nty	Number of Ranked Responses		1			4	2						21		0						0	0	0						0	0	3	1	1	5	28
	Median Rank	E	6	A		5.5	5.5	E	C	A		E	7	E	0	A		A		E	0	0	0	E		A		E	0	0	4	8	5		
	Total Responses Including Ranked Items		2			8	7						37		0						0	0	0						1	2	3	2	1	12	51
	Number of Participants		10			26	14						19		6						4	4	6						4	45	10	23	24	98	97
rict	Number of Ranked Responses	0						4				1		0						0				0	0			1						6	0
	Median Rank	0	NA	NA		NA		5	NA	NA		9	NA	0	NA	NA		NA		0	NA	NA		0	0	NA		9	NA	NA		NA			
	Total Responses Including Ranked Items	1						6				2		2						0				0	0			1						12	0
	Number of Participants	11						4				10		10						7				12	48			7						61	48

Y:

- No agency serving the county
- Agency refused to participate
- Agency staff was unable to organize client participation
- ncy staff did not participate
- ficient participants to conduct separate sessions;
- cy session was a combination of participants from all counties (see District)
- F. Participants did not rank responses
- G. Green Lake County combined with Fond du Lac County
- NA. Not applicable
- Sf. Staff
- Cl. Client

CATEGORY FREQUENCY TABLE 41

Category No. 19
MEDICAL, DENTAL, AND OPTICAL

Category Definition

a. Responses expressing a need for free or low-cost medical, dental, or optical care, in addition to low-cost medical insurance.

b. Responses showing dissatisfaction with existing medical services.

Summary of Frequency Table 41

The needs for low-cost medical, dental, or optical care were noted on a widespread basis across the District. All clients of the three state correctional institutions, and the WCI staff reported medical, dental, and optical needs within the institution.

No trend is observable in the distribution of needs for medical aid across the District, except to note that nearly each agency in every county reported at least some medical needs. Of the 41 specific organizations where Nominal Groups were held, only 11 did not mention medical needs. Dodge, Fond du Lac, and Washington counties reported approximately 20 problems each with around 200 staff and clients participating from each county. (For a key to the abbreviations used in this section see Appendix A-1.)

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 19 in Table 55

Clients cited more medical problems (47 responses or 2.7% of client responses) than did agency staffs (29 responses or 1.6%). Total responses numbered 76, ranking the category 14th with 2.1% of the responses. Sixty-five percent of the total staff and client responses in Category No. 19 ranked.

CATEGORY FREQUENCY TABLE 41

Category No. 19
Medical, Dental, and Optical

Participating Agencies		ABE		ADVOCAP		DSS		DSS-HM		EFNEP		IHM		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WSES		MDTA		MOCO		WIN		MHC		Workshops		Total All Agencies	
		Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Staff	Client
odge	Number of Ranked Responses		0			1	0						4		2	WCI 1	2	WBP 0	2			0	0						0	2	1	1	0	5	11
ounty	Median Rank	E	0	A		3	0	D	C	A		E	3.5	E	6	7	5.5	0	5.5	D	C	0	0	E		A		E	0	6.5	3	1	0		
	Total Responses Including Ranked Items		0			2	0						4		2	1	2	0	2			0	0						0	2	4	2	0	7	14
	Number of Participants		4			20	4						16		8	24	22	10	26			4	5						8	28	14	10	10	96	120
nd du Lac	Number of Ranked Responses		2	2	0	0	0			1			0		1	WrIW 0	3				0					0	1		0	0	0	0		3	7
	Median Rank	E	5	0	0	0	0	E	C	9	C	E	0	E	4	0	5	NA		E	0	B		E		0	3	E	0	0	0	0	F		
unty	Total Responses Including Ranked Items		2	2	1	1	0			3			0		1	0	3				1					0	2		0	1	0	0	0	7	10
	Number of Participants		8	10	8	18	8			5			6		16	11	44				9					6	24		6	23	5	8	16	66	150
een Lake	Number of Ranked Responses					1							2		1																			1	3
unty	Median Rank	G		A		2	C	E	C	A		E	4	E	6	A		A		E	G	B		E		A		E	G	A		A			
	Total Responses Including Ranked Items					1							2		1																			1	3
	Number of Participants					4							8		9																			4	17
shington	Number of Ranked Responses		0			1	1						4		0						1	0	0						0	4	3	0	0	5	9
unty	Median Rank	E	0	A		7	6	E	C	A		E	5.5	E	0	A		A		E	3	0	0	E		A		E	0	2.5	1	0	0		
	Total Responses Including Ranked Items		0			1	2						6		0						3	2	1						1	5	3	1	1	9	17
	Number of Participants		10			26	14						19		6						4	4	6						4	45	10	23	24	98	97
trict	Number of Ranked Responses	0						0				1		0						1				1	3			0						3	3
	Median Rank	0	NA	NA		NA		0	NA	NA		7	NA	0	NA	NA		NA		9	NA	NA		9	2	NA		0	NA	NA		NA			
	Total Responses Including Ranked Items	2						0				1		0						2				1	3			0						6	3
	Number of Participants	11						4				10		10						7				12	48			7						61	48

Y:

A. No agency serving the county
B. Agency refused to participate
C. Agency staff was unable to organize client participation
D. Agency staff did not participate
E. Sufficient participants to conduct separate sessions; Agency session was a combination of participants from all counties (see District)
F. Participants did not rank responses
G. Green Lake County combined with Fond du Lac County
NA. Not applicable
Sf. Staff
Cl. Client

-719-

CATEGORY FREQUENCY TABLE 42

Category No. 20
MENTAL RETARDATION, PHYSICAL AND EMOTIONAL HANDICAPS

Category Definition

a. Responses requesting programs and services for the handicapped--including day care centers--for the mentally retarded and physically or emotionally handicapped of all ages.

b. Responses expressing a need for the understanding of handicapped persons' problems.

c. Responses asking for facilities and special equipment for the mentally retarded, physically and emotionally handicapped.

Summary of Frequency Table 42

Problems of the retarded and handicapped were identified 68 times by the participants in the study. More problems were noted by staff and clients of the Workshops across the District, as might be expected. The DSS and MHC agencies also were aware to a high degree of the problems of the retarded and handicapped.

Geographically, Fond du Lac county staffs identified far more problems than any other. The high frequency staffs in Fond du Lac county included Workshops, MHC, DSS, and ADVOCAP. Fond du Lac client Nominal Groups from the Workshops, MOCD, DSS, ADVOCAP, and ABE also identified problems specific to the retarded and handicapped.

Dodge and Washington county agencies identified nearly the same number of problems, and in very nearly the same patterns. Dodge county MHC did report a majority of that county's responses. In Washington county, the MHC gave no responses in this category. The DSS for Washington county responded more, with 9 problems. The problems they noted included the need for more special education for slow learners and mentally handicapped, services for multi-handicapped persons, baby-sitting services for handicapped children, and buses for mentally handicapped. (For a key to the abbreviations used in this section see Appendix A 1.)

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 20 in Table 55

The staff ranked problems of the handicapped 13th with 44 responses, and the clients ranked this category 20th with 23 responses. This category ranked 17th overall with these responses totaling 1.9% of the problems identified in the study. Fifty-five percent of the total staff and client responses in Category No. 20 ranked.

CATEGORY FREQUENCY TABLE 42

Category No. 20
Mental Retardation, Physical and Emotional Handicaps

Participating Agencies		ABE		ADVOCAP		DSS		DSS-HM		EFNEP		IHM		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WISES		MDTA		MOCD		WIN		MHC		Workshops		Total All Agencies	
		Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Staff	Client
dge unty	Number of Ranked Responses		0			1	0						2		0	WCI 0	0	WSP 0	0			0	1						0	3	1	1	1	5	5
	Median Rank	E	0	A		6	0	D	C	A		E	7	E	0	0	0	0	0	D	C	0	2	E		A		E	0	6	6	9	2		
	Total Responses Including Ranked Items		0			1	0						2		1	0	0	0	0			0	1						0	7	2	2	1	10	7
	Number of Participants		4			20	4						16		8	24	22	10	29			4	5						8	28	14	10	10	96	120
nd du Lac unty	Number of Ranked Responses		1	1	1	1	1			0			0		0	WHW 0	0				0					0	1		0	3	0	8	F	13	4
	Median Rank	E	6	6	6	10	6	E	C	0	C	E	0	E	0	0	0	NA		E	0	B		E		0	3	E	0	6	0	7.5			
	Total Responses Including Ranked Items		2	1	1	4	1			1			0		0	0	0				0					0	1		0	5	0	10	2	21	7
	Number of Participants		8	10	8	18	8			5			6		16	11	44				9					6	24		6	28	5	8	16	86	150
en Lake unty	Number of Ranked Responses					0							1		0																			0	1
	Median Rank	G		A		0	C	E	C	A		E	2	E	0	A		A		E	G	B		E		A		E	G	A		A			
	Total Responses Including Ranked Items					0							2		0																			0	2
	Number of Participants					4							8		9																			4	17
shington unty	Number of Ranked Responses		0			1	1						0		0						2	0	0						0	0	0	3	0	4	3
	Median Rank	E	0	A		9	4	E	C	A		E	0	E	0	A		A		E	3.5	0	0	E		A		E	0	0	0	5	0		
	Total Responses Including Ranked Items		0			5	4						1		0						2	0	0						0	0	0	4	0	9	7
	Number of Participants		10			26	14						19		6						4	4	6						4	45	10	23	24	98	97
trict	Number of Ranked Responses	0						0				0		0						1				0	0			0						1	0
	Median Rank	0	NA	NA		NA		0	NA	NA		0	NA	0	NA	NA		NA		10	NA	NA		0	0	NA		0	NA	NA		NA			
	Total Responses Including Ranked Items	0						0				0		0						3				0	0			0						3	0
	Number of Participants	11						4				10		10						7				12	48			7						61	48

Y:

A. No agency serving the county
B. Agency refused to participate
C. Agency staff was unable to organize client participation
D. Agency staff did not participate
E. Insufficient participants to conduct separate sessions; agency session was a combination of participants from all counties (see District)
F. Participants did not rank responses
G. Green Lake County combined with Fond du Lac County
NA. Not applicable
Sf. Staff
Cl. Client

CATEGORY FREQUENCY TABLE 43

Category No. 21
MINORITIES

Category Definition

a. Responses identifying the need for courses, programs and services for minority groups.

b. Responses requesting members of minority groups to be included in agency staffs.

Summary of Frequency Table 43

The main agencies which reported problems for minority groups were the correctional institutions. DSS and WSES also had staff who noted that minority groups had problems. Clients in the IHM program reported some problems.

Neither the District-wide agencies nor Green Lake county agencies reported any minority group problems. In Dodge county, IHM, WSES, and MHC reported some problems, as did the WCI and WSP staffs and clients. In Washington county, IHM and WSES reported some problems. In Fond du Lac county, the MOCD staff reported problems, and the WHW clients, some of whom were minority group members, identified problems in this category. Problems that they identified included the need for Black instructors in courses, the need for Black beauticians, and the lack of Black cosmetics for personal care. (For a key to the abbreviations used in this section see Appendix A-1.)

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 21 in Table 55

Staff identified 10 problems (0.5%) and clients identified 16 problems, ranking this category 23rd (0.9%). Of the 32 categories, problems of the minorities ranked 29th in this study, with 26 responses (0.7%). Sixty-nine percent of the total staff and client responses in Category No. 21 ranked.

CATEGORY FREQUENCY TABLE 43

Category No. 21
Minorities

Participating Agencies		ABE		ADVOCAP		DSS		DSS-HM		EFNEP		IHM		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WSES		MDTA		MOCD		WIN		MHC		Workshops		Total All Agencies	
		St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	Staff	Client
																WCI		WSP																	
Dodge County	Number of Ranked Responses		0			0	0						1		0	1	1	0	8			1	0						0	1	0	0	0	3	10
	Median Rank	E	0	A		0	0	D	C	A		E	7	E	0	7	4	0	3.5	D	C	2	0	E		A		E	0	5	0	0	0		
	Total Responses Including Ranked Items		0			0	0						2		0	3	1	0	10			1	0						0	2	0	0	0	6	13
	Number of Participants		4			20	4						16		8	24	22	10	29			4	5						8	28	14	10	10	96	120
																W																			
Fond du Lac County	Number of Ranked Responses		0	0	0	2	0			0			0		0	0	2				0					0	0		0	0	0	0		2	2
	Median Rank	E	0	0	0	5	0	E	C	0	C	E	0	E	0	0	8	NA		E	0	B		E		0	0	E	0	0	0	0	F		
	Total Responses Including Ranked Items		0	0	0	2	0			0			0		0	0	2				0					1	0		0	0	0	0	0	3	2
	Number of Participants		8	10	8	18	8			5			6		16	11	44				9					6	24		6	28	5	8	16	86	150
Green Lake County	Number of Ranked Responses					0							0		0																			0	0
	Median Rank	G		A		0	C	E	C	A		E	0	E	0	A		A		E	G	B		E		A		E	G	A		A			
	Total Responses Including Ranked Items					0							0		0																			0	0
	Number of Participants					4							8		9																			4	17
Washington County	Number of Ranked Responses		0			0	0						1		0						0	0	0						0	0	0	0	0	0	1
	Median Rank	E	0	A		0	0	E	C	A		E	5	E	0	A		A		E	0	0	0	E		A		E	0	0	0	0	0		
	Total Responses Including Ranked Items		0			0	0						1		0						0	1	0						0	0	0	0	0	1	1
	Number of Participants		10			26	14						19		6						4	4	6						4	45	10	23	24	98	97
District	Number of Ranked Responses	0						0				0		0						0				0	0			0						0	0
	Median Rank	0	NA	NA		NA		0	NA	NA		0	NA	0	NA	NA		NA		0	NA	NA		0	0	NA		0	NA	NA		NA			
	Total Responses Including Ranked Items	0						0				0		0						0				0	0			0						0	0
	Number of Participants	11						4				10		10						7				12	48			7						61	48

KEY:

A. No agency serving the county
B. Agency refused to participate
C. Agency staff was unable to organize client participation
D. Agency staff did not participate
E. Insufficient participants to conduct separate sessions; Agency session was a combination of participants from all counties (see District)
F. Participants did not rank responses
G. Green Lake County combined with Fond du Lac County
NA. Not applicable
Sf. Staff
Cl. Client

ERIC

CATEGORY FREQUENCY TABLE 44

Category No. 22
MOTIVATION

Category Definition

a. Responses relating to the motivation of clients or staff.

Summary of Frequency Table 44

DSS staff noted client motivation problems across the District, as did ABE, DSS-HM, EFNEP, IHM, Probation and Parole, DVR, WSES, MDTA, MOCD, and WIN staffs. MHC and Workshop staffs also noted client motivation problems.

The sole client group aware of motivation problems was in the Washington county MHC.

The frequent requests in this category were from the staff asking for methods to identify the motivation level of clients, and for methods to increase the low motivation level detected in numerous clients. This type of response was especially prevalent in Fond du Lac county and among the District-wide agency staffs. (For a key to the abbreviations used in this section see Appendix A-1.)

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 22 in Table 55

Clients noted only one motivation problem. Staffs of the various agencies noted 44 responses and it ranked 12th (2.4%). Problems with client motivation ranked 22nd overall, with 45 responses (1.2% of all responses). Sixty-six percent of the total staff and client responses in Category No. 22 ranked.

CATEGORY FREQUENCY TABLE 44

Category No. 22
Motivation

Participating Agencies		ABE		ADVOCAP		DSS		DSS-HM		EFNEP		IHM		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WISES		MDTA		MOCD		WIN		MHC		Workshops		Total All Agencies	
		Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Staff	Client
																WCI		WSP																	
odge	Number of Ranked Responses		0			3	0						0		0	0	0	1	0			1	0						0	0	0	1	0	6	0
	Median Rank	E	0	A		8	0	D	C	A		E	0	E	0	0	0	9	0	D	C	6	0	E		A		E	0	0	0	8	0		
	Total Responses Including Ranked Items		0			3	0						0		0	0	0	2	0			2	0						0	0	0	1	0	8	0
	Number of Participants		4			20	4						16		8	24	22	10	29			4	5						8	28	14	10	10	96	120
																WHW																			
	Number of Ranked Responses		0	2	0	2	0			2			0		0	2	0				0					0	0		0	1	0	1		10	0
nd du Lac	Median Rank	E	0	7.5	0	7.5	0	E	C	4.5	C	E	0	E	0	5	0	NA		E	0	B		E		0	0	E	0	10	0	5	F		
unty	Total Responses Including Ranked Items		0	2	0	4	0			3			0		0	3	0				0					1	0		0	2	0	1	0	16	0
	Number of Participants		8	10	8	18	8			5			6		16	11	44				9					6	24		6	28	5	8	16	86	150
	Number of Ranked Responses					0							0		0																			0	0
en Lake	Median Rank	G		A		0	C	E	C	A		E	0	E	0	A		A		E	G	B		E		A		E	G	A		A			
unty	Total Responses Including Ranked Items					0							0		0																			0	0
	Number of Participants					4							8		9																			4	17
	Number of Ranked Responses		0			1	0						0		0						0	1	0						0	1	1	1	0	4	1
hington	Median Rank	E	0	A		10	0	E	C	A		E	0	E	0	A		A		E	0	4	0	E		A		E	0	9	3	8	0		
nty	Total Responses Including Ranked Items		0			2	0						0		0						0	1	0						0	2	1	2	0	7	1
	Number of Participants		10			26	14						19		6						4	4	6						4	45	10	23	24	98	97
	Number of Ranked Responses	1						1				2		1						1				3	0			0						9	0
rict	Median Rank	10	NA	NA		NA		3	NA	NA		2	NA	5	NA	NA		NA		6	NA	NA		9	0	NA		0	NA	NA		NA			
	Total Responses Including Ranked Items	2						1				3		1						1				4	0			1						13	0
	Number of Participants	11						4				10		10						7				12	48			7						61	48

y:

- No agency serving the county
- Agency refused to participate
- Agency staff was unable to organize client participation
- ency staff did not participate
- ufficient participants to conduct separate sessions;
- gency session was a combination of participants from all counties (see District)

F. Participants did not rank responses
G. Green Lake County combined with Fond du Lac County
NA. Not applicable
Sf. Staff
Cl. Client

CATEGORY FREQUENCY TABLE 45

Category No. 23
PREJUDICE, DISCRIMINATION, AND EMPLOYER PREJUDICE

Category Definition

a. Responses concerning employer, staff, student or administration prejudice toward clients on the basis of race, appearance, prison record, welfare status, marital status, health, age, religion, or handicaps.

b. Responses relating to prejudices of society.

Summary of Frequency Table 45

The problem of employer prejudice was widely noted among District clients. Nearly every client group noted the phenomenon in one form or another. MDTA, DVR, and Probation and Parole staffs noted the difficulties their clients had finding jobs because of employer prejudice.

The main group of participants who identified the majority of problems were associated with correctional institutions or court-related problems, such as the clients of WCI, WSP, WHW, or Probation and Parole. Together, these groups accounted for 44 responses.

Every client group but one in Fond du Lac county cited prejudice as a problem, with six groups individually ranking the prejudice problems in the top five problems facing them. (For a key to the abbreviations used in this section see Appendix A-1.)

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 23 in Table 55

Staff ranked prejudice low at 26th, with 15 responses (0.8%). Clients, on the other hand, felt the personal effects of prejudice and ranked problems in 8th importance, with 67 responses (3.9%). Comments concerning prejudice ranked 13th of the 32 categories of responses, with 82 problems identified in the District (2.3%). Fifty-two percent of the total staff and client responses in Category No. 23 ranked.

CATEGORY FREQUENCY TABLE 45

Category No. 23
Prejudice, Discrimination, and Employer Prejudice

Participating Agencies		ABE		ADVOCAP		DSS		DSS-HM		EP-AEP		HM		Project Bridge		Correctional Institutions		Correctional Institutions		Dodge		WIBAS		WIBTA		WOCO		[illegible]		[illegible]		[illegible]		Total All Agencies	
		St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl	St	Cl
Dodge County	Number of Ranked Responses		0			0	0						1		2	0	1	0	2			3	0					1	0	0	2	0	4	7
	Median Rank	E	0	A		0	0	D	C	A		E	5	E	3.5	0	8	0	8	D	C	5	0	E		A		E	4	0	0	6.5	0		
	Total Responses Including Ranked Items		1			0	0						1		3	0	1	0	6			4	0						1	0	1	2	0	6	14
	Number of Participants		4			20	4						16		8	24	22	10	29			4	5						8	26	14	10	13	96	120
Fond du Lac County	Number of Ranked Responses		0	0	0	0	1			0			1		2	0	14				2					0	1		1	0	0	0		0	22
	Median Rank	E	0	0	0	0	3	E	C	0	C	F	6	E	4	0	4	NA		E	3.5	B		E		0	1	E	5	0	0	0	F		
	Total Responses Including Ranked Items		0	3	2	0	2			0			1		2	0	26				2					0	3		1	0	1	0	0	3	40
	Number of Participants		8	10	8	18	8			5			6		16	11	44				9					6	24		6	28	5	8	16	86	150
Green Lake County	Number of Ranked Responses					0							0		2																			0	2
	Median Rank	G		A		0	C	E	C	A		E	0	E	1	A		A		E	G	B		E		A		E	G	A		A			
	Total Responses Including Ranked Items					0							0		3																			0	3
	Number of Participants					4							8		9																			4	17
Washington County	Number of Ranked Responses		1			0	0						0		1						0	0	3						1	0	0	0	0	0	6
	Median Rank	E	4	A		0	0	E	C	A		E	0	E	1	A		A		E	0	0	3	E		A		E	5	0	0	0	0		
	Total Responses Including Ranked Items		1			0	1						0		2						0	2	4						3	0	0	0	0	2	11
	Number of Participants		10			20	14						19		5						4	4	6						4	45	10	23	24	96	97
District	Number of Ranked Responses	0						0				0		1						1				0	0			0						2	0
	Median Rank	0	NA	NA		NA		0	NA	NA		0	NA	4	NA	NA		NA		1	NA	NA		0	0	NA		0	NA	NA		NA			
	Total Responses Including Ranked Items	0						0				0		1						1				2	0			0						4	0
	Number of Participants	11						4				10		10						7				12	48			7						61	48

KEY:

A. No agency serving the county
B. Agency refused to participate
C. Agency staff was unable to organize client participation
D. Agency staff did not participate
E. Insufficient participants to conduct separate sessions; agency session was a combination of participants from all counties (see District)
F. Participants did not rank responses
G. Green Lake County combined with Fond du Lac County
NA. Not applicable
St. Staff
Cl. Client

CATEGORY FREQUENCY TABLE 46

Category No. 24
PUBLIC RELATIONS AND COMMUNITY PARTICIPATION AND VOLUNTEERS

Category Definition

a. Responses which request better public relations from an agency.

b. Responses which ask for more or better community participation and involvement with an agency.

c. Responses requesting specific community programs, such as Big Brothers and Big Sisters.

Summary of Frequency Table 46

DSS and MHC staffs, as well as WSES, DSS-HM, IHM, and Probation and Parole staffs were all aware of the need for better public relations and more community involvement for their clients. Workshop staffs also were aware of the need for better public relations for their clients.

The community image problem of public service agencies was widely distributed across the District served by the Moraine Park VTAE. Each county recorded approximately 35 responses relating to the problem. The correctional institutions---WCI, WSP, and WHW---were acutely aware of the need for interaction between clients and the public. Nearly every agency in the District recorded awareness of the need for improvement in the view of the public. (For a key to the abbreviations used in this section see Appendix A-1.)

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 24 in Table 55

Staffs had 77 responses in this category, or 4.2% of their total. Clients were less aware of the public image problems of the agencies (as they were of in-service) and with 33 responses ranked the problem 16th (1.9% of their responses). The need for better public relations for respective agencies was ranked 8th in priority by the staffs and clients, receiving 110 responses (3.1% of the total). This high ranking was caused by the great sensitivity of the agency staffs, who ranked better public relations as the 6th most important problem standing in the way of their delivering better services to their clients. Fifty-five percent of the total staff and client responses in Category No. 24 ranked.

CATEGORY FREQUENCY TABLE 46

Category No. 24
Public Relations, Community Participation, and Volunteers

Participating Agencies		ABE		ADVOCAP		DSS		DSS-HM		EFNEP		HM		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WSES		MDTA		MOCD		WIN		MHC		Workshops		Total All Agencies	
		Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Staff	Client
																WCI		WSP																	
Dodge County	Number of Ranked Responses		0			3	0						0		0	1	1	2	3			0	0						0	2	3	0	0	8	7
	Median Rank	E	0	A		4	0	D	C	A		E	0	E	0	8	3	6.5	9	D	C	0	0	E		A		E	0	7.5	4	0	0		
	Total Responses Including Ranked Items		0			7	2						0		0	3	2	2	6			1	0						1	6	3	2	0	21	14
	Number of Participants		4			20	4						16		8	24	22	10	29			4	5						8	28	14	10	10	96	120
																WHW																			
Fond du Lac County	Number of Ranked Responses		1	2	0	2	0			1			0		0	1	4				0					0	1		0	4	0	0		10	6
	Median Rank	E	6	4.5	0	6	0	E	C	9	C	E	0	E	0	6	4.5	NA		E	0	B		E		0	6	E	0	4.5	0	0	F		
	Total Responses Including Ranked Items		1	2	0	3	1			2			0		1	4	5				0					1	1		0	10	0	0	0	22	9
	Number of Participants		8	10	8	18	8			5			6		16	11	44				9					6	24		6	28	5	8	16	86	150
Green Lake County	Number of Ranked Responses					0							0		0																			0	0
	Median Rank	G		A		0	C	E	C	A		E	0	E	0	A		A		E	G	B		E		A		E	G	A		A			
	Total Responses Including Ranked Items					0							0		0																			0	0
	Number of Participants					4							8		9																			4	17
Washington County	Number of Ranked Responses		2			2	1						0		0						0	2	0						1	4	0	3	0	11	4
	Median Rank	E	3.5	A		7	4	E	C	A		E	0	E	0	A		A		E	0	3	0	E		A		E	6	8	0	5	0		
	Total Responses Including Ranked Items		2			8	2						0		0						0	2	0						1	12	2	8	0	30	7
	Number of Participants		10			26	14						19		6						4	4	6						4	45	10	23	24	98	97
District	Number of Ranked Responses	0						0				1		1						0				0	1			0						2	1
	Median Rank	0	NA	NA		NA		0	NA	NA		10	NA	6	NA	NA		NA		0	NA	NA		0	7	NA		0	NA	NA		NA			
	Total Responses Including Ranked Items	0						1				2		1						0				0	3			0						4	3
	Number of Participants	11						4				10		10						7				12	48			7						61	48

KEY:

A. No agency serving the county
B. Agency refused to participate
C. Agency staff was unable to organize client participation -729- agency staff did not participate
D. Insufficient participants to conduct separate sessions; agency session was a combination of participants from all counties (see District)
F. Participants did not rank responses
G. Green Lake County combined with Fond du Lac County
NA. Not applicable
Sf. Staff
Cl. Client

ERIC

CATEGORY FREQUENCY TABLE 47

Category No. 25
RECREATION AND SOCIAL

Category Definition

a. Responses identifying a need for recreational and social activities or programs.

b. Responses asking for funds for recreational and social activities or programs.

c. Responses requesting recreational facilities, equipment, and centers.

Summary of Frequency Table 47

Inmates of correctional institutions were sensitive to the lack of social contacts and recreational opportunities, while staffs of mental health centers felt that more social outlets for their clients were needed. More low-cost social activities in the communities are needed for single, young, and middle-aged persons, and for the elderly. Hospitalized clients need more than bingo to stimulate them.

In this area, as so many others, the responses concerning widespread needs for more and varied recreational activities across the District were made in nearly every agency and many included both staff and client Nominal Groups. Only the staffs of District-wide agencies, directed more toward educational activities, did not give responses related to the social needs of their clients. (For a key to the abbreviations used in this section see Appendix A-1.)

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 25 in Table 55

Staff ranked this category 16th (35 responses, 1.9%) and clients ranked it 9th with 49 responses (2.8%). The needs of agency clients for recreation and social contacts was ranked 12th of the 32 categories by both groups, with 84 responses (2.4% of the total).

CATEGORY FREQUENCY TABLE 47

Category No. 25
Recreation and Social

Participating Agencies		ABE		ADVOCAP		DSS		DSS HM		EFNEP		HM		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WISES		MDTA		MOCD		WIN		MHC		Workshops		Total All Agencies	
		Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Staff	Client
Fond du Lac County	Number of Ranked Responses		0			2	0						2		0	WCI 0	1	WSP 0	1			0	0						0	3	0	0	0	5	4
	Median Rank	E	0	A		7.5	0	D	C	A		E	8	E	0	0	10	0	5	D	C	0	0	E		A		E	0	6	0	0	0		
	Total Responses Including Ranked Items		0			2	1						2		0	0	3	0	5			0	1						0	5	2	0	1	7	15
	Number of Participants		4			20	4						16		8	24	22	10	29			4	5						8	28	14	10	10	96	120
	Number of Ranked Responses		3	2	1	0	1			0			0		1	WHW 1	3				0					0	0		0	2	0	0		5	9
	Median Rank	E	4	8.5	5	0	6	E	C	0	C	E	0	E	5	9	8	NA		E	0	B		E		0	0	E	0	8	0	0	F		
	Total Responses Including Ranked Items		3	3	2	3	3			0			0		2	3	6				1					0	2		1	5	2	1	0	15	22
	Number of Participants		8	10	8	18	8			5			6		16	11	44				9					6	24		6	28	5	8	16	86	150
Green Lake County	Number of Ranked Responses					1							1		0																			1	1
	Median Rank	G		A		9	C	E	C	A		E	3	E	0	A		A		E	G	B		E		A		E	G	A		A			
	Total Responses Including Ranked Items					1							1		0																			1	1
	Number of Participants					4							8		9																			4	17
Washington County	Number of Ranked Responses		1			0	0						0		0						0	0	0						1	2	0	0	1	2	3
	Median Rank	E	5	A		0	0	E	C	A		E	0	E	0	A		A		E	0	0	0	E		A		E	5	4	0	0	6		
	Total Responses Including Ranked Items		3			3	1						2		1						0	0	0						1	7	2	1	1	11	11
	Number of Participants		10			26	14						19		6						4	4	6						4	45	10	23	24	98	97
District	Number of Ranked Responses	0						1				0		0						0				0	0			0						1	0
	Median Rank	0	NA	NA		NA		9	NA	NA		0	NA	0	NA	NA		NA		0	NA	NA		0	0	NA		0	NA	NA		NA			
	Total Responses Including Ranked Items	0						1				0		0						0				0	0			0						1	0
	Number of Participants	11						4				10		10						7				12	48			7						61	48

KEY:

A. No agency serving the county
B. Agency refused to participate
C. Agency staff was unable to organize client participation
D. Agency staff did not participate
E. Insufficient participants to conduct separate sessions; Agency session was a combination of participants from all counties (see District)
F. Participants did not rank responses
G. Green Lake County combined with Fond du Lac County
NA. Not applicable
Sf. Staff
Cl. Client

CATEGORY FREQUENCY TABLE 48

Category No. 26
REFERRAL AND INFORMATION CENTER

Category Definition

a. Responses identifying a need for information on services, courses, and programs available from all agencies and institutions to be located at a fixed point of referral.

Summary of Frequency Table 48

In Dodge county, clients in half the agencies cited the need for referral centers. In Fond du Lac county, clients in 8 of 11 agencies reported this need. In Green Lake county, clients in one of two agencies noted the need, ranking it as their top priority. In Washington county, clients from four of the nine agencies discussed referral centers in Nominal Groups. The pattern of responses would indicate that the need for referral and information centers is widespread, and that both clients and staffs of the agencies studied are aware of the need. (For a key to the abbreviations used in this section see Appendix A-1.)

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 26 in Table 55

Staff noted needs with 19 responses (ranked 24th, 1.0%) and clients noted the need with 34 responses, ranking this category 14th (2.0%). The need for referral and information centers around the District's communities was ranked 21st of the 32 categories, with 53 responses (1.5%). Fifty-six percent of the total staff and client responses in Category No. 26 ranked.

CATEGORY FREQUENCY TABLE 48

Category No. 26
Referral and Information Center

Participating Agencies		ABE		ADVOCAP		DSS		DSS-HM		EFNEP		IHM		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WSES		MDTA		MOCD		WIN		MHC		Workshops		Total All Agencies	
		Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Staff	Client
																WCI		WSP																	
odge	Number of Ranked Responses		0			2	0						0		1	0	0	0	1			0	0						1	1	0	0	0	3	3
ounty	Median Rank	E	0	A		5.5	0	D	C	A		E	0	E	6	0	0	0	10	D	C	0	0	E		A		E	6	3	0	0	0		
	Total Responses Including Ranked Items		0			3	1						0		1	0	0	0	1			0	1						2	1	0	0	0	4	6
	Number of Participants		4			20	4						16		8	24	22	10	29			4	5						8	28	14	10	10	96	120
																WHW																			
	Number of Ranked Responses		0	2	0	2	1			0			2		0	0	2				1					1	0		0	1	1	1		7	7
nd du Lac	Median Rank	E	0	7.5	0	6.5	5	E	C	0	C	E	2	E	0	0	4	NA		E	2	B		E		7	0	E	0	1	6	6	F		
unty	Total Responses Including Ranked Items		1	2	0	2	2			0			3		1	0	3				2					1	5		0	2	2	2	0	9	19
	Number of Participants		8	10	8	18	8			5			6		16	11	44				9					6	24		6	28	5	8	16	86	150
	Number of Ranked Responses					1							1		0																			1	1
een Lake	Median Rank	G		A		8	C	E	C	A		E	1	E	0	A		A		E	G	B		E		A		E	G	A		A			
unty	Total Responses Including Ranked Items					1							1		0																			1	1
	Number of Participants					4							8		9																			4	17
	Number of Ranked Responses		0			0	2						2		1						1	1	0						0	0	0	0	0	1	6
shington	Median Rank	E	0	A		0	3	E	C	A		E	4	E	7	A		A		E	4	1	0	E		A		E	0	0	0	0	0		
unty	Total Responses Including Ranked Items		0			1	3						3		1						1	1	0						0	1	0	1	0	4	8
	Number of Participants		10			26	14						19		6						4	4	6						4	45	10	23	24	98	97
	Number of Ranked Responses	0						0				1		0						0				0	0			0						1	0
rict	Median Rank	0	NA	NA		NA		0	NA	NA		9	NA	0	NA	NA		NA		0	NA	NA		0	0	NA		0	NA	NA		NA			
	Total Responses Including Ranked Items	0						0				1		0						0				0	0			1						2	0
	Number of Participants	11						4				10		10						7				12	48			7						61	48

Y:

A. No agency serving the county
B. Agency refused to participate
C. Agency staff was unable to organize client participation
D. Agency staff did not participate
E. Insufficient participants to conduct separate sessions; Agency session was a combination of participants from all counties (see District)
F. Participants did not rank responses
G. Green Lake County combined with Fond du Lac County
NA. Not applicable
Sf. Staff
Cl. Client

CATEGORY FREQUENCY TABLE 49

Category No. 27
SENIOR CITIZENS (OVER 60 YEARS OF AGE)

Category Definition

a. Responses which pertain to all problems confronting the senior citizen such as the need for housing, day care, and recreation.

b. Responses indicating a need for staff, facilities or equipment for senior citizens' activities.

Summary of Frequency Table 49

A probable explanation for the low number of responses about senior citizens would be that few elderly were included in the Nominal Groups. This bias was unintentional, but was present due to the educational and family-centered services provided by many of the cooperating agencies. If any pattern might be detected in the responses, it would be that the agencies who assist the elderly are more aware of their problems. The DSS staffs accounted for 10 of the responses concerning senior citizens' programs. (For a key to the abbreviations used in this section see Appendix A-1.)

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 27 in Table 55

Staff ranked senior citizen problems 23rd (21 responses, 1.2%) and clients ranked their problems 29th (9 responses, .5%). The problems of the senior citizen were ranked 27th of the 32 categories in this study, with 30 responses, 0.9% of the total. Fifty percent of the total staff and client responses in Category No. 27 ranked.

CATEGORY FREQUENCY TABLE 49

Category No. 27
Senior Citizens (Over 60 Years of Age)

Participating Agencies		ABE		ADVOCAP		DSS		DSS-HM		EFNEP		IHM		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		VSES		MDTA		[illegible]		[illegible]		MHC		Workshops		Total All Agencies	
		Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Staff	Client
dge unty	Number of Ranked Responses		1			2	0						0		0	WCI 0	0	WSP 0	0			1	0						0	3	0	0	0	6	1
	Median Rank	E	6	A		5.5	0	D	C	A		E	0	E	0	0	0	0	0	D	C	10	0	E		A		E	0	8	0	0	0		
	Total Responses Including Ranked Items		1			2	0						1		0	0	0	0	0			1	0						0	4	1	0	0	7	3
	Number of Participants		4			20	4						16		8	24	22	10	20			4	5						8	28	14	10	10	96	120
nd du Lac unty	Number of Ranked Responses		0	0	0	0	0			0			0		0	WHW 0	0				0					0	0		0	1	0	0		1	0
	Median Rank	E	0	0	0	0	0	E	C	0	C	E	0	E	0	0	0	NA		E	0	B		E		0	0	E	0	8	0	0	F		
	Total Responses Including Ranked Items		0	3	1	0	0			0			0		0	0	0				0					0	0		0	2	0	0	0	5	1
	Number of Participants		8	10	8	18	8			5			6		16	11	44				9					6	24		6	28	5	8	16	86	150
een Lake unty	Number of Ranked Responses					2							0		0																			2	0
	Median Rank	G		A		8.5	C	E	C	A		E	0	E	0	A		A		E	G	B		E		A		E	G	A		A			
	Total Responses Including Ranked Items					2							0		0																			2	0
	Number of Participants					4							8		9																			4	17
shington unty	Number of Ranked Responses		0			3	1						1		0						0	0	0						0	0	0	0	0	3	2
	Median Rank	E	0	A		5	3	E	C	A		E	4	E	0	A		A		E	0	0	0	E		A		E	0	0	0	0	0		
	Total Responses Including Ranked Items		1			6	1						3		0						0	0	0						0	0	0	0	0	6	5
	Number of Participants		10			26	14						19		6						4	4	6						4	45	10	23	24	98	97
trict	Number of Ranked Responses	0						0				0		0						0				0	0				0					0	0
	Median Rank	0	NA	NA		NA		0	NA	NA		0	NA	0	NA	NA		NA		0	NA	NA		0	0	NA			0	NA		NA			
	Total Responses Including Ranked Items	0						0				0		0						1				0	0				0					1	0
	Number of Participants	11						4				10		10						7				12	48				7					61	48

KEY:

A. No agency serving the county
B. Agency refused to participate
C. Agency staff was unable to organize client participation
D. [illegible]cy staff did not participate
E. [illegible]ficient participants to conduct separate sessions; [illegible]y session was a combination of participants from all counties (see District)
F. Participants did not rank responses
G. Green Lake County combined with Fond du Lac County
NA. Not applicable
Sf. Staff
Cl. Client

ERIC

CATEGORY FREQUENCY TABLE 50

Category No. 28
SEX EDUCATION AND FAMILY PLANNING

Category Definition

a. Responses identifying a need for courses or programs on sex education and family planning.

b. Responses requesting information on birth control and venereal disease.

c. Responses asking for free or low-cost family planning clinics and services.

Summary of Frequency Table 50

DSS staff would be the main source of problems identified in this category, with IHM clients providing a number of responses as well.

There were not enough responses to identify any particular trend in the data. (For a key to the abbreviations used in this section see Appendix A-1.)

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 28 in Table 55

A total of 22 responses dealt with family planning and sex education problems, with 12 staff responses and 10 client responses. Sex education and family planning ranked 30th overall, with rankings of 28th by the staff and 28th by the clients in priority. Sixty-three percent of the total staff and client responses in Category No. 28 ranked.

CATEGORY FREQUENCY TABLE 50

Category No. 28
Sex Education and Family Planning

Participating Agencies		ABE		ADVOCAP		DSS		DSS-HM		EFNEP		HHI		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WISES		MDTA		MOCD		WIN		MHC		Workshops		Total All Agencies	
		Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Staff	Client
Dodge County	Number of Ranked Responses		0				1	0					1		0	WCI 0	0	WSP 0	0				0	0						0		1	0	0	1	2	2
	Median Rank	E	0	A			2	0	D	C	A	E	3	E	0	0	0	0	0	D	C		0	0	E		A		E		0		9	0	0	4		
	Total Responses Including Ranked Items		0				1	0					1		0	0	0	0	0				0	0						0		2	0	1	1	4	2
	Number of Participants		4				20	4					16		8	24	22	10	29				4	5						6		28	14	10	10	96	120
Fond du Lac County	Number of Ranked Responses		0	0	0		1	0			0		0		1	WHW 0	0				0					0	0		0		0	0	0		1	1
	Median Rank	E	0	0	0		7	0	E	C	0	C	0	E	9	0	0	NA		E	0	B		E		0	0	E	0		0	0	0	F		
	Total Responses Including Ranked Items		0	1	0		2	0			0		0		1	0	0				0					0	0		0		0	0	0	0	3	1
	Number of Participants		8	10	8		18	8			5		6		16	11	44				9					6	24		6		28	5	8	16	86	150
Green Lake County	Number of Ranked Responses						0						0		0																				0	0
	Median Rank	G		A			0	C	E	C	A	E	0	E	0	A		A		E	G	B		E		A		E	G	A		A				
	Total Responses Including Ranked Items						0						0		0																				0	0
	Number of Participants						4						8		9																				4	17
Washington County	Number of Ranked Responses		0				1	0					2		0						0	0	0							0	0	0	0	0	1	2
	Median Rank	E	0	A			5	0	E	C	A	E	7	E	0	A		A		E	0	0	0	E		A		E		0	0	0	0	0		
	Total Responses Including Ranked Items		0				2	1					6		0						0	0	0							0	0	0	0	0	2	7
	Number of Participants		10				26	14					19		6						4	4	6							4	45	10	23	24	98	97
District	Number of Ranked Responses	0							0			0		0						0				0	0			1							1	0
	Median Rank	0	NA	NA		NA			0	NA	NA	0	NA	0	NA	NA		NA		0	NA	NA		0	0	NA		8	NA	NA		NA				
	Total Responses Including Ranked Items	0							0			0		1						0				0	0			2							3	0
	Number of Participants	11							4			10		10						7				12	48			7							61	48

Key:

- No agency serving the county
- Agency refused to participate
- Agency staff was unable to organize client participation
- Agency staff did not participate
- Insufficient participants to conduct separate sessions; Agency session was a combination of participants from all counties (see District)
- F. Participants did not rank responses
- G. Green Lake County combined with Fond du Lac County
- NA. Not applicable
- Sf. Staff
- Cl. Client

CATEGORY FREQUENCY TABLE 51

Category No. 29
STAFF

Category Definition

a. Responses indicating a need for additional staff: professional, para-professional and clerical.

b. Responses asking for high standards in agency staff recruitment.

Summary of Frequency Table 51

Client requests for more staff were recorded in noteworthy numbers in MDTA Nominal Groups. However, the large number of client participants contributed to this result. Other clients specially requesting staff, particularly staff representing the same proportion of minority groups as are found in the client-inmate populations, were in correctional institutions in the District (WCI, WSP, and WHW.)

The class of agencies with the most staff requests for staff were the mental health centers (36). Workshop staffs were next in giving 15 responses; it may be noted that about half as many Workshop staff members participated in the Nominal Groups as MHC staff (41/101). DSS agencies responded frequently about the need for more staff with 11 comments.

Dodge and Washington counties appeared to have more felt needs proportionately than Fond du Lac or Green Lake counties, or the District-wide agencies. The single agency with the greatest expressed request for new staff was the Washington county mental health center (Samaritan Home and Hospital). (For a key to the abbreviations used in this section see Appendix A-1).

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 29 in Table 55

Clients accounted for 22 of the requests for staff; this totaled 1.3% of their responses and was ranked 21st. The staffs of public service agencies were quite naturally acutely aware of staff shortages, and devoted 87 responses to the subject. This high frequency ranked staff needs as 5th in the staff priorities, with 4.8% of the responses from staff. Only three agency Nominal Groups of staff participants did not mention staff shortages: these are DSS-HM, DVR, and WSES, all of Dodge county. Requests for staff ranked 9th in priority of problems in the District. One hundred and nine responses concerned additional staff personnel for the agencies. This was 3.1% of the total. Sixty-five percent of the total staff and client responses in Category No. 29 ranked.

CATEGORY FREQUENCY TABLE 51

Category No. 29
Staff

Participating Agencies		ABE		ADVOCAP		DSS		DSS-HM		EFNEP		IHM		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WSES		MDTA		MOCD		WIN		MHC		Workshop		Total All Agencies	
		Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Staff	Client
Dodge County	Number of Ranked Responses		0			2	0						1		0	WCI 7	2	WSP 2	0			0	0						0	7	0	3	0	21	3
	Median Rank	E	0	A		4.5	0	D	C	A		E	4	E	0	7	10	3	0	D	C	0	0	E		A		E	0	4	0	7	0		
	Total Responses Including Ranked Items		0			3	0						1		0	8	4	3	2			0	0						0	9	0	6	0	29	7
	Number of Participants		4			20	4						16		8	24	22	10	29			4	5						8	28	14	10	10	96	120
Fond du Lac County	Number of Ranked Responses		0	0	0	3	0			2			0		0	WHW 1	6				0					1	0		0	5	0	0		12	6
	Median Rank	E	0	0	0	1	0	E	C	8.5	C	E	0	E	0	4	6.5	NA		E	0	B		E		5	0	E	0	3	0	0	F		
	Total Responses Including Ranked Items		0	1	0	5	0			2			0		0	1	7				0					2	0		0	5	0	1	0	17	7
	Number of Participants		8	10	8	18	8			5			6		16	11	44				9					6	24		6	28	5	3	16	86	150
Green Lake County	Number of Ranked Responses					1							0		0																			1	0
	Median Rank	G		A		5	C	E	C	A		E	0	E	0	A		A		E	G	B		E		A		E	G	A		A			
	Total Responses Including Ranked Items					1							0		0																			1	0
	Number of Participants					4							8		9																			4	17
Washington County	Number of Ranked Responses		0			1	0						1		0						0	0	0						0	15	0	6	0	22	1
	Median Rank	E	0	A		4	0	E	C	A		E	8	E	0	A		A		E	0	0	0	E		A		E	0	5	0	5.5	0		
	Total Responses Including Ranked Items		1			2	0						1		0						0	1	0						0	22	1	8	1	33	4
	Number of Participants		10			26	14						19		6						4	4	6						4	45	10	23	24	98	97
District	Number of Ranked Responses	1						0				1		1						0				1	1			0						4	1
	Median Rank	9	NA	NA		NA		0	NA	NA		7	NA	10	NA	NA		NA		0	NA	NA		9	10	NA		0	NA	NA		NA			
	Total Responses Including Ranked Items	2						0				2		1						0				1	4			1						7	4
	Number of Participants	11						4				10		10						7				12	48			7						61	48

KEY:

A. No agency serving the county
B. Agency refused to participate
C. Agency staff was unable to organize client participation
D. Agency staff did not participate
E. Insufficient participants to conduct separate sessions: Agency session was a combination of participants from all counties (see District)
F. Participants did not rank responses
G. Green Lake County combined with Fond du Lac County
NA. Not applicable
Sf. Staff
Cl. Client

CATEGORY FREQUENCY TABLE 52

Category No. 30
TRANSPORTATION

Category Definition

a. Responses pertaining to a need for transportation.

b. Responses requesting monetary assistance for the purchase or maintenance of vehicles.

Summary of Frequency Table 52

Only three agencies' Nominal Groups did not mention transportation problems: MDTA staff, Washington County Probation and Parole clients, and the Wisconsin Correctional Institution inmates. In all other settings, transportation problems were mentioned. In many cases the problem was ranked as a first priority.

In Dodge and Fond du Lac counties, every staff and client group identified transportation problems of one kind or another. Many handicapped persons need assistance getting to work, medical aid, grocery stores, etc. Many handicapped and disadvantaged need transportation to their educational classes.

Every identifiable group in Green Lake county identified transportation needs. The same was true of Washington county with one exception. Across the District, the level of responses dealing with transportation needs averaged about 20% of the number of participants in Nominal Groups. Each original response had many additional participants adding their rankings, so that the 20% estimate of the handicapped and disadvantaged needing transportation assistance would seem to be a very conservative estimate. (For a key to the abbreviations used in this section see Appendix A-1).

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 30 in Table 55

The needs for transportation in the District were widespread and identified in nearly all agencies and Nominal Groups. Staff ranked client transportation as the 9th most serious, while clients ranked transportation as their 4th priority need, behind agency administration and policies, technical courses, and marital problems. Staffs noted 57 problems and clients cited 83. The problem was ranked 7th over-all, with 140 responses (4.0%). Fifty-eight percent of the total staff and client responses in Category No. 30 ranked.

CATEGORY FREQUENCY TABLE 52

Category No. 30
Transportation

Participating Agencies		ABE		ADVOCAP		DSS		DSS-HM		EH-EP		HHM		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WCES		MDTA		MOCD		WIN		MHC		Workshops		Total All Agencies	
		Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Staff	Client
dge unty	Number of Ranked Responses		1			3	1						3		1	WCI 0	0	WSP 0	0			0	0						1	6	2	3	2	12	11
	Median Rank	E	1	A		3	6	D	C	A		E	3	E	8	0	0	0	0	D	C	0	0	E		A		E	3	4.5	4	5	5.5		
	Total Responses Including Ranked Items		1			4	1						5		2	1	0	0	0			1	1						1	6	3	4	2	16	16
	Number of Participants		4			20	4						16		8	34	22	10	29			4	5						8	28	14	10	10	96	120
nd du Lac unty	Number of Ranked Responses		2	2	1	1	1			1			0		1	WHW 1	0				2					1	3		1	3	1	2		11	12
	Median Rank	E	3	4	4	8	4	E	C	1	C	E	0	E	6	7	0	NA		E	5	B		E		3	4	E	6	9	4	6	F		
	Total Responses Including Ranked Items		4	2	1	2	3			1			1		3	1	2				3					1	3		1	5	1	2	9	14	31
	Number of Participants		8	10	8	18	8			5			6		16	11	44				9					6	24		6	28	5	8	16	86	150
en Lake nty	Number of Ranked Responses					1							1		4																			1	5
	Median Rank	G		A		3	C	E	C	A		E	6	E	4	A		A		E	G	B		E		A		E	G	A		A			
	Total Responses Including Ranked Items					1							1		4																			1	5
	Number of Participants					4							8		9																			4	17
hington nty	Number of Ranked Responses		1			2	3						5		0						0	1	0						1	1	1	1	4	5	15
	Median Rank	E	2	A		5	5	E	C	A		E	7	E	0	A		A		E	0	9	0	E		A		E	6	6	6	10	3		
	Total Responses Including Ranked Items		2			5	4						6		0						1	1	1						2	7	2	1	4	14	22
	Number of Participants		10			26	14						19		6						4	4	6						4	45	10	23	24	93	97
ict	Number of Ranked Responses	1						1				2		1						2				0	1			1						8	1
	Median Rank	5	NA	NA		NA		3	NA	NA		3.5	NA	6	NA	NA		NA		3.5	NA	NA		0	10	NA		4	NA	NA		NA			
	Total Responses Including Ranked Items	3						1				2		3						2				0	9			1						12	9
	Number of Participants	11						4				10		10						7				12	48			7						61	48

y:

No agency serving the county
Agency refused to participate
Agency staff was unable to organize client participation 741-
ncy staff did not participate
ficient participants to conduct separate sessions;
agency session was a combination of participants
from all counties (see District)

F. Participants did not rank responses
G. Green Lake County combined with Fond du Lac County
NA. Not applicable
Sf. Staff
Cl. Client

CATEGORY FREQUENCY TABLE 53

Category No. 31
WAGES, INCOME, AND INCENTIVES

Category Definition

a. Responses indicating dissatisfaction with salaries and/or fringe benefits by staff and clients.

b. Responses requesting incentive pay for clients.

Summary of Frequency Table 53

Complaints about wages and benefits were evenly distributed across the District, but within counties they appeared more frequently in the "work-study" type programs, wherein clients are subsidized while continuing their education. The MOCD program was noteworthy in this regard.

Another group who felt that their remuneration was too low were the participants from correctional institutions. Clients from WHW, WSP, and WCI were all dissatisfied with their pay level and the separation pay, and the staffs of the two men's prisons, WSP and WCI, also noted this. These three institutions accounted for 20 responses.

Workers in Workshops also noted dissatisfaction with pay levels. Otherwise, the concern for pay levels was generally widespread, if low-level, across the District. (For a key to the abbreviations used in this section see Appendix A-1).

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 31 in Table 55

Clients ranked wage problems 12th with 46 responses (2.7%). Staff saw the clients' wage problems as less important, ranking them 20th, with 26 responses (1.4%). Problems with wages or benefits were ranked 15th by the participants in this study (71 responses, 2.0%). Fifty-eight percent of the total staff and client responses in Category No. 31 ranked.

CATEGORY FREQUENCY TABLE 53

Category No. 31
Wages, Income, and Incentives

Participating Agencies		ABE		ADVOCAP		DSS		DSS-HM		EFNEP		IHM		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WSES		MDTA		MOCD		WIN		MHC		Workshops		Total All Agencies	
		Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Staff	Client
dge unty	Number of Ranked Responses		0			0	0						0		1	WCI 3	3	WSP 0	4			1	0						0	1	0	0	1	5	9
	Median Rank	E	0	A		0	0	D	C	A		E	0	E	8	9	4	0	5.5	D	C	7	0	E		A		E	0	10	0	0	6		
	Total Responses Including Ranked Items		0			1	0						1		1	3	4	2	5			1	0						0	1	1	0	1	8	13
	Number of Participants		4			20	4						16		8	24	22	10	29			4	5						8	28	14	10	10	96	120
nd du Lac unty	Number of Ranked Responses		1	0	0	0	1			0			0		1	WHW 0	3				0					1	2		0	2	0	0		3	8
	Median Rank	E	4	0	0	0	5	E	C	0	C	E	0	E	6	0	8	NA		E	0	B		E		2	5.5	E	0	5	0	0	F		
	Total Responses Including Ranked Items		1	0	0	1	1			0			0		1	0	6				0					3	2		0	2	0	0	3	6	14
	Number of Participants		8	10	8	18	8			5			6		16	11	44				9					6	24		6	28	5	8	16	86	150
en Lake nty	Number of Ranked Responses					0							1		1																			0	2
	Median Rank	G		A		0	C	E	C	A		E	1	E	4	A		A		E	G	B		E		A		E	G	A		A			
	Total Responses Including Ranked Items					0							1		1																			0	2
	Number of Participants					4							8		9																			4	17
hington nty	Number of Ranked Responses		1			1	0						1		1						0	0	0						0	0	1	2	3	3	7
	Median Rank	E	4	A		4	0	E	C	A		E	2	E	4	A		A		E	0	0	0	E		A		E	0	0	4	5	2		
	Total Responses Including Ranked Items		2			1	0						1		1						0	1	1						0	2	1	3	3	7	9
	Number of Participants		10			26	14						19		6						4	4	6						4	45	10	23	24	98	97
rict	Number of Ranked Responses	0						0				2		0						0				1	8			0						3	8
	Median Rank	0	NA	NA		NA		0	NA	NA		5	NA	0	NA	NA		NA		0	NA	NA		9	5	NA		0	NA	NA		NA			
	Total Responses Including Ranked Items	0						0				2		1						1				1	10			0						5	10
	Number of Participants	11						4				10		10						7				12	48			7						61	48

Y:

. No agency serving the county
. Agency refused to participate
. Agency staff was unable to organize client participation
. ncy staff did not participate
. fficient participants to conduct separate sessions;
. cy session was a combination of participants from all counties (see District)

F. Participants did not rank responses
G. Green Lake County combined with Fond du Lac County
NA. Not applicable
Sf. Staff
Cl. Client

ERIC

CATEGORY FREQUENCY TABLE 54

Category No. 32
MISCELLANEOUS

Category Definition

a. All responses that cannot appropriately be placed in specific categories.

Summary of Frequency Table 54

There were 28 responses which could not be classified with the thirty-one preceding categories, 10 from staff and 18 from clients. The responses represent a wide variety of concerns.

From ADVOCAP, in Fond du Lac, responses urged society to tap the resources of adolescent members of the community. It was also noted that clients fear to stand up for their rights, suspecting retaliation at a later time. Some clients may not be emotionally able to recognize their responsibilities. ADVOCAP clients complained about long distance telephone rates charged for calls between neighboring towns.

The Fond du Lac county DSS staff urged better applications of technologies to provide goods to the people. DSS, Washington county, noted that 16 and 17 year-old wards of the county had no one to sign for their driver's licenses.

IHM staff and clients noted several problems. Staff complained that unexpected guests often interfere with planned meetings in the home. Dodge county IHM clients noted that cities with state prisons need better security systems. A personal note was the question of how to get rid of an unliked person.

Two complaints about high retail prices in so-called "discount" stores were made by IHM clients from Green Lake county. Mislabeled products were also noted.

The clients of the Washington county IHM program complained about landlords, part-time managers for apartment houses, and loose animals running around. Another problem was the lack of time to study homework after 40-50 hours of factory work. A final note said "life in general" was a problem.

Staff of the Probation and Parole Bureau noted the need for a mandatory, inexpensive liability auto insurance program for the poor.

A client Nominal Group from Probation and Parole, Fond du Lac county, noted the difficulty of supervising persons who are the same age.

Clients from correctional institutions requested aid after leaving the prisons.

DVR staff from the District identified the misleading promises of TV and other media advertising as a problem in working with their clients. DVR clients had trouble getting back and forth from classes at MPTI and UW-Fond du Lac Center. They also noted their exhaustion after working all day as impeding their learning in night classes. Washington county DVR clients warned of the poor quality of some private technical schools.

MDTA clients complained of a lack of time to work at part-time jobs. MOCD clients noted that they are working to develop the ability to get out on their own.

WIN clients from Washington county stated their needs for used appliance centers, discount stores for welfare recipients, and more conveniently located grocery stores for elderly and handicapped persons without transportation.

Staff of the Threshold Workshop were concerned about what to do with clients who had reached their highest achievement level. They also were bothered by the unpredictable client load. (For a key to the abbreviations used in this section see Appendix A-1).

PRIORITY RANKING BY CATEGORY - TABLE 55 (See Page 747.)

Summary of Category No. 32 in Table 55

Staff identified 10 problems comprising .5% of the total staff responses and the clients had 18 responses for 1.0% of the client responses. The staff and clients combined identified 28 responses which ranked 28th for 0.8% of the total study.

CATEGORY FREQUENCY TABLE 54

Category No. 32
Miscellaneous

Participating Agencies		ABE		ADVOCAP		DSS		DSS HM		EFNEP		IHM		Probation & Parole		Correctional Institutions		Correctional Institutions		DVR		WSES		MDTA		MOCD		WIN		MHC		Workshops		Total All Agencies	
		Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Sf	Cl	Staff	Client
																WCI		WSP																	
odge	Number of Ranked Responses		0			0	0						2		0	0	0	0	0			1	0						0	0	0	0	0	1	2
	Median Rank	E	0	A		0	0	D	C	A		E	7.5	E	0	0	0	0	0	D	C	6	0	E		A		E	0	0	0	0	0		
	Total Responses Including Ranked Items		0			0	0						2		0	0	0	0	0			1	0						0	0	0	0	0	1	2
ounty	Number of Participants		4			20	4						16		8	24	22	10	29			4	5						8	28	14	10	10	96	120
																WHW																			
	Number of Ranked Responses		0	1	0	0	0			0			0		0	0	1				0					0	1		0	0	0	0		1	2
ond du Lac	Median Rank	E	0	8	0	0	0	E	C	0	C	E	0	E	0	0	7	NA		E	0	B		E		0	4	E	0	0	0	0	F		
	Total Responses Including Ranked Items		0	2	1	1	0			0			0		1	0	1				2					0	1		0	0	0	0	0	3	6
unty	Number of Participants		8	10	3	18	8			5			6		16	11	44				9					6	24		6	28	5	8	16	86	150
	Number of Ranked Responses					0							1		0																			0	1
een Lake	Median Rank	G		A		0	C	E	C	A		E	2	E	0	A		A		E	G	B		E		A		E	G	A		A			
unty	Total Responses Including Ranked Items					0							2		0																			0	2
	Number of Participants					4							8		9																			4	17
	Number of Ranked Responses		0			0	0						2		0						1	0	0						1	0	0	1	0	1	4
shington	Median Rank	E	0	A		0	0	E	C	A		E	8.5	E	0	A		A		E	5	0	0	E		A		E	6	0	0	10	0		
unty	Total Responses Including Ranked Items		0			1	0						4		0						1	0	0						3	0	0	2	0	3	8
	Number of Participants		10			26	14						19		6						4	4	6						4	45	10	23	24	98	97
	Number of Ranked Responses	0						0				0		0						0				0	0			0						0	0
trict	Median Rank	0	NA	NA		NA		0	NA	NA		0	NA	0	NA	NA		NA		0	NA	NA		0	0	NA		0	NA	NA		NA			
	Total Responses Including Ranked Items	0						0				1		1						1				0	1			0						3	1
	Number of Participants	11						4				10		10						7				12	48			7						61	46

KEY:

A. No agency serving the county
B. Agency refused to participate
C. Agency staff was unable to organize client participation
D. Agency staff did not participate
E. Insufficient participants to conduct separate sessions; agency session was a combination of participants from all counties (see District)
F. Participants did not rank responses
G. Green Lake County combined with Fond du Lac County
NA. Not applicable
Sf. Staff
Cl. Client

NARRATIVE SUMMARY OF TABLES 55, 56, AND 57

What Are the Major Problems of the Disadvantaged and Handicapped?

Classifying the identified problems of disadvantaged and handicapped clients provided organization for determining what the most serious problems were. Careful tabulation of the raw response data will lead to a priority ranking of the problem categories, by the staff Nominal Groups, the client Nominal Groups, and by all Nominal Groups combined. The results of such a tabulation are presented in the Priority Ranking of Problems in the Moraine Park District, Table 55, (See Page 747.) Table 55 will support the conclusion that Agency Policies, Rules, Regulations, Administration and Laws provided the largest major problem for the disadvantaged and handicapped. Suggested courses and programs of a vocational and technical nature ranked second. Communications problems ranked third in the District, as indicated. Other problem categories are presented in their rank order as shown.

Careful examination of the Response Summary Table, Table 56 (See Pages 750 and 751) will allow the reader to determine which Nominal Groups responded more frequently with problems in various categories. The Response Summary Table also indicates which categories or problems occurred with the greatest frequency, for both staff and client groups and for each participating agency.

Another criterion for selecting the most pressing problem in the District is the relative frequency or percent of the Nominal Groups which mentioned the problem. Table 57 presents the Percent of Nominal Sessions Identifying Problems in Each Category (See Page 752.)

TABLE 55

PRIORITY RANKING OF PROBLEMS IN THE MORAINE PARK DISTRICT

This table identifies the priority ranking of each category of problem determined by the number of responses given in Nominal Groups from the Moraine Park VTAE District. Initial columns present the staff priority ranks, with related tabulated responses, and are followed by the columns of client priority ranks, with response data. The combined priority ranks of problem categories are given in the final columns, with accompanying total responses and percentages for each problem category.

TABLE 55

PRIORITY RANKING OF PROBLEMS IN THE MORAINE PARK DISTRICT

*Percentages have been rounded off to the nearest tenth of 1%

Category Number	Category	Staff Priority Rank	Total No. of Staff Responses in Each Category	*Percent of Total Staff Responses in Each Category	Client Priority Rank	Total No. of Client Responses in Each Category	*Percent of Total Client Responses in Each Category	Combined Staff and Client Priority Rank	Total No. of Staff and Client Responses in Each Category	*Percent of Total Staff and Client Responses in Each Category
2	Agency Policy, Rules, Regulations, Administration, and Laws	1	439	24.1%	1	468	29.7%	1	907	25.6%
10	Courses and Programs: Vocational and Technical	3	145	8.0%	2	233	12.8%	2	378	10.7%
6	Communications: Inter and Intra-Agency	2	182	10.0%	5	72	4.2%	3	254	7.2%
12	Facilities, Equipment, Supplies, Instructional Materials	4	120	6.5%	13	37	2.1%	4	157	4.4%
16	Jobs and Job Placement, On-the-job Training, and Work Experience	7	76	4.2%	7	77	3.9%	5	153	4.3%
18	Marital and Family Problems	11	45	2.5%	3	98	5.7%	6	143	4.0%
30	Transportation	9	57	3.1%	4	83	4.8%	7	140	4.0%
24	Public Relations and Community Participation and Volunteers	6	77	4.2%	16	33	1.9%	8	110	3.1%
29	Staff	5	87	4.8%	21	22	1.3%	9	109	3.1%
3	Basic Needs: Food, Clothing, and Housing	18	27	1.5%	6	69	4.0%	10	96	2.7%
7	Counseling and Testing: Vocational, Employment, and Personal	10	45	2.5%	10	48	2.8%	11	93	2.6%
25	Recreation and Social	16	35	1.9%	9	49	2.8%	12	84	2.4%
23	Prejudice, Discrimination, and Employer Prejudice	26	15	.8%	8	67	3.9%	13	82	2.3%
19	Medical, Dental, and Optical	17	29	1.6%	11	47	2.7%	14	76	2.1%
31	Wages, Income, and Incentives	20	26	1.4%	12	46	2.7%	15	71	2.0%
15	In-service	8	69	3.8%	32	0	0%	16	69	2.0%
20	Mental Retardation, Physical and Emotional Handicaps	13	44	2.4%	20	23	1.3%	17	68	1.9%
9	Courses and Programs: Pre-school, Primary, Middle, and High School	15	35	1.9%	19	24	1.4%	18	59	1.7%
14	Homemaking and Other Home Services	21	23	1.3%	15	33	1.9%	19	56	1.6%
5	Child Care Centers	19	26	1.4%	17	29	1.7%	20	55	1.6%
26	Referral and Information Center	24	19	1.0%	14	34	2.0%	21	53	1.5%
22	Motivation	12	44	2.4%	31	1	1%	22	45	1.2%
13	Foster, Group, Nursing, Residential Care, Halfway, and Detention Homes	14	36	2.0%	30	3	.2%	23	39	1.1%
8	Courses and Programs: Colleges and Universities	27	14	.8%	18	24	1.4%	24	38	1.1%
11	Drugs, Alcoholism, and Emergency Services	25	17	.9%	24	15	.9%	25	32	.9%
1	Adult Basic Education and Adult High School Diploma and Equivalency	22	21	1.2%	27	10	.6%	26	31	.9%
27	Senior Citizens (Over 60 Years of Age)	23	21	1.2%	29	9	.5%	27	30	.9%
32	Miscellaneous	30	10	.5%	22	18	1.0%	28	28	.8%
21	Minorities	29	10	.5%	23	16	.9%	29	26	.7%
28	Sex Education and Family Planning	28	12	.7%	28	10	.6%	30	22	.6%
4	Budget: Family	32	6	.3%	25	14	.8%	31	20	.6%
17	Legal Aid	31	8	.4%	26	11	.6%	32	19	.5%
	TOTALS		1820	99.8%		1723	101.2%		3543	100.1%

TABLE 56

RESPONSE SUMMARY

The Response Summary Table, Table 56, presents a record of every response from every Nominal Group interviewed. Each response was classified with its relevant category, and was recorded by its origin with a staff or client Nominal Group of a specific agency. Response category totals, with staff and client subtotals, are presented, as are the number of participants from the staff and clients of each agency. The grand total number of responses may be found at the foot of the last column of the table.

ERIC

RESPONSE

CATEGORY TITLE / AGENCIES		1 ABE	2 Rules, Policy, Admin	3 Needs: Food, Clothing, Housing	4 Family Budget	5 Child Care Centers	6 Communications	7 Counsel & Test	8 College Course	9 H.S. Course	10 Voc. Tech. Course	11 Drugs	12 Facilities Equip.	13 Foster Group Half way	14 Home-making	15 In-service	16 Jobs, OJT
Adult Basic Education	S	1	2			2	6	4			16	1	5			2	1
A Federal Project - District	C	1	26	9		3	1	2	1	4	12	1	5		1		7
ADVOCAP Fond du Lac County	S	2	16	1		1	2	3	2	4	6	1	1	2			3
Community Action Program	C	1	10	4		1	1				3						
Department of Social Services	S	1	37	3		4	18			3	8	2	3	5	3	4	5
Dodge County	C		10	3	1	1		1		1	1	1					
Department of Social Services	S		16	3	2	2	3		2	7	7		1	2	2	3	9
Fond du Lac County	C		8	6						1	1	1			1		1
Department of Social Services	S		1	1		1				2			2	3			4
Green Lake County	C																
Department of Social Services	S		33	7	2	4	16	2		10	4	2	10	7	6	5	8
Washington County	C		18	4		4		4		1	5				2		1
Dept. of Social Services Home-makers Services, Fond du Lac, Green Lake, & Washington Co.	S		1	3	1	1						2	1		4	1	
	C																
Expanded Food & Nutrition Educational Program (U.W. Ext.) Fond du Lac County	S		2	2		1	2	1			1		1		2	1	
	C																
Individualized Homemakers	S		13		1	2	9	1			2		4			3	
A Federal Project - District	C	3	15	17	7	10	3	8		9	38	1			23		11
Bureau of Probation & Parole	S		23	2		2	5		2	2	9	1			1	11	5
Division of Corrections-District	C	1	40	7		2	5	1	2		9	2					8
Wis. Correctional Institution Fox Lake - Dodge County	S	1	24				9	6	3		4		10			3	3
Division of Corrections	C	1	50		1		7	4	4	1	3	2	6				1
Wisconsin State Prison Waupun - Dodge County	S		29				8	3			4		15			2	1
Division of Corrections	C		62	1			8		4		5	1	2	1			5
Wis. Home For Women Taycheedah - Fond du Lac County	S		14				10	2			2		4				1
Division of Corrections	C	1	115	3	1	1	18	4	2	1	8	1	4				5
Division of Vocational Rehabilitation - Fond du Lac, Green Lake, Washington Counties	S		7				12	5		1	2		1	1	1		7
	C		11	2		2		3	2	4	16				1		1
Wisconsin State Employment Service	S	1	7	1			4	2		1	1		1				6
Dodge County	C		3					1			3	2					
Wisconsin State Employment Service	S		6	2		1	4	1			1		1				3
Washington County	C	1	11			1	2	1	2		2						2
Manpower Development Training Act. Project of WSES thru the Area	S		7				9	7			18		4			2	1
Manpower Planning Board - District	C		22	2		1	4	3			79		17		1		8
Multi-Occupational Career Develop ment-45% Federal & 55% State & Local Funds- Fond du Lac Co.	S	2	18			1	2				2		1	1		1	2
	C		11	2	1		2	6	1		9			1	1		9
Work Incentive Program Dept. of Labor Project of WSES District	S	2	8			1	3		3	1	11	1					3
	C		18	3		1	5	1	1		8				1		1
Mental Health Center	S	1	27				11		1	3	14	4	6	6	2	7	2
Dodge County	C		2	4	2	1	2	3	2		3	2					2
Mental Health Center	S	6	16	1		1	7	4		1	20	2	3	3		10	3
Fond du Lac County	C		7				3		2		1			1			1
Samaritan Home & Hospital A Mental Health Center	S	2	73	1		1	23	2			3	1	20	4	2	10	5
Washington County	C		6	1		1	1		1		1	1					5
Sheltered Workshop, Inc.	S	2	7			1	5				5		8	2		3	1
Dodge County	C		6	1	1		2	1			10				1		1
Workshops, Inc.	S		2						1		3		9			4	
Fond du Lac County	C						1	1		1	1						6
The Threshold, Inc. (A Workshop)	S		50				14	2			2		9			7	3
Washington County	C	1	17				7	4		1	15		3		1		2
Category Sub Totals	S	21	439	27	6	26	182	45	14	35	145	17	120	36	23	69	76
	C	10	468	69	14	29	72	48	24	24	233	15	37	3	33	0	77
CATEGORY TOTAL		31	907	96	20	55	254	93	38	59	378	32	157	39	56	69	153
CATEGORY TITLES		1 ABE	2 Rules, Policy, Admin.	3 Needs: Food, Clothing, Housing	4 Family Budget	5 Child Care Centers	6 Communications	7 Counsel & Test	8 College Course	9 H.S. Course	10 Voc. Tech. Course	11 Drugs	12 Facilities Equip.	13 Foster Group Half-way	14 Home-making	15 In-service	16 Jobs, OJT

SUMMARY

17 Legal Aid	18 Marital & Family Problems	19 Medical	20 M.R. Handicaps	21 Minorities	22 Motivation	23 Prejudice	24 P.R. & Comm. Participation	25 Recreation	26 Referral & Information	27 Elderly	28 Sex Education & Family Planning	29 Staff	30 Transportation	31 Wages	32 Misc.	Number of Participants		AGENCIES
	1	1			2							2	3			11	s	ABE
	5	2	2			2	3	6	1	2		1	7	3		22	c	
	4	2	1		2	3	2	3	2	3	1	1	2		2	10	s	ADVOCAP
		1	1					2		1			1		1	8	c	Fond du Lac
1	6	2	1		3		7	2	3	2	1	3	4	1		20	s	DSS
1	2						2	1	1				1			4	c	Dodge
1	4	1	4	2	4		3	3	2		2	5	2	1	1	18	s	DSS
	2		1			2	1	3	2				3	1		8	c	Fond du Lac
1	1	1						1	1	2		1	1			4	s	DSS
																0	c	Green Lake
3	8	1	5		2		8	3	1	6	2	2	5	1	1	26	s	DSS
	7	2	4			1	2	1	3	1	1		4			14	c	Washington
1	6				1		1	1					1			4	s	DSS
																0	c	Homemakers
		3	1		3		2					2	1			5	s	LENEP
																0	c	
	2	1			3		2		1			2	2	2	1	10	s	IHM
3	57	12	5	3		2		5	7	4	7	2	13	3	8	49	c	
	2				1	1	1				1	1	3	1	1	10	s	Probation & Parole
2	2	4	1			10	1	3	3		1		9	4	1	39	c	
	1	1		3			3					8	1	3		24	s	WCI
	2	2		1		1	2	3				4		4		22	c	Fox Lake
					2		2					3		2		10	s	WSP
1	2	2		10		6	6	5	1			2		5		29	c	Waupun
					3		4	3				1	1			11	s	WHW
1	4	3		2		26	5	6	3			7	2	6	1	44	c	Taycheedah
		2	3		1	1				1			2	1	1	7	s	DVR
		4	2			2		1	3				4		3	13	c	
				1	2	4	1			1			1	1	1	4	s	WSES
	1		1					1	1				1			5	c	Dodge
		2		1	1	2	2		1			1	1	1		4	s	WSES
		1				4							1	1		6	c	Washington
		1			4	2						1		1		12	s	MOTA
		3					3					4	9	10	1	48	c	
				1	1		1		1			2	1	3		6	s	MOCD
	1	2	1			3	1	2	5				3	3		24	c	
	1				1						2	1	1			7	s	WIN
2	3	1				5	2	2	2				4		3	18	c	
1	1	2	7	2			6	5	1	4	2	9	6	1		28	s	MHC
	3	4	2			1	3	2		1			3	1		14	c	Dodge
	4	1	5		2		10	5	2	2		5	5	2		28	s	MHC
	1							2	2				1			5	c	Fond du Lac
	2	5			2		12	7	1			22	7	2		45	s	MHC
1	3	3			1		2	2				1	2	1		10	c	Samaritan
		2	2		1	2	2				1	6	4			10	s	Workshops
	1		1					1			1		2	1		10	c	Dodge
			10					1	2			1	2			8	s	Workshops
	1		2										9			16	c	Fond du Lac
	2	1	4		2		8	1	1			8	1	3	2	23	s	Workshops
	1	1						1				1	4	3		24	c	Washington
8	45	29	43	10	44	15	77	35	19	21	12	87	57	26	10	1820	s	**Category Sub-Totals**
11	98	47	23	16	1	67	33	49	34	9	10	22	83	46	18	1723	c	
19	**143**	**76**	**66**	**26**	**45**	**82**	**110**	**84**	**53**	**30**	**22**	**109**	**140**	**71**	**28**	**3543**		**TOTAL RESPONSES**
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	**CATEGORY TITLES**		
	rital Family oblems	Medical	M.R Handi caps	Minor-ities	Moti-vation	Preju-dice	P.R. & Comm. Partici-pation	Recre-ation	Referral & Infor-mation	Elderly	Sex Edu-cation & Family Planning	Staff	Trans-por-tation	Wages	Misc.	Total Staff 345 Total Client 437		

TABLE 57

PERCENT OF NOMINAL SESSIONS IDENTIFYING PROBLEMS IN EACH CATEGORY

A criterion for determining which problems are most important to the disadvantaged and handicapped is the percent of the Nominal Group sessions which identified particular problems. Table 57 presents these data, and indicates the percent of the combined staff and client Nominal Group which identified specific problems in each problem category.

ERIC

TABLE 57

PERCENT OF NOMINAL SESSIONS IDENTIFYING PROBLEMS IN EACH CATEGORY

Category Number	Category Title	Percent
2.	Agency Policy, Rules, Regulations, Administration, and Laws	96.5%
10.	Courses and Programs: Vocational and Technical	93 %
30.	Transportation	91.4%
16.	Jobs and Job Placement, On-the-job Training, and Work Experience	83 %
6.	Communications: Inter and Intra-Agency	76 %
18.	Marital and Family Problems	66 %
19.	Medical, Dental, and Optical	66 %
25.	Recreation and Social	64.4%
5.	Child Care Centers	60 %
7.	Counseling and Testing: Vocational, Employment, and Personal	60 %
31.	Wages, Income, and Incentives	60 %
24.	Public Relations and Community Participation and Volunteers	58.6%
3.	Basic Needs: Food, Clothing, and Housing	57 %
11.	Drugs, Alcoholism, and Emergency Services	53.5%
26.	Referral and Information Center	51.7%
29.	Staff	51.7%
12.	Facilities, Equipment, Supplies, Instructional Materials	50 %
23.	Prejudice, Discrimination, and Employer Prejudice	48.3%
9.	Courses and Programs: Pre-School, Primary, Middle, and High School	45 %
20.	Mental Retardation, Physical and Emotional Handicaps	41.5%
22.	Motivation	38 %
8.	Courses and Programs: Colleges and Universities	36.2%
14.	Homemaking and Other Home Services	36 %
1.	Adult Basic Education and Adult High School Diploma and Equivalency	33 %
15.	In-service	31 %
32.	Miscellaneous	31 %
27.	Senior Citizens (Over 60 Years of Age)	24.1%
4.	Budget: Family	22.5%
17.	Legal Aid	22.5%
28.	Sex Education and Family Planning	22.5%
13.	Foster, Group, Nursing, Residential Care, Halfway, and Detention Homes	21 %
21.	Minorities	21 %

HOW RELIABLE ARE PRIORITY RANKINGS?

For each Nominal Group, a priority ranking of the identified problems was developed, as has been described. Each staff and client group identified problems that confronted them. The problems were then ranked on a personal priority list and were assigned points. Each person's response was then combined with the rankings of others in that Nominal Group, and a group total of the points was determined. Using the total points for each problem, a group ranking was determined and reported.

Any ranking of this sort should be subjected to a test of reliability, in order to answer the question, "How reliable are the judgments of participants when they re-rank the problems a second time?" In most field applications of the Nominal Group Method, using all five phases, the process normally moves from the ranking of problem priorities to the phase of evaluation and solution seeking, and then to information gathering. A test of stability or repeatability of the rankings by the Nominal Groups who originally identified the problems would establish the reliability of the data. It would determine how dependable the rankings are. It would give future users of these problems an estimate of how stable the priority judgments are across time. A test of the reliability would help establish justification for depending on the reports of participants and upon the priorities that were given to specific responses.

This could presumably raise the confidence of users of the data that the problems cited in the study were real problems, of consistent importance, if high reliability was determined.

In order to test the reliability of priority rankings in this study, six typical Nominal Groups were selected as a reliability sample. Rather than assuming that high priority problems would remain important, actual lists of the response items which had been generated by the six groups were returned to the respective groups after they had originally ranked them, with written instructions for re-ranking the problems. The original criteria for determining importance were used for the re-ranking.

The six Nominal Groups used for the reliability check included three Fond du Lac County Mental Health Center staff groups (Nominal Groups 3, 4, and 5), two Bureau of Probation and Parole client Nominal Groups (Nominal Groups 1 and 2), and one Multi-Occupational Career Development staff Nominal Group. The time intervals varied, with the first five groups being asked to re-rank after one week (April 12 to April 18, 1973), and the sixth group being asked to re-rank after 20 weeks (April 19, 1973).

In order to determine the agreement between original rankings and the re-rankings, a rank order correlation coefficient (Spearman's-Rho Coefficient) was calculated for each group, according to the formula:

$$\text{Rho} = 1 - \frac{6\Sigma D^2}{N(N^2-1)}$$

in which D is the difference between an item's two rankings for the two separate ordering processes, and N is the number of items being ranked. Rho tends to be slightly lower (less than .02) than the product

moment correlation coefficient computed for comparable scores. The significance of the reliability coefficients was tested and their significance is reported in the tables which follow. (Procedures used were adapted from J. P. Guilford, Fundamental Statistics in Psychology and Education, 4th Ed., McGraw-Hill Book Co., New York, N.Y., 1965.)

TABLE 58

RELIABILITY DATA FOR SIX NOMINAL GROUPS

Nominal Group	RHO Correlation	No. of Items	Significance Level
Fond du Lac MHC Staff-Group No. 5	Rho = +.9225	21	.01
Fond du Lac MHC Staff-Group No. 4	+.747	15	.01
Dodge County P & P Client-Group No. 1	+.696	18	.01
Fond du Lac MHC Staff-Group No. 3	+.668	21	.01
MOCD Staff-Group No. 1 (20-Week Interval)	+.512	41	.01
Dodge County P&P Client-Group No. 2	+.497	18	.05

The high significance level in all cases gives support and strong evidence that the problems identified by individuals in these groups, and re-ranked at a later time, are real problems, and that they have lasting priority value to the participants. The high correlations also support the hypothesis that the raters, whether staff or clients, maintain their attitudes about the seriousness of the problems, even across a time interval as long as twenty weeks.

It might also be noted that the 20-week interval group, from the MOCD staff, had the most difficult task in that they had to reconsider 41 items in their re-ranking. Generally, the longer the interval, and the greater the number of items to be re-ranked, the lower the expected correlation under the best of conditions. In no case did the participants expect to be asked to re-rank the items, and so could make no effort to "remember" the first priority ranking for later recall.

In view of the high significance level of the six correlation coefficients, and in view of the time intervals, the number of items, and the participants from both staff and client Nominal Groups involved in the re-ranking study, these data support the hypothesis that the rankings of the problems identified by the Nominal Group Method tend to be reliable. That is, the participants assign the same high or low priority ranking to the same items when asked to do so a second time after passage of an interval of time. The reader may conclude that the priority rankings of identified problems are stable, and that the priorities assigned may be relied upon.

To enable the reader to examine the actual priority assigned various problems by the participants in the re-ranking reliability study, the data generated by each group is reproduced in Tables R-1 through R-6.

In Table R-1, for example, the points awarded by Fond du Lac MHC staff Group No. 5 to item one during their Nominal session were 9, 8, 5, 4, 9, totaling 35 for a rank of first priority. In the re-ranking, done individually and independently one week later, the points awarded to the same item by the same group were 9, 5, 9, 9, 9, totaling 41, for a similar first place ranking. In the same table, item 16 received 1, 8 points, and was ranked in 14th place the first time, and 2 points for a tie at 18.5 in the re-ranking. By examining the data in Tables R-1 through R-6, the reader may determine the actual priority given each item by each participant in both rankings.

TABLE R-1

RE-RANKING DATA FOR FOND DU LAC COUNTY

MHC STAFF-GROUP NO. 5

Response No.	Points Awarded		Total Points		Priority Rank	
	Original Points	Re-Rank Points	Original Total	Re-Rank Total	Original Priority	Re-Rank Priority
1	9, 8, 5, 4, 9	9, 5, 9, 9, 9	35	41	1	1
2	5, 10, 7, 2, 10	7, 9, 10, 10	34	36	2	2
3	4,3,7,10,5,4	8, 1, 8, 8, 7	33	32	3	3
4	10, 10, 8	10, 10, 10	28	30	4	4
5	1, 6, 6, 7, 7	5, 4, 7, 6	27	22	5	6
6	7, 5, 9, 3	6, 2, 10	24	18	6	9
7	4, 9, 10	5, 4, 3, 3, 5	23	20	7.5	8
8	6, 3, 8, 6	7, 6, 8	23	21	7.5	7
9	9, 1, 9	9, 8	19	17	9	10
10	2, 4, 7, 5	4, 6, 7, 3, 4	18	24	10	5
11	8, 6	5, 5	14	10	11.5	14.5
12	6, 2, 2, 3, 1	3, 3, 6	14	12	11.5	12
13	3	8, 2	3	10	18	14.5
14	1, 3	1, 6, 4	4	11	16.5	13
15	8, 4	7, 4, 3	12	14	13	11
16	1, 8	2	9	2	14	18.5
17	None	1	None	1	20	20
18	None	2, 2	None	4	20	16
19	5, 1	2, 1	6	3	15	17
20	2, 2	1, 1	4	2	16.5	18.5
21	None	None	None	None	20	21

Rho = +.9225
Significance Level = .01

TABLE R-2

RE-RANKING DATA FOR FOND DU LAC COUNTY

MHC STAFF-GROUP NO. 4

Response No.	Points Awarded		Total Points		Priority Rank	
	Original Points	Re-Rank Points	Original Total	Re-Rank Total	Original Priority	Re-Rank Priority
1	5,5,6,10,10,9	10,10,10,10,10	45	50	1	1
2	6,7,8,5,6	2,1,9,5	32	17	2	8.5
3	4, 8, 3, 9, 7	5, 4, 8, 7	31	24	3	2.5
4	2, 10,6,1,10	4, 9, 6	29	19	4	6.0
5	8,3,9,2	6, 9,4,3	22	22	5.5	4.0
6	7,5,2,8	7,6,2,9	22	24	5.5	2.5
7	1,2,9,8	8, 2, 1, 6	20	17	7.5	8.5
8	6,1,10,3	5,2,8	20	15	7.5	10.5
9	10,1,7,1	8,5,5,1	19	19	9.5	6.0
10	4,3,5,7	7,3	19	10	9.5	13
11	9,1,3,4	6,3	17	9	11.5	14
12	7,4,6	9,8,2	17	19	11.5	6.0
13	3,9,4	3,1,7	16	11	13	12.0
14	8,2,5	1,3,7,4	15	15	14	10.5
15	2,4	4	6	4	15	15

Rho = +.747
Significance Level = .01

TABLE R-3

RE-RANKING DATA FOR DODGE COUNTY
PROBATION AND PAROLE CLIENTS-GROUP NO. 1

Response No.	Points Awarded		Total Points		Priority Rank	
	Original Points	Re-Rank Points	Original Total	Re-Rank Total	Original Priority	Re-Rank Priority
1	7,10,3	3,4	20	7	1.5	13
2	4, 7,9	8,8,9,2	20	27	1.5	1.5
3	6,6,2,5	6,7,3	19	16	4	7
4	9,6,4	7,4,3	19	14	4	8
5	9, 10	1,10,7	19	18	4	6
6	10,8	9,10,2,6	18	27	5	1.5
7	8,8	9,7,5	16	21	6.5	3
8	3,3,3,7	4,1,6,9	16	20	6.5	4
9	9,4	10	13	10	7	10
10	5,6	2,5	11	7	8.5	13
11	2,1,8	8	11	8	8.5	11
12	10	10,5,4	10	19	9.5	5
13	5,5	5,8	10	13	9.5	9
14	2,7	6,1	9	7	10	13
15	4	3	4	3	11	14
16	1,2	None	3	None	12	17
17	1,1	1	2	1	13	16
18	None	2	None	2	14	15

Rho = +.696
Significance Level = .01

TABLE R-4

RE-RANKING DATA FOR FOND DU LAC COUNTY

MHC STAFF-GROUP NO. 3

Response No.	Points Awarded		Total Points		Priority Rank	
	Original Points	Re-Rank Points	Original Total	Re-Rank Total	Original Priority	Re-Rank Priority
1	10,9,8,10,7	7,4,10, 10, 10	44	41	1	1
2	4,6,10,10,5,5	3,1,9,7,2	40	22	2	7
3	5,5,9,9,6	5,2,5,6,4	34	22	3	7
4	3,10,5,6,8	10,3,1	32	14	4	11
5	8,6,5,9	5,8,2, 2	28	17	5	10
6	9,4,8,4	3,7,4,4,8	25	26	6	4
7	7,6,1,10	9,4,9,2,6	24	30	7	2
8	8,8,7	8,6,8	23	22	8	7
9	6, 7, 3	9,8,3	16	20	9	9
10	4,9	2,3	13	5	10	18
11	2,2	6	4	6	15	17
12	1,1	6,1	2	7	17.5	15.5
13	7,4	2,5	11	7	12	15.5
14	1,3,3	None	7	None	14	20.5
15	3	1,7	3	8	16	13.5
16	None	1,6,2	None	9	20	12
17	2,1,4,2,2	4,10,9	11	23	12	5
18	None	3	None	3	20	19
19	1,7,3	8	11	8	12	13.5
20	2	6,7,5,10,1	2	29	17.5	3
21	None	None	None	None	20	20.5

Rho = +.668
Significance Level = .01

TABLE R-5

RE-RANKING DATA FOR MOCD STAFF-GROUP NO. 1 (20-Week Interval)

Response No.	Points Awarded		Total Points		Priority Rank	
	Original Points	Re-Rank Points	Original Total	Re-Rank Total	Original Priority	Re-Rank Priority
1	10,1,6,10,10,6	10,7,3,5	43	25	1	4
2	6,7,3,5,5	3,2	26	5	2.5	20.5
3	8,10,7,1	9,4,9,4	26	26	2.5	3
4	5,9,9	2,5,6,8,7,6	23	34	4.5	2
5	6,7,10	9,4,10	23	23	4.5	5
6	9,9,3	6	21	6	6	18.5
7	4,8,6	5,10,4	18	19	7	7
8	3,2,4,8	7,10,5,7,10	17	39	8	1
9	7,1,3,5	3,1,7,1	16	12	9	11
10	8, 7	8, 2	15	10	10	14.5
11	10,4	10	14	10	11.5	14.5
12	8,6	8, 9	14	17	11.5	8
13	4, 9	6,2,1,3,8	13	20	13	6
14	8	8, 4	8	12	15	11
15	7	5	7	5	16.5	20.5
16	5	1,1,9	5	11	18	13
17	None	None	None	None	35	33.5
18	4	None	4	None	20	33.5
19	1,9	9,3	10	12	14	11
20	5,2	3,6,6	7	15	16.5	9
21	2	8	2	8	24.5	16

Table R-5 continued next page

TABLE R-5 Continued

RE-RANKING DATA FOR MOCD STAFF-GROUP NO. 1 (20-Week Interval)

Response No.	Points Awarded		Total Points		Priority Rank	
	Original Points	Re-Rank Points	Original Total	Re-Rank Total	Original Priority	Re-Rank Priority
22	None	None	None	None	35	33.5
23	None	None	None	None	35	33.5
24	2	2	2	2	24.5	23.5
25	None	4	None	4	35	22
26	None	None	None	None	35	33.5
27	None	None	None	None	35	33.5
28	2	None	2	None	24.5	33.5
29	3,1	5,1	4	6	20	18.5
30	4	7	4	7	20	17
31	None	None	None	None	35	33.5
32	None	None	None	None	35	33.5
33	None	2	None	2	35	23.5
34	3	None	3	None	22	33.5
35	None	None	None	None	35	33.5
36	1	None	1	None	27	33.5
37	None	None	None	None	35	33.5
38	None	None	None	None	35	33.5
39	None	None	None	None	35	33.5
40	None	None	None	None	35	33.5
41	2	None	2	None	24.5	33.5

Rho = +.512
Significance Level = .01

TABLE R-6

RE-RANKING DATA FOR DODGE COUNTY
PROBATION AND PAROLE CLIENTS-GROUP NO. 2

Response No.	Points Awarded		Total Points		Priority Rank	
	Original Points	Re-Rank Points	Original Total	Re-Rank Total	Original Priority	Re-Rank Priority
1	5,4,3,10	1,4,4	22	9	1	9
2	6,6,9	3,8,10	21	21	2	1
3	9,5,6	4,5,5	20	14	3	4.5
4	10, 7,1	9	18	9	4	9
5	7, 10	10,10	17	20	5	2
6	1,2,2,8	5,3	13	8	7	11.5
7	7,6	2	13	2	7	15
8	8,4,1	2,1,7	13	10	7	7
9	3, 9	8	12	8	9.5	11.5
10	8,4	6,7	12	13	9.5	17.5
11	10	None	10	None	12	18
12	2,8	7,2,9	10	18	12	3
13	3,5,2	1	10	1	12	16
14	9	8,6	9	14	14	4.5
15	7	6	7	6	15	13
16	1,3	3	4	3	17.5	14
17	5	None	5	None	16	17.5
18	4	9	4	9	17.5	9

Rho = +.497
Significance Level = .05

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REACTION TO THE STUDY:

AGENCY ADMINISTRATORS

Department of Social Services - Dodge County 765
Department of Social Services - Fond du Lac County 766
Bureau of Probation and Parole - Fond du Lac and Green Lake Counties 767
Bureau of Probation and Parole - Washington County 768
Wisconsin Correctional Institution - Dodge County 769
Wisconsin State Prison - Dodge County 774
Wisconsin Home For Women - Fond du Lac County 775
Division of Vocational Rehabilitation - Dodge County 776
Division of Vocational Rehabilitation - Fond du Lac and Green Lake Counties 777
Division of Vocational Rehabilitation - Washington County 778
Mental Health Center-Fond du Lac County 779
The Samaritan Home and Hospital - Washington County 780
Sheltered Workshop - Dodge County 781

ERIC

REACTION TO THE STUDY: AGENCY ADMINISTRATORS

The research team felt it was very important and of value to give the chief administrator of each participating agency an opportunity to react to the Nominal Group Method used in this study, as well as contribute a constructive critique on any aspects of their agency's participation. It was recognized that the team had opened up the sessions to all staff with the exception of the director or chief administrator, and they should have an opportunity to react to the results of the study.

A letter was set to each director or chief administrator, inviting them to respond with both positive and negative comments, as well as their views concerning the productivity or potential productivity of the study. The directors were informed that their written reactions would not be edited and would be printed verbatim in the final report. Approximately 57 percent responded.

The following is the excerpt from the letter sent to the agency directors inviting their response:

> *. . . . . The research team feels it is important to give the director of each participating agency an opportunity to react to the Nominal Group session used in the Moraine Park VTAE District Disadvantaged and Handicapped Project. We have at this point received letters from various agencies relating their feelings on the value of the Method and the significance of the results. It is our intention to publish this correspondence in a section of the report entitled "Agency Administrators' Evaluation of the Nominal Group Method and Results." Your evaluation of the Method and results will be a most valuable addition to the comprehensive report. All participants have devoted considerable time and effort to produce a study which will identify gaps in services and many problem areas which can be utilized by all agencies within the District. . . . .*

The following are letters from all participating agencies responding, with the exception of those administered by the Moraine Park VTAE District, the District Director, and the District Administrator of Field Services. Their responses are to be found in the next section entitled "Reaction to the Study: Moraine Park VTAE District" (See Pages 782 - 795).

DODGE COUNTY

DEPARTMENT of SOCIAL SERVICES

Old Age Assistance
Aid To Dependent Children
Blind Aid
Disabled Aid

Medical Assistance
Child Welfare
County Hospitalization
Surplus Commodities

THEO. A. BENNETT, DIRECTOR
P.O. Box 204 = Juneau, Wisconsin 53039
Telephone 386-4411, Ext. 48 & 49 & 50

Office Hours:
Monday thru Friday = 8 - 12 — 12:30 - 4:30

June 4, 1973

Ron Hall, Research Analyst
Moraine Park Technical Institute
235 North National Avenue
Fond du Lac, Wisconsin 54935

Dear Mr. Hall:

At one of our general staff meetings recently we had intended, as one of our agenda items, to evaluate the nominal group sessions but the agenda was too full. The small committee that plans the meetings had discussed it and were of the opinion it had been an interesting experience but were wondering what feed-back might come from it to justify the time it took.

It was obvious to me that, in groups so carefully selected, they fed back their ideas and it was quite clear, for instance, that supervisors see program needs and procedures quite different from the way workers and recipients see them.

We will look forward to the final report with its conclusions to see if it provides us with information of value in better meeting the needs of the people of Dodge County.

Very truly yours,

Theo. A. Bennett,
Director

TAB:dc

FOND DU LAC COUNTY
WISCONSIN

DEPARTMENT OF SOCIAL SERVICES
J. W. Juknialis, Director
63 Western Avenue — Telephone (414) 921-1451
Fond du Lac, Wisconsin 54935

June 4, 1973

Mr. Ron Hall, Research Analyst
Moraine Park Technical Institute
235 N. National Avenue
Fond du Lac, Wisconsin 54935

Dear Mr. Hall:

The participants in the nominal group process found it to be a rewarding and meaningful experience. It provides each person with an opportunity to express their individual opinions on critical topics.

The summaries we obtained from the two separate nominal group sessions may well be of great help in planning for our social service and income maintenance programs.

Sincerely,

Marvin F. Diedrich

Marvin F. Diedrich, Social Worker Supervisor II

MFD:bd

AGRICULTURE INDUSTRY RECREATION BUSINESS

State of Wisconsin \ DEPARTMENT OF HEALTH AND SOCIAL SERVICES

May 23, 1973

IN REPLY PLEASE REFER TO:
P.O. BOX 1069
485 S. MILITARY ROAD
FOND DU LAC, WI-54935
TELEPHONE: 922-6810

Miss Patricia Callahan
Moraine Park Technical Institute
805 East Johnson Street
Fond du Lac, Wisconsin 54935

Dear Miss Callahan:

This is in response to your telephone call of May 21, 1973 wherein you requested that I react to the nominal group sessions that were conducted with my staff and the clients being served by this agency.

Insofar as the staff responses are concerned, I was already aware of most of the problems and needs expressed. A number of the ideas expressed were good, but any action to implement them would have to come from a source outside of our agency. Also, where concerns were expressed over fiscal matters, I have no direct control.

In reviewing the various responses given by clients, I would have to comment that many of the responses were not accurate. Many of the laments expressed have been heard before. A number of the comments were unrealistic and many personal needs were expressed. Insofar as other responses were concerned, our agency has no control in changing the problem or situation. It should further be noted that some of the responses given by clients contradict factual information.

In the Lake Winnebago District, I believe that excellent communications exist between the agents and the supervisor. The same would hold true between agents and their clients. Therefore, for the most part, many of the comments made by both agents and clients were anticipated. The only unexpected response given by three agents was that they feel a need for more agent participation in policy making.

Certainly a lot of staff time was involved in completing this survey. At this time it is difficult to assess the over-all worthwhileness of the project. Perhaps when the final report is completed, the true value of this effort will emerge.

Sincerely yours,

G. L. Rahn

Gerald L. Rahn
District Supervisor
Bureau of Probation and Parole

DIVISION OF CORRECTIONS

GLR:rb

State of Wisconsin \ DEPARTMENT OF HEALTH AND SOCIAL SERVICES

DIVISION OF CORRECTIONS
AREA OFFICE

May 31, 1973

From T. T. Mortonson Bureau of Probation and Parole
Division of Corrections, Area Office
Department of Health and Social Services
Washington County

REACTION TO THE NOMINAL GROUP SESSION USED IN THE MORAINE PARK VTAE DISTRICT DISADVANTAGED AND HANDICAPPED PROJECT:

It is felt that the nominal group meeting that was held for our agents was of some benefit to all of those who participated. It was interesting to note that there were many similar problems encountered by various agents, even though they were not employed out of the same office. It was apparent from the meeting that all were concerned about the unnecessary and sometimes foolish spending of the local welfare departments. It is hoped that as a result of these group meetings, some changes will be made to insure accountability of service.

T. T. Mortonson/mrs

State of Wisconsin \ DEPARTMENT OF HEALTH AND SOCIAL SERVICES

DIVISION OF CORRECTIONS
WISCONSIN CORRECTIONAL INSTITUTION
FOX LAKE, WISCONSIN 53933

June 25, 1973

Mr. Ron Hall, Research Analyst
Moraine Park Technical Institute
235 North National Avenue
Fond du Lac, Wisconsin 54935

Dear Mr. Hall:

I was very much impressed with the "Nominal Group Sessions" conducted with inmates and members of our staff by the Moraine Park Vocational, Technical and Adult Education District Research and Planning Department. Many positive changes have already taken place because of the "nominal" and others will be implemented as necessary budget and/or administrative procedures permit.

For your information, if you so desire, I have attached my evaluation sheets to this letter.

Sincerely,

John Plank (sk)

John Plank, Principal
Lakeview Technical School

JP/sk

Enc.

cc. Mr. Ellsworth
Mr. Olson
File

INMATES

Nominal Group No. 1 Responses

I believe the question and note addressed to the inmates may have been confusing to them.

QUESTION: What problems have you had in the rehabilitation process within correctional institutions and what problems do you anticipate when you return to your community?

NOTE: Please pay particular attention to identifying all problems you have had in functioning in your community or in correctional institutions which relate to education or vocational training.

It is noted that with "Nominal Group No. 1 Responses," the two highest priorities are:

(1) Response 1. Adequate money upon release. Enough to live on for a month, even if we have to pay it back.

(2) Response 2. Incentive pay for all inmates.

These responses do not, to me at least, appear to be related to "education or vocational training." It is also felt that responses 4, 5, 6, 7, 10, 11, 12, and 21 fall in this category.

(3) Response 3. Need for equipment, tools, etc. The Administration has been well aware of and agrees.

In general the comments of this group were not particularly enlightening educationally.

Nominal Group No. 2 Responses

This group responded more appropriately to the "Question & Note."

Nominal Group No. 3 Responses

No comment other than approximately 1/3 of the responses were not educationally oriented.

Nominal Group No. 4 Responses

No comment.

STAFF

Nominal Group No. 1 Responses

The first and second priorities (1) and (2) the total administration is well aware of as past budget requests will reflect. The third priority (3) stimulates an interest in the school administration for 9 or 12 month contract to be selected by the teachers. This would enable the teachers to work during the summer if they chose the 9 month contract.

It is interesting to note the 4th choice of this group (4), is the "Addition of Local Vocational Educators Coordinator and Cooperative Education." Since this nominal, Moraine Park Vocational, Technical and Adult Education District has provided, through federal funds, this coordinator.

In general the responses of this group are meaningful and well received. Of the thirty responses of this group the following has been done:

Responses 4, 12, 13, 16, 17, 26 positive action has been taken and is presently ongoing.

Responses 1, 2, 3, 5, 7, 8, 9, 10, 11, 15, 20, 27, 28, 30 positive action has taken place in part and will continue.

Responses 14, 19, 21, 22, 25, 29 little or nothing has been done. Involvement in positive action in these areas involve much more study and research before implementation, if at all.

Responses 20, 23, 24

20) It is my personal feeling that we do not need a vehicle provided by the state at all times. For the most part vehicles are available and in the event one is not and the trip is felt necessary (by the principal) the staff member may use his own car and be reimbursed for mileage.

23) How do you accomplish this, I doubt sincerely if anyone is knowingly passing on unrealistic promises.

24) Psychologists and psychiatrists are as available as are medical doctors, what's the problem?

Nominal Group No. 2 Responses (Staff)

The top priority responses 1 and 2 were reacted to previously.

Responses 1, 5, 6, 8, 9, 11 positive action has taken place in part and will continue.

Responses 2, 4, 7, 12, 13 little or nothing has been done. Involvement in positive action in these areas may involve more study and justification before possible implementation.

Responses 3, 10

3) This is part of the problem the teacher accepts when he is hired at this institution or any correctional institution.

10) I do not believe this, personally.

Nominal Group No. 3 Responses (Staff)

Responses 2, 5, 6, 7, 9, 10, 14, 15, 16, 18, and 19 positive action has been taken at least in part and will continue.

Responses 1, 3, 4, 8, 11, 13, 17 little has been done. It is disturbing to note that Response 1 was the top priority response and I doubt seriously if the teachers so responding had the "client's need" in mind when they rated this number 1.

More funds are necessary for implementation of some of the suggestions and are duplicate of suggestions already submitted in past budgets. (8, 11)

Responses 12 & 20

(12) This is encouraged by the administration but will have to be done either on the teachers preparation time or on the teachers own time.

(20) We do not have semesters and we do not purpose to have semesters. Response has no relevance.

Nominal Group No. 4 Responses (Staff)

Responses 1, 2, 3, 4, 5, 7, 8, 16, 17, 18 & 20 positive action has taken place in part and will continue.

Responses 6, 9, 10, 11, 12, 13, 14 & 15 little or nothing has been done. More research is generally needed to determine if true need exists with the majority of the staff and if monies are available where need is determined.

Response 19 I do not believe the school should involve itself in a course "History of Religion." We have two full time chaplains available and a comprehensive library for anyone who is interested.

State of Wisconsin \ DEPARTMENT OF HEALTH AND SOCIAL SERVICES

DIVISION OF CORRECTIONS
WISCONSIN STATE PRISON
WAUPUN, WISCONSIN 53963

June 5, 1973

Mr. Ron Hall
Moraine Park Technical Institute
235 North National Ave.
Fond du Lac, Wisconsin 54935

Dear Mr. Hall:

Our staff and inmate reaction to the nominal study session was favorable. Both groups indicated that there was a distinct need for such a study and they also indicated their pleasure in participating.

The study enabled us to focus on our concerns and perhaps more importantly to have these concerns available in print to other interested persons.

Sincerely,

James M. Cosgrove
Vocational Counselor

JMC:jej

State of Wisconsin \ DEPARTMENT OF HEALTH AND SOCIAL SERVICES

DIVISION OF CORRECTIONS
• WISCONSIN HOME FOR WOMEN
P.O. BOX 33
TAYCHEEDAH, WISCONSIN 53090

May 30, 1973

Miss Patricia Callahan
Research Assistant
Moraine Park Technical Institute
235 North National Avenue
Fond du Lac, Wisconsin 54935

Dear Miss Callahan:

In compliance with your letter of May 21, 1973, we are submitting the following comment relative to your letter of April 6, 1973:

Agency Administrators' Evaluation of the
Nominal Group Method of Research & Results

The Nominal Group is construed to be a method of collecting a great amount of information in a relatively short time from a goodly number of people. The nominal group sessions provide opportunity for a wide variety of individual responses to individual interpretations of the same question.

Without a doubt, the Nominal Group reported a wide variety of problems encountered by individuals and groups of individuals in their rehabilitation processes. The information collected by this method requires much careful analyses by the researcher as well as by the institution being examined by the process. Those reporting to the researchers are without responsibility for the information given, while the researcher is expected to accept some of the responsibility for the report he submits. He can, by the use of the Nominal Group, transfer his responsibility for reporting back to the people who formed the nominals or to the institution being examined.

Very truly yours,

Lewis McCauley
Superintendent

SOS/mk

State of Wisconsin \ DEPARTMENT OF HEALTH AND SOCIAL SERVICES

DIVISION OF VOCATIONAL REHABILITATION
MADISON DISTRICT OFFICE
310 PRICE PLACE
MADISON, WISCONSIN 53705

June 7, 1973

Mr. Ron Hall
Moraine Park Technical Institute
District Office
235 North National Avenue
Fond du Lac, WI 54935

Dear Mr. Hall:

This letter is in response to your request concerning our feelings about the time and work involved by our staff in cooperation with your recent research survey, and the benefits of this survey to our department.

To date, the only feedback we have from your survey is that from a Nominal Group which I believe was held in Fond du Lac on Monday, October 9, 1972. This group consisted of DVR personnel and their responses are responses that have been heard from this group for some time. Therefore this information was of no revelation. The time and work involved on the part of our staff did consist of many hours in tabulating the information we had on hand and re-categorizing to suit your needs. At the initiation of the survey it was suggested that the information the survey would cover could possibly be of value by some organization or institution, to include your own institution, to help develop supplemental services for the service gaps which your survey covered. It would appear that whether these supplemental services will evolve or not, will determine the value of your study.

I hope this information will be of assistance to you, and if there is any other assistance we can provide you with, please do not hesitate to contact me.

Sincerely yours,

Paul M. Rasmussen

Paul Rasmussen
Supervisor

lk

State of Wisconsin \ DEPARTMENT OF HEALTH AND SOCIAL SERVICES
DIVISION OF VOCATIONAL REHABILITATION
485 S. MILITARY ROAD
P. O. BOX 1431
FOND DU LAC, WIS. 54935

June 4, 1973

Mr. Ron Hall, Research Analyist
Moraine Park Technical Institute
235 North National Avenue
Fond du Lac, Wisconsin 54935

Dear Mr. Hall:

This is in response to your letter of May 24 in which you requested my reaction to the nominal group session that my staff participated in.

I did not have an opportunity to participate in the sessions but in discussing their reactions with the DVR staff, it appeared to me to be a very positive experience for them. It provided them with the opportunity to focus on specific problems in their areas and gave them a better insight into the problems and hopefully through interactions with their colleagues some solutions were found or are in the process of being worked on.

I wish to emphasize again that the reaction of the DVR staff to the nominal group approach was positive and was considered to be a very beneficial experience.

Very truly yours,

Paul S. Monzel
Rehabilitation Supervisor

PSM/acv

State of Wisconsin \ DEPARTMENT OF HEALTH AND SOCIAL SERVICES

DIVISION OF VOCATIONAL REHABILITATION
1570 E. MORELAND
WAUKESHA, WISCONSIN 53186

June 18, 1973

Ron Hall, Research Analyst
Moraine Park Technical Institute
235 North National Avenue
Fond du Lac, Wisconsin 54935

Dear Ron:

Responding to your letter of June 11th, I would like to offer several comments that could perhaps be useful in future research. Both Mr. Heise and myself following a close examination of the technique used and extracted results, find the nominal group method a creative and interesting approach in generating inhibited ideas. The method certainly promises to have the potential that could yield much needed information beneficial to both client and counselor.

We wish to point out that the method used with the D.V.R. clients from the Washington County area prove to have a number of limitations that made the results of the study less potent.

For one thing, the composition of the group lacked uniformity in age and disability. The number of clients who did show up was apparently smaller then what was originally intended. The responses did point to several areas of concern such as housing, child day care centers and training institutions but lacking any constructive comments or criticisms relating to D.V.R. as an agency. A presumed factor for the very last point mentioned could be related to the selected sampling.

We recognize that the inability to have complete control of the sample may have yielded distorted or perhaps results unrelated to what was originally intended. Nevertheless, the study was a good try and as pointed out earlier the method is thought to have much merit.

We do recognize that our response covers generalities rather than specifics, nonetheless, we do sincerely hope that the given information would be useful in any future research ulitilizing the nominal group method.

Should you have any further questions pertaining to the study or the above, feel free to contact this office.

Sincerely,

Izzy Kozochowicz
Rehabilitation Counselor
Vocational Rehabilitation

IK:ar

FOND DU LAC COUNTY
WISCONSIN

MENTAL HEALTH CENTER
459 EAST FIRST STREET
FOND DU LAC, WISCONSIN 54935
TELEPHONE (414) 921-5480

June 6, 1973

Mr. Ron Hall
Research Analysis
Moraine Park Technical Institute
235 N. National Avenue
Fond du Lac, Wis. 54935

Dear Mr. Hall:

Along with members of the Fond du Lac County Mental Health Center staff we have reviewed your findings as a result of the nominal group sessions you held here at the Mental Health Center.

Even though we had considerable amount of staff time invested in this effort we feel that the results of the survey were worth the effort extended on our parts.

It was gratifying to know that in many areas the information received paralleled that which we obtained from nominal group sessions with citizens involved in the areas of mental health, mental retardation, alcoholism and drug abuse.

We found too that we had both positive and negative feelings expressed by members of our staff and patients who were involved in the groups. We expect to utilize this information in upgrading our programs by way of strengthening the weaknesses that this technique uncovered.

Not only do we feel that the technique is good but the efforts extended by members of your staff and particularly Pat Callahan, certainly demonstrates your interest in providing us with a very worthwhile service. Should the need arise, rest assured we will not hesitate to call upon you again.

Sincerely,

Randolph W. Kreul, Jr., M.A.
Director

RWL/gs

AGRICULTURE INDUSTRY RECREATION BUSINESS

TRUSTEES
ARTHUR LICHTENWALNER, CHR.
RAYMOND S. FISHER, M.D.
CORLISS FASSBINDER, L.P.N.

The Samaritan
HOME AND HOSPITAL
WASHINGTON COUNTY
531 E. WASHINGTON STREET
WEST BEND, WISCONSIN 53095

ARNOLD J. KORTH, N.H.A., ADM.
EVELYN M. KORTH, N.H.A., ASST. ADM.
DR. W. C. HOFFMANN, MED. DIR.

March 5, 1973

Mr. Ron Hall, Research Analyst
Moraine Park Technical Institute
235 North National Avenue
Fond du Lac, Wisconsin 54935

Dear Mr. Hall:

We have found the results of the Nominal Group Sessions surveys to be most conducive for the adjustment and correction of the various maladjustments in all the departments of this institution. Through the sharing of the results of the surveys we have gained much insight, comprehension and total staff involvement.

We wish to thank you for allowing the Samaritan Home and Hospital to be a part of this most beneficial program.

Sincerely,

Mr. Arnold J. Korth, N.H.A.
Administrator

dlh

DODGE COUNTY
SHELTERED
WORKSHOP ..... Moving People Toward Jobs

WORK EVALUATION · WORK ADJUSTMENT TRAINING · PLACEMENT · SHELTERED EMPLOYMENT

May 24, 1973

Mr. Ron Hall
Moraine Park Technical Institute
235 North National Avenue
Fond du Lac, Wisconsin 54935

Dear Ron:

I would evaluate your Nominal Group method as highly effective and reliable in identifying gaps and problem areas, at least in this agency. Many of the problems had already been identified; however, the responses with their priority rating tended to amplify their importance. I find that some of the client responses were not terrifically realistic, but they are useful in determining direction of client needs.

I feel that input from staff and clients are of very high value to an agency and the responses given will not go unheeded. You may find it interesting that your study is highly consistent with observations from others.

Yours very truly,

Arthur D. Caudill
Executive Director

ADC:be

INDUSTRIAL PARK / BEAVER DAM, WISCONSIN 53916 / PHONE 414-887-7156

BEST COPY AVAILABLE

REACTION TO THE STUDY:

MORAINE PARK VTAE DISTRICT

District Director 783
Administrator-Field Services 786
Adult Basic Education Program 791
Individualized Homemaker Program 792
Manpower Development and Training Act Program 794
Multi-Occupational Career Development Program 795

ERIC

REACTION TO THE STUDY:
MORAINE PARK VTAE DISTRICT

The research team felt it was important to give the chief administrator of each participating agency an opportunity to react to the Nominal Group Method and to their agency's participation in this research project. The responses received by the research team from staff members and administrators of the Moraine Park VTAE District have been separated from outside agency responses found in the section preceding this, because of the project being conducted by the Research and Planning Department of the Moraine Park District. The identical letter was sent to all agencies, including the Moraine Park VTAE District Federal Projects, requesting a response to both their positive and negative reactions as well as their views concerning the productivity or potential productivity of the study. (See Page 838.) The following are letters received by the research team from the Moraine Park VTAE District Director, the Administrator of Field Services, and a representative of the four Moraine Park District Federal Projects designed specifically for disadvantaged and handicapped residents, which participated in the study: Adult Basic Education, Individualized Homemakers, Manpower Development and Training Act, and the Multi-occupational Career Development Project.

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922 8611

August 17, 1973

Mr. Ronald Hall
Research Analyst
Moraine Park V.T.A.E. District
235 N. National Avenue
Fond du Lac, Wisconsin 54935

Dear Mr. Hall:

This letter is in response to your request that the district director of each participating agency be given an opportunity to react to the nominal group sessions used in the Moraine Park Vocational, Technical and Adult Education District's disadvantaged and handicapped project. The district participated in nominals by the Adult Basic Education staff and students, Special Project's staff and students, and the M.D.T.A. staff and students. A trial run to test the use of the nominals on a different topic was conducted with the chief administrators of the district. We found the nominal group method to be very time consuming and expensive, but this was offset by the group interaction and results obtained from that interaction. It was most revealing that the important problems were in terms of communication barriers and a lack of firm policy statements and procedures. This was to be expected as the district is a relatively new organization. There is an advantage in not always having firm policies and procedures as this lends itself to innovation by management and leads to mild conflict. If conflict is looked upon positively, change can result which should improve policies and procedures and also allow for the personal involvement of all members of the staff. This involvement leads to professional growth and development.

In the nominal conducted with the district administration, problems of administration were brought out and priorities were set for the solution of those problems. The major problems that were identified were the provision of a management handbook; the provision for a policy manual; temporary and permanent facility needs; comprehensive public relations plan; improvement of management effectiveness and efficiency; improvement of curricula; discontinuance of consistantly low enrollment programs; development of a cooperative educational program and development of a system of retrieval of information. While all of these priorities have not yet been accomplished, and some new priorities have emerged, the administration is constantly working toward the solution of problems. Illustrations of what has been completed or is now in progress:

1. The district policies are being revised and a management handbook is in the rough draft stage.

ERIC

Moraine Park Vocational, Technical and Adult Education District

Robert P. Sorensen, Director

2. The Cleveland School has been rented.

3. Contracts were awarded for the construction of the Cosmetology Lab.

4. $3,500,000 has been borrowed for construction of the comprehensive campus.

5. The Fond du Lac Continuing Education Council has been reorganized to aid in articulation with other agencies.

6. Several management positions have been altered or eliminated to provide for effectiveness and efficiency.

7. A federal project has been written that would provide for a cooperative educational venture.

8. The MIS System is nearing completion at the state level for improved data collection and retrieval.

There are other changes such as a movement to the management by objectives concept which should further improve management effectiveness and efficiency. Other changes are being planned which will alleviate some of the concerns expressed by the staff through the nominal group process.

In the staff and student nominals the primary problems that were identified dealt with communications between administration and staff, administration and students, and staff and students; the non-involvement of staff and students in decision making; the lack of adequate funding for special projects; transportation problems; child care problems and the lack of enough money for disadvantaged adults to attend school.

To solve some of these problems the district has embarked upon the following approaches to meet the needs of staff and students:

1. The district will start a Management By Objectives program for the entire management staff during the 1973-74 school year which should define roles and improve communications.

2. The public relations department has been reorganized and revitalized.

3. Additional space has been rented to provide for more adequate classrooms for students.

4. Most of the business education skill training has been individualized and the entire instructional staff is moving toward individualized instruction.

5. The Adult Basic Education staff has embarked on a comprehensive staff development plan.

6. The Special Projects staff has been elevated in status and benefits to nearly equate with other full-time staff positions.

7. The district has maintained its level of commitment to disadvantaged groups but the federal level of involvement has decreased.

8. The district is attempting through its recruitment efforts to coordinate school attendance and transportation to school with local bus companies, a provision for bus pickup and the payment of allowances for transportation from other agencies.

9. The district is attempting to coordinate a child care program with the University of Wisconsin Center-Fond du Lac, Marian College and Moraine Park Technical Institute which will be a child care facility and training opportunity.

10. The district has been cooperating with other agencies, particularly the Wisconsin State Employment Security Division, Division of Vocational Rehabilitation, Department of Social Services, WIN, Community Action agencies, and the Division of Corrections to create ways and means for students to attend school and still receive enough income to subsist. While all needs are not met, many students are now being served who would not have been served without this cooperative effort.

The nominal group process has not been the only vehicle that was used for the identification and solution of the items mentioned above and other concerns of the district. It was however, a very useful device which had the effect of forcing priorities to be chosen so that the most pressing concerns could be resolved first.

We appreciated the opportunity of participating in this worthwhile endeavor.

Sincerely,

Robert P. Sorensen

Robert P. Sorensen
District Director

RPS:smw

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922-8611

August 17, 1973

Mr. Ronald Hall
Research Analyst
Moraine Park V.T.A.E. District
235 N. National Avenue
Fond du Lac, Wisconsin 54935

Dear Mr. Hall:

The staff working with projects dealing with disadvantaged students was involved in the study using the nominal group approach in data collection. Students were also asked to participate on a representative basis with this study. This research process involved many staff people for a lengthy period of time. The students generally participated during non-class hours and therefore did not miss instruction with the exception of M.D.T.A. students. I feel the time spent in this process was well spent as the staff and students found out many things about themselves, their group and common problems related to reaching goals. The results of the nominals indicated some deep seated and troubling problems which cannot be easily solved. As this study was conducted with many other agencies, the net result may have been somewhat less funding for some projects identified above, but greater funding for other vocational education activities in the district especially vocational education at the Fox Lake Correctional Institution. This extra effort for the correctional institution was needed and should be continued, but the other worthy projects for disadvantaged people throughout the state did suffer. This may have a beneficial effect as it will force all vocational, technical and adult education districts to more quickly include higher local commitments for the disadvantaged and handicapped.

Many problems were specifically identified and given priority in the eight nominal group efforts. Some of those problems are:

1. A need for more flexibility in the usage of M.D.T.A. funds.

2. In-service for teachers to learn more about disadvantaged students.

3. More intensive guidance and counseling for students which would include work attitudes, values, and help with family problems.

4. Too long and intensive a school day for M.D.T.A. students.

ERIC

Moraine Park Vocational, Technical & Adult Education District
Robert P. Sorensen, Director

5. The attitude that M.D.T.A. students are treated like children by the staff and administration.

6. Money related problems.

7. Transportation.

8. Medical, dental and other health needs.

9. Child care problems.

10. Bias or prejudice expressed by agencies, staff and administration.

11. A lack of adequate facilities for training.

12. The temporary nature of special funded projects.

13. Work related problems.

A mere listing of the problems indicates that they cannot be solved individually because they are interrelated. The solution for one problem may create a demand for solutions for other problems in order to create the right climate for student progress through the educational system with the ultimate goal of employment. The district recognizes that students are on a continuum of development as some need basic education and basic family living skills while others have progressed beyond that part and are ready for intensive skill training and others are ready for job placement. The coordination of varied projects to accomplish the reaching of the goal of employment is an administrative problem in itself. Fragmented federal legislation that deals with isolated problems cause the development of varied agencies and responsibilities and sometimes destroys the continuity for people to reach their ultimate goal of employment. Examples of these would be separate legislation for Adult Basic Education, vocational-technical education, M.D.T.A. training, the Work Incentive Program, etc.

Recognizing that fragmentation does exist, the district has tried to address itself to the solution of the problems voiced by staff and students in the following ways:

1. A comprehensive staff development program has been instituted for the Adult Basic Staff during the 1973-74 school year particularly trying to understand the disadvantaged students and ways which can be used to remove those disadvantages. The special project staff has already undergone a sensitivity training program. An orientation program for staff and students was planned for all M.D.T.A. programs but this was cancelled due to a lack of funding from M.D.T.A. sources.

2. The student services division and multi-occupational career development staff has started and will continue to develop a student services program for persons who are in the regular vocational and associate degree programs as well as part-time students, special projects students, M.D.T.A. students, students from minority groups and veterans.

3. The district recognizes that the school day for M.D.T.A. students is a long one but these are federal rules and regulations that cannot easily be changed. In its attempt to follow federal regulations and also be humane to students, the district is individualizing the M.D.T.A. training program and making the training more like a typical work situation and less like a school. In the Welding program as an example, welding practice has been lengthened to five hours per day with an additional hour of related instruction and only two hours are devoted to communications and job orientation.

4. The district recognizes that asking for physician's excuses from adults for absences and not accepting student word for absences could be termed child-like, however, experience with many M.D.T.A. programs has proven that tight attendance requirements are necessary or the absentee rate gets out of hand.

5. Problems dealing with money, transportation, housing, medical, dental and other health needs can be lumped together as a solution is rather evident. If the students had more available cash so that they could meet their payments, get adequate transportation, housing, and medical care these problems would not exist. The solution of how to get students more cash is a difficult one as no government agency has yet been willing to provide adequate funds. Society expects that people will make sacrifices in order to get out of their plight.

6. The district recognizes that bias and prejudice does exist among administrators, teaching staff, cooperative agencies, and regular students toward the disadvantaged and handicapped groups. Recognizing the problem does not solve it as bias and prejudice are attitudinal concepts and not easily changed. The district has tried to do some things and the district is recognized as perhaps doing more for the disadvantaged and handicapped students than any comparable area in Wisconsin. There is more opportunity for training per capita here than exists elsewhere.

7. Many students and staff indicated that a lack of adequate facilities for training hamper the reaching of student goals. To solve this problem a short term solution has been the renting of new facilities where Adult Basic Education students will be housed, arranging the schedule of the welding students so that they will be able to attend during the day and the purchasing of new equipment and furniture has been completed for the current school year. Long range facility needs have been provided for through the borrowing of funds which should provide very adequate facilities by 1975.

8. The temporary nature of special funded projects has been a concern to the district and the state. M.D.T.A. activities is a case in point. In this district alone 41 students were scheduled to begin a pre-M.D.T.A. training program two weeks before school started. This was cancelled because M.D.T.A. funds were not released. A one week course was then scheduled and also cancelled. Three school days before the start of classes was all that was available when the funds were finally useable. This meant that the Wisconsin State Employment Security Division staff, and the career development staff had to try to solve the following problems: certify students; find housing; transportation; clothing; child care facilities; budgetary concerns. This was an almost impossible task. This illustration points out that temporary funding solutions are not the best answer. Perhaps federal and state monies should be made available for use by local boards in the revenue sharing concept with adequate time allowed for careful planning. Local districts should not be made responsible for carrying the extra cost load that these special students require.

9. To solve work related problems the district has intensified its career development effort by the addition of one full-time job developer who will try to find work for disadvantaged persons. This is in addition to the rest of the district effort to locate and place disadvantaged students in jobs. After these students are on the job they are followed up and given whatever assistance is necessary to keep the job and progress in it.

The above mentioned activities certainly do not meet the needs of all disadvantaged and handicapped students and the district is constantly searching for new and better ways to serve this group of students. While the entire administration is not yet convinced that heavy commitments should be made for this segment of the population, it is now a prime objective of the district. Hopefully the efforts now being made will be modified and consolidated into regular on-going programs.

The Field Services Division has found the nominal group process and the effort made by the research staff most helpful in identifying problems of the poor and also look forward to solving the priorities that were mentioned. The division prides itself in being flexible in meeting the needs of people, as possible solutions are proposed they will be considered and implemented if at all feasable.

Sincerely,

Eugene Bogard
Administrator, Field Services

EB:smw

Moraine Park Technical Institute

Beaver Dam 700 Gould Street, Beaver Dam, Wisconsin 53916 (414) 887-1101

MEMO TO: Mr Ron Hall

FROM: Mrs Virginia Derber

DATE: May 29, 1973

SUBJECT: Nominal group sessions with Adult Basic Education staff and students

It is difficult to give the requested "evaluation of the method and results of the nominal group sessions" since I had no personal participation in the staff group session or in any of the several student sessions. Therefore, these comments are based on feedback from staff members and the written reports of the meetings.

The "method" of allowing staff members and students the opportunity of voicing complaints and criticisms and identifying problems in an objective atmosphere was generally beneficial. Staff members enjoyed meeting as a group to discuss problems, compare experiences, etc. The cost of this meeting, paid from ABE in-service funds, for time, mileage, meals, etc for the ABE staff was $242.00.

The only comment to be made on the written reports is that most of the program problems identified are not new and relate to federal and district restrictions and budget limitations. Many of the student comments were totally unrelated to vocational education and/or vocational training. Again, the opportunity to voice complaints is useful when it leads to some insight as to why the problems exist or some action to alleviate the problems. It is assumed that this will occur in the final phase of the nominal research project.

V. M. D.

ss

Vocational, Technical and Adult Education -- District 10

Robert P. Sorensen, Director

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922 8611

May 22, 1973

Mr. Ron Hall
Research Analyst
Moraine Park VTAE District
235 North National Avenue
Fond du Lac, WI 54935

Dear Mr. Hall:

In a conference with the Individualized Homemaking instructors the following subjective evaluations of the staff and client group nominals were made.

From a positive viewpoint, the staff appreciated the opportunity to "air" the commonalities of their concerns and problems. Similarly--based on feedback the instructors have received from students--student contention parallels that of staff involvement: many felt that they had a voice for the first time, and they experienced a new hope that the results of these nominals will promote changes in programs and agencies.

For my own purposes, the staff nominals have served as a catalytic agent. The following positive results have been witnessed since October 1972:

1. The need to acquire new or better techniques in the art of motivating students led to the initiation of a 14-hour motivation seminar for federal projects staff.

2. Child care and transportation, two frequently cited drawbacks to student involvement in individualized homemaking groups, have been incorporated in the '73-'74 project.

3. Methods of writing daily reports have been revised to reflect the meeting of behavioral objectives (student and teacher).

4. Presentations given to the administrative staff have elicited a better understanding from the administration of the goals and operational procedures of the Individualized Homemaking project.

5. A more efficient method of communicating with staff has been developed.

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Moraine Park Vocational, Technical and Adult Education District
Robert P. Sorensen, Director

On the negative side, the instructors felt that the organization and coordination involved in chosing, preparing and transporting students to the nominals was too time consuming. However, the value inherent in the nominal can ultimately be measured through the changes each agency (and institution) make as a result of staff and client participation. The potential for upgrading services is, therefore, the most valid support for the time and effort involved.

Sincerely,

Kathleen Soles

Kathleen Soles
Federal Projects Supervisor

KS:jk

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MORAINE PARK VOCATIONAL, TECHNICAL & ADULT EDUCATION DISTRICT

MEMORANDUM

TO: Ron Hall, Research Analyst
cc: Eugene Bogard, Adult Education Administrator

FROM: Ruby E. Lloyd, Adult Education Supervisor

DATE: April 27, 1973

SUBJECT:

Dear Ron and Nominal Group Team,

Many thanks for a job well done in providing Nominal Group sessions for the M.D.T.A. students and teachers of these programs. My only regret is that these sessions could have been held earlier in the term.

There has been a decided change in the attitudes of all persons involved. The responses given also helped to prove many facts of which persons in the program had no knowledge.

The results shown also prove to us that orientation of instructors and of students must be done before or at the beginning of each program. There should also be more follow-up sessions to inform instructors and students as new problems arise. Group sessions should be held periodically with all instructional personnel to discuss progress of various students or to understand the person being trained. It further proves that personnel with patience and with understanding be those hired.

Your method of reporting results was easy to interpret.

Again, may I say "thank you".

Ruby E. Lloyd

as

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922 8611

May 24, 1973

Mr. Ron Hall
Research Analyst
MPTI District Office
235 North National Avenue
Fond du Lac, WI 54935

Dear Mr. Hall:

This letter is in response to your invitation to comment on the nominal group research method. In evaluating the nominal method, I have considered several points.

First, the initial training session on the nominal group method for district staff was not meaningful or useful for those of us who did not assist in the study as group leaders. If, after the in-service training, the staff had been involved in conducting the nominals, I would feel otherwise. However, as it happened, much staff time, money and effort could have been saved and put to better use.

Secondly, the preparation on the part of Multioccupational Career Development (MOCD) for the nominal involving MOCD students was somewhat time consuming although the amount of time was not extravagant.

As for the nominal itself, the group input is very effective and leaves each participant with a feeling of "really" having contributed to a constructive effort. By using the group, the nominal method obtains many responses in that one participant's reply elicits thought in other individuals for even more responses; the result is a wealth of information. Also, the nominal method saves time on the part of the research team in that it allows for research on many people in a relatively short period of time.

From a staff point of view, the time involved in the group by staff does not save time in most cases. However, in my opinion, the results of the nominal more than justify the little extra time it took for staff to participate in this research method. An objection to this method is that it excludes those who cannot read or write--a segment of the population who also have worthwhile contributions.

Finally, the information obtained through the nominal method is very worthwhile. Assuming that it is used to bring about the desired result of more effectiveness on the part of agencies in serving the people of the Moraine Park District, I feel the project has fulfilled its purpose.

Sincerely,

George Feudner
Student Service Specialist

GF:jk

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Moraine Park Vocational, Technical and Adult Education District
Robert P. Sorensen, Director

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CONCLUSIONS AND RECOMMENDATIONS

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RECOMMENDATIONS

Three thousand five hundred forty-three problems were identified by the Nominal Groups interviewed for this study. Copies of responses generated in each agency by clients and staff personnel were returned to that agency, with encouragement to continue the Nominal Group Process of problem solving and develop solutions "in-house." After an exhaustive study of this type, anyone familiar with the individual responses and the participants of every Nominal Group interviewed would be strongly tempted to prescribe and recommend a solution for every problem. One could address to each agency administrator a list of suggestions from the Moraine Park VTAE District Research Office answering each problem or need for that agency. However, by doing so, the VTAE District would circumvent several of the planned and recommended benefits of the Nominal Group Method. District-suggested solutions for each in-house problem would definitely be presumptuous and would decrease the creative tension within the agency to direct skills and abilities for solving its own problems. Some general recommendations do seem appropriate, however, and are offered here as possible avenues of approach to some very complex problems.

RECOMMENDATION NO. 1: PHASES II-V

The project provides the raw data for an in-depth study of the services offered by each participating public service agency. The 3,543 responses generated, using Phase I - Problem Identification of the Nominal Group Method, are reported in this study for all participating agencies. This study's major recommendation is that each agency continue the Nominal Group Method and develop in-house applications of Phase II - Knowledge Exploration, Phase III - Priority Development (involving resource controllers and supervisors), Phase IV - Program Development (with key administrators), and Phase V - Program Evaluation, with representatives from Phases I, II, and III.

Detailed methods for applying Phases I through V are presented in the Method section of this report. (See Pages 51 - 54).

RECOMMENDATION NO. 2: DISSEMINATION OF REPORT

In order to facilitate creative tension in each agency to probe new territory in finding solutions to identified relevant problems, the data from this study must be disseminated to as many staff personnel as possible, and to as many clients as may be interested in participating in Phases II through V. Therefore, it is strongly recommended that each agency distribute copies of this REPORT to their respective staffs, and in addition, provide easy convenient access to the REPORT to as many clients as wish to see it. The research team has made the results of each agency staff and client Nominal Group session available to agency administrators within a week of the close of the final session. It was suggested to each agency administrator that both staff and client results be made available to all participants and others representing the agency. With this REPORT, the results of all Nominal Group sessions within the District become potentially available to all clients and staffs of the entire Moraine Park VTAE District via their respective agencies.

Phase I - Problem Identification was completed for this study in April, 1973. Both client and staff groups contributed to the search for problems faced by the disadvantaged and handicapped persons of the

District. Maximum participation by persons closely involved with the needs and services of disadvantaged and handicapped was sought.

The available responses, identifying problems of clients in their own words, and the words of the staffs charged to serve them, should challenge the service agencies of the District to seek solutions.

Some problems in this study were identified by a very large percent of the participants. It is assumed that some problems distress not only the disadvantaged and handicapped, but also citizens who have never been clients of a public service agency. Several of the highest ranking, highest frequency, or highest priority problems will be discussed, with possible implications for programs which might be developed to address the problems cited.

RECOMMENDATION NO. 3: SCHOOL SYSTEMS IMPLEMENT PHASE I

School systems of the District are encouraged to cooperate with other educational institutions in bringing the requested and needed services to District disadvantaged and handicapped persons. It may be noted that no data was generated by any school system of the VTAE District other than the Technical Institute-related programs.

Because of a lack of time, money, and staff efforts could not be made to include staffs and students of school systems in this study, though they, too serve the disadvantaged and handicapped. Therefore, it is recommended that the school systems of the Moraine Park VTAE District implement active application of Phase I through Phase V of the Nominal Group Method for developing programs to serve disadvantaged and handicapped persons in their respective areas.

RECOMMENDATION NO. 4: INCLUDE ILLITERATES

It was anticipated by the research team that there would be time, prior to the completion of the project, to conduct Nominal Groups with illiterate residents of the Moraine Park VTAE District. The team was aware of the contribution this sector of the population would have made to the study and regretted the necessity to forfeit their participation due to a time deadline. Inclusion of illiterates in the completed Nominal sessions was impossible because of the structured format and the necessity to be able to read and write to complete the Method. The Method must be altered for groups of illiterate persons with all steps being conducted verbally.

It is recommended that each participating agency which serves illiterate clients attempt to identify the problem areas most detrimental to them.

A relatively easy adaptation of the Method of Phase I could be used to assist them to identify their problems.

RECOMMENDATION NO. 5: INCLUDE SENIOR CITIZENS

An attempt should be made to interview senior citizens of the Moraine Park Technical District for their assistance in developing programs for the elderly and alleviating the problems of the senior citizen. Several senior citizens participated in the study as representatives of various agencies, and several other participants identified problems of the elderly. However, time did not allow for conducting sessions with senior citizen groups representing public service agencies, independent elderly housing complexes, nursing homes, or clubs.

The Moraine Park VTAE District should continue to serve senior citizens and make additional attempts to determine problems which are specific to the elderly, and propose programs to meet their needs. Such programs might include credit or non-credit courses offered in the homes or through the medium of television.

RECOMMENDATION NO. 6: SEMINARS AND WORKSHOPS

Because each agency administration will find areas of overlap and duplication of services, increased cooperation and coordination between and among agencies is to be encouraged. It is strongly recommended that the Moraine Park VTAE District sponsor seminars and workshops with agency and county administrators from around the District in order to fully explore areas of common concern, cooperative programming, and service duplication for mutual benefit. The agenda for such meetings would be provided by the ranked problem categories presented in TABLE 55, PRIORITY RANKING OF PROBLEM CATEGORIES, (Page 747) and the actual frequency counts of problems identified in TABLE 56, RESPONSE SUMMARY (Page 749). The Moraine Park VTAE District is in a unique position to sponsor and spearhead such cooperative conferences, and any mutual ventures which might develop from them, particularly in the areas of services to the disadvantaged and services to the handicapped. The VTAE District staff provides an ideal catalyst to bring the agencies' staffs together from all the agencies and governmental units in the District to discuss and solve common problems. The data of this study provides ample material for concentrated efforts.

RECOMMENDATION NO. 7: MANAGEMENT SEMINARS FOR ADMINISTRATORS

Because the major priority problem identified in the District was the category dealing with Agency Policy, Rules, Regulations, Administration, and Laws (Category No. 2), and was the top priority ranking (over 25% of the total responses---29.7% of staff responses, and 24.1% of clients' responses), administrative and management improvement would be most desirable. Supported by these data, a program of Management Improvement Seminars sponsored by the Moraine Park VTAE District for administrators of public service agencies in the District is recommended. MPTI sponsorship of Seminars in Management by Objectives, Group Decision-making, Leadership Improvement and Using Incentives to Improve Morale, is encouraged. Special workshops for agency staffs on the various "welfare laws," to bring legislators, lawyers, and "front-line" staff persons together in discussions of various legal problems would seem desirable. The

staff could be trained to set up workshops or seminars for clients to explain the meaning of the laws from the viewpoint of maximum utilization.

RECOMMENDATION NO. 8: COOPERATIVE EDUCATIONAL PLANNING

A review of the requests for Courses and Programs in Vocational, Technical and Adult Education (Category No. 10, ranked 2nd), Counseling and Testing (Category No. 7, ranked 11th), College and University Courses and Programs (Category No. 8, ranked 24th) and Pre-school, Primary, Middle, and High School, and Adult Basic Education Programs (Category Nos. 9 and 1, ranked 18th and 26th respectively), will bring to the reader's attention the absolute demand for additional educational programs within the area of Moraine Park VTAE District. Many of these programs are requested with special features for the disadvantaged or handicapped. It is strongly recommended that cooperative planning between the Moraine Park VTAE District, colleges, universities, school systems, and correctional institutions in the District be initiated to meet these needs.

RECOMMENDATION NO. 9: CORRECTIONAL INSTITUTIONS IN MORAINE PARK DISTRICT

In penal institutions, more emphasis should be placed on counseling, human relations, and rehabilitation training for all prison staff members, including guards. An attempt should be made to upgrade the vocational education programs in all correctional institutions and prisons to meet the standards of the State VTAE system. Attendance in technical or vocational classes in prison should be equivalent to attendance in a similar class in any VTAE Institute.

The VTAE District in which the prison or correctional institution is located should grant equivalent credits toward diploma and/or associate degrees to assure transferability of these credits to other VTAE Districts in the state. These actual VTAE credits issued by the VTAE District would also remove the stigma of the training having been secured in prison.

Correctional institutions should more fully utilize the Mutual Aid Program (MAP) in all prisons and correctional institutions to motivate the incarcerated to obtain the maximum useful vocational training.

Funding could be provided for vocational education in prisons and correctional institutions through the State VTAE Board on the same formula basis used for the VTAE Districts in the state.

An extensive rehabilitation program at WHW in child care, nutrition, homemaking, and child development is recommended, with reference to the problems identified by staff and clients alike.

Having studied the responses from the staff at WHW, one might suggest an urgent program in personality development, basic socialization, human attitude formation, and basic human communications skills for inmates and staff on a one-to-one basis.

A suggestion based on the responses might be that in any correctional institution, education and rehabilitative training should come before work details.

It is recommended that the prison administration provide individual counseling and rehabilitation training to all prison staff and guards. An in-service program on the theory and practice of applied behavioral modification, led by competent professional therapeutic psychologists, might lead to a prison staff who would better be able to control the inmates' behavior changes with the latest techniques of behavioral technology.

RECOMMENDATION NO. 10: STAFF COMMUNICATIONS

Seventy-six percent of the Nominal Groups interviewed cited communication problems. The agency staff emphasized the difficulties in working with the clients because of insufficient background information on referred clients. Also, the staffs reported a lack of communication with staff of other agencies who work with a client concurrently. It was related that the staff often are not aware of services a client is receiving from other agencies and often not aware that they even have client status with other agencies or programs. The most frequent requests related to communication gaps, however, were among the personnel within an agency. This applies to fellow workers who deal with mutual clients, and communications with the administration. It is recommended that the agencies have regularly scheduled staffings within the agencies for all employees for discussing mutual problems encountered and for a better understanding of the functioning of the agency. It is also recommended that representative staff of the public service agencies meet on a regular basis for the same purposes.

Time should also be allotted when needed for conferences between individual staff members who are or have worked with the same client.

Another recommendation is for the administrators to provide their staff with well-defined job descriptions. This should alleviate several present difficulties because of confusion by the staff on what their responsibilities are and their dissatisfaction with assignments they are given and which are not in their job description.

RECOMMENDATION NO. 11: CLIENT COMMUNICATION

The communication problems most frequently confronting the clients are with the public agency employees. The clients are often critical of the dehumanizing treatment they receive from them. It is recommended that workshops be designed for developing communication skills for the staff as well as be opened to business and industries. It is also recommended that all agencies have advisory boards comprised of staff and client members. The clients felt a considerable void in the understanding of an agency's function, as well as their rights and responsibilities as a client.

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RECOMMENDATION NO. 12: JOBS AND JOB PLACEMENT

A full and complete effort by the placement agents of the Moraine Park VTAE, the state, county, and national employment services, and the placement offices of correctional and educational institutions in the area of the Moraine Park VTAE District will be needed to meet this widely-reported need. Eighty-three percent of the Nominal Groups cited difficulty in finding jobs. This problem was ranked 5th in the overall tabulation of problems in this study. It is recommended that a placement seminar with representatives of state employment services, employability programs, and VTAE District representatives be the forum for a more cooperative effort to place disadvantaged and handicapped citizens on the job or in training programs which would enable them to develop marketable skills.

It should be noted that persons over the age of 40 requiring retraining or job placement have a particularly difficult time securing employment, as do the handicapped, due to their "high risk" status. Efforts should be made to encourage business and industry to hire them.

RECOMMENDATION NO. 13: MARITAL AND FAMILY PROBLEMS

Clients gave problems within families a third place ranking on their priority list. This category of problems was the closest personal problem area cited by the participants. Sixty-six percent of the Nominal Groups identified family problems as important.

It is recommended that a district-wide conference of marriage counselors, clergymen, social workers, and others such as lawyers or judges dealing with family breakdown and conciliation convene to discuss the data from this study in a seminar setting. Critical on the agenda of such a meeting should be a direct attempt to develop a multi-faceted solution to family problems including school aged children being educated for family life, more premarital counseling being conducted, more available counseling from professional counselors, and legal implications, such as revised divorce law administration. It is also recommended that programs be developed which include family group sessions to deal with communication problems among family members. Of primary importance is assisting the parents to better understand child development and for the children to better understand their parents. The importance of a joint effort by all family members should be stressed.

RECOMMENDATION NO. 14: TRANSPORTATION

Across the District, from both staff and clients, it was recorded that the disadvantaged and handicapped, not to mention the aged, the young, the families unable to afford automobiles, and the rural retired are in real need of a functional, convenient public transportation system. Such a system must have vehicles equipped to assist children, aged or handicapped who may be in wheelchairs, persons returning from shopping trips with large packages, etc. Such a system must provide regular service to areas requiring or requesting it, so that private transportation vehicles would not be needed for the majority of handicapped or disadvantaged. Such a system might include a service responsive to called-in telephone requests.

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No single unit of government, or school system, is presently equipped to furnish such a system at this time to the citizens of the Moraine Park VTAE District. It is recommended that the resources, and potential resources at the state, county, and local levels of government, with officials from the areas' school systems and transportation companies (buses and taxis, etc.), along with law enforcement, fire protection and ambulance service representatives, should be called upon to provide initial stages of a transportation system for the District. Cooperative efforts at very high levels will be needed to solve this district-wide problem for the disadvantaged and handicapped.

RECOMMENDATION NO. 15: PUBLIC RELATIONS AND COMMUNITY PARTICIPATION

Improving cooperation from the communities in which agencies are located was a very important problem, as reported by participants in this study. Staffs ranked this problem 6th, and clients were aware of the need for improved public relations (they ranked the problem 16th).

It is recommended that the Moraine Park VTAE District develop courses or seminars for volunteer coordinators and professional public relations personnel in the District, including any public or private service agency as potential participants. The problems related in this study as well as any which might be generated in the course should comprise the agenda. Consultants might be called upon for faculty support. It is also recommended that volunteer programs be coordinated with active recruiting in the community to facilitate activating several agency programs presently stifled by inadequate number of staff. One role of the volunteers in such agencies as the mental health centers could be to serve as a public relations person with the community for their better understanding of the agencies' client population and agency function.

RECOMMENDATION NO. 16: BASIC NEEDS

High on the priority list was the category of problems in obtaining such elemental necessities as food, clothing, and housing. Fifty-seven percent of the Nominal Groups cited problems in this category.

The departments of social services and the MPTI Individualized Homemaker program located in the four major counties of the District plus the Expanded Food and Nutrition Program in Fond du Lac county, in addition to several others, all provide comprehensive homemaking services to the clients of the District. (See Agency Function for these three agencies in the RESULTS section.) It is suggested that the major problem involves the lack of information about the programs by the clients and in many cases a lack of motivation. Therefore, it is recommended that each agency take an active role in informing clients of existing courses and programs, that they work with them for motivational purposes, and that they assist the client in becoming a participant in both individual and group instruction.

It is also recommended that the Wisconsin State Legislature pass the bill pertaining to replacing the presently active Surplus Commodity Program with the Food Stamp Program on a state-wide basis.

RECOMMENDATION NO. 17: MEDICAL

It is recommended that the county medical societies be used as a vehicle to bring the messages of the poor and the handicapped who reported specific needs for medical service directly to the physicians. Bringing the persons with the problems in direct contact with the professional physicians in county-wide meetings or workshops would develop additional mutual understanding and sensitivity in the physicians for the problems of the poor or handicapped, and in the clients for the problems of delivering medical care.

It is also recommended that low-income persons who are not eligible for the Medical Assistance Identification Card through the County Department of Social Services receive medical care with payments on a graduated scale based on the ability to pay.

RECOMMENDATION NO. 18: CHILD CARE

Responses in the Child Care Centers category (Category No. 5) have focused on needs for day care centers in order that mothers, particularly single parents, may return to school, participate in training programs, and secure employment.

It is recommended that additional day care centers be established and fees be charged on a graduated scale according to ability to pay.

It is recommended that more child care centers consider accepting children under 2 years of age.

There were frequent responses in the Homemaking category pertaining to in-the-home child care. It is recommended that the State Department of Social Services reevaluate their Certified Child Care requirements.

RECOMMENDATION NO. 19: DRUGS

Several groups of clients requested drug information centers and drug abuse treatment centers. A number of staff responses also focused on these problems. It is recommended that the state and county mental health authorities stimulate education for a cadre of mental health workers to be trained in the Tellurian method being pioneered at the Winnebago Mental Health Institute-State Hospital.

With over 53% of the Nominal Groups identifying problems with Drugs, Alcoholism, or Emergency Services (Category No. 11), it is the responsibility of the Moraine Park VTAE District to bring the data from this study to the attention of medical, legal, and psychological authorities in the District. Quite possibly a larger segment of the general population of the District would identify similar needs.

It is also recommended that preventive measures be emphasized, particularly in the school systems. An extensive drug information program for all students in the District starting at the junior high school

level should be implemented. This program could include speakers from the medical profession and rehabilitated drug users, and descriptions and visual aids on drugs most commonly abused and the effects, both at the time used and the permanent effects. It is recommended that parents become involved in a program for their own education.

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SUMMARY

Summary 806
Bibliography 809

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SUMMARY

In August, 1972, funding was granted by the State Board of Vocational, Technical and Adult Education to the Moraine Park VTAE District to enable the District research staff to study the problems faced by disadvantaged and handicapped persons in the District. The District has for years been a leader in allocating resources and staff to programs directed at handicapped and disadvantaged persons. It has also been a partner with the Wisconsin Division of Corrections in a cooperative programming effort in Vocational Education for inmates, to enable them to earn diplomas and/or associate degrees through Moraine Park VTAE credit programs. Ten different grants have been received by the District for Moraine Park programs and services to the individuals in the District with academic, socioeconomic, cultural, or other handicaps which would prevent them from succeeding without special assistance in Vocational courses. Eight federally funded Vocational programs within the correctional institutions which involve Moraine Park VTAE District personnel were active during 1970-1973.

The Nominal Group Method was selected as the technique to be used to identify problems facing disadvantaged and handicapped persons in the District. Agencies serving the District were asked to organize groups of clients and staff members from their agencies, for Nominal Group Problem Identification sessions which lasted from 1 to 3 hours. During the Nominal Group sessions, each participant in a homogeneous group of peers was asked to write the problems which hampered the clients from meeting the needs of their families, or which impeded the staffs from serving their clients' needs. Members of the District research staff guided the ranking and summation, and later categorized the responses into 32 distinct problem areas. A reliability check was performed by having six Nominal Groups re-rank their problems according to priority. The results indicated that priority ranking has high stability. The problems reported by the Nominal Groups maintain their priority order across time.

Data in the form of verbatim responses were returned to agencies within one week of the last Nominal Group session. In this REPORT, responses were presented according to the ranking given by the Nominal Group of origin, and according to the category of problem in which they were classified.

Within each agency REPORT, a digest of the agency function, the staff responses, the client responses, and the overall picture of all agency responses was prepared. The reader may determine which problems had which priority ranking according to the staff or clients of each participating agency.

Within each category REPORT the locality within the District which indicated particular problems is identified in narrative form as well as a tabular presentation. Using this section of the REPORT, the reader may determine in which agency, in which county, and in which Nominal Groups (staff or client) particular problems occurred.

The major priority problems identified by the staff and clients who participated in this study were, in rank order, problems of agency policy, rules, regulations, administration and laws; requests for Vocational and Technical courses which would improve or add job skills and increase the marketability of the individual; problems of communications within agencies and between agencies; a lack of needed facilities,

equipment, supplies and instructional materials; improved opportunities for jobs and job placement. on-the-job training and work experience for supervised learning; marital and family problems; District-wide transportation problems for the handicapped and disadvantaged persons; poor image and poor public relations by public service agencies, resulting in few persons from the community volunteering to assist agencies; needs for better educated or additional staff; and needs for the necessities of life, such as food, clothing and decent shelter.

Problems which were mentioned in 90% or more of the Nominal Groups included the problems in the categories of agency policy, rules, regulations, administration and laws; Vocational and Technical course requests; and transportation problems. Other widely identified problems (though not so frequently mentioned in some cases) included the needs for better, less expensive medical, dental, and optical care; the needs for improved social and recreational activities for the disadvantaged and handicapped; the need for available child care centers to enable parents to work or continue their education; and requests for improved vocational employment, personal counseling and testing. All of the preceding problems were mentioned by at least 60% of the Nominal Groups interviewed, as was the category of improved wages, income and incentives.

The major recommendation in this study, based on the widespread data reflecting problems across the District, pertains to each agency which participated. The District research staff urged each agency to carry through the remaining four phases of the Nominal Group Method: Knowledge Exploration, Priority Development; Program Development, and Program Evaluation. Representatives from staff and client Nominal Groups should be involved as active participants during each phase, in order to bring the creativity and resources of untapped staff personnel, and additionally to bring the clients into the program planning and evaluation for each agency.

Other recommendations related to specific classes of problems identified in the Nominal Groups were made. These include the recommendation to rapidly review the requests for courses and programs from educational institutions in the District, including Moraine Park VTAE Institutes, and offer those most urgently needed.

Management seminars, human development and relations workshops, and communications conferences were recommended, since a very large percent of the problems were identified in these areas, and the Moraine Park VTAE District Board and staff are considering offering programs to meet these needs.

School systems in the District were urged to implement the five Phase Nominal Group Method in order to better meet the needs of the handicapped and disadvantaged in their classrooms. The District offers full cooperation in developing related programs.

Several potential groups of clients were not included as participants of this study. These were the illiterate, the senior citizens, and those not disadvantaged or handicapped. The advantages of studying the unmet needs of these groups through the application of the Nominal Group Method is encouraged.

Correctional institutions within the District provide a large number of handicapped or disadvantaged students. Many specific recommendations for improved Vocational and Technical programs in penal institutions were made. Some have been implemented as this REPORT goes to press. The Moraine Park District is actively participating with the Wisconsin Division of Corrections and has provided a full-time administrator to study and implement Cooperative Programming between the Wisconsin VTAE system and the Wisconsin Division of Corrections. By the time this study goes to press the students at WCI-Fox Lake will be earning approved Vocational and/or Associate Degree credits which will transfer to any VTAE district in the state. Those WCI students who complete programs prior to release will be awarded Moraine Park diplomas and/or Associate Degrees.

Suggestions for improving the transportation systems available to the disadvantaged and handicapped in the district were made.

Other recommendations focused on improving the medical services available to disadvantaged and handicapped, improving job placement and counseling services, improving marital counseling and offering communications development programs throughout the District.

A number of Nominal Groups identified drug, alcohol or other emergency problems, and a recommendation to educate treatment center officials and agents in the methods of the Winnebago State Hospital Tellurian Community was made.

Improving the public image and community relations of the participating agencies was the focus of several recommendations. A conference to study the shortages of food, clothing and housing was urged.

Many of the programs continuing under sponsorship of the Moraine Park VTAE District were designed to meet specific needs of handicapped and disadvantaged persons. These programs should be evaluated and continued. Several have definite strengths which were visible in the data.

The Moraine Park VTAE District stands committed to assist the disadvantaged and handicapped citizens of the community in many of the problem areas identified in this study. It is hoped that by presenting to the District public service agencies the benefits of staff and client participation in Problem Identification, those agencies will continue their high level of participation and utilize additional phases of the Nominal Group Method to develop new and imaginative programs to meet the unmet needs of their disadvantaged and handicapped clients.

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BEST COPY AVAILABLE

APPENDIX

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APPENDIX A-1

*ABBREVIATIONS USED IN THIS STUDY

ABE	--	Adult Basic Education
ACT	--	American College Test
ADVOCAP	--	Advocacy for Community Action Program
AFDC	--	Aid to Families with Dependent Children
AFDC-U	--	Aid to Families with Dependent Children - Unemployed Fathers
CESA	--	Cooperative Educational Services Agency
COTA	--	Certified Occupational Therapy Assistant
DSS	--	Department of Social Services
DVR	--	Division of Vocational Rehabilitation
EFNEP	--	Expanded Food and Nutrition Educational Program
FHA	--	Federal Housing Administration
FISH	--	Community Volunteer Service
GATB	--	General Aptitude Test Battery
GED	--	General Equivalency Diploma
HED	--	High School Equivalency Diploma
IHM	--	Individualized Homemakers Program
LIFE	--	Let's Improve Family Environment
LPN	--	Licensed Practical Nurse
MATC	--	Milwaukee Area Technical College
MDTA	--	Manpower Development and Training Act
MHC	--	Mental Health Center
MOCD	--	Multi-Occupational Career Development
MPTI	--	Moraine Park Technical Institute
NATB	--	National Aptitude Test Battery
OJT	--	On-the-job Training
OT	--	Occupational Therapy or Occupational Therapist
PT	--	Physical Therapy or Physical Therapist
RN	--	Registered Nurse
WCI	--	Wisconsin Correctional Institution - Fox Lake
WHW	--	Wisconsin Home for Women - Taycheedah
WIN	--	Work Incentive Program
WPA	--	Works Progress Administration
WSES	--	Wisconsin State Employment Service
WSP	--	Wisconsin State Prison - Waupun
WSR	--	Wisconsin State Reformatory

*Many terms have been abbreviated. This list will identify all abbreviations used.

APPENDIX B-1

ADDRESSES OF PARTICIPATING AGENCIES - DODGE COUNTY

Mrs. Virginia Derber, Chairman
Adult Basic Education
Moraine Park Technical Institute
- Beaver Dam Campus
700 Gould Street
Beaver Dam, Wisconsin 53916

Mr. William Schlecht, Supervisor
Bureau of Probation and Parole
Division of Corrections
P. O. Box 4405
818 West Badger Road
Madison, Wisconsin 53711

Mr. Theodore Bennett, Director
Department of Social Services
127 East Oak Street
Juneau, Wisconsin 53039

Mr. Theodore Bennett, Director
Department of Social Services
- Homemaker Services
127 East Oak Street
Juneau, Wisconsin 53039

Mr. Rodney Van Deventer, Supervisor
Division of Vocational Rehabilitation
310 Price Place
Madison, Wisconsin 53705

Mrs. Kathleen Soles, Supervisor
Individualized Homemakers
Moraine Park Technical Institute
- District Office
235 North National Avenue
Fond du Lac, Wisconsin 54935

Mrs. Ruby Lloyd, Supervisor
Manpower Development and Training Act
Moraine Park Technical Institute
- Fond du Lac Campus
805 East Johnson Street
Fond du Lac, Wisconsin 54935

Dr. James Blevins, Director
Mental Health Center
In-Patient Service
Home Road
Juneau, Wisconsin 53039

Dr. James Blevins, Director
Mental Health Center
Out-Patient Service
Home Road
Juneau, Wisconsin 53039

Mr. Arthur Caudill, Executive Director
Sheltered Workshops, Inc.
1000 Green Valley Road
Beaver Dam, Wisconsin 53916

Mr. John Plank, Principal
Wisconsin Correctional Institution
RFD #1
Fox Lake, Wisconsin 53933

Mr. John Milovanchevic, Manager
Wisconsin State Employment Service
138 Front Street
Beaver Dam, Wisconsin 53916

Mr. Arnold Jensen, Principal
Wisconsin State Prison
South Madison Street
Waupun, Wisconsin 53963

Mr. Lew Daniels, Project Director
Work Incentive Program
111 North Third Street
Watertown, Wisconsin 53094

APPENDIX B-2

ADDRESSES OF PARTICIPATING AGENCIES - FOND DU LAC COUNTY

Mrs. Virginia Derber, Chairman
Adult Basic Education
Moraine Park Technical Institute
- Fond du Lac Campus
805 East Johnson Street
Fond du Lac, Wisconsin 54935

Mrs. Rosalie Tryon, Executive Director
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Mr. G. L. Rahn, Supervisor
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Division of Corrections
P. O. Box 1069
485 South Military Road
Fond du Lac, Wisconsin 54935

Mr. Marvin Diedrich, Director
Department of Social Services
63 Western Avenue
Fond du Lac, Wisconsin 54935

Mr. Marvin Diedrich, Director
Department of Social Services
- Homemaker Services
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Fond du Lac, Wisconsin 54935

Mr. Paul Monzel, Supervisor
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Ms. Mary Heisler, Home Economics Agent
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University Extension
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Fond du Lac, Wisconsin 54935

Mrs. Kathleen Soles, Supervisor
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Fond du Lac, Wisconsin 54935

Mrs. Ruby Lloyd, Supervisor
Manpower Development and Training Act
Moraine Park Technical Institute
- Fond du Lac Campus
805 East Johnson Street
Fond du Lac, Wisconsin 54935

Mr. Randolph Kreul, Director
Mental Health Center
459 East First Street
Fond du Lac, Wisconsin 54935

Mrs. Kathleen Soles, Supervisor
Multi-Occupational Career Development
Moraine Park Technical Institute
- District Office
235 North National Avenue
Fond du Lac, Wisconsin 54935

Mr. Sam Satterfield, Principal
Wisconsin Home for Women
Taycheedah
Wisconsin 53090

Mr. James Blakeslee, Project Director
Work Incentive Program
785 South Main Street
Fond du Lac, Wisconsin 54935

Mr. Robert Brummond, Director
Workshops, Inc.
212 Forest Avenue
Fond du Lac, Wisconsin 54935

APPENDIX B-3

ADDRESSES OF PARTICIPATING AGENCIES - GREEN LAKE COUNTY

Mrs. Virginia Derber, Chairman
Adult Basic Education
Moraine Park Technical Institute
-Beaver Dam Campus
700 Gould Street
Beaver Dam, Wisconsin 53916

Mr. G. L. Rahn, Supervisor
Bureau of Probation and Parole
Division of Corrections
P. O. Box 1069
485 South Military Road
Fond du Lac, Wisconsin 54935

Mr. David Roth, Director
Department of Social Services
County Court House
Green Lake, Wisconsin 54941

Mr. David Roth, Director
Department of Social Services
-Homemaker Services
County Court House
Green Lake, Wisconsin 54941

Mr. Paul Monzel, Supervisor
Division of Vocational Rehabilitation
485 South Military Road
Fond du Lac, Wisconsin 54935

Mrs. Kathleen Soles, Supervisor
Individualized Homemakers
Moraine Park Technical Institute
-District Office
235 North National Avenue
Fond du Lac, Wisconsin 54935

Mrs. Ruby Lloyd, Supervisor
Manpower Development and Training Act
Moraine Park Technical Institute
-Fond du Lac Campus
805 East Johnson Street
Fond du Lac, Wisconsin 54935

Mr. James Blakeslee, Project Director
Work Incentive Program
785 South Main Street
Fond du Lac, Wisconsin 54935

ADDRESSES OF PARTICIPATING AGENCIES - WASHINGTON COUNTY

Mrs. Virginia Derber, Chairman
Adult Basic Education
Moraine Park Technical Institute
-Beaver Dam Campus
700 Gould Street
Beaver Dam, Wisconsin 53916

Mr. Daniel Kelley, Supervisor
Bureau of Probation and Parole
Division of Corrections
Court House
Room G. 90
Waukesha, Wisconsin 53186

Mr. Donald Ryd, Director
Department of Social Services
320 South 5th Avenue
West Bend, Wisconsin 53095

Mr. Donald Ryd, Director
Department of Social Services
-Homemaker Services
320 South 5th Avenue
West Bend, Wisconsin 53095

(Washington County continued)

Mr. Kenneth Krummow, District Supervisor
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Waukesha, Wisconsin 53186

Mrs. Kathleen Soles, Supervisor
Individualized Homemakers
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Fond du Lac, Wisconsin 54935

Mrs. Ruby Lloyd, Supervisor
Manpower Development and Training Act
Moraine Park Technical Institute
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Fond du Lac, Wisconsin 54935

Mr. Arnold Korth, Superintendent
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West Bend, Wisconsin 53095

Mr. Horst Wagner, Director
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West Bend, Wisconsin 53095

Mr. Robert Germain, Supervisor
Wisconsin State Employment Service
819 North 6th Street
Milwaukee, Wisconsin 53203

Mr. Jerry Dugan
Department of Industry, Labor and Human Relations
Work Incentive Program
137 Wisconsin Avenue
Waukesha, Wisconsin 53186

The letter disseminated to all public service agencies and institutions identified as potential participants in the study. The objective was to introduce the project and the research team prior to the team's initial contact with the agencies.

APPENDIX C-1

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922 8611

TO: All Social Agencies in Moraine Park V.T.A.E. District

The Moraine Park Vocational, Technical and Adult Education District is in the process of conducting a comprehensive survey of all agencies which provide vocational educational services to the disadvantaged and handicapped in the District. The objective of the survey is to identify and define existing services and identify possible gaps in the vocational educational services provided to the disadvantaged and handicapped.

The Moraine Park Vocational, Technical and Adult Education District, has, in the past, placed a substantial amount of resources in programs for the disadvantaged and handicapped and it is important that we evaluate our programs in terms of priorities, expenditures and the elimination of duplication with other agencies.

Moraine Park District has assigned its research analyst, Ron Hall, to conduct the survey and write the final report. Mr. Hall is assisted in this project by Miss Pat Callahan, who has joined the research and planning staff of the District for the duration of this project.

We would appreciate it if your agency would cooperate with Mr. Hall and Miss Callahan by providing them with the information necessary for the successful completion of the project. All information provided by your agency will be held in the strictest confidence and will be disseminated on a need to-know basis.

One of the research methods employed by this survey will be the "Nominal Group Method", which will necessitate involving certain members of your professional staff as well as a number of your clients. This method will be used primarily for identifying gaps in services and also identifying problems encountered in utilizing existing services. Mr. Hall and/or Miss Callahan will fu ther explain this method when they contact you personally.

We feel that the results of this survey will be beneficial to all agencies engaged in services to the disadvantaged and handicapped. We will be happy to supply you with a copy of the final report when it is completed.

Sincerely,

Robert P. Sorensen, Director

A. E. Weiner, Administrator
Research and Planning

Eugene Bogard, Administrator
Field Services

The outline distributed to all participating agencies at the initial contact meeting to assist them in their organization of staff and client Nominal sessions.

ERIC

APPENDIX D-1

DISADVANTAGED AND HANDICAPPED SURVEY

This project is conducted by Mr. Ron Hall of the Moraine Park Vocational, Technical and Adult Education District office. Its primary objective is insight into the problems of disadvantaged and handicapped persons which hinder them from participating in vocational education or training. We are interested in the services and programs of all private and public agencies, not only those pertaining to the Moraine Park Technical Institutes. In order for us to utilize our funding most effectively, we must know what services are available and where clients and staff identify the gaps. We are also interested in the areas in which we are duplicating the services of other agencies. Emphasized is that no one better recognizes or is affected by gaps in service more than the consumer or client groups.

Through researching various modes of information-gathering, we have concluded that the Nominal Group Process has been very successful; and we have chosen this method for our survey. There are five phases to the Nominal Group Process; but for the purpose of our research, we will limit ourselves to Phase I for both the client group and the agency staff groups. In this, we limit the project to a focus on problems, not solutions.

An Outline of Phase I

I. Selection of Client Group. (This is to be your role.)

II. Meeting with Clients
   A. Introduction
   B. Directions for Small-Group Participation
      1. Assign clients to groups of 4-7
      2. Instruct them in nominal group format
         a. Read question.
         b. Clients list their responses on paper with no discussion among them.
         c. They verbalize their listed items one at a time with a chance to clarify or defend. The clients do this until everyone has finished their list. All items are listed on a flip chart by the group leader and discussion is open, but no one is allowed to dominate.
         d. Items on the flip chart are ranked. Each client lists their first through sixth priority problem. Priorities are established and results are open for discussion.

The process is expected to take from two to two and one-half hours. Two advantages of utilizing this process are: 1) it eliminates a minority of out-spoken persons dominating; 2) each person can take advantage of the ideas of participating members in their group.

APPENDIX D-2

It is important to stress that confidentiality will be maintained. We are not interested in names and the ranking will be done by secret ballot. Also, when the participants are stating their listed items, (part B, section C), it has already been explained that they are to list problems they and their families encounter, as well as the problems confronting other persons they know. In this way, we and participating clients do not identify the problems orally given as necessarily those of the respondent.

We ask that the selection of participating clients be done randomly. A method commonly used is taking every third name on the alphabetical listing of your clients. The method you use is your choice, but please make the method you used available to us. Out guideline is that the group must be literate as well as be able to follow verbal instructions and respond verbally. We hope to meet with illiterate residents of our District at a later date.

Once it has been determined who will take part in the survey, we ask that you make the following information available to us on the date we meet with you for a Nominal Group Session.

1. Name tags with the first name and first initial of their last name for each client. (If you do not have name tags on hand, please contact me and I will make them available to you.)

2. A list with the same information as above - first name and first initial of last name.

3. A general statement identifying how each Nominal Group was established.

IF THERE ARE MORE THAN SEVEN CLIENTS PARTICIPATING:

1. There should be no more than seven persons in a group and no less than four. Five is ideal.

2. They are to be broken up homogeneously; i.e.; by age, sex, extent of need, etc. This is to be done on your own discretion, but please give us your criteria in the general background.

3. The name tags should have the number of which nominal group you have placed them, as well as their name.

Sample of a letter or a form distributed to the clients in the recruiting process by the agency staff organizing the client group(s). A different letter or form was developed for each agency. A tear-off portion was always provided for clients to return to the agency if they elected to participate. This method of recruiting client participants guarded anonymity.

ERIC

APPENDIX E-1

Dear Client:

The Moraine Park Vocational, Technical and Adult Education District is conducting a very important, federally funded research study with the professional staffs and clients of all the public social services agencies in the District. They are attempting to determine where there are gaps in services to the residents of the District, what improvements should be made to existing services and what additional services should be provided.

The (Name of Agency) — staff has already participated in this study, and the Moraine Park District now invites you, as a client of (Name of Agency), to take part. I feel you could contribute considerable worthwhile information to the study. If you have a need for specific training, are having difficulty in finding satisfactory employment, or just plain find it difficult to meet the everyday needs of your family or yourself, I recommend that you devote one afternoon of your time and participate in this research study.

You will remain completely anonymous as no names are used or even provided to the research team. I am sure you will find the afternoon session very interesting because the research team uses a new and unique method in identifying problems and needed services. You will have an opportunity to speak out and also to vote by secret ballot on the priority needs for services to the District. If you desire to participate with other (Name of Agency) clients in this session, please complete the attached sheet and return it to me in the enclosed envelope. I will then inform the Moraine Park research team how many (Name of Agency) clients will attend the session. It promises to be an interesting afternoon and one that should be beneficial to all the residents of the District.

Sincerely

(Staff Member of Agency)

Please complete this form and return in the enclosed envelope by Wednesday, January 31, 1973.

I will attend the research meeting with other (Name of Agency) clients to help identify needed services to the residents of the Moraine Park District.

Date: Tuesday, February 13, 1973
Time: 1:00 p.m. to approximately 3:00 p.m.
Place: Moraine Park Technical Institute, Fond du Lac Campus,
805 East Johnson Street.
Room No. 607

Note: If you are presently a student at the MPTI, Fond du Lac Campus, you will be excused from afternoon classes if you wish to participate.

Your name, address and telephone number are needed in order to notify you if any change in date or time occurs and also to send you a reminder prior to the session. The research team will not be provided this information.

NAME _____ Telephone No. _____

ADDRESS _____

_____ .

APPENDIX E-2

WILL YOU HELP US HELP YOU!

The Moraine Park Vocational, Technical and Adult Education District is conducting a study to find out what additional services or programs we should be providing for the residents of Fond du Lac, Dodge, Washington and Green Lake Counties.

- ARE there vocational training programs that you would like provided to you?
- ARE there reasons such as cost, transportation, child care services, etc., which have made it difficult for you to take advantage of training programs?
- HAVE you been having difficulty in finding or keeping a satisfactory job?
- ARE you having problems which have made it difficult or impossible for you to meet the needs of your family and yourself?

The Moraine Park V.T.A.E. District needs your help in answering these questions. If you would like to Help Us, please devote a couple hours of your time to meet with us. This session will probably be different from any meeting in which you have ever taken part. Everybody present will have the opportunity to say what they have on their mind and the group will vote on the most important items by secret ballot.

Nobody participating in the session will be identified by name. You will remain completely anonymous.

This is an opportunity for those of you who wish to improve your life and standard of living. The Moraine Park V.T.A.E. District wants to help. We think we can if you will HELP US HELP YOU!

The session will be held at:

DATE _____

TIME _____

PLACE _____

_____

The standard staff background information card developed for all participating staff. Background information was attained for a comparison of the composite background of the groups and their responses.

The standard client background information card developed for all participating clients with the exception of the correctional institutions.

ERIC

APPENDIX F-1

STAFF BACKGROUND INFORMATION CARD

Name of Agency: _____

County: _____

What is your Present Job Title: _____

Length of time in present position: _____

Total length of time employed in this agency _____

Age: _____ Circle One: Male Female

If you hold a college or university degree(s), please specify:

Degree	Major Emphasis

NOMINAL GROUP NO. _____

CLIENT BACKGROUND INFORMATION CARD

Are you now or ever have been a client of:
(Check all that applies in appropriate columns)

Am Now		Was Previously
_____	..... Dept. of Social Services	_____
_____	.....Div. of Vocational Rehabilitation.....	_____
_____	.....Work Incentive Program (WIN)	_____
_____	.....Wis. State Employment Service	_____
_____	....Mental Health Center	_____
_____	.....Workshops	_____
_____	.....ADVOCAP.....	_____
_____	Others, Specify: _____	_____

Age _____ Circle One: Male Female

NOMINAL GROUP NO. _____

This Background Data Card was developed for inmates at the three correctional institutions. This information was requested for assistance in developing cooperative programs between the institutions and the Moraine Park VTAE District. The inmates did not complete the standard background information card.

ERIC

APPENDIX F-2

PLEASE DO NOT PUT YOUR NAME ON THIS FORM

INMATE BACKGROUND DATA CARD

CIRCLE ONE: Single Married Divorced Separated

AGE: _____ IF YOU HAVE CHILDREN, HOW MANY? _____

DO YOU HAVE A HIGH SCHOOL DIPLOMA OR ITS EQUIVALENCY? YES_____ NO_____

IF YOU HAVE LESS THAN A HIGH SCHOOL DIPLOMA, PLEASE CIRCLE THE LAST GRADE IN SCHOOL THAT YOU COMPLETED:

0 1 2 3 4 5 6 7 8 9 10 11

IF YOU HAVE HAD ANY FORMAL EDUCATION BEYOND HIGH SCHOOL PLEASE INDICATE:

HOW MUCH (YEARS OR CREDITS) _____

WHERE (WHAT SCHOOL(S) _____

MAJOR _____

INDICATE ANY DEGREES EARNED _____

WHAT WAS YOUR LAST PREVIOUS OCCUPATION? _____

_____

IF YOU ARE A MEMBER OF ONE OF THE FOLLOWING MINORITY GROUPS, CIRCLE THE APPROPRIATE ONE:

Black Oriental Indian Spanish origin

WHAT IS THE TOTAL LENGTH OF TIME YOU HAVE SERVED IN CORRECTIONAL INSTITUTIONS?

Years _____ Months_____

WHAT IS THE APPROXIMATE DATE YOU EXPECT TO BE RELEASED?

_____ _____
Month Year

WHERE DO YOU INTEND TO LIVE AFTER YOUR RELEASE?

City _____ State _____

DO YOU DESIRE TO PURSUE ANY FURTHER EDUCATION OR TRAINING AFTER YOUR RELEASE?

Circle One: Yes No

IF ABOVE QUESTIONS IS "YES", WHAT KIND OF EDUCATION OR TRAINING DO YOU DESIRE TO PURSUE?

_____

_____

This Background Data Card was devised for MDTA clients to obtain additional information because of their student status and involvement with the Moraine Park Technical Institute program. Students also completed the standard background information card found in Appendix F-1.

APPENDIX F-3

MDTA BACKGROUND DATA CARD

1. WHAT PROGRAM ARE YOU ENROLLED IN? _____

_____

2. HAVE YOU EVER BEEN A STUDENT IN A PREVIOUS MDTA PROGRAM?

   Circle one: YES NO

3. IF THE ANSWER TO QUESTION 2 WAS "YES", WHAT PROGRAM AND WHERE? _____

_____

_____

4. ARE YOU HOLDING A JOB WHILE ATTENDING SCHOOL?

   Circle one: YES NO

5. IF THE ANSWER TO QUESTION 4 WAS "YES", HOW MANY HOURS PER WEEK DO YOU WORK?

_____

6. IF YOU WERE NOT RECEIVING MDTA FUNDS TO ATTEND SCHOOL, WOULD YOU STILL BE ENROLLED IN A PROGRAM IN SOME EDUCATIONAL INSTITUTION?

   Circle one: YES NO

7. IF THE ANSWER TO QUESTION 6 WAS "YES", WHAT PROGRAM AND WHERE?

_____

_____

8. ARE YOU IN YOUR FIRST CHOICE OF A TRAINING PROGRAM UNDER MDTA?

   Circle one: YES NO

9. IF THE ANSWER TO QUESTION 8 WAS "NO", WHICH PROGRAM WOULD YOU HAVE PREFERRED?

_____

_____

The question and work sheet used by all agency staff participants for listing problem dimensions in Step 1 of the Nominal Method.

ERIC

APPENDIX G-1

STAFF QUESTION: Please list all the problems you can think of which you encounter in serving your clients' needs.

NOTE: We are interested in your responding with all types of problems you encounter, to include inter- and intra-agency problems, and those you encounter in dealing with your clients. However, please be sure to include any services the Moraine Park Technical Institute can provide, enabling you to better serve your clients' needs. Also, please identify all problems which relate to your clients' need, desire, lack of desire, or indifference toward vocational education or vocational training.

NOTE: Make each response brief (a few words or less if possible) but stating as much as necessary to make your point clear.

he back of the page if more space is needed.

The question and work sheet used by all client participants, with the exception of the correctional institutions, for the listing of problem dimensions in Step 1 of the Nominal Method.

ERIC

APPENDIX G-2

CLIENT QUESTION: Please list all the problems you can think of which make it difficult for you to meet the needs of your family and yourself. We are interested in your identifying all problem areas that can be solved or helped to be solved by money or people. Please list all the problems you are aware exist, even if you have not personally encountered them.

NOTE: We are interested in all services you would like provided, but please be sure to include in your responses any types of programs or services the Moraine Park Technical Institute could provide which would help you obtain vocational education or vocational training.

NOTE: Make each response brief (a few words or less if possible) but stating as much as necessary to make your point clear.

ERIC

ck of the page if more space is needed.

The client question devised for the three correctional institutions for problem dimensions in Step 1 of the Nominal Method. A separate question was developed because of the research team's desire to identify problems the inmates encounter both during their incarceration and problems they anticipate upon release.

ERIC

APPENDIX G-3

INMATE QUESTION: What problems have you had in the rehabilitation process within correctional institutions and what problems do you anticipate when you return to your community?

NOTE: Please pay particular attention to identifying all problems you have had in functioning in your community or in correctional institutions which relate to education or vocational training.

NOTE: Make each response brief (a few words or less if possible) but stating as much as necessary to make your point clear.

ERIC

A sample of the letter sent to all agency administrators requesting information on the agency's mission, a description of services, and the number of persons served. Also, a request was made for an evaluation of the Nominal Group Method and how they applied the results of the study in their agency.

ERIC

APPENDIX H-1

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922 8611

Dear Mr. _____:

Recently you and members of your staff cooperated with the research team of the Moraine Park VTAE District by assisting us in the organization of Nominal Group sessions with your staff and clients. We returned to you within a week of the meetings the verbatim results of the Nominal Group sessions.

Nowhere that we know of has such a comprehensive study been made to determine the needs of the disadvantaged and handicapped persons of a contiguous area as large as our 4-county District. Your assistance in making this study possible is very much appreciated.

As you are aware, the original intent of this study was the determination of services available to the disadvantaged and handicapped residents of our District by all public and private sectors and how many persons are served by each of these sectors. This has since become a secondary goal of the study, due to a meeting held on August 17, 1972, with representatives of various public service agencies. The persons in attendance at this meeting strongly encouraged that we concentrate on the identification of gaps in services, problems in providing services, and the duplication and overlapping of services offered by various agencies. The collection of this data is expected to be completed by the first part of April, 1973. The entire study will be printed by July, and you will receive your copy shortly thereafter.

We are now concentrating on the initial intent of this project---determining the services offered the disadvantaged and handicapped, as well as the numbers served. This information will be invaluable for the analysis of our raw data leading to recommendations and conclusions, as well as to serve as a resource directory of major public service agencies in our District.

We need an account of the _____ County and Agency _____ in the following manner:

PLEASE NOTE THAT THE INFORMATION YOU SUPPLY US WILL BE REPRODUCED WITHOUT EDITING BY OUR STAFF.

a) A mission statement for the _____ Agency Title _____, including the philosophy of the agency.

b) A list and description of all specific services which you provide to your clients, including the client eligibility requirements of each specific service.

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Moraine Park Vocational, Technical and Adult Educatio... strict
Robert P. Sorensen, Director

c) The total number of clients served during the fiscal year 1971-72 by Agency Title.

d) A numerical breakdown of the clients the Agency Title served during the fiscal year 1971-1972 by each service listed in (b) above.

If any of the above requested information cannot be made available to us due to the information not being readily accessible, please indicate this to us.

The research team would very much appreciate it if you could supply us with the information by (10 days after mailing).

The research team feels it is important to give the director of each participating agency an opportunity to react to the Nominal Group session used in the Moraine Park VTAE District Disadvantaged and Handicapped Project. We have at this point received letters from various agencies relating their feelings on the value of the method and the significance of the results. It is our intention to publish this correspondence in a section of the report entitled "Agency Administrators' Evaluation of the Nominal Group Method and Results." Your evaluation of the method and results will be a most valuable addition to the comprehensive report. All participants have devoted considerable time and effort to produce a study which will identify gaps in services and many problem areas which can be utilized by all agencies within the District.

As of March 8, 1973, I have been involved full time in the reorganization of the Vocational-Technical Education Program at the Wisconsin Correctional Institution at Fox Lake, Wisconsin.

Dr. Bruce Black, Associate Professor of Psychology at the University of Wisconsin-Oshkosh, has been retained by the Moraine Park VTAE District to assist in the analysis of the results and in writing the narrative and statistical portion of the project.

If you have any questions, please call Patricia Callahan at 922-8611.

Thank you for your very valuable assistance.

Sincerely,

Ron Hall
Research Analyst

RH:wk

TIME EXPENDED BY STAFF AND CLIENTS ORGANIZING AND PARTICIPATING IN NOMINAL GROUP SESSIONS

The research team has made every effort to supply the reader with an unbiased description and evaluation of the Nominal Group Method utilized in this study. The team did not fully comprehend the vast amount of time involved prior to selecting this Method for as comprehensive a study as was undertaken. The data which the Method produced, in the opinion of the team, is immense. However, the team feels a responsibility to inform the reader of the time involved by participants in the study, as well as the staff necessary to produce the results in a form which is easily interpreted and of benefit to all agencies involved.

This Table indicates the date of each session(s) with all participating agencies' staff and clients. The county is given and followed by the time agency staff and/or clients were involved in meetings with the research team for organization of the sessions involving each agency. This information is followed by the number of groups and the total number of participants in each session. The length of time for each session is listed and is followed by the total number of manhours that staff or clients of an agency spent in the Nominal Group.

The first total for each agency section is a culmination of the staff or clients' preparation time and the total manhours in the Nominal session.

The second staff or client total is the sum of all counties with the agency located in its boundaries.

The last total for each agency section is the cumulative time for staff and clients' participation, including preparation time and hours of participation in the Nominal Group sessions.

Table indicates when the client groups were active in organizing the client sessions. This occurred in only a very few cases and these were the only instances in which the team had any contact with the clients prior to the session.

Preparation time is only that amount of time the agency staff met with a research team member for the organization of a session. An estimate of the hours devoted to making arrangements for staff participation, the recruiting of client volunteers, and the organization of those sessions was not attempted. However, the team is aware that in most cases a significant amount of time was devoted to this task. Contact time with agency staff usually involved more than one staff member.

The Nominal Group Session time listed on this Table indicates the length of time of the session. No time allotment has been estimated for travel.

APPENDIX J-1

TIME EXPENDED BY STAFF AND CLIENTS ORGANIZING AND PARTICIPATING IN NOMINAL GROUP SESSIONS

		Preparation	Nominal Group Sessions					
Date of Session	County	Total Contact Hours With Research Team	No. of Groups	Total Participants	Length of Session (Hours)	Total Manhours in Session	Staff and Client Manhours for Agency Participation in Study	
STAFF - ABE								**Total**
2/2/73	D,F,G,W	6	2	11	3	33	39 Hours	39
CLIENT - ABE								
2/27/73	D		1	4	1½	6	6 Hours	
2/26/73	F, G.L.		2	8	2	16	16 Hours	
2/19/73	W		2	10	2	20	20 Hours	42
						ABE STAFF AND CLIENT TOTAL HOURS		81
STAFF - ADVOCAP								**Total**
1/30/73	F	8	2	10	2½	25	33 Hours	33
CLIENT - ADVOCAP								
4/5/73	F		2	8	1¾	14	14 Hours	14
						ADVOCAP STAFF AND CLIENT TOTAL HOURS		47

Time Expended Table Continued

		Preparation	Nominal Group Sessions					
Date of Session	County	Total Contact Hours With Research Team	No. of Groups	Total Participants	Length of Session (Hours)	Total Manhours in Session	Staff and Client Manhours for Agency Participation in Study	
STAFF - DSS								**Total**
1/12/73	D	11	4	20	2½	50	61 Hours	
12/7/72	F	11	3	18	3	54	65 Hours	—
11/6/72	G.L.	3	1	4	2	8	11 Hours	
11/7/72	W	12	5	26	2¾	71½	83½ Hours	220½
CLIENT - DSS								
3/22/73	D		1	4	2	8	8 Hours	
4/4/73	F	13½	2	8	2	16	29½ Hours	
10/24/72	W	12½	3	14	2½	35	47½ Hours	85
						DSS STAFF AND CLIENT TOTAL HOURS		305½
STAFF - DSS-HM								**Total**
2/20/73	F, G, W	3½	1	4	2	8	11½ Hours	11½
						DSS - HM STAFF TOTAL HOURS		11½
STAFF - EFNEP								**Total**
1/19/73	F	7½	1	5	2	10	17½ Hours	17½
						EFNEP STAFF TOTAL HOURS		17½

APPENDIX J-3

Time Expended Table Continued

Date of Session	County	Preparation: Total Contact Hours With Research Team	Nominal Group Sessions: No. of Groups	Total Participants	Length of Session (Hours)	Total Manhours in Session	Staff and Client Manhours for Agency Participation in Study	
STAFF - IHM								**Total**
10/26/72	D,F,G,W	8	2	10	2	20	28 Hours	28
CLIENT - IHM								
10/19/72	D		3	16	2½	40	40 Hours	
11/27/72	F		1	6	2½	15	15 Hours	
10/31/72	G.L.		2	8	2¼	18	18 Hours	
10/11/72	W		2 2	11 8	1½ 2	16½ 16	32½ Hours	105½
						IHM STAFF AND CLIENT TOTAL HOURS		133½
STAFF - PROBATION AND PAROLE								**Total**
1/25/73	D	16½	2	10	2½	25	41½ Hours	41½
CLIENT - PROBATION AND PAROLE								
3/21/73	D		2	8	2	16	16 Hours	
3/12/73	F		2	16	2	32	32 Hours	
3/26/73	G.L.		2	9	2	18	18 Hours	
3/15/73	W		1	6	2	12	12 Hours	78
						P & P STAFF AND CLIENT TOTAL HOURS		119½

Time Expended Table Continued

		Preparation	Nominal Group Sessions					
Date of Session	County	Total Contact Hours With Research Team	No. of Groups	Total Participants	Length of Session (Hours)	Total Manhours in Session	Staff and Client Manhours for Agency Participation in Study	
STAFF - CORRECTIONAL INSTITUTIONS								**Total**
12/5/72	WCI-Fox Lake D	7½	4	24	2¼	66	73½ Hours	
1/15/73	WSP-Waupun D	5½	2	10	3	30	35½ Hours	
1/8/73	WHW Taycheedah F	16	2	11	3	33	49 Hours	158
CLIENT - CORRECTIONAL INSTITUTIONS								
12/5/72	WCI-Fox Lake D		4	22	3	66	66 Hours	
11/14/72	WSP-Waupun D		5	29	2¾	79¾	79¾ Hours	
1/8/73 & 1/9/73	WHW Taycheedah F		4 4	21 23	3 3	63 69	132 Hours	277¾
						CORR. INST. STAFF AND CLIENT TOTAL HOURS		435¾
STAFF - DVR*								**Total**
10/9/72	D,F,G,W	7½	1	8	1¾	15	21½ Hours	21½
CLIENT - DVR								
2/12/73	F, G.L.	7½	2	9	2	18	25½ Hours	
4/4/73	W		1	4	3	12	12 Hours	37½
						DVR STAFF AND CLIENT TOTAL HOURS		59

Time Expended Table Continued

		Preparation	Nominal Group Sessions					
Date of Session	County	Total Contact Hours With Research Team	No. of Groups	Total Participants	Length of Session (Hours)	Total Manhours in Session	Staff and Client Manhours for Agency Participation in Study	
STAFF - WSES								**Total**
11/13/72	D	2½	1	4	2¼	9	11½ Hours	
11/29/72	W	3	1	4	2	8	11 Hours	22½
CLIENT - WSES								
3/6/73	D		1	5	1½	7½	7½ Hours	
11/29/72	W		1	6	2½	15	15 Hours	22½
						WSES STAFF AND CLIENT TOTAL HOURS		45
STAFF - MDTA**								**Total**
2/9/73	D,F,G,W	2	3	12	2½	30	32 Hours	32
CLIENT - MDTA**								
2/21/73 & 2/28/73	D,F,G,W		4 4	27 21	2 2½	54 52½	106½ Hours	106½
						MDTA STAFF AND CLIENT TOTAL HOURS		138½

Time Expended Table Continued

		Preparation	Nominal Group Sessions					
Date of Session	County	Total Contact Hours With Research Team	No. of Groups	Total Participants	Length of Session (Hours)	Total Manhours in Session	Staff and Client Manhours for Agency Participation in Study	
STAFF - MOCD								**Total**
12/1/72	F	12	1	6	2¼	16½	28½ Hours	28½
CLIENT - MOCD								
2/6/73	F		4	24	1¾	42	42 Hours	42
						MOCD STAFF AND CLIENT TOTAL HOURS		60½
STAFF - WIN								**Total**
1/29/73	D,F,W	8	1	7	2	14	22 Hours	22
CLIENT - WIN								
11/16/72	D		1	8	2	16	16 Hours	
2/15/73	F, G.L.	3½	1	6	1¾	10½	14 Hours	
3/27/73	W		1	4	2	8	8 Hours	38
						WIN STAFF AND CLIENT TOTAL HOURS		60

Time Expended Table Continued

Date of Session	County	Preparation: Total Contact Hours With Research Team	Nominal Group Sessions: No. of Groups	Total Participants	Length of Session (Hours)	Total Manhours in Session	Staff and Client Manhours for Agency Participation in Study	Total
STAFF - MHC								
12/13/72 & 1/11/73	MHC* D	4	4 2	18 9	2 2½	36 22½	62½ Hours	
11/21/72 & 4/12/73	MHC F	10	2 3	10 18	2½ 2	25 36	71 Hours	
1/23/73	Samaritan W	5	4 4	24 21	2 2½	48 52½	105½ Hours	239
CLIENT - MHC								
12/14/72	MHC D		2	14	2	28	28 Hours	
11/21/72	MHC F		1	5	2	10	10 Hours	
2/8/73	Samaritan W		2	10	1½	15	15 Hours	53
						MHC STAFF AND CLIENT TOTAL HOURS		292
STAFF - WORKSHOPS								
11/9/72	D	7	2	10	2½	25	32 Hours	
10/20/72	F	5	2	8	2	16	21 Hours	
10/27/72 & 12/8/72	W	7	2 2 1	9 10 4	2½ 2¼ 2	22½ 22½ 8	60 Hours	113
CLIENT - WORKSHOPS								
11/10/72	D		2	10	1½	15	15 Hours	
10/19/72	F		3	16	1	16	16 Hours	
11/20/72	W		2 3	8 16	1¼ 1¼	10 20	30 Hours	61
						WORKSHOPS STAFF AND CLIENT TOTAL HOURS		174

Time Expended Table Continued

Date of Session	County	Preparation: Total Contact Hours With Research Team	Nominal Group Sessions: No. of Groups	Total Participants	Length of Session (Hours)	Total Manhours in Session	Staff and Client Manhours for Agency Participation in Study
SUBTOTAL STAFF		188½	67	345	71	839	1027½
SUBTOTAL CLIENT		37	82	432	75¾	925¾	962¾
TOTAL		225½	149	777	146¾	1764¾	1990¼

* The Dodge Co. DVR counselor participated in the MHC session, but credit for hours involved in the study are noted under Dodge Co. DVR.

** The MDTA program serves residents from all 4 counties of the District, and presently the program is located at the MPTI-Fond du Lac Campus.

APPENDIX K-1

RESEARCH STAFF TELEPHONE CALLS

This table was developed to show, in conjunction with the Time Expended by Staff and Clients Organizing and Participating in Nominal Group Sessions (Appendix J-1/J-8) and the Project Expenditure Report (Appendix L-1), the research staff time and expenses involved in a study this comprehensive.

All the telephone calls made by the research team in contacting agencies, organizing Nominal sessions, and following up on the participating agencies are listed.

	Dodge County	Fond du Lac County	Green Lake County	Washington County	Out of District
Long Distance Telephone Calls	110	2	36	106	45
Local Telephone Calls		204			
Total Calls	110	206	36	106	45

Total Local and Long Distance Telephone Calls
503

APPENDIX L-1

PROJECT EXPENDITURE REPORT

EQUIPMENT		Amount
(4)	Flip Charts	$ 67.00
	Chart Paper	60.00
	Peg Boards	18.00
MATERIALS AND SUPPLIES		
	Basic Office Supplies	85.00
	Printing (Final)	665.00
	Xerox Copies	200.00
	Offset Press	46.00
	Postage	113.00*
TELEPHONE		
	Long Distance	90.00
TRAVEL		
	7773 miles at $ .11 per mile	855.03
	Total	$2,199.03

RESEARCH STAFF TIME		Approximate Hours
(1)	Project Director-Research Analyst	1250**
(1)	Full-time Research Assistant	1800
(1)	Part-time Research Assistant	240
	Research Consultant (State and District)	75
(3)	Full-time Clerical	2400
(2)	Part-time Clerical	115
(2)	Volunteer Assistants	400
(2)	Duplicating Specialists	185
	Total Hours	6465

* Total does not include the cost to the agencies for client mailings.

** The Project Director devoted part-time to this project after March 8, 1973.

ACCESSION NUMBER: VT100715

PUBLICATION DATE: 73

TITLE: STATUS OF VOCATIONAL EDUCATION IN NEW HAMPSHIRE.

PERSONAL AUTHOR: ELLUM, ARTHUR H.; CLARK, CAROLE

DESCRIPTOR: *CHARTS; *COLOR PRESENTATIONS; MANPOWER NEEDS; *VOCATIONAL EDUCATION; EMPLOYMENT TRENDS; STUDENT ENROLLMENT

IDENTIFIER: *NEW HAMPSHIRE

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 608

ABSTRACT: NINE CHARTS DEPICT THE EDUCATIONAL DATA AND LABOR STATISTICS FOR NEW HAMPSHIRE IN THIS SET OF COLOR PRESENTATIONS. SEPARATE CHARTS SHOW THE EDUCATIONAL LEVEL IN NEW HAMPSHIRE'S POPULATION AND THE TOTAL HIGH SCHOOL ENROLLMENT, AS WELL AS THE VOCATIONAL SCHOOL ENROLLMENTS BY OCCUPATIONAL AREA IN THE STATE. PUBLIC SCHOOL DROPOUTS AND REASONS FOR STUDENTS' LEAVING SCHOOL ARE THE SUBJECT OF TWO OF THE CHARTS. PREDICTED CHANGES IN EMPLOYMENT IN NEW ENGLAND AND EMPLOYMENT BY OCCUPATIONAL AREA IN NEW HAMPSHIRE ARE SHOWN. EACH CHART PROVIDES ITS OWN SOURCE OF DATA. THE CHARTS APPEAR TO BE MATERIAL USEFUL FOR TRANSPARENCIES. (MU)

INSTITUTION NAME: NEW HAMPSHIRE STATE DEPT. OF EDUCATION, CONCORD.

VT 100715

Status of Vocational Education in New Hampshire

N.H. DEPARTMENT OF EDUCATION
Arthur H. Ellum and Carole Clark

1973

ED 100 715

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CHART 1

Educational Level of New Hampshire's Population

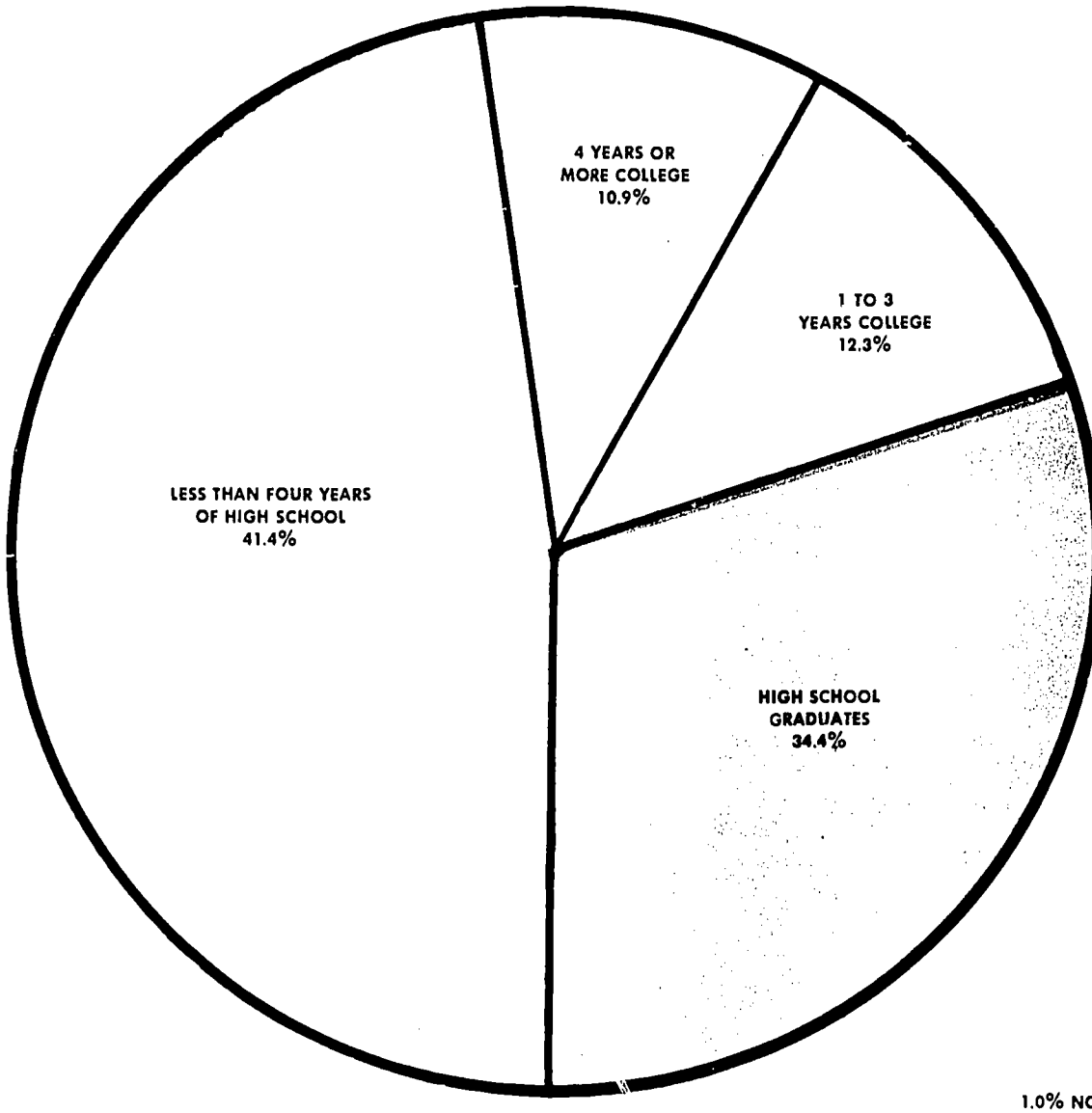

1.0% NOT KNOWN

Source: U.S. Census — 1970
25 Years Old or Over

ERIC

N.H. Dept. of Education, 1973

Predicted Change in Employment in New England 1960 - 1980

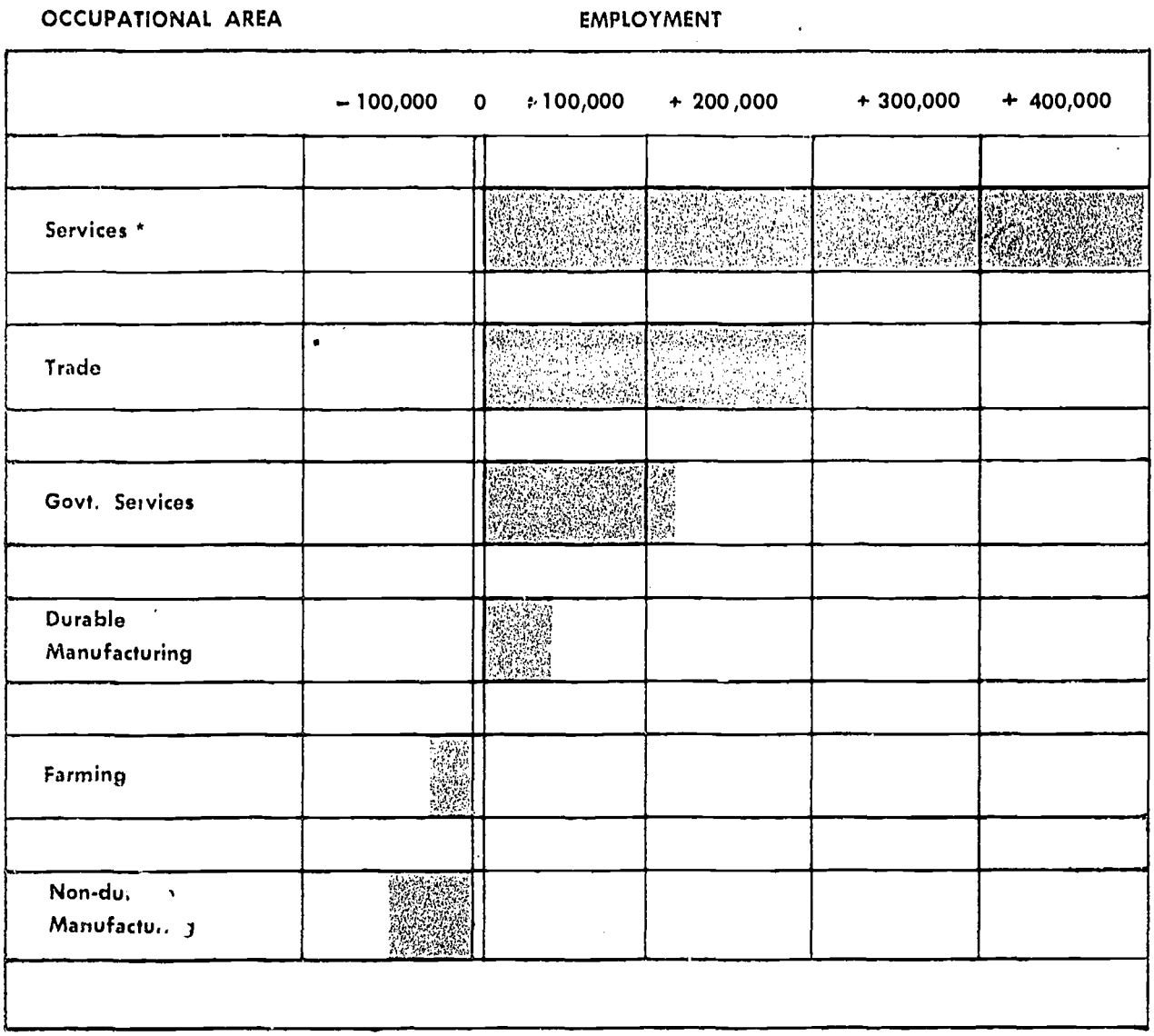

* Includes contract construction; transportation, communications and utilities; wholesale and retail trade, finance, insurance, and real estate services; government; non-classified. Note that this area includes emerging agri-business occupations.

Source: "Careers: Labor Demand & Occupational Education in New England" p. 7, NERCOE, 1972

N.H. Department of Education, 1973

Employment by Occupational Areas in New Hampshire

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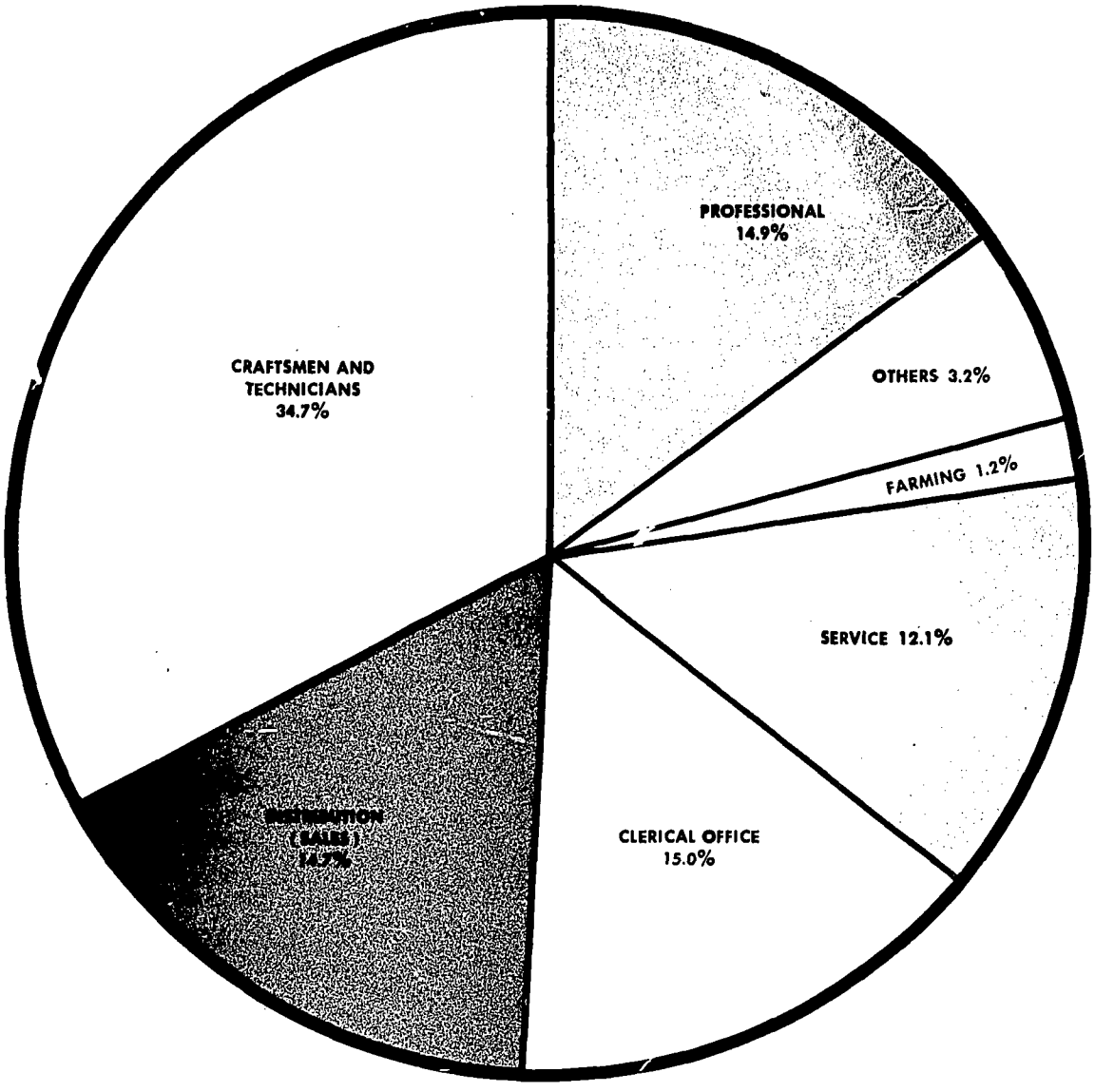

Source: "Industrial and Employment Change in N.H.: A General Guide for Manpower Planning," 1972 D. Morgan, pp. 30-31

N.H. Dept. of Education, 1973

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New Hampshire's Total High School Enrollment

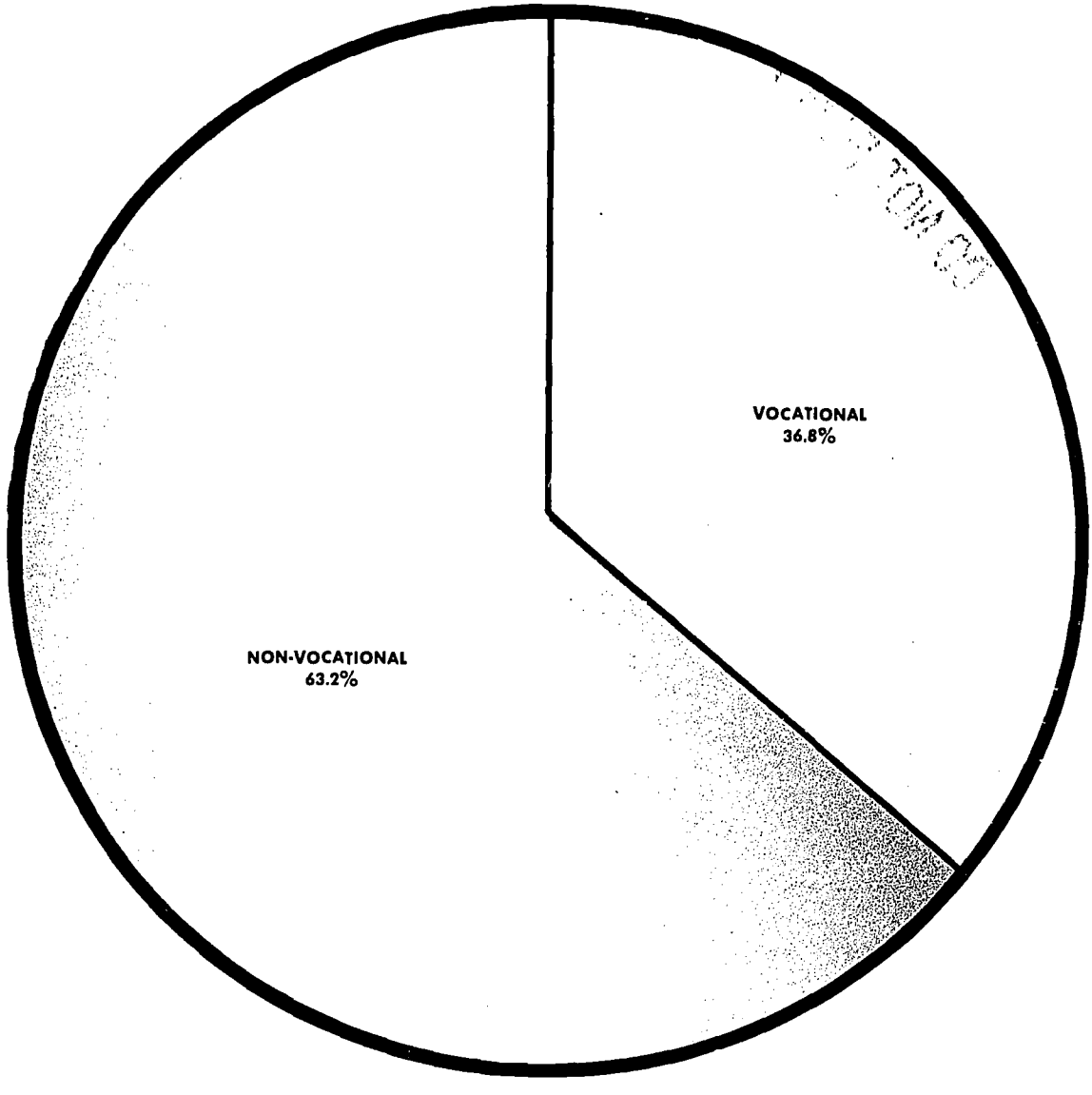

Source: N.H. Department of Education, 1973

Enrollments in Vocational Education program, Form 3138
Fiscal year ending June 30, 1972

General Statistics of Public and Non-public Schools, Form A-3,
1971-1972 State Totals

ERIC

Vocational Education Enrollment in New Hampshire's High Schools by Occupational Area

BEST COPY AVAILABLE

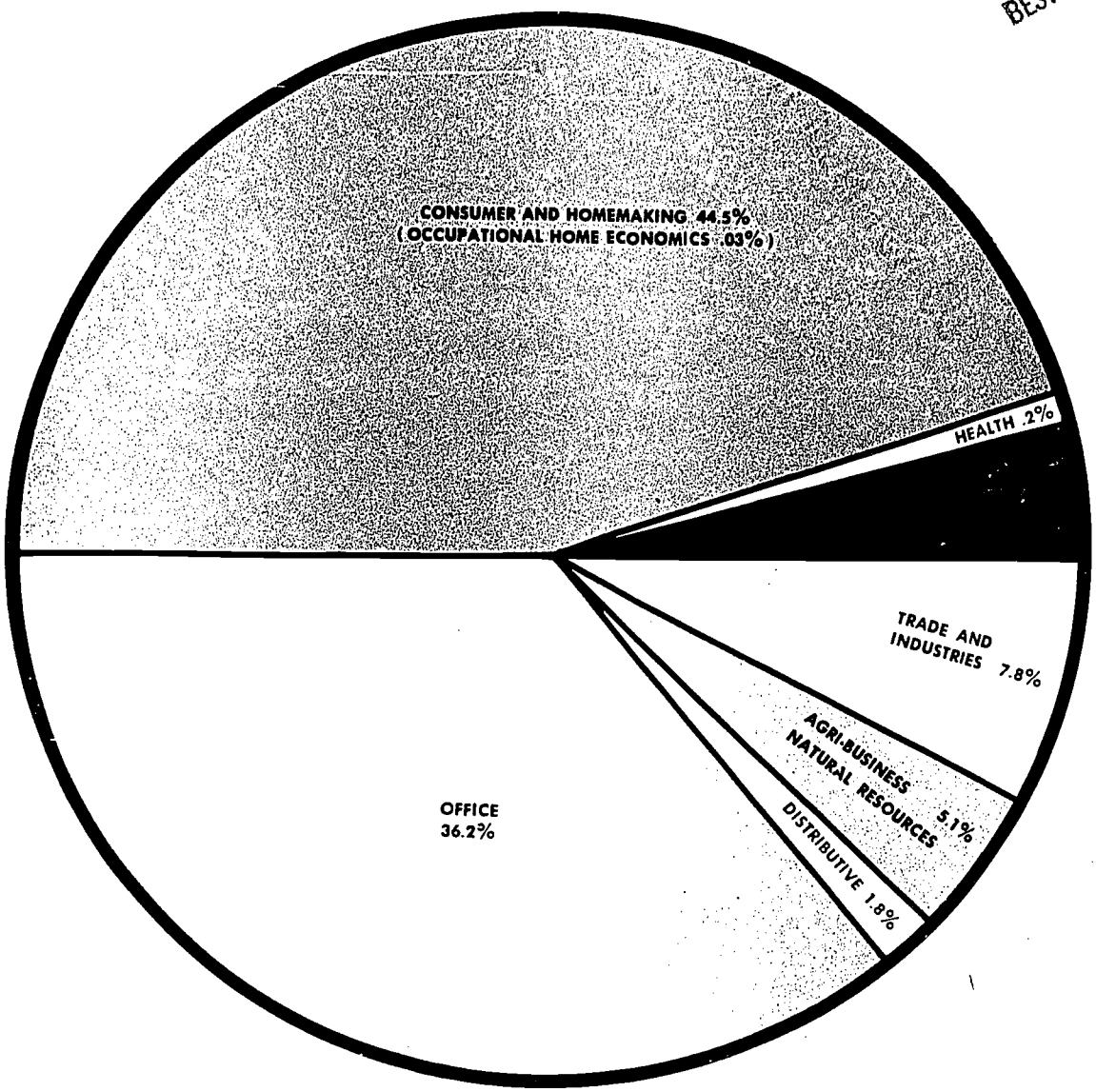

Source: N.H. Dept of Education, 1973

Enrollments in Vocational Education Programs, Form 3138, Fiscall Year ending June 30, 1972

* Vocational Education Defined as that Reimbursable by Federal Funds, (This is a breakdown of the 36.8% found on Chart 4)

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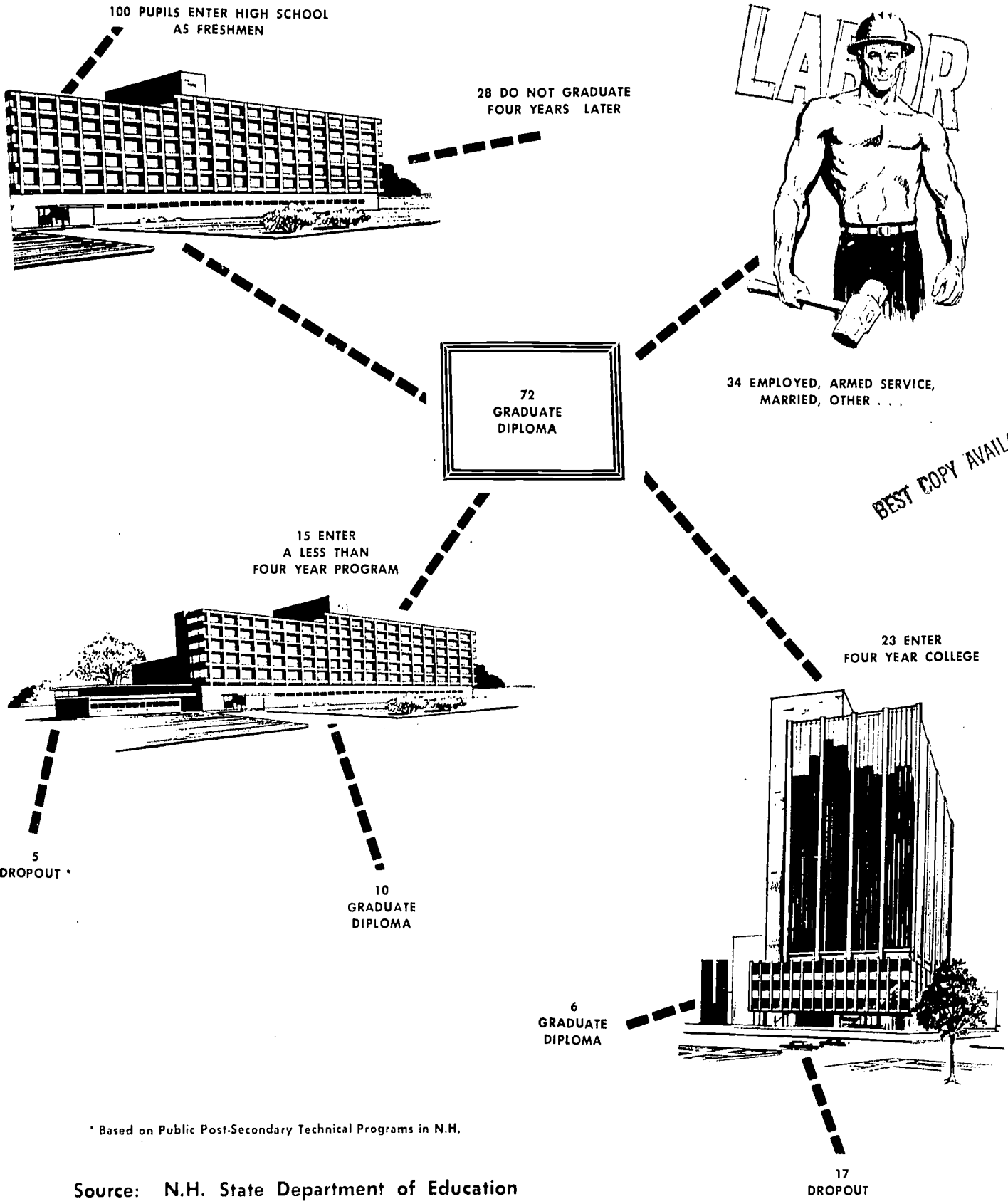

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* Based on Public Post-Secondary Technical Programs in N.H.

Source: N.H. State Department of Education

N.H.S.D.E, An Informal Study of N.H.'S Public High School Graduates

NERCOE, "The Universe of Need for Occupational Education in New Hampshire, 1973"

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New Hampshire Public School Dropouts by Grade 1971 - 1972

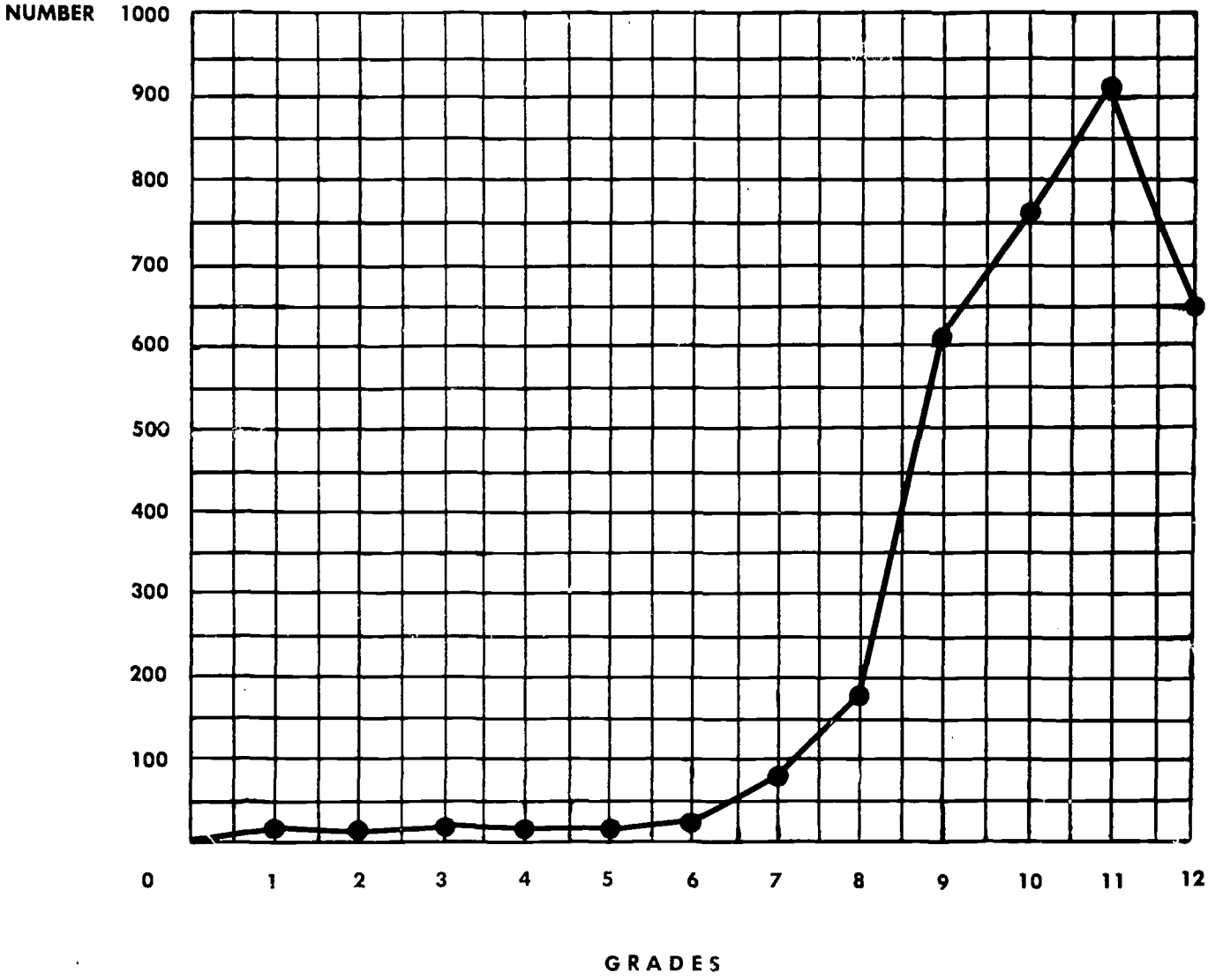

Source: "General Statistics of Public & Non-public Schools," 1971-72 Form A-3, State Totals

N.H. Department of Education, 1973

Number of Dropouts by Grade Entering Class of September 1968 - June 1972

BEST COPY AVAILABLE

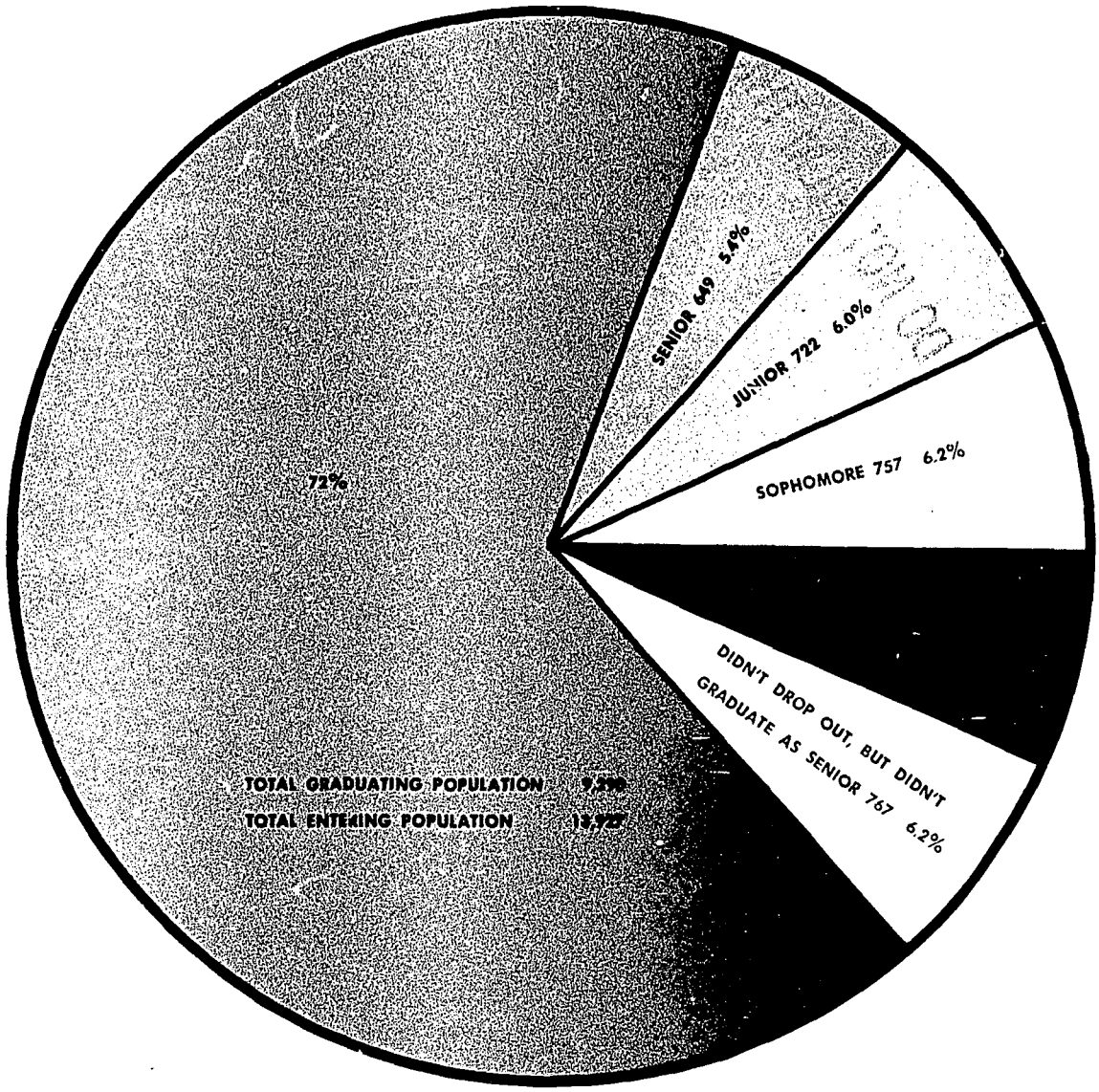

Source: State Department of Education — End of Year Enrollment Reports 1969-1972, General Statistics of public and non-public schools.
State Department of Education — Beginning Enrollment Report, 1969

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Reasons Why Students Leave New Hampshire High Schools

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Entering Class of September 1969 — Graduating June 1972
The following reasons are given for dropping out:

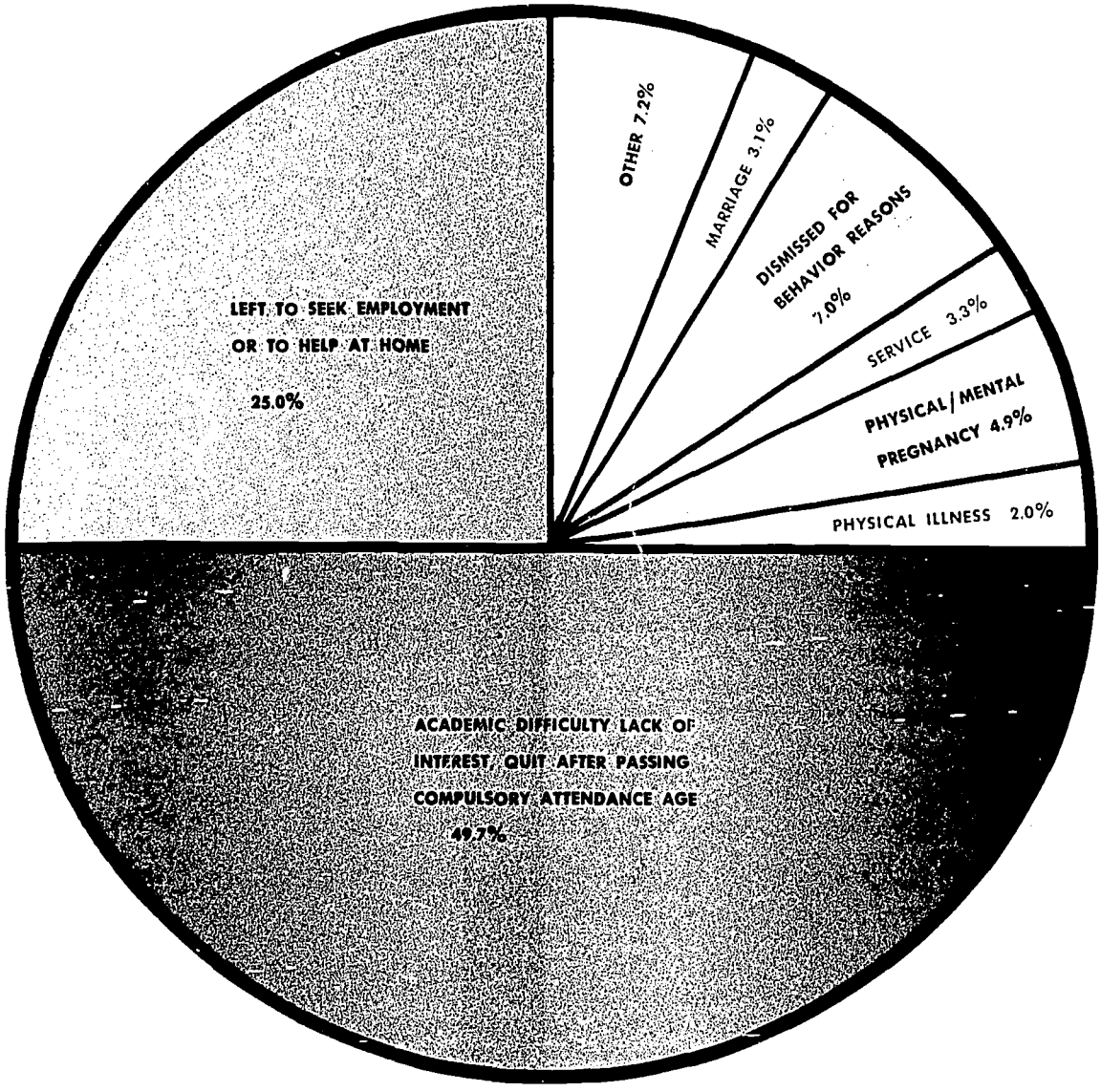

Source: N.H. Department of Education
End of Year School Reports — General Statistics of Public & Non-public schools, 1967 - 1972
Form A-3

ERIC

ACCESSION NUMBER: VT100716

PUBLICATION DATE: SEP73

TITLE: CAREER EDUCATION AND THE WORLD OF WORK. A SYMPOSIUM, SEPTEMBER 27-28, 1973.

PERSONAL AUTHOR: DUDRA, MICHAEL, ED.

DESCRIPTOR: *CAREER EDUCATION; *COOPERATIVE EDUCATION; *MANPOWER UTILIZATION; *SYMPOSIA; *VOCATIONAL EDUCATION; ARTICULATION (PROGRAM); ENVIRONMENTAL EDUCATION; ENVIRONMENTAL TECHNICIANS; SPEECHES

IDENTIFIER: *SYMPOSIUM ON CAREER EDUCATION

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 608

ABSTRACT: THESE PROCEEDINGS OF A SYMPOSIUM HELD IN SEPTEMBER, 1973, AT SAINT FRANCIS COLLEGE IN PENNSYLVANIA CONTAIN THE SEVEN SPEECHES PRESENTED AND THE MODERATORS' REPORTS FROM THREE DISCUSSION PANELS. THE TITLES AND SPEAKERS WERE: (1) "CAREER EDUCATION--MORE THAN JUST EDUCATORS" BY JOYCE D. COOK, (2) "THE ROLE OF THE CHAMBER OF COMMERCE IN CAREER EDUCATION" BY THOMAS P. WALSH, (3) "PROGRAM ARTICULATION AND THE CAREER LATTICE CONCEPT" BY RICHARD C. RICHARDSON, (4) "COMPETENCY BASED EDUCATION AND CRITERION REFERENCED MEASURES" BY EDWARD H. LAREAU, (5) "LABOR'S MANPOWER ARM" BY MINONA CLINTON, (6) "COOPERATIVE EDUCATION AND THE WORLD OF WORK" BY DONALD EVANS, AND (7) "CAREER IN ENVIRONMENTAL PROTECTION" BY CHARLES W. HOWARD. (MU)

AVAILABILITY: GRADUATE OFFICE, SAINT FRANCIS COLLEGE, LORETTO, PA. 15940.

INSTITUTION NAME: SAINT FRANCIS COLL., LORETTO, PA.; PENNSYLVANIA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, HARRISBURG.; ADMIRAL PEARY AREA VOCATIONAL-TECHNICAL SCHOOL, EBENSBURG, PA.

VT 100716

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CAREER EDUCATION AND THE WORLD OF WORK

A SYMPOSIUM

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September 27-28, 1973

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Graduate Program in Industrial Relations
Saint Francis College
Loretto, Pa.

ERIC

CAREER EDUCATION AND THE WORLD OF WORK

A SYMPOSIUM

September 27-28, 1973

Edited by
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Graduate Program in Industrial Relations
Saint Francis College
Loretto, Pa.

Printed in U.S.A. by Damin Printing Co., Ebensburg, Pa.

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SYMPOSIUM PROCEEDINGS

Published by the Graduate Program in Industrial Relations, Saint Francis College, Loretto, Pa.

Industrial Relations Symposium, 1968.

Search for Industrial Peace - At Home and Abroad, 1969.

The New Era of Collective Bargaining For Public Employees, 1970.

Industrial Safety and Health - Problems and Prospects, 1971.

Experiences Under The Pennsylvania Public Employee Relations Act, 1972.

Career Education and the World of Work, 1973.

Available from:

Graduate Office
Saint Francis College
Loretto, Pa. 15940

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PREFACE

The sixth annual symposium, sponsored by the Graduate Program in Industrial Relations at St. Francis College, was devoted to the emerging field of "career education". As in the past, the basic theme of the symposium was discussed from various angles by experts from education, government, industry and labor. These four groups were also represented by those in attendance - coming from seven states.

The editor of these proceedings wishes to express his most sincere thanks to Dr. Edward H. Lareau, Associate Director for Research at the Admiral Peary Area Vocational Technical School in Ebensburg, Pa. (co-sponsor of the symposium), who served as the symposium co-cordinator, and to his able assistant Mr. Daniel J. DiLucchio, a research associate at the Admiral Peary School. They both worked very hard to make the symposium a success.

Dr. Michael Dudra

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CAREER EDUCATION: MORE THAN JUST EDUCATORS

JOYCE D. COOK

SENIOR PROGRAM OFFICER, PROGRAM DEVELOPMENT AND OPERATIONS BRANCH, U.S. OFFICE OF EDUCATION, WASHINGTON, D.C.

In response to the many observations of Education's unfulfilled role in easing the transition with which youth and adults find for themselves useful and productive places in the economic system, the U.S. Office of Education has suggested a new focus for education. And in its support of the concept of career education, the Office of Education, in the words of William F. Pierce, Deputy Commissioner of Occupational and Adult Education, has suggested that we "use the streets and highways as hallways to classrooms in shops, stores, offices, factories, and service agencies in the community" as a part of our new system of education.

For the purpose of the deliberations you are about to engage and in your efforts to form new systems of communication between education and the employing community, you may want to view career education as a K-Adult system of education which does four things: (1) introduces people to their options in the world of work; (2) permits them to explore and widen their options; (3) permits them, through a wide variety of career preparation programs, to embark on a successful career of their choice; and (4) permits them to retrain or upgrade themselves both in keeping with the demands of technological change and in keeping with their own desires for greater self-fulfillment.

There is reason to believe that as youngsters are made aware of their career options and are permitted to explore them, both the demand for career preparation opportunities and the diversity of those demands will increase. Once youngsters or adults have identified a career goal which is in keeping with their interests and desires, then it appears essential that every possible avenue be explored in an effort to assist them in mastering the skills necessary for successful participation in that career area. This implies that a comprehensive career education program would necessitate a broad range of career preparation opportunities including cooperative education and that career preparation programs must gear up both in terms of the diversity of preparation programs, in terms of the diversity of training stations in the community, and in the number of participants the programs are able to accommodate. With a concept of career education as a backdrop — a system which is appropriate for the career development and preparation needs of all people, those gearing for a professional career as well as those gearing for a skilled occupation -- you may find that some or all of the following seven issues are pertinent to your discussions.

The first issue relates to the interesting question of how we can accommodate the wide range of skill development needs of students generated by the career education system. At this point in time there seems to be a wide gap between the expectations of students who will make career choices throughout their years of schooling and the range of preparation opportunities that will be

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available to them prior to their graduation. The issue is not just related to size of school because, without regard to size, no one school setting could realistically install a separate course for every possible career interest. Even if this were possible, the types of career choice would tend to vary from one year to another thereby rendering committed resources unproductive for a period of time or entirely obsolete. It seems logical, therefore, that a career education system will create demand for diverse career preparatory opportunities and will necessitate a major expansion of cooperative education as one practical option in accommodating the ever-widening range of interests that will be expressed by students in secondary, postsecondary, and higher education institutions.

Issue number two relates to whether cooperative work experiences really are broadly viewed as being a desirable and valid segment of existing programs of career preparation. It would seem that not all of those currently preparing persons for careers genuinely believe in community experiences as an integral part of education. An so, it appears important that we examine the lack of emphasis on cooperative education in present career preparation programs and in the emerging career categories and that we draw important implications surronding this lack of emphasis for program decision makers in career education.

The third issue, and a crucial one, has to do with improving the relationship between career preparation programs at the secondary, post-secondary, apprenticeship, military, and higher education levels. It appears that we should concern ourselves with facilitating the placement of persons in such career preparation opportunities and, at the same time, we could vastly increase the capacities of these educational institutions to train persons by reducing the time spent in each formal training program by a learner who has already completed a similar program at a lower level on the education ladder. There is, we are told, much similarity both in the processes of mastering the skills essential for successful employment and in the content of instruction. When this is true, we must continue to encourage positive relationships between the programs. We know that in some places secondary students are sometimes placed in cooperative arrangements with apprenticeable occupations and that advance placements occur in post-seconary programs. We believe, however, that these kinds of arrangements are not extensive. When learners either have to postpone their career preparation until they begin a new educational program or else repeat what they have already learned, then we have negated one of the expectations we have for career education -- the expectation being that, within a carefully articulated career education system, we can facilitate upward career mobility within a given career area.

Related to this factor is the question of credit for cooperative experiences. In the past, there has not been a clear recognition of a student's experience in a cooperative program for purposes of applying these hours of instruction and employment experience for advanced placement in apprenticeship, post-secondary, and higher education programs. In some cases, the experience gained in a cooperative program received no consideration, thereby forcing a repetitive learning experience. The practice of granting credit for prior experience, admittedly is not new to many local educational institutions but we do believe that such institutions should have greater awareness of the cooperative education programs operating in their jurisdictions.

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Among the minimum training and administrative standards issued by the Bureau of Apprenticeship and Training of the U.S. Department of Labor, for example, is one related to credit for previous experience. Registered apprenticeship programs may grant, in behalf of an applicant, "credit toward completion of apprenticeship for applicable work exerience, training, or demonstrated proficiency with commensurate wages." We would hope that this encompasses cooperative training in industry because we believe that young men and women should be able to make a more rapid transition from school to an established career in an apprenticeable trade. While the issue appears partially resolved by such actions by the Department of Labor at the national level, the more important practices at the local level appear less promising.

The fourth issue has to do with the question of liability resulting from school related student injury in off-campus sites. Both schools and employers share in this concern. We cannot ignore the potential consequences of student injury, especially when this occurs in non-compliance of existing laws. To a degree, this concern serves to inhibit program adoption by schools and reduces participation of employers. Safeguards are needed and this can best be accomplished through education and public information program.

Legislation designed to protect young people from exploitation or from work which might impair their health or interfere with their education admittedly places restrictions on student employment. The Fair Labor Standards Act (FLSA) sets 16 years as the basic minimum working age for non-agricultural occupations in interstate commerce but bars workers under 18 years of age from employment in occupations stipulated as hazardous by the Secretary of Labor. The employment of 14-and 15-year olds will be discussed later.

Since State laws supplement Federal legislation, employers are bound by at least two sets of regulations, and experience has shown that frequently employers are poorly informed as to what the child labor standards are. Many employers do not realize, for example, that only 5 percent of all jobs are covered by the Hazardous Occupational Orders and that, therefore, 16- and 17-year-olds may be employed in most occupations. If it is true that, because of their lack of knowledge, employers tend to refuse to hire students out of fear, then it becomes important to improve our communication procedures.

Even though a certain amount of protection is derived from our child labor laws, it is more important to undertake activities which will serve to prevent injuries. The Occupational Safety and Health Act of 1970 serves as a primary safeguard. The stated purpose of the Act is "to assure so far as possible every working man and women in the nation safe and healthful working conditions and to preserve our human resources." Among the responsibilities of the employer is that he must keep his employees informed of hazards involved in the job.

We, in education, must also maintain our vigilance in emphasizing safety. It should become a part of the instructional program for every cooperative education student. One avenue for assuring this is through the training agreement in which the training plan would call for safety instruction both in the school and on the job.

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Highlighting our mutual concern for the safety and well-being of our students who are using community resources for educational purposes should be one of the more important concerns of this symposium.

The fifth issue is that of the inclusion of students between the ages of 14 and 16 years of age in programs of community-based education. As stated in the Child Labor Regulation 3, youth under 16 cannot be legally employed on school time. Consequently, cooperative programs in the past set the minimum age for participation at 16. While Regulation 3 may have influenced the age group served, it was generaly accepted that the utility of cooperative instruction was greatest just prior to entry into full-time employment.

Unfortunately, however, too many youth do not advance far enough in the educational system to avail themselves of cooperative education. In other words, they wait for their 16th birthday so they can leave what is for many of them an unrewarding environment.

This, then, is a somewhat circuitous route to the issue at hand. Assuming that child labor laws are altered -- and we believe Regulation 3 probably should be -- to what extent shall we encourage the development of cooperative learning experiences for persons aged 14 and 15? What should be the nature of instructional objectives established for such programs? To date such programs have been experimental; should they now become regular offerings? Career education suggests exposure to the real world of work during the exploratory phase. And, as we have come to know career education, one outcome of exploratory experiences during the middle school years could, hopefully, be the achievement of elementary job skills — those skills which might well support initial employment should the child leave school prematurely.

In a sixth issue we might consider the extension of cooperative training opportunities in ususual environments. As we expand the options of youngsters by increasing their awareness of career opportunities in public service areas such as in law enforcement, social welfare and education, and in the arts and humanities areas of drama and writing, our ability to provide them community experiences in these areas will become of major concern.

We may also face unique problems in providing equal educational opportunities especially in rural and inner-city environments. These situations probably reflect our most serious operational problems in the provision of community-based career education experiences.

One of the problems faced by a small school is the inability to finance and support a desired breadth of curricular offerings, especially career preparation offerings. While that note of reservation gives rise to high expectations for a cooperative training approach, it falters when community resources are examined for placement opportunities. A rural community, aside from a series of stores on main street, would at best have one or two major economic activities. Even larger school units located in areas removed from a center of business and industrial activity face a similar problem.

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The inner-city situation, in many cases offers an environment in reverse. Businesses were there but they are now boarded up or otherwise victimized by conditions which create blighted areas. Not only are some of the remaining businesses unwholesome places for student placement, they are typically small and unable, economically, to provide part-time employment. Fortunately, urban renewal projects are bringing people and businesses back into such areas. But there are still thousands of youngsters who see in their surroundings very little excitement in the world of work. These are the boys and girls who would benefit most from a cooperative education opportunity, especially if such opportunities were provided in viable areas of economic activity.

The seventh and last issue has to do with securing a broader base of support and participation by employers and those who influence student em-employment opportunities. One could make the observation that the schools of this country, private enterprise, government, and the professions are not well enough acquainted with each other. Too often schools organize and run job preparatory courses without consulting local business, industry, labor, and the professions to learn about current methods and practices, and employment potential. Too often private employers hire and train people without drawing upon the resources of the educational institutions. This results in the sort of criticism which points to outdated career preparation courses and inadequate industry-based training programs. While such criticism is not totally valid, there is sufficient concern to suggest that cooperative experiences should be examined in terms of improving the effectiveness of the career preparatory programs of both by blending the efforts of the school and the industry.

How, then, shall education and its resources approach the larger community in search of greater employer participation? Schools, themselves, should be keenly aware of the necessity of working with employers and applicable unions while planning new and expanded cooperative programs, but the extent of student participation in the community will be in direct proportion to available training stations. As educators approach potential community participants in the educational process with their concern that all students — including the disadvantaged, the handicapped, and the gifted — have a chance for an initially successful experience in the world of work we believe that further dilemma will confront us. On the one hand, the employing community may tell us that they have already reached a maximum level of involvement, given the minimum wage law and the unproductiveness of young learners. Should we then consider a reduction in minimum wages for young learners? Should we consider removing the requirement that businesses, industries, and the professions pay wages at all for learners who seek shops, factories, laboratories, or other environments for the purposes of their own learning?

Such suggestions will likely bring emphatic reactions both from educators and from labor union organizations. Reactions will come from educators who are experienced in cooperative education because they know that pay for work successfully attempted brings significant and essential motivation factors into the learning process. Labor union organizations will react emphatically because they understandably believe that any deviations from current child labor laws and minimum wage laws will undermine their years of struggle to realize humane working conditions and a minimum, livable wage for the workers of this nation, young and old alike.

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The provisions of Part G of the Vocational Education Amendments of 1968 provide the public policy for one expanded use of cooperative education funds. These provisions recognize the potential need of employer assistance through reimbursement for added training costs. This is a totally new concept for the expenditure of public funds and is being tested for the first time with Part G funds only. If we seek greater accountability for the educational experiences provided by employers, there must be avenues to accomplish this. One way of achieving greater accountability for the educational experiences provided by employers may well be a financial consideration for the added efforts an employer must assume to help a student adjust and achieve in the work environment. To date, the response of the States to employer reimbursement has not been great. Perhaps no more than twelve States have at one time or another used funds for this purpose. Perhaps the employers at this symposium can help to put this concern in focus.

Undoubtedly small business men are not well represented here so you may want to keep in mind their reaction to reimbusement as an incentive for participation.

In closing, may I say that we, in the U.S. Office of Education, who concern ourselves with the career education movement, laud you for your willingness to meet together in this way to tackle those problems which are of mutual concern to labor unions, management, and educators. We are all aware that this mutual consideration of our concerns has occurred all too seldom and that mutual resolution of our problems may be a major key to meeting the needs of vast numbers of our citizens in their educational concerns and in their economic concerns. And at the same time we may hold an extremely important key among those necessary to understand and cope with the maze of unemployment, welfare, and crime in which the American people, especially in the large cities, find themselves enmeshed.

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Portions of the above presentation were taken from a planning document prepared by the Division of Vocational Technical Education, U.S. Office of Education, prior to a National Conference on Cooperative Vocational Education in April, 1973.

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THE ROLE OF THE CHAMBER OF COMMERCE IN CAREER EDUCATION

THOMAS P. WALSH

EXECUTIVE, EDUCATION AND MANPOWER DEVELOPMENT COMMITTEE, CHAMBER OF COMMERCE OF THE U.S., WASHINGTON, D.C.

I welcome this opportunity to share some thoughts with you on the interest of the National Chamber in career education, and the manner in which business and education must join in a partnership to serve better our young people, as well as our economy and society in general.

Though this is my first visit, I feel a special kinship with the Admiral Peary School cosponsoring this Symposium. I long ago heard about your efforts from Dr. Robert Miles, the National Chamber's specialist for education until his recent retirement, and whose son-in-law, Dr. Victor Dupuis, played a part in developing your curriculum.

The role of the Chamber of Commerce in career education is an evolving one — and it has a long way to evolve because we are not satisfied with our progress in acquainting our membership with the concept of career education, and with the need to work with our schools in carrying this concept forward.

Early this year the Chamber sponsored a National Conference on Career Education. This conference, happily, was hailed a sucess by all participants, but I must tell you that we were disappointed in the poor representation by the business community. Only a handful of businessmen attended, whereas almost 250 school officials were with us.

These school officials expressed delight that the National Chamber was sponsoring such a conference, but regret that once again they were talking largely among themselves. They almost implored the active involvement and cooperation of business in helping to make the school experience more practical and meaningful for their students. At this conference the schoolmen were way ahead of the businessmen: they were ready to join forces and get underway in developing a better school program. The businessman, for all practical purposes, was missing.

We want to do something about this. A subcommittee of the National Chamber's Education Committee — which is comprised of business and school leaders — is now developing a program for publicizing career education and for enlisting the continuing support of the business community in achieving the goals of this educational concept.

Though this program is still in preliminary form, we plan a communication from Arch Booth, Executive Vice President of the Chamber of Commerce of the United States, to all superintendents of public instruction across the country. This letter will convey and reemphasize the commitment that the Chamber has made, and will continue to make, to the implementation of career education.

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This will be followed by a similar letter of commitment from the manager of each of the National Chamber's six division offices to the state departments of education within their divisions and to various other educational organizations within each state, such as vocational education supervisors, counseling groups, and advisory councils on vocational education.

A speaker's bureau will be organized with the individual speakers being volunteers from local, state, and national chamber memberships. At our national headquarters and regional offices we will hold training sessions for these speakers, who will return to their communities and train additional volunteers to speak on career education to businessmen, educators, and citizen groups.

To support this effort the Chamber's Washington office will develop and distribute brochures on the economic and social benefits of career education, and why business must take a greater interest in, and provide more effective support to, our schools.

Other possibilities include development of radio and TV public service spots urging broad community support for career education.

As mentioned earlier, this plan is very much in the preliminary, formative stages, but gives you an idea of the direction and scope of our thinking and planning.

It involves, of course, a "wholesaling" type of marketing approach. At the national level we cannot deal directly with more than a very few individual chambers, business firms, or schools. The actual implementation of career education will take place only through the initiative of school, business, and labor leaders at the local level.

Perhaps I should explain why the National Chamber supports career education.

We are convinced that the current school experience of too many of our young people is unacceptable. You undoubtedly know the basic facts too well:

— over half the students who start college never finish;

— 900,000 kids drop out of high school every year;

— and an almost equal number get diplomas from high school but have no skills of specific interest to employers.

These three groups total 2½ million youngsters. They are dumped on the labor maket every year — at a time when the number of unskilled jobs is continually shrinking and also at a time when many employers are seeking — but cannot find — skilled help to fill jobs paying good wages and offering excellent futures.

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The results include widespread idleness and crime among youth, heartbreak and dashed hopes in families, ever higher taxes to meet rising welfare and prison costs and inferior services for consumers.

I'm sure we agree that this situation is intolerable. These shortcomings and failures exist in an educational system, for which we the taxpayers spent $85 billions in 1972, a sum 10 times as great as in 1950. The question is what should education and business leaders do about it?

The first essential step is to break down the apparent or real separation that exists between schools and employers. We must begin to "wire in" our schools to the job market — and have our schools understand the complexity and dynamic changes taking place constantly in that job maket:

— today there are 21,000 different types of jobs.

— by 1980 there will be 30,000 different types of jobs. The number of new jobs will, of course, be much greater than the 9,000 indicated by these figures, because many jobs at which people are working today will declnie to the point that they will have little significance in the labor market.

— in fact, out of the millions of youngsters who started kindergarten and first grade this month, 2 of every 3 will hold jobs that don't even exist today!

How can the schools prepare their students for this ever-changing job market?

Obviously, school administrators and teachers can't do it alone. It's a rare school administrator or guidance counselor or teacher who has ever been outside the field of education. Their knowledge of what employers want must come from those employers themselves. Businessmen and educators must get together on a continuing basis to review curricula in light of job demands and consider changes necessary to help our young people make the crucial transition from the world of education to the world of work.

The challenge to businessmen is to get out of their offices and meet with their superintendents and principals and teachers and guidance counselors; to serve on school boards or college boards, and on advisory committees to local school and technical institutions.

In addition, we urge that they call their local and state chamber executives and express a willingness to work with them for better schools. Scores of chambers have assumed leadership in this field. Some others have yet to get started. It will be effective to let them know of your interest and suggest that they develop programs for a cooperative effort with local school systems.

And the challenge to school administrators and labor leaders is to take a similar initiative. It would be disastrous if career education should fail largely because our school, labor, and business leaders were each anxiously waiting for the other to take the first action. Dr. Kenneth Hoyt, of the University of Maryland, said it best: "The best way to begin is to begin." And that beginning is needed **now**.

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We fully appreciate that career education has wide-ranging implications, and that there are many understandable reservations and concerns. Some educators wonder if it will denigrate the liberal arts; some minorities wonder if it is intended to steer them into non-professional jobs; some labor leaders wonder if it will encroach unduly on their apprenticeship programs; and some businessmen may be indifferent or consider career education as fine for somebody else's youngster, but as having little to offer his own child because he's going to college.

At the National Chamber we view career education as broadening the education experiences of students, rather than narrowing them. Though it aims at instilling an emphasis on education as preparation for work, we see no reason why this effort should impair the legitimate and necessary cultural pursuits of education.

In other words, we don't see all education as career education. There are other purposes of education than preparing for work. The student who eventually decides to become a plumber, or electronic engineer, or doctor, must have an opportunity to understand and appreciate poetry. But we believe he should also be exposed to a range of occupational choices — professional, skilled, and semi-skilled — so that he will have the information and experience necessary to make a more intelligent choice and, equally important, acquire basic qualifications of interest to a prospective employer.

A recent Gallup Poll survey of public attitudes toward education indicates broad support for this type of curriculum. Nine of ten persons in all major groups sampled said they would like to have the schools give more emphasis to a study of trades, professions, and businesses to help students decide on their careers. Detailed results of this comprehensive survey appear in the September issue of **Phi Delta Kappan.**

We find this survey most encouraging. It indicates that most parents no longer treat the acquisition of skills and the acquisition of a liberal arts education as mutually exclusive; that they see that both are needed and that both should be provided by our educational system.

It has always seemed odd to us that it has been quite acceptable for a prestigious school such as M.I.T. to train students in specific, employable skills, while a local high school may lose status if it offers training having direct utility in the labor market.

Our support of career education does not mean that we consider it a panacea. Some of the literature seems to sugest that career education will solve the problems of youth unemployment, the mismatch of worker skills and job requirements, worker alienation and a variety of other ills.

We believe it will help make progress in these directions, but see definite limits to what can be accomplished by education alone.

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For example, will a better educated work force necessarily be more productive and contented? Can the presumed advantages of career education be fully realized so long as there are more than 20 million jobs requiring only minimum skill and offering only minimum pay?

And what about the violent swings in the labor market? Today there are severe stortages of carpenters and machinists, but just three years ago they were laid off by the thousands — many never to return to their trade when the economy improved and their skills were needed again.

And to what extent can career education reduce employer training costs? It is undoubtedly erroneous to consider business as a homogeneous entity. Some employers and industries will benefit substantially from career education; others not at all, or at least not perceptibly. What are those industries with the highest training costs, and what portion of those costs might be eliminated through an improved system of education?

Answers to these questions are necessary to identify the best market for career education and evoke fully the potential for its support.

That career education may not solve all problems relating to career development and employment in no way diminishes our conviction that it merits continuing business support. Our task at the National Chamber is to help develop better ways that business-education-labor might collaborate in a common effort to carry forward the career education concept. This was the purpose behind the conference that we sponsored earlier this year. One of the sessions of this conference is described in a publication titled, **Career Education and the Businessman — A Handbood of Action Suggestions.**[1] It examines ten elements of a career education program, and sets forth recommendations of the conference participants for implementing each one.

As a general observation, the conferees noted that career education cannot succeed if carried out only within the four walls of the school; that success is predicated on the active involvement of the business-labor community.

This was recognized by those who took the lead in developing the curriculum of the Admiral Peary Area Vocational-Technical School, and your presence today reaffirms the validity of this principle. The ideas and experiences exchanged during the course of this conference will help new career education programs get underway and stimulate improvements in existing ones.

So, we are moving in the right direction to better serve our youth and society generally. We are hopeful that our response will be adequate to the task.

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PROGRAM ARTICULATION AND THE CAREER LATTICE CONCEPT

RICHARD C. RICHARDSON, JR.

PRESIDENT, NORTHAMPTON COUNTY AREA COMMUNITY COLLEGE, BETHLEHEM, PA.

Education in our society is a complex and highly specialized activity organized on the basis of assumptions we make about the characteristics of the learners and the nature of what is to be learned. Age is one important characteristic of the learner which is recognized by the division between basic education and higher education. Our system also recognizes divisions in subject matter fields by distinguishing between academic and vocational education. The importance of these characteristics is recognized not only by the way we organize education in our communities but also by the structures we establish in state departments of education and in regional accrediting associations. The advantage of emphasizing differences is that it permits specialization and hence a greater level of expertise in dealing with the problems of a particular segment of our formal education process. The disadvantage of such an approach is that it tends to create discontinuities or gaps between the various elements of the system.

Career education, as a specialized part of our system, is a product of the 20th Century. Compared to its more ancient academic conterpart, one might easily conclude that program articulation is a problem unique to career education. While articulation for academic programs has improved significantly, it should be noted that, relatively problem-free transition has not always been the case. As recently as 1885 the principal of Phillips Academy at Andover complained that with 40 boys in the graduating class, the school was compelled to operate over 20 seniors classes in order to meet the admissions requirements of the various colleges in which the student would ultimately enroll. It was not until 1908 that the so-called Carnegie Unit was defined, permitting some standard way of defining admissions criteria. The overzealous application of the Carnegie Unit has probably created as many problems since that date at it has resolved. If academic programs leading to the baccalaureate appear to be a model of program articulation, it should be noted that the model was not easily derived nor has it ever functioned without problems. There is no intrinsic reason why articulation among programs leading to the baccalaureate degree should be better than among programs which focus on career preparation not requiring the baccalaureate. The fact that it is suggests the need for a careful effort to correct the situation.

The move to develop articulation among career programs where specialization may begin as early as the 9th or 10th grade has given rise to the term "career lattice". The term suggests it ought to be possible for an individual who elects initial entry to an occupation not requiring the baccalaureate to do so without foreclosing all future opportunities to resume a formal education. At the present time, an individual who acquires entry level skills in a vocational-technical school or in an apprenticeship program may face the necessity of starting over if he decides later to prepare himself for a more responsible position in the same

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occupational field. The practice of requiring individuals to repeat training as a prerequisite to qualify for advancement is wasteful of educational resources and students' time. The search for a way to bridge the discontinuities between academic and career and between secondary and post-secondary education lies at the heart of implementing the career lattice concept.

THE CONTEXT OF ARTICULATION PROBLEMS

There are three patterns of organization for the secondary school segment in addition to the comprehensive high school. The first and most common is the area vocational-technical school. Under this concept, a number of secondary school districts join together to provide comprehensive vocational-technical programs for students who divide their time between the sponsoring district high school and the area vocational-technical school. While the area vocational-technical school may provide post-secondary programs and adult education, the focus is predominantly on the high school age group because such institutions are organized and controlled in the context of basic education. The primary assumption behind curriculum development has been that the programs are terminal in nature and lead to employment upon graduation from high school.

A second approach to meeting the needs of students at the secondary school level involves the community college. School districts may contract with a community college to provide area vocational-technical school services in Pennsylvania. The line of demarcation between secondary and post-secondary has never been clearly defined. The simple act of moving this line in one direction or another can result in community colleges providing career education on a post-secondary level for one geographic area, while similar courses are being offered at the secondary school level at another. One might assume that encompassing secondary school programs within the community college represents the solution to the problem of program articulation, but it would appear this is not the case. A certain amount of coordination in facilities planning and staff utilization does occur, but the benefits of this coordination aren't necessarily passed on to the students.

Career education is also provided through self-contained vocational-technical schools in some of the larger cities. Under this approach, academic and technical courses are more likely to be mutually supportive. Articulation with post-secondary schools is less effective, however, because the academic instruction offered by the sponsoring district high school under the area vocational-technical school concept is not available to the student of the self-contained vocational-technical school.

We now know that somewhat less than half of the graduates of vocational-technical schools find employment in an area closely related to their field of training. A significant number of those who do not enter employment seek advanced training often in community colleges. Some employers report that the vocational-technical school graduates they employ are well qualified with respect to technical competencies but lack general education competencies in such areas as communication skills and mathematics. In addition the nature of work itself

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is constantly changing with the result that skills become outmoded. In short, the characteristics of students and the changing requirements for our work force combine to refute the assumption that a program of formal education can be terminal.

When we move from the secondary to post-secondary level, the educational scene becomes much more confused. The confusion extends not only to the proliferation of institutions providing services but also to the options within these institutions. Community colleges commonly offer at least three different types of career programs in addition to college parallel and remedial programs. Some two-year associate degree programs may be as rigorous or more rigorous than the two year college parallel program. Students who complete such programs often transfer to four year colleges and universities, at times without loss of credit. Those who enter the work force directly may enter at levels not too far different from the baccalaureate graduate, as in the case of registered nursing. In programs of this type, academic courses most commonly are the same courses required of college parallel students.

At the opposite extreme are the less than two year certificate programs which prepare individuals to enter very specific positions in the work force. These programs teach academic courses only as they relate directly to the job for which the individual is being prepared. For example, a clerk-typist must be able to spell and to punctuate. A student who decides to reenter formal education after completing a one-year certificate program may find very little of his previous training recognized.

The third type of program offered by a community college incorporates the specialized training of the certificate program with an academic core ranging from one-third or half of the total 60-70 semester hours of work. Academic courses are less theoretical than those offered for college parallel students and may be modified to emphasize applications related to the specialized training. As in the case of the certificate program, students who attempt to reenter the formal education process will do so with the probability of losing much of the work previously completed.

Two year campuses of four year institutions also offer career opportunities at the post-secondary level. Because of the influence of a baccalaureate oriented faculty, programs tend to be of the generalized and/or rigorous variety. Propietary institutions represent the third approach to post-secondary career education. Here the emphasis is reversed from that of the branch campus. Proprietary institutions tend to concentrate on certificate and specialized technology programs with relatively limited emphasis on academic courses except as necessary to provide skills needed for a specific job.

Until recently, the assumptions made about career programs at the post-secondary level in institutions other than those granting the baccalaureate were very similar to those made in the vocational-technical schools. The programs were described as terminal and consequently little attention was given to the need for upward articulation. Post-secondary institutions have discovered the same

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facts which now appear evident to vocational-technical school administrators. The characteristics of students and changing manpower requirements have combined to defeat the concept of a terminal program. As a result, four year colleges and universities have begun to give attention to how they can serve the need of those who have completed programs at the associate degree level. The Capitol Campus of Penn State University and Spring Garden Institute are two examples in Pennsylvania of four year institutions responding to new needs.

The emphasis placed in this paper upon articulation and the career lattice concept may seem to be an argument for an arrangement to extend the duration of formal schooling as in academic programs where the pressure for going to college has become so intense. This is not the model I would superimpose upon career education. Many students do have all of the formal education they require for productive lives when they graduate from the area vocational-technical school. Beyond the opportunity to come back for refresher training from time to time, there is no reason why these students should be encouraged to go any further in our system of formal education. In a similar manner, at each level within the structure, I see more students entering the work force than going on. Nevertheless, if we are to be totally realistic about the nature of those we serve and the kinds of programs we structure to serve them, we must recognize that we have an obligation to create programs which are open ended and not cul de sacs. These students who have the ability to benefit by studying at advanced levels should be able to do so without unnecessary repetition or wasted resources within the system. The model for articulation which follows is based upon these assumptions.

MODEL FOR ARTICULATION

Community colleges and area vocational-technical schools are uniquely situated to address themselves jointly to the problems of career program articulation. Both, in a sense, are hybrid institutions incorporating elements of secondary and post-secondary, academic and career. The experience of attempting to accommodate these diverse elements can be invaluable in an effort to resolve the current problems posed by the lack of articulation. The area vocational-technical school while defined as an institution of basic education clearly has post-secondary capabilities. While its focus emphasizes specialized skills, such skills cannot be taught without related general education support. Community colleges, while defined as institutions of higher education, have historical roots in the secondary school system. Because of their comprehensive nature, they must continuously cope with the problems of reconciling academic and career education.

A decision to explore opportunities for cooperation in career education was made by the two area vocational-technical schools and the community college in Northampton County in August of 1972. A proposal was developed and circulated to the joint operating committees of the two area vocational-technical schools and to the board of trustees of the community college.

The proposal was received favorably providing the basis for submission of a grant request under the Vocational Education Amendments of 1968, Ancillary

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Part B. The grant was approved and funding authorized for a cooperative director, clerical services and consulting assistance. The plan called for the establishment of a structure through which trustees, operating committee members, administrators and faculty could plan and execute joint programs. Through the structure which came to be called the Career Education Cooperative, both immediate and long range approaches were identified. Among the areas to receive immediate attention were practical nursing, early admission and facilities planning.

Each area vocational-technical school offered a program in practical nursing. The community college offered a program for registered nurses. It was decided to merge the two practical nursing programs and to transfer them to the community college. This has been accomplished providing several significant advantages. The practical nursing program is post-secondary because of licensure requirements. Now, instead of being unique, students and faculty function in a post-secondary environment which is more compatible with their needs. Programs which previously required three nursing arts laboratories are now being offered in one, freeing the two laboratories in the area vocational-technical schools, one of which was used to create additional capacity for an oversubscribed secondary program while the other facility was used to house a new program. Savings were realized in terms of the number of administrative, clerical and teaching staff members required for the practical nursing program. Faculty members were able to concentrate more effectively in their areas of specialization. A combined admissions process has made it easier to ensure that students end up in the program for which they are best suited. Finally, efforts have begun to articulate the practical and registered nursing programs so that students will find it easier to move to a higher level.

A second area identified for immediate cooperation was the early admission of students demonstrating superior performance at the vocational-technical schools to related community college career programs. Three programs were selected for initial attention. These were data processing, electrical electronics technology and drafting and design technology. The concept of early admissions represented an attempt to reduce some of the problems caused by poor program articulation. In each of these three areas students completing programs at the vocational-technical schools were at a disadvantage in competing for admission to the related community college programs because the design of such programs assumed a level of competence in mathematics and communication skills rather than any prior training in the specialized field.

The plan advanced was to admit students at the end of the 11th grade. At the end of their 12th year they would be granted a diploma by the high school from which they came and at the end of their 13th year they would be granted an associate degree from the community college. Thus, early admission would mean less time invested by the student to achieve a specific career objective and less cost to the taxpayer because of fewer years of schooling to finance. Early admission would also create more openings in some vocational-technical school programs thereby allowing additional students to attend and delaying the need for construction of new facilities.

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A final area for immediate attention involved joint planning of facility construction programs by the three institutions. It was felt that such an approach could result in more students being served at a lower overall cost through improved facilities utilization, through the flexibility of purpose that might be built into such facilities and through making available programs where the level of utilization could make it difficult for one institution to justify the cost.

In addition to areas identified for immediate attention, a number of long range objectives emerged. These included adult education programs spanning the entire range of occupational preparation, sharing faculty resources, developing advanced options of existing programs offered at the area vocational-technical schools, joint planning in the conduct of manpower surveys and in the development of career information programs.

Our goals for the Career Education Cooperative, were very ambitious during its initial year of existence. This is especially true when one considers that the project director did not begin full time employment until March 15, 1973. Nevertheless the achievements have been significant and hold promise of even greater achievement in the years ahead.

In July of 1972 the relationship among the three executive officers could best be characterized as one which involved equal amounts of indifference, lack of trust, and insensitivity to one another's problems. The interaction involved in merging and transferring the practical nursing program, in preparing the proposal and in selecting a consortium director improved communication and helped each administrator to understand better the problems that his colleagues faced. Through initiating an attack on problems that were common to all three institutions, improved trust and confidence were promoted.

Another achievement of the cooperative in its first year of operation was the development and initiation of an automotive technology program. There are a number of interesting characteristics of the program. First, it is designed to appeal to diverse populations including graduates of the vocational-technical school automobile mechanics program, graduates of comprehensive high schools who have no previous automotive training, and individuals presently employed in the automotive field who wish to extend their technical skill or advance to management positions. The program designed by the cooperative is competency based. The intent is to find out what an individual knows and to certify that regardless of where or how he learned it. The second objective of the program is to teach him what he needs to know as efficiently and effectively as possible.

The program uses challenge examinations to establish whether an individual has a competency defined as the objective for a specific segment of instruction. The community college contracts with the area vocational-technical school to teach the laboratory courses and to provide the supporting facilities. A student may enroll full time or part time. He may take only those courses directly related to the automotive field, in which case he would receive a certificate, or he may choose to take the related general education courses and qualify for an associate degree. The program is flexible, open ended, and represents the ultimate in secondary, post-secondary articulation.

An early priority for the cooperative was the development of a coordinating council not infringing upon the autonomy of any of the three institutions, but permitting the communication essential to the effective implementation of the ideas of the cooperative. The arrangement chosen consisted of three members from the board of trustees of the community college and three representatives of each of the joint operating committees of the vocational-technical schools. In addition, the council included the three executive officers. The responsibilities of the council include reviewing and reacting to proposals, informing and advising the respective board or joint operating committees, interpreting the positions of their board or joint operating committee to the cooperative, and suggesting areas of investigation for new proposals.

The importance of the planning council cannot be overstated. The amount of planning and staff effort required to achieve the merger of the licensed practical nursing programs or the initiation of the automotive technology programs was extensive. In both of these undertakings, the executives of the three institutions were forced to operate under the assumption that the various controlling boards would provide the necessary approvals upon request. Fortunately, they did. In any continuing relationship, however, the early involvement of representatives of the governing boards and the utilization of their input was considered essential if staff effort was not to be wasted on projects disapproved after tremendous planning effort.

I hope you will not assume from the preceding comments that we have solved all of the problems identified earlier through the implementation of the career program cooperative which has only been in existence about 8 months, but I do want to convey a sense of progress and the hope that this project has engendered among those of us who have been involved. During 1973-74, the cooperative will develop additional post-secondary programs through the use of appropriate combinations of community college and vocational-technical school facilities and staff resources. Career lattice arrangements will be developed for related secondary and post-secondary programs leading to community college credit for technical work completed at the vocational-technical school upon recommendation of the instructor. A closer working relationship among faculties of the three institutions will be encouraged to promote curriculum revision and improved communication.

CONCLUSION

The assertion that community colleges and area vocational-technical schools should play a key role in program articulation should not lead to a conclusion that proprietary schools, two year campuses of four year institutions and other colleges and universities are unimportant in providing career education. However, each of these institutions is more specialized or located at a less pivotal point in the career education continuum. Proprietary schools can best be related to the total career education effort through such activities as regional planning and contracts for educational services. Branch campuses and the four year colleges and universities they represent can make their most significant contribution through greater flexibility in programming and admissions require-

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ments. Four year colleges and universities accept without question, mediocre graduates from academic programs. At the same time, they refuse outstanding graduates of career programs or penalize them by making them take courses that would not be required of the academic graduate. There is no good reason the four year institution cannot develop cap stone programs, taking students from wherever they are and helping them to achieve their objectives. The experience being gained with external degree programs may very well provide a major impetus in this direction.

Our academic programs were designed to serve fifteen to twenty percent of the total population. By incorporating the career education concept and developing community colleges and area vocational-technical schools, we have expanded our system to encompass a much greater percentage of the total population. If we are to encourage all of those who should be involved in vocational-technical education to seek such programs, we must erase the penalty for a wrong choice. Currently, an individual who selects a career program may well be foreclosing future options for advance study. Those of us who have been close to career education realize that it is a first-class approach to education and that those who are involved in it are first-class citizens. One of the benefits of this citizenship must be upward career mobility without the penalty of starting from zero. The Career Lattice is not only a possibility, it is a necessity. Career programs must become as open ended as their academic counterparts. Community colleges and vocational-technical schools working together can make this objective a reality.

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COMPETENCY BASED EDUCATION AND CRITERION REFERENCED MEASURES

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Competency Based Education and Criterion Referenced Measures. What does it mean? Translated into layman's terms it means that a student will learn just those skills that are required for the specific occupational goal that the student aspires to and that certain specified measurable endpoints are described so the student will know now when the goal has been met. In a sense, we are using the performance based evaluation that Mr. Moody spoke about in an earlier talk this morning. The title is purposely chosen for this conference to bring out the point that perhaps no one outside the field of education and quite a few who are in the field of education understand the "educationese" of the title. If the institutions of education, business, industry, labor, and government are to cooperate to make most efficient use of resources, they are going to have to begin to speak the same language. In the vernacular, a better title might be "What you need to know to get a job and how the man will know if you know what you are supposed to know".

My presentation this morning deals with the **Career Education** project being conducted at the Admiral Peary Area Vocational Technical School (AVTS) in Ebensburg, Pennsylvania, as the school enters its second year of operation. In the total planning of a new school, Dr. Bryan V. Fluck, Director of Vocational Education, wanted to incorporate curriculum development to fit in with the new building. He did not want the same old traditional classroom activities in a new package. Furthermore, he wanted a curriculum that would match his philosophy of education; one that would allow "each student to proceed at his or her own rate to his or her own level of ability in areas of interest and competence to the student".

I joined Dr. Fluck's staff in September of 1971, under a research grant to design a system to deliver the concepts in Dr. Fluck's aforementioned philosophy.

The major goals of the project are as follows:

* The education of students for specific occupational goals as defined and described in the Dictionary of Occupational Titles, (DOT),

* A flexible modular scheduling system to allow students to proceed at their own rate in various curriculum areas, and

* A computerized data collecting and record keeping system to coordinate curriculum content with student achievement and with individual student occupational goals.

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As I proceed with this presentation, please bear in mind that the project staff are well aware of the following items:

* Vocational Education is a part of, but not synonymous with **Career Education,**

* The basic strategy of the research project is design of a general delivery system that is flexible enough to meet both individual needs and the needs of various locales (rural, surburan or urban), and

* Human beings, i.e. students and teachers, are the most important aspect of the project, despite the apparent emphasis on the mechanics of the system.

To use an example that is familiar to most of us, I'll deal with the automotive mechanical repair program. In traditional classrooms about 20-25 students are more or less treated as a group as they cover all espects of the auto mechanics course. Students are exposed to all content areas whether they are capable and/or willing to handle such materials. The grade given a student in such a course is the average of the individual test results in each of the content areas. Thus, the student is receiving a grade on his average ability across the entire curriculum.

In the flexible modular scheduling program currently in use at Admiral Peary, students are allowed to select a specific occupation within auto mechanics. For example, there are at least eleven different types of auto mechanics listed in the DOT, such as air conditioning mechanic, automobile mechanic, tune up man, auto radiator man, etc. The skills that must be mastered by the tune up man are quite different from those which must be mastered by the transmission mechanic. It is true that the master mechanic will handle the skills of both. However, most students in auto mechanics will not end up as master mechanics, but rather will have individual skills in certain areas. The goal is to capitalize on the skills and competencies of the individual student while minimizing any negative effects in those areas that the student cannot or does not want to become involved. The skills of the tune up man, dealing with the fine tuning which involves the electrical system, ignition system, and fuel system of an automobile, are quite different from those of the transmission mechanic who is dealing with a heavy mechanical component of the automobile. It does not seem quite fair to require a student who has some sort of native ability in the tune up man's area to suffer through the heavy mechanical areas of the transmission mechanic, if in the end that student does not intend ever to use those skills, no matter how poorly learned. Maybe at some later date after graduation, after several years working in a garage, the tune up man will decide that he is ready and willing to learn the transmission mechanic's job or vice versa.

Another occupation familiar to most of us is that of service station manager. We are now dealing with the "Career Lattice" discussed by Dr. Richardson earlier this morning. A person who wants to be a successful service station manager not only has to know auto mechanics, he or she must also have

skills in auto body, marketing, personal services, and even blueprint reading, just to name a few areas. The auto mechanics and auto body curriculum content are obvious; marketing might deal with business law, depreciation, and tax returns; personal services might involve dealing with the public, employee relations, and promotional activities: drafting and blueprint reading could be used by the person who might be making an addition to an existing garage facility and thus could talk more intelligently with any contractors involved. In summary, a student whose occupational goal is at the rather high level of service station manager has a major occupational area in auto mechanics, but also requires training and education in areas of business, distributive education, personal services, and the technologies. (It should be noted here that we are dealing with a secondary, post secondary situation with built in articulation.)

Another example familiar to most of us is today's business student, who in addition to the usual typing, shorthand, bookkeeping, and accounting courses, should also become involved with those aspects of data processing that pertain to payroll and computerized accounts payable. A student who aspires to be an office manager or business manager must take all of these courses if he or she is to be proficient and up to date in that field. Because the required skills of most jobs involve many of the traditional curriculum areas, all occupations are to some degree multidisciplinary and the training and education of students should take that fact into account.

The question then, assuming acceptance of the aforegoing described philosophy, is to design a delivery system for "Competency Based Education and Criterion Referenced Measures". Perhaps the best way to describe the system is to approach it chronologically and describe each phase as it occurred. The first step was taken in the area of curriculum development. All 20 programs to be offered at the vo-tech[1] were outlined according to a standard coded format so that students could cross program lines as their occupational goals required. One highly rated instructor in each of the 20 programs from various vocational schools throughout Pennsylvania was invited to Ebensburg for a 3 day workshop seminar during which course content was developed in terms of **Units, Modules,** and **Tasks.** These terms are defined as follows:

* Unit- a general curriculum content area, e.g., in auto mechanics units would cover **Fuel Systems, Electrical Systems, Transmission Systems,** etc.,
* Module- a more specific content area, e.g., in the unit **Fuel Systems,** there would be modules on **Fuel Pumps, Carbeuration, Gas Lines and Gas Tanks,** etc..
* Task- a specific skill development, e.g., in the module **Fuel Pumps,** there would be tasks on **Removing a Fuel Pump, Repairing a Fuel Pump, Diagnosing Malfunctions of a Fuel Pump,** etc.

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1. agricultural technology, horticulture and floriculture, auto body, auto mechanics, carpentry, electricity, masonry, plumbing and pipe fitting, machining, mining, welding, cosmetology, health services, marketing technology, personal services and transportation, quantity foods, electronics, environmental control, mechanical drafting and design, and scientific data processing.

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When the outlines of all twenty courses were compiled, over 9,000 individual tasks, stated in behavioral objectives according to the Mager format, were identified. (Approximately 1,000 modules were listed.) Using these 9,000 tasks, various occupational **Program of Study** sheets as described in the DOT and as determined to be necessary in the immediate labor market area of the Admiral Peary vo-tech based on a prior labor maket study, were designed in terms of the individual day to day learning activities; that is, the tasks.

Program of Study sheets[1] begin with a cover page which contain the following information:

* A description of the occupation in two or three paragraphs.
* The occupational title and the DOT number,
* A list of potential local[2] employers for persons in that occupation.

The second section of the **Program of Study** sheets includes a list of the required tasks that must be successfully completed in order to qualify for the occupation.

Finally, the third section of the **Program of Study** sheets includes a list of elective and career tasks that are of more than average interest to the student aspiring to that occupation.

After proper counseling, each incoming student to the Admiral Peary vo-tech selects a specific occupational goal to pursue. If the student decides, after a reasonable length of time, and for proper reasons, that the occupational goal which was chosen is not the one that he or she wishes to pursue, that goal can be changed and a new occupational study sheet is given to the student. More than likely the new occupation will be in the career lattice of related occupations area of the original choice. Thus, it is highly likely that some of the skills (i.e., tasks) specified will occur in both occupational study sheets. Where there is overlap of skill requirements, the student does not lose any time when changing goals.

As stated previously, this system is computerized such that the approximately 400 occupational goals that were developed in the first year of the project are on computer file in terms of task listings. The skills are coded such that if a student does change goals, an analysis of student achievements as entered in the student record can be compared to the new and old occupational goals and credit for past achievements retained. It should be noted here that from the approximately 400 occupational choices available to the students during the first

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1. Note: A compete packet of materials was distributed at the conference which contained samples of all the materials discussed from this point on. Additional packets may be obtained by writing to the author. The materials were deemed too cumbersome to reproduce in these proceedings as appendices to this presentation.
2. Depending on the occupation in question, local employers could mean a major company within one day's travel of Ebensburg.

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year of operation, approximately 180 different occupations were chosen in the 20 program areas. Essentially, this is a 9-1 increase in the individualization of instruction in terms of occupational goals. As each student achieves the skills required or specified, an individual computerized record is maintained. Printouts for each student will be issued periodically to the student and to the course instructor so that a dynamic profile of the student's accomplishment can be maintained.

Each skill described in the course outline and on the occupational study sheet represents but the tip of an iceberg. The rest of the iceberg is, collectively, the **Task Instruction Sheets** (TIS) which are created by the instructor. Each TIS contains the major items of task learning objective, background, procedure, materials and supplies, safety precautions, review questions and references.[1] Students receive these instructor prepared instructional sheets as they are required on an individual basis. As each student progresses to his or her own occupational goal, he or she creates an individualized notebook of the specific task instruction sheets. When the student exits the vo-tech at any point, for any reason, the personalized textbook goes with the student as a record of what he or she has achieved. Printouts of the student achievement file will be supplied upon request to any potential employer wishing to consider the student as a potential employee. As each student progresses towards a well defined and described occupational goal, he or she may qualify for several other lower level occupations on the way to that goal. For example, referring back to the auto mechanics area, a student aspiring to be a service station manager should, within the first two months of school, be qualified as a service station attendant. After several more months and most probably into the second school year, that student might have acquired another occupational qualification in the area of auto mechanic apprentice. Perhaps at the end of the second year, an outstanding student could qualify for the auto mechanics DOT and so on up the line to service station manager.

It is not to be inferred that either the occupational lattice or the occupational ladder is a hierarchy of increasing value, but rather a system of diversified skill requirements. Furthermore, it is recognized that at the secondary level, master mechanics, as well as master craftsmen, or cosmetologists, or master chefs, or what have you, will not be produced in three years of schooling ending at age 17 or 18. The primary purpose of the DOT Program of Study sheets is to present a very specific roadmap for each student, listing those skills that are required to the extent that they are offered at the vocational school. It is well recognized that additional learning experiences such as on-the-job training, further post secondary education, and just plain maturity also are involved. It must be remembered that we are just now entering the second year of implementation of the **TIMES** concept at Admiral Peary and its third year of development. There are many other areas related to the project, primarily in the affective domain, that have not yet been touched upon. At the moment, we are concentrating on

1. The TIS are similar to the traditional job sheet in vocational education. They differ from the job sheet in that each TIS is self contained with no need for operation or information sheets. Task sheets are written essentially at 3 levels: operative, skilled and technical.

the delivery system aspect. Once that model has been developed, we have great faith in the ability of classroom teachers and local school administrators to become involved with the TIMES concept and to adapt it to local needs.

In any event, a student does benefit immediately from the current system in that, before the game is begun, the rules and procedures and individual steps required for the occupational goal are explicitly laid out for the student to examine and to decide as to how best to attack the problem of achieving that goal. No student is locked into a given roadmap. Rather, as discussed previously, if at some point a student has a vocational change that has been the result of a proper decision making process and consultation with counselors, teachers, parents, and other qualified and interested personnel, the student can exchange roadmaps. Still, at any point, the student knows where he or she has been, where he or she is, and what is ahead.

Another intended use of the **Dictionary of Occupational Titles** Program of Study sheets and Task Instruction Sheets is as guidance and instructional materials down through the grade levels. For example, seventh, eighth, and ninth graders could browse through areas of interest in free time, study periods or counseling periods, reading the various lists of skills required for different occupations. In the lower grade levels, classroom teachers could use the specific detailed listings of skills to plan classroom activities around certain occupational studies. It would be less difficult to design classroom activities given specific day to day activities of the occupation, rather than a two paragraph overview that says very little as to what happens on a day to day basis. The instructor prepared Task Instruction Sheets would be useful in suggesting materials and procedures on a scaled down version for the elementary and middle school grades, as components of the **Career Awareness** and **Career Orientation** segments of the total **Career Education** spectrum.

The first year of operation at Admiral Peary was considered quite successful despite the adverse opening conditions of the school which was 2 months late due to a labor strike at the construction site. The approximately 800 enrolled students at Admiral Peary had logged in nearly 50,000 individual task completions for an average of 60 skills per student for the first year of operation. As part of the individualized program, TIS were prepared for student in the health assistant program for a one month clinical program. The students were released full time from both the vocational school and their home high school to work for doctors, dentists, hospitals and clinics in the area. Each student was presented with a coded computer printout of her specific achievements along with a course outline. An important piece of feedback from the employers was that they would prefer to see the task titles describing the individual tasks printed beside the code number. This change is being introduced during the current school year.

Although the system has been designed to be a student oriented, flexible modular scheduling system for delivering Dr. Fluck's philosophy of "allowing each student to proceed at his or her own rate to his or her own level of ability in areas of interest and competence", many other people including counselors, employers, administrators, parents, and instructors can also benefit from the information collected and maintained through the flexible modular scheduling system.

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In addition to the individual student records that can be printed out, summary statistics for each shop or classroom area can also be printed out either chronologically on a day to day basis in terms of tasks or in summary form, giving task number, how many students completed that task during a school year, on how many different days students completed that task and during what period of time the first and last achievement of a given task were obtained. A quick review of computer printout summary sheets for the first year of operation shows conclusively that students were allowed to proceed at their own rate as shown by the different numbers (in the range 1-30) under the column "Times Completed". In a traditional classroom all 1's would have been entered in that column. The goal of having students in areas of interest, competence, and at their own level of ability is shown by the different numbers under the column "Student Achievement". Again, in a traditional classroom the number would have been the same for all tasks and would equal the total number of students in that classroom. If the record shows that an unusually large number of students complete a task (remember, students from other areas can enter a classroom for a given set of tasks or skills) it may be an indication to the administration that a teacher aide or an additional instructor in a certain course area is required. (There are indications that this may be the case in our own school in blueprint reading.) On the other hand, a task with only one student completion could indicate either that the task is obsolete and should be deleted from the course or that it is a rather high level and difficult task that can be achieved by only the best students. Even if the task that was completed by just one student was needed only for an unusual occupation, that is no reason not to have that task in the course outline. The system is such that instructors can constantly update their course outlines in a systematic manner without fear of confusion or of penalizing students who have completed prior tasks. New tasks can be added, obsolete tasks can be deleted, and existing tasks can be updated to meet the demands of the labor market.

A review of the student printouts by an instructor or a counselor could spot only one of many trends including the fact that a student is goofing off, going in the wrong direction, or excelling. The system delivers a very objective record of what skills a student can actually perform independent or virtually independent of any subjective evaluation of that student (assuming Mager's format for behavioral objectives has been followed). For example, in a traditional classroom the student's grade is usually a combination of what the student knows, the student's attendance record, the student's attitude, the student's relationship with the teacher, the student's relationship with other students, etc. Under the **TIMES** system, the record of student accomplishments in terms of objectively defined and described skills is a matter of record. The question of whether or not the instructor would want this particular student as an employee is a separate question. It may be that an employer has need for a student with certain skills and that the student's personality is of no consequence, because it is a one person job off in a corner of a shop somewhere. If an obnoxious student is the only one who has those skills, it then becomes the employer's decision whether or not to accept that student for the job, rather than having the student prejudged and perhaps eliminated from competition for a job the student can do. The above described circumstances can be critical in the area of hiring the handicapped. The **TIMES** concept has been used in a program for the multihandicapped at two

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local state school hospitals. Last year 50 students came to the Admiral Peary AVTS for "hands on" exploratory experiences for a sixteen week period; 5 days a week; 2 hours a day in the late afternoon. During the current school year, the program has been expanded to accept 100 students from the same two state school hospitals.

In summary, the Admiral Peary Research Project in **Career Education**, referred to by the acronym **TIMES**, has developed and implemented a delivery system for **Career Preparation** that educates students to individual occupational goals, while accommodating the different abilities and competencies of the individual student. During the current school year, the system is being explored on a trial basis in the business department of the six high schools that send students to the vocational school. The model was designed to be as general as possible so that it could fit into any educational system, subject to the rules, regulations and desires of the administration of that system. Reporting could be daily, weekly, monthly, semester wise, or yearly, just as scheduling can cover any one of the above time periods. The system deals with the "what to teach" as opposed to the "how to teach". The "what to teach" says an auto mechanic in Boston, Los Angeles, Tampa or Ebensburg needs essentially the same skills. The "how to teach" is covered on the individual Task Instruction Sheets developed by the instructors in that specific school. Instructors are the ones who know best how to teach the type of student that is in a given area. Although an auto mechanic in Philadelphia or in Ebensburg has to know essentially the same skills, the teaching methodology may be different for the kid in the city ghetto or the kid in a rural Appalachia ghetto.

We at Admiral Peary believe that the potential of the **TIMES** concept is limited only by the ability of educators throughout the state and county to adopt, adapt and apply the concept to their local needs.

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LABOR'S MANPOWER ARM

MINONA CLINTON

AREA REPRESENTATIVE, HUMAN RESOURCES DEVELOMENT INSTITUTE, AFL-CIO, PITTSBURGH, PA.

The HUMAN RESOURCES DEVELOPMENT INSTITUTE (H.R.D.I.), a non-profit program, was etablished by the AFL-CIO Executive Board of Directors in September of 1968 as Labor's "Manpower Arm". President George Meany is Chairman of the Institute's Board of Directors and Julius Rothman is the President and Director of H.R.D.I.

The HUMAN RESOURCES DEVELOPMENT INSTITUTE, under contract with the U. S. Department of Labor, has established offices in fifty major industrial centers throughout the country, including Puerto Rico.

The Institute was mandated to "mobilize and utilize the vast resources of skilled talent and experience available within the Labor Movement to plan, develop, coordinate and operate programs for the hard-core unemployed", to prepare and train them for good jobs at decent pay.

The full-time staff all of whom come from the ranks of organized labor, work through local and state central labor bodies to provide technical assistance to the unions on all federally-funded manpower programs, and as liaison with local, state and federal manpower agencies. All are keenly aware of the needs and problems of the disadvantaged and by providing direction, guidance and leadership to organized labor's expanding activity and involvement in the manpower field, their presence has added a new and significant dimension to the technical resources available in the field of manpower. This role has enabled H.R.D.E. over a five year period, to become deeply involved in a broad spectrum of manpower programs and problems.

To be more specific, I would like to cite some of the H.R.D.I. program activities.

JOB CORPS

In the JOB CORPS, five building trades unions and one railroad union are preparing well over 2,000 JOB CORPS enrollees either for direct employment or for indenture as apprentices.

The five building trades programs are conducted in the JOB CORPS conservation centers with the unions providing instructional and placement services. Every youth who completes the training is assured a placement in the trade of his choice. The two larger programs are being carried out by the Carpenters and the Painters. Other Building Trades unions involved are Operating Engineers, Bricklayers and the Cement Masons.

The Brotherhood of Railway and Airline Clerks program is located in residential centers in Chicago and Los Angeles.

The unions involved have a placement record of 94% of these completing from six months to a year of training. Starting pay for the apprentices in the Building Trades is around $3.00 an hour.

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JOBS — JOBS OPTIONAL

The AFL-CIO and its affiliates are related to the JOBS program in several ways. The AFL-CIO provides a full-time liason officer to the National Alliance of Businessmen, the promotional arm of the JOBS Program.

The fifty H.R.D.I. staff representatives are active in assisting in the development of JOBS contracts. They also work with both union and management in ironing out any differences that may arise during the operational period of the contract.

Between October, 1970 and November 30, 1971, the H.R.D.I. staff assisted in developing contracts covering 21,496 training slots. Of these, 3,519 were for upgrading of workers already on the job.

In addition, H.R.D.I. developed the **Buddy Program** to assist with the problems of retaining workers hired under the JOBS program.

The Buddy, a trained union member provides the personal support on-the-job that many need, especially during the initial period on the job.

During 1970 to 1971, sixty-seven "Buddy" Programs were held and 1,710 workers trained for their role as "Buddies".

VETERANS ASSISTANCE PROGRAM

H.R.D.I. developed a small Veterans Assistance Program at the request of the Department of Defense. Three H.R.D.I staff representatives are stationed at the Separation Centers at Treasure Island (serving Navy and Marine personnel) and the Oakland Army Base in the San Francisco Bay Area. The Servicemen being separated are given a general orientation about the job situation and those interested in further job placement assistance are individually interviewed.

If the Veteran feels that he would like to have the AFL-CIO help him find a job when he returns home, a referral card on the Veteran is sent to the H.R.D.I. office or to a local AFL-CIO labor council, whichever is closer to the Veteran's home.

From March 1, 1971 (the date the West Coast operation started) through October 30, 1971, 629 Veterans were placed into jobs at an average wage of over $3.20 per hour.

SUMMER YOUTH EMPLOYMENT

Throughout the five years of H.R.D.I.'s existence, staff has always been concerned with finding jobs for in-school youth. Through concentrated effort in the Spring of 1971, almost 8,000 young people were placed in jobs, many of them paying well over the minimum wage.

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H.R.D.I. also has a heavy involvement in apprenticeship through the 17 Apprenticeship Outreach Programs (AOPs) it administers.

The programs, all sponsored by building and construction trades councils, placed 286 minorities in apprenticeships in 18 trades, between April and July 1973. Another 64 minorities entered journeymen positions through AOP activities.

Other program activities involve —

(a) Work with prisoners and ex-offenders

(b) Work with state and local manpower planning councils

(c) Veterans Construction JOB Clearinghouse

(d) Development of local, area or statewide manpower conferences for the purpose of informing union leaders and members of the need, purpose and potential of federally funded manpower programs.

JOB DEVELOPMENT AND PLACEMENT

Finally, H.R.D.I. since its inception, has been deeply involved and concerned with finding decent paying, permanent jobs for the disadvantaged unemployed, enabling them to enter the mainstream of our economic life.

True, the nation's priorities seemed to have changed, particularly with the present administration, however, H.R.D.I.'s responsibility and-all out effort in this area has not diminished but has accelerated along with our top priority to assist Vietnam Era Veterans, many of whom now fall within the disadvantaged classification.

To recap our accomplishments in job development and placement, I will give you a few figures on what was done in 1972 by H.R.D.I., which should clearly illustrate what we have done over the past five years.

In 1972, we developed about 29,000 jobs, and we ourselves placed more than 9,000 workers in these jobs. Our Department of Labor contractural goal during 1972 was to develop 17,500 jobs. We actually developed far more than we were pledged to develop. And, even though the Labor Department did not ask us to place people into these jobs, we placed more than 9,000.

Well now, who were these people that we placed in jobs — Almost 500 were ex-offenders — exconvicts; more than 2300 were Vietnam era veterans; we placed over 2500 youngster from poverty neighborhoods in Summer youth employment programs; and we placed some 1200 Welfare recipients.

Considering that we have a relatively small staff, we think that this is a pretty good record.

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However, it was a scramble not only to find the jobs, but quite a chore to assist the applicant to become employable.

Employability, job readiness, salable skills, intellectural caliber, work oriented, etc. These are frustrating words to anyone involved in fighting the war on unemployment today.

Why must this frustration exist? Why must job placement personnel be concerned with making a job applicant employable?

Confronted with these and other related questions concerning todays chronically unemployed, it is not difficult to see that we have missed the boat in our educational process and "Career Education" is needed.

"Career Education" is an educational process whereby teaching and learning provide for broad-based academic accomplishments, including communicative skills; where career awareness is developed, and exposure to careers is provided. All students emerging from the process should be equipped with salable skills and the desire and ability to work. Above all, each student would be in a position to absorb either further education or further training, considering both of these factors as salable skills. A person's career, I think, is his whole lifetime from birth to death, including work and leisure. "Career Education" should provide for vocational appreciations to preclude circumstances where the goal of personal fulfillment and gratification is limited by job conditions.

"Career Education" must encompass a new social awareness whose objectives must be to rededicate our society to the equality of man and a total reaffirmation toward destroying class hatred, racial bigotry, and inequality of opportunity."

In closing, I would like to share with you the statement and position adopted by the AFL-CIO Executive Council on Career Education at Bal Harbour, Florida, February 15, 1972.

Statement by the AFL-CIO Executive Council on Career Education

Bal Harbor, Flordia — February 15, 1972

Recently the United States Office of Education has been placing strong emphasis upon career education. The AFL-CIO welcomes this trend as one which furthers the views long held by organized labor.

The AFL-CIO at its 1969 convention declared: "Schools must prepare all students for the realities of the world of work. Such preparation can best be achieved through comprehensive organization of schools which bring together general education and vocational education, beginning even in the elementary school years and continuing on through the junior college level. Such a unified approach, by giving all students at least some experience in skill training and by giving all students a solid foundation in English, mathematics, sciences and social studies, can do much to restore the dignity of labor, a concept which has often been lost in the school of the past."

The AFL-CIO has further urged that schools expand the occupational categories in which they provide training to their students and that vocational education be designed not to narrow, but to widen the options which are available to young people. A student who enters into a vocational education program should not thereby have to shut off the future possibility of going on to higher education.

The career education proposals being developed by the Office of Education have the potential for fulfilling these goals. There are nevertheless a number of facts which temper labor's enthusiasm.

One of the most important questions is that concerning career education in President Nixon's proposed 1973 budget. The President proposes to fund career education programs in considerable part under the Vocational Education Act and, as in past years, the President proposes an appropriation of less than half of what Congress has authorized under this Act. This grossly inadequate budget request creates a serious credibility gap with regard to the Administration's professed enthusiasm for career education.

What is more, the President again pressed for the enactment of his education block grant bill which would explicitly repeal the Vocational Education Act of 1963 and the Amendments of 1968. All of the provisions of this legislation would be wiped out, even including the requirements that states establish vocational advisory committees.

In place of the Vocational Education Act, the Administration's education block grant bill would simply earmark a portion of federal funds for education, without any other restrictions, for career education. Even these funds would be subject to further depletion. States would be permitted to transfer up to 20% of the funds for career education to other purposes. It is difficult to square these facts with the Office of Education statements about the high priority it places on career education.

Perhaps the most dangerous of all tendencies in the Administration's plans is the announcement that of four "models" for career education now being planned, one is to be an "Employer-based Model". According to the Office of Education, "The program will be operated by a consortia of employers. Each consortium will encourage the assistance and active support of diverse community elements, such as unions, schools, parents, PTA's and Chambers of Commerce."

Under the proposal, employers would create, develop, and operate a career education program for students from 13 to 20 years old, combining classroom teaching with on-the-job experience. An indication of the thinking implicit in the Administration strategy is the fact that the Department of Labor has been studying ways of easing the Child Labor Laws so as to permit younger students to work in factories and at other jobs. It is difficult to believe that such a program would not displace at least some older employees, and the moral implications of going back to the practice of employing children at sub-standard wages are unthinkable.

Commissioner of Education Sidney Marland has gone so far as to suggest "tax credits" as "suitable incentives to encourage participation by businessmen."

The AFL-CIO has no intention of giving "assistance and active support" to any plan which would turn a major part of the public schools over to "a consortium of employers" and which would give them a new tax loophole at the same time.

Finally, much of the Administration's praise for career education comes in the context of statements to the effect that too many young people now in college really don't belong there and that they would profit more from vocational education. It is difficult to avoid the implication that what is really involved is not so much an upgrading of career education as an effort to find an excuse for less federal support for higher education. Significantly, President Nixon's 1973 budget message proposes cuts in Office of Education programs in higher education which far exceed the additional $55 million which is asked for career education.

The AFL-CIO supports career education but we will not allow it to be won at the expense of narrowing opportunities for higher education.

COOPERATIVE EDUCATION AND THE WORLD OF WORK

DONALD EVANS

COORDINATOR, COOPERATIVE EDUCATION, ALTOONA AREA VOCATIONAL TECHNICAL SCHOOL, ALTOONA, PA.

I. GENERAL INFORMATION

The Cooperative Vocational Education Program of the Altoona Area Vo-Tech School is a course offered by the Blair County Area Schools for students interested in learning a vocation and gaining practical on-the-job training while enrolled in high school. The program is a cooperative venture between interested employers and the local school in an effort to provide students with the opportunity to learn the occupation of their choice. The on-the-job training and the specific job-related information obtained in the classroom provides local students with opportunity to learn and to advance in particular occupations.

A. Meaning of the Program

The name of this program describes itself adequately in that it is a cooperative venture between the school and local business or industry in working together to provide training in the areas of student interest. The program will consist of on-the-job training which is provided by the local employer and the coordinated related instruction which is provided by the school.

B. Importance of the Program to the Student Trainee

When students select this program. they indicate by their choice that they are interested in learning a trade that will afford them a livelihood in their adult years. In this program, they may work for several years or even an entire life. This program is designed to provide students with first-hand experience in local business or industry while they are learning their chosen occupation. A year's experience will also help them decide if their original choice was really the correct one for them.

Training in this field should also help make the high school program more meaningful to the student trainee. They will be able to apply the basic principles learned in such areas as: English, mathamatics, science, shop, etc. This will vary with the occupation which they select and the courses they take prior to the Junior and/or Senior years. Research has shown that students in a program such as this have been able to do better work in their other studies. The Cooperative Vocational Education Program will mold the in-school training and work experience together into an organized program by providing supervised training experience on the job and an opportunity to study related information that will enable the student to show progress in their chosen occupation.

C. Purpose of C.V.E.

The basic purpose of cooperative vocational education is to provide occupational training through the use of business and industrial concerns and to help bridge the gap between school and employment. Cooperative vocational

education programs take a school curriculum beyond the four walls of the high school and use the community as its classrooms. The facilities of the local business and industries are used for the vocational classroom and local craftsmen are the instructors. It offers the blending of high school instruction with on-the-job experience. Training is offered where regular preparatory training could not be offered. It is also used as a capstone activity in the present vocational programs. Cooperative vocational education cannot only offer a variety of occupational areas, but can also accommodate many levels of training from semi-skilled to the technician level.

D. How C.V.E. Functions

This program is designed to provide the students the necessary vocational training to learn a trade while they are completing their high school education. The job training is designed so that it should not interfere with other studies and should make them more meaningful to the student. They must remember this program is an elective program and that the requirements of the high school graduation are the same as for students enrolled in the other program in the school. It is vitally important that they do a good job in all phases of their high school work.

The coordinator will counsel them from time to time regarding the progress at the training station. He will assist students with any problems they might have with their job or high school program. The coordinator will visit frequently at the training station and confer with the employer for the purpose of observing progress on the job and to decide the type of related information which will be of most value at that particular time.

E. Responsibilities of C.V.E. Students

Thus far in their educational program three parties—the student, their parents, and the school—have been concerned with their progress. Now, they will have the fourth party involved; namely, the employer. He is extremely interested in their progress because they are becoming a more valuable employee as the year progresses.

As they expect certain demands from the employer, he will expect several things from them in return. They are expected to be dependable at all times. He will expect them to be loyal to him, his company, and his product. He will expect them to be honest in their dealings with his time, money, and materials. The student will be expected to be enthusiastic to learn all there is to know about the job.

The students will have certain responsibilities to the school. Considerable time has been spent in arranging the schedule so that they can participate in this program. Despite the fact that they will be away from the school for a part of each school day, they will be under the jurisdiction of the school. Their conduct, appearance, and attitudes will reflect either good or bad impressions upon the school. In most cases, they will be the only direct contact between the school and the employer. It is the students' responsibility that the acquired impressions of the school are of the highest order.

II. PROGRAM POLICY

A. General

1. Student applicants to the Program understand, in advance, that employment participation becomes effective only upon school approval of placement in part-time employment or upon school approval of a student's previous self-placement. A "school approval" of student employment in the Program is necessary for the protection of students' health, safety and best total school performance, also for compliance with local, state, and federal laws as they apply.

2. In all cases, each student applicant's scholastic career and its completion by graduation are held by the school to be of primary importance. Acceptance for or rejection from Program participation is based fundamentally on that administrative policy. In other words, only those students judged by the Coordinator and the concerned school counselor as one likely to be helped toward their occupational goal by the Program participation will be approved as eligible for such part-time employment.

3. Immediate application for "work papers" as required by law, is to be made by students under 18 years of age prior to each employment placement and always through home high school to the required agencies for issuance of same. This includes a physical examination by applicant's family physician. Students over 18 years of age may be asked to present birth certificate to further verify age.

4. Assuming that the student has performed satisfactorily at school and at work with expected cooperation and good personal conduct, he will receive credit toward graduation in accordance with the policy established by his home school.

5. Students may not leave their jobs, or accept other employment, during any school term in conjunction with this program without previous consultation with the approval of the Program Coordinator.

6. A student must, in every instance, see that employer and Coordinator are notified of any absence due to illness serious enough to justify absence from work. Absence notes must comply with the participating schools attendance policies. Excessive absences from school or from the training station may be cause for removal from the program.

7. If necessary to attend school activities during scheduled working hours, the student must ask the employer for an excused absence from work. However, employment for pay represents, in effect, a choice firmly made by the student, with parental approval, to meet the established conditions of the employment originally accepted by the student for duration at least of the current school year.

8. Each student permitted to participate in this Program is required to maintain penalty free self-discipline, during the entire school year, both inside and outside the school area. Cause for school's disciplining a program member-student may require his or her immediate dismissal from Program, aside from

any other school disciplinary measures invoked, again with consequent loss of scholastic credits toward graduation.

9. The student is expected to live up to all rules and regulations as outlined by his employer, to work for the best interests of the employer, and to keep matters of business in strict confidence. In the event of controversial job problems, he is expected to discuss those directly with the Coordinator who in turn will discuss same with the employer.

10. Employment is a requirement for enrollment in the cooperative program. The employment status of the student serves to provide the necessary laboratory experience, through which each student may test basic concepts in practical situations. In the event that a student's employment is terminated, every effort will be made to secure a new position for the student. If, however, after a reasonable time a satisfactory employer is not found, the student will be rescheduled in regular classes to complete his education.

B. Student Trainee Policy

1. **Identification Card** — Each student in the program receives a wallet-sized card that indicates that they are enrolled in the Cooperative Vocational Education Program for the current school year. The card is verification that they are excused from school during the day to go to the training station.

2. **Attendance at School and Work** — It is expected that the students be regular in their attendance at school as well as on the job. They have an obligation to be at their place of employment at the times agreed upon. Their absence creates undesirable situations in that their fellow employees must do their job as well as their own if the work is to be completed. "If you are too sick to come to school, you are too sick to work." The coordinator requests employers not to let students work unless they have been in school that day. The student must also agree to call his employer and the school before as agreed but no later than 10:00 a.m. if he is going to be absent from school. It is important that the employer have this information in order that he can plan his work for the day. If the student does not phone the school by 10:00 a.m., it is assumed that he is skipping school and the employer is called to inform him of his absence from school. — Students not at their training station on a particular day are expected to attend school during the training period and until school has been dismissed for the day.

3. **School Vacations** — The employer is given a copy of the school calendar in order that he knows when school is in operation. Whether the students work during school vacation periods is to be agreed upon by them and their employer. At certain times of the year, employers have a great need for extra help and it is requested that the students will help them out during the rush periods.

4. **Discipline** — If the student is making adult decisions on the job, it is expected that he also acts as an adult during the time he is in school. However, [illegible]e should violate school policy, he is treated in the same manner as any other

student. Because he is working during part of the day is no excuse for missing detention. It is to be remembered that should the student be suspended from school for a period of time, he is not to work until he has been reinstated into school. Employers are informed of all suspensions.

5. **Auto Parking** — All Cooperative Vocational Education students park in the area assigned to them. They are not to park in those areas set aside for others to park.

6. **Student Insurance** — It is recommended that students have student accidence insurance policies. The school provides the opportunity to purchase types of insurance policies. Some policies will provide coverage during the time school is in operation whereas the other types of policies protect them twenty-four hours a day for twelve months. Employers are required to carry Workmen's Compensation on the student, however, this protects them only while they are working.

7. **Transportation** — Transportation to the place of employment and to their home is the responsibility of the student and parent.

8. **Work Permits** — State and federal laws require persons under eighteen years of age to secure work permits. Employers are required to have the permit on file at all times while the student is working for them. Failure to do this could result in heavy fines. It is the students' responsibility to obtain the work permit.

9. **Hours of Employment** — Employers have agreed to provide a minimum of ten hours of employment each week. However, many employers have found it advantageous to request students for a longer period each week and possibly some hours on Saturday. The exact number of hours vary from employer to employer. For students under eighteen years of age, employers must abide by state and federal child labor laws. The laws state the conditions under which minors can work.

10. **Wages** — Wages paid to students vary among employers, however, the wage must be at least the minimum wage, or approved subminimum wage required by state and federal laws. Some employers give raises during the year on the basis of the student's performance. Other employers may not give any raises until the training program has been completed at the end of the school year. The training and experience are the most important facets of the Cooperative Vocational Education program.

11. **Termination of Employment** — If a student has been dismissed from the program for just cause, he is dropped from the Cooperative Vocational Education Program and no credits are given to the student. Just cause includes such things as irregular attendance, stealing, lying and other acts of dishonesty, etc. Should a student have his employment terminated because of conditions beyond his control, the school attempts to place him in a similar type training station.

12. **Unemployment Benefits** — Because the students are considered as part-time employees and student trainees, they are not eligible for any unemployment benefits.

13. **Student Notebook** — Each student is expected to have a notebook for the school year. All pertinent material dealing with the in-school and on-the-job training are to be kept in the notebook. Notebooks are checked and graded at various intervals.

14. **Grading** — The Cooperative Vocational Education Program enables a student to receive credits toward graduation upon successful completion of the course. Grades are a composite of completion of notebook requirements, written assignments, efforts, attitude and performance on the job. All students are graded on the same set of standards.

15. **Graduation** — The main objective of any school program is the graduation from high school. It is the student's responsibility to see that all required courses are scheduled and successfully completed. Sometimes a full-time employment is dependent upon a student's attainment of a high school diploma.

16. **Individual Problems** — If there are any individual problems, the student should contact the C.V.E. Conrdinator and/or the guidance counselor, and his employer at once. While it is to be expected that students make decisions on the job, it is important that all misunderstandings be resolved as soon as possible.

III. PROGRAM OBJECTIVES

A. The Blair County Cooperative Vocational Education Program primary objectives are:

1. To make available to the student learner all local educational resources, enabling exposure to an environment conducive to optimum learning, for the development of knowledges and skills realistic to actual and/or anticipated employment.

2. To develop training activities relevant to the student learners needs, interests, and abilities and provide adequate employment counseling.

3. To match student learners with training stations of predetermined quality to fulfill needs not met by existing curricula.

4. To provide realistic motivation, stimulated by the training station experiences and inter-related instruction, so that the student will be challenged to excell in the development of skills.

5. To stimulate individual career goals by helping the student learner develop satisfying work habits in an employable skill.

6. To promote employable skills and positive employer-employee relationship by on-the-job training along with interrelated instruction to the satisfaction of everyone and extend to the employer the opportunity to become involved in the educational process so the community needs for employment can be fulfilled.

7. To develop positive self-image, attitude and leadership abilities through relevant instruction and community involvement so that the student learner will be prepared upon graduation to enter the world of work.

8. To keep possible drop-outs in school by encouraging preferential skills until thoroughly trained to become gainfully employed upon graduation .

9. To provide an extensive public relations program that will inform all persons in the area concerning the functions and operations of cooperative vocational education.

CAREERS IN ENVIRONMENTAL PROTECTION

CHARLES W. HOWARD

CHIEF, SOLID WASTE BRANCH, U. S. ENVIROMENTAL PROTECTION AGENCY, PHILADELPHIA, PA.

It gives me a great privilege and honor to address you as your luncheon speaker. My topic is "The Enviromental Protection Agency and Career Opportunities."

I think that first I should inject the setback which EPA's Solid Waste Program recently suffered. Our budget for 1973 was drastically cut. We were geared for a $30 million budget but were given only $5.8 million. This budget was so short of projected needs that we had to go through the mechanics of a reduction in force.

What does this mean to you? Your students and technicians who were desirous of additional education in the technical fields related to solid waste will have to obtain financial aid for this training via other routes.

However, in some cases technical training in specific areas in solid waste programs will be provided via joint efforts of EPA, Department of Labor, and the state offices of solid waste management.

The Environmental Protection Agency was established in December of 1970, bringing together for the first time in a single agency the major environmental control programs of the federal government. The agency is charged with the responsibility of mounting an intergated attack on the environmental problems of air and water pollution, solid wastes, pesticides, radiation, and noise. Over 16 operational programs from three major divisions of the government were incorporated to provide coordinated control over various environmental diciplines. In essence, the major agencies involved were the Departments of Interior, Health, Education and Welfare, and Agriculture and to a lesser degree the Atomic Energy Commission.

To assist the agency in being responsive to environmental goals, it has established regional offices located at ten major cities in consonance with the geographical responsibilities of other federal agencies. For example, Region III is located in Philadelphia. Our areas of responsibility are Pennsylvania, Mayland, Virginia, West Virginia, Delaware, and District of Columbia. The agency's creation marked the end of the piecemeal approach to our nation's environmental problems which so often in the past, inhibited progressor merely substituted one form of pollution for another.

EPA was created to lead a broad, comprehensive attack on pollution. The new organizational structure makes it easier to identify, and to take into account, all the factors bearing on pollution and its control. It is facilitating the development of better information on the total impact of stresses reaching man from various parts of the environmental, and we hope to help you make possible more practical choices for a healthful, satisfying human life.

The manpower training staff within EPA is charged with the responsibility of developing and adequate supply of trained manpower to properly operate and maintain existing and future pollution control facilities.

This responsibility includes the education and training of personnel at all levels of operations, including management. The specific program elements are aimed primarily at: 1. the professional, 2. the technician, and 3. the operator.

EPA's training grants branch handles professional training and research fellowships. The direct training branch provides in-house training and highly specialized courses to industry and government interest. We also have state and local operator training programs. Several programs, some funded by the U. S. Department of Labor and the Office of Education, and some funded by EPA, are designed to train operators and technicians.

The primary objectives of the On-the-Job training program are to improve the skills of existing operators and to train new personnel in the field.

Under this program, thirty percent of the trainees are new entrants and the remaining seventy percent are already employed in the plant and are being upgraded. As you can see by these percentage figures, this industry is one of the fastest growing fields in the world today. This program combines classroom work with related in-plant training. In effect, our agency has created career ladders.

The total training course consists of 330 hours of classroom instruction and at least 70 hours of on-the-job training for each participant.

The Military Transition Program is conducted at installations with or near waste water treatment plants and in cooperation with nearby academic institutions and the Department of Defense. The purpose of the program is to provide armed service personnel, prior to discharge from the military, with marketable skills which will make them employable at entry-level operator positions in waste water treatment plants in civilian life.

Trainees are given 480 to 640 hours of training including actual "in plant" experience. Each section consists of a maximum of twelve servicemen who are in their last six months of duty.

We have an Institutional Training Program for operators which is conducted in community colleges or vocational training schools. It is geared to provide persons with no previous experience in the waste treatment field with a marketable skill which will make them employable at entry-level positions in wastewater treatment plants.

Trainees receive 800 hours of classroom instruction dealing with basic education related to plant operations, operating theory, and technique, and 440 hours of practical "hands-on" training in a water pollution control plant. Trainees in this program are provided subsistence and transportation allowances along with the training.

We also have a Public Service Careers Program. The overall objectives of this program are to provide thorough training and permanent employment for persons at all levels, and to stimulate the upgrading of current employees.

The program is available to any unit of state government or municipality. The mission is designed to train any public works, or public utilities personnel, but is especially geared for training of personnel dealing directly with the operation and maintenance of wastewater treatment plants.

Under Section 5 (g) (1) of the Water Quality Act, EPA funds a wide variety of programs. The program categories consist of:

1. Operator training grants to state agencies for skill improvement training.
2. Highly specialized training such as advanced wastewater treatment courses and workshops in several locations throughout the nation: and, instructor training for persons involved in conducting training programs at the state and local level.

Direct training is offered at various permanent locations in the United States. The objectives of the direct training branch are to provide specialized training in the causes, prevention, and control of pollution.

Training is offered which is not generally or readily available elsewhere in specialized subjects: This includes current philosophies and practices, and recent developments in sanitary engineering, chemistry, aquatic biology, and microbiology in the field and in the laboratory.

As you can see, everything in EPA is geared along the scientific guidelines. What does this mean to you who are educators and those of you who represent business and industry? Let's take the individual who's ready to enter high school. What shall it be, college preparatory, general education, or vocational-technical education?

Thought must be given as to what field he would like to be in when his high school days are behind him. In some circles taking physical science courses isn't the thing.

The question he should be asking himself is, what do I want to do with my life?

Ecology is no longer a coming thing; it's here and we need technicians, biologists, zoologists — you name it and we need them. The choice is his, but it is up to us, who are interested in the future, to help him make an intelligent choice so he has a skill with which to enter the world of work.

For those who have graduated from high school and are pondering as far as what direction to go, lab technicians are needed in areas such as soil conservation, water and air pollution control and other allied fields.

With regard to professional careers, how many have explored the areas of hydrology, geology, and the like fields? Are your technical schools, colleges and universities prepared to meet the need? Fellowship for graduate students in ecology are available.

Do you realize that government agencies and private firms are subsidizing eduation in this field? Do you as educators realize this? And do you who represent the business and industrial community realize this?

I am not trying to tell you that today there are openings for all of those who desire technical training, and jobs for all of those who have these skills. But with the energy crisis, residual effects of pesticides, potential ocean pollution problems, cities running out of space to deposit solid waste, and municipal and industrial air pollution problems, who's going to be around to help solve these problems tomorrow?

In my presentation I have used ecology as a vehicle to demonstrate how career changes are emergnig in all fields. You who are interested in our growth must accept the fact that intelligent career selections are essential for national growth.

DISCUSSION - MODERATORS' REPORTS

Panel I

CARROLL A. CURTIS

DIRECTOR, RESEARCH COORDINATING UNIT, PA. DEPARTMENT OF EDUCATION, HARRISBURG, PA.

Since three of the four panel members from Group I had already made formal presentations, we began the session with the fourth panelist Mr. Robert Schnieder from the Pennsylvania Civil Service Commission, who made a brief presentation on his impressions or reactions to the topic at hand. Mr. Schnieder spoke of the desire and efforts of the Civil Service Commission to follow a competency based evaluation program. However, realistically, he pointed out that the assessment of competency is not an easy task. In many instances, competencies are achieved in informal settings or as a result of other job experiences. The absence of instrumentation or effective criteria for competency assessment is a major difficulty. As a result from necessity, the Civil Service Commission must resort to more formal requirements based in part on competency but also in part on formal education and similar requirements.

We also briefly discussed the problems encountered by government agencies and industry in terms of locating people to fulfill specific employment needs. Frequently, these needs, especially for government, are for a limited number of staff dispursed over a wide geographic area. Because of this, these agencies may initiate their own training program in a central location from which the employees are distributed. A role for schools in fulfilling these kinds of needs is difficult, especially without a close liaison with government and industry.

In response to a request, Don Evans elaborated on legal and liability problems that need be considered in establishing and operating an extensive cooperative education program. He also reviewed how they handled those situations.

The issue was brought up relative to the funding or support for the various educational programs. It was pointed out by Mr. Ken Moody that the contents of the programs should be a greater consideration than the means of support. However, realistically and historically, the agency providing the funds has a major say in terms of the content or philosophy of the program.

Perhaps what is most needed are programs that explore the cooperative funding arrangement where various levels of government and industry share in the selection of content, funding, administration and evaluation of those programs.

It was brought up that the community college system in Pennsylvania is an example of cooperative funding from local, state and federal levels as well as from the individual student. Perhaps what is most needed are contributions from industry in more areas than scholarship programs.

Panel II

GEORGE LOVE

ASSISTANT COMMISSIONER FOR BASIC EDUCATION,
PA. DEPARTMENT OF EDUCATION, HARRISBURG, PA.

Stanley Cohen, the first speaker, emphasized that all of the issues raised by previous speakers existed in Philadelphia. He said that more emphasis was needed on the elementary and middle school levels. He also mentioned that students must be provided with marketable skills, although Skill Centers are not the answer to career education. Students, parents, and the business world need to be sold on the career education concept. There must be a greater articulation in grades kindergarten through 14, and the career education concept must be integrated within all of the curriculum. Additional funds are required to truly integrate career education in a school system.

Mr. Michael Pilot said that it is necessary for a school district to be aware of manpower demands and available manpower changes in order to be certain that children receive the appropriate education. Since an oversupply of college graduates exists, four years of college are not really needed for most of the positions that are presently being filled by college graduates. The employers are taking advantage by utilizing these men with the oversupply of training rather than taking employes with less training. There is presently a shortage of skilled workers. Schools must give students a knowledge of the vast range of opportunities that are available. The technology of today demands a specialist as opposed to the master mechanic. Future Department of Labor publications must be directed toward lower grade levels as opposed to secondary students and college freshmen.

The third panelist, Dr. Richard Richardson, said that faculty readiness is a problem, especially in his school where faculty are only at the theoretical and practical level of instruction. There are two groups of teachers at opposite ends of the scale. Improved communication between groups must occur. Goals and behavioral objectives for teaching staff must be established.

The fourth panelist, Mr. Thomas Walsh, described the composition of the United States Chamber of Commerce which consists of 1,100 trade associations, 2,700 local chambers of commerce, and 45,000 business firms. Some individual members are also involved, making a total of approximately five million people. The organization is a legislative lobbying body. Mr. Walsh was not sure that people believe or understand what career education is; that it is from kindergarten through the Ph. D. People are also not clear on the differentiation of career education and vocational education, if there is any difference. He said that funding should not be a problem, but simply involve a reallocation of resources. Certainly a massive amount of money is not needed to do what needs to be done. He is hopeful that some existing local funds may be used for career education without dependence on state and federal funding.

During the discussion period, the following issues were identified.

1. Staff training is needed. But what is the best training model that has n developed?

2. If education through the career concept does what it is supposed to do, will it be necessary for industry to be involved in training and retraining people?

3. Is there a possibility for funding relief by cooperative programs using employer equipment and facilities?

4. Should we educate individuals for manpower needs or provide education for life? The answer is that we should do both.

5. There is a need for local bimonthly or quarterly meetings of the same kinds of people present at this conference. These meetings should last for at least four hours and should be held in the area vocational-technical schools. Business people should play an important role in these conferences.

Panel III

MICHAEL CIVARELLA

PROFESSOR OF COUNSELLOR EDUCATION,
SHIPPENSBURG STATE COLLEGE, SHIPPENSBURG, PA.

Interaction between the panelists and group participants produced the following observations:

1. Funds earmarked for vocational education are inadequate when compared to funds for higher education. Therefore, vocational educators must develop an effective lobby if they are to plead their case for necessary and appropriate funding.

2. The wide acceptance of career education is a manifestation of society's displeasure with the present educational system. Career education, as an infusion strategy, can help to restore society's faith in its schools.

3. Job availability tends to influence the types of training programs unions will support. It is essential, therefore, that schools work closely with unions and other industrial groups. If, for instance, unions assess that there is an oversupply of workers in a particular skill area, it is unlikely that these unions will support the development of identical or similar programs in the vocational-technical school.

4. Since career education has been conceived as a "lifetime" concept, it should place more emphasis on continuing education and the career problems of adults than it presently does.

5. In the planning and development of training and preparation programs, unions and schools must work closely together to insure that students pursuing such programs in the vocational-technical schools will not have to repeat these ses or experiences as a prerequisite to union acceptance.

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6. Schools must realize that they cannot train all students for all programs or jobs. Their lack of facilities, faculty, and expertise in some career areas would tend to negate the accomplishment of this goal. The variety of industries and their respective products suggests the need for schools and industries to work together in the areas of training and preparation rather than separately.

7. Advisory and/or Craft Councils should be formed which include representatives from business, labor, industry, and schools for the purpose of program planning and school-work articulation. Practicing craftsmen should be involved in curriculum development as well as staff development.

Questions for Further Study

The panelists and group participants proposed that subsequent seminars may want to address the following questions:

1. What can be done to sustain the joint-involvement of business, industry, labor and education in the area of career education?

2. What strategies might be employed to acquire the necessary Time and Manpower to pursue career education goals?

3. In their enthusiasm to implement career education, what precautions should schools take to protect the teaching and promotion of the cultural-aesthetic qualities of life?

4. How might union apprenticeship programs be better integrated with career education programs at both the secondary and post-secondary levels?

5. How can schools protect the freedom of individual choice while still being concerned with Manpower needs?

ACCESSION NUMBER: VT100717

PUBLICATION DATE: JAN74

TITLE: ESTABLISHING MEASURABLE OBJECTIVES FOR THE SELF-EVALUATION OF THE LOCAL OCCUPATIONAL/VOCATIONAL EDUCATION PROGRAM.

PERSONAL AUTHOR: PAUTLER, ALBERT J., JR.

DESCRIPTOR: *PROGRAM EVALUATION; *SELF EVALUATION; *STANDARDS; *VOCATIONAL EDUCATION; EDUCATIONAL ACCOUNTABILITY; TRAINING OBJECTIVES

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 608

ABSTRACT: STANDARDS ARE NECESSARY FOR THE SELF-EVALUATING THAT MANY LOCAL PROGRAM PERSONNEL FIND THEMSELVES DOING. THE STATED OBJECTIVES OF MANY PROGRAMS LEAVE MUCH THAT IS UNCLEAR, VAGUE, OR MISSING. THE AUTHOR SUGGESTS TWO SETS OF DATA USEFUL IN ESTABLISHING MEASURABLE OBJECTIVES FOR SELF-EVALUATION OF LOCAL PROGRAMS OF VOCATIONAL EDUCATION. THE FIRST RESULTS FROM A POOL OF OPINIONS OF THE GRADUATING SENIORS CONCERNING THEIR SATISFACTION WITH THEIR PROGRAMS. FOR EXAMPLE, A STANDARD MIGHT BE THAT 65 PERCENT OF THE GRADUATING SENIORS WILL INDICATE THAT THEY WOULD TEND TO TAKE THE SAME PROGRAM AGAIN IF THEY HAD TO MAKE THE CHOICE OVER. THE SECOND STANDARD RESULTS FROM SUBSEQUENT PERFORMANCE ON STATE BOARD EXAMINATIONS, EMPLOYMENT RECORDS, OR EMPLOYMENT IN THE FIELD OF TRAINING. FOR EXAMPLE, IT MAY BE DETERMINED THAT 65 PERCENT OF THE GRADUATING COSMETOLOGY SENIORS MUST BE SUCCESSFUL IN PASSING THE STATE BOARDS IN COSMETOLOGY. USERS ARE ASKED FOR REACTIONS. (MU)

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ESTABLISHING MEASURABLE OBJECTIVES FOR THE SELF-EVALUATION OF THE LOCAL OCCUPATIONAL/VOCATIONAL EDUCATION PROGRAM

by

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January 1974

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INTRODUCTION:

This manuscript had its birth as the result of the writer being asked to be a consultant to a Steering Committee on "Quality, Cost, Evaluation of Occupational Education" of a Board of Cooperative Educational Services (B.O.C.E.S.). A B.O.C.E.S. is an intermediate school district which can perform many services for the component districts including such things as special education, computer services, audio-visual production and library, as well as the operation of the occupational education program. As is typical in New York State, this B.O.C.E.S. was responsible for the development, staffing and operation of the occupational education program. The theme of this manuscript and the intent applies to programs that can typically be called vocational, vocational-technical, occupational, or industrial education.

The Steering Committee was established by the Board of Education of the B.O.C.E.S. district. Nine component districts are members of this particular B.O.C.E.S., which operates with a five member Board of Education. A candidate for the B.O.C.E.S. Board must have the endorsement of one of the component districts and run in an open election. The Steering Committee on "Quality, Cost, Evaluation of Occupational Education" consisted of seven (7) individuals. Three (3) were board members from component districts, three (3) were superintendents from component districts, and one (1) was a member of the B.O.C.E.S. Board. The Steering Committee was established to evaluate the quality and cost of the B.O.C.E.S. occupational education program. The writer was asked to work as a consultant to the Committee and to assist them in the product evaluation phase of their assignment.

This introduction seemed necessary in order to inform the reader about the background of the problem and the involvement in a real life situation dealing with evaluation of the local program. The experience afforded the writer the opportunity to do an in-depth investigation of self-evaluation of the local occupational program and the conclusions based upon the investigation.

The content and philosophy upon which this manuscript is based could prove useful to both half-day and full-day occupational education program sponsors. It so happens that in New York State the B.O.C.E.S. sponsors the area occupational education program with the support of the component districts. But, the design is such as to be useful to all vocational/occupational program operators, whether they be a part of a B.O.C.E.S., a county system, a state system, or a city sponsored program.

BACKGROUND:

It seems that one of the most basic attempts at self-evaluation of the local occupational program has centered on follow-up studies of graduates. Follow-up data of graduates is required by all State Education agencies charged with the operation of the occupational program at the local level. This information in turn is reported to the United States Office of Education. The basic assumption must then be that vocational graduates should enter either higher education or the world of work in their area of specialization upon completion of a program.

Evaluation of local occupational education programs can be concerned with process or product. Process refers to the instructional program, curriculum, facilities, teaching and community resources and involvement expended to provide the occupational education program at the local level. Product refers to the graduate and perhaps even the drop-out from an occupational education program.

All evaluation, therefore, centers on process, product or process-product evaluation of the local program.

Moss (1968) in a Technical Report entitled "The Evaluation of Occupational Education Programs" describes, in a very technical manner, some research approaches to evaluation of occupational programs. His review lists six (6) research approaches to evaluation which are as follows:

Formative Evaluation
Expert and Self-evaluations
Follow-ups
Experiments
Interrupted Time Series
Regression Analysis

The reader interested in program evaluation would be well advised to review the Moss report. It would seem appropriate to also consider cost-benefit analysis techniques as another approach to evaluation. With the addition of cost-benefit analysis plus the six (6) approaches suggested by Moss, our list totals seven (7) approaches. Perhaps there are other techniques which you might suggest be considered as evaluative in nature and useful to the occupational/vocational program sponsor.

It is not the intent of this paper to review any or all of the techniques for evaluation which have been mentioned. A review of the research can provide this kind of information to the reader interested in such evaluation techniques. The purpose is to focus on the need for objectives at the local level so as to make evaluation more responsive to such statements.

Pucel (1973) in what this writer considers to be an excellent source details the vocational follow-up system used in Minnesota. He makes the statement that "Occupational education programs are planned with specific objectives in mind. The action is the actual process of conducting an occupational education program. (P. 7)." However, it is this writer's conclusion that the stated

philosophy and objectives of many occupational education programs leave a great deal unclear, vague, or entirely missing, in regard to the direction of the educational program at the local level. Pucel ties it all together in a very simple scheme which the writer has abstracted and which follows.

Occupational education administrators and teachers are often plagued by two questions:

1. What programs should be offered?
2. Are the programs effective?

If a program is established and all, or most, of the graduates become employed in related occupations, most vocational decision makers would not be concerned about gathering additional information.

If programs are not effective and graduates are not placed in related occupations, three questions follow:

3. Are students allowed to participate in programs based on their needs, interests, and ability to benefit from the training?
4. Are job opportunities available in related occupations?
5. Do graduates possess the skills and knowledge necessary to perform in the occupation for which they trained?

If it is found that the graduates do not have the necessary skills and knowledge, some additional questions are in order:

6. Is the content taught in the program appropriate?
7. Are the methods that are used to communicate the content to students effective?
8. Did the student have the necessary ability to enter the program in the first place? (Pucel, 1973, abstracted from pp. 12-13)

The point is that meaningful evaluation should be based upon the stated objectives of the local occupational education program. But, just look at the objectives of some local programs and you will see how vague and general such objectives tend to be. This makes honest and accurate evaluation a difficult task unless one is willing to say that the hidden objective is "preparation for

entry level employment in the student's area of specialization." Upon being asked to evaluate anything one must be aware of the philosophy and objectives of the program being evaluated. The issue centers on occupational teacher educators encouraging the local program operators to give serious consideration to their program objectives at the formative stage rather than at the time of evaluation. The following is an example of philosophy (mission) and the objectives (goals) of an area occupational center.

VOCATIONAL-TECHNICAL EDUCATION

MISSION:

To design, initiate, and conduct quality vocational-technical educational programs for all persons who may desire and benefit from them.

GOALS:

1. To make optimal use of Craft Advisory Committees and Community Resource Personnel.
2. To promote and distribute information explaining program opportunities and structure.
3. To promote and develop flexibility of program structure and to extend program offerings to all who want them.
4. To develop and coordinate programs of continuous placement and follow-up for all enrollees in occupational programs.
5. To educate youth for immediate and emerging employment opportunities.
6. To encourage youth and adults to seek post high school education and/or additional occupational training.
7. To provide a continuous program of evaluation of services.

Such statements are of such a general nature that the task of evaluating is difficult if not impossible. It is at this point that the Committee was having a difficult time in evaluating the quality of the existing occupational education program. Goals statements numbers 4, 5, 7 seem to have the most meaningful relationship to the work of the Committee as they attempted to evaluate the program. However, it is very difficult, if not impossible, to

evaluate such statements. There is no convenient yardstick to measure such statements and the intent of them. This was the existing problem.

It was basically at this point that the Committee suggested that this writer take some time to develop objectives which may be more readily measurable and suited to the evaluation process. Such evaluation should be on an on-going basis and involve teachers and administrators in the process.

OCCUPATIONAL AND VOCATIONAL EDUCATION:

It appeared that the term occupational education was more suited to program identification than was vocational or vocational-technical education for New York State. The State Education Department in New York has established their offices and titles under the general rubric of occupational education as but one such indication of such a direction in the State. Position Paper #11, Occupational Education (1971) issued by the Regents of the State of New York define it this way:

> "We define occupational education as that part of the educational process which prepares people for occupations requiring less than the baccalaureate degree. However, occupational education in its broadest sense should be seen as an aspect of the total educational process." (P.6)

The point is that if you consider a project or plan to develop a mission statement and objectives for your existing vocational/occupational/technical program consider the direction which has been established in your state.

Historically, a review of definitions of vocational, vocational/technical, and occupational education will all state or imply a major purpose in preparation for entry level employment. However, it has been this writer's observation that in the objectives of many local programs this is not too clearly stated. This, of and by itself, can at times present a serious problem to program and product (graduate) evaluation. It seems at times to be like a hidden agenda. A few

examples of definitions seem appropriate at this time. In Vocational Education--The Bridge Between Man and His Work (1968), the following statement can be found:

> "Vocational education has been presented in broad terms with a target on man and his work; its primary responsibility is to help people enter the world of work, or to make progress in it, to their best advantage and that of society. But the total task of providing individuals with vocational self-sufficiency is not alone a task of vocational educators." (P. xxi)

The American Vocational Association (1971) defined vocational education:

> ". . .as part of a program designed to prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or sub-professionals in recognized occupations and in new and emerging occupations, or to prepare individuals for enrollment in advanced technical education programs, ..." (P.73)

Evans (1971) in Foundations of Vocational Education states:

> "In its broadest sense vocational education is that part of education which makes an individual more employable in one group of occupations than in another. It may be differentiated from general education, which is of almost equal value regardless of the occupation which is to be followed." (P.1)

It can be documented that from the Smith-Hughes Act of 1917 to the present time that one of the most basic objectives of vocational/occupational education has been the preparation of people for entry level employment. So as long as this is so let us encourage local program operators to so state it in their philosophy and objectives at the formative stage rather than when called upon to be evaluated after a number of years of operation.

What follows is my attempt to write some objectives for a local program which may be more than what now exists. The writer does request written reactions from those in the profession that may desire to take a position on such an issue.

PURPOSE STATEMENT:

The purpose statement which follows could be considered a statement of philosophy for an area school B.O.C.E.S. operated program in New York State. It was presented For Discussion Purposes Only to the Committee and the B.O.C.E.S.

Board of Education. Discussion before adoption of such a statement should involve the staff and administration of the school as well as the members of the community and the Board of Education.

> "The Occupational Education program provides education and training in specific occupational areas, closely following industrial and technical practices of private industry. The primary purpose of the program is designed to make an individual more employable in one group of occupations than in another. Completion of a program should prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or sub-professionals in recognized occupations and in new and emerging occupations, or to prepare individuals for enrollment in advanced technical programs."

The statement above is in itself not important; the joint decision-making and planning that occurs on the local level is the important thing in arriving at a philosophy statement for the local program. The suggested philosophy would be used for discussion purposes only. After agreement on a philosophy statement, the group would move onto the subject of program objectives.

OBJECTIVES:

The following seven (7) objectives were presented to both the Committee and Board of Education For Discussion Purposes Only. Teacher and administrator input should be requested before objectives are established for such a program. These seven objectives center on product (graduate) evaluation only. The semantic differential technique is used in the first three statements, and percentages only in the last four. The seven measures could be used on a program basis; automotive, cosmetology, electronics, and over a period of years would provide a profile on the graduates' success. Before being put into an operational data collection format, the items would need to be re-stated and re-written. As now stated, they are presented in a format which could be presented to teachers, administrators, or board members for discussion purposes only. The

percentages in parentheses could be changed to meet locally established criteria decided upon by the Board of Education.

1. Upon completion of an occupational education program (65%) of the students will rate the experience more satisfying on a scale of 1 to 7.

SATISFYING (1) (2) (3) (4) (5) (6) (7) NOT SATISFYING

2. Upon completion of an occupational education program (65%) of the students will indicate that they would tend to take the same program again if they had to make the choice over, on a scale of 1 to 7.

WOULD TAKE SAME PROGRAM (1) (2) (3) (4) (5) (6) (7) WOULD NOT TAKE SAME PROGRAM

3. Upon completion of an occupational education program (65%) of the students, available for employment or advanced education, will indicate that they plan to enter the area of specialization they prepared for or go on to advanced training/education in their specialization, on a scale of 1 to 7.

PLAN TO ENTER AREA OF SPECIALIZATION (1) (2) (3) (4) (5) (6) (7) DO NOT PLAN TO ENTER AREA OF SPECIALIZATION

It is suggested that the data for items number 1, 2, 3 be collected during the last week of school before graduation.

4. Seventy-five (75%) per cent of the graduates of any licensed occupation program will pass the appropriate examination. (i.e., cosmetology, L.P.N., etc.)

5. Within six (6) months after graduation (65%) of the graduates, available for and having sought employment, will be employed full-time.

6. Within six (6) months after graduation (35%) of the graduates, available for and having sought employment in their specialization, will be employed full-time in their area of specialization.

7. Within six (6) months after graduation another (15%) of the graduates, available for and having sought employment in their specialization, will be employed full-time in a position they consider related to their area of specialization.

(In items 6 and 7, graduates who go on to formal advanced education will also be included.)

Data on items 5, 6 and 7 would be gathered 6 months, 1, 2, 3, 4, and 5 years after graduation of each student. The same percentages or revised, locally-agreed-upon ones would be used. This would insure a five (5) year profile on each graduate, by program, area, and would be limited to three basic bits of information. (Referring to items 5, 6, and 7.)

The research design would be simple as well as one that the local program director could administer and analyze without outside help. Also, it would be geared to local objectives which are easily understood.

IMPLEMENTATION PROCESS:

Since the intent of this paper is to encourage teacher-educators and local program operators to consider objectives and self-evaluation of the product, the student, an implementation strategy would seem essential.

Steps:

1. This paper be presented to the Director of Vocational Education with a request that he react to it in written form to the Board.

2. This paper be presented to all the occupational teachers for their reaction and consideration.

3. A workshop or meeting be held with the vocational administrators and teachers to allow them to have input into the procedure to establish some measurable objectives for the program.

4. To charge the local director with the responsibility to develop measurable objectives for the vocational program in consultation with his staff.

5. Component (sending districts) be allowed to react to the objectives established and presented in Item 4.

6. Agreement be reached on objectives by component districts and program director and staff on the objectives to guide the program.

7. The final list of objectives be presented to the Board for action. (Board approval would be essential.)

8. Evaluation procedure based on stated objectives be established along with suitable instrumentation.

9. Implement evaluation system.

The nine (9) steps would, of course, vary depending upon local administrative arrangement and organization. The design would fit, as is, in New York State, but could be modified to meet the needs of other states with different organizational structures.

CONCLUSIONS:

The basic intent of this paper is to encourage both occupational/vocational teacher educators as well as local program operators to consider objectives and goals before attempting to evaluate either the process or the product of the program. The need has resulted from a real situation and the results of this investigation may help others.

In program evaluation, the person responsible for conducting the evaluation must be knowledgeable about the program objectives. Those responsible for establishing program objectives must consider the input variables. Are incoming students selected or does basically an "open admissions" procedure exist? Either option would have implications on the product evaluation.

The criterion measures suggested in this paper are just that, "suggested." The local program decision makers would need to examine each one and delete or modify it to suit their own local needs.

The author would appreciate reactions from those who care to take the time to react to the basic tenets of the paper.

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ACCESSION NUMBER: VT100718

PUBLICATION DATE: SEP73

TITLE: INFUSING CAREER EDUCATION CONCEPTS IN THE CURRICULUM.

PERSONAL AUTHOR: PAUTLER, ALBERT J., JR.

DESCRIPTOR: *CAREER EDUCATION; *CURRICULUM DEVELOPMENT; *CURRICULUM PLANNING; *EDUCATIONAL STRATEGIES; *FUSED CURRICULUM

IDENTIFIER: *LOCAL EDUCATION AGENCY; LEA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 609

ABSTRACT: CAREER EDUCATION IS A CONCEPT WHICH HAS ATTRACTED A GOOD DEAL OF ATTENTION IN RECENT YEARS. LARGE AMOUNTS OF MONEY HAVE BEEN SPENT ON IMPLEMENTING CAREER EDUCATION PROGRAMS, WITH MONEY FROM THE FEDERAL GOVERNMENT, THE VARIOUS STATE DEPARTMENTS OF EDUCATION, AND LOCAL SCHOOL DISTRICTS. THE LOCAL EDUCATION AGENCY SHOULD MAKE EVERY ATTEMPT TO INFUSE THE BASIC CONCEPTS OF CAREER EDUCATION INTO THE SCHOOL PROGRAM DURING THE PERIOD OF "SOFT MONEY" FUNDING, SO THAT A PROGRAM EXISTS WHEN THIS FUNDING ENDS AND IT IS UP TO THE LOCAL AGENCY TO SUPPORT THE PROJECT OR DISCONTINUE IT. THE INTENT OF THIS PAPER IS TO DEVELOP A RATIONALE AND POSITION ON HOW CAREER EDUCATION MAY BE INFUSED INTO THE EXISTING CURRICULUM. THE PAPER DISCUSSES LOCAL DISTRICT LEADERSHIP, CAREER EDUCATION TENETS, INFUSION CONCEPT, AND IMPLEMENTATION PROCESS. (AUTHOR/MF)

VT 100 718

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Date: September 1973

INFUSING CAREER EDUCATION CONCEPTS IN THE CURRICULUM

by

Albert J. Pautler, Jr.[1]

Career education is a concept which has attracted a good deal of attention in the United States within recent years. Large amounts of money have been spent on implementing so-called career education programs in many schools and districts in the various states. The money flow has come from a number of sources including the Federal government, the various departments of education within the states, as well as local school district funds. Many projects have been supported by "soft money" (grants) for varying time periods of operation. The "moment of truth" for such career education projects occurs when the "soft money" runs out and it is then up to the local educational agency (LEA) to support the project or discontinue it. Every attempt should be made to infuse the basic concepts of career education into the all-school program during the period of "soft money" funding so that a program exists when the period of funding ends. Many projects have already reached this so-called "moment of truth" and evaluation and research will soon be available to indicate the number of programs that have been discontinued the moment grant money funding ended.

The intent of this paper is to develop a rationale and position on how career education may be infused into the existing curriculum. The schools and districts interested in career education will face the problem of how to do it within the existing educational and social structure of the district. By means of

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infusion of career education concepts into the curriculum, a school or school district would have little more to do when the "soft money" funding period ended. Also, those districts implementing career education programs with district money and staff resources will want to consider the infusion process. The basic goal of such a process is every teacher a career education teacher.

As a start, it would seem that some operational definitions would have to be presented in order to define the terms, "career education" and "curriculum." This writer will use the Hoyt definition of career education. To Hoyt (1972) "career education is defined as the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual. (p. 1)" It should be made clear that many definitions of career education have been coined. If the Hoyt definition does not suit your district's purposes, choose one that does or search for another. The word, curriculum, means many different things to many people. The Inlow (1966) definition of curriculum will be used in this paper. To Inlow, "Curriculum will carry the connotation of the planned composite effort of any school to guide pupil learning toward predetermined learning outcomes. (p. 7)" This definition is similar to ones espoused, among others, by Doll (1964), Ragan (1953), and Saylor and Alexander (1954). The infusion of a concept of career education into the operational definition of curriculum of a district becomes a curriculum planning strategy.

Local District Leadership:

The leadership within the school district would have to make some form of commitment to the pre-planning necessary in the establishment of a concept of career education within the existing curriculum. A number of basic questions would need to

be answered before such a decision could be made by the educational leaders. Some typical questions would be as follows:

1. What is career education?
2. Of what value is career education?
3. What is the philosophical basis of career education?
4. Do we need a career education theme in our all-school program?
5. What are the objectives of career education?

The five questions are basic and would lead to a much more involved discussion regarding career education and its implications for the district. Such a discussion group would do well to note Miller's (1972) "Career Education Tenets" and use his seven basic tenets as a basis for further study.

Career Education Tenets

1. Career education is a comprehensive educational program focused on careers. It begins with the entry of the child into a formal school program and continues into the adult years.

2. Career education involves all students, regardless of their post-secondary plans.

3. Career education involves the entire school program and unites the schools, communities and employers in a cooperative educational venture.

4. Career education infuses the school program rather than provides a program of discrete career education curriculum "blocks."

5. Career education provides the student with information and experiences representing the entire world of work.

6. Career education supports the student from initial career awareness, to career exploration, career direction setting, career preparation and career placement; and provides for placement and follow-up including re-education if desired.

7. Career education is not a synonym for vocational education; but vocational education is an integral and important part of a total career education system.

The local leadership team for the career education concept would do well to operationally answer the five typical questions which have been stated. Careful consideration should then be given to Miller's (1972) "Career Education Tenets" and their relationship to the program that is being planned for your district and/or school.

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The local leadership team may be a task force or committee charged with the responsibility to investigate the concept of career education and make recommendations concerning such a concept. Such a team, task force, or committee should consist of faculty, parents, students and members of the local industrial and business community.

Infusion Concept:

The rationale for the infusion of a concept of career education into the curriculum must result after a basic study of such a concept has taken place. It would seem essential to gather as much information, both written and verbal, as possible about the concept before a decision is made. If we do it in any other manner, the concept might end up being treated like a unit on sex education or drug education. If this happens, all we have is another add-on to the existing curriculum. It is this writer's position that career education is not an add-on unit but rather a concept to be infused into the all-school program, the curriculum. The concept of career education should be built in so that the learners do not even know that such a process is taking place. Labeling a course or a program as a career education unit or experience will not result in a meaningful educational experience for all children. The infusion process would encourage all teachers to build in concepts or tenets of career education into their units, course outlines or courses of study. It is at this point that the leadership team would have to be able to provide the expertise and leadership to assist the teachers.

If you establish courses, units or programs designed only for a limited number of students in your school or district, your approach may be headed for failure. The theme, career education, may be confused with vocational or occupational education and we again will be fighting the sin of intellectual snobbery as mentioned by the National Advisory Council on Vocational Education (1969) in its First Annual Report to Congress.

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Such an infusion strategy might be based upon the following tenets:

1. The educational decision-makers of the district must be convinced of the value of such a concept of career education.

2. Career education should not be treated as an add-on to the existing curiiculum. Every attempt should be made to infuse the concept into the operational curriculum that exists in the school and community.

3. Career education should not be offered as a course. It should be infused into the existing curricular structure within the school.

4. Our goal should be every teacher a career education teacher, rather than one or more teachers being identified as "career education" teachers. This will require a giant-size effort in terms of in-service education within our schools.

5. Community involvement as stated by Hoyt (1972) in his definition of career education would be an essential step in the infusion strategy. How will you attempt to involve your community in the developmental and operational aspects of the concept of career education.

6. The concept of career education will be most effectively infused in the curriculum if teachers are involved in the early planning for and curriculum development efforts that will be essential for such a concept.

Implementation Process:

Any type of implementation plan or process is subject to local modification to meet conditions and resources available at the local level. The stated goal of this process is as follows: Upon completion of the "soft money" funding period, the district's tenets of career education will be infused into the curriculum of the all-school program. Such a process of infusion would give the program director some level of confidence that basic career education tenets were being covered through the existing curriculum content, rather than separate units.

A basic framework for such a process follows:

1. District commitment to pre-plan for career education.

2. Select and appoint career education task force or leadership team. Membership should represent the professional staff of the school, the community, local business and industry leaders, and students.

3. The task force/leadership team should consider the five typical questions presented earlier, Miller's (1972) "Career Education Tenets," and the six infusion strategy tenets also presented earlier in this manuscript.

4. The task force/leadership team presents a position paper or reaction paper to the basic concept of the district's involvement in career education. This could also be a suggested implementation model or process for the district. (Ideally, they would decide on an infusion strategy rather than an "add-on" to the curriculum of the district.)

5. The most well-designed plan to infuse Career Education into the curriculum of the school or district will fail unless the teachers are receptive to the plan and well-versed in its implementation. It is essential to conduct in-service education programs for the teachers in order to request their involvement in the design and implementation of the Career Education infusion process.

6. The ideal goal would be every teacher a career education teacher who would be willing to build Career Education concepts into their normal teaching strategy. This could involve changes in the units or lesson plans that teachers may have been using as well as teaching-learning strategies in the classroom, shop or laboratory.

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ACCESSION NUMBER: VT100719

PUBLICATION DATE: 1FEB74

TITLE: A DESCRIPTIVE STUDY OF THE PHILOSOPHY, OBJECTIVES, AND EVALUATION PROCEDURES USED BY THE AREA VOCATIONAL SCHOOLS IN NEW YORK STATE.

PERSONAL AUTHOR: PAUTLER, ALBERT J., JR.

DESCRIPTOR: *AREA VOCATIONAL SCHOOLS; EDUCATIONAL PROGRAMS; SELF EVALUATION; SURVEYS

IDENTIFIER: NEW YORK

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: APM V.7NO.4(1974)PP. 609

ABSTRACT: BASED ON DATA COLLECTED FROM AREA VOCATIONAL/OCCUPATIONAL CENTERS IN NEW YORK STATE BETWEEN NOVEMBER 20, 1973 AND JANUARY 1, 1974, THIS REPORT DEALS WITH THE SELF-EVALUATION OF THE LOCAL OCCUPATIONAL EDUCATION PROGRAM. OF THE 46 DIRECTORS OF OCCUPATIONAL EDUCATION IN THE VARIOUS COUNTY BOARDS OF COOPERATIVE EDUCATIONAL SERVICES CONTACT, 11 RESPONDED TO THE LETTER REQUEST. THE DATA WERE BROKEN DOWN INTO THREE AREAS: PHILOSOPHY, OBJECTIVES AND GOALS, AND EVALUATION PROCEDURES. DUE TO THE LOW RETURN FACTOR DATA ANALYSIS AND CONCLUSIONS WERE VERY LIMITED. (MF)

REPORT NUMBER: RR-1

INSTITUTION NAME: STATE UNIV. OF NEW YORK, BUFFALO. DEPT. OF CURRICULUM DEVELOPMENT AND INSTRUCTIONAL MEDIA.

VT 100 719

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RESEARCH REPORT #1

A DESCRIPTIVE STUDY OF THE PHILOSOPHY, OBJECTIVES, AND EVALUATION PROCEDURES USED BY THE AREA VOCATIONAL SCHOOLS IN NEW YORK STATE

by

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February 1, 1974

ED 100 719

This is a research report based upon data collected between November 20, 1973 and January 1, 1974 dealing with the self-evaluation of the local occupational education program. It represents only the start of a much more detailed research effort by the investigator. The basic intent is to establish a procedure for the local vocational/occupational administrator to self-evaluate his own occupational education program based upon stated and Board of Education approved objectives. This is what led to this first research report based upon data collected from various area vocational/occupational centers in New York State.

Purpose:

To collect data from the various area vocational/occupational centers in New York State dealing with philosophy, objectives or goals, and methods of evaluation used to determine how well the objectives and goals were being met.

Population:

Each of the Directors of Occupational Education in the various Boards of Cooperative Educational Services (BOCES) were contacted by letter requesting the necessary information for the study. Using the 1972-73 issue of the Directory of New York State Occupational Education Personnel, forty-six (46) letters were sent to the listed directors. The study did not include the big six (6) cities in New York State. The study is limited to BOCES sponsored programs only.

Data Collection Procedure:

A personal letter dated November 20, 1973 was sent to each of the Directors of Occupational Education in New York State. The three major parts of the letter are as follow:

> We are engaged in the planning stages of a research study dealing with the self-evaluation of the local occupational educational program and would appreciate your cooperation. We are in need of basic information in two areas.

First, please send us a copy of your Board approved statement of philosophy and objectives for your occupational education program.

Second, we are concerned with what scheme you use to evaluate to what degree of success you are meeting the stated objectives.

The data collection procedure was terminated on January 1, 1974. Neither a follow-up letter nor a phone call was made to the non-respondents. A total of eleven (11) responses was received. This is a 24% response rate based upon a total population of 46 Directors of Occupational Education. The percentage is low but not untypical of mailed survey descriptive studies. Added data from the non-responding directors which numbered thirty-five (35) would have created a much better and valid data base. The investigator still desires such data should those who failed to respond care to do so in the near future.

Respondents:

The directors of the following BOCES occupational programs did respond. They are listed in the order in which the data was received.

1. Erie County BOCES No. 1
2. Cortland County BOCES
3. Ontario County BOCES
4. Washington-Warren-Hamilton-Essex Counties BOCES
5. Rensselaer County BOCES
6. Livingston-Steuben-Wyoming Counties BOCES
7. Franklin County BOCES
8. Dutchess County BOCES
9. Orange and Ulster Counties BOCES
10. Niagara-Orleans Counties BOCES
11. Erie and Cattaraugus Counties BOCES #2

Data Presentation:

The presentation which follows is based upon the data received from eleven (11) of the forty-six (46) BOCES sponsored occupational education programs in New York State. The presentation is based upon the interpretation by the

investigator of the data available to him. It is broken down into three basic areas: (1) philosophy, (2) objectives and goals, (3) evaluation procedure.

(1) Philosophy:

Five (5) of the eleven (11) had Board approved statements of philosophy or mission. Three (3) indicated that a committee or the Board was currently working on such a philosophy or mission statement. Two (2) have objectives or organizational objective statements but lack a statement of philosophy. One (1) indicated that neither a philosophy statement nor list of objectives has been approved by the Board.

(2) Objectives and Goals:

Six (6) of the eleven (11) had Board approved objectives and/or goals. One (1) had such objectives but was still awaiting Board approval. One (1) had organizational objectives but not what this investigator would consider to be program objectives. Two (2) are currently working on the development of objectives while the remaining one (1) has no stated objectives as of this time.

(3) Evaluation Procedure:

Only two (2) were able to supply information regarding their evaluation procedure based upon stated program objectives. One of the two made use of employer evaluation of the product (graduate) and the other used both employer and teacher evaluation of both the process and product (graduate). One respondent indicated the following:

> Actual evaluation of a program is something which has to be accomplished from day to day living with that program and is not something that can be shown with marks on a piece of paper.

Analysis of Data:

The results of the study were about as the investigator expected them to be, that is other than the low, 24%, return factor. In most cases, the philosophy and objectives were very general in nature and would prove difficult to evaluate. In other words, it is easy to write down objectives but difficult to evaluate the stated objectives. This presents a problem for the administrator of most educational programs. At least in a small way, you may find a paper by Pautler (1974), Establishing Measurable Objectives for the Self-Evaluation of the Local Occupational/Vocational Education Program, to be of some help in establishing goals, objectives, philosophy and evaluation for local occupational educational programs.

If a higher percentage of returns would have been received it would be easier to generalize the results of this study. A number of generalizations about the non-respondents might include the following: First, the non-respondents did not care to take the time to respond to another request for data. Second, the non-respondents did not have the data requested so they did not respond. Third, due to a busy schedule, the non-respondents did not supply the necessary data.

It would be dangerous to generalize the results of this study to a larger population without a return of at least 50%. For this reason, any additional attempt to analyze the data will not be made at this time.

Conclusions:

1. A number of the respondents requested a copy of the report when it was completed. This sign of interest has resulted in Research Report #1 being sent to all the Directors of Occupational Education in New York State.

2. The investigator would still like to obtain data concerning the topic from those thirty-five directors who have not responded.

3. The investigator wishes to thank the Directors who took the time to respond to the original request for data.

4. As a result of this study, the investigator will continue to center his own research efforts in the area of evaluation of the local occupational/vocational program.

5. The results of the data collected for this study will be kept on file at SUNYAB for those who may desire to review the material available.

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ACCESSION NUMBER: VT100720

PUBLICATION DATE: JUL 73

TITLE: MASONRY: TEACHERS GUIDE.

PERSONAL AUTHOR: AHL, CHARLES

DESCRIPTOR: *BRICKLAYING; *CONSTRUCTION (PROCESS); *COURSE CONTENT; *MASONRY; *TEACHING GUIDES; SEQUENTIAL LEARNING; UNIT PLAN

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 609

ABSTRACT: THIS TWO-YEAR COURSE OF STUDY WAS DESIGNED TO DEVELOP THE KNOWLEDGE AND SKILL NEEDED BY MASONS. THE FIRST YEAR COVERS MASTERING THE SKILLS OF LAYING BLOCK AND THE SECOND APPLIES THESE BASIC SKILLS TO LAYING BRICK. THE COURSE OF STUDY INCLUDES A TASK ANALYSIS, TASK OUTLINE BY STEPS, AND INDIVIDUAL LESSON PLANS THAT INTEGRATE THE TASKS INTO A LEARNING SEQUENCE. (AUTHOR/ME)

AVAILABILITY: N.J. VOC-TECH CURRICULUM LABORATORY, RUTGERS UNIVERSITY, BLDG. 4105 - KILMER CAMPUS, NEW BRUNSWICK, N.J. 08903. ($1.50 PLUS POSTAGE)

INSTITUTION NAME: CAMDEN COUNTY VOCATIONAL-TECHNICAL HIGH SCHOOLS, N.J.

SPONSORING AGENCY NAME: NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION.

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MASONRY

TEACHERS GUIDE

HARLES AHL, INSTRUCTOR
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State of New Jersey
Department of Education
Division of Vocational Education

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Teachers Guide

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INTRODUCTION

This two-year course of study was designed to develop the knowledge and skill needed by masons. It is a two-phase program. The first year is devoted almost entirely to mastering the skills of laying block. The second year is an extension of these basic skills as they are applied to laying brick.

The course of study includes a task analysis, a task outline by steps, and individual lesson plans that integrate the tasks into a learning sequence.

The emphasis of the course of study is on "doing". It takes a great deal of practice before a student swings a trowel in a manner so that it appears to be part of him. New skills are added gradually, and repetition of previously learned skills are provided in the sequence of lessons.

TASK ANALYSIS

No.	Task	Frequency	Importance	Learning Difficulty
1.	Spreads mortar	continuously	1	difficult
2.	Lays blocks to line	frequently	1	moderate
3.	Builds block corners	1 to 5 a day	1	difficult
4.	Lays brick to line	frequently	1	moderate
5.	Builds brick corners	1 to 5 a day	1	difficult
6.	Strikes joints	frequently	1	easy
7.	Parges walls	once in a while	3	difficult
8.	Washes brick wall with acid	once in a while	3	easy
9.	Builds brick sills	once in a while	2	difficult
10.	Sets sills and copings	once in a while	2	moderate
11.	Builds chimneys	once in a while	2	difficult
12.	Builds steps	once in a while	1	difficult
13.	Builds fireplaces	3 a year	3	difficult
14.	Sets frames	frequently	1	easy
15.	Cuts pockets	often	3	easy
16.	Sets anchor bolts	often	3	easy
17.	Sets and sights "trig"	often	1	easy
18.	Cuts bricks and blocks	often	1	moderate
19.	Sets lintels	once in a while	2	moderate
20.	Builds arches	1 to 5 a year	2	difficult
21.	Tempers mortar	often	1	easy
22.	Lays out his work	often	1	moderate

TASK OUTLINE BY STEPS

Task	Type	Learning Difficulty
1. Laying blocks to line		
a. Tighten the line	manipulation	easy
(1) Set line blocks or nail and pin	manipulation	easy
(2) Set and sight ("trig")	discrimination	easy
b. Spread mortar	manipulation	difficult
(1) Choose his trowel	discrimination	easy
(2) Scoop the mortar	manipulation	easy
c. Butter blocks	manipulation	difficult
(1) Set up blocks	manipulation	easy
(2) Hit the "ears"	manipulation	difficult
d. Place blocks to line	manipulation	easy
(1) Sight course below	recall	easy
(2) Sight the line	recall	easy
(3) Cut off excess mortar	manipulation	easy
2. Building block corner		
a. Snap chalk line	manipulation	easy
(1) Locate position for proposed corner	problem-solving	moderate
(2) Check measurements	recall	easy
b. Bond the corner by measuring in unit divisibles to next corner	problem-solving	moderate
c. Determine the length of lead	discrimination	easy
(1) Note height of wall or scaffold	recall	easy
(2) Check the run with the height	discrimination	easy

Task	Type	Learning Difficulty
d. Spread mortar	manipulation	difficult
e. Place blocks to the chalk line	manipulation	easy
f. Level all blocks	manipulation discrimination	moderate
g. Plumb the corner and two tail blocks	manipulation discrimination	difficult
h. Straighten edges from corner to tails	manipulation	easy
i. Strike the joints	manipulation	easy
(1) Fill all holes in joints	manipulation	easy
(2) Compress mortar with jointer	manipulation	easy
3. Parging outside basement wall	manipulation	difficult
a. Decide upon the mix of mortar	problem-solving	x
b. Gather mortar on his hawk	manipulation	difficult
c. Take mortar off the hawk with trowel	manipulation	difficult
d. Spread light coat of mortar on the blocks	manipulation	difficult
e. Cover the base	manipulation	moderate
4. Striking the joints	manipulation	easy
a. Gather mortar on trowel	manipulation	easy
b. Select the jointer to be used	discrimination	easy
c. Compress the mortar in the joints with jointer	manipulation	easy
d. Fill all holes with mortar from the trowel	manipulation	moderate

Task	Type	Learning Difficulty
5. Laying bricks to the line		
a. Tighten line	manipulation	easy
(1) Set line blocks or nail and pin	manipulation	easy
(2) Set and sight "trig"	recall & manipulation	easy
b. Spread mortar	manipulation	difficult
(1) Scoop the mortar	manipulation	difficult
(2) Furrow the mortar	manipulation	moderate
c. Butter the end of the brick	manipulation	moderate
d. Shove brick into place	manipulation	moderate
e. Cut off excess mortar	manipulation	easy
6. Building brick corners		
a. Determine the height desired	discrimination	easy
b. Decide upon the size of joint to reach the height	problem-solving	moderate
c. Mark out a story pole		
(1) Scale each course to desired height	discrimination	moderate
(2) Use calipers or mason's rule	problem-solving	moderate
7. Washing wall		
a. Decide upon cleaner	discrimination	easy
b. Select a brush	discrimination	easy
c. Apply solution	manipulation	easy
d. Scrape the excess mortar off the wall	manipulation	easy
e. Rinse with water	manipulation	easy

Task	Type	Learning Difficulty
8. Building brick sills		
a. Determine length of brick to be used	problem-solving	moderate
b. Cut brick to size	manipulation	easy
c. Determine size of joints	problem-solving	difficult
d. Mark courses on the frame	manipulation	easy
e. Set the bricks	manipulation	moderate
f. Level the top	manipulation	moderate
g. Straightedge the face	manipulation	moderate
h. Strike the joints	manipulation	easy
i. Go to another job or clean tools	discrimination	x
9. Setting stone sills and copings		
a. Mortar the joint	manipulation	moderate
b. Put unit in place	manipulation	easy
c. Level and plumb	manipulation	moderate
d. Strike the joints	manipulation	easy
e. Clean tools	manipulation	easy
10. Building chimney		very difficult
a. Cut hole through the wall for thimble	manipulation	easy
b. Determine the position of the chimney	problem-solving	moderate
c. Set lines or straightedges	manipulation	moderate
d. Lay bricks to thimble height	manipulation	x
e. Set the thimble into the flue liner	manipulation	moderate

Task	Type	Learning Difficulty
f. Brick around the liner	manipulation	moderate
g. Nail wall ties to the studs	manipulation	moderate
h. Set step flashing at roof line	problem-solving & manipulation	moderate
i. Cap the top with a projection course	manipulation	moderate
11. Building brick steps		
a. Check the distance between grade and door sill	discrimination	moderate
b. Determine the size and number of risers	problem-solving	difficult
c. Determine the run of each tread	problem-solving	difficult
d. Determine the size of the top.	problem-solving	difficult
e. Lay out the building lines on the footing	manipulation	moderate
f. Lay the brick to the lines, dropping back at each tread	manipulation	x
g. Strike the joints	manipulation	easy
h. Brush the step	manipulation	easy
i. Clean tools	manipulation	easy
12. Building fireplaces		difficult
a. Determine the height of the chimney	problem-solving	moderate
b. Determine the size of the opening in fireplace	problem-solving	difficult
c. Determine the size of the flue liner to be used	problem-solving	difficult
d. Decide upon the depth of the firebox	problem-solving	difficult

Task	Type	Learning Difficulty
e. Determine the size of the hearth	problem-solving	difficult
f. Locate the fireplace (1) in the room, or (2) outside under the chimney with the face in the room	problem-solving	moderate
g. Lay out building lines on the footing	discrimination	easy
h. Lay bricks	manipulation	x
i. Strike the joints	manipulation	x
13. Setting door frames and window frames		difficult
a. Determine the location in the wall	problem-solving	moderate
b. Prepare the opening with bricks, blocks, or shims	manipulation	easy
c. Determine the location of the frame to the face of wall	discrimination	moderate
d. Place the frame in the opening	manipulation	easy
e. Check the frame for backing	discrimination	moderate
f. Check the frame for wracking	discrimination	moderate
g. Brace the frame in a plumb position both ways	manipulation & problem solving	moderate
h. Anchor the frame in the first course of blocks	manipulation	easy
i. Check the plane of the jambs	discrimination	moderate
j. Constantly check the frame as the bri[illegible] are laid up to it	discrimination	moderate
14. Cutting beam pockets		moderate
a. Locate the position on the block wall	problem-solving	x
b. Mark the size	manipulation	easy

Task	Type	Learning Difficulty
c. Cut along the lines with chisel and hammer	manipulation	easy
d. Fill the core beneath the pocket	manipulation	easy
e. Set solid slab at the proper height	problem-solving & manipulation	moderate
15. Setting and sighting "trig"		
a. Determine if the "trig" is to be plumbed or set to the line	discrimination	easy
b. Set the block above the line or to a gage	manipulation	moderate
c. Ask the corner man to sight his height if no gage is used	speech	x

F I R S T Y E A R

UNIT I - SHOP SAFETY

Protecting Eyes Lesson 1

Objective:

Students will practice eye protection while in the shop by wearing safety glasses.

Preparation:

Pair of glasses that is chipped and scratched

Presentation:

1. Discussion:
   a. Danger of sand, cinders and chipped bricks to the eyes
   b. Danger of lime and cement to the eyes
2. Read safety rules of E.I. DuPont Company

Evaluation:

Check for wearing of safety glasses

Preventing Tripping Hazards Lesson 2

Objective:

Students will keep tripping hazards to a minimum by keeping work area free from broken bricks and blocks.

Preparation:

Pictures or slides of wall construction (note the clear flat space for the masons to work.)

Presentation:

Discussion

Evaluation:

Observation of student work areas.

Preventing Lime Burns Lesson 3

Objective:

Students will prevent lime burns by keeping their hands dry and free from mortar while working.

Preparation:

Quick lime and water, thermometer

Presentation:

Discussion

Evaluation:

Check the students' hands for cracks and burns caused by lime.

Preventing Hazards Caused by Horseplay — Lesson 4

Objective:

Students will eliminate hazards to others caused by pushing and tickling (horseplay) by keeping their hands to themselves while in the shop.

Preparation:

Pictures of tall buildings under construction

Presentation:

Discussion

a. Tripping, shoving, reflex action

b. Safety rules of union

Evaluation:

The absence of horseplay in the shop.

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Using the Brick Saw Safely Lesson 5

Objective:

Students will cut bricks and blocks on the brick saw in compliance with safety procedures. These shall include:

a. No loose-fitting clothing, dangling belts, or chains that could become entangled.

b. Keeping the saw guard in the proper position.

c. Holding the material being cut firmly against the guide.

d. Keeping hands away from the blade at all times.

Preparation:

Bricks, blocks and saw

Presentation:

1. Demonstration - instructor will cut bricks and blocks, showing the safe way to use the saw.
2. Discussion - different ways to cut various masonry units.
3. Cutting of bricks and blocks by students.

Evaluation:

Observation of students during cutting operations.

Preparing Safe Scaffolds Lesson 1

Objective:

Students shall erect a solid, well-braced scaffold, 5 ft. high, that is two sections long (approximately 8 ft. each).

Preparation:

Scaffold squares, metal braces, scaffold planks

Presentation:

1. Demonstration - squares to be level with each other and square with the wall.

2. Illustration - pictures of scaffolding and scaffold building.

Evaluation:

Observation

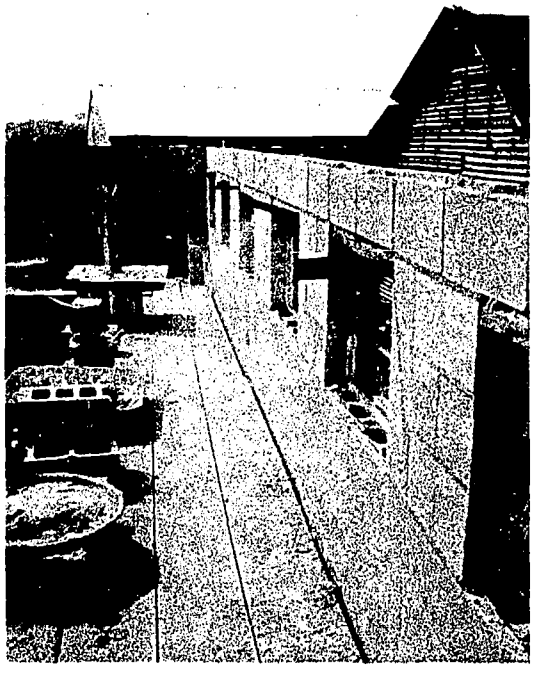

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SCAFFOLD

Note the two outside planks for material - two inside planks for mason to work on.

Maintaining Safe Hand Tools Lesson 2

Objective:

Students will maintain safe hand tools by keeping hammer heads tight on their handles and chisels ground free of peened ends.

Preparation:

Brick hammer with loose head and missing wedge; chisel with peened end.

Presentation:

1. Observation of the faulty tools.
2. Discussion of dangers in using faulty tools.

Evaluation:

Inspection of students' tools.

Preventing Tripping Hazards Lesson 3

Objective:

Students will eliminate tripping hazards by keeping the work area free from broken bricks and blocks.

Preparation:

Arrange field trip, work assignments, etc.

Presentation:

1. Pictures of actual construction
2. Visit a job site - note work area for masons.
3. Practice - students assigned work projects on the campus.

Evaluation:

Inspection

Identifying Tools and Equipment — Lesson 1

Objective:

Students will identify and use the hand tools laid out by the instructor. They will demonstrate their knowledge by a short written statement about each tool.

Preparation:

1. Brick trowel
2. Brick hammer
3. 48" level
4. 18" or 24" level
5. Brick chisel
6. Pointing trowel
7. Round and V jointers
8. Round and V sled runners
9. Line blocks and corner blocks
10. Nylon line
11. Plasterer's trowel
12. Hawk
13. Wood float
14. Brick rule
15. Line pins
16. Framing square
17. Joint raker
18. Brick rule (six-foot)
19. Brush
20. Mash hammer

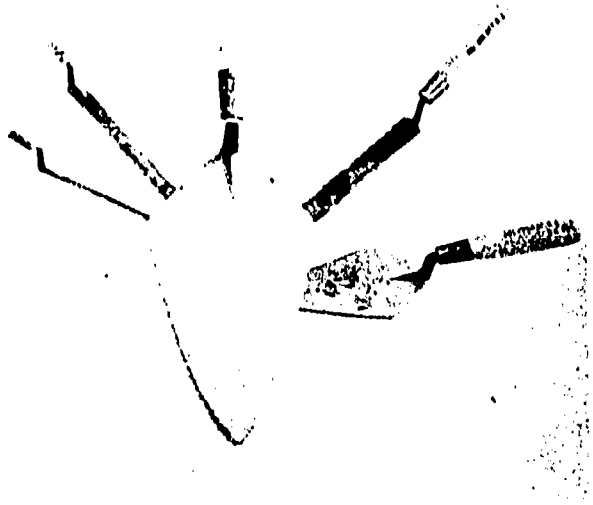

Brick Trowel
Surrounded by several cousins - Pointing trowels

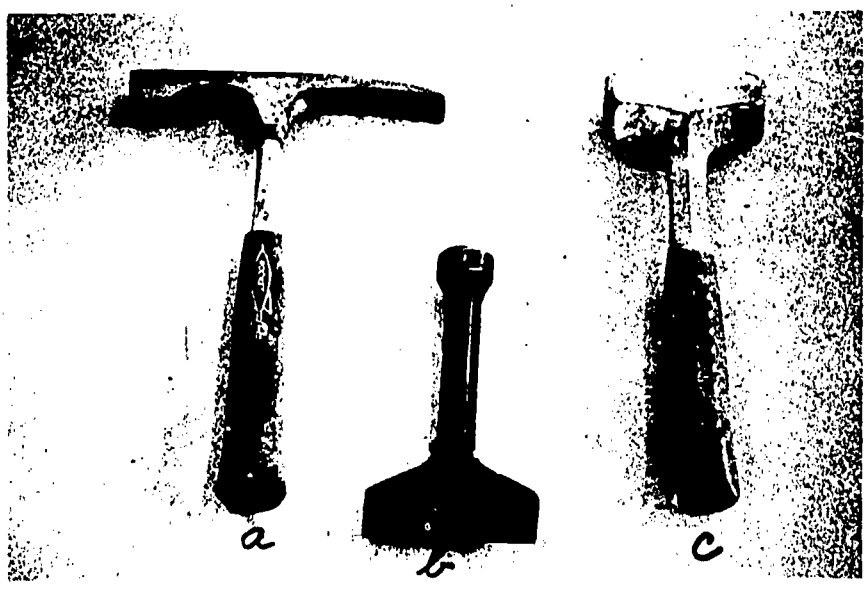

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a. Brick hammer
b. Brick chisel
c. Mash hammer

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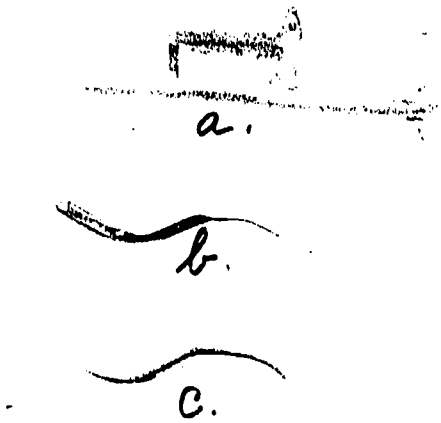

a. Sled runner
b. Striking iron
c. Rat tail

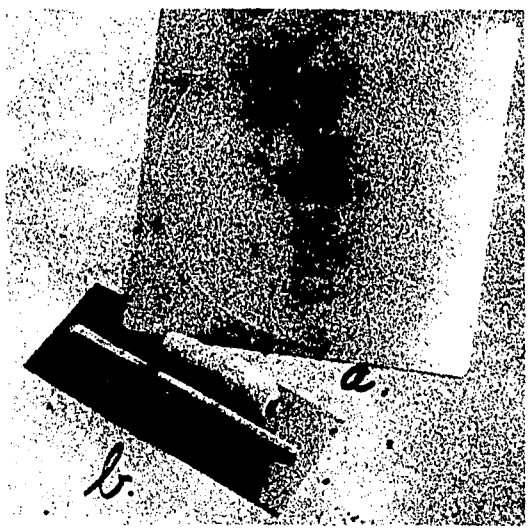

a. Plasterer's hawk
b. Plastering trowel

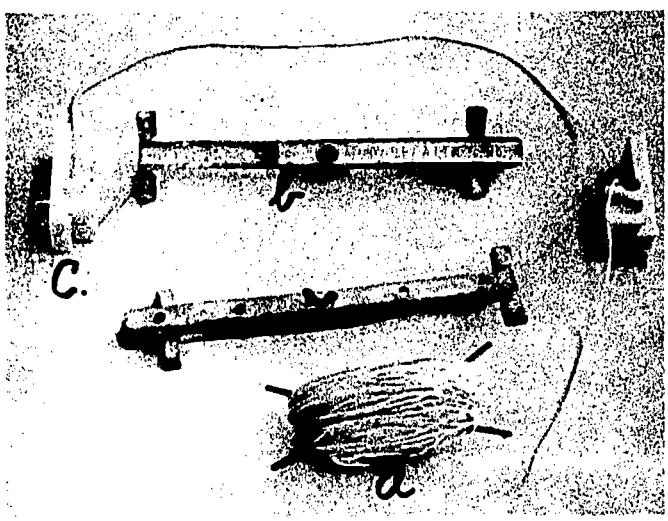

a. Mason's line
b. Line holders
c. Plastic corner blocks

Presentation:

1. Demonstration

   a. Use of each tool

   b. Care of each tool

2. Discussion

   Why each tool is used for various jobs.

Evaluation:

1. Written test

2. Observation of students' use and care of their tools.

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Maintaining Tools Lesson 2

Objective:

Students will exhibit craftsmanlike care for the tools that they use. This will be demonstrated by keeping them clean and free from old mortar.

Preparation:

Hand tools common to the trade

Presentation:

Illustrations; demonstration with actual tools

Evaluation:

Inspection

Note: On the job, the condition of the tools is much more important than their appearance. Chisels and hammers should be sharp and the level must be accurate.

Mixing Mortar Lesson 1

Objective:

Students will mix mortar to the specific standards for types M, S, N, W, K as prescribed by the American Society for Testing Materials.

Preparation:

Sand, cement, lime, water, mortar box, hoe, shovel, measuring box

Presentation:

Demonstration

a. Show proper handling of the mortar hoe.

b. Show proper use of measuring box .

Practice

Evaluation:

1. Proper proportions for each type of mortar given orally by the student.
2. Check mortar for water retention and plasticity.

Handling Trowel and Mortar Properly — Lesson 2

Objective:

Students will spread evenly a trowelful of mortar over a 16" length of a 2"x4" block of wood. Start with the 4" surface and then do the 2" surface.

Preparation:

Sand, lime, water, mortar box, mortar board, trowel, mason's rule, marking pencil, hoe

Presentation:

1. Demonstration

   Show proper handling of trowel (point down) when spreading mortar.

2. Trial and practice

Evaluation:

Measure the mortar spread on the 2x4.

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Applying Mortar to Cinder Blocks — Lesson 3

Objective:

Students will spread a trowelful of mortar evenly over the full length of a standard 8"x8"x16" cinder block. They will cover the top of one wall (side); then with another trowelful, they will cover the top of the other side.

Preparation:

Mortar, blocks, trowel

Presentation:

1. Demonstration - show the proper handling of the trowel while spreading mortar (motion of arm and wrist).
2. Trial and practice

Evaluation:

Inspection (Was the full length of the block covered?)

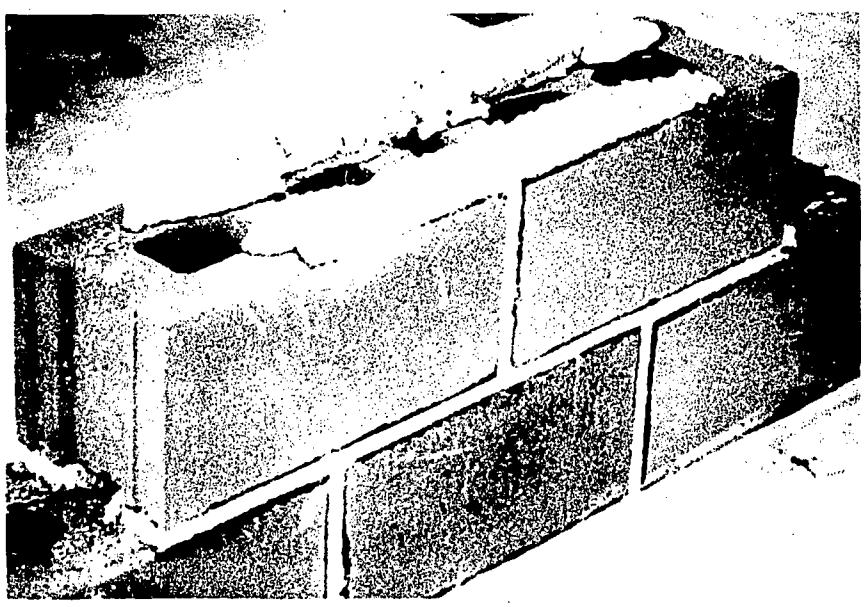

Mortar spread, awaiting the next block

Buttering "Ears" of Block — Lesson 4

Objective:

Students will apply mortar to the end (ears) of a block standing on end with sufficient force that it will not fall off when the block is picked up horizontally.

Preparation:

Blocks, mortar, trowel, mortar board

Presentation:

1. Demonstration

   a. Show proper position of the trowel for each side of the block. (note the turn-over)

   b. Show proper motion of the arm and wrist.

2. Trial and practice

Evaluation:

Performance test

Buttering the "ears" of a block

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Buttering End of Block in Place Lesson 5

Objective:

Students will apply mortar to the end of a block in a horizontal position. This mortar will form the end joint when the next block is placed against it.

Preparation:

Mortar, mortar board, trowel, blocks

Presentation:

1. Demonstration - show proper handling of the trowel while mortaring the ends.
2. Trial and practice

Evaluation:

Performance test

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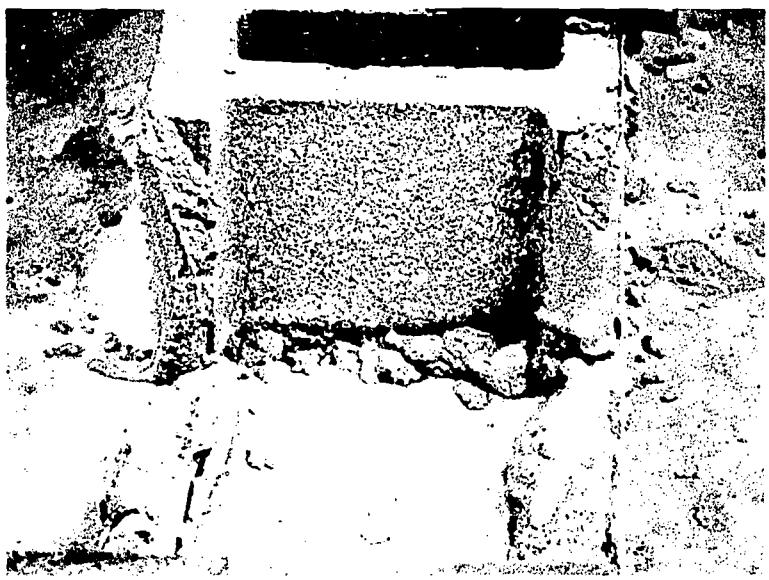

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Buttering the end of a block in place

Tying the Line Lesson 1

Objective:

Students will tie a mason's line from two corner leads sufficiently tight to eliminate sag. This shall be done using the various line-securing tools.

a. Line clamps

b. Corner blocks

c. Line pin and nail

Preparation:

Hand tools

Presentation :

Illustration and demonstration

Evaluation:

Inspection, sighting the line and checking with a gage.

Note: The line is the mason's guide; if it is too loose or set wrong the entire course laid to it will be wrong.

Points to notice:

1. The line must pull from the top of the course to which it is set.
2. Sag must be eliminated or the wall will have a dip in it.

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Mason's line held by a metal holder

Tightening the line on a line pin

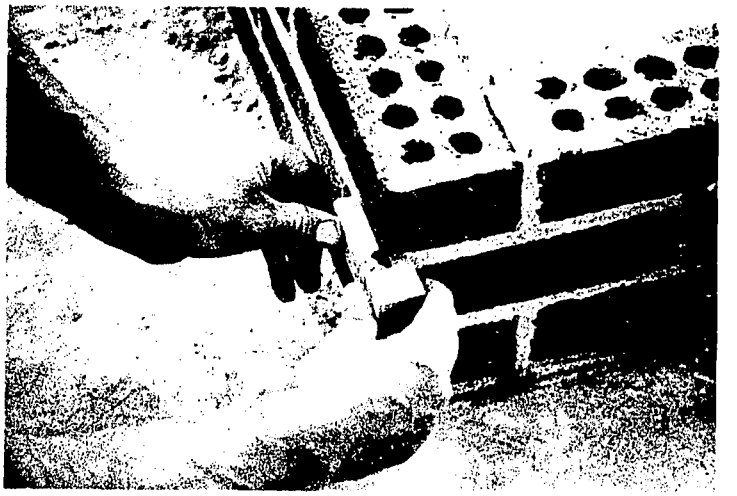

Tightening a line with a corner block

Setting the Twig Lesson 2

Objective:

Given a line stretched between two corner leads, students will set the twig in the middle of them. The twig shall be in the same plane as the corner units from which the line is pulled.

Preparation:

Corner leads built, hand tools

Presentation:

1. Demonstration and explanation
2. Trial and error

Evaluation:

Inspection by sighting and checking with a gage.

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UNIT VI - LAYING 8" BLOCKS

Laying a 3, 2, 1 Lead — Lesson 1

Objective:

Students will lay a 3, 2, 1 lead in pyramid fashion. Each course shall be level and the second and third courses must be plumb with the first course.

Preparation:

Hand tools, blocks, mortar

Presentation:

1. Demonstration
2. Observation
3. Practice

Plumbing a 3, 2, 1 lead

Evaluation:

Inspection of work

Note: This is the first step in learning to use a level when building block corners or piers.

Points to notice:

1. Level must touch all three courses when checking for plumb.
2. Each block must touch the level from its bed to its top when plumbing.

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3. The full length of the course being leveled should touch the level.

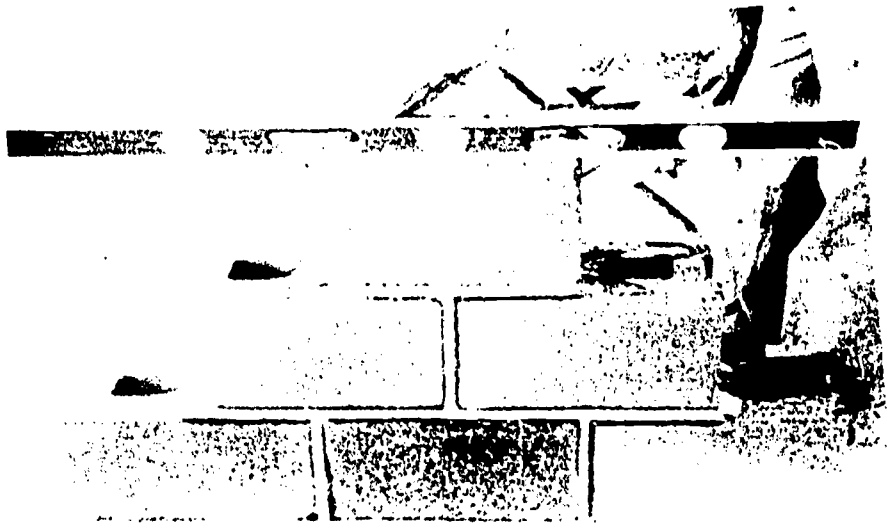

Leveling a 3, 2, 1 lead

Laying Blocks to a Line Lesson 2

Objective:

Students will lay blocks plumb and level, guided by a line stretched from one block lead to the other.

Preparation:

Corner gage, line and line blocks, mortar, hand tools, blocks

Presentation:

1. Demonstration
2. Observation
3. Practice

Evaluation:

Inspection of work

Note: This task consumes the major part of the blocklayer's time in actual construction work. It should also be noted that it is line work that gives the mason speed and efficiency when building a wall.

Points to notice:

1. The blocks should clear the line by approximately 1/16".
2. Top of block should be level with the line.
3. The block being laid is lined up at two points:
   a. With the line at the top.
   b. Flush with the block below.
4. The line must be pulled tight at all times.

Bonding 8" Block Work Lesson 3

Objective:

Students will mark out the wall lines in block lengths and open or close joints to eliminate cuts.

Preparation:

6-foot rule and marking pencils

Presentation:

Marking out in 64", 48", 32" and 16" divisions; 8" used only at the return.

Evaluation:

Inspection of job

Note: This is often done on the job by the foreman. However, every blocklayer should be able to determine which way to start his corner in order to eliminate cut blocks in the walls where possible.

Points to notice:

1. An adjustment of a few inches can be made by opening or closing the joints between the blocks.
2. Tight joints are preferred as they are stronger.
3. The wall should be bonded so that any necessary cut block will be larger than a half block.

Building Corner Lead Lesson 4

Objective:

Students will build a corner lead of 8" blocks. The corner must be plumb and the courses level. The height of each course shall be 8" when using standard size blocks.

Preparation:

Hand tools, mortar, stands, mortar boards, blocks

Presentation:

Demonstration, using skills acquired with trowel and level plus practice.

Evaluation:

Performance test and inspection of work

Note: This is the most important job of the blocklayer in terms of accuracy. The corners of the building are the guides for building the walls.

Points to notice:

1. The level must touch the blocks over its full length when being read for level or plumb.
2. The tail of the lead must be in line with the next corner (this is actually the wall line of the building).

Building to a Given Height — Lesson 5

Objective:

Given an established height, students will build a lead to attain that height by opening or closing the bed joints. A tolerance of ¼" will be allowed.

Preparation:

Door frame, window frame, hand tools, blocks, mortar

Presentation:

1. Demonstration
2. Observation
3. Practice

Evaluation:

Inspection of work

Note: On the job this is called cheating or fudging, but it is a common practice. Many door frames or window frames are close to 8" divisibles in height and can easily be incorporated into walls by adjusting the joints.

Points to notice:

1. The adjustments should be uniform.
2. Some frames require the block to be flush with the top while others require the block to be 3/8" low in order to accommodate a mortar joint across the top.

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Setting Control Blocks — Lesson 6

Objective:

Given an established wall length, students will build the corners and the wall with a joint control block pier in the center. An allowance of up to 8" will be allowed to eliminate cutting blocks.

Preparation:

Control block, regular blocks, mortar, hand tools

Presentation:

1. Discussion
2. Demonstration
3. Observation

Evaluation:

Inspection by mean of measuring.

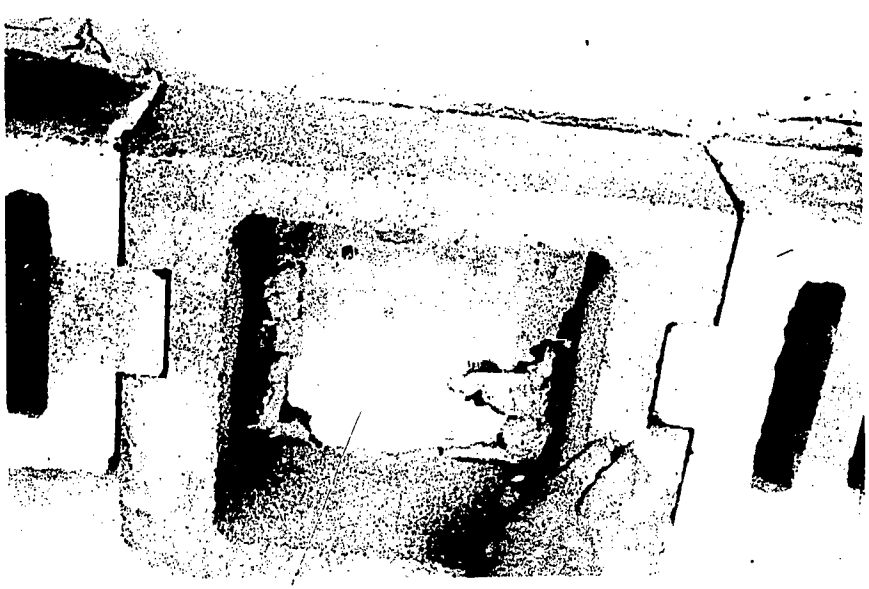

Expansion control joint in the wall

Note:

There are several types of joint control blocks used to eliminate cracks caused by expansion and contraction.

Points to notice:

1. If a pilaster control block is used, it must be kept the same height as the regular blocks (they tend to lay high).
2. The joint itself must be kept plumb in the wall.

UNIT VII - LAYING 12" BLOCKS

Laying a 3, 2, 1 Lead — Lesson 1

Objective:

Students will lay a 3, 2, 1 lead. Each course shall be level and plumb, the second and third courses being plumb with the first. Half bond must be maintained.

Preparation:

Hand tools, blocks, mortar

Presentation:

1. Review of 8" blocks
2. Observation
3. Practice

Evaluation:

Inspection of work

Note: This task is the first step in building with 12" blocks. It differs from 8" block not only in size but also in the tendency to run off bond.

Points to notice:

1. Level must touch all courses when checking for plumb.
2. Each block must touch the level from its bed to its top when plumbing.
3. The full length of the course being leveled must touch the level (no space between the level and the block).
4. Care should be taken that each block covers one half of the block below it.

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Cutting Starter Blocks Lesson 2

Objective:

Students will cut 12-inch starter blocks from standard 4"x8"x16" solid blocks. These blocks shall match in length, the width of the 12" blocks being used. The work will be done with a hammer and chisel.

Preparation: Hand tools, 4" solid blocks, 12" blocks

Presentation:

1. Demonstration
2. Observation
3. Discussion

Evaluation: Inspection of work

Note: These blocks can be purchased but most often the mason is required to cut his own. The purpose of the blocks is to add 4 inches so the block laid at a 90° angle will maintain a half bond.

Points to notice:

1. Students must measure as opposed to guessing.
2. The cut must be square and true.
3. Only one side of the block need be exact, as it can be reversed when used.

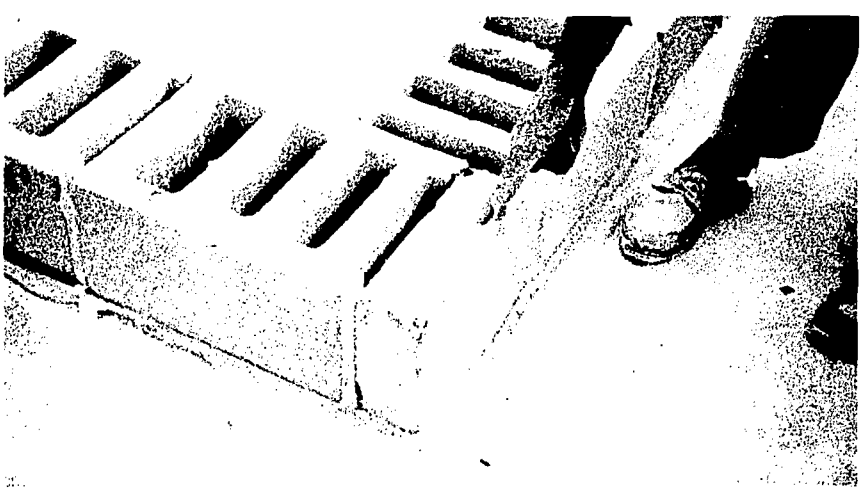

12-Inch corner with 4-inch "starter"

Using the Half Bond Lesson 3

Objective:

Students will mark out the wall lines in block lengths for half-bond opening or closing the joints to eliminate cuts. Allowance must be made for 12" width or 20" length (16" block plus 4" starter) at corners.

Preparation:

6-Foot rule, marking pencils and chalk line

Presentation:

1. Demonstration
2. Discussion

Evaluation: Inspection

Note: The blocklayer should be able to bond the wall to determine which way to start his corner. Cuts in the wall should be eliminated where possible.

Points to notice:

1. Some adjustment can be made in the head joints to eliminate cuts.
2. Tight joints are preferred.
3. The 4-inch allowance must be made at the corner because half bond is 8 inches but the block is 12 inches wide.

Using the Running Bond Lesson 4

Objective:

Students will mark wall lines in block lengths, making sure that the two corners on the same wall start in opposite directions.

Preparation:

6-Foot rule, marking pencil, chalk line

Presentation:

1. Demonstration
2. Illustrations (slides for comparison)

Evaluation:

Inspection

Note: On many jobs the mason is expected to lay 12" blocks on the running bond as opposed to half bond.

Points to notice:

Even though the bond is not on the half (8") it should remain true (4" and 12") throughout the wall.

Building a Corner Lead Lesson 5

Objective:

Students will build a corner lead five courses high. Each course shall be plumb, level and on the half bond.

Preparation:

Hand tools, mortar, blocks

Presentation:

1. Demonstration
2. Discussion
3. Practice

Evaluation: Inspection

Note: Any mason who wishes to hold a job must be able to build corners with speed and accuracy.

Points to notice:

1. The level must touch blocks all the way up when checking for plumb.
2. The level must touch blocks over its full length when checking for level.
3. The 4-inch starters should be laid scant to plumb because they tend to drift out as the lead is built.

Laying Blocks to a Line Lesson 6

Objective:

Students will lay blocks plumb and level while being guided by a line stretched tight from one block lead to another.

Preparation:

Hand tools, corner leads, blocks, mortar

Presentation:

1. Review of 8" walls
2. Demonstration
3. Observation
4. Practice

Evaluation: Inspection of work

Note: It is laying blocks to the line that gives the mason speed and efficiency when building a wall.

Points to notice:

1. The line must be pulled tight.
2. The blocks should clear the line by approximately 1/16".
3. The block being laid is lined up with the line at top and the block below.

Building to a Given Height Lesson 7

Objective:

Given an established height, students will build a lead to attain that height by opening or closing the bed joints. A tolerance of ¼" will be allowed.

Preparation:

Door frame, window frame, hand tools, blocks, mortar

Presentation:

1. Illustration (slides and pictures)
2 Demonstration
3. Practice

Evaluation:

Inspection of work

Note: Often the mason must adjust the joints of his work to accommodate door frames or window frames.

Points to notice:

1. The adjustments should be uniform.
2. The exact height to attain must be established before the corner is built.

Setting Control Blocks Lesson 8

Objective:

Given an established wall length, students will build the corners and the wall with a joint control block pier in the center. An allowance of 8" will be allowed to avoid cutting blocks.

Preparation:

Control blocks, regular blocks, mortar, hand tools

Presentation:

1. Demonstration
2. Discussion
3. Observation
4. Practice

Evaluation:

Inspection of work

Note: Control blocks are used on most long walls to eliminate cracks caused by expansion and contraction.

Points to notice:

1. Where pilaster blocks are used, they must be kept the same height as the regular blocks in the wall.
2. The joint itself must be kept plumb in the wall.
3. The size of the joint should remain constant.

Laying a 3, 2, 1 Lead — Lesson 1

Objective:

Students will lay a 3, 2, 1 lead. Each course shall be level and plumb. Half bond must be maintained within ½ inch.

Preparation:

Hand tools, blocks, mortar

Presentation:

1. Review of 3, 2, 1 leads
2. Practice

Evaluation:

Inspection of work

Note: This task is the first in building with 4" blocks. It differs from 8" and 12" blocks because 4" blocks are much more sensitive to movement. A very light touch must be developed in order to lay 4" blocks.

Points to notice:

1. The blocks must be kept straight horizontally as well as vertically. These leads will have a tendency to "bend".
2. The block will have to be set in place by the hand as opposed to being tapped into place by either the trowel or hammer.

UNIT VIII - LAYING 4" BLOCKS

Cutting Starter Blocks — Lesson 2

Objective:

Students will cut a standard-size 4" block 11 5/8 inches long. Both sides of the cut must be square and true. They will use a hammer and chisel for this task.

Preparation:

Hand tools, 4" blocks

Presentation:

1. Demonstration
2. Observation
3. Practice

Evaluation

Inspection of the work

Note: Because these blocks are 4" wide and half bond is 8", approximately 4" must be cut off the first block in each course.

Points to notice:

1. 4-inch blocks are most often used in combination with other masonry units. Because of this, cuts are often required.
2. A delicate touch must be developed if the student is to be successful with these blocks.

UNIT VIII - LAYING 4" BLOCKS

Using the Half Bond | Lesson 3

Objective:

Students will mark out the wall line in block lengths. Care must be taken to allow for 12" starters or 4" widths at the corners.

Preparation:

Chalk line, 6-foot rule, marking pencils.

Presentation:

1. Review of half bond for 8" and 12" blocks
2. Demonstration
3. Practice

Evaluation:

Inspection and trial

Note: The mason should be able to lay out any wall he builds. If the student expects to advance to foreman, this is a must.

Points to notice:

Any divisor of 4 feet may be used for long walls, but allowance must be made for the 12-inch starter or the 4-inch width.

UNIT VIII - LAYING 4" BLOCKS

Using the Running Bond | Lesson 4

Objective:

Students will mark the wall lines in block lengths, making sure that the two block corners on the same wall start in opposite directions.

Preparation:

6-Foot rule, marking pencil, chalk line

Presentation:

1. Review of running bond for 12" block.
2. Demonstration

Evaluation:

Inspection of the job

Note: This bond is often used when the blocks will be plastered or have paneling over them. Where this is true, the bonding is done to eliminate cutting blocks.

Points to notice:

1. The blocks on the opposite ends of the same wall must start in opposite directions.
2. The 4" and 12" bond should be maintained throughout the wall.

Using the Stacked Bond Lesson 5

Objective:

Students will mark out the building lines in block lengths. All adjustment of joints must be made on the footing for the first course of blocks. Any cut block must be at least 12" long.

Preparation:

6-Foot rule, marking pencil, chalk line

Presentation:

1. Illustration (slides)
2. Demonstration
3. Practice

Evaluation: Inspection

Note: This bond is used to give a panel effect. Reinforcing wire is used in the joints to give the wall strength.

Points to notice:

1. Great care should be taken to get the joints uniform on the first course of blocks.
2. Constant checking is required as the succeeding courses are laid to keep from "chasing" the bond back and forth in the wall.

UNIT VIII - LAYING 4" BLOCKS

Laying Blocks to a Line — Lesson 6

Objective:

Students will lay blocks plumb and level while being guided by a line stretched tight from one block lead to another.

Preparation:

Hand tools, corner leads, blocks, mortar

Presentation:

1. Review of laying blocks to the line
2. Demonstration
3. Practice

Evaluation:

Inspection of the work

Note: While line work gives speed and efficiency, more care is required when laying fours because they tend to lean and move in the wall.

Points to notice:

1. The first course must be plumb.
2. The mortar should be furrowed as it is when laying bricks.

Building Block Piers Lesson 7

Objective:

Students will build a pier 48" high using 4-inch blocks. It will measure 20 inches square and be laid on the running bond.

Preparation:

Hand tools, framing square, blocks, mortar

Presentation:

1. Demonstration (with special attention to the corners.)
2. Practice

Evaluation:

Inspection and checking with a level.

Note: On the job, this could be used as a chimney. However, it is designed to develop skill in the shop.

Points to notice:

1. The level must touch all points while plumbing or leveling.
2. The sides should be checked for straightness as well as plumb.

Building to a Given Height Lesson 8

Objective:

Given an established height, students will build a lead to attain that height by opening or closing the bed joints. A tolerance of ¼ inch will be allowed.

Preparation:

Door frame or window frame, hand tools, blocks, mortar

Presentation:

1. Illustration (slides)
2. Note doors and windows in shop walls.
3. Demonstration

Evaluation:

Inspection and checking with a level.

Note: In actual construction, 4-inch blocks would most likely be used to back up brick or stone. However, the mason must still cover doors and windows at the proper height.

Points to notice:

The adjustment in the joints must be uniform.

UNIT IX - COMBINATION BLOCK WORK

Laying 8" to 4" Leads — Lesson 1

Objective:

Students will build a block lead five courses high. The first two courses shall be 8" block and the last three shall be 4" block laid on the half bond. The 4" ledge shall be on the outside of the building.

Preparation:

Blocks (4" and 8"), mortar, hand tools

Presentation:

1. Discussion
2. Demonstration
3. Practice

Evaluation:

Inspection of work

Note: This type of construction is often used in building a garage that is frame and brick veneer, or brick and 4" block.

Points to notice:

1. Half bond is maintained when looking at the wall from the inside.
2. The first course in the step-off (4" block) is very difficult to keep plumb.

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Laying 12" to 8" Leads — Lesson 2

Objective:

Students will build a block lead five courses high. The first two courses shall be 12-inch block and the last three shall be 8-inch block. The ledge will be cn the outside and the half bond will be maintained.

Preparation:

12" block, 4" starter block, 8" block, mortar, hand tools

Presentation:

1. Review
2. Demonstration
3. Practice

Evaluation: Inspection of work

Note: This type of construction is used in building brick-veneer houses.

Points to notice:

The first course of 8" blocks will tend to lean out. It must be kept plumb.

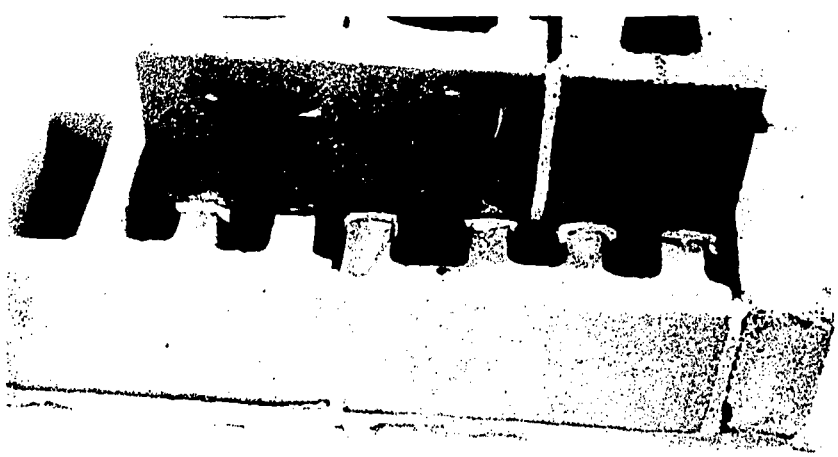

12-Inch to 8-inch block wall with brick ledge outside

Laying 12" to 8" Inside Ledges — Lesson 3

Objective:

The same as in Lesson 2 except the 8-inch block will be laid to the outside of the wall, with the ledge being inside.

Preparation:

Blocks, mortar, hand tools

Presentation:

1. Review
2. Discussion
3. Practice

Evaluation:

Inspection of work

Note: This type of construction is used where a concrete floor will be poured over fill dirt inside a building, e.g., a large garage, packing house, etc.

Points to notice:

1. The course at the step-off is the crucial one.
2. Half bond must be maintained from the outside of the building instead of inside.

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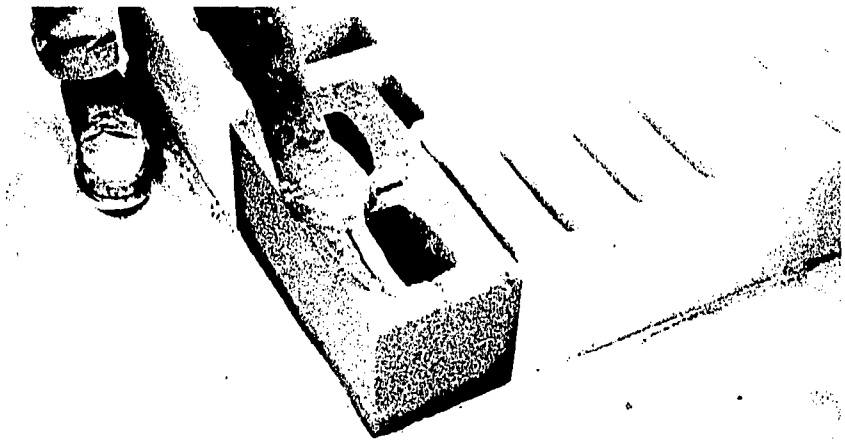

12-Inch wall
with an 8-inch corner block

12-Inch to 8-inch wall —
floor ledge on the inside

Setting Door Frames Lesson 1

Objective:

Given a standard 2'8" x 6'8" metal door frame, students will set it plumb and square in the wall line and lay blocks around it. The frame must be kept plumb on the face and the jamb. The head must be level. No tolerance will be allowed.

Preparation:

Door frame, anchors, braces, hand tools, blocks, mortar

Presentation:

1. Discussion
2. Demonstration
3. Illustration with pictures

Evaluation:

Inspection of work

Note: On small jobs the mason sets the frames. On large jobs, such as school construction, a regular crew will do it but the mason must work with them at all times.

Points to notice:

1. If the bottom of the frame is not level, the head cannot be level either. Large nails make excellent wedges for leveling this.
2. The face on both sides of the frame must be kept on the same plane.

Setting Window Frames Lesson 2

Objective:

Given a wooden window frame, students will mount the anchors and set it plumb and level on the block wall. The anchors shall be set 8 inches apart from the top of the frame.

Preparation:

Window frame, blocks, mortar, hand tools and bracing

Presentation:

1. Review of door frame
2. Demonstration
3. Practice

Evaluation:

Inspection of work

Note: The mason is often expected to set the window frames in the walls that he builds.

Points to notice:

1. The anchors must be mounted in modulars of 8" from the top so the block work will cover over them without an opening.
2. The space below the frame is filled in with a sill.

Setting Lintels Lesson 3

Objective:

Given 4"x8"x48" precast lintels, students will set them over the frames of lessons 1 and 2. They will be set flush with the height and width of the block in the wall.

Preparation:

Lintels, mortar, scaffold, hand tools

Presentation:

Demonstration

Evaluation:

Inspection of the job

Note: Setting lintels is a common job for the mason. They are used to cover over many openings in block walls.

Points to notice:

1. Lintels become a part of the block course in which they are set.
2. Care should be taken that they are neither high nor low.
3. The lintels must be set flush with the sides of the blocks.
4. On long lintels care must be taken to set the right side up.

Setting Angle-Iron Lintels Lesson 4

Objective:

Given a standard-size opening for a door or window in a wall, students will select angle-iron lintels of the proper length and set them back to cover the opening. The length of the bearing on each end will be equal to the width of the wall.

Preparation:

Wall with proper opening, blocks, angle irons, mortar and hand tools

Presentation:

Demonstration

Evaluation:

Inspection

Note: This is a very common method of covering openings in a wall. In a brick wall, it is often necessary to chip about ½ inch off the backs.

Points to notice:

1. The longest flange of the angle goes up most of the time.
2. The angle can be set dry or in mortar, depending upon the bed joint to be carried over the opening.

S E C O N D Y E A R

UNIT I - SAFETY

Protecting Eyes Lesson 1

Objective:

Students will use every reasonable means of eye protection to the satisfaction of the instructor while working in the shop or on an actual job site.

Preparation:

Safety glasses, goggles, eye shield

Presentation:

Review of Safety unit in Section I

Film, illustration, and discussion

Evaluation:

Constant observation

Note: The laws governing safety in the school shop are specific, while those on the job are less defined. Because of this, the teacher must develop a sense of safety that will follow the student wherever he goes.

UNIT I - SAFETY

Using Mortar Safely Lesson 2

Objective:

Given any job requiring the use of mortar, students will exercise care to keep from splashing mortar on themselves or others. They will allow a minimum to contact their hands and will refrain from using water to remove it. They will place the mortar board in a position that will eliminate awkward reaching or throwing mortar. These things are to be done under the teacher's direction and to his satisfaction.

Preparation:

Bricks, blocks, mortar, in any shop situation

Presentation:

Review, demonstration and discussion

Evaluation:

Observation

Note: The lime in mortar dries the skin and causes cracks. The use of water to remove mortar softens the skin and makes it crack more readily. Just wiping the mortar off dry is the best approach.

UNIT I - SAFETY

Using and Maintaining Hand Tools Safely — Lesson 3

Objective:

Given a selection of hand tools, students will maintain them with a concern for safety as well as efficiency. This shall include the removing of burred edges and the sharpening of chisels and hammers. Handles shall be kept tight, and general safety practices will be followed to the teacher's satisfaction.

Preparation:

Hand tools

Presentation:

Review, discussion and illustration

Evaluation:

Inspection of tools

Note: This teacher still carries a piece of steel in his arm that flew off the end of a chisel many years ago. (He must have had a poor teacher.)

UNIT I - SAFETY

Using Safe Chipping Techniques Lesson 4

Objective:

Given any job requiring chipping with hammer or chisel, students will demonstrate safe work habits to the teacher's satisfaction.

Preparation:

Bricks, blocks, masonry wall, hand tools

Presentation:

Review of safety, demonstration and discussion

Evaluation:

Observation

Note: Such things as the position of the material to be chipped (so the pieces do not fly toward you), the position you adopt in relationship to walls and other reflecting surfaces, and the direction of the wind are important safety factors often overlooked.

Using Safe Plugging and Pointing Techniques Lesson 5

Objective:

Given a brick wall to tuck-point, students will exercise care and safety in cutting out the joints. This shall be done to the teacher's satisfaction.

Preparation:

Brick wall, hand tools and mortar

Presentation:

Illustrations, demonstrations of the use of a plugging chisel, and discussion.

Evaluation:

Observation

Note: The scaffold or ladder that the mason works on is always subject to safety hazards. The use of the plugging chisel means that both hands are busy, so care must be taken not only for flying chips, but also for your support while working.

Using Safe Techniques for Cutting Openings Lesson 6

Objective:

Given a solid masonry wall, students will cut an opening to receive a door buck or window frame; working habits acceptable to the instructor will be followed.

Preparation:

Door buck, window frame, solid masonry wall

Presentation:

Illustration, discussion, review (self-supporting properties of masonry walls.)

Evaluation:

Observation

Note: In opening a masonry wall, the initial hole should be cut above the height requirement and supported while work is going on. The pyramid form of a self-supporting arch should be followed to keep a large portion of the wall from collapsing.

Using Safe Techniques for Lifting Lesson 7

Objective:

Given a selection of heavy blocks or stones to lay, students will exhibit safe work habits by getting assistance where needed and by lifting with legs, instead of back, to the teacher's satisfaction.

Preparation:

Selection of large stones or 12-inch solid blocks

Presentation:

Demonstration and discussion

Evaluation:

Observation

Note: Many people have bad backs because they have failed to get their bottoms down and use their leg muscles to do the lifting. The backbone bends but it is not made to lift.

UNIT II - FACE BRICK

Laying Bricks to a Line | Lesson 1

Objective:

Students will lay bricks to a line stretched between two leads or corner poles. The joints must be full and the face of the bricks kept clean.

Preparation:

Hand tools, mortar, two brick leads or two corner poles set plumb, and each course marked out.

Evaluation:

Inspection and observation

Note: This is the easiest task in laying bricks. The student uses the line as a guide as opposed to using the level.

Points to notice:

1. The bricks must not touch the line (This would cause a bow).
2. The work should be clean and free from mortar smears.

Bonding a Wall Lesson 2

Objective:

Students will bond a wall of any pre-determined length by laying the bricks dry (without mortar) to determine the position of the first brick at each end of the wall. Care must be taken to keep the size of the end joints uniform and eliminate cut bricks in the middle of the wall.

Preparation:

Hand tools, brick, mortar, etc.

Evaluation:

Observation and inspection

Note: On every brick building, the first course should be laid dry to determine the starting position of the first brick at each corner. Measuring is unacceptable because bricks of the same kind and style vary in length.

Points to notice:

There is always the variable of starting the first brick with the 8" face or the 4" head to the line. The size of the joints and the advantage to the mason determine the position.

Raising Leads to a Given Height Lesson 3

Objective:

Students will lay a straight brick lead to a pre-determined height. This will be accomplished by opening or closing the bed joints. No tolerance will be allowed for heights above two feet.

Preparation:

Bricks, hand tools, mortar

Presentation:

Use skills learned with trowel, level, and brick rule.

Evaluation:

Inspection

Note: The bricklayer is constantly called upon to make his work attain definite heights such as window sills and door openings.

Points to notice:

Uniform bed joints must be maintained.

Busting the Line for Speed and Accuracy Lesson 4

Objective:

A. Students will lay a minimum of 40 bricks per hour to a line. The wall must be at least eight feet in length for this experience.

B. Students will maintain a half bond and a clearance of approximately 1/16" from the line. The bricks on the face of the wall shall be in the same plane, presenting a smooth, even surface.

Preparation:

Bricks, hand tools, mortar

Presentation:

Review of lessons 1, 2, and 3 of this unit.

Evaluation:

Observation, timing, and inspection with a level.

Note:

1. The bed of the brick must be level in order for the face to be plumb.
2. Production (speed) is the key to employment and profit.

UNIT III - BRICK VENEERING

Reviewing Block Laying — Lesson 1

Objective:

Students will lay one course of 12" blocks, dropping off to two courses of 8" blocks. The 4" ledge will be on the outside of the wall and used for the brick ledge.

Preparation:

Blocks, mortar, hand tools

Presentation:

Use of skills learned with trowel, level, and rule.

Evaluation:

Check with level and rule.

Note: Most brick-veneer buildings have 12" blocks under grade and drop off to 8" blocks, leaving the 4" ledge to carry the brick.

Points to notice:

The first course of 8" blocks will tend to tilt toward the brick ledge. It is essential that the wall be kept straight and plumb.

Scaling Corners Lesson 2

Objective:

By means of the scaling rule, students will mark out each course of a corner to be brick-veneered.

a. They will establish the window-sill height by transferring its elevation to the corner.

b. They will establish the heads of the doors and windows by the same method.

Preparation:

A frame wall, including doors and windows to be veneered; hand tools.

Presentation:

Demonstration and review of the use of the brick rule.

Evaluation:

Inspection with use of level.

Note: The bricklayer is responsible for all openings in his wall. They must conform to the frames.

Points to notice:

In walls that have several openings of different heights, the mason should scale his work to cover most of them. The odd-size openings will have to be stripped.

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Raising the Lead — Lesson 3

Objective:

Students will build a corner, using the scale marks for a guide. Bricks shall conform to the various elevations noted at the corner (sill and lead heights.)

Preparation:

Same as lesson 2 plus bricks and mortar.

Presentation:

Review (raising lead to given height), discussion.

Evaluation:

Inspection and observation - Did he reach the desired heights for the doors and windows as marked on the corner?

Straightedging the tail of a brick lead

Note: Some variation between the marks and the bricks is allowed except on the courses marked for specific heights. He may be running low and getting up to his marks but he must be there by the time he reaches the specific course.

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Laying Bricks Forehand — Lesson 4

Objective:

Given two brick corner leads, students will fill in the wall by laying bricks forehand, guided by a mason's line, to the teacher's satisfaction.

Preparation:

Bricks, mud, and hand tools

Presentation:

Review of learned skills

a. Tying the line
b. Busting the line

Evaluation:

Observation and inspection - bricks must be clean and straight in the wall.

Note:

1. A slack line will cause a sag in the brickwork.

2. When laying bricks forehand, the mason faces the wall from the outside and walks forward while laying the bricks.

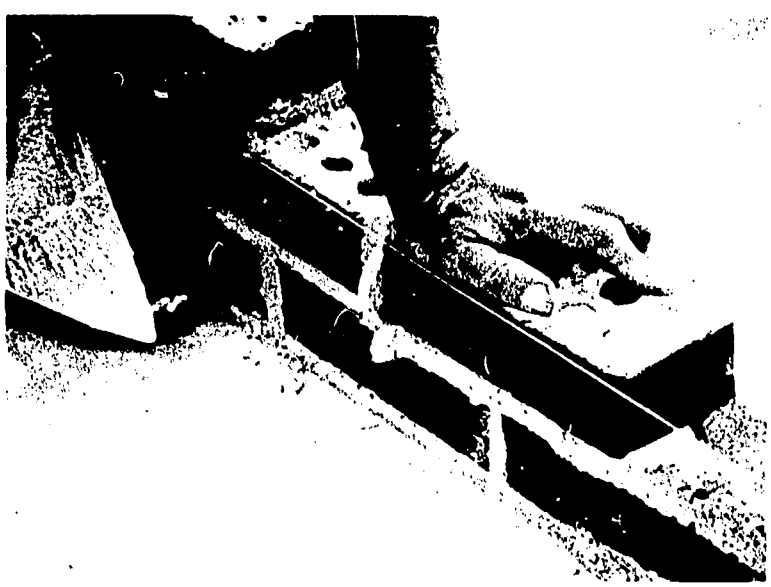

Laying bricks forehand

Note: The mason walks forward as he lays the bricks.

Laying Bricks Backhand Lesson 5

Objective:

Objective is the same as in Lesson 4, except students will lay the bricks backhand to the line.

Preparation:

Bricks, mud, hand tools

Presentation:

Review of learned skills

Evaluation:

Observation and inspection

Note:

1. When laying bricks backhand, the mason faces the wall from the outside and walks backward while laying the bricks.
2. The mortar is placed on the head of the brick, then is pushed into place.
3. The ability to lay bricks backhand is necessary in order for two masons to work on the same wall and meet in the middle.

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Buttering the end of a brick

Laying bricks backhand

Note: The mason walks backward as he lays the bricks.

Laying Bricks Overhand Lesson 6

Objective:

Given two corner leads, students will fill in the middle by laying bricks from the overhand position, guided by a mason's line.

Preparation:

Bricks, mud and hand tools

Presentation:

Review of skills learned.

Evaluation:

Observation and inspection

Note:

1. This position places the mason inside the building, so that he leans over his work.
2. This construction is used where the scaffold is built on the concrete floor inside the building.

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Laying bricks to the line from the overhand position

Note: Mason stands on the inside of the wall and leans over his work

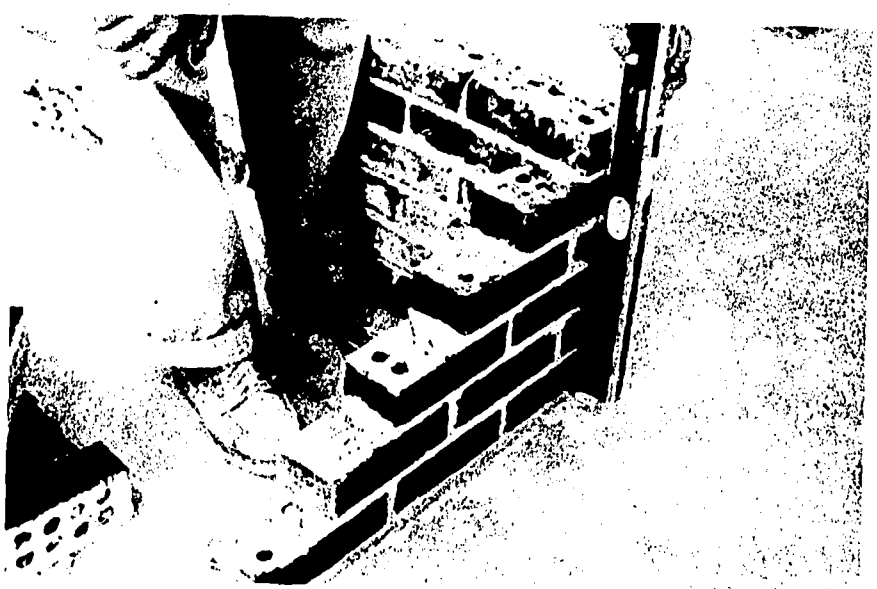

Plumbing a corner working overhand

Constructing Headers Lesson 1

Objective:

Students will build a brick wall that is two bricks wide. The two wythes will be bound together by a course laid crossways, called headers. The header course will start with 6" closures.

Preparation: Bricks, mortar, hand tools

Presentation: Demonstration and discussion

Evaluation: Observation and inspection

Note: Header courses are often used to tie brickwork to blockwork, as well as when using two wythes of brick.

Points to notice:

1. The headers must break the head joint of bricks below.

2. Two-inch closures are used to break bond in the angles.

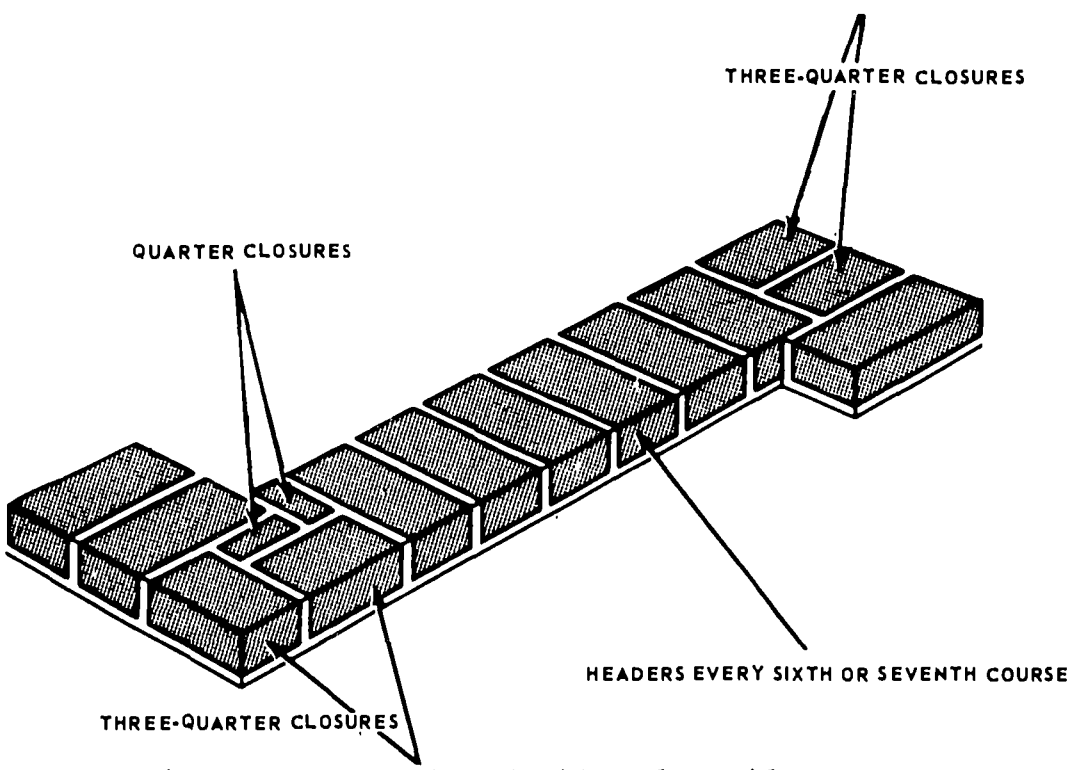

Header course for 8-inch inside and outside corners

Using the Common Bond for Bricklaying Lesson 2

Objective:

Students will build a wall to the instructor's dimensions using the common bond for bricks.

Preparation:

Bricks, mortar, hand tools

Presentation:

Use of skills learned and review of use of header course.

Evaluation:

Inspection

Note: The common bond is also called the American bond and is widely used today. The headers may be set every 5th, 6th, or 7th course, depending upon the structural requirements of the wall.

Points to notice:

The header must center on the brick below or the head joint below.

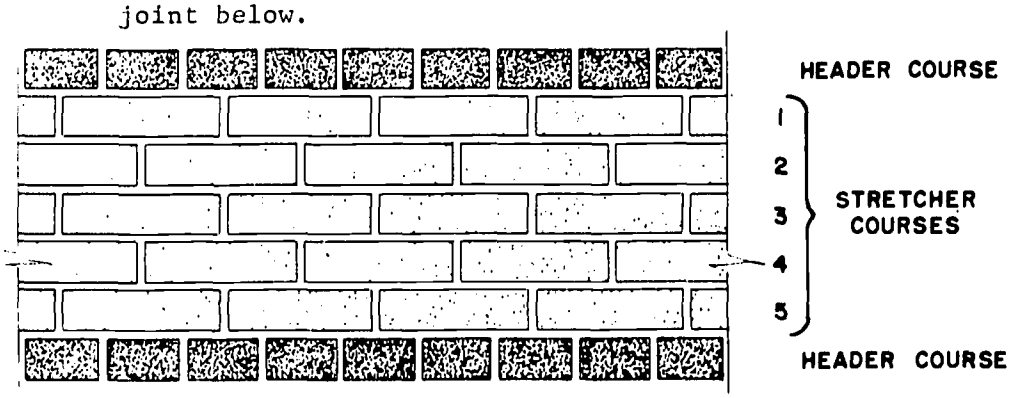

Common bond

Using the Flemish Bond for Bricklaying — Lesson 3

Objective:

Students will display an ability to lay bricks in Flemish bond by building a wall to the teacher's dimensions. The headers shall be plumb and centered on the stretchers and head joints above and below.

Preparation: Bricks, mortar, and hand tools

Presentation: Illustration, use of diagrams or pictures, and demonstration.

Evaluation: Observation and checking with a level.

Note: While this bond was designed to tie walls of two or more wythes together, it is now often used as a veneer. In such cases, the headers are half bricks called snapped or hot headers. In solid wall construction, the full headers are used in every 5th or 6th course. This increases the lateral strength of the wall.

Points to notice:

1. The heads must "break bond" by centering on the end joint above and below.

2. The header course starts with either a 2" piece or a 6" piece behind the corner brick.

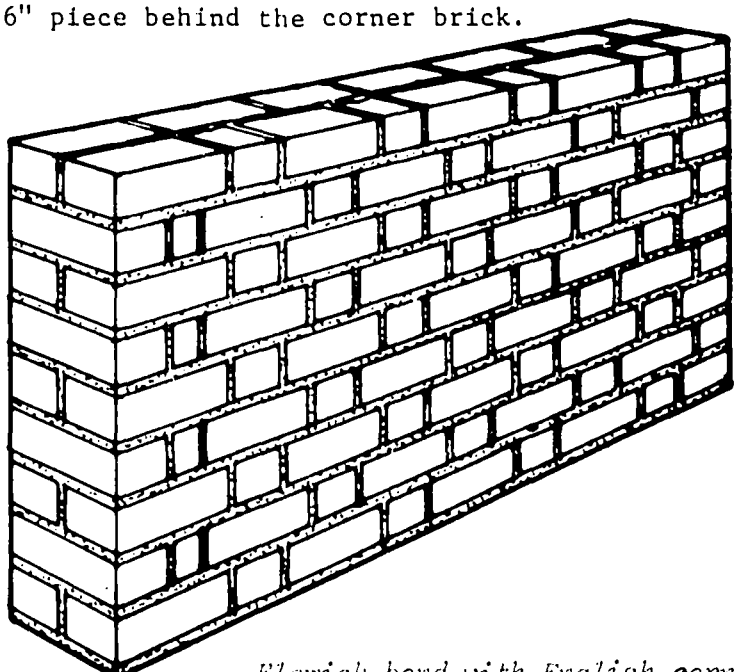

Flemish bond with English corner

Using the Dutch Bond for Bricklaying — Lesson 4

Objective:

Students will demonstrate a mastery of the Dutch bond by building an outside corner to the instructor's dimensions.

Preparation: Bricks, mortar, hand tools

Presentation: Illustrations and demonstration

Evaluation: Check with level and inspect for clean, neat work.

Note: The Dutch bond differs from the English in that:

1. It starts every course with a 6" closure at the corner.
2. The header course alternates around the corner. For example, the header course on the south wall becomes a stretcher course on the east wall.

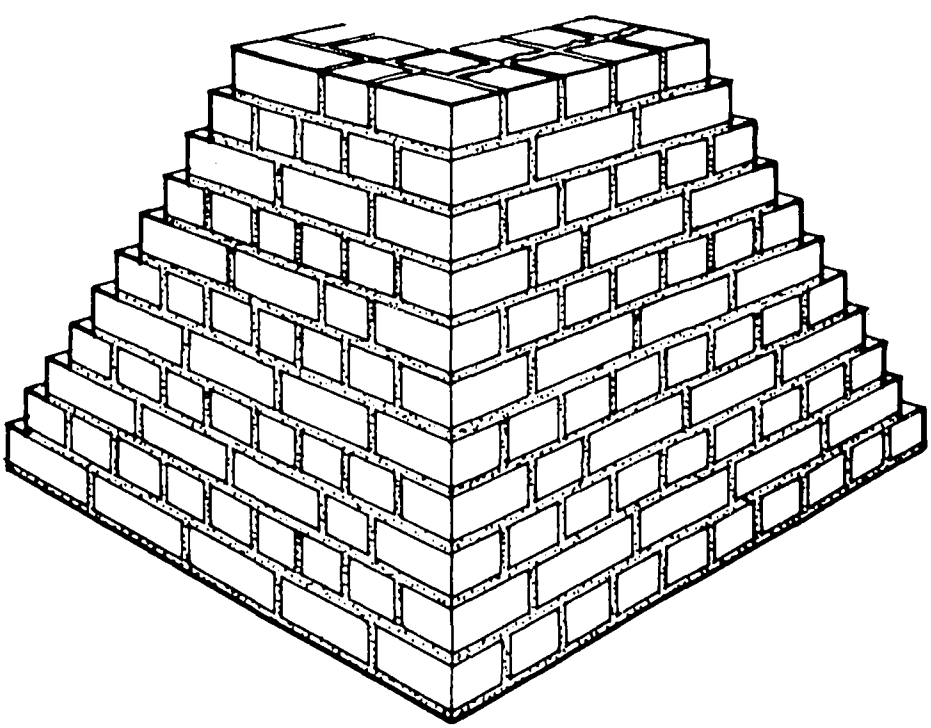

Dutch bond corner

UNIT IV - SOLID BRICK WALLS

Using the Dutch Cross Bond for Bricklaying Lesson 5

Objective:

Students will lay out and build an 8" brick wall using the Dutch cross bond, to the teacher's dimensions.

Preparation:

Bricks, mortar, and hand tools

Presentation:

Review of Dutch and English cross bonds.

Evaluation:

Inspection

Note: The Dutch cross bond, like the English cross bond, has the stretcher course above the headers and has half bond with the stretchers below the headers.

Using the English Bond for Bricklaying — Lesson 6

Objective:

Students will display a mastery of the English bond by building an English bonded wall to the instructor's dimensions.

Preparation: Bricks, mortar, and hand tools

Presentation: Illustration and demonstration

Evaluation: Check with level and inspect for clean, neat work.

Note: The purpose of this bond is to tie two or more wythes together. This adds strength through the wall, but weakens it lengthwise. Therefore, full headers are used only every 5th or 6th course while hot headers, backed up with stretchers are used on the other courses.

A two-inch piece, called a queen closure, starts each header course.

Points to notice:

1. Because there are two headers to every stretcher, there are twice as many chances for the bond to run or drift.

2. Care must be taken to keep all end joints perpendicular.

English bond wall

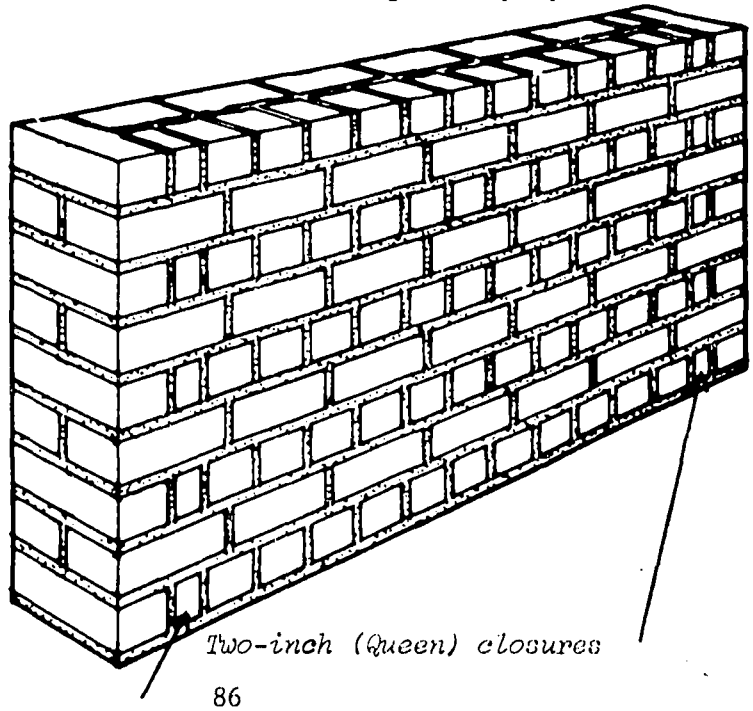

UNIT IV - SOLID BRICK WALLS

Using the English Cross Bond for Bricklaying Lesson 7

Objective:

Students will lay out and build an 8" brick wall, 7 bricks long, using the English cross bond.

Preparation:

Bricks, mortar and hand tools

Presentation:

Illustration and demonstration

Evaluation:

Inspection with use of the level.

Note: The cross bond differs from the English bond only in that the stretcher course above the header is on the half bond with the stretcher below the header.

Bonding the Wall Lesson 1

Objective:

Students will demonstrate an understanding of cavity wall construction by bonding out, dry, a wall with a 2-inch cavity between the inside and outside wythes of brick to the teacher's dimensions.

Preparation:

Hand tools and bricks

Presentation:

Illustrations (pictures or transparencies) and discussion

Evaluation:

Observation and inspection

Note: The cavity wall makes use of a dead air space between the inside and outside bricks. This space acts as a moisture, sound, and thermal barrier.

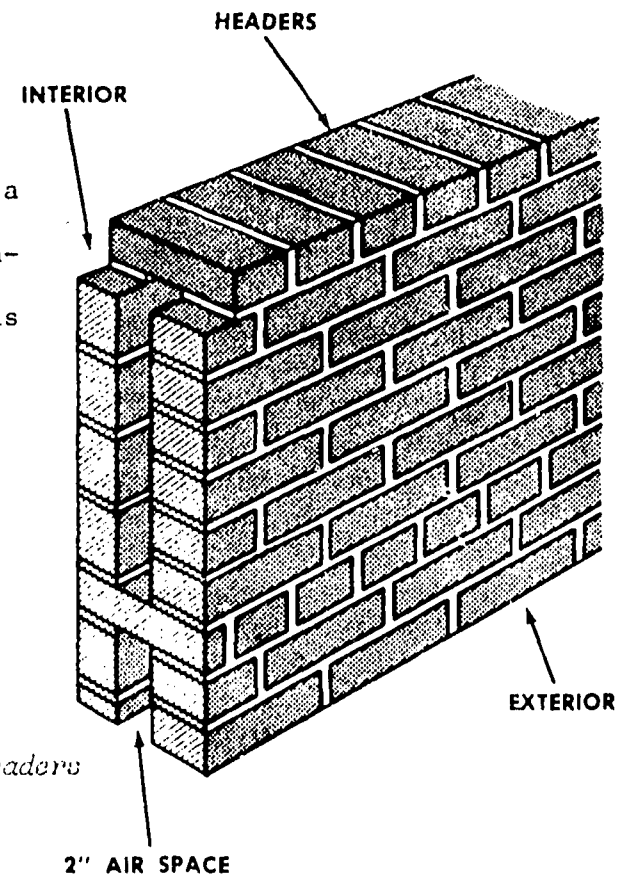

Cavity wall capped with headers

UNIT V - CAVITY WALLS

Setting Flashing Lesson 2

Objective:

Students will set a metal flashing between the first and second courses of a cavity wall so that the exterior edge of the flashing is one course below the interior edge.

Preparation:

Hand tools, brick mortar and flashing

Presentation:

Demonstration and discussion

Evaluation:

Observation and inspection

Note: The flashing is placed above the grade level and must slope toward the outside of the wall. This allows any moisture to drain away from the interior of the building.

Constructing Weep Holes Lesson 3

Objective:

Students will exhibit a knowledge of moisture-control in cavity-wall construction by establishing weep holes every 16 inches in the exterior wall.

Preparation: A cavity wall with flashing set in it, hand tools, sash cord and grease.

Presentation: Discussion and demonstration

Evaluation: Inspection

Note: Several means may be employed to establish weep holes: a piece of greased rope is one of the most convenient. These holes must be in the same outside course as the flashing in order to prevent moisture from building up inside the wall.

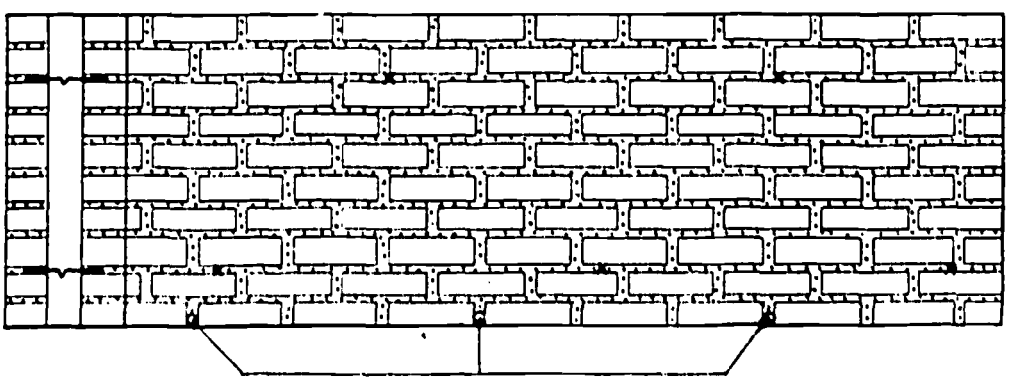

Cavity wall with weep holes

UNIT V - CAVITY WALLS

Building Cavity Walls | Lesson 4

Objective:

Students will build a cavity wall employing a 2-inch cavity, a metal flashing, and weep holes on approximately 16-inch centers to the teacher's satisfaction.

Preparation:

Bricks, mortar, flashing, and hand tools

Presentation:

Review of cavity wall construction and demonstration

Evaluation:

Inspection and observation

Note: The cavity must be kept free from droppings in order to provide an open air space and allow an escape for moisture.

Setting Wall Ties — Lesson 5

Objective:

Students will comply with standard procedures for strengthening cavity walls by setting Z-bar ties every 16 inches, both horizontally and vertically, as the wall is built.

Preparation:

Z-bar ties and wall under construction

Presentation:

Discussion and demonstration

Evaluation:

Observation

Note: These ties are usually set on every 6th course as the wall is constructed. The drip point in the middle of the bar must be down to prevent moisture from flowing to the interior wall.

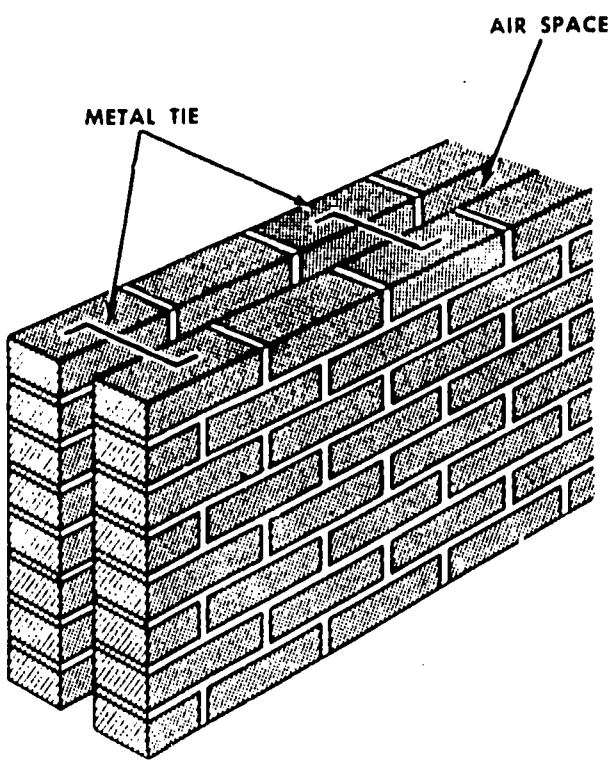

UNIT V1 - BRICK STEPS

Computing Dimensions Lesson 1

Objective:

Given the height from grade to the threshold of a door, students will compute the rise and run of each step, as well as the number required. These dimensions must be expressed in terms of brickwork to the teacher's satisfaction.

Preparation:

Examples or mock doors that show the height from grade to door.

Presentation:

Review of basic math, discussion and demonstration

Evaluation:

Check against a standard.

Note: A rule of thumb to be accepted is that each step should measure approximately 12 inches from the beginning of the rise to the end of the run.

UNIT VI - BRICK STEPS

Laying Out Building Lines Lesson 2

Objective:

Given the dimensions and number of steps required for a given job, students will mark out the building lines for the step on a footing or floor to the teacher's satisfaction.

Preparation:

Hand tools, framing square, and chalk line

Presentation:

Demonstration, illustration and discussion

Evaluation:

Inspection by measuring

Note: As in a building, the lines for a step must be established on the footing before work is begun.

UNIT VI - BRICK STEPS

Bonding Steps Lesson 3

Objective:

Students will demonstrate their understanding of step-work by bonding out a step of pre-determined dimensions to the teacher's satisfaction.

Preparation:

Bricks and hand tools

Presentation:

Demonstration and illustration

Evaluation:

Inspection

Note: The steps should be bonded in such a way that cut bricks are eliminated. Where this is impossible, it should be bonded so the cut is larger than a half brick.

Building Stretchers and Rowlocks Lesson 4

Objective:

Students will build a brick step of pre-determined size that requires a stretcher and rowlock for each step.

Preparation:

Bricks, blocks, mortar, and hand tools

Presentation:

Review of various aspects of step-work and demonstration

Evaluation:

Inspection with level and rule and by walking up and down the steps.

Note: Steps should be pleasing to the feet as well as the eye. One short step or high rise can be readily noticed as you walk up or down. The stretcher-rowlock steps can be used for rises from 6½ inches to about 7¼ inches.

UNIT VI - BRICK STEPS

Building an All-Stretcher Step Lesson 5

Objective:

Students will build a brick step of pre-determined size that requires all stretchers for each step.

Preparation:

Bricks, blocks, mortar and hand tools

Presentation:

Review of various aspects of step-work and demonstration

Evaluation:

Inspection with level and rule, as well as walking up and down the steps.

Note: All stretchers allow heights of 5¼ inches or 8 inches to be attained. The bricks used for this type of step should have the same texture on the bed as on the face.

UNIT VII - FIREPLACES (METAL)

Laying Out Building Lines for Metal Fire Boxes — Lesson 1

Objective:

Students will display an understanding of metal fireplace construction by laying out building lines for any given metal fire box to the teacher's satisfaction.

Preparation:

Metal fire box, hand tools, and bricks

Presentation:

Review of building lines and layout work, illustrations, pictures and transparencies.

Evaluation:

Observation and inspection

Note: The face of the fireplace should be laid out in such a way that there will be no cuts in brickwork.

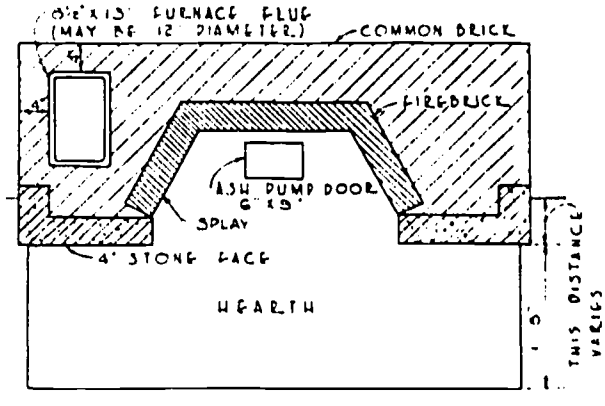

Horizontal section thru fireplace showing sloping sides & furnace flue

Laying Backup Brick Lesson 2

Objective:

Given any metal fireplace unit, students will enclose it with back-up brick, allowing for its expansion and contraction, and provide for the brick facing by inserting wall ties, to the instructor's satisfaction.

Preparation:

Metal fireplace unit, bricks, mortar, and hand tools

Presentation:

Review of layout procedure, discussion, and demonstration

Evaluation:

Inspection

Note:

1. A space for expansion must be maintained between the metal fire box and the masonry.

2. The back-up wall and the face are usually two distinct walls, tied together with wall ties.

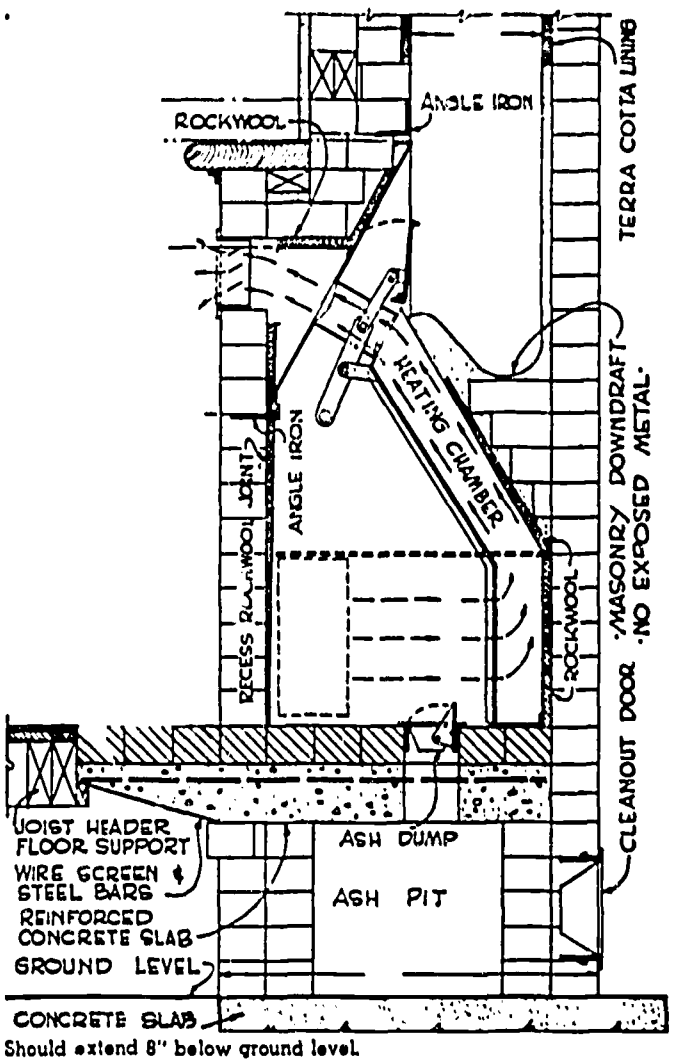

Details of a metal firebox

Laying Face Brick Lesson 3

Objective:

Students will face any given metal unit that has been enclosed with masonry and prepared for facing by leaving of wall ties. They will use face brick or combination of face brick and 4-inch blocks.

Preparation:

A prepared fireplace unit, bricks, blocks, and hand tools

Presentation:

Illustration, demonstration, and discussion

Evaluation:

Inspection with use of level and rule

Note: Many fireplaces use face brick on the front and block on the sides and back. This block-work is changed to brick when it comes out the roof.

UNIT VIII - FIREPLACES (FIRE BRICK)

Laying Out Building Lines for Fire-Brick Fireplaces — Lesson 1

Objective:

Students will display an understanding of fireplace construction by laying out the building lines for any given fireplace to the teacher's satisfaction. The height of the firebrick floor shall conform to specified height of the hearth.

Preparation:

Fire brick, fire clay, hand tools, cull bricks, and mortar

Presentation:

Illustration, discussion, and demonstration

Evaluation:

Inspection with level and rule

Note: The building line for a fireplace usually follows the lines of the damper to be used.

UNIT VIII - FIREPLACES (FIRE BRICK)

Construc'ing Fire Boxes Lesson 2

Objective:

Given the building lines for any fireplace, students will construct the fire box with fire brick and fire clay to the teacher's satisfaction.

Preparation:

Fire-brick floor, fire brick, fire clay, and hand tools

Presentation:

Illustration and demonstration

Evaluation:

Inspection with level and rule

Note: Where fire-brick construction is used, fire clay or refractory cement should be used to bind them together.

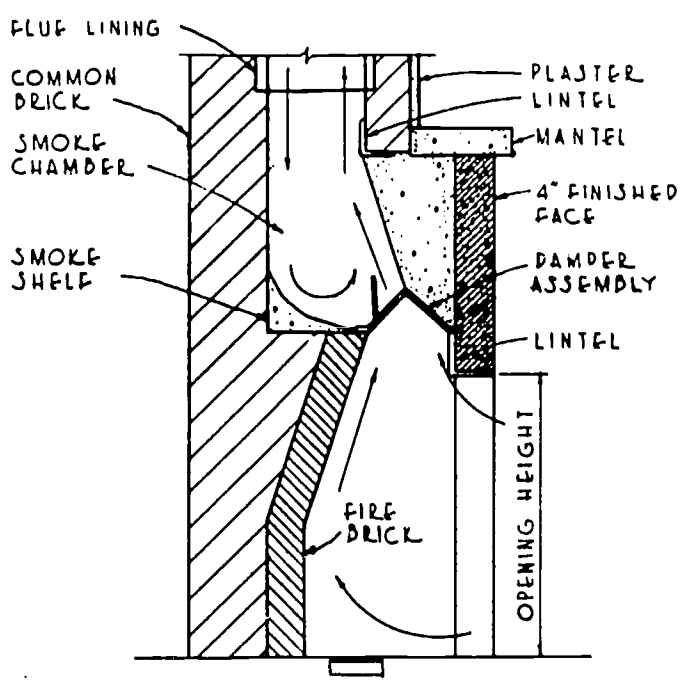

Vertical section thru fireplace showing sloping back damper & path of air

UNIT VIII - FIREPLACES (FIRE BRICK)

Laying Backup Brick — Lesson 3

Objective:

Given a fire-brick fire box of a fireplace, students will display their understanding of fireplace construction by backing up the fire brick with cull bricks.

Preparation:

A fire-brick fire box, cull bricks, mortar, and hand tools

Presentation:

Illustrations and demonstration

Evaluation:

Inspection with level and rule

Note: The backing of cull brick should be the exact height of the fire brick in order to support the damper.

UNIT VIII - FIREPLACES (FIRE BRICK)

Constructing Throats and Flues — Lesson 4

Objective:

Given a fire box backed with cull brick, students will construct the throat, establish the smoke shelf, and start the flue to the teacher's satisfaction.

Preparation:

Fire box, common brick, hand tools, flue liners, and mortar

Presentation:

Illustration and demonstration

Evaluation:

Inspection

Note: The bricks that form the throat should not touch the damper; the space allows for expansion and contraction.

UNIT VIII - FIREPLACES (FIRE BRICK)

Laying Face Brick | Lesson 5

Objective:

Given a "roughed in" fireplace, students will face it with a veneer of face brick, to the teacher's satisfaction.

Preparation:

Rough fireplace, face brick, hand tools, and mortar

Presentation:

Review of brick veneer work

Evaluation:

Inspection with level and line

Note: The face of the fireplace is tied to the rough fireplace by means of wall ties. Care must be taken to seal the joints with mortar between the face and fireplace, to prevent a smoke leak.

UNIT IX - ARCHES

Laying Out Paterns Lesson 1

Objective:

Given the size of an opening in a brick wall, students will compute and trace on a piece of cardboard the arc of an arch, to the teacher's satisfaction.

Preparation:

Cardboard, scaling rule, line, pencil, and framing square

Presentation:

Review of scaling rule, discussion, and demonstration

Evaluation:

Observation and inspection

Note: On small openings, the height of the center of the arch is determined by the bricks already in the wall. There should be no small pieces at the top of the arch.

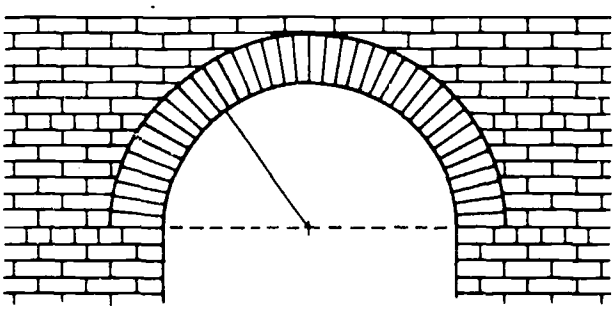

CIRCULAR ARCH

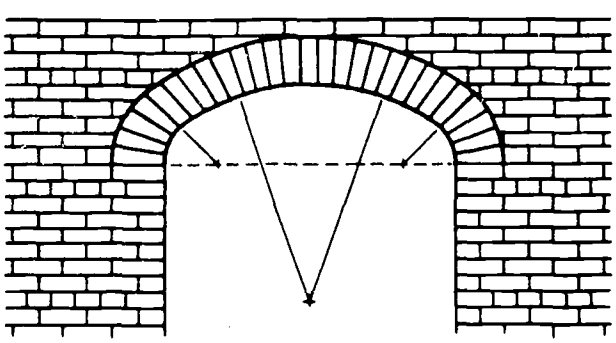

ELLIPTICAL ARCH

UNIT IX - ARCHES

Constructing Arch Forms Lesson 2

Objective:

Given a pattern for an arch, students will construct a form of wood that is capable of holding the bricks over the opening in the wall.

Preparation:

Wood lath, 2 x 4's, plywood, hammer, nails, and hand tools

Presentation:

Illustration, discussion, and review

Evaluation:

Observation and inspection

Note: Many forms are cut out of 1" wood and nailed together with 4" or 8" pieces of wood lath. These narrow strips allow you to follow the curve of the arch. However, any flexible material, such as a strip of thin plywood, will do just as well.

Setting Arch Forms Lesson 3

Objective:

Given a brick wall with an opening in it to be covered with an arch, and given the form for an arch, students will set the form in place to the teacher's satisfaction.

Preparation:

Brick wall with an opening, wooden form, 2 x 4 legs, and hand tools

Presentation:

Discussion, illustration, and review

Evaluation:

Observation and inspection

Note: The form must be set in a temporary fashion, yet it must be strong enough to carry the weight of the bricks. Wooden wedges between the form and the legs allow for adjustment of the form as well as relief of pressure when removing the form.

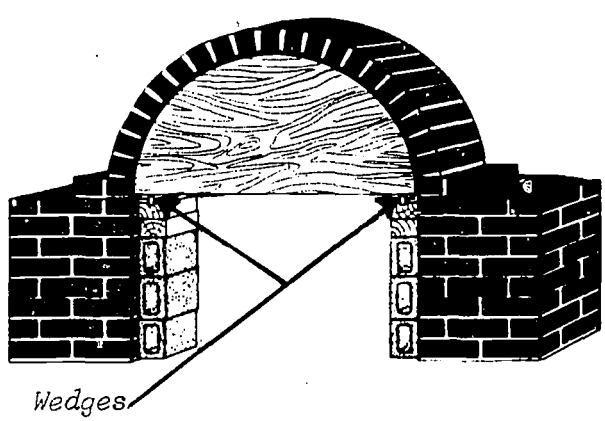

Rowlock arch, over a wooden form

UNIT IX - ARCHES

Scaling Arches Lesson 4

Objective:

Given the form for an arch set in place, students will mark out for each brick by using a scaling rule and marking pencil, to the teacher's satisfaction.

Preparation:

Form set in place, scaling rule, and hand tools

Presentation:

Review of scaling brickwork and discussion of requirements for the arch.

Evaluation:

Inspection and measurement

Note: The requirements of various arches will differ. The key brick on some will be full size, while on others it will be tapered. This must be determined when the arch is scaled.

Building Arches Lesson 5

Objective:

Given a brick wall with a form set in it for an arch, students will build the brick arch to the teacher's satisfaction.

Preparation:

Brick wall, form that is set, bricks, mortar, and hand tools

Presentation:

Review of laying bricks to scaling marks; review of laying bricks as required (rowlocks, soldier, or combination).

Evaluation:

Inspection with level and line

Note: The bricks must be laid on either side of the arch so that they meet in the middle. This allows for an even adjustment of joints or the shaping of the key brick— as the case may require.

Covering Arches Lesson 6

Objective:

Given a brick arch laid in place, students will cover the arch with brickwork to the teacher's satisfaction.

Preparation:

Brick arch laid in the wall, bricks, hand tools, and mortar

Presentation:

Review of busting the line and demonstration

Evaluation:

Inspection with level and line

Note: The joint between the arch brick and the stretcher courses must be kept uniform by carefully cutting the stretchers as they run into the arch.

Laying Out Jack Arches | Lesson 7

Objective:

Given the width of an opening in a brick wall, students will compute the angles of the piers and scale the number of courses required to cover the opening with a jack arch.

Preparation:

Scaling rule, hand tools, framing square, and level square

Presentation:

Illustration and demonstration

Evaluation:

Inspection and observation

Note: The jack arch should be laid with an odd number of bricks. This allows an equal number on either side of the key brick.

Constructing Jack Arches Lesson 8

Objective:

Given an opening with an angle-iron lintel scaled out to receive a jack arch, students will construct the same to the teacher's satisfaction.

Preparation:

Brick wall with an opening, bricks, mortar, and hand tools

Presentation:

Review of arch work and illustration

Evaluation:

Inspection with level and line

Note: The jack arch is usually laid on an angle-iron support, but it can be self-supporting. The ends of the arch brick are cut on a bevel to prevent them from hacking on the bed joint immediately above the arch.

Laying Half Bond Patterns — Lesson 1

Objective:

Given a pre-determined area, students will cover the area with paving brick laid on the half bond and embedded in dry sand, to the teacher's satisfaction.

Preparation:

Shop floor or sidewalk to be bricked, bricks, sand, and hand tools

Presentation:

Illustration and demonstration

Evaluation:

Inspection

Note: The bricks are to be laid in dry sand with sand swept into the cracks between the bricks. Half bond is easy to maintain and usually runs the length of the section being paved.

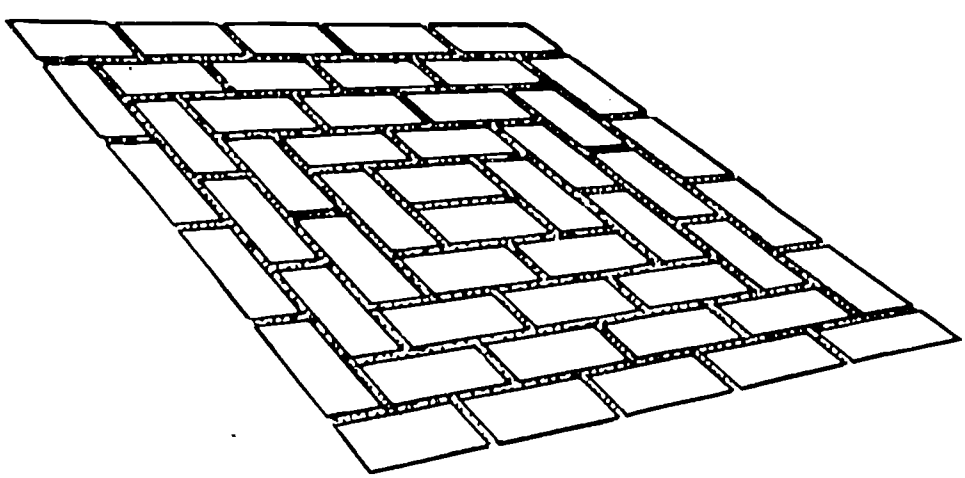

Half-bond pattern

Laying Basket Weave Patterns Lesson 2

Objective:

Students will display an understanding of the basket-weave pattern by paving a pre-determined area with bricks laid in the straight basket weave pattern to the teacher's satisfaction.

Preparation:

Work area, bricks, hand tools, sand, and swecping broom

Presentation:

Review of paving and illustration

Evaluation:

Inspection with line and level

Note: The basket weave can be attained by laying the bed of the bricks up or laying the face up.

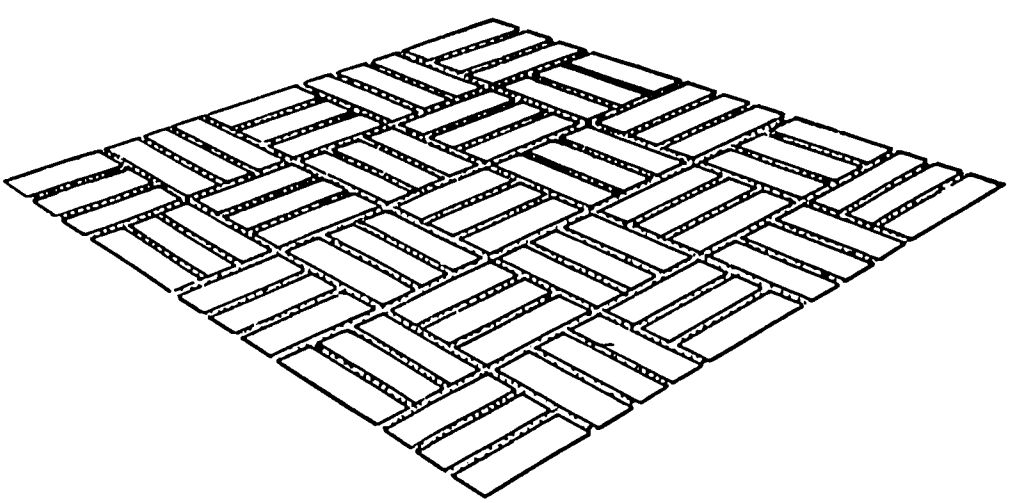

Basket-weave pattern

Laying Diagonal Basket Weave Patterns — Lesson 3

Objective:

Students will demonstrate mastery of diagonal basket-weave paving by covering a given area with paving bricks laid in this bond to the teacher's satisfaction.

Preparation:

Work area, bricks, hand tools, sand, and broom

Presentation:

Review of basket weave, illustration, and demonstration

Evaluation:

Inspection with line and level

Note: This is exactly the same brick work as the basket weave except the bricks are laid on a 45 degree angle to the edges of the walk or patio.

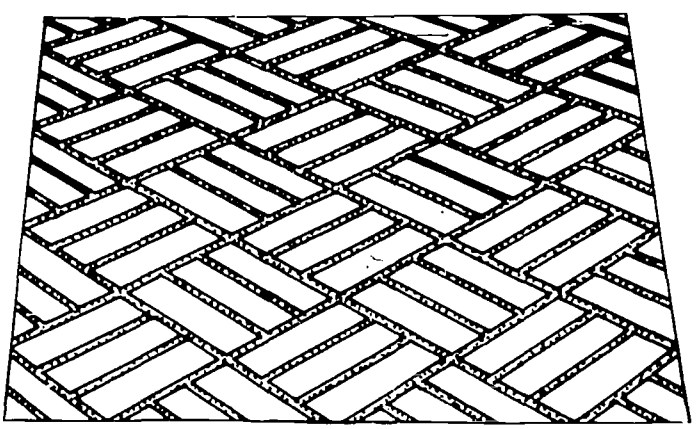

Diagonal basket-weave pattern

Laying Herringbone Patterns Lesson 4

Objective:

Given an area to be paved with bricks, students will lay the herringbone pattern of paving to the teacher's satisfaction.

Preparation:

Work area, bricks, hand tools, sand, and broom

Presentation:

Review of diagonal basket weave, illustrations, and demonstration.

Evaluation:

Inspection with line and level.

Note: This bond is also laid on a 45-degree angle to the edges. A straight-edge and a large right triangle are very helpful in keeping the brick-work straight.

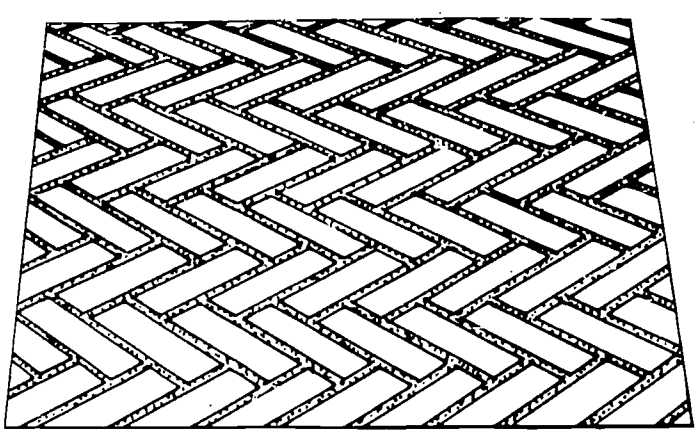

Herringbone pattern

GLOSSARY OF TRADE TERMS

1. absorption - the weight of water a brick or tile unit absorbs, when immersed in either cold or boiling water for a stated length of time.

2. absorption rate - the weight of water absorbed when a brick is partially immersed for one minute.

3. abutment - that part of the brickwork which supports the arch at either end.

4. anchor bolt - a bolt used to attach building parts (e.g., plates, joists, etc.) to masonry; they are usually set in the last course of blocks or bricks or extend into the openings to fasten jambs.

5. arch - a curved brick structure, spanning openings or recesses; may also be built straight across the opening.

6. jack arch - one having horizontal or nearly horizontal upper and lower surfaces; also called flat or straight arch.

7. trimmer arch - an arch, usually a low-rise arch of brick, used for supporting a fireplace hearth.

8. ASTM - American Society for Testing and Materials.

9. backup - that part of a masonry wall behind the exterior facing.

10. bat - a piece of brick; usually a half.

11. batter - recessing or sloping masonry back in successive courses; the opposite of corbel.

12. beaded joint - a joint that has a raised, curved surface (convex).

13. bearing - the portion of a beam or lintel that rests on supports.

14. bed joint - the horizontal layer of mortar on which a masonry unit is laid.

15. bond - tying various parts of a masonry wall by lapping units one over another; patterns formed by exposed faces of bricks; adhesion between mortar and masonry units.

16. breaking joints - any arrangement of masonry units which prevents continuous vertical joints.

17. brick - a solid masonry unit of clay or shale, formed into a rectangular prism while plastic, and burned, or fired in a kiln.

arch brick - wedge-shaped brick for special use in an arch; extremely hard-burned brick from an arch of a scove kiln.

clinker brick - a very hard-burned brick whose shape is distorted or bloated due to nearly complete vitrification.

economy brick - brick whose nominal dimensions are 4 by 4 by 8 inches.

engineered brick - brick whose nominal dimensions are 3.2 by 4 by 8 inches.

face brick - brick made especially for facing purposes, often treated to produce surface texture; they are made of selected clays, or treated, to produce desired color. See ASTM Specifications C216.

fire brick - brick made of refractory ceramic material which will resist high temperatures.

floor brick - smooth, dense brick, highly resistant to abrasion, for use as finished floor surfaces.

jumbo brick - a generic term indicating a brick larger in size than the standard; some producers use this term to describe oversize brick of specific dimensions manufactured by them.

Norman brick - a brick whose nominal dimensions are 2 2/3 by 4 by 12 inches.

Roman brick - brick whose nominal dimensions are 2 by 4 by 12 inches.

18. bull header - a brick laid on edge so that only the end is shown.

19. bull stretcher - a brick laid on edge so that only the bed of brick is shown.

20. buttering - placing mortar on a masonry unit with a trowel before it is laid.

21. camber - the upper curve given a beam or a flat arch to allow for settling.

22. chase - a continuous recess built into a wall to receive pipes, ducts, etc.

23. clip - a portion of brick cut to length.

24. closer - the last brick or tile laid in a course; it may be whole or a portion of a unit.

25. closure - supplementary or short-length units used at corners or jambs to maintain bond patterns.

26. collar joint - the joint between wythes of masonry.

27. coping - the material or masonry units forming a cap or finish on top of a wall; it protects masonry below from penetration of water from above.

28. corbel - a shelf or ledge formed by projecting successive courses of masonry out from the face of the wall.

29. cornice - an ornamental projection at the eave of a building or at the top of a pier.

30. course - one of the continuous horizontal layers of units, bonded with mortar in masonry.

31. cross joint - the end joint; the joint between the ends of blocks or bricks.

32. damper - a door or valve for the admission of air currents to a stove; a valve to control the flow of air and smoke up the chimney of a fireplace.

33. details - that part of a blueprint that shows intricate designs in a larger scale than the rest of the blueprint.

34. drip - a projecting piece of material, shaped to throw off water and prevent its running down the face of wall or other surface; usually found on chimneys and above windows.

35. eaves - the lower part of the roof that projects over the wall.

36. efflorescence - a powder or stain sometimes found on the surface of masonry, resulting from deposition of water-soluble salts.

37. elevation - a geometrical drawing of the exterior, upright part of the building.

38. English bond - alternate courses of full headers and stretchers; the headers are plumb over each other as are the stretchers; the header course begins at the corner, with a 2-inch closure.

39. English cross bond - the same as the English bond except the alternating stretcher courses fall on the half bond instead of being plumb.

40. face - the exposed surface of a wall or masonry unit; the surface of a unit designed to be exposed in the finished masonry.

41. facing - any material forming a part of a wall used as a finished surface.

42. flashing - a thin, impervious material placed in mortar joints and through air spaces in masonry to prevent water penetration and/or provide water drainage.

43. flat arch - an arch in which the extrados or intrados is almost a level plane.

44. Flemish bond - consists of headers and stretchers laid alternately in every course; the center of the header is plumb over the center of the stretcher beneath.

45. flue - the space through which smoke passes in a chimney.

46. footing - the lower part of a foundation which rests upon the earth.

47. forehand - laying bricks while walking forward facing the wall.

48. foundation - that part of the building or wall which is below the surface of the ground.

49. furring - a method of finishing the interior face of a masonry wall to provide space for insulation, prevent moisture transmittance, or to provide a level surface for finishing.

50. girder - a large iron beam which is used to support joists, beams or walls over an opening or column.

51. green brickwork - brickwork which has been recently laid and in which the mortar has not had time to fully set.

52. grounds - nailing strips placed in masonry walls as a means of attaching trim or furring.

53. grout - a cementitious compound of high water-cement ratio, permitting it to be poured into spaces within masonry walls. Grout consists of portland cement, lime, and aggregate; it is often formed by adding water to mortar.

54. hacking - laying brick with the bottom edge set in from the plane surface of the wall.

55. head joint - the vertical mortar joint between ends of masonry units; often called cross joint.

56. header - a masonry unit which overlaps two or more adjacent wythes of masonry to tie them together; often called bonder.

    blind header - a concealed brick header in the interior of a wall, not showing on the faces.

    clipped header - a bat placed to look like a header for purposes of establishing a pattern; also called false header.

    flare header - a header of darker color than the field of the wall

57. header course - a continuous bonding course of header brick.

58. jack arch - a flat arch.

59. jamb - the side of an opening in a wall; the side posts of a doorway.

60. key - the centerstone or centerbrick in a masonry arch.

61. kiln run - brick or tile from one kiln which have not been sorted or graded for size or color variation.

62. king closer - a brick cut diagonally to have one 2-inch end and one full-width end.

63. lead - the section of a wall built up and racked back on successive courses; a line is attached to leads as a guide for constructing a wall between them.

64. line - a string used as a guide for laying the brick or block.

65. lintel - a beam placed over an opening in a wall.

66. masonry cement - a mill-mixed mortar to which sand and water must be added.

67. masonry unit - natural or manufactured building units of burned clay, stone, glass, gypsum, etc.

    hollow masonry unit - one whose net cross-section area in any plane parallel to the bearing surface is less than 75 per cent of the gross.

    modular masonry unit - one whose nominal dimensions are based on the 4-inch module.

    solid masonry unit - one whose net cross-sectional area in every plane parallel to the bearing surface is 75 per cent or more of the gross.

68. nominal dimension - a dimension greater than a specified masonry dimension by the thickness of a mortar joint, but not more than ½ inch.

69. overhand - laying bricks while standing inside the building and reaching over the face of the wall.

70. partition - an interior wall of one story or less in height.

71. pargeting - the process of applying a coat of cement mortar to masonry; often spelled and/or pronounced parging.

72. pick and dip - a method of laying brick whereby the bricklayer simultaneously picks up a brick with one hand and, with the other hand, enough mortar on a trowel to lay the brick.

73. pier - an isolated column of masonry.

74. pilaster - a wall portion projecting from either or both wall faces and serving as a vertical column and/or beam.

75. pointing - troweling mortar into a joint after masonry units are laid.

76. queen closer - a cut brick having a nominal 2-inch horizontal face dimension.

77. quoin - a projecting right-angle masonry corner.

78. racking - a method entailing stepping back successive courses of masonry.

79. recess - a setback in a wall.

80. reinforced masonry - masonry units, reinforcing steel, grout and/or mortar combined to act together in resisting forces.

81. return - any surface turned back from the face of a principal surface.

82. reveal - that portion of a jamb or recess which is visible from the face of a wall back to the frame placed between jambs.

83. rowlock - a brick laid on its face edge so that the normal bedding area is visible in the wall face; frequently spelled rolok.

84. scutch - a hammer-like tool having two peens, used for dressing bricks.

85. set - a wide, beveled chisel used for cutting brick.

86. shoved joints - vertical joints filled by shoving a brick against the next brick when it is being laid in a bed of mortar.

87. soft-burned - clay products which have been fired at low temperature ranges, producing relatively high absorptions and low compressive strengths.

88. soldier - a stretcher set on end with face showing on the wall surface.

89. spall - a small fragment removed from the face of a masonry unit by a blow or by action of the elements.

90. story pole - a marked pole for measuring masonry coursing during construction.

91. stretcher - a masonry unit laid with its greatest dimension horizontal and its face parallel to the wall face.

92. stringing mortar - the procedure of spreading enough mortar on a bed to lay several masonry units.

93. temper - to moisten and mix clay, plaster, or mortar to a proper consistency.

94. tie - any unit of material which connects masonry to masonry or other materials.

95. tooling - compressing and shaping the face of a mortar joint with a special tool other than a trowel.

96. toothing - constructing the temporary end of a wall with the end stretcher of every alternate course projecting. Projecting units are toothers.

97. trig - sometimes called twig; a brick or block midway between the leads used to prevent the sagging or vibration of the line.

98. tuck pointing - the filling in with fresh mortar of cut-out or defective mortar joints in masonry.

99. veneer - a single wythe of masonry for facing purposes, not structurally bonded.

100. wall plate - a horizontal member anchored to a masonry wall to which other structural elements may be attached; also called head plate.

101. wall tie - a bonder or metal piece which connects wythes of masonry to each other or to other materials.

102. wall tie, cavity - a rigid, corrosion-resistant metal tie which bonds two wythes of a cavity wall; it is usually steel, 3/16 inch in diameter and formed in a "Z" shape or a rectangle.

103. wall tie, veneer - a strip or piece of metal used to tie a facing veneer to the backing.

104. water table - a projection of lower masonry on the outside of the wall slightly above the ground. Often a damp course is placed at the level of the water table to prevent upward penetration of ground water.

105. weep holes - openings placed in mortar joints of facing material at the level of flashing, to permit the escape of moisture.

106. wythe - each continuous vertical section of masonry one unit in thickness; the thickness of masonry separating flues in a chimney; also called withe or tier.

ACCESSION NUMBER: VT100721

PUBLICATION DATE: NOV73

TITLE: ATTITUDES OF NORTH DAKOTA IMPLEMENT DEALERSHIP MANAGERS TOWARDS A CONTINUING MANAGEMENT EDUCATION PROGRAM. REPORT OF THE RESEARCH STUDY.

PERSONAL AUTHOR: KLEENE, MARVIN D.

DESCRIPTOR: *AGRICULTURAL MACHINERY OCCUPATIONS; *EDUCATIONAL INTEREST; *FARM MANAGEMENT; *MANAGEMENT EDUCATION; *MERCHANTS; AGRICULTURAL EDUCATION; ATTITUDES; QUESTIONNAIRES

IDENTIFIER: NORTH DAKOTA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 610

ABSTRACT: IN CONNECTION WITH A FARM MANAGEMENT EDUCATION RESEARCH AND DEVELOPMENT PROJECT, THIS STUDY WAS MADE TO DETERMINE ATTITUDES OF FARM IMPLEMENT DEALERSHIP MANAGERS IN NORTH DAKOTA TOWARD THEIR NEEDS FOR MANAGEMENT EDUCATION. QUESTIONNAIRES SENT TO 359 DEALERS RESULTED IN 188 USABLE REPLIES PROVIDING PROFILE INFORMATION ON THE MANAGERS AND GIVING THEIR RATING OF 32 MANAGEMENT SKILL AREAS. THE GENERAL AREAS OF SKILLS THAT THE MANAGERS FELT TO BE MOST IMPORTANT DEALT WITH THE PERSONNEL AND FINANCIAL ASPECTS OF THE IMPLEMENT BUSINESS. MOST INTEREST WAS EXPRESSED IN INCLUDING INVENTORY MANAGEMENT AND CONTROL, MANAGING ACCOUNTS RECEIVABLE, SALESMANSHIP, AND HUMAN RELATIONS IN A MANAGEMENT EDUCATION PROGRAM. THE LARGER THEIR BUSINESS, THE MORE MANAGERS INDICATED CONCERN ABOUT THE INCLUSION OF SKILL AREAS IN BUSINESS POLICY, MANAGEMENT TIME, EMPLOYEE MOTIVATION, ORGANIZING AND STAFFING, AND BUDGET PLANNING. A RELATED DOCUMENT IS AVAILABLE AS VT 100 722. (MF)

INSTITUTION NAME: NORTH DAKOTA STATE UNIV., FARGO. DEPT. OF AGRICULTURAL EDUCATION.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION, BISMARCK. RESEARCH COORDINATING UNIT.

VT 100 721

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Report of the Research Study

ATTITUDES OF NORTH DAKOTA IMPLEMENT DEALERSHIP MANAGERS TOWARDS A CONTINUING MANAGEMENT EDUCATION PROGRAM

Conducted as part of

The Farm Management Education Record Analysis
Systems Research and Development Project

Under Part C of Public Law 90-576
In Cooperation With

North Dakota State Board for Vocational Education
Research Coordinating Unit

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CHAPTER I

INTRODUCTION

Agribusiness sales and services are an important part of the agricultural community in North Dakota. Today, with the high degree of mechanization needed to farm, it is essential that these services and products be available to the farmer on a continuing basis in sufficient quantity and quality to meet his ever growing needs.

It is necessary for sales and service organizations to meet the demands of today's farmer or face the economic alternative of the farm dollar going elsewhere. Good business management is essential in developing, maintaining and expanding a successful agribusiness firm. Educational programs to enhance the managerial ability of managers to provide needed goods and services are a benefit to individuals who operate agribusinesses and to farmers needing the materials and services.

Significance of the Study

This study was in partial fulfillment of the objectives of a Farm Management Education Research and Development Project, funded by the North Dakota State Board for Vocational Education and carried out by the Department of Agricultural Education at North Dakota State University.

As stated in the proposal, the objective was, "to examine the use of variations of the farm management education program for other business management needs."[1] It was decided, after consulation with Dr. Donald

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[1]Farm Management Education Research and Development Project (Unpublished research project proposal, North Dakota State University, Fargo, 1972), p. 1.

Priebe, Research Project Director, to select the North Dakota implement dealership managers as the group with which to begin to examine the possible applications of variations of the farm management education program to off-farm agricultural businesses.

Statement of the Problem

It was the purpose of this study to determine attitudes of the farm implement dealership managers in North Dakota towards their needs for selected areas of management education. The specific objectives of the study were:

a. To determine the attitude of North Dakota farm implement dealership managers toward their need for selected areas of management education.

b. To determine the attitudes of North Dakota farm implement dealership managers toward various agencies or groups as possible sources of management education.

c. To obtain profile information of the North Dakota farm implement dealership managers as to their:

   -age
   -level of formal education
   -management tenure
   -size of business
   -type of business managed

d. To compare the attitudes of North Dakota farm implement dealership managers toward their need for management education with:

   -number of full-time employees
   -age
   -levels of education
   -management tenure

Delimitations of the Study

This study was limited to managers of the North Dakota farm implement dealerships as of January 22, 1973. The study was descriptive and no inference was made to other samples or populations. It was also limited to gathering the information needed to attain the stated objectives.

Definition of Terms

For the purpose of this study the following terms are defined:

Small Business: a firm with $2.5 million or less in assets, $5 million or less in annual sales or 250 or fewer employees.

Business Size: is determined by levels of full-time employees.

Full-Time Employee: a worker employed eleven or more months per year.

Part-Time Employee: a worker employed less than eleven months per year.

North Dakota farm implement dealership manager: an individual who has managerial control of a farm implement dealership in North Dakota.

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CHAPTER II

REVIEW OF LITERATURE

Small business plays an important role in the total economic structure of the United States. Small independent firms account for approximately 40 percent of the nation's total business activity.[2] Ninety-one percent of all manufacturing establishments in the United States employ fewer than 100 people and 68 percent have fewer than 20 employees.[3]

Non-farm agribusiness represents an expanding part of the small business picture. Smith and Moeller report growth rates for off-farm purchases of off-farm inputs by farmers to be in excess of 5 percent annually and for some products much greater increases are predicted.[4]

Musselman and Hughes report the growth in the numbers of small businesses in the United States to be approximately 15,000 new firms per year. They also report that approximately 13,500 businesses fail during their first year of operation.[5] Many business analysts and economic ex-

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[2]L. L. Steinmetz and others, Managing the Small Business (Homewood, Richard D. Irwin, Inc., 1968), p. 1.

[3]Pearce C. Kelly and others, How to Organize and Operate a Small Business, (Englewood Cliffs, Prentice Hall, 1968), p. 1.

[4]Frank J. Smith and Robert J. Moeller, "What Makes A Successful Farm Store Operation?" Farm Store Merchandising, (Minneapolis, The Miller Publishing Co., March 1964), p. 15.

[5]Vernon A. Musselman and Eugene H. Hughes, Introduction to Modern Business, (Englewood Cliffs, Prentice Hall, 1969), p. 165.

perts agree that management of the small firm is an important ingredient for success.

According to Musselman and Hughes, good management is a prerequisite for the successful operation of a small business. "In large concerns, it is the professional manager, rather than the owner who carries the management responsibility, but in small firms, it is the owner or manager who must make all the business decisions."[6] Much of the success or failure of a small business can be traced to the quality of management.

Failure to satisfactorly solve management problems is a primary cause of small business failures. This conclusion is supported by a Dun and Bradstreet study which reports almost 93 percent of the failures of small business were due to a lack of managerial skills.[7]

Another study of agribusiness farm supply stores, by the same firm, indicated that management factors accounted for 91 percent of all business failures.[8] Lack of adequate managerial experience and competence were cited as the most prevalent reason for business failures.

Hartog reported the educational level of farm supply store managers to be quite low. He states: "The retail farm supply manager has less of the initial educational inputs, and because of geographical dispersion of small firms, has fewer opportunities to participate in formal programs to upgrade his managerial skills."[9]

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[6]Ibid., p. 160.

[7]"Business Failures", Dun's Review and Modern Industry, Vol. 90, No. 3, 1967, p. 13.

[8]E. T. Siverten, Farm Supply Stores: Operating Results in 1956, Dun and Bradstreet, New York, 1957.

[9]Edward C. Hartog, "Development of a Method to Determine Educational Content of Farm Supply Store Management" (Unpublished Ph. D. thesis, University of Minnesota, Minneapolis, 1969), p. 10.

Yelland, in a study of farm supply cooperatives, found that 72 percent of the managers had a high school education or less.[10] Amann and Kroller, in a study of retail outlets of regional cooperatives, found that fewer than half of the 52 managers in the study had finished high school.[11]

Managers attendance at management education sessions appear to be limited. Volkin and Griffin, in a management training study of 9404 cooperatives, with a 43 percent return, reported only 26 percent of the managers had attended management training sessions.[12]

Kelley et al.,[13] Steinmetz et al.,[14] and Musselman and Hughes,[15] as well as other authors have stressed a need for continuning the managers education. They concluded that a program of management education is a most important key to business success in a constantly changing world.

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[10]Robert Yelland, "A Study of Managerial Performance Patterns in Cooperatives," (Unpublished Masters thesis, University of Minnesota, Minneapolis, 1968), p. 25.

[11]Victor F. Amann and Fred E. Koller, "Some Aspects of Management in Farm Supply Cooperatives," Minnesota Farm Business Notes, No. 430, St. Paul, June, 1961.

[12]David Volkin and Nella Griffin, Management Training Among Farmer Cooperatives, Farmers Cooperative Service General Report, No. 65, USDA, Washington, D.C., 1959.

[13]Kelley and others, op. cit., p. 25.

[14]Steinmetz and others, op. cit., p. 600.

[15]Musselman and Hughes, op. cit., p. 309.

CHAPTER III

RESEARCH METHOD AND PROCEDURE

The information included in this chapter describes the method of research used for this study and the procedure used in completing the project.

Population

The population selected for this study included all of the North Dakota farm implement dealership managers actively managing a business as of January 22, 1973. There were a total of 359 managers located throughout the state of North Dakota.

The names of the farm implement dealership managers were obtained through the cooperation of Mr. Roger Williams, Field Services Manager of the North Dakota Implement Dealers Association, Fargo, North Dakota. A list of association members, which was approximately 98 percent of the total names, and a list of managers names who were not members were supplied by the association.

Questionnaire Design

It was decided, after consulation with Dr. Donald Priebe, Project Director, to use a direct mail questionnaire to gather the data. The questionnaire was designed to secure the information needed to reach the objectives of this study. Dr. Donald Priebe, Professor Shubel Owen, and Dr. David Cobia were consulted about the content and construction of the quesionnaire. Dr. Josephine Ruud and Mr. Thomas Ostenson were also

utilized as resource personnel. Mr. Keith Howard, Executive Secretary, and Mr. Roger Williams, Field Services Manager of the North Dakota Implement Dealers Association, also reviewed the questionnaire prior to its mailing.

Data Gathering

The questionnaire, an explanatory cover letter and a self-addressed stamped envelope were mailed to the implement dealers on April 13, 1973. A follow-up letter was mailed to the non-respondents on April 25, 1973. On May 3, 1973, a second follow-up letter containing another questionnaire, explanatory letter and self-addressed stamped envelope were mailed to those individuals who had not responded to the first two letters.

A total of 188 usable questionnaires were received by May 15, 1973. This represented a 52.4 percent return from the 359 letters mailed.

Analysis of Data

The final analysis methods were chosen after a count of some of the personal profile information was completed and data grouping trends had been examined. Dr. Donald Priebe, Research Project Director, and Dr. Robert Carlson, Statistitian for the North Dakota Agricultural Experiment Station, were consulted regarding possible analysis methods.

The data were processed at the North Dakota State University Computer Center. A program using the chi square test for independence was run on the comparison portions of the data. All mean scores, frequency counts and percentages were computed at the computer center. Data were then tabulated and included in this report.

CHAPTER IV

PROFILE DATA OF NORTH DAKOTA IMPLEMENT DEALERSHIP MANAGERS

The information presented in this chapter relates to the personal profile of the implement dealership managers returning usable questionnaires. The profile included the following information: nature of managerial positions, management tenure, size of business managed, number of part-time employees, availability and involvement in management programs, level of formal education and age.

Types of Managerial Positions

Managerial positions were separated into four categories as shown in Table I. The largest group, 160 managers or 85.1 percent of the respondents, either partially or completely owned the business they managed. The smallest group of managers reporting, 6 or 3.2 percent, worked in a private business they did not own. There were 14 or 7.4 percent of the managers who managed a company owned store and 8 or 4.3 percent indicated they managed a local cooperative machinery dealership.

Years of Experience as an Implement Dealership Manager

There were a total of 40 managers or 21.3 percent who indicated they had 5 to 10 years management experience in the implement business. An inspection of Table II will show this to be the largest number of respondents in any one tenure group. The second largest group, 35 managers or 18.6 percent, indicated they had 26 or more years of management experience.

TABLE I

NATURE OF MANAGERIAL POSITIONS HELD BY 188
NORTH DAKOTA IMPLEMENT DEALERSHIP MANAGERS

Nature of Managerial Position	Number of Managers in Group	Percent of Total
Owner - Manager	160	85.1
Line Company Store Manager	14	7.4
Cooperative Store Manager	8	4.3
Private Business Manager	6	3.2
TOTAL	188	100.0

N = 188

TABLE II

YEARS OF MANAGERIAL EXPERIENCE OF 188 NORTH
DAKOTA FARM IMPLEMENT DEALERSHIP MANAGERS

Years of Management Experience	Number of Managers in Group	Percent of Total
4 or fewer	29	15.4
5 to 10	40	21.3
11 to 15	29	15.4
16 to 20	30	16.0
21 to 25	25	13.3
26 or more	35	18.6
TOTAL	188	100.0

N = 188

There were three experience groups which had similar numbers of respondents reporting. The experience groups 16 to 20 years, 4 or fewer years and 11 to 15 years experience had 30, 29 and 29 managers reportting in each respective group. The group with the fewest managers, 25 or 13.3 percent, had indicated from 21 to 25 years management experience.

Number of Full-Time Employees

The number of full-time employees per business, as illustrated in Table III, was used as a measure of business size. A full-time employee, as described in the questionnaire, was defined as a worker who was employed eleven or more months per year.

Nearly half of the implement managers, 44.1 percent, indicated they employed 5 to 10 full-time workers. One-fourth, 25.5 percent of the dealerships, had 4 or fewer full-time employees. There were 38 managers or 20.2 percent who employed 11 to 15 full-time workers. Almost nine-tenths of the managers, 89.8 percent, responding to the questionnaire employed 15 or fewer full-time employees.

A total of 19 dealerships employed 16 or more full-time workers. Of these 19, managers of 11 dealerships had 21 or more full-time employees.

TABLE III

NUMBER OF FULL-TIME EMPLOYEES OF 188 NORTH DAKOTA FARM IMPLEMENT DEALERSHIP MANAGERS

Number of Full-Time Employees	Number of Dealerships in Groups	Percent of Total
4 of fewer	48	25.5
5 to 10	83	44.1
11 to 15	38	20.2
16 to 20	8	4.2
21 or more	11	6.0
TOTAL	188	100.0

= 188

Mean Number of Part-Time Employees Per Dealership

The pattern of employment for part-time help was seasonal in nature. June, July and August were the peak part-time employment months. There were averages of 1.56 part-time employees per dealership employed in July, while in June and August 1.45 and 1.54 part-time workers were employed per dealership respectively. The sharpest decline in part-time help occurred between August and September. A drop of .6 of an average part-time worker per dealership was reported.

The fewest part-time workers were employed during November. The managers reported hiring an average of .35 part-time employees during that month. December and January were the next lowest hiring months with .38 and .45 part-time laborers hired respectively.

Seasonal hiring did not play a large part in the total employment picture. The average part-time help maintained throughout the year was .88 workers per dealership. Figure 1 and Table IV illustrate the mean number of part-time workers employed per dealership on a monthly basis.

TABLE IV

MEAN NUMBER OF PART-TIME EMPLOYEES PER DEALERSHIP BY MONTHS

January	.45	July	1.56
February	.49	August	1.54
March	.73	September	.97
April	1.02	October	.55
May	1.17	November	.35
June	1.45	December	.38

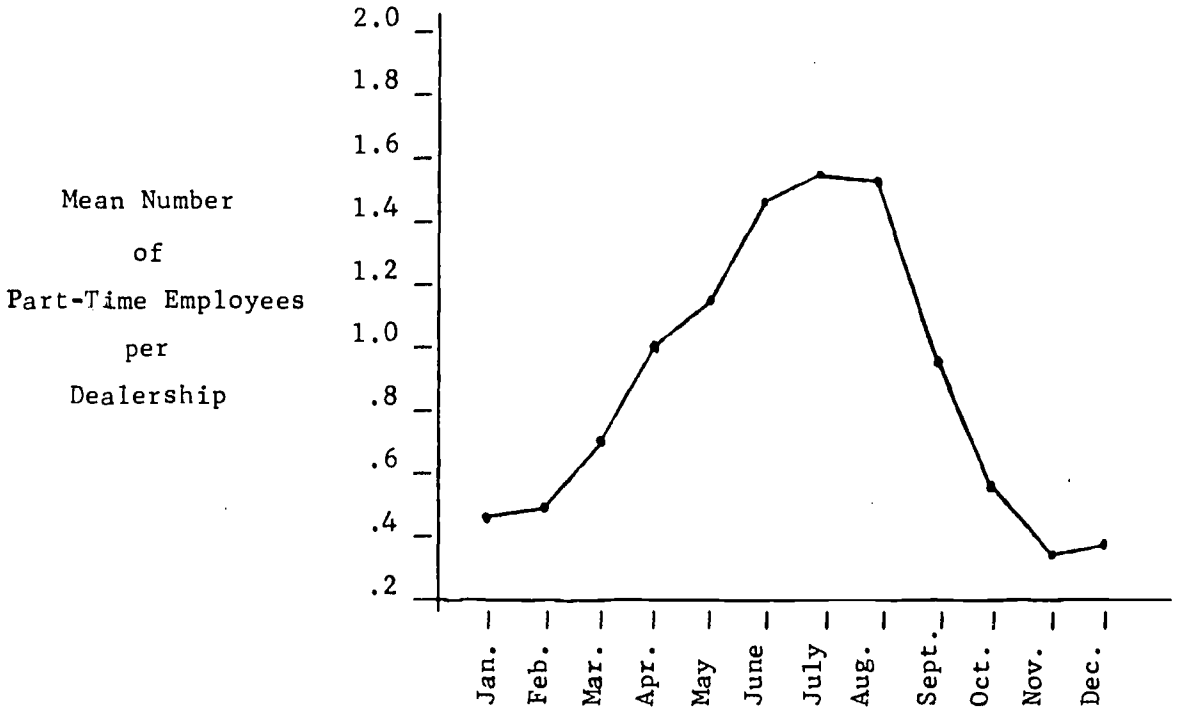

Figure 1

MEAN NUMBER OF PART-TIME EMPLOYEES PER DEALERSHIP BY MONTHS

Knowledge of the Availability and Extent of Participation in Management Education Programs

The managers were asked to respond on a yes or no basis if a management education program was available from the line company with which they were affiliated. Eighty-eight managers or 46.8 percent reported there were management programs available while 98 respondents or 52.1 percent indicated the companies did not have such a program. Two managers or 1.1 percent did not answer the question.

There were 44 managers or 23.4 percent of the respondents who had participated in a management education program within the past two years or were currently enrolled in such a program.

TABLE V

KNOWLEDGE OF AVAILABILITY AND EXTENT OF PARTICIPATION IN MANAGEMENT EDUCATION BY 188 NORTH DAKOTA FARM IMPLEMENT MANAGERS

	Number of Managers	Percent of Total
Managers indicating program available	88	46.8
Managers indicating program not available	98	52.1
Managers not completing questions	2	1.1
TOTAL	188	100.0
Managers enrolled within past two years	44	23.4
Managers not enrolled within past two years	144	76.6
TOTAL	188	100.0

Level of Formal Education

The implement managers were asked about the extent of their formal education. A total of 39 managers or 20.7 percent had earned a bachelors degree or bachelors degree plus other professional education. Nine of the 39 had been involved in some type of professional training beyond the bachelors degree level. The largest category consisted of those managers who had received post-high school education other than a bachelors degree. Sixty-three implement managers or 33.5 percent reported having some college, trade, technical or business school education.

Fifty-eight implement managers or 30.9 percent indicated they had not completed any formal education beyond high school or equivalent education. There were a total of 28 respondents or 14.9 percent who reported having less than a high school education. The distribution of the manager's formal education level is presented in Table VI.

TABLE VI

LEVEL OF FORMAL EDUCATION OF 188 NORTH DAKOTA IMPLEMENT DEALERSHIP MANAGERS

Level of Formal Education	Number of Managers in Group	Percent of Total
Eighth grade or less	18	9.6
Grade 9, 10 or 11	10	5.3
High school graduate or equivalent	58	30.9
Trade, technical or business school	18	9.6
Some college - no bachelors degree	45	23.9
Bachelors degree	30	15.9
Bachelors degree plus other professional education	9	4.8
TOTAL	188	100.0

N = 188

Age of Managers

More than half, 54.9 percent, of the implement managers indicated they were between the ages of 35 and 54 years of age. Of this group, 49 managers or 26.2 percent were 35 to 44 years old and 28.7 percent or 54 managers were 45 to 54 years of age. Thirty-one managers or 16.4 percent reported being 34 years of age or younger.

There were 54 managers in the 55 year and older category. Nineteen of the 54 managers or 10.1 percent indicated they were 65 years of age or older. One manager in this group reported managing his business for 50 years.

TABLE VII

AGE DISTRIBUTION OF 188 NORTH DAKOTA IMPLEMENT DEALERSHIP MANAGERS

Age Group of Managers in Years	Number of Managers in Groups	Percent of Total
25 or less	2	1.0
26 to 34	29	15.4
35 to 44	49	26.2
45 to 54	54	28.7
55 to 64	35	18.6
65 and over	19	10.1
TOTAL	188	100.0

N = 188

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CHAPTER V

MEAN SCORES AND CHI SQUARE VALUES OF IMPLEMENT MANAGERS RESPONSES TO 32 MANAGEMENT SKILL AREA QUESTIONS

The information contained in this chapter is a presentation of mean scores for the 32 questions asked of the farm implement managers regarding the importance of selected management skill areas in an education program. Chi square values for association between question responses for selected profile groupings are also included.

Data Treatment

Mean scores were compiled for the responses to each of the 32 management skill areas. A chi square test of independence, a statistical analysis method for comparing seperate groups of information as to their probability of being independent, was used to compare the responses to the skill areas to responses of selected profile groups. A score was computed for each skill question according to: manager's age, level of formal education, years of management experience and size of business.

The response frequency for each management skill area is presented in Appendix B.

Basis for Establishing Mean Scores for Management Skills

The mean score was based on five possible responses to the 32 management skill areas. The type of responses available were: essential, very important, somewhat important, important, and not useful. These responses were in reply to questions as to whether a particular management skill would be a desirable part of a management education program if

such a program were available to the implement dealers. The answers were given a numerical value from one to five with a five point value being assigned to an "essential" response. Mean scores were then computed on the basis of the number of responses and the number value assigned to the responses. The mean scores of the management skill areas are presented in numerically decending order in Table VIII.

Management Skill Areas with Mean Scores Exceeding 4.00

There were a total of seven skill areas which the implement dealers considered to be very important or which had a score value of 4.00 or higher. The area of inventory management and control received the highest mean score of 4.42. The scores had a possible maximum value of 5.00. Salesmanship, managing accounts receivable and human relations followed with mean scores of 4.35, 4.27 and 4.16 respectively.

Other areas managers considered very important in a management education program available to them were: decision making 4.15, profit planning 4.11, and purchasing with a mean of 4.09.

Selected Management Skill Areas with Mean Scores Exceeding 3.00 but Less Than 4.00

A mean value from 3.00 to 3.99 was considered "important" based on the numerical values given for the possible responses. The managers rated source of funds and handling problem customers the highest in this area with mean scores of 3.99 and 3.98 respectively. The implement managers also rated these skills above a mean score of 2.85: directing employee leadership, price determination, financial analysis of business, budget planning, and employee motivation. This group represents one-third of the management skills found in the "important" category.

TABLE VIII

MEAN SCORES FOR 32 MANAGEMENT SKILL AREAS AS RATED BY IMPLEMENT DEALERSHIP MANAGERS

1.	Inventory Management and Control	4.42
2.	Salesmanship	4.35
3.	Managing Accounts Receivable	4.27
4.	Human Relations	4.16
5.	Decision Making	4.15
6.	Profit Planning	4.11
7.	Purchasing	4.09
8.	Source of Funds	3.99
9.	Handling Problem Customers	3.98
10.	Directing Employee Leadership	3.92
11.	Financial Analysis of Entire Business	3.89
12.	Price Determination	3.89
13.	Budget Planning Cost Control and Analysis	3.86
14.	Employee Motivation	3.85
15.	Bookkeeping Methods	3.82
16.	Employee Training	3.80
17.	Managing the Manager's Time	3.79
18.	Development of General Business Policy	3.77
19.	Product Promotion	3.75
20.	Managing the Business for Short and Long Range Goals	3.74
21.	Capital Planning and Investment	3.73
22.	Office Management	3.72
23.	Organizing and Staffing a Business	3.72
24.	Labor Relations	3.67
25.	Problem Identification	3.59
26.	Business Control Guides	3.40
27.	Transportation Problems	3.09
28.	Insurance Management	3.06
29.	Business Law Needs	2.97
30.	Marketing Segments (special groups of customers)	2.93
31.	Security (shop lifting, other theft and employee pilfering)	2.85
32.	Computerized Records	2.46

Possible mean score range 1.00 to 5.00
A mean score of 5 represents an "essential" management skill area.....a score of 1 represents a "hot useful" management skill area.

There were a total of ten skill areas which received mean scores from 3.82 to 3.67. They are arranged in decending order: bookkeeping methods, employee training, managing the manager's time, development of general business policy, product promotion, managing the business for short and long range goals, capital investment and planning, organizing and staffing a business, office management and labor relations.

There were four skill areas which did not rate as high relative to other skills in the "important" classification. These four skills: problem identification, business control guides, transportation problems, and insurance management received mean scores of 3.59, 3.40, 3.09 and 3.06 respectively.

Management Skill Areas with Mean Scores of Less Than 3.00

There were only four skill areas which had a mean score of less than 3.00. The "somewhat important" category in which they were located had a value range of 2.00 to 2.99. Business law needs, marketing segments, and security had mean scores of 2.97, 2.93 and 2.85 respectively.

The area of computerized records received the lowest mean score, 2.46, of all the questions. This mean score, however, was still midway between the "somewhat important" and the "important" rating levels.

Chi Square Comparisons Between Responses to the 32 Management Skill Areas by Selected Managerial Groupings.

The chi square test of independence was used to determine relationships between frequency of responses of related profile groups to the 32 management skill area questions. The test of independence was based on R x C contingency tables. This test measures the independence or conversely the association between the row, or question responses and

the column categories or profile groupings. A significant association will indicate a differential response pattern for the various groups within the profile category.

Association Between Responses to the 32 Management Questions and Years of Management Experience Groupings

Chi square values were computed by comparing the responses of managers with varying years of management experience, taken from the personal profile section, to the 32 skill area questions. Four of the 32 management skills; employee motivation, organizing and staffing a business, budget planning and managing accounts receivable were not independent of management experience at the .05 level of probability. Human relations and bookkeeping methods were dependent on management tenure at the .01 level.

The chi square values for management skill question responses as compared with selected groups of management tenure are shown in Table IX.

Association Between Responses to the 32 Management Questions and Selected Age Groupings

Chi square values for these groupings, located in Table X, were computed by comparing the responses within the four selected age categories, taken from the personal profile section of the questionnaire.

Only two of the 32 skill areas were statistically significant at the .05 level of probability or below. Labor relations was not independent of the managers age at the .05 level of probability. The other management skill in which there was a significant difference in responses was employee motivation. This area received a chi square value which indicated it was dependent upon age at the .01 level of significance.

TABLE IX

CHI SQUARE VALUES FOR COMPARISON OF ASSOCIATION* BETWEEN RESPONSES TO THE 32 MANAGEMENT SKILL AREA QUESTIONS AND YEARS OF MANAGEMENT EXPERIENCE GROUPINGS

(N = 188, Degrees of Freedom = 20)

A.	GENERAL	
	1. Inventory Management and Control	18.48
	2. Development of General Business Policy	15.22
	3. Profit Planning	18.79
	4. Decision Making	17.83
	5. Problem Identification	25.45
	6. Business Control Guides	24.65
	7. Managing the Business for Short and Long Range Goals	28.27
	8. Managing the Manager's Time	20.96
	9. Security (shop lifting, other theft and employee pilfering)	20.22
	10. Business Law Needs	18.24
	11. Insurance Management	22.43
	12. Transportation Problems	20.71
B.	MARKETING STRATEGIES	
	1. Price Determination	19.78
	2. Product Promotion	24.42
	3. Marketing Segments (special groups of customers)	22.64
	4. Purchasing	20.96
	5. Salesmanship	15.54
C.	CUSTOMER SERVICE	
	1. Human Relations	38.12 xx
	2. Handling Problem Customers	26.62
D.	PERSONNEL MANAGEMENT	
	1. Directing Employee Leadership	21.96
	2. Office Management	29.26
	3. Labor Relations	30.14
	4. Employee Motivation	33.86 x
	5. Organizing and Staffing a Business	33.25 x
	6. Employee Training	24.24
E.	FINANCE MANAGEMENT	
	1. Budget Planning Cost Control and Analysis	37.78 x
	2. Source of Funds	18.98
	3. Managing Accounts Receivable	34.32 x
	4. Bookkeeping Methods	37.85 xx
	5. Capital Planning and Investment	26.58
	6. Financial Analysis of Entire Business	29.99
	7. Computerized Records	28.61

* x = statistically significant chi square value at .05 level
xx = statistically significant chi square value at .01 level
xxx = statistically significant chi square value at .001 level

TABLE X

CHI SQUARE VALUES FOR COMPARISON OF ASSOCIATION* BETWEEN RESPONSES TO THE 32 MANAGEMENT SKILL AREA QUESTIONS AND SELECTED AGE GROUPINGS OF MANAGERS

(N = 188, Degrees of Freedom = 12)

A.	GENERAL	
	1. Inventory Management and Control	16.65
	2. Development of General Business Policy	8.68
	3. Profit Planning	12.68
	4. Decision Making	8.78
	5. Problem Identification	9.87
	6. Business Control Guides	8.96
	7. Managing the Business for Short and Long Range Goals	9.20
	8. Managing the Manager's Time	17.94
	9. Security (shop lifting, other theft and employee pilfering)	16.01
	10. Business Law Needs	10.73
	11. Insurance Management	16.67
	12. Transportation Problems	16.20
B.	MARKETING STRATEGIES	
	1. Price Determination	6.03
	2. Product Promotion	8.42
	3. Marketing Segments (special groups of customers)	14.32
	4. Purchasing	15.11
	5. Salesmanship	10.50
C.	CUSTOMER SERVICE	
	1. Human Relations	7.15
	2. Handling Problem Customers	6.01
D.	PERSONNEL MANAGEMENT	
	1. Directing Employee Leadership	16.21
	2. Office Management	8.85
	3. Labor Relations	23.49 x
	4. Employee Motivation	26.71 xx
	5. Organizing and Staffing a Business	15.14
	6. Employee Training	18.43
E.	FINANCE MANAGEMENT	
	1. Budget Planning Cost Control and Analysis	13.18
	2. Source of Funds	15.13
	3. Managing Accounts Receivable	5.60
	4. Bookkeeping Methods	6.24
	5. Capital Planning and Investment	11.47
	6. Financial Analysis of Entire Business	7.10
	7. Computerized Records	18.91

* x = statistically significant chi square value at .05 level
xx = statistically significant chi square value at .01 level
xxx = statistically significant chi square value at .001 level

Association Between Responses to the 32 Management Skill Areas Questions and Selected Size of Business Grouping

Size of business was determined by using selected categories of full-time employees. The chi square values, found in Table XI, were derived by comparing the managers responses to the management skill questions within the size of business categories.

Responses to five management skills were found to be dependent on business size at the .05 level of significance. They are: managing the manager's time, labor relations, employee motivation, employee training and budget planning. Development of general business policy, organizing and staffing a business were dependent upon business size at the .01 level. There were two skills, bookkeeping methods and marketing segments, that were found to be statistically significant at the .001 level of probability.

An inspection of the frequency count data indicated five management skill areas; development of general business policy, managing the manager's time, employee motivation, organizing and staffing a business and budget planning were directly related to business size. As the business increased in size, the managers regarded these management skill areas as more important.

Association Between Responses to the 32 Management Skill Areas Questions and Selected Levels of Formal Education Groupings

The chi square values were computed by comparing the implement managers responses to the management skills by selected levels of education. These levels were: less than a high school graduate, high school graduate or equivalent, trade-technical-business school or some college, and a bachelors degree or more professional education.

TABLE XI

CHI SQUARE VALUES FOR COMPARISON OF ASSOCIATION* BETWEEN RESPONSES TO THE 32 MANAGEMENT SKILL AREA QUESTIONS AND SELECTED SIZE OF BUSINESS GROUPINGS

(N = 188, Degrees of Freedom = 12)

A. GENERAL		
1. Inventory Management and Control	18.14	
2. Development of General Business Policy	26.74	xx
3. Profit Planning	18.21	
4. Decision Making	14.02	
5. Problem Identification	9.37	
6. Business Control Guides	16.15	
7. Managing the Business for Short and Long Range Goals	20.99	
8. Managing the Manager's Time	22.91	x
9. Security (shop lifting, other theft and employee pilfering)	16.54	
10. Business Law Needs	18.74	
11. Insurance Management	20.99	
12. Transportation Problems	11.70	
B. MARKETING STRATEGIES		
1. Price Determination	13.26	
2. Product Promotion	10.90	
3. Marketing Segments	34.15	xxx
4. Purchasing	10.69	
5. Salesmanship	13.56	
C. CUSTOMER SERVICE		
1. Human Relations	8.89	
2. Handling Problem Customers	9.46	
D. PERSONNEL MANAGEMENT		
1. Directing Employee Leadership	11.25	
2. Office Management	20.84	
3. Labor Relations	25.06	x
4. Employee Motivation	23.75	x
5. Organizing and Staffing a Business	27.45	xx
6. Employee Training	21.17	x
E. FINANCE MANAGEMENT		
1. Budget Planning Cost Control and Analysis	23.13	x
2. Source of Funds	15.77	
3. Managing Accounts Receivable	16.29	
4. Bookkeeping Methods	44.16	xxx
5. Capital Planning and Investment	17.73	
6. Financial Analysis of Entire Business	18.92	
7. Computerized Records	9.80	

* x = statistically significant chi square value at .05 level
xx = statistically significant chi square value at .01 level
xxx = statistically significant chi square value at .001 level

Managers responses to two skill area questions, business law needs and marketing segments, were not independent of educational level at the .05 level of significane. Employee motivation was dependent on level of education at the .01 level. The only skill which was dependent upon educational background at the .001 level of probability was security.

The chi square scores of management skill responses compared within the levels of education are found in Table XII.

Inspection of the frequency count data indicated managers concern for employee motivation increased as the level of formal education increased.

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TABLE XII

CHI SQUARE VALUES FOR COMPARISON OF ASSOCIATION* BETWEEN RESPONSES TO THE 32 MANAGEMENT SKILL AREA QUESTIONS AND SELECTED LEVELS OF FORMAL EDUCATION GROUPINGS

(N = 188, Degrees of Freedom = 12)

A. GENERAL		
1. Inventory Management and Control	19.16	
2. Development of General Business Policy	7.71	
3. Profit Planning	15.65	
4. Decision Making	12.40	
5. Problem Identification	18.22	
6. Business Control Guides	11.73	
7. Managing the Business for Short and Long Range Goals	7.28	
8. Managing the Manager's Time	7.35	
9. Security (shop lifting, other theft and employee pilfering)	36.67	xxx
10. Business Law Needs	22.46	x
11. Insurance Management	15.07	
12. Transportation Problems	16.42	
B. MARKETING STRATEGIES		
1. Price Determination	14.58	
2. Product Promotion	12.21	
3. Marketing Segments (special groups of customers)	22.97	x
4. Purchasing	10.95	
5. Salesmanship	17.43	
C. CUSTOMER SERVICE		
1. Human Relations	9.38	
2. Handling Problem Customers	15.76	
D. PERSONNEL MANAGEMENT		
1. Directing Employee Leadership	13.61	
2. Office Management	9.80	
3. Labor Relations	12.35	
4. Employee Motivation	29.16	xx
5. Organizing and Staffing a Business	12.97	
6. Employee Training	12.23	
E. FINANCE MANAGEMENT		
1. Budget Planning Cost Control and Analysis	8.66	
2. Source of Funds	20.94	
3. Managing Accounts Receivable	15.78	
4. Bookkeeping Methods	20.42	
5. Capital Planning and Investment	11.60	
6. Financial Analysis of Entire Business	15.34	
7. Computerized Records	8.98	

* x = statistically significant chi square values at .05 level
xx = statistically significant chi square values at .01 level
xxx = statistically significant chi square values at .001 level

CHAPTER VI

RESPONSE OF IMPLEMENT MANAGERS TO POSSIBLE SOURCES OF MANAGEMENT EDUCATION PROGRAMS

The information in this chapter was based on a question asking the implement managers which educational agencies they would look to as possible sources of a management education program. The questionnaire listed eight agencies to which the managers could indicate their preference regarding the part each agency should play in providing an education program. An open end question allowing respondents to write in other agencies and rate them was also included.

The ratings managers selected from were: (1) agency should provide this program, (2) maybe this agency should provide this program, (3) this agency should assist other agencies in providing this program, (4) agency should not be involved in this program. The response frequencies are shown in Table XIII.

Implement Managers Ratings of Educational Agencies as Possible Sources of Management Education Programs

The implement managers rated junior colleges and vocational-technical schools as the agencies they would look to most often as a source of management education programs. Almost 67 percent of the managers thought junior colleges and vocational-technical schools "should provide" or "maybe provide" an educational program. Only 8 percent of the respondents indicated they "should not be involved." The remaining 24.5 percent of the managers preferred that these agencies should assist in providing such a program.

TABLE XIII

RESPONSE FREQUENCY OF 188 FARM IMPLEMENT MANAGERS TOWARD SELECTED EDUCATIONAL AGENCIES AS A POSSIBLE SOURCE OF A MANAGEMENT EDUCATION PROGRAM

	* Should Provide Program		Maybe Should Provide Program		Should Assist Others		Should Not Be Involved		Other	
	Fqn.	%	Fqn.	%	Fqn.	%	Fqn.	%	Fqn.	%
a. Local or area public school	25	13.3	34	18.1	65	34.6	59	31.4	5	2.7
b. state junior college or vocational-technical school	71	37.8	54	28.7	46	24.5	15	8.0	2	1.1
c. state college or state university	65	34.6	55	29.3	45	23.9	20	10.6	3	1.6
d. private business or technical school	39	20.7	69	36.7	50	26.6	28	14.9	2	1.1
e. North Dakota Cooperative Extension Service	26	13.8	53	28.2	64	34.0	40	21.3	5	2.7
f. Small Business Administration	20	10.6	44	23.4	60	31.9	61	32.4	3	1.6
g. The line company (John Deere, Case, International Harvestor, etc.) with which your firm currently does large portion of its business	59	31.4	39	20.7	68	36.2	18	9.6	4	2.1
h. North Dakota Implement Dealers Association	38	20.2	49	26.1	76	40.4	20	10.6	5	2.7
i. other	3	1.6	0	0	5	2.7	7	3.7	173	92.0
TOTAL	188	100.0	188	100.0	188	100.0	188	100.0	188	100.0

*N for each agency = 188

State colleges or universities were chosen almost 64 percent of the time by managers in favor of these agencies "providing" or "maybe providing" a management program. Nearly 24 percent of the respondents indicated state colleges should assist. The managers indicating state colleges "should not be involved" in providing a management education program comprised only 10.6 percent of the group.

Private business or technical schools were the third preference of implement managers in selecting the educational agency they would look to regarding management education. Fifty-eight percent of the managers were in favor of having private business or technical schools "provide" or "maybe provide" management education. There were 26.6 percent of the respondents who indicated these agencies "should assist" others in providing such a program. Nearly 15 percent of the managers did not prefer this agency to be involved in presenting a management education program.

The line companies were selected by 52.1 percent of the managers to "provide" or "maybe provide" management education. Thirty-six percent of the respondents indicated they would like the line companies to assist in a management program. Only 9.6 percent of the managers did not feel this agency should be involved in a management education program.

Forty-six and three tenths percent of the respondents indicated they would look to their professional organization, the North Dakota Implement Dealers Association, to "provide" or "maybe provide" a management educational program. Seventy-six or 40.4 percent of the group replying preferred that this agency "assist" others in providing such a program. There were 20 manager or 10.6 percent who indicated the association "should not be involved" in conducting a management education program.

The North Dakota Cooperative Extension Service was chosen by 41 percent of the respondents to "provide" or "maybe provide" a management education program. Thirty-four percent or 64 managers indicated they would expect the Cooperative Extension Service to "assist" other agencies in conducting a management education program. There were 40 managers or 21.3 percent of this group who did not want this agency to be involved in a management program.

The implement managers gave the Small Business Administration and the local public schools almost similar ratings in the three major categories. There were 31.4 percent of the managers who indicated local schools "should provide" or "maybe provide" a management education program and 34 percent who responded to the same categories for the Small Business Administration. The local schools and the Small Business Administration were given ratings of 34.6 and 21.9 percent respectively by managers when asked if they agency "should assist" others with such a program. Thirty-one and four tenths percent of the managers indicated local schools "should not be involved" and 32.4 percent did not look to the Small Business Administration for a management education program.

Fifteen managers responded to the open end question regarding other possible sources of management education programs. The replies to this question were too divergent to properly summarize in this study.

CHAPTER VII

SUMMARY AND CONCLUSIONS

Significance of Study

This study was done in partial fulfillment of one of the major objectives as stated in the proposal of the Farm Management Education Research and Development Project. This project was funded by the State Board for Vocational Education and conducted by the Agricultural Education Department, North Dakota State University, Fargo, North Dakota. The specific objective states: "to examine the use of the variation of the Farm Management Education Program for other agricultural businesses management needs."[16]

Statement of the Problem

It was the purpose of this study to determine the attitudes of the farm implement dealership managers in North Dakota towards their needs for selected areas in management education. The specific objectives of the study were:

a. To determine the attitude of North Dakota farm implement dealership mangers toward their need for selected areas of management education

b. To determine the attitudes of North Dakota farm implement dealership managers toward various agencies or groups as possible sources of management education

c. To obtain profile information of the North Dakota implement dealership managers as to their:

-age
-level of formal education
-management tenure
-size of business
-type of business managed

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[16]Farm Management Education Research and Development Project (Unpublished research project proposal, North Dakota State University, Fargo, 1972), p. 1.

d. To compare the attitudes of North Dakota farm implement dealership managers towards their need for management education according to:

-number of full-time employees
-age
-level of education
-management tenure

Questionnaire

Direct-mail questionnaires were sent to 359 farm implement dealership managers in North Dakota on April 13, 1973. One hundred and eighty-eight usable replies were received.

Characteristics of Implement Managers

1. Most managers in this study, 85.1 percent, either partially or completely owned the implement businesses which they managed. Fourteen or 7.4 percent of the managers managed a company owned store and 8 or 4.3 percent managed for a local cooperative. Only 6 or 3.2 percent of the managers returning questionnaires managed for a private implement store they did not own.

2. There were 29 managers or 15.4 percent who reported having 4 or fewer years of experience managing an implement business. An identical number of managers were recorded in the 10 to 15 year group. Forty managers or 21.3 percent reported having had 5 to 10 years of managerial experience and 16 percent indicated they had 16 to 20 years experience. There were 60 managers or 31.9 percent of the total group who had 21 or more years experience in managing an implement business.

3. Forty-four percent of the respondents indicated their businesses employed 5 to 10 full-time workers employed eleven or more months. There were 25.5 percent of the implement managers who reported 4 or fewer full-time personnel. Twenty percent stated they had 10 to 15 people employed

and only 10.1 percent of the managers reported having more than 16 full-time workers. The average part-time help per dealership throughout the year was .88 workers.

4. There were 28 or 14.9 percent of the managers reporting who indicated they had not completed high school. Thirty-one percent had finished high school but had not received any formal post secondary education. Almost 34 percent indicated they had received some trade, technical, business or college education. Twenty and seven tenths percent of the respondents reported they had received a bachelors degree or bachelors degree plus other professional education.

5. Thirty-one or 16.5 percent of the managers replying were 34 years of age or younger. There were 49 managers or 26.1 percent included in the 35 to 44 year age group and 28.7 percent of the managers were in the 45 to 54 year old age category. Fifty-four managers or 28.7 percent reported being 55 years of age or older.

Mean Scores of 32 Management Skill Areas as Rated by Implement Dealership Managers

Seven management skills had a mean score above 4.00. The skills managers felt were "very useful" in an education course were: inventory management and control, profit planning, decision making, salesmanship, human relations, purchasing and managing accounts receivable.

One-third of the 21 skill areas with a mean score between 3.00 and 3.99 were above a mean of 3.84. Seventeen of the 21 management skill areas had a mean score in excess of 3.65. The general areas managers indicated were "important" dealt with the personnel and financial aspects of the implement business. These areas included the importance of employee leadership, employee motivation, labor reations, training and office man-

agement as well as investment planning, business analysis, funds sources, budget planning and bookkeeping methods.

Management skills in which managers had the least interest were computerized records, security, special marketing segments and business law needs. All had mean scores of less than 3.00 and ranged to a low of 2.46 for computerized records.

Chi Square Values for Association Between Management Skill Area Question Responses with Selected Managerial Groupings

Chi square values were derived by comparing the managers responses to the 32 management skill area questions by the managers' age, size of business, years of management experience and level of education.

There were a total of 128 chi square values computed and of this group, 21 management skills were found to be dependent on either size of business, level of education, years management experience or managers' age at the .05 percent level of probability or lower.

There were 9 management skills dependent at the .05 level of significance or lower when responses to the management skill areas were compared by size of business, 6 skill areas by management tenure, 4 when compared by educational levels and 2 when compared by age categories.

The associations of six management skills responses were statistically significant at the .05 percent level of probability or lower with more than one managerial grouping. They are; bookeeping, budget planning and cost control, organizaing and staffing a business, employee motivation, labor relations and marketing segments.

Only one management skill question, employee motivation, was associated at the .05 level of significance or below in more than two

of the managerial groupings. It was found to have a significant chi square value in all four managerial groupings used for comparisons.

Frequency Response of Managers Toward Educational Agencies as Possible Sources of Management Education Programs

The implement managers were asked to respond to questions regarding educational agencies as possible sources of management education programs. The managers were asked to respond to each specific agency on the following basis: 1. agency should provide a management program, 2. maybe this agency should provide a management program, 3. this agency should assist and 4. agency should not be involved in presenting a management program.

Sixty-six percent of the managers indicated junior colleges and vocational-technical schools "should" or "maybe should" provide a management education program while 63 percent reported a state college or university "should provide" or "maybe provide" such a program. There were 57.4 percent of the managers who indicated private trade and business schools "should" or "maybe should" participate and 52.1 percent of the respondents who reported the implement line companies "should" or "maybe should" provide a management program. Eighty-seven managers or 46.3 percent indicated their professional organization, the North Dakota Implement Dealers Association, "should" or "maybe should" provide a program and 40.4 percent suggested they "assist" some other agency. The North Dakota Cooperative Extension Service was selected 41 percent of the time as a management education source and 34 percent of the managers indicated they "should assist" another agency.

The Small Business Administration and local public schools were

rated about equally. Approximately one-third of the mangers selected both agencies to "provide" or "maybe provide" a program, one-third indicated they "should assist" and the remaining one-third of the mangers reported they did not feel these agencies should be involved in a management education program.

Conclusions

1. All management skill areas were regarded by implement managers as being relatively important in a management education program. The managers rated 31 of 32 management skill areas above the midpoint of the "somewhat important" and "important" rating categories.

2. Farm implement managers indicated the most interest in including the following management skill areas in a management education program: inventory management and control, managing accounts receivable, salesmanship, and human relations.

3. Approximately two-thirds of the implement managers regard junior colleges, vocational-technical schools, state colleges and state universities as a possible source of management education programs. Other sources, arranged in decending order of preference as a management program source, are: private trade and business schools, implement line companies, North Dakota Implement Dealers Association, North Dakota Cooperative Extension Service, local public schools and Small Business Administration.

4. Nearly 29 percent of the implement managers in this study were 55 years of age or older. It is very probable that one-fourth to one-third of these positions will turn-over in the next decade.

5. More than 85 percent of the managers either partially or completely owned the business they managed. Other implement managers were

employed by company owned stores, local cooperatives or private implement stores in which they had no equity.

6. One-fourth of the managers reported having four or fewer full-time employees. Sixty-nine percent of the managers employed ten or fewer workers and 89 percent indicated their business employed 15 or fewer employees in their farm implement dealership.

7. Almost one-third of the managers in this study had finished high school but had not received more formal education. More than one-third of the respondents indicated receiving post high school education other than a four year college degree, of some type. Approximately 20 percent of the implement managers reported having a bachelors degree or four year degree plus other professional education.

8. In analyzing managerial groupings by size of business and years of management experience, there are more differences regarding opinions concerning needed management skill areas to be included in a management education program than in analyzing managerial groupings by age or level of education.

9. Five management skill areas directly related to the size of business are: development of general business policy, managing the manager's time, employee motivation, organizing and staffing a business and budget planning. As the size of business increased, managers indicated more concern about these skill areas being included in a management education program.

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APPENDICES

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APPENDIX A

LETTERS AND QUESTIONNAIRE

NORTH DAKOTA STATE UNIVERSITY
OF AGRICULTURE AND APPLIED SCIENCE
FARGO, NORTH DAKOTA 58102

April 11, 1973

TO: Members of the North Dakota Implement Dealers Association

FROM: Marvin Kleene and Dr. Donald Priebe, Agricultural Education Dept.

We need some information only you can provide. Your opinion! We hope to determine which areas of management skills you feel are important in an agribusiness management education program and who you would look to for providing such programs.

Will you please take a few minutes to complete the enclosed questionnaire. Your ideas are needed.

This survey is being conducted by the Department of Agricultural Education, North Dakota State University, in cooperation with the North Dakota Implement Dealers Association. The information compiled from this survey may be useful in planning future agribusiness management education programs.

Your kind cooperation is much appreciated.

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I. Assume that an agricultural business management education program were available for you in your community or area. Please rate each of the following management skills based on how important you believe it to be as a part of such an educational program. Check only one box for each management area listed.

	Essential	Very Important	Important	Somewhat Important	Not Useful
A. GENERAL					
1. Inventory Management and Control					
2. Development of general business policy					
3. Profit Planning					
4. Decision Making					
5. Problem Identification					
6. Business Control Guides					
7. Managing the Business for Short and Long Range Goals					
8. Managing the Manager's Time					
9. Security (shop lifting, other theft and employee pilfering)					
10. Business Law Needs					
11. Insurance Management					
12. Transportation Problems					
B. MARKETING STRATEGIES					
1. Price Determination					
2. Product Promotion					
3. Marketing Segments (special groups of customers)					
4. Purchasing					
5. Salesmanship					
C. CUSTOMER SERVICE					
1. Human Relations					
2. Handling Problem Customers					
D. PERSONNEL MANAGEMENT					
1. Directing Employee Leadership					
2. Office Management					
3. Labor Relations					
4. Employee Motivation					
5. Organizing and Staffing a Business					
6. Employee Training					
E. FINANCE MANAGEMENT					
1. Budget Planning Cost Control and Analysis					
2. Source of funds					
3. Managing Accounts Receivable					
4. Bookkeeping Methods					
5. Capital Planning and Investment					
6. Financial Analysis of Entire Business					
7. Computerized Records					

II. Again assume that an agribusiness management education program was to be offered in your community or surrounding area. Such a program could possibly be offered by different agencies or combinations of agencies. Please rate each of the following agencies according to the part you believe each should play in providing the management education program.

Ratings are:
1. Agency should provide program.
2. Maybe this agency should provide this program.
3. Agency should assist another agency in providing this program.
4. Agency should not be involved in the program.

Circle only one number for each category below.

a. Local or area public school.....	1	2	3	4
b. State junior college or vocational-technical school.	1	2	3	4
c. State college or state university..	1	2	3	4
d. Private business or technical school.....	1	2	3	4
e. North Dakota Cooperative Extension Service.....	1	2	3	4
f. Small Business Administration.....	1	2	3	4
g. The line company (John Deere, Case, International Harvester, etc.) with which your firm currently does a large portion of its business.....	1	2	3	4
h. North Dakota Implement Dealers Association.....	1	2	3	4
i. Other_____	1	2	3	4

III. OTHER INFORMATION: Please complete the following questions.

1. Which category best describes your current managerial position? Check only one.

   a. ____ Manager of company store.
   b. ____ Manager of private business but do not own.
   c. ____ Manager of business you partially or completely own.
   d. ____ Manager for local cooperative.

2. How many total years have you been employed as a manager in a farm implement business?

   a. ____ 4 or less c. ____ 11 to 15 e. ____ 21 to 25
   b. ____ 5 to 10 d. ____ 16 to 20 f. ____ 26 or more

3. Number of full-time employees working eleven months or more including yourself? Check only one.

   a. ____ 4 or less c. ____ 11 to 15 e. ____ 21 or more
   b. ____ 5 to 10 d. ____ 16 to 20

4. How many seasonal or part-time employees have you employed in the past year in each of the following months?

   ____ January ____ May ____ September
   ____ February ____ June ____ October
   ____ March ____ July ____ November
   ____ April ____ August ____ December

5.a. Does the company with which you are affiliated (International Harvestor, John Deere, Case, etc.) have a management training program available which is designed to up-grade and expand your skills as a manager?

____ yes ____ no

5.b. Are you now or have you been enrolled in such a program in the past two years?

____ yes ____ no

6. Level of your formal education. Check only one.

a. ____ 8th grade or less
b. ____ Grade 9, 10 or 11
c. ____ High school graduate or equivalent
d. ____ Trade, technical or business school
e. ____ Some college, but less than a Bachelors degree
f. ____ Bachelors degree
g. ____ Bachelors degree plus other professional education

7. Your age group.

a. ____ 25 years of age or younger
b. ____ 26 to 34
c. ____ 35 to 44
d. ____ 45 to 54
e. ____ 55 to 64
f. ____ 65 years old or older

NORTH DAKOTA STATE UNIVERSITY
OF AGRICULTURE AND APPLIED SCIENCE
FARGO, NORTH DAKOTA 58102

TO: Members of the North Dakota Implement Dealers Association

FROM: Marvin Kleene and Dr. Donald Priebe
Agricultural Education Department, North Dakota State University

DATE: April 25, 1973

About two weeks ago you received a questionnaire which is being used to gather information about management skills you feel are important in a management education program.

We realize this is a busy time of the season and you may not have had time to reply. Your reply is important. You are the only person who can give us your ideas, and we need your ideas. Please take a few minutes to complete the questionnaire and return it in the enclosed self-addressed stamped envelope.

This study is being done by the Agricultural Education Department, North Dakota State University, in cooperation with the North Dakota Implement Dealers Association.

Your prompt return of the questionnaire will be much appreciated.

ERIC

NORTH DAKOTA STATE UNIVERSITY
OF AGRICULTURE AND APPLIED SCIENCE
FARGO, NORTH DAKOTA 58102

TO: Members of the North Dakota Implement Dealers Association

FROM: Dr. Donald Priebe and Marvin Kleene, Department of Agricultural Education, North Dakota State University

DATE: May 3, 1973

About three weeks ago you received a questionnaire which is being used to gather information about management skills you feel are important in a management education program.

We realize this is a busy time of the season and you may have mislaid your questionnaire or have not had time to reply. Your reply is important. You are the only person who can give us your ideas, and we need your ideas. Enclosed is another questionnaire. Please take a few minutes to complete the survey and return it in the enclosed self-addressed, stamped envelope.

This study is being done by the Agricultural Education Department, North Dakota State University, in cooperation with the North Dakota Implement Dealers Association.

Your prompt return of the questionnaire will be much apprecaited. If you have already returned your survey, thank you for your help.

APPENDIX B

SUMMARY OF FREQUENCY RESPONSES OF 32 MANAGERIAL SKILL AREA QUESTIONS

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FREQUENCY OF RESPONSES TO THE 32 MANAGEMENT SKILL AREA QUESTIONS

	Essential	Very Important	Important	Somewhat Important	Not Useful
A. GENERAL					
1. Inventory Management and Control	117	43	21	4	3
2. Development of General Business Policy	42	72	62	5	4
3. Profit Planning	76	68	33	5	4
4. Decision Making	81	65	31	6	3
5. Problem Identification	42	56	65	19	5
6. Business Control Guides	28	52	78	21	6
7. Managing the Business for Short and Long Range Goals	43	71	58	10	4
8. Managing the Manager's Time	57	60	47	13	7
9. Security (shop lifting, other theft and employee pilfering)	13	31	67	64	10
10. Business Law Needs	16	39	63	63	6
11. Insurance Management	18	39	78	40	12
12. Transportation Problems	17	40	78	46	6
B. MARKETING STRATEGIES					
1. Price Determination	58	67	49	7	5
2. Product Promotion	34	85	56	8	3
3. Marketing Segments (special groups of customers)	15	31	76	49	12
4. Purchasing	69	78	34	4	3
5. Salesmanship	96	67	20	4	1
C. CUSTOMER SERVICE					
1. Human Relations	78	71	25	9	2
2. Handling Problem Customers	66	73	31	13	4
D. PERSONNEL MANAGEMENT					
1. Directing Employee Leadership	53	78	45	7	3
2. Office Management	40	70	63	12	2
3. Labor Relations	39	66	68	12	3
4. Employee Motivation	52	67	55	8	3
5. Organizing and Staffing a Business	46	65	54	16	4
6. Employee Training	44	75	58	7	3
E. FINANCE MANAGEMENT					
1. Budget Planning Cost Control and Analysis	63	58	47	11	7
2. Source of Funds	70	64	38	11	4
3. Managing Accounts Receivable	84	74	24	2	2
4. Bookkeeping Methods	57	57	60	12	2
5. Capital Planning and Investment	43	66	63	11	3
6. Financial Analysis of Entire Business	62	61	50	10	4
7. Computerized Records	13	20	52	55	46

N = 188

APPENDIX C

SUMMARY OF CHI SQUARE VALUES

ERIC

CHI SQUARE VALUES FOR COMPARISON OF ASSOCIATION BETWEEN THE 32 MANAGEMENT SKILL AREA QUESTIONS AND SELECTED MANAGEMENT CATEGORIES
(N = 188)

	Years Management Experience 20° Freedom	Size of Business 12° Freedom	Level of Education 12° Freedom	Age 12° Freedom
1. Inventory Management and Control	18.48	18.14	19.16	16.65
2. Development of General Business Policy	15.22	26.74 xx	7.71	8.68
3. Profit Planning	18.79	18.21	15.65	12.68
4. Decision Making	17.83	14.02	12.40	8.78
5. Problem Identification	25.45	9.37	18.22	9.87
6. Business Control Guides	24.65	16.15	11.73	8.96
7. Managing the Business for Short and Long Range Goals	28.27	20.99	7.28	9.20
8. Managing the Manager's Time	20.96	22.91 x	7.35	17.94
9. Security (shop lifting, other theft and employee pilfering)	20.22	16.54	36.67 xxx	16.01
10. Business Law Needs	18.24	18.74	22.46 x	10.73
11. Insurance Management	22.43	20.99	15.07	16.67
12. Transportation Problems	20.71	11.70	16.42	16.20
13. Price Determination	19.78	13.26	14.58	6.03
14. Product Promotion	24.42	10.90	12.21	8.42
15. Marketing Segments (special groups of customers)	22.64	34.15 xx	22.97 x	14.32
16. Purchasing	20.96	10.69	10.95	15.11
17. Salesmanship	15.54	13.56	17.43	10.50
18. Human Relations	38.12 xx	8.89	9.38	7.15
19. Handling Problem Customers	26.62	9.46	15.76	6.01
20. Directing Employee Leadership	21.96	11.25	13.61	16.21
21. Office Management	29.26	20.84	9.80	8.85
22. Labor Relations	30.14	25.06 x	12.35	23.49 x
23. Employee Motivation	33.86 x	23.75 x	29.16 xx	26.71 xx
24. Organizing and Staffing a Business	33.25 x	27.45 xx	12.97	15.41

(table continued)

CHI SQUARE VALUES (continued)

	Years Management Experience 20° Freedom	Size of Business 12° Freedom	Level of Education 12° Freedom	Age 12° Freedom
25. Employee Training	24.24	21.17	12.23	18.43
26. Budget Planning Cost Control and Analysis	37.78 x	23.13 x	8.66	13.18
27. Source of Funds	18.98	15.77	20.94	15.13
28. Managing Accounts Receivable	34.32 x	16.29	15.78	5.60
29. Bookkeeping Methods	37.85 xx	44.16 xx	20.42	6.24
30. Capital Planning and Investment	26.58	17.73	11.60	11.47
31. Financial Analysis of Entire Business	29.99	18.92	15.34	7.10
32. Computerized Records	28.61	9.80	8.98	18.91

x = .05 probability level
xx = .01 probability level
xxx = .001 probability level

ACCESSION NUMBER: VT100722

PUBLICATION DATE: NOV73

TITLE: FARM MANAGEMENT EDUCATION RECORD ANALYSIS SYSTEMS RESEARCH AND DEVELOPMENT PROJECT. FINAL REPORT.

DESCRIPTOR: *ACCOUNTING; *FARM MANAGEMENT; *MANAGEMENT EDUCATION; *RECORDKEEPING; *VOCATIONAL AGRICULTURE; AGRICULTURAL EDUCATION; PROGRAM DEVELOPMENT; TEACHER EDUCATION

IDENTIFIER: NORTH DAKOTA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: AVA V.7NO.4(1974)PP. 610

ABSTRACT: THE PURPOSE OF THE FARM MANAGEMENT EDUCATION RECORD ANALYSIS SYSTEMS RESEARCH AND DEVELOPMENT PROJECT WAS TO DEVELOP A RECORDS ANALYSIS AND INTERPRETATION SYSTEM FOR FARM MANAGEMENT EDUCATION OFFERED AS PART OF A PROGRAM OF VOCATIONAL EDUCATION IN AGRICULTURE IN NORTH DAKOTA. THE SUBSEQUENT SYSTEM AND RESULTING DATA BANK WOULD BE USED FOR RESEARCH AND FOR PROGRAM OR CURRICULUM DEVELOPMENT. INCLUDED IN THE DEVELOPMENT OF THE PROGRAM WERE PRESERVICE AND IN-SERVICE EDUCATION OF TEACHERS TO CONDUCT FARM MANAGEMENT EDUCATION PROGRAMS. A BUSINESS ANALYSIS SCHEME BASED ON ACCRUAL ACCOUNTING OF THE BUSINESS TRANSACTIONS WAS USED AS A BASIC TOOL FOR SUMMARIZING FARM BUSINESS ACCOUNTS. PROJECT DEVELOPMENT AND MAJOR ACTIVITIES ARE DETAILED IN THE REPORT. FARM MANAGEMENT EDUCATION PROGRAMS WERE ESTABLISHED IN NINE SCHOOLS WITH AN APPROXIMATE ENROLLMENT OF 127 FARMERS DURING THE 1973 CALENDAR YEAR AND PROJECTIONS FOR 1974 INDICATE A SUBSTANTIAL EXPANSION OF THE PROGRAM. A RELATED DOCUMENT IS AVAILABLE AS VT 100 721. (MF)

REPORT NUMBER: RES-SER-5

INSTITUTION NAME: NORTH DAKOTA STATE UNIV., FARGO. DEPT. OF AGRICULTURAL EDUCATION.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION, BISMARCK. RESEARCH COORDINATING UNIT.

VT 100722

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RESEARCH SERIES NO. 5

FARM MANAGEMENT EDUCATION RECORD ANALYSIS SYSTEMS RESEARCH AND DEVELOPMENT PROJECT

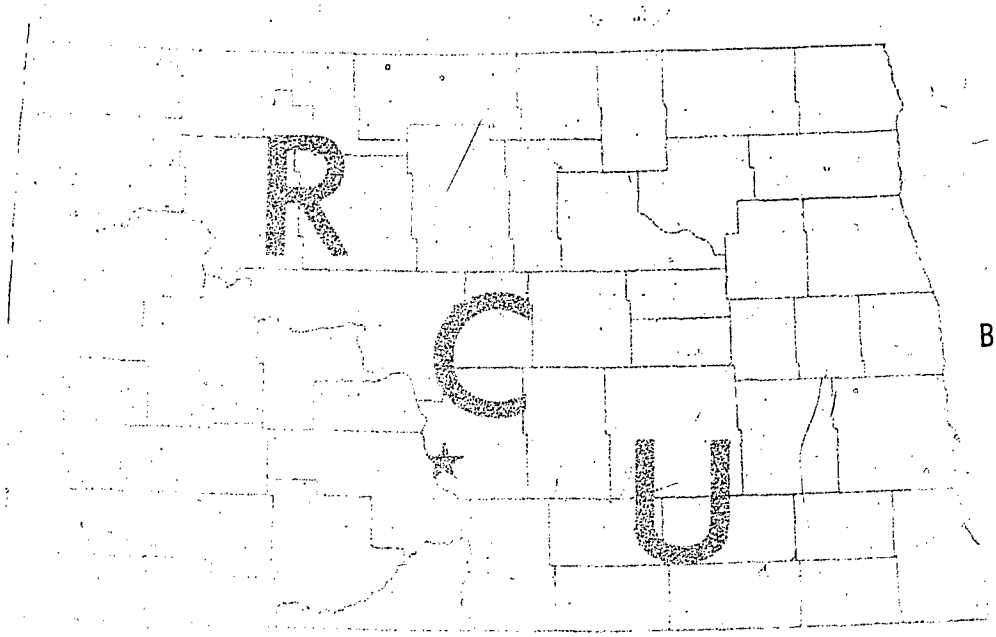

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1972

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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FINAL REPORT

FARM MANAGEMENT EDUCATION RECORD ANALYSIS SYSTEMS RESEARCH AND DEVELOPMENT PROJECT

Dr. Donald Priebe
Project Director

Department of Agricultural Education
North Dakota State University
Of Agriculture and Applied Science
Fargo, North Dakota

November, 1973

in cooperation with

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Bismarck, North Dakota

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INTRODUCTION

> "The useful parts of wealth getting are, first, the knowledge of livestock--which are most profitable and where and how--as for example, what sort of horses or oxen or any other animals are most likely to give a return. A man ought to know which of these pay better than others, and which pay best in particular places, for some do better in one place and some in another."[1]

The concept of farm management is not new. Since man first began to till the soil and domesticate the beasts, he has been engaged in the business of management. While his management was not guided by the knowledge of technology which the Twentieth century farmer possesses, he nevertheless performed the essential features of management--decision making.

To be a successful decision maker, one must have at his command certain facts which bear upon his pending decision. As Aristotle wrote, "A man ought to know which of these pay better than others..." The steps in the decision process are more apt to lead toward a good business decision if the decision maker can

---

1. Aristotle, Politics, Book I, Great Books Series.

fortify his intuition with facts drawn from the record of performance of the business. The decision making process can best be described as a series of organized steps as outlined below.[2]

1. Analyze the present situation.
2. Locate the problem
3. Set up objectives or goals.
4. Size up resources.
5. Look for various alternatives.
6. Consider probable consequences and outcome.
7. Evaluate the expected results.
8. Decide on a course of action.
9. Put the plan into effect.
10. Evaluate the outcome in relation to goals.

Most of the steps in the decision process rely upon the decision-maker's ability to objectively gather, assemble, analyze, and interpret information relative to his business. To accomplish these tasks it is necessary to have an orderly and systematic method of utilizing information which will be helpful in the decision making process.

The managers of the more than 40,000 farms in North Dakota represent a unique group for whom the process of decision making is an everyday occurrence.[3] Their task is augmented by the complexities of organization within their businesses and the vast and dynamic

---

2. Palan, Ralph and Edgar Persons, A Course of Study for Adult Farmer Instruction in Farm Management and Farm Business Analysis, Third Edition, University of Minnesota, 1972.

3. Census of Agriculture, 1969, United States Department of Commerce, Bureau of the Census, Superintendent of Documents, Washington, D. C.

storehouse of technical information upon which they can draw to facilitate the production of food and fiber.

While the management task is in itself a formidable one, it is further complicated by the geography of the State. The typical low population density of the State, combined with the absence of organized associations to provide adequate and readily available management assistance, place the burden of learning how to be an effective manager squarely upon the shoulders of each individual manager. Thus, unless organized programs are provided to assist in learning the management function, each farm manager must be self educated in dealing with the complexities of the operation of his business.

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NEED FOR MANAGEMENT INSTRUCTION

The farm manager need take an isolationist's view only if he chooses to ignore the potential in each community for providing organized instruction in farm management. Each community has already established an institutional framework of public education to serve the youth of the community. It is logical to assume that this well established network of public schools could serve as the basic organizational unit for expanding the responsibility of the schools to include the farm management education of the adult farm manager in the community.

That the need for educational opportunity is there, is evident. In spite of the large farm size of North Dakota farms, the net productivity of these farms is relatively limited. The average income (gross) from the sale of agricultural products was only $16, 146 per farm in 1969, the last date for which census data is available.[4] Based upon studies of gross business margins, it is estimated that the money available for family living from farm income would be less than $4,000 per farm for 1969.[5] Even though 1973 prices would produce a much higher income level, there is a strong need for improved and expanded management education for farmers and ranchers. This need is sharpened by sharply rising costs and rapidly changing conditions.

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4. Ibid

5. Nodland, Truman, Edgar Persons, Janet Oris, "Farm Business Summaries by Type of Farm, 1972," University of Minnesota, St. Paul.

With the earning potential evident by the large physical and human resources used in farm production, a program to extend the opportunity for increasing management efficiency through organized education programs is worthy of continued study, trial and evaluation.

Vocational Education is provided for many types of gainful employment, but very little is being provided at present for entrepreneurs, such as farm operators and managers. While the number of secondary and post-secondary youths served by Vocational Education in North Dakota is rapidly increasing, the number of adults being served is relatively small.

RELATED LITERATURE

Because interest in and study of farm management has existed for a long time, the literature dealing with the management process is very voluminous. However, it was not the primary intent of this project to add to the knowledge about management but rather to examine the feasibility of establishing and adapting a specific type of delivery system for farm management education.

With the latter purpose in mind, the literature is more confined. The principal activity in establishing management education as a model for adult instruction in agriculture occurred in Minnesota. While there have been many published reports of these activities, only those relevant to the current operation of management education programs have been selected for review.

Curriculum:

Palan and Persons developed a curriculum guide for farm management instruction which outlined the types of instruction for the first three years of management instruction.[6] This guide provides a series of twelve to fifteen units of instruction to be included in each of the three years. The general theme for the series of units in successive years is a) Farm Records and Accounts; b) Farm Business Record Analysis; and c) Farm Business Organization. Each teaching unit outlines the teacher objectives, subject content and suggested

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[6]. Palan, Ralph, and Edgar Persons, Course of Study...op cit.

on-farm instructional activities.

They also state that a farm management education program must meet five specific criteria:

1. There must be regular enrollees in each course
2. Specific units must be taught as part of each course.
3. There should be a regular and definite sequence of courses.
4. There must be continuity between courses with progress toward the most effective farm business organization and greatest operating efficiency which is consistent with family goals.
5. On-farm instruction is an integral part of the teaching plan.

Classroom instruction was augmented by Painter's contribution on keeping farm records.[7] He defines the kinds of records that must be kept to obtain a useful analysis and outlines procedures to follow in checking the information for accuracy.

Once information has been gathered and analyzed, Painter[8] outlines ways in which the information can be used in both classroom and individual instruction. By using actual farm data in his illustrations, he presents data in a way that can be easily understood by the farm family.

An aid for teaching farm record keeping can be found in the Farm Accounting Problem and Key.[9] The range of business transactions

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7. Painter, Charles M., Keeping Farm Records for Analysis, Austin Area Vocational Technical Institute, Austin, Minnesota, 1966.

8. _____ "Using Farm Analysis Information," Austin Area Vocational Technical Institute, Austin, Minnesota, 1968.

9. Walker, Donald and Edgar Persons, "Farm Accounting Problem and Key", Vocational Agriculture Materials Center, Staples Area Vocational Technical Institute, Staples, Minnesota.

normally found in a farm business are arranged in a way that would permit a student to learn the basics of farm record keeping. The key provides an answer sheet for the accounting problem for either checking student work or for use in other problems such as account closing or business analysis.

Business Analysis:

Step by step instructions for analyzing the farmer's account can be obtained in The Documentation for Farm Business Analysis.[10] This document outlines how each item which appears in the business analysis is calculated. It is the document upon which the computer program for analyzing the account is based.

Evaluation:

Cvancara[11] first explored the financial benefit to farm families enrolled in the management education program. Using a matched pairs technique, he determined that each of the first three years of management instruction added about $500 to the gross earnings of the farm business. His study hinted at, but did not substantiate that there may be a diminishing marginal return effect from subsequent input of management instruction for a farm family.

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10. Persons, Edgar, "Documentation for Farm Business Analysis" 1972 edition. Addendum 1973, Vocational Agriculture Materials Center, Staples Vocational Technical Institute, Staples, Minnesota.

11. Cvancara, Joseph, "Input-Output Relationships among Selected Intellectual Investment in Agriculture", Ph.D. Thesis, University of Minnesota, St. Paul, 1964.

Rolloff[12] in a study of Ohio farmers engaged in management instruction established that farmers learn as well as earn while engaged in management instruction. Rolloff reported a cost-benefit ratio of 1:56 for the families enrolled but failed to account for all of the costs, both opportunity and direct, that were incurred.

An extensive benefit-cost study of 3,518 farms was done by Persons.[13] He demonstrated that the benefit-cost ratio, based upon labor earnings for farmers, was about 4:1. When all community costs were considered, the ratio was still 2:1 based on labor earnings. When business activity in the community was used, the ratio rose to 9:1 not considering the multiplier effect of money generated in the community. A significant finding substantiated the earlier work reported by Cvancara. There was a diminishing marginal return effect beginning with the fourth and continuing through the sixth year of instructional input, but a very rapid rise in earnings associated with subsequent instruction in years seven through ten. Even during the years of declining marginal return, the benefit-cost ratio was well above 1:1.

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12. Rolloff, John, "The Development of a Model Design to Assess Instruction in Terms of Economics Returns and the Understanding of Economics Principles", Ph.D. Dissertation, The Ohio State University, Columbus, 1966.

13. Persons, Edgar, et al, "An Economic Study of the Investment Effects of Education in Agriculture", U.S.O.E. Project OE 427-65, University of Minnesota, St. Paul, 1968.

An alternative approach to the evaluation of the effectiveness of the management program is based on the persistence of enrollees in maintaining class membership. Examination of the records of enrollment held at Agricultural Records Co-Op, Madison, Wisconsin, showed that of the 484 farm cooperators enrolled in the Thief River Falls Farm Management Program in 1971, 480 were again enrolled for the 1972 business analysis year.[14]

Another gross evaluation measure is the speed with which the farm management education program as defined in the previously cited documents has been adopted by other states. States which now have active farm management education programs include: Alaska, Washington, Oregon, Idaho, South Dakota, Nebraska, Iowa, Wisconsin, Connecticut, and North Dakota.[15]

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14. Personal notes obtained from Edgar Persons, Professor of Agricultural Education, University of Minnesota, St. Paul.

15. Palan, Ralph, "Proceedings, National Invitational Conference on Farm Management Education", Faribault Area Vocational Technical Institute, Faribault, Minnesota, 1973.

BACKGROUND OF PROGRAM DEVELOPMENT.

Initial steps toward the implementation of an organized program of Farm Management Education in North Dakota Vocational Agriculture Departments were begun in June of 1969. At that time, as part of a course in Adult Education taught by Professor Shubel D. Owen, Dr. Don Priebe introduced the Farm Management Education concept in several class sessions. This program was also explained in other meetings.

During the winter quarter of 1969-70, Farm Management Education was introduced as a major component of Agricultural Education 401, Adult Programs in Vocational Agriculture. This program has continued as a major emphasis in the course.

In August of 1970, Dr. Edgar Persons of the Agricultural Education staff at the University of Minnesota taught an intensive one week in-service workshop on Farm Management Education at North Dakota State University. This course was offered by the Agricultural Education Department with funding and cooperation from the North Dakota State Board for Vocational Education. The enrollment included fifteen Vocational Agriculture instructors and two graduate students.

In October of 1970, a coordinating committee consisting of Quentin Christman, Allen Dockter, Leslie Gullickson, Leonard Larshus. Marlow Nelson, Virgil VandeWalle, Norbert Mayer and Don Priebe

met in Fargo during the NDEA Convention to make further plans and recommendations for the implementation of Farm Business Management Education in North Dakota. Plans were made to utilize the account books developed at the Area Vocational Technical Institute in Thief River Falls, Minnesota. A supply of record books for North Dakota was obtained and made available through the North Dakota Vocational Agriculture Instructors Association.

In January of 1971, a pilot Farm Management class was started in the Stanley community. This class, taught by Leonard Larshus, served as a model for other North Dakota Farm Management programs in Vocational Agriculture Departments.

Need for Record Analysis System

The need for an organized system of record analysis became apparent as the first local program began to develop. The coordinating committee had recommended the adoption of the analysis system in use in Minnesota. An analysis center to begin processing North Dakota Farm Management Records, to provide technical assistance and to begin planning necessary modifications appeared as a priority need.

In January of 1971 a proposal for a Farm Management Education Record Analysis Systems Research and Development Project was prepared by the staff of the Department of Agricultural Education,

at North Dakota State University. This project was transmitted on February 1, 1971, and was later approved for funding beginning July 1, 1971, by the North Dakota State Board for Vocational Education.[16]

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16. Department of Agricultural Education, North Dakota State University, Proposal for Farm Management Education Record Analysis Systems Research and Development to State Board for Vocational Education, February 1, 1971.

PURPOSES AND SPECIFIC OBJECTIVES

The purpose of the Farm Management Education Record Analysis Systems Research and Development Project was to develop a records analysis and interpretation system for Farm Management Education offered as a part of this program of Vocational Education in Agriculture in North Dakota. The subsequent system and resulting data bank would then be used for research and for program or curriculum development.

The specific objectives[17] of the proposed project were:

1. To design and implement an analysis and interpretation system for the records kept during the 1971 Farm Management Education program for adults.

2. To modify on the basis of the 1971 results, the analysis and interpretation systems for use in processing the 1972 records.

3. To provide a central headquarters for the North Dakota Farm Management Education program and to provide technical assistance to teachers conducting local programs.

4. To establish a data bank of information based on the 1971 records and those of subsequent years.

5. To continue this data bank and to make the information available in a form useful to plan and modify curricula.

6. To utilize the data bank for continued research needed for development, modification, and evaluation of the analysis system and the educational program.

7. To examine the use of a variation of Farm Management Education for other agricultural business management needs.

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17. Ibid

DESIGN OF THE PROJECT

The design of this developmental project can best be described by the chronological sequence in which activities were planned. The following list of activities brings into focus the elements of planning, coordinating, implementing and evaluating as described by the project objectives:

Flow Chart of Project Activities

I. Begin inservice education of teachers to generate interest and develop expertise needed to launch initial pilot programs in Farm Business Management Education.

II. Select Farm Business Record book suitable for use with the North Dakota farms; develop promotional brochure.

III. Arrange for and coordinate use of electronic data processing services for record summary and analysis.

IV. Secure services of graduate assistant to coordinate development of project and to assist in modification of analysis program.

V. Continue in-service education of instructors through both group and individual consultation.

VI. Incorporate instructional techniques into pre-service education courses.

VII. Complete summary and analysis of first year records of farm cooperators in pilot schools.

VIII. Through individual and group consultation, develop expertise in local instructional staffs in the techniques of analysis interpretation.

IX. Maintain a data base for use in curriculum development and comparative studies.

X. Conduct in-service training workshop for new prospective teachers.

XI. Make modifications and adaptations of business analysis program to better serve North Dakota farmers.

XII. Summarize business records for second year of pilot study; publish report for distribution to farmer cooperators and to other teachers for use as curriculum resource.

XIII. Examine the feasibility of adaptation of the management education approach to other forms of business enterprise.

XIV. Develop scheme for continued operation and coordination of farm management education.

XV. Prepare and publish final report.

PRE-SERVICE EDUCATION

Pre-service education for those preparing to become teachers of agriculture must proceed in concert with the development of programs in which those teachers will serve. Although the development of pre-service components for the teaching of Farm Management Education was not a part of this funded project, it is reported here because of the important and close interface with project activities and development.

In the winter quarter of 1969-70, a substantial Farm Management Education component was developed and taught in Agricultural Education 401, Adult Education in Agriculture, in the Department of Agricultural Education. In each succeeding winter quarter this course has been offered with an increasing emphasis on the teaching of farm management. As the program has developed within the State, there has been made available an increasingly broad and valuable source of teaching material.

Arrangements are being made with the Department of Agricultural Economics for the offering of a course in Farm Accounts and Analysis to provide additional needed input into the pre-service teacher preparation program.

IN-SERVICE EDUCATION

The in-service education of teachers conducting or planning to conduct Farm Management Education programs is of crucial importance and must proceed in close harmony with the development of such programs. The need for intensive and well planned in-service activities was particularly critical in the case of the Farm Management program and project because:

1. Teachers were generally not acquainted with this program or prepared to teach it at the time the project began.
2. Those more experienced teachers most likely to begin these programs were furtherest removed in time span from preparatory courses.
3. Changes in farm management and the related teaching program are dynamic and rapid, necessitating a vigorous and continued in-service education delivery system.

Such an in-service program has been provided in the following ways:

A series of three intensive one-week Farm Management Education workshops were offered in 1970, 1971, and 1972. While these workshops were not part of the project reported here, they were closely allied with project activities and were funded by the North Dakota State Board for Vocational Education and offered by the Department of Agricultural Education.

The first workshop offered in August of 1970 is described on page 11 of this report. A follow-up workshop was taught in August of 1971 by Mr. Ralph Palan, Farm Management Instructor at Faribault, Minnesota. Fourteen teachers were enrolled including several who had attended the 1970 workshop. In August of 1972, a third intensive workshop was taught by Dr. Persons with 27 enrolled. These workshops helped form a solid basis for the further development of Farm Management Education in North Dakota.

During the research and development project and as an integral part of meeting one of the objectives, "...to provide technical assistance to teachers conducting local programs", a series of in-service activities were carried out and included:

1) A two-day records close out session was held in Bismarck on December 29 and 30, 1971, for teachers conducting or planning to offer programs in Farm Management Education. Mr. Ed Sisler, Coordinator for Vocational Agriculture from Thief River Falls, Minnesota, worked with Marvin Kleene in coordinating this program.

2) A meeting was held in March of 1972 to explain the use of the computerized depreciation programs.

3) A second records close out session was conducted on December 26, 27 and 28, 1972 in Minot and Bismarck.

4) In March of 1973, two half-day Farm Account Analysis and Interpretation sessions were held in Minot and Bismarck. These workshops, designed to further prepare instructors to teach records analysis interpretation, were taught by Mr. Palan and Dr. Persons.

5) Considerable in-service technical assistance was also provided by the preparation and distribution of teaching aids, visits by the coordinator to schools to assist teachers, and numerous telephone conferences to provide needed assistance.

These in-service education activities have been a continuous and integral part of the development of Farm Management Education in North Dakota.

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RESPONSIBILITIES OF PROGRAM COORDINATOR

A Graduate Research Assistant was emp. in December, 1970, to coordinate, in cooperation with the Project Director, certain aspects of the development of Farm Management Education in North Dakota. The responsibilities of the position were defined as follows:

I. To supervise the summary and analysis of all farm management education programs located in North Dakota.

II. To provide completed summary and analysis reports for each cooperating farmer submitting his record for analysis as well as summary reports for teachers or agriculture in the State of North Dakota.

III. To develop and disseminate teaching material which will be useful in implementing new programs and improving the effectiveness of established programs of farm management.

IV. To conduct meetings of local teachers for the purpose of interpreting the summary of farm business records.

V. To respond to the requests of Vocational Agriculture teachers for assistance with the procedures of on-farm instruction, including the mechanics of record keeping, analysis and interpretation.

VI. To maintain liaison with program developers in Minnesota and other states with the express purpose of improving the record summary and analysis available to teachers and farmers.

VII. To conduct studies and surveys of management needs to assist in guidance of local programs or initiation of new State program thrusts.

DEVELOPMENT OF THE BUSINESS ANALYSIS PROCEDURE

In the initial stages of the project it was decided to use the business analysis scheme developed in Minnesota as a basic tool for summarizing farm business accounts. Since this system was already in widespread use, it seemed more appropriate to adopt the system with hope of modification rather than to expend initial time and resources on duplicating a system much like it for North Dakota.

The analysis system provides a summary of the farm business based upon an accrual accounting of the transactions of the business. It is divided into six basic parts. (See addenda 1 and 2 as illustrations.) A brief description of the parts follows:

I. Resources Available (Table 1)

Capital investment in each segment of the business is reported as well as the physical quantities of land and labor that were used in the year's business. The summary of resources reports all resources used regardless of ownership.

II. Income and Expenses (Table 2a, 2b, 6a, 6b.)

All cash income and expenses for the business, regardless of ownership, including some non-cash income and non-cash expenses are reported for the whole farm in Tables 2a and 2b. The same items are reported in Tables 6a and 6b except that the landlord's share of both income and expense are omitted and certain expenses peculiar to the operator are included.

III. An Accrual Accounting by Enterprise (Table 3)

Here income and expense for an enterprise are combined to produce a return or cost figure that reflects the contribution of the enterprise (Beef cows, for example) to the total income and expense of the business.

IV. Net Worth Statement and Significant Financial Ratios (Table 5)

As the name implies, this data set enumerates the asset and liability status of the business at the beginning and close of the year. In addition, some ratios are reported which provide guidelines about the security of the financial position of the operator.

V. Management and Efficiency Factors (Table 8)

The purpose of this table is to get a birdseye view of the health of the business and to provide some clues as to where the business may be improved to better meet the goals of the operation.

VI. Enterprise Tables (Table 9 - 18b)

Each crop and livestock species is presented in a separate enterprise table which provides data on the profitability of the enterprise and upon the identifiable management factors that may contribute to the success or failure of the enterprise.

To arrive at a business analysis for a farm cooperator, it is necessary for a set procedure to be followed in handling the individual farm data. An important element in the data handling process is to protect the confidentiality of the material. Thus, all farm record data is carefully guarded to insure that only those who need to know to complete the analysis have access to the data.

The flow chart which follows outlines the process the record goes through from the initial data entry on the farm to the final publication of the summary report.

Record Analysis Flow Chart

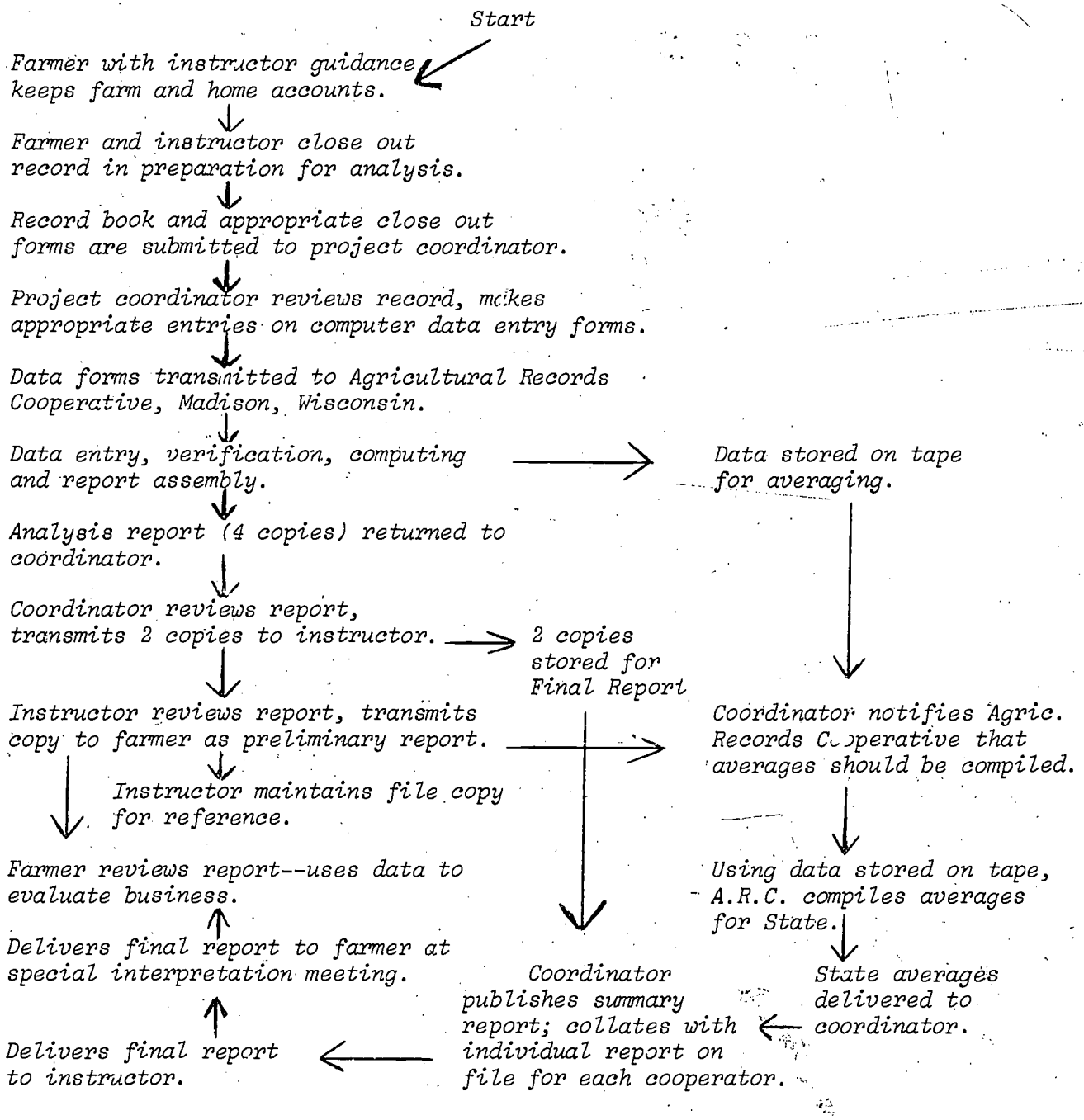

As illustrated in the flow chart, the coordinator plays a very vital role in the completion of the analysis report for the teacher and farmer. In addition to these duties, as he maintains liaison with the developers, he works to develop the modifications of the program that are most crucial to the successful use of the analysis in the Farm Management Education program.

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MODIFICATIONS IN THE BUSINESS ANALYSIS PROCEDURE

Several modifications in the master analysis program have resulted from either the direct or indirect influence of the North Dakota farm management education program. These modifications are listed below.

I. Expansion of the selection of crops.

Some field crops commonly grown in North Dakota were not included in the initial list of crops for which individual enterprise data could be obtained. In concert with representatives from other states, the original list of 26 crops was expanded to over 900 crops to permit the individual identification of practically every economic crop in North Dakota.

II. Treatment of pasture as a separate crop enterprise.

While the original crop analysis plan treated pasture as a separate crop, there was no mechanism to record income or expenses against pasture. The 1972 revision permitted the treatment of pasture as an economic crop and further modification in 1973 permitted the selection of many different kinds of pasture as separate and distinct enterprises.

III. Allocation of costs to livestock enterprises.

The project coordinator helped to develop and document the allocation of farm power and machinery, livestock equipment and building expense to the various livestock enterprises.

IV. Adoption of color coding for final report.

For easy reference the final report was produced in coded colors to permit farmers and instructors to locate and study specific items with greater ease.

V. Adding Per cent Calf Crop - Beef Breeding.

Although the printout format had a slot provided for the per cent calf crop, the mechanism for calculating this item had not been completed. With the assistance of the program developers a procedure was devised to record the needed data on the input sheets and to perform the necessary calculations by computer.

VI. Allowance for other Crop Income.

The enterprise table for crops was not designed to allow the inclusion of non-product crop return. Thus, items such as ASC payments, insurance proceeds, and sale of straw were not not normally credited to the crop enterprise from which such income was derived. A 1973 modification of the program included a line on table 10 for hand input of the non-product crop income, while the subsequent 1973 revision incorporated the idea into the basic table.

A major development effort was aimed at adopting a computerized depreciation schedule to provide for continuous recording of capital asset information. Although the computerized schedule had been used in Minnesota for three years, North Dakota was the first other

state to adopt its use with the analysis program. About 75 per cent of the cooperators have used the computerized schedule. While this single event may appear to have little significance, it does indeed contribute to the organization and operation of the management program. Since the majority of instructors in the Farm Management Education program have responsibilities for high school students as well, it is important that available alternatives to some record keeping books be examined. The use of the computerized schedule not only reduces the time required to close an account book for analysis, but improves the accuracy of the depreciation record and reduces the coordinator time required to transmit an account for analysis.

REVIEW OF MAJOR PROJECT ACTIVITIES

Many of the important accomplishments are reported in the section on development and modifications of the business analysis procedures. A very significant amount of project effort was expended on in-service education and technical assistance through workshops, visits to schools, telephone calls, and the production and dissemination of teaching aids. These efforts were continuous in nature and are included in more detail in the report section concerned with in-service education.

Other major activities which outline the progress in a chronological sequence are reported in this section of the report.

Promotional Activities

At the beginning of the project period (July 1, 1971) a qualified Graduate Research Assistant had not been secured. This search was continued throughout the summer and fall of 1971. During the fall of 1971, Dr. Don Priebe, Project Director, conducted several informational meetings to acquaint Vocational Agriculture Instructors, School Administrators, School Board Members, State Staff members, Advisory Council members, and others with the Farm Management Program. Meetings were held in Bismarck, Washburn, Stanley, Tioga, Bottineau, Rugby, and Maddock.

Other promotional meetings were held during the course of the project and in June of 1972 a Farm Management Education brochure was developed and printed. This was made available in quantity to schools as a means of presenting Farm Management Education and as an aid in developing or expanding programs.

Record Processing and Analysis

On December 1, 1971, Marvin Kleene was appointed as Graduate Research Assistant and began his graduate studies and his duties on the Farm Management Education project. Record summary and analysis was begun in January when account books from Stanley and one record from the Wyndmere community were received and reviewed for accuracy and completeness. On January 26 and 27, Marvin Kleene visited the analysis center at Thief River Falls, Minnesota, to review the record processing system in use at that analysis center and to confer with Mr. Sisler, Area Coordinator, concerning methods of processing the North Dakota Farm Management account books. Valuable assistance was received from Mr. Sisler and the staff at the Thief River Falls Area Vocational Technical Institute. At this time, some account books were returned to instructors for needed corrections or additional information.

In February of 1972, the corrected account books were received in the Department of Agricultural Education, data were transferred to computer sheets, and these were submitted to the

Agricultural Records Cooperative at Madison, Wisconsin, for analysis. On March 15, 1972, the completed analysis reports were received and two copies of each were forwarded to schools with each cooperator receiving a copy of his record analysis.

During April of 1972, the 1971 State Report of Record Analysis was summarized, written, printed and distributed. (See Addendum #1) The copies provided to farmers enrolled in local areas contained their report tables in addition to the average tables. This individual information was kept confidential and reported only to the farmer concerned.

Copies of the analysis report were made available to the State Board for Vocational Education staff, Vocational Agriculture teachers interested in starting Farm Management Education programs, and other interested persons. Copies of this report were also retained for classroom use in pre-service and in-service education courses.

Late in May the Analysis Report was reviewed by project staff assisted by Dr. Persons. This meeting was held to review progress and to identify modifications which should be made in the record analysis system. In June, a similar meeting was held to review the project and the progress of establishment of Farm Management Education programs in public schools in NorthDakota.

During 1972 several new Farm Management Education programs were started in North Dakota. As of June, 1972, the following schools were conducting Farm Management Education programs:

School	No. of Cooperators	No. Using Computerized Depreciation
Bismarck *	6	6
New Salem	7	1
Stanley	7	-
Tioga	4	3
Wahpeton **	28	28
Washburn **	2	-

** Veteran's Agriculture Program including Farm Management

* Post-secondary Farm Management Program.

In July of 1972, an Annual Report covering project activities to that date was prepared and submitted to Research Coordinating Unit of the North Dakota State Board for Vocational Education.

On December 14 and 15, 1972, the Research Assistant attended a Coordinators Meeting with representatives of the Agricultural Records Cooperative. This meeting, held in St. Paul, Minnesota, was for the purpose of coordinating the processing of the 1972 accounts in early 1973 and to examine problems and possible changes.

Account books covering the 1972 calendar year were received for analysis beginning on January 4, 1973. The process of checking, verification, determining totals, and transferring data to computer input sheets continued until February 26, 1973. During this time computer input sheets were submitted at intervals to the Agricultural Records Cooperative at Madison, Wisconsin, and as the returned analyses were received, the preliminary copies were sent to the schools.

During April 1973, the averages for 39 North Dakota Farm Management cooperators were published in the 1972 State Analysis Report. (See Addendum #2) The copy provided to each individual farmer also included copies of his tables inserted facing the table containing the area averages for the same items. Reports were made available to each instructor and each cooperating farmer as well as to the North Dakota State Board for Vocational Education staff and others. Copies were also retained for use in pre-service and in-service education courses.

In June of 1973, Marvin Kleene, Graduate Research Associate, and Leslie Gullickson, who assumed statewide Coordinator responsibilities for Farm Management Education on July 1, 1973, attended the National Invitational Farm Management Education Conference in Faribault, Minnesota. The purpose of their attendance was to help review and expand the analysis program, as well as to exchange teaching information and ideas.

The Graduate Research Associate assignment was completed in August and in November, the Project Director conferred with Dr. Edgar Persons concerning project completion, reporting, and evaluation.

North Dakota Implement Dealership Manager Study

During the first half of 1973, a study was conducted as part of the project to begin examining possibilities of adapting this

type of management education to non-farm agribusiness managers. This study concerning "Attitudes of North Dakota Implement Dealership Managers Towards a Continuing Management Education Program" (see Addendum #3) was conducted by Marvin Kleene, Graduate Research Associate, with the assistance of the Project Director and the cooperation of the North Dakota Implement Dealers Association.

A questionnaire was mailed to the 359 North Dakota implement dealership managers located as of January 22, 1973. Usable replies were received from 188 managers. The results of the study provided definite indications of interest in management education. Detailed results are available in the study report.[18]

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18. Kleene, Marvin, Report of the Research Study, "Attitudes of North Dakota Implement Dealership Managers Towards a Continuing Management Education Program," conducted as part of the Farm Management Education Record Analysis Systems and Development Project in cooperation with North Dakota State Board for Vocational Education Research Coordinating Unit. Department of Agricultural Education, North Dakota State University, Fargo.

DISSEMINATION

Dissemination efforts have included the 1971 and 1972 State Record Analysis Reports and the report of the "Attitudes of North Dakota Implement Dealership Managers Towards a Continuing Management Education Program" study, as well as this Final Report. Copies of each were or are being made available to North Dakota Vocational Agriculture Instructors, North Dakota State Board for Vocational Education staff, Research Coordinating Unit Directors and others who may be interested. Procedures and results concerning the project have also been made available periodically in local meetings and in response to requests. During the Central States Research Seminar held in Southern Illinois University in Carbondale, Illinois, July 30 to August 2, 1973, Don Priebe, Project Director, reported on the development of Farm Management Education in North Dakota.

PLANS FOR PROGRAM CONTINUATION

During the duration of the research and development project the coordination and analysis center was maintained in the Agricultural Education Department at North Dakota State University. In the early spring of 1973, plans were drafted for the establishment of an analysis center on a continuing program basis rather than on a project basis.

A decision was made to establish the analysis center at Bismarck Junior College. This was believed to be an appropriate location because of the geographic location relative to local programs, proximity to the Office of the State Supervisor of Vocational Agriculture and the continuing development of post-secondary and adult programs in Farm Management Education at Bismarck Junior College.

This center was established cooperatively between Bismarck Junior College and the North Dakota State Board for Vocational Education on July 1, 1973, and at that time Leslie Gullickson was appointed as Coordinator on a half-time basis with teaching duties comprising the balance of his assignment.

Since July 1, the Coordinator has begun the establishment of the Analysis Center and provided technical assistance to teachers and has worked to promote the development of Farm Management Education programs in North Dakota schools.

CURRENT STATUS OF PROGRAM

Programs and Enrollment

On November 3, 1973, the following schools were reported[19] conducting Farm Management Education Programs, either as part of a Veteran's Agriculture program, Post-Secondary Production Agriculture course, or an Adult Farm Management class:

School	Number
Bismarck, Post-Secondary Farm Management	14
Berthold, Adult Farm Management	3
Bottineau, Veteran's Farm Management	26
Devils Lake, Veteran's Farm Management	32
New Salem, Adult Farm Management	5
Rugby, Veteran's Farm Management	5
Stanley, Adult Farm Management	7
Wahpeton, Veteran's Farm Management	32
Washburn, Adult Farm Management	3
	127

Record Analysis

The Coordinator estimates that records for nearly 100 cooperators will be analyzed for the calendar year 1973. These reports are scheduled to be available by March of 1974.

Projections for 1974

Estimates for 1974 enrollment indicate a very substantial and rapid expansion in programs of which Farm Management Education is a part. Much of this expansion is planned in Veteran's Agriculture programs.

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19. Letter from Les Gullickson, November 3, 1973.

SUMMARY AND RECOMMENDATIONS

Summary

1. Farm Management Education programs have been established in nine schools with an approximate enrollment of 127 farmers during the 1973 calendar year.
2. Projections based on plans for 1974 indicate a substantial expansion of Farm Management Education Programs in North Dakota.
3. A record analysis system was adopted and modified to fit North Dakota conditions.
4. A central data analysis center was maintained for the 1971 and 1972 years.
5. A continuing analysis center with a Coordinator has been established at Bismarck Junior College.
6. Technical assistance has been and will continue to be provided to teachers of Farm Management Education programs.
7. Pre-service and in-service education for teaching in Farm Management Education programs were provided during the project. In-service activities will continue to be scheduled as needed and plans have been proposed to further strengthen the pre-service programs with an additional course in Farm Records and Analysis.
8. A data bank has been established and plans to continue needed research in Farm Management Education are being proposed.

9. A beginning has been made in examining the adaptation of similar management education programs to non-farm agribusiness managers. The study findings indicate considerable interest in management education as expressed by North Dakota farm implement dealership managers.

10. Much valuable assistance and cooperation was in evidence during the project. Cooperating agencies included: Department of Agricultural Economics and the Communications Office, North Dakota State University; North Dakota State Board for Vocational Education and State Staff; Thief River Falls Area Vocational Technical Institute; University of Minnesota Agricultural Education staff and many others.

Evaluation

Farm Management Education programs have been established in nine North Dakota communities. A record analysis system has been adopted and modified for use in North Dakota. Pre-service and in-service programs were established and provisions were made to provide technical assistance to teachers.

The stated objectives of the Farm Management Education Records Analysis System Research and Development Project have been substantially achieved and provisions have been made for program operation on a continuing basis.

Recommendations

1. Research concerning record analysis and interpretation, teaching methods, curriculum development and program design should be continued with concurrent maintenance of the data bank.

2. Establishment in schools of additional full-time positions for teachers of Farm Management Education programs is needed for sound and continued program development.

3. The position of Coordinator for Farm Management Education should soon be designated as a full-time position to provide for operation of an expanded analysis program and increased need for technical assistance.

ERIC

LIST OF ADDENDA

Addendum 1 North Dakota Vocational Agriculture Farm Business Management Education Program. 1971 Annual Report. Agricultural Education Department, North Dakota State University in cooperation with North Dakota State Board for Vocational Education. May 1972.

Addendum 2 North Dakota Vocational Agriculture Farm Business Management Education Program. 1972 Annual Report. Agricultural Education Department, North Dakota State University in cooperation with North Dakota State Board for Vocational Education. April 1973.

Addendum 3. Report of the Research Study "Attitudes of North Dakota Implement Dealership Managers Towards a Continuing Management Education Program." Marvin Kleene, Graduate Research Assistant, and Dr. Donald W. Priebe, Project Director, Agricultural Education Department, North Dakota State University and North Dakota State Board for Vocational Education Research Coordinating Unit. November 1973.

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ACCESSION NUMBER: VT100723

PUBLICATION DATE: 73

TITLE: EDUCATION PROFESSIONS DEVELOPMENT ACT, PART F, SECTION 552, GRADUATE FELLOWSHIPS IN VOCATIONAL-TECHNICAL EDUCATION. SECOND INTERIM REPORT, SEPTEMBER 1, 1972-AUGUST 31, 1973.

PERSONAL AUTHOR: BIGE, GARY E.

DESCRIPTOR: *DOCTORAL PROGRAMS; *FELLOWSHIPS; *GRADUATE STUDENTS; *TEACHER EDUCATION; *VOCATIONAL EDUCATION TEACHERS; PROGRAM DESCRIPTIONS

IDENTIFIER: *EDUCATION PROFESSIONS DEVELOPMENT ACT; EPDA; TENNESSEE

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 610

ABSTRACT: THE DOCTORAL PROGRAM IN VOCATIONAL-TECHNICAL EDUCATION AT THE UNIVERSITY OF TENNESSEE BEGAN WITH THE 1971 FALL QUARTER WITH THE GOAL OF PROVIDING LEADERSHIP PERSONNEL IN OCCUPATIONAL EDUCATION PROGRAMS. THIS SECOND INTERIM REPORT FOR THE 1972-73 SCHOOL YEAR DISCUSSES THE GENERAL STATUS AND OPERATIONAL PROGRESS OF THE PROGRAM AND OF THE FELLOWSHIP STUDENTS UNDER THE EDUCATION PROFESSIONS DEVELOPMENT ACT (EPDA). APPENDED ARE A LISTING OF EPDA FELLOWS, ADVISORY COMMITTEE CONSTITUTION AND EVALUATION REPORT, AND GOALS OF THE VOCATIONAL-TECHNICAL EDUCATION DEPARTMENT. (MF)

CONTRACT NUMBER: OEG-0-7-1274(725)

INSTITUTION NAME: TENNESSEE UNIV., KNOXVILLE. COLL. OF EDUCATION.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

VT 100723

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EDUCATION PROFESSIONS DEVELOPMENT ACT
PART F, SECTION 552
GRADUATE FELLOWSHIPS
IN VOCATIONAL-TECHNICAL EDUCATION

SECOND INTERIM REPORT

September 1, 1972 - August 31, 1973

BEST COPY AVAILABLE

DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
COLLEGE OF EDUCATION
UNIVERSITY OF TENNESSEE, KNOXVILLE

REPORT PREPARED BY
GARRY R. BICE, ASSOCIATE PROFESSOR
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION

A project conducted under a grant from the Office of Education,
U.S. Department of Health, Education, and Welfare
OEG-0-7-1274 (725) Log #2558

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Education Professions Development Act
Part F, Section 552
Graduate Fellowships
In Vocational-Technical Education

SECOND INTERIM REPORT
September 1, 1972 thru August 31, 1973

Department of Vocational-Technical Education
College of Education
University of Tennessee, Knoxville

Project Director

James D. McComas
Dean, College of Education

Associate Directors

Garry R. Bice, Associate Professor
Department of Vocational-Technical Education

Ralph J. Woodin
Professor and Head
Department of Vocational-Technical Education

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PART I

General Status

Introduction

The Doctoral Program in Vocational-Technical Education at the University of Tennessee began with the Fall Quarter of 1971. Twenty-two students, including eighteen recipients of EPDA fellowships (eight federally-funded awardees and ten state-funded awardees) enrolled for the first quarter of operation. As of August 31, 1973, five students had graduated from the program with the Ed.D. degree, five had completed all requirements for the degree and nine had completed all requirements except the dissertation. Additionally 14 students had enrolled and were pursuing the doctoral degree full-time on campus and 10 other students have been admitted to the graduate program.

Program Goal

The overriding goal of the Doctoral Program in Vocational-Technical Education at the University of Tennessee is to prepare a cadre of educational leaders and administrators at the graduate level who can effectively contribute to improving the quality of leadership in vocational education in Tennessee and the nation.

Objectives

The attainment of the primary goal of the doctoral program, that of providing personnel who could provide the sophisticated leadership in integrated and specialized occupational education programs, is being realized through the achievement of the following performance-based objectives.

EPDA Fellows are expected to be able to:

1. Demonstrate a comprehensive understanding and knowledge of the role of public schools and supporting agencies in providing comprehensive occupational education programs that meet the full range of individual needs.

2. Effectively utilize instructional systems and processes in occupational education programs.

3. Operate, utilize, and critically evaluate systems for developing annual and long-range planning and program evaluation systems.

4. Conduct research of fundamental nature and utilize research findings for program development and improvement.

5. Utilize student performance evaluations, occupational guidance systems, and career development programs to meet individual and program needs.

6. Organize, administer, and assess programs for handicapped and disadvantaged students.

Program Description

Structured alternatives best describe the Vocational-Technical Program at the doctoral level at the University of Tennessee.

The program normally requires a minimum of two calendar years of full-time study beyond the masters degree. The minimum credit hours beyond the baccalaureate degree is 120 hours. Upon admission, the candidate's record of professional training and experience is reviewed and appraised in order to determine the best program to follow in achieving the individual student's occupational goals and aspirations. Evaluation of the student's previous training and experience is made by the student's advisory committee. The identified areas of efficiency and deficiency in relationship to program objectives are the principal criteria upon which each individual student's program is based.

The total Doctoral Program in Vocational-Technical Education, including the master's degree work, consists of the following:

1. A Professional Education Core (15 Quarter Hours)

   a. Measurement - 3
   b. Philosophy - 3
   c. Psychology - 3
   d. Statistics - 3
   e. Research Methods - 3

2. An Area of Concentration (45-54 Quarter Hours)

   a. Vocational-Technical Seminars - 3
   b. Service area - 18
   c. Functional area - 18-27 (administration, teacher education, etc.)

3. A Cognate Field (9-18 Quarter Hours)

4. An Area of Research Techniques (6-12 Quarter Hours)

5. A dissertation (36 Quarter Hours)

(see schematic illustration on next page)

In the educational core area of the program, all awardees were given an examination on each of the core subjectives. Those who scored at a satisfactory level were not required to take courses in that area.

In the area of concentration phase of the program, all awardees were required to participate in three special seminars, and each had to take a course in Program Planning, Administration and Supervision of Vocational Education, and Evaluation. Three students petitioned the departmental executive committee, requesting a waiver of the Evaluation course requirement. Based upon their background experiences and formal courses, the waiver was granted in each case. Flexibility was built into each individual's program by allowing him to choose service area courses and determine the functional area (teacher education, supervision, administration, etc.) that he wanted to pursue.

PROGRAM LEADING TO THE DOCTOR OF EDUCATION DEGREE
IN
VOCATIONAL-TECHNICAL EDUCATION
THE UNIVERSITY OF TENNESSEE
KNOXVILLE

The following diagram gives an overview of the minimum program.

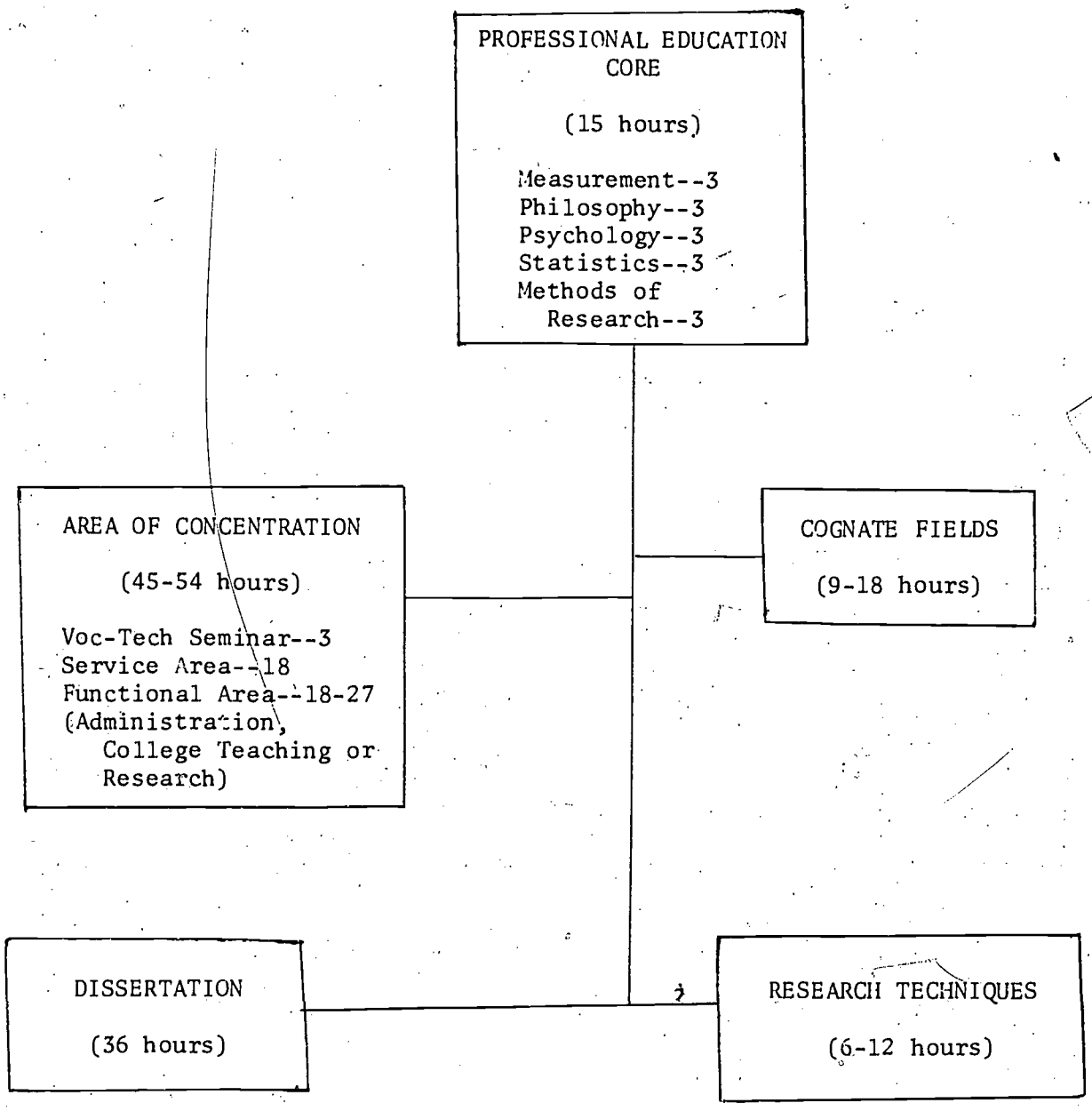

The basic program was augmented with a two-phase internship program required of each of the EPDA awardees. The first internship was completed by most awardees during their third or fourth quarter of residence. Students were required to spend one-half quarter (5 weeks) in each of two internship locations. One of the early internship experiences was completed in an organization that had research and/or development as its main objectives.

In deciding upon the proper internship experience for each participant, the student was carefully counselled by his major advisor and program committee regarding his occupational background, experience, future goals, and objectives. The internship experience was used as a means of providing practical experience and as a vehicle for filling in educational deficiencies in the professional preparation of the awardees.

The second phase of the internship consisted of one or more full quarters in an institution or organization that was related to the awardee's occupational goals. This internship was completed during the time that the student was working on his dissertation.

In the cognate area, students have chosen areas of study such as sociology, psychology, higher education, communications, and educational administration, as well as home economics, agricultural science and marketing.

The research techniques requirements have been met by the awardees in such courses as statistics, historical research methods, experimental design, computer programming, machine data processing, philosophical research methods, sociological research methods and educational surveys.

PART II

Operational Progress

Fellowship Awardees

By the end of the second year of the program, all 18 of the original awardees had completed their formal coursework and had passed the preliminary doctoral examinations. In addition, 17 of the original 18 awardees had completed the internship requirements. (One dropped the EPDA fellowship program before completing the internship.) The status of each student, his prior position and position as of August 31, 1973, is reported on the following list:

VOCATIONAL-TECHNICAL EDUCATION DEPARTMENT
PLACEMENT RECORD - DOCTORAL PROGRAM
as of August 31, 1973

Student Number	Status	Prior Position	Current Position
1.	Continuing	Community College Instructor	Student
2.	No longer enrolled	Teacher - Secondary level	Technical Institute Administrator
3.	A.B.D.	Teacher - Secondary level	Community College Administrator
4.	Graduated	Local Coordinator	Teacher Educator
5.	A.B.D.	Guidance Counselor	Consultant, State Dept.
6.	A.B.D.	State Department	Project Director, SACS
7.	Graduated	College Instructor	Teacher Educator
8.	Completed	Teacher - Secondary level	Teacher Educator
9.	Graduated	Teacher - Secondary level	Local Director, Voc. Education
10.	Graduated	Director, Area School	Local Director, Voc. Education

11.	Completed	Instructor - Community College	Private Industry
12.	A.B.D.	Teacher - Secondary level	Consultant, Co-op
13.	A.B.D.	Administrator - Community College	Administrator, Community College
14.	Graduated	Teacher - Secondary level	Teacher - Secondary level
15.	Continuing	Teacher - Secondary level	----------
16.	A.B.D.	Teacher - Secondary level	Consultant, Co-op
17.	Continuing	Instructor - Community College	----------
18.	A.B.D.	Teacher - Secondary level	Consultant, State Dept.

KEY: Continuing -- Student is continuing to enroll and work on dissertation.

A.B.D. -- Student has completed all requirements except the dissertation.

* * * * * * * * * *

Of the original 18 awardees, five have graduated and are employed full-time, three have completed all requirements (but did not complete requirements in time for the August graduation date) with two of those students being employed as of August 31, six have completed all requirements except the dissertation and were employed full-time off campus, three have completed all requirements except the dissertation and are continuing to be enrolled as full-time students, and one student has completed all requirements except the dissertation, but is no longer enrolling as a student. (See Appendix A for complete list of students.)

Courses

Considerable realignment of formal coursework occurred during the second year of operation. The original series of three seminars was changed from three - three credit hour courses to three - one hour courses. This was done, primarily, to allow more flexibility in student scheduling

and because it was determined that some of the subject areas covered in the seminars were more suited to formal courses available to other students.

All Vocational-Technical courses were evaluated by students and staff during the second year. This evaluation led to reorganization of several courses.

Eight new courses and workshops were added in such areas as Career Education, Principles and Philosophy of Vocational Education and Interpretation of Data for Dissertation Research.

Awardee Representation In Faculty Affairs

Two of the vocational-technical education students participate in each of the departmental faculty meetings. In addition, at least one of the doctoral students serves on each of the nine departmental committees.

Students have formed their own student organization and conduct monthly meetings on a regular basis. A member of the faculty is elected by the students to serve as faculty sponsor.

Advisory Committee

An Advisory Committee for the EPDA program was established during the second year of operation. (See Appendix B for a list of Advisory Committee members.) Meetings of the Advisory Committee were held on January 23, and May 17, 1973.

The purposes of the Advisory Committee are included in Appendix C. The constitution of the Advisory Committee, as developed by that committee, is included as Appendix D.

The primary activity of the Advisory Committee during the year was the completion of an evaluation of the EPDA program at the University

of Tennessee. A summary of the committee's evaluation report is included in Appendix E.

Professional Staff

Several staff changes occurred in the Department of Vocational-Technical Education during the year.

Dr. Ralph Woodin was named Head of the Department of Vocational-Technical Education.

Dr. Ralph Orr joined the Department on January 1, 1973 with a primary assignment in the trade and industrial occupations area.

Dr. Anthony Porreca joined the staff on August 1, 1973 with responsibilities in the business education and office administration areas.

Dr. Donald Riggs and Dr. Ralph Orr both left the staff on August 31, 1973.

Dr. Roger Haskell was appointed to the staff effective January 1, 1974. Dr. Haskell earned his doctorate at Purdue University and has been a member of the staff at Florida State University.

Other Program Developments

One of the most improtant developments in the Department of Vocational-Technical Education was the renewed emphasis on the handicapped and disadvantaged program areas. Two new doctoral students were admitted, and awarded EPDA fellowships, who had a wealth of experience with handicapped children and a minimum of experience in vocational-technical education.

There are significant aspects of that development:

1. Admission of students in this area reflects a change in departmental admission policies which had previously required extensive teaching experience in one of the vocational areas.

2. It paved the way for more extensive interdepartmental cooperation, particularly with the University of Tennessee, Department of Special Education.

3. It provides real evidence that the Department of Vocational-Technical Education has a sincere interest in and commitment to special education areas.

The department established a publication called the VT Research Series. The purpose of the publication is to provide a mechanism through which graduate students, working with a senior staff member, may develop additional research writing expertise and through which results of departmental research efforts may be widely disseminated.

The department faculty continued to refine its consolidated organization and established departmental goals and objectives. (See Appendix F) In addition, several standing committees were organized to provide for faculty involvement and contributions to a dynamic program of teacher education and progress of the department. Committees functioning during 1972-73 included:

Research Committee
Evaluation Committee
Student Teaching Committee
Social Committee
Departmental Policy Committee
Curriculum Materials Committee
Departmental Goals Committee
Graduate Recruitment Committee

Student Involvement

In addition to internship experiences completed by EPDA fellows, a number of other experiences at the regional and national level were provided. These include:

1. Attendance and participation in various programs at the Annual AVA Convention.

2. Visits to the U.S. Office of Education.

3. Participation in EPDA proposal development.

4. Participation in Statewide Staff Conference on MBO

5. Participation in National Vocational-Technical Teacher Education Seminar.

6. Attendance at National Business Education Association Convention.

7. Attendance and participation in Southern Business Education Association Convention.

8. Attendance at National RCU Director's Conference.

9. Participation in Southern Region Agricultural Education Research Conference

10. Attendance and participation in the annual conference of the Southern Association of Colleges and Schools.

11. Attendance and participation at National DECA.

Internships

During the 1972-73 program period, EPDA fellows completed full-time internships in a variety of locations and types of organizations as follows:

Appalachian Educational Laboratory
Tennessee Research Coordinating Unit
Mayland Technical Institute, North Carolina
Blount County, Tennessee, Vocational Education Program
Knoxville Area Vocational-Technical School
Industrial Teacher Education Program, UT Knoxville
Tennessee State Division of Vocational-Technical Education
Tennessee State Advisory Council
Southern Association of Colleges and Schools
Knox County Board of Education
Clinch-Powell Educational Cooperative
Greenville Public Schools, Tennessee
South Florida Educational Planning Council, Inc., Tampa
Georgia State Department of Education

Department Status

Dr. Ralph Woodin, Head of the Department of Vocational-Technical Education, announced his retirement effective July 1, 1974. A departmental search committee has been actively involved in the process of identifying a person to serve as head of the department.

APPENDICES

APPENDIX A

1971 EPDA Fellowship Recipients and Their Replacements

First Recipient	Replacement
Donald Baucom (N.C.) Agr Ed. Rt. 4, Box 133 Bakersville, N. C. 28705	Sam Whitaker (Ky) Agr Ed. 9-1-73 3500 Sutherland Ave. L-207 Knoxville, TN.
Genevieve Smith (TN) Bus. Ed. 1205 Snowden Dr. Knoxville, TN.	Geraldean Johnson (TN) Home Ec. 9-24-73 Massey Hall, 825 Volunteer Blvd. Knoxville, TN.
Raymond Holt (TN) Agr Ed. 1607 Hollywood Dr. Knoxville, TN.	Allen Clift (TN) Spec. Ed., 7-1-73 6541 Vestine Dr. Corryton, TN.
Leonard Goforth (TN) Ind. Ed. 1101 Forest Ave. Maryville, TN. 37801	Wayne Jones (TN) Technical Ed., 7-1-73 3500 Sutherland Ave. E-101 Knoxville, TN.
Juanita Wallace (Ok) Dist. Ed 3394B Moundview Ct. Lexington, Ky. 40502	Norm Park (Ok) Dist. Ed., 9-1-73 3500 Sutherland Ave. Knoxville, TN.
Matt Reiser (TN) Ind. Ed. 1106 Edgewood Drive Knoxville, TN.	Buford Maner (TN) Agr Ed. 2-1-73 Route 3 Maryville, TN.
Ben Hirst (TN) Ind. Ed. 23 Arpege Way Atlanta, Ga. 30327	Pat Brawley (TN) Home Ed. Ed, 1-1-73 Box 11213 Knoxville, TN.
Bill Gooch (Ill) Ind. Ed. RR #2, New Era Road Murphysboro, Ill. 62966	Betsy Heineman (TN) Bus. Ed., 9-1-73 31A Hamilton House, 1400 Kenesaw Knoxville, TN.
George Vanover (Fla) Bus. Ed. 2303 Cape Bend Ave. Tampa, Fla. 33612	Sharon Cooper (Fl) Home Ec, 9-1-73 2521 Kingston Pk. #1203 Knoxville, TN.
Jackie Jackson (TN) Ind. Ed Rt. 1, Back Valley Rd. Oliver Springs, TN. 37840	Anita Webb (TN) Home Ec. Ed., 9-1-73 1543-B Coleman Rd. Knoxville, TN.
Marvin Kelly (TN) Ind. Ed. Rt. 22, Outer Drive Knoxville, TN.	Lovella Richardson (TN) Bus. Ed., 1-1-74 Kimberlin Heights Station Knoxville, TN.

Tony Hinson (TN) Ind. Ed.
B-56 Green Meadow Pk.
Chandler St. Rd.
Louisville, TN.

Roy Norris (TN) Agr Ed.
Box 143
Tazewell, TN.

Charles Graves (Ala) Guidance
3700 Sutherland Ave. G-3
Knoxville, TN.

Jerry Wilkins (TN) Bus. Ed.
100 Greenbrier Drive
Knoxville, TN.

Michael Ahern (Cnn) Bus. Ed.
7809 Chesterfield Dr.
Knoxville, TN.

Bettye Hirst (TN) Bus. Ed.
23 Arpege Way
Atlanta, Ga. 30327

James Culligan (Fla) Agr Ed.
2121 S. HWY 301
Dade City, Fla. 33525

James Slusher (TN) Dist. Ed., 1-1-74
Rt. 2, Glenn Circle
Powell, TN.

Ruth Richardson (TN) Bus. Ed., 9-1073
701 Longview Road, Apt. C.
Knoxville, TN.

Jeanette Graves (Ala) Spec. Ed., 9-1-73
3700 Sutherland Ave. G-3
Knoxville, TN.

Paul Dixon (TN) Agr Ed., 1-1-73
Box 32
Calhoun, TN.

(Will finish in March or June)

Farris Jordan (TN) Dist. Ed., 11-1-73
4604 Cheyenne Dr.
Knoxville, TN.

To be designated among Florida Fellows now in residence at UT

Dates of Fellowships: All will terminate 9-1-74
Total Replacement fellowships as of 12-15-73: 7
States Represented: 8
Degrees Pursued: Ed.D. - 18

SELECTED FACTS ON PLACEMENT AND BACKGROUND
OF THE FIRST 22 DOCTORAL STUDENTS
IN THE DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
THE UNIVERSITY OF TENNESSEE

December 30, 1973

EPDA Fellows		18
Other		4
Total		22
Vocational Area of Master's Degree:		
	Industrial Ed.	9
	Business Ed.	6
	Agric. Ed.	4
	Home Ec. Ed.	1
	Dist. Ed.	1
	Guidance	1
Number who have received the Ed.D. degree (12/15/73)		11
Number still holding original EPDA Fellowship		1
Number actively pursuing Ed.D. degree while employed		7
Number who were employed full time as of 1/1/74		21
Major fields of employment:		
	Local administrator of Vocational Ed.	7
	Teacher educators in community colleges or universities	5
	Administrators in univ. or community college	4
	Administrators or supervisors (State Department of Education)	2
	In a private business	1
	Teaching in a secondary school	1
	Administrator in a regional accrediting agency	1
	Currently employed in same field as M.S. Degree	5
	Currently employed in another field of education	15

APPENDIX B

ADVISORY COMMITTEE OF THE DEPARTMENT OF

VOCATIONAL-TECHNICAL EDUCATION

Name and Position

Dr. William H. Coffield
Associate Dean, Graduate Studies
College of Education
The University of Tennessee

Elmer Aslinger
Superintendent
Knoxville City School System
Knoxville, Tennessee

Lowell Burket
Executive Director
American Vocational Association
Washington, D. C.

Dr. Carl Schaeffer
Professor, Vocational-
Technical Education
Rutgers University
Rutgers, New Jersey

William M. Harrison
Assistant Commissioner for
Vocational-Technical Education
State Department of Education
Nashville, Tennessee

Juanita Wallace
EPDA Fellow from Oklahoma
University of Tennessee
Knoxville, Tennessee

Dr. Ralph J. Woodin (Ex Officio)
Head
Department of Vocational-Technical
Education
College of Education
University of Tennessee
Knoxville, Tennessee

Jack Carr, Assistant Superintendent
Curriculum and Instructions
Chattanooga City School
Chattanooga, Tennessee

Jack Proffitt
President
Proffitt's Department Store
P. O. Box 388
Alcoa, Tennessee

Joan Toney
Instructor, Health Occupations
Nashville Area School
(past president, TVA)
Nashville, Tennessee

Dr. Larry Hughes
Professor, Educational Administration
and Supervision
University of Tennessee
Knoxville, Tennessee

George Oliphant
Department Superintendent
Electrical and Electronic Department
Atomic Energy Commission
Oak Ridge, Tennessee

Dr. James D. McComas (Ex Officio)
Dean, College of Education
University of Tennessee
Knoxville, Tennessee

Dr. Garry R. Bice (Ex Officio)
Director
Research Coordinating Unit
College of Education
University of Tennessee
Knoxville, Tennessee

APPENDIX C

ADVISORY COMMITTEE TASKS

I. Organize

Elect officers

Develop constitution and by-laws

Secure official recognization from University of Tennessee

II. Become acquainted with the current programs

Teacher Education Undergraduate In-Service
- Agricultural Education
- Business Education
- Distributive Education
- Home Economics Education
- Industrial Education - Including Health Education and Industrial Arts

Graduate programs

Public Service activities

III. Assist in evaluating the EPDA Doctoral program

IV. Evaluate each of the major aspects of the program

V. Suggest new directions for each aspect of the program

VI. Help the department keep aware of new developments affecting vocational teacher education

VII. Help inform appropriate persons or organizations of the goals, objectives, and operations of the department

APPENDIX D

CONSTITUTION OF THE ADVISORY COUNCIL TO THE DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION OF THE UNIVERSITY OF TENNESSEE AS APPROVED BY THE COUNCIL

MAY 17, 1973

PREAMBLE

In the belief that Vocational-Technical Education now stands on the threshold of a new era in American education,

In recognition of the importance of instruction, research, and the service role of the Department of Vocational-Technical Education at the University of Tennessee,

In the knowledge that collective intelligence is superior to individual action in decision making.

In the understanding that improved communications and a cross fertilization of ideas requires the involvement of individuals from outside the University,

And seeking to enhance the educational progress of the Department, this Council is created.

ARTICLE I.

Name

The name of the organization shall be The Advisory Council to the Department of Vocational-Technical Education, The University of Tennessee, Knoxville.

ARTICLE II.

Purpose

The purpose of this Council shall be:

(1) to operate in an advisory capacity to the total Vocational-Technical Education program at The University of Tennessee, Knoxville;

(2) to cooperate with federal and state agencies, business, industry, labor, other education institutions, and other appropriate agencies for the improvement of vocational-technical education;

(3) to insure a broad and current perspective of ideas, skills, and knowledges for the improvement of departmental decision making;

(4) to assist in dissemination and communication of information in regard to department policy and operation;

(5) to aid and advise in matters related to program and/or project evaluation; and

(6) to advise on instructional programs designed to meet the employment needs in the vocational-technical field.

ARTICLE III.

Organization and Membership

The Council shall consist of ten members, one each from the following categories:

Graduate Studies
Secondary and Post-Secondary Schools
National Leader in Vocational-Technical Education
Teacher Educator
Participant in the Program
State Advisory Council for Vocational-Technical Education
Management
Classroom Teacher
Administration and Supervision
Labor

The Head of the Vocational-Technical Education Department, the Directors of the Research Coordinating Unit for Vocational-Technical Education, and the Assistant Commissioner for Vocational-Technical Education, State Department of Education, shall serve as ex officio members of the Council.

In addition to the above listed categories, the following criteria shall be considered in the selection of the Council members:

The Council members should be cognizant of national and state trends in Vocational-Technical Education regarding the needs of students, schools, administrators, state departments, and the University.

The members shall serve a three-year staggered term with an annually appointed faculty committee to replace those in categories whose term expires each year. This faculty committee shall be appointed by the Vocational-Technical Education Department Head in April each year.

The term of service shall begin with the Fall Quarter.

The Council shall elect its own Chairman and officers.

In the event of a vacancy on the Council, the Head of the Vocational-Technical Education Department shall appoint a special faculty committee to select a replacement for the unexpired term. All official appointments to the Council shall be made by the Dean of the College of Education.

ARTICLE IV.

Officers

The officers of the Council shall be Chairman, Vice Chairman, and Secretary.

These officers shall be elected in the Spring meeting of the Council. The term of office shall be one year, beginning in the first meeting following the Spring election.

The election procedure shall be as follows for each office:

Each Council member shall nominate, by written ballot, the name of one person for the office. These nominations shall be tallied.

The two persons receiving the highest number of nominations shall be voted on by the Council. The person receiving the majority of votes shall be elected to that office.

The elected officers and the two ex officio members shall become the Executive Committee of the Council. In the interim between elections, the Executive Committee shall fill vacancies which may occur in any office for the unexpired term, except that in the event the office of Chairman becomes vacant the Vice Chairman automatically succeeds to the Chairmanship.

The Executive Committee shall develop the agenda for each meeting.

ARTICLE V.

Meetings

The Council shall meet at least one time during the Fall, Winter, and Spring Quarters, respectively, such quarters being defined by the University of Tennessee academic calendar. Exact time and place of meeting shall be determined as the Council decides.

ARTICLE VI.

Committees

Standing, ad hoc, and special committees shall be created by the Council or by the Executive Committee as needed.

ARTICLE VII.

Amendments

This constitution may be altered, amended, or repealed and a new constitution be adopted by a majority of the Council present at any regular or special meeting.

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APPENDIX E

Larry W. Hughes, Chairman
Sub-Committee on Evaluation
John Proffitt
Juanita Wallace

The University of Tennessee
Voc-Tech Department EPDA Program

ADVISORY COMMITTEE EVALUATION REPORT

Submitted
April 30, 1973

Introduction

The Sub-Committee on Evaluation established its role as being that of an "auditor" rather than evaluator. The Committee did not feel that its purpose was to conduct an evaluation of the Vocational-Technical Education Program to this date, but rather was one of reviewing the objectives and the evaluation procedures which were to be used to determine the effectiveness of the program. Thus, the Committee reviewed the objectives of the program as they were stated in the proposal and then examined the means whereby the achievement of these objectives was to be evaluated, raising two questions: "(1) Will the proposed evaluation procedures be adequate to the task and (2) are all objectives being evaluated?"

The Committee put the process of evaluation into two contexts, viz., formative and summative. Formative evaluation procedures would be those which would be invoked throughout the program at several points in order to determine whether or not there is movement toward the ultimate objectives. If this kind of evaluation is built in, then necessary adjustments in the program can be made at early enough stages to make a difference. Summative evaluation, of course, is that final evaluation procedure which occurs at the end of the program. In the view of the Committee the more

critical of the two evaluations is the formative evaluation since it does provide a "sensing" mechanism whereby necessary adjustments in the program can be made with some immediacy.

COMMENTS IN SUMMARY

The evaluation procedures of the project are to (1) generate information for effective management of the project; (2) provide information necessary for directing or redirecting experiences and programs of the participants, and (3) provide a summary base for assessing the effectiveness of the total program.

Methods used so far are only by students to evaluate individual courses and the total program. There has been no general evaluation of the student to objectively determine achievement of objectives--unless preliminary examinations accomplished this.

It appears that the summative evaluation might do this especially if it also included the readministration of the (1) POI; (2) Rokeach test; and (3) Performance Specimen Checklist (if developed).

SUMMARY STATEMENT OF THE COMMITTEE

This report is an attempt to objectively review the procedures being employed to evaluate the EPDA program in the Department of Vocational-Technical Education. The program indeed seems to be an exciting one.

The Committee does not feel, however, that a maximum effort is being directed to appropriately evaluating components of the program, nor achievement of specific program objectives. Evaluation procedures seems to be spasmodic and incomplete. Two findings stand out:

(1) The objectives need to be restated in (or extended to include) behavioral terms. Adequate measurement of the achievement of these objectives cannot be made otherwise, as is apparent from a review of the current evaluation by objective.

(2) While much information is being collected (internship reports, test scores, anecdotals, questionnaires) it is not located in any central place, nor is it being collected in a very orderly way, nor is it being generally used to change aspects of the program. The orderly collection, categorization, and publication of information useful to formative evaluation is strongly urged.

APPENDIX F

GOALS OF THE DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION, UNIVERSITY OF TENNESSEE

The Department of Vocational-Technical Education, College of Education, The University of Tennessee, Knoxville, is committed to the belief that Vocational-Technical Education is a significant part of the program of instruction in the American public school system. Legislation in recent years reaffirms the national commitment to provide quality programs in vocational education for various groups of people including youths and adults. This legislation includes a Vocational Education Act of 1963 and as amended in 1968, the Education Professions Development Act, and the Higher Education Act of 1972.

The College of Education in its statement of mission for the 1970's cites the philosophical bases that underlie its programs. This statement sets forth (a) the convictions of the College in terms of commitments to students, faculty, profession, and community and (b) the concerns for the instructional program, the research program, and the service aspects.

As a department of the College of Education, the Vocational-Technical Education Department reaffirms the mission stated for the College of Education. The overall purpose of the Vocational-Technical Education Department is to provide programs that develop competent vocational teachers and leaders with the maximum educational benefit for the funds expended. The department assumes that vocational training and/or retraining will be made increasingly available in the public schools of Tennessee for persons of all ages and needs. In order to carry out this purpose, the following specific goals are identified for the Vocational-Technical Education Department:

1. To prepare undergraduate students for teaching positions in Vocational-Technical Education.

2. To provide an opportunity for Vocational-Technical Education students to expand their teaching and leadership capabilities through appropriate graduate programs.

3. To provide inservice education for persons engaged in teaching and leadership positions in Vocational-Technical Education and others in need of such education.

4. To provide leadership to other institutions in Tennessee preparing vocational teachers.

5. To contribute leadership and assistance to Vocational-Technical Education in Community Colleges and Technical Institutes.

6. To promote and conduct research in Vocational-Technical Education and to disseminate the findings.

7. To contribute to professional and learned societies through participation, publication, and leadership.

8. To develop selected curricular materials and to assist in the demonstration and distribution of these curricula at all levels of Vocational-Technical Education.

9. To provide appropriate consultant services to school systems with regard to educational programs in Vocational-Technical Education.

10. To recruit potential teachers and leaders in Vocational-Technical Education at all levels.

11. To provide a system for placement of students in appropriate Vocational-Technical Education positions.

12. To encourage professional growth and self-renewal of individual faculty members in the Vocational-Technical Education Department.

13. To provide the necessary information to the public for the further development of Vocational-Technical Education at all levels.

14. To provide continuous improvement in the teaching-learning process in Vocational-Technical Education.

15. To bring about the further development and improvement of programs in Vocational-Technical Education through involvement of lay groups.

ACCESSION NUMBER: VT100724

PUBLICATION DATE: DEC73

TITLE: ANNUAL EVALUATION REPORT. FY 1973.

DESCRIPTOR: *EDUCATIONAL ASSESSMENT; *VOCATIONAL EDUCATION; *EDUCATIONAL NEEDS; EDUCATIONAL OBJECTIVES; *STATE BOARDS OF EDUCATION; *ADVISORY COMMITTEES; ANNUAL REPORTS

IDENTIFIER: ILLINOIS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 611

ABSTRACT: IN ITS FIFTH ANNUAL EVALUATION TO THE ILLINOIS STATE BOARD OF VOCATIONAL EDUCATION AND REHABILITATION, THE ILLINOIS STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION FOUND THAT ALTHOUGH THE TOTAL PROGRAM OF VOCATIONAL AND TECHNICAL EDUCATION HAS GROWN IN TERMS OF THE QUALITY OF PROGRAMS AND IN THE NUMBER OF PERSONS SERVED, THERE ARE STILL MANY UNMET NEEDS. AT LEAST 30 PERCENT MORE HIGH SCHOOL STUDENTS NEED TO DEVELOP OCCUPATIONAL SKILLS, ADULTS NEED TO LEARN NEW SKILLS OR UPDATE OLD ONES, ADDITIONAL DISADVNATAGED AND HANDICAPPED PERSONS NEED TRAINING, AND FUNDS ARE NEEDED TO MAINTAIN AND PROVIDE ESSENTIAL FACILITIES, PROGRAMS, AND SERVICES. AN INSERVICE PROGRAM IS NEEDED TO UPGRADE SKILLS OF ADMINISTRATORS, TEACHERS, AND COUNSELORS, AS WELL AS CHANGES IN PRESERVICE TEACHER EDUCATION PROGRAMS. SPECIFIC RECOMMENDATIONS ARE DETAILED FOR FISCAL 1974. (AUTHOR/MF)

INSTITUTION NAME: ILLINOIS STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION, SPRINGFIELD.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

VT 100724

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ANNUAL EVALUATION REPORT

FY 1973

Investing in People

STATE OF ILLINOIS

ADVISORY COUNCIL ON VOCATIONAL EDUCATION

SUITE 575 LINCOLN TOWER PLAZA
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DECEMBER 1973

ED 100 724

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WILLIAM E. NAGEL
EXECUTIVE DIRECTOR

December 14, 1973

Dr. Jerome G. Miller
Chairman
State Board of Vocational Education
and Rehabilitation
160 North LaSalle
Room 2000
Chicago, Illinois 60601

Dear Dr. Miller:

Transmitted by this letter, as required by PL 90-576, Section 104 (b)(1)(D), the Vocational Education Amendments of 1968, the State of Illinois Advisory Council on Vocational Education is pleased to present the FY 1973 Annual Evaluation Report to the State Board of Vocational Education and Rehabilitation.

The Council respectfully directs the State Board's attention that this report be transmitted to the Commissioner of Education, U. S. Office of Education, and the National Advisory Council on Vocational Education, accompanied by such additional comments the State Board deems appropriate.

The relatively new Council has made an honest effort to be as objective as possible with a really subjective report. Members of the Council are concerned with strengthening and promoting vocational education as one of the most important phases of the total educational structure. It is the belief of the Council that implementation of the recommendations deliberately couched in broad general terms to enhance the concern of overall direction rather than details of administration, will be beneficial to vocational education, and, in turn, to the people of Illinois.

The Council welcomes your support and expresses its appreciation to the State Board of Vocational Education and Rehabilitation and its staff on their efforts this past year to extend and improve vocational and technical programs in this State; and to other State agencies and groups for their contribution to occupational education.

Sincerely,

Jerry S. Dobrovolny

Jerry S. Dobrovolny
Chairman

I N D E X

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COUNCIL ROLE AND FUNCTION

The State of Illinois Advisory Council on Vocational Education was created by P.L. 90-576, the Vocational Education Amendments of 1968. It is composed of twenty-seven persons, each appointed by the Governor, from diverse backgrounds in labor, management, education, business and industry and government.

The Council is charged by law to advise the State Board of Vocational Education and Rehabilitation regarding vocational and technical programs, services, and activities; to make recommendations affecting them; and to report Council findings to the U. S. Commissioner of Education through this State Board and to the National Advisory Council on Vocational Education.

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FOREWORD

This fifth Annual Evaluation of the State of Illinois Advisory Council on Vocational Education is based upon the evaluation activities of the Council during fiscal year 1973. The report has been developed by the Council and actually represents the thinking of a new Council.

The report is based on Advisory Council observations, on discussions with other lay people and educators, on information or studies distributed by the Division of Vocational and Technical Education (DVTE), the Office of the Superintendent of Public Instruction (OSPI), Local Education Agencies (LEA), and other agencies of State government; and upon studies commissioned by the Advisory Council, both contractual and by Council staff.

The Advisory Council is concerned that it has not been able to get action and commitment from vital linkages to bring people and education, people and employment, and education and employment together in a real experience.

More positively, and individually, the Council has been listening for answers to such questions as:

++ What is so sacred about the "required" subjects and hours necessary for a secondary school diploma? Are the needs the same for all individuals?

++ Are specific classes, in fixed places during established hours, days and months serving the needs of the consumer or maintaining the security of the establishment?

++ If career education is the number one priority of education, with vocational education on a par with academic education, why are vocational courses not among the required subjects for graduation?

++ In an era of universal access, why do schools maintain the traditional "college prep" programs, when a thorough grounding in reading, writing and arithmetic is essential whether the student is college-bound or not?

++ If schools serve as placement agencies for institutions of higher learning, which they do, why do they not serve as employment agencies as well since the majority of the students will not be placed in higher education?

++ Why should not the quality of a college be determined more by what it does for a student and less by the characteristics of the entering student?

++ *Why does not State certification require a background in career education and work experience for all teachers and guidance counselors?*

++ *Why are educators "lackadaisical" about competency-based criteria - assessment or accountability by which performance could be rated on a tangible but simplistic scale more or less akin to a batting average?*

++ *How can minority students relate well to programs designed, administered, and instructed by persons who are not sensitive in a meaningful way to the minority experience?*

++ *How many "professional" functions could be efficiently and effectively carried out by career-oriented secretaries; paraprofessionals and teacher aides?*

++ *Are we realizing an acceptable return on our investment in the administrative decision-making process?*

++ *Is the pocketbook of the taxpayer really being "protected" when we:*

- *Delay his investment in employment training and services and subsidize those we "could not afford" to train during their school years.*
- *Ignore the inevitable necessity of repairing or replacing expensive instructional equipment until it becomes inoperable or obsolete, without planning and providing for this in advance?*
- *Continue an educational program that leads neither to higher education nor to employment, or worse, to jobs that no longer exist?*

SUMMARY STATEMENT

The Council has found that the total program of vocational and technical education has grown in terms of the quality of programs and in the number of persons served.[1, 2] This growth and improvement is due in large measure to the continued support of the Governor, the Illinois Legislature, the people of Illinois, and the professional leadership at both the State and local levels.

However, there are still many unmet needs for vocational and technical education. By a conservative estimate, at least 30% more high school students need to develop occupational skills, adults need to learn new skills or update old skills, additional disadvantaged and handicapped persons need training, and funds are needed to maintain and provide essential facilities, programs and services.[1, 2] Any meaningful change must be directed to the human elements; the administrators, teachers, and counselors. Their need is for an in-service program to upgrade their skills. This, in turn, triggers the necessity for change in the pre-service teacher education programs of the teacher training institutions.

Evaluation should be a process rather than a "post-mortem" activity. That is why, due to the broadness and complexity of vocational and technical education plans and programs, an in-depth analysis by this Advisory Council is exceedingly difficult.

Also, the Council feels that each vocational or technical program should carry its own evaluation responsibilities, leaving to the Council the general assessment of the total program, in a broad examination of its development and accomplishments.

The recommendations may tend to focus on correcting problems, deficiencies, or inadequacies. But, it would be incorrect and unfair to conclude that the Council believes all is bad, for there has been substantial improvement in both process and product in recent years. Our hope is that these findings and recommendations will be received in the same constructive spirit in which they are offered.

FINDINGS AND OBSERVATIONS

Funding

Federal funding for vocational education has remained relatively at the same level for two years and is expected the same for FY 1974. State funding for vocational education has remained relatively at the same level for the past two years and no increase is expected in FY 1974.

Two Senate Bills for differential funding allowances for vocational education are awaiting action by the Governor's office.

The Council believes there is a message for vocational education in this State action. The Governor and the Legislature need to be "sold" on the improvements in vocational education. This may take the form of a new funding formula or a program of new information to the people.

During FY 1973, $347,974 was distributed to elementary occupational information programs, $21,344,406 was distributed to secondary vocational programs, $6,741,468 was distributed to postsecondary vocational or technical programs, $1,521,352 was distributed to adult vocational programs, and $694,741 was distributed to other State agencies for vocational training. On a per capita basis, the secondary schools were reimbursed $59, the postsecondary schools $79, and the adult on a rate of $30 (State averages). These monies must be used by the LEA's to supplement rather than supplant existing educational funds for vocational education. Are these funds being used to maintain, expand, or create new programs over and above the educational costs of the institutions receiving this reimbursable money?

The SBVE did change to some degree the funding formula for FY-72 and FY-73, but there still remains a question of whether the poorer districts actually can qualify for additional money. Few schools are classed as poor. Such items as drop-out rate, average gross income per student, unemployment rates, and number of ADC recipients are not included in the formula.[3]

If the SBVE chooses to change the funding formula, the Council would advise these cautions. There is no one formula that can satisfy all the needs of such a complex system as vocational education. There are many important and conflicting objectives to be considered in constructing formulas. Simplicity and equity are difficult to satisfy simultaneously. Any new formula must have striking advantages to be worth its implementation cost.[4]

The Council is aware of two studies which distribute money on program cost factors - the National Educational Finance Project (1969-70)[5] *and the study done for the Florida legislature (1973).*[6]

A similar project is underway in Texas. While Illinois does have cost differential funding (at least through SBVE reimbursement), it might be well to look at the simplistic approach of those three studies. Any funding system should have an accounting system compatible with the evaluation system.

Local & State Planning

The State Board is to be complimented on the State Plan for FY 1973 which provides, by each coordinating unit, the goals established, the objectives set for each goal, the outcomes expected and the activities to be carried out during the fiscal year.

Coming into the State office are over 650 local district plans, plans for each community college and the other agencies participating in reimbursement procedures. This number of separate plans does little to encourage cooperation among the local agencies. The information in these plans appears to be used only for program approval purposes.

The Advisory Council continues to ask the question, "What is being done to fold the local districts' one- and five-year plans into the State one- and five-year plan?" This question suggests the consideration of the effects of State regionalization and a total delivery concept for all manpower training. [7]

A Total Manpower Planning System (TMPS) for Illinois would be innovative. There is much discussion by various agencies about, 1) people and their needs (supply), 2) the economy and the needs and roles of employers (demand) and, 3) the needs and roles of the mediating institutions which facilitate the matching of supply and demand in the labor market. [8]

The State Board would be only one of many local and State agencies involved in such a system. A number of State agencies are becoming increasingly involved in planning for a total system of manpower planning.

Secondary Area Vocational Centers

During FY 1973 the economic and manpower trend continued in most all areas of the State toward an increased need in health occupations, personal services and public services. [9] *However, programs in the secondary area vocational centers followed a traditional trend, i.e., of the $2,354,870 reimbursed to these area centers $1,041,982 or 44% went for industrially-oriented programs, but only $295,948 or 12 1/2% for health occupations programs and $249,694 or 10 1/2% for public service and personal service programs which were priority programs. In addition, $223,813 was reimbursed for area center planning. A total of 24 secondary area vocational centers received reimbursement in FY 1973.*

The first area center was approved in 1965, yet today there is no statewide plan for area center development based on either individual needs or on occupational needs.

The goal of three new area centers to be completed and operating in FY 1973 was not met. However, funds for construction were frozen and any evaluation of this would be unrealistic.

Evaluation

The Three-Phase System for Statewide Evaluation of Occupational Education Programs was used to evaluate 101 secondary agencies (high school, unit, and area vocational center districts), 11 postsecondary community/junior colleges, and 4 public (State) agencies. Participating were over 900 team members (educators, business and industrial representatives, and students). The team evaluations compared favorably and provided an excellent opening for dialogue between school and community.

Change is a continuing process and the evaluation system is striving to become more product oriented. The 116 schools evaluated compared favorably with the goal of evaluating a school approximately each five years.

The third goal of the system "to help ensure accountability of Federal and State funds allocated to local occupational education programs" is not supported by a study of this Council [10] nor is it spoken to specifically in a recent report of the State Board for Vocational Education. [11]

Many local administrators have commented about the number of evaluation teams visiting their respective schools each year. The Advisory Council would suggest that wherever possible, the Three-Phase Evaluation of Vocational Education be coordinated (but still a separate activity) with the evaluations of the North Central Association, and the OSPI.

Businessmen are represented on most evaluation teams. This practice is commendable. However, the most effective way to involve industry and labor is through active advisory committees for local program implementation.

Questions have been raised about the effectiveness of the two-day evaluation. Is the expertise "expert" enough to evaluate in two days the personnel, programs, administration, guidance, facilities, financing, students served, goals and self-evaluation?

The Council would suggest two questions for the visiting evaluation teams to ask LEA administrators and teachers, 1) Should the program be offered in the first place?; and 2) Is the product employable and placed?

Occupational Program Output and Labor Demand

Enrollment figures show 962,439 at the secondary level, 77,870 at postsecondary and 50,313 at the adult level for a total of

1,090,622. These enrollments were in Agriculture, Distributive, Health, Consumer and Homemaker, Occupational Preparatory, Office Technical and Trade, and Industry. There were also 4,201 enrollments, not elsewhere classified, all secondary. The adult figure represents 23,951 adult preparatory, 19,316 adult supplementary, and 7,046 apprenticeship The State agencies show enrollments of 1,710 for Department of Corrections, 2,471 in the Department of Mental Health, and 533 in the Department of Children and Family Services, a total of 4,714 enrollments. Additionally, for Group Guidance pre-vocational there were 471,392 enrollments.

Total employment in Illinois is projected to increase by slightly less than 750,000 during the period 1970-1980. The industrial make-up of the State will remain basically stable. Small percentage increases are projected for government and service industries. Relative small percentage declines are projected for manufacturing and agriculture.[12]

The State Plan estimates a replacement figure of 6% as the labor market for FY 1973. (4,978,500 employed and 300,700 projected expansion and replacement need.) The 106,220 projected vocational education output (public schools) plus the 14,045 (from private and other) is 39% of the demand in the occupational areas served by vocational education and must be considered significant in the Illinois job market.

But, in terms of labor market objectives of the statewide vocational education system, output varied considerably in relation to the State's need for trained workers. For example, 44% of the vocational education output was in office occupations (bookkeepers, secretaries, stenos, typists) while the anticipated labor market demand was only 18% of the total demand. The anticipated agricultural occupational output was 4 1/2% while the demand was estimated at 13% of the projected expansion or replacement need.[13]

It should be kept in mind that these are State needs and State averages. Regional and local supply and demand may vary (and probably do) with these figures and rightly so. Each local or regional area must look at its specific needs regardless of State averages.

Career Education in the Elementary Schools

Illinois has led the nation in career education development activities through its research and curriculum projects, particularly in career awareness (grades 1-6). Initiation of funds for career development since FY 1970 has been a very positive aspect of the State Board policy.

At the State level, the State Board for Vocational Education should not have to carry the major funding burden for career awareness programs from scarce vocational funds. Reimbursement is minimal on a per student basis. About 30% of the

total elementary enrollment is now being reimbursed by DVTE. (471,392 students participated from total enrollment of 1,684,725.) The Council is not aware of any categorical funding support from OSPI. Local educational districts, however, have been directed by the OSPI to address themselves to initiating career education programs at all grade levels.[14]

Research and Development

A publishing and dissemination policy was implemented by the State Board this fiscal year.

The State Board has required the Research and Development Unit to decide on priorities for a current year in the previous fiscal year. This is commendable. However, extreme adherence to strict priorities and to Requests For Proposal procedure has a negative effect on the local districts to innovate to meet their own needs.[15]

Some research projects are in the third year of funding from the State Board. The Council would suggest a close look at these projects to determine a procedure for termination when the developmental process is complete and an operational and/or administrative process takes place.

In general terms, three priorities are recognized: 1) New and innovative approaches to career education in the classroom. 2) Better information for decision making at both State and local level; and 3) New techniques for programs in vocational education. While all projects are important it might be well to mention 2 or 3 under each category. Under priority one, especially noteworthy are Development of a Career Education Model for Grades 7-10 and the Counselor Support System, a cooperative venture of the State Board with IBM assisting with matching funds.

Under the second priority, noteworthy projects are: Cost Differential Analysis in Regular Secondary Vocational Programs and Area Vocational Centers in Illinois; Analysis of Current Manpower Labor Market Information for Illinois, and a third study to Develop and Test a Systematic Approach for Implementation of a Statewide Student-Based Management Information System. The Nuclear Radiation Project and the Industrial Engineering Technology Based on Integrated Measurably Stated Behavioral Objectives are noteworthy for priority three.

Near the close of the fiscal year the Research and Development Unit of DVTE was funded from the Commissioner's share of Part D Exemplary Funds ($516,000) for a three-year study to implement the 20-25 noteworthy activities of the Division's work. This would be done at two sites with a complete educational package of K-14 working cooperatively. The phases are planning, implementation, and national demonstration.

Professional Development and Certification

The University Occupational Education Coordinators Committee, an advisory body to the Professional and Curriculum Development Unit, has had a positive influence on communication and coordination between the State Board and higher education. This liaison structure consists of representatives from each State University, the higher education agencies of the State, and staff of the Professional and Curriculum Development Unit of DVTE.

New concepts for both in-service and pre-service education for occupational administrators and teachers have been dealt with by this Unit. Both Illinois State University (ISU) and Southern Illinois University-Carbondale (SIU-C) have "Competency Based Pre-Service Programs for Administrators." In addition, ISU has a program called Pre-Service Occupational Preparation (POP) for teaching undergraduate instructional personnel. Local effort started this latter program which later was supplemented with Part B money.

This State, through efforts of DVTE and this Professional and Curriculum Unit, was selected and has the management of one of five Curriculum Management Centers -- a part of the total National Network for Curriculum Coordination of Vocational and Technical Education.

Late in the fiscal year preliminary planning (conceptualization) was underway for Illinois to host a national 3-4 day seminar with selective invitations issued to all states and territories. This will be called an EPDA 554 National Curriculum Diffusion Seminar.

The State Board DVTE staff succeeded in getting the Legislature to amend the School Code requirements for a Provisional Vocational Certificate. (S.B. 172 now P.A. 78-473)

The Advisory Council (in a document now being prepared and to be released in FY 1974) has studied the State program of "Occupational Education Personnel Development" especially for 1975-1980 and will be working closely with the State Board on the implementation of its recommendations.[16, 17, 18] This document is a direct result of an Illinois Board of Higher Education (IBHE) request to the Advisory Council to form an external subcommittee to the IBHE "Task Force on the Education of Teachers." This external subcommittee was charged to develop a Statewide master plan for teacher preparation in occupational education.

Programs for the Handicapped and Disadvantaged

The provisions of PL 90-576 require 10% and 15% of Part B money be spent on programs for the handicapped and the disadvantaged, respectively. Enrollment projections for FY 1973

indicate 16,675 handicapped and 106,150 disadvantaged. The figures reported at the close of FY 1973 were 15,340 (87%) and 68,200 (64%), respectively.

A study done last year for the Council relating to handicapped students reports relatively few actually in vocational education programs. While H.B. 2416 (January 1968) established standards for removing architectural barriers to handicapped persons, the fact remains that almost all old schools and some newly constructed schools are in violation of the law, and vocational programs are inaccessible to wheelchair persons.[19]

Independent Private School Industry

Especially through PL 92-318 the State Board and LEA's must get involved with independent private schools. There are presently many programs conducted under contract with these independent private vocational schools in Illinois. If for nothing more than as a factor of the labor demand and supply the almost 615,000 students enrolled in the independent private schools are a factor which must be considered. [20, 21]

Women and Occupational Programs

The number of males enrolled in Illinois secondary schools is 357,217 (52%), and 338,042 (48%) females are enrolled -- total 695,259. In postsecondary institutions 109,053 males (52%), and 102,050 (48%) females are enrolled -- total 211,103. These figures are all that are available. There is no breakout by sex in the OE code occupational programs summary.[22]

In a report by the Senate Education subcommittee on Status of Women a large number of educational institutions (higher education) were not in compliance with HEW guidelines, FEPA, EEOA or Federal Equal Pay Act. [23]

Nine out of ten women will work at some time in their lives. Most women work because of economic need. Two-thirds of all women workers are single, divorced, widowed, or separated, or have husbands whose earnings are less than $7,000 a year. Nationally about 32 million women are in the labor force; they constitute 38% of all workers. Women compose 3% of the craftsmen, 17% of the managers, 30% of the professional workers, 57% of the service workers, 61% of the retail sales workers, 76% of the clerical workers and 97% of the private household workers.

Women workers are concentrated in low-paying, dead-end jobs. As a result, the average woman worker earns about three-fifths of what a man does, even when both work full time year-round. The average woman worker is as well educated as the average man worker. Women have completed 12.5 years and men 12.4 years of school. Fully employed women high school graduates have less income on the average than fully employed men with less than 8 years of schooling.[24]

The segregation of women in vocational education programs, whether by administrators, guidance counselors, or teachers is a critical factor in the discrimination of women in the world of work.

State Board of Education

Late in the session the State Legislature passed a bill to create a State Board of Education. (H.B.'s 661 & 662) On or before January 1, 1974, this State Board of Education (17 members) shall be appointed and from the time of their appointment until January 13, 1975, will serve in an advisory capacity to and with the present OSPI.

The Council is concerned because the responsibility and role and function of this new Board are stated very generally. In relation to vocational education mention is made only twice in the Act -- "the Board shall be responsible for the educational policies and guidelines for . . . . pre-school through grade 12 and vocational education in the State of Illinois," and "The Committee (6 member standing committee - 3 BHE, 3 new State Board) will be responsible for developing policy on matters of mutual concern to both elementary, secondary and higher education such as Occupational and Career Education, Teacher Preparation, and Certification." The Council would hope to work very closely with the State Board of Vocational Education in the establishment of a position for vocational education with this new State Board.[25]

RECOMMENDATIONS FOR FISCAL 1974

Recommendations for change are based on the Advisory Council members' background and experience, and are, therefore, partially subjective. Valid data, where available, are used to substantiate recommendations.

These recommendations are made to the State Board of Vocational Education and Rehabilitation, as the Council's legal mandate is to be advisory to that board.

The Council is aware that some of its recommendations have implications beyond the area of vocational and technical education which is the principal charge of the Council. But all educational experiences are so interrelated the Council is compelled to speak to the many aspects of education as they relate to educational experiences used to prepare people for careers, and to provide opportunities for further development so they may become economically independent in a career that is personally satisfying.

Council members view this Annual Evaluation Report responsibility as a cooperative effort to improve vocational and technical education in Illinois.

The recommendations are priority listed.

Recommendation No. 1

> *The Advisory Council recommends an annual joint meeting between the Advisory Council and the State Board of Vocational Education and Rehabilitation be held for planning purposes to advance the commonality of interests for better vocational and technical education programs in Illinois.*

Recommendation No. 2

> *Develop a timetable for the State Plan for the Administration of Vocational and Technical Education which allows for its adoption and distribution by the State Board of Vocational Education and Rehabilitation in ample time prior to the beginning of the fiscal year so that the sections for goals and objectives can have impact on local district program planning.*

Recommendation No. 3

> *Design a visible system to insure the accountability of local educational agencies that Federal and State funds received from the State Board supplement rather than supplant other funds.*

Recommendation No. 4

Support action that would give the guidance function visibility as a part of the total program approval of occupational education from Kindergarten through adult levels.

Recommendation No. 5

Take affirmative action to provide female students adequate access to vocational and technical education across the State by eliminating sex bias in occupational curricula and sex stereotyping in occupational programs.

Recommendation No. 6

Design new vocational and technical program offerings to interface with existing institutional programs in the same or related field so as to implement the "career ladder" concept which enables students to more easily move from one occupation to another as they continue their training and work experience.

Recommendation No. 7

Encourage local school districts to coordinate the delivery of adequate supportive services for general health, early identification of learning disabilities, referral assistance for sight and hearing problems, and emotional disorders.

Recommendation No. 8

Emphasis on safety practices in classrooms, shop and laboratories (and information about new State and Federal laws and regulations) should be given additional attention by State staff and teacher training institutions.

Recommendation No. 9

Encourage the formation and development of the appropriate vocational student organizations as an integral part of the educational program of the five vocational services. In addition, encourage all vocational teacher education institutions to require instruction in organizing and advising such youth organizations.

Recommendation No. 10

Require local educational agencies in submitting requests for program reimbursement funds to assess (in terms of program availability and cost) existing and available private facilities in their districts.

Recommendation No. 11

The State Board of Vocational Education together with the Community College Board place continued emphasis on defining and implementing mutually supportive and non-duplicative roles between community colleges, area vocational centers, and comprehensive high schools.

Recommendation No. 12

Continue the commendable effort to keep open and uncomplicated the communication, coordination, and cooperation between agencies serving any phase of vocational and technical education, especially those serving the disadvantaged and the handicapped.

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EVALUATION AREAS

GOAL I.
Evaluation should focus on the State's goals and priorities.

A. Items evaluated.
State goals and priorities, procedures for accomplishing goals, and extent to which the goals were met.

B. Findings/conclusions.
Thirty-six goals are identified and included in the State Plan. The Advisory Council was involved in working with the State Board on the State Plan. Goals are both valid and appropriate.

1. *How valid and appropriate were the State's goals and priorities?*

   a. *Were they valid in terms of student needs and employment opportunities?*

   The Council feels that the goals are a reasonable reflection of the students' needs. The Council also senses that a large number of secondary school students wanted to become involved in occupational education programs but that a program meeting their needs and interests was not available at their school. In other words, the programs were not relevant to their needs. The lack of programs is still a most crucial need in the State.

   The Council also feels that the timing in the development and approval of the State Plan does not allow its distribution to practitioners in the field in time for them to consider the State Board's goals and objectives in their local planning.

   The State Plan projected a 12% increase (demand) in employment opportunities during the next five years. This demand requirement is balanced by an 11% increase in projected occupational education output (supply).

   The Division is presently testing in the field a Statewide Student-Based Management Information System. Hopes are high that this system will work for student data and give the added benefit of management data.

   b. *Were they sufficiently comprehensive in terms of specific population groups such as disadvantaged, handicapped, returning veterans, adults, post-secondary, etc.?*

The goals of the State Board of Vocational Education were comprehensive in terms of the specific groups, many worthwhile programs are being designed and implemented.

Total enrollment projections[1] for FY 1973 show:

	Projected	Attained	Per Cent
Disadvantaged	106,150	65,100	61
Handicapped	17,675	14,280	81
Secondary	456,600	509,000	111
Postsecondary	71,140	100,000	145
Adult	51,375	25,000	49

[1] State Plan FY 1973, Bulletin No. 3-972.
State Plan FY 1974, Bulletin No. 3-973.

There has been a steady growth in program offerings and comprehensiveness at both Secondary and Postsecondary level. The figure for Adult is undoubtedly influenced by definition of adults and probably the Postsecondary enrollment figure and the Adult enrollment figure are skewed by this.

c. *Were they related appropriately to other manpower development in the State? (e.g. private schools, industry, CAMPS, etc.)*

The Council finds a great spirit of willingness by the State Board and its staff and the agencies involved to share information of all types, but it does not find real evidence of comprehensive State-level planning. The Council would encourage a stronger emphasis in this area.

2. *Were procedures set forth in the State Plan to accomplish each stated goal and/or objective or priority?*

For each major goal the State Plan had an objective to accomplish the goal and a series of activities planned to achieve that objective plus the estimated funding and the benefits to be derived from this accomplishment.

3. *To what extent were the State's goals met during the year under review and to what extent and in what ways does this represent an improvement over last year?*

The extent to which goals were met can be evaluated by data available at this time (November 26) which is a comparison of FY 1973 State Plan Projections and the current status as shown in the FY 1974 State Plan.

The indications are that many of the objectives were fully met and that most others were substantially met.

Because the Council had difficulty in precisely determining to what extent some of the goals were met, the Council believes the State Board units should make a detailed analysis each year of the extent to which the previous year's goals and objectives (as outlined in the State Plan) were met and that this analysis should be published and distributed not later than August 31.

The FY 1973 State Plan represented the best year ever relative to the objectives set and objectives accomplished.

GOAL II.
Evaluation should focus upon the effectiveness with which people and their needs are served.

1. *Are valid data available for planning purposes (i.e., manpower needs, job opportunities and employer needs)?*

   The Advisory Council believes that this need is one of the most critical deficiencies in the State where efficient planning and management of the education resource is concerned.

   However, the State Board has funded a Management Information System which is student based. One of the spin-offs will result in administrative data. This project is now being field tested (and it looks good) and should be available for implementation on a statewide basis for FY 1975.

2. *To what extent is there coordination of training opportunities among agencies?*

   Cooperation of training opportunities among agencies is substantial, and several mechanisms attest to this coordination. There is more response to the concept of focusing upon the needs of the individual. A plan, backed by a contract, assures training opportunities among such agencies as Vocational Rehabilitation, Children and Family Services, and Corrections.

   The Advisory Council is convinced that too many Federal and State agencies have a role in the administration of occupational education in Illinois. This creates separate (yet similar) costly and isolated programs in human resources development. The Council would like to see this administrative authority vested in one State agency and perhaps the State Board is that agency.

3. *To what extent is there coordination and articulation among secondary, postsecondary and adult agencies?*

There is a close coordination between the staff of the State Board and the staff of the Community College Board. Many of the adult programs originate in the Office of the Superintendent of Public Instruction. The staff of the State Board works closely with this agency.

At the local level, a variety of arrangements exist and coordination depends upon the initiative of the parties involved.

Programs at the secondary and postsecondary level should be complementary with a planned transition from high school occupational training programs to postsecondary occupational programs. The post-secondary occupational programs should also be flexible to accommodate students with no vocational background, students with vocational knowledge or skills from a related source, or those with job experience.

The Council feels progress is being made each year. Criticism about lack of coordination and articulation becomes less each year. Continued emphasis in this area is urged.

4. *To what extent do educational agencies assure job placement of graduates?*

In Illinois several postsecondary schools are doing a good job but others are less effective.

At the secondary level this activity has been done mainly by vocational teachers, and cooperative work coordinators almost on an individual basis. A Council recommendation in FY 1970 spoke strongly for placement assistance at the secondary level. Area Center Directors report that placement is not difficult. Well-trained and properly motivated people are in demand.

Both levels do much less well in placing those who fail to complete a full program. The Council feels these institutions should accept more responsibility for those who complete as much as twelve weeks of work.

5. *To what extent is vocational education involved in the total manpower development programs of the State?*

The base for much of the manpower development program for the State is vocational education. There are both positive and negative aspects to this position. Vocational education is also very much involved in programs through the Manpower Development and Training Act with the Labor Department. Illinois has one of the largest programs for both institutional trainees and individual referrals in the country. Several local schools and postsecondary institutions are involved in these programs. Illinois has three established Skill Centers operated by public school institutions. Illinois appears to have the nation's highest rate of training in private proprietary schools.

The Council encourages more involvement at all levels in comprehensive State manpower planning.

6. *To what extent are vocational education opportunities available to all people at the elementary, secondary, postsecondary, and adult levels?*

Level	Total Population	Vocational Education Enrollments	Per Cent of Total
Elementary (Grades K-8)	1,684,723	471,392	28
Secondary (Grades 9-12)	695,259	509,000	73
Postsecondary (Grades 13-14)	211,553	100,000	47
Adult	N.A.	25,000	N.A.
Disadvantaged	622,400	65,100	10
Handicapped	1,113,763	14,280	2

The above data taken from the State Plan for FY 1974 indicates a crucial need for more programs at all levels. While the percentages appear low, the number served in many cases is quite substantial.

The concept of program "availability" is much more than numbers or percentages of people served. It also involves professional staffing, facilities, equipment, transportation, the financing of programs, transportation of students, options available to each student, location of opportunities, etc. In the opinion of the Council, "availability" of programs at all levels must be vastly increased.

Illinois has the highest enrollment in the nation at the elementary level for career awareness programs.

7. *What indicacions are there that students feel that vocational programs adequately meet their needs?*

During open and public meetings the Advisory Council has had exposure to students and many have been complimentary of their educational experience in vocational programs.

Students attending postsecondary vocational schools feel that most programs are meeting their needs. The secondary students in many areas feel that programs are meeting their needs. But others feel that a quick expansion of secondary programs is a must. These young people feel frustrated because the requirements of the present curriculum are not meeting their needs. Many times parental and academic pressures push them into courses they do not consider relevant to their needs.

In a large number of secondary schools in Illinois the present education program does not provide for those students who are potential dropouts nor for those students who will not or cannot enroll in training courses beyond their graduation from high school.

The level of education, regardless of kind (vocational, general, academic) is directly related to a good job and good pay.

GOAL III.
Evaluation should focus on the extent to which Council recommendations have received due consideration.

1. *What action has resulted from each recommendation?*

2. *What factors influenced the success or failure of implication of the recommendations?*

3. *What follow-through is being maintained by the Council (e.g., re-editing, resubmission, new areas, etc.)?*

Each recommendation made by the Advisory Council in its last Annual Evaluation Report, FY 1972, has been reviewed in terms of action taken by the State Board of Vocational Education and/or its staff. Following is a summary of the State Board's action or response to each Council recommendation.

Recommendation No. 1

The Advisory Council recommends an annual joint meeting between the Advisory Council and the State Board of Vocational Education and Rehabilitation be held for planning purposes to advance the commonality of interests for better vocational and technical education programs in Illinois.

State Board action or response: There has been no response to this recommendation.

Recommendation No. 2

Certification requirements and procedures for occupational teachers -- specifically recent amendments to the School Code pertaining to provisional certification -- should be continually assessed to determine the effect on quality of vocational programs and if indicated, change in legislation.

State Board action or response: The State Board staff worked hard and was involved with the Legislature in revising the School Code (PA 78-473) to permit temporary provisional vocational certification.

Recommendation No. 3

Positive action should be taken in FY 1974 to place a significant amount of research, development, curriculum and exemplary money in an unsolicited category for the purpose of encouraging innovation and new thinking at the local level. The Advisory Council recommends a continuance of the Request For Proposal procedure for activities the Board feels are of critical need.

State Board action or response: The policy of determining research and studies priorities for a given year during the immediate previous year was started in FY 1973. Also, there was an amount of research, development, curriculum, and exemplary money in an unsolicited category set aside for encouraging new thinking and innovation at the local level. A significant amount of money for this is planned to be set aside for next year (FY-74).

Recommendation No. 4

Positive action should be initiated in Fiscal 1973 for long-range planning of a total Statewide system of Secondary Area Vocational Centers. Emphasis should be on the occupational delivery system concept rather than on facility construction.

State Board action or response: The Advisory Council has not seen nor is it aware of any State Plan for area vocational center development. These centers continue to come into being because of aggressive action at the local level and not through a comprehensive plan. There still exist wide areas in the State without benefit of area centers.

Recommendation No. 5

Design and implement in FY 1973 State planning guidelines for career awareness programs at the elementary level.

The model programs are virtually complete and have placed Illinois in the forefront of elementary career education research.

State Board action or response: There has been quite satisfactory action on this recommendation. Career awareness programs at the elementary level in Illinois put it first in the nation.

Recommendation No. 6

Establish by the end of FY 1974 a Management Information System to determine supply and demand needs of occupational programs, services and activities.

State Board action or response: The Advisory Council commends the State Board on the positive action to this recommendation. A student-based Management Information System is being field tested in FY 1974 and should be operational in FY 1975.

Recommendation No. 7

Initiate efforts to combine local educational agency vocational plans, by area center district or community college district, for effective utilization of those plans at the State level and for coordination of local educational agencies by types and levels.

State Board action or response: During FY 1973 a standardized working cooperative agreement study was completed. The Council notes an increasing number of cooperative agreements among all levels of educational institutions.

Recommendation No. 8

Design a visible system to insure accountability of local educational agencies that Federal and State funds received from the Division of Vocational and Technical Education supplement rather than supplant other funds.

State Board action or response: Though the State Board evaluated 101 schools in FY 1973, it is not visible to the Council that the third goal of the 3-Phase Evaluation System is being evaluated, though the evaluation teams are doing an excellent job on the first two goals.

Recommendation No. 9

Initiate efforts to encourage and assist the Chicago Public Schools in long-range planning for vocational education, emphasizing responsibilities of existing types of schools and consideration of additional urban Area Vocational Centers.

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State Board action or response: Long-range planning for vocational education is incorporated into the local Chicago five-year plan. All new buildings now in the construction stage have flexible facilities for a broad range of occupational programs. High schools designated as vocational high schools have open enrollment so that students anywhere in the city can go to that school which best serves their vocational needs.

Recommendation No. 10

Establish during FY 1973, a task force to develop new occupational programs or upgrade existing programs for women at the skill, technical, and semi-professional level to encourage greater numbers of women to become involved in vocational and technical education. Provide planning grants during FY 1974 to local school systems to pilot the occupational programs developed by the FY 1973 task force.

State Board action or response: The Advisory Council is not aware of positive action to this recommendation.

Recommendation No. 11

Develop in FY 1973 an affirmative action program for including significant racial minorities staffing patterns within the Division of Vocational and Technical Education, including mechanisms used to translate the minority life experiences into the design of programs in which numbers of minority students are or will be enrolled.

State Board action or response: An affirmative action plan has been filed with the State. There has been little action to this recommendation because the State Board has been in a period of retrenchment in regard to hiring of personnel.

APPENDIX A.

Advisory Council Research Studies

The following studies have been funded by the State Advisory Council in fulfilling their charge to evaluate vocational and technical education in Illinois.

Some of these reports have had wide distribution and some have not. Copies are available to the public upon request, as long as the supply lasts.

ANNUAL EVALUATION REPORT - DECEMBER 1969 - State Advisory Council on Vocational Education.

ANNUAL EVALUATION REPORT FY-1970 - OCTOBER 1970 - State Advisory Council on Vocational Education.

AN EXPLORATORY ANALYSIS OF DIFFERENTIAL PROGRAM COSTS OF SELECTED OCCUPATIONAL CURRICULA IN SELECTED ILLINOIS HIGH SCHOOLS - Mid State Educational Consultants. March 1971.

SOME SELECTED ECONOMIC BENEFITS AND CHARACTERISTICS OF JUNIOR COLLEGE PROGRAMS - Mid State Educational Consultants. April 1971.

AN EVALUATION OF VOCATIONAL AND TECHNICAL PROGRAM OFFERINGS IN SELECTED COMMUNITY COLLEGES IN ILLINOIS. Technical Education Research Center (TERC). June 1971.

AN ANALYSIS OF THE ORGANIZATION AND STRUCTURE OF POLICY CONTROL OF EDUCATION ON THE STATE LEVEL IN ILLINOIS, INCLUDING VOCATIONAL EDUCATION; AND THE EXAMINATION OF THE IMPLICATIONS OF INSTALLING A STATE SCHOOL BOARD. Mid State Educational Consultants. November 1971. OUT OF PRINT

STATE-LEVEL ORGANIZATIONAL STRUCTURE FOR EDUCATION IN ILLINOIS - Dr. Robert E. Carter. December 1971. OUT OF PRINT

ANNUAL EVALUATION REPORT FY-1971 - JANUARY 1972 - State Advisory Council on Vocational Education.

A BENEFIT-COST ANALYSIS OF THE OCCUPATIONAL-VOCATIONAL TRAINING AT SELECTED ILLINOIS JUNIOR COLLEGES - Mid State Educational Consultants. January 1972.

A SURVEY STUDY OF SELECTED ILLINOIS VOCATIONAL EDUCATIONAL PERSONNEL: QUALIFICATIONS, NEEDS, TRENDS AND IMPLICATIONS - Mid State Educational Consultants. August 1972.

A REPORT OF A STUDY TO DETERMINE THE DEGREE TO WHICH THE PHYSICAL FACILITIES CURRENTLY BEING USED TO HOUSE APPROVED VOCATIONAL-TECHNICAL EDUCATION PROGRAMS IN ILLINOIS ARE ADEQUATE TO MEET THE NEEDS OF DISADVANTAGED STUDENTS WHO WISH TO ENROLL - Mid State Educational Consultants. August 1972.

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AN ANALYSIS OF PROCESS, INTENT, DISTRIBUTION AND EFFECTS OF PRIORITY FUNDING FOR VOCATIONAL AND TECHNICAL EDUCATION IN THE STATE OF ILLINOIS - Mid State Educational Consultants. August 1972.

Film - THE VETERAN AND VOCATIONAL EDUCATION IN ILLINOIS. Adams and Adams. October 1972.

PROCEEDINGS - GOVERNOR'S SYMPOSIUM ON VOCATIONAL EDUCATION, State of Illinois Advisory Council on Vocational Education. November 1972.

ANNUAL EVALUATION REPORT FY-1972 - DECEMBER 1972 - State Advisory Council on Vocational Education.

EXAMINATION OF PATTERNS OF CAREER TRAINING BY LEVELS FOR PROGRAM AND POPULATION DUPLICATION - Walter M. Arnold Associates, Inc. December 1972.

EFFICIENCY AND EFFICACY OF EVALUATION ACTIVITIES OF THE STATE DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION - Educational Testing Service. December 1972.

CAREER EDUCATION DIRECTORY OF COMMUNITY COLLEGES, TECHNICAL SCHOOLS, AND AREA VOCATIONAL CENTERS - Richard G. Solak - March 1973.

A STATE OF THE ART STUDY ON THE INDEPENDENT PRIVATE SCHOOL INDUSTRY IN THE STATE OF ILLINOIS - H. H. Katz - May 1973.

THE DISTRIBUTION AND EFFECTS OF VOCATIONAL AND TECHNICAL EDUCATION FUNDING IN ILLINOIS IN FISCAL YEAR 1972 - Mid State Educational Consultants - May 1973.

A FIELD TEST REPORT OF THE DEVELOPMENT OF INSTRUMENTS TO DETERMINE PEER GROUP PERCEPTIONS OF THE SOCIOLOGICAL STATUS OF STUDENTS ATTENDING AREA VOCATIONAL CENTERS - Leonard L. Pourchot - June 1973.

AN ILLINOIS STATE BOARD OF EDUCATION: IMPLICATIONS FOR VOCATIONAL EDUCATION - AN EXAMINATION OF LEGISLATION CREATING A STATE BOARD OF EDUCATION INTRODUCED IN THE SEVENTY-EIGHTH ILLINOIS GENERAL ASSEMBLY, 1973 - George F. Warnecke - June 1973.

A DESIGN CONCEPT FOR A TOTAL MANPOWER PLANNING SYSTEM FOR THE STATE OF ILLINOIS - Herbert E. Striner and Samuel M. Burt - June 1973. BEING REPRINTED

PRIVATE HOME STUDY SCHOOLS IN ILLINOIS - Homer Kempfer - June 1973.

REVIEW AND ASSESSMENT OF SELECTED CURRENT CAREER EDUCATION MODELS IN ILLINOIS - Kenneth E. Webster - June 1973.

A SURVEY FOR PROFILE AND BEHAVIOR PATTERNS OF OCCUPATIONAL EDUCATION PERSONNEL - Dr. E. Edward Harris - June 1973.

REPORT OF RESEARCH TO IMPROVE OCCUPATIONAL TEACHER-EDUCATION PROGRAMS IN THE STATE OF ILLINOIS - Dr. E. Edward Harris - June 1973. BEING REPRINTED

PROPOSAL FOR THE DEVELOPMENT OF A REPORT DEALING WITH CONVENTIONAL TEACHER CERTIFICATION PROCESSES AND ALTERNATIVES TO SUCH PROCESSES AS ARE APPLICABLE TO VOCATIONAL TEACHER CERTIFICATION - John Kintgen - June 1973.

RECOMMENDATIONS TO IMPROVE THE DELIVERY SYSTEM FOR PREPARATION OF OCCUPATIONAL TEACHERS, COUNSELORS AND ADMINISTRATORS, State Advisory Council on Vocational Education - July 1973.

SUMMARY REPORT - RECOMMENDATIONS TO IMPROVE THE OCCUPATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS IN THE STATE OF ILLINOIS, State of Illinois Advisory Council on Vocational Education - July 1973.

APPENDIX B.

MEMBERS OF THE ADVISORY COUNCIL

James H. Adams *Vocational Counselor* *Alton Public School District No. 11*	*Alton*
Douglas L. Butler *Director, Speech Pathology* *& Clinical Audiology* *Memorial Hospital*	*Springfield*
J. Michael Christian *Teacher* *LaSalle-Peru High School*	*Peru*
Joseph J. Dixon *Assistant Superintendent* *Vocational Department* *Chicago Board of Education*	*Chicago*
Jerry S. Dobrovolny *Professor & Head of Department* *Department of General Engineering* *University of Illinois*	*Champaign*
Harold L. Ford *Director of Young People's* *Activities* *Illinois Agricultural Association*	*Normal*
Gwendoline Fortune *Associate Professor* *Social Science* *Oakton Community College*	*Skokie*
Howard R. Fricke *Director* *Department of Business & Economic* *Development*	*Springfield*
Ronald V. Greer *Commercial Banking Officer* *Continental Illinois National Bank*	*Chicago*
Frank Guzzo *President, Local 1033* *U.S.W.A. Servicing Republic Steel*	*Lansing*
Bennie R. Holloway *Postal Carrier* *U. S. Post Office*	*Dixmoor*

William E. Jones U.A.W. International Representative Manpower Training Department	Chicago
Rev. Raymond Lescher Priest St. Stanislaus Parish	Kankakee
Collyn W. Maple Grand Lodge Representative International Association of Machinists & Aerospace Workers	Villa Park
Guadalupe McDougald Bi-Lingual Teacher Placement Specialist Chicago Board of Education	Chicago
Paul McInturff College Instructor John A. Logan College	Creal Springs
George Michalic Retail & Servicing Office Machines	West Frankfort
Glenita Pensoneau Homemaker - President of District 110 Board of Education	Fairview Heights
John Robertson Associate Principal Urbana High School	Urbana
Albert Rostello History Instructor Illinois Valley Community College	Spring Valley
William F. Schatz Prevocational Coordinator for Special Education Department Danville High School	Danville
Richard M. Shure Executive Vice President Strombecker Corporation	Chicago
Edward Smith Executive Director Urban League of Madison & St. Clair Counties	East St. Louis

Cassius Trotter Manpower Planning Specialist Governor's Office of Manpower	Chicago
Chester R. Wiktorski, Jr. Community Relations Director Chicago Board of Education	Chicago
Addie Wyatt Director of Women's Affairs Dept. Amalgamated Meat Cutters & Butcher Workmen of North America, AFL-CIO	Chicago
Anne Zimmerman Executive Administrator Illinois Nurses' Association	Chicago

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FOOTNOTES

1 A STATE PLAN FOR THE ADMINISTRATION OF VOCATIONAL AND TECHNICAL EDUCATION IN ILLINOIS, FISCAL YEAR 1973, State of Illinois, Board of Vocational Education and Rehabilitation, Bulletin No. 3-972, Springfield, Illinois, August 1972.

2 A STATE PLAN FOR THE ADMINISTRATION OF VOCATIONAL AND TECHNICAL EDUCATION IN ILLINOIS, FISCAL YEAR 1974, State of Illinois, Board of Vocational Education and Rehabilitation, Bulletin No. 3-973, Springfield, Illinois, August 1973.

3 AN ANALYSIS OF PROCESS, INTENT, DISTRIBUTION AND EFFECTS OF PRIORITY FUNDING FOR VOCATIONAL AND TECHNICAL EDUCATION IN THE STATE OF ILLINOIS. Mid State Educational Consultants, August 1972.

4 THE ILLINOIS PUBLIC JUNIOR COLLEGE SYSTEM: PROGRAM REVIEW, Illinois Economic and Fiscal Commission, Springfield, Illinois, January 1973.

5 NATIONAL EDUCATIONAL FINANCE PROJECT, W. B. McClure, Ph.D., University of Illinois, Urbana, Illinois, 1969-1970.

6 FLORIDA AVERAGE COST STUDY, W. B. McClure, Ph.D., University of Illinois, Urbana, Illinois, 1973.

7 A REGIONALIZATION PROGRAM FOR ILLINOIS, State of Illinois, Office of the Governor, Springfield, Illinois, February 1971.

8 A DESIGN CONCEPT FOR A TOTAL MANPOWER PLANNING SYSTEM FOR THE STATE OF ILLINOIS, University Research Corporation, State of Illinois Advisory Council on Vocational Education, Springfield, Illinois, June 1973.

9 HISTORICAL DEVELOPMENT OF VOCATIONAL EDUCATION LEGISLATION, State of Illinois, Board of Vocational Education and Rehabilitation, Springfield, Illinois, September 1973.

10 EFFICIENCY AND EFFICACY OF EVALUATION ACTIVITIES OF THE STATE DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION. Educational Testing Service. Progress report, August 1972.

11 COMPOSITE EVALUATION REPORT FOR OCCUPATIONAL EDUCATION IN THE STATE OF ILLINOIS, FISCAL YEAR 1973, Board of Vocational Education and Rehabilitation, Springfield, Illinois, July 1973.

12 OCCUPATIONAL MANPOWER PROJECTIONS, Office of Planning and Analysis, Executive Office of the Governor, Springfield, Illinois, February 1973.

13 A STATE PLAN FOR THE ADMINISTRATION OF VOCATIONAL AND TECHNICAL EDUCATION IN ILLINOIS, FISCAL YEAR 1973, State of Illinois, Board of Vocational Education and Rehabilitation, Bulletin No. 3-972, Springfield, Illinois, August 1972.

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14 A REVIEW OF SELECTED CURRENT CAREER EDUCATION MODELS IN ILLINOIS. Success Research Consultants, Inc. State of Illinois Advisory Council on Vocational Education, Springfield, Illinois, June 1973.

15 REVIEW AND ASSESSMENT OF THE IMPACT ON OCCUPATIONAL EDUCATION RESULTING FROM RESEARCH AND DEVELOPMENT ACTIVITIES. Tadlock Assoc. Inc. State of Illinois, Board of Vocational and Technical Education, Springfield, Illinois, August 1972.

16 SUMMARY REPORT - RECOMMENDATIONS TO IMPROVE THE OCCUPATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS IN THE STATE OF ILLINOIS, State of Illinois Advisory Council on Vocational Education, Springfield, Illinois, July 1973.

17 A STUDY OF DEMAND AND FACTORS RELATED TO THE IMPROVEMENT OF OCCUPATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS IN THE STATE OF ILLINOIS, State of Illinois Advisory Council on Vocational Education, Springfield, Illinois, June 1973.

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25 AN ILLINOIS STATE BOARD OF EDUCATION: IMPLICATIONS FOR VOCATIONAL EDUCATION. George F. Warnecke, State of Illinois Advisory Council on Vocational Education, Springfield, Illinois, June 1973.

ACCESSION NUMBER: VT100725

PUBLICATION DATE: AUG73

TITLE: INTRINSIC-EXTRINSIC MOTIVATION CONCEPTS AS APPLIED TO SELECTED VOCATIONAL INSTRUCTIONAL PROGRAMS. FINAL REPORT.

DESCRIPTOR: HYPOTHESIS TESTING; *MOTIVATION; BUSINESS EDUCATION; INSTRUCTIONAL MATERIALS; *STUDENT MOTIVATION; *TEACHER MOTIVATION; *PERFORMANCE TESTS; INTEREST TESTS; *VOCATIONAL INTERESTS; INTELLIGENCE TESTS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 611

ABSTRACT: THIS STUDY WAS CONDUCTED TO PLACE SELECTED BUSINESS EDUCATION TEACHERS, STUDENTS, AND INSTRUCTIONAL MATERIALS IN CATEGORIES ACCORDING TO MOTIVATIONAL ORIENTATION AND TO ASSESS POSSIBLE RELATIONSHIPS BETWEEN MOTIVATIONAL FACTORS AND THE STUDENTS' CLASS PERFORMANCE. DATA FROM THE OCCUPATIONAL PREFERENCE INVENTORIES AND STUDENT INTELLIGENCE TESTS DID NOT SHOW ANY SIGNIFICANT RELATIONSHIPS BETWEEN PERFORMANCE AND MOTIVATIONAL ORIENTATION. HOWEVER, THE RELATION OF STUDENT PERFORMANCE TO INTELLIGENCE QUOTIENT WAS REINFORCED. (MF)

INSTITUTION NAME: MOUNT SAN JACINTO COLL., GILMAN HOT SPRINGS, CALIF.

SPONSORING AGENCY NAME: CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. RESEARCH COORDINATING UNIT.; CALIFORNIA COMMUNITY COLLEGES, SACRAMENTO. OFFICE OF THE ASSISTANT CHANCELLOR FOR VOCATIONAL EDUCATION.; BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.

VT 100725

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FINAL REPORT

Project No. 33-67132-C084-~~72~~73

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INTRINSIC-EXTRINSIC MOTIVATION CONCEPTS AS APPLIED TO SELECTED VOCATIONAL INSTRUCTIONAL PROGRAMS

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August, 1973

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Research Coordinating Unit, Vocational Education Section

and

CALIFORNIA COMMUNITY COLLEGES
Office of the Assistant Chancellor for Vocational Education

CE 000 725

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ACKNOWLEDGEMENTS

The Project Director expresses appreciation to the California State Department of Education, Research Coordinating Unit, Vocational Education Section; and to the Office of the Assistant Chancellor for Occupational Education, Mr. Lee Baldwin, for the financial support of this project.

Appreciation is also extended to the many individuals who have carried out various tasks essential to the initiation and completion of the project: Dr. Milo P. Johnson, Superintendent-President of Mt. San Jacinto College (especially in the funding and initiation of the project); Mrs. Mary Lucus (testing and data collection); Dr. Hilding E. Nelson (data analysis and general coordination); Mr. Charles Rohr and Mrs. Anne Schatz (cooperating instructors); and of course to all of the students who were its subjects.

Mildred E. Hight, Dean
Student Personnel Services

ABSTRACT

Problem. This study sought to identify and categorize selected students, teachers, and instructional materials into specific motivational types; and to assess possible relationships between the factors (in various combinations) and the class work performance of the student-subjects.

Purpose of the Study. The study's main objective was to identify positive factors which might be used to increase the performance levels of students in vocational classes.

Procedure. Testing subjects for I.Q. and motivational (extrinsic or intrinsic) orientation.

Instructors were tested using the Occupational Preference Inventory (OPI) and classified as extrinsically, or intrinsically, oriented.

Instructional materials used by the students were categorized as intrinsically, or extrinsically, motivating by students using an Instructional Materials Inventory.

Student performances were rated in terms of the grade and the amount of work accomplished. These scores were divided into high, average, or low performance levels on the basis of mean scores and standard deviation.

Performances were statistically related to the independent variables wherever possible.

Summary. The data available through the study did not show any significant relationships between the subjects performance and their motivational orientations. It did reinforce the fact that performance of these business education students related directly with I.Q.

Recommendations. (1) That a larger population be selected in any further study which would allow matching of subjects more equitably. While there appeared to be no recognizable sample bias, some categories of subjects and variables were underrepresented. (2) That considerable effort be expended in the refinement of instruments which will measure specific attitudes, orientations, and characteristics more discretely.

INTRODUCTION

Alert educators continually seek to identify factors, conditions, and situations which can increase the effectiveness of individual learning. One way to do this is to look at research and then try out apparently effective experimental treatments in day-to-day situations. If experimental data can be substantiated in regular classroom locales, then indeed it begins to assume functional validity.

One attempt to examine an experimental concept in a conventional setting has been described in the following pages. Herein, you will find the results of an investigation of relationships between motivational characteristics and individual performance in two selected vocational classes during the 1972-73 school year.

Part I
RATIONALE AND PROCEDURES

Rationale

In 1959, industrial psychologists (Herzberg, et al) derived the concept that individual types of motivation lead an individual to respond to his environment in identifiable ways. These basic types of motives have been defined, herein, by the terms: intrinsically motivated and extrinsically motivated.

Presently in vocational education, normal classroom procedure presents the student with a body of material; then, as a supplementary feature and through various means, tries to adjust student orientation toward learning -- attempting to modify his self-concept, his values, etc. in ways to increase his receptiveness to that body of material.

This study is predicated on the general theory that the prevailing practice discussed above is not successful. As one alternative, this research tests the hypothesis that: it is possible to identify which motivation group each student, each instructor and each unit of classroom instruction belongs; and further, that the more homogeneous the motivation of the three interacting units, the higher will be the educational output of the student. This study has added importance in terms of current pressures to reshape a national emphasis toward career education, to restructure instructional methods in ways which will provide maximum performance and learning for all, and to find means for validating cost-effectiveness.

Specifically, the present research investigated the relevance of the intrinsic motivation-extrinsic motivation concept formulated by Herzberg, Mausner and Snyderman (1959), extended by Herzberg and Hamlin (1961), and further explored by Haywood and Dobbs (1964) to the output (performance) of vocational students in classroom assigned tasks.

The present study explored some of the environmental variables which might be expected to maximize the effects of individual differences in intrinsic-extrinsic motivational orientations. These include: (a) determining whether verbal intelligence is related to intrinsic or extrinsic motivation, (b) assessing the effect of the instructor's motivational orientation on the performance of his students, and (c) assessing the effect of the motivational characteristics of vocational classroom units of work on student performance.

Procedures

Working Hypotheses

Six major hypotheses were formulated for investigation during the study. Using the Null Hypothesis format, these presume that there will be no significant differences in the performances of the subjects:

1. identified as intrinsically motivated when their units of work are intrinsically motivating.
2. identified as extrinsically motivated when their units of work are extrinsically motivating.
3. identified as intrinsically motivated when their instructor is intrinsically motivated.

4. identified as extrinsically motivated when the instructor is extrinsically motivated.

5. identified as intrinsically motivated when their units of work are intrinsically motivating and their instructor is intrinsically motivated.

6. identified as extrinsically motivated when their units of work are extrinsically motivating and their instructor is extrinsically motivated.

A secondary hypothesis postulated that there would be no direct dependency between individual intelligence scores and individual motivational orientation (i.e., that these variables are independent).

Devices

Intelligence Testing

The Lorge-Thorndike Intelligence Scale has been administered to all subjects. Based on these scores, subjects have been grouped into two intelligence types: high intelligence (scores of 95 and over), and average intelligence (85-94). Lower-level subjects have not been included in the study.

Occupational Preference Inventory

All subjects in the study took the choice-motivator scale consisting of 20 pairs of vocational titles. Subjects were instructed to indicate which one of each pair they would rather be; then to give a one-sentence reason for that choice. Actually, the vocational choices are not scores. The relevant information from which a score is derived is the reason

for the choice. Scoring criteria developed by Hamlin and Nemo (1962) were used. Reasons indicating self-actualization or task-related motives (e.g., more challenge, opportunity to learn) are scored in the extrinsic column, while reasons revealing environmental concern (e.g., better salary, better physical working conditions) are scored in the intrinsic column. A copy of the inventory has been included in the Appendix.

Pre- and Post-tests

To make certain that all subjects were assigned into classes commensurate with their developmental levels, instructors tested each individual prior to such assignment. The examinations and performance tests used have proven practical applicability.

Post-tests were created by instructors for subject evaluation leading the assignment of letter grades. These evaluations were based upon specifically defined measurable objectives and measured both quality and quantity of performance.

Performance Rating

Performance rating included both the amount of work accomplished during a specific period of time, and the quality rating for such work. The courses selected for the study were already designed to provide variable credit and grade variability on an individual basis. Consequently, performance raw scores were obtained by multiplying credits-earned, by an assigned letter-grade value.

In typing courses, credit could be earned in 1/2-unit increments -- up to 2 credits. Using 4-point (A), 3-point (B), and 2-point (C) grade values, the raw-score range in typing could range from one to eight points.

In shorthand courses, credit increments were one-unit -- with a maximum of 3 credits. In this case, raw performance scores could range from two to twelve points. To make these scores comparable with the 2-credit typing course, these scores were adjusted by multiplying each score by 2/3.

Instructor Motivation Rating

The Occupational Preference Inventory, previously described, was also used to rate the motivational orientations of the two instructors of the subjects used in the study.

Inventory of Multimedia Learning

Two inventories, patterned after the well-tested Occupational Preference Inventory, were tailored to the unique situations of the subject matter areas used in the study. The evaluation of the materials as intrinsically, or as extrinsically, motivating was made by the students themselves.

A copy of each inventory has been included in the Appendix.

Subject Selection and Groupings

Essentially, the total student population in the classes of the two instructors were eligible for the study. In the typing classes,

this included students in beginning, intermediate and advanced typing. In shorthand, all students in beginning and intermediate classes were eligible subjects.

As defined in the study proposal, two types of individuals do not qualify for inclusion: (a) any individuals who are not clearly definable as intrinsically or extrinsically motivated, and (b) individuals with intelligence scores lower than 84. Consequently, to maximize the potential population, subjects include students in both the Fall and Spring Semesters of the 1972-73 school year.

For data analysis, the subjects were grouped on the basis of intelligence and motivational type. Four distinct categories were formed: 1. (HIM) high I.Q.-intrinsically motivated, 2. (HEM) high I.Q.-extrinsically motivated, 3. (AIM) average I.Q.-intrinsically motivated, and 4. (AEM) average I.Q.-extrinsically motivated.

Part II

DATA PROCESSING AND INTERPRETATION

Grouping

The determination of the feasibility for grouping the students on the basis of I.Q. and motivational types depended to a great extent on finding out that no actual dependency pre-existed which might preclude such grouping. To examine that contingency a X^2 statistical treatment was applied to the subjects, as shown in Table I.

Table I

Test for Independence: I.Q. and Motivation Variables

	Intelligence		
Motivation:	HI (95+)	AV (84-94)	sum
INTRINSIC	86	16	102
EXTRINSIC	14	6	20
sum	100	22	122

$X^2 = 2.29$ rejection level (1 d.f.) .90 = 0.0158

(Hypothesis of independence accepted) .10 = 2.706

The data shows no systematic dependency between the I.Q.-motivation variables which would preclude their combination for study purposes.

Furthermore, the grouping was examined by inspection of their I.Q. distributions to make certain that there was an acceptable constancy of I.Q. throughout the type-categories. The means and standard deviations of each group were found to be in reasonably close relationship (see Table 2).

Table 2

I.Q. Means and Standard Deviation by Subject Type

TYPE	M	STD. DEV.
HI I.Q.-Intrinsic (HIM)	110.3	2.20
HI I.Q.-Extrinsic (HEM)	106.9	2.50
AV I.Q.-Intrinsic (AIM)	90.3	2.30
AV I.Q.-Extrinsic (AEM)	89.3	2.80

Testable Hypotheses

Stated in null hypothesis form, the major study hypotheses were:

1. No difference in performance level will be noted for intrinsically motivated students who use intrinsically motivating lesson materials.

2. No difference in performance level will be noted for extrinsically motivated students who use extrinsically motivating lesson materials.

3. No difference in performance level will be noted for intrinsically motivated students who have materials presented by an intrinsically motivated instructor.

4. No difference in performance level will be noted for extrinsically motivated students who have lesson materials presented by an extrinsically motivated instructor.

5. No difference in performance level will be noted for intrinsically motivated students who use intrinsically motivating lesson materials taught by an intrinsically motivated instructor.

6. No difference in performance will be noted for extrinsically motivated students who use extrinsically motivating materials taught by an extrinsically motivated teacher.

Hypothesis Testing

In preparation for data organization and analysis, subjects' performances were rated and categorized into performance levels. See Table 3.

Table 3

Performance: Means, Std. Dev., and Groupings (8-pt. scale)

Subjects	Means	Std. Dev.
HIM	4.74	2.53
HEM	4.57	2.41
AIM	3.38	1.97
AEM	4.50	2.18
All Subjects	4.525	2.47
All IM	5.255	2.72
All EM	4.500	2.35

Performance Groups
(M = 4.525, Std. Dev. = 2.47)

HI>M + 1σ = 8

AV = M ± 1σ = 2 - 7

LO<M - 1σ = 1

To test for any systematic relationships between performances and subject variables a number of relationships were examined.

The first checked the independence of specific performance levels and subjects motivation types. This comparison has been tabulated in Table 4.

Table 4

X^2 Test of Independence: Performance and Subjects' Motivation Orientations

	SUBJECT TYPE				
Performance:	HIM	HEM	AIM	AEM	sum
HI (8)	29	4	2	1	36
AV (2-7)	49	10	7	4	70
LO (1)	8	0	7	1	16
sum	86	14	16	6	122

X^2 = 18.223 rejection level (6 d.f.) .01 = 16.812
(Hypothesis of independence rejected)

The data suggests that a dependency does exist between performance level and the subject type (combined I.Q. and motivational orientation). To examine the nature of this relationship more closely, $(fo - f\tau)^2/f\tau$ data was substituted for the raw cell data from Table 4. The results may be read in Table 5.

Table 5

Values of $(fo - f\tau)^2/f\tau$ Suggesting Why Performance Was Not Independent of Orientation

	SUBJECT TYPES				
Performance:	HIM	HEM	AIM	AEM	sum
HI	0.517	0.415	1.568	0.334	2.834
AV	0.002	0.482	0.517	0.090	1.091
LO	0.952	1.836	11.453	0.057	14.298
sum	1.471	2.733	13.538	0.481	18.223

Table 5 would seem to indicate that the dependency has been generated by the substantially lower performance of the average intelligence-intrinsically motivated subject.

To delve more deeply into the dependency relationship, the performances of subjects were examined in terms of specific motivational orientations (Table 6) and I.Q. types (Table 7).

Table 6

X^2 Test of Independence: Performance and Subject Motivational Orientations

	MOTIVATION ORIENTATION		
Performance:	Intrinsic	Extrinsic	sum
HI	31	5	36
AV	56	14	70
LO	15	1	16
sum	102	20	122

$X^2 = 2.028$ rejection level (2 d.f.) .90 = 0.211
.10 = 4.608

(Hypothesis of independence accepted.)

Table 7

X^2 Test of Independence: Performance and Subject I.Q. Type

	I.Q. TYPE		
Performance:	HI (95+)	AV (84-94)	sum
HI	33	3	36
AV	59	11	70
LO	8	8	16
sum	100	22	122

$X^2 = 13.605$ rejection level (2 d.f.) .01 = 9.210
(Hypothesis of independence rejected.)

To examine the nature of the dependency relationship between performance and I.Q. the values of $(fo - f\tau)^2/f\tau$ were substituted in the cells of Table 7. The results may be seen in Table 8.

Table 8

Values of $(fo - fT)^2/fT$ Suggesting Why Performance Was Not Independent of I.Q.

	I.Q. TYPE		
Performance:	HI	AV	sum
HI	0.413	1.877	2.290
AV	0.045	0.208	0.253
LO	1.994	9.068	11.062
sum	2.452	11.153	13.605

The performance level of the average I.Q. subject appears lower than could be expected by chance.

Tests for Specific Hypotheses

The data derived in Table 6 shows relatively conclusively that the dependency status noted in Table 4 between combined orientations and performance was not the result of identified motivational characteristics of subjects.

Data limitations in identifying alternative teacher and instructional material motivations has precluded making an interactional analysis of the various dependent variables.

Consequently, based on the data of the study, the six hypotheses of no-difference must be accepted. There is no substantive evidence which has shown that different motivations, or different combinations of variables have promoted or inhibited the performance of the subjects in this study.

Part III

SUMMARY AND CONCLUSIONS

In the introduction to this report it was stated that this study was an attempt to verify a theoretic concept in a real situation. Obviously, this effort has not been able to do that. There has been no substantive proof that the individual, teacher, and/or instructional materials motivational attributes examined in the study were in any identifiable way directly related to performance (the data does indicate a highly probable relationship between I.Q. and performance in two business education subjects).

There are a myriad reasons why differences may not have been found; ranging from population selection to inadequate instruments for measuring specific types of orientations and conditions. In any case, the basic concept seems worthy of further study. If we are to shape attitudes and success through education, we must be able to identify and to find ways of influencing both positively.

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APPENDIX

1. Occupational Preference Inventory
2. Inventory of Multimedia Learning (Typewriting)
3. Inventory of Multimedia Learning (Shorthand)

ERIC

REASONS FOR MAKING CHOICES

A. I could learn more.
B. It would be easier.
C. People would have more respect for me.
D. It would be safer or healthier.
E. I like to do hard things.
F. I would have more money.
G. I like excitement and adventure.
H. I like to be in charge.
I. I like beautiful things and places.
J. I have done it before.

Which would you rather be:

1. a. librarian or b. dentist

   Why?

2. a. President or b. movie star

   Why?

3. a. florist or b. Navy officer

   Why?

4. a. mountain climber or b. baby sitter

   Why?

5. a. student or b. teacher

   Why?

6. a. play golf or b. work a jigsaw puzzle

   Why?

7. a. truck driver or b. electrician

   Why?

8. a. farmer or b. banker

   Why?

9. a. manager or b. office worker

   Why?

10. a. artist or b. salesman

    Why?

ERIC

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C. People would have more respect for me.
D. It would be safer or healthier.
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F. I would have more money.
G. I like excitement and adventure.
H. I like to be in charge.
I. I like beautiful things and places.
J. I have done it before.

---

11. a. ditch digger or b. deep-sea diver

Why?

12. a. butcher or b. pilot

Why?

13. a. bird watcher or b. mechanic

Why?

14. a. ride a motorcycle or b. play checkers

Why?

15. a. baseball player or b. scientist

Why?

16. a. cook or b. astronaut

Why?

17. a. watch a sunset or b. sell newspapers

Why?

18. a. trash collector or b. musician

Why?

19. a. photographer or b. keep bees

Why?

20. a. ride a bicycle or b. read a book

Why?

Reasons for Performing Assigned Tasks

A. I felt what I did was important.
B. I like to try new experiences (adventure).
C. I enjoyed doing it.
D. I gave of myself in friendship.
E. I used skill or know-how.
F. I was free to decide what I did and how I did it.
G. I influenced the behavior of somebody.
H. I learned something new.
I. I like to meet a challenge.
J. I was creative.
K. I received respect, recognition, or appreciation from the task.
L. Others felt what I did was important.
M. I received money or its equivalent.
N. I made others happy.
O. I received security.
P. I received the approval of others.
Q. I received friendship and attention.
R. I received grades or credit.

DIRECTIONS: Place in the blanks the letter of a reason(s) (above) that explains why you performed the tasks assigned on taped lessons. Select as many reasons as you like for each assigned task.

_____ 1. Using the taped lessons.

_____ 2. Practicing the drills on the tape.

_____ 3. Taking time writings given by the instructor.

_____ 4. Completing a learning activity (lesson).

_____ 5. Working at a faster (or slower) rate than I do in other classes.

_____ 6. Typing mailable communications to meet various objectives.

_____ 7. Typing the production timing objectives over until they were mailable communications.

_____ 8. Scheduling my own lab hours.

_____ 9. Begin a new area of learning on my own without a lecture on the new material.

_____ 10. Completing an instructional unit (½, 1, 1½ or 2 units).

_____ 11. Opportunity to ask questions at any time.

Reasons for Performing Assigned Tasks

A. I felt what I did was important.
B. I like to try new experiences (adventure).
C. I enjoyed doing it.
D. I gave of myself in friendship.
E. I used skill or know-how.
F. I was free to decide what I did and how I did it.
G. I influenced the behavior of somebody.
H. I learned something new.
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P. I received the approval of others.
Q. I received friendship and attention.
R. I received grades or credit.

DIRECTIONS: Place in the blanks the letter of a reasons (above) that explains why you performed the tasks assigned on taped lessons. Select as many reasons as you like for each assigned task.

_____1. Practicing Shorthand Principles and Words.

_____2. Memorizing Brief Forms.

_____3. Reading with Taped Lesson.

_____4. Timing my Performance on Recall Charts.

_____5. Tracing Shorthand from Textbook Lessons.

_____6. Writing Textbook Lessons in Shorthand.

_____7. Practicing Shorthand Phrases and Abbreviations.

_____8. Previewing Shorthand Words before receiving Dictation.

_____9. Taking Speed Building Dictation at various speeds.

_____10. Typing from my own Shorthand notes.

_____11. Taking new matter Dictation at various speeds for 3 or 5 minutes.

_____12. Typing Mailable Letters from own notes (no time limit).

ACCESSION NUMBER: VT100726

PUBLICATION DATE: AUG73

TITLE: FIELD TEST OF A COMPUTER BASED MANPOWER PROJECTION SYSTEM: A JOB MARKET ANALYSIS SYSTEM FOR VOCATIONAL EDUCATION.

DESCRIPTOR: *VOCATIONAL EDUCATION; *PROGRAM PLANNING; *EDUCATIONAL PLANNING; *EDUCATIONAL RESEARCH; *MANAGEMENT INFORMATION SYSTEMS

IDENTIFIER: *SACRAMENTO COUNTY; CALIFORNIA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 611

ABSTRACT: THIS PROJECT WAS DESIGNED TO TEACH VOCATIONAL EDUCATORS IN SACRAMENTO COUNTY TO USE DATA ANALYSIS AND RESEARCH TECHNIQUES IN ORDER TO MAKE SOUNDER PLANNING DECISIONS CONCERNING VOCATIONAL EDUCATION. EACH SCHOOL'S VOCATIONAL PROGRAM WAS EVALUATED ON THE BASIS OF A NUMBER OF FUNCTIONS OF VOCATIONAL EDUCATION APPLICABLE TO THE PROGRAMS IN THE STATE. SOME OF THE FUNCTIONS USED WERE JOB MARKET ANALYSIS, JOB PERFORMANCE, STUDENT RECRUITMENT AND GUIDANCE, VOCATIONAL INSTRUCTION, AND JOB PLACEMENT. THE COMPUTER BASED INFORMATION SYSTEM WHICH RESULTED FROM THIS PROJECT HAS BEEN SEEN TO INCREASE PARTICIPANT'S KNOWLEDGE ABOUT MANPOWER PROJECTIONS AND OTHER VALUABLE DIMENSIONS IN PLANNING VOCATIONAL EDUCATION. AS A RESULT IT IS RECOMMENDED THAT INCREASED ATTENTION BE GIVEN TO INSERVICE TRAINING IN RESEARCH TECHNIQUES FOR THE VOCATIONAL PLANNERS IN SACRAMENTO COUNTY. (AUTHOR/MU)

INSTITUTION NAME: SACRAMENTO COUNTY OFFICE OF EDUCATION, CALIF.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO.; BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.

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FIELD TEST
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COMPUTER BASED MANPOWER PROJECTION SYSTEM

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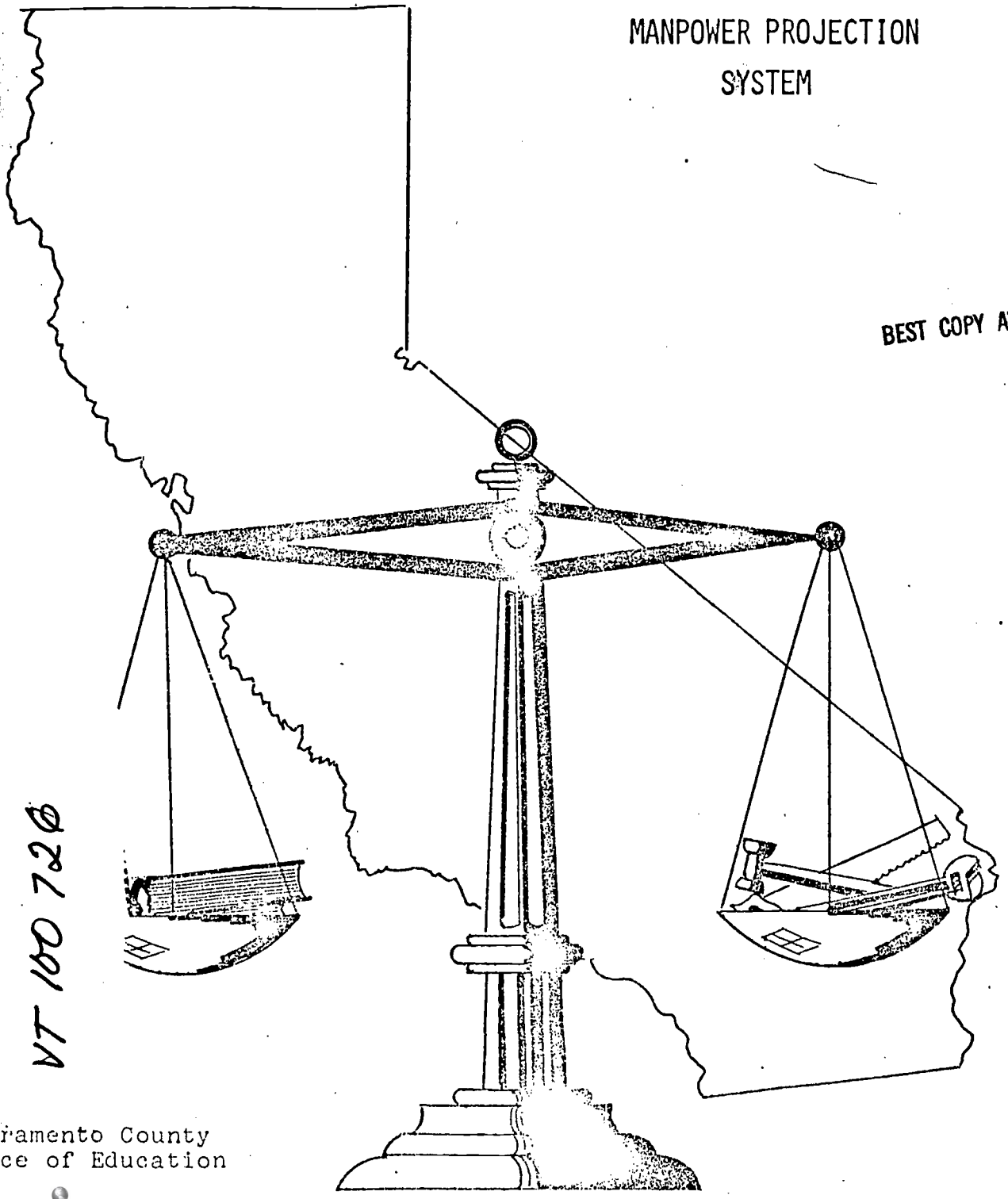

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FIELD TEST of a Computer Based Manpower Projection System

A Job Market Analysis System for Vocational Education

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August 1973

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This research project was developed with funds authorized under Title I, Part C, Section 131 (b) of Public Law 90-576 (Project Number: 34-10348-C096-73) and administered through the Vocational Education Section of the California State Department of Education. The report does not necessarily represent the California State Department of Education's official opinion or policy. The project director is solely responsible for the factual accuracy of all material developed in the report.

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ACKNOWLEDGMENTS

Many people in the Sacramento County Office of Education and in public schools of Sacramento County gave of their many and varied talents to make this project a success. Too many were involved to mention them individually, but I want to specifically acknowledge the contribution to this project made by the administration and staff of the following institutions who allowed their schools and programs to be used to test the computer model: Cosumnes River College, Sacramento County Regional Occupational Program, Encina High School, Elk Grove High School, Foothill High School, and Highlands High School.

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INTRODUCTION

In California a high school district, a community college, or a Regional Occupational Program (ROP) requesting operational money from the state for vocational education programs must submit a plan described in terms of several basic functions of vocational education. The manpower projection part of the plan is stressed; however, operational units are forced to make such projections by judgmental procedures and opinions based on limited data.

The Sacramento County Office of Education used research funds under P.L. 90-576 to develop a computer based manpower projection system in fiscal year 1971-72. In addition to the manpower projection component the computer system also accommodates other vocational education functions required to be evaluated annually. The system is fully operational; however, program planners needed to learn how to effectively use the system by developing their research skills in gathering, analyzing, and synthesizing manpower projections and other evaluation data. The thrust of this project was to effect a training program to bridge the gap between systems development and effective systems use. A concomitant purpose of the project was to establish cost-benefit data for implementing a computer based manpower projection system in relation to the cost to districts with their individual manpower projection technique.

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Two project hypotheses were advanced to be statistically tested:

(1) There will be no statistically significant difference ($p<.05$) in the abilities of vocational educators to make sound educational planning decisions before and after being exposed to the computer based manpower projection system as measured on a pretest and post test instrument.

(2) There will be no statistically significant difference ($p<.05$) in the cost of making manpower projections between the district's present system and the computer based system.

Three objectives were defined to give direction and measurement capabilities to the project: (1) Develop instructional methodology for teaching data analysis techniques in manpower projection; (2) Assist participating high school districts, a community college and the Regional Occupational Program to gather data for their respective vocational education programs for articulation with the computer based manpower projection model; (3) Determine cost data difference between a district's current system of making manpower projections and the computer based manpower projection subsystem.

It must be stressed that the evaluation model presented in this project is not intended to be used as an external audit of the teacher, school, or district. It is a means of allowing the teacher to review his/her course objectives in light of changing industrial technology reflected in job markets and it is a means of allowing the school administrator to articulate job market analysis with educational offerings to determine which areas of education should be stressed

considering budgetary restraints and the needs of students. Additionally, the model helps one understand what emphasis should be made outside the classroom (in areas other than instruction) to insure that counseling, promotion, planning, and placement are relative to real world jobs. The model is a means of bringing before the district administrators and school board the need for realigning resources and expenditures to meet the demands of changing job markets. In effect, the model helps educators understand where they are and the actions they need to take to meet the needs of students and the community.

SYSTEM DESIGN

Vocational Education Functions

The California State Department of Education has defined several discrete functions which are applicable to the operation of vocational education programs in the State. These functions are:

1. Population Needs Analysis
2. Job Market Analysis
3. Job Performance Requirements
4. Curriculum Resources and Ancillary Services
5. Program Planning
6. Program Review
7. Vocational Education Promotion
8. Student Recruitment
9. Guidance and Counseling
10. Vocational Instruction
11. Placement
12. Evaluation

Each school district, county office, or community college which requests state funds for vocational education programs must submit a plan based upon these functions.

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Functional Integration

The several functions in the model are interrelated to the extent that decisions about vocational programs need not be made based on a set of data in isolation. However, to simplify the design of the model each function was viewed as a separate computer program whose inputs may be common to other inputs and whose outputs may also be inputs to other functions.

Job Market Analysis (Manpower Projection)

The sub-system concept for job market analysis was viewed as a separate entity based on the assumption that an expansion or contraction in the structure or composition of vocational education programs would not have an effect on the demand for jobs in the labor market area. This function can be viewed in the model as an independently operating element unaffected by the other functions. In the following section of this report (System Components) the sub-system for job market analysis, i.e., manpower projection, will be discussed in detail including the validation process used to assess the accuracy of the projections. The reason for this emphasis is because the major thrust of this project was to teach vocational planners the necessary research skills to gather, analyze, and interpret manpower projection data. The gathering and analyzing of data applicable to the other components of the model, i.e., functions of vocational education other than job market analysis, were attendant aspects of the project.

SYSTEM COMPONENTS

Job Market Analysis or Manpower Projection by Industry (SIC)

The raw data to accommodate manpower projections are obtained from several sources with the California Department of Human Resources Development (HRD) being the major contributor. Each employer with a payroll of $100 or more in any one quarter must file a report with HRD. The report includes the number of employees as of the fifteenth of the month for each month in the quarter. The quarterly report is identified by employer account number and includes the county where the employees are located along with the Standard Industrial Classification (SIC code) of each reporting unit. The report also includes unemployment insurance, disability insurance, and employee personal income tax withholding data.

These three basic reports (unemployment insurance, disability insurance, and income tax withholding data) form the primary employee count data base for a job market analysis. Employees in like SICs are summed for each month and averaged for the quarter. Twenty quarters of data are amassed for each SIC and these historical data are subjected to a regression analysis (least squares) to define a five year projection line by SIC. After projections are made, 1.66 standard deviations (approximately 90%) are applied to define the range of accuracy of the projected data.

Federal, state, and local governmental employees are included in the projection; however, some are assigned to

other industrial categories (SICs) that more specifically define their skills, e.g., employees in a federal fish hatchery are reported in SIC 0980 (Fish Hatcheries and Preserves) in lieu of SIC 91XX (Federal Employees). Because some government employees are categorized in other SICs the total numbers of federal, state, and local government employees in any given labor market area (LMA) may appear to be low.

The data base does not include all self-employed and unpaid family workers. Some self-employed are accounted for if they have elected to voluntarily file quarterly reports or if they have other employees.

Some SICs that maintain multi-county establishments appear several times in the raw data base. In these cases care must be exercised to avoid a duplication of employee counts. Each account number is checked to determine if that employer is also reporting employees under another account number or on separate reporting documents using the same account number.

In some instances a manufacturer may be reclassified and appear one quarter in a particular SIC and in a different SIC during succeeding quarters. These data need to be reconciled to preclude an erroneous indication in both SICs.

In the event data appeared to be in error and the original HRD documents were not available for audit the data were removed from the history base and projections were made from the remaining history. A minimum of three quarters of valid data are required before a projection is made. It is evident

that audit procedures are extremely important to insure that the original data base used in making the projections is as error free as possible.

To determine the validity of the projections comparisons were made against actual data. A history base of twenty quarters of data was projected into 1972. The actual data (employee count by SIC) for 1971 and 1972 was compared to the projections to ascertain whether or not the actual data fell within the range of predicted values. In validating the projections all those industries (SICs) were used where adjustments had not been made to the data base.

Seventy-eight industries (SICs) were subjected to a validation examination over a span of five quarters beginning with the first quarter of 1971. Fifteen quarters of historical data were used to obtain the projection for the sixteenth quarter. In the sixteenth quarter (1971-1) fourteen of the 78 SICs were found to be outside the predicted range with seven high and seven low (Table 1). The mean of absolute number of employees outside the predicted range was 86.71 and the percentages outside the predicted value (number of employees outside of the predicted range divided by total number of employees in that SIC) ranged from 0.16% to 12.11%.

Sixteen quarters of data were used to make the projection for the seventeenth quarter (1971-2). The projections for this quarter come closest to actual data as only seven of the 78 SICs were outside the predicted range (Table 2). Six of the seven predicted values outside of tolerance were found to be low.

The seventeenth quarter data were added to the history base and projections were made for the eighteenth quarter. Eighteen of the 78 SICs were found to be outside the predicted range. Four of these SICs had some reclassification and these data were not adjusted in the history (Table 3). The average projection error was 59 employees and the largest error was 170 employees in SIC 4010 which represented 2.83% of the employees in that industry.

Another quarter of history was added for the 1971-4 projection and the actual data for twenty-three SICs fell outside the predicted range (Table 4). Eight of these SICs were also out of range for the previous period and three of the eight were affected by unadjusted industry reclassification.

In the fifth validation period (twentieth quarter 1972-1) only sixteen SICs were out of the predicted range (Table 5). The percentages of error ranged from a low of 0.55% to a high of 8.71%.

These validations support the point that the model accurately predicts the range where the actual employee count is likely to fall and it responds to changes in economic activity with only a 90 day lag (one quarter) in most cases. The model does not tend to either overstate or understate the employee count outside of the 90 day response period; a factor which is important in education where it is necessary to know, in the near future, the probable number of jobs in a given industry.

TABLE 1

SICs Outside of the Projected Range

1971-1

SIC Code	No. of Employees Outside of the Predicted Range	Percent out of Range
0720	+35	7.86
1610*	+16	1.32
1790	+9	0.83
2060	+76	0.16
4920	+27	4.28
7230	+140	10.51
7390	+373	12.11
8010	-101	5.27
8060	-151	2.03
8070	-8	2.36
8090	-163	5.31
8110	-38	4.95
8610	-7	1.97
8910	-70	8.23

$\Sigma\ |1214|$

Mean = 86.71

* industry reclassification 1969-4

TABLE 2

SICs Outside of the Projected Range

1971-2

SIC Code	No. of Employees Outside of the Predicted Range	Percent out of Range
1710	-23	1.91
1750	-22	5.91
2420*	-79	16.5
3790	-24	3.52
5040**	+8	0.52
5250	-59	8.02
8010	-103	5.25

Σ |318|

Mean = 45.42

* unadjusted reclassification in 1969-2

** unadjusted reclassification in 1970-1

TABLE 3

SICs Outside of the Projected Range

1971-3

SIC Code	No. of Employees Outside of the Predicted Range	Percent out of Range
0140	-161	3.01
1510	-64	1.97
1710	-67	5.23
1740	-3	0.4
1750	-43	10.26
2090*	-31	12.44
2420*	-153	26.6
2430	+66	7.12
3790	-57	7.30
4010	-170	2.83
5060**	-23	2.8
5250	-55	7.23
5510	-85	2.44
6550	-51	15.74
7390	-80	3.66
7540	-1	0.25
7690	-15	4.68
8690	-6	0.75

$\Sigma\ |1065|$

Mean = 59.16

* unadjusted reclassification in 1971-3

** unadjusted reclassification in 1970-1 and 1971-3

TABLE 4

SICs Outside of the Projected Range

1971-4

SIC Code	No. of Employees Outside of the Predicted Range	Percent out of Range
1610	-26	1.21
1720	+26	7.06
1760	-61	8.05
2040	-101	15.51
2090*	-34	13.6
2420*	-69	13.26
2430	+80	8.8
3790	-46	5.46
4010	-16	0.26
4110	+9	3.04
4120	+5	1.76
5050	-154	8.63
5060**	-39	4.68
5510	-6	0.17
5660	-2	0.31
5730	-2	0.36
5950	-11	3.42
6530	-35	4.52
7390	-331	13.41
8020	-4	0.38
8070	+8	2.36
8610	+1	0.28
8630	+5	0.92

$\Sigma\ |1071|$

Mean = 46

* unadjusted reclassification 1971-3

** unadjusted reclassification 1970-1 and 1971-3

TABLE 5

SICs Outside of the Projected Range

1972-1

SIC Code	No. of Employees Outside of the Predicted Range	Percent out of Range
1620	-12	0.55
1740	-6	0.75
5040*	-59	3.46
5060**	-36	4.36
5730	-33	5.55
5810	-189	1.62
5920	+2	0.59
6530	-65	7.77
7390	-132	5.6
7530	-12	0.86
8020	-63	5.64
8060	+405	6.99
8090	+270	8.71
8110	-10	1.21
8610	-7	1.75
8690	-29	3.28

Σ |1420|

Mean = 88

* unadjusted reclassification in 1970-1

** unadjusted reclassification in 1970-1 and 1971-3

Job Market Analysis or Manpower Projection by Occupation (DOT)

After projection data have been developed for businesses and industries (SICs) these data need to be translated into projections for specific occupations (DOTs) within a given labor market area. The Federal Bureau of Labor Statistics (BLS) developed an industrial matrix which displays the ratio of the number of employees in a specific DOT in relation to the total number of employees for all occupations in that SIC. A given industry employs various occupational skills; e.g., managers, secretaries, fork-lift operators, truck drivers, salesmen, etc. The matrix calculated the number of secretaries in that SIC as a percentage of the total work force for the SIC. The same procedure is repeated for all occupations in the SIC. The BLS matrix percentages are carried to eight decimal places allowing a high degree of accuracy even for small employee counts.

The BLS ratios consider the assumptions of technological development, economic growth, unemployment, shifts in population and industry, growth in GNP and by inference from some of these factors monetary policy and international trade considerations are made.[1] These assumptions are periodically applied to the matrix to generate new ratios.

The BLS ratios for an industry (SIC) are applied to the predicted number of employees in that industry at a

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[1]For a detailed explanation of the assumptions underlying the occupation ratios refer to BLS Bulletins 1606 and 1737.

specific point in time. Data for an occupation (DOT) are then summed across all industries in the labor market area to arrive at the total predicted employment in that occupation for that period.

Program Objectives

The vocational education instructor establishes sets of behavioral objectives in the cognitive, affective, and psychomotor domains. These objectives state what skill the student is to demonstrate, under what conditions, and the criterion of measurement. Behavioral objectives, as used in this model, are worded to describe the terminal behavior of the student, e.g., "to type 40 words per minute on an IBM Selectric typewriter with not more than two errors per 40 words".

Objectives are printed on a form which contains the vocational course code, DOT code, and the total student enrollment in the course. The objectives are numbered so that the course code combined with the objective number is unique and will not be repeated elsewhere in the system.

Job Performance Requirements

The behavioral objectives (terminal objectives) established by the vocational education instructor are sent to employers in the labor market area who employ people in the DOT under consideration. The form used for this purpose lists the employer's SIC, and space is provided to indicate whether or not the employer hires vocational graduates for

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this specific job. Additionally, the employer is asked if he agrees or disagrees with each objective for that specific job.

If a vocational program trains both bookkeepers and cashiers, the same set of behavioral objectives is written for each occupation; however, the cashier's form goes to employers who hire for that occupation and the bookkeeper's form goes to employers who hire for that specialty. The employer may add other requirements to the form. Each added requirement is given a number with an "A" prefix.

Those employers who are asked to participate in the survey should be randomly selected each time the survey is taken. However, the sample should always include the five largest employers of the occupation surveyed. The sample size for each survey is established at the .05 level of significance (Appendix II).

Student Needs

A special mark sense card was developed to gather student needs data relating to career choice, counseling, academic or other handicaps, and other vocational related questions. The card is pre-printed with the school number, student number, and student name. Each student at the school (both academic and vocationally oriented) should complete a needs card, as the data print out has additional value as a counseling tool. If needs data are not collected from each

student, these data may be collected on a stratified sampling basis insuring that the sample size is adequate to be significant.

A letter of instruction on how to complete the "needs" card and a list of occupations with appropriate DOT codes are given to each student. The occupations array from which a student makes his selection is restricted to the 159 occupational aggregations represented in the BLS matrix. All occupations identified by the BLS are included. Experience has shown that counselors can efficiently administer the survey to approximately 15 students at a time. Whoever is administering the needs survey should exercise caution not to influence the student's answers as the student makes his own determination for each category.

Instructional Data

The behavioral objectives for a given course are preprinted on a form with space for the teacher to fill in the number of students who have completed that objective. Additional blanks are provided to fill in the instructional day the data are compiled and the total instructional days in the school year or semester. These data are used to define what percentage of students have completed a given objective at a specific point in time.

Curriculum Resources

The teacher or his designate lists, on a form, each capital expenditure item used in the course of instruction;

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e.g., saws, hammers, typewriters, etc. The teacher adds needed equipment and equipment on order. For each piece of equipment used in the program space is provided to enter the number of students served per item. These data are used to develop utilization rates; i.e., number of pieces of equipment or tools needed to serve the students.

SYSTEM FEATURES

Data Documents

The computer system uses a variety of instruments to gather data for the several functions of vocational education. Curriculum objectives, written in behavioral terms, are used as the basis for both job performance surveys and as a measure of progress in instruction. Additional forms are used to gather budget and student drop out information. All forms are "fill-in-the-blank" types designed to facilitate key punching.

A special mark sense card was designed to gather student needs information. Data for job market information are on computer tapes from the California Department of Human Resources Development and the U.S. Bureau of Labor Statistics with additional job market data added via punch cards. A follow-up survey is used to gather data on graduates and drop outs.

Computer Print Out

The evaluation data are presented in the form of a computer print out for a school by individual vocational education program and by each function within that program. The print out displays relevant data articulated to an extent that allows planning decisions to be based primarily on factual information. Where applicable, data are expressed in terms of statistical significance.

Advantages

The model offers these advantages: (1) a totally unbiased view of a vocational program as that program is actually functioning; (2) recommended courses of action printed when an area of weakness or conditions for a potential area of weakness are discovered in a program; (3) an overall program evaluation based upon the several functions of vocational education defined by the California State Department of Education; (4) a system fully compatible with the state's directions for evaluating vocational education program planning; (5) a manpower projection sub-system.

PROJECT ACTIVITIES

Participating Schools

Vocational educators from a community college, the Sacramento County Regional Occupational Program (ROP), and

five high schools representing four districts participated in the project. A description of the participating schools follows:

a. Cosumnes River College (Los Rios Community College District)

A community college of approximately 1,750 students located in the southern rural section of Sacramento County. The college attracts the majority of its students from three high school districts: Elk Grove (a rural district), Sacramento City (an urban district), and Folsom Cordova (a suburban district).

b. Sacramento County Regional Occupational Program (ROP)

The county ROP trains approximately 850 students who come from all high school districts in Sacramento County and the southern part of Placer County. The ROP is expanding rapidly; e.g., in 1969-70 only 169 students were enrolled in one program while it is anticipated that in 1973-74 the ROP will enroll approximately 2,200 students in some 25 programs.

c. Hiram Johnson High School (Sacramento City Unified School District)

Hiram Johnson High School lies within the city of Sacramento and it has a stable attendance of approximately 2,500 students. The school is becoming more vocationally oriented, as it moves away from a predominantly academic curriculum. The school manifests the typical problems of an inner city school.

d. Encina High School (San Juan Unified School District)

Encina is one of twelve secondary schools in a very large unified district. The school is located in a median income, suburban neighborhood. The student population has been constant at approximately 1,500 over the past few years.

e. Elk Grove High School (Elk Grove Unified School District)

Elk Grove High School is a rural high school in Sacramento County and the only high school in the Elk Grove District. The school has approximately 1,875 pupils from both rural and suburban families. The student population at this school is increasing faster than any of the other participating schools.

f. Foothill High School (Grant Joint Union High School District)

Foothill High School is located in a middle income suburban neighborhood. The median income of the parents of students at this school is higher than the other four secondary schools in the district. The school population has been expanding and is now approximately 2,200.

g. Highlands High School (Grant Joint Union High School District)

Highlands High is in the same district as Foothill High and has approximately the same number of students. The student population has a higher density of minority students and the average family income is lower than that of Foothill High School.

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Vocational Programs Evaluated

Budget limitations precluded the inclusion of all vocational offerings conducted at the participating schools; consequently, only one or two programs from each school were evaluated. The auto mechanics program was selected for evaluation at all but two schools. Encina High School selected Vocational Horticulture and Hiram Johnson High School evaluated two programs: Vocational Welding and Merchandising.

Seminars

Three seminars were conducted to acquaint the participants with the parameters of the computer model and to establish an understanding of the data base. Administrators from the participating high school districts and the community college, teachers, and one representative from HRD attended the seminars.

The first seminar was devoted to familiarizing the participants with the state's definition of the twelve functions of vocational education and the interrelations of these functions. A sample evaluation print out was used to facilitate an understanding of the data sources and to serve as a vehicle for discussing what conclusions one should or should not make from the data sources.

During the first seminar the participants were administered a pretest to establish base line data regarding their knowledge about manpower projections and other evaluation procedures as such functions related to vocational

education (see Appendix I, pp. 31-33, for copies of the test instrument.)

The second seminar was designed to assist the participants in gaining a greater understanding of the data sources and to learn the definition of terms. Additionally, the various forms to be used in gathering data were reviewed and a schedule for gathering data from the several schools was developed.

The third seminar covered details relating to each data gathering form, the use of the data, limits, definitions, and data sources. Provisions were made at this seminar for on site in-service training at each of the participating schools. Schedules were finalized for gathering data at each school.

Data Collection and Analysis at the School Site

After the seminars were concluded the participants put their new research skills to work by collecting data for their respective programs. The project coordinator made several visits to the participating schools through the school year to reinforce the research skills taught in the seminars. After the evaluation data were processed by the computer program the results were analyzed by the project participants. In May 1973 the project participants were administered the post test on their knowledge about manpower projection and other evaluation procedures in vocational education.

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ANALYSIS OF PROJECT HYPOTHESES

Two hypotheses were advanced for this project and they were stated in the null or "no relationship of difference" mode so that they could be accepted or rejected statistically. The two hypotheses were:

(1) There will be no statistically significant difference ($p<.05$) in the abilities of vocational educators to make sound educational planning decisions before and after being exposed to the computer based manpower projection system as measured on a pretest and post test instrument.

(2) There will be no statistically significant difference ($p<.05$) in the cost of making manpower projections between the district's present system and the computer based system.

The first hypothesis was tested by administering a pre and post test to project participants to measure their knowledge regarding manpower projection and other evaluation procedures. The tests were administered to twenty-five (25) project participants. The results of the test were subjected to a t-test for significance.

TABLE 6

Knowledge of Manpower Projections and Other Evaluation Procedures in Vocational Education

	PRETEST	POST TEST
Mean	58.80	79.67
s.d.	23.98	29.12
Standard Error of Mean	4.89	7.79
d.f.	31	31

t = 2.2696 (significant at 5% level)

As evidenced in Table 1, the participants increased their knowledge significantly about manpower projections and other evaluation dimensions of vocational education. One could infer from this significant cognitive shift that the project vocational educators will make sounder planning decisions about their programs, consequently the first hypothesis is rejected.

Hypothesis number two required the collection of cost data from the project schools regarding their expenditure of funds for making manpower projections; but, these data were not available in a form that could be subjected to statistical analysis.

The effort to collect cost data from the participating schools ranged between extremes. One school reported that they did not do any analysis of the labor market and just hoped for the best. Another school reported that an administrator spent at least six weeks of his time each year trying to glean definitive data from several general sources, but that he was still very uncomfortable with the results. Instructors and counselors reported individual efforts in contacting employers personally or by phone, but none reported that they had an adequate job market analysis.

The cost to produce a job market analysis using this model varies with the labor market area. Variables in the cost are the number of multiple reporting companies within the labor market area, the number of SICs in the area, and

the aggregate number of companies in the area. The specific cost for the Sacramento labor market area was $7,700 to build the data base and to make projections by SICs and DOTs for five years. The cost to update the basic data source and make new projections annually will be approximately $2,500 for this labor market.

Although data were not available to test the second hypothesis, it is safe to assume that it would be more economical for one reliable manpower projection to be made in a labor market area and the results made available to all schools than for each school to attempt to make its own projection.

CONCLUSIONS AND RECOMMENDATIONS

This project was designed to teach vocational educators in Sacramento County data analysis and research techniques to equip them to make sounder planning decisions about vocational education. As evidenced by the participants' increase in knowledge about manpower projections and other evaluation dimensions of vocational education, it can be assumed that the participants will be better able to gather, synthesize, and analyze evaluations data.

The project objectives were met; i.e., each project school's selected vocational program was evaluated and cost data were determined for making projections using the computer model.

The manpower projection assessment phase of the project was most successful. In no case were the actual manpower needs out of the predicted range for a period longer than three quarters (nine months). Therefore, the manpower projection model is responsive to changes by SIC and DOT in a labor market area.

It is recommended that the scope of in-service training in research techniques be expanded to meet the needs of more vocational planners in Sacramento County. It was evident during the project that as the participants gathered evaluation data for input into the computer model, their understanding of how to articulate evaluation data for decision making increased. In a sense, "hands on" involvement in data gathering enhanced a person's ability to appreciate the "whys" and "hows" of vocational education evaluation.

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APPENDIX I

Seminars

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SEMINAR #1

Agenda

I Introduction

II Development of the Model

Background

Philosophy followed in logic

III The 12 Functions Explained (slides to show relationships)

1) Population needs

2) Job markets

3) Job performance

4) Instruction

5) Curriculum resources

6) Recruitment

7) Counseling

8) Placement

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9) Planning

10) Review

11) Evaluation

12) Promotion

IV Sample Evaluation

1) Data used

2) How data are gathered

3) How data are used

4) Inferences

V Summary

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SACRAMENTO COUNTY OFFICE OF EDUCATION

COGNITIVE SURVEY
VOCATIONAL EDUCATION EVALUATION

Your Name _____ Date _____

Instructions: Please read the questions carefully and circle the letter you think best answers the questions. In question number six (6) please mark the appropriate box(es).

1. Your school conducts a vocational education program in carpentry that is capable of handling 50 students. Your student needs survey data tell you that 50 students want to be carpenters. Is your program serving the needs of students?
   a) yes
   b) no
   c) not enough data to tell

2. From a survey you find that there is a strong positive correlation between employers who agree with your performance objectives and who hire your graduates. Based on this finding you can assume that your performance objectives:
   a) may be incorrect
   b) are based on a representative sample
   c) are probably correct
   d) are positively aligned to resources
   e) should be used by other schools conducting like program

3. Data for population needs analysis are:
   a) gathered from all industries
   b) gathered from selected industries
   c) gathered by a random sample of companies throughout the total labor market
   d) furnished by the Department of Human Resources Development
   e) obtained from the students

4. Your school's automotive mechanics program is designed to graduate 50 students each semester (100 per year). Another school in the labor market area (LMA) graduates 25 students per semester in automotive mechanics. There are no other schools in the area offering a like program. A reliable job market analysis indicates that 100 new jobs will be available annually in the LMA for automotive mechanics. We should:
   a) continue our program as it is
   b) reduce our output by 50%
   c) increase our number of graduates by the same percentage as area unemployment
   d) assume the job market data are invalid
   e) not enough data to make a decision

5. In the same automotive mechanics program we find that our classes are less than half full. We should:
   a) reduce the class size and re-allocate resources
   b) direct our efforts toward promotion
   c) recruit potential drop outs into the program
   d) cannot decide from the data given
   e) do both b) and c)

6. In evaluating specific vocational education programs which of the following functions should or should not be considered:

	should be	should not be	don't know
a) curriculum resources			
b) job markets			
c) tenure of instructors			
d) district growth rate			
e) counseling			
f) the ability of the student			
g) placement			
h) promotion			
i) intuitive judgments of instructors			
j) job performance requirements			
k) population needs			
l) Tomorrow's Manpower Needs, vol. III			

7. The most accurate job market data we can obtain are:
   a) a published monthly release from the Department of Human Resources Development (HRD)
   b) contained in Area Job Outlook published quarterly by USOE
   c) an estimation method based on newspaper want ads
   d) an estimation method based on opinions directly from industry
   e) none of the above
   f) a combination of a) through c)

8. Job performance requirements, received from industry, are used as rough guide lines for administrative planning. Therefore, instructors should not allow these requirements to unduly influence the content of their performance objectives.
   a) agree
   b) disagree
   c) uncertain

9. If an instructor intentionally submits erroneous or incorrect performance objectives for computer processing:
   a) his program cannot be evaluated
   b) they cannot be used to sample industry
   c) it will cause the evaluation of all programs to be in error and the results would be meaningless
   d) the evaluation will show them to be in error
   e) they will be rejected by the computer

10. The California State Department of Education has defined 12 functions of vocational education. These functions are:

    a) _____

    b) _____

    c) _____

    d) _____

    e) _____

    f) _____

    g) _____

    h) _____

    i) _____

    j) _____

    k) _____

    l) _____

11. A major advantage of computerized evaluation is that the computer will reject erroneous data.
    a) yes
    b) no
    c) uncertain

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1. POPULATION NEEDS ANALYSIS

2. JOB MARKET ANALYSIS

3. JOB PERFORMANCE REQUIREMENTS ANALYSIS

4. CURRICULUM RESOURCES ANCILLARY SERVICES

5. PROGRAM PLANNING

6. PROGRAM REVIEW

7. VOCATIONAL EDUCATION PROMOTION

8. STUDENT RECRUITMENT

9. GUIDANCE AND COUNSELING

10. VOCATIONAL INSTRUCTION

11. PLACEMENT

12. EVALUATION

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SEMINAR #2

Agenda

Handouts:

Glossary of Terms
Form VE ØØ
Form VE ØØ 3
Form VE ØØ 9
Student Needs Card and Instruction
Sample Evaluation

I. Recap of Seminar #1

A. 12 functions

B. Evaluation
1) Did we gather data that could be used?
2) How significant is it?

C. Schools that will participate
1) Elk Grove
2) Grant
3) Hiram Johnson
4) Encina
5) Cosumnes River College
6) County ROP

II. Data Sources

A. Job Markets

1) Reliability

2) BLS matrix

B. Student Needs (population needs)

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C. Performance Objectives

D. Job Performance Requirements

E. Follow-up Data

F. Other Data

1) budget data

2) drop outs

3) enrollment

4) promotion

III. Schedule of Events - Individual instruction at each school at the times indicated to meet with the coordinator and others to discuss problems and methodology in the following areas:

A. Week of October 13 through 20 - Performance Objectives and Job Performance Requirements
How they are used and the form to use (all objectives in by October 27)

B. Week of October 30 to November 6 - gathering student needs data (complete all schools by December 11)

C. Week of November 20 through 30 - conducting follow-up study (follow-up study complete by Christmas holidays)

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GLOSSARY

BLS Matrix - A matrix developed and published by the Bureau of Labor Statistics that lists occupational clusters on one axis and industry clusters on the other. Each cell contains two ratio factors for a point in time. The occupation factors sum to 100% and the industry factors sum to 100%. A specified cell will give the percentage of that industry's employees with that occupational skill.

Computer Program - A plan or routine for solving a problem on a computer - as contrasted with learning programs, fiscal programs and development programs.

Curriculum Resource - A resource of a capital nature used in the process of imparting knowledge or skill to the student. It is a capital expenditure item as defined by the district or school as contrasted to expendable resources or plant facilities.

DOT - The acronym from the initials of Dictionary of Occupational Titles published by the U.S. Department of Labor. The Dictionary catalogues every existing occupation into six digit numbering system. The evaluation system refers to DOT codes as a cluster of occupations represented by a single DOT code for a skill that most nearly approximates the training requirements for all the other skills in that cluster.

ES 202 Data - Every employer who has a payroll as much as $100 in a calendar quarter must file a quarterly report with the state. The report lists among other things the industry code, geographic location and number of employees in each month of the quarter. This report is called the ES 202 report.

Handicapped - Any mental, physical, visual, or emotional impairment of a person that by reason thereof requires special education and/or related services. When applied as a socioeconomic handicap refers to social, ethnic, or economic conditions that prevent success in the regular program of instruction because of these conditions.

Job Market Analysis - The statistical treatment of employment data to determine facts or approximations relative to the number of jobs in specific industries and/or occupations. It includes the most probable direction of trends and other factors relating to changes in employment or employment patterns.

Labor Market Area - The Labor Market Area is the area where 90% of the graduates will seek employment during the first year after graduation. The Labor Market Area for this study is the Sacramento Labor Market Area which consists of Sacramento, Placer and Yolo counties.

Performance Objective - The desired skill or action ability of the student after completing a course of instruction. A Performance Objective will usually express who, does what, under what circumstances, and by what criteria is success measured.

Population Needs - The population being served by the educational media. In this case the population is the students in the school being evaluated and their need to acquire a marketable skill.

ROP - The acronym formed from Regional Occupational Programs. It refers to those programs that are operated directly under the County Superintendent of Schools by a Regional Occupation Director and students from all schools within the region may attend the programs. They are strictly vocationally oriented to prepare students for their role in the world of work.

Vocational Course - A course of instruction that may have certain pre-requisites or may be itself a pre-requisite for a terminal course of instruction to impart to the student a marketable skill.

Vocational Education - Training or retraining which is given in schools or classes (including field or laboratory work and remedial or related academic and technical instruction related thereto) under public supervision and control as a part of a program designed to prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or paraprofessionals in recognized occupations. The training may be to prepare individuals for enrollment in advanced technical education programs, but excluding any program to prepare individuals for employment in occupations generally considered professional or which requires a baccalaureate or higher degree.

Vocational Program - A specified series of instructional objectives leading to the acquisition of a marketable skill. The program of instruction may consist of one or more related courses and encompass one or more semesters or quarters.

Course number _____ School number _____

Terminal Objectives for this Course of Instruction

Instructions: Number each objective. Maximum of 20 objectives.
Please type or print - see sample on reverse side.

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VE ØØ

Sample

1. Using an IBM Selectric typewriter to type 60 words per minute with not more than 2 mistakes per 60 words.

2. To take and transcribe shorthand for all parts of a business letter (salutation, body and closing) at 60 words per minute with not more than 2 mistakes per letter.

3. Given specific figures regarding cash on hand, cash balances, cash receipts, and cash payments of a company, the student will prepare cash proof and make cash receipts or cash payments journal entries without error as determined by audit.

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RESOURCE REQUIREMENTS

SCHOOL NUMBER _____ COURSE NUMBER _____ COURSE NAME _____

NUMBER OF CLASS PERIODS [ ]

OPTIMUM CLASS LOAD [ ]

	DOT CODE TRAINED	ENROLLED
1.		
2.		
3.		
4.		

CAPITAL EXPENDITURE ITEMS NECESSARY FOR INSTRUCTION:

	Number of usable items on Hand	ITEMS REQUIRED PER STUDENTS			Name of Resource Item:
		10	50	100	
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

PROMOTIONAL ACTIVITY FORM

School name _____ School number _____

Number of students attending vocational education promotional activities:

01	Movies		79=S
02	Lectures		
	List other activities:		
03	_____		
04	_____		
05	_____		

Estimated number of parents contacted by V.E. promotional activities:

06	Newspaper articles		79=P
07	Radio and T.V. releases		
08	Flyers sent home		
	List other activities:		
09	_____		
10	_____		
11	_____		
12	_____		
13	_____		
14	_____		
15	_____		
16	_____		
17	_____		
18	_____		

BEST COPY AVAILABLE

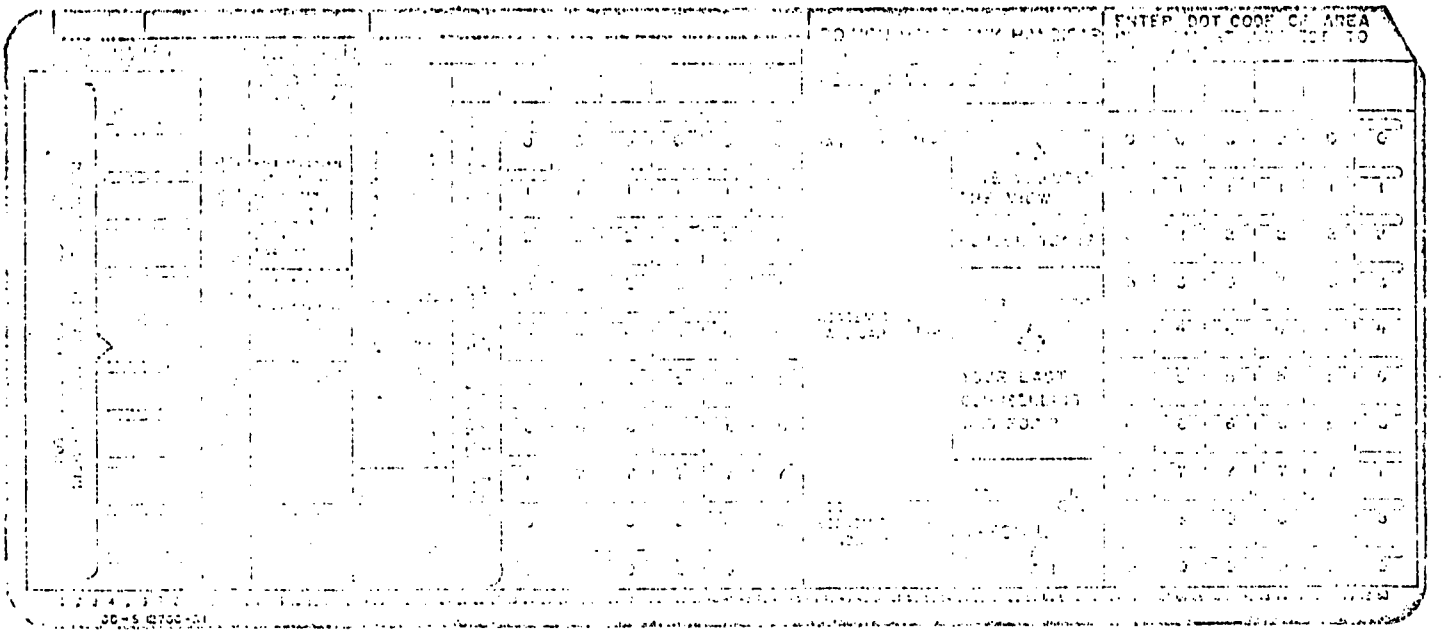

Dear student:

We are gathering information to find whether or not school programs are providing you with the knowledge and skills you need. This is part of an evaluation of the overall program of instruction. Your time and effort will be appreciated, and it may help all future students. Be honest in your answers in order to benefit younger students. The following instructions will assist you:

1. Please mark with the special (mark sense) pencil given you.

2. If you make a mark and change your answer, be sure to erase the incorrect mark thoroughly.

3. If you have never been counseled, leave the counseling "block" blank. If you were counseled during the summer, "bubble" in the closest month (either June or September) and the year counseled.

4. Skip the dropped out bubble; it is for the school office.

5. When counting vocational education programs dropped, remember a program is a cluster of classes in the same subject area. For example, if you switched from Agriculture to Business, count that as two programs. If you switched from typing to shorthand, you are still in the same program.

6. If you are not now nor ever have been enrolled in a vocational education program, bubble in "none". Count the vocational education program you are presently enrolled in as "one". If you have been in more than one, bubble in the correct number.

7. Mark only one of the six choices of intentions after grade 12. If you are not certain that you will be going to a two year or a four year college or university, don't fill that in. A business college or tech school is "train for job." If you are entering the world of work and not going to school, fill in "will try to find a job" (even if you already have the job). If you are planning to get a part-time job and go to college, bubble in "college within one year". If going to college depends upon whether or not you can get a job, the job becomes the most important and again you should fill in "will try to find a job." Military service is full-time Army, Navy, Marines, Air Force, or Coast Guard. Other government service is Peace Corps, Public Health Services, etc. It is <u>not</u> considered government service if you intend to get a civil service job at some government installation, work for the state, postal service, etc.

8. Bubble in a job after grade 12 only if the job is related to vocational education and you are certain the job is yours.

9. If you feel that you have a problem that prevents you from succeeding in the regular course, you may decide you have a handicap (no one will question your decision one way or the other). As examples: If a student has only one hand, but wants to take typing, obviously a special program would have to be set up for one-handed typists. This student would bubble in "yes" for physical handicap. If you had an extra tough time keeping up with the class, you might consider this an academic handicap. If you would like to take a course, but can't afford special fees, uniforms, etc., this might be considered an economic handicap. If you feel social status, color of skin, hair, or eyes would prevent you from succeeding in a vocational education program, mark down "socio-economic handicap."

10. If you don't know what the VIEW machine is, mark "no" and make an appointment to see your counselor as soon as possible to learn about it.

11. Last counseling: If your counseling covered both categories, mark the one choice you consider most important to you.

12. Special Survey Question: If the career or job you want doesn't require a degree from a higher institution, does the school you are now attending offer training in that field? yes or no

13. In the area of greatest interest: If you don't have any particular area of interest (nothing really turns you on), or you are undecided, bubble in all zeros. Please don't fill in any phony answers.

Best of luck -- and thanks from the students in lower grades.

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Accountants and Auditors	160.188
Account Clerks	219.488
Actors	150.048
Actresses	150.048
Agricultural Scientists	040.081
Air-condition, Refrigeration Mechanics	637.281
Airline Stewards and Stewardesses	352.878
Airplane Mechanics and Repairmen	621.281
Airplane Pilots and Navigators	196.283
Air Traffic Controllers	193.168
Apprentices (not elsewhere classified)	719.887
Architects	001.081
Artists	150.048
Art Teachers	150.048
Asbestos, Insulation Workers	863.884
Assemblers, Metalworking, Class A	706.887
Assemblers, Metalworking, Class B	619.380
Athletes	150.048
Attendants, Hospital and Other Institutions	355.878
Attendants, Recreation and Amusement	319.468
Authors	150.048
Auto Attendants, Auto Service and Parking	915.867
Baggagemen, Transportation	249.000
Bailiffs	375.268
Bakers	526.781
Bank Tellers	212.368
Barbers	319.468
Bartenders	312.878
Biological Scientists	041.081
Blacksmiths, Forgemen, Hammermen	610.381
Blasters and Powdermen	859.281
Boatmen	719.887
Boilermakers	805.281
Bookbinders	977.884
Bookkeepers, Hand	210.388
Bootblacks	319.468
Brakemen and Switchmen, Railroad	910.884
Brickmasons, Stone, Tile Setters	573.884
Bridge Tenders	372.868
Bus Drivers	913.463
Buyers, Store	180.000
Buyers and Shippers, Farm Products	180.000
Cab Drivers	913.363
Cabinetmakers	660.280
Canalmen and Lock Keepers	719.887
Carpenters	860.381
Cashiers	211.468
ement and Concrete Finishers	844.884

Chainmen, Rodmen, and Axmen	719.887
Charwomen and Cleaners	381.887
Chauffeurs	913.363
Checkers, Examiners, Inspectors, Manufacturing	719.887
Chemists	022.081
Chiropractors	079.000
Clergymen	210.108
Collectors, Bill and Account	249.000
College Presidents	090.228
Compositors and Typesetters	650.582
Conductors, Bus and Street Railway	719.887
Conductors, Railroad	910.868
Conservationists	040.081
Constables	375.268
Cooks, Except Private Household	315.381
Coppersmiths	804.281
Cosmetologists	319.468
Counter and Fountain Workers	319.878
Craftsmen, nec	977.884
Cranemen, Derrickmen, Hoistmen	921.883
Credit Men	249.368
Dancers	150.048
Dance Teachers	150.048
Decorators and Window Dressers	977.884
Deliverymen and Routemen	913.363
Dental Technicians	078.381
Dentists	072.108
Department Heads, Store	180.000
Designers, except Design Draftsmen	142.081
Detectives	375.268
Dietitians and Nutritionists	077.168
Dispatchers, Vehicle	249.000
Draftsmen	001.281
Dressmakers and Seamstresses, except Factory	719.887
Dyers, Filers, Grinders and Polishers, Metal	719.887
Economists	050.088
Editors and Reporters	132.268
Electrical and Electronic Technicians	019.281
Electricians	824.281
Electroplaters	500.380
Electroplater's Helpers	500.886
Electrotypers and Stereotypers	974.381
Elevator Operators	319.468
Embalmers	199.000
Engineering Technicians	019.281
Engineers, Aeronautical	002.081
Engineers, Chemical	008.081
Engineers, Civil	005.081
Engineers, Electrical	003.081

Engineers, Industrial	012.188
Engineers, Mechanical	007.081
Engineers, Metallurgical	011.081
Engineers, Mining	010.081
Engineers, Sales	204.388
Engineers, Technical, nec	007.181
Engravers, except Photoengravers	979.281
Entertainers, nec	150.048
Excavating, Grading Road Machine Operator	850.833
Farm and Home Management Advisors	199.000
Farmers	421.181
Farm Laborers	421.181
Farm Managers and Foremen	421.181
Farrier	610.381
File Clerk	249.000
Firemen	373.884
Floor Men, Store	180.000
Floor Manager, Store	180.000
Foremen, nec	869.131
Foresters	040.081
Fruit, Nut and Vegetable Graders and Packers,	719.887
except Factory	719.887
Funeral Directors	199.000
Furnacemen, Smeltermen, Pourers	511.885
Furriers	977.884
Geologists And Geophysicists	024.081
Glaziers	865.781
Graders and Sorters	719.887
Guards, Watchmen, Doorkeepers	372.868
Hairdressers	319.468
Heating Mechanics	637.281
Heat Treaters, Annealers, Temperers	504.782
Horticulturalists	040.000
Housekeepers	319.468
Inspectors, Log and Lumber	168.168
Inspectors, Metalworking, Class B	619.281
Inspectors, Public Administration	180.000
Inspectors, Other	609.684
Instructors, nec	090.228
Insurance Adjusters, Examiners, Investigators	249.000
Janitors and Sextons	382.884
Jewelers and Watchmakers	700.281
Job Setters, Metal	600.380
Judges	110.108
Kitchenworkers	319.468
Knitters, Loopers and Toppers	685.885

Laborers, except Farm and Mine	929.887
Laundry and Dry Cleaning Operators	369.884
Lawyers	110.108
Librarians	100.168
Library Assistants and Attendants	249.000
Line and Servicemen, Telephone and Power	821.281
Locomotive Engineers	910.383
Locomotive Firemen	910.883
Loom Fixers	683.280
Machine Tool Operators, Class B	604.280
Machinists	600.381
Maids, except Private Household	319.468
Mail Carriers	233.388
Mail Clerk, Railway	249.000
Manager, Building	180.000
Marshalls	375.268
Mathematicians	020.088
Meat Cutters, except Meat Packing	316.884
Mechanics and Repairmen, nec	630.884
Medical and Health Workers	079.000
Medical Technicians	078.381
Midwives	319.468
Millers, Grain, Flour, Feed, etc.	977.884
Milliners	719.887
Millwrights	638.281
Mine Operators, Laborers, nec	850.781
Molders, Metal, except Coremakers	556.885
Motion Picture Projectionists	977.884
Motormen, Mine, Factory, Logging, Camp, etc.	719.887
Motormen, Street Subway and Elevated Railway	719.887
Motor Vehicle Mechanics	620.281
Musicians	150.048
Music Teachers	150.048
Natural Scientists	040.000
Nurses, Practical	354.878
Nurses, Professional	075.378
Office Clerks	249.000
Office Machine Mechanics	633.281
Office Machine Operators	216.488
Officers, Pilots, Engineers, Ship	197.133
Officials, Lodge, Society, Union	180.000
Oilers and Greasers, except Auto	719.887
Opticians, Lens Grinders, Polishers	713.381
Optometrists	079.108
Osteopaths	071.108
Packers and Wrappers, nec	719.887
Painters and Paperhangers	840.781
Painters, Construction and Maintenance	840.781

Painters, except Construction and Maintenance	719.887
Patternmakers	600.280
Payroll Clerks	249.000
Personnel and Labor Relations Workers	205.368
Pharmacists	074.181
Photoengravers and Lithographers	971.381
Photographers	143.062
Photographic Process Workers	719.887
Physical Scientists	019.281
Physicians and Surgeons	070.000
Physicists	023.081
Piano and Organ Tuners and Repairmen	977.884
Plasterers	842.781
Plumbers and Pipefitters	862.381
Policemen	375.268
Porters	319.468
Postal Clerks	232.368
Postmasters and Assistants	188.168
Power Station Operators	952.782
Pressmen and Plate Printers	651.782
Private Household Workers	306.878
Professors	090.228
Psychologists	045.108
Public Administrators	180.000
Publicity Writers	199.000
Public Relations	199.000
Purchasing Agents and Buyers	162.158
Pursers, Ship	197.133
Radio and T.V. Mechanics	823.281
Radio Operators	193.282
Railroad and Car Shop Mechanics	622.381
Receptionists	249.000
Recreation Workers	199.000
Religious Workers	199.000
Rollers and Roll Hands	613.782
Roofers and Slaters	866.381
Sailors and Deck Hands	911.887
Sales Workers, nec	250.000
Sawyers	719.887
Secretaries	203.588
Service Workers, nec	319.468
Sewers and Stitchers, Manufacturers	786.782
Sheet Metal Workers	804.281
Sheriffs	375.268
Shipping and Receiving Clerks	222.387
Shoemakers and Repairmen, except Factory	977.884
Social and Welfare Workers	195.108
Social Scientists	059.088
Spinners, Textile	557.885
Sports Instructors	150.048
Sports Officials	150.048
Stationary Engineers	977.884
Stationary Firemen	719.887

Statisticians and Actuaries	020.188
Stenographers	203.588
Stock Clerks	249.000
Stone Cutters and Stone Carvers	977.884
Storekeepers	249.000
Structural Metalworkers	801.781
Superintendents, Building	180.000
Surveyors	018.188
Teachers, College	090.228
Teachers, Elementary	092.228
Teachers, Other	099.228
Teachers, Secondary	091.228
Technicians, Other	019.281
Telegraph Messengers	249.000
Telegraph Operators	249.000
Telephone Operators	235.862
Therapists	079.000
Ticket Agents	249.000
Tinsmiths	804.281
Toolmakers, Diemakers, Setters	601.280
Truck and Tractor Drivers	913.463
Typists	203.588
Upholsterers	780.381
Ushers, Recreation and Amusement	319.468
Veterinarians	073.108
Waiters and Waitresses	311.878
Weavers, Textile	683.782
Welders and Flame Cutters	811.884

Dear ROP graduate:

We are conducting a survey of graduates from the Sacramento County ROP. Your answers will give us direction to improve the program so that we may truly serve the needs of our students.

You may have supplied us with similar information last year, but we need to up-date your file with new job and/or schooling information. If you were in the last graduating class, your information will be used to start your graduate file.

Won't you take a few minutes of your time right now to answer these few questions and return them to us as soon as possible.

Thank you,

Leo A. Palmiter, Superintendent
Sacramento County

Directions: If your address label is incorrect, please correct it. Mark the appropriate blocks of the questionnaire. Fold so that the questionnaire and your name are on the inside - tape or staple the edge and drop in the mail. NO STAMP IS NEEDED.

ERIC

our employment: (consider the Armed Forces full time and answer all questions)
- ☐ full time
- ☐ part time
- ☐ not employed

If employed since high school was/is your job:
- ☐ directly related to ROP training
- ☐ related a little to ROP training
- ☐ not at all related to ROP training

Has ROP training helped you in your job?
- ☐ a lot
- ☐ some
- ☐ little
- ☐ none

If unemployed: (check only one)
- ☐ going to school full time
- ☐ ROP training did not give me the skills I need in that field
- ☐ can't find a job
- ☐ not seeking employment

Are you now in: (check only one)
- ☐ apprenticeship training
- ☐ trade or technical school (private or public)
- ☐ college (2 or 4 year)
- ☐ not continuing education or training

If this address is not correct, please give us your corrected address.

is it related to your ROP training?
- ☐ yes
- ☐ no
- ☐ not continuing education or training

How would you rate your ROP training? (you may check more than one)
- ☐ satisfactory
- ☐ unsatisfactory, poor instruction
- ☐ unsatisfactory, poor or improper equipment
- ☐ unsatisfactory, ROP training is not related to what is done in the field
- ☐ unsatisfactory, other _____

Did anyone in the ROP help or try to help you get a job?
- ☐ yes
- ☐ no

If you had complete freedom to choose any job, would you choose one in the area of your ROP training?
- ☐ yes
- ☐ no

Check the appropriate block:
- ☐ in Armed Forces
- ☐ work in Sacramento, Placer, or Yolo counties
- ☐ work is not in the 3 counties mentioned above
  I work in _____ county

Please mark the appropriate designation for your racial or ethnic group (answer is requested but not required)
- ☐ Spanish Surname
- ☐ Black
- ☐ White
- ☐ American Indian
- ☐ Other non-white
- ☐ Oriental

Sample of the BLS Matrix for DOT Ratios

	Natural Scientist	Chemists	Ag. Scientist	Technicians	Medical Workers	Veterinarians
Agri-culture	1.01	.51	5.63	.76	.87	75.00
Mfg. Meat Products	.19	.23	.75	.09	.01	.00
Beverage	.26	.61	.00	.13	.01	.00
Pulp Paper	.85	1.67	1.88	.77	.03	.00

Ratio factors have been multiplied by 1×10^6

SEMINAR #3

Agenda

Handouts

1) Agenda
2) Data Gathering Forms
3) Occupational Codes
4) Needs Cards
5) Seminar Recap

I. Recap Job Market Analysis

A. Data method

B. Range of validity

C. Inferences

II. Form VE ØØ - Performance Objectives

A. Use - to input school number to program number; to list performance objectives for input to the computer

B. Limits - not more than 20 objectives

C. Who furnishes the data - the instructor of the course being evaluated; he determines what he is teaching and how (the "how" or "methods" are not evaluated)

III. Form VE Ø1 - Budget and Enrollment

A. Use

1. to input miscellaneous data referring to:
   a) enrollment
   b) budget
   c) drop outs

2. to input data on each course referring to:
   a) enrollment
   b) budget
   c) drop outs
   d) instructor currency

(NOTE: the user defines "drop out")

IV. Form VE Ø3 - Resource Requirements

A. Who - instructor

B. How - the instructor determines the equipment and the amount he needs to teach his curriculum objectives

C. Limits - not more than 20 items; avoid brand names and lengthly descriptors

V. Form VE Ø9 - Completed Objectives

A. Who initiates - it is a computer print out of previously submitted objectives

B. Who fills it out - the instructor enters the simple count of students who have completed each objective as of the instructional day put in the blank

VI. Confirm schedule at individual schools for those activities

Performance Objectives

October 16	Hiram Johnson (room S-4)	10:30 - 12:00 noon
17	Elk Grove	2:00 pm
20	Grant District Office	3:00 pm
17&19	Cosumnes River College	11:30 am

Gathering Needs Data

October 31	Hiram Johnson (room S-4)	10:30 - 12:00 noon
November 1	Grant District Office	3:00 pm
?	Elk Grove	
?	Cosumnes River College	

Conducting Follow-Up

November 20	Hiram Johnson	10:30 - 12:00 noon
?	Elk Grove	2:00 pm
21	Grant District Office	3:00 pm

VII. Recap

Summary of 3 seminars

ERIC

School name _____ School number _____ Date _____

Enrollment by grade: 9th _____; 10th _____; 11th _____; 12th _____; 13th _____; 14th _____

District annual cost per student ADA _____ Number of students dropped from school _____

District drop out rate _____%

List courses to be evaluated below:

Course number	Number of students dropped *	Gross instructional salaries (include fringe benefits) **	Most recent instructor training in this field (year only)	Budget amount for equipment and operation **	If a contract course, the $ cost per student **

*This is the number of students who enrolled in the course at the beginning of the year and are not now attending this course - they may or may not be attending other courses.

**Annual amount in whole dollars

VE 01

ROGRAM NUMBER K-5002 AUTO SHO 500 ELK GROVE SENIOR HIGH SCHOOL

here are _____ instructional days this school year.

his is the _____ instructional day.

ow many students have completed each objective.	Student Count
01 TO SERVICE AND ADJUST ANY SHOE TYPE OF BRAKES ACCORDING TO MANUFACTURERS SPECIFICATIONS USING STANDARD SHOP TOOLS	( )
02 TO SERVICE AND ADJUST DISC TYPE OF BRAKES ACCORDING TO MANUFACTURERS SPECIFICATIONS USING STANDARD SHOP TOOLS	( )
03 TO REMOVE REBUILD AND REPLACE ALL COMPONENTS OF ANY U S BRAKE SYSTEM SO THAT THE SYSTEM WILL OPERATE ACCORDING TO MANUFACTURERS SPECIFICATIONS	( )
04 TO REMOVE REBUILD AND REPLACE ALL COMPONENTS OF ANY FOREIGN BRAKE SYSTEM SO THAT THE SYSTEM WILL OPERATE ACCORDING TO MANUFACTURERS SPECIFICATIONS	( )
05 GIVEN A DEFECTIVE BRAKE SYSTEM THE EMPLOYEE WILL BE ABLE TO DETERMINE THE DEFECT AND HOW TO CORRECT IT	( )
06 USING A STANDARD DRUM TURNING MACHINE BE ABLE TO TURN ANY BRAKE DRUM TO MANUFACTURERS TOLERANCES OR TO REJECT TOLERANCE	( )
07 USING A STANDARD BRAKE SHOE GRINDER TO TRUE THE ARC OF THE LINING TO MATCH THE ARC OF THE DRUM	( )
08 TO REMOVE AND DISASSEMBLE ANY U S GASOLINE ENGINE 4 6 OR 8 CYLINDER	( )
09 TO REMOVE AND DISSASSEMBLE ANY FOREIGN GASOLINE ENGINE 4 6 OR 8 CYLINDER	( )
10 TO DETERMINE BY OBSERVATION OR MEASUREMENT WITH CALIPERS AND MICROMETERS DEFECTIVE OR WORN PARTS OF ANY DISASSEMBLED ENGINE	( )
11 TO BE ABLE TO REASSEMBLE A GASOLINE ENGINE REPLACING ANY WORN AND/OR DEFECTIVE PARTS ALL BEARINGS AND CLEARANCES WITHIN MANUFACTURERS TOLERANCE ALL NUTS BOLTS AND STUDS PROPERLY TORQUED TO SPECIFICATIONS GASKETS PROPERLY SEALED AND SEATED SO THAT THE ENGINE RUNS WITHIN POWER OUTPUT AND SPECIFICATIONS OF THE MANUFACTURER WITHOUT VISIBLE OR AUDIBLE DEFECT	( )

VEØ5

500 ELK GROVE SENIOR HIGH SCHOOL

PROGRAM NUMBER K-5002 AUTO SHOP II

NO 331

C#-18

WITHIN THE PAST FOUR YEARS HAVE YOU HIRED A GRADUATE OF THIS SCHOOL FOR:

620.281 MOTOR VEHICLE MECHANICS

EDP CONTROL NUMBERS

09 14 18 29 36 75

578-8901 SIC 7500

RAYS BODY SHOP
5893 CYLINDER AVE.
SACRAMENTO CA 98789

If you require any of the following for beginning employment, please check the YES box.

REQ #	CURRENT OCCUPATION REQUIREMENTS		
01	TO SERVICE AND ADJUST ANY SHOE TYPE OF BRAKES ACCORDING TO MANUFACTURERS SPECIFICATIONS USING STANDARD SHOP TOOLS	YES ( )	NO ( )
02	TO SERVICE AND ADJUST DISC TYPE OF BRAKES ACCORDING TO MANUFACTURERS SPECIFICATIONS USING STANDARD SHOP TOOLS	YES ( )	NO ( )
03	TO REMOVE REBUILD AND REPLACE ALL COMPONENTS OF ANY U S BRAKE SYSTEM SO THAT THE SYSTEM WILL OPERATE ACCORDING TO MANUFACTURERS SPECIFICATIONS	YES ( )	NO ( )
04	TO REMOVE REBUILD AND REPLACE ALL COMPONENTS OF ANY FOREIGN BRAKE SYSTEM SO THAT THE SYSTEM WILL OPERATE ACCORDING TO MANUFACTURERS SPECIFICATIONS	YES ( )	NO ( )
05	GIVEN A DEFECTIVE BRAKE SYSTEM THE EMPLOYEE WILL BE ABLE TO DETERMINE THE DEFECT AND HOW TO CORRECT IT	YES ( )	NO ( )
06	USING A STANDARD DRUM TURNING MACHINE BE ABLE TO TURN ANY BRAKE DRUM TO MANUFACTURERS TOLERANCES OR TO REJECT TOLERANCE	YES ( )	NO ( )
07	USING A STANDARD BRAKE SHOE GRINDER TO TRUE THE ARC OF THE LINING TO MATCH THE ARC OF THE DRUM	YES ( )	NO ( )
08	TO REMOVE AND DISASSEMBLE ANY U S GASOLINE ENGINE 4 6 OR 8 CYLINDER	YES ( )	NO ( )

ou have any requirements other than those listed above?
s or no

List other requirements on the

VE 07

1. As a result of this project, there is readily available at the County Office, a job market analysis that accurately defines job opportunities in the labor market area.

2. Evaluations may reveal conditions we did not previously know existed.

3. Program evaluation is not a measure of student accomplishments.

4. The basic premise underlying this model is: vocational education covers the entire spectrum of jobs, vocational education is for all students; therefore, counselors should not concentrate their efforts on any one group.

5. Evaluation seeks to improve not condemn. Periodic evaluation will help us in a continuum of improvement.

6. A good evaluation encompasses all the functions of vocational education. We cannot make valid assumptions on isolated data.

7. The more we understand an evaluation system the more confident we become in using it. Feelings of insecurity give way to optimistic progress and school policy comes into clear focus.

8. New and untried methods are encouraged. The evaluation system does not penalize an innovative teacher.

9. Evaluation using this model is done by school personnel. Research specialists are not a necessary part. The teacher can interpret his own data.

ERIC

APPENDIX II

Method of Determining Sample Size

ERIC

METHOD OF DETERMINING SAMPLE SIZE

To determine how many companies to sample for significance at the .05 level the small-sample technique published in NEA Research Bulletin, vol. 38, (Dec. 1960) was modified.

Four values are needed for the formula

$$S = \frac{x^2NR(1-R)}{d^2(N-1) + x\ R(1-R)}$$

S = number of companies to be sampled

x^2 = 2.706 (constant value for 1 degree of freedom)

N = the number of companies that employ 50% of the DOT being examined

R = the proportion of N to all companies employing the DOT

d = .05 (constant - the degree of accuracy)

To determine the values for N and R enter the Bureau of Labor Statistics (BLS) matrix with the DOT code of the program being surveyed. The matrix lists a ratio for each SIC and these ratios are summed until they equal at least 50%. The SICs that equate to 50% are retained as well as the other SICs that have some ratio value for that DOT. Next, enter the current quarter of Human Resources Development's list of industry data (ES 202) and count the number of companies in each of the selected SICs.

The number of companies in the first group of SICs whose ratios sum to .5 is the value of N.

R is the ratio of N to all the companies in the selected SICs.

Example:

To survey for DOT 181.181 enter the BLS matrix with DOT 181.181 to find which SICs employ that DOT. For illustrative purposes, suppose the matrix contains the following SICs and ratios.

3241	.315	(Σ = .579)
3250	.264	
3260	.211	
3281	.131	
3312	.072	
3313	.007	

Enter the current ES 202 data file to find the number of companies in each of these SICs - again for illustrative purposes assume there are:

3241	56	(Σ = 70)
3250	14	
3260	63	
3281	46	
3312	22	
3313	9	
	210	

When the ratios are summed a value greater than .5 is reached at the first two SICs (.579) which represents 70 companies. The value of N = 70. All companies in these six SICs equal 210. The value for R is $\frac{70}{210}$ or .333. To solve the sample problem.

$$S = \frac{x^2NR(1-R)}{d^2(N-1) + x^2R(1-R)}$$

$$S = \frac{2.706 \times 70 \times .333(1-.333)}{(.05)^2 \times (70-1) + 2.706 \times .333(1-.333)}$$

$$S = \frac{42.0722}{.1725 + .6010} = \frac{42.07}{.77} = 54.636 \quad \text{(round to 55)}$$

To randomly select the 55 companies from SICs 3241 and 3250 use a single digit random number to match the final digit in the company's account number on the address tape. If the random number selected to match the final digit does not select enough companies to reach 55, then it is matched against the next to last digit until the number of companies selected is equal to the sample size required.

ERIC

APPENDIX III

List of Industries Validated

ERIC

[illegible]	[illegible]		1971 1st qtr	1971 2nd qtr	1971 3rd qtr	1971 4th qtr	1972 1st qtr
		predicted value	773	764	807	874	850
		actual value	745	953	1101	729	487
0110	±364	difference	28	189	294	145	363
		predicted value	2499	2740	2560	2740	2477
		actual value	857	1836	3305	1359	938
0120	±2822	difference	1642	904	745	1381	1539
		predicted value	443	552	423	497	473
		actual value	422	442	419	407	421
0130	±131	difference	21	110	4	90	52
		predicted value	2934	2516	2725	3261	2973
		actual value	1279	3689	5340*	1888	1236
0140	±2454	difference	1655	1173	2615	1373	1737
		predicted value	371	389	403	421	423
		actual value	350	446	469	409	565
0190	±88	difference	21	57	66	12	142
		predicted value	1499	1206	1184	1387	1236
		actual value	392	1283	2271	765	396
0710	±1507	difference	1107	77	1087	622	840
		predicted value	583	564	573	587	583
		actual value	445*	545	581	508	530
0720	±103	difference	138	19	8	79	53
		predicted value	256	242	249	255	262
		actual value	201	279	279	288	273
0730	±59	difference	55	37	30	33	11
		predicted value	260	199	173	196	148
		actual value	87	169	369	46	92
0790	±436	difference	173	30	196	150	56
		predicted value	2689	2663	2731	2861	2933
		actual value	2525	2906	3248*	3083	2948
1510	±453	difference	164	243	517	222	15
		predicted value	1888	1632	1579	1551	1582
		actual value	1211*	1839	1897	2138*	1353
1610	±561	difference	677	207	318	587	229

* outside predicted range

SIC	.9 range		1971 1st qtr	1971 2nd qtr	1971 3rd qtr	1971 4th qtr	1972 1st qtr
1620	±508	predicted value	1398	1358	1415	1512	1644
		actual value	1156	1536	1765	2020	2164*
		difference	242	178	350	508	520
1710	±151	predicted value	1024	1024	1062	1111	1147
		actual value	1036	1198*	1280*	1262	1249
		difference	12	174	218	151	102
1720	±109	predicted value	506	480	482	503	528
		actual value	398	496	583	368*	449
		difference	108	16	101	135	79
1730	±173	predicted value	984	993	1017	1040	1053
		actual value	1078	1145	1166	1131	1051
		difference	94	152	149	91	2
1740	±98	predicted value	640	627	643	669	693
		actual value	572	684	744*	757	797*
		difference	68	57	101	88	104
1750	±63	predicted value	282	287	313	344	342
		actual value	279	372*	419*	286	325
		difference	3	85	106	58	17
1760	±106	predicted value	557	550	563	590	631
		actual value	513	592	665	757*	683
		difference	44	42	102	167	52
1770	±83	predicted value	370	361	377	397	414
		actual value	317	414	448	455	423
		difference	53	53	71	58	9
1790	±114	predicted value	1201	1178	1176	1200	1206
		actual value	1078*	1148	1266	1198	1110
		difference	123	30	90	2	96
2030	±1922	predicted value	3187	2980	2698	3067	2742
		actual value	2392	3279	5629	2619	2543
		difference	795	299	2931	448	199
2040	±84	predicted value	474	471	475	466	492
		actual value	526	552	492	651*	526
		difference	52	81	17	185	34

tside predicted range

SIC	.9 range		1971 1st qtr	1971 2nd qtr	1971 3rd qtr	1971 4th qtr	1972 1st qtr
2060	±119	predicted value	657	619	607	594	610
		actual value	462	543	528	654	543
		difference	195	76	79	60	67
2080	±49	predicted value	605	607	617	633	641
		actual value	582	619	659	631	629
		difference	23	12	42	2	12
2090	±28	predicted value	197	189	180	187	192
		actual value	200	191	249*	250*	212
		difference	3	2	59	63	20
2420	±124	predicted value	320	286	298	327	341
		actual value	326	489*	575*	520*	344
		difference	6	203	277	193	3
2430	±138	predicted value	1065	1122	1130	1127	1119
		actual value	1118	962	926*	909*	1199
		difference	53	160	204	218	80
2750	±63	predicted value	504	513	519	525	526
		actual value	512	504	511	496	491
		difference	8	9	8	29	35
3790	±146	predicted value	465	510	577	649	722
		actual value	554	680*	780*	841*	867
		difference	91	170	203	192	145
4010	±263	predicted value	5574	5556	5567	5621	5667
		actual value	5700	5800	6000*	6000*	5833
		difference	126	244	433	379	166
4110	±31	predicted value	346	343	338	336	329
		actual value	326	314	323	296*	310
		difference	20	29	15	40	19
4120	±31	predicted value	336	332	325	320	313
		actual value	314	298	304	284*	285
		difference	22	34	21	36	28
4220	±38	predicted value	227	218	211	216	218
		actual value	197	199	247	233	188
		difference	30	19	36	17	30

*Outside predicted range

SIC	19 range		1971 1st qtr	1971 2nd qtr	1971 3rd qtr	1971 4th qtr	1972 1st qtr
4830	±34	predicted value	515	516	519	524	518
		actual value	495	504	519	470	523
		difference	20	12	0	54	5
4920	±74	predicted value	731	706	692	688	680
		actual value	630*	655	689	669	¢
		difference	101	51	3	19	¢
5040	±136	predicted value	1774	1662	1580	1554	1510
		actual value	1495	1518*	1689	1578	1705*
		difference	279	144	99	24	195
5050	±581	predicted value	890	1154	1053	1048	1224
		actual value	1012	579	931	1783*	1319
		difference	122	575	122	735	95
5060	±43	predicted value	817	789	761	751	745
		actual value	799	771	821*	833*	824*
		difference	18	18	60	82	79
5250	±94	predicted value	595	582	611	639	656
		actual value	574	735*	760*	730	729
		difference	21	153	149	91	73
5460	±19	predicted value	229	230	228	227	223
		actual value	236	236	235	222	224
		difference	7	6	7	5	1
5510	±141	predicted value	3200	3219	3251	3311	3356
		actual value	3247	3313	3477*	3458*	3486
		difference	47	94	226	147	130
5590	±71	predicted value	528	540	564	608	631
		actual value	531	595	707	648	678
		difference	3	55	43	40	47
5610	±41	predicted value	333	338	341	343	352
		actual value	350	343	342	378	307
		difference	17	5	1	35	45
5660	±48	predicted value	574	570	575	580	590
		actual value	570	600	609	632*	605
		difference	4	30	34	52	15

* outside predicted range
¢ no data for this SIC was submitted for this quarter

SIC	.9 range		1971 1st qtr	1971 2nd qtr	1971 3rd qtr	1971 4th qtr	1972 1st qtr
5730	±53	predicted value	497	493	489	493	508
		actual value	464	460	495	548*	594*
		difference	33	33	6	55	86
5810	±689	predicted value	10773	10731	10716	10796	10785
		actual value	10442	10529	10944	10589	11663*
		difference	331	202	228	207	878
5920	±23	predicted value	323	331	343	351	359
		actual value	334	354	352	357	334*
		difference	11	23	9	6	25
5950	±29	predicted value	268	272	274	281	297
		actual value	255	254	278	321*	318
		difference	13	18	4	40	21
5960	±48	predicted value	336	320	328	321	334
		actual value	304	357	293	386	371
		difference	32	37	35	45	37
5970	±29	predicted value	311	289	282	274	279
		actual value	276	269	250	309	279
		difference	35	20	32	35	0
5990	±74	predicted value	1027	1064	1088	1093	1114
		actual value	1008	1090	1055	1135	1122
		difference	19	26	33	42	8
6510	±58	predicted value	1022	1056	1081	1113	1122
		actual value	1042	1127	1179	1103	1108
		difference	20	71	98	10	14
6530	±81	predicted value	617	618	638	658	690
		actual value	673	678	694	774*	836*
		difference	56	60	56	116	146
6550	±61	predicted value	227	211	212	228	229
		actual value	242	260	324*	267	284
		difference	15	49	112	39	55
7030	±79	predicted value	220	203	196	196	191
		actual value	221	168	190	169	236
		difference	1	35	6	27	45

side predicted range

SIC	.9 range		1971 1st qtr	1971 2nd qtr	1971 3rd qtr	1971 4th qtr	1972 1st qtr
7230	±126	predicted value	1597	1411	1408	1393	1387
		actual value	1331*	1338	1354	1385	1395
		difference	266	73	54	8	8
7270	±24	predicted value	237	219	217	212	213
		actual value	215	215	196	221	202
		difference	22	4	21	9	11
7390	±136	predicted value	2329	1964	1967	2000	2087
		actual value	1956*	2034	2183*	2467*	2355*
		difference	373	70	216	467	268
7340	±136	predicted value	1268	1241	1210	1212	1160
		actual value	1124	1673	1194	938	993
		difference	140	168	16	274	167
7530	±84	predicted value	1266	1261	1262	1277	1281
		actual value	1192	1269	1339	1325	1377*
		difference	74	8	77	48	96
7540	±48	predicted value	332	330	341	354	348
		actual value	321	369	390*	314	312
		difference	11	39	49	40	36
7690	±31	predicted value	279	269	274	285	293
		actual value	266	291	320*	312	324
		difference	13	22	46	27	31
7830	±104	predicted value	748	596	603	609	607
		actual value	556	638	645	606	668
		difference	192	42	42	3	61
7940	±234	predicted value	1035	1033	1064	1126	1131
		actual value	949	1122	1293	1078	1129
		difference	86	89	229	48	3
8010	±56	predicted value	1758	1803	1942	1974	1997
		actual value	1915*	1962*	1970	1960	2047
		difference	157	159	28	14	50
8020	±53	predicted value	940	956	968	981	1001
		actual value	960	974	995	1038*	1117*
		difference	20	18	27	57	116

*Outside predicted range

SIC	.9 range		1971 1st qtr	1971 2nd qtr	1971 3rd qtr	1971 4th qtr	1972 1st qtr
8060	±343	predicted value	6908	7675	7748	7845	7911
		actual value	7402*	7402	7587	7544	7073*
		difference	494	273	161	301	838
8070	±14	predicted value	316	357	362	367	370
		actual value	338*	348	356	346*	366
		difference	22	9	6	21	4
8090	±183	predicted value	2720	3243	3323	3451	3551
		actual value	3066*	3138	3436	3429	3098*
		difference	346	105	113	22	453
8110	±24	predicted value	705	756	764	779	791
		actual value	767*	754	790	794	825*
		difference	62	2	26	15	34
8610	±23	predicted value	324	363	364	373	369
		actual value	354*	338	346	349*	399*
		difference	30	25	18	24	30
8630	±29	predicted value	555	561	574	576	573
		actual value	545	588	581	542*	594
		difference	10	27	13	34	21
8640	±18	predicted value	325	366	369	371	376
		actual value	363	351	349	368	372
		difference	38	15	20	3	4
8690	±53	predicted value	569	707	736	770	801
		actual value	709	743	795*	813	883*
		difference	40	36	59	43	82
8910	±129	predicted value	651	889	918	965	1003
		actual value	850*	923	1036	1037	1023
		difference	199	34	118	72	20
9120	±101	predicted value	2803	2863	2883	2880	2882
		actual value	2877	2771	2784	2804	2920
		difference	74	92	99	76	38
9100	±1074	predicted value	26573	26459	26205	26230	25726
		actual value	25698	25867	26022	25169	25566
		difference	875	592	183	1061	160

* outside predicted range

SIC	.9 range		1971 1st qtr	1971 2nd qtr	1971 3rd qtr	1971 4th qtr	1972 1st qtr
		predicted value	29417	29293	29208	29003	28897
		actual value	28799	28481	27876	28183	29513
9200	±1044	difference	618	812	1332	820	616
		predicted value					
		actual value					
		difference					
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		difference					

*ide predicted range

APPENDIX IV

Job Market Analysis

ERIC

JOB MARKET ANALYSIS

In displaying the data, the geometric mean for the total labor force in a particular SIC is given on the first line. The rate of annual change in employment for an SIC is expressed as a percent on the second line and the range of the number of employees on either side of the mean where the data are likely to fall in 90% of the cases is located on the third line. The columns across the page are time periods expressed in calendar quarters, i.e., 1973-2 means the second calendar quarter of year 1973.

EXAMPLE: The first line under Agricultural Production is SIC 0110 (Field Crops). In the first column (1973-2) the figure 781 is the mean of the projection. The second line has a value -0.2% under every fourth quarter and is labeled "Percent of Annual Change". This figure is the difference between the data from year to year expressed as a percent. A decline in the number of employees in an SIC is expressed as a negative figure. On the next line the value 364 is the range of the number of employees on either side of the projected mean where the data are likely to fall in 90% of the cases. This figure applies to every quarter of the projection for an SIC. Thus, for SIC 0110 in 1974-2 (second quarter of 1974) the projected mean of 779 reflects a 0.2% decline from the previous year and the actual number of employees is expected to be between 1143 and 417 (779±364).

For those SICs that experience large shifts in employee population during the year, one will find wide ranges in projection data. Agricultural industries, by the nature of their operation, reflect such wide ranges.

The occupation title by DOT is prefixed by a six digit number approximating a DOT code. Since each code is actually a cluster of occupations, no one DOT code would be appropriate. For instance all Architect specialities are subsumed under one code 001.081. The predicted total employment of all Architects is 142 in the Sacramento labor market for the second quarter of 1974 (1974-2). To determine how many new jobs the figure 143 represents, the model applies mortality and retirement factors for Architects to find the number of replacements (in this case 3). By comparing the total number of Architects from one year to the next (133 in 1973-2 and 142 in 1974-2) one finds a gain of 9. The gain in new positions added to the mortality and retirement figure of 3 for Architects creates a total of 12; therefore, in the Sacramento labor market 12 new Architect jobs are predicted to be open between 1973-2 and 1974-2.

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

01 ----- AGRICULTURAL PRODUCTION -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
0110 FIELD CROPS	781	780	780	779	779	779	778	778	777	777	776	774
PERCENT OF ANNUAL CHANGE	-0.2%				-0.2%				-0.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	364											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
0120 FRUITS, TREE NUTS, VEGETABLES	2113	2097	2081	2066	2050	2034	2018	2002	1987	1971	1955	1876
PERCENT OF ANNUAL CHANGE	-2.8%				-2.9%				-3.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	2822											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
0130 LIVESTOCK	429	422	415	408	401	394	387	380	373	366	359	324
PERCENT OF ANNUAL CHANGE	-6.1%				-6.5%				-6.9%			
PROJECTIONS ARE 90% PROBABLE WITHIN	131											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
0140 GENERAL FARMS	2425	2380	2335	2289	2244	2199	2154	2109	2064	2018	1973	1747
PERCENT OF ANNUAL CHANGE	-6.9%				-7.4%				-8.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	2454											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
0190 MISCELLANEOUS AGRICULTURE	480	487	493	499	505	511	518	524	530	536	542	573
PERCENT OF ANNUAL CHANGE	5.2%				5.2%				4.9%			
PROJECTIONS ARE 90% PROBABLE WITHIN	88											

07 ----- AGRICULTURAL SERVICES & HUNTING AND TRAPPING -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
0710 AGRICULTURAL SERVICES	872	831	789	748	706	664	623	581	540	498	457	249
PERCENT OF ANNUAL CHANGE	-16.0%				-19.0%				-23.5%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1507											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
0720 ANIMAL HUSBANDRY SERVICES	628	639	650	661	672	682	693	704	715	726	737	791
PERCENT OF ANNUAL CHANGE	7.3%				7.0%				6.3%			
PROJECTIONS ARE 90% PROBABLE WITHIN	103											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
0730 HORTICULTURAL SERVICES	266	267	267	267	268	268	268	269	269	269	270	272
PERCENT OF ANNUAL CHANGE	0.3%				0.7%				0.3%			
PROJECTIONS ARE 90% PROBABLE WITHIN	59											

0740 HUNTING & TRAPPING, & GAME *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC	INDUSTRIAL TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
		********** QUARTER PROJECTION DATA **********											
0790	AG. LABOR & MARKETING ASSNS.	39	20	1	0	0	0	0	0	0	0	0	0
	PERCENT OF ANNUAL CHANGE	-66.0%				-100.0%				0.0%			
	PROJECTIONS ARE 90% PROBABLE WITHIN	436											
08	----- FORESTRY -----												
0810	TIMBER TRACTS	*** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***											
0820	FOREST NURSERIES	*** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***											
0840	GATHERING AND GUMS AND BARKS	*** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***											
		1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
0850	FORESTRY SERVICES	4	4	5	5	5	5	5	5	5	5	5	6
	PERCENT OF ANNUAL CHANGE	0.0%				25.0%				0.0%			
	PROJECTIONS ARE 90% PROBABLE WITHIN	1											
0860	GATHERING FOREST PRODUCTS, NEC	*** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***											
09	----- FISHERIES -----												
0910	FISHERIES	*** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***											
		1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
0980	FISH HATCHERIES & PRESERVES	4	4	4	4	4	4	4	4	4	4	4	3
	PERCENT OF ANNUAL CHANGE	0.0%				0.0%				0.0%			
	PROJECTIONS ARE 90% PROBABLE WITHIN	1											
10	----- METAL MINING -----												
1010	IRON ORES	*** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***											

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

1020 COPPER ORES *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

1030 LEAD AND ZINC ORES *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
1040 GOLD AND SILVER ORES	2	2	2	2	2	2	2	2	2	2	2	2
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1											

1050 BAUXITE & OTHER ALUMINUM ORES *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

1060 FERROALLOY ORES, EXC VANADIUM *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
1080 METAL MINING SERVICES	2	2	2	1	1	1	1	1	1	1	1	1
PERCENT OF ANNUAL CHANGE	0.0%				-50.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
1090 MISCELLANEOUS METAL ORES	12	12	12	12	12	12	12	12	12	12	12	12
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	9											

11 ----- ANTHRACITE MINING -----

1110 ANTHRACITE *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

12 ----- BITUMINOUS COAL AND LIGNITE MINING ----

1210 BITUMINOUS COAL LIGNITE MINING *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

13 ----- CRUDE PETROLEUM AND NATURAL GAS -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
1310 CRUDE PETROLEUM & NATURAL GAS	26	26	27	27	28	28	28	29	29	30	30	32
PERCENT OF ANNUAL CHANGE	8.3%				7.6%				3.5%			
PROJECTIONS ARE 90% PROBABLE WITHIN	4											

1320 NATURAL GAS LIQUIDS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
1380 OIL AND GAS FIELD SERVICES	74	76	77	78	80	81	83	84	86	87	89	96
PERCENT OF ANNUAL CHANGE	8.8%				8.1%				7.5%			
PROJECTIONS ARE 90% PROBABLE WITHIN	18											

14 ----- MINING & QUARRYING OF NONMETALLIC MINERALS, EXCEPT FUELS -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
1410 DIMENSION STONE	0	0	0	0	0	0	0	0	0	0	0	0
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
1420 CRUSHED AND BROKEN STONE	6	6	7	7	7	7	7	8	8	8	8	9
PERCENT OF ANNUAL CHANGE	20.0%				16.6%				14.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	0											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
1440 SAND AND GRAVEL	32	34	36	38	40	42	44	46	48	50	52	62
PERCENT OF ANNUAL CHANGE	33.3%				25.0%				20.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	6											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
1450 CLAY, CERAMIC, & MINERALS	9	9	10	10	10	10	10	10	10	10	10	11
PERCENT OF ANNUAL CHANGE	0.0%				11.1%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	3											

1470 CHEM FERTILIZER MINERAL MINING *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

1480 NONMETALLIC MINERALS SERVICES *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
1490 MISC. NONMETALLIC MINERALS	5	5	6	6	6	7	7	7	8	8	8	10
PERCENT OF ANNUAL CHANGE	25.0%				20.0%				33.3%			

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

15 ----- BUILDING CONSTRUCTION - GENERAL CONTRACTORS -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
1510 GENERAL BUILDING CONTRACTORS	3078	3106	3134	3162	3190	3218	3247	3275	3303	3331	3359	3500
PERCENT OF ANNUAL CHANGE	3.8%				3.6%				3.5%			
PROJECTIONS ARE 90% PROBABLE WITHIN	453											

16 ----- CONSTRUCTION OTHER THAN BUILDING AND GENERAL CONTRACTORS -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
1610 HIGHWAY & STREET CONSTRUCTION	1846	1864	1881	1898	1916	1933	1950	1968	1985	2003	2020	2107
PERCENT OF ANNUAL CHANGE	3.8%				3.7%				3.6%			
PROJECTIONS ARE 90% PROBABLE WITHIN	561											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
1620 HEAVY CONSTRUCTION	1943	1984	2025	2066	2107	2147	2188	2229	2270	2310	2351	2555
PERCENT OF ANNUAL CHANGE	9.1%				8.4%				7.7%			
PROJECTIONS ARE 90% PROBABLE WITHIN	508											

17 ----- CONSTRUCTION - SPECIAL TRADE CONTRACTORS -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
1710 PLUMBING, HEATING & AIR CONTR	1207	1216	1224	1232	1240	1248	1257	1265	1273	1281	1289	1331
PERCENT OF ANNUAL CHANGE	2.8%				2.7%				2.6%			
PROJECTIONS ARE 90% PROBABLE WITHIN	151											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
1720 PAINT-PAPER HANGING-DECORATING	461	459	458	456	454	452	450	448	446	444	443	433
PERCENT OF ANNUAL CHANGE	-1.7%				-1.5%				-1.7%			
PROJECTIONS ARE 90% PROBABLE WITHIN	109											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
1730 ELECTRICAL CONTRACTORS	1026	1021	1016	1011	1005	1000	995	989	984	979	974	947
PERCENT OF ANNUAL CHANGE	-2.0%				-2.0%				-2.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	173											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
1740 MASONRY-STONE-TILE SET, CONTR	755	763	772	780	789	797	806	814	822	831	839	881
PERCENT OF ANNUAL CHANGE	4.7%				4.5%				4.1%			
PROJECTIONS ARE 90% PROBABLE WITHIN	98											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
1750 CARPENTERING AND FLOORING	381	390	398	406	415	423	432	440	449	457	466	508
PERCENT OF ANNUAL CHANGE	9.7%				8.9%				8.1%			
PROJECTIONS ARE 90% PROBABLE WITHIN	63											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
1760 ROOFING AND SHEET METAL WORK	689	698	708	717	726	736	745	755	764	774	783	831
PERCENT OF ANNUAL CHANGE	5.8%				5.3%				5.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	106											

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
1770 CONCRETE WORK	449	455	462	468	475	481	488	494	501	507	514	546
PERCENT OF ANNUAL CHANGE	6.1%				5.7%				5.4%			
PROJECTIONS ARE 90% PROBABLE WITHIN	83											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
1780 WATER WELL DRILLING	42	41	41	41	41	40	40	40	39	39	39	37
PERCENT OF ANNUAL CHANGE	-2.3%				-2.3%				-4.8%			
PROJECTIONS ARE 90% PROBABLE WITHIN	11											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
1790 MISC CONTRACTORS NEC.	1212	1216	1221	1226	1231	1235	1240	1245	1249	1254	1259	1282
PERCENT OF ANNUAL CHANGE	1.5%				1.5%				1.4%			
PROJECTIONS ARE 90% PROBABLE WITHIN	114											

19 ----- ORDNANCE AND ACCESSORIES -----

1910 GUNS AND MORTARS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
1920 AMMUNITION	0	0	0	0	0	0	0	0	0	0	0	0
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	44											

1930 ARMOURED TANKS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

1940 FIRE CONTROL EQUIP *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
1950 SMALL ARMS	2	2	2	2	1	1	1	1	1	0	0	0
PERCENT OF ANNUAL CHANGE	-33.3%				-50.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1											

1960 SMALL ARMS AMM *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
1990 ORD AND ACCESS, NEC	6	6	6	5	5	5	5	5	5	5	4	4
PERCENT OF ANNUAL CHANGE	-14.2%				-16.6%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1											

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

20 ----- FOOD AND KINDRED PRODUCTS -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2010 MEAT PRODUCTS	365	362	358	355	352	349	346	343	340	337	334	318
PERCENT OF ANNUAL CHANGE	-3.1%				-3.5%				-3.4%			
PROJECTIONS ARE 90% PROBABLE WITHIN	19											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2020 DAIRY PRODUCTS	661	661	661	661	661	661	661	661	661	661	661	661
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	23											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2030 CAN FRUITS, VEG & SEA FDS	3879	3955	4032	4108	4185	4261	4337	4414	4490	4567	4643	5025
PERCENT OF ANNUAL CHANGE	8.5%				7.8%				7.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1922											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2040 GRAIN MILL PRODUCTS	624	633	643	652	661	671	680	689	699	708	717	764
PERCENT OF ANNUAL CHANGE	6.3%				5.9%				5.7%			
PROJECTIONS ARE 90% PROBABLE WITHIN	84											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2050 BAKERY PRODUCTS	596	595	595	595	595	595	595	595	595	595	595	595
PERCENT OF ANNUAL CHANGE	0.0%				-0.1%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	18											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2060 SUGAR	725	749	772	796	820	843	867	891	915	938	962	1080
PERCENT OF ANNUAL CHANGE	15.0%				13.1%				11.5%			
PROJECTIONS ARE 90% PROBABLE WITHIN	119											

2070 CONFECT. & REL PRODUCTS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2080 BEVERAGES	679	687	695	703	710	718	726	734	742	750	758	798
PERCENT OF ANNUAL CHANGE	4.9%				4.5%				4.5%			
PROJECTIONS ARE 90% PROBABLE WITHIN	49											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2090 MISC FOOD PREPARATION	263	269	275	281	287	293	299	305	311	317	323	353
PERCENT OF ANNUAL CHANGE	10.0%				9.1%				8.3%			
PROJECTIONS ARE 90% PROBABLE WITHIN	28											

21 ----- TOBACCO MANUFACTURES -----

2110 CIGARETTES *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC	INDUSTRIAL TITLE	QUARTER PROJECTION DATA
2120	CIGARS	*** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***
2130	TOBACCO AND SNUFF	*** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***
2150	TOBACCO STEM & REDRYING	*** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***
22	----- TEXTILE MILL PRODUCTS -----	
2210	BRD WOVEN FAB MILLS, COT	*** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***
2220	B W FAB MLLS, MAN-MADE	*** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***
2230	BRD WVN FAB MILLS, WOOL	*** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***
2240	NAR FAB & SM-WARES MILLS	*** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***
2250	KNITTING MILLS	*** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***
2260	DYEING & FINISHING TEXT	*** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***
2270	FLOOR COVERING MILLS	*** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

2280 YARN AND THREAD MILLS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

2290 MISC TEXTILE GOODS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

23 ----- APPAREL & OTHER FINISHED PRODUCTS MADE FORM FABRICS & SIMILAR MATERIAL

2310 MENS & BOYS SUITS, COATS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

2320 MENS & BOYS WRK CLOTHES *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2330 WOMENS, MISSES OUTERWEAR	34	36	37	39	40	42	44	45	47	48	50	58
PERCENT OF ANNUAL CHANGE	21.4%				17.6%				17.5%			
PROJECTIONS ARE 90% PROBABLE WITHIN	14											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2340 WOMENS ETC, UNDER GARMNTS	0	0	0	0	0	0	0	0	0	0	0	0
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1											

2350 HATS, CAPS, & MILLINERY *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

2360 GIRLS, INFANTS OUTERWEAR *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

2370 FUR GOODS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

2380 MISC APPAREL AND ACCESS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2390 MISC FABRICATED TEXTILES	181	183	185	187	189	191	193	195	197	199	201	210
PERCENT OF ANNUAL CHANGE	4.6%				4.4%				4.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	13											

24 ----- LUMBER AND WOOD PRODUCTS -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2410 LOGGING CAMPS	7	6	6	5	4	4	3	3	2	2	1	0
PERCENT OF ANNUAL CHANGE	-22.2%				-42.8%				-50.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	8											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2420 SAWMILLS & PLANNING MILLS	501	509	517	524	532	540	548	556	564	571	579	618
PERCENT OF ANNUAL CHANGE	6.5%				6.1%				6.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	124											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2430 MILLWORK	1316	1352	1388	1425	1461	1497	1533	1570	1606	1642	1678	1860
PERCENT OF ANNUAL CHANGE	12.3%				11.0%				9.9%			
PROJECTIONS ARE 90% PROBABLE WITHIN	138											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2440 WOODEN CONTAINERS	396	403	409	416	422	429	435	442	449	455	462	494
PERCENT OF ANNUAL CHANGE	7.0%				6.5%				6.3%			
PROJECTIONS ARE 90% PROBABLE WITHIN	48											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2490 MISC WOOD PRODUCTS	99	96	92	89	85	81	78	74	71	67	63	45
PERCENT OF ANNUAL CHANGE	-13.1%				-14.1%				-16.4%			
PROJECTIONS ARE 90% PROBABLE WITHIN	21											

25 ----- FURNITURE AND FIXTURES -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2510 HOUSEHOLD FURNITURE	423	440	458	475	493	510	528	546	563	581	598	686
PERCENT OF ANNUAL CHANGE	19.8%				16.5%				14.1%			
PROJECTIONS ARE 90% PROBABLE WITHIN	33											

2520 OFFICE FURNITURE *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2530 PUBLIC BUILDING FURN	1	1	1	1	1	1	1	1	1	1	1	1
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2540 PARTITIONS ETC	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2590 MISC FURN AND FIXTURES	1	1	1	1	0	0	0	0	0	0	0	0
PERCENT OF ANNUAL CHANGE	-50.0%				-100.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	3											

26 ----- PAPER AND ALLIED PRODUCTS -----

2610 PULP MILLS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

2620 PAPER MILLS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

2630 PAPERBOARD MILLS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2640 CONV PAPER PRODUCTS	667	675	683	691	699	707	715	723	731	739	747	788
PERCENT OF ANNUAL CHANGE	5.2%				4.7%				4.5%			
PROJECTIONS ARE 90% PROBABLE WITHIN	53											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2650 PAPERBOARD CONT AND BOXES	90	90	91	91	91	91	91	91	92	92	92	93
PERCENT OF ANNUAL CHANGE	1.1%				1.1%				1.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	8											

2660 BUILD PAPER & BOARD MILLS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

27 ----- PRINTING, PUBLISHING AND ALLIED INDUSTRIES -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2710 NEWSPAPERS, PUB AND PRINT	1830	1835	1840	1845	1850	1856	1861	1866	1871	1876	1882	1908
PERCENT OF ANNUAL CHANGE	1.1%				1.0%				1.1%			
PROJECTIONS ARE 90% PROBABLE WITHIN	26											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2720 PERIODICALS, PUB AND PRINT	25	26	26	26	26	27	27	27	28	28	28	30
PERCENT OF ANNUAL CHANGE	4.1%				4.0%				7.6%			
PROJECTIONS ARE 90% PROBABLE WITHIN	4											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2730 BOOKS	5	5	5	5	5	5	5	5	5	6	6	6

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2740 MISC PUBLISHING	61	63	64	66	67	68	70	71	72	74	75	82
PERCENT OF ANNUAL CHANGE	8.9%				9.8%				7.4%			
PROJECTIONS ARE 90% PROBABLE WITHIN	4											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2750 COMMERCIAL PRINTING	553	560	566	573	580	587	593	600	607	613	620	654
PERCENT OF ANNUAL CHANGE	5.1%				4.8%				4.6%			
PROJECTIONS ARE 90% PROBABLE WITHIN	63											

2760 MANIFOLD BUS FORMS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

2770 GREETING CARD PUBLISHING *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2780 BLANKBOOKS, BOOKBINDING	0	0	0	0	0	0	0	0	0	0	0	0
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2790 SERV IND FOR PRINT TRADE	30	31	31	32	32	33	33	34	34	35	35	38
PERCENT OF ANNUAL CHANGE	7.1%				6.6%				6.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	3											

28 ----- CHEMICAL AND ALLIED PRODUCTS -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2810 IND INORG & ORG CHEM	7	5	4	3	1	0	0	0	0	0	0	0
PERCENT OF ANNUAL CHANGE	-41.6%				-85.7%				-100.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	4											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2820 PLASTICS MATERIALS	40	41	41	41	42	42	43	43	43	44	44	46
PERCENT OF ANNUAL CHANGE	2.5%				5.0%				2.3%			
PROJECTIONS ARE 90% PROBABLE WITHIN	18											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2830 DRUGS	43	44	46	47	49	50	52	53	54	56	57	64
PERCENT OF ANNUAL CHANGE	16.2%				13.9%				10.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	6											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2840 SOAPS AND PERFUMES	392	388	385	381	378	374	371	367	364	360	357	339
PERCENT OF ANNUAL CHANGE	-3.4%				-3.5%				-3.7%			
PROJECTIONS ARE 90% PROBABLE WITHIN	44											

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2850 PAINTS	4	4	4	4	4	4	4	4	5	5	5	5
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				25.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1											

2860 GUM AND WOOD CHEMICALS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2870 AGRICULTURAL CHEMICALS	82	82	82	81	81	81	81	81	81	80	80	79
PERCENT OF ANNUAL CHANGE	-1.2%				-1.2%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	23											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2890 MISC CHEMICAL PRODUCTS	3	3	2	1	1	0	0	0	0	0	0	0
PERCENT OF ANNUAL CHANGE	-50.0%				-66.6%				-100.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	3											

29 ----- PETROLEUM REFINING AND RELATED INDUSTRIES -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
2910 PETROLEUM REFINING	65	60	55	49	44	39	33	28	22	17	12	0
PERCENT OF ANNUAL CHANGE	-25.2%				-32.3%				-50.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	6											

2950 PAV & ROOF MATERIALS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

2990 MISC PET & COAL PROD *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

30 ----- RUBBER AND MISCELLANEOUS PLASTICS PRODUCTS -----

3010 TIRES & INNER TUBES *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

3020 RUBBER FOOTWEAR *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3060 FABRICATED RUBBER PROD	40	40	40	40	40	40	40	40	40	39	39	39
PERCENT OF ANNUAL CHANGE	-2.4%				0.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	9											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3070 MISC PLASTICS PRODUCTS	477	471	464	458	451	444	438	431	425	418	412	379
PERCENT OF ANNUAL CHANGE	-5.1%				-5.4%				-5.7%			
PROJECTIONS ARE 90% PROBABLE WITHIN	88											

31 ----- LEATHER AND LEATHER PRODUCTS -----

3110 LEATHER TANNING & FINISH *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

3120 IND LEATH BELTING &PACK *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

3130 BOOT AND SHOE CUT STOCK *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

3140 FOOTWEAR *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

3150 LEATHER GLOVES & MITTENS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

3160 LUGGAGE *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3170 HANDBAGS	1	1	1	1	1	1	1	1	1	1	1	1
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	0											

3190 LEATHER GOODS, NEC *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

32 ----- STONE, CLAY, GLASS AND CONCRETE PRODUCTS -----

3210 FLAT GLASS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3220 GLASS & GLASSWARE	10	11	11	12	13	14	14	15	16	17	18	21
PERCENT OF ANNUAL CHANGE	42.8%				30.0%				23.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3230 GLASS PROD, PURCH GLASS	1	1	1	1	1	1	1	1	1	1	1	1
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	0											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3240 CEMENT, HYDRAULIC	0	0	0	0	0	0	0	0	0	0	0	0
PERCENT OF ANNUAL CHANGE	-100.0%				0.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3250 STRUCTURAL CLAY PRODUCTS	343	340	337	334	330	327	324	321	318	315	312	298
PERCENT OF ANNUAL CHANGE	-3.3%				-3.7%				-3.6%			
PROJECTIONS ARE 90% PROBABLE WITHIN	49											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3260 POTTERY AND RELATED PROD	9	9	9	9	8	8	8	8	7	7	7	6
PERCENT OF ANNUAL CHANGE	-10.0%				-11.1%				-12.5%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3270 CONCRETE, GYPSUM, PLASTER	433	428	424	419	414	409	404	399	394	390	385	360
PERCENT OF ANNUAL CHANGE	-4.4%				-4.3%				-4.8%			
PROJECTIONS ARE 90% PROBABLE WITHIN	49											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3280 CUT STONE & STONE PROD	8	8	9	9	9	9	9	9	10	10	10	11
PERCENT OF ANNUAL CHANGE	0.0%				12.5%				11.1%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3290 ABRASIVE, ASBESTOS & MISC	35	35	36	36	37	37	38	38	39	39	40	42
PERCENT OF ANNUAL CHANGE	6.0%				5.7%				5.4%			
PROJECTIONS ARE 90% PROBABLE WITHIN	4											

33 ----- PRIMARY METAL INDUSTRIES -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3310 BLAST FURNACES	50	49	49	48	48	47	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3320 IRON & STEEL FOUNDRIES	1	0	0	0	0	0	0	0	0	0	0	0
PERCENT OF ANNUAL CHANGE	-95.4%				-100.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	69											

3330 PRIMARY SMELTING *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

3340 SECONDARY SMELTING *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3350 ROOLING, DRAWING & EXTRUD	83	80	77	73	70	67	64	60	57	54	51	34
PERCENT OF ANNUAL CHANGE	-13.5%				-15.6%				-18.5%			
PROJECTIONS ARE 90% PROBABLE WITHIN	4											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3360 NONFERROUS FOUNDRIES	2	2	1	1	1	1	1	1	1	0	0	0
PERCENT OF ANNUAL CHANGE	0.0%				-50.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	3											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3390 MISC PRIM METAL PRODUCTS	4	4	4	4	4	4	4	4	4	4	4	5
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1											

34 ----- FABRICATED METAL PRODUCTS -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3410 METAL CANS	507	511	515	520	524	528	533	537	541	546	550	572
PERCENT OF ANNUAL CHANGE	3.6%				3.3%				3.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	46											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3420 CUTLERY, HAND TOOLS	10	10	10	10	10	10	10	10	10	10	10	10
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	3											

3430 HEATING APPARATUS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3440 FAB STRUC METAL PROD	523	524	525	526	527	528	529	530	531	532	534	539
PERCENT OF ANNUAL CHANGE	0.7%				0.7%				0.7%			
PROJECTIONS ARE 90% PROBABLE WITHIN	33											

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

3450 SCREW MACH PROD & BOLTS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3460 METAL STAMPINGS	12	13	13	14	14	15	15	16	16	17	17	20
PERCENT OF ANNUAL CHANGE	20.0%				16.6%				14.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	4											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3470 COATING, ENGRAVING	92	93	94	95	96	97	98	100	101	102	103	108
PERCENT OF ANNUAL CHANGE	5.7%				4.3%				5.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	11											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3480 MISC FAB WIRE PRODUCTS	15	15	16	16	17	17	17	18	18	19	19	21
PERCENT OF ANNUAL CHANGE	15.3%				13.3%				5.8%			
PROJECTIONS ARE 90% PROBABLE WITHIN	4											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3490 MISC FAB METAL PRODUCTS	10	4	0	0	0	0	0	0	0	0	0	0
PERCENT OF ANNUAL CHANGE	-69.6%				-100.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	16											

35 ----- MACHINERY -----

3510 ENGINES AND TURBINES *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3520 FARM MACHINERY AND EQUIP	54	49	44	40	35	30	26	21	16	12	7	0
PERCENT OF ANNUAL CHANGE	-25.0%				-35.1%				-54.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	33											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3530 CONSTRUCTION EQUIPMENT	1167	1249	1330	1411	1493	1574	1656	1737	1819	1900	1981	2389
PERCENT OF ANNUAL CHANGE	38.7%				27.9%				21.8%			
PROJECTIONS ARE 90% PROBABLE WITHIN	164											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3540 METALWORKING EQUIPMENT	0	0	0	0	0	0	0	0	0	0	0	0
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	0											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3550 SPECIAL IND MACHINERY	46	45	44	43	42	41	40	39	38	37	36	30
PERCENT OF ANNUAL CHANGE	-9.8%				-8.6%				-9.5%			
PROJECTIONS ARE 90% PROBABLE WITHIN	16											

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3560 GEN IND MACHINERY	68	69	70	71	72	73	73	74	75	76	77	81
PERCENT OF ANNUAL CHANGE	4.6%				5.8%				4.1%			
PROJECTIONS ARE 90% PROBABLE WITHIN	9											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3570 OFFICE, COMPUTING MACH	43	43	43	43	43	42	42	42	42	42	42	42
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				-2.3%			
PROJECTIONS ARE 90% PROBABLE WITHIN	13											

3580 SERVICE INDUSTRY MACHINES *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3590 MISC MACHINERY	181	182	182	182	183	183	184	184	185	185	185	188
PERCENT OF ANNUAL CHANGE	1.1%				1.1%				1.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	18											

36 ----- ELECTRICAL MACHINERY, EQUIPMENT, AND SUPPLIES -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3610 ELEC TRANSMISSION EQUIP	2	2	2	2	2	2	3	3	3	3	3	3
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				50.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3620 ELEC INDUSTRIAL APPARATUS	0	0	0	0	0	0	0	0	0	0	0	0
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	3											

3630 HOUSEHOLD APPLIANCES *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

3640 ELEC LIGHTING EQUIPMENT *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3650 RADIO & TV RECEIVING SETS	25	27	28	29	31	32	34	35	36	38	39	46
PERCENT OF ANNUAL CHANGE	25.0%				24.0%				16.1%			
PROJECTIONS ARE 90% PROBABLE WITHIN	9											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3660 COMMUNICATION EQUIPMENT	89	90	90	91	91	92	93	93	94	94	95	98
PERCENT OF ANNUAL CHANGE	2.2%				2.2%				3.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	19											

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3670 ELEC COMPONENTS & ACCESS	16	16	17	18	18	19	19	20	20	21	21	24
PERCENT OF ANNUAL CHANGE	14.2%				12.5%				11.1%			
PROJECTIONS ARE 90% PROBABLE WITHIN	13											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3690 MISC ELECTRICAL MACHINERY	29	29	29	29	28	28	28	28	28	28	28	27
PERCENT OF ANNUAL CHANGE	0.0%				-3.4%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	3											

37 ----- TRANSPORTATION EQUIPMENT -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3710 MOTOR VEHICLES & EQUIP	127	126	125	124	123	122	121	120	119	118	118	113
PERCENT OF ANNUAL CHANGE	-3.0%				-3.1%				-3.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	13											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3720 AIRCRAFT & PARTS	1353	1101	848	596	343	91	0	0	0	0	0	0
PERCENT OF ANNUAL CHANGE	-42.7%				-74.6%				-100.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	324											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3730 SHIP & BOAT BUILDING	77	80	84	87	90	93	96	99	103	106	109	125
PERCENT OF ANNUAL CHANGE	18.4%				16.8%				14.4%			
PROJECTIONS ARE 90% PROBABLE WITHIN	19											

3740 RAILROAD EQUIPMENT *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3750 MOTORCYCLES, BICYCLES	7	7	7	8	8	8	8	9	9	9	9	11
PERCENT OF ANNUAL CHANGE	16.6%				14.2%				12.5%			
PROJECTIONS ARE 90% PROBABLE WITHIN	4											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3790 MISC TRANS EQUIPMENT	933	970	1007	1043	1080	1117	1154	1191	1228	1265	1302	1486
PERCENT OF ANNUAL CHANGE	18.8%				15.7%				13.7%			
PROJECTIONS ARE 90% PROBABLE WITHIN	146											

38 ----- SCIENTIFIC & CONTROLLING INSTRUMENTS: PHOTO, OPT GOODS-WATCHES-CLOCKS

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3810 ENGINEERING INSTRUMENTS	4	5	5	5	5	5	5	6	6	6	6	7
PERCENT OF ANNUAL CHANGE	0.0%				25.0%				20.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	3											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

3830 OPTICAL INSTRU & LENSES *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3840 SURG, MED & DENT INSTRU	11	11	11	12	12	12	13	13	13	14	14	16
PERCENT OF ANNUAL CHANGE	22.2%				9.0%				8.3%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3850 OPHTHALMIC GOODS	50	51	51	52	52	53	53	54	54	55	55	57
PERCENT OF ANNUAL CHANGE	2.0%				4.0%				3.8%			
PROJECTIONS ARE 90% PROBABLE WITHIN	4											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3860 PHOTO EQUIPMENT & SUP	8	9	9	9	10	10	10	11	11	11	12	13
PERCENT OF ANNUAL CHANGE	14.2%				25.0%				10.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1											

3870 WATCHES, CLOCKS & PARTS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

39 ----- MISCELLANEOUS MANUFACTURING INDUSTRIES -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3910 JEWELRY, SILVERWARE	3	3	3	3	3	3	3	3	3	3	3	3
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1											

3930 MUSICAL INSTRUMENTS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3940 TOYS, SPORTING GOODS	10	10	10	10	11	11	11	11	12	12	12	13
PERCENT OF ANNUAL CHANGE	11.1%				10.0%				9.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	6											

3950 PENS & OFFICE MATERIALS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

3960 COSTUME JEWELRY *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
3990 MISC MANUFACTURING IND	157	159	162	164	166	168	170	172	174	176	179	189
PERCENT OF ANNUAL CHANGE	5.3%				5.7%				4.8%			
PROJECTIONS ARE 90% PROBABLE WITHIN	26											

40 ----- RAILROAD TRANSPORTATION -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4010 RAILROADS	5569	5543	5517	5491	5466	5440	5414	5388	5362	5336	5311	5181
PERCENT OF ANNUAL CHANGE	-1.8%				-1.8%				-1.9%			
PROJECTIONS ARE 90% PROBABLE WITHIN	263											

4020 SLEEPING & PASS. CAR SERVICE *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

4040 RAILWAY EXPRESS SERVICE *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

41 ----- LOCAL & SURBURBAN TRANSIT & INTERURBAN HIGHWAY PASSENGER TRANS -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4110 LOCAL PASSENGER TRANSPORTATION	327	327	328	328	328	328	329	329	329	329	330	331
PERCENT OF ANNUAL CHANGE	0.3%				0.3%				0.3%			
PROJECTIONS ARE 90% PROBABLE WITHIN	31											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4120 TAXICABS	303	302	301	300	299	298	297	296	296	295	294	289
PERCENT OF ANNUAL CHANGE	-1.3%				-1.3%				-1.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	31											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4130 INTERCITY RURAL HIGHWAY TRANS	182	181	181	180	179	178	178	177	176	176	175	171
PERCENT OF ANNUAL CHANGE	-1.6%				-1.6%				-1.6%			
PROJECTIONS ARE 90% PROBABLE WITHIN	61											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4140 PASSENGER TRANS CHARTER SERV.	2	2	2	2	2	3	3	3	3	3	3	3
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				50.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4150 SCHOOL BUSES-PRIVATE OPERATORS	9	9	9	9	9	9	10	10	10	10	10	10
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				11.1%			
PROJECTIONS ARE 90% PROBABLE WITHIN	4											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

42 ----- MOTOR FREIGHT TRANSPORTATION AND WAREHOUSING ----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4210 TRUCKING, LOCAL & LONG DIST	2466	2459	2452	2445	2438	2431	2424	2417	2410	2403	2396	2361
PERCENT OF ANNUAL CHANGE	-1.1%				-1.1%				-1.1%			
PROJECTIONS ARE 90% PROBABLE WITHIN	344											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4220 PUBLIC WAREHOUSING	202	199	197	195	193	191	188	186	184	182	180	169
PERCENT OF ANNUAL CHANGE	-3.8%				-4.4%				-4.6%			
PROJECTIONS ARE 90% PROBABLE WITHIN	38											

4230 MOTOR FREIGHT TRANS TERMINAL *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

44 ----- WATER TRANSPORTATION -----

4410 DEEP SEA FOREIGN TRANS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4420 DEEP SEA DOMESTIC TRANS	147	151	155	158	162	166	170	174	177	181	185	204
PERCENT OF ANNUAL CHANGE	11.3%				10.2%				9.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	16											

4430 GREAT LAKES, SEAWAY TRANS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4440 TRANS ON RIVERS AND CANALS	91	93	95	97	99	101	103	105	107	108	110	120
PERCENT OF ANNUAL CHANGE	9.6%				8.7%				8.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	11											

4450 LOCAL WATER TRANSPORTATION *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4460 WATER TRANSPORTATION SERVICES	289	295	300	306	311	317	322	328	333	339	344	371
PERCENT OF ANNUAL CHANGE	8.2%				7.6%				7.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	51											

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

45 ----- TRANSPORTATION BY AIR

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4510 CERTIFICATED AIR CARRIERS	215	218	221	224	228	231	234	237	240	243	246	261
PERCENT OF ANNUAL CHANGE	5.9%				6.0%				5.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	44											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4520 NONCERTIFICATED AIR CARRIERS	43	43	43	43	44	44	44	45	45	45	46	47
PERCENT OF ANNUAL CHANGE	4.8%				2.3%				2.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	11											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4580 AIR TERMINAL	5	5	5	5	5	5	5	5	6	6	6	6
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				20.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1											

46 ----- PIPE LINE TRANSPORTATION -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4610 PIPE LINES, EXCEPT GAS	49	50	51	52	52	53	54	55	56	57	57	62
PERCENT OF ANNUAL CHANGE	6.5%				6.1%				7.6%			
PROJECTIONS ARE 90% PROBABLE WITHIN	4											

47 ----- TRANSPORTATION SERVICES ----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4710 FRIEGHT FORWARDING	13	14	14	14	15	15	15	16	16	16	17	18
PERCENT OF ANNUAL CHANGE	8.3%				15.3%				6.6%			
PROJECTIONS ARE 90% PROBABLE WITHIN	3											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4720 ARRANGEMENT OF TRANSPORTATION	77	77	77	77	77	77	77	77	76	76	76	76
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				-1.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	6											

4730 STOCKYARDS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

4740 RENTAL OF RAILROAD CARS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4780 MISC TRANSPORTATION SERVICES	0	0	0	0	0	0	0	0	0	0	0	0
PERCENT OF ANNUAL CHANGE	-100.0%				0.0%				0.0%			

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

48 ----- COMMUNICATION -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4810 TELEPHONE COMM (WIRE OR RADIO)	5498	5513	5528	5543	5558	5573	5589	5604	5619	5634	5649	5724
PERCENT OF ANNUAL CHANGE	1.1%				1.0%				1.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	89											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4820 TELEGRAPH COMM (WIRE OR RADIO)	74	70	66	62	59	55	51	47	43	39	35	16
PERCENT OF ANNUAL CHANGE	-16.8%				-20.2%				-27.1%			
PROJECTIONS ARE 90% PROBABLE WITHIN	9											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4830 RADIO BROADCASTING AND T.V.	543	547	552	557	561	566	570	575	580	584	589	612
PERCENT OF ANNUAL CHANGE	3.6%				3.3%				3.3%			
PROJECTIONS ARE 90% PROBABLE WITHIN	34											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4890 COMMUNICATION SERVICES, NEC	1	1	1	1	1	1	1	1	1	1	1	1
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	0											

49 ----- ELECTRIC, GAS, AND SANITARY SERVICES -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4900 PUBLIC OWNED UTIL & SAN. SERV.	2	2	2	2	2	2	2	2	2	2	2	2
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	0											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4910 ELECTRIC COMP AND SYSTEMS	8	9	9	9	9	9	9	10	10	10	10	11
PERCENT OF ANNUAL CHANGE	0.0%				12.5%				11.1%			
PROJECTIONS ARE 90% PROBABLE WITHIN	6											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4920 GAS COMPANIES & SYSTEMS	663	659	656	652	649	645	642	638	634	631	627	609
PERCENT OF ANNUAL CHANGE	-2.0%				-2.1%				-2.3%			
PROJECTIONS ARE 90% PROBABLE WITHIN	74											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4930 COMBINATION COMPANIES & SYS	807	817	827	837	847	857	867	877	888	898	908	958
PERCENT OF ANNUAL CHANGE	5.3%				4.9%				4.8%			
PROJECTIONS ARE 90% PROBABLE WITHIN	34											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4940 WATER SUPPLY	58	59	59	60	60	61	61	62	62	63	63	66
PERCENT OF ANNUAL CHANGE	3.5%				3.4%				3.3%			
PROJECTIONS ARE 90% PROBABLE WITHIN	9											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

4960 STEAM SUPPLY *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
4970 IRRIGATION SYSTEMS	11	10	10	10	10	9	9	9	8	8	8	7
PERCENT OF ANNUAL CHANGE	-8.3%				-9.0%				-20.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	3											

50 ----- WHOLESALE TRADE -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5010 MOTOR VEH & AUTO EQUIP	1296	1316	1336	1356	1377	1397	1417	1437	1458	1478	1498	1599
PERCENT OF ANNUAL CHANGE	6.6%				6.2%				5.8%			
PROJECTIONS ARE 90% PROBABLE WITHIN	41											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5020 DRUGS, CHEMICALS & ALLIED PROD	818	860	902	943	985	1027	1069	1110	1152	1194	1235	1444
PERCENT OF ANNUAL CHANGE	25.6%				20.4%				16.9%			
PROJECTIONS ARE 90% PROBABLE WITHIN	119											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5030 PIECE GOODS, NOTIONS	139	141	143	146	148	150	152	155	157	159	161	172
PERCENT OF ANNUAL CHANGE	6.9%				6.4%				6.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	14											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5040 GROCERIES AND RELATED PROD	1630	1631	1633	1634	1635	1636	1637	1638	1640	1641	1642	1648
PERCENT OF ANNUAL CHANGE	0.2%				0.3%				0.3%			
PROJECTIONS ARE 90% PROBABLE WITHIN	136											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5050 FARM PRODUCTS - RAW MATERIALS	1572	1623	1674	1725	1776	1827	1878	1929	1981	2032	2083	2339
PERCENT OF ANNUAL CHANGE	14.9%				12.9%				11.5%			
PROJECTIONS ARE 90% PROBABLE WITHIN	581											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5060 ELECTRICAL GOODS	915	930	945	960	975	990	1005	1020	1035	1050	1064	1139
PERCENT OF ANNUAL CHANGE	7.0%				6.5%				6.1%			
PROJECTIONS ARE 90% PROBABLE WITHIN	43											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5070 HARDWARE PLUMBING & HEAT EQUIP	426	426	426	426	426	426	426	426	426	426	426	426
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	11											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5080 MACHINERY, EQUIP & SUPPLIES	2479	2532	2585	2638	2691	2744	2797	2850	2903	2956	3009	3273
PERCENT OF ANNUAL CHANGE	9.3%				8.5%				7.8%			
PROJECTIONS ARE 90% PROBABLE WITHIN	288											

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5090 MISCELLANEOUS WHOLESALERS	3713	3770	3827	3884	3941	3998	4055	4112	4170	4227	4284	4569
PERCENT OF ANNUAL CHANGE	6.5%				6.1%				5.8%			
PROJECTIONS ARE 90% PROBABLE WITHIN	211											

52 ----- BUILDING MATERIALS, HARDWARE & FARM EQUIPMENT DEALERS -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5210 LUMBER & BUILDING MATERIALS	1045	1064	1083	1103	1122	1141	1160	1179	1198	1217	1237	1332
PERCENT OF ANNUAL CHANGE	7.8%				7.3%				6.7%			
PROJECTIONS ARE 90% PROBABLE WITHIN	56											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5220 PLUMB-HEAT-A/C EQUIP DEALERS	128	131	134	138	141	145	148	151	155	158	162	179
PERCENT OF ANNUAL CHANGE	12.2%				10.1%				9.9%			
PROJECTIONS ARE 90% PROBABLE WITHIN	8											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5230 PAINT-GLASS & WALLPAPER STORES	164	166	167	169	171	172	174	175	177	178	180	188
PERCENT OF ANNUAL CHANGE	3.7%				4.2%				3.5%			
PROJECTIONS ARE 90% PROBABLE WITHIN	4											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5240 ELECTRICAL SUPPLY STORES	41	41	41	41	41	42	42	42	42	42	42	43
PERCENT OF ANNUAL CHANGE	2.5%				0.0%				2.4%			
PROJECTIONS ARE 90% PROBABLE WITHIN	4											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5250 HARDWARE AND FARM EQUIPMENT	673	674	675	675	676	676	677	678	678	679	679	682
PERCENT OF ANNUAL CHANGE	0.2%				0.4%				0.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	94											

53 ----- RETAIL TRADE - GENERAL MERCHANDISE -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5310 DEPARTMENT STORES	7987	8113	8240	8366	8492	8619	8745	8871	8998	9124	9250	9882
PERCENT OF ANNUAL CHANGE	6.7%				6.3%				5.9%			
PROJECTIONS ARE 90% PROBABLE WITHIN	734											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5320 MAIL ORDER HOUSES	84	89	94	99	103	108	113	117	122	127	131	155
PERCENT OF ANNUAL CHANGE	27.2%				22.6%				18.4%			
PROJECTIONS ARE 90% PROBABLE WITHIN	11											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5330 VARIETY STORES	1320	1336	1352	1368	1384	1400	1415	1431	1447	1463	1479	1558
PERCENT OF ANNUAL CHANGE	5.0%				4.8%				4.5%			
PROJECTIONS ARE 90% PROBABLE WITHIN	141											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5350 DIRECT SELLING ESTAB	103	104	106	108	109	111	113	114	116	117	119	127
PERCENT OF ANNUAL CHANGE	7.2%				5.8%				6.4%			
PROJECTIONS ARE 90% PROBABLE WITHIN	18											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5390 MISC GEN MERCHANDISE STORES	794	806	817	829	841	853	865	876	888	900	912	971
PERCENT OF ANNUAL CHANGE	6.2%				5.9%				5.5%			
PROJECTIONS ARE 90% PROBABLE WITHIN	96											

54 ----- FOOD STORES -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5410 GROCERY STORES	5871	5901	5931	5961	5992	6022	6052	6082	6113	6143	6173	6324
PERCENT OF ANNUAL CHANGE	2.1%				2.0%				2.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	409											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5420 MEAT & FISH MARKETS	124	126	128	131	133	135	137	139	141	143	146	156
PERCENT OF ANNUAL CHANGE	6.8%				7.2%				6.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	8											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5430 FRUIT STORES & VEG MARKETS	10	10	10	10	10	10	10	10	10	10	10	10
PERCENT OF ANNUAL CHANGE	11.1%				0.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	4											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5440 CANDY, NUT, & CONFECT STORES	106	107	109	111	112	114	116	118	119	121	123	131
PERCENT OF ANNUAL CHANGE	7.0%				5.6%				6.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	9											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5450 DAIRY PRODUCTS STORES	155	155	154	154	154	153	153	153	152	152	152	150
PERCENT OF ANNUAL CHANGE	-1.2%				-0.6%				-1.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	24											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5460 RETAIL BAKERIES	208	206	203	200	197	194	191	188	185	182	179	164
PERCENT OF ANNUAL CHANGE	-5.4%				-5.2%				-6.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	19											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5490 MISCELLANEOUS FOOD STORE	96	97	98	99	101	102	103	104	106	107	108	114
PERCENT OF ANNUAL CHANGE	5.4%				5.2%				4.9%			
PROJECTIONS ARE 90% PROBABLE WITHIN	9											

55 ----- AUTOMOTIVE DEALERS AND GASOLINE SERVICE STATIONS -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE	********** QUARTER PROJECTION DATA **********											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5520 MOTOR VEH DEALERS (USED ONLY)	154	145	137	128	120	111	103	94	86	77	69	26
PERCENT OF ANNUAL CHANGE	-18.0%				-22.0%				-28.3%			
PROJECTIONS ARE 90% PROBABLE WITHIN	41											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5530 TIRE-BATTERY, ACC DEALERS	880	890	901	911	921	931	941	952	962	972	982	1033
PERCENT OF ANNUAL CHANGE	4.8%				4.6%				4.4%			
PROJECTIONS ARE 90% PROBABLE WITHIN	34											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5540 GASOLINE SERVICE STATIONS	3149	3170	3190	3211	3231	3252	3272	3293	3314	3334	3355	3457
PERCENT OF ANNUAL CHANGE	2.6%				2.6%				2.5%			
PROJECTIONS ARE 90% PROBABLE WITHIN	161											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5590 MISC AIRCRAFT-MARINE-AUTO	720	736	752	768	784	800	816	832	848	864	881	961
PERCENT OF ANNUAL CHANGE	9.7%				8.8%				8.1%			
PROJECTIONS ARE 90% PROBABLE WITHIN	71											

56 ----- APPAREL AND ACCESSORY STORES -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5610 MEN-BOY CLOTHING STORES	352	353	355	356	358	359	361	362	364	365	367	375
PERCENT OF ANNUAL CHANGE	2.0%				1.7%				1.6%			
PROJECTIONS ARE 90% PROBABLE WITHIN	41											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5620 WOMEN'S READY-TO-WEAR	916	928	939	951	963	975	987	999	1011	1022	1034	1094
PERCENT OF ANNUAL CHANGE	5.5%				5.1%				4.9%			
PROJECTIONS ARE 90% PROBABLE WITHIN	81											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5630 WOMEN'S ACCESSORY & SPECIALTY	27	26	26	25	25	24	24	23	23	22	22	19
PERCENT OF ANNUAL CHANGE	-6.8%				-7.4%				-8.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5640 CHILDREN'S AND INFANTS' WEAR	48	48	47	46	45	44	43	43	42	41	40	36
PERCENT OF ANNUAL CHANGE	-7.6%				-6.2%				-6.6%			
PROJECTIONS ARE 90% PROBABLE WITHIN	13											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5650 FAMILY CLOTHING STORES	171	174	176	178	181	183	185	188	190	192	195	206
PERCENT OF ANNUAL CHANGE	5.5%				5.8%				4.9%			
PROJECTIONS ARE 90% PROBABLE WITHIN	26											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5660 SHOE STORES	592	592	592	592	591	591	591	591	591	590	590	589
PERCENT OF ANNUAL CHANGE	-0.1%				-0.1%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	48											

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5670 CUSTOM TAILORS	0	0	0	0	0	0	0	0	0	0	0	0
PERCENT OF ANNUAL CHANGE	-100.0%				0.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	4											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5680 FURRIERS AND FUR SHOPS	13	13	13	13	13	13	13	13	13	13	12	12
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5690 MISC APPAREL ACCESSORY STORES	42	44	46	47	49	51	52	54	56	57	59	67
PERCENT OF ANNUAL CHANGE	16.6%				16.6%				14.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	9											

57 ----- FURNITURE, HOME FURNISHINGS & EQUIPMENT STORES -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5710 FURNITURE, HOME FURNISHINGS	1331	1349	1367	1384	1402	1420	1438	1456	1474	1491	1509	1598
PERCENT OF ANNUAL CHANGE	5.6%				5.3%				5.1%			
PROJECTIONS ARE 90% PROBABLE WITHIN	64											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5720 HOUSEHOLD APPLIANCE STORES	235	238	241	244	248	251	254	258	261	264	268	284
PERCENT OF ANNUAL CHANGE	6.3%				5.5%				5.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	26											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5730 RADIO, T.V. & MUSIC STORES	550	555	560	565	570	575	581	586	591	596	601	627
PERCENT OF ANNUAL CHANGE	3.9%				3.6%				3.6%			
PROJECTIONS ARE 90% PROBABLE WITHIN	53											

58 ----- EATING AND DRINKING PLACES -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5810 EATING AND DRINKING PLACES	11160	11203	11245	11288	11330	11372	11415	11457	11499	11542	11584	11796
PERCENT OF ANNUAL CHANGE	1.5%				1.5%				1.4%			
PROJECTIONS ARE 90% PROBABLE WITHIN	689											

59 ----- MISCELLANEOUS RETAIL STORES -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5910 DRUG STORES-PROPRIETARY STORES	1428	1428	1429	1430	1430	1431	1431	1432	1432	1433	1434	1436
PERCENT OF ANNUAL CHANGE	0.1%				0.1%				0.1%			
PROJECTIONS ARE 90% PROBABLE WITHIN	48											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5920 LIQUOR STORES	387	393	400	406	412	419	425	432	438	445	451	483
PERCENT OF ANNUAL CHANGE	7.2%				6.4%				6.3%			

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5930 ANTIQUE & SECONDHAND STORES	369	376	384	391	399	406	413	421	428	436	443	480
PERCENT OF ANNUAL CHANGE	8.8%				8.1%				7.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	29											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5940 BOOK & STATIONERY STORES	490	509	528	548	567	586	605	625	644	663	682	779
PERCENT OF ANNUAL CHANGE	18.6%				15.7%				13.5%			
PROJECTIONS ARE 90% PROBABLE WITHIN	34											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5950 SPORTING GOODS BICYCLE SHOPS	341	349	356	364	372	379	387	395	402	410	418	456
PERCENT OF ANNUAL CHANGE	10.0%				9.0%				8.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	29											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5960 FARM & GARDEN SUPPLY STORES	349	350	352	353	355	356	358	359	361	362	364	371
PERCENT OF ANNUAL CHANGE	1.7%				1.7%				1.6%			
PROJECTIONS ARE 90% PROBABLE WITHIN	48											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5970 JEWELRY STORES	272	271	269	268	266	265	263	262	260	259	257	250
PERCENT OF ANNUAL CHANGE	-2.1%				-2.2%				-2.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	29											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5980 FUEL AND ICE DEALERS	157	157	157	157	156	156	156	156	156	156	155	154
PERCENT OF ANNUAL CHANGE	-0.6%				-0.6%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	23											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
5990 RETAIL STORES, NEC	1183	1196	1209	1222	1236	1249	1262	1275	1289	1302	1315	1381
PERCENT OF ANNUAL CHANGE	4.6%				4.4%				4.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	74											

60 ----- BANKING -----

6010 FEDERAL RESERVE BANKS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
6020 COMM & STOCK SAVINGS BANKS	3529	3585	3641	3697	3753	3809	3865	3920	3976	4032	4088	4368
PERCENT OF ANNUAL CHANGE	6.7%				6.3%				5.9%			
PROJECTIONS ARE 90% PROBABLE WITHIN	64											

6030 MUTUAL SAVINGS BANKS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

6040 TRUST COMPANIES BANKING NEC *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
6050 BANKING & RELATED NEC.	27	29	32	34	36	38	41	43	45	47	49	61
PERCENT OF ANNUAL CHANGE	50.0%				33.3%				25.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	4											

61 ----- CREDIT AGENCIES OTHER THAN BANKS -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
6110 FINANCING & CREDIT, NOT BANKS	2	2	1	1	0	0	0	0	0	0	0	0
PERCENT OF ANNUAL CHANGE	-33.3%				-100.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	0											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
6120 SAVINGS AND LOAN ASSOC.	458	473	488	504	519	534	549	565	580	595	610	686
PERCENT OF ANNUAL CHANGE	15.3%				13.3%				11.7%			
PROJECTIONS ARE 90% PROBABLE WITHIN	28											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
6130 AGRICULTURAL CREDIT INST.	30	31	31	32	32	32	33	33	33	34	34	36
PERCENT OF ANNUAL CHANGE	3.4%				6.6%				3.1%			
PROJECTIONS ARE 90% PROBABLE WITHIN	3											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
6140 PERSONAL CREDIT INSTITUTIONS	790	799	808	817	827	836	845	854	864	873	882	928
PERCENT OF ANNUAL CHANGE	4.9%				4.6%				4.4%			
PROJECTIONS ARE 90% PROBABLE WITHIN	9											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
6150 BUSINESS CREDIT INSTITUTIONS	32	31	30	29	29	28	27	27	26	25	25	21
PERCENT OF ANNUAL CHANGE	-5.8%				-9.3%				-10.3%			
PROJECTIONS ARE 90% PROBABLE WITHIN	8											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
6160 LOAN CORRESPONDENTS & BROKERS	23	24	24	25	25	26	26	27	28	28	29	31
PERCENT OF ANNUAL CHANGE	9.5%				8.6%				12.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	3											

62 ----- SECURITY & COMMODITY BROKERS-DEALERS-EXCHANGES AND SERVICES -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
6210 SECURITY BROKERS, DEALERS	388	396	405	413	421	430	438	446	455	463	471	513
PERCENT OF ANNUAL CHANGE	9.2%				8.5%				8.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	38											

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

6230 SECURITY & COMMODITY EXCHANGES *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
6280 SECURITIES & EXCHANGES SERV.	1	1	1	1	1	1	1	1	1	1	1	1
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	0											

63 ----- INSURANCE CARRIERS -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
6310 LIFE INSURANCE	1288	1272	1256	1239	1223	1207	1190	1174	1158	1141	1125	1043
PERCENT OF ANNUAL CHANGE	-4.8%				-5.0%				-5.3%			
PROJECTIONS ARE 90% PROBABLE WITHIN	68											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
6320 ACCIDENT - HEALTH INSURANCE	22	20	19	18	16	15	14	13	11	10	9	2
PERCENT OF ANNUAL CHANGE	-18.5%				-27.2%				-31.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	8											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
6330 FIRE-MARINE & CASUALTY INS.	1334	1333	1332	1330	1329	1328	1327	1326	1325	1324	1323	1317
PERCENT OF ANNUAL CHANGE	-0.2%				-0.3%				-0.3%			
PROJECTIONS ARE 90% PROBABLE WITHIN	81											

6350 SURETY INSURANCE *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
6360 TITLE INSURANCE	486	502	517	533	548	564	580	595	611	626	642	720
PERCENT OF ANNUAL CHANGE	14.6%				12.7%				11.4%			
PROJECTIONS ARE 90% PROBABLE WITHIN	24											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
6390 INSURANCE CARRIERS, NEC	65	68	70	73	75	78	80	83	86	88	91	104
PERCENT OF ANNUAL CHANGE	18.1%				15.3%				14.6%			
PROJECTIONS ARE 90% PROBABLE WITHIN	4											

64 ----- INSURANCE AGENTS, BROKERS AND SERVICE -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
6410 INSURANCE AGENTS, BROKERS, SER	771	781	792	803	814	824	835	846	856	867	878	932
PERCENT OF ANNUAL CHANGE	5.9%				5.5%				5.1%			
PROJECTIONS ARE 90% PROBABLE WITHIN	43											

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

65 ----- REAL ESTATE -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
6510 REAL ESTATE OPERATORS	1177	1188	1199	1211	1222	1233	1244	1256	1267	1278	1290	1346
PERCENT OF ANNUAL CHANGE	4.0%				3.8%				3.6%			
PROJECTIONS ARE 90% PROBABLE WITHIN	58											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
6530 AGENTS BROKERS MANAGERS	779	792	804	816	828	841	853	865	878	890	902	963
PERCENT OF ANNUAL CHANGE	6.7%				6.2%				6.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	81											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
6540 TITLE ABSTRACT COMPANIES	117	121	124	128	132	136	140	144	147	151	155	174
PERCENT OF ANNUAL CHANGE	15.8%				12.8%				11.3%			
PROJECTIONS ARE 90% PROBABLE WITHIN	8											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
6550 SUBDIVIDERS AND DEVELOPERS	211	205	199	194	188	182	176	171	165	159	153	124
PERCENT OF ANNUAL CHANGE	-9.8%				-10.9%				-12.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	61											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
6560 OPERATIVE BUILDERS	450	463	476	489	502	515	528	541	554	567	580	645
PERCENT OF ANNUAL CHANGE	12.7%				11.5%				10.3%			
PROJECTIONS ARE 90% PROBABLE WITHIN	123											

66 ----- COMBINATIONS OF REAL ESTATE-INSURANCE-LOANS & LAW OFFICES -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
6610 COMB R.E. INS., LOANS-LAW OFF	94	91	89	87	84	82	80	78	75	73	71	59
PERCENT OF ANNUAL CHANGE	-8.7%				-10.6%				-10.7%			
PROJECTIONS ARE 90% PROBABLE WITHIN	13											

67 ----- HOLDING AND OTHER INVESTMENT COMPANIES -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
6710 HOLDING COMPANIES	6	6	7	7	7	7	7	7	7	7	8	8
PERCENT OF ANNUAL CHANGE	0.0%				16.6%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	4											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
6720 INVESTMENT COMPANIES	3	3	3	3	3	3	3	3	4	4	4	4
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				33.3%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
6730 TRUSTS	35	36	36	37	38	38	39	39	40	41	41	45
PERCENT OF ANNUAL CHANGE	9.3%				8.5%				5.2%			

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
6790 MISC. INVESTING INSTITUTIONS	41	42	43	44	45	45	46	47	48	49	50	54
PERCENT OF ANNUAL CHANGE	7.8%				9.7%				6.6%			
PROJECTIONS ARE 90% PROBABLE WITHIN	4											

70 ----- HOTELS-ROOMING HOUSES-CAMPS-OTHER LODGING PLACES -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7010 HOTELS-TOURISTS COURTS & MOTEL	3708	3805	3901	3997	4093	4189	4285	4381	4478	4574	4670	5151
PERCENT OF ANNUAL CHANGE	11.5%				10.3%				9.4%			
PROJECTIONS ARE 90% PROBABLE WITHIN	173											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7020 ROOMING & BOARDING HOUSES	296	303	310	317	324	331	338	345	352	359	366	402
PERCENT OF ANNUAL CHANGE	10.4%				9.4%				8.6%			
PROJECTIONS ARE 90% PROBABLE WITHIN	24											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7030 TRAILER PARKS & CAMPS	205	206	208	209	210	211	212	213	215	216	217	223
PERCENT OF ANNUAL CHANGE	1.9%				2.4%				2.3%			
PROJECTIONS ARE 90% PROBABLE WITHIN	79											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7040 MEMBERSHIP HOTELS	3	2	2	2	2	2	2	2	2	2	2	1
PERCENT OF ANNUAL CHANGE	0.0%				-33.3%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	3											

72 ----- PERSONAL SERVICES -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7210 LAUNDRIES & CLEANING PLANTS	1301	1295	1289	1283	1277	1271	1265	1259	1253	1247	1241	1210
PERCENT OF ANNUAL CHANGE	-1.8%				-1.8%				-1.8%			
PROJECTIONS ARE 90% PROBABLE WITHIN	56											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7220 STUDIOS, INCLUDING COM. PHOTO.	172	173	173	173	174	174	174	175	175	175	175	177
PERCENT OF ANNUAL CHANGE	0.5%				1.1%				0.5%			
PROJECTIONS ARE 90% PROBABLE WITHIN	29											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7230 BEAUTY SHOPS	1370	1367	1363	1359	1355	1351	1348	1344	1340	1336	1333	1314
PERCENT OF ANNUAL CHANGE	-1.0%				-1.0%				-1.1%			
PROJECTIONS ARE 90% PROBABLE WITHIN	126											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7240 BARBER SHOPS	121	107	92	78	64	50	35	21	7	0	0	0
PERCENT OF ANNUAL CHANGE	-32.0%				-47.1%				-89.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	16											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7260 FUNERAL SERVICE & CREMATORIES	132	131	130	129	128	128	127	126	125	124	123	119
PERCENT OF ANNUAL CHANGE	-2.9%				-3.0%				-2.3%			
PROJECTIONS ARE 90% PROBABLE WITHIN	11											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7270 GARMENT PRESSING & REPAIRS	206	205	205	204	203	202	201	200	199	198	197	192
PERCENT OF ANNUAL CHANGE	-1.9%				-1.4%				-1.9%			
PROJECTIONS ARE 90% PROBABLE WITHIN	24											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7290 MISC. PERSONAL SERVICES	213	220	227	234	241	248	255	262	268	275	282	317
PERCENT OF ANNUAL CHANGE	14.5%				13.1%				11.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	44											

73 ----- MISCELLANEOUS BUSINESS SERVICES -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7310 ADVERTISING	217	219	222	225	228	231	233	236	239	242	244	258
PERCENT OF ANNUAL CHANGE	5.3%				5.0%				4.8%			
PROJECTIONS ARE 90% PROBABLE WITHIN	48											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7320 CONSUMER CREDIT REPORTING AGEN	344	339	333	328	322	317	312	306	301	295	290	262
PERCENT OF ANNUAL CHANGE	-6.0%				-6.3%				-6.5%			
PROJECTIONS ARE 90% PROBABLE WITHIN	19											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7330 DUP. BLUEPRINT, PHOTOCOPYING	148	149	151	153	155	156	158	160	161	163	165	173
PERCENT OF ANNUAL CHANGE	4.9%				4.7%				3.8%			
PROJECTIONS ARE 90% PROBABLE WITHIN	19											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7340 BUILDING SERVICES	1122	1121	1120	1118	1117	1116	1114	1113	1112	1110	1109	1102
PERCENT OF ANNUAL CHANGE	-0.5%				-0.4%				-0.4%			
PROJECTIONS ARE 90% PROBABLE WITHIN	296											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7350 NEWS SYNDICATES	21	21	20	20	19	19	18	18	17	17	16	14
PERCENT OF ANNUAL CHANGE	-8.6%				-9.5%				-10.5%			
PROJECTIONS ARE 90% PROBABLE WITHIN	4											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7360 PRIVATE EMPLOYMENT AGENCIES	109	109	109	109	108	108	108	108	107	107	107	106
PERCENT OF ANNUAL CHANGE	-0.9%				-0.9%				-0.9%			
PROJECTIONS ARE 90% PROBABLE WITHIN	38											
	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7390 BUSINESS SERVICES, NEC	2846	2937	3028	3120	3211	3302	3393	3484	3575	3666	3757	4212
PERCENT OF ANNUAL CHANGE	14.6%				12.8%				11.3%			
PROJECTIONS ARE 90% PROBABLE WITHIN	136											

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

75 ----- AUTOMOBILE REPAIR, AUTOMOBILE SERVICES & GARAGES -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7510 AUTO RENTALS, WITHOUT DRIVERS	241	250	259	268	276	285	294	303	312	321	330	374
PERCENT OF ANNUAL CHANGE	17.5%				14.5%				13.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	24											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7520 AUTOMOBILE PARKING	12	12	12	12	12	12	12	12	12	12	11	11
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7530 AUTOMOBILE REPAIR SHOPS	1311	1312	1314	1315	1317	1318	1319	1321	1322	1324	1325	1332
PERCENT OF ANNUAL CHANGE	0.4%				0.4%				0.3%			
PROJECTIONS ARE 90% PROBABLE WITHIN	84											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7540 AUTO SERVICES, EXCEPT REPAIR	350	352	354	355	357	359	360	362	364	365	367	375
PERCENT OF ANNUAL CHANGE	2.0%				2.0%				1.9%			
PROJECTIONS ARE 90% PROBABLE WITHIN	48											

76 ----- MISCELLANEOUS REPAIR SERVICES -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7620 ELECTRICAL REPAIR SHOPS	360	360	359	359	358	357	357	356	355	355	354	351
PERCENT OF ANNUAL CHANGE	-0.8%				-0.5%				-0.8%			
PROJECTIONS ARE 90% PROBABLE WITHIN	36											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7630 WATCH, CLOCK, & JEWELRY REPAIR	6	6	6	5	5	5	5	5	5	5	4	4
PERCENT OF ANNUAL CHANGE	0.0%				-16.6%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7640 REUPHOLSTERY & FURNITURE REPAI	91	95	99	102	106	109	113	117	120	124	128	146
PERCENT OF ANNUAL CHANGE	18.1%				16.4%				13.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	9											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7690 MISC. REPAIR SHOPS & SERVICES	309	311	313	316	318	320	322	324	327	329	331	342
PERCENT OF ANNUAL CHANGE	3.0%				2.9%				2.8%			
PROJECTIONS ARE 90% PROBABLE WITHIN	31											

78 ----- MOTION PICTURES -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7810 MOTION PICTURE PROD & DIST.	0	0	0	0	0	0	0	0	0	0	0	0
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				0.0%			

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

7820 MOTION PICTURE SERVICE INDUST. *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7830 MOTION PICTURE THEATERS	613	612	611	610	609	608	607	606	605	604	603	598
PERCENT OF ANNUAL CHANGE	-0.6%				-0.6%				-0.6%			
PROJECTIONS ARE 90% PROBABLE WITHIN	104											

79 ----- AMUSEMENT & RECREATION SERVICES, EXCEPT MOTION PICTURES ----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7910 DANCE HALLS, STUDIOS & SCHOOLS	35	35	36	36	36	36	37	37	37	37	38	39
PERCENT OF ANNUAL CHANGE	2.9%				2.8%				2.7%			
PROJECTIONS ARE 90% PROBABLE WITHIN	8											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7920 BANDS, ORCHESTRAS ENTERTAINERS	136	135	133	132	131	129	128	127	125	124	123	116
PERCENT OF ANNUAL CHANGE	-3.5%				-3.6%				-4.5%			
PROJECTIONS ARE 90% PROBABLE WITHIN	43											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7930 BOWLING ALLEYS & POOL ESTAB.	466	467	469	470	472	473	474	476	477	479	480	487
PERCENT OF ANNUAL CHANGE	1.3%				1.2%				1.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	48											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
7940 MISC ENTERTAINMENT SERVICES	1203	1218	1232	1247	1261	1276	1290	1305	1319	1334	1348	1420
PERCENT OF ANNUAL CHANGE	5.0%				4.8%				4.5%			
PROJECTIONS ARE 90% PROBABLE WITHIN	234											

80 ----- MEDICAL AND OTHER HEALTH SERVICES -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
8010 PHYSICIANS & SURGEONS	2140	2167	2193	2220	2247	2274	2300	2327	2354	2380	2407	2541
PERCENT OF ANNUAL CHANGE	5.2%				5.0%				4.7%			
PROJECTIONS ARE 90% PROBABLE WITHIN	56											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
8020 DENTISTS & DENTAL SURGEONS	1075	1086	1096	1107	1117	1128	1138	1149	1160	1170	1181	1233
PERCENT OF ANNUAL CHANGE	4.0%				3.9%				3.8%			
PROJECTIONS ARE 90% PROBABLE WITHIN	53											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
8030 OSTEOPATHIC PHYSICIANS	1	1	1	1	1	1	1	1	1	1	1	1
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	0											

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
8060 HOSPITALS	8314	8426	8539	8651	8764	8876	8989	9101	9214	9326	9439	10001
PERCENT OF ANNUAL CHANGE	5.7%				5.4%				5.1%			
PROJECTIONS ARE 90% PROBABLE WITHIN	343											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
8070 MEDICAL & DENTAL LABORATORIES	401	408	414	420	427	433	440	446	452	459	465	497
PERCENT OF ANNUAL CHANGE	6.6%				6.4%				5.8%			
PROJECTIONS ARE 90% PROBABLE WITHIN	14											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
8090 HEALTH & ALLIED SERVICES, NEC	3956	4054	4152	4250	4348	4446	4544	4641	4739	4837	4935	5424
PERCENT OF ANNUAL CHANGE	10.9%				9.9%				8.9%			
PROJECTIONS ARE 90% PROBABLE WITHIN	183											

81 ----- LEGAL SERVICES -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
8110 LEGAL SERVICES	848	859	869	879	889	899	909	919	929	939	949	1000
PERCENT OF ANNUAL CHANGE	4.9%				4.8%				4.4%			
PROJECTIONS ARE 90% PROBABLE WITHIN	24											

82 ----- EDUCATIONAL SERVICES -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
8210 ELEMENTARY & SECONDARY SCHOOLS	16794	16904	17015	17125	17236	17346	17457	17567	17677	17788	17898	18451
PERCENT OF ANNUAL CHANGE	2.7%				2.6%				2.5%			
PROJECTIONS ARE 90% PROBABLE WITHIN	211											

8220 COLL, UNIV, PROF SCHOOLS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
8230 LIBRARIES, INFORMATION CENTERS	1	1	1	1	1	1	1	1	1	1	1	1
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				0.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	0											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
8240 CORRESPONDENCE SCH, VOC ED SCH	526	547	569	590	611	633	654	675	697	718	739	846
PERCENT OF ANNUAL CHANGE	19.2%				16.1%				14.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	103											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
8290 SCHOOLS & INSTRUCTION NEC.	114	118	121	125	129	132	136	139	143	147	150	168
PERCENT OF ANNUAL CHANGE	14.0%				13.1%				10.8%			
PROJECTIONS ARE 90% PROBABLE WITHIN	18											

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

84 ----- MUSEUMS-ART GALLERIES-BOTANICAL & ZOOLOGICAL GARDENS -----

8410 MUSEUMS & ART GALLERIES *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

8420 BOTANICAL & ZOOLOGICAL GARDENS *** NOT IN LABOR MARKET AREA OR INSUFFICIENT DATA FOR RELIABLE PROJECTION ***

86 ----- NONPROFIT MEMBERSHIP ORGANIZATIONS -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
8610 BUSINESS ASSOCIATIONS	407	413	420	426	432	439	445	451	458	464	470	502
PERCENT OF ANNUAL CHANGE	6.8%				6.1%				6.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	23											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
8620 PROFESSIONAL MEMBERSHIP ORGAN.	173	178	183	188	192	197	202	207	211	216	221	245
PERCENT OF ANNUAL CHANGE	12.3%				10.9%				9.8%			
PROJECTIONS ARE 90% PROBABLE WITHIN	13											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
8630 LABOR UNIONS & SIM LABOR ORG.	596	599	603	607	610	614	618	621	625	629	632	651
PERCENT OF ANNUAL CHANGE	2.5%				2.3%				2.4%			
PROJECTIONS ARE 90% PROBABLE WITHIN	29											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
8640 CIVIC, SOCIAL, FRATERNAL ASSOC	405	410	416	422	428	434	439	445	451	457	463	492
PERCENT OF ANNUAL CHANGE	6.2%				5.6%				5.3%			
PROJECTIONS ARE 90% PROBABLE WITHIN	18											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
8650 POLITICAL ORGANIZATIONS	51	55	59	64	68	72	76	80	84	88	93	113
PERCENT OF ANNUAL CHANGE	45.7%				33.3%				23.5%			
PROJECTIONS ARE 90% PROBABLE WITHIN	9											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
8660 RELIGIOUS ORGANIZATIONS	222	233	244	254	265	276	287	297	308	319	330	383
PERCENT OF ANNUAL CHANGE	24.0%				19.3%				16.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	251											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
8670 CHARITABLE ORGANIZATIONS	113	118	123	129	134	139	144	149	155	160	165	191
PERCENT OF ANNUAL CHANGE	22.8%				18.5%				15.6%			
PROJECTIONS ARE 90% PROBABLE WITHIN	84											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

88 ----- PRIVATE HOUSEHOLDS -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
8810 PRIVATE HOUSEHOLDS	6	6	6	6	6	6	6	5	5	5	5	5
PERCENT OF ANNUAL CHANGE	0.0%				0.0%				-16.6%			
PROJECTIONS ARE 90% PROBABLE WITHIN	3											

89 ----- MISCELLANEOUS SERVICES -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
8910 ENGNRING & ARCHICT. SERVICES	1130	1155	1179	1204	1229	1253	1278	1302	1327	1351	1376	1499
PERCENT OF ANNUAL CHANGE	9.4%				8.7%				7.9%			
PROJECTIONS ARE 90% PROBABLE WITHIN	129											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
8920 NONPROFIT ED & SCI RES AGEN	65	67	70	73	76	78	81	84	86	89	92	105
PERCENT OF ANNUAL CHANGE	20.3%				16.9%				13.1%			
PROJECTIONS ARE 90% PROBABLE WITHIN	58											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
8930 ACCOUNTING, & BOOKKEEPING SER.	682	695	708	721	734	747	760	773	786	799	812	877
PERCENT OF ANNUAL CHANGE	8.2%				7.6%				7.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	58											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
8990 SERVICES, NEC	58	59	60	61	62	64	65	66	67	68	69	75
PERCENT OF ANNUAL CHANGE	9.4%				6.8%				8.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	19											

91 ----- POSTAL SERVICE & FEDERAL PUBLIC ADMINISTRATION -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
9120 POSTAL SERVICE	2976	2993	3010	3027	3045	3062	3079	3096	3114	3131	3148	3234
PERCENT OF ANNUAL CHANGE	2.3%				2.3%				2.2%			
PROJECTIONS ARE 90% PROBABLE WITHIN	101											

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
9190 FEDERAL PUBLIC ADM	24969	24824	24679	24533	24388	24242	24097	23952	23806	23661	23515	22788
PERCENT OF ANNUAL CHANGE	-2.2%				-2.3%				-2.3%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1074											

92 ----- STATE PUBLIC ADMINISTRATION -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
9200 STATE PUBLIC ADM	29317	29379	29442	29504	29567	29629	29691	29754	29816	29879	29941	30253
PERCENT OF ANNUAL CHANGE	0.8%				0.8%				0.8%			
PROJECTIONS ARE 90% PROBABLE WITHIN	1044											

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

SIC INDUSTRIAL TITLE ********** QUARTER PROJECTION DATA **********

93 ----- LOCAL PUBLIC ADMINISTRATION -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
9300 LOCAL PUBLIC ADM	12461	12371	12281	12190	12100	12010	11920	11830	11739	11649	11559	11108
PERCENT OF ANNUAL CHANGE	-2.8%				-2.8%				-2.9%			
PROJECTIONS ARE 90% PROBABLE WITHIN	543											

99 ----- NOT CLASSIFIED -----

	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
9999 -- NOT CLASSIFIED --	215	224	234	243	253	263	272	282	291	301	311	358
PERCENT OF ANNUAL CHANGE	22.1%				17.6%				15.0%			
PROJECTIONS ARE 90% PROBABLE WITHIN	68											

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

LARGEST 25 SIC CODES AND COUNTS

	SIC CODE	INDUSTRIAL TITLE	COUNT
1.	9200	STATE PUBLIC ADM	29,513
2.	9190	FEDERAL PUBLIC ADM	25,566
3.	8210	ELEMENTARY & SECONDARY SCHOOLS	16,250
4.	9300	LOCAL PUBLIC ADM	12,209
5.	5810	EATING AND DRINKING PLACES	11,663
6.	5310	DEPARTMENT STORES	7,299
7.	8060	HOSPITALS	7,073
8.	4010	RAILROADS	5,833
9.	5410	GROCERY STORES	5,655
10.	4810	TELEPHONE COMM (WIRE OR RADIO)	5,383
11.	5090	MISCELLANEOUS WHOLESALERS	3,500
12.	5510	MOTOR VEH DEALERS (NEW&USED)	3,486
13.	7010	HOTELS-TOURISTS COURTS & MOTEL	3,333
14.	6020	COMM & STOCK SAVINGS BANKS	3,263
15.	8090	HEALTH & ALLIED SERVICES, NEC	3,098
16.	5540	GASOLINE SERVICE STATIONS	3,070
17.	1510	GENERAL BUILDING CONTRACTORS	2,948
18.	9120	POSTAL SERVICE	2,920
19.	3720	AIRCRAFT & PARTS	2,695
20.	5080	MACHINERY, EQUIP & SUPPLIES	2,623
21.	2030	CAN FRUITS, VEG & SEA FDS	2,543
22.	7390	BUSINESS SERVICES, NEC	2,355
23.	4210	TRUCKING, LOCAL & LONG DIST	2,288
24.	1620	HEAVY CONSTRUCTION	2,164

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
001.081	ARCHITECTS	133	136	138	140	142	144	146	148	150	152	154	162
	ANNUAL REPLACEMENT	3				3				4			
	ANNUAL CHANGE	7				9				8			
	TOTAL GAIN OR LOSS	10				12				12			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
001.281	DRAFTSMEN	716	721	727	734	740	747	756	767	777	788	799	854
	ANNUAL REPLACEMENT	6				6				6			
	ANNUAL CHANGE	27				25				37			
	TOTAL GAIN OR LOSS	33				31				43			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
002.081	ENGINEERS AERONAUTICAL	279	255	238	221	205	188	182	181	180	179	178	184
	ANNUAL REPLACEMENT	2				1				1			
	ANNUAL CHANGE	59-				74-				25-			
	TOTAL GAIN OR LOSS	57-				73-				24-			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
003.081	ENGINEERS ELECTRICAL	614	607	603	600	597	594	594	595	597	598	600	611
	ANNUAL REPLACEMENT	6				6				6			
	ANNUAL CHANGE	9-				17-				0			
	TOTAL GAIN OR LOSS	3-				11-				6			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
005.081	ENGINEERS CIVIL	725	729	731	734	736	738	742	745	748	752	755	769
	ANNUAL REPLACEMENT	14				14				14			
	ANNUAL CHANGE	7				12				12			
	TOTAL GAIN OR LOSS	21				26				26			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
007.081	ENGINEERS MECHANICAL	386	381	379	377	376	374	375	379	383	387	390	411
	ANNUAL REPLACEMENT	5				5				5			
	ANNUAL CHANGE	6-				10-				7			
	TOTAL GAIN OR LOSS	1-				5-				12			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
007.181	OTHER ENGINEERS TECHNICAL	531	532	536	540	544	548	553	558	563	568	573	603
	ANNUAL REPLACEMENT	7				7				7			
	ANNUAL CHANGE	18				13				19			
	TOTAL GAIN OR LOSS	25				20				26			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
008.081	ENGINEERS CHEMICAL	61	60	60	59	59	58	59	59	59	59	59	60
	ANNUAL REPLACEMENT	1				1				1			
	ANNUAL CHANGE	1-				2-				0			
	TOTAL GAIN OR LOSS	0				1-				1			

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
010.081	ENGINEERS : INING	25	26	26	26	26	26	26	26	27	27	27	27
	ANNUAL REPLACEMENT	0				0				0			
	ANNUAL CHANGE	0				1				1			
	TOTAL GAIN OR LOSS	0				1				1			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
011.081	ENGINEERS METALLURGICAL	24	24	23	23	23	22	22	22	22	23	23	23
	ANNUAL REPLACEMENT	0				0				0			
	ANNUAL CHANGE	2-				2-				0			
	TOTAL GAIN OR LOSS	2-				2-				0			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
012.188	ENGINEERS INDUSTRIAL	186	180	178	176	173	171	171	172	174	175	177	189
	ANNUAL REPLACEMENT	2				2				2			
	ANNUAL CHANGE	6-				13-				1			
	TOTAL GAIN OR LOSS	4-				11-				3			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
018.188	SURVEYORS	188	191	192	194	196	198	200	202	204	205	207	215
	ANNUAL REPLACEMENT	2				2				2			
	ANNUAL CHANGE	6				9				7			
	TOTAL GAIN OR LOSS	8				11				9			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
019.281	TECHNICIANS OTHER	2562	2548	2538	2528	2518	2508	2508	2512	2517	2522	2527	2563
	ANNUAL REPLACEMENT	28				28				28			
	ANNUAL CHANGE	36-				44-				1-			
	TOTAL GAIN OR LOSS	8-				16-				27			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
020.088	MATHEMATICIANS	162	160	159	158	156	155	155	155	156	156	156	158
	ANNUAL REPLACEMENT	1				1				1			
	ANNUAL CHANGE	5-				6-				1-			
	TOTAL GAIN OR LOSS	4-				5-				0			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
020.188	STATISTICIANS AND ACTUARIES	213	213	213	213	213	213	213	213	214	214	214	216
	ANNUAL REPLACEMENT	3				3				3			
	ANNUAL CHANGE	0				0				1			
	TOTAL GAIN OR LOSS	3				3				4			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
022.081	CHEMISTS	290	284	285	286	287	288	289	291	293	295	297	315
	ANNUAL REPLACEMENT	3				3				3			
	ANNUAL CHANGE	11				3-				6			
	TOTAL GAIN OR LOSS	14				0				9			

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
023.081	PHYSICISTS	152	147	147	146	146	146	146	146	146	146	146	153
	ANNUAL REPLACEMENT	1				1				1			
	ANNUAL CHANGE	3				6-				0			
	TOTAL GAIN OR LOSS	4				5-				1			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
024.081	GEOLOGISTS AND GEOPHYSICISTS	87	88	88	88	88	89	89	89	89	90	90	91
	ANNUAL REPLACEMENT	1				1				1			
	ANNUAL CHANGE	1				1				1			
	TOTAL GAIN OR LOSS	2				2				2			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
040.000	OTHER NATURAL SCIENTISTS	279	276	276	276	276	276	277	277	277	278	278	283
	ANNUAL REPLACEMENT	3				2				3			
	ANNUAL CHANGE	4				2-				1			
	TOTAL GAIN OR LOSS	7				0				4			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
040.081	AGRICULTURAL SCIENTISTS	391	387	387	387	387	387	387	386	386	386	386	389
	ANNUAL REPLACEMENT	6				6				6			
	ANNUAL CHANGE	2				4-				1-			
	TOTAL GAIN OR LOSS	8				2				5			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
041.081	BIOLOGICAL SCIENTISTS	367	367	368	369	370	371	372	373	374	375	376	382
	ANNUAL REPLACEMENT	4				4				4			
	ANNUAL CHANGE	5				3				4			
	TOTAL GAIN OR LOSS	9				7				8			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
045.108	PSYCHOLOGISTS	173	173	174	175	176	177	178	179	180	181	182	189
	ANNUAL REPLACEMENT	1				1				1			
	ANNUAL CHANGE	5				3				4			
	TOTAL GAIN OR LOSS	6				4				5			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
050.088	ECONOMISTS	174	172	172	173	173	173	173	173	174	174	174	178
	ANNUAL REPLACEMENT	3				3				3			
	ANNUAL CHANGE	3				1-				1			
	TOTAL GAIN OR LOSS	6				2				4			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
059.088	OTHER SOCIAL SCIENTISTS	89	88	88	88	88	87	87	87	87	87	87	87
	ANNUAL REPLACEMENT	1				1				1			
	ANNUAL CHANGE	0				1-				1-			
	TOTAL GAIN OR LOSS	1				0				0			

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
070.000	PHYSICIANS AND SURGEONS	1161	1179	1198	1218	1238	1257	1277	1296	1316	1335	1355	1454
	ANNUAL REPLACEMENT	12				12				13			
	ANNUAL CHANGE	79				77				78			
	TOTAL GAIN OR LOSS	91				89				91			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
071.108	OSTEOPATHS	59	61	62	63	64	65	66	67	68	69	70	75
	ANNUAL REPLACEMENT	1				1				1			
	ANNUAL CHANGE	4				5				4			
	TOTAL GAIN OR LOSS	5				6				5			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
072.108	DENTISTS	432	443	451	459	467	475	482	490	498	506	513	546
	ANNUAL REPLACEMENT	4				5				5			
	ANNUAL CHANGE	28				35				31			
	TOTAL GAIN OR LOSS	32				40				36			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
073.108	VETERINARIANS	123	120	119	119	118	117	117	116	115	115	114	113
	ANNUAL REPLACEMENT	2				2				2			
	ANNUAL CHANGE	1-				5-				3-			
	TOTAL GAIN OR LOSS	1				3-				1-			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
074.181	PHARMACISTS	417	422	424	425	426	427	428	429	430	431	432	431
	ANNUAL REPLACEMENT	12				12				12			
	ANNUAL CHANGE	0				8				4			
	TOTAL GAIN OR LOSS	12				20				16			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
075.378	NURSES PROFESSIONAL	2386	2428	2463	2498	2534	2569	2604	2639	2675	2710	2746	2910
	ANNUAL REPLACEMENT	72				76				80			
	ANNUAL CHANGE	134				148				141			
	TOTAL GAIN OR LOSS	206				224				221			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
077.168	DIETITIANS AND NUTRITIONISTS	104	106	107	109	110	111	112	114	115	116	118	123
	ANNUAL REPLACEMENT	1				1				2			
	ANNUAL CHANGE	4				6				5			
	TOTAL GAIN OR LOSS	5				7				7			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
078.381	TECH MEDICAL AND DENTAL	1027	1026	1041	1056	1072	1087	1102	1117	1133	1148	1163	1266
	ANNUAL REPLACEMENT	11				12				12			
	ANNUAL CHANGE	78				45				61			
	TOTAL GAIN OR LOSS	89				57				73			

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
079.000	OTHER MEDICAL AND HEALTH WKR	698	722	733	743	754	764	775	786	796	807	818	850
	ANNUAL REPLACEMENT	17				19				20			
	ANNUAL CHANGE	29				36				43			
	TOTAL GAIN OR LOSS	46				55				63			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
079.108	OPTOMETRISTS	72	74	76	77	[illegible]	80	81	82	84	85	86	91
	ANNUAL REPLACEMENT	1				[illegible]				1			
	ANNUAL CHANGE	4				6				5			
	TOTAL GAIN OR LOSS	5				7				6			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
090.228	TEACHERS COLLEGE	1506	1533	1545	1557	1569	1580	1592	1604	1616	1628	1639	1675
	ANNUAL REPLACEMENT	50				52				53			
	ANNUAL CHANGE	32				63				47			
	TOTAL GAIN OR LOSS	82				115				100			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
091.228	TEACHERS SECONDARY	2658	2739	2760	2781	2802	2823	2844	2864	2885	2906	2927	2942
	ANNUAL REPLACEMENT	82				87				89			
	ANNUAL CHANGE	23				144				83			
	TOTAL GAIN OR LOSS	105				231				172			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
092.228	TEACHERS ELEMENTARY	3226	3339	3365	3391	3417	3442	3468	3493	3519	3545	3571	3568
	ANNUAL REPLACEMENT	94				99				102			
	ANNUAL CHANGE	15				191				103			
	TOTAL GAIN OR LOSS	109				290				205			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
099.228	TEACHERS OTHER	941	949	954	959	964	970	975	980	986	991	997	1021
	ANNUAL REPLACEMENT	30				31				32			
	ANNUAL CHANGE	19				23				21			
	TOTAL GAIN OR LOSS	49				54				53			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
100.168	LIBRARIANS	386	389	391	394	397	400	402	405	408	411	413	426
	ANNUAL REPLACEMENT	5				5				5			
	ANNUAL CHANGE	10				11				11			
	TOTAL GAIN OR LOSS	15				16				16			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
110.108	LAWYERS AND JUDGES	1382	1403	1408	1413	1418	1423	1428	1433	1438	1444	1449	1452
	ANNUAL REPLACEMENT	40				41				42			
	ANNUAL CHANGE	4				36				20			
	TOTAL GAIN OR LOSS	44				77				62			

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
120.108	CLERGYMEN	75	78	81	83	86	89	92	94	97	100	103	116
	ANNUAL REPLACEMENT	2				2				3			
	ANNUAL CHANGE	11				11				11			
	TOTAL GAIN OR LOSS	13				13				14			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
132.268	EDITORS AND REPORTERS	313	316	317	318	320	321	323	325	326	328	330	336
	ANNUAL REPLACEMENT	6				6				6			
	ANNUAL CHANGE	4				7				6			
	TOTAL GAIN OR LOSS	10				13				12			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
142.081	DESIGNERS EXC DESGN DRAFTSMN	168	169	171	173	175	177	180	182	184	187	189	204
	ANNUAL REPLACEMENT	3				3				3			
	ANNUAL CHANGE	10				7				9			
	TOTAL GAIN OR LOSS	13				10				12			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
143.062	PHOTOGRAPHERS	207	211	211	211	211	211	211	212	212	212	213	212
	ANNUAL REPLACEMENT	3				3				3			
	ANNUAL CHANGE	4-				4				1			
	TOTAL GAIN OR LOSS	1-				7				4			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
150.048	TEACHRS WKRS IN ARTS ENTRMNT	1992	2017	2029	2041	2054	2066	2080	2095	2109	2125	2140	2195
	ANNUAL REPLACEMENT	60				62				63			
	ANNUAL CHANGE	36				62				56			
	TOTAL GAIN OR LOSS	96				124				119			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
160.188	ACCOUNTANTS AND AUDITORS	2758	2697	2709	2721	2733	2745	2759	2773	2787	2801	2815	2989
	ANNUAL REPLACEMENT	86				85				86			
	ANNUAL CHANGE	122				25-				54			
	TOTAL GAIN OR LOSS	208				60				140			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
162.158	PURCHASING AGENTS	473	476	477	478	479	480	483	487	490	494	497	512
	ANNUAL REPLACEMENT	9				9				9			
	ANNUAL CHANGE	1				6				11			
	TOTAL GAIN OR LOSS	10				15				20			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
168.168	INSPECTORS LOG AND LUMBER	78	79	80	82	83	85	86	88	89	91	92	101
	ANNUAL REPLACEMENT	2				2				2			
	ANNUAL CHANGE	6				6				6			

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
180.000	MGRS OFFICIALS PROP NEC	30236	30582	30826	31071	31314	31556	31804	32055	32307	32555	32807	33897
	ANNUAL REPLACEMENT	635				658				678			
	ANNUAL CHANGE	869				1077				993			
	TOTAL GAIN OR LOSS	1504				1735				1671			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
188.168	POSTMASTERS AND ASSISTANTS	139	142	143	144	145	146	146	147	148	149	150	151
	ANNUAL REPLACEMENT	5				6				6			
	ANNUAL CHANGE	1				5				3			
	TOTAL GAIN OR LOSS	6				11				9			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
193.168	AIR TRAFFIC CONTROLLERS	330	325	324	322	320	318	316	314	312	310	308	302
	ANNUAL REPLACEMENT	10				10				9			
	ANNUAL CHANGE	5-				10-				8-			
	TOTAL GAIN OR LOSS	5				0				1			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
193.282	RADIO OPERATORS	225	223	223	223	222	222	222	222	222	221	221	223
	ANNUAL REPLACEMENT	7				7				7			
	ANNUAL CHANGE	1				3-				1-			
	TOTAL GAIN OR LOSS	8				4				6			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
195.108	SOCIAL AND WELFARE WORKERS	2290	2271	2272	2273	2275	2276	2277	2278	2279	2280	2282	2314
	ANNUAL REPLACEMENT	39				39				39			
	ANNUAL CHANGE	24				15-				5			
	TOTAL GAIN OR LOSS	63				24				44			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
196.233	AIRPLANE PILOTS AND NAVIGTRS	188	181	181	180	180	180	181	181	182	182	183	195
	ANNUAL REPLACEMENT	6				5				5			
	ANNUAL CHANGE	7				7-				1			
	TOTAL GAIN OR LOSS	13				2-				6			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
197.133	OFFICERS PILOTS ENGINRS SHIP	81	83	84	86	87	88	90	91	92	93	95	100
	ANNUAL REPLACEMENT	2				2				2			
	ANNUAL CHANGE	4				6				5			
	TOTAL GAIN OR LOSS	6				8				7			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
199.000	PROF TECHNICAL KINDRED NEC	6375	6073	6092	6110	6129	6147	6170	6196	6223	6249	6276	6863
	ANNUAL REPLACEMENT	83				80				81			
	ANNUAL CHANGE	394				247-				94			
	TOTAL GAIN OR LOSS	477				167-				175			

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
203.588	STENOGRPHRS TYPISTS SECYS	15670	15782	15861	15940	16018	16096	16181	16271	16360	16449	16538	16940
	ANNUAL REPLACEMENT	470				481				491			
	ANNUAL CHANGE	279				347				342			
	TOTAL GAIN OR LOSS	749				828				833			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
205.368	PERSONNEL AND LBR RELATIONS	1869	1839	1843	1847	1851	1855	1859	1863	1868	1873	1877	1946
	ANNUAL REPLACEMENT	28				28				28			
	ANNUAL CHANGE	48				18-				17			
	TOTAL GAIN OR LOSS	76				10				45			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
210.388	BOOKKEEPERS HAND	2688	2729	2763	2798	2832	2866	2900	2935	2969	3004	3038	3198
	ANNUAL REPLACEMENT	91				96				101			
	ANNUAL CHANGE	129				143				138			
	TOTAL GAIN OR LOSS	220				239				239			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
211.468	CASHIERS	3242	3235	3257	3279	3301	3322	3344	3366	3387	3409	3431	3581
	ANNUAL REPLACEMENT	101				102				105			
	ANNUAL CHANGE	115				59				87			
	TOTAL GAIN OR LOSS	216				161				192			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
212.368	BANK TELLERS	854	853	867	882	896	910	924	938	953	967	981	1077
	ANNUAL REPLACEMENT	26				27				29			
	ANNUAL CHANGE	72				42				57			
	TOTAL GAIN OR LOSS	98				69				86			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
216.488	OFFICE MACHINE OPERATORS	2858	2819	2835	2850	2866	2881	2898	2915	2933	2950	2967	3133
	ANNUAL REPLACEMENT	86				86				88			
	ANNUAL CHANGE	117				8				67			
	TOTAL GAIN OR LOSS	203				94				155			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
219.488	ACCOUNTING CLERKS	2083	2106	2116	2126	2136	2146	2157	2167	2178	2189	2200	2235
	ANNUAL REPLACEMENT	67				68				70			
	ANNUAL CHANGE	27				53				42			
	TOTAL GAIN OR LOSS	94				121				112			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
222.387	SHIPPING AND RECEIVING CLRKS	790	801	811	820	829	839	849	859	870	880	891	940
	ANNUAL REPLACEMENT	21				22				24			
	ANNUAL CHANGE	35				39				41			
	TOTAL GAIN OR LOSS	56				61				65			

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
232.368	POSTAL CLERKS	1279	1284	1291	1298	1306	1313	1321	1328	1336	1343	1350	1392
	ANNUAL REPLACEMENT	36				37				37			
	ANNUAL CHANGE	32				27				30			
	TOTAL GAIN OR LOSS	68				64				67			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
233.388	MAIL CARRIERS	1078	1083	1089	1095	1102	1108	1114	1120	1127	1133	1139	1172
	ANNUAL REPLACEMENT	31				32				33			
	ANNUAL CHANGE	26				24				25			
	TOTAL GAIN OR LOSS	57				56				58			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
235.862	TELEPHONE OPERATORS	2102	2125	2135	2145	2155	2165	2176	2186	2196	2206	2217	2251
	ANNUAL REPLACEMENT	69				71				72			
	ANNUAL CHANGE	27				53				41			
	TOTAL GAIN OR LOSS	96				124				113			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
249.000	CLERICAL AND KINDRED NEC	28412	28641	28742	28843	28945	29047	29163	29288	29413	29537	29662	30128
	ANNUAL REPLACEMENT	938				955				971			
	ANNUAL CHANGE	274				534				468			
	TOTAL GAIN OR LOSS	1212				1489				1439			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
249.368	CREDITMEN	238	238	241	245	248	251	255	258	262	265	269	293
	ANNUAL REPLACEMENT	4				4				4			
	ANNUAL CHANGE	18				10				14			
	TOTAL GAIN OR LOSS	22				14				18			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
250.000	OTHER SALES WORKERS NEC	16519	16671	16862	17053	17243	17434	17625	17817	18011	18200	18393	19409
	ANNUAL REPLACEMENT	545				569				594			
	ANNUAL CHANGE	799				724				768			
	TOTAL GAIN OR LOSS	1344				1293				1362			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
306.878	PRIVATE HOUSEHOLD WORKERS	5	5	5	5	5	5	5	4	4	4	4	4
	ANNUAL REPLACEMENT	0				0				0			
	ANNUAL CHANGE	0				0				1-			
	TOTAL GAIN OR LOSS	0				0				1-			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
311.878	WAITERS AND WAITRESSES	4298	4325	4352	4380	4406	4433	4460	4488	4515	4542	4569	4706
	ANNUAL REPLACEMENT	112				115				117			
	ANNUAL CHANGE	108				109				108			

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
312.878	BARTENDERS	690	691	695	699	703	707	711	715	719	723	727	751
	ANNUAL REPLACEMENT	21				21				22			
	ANNUAL CHANGE	19				13				16			
	TOTAL GAIN OR LOSS	40				34				38			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
315.381	COOKS EXC PRIVATE HOUSEHOLDS	2891	2909	2929	2948	2968	2987	3006	3026	3045	3065	3084	3180
	ANNUAL REPLACEMENT	98				101				104			
	ANNUAL CHANGE	78				77				77			
	TOTAL GAIN OR LOSS	176				178				181			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
316.884	MEAT CUTTERS EXC MEAT PACKNG	641	648	651	654	657	660	663	666	669	672	676	686
	ANNUAL REPLACEMENT	13				13				13			
	ANNUAL CHANGE	9				16				12			
	TOTAL GAIN OR LOSS	22				29				25			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
319.468	OTHER SERVICE WORKERS NEC	8579	8739	8813	8888	8963	9039	9115	9191	9266	9346	9433	9732
	ANNUAL REPLACEMENT	300				314				324			
	ANNUAL CHANGE	215				384				302			
	TOTAL GAIN OR LOSS	515				698				626			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
319.878	COUNTER AND FOUNTAIN WORKERS	1081	1079	1086	1092	1098	1104	1110	1117	1123	1130	1136	1179
	ANNUAL REPLACEMENT	32				33				34			
	ANNUAL CHANGE	32				17				25			
	TOTAL GAIN OR LOSS	64				50				59			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
352.878	AIRLINE STEWARDS STEWARDESSES	29	29	29	30	30	30	31	31	32	32	32	35
	ANNUAL REPLACEMENT	2				2				2			
	ANNUAL CHANGE	2				1				2			
	TOTAL GAIN OR LOSS	4				3				4			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
354.878	NURSES PRACTICAL	1418	1400	1421	1443	1465	1486	1508	1529	1550	1572	1594	1766
	ANNUAL REPLACEMENT	61				63				67			
	ANNUAL CHANGE	125				47				86			
	TOTAL GAIN OR LOSS	186				110				153			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
355.878	ATTENDANTS HOSP AND OTH INST	3139	3117	3159	3202	3244	3287	3329	3371	3414	3456	3499	3815
	ANNUAL REPLACEMENT	100				104				109			
	ANNUAL CHANGE	234				105				170			
	TOTAL GAIN OR LOSS	334				209				279			

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
369.684	LNDRY AND DRY CLEANING OPRS	970	975	976	976	977	977	978	978	979	979	980	977
	ANNUAL REPLACEMENT	20				21				21			
	ANNUAL CHANGE	3-				7				2			
	TOTAL GAIN OR LOSS	17				28				23			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
372.868	GUARDS WATCHMEN DOORKEEPERS	2980	3031	3037	3044	3050	3056	3063	3071	3079	3086	3094	3071
	ANNUAL REPLACEMENT	128				131				132			
	ANNUAL CHANGE	20-				69				29			
	TOTAL GAIN OR LOSS	108				200				161			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
373.884	FIREMEN	1631	1609	1599	1587	1576	1566	1555	1544	1533	1522	1512	1471
	ANNUAL REPLACEMENT	49				47				46			
	ANNUAL CHANGE	33-				55-				43-			
	TOTAL GAIN OR LOSS	16				8-				3			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
375.268	POLICEMEN DETECTIVES ETC	4832	4796	4779	4762	4745	4728	4712	4695	4678	4662	4645	4587
	ANNUAL REPLACEMENT	68				66				66			
	ANNUAL CHANGE	48-				87-				67-			
	TOTAL GAIN OR LOSS	20				21-				1-			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
381.887	CHARWOMEN AND CLEANERS	981	990	1002	1014	1026	1038	1050	1062	1073	1085	1097	1164
	ANNUAL REPLACEMENT	29				31				32			
	ANNUAL CHANGE	50				44				48			
	TOTAL GAIN OR LOSS	79				75				80			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
382.884	JANITORS AND SEXTONS	2587	2618	2638	2659	2679	2700	2721	2742	2764	2785	2806	2900
	ANNUAL REPLACEMENT	119				123				127			
	ANNUAL CHANGE	71				92				84			
	TOTAL GAIN OR LOSS	190				215				211			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
421.181	FARMERS AND FARM WORKERS	7166	7089	6989	6905	6823	6739	6656	6574	6492	6408	6325	5887
	ANNUAL REPLACEMENT	229				218				208			
	ANNUAL CHANGE	424-				343-				331-			
	TOTAL GAIN OR LOSS	195-				125-				123-			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
500.380	ELECTROPLATERS	10	10	10	10	10	9	10	10	10	10	10	10
	ANNUAL REPLACEMENT	0				0				0			
	ANNUAL CHANGE	0				0				0			

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
500.886	ELECTROPLATER HELPERS	15	15	15	15	15	14	15	15	15	15	15	16
	ANNUAL REPLACEMENT	0				0				0			
	ANNUAL CHANGE	0				0				0			
	TOTAL GAIN OR LOSS	0				0				0			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
504.782	HEAT TREATRS ANNEALRS TEMPRS	18	17	17	17	16	16	16	16	17	17	17	18
	ANNUAL REPLACEMENT	0				0				0			
	ANNUAL CHANGE	1-				1-				0			
	TOTAL GAIN OR LOSS	1-				1-				0			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
511.885	FURNACEMN SMELTERMN POURERS	17	17	17	17	17	17	17	17	17	17	17	18
	ANNUAL REPLACEMENT	0				0				0			
	ANNUAL CHANGE	1-				0				0			
	TOTAL GAIN OR LOSS	1-				0				0			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
526.781	BAKERS	276	277	278	279	280	281	282	283	284	285	286	291
	ANNUAL REPLACEMENT	6				6				6			
	ANNUAL CHANGE	4				4				4			
	TOTAL GAIN OR LOSS	10				10				10			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
556.885	MOLDERS METAL EXC COREMKRS	25	26	26	26	26	26	27	27	27	28	28	30
	ANNUAL REPLACEMENT	0				0				0			
	ANNUAL CHANGE	1				1				1			
	TOTAL GAIN OR LOSS	1				1				1			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
557.885	SPINNERS TEXTILE	2	2	2	2	2	2	2	2	2	2	2	2
	ANNUAL REPLACEMENT	0				0				0			
	ANNUAL CHANGE	0				0				0			
	TOTAL GAIN OR LOSS	0				0				0			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
573.884	BRICKMASONS STONE TILE STTRS	576	581	586	591	596	602	607	612	617	622	628	654
	ANNUAL REPLACEMENT	7				8				8			
	ANNUAL CHANGE	21				21				21			
	TOTAL GAIN OR LOSS	28				29				29			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
600.280	PATTERNMAKERS METAL AND WOOD	51	50	50	49	48	47	47	47	48	48	49	51
	ANNUAL REPLACEMENT	1				1				1			
	ANNUAL CHANGE	3-				4-				0			
	TOTAL GAIN OR LOSS	2-				3-				1			

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
600.380	MACHINISTS AND RELATED OCCUP	878	879	878	877	876	874	881	892	903	914	925	980
	ANNUAL REPLACEMENT	18				18				18			
	ANNUAL CHANGE	8-				2-				28			
	TOTAL GAIN OR LOSS	10				16				46			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
601.280	TOOLMAKERS DIEMAKERS SETTERS	166	163	162	160	159	157	159	162	166	169	173	191
	ANNUAL REPLACEMENT	3				3				3			
	ANNUAL CHANGE	5-				7-				7			
	TOTAL GAIN OR LOSS	2-				4-				10			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
604.280	MACHINE TOOL OPERS CLASS B	211	211	210	209	208	207	210	216	222	228	234	262
	ANNUAL REPLACEMENT	5				5				6			
	ANNUAL CHANGE	6-				3-				14			
	TOTAL GAIN OR LOSS	1-				2				20			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
609.684	INSPECTORS OTHER	339	349	350	352	353	354	355	356	358	359	360	353
	ANNUAL REPLACEMENT	11				11				11			
	ANNUAL CHANGE	5-				14				5			
	TOTAL GAIN OR LOSS	6				25				16			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
610.381	BLACKSMTHS FORGEMN HAMMERMEN	46	47	47	47	47	47	47	48	48	48	49	50
	ANNUAL REPLACEMENT	2				2				2			
	ANNUAL CHANGE	1				1				1			
	TOTAL GAIN OR LOSS	3				3				3			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
613.782	ROLLERS AND ROLL HANDS	8	8	8	8	8	8	8	8	8	8	8	8
	ANNUAL REPLACEMENT	0				0				0			
	ANNUAL CHANGE	1-				0				0			
	TOTAL GAIN OR LOSS	1-				0				0			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
613.885	HEATERS METAL	3	3	3	3	3	3	3	3	3	3	3	4
	ANNUAL REPLACEMENT	0				0				0			
	ANNUAL CHANGE	0				0				0			
	TOTAL GAIN OR LOSS	0				0				0			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
619.281	INSPECTRS METALWRKNG CLASS B	110	106	101	97	93	89	88	90	92	94	95	104
	ANNUAL REPLACEMENT	3				2				2			
	ANNUAL CHANGE	17-				17-				1-			
	TOTAL GAIN OR LOSS	14-				15-				1			

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
619.380	ASSEMBLRS METALWRKNG CLASS B	267	260	254	249	243	237	239	245	250	256	261	290
	ANNUAL REPLACEMENT	7				6				6			
	ANNUAL CHANGE	23-				24-				7			
	TOTAL GAIN OR LOSS	16-				18-				13			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
620.281	MOTOR VEHICLE MECHANICS	3523	3538	3559	3578	3598	3618	3638	3659	3680	3699	3720	3830
	ANNUAL REPLACEMENT	46				47				48			
	ANNUAL CHANGE	87				75				81			
	TOTAL GAIN OR LOSS	133				122				129			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
621.281	AIRPLANE MECH AND REPAIRMEN	848	829	814	799	785	770	763	762	760	758	757	752
	ANNUAL REPLACEMENT	8				8				8			
	ANNUAL CHANGE	56-				64-				25-			
	TOTAL GAIN OR LOSS	48-				56-				17-			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975 3	1975-4	1977-1
622.381	RAILROAD AND CAR SHOP MECH	305	299	298	297	296	295	294	293	292	291	290	289
	ANNUAL REPLACEMENT	8				8				8			
	ANNUAL CHANGE	0				9-				4-			
	TOTAL GAIN OR LOSS	8				1-				4			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
630.884	OTHER MECHANICS AND REPAIRMN	4994	5035	5064	5093	5123	5151	5184	5218	5251	5285	5318	5473
	ANNUAL REPLACEMENT	100				102				105			
	ANNUAL CHANGE	103				129				129			
	TOTAL GAIN OR LOSS	203				231				234			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
633.281	OFFICE MACHINE MECHANICS	257	257	261	265	270	274	278	283	287	292	296	326
	ANNUAL REPLACEMENT	2				2				3			
	ANNUAL CHANGE	22				13				17			
	TOTAL GAIN OR LOSS	24				15				20			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
638.281	MILLWRIGHTS	97	97	98	99	100	101	102	103	105	106	107	115
	ANNUAL REPLACEMENT	2				2				2			
	ANNUAL CHANGE	4				3				5			
	TOTAL GAIN OR LOSS	6				5				7			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
650.582	COMPOSITORS AND TYPESETTERS	399	406	408	411	413	415	417	419	422	424	426	431
	ANNUAL REPLACEMENT	8				8				8			
	ANNUAL CHANGE	4				14				9			
	TOTAL GAIN OR LOSS	12				22				17			

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
651.782	PRESSMEN AND PLATE PRINTERS	203	204	205	206	207	208	209	210	211	212	213	217
	ANNUAL REPLACEMENT	3				3				3			
	ANNUAL CHANGE	3				4				4			
	TOTAL GAIN OR LOSS	6				7				7			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
660.280	CABINETMAKERS	186	191	194	197	200	203	207	210	213	216	219	233
	ANNUAL REPLACEMENT	5				5				6			
	ANNUAL CHANGE	11				14				13			
	TOTAL GAIN OR LOSS	16				19				19			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
683.280	LOOM FIXERS	0	0	0	0	1	1	1	1	0	0	1	1
	ANNUAL REPLACEMENT	0				0				0			
	ANNUAL CHANGE	0				0				0			
	TOTAL GAIN OR LOSS	0				0				0			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
683.782	WEAVERS TEXTILE	3	3	3	3	3	3	3	3	3	3	3	3
	ANNUAL REPLACEMENT	0				0				0			
	ANNUAL CHANGE	0				0				0			
	TOTAL GAIN OR LOSS	0				0				0			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
700.281	JEWELERS AND WATCHMAKERS	81	83	84	85	86	87	88	90	91	92	93	98
	ANNUAL REPLACEMENT	2				2				2			
	ANNUAL CHANGE	4				5				4			
	TOTAL GAIN OR LOSS	6				7				6			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
706.887	ASSEMBLRS METALWRKNG CLASS A	103	100	98	96	94	92	93	97	100	103	106	123
	ANNUAL REPLACEMENT	3				2				3			
	ANNUAL CHANGE	7-				9-				6			
	TOTAL GAIN OR LOSS	4-				7-				9			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
713.381	OPTICNS LENS GRINDRS POLSHRS	58	58	59	60	61	62	63	64	65	66	67	72
	ANNUAL REPLACEMENT	1				1				1			
	ANNUAL CHANGE	4				3				4			
	TOTAL GAIN OR LOSS	5				4				5			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
719.887	OPERATIVES AND KINDRED NEC	13025	13186	13298	13411	13523	13635	13772	13921	14071	14218	14368	15050
	ANNUAL REPLACEMENT	195				203				211			
	ANNUAL CHANGE	394				497				548			
	TOTAL GAIN OR LOSS	589				700				759			

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
780.381	UPHOLSTERERS	150	152	154	155	157	158	160	162	163	165	167	174
	ANNUAL REPLACEMENT	4				4				5			
	ANNUAL CHANGE	5				7				7			
	TOTAL GAIN OR LOSS	9				11				12			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
786.782	SEWERS AND STITCHERS MFG	154	157	159	161	164	166	169	171	174	177	180	192
	ANNUAL REPLACEMENT	6				6				6			
	ANNUAL CHANGE	9				10				11			
	TOTAL GAIN OR LOSS	15				16				17			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
801.781	STRUCTURAL METALWORKERS	187	189	191	193	194	196	198	200	202	204	206	215
	ANNUAL REPLACEMENT	5				5				5			
	ANNUAL CHANGE	7				8				8			
	TOTAL GAIN OR LOSS	12				13				13			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
804.281	SHEET METAL WORKERS	404	400	397	395	392	390	390	392	395	397	399	412
	ANNUAL REPLACEMENT	6				6				6			
	ANNUAL CHANGE	9-				12-				2			
	TOTAL GAIN OR LOSS	3-				6-				8			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
805.281	BOILERMAKERS	46	47	47	47	47	47	4[illegible]	48	48	48	48	49
	ANNUAL REPLACEMENT	1				1				1			
	ANNUAL CHANGE	0				1				1			
	TOTAL GAIN OR LOSS	1				2				2			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
811.884	WELDERS AND FLAME CUTTERS	851	857	865	874	883	892	903	915	927	939	951	1018
	ANNUAL REPLACEMENT	21				22				23			
	ANNUAL CHANGE	37				32				44			
	TOTAL GAIN OR LOSS	58				54				67			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
821.281	LINE AND SERVMN TEL AND PCWR	2012	1986	1991	1996	2001	2005	2011	2016	2020	2025	2030	2097
	ANNUAL REPLACEMENT	18				18				18			
	ANNUAL CHANGE	51				11-				20			
	TOTAL GAIN OR LOSS	69				7				38			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
823.281	RADIO AND TV MECHANICS	588	587	590	592	594	596	599	602	605	607	610	629
	ANNUAL REPLACEMENT	5				5				5			
	ANNUAL CHANGE	13				6				10			
	TOTAL GAIN OR LOSS	18				11				15			

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
824.281	ELECTRICIANS	1413	1407	1409	1410	1412	1414	1419	1426	1432	1439	1445	1490
	ANNUAL REPLACEMENT	23				23				23			
	ANNUAL CHANGE	15				1-				20			
	TOTAL GAIN OR LOSS	38				22				43			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
840.781	PAINTERS AND PAPERHANGERS	1294	1307	1317	1326	1336	1345	1355	1365	1375	1385	1395	1440
	ANNUAL REPLACEMENT	32				33				34			
	ANNUAL CHANGE	36				42				39			
	TOTAL GAIN OR LOSS	68				75				73			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
842.781	PLASTERERS	100	103	104	104	105	106	107	108	109	110	111	114
	ANNUAL REPLACEMENT	2				2				2			
	ANNUAL CHANGE	3				5				4			
	TOTAL GAIN OR LOSS	5				7				6			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
844.884	CEMENT AND CONCRETE FINISHRS	199	201	202	204	206	207	209	211	213	214	216	225
	ANNUAL REPLACEMENT	3				3				3			
	ANNUAL CHANGE	7				7				7			
	TOTAL GAIN OR LOSS	10				10				10			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
850.781	MINE OPERATIVES LABORERS NEC	43	45	47	47	48	49	50	52	53	54	55	61
	ANNUAL REPLACEMENT	1				1				1			
	ANNUAL CHANGE	4				5				5			
	TOTAL GAIN OR LOSS	5				6				6			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
850.883	EXCAVATING GRADING MACH OPRS	922	926	933	939	946	953	959	966	973	979	986	1022
	ANNUAL REPLACEMENT	12				12				13			
	ANNUAL CHANGE	28				24				27			
	TOTAL GAIN OR LOSS	40				36				40			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
859.281	BLASTERS AND POWDERMEN	6	6	6	6	6	6	6	7	7	7	7	7
	ANNUAL REPLACEMENT	0				0				0			
	ANNUAL CHANGE	0				0				0			
	TOTAL GAIN OR LOSS	0				0				0			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
860.381	CARPENTERS	2503	2528	2551	2573	2596	2618	2641	2664	2687	2710	2733	2846
	ANNUAL REPLACEMENT	58				60				62			
	ANNUAL CHANGE	87				93				91			
	TOTAL GAIN OR LOSS	145				153				153			

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
862.381	PLUMBERS AND PIPEFITTERS	1038	1039	1046	1052	1059	1065	1072	1079	1086	1093	1100	1143
	ANNUAL REPLACEMENT	19				19				20			
	ANNUAL CHANGE	30				20				27			
	TOTAL GAIN OR LOSS	49				39				47			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
863.884	ASBESTOS INSULATION WORKERS	57	57	57	58	58	58	59	59	60	60	61	64
	ANNUAL REPLACEMENT	2				2				2			
	ANNUAL CHANGE	2				1				2			
	TOTAL GAIN OR LOSS	4				3				4			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
865.781	GLAZIERS	65	65	66	67	67	68	69	70	71	72	72	78
	ANNUAL REPLACEMENT	1				1				1			
	ANNUAL CHANGE	4				2				3			
	TOTAL GAIN OR LOSS	5				3				4			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
866.381	ROOFERS AND SLATERS	177	179	181	182	184	186	187	189	190	192	194	201
	ANNUAL REPLACEMENT	3				3				3			
	ANNUAL CHANGE	6				7				6			
	TOTAL GAIN OR LOSS	9				10				9			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
869.131	FOREMEN NEC	3417	3441	3456	3471	3486	3501	3524	3551	3578	3605	3632	3759
	ANNUAL REPLACEMENT	65				66				68			
	ANNUAL CHANGE	51				69				92			
	TOTAL GAIN OR LOSS	116				135				160			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
910.383	LOCOMOTIVE ENGINEERS	374	366	364	362	361	359	357	356	354	352	351	351
	ANNUAL REPLACEMENT	16				16				16			
	ANNUAL CHANGE	0				14-				7-			
	TOTAL GAIN OR LOSS	16				2				9			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
910.868	CONDUCTORS RAILROAD	384	376	374	372	371	369	367	365	364	362	360	360
	ANNUAL REPLACEMENT	15				14				14			
	ANNUAL CHANGE	0				14-				7-			
	TOTAL GAIN OR LOSS	15				0				7			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
910.883	LOCOMOTIVE FIREMEN	154	153	152	152	151	150	150	149	148	148	147	144
	ANNUAL REPLACEMENT	2				2				2			
	ANNUAL CHANGE	3-				3-				3-			
	TOTAL GAIN OR LOSS	1-				1-				1-			

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
910.864	BRAKEMEN SWITCHMEN RAILROAD	789	773	769	766	762	759	755	752	748	745	741	739
	ANNUAL REPLACEMENT	14				14				13			
	ANNUAL CHANGE	1-				26-				14-			
	TOTAL GAIN OR LOSS	13				12-				1-			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
911.887	SAILORS AND DECKHANDS	77	80	81	82	83	85	86	87	89	90	91	95
	ANNUAL REPLACEMENT	1				1				1			
	ANNUAL CHANGE	4				6				5			
	TOTAL GAIN OR LOSS	5				7				6			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
913.363	DELIVERYMN ROUTEMN CAB DRVRS	1955	1956	1969	1981	1994	2006	2019	2032	2045	2058	2071	2153
	ANNUAL REPLACEMENT	57				58				59			
	ANNUAL CHANGE	61				38				51			
	TOTAL GAIN OR LOSS	118				96				110			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
913.463	DRIVERS BUS TRUCK TRACTOR	5026	5057	5083	5108	5133	5158	5186	5212	5238	5265	5291	5411
	ANNUAL REPLACEMENT	60				62				63			
	ANNUAL CHANGE	94				107				106			
	TOTAL GAIN OR LOSS	154				169				169			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
915.867	AUTO ATTENDANTS GAS AND PKNG	1776	1786	1798	1810	1821	1833	1845	1857	1869	1880	1892	1953
	ANNUAL REPLACEMENT	18				18				19			
	ANNUAL CHANGE	48				45				47			
	TOTAL GAIN OR LOSS	66				63				66			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
921.883	CRANEMEN DERRICKMEN HOISTMEN	241	242	244	246	249	251	254	256	259	261	264	280
	ANNUAL REPLACEMENT	4				4				4			
	ANNUAL CHANGE	10				8				10			
	TOTAL GAIN OR LOSS	14				12				14			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
929.887	LABORERS EXC FARM AND MINE	10369	10556	10631	10706	10781	10856	10933	11011	11038	11165	11243	11464
	ANNUAL REPLACEMENT	332				345				355			
	ANNUAL CHANGE	183				412				307			
	TOTAL GAIN OR LOSS	515				757				662			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
952.782	POWER STATION OPERATORS	47	48	48	48	48	48	49	49	49	49	50	51
	ANNUAL REPLACEMENT	1				1				1			
	ANNUAL CHANGE	1				1				1			
	TOTAL GAIN OR LOSS	2				2				2			

SACRAMENTO LABOR MARKET AREA (SACRAMENTO, PLACER & YOLO COUNTIES)

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
971.381	PHOTOENGRVRS AND LITHOGRPHRS	87	86	87	87	87	88	88	88	89	89	90	92
	ANNUAL REPLACEMENT	1				1				1			
	ANNUAL CHANGE	3				0				1			
	TOTAL GAIN OR LOSS	4				1				2			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
974.381	ELECTROTYPRS AND STEREOTYPRS	10	10	10	10	10	10	11	11	11	11	11	11
	ANNUAL REPLACEMENT	0				0				0			
	ANNUAL CHANGE	0				0				0			
	TOTAL GAIN OR LOSS	0				0				0			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
977.884	CRAFTSMN AND KINDRD WKRS NEC	1627	1655	1665	1675	1685	1695	1706	1718	1729	1740	1751	1784
	ANNUAL REPLACEMENT	54				56				57			
	ANNUAL CHANGE	22				59				43			
	TOTAL GAIN OR LOSS	76				115				100			

DOT	OCCUPATION TITLE	1973-2	1973-3	1973-4	1974-1	1974-2	1974-3	1974-4	1975-1	1975-2	1975-3	1975-4	1977-1
979.281	ENGRAVERS EXC PHOTOENGRAVERS	28	28	28	28	28	29	29	29	29	29	29	30
	ANNUAL REPLACEMENT	1				1				1			
	ANNUAL CHANGE	0				0				0			
	TOTAL GAIN OR LOSS	1				1				1			

ACCESSION NUMBER: VT100727

PUBLICATION DATE: JUN73

TITLE: STATE-WIDE COMPUTERIZED MODEL FOR DETERMINING OCCUPATIONAL OPPORTUNITIES IN NEBRASKA. 1973 REPORT.

DESCRIPTOR: *OCCUPATIONAL INFORMATION; *OCCUPATIONAL SURVEYS; *STATE SURVEYS; *EMPLOYMENT OPPORTUNITIES; OCCUPATIONAL CLUSTERS; TABLES (DATA)

IDENTIFIER: *NEBRASKA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 612

ABSTRACT: THIS 1973 SIXTH ANNUAL REPORT OF OCCUPATIONAL OPPORTUNITIES IN NEBRASKA IS THE FIRST PRINTING AFTER A MAJOR REVISION OF THE CODING PROCESS, DATA FORMS, MASTER LIST, AND SAMPLE SIZE. A TOTAL OF 19 TABLES PRESENTS DATA INDICATING PROJECTED EMPLOYMENT IN THE FOLLOWING OCCUPATIONAL GROUPS FOR THE STATE: (1) PROFESSIONAL, TECHNICAL, AND MANAGERIAL; (2) CLERICAL AND SALES: (3) SERVICE; (4) FARMING, FISHING, FORESTRY, AND RELATED; (5) PROCESSING; (6) MACHINE TRADES; (7) BENCH WORK; (8) STRUCTURAL WORK; (9) MISCELLANEOUS; AND (10) OCCUPATIONS WITH NO DOT NUMBER. THE NUMBER AND PERCENT OF TOTAL FOR EACH GROUP ARE GIVEN FOR THE NEXT 12 MONTHS AND FOR THE FOLLOWING TWO YEARS AS WELL AS THE CURRENT FIGURES. (AUTHOR/MU)

INSTITUTION NAME: NEBRASKA OCCUPATIONAL NEEDS RESEARCH COORDINATING UNIT, LINCOLN.; NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN. DIV. OF VOCATIONAL EDUCATION.

SPONSORING AGENCY NAME: BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.

VT 100727

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FOR VOCATIONAL EDUCATION

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UNIVERSITY OF NEBRASKA
LINCOLN, NEBRASKA 68508

T 100 727

From

STATE–WIDE COMPUTERIZED MODEL FOR DETERMINING OCCUPATIONAL OPPORTUNITIES IN NEBRASKA

June, 1973

By

NEBRASKA RESEARCH COORDINATING UNIT
FOR VOCATIONAL EDUCATION
University of Nebraska
In Cooperation With
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ACKNOWLEDGEMENTS

The Nebraska Research Coordinating Unit for Vocational Education wishes to express appreciation to the employers of the State of Nebraska that contributed time and information making this study possible. Special "thanks" are expressed to the following for their attention to the many details that make this type of study a reality:

Nebraska State Department of Education, Division of Vocational Education
Department of Labor, Division of Employment
Department of Economic Development
The Nebraska State Advisory Council for Vocational Education
University of Nebraska Staff and Review Committee

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REPORT OF STATE–WIDE MODEL FOR DETERMINING OCCUPATIONAL OPPORTUNITIES IN NEBRASKA

SUMMARY

INTRODUCTION

This is the sixth in a series of annual studies to identify occupational opportunities in the state of Nebraska. This study is the first printing after a major revision of the coding process, data forms, master list and sample size. The method of gathering data remained basically the same as in previous years. Increasing the sample size from three percent to five percent necessitated additional efforts toward recruiting, training and coordinating of employer interviewers.

The emphasis of this study to determine manpower needs and job opportunities has been fulfilled by asking employers to list the number of persons employed, job duties of persons employed (job description), and to project future needs according to these job descriptions.

The data supplied by employers as job descriptions were coded by job title and number using the *Dictionary of Occupational Titles*[1] and related to a corresponding instructional training program and number according to *Vocational Education and Occupations*.[2] Both documents are necessary references when using the *1973 Occupational Opportunities Report* as a program planning base. Increased emphasis on a common document relating job description, training programs and employment opportunity makes the dual coding system desireable for realistic planning of vocational programs. Future plans include the tabulation of graduates from related programs in order to indicate the balance of need by specific areas.

DELIMITATIONS

A delimitation of this study was that it was not possible to obtain a current master population listing for this report. Partial up-dating was done by using information obtained from the Department of Labor, Employment Security Division.

No allowance was made for the seasonal labor "peaks" and "lows" common in work areas. All part-time and seasonal employees were equated in terms of full-time equivalents.

The fluctuations caused by small sampling accounts for variations in certain instructional training areas from one year to another. This variation was evident when comparing all six studies.

Another delimitation common to all six studies was that the data has been obtained exclusively from employers. Employers tend to over- or under-estimate, depending on labor and economic trends.

Self-employed persons are not accounted for within this study with the exception of self-employed farmers.[3]

No attempt has been made within the study to align Instructional Training Programs with actual training programs offered within the state. The training programs listed were the programs designated for identified job titles by the U.S. Office of Education Classification System identified in *Vocational Education and Occupations*.

PROCEDURE

The updating of the master list of employers in the state was accomplished through the removal of firms no longer in existence and the addition of new firms. The original master list was compiled from the following sources: (1) IRS 941 (firms employing one or more persons); (2) IRS 942 (domestic help); (3) IRS 943 (farmers and ranchers employing hired labor); (4) the Employment Security Division of the State Department of Labor (out-of-state firms with in-state locations, and federal, state, local tax exempt agencies); and (5) The State Tax Commissioner (the State Business Master File).

Updating of the master list for this study was done by deleting firms no longer in existence using a compiled list from the Division of Employment of the Nebraska Department of Labor, and adding new firms from the ES 202 listing. Additional firms were dropped from the master list as "dead" firms where identified by interviewers in 1972.

A five percent random sample of the master list yielded 3790 firms employing one or more persons. Each employer was interviewed to determine the number of persons employed, job duties of each employee (job description), numbers of persons needed for the next twelve months and the following two years. Data supplied by the employers as job descriptions were coded by job title and number using the *Dictionary of Occupational Titles*. Instructional training programs for D. O. T. titles were identified through Part II of the U.S. Office of Education publication, *Vocational Education and Occupations*.

A computerized straight line projection technique was used to project: total employed, need next twelve months, reason for need, and need for the following two years.

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[1] U.S. Department of Labor, *Dictionary of Occupational Titles* (Vol. 1, Third Edition), U.S. Government Printing Office, Washington, 1965.

[2] U.S. Office of Education, *Vocational Education and Occupations OE-80061*. U.S. Government Printing Office, Washington, 1969.

[3] Nebraska Department of Agriculture, *Nebraska 1972 Preliminary County Estimates and State Agricultural Data*, (Lincoln: State-Federal Division of Agricultural Statistics, April, 1973), p. 3, (Mimeographed).

EXPLANATION OF TABLES

Table 1, Summary by Occupational Category, lists the total projected employment and need for the three-digit occupational groups as classified by the *Dictionary of Occupational Titles*. Also, included in Table 1, is a breakdown of Occupational Categories by percent of total employment and future need. Tables 2-11, Occupational Group Arrangement of Titles and Codes, show projected employment and future need. These tables include the corresponding Instructional Training Program as listed in *Vocational Education and Occupations*. An asterisk appearing in the Instructional Training Program column indicates job titles which do not have corresponding Instructional Training Programs.

Employment Opportunities, determined from employer interview, were projected to indicate now employed and need for the next twelve months based upon *expansion*, *retirement*, *promotion*, and *turnover*. Need for the following two years, beyond the twelve month projection, was based upon employer estimates.

Subtotals are listed following each Occupational Group (three-digit) and totals are listed at the end of each Occupational Category (one-digit).

Part I projections are based on a single year's survey of employers and does not include the wide variety of occupations that subsequent studies will include. Part II projections are a composite of the most recent five years of the study and, therefore, include many more occupations and is more reflective of the actual trends in occupational opportunities related to instructional programs.

SUMMARY OF OCCUPATIONAL CATEGORIES

Data presented in Table 1 indicates projected employment of Occupational Categories as compiled from the Occupational Groups (Tables 2-11). Previous studies have not presented data by *Dictionary of Occupational Titles* coding; therefore, comparisons of this data from previous years is not available.

Clerical and Sales Occupations represented the *largest* Occupational Category with 192,280 persons now employed or 29.9 percent of the total projected present employment. The Clerical and Sales Occupations encompassed 156 Job Titles (picked up on the 1973 Survey), 7 different Vocational Technical Areas, 142 Instructional Training Programs and 12 Job Titles with no identified Instructional Training Program in the *Vocational Education and Occupations* document.

Professional, Technical, and Managerial Occupations, the *second* largest Occupational Category with 124,360 persons now employed, represented 19.3 percent of the total projected employment. This area of 203 Job Titles involved 7 different Vocational Technical Areas, 104 Instructional Training Programs and 99 Job Titles with no identified Instructional Training Program.

Farming, Fishery, Forestry and Related Occupations, the *third* largest Occupational Category with 84,100 persons now employed, represented 13.1 percent of the total projected employment. This area of 43 Job Titles involved 1 Vocational Area, 41 Instructional Training Programs and 2 Job Titles with no identified Instructional Training Program.

Service Occupations, the *fourth* largest Occupational Category with 82,620 persons now employed, represented 12.9 percent of the total projected employment. This area of 72 Job Titles involved 5 different Vocational Areas, 60 Instructional Training Programs and 12 Job Titles with no identified Instructional Training Program.

Structural Work Occupations, the *fifth* largest Occupational Category with 55,800 persons now employed, represented 8.7 percent of the total projected employment. This area of 84 Job Titles, involved 1 Vocational Area, 73 Instructional Training Programs and 11 Job Titles with no identified Instructional Training Program.

Miscellaneous Occupations, the *sixth* largest Occupational Category with 42,080 persons now employed, represented 6.6 percent of the total projected employment. This area of 70 Job Titles involved 4 different Vocational Areas, 39 Instructional Training Programs and 31 Job Titles with no identified Instructional Training Program.

Machine Trades Occupations, the *seventh* largest Occupational Category with 32,920 persons now employed, represented 5.1 percent of the total projected employment. This area of 75 Job Titles involved 3 different Vocational Areas, 57 Instructional Training Programs and 18 Job Titles with no identified Instructional Training Program.

Processing Occupations, the *eighth* largest Occupational Category with 15,120 persons now employed, represented 2.4 percent of the total projected employment. This area of 36 Job Titles involved 2 different Vocational Areas, 19 Instructional Training Programs and 17 Job Titles with no identified Instructional Training Program.

Bench Work Occupations, the *ninth* largest Occupational Category with 12,240 persons now employed, represented 1.9 percent of the total projected employment. This area of 48 Job Titles involved 3 different Vocational Areas, 35 Instructional Training Programs and 13 Job Titles with no identified Instructional Training Program.

Occupations with no DOT Number, the *tenth* largest Occupational Category with 2,220 persons now employed, makes up 0.1 percent of the total projected employment. This area is made up of 4 Job Titles with no Vocational Areas or Instructional Training Programs.

TABLE 1
SUMMARY BY OCCUPATIONAL CATEGORIES

OCCUPATIONAL CATEGORIES	Projected Employment		Projected Future Needs			
			Next 12 Months		Following 2 Years	
	Number	Percentage of Total	Number	Percentage of Total	Number	Percentage of Total
Professional, Technical, and Managerial Occupations	124,360	19.3	15,140	10.9	15,720	9.0
Clerical and Sales Occupations	192,280	29.8	38,060	27.4	44,840	25.6
Service Occupations	82,620	12.8	22,840	16.5	33,080	18.9
Farming, Fishery, Forestry, and Related Occupations	84,100[a]	13.1	9,851[b]	7.1	7,062[b]	4.0
Processing Occupations	15,120	2.4	4,780	3.5	7,240	4.1
Machine Trades Occupations	32,920	5.1	9,260	6.7	12,460	7.1
Bench Work Occupations	12,240	1.9	4,020	2.9	6,280	3.6
Structural Work Occupations	55,800	8.9	11,940	8.6	11,920	6.8
Miscellaneous Occupations	42,080	6.6	22,280	16.1	36,040	20.6
Occupations with no DOT Number	2,220	0.1	480	0.3	560	0.3
Total Occupations	643,740		138,651		175,202	

[a]Includes self-employed farmers. Nebraska Department of Agriculture *Nebraska 1972 Preliminary County Estimates and State Agricultural Data*, loc. cit.

[b]Genereaux, Douglas, *Annual Estimated Replacement Farmer Opportunities in Nebraska*, Agricultural Education Departmental Report No. 3. (Lincoln: University of Nebraska, March, 1967), p. 6 (Mimeographed).

TABLE 2

PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS

OCCUPATIONAL GROUP				PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
Architecture and Engineering										
001.081	Architect	240	40	40	0	0	0	0	*	
001.281	Draftsman, Architectural	240	40	20	0	0	20	60	17.13	Drafting
002.280	Research Mechanic	20	0	0	0	0	0	0	16.0101	Aeronautical Technology
003.081	Electrical Engineer	180	40	20	0	20	0	100	*	
003.281	Instrumentation Technician	160	60	60	0	0	0	60	16.0112	Instrumentation Technology
003.281	Draftsman, Electrical	20	0	0	0	0	0	0	17.13	Drafting
005.081	Civil Engineer	760	240	240	0	0	0	200	*	
005.281	Draftsman, Civil	580	320	320	0	0	0	500	17.13	Drafting
007.081	Mechanical Engineer	1,640	0	0	0	0	0	80	*	
007.081	Tool Designer	320	300	300	0	0	0	320	16.0113	Mechanical Technology
007.281	Draftsman, Mechanical	700	40	40	0	0	0	180	17.13	Drafting
010.081	Petroleum Engineer	20	0	0	0	0	0	0	*	
010.288	Surveyor, Oil Well Directional	20	0	0	0	0	0	0	16.0116	Petroleum Technology
012.168	Systems Analyst, Data Processing	200	60	60	0	0	0	20	14.0204	Systems Analysts
012.188	Time Study Engineer	40	0	0	0	0	0	0	*	
017.281	Draftsman, Apprentice	180	200	200	0	0	0	0	17.13	Drafting
018.188	Surveyor	160	40	20	0	0	20	60	*	
018.587	Rodman, Surveyor helper	20	40	40	0	0	0	0	*	
019.281	Quality Control Technician	20	0	0	0	0	0	0	16.0113	Mechanical Technology
019.281	Office Layout Serviceman	40	0	0	0	0	0	0	16.0499	Office Related Technology
	Subtotal	5,560	1,420	1,360	0	20	40	1,580		
Mathematics and Physical Sciences										
020.168	Programmer, Chief, Business	80	40	40	0	0	0	0	14.0203	Programming
020.188	Programmer, Business	300	60	20	0	20	20	60	14.0203	Programming
020.188	Financial Analyst	240	60	0	0	0	60	60	*	
020.188	Statistical Research	80	20	0	0	20	0	20	*	
022.081	Chemist	80	0	0	0	0	0	20	*	
029.381	Laboratory Tester	120	0	0	0	0	0	20	16.0203	Food Processing Technology
	Subtotal	900	180	60	0	40	80	180		
Life Science										
040.081	Soil Conservationist	260	20	20	0	0	0	20	01.0603	Soil
041.081	Microbiologist	20	0	0	0	0	0	0	*	
045.088	Psychologist	320	40	40	0	0	0	0	*	
045.108	School Counselor	280	20	20	0	0	0	0	*	
	Subtotal	880	80	80	0	0	0	20		

PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS (cont.)

OCCUPATIONAL GROUP				PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
Social Sciences										
050.088	Economical Analyst	300	40	40	0	0	0	0	*	
050.088	Economist	280	80	0	0	60	20	40	*	
050.088	Market Research Analyst	60	20	20	0	0	0	40	04.01	Advertising Services
	Subtotal	640	140	60	0	60	20	80		
Medicine and Health										
070.101	Surgeon	160	0	0	0	0	0	20	*	
070.108	Anesthesiologist	40	0	0	0	0	0	0	*	
070.108	Physician	2,360	60	20	0	0	40	40	*	
072.108	Dentist	1,200	20	0	20	0	0	20	*	
073.108	Veterinarian	300	0	0	0	0	0	20	*	
073.381	Laboratory Technician, Veterinarian	100	0	0	0	0	0	0	01.0299	Ag. Supplies & Services, Other
074.181	Pharmacist	1,400	160	40	0	0	120	160	*	
074.381	Pharmacy Helper	40	0	0	0	0	0	0	*	
075.128	Nurse, Head	380	20	0	0	0	20	20	07.0301	Nursing
075.378	Nurse, General Duty	11,520	2,120	60	20	0	2,040	2,100	07.0301	Nursing
077.128	Nutritionist	40	0	0	0	0	0	0	*	
077.168	Dietician	220	20	0	0	0	20	20	*	
078.281	Medical Technologist	1,220	400	0	0	0	400	400	07.0203	Medical Laboratory Assisting
078.368	Dental Hygienist	60	20	20	0	0	0	0	07.0102	Dental Hygiene
078.368	Radiologic Technologist	900	160	0	0	0	160	160	07.0501	Radiologic Technology
078.368	Electroencephalograph Technician	100	20	0	0	0	20	20	07.0901	Electroencephalograph Technology
078.368	Electrocardiograph Technician	200	60	0	20	0	40	40	07.0902	Electrocardiograph Technology
078.381	Medical Laboratory Assistant	560	20	0	0	0	20	80	07.0203	Medical Laboratory Assisting
078.381	Nuclear Medical Technologist	20	0	0	0	0	0	0	07.0503	Nuclear Medical Technology
079.108	Audiologist	40	0	0	0	0	0	0	*	
079.108	Podiatrist	80	0	0	0	0	0	20	*	
079.108	Chiropractor	20	0	0	0	0	0	20	*	
079.108	Optometrist	200	0	0	0	0	0	0	*	
079.128	Recreational Specialist	80	0	0	0	0	0	20	*	
079.128	Supervisor, Voluntary Services	20	20	0	20	0	0	0	*	
079.368	Occupational Therapy Aid	20	0	0	0	0	0	20	07.0401	Occupational Therapy
079.368	Inhalation Therapist	520	100	0	0	0	100	100	07.0903	Inhalation Therapy
079.368	Medical Assistant	400	40	20	0	0	20	20	07.0904	Med. Asst., Physician's Office
079.378	Physical Therapist	280	20	0	0	0	20	20	*	
079.378	Dental Assistant	1,160	100	60	0	0	40	60	07.0101	Dental Assisting
079.378	Nurse, Licensed Practical	5,720	740	80	0	0	660	740	07.0302	Practical (Vocational) Nursing
079.378	Surgical Technician	360	0	0	0	0	0	0	07.0305	Surgical Technician
	Subtotal	29,720	4,100	300	80	0	3,720	4,120		

PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS (cont.)

OCCUPATIONAL GROUP				PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
Education										
090.118	President, Institution	200	0	0	0	0	0	0	*	
090.228	Faculty Member-College/University	1,640	0	0	0	0	0	0	*	
091.118	Superintendent of Schools	1,760	100	0	60	0	40	60	*	
091.228	Secondary Teacher	12,200	1,560	300	340	20	900	1,080	*	
092.228	Elementary Teacher	11,080	840	40	120	20	660	600	*	
094.228	Teacher of Blind	180	0	0	0	0	0	0	*	
094.228	Special Education Teacher	20	0	0	0	0	0	0	*	
096.128	County Home Demonstration Agent	20	0	0	0	0	0	0	*	
096.128	County Agricultural Agent	420	40	0	0	20	20	20	01.02	Ag. Supplies and Services
099.168	Curriculum Director	20	0	0	0	0	0	0	*	
099.168	Audio Visual Specialist	0	20	20	0	0	0	0	*	
099.228	Athletic Club Manager	20	0	0	0	0	0	0	*	
	Subtotal	27,560	2,560	360	520	60	1,620	1,760		
Museum, Library & Archival Sciences										
100.168	Librarian	180	60	40	0	0	20	40	*	
	Subtotal	180	60	40	0	0	20	40		
Law and Jurisprudence										
110.108	Attorney	3,400	220	180	0	0	40	320	*	
110.118	Tax Consultant	20	0	0	0	0	0	0	*	
111.108	Judge	60	0	0	0	0	0	0	*	
119.288	Abstractor	660	160	0	0	0	160	360	*	
119.288	Law Clerk	160	60	40	0	0	20	40	*	
	Subtotal	4,300	440	220	0	0	220	720		
Religion and Theology										
120.108	Clergyman	760	60	40	0	0	20	20	*	
	Subtotal	760	60	40	0	0	20	20		
Writing										
132.018	Editor	260	0	0	0	0	0	0	*	
132.038	Newspaper Department Editor	100	0	0	0	0	0	0	*	
132.068	Writer, Columnist	180	0	0	0	0	0	0	*	
132.088	Copywriter	120	0	0	0	0	0	0	04.01	Advertising Services
132.268	Reporter	40	0	0	0	0	0	0	*	
139.288	Research Writer	40	0	0	0	0	0	0	*	
	Subtotal	740	0	0	0	0	0	0		

PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS (cont.)

OCCUPATIONAL GROUP				PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
Art										
141.081	Advertising Layout Man	400	0	0	0	0	0	20	04.01	Advertising Services
142.031	Manager, Display	100	0	0	0	0	0	0	04.01	Advertising Services
142.051	Interior Design and Decorator	140	20	20	0	0	0	20	17.0701	Interior Decorating
142.081	Floral Designer	660	40	20	0	0	20	60	04.05	Floristry
142.081	Commercial Designer	20	0	0	0	0	0	0	17.07	Commercial Art Occupations
142.081	Furniture Designer	20	0	0	0	0	0	0	17.0703	Product Design
143.062	Photographer, News	20	0	0	0	0	0	0	*	
143.062	Manager, Photograph Studio	200	0	0	0	0	0	20	04.15	Personal Services
144.081	Colorist, Oil Portraits	20	0	0	0	0	0	0	*	
148.081	Memorial Designer	140	0	0	0	0	0	0	*	
	Subtotal	1,720	60	40	0	0	20	120		
Entertainment and Recreation										
151.028	Dance Instructor	40	20	20	0	0	0	0	*	
152.028	Music Teacher	40	0	0	0	0	0	0	*	
152.048	Singer, Entertainment	20	0	0	0	0	0	0	*	
152.048	Musician	380	40	20	0	0	20	0	*	
152.228	Golf Pro	100	0	0	0	0	0	0	*	
153.118	Athletic Manager-Coach	40	0	0	0	0	0	0	*	
153.348	Athlete	400	0	0	0	0	0	0	*	
159.148	Announcer, Radio	80	0	0	0	0	0	0	*	
159.848	Dancers, Entertainment	100	1,000	0	0	0	1,000	2,000	*	
	Subtotal	1,200	1,060	40	0	0	1,020	2,000		
Administrative Specializations										
160.188	Accountant	3,500	580	200	0	180	200	640	*	
160.288	Estimators	140	20	20	0	0	0	20	14.0101	Accountants
161.118	Treasurer	120	0	0	0	0	0	0	14.0802	Budget Management Analysts
162.118	Administrator, Contract & Order	40	0	0	0	0	0	0	14.0899	Supv. & Adm. Management Occup. Other
162.158	Securities Trader	220	0	0	0	0	0	0	*	
162.158	Buyer, Livestock	500	100	100	0	0	0	200	01.0401	Food Products
162.158	Buyer, Time and Space	20	0	0	0	0	0	0	04.01	Advertising Services
162.158	Broker's Floor Representative	300	0	0	0	0	0	0	04.04	Finance and Credit
162.158	Buyer (Retail & Wholesale)	220	0	0	0	0	0	0	04.08	General Merchandise
162.158	Purchasing Agent	280	0	0	0	0	0	0	04.99	Distributive Education, Other
162.168	Buyer, Grain	240	20	0	0	0	20	40	01.0401	Food Products
163.118	Manager, Sales	1,080	100	20	0	0	80	100	04.12	Industrial Marketing
163.168	Manager, Utility Sales & Service	140	0	0	0	0	0	0	04.12	Industrial Marketing
164.068	Advertising Assistant	20	0	0	0	0	0	0	04.01	Advertising Services
164.118	Manager, Advertising	420	0	0	0	0	0	0	04.01	Advertising Services

PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS (cont.)

OCCUPATIONAL GROUP			PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
164.168	Account Executive	20	0	0	0	0	0	0	04.01	Advertising Services
165.068	Sales Serviceman	240	0	0	0	0	0	0	04.01	Advertising Services
166.088	Job Analyst	120	140	140	0	0	0	0	14.0602	Interviewers & Test Technicians
166.118	Director, Safety	20	0	0	0	0	0	0	14.0601	Ed. Asst. & Training Specialists
166.118	Manager, Personnel	580	0	0	0	0	0	40	14.0603	Personnel Assistants
166.168	Manager, Employment & Placement	60	140	140	0	0	0	80	14.0603	Personnel Assistants
166.268	Employment Interviewer	340	680	680	0	0	0	320	14.0602	Interviewers & Test Technicians
168.168	Immigration Official	160	0	0	0	0	0	20	*	
168.168	Manager, Credit & Collection	780	160	0	0	0	160	160	14.0899	Supv. & Adm. Management Occup. Other
168.168	Safety Inspector	20	0	0	0	0	0	0	17.2899	Public Service, Other
168.287	Agricultural Commodity Grader	240	0	0	0	0	0	0	16.02	Agricultural Related Technology
169.118	Labor Relations Specialist	40	0	0	0	0	0	0	14.0699	Personnel Training Occup., Other
169.168	Manager, Electronic Data Processing	200	0	0	0	0	0	0	14.02	Business Data Processing Systems
169.168	Administrative Secretary	480	0	0	0	0	0	20	14.0701	Executive Secretary
169.168	Administrative Assistant	680	100	0	0	0	100	100	14.0801	Administrative Assistants
169.168	Office Manager	4,520	540	60	0	40	440	380	14.0805	Office Managers
169.188	Underwriter	720	80	20	0	20	40	160	04.13	Insurance
169.388	Escrow Officer	40	0	0	0	0	0	20	14.0899	Supv. & Adm. Management Occup. Other
	Subtotal	16,500	2,660	1,380	0	240	1,040	2,300		
Managers, Officials (Other)										
180.168	General Manager-Farm	600	0	0	0	0	0	20	01.0104	Farm Business Management
181.118	Manager, Bulk Plant	20	0	0	0	0	0	0	04.16	Petroleum
182.168	Contractor	860	0	0	0	0	0	20	*	
182.168	Construction Superintendent	20	0	0	0	0	0	0	*	
182.287	Construction Field Inspector	160	0	0	0	0	0	0	*	
183.118	Production Supt., Plant Manager	180	0	0	0	0	0	0	*	
183.118	Manager, Branch	100	0	0	0	0	0	0	*	
183.168	Manager, Food Processing Plant	60	0	0	0	0	0	0	01.0401	Food Products
183.168	General Foreman	360	20	0	0	20	0	20	*	
184.118	Director, Transportation	20	0	0	0	0	0	0	04.19	Transportation
184.168	Radio Program Director	100	0	0	0	0	0	0	*	
184.168	Manager, Warehouse	240	0	0	0	0	0	0	04.19	Transportation
185.168	Manager, Parts	1,000	20	20	0	0	0	20	04.03	Automotive
185.168	Manager, Food	1,520	0	0	0	0	0	0	04.06	Food Distribution
185.168	Manager, Store	3,600	140	20	40	0	80	180	04.08	General Merchandise
185.168	Manager, Service Station	1,720	20	0	0	0	20	0	04.16	Petroleum
185.168	Manager, Franchise Promotion	80	0	0	0	0	0	0	04.17	Real Estate
185.168	Wholesaler	480	0	0	0	0	0	0	04.31	Wholesale Trade, Other
186.118	Business Manager, College/University	40	0	0	0	0	0	0	*	
186.118	Comptroller	220	0	0	0	0	0	0	*	
186.118	Manager, Financial Institution	4,380	620	0	0	40	580	920	04.04	Finance and Credit

PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS (cont.)

OCCUPATIONAL GROUP				PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
186.118	Manager, Insurance	1,500	80	80	0	0	0	20	04.13	Insurance
186.118	Property Rental Agent	20	0	0	0	0	0	0	04.17	Real Estate
186.168	Investigator, Government Service	100	20	0	0	0	20	20	*	
186.168	Cashier, Bank	1,000	120	20	40	40	20	200	04.04	Finance and Credit
186.168	Manager, Insurance Office	20	0	0	0	0	0	0	04.13	Insurance
186.168	Manager, Property	940	40	0	20	0	20	20	04.17	Real Estate
186.288	Loan Officer	1,820	400	20	0	120	260	500	04.04	Finance and Credit
187.118	Director, Community Services	120	60	20	40	0	0	20	*	
187.118	Labor Union Agent	200	0	0	0	0	0	0	*	
187.118	Administrator, Hospital/Nursing Home	860	40	0	0	0	40	40	*	
187.118	Manager, Hotel/Motel	860	40	40	0	0	0	100	04.11	Hotel and Lodging
187.138	Housemother	260	40	0	0	0	40	20	09.0205	Inst. Home Management & Supporting Services
187.168	Skating Rink Manager	20	0	0	0	0	0	0	*	
187.168	Manager, Recreation	240	40	20	0	0	20	20	*	
187.168	Manager, Vehicle Leasing & Rental	240	40	40	0	0	0	40	04.03	Automotive
187.168	Manager, Restaurant	2,900	20	0	0	20	0	100	04.07	Food Services
187.168	Manager, Service Department	40	0	0	0	0	0	0	04.09	Hdwe., Bldg. Mat. Farm & Garden Sup. & Equip.
187.168	Manager	340	40	0	20	0	20	40	04.15	Personal Services
187.168	Superintendent, Building	20	0	0	0	0	0	0	04.17	Real Estate
187.168	Manager, Theater	400	20	0	0	0	20	40	04.18	Recreation and Tourism
187.168	Manager, Cafeteria	60	0	0	0	0	0	0	09.0203	Food Mgt., Production & Services
187.168	Housekeeper, Executive	20	0	0	0	0	0	0	09.0205	Inst. Home Mgt. & Supporting Services
188.118	Mayor, City Council & City Develop.	440	0	0	0	0	0	0	*	
188.168	Revenue Officer	660	100	0	0	20	80	120	*	
188.168	Postmaster	500	0	0	0	0	0	40	*	
188.188	Assessor, Government Service	60	0	0	0	0	0	0	*	
189.118	Research & Development	420	120	120	0	0	0	20	*	
189.118	President/V. President, Organization	100	0	0	0	0	0	0	*	
189.118	Manager, Industrial Organization	2,340	60	0	0	0	60	40	04.12	Industrial Marketing
189.168	Field Inspector, Guard	20	0	0	0	0	0	0	*	
189.168	Manager, Trainee	20	20	0	0	20	0	0	04.08	General Merchandise
	Subtotal	32,300	2,120	400	160	280	1,280	2,580		
Misc. Professional, Tech., and Managerial										
191.118	Booking Agent	60	0	0	0	0	0	0	04.18	Recreation and Tourism
191.158	Pawnbroker	80	0	0	0	0	0	0	*	
191.287	Appraiser, Real Estate	180	60	0	40	0	20	20	*	
191.288	Appraiser	80	0	0	0	0	0	0	*	
195.108	Social Worker	600	100	0	0	0	100	180	*	
195.168	Community Organization Worker	20	0	0	0	0	0	0	*	
195.228	Program, Youth Coordinator	120	40	40	0	0	0	0	*	
196.283	Commercial Pilot	200	0	0	0	0	0	0	16.0601	Commercial Pilot Training

PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS (cont.)

OCCUPATIONAL GROUP				PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
196.283	Crop Dusting Pilot	60	0	0	0	0	0	0	*	
	Subtotal	1,400	200	40	40	0	120	200		
TOTAL PROFESSIONAL, TECHNICAL & MANAGERIAL OCCUPATIONS		124,360	15,140	4,420	800	700	9,220	15,720		

*No Vocational Instructional Training Program Listed

TABLE 3
CLERICAL AND SALES OCCUPATIONS

OCCUPATIONAL GROUP				PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
Stenographic, Typing, Filing and Related										
201.368	Secretary	19,700	2,420	520	60	20	1,820	3,420	14.0702	Secretaries
202.388	Stenographer	1,100	200	100	0	0	100	80	14.0703	Stenographers
203.138	Telegraphic Typewriter Operator	20	0	0	0	0	0	0	14.0902	Typists
203.588	Typist	5,200	860	300	20	0	540	660	14.0902	Typists
204.288	Correspondence Clerk	80	20	20	0	0	0	20	14.0402	Correspondence Clerks
205.138	Personnel Clerk Supervisor	20	0	0	0	0	0	0	14.0603	Personnel Assistants
205.368	Admissions Rep., Education	120	0	0	0	0	0	0	*	
205.368	Employment Clerk	100	0	0	0	0	0	0	14.0603	Personnel Assistants
205.388	Civil Service Clerk	20	0	0	0	0	0	0	14.0603	Personnel Assistants
206.388	File Clerk	5,660	3,040	420	0	1,000	1,620	3,060	14.0302	File Clerks
207.782	Typewriter Operator, Automatic	120	80	0	0	20	60	20	14.0301	Duplicating Machine Operators
208.588	Photocomposing Mach. Perferator Op.	200	0	0	0	0	0	40	14.0399	Filing, Off. Mach., & Gen. Office Clerical Occup., Other
209.368	Evaluator	20	0	0	0	0	0	40	14.0399	Filing, Off. Mach., & Gen. Office Clerical Occup., Other
209.382	Justowriter	20	0	0	0	0	0	0	14.0399	Filing, Off. Mach., & Gen. Office Clerical Occup., Other
209.388	Cancellation Clerk	40	0	0	0	0	0	0	14.0399	Filing, Off. Mach., & Gen. Office Clerical Occup., Other
209.388	Clerk-Typist	1,300	260	80	40	0	140	260	14.0901	Clerk-Typists
209.488	Invoice Control Clerk	100	0	0	0	0	0	0	14.0399	Filing, Off. Mach., & Gen. Office Clerical Occup., Other
209.588	Marker	160	20	0	0	0	20	80	04.08	General Merchandise
209.588	Clerk, General	680	240	20	0	40	180	420	14.0399	Filing, Off. Mach. & Gen. Office Clerical Occup., Other
209.688	Checker, clerical	20	0	0	0	0	0	0	14.0399	Filing, Off. Mach., & Gen. Office Clerical Occup., Other
	Subtotal	34,680	7,140	1,460	120	1,080	4,480	8,100		

CLERICAL AND SALES OCCUPATIONS (cont.)

OCCUPATIONAL GROUP			PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
Computing and Account Recording										
210.368	Account Information Clerk	300	20	0	20	0	0	0	14.0102	Bookkeepers
210.388	Bookkeeper	15,800	1,020	340	140	60	480	1,480	14.0102	Bookkeepers
210.588	Insurance Clerk	20	0	0	0	0	0	0	14.0102	Bookkeepers
211.368	Cashier	280	60	0	0	0	60	80	14.0103	Cashiers
211.468	Cashier	60	20	0	0	0	20	40	04.06	Food Distribution
211.468	Cashier	940	800	0	80	40	680	2,100	04.08	General Merchandise
211.468	Desk Clerk	80	0	0	0	0	0	0	04.11	Hotel and Lodging
211.468	Ticket Seller	100	20	0	0	0	20	0	04.18	Recreation and Tourism
211.468	Cashier-Wrapper	440	80	20	0	0	60	160	14.0103	Cashiers
212.368	Teller	4,320	800	80	0	100	620	840	14.0105	Tellers
213.138	Supervisor, Computer Operation	80	20	0	0	20	0	20	14.0201	Computer & Console Operators
213.382	Digital Computer Operator	3,180	280	260	0	0	20	100	14.0201	Computer & Console Operators
213.582	Keypunch Operator	1,300	280	20	60	40	160	420	14.0202	Keypunch & Coding Equip. Operators
213.588	Verifier Operator	680	340	60	0	180	100	500	14.0202	Keypunch & Coding Equip. Operators
215.388	Bookkeeping Machine Operator	80	0	0	0	0	0	20	14.0104	Machine Operators
215.488	Payroll Clerk	60	0	0	0	0	0	0	14.0104	Machine Operators
216.388	Statistical Clerk	60	20	0	0	0	20	20	*	
217.388	Proof Machine Operator	40	0	0	0	0	0	0	14.0104	Machine Operators
219.138	Payroll Clerk	80	0	0	0	0	0	0	14.0199	Accounting & Computing Occup. Other
219.368	Brokerage Clerk	140	0	0	0	0	0	0	04.04	Finance and Credit
219.388	Clerk, General Office	21,160	4,740	320	120	760	3,540	8,000	14.0303	General Office Clerks
219.488	Accounting Clerk	120	0	0	0	0	0	20	14.0303	General Office Clerks
	Subtotal	49,320	8,500	1,100	420	1,200	5,780	13,800		
Shipping and Receiving Clerks										
221.388	Production Clerk	20	0	0	0	0	0	0	14.0501	Planning & Production Clerks
222.138	Shipping Clerk	580	80	20	0	0	60	140	14.0503	Shipping & Receiving Clerks
222.387	Receiving Clerk	760	160	20	20	0	120	260	14.0503	Shipping & Receiving Clerks
222.587	Distributing Clerk	140	0	0	0	0	0	0	14.0503	Shipping & Receiving Clerks
222.687	Sorter	20	0	0	0	0	0	0	14.0503	Shipping & Receiving Clerks
223.138	Stock Supervisor	20	0	0	0	0	0	0	14.0504	Stock & Inventory Clerks
223.387	Stock Clerk	3,760	800	100	20	0	680	980	*	
223.388	Inventory Clerk	520	40	0	0	0	40	140	14.0504	Stock & Inventory Clerks
223.487	Checker, Bakery Products	20	0	0	0	0	0	0	04.06	Food Distribution
223.887	Central Supply Workers	560	140	0	20	0	120	120	07.0905	Central Supply Technician
224.487	Weigher	40	0	0	0	0	0	0	14.0599	Material Support Occupations, Other
224.587	Grain Weigher	120	20	0	0	0	20	40	*	
229.138	Yard Foreman	20	0	0	0	0	0	0	14.0599	Material Support Occupations, Other
229.488	Estimator (Jewelry)	20	0	0	0	0	0	0	14.0599	Material Support Occupations, Other
	Subtotal	6,600	1,240	140	60	0	1,040	1,680		

CLERICAL AND SALES OCCUPATIONS (cont.)

OCCUPATIONAL GROUP				PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
Information and Message Distribution										
230.878	Office Boy or Girl	120	40	0	0	0	40	60	14.0405	Messengers, Office Boys and Girls
231.138	Mailing Supervisor	20	0	0	0	0	0	0	14.0403	Mail and Postal Clerks
231.588	Mail Clerk	760	220	0	0	0	220	460	14.0403	Mail and Postal Clerks
231.688	Distribution Clerk	3,080	0	0	0	0	0	0	14.0403	Mail and Postal Clerks
232.138	Foreman, Mails	420	0	0	0	0	0	0	14.0403	Mail and Postal Clerks
232.368	Post Office Clerk	1,160	0	0	0	0	0	0	14.0403	Mail and Postal Clerks
233.138	Foreman, Carriers	180	0	0	0	0	0	0	14.0403	Mail and Postal Clerks
233.388	Mail Carrier	5,320	20	0	0	0	20	60	14.0403	Mail and Postal Clerks
234.885	Sealing & Canceling Machine Operator	40	0	0	0	0	0	0	14.0403	Mail and Postal Clerks
235.138	Telephone Operator, Chief	40	0	0	0	0	0	0	14.0401	Communication Sys. Clerks & Operators
235.228	PBX Operator	260	60	0	0	0	60	60	14.0401	Communication Sys. Clerks & Operators
235.862	Telephone Operator	260	40	0	20	20	0	40	14.0401	Communication Sys. Clerks & Operators
237.168	Travel Counselor	460	80	20	0	0	60	200	04.18	Recreation and Tourism
237.368	Receptionist	5,140	740	300	20	0	420	620	14.0406	Reception and Information Clerks
239.368	Manager, Traffic	40	0	0	0	0	0	0	14.0499	Info. Communication, Occup. Other
239.388	Dispatcher, Maintenance Service	20	0	0	0	0	0	0	14.0499	Info. Communication, Occup. Other
	Subtotal	17,320	1,200	320	40	20	820	1,500		
Miscellaneous Clerical										
240.368	Collection Clerk	60	20	0	0	20	0	20	14.99	Office Occupations, Other
241.168	Claim Adjuster	760	60	20	0	0	40	100	04.13	Insurance
241.368	Adjustment Clerk	20	0	0	0	0	0	0	04.08	General Merchandise
242.368	Hotel Clerk	80	0	0	0	0	0	20	04.11	Hotel and Lodging
243.368	Service Clerk	120	0	0	0	0	0	0	14.99	Office Occupations, Other
249.138	Supervisor, Survey Workers	20	0	0	0	0	0	0	14.0499	Info. Communication, Occup. Other
249.138	Claims Deputy	20	0	0	0	0	0	0	14.99	Office Occupations, Other
249.268	Claim Examiner	980	220	100	0	100	20	300	04.13	Insurance
249.268	Survey Worker	500	0	0	0	0	0	0	14.0499	Info. Communication, Occup. Other
249.288	Field Map Editor	60	0	0	0	0	0	0	16.0106	Civil Technology
249.368	Reservation Clerk	60	20	0	0	0	20	0	14.0499	Info. Communication, Occup. Other
249.368	Order Clerk	1,180	180	60	0	0	120	340	14.99	Office Occupations, Other
249.388	Stock Transfer Clerk	40	0	0	0	0	0	0	*	
249.388	Medical Records Clerk	340	20	0	0	0	20	20	14.0499	Info. Communication, Occup. Other
249.388	Forms Analyst	20	0	0	0	0	0	20	14.99	Office Occupations, Other
	Subtotal	4,260	520	180	0	120	220	820		
Salesmen, Services										
250.258	Salesman, Insurance	2,680	600	560	20	0	20	500	04.13	Insurance
250.358	Salesman, Real Estate	4,800	740	360	0	0	380	660	04.17	Real Estate
251.258	Salesman, Securities	1,460	0	0	0	0	0	20	04.04	Finance and Credit
252.358	Salesman, Business Service	1,600	520	520	0	0	0	0	04.12	Industrial Marketing
253.358	Salesman, Radio and Television Time	20	40	40	0	0	0	0	04.01	Advertising Services
257.358	Salesman, Public Utilities	60	0	0	0	0	0	20	04.99	Distributive Education, Other

CLERICAL AND SALES OCCUPATIONS (cont.)

OCCUPATIONAL GROUP				PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
258.258	Salesman, Sign and Display	40	0	0	0	0	0	0	04.01	Advertising Services
258.358	Salesman, Advertising	220	0	0	0	0	0	20	04.01	Advertising Services
258.358	Salesman, Printing	300	0	0	0	0	0	40	04.12	Industrial Marketing
	Subtotal	11,180	1,900	1,480	20	0	400	1,260		
	Salesman & Salespersons, Commodoties									
260.458	Salesperson, Flowers	620	80	0	0	0	80	60	04.05	Floristry
261.158	Commission Man, Agriculture Produce	20	0	0	0	0	0	20	04.06	Food Distribution
261.258	Salesman, Livestock	360	0	0	0	0	0	0	04.06	Food Distribution
262.358	Salesman, Grain & Feed Products	1,280	100	20	20	20	40	20	01.0202	Feeds
262.358	Salesman, Food Products	2,860	240	60	0	20	160	380	04.06	Food Distribution
263.358	Salesman, Foot Wear	500	60	0	0	0	60	40	04.02	Apparel & Accessories
263.458	Salesperson, Clothing	9,200	2,260	100	1,000	100	1,060	3,940	04.02	Apparel & Accessories
263.458	Salesperson, Yard Goods	440	40	40	0	0	0	40	04.08	General Merchandise
265.358	Salesman, Paper Products	1,020	180	20	0	0	160	120	04.12	Industrial Marketing
266.258	Salesman, Chemicals and Drugs	120	0	0	0	0	0	0	04.12	Industrial Marketing
266.358	Salesperson, Cosmetics	40	0	0	0	0	0	0	04.08	General Merchandise
267.358	Salesman, Fuel	380	0	0	0	0	0	0	04.31	Wholesale Trade, Other
273.258	Salesman, Foundry and Machine Shop	80	0	0	0	0	0	0	04.12	Industrial Marketing
273.358	Salesman, Metal	40	0	0	0	0	0	0	04.12	Industrial Marketing
274.358	Salesman, China and Glassware	20	0	0	0	0	0	0	04.08	General Merchandise
274.358	Salesman, Floor Coverings	2,560	480	20	20	0	440	880	04.10	Home Furnishings
276.158	Salesman, Machinery	880	60	40	0	0	20	160	04.12	Industrial Marketing
276.358	Salesman, Bldg. & Cons. Eq. & Sup.	3,520	500	140	20	0	340	400	04.09	Hdwe., Bldg. Materials, Farm & Garden Sup. & Eq.
277.358	Salesman, Farm & Garden Eq./Sup.	2,160	220	140	40	0	40	140	04.09	Hdwe., Bldg. Materials, Farm & Garden Sup. & Eq.
278.258	Salesman, Communication Equipment	20	0	0	0	0	0	0	04.12	Industrial Marketing
278.258	Home Service Representative	40	0	0	0	0	0	0	09.0204	Home Furnishings, Eq. and Services
278.358	Salesman, Household Equipment	720	20	20	0	0	0	20	04.10	Home Furnishings
280.258	Salesman, Aircraft	240	0	0	0	0	0	0	04.19	Transportation
280.358	Salesman, Automobile	4,740	820	460	0	20	340	620	04.03	Automotive
280.358	Salesman, Marine Supplies	160	0	0	0	0	0	0	04.19	Transportation
280.458	Salesman, Automotive Accessories	620	60	20	0	0	40	0	04.03	Automotive
281.358	Salesman, Vending and Coin Machine	40	0	0	0	0	0	0	04.07	Food Services
281.358	Salesman, Office Machines	980	100	80	0	0	20	160	04.12	Industrial Marketing
282.258	Salesman, Medical Equip. and Supplies	180	0	0	0	0	0	0	04.12	Industrial Marketing
282.358	Salesperson, Hearing Aids	60	20	20	0	0	0	40	*	
282.358	Salesman, Veterinary Supplies	20	0	0	0	0	0	0	01.0299	Ag. Sup./Services, Other
283.358	Salesman, Jewelry & Optical Goods	880	140	20	0	0	120	300	04.02	Apparel and Accessories
285.358	Salesman, Photographic Supplies	40	20	20	0	0	0	0	04.18	Recreation and Tourism
286.358	Salesman, Sporting Goods	620	160	80	0	0	80	80	04.18	Recreation and Tourism
287.358	Salesman, Musical Instru. & Access.	140	20	0	0	0	20	40	04.18	Recreation and Tourism
289.358	Salesman, Parts, Farm Equipment	480	140	0	40	0	100	60	*	
289.358	Salesperson, Parts	1,840	240	60	0	0	180	380	04.03	Automotive
289.358	Salesperson, Container	300	120	120	0	0	0	40	04.12	Industrial Marketing

CLERICAL AND SALES OCCUPATIONS (cont.)

OCCUPATIONAL GROUP				PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
289.358	Salesman, Novelties	280	40	20	0	0	20	40	04.18	Recreation and Tourism
289.358	Salesman, House-to-House	13,020	5,700	2,400	0	0	3,300	0	04.20	Retail Trade, Other
289.358	Salesman General Merchandise	220	20	20	0	0	0	60	04.31	Wholesale Trade, Other
289.458	Salesperson, General	6,080	1,700	120	60	80	1,440	3,000	04.08	General Merchandise
	Subtotal	57,820	13,540	4,040	1,200	240	8,060	11,040		
Merchandising, except Salesman										
290.468	Manager, Branch Store	60	0	0	0	0	0	0	04.15	Personal Services
290.877	Salesperson, Food	440	80	20	0	0	60	0	04.06	Food Distribution
291.158	Buyer, Scrap Metal	40	0	0	0	0	0	0	*	
291.158	Buyer, Junk	80	0	0	0	0	0	0	04.08	General Merchandise
292.358	Salesman, Driver	240	20	20	0	0	0	20	04.06	Food Distribution
293.358	Goodwill Ambassador	20	0	0	0	0	0	0	*	
294.258	Auctioneer	120	0	0	0	0	0	0	04.08	General Merchandise
298.081	Display Man	60	0	0	0	0	0	0	04.01	Advertising Services
299.138	Manager, Department	100	0	0	0	0	0	0	04.02	Apparel and Accessories
299.138	Department Head, Supermarket	440	0	0	0	0	0	0	04.06	Food Distribution
299.138	Manager, Department	560	120	0	0	20	100	200	04.08	General Merchandise
299.381	Carpet Cutter	660	440	40	0	0	400	820	17.1099	Const. & Maintenance Trades, Other
299.468	Cashier-Checker	6,120	1,540	80	60	0	1,400	2,220	04.06	Food Distribution
299.478	Delivery Boy	1,780	1,000	20	20	0	960	1,740	*	
299.478	Contact Lens Technician	20	0	0	0	0	0	0	07.0601	Ophthalmic Dispensing
299.687	Clothing Inspector	260	800	140	0	0	660	1,600	*	
299.884	Floor Finisher	20	0	0	0	0	0	0	*	
299.884	Optician Dispensing	80	20	20	0	0	0	40	07.0601	Ophthalmic Dispensing
	Subtotal	11,100	4,020	340	80	20	3,580	6,640		
TOTAL–CLERICAL AND SALES OCCUPATIONS		192,280	38,060	9,060	1,940	2,680	24,380	44,840		

*No Vocational Instructional Training Program Listed

TABLE 4
SERVICE OCCUPATIONS

OCCUPATIONAL GROUP			PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
Domestic										
302.887	Laundress	20	0	0	0	0	0	0	09.0202	Clothing Mgt., Production & Services
303.138	Housekeeper, Home	120	0	0	0	0	0	0	09.0205	Inst. & Home Mgt. & Supporting Serv.
306.870	Homemaker	300	20	20	0	0	0	0	09.0205	Inst. & Home Mgt. & Supporting Serv.
309.878	Foster Mother	20	20	20	0	0	0	20	09.0201	Care & Guidance of Children
	Subtotal	460	40	40	0	0	0	20		
Food & Beverage Preparation and Service										
310.138	Kitchen Supervisor	20	0	0	0	0	0	0	09.0203	Food Mgt. Production and Service
310.868	Hostess, Restaurant and Coffee Shop	280	140	20	0	0	120	320	04.07	Food Services
311.878	Waiter/Waitress	17,440	6.260	720	20	0	5,520	7,740	17.2904	Waiter/Waitress
312.278	Bartender	4,260	1,780	40	20	0	1,720	3,260	*	
313.131	Chef	240	20	20	0	0	0	0	17.2902	Cook/Chef
313.138	Cook, School Cafeteria	3,840	340	60	140	0	140	100	09.0203	Food Mgt., Production & Services
313.381	Cook	2,860	580	0	80	0	500	940	17.2902	Cook/Chef
313.781	Baker	300	40	0	40	0	0	0	17.2901	Baker
313.883	Baker, Helper	400	400	0	0	0	400	1,000	17.2901	Baker
314.381	Cook, Short Order	3,780	580	60	80	0	440	680	17.2902	Cook/Chef
314.781	Cook, Speciality	360	340	0	0	0	340	800	17.2902	Cook/Chef
315.381	Cook, Institution	3,960	740	0	40	20	680	640	17.2902	Cook/Chef
316.884	Meat Cutter	1,280	180	100	20	0	60	200	17.2903	Meat Cutters
317.884	Pantryman	580	520	0	0	0	520	1,300	17.2902	Cook/Chef
317.887	Cook, Helper	1,580	280	40	40	0	200	580	17.2902	Cook/Chef
318.887	Dishwasher	1,820	700	40	0	0	660	1,260	*	
319.138	Food Service Supervisor	80	20	0	0	0	20	20	09.0203	Food Mgt., Production & Services
319.878	Fountain Man	260	40	0	0	0	40	40	17.2904	Waiter/Waitress
	Subtotal	43,340	12,960	1,100	480	20	11,360	18,880		
Lodging and Related Services										
320.137	Manager, Lodging Facilities	120	0	0	0	0	0	0	04.11	Hotel and Lodging
321.138	Housekeeper, Hotel & Medical Serv.	1,020	60	0	0	0	60	20	09.0205	Inst. & Home Mgt. & Supporting Serv.
323.887	Maid	1,060	320	100	0	0	220	360	09.0205	Inst. & Home Mgt. & Supporting Serv.
324.887	Doorman	40	0	0	0	0	0	0	04.11	Hotel and Lodging
329.138	Superintendent, Services	20	0	0	0	0	0	0	04.11	Hotel and Lodging
	Subtotal	2,260	380	100	0	0	280	380		
Barbering, Cosmetology & Related Services										
330.371	Barber	340	20	0	0	0	20	40	17.2601	Barbering
332.271	Cosmetologist	2,500	520	340	0	0	180	580	17.2602	Cosmetology
338.381	Embalmer	120	0	0	0	0	0	20	07.0909	Mortuary Science
	Subtotal	2,960	540	340	0	0	200	640		

SERVICE OCCUPATIONS (cont.)

OCCUPATIONAL GROUP				PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
Amusement & Recreation Services										
342.858	Theater, Refreshment Counterman	100	40	0	0	0	40	40	*	
344.878	Usher, Theater	100	40	0	0	0	40	60	*	
	Subtotal	200	80	0	0	0	80	100		
Miscellaneous, Personal Services										
353.168	Guide, Travel Excursion	40	0	0	0	0	0	0	*	
354.878	Home Attendant	20	0	0	0	0	0	0	07.0307	Home Health Aid
355.878	Nurses Aid	9,980	2,220	340	0	60	1,820	2,060	07.0303	Nursing Assistants
355.878	Attendant, Physical Therapy	320	100	0	0	0	100	100	07.0402	Physical Therapy
355.878	First Aid Attendant	20	0	0	0	0	0	0	07.0907	Medical Emergency Technology
355.878	Child Care Attendant, School	180	40	0	0	0	40	80	09.0201	Care & Guidance of Children
356.874	Veterinary Hospital Attendant	300	20	20	0	0	0	0	01.0299	Ag. Supplies & Services, Other
356.874	Kennelman	180	0	0	0	0	0	20	01.99	Agriculture, Other
359.873	Chauffeur, Domestic	40	0	0	0	0	0	0	*	
359.878	Funeral Attendant	120	0	0	0	0	0	0	*	
359.878	Child Care Assistant	160	40	40	0	0	0	0	09.0201	Care & Cuidance of Children
359.883	Chauffeur, Funeral Car	20	0	0	0	0	0	0	*	
	Subtotal	11,380	2,420	400	0	60	1,960	2,260		
Apparel and Furnishings Services										
361.138	Laundry Foreman	80	0	0	0	0	0	0	17.1602	Laundering
361.885	Laundryman	460	60	20	0	0	40	40	17.1602	Laundering
361.886	Washer Helper, Machine	20	0	0	0	0	0	0	17.1602	Laundering
361.887	Laundry Laborer	100	20	0	20	0	0	40	17.1602	Laundering
362.782	Drycleaner, Apprentice	60	0	0	0	0	0	0	17.1601	Drycleaning
362.884	Spotter	80	0	0	0	0	0	0	17.1601	Drycleaning
362.886	Drycleaner, Helper	100	0	0	0	0	0	0	17.1601	Drycleaning
363.782	Presser, Machine	80	0	0	0	0	0	0	17.16	Fabric Maintenance Service
363.884	Presser, Hand	40	0	0	0	0	0	0	17.16	Fabric Maintenance Service
365.381	Shoe Repairman	120	0	0	0	0	0	60	17.3402	Shoe Repair
365.884	Shoe Repairman, Helper	60	0	0	0	0	0	20	17.3402	Shoe Repair
369.138	Drycleaning Superintendent	40	0	0	0	0	0	0	04.15	Personal Services
369.478	Service Establishment Attendant	220	60	0	0	0	60	0	04.15	Personal Services
369.884	Laundry Operator	720	240	0	0	0	240	240	17.1602	Laundering
	Subtotal	2,180	380	20	20	0	340	400		
Protective Services										
372.868	Guard, Watchman	8,540	4,200	0	0	40	4,160	8,300	*	
372.868	Jailor	40	0	0	0	0	0	0	*	
375.118	Police Chief	20	0	0	0	0	0	0	17.2802	Law Enforcement Training
375.168	Detective, Chief	60	0	0	0	0	0	20	17.2802	Law Enforcement Training

SERVICE OCCUPATIONS (cont.)

OCCUPATIONAL GROUP				PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
375.268	Patrolman	360	40	40	0	0	0	40	17.2802	Law Enforcement Training
376.868	Detective	100	20	0	0	0	20	0	17.2802	Law Enforcement Training
377.868	Sheriff/Deputy	160	0	0	0	0	0	0	17.2802	Law Enforcement Training
379.268	Driver's License Examiner	20	0	0	0	0	0	0	*	
379.878	Lifeguard	100	80	0	0	0	80	0	*	
	Subtotal	9,400	4,340	40	0	40	4,260	8,360		
Building and Related Services										
381.137	Porter, Head	40	0	0	0	0	0	0	17.11	Custodial Services
381.887	Porter	60	360	0	0	0	360	740	17.11	Custodial Services
382.884	Janitor	10,260	1,320	100	120	20	1,080	1,280	17.11	Custodial Services
389.884	Exterminator	20	20	20	0	0	0	20	01.0201	Agricultural Chemicals
389.887	Floor Waxer	60	0	0	0	0	0	0	17.11	Custodial Services
	Subtotal	10,440	1,700	120	120	20	1,440	2,040		
TOTAL–SERVICE OCCUPATIONS		82,620	22,840	2,160	620	140	19,920	33,080		

*No Vocational Instructional Training Program Listed

TABLE 5
FARMING, FISHERY, FORESTRY, AND RELATED OCCUPATIONS

OCCUPATIONAL GROUP				PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
Plant Farming										
401.181	Farmer, Grain	60	0	0	0	0	0	0	01.0102	Plant Science
401.884	Farmhand, Grain	160	100	0	0	0	100	200	01.0102	Plant Science
403.181	Vegetable Grower	740	60	60	0	0	0	0	01.0102	Plant Science
403.883	Farmhand, Vegetable	740	3,220	2,480	0	0	740	80	01.0102	Plant Science
404.884	Tree Pruner	40	0	0	0	0	0	0	01.0299	Ag. Supplies/Services, Other
406.168	Nurseryman	160	0	0	0	0	0	0	01.0505	Nursery Operation & Management
406.181	Flower Grower	120	20	0	20	0	0	0	01.0502	Floriculture
406.887	Nursery Worker	320	0	0	0	0	0	0	01.0505	Nursery Operation & Management
407.137	Greenskeeper	200	380	0	0	0	380	400	01.0506	Turf Management
407.181	Landscape Gardener	80	200	0	0	0	200	400	01.0504	Landscaping
407.883	Laborer, Golf Course	80	0	0	0	0	0	60	01.0506	Turf Management
407.884	Grounds Keeper	280	80	40	0	0	40	0	01.0504	Landscaping
407.884	Grounds Keeper, Sports	20	0	0	0	0	0	0	01.0602	Recreation
407.887	Grave Digger	140	20	0	20	0	0	20	*	

FARMING, FISHERY, FORESTRY, AND RELATED OCCUPATIONS (cont.)

OCCUPATIONAL GROUP				PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
407.887	Laborer, Landscape	160	0	0	0	0	0	0	01.0504	Landscaping
407.887	Park Worker	0	40	40	0	0	0	0	01.0602	Recreation
409.168	Manager, Farm	100	0	0	0	0	0	0	01.0104	Farm Business Management
409.181	Farmer, Tenant	320	20	20	0	0	0	0	01.0104	Farm Business Management
409.181	Tree Surgeon	40	0	0	0	0	0	0	01.0501	Arboriculture
409.883	Farm Equipment Operator	480	400	320	0	0	80	500	01.0301	Agricultural Power & Machinery
409.884	Tree Surgeon, Helper	0	60	60	0	0	0	120	01.0501	Arboriculture
	Subtotal	4,240	4,600	3,020	40	0	1,540	1,780		
Animal Farming										
411.181	Farmer, Dairy	140	0	0	0	0	0	0	01.0101	Animal Science
411.884	Farmhand, Dairy	80	20	20	0	0	0	0	01.0101	Animal Science
412.168	Manager, Hatchery	40	0	0	0	0	0	0	01.0401	Food Products
412.181	Poultryman	80	0	0	0	0	0	0	01.0101	Animal Science
412.387	Poultry Technician	20	0	0	0	0	0	0	01.0299	Ag. Supplies/Services, Other
412.687	Chick Grader	20	0	0	0	0	0	0	01.0299	Ag. Supplies/Services, Other
412.884	Farmhand, Poultry	460	60	0	0	0	60	100	01.0101	Animal Science
412.886	Egg Washing Machine Operator	100	20	20	0	0	0	0	*	
412.887	Poultry Debeaker	60	0	0	0	0	0	0	01.0299	Ag. Supplies/Services, Other
413.131	Cattle Ranch Foreman	20	0	0	0	0	0	0	01.0101	Animal Science
413.181	Cattle Rancher	2,080	80	20	0	0	60	80	01.0101	Animal Science
413.884	Ranch Hand	2,540	1,060	740	0	0	320	700	01.0101	Animal Science
419.181	Beekeeper	60	0	0	0	0	0	0	01.0101	Animal Science
	Subtotal	5,700	1,240	800	0	0	440	880		
Miscellaneous Farming and Related										
421.181	Farmer, General	11,760	300	120	40	0	140	140	01.01	Agricultural Products
421.883	Farmhand, General	5,040	2,100	1,280	20	0	800	1,940	01.01	Agricultural Products
422.137	Irrigation, Head	80	0	0	0	0	0	0	01.0304	Water Management
422.887	Irrigator	260	280	260	0	0	20	0	01.0304	Water Management
424.886	Chopper Operator	40	20	0	0	0	20	0	01.0301	Agriculture Power and Machinery
429.887	Grubber	20	20	0	0	0	20	20	01.99	Agriculture, Other
	Subtotal	17,200	2,720	1,660	60	0	1,000	2,100		
Fishery and Related										
436.884	Hatcheryman, Fish	40	0	0	0	0	0	0	01.0607	Fish (including Farms & Hatcheries)
	Subtotal	40	0	0	0	0	0	0		

FARMING, FISHERY, FORESTRY, AND RELATED OCCUPATIONS (cont.)

OCCUPATIONAL GROUP			PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
Agriculture Service										
465.781	Weed Inspector	100	80	0	0	0	80	160	01.0201	Agriculture Chemicals
466.887	Livestock Caretaker, Yard-or-in-transit	2,060	260	20	0	0	240	240	01.0401	Food Products
	Subtotal	2,160	340	20	0	0	320	400		
	Self Employed Farmers	54,760[a]	951[b]					1,902[b]		
	TOTAL-FARMING, FISHERY, FORESTRY, AND RELATED OCCUPATIONS	84,100	9,851	5,500	100	0	3,300	7,062		

*No Vocational Instructional Training Program Listed

[a]Nebraska Department of Agriculture, *Nebraska 1972 Preliminary County Estimates and State Agricultural Data,* loc. cit.
[b]Genereaux, Douglas, loc. cit.

TABLE 6
PROCESSING OCCUPATIONS

OCCUPATIONAL GROUP			PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
Processing of Metals										
500.380	Plater	60	0	0	0	0	0	0	17.2399	Metalworking, Other
509.886	Laborer, Scrap Metal	20	0	0	0	0	0	0	*	
	Subtotal	80	0	0	0	0	0	0		
Processing of Food, Tobacco, & Related Prod.										
520.885	Sausage Maker	20	0	0	0	0	0	0	*	
520.885	Feed Mixer	1,020	220	120	0	20	80	160	01.0202	Feeds
520.886	Feed Mixer, Helper	20	0	0	0	0	0	0	01.0202	Feeds
521.130	Miller, Foreman	40	0	0	0	0	0	0	01.0401	Food Products
521.885	Processor, Grain	1,520	360	200	80	0	80	200	01.0202	Feeds
521.885	Feed Grinder	100	20	0	0	0	20	0	01.0401	Food Products
521.886	Processor, Helper	20	20	0	0	0	20	20	01.0202	Feeds
521.887	Sausage, Meat Trimmer	40	0	0	0	0	0	0	*	
522.782	Cottage Cheese Maker	80	0	0	0	0	0	0	01.0401	Food Products
523.885	Render Man	180	320	0	0	0	320	640	*	
523.885	Drier Attendant	180	0	0	0	0	0	0	*	

PROCESSING OCCUPATIONS (cont.)

OCCUPATIONAL GROUP				PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
523.885	Dehydrator Man	120	100	100	0	0	0	200	01.0401	Food Products
524.782	Dipper, Machine	40	0	0	0	0	0	0	*	
525.381	Butcher	4,280	2,000	700	0	0	1,300	2,840	01.0401	Food Products
525.887	Trimmer, Meat	40	0	0	0	0	0	0	01.0401	Food Products
526.885	Oven Man	300	300	0	0	0	300	740	17.2901	Baker
529.138	Superintendent, Grain Elevator	1,600	40	40	0	0	0	60	01.0202	Feeds
529.138	Supervisor, Specialty Food Products	40	0	0	0	0	0	0	01.0401	Food Products
529.387	Grader	20	0	0	0	0	0	0	01.0401	Food Products
529.687	Sorter, Agricultural Products	360	0	0	0	0	0	0	01.0401	Food Products
529.782	Cheesemaker, Helper	280	0	0	0	0	0	0	01.0401	Food Products
529.885	Freezer Man, Helper	100	60	0	0	0	60	0	01.0401	Food Products
529.886	Dairy Helper	120	0	0	0	0	0	0	01.0401	Food Products
529.887	Cook, Helper (Canning & Preserving)	1,020	40	0	0	0	40	80	*	
	Subtotal	11,540	3,480	1,160	80	20	2,220	4,940		
Processing of Paper & Related Materials										
539.885	Balerman	40	20	0	0	0	20	20	*	
	Subtotal	40	20	0	0	0	20	20		
Processing of Petroleum, Coal, Natural and Manufactured Gas and Related Products										
540.782	Oil Blender	300	160	0	0	0	160	160	*	
	Subtotal	300	160	0	0	0	160	160		
Processing of Chemicals, Plastics, Synthetics Rubber, Paint, and Related Products										
550.782	Paint Mixer	80	0	0	0	0	0	0	*	
	Subtotal	80	0	0	0	0	0	0		
Processing of Stone, Clay, Glass, and Related Products										
570.885	Concrete Mixer	100	0	0	0	0	0	0	*	
579.131	Concrete Block Plant Foreman	200	20	20	0	0	0	0	*	
579.137	Cement Foreman	20	0	0	0	0	0	0	*	
579.687	Bottle Sorter	20	20	20	0	0	0	0	*	
579.886	Concrete Block Plant Laborer	2,080	1,060	1,000	0	0	60	2,120	*	
	Subtotal	2,420	1,100	1,040	0	0	60	2,120		
Processing of Leather, Textiles, and Related Products										
582.782	Hide Processor	620	20	0	0	0	20	0	*	
	Subtotal	620	20	0	0	0	20	0		

PROCESSING OCCUPATIONS (cont.)

OCCUPATIONAL GROUP				PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
Processing, Other										
599.885	Medical Sterile Supply Aid	40	0	0	0	0	0	0	*	
	Subtotal	40	0	0	0	0	0	0		
TOTAL - PROCESSING OCCUPATIONS		15,120	4,780	2,200	80	20	2,480	7,240		

*No Vocational Instructional Training Program Listed

TABLE 7
MACHINE TRADES OCCUPATIONS

OCCUPATIONAL GROUP				PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
Metal Machining										
600.131	Machine Shop Foreman, Tool	120	0	0	0	0	0	0	17.2302	Machine Shop
600.280	Machinist	3,840	3,240	580	0	0	2,660	4,640	17.2302	Machine Shop
600.381	Layout Man	140	0	0	0	0	0	20	17.2302	Machine Shop
601.130	Tool-and-Die Foreman	20	0	0	0	0	0	0	17.2307	Tool-and-Die Making
601.280	Tool-and-Die Maker	540	200	200	0	0	0	120	17.2307	Tool-and-Die Making
603.782	Buffing-Machine Operator	20	0	0	0	0	0	0	17.2303	Machine Tool Operation
604.280	Engine-lathe Set-Up Operator	120	20	20	0	0	0	0	17.2303	Machine Tool Operation
605.885	Milling Machine Operator, Production	60	0	0	0	0	0	0	17.2303	Machine Tool Operation
606.782	Drill Press Operator	120	0	0	0	0	0	0	17.2303	Machine Tool Operation
609.885	Transfer Machine Operator	360	160	0	0	0	160	320	17.2302	Machine Shop
	Subtotal	5,340	3,620	800	0	0	2,820	5,100		
Metalworking, Other										
610.381	Blacksmith	40	0	0	0	0	0	0	17.2399	Metalworking, Other
610.782	Drop-Hammer Operator	20	0	0	0	0	0	0	17.2399	Metalworking, Other
610.884	Blacksmith, Helper	40	0	0	0	0	0	0	17.2399	Metalworking, Other
612.131	Forge-Shop Foreman	20	0	0	0	0	0	0	17.2399	Metalworking, Other
616.380	Set-Up Man, Sheet Metal	480	100	0	100	0	0	0	17.2305	Sheet Metal
619.885	Machine Operator	60	0	0	0	0	0	0	17.2304	Metal Trades, Combined
	Subtotal	660	100	0	100	0	0	0		
Mechanics & Machinery Repairman										
620.131	Garage Foreman	40	0	0	0	0	0	0	17.0302	Mechanics
620.281	Motor Cycle Repairman	40	0	0	0	0	0	20	17.31	Small Engine Repair, Internal Comb.

MACHINE TRADES OCCUPATIONS (cont.)

OCCUPATIONAL GROUP				PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
620.281	Bus Inspector	40	0	0	0	0	0	0	17.03	Automotive Services
620.281	Automobile Mechanic	1,760	440	40	40	20	340	880	17.0302	Mechanics
620.281	Front-End Man	180	60	40	0	20	0	140	17.0303	Specialization, Other
620.281	Mechanic, Industrial Truck	2,160	460	240	0	0	220	580	17.1003	Maintenance, Heavy Equipment
620.381	Automobile Service Mechanic	6,460	1,320	500	140	20	660	1,060	17.0302	Mechanics
620.381	Automobile Radiator Man	40	20	20	0	0	0	0	17.0303	Specialization, Other
620.884	Automobile Mechanic Helper	1,460	160	40	20	0	100	1,000	17.0302	Mechanics
620.884	Construction Equip. Mechanic, Helper	120	40	40	0	0	0	80	17.1003	Operation, Heavy Equipment
621.281	Aircraft & Engine Machanic	520	60	0	0	0	60	0	17.0401	Aircraft Maintenance
621.281	Flight Engineer	20	0	0	0	0	0	0	17.0402	Aircraft Operations
623.281	Machinist, Marine Engine	60	0	0	0	0	0	0	17.22	Maritime Occupations
624.281	Farm-Equipment Mechanic	2,180	540	240	100	0	200	380	01.0301	Agriculture Power and Machinery
624.381	Farm-Equipment Set-Up Man	620	60	20	0	0	40	120	01.0301	Agriculture Power and Machinery
624.781	Assembly Repairman	80	20	20	0	0	0	0	01.0301	Agriculture Power and Machinery
625.281	Diesel Mechanic	120	100	40	0	0	60	100	17.12	Diesel Mechanics
625.281	Gasoline Engine Repairman	60	0	0	0	0	0	20	17.31	Small Engine Repair, Internal Comb.
626.281	Machinist Repairman	60	60	40	20	0	0	0	*	
627.281	Press, Maintenance	20	0	0	0	0	0	0	*	
629.281	Bakery Machine Mechanic	20	0	0	0	0	0	0	*	
630.281	Pump Serviceman	20	0	0	0	0	0	0	*	
632.281	Gunsmith	40	0	0	0	0	0	0	*	
633.281	Office Machine Serviceman	580	20	20	0	0	0	80	17.06	Business Machine Maintenance
637.281	Air Conditioning Mechanic	40	20	0	0	0	20	0	17.01	Air Conditioning
637.281	Refrigeration Mechanic	40	20	20	0	0	0	0	17.0101	Cooling
637.281	Gas Appliance Serviceman	1,100	140	20	0	0	120	280	17.0202	Gas Appliances
637.381	Refrigeration Unit Repairman	80	40	40	0	0	0	40	17.0101	Cooling
638.281	Salvage (Automobile or Truck)	160	60	40	20	0	0	0	*	
638.281	Maintenance Mechanic	180	0	0	0	0	0	0	*	
638.281	Automated Eq. Engineer Technician	20	0	0	0	0	0	0	16.0113	Mechanical Technology
639.281	Sewing Machine Repairman	20	0	0	0	0	0	0	*	
639.381	Vending Machine Serviceman	240	40	0	0	0	40	120	*	
639.884	Lawn Mower Repairman	60	0	0	0	0	0	0	*	
	Subtotal	18.640	3.680	1,420	340	60	1.860	4.900		
Paperworking										
640.782	Slitter-Scorer	80	80	40	0	0	40	80	*	
640.885	Carton Printer	60	20	0	0	0	20	40	*	
641.885	Carton Maker	440	180	80	0	20	80	240	*	
643.885	Bindery Worker	2,480	280	0	0	0	280	420	*	
	Subtotal	3.060	560	120	0	20	420	780		

MACHINE TRADES OCCUPATIONS (cont.)

OCCUPATIONAL GROUP				PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
Printing										
650.582	Linotype Operator	300	80	40	0	0	40	40	17.1901	Composition, Make-Up & Typesetting
650.885	Typesetting Machine Tender	40	0	0	0	0	0	0	17.1901	Composition, Make-Up & Typesetting
651.130	Foreman, Press Room	80	0	0	0	0	0	0	17.1902	Printing Press Occupations
651.782	Printing Pressman	2,300	240	60	0	40	140	220	17.1902	Printing Press Occupations
651.885	Offset Press Operator	680	440	100	0	80	260	540	17.1902	Printing Press Occupations
652.885	Ticketer	60	40	0	0	0	40	80	*	
653.131	Foreman, Bindery	40	0	0	0	0	0	40	17.1906	Bookbinding
653.780	Casing-In-Line, Set-Up Man	60	0	0	0	0	0	0	17.1906	Bookbinding
653.782	Folding-machine Operator	340	100	0	0	0	100	260	17.1906	Bookbinding
659.130	Foreman, Printing Shop	100	0	0	0	0	0	0	17.19	Graphic Arts Occupations
659.885	Perforating-Machine Operator	20	0	0	0	0	0	0	17.1906	Bookbinding
	Subtotal	4,020	900	200	0	120	580	1,180		
Wood Machining										
660.131	Cabinetmaker, Foreman	20	0	0	0	0	0	0	17.3601	Millwork & Cabinetmaking
660.280	Cabinetmaker	320	120	120	0	0	0	40	17.3601	Millwork & Cabinetmaking
665.782	Router Operator	80	40	40	0	0	0	40	17.3601	Millwork & Cabinetmaking
666.782	Boring, Sport Equipment	20	0	0	0	0	0	0	*	
667.782	Saw Operator	120	40	40	0	0	0	60	17.3601	Millwork & Cabinetmaking
669.380	Millman	20	0	0	0	0	0	0	17.3601	Millwork & Cabitnetmaking
669.782	Woodworking Machine Operator	200	40	40	0	0	0	140	17.3601	Millwork & Cabinetmaking
	Subtotal	780	240	240	0	0	0	280		
Machine Trades, Other										
690.885	Cutting Press Operator	180	40	20	0	0	20	40	*	
692.885	Stapling Machine Operator	20	20	0	0	0	20	20	*	
699.782	Cutter Operator	220	100	40	0	20	40	160	17.1999	Graphic Arts, Other
	Subtotal	420	160	60	0	20	80	220		
TOTAL-MACHINE TRADES OCCUPATIONS		32,920	9,260	2,840	440	220	5,760	12,460		

*No Vocational Instructional Training Program Listed

TABLE 8
BENCH WORK OCCUPATIONS

OCCUPATIONAL GROUP			PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
Fabrication, Assembly & Repair of Metal Products										
700.281	Jeweler	300	0	0	0	0	0	0	*	
705.887	Laborer, Grinding & Polishing	40	0	0	0	0	0	0	17.2301	Foundry
706.884	Assembly Worker	1,700	1,040	600	0	0	440	2,140	*	
	Subtotal	2,040	1,040	600	0	0	440	2,140		
Fabrication & Repair of Scientific & Medical Apparatus, Photographic and Optical Goods, Watches and Clocks, and Related Products										
710.281	Instrument Repairman	160	0	0	0	0	0	0	17.2101	Instruments, Other than Watches/Clocks
711.138	Foreman, Optical Instruments	40	0	0	0	0	0	0	17.2101	Instruments, Other than Watches/Clocks
711.381	Benchman, (Optical Goods)	240	60	20	0	0	40	0	17.2101	Instruments, Other than Watches/Clocks
711.384	Lens Inspector	240	60	20	0	0	40	0	17.2101	Instruments, Other than Watches/Clocks
711.781	Lens Grinder	240	60	0	0	0	60	0	17.2101	Instruments, Other than Watches/Clocks
712.281	Dental Ceramist	20	0	0	0	0	0	0	07.0103	Dental Laboratory Technology
712.381	Dental Laboratory Technician	80	20	20	0	0	0	0	07.0103	Dental Laboratory Technology
713.251	Optician, Dispensing	160	0	0	0	0	0	0	07.0601	Ophthalmic Dispensing
713.884	Mounter and Repairer	160	20	0	0	0	20	60	07.0601	Ophthalmic Dispensing
714.281	Camera Repairman	20	0	0	0	0	0	0	17.2101	Instruments, Other than Watches/Clocks
715.281	Watchmaker	60	0	0	0	0	0	0	17.2102	Watchmaking and Repair
	Subtotal	1,420	220	60	0	0	160	60		
Assembly & Repair of Electrical Equipment										
720.281	Television Service & Repairman	500	100	80	0	0	20	80	17.1503	Radio/Television
721.281	Electric Motor Repairman	100	20	0	0	0	20	20	17.1403	Motor Repairman
723.381	Vacuum Cleaner Repairman	40	0	0	0	0	0	0	17.0201	Electrical Appliances
723.884	Appliance Repairman	140	60	40	0	0	20	120	17.0201	Electrical Appliances
	Subtotal	780	180	120	0	0	60	220		
Fabrication & Repair of Products made from Assorted Materials										
730.281	Musical Instrument Repairman	40	0	0	0	0	0	0	*	
732.381	Golf Club Repairman	40	0	0	0	0	0	0	*	
732.884	Roller Skate Repairman	40	0	0	0	0	0	0	*	
739.781	Casket Assembler	20	0	0	0	0	0	0	17.3601	Millwork & Cabinetmaking
739.884	Broommaker	200	0	0	0	0	0	0	*	
739.884	Last Remodeler	20	0	0	0	0	0	0	17.3699	Woodworking, Other
739.887	Gluer (Paper Products)	100	60	20	0	20	20	60	*	
	Subtotal	460	60	20	0	20	20	60		

BENCH WORK OCCUPATIONS (cont.)

OCCUPATIONAL GROUP			PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
Painting, Decorating & Related										
741.884	Spray Painter	20	0	0	0	0	0	0	*	
	Subtotal	20	0	0	0	0	0	0		
Fabrication & Repair of Plastics, Synthetics, Rubber and Related Products										
752.781	Hose Maker	180	0	0	0	0	0	80	*	
	Subtotal	180	0	0	0	0	0	80		
Fabrication & Repair of Wood Products										
761.887	Picture Frame Maker, Helper	20	0	0	0	0	0	0	17.3699	Woodworking, Other
763.381	Furniture Finisher	120	40	0	0	0	40	80	*	
763.884	Furniture Assembler	360	40	40	0	0	0	100	17.3601	Millwork & Cabinetmaking
769.884	Repairman, Assembled Wood Products	20	60	40	0	0	20	100	17.3601	Millwork & Cabinetmaking
769.887	Woodworking Shop Laborer	40	40	40	0	0	0	80	*	
	Subtotal	560	180	120	0	0	60	360		
Fabrication & Repair of Sand, Stone, Clay and Glass Products										
771.381	Designer of Monuments	160	80	0	0	0	80	0	*	
	Subtotal	160	80	0	0	0	80	0		
Fabrication & Repair of Textiles, Leather, and Related Products										
780.137	Foreman, Upholstery Department	100	0	0	0	0	0	0	17.35	Upholstery
780.381	Furniture Upholsterer	580	60	60	0	0	0	200	17.35	Upholstery
780.587	Sorter (Upholstery Parts)	700	200	120	0	0	80	280	17.35	Upholstery
780.884	Upholstery, Assembly Line Worker	1,460	800	0	0	0	800	1,600	17.35	Upholstery
781.687	Assembler	40	20	20	0	0	0	0	1 3399	Textile Prod. & Fabrication, Other
781.884	Cutter	20	20	20	0	0	0	0	17.3399	Textile Prod. & Fabrication, Other
781.887	Cutter, Helper	40	40	40	0	0	0	0	17.3399	Textile Prod. & Fabrication, Other
782.884	Seamstress	20	0	0	0	0	0	0	17.16	Fabric Maintenance Services
785.281	Alteration Tailor	280	20	0	0	0	20	20	17.3302	Tailoring
785.381	Seamstress, Women's Garments	100	20	20	0	0	0	0	17.3301	Dressmaking
785.381	Shop Tailor	60	0	0	0	0	0	0	17.3302	Tailoring
787.782	Drapery Operator	280	60	0	0	0	60	60	09.0204	Home Furnishings, Equip. & Services
787.782	Sewing Machine Operator	1,900	520	480	0	0	40	200	17.3399	Textile Prod. & Fabrication, Other
789.884	Leatherworking	40	0	0	0	0	0	0	17.34	Leatherworking
	Subtotal	5,620	1,760	760	0	0	1,000	2,360		

MACHINE TRADES OCCUPATIONS (cont.)

OCCUPATIONAL GROUP				PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
Bench Work, Other										
794.884	Box Maker (Paper Goods)	1,000	500	0	0	0	500	1,000	*	
	Subtotal	1,000	500	0	0	0	500	1,000		
TOTAL–BENCH WORK OCCUPATIONS		12,240	4,020	1,680	0	20	2,320	6,280		

*No Vocational Instructional Training Program Listed

TABLE 9
STRUCTURAL WORK OCCUPATIONS

OCCUPATIONAL GROUP				PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
Metal Fabrication, Other										
801.781	Structural Steel Worker	400	60	0	0	0	60	60	17.1099	Const. & Maintenance Trades, Other
801.884	Assembler, Metal Building	280	60	0	0	0	60	60	17.1099	Const. & Maintenance Trades, Other
801.887	Structural Steel Worker, Helper	40	0	0	0	0	0	0	17.1099	Const. & Maintenance Trades, Other
804.281	Sheet Metal Worker	4,480	140	120	0	0	20	120	17.2305	Sheet Metal
804.886	Metal Fabricating Shop Helper	4,000	0	0	0	0	0	0	17.2304	Metal Trades, Combined
805.131	Boiler Repair, Foreman	40	0	0	0	0	0	0	17.1099	Const. & Maintenance Trades, Other
805.281	Boilermaker	700	300	300	0	0	0	300	17.1099	Const. & Maintenance Trades, Other
805.381	Boilerhouse Repairman	20	40	40	0	0	0	40	17.1099	Const. & Maintenance Trades, Other
806.381	Assembly Mechanic	160	80	0	0	0	80	120	17.0401	Aircraft Maintenance
806.381	New Car Get Ready Man	60	60	0	0	0	60	60	17.03	Automotive Services
807.381	Automobile Body Repairman	2,200	440	160	80	0	200	540	17.0301	Body and Fender
807.381	Inspector, Fabrication	20	0	0	0	0	0	0	17.0401	Aircraft Maintenance
809.130	Foreman, Metal Fabricating	400	0	0	0	0	0	0	17.2305	Sheet Metal
	Subtotal	12,800	1,180	620	80	0	480	1,300		
Welders, Flame Cutters, and Related										
810.884	Welder, Arc	1,900	720	200	0	0	520	780	17.2306	Welding and Cutting
812.884	Welder, Repair	200	0	0	0	0	0	60	17 2306	Welding and Cutting
	Subtotal	2,100	720	200	0	0	520	840		

STRUCTURAL WORK OCCUPATIONS (cont.)

OCCUPATIONAL GROUP				PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
Electrical Assembling, Installing, & Repairing										
821.281	Lineman	40	0	0	0	0	0	0	17.1402	Lineman
821.381	Lineman, Repair	260	20	20	0	0	0	60	17.1402	Lineman
822.281	Private Branch Exchange Repair	140	0	0	0	0	0	20	17.1501	Communications
822.287	Line Inspector	20	0	0	0	0	0	0	17.1402	Lineman
822.381	Private Branch Exchange Installer	80	0	0	0	0	0	40	17.1501	Communications
822.381	Cable Repairman	140	0	0	0	0	0	0	17.1402	Lineman
823.281	Public Address System Repair	300	0	0	0	0	0	0	*	
824.281	Electrician	2,480	300	80	0	0	220	100	17.1002	Electricity
825.281	Electrician, Airplanes	20	0	0	0	0	0	0	17.0401	Aircraft Maintenance
825.381	Electrical Inspector	40	0	0	0	0	0	0	17.0401	Aircraft Maintenance
827.281	Household Appliance Repairman	240	0	0	0	0	0	0	17.02	Appliance Repair
827.281	Electrical Appliance Serviceman	260	40	20	0	20	0	20	17.0201	Electrical Appliances
827.381	Household Appliance Installation Man	20	0	0	0	0	0	0	17.02	Appliance Repair
827.884	Air Conditioning Installer	360	40	0	0	0	40	80	17.0101	Cooling
829.281	Electrical Repairman	10,120	1,200	1,200	0	0	0	0	17.14	Electrical Occupations
829.281	Pinsetter, Mechanic (Automatic)	100	20	0	0	0	20	0	17.1401	Industrial Electrician
829.887	Electrician Helper	140	0	0	0	0	0	20	17.1002	Electricity
	Subtotal	14,760	1,620	1,320	0	20	280	340		
Painting, Plastering, Waterproofing, Cementing, and Related										
840.781	Painter	720	320	180	0	0	140	360	17.1005	Painting and Decorating
840.887	Drywall Sander	220	40	0	0	0	40	80	17.1008	Drywall Installation
842.781	Plasterer	160	0	0	0	0	0	0	17.1006	Plastering
842.884	Taper	1,180	180	0	0	0	180	320	17.1008	Drywall Installation
843.134	Waterproofing Maker	20	60	60	0	0	0	40	*	
843.884	Waterproofer	40	0	0	0	0	0	0	17.1005	Painting and Decorating
843.887	Waterproofer, Helper	60	20	0	0	0	20	0	17.1005	Painting and Decorating
844.884	Cement Mason	520	220	100	0	0	120	140	17.1099	Const. & Maintenance Trades, Other
844.887	Cement Mason, Helper	1,000	400	20	0	0	380	520	17.1099	Const. & Maintenance Trades, Other
845.781	Painter, Automobile	300	0	0	0	0	0	40	17.0301	Body and Fender
	Subtotal	4,220	1,240	360	0	0	880	1,500		
Excavating, Grading, Paving & Related										
850.883	Bulldozer Operator	1,380	1,540	900	20	0	620	1,820	17.1003	Operation, Heavy Equipment
850.887	Laborer, Road	680	200	100	0	0	100	400	*	
851.883	Motor-Grader Operator	1,260	60	20	0	40	0	60	17.1003	Operation, Heavy Equipment
851.884	Pipe Layer	240	40	0	0	0	40	0	17.1007	Plumbing & Pipefitting
852.884	Concrete Paver Operator, Helper	180	80	40	0	0	40	80	17.1003	Operation, Heavy Equipment
853.782	Asphalt Plant Operator	20	0	0	0	0	0	0	17.1003	Operation, Heavy Equipment
859.131	Excavator	60	0	0	0	0	0	0	*	

STRUCTURAL WORK OCCUPATIONS (cont.)

OCCUPATIONAL GROUP				PROJECTED REASON FOR NEED				INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
859.782	Well-Driller Operator	720	140	40	40	0	60	100	17.1003	Operation, Heavy Equipment
859.883	Dragline Operator	40	0	0	0	0	0	0	17.1003	Operation, Heavy Equipment
859.884	Bricklayer	100	0	0	0	0	0	40	17.1004	Masonry
	Subtotal	4,680	2,060	1,100	60	40	860	2,500		
Construction, Other										
860.131	Carpenter, Foreman	160	20	0	0	0	20	20	17.1001	Carpentry
860.137	Carpenter Labor, Foreman	60	0	0	0	0	0	0	17.1001	Carpentry
860.381	Carpenter	5,080	1,900	580	60	0	1,260	1,520	17.1001	Carpentry
860.781	Billboard Erector & Repairman	200	100	0	0	0	100	200	17.1001	Carpentry
860.887	Carpenter, Helper	280	100	60	0	0	40	20	17.1001	Carpentry
861.131	Bricklayer, Foreman	60	0	0	0	0	0	0	17.1004	Masonry
861.381	Bricklayer	1,260	320	220	20	0	80	120	17.1004	Masonry
861.781	Tile Setter	20	0	0	0	0	0	0	17.1004	Masonry
861.887	Bricklayer, Helper	240	100	100	0	0	0	160	17.1004	Masonry
862.131	Plumber, Foreman	20	0	0	0	0	0	0	17.1007	Plumbing and Pipefitting
862.381	Plumber	2,100	620	460	60	0	100	980	17.1007	Plumbing and Pipefitting
862.884	Soft Water Serviceman	80	0	0	0	0	0	0	*	
862.884	Plumber, Helper	180	0	0	0	0	0	60	17.1007	Plumbing and Pipefitting
862.887	Oil Burner Installation and Serviceman, Helper	60	0	0	0	0	0	0	17.0102	Heating
862.887	Laborer, Plumbing	80	20	0	0	0	20	20	17.1007	Plumbing and Pipefitting
863.884	Insulation Installer	1,160	200	100	0	0	100	20	17.1099	Const. & Maintenance Trades, Other
864.884	Floor Finisher	20	0	0	0	0	0	0	*	
865.781	Glazier	200	0	0	0	0	0	0	17.1009	Glazing
865.884	Glass Installer	20	20	20	0	0	0	0	17.0303	Specialization, Other
866.381	Roofer	600	20	0	0	0	20	20	17.1010	Roofing
866.887	Roofer, Helper	520	260	60	0	0	200	400	17.1010	Roofing
869.281	Furnace Installer & Repairman	20	0	0	0	0	0	0	17.0102	Heating
869.782	Cement Pump Operator	320	0	0	0	0	0	0	17.1003	Operation, Heavy Equipment
869.884	Construction Worker	1,680	1,160	340	0	0	820	1,700	*	
869.884	Sign Erector	200	20	0	0	0	20	0	17.1099	Const. & Maintenance Trades, Other
	Subtotal	14,620	4,860	1,940	140	0	2,780	5,240		
Structural Work, Other										
891.138	Maintenance Foreman	60	20	0	20	0	0	20	*	
891.884	Swimming Pool Serviceman	20	0	0	0	0	0	0	17.1099	Const. & Maintenance Trades, Other
891.887	Furnace Cleaner	100	0	0	0	0	0	20	*	
892.883	Laborer, Hoisting	20	0	0	0	0	0	0	17.1003	Operation, Heavy Equipment
899.381	Maintenance Man, Building	2,300	240	20	0	0	220	160	17.10	Const. & Maintenance Trades
899.884	House Trailer Utility Man	60	0	0	0	0	0	0	*	
899.884	Sewer Cleaner	60	0	0	0	0	0	0	*	
	Subtotal	2,620	260	20	20	0	220	200		
TOTAL–STRUCTURAL WORK OCCUPATIONS		55,800	11,940	5,560	300	60	6,020	11,920		

*No Vocational Instructional Program Listed

TABLE 10
MISCELLANEOUS OCCUPATIONS

OCCUPATIONAL GROUP				PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
Motor Freight										
900.883	Concrete Truck Driver	240	80	80	0	0	0	0	*	
902.883	Dump Truck Driver	540	160	100	20	0	40	140	*	
903.883	Truck Driver, Inflammables	1,800	80	40	0	0	40	100	*	
904.883	Trailer-Truck Driver	2,300	300	200	0	0	100	60	*	
905.883	Truck Driver, Heavy	5,380	1,660	360	60	0	1,240	1,760	*	
906.883	Truck Driver, Light	1,900	680	60	20	20	580	1,160	*	
909.128	Safety Engineer	20	0	0	0	0	0	0	*	
909.138	Driver Supervisor	20	0	0	0	0	0	0	*	
909.883	Driver, Moving Van, Garbage, Etc.	1,500	400	0	0	0	400	800	*	
909.887	Furniture Mover	620	80	40	0	0	40	180	*	
	Subtotal	14,320	3,440	880	100	20	2,440	4,200		
Transportation, Other										
912.384	Airport Serviceman	40	0	0	0	0	0	0	17.0403	Ground Operations
912.887	Aircraft Refueler	140	80	0	0	0	80	60	*	
913.138	Supervisor, Cab	20	0	0	0	0	0	0	04.19	Transportation
913.168	Dispatcher	520	120	0	0	0	120	440	04.19	Transportation
913.463	Bus Driver and Taxi Driver	6,980	14,700	100	200	0	14,400	28,180	04.19	Transportation
913.883	Chauffeur	60	0	0	0	0	0	0	*	
915.137	Car Wash Supervisor	40	0	0	0	0	0	0	04.03	Automotive
915.867	Trailer Rental Attendant	60	0	0	0	0	0	0	04.03	Automotive
915.867	Automobile Service Station Attendant	7,160	1,820	360	20	0	1,440	1,240	04.16	Petroleum
915.878	Parking Lot Attendant	620	40	0	0	0	40	20	04.03	Automotive
915.878	Auto. Self-Service Station Attendant	80	20	0	0	0	20	40	04.03	Automotive
915.884	Tire Repairman	80	40	20	20	0	0	0	*	
915.884	Garage Serviceman	460	60	60	0	0	0	20	*	
915.887	Lubrication Man	60	0	0	0	0	0	0	*	
915.887	Taxi Serviceman	120	0	0	0	0	0	60	*	
919.168	Dispatcher, Motor Vehicles	160	0	0	0	0	0	0	14.0505	Traffic, Rate, & Transportation Clerk
919.368	Traffic Checker	20	0	0	0	0	0	0	14.0505	Traffic, Rate, & Transportation Clerk
919.478	Car Rental Clerk	100	20	0	0	0	20	60	04.03	Automotive
919.883	Tow-Truck Operator	120	100	0	0	0	100	160	*	
919.883	Delivery Man	60	0	0	0	0	0	20	04.08	General Merchandise
	Subtotal	16,900	17,000	540	240	0	16,220	30,300		
Packaging & Materials Handling										
920.132	Packaging Foreman	140	0	0	0	0	0	0	*	
920.885	Packager, Machine	240	40	0	0	0	40	40	*	
920.887	Packager, Hand	640	440	380	0	0	60	100	*	
920.887	Bagger	260	220	40	0	0	180	160	04.06	Food Distribution

MISCELLANEOUS OCCUPATIONS (cont.)

OCCUPATIONAL GROUP				PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
921.883	Truck-Crane Operator	240	0	0	0	0	0	0	17.1003	Operation, Heavy Equipment
922.138	Platform, Foreman	100	20	20	0	0	0	0	*	
922.883	Fork Life Operator	200	40	0	0	0	40	20	17.1003	Operation, Heavy Equipment
922.887	Laboratory Sample Carrier	20	0	0	0	0	0	0	*	
922.887	Yardman (Lumber)	100	0	0	0	0	0	0	04.09	Hdwe., Bldg. Materials, Farm and Garden Sup./Eq.
922.887	Laborer, Stores	1,700	180	0	20	40	120	200	04.20	Retail Trade, Other
922.887	Loader	100	20	0	0	0	20	0	04.19	Transportation
929.133	Materials-Handling Foreman	80	0	0	0	0	0	0	04.19	Transportation
929.137	Yardman (Retail Trade)	920	200	80	0	0	120	100	04.09	Hdwe., Bldg. Materials, Farm and Garden Sup./Eq.
929.138	Warehouse Worker	420	80	0	0	0	80	100	*	
929.887	Elevator Man	40	0	0	0	0	0	0	*	
929.887	Material Handler	660	60	60	0	0	0	0	04.19	Transportation
	Subtotal	5,860	1,300	580	20	40	660	720		
Extraction of Minerals										
939.887	Quarry Worker	20	0	0	0	0	0	0	*	
	Subtotal	20	0	0	0	0	0	0		
Production & Distribution of Utilities										
950.132	Refrigeration Foreman	80	0	0	0	0	0	0	17.30	Refrigeration
950.782	Stationary Engineer	40	0	0	0	0	0	0	17.32	Stationary Energy Sources, Occup.
951.885	Fireman, Stationary Boiler	100	0	0	0	0	0	20	17.32	Stationary Energy Sources, Occup.
952.782	Diesel Plant Operator	300	0	0	0	0	0	0	17.3201	Electric Power Generator Plant
955.887	Street Cleaner	600	40	40	0	0	0	40	*	
957.282	Control Room Technician	20	0	0	0	0	0	0	16.0108	Electronic Technology
	Subtotal	1,140	40	40	0	0	0	60		
Amusement, Recreation & Motion Picture										
960.382	Motion Picture Projectionist	160	20	0	0	0	20	20	*	
	Subtotal	160	20	0	0	0	20	20		
Graphic Art Work										
970.281	Business Forms Designer	40	0	0	0	0	0	0	*	
970.281	Photograph Retoucher	20	20	0	0	0	20	20	17.0901	Photographic, Lab. & Darkroom, Occup.
970.381	Layout Man, Signs	300	100	0	0	0	100	200	17.07	Commercial Art Occupations
971.281	Etcher, Hand	20	0	0	0	0	0	0	17.1904	Photoengraving
971.381	Photoengraver	60	0	0	0	0	0	0	17.1904	Photoengraving
971.382	Photographer, Photoengraving	20	0	0	0	0	0	0	17.1904	Photoengraving
972.381	Transferer	40	0	0	0	0	0	0	17.1903	Lithography, Photography & Platemaking
973.381	Compositor	2,100	100	40	0	0	60	200	17.1901	Composition, Make-up & Typesetting
976.381	Developer	320	120	0	20	40	60	120	17.0901	Photographic, Lab. & Darkroom, Occup.
976.884	Contact Frame Operator	20	0	0	0	0	0	0	17.0901	Photographic, Lab. & Darkroom, Occup.

MISCELLANEOUS OCCUPATIONS (cont.)

OCCUPATIONAL GROUP				PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
976.886	Photograph Finisher	20	0	0	0	0	0	0	17.0901	Photographic, Lab. & Darkroom, Occup.
977.781	Bookbinder	60	0	0	0	0	0	40	*	
977.884	Bookbinder, Apprentice	220	40	40	0	0	0	0	*	
979.138	Production Supervisor	100	0	0	0	0	0	0	17.19	Graphic Arts Occupations
979.381	Copy Camera Man	240	80	0	0	20	60	120	17.0901	Photographic, Lab. & Darkroom, Occup.
979.782	Blueprint Maker	100	20	0	0	0	20	40	*	
	Subtotal	3,680	480	80	20	60	320	740		
TOTAL - MISCELLANEOUS OCCUPATIONS		42,080	22,280	2,120	380	120	19,660	36,040		

*No Vocational Instructional Training Program Listed

TABLE 11
OCCUPATIONS WITH NO D.O.T. NUMBER

OCCUPATIONAL GROUP				PROJECTED REASON FOR NEED					INSTRUCTIONAL TRAINING PROGRAM	
D.O.T. Number	Job Title	Projected Employment	Projected Need Next 12 Months	Expansion	Retirement	Promotion	Turnover	Projected Need Following 2 years	H.E.W. Number	Program
	Teachers Aide	820	80	60	20	0	0	60	*	
	Car Wash Boys	1,120	400	0	0	0	400	500	*	
	Pulmonary Technician	40	0	0	0	0	0	0	*	
	Agriculture Stabilization and Conservation Service Employee	240	0	0	0	0	0	0	*	
TOTAL - OCCUPATIONS WITH NO D.O.T. NUMBER		2,220	480	60	20	0	400	560		

*No Vocational Instructional Training Program Listed

An important benefit gained from the model design resulted from combining and averaging the data from the past five years during which the study has been conducted. The sampling percentage of the state-wide population of firms is admittedly smaller than is desirable. However, a five percent sampling is as large as can be managed for a given year with existing limitations of finance and personnel. Offsetting this recognized delimitation is the advantage gained by combining summaries of each year the study was conducted.

The 1973 study is the fourth year of the composite summary section which is presented as a more stable employment projection. The averaging of the individual yearly projections compensates for under- or over-sampling due to limitations of the study.

Only the totals have been reported for the three major areas of "Projected Employment," "Projected Need Next 12 Months," and "Projected Need Following 2 Years.' The reasons the need existed has been dropped from the Composite Study.

Tables 12 through 20 present the composite data by major vocational technical area from the years 1969, 1970, 1971, 1972, and 1973.

It should be recognized, when comparing data relative to employees needed for the next twelve months, that the data averaged together are for different calendar years. Consequently, the data do not actually project for the same twelve month period but are an average projection, gained from the years in which the survey was conducted. The same interpretation would need to be applied concerning the number of employees estimated to be needed during the following two years.

Previous studies did not include a section for Technical Education which is included in the 1973 study. Preliminary coding by *Dictionary of Occupational Titles* and matching to corresponding vocational programs necessitates inclusion of the Technical Education Section.

Inclusion of all instructional training areas with six digits has expanded the listings of Part II. Previous studies did not yield data for the areas which are blank in the 1973 report. Subsequent studies and more complete coding procedures will begin to identify need for all instructional training areas.

TABLE 12

COMPOSITE DATA TOTALLED BY MAJOR VOCATIONAL TECHNICAL AREA (Five Year)*

	Now Employed		Projected Future Needs			
			Projected Next 12 Months		Projected Following 2 Years	
	Number	Percentage of Total	Number	Percentage of Total	Number	Percentage of Total
Agricultural Occupations	114,274[a]	17.6	15,104[b]	13.3	14,279[b]	10.2
Distributive Occupations	125,635	19.4	27,826	24.6	38,879	27.7
Health Occupations	27,810	4.3	3,988	3.5	5,998	4.3
Home Economics Occupations	12,604	1.9	2,083	1.8	2,264	1.6
Office Occupations	123,795	19.1	17,091	15.1	23,795	17.0
Technology Occupations	3,641	.6	399	.4	407	.3
Trade and Industrial Occupations	182,385	28.1	37,230	32.8	43,416	30.9
Other Occupations	58,037	9.0	9,652	8.5	11,249	8.0
Total	648,181		113,373		140,287	

[a]Includes self-employed farmers. Nebraska Department of Agriculture. *Nebraska 1972 Preliminary County Estimates and State Agricultural Data*, loc. cit.

[b]Genereaux, Douglas, loc. cit.

*The 1968 Report was dropped from this composite

TABLE 13
COMPOSITE DATA FOR AGRICULTURAL OCCUPATIONS

INSTRUCTIONAL TRAINING AREA		Projected Employed	Projected Future Needs: Next 12 Months	Projected Future Needs: Following 2 Years
	Professional	–	–	–
	Managerial	3,706	197	249
01.0100	Agricultural Production	32,898	8,012	7,192
01.0101	Animal Science	–	–	–
01.0102	Plant Science	–	–	–
01.0104	Farm Business Management	–	–	–
01.0200	Agricultural Supplies/Services	6,488	2,093	1,134
01.0201	Agricultural Chemicals	–	–	–
01.0202	Feeds	–	–	–
01.0203	Seeds	–	–	–
01.0299	Agricultural Supplies/Services, Other	–	–	–
01.0300	Agricultural Mechanics	3,224	1,190	1,066
01.0301	Agricultural Power and Machinery	–	–	–
01.0304	Water Management	–	–	–
01.0400	Agricultural Products (Proc., Insp. & Mark't.)	8,884	1,648	1,905
01.0401	Food Products	–	–	–
01.0402	Nonfood Products	–	–	–
01.0500	Ornamental Horticulture	1,368	714	692
01.0501	Arboriculture	–	–	–
01.0502	Floriculture	–	–	–
01.0504	Landscaping	–	–	–
01.0505	Nursery Operation and Management	–	–	–
01.0506	Turf Management	–	–	–
01.0600	Agricultural Resources (Conservation, Utilization, and Services)	1,149	235	126
01.0601	Forests	–	–	–
01.0602	Recreation	–	–	–
01.0603	Soil	–	–	–
01.0604	Wildlife (Including Game Farms and Hunting Areas)	–	–	–
01.0605	Water	–	–	–
01.0607	Fish (Including Farms and Hatcheries)	–	–	–
01.0700	Forestry (Production, Processing, Management, Marketing, and Services)	83	60	13
01.0703	Logging (Harvesting and Transporting)	–	–	–
01.0706	Special Products	–	–	–
01.9900	Agriculture, Other	40	4	0
	Self-Employed	56,434[a]	951[b]	1,902[b]
	Totals	114,274	15,140	14,279

[a]Nebraska Department of Agriculture, *Nebraska 1972 Preliminary County Estimates and State Agricultural Data*, loc. cit.

[b]Genereaux, Douglas, loc. cit.

TABLE 14
COMPOSITE DATA FOR DISTRIBUTIVE OCCUPATIONS

INSTRUCTIONAL TRAINING AREA		Projected Employed	Projected Future Needs	
			Next 12 Months	Following 2 Years
	Professional	–	–	–
	Managerial	9,168	699	625
04.0100	Advertising Services	1,831	119	135
04.0200	Apparel and Accessories	6,958	1,273	1,767
04.0300	Automotive	4,857	718	729
04.0400	Finance and Credit	5,506	717	1,024
04.0500	Floristry	650	97	105
04.0600	Food Distribution	10,172	3,670	6,239
04.0700	Food Services	2,170	242	431
04.0800	General Merchandise	12,542	3,432	5,140
04.0900	Hardware, Building Materials, Farm and Garden Supplies and Equipment	5,430	863	867
04.1000	Home Furnishings	2,190	325	1,580
04.1100	Hotel and Lodging	1,191	118	267
04.1200	Industrial Marketing	8,391	462	462
04.1300	Insurance	7,689	536	769
04.1400	International Trade	–	–	–
04.1500	Personal Services	801	44	85
04.1600	Petroleum	10,298	2,714	3,579
04.1700	Real Estate	3,862	449	585
04.1800	Recreation and Tourism	3,625	1,485	2,610
04.1900	Transportation	24,972	8,663	11,804
04.2000	Retail Trade, Other	2,944	1,176	40
04.3100	Wholesale Trade, Other	320	24	32
04.9900	Distributive Education, Other	68	0	4
	Totals	125,635	27,826	38,879

TABLE 15
COMPOSITE DATA FOR HEALTH OCCUPATIONS

INSTRUCTIONAL TRAINING AREA		Projected Employed	Projected Future Needs	
			Next 12 Months	Following 2 Years
	Dental			
	Professional	1,611	222	289
	Managerial	–	–	–
07.0101	Dental Assisting	1,051	143	193
07.0102	Dental Hygiene (Associate Degree)	81	32	13
07.0103	Dental Lab. Technology	198	99	102
	Medical			
	Professional	4,369	260	564
	Managerial	870	24	160
07.0200	Medical Laboratory Technology	1,286	200	302
07.0201	Cytology (Cytotechnology)	–	–	–
07.0202	Histology	–	–	–
07.0203	Medical Laboratory Assisting	–	–	–
07.0204	Hematology	–	–	–
07.0300	Nursing	16,593	2,782	4,060
07.0301	Nursing (Associate Degree)	–	–	–
07.0302	Practical (Vocational) Nursing	–	–	–
07.0303	Nursing Assistance (Aid)	–	–	–

INSTRUCTIONAL TRAINING AREA		Projected Employed	Projected Future Needs	
			Next 12 Months	Following 2 Years
07.0304	Psychiatric Aid			
07.0305	Surgical Technician (Operating Room Technician)		—	
07.0306	Obstetrical Technician	—	—	—
07.0307	Home Health Aid	—	—	—
07.0400	Rehabilitation	410	24	95
07.0401	Occupational Therapy	—	—	—
07.0402	Physical Therapy	—	—	—
07.0403	Prosthetics	—	—	—
07.0404	Orthotics	—	—	—
07.0500	Radiologic	553	82	116
07.0501	Radiologic Technology (X-Ray)	—	—	—
07.0503	Nuclear Medical Technology	—	—	—
07.0600	Ophthalmic	349	35	33
07.0601	Ophthalmic Dispensing	—	—	—
07.0602	Orthoptics	—	—	—
07.0700	Environmental Health Assistant	47	13	7
07.0702	Radiological Health Technician	—	—	—
07.0703	Sanitarian Assistant	—	—	—
07.0800	Mental Health Technology	—	—	—
07.0900	Miscellaneous Health Occupations Education	—	—	—
07.0901	Electroencephalograph Technician	20	4	4
07.0902	Electrocardiograph Technician	40	12	8
07.0903	Inhalation Therapy	104	20	20
07.0904	Medical Assistant (Assistant in Physician's Of.)	80	8	4
07.0905	Central Supply Technician	120	28	24
07.0907	Medical Emergency Technician	4	0	0
07.0909	Mortuary Science	24	0	4
	Totals	27,810	3,988	5,998

TABLE 16
COMPOSITE DATA FOR HOME ECONOMICS OCCUPATIONS

INSTRUCTIONAL TRAINING AREA		Projected Employed	Projected Future Needs	
			Next 12 Months	Following 2 Years
	Professional	—	—	—
	Managerial	692	68	113
09.0200	Occupational Preparation	—	—	—
09.0201	Care and Guidance of Children	328	88	133
09.0202	Clothing Management, Production, and Services	1,362	163	189
09.0203	Food Management, Production and Services	3,367	506	640
09.0204	Home Furnishings, Equipment, and Services	220	19	25
09.0205	Institutional and Home Management and Supporting Services	6,514	1,239	1,162
	Totals	12,483	2,083	2,262

TABLE 17
COMPOSITE DATA FOR OFFICE OCCUPATIONS

INSTRUCTIONAL TRAINING AREA		Projected Employed	Projected Future Needs: Next 12 Months	Projected Future Needs: Following 2 Years
	Professional	1,666	235	432
14.0100	Accounting and Computing Occupations	16,902	1,996	2,713
14.0101	Accountants	–	–	–
14.0102	Bookkeepers	–	–	–
14.0103	Cashiers	–	–	–
14.0104	Machine Operators: Billing, Bookkeeping and Computing	–	–	–
14.0105	Tellers	–	–	–
14.0199	Accounting and Computing Occupations, Other	–	–	–
14.0200	Business Data Processing Systems Occupations	6,768	890	1,262
14.0201	Computer and Console Operators	–	–	–
14.0202	Peripheral Equip. Operators & Keypunch and Coding	–	–	–
14.0203	Programmers	–	–	–
14.0204	Systems Analysts	–	–	–
14.0300	Filing, Office Machines, and General Office Clerical Occupations	37,115	6,153	9,249
14.0301	Duplicating Machine Operators	–	–	–
14.0302	File Clerks	–	–	–
14.0303	General Office Clerks	–	–	–
14.0399	Filing, Office Machines, and General Office Clerical Occupations, Other	–	–	–
14.0400	Information Communication Occupations	13,815	1,059	942
14.0401	Communication Systems Clerks and Operators	–	–	–
14.0402	Correspondence Clerks	–	–	–
14.0403	Mail and Postal Clerks	–	–	–
14.0404	Mail-Preparing and Mail-Handling Machine Operators	–	–	–
14.0405	Messengers and Office Boys and Girls	–	–	–
14.0406	Receptionists and Information Clerks	–	–	–
14.0499	Information Communication Occupations, Other	–	–	–
14.0500	Materials Support Occupations (Transporting, Storing and Recording)	3,634	671	432
14.0501	Planning and Production Clerks	–	–	–
14.0502	Quality Control Clerks	–	–	–
14.0503	Shipping and Receiving Clerks	–	–	–
14.0504	Stock and Inventory Clerks	–	–	–
14.0505	Traffic, Rate, and Transportation Clerks	–	–	–
14.0599	Materials Support Occupations (Transporting, Sorting and Recording, Other	–	–	–
14.0600	Personnel, Training, and Related Occupations	2,166	542	337
14.0601	Educational Assistants and Training Specialists	–	–	–
14.0602	Interviewers and Test Technicians	–	–	–
14.0603	Personnel Assistants	–	–	–
14.0699	Personnel, Training, and Related, Other	–	–	–
14.0700	Stenographic, Secretarial, and Related Occupations	17,723	2,190	3,089
14.0701	Executive Secretary	–	–	–
14.0702	Secretaries	–	–	–
14.0703	Stenographers	–	–	–
14.0800	Supervisory and Administrative Management Occup.	12,846	2,183	3,574
14.0801	Administrative Assistants			
14.0802	Budget Management Analysts	–	–	–
14.0804	Data-Methods and System-Procedures Analysts		–	–
14.0805	Office Managers and Chief Clerks	–	–	–

OFFICE (cont.)

INSTRUCTIONAL TRAINING AREA	Projected Employed	Projected Future Needs	
		Next 12 Months	Following 2 Years
14.0899 Supervisory and Administrative Management Occupations, Other	–	–	–
14.0900 Typing and Related Occupations	10,880	1,132	1,689
14.0901 Clerk-Typists	–	–	–
14.0902 Typists	–	–	–
14.9900 Office Occupations, Other	280	40	76
Totals	123,795	17,091	23,795

TABLE 18
COMPOSITE DATA FOR TECHNOLOGY OCCUPATIONS

INSTRUCTIONAL TRAINING AREA	Projected Employed	Projected Future Needs	
		Next 12 Months	Following 2 Years
16.0100 Engineering and Related	–	–	–
16.0101 Aeronautical Technology	4	0	0
16.0103 Architectural Engineering Technology	667	120	102
16.0105 Chemical Technology	246	26	28
16.0106 Civil Engineering Technology	370	95	75
16.0107 Electrical Technology	36	8	20
16.0108 Electronic Technology	4	0	0
16.0109 Electro Mechanical Technology	1,078	55	60
16.0111 Industrial Engineering Technology	217	8	7
16.0112 Instrumentation Technology	64	20	24
16.0113 Mechanical Engineering Technology	819	67	87
16.0116 Petroleum Technology	4	0	0
16.0200 Agricultural Related Technology	48	0	0
16.0203 Food Processing Technology	24	0	4
16.0499 Office Related Technology	8	0	0
16.0601 Commercial Pilot Training	52	0	0
Totals	3,641	399	407

TABLE 19
COMPOSITE DATA FOR TRADE AND INDUSTRIAL OCCUPATIONS

INSTRUCTIONAL TRAINING AREA	Projected Employed	Projected Future Needs	
		Next 12 Months	Following 2 Years
Professional	–	–	–
Managerial	9,799	553	590
17.0100 Air Conditioning	1,509	231	252
17.0101 Cooling	–	–	–
17.0102 Heating	–	–	–
17.0103 Ventilating (Filtering and Humidification)	–	–	–
17.0200 Appliance Repair	1,051	185	209
17.0201 Electrical Appliances	–	–	–
17.0202 Gas Appliances	–	–	–

INSTRUCTIONAL TRAINING AREA	Projected Employed	Projected Future Needs	
		Next 12 Months	Following 2 Years
17.0300 Automotive	20	12	12
17.0301 Body and Fender	1,575	295	228
17.0302 Mechanics	7,314	1,277	1,514
17.0303 Specialization, Other	1,323	337	463
17.0400 Aviation Occupations	–	–	–
17.0401 Aircraft Maintenance	348	99	71
17.0402 Aircraft Operations	160	77	55
17.0403 Ground Operations	489	174	81
17.0500 Blueprint Reading	141	20	24
17.0600 Business Machine Maintenance	730	80	47
17.0700 Commercial Art Occupations	744	83	129
17.0701 Interior Decorating	–	–	–
17.0702 Window Display	–	–	–
17.0703 Product Design	–	–	–
17.0800 Commercial Fishery Occupations	8	0	0
17.0801 Seamanship	–	–	–
17.0802 Ship and Boat Operation and Maintenance	–	–	–
17.0899 Commercial Fishery Occupations, Other	–	–	–
17.0900 Commercial Photography Occupations	662	148	221
17.0901 Photographic Laboratory and Darkroom Occupations	–	–	–
17.1000 Construction and Maintenance Trades	508	48	32
17.1001 Carpentry	11,772	3,517	3,994
17.1002 Electricity	1,245	238	178
17.1003 Heavy Equipment	11,977	2,540	2,875
17.1004 Masonry	4,395	1,561	919
17.1005 Painting and Decorating	2,160	693	963
17.1006 Plastering	48	0	8
17.1007 Plumbing and Pipefitting	2,973	532	571
17.1008 Dry-Wall Installation	1,202	156	313
17.1009 Glazing	287	47	47
17.1010 Roofing	1,062	326	344
17.1099 Construction and Maintenance Trades, Other	1,008	348	392
17.1100 Custodial Services	16,357	2,004	2,435
17.1200 Diesel Mechanic	692	76	53
17.1300 Drafting	1,143	219	229
17.1400 Electrical Occupations	2,024	240	0
17.1401 Industrial Electrician	943	98	110
17.1402 Lineman	1,097	138	80
17.1403 Motor Repairman	181	31	4
17.1500 Electronics Occupations	–	–	–
17.1501 Communications	5,073	531	677
17.1502 Industrial Electronics	3,776	244	797
17.1503 Radio/Television	981	118	104
17.1600 Fabric Maintenance Services	28	0	0
17.1601 Drycleaning	1,066	61	70
17.1602 Laundering	1,535	232	342
17.1699 Fabric Maintenance Services, Other	–	–	–
17.1700 Foremanship, Supervision & Management Dev.	3,138	338	125
17.1900 Graphic Arts Occupations	5,670	840	705
17.1901 Composition, Makeup, and Typesetting	–	–	–
17.1902 Printing Press Occupations	–	–	–
17.1903 Lithography, Photography, and Platemaking	–	–	–
17.1904 Photoengraving	–	–	–
17.1905 Silk Screen Making and Printing	–	–	–
17.1906 Bookbinding	–	–	–

TRADE AND INDUSTRIAL (cont.)

INSTRUCTIONAL TRAINING AREA	Projected Employed	Projected Future Needs: Next 12 Months	Projected Future Needs: Following 2 Years
17.1999 Graphic Arts, Other	–	–	–
17.2000 Industrial Atomic Energy	–	–	–
17.2001 Installation, Operation, and Maintenance of Reactors	–	–	–
17.2002 Radiography	–	–	–
17.2003 Industrial Uses of Radioisotopes	–	–	–
17.2099 Industrial Atomic Energy, Other	–	–	–
17.2100 Instrument Maintenance and Repair	2,712	180	104
17.2101 Instruments (Other than Watches & Clocks)	–	–	–
17.2102 Watchmaking and Repair	–	–	–
17.2200 Maritime Occupations	12	0	0
17.2300 Metalworking	–	–	–
17.2301 Foundry	927	309	384
17.2302 Machine Shop	10,177	2,078	3,011
17.2303 Machine Tool Operation	4,136	204	582
17.2304 Metal Trades, Combined	1,613	197	301
17.2305 Sheet Metal	2,785	705	359
17.2306 Welding and Cutting	4,340	712	460
17.2307 Tool and Die Making	394	88	40
17.2308 Die Sinking	–	–	–
17.2309 Metal Patternmaking	10	0	0
17.2399 Metalworking, Other	36	0	0
17.2400 Metallurgy	–	–	–
17.2600 Personal Services	–	–	–
17.2601 Barbering	670	67	23
17.2602 Cosmetology	2,581	382	366
17.2699 Personal Services, Other	–	–	–
17.2700 Plastics Occupations	162	162	178
17.2800 Public Service Occupations	–	–	–
17.2801 Fireman Training	209	20	33
17.2802 Law Enforcement Training	3,434	1,032	1,883
17.2899 Public Service, Other	4	0	0
17.2900 Quantity Food Occupations	–	–	–
17.2901 Baker	486	163	348
17.2902 Cook/Chef	13,281	3,878	6,566
17.2903 Meat Cutter	2,123	251	315
17.2904 Waiter/Waitress	18,406	7,028	6,953
17.2999 Quantity Food Occupations, Other	204	8	16
17.3000 Refrigeration	377	40	33
17.3100 Small Engine Repair, Internal Combustion	506	116	71
17.3200 Stationary Energy Sources Occupations	624	33	44
17.3201 Electric Power Generating Plants	–	–	–
17.3202 Pumping Plants	–	–	–
17.3299 Stationary Energy Sources, Other	–	–	–
17.3300 Textile Production and Fabrication	1,200	231	52
17.3301 Dressmaking	–	–	–
17.3302 Tailoring	–	–	–
17.3399 Textile Production and Fabrication	–	–	–
17.3400 Leatherworking	111	0	23
17.3401 Shoe Manufacturing	–	–	–
17.3402 Shoe Repair	–	–	–
17.3500 Upholstering	1,559	356	491
17.3600 Woodworking	1,092	243	517
17.3601 Millwork and Cabinet Making	–	–	–

TRADE AND INDUSTRIAL (cont.)

INSTRUCTIONAL TRAINING AREA	Projected Employed	Projected Future Needs	
		Next 12 Months	Following 2 Years
17.3699 Woodworking, Other	–	–	–
17.9900 Trade and Industrial Occupations	–	–	–
Totals	182,385	37,230	43,416

TABLE 20
COMPOSITE DATA FOR OTHER OCCUPATIONS

INSTRUCTIONAL TRAINING AREA	Projected Employed	Projected Future Needs	
		Next 12 Months	Following 2 Years
Professional			
Managerial	34,245	6,359	3,627
Laborers Unskilled and Production line workers	22,746	3,209	7,546
Municipal Employees	1,046	84	76
Totals	58,037	9,652	11,249

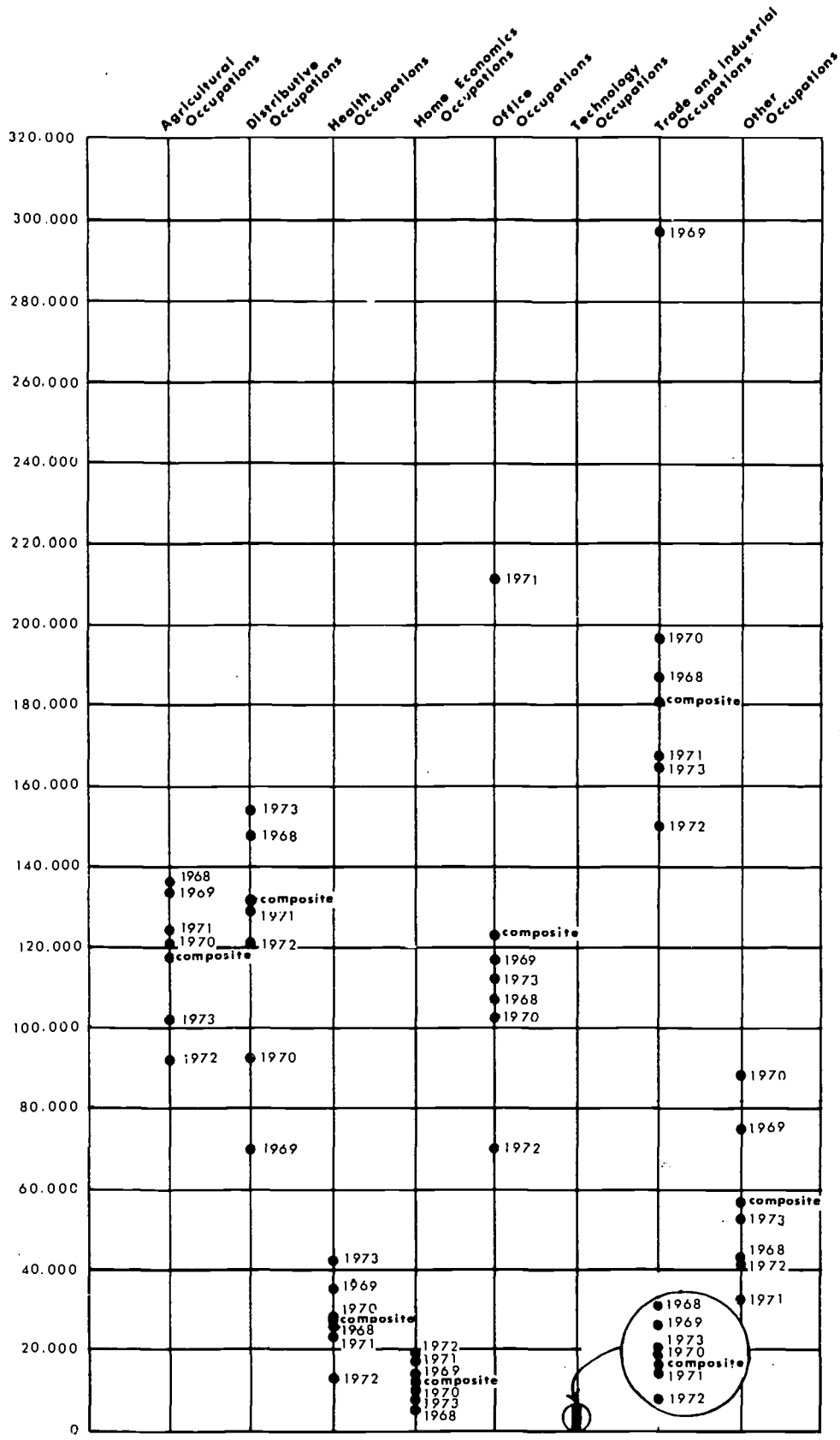

Figure 1-- Projected number of persons employed in Nebraska from 1968-1973, by Major Vocational-Technical Area.

ACCESSION NUMBER: VT100728

PUBLICATION DATE: 73

TITLE: PRE-NURSING STUDY AND VOCATIONAL SKILLS PREPARATION. A REPORT ON THE PROJECT TO ASSIST PRE-PRACTICAL NURSING STUDENTS FOR FORMAL STUDY.

DESCRIPTOR: *DROPOUT PREVENTION; *PRACTICAL NURSING; *REMEDIAL PROGRAMS; *STUDY SKILLS; *SUMMER PROGRAMS; DEVELOPMENTAL PROGRAMS; DISADVANTAGED GROUPS; PROGRAM EVALUATION

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7ND.4(1974)PP. 612

ABSTRACT: THIS REPORT DESCRIBES THE PRACTICAL NURSE SUMMER STUDY SKILLS, A REMEDIAL PROGRAM CREATED TO COUNTERACT THE HIGH ACADEMIC DROPOUT RATE OF PRACTICAL NURSING CANDIDATES AT THE NEW HAMPSHIRE VOCATIONAL TECHNICAL COLLEGE AT BERLIN. THE SIX-WEEK SUMMER PROGRAM HELPED STUDENTS WHO HAD BEEN OUT OF SCHOOL FOR A NUMBER OF YEARS AND WHO WERE WEAK IN MATH, SCIENCE, AND VERBAL SKILLS TO BRIDGE THE GAP BETWEEN THEIR PRESENT LEVEL OF FUNCTIONING AND THE SKILLS NEEDED TO PERFORM IN THE REGULAR PROGRAM. THE REPORT PRESENTS THE BACKGROUND, PLAN, COURSE CONTENT, AND EVALUATION OF THE PROGRAM. IT WAS CONCLUDED THAT THE SUCCESS OF THIS EXEMPLARY PROJECT IS RESHAPING THE WHOLE STRUCTURE OF THE NURSING PROGRAM, AS IT IS PLANNED TO START ALL NURSING CANDIDATES IN A SEVEN-WEEK SUMMER TERM. (MF)

INSTITUTION NAME: NEW HAMPSHIRE VOCATIONAL TECHNICAL COLLEGE, BERLIN.

SPONSORING AGENCY NAME: NEW HAMPSHIRE RESEARCH COORDINATING UNIT FOR VOCATIONAL-TECHNICAL EDUCATION, CONCORD.

VT 100 728

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PRE-NURSING STUDY AND VOCATIONAL SKILLS PREPARATION

A Report on the Project to Assist
Pre-Practical Nursing Students
for Formal Study.

This project was funded by the Research Coordinating Unit, Vocational Technical Division, New Hampshire State Department of Education, Concord, New Hampshire. 1973.

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LETTER OF TRANSMITTAL

Miss Gloria Cooper Director
Research and Coordinating Unit
Vocational Technical Division
New Hampshire State Department of Education
105 Loudon Road
Concord New Hampshire 03301

Dear Miss Cooper:

I am happy to submit the final report of the Exemplary Project "Pre-Nursing Study and Vocational Skills Preparation." Informally the project was known as "The Practical Nurse Summer Study Skills." It is submitted in three parts

1. The narrative report
2. A 20-minute slide-tape presentation
3. A 25-minute videotape

The audiovisuals are a sampling of the feelings which those active in the project believe were a major factor in the positive outcomes.

It is our belief that any similar type of project should have built into its structure counseling resources to supplement that of the faculty.

It is a pleasure to have been involved in a project in upgrading student study skills to the point of their being able to arrive at their occupational goal.

Thank you for your assistance.

Sincerely yours,

Olive C. Paine

OLIVE C. PAINE
Project Director

OCP/cn

FOREWORD

This report describes a three-year program to upgrade students' study skills, and its outcomes. Why the project was successful is also amplified in a 20-minute slide-tape presentation and a 25-minute videotape.*

Time limited a thorough search of the literature describing remedial programs for nursing students. However, the description of ODWIN, a program for the disadvantaged initiated by Boston University School of Nursing Alumnae provided the impetus. A pre-nursing, short-term course was developed to assist selected candidates to develop a degree of readiness that would ease the tensions at the start of the academic year.

In view of the many persons contributing to the multiple aspects of the project, it is with regret that all cannot be named.

The need for the project had been identified; we are grateful to those students who participated in the study program. They also assisted so willingly in the filming and videotaping segments of the report.

To the Research and Coordinating Unit, Vocational Technical Division, first under the direction of Dr. Richard Barker, and later Miss Gloria Cooper, goes our appreciation for their sustaining support, encouragement, and critique.

The experience and guidance of Mr. Edward C. Oleson, Director of the College, and Mr. Larry Twitchell, Coordinator of Admissions and Student Personnel Services, helped tremendously over the rough spots and sustained us at all times.

Faculty for the project was drawn from the regular College faculty who had expressed interest in the project and were available. They were Mr. Richard Alger, Sr. Dorothy Fullam, and Mr. Herbert Redfern. They are not nurses but worked closely with nurse faculty Mrs. Carolyn Dorval, R.N., and Mrs. Norma MacDougall, R.N., to keep course content in focus.

In the final year of the project, Mr. Alger relinquished his teaching role to assist in preparing the videotape and film-tape presentations, and write the narrative report. Mr. Albert Brunelli assumed the lead in producing the videotape and slide-tape presentations. These gentlemen worked so closely together that assigning credits in specific areas of the final production is an impossible task. They have recorded the story well.

Mrs. Carole Lambert and her staff were most helpful and cooperative in preparing the many copies of reports and other materials.

*Available through the Research Coordinating Unit, Vocational Division, New Hampshire State Department of Education.

Mrs. Jacqueline Catello kept the financial part in order.

Mrs. Christine Nicoletti typed the manuscript and produced the final report.

To all who participated directly and indirectly over the three-year period of this project goes my sincere thank you.

Olive C. Paine, R.N.
Project Director

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BACKGROUND

The purpose of this report is to describe a remedial program conducted by the New Hampshire Vocational Technical College in Berlin. Berlin's program, called Practical Nurse Summer Study Skills, was created to counteract the high academic dropout rate of regular PN candidates. Statistically, the dropout rate was over 20% per year. In human terms it was even more depressing. The case of Mary X is typical. She was forty-two, divorced, and she had three school-age children to support. Her goal was to become a licensed practical nurse and escape from long hours, uncertain pay, and the sometimes humiliating circumstances of her waitress job. She appeared strongly motivated, yet as school progressed she felt that her classes were becoming more threatening than the existence she was trying to escape.

Mary's classes were filled with girls fresh out of high school. They did not have to stop and think of the right word when called upon by the teacher. They did not have to read, re-read, and read again before a homework assignment sunk in. They did not work six nights a week nor did they make breakfast for three kids before school. Her classmates were different from Mary, and as she admitted in counseling, she was afraid of them. In less than a month, she quit.

Mary's problems were not solved, but her case helped Mrs. Olive Paine, Director of Nursing at the College, decide upon a course of action to prevent similar situations from happening again.

Olive and Coordinator Larry Twitchell analyzed what Mary and the other dropouts had in common. They came up with five characteristics, one positive and four negative: On the positive side, nearly all evidenced sincere motivation. Several had worked as nurses aides and they all were aware of the advantages of being licensed practical nurses. They wanted to succeed. But on the negative side they had four counts against them.

In the first place, nearly all of them were older or else late starters. In counseling, most of them mentioned their age and their length of time away from school as the main reason why they chose to give up and leave. Secondly, most of the dropouts had very weak backgrounds in science and math. Many had never taken biology. None had more than general math. Thirdly, most of the dropouts were weak in verbal skills. Some had attended schools where English was taught as a second language. None scored well in the verbal section of the entrance exam. Lastly, another factor not specifically observable or measurable but nevertheless evident was the anxiety level of the dropouts. It seemed to their teachers that on the whole, they were more "up tight" than the other students. They were afraid of school. These four factors were indeed formidable handicaps, but Olive felt they could be compensated for.

THE GENERAL PLAN

Olive Paine decided to offer a remedial program during six weeks in the summer to rectify these four identified factors. Since regular school was not in session, the people in the program would be able to function as a small self-contained unit. They would not be distracted by a school full of students so that, hopefully, they could concentrate fully on correcting their deficiencies and be ready to start the school year on an even footing.

Three courses were offered, and each was directed toward a specific problem area.

Math Skills was designed to fill in necessary math background.

Study Skills was geared to remedy sloppy or forgotten study habits and also emphasize the use of verbal skills.

Science Concepts filled in the necessary biology background.

All three courses aimed to reduce anxiety.

Each course met for an hour and a half on Mondays through Thursdays according to the following schedule.

SUMMER STUDY SKILLS SCHEDULE

	Monday	Tuesday	Wednesday	Thursday
8:00-9:30 a.m.	Math Skills	"	"	"
9:30-11:00 a.m.	Study Skills	"	"	"
11:00-12:30 a.m.	Science Concepts	"	"	"

This meant that the students spent four and one half hours a day in class, an eighteen hour week for a total of 108 hours of classroom exposure during the summer before registering for college in the fall.

During the course of the program, some small variations in format occurred, but basically it remained the same each summer. Consequently, the program will not be examined chronologically. Rather, we will look at the functions of each major aspect of the program: admissions procedure, course content, results, cost-analysis, student outcomes, and conclusions.

ADMISSIONS

Students were admitted to the Summer Study Skills program if they appeared to fit the pattern consistent with previous dropouts. That is, if they were motivated but were older or else late starters, were weak in science and math, and/or verbal skills, and were obviously afraid of the school situation, they were regarded as summer program candidates. Four factors were regarded as useful indicators in determining the present potential of the practical nursing candidates: (1) high school transcripts, (2) entrance exam scores, (3) number of years out of school, and (4) signs of possible adjustment difficulties such as poor self-image, noticeable accent, or "late starter tribulations" as determined by an extensive interview.

An indication of the major factors that determined the selection of applicants each year is offered in the following tables.

1970
PROFILE OF ADMISSIONS DATA
ON SUMMER STUDY SKILLS CANDIDATES

	H.S. AVERAGE OR CLASS STANDING	# YEARS OUT OF SCHOOL	NATIONAL PERCENTILE VERBAL SECTION SCREENING EXAM	FACTORS OBSERVED IN INTERVIEW
Mrs. A	Equivalency	25	38	Language difficulty
Mrs. B		25	14	Apprehension about returning to school
Miss C	81.6%	2	54	Timidity
Miss D	81.4%	2	60	Timidity, admittance of need for study skills
Mrs. E	69th of 76	23	33	Apprehension about returning to school
Mrs. F	58th of 91	Left H.S. 1965 Returned 1969	33	Lack of self-confidence
Miss G		3	60	Too confident, needed reality
Miss H	74.8%	2	55	Need self & peer acceptance

1971 CANDIDATES

	H.S. AVERAGE OR CLASS STANDING	# YEARS OUT OF SCHOOL	NATIONAL PERCENTILE VERBAL SECTION SCREENING EXAM	FACTORS OBSERVED IN INTERVIEW
Miss I	84.6%	3	33	Mother returning to labor force
Miss J	46 of 60	1	26	Needed study skills and self-discipline
Mrs. K	----	4	23	Painfully shy
Miss L	33.7%	1	26	Lacked self-confidence
Miss M	25 of 31	1	26	Difficult background. Had social needs. Poor high school background.
Mrs. N	Equivalency	Over 30	56	Apprehension about return to school
Miss O	39 of 59	1	26	State ward. Social & economic needs.
Miss P	59 of 74	1	21	Poor high school background.

1972 CANDIDATES

	H.S. AVERAGE OR CLASS STANDING	# YEARS OUT OF SCHOOL	NATIONAL PERCENTILE VERBAL SECTION SCREENING EXAM	FACTORS OBSERVED IN INTERVIEW
Sr. O		38	19	Insecurity
Miss R		1	10	Very weak self-discipline
Miss S		1	46	Lack of maturity, poor H.S. background
Mrs. T		30		Apprehension about return to school
Mrs. U	86%	14	30	Apprehension about return to school
Mr. V	73%	7	64	Poor high school background

In all three years the summer candidates were below average in virtually every way except motivation. Both weaknesses and motivation were accounted for in the process of planing course content.

COURSE CONTENT

The content of the remedial courses to which these candidates were admitted was developed through discussions among nursing instructors, summer school instructors and Olive Paine. The goal was to bridge the gap between the student's present level of functioning and the skills needed to perform in the regular program. Each nursing instructor identified the areas in which weaker students needed help and incorporated them in the summer program objectives. These observations and objectives were molded into course outlines for each of the courses in the program. The basic plan was to begin with simple concepts in each area, and relate as much course work as possible to nursing skills.

MATH SKILLS

Math Skills followed this plan easily. No matter how basic the math, the problems were always drawn from real situations involving drugs and their use. In particular, preparation of fractional dosages and conversions from the apothecary to the metric system were emphasized.

Course Outline

Course Title: Pre-PN Mathematics of Drugs and Solutions

Length of Course: 6 Weeks - 36 Hours - 6 Hours/Week - 1.5 Hours/Day

Text: Weaver, Mabel E., and Koehler, Vera J., Programmed Mathematics of Drugs and Solutions. Philadelphia: J.P. Lippincott Company, 1966.

General Objective: To help the prospective PN student to overcome her weaknesses in basic mathematical skills. To help her to transfer such reinforced knowledge of mathematics to the content area of drugs and their use.

Behavioral Objective: Given tables of conversions within and between the metric, apothecary, and household systems of measurement as related to drugs and solution dosages, upon the writing of a comprehensive examination, the student will solve 85% of the problems correctly.

Class Format:

Introductory Steps

A. Introduction of self and introduction of students.
B. Discussion of purpose of the course and basic format to be followed.
C. Administration of diagnostic test in arithmetical processes.
D. Discussion of test results and planning of a program with each student on the basis of such results.

Student Progress Steps

E. Each student will progress at his/her own speed based on his/her understanding by using a programmed text.
F. At the end of each practice session for each concept, the student will challenge an achievement level quiz.
G. Attainment of an 85% individual score is required for the student to be considered ready to go on to the next concept.
H. Attainment of less than 85% individual score shall indicate that the student and instructor must plan further work on the same concept to overcome the apparent weakness(es).
I. Mid-Term Examination.
J. Comprehensive End-of-Term Examination.

As we see from the course outline, Math Skills was based on a programmed text. It began with a pre-test and ended with a post-test. After each student found where he stood, he would work at his own rate to reach a level of ability that would enable him to pass the post-test. The teacher moved constantly around the room offering assistance and encouragement.

Here is a typical problem: From scopolamine 0.4 mg. pr ml., give gr. 1/3000.

If a student had trouble with a problem such as this the teacher would demonstrate its solution on the board. He would then have the student who was having difficulty work on similar problems until he was competent at this level. Then the student would move on. Students were also encouraged to help one another as well as call on the teacher. The problems became progressively more difficult but they always dealt with drugs and solutions.

STUDY SKILLS

In Study Skills, a wide variety of weaknesses were attacked with the same basic plan.

Course Outline

Course Title: Pre-Practical Nursing Study Skills

Length of Course: 6 Weeks - 36 Hours - 6 Hours/Week - 1.5 Hours/Day

Text: Staton, Thomas F., How To Study. 5th Edition, Montgomery: Thomas F. Staton, 1951.

General Objective: To help the prospective Practical Nursing student develop the skills, habits, and attitudes necessary for success in the regular program.

Demonstrable Objectives: The student will keep accurate notes of sample lectures. The student will underline the main points of given chapters in textbooks. The student will prepare a study schedule. The student will prepare a research paper similar to those expected in the regular Practical Nursing classes. The student will give one speech similar to those in the regular Practical Nursing classes. The student will conduct one group discussion. The student will be able to state the main point of selected pieces of reading material.

Class Format:

Date	Topic	Assignment
SECTION ONE. ATTITUDES AND MATERIALS		
June 22	Introductions	Chapter 1
23	Habits and schedules	Chapters 2 & 3 & Schedule
24	Notebooks and textbooks	Chapter 5
25	Reading skills, notebook check and quiz	Chapter 7 & Project topic
SECTION TWO: BASIC SKILLS		
June 29	Thorough Reading	Chapter 6
30	The research project	Work on project Bibliog.
July 1	Library skills	Complete Bibliog.
2	Reading skills, notebook check and quiz	Chapters 8 & 9
6	Collecting Information	Prepare notecards
7	Organization	Work on outline
8	More where needed	Complete outline
9	Reading skills, notebook check and quiz	Chapter 10
13	Getting extra help	Work on Rough Draft
14	Expression	"
15	Presentation	Complete Rough Draft
16	Reading skills, notebook check and quiz	Reading skills
20	Polishing the rough draft	Work on project
21	"	"
22	Review attitudes, habits, etc.	Project due
23	Reading skills, notebook check and quiz	Chapter 4
SECTION THREE: EVALUATION		
July 27	Oral reports	Short talk
28	Group discussions	"
29	Written exams	Review
30	Final exam	

Here again the teacher made an effort to confine classroom activities to those which were immediately applicable to nursing. For example, when the students were being instructed on note taking procedures, the teacher used a set of lecture notes from his last year's Nursing Psychology class as an illustration.

Sometimes, when it was impossible to rely on something immediately relevant to nursing, the instructor chose material which he felt was immediately relevant to the personal lives of the students. One example of this method occurred while the class was working on comprehension. The instructor found that the students, although able to relate literally the small bits of information from their reading, were unable to generalize. They could tell what was said on page three but could not express the main point of the chapter. To get them to see that most any piece of writing is more than just words on a page, the instructor spent a day playing some of the thematically less abstruse Beatles records. He then insisted that the students tell him what the Beatles were trying to say in each song. It was more than a bit interesting to watch 45 year-old ladies and 19 year-old girls argue over what a song was saying, and it was rewarding to see them generalize what they felt the main point was and support it by "evidence" in the song. The instructor consequently found it much easier to get students to tell him what the author of an article in The American Journal of Nursing was trying to say.

In fact, once the "generalization barrier" was breached, the relevance of the other tasks required little selling. Several students went so far as to admit that they enjoyed writing their research papers.

The students were also surprisingly willing to present their research orally. In spite of shyness and in some cases noticeable accents, they found the strength to compose themselves and speak presentably. It may well be that the composure came at least in part from the security they felt in subject matter they really understood and were really interested in.

SCIENCE CONCEPTS

Like Math Skills, Science Concepts worked on the basis of built in relevance. With a programmed text, it utilized a pre-test and a post-test. It stressed a building block concept.

Course Outline

Course Title Pre-Practical Nursing Science Concepts

Length of Course: 6 Weeks - 36 Hours - 6 Hours/Week - 1.5 Hours/Day

Texts: Memmler, Ruth Lundeen, and Rada, Ruth Byers. Structure and Function of the Human Body. Philadelphia: J.P. Lippincott Co., 1970.

Robert J. Brady Co., Brady's Programmed Orientation to Medical Terminology. Philadelphia: J.P. Lippincott Co., 1970.

General Objective: To help the prospective Practical Nursing student to gain a basic understanding of the parts of the body and how they work together, with an emphasis upon normal structure and function. To become familiar with some of the more common prefixes, stems, and suffixes employed in constructing medical terminology.

Behavioral Objective: Given a list of medical terms used to describe the structure and function of body parts, the student will determine the body system involved, the location of the organ, tissue, or cell and whether or not the term describes the normal condition. Upon completing a written and oral comprehensive examination the student will achieve a minimum score of 70%.

Class Format:

Introductory Steps

A. Introduction of self and introduction of students.
B. Discussion of purpose of the course and the basic format to be used.
C. Administration of diagnostic test in medical terminology.
D. Discussion of test results and planning of a program with each student on the basis of such results.

Student Progress Steps

E. Each student will progress at her own speed on written work but will be expected to continue with group in terms of class lecture and discussion.
F. At the end of each unit of learning the student will be expected to attain an individual score of at least 70% on a unit test covering the concept under discussion in the unit.
G. Attainment of a score less than 70% on unit tests will indicate that the instructor and student must plan further work together to help overcome whatever handicap to such learning exists.
H. Mid-Term Examination.
I. Comprehensive End-of-Term Examination.

The students learned the various prefixes, stems and suffixes used in medical terminology and developed the facility of recognizing them in various usages. For example, early in the semester, the students learned prefixes such as "endo-", meaning within; stems such as "cardio", meaning heart and "itis", meaning inflammation. They quickly saw that "endocarditis" meant an inflammation within the heart and they were then eager to tackle other "itis", "Cardio", or "endo" words which they encountered.

Once the more familiar terminology was mastered, the structure and function of the body was discussed to a point commensurate with high school biology.

COUNSELING

Another factor not directly related to course objectives per se but nevertheless part of the program was "on the spot" counseling. Olive Paine made a very strong point of being available when needed. More than once

during a mid-morning break in the summer program, a distraught student burst into Mrs. Paine's office with the words, "I can't make it." Somehow, the student left with the words, "OK, I'll stick it out this week at least." Other students gained a great deal of reassurance from Herb Redfern, the Math Skills and Science Concepts instructor. Several times, Herb stayed through his noon hour convincing one of the older ladies that her anxieties would diminish as time went on. His counseling efforts, along with Olive's, kept at least two people from bolting at the end of a hectic day.

The program came reasonably close to realizing its objectives of keeping the disadvantaged learners in school and providing them with the skills needed to succeed in the practical nurse curriculum and in nursing.

DROPOUT RATE

Apparently because potential dropouts were fairly well screened into the summer program, the academic dropout rate for the regular program was reduced from 20% to 5%. Of the 22 potential dropouts accepted into the summer program, 14 have graduated from the Practical Nurse curriculum and are employed in nursing. Four others are currently in a program and appear reasonably assured of graduating.

STUDENT REACTIONS

All the students who went through the summer project and the regular program had favorable comments about summer study skills. Many said that they would not have been able to get through the regular program without the summer project. Several mentioned proudly that because of the math they learned in the summer, they were able to help regular students in the fall with dosage problems. One 39 year-old lady summed up what most of the summer students felt, "I'll always be afraid of groups of people and school, but after the summer program, I know I could handle it."

EMPLOYER REACTIONS

In the acid test of employment nearly all the summer graduates have done very well. The responses of employers to a follow-up survey indicate a very positive reception of the Exemplary Project students.

One employer writes:

Dear Ms. Paine:

In answer to your letter of January 30, 1973, I find that both Miss D and Miss C excel in their patient care and in their relationship with patients and staff. Both girls are very open to constructive criticism and are eager to learn new procedures. When taught new procedures, they carry them out with skill.

These two young ladies perform in an above average capacity for LPNs as compared to the average LPN that we employ at _____ Hospital. We would be very happy to have more of your graduates join our staff.

Another employer indicates a perceptive understanding of an Exemplary Project graduate, as well as satisfaction with her performance.

In regard to Miss N it is difficult to know just where to start. I had known her personally for several years as she and my own children attended school together. I also know some of the family problems. When I employed _____, I had mixed feelings as to just how things would work out on an employer-employee basis. I could not have been more pleasantly surprised.

She does have limitations but she will be the first to admit them. She knows that she is not an R.N., that her training was shorter in length and covered a great deal less than a three-year program. Nevertheless, she is eager to learn and anxious to do a good job. Her patient care is thorough and her procedures are well carried out. Relations with both the staff and patients are excellent. She is well liked by the nurses in charge and by the aides who work for her. Since being employed at _____ Nursing Home, her work load has gone from being assigned three to four patients to care for to being a team leader with three to four aides and/or orderlies under her supervision. As team leader she does blood pressures, treatments and dressings on approximately 15 to 20 patients. At the present time she and I are working on medications and she is increasing her knowledge of pharmacology.

I feel she is a very good example of a girl who, without some type of formal training, would have had a great many personal problems. I know she was not a top student in school and I feel your program of one year is probably the extent of which she could or would scholastically achieve.

I would not hesitate to give her an excellent reference should she find it necessary to leave us.

From the view points of students and employers, the program was successful. The operational costs and considerations also seemed satisfactory.

ECONOMIC EVALUATION

Since the buildings and facilities were available, the primary cost was instructors' salaries.

Direct Costs - Examplary Project
1970-1972

	1970	1971	1972
Salaries-2 instructors	$1,182.60	$1,362.60	$1,972.40
Fringe benefits "	38.91	22.00	172.40
Supplies	273.74	60.20	75.00
Services	44.75		
TOTALS	$1,540.00	$1,444.80	$2,199.16

Broken down, this amount came to $235.63 per pupil.

Other expenses, such as light, heat, etc., were absorbed by the sponsoring institution.

TIME CONSIDERATIONS

Installation Time

Installation of the project took relatively little time. About two months before the first summer class started, the instructors met with Mrs. Paine, Larry Twitchell, the admissions officer, and other nursing faculty to rough out the plan. Since Mrs. Paine had done some pre-planning, the meeting lasted about an hour and accomplished its purpose. From that point on the instructors worked up their courses, checking briefly with Mrs. Paine when necessary.

Supply Acquisition Time

The instructors found suitable texts in abundant supply and were able to easily select and acquire them within two months.

Teaching Time

Aside from the hour and half per course class time, there was considerable preparation time required. In all three classes, handouts were found necessary for two reasons. First, to achieve the goal of immediate relevancy, material had to be taken from sources other than the textbook. For example, in Study Skills the teacher felt it was more instructive to use sheets mimeographed from a nursing textbook when teaching highlighting instead of using the exercise in the study skills text. Secondly, handout material was useful in reinforcing what was learned from the text. For instance, the learner in the Exemplary Project would often exhaust the examples in the math text before thoroughly learning the math concepts. More examples had to be typed and given out. Thus several hours per week per course were spent preparing extra handout material.

Further, particular attention was paid to correcting written work and personalizing these corrections. The Exemplary Project student seemed terribly interested and sensitive to every little comment or criticism the teachers wrote on his/her paper. Correcting time merely began when an answer was determined as right or wrong. Phrasing the comments that expressed the evaluation could take hours.

Lastly, class preparation had to be very careful. The attention span of most of the learners was not too long. Each class preparation had to involve "doing" experiences as well as "listening" ones.

Additional Time

Aside from the teaching and counseling time already mentioned, the program involved little extra time for anyone after the initial planning.

There were two or three meetings each year among Mrs. Paine, the nursing faculty, summer instructors, and students for the purpose of evaluating and improving the program. But the student selection activities were taken care of in the course of a regular day.

	PERSONS INVOLVED	ACTIVITIES	TIME PER PERSON PER YEAR
ADMISSIONS	Admissions officer	Extra interviews	6-12 hours/year
COUNSELING	Administrator & teachers	Encouraging students	5-10 hours/year
PLANNING	Administrator & teachers		6-12 hours/year
ADMINISTERING	Administrator	Quarterly Reports	60 hours/year
CLASS PREPARATION	Teachers	Preparation & correction	2 hours/class 48 hours/class/year

OTHER CONSIDERATIONS

Organizational structure was not affected by the program. All the existing channels of command and communications at the college applied appropriately to the teachers and administrators in the Exemplary Project. Also the regular schedule of the college was in no way a-fected since the project was specifically planned for the summer months when there would be no other major classes in the building.

Teachers were chosen on the basis of their understanding of remedial problems and their familiarity with blue collar people and values. It was later agreed by those people involved with the project that patience and a sense of humor were helpful attributes.

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CONCLUSION

The success of the Exemplary Project is re-shaping the whole structure of the nursing program.

Mrs. Paine plans to continue to admit highly motivated borderline students but instead of placing them alone in a summer program, she is planning to start all nursing candidates in a 7 week summer term. This summer term will involve a nursing skills course in direct patient care along with Science Concepts and Study Skills. It is expected that the disadvantaged learners will still be able to catch up in skills and adjust to school before the more difficult academic courses begin. Our experiences with the summer project indicate that if we individualize the learning situation these learners will reach their goals with less frustration and a greater sense of worth.

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ACCESSION NUMBER: VT100729

PUBLICATION DATE: JAN74

TITLE: A STUDY OF ELEMENTARY AND SECONDARY CAREER EDUCATION IN LINCOLN COUNTY.

PERSONAL AUTHOR: OLSON, LEVONE A.

DESCRIPTOR: *CAREER EDUCATION; *DEVELOPMENTAL PROGRAMS; *ELEMENTARY EDUCATION; *SECONDARY EDUCATION; *TEACHER EDUCATION; EDUCATIONAL PROGRAMS; PROGRAM DESCRIPTIONS

IDENTIFIER: *LINCOLN COUNTY EXEMPLARY PROJECT; WEST VIRGINIA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 612

ABSTRACT: THIS STUDY CONCERNS THE STATISTICAL AND INFORMATIONAL RESULTS OF THE LINCOLN COUNTY EXEMPLARY PROJECT IN CAREER EDUCATION. CAREER AWARENESS WAS IMPLEMENTED IN GRADES 1 THROUGH 6 DURING THE SCHOOL YEAR, 1971-1972 AND CAREER ORIENTATION, EXPLORATION, PREPARATION, INTENSIVE GUIDANCE, AND JOB PLACEMENT WERE INITIATED DURING THE FOLLOWING YEAR. PART ONE OF THE STUDY EMPHASIZES THE EFFECT OF THE CAREER EDUCATION VARIABLE ON LANGUAGE AND MATHEMATICS ACHIEVEMENT, CAREER MATURITY, AND ATTITUDES OF STUDENTS, PARENTS, TEACHERS, AND INDUSTRIAL PERSONNEL. PART TWO DESCRIBES CAREER EDUCATION AS AN APPROACH TO ASSIST STUDENTS IN A CONCEPTUAL UNDERSTANDING OF SELF AND LIFE GOALS. PART THREE PROVIDES 16 MODULES OF INSTRUCTION FOR USE IN INSERVICE PROGRAMS FOR EDUCATORS. (AUTHOR/MU)

INSTITUTION NAME: MARSHALL UNIV., HUNTINGTON, W. VA. DEPT. OF OCCUPATIONAL AND ADULT EDUCATION.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

VT 100729

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A STUDY OF ELEMENTARY AND SECONDARY CAREER EDUCATION IN LINCOLN COUNTY

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LeVene A. Olson

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A STUDY OF ELEMENTARY AND SECONDARY CAREER EDUCATION IN LINCOLN COUNTY

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The Lincoln County Exemplary Project and evaluation activities were conducted in compliance with this law.

The opinions expressed in this document are those of the author and do not necessarily reflect the position or policy of the United States Department of Health, Education and Welfare and no official endorsement shall be inferred.

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PREFACE

This document presents the evaluative results of the Lincoln County Exemplary Project in career education. The project was funded under the provisions of Part D of the Vocational Education Amendments of 1968. It was initiated in Lincoln County in the fall of 1971. This study is the result of the collection and analyses of data from twelve hundred, thirty-three (1233) students in grades one through ten, seven hundred, ninty-four (794) parents of students in grades one through twelve, seventy-eight (78) teachers of students in grades one through twelve, and thirty (30) business and industrial personnel.

The study comes at a very opportune time. Across the State and Nation, career education is being refined in light of experiences with various career education approaches coupled with evaluative results of these approaches. Educators who are currently in the process of refining career education or planning new career education efforts will find the evaluative results and supporting information to be beneficial in their efforts to provide relevance to children and youth.

The study supports the contention that providing career education experiences to elementary students increases their academic achievement. It also provides evidence that career education experiences increase the career maturity of high school students. Also of major importance are the results which indicate that career education is supported overwhelmingly by parents, teachers, and business and industrial personnel.

For career education to meet with success, it is necessary that teachers recognize the need for such an approach, that counselors be receptive to working not only with students but also with teachers, that school supervisors and administrators be willing to provide vigorous leadership, that preservice and in-service efforts be refocused to include the concept of career education, and that State Department personnel be committed to providing guidance and leadership to local education agency personnel.

Fortunately for many children and youth in West Virginia, educators have been receptive to the career education approach. However, various approaches to career education must continue to be researched if educators are to determine the most effective methods in which education can achieve its broadened goals while providing relevance to children and youth.

Daniel B. Taylor
State Superintendent of Schools

Abstract

The study concerns itself with the statistical and informational results of the Lincoln County Exemplary Project in Career Education. The project was funded under the provisions of Part D of the Vocational Education Amendments of 1968. Career awareness was implemented in grades one through six during the first year, 1971-72. Career orientation, exploration, preparation, and intensive guidance and job placement were initiated during the second year, 1972-73. During the 1973-74 school year, changes were initiated and additional in-service provided to professional educators.

This publication is divided into three parts. Each part is designed as a separate entity so that an individual may proceed directly to that Part which is of interest to him. Yet for a complete and thorough understanding of the comprehensive nature of the career education approach implemented in Lincoln County, individuals may wish to peruse the entire document.

In Part One, the emphasis is on the career education treatment variable and its effect on language achievement, mathematics achievement, occupational awareness, career maturity, attitudes of parents, student reaction, teacher attitudes, and the attitudes of business and industrial personnel.

The results of the study are as follows:

Source of Data	Number in Sample	Kind of Data	Method of Analysis	Results of Analysis
Students in grades 1-6	419	Language Achievement Mathematics Achievement Occupational Awareness	Anaylsis Covariance	All F ratios significant at the 0.01 level
Students in grades 7-8	159	Career Maturity Attitudes Career Maturity Competence	Analysis of Covariance	Both F ratios were non-significant
Students in grades 9-10	133	Career Maturity Attitudes Career Maturity Competence	Anaylsis of Covariance	Both F ratios significant at the 0.05 level
Students in grades 4-8	522	Career Education Activities in the classroom	Percentage Favorable	Positive
Parents of students in grades 1-12	794	Reaction to Career Education	Percentage Favorable	Positive
Teachers of students in grades 1-12	78	Reaction to Career Education	Percentage Favorable	Positive
Business and Industrial Personnel	30	Reaction to Career Education	Percentage Favorable	Positive

Part Two describes career education as an approach which is used to assist children, youth, and adults understand nebulous concepts by providing concrete experiences in all school subjects which relate to self, education, and careers. Career education is based on a long range career development process which begins long before the child enters school and continues long after the youth leaves school.

The means of implementing the career education approach is through relating life goals to subject goals. Career education goals emerge from the relationship of life goals to subject goals. These goals reflect concerns about attitudes, knowledge, and skills of children, youth, and adults as they venture into social, educational, and career encounters. The emphasis in career education is on reducing the difficulties which occur in these encounters with reality.

Included in this Part are a rationale, sample performance objectives for each grade, suggested career focus for grades kindergarten through six, sample career areas for the fifteen clusters, sample occupations related to academic and general education courses, and an approach to intensive guidance and job placement experiences.

Part Three concerns itself with the in-service component utilized in implementing career education. The in-service approach is based on the following assumptions:

1. Educators are self directing,
2. Educators are professionally competent,
3. Educators are intellectually curious, and
4. Educators are interested in professional growth.

The assumptions dictate that in-service be conducted in a climate which supports professional growth through personal involvement, ego support, social mobility, introspective articulation, feedback, and professional dialogue. To accomplish its objectives, in-service focuses on both process (human relations) and task (planning, development, and implementation) functions and activities.

Included are sixteen modules of instruction which are comprised of in-service goals, participant objectives, instructor and or participant activities, participant evaluation, and resources. Additional information is included about validation methods and procedures, curriculum development procedures, and goals for students in grades kindergarten through twelve.

L.A.O.

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PART ONE

Statistical Results

INTRODUCTION

Students, parents, the business and industrial community, and educators have become painfully aware of the problems faced by many children, youth, adults. Many of the problems are caused by an absence of a clear self, educational, and career identity. For many educators, the means to resolving these problems is through a systematic approach to teaching which relates life goals to subject goals.

Career education goals[1] emerge from the relationship of life goals to subject goals. These goals reflect concerns about attitudes, knowledge, and skills of children, youth, and adults as they venture into social, educational, and career encounters. The emphasis in career education is on reducing the difficulties which occur in these encounters with reality.

Career education is a part of all academic, general, and vocational subjects from kindergarten through adulthood. Yet, all of education is not career education. The long range goal of career education is to produce responsible individuals who are capable of making and implementing accurate choices concerning the present and future. The purpose implies that individuals possess positive attitudes, appropriate knowledge, and adequate skills to make and implement wise decisions.

The course content for career education is found in the courses currently being taught in the elementary and secondary schools. The content of the subject is related to the student's world and the career world. The emphasis is definitely not on memorizing job descriptions or lists of occupations. Rather the approach relates student needs, fears, likes, dislikes, abilities, disabilities, aptitudes, and limitations to educational endeavors and career potential.

The teaching methods or process used to illustrate abstract concepts related to both life goals and subject goals are: field trips, interpersonal interaction, hands-on activities, multi-media, guest speakers, research activities, simulation, role playing, and work experience. The primary focus of the process is the use of "real" experiences to illustrate abstract symbols and concepts related to self, education, and careers.

Career education provides meaning to the subjects currently taught in the schools. Individuals who are encouraging school systems to adopt the career education approach are sincerely committed to the development of academic skills. Research indicates that students achieve a higher level of academic skill[2] when learning experiences relate to things outside the school rather than being confined solely within the four walls of the classroom. The student does not exist solely to attend school. Nor should the school attempt to exist separate and apart from the society in which it finds itself.

The burden to assist students in achieving career education goals falls on the shoulders of all educators. In the past, specific courses which allowed students to gain a better understanding of themselves while investigating the career world have been offered to only a limited number of students and then only at the upper high school level. For most students, this has been too little, too late.

The educators in Lincoln County, West Virginia accepted the burden of responsibility to assist students in achieving career education goals in 1971. A proposal[3] was developed which provided for a systematic approach to career education in the form of a comprehensive school based career education program (Figure 1). School system personnel submitted the proposal and received

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funding for an exemplary project under the provisions of Part D of the Vocational Education Amendments of 1968.

This document concerns itself with the results of the three phases of the career education project. It parallels the development and implementation of the project in the Lincoln County School System (Appendix A-II, Goals and Objectives). Career education was implemented in grades one through six during the first year, 1971-72 (Part Two: Program Description). The program was implemented in grades seven through twelve during the second year, 1972-73. During the 1973-74 school year, changes were initiated and additional personnel were provided with in-service education (Part Three: In-Service Design). Project personnel consisted of Director: Herbert B. Holstein, Human Resource Coordinator: Daryle G. Elkins, Curriculum Coordinator: Billy J. Burton, and Guidance Coordinator: Thomas E. Woodall, first year and Thomas M. Miller, second year (Appendix B-II, Personnel).

THE PROBLEM

The problem in this study concerns itself with the degree to which career education impinges upon its environment. The specific research questions are as follows:

1. Will students in grades one through six who have been involved in the career awareness process achieve greater language arts skills than students who have not been exposed to the career awareness process?

2. Will students in grades one through six who have been involved in the career awareness process achieve greater mathematics skills than students who have not been exposed to the career awareness process?

3. Will students in grades one through six who have been involved in the career awareness process acquire a higher level of knowledge about occupations than students who have not been exposed to the career awareness process?

4. Will students in grades seven and eight who have been involved in the career orientation process acquire a higher level of career maturity (attitudes) than students who have not been exposed to the career orientation process?

5. Will students in grades seven and eight who have been involved in the career orientation process acquire a higher level of career maturity (competence) than students who have not been exposed to the career orientation process?

6. Will students in grades nine and ten who have been involved in the career exploration process acquire a higher level of career maturity (attitudes) than students who have not been exposed to the career exploration process?

7. Will students in grades nine and ten who have been involved in the career exploration process acquire a higher level of career maturity (competence) than students who have not been exposed to the career exploration process?

8. Will parents of students in grades one through twelve perceive career education in a positive manner?

9. Will students in grades four through eight indicate that career education activities have been a part of their curricula?

10. Will teachers of students in grades one through twelve perceive career education in a positive manner?

11. Will business and industrial personnel in Lincoln County perceive career education in a positive manner?

HYPOTHESES

The research hypotheses are as follows:

1. There is a significant difference between the adjusted posttest means e experimental group and the adjusted posttest means of the control group iguage achievement.

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2. There is a significant difference between the adjusted posttest means of the experimental group and the adjusted posttest means of the control group on mathematics achievement.

3. There is a significant difference between the adjusted posttest means of the experimental group and the adjusted posttest means of the control group on occupational awareness.

4. There is a significant difference in attitudes between the adjusted posttest means of the level seven and eight Experimental Treatment students and

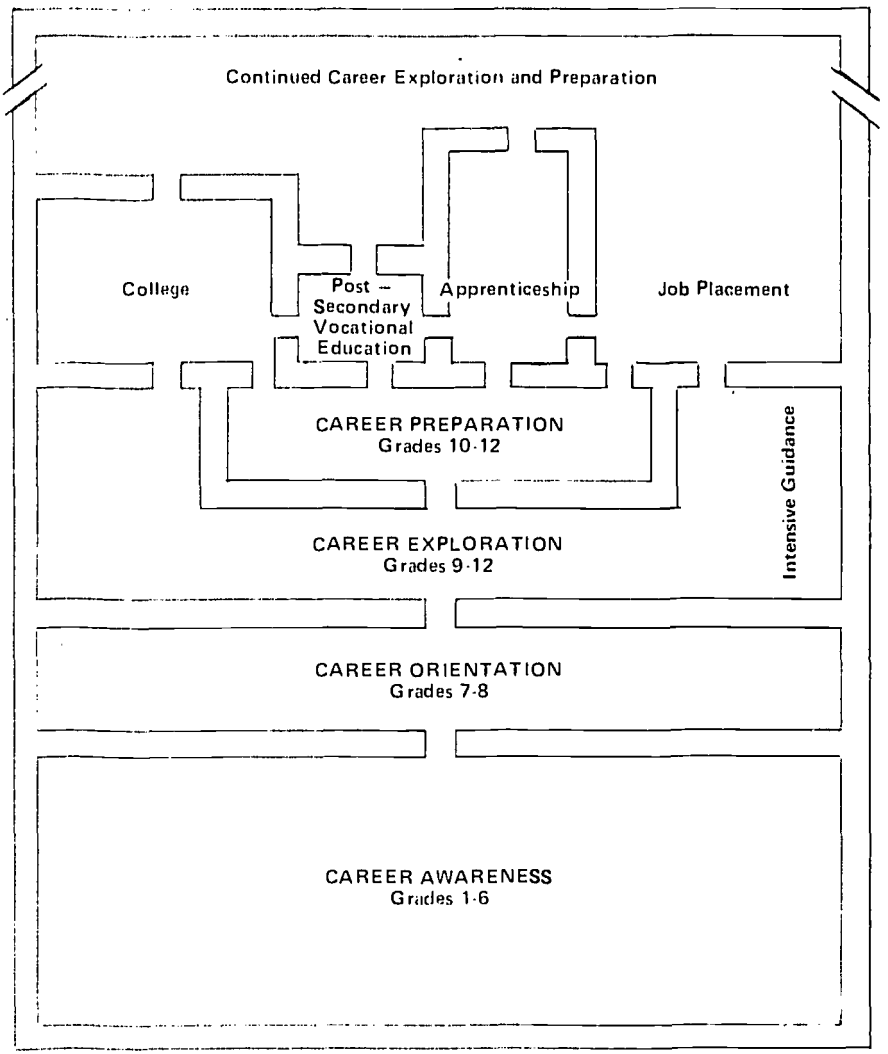

Figure 1. Comprehensive Career Education
For Grades 1-12 in Lincoln County, West Virginia

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the adjusted posttest means of the level seven and eight Control Treatment students.

5. There is a significant difference in competence between the adjusted posttest means of the level seven and eight Experimental Treatment students and the adjusted posttest means of the level seven and eight Control treatment students.

6. There is a significant difference in attitudes between the adjusted posttest means of the level nine and ten Experimental Treatment students and the adjusted posttest means of the level nine and ten Control Treatment students.

7. There is a significant difference in competence between the adjusted posttest means of the level nine and ten Experimental Treatment students and the adjusted posttest means of the level nine and ten Control Treatment students.

8. There is a difference in a favorable direction between the positive and negative reactions of parents about career education on the Parent Opinion Survey.

9. There is a difference in a favorable direction between the positive and negative reactions of students concerning the degree of career education activities provided by teachers.

10. There is a difference in a favorable direction between the positive and negative reactions about career education on the Teacher Opinion Survey.

11. There is a difference in a favorable direction between the positive and negative reactions about career education on the Business and Industry Opinion Survey.

BACKGROUND OF THE STUDY

Lincoln County is located in the central-western portion of the State. The surface features of the county are determined by three rivers: Guyandotte, Mud, and Coal.[7] None of the land area is occupied by urban centers of more than 2,000 population. The largest populated area is Hamlin. Lincoln County lies in the periphery of the cities of Huntington and Charleston.

The Lincoln County school system in 1969-70 had a total of 5,332 students enrolled. The enrollment was composed of 3,743 students in grades 1-8 and 1,589 students in grades 9-12.

All schools (Table [illegible]) in Lincoln County were included in the career education project with the exception of the Early Childhood Education Center (statewide kindergarten was mandated for the school year 1972-73). The Lincoln County school system (grades one through twelve) is composed of twenty [illegible] separate schools. Four of these schools serve grades 1-6, fourteen serve grades 1-8, two serve grades 7-12, and two serve grades 9-12.

In addition to these schools, a county vocational technical center is located in Hamlin. Vocational technical education is available to students in grades 10 through 12.

The enrollment during the 1972-73 school year was 5,175. Enrollment consisted of 2,656 students in grades 1-6, 830 students in grades 7-8, 1,581 students in grades 9-12, and 108 special education students.

SCOPE OF THE STUDY

The study was divided into three phases. The first phase relates to Career Awareness for students in grades one through six. The Career Orientation and Exploration phase concerns itself with students in grades seven through ten. The [illegible]part is called the Comprehensive Career Education phase and is concerned

Table 1

Lincoln County Schools
1972-73

Schools	1-6	7-8	9-10	11-12	Special Ed.
Duval High			266	220	
Guyan Valley High			326	221	12
Hamlin High		114	172	148	
Harts High		134	132	96	
Atenville Elementary	211				29
Big Ugly Elementary	84	14			
Branchland Elementary	184	64			
Cuzzie Elementary	26				
Ferrellsburg Elementary	163				
Fez Elementary	104	31			
Garretts Bend Elementary	67	19			
Griffithsville Elementary	212	55			23
Hamlin Elementary	373				24
Martin Elementary	84	31			
McCorkle Elementary	92	23			
Midkiff Elementary	146	20			
Midway Elementary	175	45			
Pleasant View Elementary	252	121			
Ranger Elementary	155	56			
Sumerco Elementary	67	24			
West Hamlin Elementary	170	63			
Woodville Elementary	91	30			
Total Enrollment:	2656	830	896	685	108

with opinions from students, parents, teachers, and business and industrial personnel.

SAMPLE

Career Awareness Sample

The Lincoln County Exemplary Program was initiated in eight elementary schools, grades one through six, in the fall of 1971. Intact groups of students were assigned to the experimental and control groups. Using a table of random numbers, students were randomly selected from intact groups to participate in the study.

Notation and sample size for the treatment groups (experimental = T_1 and control = T_2) and grade levels (first grade = L_1, second grade = L_2, third grade = L_3, fourth grade = L_4, fifth grade = L_5, and sixth grade = L_6) are as follows:

	L_1	L_2	L_3	L_4	L_5	L_6
T_1	n=40	n=40	n=40	n=40	n=40	n=40
	n=40	n=40	n=40	n=40	n=40	n=40

During the 1971-72 school year, two thousand, four hundred thirty-six (2,436) students were enrolled in grades one through six. The student population in the career education program was eight hundred, eighty-seven (887). The population who were not involved in the career education program consisted of one thousand, five hundred, forty-nine (1,549) students.

Of the eighteen (18) elementary schools in Lincoln County, one or more of the faculty in eight (8) schools were involved in the career education program. Twenty-nine members of the professional faculty received in-service training and subsequently implemented career education in their classes. Fifty-two members of the professional faculty were not involved in career education during the Fall of 1971.

Eighty students (experimental and control) from each grade level were pretested in September 1971 utilizing the Occupational Awareness Test. To be included in the treatment groups, a pretest score on the Occupational Awareness Test and posttest scores on the Language Achievement Test, Mathematics Achievement Test, and the Occupational Awareness Test were required. Students not participating in the testing situation for all three instruments were removed from the sample.

The sample size was reduced from n=240 for the experimental treatment group to n=214. The sample size for the control treatment group was reduced from n=240 to n=205. In many instances, the investigator possessed partial data on particular students. However, if complete data were not available, the participant was removed from the sample.

Career Orientation and Exploration Sample

The Lincoln County Exemplary Program was initiated in grades seven through ten in the fall of 1972. The experimental and control students were randomly selected from intact classes of students for each of the four grade levels involved in the study. The experimental students were selected from Lincoln County schools. The control students were selected from a comparable county school system which was not involved in career education. Notation and sample size for the treatment groups (experimental = T_1 and control = T_2) and grade levels (seventh and eighth grades = $L_{7\text{-}8}$ and ninth and tenth grades = $L_{9\text{-}10}$) are as follows:

	$L_{7\text{-}8}$	$L_{9\text{-}10}$
T_1	n=80	n=80
T_2	n=80	n=80

Comprehensive Career Education Sample

During the 1971-74 school years, career education was initiated in all twenty-two schools. Students in the sample came from intact classes in grades four through eight. All parents of students in grades one through twelve received the survey instrument used in the study. The sample consists of those parents who returned the survey instrument completed. All teachers of students in grades one through twelve were provided with a survey instrument. The sample consists of those teachers who returned the survey instrument completed. Business and industrial personnel were randomly selected and interviewed.

The sample included in this phase of the study is as follows:

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Source of Data	Number
Students	522
Parents	794
Teachers	78
Business and Industrial Personnel	30

INSTRUMENTATION

Career Awareness Instrumentation

Three test instruments were administered to the experimental and control groups. California Language Achievement Tests, California Mathematics Achievement Tests, and Occupational Awareness Tests were administered by testing specialists and program supervisors. The achievement tests were devised by Ernest W. Tiegs and Willis W. Clark. The awareness test was devised by Thomas E. Woodall, Billy J. Burton, Daryle G. Elkins and Herbert B. Holstein (Appendix A-I).

Career Orientation and Exploration Instrumentation

The Career Maturity Inventory (CMI) Attitude Test was employed to pretest the students in the study. The CMI Attitude Test and Parts 1 and 5 of the CMI Competence Test were employed to posttest the students in the study. The CMI was devised by John O. Crites (Appendix A-I).

Comprehensive Career Education Instrumentation

Four instruments were utilized in this phase of the study. The Career Education Scale-Student was devised by Joseph G. Freund. The Parents Opinion Survey, Teacher Opinion Survey, and Business and Industrial Opinion Survey were devised by LeVene A. Olson (Appendix A-I).

SPECIFIC DESIGN

Career Awareness Specific Design

The students participating in this study were pretested in September 1971. The Occupational Awareness Test was used for the pretest. The posttests were administered in May 1972. The posttests included the California Language Achievement Test, California Mathematics Achievement Test, and the Occupational Awareness Test.

The independent variables and covariates were: Pretest score = X_1, and Grade Level = X_2. The dependent or experimental variables were: Language Achievement = Y_1, Mathematics Achievement = Y_2, and Occupational Awareness = Y_3.

An analysis of covariance (Multiple Regression Analysis) was utilized to determine if a difference existed between the adjusted posttest scores of the experimental group and the adjusted posttest scores of the control group on the three dependent variables. Null hypotheses were rejected at the 0.01 level of significance using a directional or one-tailed test.

The design of this study was quasi-experimental design 10 (Pretest-Posttest Nonequivalent Control Group Design) described as follows by Campbell and Stanley.[5]

0	X	0
0		0

The experimental and control groups did not have pre-experimental sampling equivalence. Subjects were not assigned to treatment groups randomly from a common population. The experimental students were randomly selected from intact classes of student involved in the Career Awareness Program while the control students were selected from the remaining students who had not participated in the Career Awareness Program.

The analysis of covariance was applied to yield on F_1 value for language achievement, F_2 value for mathematics achievement, and F_3 value for occupational awareness.

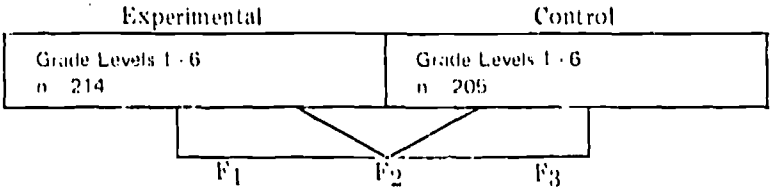

Due to the wide range of scores on the pretest and subsequent posttests, a log transformation was utilized. To effectively estimate the coefficients, more data are required than were available at each grade level in the study. Therefore all grade levels within each treatment were grouped.

The model used to transform the data is as follows:

$$\text{Log } Y = a + b_1 \text{ (Experimental versus control)} + b_2 \text{ Log (Pretest score)} + b_3 \text{ Log (Grade level)}$$

OR

$$Y = K \text{ (Pretest } b_2\text{) (Grade Level } b_3\text{)}$$

where the value of K depends on whether the treatment was applied.

Career Orientation and Exploration Specific Design

An analysis of Covariance (Multiple Regression Analysis) was utilized to determine if a difference existed between the adjusted posttest means of the experimental groups and the adjusted posttest means of the control groups. Null hypotheses were rejected at the 0.05 level of significance, a directional or one-tailed test being used. Students were pretested in the Fall of 1972 and posttested in the Spring of 1973.

The design of the study was quasi-experimental design 10 (pre-test-Posttest Nonequivalent Control Group Design) described as follows by Campbell and Stanley.[6]

0	X	0
.....		
0		0

In this study, design 10 was replicated in four different settings. The modification of design 10 employed experimental (T_1) and control (T_2) treatments in four settings (two for L_{7-8} and two for L_{9-10}).

	L_{7-8}	L_{7-8}	L_{9-10}	L_{9-10}
T_1	0 X 0	0 X 0	0 X 0	0 X 0
T_2	0 0	0 0	0 0	0 0

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The experimental and control groups may not have pre-experimental samplings equivalence. Subjects were not assigned to treatment groups randomly from a common population. The experimental students were selected from intact classes of career education students while the control students were selected from the students who had not been exposed to career education.

Comprehensive Career Education Specific Design

The design of the study is such that it required the gathering, synthesis, and analysis of information from a number of sources. Data were collected in the Fall of 1973. The process utilized was as follows:

Source of Data	Number in Sample	Type of Data	Method of Analysis
Students	522	Opinions	Percentage Favorable
Parents	794	Opinions	Percentage Favorable
Teachers	78	Opinions	Percentage Favorable
Business and Industrial Personnel	30	Opinions	Percentage Favorable

RESULTS

Career Awareness Results

The analysis of covariance was employed to "control" or "adjust" statistically for initial differences of the students, thereby allowing for an unbiased comparison of the effects of the treatment. This was accomplished by adjusting the students' scores on the dependent variables Y (criterion scores) to allow for differences in the independent variables X_1 (pretest) and X_2 (grade level). Each covariate was used only when it was significant in predicting posttest scores.

Table 2 presents the results of the analysis of covariance for the adjusted posttest means for language achievement. The data indicate that the difference between the experimental group and the control group is significant at the 0.01 level. The F ratio derived through statistical analysis of the data is 7.32. The tabled F ration with 1 df in the numerator and 415 df in the denominator is 6.70. The computed F ratio being greater than the tabled F ratio indicates a significant difference.

Table 2

Analysis of Covariance for Treatment on Language Achievement (Y_1)

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F Values
Treatment	1	0.202	0.202	7.32*
Log Pretest	1	0.915	0.915	33.10
Log Grade Level	1	3.950	3.950	143.12
Residual	415	11.416	0.2076	

*Significant at the 0.01 Level (F=6.70)

Null hypothesis one is therefore rejected and the research hypothesis appears plausible. The research hypothesis states that: There is a significant difference between the adjusted posttest means of the experimental group and the adjusted posttest means of the control group on language achievement.

The adjusted posttest means for the experimental group were (19.6/17.7 x 100 = 111 − 100) 11% higher than the adjusted posttest means for the control group on language achievement.

This procedure provides the adjusted posttest means for language achievement using the pretest and grade levels as covariates. The data indicate that the adjusted posttest means were greater for all grade levels in the experimental group than the control group on language achievement. This data are graphically illustrated in Figure 2.

The analysis of covariance on mathematics achievement is illustrated in Table 3. The data indicate that the difference between the experimental group and the control group is significant at the 0.01 level. The F ratio obtained following statistical analysis of the data is 14.30. The tabled F ratio is 6.70

Null hypothesis two is therefore rejected and the research hypothesis appears highly plausible. The research hypothesis states that: There is a significant difference between the adjusted posttest means of the experimental group and the adjusted posttest means of the control group on mathematics achievement.

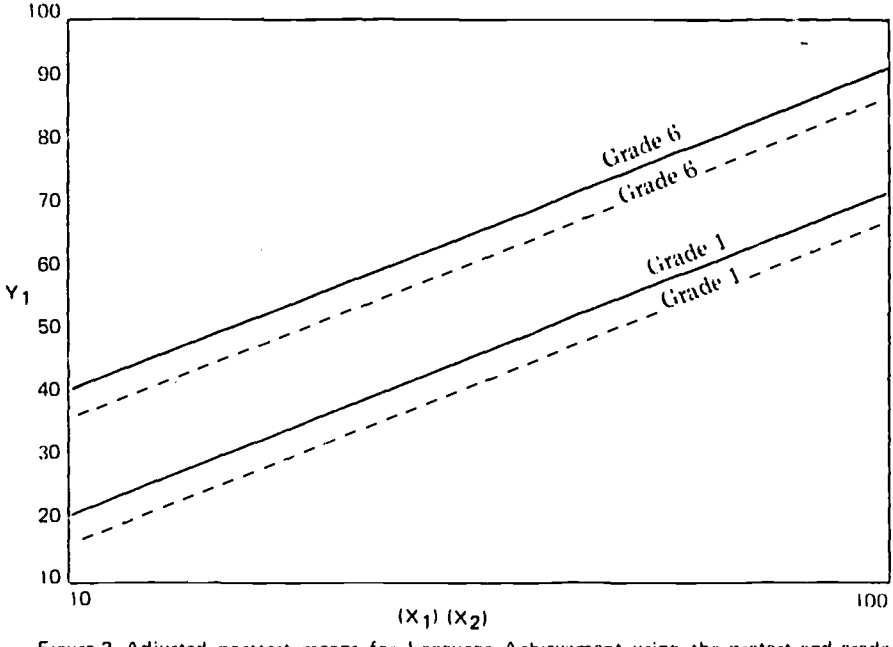

Figure 2. Adjusted posttest means for Language Achievement using the pretest and grade levels as covariates.

Key:
Experimental Group
Control Group

The adjusted posttest means for the experimental group were (63.5/51.0 x 100 = 124.5 − 100) 24.5% higher than the adjusted posttest means for the control group on mathematics achievement.

Table 3
Analysis of Covariance for Treatment
on Mathematics Achievement (Y_2)

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F Values
Treatment	1	0.92	0.92	14.30*
Log Grade Level	1	1.50	1.50	23.38
Residual	416	26.74	0.0642	

*Significant at the 0.01 Level (F=6.70)

This procedure provides the adjusted posttest means for mathematics achievement using grade level as a covariate. The data indicate that the adjusted posttest means were greater for the experimental group than the control group on mathematics achievement. This data are graphically illustrated in Figure 3.

Table 4 provides the analysis of covariance on occupational awareness. The data reveal that a significant difference exists between the experimental group and the control group at the 0.01 level. The statistical analysis furnished an F ratio of 14.84. The tabled F ratio is 6.70.

The null hypothesis is rejected. It states that: There is no significant difference between the adjusted posttest means of the experimental group and the adjusted posttest means of the control group on occupational awareness. The research hypothesis seems highly plausible. The research hypothesis states that: There is a significant difference between the adjusted posttest means of the experimental group and the adjusted posttest means of the control group on occupational awareness.

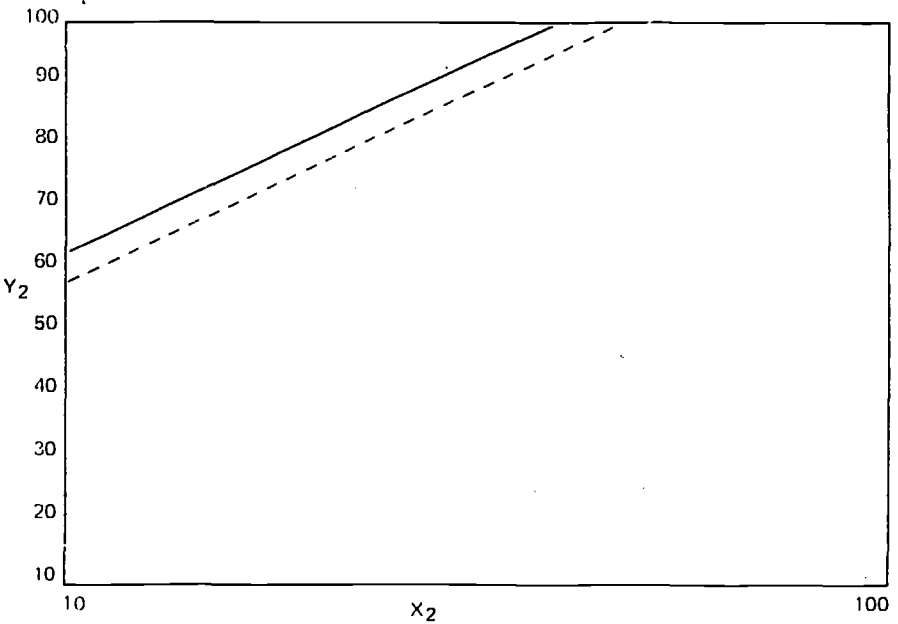

Figure 3. Adjusted posttest means for Mathematics Achievement using the grade level as the covariate.

Key:
Experimental Group ————————
Control Group - - - - - - - - - - - - - -

The adjusted posttest means for the experimental group were (4.94/4.18 x 100 = 118 — 100) 18% higher than the adjusted posttest means for the control group on occupational awareness.

Table 4

Analysis of Covariance for Treatment on Occupational Awareness (Y_3)

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F Values
Treatment	1	0.54	0.54	14.84*
Log Pretest	1	12.80	12.80	354.78
Residual	416	15.05	0.0361	

*Significant at the 0.01 Level (F=6.70)

This procedure provides the adjusted posttest means for occupational awareness using the pretest as a covariate. The data indicate that the adjusted posttest means were greater for the experimental group than the control group on occupational awareness. This data are graphically illustrated in Figure 4.

Career Orientation and Exploration Results[8]

The results are based on data obtained through the use of the Career Maturity Inventory Attitude Test and the Career Maturity Inventory Competence Test and statistics computed through the use of the analysis of covariance.

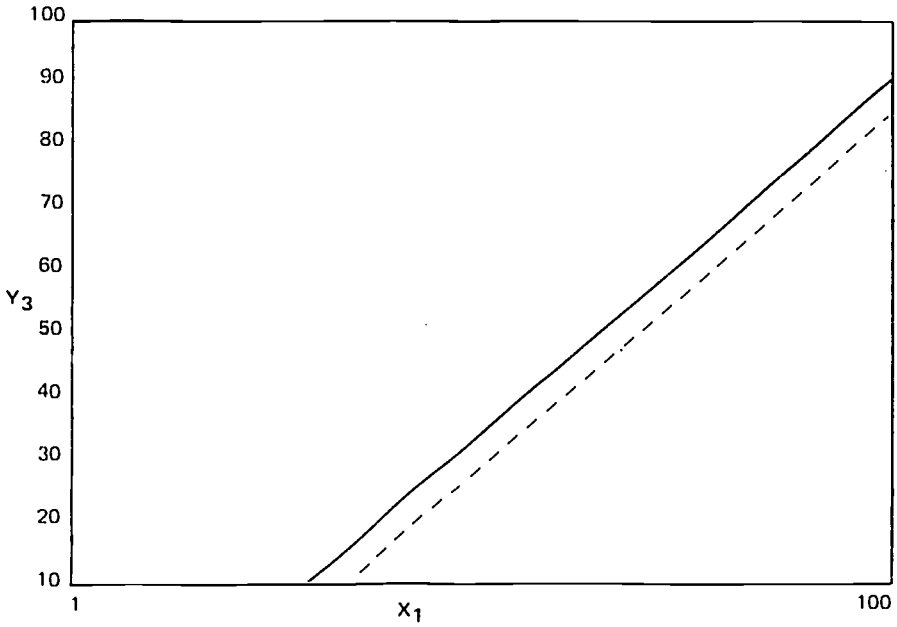

Figure 4. Adjusted posttest means for Occupational Awareness using the pretest as the covariate.

Key:
Experimental Group _____
Control Group - - - - - - - - - - - - - - - -

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Table 5 presents the results of the analysis of covariance for the adjusted posttest means on attitudes related to career maturity for seventh and eighth grade students. The data indicate that the difference between the experimental group and the control group is not significant.

Null hypothesis number four is therefore accepted. This hypothesis states that there is no significant difference in attitudes between the adjusted posttest scores of the level seven and eight experimental treatment students and the adjusted posttest scores of the level seven and eight control treatment students.

The analysis of covariance for the adjusted posttest means on competence related to career maturity for seventh and eighth grade students is illustrated in Table 6. The data indicate that the difference between the experimental group and the control group is not significant.

Null hypothesis number five is therefore accepted. This hypothesis states that there is no significant difference in competence between the adjusted posttest scores of the level seven and eight experimental treatment students and the adjusted posttest scores of the level seven and eight control treatment students.

In Table 7, the results of the analysis of covariance for the adjusted posttest means on attitudes related to career maturity of ninth and tenth grade students are illustrated. The data indicate that the difference between the experimental group and the control group is significant at the 0.05 level. The F ratio derived through statistical analysis of the data is 4.81. The tabled F ratio with 1 df in the numerator and 129 df in the denominator is 3.92. The computed F ratio being greater than the tabled F ratio indicates a significant difference.

Null hypothesis number six is therefore rejected and the research hypothesis appears plausible. The research hypothesis states that: There is a significant difference in attitudes between the adjusted posttest scores of the

Table 5

Analysis of Covariance on Career Attitudes of Seventh and Eighth Grade Students

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F Values
Treatment	1	0.0107	0.0107	4.74
Log Grade Level	1	0.0026	0.0026	1.17
Log Pretest	1	0.4482	0.4482	198.33
Residual	155	0.351	0.0023	

Table 6

Analysis of Covariance on Career Competence of Seventh and Eigth Grade Students

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F Values
Treatment	1	0.0565	0.0565	2.27
Log Grade Level	1	0.1561	0.1561	6.27
Log Pretest	1	1.1524	1.1524	46.28
Residual	155	3.858	0.0249	

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level nine and ten experimental treatment students and the adjusted posttest scores of the level nine and ten control treatment students.

Table 8 provides the results of the analysis of covariance on competence related to career maturity of ninth and tenth grade students. The data reveal that a highly significant difference exists at the 0.01 level between the experimental group and the control group. The F ratio derived by statistical analysis of the data is 15.10. The tabled F ratio with 1 df in the numerator and 129 df in the denominator is 6.84. The research hypothesis appears plausible. The research hypothesis states that: There is a significant difference in competence between the adjusted posttest scores of the level nine and ten experimental treatment students and the adjusted posttest scores of the level nine and ten control treatment students.

Table 7

Analysis of Covariance on Career Attitudes of Ninth and Tenth Grade Students

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F Values
Treatment	1	0.0058	0.0058	4.81*
Log Grade Level	1	0.0034	0.0034	2.98
Log Pretest	1	0.4457	0.4457	371.39
Residual	129	0.1584	0.0012	

*Significant at the 0.05 Level (F=3.92).

Table 8

Analysis of Covariance on Career Competence of Ninth and Tenth Grade Students

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F Value
Treatment	1	0.2416	0.2416	15.10*
Log Grade Level	1	0.0493	0.0493	3.08
Log Pretest	1	0.4931	0.4931	30.82
Residual	129	2.0699	0.0160	

*Significant at the 0.01 Level (F=6.84).

Comprehensive Career Education Results

Questions asked of students, parents, teachers, and business and industrial personnel were analyzed in terms of the percentage of favorable responses as opposed to the percentage of negative responses. In the surveys and student scale, only two questions received a larger percentage of negative responses than positive responses. The first question is: Did your class walk to some place to see workers at their jobs in school or near school? For the majority of students in Lincoln County, there are very few, if any, workers outside of the school within walking distance. The vast majority of field trips for these students are taken via bus. The second question which received a majority of negative responses is: Did [illegible]rker come to your classroom to show you how he does something in his

work? The reason for the negative responses may be due to the remote areas in which some of the schools are located. Yet, there is an even greater need for these experiences in remote areas.

The results from the survey of 794 parents indicate a positive reaction to the career education program. It is worthy to note that 91% of the parents indicated that career education should be continued. A summary of the data obtained from parents is provided in Table 9.

Table 9

Summary of Results of 794 Parents
Responding to the Parent Opinion Survey

Item	Question	Percentage	
		Yes	No
1.	My child talks about career education at home	75	25
2.	My child has discussed my occupation with me.	69	31
3	My child shows more interest in discussing the occupations of neighbors, relatives and other people in the community.	54	46
4	My child's attitude toward school has improved	85	15
5.	My child is more enthusiastic about going to school.	79	21
6.	My child is more enthusiastic about the study of math, reading, science, etc.	77	23
7.	Does your child relate school activities to activities and occupations in the community?	60	40
8.	Does your child attempt to relate career education activities to his interests, abilities, and desires?	67	33
9.	Has career education been what you expected?	72	28
10.	Is career education worthwhile?	89	11
11.	Should career education be continued?	91	9

The results from the Career Education Scale-Student with 522 students in grades four through eight indicate a positive reaction to all questions with the exceptions noted above. It is significant to note that 89% of the students feel as though they are receiving experiences which help them understand themselves. Table 10 provides a summary of the data obtained from students. Additional results obtained through the use of the Career Education Scale are as follows:

1. Test data from the Lincoln County students yielded a higher percentage of positive responses to every item of career education implementation than did test data from students in the norm control groups.

2. The Lincoln County students provided a higher percentage of positive responses to twelve of fifteen items of career education implementation than did the students from the norm experimental group. The areas of less positive response were (a) walking field trip, (b) resource person-equipment, and (c) talking about work experience.

3. The Lincoln County fourth grade students were involved in relating subject content to careers, hands-on activities, role playing, and talking about periences to a greater extent than students of any other grade.

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4. The Lincoln County fifth grade students were involved to the least extent in relating subject content and careers.

5. The Lincoln County sixth grade and seventh grade students were involved much less with hands-on activities, role playing, and talking about work experiences than students of other grades.

6. The Lincoln County sixth grade students were involved much less with the use of resource people than students of any other grade.

7. The Lincoln County eighth grade students were involved much more with resource people than students of any other grade.

8. In overall implementation of career education in Lincoln County, the fourth grade students were highest in their positive response to career education activities being provided to them. The eighth grade students received the second

Table 10

Summary of Result of 522 Students, Grades 4 - 8, on the Career Education Scale-Student

Item	Question	Percentage	
		Yes	No
1.	Have you talked or done anything in school that helped you find out more about yourself?	89	11
2.	Have you talked or done anything in school that helped you find out more about workers?	92	8
3.	Have you talked or done anything in school that helped you find out about the education or training that workers need?	85	15
4.	Did your class walk to some place to see workers at their jobs in school or near school?	34	66
5.	Did your class take a field trip in cars or on a school bus to see workers doing their jobs?	67	33
6.	Have you gone on your own to see workers doing their jobs even when you weren't told to do so?	55	45
7.	Did someone other than your teacher talk to your class about careers or jobs?	74	26
8.	Did a worker show your class things that he uses in his work?	57	43
9.	Did a worker come to your classroom to show you how he does something in his work?	48	52
10.	Did members of your class act like you were workers and do things that workers do?	59	41
11.	Did members of your class make things in school that a real worker would make?	61	39
12.	Did some members of your class talk about real work that they did with a worker?	53	47
13.	Did some members of your class use math in a project like a real worker would use math?	66	34
14.	Did members of your class use speaking and writing of correct English like a real worker would?	66	34
15.	Did members of your class use science in a way that real workers would use science?	61	39

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highest percentage of implementation of career education activities. The fifth grade students closely followed the eighth grade students. The seventh and sixth grades, respectively, rounded out the rank order.

Data upon which these results are based are provided in Table 11 and Table 12. Table 11 provides the means for each item at each grade level, the mean for each item for all grade levels, and the mean for all items at each grade level. A comparison of norm groups with Lincoln County students who were provided with career education experiences is provided in Table 12.

Table 11

Positive Response (%) on
Career Education Scale — Student

	GRADE					
Item	4	5	6	7	8	$\overline{X}$
1	88	86	98	92	89	89
2	94	95	91	90	93	92
3	67	88	86	80	94	85
4	35	56	31	36	14	34
5	73	76	64	53	72	67
6	55	48	58	55	68	55
7	64	68	53	76	84	74
8	63	68	34	42	66	57
9	50	52	33	27	57	48
10	77	63	56	54	63	59
11	80	59	55	62	49	61
12	60	55	54	54	56	53
13	86	59	60	68	56	66
14	82	58	68	68	66	66
15	80	54	66	53	75	61
$\overline{X}$	70	66	60	61	67	65

The results of the survey which included 78 teachers of students in grades one through twelve is extremely positive. The average percentage of favorable responses is 89% for all questions asked. The data are summarized in Table 13.

The results of the survey of business and industrial personnel are favorable. It is worthy to note that 100% of those interviewed indicated that the career education program should be continued. Table 14 provides a summary of the data obtained by interviewing 30 business and industrial personnel who operate organizations in Lincoln County.

CONCLUSIONS

The conclusions are based on data obtained through the use of the California Language Achievement Test, the California Mathematics Achievement Test, the Occupational Awareness Test, the Career Maturity Inventory-Attitudes,

Table 12

Comparison of Lincoln County
Career Education Project
with Norm Group

Item	NORM GROUP Percent Positive		LINCOLN COUNTY Percent Positive
	Experimental	Control	
1	65	64	89
2	81	68	92
3	71	52	85
4	50	28	34
5	56	20	67
6	46	49	55
7	63	41	74
8	63	28	57
9	43	20	48
10	54	34	59
11	47	31	61
12	54	37	53
13	55	46	66
14	58	46	66
15	56	52	61

the Career Maturity Inventory-Competence, the Parent Opinion Survey, the Career Education Scale-Student, the Teacher Opinion Survey, and the Business and Industrial Opinion Survey. Generalizations are confined to evaluation instruments comparable to those used in the study. The conclusions are also confined to populations similar to those used in the study. Purposes other than those outlined in the problem were not explored in the study. The conclusions suggested within the limitations of the study are as follows:

1. Students in grades one through six who were provided with planned career education experiences for two semesters were significantly different on language achievement from students in grades one through six who were not exposed to planned career education experiences. The adjusted posttest means for the experimental group were 11 percent higher than the adjusted posttest means for the control group on language achievement.

2. Students in grades one through six who were provided with planned career education experiences for two semesters were significantly different on mathematics achievement from students in grades one through six who were not exposed to planned career education experiences. The adjusted posttest means for the experimental group were 21.5 percent higher than the adjusted posttest means for the control group on mathematics achievement.

3. Students in grades one through six who were provided with planned career education experiences for two semesters were significantly different on occupational awareness from students in grades one through six who were not exposed to planned career education experiences. The adjusted posttest means

Table 13

Summary of Results of 78 Teachers Responding to the Teacher Opinion Survey

Item	Question	Percentage Yes	Percentage No
1.	The purposes of Career Education were clear to me by the beginning of this school year.	94	6
2.	The purposes of Career Education appeared to be clear to most of the students.	82	18
3.	The major purposes set forth for Career Education were adequately met during the school year.	90	10
4.	The time we had allotted was sufficient to accomplish the purposes set forth for Career Education.	82	18
5.	Students gained first hand knowledge of the world of work (field trips, resource people, etc.)	96	4
6.	Students were exposed to adequate hands on experiences.	87	13
7.	Students explored their capabilities in various areas under a variety of situations pertaining to the world of work.	85	15
8.	Students learned to self appraise their emerging potentials.	72	28
9.	Equipment was adequate to accomplish the objectives of the Program.	88	12
10.	Adequate materials and supplies were made available for the Program.	94	6
11.	Career Education of this type should be made available to every student.	96	4
12.	Students became aware of the factors that contributed to success in an occupation.	96	4
	I feel that the Career Education has made most of my students:		
13.	More well-rounded	90	10
14.	More motivated and interested	94	6
15.	More skilled in planning their careers	79	21
16.	More able to use their own initiative	90	10
17.	More self confident	87	13
18.	More able to see that knowledge is relevant to job success	92	8
19.	More able to make vocational choices that are satisfying and productive for both themselves and the society of which they are a part	81	19
20.	Other teachers in this school have a favorable attitude toward Career Education.	82	18
21.	Helping students to appraise their abilities, interests and potentials is an important part of Career Education.	97	3
22.	Instruction in the Career Education is relevant to the needs of students at this level.	94	6
	The local project coordinators have provided assistance in:		
	Selecting appropriate instructional materials	95	5
	Coordinating planning activities among teachers	85	15
	Helping me to better understand my mission	95	5

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Table 14

Summary of Results of Interviews
with 30 Business and Industrial Personnel

Item	Question	Percentage	
		Yes	No
1.	Are you familiar with career education?	93	7
2.	Have you been contacted by personnel from the project?	80	20
3.	Do you feel that career education should be provided by the schools in Lincoln County?	93	7
4.	Are students more interested in and aware of occupations of people in the community?	83	17
5.	Is business and industry more involved in school activities because of career education?	88	12
6.	Do students seem to be more interested in school since career education was started?	77	23
7.	Is the general attitude toward career education favorable?	97	3
8.	Should career education be continued?	100	0
9.	Would you like to be involved with students in career education activities?	93	7

for the experimental group were 18 percent higher than the adjusted posttest means for the control group on occupational awareness.

4. Students in grades seven and eight who were provided planned career education experiences for two semesters were not significantly different on attitudes related to career maturity from students in grades seven and eight who were not exposed to planned career education experiences.

5. Students in grades seven and eight who were provided planned career education experiences for two semesters were not significantly different on competence related to career maturity from students in grades seven and eight who were not exposed to planned career education experiences.

6. Students in grades nine and ten who were provided planned career education experience for two semesters were significantly different on attitudes related to career maturity from students in grades nine and ten who were not exposed to planned career education experiences.

7. Students in grades nine and ten who were provided planned career education experiences for two semesters were significantly different on competence related to career maturity from students in grades nine and ten who were not exposed to planned career education experiences.

8. Parents of students in grades one through twelve reacted in a positive manner to questions about career education and its value to their sons and daughters.

9. Students in grades four through eight indicated that the career education process was, in fact, being utilized in their classrooms.

10. Teachers of students in grades one through twelve reacted in a highly positive manner. They indicated that the role of career education was clear to them, that the career education process was beneficial to students, and that the project staff provided adequate assistance.

11. Business and industrial personnel with organizations located in Lincoln County reacted in a very positive manner when questioned about the merits of the career education process. All personnel interviewed felt that career education should be continued.

IMPLICATIONS

The emphasis in the study was on the career education variable and its effect on language achievement, mathematics achievement, occupational awareness, career maturity, attitudes of parents, student reaction, teacher attitudes, and attitudes of business and industrial personnel.

The results of the study indicate that career education is effective in achieving goals which were measured by the researcher with the exception of the seventh and eighth grades. However, data indicate that teachers of eighth grade students were providing a high degree of career education experiences while teachers of seventh grade students were providing much fewer career education experiences.

Data from the Career Maturity Inventory (CMI) for seventh and eighth grade students were grouped for analysis. The process of grouping the CMI data may have eliminated the effect for eighth grade students which is expected when the data from the Career Education Scale — Student (CES-S) is analyzed. The degree of career maturity achieved by seventh grade students appears to be highly correlated with the level of career education experiences provided to the students.

The implication which emerges when the data from the CMI and the CES-S are compared is that career education is effective as a method of assisting students achieve life goals and subject goals when career education experiences are provided to students.

The study provides evidence to support the following hypotheses:

1. Utilizing experiential activity to illustrate abstract symbols and concepts related to career education goals (life goals and academic subject goals) is an effective method of increasing academic achievement.

2. Providing meaningful experiences to students which are related to career education goals (life goals correlated with subject goals) assists students in understanding the work oriented society and the ramifications of the concept of a meaningful career.

3. Parents value career education as an appropriate vehicle for generating interest and enthusiasm in their sons and daughters toward formal education.

4. Teachers overwhelmingly support career education as a method of creating student interest, motivating students, and developing initiative and self confidence in students.

5. The degree of career maturity achieved by students appears to be correlated with the degree and intensity of career education activities (subject goals correlated with careers through field trips, guest speakers, role playing, hands-on activities, etc.) which are provided to the students.

6. In-Service education which focuses on both process (human relations) and task (planning, development, implementation) components is effective in delivering career education activities to elementary and secondary students.

7. Effective implementation is facilitated through leadership which directs its attention to the promotion of a climate which allows teachers the opportunity for personal involvement, ego support, social mobility, introspective articulation, feedback, and professional dialogue.

8. Business and industrial personnel overwhelmingly support career education as a method of creating greater student interest and increasing the involvement of members of the community in the local school system.

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RECOMMENDATIONS

The recommendations which appear justified from the results, conclusions, and implications of the study are as follows:

1. That students continue to receive career education experiences in the form of a teaching process rather than a separate content course. The role of career education must continue to be one of providing meaning to the school subjects currently being taught, providing meaning to experiences encountered in the student's world, and providing meaning to experiences related to the world of work.

2. That teachers continue to receive experiences which will build on the effectiveness that has resulted thus far and increase the degree to which career education experiences are provided to children and youth.

3. That administrative and supervisory staff continue to promote a climate which provides teachers with an opportunity for personal involvement, ego support, social mobility, introspective articulation, feedback, and professional dialogue.

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[2] LeVene A. Olson, *An Evaluation of Elementary Career Education Based On Language Achievement, Mathematics Achievement, and Occupational Awareness in Lincoln County, West Virginia* (Bethesda, Maryland: Eric Document Reproduction Service, 1972), pp. 51-62.

[3] Herbert B. Holstein, "Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities" (Hamlin, West Virginia: Lincoln County School System, July, 1970), 74 pp.

[4] Holstein, "Improving a Rural Area School Program," p. 6.

[5] D. T. Campbell and J. C. Stanley, *Experimental and Quasi-Experimental Designs for Research* (Chicago: Rand McNally & Company, 1963), p. 47.

[6] Campbell and Stanley, *Experimental and Quasi-Experimental*, p. 47.

[7] Olson, *An Evaluation of Elementary Career Education*, 78 pp.

[8] LeVene A. Olson, "An Evaluation of Career Orientation and Career Exploration in Lincoln County, West Virginia" (Huntington, West Virginia: Marshall University, 1973), 40 pp.

APPENDIX A-1

INSTRUMENTATION

CALIFORNIA ACHIEVEMENT TESTS

Devised by *ERNEST W. TIEGS* and *WILLIS W. CLARK*

The California Language Achievement Test measures achievement in English language skills. The test includes sections in Capitalization, Punctuation, Usage and Structure, and Spelling. The following levels were used: Level 1 for grades one and two, and Level 2 for grades three and four, and Level 3 for grades five and six.

The California Mathematics Achievement Test measures achievement in mathematics. The test includes sections in Computation, Concepts, and Problems. Level 3 also includes a section in Fractions. The following levels were used: Level 1 for grades one and two, Level 2 for grades three and four, and Level 3 for grades five and six.

OCCUPATIONAL AWARENESS TESTS

Devised by *THOMAS E. WOODALL, BILLY J. BURTON*
DARYLE G. ELKINS and *HERBERT HOLSTEIN*

The Occupational Awareness Test measures knowledge of workers. The test includes questions dealing with identification of workers, linking workers with the tools of their trade, placing workers in the environmental setting in which their job is performed, and identifying the proper duties associated with specific occupations.

The Occupational Awareness Test, level one, is a pictorial test involving a wide sampling of the occupational spectrum. The test includes four sections, each designed to focus on a particular phase of occupational awareness. Section I involves the identification of occupational figures. Section II is devoted to the selection of appropriate occupational tools. Section III is designed to test the ability of students to place workers in their proper environmental setting. Section IV relates to the students knowledge of the occupational elements of home and family.

The Occupational Awareness Test, level two focuses on occupations that exist at the community level and in cultural settings more unfamiliar to the student. In view of this factor, this test again samples a wide range of community occupations. Level two utilizes both pictures and written material and involves the same format as the level one test.

The Occupational Awareness Test, level three is designed to measure the extent to which the level three curriculum has succeeded in increasing the level of student's occupational knowledge. The test is entirely written at this level, and its four sections focus on essentially the same general areas as the level one and two tests, except for Section I, which involves the linking of occupational workers to the function that they perform.

The Occupational Awareness Test, level four is as follows: Each of the test's two sections involves the linking of twenty-six occupational workers to their appropriate duty or job. The test is matching in nature with students being asked to match a list of workers on the left of the test page with the proper job from a list of duties on the right side.

The Occupational Awareness Test, level five is designed to measure the extent to which the curriculum has succeeded in increasing the level of students occupational knowledge. This test, like that at level four, involves the matching of occupational workers with their appropriate functions or duties. There are ons of twenty-six questions each.

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The Occupational Awareness Test, level six contains two sections. The first section is multiple choice and in each question an occupation is listed. Three job duties or functions are listed as alternatives. The task of the student is to select the proper job from the available alternatives. Section II involves the matching of workers with their appropriate job or function.

CAREER MATURITY INVENTORY

Devised by *JOHN O. CRITES*

The tests were developed, standardized, and validated at the University of Iowa. The Career Maturity Inventory (CMI) was formerly called the Vocational Development Inventory (VDI). The CMI Attitude Test is comprised of statements about

1. Involvement in the choice process (the extent to which the individual is actively participating in the process of making a choice);
2. Orientation toward work (the extent to which the individual is task or pleasure-oriented in his attitudes toward work and the values he places upon work);
3. Independence in decision-making (the extent to which the individual relies upon others in choice of an occupation);
4. Preference for vocational choice factors (the extent to which the individual bases his choice upon a particular factor);
5. Conceptions of the choice process (the extent to which the individual has accurate or inaccurate conceptions about making an occupational choice).

The CMI Competence Test consists of five parts (Part 1 and Part 5 were used in this study) which measure the following Career choice Competencies:

1. Knowing Yourself (Self-Appraised);
2. Knowing About Jobs (Occupational information);
3. Choosing A Job (Goal Selection);
4. Looking Ahead (Planning);
5. What Should They Do? (Problem Solving).

PARENT OPINION SURVEY

Devised by *LeVENE A. OLSON*

The school system is interested in how you feel about Career Education. There are no right or wrong answers to the following questions.

The answers that you provide to these questions will be kept strictly confidential. Your name will not be used when the information is reported.

Please respond to each question by placing a circle around the "yes" or "no."

1.	My child talks about career education at home.	Yes	No
2.	My child has discussed my occupation with me	Yes	No
3.	My child shows more interest in discussing the occupations of neighbors, relatives and other people in the community.	Yes	No
4.	My child's attitude toward school has improved.	Yes	No
5.	My child is more enthusiastic about going to school.	Yes	No

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6. My child is more enthusiastic about the study of math, reading, science, etc. Yes No
7. Does your child relate school activities to activities and occupations in the community? Yes No
8. Does your child attempt to relate career education activities to his interests, abilities and desires? Yes No
9. Has career education been what you expected? Yes No
10. Is career education worthwhile? Yes No
11. Should career education be continued? Yes No

CAREER EDUCATION SCALE -- STUDENT

Devised by *JOSEPH FREUND*

1. Have you talked or done anything in school that helped you find out more about yourself? YES yes ? no NO
2. Have you talked or done anything in school that helped you find out more about workers? YES yes ? no NO
3. Have you talked or done anything in school that helped you find out about the education or training that workers need? YES yes ? no NO
4. Did your class walk to some place to see workers at their jobs in school or near school? YES yes ? no NO
5. Did your class take a field trip in cars or on a school bus to see workers doing their jobs? YES yes ? no NO
6. Have you gone on your own to see workers doing their jobs even when you weren't told to do so? YES yes ? no NO
7. Did someone other than your teacher talk to your class about careers or jobs? YES yes ? no NO
8. Did a worker show your class things that he uses in his work? YES yes ? no NO
9. Did a worker come to your classroom to show you how he does something in his work? YES yes ? no NO
10. Did members of your class act like you were workers and do things that workers do? YES yes ? no NO
11. Did members of your class make things in school that a real worker would make? YES yes ? no NO
12. Did some members of your class talk about real work that they did with a worker? YES yes ? no NO
13. Did some members of your class use math in a project like a real worker would use math? YES yes ? no NO
14. Did members of your class use speaking and writing of correct English like a real worker would? YES yes ? no NO
15. Did members of your class use science in a way that real workers would use science? YES yes ? no NO

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Career Education Scale -- Student

ITEM CONTENT

1. Self — Awareness
2. Worker Awareness (General)
3. Workers Training
4. Walking Field Trip
5. Vehicular Field Trip
6. Worker Observation — Individual
7. Resource Person — Talk
8. Resource Person — Equipment
9. Resource Person — Demonstration
10. Role Playing
11. Hands — On Activities
12. Work with Reporting
13. Relationship: Careers — Math
14. Relationship: Careers — English
15. Relationship: Careers — Science

TEACHER OPINION SURVEY

Devised by *LeVENE A. OLSON*

This is not a test. There are no right or wrong answers. We are interested in your opinion about career education in your school. Information obtained during this survey will be reported on a group basis only. No information about individuals will be provided to Local, State, or Federal agencies. The information you provide will be kept strictly confidential.

Please respond to each statement by placing a circle around the answer which best indicates your opinion about each statement according to the following criteria.

YES:	I strongly agree with the statement.	YES yes ? no NO
yes:	I agree with the statement in general.	YES yes ? no NO
?:	I am not sure.	YES yes ? no NO
no:	I disagree with the statement.	YES yes ? no NO
NO:	I strongly disagree with the statement.	YES yes ? no NO

1. The purposes of Career Education were clear to me by the beginning of this school year. YES yes ? no NO
2. The purposes of Career Education appeared to be clear to most of the students. YES yes ? no NO
3. The major purposes set forth for Career Education were adequately met during the school year. YES yes ? no NO
4. The time we had allotted was sufficient to accomplish the purposes set forth for Career Education. YES yes ? no NO
5. Students gained first-hand knowledge of the world of work (field trips, resource people, etc.) YES yes ? no NO
6. Students were exposed to adequate hands-on experiences. YES yes ? no NO

7. Students explored their capabilities in various areas under a variety of situations pertaining to the world of work. YES yes ? no NO

8. Students learned to self-appraise their emerging potentials. YES yes ? no NO

9. Equipment was adequate to accomplish the objectives of the Program. YES yes ? no NO

10. Adequate materials and supplies were made available for the Program. YES yes ? no NO

11. Career Education of this type should be made available to every student. YES yes ? no NO

12. Students became aware of the factors that contributed to success in an occupation. YES yes ? no NO

I feel that the Career Education has made most of my students:

13. More well-rounded YES yes ? no NO

14. More motivated and interested YES yes ? no NO

15. More skilled in planning their careers YES yes ? no NO

16. More able to use their own initiative YES yes ? no NO

17. More self confident YES yes ? no NO

18. More able to see that knowledge is relevant to job success YES yes ? no NO

19. More able to make vocational choices that are satisfying and productive for both themselves and the society of which they are a part YES yes ? no NO

20. Other teachers in this school have a favorable attitude toward Career Education. YES yes ? no NO

21. Helping students to appraise their abilities, interests and potentials is an important part of Career Education. YES yes ? no NO

22. Instruction in the Career Education is relevant to the needs of students at this level. YES yes ? no NO

The local project coordinators have provided assistance in:

23. Selecting appropriate instructional materials YES yes ? no NO

24. Coordinating planning activities among teachers YES yes ? no NO

25. Helping me to better understand my mission YES yes ? no NO

BUSINESS AND INDUSTRY OPINION SURVEY

Devised by *LeVENE A. OLSON*

1. Are you familiar with career education? YES yes ? no NO

2. Have you been contacted by personnel from the project? YES yes ? no NO

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3.	Do you feel that career education should be provided by the schools in Lincoln County?	YES yes ? no NO
4.	Are students more interested in and aware of occupations of people in the community?	YES yes ? no NO
5.	Is business and industry more involved in school activities because of career education?	YES yes ? no NO
6.	Do students seem to be more interested in school since career education was started?	YES yes ? no NO
7.	Is the general attitude toward career education favorable?	YES yes ? no NO
8.	Should career education be continued?	YES yes ? no NO
9.	Would you like to be involved with students in career education activities?	YES yes ? no NO

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PART TWO

Program Description

INTRODUCTION

Career Education has emerged recently as a composite of innovations with the central theme being the development of self in relationship to education and careers. It is a concept which possesses the potential to revitalize the formal educational system and move education into the twentieth century. It is a concept which demands increased experiential learning for children, youth, and adults. "Real" experiences are utilized to illustrate abstract symbols and concepts. The purpose of the career education approach is to help students become more responsible individuals who are capable of making and implementing accurate career choices in an exceedingly complex and continuously changing society.

The intense interest which has been generated in the career education concept is due to many forces in society. These forces relate to: cognitive orientation, experiential learning, school dropouts, confined formal education, meaningful relationships, self identity, cultural and career shock, traditional and emerging occupations, dissatisfaction with work, and women's careers.

Historically, the Nation's schools have been oriented toward college entrance requirements. The system may meet the needs of the students who will enroll in college but for the majority of the students, the present system does not provide them with the competencies needed.

The time has arrived when educators must be equally concerned about students who will enter the work force prior to receiving four years of college. This is not to say that educators should not be concerned about college as an appropriate avenue to the world of work. Educators must concern themselves with all students and all careers. Schools must become oriented more toward the affective and psychomotor domains rather then being concerned solely with the cognitive domain.[1]

Traditionally there has been an absence of experiences which provide students with an understanding of the relationships between education and work. Abstract concepts and symbols are taught to students in a passive manner with regurgitation expected at the appropriate time.

Little thought is given to utilizing hands-on activities to illustrate abstractions.[2] Students have not accepted responsibility for their actions because it is usually not expected.

For students to internalize the goals for fine arts, language arts, mathematics, science, and social studies, "reals" experiences in the cognitive, affective and psychomotor domains must be provided. Students are more likely to achieve subject goals and career education goals when they are taught in an active rather than a passive environment.[3]

Large numbers of youth drop out of school lacking entry level employment skills. Many of these former students indicate that they will under no circumstances re-enter the formal educational system. Education has been a painful experience for some. It has not been viewed as an avenue to the world of work. It has not been viewed as a place in which entry level skills could be acquired. Unemployment rates for those who leave the educational system early are usually quite high.[4]

Experiences must be provided to all students at an early age which will help potential dropouts understand the value of education in a work oriented society. Experiences which are relevant in terms of the needs of the student be provided.[5]

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Children, youth and adults often lack a sound understanding of the relationship between education and work. Educators often assume that children and youth inherently understand the value of school subjects and their relationship to the world outside the classroom.[6]

The source of learning is often assumed to come from between the two covers of the "great books" and takes place within the four walls of the classroom. For many excellent teachers, the source of learning is based on the students personal experiences as they relate to what is found in print and other media. Structured experiences within and outside the four walls must be a source of learning.[7] Neglect of what takes place within students causes the learning process to operate in a vacuum.

A reduction in family size has resulted in fewer significant relationships for children, youth, and adults. Coupled with smaller family size is the fact that the place of residence is often a considerable distance from other members of the family (grandparents, uncles, aunts, cousins).

In the past, awareness of self, education, and careers was a by-product of the availability of members of the family with whom children, youth, and adults could interact.[8] With fewer significant persons with whom children and youth can interact, teachers must recognize that they are becoming more significant to students.

Many teachers have accepted this dimension to teaching. However, ways and means must be used to insure that teachers effectively interact with all students.

There has been a systemmatic reduction in the number and quality of relevant experiences provided in the home, school, and community which produce accurate self understanding and meaningful self acceptance. Many children, youth, and adults lack a clear self identity and fail to understand how or where they fit into the social, career, and educational structure.[9]

Many young people search aimlessly while attempting to determine their identity. Those who are successful in developing a self concept must then search for ways in which they can implement their self concept. For many people, the most meaningful method of implementing their self concept comes through rewarding work.[10]

The increased mobility of youth and adults has enhanced employability but has resulted in cultural and career shock. Students have not been provided with experiences related to the expectations of various social settings and of various careers. Through mobility, youth and adults are hurled into a society which contains many unknowns for them.[11]

Adults often assume that youth of today are very sophisticated. In many ways, they are sophisticated. Yet youth have not been provided with the experiences which allow them to successfully cope with situations, such as, understanding how various occupations will help them implement their self concept, understanding how to determine employment opportunities, understanding how to apply and interview for a job, skill at interacting in various social situations, ability to meet people in new and strange surroundings, ability to meet the demands of living away from home, etc. For many youth, the shock, frustration, and anxieties are too great to gain a feeling of fulfillment.

The increase in technology has decreased the employability of many youth and adults. On the one hand, a large number of youth and adults are available for work, yet they do not possess the competencies to qualify for many occupations.[12] Jobs remain unfilled because many youth and adults are not provided with information and experience concerning the traditional and emerging occupations. Nor have experiences been provided concerning the ways in which these occupations will meet the needs of the individual.

The result of this situation has been the development of numerous schools provide education and training in the traditional and emerging occupa- Actual on the job experiences are not usually provided until the course of

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study is completed. For those who dislike the kind of work for which they were educated or trained, they have lost time, money, and committment.

Dissatisfaction with one's present work situation has often resulted from a lack of experiences related to abilities, aptitudes, needs, likes, etc. and a lack of knowledge about the options available in the labor market.[13] In some cases, the dissatisfaction by workers has resulted in sabotage.

Many youth and adults explore careers by changing jobs many times. During this process, some youth and adults become locked into occupations because they have assumed additional family and social responsibilities which dictates certain levels of financial responsibility. For many, continued exploration of careers is replaced with job security. Often, the result is dissatisfaction.

Dissatisfactions with the milieu surrounding career opportunities available to women is quite apparent in today's society.[14] Schools have systematically encouraged female students to enroll in certain courses only. Society has discouraged the entrance of females into many career areas. This process has tended to channel women into a limited number of careers. Yet, women possess a sincere desire to having the option of pursuing both career goals and marriage goals.

But the fault does not lie solely with the attitudes and values of the male. Experiences which will assist females alter their attitudes must be provided. In many cases, the greatest obstacle to providing career opportunities to women is the long held attitudes and values of women. Depicting females in certain roles only, must be altered by the many commercial firms that provide resources to school systems.

Because children and youth are educated within the confines of the four walls of the classroom in a traditional manner, many do not know who they are, where they are going, or how to get there. Students have not been provided with experiences which allow them to make and implement accurate choices about the present and future.

The public school plays a vital role in the development of the student. The student develops physically, mentally, and emotionally. These developments are related to the student's future role in society. If proper experiences related to self, education, and careers are not provided to the student, career development does not keep pace with physical development. Students do develop attitudes toward self, education, and carvers. Yet, many students are not provided with the experiences which facilitate proper development. As a result, few students understand themselves nor the relationship between education and work.

The cost to society of providing an education which is suited to neither student needs nor societal needs are tremendously high. Society is drained of resources for every individual who cannot successfully cope with self, education, and/or employment. The unemployment lines, welfare roles, drug centers, and mental institutes are filled with individuals who have not been provided with the experiences which are necessary to successfully meet and overcome challenges and allow individuals to become contributing members of society.

School systems utilize taxpayers money to educate children and youth. It is expected that youth leaving school will possess the necessary competencies (attitudes, skills, and knowledge) to effectively function in a work oriented society. In the past, very few careers or work oriented courses were offered and then to only a small percentage of the students.

The paradox exists. On the one hand, too few courses have been career oriented and then only at the upper high school level. While on the other hand, all students eventually enter the career world through paid or unpaid work. For most students, the effort has been too little, too late.

Career Education is not a panacea for all educational ills. It does, however, practical approach that makes educational experiences relevant to the f children and youth and relates the school program to experiences away hool.

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CAREER EDUCATION

(Kindergarten Through Twelfth Grade)

Career education is an instructional approach which is used to assist children, youth, and adults understand nebulous concepts by providing concrete experiences in all school subjects which relate to self, education, and careers. Career education is based upon a long range career development process which begins long before the child enters school and continues long after the youth leaves school.

Students, parents, the business and industrial community, and educators have become painfully aware of the problems faced by many children, youth, adults. Many of the problems are caused by an absence of a clear self, educational, and career identity. For many educators, the means to resolving these problems is through a systematic approach to teaching which relates life goals to subject goals.

Career education goals emerge from the relationship of life goals to subject goals. These goals reflect concerns about attitudes, knowledge, and skills of children, youth, and adults as they venture into social, educational, and career encounters. The emphasis in career education is on reducing the difficulties which occur in these encounters with reality.

Career education is a part of all academic, general, and vocational subjects from kindergarten through adulthood. Yet, all of education is not career education. The long range goal of career education is to produce responsible individuals who are capable of making and implementing accurate choices concerning the present and future. The purpose implies that individuals possess positive attitudes, appropriate knowledge, and adequate skills to make and implement wise decisions.

The course content for career education is found in the courses currently being taught in the elementary and secondary schools. The content of the subject is related to the student's world and the career world. The emphasis is definitely not on memorizing job descriptions or lists of occupations. Rather the approach relates student needs, fears, likes, dislikes, abilities, disabilities, aptitudes, and limitations to educational endeavors and career potential.

The teaching methods or process used to illustrate abstract concepts related to both life goals and subject goals are: field trips, interpersonal interaction, hands-on activities, multi-media, guest speakers, research activities, simulation, role playing, and work experience. The primary focus of the process is the use of "real" experiences to illustrate abstract symbols and concepts related to self, education, and careers.

Career education provides meaning to the subjects currently taught in the schools. Individuals who are encouraging school systems to adopt the career education approach are sincerely committed to the development of academic skills. Research indicates that students achieve a higher level of academic skill when learning experiences relate to things outside the school rather than being confined solely within the four walls of the classroom. The student does not exist solely to attend school. Nor should the school attempt to exist separate and apart from the society in which it finds itself.

The current approach to career education may take the form[15] illustrated in Figure 1. The components which comprise the career education approach are career awareness (K-6), career orientation (7-8), career exploration (9-12), career preparation (10-12), and intensive guidance and placement. All students in academic, general, and vocational subjects are involved in encounters with reality through career education.

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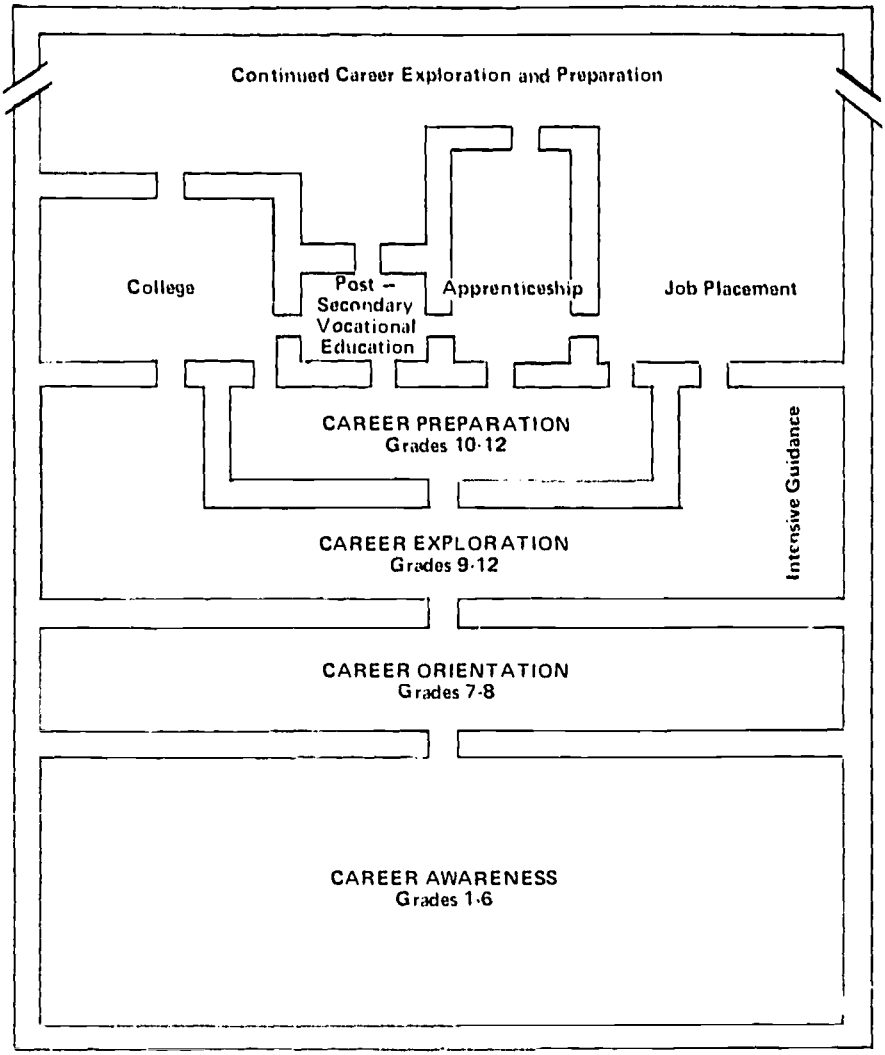

Figure 1. Career Education Components.

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CAREER AWARENESS

Career awareness (kindergarten through six) utilizes the careers which are currently found in the books, films, etc. as the basis for relating self, education, and careers to school subjects. In the kindergarten, first, and second grades, the structure involves focusing on workers who are physically located in a particular setting or function as a part of a unit. The structure is as follows:

Kindergarten: Home,

First Grade: Family, and

Second Grade: Community.

The structure for grades three through six broadens. It not only involves the physical location of workers but also the following alternative: Are the workers involved physically or mentally with other locations or are similar occupations found in other locations? The pattern for grades three through six is as follows:

Third Grade: Multi-community,

Fourth Grade: State,

Fifth Grade: National, and

Sixth Grade: International.

In the career awareness phase, experiences are provided which assist students identify their likes, dislikes, fears, needs, abilities, disabilities, aptitudes and limitations. The dignity and worth of others, social relationships, the numerous meanings of work, the need for planning and the importance of interpersonal skills are illustrated.

The value of subject content is illustrated to students and practical application provided. Experiences are provided which assist the student in developing academic skills and identifying and accepting his strengths and weaknesses. Experiences provide students with the concept that all work is of value while the structure and interrelationships in the world of work are investigated. Physical imitation of workers takes place through hands-on activities, simulation, and role playing.

The career awareness focus begins with a very narrow base at the kindergarten level. The emphasis is on the work found in and around the home. That is, the work of members of the family and work that is performed by outsiders who enter the home for service repairs, etc. Sample performance objectives which relate to career education goals are as follows.

The student will:

1. Describe the work-play in which he is involved in the home and school.
2. Talk about the work activities of the mother, father, and others who enter the home.
3. Cut out pictures of workers from magazines.
4. Identify the ways in which the work of others helps him.
5. Identify the kind of activity in which he likes to be involved.

At the first grade level, the focus is on the occupations held by parents, grandparents, older siblings, uncles, aunts, cousins, etc. Attempts should be made to get the children to interact with members of the family about their occupations. The emphasis should be on a beginning awareness of the many roles people play. Sample performance objectives are as follows.

The student will:

1. Tell of ways in which the work of others helps him.
2. Ask workers questions about their work.
3. Describe the ways in which he is like older workers.

4. Paint pictures of workers involved in work activity.

5. Describe how the manual skills he possesses are like or different from older workers.

Second grade students broaden their horizon by investigating ' roles of workers in the immediate community. For many children, they ca olved in walking field trips to businesses located close to the school. hasis should be on developing an awareness that large numbers of people a volved in producing goods and services for others. Sample performance object. es are as follows:

The student will:

1. Identify the academic skills needed for various occupations.
2. Cite examples of how he differs from his peers.
3. Identify the value of being able to interact with others.
4. Describe the reasons why people work.
5. Construct model tools used by various workers.

Occupations of a multi-community nature are the concern of third grade students. Defining multi-community will vary from community to community. In some cases, it will mean the entire city rather than only a certain section. In other cases, it may mean a small number of towns within a county. Other instances will dictate that multi-community include more than one county. The concern should be in the selection of occupations which exist in various sites within the multi-community framework. Sample performance objectives are as follows:

The student will:

1. List the various reasons why people work.
2. Describe the relationship of good health and effective work.
3. Describe the reasons why workers need to be able to use arithmetic.
4. Show the proper use of occupational tools.
5. Describe the relationship between effective personal relations and success on the job.

For the fourth grade student, the emphasis is on occupations which are peculiar to the state and or are found throughout the state. This involves utilizing maps and materials available from various departments within the State Department. The goal is not to get the children to eventually move to other parts of the state but to make them aware of future options in the career world in terms of the encompassing nature of the world of work. Some of the performance objectives are as follows:

The student will:

1. Describe the psychic value of various kinds of tasks.
2. Discuss the relationship between occupations and production and distribution.
3. Identify his interests and abilities.
4. Describe the social value of various occupations.
5. Role play a worker in a way which illustrates the feelings accompanying that work role.

Fifth grade students become involved in careers of a national stature. It is important that children understand that in many career areas, they will have the opportunity and option of employment in many geographical areas. Students should be given the opportunity to investigate the relationship of careers, geographical location, and leisure time activities. This does not mean that the student should be encouraged to move from the state later but the approach ow for additional options. Sample performance objectives are as follows.

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The student will:

1. Name the sources of information related to self, education, and careers.

2. Identify the attitudes which may be necessary in various work situations.

3. Describes the relationship between work roles and leisure activities.

4. Describes the psychic rewards of work in terms of its intrinsic value.

5. Describe how he perceives his strengths and weaknesses.

Students at the sixth grade level should be encouraged to investigate careers of an international nature. This concept of international nature has a double meaning. The first meaning involves careers which are found in different nations and are very similar. The second meaning involves careers in which the people are physically and/or mentally involved with more than one country. The continued emphasis is on building awareness of the broad nature of work. Sample performance objectives are as follows:

The student will:

1. Describe the relationship between geography and leisure time activities.

2. Identify the relationship between personal values and social values.

3. Demonstrates effective interpersonal skills.

4. Describes the social value of various kinds of work.

5. Determine the academic skills needed for various occupations.

CAREER ORIENTATION

The orientation phase continues to emphasize the goals which have been partially achieved during the awareness stage. Greater emphasis is placed on broader exposure to all levels of occupations. Some "real-life" exploratory experience are provided. Additional emphasis is placed on ability and aptitude testing and relating these attributes to present concerns and future potential. The realities outside the classroom are investigated through people oriented field trips to business and industry, the community, and other organizations and agencies.

Students are exposed to people who represent many walks of life. Resource people are invited to the classroom to interact with students about "official data," for example, job title, job description, educational requirements. salary range, etc. However, children and youth are also very interested in asking questions about "unofficial data," for example, do you think your work is important? How does your work affect your life away from the job? If you were to start over, what kind of work would you do?, etc.

The intent of the orientation phase is to provide career experiences related to the academic and general education courses. Occupations which require knowledge of the academic or general education subject are selected from the following clusters for inclusion into the course.

1. AGRICULTURE AND RESOURCES
   - Agriculture
   - Forestry
   - Mining
   - Petroleum
   - Wildlife

2. BUSINESS and OFFICE
   - Accounting
   - Finance
   - Management
   - Personnel
   - Secretarial

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3. COMMUNICATIONS and MEDIA
   Broadcasting
   Journalism
   Motion Pictures
   Recording
   Telephone

4. CONSTRUCTION

   Electrical
   Finishing
   Masonry
   Metal
   Wood

5. CONSUMER and HOMEMAKING
   Child Development
   Clothing
   Food
   Home Management
   Household Equipment

6. ENVIRONMENT
   Air
   Plants
   Soil
   Water
   Wildlife

7. FINE ARTS and HUMANITIES
   Historical
   Performing Arts
   Religion
   Visual Arts
   Writing

8. HEALTH
   Administration Services
   Emergency Services
   Personal Services
   Pharmaceutical Services
   Supportive Services

9. RECREATION AND HOSPITALITY
   Industrial Recreation
   Private Recreation
   Public Recreation
   Transportation
   Travel Agencies

10. MANUFACTURING
    Engineers
    Technicians
    Skilled Workers
    Semi-skilled Workers
    Un-skilled Workers

11. MARINE SCIENCE

    Aquaculture
    Fishing
    Mineral and Chemical Extraction
    Research
    Support Personnel

12. MARKETING and DISTRIBUTION
    Distribution
    Management
    Purchasing
    Promotion
    Sales

13. PERSONAL SERVICES
    Apparel Services
    Beauty Services
    Domestic Services
    Food Services
    Lodging Services

14. PUBLIC SERVICES
    Education
    Health
    Postal
    Protective
    Utility

15 TRANSPORTATION
    Air
    Highway
    Pipeline
    Rail
    Water

Sample performance objectives for the seventh grade level are as follows. The student will:

1. Describe his needs, fears, likes, and dislikes as they relate to careers.
2. Graph the role of supply and demand as it relates to one's future.
3. Describe the psychic value of various kinds of work.

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4. Describe physical characteristics and maturation necessary for various careers.

5. Identify social responsibilities or lack of responsibilities related to various careers.

Sample performance objectives for the eighth grade level are as follows.

The student will:

1. Identify sources of educational and career information.

2. Identify the value of various school subjects as they relate to various careers.

3. Describe the contribution of various occupations in terms of the individual and society.

4. Discuss the relationship between immediate gratification and postponed gratification as it relates to one's career.

5. Decide upon tentative educational plans which provide options for various careers.

CAREER EXPLORATION

The exploration phase provides additional emphasis on information and hands-on "real-life" exploratory experiences. During the high school years, students are forced to make tentative decisions related to broad areas of interest and disinterest. Sequential planning, adjustment and flexibility are stressed. Educational and experience avenues to careers are investigated.

Emphasis during career exploration focuses on "trying-out" ones self identity in real or simulated situations. These experiences are provided in academic classes, career centers, and/or through coordinated efforts with business and industry. While the experiential base is broadened during the exploratory phase, the informational base concerning more specific careers is also heightened. The emphasis of achieving goals related to self, education, and careers in the attitudinal, knowledge, and skilled areas is continued. Although it is recognized that rational decisions are not always based on possessing accurate information and achieving successful experiences, it is anticipated that the decisions made by the student will be more accurate than in the past.

Occupations which require knowledge of the academic or general education subject are selected for inclusion into the course. A sample of these occupations related to the subjects are as follows:

1. ART
   - Beautician
   - Cabinet Maker
   - Commercial Artist
   - Designer
   - Engineer
2. BIOLOGY
   - Dental Hygienist
   - Dietician
   - Game Warden
   - Gardner
   - Physician
3. CHEMISTRY
   - Exterminator
   - Painter
   - Secretary
   - Surgeon
   - X-Ray Technician
4. ECONOMICS
   - Businessman
   - Economist
   - Interviewer
   - Production Manager
   - Teller
5. ENGLISH
   - Actor
   - Printer
   - Receptionist
   - Teacher
   - Telephone Operator
6. FOREIGN LANGUAGE
   - Airline Stewardess
   - Buyer
   - Interpreter
   - Journalist
   - Lawyer

7. GEOGRAPHY
   Cartographer
   Guide
   Mapmaker
   Travel Agent
   Truck Driver

8. HEALTH
   Environmentalist
   Lifeguard
   Model
   Nurse's Aid
   Occupational Therapist

9. HISTORY
   Lawyer
   Librarian
   Police Officer
   Researcher
   Secretary

10. INDUSTRIAL ARTS
    Decorator
    Draftsman
    Sheetmetal Worker
    Teacher
    Welder

11. LIFE SCIENCE
    Dentist
    Farmer
    Florist
    Nurse
    Orderly

12. MATHEMATICS
    Accountant
    Carpenter
    Cashier
    Engineer
    Machinist

13. MUSIC
    Composer
    Dancer
    Musician
    Sales Person
    Singer

14. PHYSICAL SCIENCE
    Ceramics
    Mechanic
    Miner
    Oculist
    Radio Technician

15. SCIENCE
    Auto Mechanic
    Chemist
    Forester
    Pharmacist
    Photographer

16. SOCIAL STUDIES
    Anthropologist
    FBI Agent
    Fireman
    Home Economist
    Program Director

17. SOCIOLOGY
    Caseworker
    Criminologist
    Probation Officer
    Shop Foreman
    Sociologist

18. SPEECH
    Announcer
    Businessman
    Clergyman
    Salesperson
    Stewardess

Sample performance objectives for the ninth grade level of exploration are as follows.

The student will:

1. Describe his abilities, aptitudes, and limitations in terms of potential careers.
2. Utilize positive attributes to enhance endeavors.
3. Display flexibility in various school-social situations.
4. Describe the process involved in sequential planning.
5. Work at various jobs and relate information and experience to other members of the class.

Sample performance objectives for the tenth grade level of exploration are as follows.

The student will:

1. Compare the psychic value of work as it relates to his value system.
2. Identify his potential life style as it may relate to potential ions.

3. Accept abilities, disabilities, aptitudes, and limitations as they relate to potential occupations.

4. Demonstrate flexibility when confronted with obstacles to success.

5. Research occupations by interviewing workers, taking pictures, and gathering information.

Sample performance objectives for eleventh grade students involved in the exploration phase are as follows.

The student will:

1. Describe the structure of the career world by identifying factors which contribute to the success of various workers.

2. Describe the sequence of education and experience necessary for various occupations.

3. Seek information (official and unofficial) from various sources available.

4. Write letters to firms, organizations, and institutions to obtain educational and career information.

5. Write a report concerning his positive and negative traits while illustrating ways of maximizing positive traits and minimizing negative traits.

Sample performance objectives for the twelfth grade level of exploration are as follows.

The student will:

1. Identify plans following high school graduation.

2. Prepare a resume.

3. Identify ways of implementing career goals.

4. Illustrate in writing optional methods in which career goals can be achieved.

5. Research data to determine manpower projections in various career areas.

CAREER PREPARATION

Career preparation is scheduled during the tenth, eleventh, and twelfth grades of high school through vocational technical education programs. This training provides students with either entry level skills or precision skills for jobs in many related occupations. Many of these students will proceed directly into a job following graduation. However, others will continue their preparation in postsecondary vocational technical education or college.

The career preparation stage for some students will take place following high school graduation. For students not involved in vocational-technical education, they receive career preparation in colleges, in post secondary vocational technical education programs, in apprenticeship programs, and on the job.

The Vocational Technical Center is unique in that a flexible or variable schedule is utilized with emphasis on occupational clusters and individualized instruction. Students are able to build toward their career objective by selecting needed skills and information units from the total program. The program is composed of an individual sequence of units that fit the student's career objective. The student is able to advance as rapidly as his abilities and interests allow.

The curricula is designed to meet the shifting and expanding requirements of vocational and technical manpower as expressed by demands of an ever changing economy and technology. A continued evaluation of the curricula is utilized to assure that career areas and content keep abreast of the changes in [illegible]ss and industry. Population mobility requires that students be educated

for the requirements of the state and nation as well as the immediate needs of the local community.

Students spend one half of the school day at the vocational technical center and the other half of the day at the home high school where they receive the required subjects for graduation. Co-curricular activities are provided in the home high school.

The selection of students is a cooperative effort of the home high school and the vocational technical center. Admission is based on the following:

1. Interest,
2. Ability,
3. Physical Aspects,
4. Attitudes,
5. Discipline Record,
6. Human Relations,
7. Attendance,
8. Recommendations, and
9. Test Results.

The basic principle underlying career and vocational education is the fact that all students must eventually earn a living. Secondly, the student will associate with others, hopefully, as a responsible citizen and contributing member of society. Satisfying work not only provides material wealth but also contributes to personal fulfillment.

The objectives for the preparatory level are as follows.

The student will:

1. Gain the basic knowledge and skills of an occupation suited to his aptitudes, needs, and interests.

2. Develop basic skills which will enable him to specialize and do advanced work later.

3. Develop efficient work habits which will result in excellence in all tasks.

4. Develop an awareness of the worth and dignity of honest work.

5. Understand obsolescense and adaptability to new approaches.

6. Develop the ability to work cooperatively with others.

7. Develop an appreciation and understanding of socio-economic contributions of various occupations.

8. Develop reflective thinking, problem solving, and creativity.

9. Develop an understanding of the social importance of personal traits, interpersonal relations, and employer-employee relations.

10. Develop emotional maturity, economic understanding, and safe work habits.

INTENSIVE GUIDANCE AND JOB PLACEMENT

The primary purpose of vocational technical training is the development of competencies related to occupational knowledge, skills, and attitudes.The result of gaining these competencies is that the student possesses the necessary qualifications for employment. Yet, students need additional assistance in understanding the process of locating employment, contacting employers, interviewing, etc. Based on this recognized need, guidance and placement services are offered by the vocational technical center to all students in the system in grades ten through twelve. The areas of concern are as follows:

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1. Interests, Abilities, and Aptitudes
2. Personal Needs
3. Value System
4. Decision Making
5. Alternatives
6. Risk Taking — Probabilities
7. Planning (strategies)
8. Sources of Information
9. Psychological Meaning of Work
10. Manpower Projections
11. Educational Avenues
12. Experience Avenues
13. Life Styles
14. Dissatisfaction with Work
15. Career Objectives
16. Testing Self Identity
17. Choosing a Career Area
18. Job Application
19. Job Interview
20. Writing a Resume

Career development, however, is not complete at the end of a formal educational program. Career development continues throughout life. Men and women continue to go through awareness, orientation, exploration and preparation stages. The factors that influence career development continue to be society, business and industrial community, education programs, peers, and parents.

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APPENDIX A-II

Goals And Objectives Of The Lincoln County Exemplary Program

GOAL NUMBER ONE

To provide broad occupational orientation at the elementary and secondary school levels which will increase student awareness of the range of options open to them in the world of work.

Career Awareness

(Grades 1-6)

General Objective

To provide an instructional system designed to present occupational information to children in Grades 1-6.

Specific Objectives

(a) To provide students with occupational information to make them aware of the meaning of work and its importance to them and society.

(b) To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's state of development.

(c) To inform students about the multitude of occupational opportunities.

(d) To present to students a realistic view of the world of work and encourage them to consider their own abilities and limitations.

(e) To provide students with basic information about major occupational fields.

(f) To stress the dignity in work and the fact that every worker performs a useful function.

(g) To visit local businesses and industries to get a first-hand view of the "world of work".

Career Orientation

(Grades 7-8)

General Objective

To establish in grades 7-8 a curriculum which will assist the student to acquire knowledge of the characteristics, function, the duties, and rewards of the occupational families.

Specific Objectives

(a) To give students an understanding of the knowledge and skills basic to the broad spectrum of the occupational families.

(b) To provide the student with a guide to educational and occupational requirements of different jobs (occupational families).

(c) To assist the student in acquiring a technique of analysis of occupational information and to analyze such information before making a tentative choice.

(d) To stress habits and attitudes which are needed for successful and continued employment.

(e) To provide students with experiences designed to develop an awareness and self-realization that leads to the selection of the appropriate career with realistic aspiration levels.

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Career Exploration

(Grades 9-10)

General Objective

To provide students in grades 9-10 experiences that will enable them to make realistic occupational choices, experiences in working with others, and understanding of the psychological aspects of work as it relates to their own temperaments, personalities, and values.

Specific Objectives

(a) To inform students about occupational and educational opportunities at all levels.

(b) To provide students not finishing high school with information related to the opportunity to enter an occupational training program and/or employment.

(c) To provide students with knowledge in broad fields of work which will assist the individual in making long range vocational plans.

(d) To provide "hands-on" experience in various occupational fields offered at the county vocational-technical education center.

(e) To make the student aware of the continuous changes occurring in the world of work which necessitates continuing education or training in the various career areas.

(f) To provide the student with information concerning other educational opportunities (colleges and other post secondary programs).

GOAL NUMBER TWO

To provide work experience, cooperative education and similar programs making possible a wide variety of offerings in many occupational areas.

Cooperative Vocational Education Work Experience and Work-Study

(Grades 11-12 Post Secondary)

General Objective

To expand present and planned vocational program offerings to include (a) cooperative vocational programs to assist in removing the artificial barriers between education and work, and (b) work-study programs designed to assist those in need of earnings from such programs to commence or continue their enrollment in vocational education programs.

Specific Objectives

(a) To provide students with the background necessary to further their career preparation in post secondary training programs.

(b) To provide students with a salable skill necessary for job entry.

(c) To provide students with skills, attitudes, and work habits necessary for employment in a cluster of closely related occupations.

(d) To increase student participation in programs of broadened curriculum offerings made available through cooperative vocational education.

(e) To provide economic assistance to those students who need such assistance in order to remain in school and to continue their enrollment in vocational education programs.

(f) To provide opportunities for learning by doing in actual work situations.

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GOAL NUMBER THREE

To provide students not previously enrolled in vocational programs opportunities to receive job entry skills prior to the time that they leave school.

Job Entry Level Skill Development

(Age 16 Grade 12)

General Objective

To provide each student leaving school opportunities for appropriate training to develop job entry skills necessary for employment.

Specific Objectives

(a) To integrate vocational and academic instruction with an orientation toward job competence.

(b) To adapt the occupational level of skill training to the abilities and aptitudes of the student.

(c) To provide intensive summer programs for entry level skill development.

(d) To provide opportunities for individually oriented vocational training.

(e) To provide job orientation, work observation and on-the-job training activities.

(f) To provide job creation, job development, job placement and job-coaching activities.

(g) To provide ungraded instruction complemented with specialized, technically competent instructors and instructional packages to assist students in completing the instructional program on an intensified basis.

GOAL NUMBER FOUR

To provide intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling.

Intensified Occupational Guidance and Job Placement

(Age 16 — Grade 12)

General Objective

To provide intensive vocational counseling for occupational and educational decision-making and job placement services for students who are dropping out of school and those in grades eleven and twelve.

Specific Objectives

(a) To provide opportunities for students to learn more about themselves, ways of working with others, and psychological aspects of jobs as they relate to their values, personalities, aptitudes, and abilities.

(b) To provide students with information regarding post secondary career development opportunities.

(c) To provide opportunities for students to relate occupational aspirations to educational goals.

(d) To provide students with opportunities to develop understanding of and make realistic career choices.

(e) To provide students with assistance in finding their first job.

(f) To provide school follow-up services and opportunities for replacement on different jobs, re-entry into training programs, and participation in individual counseling and group occupational guidance.

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APPENDIX B-II

Personnel

PROJECT DIRECTOR: *Herbert B. Holstein*

Duties:

1. Responsible to the County Superintendent of Schools for the overall direction of the project.
2. Make recommendations relative to policy in regard to the project.
3. Make recommendations and prepare for superintendent's final approval project fund expenditures.
4. Supervise project personnel.
5. Coordinate the proposed program with the presently operating educational program in the county.
6. Coordinate efforts of project personnel with those of other school personnel in the county.
7. Responsible for all reports including progress, final and fiscal reports.
8. Secure community involvement in the program.
9. Coordinate programs efforts with similar efforts of other public agencies.
10. Conduct meetings of staff and project advisory committee.
11. Coordinate the proposed program with similar projects and programs in the state and nation.
12. Plan, coordinate, and supervise the total project effort including teacher in-service preparation, and project evaluation in order to assure project continuation at the termination of federal funding.

HUMAN RESOURCES COORDINATOR: *Daryle G. Elkins*

Duties:

1. Establish and maintain liaison with, and make referrals to, the local employment security office and other manpower agencies in the area.
2. Coordinate placement activities with counselors in each of the high schools.
3. Contact area employers and acquaint them with the nature of the services offered and secure their cooperation in the use of the services provided.
4. Identify current employment needs of area businesses and industries.
5. Maintain files of current employment opportunities and disseminate this information to high school counselors.
6. Identify both full-time and part-time job opportunities in the area.
7. Provide information to counselors and students relative to various occupations, job opportunities, and educational services.
8. Conduct orientations with students on job search methods, conduct mock job interviews, and contact employers to whom students have been referred to determine the performance of students during the interview process.
9. Conduct follow-up counseling of students placed on jobs. In event students migrate from the area coordinate this activity with school systems where the student migrates.
10. Work cooperatively with the cooperative education instructor in locating job placement opportunities.

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11. Assist with project evaluation and the preparation of technical progress and final reports.

GUIDANCE COORDINATOR: *Thomas E. Woodall* (1st year) and *Thomas M. Miller* (2nd year)

Duties:

1. Coordinate the efforts of counselors at Hamlin, Guyan Valley, and Harts High School and the vice-principal of Duval High School who has a dual responsibility of administration and counseling in helping students to understand themselves in relation to the world of work.
2. Provide group counseling.
3. Participate in workshops for teachers.
4. Provide individual counseling when necessary.
5. Provide counseling service to potential dropouts and dropouts and encourage them to remain in school or enter an intensive training program.
6. Work with the E.S.E.A. testing coordinator in administering tests and analyzing results which may be used for a better understanding of the student.
7. Work with the elementary teachers in grades 1-8 and the high school guidance counselors to develop an information folder for each student in the Lincoln County school system. Information in the folder should include name, age, address, health, handicaps, achievements, test results, aptitudes, and intelligence, family background, family occupation, and economics status.
8. Visit the student's homes when the situation indicates the need to do so.
9. Serve as the coordinator between the school and other institutions to increase services to students.
10. Coordinate the scheduling of field trips for students to various businesses and industries for on-site observation of work.
11. Coordinate activities related to job placement with the human resources coordinator.
12. Assist with project evaluation and the preparation of technical progress and final reports.

CURRICULUM COORDINATOR: *Billy J. Burton*

Duties:

1. Serve as a consultant to teachers in intergrating occupational information into existing subject matter areas, such as social studies.
2. Obtain and present existing materials (films, slides, tapes, etc.) to teachers involved in the project.
3. Aid in establishing and maintaining an occupational information center.
4. Conduct workshops for the purpose of identifying and making available curricular materials that may be utilized.
5. Coordinate efforts of teachers and other personnel involved in the project in relation to the development of curriculum materials.
6. Schedule maintain, and distribute materials to be used by teachers in classroom instruction.
7. Serve as a consultant to teachers in integrating occupational information into existing subject matter areas.
8. Assist with project evaluation and the preparation of technical progress and final reports.

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PART THREE

In-Service Design

INTRODUCTION

Planning for the continued education of educators who are currently in service of the local education agency is based upon how the planner views those who are to be provided with in-service. If teachers, counselors, principals, and supervisors are viewed as incompetent, in-service efforts will be remedial in nature. When the above premise is used as the basis for in-service education, the approach used is usually quite impersonal with very little involvement and commitment on the part of those receiving the in-service. On the other hand when educators are viewed as professionally competent individuals who can be assisted in their continuous intellectual growth, in-service education will be oriented differently. In-service education described in this paper is based upon the following assumptions:

1. Educators are self directing.
2. Educators are professionally competent.
3. Educators are intellectually curious.
4. Educators are interested in professional growth.

These assumptions dictate that in-service education be planned and conducted in a climate which will support professional growth by providing educators with an opportunity for personal involvement, ego support, social mobility, introspective articulation, feedback, and professional dialogue.

A method of providing the kinds of experiences which are based on the above assumptions requires that a dual focus be employed. The in-service must possess both process (human relations) and task (planning, development, implementation) functions.

Many worthwhile innovative programs fail because of inadequate attention to the human relations or process phase of the venture.[1] Although technical and informational components are often highly functional and relevant, process problems may intervene to minimize the potential effectiveness of the effort. In order to avoid this barrier to program implementation, in-service workshops (or in-service classes) with a dual emphasis designed to focus on both the process and task elements of program implementation and change is suggested.

If the plan for in-service is to be provided via the workshop format, it should run a minimum of five days, six hours daily. Workshops (and classes) should open with the process focus and then move into the task component, utilizing the process skills developed in the early phase of the training. The specific areas on which the first day's session should focus are staff and group development, team building, and the creation of a consultative helping relationship between staff and participating teachers, counselors, and principals. The framework for this session is a sequential group building process which takes all participants through four basic stages of team development: (1) getting acquainted, (2) trust building, (3) formation of helping relationships, and (4) group collaboration on a common task. Through the use of a modified laboratory training approach, participants are divided into groups, each with a leader. Experiential situations are created which allow participants to be involved in, and learn first-hand about effective communications, consulting, problem solving, planning, feedback, group decision making, and team work.

On the second day, a model of career education is presented to the entire group with reaction and discussion following in the small groups that were organized on the first day. A speaker from a similar project already in operation or a member of the State Department staff may share experiences and insights

gained from earlier efforts. This speaker is able to legitimize the new project to the local teachers, counselors, and principals. Again, the cohesive, unified groups created during the first day are able to effectively share application of the presentation to implementation of career education.

On the third day, each of the four groups are sufficiently equipped to go through the process of developing a career education unit that may be used in the classroom. This unit is culminated in a role playing situation in which the groups simulate typical career roles (including psychic factors) on which the units focus. Each group should observe the others in their role playing efforts and then offer constructive feedback on positive and negative elements noted.

The fourth day's session opens with a lecture to the entire group on unit development. The lecture should include references to goals, objectives, procedures, student activity, and resources and evaluation. The remainder of the day is spent with teachers divided by grade levels developing units for use in the classroom during the school year. The project director, coordinators, and in-service specialists act as consultants.

On the last day, work is completed on the units and the afternoon session is used by school faculties meeting as a staff to plan around scheduling, correlation of subject matter, team teaching concerns, and issues involved in securing resources and materials. Initial units are selected for implementation during the first semester. Plans between central staff and teachers in a systematic consulting-helping relationship are initiated.

By the end of the workshop the various school staffs, both teachers and administrators are well organized and ready to begin the first semester of career education activities. Data gained from verbal contact with teachers and principals indicate that the two-pronged (process and task) approach of the workshop results in the development of a cohesive, committed team of teachers, principals, and central staff personnel unified around the career education concept with skills in the technical or informational aspect, as well as competence in such process areas as communications, cooperation, and problem solving. This combination can be the key to a successful project which facilitates central staff and teacher integration and accelerates the development and maintenance of teamwork and consensual behavior.

MARSHALL UNIVERSITY CAREER EDUCATION COURSES

Marshall University professors have assisted Lincoln County and other local education agencies plan, develop, and implement career education.[2] Educators in these school systems are offered the option of registering and receiving undergraduate or graduate credit for workshops, seminars, in-service days, and in-service classes.

Two of the courses which have been offered in Lincoln County are: Career Education Curriculum Development and Career Education Practicum. These courses are described on the following pages.

CAREER EDUCATION CURRICULUM DEVELOPMENT

An instructional resource unit is developed which incorporates activities which will assist children and youth achieve academic, general, or vocational subject goals and also career education goals.[3] The unit includes goals, objectives, procedures, student activities, resources, and evaluation. Educators are involved in the following process:

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Module No. 1 . . . . . Teaching Strategy: Interaction

I. Course Goals:
   1. Provide a supportive atmosphere in which participants may become better acquainted with fellow educators.
   2. Provide activities which will help the participants become a cohesive and committee group.

II. Student Objectives:
   1. Be able to achieve social mobility.
   2. Be able to achieve visibility within the group.
   3. Be able to meet and understand others in the group.
   4. Be able to accept others who possess similarities and differences.

III. Instructor Activities:
   1. Direct getting acquainted exercises.
   2. Allow for trust building activities.
   3. Provide setting which will initiate helping relationships.
   4. Arrange for group collaboration activities.

IV. Student Evaluation:
   You will be evaluated on your personal involvement in the group activities.

V. Class Resources:
   1. *Handbook of Structured Experiences for Human Relations Training.* (Volumes I-IV)
   2. Sources Available

Module No. 2 . . . . . Teaching Strategy: Discussion

I. Course Goals:
   1. Provide an understanding of the objectives and methodology of this course in Career Education.
   2. Provide a broad conceptualization of the Career Education Approach.

II. Student Objectives:
   1. Be able to describe the nature and focus of this course.
   2. Be able to describe the requirements and options in this course.
   3. Be able to identify the Career Education approach to Education.
   4. Be able to identify the similarities and differences with other approaches.

III. Instructor Activities:
   1. Discuss curriculum development emphasis in this course, and follow-up practicum.
   2. Discuss assignments and grading procedure.
   3. Discuss class meetings (time, place, dates).
   4. Determine the make-up of the class (grade levels and subjects taught).
   5. Describe the relationship between this class and local efforts.
   6. Illustrate the Kindergarten through Adulthood concept of career education.
   7. Describe various approaches to career education.

IV. Student Evaluation:
   You will be evaluated on your written introduction prepared in Module No. 4. Be concerned with the broad concept as well as how it applies to the nd subject(s) you teach.

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V. Class Resources:
1. *Career Education, A Handbook for Implementation.*
2. Hoyt, *Career Education What it is and how to do it.*
3. Marland, *What is Career Education?*
4. Olson "An Approach to Career Education in West Virginia."

Module No. 3 . . . . . Teaching Strategy: Multi-Media

I. Course Goals:
1. Provide an understanding of the developmental efforts in the State and throughout the Nation.
2. Provide a contrast of approaches used at various sites.

II. Student Objectives
1. Be able to describe the rationale for Career Education.
2. Be able to identify various Career Education Approaches.
3. Be able to describe the Career Education continuum, K-14.
4. Be able to identify the methods of implementation.

III. Instructor Activities:
1. Discuss the need for open interaction in a class of this nature.
2. Discuss the reasons why career education is emerging at this time.
3. Describe the four career education Models.
4. Ask the class participants to write a two-four page paper describing their career development.
5. View and discuss the film: "Career Education."

IV. Student Evaluation:
You will be evaluated on your understanding of the enabling and inhibiting factors noted in your personal career development. Note all factors which have influenced you during your career development.

V. Class Resources:
1. "Career Education" (film), U.S. Department of Health Education and Welfare.
2. Hoyt, *Career Education, What it is and How to do it.*
3. Marland, *What is Career Education?*
4. *Career Education, A Handbook For Implementation.*
5. Olson, *Career Exploration*, ED 064 511.

Module No. 4 . . . . . Teaching Strategy: Discussion

I. Course Goals:
1. Provide an understanding of correlating Career Education with the academic subjects.
2. Provide an understanding of the process used in developing Career Education curricular materials.

II. Student Objectives:
1. Be able to identify methods of correlation for all subjects that you teach.
2. Be able to describe the relationship among goals, objectives, learning activities, evaluation, and resources.
3. Be able to describe methods of expanding the four walls of the classroom.
4. Be able to identify and describe the themes for Career Education.

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III. Instructor Activities
1. Discuss Career Education goals and academic goals in terms of methods of correlating the two sets of goals.
2. Describe the relationship among the components found in a module.
3. Develop a sample module on the chalkboard.
4. Ask class participants to development a sample module in class.
5. Ask class participants to write an introduction to their unit.

IV. Student Evaluation:
You will be evaluated on the quality and comprehensiveness of your introduction. You will be evaluated on the description, method of integrating the unit, and correlation activities.

V. Class Resources:
1. Olson, *Career Development Components*, ED 064 509.
2. Olson, "An Approach to Career Education in West Virginia."
3. *Career Education, A Handbook For Implementation.*

Module No. 5 . . . . . Teaching Strategy: Lecture

I. Course Goals:
1. Provide information concerning the importance of self understanding and self acceptance.
2. Provide a conceptualization of the important role of self esteem as it relates to Career Education.

II. Student Objectives:
1. Be able to describe methods which provide for differences in individual interests, attitudes, abilities, and aptitudes.
2. Be able to identify methods of increasing the options for students in their future careers.
3. Be able to identify methods of enhancing self understanding and self acceptance.
4. Be able to identify methods of promoting decision making abilities.

III. Instructor Activities:
1. Discuss completion of the sample module and testing it in the classroom. This will be discussed in Module No. 8.
2. Discuss the value system and the forces which influence values.
3. Discuss activities which will enhance self understanding and self acceptance.
4. Discuss the role of "significant others" as it relates to school personnel.

IV. Student Evaluation:
You will be evaluated in your unit on the degree to which you incorporate activities which help students gain a better self understanding and self acceptance.

V. Class Resources:
Sources Available

Module No. 6 . . . . . Teaching Strategy: Discussion

I. Course Goals:
1. Provide an understanding of the classification systems for occupations.
2. Provide a conceptualization of the value of academic skills and their relationship to career education.

II. Student Objectives:
1. Be able to identify various methods of classifying occupations.
2. Be able to identify a representative sample of occupations in a selected occupational family.
3. Be able to illustrate the value of subjects (subject utility) as they relate to careers.
4. Be able to describe methods of correlating Career Education with academic subjects.

III. Instructor Activities:
1. Discuss the classification of occupations.
2. Discuss occupational information as it relates to sociological and psychological factors.
3. Discuss the value of subject content as it relates to careers.
4. Discuss methods of correlating subject content with Career Education.
5. Ask participants to select an occupational area and list representative occupations for the unit they will develop.

IV. Student Evaluation:
You will be evaluated on your list of representative occupations in relationship to the grade level and subject(s) that you teach. Later you will be evaluated on the degree to which you cite sociological and psychological factors related to work.

V. Class Resources:
1. "Teacher, Your Work Ethic is Showing." *AV Journal*, January, 1973.
2. "What the Future Holds for the Meaning of Work." *AV Journal*, January, 1973.
3. *American Vocational Journal*, March, 1972.
4. *Occupational Outlook Handbook*.
5. *Dictionary of Occupational Titles*.
6. *Career Education, A Handbook For Implementation*.

Module No. 7 . . . . . Teaching Strategy: Developmental

I. Course Goals:
1. Provide an understanding of the role of performance objectives.
2. Provide an understanding of the mechanics of writing performance objectives.

II. Student Objectives:
1. Be able to differentiate affective, psychomotor, and cognitive objectives.
2. Be able to describe the advantage and criticisms of performance objectives.
3. Be able to discuss the rationale for the use of performance objectives.
4. Be able to write performance objectives in the affective, psychomotor, and cognitive domains.

III. Instructor Activities:
1. Describe the relationship between goals and objectives.
2. Discuss the use of performance verbs and their relationship to evaluation.
3. Illustrate methods of writing performance objectives in the knowledge, attitude, and skill domains.
4. Ask the class participant to select career education goals and write three performance objectives for each domain.

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IV. Student Evaluation:
You will be evaluated on the quality of your objectives and the degree to which they relate to the goals in Career Education.

V. Class Resources:
1. Mager, *Preparing Instructional Objectives.*
2. Hernandez, *Writing Behavioral Objectives.*
3. Popham & Baker, *Establishing Instructional Goals.*

Module No. 8 . . . . . Teaching Strategy: Lecture-Reaction

I. Course Goals:
1. Provide an understanding of the components which comprise the instructional resource unit.
2. Provide an understanding of the process used to develop an instructional resource unit.

II. Student Objectives:
1. Be able to identify the components which comprise the instructional resource unit.
2. Be able to describe the purposes of each component.
3. Be able to describe the content of each component.
4. Be able to develop a module which illustrates the proper function of each component.

III. Instructor Activities:
1. Discuss the relationship among the components found in a module.
2. Discuss problems which the class participants are encountering.
3. Discuss reactions to the testing of the sample module developed in the fourth meeting.

IV. Student Evaluation:
You will be evaluated on the module and its components. The evaluation will be based on the degree to which the module reflects a systematic approach of relating goals. objectives, learning activities, evaluation and resources.

V. Class Resources:
1. General Learning Corporation. *Career Education Resource Guide.*
2. Olson, "An Approach to Career Education in West Virginia."

Module No. 9 . . . . . Teaching Strategy: Experiential

I. Course Goals:
1. Provide experiences with materials currently available.
2. Provide information about sources of commercially produced materials.

II. Student Objectives:
1. Be able to identify materials that are available and applicable to the occupational area and subjects taught.
2. Be able to describe the merits of various kinds of commercially produced materials.
3. Be able to identify materials as affective. psychomotor, or cognitive oriented.

uctor Activities:
View selected films. Discuss attitudinal concepts illustrated in the films.

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2. Listen to selected audio tapes. Discuss whether audio tapes are a viable approach to career education with various types of students.
3. Review selected printed materials. Ask teachers to make tentative decisions about their use in the classroom.
4. Discuss the availability of materials and their use in the classroom.
5. Discuss student activities in Module No. 10 (Field Trip).

IV. Student Evaluation:
You will be evaluated on the degree to which the materials you cite in your list of resources help in achieving the stated objectives.

V. Class Resources:
1. Printed materials
2. Cassettes
3. Film strips
4. Films

Module No. 10 . . . . . Teaching Strategy: Field Trip

I. Course Goals:
1. Provide an opportunity to assess the attitudes and values of workers in a particular occupational area.
2. Provide an opportunity to better understand the role and contribution of workers in a particular occupational area.

II. Student Objectives:
1. Be able to identify the attitudes and values of workers and their relationship to leisure time activities.
2. Be able to describe the physical and emotional setting of the work place.
3. Be able to describe the role and contribution of workers and the relationship to other occupational areas.
4. Be able to describe the career requirements and career ladders and lattices.

III. Student Activities:
1. Schedule a field trip with authorized personnel.
2. Read: Secure and read information available about the organization and its employees.
3. Write: Prepare a list of questions you desire answered.
4. Visit the organization and talk to personnel at various job levels.
5. Write: A capsule report of your findings.

IV. Student Evaluation:
You will be evaluated on the thoroughness of your questions and answers as noted in your written report.

V. Class Resources:
1. Business and industrial organization personnel.
2. Occupational and promotional information.

Module No. 11 . . . . . Teaching Strategy: Interaction

I. Course Goals:
1. Provide an atmosphere in which ideas and concerns can be exchanged with fellow teachers.
2. Provide an atmosphere in which feed back can be provided by the professor.

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II. Student Objectives:
1. Be able to identify and express concerns about the development of Career Education materials.
2. Be able to share your ideas and approaches to the development of materials.
3. Be able to accept criticism of the approach you are currently using.
4. Be able to accept ideas and approaches and revise the materials.

III. Instructor Activities:
1. Discuss developmental efforts of the instructional resource units.
2. Discuss problems encountered by the class participants.
3. Discuss the role and purpose of the advisory committees.
4. Discuss committee meetings (Module Nos. 12 and 14) and student activities.

IV. Student Evaluation:
You will be evaluated on the quality of your instructional resource unit. The class will not be placed on the bell curve and compared with each other. Therefore, feel free to share ideas.

V. Class Resources:
1. Fellow Teachers.
2. School Administrators
3. Professor of Career Education.

Module No. 12 . . . . . Teaching Strategy: Committee

I. Course Goals:
1. Provide an opportunity for selected teachers to critique the instructional resource unit.
2. Provide the author of the instructional resource unit with specific recommendations concerning areas of revision.

II. Student Objectives:
1. Be able to justify the occupational area and representative occupations found in the unit.
2. Be able to justify methods of illustrating the themes: self, education, and careers.
3. Be able to justify the goals, objectives, learning actives, evaluation, and resources.
4. Be able to justify methods and techniques of correlating career education with the academic disciplines.

III. Student Activities:
1. Report: Orally report to the committee on areas noted in the above objectives.
2. Discuss: Allow for complete and thorough discussion of the instructional resource unit.
3. Write: Note all recommendations made by the committee.
4. Revise: Make revisions to the unit which you think are appropriate. The signatures of members of the committee indicate that you have provided them with an opportunity to express their feelings about the various components.

IV. Student Evaluation:
You will be evaluated on the objectives as they are reflected in your unit.

V. Class Resources:
1. Teachers, counselors, supervisors, and administrators.

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Module No. 13 . . . . . Teaching Strategy: Discussion

I. Course Goals:
   1. Provide for a review of the curriculum development model.
   2. Provide for a review of the techniques and procedures used in developing curricular materials.

II. Student Objectives:
   1. Be able to identify components and indicate options available to the teacher in developing materials.
   2. Be able to describe performance objectives and identify their relationship to other components.
   3. Be able to describe techniques and procedures in correlating career education with the academic disciplines.
   4. Be able to describe the relationship among resources noted in the learning activities component, the resource component, and references.

III. Instructor Activities:
   1. Discuss progress in developing instructional resource units.
   2. Discuss problems encountered by the class participants.
   3. Assist teachers in their efforts.

IV. Student Evaluation:
   You will be evaluated on your unit, techniques, and procedures following Module No. 16.

V. Class Resources:
   1. Olson, "An Approach to Career Education in West Virginia."

Module No. 14 . . . . . Teaching Strategy: Committee

I. Course Goals:
   1. Provide an opportunity for business and industrial personnel to critique the instructional resource unit.
   2. Provide the author of the instructional resource unit with specific recommendations concerning areas of revision.

II. Student Objectives:
   1. Be able to justify the occupational area and representative occupations found in the unit.
   2. Be able to justify the learning activities in terms of the representative occupations.
   3. Be able to identify affective and cognitive components of the descriptive information.
   4. Be able to identify sources for field trips and resource role models.

III. Student Activities:
   1. Report: Orally report and seek out information on areas noted in the above objectives.
   2. Discuss: Allow for complete and thorough discussion of the instructional resource unit.
   3. Write: Note all recommendations made by the committee.
   4. Revise: Make revisions to the unit which you think are appropriate. The signature of members of the committee indicate that you have provided them with an opportunity to express their feelings about the various components.

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IV. Student Evaluation:
Following Module No. 16, you will be evaluated on your unit.

V. Class Resources:
1. Business and industrial personnel.

Module No. 15 . . . . . Teaching Strategy: Lecture

I. Course Goals:
1. Provide information about methods and techniques of evaluating the effectiveness of the instructional resource unit.
2. Provide an understanding of the procedures for revising the unit.

II. Student Objectives:
1. Be able to identify student reactions in terms of effectiveness.
2. Be able to translate student suggestions in terms of effectiveness.
3. Be able to identify your feelings about the effectiveness of the unit.
4. Be able to systematically revise the components of the unit.

III. Instructor Activities:
1. Discuss the concept of validation.
2. Describe the various techniques used to determine the effectiveness of career education units.
3. Determine how teachers are currently validating their methods and materials.
4. Assist class participants in designing systematic approaches to validating all components of the unit.
5. Ask the teachers to prepare a written statement describing their planned validation procedures.

IV. Student Evaluation:
You will be evaluated on the approach that you have designed to determine the effectiveness of the unit.

V. Class Resources:
1. *Career Education, A Handbook For Implementation.*

Module No. 16 . . . . . Teaching Strategy: Discussion

I. Course Goals:
1. Provide information about the continuing efforts in Career Education in the State and local school system.
2. Provide information about developmental and implementation efforts of the local school system.

II. Student Objectives:
1. Be able to describe State and local efforts in Career Education.
2. Be able to identify implementation strategies to be used in your classroom.
3. Be able to describe continuation efforts following the completion of your unit.

III. Instructor Activities:
1. Provide final instructions on methods for turning in materials which have been developed.
Discuss follow-up activities.

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IV. Student Evaluation:

You will be evaluated on the degree to which the unit reflects the themes and goals for a particular occupational area. The unit should reflect learning activities which are appropriate to the objectives and grade level. Adequate subject correlation should be noted.

V. Class Resources:

1. *Career Education. A Handbook For Implementation.*
2. Olson, "An Approach to Career Education in West Virginia."

CAREER EDUCATION PRACTICUM

An instructional resource unit is implemented and validated during the time that you are enrolled in this course in career education.

The course focuses on the development and/or refinement of needs assessment techniques, definition of career education, career education goals, performance objectives, procedures (including correlation techniques), student activities, resources, and evaluation techniques. The development of new components or the refinement of existing components is based on their effectiveness as measured by the teacher.

The goals of the course are to assist educators in implementing career education instructional resource units, to develop an awareness of the effectiveness of the unit, and to further develop and/or refine the components of the unit to increase the effectiveness of career education.

The student objectives of the course are as follows:

1. To integrate career education into the elementary and secondary curricula through the use of the instructional resource units.
2. To assist children and youth achieve career education goals and subject goals through didactic and experiential learning as noted in the instructional resource units.
3. To validate the components (goals, objectives, learning activities, evaluation procedures, and resources) found in the instructional resource units by changes, additions, and deletions.
4. To interact with other educators about the accomplishments, failures, problems, and concerns which have been encountered during the implementation.
5. To share concrete experiences related to teaching strategies, e.g. field trips, hands-on activities, role playing, etc. through the use of slides.

The student activities of the course are as follows:

1. *Teach the career education unit which was developed during the first semester.* Every effort must be made to teach career education as a part of the subjects which are currently being taught. However, extra time is often needed to accomplish certain learning activities. Continuous effort must be expended to illustrate the value of the subject(s) taught and their relationship to the student's world and the world of work.
2. *Arrangements will be made for the local coordinator and your professor to visit your classroom.* We will be interested in problems and concerns that you may have, the students' reactions to what they have been involved in, and samples of the students' work.
3. *Take ten to twenty photographic slides of students, teachers, parents, and business and industrial personnel involved in career education activities.* Contact your local coordinator to make arrangements for the use of a camera if you do not have one. Take candid pictures rather than having people pose for the pictures. Try to include people in all of your pictures.

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4. *Based on the validation procedures used, make the necessary revisions to your unit.* Teachers generally find that they have not included all of the learning activities which are involved in the unit. New resource materials are generally located after the unit is completed. These two areas (learning activities and resources) are generally the ones which are altered to the greatest degree. However, be sure that your goals and objectives are appropriate also.
5. *Attend the three seminars which are scheduled for this semester.* The first seminar concerns itself with organizational matters. The second seminar will deal with problems and concerns which you have. Be prepared to discuss these problems and concerns with us when we meet. The third seminar will consist of slide presentations by each of you. Be prepared to talk informally about your career education experiences. Bring samples of your student's work if they are availabl

Sample validation forms (only the first part of each form is reproduced) which may be used by the students of the course are as follows:

VALIDATION FORM I

Objectives:

1. Are the objectives stated in performance or behavioral terms; yes ___ no ___
2. If no, what performance term should be used? _____
3. To what degree are the students achieving the stated performance? _____

   _____
4. Should the performance objective be altered? yes _____ no _____

   If yes, how should it be stated? _____

   _____

VALIDATION FORM II

_____
Title of Unit

Teacher _____ Grade _____

Objective _____

_____

Goal _____

_____

_____

1. Teaching Strategy _____

Effectiveness

unsatisfactory	poor	average	good	outstanding

Recommended Revision _____

_____

_____

VALIDATION FORM III

Anecdotal Record of _____
Students Name

List behavior of the student which indicates that the career education goals are or are not being achieved.

VALIDATION FORM IV

Daily Log of Career Education Activities

Date	Time	Activity	Teacher Reaction	Student Reaction

DEVELOPING CURRICULAR MATERIALS

Steps in Unit Development

The development of resource units must follow a systematic process to assure that the unit possesses the appropriate components which will achieve the desired outcome. The steps to be utilized in developing career education curricular materials (K-12) which are correlated with academic, general, and vocational subjects are as follows:

1. Note the goals and objectives for the content that you are currently teaching. These goals and objectives are for your use only. Do not include them in your unit.

2. Decide upon the broad occupational or career area with which your students will be concerned. This decision is based upon the structure of the career education model and the relationship between the subject content and the occupational area. The unit should be based upon many occupations found within a career area.

3. Select the career education student goals from the list that you have been provided. Select the goals for the entire unit. Assign the goals to modules 1, 2, 3, etc. You may want to group certain goals which are similar. Use the resource unit worksheet in assigning the goals to various modules.

4. Select the module which represents the goals which should be ieved first. Write objectives which will indicate that the goals have been ieved for one of the modules.

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5. Decide upon the major teaching procedure which will be used; e.g., field trip, media, role playing, etc. Recognize that for each major teaching procedure, many learning activities from other teaching procedures may also be used. Your decision should be based upon the goals and objectives for the particular module. You will want to expand this section following the selection of learning activities.

6. Based upon the objectives, a variety of learning activities which will help students achieve the objectives are selected. Note subjects with which activities are correlated in the procedure column.

7. Select the resources to be used in each module which will help the student achieve the objectives.

8. Decide upon the evaluation methods and procedures to be used to ascertain the degree to which the learning activities have helped the student achieve the objectives.

Resource Unit Worksheet

Subject goals: _____

_____

Occupational or Career Area _____

Module No. 1
Career Education Goals: _____

Performance Objectives: _____

Teaching Procedure: _____

Module No. 2
Career Education Goals: _____

Performance Objectives: _____

Teaching Procedure: _____

Module No. 3
Career Education Goals: _____

Performance Objectives: _____

Teaching Procedure: _____

Module No. 4
Career Education Goals: _____

Performance Objectives: _____

Teaching Procedure: _____

Module No. 5
Career Education Goals: _____

Performance Objectives: _____

Teaching Procedure: _____

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Module No. 6

Career Education Goals: _____

Performance Objectives: _____

Teaching Procedure: _____

Unit Format

CAREER EDUCATION RESOURCE UNIT

Grade Level _____

Title: (Select a goal from the list that you have been provided.)

Objectves: (Write objectives in terms of student behavior which is expected to indicate that the goal has been achieved.)

Procedures	Student Activity	Resources and Evaluation
(Note major teaching procedure. Indicate the arrangements to be made by the teacher, materials to be secured, and the kinds of assistance to the student. Note correlation with school subjects.)	(List in detail the activities which are to be used to achieve the objectives.)	Resources: (Identify the books, films, materials, etc. in brief form that are to be used to achieve the objectives. If the activity calls for a visit by a resource person, list names of potential role models. If the activity calls for a field trip, list potential sites.) Evaluation: (Describe precise procedures to be used to ascertain the degree to which the objectives have been achieved, for example, anecdotal records, conferences, discussion, formal tests, interpretive exercises, observation, rating scales and/or work samples.)

Student Goals

1. *Self Understanding:* To appraise one's interest, beliefs, attitudes, values, needs, fears, likes, dislikes, abilities, disabilities, aptitudes, and limitations
2. *Self Acceptance:* To accept with confidence and security one's negative and positive attributes while weighing inhibiting and facilitating factors in terms of tentative plans for the present and future.
3. *Dignity and Worth of Others:* To value others as unique individuals who possess varying degrees of negative and positive traits and as respected individuals who contribute to the welfare of others.
4. Social Needs: To recognize that jobs emerge and diminish because of the social value of the resulting products and services.

5. *Psychic Value of Work:* To experience the intrinsic satisfaction of work beyond the financial rewards, e.g., physical, emotional, social, creative, etc.
6. *Life Styles and Work:* To recognize the relationship between life styles and the dictates of the work situation, e.g., financial, hours of work, geographical location, physical, emotional, social, creative, etc.
7. *Sequential Planning:* To investigate educational and experience requisites for career options and tentatively and continuously plan various alternatives.
8. *Adjustment and Flexibility:* To experience the complexities of society and learn to cope with social and work expectations.
9. Interpersonal Skills: To develop the skill to interact effectively in a variety of situations while being aware of the needs of others.
10. *Academic Understanding:* To appraise academic abilities, disabilities, aptitudes, and limitations.
11. *Academic Acceptance:* To accept ones strengths and weaknesses while maximizing the positive factors and minimizing negative factors in terms of present and future plans.
12. *Acceptance of Others:* To value others who possess varying degrees of academic strengths and weaknesses as unique individuals with the potential for success in many occupations.
13. *Subject Utility:* To perceive the value of academic, general, and vocational subjects in terms of their function in the world outside the classroom.
14. *Subject Correlation:* To perceive ways in which subject content is functional within and outside the classroom in the career world.
15. *Educational Avenues:* To investigate and formulate alternative educational and experience paths which allows the individual access to various careers.
16. *Communications:* To gain skills in thinking, listening, speaking, reading, writing, and referencing.
17. *Mathematical:* To gain skills in conceptualizing and operationalizing concepts, such as, numbers, sets, notations, equations, inequalities, principles, arithematic operations, mathematical application, geometric operations, and measurement.
18. *Scientific Process:* To conceptualize and operationalize the process of observation, description, classifying, generalizing, hypothesizing, defining, experimenting, and concluding.
19. *Career Understanding:* To appraise abilities and limitations in terms of responsibilities, financial, willingness to postpone gratification, opportunities, etc.
20. *Career Acceptance:* To accept abilities and limitations in terms of inhabiting and facilitating factors and relate potential career opportunities to tentative plans.
21. *Valuing Work:* To value all forms of work in terms of its contribution to the welfare of the individual and society.
22. *Occupational World:* To understand the structure and methods of classifying occupations and recognize sources of information and experience.
23. *Economics:* To understand the relationship between occupations and the production, distribution, and consumption of goods and services.
24. *Supply and Demand:* To recognize that supply and demand stimulates or retards opportunities and is a factor to be considered in planning a career.
25. *Imitation of Workers:* To personally become involved in physically, mentally, and emotionally imitating the role of workers who demonstrate effective work habits.

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26. *Exploration of Work:* To explore activities of workers to learn "first hand" of the affective, cognitive, and psychomotor dimensions that accompany various kinds of work.
27. *Precision Skills:* To gain entry level precision skills related to the affective, cognitive, and psychomotor dimensions of an occupation or a cluster of occupations.

Teaching procedures and Student Activities

1. *Field Experiences* of a cultural and career nature which broadens the students experience base: business, industry, community, home, and educational institutions (coupled with planning, interviewing, drawing pictures, photographs).
2. *Interpersonal Interaction* which allows one to verbalize his attitudes and values while also becoming aware of the attitudes and values of others: buzz sessions, career club, discussion, oral reports, singing, brainstorming, show and tell, listening, recording, student demonstration, committee work, debates.
3. *Hands-on Activities* which help illustrate abstract theory: bulletin boards, models, displays, drawings, exhibits, murals, clay work, microscopes, painting, making films, making books, printing newsletters, care for aquarium and terrarium, making posters and maps.
4. *Multi-Media Activities* which stimulate interest and/or provide additional clarification of nebulous concepts: audio tapes, books, films, film-strips, pamphlets, pictures, slides, television, video tapes, visuals, read books, read news papers.
5. *Resource Role Models* with which children and youth can identify and learn first hand of feelings, emotions, and values of workers: interviewing, questioning, listening, discussion.
6. *Research Activities* which provide additional information about careers and related concerns: interviewing, pictures of workers, scrapbooks, write letters, write plays, write reports, library research, surveys, collections, polls.
7. *Simulation and Role Playing* activities which allow students to try work roles to better understand how they feel about themselves and careers: dramatization, games, pantomime, plays, puppet shows, radio and television programs, student teaching.
8. *Work Experience* activities through paid or voluntary services in the home, school, and community. These experiences allow the student to determine the psychic factors about specific types of work roles and the degree to which the student's needs are met through specific work roles.

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ACCESSION NUMBER: VT100730

PUBLICATION DATE: OCT72

TITLE: BIBLIOGRAPHY ON CAREER EDUCATION.

PERSONAL AUTHOR: HIGH, SIDNEY C., JR.; HALL, LINDA

DESCRIPTOR: *BIBLIOGRAPHIES; *CAREER EDUCATION; *REFERENCE MATERIALS; *RESOURCE GUIDES

IDENTIFIER: *EDUCATIONAL RESOURCES INFORMATION CENTER; ERIC; PROJECT INFORM

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 613

ABSTRACT: FOUR CATEGORIES OF ENTRIES IN THIS BIBLIOGRAPHY OF CAREER EDUCATION MATERIALS LIST KEY DOCUMENTS DEALING WITH THE CAREER EDUCATION CONCEPT ITSELF, JOURNAL ARTICLES, BACKGROUND REFERENCES, AND INFORMATION SOURCES FROM WHICH A CONTINUING FLOW OF CAREER EDUCATION INFORMATION CAN BE OBTAINED. MANY OF THE DOCUMENTS CITED ARE AVAILABLE THROUGH THE ERIC SYSTEM OR THROUGH PROJECT INFORM AND INSTRUCTIONS FOR ORDERING FROM EACH ARE INCLUDED. (AUTHOR/MU)

INSTITUTION NAME: BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C. DIV. OF VOCATIONAL AND TECHNICAL EDUCATION.

VT 100730

POTTAWATTAMIE COUNTY SCHOOL SYSTEM

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Therefore, if you want to pursue an instructional program in career education for your school, or information to formulate a program, peruse the microfiche and microfiche reader (there are nine available) from the Area XIII Media Center.

In event you would like additional assistance in the use of the bibliography, the microfiche, or the microfiche reader in developing a career education program for your school, the exemplary program staff is prepared to assist you in any way they can.

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VT 100 730

WORKING PAPER
OCTOBER 1972

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ERIC

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INTRODUCTION

The period from 1965 to 1972 saw the emergence of numerous journal articles and documents which were related to the type of educational program now referred to as "career education." This bibliography cites some of the more significant of these articles and documents.

The bibliography is divided into four sections. Section I, which is entitled "Selected References on Career Education," lists key documents dealing with the career education concept itself. Section II, which is entitled "Journal Articles," lists a variety of articles which have appeared in periodicals, dealing with the career education concept and some of its component parts. Section III, which is entitled "Background References Related to Career Education," lists numerous documents related to the career education concept or to various components and aspects of career education. Section IV, which is entitled "Continuing Sources of Information," lists several key information sources from which a continuing flow of career education information can be obtained in the future.

Many of the documents which are cited in Section I and Section III are now available through the ERIC System. Those documents which are identified by an "ED" number have been processed into the ERIC Collection and can be obtained from the ERIC Document Reproduction Service in accordance with the "Special Ordering Instructions" which are given on the following page. The documents not identified by an "ED" number must be ordered from the agency or organization which published them, as indicated at the end of each such entry. The journal articles, of course, must be located in back issues of the appropriate journals.

It is hoped that this bibliography will be useful to persons interested in familiarizing themselves with the career education concept and with some emerging techniques for the implementation of career education programs.

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It has often been said that it takes approximately fifty years for educational ideas to filter from originator to practitioner. Regardless of the credibility of this statement, educators agree that the rate of information flow must be increased. One way to accelerate the flow is to have information readily available. In an effort to respond to a growing need of educators to have access to educational information, the Iowa State Department of Public Instruction (DPI) has initiated an information service for local school districts. The information retrieval service is provided through Project INFORMS (Iowa Network for Obtaining Resource Materials for Schools.)

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SECTION I

SELECTED REFERENCES ON CAREER EDUCATION

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11. Winefordner, David W. Orienting Students to the World of Work Using the Data-People-Things Conceptual Framework and the Ohio Vocational Interest Survey. April 1969. (ED-029-343)

12. Forrest, David J. An Objective Multidimensional Measure of Vocational Maturity: Development and Validation. (Career Development Inventory) (ED-064-486)

13. Westbrook, B.W. Toward the Validation of the Construct of Vocational Maturity. 1971. (ED-057-255)

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16. Akamine, Toshio and Harold G. Heiner. Development of An Experimental Forced-Choice Occupational Preference Inventory. June 1968. (ED-022-959)

17. Olsen, LeRoy C. and William H. Veneman. Development of A Projective Technique For Obtaining Educationally Useful Information Indicating Pupils' Attitudes Toward Work and Occupational Plans. June 1968. (ED-022-960)

18. Kapes, Jerome T. Exploring the Use of the GATB with Vocational-Technical Bound Ninth Grade Boys. January 1969. (ED-026-536)

19. Landis, William H. Secondary Students' Mathematics Competencies In Relation to Employment Tests. 1967. (ED-016-784)

20. Boyd, Joseph L. and Benjamin Shimberg. Directory of Achievement Tests for Occupational Education. Princeton, New Jersey: Educational Testing Service. (Price: $2.00)

21. Hogan, Robert. An Extension of the Similarity-Attraction Hypothesis To The Study of Vocational Behavior. June 1971. (ED-052-391)

22. Tatum, J.P. Variables Related To The Educational-Vocational Decision-Making of High School Seniors. 1967. (Available from University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106; Order No. 68-463, Price $10.00.)

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24. Purdue University. Trends in Indiana High School Seniors' Education and Vocational Plans; Comparison of Classes of 1966 and 1969. February 1971. (ED-060-223/VT-013-358)

25. Mondart, C.L. Educational and Occupational Aspirations and Expectations of High School Youth. 1970. (ED-048-452)

26. Southern Regional Committee for Family Life. Educational and Vocational Goals of Urban Youth in the South. August 1968. (ED-061-439)

27. Shill, James F. Careers of Rural Male High School Seniors in Mississippi: A Study of Occupational Interests, Aspirations, and Expectations. October 1968. (ED-058-972)

28. Hayloshy, William F. Implications of Recent Research on Occupational and Educational Ambitions of Disadvantaged Rural Youth for Vocational Education. July 1970. (ED-041-692)

29. Smith, Robert and Harold Proshansky. Conceptions of Work, Play, Competence, and Occupation in Junior and Senior High School Students; A Study of Work Orientations of Teenagers. September 1967. (ED-016-757)

30. Leton, Donald A. and [illegible] [illegible]cepts of Career Fields Held by Eleventh Grade [illegible] [illegible]. (ED-024-081)

31. Clark, Edward [illegible] [illegible] Boys' and Girls' Aspirations to [illegible] and Professional Occupations. [illegible]

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33. Keltzel, Frances B. [illegible] Goals To Achieve in Vocational Education [illegible] 295)

34. Leonard, George E. [illegible] Factor in Inner-City Career Guidance [illegible] 024-067)

35. Grinder, Robert [illegible] [illegible]ces of the Father's Job and Social Status [illegible] and Social Goals of Youth. August 1967. [illegible]

36. Ellis, Robert A. [illegible] [illegible]cts of Occupational Choices by Youth [illegible] August [illegible] 20)

37. Bailey, Dena A. [illegible] and Information to Career-choice Theory [illegible] March 1969. (ED-029-341)

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39. Morris, Charles [illegible] [illegible] on Philosophies and Approaches [illegible] January 1969. (ED-030-733)

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41. Hollender, John. [illegible] [illegible]ences on the Development of Vocational [illegible] Science. February 1969. (ED-034-249)

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43. Hilton, Thomas L. A Study of Intellectual Growth and Vocational Development; Final Report. March 1971. (ED-056-063, ED-056-099, and ED-056-100.)

44. Gribbons, W.D. [illegible] Jones. Career Development; Longitudinal Study. [illegible] (ED-010-282)

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46. Gribbons, Warren D. Career Development from Age 13 to Age 25. 1969. (ED-040-477)

47. Education Commission of the States. Vocation as "Calling." December 1971. (ED-[illegible])

48. Education Commission of the States. National Assessment of Educational Progress. Objectives for Career and Occupational Development. 1971. (ED-059-119)

49. Sorensen, A.B. The Occupational Mobility Process: An Analysis of Occupational Careers. March 1972. (ED-064-496)

50. Thal-Larsen, Margaret. Occupations: Values and Survival. May 1971. (ED-06[illegible])

51. Sjogren, Douglas. [illegible] and Synthesis of Research on Occupational Adaptability. [illegible] 1971. (ED-057-182)

52. Appel, V.H. and Donald [illegible] Windle. Goal-Orientation vs. Self-Orientation: Two Personality Variables Affecting Indecision About Collegiate Major and Career Choice. April 1972. (ED-063-855)

53. Windle, J.L. Review of Research: Career Planning and Development, Placement, and Recruitment of College Trained Personnel. 1972. (ED-063-536)

54. Calvert, Robert, Jr. Career Patterns of Liberal Arts Graduates. 1969. (Available from The Carroll Press, 43 Squantum Street, Cranston, R.I. 02920; price $6.25).

55. Snelling, W.R. and Robert F. Boruch. Science in Liberal Arts Colleges: A Longitudinal Study of 49 Selective Colleges. New York: Columbia University Press, 1972.

56. Crowley, Anne E. [illegible] the Career Development of Health Professi[illegible] (PB-063-500)

57. Culclasure, Davi[illegible] Motivational Prediction and Selection Pro[illegible] (Available from National Technical Information [illegible], Virginia 22151; Catalog No. AD-[illegible])

58. Bowers, Raymond V. [illegible] Change on Executive and Professional [illegible] Civilian Organizations. November 1968. (Available from National Technical Information Service, Springfield, Virginia 22151, Catalog No. AD-684-634, Price $3.00)

59. Moss, Jerome Jr., [illegible] of a Rationale For Education For War[illegible] 2-539)

60. Wirth, Arthur G. [illegible] Society: The Vocational-Liberal [illegible] Early Twentieth Century. Scranton, [illegible] Educational Publishers, 1971. (Price $[illegible])

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1. Research [illegible] announcing recently completed [illegible] in the field of education [illegible]

[illegible] recent research [illegible] resource [illegible] can be located [illegible] Career Education." [illegible] "ED" [illegible], either on [illegible] Reproduction [illegible] can be [illegible]

2. Abstr[illegible] (ARM). [illegible] Technical Education research [illegible] recently completed [illegible], occupational, technic[illegible]

[illegible] recent research [illegible] to career [illegible] under the [illegible] is provided [illegible] to secure [illegible] Microfiche [illegible] Service. [illegible] per year [illegible] Education, Ohio [illegible] Ohio 43210.

3. Abstr[illegible] Educat[illegible] and Technical [illegible] recently developed [illegible] [illegible], occupational, technic[illegible]

[illegible] recently [illegible] curriculum guides. [illegible] located in the [illegible] Education," "[illegible] Information." [illegible] This "VT" number [illegible] available on microfiche [illegible] from the ERIC [illegible] Document [illegible] to ARM can be obtained [illegible] for Vocational and [illegible], 1900 Kenny [illegible]

4. Current Index [illegible] (CIJE). Monthly publication citing and index[illegible] the journal literature.

This mon[illegible] provides detailed indexing for articles [illegible] 500 education and education-related [illegible] to career education can be located [illegible] under the heading of "Career [illegible] to CIJE can be obtained for $39.[illegible] Information Corporation, 866 Third Av[illegible] 10022.

5. Inform. Mont[illegible] accurate, relevant career information [illegible] techniques for the active counselor.

This mon[illegible] by APGA, places special emphas[illegible] do not come to the counsel[illegible] materials presenting information about n[illegible]. A series of career resource bibliog[illegible] supplement to the monthly newslet[illegible] Inform and the supplements can be [illegible] year from the National Career Information Cent[illegible] Hampshire Avenue, N.W., Washingt[illegible].

6. Career World. Monthly [illegible] magazine for high school students.

This magazine, [illegible] from September through May, provides up[illegible] information for students in junior and se[illegible]. Each issue contains a systematic exam[illegible] career clusters, a guidance feature which help[illegible] find out about himself and his interests, [illegible] information on several specific occupations, a discussion [illegible] how current events are shaping future occupations, tips [illegible] getting part-time jobs while in school, etc. A [illegible] to Career World can be obtained for $2.95 per [illegible] per school year (minimum of 15 students); order [illegible] Curriculum Innovations, Inc., 501 Lake Forest Avenue, [illegible], Illinois 60040.

7. Occupational Outlook Quarterly. Quarterly journal providing interesting and readable articles on the current outlook for occupations in a variety of career areas.

This quarterly journal, prepared by the U.S. Department of Labor, provides well-written, illustrated articles with titles such as: "Logging -- A Job for the Hardy," "Physician's Assistant -- Medical Occupation in the Making," "Business Machine and Computer Manufacturing -- Career Opportunities Are Excellent," "The Trucking Industry -- Highway to a Career." A subscription to Occupational Outlook Quarterly can be obtained for $1.50 per year from the U.S. Government Printing Office, Washington, D.C. 20402.

ACCESSION NUMBER: VT100731

PUBLICATION DATE: OCT73

TITLE: SEMIANNUAL REPORT ON STATE RESEARCH COORDINATING UNIT ACTIVITIES FOR THE PERIOD JANUARY 1, 1973 - JUNE 30, 1973.

PERSONAL AUTHOR: BRAATEN, LARRY; WATSON, FRANCES

DESCRIPTOR: *ANNUAL REPORTS; *EDUCATIONAL RESEARCH; *RESEARCH COORDINATING UNITS; *RESEARCH PROJECTS; *VOCATIONAL EDUCATION

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 613

ABSTRACT: THIS SEVENTH IN A SERIES OF REPORTS SUMMARIZES THE INFORMATION RECEIVED FROM RESEARCH COORDINATING UNITS (RCU'S) REGARDING THE RESEARCH ACTIVITIES CONDUCTED DURING THE SECOND SIX MONTHS OF THE FISCAL YEAR 1973 COVERING THE PERIOD OF JANUARY 1, 1973 - JUNE 30, 1973. THE INDIVIDUAL STATE REPORTS INCLUDE THE PROJECTS COMPLETED, NEW PROJECTS FUNDED, RESEARCH RELATED ACTIVITIES, AND PROJECTS AND ACTIVITIES PLANNED. NAMES OF THE STATE DIRECTOR FOR VOCATIONAL EDUCATION AND THE RCU DIRECTOR ARE INCLUDED IN EACH STATE REPORT. (MU)

INSTITUTION NAME: BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.

VT 100 731

ERIC

SEMIANNUAL REPORT

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ON

STATE RESEARCH COORDINATING UNIT ACTIVITIES

FOR THE PERIOD

JANUARY 1, 1973 - JUNE 30, 1973

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U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Caspar W. Weinberger, Secretary

Office of Education
John Ottina, U.S. Commissioner of Education

Bureau of Occupational and Adult Education
William F. Pierce, Deputy Commissioner

Division of Vocational Education Research
Howard F. Hjelm, Director

OCTOBER 1973

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> "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Therefore, any program or activity receiving financial assistance from the Department of Health, Education, and Welfare must be operated in compliance with this law.

ERIC

SEMIANNUAL REPORT

ON

STATE RESEARCH COORDINATING UNIT ACTIVITIES

FOR THE PERIOD

January 1, 1973 - June 30, 1973

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Caspar W. Weinberger, Secretary

Office of Education
John Ottina, U.S. Commissioner of Education

Bureau of Occupational and Adult Education
William F. Pierce, Deputy Commissioner

Division of Vocational Education Research
Howard F. Hjelm, Director

OCTOBER 1973

FOREWORD

This report summarizes information received from State Research Coordinating Units (RCU's) regarding research activities conducted under Section 131(b) of Part C of the Vocational Education Amendments of 1968. This report covers the second six months of Fiscal Year 1973. The purpose of the report is to provide information that will assist States to be aware of research and development conducted by other States, thus facilitating exchange of information and reducing duplication of effort.

This Semiannual Report has been prepared by Larry Braaten and Frances Watson of the Demonstration Branch of the Division of Vocational Education Research. This is the seventh in a series of reports on the activities of the State RCU's. The previous reports are listed below:

a. Annual Report on State Research Coordinating Unit Activities For Fiscal Year 1970 (ED-053-293)

b. Semiannual Report on State Research Coordinating Unit Activities for the Period July 1, 1970 to December 31, 1970 (ED-052-381)

c. Semiannual Report on State Research Coordinating Unit Activities for the Period January 1, 1971 to June 30, 1971 (ED-067-463)

d. Semiannual Report on State Research Coordinating Unit Activities for the Period July 1, 1971 to December 31, 1971 (ED-068-718)

e. Semiannual Report on State Research Coordinating Unit Activities for the Period January 1, 1972 to June 30, 1972 (ED-076-781)

f. Semiannual Report on State Research Coordinating Unit Activities for the Period July 1, 1972 to December 31, 1972 (ED-080-720)

Copies of the above reports with assigned ED numbers can be obtained from the ERIC Document Reproduction Service.

Howard F. Hjelm
Director, Division of
Vocational Education Research

INTRODUCTION

For fiscal year 1973, the States received $9 million under Section 131(b) of Part C of the Vocational Education Amendments of 1968. These funds could be used for paying up to 75 percent of the costs of the State Research Coordinating Unit (RCU) and for grants and contracts covering 90 percent of the costs of research and/or developmental projects. The minimum received was $11,855 by Alaska and the maximum was $751,698 by California. Thirty-one States received more than $100,000 for research and development. Among these 31 States, 9 received more than $200,000 and 7 more than $300,000.

By the end of the fiscal year, nearly all of the States reported the expenditure of FY 1973 funds for grants and contracts. More than 300 new grants and contracts were approved, with approximately 50 percent of the projects relating to career education and development of curricula and instructional material. Titles reported for other studies indicate continued emphasis in the areas of evaluation, administration and planning, including investigations into improving management information systems for followup and data analysis.

In addition to the main function of administering the State's R&D program, reports indicate that extensive consultant services are being provided to teachers and researchers in both the secondary and postsecondary institutions. An increasing number of States are striving to improve dissemination functions and are bringing the products of R&D directly to the practitioner. Especially significant is the increasing utilization of microfiche and the development of search and retrieval capabilities within the State department headquarters.

The nature of the projects reported tends to indicate that State-administered R&D projects are making worthy contributions to the research literature and have provided significant assistance to many communities in launching career education programs. A review of FY 1973 listings in Research in Education (RIE) and the AIM and ARM listings published by the Center for Vocational and Technical Education at the Ohio State University, indicate a high acceptance-for-processing rate of State-produced materials.

The Semiannual Report which follows is a compilation of State Research Activity Reports covering the third and fourth quarters of FY 1973 which have been received from the States. Additional information on projects listed under the category of "new projects funded" may be found in the "Research Projects in Progress" section of Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), published quarterly by the Center for Vocational and Technical Education, Ohio State University. Final reports of the "projects completed" are abstracted in the monthly issues of Research in Education and/or in the quarterly issues of ARM. All reported research projects administered by the State educational agency were included in this report, whether or not they were funded under Section 131(b) of Part C.

Summaries of

State Research Coordinating Unit

Semiannual Reports

for the period

January 1, 1973 - June 30, 1973

ERIC

ALABAMA

T.L. Faulkner, State Director for Vocational Education
James R. Bishop, RCU Director

PROJECTS COMPLETED:

1. "Development of the State Plan for Vocational Education"

NEW PROJECTS FUNDED: NONE

RESEARCH RELATED ACTIVITIES:

1. Prepared report for Congress on the status of vocational education in the State

2. Completed status of industrial arts in Alabama

3. Planned vocational education work conference

4. Conducted junior college/technical institute consolidation feasibility study

5. Evaluation of an indirect method of estimating the factor structure of large data matrices

6. Evaluated and revised vocational information reporting system

7. Development of a comprehensive manpower supply and demand information system

8. Conducted labor market availability study

9. Determination of possible course offerings for given technical institutes

10. Coordination and dissemination of curriculum and research materials

11. Evaluated local program applications and computed unit entitlements for FY 74

12. Conducted attitude survey of youth clubs

13. Evaluated local and State vocational programs

14. Compilation of a history of vocational education in Alabama

15. Conducted pilot study to test revised vocational information reporting system

16. Evaluated reports of contracted research activities

17. Conducted economic studies of given areas of State

PROJECTS AND ACTIVITIES PLANNED:

1. Further implementation of manpower information data system

2. Further implementation of VIRS

3. Annual Federal, State, CAMPS and Appalachian regional commission reports

4. Annual statistical data collection

ERIC

Louis D. Ridle, State Director for Vocational Education
Louis D. Ridle, RCU Director

PROJECTS COMPLETED:

1. "Statewide Student Followup"

2. "Project VIEW"

NEW PROJECTS FUNDED: NONE

RESEARCH RELATED ACTIVITIES: NONE

PROJECTS AND ACTIVITIES PLANNED: NONE

ARIZONA

Eugene [illegible], [illegible] for Vocational Education
Sid Borcher, [illegible] Director

PROJECTS COMPLETED:

1. "Research Analysis for Development of Experience-Centered Curriculum"

2. "Home Economics Survey and Program Planning in the Eastern Arizona College Area"

3. "Survey and Task Analysis in Employment of the Retarded"

NEW PROJECTS FUNDED:

1. "Followup Survey of Students at Eastern Arizona College"

2. "Home Economics Survey and Program Planning in the Eastern Arizona College Area"

3. "Le Pera Elementary Career Activity Program"

4. "Motivational Math Laboratory"

5. "Pinal Career Employability Program"

6. "Research Analysis for Development of Experience-Centered Curriculum"

7. "Survey and Task Analysis in Employment of the Retarded"

8. "Yuma Union High School Career Preparation Lab Project"

RESEARCH RELATED ACTIVITIES:

1. Completed, reproduced, and disseminated the following:

	Jan	Feb	Mar	Apr	May	June
Reader Printer Pages	505	194	635	419	3695	1698
Microfiche Reproduced	1472	1869	2201	1949	1478	1108
Hardcopy Circulated	108	45	91	49	44	51
ERIC Searches Completed	75	90	104	112	72	83

2. Added 3,233 pieces of career education materials to the career education clearinghouse

3. Distributed 750 copies of the bibliography and index

4. Filmed over 15,000 pages of materials onto 189 microfiche

5. Continued individual and group consultations on career education materials and presentations on the clearinghouse

6. Made presentations to inservice workshops, both within the clearinghouse and within local educational agencies

7. Assisted 1,448 people who contacted the clearinghouse

PROJECTS AND ACTIVITIES PLANNED: NONE

ERIC

ARKANSAS

J. Marion Adams, State Director for Vocational Education
Jack D. Nichols, RCU Director

PROJECTS COMPLETED:

1. "Developing a Communicative Skills Program for Ninth Grade Students"

2. "Pilot Project for Office Simulation"

3. "A Research and Demonstration Program for the Preparation of Health Occupations Teachers for Secondary and Post-Secondary Schools"

NEW PROJECTS FUNDED: NONE

RESEARCH RELATED ACTIVITIES:

1. Assisted with inservice education of several schools regarding the implementation of career education

2. Reviewed numerous proposals submitted for possible funding

3. Assisted local teachers in conducting local mini-grant activities

4. Assisted in the development of proposed projects for meeting personnel development needs

5. Participated in the evaluation of a pilot career education project

6. Provided assistance to Arkansas Career Education Project, funded under Section 131(a)

7. Preparation of selected portions of State Plan regarding Research and EPDA

8. Collected and compiled selected data regarding vocational students

Arkansas

PROJECTS AND ACTIVITIES PLANNED:

1. Providing assistance to the State Career Education Demonstration project

2. Review and assist with research and development projects, exemplary projects, and personnel development projects

3. Acquire and disseminate findings and materials requested by individuals or agencies

ERIC

CALIFORNIA

Sam L. Barrett, State Director for Vocational Education
James H. Crandall, RCU Director

PROJECTS COMPLETED:

1. "Youth Guidance Systems"

2. "Profiles of Community College Students in Career Programs for Use in Occupational Counseling"

3. "A Study of Factors Associated with Willingness of Home Economics Teachers to Teach Wage-Earning Home Economics"

4. "Training in Management and Information Systems for Vocational Education in California Community Colleges"

5. "Evaluation Model Development for Marine Technology Programs"

6. "A Research Project to Test a Coordinated Instruction Employment Counseling System Focusing on Student Adjustment To Work"

7. "Action Research Training for Vocational Educators"

8. "The Ventura County Manpower Projection Model"

9. "Vocational Education Programs in California Secondary Schools"

10. "An Evaluation of Noise Levels in College Welding Laboratories and Its Effect on Student Hearing"

11. "Development and Validation of a Psychophysiological Measure of Work Capacity"

12. "Teacher Evaluation in Vocational and Career Education"

13. "Assessing the Career Development Status of Students and Teachers"

California

14. "Research to Measure the Effectiveness of Televised Instruction in Consumer Education with Disadvantaged Groups"

15. "Job Needs Survey Model for Use by Local Educational Agencies"

16. "Training of Vocational Education Teachers in Research Methodology and Writing"

17. "A Comparison of the Reading Abilities of a Junior College Population and the Readability of Their Texts"

18. "Multi-Media for Vocational Guidance"

19. "A New Approach to Instruction in Agriculture Business Management at the Secondary, Community College, and Adult Education Level"

20. "Feasibility Study of an External Degree Program in Vocational Education"

21. "Measuring Growth in Vocational Development of Secondary Students of the Santa Barbara Career Education Project"

NEW PROJECTS FUNDED:

1. "An Examination of the Effectiveness of Target Area Vocational Education Programs for Disadvantaged Persons in the Los Angeles Area"

2. "A Survey of Teacher-Pupil Relationships of California Vocational Agriculture Teachers Trained by the Full Pay Intern Program"

3. "Development of a Model for Determining Needs for Vocational Education Personnel"

4. "Program Planning - Case Studies of the Impact on the Organization and Operation of School Systems After Implementing a Program That Has Components of Career Education"

California

5. "Field Testing of HumRRO Office Education Materials"

6. "A Proposed Model for Food Service and Restaurant Management Programs in the Community Colleges of California"

7. "Feasibility Study of an External Degree Program in Vocational Education"

8. "The Measurement of Attitudes of Chicano Freshmen Who Are Preparing for a Criminal Justice Career"

9. "Impact of Career Testing and Human Potential Seminar Training Upon Persistence and Performance of High Risk Students Declaring Vocational Majors"

RESEARCH RELATED ACTIVITIES:

1. Made fourteen site visits to research projects

2. Supplied 142 information requesters with the following:

   a. 218 microfiche title sent gratis
   b. 120 pieces of hard copy lent
   c. 77 microfiche loans
   d. 8 pieces of hard copy sent gratis
   e. 567 pages of xerox copy
   f. 411 pages of reader-printer copy
   g. 1,457 pages of Kalvar copies

3. Provided consultative service to individuals and agencies in universities, state colleges, county school department, local school districts and a State hospital

4. Received and reviewed sixty-six prospectuses for research projects

5. Disseminated information to agencies planning research projects

6. Developed a procedure for "Staff Initiated" research proposals that would use P.L. 90-576, Part C, Section 131(b) funding

PROJECTS AND ACTIVITIES PLANNED: NONE

COLORADO

M. G. Linson, State Director for Vocational Education
Robert F. Barnes, RCU Director

PROJECTS COMPLETED:

1. "Recruitment for Vocational Education Through Educational Television"

2. "Manpower Need Survey for Weld County Colorado"

3. "Experimental Program for Career Education Inservice Training"

4. "Identification of Inservice Training Needs in the Health Occupations of Northeast Colorado"

5. "Identification of Elements in the Preparation of Community College Instructors in Colorado"

6. "Evaluation of the Use of Individualized Instruction in Electronics Servicing"

7. "Identification of Job Attitude Training Needs"

8. "Identification of Teaching Strategies for Improved Job Attitudes"

9. "Development of a Vocational Education Evaluation System for Teacher Education"

10. "Providing Automated Information Searcher for Vocational Educators in Colorado"

11. "Job Market Analysis for Legal Assistants and Legal Secretaries in Colorado"

12. "Developing a Model for Computer-Based Employer and Job Placement Data Bank"

13. "Development of a Merit Pay System for Area Vocational Schools in Colorado"

14. "A Comparative Followup of Colorado Mountain College Students"

15. "A Student Need Study of Arapahoe and Douglas Counties"

NEW PROJECTS FUNDED:

1. "Identification of Teaching Strategies for Improved Job Attitudes"

2. "A Student Need Study of Arapahoe and Douglas Counties"

3. "Job Market Analysis of the Music Instrument Servicing Industry in the Four Corners Area"

4. "An Experimental Program for Career Education Inservice Training"

5. "Development of a model for Collecting Job Task Analysis Data"

6. "Developing a Program in Career Opportunities in the Four Corners Area"

7. "Designing an Accountability Model for Community Colleges in Colorado"

RESEARCH RELATED ACTIVITIES:

1. Supported research projects that had regional or statewide impact and implications

2. Disseminated results of all research projects and State Evaluation System (SES) activities within three weeks of completion

3. Completed development of and implementing the job demand component of CMIS

4. Trained and assisted staff in implementation process of MBO for an October 1, 1973 implementation date.

Colorado

PROJECTS AND ACTIVITIES PLANNED:

1. Continue comprehensive statewide student need assessment

2. Continue secondary, post-secondary program articulation

3. Continue effective facilities and staff utilization

4. Continue curriculum improvement and development

5. Provide in-depth evaluation of selected programs

6. Provide information search activities for all vocational personnel through Northern Colorado Educational Board of Cooperative Services computorized ERIC System

7. Reproduce and distribute all research final reports and SES reports

8. Have each staff member identify minimum data requirements for effective decisionmaking

9. Work with Department of Employment and Bureau of Labor Statistics to complete data collection in all phases of the occupational Employment Statistics program (OES)

10. Complete development of a projection matrix to project job openings from OES data

11. Complete development of Job Task Analysis data collection system

12. Develop a system for collecting data for community Human Resources and Industry Resouces components

13. Train staff in developing MBO system

14. Employ MBO technician to assit RCU staff in working with staff to develop individual job functions and objectives

15. Review and evaluate MBO system quarterly

CONNECTICUT

Joseph F. Murphy, State Director for Vocational Education
Herbert Lighthand and Richard C. Wilson, RCU Co-directors

PROJECTS COMPLETED:

1. "Development and Validation of Occupational Competency Examinations for Trade and Industrial Instructors"

2. "An Experimental Pre-Vocational Training Program for Autistic and Brain-Damaged Children"

3. "Articulation of Educational Programs for Nursing-Related Health Occupations"

NEW PROJECTS FUNDED:

1. "Articulation of Educational Programs for Nursing-Related Health Occupations"

RESEARCH RELATED ACTIVITIES:

1. Administered Part C and D State projects including proposal developing, review, approval, and evaluation

2. Collected and processed end-of-year enrollment data for all vocational programs

3. Disseminated research reports, releases, and other materials

4. Held several meetings with State Data Center Analysts for revision of existing and development of new computer programs

5. Assisted in completion of Division of Vocational Education evaluation reports to State Legislature

6. Served as member of Department Executive Committee on Needs Assessment

7. Prepared copy for publication of 1972 graduate followup data

8. Worked closely with State Department of Labor in initiating needed manpower studies for vocational education

Connecticut

9. Developed State Plan for Vocational Education

10. Assisted in development of Part C and Part D discretionary programs

11. Attend and participated in various meetings and conferences

PROJECTS AND ACTIVITIES PLANNED:

1. A Study of the Staffing Needs of the State Regional Vocational-Technical Schools

2. A Study of the Staffing Needs of the Division of Vocational Education

3. Development of a Client-Need Analysis Model for Vocational Training of Handicapped, School-Age Persons

4. Statewide Study of the Need for New and Expanded Vocational-Technical School Facilities

DELAWARE

Conrad C. Shuman, State Director for Vocational Education
Burton Braverman, RCU Director

PROJECTS COMPLETED:

1. "Updating Automotive Services Program"

NEW PROJECTS FUNDED:

1. "Performance Based, Self-Paced, Individualized Instructional System -- Packaging"

RESEARCH RELATED ACTIVITIES: NONE

PROJECTS AND ACTIVITIES PLANNED: NONE

ERIC

DISTRICT OF COLUMBIA

Paul E. Cawein, State Director for Vocational Education
Paul E. Cawein, RCU Director

PROJECTS COMPLETED:

1. "A Field Research Project to Develop and Test the Impact of Career Awareness and Achievement Motivation at the Junior High School Level--Metropolitan Council in Staff Development"

NEW PROJECTS FUNDED:

1. "The Development of a Student Followup System"

RESEARCH RELATED ACTIVITIES:- NONE

PROJECTS AND ACTIVITIES PLANNED: NONE

ERIC

FLORIDA

Joseph Mills, State Director for Vocational Education
Kenneth M. Tuddy, SVE Director

PROJECTS COMPLETED: NONE

NEW PROJECTS FUNDED: NONE

RESEARCH RELATED ACTIVITIES:

1. Attended and participated in a variety of meetings, hearings, and committees

2. Developed guidelines and formats for placement and followup and career education programs in all districts

3. Developed audio-visual materials for career education presentations to legislative committees and other interested groups

4. Prepared and reviewed monthly, quarterly, and semi-annual technical reports from projects, and disseminated reports

5. Monitored projects in progress; held meetings with project directors, curriculum developers and evaluators; and assisted in the development of research and exemplary projects for fiscal year 1974

6. Made seven accreditation visitations to schools in Florida

7. Recommended and assisted in the planning teacher education programs and in-service workshops and activities

8. Prepared responses to recommendations from the State Advisory Council for Vocational Education

9. Prepared materials for the Research-Exemplary components of the State Plan for the Administration of Vocational Education; the Vocational, Technical, and Adult Education Division Staff Memoranda; U.S. House of Representatives report to the Perkins Subcommittee on Education; Cost/Effectiveness Study; Research Coordinating Unit/National Institute Education position paper.

Florida

10. Began development of planning activities for divisional operation of Management by Objectives and Program Planning Budgeting System

11. Conducted a visit to the Pinellas and Orange County Career Education Programs by a technical assistance team from USOE Region IV office

12. Developed a program of work for the Bureau of Vocational Research and Evaluation and developed a planning matrix

PROJECTS AND ACTIVITIES PLANNED:

1. Assist school district in the planning, implementation, and evaluation of career education programs

2. Monitor funded projects in research, exemplary, evaluation and dissemination

3. Continue to provide leadership in vocational research, exemplary, evaluation and dissemination programs designed to strengthen vocational education in the State

GEORGIA

Russell S. Clark, State Director for Vocational Education
Paul C. Scott, RCU Director

PROJECTS COMPLETED:

1. "Implementation of Career Development in Eleven Elementary Schools"

2. "Operation Guidance"

3. "Pilot and Demonstration Program in Development of a Pre- and In-Service Career and Vocational Teacher Education Program"

4. "Developing and Testing of a Total Machine Operator Individualized Instructional System for Adaptation to Individual Vocational-Technical Schools"

5. "Research Project for the Formation of a Simulated Work Experience Laboratory"

NEW PROJECTS FUNDED: NONE

RESEARCH RELATED ACTIVITIES:

1. Hosted National Conference for RCU Personnel and Regional Curriculum Lab Meeting

2. Initiated State Career Education Task Force

3. Participated on State Accountability Task Force

4. Participated in workshops and in-service activities related to dissemination of RCU-produced materials

5. Developed two new co-op programs for secondary students

6. Developed job placement program for secondary students

7. Organized job placement training summer workshop

8. Conducted routine dissemination activities for RCU films and materials

PROJECTS AND ACTIVITIES PLANNED:

1. "Self and Career Awareness, Curriculum Development K-6"

2. "Self and Career Awareness Program Development and Installation K-6"

3. "Competency-Based Vocational Teacher Certification"

4. "Consortium to Develop Objectives for Occupational Education Programs"

5. "Career Education for Rural Georgians, Crisp and Liberty Counties"

6. "Development of an Individualized Instructional System for Mini-Exploratory Courses in Career Education at the Middle/Junior High School Level"

7. "The Diffusion of Job Placement"

8. "Project to Develop a Cooperative Program for Secondary Students in Medical Care and Allied Health Careers"

9. "Project to Develop a Cooperative Program for Secondary Students as Auxiliary Personnel in Human Services Occupations"

HAWAII

Samson S. Shigetomi, State Director for Vocational Education
Sybil Kyi, RCU Director

PROJECTS COMPLETED:

1. "Statewide Followup of Post-Secondary Vocational Education Graduates in the University of Hawaii Community Colleges"

2. "Followup Study of Vocational Education Dropouts"

3. "Kauai Community Occupational Survey"

4. "Community College Instructor's Survey of Occupational Education Needs in Hawaii"

NEW PROJECTS FUNDED: NONE

RESEARCH RELATED ACTIVITIES:

1. Produced the following reports through the VERSE System (Vocational Education Retrieval System and Evaluation) for Spring 1973 and FY 72-73:

   a. VERSE I - Enrollment Summary by College

   b. VERSE II - Enrollment Summary: Honolulu SMSA and State

   c. VERSE III - Student Summary by College

   d. VERSE IV - Student Listing of Special Programs by College

PROJECTS AND ACTIVITIES PLANNED:

1. Publication of Results of Health Manpower Survey

2. A Continued Statewide Followup of Post-Secondary Vocational Education Graduates in the University of Hawaii Community Colleges for FY 1973

3. Feasibility of Study for Developing a Diversified Occupations Training Program

IDAHO

Roy D. Irons, State Director for Vocational Education
Kenneth E. Hanson, RCU Director

PROJECTS COMPLETED:

1. "Development of Techniques for Simulation of Data Processing"

NEW PROJECTS FUNDED:

1. "A Comprehensive Career Education Program for Grades 7-9, Supplements Commissioners"

2. "Home Economics Related Occupational Classes"

3. "Reproduction of POWER Packets"

4. "Reproduction of REACH Curriculum"

RESEARCH RELATED ACTIVITIES:

1. Distribution of Data Processing Packets

PROJECTS AND ACTIVITIES PLANNED:

1. Distribution of POWER Packets

ILLINOIS

Sherwood Dees, State Director for Vocational Education
Ronald D. [illegible], [illegible]

PROJECTS COMPLETED:

1. "Nuclear Radiation Project Phase II"

2. "Maximizing Human Resource Development in the Five County Tier Region of Southern Illinois: An Occupational Education Planning Grant Phase I"

3. "A Study to Determine the Feasibility of Implementing Joint Agreements for More Efficient Utilization of Secondary, Area Centers, and Post-Secondary Resources and Facilities"

4. "Cost Differential Analysis in Regular Secondary Vocational Programs and Area Vocational Centers in Illinois"

5. "Development of a Systematic Approach to Followup Evaluation"

6. "Air Frame Power Mechanics Program for Upper Classmen High School Students Phase III"

7. "Aviation Mechanics Program Phase III"

8. "An Exemplary Program in Technical Education: Industrial Engineering Technology Based on Measurably Stated Behavioral Objectives Phase II"

9. "LPN-RN Program Phase II"

10. "Demonstration Center for Comprehensive Occupational Education Program Planning"

11. "Career Education Information Campaign"

12. "A Demonstration Center to Exhibit the Merits of a Cooperative Education School Leaver Program and Ways They May Be Originated"

13. "A Drive-In Conference for All Community Colleges in Illinois Interested in Learning About Programs for High School Leavers at the Community College Level"

NEW PROJECTS FUNDED:

1. "Develop and Test a Systematic Approach for Implementation of a Statewide Student Based Management Information System"

2. "Statewide Assessment: Programs for the Disadvantaged (Secondary and Post-Secondary)"

3. "Manpower Assessment of New and Emerging Jobs in Environmental Areas"

4. "A Study to Determine the Feasibility of Implementing Joint Agreements for More Efficient Utilization of Secondary, Area Centers, and Post-Secondary Resources and Facilities"

5. "Computer Based Guidance"

6. "Coal Mining Technology"

7. "An Exemplary Project for Minority Group Children in the Elementary School Using Career Demonstration Centers"

8. "Secretarial Science Program"

9. "Counselor Support System (Technology and Education)"

10. "East St. Louis Career Education Project"

11. "Illinois Network for School Development"

12. "Third Party Evaluation"

13. "The Development of a Career Education Model for Grades 7-10"

14. "Career Education Resource Laboratory"

15. "Production of Multiple Copies of a 15-30 Minute Film Based on Illinois Developments in Career Education"

16. "To Review, Synthesize and Annotate the Body of Literature Written Since March 1970 in the Areas of Career Development and/or Career Education"

17. "A Demonstration Center to Exhibit the Merits of a Cooperative Education School Leaver Program and Ways They May Be Originated"

18. "A Drive-In Conference for All Community Colleges in Illinois Interested in Learning About Programs for High School Leavers at the Community College Level"

RESEARCH RELATED ACTIVITIES: NONE

PROJECTS AND ACTIVITIES PLANNED:

1. Support research and development activities designed to upgrade occupational education programs at the local level through the development and implementation of new and innovative programs and techniques

2. Support for studies that provide information for decision-making and management at the State and local levels

3. To provide support for innovative ideas originating at the local level which promote the major goals for FY 1974 for research, development, and exemplary activities

4. Support research and development activities which provide for the planning, testing, and implementation of sound career education concepts and materials in local educational agencies

5. To provide support for research, developmental, and exemplary activities in consumer and homemaking education and cooperative education as outlined in Parts F and G of P.L. 90-576

INDIANA

Don K. Gentry, State Director for Vocational Education
Carol Ann Hodgson, RCV Director

PROJECTS COMPLETED:

1. "Feasibility Study"

2. "Mobile Training Unit - A Total Community Approach to Career Guidance"

3. "Mini-Grant to Develop A Presentation Depicting the Use of the Learning Activity Packs in the Classroom"

NEW PROJECTS FUNDED:

1. "A Feasibility Study of the Need to Establish A Youth Organization for Interdisciplinary Cooperative Education (ICE) Programs in Indiana"

2. "Mini-Grant for the Assessment of the Duties and Responsibilities of Vocational Education Administrators in Indiana"

3. "Subject Matter Content and Teaching Methods Appropriate for A Junior High Agricultural Program"

4. "Evaluation of Consumer Education Foundations"

5. "Intensive Office Laboratory Followup and Evaluation - Part III"

6. "Mini-Grant to Develop A Presentation Depicting the Use of the Learning Activity Packs in the Classroom"

7. "A Program to Develop A Laser As An Electronics Class Project"

8. "Development Project At Indiana State University Resource Center"

Indiana

9. "A Project to Research the Coordination and Communication Possibilities Between State Agencies Involved with Vocational Education and Promotional Activities to Implement Concluded Programs"

10. "An In-Depth Study and Evaluation of the Vocational Horticulture Programs in the Secondary Schools of Indiana"

11. "A System to Integrate Efforts of Universities' Counselor Educators and Vocational Educators to Develop A Stronger Counselor Training Program"

12. "Instructional Materials Laboratory Maintenance of the Development for In-Service and Pre-Service Vocational Technical Teacher Education"

13. "The Development of A Vocational Management By Results Model for State and Local Vocational Administration to Create An Annual and Five-Year Plan for High Schools in Indiana"

14. "Career Education Program Helping All in Counseling"

15. "A Study of Vocational Education Teachers of the Disadvantaged with Implications for Teacher Education"

16. "An Identification of Employment Patterns and Analysis of Factors Influencing the Earning of Indiana High School Vocational Graduates"

17. "Development of A Pre-Vocational Program for Freshmen Students in A Comprehensive Area Vocational School"

RESEARCH RELATED ACTIVITIES:

1. RCU Coordinator attended a 3-day AERA Evaluation Seminar and a 4-day RCU Directors Conference in Georgia

2. Cooperated with a technical assistance visitation by USOE, Spring, 1973

PROJECTS AND ACTIVITIES PLANNED:

1. RCU will be writing RFP's and soliciting prospectus

IOWA

William O. Schuermann, State Director for Vocational Education
Kenneth M. Wold, RCU Director

PROJECTS COMPLETED:

1. "Identification of Competencies for Occupations in Clothing Apparel and Textile Industry in Iowa"

2. "Identification of Competencies for Family and Community Services Occupations in Iowa"

3. "An Occupational Analysis of Job Titles and Related Competencies Required for Entry into the Skilled and Technical Occupational Levels of the Plastics Industry of Iowa"

4. "Identification of Tasks in Occupations Related to Interior Design and Furnishings"

NEW PROJECTS FUNDED:

1. "Career Needs Assessment for Merged Area II"

2. "Area X Career Education Needs Assessment Project"

3. "Determine the Career Education Needs for Merged Area XII"

4. "Instructional Materials Development and Articulation in Career Education"

5. "Third Party Evaluation of the Iowa Project No. S-346"

6. "Workshop in Curriculum Organization and Development in Agribusiness and Natural Resource Education"

7. "The Development of a List of Competencies for Office Occupations"

8. "The K-8 Career Curriculum Project, Phase II, Staff Development and Implementation"

Iowa

RESEARCH RELATED ACTIVITIES:

1. Completed and disseminated to all area school superintendents the statewide student survey data collection and preliminary data reports

2. Completed student followup survey with a total return of 49 percent. Processing of these data was commenced.

3. Completed labor supply survey and nearly completed the statistical analysis and data processing for the area

4. Revised for printing the publication "Growth and Development of Career Education in Iowa," under the new title "Career Education Trends in Iowa: 1968-1972"

5. Made visits with project directors and their staffs to review and assess the progress of their research projects

6. Attended various meetings, workshops and seminars pertaining to planning, curriculum development, and evaluation in career education

7. Support Services Section as part of the Career Education Division established section objectives and budget for FY 1974

8. Prepared descriptive and statistical reports for the Honorable Carl D. Perkins and for Project Baseline

9. Prepared and submitted to the USOE a final federal report and addendum on the discretionary 9-12 career education project

10. Prepared a publication, "Population Needs Profiles" for each of the 15 merged areas in Iowa

PROJECTS AND ACTIVITIES PLANNED: NONE

John E. Snyder, State Director for Vocational Education
Wilbur Rawson, RCU Director

PROJECTS COMPLETED:

1. "Kansas Manpower Utilization System for Training (K-MUST)"

2. "Computerization of Vocational Funding Formula"

NEW PROJECTS FUNDED:

1. "A Study of Kansas Printing Plant Operations"

2. "IACP Teacher Competencies"

3. "Ten-State Consortium for DE Materials"

4. "Conceptual Base for Industrial Education"

5. "Manpower Needs for Agribusiness"

6. "Researching Curriculum Materials in Agribusiness and Natural Resources"

7. "Computerizing Vocational Program Approval"

8. "Status of Post-Secondary and Vocational Technical Education"

9. "Developing Computer System for Distribution of Vocational Education Funds"

RESEARCH RELATED ACTIVITIES: NONE

PROJECTS AND ACTIVITIES PLANNED:

1. Vocational program updating and reorganization

KENTUCKY

Carl F. Lamar, State Director for Vocational Education
Robert Schneider, RCU Director

PROJECTS COMPLETED:

1. "Review of Career Education in Kentucky"

2. "Development of an Administrative Manual for Vocational Education"

3. "An Analysis of the Image of Vocational Education in Kentucky"

4. "The Development and Tryout of a System for Evaluating Programs of Vocational Teacher Education"

5. "Attitudes of Kentucky Secondary Teachers Toward Consumer Issues and Emphasis Given These Issues"

6. "Analysis of Problems Encountered by Classroom Teachers Associated With Their Involvement in the Kentucky Regional Career Education Development Project"

NEW PROJECTS FUNDED:

1. "Principal's Orientation Research Project"

2. "Review of Career Education in Kentucky"

3. "Research Related to the Regional Career Education Development Project: Kentucky Vocational Region III"

4. "Research Related to Bowling Green Independent School System's Comprehensive Career Education Model"

5. "Effects of a Program of Career Education in the Hazard Region"

6. "Two Hour Vocational Classes at the Laurel County Area Vocational School"

7. "Attitudes of Kentucky Secondary Teachers Toward Consumer Issues and Emphasis Given These Issues"

RESEARCH RELATED ACTIVITIES:

1. A research proposal for the design of a model for the evaluation and revision of adult education programs

2. A study of the relationship of expressed and tested vocational interests of ninth grade disadvantaged and non-disadvantaged students

3. The relationship of selected teacher characteristics to teacher effectiveness

4. Class of introduction to careers

5. Career workshop

6. Observation of DE teachers to determine equipment utilization

7. A followup study of the Bardstown High School graduating classes of 1970, 1971, and 1972

8. A study to determine effective teaching methods of the directions given on commercial household products with EMR's and "normal" students

9. Handbook of administrative policies as they relate to vocational instruction ROPES Region IX

PROJECTS AND ACTIVITIES PLANNED:

1. "The Development of Instructional Materials in Agricultural Mechanics for Teachers of Secondary Programs in Vocational Agriculture"

2. "Development of Instructional Materials for Teachers of Adult Programs in Vocational Fire Services"

Kentucky

3. "Accelerated Development of Instructional Units for Teachers of Adult Programs in Vocational Agriculture"

4. "Plans for Developing Trade and Industry Courses of Study"

5. "A Field Trial and Analysis of Selected Occupational Guidance Activities with Counselor In-Service Education--(3rd year of a 5-year study)"

ERIC

LOUISIANA

Kirby K. Awagain, State Director for Vocational Education
Gertrude Enloe, RCU Director

PROJECTS COMPLETED: NONE

NEW PROJECTS FUNDED: NONE

RESEARCH RELATED ACTIVITIES:

1. Completion of a feasibility study to determine the need for establishing vocational-technical schools in 27 parishes designated by the Louisiana Legislative Acts of 1972

2. Served on committee for drafting bonding legislation for the upgrading and expansion of vocational-technical education in Louisiana

3. Assisted in writing the vocational education phase of the Plan for Career Education in Louisiana

4. Updated information concerning enrollment and course offerings of Louisiana's vocational-technical schools

5. Assisted in planning new projects in career education

6. Attended various conferences

PROJECTS AND ACTIVITIES PLANNED: NONE

MAINE

Elwood A. Padham, State Director for Vocational Education
Charles Ryan, RCU Director

PROJECTS COMPLETED:

1. "Career Planning Program"
2. "Supportive Services for Vocational Education Students"
3. "Modern Forestry Practices"
4. "Workers and Me"
5. "Evaluation of A Planned Program of Career Education"
6. "Cooperative Concept of Career Education"
7. "Diagnostic Aids for Guidance and Counseling at the Vocational-Technical Institutes"
8. "Survey Instrument/Techniques for Followup Evaluations"
9. "Associate Degree Program in Plant and Soil Technology"
10. "Consortium in Higher Education"
11. "Development and Implementation of a Comprehensive Career Education Guide for Grades K-12, in Maine Schools"
12. "Prediction of Success in Selected Vocational-Technical High School Programs"
13. "Project COVE-Coastal Opportunities in Vocational Education"
14. "Accelerated Typewriting Program in the High School Through the Use of Homework"
15. "Westbrook Educates for Business"

NEW PROJECTS FUNDED:

1. "Career Awareness Curriculum Project K-6"

Maine

2. "Institute for Improvement of Career Counseling Competencies of Experienced Maine School Counselors"

3. "Influences on Career Development of the Elementary School Child"

4. "Career Education"

5. "Career Days"

6. "Career Education Program for A Rural School"

7. "Mobile Career Education Classroom"

8. "Satellite Career Center"

RESEARCH RELATED ACTIVITIES:

1. Provided consultant services to various agencies, institutions and school districts

2. Presented career education concepts to a variety of groups

3. Attended various conferences and meetings on career education

4. Provided enrollment figures for FY 1973 USOE statistical reports

5. Provided quarterly reports and consulted with bureau consultants regarding various in-house projects funded under Parts C and D

6. Reviewed proposals and made recommendations for appropriate action

7. Sponsored the attendance of three persons at the Regional Briefing Session on Career Education in May, 1973

8. Visited project sites in March, April, and May to confer with directors and assess progress: Project PACE, S.A.D. #37, S.A.D. #9, and Hampden Academy

PROJECTS AND ACTIVITIES PLANNED: NONE

MARYLAND

James L. Reid, State Director for Vocational Education
Marinus A. Kip, RCU Director

PROJECTS COMPLETED:

1. "Determination of the Manpower Needs and Student Interests for the Aviation Industry in Maryland"

2. "A Comprehensive Follow-up of all Entrants to the Catonsville Community College from the Fall of 1966 through the Fall of 1968"

3. "Research and Development of a Computer-Assisted Instruction Center for Post-Secondary Vocational Projects, Phase III"

4. "Investigating Relationships between High School and Community College Occupational Programs and Implementing Procedures on an Experimental Basis"

5. "A Vocational Education Development Project for the Disadvantaged"

NEW PROJECTS FUNDED:

1. "Para-professionals as Debt, Nutrition and Medicare"

2. "A Research Project To Develop Model Curricula for Food Technician Programs"

3. "An Emperical Determination of Three Career Program Planning and Development Aspects: Articulation, Community Participation, and Faculty Commitment"

4. "Career Information Resource Center for Learning Experiences"

5. "Compilation and Dissemination of Existing Research Findings concerning the Vocational Industrial Teacher in the State of Maryland"

6. "A Study To Assess the Feasibility of Installation of a Computer and/or an Information Dissemination System for Vocational Education in the Allegany County Resource Center"

7. "Research and Development of a Computer-Assisted Instruction Center for Post-Secondary Vocational Projects, Phase IV"

8. "Evaluation Planning at the Wye Institute"

RESEARCH RELATED ACTIVITIES:

1. Conducted a comprehensive high school graduate followup study on all Maryland high school graduates, with special interest in the world of work

2. Conducted an evaluation and validation study on Maryland's RCU-designed and operated vocational student and teacher data system

3. Completed the design and construction of programmatic and institutional evaluation instrumentation

4. Completed evaluation and validation of certain exemplary projects

5. Completed evaluation of career program curriculum and institute materials

6. Conducted a study of discriminant function analysis under violation of assumptions characterized by the differential factor structures in correlation matrices

PROJECTS AND ACTIVITIES PLANNED:

1. A comprehensive programmatic and institutional evaluation of the Wicomico Vocational-Technical Center, aimed at piloting the RCU-produced evaluation materials and instrumentation

2. Design and installation of an RCU-based Vocational-Education Information Dissemination Center

MASSACHUSETTS

Charles H. Buzzell, State Director for Vocational Education
Ronald [illegible] Saris, RCU Director

PROJECTS COMPLETED:

1. "ESCOE"

2. "MECA"

3. "FEEDER"

4. "New Urban League"

5. "Operation Fire Camp"

6. "Career Education Survey"

NEW PROJECTS FUNDED:

1. "E./D. Model"

2. "X4T (Weymouth)"

4. "Boston University"

5. "Boston Occupation Resource Center"

RESEARCH RELATED ACTIVITIES: NONE

PROJECTS AND ACTIVITIES PLANNED:

1. "Proposal Writer Survey"

MICHIGAN

Arnold Loomis, State Director for Vocational Education
Stanley Rumbaugh, RCU Director

PROJECTS COMPLETED:

1. "Mini-Man Power Project"
2. "Educational and Career Exploration System (ECES)"
3. "Winter and Summer Resort Technical Education Project"
4. "Shared-Time Vocational Education Program"
5. "Community Stationed Contracted Vocational Skill Training"
6. "A Special Project to Eliminate Education Disadvantages (SPEED)"
7. "Guidance Under An Industrial Directed Effort (GUIDE)"
8. "Work Experience Program"
9. "Occupational Teacher Education"

NEW PROJECTS FUNDED: NONE

RESEARCH RELATED ACTIVITIES:

1. Completed management skills inservice training for State vocational education staff
2. Continued development of computerized Vocational Education Support System
3. Began planning for third phase of career achievement skills project
4. Participated in ESEA Title III and directed Federal Part D project evaluation
5. Assisted in planning for career education model development and dissemination

6. Participated in State Civil Service position analysis

7. Provided logistical support for 33 career education awareness meetings held throughout the State

8. Continued consultation to Detroit Vocational Area Study

9. Completed Statewide career education awareness survey instrumentation

10. Began planning on a study concerning the development of a funding system to improve the delivery and vocational education services

11. Evaluation of Part D exemplary projects nearly completed

12. Provided consultant services to Michigan State Advisory Council for Vocational Education

13. Began planning on the development of a Computerized Manpower Information System

PROJECTS AND ACTIVITIES PLANNED:

1. Continue consultation to the Michigan State Advisory Council for Vocational Education

2. Complete evaluation of seven Part D exemplary projects

3. Continue development of a comprehensive Manpower Information System

4. Complete study concerning the development of a funding system

5. Continue development of computerized vocational education information support system

6. Continue monitoring of Part C - R&D projects

7. Development and conduct of inservice for vocation specialists in use of information system

8. Continue development of career education dissemination strategy

ERIC

MINNESOTA

Robert P. Van Tries, State Director for Vocational Education
Jerome Moss, Jr., RCU Director

PROJECTS COMPLETED:

1. "In-Service Training in the Methods and Materials of Individualizing Instruction in Distributive Education"

2. "Fashion Merchandising Career Exploration Learning Materials Project"

3. "A Proposal to Develop Individualized Learning Packages for Selected Post Secondary Occupational Programs of Two Years Duration or Less"

NEW PROJECTS FUNDED:

1. "Career Education Workshop for Elementary Teachers and Administrators: A Pilot Project"

2. "Individualized Performance Based Curriculum at the Minneapolis Area Vocational-Technical Institute"

3. "Experiential Educational Administration Program for Local Administrators"

RESEARCH RELATED ACTIVITIES:

1. 2,500 copies of a publication describing the R&D management system for the State was distributed to selected State and national audiences

2. Provided consultant services to vocational educators in the State and to various State and national agencies

3. Added 4,000 new documents to the RCU library; 2,000 requests for library materials were received and filled; about 1,500 individuals used the library facilities

4. Administered the USOE-sponsored doctoral program for 18 students and a continuation proposal for a one-year doctoral fellowship for 20 students

5. Distributed 2,000 copies of a study assessing high school students' perceptions of post-secondary AVTI's and junior colleges in Minnesota

6. Developed and operated a system for conducting a formative and summative evaluation of eight career education projects

7. Developed, pilot tested, and revised three criterion measures for career education programs for grades K-3, 4-6, and 7-9

8. Revised the procedure and data collection instrument necessary to assess the quantity of pre-service vocational training in the State

9. Conducted an evaluation of the 1972 Annual Regional Vocational Conference located at Mankato, Bemidji and Minneapolis

10. Reported on the usefulness of selected criterion measures for evaluating post-secondary vocational programs

PROJECTS AND ACTIVITIES PLANNED:

1. Numerous ongoing projects will be continued

2. An expansion of efforts in career education evaluation will be initiated

3. Dissemination and diffusion of selected R&D projects will be undertaken

MISSISSIPPI

Troy V. Majure, State Director for Vocational Education
James Wall and James Shill, RCU Co-directors

PROJECTS COMPLETED: NONE

NEW PROJECTS FUNDED:

1. "Assessment of Vocational Teacher Education in Mississippi"

2. "Statewide System for Determining Vocational Reimbursement for Local Vocational Programs"

3. "The Utilization and Dissemination of Materials Produced by the Curriculum Coordinating Unit"

4. "The Impact of Institutional Manpower Development and Training Act Program on Vocational-Technical Education in Mississippi"

5. "The Identification of Social Skills Needed in Specific Vocational-Technical Areas and Possible Instructional Approaches to Such Needs"

6. "A Study to Identify the Influence of Factors Other Than the Attainment of Job Skills Affecting the Long-Range Success of Vocational and Technical Programs"

7. "Evaluation of the Career-Centered Curriculum in the Public Schools of Mississippi"

8. "Differential Training Needs of Area High School Students"

9. "Manpower Needs of Industries in the Utica Junior College District"

10. "A Survey of Mississippi Vocational High School Home Economics Teachers' Expressed Needs for Inservice Education Programs"

Mississippi

RESEARCH RELATED ACTIVITIES:

1. Disseminated the following:

   a. Annual Report of the Mississippi Research Coordinating Unit for Vocational-Technical Education (Fiscal Year 1972)

   b. Quarterly Evaluation Reports on the Career-Centered Curriculum for Vocational Complexes in Mississippi

   c. The Career-Centered Curriculum for Vocational Complexes in Mississippi - Second Interim Report

   d. Implementing a Career-Centered Curriculum in the Public Schools of Mississippi - Semiannual Report

   e. Northeast Mississippi Career Education Opportunities Program - First Interim Report

   f. Technology and Social Change: Some Implications for Vocational Education

   g. Validation of Curriculum in Vocational-Technical Education

   h. Adapting Curriculum to Local Needs

2. Attended various meetings, workshops, seminars, pre-service and inservice courses

3. The RCU director served as Assistant Dean for Research and Development in the College of Education at Mississippi State University

4. The RCU Co-director has been engaged in the Agricultural Education Department at Mississippi State University

5. Assisted in several research studies conducted by individuals at Mississippi State University and other institutions

6. Developed videotapes and slide presentations on the implementation of career education programs in local schools to be utilized in inservice training throughout the State

PROJECTS AND ACTIVITIES PLANNED: NONE

B.W. Robinson, State Director for Vocational [illegible]
Glenn W. White, RCU Director

PROJECTS COMPLETED:

1. "Cost-Effectiveness Analysis of Post-Secondary Vocational Technical Education in Missouri Public Schools"

2. "Student Oriented Industrial Firm"

3. "The Feasibility and Planning of A Multiple Approach to Vocational Programming Which Will Meet the Career Aspirations of Students in a Rural Secondary School Setting"

4. "Development of Sufficient Skills and Abilities of Disadvantaged Students to the Level of Being Able to Succeed in Regular Vocational Classes"

5. "Evaluation of Guidance Activities in Selected Public Schools In and Around Kansas City"

6. "Design of a New Post-Secondary Co-Curricular Organization for Vocational and Technical Students"

7. "Analysis of the Missouri State Vocational Education Aid Formula"

8. "A Film/Tape Presentation on Electronic Technology"

9. "Computer-Based Occupational Simulation"

10. "New Patterns in Vocational Agriculture Education"

11. "A Survey of the Vocational Opportunities in the Central School District"

12. "Sound/Slide Instruction for the Operation of the Conventional Lathe"

13. "Development of An Individualized Instruction Plan for Electric Circuits I"

14. "Selection of Design of A Placement Examination for Entering Freshmen Interested in Mechanical Engineering Technology or Pre-Engineering"

15. "Sound/Slide Individual Instruction in the Use of the Slide Rule"

16. "An Analysis of Factors Which Influence Student Selection of Vocational-Technical Education in Southwest Missouri"

NEW PROJECTS FUNDED:

1. "The Meaning and Value of Work, Job Satisfaction and Productivity as Perceived by Vocational Education Graduates and Teachers"

2. "Preparation and Testing of Career Education Modules for Teacher and Counselor Education"

3. "Career Awareness, Selection and Occupational Training in Agri-Business"

4. "Research Model for Career Education"

5. "Parents: Key People to Assist in Occupational Decision Making"

6. "Assess the Educational Need of Currently Enrolled College Students and Area High School Juniors and Seniors, With Academic Deficiencies as Measured by ACT, in Relationship to the Existing Programs at Missouri Western College"

7. "Establishing Vocational Skills in Severely and Profoundly Retarded Individuals"

8. "In-Service Education Model for the Dissemination and Utilization of Career Information in the Elementary School"

9. "Implementation of a Model Child Development Center Having a Full Variety of Preschool Programs"

Missouri

10. "Instructor's Guide on Health Occupations"

11. "A Proposal to Reproduce and Distribute Individualized Business and Office Materials, and to Provide Technical Assistance to Four Selected Adult Programs Serving at Least 260 Disadvantaged and Handicapped Individuals"

12. "A Project to Determine the Effectiveness and Adaptability to Individualized Instruction of the APEX Simulation Program"

13. "Prevocational Skills for Educable Mentally Retarded Students"

14. "A Survey of Southeast Missouri to Determine Farm Power Technology Needs On the Post-Secondary Level"

15. "A Research Proposal to Survey the Service Area of Three Rivers Community College in Order to Determine the Present and Future Personnel Needs in the Field of Ornamental Horticulture"

16. "A Study of the Structure, Function and Use of Local Advisory Committees on Vocational Education"

17. "Preliminary Data Collection for Revision of K-12 Communication Skills Curriculum"

18. "Followup of University of Missouri-Columbia Home Economics Education Program Entrants and Graduates from September 1, 1967 through December, 1972"

19. "Dress Pattern Alterations Related to Physical Needs of Older Women"

20. "Visuals That Will Aid in Teaching the Metric System to the Homemaker"

21. "Read, Listen and Learn About Work"

22. "Career Development in Action"

23. "Field Testing a Child Care Worker Parent Involvement Training Packages"

24. "Development of Career Level Course: Science Activities for Children"

25. "Comparison of Two Different Methods of Dissemination of A New Teaching Technique"

26. "Establishment of a Production Unit for Slide-Tape Presentations in Hotel, Motel, and Restaurant Training at Crowder College"

27. "Discovering Yourself and Careers"

28. "An Investigation of Developmental Education Curricular Requirements for Post-Secondary Vocational-Technical Students"

29. "Administrative Structure and Relationships Between the Area Vocational School, the Local School District, and Sending School Districts in Missouri"

30. "Selected Personality Traits and Role Perceptions of Beginning Vocational Education Teachers in Missouri"

RESEARCH RELATED ACTIVITIES:

1. Conducted information retrieval and dissemination activities including a total of 576 searches resulting in distribution of 1,970 microfiche

2. Participated as visiting chairman in two on-site vocational technical evaluations

3. Provided consultative assistance to 33 principal investigators in carrying out project proposals

4. Began user's survey of the recipients of the Resource Directory (Survey included 2,250 users)

Missouri

5. Constructed plans for the MOTIS (Missouri Occupational Training [illegible] Cycle [illegible] Student Accounting Component

6. Planned and developed workbook materials for fall MOTIS Cycle I data presentation workshops

7. Finalized format and began generating MOTIS Manpower Supply and Manpower Demand data

8. Planned and initiated the beginning phase of the MOTIS 120-day vocational followup of last school year's completors

9. Began final information gathering for Cycle I final report activities

PROJECTS AND ACTIVITIES PLANNED:

1. Continue activities in information retrieval and dissemination

2. Monitor approved research projects

3. Continue development of materials, methods, and procedures for the Demand Component, Student Accounting Component, Resource Inventory Component, and Manpower Supply Component

MONTANA

Benjamin Ulmer, State Director for Vocational Education
Robert Lehman, RCU Director

PROJECTS COMPLETED:

1. Employment competencies studies

   a. "Study to Determine Competencies Needed by Employees Entering Agricultural Mechanics Occupations"

   b. "A Study to Determine Competencies Needed by Employees Entering Agricultural Production Occupations"

   c. "A Study to Determine Competencies Needed by Employees Entering Agricultural Supplies and Services Occupations"

   d. "Study to Determine Competencies Needed by Employees Entering the Grain, Feed and Seed Business"

NEW PROJECTS FUNDED:

1. Agriculture workers competency studies

RESEARCH RELATED ACTIVITIES:

1. Continued the analysis of data from the Entry/Exit/Followup system; remedied machine computation problems; surveyed usefulness of the system; supervised transfer of responsibility for EEFU to RPDE component; supervised phasing out of EEFU System

2. Monitored data gathering by staff of Project Prepare at Butte Vocational-Technical Center; designed final report format; aggregated and analyzed evaluation data; wrote evaluation report, consulted on contents of final project summary report

3. Classified and consolidated Vocational Education forms in use; consulted with school personnel and State supervisors on simplified enrollment reporting procedures; constructed new reporting forms; completed secondary school reporting for Information System

4. Arranged for duplication and distribution of the Agriculture competencies study; reviewed interview procedures to be used in Agriculture production studies; explained studies in various group presentations; continued audit of Great Falls career education evaluation; presented career education agriculture study at National RCU Directors meeting

5. Attended American Education Research Association meeting

6. Consulted on assessment questionnaire concerning Handicapped/Disadvantaged programs

7. Helped construct format for annual spring meeting of Montana DECA

8. Helped with continuation proposal for EPDA-Part F; developed plan for submitting a career education curriculum laboratory proposal; reviewed Vocational Education State Plan for necessary changes

9. Set up doctoral internship program with Montana State University

10. Consulted on adapting Michigan's funding plan to Montana

PROJECTS AND ACTIVITIES PLANNED:

1. Continue to supervise and assist in the competencies surveys

2. Audit the evaluation of the Career Education Project designed to use research findings in counseling students and building curriculum

3. Complete the design and implement the post-secondary information system for use in the Vocational and Occupational Skills Component

4. Assist the Vocational and Occupational Skills Component in planning and evaluation as needed

ERIC

NEBRASKA

Glen H. Strain, State Director for Vocational Education
Elton B. Mendenhall, RCU Director

PROJECTS COMPLETED:

1. "A Project to Develop A Series of Steps and Procedures for Assisting Local Education Leaders Develop Competencies Needed to Construct an Occupational Curriculum"

2. "State-Wide Computerized Model for Determining Occupational Opportunities in Nebraska, 1973 Report"

3. "Minimum Levels of Technical Competency Standards for Industrial Education Programs in Nebraska"

NEW PROJECTS FUNDED:

1. "State-Wide Computerized Model for Determining Occupational Opportunities in Nebraska, 1974 Report"

2. "Nebraska Vocational-Technical Graduate Followup and Information Dissemination System Developmental Research Project"

3. "Minimum Levels of Technical Competency Standards of Business and Office Education Programs in Nebraska"

4. "The Nebraska Occupational Competency Testing Center"

RESEARCH RELATED ACTIVITIES:

1. Disseminated monthly newsletters to 2,300 educators; 1,055 complimentary documents; Learning Resource Center Checkout -- 281 documents by mail

2. Prepared and presented research and exemplary proposals to Nebraska State Board for Vocational Education

3. Prepared proposal for Department of Economic Development; the "1973 Occupational Opportunities Report;" and the Learning Resource Center bibliography

4. Provided consultant services for various career education programs

5. Attended National RCU Directors Conference in Atlanta, Georgia

6. Participated in meetings between local education administrators and Vocational Coordinator for Education Service

7. Participated in review of exemplary projects

8. Negotiated 1973-74 contract for Nebraska Research Coordinating Unit for Vocational Education

9. Prepared and disseminated guidelines for preparation of Final Report for Vocational Research Projects

10. Served on various committees and attended various conferences

PROJECTS AND ACTIVITIES PLANNED:

1. Visitation of research and exemplary projects

2. Identification of fiscal 1974 research priorities

3. Printout of occupational data by State regions

4. Final report of third-party evaluation for Milford Career Education Project

5. Updating of master list of Nebraska employers

6. Solicit vocational research projects according to priorities

NEVADA

R. Courtney Riley, State Director for Vocational Education
Jake Huber, RCU Director

PROJECTS COMPLETED: NONE

NEW PROJECTS FUNDED: NONE

RESEARCH RELATED ACTIVITIES:

1. Engaged in assessing the vocational R&D needs of identified LEA and SEA personnel in Nevada

2. Continued monitoring of all Part C and D projects

3. The RCU Curriculum and Resource Library had the following usage:

   a. 61 walk-in users
   b. 23 phone and mail request for information
   c. 21 information search requests

4. New additions to the library collection:

   a. 18 microfiche

   b. 54 documents

   c. 14 films (three prints of each)

5. Six issues of the RCU Newsletter have been printed and disseminated to 1,100 educators in Nevada plus 65 people across the nation

6. Developed the following publications:

   a. "Career Education for Industrial Arts Personnel or Can I Live With Career Education?"

   b. "The Role of the National System of Research Coordinating Units in the Research-to-Practice Continuum"

c. "The Status of Business Education in the Public Secondary Schools of Nevada"

7. Provided consultative services to a variety of groups and school districts

8. Developed a "Skill Center Assessment Technique (SCAT)" instrument and process which will be used to evaluate MDTA skill centers

9. Attended several conferences

PROJECTS AND ACTIVITIES PLANNED:

1. Publication of the RCU Reports

2. Publication and dissemination of selected research relevant to Nevada's vocational educators

3. Continuation and expansion of RCU curriculum and resource identification, acquisition, and dissemination activities

4. Monitoring of Parts C and D funded projects

5. Continued consulting services to LEA, SEA, advisory council, etc.

6. Development of a staff development program to improve or otherwise upgrade the R&D skills, and R&D management expertise of Nevada's LEA and SEA staff

7. Act as a resource person in the development of a Statewide plan for the implementation of career education

8. Such activities as assigned by the State Director of Vocational, Technical, and Adult Education

NEW JERSEY

Stephen Poliacik, State Director for Vocational Education
Harold R. Seltzer, RCU Director

PROJECTS COMPLETED:

1. "Apprenticeship Study"
2. "Mobile Typing Unit Study"
3. "Planning System" (Lower Camden Regional)
4. "Planning System" (Edison Township)
5. "Planning System" (Middlesex County Vocational School)
6. "Planning System" (Sommerset County Vocational School)
7. "Planning System" (Linden School District)
8. "World of Finance"
9. "World of Transportation"
10. "Occupational Research and Development Resource Center"
11. "Development of Orientation to Work"
12. "Master Planning"
13. "First Line Supervisory Study"
14. "Career Development Program"
15. "Agricultural Education"
16. "Career Development Project" (Flemington-Raritan)
17. "Career Development Project" (South Brunswick)
18. "Career Development Project" (Woodbridge Township)

New Jersey

19. "Vocational Guidance and Counseling Project"

20. "Career Development Project" (Asbury Park)

21. "Career Development Project" (Roxbury Township)

22. "Career Development Project (Wayne Township)

NEW PROJECTS FUNDED:

1. "Career Education" (Newark)

2. "Career Education" (Woodbridge Township)

3. "Career Development"

4. "Comprehensive Guidance"

RESEARCH RELATED ACTIVITIES: NONE

PROJECTS AND ACTIVITIES PLANNED: NONE

NEW MEXICO

James B. West, State Director for Vocational Education
Roger Labodda, RCU Director

PROJECTS COMPLETED:

1. "TAOSCORE"

NEW PROJECTS FUNDED: NONE

RESEARCH RELATED ACTIVITIES:

1. Attended Annual Report Regulations Review

2. Part D Project "A Career Implementation Program for A Small Rural School" received Federal approval

3. Grant under EPDA upgrading vocational personnel in career education received Federal approval

4. Part C project for dissemination of a career education guide received Federal approval

5. Attended EPDA Proposal Workshop (Regional Office) and National EPDA Planning Session in Washington, D.C.

6. Submitted New Mexico's State Plan

7. Completed pilot study on Statewide inventory system

8. Completed plans for Fourth Annual Vocational Education Conference

9. Conducted manpower needs survey for the State

PROJECTS AND ACTIVITIES PLANNED:

1. Writing of Annual Reports

2. Refunding of Tri-Cultural Vocational Exploratory Career and Work Experience Education Program

New Mexico

3. Refunding of Taft Junior High School Career Education Project

4. Fourth Annual Vocational Education Conference

5. Monitoring of new and continuing projects under Part D and Part F

6. Completion of Part D project: "Develop Three Vocational Courses at the Secondary Level"

7. Implementation of Inventory System

8. Attendance at Western States RCU Conference

9. Submitting of proposals for Parts C, D, and F for '75

10. Continue manpower needs survey in the State

ERIC

NEW YORK

Robert S. Seckendorf, State Director for Vocational Education
Louis A Cohen, RCU Director

PROJECTS COMPLETED:

1. "The Evaluation of Consumer-Homemaking"

2. "A Health Competencies Study done in collaboration with Hudson Valley Community College"

NEW PROJECTS FUNDED:

1. "Competencies needed by Teachers in Health Occupations Education"

2. "An Industrial Arts Teacher Mobility Study"

3. "The Development of a Model for the Installation of Reading Instruction in the Occupational Education Areas"

RESEARCH RELATED ACTIVITIES:

1. Provided consultative services to various institutions organizations and state agencies

2. Attended, hosted or participated in a variety of conferences and made presentations

3. Completed high school-college articulation study for advisory council

4. Developed questionnaires and mailed for a Travel Agent Survey being conducted by the Bureau of Distributive Education

5. Completed phase I of the Directory of Occupation's in New York State Requiring a License, Permit, or Certificate

6. Continued to attend the previews of 360° Mass Communication Career Films

7. Held meetings with both the CUNY and Cornell R&D Centers to assist in their continuing operation

8. Completed the Quarterly Technical Progress Report for the period October 1, 1972 - December 31, 1972

9. Published Volume VI, Numbers 1, 2, 3, 4, and 5 of the RCU Newsletter

PROJECTS AND ACTIVITIES PLANNED:

1. Completion of the research and writing on Phase II of the Directory of Occupations

2. Presentation of the Values Position Paper to the Regents at a September meeting

3. Completion of the research and writing of Final Report of Travel Agent Survey

4. Survey and data analysis in connection with the Industrial Arts Teacher Mobility Study

5. Survey of Health Occupations Education Facilities

6. Development of a proposal to conduct research on certain areas of Jenck's Report, Inequality: A Reassessment of the Effect of Family and Schooling in America

7. The writing of a paper on the Use of Formative Evaluation in Educational Management

8. A Mini-Grant Followup Study of 37 Projects Completed in 1971-73

9. The writing of a paper on Procedures for Conducting a Mobility Survey of Educational Personnel

10. Followup of Home Economics Adult Consumer Homemaking Workshop

11. Followup of Home Economics Regional meetings regarding curriculum modules

New York

12. Evaluation of 23 funded Career Education Programs

13. A Feasibility Study concerning the possible publication of a brochure on the metric system

14. Continuation of the Health Occupations Teacher Competency Study

15. Continuation of the Apprenticeship Study in reference to core curriculum

16. Publication of ESCOE Newsletter Number 1

17. The development of an ESCOE training guide on How to Write Performance Objectives

18. Four ESCOE training sessions in practical nursing

19. Development of four ESCOE kits

20. Planning of Evaluation of ESCOE

21. Development of ESCOE plans FY 1975

NORTH CAROLINA

Charles J. Law, State Director for Vocational Education
Charles H. Rogers, RCU Director

PROJECTS COMPLETED:

1. "The Identification of Competencies and Performance Standards Associated with Women's Occupations in the Textile and Furniture Industries"

2. "The Development and Implementation of an Individually Scheduled Cluster Curriculum in Occupational Education"

3. "The Development and Demonstration of Expanded Occupational Education Experiences for Youth in Small Rural Schools"

4. "Preparation of High School Seniors as Teacher Aides"

5. "An Analysis of Factors Associated with Varying Dropout Rates"

6. "Establishment of an 'Information Center' at Forsyth Technical Institute to Design a System for Collecting and Processing Manpower Information at the Local Level"

7. "Computer Services Systems Development to Coordinate Manpower Needs With Occupational Training Programs"

8. "Development of Data Base and Methods to Measure Effectiveness of Occupational Programs"

9. "Research and Development of the Veitch Diagram Demonstrator for Use in Teaching Boolean Algebra"

10. "Restructured Registration and Instructional Options"

11. "Drafting Instruction by Audio-Visual Means"

12. "An Exploratory Study of Programming for Occupational Education in the Pamlico Education System"

North Carolina

13. "Predictive Models for Success in Occupational Education"

NEW PROJECTS FUNDED:

1. "The Dissemination of Occupational Education Research Information"

2. "Field Test and Revision Activities For the Mathematics and Communications Competency Areas of Distributive Education"

3. "Career Education Summer Project for School Personnel"

4. "Occupational Adjustment Training"

5. "The Development of a Model Designed to Expand Employment Options and Occupational Education Opportunities for Women in North Carolina"

RESEARCH RELATED ACTIVITIES:

1. Continued staff consultation and monitoring of 19 projects throughout the State

2. Consulted in the planning of 15 new proposals and projects

3. Provided extensive staff consultation and technical assistance to the Caldwell Career Education Project

4. Provided statistical, programming and analytical assistance to six locally initiated occupational projects

5. Attended and participated in various meetings, conferences and workshops

6. Initiated the first phase of a plan to diffusing product of Part C research

7. Engaged in extensive long-range planning for the Unit; including:

   - goal setting
   - research priorities
   - staff role and responsibilities
   - strategies
   - product delivery
   - evaluation

8. Provided consultation and technical assistance to graduate students and interns from nearby universities

9. Developed the Research Section of the State Plan for Vocational Education

10. Assisted the Health Occupations Section in evaluating curriculum guides

11. Prepared a major section of a special State Department of Public Instruction report on "Year-Round Schools in North Carolina"

12. Participated in a Symposium on Competency Based Teacher Education

PROJECTS AND ACTIVITIES PLANNED:

1. Develop and implement a system of dissemination of research project findings for the Occupational Research Unit

2. Develop and fund a research project to develop a competency-based teacher education model for the career education aspects of teacher training

3. Develop and fund a research project for disseminating the findings of the project to develop an occupational awareness program for the primary grades

4. Field-test and evaluate curriculum materials developed in the Sanford individualized instruction project

5. Continue to provide support and consultant services to the Caldwell Career Education Project as needed

6. Design and conduct a diffusion plan for transporting innovative components of the Caldwell Career Education Project

7. Provide increased technical assistance for research development efforts in the community college system

8. Plan for a three-year implementation of a model regional occupational evaluation center for the handicapped

9. Employ an additional staff member to assist existing ORU staff in implementing an expanding occupational research program

ERIC

NORTH DAKOTA

Carrol E. Burchinal, State Director for Vocational Education
Donald Eshelby, RCU Director

PROJECTS COMPLETED:

1. "Development of an Auto Mechanics Curriculum"

2. "Development of a Training Program for Power Plant Operators"

NEW PROJECTS FUNDED:

1. "Demonstrative Study in Career Education -- Minot Model"

2. "Development of a Farm Management Program"

3. "Vocational Education PPBES"

4. "Development of an Inservice Training Program for Telephone Technicians in Telecommunications"

RESEARCH RELATED ACTIVITIES: NONE

PROJECTS AND ACTIVITIES PLANNED: NONE

ERIC

Byrl R. Shoemaker, State Director for Vocational Education
R.D. Balthaser, RCU Director

PROJECTS COMPLETED:

1. "A Comprehensive Career Development Program Grade K-10"
2. "Demonstration Project in Career Education Grade K-10"
3. "Career Development Program"
4. "Career Education Grade K-10"
5. "Career Development"
6. "Pilot Project in Career Education Grade K-10"
7. "Career Education Program"
8. "Career Development Program Grade K-10"
9. "Developing Positive Attitudes Toward the Work-A-Day World"
10. "Career Education Continuum Grade K-10"
11. "Experimental Pilot Program Designed to Assist in Expediting the Development of New Career Education Curricula Grade K-10"
12. "Career Development Program"
13. "Career Education Program Grade K-10"
14. "Wayne Vocational Area Career Education Model"
15. "Career Development"
16. "A Career Continuum Grade K-10"
17. "Career Motivation, Orientation and Exploration"

18. "Career Development Program"

19. "Career Development Grade K-10"

20. "Ohio FFA Camp Muskingum, Inc."

21. "An Evaluation of the Ohio Career Development Program (Process Review)"

NEW PROJECTS FUNDED:

1. "Model Pre-Postsecondary Education Program for Students in Grades 11 and 12"

2. "Development of Pre-Postsecondary Education Programs in Business Administration and Social Sciences for High School Students in Grades 11 and 12"

3. "Development of Pre-Postsecondary Education Programs in Engineering and Health Occupations for High School Students in Grades 11 and 12"

4. "Development of Pre-Postsecondary Education Programs in Business Administration, Engineering, Health Occupations and Social Sciences for High School Students in Grades 11 and 12"

5. "Development of Pre-Postsecondary Education Programs in Health Occupations and Engineering for High School Students in Grades 11 and 12"

6. "Model Statewide Delivery System of Career Education"

7. "Three Pilot Career Education Programs for K-10 in Ohio"

RESEARCH RELATED ACTIVITIES:

1. Testing the Ohio Career Development Program (Product Review)

PROJECTS AND ACTIVITIES PLANNED:

1. Implementing the six programs under THRUST:

a. Thrust 1 is identified as dissemination, facilitation, coordination and stimulation of research in Ohio in accordance with Section 5.11 of the State Plan

b. Thrust 2 is identified as the actual, on-going research projects planned for FY 1974 as submitted to USOE upon approval. The main thrust in this section is in the area of Career Development projects for grades K-10. (All Part D unless otherwise indicated.)

c. Thrust 3 has been traditionally geared to studies on the formation of vocational education districts within the limits of the ORC. A separate Assistant Director has been appointed to supervise and monitor this activity, although the RCU Service will continue to provide the necessary data processing analysis for the various Vocational Education Planning Districts (VEPD). Staff in #1 manages this RCU function.

d. Thrust 4 concerns itself with the basic evaluation process in Ohio Vocational Education through the Program Review for Improvement, Development and Expansion of Vocational Education and Guidance(PRIDE)

The PRIDE program satisfies two mandates:

(1) the "Minimum Standards for Ohio High Schools," Standard EDb-403-07, Evaluation and Research

(2) the Vocational Education Acts of 1963 and its subsequent Amendments

e. Thrust 5 encompasses the broadened bases of computerized management information system. Six subsystems now comprise the basic information exclusive of the PRIDE Program:

(1) Opening Statistical - Fall enrollments
(2) Priority Criteria - by which each district is categorized according to the State Plan
(3) Directory - of Vocational Education Programs

(4) Closing Statistical - Final annual enrollments for USOE reporting
(5) Followup of Enrollees - for previous year graduates
(6) Fiscal Accounting - internalized to generate controls and USOE reports

f. Thrust 6 includes the reporting of the Division of Vocational Education including:

USOE 3129 Financial Statement
USOE 3131 Expenditures by Source
USOE 3132 Expenditures by Object
USOE 3133 Construction
USOE 3136 Teachers, Teacher Training, Administrative Staff
USOE 3138 Annual Enrollments
USOE 3139 Placement

ERIC

OKLAHOMA

Francis T. Tuttle, State Director for Vocational Education
William D. Frazier, RCU Director

PROJECTS COMPLETED:

1. "State Plan for Vocational and Technical Education"

2. "Occupational Training Information System, Cycle Five"

3. "Occupational Training Information System, Supplement 1--Statewide Totals and Descending Rank Order of Program Clusters"

4. "Occupational Training Information System, Supplement 2--A Followup of Graduates"

5. "Development and Testing of Modern Electronic Devices Lecture and Laboratory Modules, Final Report--Part I and Part II"

6. "A Guide for Completing the Vocational-Technical Student Enrollment, Completion, and Followup"

7. "Take 10 for a Survey of the Vocational Guidance Component of Oklahoma's Guidance and Counseling System"

NEW PROJECTS FUNDED:

1. "A Proposal for the Initiation and Implementation of a Management by Objectives System in Selected States' Departments of Vocational-Technical Education"

RESEARCH RELATED ACTIVITIES:

1. Attended, hosted or participated in a variety of meetings, workshops and committees

2. Planned agenda for the National Conference of State Directors in Washington, D.C.

3. Visited Illinois, Pennsylvania, and Minnesota to observe management information systems

4. Consulted with Macro Systems, Inc. to verify the demand information data in OTIS

5. Evaluated 136 vocational programs in 43 schools

6. Conducted Management by Objectives workshops at six skill centers for city managers and the Colorado State Department of Education

7. Made presentations to numerous classes at Oklahoma State University, and over closed-circuit television, and to various local educational organizations and teacher groups

8. Conducted PDK Regional Research Symposium in Oklahoma City

9. Made presentation to Secondary School Principals Conference

10. Met with EPDA personnel in Washington, D.C.

11. Met with personnel of Channel 13 with reference to an educational television program on career education

12. Attended Career Education Day at Sand Springs, Oklahoma

13. Attended Multi-State Consortium on Research in Atlanta, Georgia

14. Met with USOE Regional Office staff in Dallas, Texas

15. Participated in National RCU Personnel Conference in Atlanta

PROJECTS AND ACTIVITIES PLANNED:

1. Complete and publish the following:
   "Mini-State Plan"
   "Decade of Change and Beyond for Vocational and Technical Education"
   "Vocational-Technical Education 1975"

2. Conduct MBO workshops across the State

Oklahoma

3. Complete the Adult Plan for the State of Oklahoma

4. Continue working on funding procedure for vocational education

5. Continue work on revenue information for vocational education

6. Continue work on cost accounting procedure for vocational programs

ERIC

OREGON

Leonard Kunzman, State Director for Vocational Education
Dan Dunham, RCU Director

PROJECTS COMPLETED:

1. "Tigard Career Education Project"
2. "An Integrated Approach to Junior High School Career Education"
3. "Career Awareness Program for Union County"
4. "Workshop for the Improvement of Instruction in Vocational Physics"
5. "Student-Based Career Awareness Curriculum Project"
6. "Increasing The Career Awareness of Primary and Elementary School Children"
7. "A Model For Developing A Career Exploratory Program"
8. "A Proposal to Assist Oregon City School District No. 62 to Plan and Implement a SUTOE Program in an Existing Curriculum"
9. "Health Career Exploration"
10. "Educational Career Awareness Program - Career Caravan"
11. "Elementary Careers Oriented Relevant Education"
12. "Career Awareness Materials"
13. "Development of Evaluation Instrument to Determine Effectiveness of 'World of Work' Program"
14. "Computer Assisted Occupational Exploration"
15. "Open Entry/Exit Planning and Implementation"

NEW PROJECTS FUNDED:

1. "Career Awareness"
2. "Career Preparation"

3. "Career Specialization"

4. "Career Exploration"

5. "A self-learning approach to career education in teacher preparation programs"

RESEARCH RELATED ACTIVITIES:

1. Completed the SERVE (Secondary Education Reporting of Vocational Enrollment) System for compiling data on the background of students in approval vocational programs in high school

2. Completed the CPPS (Career Program Planning System) System for providing data for the decision making process in implementation of new and extension or curtailment of existing career education programs at the exploratory, preparation (high school) and specialization (post high school) levels

3. Developed the secondary education followup system used to provide a systematic statewide analysis of the present status of secondary school students who have graduated and/or terminated training in high schools in Oregon

PROJECTS AND ACTIVITIES PLANNED: NONE

ERIC

PENNSYLVANIA

John W. Struck, State Director for Vocational Education
Carroll A. Curtis, RCU Director

PROJECTS COMPLETED: NONE

NEW PROJECTS FUNDED:

1. "The Experimental In-Home Vocational Training Program in Child Care Services for Disadvantaged Mothers"

2. "The Relationship Between Clinical Experience and Graduates Passing the Registered Nurse Licensing Examination"

3. "The Development of Inventory-Opinionnaire Instruments"

4. "Development of Supervised Occupational Experience Materials for Ornamental Horticulture"

5. "Evaluation of Four Career Education Projects in Pennsylvania"

6. "Computer Assisted Instruction Mathematics Project"

7. "Projections of Employment Demand by Industry and Occupations for Labor Market Areas in Pennsylvania"

8. "Evaluation of Selected Career Resource Centers in Pennsylvania"

9. "A Longitudinal Study of Vocational Development and Program Evaluation: Implications for Curriculum Planning and Vocational Guidance (Phase III)"

10. "Development of a Validated Instructional System for Hospitality Education"

11. "Multidimensional Scaling of the Concepts Which Elementary School Children Use in Perceiving Similarities in Certain Occupations"

12. "The Role and Utilization of the Library in Pennsylvania Area Vocational-Technical Schools"

Pennsylvania

13. "Area Vocational-Technical School and Intermediate Unit Relationship in Pennsylvania"

14. "The Use of Infra Sound Therapy with Deaf and Hard-of-Hearing Adults"

15. "Project IMPROVE"

16. "Film Strip Development as an Aid to Coordinate Theory and Practice on the Metalworking Lathe"

17. "Home Economics Research - Part C" (A Career Food Service Program)

18. "The Effect of an Office Simulation on Students' Attitudes Toward Work"

19. "Computer Assisted Instruction Mathematics Project" (Continuation of #14-2115)

20. "Developmental Research-Agriculture Curriculum Development and Student Recruitment"

21. "Development of Modular Courses in Vocational Curriculum"

22. "Education in Agriculture for the Educationally Disadvantaged"

23. "Open Space Concept in Business Education"

24. "Cooperative Distributive Education for Disadvantaged Youth"

25. "Vocational Education Curriculum Center for Pennsylvania"

26. "An In-Service, Pre-Service Career Education Strategy"

27. "Supervised Independent Study Program"

RESEARCH RELATED ACTIVITIES:

1. Developed a field visit evaluation form

2. Began preliminary analysis of evaluative information from five model career resource centers in Pennsylvania

Pennsylvania

3. Continued to refine and update the manpower supply-demand model

4. Began preliminary plans relative to evaluation of PENNscripts, a Pennsylvania adaption of the VIEW concept

5. Assisted in the development of over 200 information scripts for PENNscripts

6. Established a curriculum center at Millersville State College

PROJECTS AND ACTIVITIES PLANNED:

1. Prepare CRC report

2. Complete the planning and begin implementing the evaluation of PENNscripts

3. Complete and forward to USOE the First Annual Report of the Discretionary - Part C Career Education Projects

4. Assemble and publish the third edition of "Pennsylvania's Abstracts of Research and Related Activities in Vocational Education"

5. Assist local educational agencies to implement approved research (Part C) and exemplary (Part D) projects funded directly from USOE

RHODE ISLAND

Peter Bowen, State Director for Vocational Education
Harry Stevenson, RCU Director

PROJECTS COMPLETED:

1. "Management Information System"
2. "Opening Doors to the Future"
3. "Communications and Media"
4. "Developing An Awareness of Career Opportunities"
5. "Project All About"
6. "Survival '72"
7. "Using Our Natural Resources in the World of Work"
8. "Vocations in Communications"
9. "The World of Work in the Natural Sciences"
10. "Career Awareness Program"
11. "Career Awareness Requires Elementary Students (CARES)"
12. "Secretarial Science Cluster"
13. "WINS"
14. "Exemplary Program in Career Education"

NEW PROJECTS FUNDED:

1. "Career Readiness in Consumer and Homemaker Education"
2. "Career Awareness in a Rural Community"
3. "Research and Consultant Services for Section D. Grants"

Rhode Island

RESEARCH RELATED ACTIVITIES:

1. Continued efforts in developing an MIS system for Vocational Education in Rhode Island and will be funding the further development of MIS for 1974

PROJECTS AND ACTIVITIES PLANNED:

1. Continuation of present projects

2. Development of projects in career awareness on all educational levels

3. Encouragement of special projects for dropouts

ERIC

SOUTH CAROLINA

L.L. Lewis, State Director for Vocational Education
Gregory G. Morrison, RCU Director

PROJECTS COMPLETED:

1. "A Guide to Adult Educational Programs in Area Vocational Centers"

2. "A Guide to Student Placement and Followup Programs in Area Vocational Centers"

3. "The implementation and evaluation of phase one of the Model Career Education program in Lexington School District #3"

NEW PROJECTS FUNDED: NONE

RESEARCH RELATED ACTIVITIES:

1. Implemented phase two of Lexington School District #3 Career Education Program

2. Implemented a model Career Education Program located in Spartanburg County

3. Conducted a non-manufacturing occupations wage and salary survey for eighty-eight selected occupations through one hundred personal interviews

4. Completed a fifteen minute slide/tape presentation of Project VIEW, entitled "Careers on VIEWS"

PROJECTS AND ACTIVITIES PLANNED:

1. The completion of a slide/tape program documentary entitled "Career Education," approximately thirty minutes in length

2. Implementation of the revised and updated VIEW deck and guidance manual to 232 secondary and middle schools in the state

3. Workshops will be conducted for guidance counselors, school administrators, and superintendents directly associated with or interested in Project VIEW, with emphasis on project potential and methods of implementation

4. Completion of a project entitled "Continuation of the Development of a Statewide Curriculum in Graphic Communications, based on Behavioral Objectives and Self-Instructional Programs"

5. Continuation of the following projects in the Appalachian Region: Adult Vocational Education Project; Student Placement Project; Guidance Practicum Project; and the Career Clusters Project

6. Committees will be organized to revise the fourteen curriculum guides field tested during the 1972-73 school year

ERIC

TENNESSEE

W. M. Harrison, State Director for Vocational Education
Garry R. Bice, RCU Director

PROJECTS COMPLETED:

1. "Evaluation of SPICE and the Contemporary Curriculum for Career Development Career Education Programs"

2. "Analysis Papers: An Evaluation of RCU-Funded Mini-Grant Projects"

3. "Data Paks"

4. "The Learning Packet Approach to Teaching Auto Mechanics/ Basic Electricity"

5. "An Emphasis on Student Vocational Education and a Study of Community Vocational Opportunities"

6. "Student Placement and Guidance"

7. "Student Placement and Guidance"

8. "A Study of the Needs of the Vocational Home Economics Program and the Development of a Course in Bachelor Living for the Maury City Public School"

9. "Followup of Vocational Graduates of Lake County High School and Survey of Job Placement"

10. "Followup Vocational Graduates of Haywood County Schools"

11. "Supplementing Instruction with Sound on Slides and Work Sheet"

12. "Development and Evaluation of a Programmed Unit of Instruction on Mail Services"

13. "A Report on the Development and Evaluation of an Occupational and Service Placement Office"

14. "A Study to Determine Factors Which Influence Students to Choose Two-Year Career Programs"

15. "An Intrasubject Investigation of Learner Control of Learning Modality in a Natural Setting"

16. "A Community Educates Itself on the Training Facilities Available to High School Graduates"

17. "Construction and Testing of Shorthand Dictation Material Utilizing a Systematic Pattern of Repetition for Brief Forms and Principles"

18. "Development of an Evaluation Model for Tennessee Secondary Vocational-Technical Education Programs"

19. "Cost Analysis of Secondary School Vocational-Technical Education Programs"

NEW PROJECTS FUNDED:

1. "A Survey to Determine the Need for Occupational Classes in Home Economics Careers in Sumner County"

2. "A Followup Study of Graduates of the Child Care and Guidance Program at Nashville Area Vocational-Technical School"

3. "A Study of the Vocational Needs of Central High School"

4. "Developing Curriculum Materials in Health Education Careers for Partially Sighted Students"

5. "A Followup Study of Vocational Office Education at Springfield High School"

6. "Followup of Graduates at Columbia Central High School Survey of Job Placement"

7. "Development and Production of Audio-Visual Aids for Individualized Machine Shop Instruction in the State Area Vocational-Technical School, Crossville"

8. "A Survey of Potential Employers and Students to Assess the Feasibility of Establishing a General Cooperative Vocational Education Program in Clay County"

9. "An Emphasis on Student Vocational Education and A Study of Community Vocational Opportunities"

10. "Introduction to Careers"

11. "A Study of Vocational Needs of Weakley County, Tennessee School System"

12. "Developing a Curriculum Guide for Vocational English at Green Brier High School"

13. "Developing Job Sheets and Related Aids for Individualized Instruction in Machine Shop"

14. "Career Guidance Services and Placement"

15. "Job Placement Services: An Exploratory Program, Hiwassee College 1972-73"

16. "A Research Study to Determine if There is a Need in Cocke County, Tennessee, for a Vocational Office Education Program"

17. "A Followup Study of the VOE Graduates of Haywood High School and a Study of Offices in the Business Community Surrounding Haywood High School"

RESEARCH RELATED ACTIVITIES:

1. Provided consultative services for various vocational-technical centers, school districts and agencies

2. Attended a variety of conferences, workshops and meetings; gave talks and presentations

3. Assisted 590 persons (other than RCU staff) using the RCU Library

4. Disseminated Circulator to 4,533 in January, 4,617 in February, and 4,607 in April

5. Mailed SDI sheets twice to 374 secondary schools, twice to 33 postsecondary schools, and once to 50 junior high schools

6. Added 96 new computer searches and 61 new manual searches were checked out of the RCU Library

7. Twenty-six manual searches and 92 computer searches were checked out of the RCU Library

8. Reproduced and disseminated 4,064 microfiche titles

9. Filled 195 SDI requests and rt circulator requests

10. Edited and disseminated "Leaders for Vocational-Technical Education" to participating EPDA institutions

11. Distributed Student Guide to Elementary INFOE to 1,000 students participating in Elementary INFOE in Tennessee, Alabama, and Georgia

12. Distributed Teachers Guide to Elementary INFOE to 45 teachers in Tennessee, Alabama, and Georgia

13. Completed following publications:

Publication	Number Disseminated January-June 1973
Index to "Query" Computer Searches - September-December 1972	175
ERIC Brochure "Have a Research Paper? Let ERIC Help"	175
An Analysis of RCU-Funded Mini-Grant Projects	100
Annotated Bibliography on Career Education for Administrators	17
Annotated Bibliography on Career Education for Postsecondary Educators	19

Tennessee

Annotated Bibliography on Career Education for Secondary Educators	44
RCU Brochure: "Tennessee Information Dissemination System"	325
"ERIC and the RCU" revised and reprinted (Information Series #16)	70
"ERIC Alert"	89
General RCU Information Brochures	201
"Career Education and the School Counselor in Tennessee	100
Career Education Brochure "A Look at Career Education in Tennessee"	392
Career Education Speeches by Marland and Others	118
"Marland on Career Education" papers	532
Quarterly Report (April 1, 1973 - June 30, 1973)	175
"Selected Data on _____County" (Data Paks)	1,932

PROJECTS AND ACTIVITIES PLANNED: NONE

TEXAS

John R. Guemple, State Director for Vocational Education
Ray Barber, RCU Director

PROJECTS COMPLETED:

1. "A Systems Approach to Placement and Followup -- A Computer Model"

2. "The American Indian in Dallas County: An Exploratory Study of His Occupational and Educational Needs"

3. "Training Paraprofessionals to Serve the Deaf"

4. "The Mexican-American in Texas: A Study of His Occupational Education"

5. "Manpower-Economic Education Project to Improve Teachers' and Pupils' Occupational Employment Knowledge and Attitude"

6. "Proposed Curriculum and Training Procedure Revisions in Vocational Nurse Education"

7. "Coping Styles and Achievement"

8. "Analysis of Career Education Needs and Potential in the Austin Standard Metropolitan Statistical Area"

9. "Evaluation of Coordinated Vocational-Academic Education in Texas"

10. "A Comparative Study of the Occupational Achievement of Vocational and Non-Vocational High School Graduates in Texas"

11. "The Development of Behavioral Objectives and Instructional Units in Selected Occupational/Technical Courses - A Pilot Project"

12. "Planning a Pilot Study Involving Associate Degree Nursing Students in Family Health Maintenance Processes"

Texas

13. "Upgrade Teacher Competencies in the Use of Career Education Materials"

14. "Internship Instructor Training Program for Occupational and Technical Subjects"

15. "Computerized Vocational Information Service"

16. "Study of Needs for Professional Personnel Development of Vocational-Technical Teachers"

17. "Development of Cooperative Planning for Technical-Vocational Programs"

18. "Job Placement and Followup"

19. "Development and Implementation of A Texas Industrial Startup System"

20. "Coordinated Effort for Career Education (CECE)- Planning and Implementation"

21. "Job Placement and Followup Research for Career Development"

NEW PROJECTS FUNDED:

1. "Computerized Vocational Information Service"

2. "Perceptions of Vocational Administrators and High School Principals Regarding the Role of the Vocational Administrator"

3. "Observed and Self-Reported Individualization Instruction by Vocational and Non-Vocational Teachers"

4. "Study of Needs for Professional Personnel Development of Vocational-Technical Teachers"

5. "A Study to Identify Data Elements for Comparative Assessment of Effectiveness and Efficiency of Technical and Vocational Programs in the Community Colleges of Texas"

6. "Development of Occupational and Technical Programs and Curriculum for Austin Community College"

7. "Vocational Education in Texas High Schools: An Ethnic Comparison"

8. "Development of Cooperative Planning for Technical-Vocational Programs"

9. "Comprehensive Manpower Study, El Paso, Texas"

10. "A Project to Develop A Competency-Based Counselor Training Program"

11. "Occupational-Technical Curriculum Development - T.V. Study"

12. "Development of a Community Career Counseling and Information Program"

13. "Cooperative Education for American Indians in Dallas County"

14. "Vocational Followup Study"

RESEARCH RELATED ACTIVITIES:

1. Reviewed and evaluated 20 research proposals

2. Approved 14 projects for funding and completed 17

3. Participated in the coordination of exemplary projects funded under Part D and career education projects funded under Part C

4. Participated in the activities of a special interagency task force to develop and implement a comprehensive manpower supply/demand data system for the State of Texas

5. Participated in the development, organization, coordination, review, publication, presentation, and dissemination of the Texas State Plan for FY 1974

6. Continued to participate in the Spring 1973 meeting of the Southwide Research Coordinating Council in San Antonio, Texas

PROJECTS AND ACTIVITIES PLANNED:

1. Three new projects have been approved for initiation

2. Anticipate approval of approximately 15 new projects

3. Emphasis will continue to be placed on curriculum development projects, manpower needs and development studies, evaluation projects, followup and placement studies

4. Emphasis will be placed on the initiation of exemplary projects focused on career awareness, investigation, and exploration

5. Development and initiation of pilot-demonstration projects in occupational education for the handicapped will be continued

6. The Annual Report for Vocational Education for Fiscal Year 1973 will be completed and forwarded to USOE

7. The division's library facilities will be expanded

8. Improved dissemination procedures will be developed and implemented

9. Continue to participate in a wide variety of activities related to research and development in occupational education and other components of career education

Walter E. Ulrich, State Director for Vocational Education
N. Craig Kennington, RCU Director

PROJECTS COMPLETED·

1. "Evaluation of Annual Vocational Education Workshop"

2. "Evaluation of 7th Grade Guidance Project"

3. "Study of Feasibility of Parent-Child Career Guidance Program"

4. "Review of State Surplus Property Program Compared to Federal Excess Property Program"

5. "Study of TV Series on Electronics for Trade and Industry Teachers"

6. "Study of Noise Levels in Industrial Education"

7. "Quantitative Comparison of Jobs Available and Training Programs Offered in Utah"

8. "Distributive Education Curriculum Project"

NEW PROJECTS FUNDED:

1. "Parent-Child-School Career Education Program for Tenth Grade Students at Logan High School"

2. "Study of Feasibility of Vocational Training in Music, Fine Art, and Drama"

3. "Office Machines Used in Student Training Programs in Post Secondary Schools as Compared with Business Usage"

4. "Extent of General Public and Educators' Knowledge of the State Board of Education"

RESEARCH RELATED ACTIVITIES:

1. Administered State Funded "Career Development (Dropout Prevention) Program"

2. Attended National Research Coordinating Unit Directors' Conference, Atlanta, Georgia, March 19-22, 1973

PROJECTS AND ACTIVITIES PLANNED:

1. Evaluation of Annual Vocational Education Workshop, June 1973

2. Impact on Community of School closures

3. Desirability of Area Vocational School on Former Site of Intermountain Indian School, Brigham City, Utah

4. Study of Vocational Program Characteristics Related to Program Success

5. Study of Vocational Education Advisory Committees

6. Study of Development of Career Planning Patterns

7. Administration of State Funded Career Development (Dropout Prevention) Program

ERIC

VERMONT

Cola D. Watson, State Director for Vocational Education
Joseph P. Kisko, RCU Director

PROJECTS COMPLETED:

1. "A Study of Selected Factors Related to the Employment Status of Disadvantaged Rural Adults"

NEW PROJECTS FUNDED:

1. "A Proposal to Develop A Validated Instrument for Measuring the Effectiveness of the Mediated Self-Instructional Aspect Incorporated Into Specific Vocational Courses at Burlington High School"

2. "A Survey of the Attitudes of Business - Men and Teachers As to the Need for Data Processing Instruction in the High Schools in the State of Vermont"

3. "Addison County Vocational Interest Survey"

4. "Development of Public Safety and Law Enforcement Curriculum"

5. "Development for Curriculum for Diesel-Hydraulics Course of Instruction"

6. "Evaluation of Testing Material for Use in Career Guidance and Education"

7. "Dissemination of the Vermont Career Education Project"

8. "Research and Development Project in Career Education"

RESEARCH RELATED ACTIVITIES:

1. Project director began preparing final reports for C-72-3

2. The Development and Testing of Health Education learning activity packets for students and teachers of Vermont schools, grades 5-12 with emphasis on consumer and homemaking

Vermont

PROJECTS AND ACTIVITIES PLANNED:

1. Completing negotiations for C-73-8

2. Investigation of training aids and equipment for the transfer to metric system

3. Request proposals for additional research to meet needs

4. Visit project directors

5. Additional proposals are being evaluated for possible funding

VIRGINIA

George S. Orr, State Director for Vocational Education
Carl E. Jorgensen, RCU Director

PROJECTS COMPLETED:

1. "Information Diffusion and Research Utilization in Vocational Education"

2. "Research on Problems Concerning the Establishment of a Learning Resources Center for DE in Virginia"

3. "Follow-up Study of Former Occupational-Technical Students at Virginia Community Colleges: Phase II"

4. "Learning Resources for the Disadvantaged Student (Second Phase)"

5. "A National Review of the Goals and Outcomes of Community College Occupational-Technical Education"

6. "Development of a Computerized System to Serve the Vocational Education Program for Loudoun County"

NEW PROJECTS FUNDED:

1. "Learning Resources for the Disadvantaged Student Second Phase"

2. "Follow-up study of former occupational-technical students at Virginia Community Colleges Phase II"

3. "A National Review of the Goals and Outcomes of Community College Occupational Technical Education"

RESEARCH RELATED ACTIVITIES:

1. Completed testing of follow-up system for Vocational Education

2. Worked with Southern Association of Schools and Colleges on the Development of a Consortium for developing Catalogs of Criterion Reference objectives for Vocational Programs

3. Assisted Career Education Projects Funded with Part C Funds

Virginia

PROJECTS AND ACTIVITIES PLANNED:

1. Implementation of a State-wide Followup system for Vocational Education

2. The development of a planning and evaluation system for Vocational Education

3. Continuation of the Vocational Education evaluation project

4. Area conferences for reporting system coordinators

WASHINGTON

Arthur A. Binnie, State Director for Vocational Education
George P. Pilant, RCU Director

PROJECTS COMPLETED:

1. "Individualized Instruction for Specific Business and Office D.O.T."

2. "Inter-Disciplinary Health-Medical Services Vocational Training"

3. "Coordinated Occupational Education - Grades 7 and 8"

4. "Develop the 3,5, and 10 year plan for Vocational-Technical Education Research in the State of Washington"

5. "ERIC Retrieval -- Northern Colorado Educational Board of Cooperative Services"

6. "A Proposal for the Development of an Occupational Training Needs and Vocational Enrollment Forecast Model"

7. "A Survey of the Training Needs of Pesticide Applicators in Eastern Washington"

8. "Elementary Occupational Awareness; A VIEW Deck Study"

9. "Stochastic Estimation Model for Vocational Education Training Needs"

10. "Employment and Recruitment Project Conference"

11. "Environmental/Ecological Center Feasibility Study"

12. "An Appraisal of an Occupational Awareness Program"

13. "Preparation of Elementary Teachers for Career Education"

14. "World of Work - Greenhouse Operations"

15. "Development and Demonstration of a Follow-up Model Procedure"

Washington

16. "Community Conference for Occupational Education"

17. "Utilizing Community Resources - Cooperative Lay Counseling Program"

18. "A Comparative Evaluation of Two Approaches for Disseminating Occupational Information Contained in VIEW"

19. "Guidelines for Distributive Education in the New Concepts of Career Education"

20. "Writing a Proposal for Developing District Wide Self-Evaluation Instruments"

21. "Development of Child Care Attendant Occupational Class"

22. "Feasibility of Student Operated Business to Increase Number of On-The-Job Training Stations in Camas, Washington"

23. "Workshop on Career Awareness for Elementary Teachers in Intermediate School District No. 106"

24. "BETTER" (Business Education for Teachers Through Efficient Use of Resources)"

25. "Workshop in Research and Career Education"

26. "Summer Cooperative Education Project"

27. "NYC/CAREERS PROGRAM"

28. "Occupational Awareness Mobile Unit Evaluation"

29. "Evaluation and Documentation of Institute on Cooperative Education"

30. "Workshop on Workshops"

31. "Annotated Bibliography of Career Awareness and Exploration for Secondary School Students"

Washington

32. "WISE" (Welding Instructors Survey and Evaluation)"

33. "EVA" (Early Vocational Awareness)"

34. "Comparison of Cooperative Versus Classroom Training in Office Practice"

35. "Skills Center Feasibility Study"

36. "HOW ARE WE DOING"

NEW PROJECTS FUNDED:

1. "Employment and Recruitment Project Conference"

2. "Early Vocational Awareness"

3. "Environmental/Ecological Center Feasibility Study"

4. "Skills Center Feasibility Study"

5. "Comparison of Cooperative Versus Classroom Training of Office Practice"

6. "Appraisal of An Occupational Awareness Program"

7. "Occupational Awareness Mobile Unit Evaluation"

8. "How Are We Doing"

9. "Workshop on Workshops"

10. "Evaluation and Documentation of Institute on Coop Education"

11. "Project WISE"

12. "Annotated Bibliography of Career Awareness for Secondary Students"

Washington

RESEARCH RELATED ACTIVITIES:

1. Attended, hosted or participated in a variety of meetings and conferences

2. Provided consultative services to various school districts, colleges, institutions and agencies

3. Added a specialist to the RCU staff whose primary responsibility is evaluation and dissemination of R&D materials

PROJECTS AND ACTIVITIES PLANNED:

1. Investigations into methods of increasing and improving vocational education in the small high school, and articulation of vocational education - secondary to postsecondary

2. An increased dissemination effort

3. Coordinating exemplary (new assignment) and research programs

4. Implementing a new plan for research based on findings of a fiscal 1973 project

WEST VIRGINIA

Clarence E. Burdette, State Director for Vocational Education
Glenn E. Smith, RCU Director

PROJECTS COMPLETED:

1. "A Comprehensive Plan for the Development of Vocational Education in Boone County"

NEW PROJECTS FUNDED:

1. "A Comprehensive Plan for the Development of Vocational Education in Cabell and Wayne Counties"

2. "The System Approach: An Emerging Behavioral Model for Guidance-Operation Guidance II"

3. "Research and Development Project in Career Education"

RESEARCH RELATED ACTIVITIES:

1. Monitored approved research and exemplary program projects

2. Continued operation and further development of the West Virginia Comprehensive Data System for Vocational Education

3. Designed and conducted a Statewide survey to determine the status of career education in West Virginia

4. Continued operation of an Educational Information Service Center

PROJECTS AND ACTIVITIES PLANNED:

1. Continue monitoring of approved research projects

2. Continue operation and development of the West Virginia Comprehensive Data System for Vocational Education

3. Review vocational education facility needs in the State

WISCONSIN

Eugene Lehrmann, State Director for Vocational Education
Roland J. Krogstad, RCU Director

PROJECTS COMPLETED:

1. "Project Decision: Audiovisual-Tutorial Career Education for the High School Student"

NEW PROJECTS FUNDED:

1. "Evaluation of Civil Structural Curriculum"
2. "Individualized Instruction for Rural Providers of Day Care Services"
3. "Attitudes Toward Instructions"
4. "Evaluation of Architectural Curriculum"
5. "Physics Requirements for Engineering Technicians"
6. "Career Education Project Office"
7. "Computer Augmented Accounting"
8. "Program Evaluation Model"
9. "Vocationally Coordinated Curriculum for General Education"
10. "Task Analysis for Optometric Assistant Program"
11. "Interaction of Learning Styles"
12. "Evaluation of Civil Highway Curriculum"
13. "Multi-Research and Curriculum Project"
14. "Feasibility of Health Related Occupations Curricula"
15. "Multi-Research and Development Project"

16. "Graduate Student Research Grants - Phase III"

17. "Evaluation of Secretarial Science"

18. "Career Mobile Project"

19. "Career Consultant Project"

20. "Decision II"

21. "Small Store for Fashion Merchandising"

22. "Computer Augmented Accounting"

23. "Career Resource Bank"

24. "Career Telephone Service"

25. "Career Education Center"

26. "Learning Resource Center"

27. "Career Information for Area High Schools"

28. "Study of Vocational Assessment of Handicapped"

RESEARCH RELATED ACTIVITIES:

1. Completed student and staff evaluation of Quarter System at Western Wisconsin Vocational, Technical, and Adult Education District

2. Completed an Examination to Determine the English Competencies Required of Secretaries in the Administrative, Legal, and Medical Areas With a Synthesis Into A Core of Common Competencies to be Used in Forming a Basis for an English Curriculum

3. The initial followup study of graduates, nongraduates, completers, and withdrawals was completed

ERIC

4. Completed schematic room drawings of classroom facilities

5. Conducted review of State Referral on Facilities Data Element Definitions and Suggestions for Compliance with NCHEMS at WICHE Facilities Inventory and Classification Manual

6. Conducted evaluation of ERIC and Professional Library Resources

7. Completed room and student station utilization

8. Conducted study of some effects of general education on first-year students at the post-high school vocational technical institution

PROJECTS AND ACTIVITIES PLANNED:

1. Counselor aid program

2. Development of a Proposal for an environmental technical program

3. Development of a proposal for a farm business management program

4. Development of core curriculum for pollution abatement and control technician

5. A study of the correlation between DAT score and Reading scores

6. A study of the correlation between reading tests scores and withdrawals

7. Second followup study (1969 graduates)

8. Third followup study (1967 graduates)

9. Student institutional evaluation

10. Updating physical facilities

11. Monthly review of ERIC system, RIE bulletins, and dissemination of resumes to faculty

12. Inservice education through professional library materials and weekly faculty bulletin summaries

13. Development and evaluation to train part-time service instructors in rural areas

14. Developing individualized instruction for rural disadvantaged providers of family day care service

ERIC

WYOMING

Fred P. Black, State Director for Vocational Education
Fred P. Black, RCU Director

PROJECTS COMPLETED: NONE

NEW PROJECTS FUNDED:

1. "Occupational Facilities Study, Newcastle High School"

2. "Career Guidance Testing"

3. "Audio-Visual for Welding Technology"

RESEARCH RELATED ACTIVITIES:

1. Management of data collection

2. Development of State Plan

3. Evaluated occupational program

4. Planned for EPDA summer workshops

PROJECTS AND ACTIVITIES PLANNED: NONE

PUERTO RICO

Rafael Ortiz, Acting State Director for Vocational Education
Amalie Ll. De Charneco, RCU Director

PROJECTS COMPLETED:

1. "Followup Study of Graduates of Vocational and Technical Education Courses, 1971-72"

2. "Report of the Task Force for the Study of the Guidance Program of the Puerto Rico Department of Education, Vocational and Technical Education Program on Contract with College Entrance Examination Board"

3. "Followup Study of Graduates of the Televised Course on Automobile Electromechanics"

NEW PROJECTS FUNDED:

1. "Development of a Comprehensive Model for Career Education in Puerto Rico"

2. "Study on Training Needs on Specialized Vocational Agriculture in Puerto Rico"

3. "Study to Evaluate Student's Achievement in the Different Business Subjects at the Mayaguez Educational Region"

4. "Curriculum Development Basic to the Training of Individuals for Employment in Agri-Business"

5. "Development of Guides and Tests for Self-Study in Business Education for Youth and Adults"

6. "Adaptation of the Industrial Arts Curriculum Through the Implementation of the Course "The World of Construction" in Twelve Rural - Junior - High Schools"

7. "Curriculum Development for a Course in Pharmacist Assistants for the Health Occupations Program"

8. "Evaluation of the Home Economics Occupational Education Program in Puerto Rico"

Puerto Rico

9. "Followup Study of Graduates of the Televised Course on Automobile Electromechanics"

10. "Enrichment of the Office Practice Course at the Post-secondary Level and Organization of a Model Office"

11. "Career Education Program at Palmarejo Rural Second Unit in Lajas School District to Acquaint Elementary and Junior High School Students with Career Possibilities"

12. "The Training of Disadvantaged and Unemployed Youngsters on Methods and Techniques of Modern Agriculture for the Production, Collection, Classification, Packing and Cooperative Marketing of Vegetables and Minor Crops"

13. "A Model State Pedagogical Resources Center for Designing, Producing, Testing, Revising, and Disseminating Teaching, Audiovisual and Other Educational Materials for Students of Regular, Special and Postsecondary Programs for Vocational and Technical Education in Puerto Rico"

RESEARCH RELATED ACTIVITIES:

1. Provided Statistical Data on Vocational and Technical Education Programs for Baseline Project, a National Study on Vocational Education and Manpower Training

2. Submitted semiannual report to the Governor's Office Planning Board of the on-going research and curriculum development projects

3. Submitted report to the U.S.O.E., validating the information on State Part D exemplary projects developed under Section 142(b)of P.L. 90-576 for Fiscal Years 1971-72 and 1972-73

4. Submitted Report to the Congress on the utilization of the 1968 Vocational Education Amendments funds in Puerto Rico, to be printed as an official congressional publication.

5. Development of the following proposals:

   a. Proposal for the Creation of a Component for the Translation and Adaptation of Vocational and Technical Education Instructional Materials in Puerto Rico, to be funded under the "Emergency School Aid Act" - (P.L. 92-318) (approved)

   b. Proposal for the Development of a Cooperative Program for the Training of Business Education Teachers at the University of Puerto Rico, to be funded under Vocational Education Amendments of 1968, Part G

   c. Revised transmittal letter and budget to supplement the proposal "Development of a Comprehensive Model for Career Education in Puerto Rico", which was submitted for funding under Part C and of the Vocational Education Amendments of 1968.

6. Prepared a report on exemplary projects in Puerto Rico for presentation and distribution at the RCU Directors Conference in Atlanta, Georgia

7. Organized and conducted a workshop on the ERIC Information System to acquaint personnel from the Vocational and Technical Education Program and from the Regular Education Program on the utilization of the system

PROJECTS AND ACTIVITIES PLANNED:

1. Continue the implementation of the following research projects:

   a. Business Vocabulary Count in Spanish (continued)

   b. Followup Study of Graduates of the Vocational and Technical Education Programs

   c. Study of Training Needs of Specialized Vocational Agriculture in Puerto Rico (continued)

d. Evaluation of the Home Economics Occupational Education Program in Puerto Rico 1970-71 and 1971-72 (continued)

e. The Training of Disadvantaged and Unemployed Youngsters on Methods and Techniques of Modern Agriculture for the Production, Collection, Classification Packing and Cooperative Marketing of Vegetables and Minor Crops (continued)

f. Career Education Program at Palmarejo Rural Second Unit in Lajas School District to Acquaint Elementary and Junior High School Students with Career Possibilities (continued)

g. A Model State Pedagogical Resources Center for Designing, Producing, Testing, Revising and Disseminating Teaching, Audiovisual and Other Educational Materials for Students of Regular, Special and Post-secondary Programs for Vocational and Technical Education in Puerto Rico (continued)

2. Emphasis to the dissemination of curriculum materials produced or developed at the State Pedagogical Resources Center for the Vocational and Technical Education Programs

3. Continue supervising and coordinating the Research and Exemplary Projects assigned to the Puerto Rico Research Coordinating Unit

4. Help in the establishment of a Program Evaluation Review Technique in the Vocational and Technical Education Program (P.E.R.T.)

5. Develop a "standard" program evaluation design for Vocational and Technical Education Programs and Projects

4.9935

RELATED PUBLICATIONS

Readers of this Semiannual Report might be interested in the following related publications, which are available from the ERIC Document Reproduction Service:

State-Administered Research and Development Projects in Vocational Education: Fiscal Year 1971 and Fiscal Year 1972. (ED-080-748)

State-Administered Exemplary Projects in Vocational Education: Fiscal Year 1970, Fiscal Year 1971, and Fiscal Year 1972. (ED-080-749)

The Role of the National System of Research Coordinating Units in the Research-to-Practice Continuum. (ED-080-688)

The RCU's Role in Implementing the Career Education Concept. (ED-062-558)

ERIC

VT 100 732

ACCESSION NUMBER: VT100732

PUBLICATION DATE: MAR74

TITLE: AREA-WIDE PROJECT FOR OCCUPATIONAL ORIENTATION, EXPLORATION, COUNSELING, JOB TRAINING, AND JOB PLACEMENT FOR ELEMENTARY AND SECONDARY STUDENTS.

PERSONAL AUTHOR: BARTELS, RODNEY L.

DESCRIPTOR: *CAREER EDUCATION; *DEVELOPMENTAL PROGRAMS; *EDUCATIONAL OBJECTIVES; *INTEGRATED CURRICULUM; *OCCUPATIONAL INFORMATION; COUNTY SCHOOL SYSTEMS

IDENTIFIER: *POTTAWATTAMIE COUNTY SCHOOL SYSTEM; IOWA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 613

ABSTRACT: THIS DOCUMENT REPORTS THE OBJECTIVES, PROCEDURES, ACCOMPLISHMENTS, AND RECOMMENDATIONS OF A PROJECT TO INTEGRATE CAREER EDUCATION INTO THE POTTAWATTAMIE COUNTY SCHOOL SYSTEM IN IOWA. THROUGH AN AGREEMENT BETWEEN IOWA WESTERN COMMUNITY COLLEGE, COUNCIL BLUFFS COMMUNITY SCHOOL DISTRICT, AND THE POTTAWATTAMIE COUNTY BOARD OF EDUCATION, PROJECT PERSONNEL COORDINATED WITH LOCAL SCHOOL PERSONNEL TO ASSIST THEM IN THE DEVELOPMENT OF THE CURRICULUM, PLACEMENT OF GRADUATES AND DROPOUTS, AND TO SUPPLY RESOURCE MATERIALS. THIS REPORT INCLUDES EVALUATIONS OF BOTH THE SCHOOL YEAR PROGRAM AND THE SUMMER SCHOOL INCLUDING QUESTIONNAIRE ANALYSES AND INTERVIEW FINDINGS. (AUTHOR/MU)

CONTRACT NUMBER: OEC-0-71-0676(361)

INSTITUTION NAME: COUNCIL BLUFFS COMMUNITY SCHOOL DISTRICT, IOWA.; POTTAWATTAMIE COUNTY BOARD OF EDUCATION, COUNCIL BLUFFS, IOWA.

ORING AGENCY NAME: BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL ATION (DHEW/OE), WASHINGTON, D.C.

ERIC

FINAL REPORT

Project No. 0-361-0070
Contract No. OEC-0-71-0676 (361)

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Area-Wide Project for Occupational Orientation, Exploration, Counseling, Job Training, and Job Placement for Elementary and Secondary Students

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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Rodney L. Bartels

Pottawattamie County Board of Education
Route 1
Council Bluffs, Iowa 51501

March 1974

VT 100 732

ERIC

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Part D of Public Law 90-576

The Project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Rodney L. Bartels

Pottawattamie County Board of Education
Route 1
Council Bluffs, Iowa 51501

March 1974

ERIC

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I. SUMMARY

Time period covered by the report:

October 1, 1970 to January 31, 1974

GOALS AND OBJECTIVES

Objectives:

The objectives of this project for all elementary and secondary boys and girls, particularly for those with special needs, were as listed below:

(a) To create awareness, on the part of elementary and secondary students, of the opportunities which exist in the world of work. Many people today enter an occupational field more or less on the basis of chance. Another factor is the constantly changing world of work, in which individuals may expect to change their occupation at some time during their working years. Personalized information processes, beginning at the elementary school level, will help persons to make career choices which are based on a much wider understanding of the world of work in general, and of specific job opportunities in particular.

(b) To create an understanding, within individuals, of particular interest, capabilities, and strengths which they have. In addition to an understanding of the world of work, people need an adequate understanding of themselves. They need to have an accurate assessment of their personal interests, their general abilities, and their specific aptitudes.

(c) To enhance feelings of personal self-worth in individuals. People need to be able to identify themselves as successful, rather than failures. Emphasis must be placed upon positive attributes, rather than upon weaknesses or handicaps.

(d) To develop skills necessary in work situations, for now and for the future. Students must obtain skills while in school that will help to prepare them for their future in the world of work, whether they enter immediately into the labor force upon termination of their formal education, or choose to enter post-secondary training. People should be equipped with some work skills by the time they leave high school.

(e) To develop personal characteristics which will aid in securing and maintaining employment. Many persons who are released from employment are released because they are unable to get along with people at work. Students, while in school, must begin to learn the social skills which will enable them to interact effectively with other people in work settings.

(f) To develop awareness of the agencies and organizations which are available to assist persons seeking employment. People need to have the knowledge necessary to provide them with easy access to the employment services which are available.

(g) To facilitate effective placement. Actual job or post-secondary training placement is the final objective of this project.

Administration: The administration of the project was jointly shared by Iowa Western Community College and the Pottawattamie County School System, with respect to dissemination of information, making contacts, selecting personnel to carry on the work, and overall supervision and evaluation. Advisory groups included key employers, key employees, key members of organized labor, social welfare agencies, rehabilitation groups, business associations, personnel from local schools, and governmental agencies such as the Iowa State Employment Service, and the Employment Security Commission.

PROCEDURES FOLLOWED

Through an agreement between Iowa Western Community College, Council Bluffs Community School District, and the Pottawattamie County Board of Education, project personnel coordinated with local school personnel to assist them in the development of career education curricula, help them with placement for graduates and dropouts, and to provide

career information and resource materials at all levels, K-12, public and private.

RESULTS AND ACCOMPLISHMENTS

During this period, occupational units for presentation, K-6, were developed; a second summer school program of hands-on vocational exploration, 7-12; work with future and present dropouts, including job skill training and interagency referrals; updating through correlation of guidance programs within city schools; continuation of World of Construction units in the junior high curriculum, plus initiation of a course in the World of Power; graduation of both of our Neighborhood Youth Corps II work-study pupils at Offutt Air Force Base, with on-the-job training for disadvantaged youths (dropouts); and short-term intensive training at the Area XIII Vocational Rehabilitation Center in the areas of waitress training. Twenty-two elementary teachers were given a week's in-service training to prepare them to, in turn, train other teachers in their building in the dissemination of career education information.

EVALUATION

It is felt that nearly all of the goals sought for the second year were accomplished. This second year found a changed climate for more acceptance by the schools, due in part to the students' summer school experiences in the hands-on, world-of-work program.

CONCLUSIONS AND RECOMMENDATIONS

We conclude with out third-party evaluators, therefore, that our project developed along the lines provided for its implementation by the original plans. The recommendations of Central Iowa Associates, Inc. and those members of the project advisory board were that the board be expanded to include industory personnel; that more vocational areas for women be explored, especially during the "summer school"; and that more attention, at the elementary level, be placed at continuing to help students gain self-awareness.

It is further recommended that the project be continued from a reimbursable contract to a grant.

II THE REPORT

Problem area toward which project was directed, to quote directly from the proposal:

"Two main problems existed. One was the lack of emphasis on the suitability of the vocational-technical area of education as an appropriate positive educational alternative. Children and parents tend to see college admission as the only "success" alternative which was open to them, and tend to see vocational-technical education, the Armed Forces, direct entrance into the labor force, and apprenticeship training as alternatives for the person who is a "failure." A second problem was the lack of suitable vocational-technical opportunities. Students in rural areas reside too far away. In the urban areas, disadvantaged youth tend to be excluded from training programs because they lack the financial resources to pursue any further educational programs."

(a) Creating bridges: First, students, particularly the disadvantaged and handicapped in elementary and intermediate schools, were given information about earning a living through educational media, contact with business people, and visitations; secondly, they were provided work exploration in school and business settings; thirdly, they were given job entry training, when applicable; and fourth, they were referred for employment.

(b) Cooperation: This was promoted by making use of manpower agency facilities for labor market information, for testing and selection, for specific types of training, for consulting with students, and for placement.

(c) Broadening: The information provided, together with actual participation in work or school training based upon selection through counseling and guidance procedures, as well as contact with employers, employees, and manpower agencies, broadens the aspirations of students.

The main thrust of this project was toward assisting children and youth who have previously been excluded from vocational-technical education because of academic, socioeconomic, or other handicaps. Students who have dropped

out of school were encouraged to return; potential drop-outs were identified and specific services were provided for them to discourage their leaving school; rural students were served; services were provided specifically for urban children who are disadvantaged.

GOALS AND OBJECTIVES OF THE PROJECT

I. To create awareness on the part of elementary and secondary students of the opportunities which exist in the world of work.

A. Students received occupational information to enable them to make a choice of careers based on a wider understanding of the world of work and specific jobs and their opportunities.

1. Each elementary student will be able to name at least five occupations in the world of work.

2. Each elementary student will be able to name at least two of the duties performed by each person in a particular occupation.

3. Each elementary student will name the type of training required for at least five occupations in the world of work.

4. Each elementary student will name at least three personal qualities needed by a person in obtaining a job.

5. Each elementary student will be able to name the advantages and disadvantages of five occupations.

6. Each elementary and secondary student will be able to list the occupations represented by guest speakers to whom the student has listened over the past school year.

7. Each elementary and secondary student will be able to identify the occupations observed during field trips conducted over the past school year.

8. Each elementary and secondary student will be

able to describe the type of "hands-on" orientation he has had in the past school year.

9. Each elementary and secondary student will be able to identify the jobs in the occupational orientation films he has seen over the past school year.

10. Each secondary student will select specific jobs for analysis from the Chronicle Guidance Career Kit.

II. <u>To create an understanding within individuals of particular interests, capabilities, and strengths which they have</u>.

A. Each elementary and secondary student will be able to list his own facts, figures, characteristics, traits, reactions, and feelings after viewing certain filmstrips geared to his grade level.

B. After the student has been apprised of his particular occupational interests, capabilities, and strengths:

1. Each elementary and secondary student will select three occupations that he thinks that he would like to do in the world of work.

2. Each elementary and secondary student will list certain personal capabilities and strengths he has that will enable him to enter the occupation selected.

III. <u>To enhance feelings of self-worth in individuals</u>.

A. Each elementary student will complete a project by himself.

B. Each elementary student will make a notebook about an occupation in the world of work.

C. Each secondary student will make his own choice of a career he feels he would like to pursue.

IV. To develop skills necessary in work situations, now and in the future.

A. Each secondary student will pursue training in a skill of his choice.

B. Each secondary student will pursue a trade or skill that will not become obsolete in the near future, as determined by a comprehensive analysis of local, state, and federal employment predictions.

C. Each secondary student will perform selected basic skills of an occupation at a level of performance required for job entry.

D. Each secondary student will perform the minimum nunber of basic skills necessary to enter the world of work at the entry level.

V. To develop personal characteristics which will aid in securing and maintaining employment.

A. Each secondary student will list those social skills necessary in securing and maintaining employment.

B. Each secondary student will list personal qualities helpful in securing and maintaining employment.

VI. To develop awareness of the agencies and organizations which are available to assist persons seeking employment.

A. Each federal, state, and local governmental agency within the city limits of Council Bluffs will know of the need for employment of student personnel.

B. Each of the three independent (private) employment agencies within the city limits of Council Bluffs will know of the need for employment of students.

C. Each of the eighty independent business and personnel offices in industry within the city limits of Council Bluffs will know that students are available for employment.

D. Each secondary school placement counselor will be aware of those agencies and people who assist student personnel in obtaining employment.

E. Each elementary student will be able to name an agency or service which will aid him in seeking employment.

F. Each secondary student will be able to name at least one governmental and one private agency which is available to assist persons seeking employment.

VII. To facilitate effective placement.

A. A procedure will be established with the placement counselor to disseminate job and placement information to the students.

1. Each secondary student will know of job openings compatible with his interests, desires, and capabilities.

B. A procedure will be established to enroll high school seniors with employment agencies.

1. Each high school senior will enroll with the Iowa State Employment Service.

C. A program will be developed to retrieve information from the employer to be used by the graduating school.

DESCRIPTION OF GENERAL PROJECT DESIGN AND PROCEDURES

General Project Design

(a) General Design: The project was designed to provide personnel who would work directly with local elementary and secondary schools, and with the interested and concerned organizations, agencies, and businesses in developing and providing counseling and guidance services, information, and materials; in identifying students with special needs; in recommending and developing special curriculums for the regular

nine-month school training; in developing and providing special training during the regular school program, and during the summer, including school shop courses, work-study, cooperative employment, and regular employment, and placement through cooperation with manpower agencies.

The work-study programs conducted by local schools, the cooperative programs conducted by local schools, and courses for persons with special needs in elementary and secondary schools could be helped with the use of funds from Parts B, G and H of the 1968 Amendments, and with local funds.

The specific procedures used were to be directly related to the stated objectives. Career information was to be provided to make students aware of the world of work in general, and of opportunities which exist for them in particular. The information processes were to involve interaction with people, publications, including pamphlets and other printed materials, audio-visual materials, reference materials, subscription services, professional books and journals, and places of employment. Specific emphasis was to be placed upon interaction with people, both by bringing people from work settings to visit with students, and by providing visitations by students to work settings.

Testing services were to be used to assist students in learning about the interests, capabilities, and strengths which they have. Testing services and test results already available were to be used. Specific instruments used in this project were to include the General Aptitude Test Battery, the Differential Aptitude Test, the Kuder Vocational Preference Record, and the Strong Vocational Interest Blank. Some of the local schools are already making use of several of these instruments. Other tests can be used when necessary in individual cases.

Vocational counseling and guidance services were to be provided, first to assist students in obtaining information and in self-understanding, and second, to assist students in integrating the information received into their perception of themselves. Emphasis was to be placed upon the enhancement of the individual's feelings of self-worth.

Exploratory work experiences were to be provided, both in the school setting and in employment situations. Actual experience is a necessary part of an adequate awareness of opportunities. The main thrust of this project in regard to exploration was to be summer programs which would make feasible the transporting of students from outlying school districts to the urban centers, where school shop facilities are adequate and where opportunities exist for exploration activities in work settings.

Intensive training in specific job entry skills was to be provided for high school students during the final years of their secondary school career. Again, primary effort was to be expended in bringing students into the facilities which are available. This intensive training was to be oriented toward either equipping the student for entry into a job or making him ready for a post-secondary vocational-technical education program.

Group guidance activities were to be undertaken in the area of human relationships, to assist students in developing personal attributes which will make it easier for them to secure and maintain employment. Individual counseling was to be used to assist students in this important area.

Another significant procedure was the effort to establish and maintain communication at all levels, in-service training for school personnel and for work supervisors, and visitations between students and employers, in order to concentrate of effective communication and total awareness of opportunities. Students were to visit factories, businesses, employment services, and training schools. Planned events for students were to include assembly programs, career days, panels, and career talks, as well as visitations. Events for professional personnel were to concentrate on personal communication. The advisory committee for this project was to be a significant link in the chain of communication. Encouragement and assistance for occupation-oriented clubs were to be provided. Project personnel were to work with parents in order to aid them in becoming involved with their children in the area of occupational choice, training, and placement.

Finally, project personnel were to work with students, employers, employment agencies, and post-secondary vocational-technical school personnel in facilitating placement of high school graduates in a job or in further training.

(b) Schools or locations: All schools in the area served by this project which choose to participate, both public and private, were served through this project.

Activities included in this project were to be facilitated through the use of the offices of the Iowa Western Community College and the Pottawattamie County School System. The use of the materials and services of the Halverson Center for Education, and the use of the vocational-technical education facilities of the Iowa Western Community College was committed. Other training centers were to be used as they became available to the project.

(c) Participants: All students who resided in the Council Bluffs Community School District who were served by the project were to be participants in the project. The total student population of this area is approximately 24,800.

Special efforts were to be made to identify and involve those students having special needs who might best be served through vocational education. It is estimated that nine percent of the students in this area are labeled as disadvantaged. Approximately three percent of the students in this area are labeled mentally handicapped. Approximately one-half percent are physically handicapped. Efforts are being made, through the use of another project, to identify students who are operating under severe emotional stress. This project will emphasize individual contact with these students who have special needs to encourage them to take advantage of the services provided. It is expected, then, that project personnel will work with approximately 3,200 individual students, in addition to the services provided to everyone. It is to be noted that a concentration of services was to be made in Pottawattamie County which includes the city of Council Bluffs and over half of the area student population. Programs developed in Pottawattamie County were to serve as demonstrations to all schools throughout the area.

(d) Methods and materials: Project personnel were to work very closely with the counselors who are now working in the schools. By serving as consultants to these counselors in the area of practical arts and vocational education, greater and more specific efforts were made toward identifying individuals with special needs who might have profited from practical arts and vocational education and assisting these individuals in work exploration and training.

Project personnel were to work closely with classroom teachers, particularly at the elementary school level. Key teachers were to be identified and become involved in the writing of materials, such as occupational units, for use in the classroom and self-awareness units. In this manner, it was possible to assist children in exploring the world of work while they were learning the basic skills being taught in the schools. These key teachers were used as resource persons for other teachers, and through the use of video taping and in-service training conferences, the materials developed will be made available to all teachers who were to be encouraged to use them in their classrooms. Publications which are now available in this area are to be used to the fullest extent.

Project personnel were to work with children and with their parents. Special efforts were to be made to identify those children who may be potential dropouts or who would otherwise not become interested in vocational education, and to assist parents in understanding their children.

Project personnel were to also work closely with agencies outside the school, such as rehabilitation services, welfare agencies, and particularly the employment service and employer and employee groups. Efforts in this area were to emphasize communication between school and other agencies.

At the elementary school level, emphasis was to be placed upon providing complete and adequate information for the student about the world of work and about himself. At the junior high school level, emphasis was to be placed upon providing opportunities for the students in exploratory training in the practical arts areas. At the lower high school level,

emphasis was to be placed upon identification of students who may profit from vocational education and upon identifying for these students their particular interests and abilities. At the upper high school level, emphasis was to be placed upon in-school vocational training and direct work experience. At the time of high school graduation and following graduation, emphasis was to be placed upon placement of students and follow-up activities.

Specific methods to be used were to involve publications, including biographies, magazines and periodicals, newspapers, booklets, brochures, reference books, career fiction, songs and poems, and occupational briefs, abstracts, monographs; audiovisual aids, including bulletin board displays, exhibits, posters and charts, murals and art, phonograph, video tape and audio tape recordings, radio and television, slides, films and filmstrips; planned programs, including assemblies, panels, career days and career talks; programmed instruction, including conferences with workers and personnel officers, group discussions, job clinics, and career conferences; simulated work experiences, including exploratory practical arts training, practice job interview, and career clubs; direct observation, including visitations to places of work and "foster uncle and aunt" programs; directed exploration, including occupational courses, occupational curriculums, and exploratory jobs; and actual occupational experience, including shop training, work experience programs, on-the-job training, and temporary jobs.

BUILDING A "PYRAMID" OF SCHOOLS FOR DEMONSTRATION OF THE PROJECT

A "pyramid" of schools within a single school system was to be developed, with the complete cooperation of the Council Bluffs School System in this area.

Two school buildings were to be involved: Edison Elementary - Junior High School, and Thomas Jefferson High School. It was intended the elementary school counselor who was hired by this project was to be placed in Edison Elementary School There are

already counselors in Edison Junior High School and in Thomas Jefferson High School to serve junior and senior high school pupils. Thomas Jefferson High School has cooperative education programs and has possibly one of the most complete curriculums in the area of vocational training that exists in Southwest Iowa. Those two school buildings, then, through the use of project personnell and personnel already employed by the Council Bluffs Community School System, provide the pyramid upon which the project is built. The programs which are initiated and which already exist in these schools were to be used for demonstrating the design of the project so that the development concept can be spread by the Iowa Western Community College. Iowa Western Community College, also located in the City of Council Bluffs, was to form the top of the pyramid which is being built. This institution cooperated with the Pottawattamie County School System in designing this project and has personnel who are committed to assisting project personnel in any way possible.

PROCEDURES FOLLOWED

On November 16, 1970, the department staff met for the first time with its director, who had been hired on September 1, 1970. After an orientation to the Pottawattamie County School System, the Area XIII Community College, and the Council Bluffs Community School District, offices were occupied at Roosevelt School in Council Bluffs on November 18, 1970, and work was begun to implement project aims and objectives. At this time the staff consisted of the director, the vocational counselor coordinator, an elementary counselor, and a placement coordinator.

Initial thrusts were made at Thomas Jefferson High School and Edison Elementary and Junior High School, and the two pilot schools in Council Bluffs. The project was designed to develop meaningful paradigms of a motivational nature, from project personnel ingenuity and the expertise of the institutions involved, give them trial, and propagate them so that all students, public and private, within the areas of Council Bluffs (first year), Pottawattamie County (second year), and the eight contiguous

counties in Area XIII (final year), and to help them become aware of the world of work.

Using the pyramidal system, the elementary school's thrust was in the construction and implementation of units of vocational information to create an awareness of the opportunities within the world of work, and particularly, to create an understanding, within individuals, of their particular interests, capabilities, and strengths and to enhance feelings of self-worth in individuals. These units of occupational information were packaged with suggested grade level presentations, film and book list suggestions, and printed for distribution to the teachers who could then modify them to the classroom teaching situations at any grade level. Demonstrations of these units were each of the classrooms at the pilot elementary school. Group guidance sessions were also presented in the classrooms.

Through further integration of the academic skills in the junior high grades, increased stress was placed upon development of skills necessary in work situations, present and future, and the development of personal characteristics which would aid in securing and maintaining employment.

The senior high student was made increasingly aware of the agencies and organizations available to assist persons seeking employment and the facilitation of effective placement for the school terminator, either as a graduate, or as a dropout.

A program of career orientation was implemented in the pilot high school for a specific group of youngsters who made up the social skills class, a class designed to make prospective employees aware of the social graces and skills required in securing and retaining employment. As an extension of this program, the social skills instructor took groups of students from his class to the library and familiarized them with the Chronicle Career Kit located there, and instructed them in its use to explore various occupations. The students were then taught how to utilize this information in deciding their personal occupational goals.

The "Different Type of Summer School", a no-grade, no-tuition, no-credit "hands-on" work experience in the areas of electronics, vocational home economics, machine tool operations, power mechanics, drafting, graphic arts communication, office practices, and welding proved to be very worthwhile and beneficial. This was a county-wide project, involving the bussing of seventy-four students from as far away as fifty miles from the communities of Treynor, Avoca-Hancock, Underwood, Tri-Center, Walnut, Lewis Central, Carson-Macedonia, Oakland, and Council Bluffs. The students, two hundred and four during the first four week session, ranging from seventh to twelfth grades, co-educational, private and public, were given exploratory training, then allowed to do the various types of jobs a worker in any of the above areas would be required to do, with no stress upon teaching skills. With the exception of electronics, held only during the first session, girls were enrolled in all classes. The enthusiasm of the teachers and those taught, reflected in the fact that attendance was high (with no such requirement stipulated), was quite evident in the reports turned in by the teachers, as well as by the third-party evaluators, who gave their approval of the program as unqualified success. The students voted their approval by their tool kits; thirty-five tool kits were purchased (some three hundred pieces of equipment in all) and each one returned intact.

Two new staff members came on board the second year of the project. The vocational education coordinator worked extensively with vocational education teachers and counselors in setting up programs concerning the world of work. The major activities and accomplishments of this staff member were highlighted by the "Different Type of Summer School" that again proved very successful, and that, more than any one single event, introduced the project program to acceptance by the schools in the Area. It proved so popular and worthwhile that it contributed to an awareness among the parents in the district that a similar program needs to be undertaken in each of the associated LEA's. The administrators were similarly made aware of this need and that students could be bussed to Iowa Western Community College for vocational training on a part-day basis, similar to the guidelines established by the project for this hands-on, world-of-work exploration. The second year's

summer school was enlarged to a four-center operation, including the facilities and staffs of Harlan, Griswold, and Shenandoah, as well as the schools established at Council Bluffs, plus a unique agreement with Stewart's School of Hairstyling, a private cosmetology school, to be included as hands-on exploration training site.

The other new staff member, an elementary counselor, was assigned to Edison and Roosevelt schools in Council Bluffs. She developed a fifty-two page booklet,"Occupations Related to Sanitation,"which is slanted toward those jobs in the Council Bluffs area. For each of the following jobs, there is a description of duties, training, salary, personal qualifications and any outstanding advantages or disadvantages for employment: Health Office, Administrative Associate, Health Nutritionist, Public Health Dentist, Medical Administrator, Public Health Laboratory Worker, Public Health Nurse, Sanitation, Sanitary Engineer, Microbiologist, Model of a City Health Department, Sanitation Department of Council Bluffs, Model of a County Health Department, Duties of State Health Departments, plus a Bibliography and Related References (audio-visuals for use with this package.) A similar approach was used for occupations in industries in Iowa, which has a bibliography of printed materials and audio-visuals available in our office and at the Media Center. The areas covered: Construction, Dairy Farming, Farming, Industry (General), Bakery, Newspaper, Transportation, and Furniture, seven pages in all. Sample lesson plans were also written showing how career education information could be used in English classes (finding the topic sentence(s),) and also a sample math lesson plan.

In coordination with the Council Bluffs School System, the elementary counselor organized two five-day workshops attended by interested teachers to make them aware of career education so that they could, in turn, not only teach it to their classes, but also conduct in-service training in their "home schools". Visits were programmed to Eppley Airfield and United Airlines. Teachers teamed up and visited various and sundry businesses categorized as follows: Consumer and Homemaker: Mercy and Jennie Edmundson Hospitals for food service and house cleaning. Office: First National Bank, Council Bluffs Savings and

Loan, Mercy and Jennie Edmundson (business and billing operations). Hospitality and Recreation: Holiday Inn and Howard Johnson. Agri-Business: Farmers Lumber. Personnel Services: Jennie Edmundson and Mercy Hospital, Doctors, Nurses, Therapists, Big John's Pharmacy, Clark Drug Pharmacy. Manufacturing: Griffin Pipe Company, World Radio, Charles Custom Furniture, Katelman Foundry, Emergency and Outpatient, county offices, public utilities. Health: Mercy and Jennie Edmundson Hospitals, Big John's Pharmacy, Clark Drug. Communications: Nonpareil (newspapers), Northwestern Bell, Emarines Printing, Ainsworth Printing. Marketing and Distributing: Beno's Department Store, People's Department Store, Whittaker Ford, McIntyre Cadillac.

A four-day workshop to develop units integrating basic mathematics skills with career education concepts was sponsored by the Exemplary Project's staff and the Council Bluffs Community School District. The all day workshop was held on February 5 and 12, at the Washington Elementary School in Council Bluffs, and on February 19 and 26, at the Halverson Center for Education. Each teacher developed one unit exploring a specific occupation and at the same time developed one basic math skill -- such as addition of whole numbers. Twelve basic math concepts were developed in these units which were representative of as many different occupations as possible. All of the units will be used for remedial math and drill practice and should demonstrate where and how to integrate career education concepts into math and stimulate wider use of career education in math classes in Area XIII.

In the area of placement, over one hundred sixty employers were contacted during the first year of the project. As the labor market was tight for adults (1,200 adults were registered for unemployment), preference was given to them, especially those previously laid off, rather than to high school students. However, procedures were developed with the counselors at the high schools to apprise the students of the few jobs gleaned by personal contacts. Ironically, many of these jobs were not picked up by the students because they only paid minimum wage, or less.

Of the seven potential dropouts referred to the project, all but two returned to school; one, the only one over sixteen, was followed through a series of failures, including being expelled from MDTA training in auto body and fender repair. The other boy expressed an interest in returning to school, but not the one to which he had been assigned.

Coordination with the local Neighborhood Youth Corps director and the Chief of Civiliar Personnel at Offutt Air Force Base, Bellevue, Nebraska, was made in seeking jobs for NYC participants during the summer months.

During the second year of the project, the placement coordinator spent time in the field in an attempt to encourage counselors to become involved in placement services. Essentially, as arranged through the schools and the project, the approach at each school was this: The school has a captive manpower pool, many of whom want and need work. The present schedule enables no schooltime employment - only after school hours and holidays and weekends. The school has a counselor of long time duration that knows his clients and has observed them over many months' assignments and extra-curricular duties; he can pre-screen the students sent to the employer, rather than just rely upon an aptitude test. The school is under no obligation, nor is the employer, to hire any applicant sent in for an interview; the program is free to all concerned. Discussion was directed to cooperative programs, as well as work study programs in lieu of, or in conjunction with, placement service.

A placement file of 220 cards was turned over to the Council Bluffs Central Office for their use; the counselors at Tri-Center, Avo-Ha, Underwood, Lewis Central, Treynor, Oakland, Carson-Macedonia, and Walnut all agreed that their respective towns were too small to canvass for jobs, but would like to have a copy of the canvass done for and in Council Bluffs.

In the area of placement, the Neighborhood Youth Corps, housed in Harlan, Iowa, was informed through its regional offices in Kansas City, to go ahead with contingency

plans for a model program, unique in Iowa, for the retrieval of dropouts. According to the plan, drop-outs from the Council Bluffs' area (the total depended upon the final authorization of funds) out of school for a total of three months (excluding the summer vacation), from incomes within the low-income bracket stipulated by the guidelines of the NYC II program ($1,900 for a head-of-family, with $600 for each additional member) would be furnished transportation for a round trip to Offutt Air Force Base, Bellevue, Nebraska. Upon selection of the candidates, each would have his/her cumulative record reviewed to determine which credits were needed for completion of the requirements for a high school diploma. Once this was ajudicated, a program was selected which would enable the students to finish their high school career and receive the proper credit. A program was undertaken to place these students in a cooperative program which was self selected, and which would be undertaken in a meaningful work situation with actual "hands on" experience under a qualified instructor.

The school day was equally divided into academic and "apprenticeship" parts; a special teacher was hired through the Bellevue Schools to teach on the basis of half days. The remaining half day was to be spent on a career-choice vocation within the Offutt Air Force Base daily operations. This was possible through a close relationship developed between the Director of Civilian Personnel, R. L. "Pat" Nelson, and personnel of this department.

By its very nature, OAFB is a city-within-a-city, which has all the facilities and corresponding offices, classrooms, and shops of a large sized city; and within its subdivisions of personnel, supply, operations, and maintenance, has the capabilities of training for any job within the realm of vocations to man a large sized city. Because of these unique conditions, members of the Career Education Department investigated the possibilities of using Offutt as an on-the-job training situation, and through these explorations, negotiated a diploma program for these students. Unfortunately, OAFB could not pay for such a program and had to rely

upon other agencies, notably NYC. Equally unfortunate was the fact that the parent government agency for NYC had never had its Iowa funds cross the Missouri River, so Iowa had never envisioned using NYC funds to be spent on Iowa's students in Nebraska, in spite of the potential training situation at OAFB.

Another accomplishment of the second year was the Pottawattamie County's Mid-Year Workshop on January 24, 1972, at the Abraham Lincoln High School in Council Bluffs. The project staff was deeply involved with the preparation and execution of this county workshop as one might evidence from its title: "Career Education: An Academic Question."

Dr. W. Harold Grant, of Auburn University, Alabama, keynoted the affair with his speech, "Careers As A Context for Human Development." Dr. William Wolansky, Professor of Industrial Education at Iowa State University, Ames, Iowa, spoke on "Career Education: A National Perception." Dr. Robert Bentor, Superintendent of Schools in Council Bluffs, and now the State Superintendent of Schools, Department of Public Instruction, Des Moines, Iowa, discussed "Career Education: Its Future in Iowa." There were, in addition, twelve sectional meeting offerings to approximately 1,500 educators, both morning and afternoon: Teacher Preparation for Career Education, hosted by W. Harold Grant; Ohio's Career Continuum Program, R. D. Balthaser, Ohio State Department of Education; Career Education and the Handicapped Pupil, Richard A. Macer, Assistant Director, Ohio State Department of Education; Teacher Understanding of Career Education..the Mason City (Iowa) Approach, Matt Matson, In-Service and Career Education Exemplary Director for the Mason City Community Schools; Career Education as Reading Motivator, Delores Croker, Reading Task Force Coordinator for the Council Bluffs Community Schools; Group Guidance Approaches to Career Education, with our own Council Bluffs teachers approaches through counselors; How Labor, Management and Placement People View the High School Graduate, the city's career education coordinator in conjunction with area businessmen; Integration of Career Education Information with Jackie Crabtree, the Exemplary Program's Elementary Counselor; Career Information through Group Guidance, with Jean

Devoy, the Exemplary Program's Elementary Counselor; Exploration of the World of Work (Summer School), with Don Hall, the Exemplary Program's Vocational Education Coordinator; and Implementation of the Curriculum Cluster Concept (World of Construction) with those associated in this innovative project pioneered for the city system.

The purpose of the World of Work Summer School Program was to provide students hands-on, exploratory experiences in some of the trades and skills that make up the world of work. The objectives of the program were:

1. The student will be shown the most basic methods and techniques required by a worker in a given skill or trade.

2. The student will perform some of the most basic skills required by a worker in a given skill or trade.

3. The student will be apprised how a given skill or trade is related to the world of work and how that the experience he is receiving and the information he is gaining is required by a worker to enter the world of work.

To accomplish these objectives, one must have access to facilities, instructional personnel, equipment and expendable supplies; so, one of the first steps was to survey the facilities that were available for vocational-technical exploratory training. The staff of the Exemplary Project surveyed approximately eight counties surrounding Council Bluffs, within a radius of approximately fifty miles, to determine those schools which had the best facilities available for teaching these skills.

Then the selection began among those sites available, which (a) afforded the best facilities, and (b) had the best strategic location to serve the broadest possible area and population for the feeder schools in the program.

Finally, the transportation network between host school and attendance centers was considered. In this particular

case, the following were selected: Council Bluffs, Harlan, Griswold and Shenandoah. Once these centers were established, the superintendent and boards of education in each of the centers had to agree to let the Exemplary Project assist them in implementing an exploration program, using their facilities and equipment, then contracts were negotiated between the Exemplary Iroject, the County System, and the diverse schools. These stipulated that the Local Education Association would hire its own summer staff from its interested and certified faculty, who would be paid by project funds as would busing (transportation and driver) and expendable supplies. The duration of the courses were established with a stipulation on minimum class size; bus routes were contracted on a round-trip basis, and reimbursement was on a flat fee/mile (plus driver cost) using buses from schools in addition to the host school, if feasible.

During and after the contract negotiations, a recruitment effort was begun in each of the schools which would be participating. Several people did the recruiting--the teachers who taught the summer school, and probably the most importantly, the counselors. The counselors held group sessions explaining to the students what the summer school was all about. These were not only the counselors in the district hosting the center but also the counselors in the schools where the buses would transport the students. Slides were shown to the students to give them an idea of what they could expect to experience when they got into these shops during the summer training program.

The offerings were similarly expanded to include those of a wider interest to the local areas as far as employment possibilities were concerned; and more emphasis was placed upon not only more jobs of interest to women but the possibility of including more women to explore career possibilities within their capabilities and interest, though not usually considered as occupations for women. Among them were: Cosmetology, Building Construction, Drafting and Printing, Electricity, and Electronics, Food Service, Health and Recreation, Machine Tools, Power Mechanics, Secretarial Scene, Welding, and a combination of medical/health careers and business careers.

After a survey to determine which schools would offer their faculties and physical plants for such an undertaking, these schools were chosen, among other reasons, because of the locations (being able to serve a wide area as well as having adequate road systems for busing students) and the facilities available for teaching the offerings which were made available by the program. The enrollment was up considerably from the 278 of the 1971-1972 program to 795 students at the four centers for the 1972-1973 program.

During this year the vocational education coordinator instituted the world of construction into the junior high curriculum at the pilot school in Council Bluffs, where approximately 250 students had the chance to investigate the construction cluster of occupations.

The vocational education coordinator was also instrumental in setting up a power mechanics course at one high school in Council Bluffs.

With the stress upon jobs for women, and in conjunction with the summer school, a one-day Home Economics Workshop was developed and conducted by the Vocational Education Coordinator for all home economics teachers in the county. Dr. Ruth Hughes, Dean of Iowa State University's (Ames, Iowa) Department of Home Economics, a very knowledgeable person in Career Education concepts, was the moderator and catalyst. Interest was gleaned from the program and much information generated from her expertise.

The first day of summer classes, the buses made the rounds to each of the schools that were supplying to students to the training center, picking those students up and bringing them to the training center on or about 8 o'clock in the morning and returning them by noon. Because of the distances traveled, some as far as sixty miles, these students attended school in the morning only. The students within proximity of the training center were given courses in the afternoon and used as "fillers" in the morning classes, with first priority in the morning classes given to the students traveling from the country to the training centers.

The enrollment was open to all students who would be seventh graders during the fall following the summer that they participated in the exploration program, up to and including seniors in high school. There was no discrimination concerning boys or girls. All students, public, private and parochial, had an opportunity to participate in the program. In those instances where some of the courses were more popular than others and the number of students became so great that classes were unable to accommodate all of them, priority was given to the older students because the younger students would be able to attend the following summer. One point was kept in mind at all times -- that was the different sizes of the classes. For instance, in such classes as welding, it was felt that 12 to 15 students were all that one instructor could handle, and this was compatible throughout all of the courses. It is felt that in vocational-technical training, a great deal of individualized instruction is a must. To make the course beneficial and meaningful to the student, it was better to have fewer students well oriented than a great number of disoriented students.

The most important step was the instruction given. The instructors were well aware of the objectives and it was their duty and responsibility to carry out those objectives. How they carried them out was the prerogative of the instructor; the important factor being these objectives were to be carried out by "hands-on experiences." As they presented this material to the students and the students undertook these "hands-on experiences", they were continually shown how the work in this exploration phase was relevant to the world of work. Thus, the program sponsored a number of field trips related to the occupations the students were undertaking. Speakers, such as machinists or welders were brought in to talk to the students, men from the world of work who were doing for a living exactly what these students were exploring.

Leaving the curriculum to the ingenuity of the instructors produced a challenge for the instructors because the contract stipulated that, if the class diminished to where it was uneconomical to continue the class any longer, this class

would be cancelled and the instructor's salary would be reduced proportionately. In reality the student load actually increased because of great interest to the students which brought other students to enroll.

During this program, the teachers did not evaluate the students in any way. Prerequisites to the school were not established; grades were not given for the work; there was no homework, no testing nor outside preparation; the youngster was able to come to the school and learn by doing. However a brief resume from the counselors relative to how they felt the school could be improved and what they found most beneficial was requested.

The Vocational Counselor Coordinator joined the project staff in September of 1972. Major responsibilities included meeting with the counselors in Area XIII, assisting them in developing career orientation information and materials, and providing in-service for teachers and administrators. In coordination with the vocational education coordinator and Iowa Western Community College, this individual assisted in setting up a career fair which is discussed later in this report.

In February, 1973, the Exemplary Project Staff sponsored four identical regional workshops on Career Education. The purpose of these workshops was two-fold: (1) to introduce more teachers, counselors, and administrators to the concept of Career Education; and (2) to provide practical, effective methods of implementing and integrating Career Education concepts into the regular school curriculum.

The workshops were held at three different sites on four consecutive days. This was arranged to better accommodate the teachers of the 35 school districts to which the Exemplary Project Staff is responsible the third and final year of the project.

The dates and locations for the workshops were as follows:

February 20, 1973--Iowa Western Community College
February 21, 1973--Iowa Western Community College
February 22, 1973--Harlan High School
February 23, 1973--Shenandoah Country Club

The schools who participated were assigned a specific day to attend the workshop. The project reimbursed the schools for the substitute teachers they hired to enable the selected teachers to attend the workshop. The workshop started at 8:30 a.m. and ended around 4:00 p.m.

Consultants for the workshop were: Beverly Parks, Coordinator for Career Development Center at the University of Northern Colorado, at Greely, Colorado; and Helen Dickson, Clair Glassing, and David Marquardt, who were consultants for the Exemplary Career Education Program at Watertown, South Dakota.

Miss Parks gave an over-all view of Career Education which was followed by group discussions led by the consultants from the South Dakota Project.

In the discussions, Mrs. Dickson led the elementary educators in a discussion on integrating career education into the curriculum. Mr. Glassing met with the counselors and explained what the counselors in the Watertown System were doing in Career Education. Dave Marquardt met with the Secondary teachers to discuss integration of career education into the curriculum. Later in the day the participants had an opportunity to develop a lesson integrating career education into the subject area.

Another in-service which involved seventy-eight educators, including teachers, counselors and administrators from Missouri Valley and surrounding schools, was held on March 22, 1973, at Missouri Valley. The guest speaker and director of the workshop was Dr. Cliff E. Hellings, Robinsdale, Minnesota, Superintendent and Director of Career Education. His discussion included the career education project at Robinsdale and the HOW involved in integrating career education into the curriculum. His presentation started at 2:15 and lasted until 6:30.

A Career Awareness Program (Career Fair) was held April 14, at the Council Bluffs campus of the Iowa Western Community College. The planning stages entailed a meeting with an advisory committee to discuss the possibilities of the Fair and to get a reaction from the committee, which proved to be favorable. Iowa Western Community College's Board agreed to host the event and also agreed to help with the planning.

Each high school in merged Area XIII was invited with approximately 1,500 high school students attending the day-long event.

Packets of information and pre-registration forms were developed along with approximately 60 job clusters or occupational areas in which students pre-registered.

A registration fee of $1.00 was charged each student which included the cost of lunch and admission to an afternoon dance.

Students were able to select from five job areas in which they were interested and were then scheduled into three sections on a first come, first serve basis. Major job categories consisted of: public utilities, transportation, communication, construction, health occupations, business occupations, community services, manufacturing, agricultural, hotel-motel management, finance, insurance, and real estate management, sales professional and technical, fine arts and humanities. Key businessmen from leading industries in each category were invited to lead discussion sessions. These discussions included entry requirements, training, earnings, opportunity and many other items of interest. Questions and answers concluded each discussion group. Exhibits from business, industry and education were on display throughout the day and staffed with professional personnel.

Results and Accomplishments

During this three year period, occupational units for K-6 presentation were developed. These units were solely informational units for the teacher to use with her classroom. The compilation of a seventy-eight page booklet consisting of guidance ideas and career types of information was completed and distributed to all schools in Area XIII.

A summer school program of hands-on vocational exploration for students in grades 7-12 was initiated for students in Pottawattamie County during the first year and for students in all of Area XIII during the second and third years of

the project. Students were bused into four different centers throughout Area XIII to receive exploratory experiences in different occupational areas.

The World of Construction and the World of Manufacturing were introduced into the curriculum at the pilot junior high school in Council Bluffs. The World of Power was shared by three schools during the final year.

A two week workshop was conducted for teachers in the Council Bluffs School System. The purpose of this workshop was to train teachers to conduct in-service in their respective schools and to train other teachers in their buildings in the dissemination of career education information.

A one week workshop was conducted for twelve teachers from Area XIII. The purpose of this workshop was to write sample math units showing how career education concepts could be integrated into the curriculum.

Workshops at four different centers were held during the final project year. Career Education personnel from Colorado and South Dakota presided at these meetings. Teachers and administrators from all of Area XIII participated.

Other activities included work with present and future dropouts, including job skill training and interagency referrals and the coordination of Neighborhood Youth Corps II work-study program at the Offutt Air Force Base, with on-the-job training for disadvantaged youths (dropouts).

A college credit workshop was held at Iowa Western Community College during the weeks of August 6 and August 13, 1973 to provide fifty-one southwest Iowa educators with an understanding of career education.

Those participating received three graduate credit hours through the University of Northern Iowa Teacher Education Center.

The workshop was conducted by a five-man team headed by Dr. Paul Grimm of the University of Northern Iowa.

The first week of the program was devoted to developing an awareness of a general orientation to career education concepts. The total emphasis was to provide a method for implementing the concepts of career education into the curriculum of the individual schools. Direction was given in need assessment, goal setting and developing behavioral objectives.

Sessions designed to improve communication between teachers and students were stressed because of the need to identify the individual strengths of all pupils. Methods of developing curriculum to meet these needs were discussed, and individualized plans for implementing the program were developed.

A comprehensive assessment of the difference in student attitudes toward career education was undertaken as a part of the final evaluation.

Statistical data needed for this assessment were collected and prepared for distribution by Central Iowa Associates, Inc. Utilizing this and other data, Dr. Richard Hawkes, Professor, University of Northern Iowa, was given the responsibility of evaluating, both subjectively and objectively, the impact and validity of the approach utilized by the project teachers.

Information gained will be used to justify the implementation of future summer school programs. In addition, the study will enable school systems across the country to profit from this educational undertaking.

The culminating activity of the Pottawattamie County School System's Guidance Career Education Exemplary Project was a series of two-day in-depth seminars for school counselors.

Participating personnel were trained in a new, specialized technique of vocational exploration developed by Dr. Calvin J. Daane, Arizona State University, Tempe, Arizona. Seminar methods utilized were a process of "group interation and personalization on topics of jobs.

A basic tenet of the process is that people have latent knowledge about jobs. In a vocational exploration group

process, this knowledge is drawn out in discussions headed by group leaders, pooled, personalized, and put into a form useful for thinking relatively about jobs, and finally, for decision-making. The process evolves from a structured, small group interaction setting, through a series of sequenced tasks to the man and job issues. The sequence of tasks is designed to develop insight into what jobs are, what they demand and what they give in return. The process is carried out within a three to five-hour time period, and results in immediate action on the part of each member of the group. This approach has shown definite advantages for serving large numbers of students; it provides motivation to each member of the group and enhances his knowledge of the job market.

Two trainers from Arizona State University and one from the University of Northern Iowa conducted the two-day sessions, which were held at various locations throughout Area XIII, September 18 through 19, September 20 and 21, October 1 and 2, and December 4 and 5, 1973. Also, Miss Connie Waechter, Counselor, Woodrow Wilson Junior High School, Council Bluffs Community School District, received training to qualify her to serve as a trainer of those individuals who did not participate in the fall workshops or who will be new to the area in subsequent school years.

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of the Evaluation of the Third Project Year
of the Guidance and Vocational Education Exemplary Project
in the Pottawattamie County School System

Submitted by:
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September 15, 1973

central iowa associates

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Introduction

The evaluation of the project's third year was again conducted by Central Iowa Associates, Inc., using the same four evaluators as were involved in evaluating the first and second years of project activity and effort. The "Year III Evaluation Strategy" was submitted on December 30, 1972. Site visits were conducted on September 19, December 1, 1972, February 22, April 9 through April 14, June 12 and June 26, 1973. Further, one of the evaluators participated in the Arlie House meeting of the project directors and third party evaluators on December 18, 1972. Reports were submitted to the project staff on December 30, June 15, and August 30.

General Evaluation

The thrust of effort during the third year of the project was toward the entire Area XIII after having focused on Council Bluffs the first year and Pottawattamie County the second year. The difficulties inherent in focusing on a "target" of some 200 schools were pointed out in the final report of the second year by these evaluators and suggestions along the same line were made by the federal staff who visited the project. As far as these evaluators can determine, the project staff has, in fact, as per previous suggestions:

a) functioned more as "change agents" rather than supplying services to a particular school or classroom.

b) Directed their effort toward the schools where their help and expertise was wanted rather than trying to cover every possible location.

c) provided more workshops and in-service training programs so as to reach more teachers at one time and in one location.

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These evaluators consider that as far as "input" evaluation, the project staff should rate quite high. The many contacts of staff with these evaluators, both at the time of site visits and by telephone, indicate the staff not only worked hard in a truly professional manner but optimized their effort as a result of their own past experience and the suggestions of these and the federal evaluators. Some objective data on staff effort is included in section III of the June 15th report.

There must also be an input assessment on the part of the administrators and teachers who were to be served by the project. The evidence in this respect is that there were more and more administrators and teachers who became more knowledgeable and dedicated to career education and the goals of this project. Yet, there are some who would be classified as only mildly interested or lukewarm, who generally indicated they would like to do more "if there was more help and more money". There remain a few who continue to resent the project effort and the money spent. At times it seemed that this last group knows little about career education and/or the goals of this project, or was threatened by the possibility that their committment was out of date. Further data along this line is included, particularly in the first two sections of the June 15th report.

The "process" evaluation aspect of this report can be brief. It seems clear to these evaluators that the project staff did particularly well this third year in asking for feedback from their target populations both by questionnaires and requests for suggestions, and used this feedback in order to optimize future effort. These evaluators were particularly impressed that as the project funding neared termination and it became necessary for the project staff to be concerned about future employment, they remained heavily committed to the project activities and its effort. All seemed very concerned about making the necessary employment changes in a way and at a time which would minimize any possible detriment to the project effort. Even the 1973 Summer Program, which took place after most of the staff had left, appears to have been the best of the three Summer Programs. Data and comments to this effect are included in the Summer Program 1973 report.

The "outcome" aspect of this evaluation is based on four types of evidence:

a) interviews with workshop participants, with school administrators and teachers.

b) test data on students who were in "target" schools.

c) interviews with all teachers and counselors involved in the Summer Program.

d) questionnaire data from parents and students from the Summer Program.

Detailed information on the above is included in the June 15th and the Summer Program 1973 reports. Briefly, the interview data with workshop participants, school administrators, and teachers shows many, if not most, are now reasonably informed and dedicated to career education, some are mediocre in their information and dedication and a few strongly negative in their attitudes. Our impression is that most of the "mediocre" group will come along as they perceive the interest and dedication of their professional peers to the career education effort. We do not expect many of the "negative" group to change, but fortunately the group is small.

In one respect the test data from students is disappointing in that it was not possible to demonstrate that students in target schools profited more from project effort than other students. However, the data indicates that all the students were improving in the awareness and vocational maturity aspects of the project goals. Thus, some teachers receive direct project effort and their students improve; other teachers do not receive direct project effort but participate in a project workshop or interact with other teachers and then, too, their students improve. The important finding from the data on this project seems to be that students are making dramatic improvement in awareness and maturity in lower grades, and are profiting from exploratory and hands-on experiences at an earlier age than expected. Thus, the most significant test score improvement seems to occur in the 4th through 6th grades and the Summer Program seems to be most profitable for the 7th grade group.

In the final report of the second year, these evaluators suggested a follow-up testing of the students in the Summer Program. This study is now in progress; the Summer Program participants and a matched control sample are being tested in order to ascertain the effect of the program on the career information and maturity aspects of the project. It is hoped that this can be shown, but if it should turn out that all students (experimental and control) do well, this should not be seen as reflecting poorly on the Summer Program. Virtually all the students have been in a position to profit by the project effort--some by way of the Summer Program. When this supplementary evaluation effort is completed, a supplementary report will be submitted which can be added to this report.

Another aspect of the "outcome" evaluation of this project concerns the vities that will continue now that federal funding of the project has

terminated. This topic has been of special concern to these evaluators in their interaction with the project staff this past year and was a point of discussion when every teacher and counselor in the Summer Program was interviewed. It does seem to us that in almost every location there is a good chance that the Summer Program will continue and the suggestion was made in the Summer Program report that somehow the interest and effort of the concerned teachers and counselors be coordinated to facilitate the likelihood that community resources will be allocated to future summer programs. Isolated individuals may not have sufficient influence nor the political "know-how" to promote local sponsorship, whereas if these individuals can be coordinated in their efforts, the chance of success will become more likely.

Another way in which project effort will continue is through the "SPACE" program. High school students will participate in vocational and technical programs at Iowa Western Community College on a release-time basis from their regular high school program. Yet, another way in which the project will continue will be through the efforts of the Area XIII media Resources Center which is part of the Pottawattamie County Board of Education's Halverson Center for Education. Instructional materials purchased and developed by the project staff will be available from the Media Resources center. Lastly, Dr. Bartels, who took over as project director for the last months of the project, will continue on the Pottawattamie County Board of Education, Superintendent's staff. He will be in a good position to coordinate the efforts of all who may attempt to continue project activities and effort. It seems to these evaluators that in many ways the effort to continue progress toward the project goals will, in fact, continue notwithstanding the termination of federal support. This we see as a favorable outcome of the project.

Conclusions

When these evaluators first became involved with this project, they were concerned that the goals proposed could not be attained because of limited resources and the great expanse of schools, educational administrations, and physical distances that were to be served by the project staff. Further, they were concerned that specific project attainments could not be verified without pre-project test data and/or a non-contaminated matched control such as a group of schools in a similar but distant area which would not receive effort this or any other project staff. Thus, in a rigourous sense, it could

not be "proved" that the project was effective and did, in fact, attain its goals. A very competent and dedicated staff was secured for the project and this evaluation group did its best to obtain all reasonable kinds and sources of information as to what was happening as a result of the project effort and to provide continuing feedback to the project staff so that their effort could be optimized and focused. Looking back now, we see that much has been learned and many things have been accomplished.

We will now list a number of points that may be of interest and help to the community of career education supporters in the future:

1) This project has shown that as part of regular classroom activity, students, particularly in grades 4, 5, and 6, can develop much higher levels of occupational information, interest in the world of work, a feeling for its diversity and complexity, and more mature attitudes toward career planning than previously had been evidenced at these early grade levels.

2) Students at the 7th grade level are interested in and can profit by a wide variety of hands-on exploratory experiences. In this project activity which took place mainly in the Summer Program, the instructors were continually amazed by the interest, maturity, and responsibility shown by this age group.

3) Where a good, broad, vocational-technical program is already functioning at the senior high school level, project effort is not as much in demand and is viewed by some as an unneeded interference. In locations where a good and broad program is not functioning, the project was able to stimulate efforts for cooperation between schools, districts, technical schools and community college.

4) Job placement for graduates of vocational-technical programs is often seen as the responsibility of the teachers and staff in the program. Other agencies, such as the employment service, may be concerned about high school graduates and/or dropouts. A project of this type may be able to arouse interest in a neglected target group or facilitate communication and coordination between such groups. In schools or areas where the placement function is not active already, it can stimulate activity and provide information and publicity. It is not likely that a temporarily funded project can justify the time, effort, and expense to actually place individual students in a job situation.

5) The current trend is to fund exemplary projects which have highly articulated, clear objectives which will insure the attainment of desireable stated goals. In these cases, the task of the third-party evaluator is

obvious and the details are easy to clearly define. It is recommended that projects of this ilk be confined to a single or at least closely cooperating and mutally involved educational jurisdictions. However, in looking back over the three years of project activity these evaluators suggest that this project has served to create interest and involvement in career education in many schools throughout a rather vast area and has helped many activities get started. We think there should continue to be projects of this kind but it should be noted that the proposal, the project staff, and their effort and even the third-party evaluation methodology should be recognized as differing from the more usual exemplary project. It may well be that the objectives of our total career education effort will be enhanced more by projects such as the one herein evaluated than those of the more usual and highly specific objective type.

6) In a very real sense the data required to analyze effectively the outcome of this project is not yet available and will not be until the students who received occupational information in their grade school classroom or who received exploratory experience in a summer program are actually integrated into the actual world of work. Hopefully, as time goes on, attempts will be made to carry out this type of evaluation. It is needed, not so much in the way of a post-mortem on a particular project, but to refine and enhance our theories of vocational development so that future efforts with these young students will be based on sound evidence and modified as needed to become even more effective.

These evaluators are all concerned professionally with the theories of vocational development and behavior, with the research in interest measurement and with the measurement of student and worker satisfaction. We are interested in the career education effort because we believe that the past data indicated we should do something different and try something new. We are hopeful that in the future research and evaluation efforts will be funded that will permit an informed answer as to whether what we are now trying is in fact better or not.

Respectfully submitted,
CENTRAL IOWA ASSOCIATES, INC.

John W. Menne, Ph.D.
J. W. Menne, President

FIRST SUPPLEMENT TO THE FINAL REPORT

of the Evaluation of the Third Project Year

of the Guidance and Vocational Education Exemplary Project

in the Pottawattamie County School System

Submitted by:

CENTRAL IOWA ASSOCIATES, INC.

October 9, 1973

The basic final report on this project was submitted by Central Iowa Associates, Inc., the third-party evaluators, on September 15, 1973. It had been expected that the summer 1973 exploration program would terminate formal project activity. This report, however, will briefly discuss two subsequent activities and a second supplement to be submitted prior to December 7, 1973, will report on an additional evaluation activity concerned with the 1973 summer program.

A. STUDIES IN CAREER EDUCATION

A course focusing on strategies for the implementation of career education into the school setting was sponsored by the project and offered by the University of Northern Iowa. The two week course commenced on August 6. The schedule and staff involved are indicated in Appendix A to this report.

In the second year of this project a college credit course related to the goals of this project was offered in the area by Iowa State University. This activity was viewed favorably by the project staff and these evaluators so it

was the intention of the project staff to program similar activity into the third project year. Unfortunately early plans were not able to be implemented and the course offering for August was not finalized until after summer had commenced. This late scheduling necessarily reduced the number of participants. However, these evaluators were pleased that approximately 59 teachers did participate and further these evaluators infer that the teachers in the project area have indicated their concern for implementation of career education by this participation on short notice.

These evaluators discussed the course with several of the instructors involved and have carefully studied the responses to the evaluation questions by the teacher participants at the termination of the course. The complete set of comments are included as Appendices B, C, and D. The summary comments of these evaluators are as follows:

At least one teacher from each school in the area served was invited to participate. Each participant was expected to transmit the career education ideas and concepts back into his or her own school system following the seminar. There were about 59 participants from the schools (about 150) in the project area.

Course evaluation was in the form of asking participants to respond to two open-ended questions and to offer general comments. The responses were many and quite varied. The questions and most frequent categories of response to each were as follows:

1. What activities were meaningful?

Small group activities were most often mentioned, with role playing, panel discussions, lectures, and interaction with other teachers also frequently mentioned. In general, all of the major activities seemed to be well received.

2. What follow-up activities would be meaningful to your school system?

Many participants suggested an in-service training program or work-

shop for the entire faculty in their schools. It appears that many of the teachers were afraid they would not be able to motivate other faculty members as they were themselves motivated and would not be able to convey to others enough of what they had learned from this experience. Several hinted that it would be most helpful if their school administrators were first motivated to change. Also, many of the responses indicated a desire for a follow-up meeting of participants so that they could share ideas, learn how others had coped with problems they encountered, and they felt it would help them maintain their confidence and motivation for trying out new ideas. A number of teachers also felt their school systems would benefit from visitations to other schools that are trying out new ideas in career education.

3. General comments.

Only one major criticism was frequently offered--that the facilities were noisy and cold. Several said they were dismayed that so few secondary teachers were involved. A few felt there were perhaps too many lectures and that they were a bit lengthy, and some said the workshop days were just too long, that perhaps a half day at a time would have been better.

For the most part, even the general comments weighed heavily on the positive side. Perhaps this is best illustrated by a few direct quotes of some typical statements:

"I was pleased and satisfied with this course because it made me more aware of career education and how to implement it into my particular classroom."

"It gave me the incentive to try incorporating the career education ideas in my classes."

"I thoroughly enjoyed the whole workshop and secured a much better understanding of career education and how it might be incorporated into the classroom."

"At first I felt that career education just meant another course or another thing to teach, but after . . . I seemed to see things in a different light."

". . . I hope all of the ones who attended will make something happen in their own school system. I know I will."

"The clarification of purpose of career education was badly needed."

The evaluators agree wholeheartedly with the last statement and are encouraged that so many responses indicated that the course in question had indeed achieved such clarification. Our many visits with teachers and administrators following previous workshops and services they had received or been offered, indicated that many did not understand the "new" career education concepts.

Conclusions and Recommendations

1. The course content seemed appropriate; the instructional staff was both competent and involved.

2. The participating teachers were generally quite involved and seemed to profit by the experience. A follow-up session with the participating teachers is expected later this fall.

3. The serious defect in this program seems to these evaluators to have been the late finalization of plans and publicity. We are not able to assess the validity of the reasons why an activity discussed and planned almost a year in advance was not finalized and publicized until just shortly before implementation of the activity.

4. These evaluators are favorably impressed by the results of this type of activity and recommend the continuation of the activity in this project area and the serious consideration of similar activities by career education projects in other areas. In planning such activity we would like several points concerning "college credit and professional development" discussed on the last

page of this report to be considered.

B. VOCATIONAL EXPLORATION GROUP TRAINING

The project sponsored Vocational Exploration Group Training for 43 counselors in the project area. This leadership training program is a "packaged" two day training session sold by the Studies for Urban Man, Inc., of Tempe, Arizona. There were three two-day sessions offered in the area. One member of this evaluation team observed the second day of the program at Treynor, Iowa, on October 4, 1973. Our observations are as follows:

a) On the second day at Treynor only 4 of the scheduled 7 counselors were present. The project staff had contracted to pay $75 for each participant. We know that situations similar to this do occur. We think it would be helpful to projects in other areas if the director of this project would discuss this problem in his report: why does the problem occur? what can be done to avoid the problem? how do you settle with the contractor?

b) It seems to these evaluators that the Vocational Exploration Group activity package is reasonably well thought out and derived from current theoretical thinking. It seems particularly appropriate to those who are immediately confronted with a vocational decision in that it explores value orientations, interests, and abilities. Yet, as compared to the goals endorsed by career education, this program is somewhat narrow, too much structured, and based on less reputable assessment procedures.

c) There seems to be little research data to support this packaged program for students actually in high school. The research data indicates and the program content seems to these evaluators to be appropriate for the young unemployed or for the student who has determined to quit school.

d) Contact with the participants at Treynor and demand for the printed materials by the counselors who participated in the first two sessions indicates is that the program was well received by the participating counselors.

e) These evaluators do not feel that they can endorse this packaged program at this time. Yet, if another project was determined to use the program, we would like to suggest that the staff in employment offices may be more appropriate participants than school counselors.

C. FINAL COMMENTS

In closing, we would like to discuss briefly several points which are perplexing to these evaluators from several viewpoints--as third-party evaluators, as faculty in graduate level programs, and as both presenters and participants with respect to "in-service" training. The basic question that bothers us is "who should pay"? A very tentative response which hopefully could serve as a basis for further discussion would be:

a) A college credit course offered, which will be used by the participant either as part of a degree program or as credit for advancement to a higher salary level, should be paid for by the individual participant. A school district or project may pay supplementary costs such as travel and subsistence <u>to the credit granting institution</u> in order to have the course offered in its immediate area.

b) A program, course, or workshop which does not result in college credit for the individual participating and where participation is not required by the school district would be characterized as <u>professional development</u>. This we see as a responsibility incumbent on all professionals. We would see each district or employer as having a responsibility to provide professional development and normally that responsibility would be filled by providing some release time/and encouragement for the activity but other expenses should be the responsibility of the participant. At times and in some situations we would think it appropriate for the employing agency to <u>partially</u> fund professional development activities by paying part of the travel, subsistence or fees.

However, we do not consider it appropriate for the agency to pay the total of such costs to the participant.

c) A program that is entirely funded by the school district should be categorized as in-service training and participation by all the persons for whom the training is deemed appropriate by the district administration should be required as part of their employment duties.

We realize that our viewpoint expressed above is both "discussable" and "disputable". Exemplary projects very appropriately stimulate all three activities--courses for credit, professional development, and in-service training. Who should pay and to what extent must be decided and defended in each case.

Respectfully submitted,

Central Iowa Associates, Inc.

John W. Menne

John W. Menne, Ph.D.

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Supplementary Evaluation Report on the 1973 Summer Program of the Area-wide Exemplary Project in Vocational Education Carried Out By the Pottawattamie County Board of Education

Submitted by:

Central Iowa Associates, Inc.

December 6, 1973

The 1973 Summer Program was the third such summer program conducted as part of the project activity and designed to provide secondary school students with "hands on" introductory and experiential contact with various facets of vocational education. The evaluation reports each year tended to be very favorable to the summer program project effort. The evaluations were conducted by a four-person team of professionals who interviewed all staff members, many students, and derived information from questionnaires submitted to students and their parents. In general, it has been felt by the project staff, by the Central Iowa Associates evaluators, by the site visitors from the Iowa Department of Public Instruction, and by the federal officials from Washington and Kansas City, that the summer programs were the most successful of all the project efforts.

It was, therefore, decided to determine whether the summer program produced objectively measurable results that would indicate progress toward project goals. The research design deemed most suitable to achieve this purpose was that of matched samples wherein every experimental student in the 1973 summer program was matched with a control student in the same grade, in the same school, of the same sex, and of the same general level of academic ability, who had not participated

in any of the three summer programs. Then both the summer program participants (the experimental or treatment sample) and the matched or control group were tested using two measures which were believed to assess the goals of the project and which had been previously used in the objective evaluation of other aspects of the project effort.

The two tests or objective measures used were:

a) The Occupational Awareness Test (OAT) by Donald G. Zytowski, Ed.D. and John W. Menne, Ph.D., published by Central Iowa Associates in 1971. This 36 item test asks the student to choose between pairs of occupations with respect to amount of money earned, years of schooling required, that work more with people, that deal more with numbers and computations, and so forth. Thus, as indicated by the name of the test, it measures knowledge about various characteristics of occupations, which is considered to assess the informational aspect of the project goals. The test is attached to this report as Appendix A.

b) The Vocational Development Inventory (VDI) by John O. Crites, Ph.D., has a 1966 copyright when the author was at the University of Iowa and has norms developed on secondary students from Iowa. (The author is now at the Univerity of Maryland.) The VDI is an attitude scale designed to measure the student's vocational maturity by asking items such as "Once you choose a job, you can't choose another one as being either True or False. This instrument is considered to assess the maturation aspects of the project goals.

Procedure and Description of Samples

The test materials were distributed to the schools having subjects in the 1973 summer program along with copies of the Test Administration Directions prepared by this evaluator and attached as Appendix B. During October, 1973, the teachers followed the test administration directions and administered the two instruments to each summer program participant and to the matched control subject selected by the teacher. There were 607 participants in the summer program which were to be matched with 607 control subjects. Unfortunately the largest school district (Council Bluffs), which had about half of the 607 students in the 1973 summer program, decided not to participate in this supplementary evaluation effort.

Table 1

Summer Program Location	Summer Participants	Evaluation Participants
Shenandoah	61	12
Harlan	114	46
Griswold	89	14
Council Bluffs (included Kirn, Thomas Jefferson High School, Stuart School of Beauty, and Iowa Western Community College)	343	27
TOTAL	607	99

It is deplored that more summer school participants were not involved in this supplementary objective evaluation. The matched sample research design will generate data which can lead to a reasonable and sound inference about the influence or relationship of the summer program to the two objective measures used herein, notwithstanding the fact that only 99 summer program participants were involved in this supplementary evaluation. It should be noticed that 27 of the participants in this evaluation did attend the summer program at the summer program locations in Council Bluffs. (They were brought in by bus.) Thus, whereas almost 50% of the program participants in Harlan were tested in this evaluation, less than 10% of the Council Bluffs program participants were tested. However, from the contact with the program in all locations by the Central Iowa Associates staff, it is our subjective impression that there were some variablity in the program from one summer staff member to another within the same program location, but there was no significant and noticeable variability in the program from one location to another. Thus, we are not greatly concerned about the low percentage of students tested among the participants in the program at the Council Bluffs locations. However, the overall low number of participants

in the supplementary evaluation does leave us with very cautious results when the data is analyzed by grade level and limits the inferences possible from comparisons with previous project data.

The current school locations of the summer program participants who were involved in this supplementary evaluation are indicated in table 2.

Table 2

School Location	Number of Participants
South Page	6
Dunlap	31
Malvern	14
Harlan Jr. High	8
Irwin High School	7
West Harrison	11
Fremont-Mills	6
Griswold	14
TOTAL	99

In table 3 the summer program participants and the objective evaluation participants are further described in terms of sex and grade level.

Table 3

	Summer Program		Objective Evaluation	
Male	388	(64%)	56	(57%)
Female	219	(36%)	43	(42%)
Grade 7	291	(48%)	44	(45%)
Grade 8	134	(22%)	20	(21%)
Grade 9	121	(20%)	7	(28%)
Grade 10	24	(4%)	6	(6%)

Results

The results from the overall comparison between the "treatment" group who participated in the 1973 summer program and the matched control group are shown in table 4.

Table 4

Mean Group Scores on the Occupational Awareness Test and the Vocational Development Inventory

	OAT	VDI
Treatment Group (n=99)	22.03	30.43
Control Group (n=84)	23.02	30.16

There were no differences between the treatment group and the control group which were statistically significant.

The same comparisons were made after first categorizing the subjects by current grade level. These results are shown in table 5.

Table 5

	OAT	VDI
Treatment group grade 7 (n=44)	20.91	28.02
Control group grade 7 (n=35)	22.26	27.77
Treatment group grade 8 (n=20)	22.20	31.75
Control group grade 8 (n=17)	23.71	29.47
Treatment group grade 9 (n=27)	23.48	32.59
Control group grade 9 (n=24)	23.25	32.63
Treatment group grade 10 (n=6)	23.33	34.67
Control group grade 10 (n=6)	23.71	33.86

Again there were no differences between the treatment group and the control group which were statistically significant. There is a definite upward trend on the VDI mean scores by grade level and a very slight trend upward by grade level on the OAT.

The data comparing treatment and control groups by summer program location was not amenable to analysis because it would be necessary to control or match the number of subjects both by grade level and academic performance level before making the comparison. There were not enough subjects in this supplementary evaluation to enable this to be done.

Discussion

These results seem to indicate quite clearly that the summer program did not affect the level of vocational maturity or the career information of the participants. Yet, the very favorable reaction to the program by the pupils, their parents, and their teachers cannot be contradicted by the lack of findings with the two instruments employed. This difficulty is not unknown in large scale projects of this kind; cognitive variables frequently do not show any change, even though variables in the affective domain, especially when reported informally, show increases of great magnitude. Thus, it would be inappropriate to condemn the program for lack of tangible and immediately measureable effects. Rather the designers of such programs may wish to design their program so that cognitive outcomes as well as attitudinal outcomes could be enhanced.

It is true that the Vocational Development Inventory is a type of attitudinal measure though maturational attitudes are foten not immediately susceptible to measureable change. Thus if the brief summer program can be considered a stimulus designed to provoke a change, the measureable aspects of the response change may not be evident for a longer period of time, e.g. a school year or even longer.

This supplementary evaluation data reinforced a point that was made by these evaluators in the second report on the third project year. The pattern of performance on one of the objective measures has changed over the project years and the exemplary project has quite likely influenced the change. The performance on the OAT is no longer influenced to any great extent by grade level. Two years ago OAT scores for various fifth through tenth grade groups were in the 15 to 19 range. Now, all groups seem to score in the 21 to 24 range. Thus, all groups in the project area seem to have improved on this cognitive aspect of career awareness information. However, it does seem that integration of this cognitive material into the regular classroom curriculum is a more immediately effective procedure than this aspect of the summer experiential type program. The best results so far obtained on the OAT were found at the fifth grade level when one class at Edison school averaged a score of just below 25.

These evaluators share with the project staff a sense of frustration over the fact that the exemplary project cannot be proved effective by means of immediately obtainable objective evidence. We know the teachers who integrate career information in their curriculum--even at the fourth and fifth grade levels--can improve the level of career information as measured by the Occupational Awareness Test. We strongly feel the summer program with its "hand-on" varied introductory vocational experience is influencing the junior high students. We firmly expect that when these same students enter the job market in several years they will do so with more awareness, more maturity toward the world of work, and more appropriate beginning skills than students typically have had on entering the world of work in the past.

Respectfully submitted,

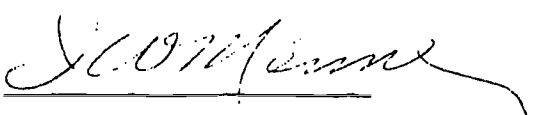

John W. Menne, Ph.D.
Central Iowa Associates, Inc.

APPENDIX A

THE OCCUPATIONAL AWARENESS TEST Form A, 1971

John W. Menne & Donald G. Zytowski

Directions: On the separate answer sheet, mark the letter of the correct answer. Notice that the questions are answered across the answer sheet, while on this paper they are arranged from top to bottom.

IN WHICH ONE OF EACH OF THESE PAIRS OF OCCUPATIONS CAN YOU MAKE THE MOST MONEY?

1.	A-Commercial Artist	B-Medical Technician	C-Both The Same	D-Don't Know
2.	A-Pilot	B-TV Cameraman	C-Both The Same	D-Don't Know
3.	A-Interior Decorator	B-Lawyer	C-Both The Same	D-Don't Know
4.	A-Hotel Manager	B-Game Warden	C-Both The Same	D-Don't Know

IN WHICH OCCUPATION DO YOU NEED MORE YEARS OF SCHOOL?

5.	A-Accountant	B-Truck Driver	C-Both The Same	D-Don't Know
6.	A-Secretary	B-Sewing Machine Operator	"	"
7.	A-Bank Teller	B-Computer Programmer	"	"
8.	A-Stock Clerk	B-Nurse	"	"

IN WHICH OCCUPATION DO YOU WORK MORE WITH YOUR HANDS?

9.	A-Linotype Operator	B-Real Estate Salesman	C-Both The Same	D-Don't Know
10.	A-Mailman	B-Buyer	"	"
11.	A-Bookkeper	B-Auctioneer	"	"
12.	A-Telephone Operator	B-Milkman	"	"

IN WHICH OCCUPATION DO YOU WORK MORE WITH PEOPLE?

13.	A-Economist	B-Beautician	C-Both The Same	D-Don't Know
14.	A-Social Worker	B-Barber	"	"
15.	A-Foreman in Industry	B-Weather Man	"	"
16.	A-Dressmaker	B-News Reporter	"	"

IN WHICH OCCUPATION DO YOU NEED GREATER SKILL IN TALKING OR WITH WORDS?

17.	A-Grocerystore Manager	B-Telephone Lineman	C-Both The Same	D-Don't Know
18.	A-Chef	B-Auditor	"	"
19.	A-Carpenter	B-Sales Clerk	"	"
20.	A-Printer	B-Homebuilder	"	"

IN WHICH OCCUPATION DO YOU NEED GREATER SKILL WITH NUMBERS OR COMPUTATIONS?

21.	A-Welder	B-College Professor	C-Both The Same	D-Don't Know
22.	A-Fire Fighter	B-Doctor (Physician)	"	"
23.	A-School Teacher	B-Waitress	"	"
24.	A-Aircraft Mechanic	B-Theater Cashier	"	"

IN WHICH OCCUPATION ARE THERE MORE JOBS AVAILABLE?

25.	A-Plumber	B-Dock Worker	C-Both The Same	D-Don't Know
26.	A-Architect	B-Librarian	"	"
27.	A-Mechanical Engineer	B-Photographer	"	"
28.	A-Draftsman	B-Airline Stewardess	"	"

IN WHICH OCCUPATION ARE WORKING CONDITIONS CLEANER OR MORE COMFORTABLE?

29.	A-TV Entertainer	B-Minister, Priest, or Rabbi	C-Both The Same	D-Don't Know
30.	A-Musician	B-Police Detective	"	"
31.	A-Radio-TV Announcer	B-Cowboy	"	"
32.	A-Deep Sea Fisherman	B-Policeman	"	"

IN WHICH OCCUPATION DO YOU TRY TO GET PEOPLE TO DO WHAT YOU WANT THEM TO DO?

33.	A-Farmer	B-Insurance Salesman	C-Both The Same	D-Don't Know
[illegible]	-Lumberjack	B-Electrician	"	"
[illegible]	-Professional Athlete	B-Taxi Driver	"	"
[illegible]	-Watch Repairman	B-Production Manager	"	"

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APPENDIX B

TEST ADMINISTRATION DIRECTIONS

The two tests, the Occupational Awareness Test and the Vocational Development Inventory are printed on opposite sides of the same sheet of paper. Try to provide good testing conditions, particularly a quiet and reasonably comfortable room with about 50 minutes without interruption from other people or activities. Try to motivate the students to take the testing seriously by beginning the test period with a statement such as, "although the scores on this test will not influence your grades, we want to be able to show that our students do know a lot about career education."

Once the name, grade and other information has been filled in, the students can proceed at their own pace through the two tests. Most students should finish in 30 to 35 minutes; those not finished after about 50 minutes can be terminated. Test administrators should observe to see that the students are proceeding correctly with the tests, but they should not prompt with answer to the items.

Identification of Subjects: The subjects to be tested comrpise two groups, the "experimental" group is made up of those who participated in the exemplary project Summer Program in 1973. The "control" group is made up from those students who did not participate in the exemplary project Summer Program in 1973 or in any prior year (1971 or 1972), and who match the experimental group on such characteristics as grade in school, sex, school location, and school achievement level.

Experimental Subjects: Having determined that the subject did, in fact, attend the 1973 Summer Program, have the subject at the time of testing fill out all the information at the top of the test sheet: name, grade, sex, age, school, and school achievement level. The determination of the school achievement level need not be determined with any great precision; it is quite satisfactory to have the student indicate the category (above, average or below) into which they feel they belong. It is most important that the summer program location be indicated. The locations were as follows:

Kirn Jr. High
Career Center in Council Bluffs
Stuart School of Beauty
T. Jefferson High School in Council Bluffs
Iowa Western Community College
Harlan High School
Griswold High School
Shenandoah High School

The entry on the test sheet for summer program location will indicate that the subject belongs to the experimental group.

Control Subjects: Having identified a particular student in the experimental group, a control student can then be identified as follows:

a) has not participated in the 1971, 1972, nor the 1973 Summer Programs

b) is from the same school as the experimental subject

c) is from the same grade as the experimental subject

d) is of the same sex as the experimental subject

e) is about the same level of academic achievement as the experimental subject.

On the test sheet the "Summer Program Location" should indicate NONE. This will identify the test sheet as that of a control group subject. If an exact match for an experimental subject cannot be obtained, do the best you can and note the discrepancy on the control subject's test sheet. For example, "no male control so used female".

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CONCLUSIONS

Project personnel conclude with the third-party evaluators that the project developed along the lines constructed for its implementation by the original plans. The recommendations by the Central Iowa Associates, Inc. were followed closely.

A Report on the
1971, 1972, and 1973
Summer School Program

Sponsored by the

Iowa Federal Exemplary Project,

under the auspices of the

Pottawattamie County School System

Submitted by
Richard R. Hawkes, Ph.D.
December 28, 1973

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Appendix A

Appendix B

ERIC

The information enclosed within the covers of this report was designed to give the reader complete information about the "Exploratory Summer School Program" carried out by the Pottawattamie County School System. The material within includes items that may be of service in the future implementation of such a project. The bulk of the information involves the presentation of the evaluation of the before mentioned program based on instructor feedback. The evaluation, by construction, will provide the reader with concrete data about the apparent effectiveness of the "Different Summer School", including recommendations for the implementation of the concept at a future time.

The project and its operation, as evaluated, can be briefly summarized as follows: The Iowa Federal Exemplary Project sponsored the Exploratory Summer School under the auspices of the Pottawattamie County School System. This summer school was often referred to as "The World of Work" or "A Different Summer School". It was free to all students grades 7-12 desiring to participate. There were no grades given, no credit given, and attendance was voluntary. Students from outside Council Bluffs were provided bus transportation to and from their designated training centers.

The classes for the city students were from 7:30 to 3:30, five days a week. This enabled any city student to explore as many as four different work areas in any one of the sessions.

During the summer of 1971, two 4-week sessions were offered. In 1972, one 4-week session was developed and 1973 also had one 4-week session. The dates of the sessions varied depending upon the starting and ending date of the center where the program was operated.

Each city student found his own transportation. For those students in the county systems, attendance was Monday through Thursday from 8-11 a.m. (Times were also subject to change to meet the needs of each center and from summer to summer.)

The purpose of the program was to give students hands-on experience to explore as many occupations as possible. It was a coeducational project. (It was interesting to note that girls registered in every class except electronics.) If a student did not like a particular course in which he enrolled, he could switch to another class at any time during the four-week sessions. Each student started right out in the field of his choice and learned by doing those tasks performed by people working in the same jobs. They also reviewed and discovered the related job families and the possible salary ranges. The students also experienced the various occupations by exploration through a variety of field trips. (For further information concerning the operation of the summer school program, see Appendix B of the report. Assorted information has been included that may provide more information about the summer school project.)

A DIFFERENT SUMMER SCHOOL

An Evaluation

The "Different Summer School" program operated during the summers of 1971, 1972 and 1973 under supervision of the Pottawattamie County School System. This report is an evaluation of the summer school program. It is written in three parts: (1) Methods and Procedures, (2) Findings, (3) Conclusions.

METHODS AND PROCEDURES

The Population and the Respondents

Forty-nine instructors were involved in the instructional program of the "Different Summer School". The forty-nine instructors taught in one of the following four summer school centers: (1)Council Bluffs, (2)Griswold, (3)Harlan and (4)Shenandoah. (See Part II findings for additional information.)

Data were gathered from 35 respondents of the above mentioned eligible 49 instructors. This represents participation in the study by 71.429% of all those who were eligible to participate. Fourteen instructors of the 35 participators were also selected and involved in a personal interview. The 14 interviewed represent 40.000% of those able to participate.

The procedure for data collection involved the use of an introductory letter followed by the questionnaire which in turn was then followed by the personal interview. The previously mentioned materials can be found in the appendix of this report.

The Questionnaire

The questionnaire used to gather data for this study was divided into three parts.

PART I consisted of 16 statements with 4 possible responses ranging from strongly disagree to strongly agree. A category of no response was not provided, but "no" responses were noted in the final tabulation.

PART II was developed around 10 open questions designed to gather information about facilities, equipment and field trips; and to get feedback concerning the continuation of the summer school concept during the regular school year.

PART III asked the respondents to give information related to course operation. This section involved the listing of course content, objectives, content sequence and methodology employed.

The results of all three sections can be found under the heading of findings which follows this section. A copy of the questionnaire can be found in the appendix of this report.

The Interview

The interview data were gathered November 14 to December 21, 1973. In nearly every instance a face to face interview was conducted with the questionnaire respondent. In one or two cases, however, the interview was conducted over the telephone. This occured when the respondents schedule was such that a face to face interview was impossible. During the interview, three specific questions were asked and a fourth question asking for additional comments from the respondent was also included. The interviewer used a note taking technique during the interview. A schedule was used to record the response of the interviewee to each question as it was asked by the interviewer. The results of the interview can be found in PART II of this study, Findings. The instructors were asked questions which appear in the Interview Schedule appended to this report. See Appendix A.

FINDINGS

This evaluation study was conducted with the express purpose of gathering feedback from the teachers who participated in the "Different Summer School" program during the summers of 1971, 1972 and 1973. The Summer School program was sponsored by the Iowa Federal Exemplary Project under the auspices of the Pottawattamie County School System. Over the last three years the summer school program has been a continually expanding project. In its first year (1971) of operation, the program enrolled 208 students. The enrollment increased to 785 during the second year (1972) and concluded with a total enrollment of 706 for the third and final year of operation (1973).

During its three year existence under the direction of the Pottawattamie County School System the summer school program employed 49 different teachers in instructional capacities. In 1971, eight teachers taught courses in the World of Work summer school. The project hired 29 teachers in 1972. In 1973, the final summer of funding, 34 teachers were employed. The 1971 program was run using only one center located in Council Bluffs. All eight 1971 instructors taught in the Council Bluffs center. The second year, 1972, the project was expanded to include all the schools in the geographic region of Area XIII. Centers were established at Council Bluffs, Griswold, Harlan, and in Shenandoah. The number of teachers employed in each center was as follows: Council Bluffs, 16; Griswold, 5; Harlan, 4; and 4 in Shenandoah.

In the last year of funding, 1973, the program covered the same geographic area as described for the summer of 1972. The center location also remained the same. The number of teachers employed in each

center was as follows: Council Bluffs, 11; Griswold, 7; Harlan, 6; and 10 in Shenandoah.

It should be noted that the numbers as listed above and totaled will not agree with the total number of teachers involved in this study, since many teachers taught at the same center for more than one summer. The total number of different teachers involved was 49. The number of teachers responding to the questionnaires for purposes of this study was 35. Simply computed, 71.429% returned completed questionnaires and were involved in the study. Fourteen teachers, 40.000% of the total involved in the study, were also selected and interviewed on a one-to-one basis to provide additional information. This is 28.571% of the total of 49 who were instructors.

The results, conclusions and recommendations found within this report are based solely on the data collected from those teachers who participated in this evaluation as described above. All the information included throughout the report was brought forth to give as complete a view as possible, of the feelings of those teachers who taught in this special summer school program.

QUESTIONNAIRE ANALYSIS - PART I

	Raw Score	Per Cent
1. The course was of real value to the students enrolled.		
1. No response	0	0
2. Strongly disagree	0	0
3. Disagree	3	8.571
4. Agree	19	54.286
5. Strongly agree	13	37.143
2. The course was appropriate for the age of the students enrolled.		
1. No response	0	0
2. Strongly disagree	2	5.714
3. Disagree	6	17.143
4. Agree	21	60.000
5. Strongly agree	6	17.143
3. The course was long enough to accomplish all your objectives.		
1. No response	1	2.857
2. Strongly disagree	1	2.857
3. Disagree	11	31.429
4. Agree	15	42.857
5. Strongly agree	7	20.000
4. The time allotted each day was enough.		
1. No response	0	0
2. Strongly disagree	0	0
3. Disagree	2	5.714
4. Agree	22	62.857
5. Strongly agree	11	31.429
5. The course content seemed to keep the students interested.		
1. No response	0	0
2. Strongly disagree	1	2.857
3. Disagree	6	17.143
4. Agree	20	57.143
5. Strongly agree	8	22.857
6. The students possessed positive attitudes toward the course.		
1. No response	0	0
2. Strongly disagree	1	2.857
3. Disagree	3	8.571
4. Agree	19	54.286
5. Strongly agree	12	34.286
7. The course as taught during the summer could be implemented during the regular school year.		
1. No response	0	0
2. Strongly disagree	3	8.571
3. Disagree	11	31.429
4. Agree	11	31.429
5. Strongly agree	10	28.571

8. Because of your experience teaching this course, there is a need for it to be taught during the regular year.

1. No response	1	2.857
2. Strongly disagree	2	5.714
3. Disagree	11	31.429
4. Agree	13	37.143
5. Strongly agree	8	22.857

9. The course had adequate advanced publicity aimed at the students involved.

1. No response	2	5.714
2. Strongly disagree	4	11.429
3. Disagree	16	45.714
4. Agree	12	34.286
5. Strongly agree	1	2.857

10. The transportation, via the busing situation, was adequate.

1. No response	1	2.857
2. Strongly disagree	2	5.714
3. Disagree	6	17.143
4. Agree	20	57.143
5. Strongly agree	6	17.143

11. The supplies used in the course were adequate for meeting your planned experiences for the students.

1. No response	0	0
2. Strongly disagree	1	2.857
3. Disagree	2	5.714
4. Agree	24	68.571
5. Strongly agree	8	22.857

12. The building facilities were adequate for meeting your planned experiences for the students.

1. No response	0	0
2. Strongly disagree	0	0
3. Disagree	8	22.857
4. Agree	15	42.857
5. Strongly agree	12	34.286

13. The equipment provided at the facility was adequate for meeting your planned experiences for the students.

1. No response	0	0
2. Strongly disagree	1	2.857
3. Disagree	6	17.143
4. Agree	15	42.857
5. Strongly agree	13	37.143

14. An inservice program was needed to impart knowledge concerning the summer school philosophy.

1. No response	0	0
2. Strongly disagree	0	0
3. Disagree	5	14.286
4. Agree	20	57.143
5. Strongly agree	10	28.571

15. Enough safety precautions were taken to insure the protection of the age group involved.

1. No response	1	2.857
2. Strongly disagree	0	0
3. Disagree	2	5.714
4. Agree	27	77.143
5. Strongly agree	5	14.286

16. Field trips were a necessary ingredient of the summer school program.

1. No response	1	2.857
2. Strongly disagree	1	2.857
3. Disagree	6	17.143
4. Agree	11	31.429
5. Strongly agree	16	45.714

Interpretation of Part I.

The following interpretation was based upon the data results record for the 16 statements under Part I of the questionnaire. The presentation will reflect the feeling of the large majority of the instructors who were involved as teachers in the project. The evaluator has added comments only as necessary to enhance the interpretation of the recorded statistics.

Statement #1 The course was of real value to the students enrolled.

The instructors responded most favorable to this statement. 91.429% of the respondents indicated agreement with the statement. Only 8.571% responded indicating they felt the course was not of real value to the student.

Statement #2 The course was appropriate for the age of the students enrolled.

A 67.143% majority agreed with statement #2. 22.857% disagreed or strongly disagreed with statement #2. Further comments by the instructors which relate to the question can be found in analysis of Part II of the questionnaire under Question #8 and 9.

Statement #3 The Course was long enough to accomplish all your objectives.

62.857% felt the course was long enough to accomplish these objectives. 31.329% felt the course was not long enough. 2.857% did not respond to this item.

Statement #4 The time allotted each day was enough.

An overwhelming percentage of 94.286% indicated that the

class time each day was sufficient. Only 5.714% disagreed with Statement #4.

Statement #5. The course content seemed to keep the students interested.

80.000% of the instructors felt the course content was of interest to the students participating. 20.000% disagreed or strongly disagreed with Statement #5. For further feedback, see the instructors comments under Part II, Questions #6 and 10.

Statement #6 The students possessed positive attitudes toward the course.

A majority of 88.572% of the respondents indicated agreement or strong agreement with Statement #6. 11.428% disagreed or strongly disagreed with #6. Under Questions 6 and 10 in Part II, the instructors gave further positive reaction to student attitude.

Statement #7 The course as taught during the summer could be implemented during the regular school year.

The results show 60.000% agreed or strongly agreed with the possibility of implementing the project during the regular school year. A goodly number, 40.000%, were opposed to implementing the summer school approach during the regular year. See Part II, Question #7 for further related feedback.

Statement #8 Because of your experience teaching this course, there is a need for it to be taught during the regular year.

As with Statement 7, the results show a 60.000% positive response and 37.143% negative responses. 2.857% did not respond.

See Question 7, Part II for further information.

Statement #9 The course had adequate advanced publicity aimed at the students involved.

37.143% of the instructors felt the course had adequate advanced publicity. 56.143% indicated disagreement or strong disagreement concerning adequate publicity. 5.714% did not respond to Statement #9.

Statement #10 The transportation, via the busing situation, was adequate.

The responding instructors gave a 74.286% approval to the busing situation. 20.857% felt the situation was not adequate. 2.857% did not respond to this item. The reader is referred to Part II, Questions #8 and 9, since busing seemed to be of more concern than indicated by the above statistics.

Statement #11 The supplies used in the course were adequate for meeting your planned experiences for the students.

Only 8.571% felt the supplies were not adequate. 91.428% indicated a very positive feeling concerning course supplies.

Statement #12 The building facilities were adequate for meeting your planned experiences for the students.

The instructors gave 77.143% approval to the facilities statement. Only 22.857% disagreed with Item #12. No respondent strongly disagreed.

Statement #13 The equipment provided at the facility was adequate for meeting your planned experiences for the students.

20.000% of the respondents disagreed or strongly disagreed

with adequacy of the equipment provided. 80.000% of respondents agreed or strongly agreed with Statement #13.

Statement #14 An inservice program was needed to impart knowledge concerning the summer philosophy.

14.286% said an inservice program to impart knowledge about the summer school philosophy was not needed, while 85.714% felt an inservice program was needed. Additional feedback related to item #14 can be found in Part II under Questions #8 and 9.

Statement #15 Enough safety precautions were taken to insure the protection of the age group involved.

2.857% did not respond to Statement #15. 5.714% felt safety precautions were not enough. 91.429% indicated enough safety precautions were taken to protect the students. No one strongly disagreed with item #15.

Statement #16 Field trips were a necessary ingredient of the summer school program.

A majority of 77.143% of the instructors indicated field trips were vital. 2.857% did not respond. 20.000% felt field trips were not a necessary ingredient. For additional feedback about field trips, the reader is encouraged to read Questions #1 and 2 (Part II) under Part III of the Analysis of Questionnaire Data.

QUESTIONNAIRE ANALYSIS PART II

The responses to questions number 1, 2, 3, and 4 have been recorded under the findings of questionnaire analysis Part III. The results of Part III and the four questions from Part II are directly related to the presentation of the curriculum taught and therefore have been included together.

The findings presented below are those recorded in answer to questions #5 through #10 under Part II of the questionnaire. The findings included in this section have been listed in the form received from those instructors responding. The findings were presented in this manner so true responses of the teachers could be viewed. A summary interpretation of the findings of each question is also included.

(It should be noted that the number of responses to questions #5, 6, 7, 8, 9, and 10 will not equal 35, the total number of questionnaire respondents, since some questions were left blank by the responding instructors. Also, some answers were eliminated that were judged not appropriate to the question.)

<u>Part II Question #5</u> Are there other methods than those previously used that might be useful for the promotion of the summer school program?

1. Guidance Department should make an effort to sell the program to city students. Use newspaper, radio and T.V.
2. Have the same group spend only one day in each department.
3. Have some meetings to let the student know what happens. Wait at least a week after school is out to start.

4. Enroll seniors during the school year.

5. The class should be advertised in the school system and through news media.

6. More classroom instruction on theory.

7. Some did not show up after first meeting.

8. Need more personal promotion by the instructors.

9. Need earlier publicity, more personal contact, pre-visitation and more parental information.

10. Instructors should meet with the prospective students before final enrollment. A course outline should be given to interest students.

11. Need to recruit more in the city.

12. Explanation of summer school to the high schools during study halls or over the intercom in the morning. Promotion to the elementary worked well when each teacher was assigned a school and made a presentation with the talking slides.

13. Let the students and parents see a course outline of activities.

14. Have field trips by elementary schools to career center or Thomas Jefferson during the school year so that the students may observe secondary students using the same facilities they use during the summer.

15. Those publicity methods used may have been alright in some schools but it didn't work here.

16. More promotion for older students. Their attention span was short.

17. Have two classes so that no students need to be turned away.

18. Screen students.

19. Better communications with all students in school system. Some were not aware of courses offered.

20. Set up work stations.

Part II Question #5, Summation

The whole area of publicity was of concern to the instructors. Their reactions indicated that promotion should occur earlier in the school year; promotion should be taken to the students; the news media should be used for more publicity; course outlines should be available for the prospective student and his parents; a more intense push be made in the Council Bluffs system to involve more students; and a more detailed explanation of what the "Different Summer School" is made available to all. Also, see Question #9, Part I, Questionnaire analysis.

Part II Question #6 What do you feel made the summer school program a success?

1. They could explore and work at their own pace. Field trips gave them something extra to look forward to.

2. Having students interested in working. Keeping the class small so each student could get individual help.

3. Enthusiasm of the students.

4. It allows the student exposure to career options.

5. Field trips were a definite asset. Students came who wanted to learn.

6. Subjects that students were interested in. Opportunity to get actual experience. Hands on.

7. Students were interested.

8. Students wanted to learn.

9. Instructors who knew what they were doing. Excited students.

10. Don Haberman (of Council Bluffs) deserves a special note...His involvement helped get the project off the ground.

11. Students got involved.

12. Hands on activities. Variety of experiences. No tests - no grades - etc.

13. Kids were interested.

14. No strict discipline, rules, grades or attendance.

15. Relaxed atmosphere, new and different situations.

16. Could come and go as they pleased.

17. Allowing students to work on what they wanted.

18. Activities of interest. Field trips.

19. Variety

20. Type of course

21. Availability of community resources.

22. Doing not talking. No required attendance. No grading. No assignments. Relaxed atmosphere.

23. Kids age, loved to experience new things. Field trips.

24. Favorable response that was obtained by the parents.

25. The fact that some had no previous knowledge.

26. Each student working on his own project.

27. Interest of the students and instructors involved.

28. Keeping the students hands occupied.

29. Type of course, free enrollment, facilities, teachers.

30. Courses taught were those that interested the students.

31. Cooperation among the students.

Question #6, Part II, Summation

The response indicated that instructors felt the summer project was successful because the students were really interested, courses taught were different to the students; students were involved in "doing" things, field trips were exciting to the students, no need to be concerned with grades, attendance, discipline, etc. and the total variety of the program. The single most positive reactions of the instructors dealt with the students and their interest in being there and learning by doing.

Part II Question #7, What obstacles (if any) do you see in the implementing of the summer school programs during the regular school year?

1. Difficult to have facilities available for extra students.

2. Finding time in existing school day.

3. None

4. I see none what-so-ever. I would be very excited about a program of this type.

5. Too many other things of interest during the regular school year.

6. It repeats same present programs.

7. Already being done.

8. Would be too involved for regular school year. It would disturb present classes at IWCC.

9. Could not have enough field trips.

10. Competition with regular courses for tool usage.

11. Lack of facilities in the Junior High Schools, storage problems.

12. Scheduling problems.

13. Students interest would not last a whole semester.

14. Time and money.

15. Generally speaking the Junior High student is too young for this type of full course.

16. Present welding classes are already full.

17. Keeping class sizes down.

18. Opposition by School Board and Administration.

19. "Red Tape" syndrom, finding the right instructors.

20. Six week scheduling problem.

21. Giving credit.

22. Student drop problem.

23. Vocational technical teachers already carry a heavy teaching load.

Question #7 Part II, Summation.

In the eyes of the instructors the biggest obstacles to implementing a similar program during the regular year are: scheduling difficulties, not enough facilities, lack of enough equipment to operate the present program and a similar summer school program, inability to keep class size down, younger students interest would not last, inability to take enough field trips, and lack of enough time during regular day. Several indicated such a program as the one they taught were presently being already operated in their school during the regular school year.

Part II Question #8 What suggestions do you have that would help with the organization and administration of such summer school programs in the future?

1. Instructors relate objective or benefit of the course to the students.

2. Allowing more traveling time between the various courses.

3. Better coordination of buses between classes. Definite guidelines - some too young. Longer class periods.

4. Give advance notice to teachers so they can plan.

5. Communicate with instructor what you want him to do.

6. A definite central phone for making advanced transportation arrangements.

7. Give credit and require attendance.

8. Have an older group.

9. One report writing session ought to be sufficient.

10. Give teachers your specific goals. Be sure the instructors are aware of their objectives. Prepare.

11. Have more time for pre-planning.

12. A shorter course for Junior High age.

13. More communication between the administration and teachers. Have objectives for the teachers.

14. Have a meeting before teaching the course.

15. Have students visit other areas to create more interest.

16. Draw out the busing problem in advance.

17. Have equipment and supplies ordered and delivered before classes begin.

18. Have smaller classes. 30 is too big for age group. Short classes with younger students attention span.

19. More supervision. More guidelines.

20. Find out who is in charge of what and why.

21. More planning ahead of time to get it set up.

22. Needs better organization.

23. Limit classes to certain age group. Same age in each class.

24. Have equipment purchased and delivered before classes start.

25. Have older students.

26. Need a meeting before classes start to ask questions.

27. Need more publicity.

Question #8, Part II, Summation.

Several suggestions were mentioned time and time again by the instructors, these items included: scheduling a meeting for teachers in advance of starting the classes, having better communications between the instructor and the administrators of the project. Have guidelines developed for the teachers to follow including project objectives. Have the busing situation worked out in advance of starting classes. Have materials delivered before classes begin and notify teachers in advance if they are asked to teach, so adequate course planning can take place. Some instructors also mentioned the

need for shortening or lengthening the time each day, depending on the age level and their attention span.

Part II, Question, #9 Please list what you feel were identifiable weaknesses in the summer school program.

1. Needs higher organization.

2. Children just putting in time.

3. Need more afternoon students. Spread county students over the total school day.

4. Age variation of the class.

5. Needs better organization from an administration angle. Bus program needs a better schedule.

6. Not having a course of study to go by.

7. Four weeks in the summer is too long. Rural students had many things to do; toward the end of the program our attendance dropped.

8. Not enough boys in program. Putting special kids in with the class.

9. Too much time spent in transportation.

10. Need smaller classes. Short classes - attention span short of 1½ hours.

11. Scheduling of students into classes - 40 in one class, 4 - in the next.

12. Iron out busing problems.

13. High attention rate during last days.

14. Too many field trips on some days.

15. Little use of A.V.

16. Too short of program. Class spread out all over town.

17. Poor organizational communication.

18. Parents did not know about it as there had been very little publicity.

19. Content needs to be changed for High School students.

20. Most of the staff at Harlan was hired on Friday or Saturday of the week before classes started and had no idea what was expected of them.

21. Children too young. I felt I was baby sitting.

22. Indefinite busing. We never knew when students would arrive from various centers.

23. Communication. We did not know what the students who signed for the program were expecting.

24. Some students used the course as an excuse to get away from home.

25. Better coordination of buses. Students were not aware of all courses being offered.

26. Some of the courses were too advanced for the E.M.R. student.

27. The long bus trips for some of the students in certain communities.

Part II Question #9, Summation.

The instructors involved in the "Different Summer School" project indicated the following items as being the most identifiable weaknesses: a need for better organization, problems with busing, a lack of good communication, and some felt the curriculum was too advanced for many students.

Part II Question #10 List those items you feel that could be used as items of support for implementing such courses during the regular school year.

1. Valuable business resources to draw on already have homemaking facilities. Students are generally enthusiastic about subject.

2. We already offer this on a semester basis.

3. Forming a Future Nurses Club or a Medical Career Club.

4. Career orientation day attendance brochure. Career nights at high school with counselors -- program personnel representing college areas with a display of courses.

5. More films and field trips.

6. Interest of students - learning that took place.

7. Definite guidelines in each area.

8. .elp students become aware of many vocations not previously thought of in that area. Help students direct the use of their basic home economic skills in which they are talented into a vocation.

9. Filmstrips, films available.

10. Help students become aware of the many different occupations so by the time they reach senior high they have some idea in what area they are interested and don't just end up taking the general courses.

11. Students desire for aerospace occupations.

12. These are courses that can break the student away from routine class lectures. This gives him a chance to do things that grown-ups do and that they are interested and don't just end up taking the general courses.

13. High interest level by students. Relatively inexpensive. Course content is practical knowledge for all students.

14. Career education is a topic we have needed for some time - from this aspect more students can be given the opportunity not available otherwise.

15. Good attendance, no discipline problems, student evaluations good, interest in vocational areas.

16. Hands on experience for students, no cost.

17. Students seem interested in the topics, it is something the student can use now - not 10 years from now.

Part II Question #10, Summation.

The major items of support listed included the following: The concept is now a sellable educational idea, the "hands on" approach appeals to the students, summer students showed much interest, and the availability of hard and soft materials on the topic.

It should be noted that fewer than half of the responding

instructors indicated items of support for implementing the summer school concept during the regular school year. A number of respondents indicated that the concept could not or should not be implemented during the regular school term. Also, see Questionnaire #7 and 8, Part I, Questionnaire Analysis.

QUESTIONNAIRE ANALYSIS PART III

Analysis of Part III will include, in addition to questions 1, 2, 3 and 4 from Part III, questions 1, 2, 3 and 4 from Part II of the questionnaire. As previously stated, questions 1, 2, 3, and 4 from Part II are closely related to the information found in Part III of the questionnaire and therefore will be presented in the analysis of this section.

The responses to question 1 in Part II and question 4 in Part III will be presented in summation form. The results of questions 2, 3 and 4 in Part II and questions 1, 2, and 3 in Part III will be according to courses taught. Summations and interpretation are brought forth as judged necessary.

Question #1 (Part II) How many field trips were taken?

Over the three years the project employed 49 different teachers who taught approximately 20 different courses. Some courses were similar in content but were different in course title. During the three year project - 1971, 1972 and 1973 - a total of 136 field trips were taken. This amounted to 3.885 trips per teacher over the three years of the program.

This figure is based on only the 35 responses received and does not include additional field trips taken by instructors who did not respond to the questionnaire. (Since 14 instructors did not respond to the survey, a figure for all 49 instructors cannot be completed accurately.) In terms of courses taught an average of 8.150 field trips were taken per course taught. (Based on the 35 respondents only.)

Based upon the response to this questionnaire it is obvious that the number of field trips taken shows that field trips were deemed by the instructors to be an integral part of their instructional program. The number of trips per teacher ranged from a high of 15 trips over the three summer sessions for one teacher to a low of 0 trips indicated by nine responding teachers. Simply computed 26 of the 35 instructors involved in the project or 74.286% used field trips as a teaching tool.

Question #2 (Part II) Please list below where your class visited for field trips.

The results of this question are listed by courses taught. No interpretations of this information are necessary since the list is designed to give prospective teachers an idea of possible facilities that could be visited. If no response was received from a course taught under this question the course will be listed with a "no field trip taken" response. (It should be noted that all 20 different courses taught over the three year operation of the project may not be represented in the results listed below, if a reply to the questionnaire was not received. Lists were combined wherever possible - e.g. health careers instead of individual courses by titles.) The list does not include how many times the same facility was visited by different classes. Cities were also listed when known.

BUSINESS EDUCATION:

Field trips made to:

1. Mutual of Omaha, Omaha, Nebraska
2. Northwestern Bell Telephone Co., Council Bluffs, Iowa

3. All Makes Office Equipment, Omaha, Nebraska
4. Council Bluffs Savings and Loan, Council Bluffs, Iowa
5. I.B.M. Co., Omaha, Nebraska
6. KMA Radio, Shenandoah, Iowa
7. Brown's General Office, Shenandoah, Iowa
8. May Seed Company, Shenandoah, Iowa
9. Eatons Tramsmission, Shenandoah, Iowa
10. Farmaster, Shenandoah, Iowa
11. Ross Insurance, Shenandoah, Iowa
12. Evening Sentinel, Shenandoah, Iowa
13. Living History
14. Walnut Grove Products, Atlantic, Iowa
15. Griswold State Bank, Griswold, Iowa
16. Cooperative Telephone
17. Cass County Memorial Hospital, Griswold, Iowa

DRAFTING:

Field trips made to:

1. Interstate Printing Company, Omaha, Nebraska
2. Standard Blueprint Co., Omaha, Nebraska
3. Union Pacific R.R. Shops, Omaha, Nebraska
4. Army Corps of Engineers, Omaha, Nebraska
5. Paxton Vierling Steel Co., Omaha, Nebraska
6. Epply Air Field, Omaha, Nebraska
7. North Omaha Power Station, Omaha, Nebraska
8. Hiway Survey Crew, Omaha, Nebraska
9. Offut Air Force Base, Omaha, Nebraska

10. General Leisure Products Corp., Omaha, Nebraska

11. Griffin Pipe Co., Council Bluffs, Iowa

12. High School Machine Shop, Council Bluffs, Iowa

13. High School Print Shop, Council Bluffs, Iowa

HEALTH CAREERS:

Field trips made to:

1. Mortuary, Harlan, Iowa
2. Veterinary Clinic, Harlan, Iowa
3. P.N. School, Harlan, Iowa
4. Lab and X-Ray Dept., Harlan, Iowa
5. Dentist Office, Harlan, Iowa
6. Nursing Home, Harlan, Iowa
7. Model Physicians Office, IWCC Council Bluffs, Iowa
8. City Sanitation, Council Bluffs, Iowa
9. City Dog Pound, Council Bluffs, Iowa
10. City Sewage, Council Bluffs, Iowa
11. City Water Co., Council Bluffs, Iowa
12. Mercy Hospital, Council Bluffs, Iowa

POWER MECHANICS:

Field trips made to:

1. Small Engine Shop, Shenandoah, Iowa
2. Welding Shop, Shenandoah, Iowa
3. Eaton Transmission, Shenandoah, Iowa
4. Birds Electric, Shenandoah, Iowa
5. Union Pacific R.R. Shop, Council Bluffs, Iowa
6. Griffin Pipe Co., Council Bluffs, Iowa

7. Paxton Vierling Steel Co., Omaha, Nebraska

8. North Omaha Power Plant, Omaha, Nebraska

WELDING:

Field trips made to:

1. Union Pacific Shop, Omaha, Nebraska

2. Harlan Mfg. Co., Harlan, Iowa

3. Downing Welding Co., Shenandoah, Iowa

4. Griffin Pipe Co., Council Bluffs, Iowa

5. North Omaha Power Plant, Omaha, Nebraska

6. U.S. Army Corps of Engineers, Omaha, Nebraska

7. Paxton Vierling Steel Co., Omaha, Nebraska

COSMETOLOGY:

Field trips made to:

1. Tip Top Co., Omaha, Nebraska

2. Beauty Salons, Council Bluffs, Iowa

3. Beauty Supply House, Omaha, Nebraska

4. Beauty School, Omaha, Nebraska

ELECTRONICS:

Field trips made to:

1. Tip Top Co., Omaha, Nebraska

2. Griffin Pipe Co., Council Bluffs, Iowa

3. Union Pacific R.R., Omaha, Nebraska

4. Omaha Public Power District, Omaha, Nebraska

HOME ECONOMICS:

Field trips made to:

1. Cass County Memorial Hospital, Griswold, Iowa

2. Sew N' Sew Fabric Shop, Griswold, Iowa
3. Hinky Dinky Store, Council Bluffs, Iowa
4. Safeway Store, Council Bluffs, Iowa
5. Peoples Store, Council Bluffs, Iowa
6. Benos Dept. Store, Council Bluffs, Iowa
7. Peoples Natural Gas Co., Council Bluffs, Iowa
8. Omaha Candy Co., Omaha, Nebraska
9. Old Home Bread Co., Omaha, Nebraska
10. Hilton Hotel, Omaha, Nebraska
11. Pepsi Cola Co., Omaha, Nebraska
12. Super Value Bakery, Harlan, Iowa
13. Jim's Locker, Harlan, Iowa
14. Hospital Kitchen, Harlan, Iowa
15. Lois Delicatessen, Harlan, Iowa
16. Chicken Hut, Harlan, Iowa
17. Pizza Shack, Harlan, Iowa
18. Dairy Queen, Harlan, Iowa
19. Swanson's Groceries, Harlan, Iowa
20. Holiday Inn, Griswold, Iowa
21. Cass County Hospital, Griswold, Iowa
22. Fabric Shop, Griswold, Iowa
23. IWCC, Council Bluffs, Iowa
24. Nursing Home, Griswold, Iowa

BUILDING CONSTRUCTION:

Field trips made to:

1. Redi-Mix Plant, Harlan, Iowa

Question #3 (Part II) Please list below the basic equipment used by the students during the course.

The following information concerning use of equipment by students is designed to give the reader a view of the variety of equipment students were able to become acquainted with during their summer school experience. As with question #2, the list is compiled by major areas and not be specific course titles, e.g. Health Careers.

SPECIAL EDUCATION JOB LAB

Equipment used by the students:

1. Typewriter
2. Heat Sealer
3. Printing Press

BUILDING CONSTRUCTION

Variety of equipment used by the students:

1. Radial arm saw
2. Skil saw
3. Table saw

CHILD DEVELOPMENT

Equipment used by the students:

1. Art equipment

COSMETOLOGY

Equipment used by the students:

1. Mannequin
2. Combs

3. Brushes
4. Clippers
5. Rollers
6. Textbooks
7. Films
8. Slides
9. Manicure equipment
10. Facial equipment
11. Hair spray
12. Clips

HOME ECONOMICS

Equipment used by the students:

1. Sewing machines
2. Pressing equipment
3. Ovens (regular)
4. Ovens (electronic)
5. Small kitchen equipment
6. Films
7. Ranges
8. Refrigerators
9. Pots and pans
10. Sinks
11. Hand utensils

HEALTH CAREERS

Equipment used by the students:

1. Inspection sheets for restaurants
2. Thermometer
3. Sphygmomanometer
4. Stethoscope
5. Films
6. Bandages
7. Transparencies
8. Operating room table
9. Scrub sinks
10. Surgical instruments and lights
11. Gowns and gloves
12. Dental chair
13. Dental unit
14. Dental instruments
15. Slides

ELECTRONICS

Equipment used by the students:

1. Small band tools
2. Electronic testing equipment
3. Soldering iron
4. Solder
5. Osci 'iscope

DRAFTING

Equipment used by the students:

1. Automatic drafting desk
2. X-Y drafting machine
3. Parallel rule
4. Blue line printer
5. White printer
6. Architectual, avil & mechanical scales
7. Mechanical pencils
8. Airbrush
9. Mechanical printers
10. Mechanical erasers
11. Ropidiograph pens
12. Leroy equipment
13. Standard template
14. Compass set
15. OVerlay
16. Mylar
17. Fade out and sepia papers
18. Zip-a-tone
19. Chart-pac
20. Steel tape measure
21. Maps
22. Level
23. Transit
24. Rod
25. Bogen enlarger
26. Graflex camera

27. Overhead viewer

28. Films

29. Blue print machine

WELDING:

Equipment used by the students:

1. Arc welder
2. Gas welder
3. Electric grinder
4. Horizontal band saw
5. Hand tools
6. Gas torch

POWER MECHANICS:

Equipment used by the students:

1. Hand tools (of all types)
2. Parts cleaver
3. Test equipment
4. Abor press
5. Micrometers
6. Grinders
7. Gauges
8. Oil and gas

BUSINESS EDUCATION:

Equipment used by the students:

1. Typewriters
2. Calculator
3. Adding machine

4. Spiret duplicator

5. Transcribing machine

6. Ink duplicator

7. Memeo scopes

8. Stencil

9. Light table

10. Printing calculators

Question #4 (Part II) If the facilities used during your course were not adequate, please list below any suggestions you have for improving them.

Question #4 as stated above is the last question from Part II that was included in the analysis of last Part III. The information received will again be recorded by area, thusly giving the reader the opportunity to see its identified pitfalls or problems encountered by certain instructors in the areas responding. Such a presentation of concerns may prove valuable for future works with the refining of the summer school project or valuable for those about to start such a venture so such difficulties can be avoided. Areas receiving no response are not listed. The responses are listed as received from the instructors involved.

BUSINESS EDUCATION:

1. Need to have enough electrical outlets for machines.

2. Might hold the course at one of the High Schools already set up for business courses.

3. Try to have a variety of machines.

POWER MECHANICS:

1. Need a facility for washing parts.

2. Need a compressed air machine.

3. Need a valve grinder.

4. Teacher-student ratio high for same facilities.

5. Need more storage space.

WELDING:

1. For the numbers enrolled could use more welders.

2. School should furnish the metal for welding.

COSMETOLOGY:

1. This type of course needs a water supply.

2. Try to hold such a course at a beauty school.

HEALTH CAREERS:

1. Need a building that's air conditioned for summer use.

HOME ECONOMICS:

1. Need adequate ventilation.

2. Need a garbage disposer.

The following four questions and the subsequent results to be presented are those that were directly under the heading Part III of the questionniare. The responses to these four questions will also be listed by major areas. Analysis of these questions will bring forth an overall look at the content taught, sequence of instruction, basic objectives, skills or concepts taught, and a look at the major instructional methods or techniques employed. For further clarity, the specific course titles received from the instructor will be presented with the specific information included under each course, where appropriate. For each area and the subsequent course found under the major heading, the findings for questions 1, 2, 3 and 4 will be presented for each course

for which such information was received. No summation is included for Part III of the questionnaire; the information is presented for the benefit of the reader to serve as a guide for future curriculum endeavors. It should be noted that some instructors did not respond to all or any of the questions found in Part III of the responses where deemed inappropriate for the questions. If this occured, no response was listed and therefore, because of the same incomplete responses, the number of responses listed will not equal 35, the number of questionnaires received.

Question numbers 1, 2, 3 and 4 are presented below and the numbers 1, 2, 3 and 4 shall be used under each course analyzed to represent the responses given to questions 1, 2, 3 and 4 without repeating each question for each course listed.

Question #1 (Part III) Please list as briefly as possible the content taught during the course.

Question #2 (Part III) Please list the sequence in which you taught your course content.

Question #3 (Part III) Please list those skills, concepts or objectives you were attempting to have the student gain or fullfill by the completion of your class.

Question #4 (Part III) Please list the methods or techniques you used in teaching the course. Try to list them by priority or rank them according to use e.g., (1) Lecture, (2) Demonstration, (3) Media. Also please include grouping methods, e.g., large groups, small groups independent and paired.

HOME ECONOMICS:

Course title: Exploring Careers in Foods and Clothing.

1. Content:

Growing foods

Testing food products

Processing foods

Packaging

Advertising

Nutrition

Food preparation techniques

Owning and operating a restaurant

Homemaker

Manners

Fashion games

Fiber

Clothing care

Pattern sizing and design

Reading patterns

Garment construction

2. Sequence:

Two weeks of foods as listed above.

Two weeks of clothing as listed above.

3. Objectives:

Become aware of the processing, testing and packaging food occupations.

Develop increased knowledge of the body's use of food and its nutrients.

To explore the careers in institutional food service.

Experiment in food service and preparation technique.

Develop skills in working and planning with others.

Explore ways in which clothing fashion is determined and influenced by personal tastes.

Increase and develop basic knowledge of serving construction terms and skills.

Develop an understanding of the basic parts and care of sewing machines.

Become aware of the retailing careers related to clothing.

Increase knowledge of fiber and cloth production and testing.

4. Methodology:

Individual work	-	25%
Small group work	-	15%
Experiments	-	10%
Demonstrations	-	10%
Field trips	-	10%
Lecture	-	10%
Films	-	10%
Independent study	-	5%
Games	-	5%

Course title: Food Service

1. Content:

Labeling

Food production

Careers

Sanitation

Elementary lab techniques

Quality cooking

Food processing

Safety

2. Sequence:

None listed

3. Objectives:

The student will be able to prepare safely a variety of foods and preapre an appropriate market order.

4. Methodology:

In order of importance by use.

1. Demonstration
2. Group work by kitchen assignment
3. Media
4. Laboratory
5. Lecture

Course title: Home Economics

1. Content:

Sewing

Cooking

2. Sequence:

General background

Cooking

Sewing

3. Objectives:

Proper use of kitchen equipment

Buying of foods and fabrics

Use of sewing machine

Basic sewing techniques

4. Methodology:

In order of importance by use.

Lab.	Small group	- 80%
Demonstration	Large group	- 20%

Course title: Foods and Clothing Occupations

1. Content:

   Basic background in nutrition and clothing skills needed to perform beginning tasks occupations in the field.

2. Sequence:

   Basic background

   Terminology and skills

   Observation of skills in occupations

   Application of skills in project

3. Objectives:

   Awareness of occupations available

   Proper use of equipment

   Skill development

   Construct a garment

   Prepare a simple meal

4. Methodology:

   In order of importance by use.

   Demonstration

   Laboratory

   Discussion

   Lecture

   Media

   Grouping:
   Independent - 40%
   Small group - 30%
   Paired - 30%

Course title: Food Occupation:

1. Content:

   Career awareness of food occupations in the community.

2. Sequence:

Baking

Bakerys

Groceries

Supplies and stocking

Meat Market

Other occupations available

3. Objectives:

To give the student a better understanding of what education, background, trade, experience or whatever is involved in organizing and operating a food business successfully.

4. Methodology:

In order of importance by use.

Demonstration

Lecture

Laboratory in kitchen

Field trips

HEALTH CAREERS:

Course title: Dental Assistency

1. Content:

Certification of dental assistants

Lab procedures

Assisting techniques and instrumentation

Plaque control and prevention

Dental materials

2. Sequence:

Certification

ERIC

Chair side techniques

Plaque control

Dental materials

Lab procedures

3. Objectives:

To have a basic background in what a certified Dental Assistant is and what her duteis involve in a dental office.

4. Methodology:

Lecture - 40%

Media - 40%

Demonstrations - 20%

Course title: Health Careers

1. Content:

Students were exposed to a variety of health occupations through speakers and field trips.

2. Sequence:

All phases of nursing and careers in health. No particular sequence listed.

3. Objective:

To know and understand all phases of the work that goes into caring for people from childhood through life until death.

4. Methodology:

In order of importance by use:

Media

Lecture

Grouping:
Always one large group.

Course title: Fundamentals of Medical Assisting

1. Content:

   Taking temperature

   Taking pulse

   Taking respiration

   Taking blood pressure

   Bandaging

   Daily routine in the physicians office

2. Sequence:

   Orientation to grooming, poise, uniforms and medical ethics

   Blood pressure

   Bandaging

   Daily routine

3. Objectives:

   To have a deeper comprehension of career selection and its impact on their life

   To understand a need for precision in job performance.

4. Methodology:

   In order of importance by use:

   Lecture

   Demonstration

   Media

   Grouping:
   Pairs
   Large groups

Course title:

1. Content:

   Fields of work in the community

Jobs open

Salary

Education

Kuder preferance testing

2. Sequence:

Same as content above

3. Objectives:

To learn about self-concept

To learn about goal setting

To learn about educational goals

To learn about career goals

4. Methodology:

Exploration and field trips

Discussion - 19%

Demonstration - 12%

Media - 60%

Lecture - 9%

Grouping:
Large group

DRAFTING:

Course title: Drafting

1. Content:

Basic skills with tools, paper and reproduction

2. Sequence:

Introduction to machines

Use of machines and other drafting tools

Basic visualization

Problem solving

Reproduction methods

3. Objective:

Skills to be achieved by students included: visualization of spatial relationships, use of drafting machines, use of reproduction techniques for drafting.

4. Methodology:

In order of importance by use:

Demonstrations

Media

Field trips

Grouping:
Large group
Independent

Course title: Drafting

1. Content:

Introduction to drafting

Technical illustrations

Architectural residential drafting

Civil engineering drafting

2. Sequence:

Same as content above

3. Objective:

The whole concept of the "world of work" program was to introduce an area, explore the facets of an area, learn the basic skills, terminology, equipment involved, and excite a systematically developed interest in that area as a possible career.

4. Methodology:

In order of importance by use:

Demonstration

Media

Grouping:
Independent work only

AEROSPACE OCCUPATIONS:

Course title: Aerospace Occupations

1. Content:

Identification and exploration of as many aerospace occupations as possible.

2. Sequence:

Listed occupations and tried to research as much material as possible.

3. Objectives:

To explore the concept of availability of U.S. aerospace industry for occupational choices.

4. Methodology:

In order of importance by use:

Field trips

Media

Grouping:
Large groups
Individual study

POWER MECHANICS:

Course title: Power Mechanics

1. Content:

Engine principles

Ignition

Carburation

2. Sequence:

Engine principles

Diagnosis

3. Objective:

To develop skills in: finding the trouble, repair what was wrong, understand safety practices and work on cleanliness.

4. Methodology:

In order of importance by use:

Lecture

Demonstration

Grouping:
Large groups
Independent

Course title: Power Mechanics

1. Content:

Engine overhaul (basic)

Disassemble

Part inspection and part ordering

2. Sequence:

Same as content above

3. Objectives:

To gain a knowledge of different kinds of tools and their proper use.

To gain a knowledge of the fundamental theory of operation of small engines.

4. Methodology:

In order of importance by use:

Lectures

Demonstration

Grouping:
Various sizes

Course title: Small Engine Repair

1. Content:

   Disassemble small engines

   Trouble-shoot small engines

   Repair small engines

   Reassemble small engines

2. Sequence:

   Taught how to take the engine apart and put it back together

   Instructor fixed the engine so it wouldn't run.

   Student had to trouble-shoot and repair the engine.

   Students brought in their own motors to work on.

3. Objectives:

   Give the students a general knowledge in small engines repair.

4. Methodology:

   In order of importance by use:

   Lecture

   Demonstration

   Media

   Grouping:
   Large group - 50%
   Paired - 40%
   Independent - 10%

Course title: Power Mechanics

1. Content:

   Parts of the small gasoline engine

   Workings of engine parts

   Maintenance of gasoline engine

2. Sequence:

Same as content

3. Objectives:

To have the students see how a small engine was put together.

To see possible ways they could fix small engines.

4. Methodology:

Lecture - 20%

Shop work - 80% (INdividual work with the student)

Course title: Small Engine

1. Content:

Techniques in checking the basics of an engine

Tear engine down

Put it together

Trouble-shoot

2. Sequence:

Same as content above.

3. Objectives:

The students should understand what to check on a small engine to learn the process of elimination.

The student should be able to take an engine apart and put it back together.

4. Methodology:

In order of importance by use:

Lecture

Demonstration

Grouping:
Small groups of 3-5 students
Independent work
Large group

ELECTRONICS

Course title: Electronics

1. Content:

   Basic electrical theory

   Practical application of soldering

   Electronics construction

2. Sequence:

   Same as content above.

3. Objectives:

   To give the students the basic understanding of the industry and its expectations and limitations.

4. Methodology:

   In order of importance by use:

   Demonstrations

   Individual instruction

   Media

   Student demonstrations

   Informational reading

WELDING

Course title: Basic Welding

1. Content:

   All basic welding techniques

   Arc and gas welding in the flat position

2. Sequence:

   Safety

   Basic touch technique

   Basic arc technique

   Cutting procedures

3. Objective:

Have the student learn motor skills, safety procedures, and laying flat positions with arc and touch.

4. Methodology:

In order of importance by use:

Lecture

Media

Groupings:
Individual
Large groups

Course title: Welding

1. Content:

Shop safety

Basic electric arc (flat position)

Basic gas welding (flat position)

Flaire cutting

Brazing

2. Sequence:

Shop safety

Electric or gas welding (students alternated due to number enrolled)

Flaire cutting

Brazing

3. Objectives:

To familiarize the student with shop situations.

To gain basic skill to weld 6 basic joints in the flat position with arc, acetylene and bronze.

To gain knowledge of proper use of the cutting torch.

4. Methodology:

In order of importance by use:

Demonstration

Individualized instruction

Grouping:
Individual
Large groups

Course title: Welding

1. Content:

Arc welding

Various welding and techniques

2. Sequence:

Same as content above

3. Objectives:

To teach the use of various welding techniques.

4. Methodology:

Totally demonstration.

Course title: Welding

1. Content:

Arc and gas welding

Prepare and weld metal

Testing of metal

2. Sequence:

Same as content above.

3. Objectives:

To give the students a hands-on experience in welding.

To provide job information.

To learn shop and tool safety.

4. Methodology:

In order of importance by use:

Demonstration

Media (films)

Lecture

Course title: Welding

1. Content:

Basics of arc and acetylene welding

2. Sequence:

What is welding?

Set up of equipment

Safety

Practice

3. Objective:

To have a basic understanding of how to weld.

4. Methodology:

Hands on experience	- 70%
Lecture	- 15%
Films	- 10%
Field trips	- 5%

Course title: Welding

1. Content:

Definition of welding

Equipment and accessories

Learning how to weld using electric and gas

Learning types of welds

Practice welding

ERIC

2. Sequence:

Same as content.

3. Objectives:

To give general occupational information.

To learn safety of arc and gas welding.

To learn general information about welding.

4. Methodology:

On-the-job welding - 75%

Demonstrations - 15%

Lectures - 10%

Grouping:
Large groups 25%
Independent 75%

COSMETOLOGY

Course title: Cosmetology

1. Content:

Manicures

Hairstyles

Haircuts

Make-up methods

Make-up

Techniques of hairstyling and facials

2. Sequence:

Introduction to cosmetology

Hairstyling techniques

Haircuts

Styling manequins

Manicures:

Facials

Make-up

3. Objectives:

To gain a knowledge of helping a person keep better care of their skin and finishing what nature left out.

4. Methodology:

In order of importance by use:

Demonstration

Lecture

Media

Grouping:
Large group
Pairs

Course title: Cosmetology:

1. Content:

Manicuring

Facials

Haircutting

Supplies

Theory on Cosmetology

Use of rollers

Use of combs

Customer relations

Telephone usage

2. Sequence:

Theory of cosmetology

Manicuring

Rollers, pin curls and comb outs

Wigs

Haircutting

Facials

Telephone procedure

Job description

3. Objectives:

To gain a general concept of what it was like to be a student in a Beauty School and what they could expect when they graduate.

4. Methodology:

In order of importance by use:

Demonstrations

Media (films)

Discussion

Grouping:
Large group
Pairs

BUSINESS EDUCATION

Course title: Secretarial Professions

1. Content:

Office attire

Receptionist

Medical and legal secretaries

Banking

Telephone

Typing

Machines

2. Sequence:

Office attire

Office worker

Receptionist

Secretary

Medical secretary

Legal secretary

Banking

Telephone

3. Objectives:

To view different areas of professions in the secretarial field.

To do various tasks a secretary would do.

4. Methodology:

Lecture - 50%

Demonstrations - 45%

Field trips - 5%

Course title: Office Occupations

1. Content:

Various office machines

Various skills needed

2. Sequence:

Spirit duplication

Adding and calculating machines

Filing

Ink duplicating

Transcribing machines

Typing

Shorthand

Education needed

Possible opportunities

3. Objectives:

To familiarize the students with skills needed, education needed and job opportunities in office occupations.

4. Methodology:

Student participation	- 60%
Demonstration	- 15%
Media	- 10%
Lecture	- 10%
Discussion	- 5%

Course title: Office Practice

1. Content:

Adding and subtracting on a 10-key machine.

Spriit and stencil duplicating machines.

Use of light table.

2. Sequence:

Adding machines

Duplication machines

Shorthand

Filing procedures

Personality traits

Grooming

3. Objectives:

To know how to properly use the equipment.

To know various office procedures and practice.

4. Methodology:

Demonstration

Grouping:
Individual activity

Course title: Secretarial Scene

1. Content:

How to apply for a job

Jobs available

Grooming

Telephone technique

Adding machines and calculators

Shorthand

Filing

Duplicating

2. Sequence:

How to apply for a job

Interview and letter of application

Job opportunities

Telephone etiquette

Grooming

Adding and calculating machines

Typewriters

Shorthand

Duplicating

3. Objectives:

To give the students an idea of the jobs a secretary could hold.

To help the students understand what duties were included in a secretarial job.

4. Methodology:

Experimentation on machines	- pairs
Demonstration	- large groups
Media	- large groups
Field trips	- large groups
Lecture	- large groups
Role playing	- large groups
Preparation of posters	- pairs

SPECIAL EDUCATION

Course title: Job Lab.

1. Content:

   Punctuality

   Following directions

   Getting along with supervisors and co-workers

   Starting and completing tasks

   Working independently

2. Sequence:

   Following directions

   Getting along with others

   Follow through on tasks

   Working independently

   Job placement

3. Objectives:

   To place those students who showed good work habits on jobs at the beginning of the 1973-74 school term.

4. Methodology:

In order of importance by use:

Lecture

Demonstrations

Grouping:

Independent	45%
Small group	45%
Large group	10%

BUILDING CONSTRUCTION

Course title: Building Construction

1. Content:

The skills of building a house from cement work, block laying, framing, dry walling, wiring, plumbing and heating to roofing.

2. Sequence:

Building blueprints

Surveying lot

Footings

Cement work

Framing

Plumbing and heating

Electrical

Roofing

Finishing dry wall

Trim and siding

3. Objective:

To acquaint the student with the skills involved in the residential construction trades.

4. Methodology:

Project work	- Small groups	60%
Demonstration	- Large group	30%
Media and Lecture	- Large group	10%

Interview Findings

As previously mentioned interviews were conducted with 14 summer school instructors. This represents 40.000% of those who participated in the study. (see methods and procedures under Interview, Page 4, and Appendix A.)

The following findings are the actual responses given to the 4 questions asked by the interviewers. The responses listed below were taken from the interview schedule of questions used by the interviewers with each interviewee. Each response is recorded separately. At the conclusion of the presentation of interview finding for each question, a brief summation is presented.

Interview Question #1. What did you like most about the summer school project?

1. Lack of restriction in budget and infinite variety of the curriculum.

2. I liked to work with younger kids on an exploration basis.

3. Flexibility.

4. No grades. Nobody had to pass or fail. Classes were small. Length of class period was good.

5. Relaxed atmosphere. Good facilities. Good cooperation with regular staff at IWCC. I like the age group, it was different for me. Students did work for enjoyment.

6. Enthusiasm of the students. Open flexable enjoyment.

7. Freedom as to what was taught.

8. Flexability, any student could come and explore on his own if they desired.

9. Special needs student participating with other students.

10. Emphasis on kids.

11. Good different courses.

12. I liked the availability of field trips with no hassle in getting a bus.

13. Relaxed feeling of student and teachers. Less pressure on student to learn.

14. Freedom to do what we wanted to do and freedom for our students to do what they wanted.

Interview Question #1. Summation.

The interviewers felt that flexability and variety in the curriculum were two major "+'s" for the summer school program. The relaxed atmosphere created by the lack of grade pressures and specific requirements was also considered as a positive item. The students and their interest was also important to those interviewed.

Interview Question #2. What would you do to improve the Summer school program?

1. More effective orientation the first day.

2. More promotion on the level that will do some good. Have 10 month contracts for teachers who are interested in teaching summer school. Charge students modest fee, $5.00. Should have better scheduling of the buses.

3. I can't say anything needs improving.

4. I can't really think of any.

5. Give teachers time to prepare materials in curriculum.

6. Add funds for material and equipment.

7. Provide better transportation for field trips. Have programs more centrally located (in one facility).

8. Better scheduling of busing. Better beginning organization.

9. Allow more time to travel between buildings.

10. Better scheduling of time for busing.

11. Straighten out classes. Better way scheduling classes.

12. Setting down in advance what you are to teach. Get supplies ahead of time.

13. Provide more money.

14. Give students more of a chance to move between classes. Maybe some orientation to all areas before regular classes started.

Interview Question #2. Summation

The scheduling problems and the busing situation were the items of most concern to the instructors interviewed. They also indicated that orientation of teachers and students, publicity and orgnization were major items in need of improvement.

Interview Question #3. Would you be willing to work in a similar program again? Why/Why not?

1. Yes, with the proper set of conditions. Still need better organization in scheduling.

2. Yes, I would.

3. Yes sir, because I enjoyed myself.

4. Yes. I taught a different area and it was nice to get away from wood shop dust.

5. Yes, I like to the whole idea of the program.

6. No, because of not being sure of working all day. Such a short time, hard to find employment for the remainder of the summer.

7. Yes, enjoyed the students and enjoyed teaching ½ day. Gave me something to do in the summer.

8. Yes, I like it. I enjoyed co-ed class and enjoy students from rural communities. No discipline problems.

9. Yes, I just enjoyed it.

10. Yes, I liked the flexability and different students including girls.

11. Yes, because I enjoyed it. No pressure.

12. Yes, because I enjoyed myself. If its fun for the kids, it's fun for me.

13. Yes, if pay was better. Other employment pays better.

14. Yes, if it payed enough.

Interview Question #3. Summation

The resounding answer to interview question #3 was yes. They would be willing to work in a similar program again. Most indicated that they really enjoyed the experience and would want to teach again for that reason. Items mentioned in response to interview question #1 were also reiterated. Several qualified their yes with the comment, "if pay was better."

Interview Question #4. Other...Any additional comments.

1. My program in the future would have to be more structured. More direction given to activities.

2. I would hate to see the program done away with, it gave Jr. High students exposure to jobs of the future.

3. I would like to see the program expanded. Parents seem to want it to be expanded into new areas such as photography.

4. Everything was pretty good. If offered again for Council Bluffs students we better have a good way to sell it to them.

5. The only thing that made me mad was the scheduling of field trips. They didn't seem to coordinate between teachers. Need to have Office Education class moved to a center where equipment is available.

6. Develop a schedule so as not to have students all at once. Need a better pro-portion of students each period.

7. Seemed to have adequate funds for supplies.

8. Of all the things I do each year I enjoyed this teaching the most.

9. I can justify the program because we don't give hands on experience. Kids don't know whats available to them for future study or a career.

10. The kids really loved and they learned.

11. The busing situation could be more organized. Some sessions were too long for a Jr. High student.

12. Could be better organized: schedules for kids, class, instructors, buses.

13. Should run longer or have 3-4 week sessions.

Interview Question #4. Summation

Under additional comments the responses were varied. But most again expressed a positive attitude toward the program. The problems of scheduling including teachers, students and busing was again mentioned. The instructors, for the most part, felt such a summer program has real value to students of all ages and should be continued if at all possible.

CONCLUSIONS

Several conclusions based on the finding may be made.

1. In the eyes of the instructors, the program had real value for the students participating.

2. Both students and instructors possessed positive attitudes toward the program.

3. The implementation of the summer project during the regular school year could be considered a possibility, but many questions must just be resolved.

4. The instructors indicated a strong feeling that the project did not have adequate advanced publicity.

5. Supplies, facilities and equipment used during the 3 year project were viewed as more than adequate by the instructors involved in the project.

6. The participating instructors indicated that there was a definite need for an inservice program for helping orientate the instructors to the concept.

7. Communication between the instructors and the project administrators was in need of improvement.

8. Field trips were considered, by the instructors, to be vital to this type of program.

9. Courses need to be scheduled in such a manner as to allow adequate travel time for students taking more than one course.

10. Over all organization needs to be improved. Particularly as it relates to working out bus problems in advance, scheduling students into courses, providing class lists in advance to the instructors, and delivering supplies and equipment in advance of the start of the course.

11. The length of the course and the time allotted each day was adequate.

12. Class enrollment and the age of the student should be an item of consideration for certain courses.

13. Most of the participating instructors would be willing to work in such a project again. (Central Iowa Associates, Inc., evaluation of December 6, 1973, indicated a similar positive conclusion as it

related to participating students and their parents. See Appendix B.)

14. The relaxed atmosphere including lack of attendance and grade requirements helped the posture attitude of the participating instructors.

15. The instructors indicated a need for further administrative guidance. This relates particularly to the need for guidelines and program objectives.

16. Communication with parents was lacking. The instructors felt publicity aimed at the parents would be helpful.

17. The over-all "hands on" approach was felt by the instructors to be one of the major reasons for high interest on the part of participating students.

18. The instructors need to be contacted in advance if they are to teach such courses so adequate planning can occur.

19. The instructors noted very few discipline problems. Most attributed the lack of problems to the high interest level of the students.

RECOMMENDATIONS

Analysis of data from the instructors indicates an over-all high degree of program success and satisfaction on the part of the instructors. This evaluator adds the following recommendation and comments for consideration:

1. Publicity about the summer school program was of particular concern to the instructors. It is recommended that publicity start earlier in the spring and that possible orientation sessions about the summer program be scheduled on several occassions in the spring with prospective students. Information should be sent to parents. Where possible, consideration might be given to the use of media such as local newspapers, radio and T.V.
2. It is recommended that all prospective summer school instructors be contacted about employment at least one (1) month in advance of the start of summer school program.
3. It is recommended that future summer school endeavors include orientation for the teachers prior to the start of summer school. Guidelines and objectives of the summer school program should be discussed with the prospective teachers.
4. It is recommended that actual enrollment occur far enough in advance so a class list including the ages of the students enrolled can be provided to the summer school teacher.

5. It is recommended that a procedure for supervision be worked out so the instructor can maintain continuous contact with the summer school administrator for purposes of keeping communication open.
6. It is recommended that if possible all supplies and equipment be delivered to the teaching station prior to the start of the school program.
7. It is recommended that a list of possible sites for field trips for each course offering be developed for each community involved in the summer school project. Such a list should be distributed to the instructors prior to the start of the summer school program.
8. It is recommended that further research be conducted to explore the possibility of implementing the summer school concept during the regular school year.
9. It is recommended that future summer school projects of this nature develop a systematic approach to keeping accurate records concerning the summer school activities.

APPENDIX A

Letters Concerning Career Education Summer School Program

Follow-up Letter for Program

Career Education Course Questionnaire

Questions for Interview

ERIC

POTTAWATTAMIE COUNTY SCHOOL SYSTEM

"An Intermediate School District"

The Halverson Center for Education

Route 1
Council Bluffs, Iowa 51501

DR. CALVIN R. BONES, Supt.

TELEPHONE (712) 366-0503

September 24, 1973

Dear

In recent summers you were involved in a special summer project designed to acquaint students with career occupations. This program was deemed so successful that the Pottawattamie County School System has decided to use its remaining Federal Funds to evaluate the summer school project and accumulate information and data about the courses taught.

In the following weeks you will be called upon to share with us your thoughts, successes and concerns relative to the summery school program. Our goal through your involvement is to prepare a report that will present the ideas that made this school program a success. The report will also include, where possible, the curriculum strategys employed in the various classrooms involved in the summer school project.

The first phase of the study will involve a questionnaire. This questionnaire will be followed up by a personal interview to be arranged at your convience. I'm looking forward to meeting you in the coming weeks and of course finding out more about your experiences in the exciting different summery school programs.

Thank you now for your time and hoping to see you in the near future, I remain...

Sincerely yours,

Richard R. Hawkes, Ph.D.
University of Northern Iowa
R R #4 Box 72F
Council Bluffs, Iowa 51501

ERIC

H/dlo

POTTAWATTAMIE COUNTY SCHOOL SYSTEM

"An Intermediate School District"

The Halverson Center for Education • Route 1 Council Bluffs, Iowa 51501

DR. CALVIN R. BONES, *Supt.*

TELEPHONE (712) 366-0503

September 28, 1973

Dear

Within the past few days you should have received a letter explaining the research project being sponsored by the Pottawattamie County School System. As you recall this research endeavor is being conducted to accumulate information about the Career Education Summer School Program.

Attached to this letter you will find the first instrument that will be used for the collection of data about the "different" summer school program. All the information gathered will be used to show how successful the summer program was in the eyes of the instructors participating, and to bring forth ideas that may help to improve the program in the future.

It would be greatly appreciated and of immense help in the evaluation process, if the enclosed questionnaire could be returned by October 12, 1973 to the address found below. If you have questions we can help with, please feel free to call me at 323-7151, Council Bluffs Community Schools, or Rod Bartels, Career Education Director, 366-0503, Pottawattamie County School System. We will try to help you with your concerns.

Again, thank you so much for your time and concern. I'm looking forward to meeting you in the near future. I remain...

Sincerely yours,

Richard R. Hawkes, Ph.D.
R R #4 Box 72-F
Council Bluffs, Iowa 51501

RRH/dlo

ERIC

POTTAWATTAMIE COUNTY SCHOOL SYSTEM

"An Intermediate School District"

The Halverson Center for Education • Route 1 Council Bluffs, Iowa 51501

DR. CALVIN R. BONES, *Supt.*

TELEPHONE (712) 366-0503

October 23, 1973

A few weeks ago you should have received a Career Education Questionnaire. Your participation in this study is so vital that we would like to still encourage you to respond.

If for some reason, you did not receive the Questionnaire, or are in need of another, please call us at 366-0503 and we will send you one.

If you have already mailed in your Questionnaire, thank you for your time and consideration.

I am looking forward to meeting with you in the near future, I remain...

Sincerely,

Richard R. Hawkes, Ph.D.
R R #4 Box 72-F
Council Bluffs, Iowa 51501

RRH/dlo

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CAREER EDUCATION COURSE QUESTIONNAIRE

ERIC

SCHOOL DISTRICT _____

YEAR COURSE WAS TAUGHT (LIST ALL OF THEM: 1971-72-73)

_____

SEX _____ AGE RANGE OF STUDENTS IF KNOWN _____

FACILITIES USED (EXAMPLE: HIGH SCHOOL PRINT SHOP, ETC. _____

_____

COURSE NAME (EXAMPLE: ADVANCED WELDING) _____

_____

DO YOU TEACH, DURING THE REGULAR SCHOOL YEAR A COURSE SIMILAR IN CONTENT TO THE ONE YOU TAUGHT IN YOUR SUMMER SCHOOL ASSIGNMENT? _____

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CAREER EDUCATION COURSE QUESTIONNAIRE

SCHOOL DISTRICT _____ COURSE TAUGHT _____

PART I

Please respond to all the questions. Circle only the one number that most appropriately expresses your feelings concerning the question asked.

Did you feel that:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1. The course was of real value to the students enrolled	1	2	3	4
2. The course was appropriate for the age of the students enrolled	1	2	3	4
3. The course was long enough to accomplish all your objectives	1	2	3	4
4. The time allotted each day was enough	1	2	3	4
5. The course content seemed to keep the students interested	1	2	3	4
6. The students possessed positive attitudes toward the course	1	2	3	4
7. The course as taught during the summer could be implemented during the regular school year	1	2	3	4
8. Because of your experience teaching this course, there is a need for it to be taught during the regular school year	1	2	3	4
9. The course had adequate, advanced publicity aimed at the students involved	1	2	3	4
10. The transportation, via the busing situation, was adequate	1	2	3	4
11. The supplies used in the course were adequate for meeting your pallned experiences for the students	1	2	3	4

CAREER EDUCATION QUESTIONNAIRE

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
12. The building facilities were adequate for meeting your planned experiences for the students	1	2	3	4
13. The equipment provided at the facility was adequate for meeting your planned experiences for the students	1	2	3	4
14. An inservice program was needed to impart knowledge concerning the summary school philosophy	1	2	3	4
15. Enough safety precautions were taken to insure the protection of the age group involved (Example: enrollment numbers and safety equipment.)	1	2	3	4
16. Field trips were a necessary ingredient of the summery school program	1	2	3	4

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CAREER EDUCATION COURSE QUESTIONNAIRE

SCHOOL DISTRICT _____ COURSE TAUGHT _____

PART II

Please respond to each of the following questions. Complete the information as best you recall.

1. How many field trips were taken _____

2. Please list below where your class visited for field trips _____

3. Please list below the basic equipment used by the students during the course: (Example: Arc Welder, Radial Arm Saw, Typewriter, etc.)

4. If the facilities used during your course were not adequate, please list below any suggestions you have for improving them: _____

5. Are there other methods than those previously used that might be useful for the promotion of the summery school program. (Please list any suggestions) _____

6. What do you feel made the summery school program a success. (Strengths)

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CAREER EDUCATION QUESTIONNAIRE

7. What obstacles (if any) do you see in the implementing of the summery school programs during the regular school year

_____

_____

_____

8. What suggestions do you have that would help with the organization and administration of such summer school programs in the future _____

_____

_____

_____

9. Please list what you feel were identifiable weaknesses in the summary school program _____

_____

_____

10. List those items you feel that could be used as items of support for implementing such courses during the regular school year

_____

_____

_____

_____

_____

ERIC

CAREER EDUCATION COURSE QUESTIONNAIRE

SCHOOL DISTRICT _____ COURSE TAUGHT _____

PART III

The following questions are meant to gather information concerning content, skills, techniques and sequence relative to the course you taught. Please try to answer all the questions, being as brief as you can while answering completely each question. (Please use the back if necessary)

1. Please list as brief as possible the content taught during your course: _____

2. Please list the sequence in which you taught your course content: (Example: First thing taught, second, third, etc.)

3. Please list those skills, concepts or objectives you were attempting to have the students gain or fulfill by the completion of your class: _____

4. Please list the methods or techniques you used in teaching the course. Try to list them by priority or rank them according to use. (Example: (1) Lecture, (2) demonstration, (3) media). Also please include grouping methods (Example: Large group 60%, small group 30%, independent 5% - paired 5%) _____

QUESTIONS FOR INTERVIEW

1. What did you like most about the summer school project?

2. What would you do to improve the summer school program?

3. Would you be willing to work in a similar program again? Why/why not?

4. Other--any additional comments.

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APPENDIX B

Supplementary Evaluation Report

ERIC

Supplementary Evaluation Report on the 1973 Summer Program of the Area-wide Exemplary Project in Vocational Education Carried Out By the Pottawattamie County Board of Education

Submitted by:

Central Iowa Associates, Inc.

December 6, 1973

The 1973 Summer Program was the third such summer program conducted as part of the project activity and designed to provide secondary school students with "hands on" introductory and experiential contact with various facets of vocational education. The evaluation reports each year tended to be very favorable to the summer program project effort. The evaluations were conducted by a four-person team of professionals who interviewed all staff members, many students, and derived information from questionnaires submitted to students and their parents. In general, it has been felt by the project staff, by the Central Iowa Associates evaluators, by the site visitors from the Iowa Department of Public Instruction, and by the federal officials from Washington and Kansas City, that the summer programs were the most successful of all the project efforts.

It was, therefore, decided to determine whether the summer program produced objectively measurable results that would indicate progress toward project goals. The research design deemed most suitable to achieve this purpose was that of matched samples wherein every experimental student in the 1973 summer program was matched with the control student in the same grade, in the same school, of the same sex, and of the same general level of academic ability, who had not participated in any of the three summer programs. Then

both the summer program participants (the experimental or treatment sample) and the matched or control group were tested using two measures which were believed to assess the goals of the project and which had been previously used in the objective evaluation of the other aspects of the project effort.

The two tests of objective measures used were:

a) The Occupational Awareness Test (OAT) by Donald G. Zytowski, Ed.D. and John W. Menne, Ph.D., published by Central Iowa Associates in 1971. This 36 item test asks the student to choose between pairs of occupations with respect to amount of money earned, years of schooling required, that work more with people, that deal more with numbers and computations, and so forth. Thus, as indicated by the name of the test, it measures knowledge about various characteristics of occupations, which is considered to assess the informational aspect of the project goals. The test is attached to this report as Appendix A.

b) The Vocational Development Inventory (VDI) by John O. Crites, Ph.D., has a 1966 copyright when the author was at the University of Iowa and has norms developed on secondary students from Iowa. (The author is now at the University of Maryland.) The VDI is an attitude scale designed to measure the student's vocational maturity by asking items such as "Once you choose a job, you can't choose another one as being either True or False. This instrument is considered to assess the maturation aspects of the project goals.

Procedure and Description of Samples

The test materials were distributed to the schools having subjects in the 1973 summer program along with copies of the Test Administration Directions prepared by this evaluator and attached as Appendix B. During October, 1973, the teachers followed the test administration directions and administered the two instruments to each summer program participant and to the matched control subject selected by the teacher. There were 607 participants in the summer program which were to be matched with 607 control subjects. Unfortunately the largest school district (Council Bluffs), which had about half of the 607 students in the 1973 summer program, decided not to participate in this supplementary evaluation effort.

Table 1

Summer Program Location	Summer Participants	Evaluation Participants
Shenandoah	61	12
Harlan	114	46
Griswold	89	14
Council Bluffs (included Kirn, Thomas Jefferson High School, Stuart School of Beauty, and Iowa Western Community College)	343	27
TOTAL	607	99

It is deplored that more summer school participants were not involved in this supplementary objective evaluation. The matched sample research design will generate data which can lead to a reasonable and sound inference about the influence or relationship of the summer program to the two objective measures used herein, notwithstanding the actual fact that only 99 summer program participants were involved in this supplementary evaluation. It should be noticed that 27 of the participants in this evaluation did attend the summer program at the summer program locations in Council Bluffs. (They were brought in by bus.) Thus, whereas almost 50% of the program participants in Harlan were tested in this evaluation, less then 10% of the Council Bluffs program participants were tested. However, from the contact with the program in all locations by the Central Iowa Associates staff, it is our subjective impression that there were some variability in the program from one summer staff member to another within the same program location, but there was no significant and noticeable variability in the program from one location to another. Thus, we are not greatly concerned about the low percentage of students tested among the participants in the program at the Council Bluffs locations. However, the overall low number of participants in the supplementary

evaluation does leave us with very cautious results when the data is analyzed by grade level and limits the inferences possible from comparisons with previous project data.

The current school locations of the summer program participants who were involved in this supplementary evaluation are indicated in table 2.

Table 2

School Location	Number of Participants
South Page	6
Dunlap	31
Malvern	14
Harlan Jr. High	8
Irwin High School	7
West Harrison	11
Fremont-Mills	6
Griswold	14
TOTAL	99

In table 3 the summer program participants and the objective evaluation participants are further described in terms of sex and grade level.

Table 3

	Summer Program		Objective Evaluation	
Male	388	(64%)	56	(57%)
Female	219	(36%)	43	(42%)
Grade 7	291	(48%)	44	(45%)
Grade 8	134	(22%)	20	(21%)
Grade 9	121	(20%)	7	(28%)
Grade 10	24	(4%)	6	(6%)

RESULTS

The results from the overall comparison between the "treatment" group who participated in the 1973 summer program and the matched control group are shown in table 4.

Table 4

Mean Group Scores on the Occupational Awareness Test and the Vocational Development Inventory

	OAT	VDI
Treatment Group (n=99)	22.03	30.43
Control Group (n=84)	23.02	30.16

There were no differences between the treatment group and the control group which were statistically significatn.

The same comparisons were made after first categorizing the subjects by current grade level. These results are shown in table 5.

Table 5

	OAT	VDI
Treatment group grade 7 (n=44)	20.91	28.02
Control group grade 7 (n=35)	22.26	27.77
Treatment group grade 8 (n=20)	22.20	31.75
Control group grade 8 (n=17)	23.71	29.47
Treatment group grade 9 (n=27)	23.48	32.59
Control group grade 9 (n=24)	23.25	32.63
Treatment group grade 10 (n=6)	23.33	34.67
Control group grade 10 (n=6)	23.71	33.86

Again there were no differences between the treatment group and the control group which were statistically significant. There is a definite upward trend on the VDI mean scores by grade level and a very slight trend upward by grade level on the OAT.

The data comparing treatment and control groups by summer program location was not amenable to analysis because if would be necessary to control or match the number of subjects both by grade level and academic performance level before making the comparison. There were not enough subjects in this supplementary evaluation to enable this to be done.

DISCUSSION

These results seem to indicate quite clearly that the summer program did not affect the level of vocational maturity or the career information of the participants. Yet, the very favorable reaction to the program by the pupils, their parents, and their teachers cannot be contradicted by the lack of findings with the two instruments employed. This difficulty is not unknown in large scale projects of this kind; cognitive variables frequently do not show any change, even though variables in the affective domain, especially when reported informally, show increases of great magnitude. Thusm it would be inappropriate to condemn the program for lack of tangible and immediately measureable effects. Rather the designers of such programs may wish to design their program so that cognitive outcomes as well as attitudinal outcomes could be enhanced.

It is true that the Vocational Development Inventory is a type of attitudinal measure though maturational attitudes are foten not immediately susceptible to measureable change. Thus if the brief summer program can be considered a stimulus designed to provoke a change, the measureable aspects of the response change may not be evident for a longer period of time, e.g. a school year or even longer.

This supplementary evaluation data reinforced a point that was made by these evaluators in the second report on the third project year. The pattern of performance on one of the objective measures has changed over the project years and the exemplary project has quite likely influenced the change. The performance onthe OAT is no longer influenced to any great extent by grade level. Two years ago OAT scores for various fifth through tenth grade groups were in the 15 to 19 range. Now, all groups seem to score in the 21 to 24 range. Thus, all groups in the project area seem to have improved on this cognitive aspect of career awareness information. However, it does seem that integration of this cognitive material into the regular classroom curriculum is a more immediately effective procedure than this aspect of the summery experiential type program. The best results so far obtained on the OAT were found at the fifth grade level when one class at Edison school averaged a score of just below 25.

These evaluators share with the project staff a sense of frustration over the fact that the exemplary project cannot be proved effective by means of immediately obtainable objective evidence. We know the teachers who integrate career information in their curriculum--even at the fourth and fifth grade levels--can improve the level of career information as measured by the Occupational Awareness Test. We strongly feel the summer program with its "hand-on" varied introductory vocational experience is influencing the junior high students. We firmly expect that when these same students enter the job market in several years they will do so with more awareness, more maturity toward the world of work, and more appropriate beginning skills than students typically have had on entering the world of work in the past.

APPENDIX A

THE OCCUPATIONAL AWARENESS TEST Form A, 1971
John W. Merne & Donald G. Zytowski

Directions: On the separate answer sheet, mark the letter of the correct answer. Notice that the questions are answered across the answer sheet, while on this paper they are arranged from top to bottom.

IN WHICH ONE OF EACH OF THESE PAIRS OF OCCUPATIONS CAN YOU MAKE THE MOST MONEY?

1.	A-Commercial Artist	B-Medical Technician	C-Both The Same	D-Don't Know
2.	A-Pilot	B-TV Cameraman	C-Both The Same	D-Don't Know
3.	A-Interior Decorator	B-Lawyer	C-Both The Same	D-Don't Know
4.	A-Hotel Manager	B-Game Warden	C-Both The Same	D-Don't Know

IN WHICH OCCUPATION DO YOU NEED MORE YEARS OF SCHOOL?

5.	A-Accountant	B-Truck Driver	C-Both The Same	D-Don't Know
6.	A-Secretary	B-Sewing Machine Operator	"	"
7.	A-Bank Teller	B-Computer Programmer	"	"
8.	A-Stock Clerk	B-Nurse	"	"

IN WHICH OCCUPATION DO YOU WORK MORE WITH YOUR HANDS?

9.	A-Linotype Operator	B-Real Estate Salesman	C-Both The Same	D-Don't Know
10.	A-Mailman	B-Buyer	"	"
11.	A-Bookkeper	B-Auctioneer	"	"
12.	A-Telephone Operator	B-Milkman	"	"

IN WHICH OCCUPATION DO YOU WORK MORE WITH PEOPLE?

13.	A-Economist	B-Beautician	C-Both The Same	D-Don't Know
14.	A-Social Worker	B-Barber	"	"
15.	A-Foreman in Industry	B-Weather Man	"	"
16.	A-Dressmaker	B-News Reporter	"	"

IN WHICH OCCUPATION DO YOU NEED GREATER SKILL IN TALKING OR WITH WORDS?

17.	A-Grocerystore Manager	B-Telephone Lineman	C-Both The Same	D-Don't Know
18.	A-Chef	B-Auditor	"	"
19.	A-Carpenter	B-Sales Clerk	"	"
20.	A-Printer	B-Homebuilder	"	"

IN WHICH OCCUPATION DO YOU NEED GREATER SKILL WITH NUMBERS OR COMPUTATIONS?

21.	A-Welder	B-College Professor	C-Both The Same	D-Don't Know
22.	A-Fire Fighter	B-Doctor (Physician)	"	"
23.	A-School Teacher	B-Waitress	"	"
24.	A-Aircraft Mechanic	B-Theater Cashier	"	"

IN WHICH OCCUPATION ARE THERE MORE JOBS AVAILABLE?

25.	A-Plumber	B-Dock Worker	C-Both The Same	D-Don't Know
26.	A-Architect	B-Librarian	"	"
27.	A-Mechanical Engineer	B-Photographer	"	"
28.	A-Draftsman	B-Airline Stewardess	"	"

IN WHICH OCCUPATION ARE WORKING CONDITIONS CLEANER OR MORE COMFORTABLE?

29.	A-TV Entertainer	B-Minister, Priest, or Rabbi	C-Both The Same	D-Don't Know
30.	A-Musician	B-Police Detective	"	"
31.	A-Radio-TV Announcer	B-Cowboy	"	"
32.	A-Deep Sea Fisherman	B-Policeman	"	"

IN WHICH OCCUPATION DO YOU TRY TO GET PEOPLE TO DO WHAT YOU WANT THEM TO DO?

33.	A-Farmer	B-Insurance Salesman	C-Both The Same	D-Don't Know
	A-Lumberjack	B-Electrician	"	"
	A-Professional Athlete	B-Taxi Driver	"	"
36.	A-Watch Repairman	B-Production Manager	"	"

TEST ADMINISTRATION DIRECTIONS

APPENDIX B

The two tests, the Occupational Awareness Test and the Vocational Development Inventory are printed on opposite sides of the same sheet of paper. Try to provide good testing conditions, particularly in a quiet and reasonably comfortable room with about 50 minutes without interruption from other people or activities. Try to motivate the students to take the testing seriously by beginning the test period with a statement such as, "although the scores on this test will not influence your grades, we want to be able to show that our students do know a little about career education."

Once the name, grade and other information has been filled in, the students can proceed at their own pace through the two tests. Most students should finish in 30 to 35 minutes; those not finished after about 50 minutes can be terminated. Test administrators should observe to see that the students are proceeding correctly with the tests; but they should not prompt with answer to the items.

Identification of Subjects: The subjects to be tested comprise two groups the "experimental" group is made up of those who participated in the exemplary project Summer Program in 1973. The "control" group is made up from those students who did not participate in the exemplary project Summer Program in 1973 or in any prior year (1971 or 1972), and who match the experimental group on such characteristics as grade in school, sex, school location, and school achievement level.

Experimental Subjects: Having determined that the subject did, in fact, attend the 1973 Summer Program, have the subject at the time of testing fill out all the information at the top of the test sheet: name, grade, sex, age, school and a school achievement level. The determination of the school achievement level need not be determined with any great precision; it is

quite satisfactory to have the student indicate the category (above average or below) into which they feel they belong. It is most important at the summer program location be indicated. The locations were as follows:

Kirn Jr. High
Career Center in Council Bluffs
Stuart School of Beauty
T. Jefferson High School in Council Bluffs
Iowa Western Community College
Harlan High School
Griswold High School
Shenandoah High School

The entry on the test sheet for summery program location will indicate that the subject belongs to the experimental group.

Control Subjects: Having identified a particular student in the experimental group, a control student can then be identified as follows:

a) has not participated in the 1971, 1972, nor the 1973 Summer Programs

b) is from the same school as the experimental subject

c) is from the same grade as the experimental subject

d) is of the same sex as the experimental subject

e) is about the same level of academic achievement as the experimental subject.

On the test sheet the "Summer Program Location" should indicate NONE. This will identify the test sheet as that of a control group subject. If an exact match for an experimental subject cannot be obtained, do the best you can and note the discrepancy on the control subject's test sheet. For example, "no male control so used female".

The World of Work Offerings

Dear Educator:

The Council Bluffs Community School System will have its usual summer school training program but incorporated with our program the Pottawattamie County Board of Education's Exemplary Project will become an integral part. By inviting the assistance of the Pottawattamie County Superintendent's Office an orientation, exploration career education training program is being developed for inclusion in the summer program. The "vocational" courses now being planned are as follows:

a. Welding
b. Power Mechanics
c. Machine Tool Operation
d. Drafting
e. Graphic Art Communications
f. Machine Tool Operations

These courses will be offered in two summer sessions.

a. 7 June through 2 July
b. 19 July through 13 August

This letter is being sent to all teachers in the Council Bluffs Community School System in an effort to reach as many students as possible through the teachers.

Therefore, if you have in mind a student whom you feel can profit by this summer school program, please coordinate with the counselor and encourage the student to enroll.

Please bear in mind however, these courses are being offered primarily for high school and junior high school students.

Instructions for registration will be forthcoming from the Vocational Career Coordinator's Office.

Sincerely yours,

Donald Haberman

Donald Haberman, Coordinator
Vocational Education
Council Bluffs Community School District

DH:kg

ERIC

A different SUMMER SCHOOL

Yes, I am interested.
my Name.....
my Phone.....
my Grade.....(this year)

* EXPLORE
* EXCITING
* NO GRADES
* NO COST
* NO CREDIT
* PICK YOUR OWN TIME

Monday thru Friday at Thomas Jefferson High School, 2501 West Broadway, Council Bluffs, Iowa

The World of Work

X in the circle ⊗ for the time & "world" you want to explore. You can't explore 2 "worlds" at the same hour, but you may take just 1 "world" or as many as 4 "worlds" at different hours.

SESSION #1 June 7 - July 2

7:30-9:00 a.m.	9:30-11:00 a.m.	12:00-1:30 p.m.	2:00-3:30 p.m.
drafting	drafting	drafting	drafting
power mechanics	power mechanics	power mechanics	power mechanics
machine tool operation	machine tool operation	machine tool operation	machine tool operation
welding	welding	welding	welding
graphic art communication	graphic art communication	graphic art communication	graphic art communication

SESSION #2 July 19 - August 13

7:30-9:00 a.m.	9:30-11:00 a.m.	12:00-1:30 p.m.	2:00-3:30 p.m.
drafting	drafting	drafting	drafting
power mechanics	power mechanics	power mechanics	power mechanics
machine tool operation	machine tool operation	machine tool operation	machine tool operation
welding	welding	welding	welding
graphic art communication	graphic art communication	graphic art communication	graphic art communication

PARENT ACKNOWLEDGEMENT SLIP

This is to acknowledge that my child has my permission to take part in this summer's "World of Work" program.

I understand this is a training program for exploring occupations. The program is free, offers no credit nor grade. It is open to all Council Bluffs junior and senior high school students. The program will be held in the [illegible] High School vocational wing, 2501 W. Broadway.

Please encourage your [illegible] regularly so he/she may profit by this career education orientation program.

DATE: ..... SIGNED: .....
(Parent or guardian)

COUNCIL BLUFFS COMMUNITY SCHOOL DISTRICT/POTTAWATTAMIE COUNTY SCHOOL SYSTEM
PRESENTS

A different SUMMER SCHOOL

Yes, I am interested.
Name.....
Phone.....
Grade.....(this year)

EXPLORE
EXCITING
NO CREDIT
PICK YOUR OWN TIME
NO GRADES
NO COST

Monday thru Friday Thomas Jefferson High School, 2501 West Broadway, Council Bluffs, Iowa

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drafting	drafting	drafting	drafting	drafting	drafting	drafting	drafting
power mechanics	power mechanics	power mechanics	power mechanics	power mechanics	power mechanics	power mechanics	power mechanics
machine tool operation	machine tool operation	machine tool operation	machine tool operation	machine tool operation	machine tool operation	machine tool operation	machine tool operation
welding	welding	welding	welding	welding	welding	welding	welding
graphic art communi-cation	graphic art communi-cation	graphic art communi-cation	graphic art communi-cation	graphic art communi-cation	graphic art communi-cation	grophic art communi-cation	graphic art communi-cation

JUST A REMINDER
That you have signed up for the world of work summer school. Here is your schedule. We will see you on June 7, at Thomas Jefferson High School Student Lounge.

The World of Work
Instructors

COUNCIL BLUFFS COMMUNITY SCHOOL DISTRICT/POTTAWATTAMIE COUNTY SCHOOL SYSTEM
PRESENTS

A different SUMMER SCHOOL

"THE WORLD OF WORK"

*EXPLORE *NO GRADES

*NO COST

*EXCITING *NO CREDIT

These courses are designed to explore areas of career education and acquaint the students with essential principles and procedures in todays industries.

BUILDING CONSTRUCTION Basic instruction in the areas of woodworking, tools, building materials, and practical carpentry will be given.

COSMETOLOGY To explore hairstyling, wigs, haircutting, manicuring, facials and makeup, skin care, charm, and field trips to the manufacturers of beauty products and the distributors of equipment and supplies for salons and visits to Beauty Salons where professional stylists exercise their creative skills.

DRAFTING AND PRINTING The course is designed to explore the areas of drafting and printing as part of general education. It will acquaint the student with the essential principles and mechanics of the various types of procedures used in todays industry.

ELECTRICITY AND ELECTRONICS Involves A.C. and D.C. theory with practical applications in electronic circuits. Students will build circuits and test them to reinforce learned theory.

FOOD SERVICE An exploratory course designed to give interested students an opportunity to view the many career opportunities in the food service industry.

HEALTH (RECREATION) The student will be able to identify health careers in recreation and community health and explore what community health services are carried out and why.

MACHINE TOOLS Involves all areas of precision metal working lathes, grinders, drills, shapers, and other equipment. Projects such as hammers, vises, center punches, and parallel clamps will be made.

POWER MECHANICS 4 cycle and 2 cycle single cylinder engines will be tuned-up and overhauled. The student will be given instruction in the use of common hand tools and several specialized and precision tools used in basic engine overhaul and maintenance.

SECRETARIAL SCENE To give each participant an introducation into the secretarial world by covering many duties performed in an office and view offices and office employees on duty.

WELDING A short course in oxyacetylene and arc welding to help the student obtain a working knowledge of the welding field. In the course, the student learns skills required to weld metal together.

MEDICAL HEALTH CAREERS AND BUSINESS CAREERS This course will give students an opportunity to explore careers in the following areas: Child development, nursing, dental assistant, operating room technician, medical assistant, and the business world.

See your COUNSELOR for further details

COUNCIL BLUFFS COMMUNITY SCHOOLS/POTTAWATTAMIE COUNTY SCHOOL SYSTEM
PRESENTS

A different SUMMER SCHOOL

YES, I am interested_____
My Name_____
My Address_____
My Phone_____
My Grade_____(this year)
My School_____

EXPLORE *NO COST*
NO GRADES
EXCITING *NO CREDIT*
PICK YOUR OWN TIME

Monday-Friday at The Career Center (CC) Kirn (K) Thomas Jefferson (TJ) IWCC

The World of Work

X in the square for the time and "WORLD" you want to explore. You can't explore two "worlds" at the same hour, but you may take one "world" or five "worlds."

JUNE 7 - JULY 7

	7:30 9:00	9:00 10:30	10:30 12:00	1:00 2:30	2:30 4:00
BUILDING CONSTRUCTION (CC)					
COSMETOLOGY (K)					
DRAFTING & PRINTING (CC)					
ELECTRICITY & ELECTRONICS (K)					
FOOD SERVICE (K)					
HEALTH (RECREATION) (K)					
MACHINE TOOLS (T.J.)					
POWER MECHANICS (CC)					
SECRETARIAL SCENE (K)					
WELDING (CC)					
MEDICAL HEALTH CAREERS & BUSINESS CAREERS (IWCC)					

PARENT ACKNOWLEDGEMENT SLIP:

This is to acknowledge that my child has my permission to take part in this summer's "World of Work" program.
I understand this is a training program for exploring occupations. The program is free, offers no credit nor grade. It is open to all Junior and Senior High School Students. The program will be held at the educational institutions named above, all of which are located in Council Bluffs.

DATE_____SIGNED_____
(Parent or Guardian)

**If you have any questions check with your child's counselor. If your child enrolls encourage him or her to attend regularly so that he or she may benefit by this career education exploration program.

ERIC

Potsherds

pot'sherd' (pŏt'shûrd'), n. A piece of a broken earthenware pot.

Telephone 712-366-0503

Earl E. Winters, *Director*
Don Hall, *Vocational Education Coordinator*
Terry Thompson, *Vocational Education Counseling Coordinator*
Rick Martin, *Placement Coordinator & Public Relations (Editor)*
Jean Devoy, *Elementary Counselor Coordinator*
Jackie Crabtree, *Elementary Counselor*
Jessie McCallister, *Secretary*

Vol. 2, October, 1972 No. 1

Don Hall, our Vocational Education Coordinator, is no stranger to the teachers and administrators in the area: for he has been busy planning and coordinating the World of Work's "hands-on" Different Kind of Summer School that was conducted last summer and that many of the students from your school attended. It encompassed the entire eight-county area and was offered to all thirty-five school districts. Unlike its predecessor (which was held in Council Bluffs and courses offered to Pottawattamie County students only), this last summer's program was not only larger in area but in scope, with much planning for new course offerings for all... especially those for women.

During the involvement of the program, we received the cooperation of Stewart School of Hairstyling in Council Bluffs. This was offered...a first of its kind in this area for a school cooperative effort in "hands-on" work experience in cosmetology. Through coordination, schools were then sought out which would serve as centers for career exploration and who had the proper facilities. Bus transportation was arranged to and from these sites for all participating schools. Teachers were recruited locally and were paid by the respective schools on a reimbursable basis from our exemplary program, as were the bus drivers.

If this description staggers the imagination, turn this sheet over to see the breadth and scope of the area covered in the exploratory summer school.

In addition to this, *Don* works with the counselors and vocational educators in Southwest Iowa (Area XIII) to encourage them to make their career education courses more relevant to the world of work. In one pilot school of our program, Edison Junior High, *Don* succeeded in incorporating the World of Construction in place of the traditional industrial arts. This proved so successful that the Council Bluffs Community School District decided to keep it in the curriculum. They also incorporated the World of Manufacturing and are contemplating using the World of Power at the high school level. These programs are available for your observation and possible implementation in your school.

Don Hall is available as a free consultant to help you explore some of the areas we've talked about here and to help you plan relevant courses in career education... this is the whole idea behind an exemplary project.

Published under the auspices of Pottawattamie County Board of Education's Guidance-Vocational Education Exemplary Project. . . Council Bluffs, Iowa (51501)

SUMMER SCHOOL CENTERS AND SCHOOL DISTRICTS SERVED

AREA XIII

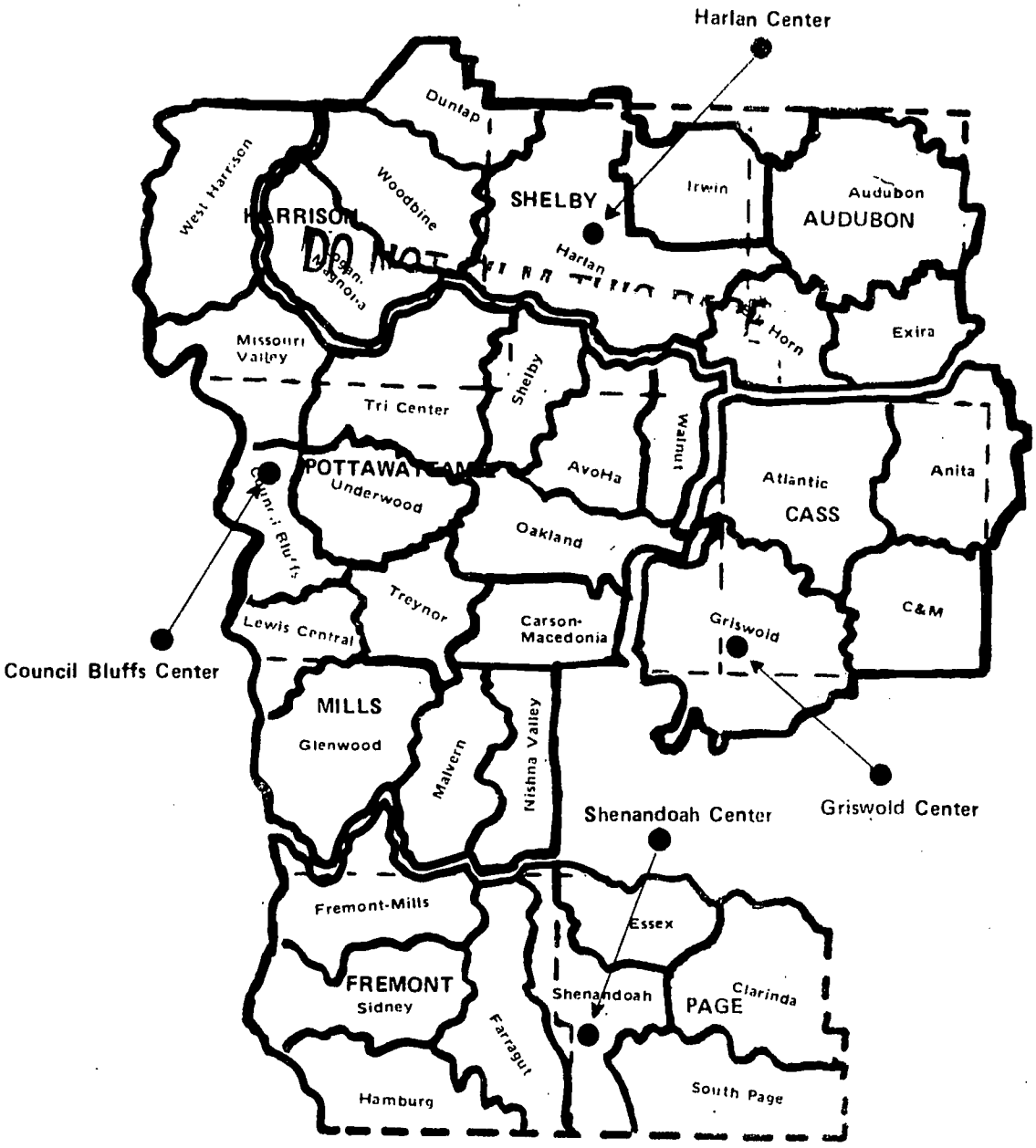

different SUMMER SCHOOL

"THE WORLD OF WORK"

Prepared by:
Pottawattamie County School System

MAP OF AREA SERVED

Potsherds

pot'sherd' (pŏt'shûrd'), *n.* A piece of a broken earthenware pot.

Telephone 712-328-0730

Earl E. Winters, *Director*
Don Hall, *Vocational Education Coordinator*
Rick Martin, *Placement Coordinator & Public Relations (Editor)*

Jean Devoy, *Elementary Counselor Coordinator*
Jackie Crabtree, *Elementary Counselor*
Connie Kennedy, *Secretary*

Plans are currently being finalized for a repeat of last summer's "Different Kind of Summer School...a Hands-On Experience in Various Vocational Areas." Only this summer, we are expanding into three attendance centers within Area XIII in addition to utilizing Council Bluffs facilities; and there will be a greater emphasis upon Careers for Women!

* * * * * * * * * * * * * * *

In a new pamphlet, Career Education, published by the U. S. Department of Health, Education and Welfare (DHEW), U. S. Commissioner of Education, S. P. Marland, Jr., has some pertinent remarks:

> Some young people—and perhaps there will be more in the seventies progress—are not necessarily impressed with the economic advantages implicit in work. Those young people who march to a drumbeat different from the economic rhythm of their fathers often possess a deep commitment to the service of their fellowman. They too are the concern of career education, for the essential message of this program is a useful and rewarding life. They will be better able to serve their fellowman if qualified as skilled artisans, health technicians, accountants, social work aides, teachers, social educational technicians, engineers—to mention a few fields of usefulness and fulfillment.
>
> "Educators must be bent on preparing students either to become properly and usefully employed immediately upon graduation from high school or to go on to further formal education. The student should be equipped occupationally, academically and emotionally to spin off from the system at whatever point he chooses—whether at age 16 as a craftsman apprentice, or age 30 as a surgeon, or age 60 as a newly trained practical nurse.
>
> "There will be no "dropouts," only individuals who choose to go to work or to pursue a different kind of education. Entrance and exit requirements will be flexible enough to enable all persons to acquire at any time they choose—the educational and occupational experiences that meet their needs."

Published under the auspices of Pottawattamie County Board of Education's Guidance-Vocational Education Exemplary Project. . . Council Bluffs, Iowa (51501)

Th[illegible] audio-visu[illegible] materials av[illegible]

1. [illegible] Jr. Sr. High [illegible] *Son And Gender; Why Work At All?*, [illegible] *Work; The Mad-Making Up A Room.*

2. [illegible] Primary [illegible] *Guess Who's In A Group!; Who* [illegible] *And.*

3. [illegible] Grade Levels: Com- [illegible] Occupy, [illegible] When I Grow Up, I Want [illegible] Understanding Our Feelings— [illegible] Pictures; *My Friend, The* [illegible] and Tell Books; Occupa- [illegible] Abuse—Poster Cards; *The* [illegible] of Books [illegible] Teacher's Manual—Grade 5; *Seeing* [illegible] and [illegible] Teacher's Manual—Grade 6; Career [illegible], Career Laboratory—60 Tape Interviews— Gr[illegible] Research Monographs.

4. "The Wonderful World of Work" Series; Pre-Vocational Education for Elementary Grades:

K-3 Series

Introductory Package
- Introduction to the World of Work
- The Newspaper Boy
- The Junior Home Maker

Balance of K-3 Series
- Electrical Servicers
- Gas and Oil Servicers
- Telephone Servicers
- Mail Delivery
- Dairy Product Delivery
- Drug Store Workers
- Super Market Workers
- Service Station Workers

4-6 Series

Introductory Package
- [illegible]
- [illegible]
- [illegible]

Balance of 4-6 Series
- [illegible] Workers
- [illegible] Oil Workers
- [illegible] Home Workers
- [illegible]ive Occupations
- Office Occupations
- Natural Resources
- Personal Services
- Technical and Industrial
- Home Economics
- Health Services

Please [illegible] telephone number 328 0730, [illegible] School System, Route 1, [illegible]

POTTAWATTAMIE COUNTY SCHOOL SYSTEM

"An Intermediate School District"

The Halverson Center for Education • Route 1 Council Bluffs, Iowa 51501

DR. CALVIN R. BONES, *Supt.*

TELEPHONE (712) 366-0503

RESULTS AND EVALUATION OF SUMMER SCHOOL

The Pottawattamie County School System in Coordination with Iowa Western Community College and Council Bluffs Community School District sponsored a "Summer School" for all students grades 7-12 in the Council Bluffs Community School District and the outlying districts in Pottawattamie County.

The Summer School was designed to provide exploratory training in the world of work. These explorations were in the form of field trips, indoctrinated films and actual hands on experiences, utilizing tools and materials required by personnel in the trades and skills that make up the world of work.

Students received this exploration in: power mechanics, welding, machine shop operation, printing, home economics, office practices and electronics.

Each course was designed to provide one and one-half hours of instruction and student activity. There were no pre-requisites, no test, no grades and no cost to the student. This plan enabled a student to take a different course (trade or skill) every one and one-half hours, which some did. This allowed each student to take as many as four courses per day.

Bus transportation was provided for students outside the city limits of Council Bluffs resulting in some students riding a bus approximately fifty miles to attend "School" voluntarily. If the students so desired, and some did, they could return the late part of the summer to take a second four week stint.

All this was provided by a federally funded project administered by the Pottawattamie County School System and as a result of the coordination efforts of the Exemplary Project staff.

After the summer school was over the parents were "polled" to get their reaction to the program and, vicariously, the students' as well. The results were quite enlightening and the results of the questionnaires have been tabulated for analysis and future action. The reader will find the following evaluation quite enlightening.

1. Did your boy or girl show enthusiasm for the course or courses in which they enrolled?

Yes	Somewhat	No
63=97%	4=4%	

COMMENT: Yes for the welding course but he did not like the Power Mechanics.

2. Do you feel if your boy or girl was given the opportunity to take new and different courses other than those offered this summer they would be interested?

Yes	Somewhat	No	No Answer
51=76%	8=12%	6=9%	2=3%

COMMENT: Yes like in electricity

3. Did your boy or girl seem to object to the bus ride? (if they rode the bus)

Yes	Somewhat	No	Not Applicable
	3=4%	40=55%	24=41%

COMMENT: Lots of fun

4. In your opinion do you think your boy or girl would be interested in attending the second session of summer school, July 19, through August 13, exploring a different area in the "World of Work"?

Yes	Somewhat	No	No Answer
36=53%		29=44%	2=3%

If yes in which of the following areas:

Power Mechanics	Graphic Arts	Machine Shop	Welding
13=36%	9=25%	13=36%	12=33%

COMMENTS: Our son had signed for the second session long before the first session was completed.

Not for a girl.

COMMENTS: Question Number Four:

He took all but Graphic Arts in the first session, he enjoyed his days very much. I dropped him off at school about 7:20 and he stayed and worked until 2:30 or 3:00 when I was done with my job to pick him up. He stayed late in power mechanics working on his center punch. It was his own idea to take these classes when he first heard about them. He is 13 years old and just finished eigth grade. He enjoyed every day, the field trips and just classwork and would have went back to the second session but he had Scout Camp and we went on vacation. He has never wanted to go to summer school, but thoroughly enjoyed this. I think it would be great if they plan to continue this again in future years.

5. Do you believe your boy or girl gained knowledge of the "World Of Work?"

Yes	Somewhat	No	No Answer
64=95%	1=1%		2=4%

COMMENT: Yes especially in welding which he thoroughly enjoyed and liked his welding teacher especially well.

6. Please list any suggestions you feel would be beneficial to us.

We would like to see more intensive course or program.

Bruce really enjoyed the course, only thing bad was getting up in the morning.

Our son was enrolled in power machanics and was encouraged by all he saw and did but would have liked to have worked more with motors.

I think for the second session he would rather take the same course but more advancement in it. If this is to be carried out for two or three summers I think the ones that went this year would enjoy and would work in the same field or maybe two fields.

Keep up the good work.

More actual contact with work.

I thank you for offering this program and think it very beneficial.

6. Continued:

Our daughter was much interested in a second session but the dates conflicted with our vacation.

She didn't get to finish as her new job began sooner than expected. Otherwise she was much enthused.

Teaching on cosmetology and nursing.

Too many movies.

We feel it is a good program for the kids to learn and help decide a future.

More specific counseling to students on how to continue formal education in their area of study, by the teacher during the summer session, so they can fit into their regular winter schedule.

Save postage by sending one evelope per family instead of two to each pupil. We got two separate envelopes with identical questionnaires.

We feel it's good to have a program like this so to help the child decide for the future.

This was a very satisfactory experience for our daughter, I just don't understand why more children didn't take advantage of the opportunity.

Longer classes, cannot get too much accomplished in four weeks.

We think you did it very well. Jim was delighted that he had nothing to write down on paper.

I don't know anything beneficial to you but I certainly feel the course was very worthwhile to our son.

I think if you reward so many credits or points for the good work they do.

Bus transportation for students in Council Bluffs Community School district living off the City Transit bus lines. May have more attending if they have a way getting there.

Science courses, field biology, etc. Aviation and space.

More feminine courses, we have no women's lib candidates at this house.

6. Continued:

Something for the unliberated female, please.

I believe my boy now feels some education can be fun.

My son gained considerable knowledge and is extremely interested in the program.

Students this age learn by doing and not by field trips and various experience. I do not feel that the objectives or aims of this first course in power mechanics at Iowa Western Community College came close to what it was suppose to be. I have encouraged John to take the second class at Thomas Jefferson and hope the instructions cover what is proposed. If this class is like the first one I think it is a waste of the taxpayers money and the students time.

The auto mechanics should show more in the auto line. This one leaned more toward tractors.

Bus drivers were pleasant made trips enjoyable for young people my daughter enjoyed her class at Thomas Jefferson very much.

The sewing and cooking were most enjoyable. It was an experience and thank you.

In mechanics there was not enough teachers so you were left on your own too much and blindly went ahead and did things and didn't know what you were doing so accomplished little, didn't learn much. I felt this is a wonderful opportunity for Albert and am glad he wanted to take advantage of it and even he wanted to go to the second session. He talked about welding all the time as he especially enjoyed this class thank you.

As parents we feel our child has been given a great deal of confidence in looking ahead at her future work. Thanks so much.

He did not care for the field trips, he would have been happier to have stayed at school and worked.

We would just like to say that we feel this type of summer school is invaluable in giving our children a good smattering.

Reinstruct your student teachers in their attitude toward the students.

EVALUATION OF QUESTIONAIRE

1. The results show the courses must have been challenging, instructors must have shown enthusiasm, instructors must have provided meaningful experiences, and the programs evidently provided for individual differences.

2. With a relative low number of definite negative replies, this points towards a strong approval for a similar program in the future. However, we must keep in mind the need for "new and different" courses.

3. There was no objection to riding a bus fifty miles. This points toward the fact that students can be bused to attend classes in different localities without serious objections. The four percent "somewhat" objection, we feel is to be expected and should not be viewed as a point of alarm. As a matter of fact these students had an absentee rate of only 12 1/2%, excellent for a volunteer summer school program.

4. We believe the results show that one session would better fill the needs of students. This would involve more courses to reach more students, more courses directed toward girls, and definitely, new designs in our sources. On the other hand, facilities might be harder to acquire, qualified instructors will be more difficult to lure away from other summer jobs and etc. However, we feel these adversities can be challenged and overcome.

5. This percentage points out that the program was excellent in justification and even unchallengable.

6. These varied comments are very interesting to us. It is interesting to note the number of replies requesting more in-depth training but this was designed to be exploratory in scope. We feel a sense of satisfaction hearing comments like, "I believe my boy now feels some education can be fun."

   We also see and appreciate the criticisms of parents and, in the future, these will be rectified.

COST ANALYSES OF THE SUMMER SCHOOL PROGRAM: "WORLD OF WORK"

The total cost of the program was $16,863.12 for 278 students with a total of 12,704 individual contact hours of enrollment for two, four-week sessions:

A. The total cost/student was $60.63.

B. The total cost in equipment was $618.40 or $2.21/student.

C. The total cost in mileage was $1,564.00 or $5.63/student.

D. The total cost in counseling was $892.00 or $3.21/student.

E. The total cost in bus drivers salaries was $540.65 or $1.94/student.

F. The total cost in instructors salaries was $11,457.10 or $41.20/student.

G. The total cost in expendable supplies was $1,790.97 or $6.44/student.

H. The total cost of the program/student/contact hour was $1.32.

ERIC

A DIFFERENT TYPE OF SUMMER SCHOOL

"We feel it's good to have a program like this to help the child decide his future."

"The experiences were most enjoyable and thank you."

"My son gained considerable knowledge and is extremely interested in the program."

"As parents, we feel our child has been given a great deal of confidence in looking ahead at her future. Thanks so much."

"....this type of summer school is invaluable in giving our children a good smattering of various occupations. This will make it far easier in junior and senior high school to select long range vocations, as they should have enough knowledge to know how they will like that particular vocation."

How long has it been since you received a letter from parents expressing appreciation for a job you felt was well done? In these days of clamor about tax freezes, accountability, speculation about twelve-month utilizations of physical plants, more public relations, and tax payers' revolts, it was refreshing to read these typical comments written on the questionnaires sent out to parents of these one hundred and seventy-eight junior and senior high school students, both public and parochial, who attended the "Different Type of Summer School" sponsored by the Department of Guidance and Vocational Education's Exemplary Project (see Iowa Personnel and Guidance Bulletin for Feb. '71, p.22) to investigate the world of work by "hands on" exploration.

This department, directed by Earl E. Winters, is a part of the Pottawattamie County School System, under Dr. Calvin R. Bones, County Superintendent. The county reimbursed each individual school district from outside Council Bluffs for the transportation of students, round trip, from the outlying districts: Underwood, AvoHa, Tri-Center, Walnut, Oakland, Carson-Macedonia, Treynor and Lewis Central.

Instructors and expendable supplies were furnished by the Council Bluffs Community School District on a reimbursable basis from the County Superintendent's office; the Council Bluffs School System furnished the facilities and equipment and accommodated those students bussed from the county, as well as their own schools, under the auspices of the above-mentioned Exemplary Program.

The classes for the city students were from 7:30 to 3:30, five days a week; this enabled any student to explore as many as four different worlds of work in any one of the two sessions which ran from June 7, to July 2, and again from July 19, to August 13, after a two-week break. Each student found his own transportation.

For those students in the county systems, attendance was Monday through Thursday, from 8-11 A.M.; John McCowan (Oakland) and Jim Wharton (AvoHa), the bus drivers, were certified counselors who provided guidance or counseling needed by the students.

These classes weren't arts and crafts like many people associate with summer school programs, nor were they make-up classes. This was a no-credit, no-cost, no-grades, co-educational, "hands on" work exploration in the following fields: power mechanics (small engines, automobile, tractor repair), graphic arts (letter press, offset press, camera, plate maker and hand typesetting), machine shop (work on metal turning laths), welding (acetylene, arc welding, heli-arc, and wire welding), electronics (fundamentals of vacuum tubes and transistors), vocational homemaking, and office education (with all the modern office equipment). The students from the county were slotted into the regular instruction at Iowa Western Community College along with the junior college students; those in Council Bluffs, were at Thomas Jefferson for most classes and Abraham Lincoln for electronics. These students, from the 7th through the 12th grades, were recruited within the county through the county counselors; Don Haberman (Career Education Coordinator for the Council Bluffs Community School System) and Mrs. Rita Lindgren (one of our summer school teachers who regularly is employed at Thomas Jefferson as a vocational drafting instructor) recruited the Council Bluffs students. Each person started right out in the field of his choice and learned, by doing, those tasks performed by people working at these jobs; the related job families, salary ranges, and field trips to Omaha and Council Bluffs to learn what job opportunities were available and what firms employed them, were also included as an important, integral part of their experience. (It is interesting to note that there were girls registered in every class except electronics, which was offered only the first session.)

The instructors for the summer school project were somewhat skeptical when first approached, according to Ron Toyne, Thomas Jefferson's vocational machine shop instructor (and head of the instructional staff for this project.) He had told them that the only things holding the students in the program would be a competent, imaginative teacher, and a desire on the part of the students to discover what jobs are performed in these areas; this, and lots of "hands on" experience, to keep them coming back.

The competition would be summer heat and humidity in non-air-conditioned classrooms, family summer vacation schedules, farm chores this time of year, part-time summer jobs, and the lure of relaxation after nine months of classes. All these distractions still resulted in a better attendance record than during the regular school year! This, plus the pride shown by the students in asking for permission to bring mom and dad, brothers and sisters, to view their projects in various stages of completion or just to show them what they were doing, "fired up" the teachers even more. At the end of the first session the third-party evaluators remarked how this enthusiasm had been expressed by both student and instructor, to the degree that, to a person, the instructors felt they had learned as much as the students.

Perhaps one of the best examples of this enthusiasm was Tony Tamayo, who will be in the seventh grade in Edison Junior High this fall. In the first four-week session he rebuilt three complete air-cooled engines; he had to wait for an oil seal that he ordered and couldn't finish the fourth one until the beginning of the second term. In eight weeks, he completed ten in all.

Next year we have plans to continue this summer program in the fields of health occupations and personal services; we will develop them in the schools within Pottawattamie County. By its very nature, this program develops those units of instructions and then "packages" them and takes them out to other schools for modifications within their curricula. It is then up to the schools to continue them if they so desire. Hopefully, this will be done, after it has been demonstrated that the programs developed were both useful and popular, and the diverse school boards will then fund them.

COST ANALYSES OF THE SUMMER SCHOOL PROGRAM: "WORLD OF WORK".

The total cost of the program was $16,761.12 for 278 students with a total of 12,704 individual contact hours of enrollment for two four-week sessions was:

A. The absenteeism was approximately 12-1/2%.
B. The total cost/student was $60.63.
C. The total cost/student/contact hour was $1.32.
D. The total cost in mileage was $5.63/student.
E. The total cost in counseling was $3.21/student.
F. The total cost in drivers' salaries was $1.95/student.
G. The total cost in instructors' salaries was $41.20/student.
H. The total cost in expendable supplies was $6.44/student.
I. The total cost in equipment was $2.21/student.

****

One postscript: The Department of Guidance and Vocational Education purchased thirty-four tool kits consisting of wrenches, sockets, and screwdrivers....some three hundred pieces of equipment; every tool was returned intact. But this is not too surprising, since each of these students were present because we had something to teach them that they wanted to learn which had practical application. And how often do you hear about students at any of the vocational-technical schools rioting, vandalizing school property, or picketing the administration buildings? Somewhere in there, is a moral.

****

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Placement Coordinator
Pottawattamie County School System
Council Bluffs, Iowa 51501

VT 100 733

ACCESSION NUMBER: VT100733

PUBLICATION DATE: JUN73

TITLE: A STUDY OF DEMAND AND FACTORS RELATED TO THE IMPROVEMENT OF OCCUPATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS IN THE STATE OF ILLINOIS.

PERSONAL AUTHOR: HARRIS, E. EDWARD

DESCRIPTOR: *PERFORMANCE BASED TEACHER EDUCATION; *STATE SURVEYS; *TEACHER IMPROVEMENT; *VOCATIONAL EDUCATION; *VOCATIONAL EDUCATION TEACHERS; INSERVICE TEACHER EDUCATION; STATISTICAL ANALYSIS; TEACHER EDUCATION CURRICULUM; TEACHER RECRUITMENT

IDENTIFIER: *ILLINOIS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 613

ABSTRACT: TO GATHER DATA ON FACTORS FOR IMPROVING OCCUPATIONAL TEACHER EDUCATION, SURVEY FORMS WERE MAILED TO THE ADMINISTRATORS OF HIGH SCHOOLS, AREA VOCATIONAL CENTERS, AND COMMUNITY COLLEGES IN ILLINOIS. RESPONSES REPRESENTING 83 PERCENT OF THE TOTAL SECONDARY AND COMMUNITY COLLEGE POPULATION IN THE STATE WERE USED IN COMPILING THE DATA TABULATED IN THE REPORT. FINDINGS LED TO RECOMMENDATIONS FOR FIVE GOALS FOR IMPROVING THE OCCUPATIONAL TEACHER EDUCATION PROGRAMS IN ILLINOIS. THESE GOALS INCLUDED: (1) IMPROVE THE INSERVICE AND PRESERVICE TEACHER EDUCATION PROGRAMS IN THE STATE, (2) DEVELOP A SYSTEM FOR EVALUATING OCCUPATIONAL PERSONNEL PERFORMANCE ON THE JOB, (3) IMPROVE THE TECHNIQUES OF RECRUITMENT, (4) INCREASE THE RESOURCES DEVOTED TO TEACHER EDUCATION PROGRAMS IN OCCUPATIONAL EDUCATION, AND (5) IMPROVE THE MASTER PLAN FOR OCCUPATIONAL EDUCATION. OBJECTIVES AND STRATEGIES FOR EACH GOAL ARE GIVEN. (MU)

INSTITUTION NAME: NORTHERN ILLINOIS UNIV., DE KALB.

SPONSORING AGENCY NAME: ILLINOIS STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION, SPRINGFIELD.

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A Study of Demand and Factors Related to the Improvement of Occupational Education Personnel Development Programs in the State of Illinois

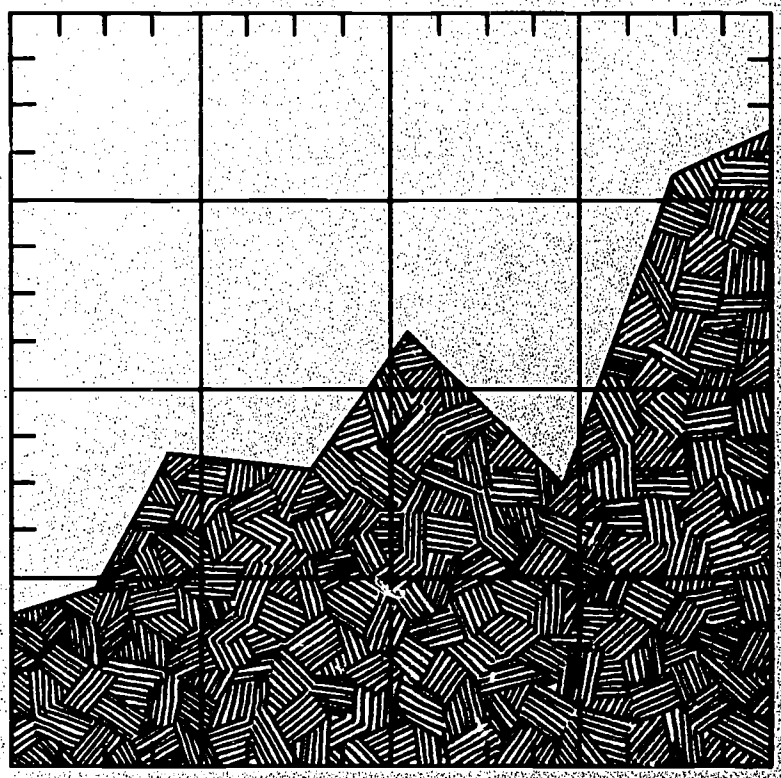

CONDUCTED FOR THE
STATE OF ILLINOIS
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FRIENDS OF VOCATIONAL AND TECHNICAL EDUCATION:

This recent study, A STUDY OF DEMAND AND FACTORS RELATED TO THE IMPROVEMENT OF OCCUPATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS IN THE STATE OF ILLINOIS, was prepared under contract for the Advisory Council on Vocational Education.

The Council is charged by law (P.L. 90-576, the Vocational Education Amendments of 1968) to advise the State Board of Vocational Education and Rehabilitation regarding vocational and technical programs, services, and activities; to make recommendations affecting them; and to report Council findings to the U. S. Commissioner of Education through this State Board and to the National Advisory Council on Vocational Education.

The Advisory Council would be most pleased to receive comments from you regarding the contents of this study, and particularly your concerns relating to vocational and technical education as it relates to career education in the state.

A STUDY OF DEMAND AND FACTORS RELATED TO THE IMPROVEMENT OF OCCUPATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS IN THE STATE OF ILLINOIS

A REPORT OF SELECTED STATISTICAL DATA AND THE RECOMMENDED STRATEGIES OF ONE SUBCOMMITTEE OF THE JOINT ILLINOIS BOARD OF HIGHER EDUCATION AND STATE ADVISORY COUNCIL STUDY COMMITTEE ON IMPROVING OCCUPATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS IN THE STATE OF ILLINOIS

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JUNE 1973

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INTRODUCTION

On January 26, 1973, the Executive Director of the State of Illinois Board of Higher Education requested that the following individuals serve as members of a Joint Board of Higher Education and State Advisory Council on Vocational Education Study Committee to develop a master plan for the preparation of personnel in occupational education.

Dr. Edward T. Anderson
Mr. William Appelgate
Mrs. Kathleen Arns
Mr. Joseph J. Dixon
Mr. Jerry S. Dobrovolny
Dr. Rupert N. Evans
Dr. E. Edward Harris
Dr. JoAnn Harris
Mr. H. H. Katz
Mr. Vernon Magnesen
Dr. John O'Dell
Miss Mary Jo Oldham
Dr. Alban Reid
Mr. William Reynolds
Dr. Ronald W. Stadt
Mr. John Swalec
Dr. Randall Thompson

The Study Committee, under the leadership of Mr. Jerry S. Dobrovolny, worked toward the achievement of the following goals:

1. Gather information on educational problems from which emerge justification for changes in teacher preparation programs in occupational education.

2. Gather information on and evaluate existing experimental teacher education programs in occupational education.

3. Study and design methods for improved teacher certification in occupational education.

4. Develop and recommend a master plan for occupational teacher education programs in higher education.

The first meeting of the Study Committee was held February 20, 1973, in Springfield, Illinois. At that time, it became clear that the necessary information was not available for achieving the Study Committee goals.

The following subcommittees were appointed to facilitate Study Committtee work:

QUANTITATIVE INFORMATION: SUPPLY-DEMAND NEED -- Dr. Rupert Evans, Chairman

METHODS OF DETERMINATION OF COMPETENCY OF PROFESSIONALS -- Dr. Edward T. Anderson, Chairman

PROGRAMS FOR IMPROVEMENT OF COMPETENCY -- Dr. Ronald W. Stadt, Chairman

METHODS OF ALLOCATION OF RESOURCES FOR PROFESSIONAL DEVELOPMENT -- Dr. John O'Dell, Chairman

A STUDY OF THE DEMAND AND FACTORS RELATED TO THE IMPROVEMENT OF OCCUPAPATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS -- Dr. E. Edward Harris

This subcommittee report is the result of efforts of many individuals, however, specific recognition is given to Dr. Randall Thompson of the North Central Association of Colleges and Secondary Schools, who served on the subcommittee to STUDY THE DEMAND AND FACTORS RELATED TO THE IMPROVEMENT OF OCCUPATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS.

While the data collected was originally intended for Study Committee use, a decision was made to share some of the statistical data and selected recommended strategies of the subcommittee reports with those individuals who have the greatest potential for improving the services of occupational education personnel development programs in the state of Illinois. Because of a desire to share the information gathered at the earliest possible date, no attempt has been made to provide an interpretation and narrative description of the findings. Hopefully, the findings in tabular form and the recommended strategies will be helpful in making decisions which will result in improved occupational education personnel development programs in the state of Illinois.

This report is divided into six sections: (1) Introduction, (2) Procedures, (3) Tabular Presentation of Key Findings by Type of Institution, (4) Tabular Presentation of Key Findings by Location of Institutions in State of Illinois, (5) Recommended Goals, Objectives, and Strategies for Improving Occupational Teacher Education Personnel Development Programs in the State of Illinois, and (6) Appendices.

This study and report was made possible through grants to Northern Illinois University by the State of Illinois Advisory Council on Vocational Education. The leadership, encouragement, and assistance provided by the staff and members of the State of Illinois Advisory Council on Vocational Education is gratefully acknowledged. Appreciation is also extended to the administration and staff of Northern Illinois University for contributing computer and other supporting services to make the study possible.

E. Edward Harris
Subcommittee Chairman
and Project Director
Northern Illinois University
DeKalb, Illinois

PROCEDURES

On April 6, 1973, a survey form and a cover letter was mailed to the Chief School Officer of each public secondary school and the Dean of Occupational Education of the public community colleges in the state of Illinois (see Appendix A and B). Follow-up letters were mailed on April 16, 1973. Telephone follow-up calls were made to collect comparative data from schools who had responded on time with those responding after the date requested.

Survey forms were mailed to administrators of high schools, area vocational centers, and community colleges with full-time student equivalent enrollment of 727,884 students. Responses were received from administrators of schools enrolling 575,000 students or 83 percent of the total secondary and community college population. Responses representing 79 percent of the school population or approximately 515,000 students were used in computing the data. Data in Tables 1 and 1A show a breakdown of the responses from community colleges and high schools in the state of Illinois used to prepare the study findings both by type of institution and location in the state.

Data are presented on the number, type, location, and enrollment of the schools in the state of Illinois responding in Appendices C-G together with an indication of the type of participation in this study.

Table 1

RESPONSES FROM COMMUNITY COLLEGES AND HIGH SCHOOLS IN THE STATE OF ILLINOIS USED TO PREPARE STUDY FINDINGS BY LOCATION IN STATE

	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
Type of institution(s).								
Comprehensive high school							388	88.2%
Area vocational center							20	4.5
Community college							32	7.3
Type of community in which institution(s) is located.								
Urban	82	21.2	6	30	10	32.3	99	22.4
Suburban	63	16.3	7	35	6	19.4	77	17.5
Rural	242	62.5	7	35	15	48.4	265	60.1
Location of institution(s).								
Upper 1/3 of state	181	46.9	8	40	16	51.6	206	46.8
Middle 1/3 of state	143	37.0	9	45	8	25.8	162	36.8
Lower 1/3 of state	62	16.1	3	15	7	22.6	72	16.4
Full-time equivalent vocational education enrollment.								
Less than 250	186	48.7	2	10	4	13.3	193	44.4
250-749	90	23.6	13	65	12	40.0	116	26.7
750 or more	106	27.8	5	25	14	46.6	126	29.0

Table 1A

RESPONSES FROM COMMUNITY COLLEGES AND HIGH SCHOOLS IN THE STATE

OF ILLINOIS USED TO PREPARE STUDY FINDINGS BY LOCATION IN STATE*

	UPPER 1/3 OF STATE		MIDDLE 1/3 OF STATE		LOWER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
Type of institution(s).								
Comprehensive high school	181	88.3%	143	89.4%	62	86.1%	388	88.2%
Area vocational center	8	3.9	9	5.6	3	4.2	20	4.5
Community college	16	7.8	8	5.0	7	9.7	32	7.3
Type of community in which institution(s) is located.								
Urban	75	36.4	16	9.9	8	11.3	99	22.4
Suburban	56	27.2	13	8.1	8	11.3	77	17.5
Rural	75	36.4	132	82.0	55	77.5	265	60.0
Location of institution(s).								
Upper 1/3 of state							206	46.8
Middle 1/3 of state							162	36.8
Lower 1/3 of state							72	16.4
Full-time equivalent vocational education enrollment.								
Less than 250	54	26.6	102	63.7	36	52.2	193	44.4
250-749	46	22.7	41	25.6	27	39.1	116	26.7
750 or more	103	50.7	17	10.5	6	8.7	126	29.0

* Upper 1/3 of state refers to northern one third of state Middle 1/3 of state refers to central one third of state
Lower 1/3 of state refers to southern one third of state

TABULAR PRESENTATION OF KEY
FINDINGS BY TYPE OF INSTITUTION

ERIC

Table 2

NUMBER OF VOCATIONAL EDUCATION PERSONNEL EMPLOYED AS OF APRIL 1, 1973

	FULL-TIME				PART-TIME			
	AREA VOCATIONAL CENTERS	HIGH SCHOOLS	COMMUNITY COLLEGES	TOTAL	AREA VOCATIONAL CENTERS	HIGH SCHOOLS	COMMUNITY COLLEGES	TOTAL
Administrative Personnel	24	174	69	267	2	286	31	319
Vocational Guidance Personnel	20	365	39	424	12	419	47	478
Instructional Personnel	307	4,810	1,023	6,140	90	1,072	892	2,054
Industrial Oriented	141	1,804	276	2,221	32	365	242	839
Applied Biological and Agriculture	12	221	89	322	7	76	57	140
Health	29	125	278	432	4	80	91	175
Personal and Public Service	43	751	101	895	14	130	163	307
Business, Office, and Management	73	1,732	232	2,037	26	145	265	436
Marketing, Distribution and Management	9	177	47	233	7	76	74	157
Cooperative Vocational Education Personnel	97	472	6	545	7	405	8	421

Table 3

TOTAL NUMBER OF VOCATIONAL EDUCATION PERSONNEL ADDITIONS AND REPLACEMENTS HIRED

ON A FULL-TIME BASIS DURING THE PAST THREE YEARS

	HIGH SCHOOLS	AREA VOCATIONAL CENTERS	COMMUNITY COLLEGES	TOTAL
	N	N	N	N
Administrative Personnel	65	10	18	93
Vocational Guidance Personnel	110	13	17	140
Instructional Personnel	1167	146	326	1639
Industrial Oriented	469	81	88	638
Health	60	38	131	229
Applied Biological and Agriculture	97	9	25	131
Personal and Public Service (includes home economics, etc.)	325	11	47	383
Business, Office, and Management	470	33	63	566
Marketing, Distribution and Management	58	10	20	88
Cooperative Vocational Education Personnel	161	15	4	180

Table 3A

VOCATIONAL EDUCATION PERSONNEL ADDITIONS AND REPLACEMENTS

HIRED ON A FULL-TIME BASIS DURING THE PAST THREE YEARS

	ADDITIONS				REPLACEMENTS			
	AREA VOCATIONAL CENTERS	HIGH SCHOOLS	COMMUNITY COLLEGES	TOTAL	AREA VOCATIONAL CENTERS	HIGH SCHOOLS	COMMUNITY COLLEGES	TOTAL
Administrative Personnel	8	32	13	53	2	33	5	40
Vocational Guidance Personnel	7	51	12	70	6	59	5	70
Instructional Personnel	125	565	265	954	50	915	101	1081
Industrial Oriented	44	182	66	292	37	287	22	346
Health	33	40	89	162	5	20	42	67
Applied Biological and Agriculture	7	48	18	73	2	49	7	58
Personal and Public Service	9	112	43	164	2	213	4	219
Business, Office, and Management	24	149	40	213	9	321	23	353
Marketing, Distribution, and Management	8	33	9	50	2	25	11	38
Cooperative Vocational Education Personnel	11	72	3	86	4	89	1	94

Table 4

TOTAL VOCATIONAL-TECHNICAL EDUCATION PERSONNEL HIRED DURING THE PAST THREE YEARS THAT LIVE WITHIN COMMUTING DISTANCE OF THE VOCATIONAL INSTITUTION PRIOR TO EMPLOYING THEM

	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
Administrative Personnel	38	58%	5	5%	13	72%	56	56%
Vocational Guidance Personnel	49	44	6	46	9	52	64	46
Instructional Personnel	641	61	59	48	241	83	947	58
Industrial Oriented	208	44	19	23	69	78	296	46
Health	37	52	10	26	68	52	110	55
Applied Biological and Agriculture	29	29	2	22	9	36	40	31
Personal and Public Service (includes home economics, etc.)	126	38	8	72	33	30	167	41
Business, Office, and Management	220	46	16	48	49	78	285	48
Marketing, Distribution and Management	21	36	4	40	19	43	44	50
Cooperative Vocational Education Personnel	129	80	8	80	1	25	148	81

Table 4A

VOCATIONAL-TECHNICAL EDUCATION PERSONNEL ADDITIONS HIRED DURING THE PAST THREE YEARS THAT LIVED WITHIN COMMUTING DISTANCE OF THE VOCATIONAL INSTITUTION PRIOR TO EMPLOYING THEM

	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
Administrative Personnel	24	75%	5	62%	9	69%	38	72%
Vocational Guidance Personnel	29	56	5	71	5	42	39	56
Instructional Personnel	239	56	54	59	184	61	477	59
Industrial Oriented	76	41	10	24	54	82	140	48
Health	28	70	8	24	44	50	80	59
Applied Biological and Agriculture	16	33	2	29	9	5	28	38
Personal and Public Service (includes home economics, etc.)	47	42	15	62.5	30	69	92	35
Business, Office, and Management	67	45	15	63	38	95	120	62
Marketing, Distribution and Management	5	15	4	50	289	100	18	35
Cooperative Vocational Education Personnel	68	94	15	36	1	33	84	97

Table 4B

VOCATIONAL-TECHNICAL EDUCATION PERSONNEL REPLACEMENTS HIRED DURING THE PAST THREE YEARS THAT LIVED WITHIN COMMUTING DISTANCE OF THE VOCATIONAL INSTITUTION PRIOR TO EMPLOYING THEM

	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
Administrative Personnel	14	42%	0	0%	4	80%	18	45%
Vocational Guidance Personnel	20	34	1	17	4	80	25	36
Instructional Personnel	402	51	15	30	63	62	480	55
Industrial Oriented	132	46	9	24	15	68	156	45
Health	9	45	2	40	24	57	35	53
Applied Biological and Agriculture	13	26	0	0	0	0	13	22
Personal and Public Service (includes home economics, etc.)	79	37	2	0	3	75	84	42
Business, Office, and Management	153	48	1	11	71	199	165	47
Marketing, Distribution and Management	16	64	0	0	10	90	26	64
Cooperative Vocational Education Personnel	61	62	3	75	0	0	64	68

Table 5

PERCENT OF INCREASE OR DECREASE IN ANTICIPATED EMPLOYMENT OF THE TOTAL ADDITIONS AND REPLACEMENTS OF FULL-TIME PERSONNEL IN VOCATIONAL EDUCATION DURING THE NEXT FIVE YEARS

	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
Administrative Personnel	76	+17%	12	+ 20%	16	- 13%	104	+ 11
Vocational Guidance Personnel	78	-29	20	+ 36	28	+ 65	115	- 18
Instructional Personnel	1,207	-11	211	+ 32	333	+ 2	1,751	- 6
Industrial Oriented	450	- 4	109	+ 35	59	- 33	618	- 4
Health	72	+20	16	- 80	105	- 20	193	- 16
Applied Biological and Agriculture	75	-23	16	- 58	26	+ 4	117	- 11
Personal and Public Service (includes home economics, etc.)	181	-44	24	+267	54	+ 15	259	- 32
Business, Office, and Management	364	-23	39	+ 18	48	- 29	451	- 20
Marketing, Distribution and Management	65	+12	7	- 30	41	+205	113	+ 28
Cooperative Vocational Education Personnel	130	-19	20	+ 30	10	+250	160	- 11

+ indicates an increase - indicates a decrease

Table 5A

PERCENT OF INCREASE OR DECREASE IN ANTICIPATED EMPLOYMENT OF ADDITIONAL FULL-TIME VOCATIONAL EDUCATION PERSONNEL DURING THE NEXT FIVE YEARS

	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
Administrative Personnel	45	+40%	9	+ 12%	12	- 7%	66	+ 25%
Vocational Guidance Personnel	49	- 4	18	+ 30	26	-217	93	+ 31
Instructional Personnel	498	-17	180	+ 90	229	+ 16	907	+ 16
Industrial Oriented	174	- 4	94	+114	42	- 36	310	+ 6
Health	46	+15	11	-200	68	- 23	125	- 22
Applied Biological and Agriculture	47	- 2	16	+129	20	+ 11	83	+ 14
Personal and Public Service (includes home economics, etc.)	82	-26	20	+122	45	+ 5	147	- 16
Business, Office, and Management	116	-22	34	+ 41	32	- 20	182	- 16
Marketing, Distribution and Management	33	0	5	- 37	22	+244	60	+ 20
Cooperative Vocational Education Personnel	84	+17	10	- 10	9	+300	104	+ 20

+ indicates an increase - indicates a decrease

Table 5B

PERCENT OF INCREASE OR DECREASE IN ANTICIPATED EMPLOYMENT OF FULL-TIME REPLACEMENT PERSONNEL IN VOCATIONAL EDUCATION DURING THE NEXT FIVE YEARS

	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
Administrative Personnel	31	- 6%	3	+ 5%	4	- 20%	38	- 5%
Vocational Guidance Personnel	29	-51	2	- 30	2	- 60	33	-53
Instructional Personnel	709	+ 8	31	+ 4	104	- 40	844	- 3
Industrial Oriented	276	-40	15	-246	17	- 22	308	-12
Health	26	+30	5	0	37	+ 12	68	+76
Applied Biological and Agriculture	28	-43	0	0	6	- 14	34	-38
Personal and Public Service (includes home economics, etc.)	99	-53	4	+200	9	+225	112	-49
Business, Office, and Management	248	-23	5	- 80	16	-300	269	-24
Marketing, Distribution and Management	32	+28	2	0	19	+173	53	+39
Cooperative Vocational Education Personnel	46	-48	10	+250	1	0	57	-39

+ indicates an increase - indicates a decrease

Table 6

PERCENTAGE OF FULL-TIME VOCATIONAL-TECHNICAL ADMINISTRATIVE PERSONNEL WHO WILL BE HIRED DURING THE NEXT FIVE YEARS AND WILL LIVE WITHIN COMMUTING DISTANCE OF THEIR NEWLY EMPLOYED EDUCATIONAL INSTITUTION

PERCENTAGE	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
0	26	18.7	1	14.3	6	37.5	33	20.2
1-9	1	0.7			1	6.3	2	1.2
10-25	3	2.2					3	1.8
26-50	6	4.3			1	6.3	7	4.3
51-74	62	44.6	3	42.9			65	39.9
75-90	5	3.6			2	12.5	7	4.3
91-100	34	24.5	3	42.9	6	37.5	44	27.0

Table 6A

PERCENTAGE OF THE FULL-TIME VOCATIONAL GUIDANCE PERSONNEL WHO WILL BE HIRED DURING THE NEXT FIVE YEARS AND WILL LIVE WITHIN COMMUTING DISTANCE OF THEIR NEWLY EMPLOYED EDUCATIONAL INSTITUTION

PERCENTAGE	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
0	46	27.2	2	22.2	4	22.2	54	27.3
1-9	3	1.8	1	11.1	2	11.1	6	3.0
10-25	5	3.0					5	2.5
26-50	13	7.7			3	16.7	16	8.1
51-74	3	1.8	1	11.1			4	2.0
75-90	4	2.4			2	11.1	6	3.0
91-100	95	56.2	4	44.4	6	33.3	105	53.0

Table 6B

PERCENTAGE OF THE FULL-TIME VOCATIONAL-TECHNICAL "IN SCHOOL" INSTRUCTIONAL PERSONNEL WHO WILL BE HIRED DURING THE NEXT FIVE YEARS AND WILL LIVE WITHIN COMMUTING DISTANCE OF THEIR NEWLY EMPLOYED EDUCATIONAL INSTITUTION

PERCENTAGE	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
0	35	17.5	2	16.7	3	12.0	40	16.9
1-9	8	4.0					8	3.4
10-25	15	7.5	1	8.3	7	28.0	23	9.7
26-50	27	13.5	3	25.0	3	12.0	33	13.9
51-74	4	2.0	1	8.3	1	4.0	6	2.5
75-90	14	7.0	4	33.3	4	16.0	23	9.7
91-100	95	47.5	1	8.3	7	28.0	103	43.3

Table 6C

PERCENTAGE OF THE FULL-TIME COOPERATIVE VOCATIONAL EDUCATION PERSONNEL WHO WILL BE HIRED DURING THE NEXT FIVE YEARS AND WILL LIVE WITHIN COMMUTING DISTANCE OF THEIR NEWLY EMPLOYED EDUCATIONAL INSTITUTION

PERCENTAGE	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
0	23	13.4	1	14.3	2	13.3	26	13.3
1-9	5	2.9					5	2.6
10-25	9	5.2	1	14.3			10	5.1
26-50	11	6.4	1	14.3	3	20.0	15	7.7
51-74	2	1.2	1	14.3			3	1.5
75-90	13	7.6			2	13.3	15	7.7
91-100	109	63.4	3	42.9	8	53.3	121	62.1

Table 7

WHY VOCATIONAL-TECHNICAL EDUCATION ADMINISTRATIVE PERSONNEL

WILL OR WILL NOT BE RECRUITED FROM SOURCES WITHIN

COMMUTING DISTANCE OF HIRING EDUCATIONAL INSTITUTION

	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
Good source of experienced personnel	12	8.7	3	33.3	3	21.4	18	11
Preferred by school board	11	8.0			1	7.1	13	8.0
Prefer to promote from within	75	54.3	3	33.3	4	28.6	82	50.3
Not as obligated to local person because Relocation is not necessary	3	2.2			1	7.1	4	2.5
Must know community	7	5.1			1	77.1	8	4.9
Must hire best applicant regardless of location	10	7.2	2	22.2	3	21.4	15	9.2
Lack of available personnel in local area	16	11.6	1	11.1	1	7.1	19	11.7
Prefer not to hire local personnel now employed	2	1.4	2	22.2	3	21.4	2	1.2

Table 7A

WHY VOCATIONAL-TECHNICAL VOCATIONAL GUIDANCE PERSONNEL

WILL OR WILL NOT BE RECRUITED FROM SOURCES WITHIN

COMMUTING DISTANCE OF HIRING EDUCATIONAL INSTITUTION

	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
Good source of experienced personnel	1	11.1	9	6.3	4	28.6	14	8.4
Preferred by school board			5	3.5	1	7.1	6	3.6
Prefer to promote from within	2	22.2	76	53.1			78	47.0
Not as obligated to local person because Relocation is not necessary			3	2.1	1	7.1	4	2.4
Must know community	1	11.1	21	14.7	3	21.4	25	15.1
Must hire best applicant regardless of location	4	44.4	10	7.0	3	21.4	17	10.2
Lack of available personnel in local area	1	11.1	14	9.8	1	7.1	16	9.6
Prefer not to hire local personnel now employed			4	2.8			4	2.4

Table 7B

WHY VOCATIONAL-TECHNICAL INSTRUCTIONAL PERSONNEL

WILL OR WILL NOT BE RECRUITED FROM SOURCES WITHIN

COMMUTING DISTANCE OF HIRING EDUCATIONAL INSTITUTION

	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
Good source of experienced personnel	18	9.9			3	13.6	22	10.1
Preferred by school board	6	3.3			2	9.1	8	3.7
Prefer to promote from within	68	37.4	4	30.8	2	9.1	74	33.9
Not as obligated to local person because Relocation is not necessary	4	2.2					4	1.8
Must know community	31	17.0	2	15.4	12	54.4	45	20.6
Must hire best applicant regardless of location	31	17.0	5	38.5	2	9.1	38	17.4
Lack of available personnel in local area	19	10.4			1	4.5	20	9.2
Prefer not to hire local personnel now employed	2	1.1	1	7.7			3	1.4

Table 7C

WHY VOCATIONAL-TECHNICAL COOPERATIVE EDUCATION PERSONNEL

WILL OR WILL NOT BE RECRUITED FROM SOURCES WITHIN

COMMUTING DISTANCE OF HIRING EDUCATIONAL INSTITUTION

	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
Good source of experienced personnel	11	7.0			2	14.3	13	7.1
Preferred by school board	6	3.8	1	7.1			7	3.8
Prefer to promote from within	80	50.6			1	7.1	82	45.1
Not as obligated to local person because Relocation is not necessary	1	0.6					1	0.5
Must know community	30	19.0	5	55.6	9	64.3	45	24.7
Must hire best applicant regardless of location	17	10.8	3	33.3	1	7.1	21	11.5
Lack of available personnel in local area	9	5.7					9	4.9
Prefer not to hire local personnel now employed	3	1.9					3	1.6

Table 8

RECOMMENDATIONS FOR IMPROVING PRE-SERVICE AND IN-SERVICE

VOCATIONAL ADMINISTRATION TEACHER EDUCATION PROGRAMS

	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
Educational and/or Occupational Experience Internships	116	69.0	4	40	12	48.0	134	65.4
Quality workshops and conferences at convenient times	22	13.1	2	20	4	16.0	28	13.7
Upgrade or set up whole new programs	4	2.4					4	2.0
Provide practical training for experienced administrators	4	2.4			2	8.0	6	2.9
University instructors who are current on Vocational Education					2	8.0	2	1.0
Require teaching experience	4	2.4					4	2.0
Develop competency based curriculum	9	5.4	4	40	5	20.0	18	8.8
Advanced degree programs in Vocational Education	7	4.2					7	3.4

Table 8A

RECOMMENDATIONS FOR IMPROVING PRE-SERVICE AND IN-SERVICE

VOCATIONAL GUIDANCE TEACHER EDUCATION PROGRAMS

	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
Educational and/or Occupational Experience Internships	102	72.3	2	33.3	4	21.1	110	64.3
Quality workshops and conferences at convenient times	10	7.1	2	16.7	5	26.3	17	9.9
Upgrade or set up whole new programs	2	1.4			1	5.3	3	1.8
Provide practical training for experienced guidance personnel	14	9.9			4	21.1	21	12.3
University instructors who are current on Vocational Education	2	1.4	1	16.7			2	1.2
Require teaching experience	6	4.3	1	16.7			6	3.5
Develop competency based curriculum	2	1.4	1	16.7	3	15.8	6	3.5
Advanced degree programs in Vocational Education					1	5.3	2	1.2

Table 8B

RECOMMENDATIONS FOR IMPROVING PRE-SERVICE AND IN-SERVICE

VOCATIONAL "IN SCHOOL" INSTRUCTIONAL TEACHER EDUCATION PROGRAMS

	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
Educational and/or Occupational Experience Internships	33	21.4	2	33.3	8	44.4	44	24.6
Quality workshops and conferences at convenient times	77	50.0	1	16.7	1	5.6	79	44.1
Upgrade or set up whole new programs	1	.6			1	5.6	2	1.1
Provide practical training for experienced instructors	24	15.6			5	27.8	29	16.2
University instructors who are current on Vocational Education	2	1.3	1	16.7			3	1.7
Require teaching experience	6	3.9	1	16.7			7	3.9
Develop competency based curriculum	4	2.6	1	16.7	1	5.6	6	3.4
Advanced degree programs in Vocational Education	4	2.6			2	11.1	6	3.4

Table 8C

RECOMMENDATIONS FOR IMPROVING PRE-SERVICE AND IN-SERVICE

COOPERATIVE VOCATIONAL TEACHER EDUCATION PROGRAMS

	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
Educational and/or Occupational Experience Internships	23	18.3	2	40.0	2	18.2	27	18.9
Quality workshops and conferences at convenient times	76	60.3	2	40.0	4	36.4	83	58.0
Upgrade or set up whole new programs	3	2.4			1	9.1	4	2.8
Provide practical training for experienced cooperative vocational personnel	10	7.9	1	20.0	3	27.3	14	9.8
University instructors who are current on Vocational Education	1	0.8					1	0.7
Require teaching experience	2	1.6					2	1.4
Develop competency based curriculum	6	4.8			1	9.1	7	4.9
Advanced degree programs in Vocational Education	4	3.2					4	2.8

Table 9

FACTORS CONSIDERED WHEN HIRING

VOCATIONAL-TECHNICAL EDUCATION ADMINISTRATORS

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
Occupational Experience in Education										
Community Colleges			1	3.6	6	21.4	8	28.6	13	46.4
Area Vocational Centers			1	5.9	2	11.8	7	41.2	7	41.2
High Schools	7	2.7	11	4.3	32	12.4	51	19.8	157	60.9
TOTAL	7	2.3	13	4.3	40	13.1	67	22.0	178	58.4
Occupational Experience not in Education										
Community Colleges			2	6.9	6	20.7	7	24.1	14	48.3
Area Vocational Centers			1	5.9	4	23.5	4	23.5	8	47.1
High Schools	11	4.4	21	8.3	72	28.6	50	19.8	98	38.9
TOTAL	11	3.7	24	8.0	82	27.3	62	20.7	121	40.3
Academic Preparation										
Community Colleges			1	3.6	9	32.1	12	42.9	6	21.4

Table 9 (continued)

FACTORS CONSIDERED WHEN HIRING

VOCATIONAL-TECHNICAL EDUCATION ADMINISTRATORS

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
Area Vocational Centers			2	11.8	3	17.6	9	52.9	3	17.6
High Schools	3	1.2	12	4.7	48	18.9	80	31.5	111	43.7
TOTAL	3	1.0	15	5.0	61	20.3	102	33.9	120	39.9
College Hours Taken In Specialty Area										
Community Colleges	1	3.4	2	6.9	6	20.7	12	41.4	8	27.6
Area Vocational Centers					5	31.3	9	56.3	2	12.5
High Schools	5	2.0	17	6.7	50	19.7	141	55.5	41	16.1
TOTAL	6	2.0	19	4.3	61	20.3	164	54.5	51	16.9
College Hours Taken In Professional Education										
Community Colleges	2	6.9	5	17.2	9	31.0	11	37.9	2	6.9
Area Vocational Centers			2	11.8	8	47.1	6	35.3	1	5.9
High Schools	10	3.9	25	9.8	82	32.2	120	47.1	18	7.1
TOTAL	12	4.0	33	10.9	99	32.8	137	45.4	21	7.0

Table 9 (continued)

FACTORS CONSIDERED WHEN HIRING

VOCATIONAL-TECHNICAL EDUCATION ADMINISTRATORS

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
Research and Publications										
Community Colleges	12	42.9	7	25.0	8	28.6			1	3.6
Area Vocational Centers	5	29.4	9	52.9	1	5.9	1	5.9	1	5.9
High Schools	62	24.6	61	24.2	107	42.5	11	4.4	11	4.4
TOTAL	79	26.5	78	26.2	116	38.9	12	4.0	13	4.4
Evidence of "Excellence" in Performance										
Community Colleges	1	3.4	1	3.4			2	6.9	25	86.2
Area Vocational Centers					1	5.9	6	35.3	10	58.8
High Schools	15	6.0	4	1.6	11	4.4	42	16.7	180	71.4
TOTAL	16	5.3	5	1.7	12	4.0	50	16.7	217	72.3
Home Community of Candidate										
Community Colleges	11	42.3	7	26.9	4	15.4	2	7.7	2	7.7
Area Vocational Centers	5	38.5	5	38.5	3	23.1				

Table 9 (continued)

FACTORS CONSIDERED WHEN HIRING

VOCATIONAL-TECHNICAL EDUCATION ADMINISTRATORS

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
High Schools	66	27.8	103	43.5	35	14.8	25	10.5	8	3.4
TOTAL	83	30.0	115	41.5	42	15.2	27	9.7	10	3.6
Other										
Community Colleges	1	25.0					1	25.0	2	50.0
Area Vocational Centers	1	20.0			2	40.0	2	40.0		
High Schools	6	27.3	7	31.8			3	13.6	6	27.3
TOTAL	8	25.0	7	23.5	3	9.4	6	18.8	8	25.0

Table 9A

FACTORS CONSIDERED WHEN HIRING

VOCATIONAL GUIDANCE PERSONNEL

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
Occupational Experience in Education										
Community Colleges	2	6.5	3	9.7	4	12.9	12	38.7	10	32.3
Area Vocational Centers	1	5.9	1	5.9	4	23.5	7	41.2	4	23.5
High Schools	9	3.1	8	2.8	44	15.2	82	28.4	146	50.5
TOTAL	13	3.8	12	3.5	52	15.3	101	29.8	161	47.5
Occupational Experience Not in Education										
Community Colleges			1	3.2	3	9.7	11	35.5	16	51.6
Area Vocational Centers			1	6.3	2	12.5	5	31.3	8	50.0
High Schools	12	4.2	16	5.6	63	21.9	80	27.8	117	40.6
TOTAL	12	3.6	19	5.6	68	20.2	96	28.5	161	47.5
Academic Preparation										
Community Colleges			1	3.3	11	36.5	8	26.7	10	33.3
Area Vocational Centers					5	31.3	5	31.3	6	37.5
High Schools	5	1.7	13	4.5	57	19.7	95	32.7	119	41.2

Table 9A (continued)

FACTORS CONSIDERED WHEN HIRING

VOCATIONAL GUIDANCE PERSONNEL

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
TOTAL	6	1.8	14	4.2	73	21.7	108	32.0	136	40.4
College Hours Taken in Specialty Area										
Community Colleges	1	3.3			10	33.3	12	40.0	7	23.3
Area Vocational Centers					1	5.9	11	64.7	5	29.4
High Schools	8	2.8	16	5.6	55	19.3	97	34.0	109	38.2
TOTAL	9	2.7	16	4.8	67	20.1	120	35.9	122	36.5
College Hours Taken in Professional Education										
Community Colleges	2	6.9	3	10.3	15	51.7	8	27.6	1	3.4
Area Vocational Centers			1	5.9	10	58.8	4	23.5	2	11.8
High Schools	7	2.5	38	13.7	94	33.9	118	42.6	20	7.2
TOTAL	9	2.8	42	12.9	120	36.9	131	40.3	23	7.1
Research and Publications										

Table 9A (continued)

FACTORS CONSIDERED WHEN HIRING

VOCATIONAL GUIDANCE PERSONNEL

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
Community Colleges	10	35.7	11	39.3	7	25.0				
Area Vocational Centers	4	23.5	7	41.2	2	11.8	2	11.8	2	11.8
High Schools	69	24.6	72	25.7	51	18.2	74	26.4	14	5.0
TOTAL	83	25.4	90	27.5	60	18.3	77	23.5	17	5.2
Evidence of "Excellence" in Performance										
Community Colleges					1	3.3	4	13.3	25	83.3
Area Vocational Centers			2	11.8	1	5.9	2	11.8	12	70.6
High Schools	11	3.8	12	4.2	11	3.8	114	39.7	139	48.4
TOTAL	11	3.3	14	4.2	13	3.9	121	36.0	177	52.7
Home Community of Candidate										
Community Colleges	13	46.4	7	25.0	4	14.3	2	7.1	2	7.1
Area Vocational Schools	7	41.2	6	35.3	4	23.5				
High Schools	158	57.2	49	17.8	26	9.4	25	9.1	17	6.2

Table 9A (continued)

FACTORS CONSIDERED WHEN HIRING

VOCATIONAL GUIDANCE PERSONNAL

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
TOTAL	178	55.3	62	19.3	35	10.9	27	8.4	19	5.9
Other										
Community Colleges			1	25.0	2	50.0	1	25.0		
Area Vocational Schools					1	50.0			1	50.0
High Schools	5	26.3	3	15.8			3	15.8	8	42.1
TOTAL	5	20.0	4	16.0	3	12.0	4	16.0	9	36.0

Table 9B

FACTORS FOR CONSIDERATION WHEN CONSIDERING HIRING NEW VOCATIONAL "IN-SCHOOL" INSTRUCTIONAL PERSONNEL

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
Occupational Experience in Education										
Community Colleges			4	12.9	6	19.4	6	19.4	15	48.4
Area Vocational Centers			1	5.9	4	23.5	8	47.1	4	23.5
High Schools	9	2.7	9	2.7	58	17.4	90	27.0	167	50.2
TOTAL	9	2.4	14	3.7	68	17.8	104	27.2	187	49.0
Occupational Experience Not in Education										
Community Colleges					1	3.2	7	22.6	23	74.2
Area Vocational Centers							7	41.2	10	58.8
High Schools	12	3.6	21	6.3	76	23.0	94	28.4	128	38.7
TOTAL	12	3.2	21	5.5	77	20.3	108	28.4	112	42.6
Academic Preparation										
Community Colleges	1	3.3	4	13.3	8	26.7	9	30.0	8	26.7
Area Vocational Centers					7	41.2	7	41.2	3	17.6
High Schools	6	1.8	10	3.0	61	18.3	181	54.4	75	22.5

Table 9B (continued)

FACTORS FOR CONSIDERATION WHEN CONSIDERING HIRING NEW VOCATIONAL "IN-SCHOOL" INSTRUCTIONAL PERSONNEL

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
TOTAL	7	1.8	14	3.7	76	19.9	198	52.0	86	22.6
College Hours Taken In Speciality Area										
Community Colleges	1	3.3	3	10.0	5	16.7	12	40.0	9	30.0
Area Vocational Centers					3	17.6	9	52.9	5	29.4
High Schools	6	1.8	9	2.7	35	10.6	191	58.1	88	26.7
TOTAL	7	1.9	12	3.2	43	11.4	212	56.2	103	27.3
College Hours Taken In Professional Education										
Community Colleges	3	10.0	6	20.0	14	46.7	6	20.0	1	3.3
Area Vocational Centers			1	5.9	12	70.6	3	17.6	1	5.9
High Schools	8	2.5	40	12.4	180	55.7	71	22.0	24	7.4
TOTAL	11	3.0	47	12.7	207	55.8	80	21.6	26	7.0
Research and Publications										
Community Colleges	15	51.7	7	21.4	6	20.7			1	3.4

Table 9B (continued)

FACTORS FOR CONSIDERATION WHEN CONSIDERING HIRING NEW VOCATIONAL "IN-SCHOOL" INSTRUCTIONAL PERSONNEL

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
Area Vocational Centers	5	29.4	8	47.1	4	23.5				
High Schools	161	50.6	89	28.0	45	14.2	15	4.7	8	2.5
TOTAL	181	49.6	104	28.5	56	15.3	15	4.1	9	2.5
Evidence of "Excellence" in Performance										
Community Colleges					1	3.3	1	3.3	28	93.3
Area Vocational Centers					1	6.3	2	12.5	13	81.3
High Schools	16	4.9	9	2.8	17	5.2	122	37.3	163	49.8
TOTAL	16	4.3	9	2.4	19	5.1	125	33.4	205	54.8
Home Community of Candidate										
Community Colleges	13	43.3	8	26.7	5	16.7	2	6.7	2	6.7
Area Vocational Centers	6	37.5	6	37.5	3	18.8	1	6.3		
High Schools	171	55.7	64	20.8	39	12.7	15	4.9	18	5.9
TOTAL	190	53.7	78	22.0	48	13.6	18	5.1	20	5.6

Table 9B (continued)

FACTORS FOR CONSIDERATION WHEN CONSIDERING HIRING NEW VOCATIONAL "IN-SCHOOL" INSTRUCTIONAL PERSONNEL

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
Other										
Community Colleges									1	100.0
Area Vocational Centers	1	33.3							2	66.7
High Schools	7	29.2	1	4.2	4	16.7	3	12.5	9	37.5
TOTAL	8	28.6	1	3.6	4	14.3	3	10.7	12	42.7

Table 9C

FACTORS CONSIDERED WHEN HIRING COOPERATIVE VOCATIONAL EDUCATION PERSONNEL

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
Occupational Experience in Education										
Community Colleges	1	5.6	1	5.6	4	22.2	5	27.8	7	38.9
Area Vocational Centers					4	26.7	6	40.0	5	33.3
High Schools	8	3.3	9	3.7	26	10.6	68	27.8	134	54.7
TOTAL	9	3.2	10	3.6	34	12.2	79	28.3	147	52.7
Occupational Experience Not in Education										
Community Colleges					2	11.1	3	16.7	13	72.2
Area Vocational Centers					1	6.7	6	40.0	8	53.3
High Schools	6	2.5	5	2.1	39	16.0	63	25.9	130	53.5
TOTAL	6	2.2	5	1.8	42	15.2	72	26.0	152	54.9
Academic Preparation										
Community Colleges			2	11.1	9	50.0	5	27.8	2	11.1
Area Vocational Centers			1	6.7	7	46.7	4	26.7	3	20.0

Table 9C (continued)

FACTORS CONSIDERED WHEN HIRING COOPERATIVE VOCATIONAL EDUCATION PERSONNEL

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
High Schools	2	0.8	6	2.5	55	22.7	139	57.4	40	16.5
TOTAL	2	0.7	9	3.3	71	25.7	149	54.0	149	16.3
College Hours Taken in Specialty										
Community Colleges			2	11.1	4	22.2	9	50.0	3	16.7
Area Vocational Centers			1	6.7	6	40.0	6	40.0	2	13.3
High Schools	2	0.8	13	5.4	105	43.8	72	30.0	48	20.0
TOTALS	2	0.7	16	5.8	115	42.0	88	32.1	53	19.3
College Hours Taken in Professional Education										
Community Colleges	1	3.1	4	22.2	10	55.6	2	11.1	1	5.6
Area Vocational Centers	1	7.1	2	14.3	9	64.3	1	7.1	1	7.1
High Schools	4	1.7	28	11.8	148	11.8	148	62.4	46	19.4
TOTALS	6	22	34	12.6	167	61.9	50	18.5	13	4.8
Research and Publications										

Table 9C (continued)

FACTORS CONSIDERED WHEN HIRING COOPERATIVE VOCATIONAL EDUCATION PERSONNEL

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
Community Colleges	6	37.5	6	37.5	3	18.8	1	6.3		
Area Vocational Centers	3	20.0	8	53.3	3	20.0	1	6.7		
High Schools	124	52.8	57	24.3	33	14.0	15	6.4	6	2.6
TOTAL	133	49.8	72	27.0	39	14.6	16	6.0	7	2.6
Evidence of "Excellence" in Performance										
Community Colleges			2	11.8	1	5.9	1	5.9	13	76.5
Area Vocational Centers					1	6.7	2	13.3	12	80.0
High Schools	7	3.0	3	1.3	10	4.2	104	44.1	112	47.5
TOTAL	7	2.6	5	1.9	12	4.5	107	39.8	138	51.3
Home Community of Candidate										
Community Colleges	6	37.5	4	25.0	4	25.0	1	6.3	1	6.3
Area Vocational Centers	5	38.5	3	23.1	3	23.1	2	15.4		
High Schools	118	52.4	39	17.3	30	13 3	19	8.4	19	8.4

Table 9C (continued)

FACTORS CONSIDERED WHEN HIRING COOPERATIVE VOCATIONAL EDUCATION PERSONNEL

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
TOTAL	129	50.4	46	18.0	37	14.5	22	8.6	22	8.6
Other										
Community Colleges	2	66.7							1	33.3
Area Vocational Centers					1	33.3			2	66.7
High Schools	3	23.1			3	23.1	3	23.1	4	30.8
TOTAL	5	26.3	4	21.1	3	15.8	5	36.8		

Table 10

ANTICIPATED SOURCES OF SECURING VOCATIONAL-TECHNICAL EDUCATION ADMINISTRATORS DURING THE NEXT FIVE YEARS

Source	Order of Preference													
	1st		2nd		3rd		4th		5th		6th		7th	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teacher Education Institutions														
Community Colleges			8	29.6	2	7.4	6	22.2	9	33.3	2	7.4		
Area Vocational Centers	5	31.3	6	37.5	3	18.8	1	6.3					1	6.3
High Schools	114	53.0	51	23.7	34	15.8	8	3.7	2	.9	5	2.3	1	.5
TOTAL	119	45.9	66	25.4	39	15.1	15	5.8	11	4.2	7	2.7	2	.8
Hired Away From Another Educational Institution														
Community Colleges	11	40.7	8	29.6	5	18.5	2	7.4			1	3.7		
Area Vocational Centers	6	37.5	7	43.8	2	12.5			1	6.3	7	2.9		
High Schools	44	22.7	87	44.8	42	21.6	13	6.7	2	1.0	6	3.1		
TOTAL	62	26.1	102	42.9	49	20.6	15	6.3	3	1.3	7	2.9		
Hired Away From Local Business, Industry, Etc.														
Community Colleges	5	20	2	8	7	28	6	24	4	16.0	1	4.0		
Area Vocational Centers			1	12.5			3	37.5	3	37.5	1	12.5		
High Schools	8	5.2	20	13.1	40	26.1	48	31.4	27	17.6	10	6.5		
TOTAL	13	7.0	23	12.3	47	25.1	58	31.0	34	18.2	12	6.4		

Table 10 (continued)

ANTICIPATED SOURCES OF SECURING VOCATIONAL-TECHNICAL EDUCATION ADMINISTRATORS DURING THE NEXT FIVE YEARS

Source	Order of Preference													
	1st		2nd		3rd		4th		5th		6th		7th	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Hired Away From Business, Industry, Etc. Not Located Nearby														
Community Colleges	3	13	3	13	3	13	4	17.4	5	21.7	3	13	2	8.7
Area Vocational Centers			1	11.1	1	11.1			20	22.2	4	44.4	1	11.1
High Schools	7	5	8	5.7	27	19.3	26	18.6	51	36.4	20	14.3	1	.7
TOTAL	10	5.8	12	6.9	31	17.9	30	17.3	59	34.1	27	15.6	4	2.3
Part-time Staff Member of Our Institution														
Community Colleges	3	13	4	17.4	6	26.1	3	13	4	17.4	3	13		
Area Vocational Centers	3	25	2	16.7	4	41.7	1	8.3			1	8.3		
High Schools	48	31	28	18.1	25	16.1	22	14.2	18	11.6	12	7.7	2	1.3
TOTAL	54	28.3	34	17.8	37	19.4	26	13.6	22	11.5	16	8.4	2	1.0

Table 10 (continued)

ANTICIPATED SOURCES OF SECURING VOCATIONAL-TECHNICAL EDUCATION ADMINISTRATORS DURING THE NEXT FIVE YEARS

Source	Order of Preference													
	1st		2nd		3rd		4th		5th		6th		7th	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Private Technical School														
Community Colleges					4	18.4	3	13.6	2	9.1	10	45.5	3	13.6
Area Vocational Centers					3	37.5	2	25	1	12.5	1	12.5	1	12.5
High Schools	10	8.2	7	5.7	16	13.1	14	11.5	19	15.6	53	43.4	3	2.5
TOTAL	10	6.5	7	4.6	23	15.0	19	12.4	22	14.4	65	42.5	7	4.6
Within Same Institution														
Community Colleges	6	85.7	1	14.3										
Area Vocational Centers	2	50	1	25	1	25								
High Schools	15	65.2			3	13	1	4.3	1	4.3			3	13.0
TOTAL	23	67.6	2	5.9	4	11.8	1	2.9	1	2.9	3	8.8		

Table 10A

ANTICIPATED SOURCES OF SECURING VOCATIONAL GUIDANCE PERSONNEL DURING THE NEXT FIVE YEARS

Source	Order of Preference													
	1st		2nd		3rd		4th		5th		6th		7th	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teacher Education Institutions														
Community Colleges	4	14.8	10	37.0	3	11.1	6	22.2	3	11.1	1	3.7		
Area Vocational Centers	4	22.2	7	38.9	5	27.8	1	5.6	1	5.6				
High Schools	195	64.8	63	20.9	32	10.6	6	2.0	2	0.7	2	0.7	1	0.3
TOTAL	204	58.5	81	23.2	40	11.5	14	4.0	6	1.7	3	0.9	1	0.3
Hired Away From Another Education Institution														
Community Colleges	17	65.4	2	7.7	1	3.8	4	15.4	1	3.8			1	3.8
Area Vocational Centers	7	38.9	8	44.4	3	16.7								
High Schools	62	22.7	96	35.2	102	37.4	7	2.6	3	1.1	3	1.1		
TOTAL	88	27.5	107	33.4	106	33	11	3.4	4	1.2	3	0.9	1	0.3
Hired Away From Local Business, Industry, Etc.														
Community Colleges	2	7.4	8	29.6	12	44.4	1	3.7	4	14.8				
Area Vocational Centers			3	27.3	2	18.2	1	9.1	3	27.3	2	18.2		
High Schools	3	1.5	15	7.4	43	21.2	98	48.3	35	17.2	9	4.4		
TOTAL	5	2.1	26	10.7	58	23.9	101	41.6	42	17.3	11	4.5		

Table 10A (continued)

ANTICIPATED SOURCES OF SECURING VOCATIONAL GUIDANCE PERSONNEL DURING THE NEXT FIVE YEARS

Source	Order of Preference													
	1st		2nd		3rd		4th		5th		6th		7th	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Hired Away From Business, Industry, Etc. Not Located Nearby														
Community Colleges	1	4.2	4	16.7	4	16.7	5	20.8	6	25.0	4	16.7		
Area Vocational Centers			2	16.7	1	8.3	2	16.7	1	8.3	4	33.3	2	16.7
High Schools	2	1.0	10	5.2	17	8.8	31	16.1	44	22.8	88	45.6		
TOTAL	3	1.3	17	7.4	22	9.5	38	16.5	52	22.5	96	41.6	3	1.3
Part-time Staff Member of Our Institution														
Community Colleges	2	8.7	3	13.0	5	21.7	5	21.7	4	17.4	4	17.4		
Area Vocational Centers	5	35.7	1	7.1	3	21.4	2	14.3	1	7.1	1	7.1	1	7.1
High Schools	35	15.5	100	44.2	51	22.6	15	6.6	20	8.8	5	2.2		
TOTAL	42	15.8	104	39.2	60	22.6	22	8.3	26	9.8	10	3.8	1	0.4

Table 10A (continued)

ANTICIPATED SOURCES OF SECURING VOCATIONAL GUIDANCE PERSONNEL DURING THE NEXT FIVE YEARS

Source	Order of Preference													
	1st		2nd		3rd		4th		5th		6th		7th	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Private Technical School														
Community Colleges					2	9.5	4	19.0	4	19.0	11	52.4		
Area Vocational Centers			1	10.0	1	10.0	3	30.0	3	30.0	2	20.0		
High Schools	2	1.1	9	4.9	16	8.8	25	13.7	76	41.8	52	28.6	2	1.1
TOTAL	2	0.9	10	4.7	19	8.8	32	14.9	83	38.6	67	31.2	2	0.9
Within Same Institution														
Community Colleges	1	100.0												
Area Vocational Centers	2	66.7			1	33.3								
High Schools	10	71.4	3	21.4	1	7.1								
TOTAL	13	72.2	3	16.7	2	11.1								

Table 10B

ANTICIPATED SOURCES OF SECURING VOCATIONAL "IN-SCHOOL" INSTRUCTIONAL PERSONNEL DURING THE NEXT FIVE YEARS

Source	Order of Preference													
	1st		2nd		3rd		4th		5th		6th		7th	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teacher Education Institutions														
Community Colleges	1	3.3	6	20.0	5	16.7	7	23.3	5	16.7	6	20.0		
Area Vocational Centers	8	50.0	4	25.0	2	12.5	1	6.3			1	6.3		
High Schools	191	56	119	34.9	20	5.9	5	1.5	3	0.9	2	0.6	1	0.3
TOTAL	201	51.7	129	33.2	28	7.2	13	3.3	8	2.1	9	2.3	1	0.3
Hired Away From Another Educational Institution														
Community Colleges	14	46.7	5	16.9	7	23.3	4	13.3						
Area Vocational Centers	3	18.8	7	43.8	3	18.8	1	6.3	2	12.5				
High Schools	57	18.2	141	44.9	97	30.9	8	2.5	6	1.9	5	1.6		
TOTAL	25	20.7	154	42.5	107	29.6	13	3.6	8	2.2	5	1.4		
Hired Away From Local Business, Industry, Etc.														
Community Colleges	5	17.2	9	31.0	7	24.1	3	10.3	5	17.2				
Area Vocational Centers	1	6.7	3	20.0	6	40.0	2	13.3	2	13.3	1	6.7		
High Schools	69	27.3	24	9.5	70	27.7	46	18.2	29	11.5	15	5.9		
TOTAL	25	25.1	36	12.0	83	27.8	51	17.1	38	12.7	16	5.4		

Table 10B (continued)

ANTICIPATED SOURCES OF SECURING VOCATIONAL "IN-SCHOOL" INSTRUCTIONAL PERSONNEL DURING THE NEXT FIVE YEARS

Source	Order of Preference													
	1st		2nd		3rd		4th		5th		6th		7th	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Hired Away From Business, Industry Etc. Not Located Nearby														
Community Colleges	7	25.0	4	14.3	5	17.9	5	17.9	3	10.7	4	14.3		
Area Vocational Centers			2	13.3	3	20.0	4	26.7	3	20.0	1	6.7	2	13.3
High Schools	7	3.0	10	4.3	33	14.2	49	21.1	54	23.3	79	34.1		
TOTAL	14	5.1	16	5.8	41	14.8	59	21.3	60	21.7	85	30.7	2	0.7
Part-time Staff Member of Our Institution														
Community Colleges	6	21.4	6	21.4	4	14.3	5	17.9	4	14.3	3	10.7		
Area Vocational Centers	5	35.7			2	14.3	2	14.3	3	21.4	2	14.3		
High Schools	20	8.4	30	12.6	55	23.1	87	36.6	33	13.9	13	5.5		
TOTAL	31	11.0	37	13.1	62	22.0	94	33.3	40	14.2	18	6.4		

Table 10B (continued)

ANTICIPATED SOURCES OF SECURING VOCATIONAL "IN-SCHOOL" INSTRUCTIONAL PERSONNEL DURING THE NEXT FIVE YEARS

Source	Order of Preference													
	1st		2nd		3rd		4th		5th		6th		7th	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Private Technical School														
Community Colleges			2	8.3	2	8.3	4	16.7	9	37.5	7	29.2		
Area Vocational Centers					3	25.0	2	16.7	1	8.3	6	50.0		
High Schools	3	1.4	11	5.2	26	12.3	22	10.4	79	37.4	68	32.2	2	0.9
TOTAL	3	1.2	13	5.2	31	12.4	29	11.6	89	35.7	82	32.9	2	0.8
Within Same Institution														
Community Colleges														
Area Vocational Centers	1	50.0	1	50.0										
High Schools	4	36.4	3	27.3	1	9.1					3	27.3		
TOTAL	5	38.5	4	30.8	1	0.8					3	23.1		

Table [illegible]

ANTICIPATED SOURCES OF SECURING COOPERATIVE VOCATIONAL EDUCATION PERSONNEL DURING THE NEXT FIVE YEARS

Source	Order of Preference													
	1st		2nd		3rd		4th		5th		6th		7th	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teacher Education Institutions														
Community Colleges	2	11.8	3	17.6	4	23.5	2	11.8	6	35.3				
Area Vocational Centers	3	23.1	5	38.5	3	23.1			2	15.4				
High Schools	90	36.6	51	20.7	94	38.2	5	2.0	6	2.4				
TOTAL	95	34.3	60	21.7	101	36.5	7	2.5	14	5.1				
Hired Away From Another Education Institution														
Community Colleges	4	17.4	5	21.7	6	26.1	2	8.7	6	26.1				
Area Vocational Centers	4	28.6	3	21.4	4	28.6	2	14.3	1	7.1				
High Schools	39	16.6	86	36.6	37	15.7	68	28.9	5	2.1				
TOTAL	48	18.0	94	35.2	47	17.6	72	27.0	6	2.2				
Hired Away From Local Business, Industry, Etc.														
Community Colleges	8	47.1	3	17.6	1	5.9	2	11.8	3	17.6				
Area Vocational Centers			4	33.3	3	25.0	4	33.3	1	8.3				
High Schools	6	3.0	16	8.0	48	24.1	55	27.6	71	35.7	3	1.5		

Table 10C (continued)

ANTICIPATED SOURCES OF SECURING VOCATIONAL EDUCATION PERSONNEL DURING THE NEXT FIVE YEARS

Source	Order of Preference													
	1st		2nd		3rd		4th		5th		6th		7th	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
TOTAL	14	6.1	23	10.0	52	22.7	62	27.1	75	32.8	3	1.3		
Hired Away From Business, Industry, Etc. Not Located Nearby														
Community Colleges	3	18.8	4	25.0	3	18.8	5	31.3			1	6.3		
Area Vocational Centers			1	8.3	3	25.0	3	25.0	3	25.0	2	16.7		
High Schools	2	1.1	5	2.7	20	10.9	34	18.6	59	32.2	63	34.4		
TOTAL	5	2.4	10	4.7	27	12.7	42	19.8	62	29.2	66	31.1		
Part-time Staff Member of Our Institution														
Community Colleges	1	5.9	4	23.5	1	5.9	5	29.4	6	35.3				
Area Vocational Centers	6	46.2	2	15.4	1	7.7	1	7.7	3	23.1				
High Schools	48	24.2	84	42.4	26	13.1	13	6.6	25	12.6	2	1.0		
TOTAL	56	24.3	90	39.1	28	12.2	19	8.3	35	15.2	2	0.9		
Private Technical School														
Community Colleges														

Table 10C (continued)

ANTICIPATED SOURCES OF SECURING COOPERATIVE VOCATIONAL EDUCATION PERSONNEL DURING THE NEXT FIVE YEARS

Source	Order of Preference													
	1st		2nd		3rd		4th		5th		6th		7th	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Area Vocational Centers														
High Schools														
TOTAL														
Within Same Institution														
Community Colleges														
Area Vocational Centers	1	50.0	1	50.0										
High Schools	69	89.6	1	1.3	1	1.3	1	1.3	2	2.6	3	3.9		
TOTAL	70	88.6	2	2.5	1	1.3	1	1.3	2	2.5	3	3.8		

Table 11

REASONS THAT TEACHER-EDUCATION INSTITUTION WAS LISTED IN ORDER OF PREFERENCE THAT IT WAS FOR RECRUITMENT OF VOCATIONAL PERSONNEL

	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
Secure Experienced Personnel From Other Institutions or Promote From Within								
Vocational Administrators	126	47.4	7	46.7	22	84.6	156	50.6
Vocational Guidance	125	46.3	11	61.1	11	47.8	149	47.5
"In-School" Instructional	51	22.1	5	31.3	14	53.8	71	25.8
Cooperative Vocational	112	53.1	8	53.3	8	57.1	129	53.5
Best Source of Quality Personnel								
Vocational Administrators	79	29.7	3	20.0			82	26.6
Vocational Guidance	95	35.2	4	22.2	6	26.1	106	33.8
"In-School" Instructional	123	53.2	8	50.0	6	23.1	137	49.8
Cooperative Vocational	64	30.3	6	40.0	4	28.6	74	30.7

Table 11 (continued)

REASONS THAT TEACHER-EDUCATION INSTITUTION WAS LISTED IN ORDER OF PREFERENCE THAT IT WAS FOR RECRUITMENT OF VOCATIONAL PERSONNEL

	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
Best Source Next to Local Promotion								
Vocational Administrators	11	4.1			2	7.7	13	4.2
Vocational Guidance	13	4.8			1	4.3	14	4.5
"In-School" Instructional	7	3.0	1	6.3	1	3.8	9	3.3
Cooperative Vocational	14	6.6	1	6.7			15	6.2
Convenience								
Vocational Administrators	27	10.2	1	6.7	1	3.8	29	9.4
Vocational Guidance	13	4.8			1	4.3	14	4.5
"In-School" Instructional	14	6.1					15	5.5
Cooperative Vocational	7	3.3					7	2.9

Table 11 (continued)

REASONS THAT TEACHER-EDUCATION INSTITUTION WAS LISTED IN ORDER OF PREFERENCE THAT IT WAS FOR RECRUITMENT OF VOCATIONAL PERSONNEL

	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
Helps Assure That Staff Meets Certificate Requirements								
Vocational Administrators	11	4.1	2	13.3			13	4.2
Vocational Guidance	11	4.1	1	5.6			12	3.8
"In-School" Instructional	20	8.7	1	6.3			21	7.6
Cooperative Vocational	6	2.8					6	2.5
Distribute Notices of Job Openings Widely								
Vocational Administrators	1	0.4	1	6.7			2	0.6
Vocational Guidance	1	0.4	1	5.6	1	4.3	2	0.6
"In-School" Instructional	1	0.4	1	6.3			2	0.7
Cooperative Vocational	1	0.4					1	0.4

Table 11 (continued)

REASONS THAT TEACHER-EDUCATION INSTITUTION WAS LISTED IN ORDER OF PREFERENCE THAT IT WAS FOR RECRUITMENT OF VOCATIONAL PERSONNEL

	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
Questions Training For Vocational Personnel								
Vocational Administrators	7	2.6	1	6.7	1	3.8	9	2.9
Vocational Guidance	6	2.2	1	5.6	2	8.7	9	2.9
"In-School" Instructional	4	1.7			5	19.2	9	3.3
Cooperative Vocational	3	1.4			2	14.3	5	2.1

Table 12

WERE TEACHER EDUCATION INSTITUTIONS CONTACTED

WHEN TRYING TO SECURE FULL-TIME VOCATIONAL-TECHNICAL EDUCATION PERSONNEL

	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
Vocational Administrators								
Yes	61	24.9	8	53.3	10	37.0	80	27.8
No	182	74.3	7	46.7	17	63.0	206	71.5
Guidance Personnel								
Yes	170	62.3	8	50.0	15	55.6	194	60.8
No	100	36.6	8	50.0	12	44.4	122	38.2
"In-School" Instructional								
Yes	281	87.8	15	88.2	20	64.5	318	85.9
No	36	11.2	2	11.8	11	35.5	49	13.2

Table 12 (continued)

WERE TEACHER EDUCATION INSTITUTIONS CONTACTED

WHEN TRYING TO SECURE FULL-TIME VOCATIONAL-TECHNICAL EDUCATION PERSONNEL

	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
Cooperative Vocational								
Yes	86	37.6	10	66.7	7	38.9	104	39.4
No	142	62.0	5	33.3	9	50.0	157	59.5

Table 13

EXPERIENCES RESULTING FROM CONTACTS WITH

TEACHER-EDUCATION INSTITUTIONS

Experience Resulting From Contact	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
Positive								
Vocational Administrators	27	69.2	2	66.7	3	50.0	33	67.3
Vocational Guidance	141	89.8	7	70.0	11	84.6	160	87.9
"In-School" Instructional	226	88.6	13	86.7	13	76.5	253	87.8
Cooperative Vocational	63	78.7	10	90.9	4	40.0	77	76.2
Little or No Service								
Vocational Administrators	2	5.1	1	33.3			3	6.1
Vocational Guidance	5	3.2			2	15.4	7	3.8
"In-School" Instructional	10	3.9			2	11.8	12	?
Cooperative Vocational	7	8.7	1	9.1	2	20.0	10	9.9

Table 13 (continued)

Experience Resulting From Contact	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
Candidate Not Qualified								
Vocational Administrators	7	17.9			3	50.0	10	20.4
Vocational Guidance	6	3.8	2	20.0			8	4.4
"In-School" Instructional	8	3.1	1	6.7	1	5.9	10	3.5
Cooperative Vocational	3	3.7			4	40.0	7	6.9

Table 14

REASONS WHY TEACHER EDUCATION INSTITUTIONS WERE NOT CONTACTED

WHEN TRYING TO SECURE FULL-TIME VOCATIONAL-TECHNICAL EDUCATION PERSONNEL

Reasons	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
Promoted From Within								
Vocational Administrators	106	82.8	3	75.0	5	38.5	114	78.6
Vocational Guidance	43	50.6	6	66.7	1	11.1	50	48.1
"In-School" Instructional	9	30.0			1	11.1	10	24.4
Cooperative Vocational	108	83.1	4	100.0			112	80.6
Have Not Hired								
Vocational Administrators	13	10.2			4	30.8	17	11.7
Vocational Guidance	28	32.9	1	11.1	3	33.3	32	30.8
"In-School" Instructional	8	26.7	1	50.0	2	22.2	11	26.8
Cooperative Vocational	19	14.6					19	13.7

Table 14 (continued)

REASONS WHY TEACHER EDUCATION INSTITUTIONS WERE NOT CONTACED

WHEN TRYING TO SECURE FULL-TIME VOCATIONAL-TECHNICAL EDUCATION PERSONNEL

Reasons	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
Experienced Personnel From Other Institutions Hired								
Vocational Administrators	4	3.1	1	25.0	3	23.1	8	5.5
Vocational Guidance	2	2.4			2	22.2	4	3.8
"In-School" Instructional	2	6.7			1	11.1	3	7.3
Cooperative					4	80.0	4	2.9
Did Not Hire								
Vocational Administrators	2	1.6					2	1.4
Vocational Guidance	5	5.9			1	11.1	7	6.7
"In-School" Instructional	2	6.7			3	33.3	5	12.2
Cooperative Vocational					1	20.0	1	0.7

Table 14 (continued)

REASONS WHY TEACHER EDUCATION INSTITUTIONS WERE NOT CONTACTED

WHEN TRYING TO SECURE FULL-TIME VOCATIONAL-TECHNICAL EDUCATION PERSONNEL

Reasons	HIGH SCHOOLS		AREA VOCATIONAL CENTERS		COMMUNITY COLLEGES		TOTAL	
	N	%	N	%	N	%	N	%
Had Plenty of Applicants								
Vocational Administrators	3	2.3			1	7.7	4	2.8
Vocational Guidance	5	5.9	1	11.1	2	22.2	8	7.7
"In-School" Instructional	5	16.7	1	50.0	1	11.1	7	17.1
Cooperative Vocational	3	2.3					3	0.7

TABULAR PRESENTATION OF KEY FINDINGS BY LOCATION
OF INSTITUTIONS IN THE STATE OF ILLINOIS

ERIC

Table 15

NUMBER OF VOCATIONAL EDUCATION PERSONNEL EMPLOYED AS OF APRIL 1, 1973

	FULL-TIME				PART-TIME			
	LOWER 1/3 OF STATE	MIDDLE 1/3 OF STATE	UPPER 1/3 OF STATE	TOTAL	LOWER 1/3 OF STATE	MIDDLE 1/3 OF STATE	UPPER 1/3 OF STATE	TOTAL
Administrative Personnel	53	67	146	266	39	137	142	318
Vocational Guidance Personnel	54	180	219	453	49	147	277	473
Instructional Personnel	693	1,453	3,988	6,134	283	478	1,276	2,037
Industrial Oriented	227	469	1,524	2,220	84	91	659	834
Health	77	148	98	323	20	69	51	140
Applied Biological and Agriculture	68	110	245	423	47	51	76	174
Personal and Public Service	102	221	570	893	64	86	157	307
Business, Office Managment	198	471	1,372	2,037	51	152	222	425
Marketing, Management Distribution	21	34	179	234	17	29	111	157
Cooperative Vocational Education Personnel	37	119	393	549	35	53	333	421

Table 16

TOTAL NUMBER OF VOCATIONAL EDUCATION PERSONNEL ADDITIONS AND REPLACEMENTS HIRED

ON A FULL-TIME BASIS DURING THE PAST THREE YEARS

	UPPER 1/3 OF STATE	MIDDLE 1/3 OF STATE	LOWER 1/3 OF STATE	TOTAL
	N	N	N	N
Administrative Personnel	49	20	24	93
Vocational Guidance Personnel	89	34	16	139
Instructional Personnel	1323	454	254	2031
Industrial Oriented	415	136	88	639
Health	97	92	32	221
Applied Biological and Agriculture	55	46	28	129
Personal and Public Service (includes home economics, etc.)	270	74	37	381
Business, Office, and Management	225	88	60	373
Marketing, Distribution and Management	61	18	9	88
Cooperative Vocational Education Personnel	148	24	9	181

Table 16A

VOCATIONAL EDUCATION PERSONNEL ADDITIONS AND REPLACEMENTS

HIRED ON A FULL-TIME BASIS FOR THE PAST THREE YEARS

	ADDITIONS				REPLACEMENTS			
	LOWER 1/3 OF STATE	MIDDLE 1/3 OF STATE	UPPER 1/3 OF STATE	TOTAL	LOWER 1/3 OF STATE	MIDDLE 1/3 OF STATE	UPPER 1/3 OF STATE	TOTAL
Administrative Personnel	12	11	30	53	12	9	19	40
Vocational Guidance Personnel	9	19	42	70	7	15	47	69
Instructional Personnel	150	249	548	947	104	205	775	1,084
Industrial Oriented	58	71	162	292	30	65	253	348
Health	21	62	71	154	11	30	26	67
Applied Biological and Agriculture	14	22	36	72	14	24	19	57
Personal and Public Service	18	34	111	163	19	40	159	219
Business, Office, and Management	34	46	37	17	26	42	188	356
Marketing, Distribution and Management	5	14	31	50	4	4	30	38
Cooperative Vocational Education Personnel	5	16	66	87	4	8	82	94

Table 17

TOTAL VOCATIONAL-TECHNICAL EDUCATION PERSONNEL HIRED DURING THE PAST THREE YEARS THAT LIVE WITHIN COMMUTING DISTANCE OF THE VOCATIONAL INSTITUTION PRIOR TO EMPLOYING THEM

	UPPER 1/3 OF STATE		MIDDLE 1/3 OF STATE		LOWER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
Administrative Personnel	31	63%	14	70%	11	45%	56	56%
Vocational Guidance Personnel	41	46	14	41	9	90	64	46
Instructional Personnel	653	49	208	46	145	61	1,016	58
Industrial Oriented	199	48	51	37	46	52	296	46
Health	57	59	35	43	20	62	112	55
Applied Biological and Agriculture	12	22	13	28	16	57	41	31
Personal and Public Service (includes home economics, etc.)	142	52	42	55	25	67	209	41
Business, Office, and Management	213	50	55	62	36	60	304	48
Marketing, Distribution and Management	30	49	12	67	2	22	44	50
Cooperative Vocational Education Personnel	102	68	12	50	6	67	120	63

Table 17A

VOCATIONAL-TECHNICAL EDUCATION PERSONNEL ADDITIONS HIRED DURING THE PAST THREE YEARS THAT LIVED WITHIN COMMUTING DISTANCE OF THE VOCATIONAL INSTITUTION PRIOR TO EMPLOYING THEM

	UPPER 1/3 OF STATE		MIDDLE 1/3 OF STATE		LOWER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
Administrative Personnel	20	67%	9	82%	9	75%	38	72%
Vocational Guidance Personnel	27	64	7	37	6	66	40	56
Instructional Personnel	271	49	94	49	104	76	469	59
Industrial Oriented	77	47	29	41	35	60	141	48
Health	42	59	22	35	13	62	77	59
Applied Biological and Agriculture	9	25	6	27	13	93	28	38
Personal and Public Service (includes home economics, etc.)	55	49	16	100	16	89	87	35
Business, Office, and Management	74	54	20	43	25	74	119	62
Marketing, Distribution and Management	14	45	2	79	2	-	18	35
Cooperative Vocational Education Personnel	46	70	8	50	10	-	64	97

Table 17B

VOCATIONAL-TECHNICAL EDUCATION PERSONNEL REPLACEMENTS HIRED DURING THE PAST THREE YEARS THAT LIVED WITHIN COMMUTING DISTANCE OF THE VOCATIONAL INSTITUTION PRIOR TO EMPLOYING THEM

	LOWER 1/3 OF STATE		MIDDLE 1/3 OF STATE		UPPER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
Administrative Personnel	2	17%	5	55%	11	58%	18	45 %
Vocational Guidance Personnel	3	43	7	47	14	30	24	36
Instructional Personnel	41	39	66	22	362	49	469	55
Industrial Oriented	11	37	22	34	122	48	155	45
Health	7	64	13	43	15	58	35	53
Applied Biological and Agriculture	3	21	7	29	3	16	13	22
Personal and Public Service (includes home economics, etc.)	9	47	8	20	67	35	84	42
Business, Office, and Management	11	42	15	43	139	48	165	47
Marketing, Distribution and Management	2	40	1	25	16	53	26	64
Cooperative Vocational Education Personnel	4	100	4	50	56	68	64	68

Table 18

TOTAL PERCENT OF INCREASE OR DECREASE IN ANTICIPATED EMPLOYMENT OF FULL-TIME VOCATIONAL EDUCATION PERSONNEL DURING THE NEXT FIVE YEARS

	LOWER 1/3 OF STATE		MIDDLE 1/3 OF STATE		UPPER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
Administrative Personnel	11	-54%	33	+65%	59	+20%	103	+11%
Vocational Guidance Personnel	19	+90	36	+ 6	70	-21	125	-18
Instructional Personnel	137	-45	327	-28	1,084	+ 1	1,550	- 6
Industrial Oriented	51	-42	111	-18	454	+ 9	616	- 4
Health	28	-12	36	-56	125	+80	189	-16
Applied Biological and Agriculture	10	-64	43	- 6	67	+22	120	-11
Personal and Public Service (includes home economics, etc.)	23	-38	62	-16	173	-36	258	-32
Business, Office, and Management	19	-68	57	-35	388	-11	464	-20
Marketing, Distribution and Management	8	-11	18	+50	87	+43	113	+28
Cooperative Vocational Education Personnel	11	+22	29	+25	121	-18	161	-11

Table 18A

PERCENT OF INCREASE OR DECREASE IN ANTICIPATED EMPLOYMENT OF ADDITIONAL FULL-TIME VOCATIONAL EDUCATION PERSONNEL DURING THE NEXT FIVE YEARS

	LOWER 1/3 OF STATE		MIDDLE 1/3 OF STATE		UPPER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
Administrative Personnel	9	-25%	28	+155%	28	- 3%	66	+ 25%
Vocational Guidance Personnel	17	-89	30	+ 58	45	- 7	93	+ 31
Instructional Personnel	104	-31	182	- 27	618	+23	907	+ 16
Industrial Oriented	41	-29	67	- 6	201	-24	310	+ 6
Health	21	0	21	- 66	81	-14	125	- 22
Applied Biological and Agriculture	7	-50	27	+ 23	50	+39	84	+ 14
Personal and Public Service (includes home economics, etc.)	18	0	31	- 9	97	-13	147	-16
Business, Office, and Management	9	-73	30	- 35	143	- 4	182	-16
Marketing, Distribution and Management	8	+60	6	- 57	46	+48	60	+20
Cooperative Vocational Education Personnel	8	+60	19	+ 19	77	+17	104	+ 7

Table 18B

PERCENT OF INCREASE OR DECREASE IN ANTICIPATED EMPLOYMENT OF FULL-TIME REPLACEMENT PERSONNEL IN VOCATIONAL EDUCATION DURING THE NEXT FIVE YEARS

	LOWER 1/3 OF STATE		MIDDLE 1/3 OF STATE		UPPER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
Administrative Personnel	2	-83%	5	-44%	30	- 58%	37	- 5%
Vocational Guidance Personnel	2	-71	6	-60	25	- 47	33	-53
Instructional Personnel	35	-66	145	-29	666	- 8	846	- 3
Industrial Oriented	10	-66	44	-32	253	0	307	-12
Health	7	-36	15	-50	44	+261	66	+10
Applied Biological and Agriculture	3	-79	16	-35	17	- 10	36	-38
Personal and Public Service (includes home economics, etc.)	5	-74	31	-22	76	- 52	112	-49
Business, Office, and Management	10	-61	27	-36	235	- 18	272	-24
Marketing, Distribution and Management	-	-	12	+200	41	+37	53	+39
Cooperative Vocational Education Personnel	3	-25	10	+25	44	-46	57	-39

Table 19

PERCENTAGE OF FULL-TIME VOCATIONAL-TECHNICAL ADMINISTRATIVE PERSONNEL WHO WILL BE HIRED DURING THE NEXT FIVE YEARS AND WILL LIVE WITHIN COMMUTING DISTANCE OF THEIR NEWLY EMPLOYED EDUCATIONAL INSTITUTION

	UPPER 1/3 OF STATE		MIDDLE 1/3 OF STATE		LOWER 1/3 OF STATE		TOTAL	
PERCENTAGE	N	%	N	%	N	%	N	%
0	15	14.2	12	33.3	5	25.0	33	20.2
1-9	1	0.9			1	5.0	2	1.2
10-25	2	1.9	1	2.8			3	1.8
26-50	2	1.9	2	5.6	3	15.0	7	4.3
51-74	63	59.4	2	5.6			65	39.9
75-90	3	2.8	3	8.3	1	5.0	7	4.3
91-100	20	18.9	14	38.9	10	50.0	44	27.0

Table 19A

PERCENTAGE OF THE FULL-TIME VOCATIONAL GUIDANCE PERSONNEL YOU ANTICIPATE HIRING DURING THE NEXT FIVE YEARS LIVING WITHIN COMMUTING DISTANCE OF EDUCATIONAL INSTITUTION WHEN THEY ARE HIRED

PERCENTAGE	UPPER 1/3 OF STATE		MIDDLE 1/3 OF STATE		LOWER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
0	26	22.2	18	34.6	10	34.5	54	27.3
1-9	1	0.9	4	7.7	1	3.4	6	3.0
10-25	4	3.4	1	1.9			5	2.5
26-50	7	6.0	4	7.7	5	17.2	16	8.1
51-74	2	1.7	2	3.8			4	2.0
75-90	4	3.4	2	3.8			6	3.0
91-100	72	61.5	20	38.5	13	44.8	105	53.0

Table 19B

PERCENTAGE OF THE FULL-TIME VOCATIONAL-TECHNICAL "IN SCHOOL" INSTRUCTIONAL PERSONNEL YOU ANTICIPATE HIRING DURING THE NEXT FIVE YEARS LIVING WITHIN COMMUTING DISTANCE OF EDUCATIONAL INSTITUTION WHEN THEY ARE HIRED

PERCENTAGE	UPPER 1/3 OF STATE		MIDDLE 1/3 OF STATE		LOWER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
0	18	14.1	14	20.0	8	20.5	40	16.8
1-9	3	2.3	4	5.7	1	2.6	8	3.4
10-25	13	10.2	6	8.6	3	7.7	23	9.7
26-50	12	9.4	11	15.7	10	25.6	33	13.9
51-74	3	2.3	2	2.9	1	2.6	6	2.5
75-90	7	5.5	12	17.1	4	10.3	23	9.7
91-100	72	56.3	20	28.6	11	28.2	103	43.3

Table 19C

PERCENTAGE OF THE FULL-TIME COOPERATIVE VOCATIONAL EDUCATION PERSONNEL YOU ANTICIPATE HIRING DURING THE NEXT FIVE YEARS LIVING WITHIN COMMUTING DISTANCE OF EDUCATIONAL INSTITUTION WHEN THEY ARE HIRED

PERCENTAGE	UPPER 1/3 OF STATE		MIDDLE 1/3 OF STATE		LOWER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
0	14	12.2	6	12.0	6	20.0	26	13.3
1-9	3	2.6	2	4.0			5	2.6
10-25	5	4.3	5	10.0			10	5.1
26-50	5	4.3	3	6.0	7	23.3	15	7.7
51-74	1	0.9	2	4.0			3	1.5
75-90	6	5.2	6	12.0	3	10.0	15	7.7
91-100	81	70.4	26	52.0	14	46.7	121	62.1

Table 20

WHY VOCATIONAL-TECHNICAL EDUCATION ADMINISTRATIVE PERSONNEL

WILL OR WILL NOT BE RECRUITED FROM SOURCES WITHIN

COMMUTING DISTANCE OF HIRING EDUCATIONAL INSTITUTION

	UPPER 1/3 OF STATE		MIDDLE 1/3 OF STATE		LOWER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
Good source of experienced personnel	11	10.3	6	17.1	1	5.0	18	11
Preferred by school board	2	1.9	4	11.4	7	35.0	13	8.0
Prefer to promote from within	72	67.3	7	20.0	3	15.0	82	50.3
Not as obligated to local person because Relocation is not necessary	3	2.8	1	2.9			4	2.5
Must know community	4	3.7	2	5.7	2	10.0	8	4.9
Must hire best applicant regardless of location	8	7.5	1	2.9	2	10.0	15	9.2
Lack of available personnel in local area	6	5.6	10	28.6	3	15.0	19	11.7
Prefer not to hire local personnel now employed	1	0.9			1	5.0	2	1.2

Table 20A

WHY VOCATIONAL-TECHNICAL VOCATIONAL GUIDANCE PERSONNEL

WILL OR WILL NOT BE RECRUITED FROM SOURCES WITHIN

COMMUTING DISTANCE OF HIRING EDUCATIONAL INSTITUTION

	UPPER 1/3 OF STATE		MIDDLE 1/3 OF STATE		LOWER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
Good source of experienced personnel	9	8.7	3	7.3	2	9.5	14	8.4
Preferred by school board			1	2.4	5	23.8	6	3.6
Prefer to promote from within	68	65.4	8	19.5	2	9.5	78	47.0
Not as obligated to local person because Relocation is not necessary	3	2.9	1	2.4			4	2.4
Must know community	7	6.7	13	31.7	5	23.8	25	15.1
Must hire best applicant regardless of location	9	8.7	6	14.6	2	9.5	17	10.2
Lack of available personnel in local area	5	4.8	8	19.5	3	14.3	16	9.6

Table 20B

WHY VOCATIONAL-TECHNICAL INSTRUCTIONAL PERSONNEL

WILL OR WILL NOT BE RECRUITED FROM SOURCES WITHIN

COMMUTING DISTANCE OF HIRING EDUCATIONAL INSTITUTION

	UPPER OF 1/3 STATE		MIDDLE OF 1/3 STATE		LOWER OF 1/3 STATE		TOTAL	
	N	%	N	%	N	%	N	%
Good source of experienced personnel	9	7.4	10	15.4	3	9.7	22	10.1
Preferred by school board	1	0.8	1	1.5	6	19.4	8	3.7
Prefer to promote from within	64	52.9	7	10.8	3	9.7	74	33.9
Not as obligated to local person because Relocation is not necessary	2	1.7	1	1.5	1	3.2	4	1.8
Must know community	13	10.7	25	38.5	7	22.6	45	20.6
Must hire best applicant regardless of location	21	17.4	9	13.8	7	22.6	38	17.4
Lack of available personnel in local area	9	7.4	10	15.4	1	3.2	20	9.2
Prefer not to hire local personnel now employed	1	0.8	1	1.5	1	3.2	3	1.4

Table 20C

WHY VOCATIONAL-TECHNICAL COOPERATIVE EDUCATION PERSONNEL

WILL OR WILL NOT BE RECRUITED FROM SOURCES WITHIN

COMMUTING DISTANCE OF HIRING EDUCATIONAL INSTITUTION

	UPPER 1/3 OF STATE		MIDDLE 1/3 OF STATE		LOWER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
Good source of experienced personnel	5	4.5	5	11.9	3	10.3	13	7.1
Preferred by school board	1	0.9	2	4.8	4	13.8	7	3.8
Prefer to promote from within	71	64.0	6	14.3	5	17.2	82	45.1
Not as obligated to local person because Relocation is not necessary	1	0.9					1	0.5
Must know community	15	13.5	21	50.0	9	31.0	45	24.7
Must hire best applicant regardless of location	13	11.7	5	11.7	3	10.3	21	11.5
Lack of available personnel in local area	4	3.6	3	7.1	2	6.9	9	4.9
Prefer not to hire local personnel now employed	1	0.9			2	6.9	3	1.6

Table 21

RECOMMENDATIONS FOR IMPROVING PRE-SERVICE AND IN-SERVICE

VOCATIONAL ADMINISTRATION TEACHER EDUCATION PROGRAMS

	UPPER 1/3 OF STATE		MIDDLE 1/3 OF STATE		LOWER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
Educational and/or Occupational Experience Internships	96	75.6	27	52.9	96	75.6	134	65.4
Quality workshops and conferences at convenient times	13	10.2	11	21.6	13	10.2	28	13.7
Upgrade or set up whole new programs	1	0.8	2	3.9	1	0.8	4	2.0
Provide practical training for Experienced administrators	2	1.6	1	2.0	2	1.6	6	2.9
University instructors who are current on Vocational Education	1	0.8			1	0.8	2	1.0
Require teaching experience	1	0.8	1	2.0	1	0.8	4	2.0
Develop competency based curriculum	7	5.5	7	13.7	7	5.5	18	8.8
Advanced degree programs in Vocational Education	6	4.7	1	2.0	6	4.7	7	3.4

Table 21 A

RECOMMENDATIONS FOR IMPROVING PRE-SERVICE AND IN-SERVICE

VOCATIONAL GUIDANCE TEACHER EDUCATION PROGRAMS

	UPPER 1/3 OF STATE		MIDDLE 1/3 OF STATE		LOWER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
Educational and/or Occupational Experience Internships	84	75.0	20	50.0	84	75.0	110	64.3
Quality workshops and conferences at convenient times	8	7.1	6	15.0	8	7.1	17	9.9
Upgrade or set up whole new programs			2	5.0			3	1.8
Provide practical training for experienced guidance personnel	12	10.7	3	7.5	12	10.7	21	12.3
University instructors who are current on Vocational Education	1	0.9	1	2.5	1	0.9	2	1.2
Require teaching experience			5	12.5			6	3.5
Develop competency based curriculum	4	3.6	1	2.5	4	3.6	6	3.5
Advanced degree programs in Vocational Education	1	0.9	1	2.5	1	0.9	2	1.2

Table 21B

RECOMMENDATIONS FOR IMPROVING PRE-SERVICE AND IN-SERVICE

VOCATIONAL "IN-SCHOOL" INSTRUCTIONAL TEACHER EDUCATION PROGRAMS

	UPPER 1/3 OF STATE		MIDDLE 1/3 OF STATE		LOWER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
Educational and/or Occupational Experience Internships	22	19.5	16	33.3	22	19.5	44	24.6
Quality workshops and conferences at convenient times	70	61.9	9	18.8	70	61.9	79	44.1
Upgrade or set up whole new programs	1	0.9	1	2.1	1	0.9	2	1.1
Provide practical training for experienced instructors	10	8.8	12	25.0	10	8.8	29	16.2
University instructors who are current on Vocational Education	1	0.9	2	4.2	1	0.9	3	1.7
Require teaching experience	3	2.7	2	4.2	3	2.7	7	3.9
Develop competency based curriculum	3	2.7	1	2.1	3	2.7	6	3.4
Advanced degree programs in Vocational Education	2	1.8	4	8.3	2	1.8	6	3.4

Table 21C

RECOMMENDATIONS FOR IMPROVING PRE-SERVICE AND IN-SERVICE

COOPERATIVE VOCATIONAL TEACHER EDUCATION PROGRAMS

	UPPER 1/3 OF STATE		MIDDLE 1/3 OF STATE		LOWER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
Educational and/or Occupational Experience Internships	15	14.4	9	34.6	15	14.4	27	18.9
Quality workshops and conferences at convenient times	71	68.3	9	34.6	71	68.3	83	58.0
Upgrade or set up whole new programs	1	1.0	2	7.7	1	1.0	4	2.8
Provide practical training for experienced cooperative vocational personnel	7	6.7	3	11.5	7	6.7	14	9.8
University instructors who are current on Vocational Education	1	1.0			1	1.0	1	0.7
Requiring teaching experience			1	3.8			2	1.4
Develop competency based curriculum	5	4.8	2	7.7	5	4.8	7	4.9
Advanced degree programs in Vocational Education	4	3.8			4	3.8	4	2.8

Table 22

FACTORS CONSIDERED WHEN HIRING VOCATIONAL-TECHNICAL EDUCATION ADMINISTRATORS

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
Occupational Experience in Education										
Upper 1/3	6	3.7	4	2.5	18	11.0	25	15.3	110	67.5
Middle 1/3	1	1.1	5	5.4	16	17.4	30	32.6	40	43.5
Lower 1/3			4	8.3	6	12.5	12	25.0	26	54.2
TOTAL	7	2.3	13	4.3	40	13.1	67	22.0	178	58.4
Occupational Experience not in Education										
Upper 1/3	4	2.4	12	7.3	33	20.1	23	14.0	92	56.1
Middle 1/3	4	4.5	7	7.9	31	34.8	27	30.3	20	22.5
Lower 1/3	3	6.7	5	11.1	18	40.0	11	24.4	8	17.8
TOTAL	11	3.7	24	8.0	82	27.3	62	20.7	121	40.3
Academic Preparation										
Upper 1/3	2	1.2	7	4.4	24	15.0	42	26.2	85	53.1
Middle 1/3	1	1.1	5	5.4	23	25.0	39	42.4	24	26.1

Table 22 (continued)

FACTORS CONSIDERED WHEN HIRING VOCATIONAL-TECHNICAL EDUCATION ADMINISTRATORS

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
Lower 1/3			3	6.4	13	27.7	21	44.7	10	21.3
TOTAL	3	1.0	15	5.0	61	20.3	102	33.9	120	39.9
College Hours Taken In Specialty Area										
Upper 1/3	5	3.0	11	6.7	22	13.4	103	62.8	23	14.0
Middle 1/3	1	1.1	6	6.8	22	25.0	40	45.5	19	21.6
Lower 1/3			2	4.3	16	34.0	21	44.7	8	17.0
TOTAL	6	2.0	19	4.3	61	20.3	164	54.5	51	16.9
College Hours Taken In Professional Education										
Upper 1/3	7	4.3	17	10.4	41	25.0	92	56.1	7	4.3
Middle 1/3	4	4.5	10	11.4	38	43.2	28	31.8	8	9.1
Lower 1/3	1	2.1	5	10.4	20	41.7	17	35.4	5	10.4
TOTAL	12	4.0	33	10.9	99	32.8	137	45.4	21	7.0

Table 22 (continued)

FACTORS CONSIDERED WHEN HIRING VOCATIONAL-TECHNICAL EDUCATION ADMINISTRATORS

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
Research and Publications										
Upper 1/3	27	16.8	33	20.5	88	54.7	5	3.1	8	5.0
Middle 1/3	35	39.8	26	29.5	20	22.7	3	3.4	4	4.5
Lower 1/3	17	36.2	18	38.3	7	14.9	4	8.5	1	2.1
TOTAL	79	26.5	78	26.2	116	38.9	12	4.0	13	4.4
Evidence of "Excellence" in Performance										
Upper 1/3	10	6.2	2	1.2	4	2.5	15	9.3	131	80.9
Middle 1/3	3	3.3	3	3.3	4	4.4	27	30.0	53	58.9
Lower 1/3	3	6.5			4	8.7	8	17.4	31	67.4
TOTAL	16	5.3	5	1.7	12	4.0	50	16.7	217	72.3
Home Community of Candidate										
Upper 1/3	39	25.5	84	54.9	12	7.8	14	9.2	4	2.6
Middle 1/3	34	42.0	20	24.7	19	23.5	4	4.9	4	4.9
Lower 1/3	9	22.0	10	24.4	11	26.8	9	22.0	2	4.9
TOTAL	83	30.0	115	41.5	42	15.2	27	9.7	10	3.6

Table 22 (continued)

FACTORS CONSIDERED WHEN HIRING VOCATIONAL-TECHNICAL EDUCATION ADMINISTRATORS

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
Other										
Upper 1/3	4	36.4	3	27.3			3	27.3	1	9.1
Middle 1/3	3	37.5			2	25.0	1	12.5	2	25.0
Lower 1/3	1	8.3	4	33.3	1	8.3	2	16.7	4	33.3
TOTAL	8	25.0	7	21.9	3	9.4	6	18.8	8	25.0

Table 22A

FACTORS CONSIDERED WHEN HIRING VOCATIONAL GUIDANCE PERSONNEL

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
Occupational Experience in Education										
Upper 1/3	9	5.1	5	2.8	19	10.8	38	21.6	105	59.7
Middle 1/3	4	3.7	5	4.7	19	17.8	44	41.1	35	32.7
Lower 1/3			2	3.7	14	25.9	18	33.3	20	37.0
TOTAL	13	3.8	12	3.5	52	15.3	101	29.8	161	47.5
Occupational Experience Not in Education										
Upper 1/3	6	3.4	8	4.5	24	13.6	37	21.0	101	57.4
Middle 1/3	2	1.9	7	6.7	29	27.6	39	37.1	28	26.7
Lower 1/3	4	7.4	4	7.4	14	25.9	20	37.0	12	22.2
TOTAL										
Academic Preparation										
Upper 1/3	5	2.9	5	2.9	32	18.3	45	25.7	88	50.3
Middle 1/3			8	7.5	27	25.5	39	36.8	32	30.2
Lower 1/3			1	1.9	14	26.4	24	45.3	14	26.4

Table 22A (continued)

FACTORS CONSIDERED WHEN HIRING VOCATIONAL GUIDANCE PERSONNEL

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
TOTAL	6	1.8	14	4.2	73	21.7	108	32.0	136	40.4
College Hours Taken in Specialty Area										
Upper 1/3	4	2.3	9	5.1	29	16.6	51	29.1	82	46.9
Middle 1/3	4	3.8	5	4.8	28	26.7	39	37.1	29	27.6
Lower 1/3	1	1.9	2	3.8	10	19.2	29	55.8	10	19.2
TOTAL	9	2.7	16	4.8	67	20.1	120	35.9	122	36.5
College Hours Taken in Professional Education										
Upper 1/3	5	2.9	20	11.6	49	28.3	90	52.0	9	5.2
Middle 1/3	2	2.0	15	14.7	47	46.1	28	27.5	10	9.8
Lower 1/3	2	4.2	6	12.5	24	50.0	13	27.1	3	6.3
TOTAL	9	2.8	42	12.9	120	36.9	131	40.3	23	7.1
Research and Publications										
Upper 1/3	34	19.5	37	21.3	27	15.5	70	40.2	6	3.4

Table 22A (continued)

FACTORS CONSIDERED WHEN HIRING VOCATIONAL GUIDANCE PERSONNEL

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
Other										
Upper 1/3	2	22.2	2	22.2	1	11.1	2	22.2	2	22.2
Middle 1/3	3	33.3			1	11.1	1	11.1	4	44.4
Lower 1/3			2	33.3			1	16.7	3	50.0
TOTAL	5	20.0	4	16.0	3	12.0	4	16.0	9	36.0

Table 22B

FACTORS FOR CONSIDERATION WHEN CONSIDERING HIRING NEW VOCATIONAL "IN-SCHOOL" INSTRUCTIONAL PERSONNEL

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
Occupational Experience in Education										
Upper 1/3	5	2.7	5	2.7	23	12.4	39	21.0	114	61.3
Middle 1/3	3	2.3	5	3.8	28	21.5	45	34.6	49	37.7
Lower 1/3	1	1.6	4	6.3	17	27.0	18	28.6	23	36.5
TOTAL	9	2.4	14	3.7	68	17.8	104	27.2	187	49.0
Occupational Experience Not in Education										
Upper 1/3	3	1.6	8	4.3	28	15.0	35	18.7	113	60.4
Middle 1/3	6	4.7	10	7.8	33	25.6	46	35.7	34	26.4
Lower 1/3	3	4.9	3	4.9	15	24.6	26	42.6	14	23.0
TOTAL	12	3.2	21	5.5	77	20.3	108	28.4	112	42.6
Academic Preparation										
Upper 1/3	4	2.1	8	4.3	32	17.1	111	59.4	32	17.1
Middle 1/3	2	1.5	4	3.1	30	22.9	62	47.3	33	25.2

Table 22B (continued)

FACTORS FOR CONSIDERATION WHEN CONSIDERING HIRING NEW VOCATIONAL "IN-SCHOOL" INSTRUCTIONAL PERSONNEL

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
Lower 1/3	1	1.6	2	3.3	14	23.0	25	41.0	19	31.1
TOTAL	7	1.8	14	3.7	76	19.9	198	52.0	86	22.6
College Hours Taken In Specialty Area										
Upper 1/3	5	2.7	4	2.2	16	8.7	115	62.5	44	23.9
Middle 1/3	2	1.5	6	4.6	16	12.3	65	50.0	41	31.5
Lower 1/3			2	3.3	11	18.3	31	51.7	16	26.7
TOTAL	7	1.9	12	3.2	43	11.4	212	56.2	103	27.3
College Hours Taken in Professional Education										
Upper 1/3	5	2.7	18	9.7	121	65.4	31	16.8	10	5.4
Middle 1/3	3	2.4	21	16.7	61	48.4	31	24.6	10	7.9
Lower 1/3	3	5.2	8	13.8	24	41.4	17	29.3	6	10.3
TOTAL	11	3.0	47	12.7	207	55.8	80	21.6	26	7.0
Research and Publications										
Upper 1/3	103	56.3	48	26.2	20	10.9	7	3.8	5	2.7

Table 22B (continued)

FACTORS FOR CONSIDERATION WHEN CONSIDERING HIRING NEW VOCATIONAL "IN-SCHOOL" INSTRUCTIONAL PERSONNEL

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
Middle 1/3	53	43.1	39	31.7	23	18.7	6	4.9	2	1.6
Lower 1/3	25	43.9	16	28.1	12	21.1	2	3.5	2	3.5
TOTAL	181	49.6	104	28.5	56	15.3	15	4.1	9	2.5
Evidence of "Excellence" in Performance										
Upper 1/3	10	5.4	2	1.1	4	2.2	77	41.8	91	49.5
Middle 1/3	5	3.9	4	3.1	8	6.3	35	27.3	76	59.4
Lower 1/3	1	1.7	3	5.1	7	11.9	12	20.3	36	61.0
TOTAL	16	4.3	9	2.4	19	5.1	125	33.4	205	54.8
Home Community of Candidate										
Upper 1/3	122	67.8	26	14.4	18	10.0	4	2.2	10	5.6
Middle 1/3	56	48.5	32	27.1	19	16.1	7	5.9	4	3.4
Lower 1/3	11	20.4	19	35.2	11	20.4	7	13.0	6	11.1
TOTAL	190	53.7	78	22.0	48	13.6	18	5.1	20	5.6

Table 22B (continued)

FACTORS FOR CONSIDERATION WHEN CONSIDERING HIRING NEW VOCATIONAL "IN-SCHOOL" INSTRUCTIONAL PERSONNEL

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
Other										
Upper 1/3	6	60.0			1	10.0	1	10.0	2	20.0
Middle 1/3	2	15.4			2	15.4	1	7.7	8	61.5
Lower 1/3			1	25.0	1	25.0	1	25.0	1	25.0
TOTAL	8	28.6	1	3.6	4	14.3	3	10.7	12	42.7

Table 22C

FACTORS CONSIDERED WHEN HIRING COOPERATIVE VOCATIONAL EDUCATION PERSONNEL

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
Occupational Experience in Education										
Upper 1/3	4	2.6	5	3.2	16	10.4	32	20.8	97	63.0
Middle 1/3	3	3.8	3	3.8	12	15.2	34	43.0	27	34.2
Lower 1/3	2	4.4	2	4.4	6	13.3	12	26.7	23	51.1
TOTAL	9	3.2	10	3.6	34	12.2	79	28.3	147	52.7
Occupational Experience Not in Education										
Upper 1/3	4	2.6	3	1.9	16	10.4	27	17.5	104	67.5
Middle 1/3			1	1.3	17	22.1	26	33.8	33	42.9
Upper 1/3	2	4.4	1	2.2	8	17.8	19	42.2	15	33.3
TOTAL	6	2.2	5	1.8	42	15.2	72	26.0	152	54.9
Academic Preparation										
Upper 1/3	2	1.3	5	3.3	30	19.6	98	64.1	18	11.8
Middle 1/3			2	2.6	29	37.2	31	39.7	16	20.5
Lower 1/3			2	4.5	11	25.0	20	45.5	11	25.0

Table 22C (continued)

FACTORS CONSIDERED WHEN HIRING COOPERATIVE VOCATIONAL EDUCATION PERSONNEL

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
TOTAL	2	0.7	9	3.3	71	25.7	149	54.0	149	16.3
College Hours Taken in Specialty										
Upper 1/3	1	0.7	10	6.6	78	51.3	36	23.7	27	17.8
Middle 1/3	1	1.3	5	6.5	23	29.9	33	42.9	15	19.5
Lower 1/3			1	2.3	14	31.8	18	40.9	11	25.0
TOTAL	2	0.7	16	5.8	115	42.0	88	32.1	53	19.3
College Hours Taken in Professional Education										
Upper 1/3	2	1.3	17	11.3	106	70.2	20	13.2	6	4.0
Middle 1/3	3	4.0	8	10.7	41	54.7	20	26.7	3	4.0
Lower 1/3	1	2.3	8	18.6	20	46.5	10	23.3	4	9.3
TOTAL	6	2.2	34	12.6	167	61.9	50	18.5	13	4.8

Table 22C (continued)

FACTORS CONSIDERED WHEN HIRING COOPERATIVE VOCATIONAL EDUCATION PERSONNEL

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
Research and Publications										
Upper 1/3	92	60.9	31	20.5	16	10.6	7	4.6	5	3.3
Middle 1/3	28	37.8	24	32.4	17	23.0	5	6.8		
Lower 1/3	13	31.7	16	39.0	6	14.6	4	9.8	2	4.9
TOTAL	133	49.8	72	27.0	39	14.6	16	6.0	7	2.6
Evidence of "Excellence" in Performance										
Upper 1/3	5	3.3	3	2.0	1	0.7	76	50.3	66	43.7
Middle 1/3			1	1.3	7	9.1	22	28.6	47	61.0
Lower 1/3	2	5.0	1	2.5	4	10.0	8	20.0	25	62.5
TOTAL	7	2.6	5	1.9	12	4.5	107	39.8	138	51.3
Home Community of Candidate										
Upper 1/3	100	67.1	16	10.7	17	11.4	8	5.4	8	5.4
Middle 1/3	22	34.4	17	26.6	11	17.2	9	14.1	5	7.8
Lower 1/3	7	16.7	12	28.6	9	21.4	5	11.9	9	21.4

Table 22C (continued)

FACTORS CONSIDERED WHEN HIRING COOPERATIVE VOCATIONAL EDUCATION PERSONNEL

Factor	Weighting									
	None		Some		Average		Above-Average		Much	
	N	%	N	%	N	%	N	%	N	%
TOTAL	129	50.4	46	18.0	37	14.5	22	8.6	22	8.6
Other										
Upper 1/3	3	50.0					1	25.0	1	25.0
Middle 1/3	3	3.0			1	10.0	2	20.0	4	40.0
Lower 1/3					3	60.0			2	40.0
TOTAL	5	26.3	4	21.1	3	15.8	5	36.8		

Table 23

ANTICIPATED SOURCES OF SECURING VOCATIONAL-TECHNICAL EDUCATION ADMINISTRATORS DURING THE NEXT FIVE YEARS

Source	Order of Preference													
	1st		2nd		3rd		4th		5th		6th		7th	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teacher Education Institutions														
Upper 1/3	36	35.6	24	23.8	21	20.8	10	9.9	4	4.0	5	5.0	1	1.0
Middle 1/3	55	54.5	25	24.8	11	10.9	3	3.0	5	5.0	1	1.0	1	1.0
Lower 1/3	26	48.1	16	29.6	7	13.0	2	3.7	2	3.7	1	1.9		
TOTAL	119	45.9	66	25.4	39	15.1	15	5.8	11	4.2	7	2.7	2	.8
Hired Away From Another Educational Institution														
Upper 1/3	29	29.3	41	41.4	18	18.2	5	5.1	2	2.0	4	4.0		
Middle 1/3	20	22.7	41	46.6	20	22.7	6	6.8			1	1.1		
Lower 1/3	12	24.5	19	38.8	11	22.4	4	8.2	1	2.0	2	4.1		
TOTAL	62	26.1	102	42.9	49	20.6	15	6.3	3	1.3	7	2.9		
Hired Away From Local Business, Industry, Etc.														
Upper 1/3	8	9.9	12	14.8	22	27.2	22	27.2	13	16.0	4	4.9		
Middle 1/3	3	4.5	6	9.0	17	25.4	22	32.8	12	17.9	7	10.4		
Lower 1/3	2	5.4	5	13.5	7	18.9	13	35.1	9	24.3	1	2.7		
TOTAL	13	7.0	23	12.3	47	25.1	58	31	34	18.2	12	6.4		

Table 23 (continued)

ANTICIPATED SOURCES OF SECURING VOCATIONAL-TECHNICAL EDUCATION ADMINISTRATORS DURING THE NEXT FIVE YEARS

Source	Order of Preference													
	1st		2nd		3rd		4th		5th		6th		7th	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Hired Away From Business, Industry Etc. Not Located Nearby														
Upper 1/3	9	11.8	4	5.3	12	15.8	17	22.4	20	2[illegible].3	10	13.2	4	5.3
Middle 1/3	1	1.6	6	9.7	15	24.2	9	14.5	22	35.5	9	14.5		
Lower 1/3			2	6.1	4	12.1	3	9.1	16	48.5	8	24.4		
TOTAL	10	5.8	12	6.9	31	17.9	30	17.3	59	34.1	27	15.6	4	2.3
Part-time Staff Member of Our Institution														
Upper 1/3	23	29.1	11	13.9	14	17.7	7	8.9	13	16.5	19	11.4	2	2.5
Middle 1/3	21	28.4	14	18.9	16	21.6	13	17.6	6	8.1	4	5.4		
Lower 1/3	10	27.8	9	25.0	6	16.7	6	16.7	3	8.3	2	5.6		
TOTAL	54	28.3	34	17.8	37	19.4	26	13.6	22	11.5	16	8.4	2	1.0

Table 23 (continued)

ANTICIPATED SOURCES OF SECURING VOCATIONAL-TECHNICAL EDUCATION ADMINISTRATORS DURING THE NEXT FIVE YEARS

Source	Order of Preference													
	1st		2nd		3rd		4th		5th		6th		7th	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Private Technical School														
Upper 1/3	9	12.9	5	7.1	12	17.1	7	10.0	10	14.3	24	34.3	3	4.3
Middle 1/3	1	1.9	1	1.9	3	5.6	8	14.8	11	20.4	28	51.9	2	3.7
Lower 1/3			1	3.7	8	29.6	4	14.8			12	44.4	2	7.4
TOTAL	10	6.5	7	4.6	23	15.0	19	12.4	22	14.4	65	42.5	7	4.6
Within Same Institution														
Upper 1/3	17	85.0	1	5.0	1	5.0			1	5.0				
Middle 1/3	2	28.6	1	14.3	2	28.6	1	14.3					1	14.3
Lower 1/3	4	57.1			1	14.3							2	28.6
TOTAL	23	67.6	2	5.9	4	11.8	1	2.9	1	2.9	3	8.8		

Table 23A

ANTICIPATED SOURCES OF SECURING VOCATIONAL GUIDANCE PERSONNEL DURING THE NEXT FIVE YEARS

Source	Order of Preference													
	1st		2nd		3rd		4th		5th		6th		7th	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teacher Education Institutions														
Upper 1/3	111	62.4	35	19.7	23	12.9	3	1.7	4	2.2	2	1.1		
Middle 1/3	64	56.1	30	26.3	8	7.0	9	7.9	2	1.8			1	0.9
Lower 1/3	7	50.0	15	27.8	9	16.7	2	3.7			1	1.9		
TOTAL	204	58.5	81	23.2	40	11.5	14	4.0	6	1.7	3	0.9	1	0.3
Hired Away From Another Education Institution														
Upper 1/3	39	22.8	46	26.9	79	46.2	2	1.2	1	0.6	3	1.8	1	0.6
Middle 1/3	32	32.7	38	38.8	21	21.4	5	5.1	2	2.0				
Lower 1/3	16	32.7	22	44.9	6	12.2	4	8.2	1	2.0				
TOTAL	88	27.5	107	33.4	106	33	11	3.4	4	1.2	3	0.9	1	0.3
Hired Away From Local Business, Industry, Etc.														
Upper 1/3	3	2.1	12	8.4	27	18.9	79	55.2	20	14.0	2	1.4		
Middle 1/3	1	1.6	10	15.6	19	29.7	11	17.2	16	25.0	7	10.9		
Lower 1/3	1	2.9	4	11.8	11	32.4	10	29.4	6	17.6	2	5.9		
TOTAL	5	2.1	26	10.7	58	23.9	101	41.6	42	17.3	11	4.5		

Table 23A (continued)

ANTICIPATED SOURCES OF SECURING VOCATIONAL GUIDANCE PERSONNEL DURING THE NEXT FIVE YEARS

Source	Order of Preference													
	1st		2nd		3rd		4th		5th		6th		7th	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Hired Away From Business, Industry Etc. Not Located Nearby														
Upper 1/3	2	1.4	6	4.3	8	5.8	24	17.3	17	12.2	80	57.6	2	1.4
Middle 1/3	1	1.7	9	15.0	9	15.0	8	13.3	21	35.0	11	18.3	1	1.7
Lower 1/3			2	6.7	5	16.7	5	16.7	13	43.3	5	16.7		
TOTAL	3	1.3	17	7.4	22	9.5	38	16.5	52	22.5	96	41.6	3	1.3
Part-time Staff Member of Our Institution														
Upper 1/3	17	11.4	77	51.7	23	15.4	11	7.4	15	19.1	6	4.0		
Middle 1/3	17	21.0	20	24.7	28	34.6	5	6.2	8	9.9	2	2.5	1	1.2
Lower 1/3	8	24.2	7	21.2	8	24.2	6	18.2	3	9.1	1	3.0		
TOTAL	42	15.8	104	39.2	60	22.6	22	8.3	26	9.8	10	3.8	1	0.4

Table 23A (continued)

ANTICIPATED SOURCES OF SECURING VOCATIONAL GUIDANCE PERSONNEL DURING THE NEXT FIVE YEARS

Source	Order of Preference													
	1st		2nd		3rd		4th		5th		6th		7th	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Private Technical School														
Upper 1/3	2	1.5	3	2.3	10	7.6	16	12.1	71	53.8	29	22.0	1	0.8
Middle 1/3			7	12.1	6	10.3	13	22.4	7	12.1	25	43.1		
Lower 1/3					3	13.0	3	13.0	4	17.4	12	52.2	1	4.3
TOTAL	2	0.9	10	4.7	19	8.8	32	14.9	83	38.6	67	31.2	2	0.9
Within Same Institution														
Upper 1/3	7	77.8	2	22.2										
Middle 1/3	3	60.0	1	20.0	1	20.0								
Lower 1/3	3	75.0			1	25.0								
TOTAL	13	72.2	3	16.7	2	11.1								

Table 23B

ANTICIPATED SOURCES OF SECURING VOCATIONAL "IN-SCHOOL" INSTRUCTIONAL PERSONNEL DURING THE NEXT FIVE YEARS

Source	Order of Preference													
	1st		2nd		3rd		4th		5th		6th		7th	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teacher Education Institutions														
Upper 1/3	73	38.4	90	47.4	11	5.8	6	3.2	4	2.1	5	2.6	1	0.5
Middle 1/3	86	65.6	30	22.9	7	5.3	3	2.3	3	2.3	2	1.5		
Lower 1/3	40	61.5	9	13.8	10	15.4	3	4.6	1	1.5	2	3.1		
TOTAL	201	51.7	129	33.2	28	7.2	13	3.3	8	2.1	9	2.3	1	0.3
Hired Away From Another Educational Institution														
Upper 1/3	33	18.0	59	32.2	82	44.8	3	1.6	4	2.2	2	1.1		
Middle 1/3	27	22.3	66	54.5	18	14.9	7	5.8	2	1.7	1	0.8		
Lower 1/3	15	26.8	27	48.2	7	12.5	3	5.4	2	3.6	2	3.6		
TOTAL	25	20.7	154	42.5	107	29.6	13	3.6	8	2.2	5	1.4		
Hired Away From Local Business, Industry, Etc.														
Upper 1/3	69	43.4	15	9.4	30	18.9	29	18.2	12	7.5	4	2.5		
Middle 1/3	6	6.5	10	10.9	36	39.1	14	15.2	18	19.6	8	8.7		
Lower 1/3			11	23.9	16	34.8	7	15.2	8	17.4	4	8.7		
TOTAL	25	25.1	36	12.0	83	27.8	51	17.1	38	12.7	16	5.4		

Table 23B (continued)

ANTICIPATED SOURCES OF SECURING VOCATIONAL "IN-SCHOOL" INSTRUCTIONAL PERSONNEL DURING THE NEXT FIVE YEARS

Source	Order of Preference													
	1st		2nd		3rd		4th		5th		6th		7th	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Hired Away From Business, Industry Etc. Not Located Nearby														
Upper 1/3	5	3.3	11	7.3	15	9.9	23	15.2	26	17.2	70	46.4	1	0.7
Middle 1/3	5	6.0	4	4.8	19	22.6	25	29.8	20	23.8	10	11.9	1	1.2
Lower 1/3	3	7.5	1	2.5	7	17.5	11	27.5	13	32.5	5	12.5		
TOTAL	14	5.1	16	5.8	41	14.8	59	21.3	60	21.7	85	30.7	2	0.7
Part-time Staff Member of Our Institution														
Upper 1/3	12	7.8	13	8.4	27	17.5	75	48.7	16	10.4	11	7.1		
Middle 1/3	13	14.8	17	19.3	28	31.8	10	11.4	16	18.2	4	4.5		
Lower 1/3	6	15.8	7	18.4	6	15.8	9	23.7	8	21.1	2	5.3		
TOTAL	31	11.0	37	13.1	62	22.0	94	33.3	40	14.2	18	6.4		

Table 23B (continued)

ANTICIPATED SOURCES OF SECURING VOCATIONAL "IN-SCHOOL" INSTRUCTIONAL PERSONNEL DURING THE NEXT FIVE YEARS

Source	Order of Preference													
	1st		2nd		3rd		4th		5th		6th		7th	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Private Technical School														
Upper 1/3	1	0.7	4	2.8	17	11.9	9	6.3	75	52.4	37	25.9		
Middle 1/3	2	2.9	5	7.4	8	11.8	15	22.1	7	10.3	31	45.6		
Lower 1/3	3	1.2	13	55.2	31	12.4	29	11.6	89	35.7	82	32.9	2	0.8
Within Same Institution														
Upper 1/3	3	42.9	2	28.6	1	14.3					1	14.3		
Middle 1/3			1	50.0							1	50.0		
Lower 1/3	2	50.0	1	25.0							1	25.0		
TOTAL	5	38.5	4	30.8	1	0.2					3	23.1		

Table 23C

ANTICIPATED SOURCES OF SECURING COOPERATIVE VOCATIONAL EDUCATION PERSONNEL DURING THE NEXT FIVE YEARS

Source	Order of Preference													
	1st		2nd		3rd		4th		5th		6th		7th	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teacher Education Institutions														
Upper 1/3	41	26.3	27	17.3	78	50.0	3	1.9	7	4.5				
Middle 1/3	33	42.9	23	29.9	14	18.2	2	2.6	5	6.5				
Lower 1/3	20	46.5	10	23.3	9	20.9	2	4.7	2	4.7				
TOTAL	95	34.3	60	21.7	101	36.5	7	2.5	14	5.1				
Hired Away From Another Education Institution														
Upper 1/3	25	16.2	41	26.6	20	13.0	64	41.6	4	2.6				
Middle 1/3	13	18.1	35	48.6	18	25.0	6	8.3						
Lower 1/3	10	25.0	17	42.5	9	22.5	2	5.0	2	5.0				
TOTAL	48	18.0	94	35.2	47	17.6	72	27.0	6	2.2				
Hired Away From Local Business, Industry, Etc.														
Upper 1/3	9	6.6	8	5.8	25	18.2	27	19.7	66	48.2	2	1.5		
Middle 1/3	4	6.9	7	12.1	13	22.4	26	44.8	7	12.1	1	1.7		
Lower 1/3	1	3.0	8	24.2	14	42.4	8	24.2	2	6.1				
TOTAL	14	6.1	23	10.0	52	22.7	62	27.1	75	32.8	3	1.3		

Table 23C (continued)

ANTICIPATED SOURCES OF SECURING COOPERATIVE VOCATIONAL EDUCATION PERSONNEL DURING THE NEXT FIVE YEARS

Source	Order of Preference													
	1st		2nd		3rd		4th		5th		6th		7th	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Hired Away From Business, Industry, Etc. Not Located Nearby														
Upper 1/3	2	1.5	6	4.5	15	11.4	18	13.6	28	21.2	63	47.7		
Middle 1/3	3	5.6	3	5.6	9	16.7	13	24.1	23	42.6	3	5.6		
Lower 1/3			1	4.0	3	12.0	11	44.0	10	40.0				
TOTAL	5	2.4	10	4.7	27	12.7	52	19.8	62	29.2	66	31.1		
Part-time Staff Member of Our Institution														
Upper 1/3	21	15.2	72	52.2	14	10.1	13	9.4	16	11.6	2	1.4		
Middle 1/3	23	38.3	12	20.0	12	20.0	3	5.0	10	16.7				
Lower 1/3	12	38.7	6	19.4	1	3.2	3	3	9.7	9	29.0			
TOTAL	56	24.3	90	39.1	28	12.2	19	8.3	35	15.2	2	0.9		

Table 23C (continued)

ANTICIPATED SOURCES OF SECURING COOPERATIVE VOCATIONAL EDUCATION PERSONNEL DURING THE NEXT FIVE YEARS

Source	Order of Preference													
	1st		2nd		3rd		4th		5th		6th		7th	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Private Technical School														
Upper 1/3														
Middle 1/3														
Lower 1/3														
TOTAL														
Within Same Institution														
Upper 1/3	67	95.7	1	1.4					1	1.4	1	1.4		
Middle 1/3	2	50.[illegible]	1	25.0					1	25.0				
Lower 1/3	1	20.0			1	20.0	1	20.0			2	40.0		
TOTAL	70	88.6	2	2.5	1	1.3	1	1.3	2.5	2.5	3.[illegible]	3.8		

Table 24

REASONS THAT TEACHER-EDUCATION INSTITUTION WAS LISTED IN ORDER OF PREFERENCE THAT IT WAS FOR RECRUITMENT OF VOCATIONAL PERSONNEL

	UPPER 1/3 OF STATE		MIDDLE 1/3 OF STATE		LOWER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
Secure Experienced Personnel From Other Institutions or Promote From Within								
Vocational Administrators	110	69.2	27	29.0	19	35.8	156	50.6
Vocational Guidance	102	60.0	31	31.3	16	37.2	149	47.5
"In-School" Instructional	32	26.9	26	25.0	12	24.5	71	25.8
Cooperative Vocational	91	61.9	27	46.6	11	31.4	129	53.5
Best Source of Quality Personnel								
Vocational Administrators	25	15.7	38	40.9	17	32.1	82	26.6
Vocational Guidance	44	25.9	45	45.5	16	37.2	106	33.8
"In-School" Instructional	64	53.8	52	50.0	19	38.8	137	49.8
Cooperative	37	25.2	21	36.2	15	42.9	74	30.7

Table 24 (continued)

REASONS THAT TEACHER-EDUCATION INSTITUTION WAS LISTED IN ORDER OF PREFERENCE THAT IT WAS FOR RECRUITMENT OF VOCATIONAL PERSONNEL

	UPPER 1/3 OF STATE		MIDDLE 1/3 OF STATE		LOWER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
Best source Next to Local Promotion								
Vocational Administrators	3	1.9	5	5.4	5	9.4	13	4.2
Vocational Guidance	7	4.1	4	4.0	3	7.0	14	4.5
"In-School" Instructional	3	2.5	2	1.9	4	8.2	9	3.3
Cooperative Vocational	7	4.8	5	8.6	3	8.6	15	6.2
Convenience								
Vocational Administrators	11	6.9	13	14.0	4	7.5	29	9.4
Vocational Guidance	6	3.5	5	5.1	2	4.7	14	4.5
"In-School" Instructional	3	2.5	7	6.7	5	10.2	15	5.5
Cooperative Vocational	5	3.4			2	5.7	7	2.9

Table 25

REASONS THAT TEACHER-EDUCATION INSTITUTION WAS LISTED IN ORDER OF PREFERENCE THAT IT WAS FOR RECRUITMENT OF VOCATIONAL PERSONNEL

	UPPER 1/3 OF STATE		MIDDLE 1/3 OF STATE		LOWER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
Helps Assure That Staff Meets Certificate Requirements								
Vocational Administrators	2	1.3	6	6.5	5	9.4	13	4.2
Vocational Guidance	4	2.4	6	6.1	2	4.7	12	3.8
"In-School" Instructional	6	5.0	11	10.6	4	8.2	21	7.6
Cooperative Vocational	2	1.4	3	5.2	1	2.9	6	2.5
Distribute Notices of Job Openings Widely								
Vocational Administrators	2	1.3					2	0.6
Vocational Guidance	1	.06	1	1.0			2	0.6
"In-School" Instructional	1	0.8	1	1.0			2	0.7
Cooperative Vocational							1	0.4

Table 25 (continued)

REASONS THAT TEACHER-EDUCATION INSTITUTION WAS LISTED IN ORDER OF PREFERENCE THAT IT WAS FOR RECRUITMENT OF VOCATIONAL PERSONNEL

	UPPER 1/3 OF STATE		MIDDLE 1/3 OF STATE		LOWER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
Questions Training For Vocational Personnel								
Vocational Administrators	5	3.1	2	2.2	2	3.8	9	2.9
Vocational Guidance	3	1.8	3	3.0	3	7.0	9	2.9
"In-Service" Instructional	7	5.9	1	1.0	1	2.0	9	3.3
Cooperative Vocational	4	2.7	1	1.7			5	2.1

Table 26

WERE TEACHER EDUCATION INSTITUTIONS CONTACTED

WHEN TRYING TO SECURE FULL-TIME VOCATIONAL-TECHNICAL EDUCATION PERSONNEL

	UPPER 1/3 OF STATE		MIDDLE 1/3 OF STATE		LOWER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
Vocational Administrators								
Yes	31	20.4	35	39.3	13	28.9	80	27.8
No	121	79.6	52	58.4	32	71.1	206	71.5
Guidance Personnel								
Yes	120	72.3	53	52.0	18	37.5	194	60.8
No	46	27.7	47	46.1	29	60.4	122	38.2
"In-School" Instructional								
Yes	166	88.3	108	89.3	42	71.2	318	85.9
No	22	11.7	11	9.1	16	27.1	49	13.2

Table 26 (continued)

WERE TEACHER EDUCATION INSTITUTIONS CONTACTED

WHEN TRYING TO SECURE FULL-TIME VOCATIONAL-TECHNICAL EDUCATION PERSONNEL

	UPPER 1/3 OF STATE		MIDDLE 1/3 OF STATE		LOWER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
Cooperative Vocational								
Yes	53	35.1	34	47.2	17	42.5	104	39.4
No	97	64.2	37	51.4	22	55.0	157	59.5

Table 27

EXPERIENCES RESULTING FROM CONTACTS WITH

TEACHER-EDUCATION INSTITUTIONS

Experience Resulting From Contact	UPPER 1/3 OF STATE		MIDDLE 1/3 OF STATE		LOWER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
Positive								
Vocational Administrators	14	63.6	15	75.0	4	57.1	33	67.3
Vocational Guidance	105	93.8	40	76.9	13	81.3	160	87.9
"In-School" Instructional	139	90.8	80	84.2	32	84.2	253	87.8
Cooperative Vocational	41	77.4	23	82.1	13	68.4	77	76.2
Little or No Service								
Vocational Administrators	1	4.5	2	10.0			3	6.1
Vocational Guidance	3	2.7	3	5.8	1	6.3	7	3.8
"In-School" Instructional	5	3.3	5	5.3	2	5.3	12	4.2
Cooperative Vocational	5	9.4	2	7.1	2	10.5	10	9.9

Table 27 (continued)

EXPERIENCES RESULTING FROM CONTACTS WITH

TEACHER-EDUCATION INSTITUTIONS

Experience Resulting From Contact	UPPER 1/3 OF STATE		MIDDLE 1/3 OF STATE		LOWER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
Candidate Not Qualified								
Vocational Administrators	5	22.7	2	10.0	3	42.9	10	20.4
Vocational Guidance	4	3.6	3	5.8	1	6.3	8	4.4
"In-School" Instructional	4	2.6	5	5.3	1	2.6	10	3.5
Cooperative Vocational	5	9.4	1	3.6	1	5.3	7	6.9

Table 28

REASONS WHY TEACHER-EDUCATION INSTITUTIONS NOT CONTACTED

	UPPER 1/3 OF STATE		MIDDLE 1/3 OF STATE		LOWER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
Promoted From Within								
Vocational Administrators	89	87.3	13	56.5	12	63.2	114	78.6
Vocational Guidance	20	47.6	19	11.7	11	44.0	50	48.1
"In-School" Instructional	3	16.7	5	45.5	2	16.7	10	24.4
Cooperative Vocational	81	88.0	21	72.4	10	55.6	112	80.6
Have Not Hired								
Vocational Administrators	7	6.9	5	21.7	5	26.3	17	11.7
Vocational Guidance	11	26.2	11	29.7	10	40.0	32	30.8
"In-School" Instructional	8	44.4			3	25.0	11	26.8
Cooperative Vocational	7	7.6	6	20.7	6	33.3	19	13.7

Table 28 (continued)

REASONS WHY TEACHER-EDUCATION INSTITUTIONS NOT CONTACTED

	UPPER 1/3 OF STATE		MIDDLE 1/3 OF STATE		LOWER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
Experienced Personnel From Other Institutions Hired								
Vocational Administrators	4	3.9	3	13.0	1	5.3	8	5.5
Vocational Guidance	3	7.1	1	2.7			4	3.8
"In-School" Instructional	1	5.6			2	16.7	3	7.3
Cooperative	81	88.0	2	6.9	1	5.6	4	2.9
Did Not Hire								
Vocational Administrators			1	4.3			2	1.4
Vocational Guidance	3	7.1	2	5.4	2	8.0	7	6.7
"In-School" Instructional	2	11.1	2	18.2	1	8.3	5	12.2
Cooperative	1	1.1					1	0.7

Table 28 (continued)

REASONS WHY TEACHER-EDUCATION INSTITUTIONS NOT CONTACTED

	UPPER 1/3 OF STATE		MIDDLE 1/3 OF STATE		LOWER 1/3 OF STATE		TOTAL	
	N	%	N	%	N	%	N	%
Had Plenty of Applicants								
Vocational Administrators	2	2.0	1	4.3	1	5.3	4	2.8
Vocational Guidance	5	11.9	1	2.7	2	8.0	8	7.7
"In-School" Instructional	1	5.6	3	27.3	3	25.0	7	17.1
Cooperative Vocational	2	2.2			1	5.6	3	0.7

RECOMMENDED GOALS, OBJECTIVES AND STRATEGIES FOR IMPROVING OCCUPATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS IN THE STATE OF ILLINOIS -- A SUBCOMMITTEE REPORT

Five major goals for improving Occupational Education Personnel Development Programs were identified as a result of analyzing both secondary and primary data.

For each of the five goals recommended objectives and strategies were specified.

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GOAL I — To improve the in-service and pre-service teacher-education programs in occupational education in the State of Illinois.

OBJECTIVES

I(A) Insure that all teacher-education programs are designed so that educational and occupational internships are an integral part of the professional development, programs of vocational administration, instructional guidance, and cooperative education personnel.

I(B) Facilitate the development of properly designed and implemented performance-based curriculums for the preparation of all types of occupational education personnel, i.e., administrators, instructional, guidance, and cooperative vocational.

I(C) Study the needs for and encourage teacher education institutions to participate in the development and offering of quality practicums, workshops, and conferences at times and in locations that are convenient for experienced occupational educators.

STRATEGIES

Near Term:

I(A)1. Beginning January 1, 1974, work cooperated with Division of Vocational-Technical Education to commission and fund the activities of a state-wide task force charged with the task of design, guidelines and alternative patterns of education and occupational internship experiences that could be appropriate for teacher education.

I(A)2. Require by January, 1976, that all vocational-technical teacher education programs have sizable educational and occupational internship-type activities, that are an integral part of the total professional development programs of vocational administration, instructional, guidance, and cooperative education personnel.

I(B)1. Beginning January 1, 1974, work cooperatively with Division of Vocational-Technical Education in coordinating and funding research development, and exemplary activities that will result in viable, competency-based teacher-education programs in occupational education.

I(B)2. Work cooperatively with Division of Vocational-Technical Education in conducting and funding workshops for teacher-education personnel in competency-based curricula.

I(C)1. Beginning January 1, 1974, work cooperatively with Division of Vocational-Education and teacher-education institutions in identifying areas in which practicums, workshops, and conferences should be offered in designing a system so that teacher-education institutions have the needed information and resources available so that they can be responsive to the needs of all types of occupational education personnel.

I(C)2. By July, 1975, implement and fund a state-wide system of in-service teacher-education that includes practicums, workshops, and conferences for all types of occupational education personnel, so in-service activities are readily accessible to all personnel and include a built-in short and long-term evaluation process.

Long Term:

I(A) Work with Division of Vocational-Technical Education to design a system for evaluating teacher-education programs in occupational education. Pilot-designed system beginning September, 1976.

I(B) Work with Division of Vocational-Technical Education to implement and fund a complete competency-based teacher-education curricula system in three institutions with comprehensive occupational teacher-education programs beginning September, 1976. This system should include both in-service and pre-service components.

I(C) Work with Division of Vocational-Technical Education to provide information system so that the in-service needs of occupational education personnel are clearly identified. Information system should be operational by September, 1976.

GOAL II	To develop a system for evaluating occupational personnel performance on the job.
OBJECTIVE II	To develop techniques of evaluation and practices and procedures whereby evaluative techniques can be implemented effectively in the local education institutions.
STRATEGIES II	Near Term:

By 1974 work with teacher-education institutions, and state agencies, local educational institutions, and occupational education personnel to explore a systematic procedure whereby on the job performance can be evaluated.

1. Determine those competencies required for occupational administrators, instructional, guidance, cooperative vocational education, para-professional, etc.

2. Develop a system and procedure which could be used in the assessment of job performance.

Long Term:

By 1980 have a systematic state-wide evaluation system to evaluate on the job performance of all types of occupational education personnel.

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GOAL III		To improve the techniques of recruitment of occupational education personnel used by local educational institutions.
OJBECTIVE III		To provide a systematic method whereby local educational institutions can secure information for potential occupational education personnel to fill new or vacant positions.
STRATEGIES	III(A)	Beginning January, 1974, work with teacher education institutions, local educational institutions and the Division of Vocational-Technical Education to develop, plan and promote a coordinated clearing house which would assist local institutions in recruiting occupational personnel. 1. Review with local institutions their assessment of current recruitment techniques utilized and those techniques which could be implemented. 2. Review with teacher-education institutions the placement services currently provided for occupational education personnel and those services which should be provided in the future. 3. Review how potential and currently employed occupational education personnel seek positions in occupational education.
	III(B)	Beginning January, 1974, work with Division of Vocational-Technical Education, teacher-education institutions, and local education institutions to develop a coordinated state-wide placement service for occupational education personnel to assist local institutions with long term staff recruitment.

GOAL IV		To increase the proportion and amount of resources devoted to in-service teacher-education programs in occupational education.
OBJECTIVE	IV	Provide various types and forms of in-service training which is readily available to all types of occupational education personnel.
STRATEGIES	IV(A)	Beginning January, 1974, work with teacher-education institutions, local education institutions, and the Division of Vocational-Technical Education to develop, plan, and implement a state-wide coordinated, comprehensive in-service teacher-education program that would enable each occupational educator and institution to be serviced by the closest possible teacher-education institution.
	IV(B)	Beginning January, 1974, work with Bureau of Budget and other state and federal agencies to secure funds so that the comprehensive in-service program for occupational education personnel can become a reality.

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GOAL V — To improve the master plan for occupational education in the State of Illinois.

OBJECTIVE V — To provide a coordinated occupational education master plan for the utilization of human resources in the State of Illinois by January, 1976.

STRATEGIES V — Near Term:

Beginning working with Division of Vocational-Technical Education and all educational and other potentially involved agencies who might be involved to see if the Division of Vocational-Technical Education could be the central core of the network that would help to define those areas of responsibility. It would appear that those functions which should be included in the responsibilities of the 4-year teacher-education institutions might be as follows:

1. Offer BS, MS, CAS, Ed.D., and other advanced degrees.

2. Offer 4-year technology, engineering, business, health, and other such programs of a technical nature which are more than two years in length, and offer relevant technical courses for occupational education personnel.

3. Provide the essential elements of the teaching-learning process such as methodology of teaching, guidance and counseling, administration, etc.

4. Serve as institutions through which teacher, administrator, and guidance and counseling certification can be acquired.

5. Serve as a center for instructional learning resources and research.

Industry on the other hand could perhaps best provide the necessary occupational work experience for instructional personnel, source of personnel, internship technical expertise and serve as a resource for curricula content.

The community colleges can perhaps best provide the first two years in an occupational field, internships and student teaching experiences, training para-professionals and provide similar essential services. The community colleges as well as the 4-year institutions can provide the first two years of general education.

The Division of Vocational-Technical Education might best provide the evaluation of occupational offerings, financial situations, supervision of certification and placement of occupational personnel, centralized data bank for information on student enrollment, number and composition of occupational personnel, curricula offerings, supply and demand of occupational personnel, etc. The Division of Vocational-Technical Education would be the central source of data for decision making for occupational education.

Long Term:

Work with the Division of Vocational-Technical Education, educational institutions, and other potentially involved agencies so that by January, 1976, a master plan for occupational education will become a reality.

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APPENDICES

ERIC Full Text Provided by ERIC

APPENDIX A

ILLINOIS BOARD OF HIGHER EDUCATION AND
STATE OF ILLINOIS ADVISORY COUNCIL ON VOCATIONAL EDUCATION
STUDY COMMITTEE FOR OCCUPATIONAL TEACHER EDUCATION

STATE OF ILLINOIS VOCATIONAL EDUCATION PERSONNEL SURVEY

Please circle one code number for each question unless instructed otherwise.

Office Code Column

Cards 1-4

1. Name of educational institution _____ 1-3

2. Type of institution(s).

   comprehensive high school. 1
   area vocational center . . . . . .2 — 4
   community college. 3

3. Type of community in which institution(s) is located.

   urban 1
   suburban. . . . . 2 — 5
   rural 3

4. Location of institution(s).

   upper 1/3 of state 1
   middle 1/3 of state. . . . . .2 — 6
   lower 1/3 of state 3

5. What is the full-time-equivalent vocational education enrollment of your school?

   Less then 250 1
   250-749 2
   749-1,499 3
   1,500-2,999 . . . . . 4 — 7
   3,000-4,999 5
   5,000-9,999 6
   10,000-14,999 7
   15,000 or more. 8

6. Number of vocational education personnel currently employed as of April 1, 1973.

	FULL-TIME POSITIONS (50% OR MORE)		PART-TIME POSITIONS (50% OR LESS)	
Administrative Personnel	_____	8-9	_____	10-11
Vocational Guidance Personnel	_____	12-13	_____	14-15
Instructional Personnel	_____	16-17	_____	17-18
Industrial Oriented	_____	19-20	_____	21-22
Health	_____	23-24	_____	24-25
Applied Biological and Agriculture	_____	26-27	_____	28-29
Personal and Public Service (includes home economics, etc.)	_____	30-31	_____	32-33
Business, Office, and Management	_____	34-35	_____	36-37
Marketing, Distribution and Management	_____	38-39	_____	40-41
Cooperative Vocational Education Personnel	_____	42-43	_____	44-45

7. Total number of vocational education personnel hired on a full-time basis the past three years.

	ADDITIONS		REPLACEMENTS	
Administrative Personnel	_____	46-47	_____	48-49
Vocational Guidance Personnel	_____	50-51	_____	52-53
Instructional Personnel	_____	54-55	_____	56-57
Industrial Oriented	_____	58-59	_____	60-61
Health	_____	62-63	_____	64-65
Applied Biological and Agriculture	_____	66-67	_____	68-69
Personnel and Public Service (includes home economics, etc.)	_____	70-71	_____	72-73
Business, Office, and Management	_____	74-75	_____	76-77
Marketing, Distribution, and Management	_____	78-79	_____	4-5 (Card 2)
Cooperative Vocational Education Personnel	_____	6-7	_____	8-9

8. Number of vocational education personnel hired during the past three years that lived within commuting distance of your educational institution prior to your employing them on a full-time basis.

	ADDITIONS		REPLACEMENTS	
Administrative Personnel	_____	10-11	_____	12-13
Vocational Guidance Personnel	_____	14-15	_____	16-17
Instructional Personnel	_____	18-19	_____	20-21
Industrial Oriented	_____	22-23	_____	24-25
Health	_____	26-27	_____	28-29
Applied Biological and Agriculture	_____	30-31	_____	32-33
Personal and Public Service (includes home economics, etc.)	_____	34-36	_____	37-38
Business, Office, and Management	_____	39-40	_____	41-42
Marketing, Distribution, and Management	_____	43-44	_____	45-46
Cooperative Vocational Education Personnel	_____	47-48	_____	49-50

9. Anticipated employment of vocational education personnel during the next five years.

	ADDITIONS		REPLACEMENTS	
	Full-Time Positions	Part-Time Positions	Full-Time Positions	Part-Time Positions
Administrative Personnel	_____ 51-52	_____ 53-54	_____ 55-56	_____ 57-58
Vocational Guidance Personnel	_____ 59-60	_____ 61-62	_____ 63-64	_____ 65-66
Instructional Personnel	_____ 67-68	_____ 69-70	_____ 71-72	_____ 73-74
Industrial Oriented	_____ 75-76	_____ 77-78	_____ (Card 3) 4-5	_____ 6-7
Health	_____ 8-9	_____ 10-11	_____ 12-13	_____ 14-15
Applied Biological and Agriculture	_____ 16-17	_____ 18-19	_____ 20-21	_____ 22-23

CONTINUED ON NEXT PAGE

	ADDITIONS		REPLACEMENTS	
	Full-Time Positions	Part-Time Positions	Full-Time Positions	Part-Time Positions
Personal and Public Service (includes home economics, etc.)	_____24-25	_____26-27	_____28-29	_____30-31
Business, Office, and Management	_____32-33	_____34-35	_____36-37	_____38-39
Marketing, Distribution, and Management	_____40-41	_____42-43	_____44-45	_____46-47
Cooperative Vocational Education Personnel	_____48-49	_____50-51	_____52-53	_____54-55

IMPORTANT NOTE: PLEASE PROVIDE INFORMATION ONLY ON THOSE TYPES OF VOCATIONAL EDUCATION PERSONNEL THAT YOUR INSTITUTION ANTICIPATES EMPLOYING ON A FULL-TIME BASIS DURING THE NEXT FIVE YEARS.

A. ADMINISTRATIVE PERSONNEL

10. Based on your past experiences please list in order of preference (1, 2, 3, etc.) the sources of securing full-time vocational education administrators that your institution will most likely use during the next five year period. (Please place the number indicating your order of preference in the space provided.)

Office Code Column

Teacher Education Institutions. . . . . _____

Hired away from another education institution . . . . . _____

Hired awayfrom local business, industry, etc. . . . . _____

Hired away from business, industry, etc. not located nearby. . . . . _____ 56

Part-time staff member of our institution . . . . . _____

Private Technical Schools . . . . . _____

Other, please specify_____

11. Please briefly indicate why you listed Teacher Education Institution in the order of preference that you did.

_____

_____ 57-58

_____

_____

12. Did you contact a Teacher Education Institution in the State of Illinois when trying to employ full-time vocational education administrators? (Please circle number)

YES. . . . . (1)
NO . . . . . (2)

A. If YES please describe the results of your contacts._____

_____ 59

B. If answer is NO please indicate why you didn't._____

_____

CONTINUED ON NEXT PAGE

13. How much weight is placed on the following factors by you and your institution when considering hiring new vocational administrators? (Please circle one number on each line)

	No Weight				Much Weight	
Occupational experience in education	1	2	3	4	5	
Occupational experience not in education . .	1	2	3	4	5	
Academic preparation	1	2	3	4	5	
College hours taken in specialty area. . . .	1	2	3	4	5	
College hours taken in professional education	1	2	3	4	5	64-73
Research and publications.	1	2	3	4	5	
Evidence of "excellence" in performance of job. . . .	1	2	3	4	5	
Whether this is home community of candidate.	1	2	3	4	5	
Other (specify)_____. . .	1	2	3	4	5	

14. What percentage of the full-time vocational administrative personnel you anticipate hiring during the next five years do you believe will live within commuting distance of your educational institution when they are hired?_____Why?_____ 74-75

_____ 76-77

_____

_____

15. Please list the recommendations that you have that if implemented you feel would improve the pre-service and in-service for Vocational Administrative Teacher Education Programs in the state of Illinois.

_____

_____ 78-79

_____

_____

B. VOCATIONAL GUIDANCE PERSONNEL

16. Based on your past experiences please list in order of preference (1, 2, 3, etc.) the sources of securing full-time vocational guidance personnel that your institution will most likely use during the next five year period. (please place the number indicating your order of preference in the space provided)

Teacher Education Institutions. . . . . _____ CARD 3

Hired away from another education institution . . . . . _____ 4

Hired away from local business, industry, etc. . . . . _____

Hired away from business, industry, etc. not located nearby . . . . _____

Part-time staff member of our institution . . . . . _____

Private Technical Schools . . . . . _____

Other, please specify_____

17. Please briefly indicate why you listed Teacher Education Institution in the order of preference that you did.

_____

_____ 5-6

_____

_____

CONTINUED ON NEXT PAGE

18. Did you contact a Teacher Education Institution in the State of Illinois when trying to employ vocational guidance personnel? (Please circle number)

YES. . . . . .(1)
NO . . . . . .(2)

7

A. If YES please describe the results of your contacts._____ 8-9 10-11

_____

_____

B. If answer is NO please indicate why you didn't._____

_____

_____

19. How much weight is placed on the following factors by you and your institution when considering hiring new vocational guidance personnel? (Please circle one number on each line)

	No Weight				Much Weight	
Occupational experience in education.	1	2	3	4	5	
Occupational experience not in education. . .	1	2	3	4	5	
Academic preparation.	1	2	3	4	5	
College hours taken in specialty area	1	2	3	4	5	12-21
College hours taken in professional education	1	2	3	4	5	
Research and publications	1	2	3	4	5	
Evidence of "excellence" in performance of job . . .	1	2	3	4	5	
Whether this is home community of candidate . . .	1	2	3	4	5	
Other (specify)_____ . . .	1	2	3	4	5	

20. What percentage of the full-time vocational guidance personnel you anticipate hiring during the next five years do you believe will live within commuting distance of your educational institution when they are hired?_____Why?___

_____ 22-23 24-25

_____

_____

21. Please list the recommendations that you have that if implemented you feel would improve the pre-service and in-service for Vocational Guidance Teacher Education Programs in the state of Illinois.

_____

_____ 26-27

_____

_____

C. VOCATIONAL EDUCATION PERSONNEL FOR "IN-SCHOOL" TYPE PROGRAMS

(I.E., INDUSTRIAL ORIENTED, HEALTH, APPLIED BIOLOGICAL AND AGRICULTURE, PERSONAL AND PUBLIC SERVICE, BUSINESS, OFFICE AND MANAGEMENT, MARKETING, DISTRIBUTION AND MANAGEMENT)

OFFICE CODE COLUMN

22. Based on your past experiences please list in order of preference (1, 2, 3, etc.) the sources of securing full-time vocational education personnel for "In-School" type programs that your institution will most likely use during the next five year period. (Please place the number indicating your order of preference in the space provided)

Teacher Education Institutions . . . . . _____

Hired away from another education institution. . . . . _____

Hired away from local business, industry, etc. . . . . _____ 28

Hired away from business, industry, etc. not located nearby. . . . _____

Part-time staff member of our institution. . . . . _____

Private Technical Schools. . . . . _____

Other, please specify_____

23. Please briefly indicate why you listed Teacher Education Institution in the order of preference that you did.

_____

_____ 29-30

_____

_____

24. Did you contact a Teacher Education Institution in the State of Illinois when trying to employ vocational education personnel for "In-School" type programs? (Please circle Number)

YES. . . . . (1) 31
NO . . . . . (2) 32-33
34-35

A. If YES please describe the results of your contacts._____

_____

_____

B. If answer is NO please indicate why you didn't._____

_____

_____

25. How much weight is placed on the following factors by you and your institution when considering hiring new vocational education personnel for "In-School" type programs? (Please circle one number on each line)

	NO Weight				Much Weight	
Occupational experience in education.	1	2	3	4	5	
Occupational experience not in education. . .	1	2	3	4	5	36-45
Academic preparation.	1	2	3	4	5	
College hours taken in specialty area	1	2	3	4	5	
College hours taken in professional education	1	2	3	4	5	
Research and publications	1	2	3	4	5	
Evidence of "excellence" in performance of job . . .	1	2	3	4	5	
Whether this is home community of candidate . . .	1	2	3	4	5	
Other (specify)_____ . . .	1	2	3	4	5	

CONTINUED ON NEXT PAGE

26. What percentage of the full-time vocational education personnel for "In-School" type programs you anticipate hiring during the next five years do you believe will live within commuting distance of your educational institution when they are hired?_____Why?_____

_____ 46-47
_____ 48-49
_____

27. Please list the recommendations that you have that if implemented you feel would improve the pre-service and in-service for Vocational Education "In-School" type program in the state of Illinois.

_____
_____ 50-51
_____
_____

D. COOPERATIVE VOCATIONAL EDUCATION PERSONNEL

28. Based on your past experiences please list in order of preference (1, 2, 3, etc.) the sources of securing full-time cooperative vocational education personnel that your institution will most likely use during the next five year period. (Please place the number indicating your order of preference in the space provided)

Teacher Education Institutions. . . . . _____

Hired away from another education institution . . . . . _____ 52

Hired away from local business, industry, etc. . . . . _____

Hired away from business, industry, etc. not located nearby . . _____

Part-time staff member of our institution . . . . . _____

Other, please specify_____

29. Please briefly indicate why you listed Teacher Education Institution in the order of preference that you did.

_____ 53-54
_____
_____
_____

30. Did you contact a Teacher Education Institution in the State of Illinois when trying to employ cooperative vocational education personnel? (Please circle Number)

YES. . . . . .(1)
NO . . . . . .(2)

A. If YES please describe the results of your contacts._____ 55
_____ 56-57
_____ 58-59

B. If answer is NO please indicate why you didn't._____
_____
_____

CONTINUED ON NEXT PAGE

31. How much weight is placed on the following factors by you and your institution when considering hiring new cooperative vocational education personnel? (Please circle one number on each line)

	No Weight				Much Weight	
Occupational experience in education.	1	2	3	4	5	
Occupational experience not in education. . .	1	2	3	4	5	
Academic preparation.	1	2	3	4	5	
College hours taken in speciality area. . . .	1	2	3	4	5	60-69
College hours taken in professional education	1	2	3	4	5	
Research and publications	1	2	3	4	5	
Evidence of "excellence" in performance of job . . .	1	2	3	4	5	
Whether this is home community of candidate . . .	1	2	3	4	5	
Other (specify)_____ . . .	1	2	3	4	5	

32. What percentage of the full-time cooperative vocational education personnel you anticipate hiring during the next five years do you believe will live within commuting distance of your educational institution when they are hired?_____Why?_____

_____ 70-71
_____ 72-73
_____

33. Please list the recommendations that you have that if implemented you feel would improve the pre-service and in-service for Cooperative Vocational Education Programs in the state of Illinois.

_____
_____ 74
_____

Thank you,

Please return in the enclosed, stamped and addressed envelope to:

Dr. E. Edward Harris
Wirtz Hall
Northern Illinois University
DeKalb, IL 60115

STATE OF ILLINOIS
ADVISORY COUNCIL ON VOCATIONAL EDUCATION
Suite 575, Lincoln Tower Plaza
524 South Second Street
SPRINGFIELD, ILLINOIS 62706
PHONE 217-525-2892

WILLIAM E. NAGEL
EXECUTIVE DIRECTOR

April 6, 1973

Dear Illinois Educators:

A joint Illinois Board of Higher Education and Illinois Advisory Council on Vocational Education Committee has been charged with the task of recommending a plan to improve the delivery system for the preparation of occupational education personnel. The committee needs your help to provide data that will facilitate their efforts.

Enclosed you will find forms for you to provide information about your actual practices in hiring various types of occupational education personnel during the past three years and your projected needs and preferences for personnel the next five years. The forms should be completed by individuals involved in hiring personnel and in administering your Vocational and Technical Education Programs.

You will see that we have attempted to keep the information requested to a minimum. If by chance you don't have nor plan to have any vocational instructional personnel, please return this form with note indicating this. May we please hear from you by April 16, 1973. You can be assured that only group data and not individual school information will be utilized. We are counting on you for the 100% response which is so essential for this project.

Respectfully,

Study Committee - Preparation of Teachers
for Occupational Education

Mr. Jerry S. Dobrovolny
Dr. Edward T. Anderson
Mr. William Reynolds
Mr. Joseph J. Dixon
Dr. Rupert N. Evans
Dr. E. Edward Harris
Mr. Vernon A. Magnesen
Dr. John O'Dell
Miss Mary Jo Oldham
Dr. Ronald W. Stadt
Mr. William Appelgate
Mrs. Kathleen Arns
Dr. JoAnn Harris
Mr. H. H. Katz
Dr. Alban Reid
Mr. John Swalec

APPENDIX C

SECONDARY SCHOOLS RESPONDING

NAME OF SCHOOL	LOCATION	ENROLLMENT
Alwood Community Unit District 225	Alpha	249
*Altamont Community Unit District 10	Altamont	280
Annawan Community Unit District 226	Annawan	241
Antioch Community High School District 117	Antioch	1,377
Arcola Community Unit District 306	Arcola	313
Oreana Community Unit District 1	Argenta	378
Argo Community High School District 217	Argo	1,808
Armstrong Twp. High School District 225	Armstrong	166
Arthur Community Unit District 305	Arthur	217
Ashland Community Unit District 212	Ashland	157
Ashton Community Unit District 275	Ashton	180
Astoria Community Unit District 1A	Astoria	206
Aledo Community Unit District 201	Aledo	445
Abingdon Community Unit District 217	Abingdon	421
Edwards Co. Community Unit District 1	Albion	454
Atkinson Community Unit District 233	Atkinson	236
Aurburn Community Unit District 10	Auburn	276

SECONDARY SCHOOLS RESPONDING (page 2)

NAME OF SCHOOL	LOCATION	ENROLLMENT
Aurora East High School District 131	Aurora	2,042
Aurora West High School District 129	Aurora	2,137
Bardolph Community High School	Bardolph	69
Barrington Cons. High School District 224	Barrington	2,747
Limestone Community High School District 310	Bartonville	1,651
Batavia Public School District 101	Batavia	793
Balyki Community Unit District 125	Bath	226
Beardstown Community Unit District 15	Beardstown	532
Beason Community High School District 405	Beason	73
Beecher City Community Unit District 20	Beecher City	163
Belleville Twp. High School District 201	Belleville	1,157
Bellflower Twp. High School District 311	Bellflower	89
Belvidere Community Unit District 100	Belvidere	1,578
Bement Community Unit District 5	Bement	230
Fenton Community High School District 100	Bensenville	1,786
Benton Cons. High School District 103	Benton	762
Bethalto Community Unit District 8	Bethalto	758

SECONDARY SCHOOLS RESPONDING

NAME OF SCHOOL	LOCATION	ENROLLMENT
Bethany Community Unit District 301	Bethany	233
Bloomington Public School District 87	Bloomington	2,089
Eisenhower Com. High School District 218	Blue Island	6,921
Blue Mound Community Unit District 10	Blue Mound	231
Webber Twp. High School District 204	Bluford	152
Bradford Twp. High School District 69	Bradford	179
Breese Community Unit District 2	Breese	274
Brimfield Community Unit District 309	Brimfield	206
Brussels Community High School District 37	Brussels	98
Wester Community Unit District 306	Buda	239
Tri-City Community Unit District 1	Buffalo	232
Bunker Hill Community Unit District 8	Bunker Hill	329
Central Community Unit District 301	Burlington	302
Prairie City Community Unit District 170	Bushnell	436
Byron Community Unit District 226	Byron	333
Cahokia Community Unit District 187	Cahokia	2,641
Cairo Community Unit	Cairo	404

SECONDARY SCHOOLS RESPONDING (page 4)

NAME OF SCHOOL	LOCATION	ENROLLMENT
Thornton Fractional H.S. District 215	Calumet City	4,031
Cambridge Community Unit District 227	Cambridge	373
Carbondale Community H.S. District 165	Carbondale	1,201
Carlyle Community Unit District 1	Carlyle	469
Carmi Twp. High School District 110	Carmi	734
Dundee Community Unit District 300	Carpentersville	2,747
Stonefort Community Unit	Carrier Mills	183
Carrollton Community Unit District 1	Carrollton	383
Carterville Community Unit District 5	Carterville	367
Catlin Township High School District 230	Catlin	268
*Centralia Township High School District 200	Centralia	1,658
Champaign Community Unit District 4	Champaign	2,476
Charleston Community Unit District 1	Charleston	824
Chatsworth Community Unit District 1	Chatsworth	147
Chenoa Community Unit District 9	Chenoa	254
Chester Community Unit District 139	Chester	515
Bloom Twp. High School District 206	Chicago Heights	4,478
Chicago Public Schools	Chicago	121,938

SECONDARY SCHOOLS RESPONDING (page 5)

NAME OF SCHOOL	LOCATION	ENROLLMENT
Illinois Valley Central Community Unit District 321	Chillicothe	973
J. Sterling Morton High School District 201	Cicero	6,891
Cissna Park Community Unit District 6	Cissna Park	195
Clinton Community Unit District 15	Clinton	739
Coal City Community Unit District 1	Coal City	401
Collinsville Community Unit District 10	Collinsville	1,612
Columbia Community Unit District 4	Columbia	505
Triopia Community Unit District 27	Concord	310
Coulterville Unit District District 1	Coulterville	117
Crete-Monee Community Unit District 201U	Crete	1,531
Crossville Community Unit District 2	Crossville	132
Crystal Lake Community H. S. District 155	Crystal Lake	3,155
Dahlgren Community High School District 97	Dahlgren	86
Dakota Community Unit District 201	Dakota	312
Danville Cons. High School District 118	Danville	2,325
Decatur Public School District 61	Decatur	5,300
DeKalb High School District 428	DeKalb	1,521

SECONDARY SCHOOLS RESPONDING (page 6)

NAME OF SCHOOL	LOCATION	ENROLLMENT
Delavin Community Unit District 703	Delavin	279
Dixon Public School District 170	Dixon	1,499
Dongola Unit District District 66	Dongola	102
Downers Grove Com. High School District 99	Downers Grove	4,960
Dunlap Community Unit District 323	Dunlap	376
Dupo Community Unit District 196	Dupo	505
East Lynn Twp. High School District 222	East Lynn	61
United Twp. High School District 30	East Moline	3,159
Easton Community Unit District 121	Easton	61
East Peoria High School District 309	East Peoria	2,125
Edwardsville Community Unit District 7	Edwardsville	1,880
Effingham Community Unit District 40	Effingham	881
Eldorado Community Unit District 4	Eldorado	481
Elgin Public Schools District 46	Elgin	4,189
Elizabeth Community Unit District 208	Elizabeth	120
Tri-Valley Community Unit District 3	Ellsworth	311
Elmwood Park Community Unit District 401	Elmwood Park	1,212

SECONDARY SCHOOLS RESPONDING (page 7)

NAME OF SCHOOL	LOCATION	ENROLLMENT
Elmwood Community Unit District 322	Elmwood	287
El Paso Community Unit District 375	El Paso	336
Erie Community Unit District 2	Erie	321
Evergreen Park Community H. S. District 231	Evergreen Park	1,721
Fairbury Community Unit District 3	Fairbury	403
Spoon River Community Unit District 4	Fairview	175
Fairfield Com. High School District 225	Fairfield	670
Farmer City Community Unit District 10	Farmer City	363
Findlay Community Unit District 2	Findlay	131
Fisher Community Unit District 1	Fisher	246
Oakwood Twp. High School District 221	Fithian	413
Flanagan Community Unit District 4	Flanagan	218
Forrest Community Unit District 2	Forrest	228
Forreston Community Unit District 221	Forreston	269
Grant Community High School District 124	Fox Lake	1,055
Leydon Community High School District 212	Franklin Park	4,383
Freeburg Community High School District 77	Freeburg	497

SECONDARY SCHOOLS RESPONDING (page 8)

NAME OF SCHOOL	LOCATION	ENROLLMENT
Freeport Unit District 145	Freeport	1,552
Fulton Community High School District 306	Fulton	551
Galatia Community Unit District 1	Galatia	103
Galesburg Community Unit District 205	Galesburg	2,198
Galesburg Area Voc. Center	Galesburg	2,191
Galva Community Unit District 224	Galva	353
Gardners Wilmington H. S. District 73	Wilmington	278
Geneseo Community Unit District 228	Geneseo	923
Geneva Community Unit District 304	Geneva	889
Genoa-Kingston Com. Unit District 424	Genoa	496
Georgetown Twp. H. S. District 218	Georgetown	434
Gibson City Community Unit District 1	Gibson City	423
Gillespie Community Unit District 7	Gillespie	444
Gilman Community Unit District 2	Gilman	361
Girard Community Unit District 3	Girard	245
Illini Bluffs Community Unit District 327	Glasford	329
Glenbard Twp. High Schools District 87	Glen Ellyn	7,311

SECONDARY SCHOOLS RESPONDING (page 9)

NAME OF SCHOOL	LOCATION	ENROLLMENT
Glenbrook Twp. High Schools District 225	Glenview	4,519
Pope County Community Unit District 1	Golconda	228
Granite City Community Unit District 9	Granite City	3,266
Putnam County Community Unit District 535	Granville	365
Grayslake Community High School District 127	Grayslake	943
Greenview Community Unit District 200	Greenview	107
Bond County Unit District 2	Greenville	748
Gridley Community Unit District 2	Gridley	152
Griggsville Community Unit District 4	Griggsville	162
Warren Twp. High School District 121	Gurnee	1,398
Hamilton Com. Cons. High School District 328	Hamilton	303
Calhoun Community Unit District 40	Hardin	285
Harrisburg Community Unit District 3	Harrisburg	820
Hartsburg Community Unit District 21	Hartsburg	132
Harvard Community Unit District 50	Harvard	646
Thornton Twp. High School District 205	Harvey	12,388
Herrick Community High School District 184	Herrick	184

SECONDARY SCHOOLS RESPONDING (page 10)

NAME OF SCHOOL	LOCATION	ENROLLMENT
Herrin Community Unit District 4	Herrin	1,009
Herscher Community Unit District 2	Herscher	698
Heyworth Community Unit District 4	Heyworth	253
Highland Park Twp. High School District 113	Highland Park	5,097
Hillsboro Community Unit District 3	Hillsboro	805
Hinckley-Big Rock Com. Unit District 429	Hinckley	280
Hinsdale Twp. High School District 86	Hinsdale	4,093
Hoopeston Unit District District 4	Hoopeston	345
Huntley Cons. High School District 158	Huntley	220
Hutsonville Community Unit District 1	Hutsonville	153
Industry Community Unit District 165	Industry	136
Jacksonville Unit District 117	Jacksonville	1,106
Jerseyville Community Unit District 100	Jerseyville	974
Johnston City Community Unit District 1	Johnston City	382
* Joliet Twp. High School District 204	Joliet	6,483
Joppa Community High School District 21	Joppa	154
Westmer Community Unit District 203	Joy	313

SECONDARY SCHOOLS RESPONDING (page 11)

NAME OF SCHOOL	LOCATION	ENROLLMENT
Kankakee Public Schools District 111	Kankakee	2,219
Kansas Community Unit District 3	Kansas	125
Kempton-Cabery Community Unit District 6	Kempton	172
Kewanee Community Unit District 229	Kewanee	924
Wethersfield Community Unit District 230	Kewanee	501
Kinmundy Community Unit District 301	Kinmundy	302
Hiawatha Community Unit District 426	Kirkland	232
Lyons Twp. High School District 204	LaGrange	5,105
Lake Forest Community H. S. District 115	Lake Forest	1,636
Lake Zurich Community H. S. District 95	Lake Zurich	554
Lamoille Community High School District 509	Lamoille	178
LaSalle-Peru Area Voc Center 541 Chartres Street	LaSalle	2,159
*Lawrenceville Twp High School District 71	Lawrenceville	642
Ambraw Valley Area Voc Center Eighth & Charles Streets	Lawrenceville	642
LeLand Community Unit District 1	LeLand	125
Lena-Winslow Community Unit District 202	Lena	419
Libertyville Community H. S. District 128	Libertyville	1,607

SECONDARY SCHOOLS RESPONDING

NAME OF SCHOOL	LOCATION	ENROLLMENT
Lincolnland Area Voc Center Primm Road	Lincoln	1,192
Lisle Community High School District 109	Lisle	755
Litchfield Community Unit District 12	Litchfield	493
Yorkwood Community Unit District 225	Little York	325
Livingston Community Cons District 4	Livingston	131
Lockport Twp High School District 205	Lockport	2,339
North Clay Community H.S. District 102	Louisville	283
Deer Creek-Makinaw District 701	Mackinaw	293
Macomb Community Unit District 185	Macomb	771
West Central Ill. Voc Center 1124 East Adams Street	Macomb	340
Madison Community Unit District 12	Madison	587
Mahomet Community Unit District 3	Mahomet	429
Malden Community High School District 511	Malden	68
Malta Twp High School District 419	Malta	213
Manlius Community Unit District 305	Manlius	134
Mid-Valley Area Voc Center R.R. 2	Maple Park	501
Marengo Community High School District 154	Marengo	656

SECONDARY SCHOOLS RESPONDING (page 13)

NAME OF SCHOOL	LOCATION	ENROLLMENT
Crab Orchard Community Unit District 3	Marion	123
Maroa-Forsyth Community Unit District 2	Maroa	293
Marshall Community Unit District 2C	Marshall	569
Mattoon Community Unit District 2	Mattoon	1,319
Proviso Twp High School District 209	Maywood	8,099
Mazon Twp High School District 97	Mazon	213
Mchenry Community High School District 156	Mchenry	1,929
Mendon Community Unit District 4	Mendon	525
Mendota Twp High School District 280	Mendota	855
Meredosia Community Unit District 11	Meredosia	145
Metamor Twp High School District 122	Metamora	666
Midlothian Community H.S. District 228	Midlothian	5,754
Mills Prairie Community H.S. District 229	Mill Shoals	63
Olympia Community Unit District 16	Minier	264
Minonk Community Unit District 108	Minonk	306
Moline Public Schools District 40	Moline	2,721
Monmouth Public Schools District 38	Monmouth	685

SECONDARY SCHOOLS RESPONDING

NAME OF SCHOOL	LOCATION	ENROLLMENT
Monticello Community Unit District 25	Monticello	629
Morris Community High School District 101	Morris	979
Morrison Community High School District 1	Morrisonville	332
Morton Township High School District 301	Morton	1,062
Mt. Auburn Community Unit District 5	Mt. Auburn	95
Mt. Carroll Community Unit District 304	Mt. Carroll	292
Mt. Prospect Township H.S. District 214	Mt. Prospect	2,526
Brown County Community Unit District 1	Mt. Sterling	384
Mt. Vernon Twp High School District 201	Mt. Vernon	1,826
Mt. Zion Community Unit District 3	Mt. Zion	765
Moweaqua Communtiy Unit District 6A	Moweaqua	217
Murphysboro Community Unit District 186	Murphysboro	917
Naperville Community H.S. District 107	Naperville	2,976
Nashville Community H.S. District 99	Nashville	438
New Berlin Community Unit District 16	New Berlin	297
New Holland-Middletown Com. U. District 22	New Holland	125
Newman Community Unit District 303	Newman	139

SECONDARY SCHOOLS RESPONDING (page 15)

NAME OF SCHOOL	LOCATION	ENROLLMENT
Niantic-Harristown Com. Unit District 006	Niantic	260
Normal Community Unit District 5	Normal	1,775
Ridgewood Community High School District 234	Norridge	1,646
North Chicago Community H.S. District 123	North Chicago	1,358
Oakland Community Unit District 5	Oakland	200
Ridgeland Community H.S. District 229	Oak Lawn	2,797
River Forest Cons. H.S. District 200	Oak Park	4,296
Ofallon Twp High School District 203	Ofallon	1,252
Union Community Unit District 115	Oquawka	292
Oregon Community Unit District 220	Oregon	525
Orion Community Unit District 223	Orion	401
Oswego Community Unit District 308	Oswego	903
Palatine Twp High School District 211	Palatine	1,634
Palestine Community Unit District 3	Palestine	169
Orland Park Cons. H.S. District 230	Palos Hills	3,833
Pana Community Unit District 8	Pana	537
Maine Twp High School District 207	Park Ridge	11,338

SECONDARY SCHOOLS RESPONDING

NAME OF SCHOOL	LOCATION	ENROLLMENT
Paxton Community Unit District 2	Paxton	562
Payson Community Unit District 1	Payson	231
Pearl City Community Unit District 200	Pearl City	190
Pekin Community High School District 303	Pekin	4,171
Pekin Area Voc Center East Bluff Street	Pekin	831
Peoria Public Schools District 150	Peoria	7,035
Peotone Community Unit District 207U	Peotone	408
Perry Community High School District 172	Perry	73
Pinckneyville Community H.S. District 101	Pinckneyville	545
Piper City Community Unit District 5	Piper City	124
Plano Community Unit District 88	Plano	412
Pleasant Hill Community Unit District 3	Pleasant Hill	158
Pleasant Plains Com Unit District 8	Pleasant Plains	275
Pontiac Twp High School District 90	Pontiac	904
Riverdale Community Unit District 100	Port Byron	452
Princeton Twp High School District 500	Princeton	775
Prophetstown-Lyndon Unit District 003	Prophetstown	353

SECONDARY SCHOOLS RESPONDING (page 17)

NAME OF SCHOOL	LOCATION	ENROLLMENT
Quincy Public Schools District 172	Quincy	2,207
Quincy Area Voc-Tech. Center 1444 Maine Street	Quincy	
Rankin Township High School District 223	Rankin	93
Rantoul Twp High School District 193	Rantoul	1,601
Panhandle Community Unit District 2	Raymond	310
Ridge Farm Twp High School District 221	Ridge Farm	130
Brookfield Twp High School District 208	Riverside	1,991
Riverton Community H.S. District 242	Riverton	253
Robinson Community Unit District 2	Robinson	797
Rock Falls Twp High School District 301	Rock Falls	1,204
Rockford Public Schools District 205	Rockford	11,692
Harlem Unit District District 122	Rockford	2,564
Rockford Area Voc. Center 201 South Madison Street	Rockford	635
Hononegah Community H.S. District 207	Rockton	767
Lake Park Community H.S. District 108	Roselle	1,975
Roseville Community Unit District 200	Roseville	198
Rosiclare Community Unit District 1	Roseclare	172

SECONDARY SCHOOLS RESPONDING (page 18)

NAME OF SCHOOL	LOCATION	ENROLLMENT
Round Lake Community Unit District 116	Round Lake	689
Roxana Community Unit District 1	Roxana	913
St. Charles Community Unit District 303	St. Charles	1,230
St. Elmo Community Unit District 202	St. Elmo	228
Triad Community Unit District 2	St. Jacob	705
St. Joseph-Ogden High School District 305	St. Joseph	390
Salem Community High School District 600	Salem	920
Sandoval Community Unit District 501	Sandoval	298
Sandwich Community Unit District 430	Sandwich	497
Saybrook-Arrowsmith Com. Unit District 11	Saybrook	208
Scales Mound Community Unit District 211	Scales Mound	109
Serena Community High School District 390	Serena	327
Shabbona Community Unit District 425	Shabbona	187
Shannon Community Unit District 303	Shannon	187
Southeast Community Unit District 2	Shawneetown	193
Shelbyville Community Unit District 4	Shelbyville	602
Sheldon Community Unit District 5	Sheldon	144

SECONDARY SCHOOLS RESPONDING (page 19)

NAME OF SCHOOL	LOCATION	ENROLLMENT
Jamaica Cons. High School District 237	Sidell	242
Somonauk Community Unit District 432	Somonauk	140
Niles Township High Schools District 219	Skokie	7,975
South Beloit Community Unit District 320	South Beloit	413
Sparland Community Unit District 3	Sparland	155
Sparta Community Unit District 140	Sparta	684
Springfield Public Schools District 186	Springfield	6,973
Springfield Area Voc. School District 186	Springfield	1,125
Hall Twp. High School District 502	Spring Valley	576
Staunton Community Unit District 6	Staunton	386
Steeleville Community Unit District 138	Steeleville	224
Sterling Twp. High School District 300	Sterling	1,896
Sterling Area Voc. School District 300	Sterling	1,865
Sterwardson-Strasburg C.U. District 5A	Stewardson	202
Stoningham Community Unit District 7	Stonington	238
Sullivan Community Unit District 300	Sullivan	445
Sycamore Community Unit District 427	Sycamore	843

SECONDARY SCHOOLS RESPONDING

NAME OF SCHOOL	LOCATION	ENROLLMENT
Tampico Twp. High School District 302	Tampico	154
Teutopolis Community Unit District 50	Teutopolis	397
Toluca Community Unit District 2	Toluca	159
Tonica Community High School District 360	Tonica	152
Tower Hill Community High School District 185	Tower Hill	116
Tremont Community Unit District 702	Tremont	244
Century Community Unit District 100	Ullin	279
Tuscola Community Unit District 301	Tuscola	548
Urbana Public Schools District 116	Urbana	1,365
Venice Community Unit District 3	Venice	205
Villa Grove Community Unit District 302	Villa Grove	363
Elmhurst Community Unit District 88	Villa Park	9,357
Winola Community Unit District 202	Viola	270
Virden Community Unit District 4	Virden	366
Walnut Community High School District 508	Walnut	249
Wapella Community Unit District 5	Wapella	160
Warren Community Unit District 205	Warren	1,398

SECONDARY SCHOOLS RESPONDING (page 21)

NAME OF SCHOOL	LOCATION	ENROLLMENT
Warrensburg-Latham C.U. District 11	Warrensburg	380
Warsaw Community Unit District 316	Warsaw	274
Lowpoint -Washburn Community Unit District 21	Washburn	240
Washington Community High School District 308	Washington	1,489
Waterman Community Unit District 431	Waterman	161
Watseka Community High School District 250	Watseka	575
Waukegan Twp. High School District 119	Waukegan	4,459
Waukegan Area Voc. School District 119	Waukegan	
Waverly Community Unit District 6	Waverly	150
Deland-Weldon Community Unit District 57	Weldon	176
Wellington Community Unit District 7	Wellington	136
Westville Community Unit District 002	Westville	495
Wheaton Community High Schools District 95	Wheaton	3,561
Area Vocational Center	Wheaton	
North Green Community Unit District 3	Whitehall	546
Williamsfield Community Unit District 210	Williamsfield	124
Winnebago Community Unit District 323	Winnebago	436

SECONDARY SCHOOLS RESPONDING (page 22)

NAME OF SCHOOL	LOCATION	ENROLLMENT
New Trier Township High School District 203	Winnetka	6,286
* E. Alton-Wood River Community H.S. District 14	Wood River	1,405
Worden High School District 16	Worden	146
Wyanet Community High School District 510	Wyanet	144
Yorkville Community Unit District 115	Yorkville	521
* Marissa High School District 200	Marissa	281
* Oak Park-River Forest District 200	Oak Park	4,296
* Rich Township High School District 227	Park Forest	4,019
* Onarga High School District 1	Onarga	111
* Okawville Community High School District 88	Okawville	294
	TOTAL	513,925
TOTAL OF ENROLLMENT OF THOSE SCHOOLS RESPONDING TOO LATE TO BE INCLUDED IN THE RESULTS		19,189

* Indicates schools responding too late to be included in the results

APPENDIX D

JUNIOR COLLEGES RESPONDING

NAME OF SCHOOL	LOCATION	ENROLLMENT
Amundsen-Mayfair College	Chicago	2,286
Belleville Area College	Belleville	6,530
Blackhawk College-Main Campus	Moline	3,462
Blackhawk College-East Campus	Kewanne	518
Carl Sandburg College	Galesburg	1,018
College of Lake County	Grayslake	2,574
Danville Junior College	Danville	1,614
Elgin Community College	Elgin	1,867
Highland Community College	Freeport	1,030
John A. Logan College	Carterville	1,162
Joliet Junior College	Joliet	2,606
Kaskaskia College	Centralia	1,164
Kennedy-King College	Chicago	5,310
Kishwaukee College	Malta	971
Lake Land College	Mattoon	2,103
Lewis & Clark Junior College	Godfrey	1,602
Lincoln Land Community College	Springfield	2,845
Morton College	Cicero	1,409
Olive-Harvey College	Chicago	3,022
Parkland College	Champaign	2,591
Prairie State College	Chicago Heights	1,973
Rend Lake College	Ina	894
*Rock Valley College	Rockford	3,003
Shawnee Community College	Ullin	817
Sauk Valley College	Dixon	1,199

JUNIOR COLLEGES RESPONDING (page 2)

NAME OF SCHOOL	LOCATION	ENROLLMENT
Southeastern Illinois College	Harrisburg	698
*Southwest College	Chicago	2,983
Spoon River Community College	Canton	690
State Community College	East St. Louis	1,973
Triton College	River Grove	5,437
*William Rainey Harper College	Palatine	5,328
McHenry County College	Crystal Lake	771
*Loop College	Chicago	4,329
	TOTAL	60,136

* indicates late respondents and are not included in the results

APPENDIX E

SECONDARY SCHOOLS RESPONDING INDICATING NO VOCATIONAL PROGRAM

NAME OF SCHOOL	LOCATION	ENROLLMENT
Oreana Community Unit District 1	Argenta	378
Stonefort Community Unit District 2	Carrier Mills	183
Community District #1	Vermilion County	
Easton Community Unit District 121	Easton	61
East Lynn Twp. High School District 222	East Lynn	61
Elmwood Park Community Unit District 401	Elmwood Park	1,212
Erie Community Unit District 2	Erie	321
Gillman Community Unit District 2	Gilman	361
Industry Community Unit District 165	Industry	136
Lafayette Twp. High School District 68	Lafayette	
Tremont Community Unit District 702	Tremont	244
	TOTAL	2,957

APPENDIX F

SECONDARY SCHOOLS NOT RESPONDING

NAME OF SCHOOL	LOCATION	ENROLLMENT
Allendale Community Unit District 17	Allendale	80
Alto Pass Community High School District 202	Alto Pass	212
Amboy Community Unit District 272	Amboy	504
Anna Joesboro Com. High School District 81	Jonesboro	620
Assumption Community Unit District 9	Assumption	370
Athens Community Unit District 213	Athens	230
Atwood-Hammond Community Unit District 39	Atwood	257
Augusta Community Unit District 2	Augusta	231
Aviston Community High School District 71	Aviston	417
Avon Community Unit Distric 176	Avon	184
Barry Community Unit District 1	Barry	171
Bismarck Community Unit District 1	Vermilion	303
Bluffs Community Unit District 2	Bluffs	142
Bowen Community Unit District 320	Bowen	627
Bradley Bourbonnais District 307	Bradley	1,502
Reed-Custer Twp. High School District 206	Braidwood	271
Bridgeport Twp. High School District 312	Bridgeport	370

SECONDARY SCHOOLS NOT RESPONDING (page 2)

NAME OF SCHOOL	LOCATION	ENROLLMENT
ABL Community Unit District 6	Broadlands	120
Brookport Unit District #38	Brookport	108
Brownstown Community Unit District 201	Brownstown	158
Buckley-Loda Community Unit District 8	Buckley	170
Camp Point Community Unit District 3	Camp Point	397
Canton Union School District 66	Canton	853
Carlinville Community Unit District 1	Carlinville	645
Carthage Community High School District 312	Carthage	400
Casey Community Unit District C-1	Casey	367
Cave-in-Rock Community Unit District 2	Cave-in-Rock	174
*Centralia Twp. High School District 200	Centralia	1,658
Cerro Gordo Community Unit District 275	Cerro Gordo	275
Chadwick Community Unit District 399	Chadwick	87-
Chandlerville Community Unit District 62	Chandlerville	95
Ball-Chatham Community Unit District 5	Chatham	556
Chrisman Community Unit District 5	Chrisman	138
Scottland Community High School	Chrisman	54
Christopher Community High School District 38	Christopher	

SECONDARY SCHOOLS NOT RESPONDING

NAME OF SCHOOL	LOCATION	ENROLLMENT
Cisne Community High School District 228	Cisne	238
Clay City Community High School District 103	Clay City	225
Central Community Unit District 4	Clifton	673
Cobden Unit School District 17	Cobden	212
Colchester Community Unit District 180	Colchester	173
Octavia Community Unit District 8	Colfax	229
Cornell Community High School District 70	Cornell	117
Cowden Community High School District 188	Cowden	184
Crescent-Iroquois C. U. District 252	Crescent City	86
Cuba Community Unit District 3A	Cuba	283
Cullom Community High School District 270	Cullom	172
Dallas City Community Unit District 336	Dallas City	181
Danvers Community Unit District 6	Danvers	144
Danville Community Unit District 118	Danville	2,325
Depue Unit District #103	Depue	109
Dieterich Community Unit District 30	Dieterich	173
Divernon Community Unit Distric 13	Divernon	114

SECONDARY SCHOOLS NOT RESPONDING (page 4)

NAME OF SCHOOL	LOCATION	ENROLLMENT
Donovan Community Unit District 3	Donovan	383
Duquoin Community Unit District 300	Duquoin	585
Dwight Twp. High School District 230	Dwight	866
Earlville Community Unit District 9	Earlville	155
Edinburg Community Unit District 4	Edinburg	152
Elverado Community Unit District 196	Elkville	203
Elkhart Community Unit District 406	Eklhart	90
Elmwood Community Unit District 322	Elmwood	287
Enfield Community Unit District 4	Equality	69
Eureka Community Unit District 140	Eureka	456
Evanston Twp. High School District 202	Evanston	5,234
Farmington Community Unit District 324	Farmington	615
Flora Twp. High School District 99	Flora	662
Flossmoor-Homewood High School District 233	Flossmoor	3,586
Galena Unit District #120	Galena	468
Goreville Twp. High School District 71	Goreville	102
Mississippi Valley Com. Unit District 166	Gorham	90

SECONDARY SCHOOLS NOT RESPONDING (page 5)

NAME OF SCHOOL	LOCATION	ENROLLMENT
Grant Park Community Unit District 6	Grant Park	180
Grayville Community Unit District 1	Grayville	170
Greenfield Community Unit District 10	Greenfield	287
Green Valley Community H. S. District 306	Green Valley	116
Hanover Community Unit District 212	Hanover	155
Havana Community Unit District 126	Havana	378
Alden-Hebron Community Unit District 271	Hebron	271
Henry-Senachwine Community Unit District 20	Henry	357
Homer Comm. Cons. High School District 208	Homer	200
Hume-Shiloh Community Unit District 2	Hume	190
Hurst-Busch Com. High School District 206	Hurst	1,009
Illiopolis Community Unit District 12	Illiopolis	154
South Fork Community High School District 310	Kincaid	185
West Pike Community Unit District 2	Kinderhook	269
Knoxville Community Unit District 202	Knoxville	629
Mid-County Community Unit District 4	Lacon	194
Laharpe Community Unit District 335	Laharpe	238

SECONDARY SCHOOLS NOT RESPONDING (page 6)

NAME OF SCHOOL	LOCATION	ENROLLMENT
Lanark Community Unit District 305	Lanark	233
Leaf River Community Unit District 270	Leaf River	167
Lebanon Community High School District 8	Lebanon	406
Lee Center Community Unit District 271	Lee Center	296
Lemont Twp. High School District 210	Lemont	563
Leroy Community Unit District 2	Leroy	307
Lewistown Community High School Disttict 341	Lewistown	428
Lexington Community Unit District 7	Lexington	274
Liberty Community Unit District 2	Liberty	538
Lostant Community High School District 400	Lostant	90
Brooklyn Unit High School District 188	Lovejoy	201
Lovington Community Unit District 303	Lovington	267
Lyndon Community High School District 305	Lyndon	353
Macon Community Unit District 5	Macon	289
Forman Community Unit District 124	Manito	252
Mansfield Community Unit District 7	Mansfield	363
Manteno Community Unit District 5	Manteno	373

SECONDARY SCHOOLS NOT RESPONDING (page 7)

NAME OF SCHOOL	LOCATION	ENROLLMENT
Kaneland Community Unit District 302	Maple Park	636
Marion Community Unit District 2	Marion	918
Marion Area Voc. Center	Marion	1,249
Marseilles Public Schools District 155	Marseilles	336
Martinsville Community Unit District 3C	Martinsville	227
Mascoutah Community Unit District 19	Mascoutah	1,157
Mason City Community Unit District 123	Mason City	243
McLeansboro Community H. S. District 58	McLeansboro	437
Media-Wever Community Unit District 103	Media	232
Melvin-Sibley Community Unit District 4	Melvin	133
Metropolis Community H. S. District 20	Metropolis	765
Milford Twp. High School District 233	Milford	250
Milledgeville Community Unit District 312	Milledgeville	182
Minooka Community High School District 111	Minooka	458
Momence Community Unit District 1	Momence	542
Meridian Community Unit District 101	Mounds	406
Wabash Community Unit District 348	Mt. Carmel	856

SECONDARY SCHOOLS NOT RESPONDING (page8)

NAME OF SCHOOL	LOCATION	ENROLLMENT
Mt. Morris Community Unit District 261	Mt. Morris	362
Mt. Pulaski Twp. High School District 28	Mt. Pulaski	292
Mulberry Grove Community Unit District 120	Mulberry Grove	200
Mundelein Community High School District 186	Mundelein	1,585
Nauvoo-Colusa Community Unit District 325	Nauvoo	339
Neoga Community Unit District 3	Neoga	298
Neponset Twp. High School District 504	Neponset	89
Newark Community High School District 18	Newark	236
New Athens Community Unit District 60	New Athens	1,249
Newton Community High School District 127	Newton	814
W. Richland Community Unit District 002	Noble	167
Nokomis Community Unit District 22	Nokomis	452
Norris City-Omaha C. U. District 3	Norris City	218
Oblong Township High School District 203	Oblong	291
Odell Community High School District 160	Odell	165
Odin Community High School District 700	Odin	125
Ohio Community High School District 505	Ohio	81

SECONDARY SCHOOLS NOT RESPONDING (page 9)

NAME OF SCHOOL	LOCATION	ENROLLMENT
* Okawville Community High School District 88	Okawville	294
East Richland Community Unit District 1	Olney	1,145
*Onarga Community Unit District 1	Onarga	111
R O V A Community Unit District 208	Oneida	318
Orangeville Community Unit District 203	Orangeville	257
Ottawa Twp. High School District 140	Ottawa	1,889
Northwestern Community Unit District 2	Palmyra	198
Paris Schools District 95	Paris	1,053
Patoka Community Unit District 100	Patoka	119
Pawnee Community Unit District 11	Pawnee	194
Pecatonica Community Unit District 303	Pecatonica	299
Porta Community Unit District 202	Petersburg	223
Southwestern Community Unit District 9	Piasa	639
Pittsfield Community Unit District 10	Pittsfield	651
Plainfield Cons. High School District 202	Plainfield	1,067
Polo Community Unit District 222	Polo	350
Livingston Area Voc. Center	Pontiac	131
North Boone Cons. H. S. District 200	Poplar Grove	354

SECONDARY SCHOOLS NOT RESPONDING (page 10)

NAME OF SCHOOL	LOCATION	ENROLLMENT
Potomac Twp. High School District 229	Potomac	121
Adlai Stevenson Cons. H. S. District 125	Prairie View	945
Ramsey Community Unit District 204	Ramsey	189
Red Bud Community Unit Distric 132	Red Bud	573
R U C E Community Unit District 3	Reddick	183
Richmond-Burton Community Unit District 157	Richmond	316
North Gallatin Community Unit District 1	Ridgeway	202
Roanoke-Benson Community Unit District 60	Roanoke	342
Thawville Community Unit District 3	Roberts	128
Rochester Community Unit District 3A	Rochester	364
Rock Island Public Schools District 41	Rock Island	2,433
Rossville Cons. High School District 236	Rossville	198
Schyler Co. Community Unit District 1	Rushville	526
St. Francisville Community Unit District 102	St. Francisville	94
Saunemin Community Unit District 6	Saunemin	107
Savanna Community Unit District 122	Savanna	439
San Jose Community Unit District 122	San Jose	128

SECONDARY SCHOOLS NOT RESPONDING (page 11)

NAME OF SCHOOL	LOCATION	ENROLLMENT
Northwest Community Unit District 175	Sciota	226
Seneca Twp. High School District 160	Seneca	263
Sesser Community Unit District 196	Sesser	249
Sherrard Community Unit District 200	Sherrard	456
Stanford Community Unit	Stanford	264
Stillman Valley Community Unit	Stillman Valley	406
Stockton Community Unit District 206	Stockton	376
Streator Twp. High School District 40	Streator	1,693
So. Henderson Community Unit District 116	Stonghurst	232
Sumner Twp. High School District 100	Sumner	139
V I T Community Unit District 2	Table Grove	224
Egyptian Community Unit District 5	Tamms	400
Taylorville Community Unit District 3	Taylorville	762
Rockridge Community Unit District 300	Taylor Ridge	547
Thompsonville Community H. S. District 112	Thompson	150
Tiskilwa Community Unit District 300	Tiskilwa	167
Cumberland Community Unit District 77	Toledo	434

SECONDARY SCHOOLS NOT RESPONDING (page 12)

NAME OF SCHOOL	LOCATION	ENROLLMENT
Tolono Community Unit District 7	Tolono	623
Toulon Twp. High School District 4	Toulon	271
Wesclin Community Unit District 3	Trenton	283
Vandalia Community Unit District 203	Vandalia	490
Okaw Area Vocational Center	Vandalia	226
Vienna Twp. High School District 133	Vienna	402
Virginia Community Unit District 64	Virginia	210
Waterloo Community Unit District 5	Waterloo	573
Wauconda Community Unit District 118	Wauconda	936
Wayne City Community High School District 226	Wayne City	234
Wenona Community Unit District 1	Wenona	300
West Chicago Community High School District 94	West Chicago	1,415
Westfield Twp. High School District 94	West Chicago	
Westfield Twp. High School District 201	Westfield	72
W. Frankfort Community Unit District 168	W. Frankfort	772
Trico Community Unit District 176	Williamsville	214
Wilmington Community Unit District 209U	Wilmington	661

SECONDARY SCHOOLS NOT RESPONDING (page 13)

NAME OF SCHOOL	LOCATION	ENROLLMENT
Winchester Community Unit District 1	Winchester	314
Windsor Community Unit District 1	Windsor	207
Witt High School District 66	Witt	99
Shawnee Community Unit District 84	Wolf Lake	252
Woodlawn Community High School District 205	Woodlawn	127
Yates City Community Unit District 207	Yates City	200
Wyoming Community High School District 71	Wyoming	234
	TOTAL	91,037
TOTAL ENROLLMENT OF THOSE SCHOOLS RESPONDING TOO LATE TO BE INCLUDED IN THE RESULTS		19,189

* Indicates schools responding late

APPENDIX G

JUNIOR COLLEGES NOT RESPONDING

NAME OF SCHOOL	LOCATION	ENROLLMENT
College of DuPage	Glen Ellyn	5,967
Illinois Central College	East Peoria	4,670
Kankakee Community College	Kankakee	1,189
Malcolm X College	Chicago	4,600
Moraine Valley Community College	Palos Hills	3,042
Oakton Community College	Morton Grove	2,468
Thornton Community College	South Holland	2,863
Waubonsee Community College	Sugar Grove	1,973
Wilbur Wright College	Chicago	4,965
	TOTAL	31,737

ERIC

ACCESSION NUMBER: VT100734

PUBLICATION DATE: JUN73

TITLE: A DESIGN CONCEPT FOR A TOTAL MANPOWER PLANNING SYSTEM FOR THE STATE OF ILLINOIS.

PERSONAL AUTHOR: STRINER, HERBERT E.; BURT, SAMUEL M.

DESCRIPTOR: *DESIGN; *MANPOWER DEVELOPMENT; *SYSTEMS DEVELOPMENT; MANAGEMENT SYSTEMS; METHODS RESEARCH; PLANNING; STATEWIDE PLANNING

IDENTIFIER: *ILLINOIS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 614

ABSTRACT: THIS DOCUMENT CONTAINS A COMPILATION OF THE INPUT THAT WENT INTO THE DEVELOPMENT OF A CONCEPTUAL DESIGN OF A TOTAL MANPOWER PLANNING SYSTEM (TMPS) FOR THE STATE OF ILLINOIS. INTENDED ONLY AS A BASIS FOR DISCUSSION REGARDING WHETHER OR NOT TO UNDERTAKE A MORE THOROUGH INVESTIGATION OF THE FEASIBILITY OF IMPLEMENTING THE CONCEPT, THE STUDY HEREIN IS NOT VERY DETAILED. ACTUAL CONTENTS INCLUDE THE INFORMATION ON THE FOLLOWING TOPICS: (1) CONCEPTUALIZATION OF A TOTAL MANPOWER PLANNING SYSTEM FOR THE STATE OF ILLINOIS, (2) THE ILLINOIS ECONOMY AND ITS IMPLICATIONS FOR TMPS, (3) BUILDING BLOCKS AND THE PLANNING TRIANGLE, (4) A TOTAL EDUCATIONAL SYSTEM FOR A TMPS, AND (5) PROGRAM FUNDING. (SN)

INSTITUTION NAME: UNIVERSITY RESEARCH CORP., WASHINGTON, D.C.

SPONSORING AGENCY NAME: ILLINOIS STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION, SPRINGFIELD.

VT 100 734

A Design Concept For A TOTAL MANPOWER PLANNING SYSTEM For The State of Illinois

BEST COPY AVAILABLE

By Herbert E. Striner
and
Samuel M. Burt

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VT 100 734

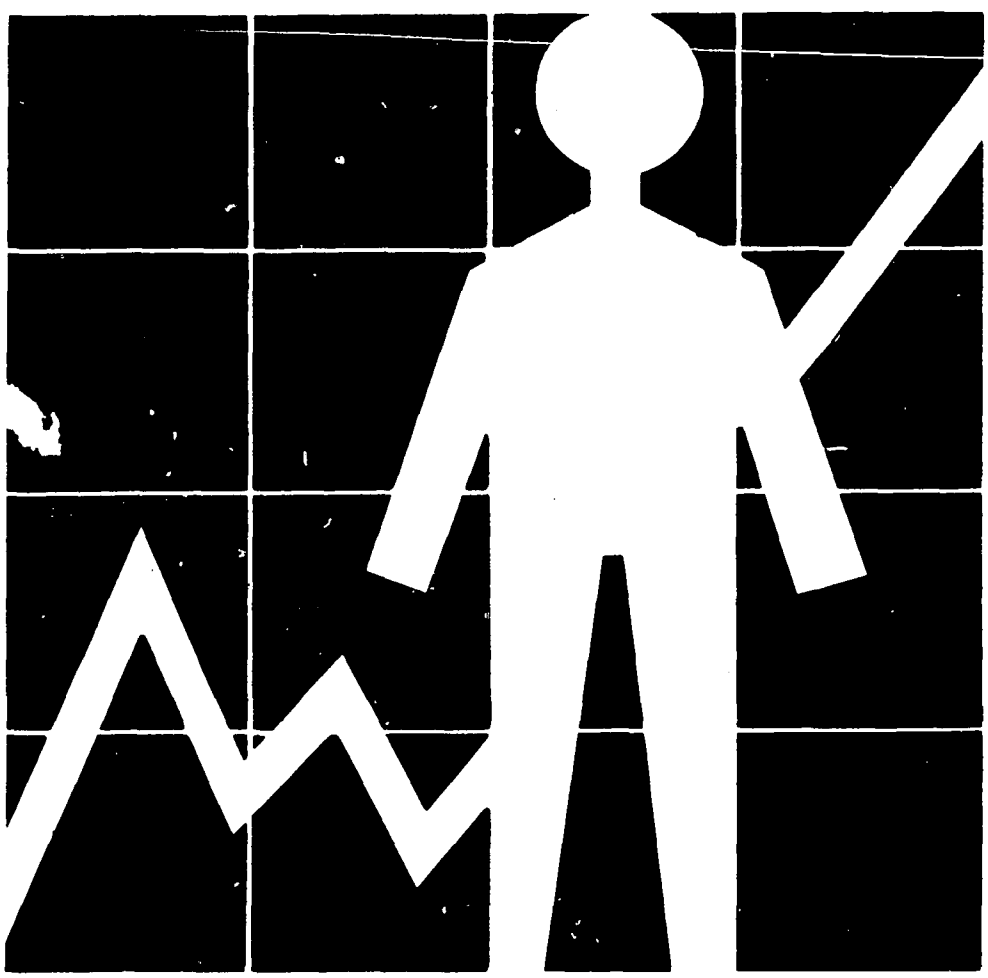

Investing in People

STATE OF ILLINOIS
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ERIC

A DESIGN CONCEPT
FOR A
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FOR THE
STATE OF ILLINOIS

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University Research Corporation
Washington, D.C.

for

STATE OF ILLINOIS

ADVISORY COUNCIL

ON VOCATIONAL EDUCATION

June, 1973

Developed pursuant to an agreement with the State of Illinois Advisory Council on Vocational Education, May, 1973.

ERIC

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INTRODUCTION

The report which follows is a conceptual design of a Total Manpower Planning System for the State of Illinois. It is not, nor was it intended to be under the contract, a detailed study on how such a design can be implemented. Rather, it is intended to be a basis for discussion and decision as to whether to undertake a more ambitious study of the feasibility of implementing the concept. Any effort to move from a concept such as the Total Manpower Planning System (TMPS) to implementation should be based upon scrutiny and evaluation by the local and state agencies and private organizations involved.

No large systems plan such as the TMPS should, or indeed can, be imposed. A carefully designed process of discussion, education and evaluation must provide the basis for what is a suggested major change in the way manpower, education and economic development is planned for in Illinois. What Illinois does in this direction could be an innovation of major proportions. No other state, or the federal government, has yet moved to develop the type of articulated planning system conceived of in this report. To do so will take time, the will to change attitudes about agency roles, and the sharing of planning responsibilities which are based on a new relationship between local communities, the state legislature and the Office of the Governor.

CHAPTER I

CONCEPTUALIZATION OF A TOTAL MANPOWER PLANNING SYSTEM FOR THE STATE OF ILLINOIS

THE TOTAL MANPOWER PLANNING SYSTEM(TMPS) CONCEPT

The 1971 Manpower Report of the President* highlights the new role given by the federal government to states and localities in the planning and delivery of manpower services. The combination of forces which have been set in motion by the Nixon Administration to both decentralize manpower program decisionmaking and decategorize programs should, it is claimed, make it possible to better tailor manpower activities to area labor market conditions and to the needs of an area's target populations.

This objective is certainly desirable. Whether it is attainable, given the number of federal, regional, state, and local agencies involved in funding and administering a vast array of programs dealing with the various components comprising a Total Manpower Planning System (TMPS) is a fair question. The vested interests of these agencies in their programs, and the limited funds available to them for developing experimental models, plus the fact that revenue sharing funds in toto may provide less money for use by states and communities than the categorical grants previously available for manpower development, are all inhibiting factors to an early date for states and communities to achieve full responsibility for planning and implementing a total manpower delivery system.

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* Manpower Report of the President (Washington, D.C., U.S. Government Printing Office; March, 1973.)

Learning from Past Experience

The major lesson we have learned through our experience over the past two decades is that our nation cannot plan and implement a manpower delivery system unless this system is rooted in our local communities and states. Yet few states, if any, have as yet developed a planning and implementation capability, much less an over-all concept for a total manpower delivery system. This fact is of prime consequence in our evolutionary efforts to achieve a rational system for manpower development and utilization.

Many states, including Illinois, are presently engaged in efforts to coordinate the various facets of the manpower development and utilization programs that are currently in operation. However, much of this activity can be characterized more as ensuring compliance with federal agency regulations, guidelines and legislation than as planning to meet state needs, despite the fact that three major components of a TMPS--the public school system, the Employment System, and the Unemployment Insurance Program--are controlled by the states and have been for many years.

The additional manpower program elements to be decategorized and decentralized by the federal government are those dealing with the disadvantaged and so-called unemployable target populations. However, decategorization, decentralization and revenue sharing will not automatically assure successful resolution of the problems posed by these segments of our population. The federal government's almost total control of the programs and funds for resolving these problems has generally not succeeded for a number of reasons other than the fact that state and

local community governing bodies have had to operate within parameters established by federal agencies.

A major reason, of course, for the failure of the federal government's "war-on-poverty" efforts is that the funds provided by Congress and the administration have never gone beyond experimentation, innovation and demonstration. Furthermore, most researchers in the field are now agreed that the federal programs were narrowly conceived as part of a national "welfare program" rather than in terms of a Total Manpower Planning System. Yet even within this narrow federal concept, many successful innovative and experimental programs resulted from the categorical grants controlled from Washington, D.C. Concerned legislators and manpower development authorities are fearful that these programs will be discontinued and/or ignored as a result of revenue sharing, decategorization and decentralization.

The best assurance that this will not happen is for state officials who are responsible for manpower development and utilization programs to conceptualize the mission of a TMPS--its operational milieu, organizational structure, staffing pattern, and information flow (including evaluation feedback to planners and managers)--which will be in consonance and partnership with other state and federal government agencies concerned with human resources development within Illinois. Without such a planned system, Illinois will succeed no better in the future than the federal government has in the past in providing a rational TMPS.

CAPITAL INVESTMENT IN HUMAN RESOURCES

There are two major stated objectives that have traditionally motivated state government efforts in the manpower field--to amplify the economic strength of the state, and to increase the economic and social well-being of the people of that state. Achievement of each of these objectives is seen as essential to the achievement of the other. Successful efforts to increase the economic strength of a community, a region or a state strengthens the institutional foundation for individual economic and social well-being. Successful efforts to improve the economic and social well-being, and especially the employability, of its people provides the human resources needed for developing state economic strength. The sum total of the costs involved in achieving these objectives is the capital investment in human resources.

The concept of "capital investment" implies that there be some measurably profitable rate of return. When applied to human resources, much confusion exists as to what is to be considered capital investment, what returns are to be measured, and what rates of return are to be considered profitable. The variety of factors involved in "capital investment in human resources" is worth considering.

Education--the Basic Investment

Investment in educational and training facilities and programs by the state, by its communities, and by employers is probably the largest and most basic of all investments in human resources because such investment has a direct impact on the kind of economy and economic growth which will develop within the state, given the existence of certain

beneficial ecological and demographic conditions. Illinois abounds in beneficial circumstances--a stable population, a comparatively low unemployment rate, a high productivity rate, a top export state in both agricultural and manufactured products, a hub of freight and water traffic, a center of institutions of higher education, etc. All these circumstances have produced an abundance of highly talented manpower--the kind which provides the leadership and ability to keep the economy moving at a cost which is competitively advantageous in both the United States and overseas.

In order to stay competitive, however, Illinois must constantly be aware that other states and nations are seeking this same type of manpower, and will either attempt to attract them to leave Illinois, or "grow them at home." In either case, the initial effort and basic investment will be the establishment of appropriate educational and training facilities and programs. Thus, "investment in education" becomes synonomous with both "economic growth potential" and "capital investment in human resources."

Human Resources and Economic Development

Investment in education and training (human resources) is the important coalescing factor around which economic development takes place. Examples of this can be cited in the development which has taken place in such areas as the Princeton complex, Route 128 around Boston, the Triangle area in North Carolina, and Palo Alto, California. Here we have prime examples of investment in education as both a user of capital and a producer of capital. In Illinois, we have as a case

in point, the move of Standard of Indiana from Whiting, Indiana to Naperville, Illinois. The move was dictated by the fact that Standard's researchers wanted easier commuting to a cultural center (Chicago), better schools for their children, easier availability of outstanding institutions of higher education, and closer communication with other researchers at Argonne Laboratories. Other research-oriented organizations have followed Standard to the same town, with consequent growth of business and industry in the entire area.

But investment in education per se will not automatically serve the best interests of people nor assure economic health and growth, as many underdeveloped nations and U.S. colleges and universities are learning. Assuming that a state or community is providing high quality elementary and secondary education--which is basic and a sine qua non--investment in other forms of education and training such as vocational, technical, continuing and higher education, must be based on the principles of comparative advantage. For example, Caterpillar invests heavily in continual training programs for its employees in order to constantly increase the productivity of its manpower and to keep costs at a minimum so that it can compete advantageously in both American and overseas markets. It's training programs include both long-range development of managerial talent as well as short-range specific skill-related training. The State of Illinois also has to make the same type of decisions as to where and how to invest in education to maintain, exploit, expand and improve its comparative advantages, internally and externally.

As an example of the application of the principle of comparative advantage, if Illinois determines that a particular industry is becoming of increasing importance to the state, either in terms of imports or exports, then it makes a great deal of sense to train individuals for that industry rather than for one which is of declining importance. In other words, Illinois would make a greater capital investment in human resources for a growing industry than a declining industry. One possible formula which comes to mind would involve a direct relationship between the decline in numbers of persons engaged in a particular industry and a cut in appropriations for education and training for that industry by the State Department of Education. While nothing so simple is advocated, this does illustrate our point. Admittedly, making such determinations is very complex. That they must be made, however, is obvious since it makes no sense whatever to invest in education and training programs simply because they happen to exist.

What is needed is a new set of guidelines, and even formulas, which will rationally allocate more education and training monies to growth industries and businesses and less to declining industries and businesses. The development of such guidelines and formulas will require joint, collaborative in-depth involvement of educators, industry and business leaders and economic developers throughout the state, its regional areas, and local communities. Annually, they would review the variety of demographic, industrial, economic, and employment statistics and reports prepared by various federal, state and local governmental agencies and rationalize

them through expert knowledge and judgments of industry and business leaders. Recommendations would be made to the governor and the legislature as to priority allocations and amounts of money to be spent on particular education and training facilities and programs throughout the state--by area and local community. It is quite possible that the Illinois State Advisory Council on Vocational Education, with its broadly representative membership and area of responsibility, would be the appropriate agency to conduct this review, analysis and recommendatory function, as will be discussed later in this report.

In addition to making annual recommendations concerning capital investment in human resources based on economic health and growth considerations, it would also be necessary to suggest a five-year plan. This long-range plan would be the basis for the next annual series of projections and recommendations since Illinois' economy must be viewed as dynamic and in a continuing state of transition. Some industries grow; some decline. New ones are initiated; old ones change, move out of the state, or simply go out of existence. Investment in education and training must be constantly responsive to these changes on an *a priori* basis rather than *ex post facto*.

Rate of Return on Human Resources Investment

With this background, let us turn to the problem of comparing capital investment in human resources to capital investment in land, buildings, highways, and so forth. It is possible to determine a rate of return on the investment in physical structures. It is also possible for a state or community to capitalize the rate of return on the investment involved in training a factory worker to become a machine operator

if he stays in that job over a period of 25 years and remains within the state. Calculation of a rate of return on investment assumes that the item in which the investment is being made is by its very nature a captive item--a piece of property, a building, a highway, etc. In discussing investment in people, the only captive factor which can be assumed is that they will most likely remain within the borders of the United States. It cannot be assumed that a person will remain either within the borders of the community or state in which he received his education or training. We do know, of course, that people with low-level skills, and people from lower socio-economic groups have lesser mobility than professional people such as college professors, engineers, etc. The better educated, higher skilled people will tend to move to those areas of the United States where the economy offers them the greatest opportunities for career satisfaction and the amenities of their life-styles. If a state and its communities invest in the development of talented people, but its economy offers little opportunity for their utilization, then the state must expect a low or minus rate of return on its investment.

Education for Transition

Thus, a state's capital investment in human resources must be geared to capital investment in its economy and vice versa. This throws a tremendous burden on forecasting economic trends as well as needs for investment in education--even for a state as stable as is Illinois. For example, many highly talented people from California's declining aerospace industry are moving to Illinois in search of jobs. These people, with appropriate retraining, can become an invaluable

resource for the economic growth of Illinois. Recognition of this fact provides a new view of public education and training--that our schools (at all levels) should be considered as institutions designed to facilitate the transition of people from one stage in life to another, from grade school to junior high school, from junior high school to high school, from high school to work or college, from one job to another, from unemployment to work, and so forth.

The transitional nature of the life, perceptions, aspirations, needs, etc., of individuals is particularly relevant to the career and life-style they seek, which in turn is dependent on the kind of work they do. Thus any institution which provides educational and training programs for individuals seeking to prepare themselves for jobs and careers in an economy as diversified as that of Illinois must provide not only a wide range of options, but must also continuously keep these options open and relevant to the transitional nature of industry and business, as well as of the individuals seeking the facilitative services of the educational institution.

Public educational institutions and programs are not the only facilitative agencies and services provided by the state and the economy to mediate or facilitate the transition of individuals from one job or career to another. Also involved are the State Employment Service, private employment agencies, private institutions of education and training, vocational rehabilitation services, unemployment insurance, industry and union training programs, etc. The cost of these programs must also be considered as part of the state's capital investment in human resources.

To the extent that they are all harnessed together with economic development needs to effect a dynamic movement of the market place in providing appropriately educated and trained manpower for an ever-changing economy, then a high capital investment in human resources will produce a high rate of return in terms of a healthy and growing economy. We believe this could be demonstrated statistically if we had base-line information from which to start.

Summary

Summing up this section, we are convinced that there is a direct and positive relationship between capital investment in human resources and economic growth, provided that the investment is made rationally and selectively in terms of the principle of comparative advantage of the manpower needs of an ever-changing economy. And just as the economy of Illinois is constantly in transition, so are its people. The economy needs appropriately educated and trained manpower, and the people need the facilitative and mediative services of educational and other institutions. Therefore the institutions that are set up to meet the needs of the people and the economy must also consider themselves in a transitional state on a continuing basis if they are to perform properly their mission in a Total Manpower Planning System.

From this discussion it becomes apparent that Illinois manpower planners must simultaneously consider and neatly balance all three major factors of a TMPS--the people and their needs (the supply); the economy and the needs of employers, public and private (the demand); and the needs and roles of the mediating institutions which facilitate the matching of supply and demand in the labor market.

CHAPTER II

THE ILLINOIS ECONOMY AND ITS IMPLICATIONS FOR TMPS

Any effort to develop and maintain an effective statewide TMPS must start from the basic economic nature of that particular state. As discussed in Chapter I, an effective TMPS must have several components and the ability to quickly translate data and information into realistic program requirements. This is very difficult to do when patterns or amplitudes of economic activity move quickly and erratically and are subject to forces which are themselves difficult to control or predict. For instance, a state that depends heavily on agriculture or an airframe industry for a major part of its economic stability is subject to market forces which can inflate or deflate its economy with little notice. When this occurs, the state is left with few alternatives for employment or options for short-run output changes.

It is almost impossible to design a TMPS in a state where fairly wide swings in output, employment and growth of particular industries can be considered a normal pattern rather than the exception. In such a state, even if a TMPS is conceived and placed in operation, it is operating in an economic environment in which it has a poor chance of achieving goals of rational and effective manpower utilization coupled with a healthy pattern of economic development.

This is not the case in Illinois. In fact, the economic characteristics of Illinois, with very few exceptions, are uniquely well

suited to an effective TMPS. Illinois is fortunate to be one of the very few states in the nation in which the key planning elements of stability and forecasting potential are present in abundance.

REVIEW OF ILLINOIS ECONOMIC CHARACTERISTICS

There are a number of economic characteristics that are prime indicators of the probability of TMPS success in any state and that must be taken into consideration by Illinois officials in deciding whether to be the first state in the nation to adopt a TMPS approach. In examining each of these characteristics for the State of Illinois, we looked for evidence of stability in the patterns of growth and change because such stability is directly related to the level of confidence that can be assigned to the predictions of the types and directions of future economic activity, which in turn form the basis of rational manpower utilization and economic development planning.

Rate of Population Growth

To begin with, the rate of population growth itself for the State of Illinois has not been one which creates the problems that usually attend rapid increases in the general population. During the period 1960 to 1970 while the percentage of change for population in the United States as a whole grew over 13 percent, the percent of change in the State of Illinois was just slightly above 10 percent. For the next decade, 1970 to 1980, it is projected that the rate of population growth in the State of Illinois will be approximately one-half that rate or about 5 percent.

It is interesting to compare the Illinois 10 percent rate of population change during the 1960 - 1970 period with that of other major states. The percentage change in population between 1960 and 1970 for California was 27 percent. For the State of Texas it was 16.9 percent; for the State of Michigan, it was 13.4 percent; New Jersey, 18.2 percent; Florida, 37.1 percent; Indiana, 11.4 percent; and Virginia, 17.2 percent. This comparison gives some idea of the degree to which the other states have had rates of population increase which have posed some serious problems in terms of adequate employment opportunities, training opportunities, educational opportunities, and the cost to the society of providing adequate funding for the implicit programs.

Wage Structures and Unemployment Rates

In the nature of the economic activity in the state with special concern for the types of industry and the nature of the wages paid by these industries, again Illinois depicts a state which is well in the fore in terms of its wage structure. For example, in 1970, the average weekly earnings for production workers in all manufacturing industries in the State of Illinois came to $147.03 per week. This was above the average weekly earnings for production workers in other major industrial states such as New York ($134.59); Pennsylvania ($131.71); New Jersey ($139.26); Massachusetts ($126.62); Wisconsin ($145.78); and Connecticut ($140.29).

Another statistic that corroborates the advantageous wage structure in Illinois is the fact that, as of 1970, Illinois ranked third

in per capita personal income after state and local taxes among the ten largest populated states in the nation, and first among the states in the Midwest.

Not only is the average weekly wage for production workers significantly higher in Illinois than is the case for comparable industrialized states elsewhere in the country, but the degree to which the problems of unemployment effect Illinois is also much less than that for comparable industrial states. This is demonstrated by looking at such years as 1970 and 1971 when the United States was at the peak of the recent recession. In 1970 the national unemployment rate was 4.8 percent while the unemployment rate in Illinois was only 3.9 percent. And in 1971, when the national rate jumped to 5.7 percent, the rate in Illinois was 4.7 percent. In comparison with other states, in 1971 when the rate of unemployment was 4.7 percent in Illinois, the rate of unemployment in California was 7.0 percent; New York, 5.7 percent; Pennsylvania, 5.2 percent; Ohio, 5.1 percent; Michigan 6.2 percent; New Jersey, 7.0 percent; Massachusetts, 7.0 percent; and Connecticut, 8.7 percent.

The recuperative powers of the Illinois economy are best illustrated by the fact that, as of February 1973, while the unemployment rate in the United States stood at 5.5 percent, the unemployment rate in Illinois had decreased to 4 percent. At the same point in time, the unemployment rates for other major states were 5.9 percent for California; 6.2 percent for Connecticut; 7.1 percent for Massachusetts; 7.1 percent for Michigan; 7.1 percent for New Jersey; 5.6 percent for New York; and 4.9 percent for Pennsylvania.

Types of Industry

In addition to the rather reasonable rate of population growth, a major reason for the obvious stability of the economy of Illinois is that the types of economic activity which play the major role in the state's industrial composition tend to be those industries which are more stable rather than less stable. Interestingly, for the period 1960 through 1970, the list of industries which have lost population and have accounted for decreases in employment in the state includes such industries as dairying, production of meat products, textile mill products, railroad transportation--all of which tend to be activities which have not been in the forefront of major growth.

The industries which have grown most rapidly in Illinois have tended to be those with the greatest prospects for economic stability and increased demand over the next several decades. For example, an examination of changes in employment by category between 1960 and 1970 shows that there has been an employment increase of 25 percent for chemicals and allied products; 86 percent for rubber and plastic products; 26 percent for the wholesale trade; 38 percent in general merchandising, with a heavy component of 43 percent growth among department stores. 48 percent in banking services; 25 percent in insurance; 42 percent in various services, with a major component of 70 percent in business services; and 66 percent in state and local government services.

The type of activity which traditionally has called for the lowest skills in the skill ladder--basic agriculture, mining and construction--has increasingly had less and less of an impact on the

Illinois labor force. Workers in these industries have typically been those with the most to gain from a good retraining program. They have had the lowest degree of mobility due to the growing diminution of importance of their sector and the growth of other higher skill sectors with the obvious need for a better educated and trained labor force.

In the area of agriculture as well as mining, it is apparent that Illinois will increasingly see these two sectors as lesser parts of their total economy in terms of overall employment importance. During the period 1965 through 1970, if one looks at cash receipts for agricultural production, one sees that in 1965 Illinois cash receipts for all agricultural production accounted for 6 percent of the U.S. total, while in 1970, it had declined to 5.4 percent of the U.S. total, with only approximately a 10 percent increase in absolute-dollars value for total cash receipts between 1965 and 1970. The rate of inflation in agricultural produce for the same period would almost eliminate what appears to be an increase in dollar value of output.

In the area of mining, during the period 1960 through 1970, total employment in all of the mining activities in the State of Illinois declined from 28.9 thousand employees to 23 thousand employees, with an overall percentage change of -20 percent. However, in this overall figure it should be noted that employment in bituminous coal and lignite mining has remained at about the level of 1960. The major dip in bituminous coal employment took place during the five-year period 1960-1965,

with employment picking up during the next five years so that by 1970 it was slightly in excess of the 1960 figure. The major drop in employment took place in oil and gas extraction as well as other types of mining throughout the state. Quite probably, the future in bituminous coal mining will tend to remain one which does not see a negative rate of growth in employment, but rather a somewhat slowly increasing rate of growth. Given the increasing demands for energy in the Midwest, it is most likely that a substantial amount of that energy will come from the bituminous coal sector.

The services sector is not only the most rapidly growing sector in the Illinois economy but, interestingly, tends to be a part of the economy which will grow most rapidly over the foreseeable future and will call for the most stable type of employment as well as the best-trained and best-equipped type of labor force.

Expenditures on Education

In light of the projected increased demand for well-trained workers, the state's expenditures on education are relevant to Illinois' capability to meet this demand. In a comparison with the figures for the nation as a whole, as well as with the number of industrial states with which one would normally compare Illinois, it is interesting to note that when the estimated average-per-pupil adjusted for average-daily-attendance public school expenditures are looked at, Illinois does not rank as well as one would have expected given the other comparative indices we have already mentioned. For this type of expenditure in 1971, Illinois spent $937; New York spent $1,370; Pennsylvania, $948; Michigan, $937; New Jersey, $1,088; Wisconsin, $977; Maryland, $968; and Connecticut, $997. The national average was $858. Since

a major move toward a TMPS will undoubtedly include publicly supported training, retraining, and educational programs, Illinois should envision planning for heavy increases in its educational expenditures.

Geographic Considerations

The economic base of Illinois includes locational, transportation and communication-net factors which figure importantly in its TMPS. Illinois is obviously in the central part of the nation, but aside from its geographic centrality and the associated implications for access to markets, the existing transportation network places Illinois in a favorable position which can only be expected to increase in value in the future. The rail, air and highway net which converges on Illinois (and diverges outwards from it) provides a remarkable claim on national and international markets and sources of supply. Not least of all, as a state with major ports which provide shipping links within and outside of national borders, the economy of Illinois will grow with the expansion of foreign markets even if (which is not the case) it were not to produce a single one of the products it ships out of or into its ports. A major state economic activity has to do solely with the loading, unloading, shipping, insuring, storing and caring for goods coming into, going out of or going through Illinois. The training for and supplying of people to these types of economic activities is an important part of the TMPS.

IMPLICATIONS FOR TMPS

When all of the foregoing economic characteristics of Illinois are viewed as a whole, it can be seen that in a number of ways the

State of Illinois enjoys what the economist calls a comparative advantage in the production and sale of a combination of goods and services over other states, and that this comparative advantage is a rather stable one. The following graph* highpoints two facts of importance; firstly, the economy of illinois follows the general

GROSS NATIONAL PRODUCT (GNP) AND GROSS STATE PRODUCT (GSP) IN CURRENT AND CONSTANT* DOLLARS, 1961, 1963, 1965-71

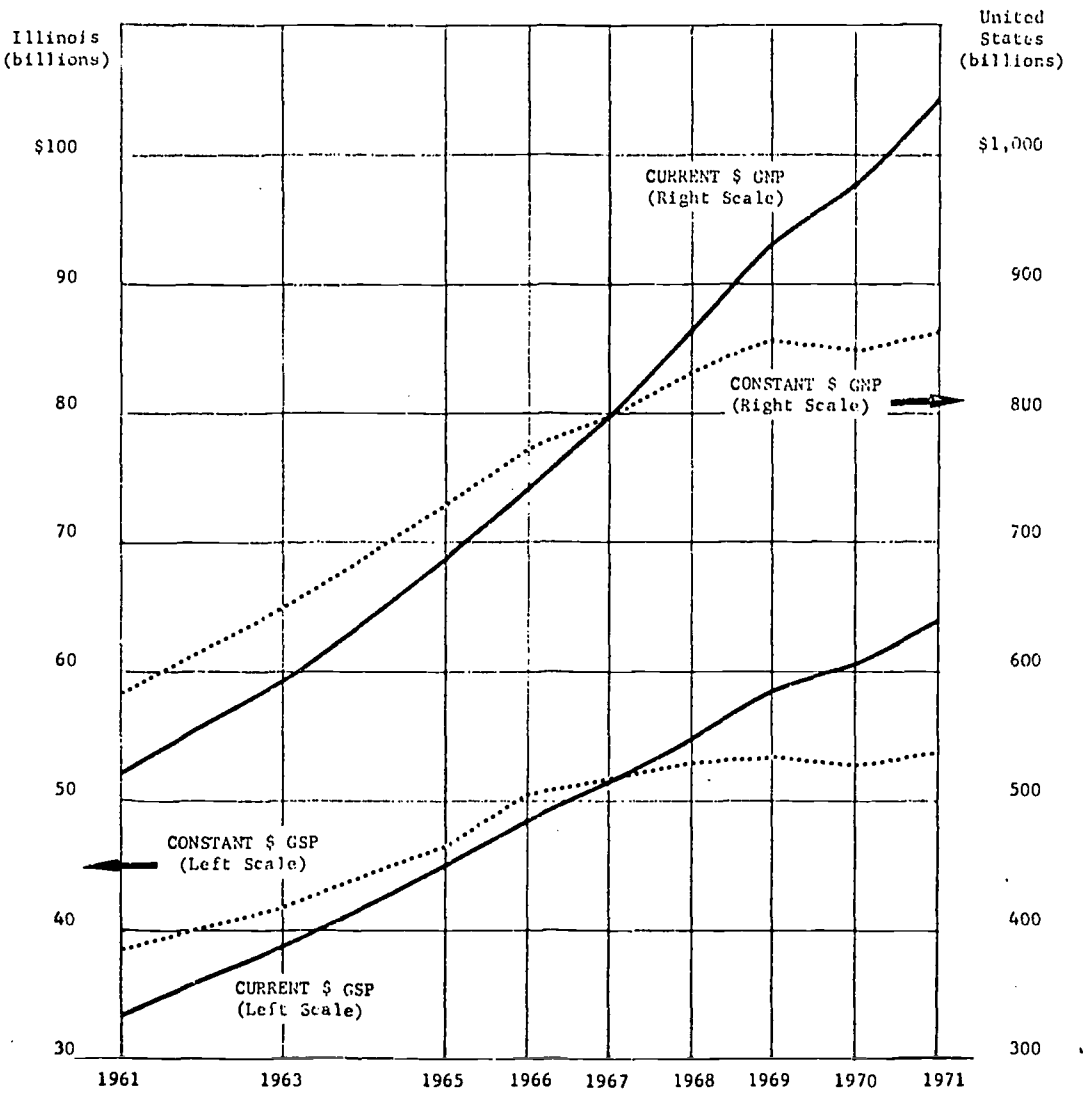

*Adjusted for inflation on the basis of changes in the U. S. Government Implicit Price Deflator (1967 = 100).
Sources: GNP by U. S. Department of Commerce. GSP estimates prepared by the Department of Business and Economic Development.

* 1972 Edition Illinois State and Regional Economic Data Book, P. 15, Illinois Dept. of Business and Economic Development, Springfield, Illinois

national trend, but secondly, it displays less of the swings of the national economy. Its peaks are lower than the national peaks and its valleys are less deep. Illinois produces goods and services the demand for which (hence its comparative advantage) is fairly stable and less subject to violent excesses in market changes. This state enjoys an economic "insurance policy" of producing goods and services which are in continuing demand coupled with its being advantageously located to ship and sell these goods and services as well as import into the state the raw materials for production and sales.

The most essential factor in the development of any planning system is that of stability in the system. Given a pattern of economic change which is not mercurial, such as is the case in the space or airframe industries, we can forecast fairly well the nature of certain changes which are essential to the TMPS. A stable combination of industries with a stable production history permits less frivolous forecasts of sales, employment, and raw material and manpower needs. These in turn permit the development of more rational and better articulated educational, skill-training, re-training and job mobility programs, as well as advances in the planning system itself. But the comparative advantage which Illinois has, for example, in the production of heavy industrial equipment such as tractors and large generators must depend in the long-run on a training program which continues to provide the skilled manpower these products require for their manufacture. As other states, as well as other countries, equip themselves with skilled people and new technologies to compete

more effectively for lucrative markets, a state such as Illinois must do more of what it has been doing, and do it more consciously and effectively.

An example of what can happen is the experience of Rochester, New York, where the production of lenses and cameras by Kodak reflected a comparative advantage in our national market. But this advantage was won away mainly by the combination of innovation in both technology and skills in Japan; the wage differential between Rochester and Tokyo was only a very small part of the gradual move away from the inexpensive Kodak camera to the inexpensive Yashica camera.

Increasingly, the investment in the production, upgrading and re-training of skilled manpower is the key production resource in the matter of comparative advantage. Even a state with a poor record for economic output, diversification and comparative advantage can bring about an economic revolution if it invests in innovation, skill-training and a rational manpower-education-training-economic development system. The example of South Carolina which is described later is ample proof of this point.

The key concept in both the wish to develop and the motivation to utilize the TMPS is that of transition. Given the rate of technological change, the increased desire of workers that their work be meaningful, and the urgency of relating educational and skill-training institutions (public and private) to economic needs, we must develop a planning system based on the <u>transition factor</u>.

Skilled employees permit a firm to move from one product to another. New skills permit a person to move from one job to another which is either more interesting or better paying. New skills permit a state to attract new, more profitable business firms into the state. The key in all of this is transition. It means physical, skill, job, and psychological mobility.

It is unusual for an economist to look to a poetic source for an illustration of an economic truth, but nothing is more appropriate to this conception of transition and mobility than a few lines, appropriately from Chicago, by Carl Sandburg...

Bareheaded,
Shoveling,
Wrecking,
Planning,
Building, breaking, rebuilding, ...
Hog butcher for the world,
Took maker, stacker of wheat,
Player with railroads and the Nation's
  Freight Handler;
Stormy, husky, brawling,
City of the Big Shoulders

The transition of the Illinois economy can be seen by contrasting the vision of Sandburg to the one we see in 1973 where over 50 percent of all workers in Illinois no longer make anything! They produce services. Over 50 percent of the Gross State Product results from workers in government,

finance, insurance, real estate, transportation, communication, wholesale and retail trades, and other services. And these are all economic activities for which training, retraining, career mobility, and job movement are key. This is also the case for manufacturing establishments whose employees handle programmed machine tools, plastics extruders, and solid state circuitry.

For Illinois to maintain its present comparative advantages over other states and foreign competitors, which have been discussed in this Chapter, the TMPS would move in the direction of linking private, highly effective planning resources into a partnership with local and state planners interested in maintaining, or even expanding, Illinois' comparative advantage and economic well being.

CHAPTER III

BUILDING BLOCKS AND THE PLANNING TRIANGLE

No TMPS can be effective unless it comes to grips with the continuing debate over central planning versus local planning. Any system which starts from the premise of accepting either central or local planning is doomed to failure. Unless a mechanism is provided which brings the local planners, state legislative planners, and executive agency planners together in an integrated, articulated planning function, there can be no good planning at any level.

A TMPS for the State of Illinois, by definition, means a plan which pools all state resources in order to achieve the best balance of education, training and economic development among the various parts of the state. And that balance of use of state resources must be subjected to an analysis and evaluation which combines economic factors as well as the political values of the electorate.

This chapter discusses the components that must be included in building a TMPS, and presents a conceptual framework for coordinating these components, or building blocks, into a Total Manpower Delivery System (TMDS). Three of these components are essential and equally important to the planning function--the local area manpower planning agency, the legislature, and the executive office of the Governor.

THE PLANNING TRIANGLE

To begin with, the state should be broken down into manageable and logically coherent manpower planning areas (Area TMPS's or ATMPS).

The ATMPS staff and the ATMPS board are the "local" leg of a planning triangle, with the legislative staffs and Governor's executive

agency staffs providing the other two legs. In effect, the checks-and-balances system, which is at the heart of governance in our political system, also becomes the core concept of our TMPS. And this is a vital innovation. Typically, (and it differs between states and between states and the federal government) one branch of the government usually "holds all the cards" on planning. Historically, as best demonstrated at the federal level, it is the executive branch which has the broad base of resources for evaluation and planning. Congressional Committees, with sparce staff resources, must lean on testimony from executive agency personnel and outside experts to fill in information gaps. The result is, of course, a legislative product which largely reflects the executive agency program plans. Almost no resource base for planning at the local level, where the action really is, is usually present. Under the suggested planning mechanism, local, legislative and executive planning play parts in the overall process, as they should, in such a way that local needs are weighted against each other as well as against the need for a well-balanced overall state need.

Area TMPS Functions

No matter how an Area TMPS (ATMPS) is defined, it will always be subject to query and question about its definitional integrity. But conceptually, let us say that an ATMPS will be drawn in such a manner that its combination of socio-economic characteristics makes it significantly different from each other ATMPS.

The ATMPS will be concerned with the following functions:

- Data gathering
- Evaluation
- Planning
- Reporting

In order to carry out these functions an ATMPS staff will have to be established. The staff will function under the direction of an ATMPS Board, which is composed of equal representation from industry and/or agriculture (depending on the regional economy), education, local government, and labor.

The data gathering will consist of information gathered locally, regionally and throughout the state. All data will be categorized and defined so as to be uniform throughout all TMPS planning components throughout the state. The specific nature of the data will be developed on the basis of a special TMPS data specification committee, composed of representatives from all of the ATMPS'. Generally, all data regarding manpower demand and supply, economic activity, population, demographic factors, technological impacts on manpower and capital needs, revenues, educational activities, employment and labor force participation would be included in the data base. Such "tracers" as assignment of the Dictionary of Occupational Title number, income tax, employment compensation, or other reporting forms will be utilized for the gathering of data. An early technical study should be undertaken to determine the components of the data base and what data gathering techniques should be utilized and developed. Some data will be gathered via state agencies with regional and local data breakdowns for ATMPS, while other data will be gathered locally by the municipality or county. But all data will be aggregated and published in one uniform source.

The ATMPS staff will be permanent and issue an annual report on its evaluation of its data and the resultant plan for manpower development which reflects the economic needs of the ATMPS. The Board will

make public recommendations concerning educational, skill, re-training programs as well as programs to provide for local economic development alternatives. Public hearings and debate would insure the desired inputs and thoughts of the local citizens who would be most affected by and, hopefully, benefit most from the proposed plan.

All the data utilized by the ATMPS staff as well as the individual ATMPS evaluations and plan proposals would then go to the relevant legislative committees and the Office of the Governor.

State TMPS functions

At this point, the legislative staffs and executive staff would perform their own evaluations of what they see as a state Total Manpower Delivery System (TMDS), which is related to a statewide economic development program, and arrive at conclusions which would form the basis for the state program. Presumably, the Governor's Office would develop a state program which would have to be measured and judged alongside those which came from the ATMPS' as well as the program evolved by the legislature. All proposals would have to be made and judged on the basis of multiple vantage points and public scrutiny and involvement. The "mysteries" of data and planning processes would be largely eliminated. The cost of the additional staff would be offset by far more effective and "open" planning processes whose efficiencies would bring more to the taxpayer than does the less open type of planning which can very rarely be scrutinized or subjected to informed questioning.

Role of Business and Labor

One sector which is generally involved in planning is the business sector. Usually, legislation mandates the establishment of business

advisory committees to plan with or oversee various programs in education, training, economic development, etc. But more frequently than not, this advisory function becomes one of review after the "staff" has pretty well made the major program commitments. The result is that the business sector quickly loses interest when it realizes that its sector involvement is largely ceremonial, and without this input the programs become unrealistic and unrelated to economic development. We would make the point as strongly as is possible that the final product of any TMPS must be one which is a "Siamese twin" to economic development; without the active involvement of the business sector in the development of the data base, the choice of staff, and the development of the evaluation and planning processes, the TMPS will very likely simply become a bureaucratic base for continued ineffective planning and program development.

At the legislative and executive levels this type of business involvement (not domination) in the TMPS planning is equally essential. In the final analysis, no plan which is concerned with wise manpower use and development within the context of economic growth, can be developed unless it is tested on the anvil of reality. In order to achieve this goal, the managers of the production system itself must be involved.

Everything that has been said of the involvement of the representatives from business should also be underscored for the representatives of the labor movement. Unions in the State of Illinois have for years proven their ability to develop sophisticated planning programs related to manpower. Collective bargaining procedures have established linkages

in the broad spectrum of goods and services industries which can bring labor-management inputs of considerable value into all three legs of the TMPS planning triangle.

TMPS ADVISORY COUNCIL

Now let us turn to the role of the State Advisory Council on Vocational Education. It can and should occupy a ground which is usually absent in public planning and program production processes. In fields of business and generally in the performance of any function where there is a producer of something and a user of what is produced, there is some mechanism which evaluates the effectiveness of this relationship. In the economy in general this is called the market place. If a company persists in producing an article which is too highly priced, sales will drop. If the consumer keeps asking for smaller cars and no domestic producer moves to satisfy that demand, and foreign producers bring the smaller car into the American market, big car sales drop. Such indicators or warning systems are of extreme importance in our society. But nowhere in the public sector planning system do we have an effective counterpart of this type of mechanism. The Advisory Council is in a strategic position to perform the market evaluation function throughout the planning process. It can, if properly constituted, play the role of a "market indicator", evaluating the planning process and the result.

The Advisory Council, having a broad spectrum of social and economic interests, should contain members who provide three types of functions:

1. The ability to see the overall design of a system. Individuals with this characteristic usually have quantitative, engineering or scientific background and tend to think in terms of very broad systems.

2. The perspective of political management. This characteristic is usually found in that sort of individual who is concerned with how things get done in government. He or she knows how to utilize governmental processes--not just in a political science sense, but in a managerial sense as well in order to translate overall design concepts into workable programs.

3. The perspective of systems management. This type of individual tends to be able to take the contributions provided by the first two and translate them into a system of management of people within the system. He or she is an individual who specializes in pragmatic application of systems concepts and management concepts.

Given these characteristics of individuals on the State Advisory Council, the Council is in a position to conduct an ongoing evaluation or, if you will, managerial involvement in a consultative capacity all through the planning processes at the regional, legislative, and state levels. The developments at each of these levels will be subjected to a constant testing by the Council to determine from its point of view the realism and the efficacy of the various plans which are being developed. There would be no artificiality as is usually the case when an evaluation takes place only after the final plan has been developed and presented to the public.

The State Advisory Council would also establish subcommittees or area committees which follow the form and pattern of the State Advisory Council in each one of the ATMPS'. These committees would conduct meetings and workshops to provide a sounding board for members and staffs of the ATMPS' in order to maintain a sense of the larger system purpose

of the TMPS efforts in each one of the areas. Annual conferences bringing the ATMPS advisory committees together on a statewide basis could then be utilized to provide an amalgam of thinking which would have an important impact on the legislative and executive program plans.

Adoption of this TMPS planning triad and advisory council framework would change the present situation where most of the data and information gathering as well as program planning is conducted only at one level. This new system would create a situation whereby concurrent planning and utilization of evaluative staff would take place at the local, regional and state levels with the involvement of individuals who are most knowledgeable about the situation at each level, and are most concerned about the program impacts. Planning, then, becomes a joint function on the basis of which a more nearly optimal state plan can be developed with the cooperation and understanding of the regions involved.

One major change which could be suggested by the above discussion is that the Advisory Council on Vocational Education be reorganized as the State Advisory Council on Total Manpower System Planning. Such a reorganization would call for something more than merely a change in name. The composition and role of the Council would have to reflect the new types of inputs from and to the ATMPS Boards which have been conceptualized as well as the spectrum of membership characteristics and staff capabilities suggested here.

Role of Other Resources

Other resources which are found in the various regions would obviously be drawn into this whole TMPS effort. For example such natural

resources for research, evaluation, planning and training, as the community colleges and the branches of the state university system would be brought into the effort either on a contract basis or on the basis of a special curriculum being developed in areas of continuing and adult education. Another contribution of community colleges and universities would be training of ATMPS staff. At present, individuals trained in manpower evaluation and planning are scarce. Individuals who are trained in the various areas of systems planning, economic projections, educational planning, are also relatively scarce throughout the nation, not only in Illinois. A major function of the Illinois institutions of higher learning, both at the junior or community college and the university level, then, would be to provide for the training of the individuals, or the use of university staff during an interim period, to effectuate the planning which will have to go on at all levels.

SUMMARY OF TMPS ORGANIZATIONAL FRAMEWORK

In a recapitulation of the thinking thus far, what would essentially happen under this proposal for the development of a TMPS in the State of Illinois is the building, at the local level of a consultative planning group and staff which is in the best possible position--because of the close involvement of the leaders of industry, labor, education, economic development and publicly-concerned citizens to develop plans based on local reality. These local plans are then moved to the legislative arena for the give-and-take among the representatives from the various regions and their efforts to arrive at an overall TMPS which makes sense based

on the perspective in the legislature of the needs of the various regions. At the same time the staff of the Governor, viewing the local plans from a somewhat different vantage point, but utilizing essentially the same inputs and information, develops the executive program which the Governor presents to the people of the State of Illinois. Throughout this process, the State Advisory Council is acting in the role of an outside, but obviously involved force for testing the credibility of the various regional as well as legislative and executive proposals. The State Council, while an official body, in only loosely affiliated with any official position because its membership is broadly based. Its members also have their own institutional axe to grind and will be concerned mostly with the very strong realities of all of the planning activity. They will serve as a force, injecting pragmatic considerations at all points into the planning process at all levels. The planning function then becomes a simultaneous equation with the involvement of all of the logical participants rather than remaining a function which essentially resides in the offices of individuals who have one particular set of institutional goals and may be too far removed from the realities of both economic and geographic needs, given local needs and state resources.

All of the parts become building blocks with no one part being seen as the keystone. All of the parts have an involvement in the development of a plan; but the process by means of which they reach their plan is essentially a subject and process that is open to the inspection and evaluation of all other parts of society.

CHAPTER IV

A TOTAL EDUCATIONAL SYSTEM FOR A TMPS

While a number of states are in the process of developing an educational system geared to their economic development needs, few are as sophisticated or as successful as South Carolina. Much of what we propose herein as an educational system within the TMPS for Illinois is based on the experience of South Carolina which claims that its Technical Education Committee and thirteen Technical Education Centers have been responsible for bringing more new industry into South Carolina in the past decade than has come into the remaining thirteen Southern states. It should be noted, however, that the model for Illinois differs in a number of important respects because of the considerable differences between the economies of the two states.

Assuming that Illinois does establish a system of socio-economic geographic regional areas throughout the state, to which all the state's agencies adhere for purposes of administration and planning, each regional area will have educational facilities and programs geared to its particular population mix and economic growth needs. It is also assumed that the career education concept is fully operative in the elementary and secondary schools throughout the state.

ELEMENTARY AND SECONDARY SCHOOLS

This career education concept, its philosophy and practicum are expected to achieve the following major results, grades kindergarten through twelfth, as follows:

- Add a needed dimension to the nonvocational instructional programs of the public school system at all grade levels and in all subject matter areas so that all students will be enabled to broaden their knowledge and understanding of the great variety of career opportunities offered by our nation's economy and society, but especially by the Illinois economy.
- Provide remedial education and training programs and counseling services whenever needed at whatever grade level so that every student will complete his public schooling: functionally literate; with an understanding of his aptitudes, interests and abilities; employable for entry-level jobs; and prepared for continuing education either immediately or at some time in the future.
- Organize occupational education and training program offerings around the occupational cluster concept (instead of specific jobs) and articulate these programs throughout the secondary school grades as well as with post-secondary level programs of occupational education and training, including college and professional school career preparation programs.
- Provide exploratory occupational education and training programs for <u>all students</u> in the lower secondary school grades and job skill development programs in the upper secondary school grades for those students planning to enter the labor market upon leaving school, so that <u>all</u> students will have some degree of marketable employment skills upon leaving the public school system.
- Involve the institutional resources of the community, the school system itself and private and public employers in assisting the public schools to enrich, expand and equalize the total program of career awareness, career exploration and career skill development.

- Provide career counseling services for all secondary school students, whether college bound or not, and job placement services for those seeking part-time work while in school as well as for students seeking full-time employment at whatever grade level they may leave school.

Our emphasis on the career education goal of elementary and secondary education in this paper in no way diminishes the importance of other accepted goals of the educational system which deal with citizenship, enjoyment of leisure, appreciation of the arts, self-fulfillment, etc. These goals must be pursued as vigorously as that of career education.

Public education through the twelfth grade is seen as the prime responsibility of local communities. This includes educational programs for the disadvantaged and the handicapped. In those cases where local communities cannot provide quality education for all its school age children, special administrative and financial arrangements need to be made, such as additional funding from the state, establishment of consolidated high school districts with financial support from the participating school districts, establishment of residential schools for students requiring such an environment, and so forth. Studies, plans and recommendations for special funding, consolidation, etc., should be made by the agency responsible for the regional area TMPS to the appropriate state and federal agencies.

COMMUNITY AND JUNIOR COLLEGE/TECHNICAL INSTITUTIONS

At the post-secondary level, there should be available junior college/technical education institutions offering non-residential

one- and two-year vocational and technical education programs for out-of-school youth, recent graduates of high schools, and adults on an open-admissions basis. These institutions should be in sufficient number so that no person in Illinois need travel more than one hour by car or bus to the facility. All course offerings, including the occupational courses at the technical level should be accepted for full or partial transfer credit by all publicly supported institutions of higher education in Illinois.

In those areas of the state where local or consolidated school districts cannot justify the cost of establishing and maintaining vocational schools at the secondary level, the junior college/technical institutions should make provisions for offering vocational education and training for high school students. These institutions should also provide vocational rehabilitation and remedial education and training programs for adults and out-of-school youth.

Funding

Funds for the building, maintenance and operation of these post-secondary institutions should be made available from the following sources:

1. From the local communities served by the institution:
   Cost of acquisition of land and erection of buildings and costs of maintenance of the buildings, including light, heat, janitorial and other maintenance services.
2. From students attending the institution:
   Tuition fees sufficient to pay for instructional salaries and materials to the extent possible up to 50 percent of actual costs.

3. From the State Department of Education:

Cost and maintenance of furniture and equipment, administrative salaries, the library, and any other instructional salary and materials costs not covered by tuition fees; cost of any special instructional and training programs initiated by the State Department of Education including programs such as MDTA funded by the federal government.

4. From Industry:

Cost of any specialized equipment which one or more employers consider desirable for instructional purposes to meet their special needs but which the State Department of Education would not ordinarily provide; cost of any special training programs conducted for an established within-state employer, either on or off campus.

5. From other funding sources referred to in the next chapter.

Governance

Overall standards and guidelines for the establishment, administration, staffing, salary levels, and functioning of the area junior college/technical education institutions and the responsibility for keeping them responsive to the needs of the communities, employers and students they serve will be vested in a Board of Trustees for each facility. Members of the Board of Trustees should consist of leading citizens representing minority groups, education, business, industry, the professions, and government in the geographic area served by the institution. Each school district board of education in the area

served by the junior college/technical institute should appoint at least one member of the Board of Trustees. These appointees should comprise 60 percent of the total membership. The remaining members should be appointed by the State Department of Education, the TMPS agency, and at least one student and one instructor from the institution should be appointed by the institution's president, or elected by the student and faculty.

The Board of Trustees will be responsible for the employment and discharge of all staff of the institution, determination of program offerings and general functioning of the institution within the standards and guidelines provided by the State Department of Education. In most matters, the Board will exercise its own judgments; in others, decisions will be arrived at jointly with the Department of Education; in still others, jointly with the Department and the ATMPS agency. A case in point for the latter instance is the size and design of the institution's buildings, expansion of the physical facilities, acquisition of additional ground, and programs of education and training to be offered by the institution.

Included in the governance of the institution, but discussed later, are the cooperating advisory committees for each occupational program in which instruction is offered.

Program Offerings

The general education and preprofessional programs of the junior college/technical institutions will include the same courses and quality of instruction as offered during the first two years by the public and private four-year colleges in Illinois. This should assure full transferability for degree credit of these programs to the senior institutions

in the state, as well as to out-of-state institutions of higher education. However, each junior college/technical institute will determine for itself, with the advice of the TMPS agency and the State Department of Education, which preprofessional two-year programs will be offered to its student body.

Remedial education programs for adults will also be offered by each junior-college/technical institute since all these institutions will enroll students on an open-admissions basis.

Determinations as to what vocational and technical education programs should be offered by the institution will be based on the present and anticipated employment requirements of the area over a period of five years.

The economic analyses and forecasts of the regional TMPS agency, by occupation, will play a major role in the initial planning phases. For each recommended program of instruction at this planning stage, the institution will establish an industry advisory committee to further study the need for a training program, and if the need is verified, to suggest the course of study, equipment and supplies needed for the program, and the skill levels to be acquired by graduates of the program.

Depending on the technology of any particular business or industry for which a program is to be offered by a particular institution, it is quite possible that budget limitations for capital investment by the State Department of Education will not permit the offering of the program. When this is the case, many industry groups will offer to donate the equipment they have recommended, or pay part of the cost of acquisition.

The same is true for supplies. In one Technical Education Center in South Carolina, all the equipment for the program in Heating and Refrigeration was provided by and installed by that industry's employers in the area. In another Technical Education Center, which is located in the heart of South Carolina's textile industry, that industry installed a complete research laboratory and production unit. It is claimed that the laboratory is more sophisticated than any in the area, and that industry researchers use it for conducting experiments with the help of the students enrolled in the program.

It should be noted that industry donation of equipment and supplies for training programs in vocational and technical education institutions is the rule rather than the exception when industry advisory committees are effectively utilized by the school officials. Effective utilization includes having the committee periodically review and evaluate the instructional program, arrange for part-time employment of students and full-time employment of graduates, upgrading of instructors, and when necessary, recommending major changes or discontinuance of a particular instructional program.

The occupational program advisory committees should also be involved in approving and developing special short-term training programs requested by the State Department of Education to be conducted by the institution. If several junior college/technical institutes within a regional area offer training programs for a particular industry, the several advisory committees involved should meet periodically under the aegis of the TMPS agency to jointly review and make recommendations for the industry training program throughout the area. If institutions in several regional

areas are offering training programs for a particular industry, then the State Department of Education should establish a statewide advisory committee for that industry composed of members from the advisory committees of the individual institutions. It is further recommended that copies of evaluation reports prepared by all junior college/technical institute advisory committees be forwarded to the State Department of Education and to the State Advisory Council on Vocational Education.

As can be seen by this brief overview of the suggested activities and responsibilities of the occupational program advisory committees, they have a direct impact on the functioning of the institution, and it is for this reason they are considered part of its governance.

If a student desires to enroll in a program not offered by the junior college/technical institute in his area, but it is offered by another institution, he should be allowed to enroll in the other institution. His tuition payment, at maximum , will be that of his home institution. If the tuition charge is greater than his home institution charge, the home institution should pay the difference. This same arrangement should prevail with private vocational and technical institutes. All such actions must be approved by the counseling staff of the institution.

It should be noted that most of the junior college/technical institutes will be offering programs in 3-session days and on weekends.

Critical Staff

In addition to the regular staffing pattern of instructors, administrators and counselors (there should be a high ratio of counselors to students because of the varied nature of the student body and their

counseling needs) each community or junior college/technical institute should employ a staff of industrial management engineers. This staff is critically important if the institution is to help employers in the area meet their needs for trained manpower, and for the area TMPS agency to utilize the institution for economic development purposes. It will be the responsibility of these engineers to become acquainted with all the employers in their area, to know the kinds of people employed and the jobs performed, to help employers develop training program schedules for personnel as may be needed to meet production schedules, to assist employers in conducting job analyses for purposes of developing training programs, to assist instructors in building training programs based on such job analyses, and to arrange for the conduct of training programs either at the school or in the plant. If special equipment is needed for any planned training program these engineers will also be responsible for obtaining it from the central industrial training equipment warehouse of the State Department of Education (discussed below) or from other sources on a loan, rental or donated basis. Employers will be expected to pay all out-of-pocket expenses of the institution for conducting training programs geared solely to their immediate needs.

The industrial management engineers will also work closely with State Employment Service Employer Representatives in assisting employers to establish personnel development programs, developing a system for forecasting personnel needs, coding of all jobs by DOT numbers for job vacancy and forecasting purposes, and greater utilization of the State Employment Service.

The following case report from South Carolina illustrates the value of the industrial management engineer to both employers and the junior college/technical institute. A manufacturer of electric generators of all sizes, in planning his production schedules, determines whether or not he will have available the needed trained people for the production line when it is to go into operation. If he needs more people than will be available, he calls the Technical Education Center industrial engineer to advise him of how many additional people with specific skills will be needed and when. Available at the school are major units of equipment used by the manufacturer which he had donated to the institution for training purposes. The industrial management engineer first determines if any of the regularly enrolled students will be available for employment when needed by the manufacturer. If a sufficient number will not be available, he calls the State Employment Service local office to determine if there are any unemployed people with the appropriate skills who could be referred directly to the employer or to the institution for skill upgrading or training. If there is still an insufficient number of people to meet the employer's needs, notices are posted in the plant, and advertisements placed in the newspapers that the institution is offering a short-term training program for developing this particular skill for any interested people--employed or unemployed. No assurances of job placement are offered, since the employer will do the hiring.

This type of working arrangement between the junior college/technical institute and employers is quite common throughout South Carolina.

SPECIAL TRAINING PROGRAMS TIED TO ECONOMIC DEVELOPMENT OF THE STATE AND ITS REGIONAL AREAS

One of the major unique features of the South Carolina Technical Education Center system is its collaborative working arrangement with the State Economic Development Commission in attracting new industries and employers into the state. Applying the model to Illinois, the State Department of Education would maintain a central warehouse of all kinds of industrial equipment (valued in South Carolina at approximately $1 million) and a staff of industrial management engineers. When informed by the State Department of Economic Development that an industry is considering moving into Illinois, one of the Education Department's industrial engineers would visit the company's plant--wherever it is located, even overseas--to determine how many and what kind of equipment will be needed for training that manpower for that particular employer. The State Department of Education should be able to guarantee that when the plant is ready to go into production, if located in Illinois, the necessary trained manpower will be available. With this guarantee, the Education Department and the Economic Development Department are also in a position to persuade the employer to locate his new plant in that area of Illinois most in need of economic development.

Once the decision is made to locate in Illinois, the Education Department's industrial engineer staff develops specific job analyses and instructional programs for the needed training programs, and arranges for appropriate training equipment to be shipped to the junior college/technical institute nearest the new plant location. If the

equipment in not available in its central warehouse, or already at the institution, the equipment may be rented, borrowed, or if necessary, purchased by the State Department of Education. The junior college/technical institute industrial management engineering staff then recruits trainees, with the assistance of the local State Employment Service staff, for the training program. The unemployed and underemployed are given priority for selection.

The training program is scheduled so that all needed skilled manpower is available when the new plant is ready to go into operation. Any further or additional training programs required by the new plant are planned by the local junior college/technical institute in cooperation with the management of the plant. The training equipment provided by the State Department of Education is returned to its central warehouse.

It is obvious, of course, that the State Department of Education must be provided special funding to conduct this activity and to cover its share of capital investment and operating costs of the junior college/technical institutes. But it is this activity and these institutions--as so briefly described above--which are the hub of the relationship of education-economic development cooperative effort. It has worked for South Carolina--a comparatively undeveloped and poor state. It should work even better in Illinois which already has 33 public junior colleges offering vocational-technical education programs.

UNIVERSITIES AND FOUR YEAR COLLEGES

There is considerable ferment in higher education circles to break away from traditional patterns in order to become relevant and responsive to the needs of students, potential students, society and the economy.

Nontraditional courses and programs; independent study, degree credit for experience; practicums and workshops; demonstrated competency rather than pen-and-paper tests; etc., are all being experimented with and debated as strategies for bringing higher education into this last part of the Twentieth Century. Probably the most radical change of all is to have these institutions view themselves as being within the framework of a Total Manpower Planning System for their states. The private colleges and universities may never accept this concept. The publicly-supported institutions should be given no alternative once a decision is made, with public knowledge and support, to adopt and implement TMPS. In the final analysis, this challenge alone may require as much effort as may be expended by the TMPS agency for the remainder of the entire program. Nevertheless, the effort must be made.

At the undergraduate and graduate levels there is immediate need for completely revising the programs for teacher and counselor education, including in-service training programs. Career education must be translated from concept to curricula in our institutions of higher education before it can be expected to become a "way-of-life" for teachers in the public schools. Business administration programs at the undergraduate and graduate levels must devote much more time to personnel development strategies and involvement of the business executive in public policy manpower planning and programs. And overall, continuing education for adults, at any age and of any socio-economic background, must be facilitated in any programs offered by the public institutions of higher education.

To achieve these goals, the Board of Higher Education for Illinois, and the Boards of Trustees of the eight public senior institutions of higher education in Illinois should expand membership to include greater representation of various interest groups throughout the State. By the same token, the TMPS state and regional agencies should include among their members an adequate number of representatives of higher education interests. The cumulative impact of such personal involvement in the Total Manpower Planning System of Illinois should help immeasurably in bringing needed changes into the programs of Illinois institutions of public higher education, as well as into it's private colleges and universities.

PRIVATE EDUCATIONAL INSTITUTIONS

Finally, a critical part of the overall educational system which must be built in to an overall manpower program for the State of Illinois must be the private educational institution. For too long, private or proprietary schools which have provided trained individuals for the economies in our various states have been viewed as outside of our overall educational system. Only at one point in our recent past, during the period of the G.I. Bill educational program following World War II, the proprietary schools were seen as as an important part of the educational resource base for equipping individuals for the jobs in the economy.

Under the various funding systems which might be utilized, regardless of which one is finally settled upon or utilized, public funds should be made available for individuals needing training of either a basic or of a more advanced skill nature to enable them to enter a proprietary school if the public school system does not have the proper program or

facilities for his or her training. We would include in our conception of this system, proprietary training establishments which may be established by operating companies. Some of the most successful skill-training proprietary schools in the United States are those which are operated as a part of a regular industrial enterprise. The educational component of the TMPS is far too important for us to envision a public school or a non-profit training program as the only acceptable basis for public support for the education and training of members of the labor force.

When we understand the nature of the investment function for training and education in order to provide the basis for economic development of the State of Illinois, we must understand also that it should make no difference whether investment is made in a public school or in a proprietary school. The return on the investment is what must be looked at most carefully rather than whether the investment is being made for a person to attend a public school as opposed to a proprietary school. The only important decision is that the training situation be the best one possible for providing the individual with skill training for the jobs in the economy. Obviously, there will have to be some limitation of funds available for tuition but that should be considered after the basic acceptance of the principle of seeing the proprietary schools as part of an overall educational system.

CHAPTER V

PROGRAM FUNDING

The funding of any program depends upon a large number of factors and assumptions. The degree to which a people feel a sense of urgency and motivation to achieve a goal is one of the two major determining forces; the other being the resources available for funding. But the primary factor must be the first. During periods of a sense of national dedication to purpose, we as a people have supported and funded efforts which had at an earlier period been viewed as impossible. Getting to the moon before the Russians; supporting the Allied efforts during World War II; spending ten times more for a "local" war in Vietnam, than for our own national war against poverty; all are examples of the primacy of a sense of purpose, real purpose, when we ask ourselves about the funding question relative to an all-out manpower planning and delivery system.

PRESENT STATE AND FEDERAL EXPENDITURES

In Fiscal Year 1972, the expenditures in Illinois for vocational and technical education totaled $189 million. The table below shows the figures for the period 1963-1972. Contrary to what is generally thought, the federal share in this total is minor though important:

FINANCIAL DATA
FY 1972 AND
PRIOR YEARS

Expenditure of Federal, State and Local Funds for Vocational and Technical Education [1]

Fiscal Years 1963 - 1972

FISCAL YEAR	FEDERAL	STATE	LOCAL	TOTAL
1963	$ 2,154,254	$ 2,869,130	$ 6,698,448	$ 11,621,832
1964	2,572,259	3,530,725	6,807,084	12,910,068
1965	5,522,469	3,508,222	6,993,861	16,024,552
1966	9,850,609	4,518,666	11,091,951	25,461,226
1967	11,137,025	5,890,410	*23,076,681	*40,104,116
1968	11,196,741	6,994,072	18,350,342	36,541,155
1969	10,659,010	8,689,585	20,074,944	39,423,539
1970	14,885,381	14,734,266	**100,795,983	**130,415,630
1971	16,938,697	14,898,120	151,150,261	182,987,078
1972	19,847,913	14,245,500	155,005,898	189,099,311

*Includes matching of construction funds in five junior colleges.

**First year for reporting total expenditure in vocational and technical education by local agencies.

These figures are, however, misleading in the sense that most of the federal funds have been directed to newer types of training and skill development programs rather than support for the more traditional vocational and technical education programs. The federal money has been "seed" money to stimulate new approaches to manpower training. For example, consider the following obligational authorities in the Illinois Department of Labor.

1. State of Illinois, Division of Vocational and Technical Education, Board of Vocational Education and Rehabilitation.

Program	1972 Obligational Authority	Percent Federally Financed
1. Manpower Development and Training	$14,905,900	90%
2. Work Incentive Program	$10,097,000	80%
3. Emergency Employment Assistance	$12,000,000	90%

A similar picture for the Illinois Board of Vocational Education shows:

Program	1972 Obligational Authority	Percent Federally Financed
1. Curriculum R&D	1,592,000	100%
2. New Occupational Training Programs	1,800,000	100%
3. Manpower Development and Training	6,000,000	90%

In the Department of Public Aid, the $4 million program in adult training and child care, which is designed to enable recipients of public assistance to become employable, is 75 percent financed by federal funds.

The general picture in most state funding patterns has been similar. The major basic needs in the manpower and educational areas are largely supported by state and local funds. The emerging needs for new types of manpower programs have been stimulated by federal funds. But, and this is important to understand, the federal funds have not been sufficient to support programs designed to cover all of the members of the labor force, or potential labor force, who could benefit from these newer programs. Given the present concern over tax levels, can we or

should we look to the general taxing sources in the state for support of major manpower programs? The answer to this question will depend upon several factors. Firstly, do we need greater expenditures; secondly, do we need more money or can a reallocation of current expenditures provide what is needed, and thirdly, if more money is needed, can a source be located which would not call for a general increase in taxation?

NEED FOR LARGER EXPENDITURES

In answer to the first question regarding the need for greater expenditures in the general manpower field, there will be no presentation of the many detailed federal, state, and local evaluations (since this report is one that is basically concerned with concept) to determine the effectiveness of the various demonstration programs in reaching all of the potential users of the services under the various manpower programs. It can be said generally, however, that most of these evaluations have shown that, even given the current acceptance of the types of training which should be given for individuals lacking employable skills and without any expanded visions of new types of training programs, the large majority of individuals who could benefit from these programs in the United States have not been reached. An interesting bit of evidence grows out of the fact that unemployment rates have tended to hover around 4 and 5 percent even during periods of high levels of employment, when the economy is generally regarded as operating at a high level of economic production.

Most manpower economists tend to believe that with suitable training programs the job vacancies which exist in the economy, even at the

levels of high economic activity, could be filled with a resulting drop in the unemployment rate and an increased benefit to the local, state, and national economy. Given this situation it would seem that expenditure levels will probably have to increase if we are to expand our efforts to develop more rational manpower training programs geared to meet the needs of the expanding economy.

This prediction is substantiated by looking at the various programs which are now being funded in the field of manpower and education. Although some programmatic and funding shifts can be expected, the magnitude of the shifts would probably not be sufficient to cancel out the increasing dollar needs for an expanded overall manpower training program. For example, if individuals who are currently being carried on welfare roles could be shifted to employment training, the position might well be taken that the welfare payments could be largely eliminated. Funds presently expended for welfare could be transferred to far more productive training programs which would lead to the individuals becoming employable and hence no longer needing welfare payments.

Although this would be true for some part of the total welfare population, the overwhelming majority of the people who are currently receiving welfare payments are either elderly, physically incapacitated beyond the point where they could be gainfully employed, or minor-aged children.

The largest number of the individuals who could be moved from a welfare payment situation to an employment situation through training would undoubtedly be the mothers who currently remain home tending younger children, as well as able-bodied men in the productive ages

in terms of economic output. But taking the mothers and the able-bodied men, it is doubtful that more than a quarter or one-third of the total welfare population could be made employable. Though this may seem to be a startlingly low figure, one must remember that at the present time approximately 35 to 40 percent of the total welfare population are individuals who are over 65 years of age or blind or so severely handicapped that their work potential, if any, is extremely limited. Approximately another 35 percent are children at an age where their support cannot be other than from parents. As a result the major part of the welfare population are not individuals who can become employed through manpower programs. If, however, the mothers and able-bodied fathers are placed into realistic manpower programs, then obviously the children now depending on welfare payments for support would become supported through family incomes.

A major reason for contemplating that there will have to be an increased level of expenditures generally under the sort of TMPS which has been envisioned in this report grows out of changing philosophy which has gained support throughout Western Europe and the United States regarding education as a national capital investment.

The European Approach--Permanent Education

Over the past several years many of the Western European countries have been alert to the need for developing an educational system which continues throughout the life of the individual to provide him with the skills necessary for his own personal gratification as well as the skills which are necessary to the economy. These countries have analyzed the changing matrix of the job skills which have accompanied the technological

changes in the economies, and they have also been aware of the increasing sense of personal frustration of adults who have not been equipped to participate as the economy and the society change.

At the Second Roundtable on Permanent Education in Paris, June 1971, the Council of Europe in their Committee for Out-of-School Education and Cultural Development dealt with the question of moving toward an educational system which continues to act throughout an individual's lifespan. There is general agreement on the following proposition:

> "Technical developments, society's needs, increasing leisure and growing individual needs call for a determined drive to reshape adult education into a coherent system geared to the demands of our age.
>
> If it is to be fairly shaped, adult education must be seen as a factor leading to the transformation of the whole education system with an eye to permanent education. First of all, it is essential for the purposes of permanent education that adults be entitled to adequate time for study within their normal working hours and with no loss of pay. This system should be embodied in law or made generally applicable by widespread agreements, and specific provisions should be made as to its financing. Permanent education begins with a pre-primary stage designed to offset inequalities resulting from the differing social and cultural family backgrounds. At all levels, it presupposes:

1. A sensible system of study units, freely spaced in time, with considerable freedom of choice;

2. A range of studies ensuring an education which, at all levels, is general, cultural, social and civic;

3. A system of continuous guidance whereby the individual's personal aspirations and society's objective needs may be reconciled;

4. Encouragement for creative faculties, spontaneous reactions and critical outlooks, all of which are of immense importance in a highly organized society in which science and technology predominate;

5. The principle of self-education under the a active guidance of teachers by means of the widespread use of up-to-date educational and communications techniques and group dynamics." [1]

This report goes on to state that to a greater or lesser degree all the Council of Europe member countries have adopted the guidelines indicated immediately above, although with variations and differing degrees of success.

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1. Second Roundtable on Permanent Education, "Towards an Educational System," Council of Europe, Strasbourg, Paris, 8-9 June 1971, pp 1-2, CCC/EES (71)48 Revised.

Over the past five or six years West Germany has begun to move in the direction of implementing a true permanent education program which fully subsidizes the continuous education, training, and retraining of members of the labor force. Much of the so-called economic miracle which has been taking place in recent years in the German economy has in part been related to this farsighted effort to provide for the constant and consistent training and education of those individuals in the labor force who wish to be retrained or to continue their education into adult years.

The Danes have for many years in their folk high schools conducted a continuous program of education which was designed specifically to enlarge, in a more fundamental rather than a vocational sense, the concept of involvement in the social and cultural fabric of Danish life. This grew out of the move away from a true monarchy to a constitutional monarchy in the mid-nineteenth century when innovative minds, such as N.S.F. Grundtvig, felt that if the Danes were to be able to govern themselves wisely through a new and more democratic form of government, there had to be a broader educational base. This folk high school movement, an outgrowth of the change in form of government, now exists in Denmark as a basic institution which trains and educates large numbers of Danes for vocational as well as managerial skills.

In July of 1970 an accord was announced by representatives of relevant French governmental agencies with leaders in labor unions and in private enterprise. This accord moved to develop as rapidly as possible a continuing adult education program providing the French worker the right, rather than merely an option, to return into the educational

system for additional education and training for new skills. In July of 1971 the accord was translated into a new law which enables up to 2 percent of the French labor force to move back into a subsidized educational and training system.

Income Stipend Requirements

The funding which would be implicit in a continuing education program would go well beyond what we in the United States have done in the past. This results from the fact that for many individuals who are adults and have family responsibilities, to return into a training and education system means that there must be a subsidy or stipend available to deal with continuing family needs. In essence, what is being recommended in this report is that the State of Illinois pioneer in the utilization of the old GI Bill philosophy which permitted the reentry of millions of World War II veterans into the educational and training programs calculated to provide them with the means of either becoming employable or upgrading their professional skills to the point of their becoming major assets in the labor force. This recommendation is based on the concepts contained in the book, Continuing Education as a National Capital Investment, by Herbert E. Striner, published by the W.E. Upjohn Institute for Employment Research, March, 1972 (Kalamazoo, Michigan). Without going into the details of the particular conclusions of that study, basically what is proposed is that each person who can indicate 1) that their labor force skills can be upgraded, 2) that there are employment possibilities for which they would be eligible upon completion of a training program, should be given the right under law to return at any point in their life-time for up to two years of

of training or retraining for employment. During this period there would be, with an upper limit obviously, an income stipend which would permit them to view this educational program as a realistic opportunity rather than an opportunity which is unrealistic because of their own continuing personal income needs. This program has worked very efficiently in Western Germany since the late 1960's and approximately one year and a half ago was also instituted in France because of its obvious success in West Germany. The detailed exposition may be found in Continuing Education as a National Capital Investment. (op. cit.)

SOURCES OF FUNDING

An obvious question at this point relates to the source of funds for this type of program. Permitting perhaps as much as two or three percent of the Illinois labor force to return into an employment training program with an income stipend will call for funds which go considerably beyond those currently being utilized in the various manpower and educational programs in the state. There is one source of funding, however, which could be made available and would be of a sufficient order of magnitude to carry much if not all of the investment needs for the sort of manpower programs we have been discussing in this report.

Federal Unemployment Compensation Funds

Under the provisions of the Federal Unemployment Compensation Act all employers pay, under various state formulae, a certain amount of their payroll into an unemployment insurance fund. This unemployment insurance fund is used to pay out unemployment compensation to members of the labor force who are covered under the Act during periods of unemployment. The periods for which these payments are received also

vary between the various states. However, the level of payments which are paid by the employers into the unemployment insurance fund tend to build up a trust fund over a period of years.

During periods of high levels of unemployment, the payments-out exceed the payments which are made into the fund. Looking at the period 1970-1972, one can determine the nature of the pay-in and pay-out relationship during a recession. For the State of Illinois in 1970 the employer contributions into the fund came to approximately $57 million. The unemployment benefits paid were about $180 million. In 1971 the employer contributions came to approximately $92 million and approximately $232 million was paid out for unemployment benefits. In 1972 the employer contributions came to approximately $200 million with the amount being paid out to the unemployed coming to $223 million. It is currently projected for the year 1973 the unemployment rate in the state began dropping and the necessity for payouts in the form of compensation decreased accordingly, while at the same time as a logical corollary the contributions coming from the employers increased very sharply. Unless there is a recession in 1974, the reserves will begin to build up again as payments into the fund exceed payments paid out to unemployed workers. What is most interesting and most important, however, is that as of December 31, 1972 even after the imbalance in the amounts which had to be paid out for unemployment compensation as contrasted with the contributions which had declined in these several years prior to 1972 there was still a reserve balance in the Illinois Unemployment Reserve Fund of $257 million!

What this suggests is that over a prolonged period of time, as is the case with any insurance fund, reserves tend to build up. The problem

is that these reserves are not being used in the State of Illinois to produce the type of continuing investment in training and education which is absolutely necessary in our new technologically oriented society. Even if one-half of the reserve of approximately $257 million was utilized to develop an ongoing recurrent training and education program, the $125 million which could be used by the State of Illinois would total approximately 70 percent of all of the 1972 expenditures for all vocational and technical education in Illinois, funded by federal, state and local governments.

Need for Legislative Reform

Hence, what is being suggested is that the legislature and the Executive Office of the State of Illinois seriously consider requesting, in concert with other states, that the federal legislation which controls the use of the unemployment insurance funds be adapted to the needs of this decade and the future decades by revising the laws which still reflect the needs of the 1930's. Under the current federal legislation all of the monies withdrawn by the State of Illinois from the unemployment insurance fund of the state can be used only for the payment of unemployment compensation, exclusive of expenses of administration and other similar types of expenses. Illinois cannot use any part of this unemployment insurance fund as the basis for helping people to become more employable but rather only for giving them compensation while they are unemployed without any effort to change the basic employment characteristics of the individual. The federal legislation was written during the 1930's when it was quite logically and properly assumed that the major problem of unemployment grew out of the fact that, although

individuals had skills for which there had been jobs, because of the Depression those jobs no longer existed. The reasoning was that once the economy began to get back on its feet, those jobs would come back into the economy and the unemployed would once more return to the work they had formerly been doing.

In contrast, the problem now centers around the nature of economic development, technological change, skill obsolescence and the fact that there is a hard core of unemployables in the economy of the State of Illinois (as in every other state) who need basic education as well as skill training. This calls for the use of some part of the unemployment insurance fund for a continuing vocational and skill training program. Some part of the reserves should be made available for the sort of manpower training program we have been discussing as well as the staffing and development of the TMPS throughout the state. It makes no sense that this large state fund is frozen under federal law, given the fact that the economic environment and the logic of our economic development in the 1970's and 80's will be in various stages of transition and will call for a different and more rational use of those funds.

CONCLUSION

The key to the developments which have been proposed in this conceptual report are the adoption of a new manpower planning system, the development of an overall system of education and training geared to the needs of the economy of the 1970's and the next several decades, and the utilization of funds which now exist, but are frozen.

Furthermore, all these factors must be viewed as systems within themselves which require considerable change if they are to be dealt with simultaneously on a continuing basis as part of a Total Manpower Planning System.

There is much for Illinois to accomplish before its economy and its people will be the beneficiaries of a TMPS. But the logic of and need for a TMPS indicates it is long overdue, particularly for Illinois.

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ACCESSION NUMBER: VT100735

PUBLICATION DATE: 1DEC73

TITLE: PROGRAMS THAT BROADEN AGRICULTURAL EDUCATION.

PERSONAL AUTHOR: DOUGAN, JAMES E.

DESCRIPTOR: *AGRICULTURAL EDUCATION; *AGRICULTURE; *VOCATIONAL AGRICULTURE TEACHERS; *VOCATIONAL AGRICULTURE; SPEECHES

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

DESCRIPTIVE NOTE: SPEECH PRESENTED AT THE AGRICULTURAL EDUCATION DIVISION GENERAL MEETING, AMERICAN VOCATIONAL EDUCATION CONVENTION, ATLANTA, GEORGIA, DECEMBER 1, 1973.

ISSUE: ARM V.7NO.4(1974)PP. 614

ABSTRACT: CHANGE CHARACTERIZES AGRICULTURE AND THEREFORE THE TEACHING OF VOCATIONAL AGRICULTURE, THE PREPARATION OF TEACHERS, AND THE ROLE OF PROFESSIONAL ORGANIZATIONS. QUALITY PROGRAMS IN VOCATIONAL AGRICULTURE CALL FOR CAPABLE STUDENTS AND TEACHERS WITH CURRICULUM AND FACILITIES TO MEET THE NEW CHALLENGE. OUR INSTRUCTION SHOULD BE BASED ON TASK ANALYSIS, IDENTIFICATION OF PERFORMANCE SKILLS, TECHNICAL KNOWLEDGE, THE USE OF APPROPRIATE MATERIALS, AND EFFECTIVE EVALUATION PROCEDURES. PLANNING AND INVOLVEMENT OF A BROAD BASE OF PARTICIPANTS ARE REQUIRED FOR A SUCCESSFUL PROGRAM IN VOCATIONAL AGRICULTURE. TODAY THERE IS NO PLACE FOR A GENERAL AGRICULTURE PROGRAM, A GENERAL TRAINED TEACHER, OR A GENERAL PLAN OF ADMINISTRATION AND SUPERVISION. (AUTHOR/MU)

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PROGRAMS THAT BROADEN AGRICULTURAL EDUCATION

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PRESENTED AT THE

AGRICULTURAL EDUCATION DIVISION GENERAL MEETING

AMERICAN VOCATIONAL EDUCATION CONVENTION

DECEMBER 1, 1973

THE ATLANTA MARRIOTT HOTEL

ATLANTA, GEORGIA

VT 100 735

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Dr Diggers

3:15-4:00

PROGRAMS THAT BROADEN AGRICULTURAL EDUCATION

PRESENTED AT THE AVA CONVENTION, AGRICULTURAL EDUCATION DIVISION

ATLANTA, GEORGIA
DECEMBER 1, 1973

Vice President Glenn

MR. CHAIRMAN, CO-WORKERS IN AGRICULTURAL EDUCATION, AND GUESTS --

I, too, want to commend the NVATA for 25 years of outstanding accomplishments. You have crossed the bay; the ocean lies before you. We wish you much success during the next quarter of a century.

Many states have, or soon will be celebrating their 50th year, the Golden Anniversary of thier State Vocational Agriculture Teachers' Association. It is a historic time for Agricultural Education. We look to the past to give appreciation, especially to state and national leaders in Agricultural Education and vo-ag teachers who have helped sharpen our focus, identify our problems, and give realism to our priorities.

We look to the future with determination, and with ~~the~~ administrative and leadership ability, and the pioneer spirit to put into action -- Let's Move Forward in Agricultural Education and the FFA.

We at the state level could not accomplish our goals, objectives, and our dreams if it were not for you teachers who are conducting quality programs, and through your state and national organizations, work with us in maintaining quality programs and extend and expand programs as we tool up to meet the manpower needs in the total agriculture industry.

I have had the opportunity in the last three years to confer with many state directors of vocational education, state staff personnel, teacher educators, vo-ag teachers, and agricultural business and industry leaders as to our role and direction in the future. ~~Therefore,~~ that I welcome this opportunity to share with you some thoughts, ideas, and some rather specific suggestions and recommendations that I believe are essential if we are to move forward and broaden our total Agricultural Education and FFA program. We have had great issues facing us and we will continue to have many concerns and strong signals in the future.

We have identified our role in Career Education -- which is to train individuals for occupations in the agriculture industry. The Awareness and Motivation to the World of Work, the Orientation, and Exploration components of Career Education are the role of the elementary and secondary classroom teachers, but we must provide these teachers with the materials and information for the Agri-business and Natural Resources occupational cluster. We at the state supervisory level, teacher educators, state vo-ag teachers' association, ~~and statewide~~ with the assistance of advisory committees must assume the administrative and leadership role in planning and conducting quality programs within our respective states. ~~We cannot expect, at least for some time~~ We cannot wait for any, any major thrust or direction from Washington.

It is gratifying to know that the top officials in HEW and USOE have consented to meet and listen as to the ~~federal government's role in the~~ future direction of vocational education. Knowing some of the people who will be meeting with these top government officials, I can assure you they will be promoting more leadership at the national level, and categorical funding, rather than ~~larger~~ block grants.

I am glad to report that the President of the State Chief School Officers and the President of the State Directors of Vocational Education returned from a recent meeting of the National Advisory Council and reported that the Council promotes, supports, and takes a very positive stand with the ~~administration,~~ White House staff, Congress, and the U. S. Office of Education on Vocational Education. Thanks to Don McDowell for his efforts!

~~We~~ are impressed with the interest and dedication of the state supervisory and teacher education personnel and the enthusiasm and wholesome attitude of vocational agriculture teachers in many states.

~~The~~ State Vocational Agriculture Teachers' Associations and the NVATA will continue to have a magnificent record of accomplishment if they will utilize the outstanding leadership abilities that I have seen being performed by teachers in their respective states.

Great strides are being made in many states to identify the professional and technical competencies needed by teachers to plan and conduct programs in each of our major instructional areas. We see teacher education staffs revamping pre-service and in-service training programs and state supervisory staffs changing from the "shadow across the door" ~~type of~~ concept of supervision to more of a leadership role, using management information, data, and research as a basis for administration of the Agricultural Education and FFA program in their state

We have the national curriculum development project that will be providing us with national curriculum guides in Career Education and eight of our major instructional areas. These guides will be very valuable to us at the state level in assisting the local school and teachers with the

development of their program of instruction.

We are Research in Agricultural Education ~~is~~ being directed toward essential program planning activities, and this kind of research must receive top priority. Our management and operational activities at all levels must be based on sound management information data.

Public education or education in general is under attack. The public is questioning the dollars it takes to educate our youth and adults. The reordering of students' interests is shaking the very foundation of education. Change is a requirement and diversity in education is the "in" word. Parents and youth are concerned about what they get from education, even what it permits them to do, and what kind of a life it leads to.

We have seen the technical knowledge in agriculture change almost completely in the last three or four years. We have gone from student power to teacher power, and now to public power. We have seen the minority (and I don't mean race, color, and creed) control the silent majority.

In a little over a decade we have seen this country go from the highest output per man to the lowest of all nations, with the exception of the agriculture industry. Yet no other nation can come close to our efficiency in agriculture and our programs have contributed much to the great efficiency we have in agriculture

We have expanded multiple teacher departments; we have seen the birth and development of vocational centers; we have implemented programs to serve the disadvantaged the inner city, and ~~we are facing today~~ this expansion is causing us to face one of the greatest shortages of competent teachers we have ever known. We are developing pre-service and in-service training programs to prepare industry-based and associate-degree trained individuals to man our classroom and laboratories, particularly in

the off-farm instructional areas.

I am not stating these facts to present a negative picture, but to point out change is taking place at a very rapid rate and it is going to continue. These changes must become opportunities and challenges for all of us as we plan for the future. Sometimes we have the tendency to keep, nurture, and maintain the status quo, and some of our status quo is not worth preserving.

In our quest for relevency, Career Education, accountability, developing and implementing new programs, the redesigning teacher education and supervision, identifying the role of our professional organizations and trying to keep abreast of not future shock, but present shock in Washington, there has been a tendency for us not to give major emphasis to quality programs.

We must develop and conduct quality programs. All of our pre-service and in-service training of teachers, curriculum development, instructional materials, and ~~style~~ method of administration and supervision must contribute to ~~the essential competencies teachers need to conduct quality programs~~ this effort.

There are four major components of a quality program in Agricultural Education, namely -- students, curriculum, facilities and equipment, and most important, the teachers.

We know that it is sound educationally that the students who are enrolled in our programs must be able to succeed in the program and have an interest and the aptitude to become employed in the agriculture industry in which they are being trained. Otherwise, our programs will become exploratory and will not be vocational in nature.

Many states have developed curriculum guides for each of our major instructional programs and they should include the basic concepts or principles of the technical material that is to be taught; the application of basic principles of science and mathematics; and the educational specifications required for conducting these programs. Then the local school and teacher can use the state curriculum guide in developing a program of instruction, teaching units, effective teaching methods, and resource materials that will give assurance that the student can perform at a pre-determined level after he has completed the instructional program.

Our instruction should be based ~~We should base the development of our teaching units~~ upon ~~the~~ five major aspects of curriculum development which are educationally sound; they are --

1. A task analysis of the occupation or cluster of occupations the program is designed to train individuals to enter
2. Identification of the essential performance skills and abilities that the students need to enter and advance in the occupation for which they are being trained
3. The very latest technical knowledge and information relevant to these performance abilities
4. Identification and use of appropriate instructional materials
5. Evaluating procedure to determine how well the student can perform

The facilities and equipment in some of our schools have not kept pace with our changing programs. I don't believe a master teacher can conduct effective teaching and direct the learning process without adequate facilities, equipment, and instructional materials, anymore than he can come back from a place he has never been. We have been too conservative in Agricultural

Education. -- Ask and thou shall receive. In Ohio ~~that has~~ during the last 6 years over 12 million dollars have been spent to provide facilities and equipment for agriculture program

The teacher is the most important component of quality programs and we have heard many times that teachers must be competent and accountable for what they do. We must assist teachers to identify and perform ~~Some states are developing excellent materials and information on~~ the essential professional and technical competencies needed ~~by teachers~~ to conduct a quality program.

Regardless of the program we are conducting, we must not lose sight of some of the time-tested and very essential performance abilities or competencies.

I am referring to the well-planned and conducted occupational experience programs of the students; the keeping of complete and accurate records; the teaching of basic concepts and principles; the problem approach to decision-making; the use of an advisory committee; serving as an effective advisor of the FFA; the planning and conducting of educational programs for adults; the supervision of the students' occupational experience programs (whether in the laboratory or shop, agricultural business, or on a farm ranch); developing within the student, performance abilities in leadership, citizenship, personal development, and wholesome attitudes that are necessary for gainful employment.

Yes, it is a historic time for Agricultural Education. We are making tremendous progress; we are moving forward. It is time to plan and prepare for the future because this is where we are going to be.

In Ohio we have been blessed with a dedicated state staff; an active vo-ag teachers' organization; a State Board of Education; a state superintendent and a director of vocational education who have been willing to

listen to our goals, our objectives, our plans for the future. They gave us the opportunity to sit around the decision-making table -- a chance to present what we intended to do, for how many, by when, and what it was going to cost.

Many of our ideas for program planning, development, and implementation came from our teachers, business and industry leaders, and state staff. We borrow, beg, and steal ideas and plans, many of which came from states that are represented here today.

Very humbly we would like to show you through a slide presentation, some programs that have broadened Agricultural Education and the FFA in Ohio.

****

We trust this slide presentation has given you some ideas for broadening programs in your state.

For the very few minutes I have left I would like to share with you some rather specific suggestions and recommendations that I believe are essential if we are to continue to move forward and broaden our Agricultural Education and FFA program in our respective states.

Our positions are too demanding, and time is too limited for us in Agricultural Education to go alone. We must be a strong part of the team in vocational and technical education and utilize every resource we have in carrying out our duties and responsibilities. This is going to require leadership ability, leadership style, and leadership commitment on the part of everyone.

Through the officers and leaders in our national organizations in

Agricultural Education we must have a part in the revision of the national Vocational Education Acts and Amendments and the role the USOE should have in the future development of vocational education. I predict that this is getting underway right here during this convention, with a few state directors giving leadership to this movement. Many congressmen are supporting the idea. Hearings will start next year in Congress on Vocational Edu.

We as educational leaders cannot continue to support and keep in operation, poor quality programs. They must be improved or they must go.

We must wake the town and tell the people -- and every state staff member and vo-ag teacher should develop a set of slides or other means of communication that tells the Agricultural Education and FFA story. Our motto should be -- "Have Story to Tell -- Will Travel".

So many times we only communicate when we rise to the bait of emotionalism or discontent.

We at the state level need to give some serious consideration to standards for minimum and maximum class size and maximum enrollment for each teacher. In our Production Agriculture for 9-10 grade and Farm Management for 11-12 grade programs we have established a minimum of 12 students for each class and a maximum of 60 students for each teacher. All of our other programs have a minimum of 15 and a maximum of 25 students and these programs have at least 22 hours of related classroom and laboratory instruction per week.

Local people must be involved in the priority decision process on program review, improvement, development, and expansion. This can best be accomplished through an advisory committee. We cannot expect support unless ~~local~~ people are involved.

If there is a need for a high school program there is a definite need for a continuing education program. If the present teaching staff in a school district cannot plan and conduct an educational program for adults, then other plans must be developed to meet this need. We have hardly started to serve adults in the 70 farm occupations.

We must re-design many of our 9th and 10th grade programs. There isn't any question but what we will need to justify these programs when the National Vocational Education Act and Amendments are revised. Are they job training programs? We must identify the knowledge, performance skills and abilities that every student should possess when he has completed two years of Production Agriculture instruction at the 9th and 10th grade level. These programs must include the basic principles of plant and animal production; basic principles of agricultural mechanics; and leadership, citizenship, and personal development training. Bob Warmbrod will be presenting to you the results of a study of 9th and 10th grade programs on Wednesday morning. You will find this report very interesting.

There should be a five-year plan at the state and local level. This plan should include established goals, quantitative objectives, and programs and activities that will give assurance that the goals and objectives will be accomplished. Our plan must include what we plan to do, for how many, by when, and what it will cost. There is a great number of important people at the local, state and national level that want to assist us. They are asking us what is your plan - your goals what are the strong signals that have bee pursuing

It is imperative that as we broaden our Agricultural Education program we must re-design our pre-service and in-service training program for teachers and our state administration and leadership program. Today there is no place for a general agriculture program, a general trained teacher, or a general plan of administration and supervision in agricultural Education

The major components of the FFA program must be leadership, citizenship, and personal development for all students. We are moving closer to making the FFA an integral part of the instructional program. We are beginning to see some light on how this can be done. When it does become an integral part of the instructional program the student will automatically participate in the FFA program and activities, the same as an occupational experience program. In time of crisis the people turn to education for the solution. I will predict that the public schools will be asked to teach more leadership, citizenship, trust, conservation of our natural resources. This has great implications for us. We must rise to the occasion.

We have been on a "model binge" in education for some time. In fact, the road to hell is paved with good models in education. The important thing is being able to project what is needed to serve all the people so that the model becomes a pattern over the state. If it doesn't become a pattern then we haven't accomplished much. Let's identify some good models we have developed for our programs in Agricultural Education. Get the manpower and funds so we can broaden our programs and move forward.

We have gone through the period that vocational education, including Agricultural Education, is good, it is is for someone else's children. Now parents are saying we want our children to have vocational training.

Vocational and technical education is moving down the track at a fast pace. Each one of us must decide in our hearts and minds if we are on that train. If we are not, can we run fast enough to catch up?

Every one of us in this room needs to ask himself -- Do I believe that training individuals for an occupation in agriculture is a worthy, honorable,

and professional responsibility? Do I really believe that I am dedicated and enthusiastic about the profession I am in? Do I believe that the program I am conducting is good enough that I would recommend it to my own son or daughter? Do I believe there is a real dynamic and challenging future in Agricultural Education and the FFA?

I am very enthusiastic and confident about our future. We are moving forward. We have the leadership, the know-how, the foresight. Let's stay on that train. It is going to be a pleasant journey.

ACCESSION NUMBER: VT100736

PUBLICATION DATE: AUG73

TITLE: CAREER EDUCATION PROJECT FOR SCHOOL PERSONNEL. OCCUPATIONAL EDUCATION RESEARCH PROJECT FINAL REPORT.

DESCRIPTOR: *CAREER EDUCATION; *EDUCATIONAL STRATEGIES; *INSERVICE TEACHER EDUCATION; *OCCUPATIONAL INFORMATION; *SCHOOL INDUSTRY RELATIONSHIP

IDENTIFIER: *WAKE COUNTY SCHOOLS; NORTH CAROLINA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 614

ABSTRACT: THIS DOCUMENT REPORTS A PROJECT FOR DEVELOPING STRATEGIES FOR SUCCESSFULLY EQUIPPING TEACHERS WITH OCCUPATIONAL INFORMATION AND EXPERIENCE FOR INTEGRATING CAREER EDUCATION INTO THE SECONDARY AND ELEMENTARY GRADES OF THE WAKE COUNTY SCHOOLS OF NORTH CAROLINA. PROCEDURES INCLUDE DEVELOPING A CORPS OF PARTICIPANTS FROM EDUCATION AND INDUSTRY, INSERVICE TRAINING FOR TEACHERS, EDUCATION--INDUSTRY SEMINARS, VISITATIONS, GROUP VISITS, A "WORK-A-DAY" PROGRAM FOR TEACHERS, AND A SUMMER WORK PROGRAM FOR TEACHERS. A MODEL OF THESE STRATEGIES IS PROVIDED FOR THE USE OF OTHER COUNTY SCHOOLS SYSTEMS THROUGHOUT THE STATE. (MU)

INSTITUTION NAME: WAKE COUNTY SCHOOLS, RALEIGH, N.C.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; NORTH CAROLINA STATE DEPT. OF PUBLIC INSTRUCTION, RALEIGH. OCCUPATIONAL RESEARCH UNIT.

VT 100736

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WAKE COUNTY SCHOOLS

RALEIGH, NORTH CAROLINA

Sponsored By

The Occupational Research Unit

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VT 100 736

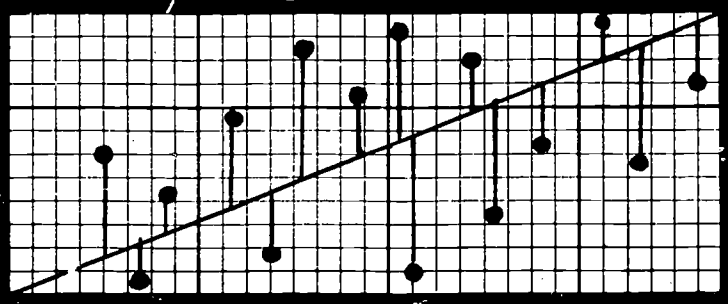

DIVISION OF RESEARCH

STATE DEPARTMENT OF PUBLIC INSTRUCTION
RALEIGH, NORTH CAROLINA 27602

OCCUPATIONAL EDUCATION RESEARCH PROJECT FINAL REPORT
Vocational Education Amendments of 1968 (Public Law 90-576)
(Title I - Part C - Sec. 131[b]

CAREER EDUCATION PROJECT FOR SCHOOL PERSONNEL

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August 1973

NORTH CAROLINA STATE DEPARTMENT OF PUBLIC EDUCATION
Occupational Research Unit
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ACKNOWLEDGMENTS

The success of any new program implemented into a school system depends on the work and influence of many people. This Project was no different. So many people contributed and gave generously of their time and talents.

To our Superintendent, Mr. Aaron E. Fussell, who had the foresight to see the need of the Project and gave his support.

To Mr. H. Wayne Bare, Assistant Superintendent - Secondary Education, who gave his support, time and advice.

To Mr. Carl A. Mills, Jr., Assistant Superintendent - Special Services, who coordinated the in-service training requirements. (See Appendix A)

To Dr. Charles Law, Director of Vocational Education, North Carolina Department of Public Instruction, who understood the need, advised and encouraged us.

To Mr. Jesse S. Clemmons, Assistant Director, Occupational Research Unit, North Carolina Department of Public Instruction, who advised and encouraged us throughout the year.

To the staff of the North Carolina Manpower Development Corporation who worked to bring the Project into being and who contributed to the success of the Project. Special recognition goes to Mr. Alvin Hill of MDC whose writing outlined the concepts of the Project and whose continuous support was so valuable.

To the many business men and women who supported the Project with their time and effort, we say thanks. Without their support, the Project could not have succeeded. (See Appendix B)

As for myself, I appreciate the opportunity to have worked with so many great men and women.

To all, we say "thank you".

Paul M. Maultsby, Jr.
Project Coordinator

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ABSTRACT

Many teachers have had little work experience in an industrial environment. Many teachers who have had industrial and related work experience have not had it under circumstances which promoted the development of favorable attitudes toward it or broad understanding of industrial activity in general. This resulting lack of satisfactory attitudes and of sufficient knowledge is a handicap to any person working in a career education program in which students are being prepared realistically for participation in the world of work.

The Wake County area offers a variety of career possibilities for students leaving schools on or before graduation. Almost any conceivable employment positions can be found in this area. The requirements for these opportunities range from doctoral degrees to little or no experience at all.

The proposal itself is an experimental project designed with in-service training directed toward causing the classroom teacher to be knowledgeable enough to furnish the students with information about these opportunities and to relate them to the classroom work. An earlier summer project acknowledged the need for an expanded program with the following objectives:

1. To provide teachers and educators with experiences which could positively influence their attitudes towards, and knowledge of, the world of work;

2. To offer industry insights into recent educational thinking, particularly in the field of career education;

3. Based on this trading of experience and information between

educators and industry, to create a model of industrial involvement in career education of sufficient strength to have positive effects on curriculum;

4. And finally to show how this model can be re-created in other county school systems throughout the State.

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PROBLEM

The concept of career education springs from the conviction of educators that too many youths are leaving the schools (either by graduation or as dropouts) ill-prepared for careers. These youths generally lack either inclination or capacity for higher education, yet have not received the kind of preparation which would aid them in finding a place in the world of work. Too often, they simply do not know what is available to them; or, if they do, they have not been given an opportunity to develop their interests. Unprepared, they frequently fail to find productive careers, winding up in remedial manpower programs (if they are lucky) a few short years after leaving the educational system which missed its opportunity to reach them. In North Carolina, the estimated universe of need for manpower programs is approximately 800,000 with a considerable number of these individual youths not long out of school.

The problem begins with the school system itself, as the career education concept recognizes. In the Apex Exemplary Project, and in other experimental projects across the State, the State Department of Public Instruction is developing curricula from kindergarten through the 14th grade designed to begin opening career options at the earliest possible time, to develop in students an interest in and awareness of the world of work, and finally to guide them to career decisions based on concrete information and a reasonable awareness of their own capabilities and limitations.

Unfortunately, the problem is not simple nor are solutions self-contained within the public school system as it presently exists. The

complicating factors which require consideration of change beyond the walls of the schools themselves can be expressed in two deceptively simple questions:

1. How can teachers and educators whose own experience often has been circumscribed by their discipline help students learn about a world of work which they, themselves, scarcely know?

2. How can business men and industrialists, whose knowledge of the world of work is intimate and specific, be brought to an understanding of the goals of career education and make a contribution to attainment of those goals?

In other words, how can public educators and business/industry spokesmen learn enough from each other to be able to help students make wise transitions from education to the world of work.

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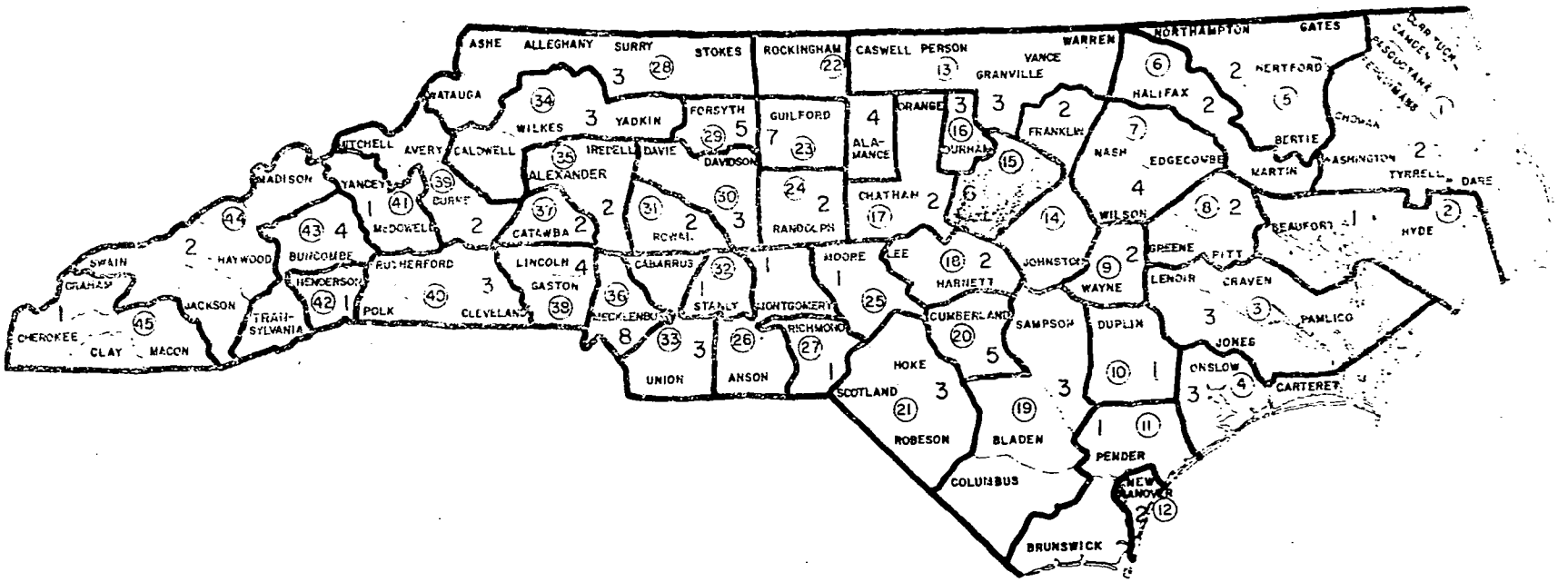

NORTH CAROLINA MAP SHOWING
LOCATION OF WAKE COUNTY

PROCEDURES

The objectives of the program were achieved through a developmental strategy consisting of a sequence of phases, several of which had already taken place. The following paragraphs are explanations of the Model (See Model, next page) and the procedures and development of the Project. (See Appendix C)

"Corps" Development: The first phase called for the development of a small corps of educators and a small corps of committed industry participants. Although the summer program planned for 1972 failed to achieve its objectives, it did serve to generate interest in both industry and education which led to a late August 1972 meeting, arranged and led by the project coordinator, which may be regarded as the formation date for the two "corps". The educator corps consisted of seven teachers from three high schools (Apex, Garner and Millbrook) and four elementary schools (Apex, Brentwood, Cary and Garner). The industry corps had four members from as many firms. Several of the members of the two corps were among those who had initially shown interest in the abortive 1972 summer work program; the one teacher who was actually placed by that program was a member.

The "corps teacher" became the school level coordinator who worked out schedules, got information to teachers and served as Host or Hostess for the seminars. This took a great deal of work from the principal and offered peer to peer influence. The second year of the Project, the corps teachers will carry on the program in their schools with a minimum of help from the project coordinator. New schools will be selected and new corps teachers will be trained. This structure allows the program to continue and also allows the coordinator to work closer with the new schools.

MODEL OF CAREER EDUCATION/INDUSTRY INVOLVEMENT STRATEGY

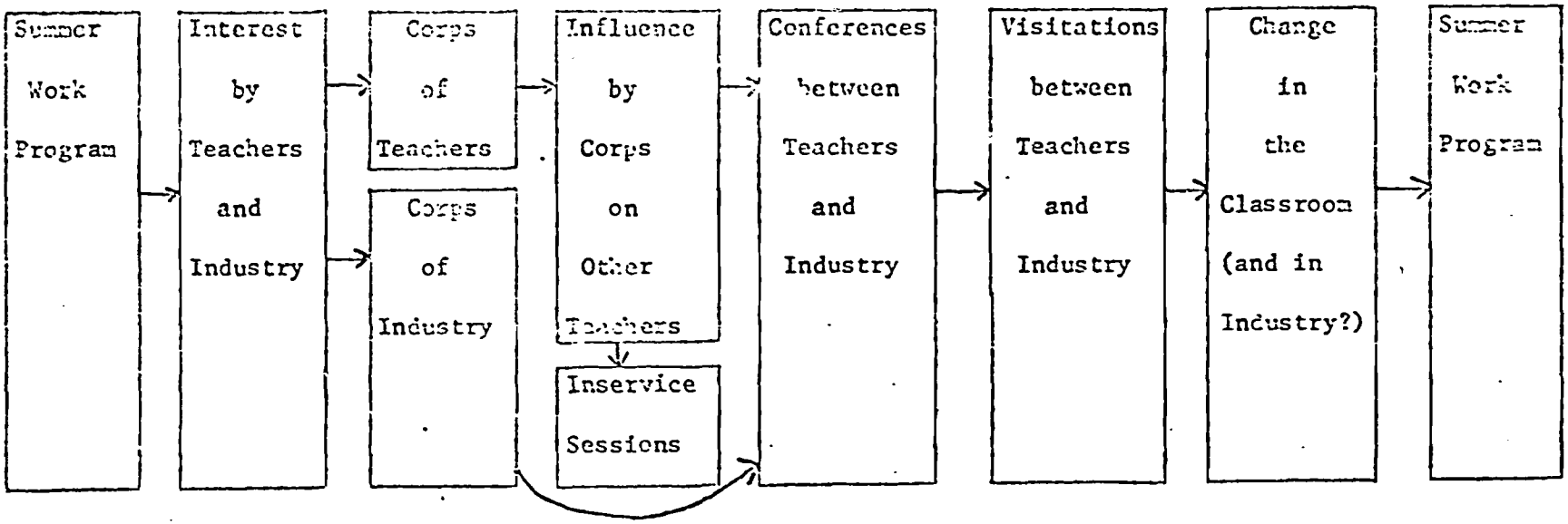

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WAKE COUNTY SCHOOLS
ELEMENTARY SCHOOLS
AUGUST 16, 1971

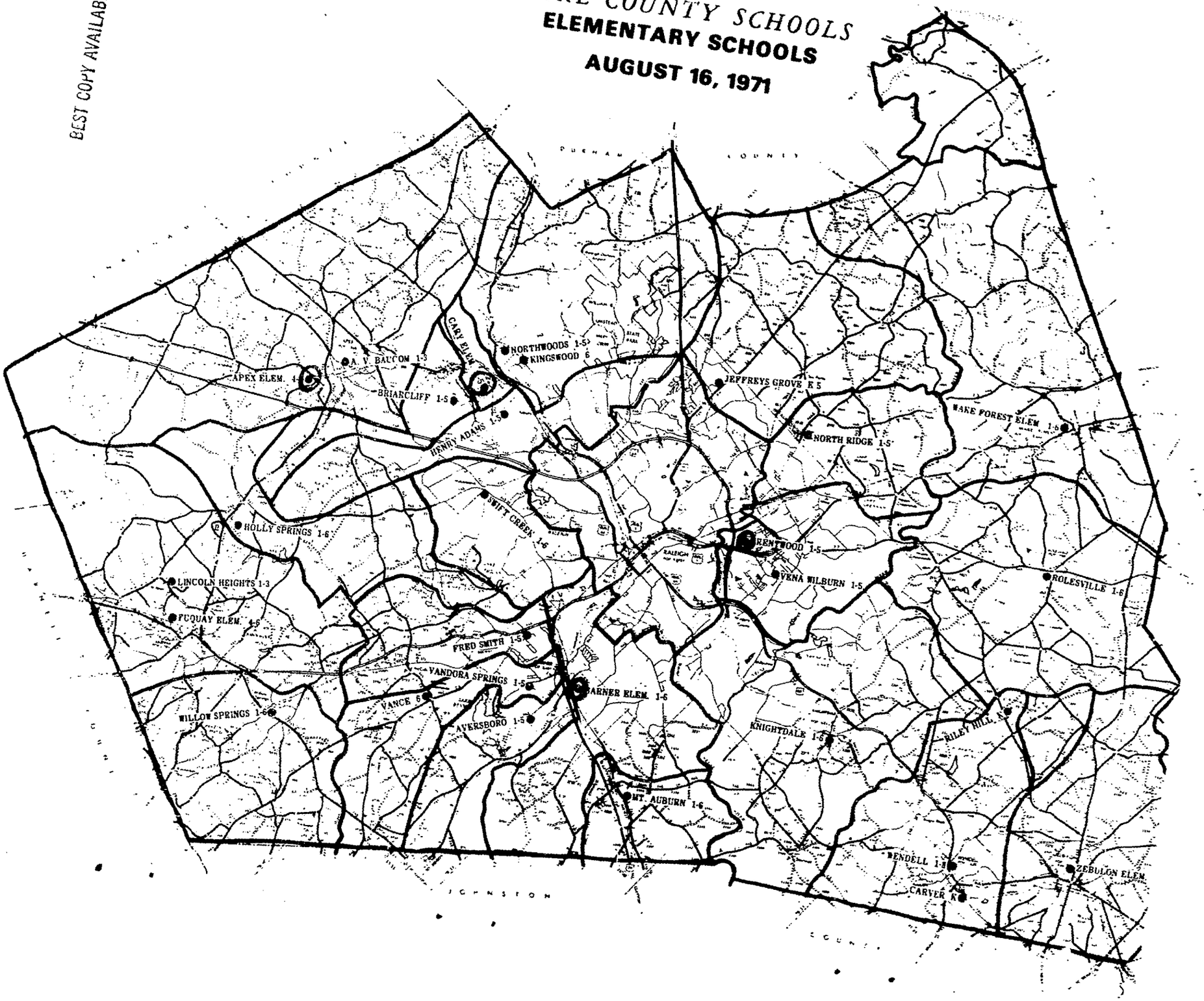

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WAKE COUNTY SCHOOLS
SECONDARY SCHOOLS
AUGUST 16, 1971

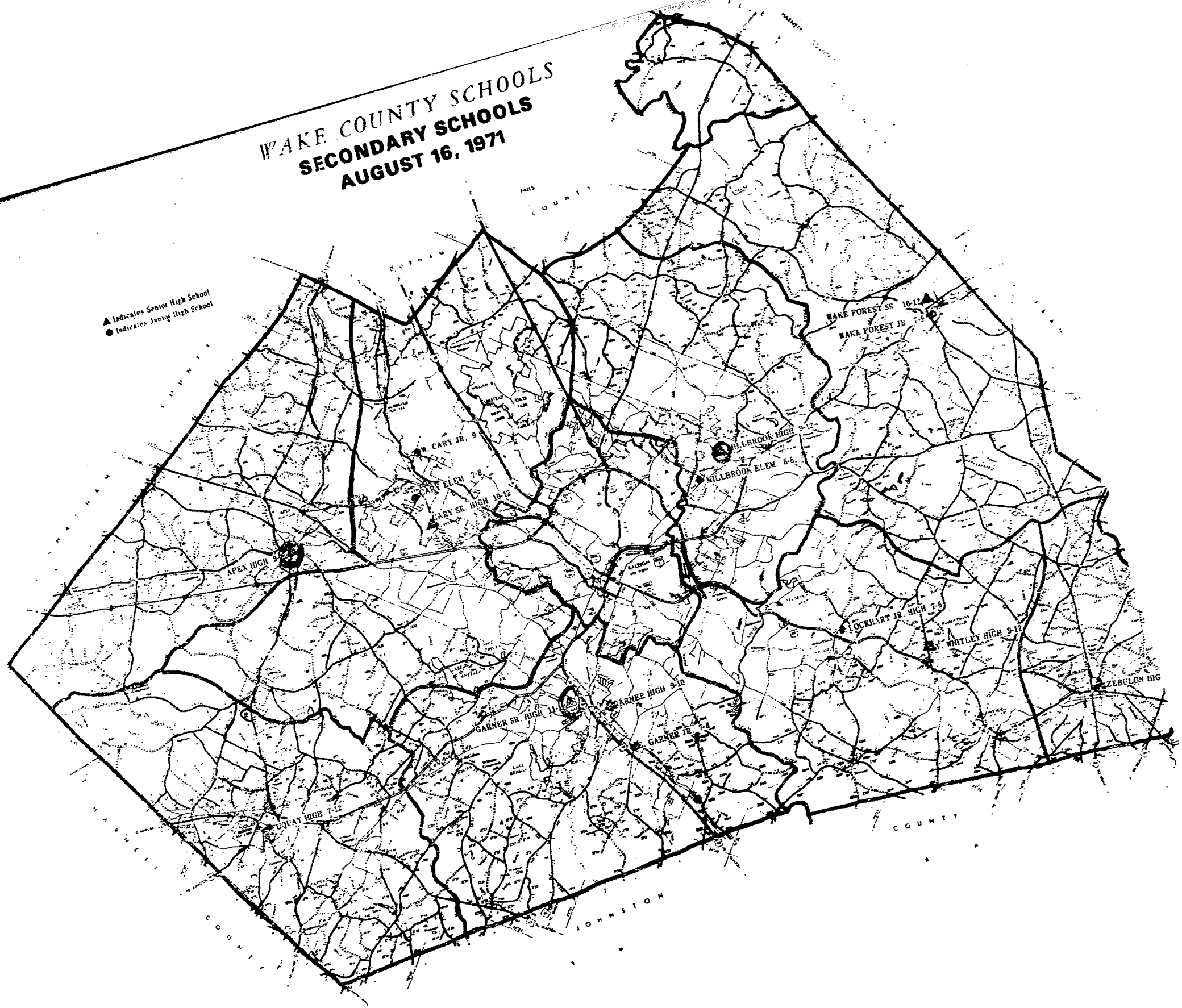

The corps of business men and women was enlarged as more became interested in the program. Companies have started developing materials, slides and programs for project use. More classroom speakers are expected to be requested.

"Influence": The next phase involved corps members influencing their colleagues. This occurred in both formal and informal ways. It was anticipated that enthusiastic, committed corps members would not fail to win the interest and support of those they talked with from day to day. At the same time, a more structured kind of influence was being exerted in the form of in-service training meetings for teachers, arranged and/or presented by corps teachers, and in the form of luncheon meetings for businessmen, often arranged by the industrial corps man and addressed by the project coordinator. Talks were also made to civic clubs, associations, faculties and school administrators. Civic clubs and associations were asked to consider the program as a club project. After their membership voted yes, they were used as resource people. (See Appendix B)

Six pilot schools were chosen and, in cooperation with the corps teachers, one hundred thirteen teachers volunteered for the program. Incentives for the teachers were:

a. One hour of renewal credit

b. Release from school one day to visit businesses. The Project financed the substitute.

c. A chance to discuss the occupational opportunities with business representatives.

d. Resource people for the classroom.

e. Possibility of summer work with three hours renewal credit.

ACTIVITIES OF THE PROJECT

Industry-Education Seminars: These "influences" prepared larger numbers in the industrial and educator communities for the next phase: seminars between teachers and industrial representatives. These seminars were designed and arranged by the project coordinator in such a way as to bring together participants from both school and industry. The object of each seminar was to establish rapport between the two groups and to begin the process of interchange. Although the project coordinator did to a large extent "play by ear" by encouraging participants to discuss any topics of mutual interest and to arrange subsequent contacts on any mutually agreeable basis, the first seminars for each group began with a highly structured format, whether or not that format was strictly adhered to. (See Appendix D) If it seemed appropriate for the particular group, the project coordinator built into the agenda one or more sessions of career awareness discussion. These sessions attempted to bring out into the open, and to break down, the misgivings and suspicions which industry and education might have for each other and to give information about opportunities. The progress of the first group of educators and industry people indicated the degree of need for such awareness.

Visitations: As appropriate, the project coordinator arranged for group visits to representative work-sites.

Example: A group of business teachers visited the "word processing unit" of a large firm to observe at firsthand the use of sophisticated electronic equipment to record, store, duplicate and transmit internal and external communications.

Example: Science teachers visited a chemical manufacturer and observed the operation and the job opportunities.

Group Visits: These visits were made after school hours and were planned and arranged by the industrial representative and the coordinator. Visits were usually two hours in length. Teachers were given a brief orientation, introduced to management and were able to observe the opportunities which the company offered. Materials, products and resource people were often offered. (See Appendix E)

"Work-A-Day": The "Work-A-Day" provided laboratory experience for the teacher by providing a planned six hour program with local businesses. Whereas the tours provided a quick observation, the "Work-A-Day" provided time to understand all operations of the business. The teachers, usually in a group, provided a substitute for a day. The businesses went all out to assure the teachers of a worthwhile experience. They discussed the operation of the business with top management, middle management, planners and production workers. One hundred seven teachers made visits which enabled them to get a firsthand knowledge of business. (See Appendix F)

(For brochure used - see Appendix G)

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SUMMER WORK PROGRAM - Phase Two

It was apparent that the Winter Program influenced the educators as well as the business men about the need of a program designed to actually place teachers in work experiences. This program was entitled "Summer Work Program". (See Appendix H) Eighty-one teachers applied. Thirty-eight teachers were placed and thirty-three teachers actively participated. Thirty teachers completed the Summer Work Program. Sixteen companies employed teachers under the purpose of the program.

The requirements of the program were 240 work hours and eighteen hours of seminar work. The teachers received three hours of renewal credit, were supplemented up to $2.55 an hour and received $3.00 per hour for seminars. Only fifteen teachers made less than $2.55 an hour. The participants were also required to keep a daily log of their work experience and to formulate a method by which it could be used in the classroom study. They looked for and found many usable things. They discovered varied job opportunities, academic and vocational skills needed, attitudes needed, social skills needed and most of all that subject matter could be related to the world of work. In the summer seminars, emphasis was placed on developing techniques to use the work experiences for classroom studies. These techniques included the use of a resource person, relating career information to a subject matter, use of video tape and other materials, use of the counselors, use of vocational teachers and their advanced students and mini-career information courses. (See Appendix I)

Procedures: Although a great deal of ground work had been laid through the Winter Program in order to influence teachers and businesses, an

organized plan was followed. First, the project coordinator met with groups of teachers in the program to see how many would be interested. The attempt in the summer of 1972 to implement this program when only two teachers showed interest made it imperative to be assured of an adequate number before the various businesses were approached. Eighty-one educators responded and apparently had been influenced by the Winter Program. Second, talks were made by the project coordinator to civic clubs and the Personnel Directors Association, letters were sent out to companies who had participated in the Winter Program and visits were made to the most promising employers and the heads of the departments of state government. The response was good even though all of the companies who indicated they were interested did not follow through. The arrangement with the companies was for the teacher to fill out an application, (more than one applied for each position) go for an interview and then the employer selected the teacher he preferred for the position. This method gave everyone a chance. A follow-up letter was sent out to each participating company at the end of the Summer Work Program in the hopes that the company would participate in the program again the following summer.

(For brochure used - see Appendix J)

THE RALEIGH TIMES

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Monday, July 16, 1973

Teachers gain insight to the world of work

Times photos by Steve Murray

Naomi P. Autry adjusts dictating machine

'everyone isn't suited to go to college'

By PAUL SMITH
Times staff writer

Teachers who will be giving Wake public school students advice about the world of work next year are getting a first-hand look this summer at what they will be talking about.

The teachers are doing more than just working in area plants and offices. They are filling their diaries with notes about what it is like to work at such firms as Square D, Tippertie Corporation and IBM.

Naomi P. Autry, an English teacher at Millbrook High, is typical. She is spending her summer transcribing memos and letters in the correspondence office for Cameron Brown, the mortgage banking firm.

"Attitudes toward work are the most important," she said as she unplugged herself from the stenographic machine where she spends several hours each day. "Students will be expected to give a full day's work for a day's pay. Students tend to be lazy," she said.

That is only part of the advice the organizers of the summer working-learning program expect teachers to come back with.

They may come back filled with hard-nosed advice about pay, benefits, working conditions, hours and dignity at area plants and offices.

They may warn students looking for jobs that some companies require you to do more work than you originally agree too, without more pay. Or they may be able to tell you that some types of assembly-line jobs are more satisfying than others.

Most of the jobs are low-level positions requiring little

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William G. Rouse registers a guest

summer at Velvet Cloak will yield brochures and speakers

experience. With the exception of three teachers working as supervisors at Square D, most of the jobs carry less responsibility than a year-round teaching position.

But it isn't the specific job that is important, according to Paul M. Maultsby, an official of the N. C. Manpower Development Corporation. The Wake Board of Education contracted with Mautsby last year to operate a career education program for teachers.

"It's the first-hand information about the working atmosphere around plants and businesses that counts most," he said.

The program does more than just offer teachers a chance to broaden their teaching ability. It provides an often-needed summer income and it provides three hours of credit toward the required periodic renewal of teacher certificates.

The teachers have adopted diverse approaches for using their jobs to learn and to amass teaching material.

William G. Rouse a social studies teacher at Millbrook Junior High School, is a desk clerk this summer at the Velvet Cloak Inn, a prestigious motel and convention center on Hillsborough Street.

He sees dozens of executives as they flock to conferences at the motel. He asks each one to send him pamphlets on his business. Rose will use the pamplets in his teaching.

Some have agreed to speak to his classes next fall on the world of work.

Rouse says he will take two lessons back from the job itself. He will pass on to his students the importance of "things like getting to work on time, taking your work seriously and being interested enough to solve the problems that come up."

But he said he will also tell his students to deal firmly with employers to extract and follow through with agreements.

Julia S. Caldwell, a physical education teacher at Brentwood Elementary, and Mickeal L. Johnson, a math teacher at Millbrook Junior High, are working as summer supervisors at Square D.

Both expect to take an increased first-hand belief in occupational education back to the classroom.

"Everyone isn't suited to go to college and we should train those who want to do other things," Mrs. Autry said.

Mrs. Judy Hoff, Elementary Teac
at Gary Elementary is shown di
order with linotype operator at
Edwards & Broughton Publishing Co

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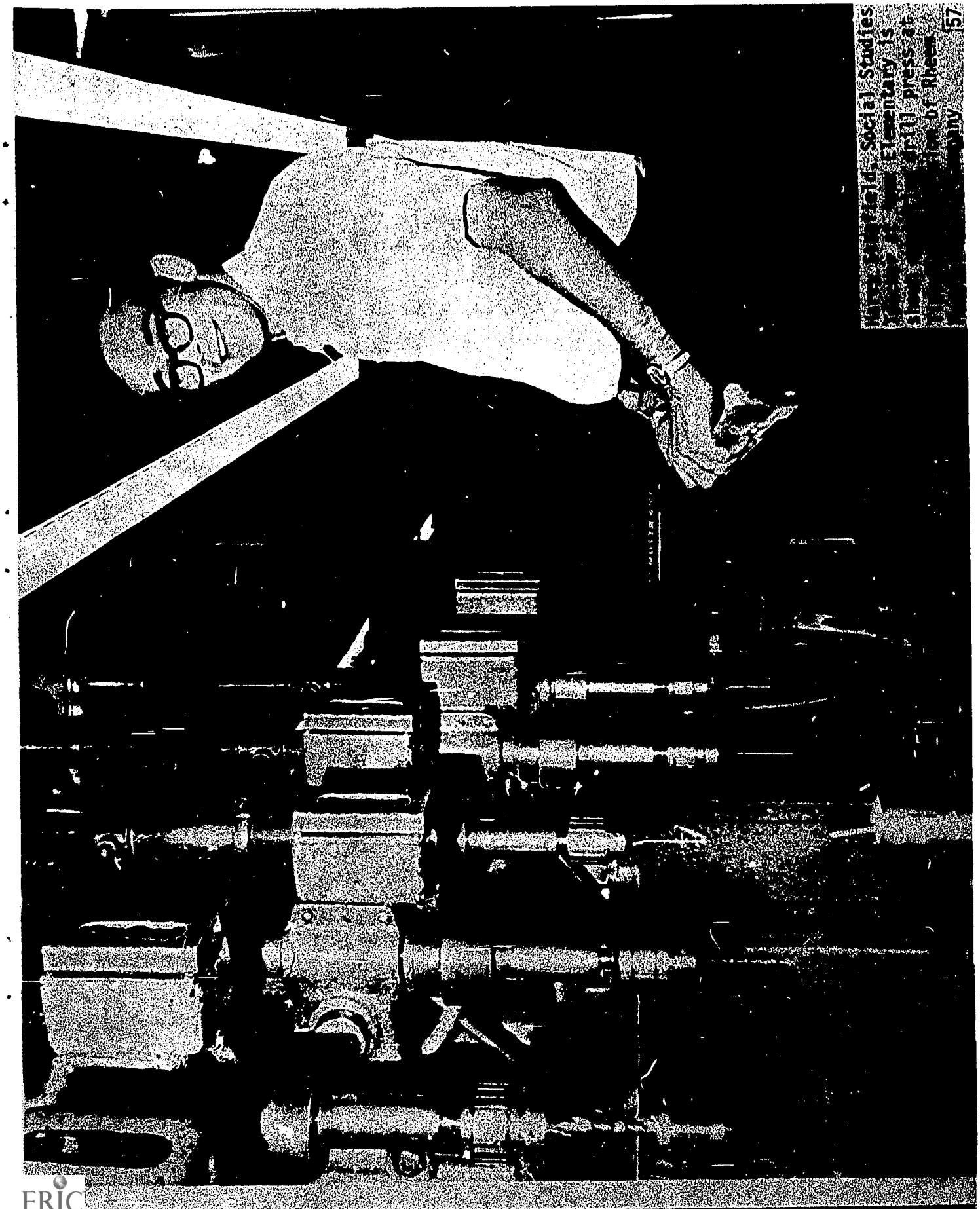

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SPECIFIC OBJECTIVES

Specific objectives under each general objective area follows:

1. To provide teachers and educators with experiences which could positively influence their attitudes toward, and knowledge of, the world of work:

a. Educators will become aware of fundamental learning areas in industry which are related to their teaching curriculum or fundamental subject-matter areas.

b. Educators will be enabled to convert this awareness into changes in and development of curriculum.

c. Educators will be able to counsel their students by translating their experience into opportunities for students to determine and pursue their desired careers.

d. Educators will develop positive attitudes about the world of work and the variety of opportunities in it for their students.

e. Educators will become willing to pursue involvement in the employing career as a method of advancing their knowledge of their subject-matter area and thus assist students in making sound career decisions.

It should be apparent that the program's objectives with regard to educators have to do with attitudinal as well as cognitive learnings, and the program design must take account of this.

2. To offer industry insights into recent educational thinking, particular in the field of career education;

a. Industrial participants should learn to relate their task

cluster to specific areas of teaching curriculum.

b. Industrial participants should become able to assist educators in the further development of career awareness curriculum and in the counseling of students in career choice.

c. Industrial participants should develop positive attitudes toward the career education concept and the role of education in the total development of the student.

d. Industrial participants should be willing to participate in the future in such on-going projects as in-service training workshops for teachers and classroom demonstrations for students.

It should be apparent that the objectives of the program with regard to industrial participants have to do with attitudinal as well as cognitive learnings, and the program design must take account of this.

3. Based on this trading of experience and information between educators and industry, to create a model of industrial involvement in career education of sufficient strength to have positive effects on curriculum;

a. Project operators, working with both educators and industrial participants, should design a county-wide model to continue learnings begun and to see tnat they are translated into curriculum and counseling development in the public schools of Wake County. The model should involve a specific in-school organization to work with a specific industrial committee or similar body. Cost figures should be assigned.

4. And finally to show how this model can be re-created in other county school systems throughout the State.

a. Based on the design of this county-wide model, project

operators should develop alternative organizational models capable of being installed in any county system in the State. The alternative models should have cost figures assigned.

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RESULTS

Results can best be explained by how well the design of the Project caused the objectives to be reached. Did the activities of the Project and the organizational structure effect a change in the attitude of the educational and business communities? If change occurred, will it eventually be realized by the student? Let us examine the results through the general objectives.

Objective 1: To provide teachers and educators with experiences which could positively influence their attitudes towards, and knowledge of, the world of work;

One hundred thirteen teachers participated in the program.

Fifty-one business men and women held twenty-five seminars with educators to explain fully their fields, opportunities and generally those qualities needed by the student in order to be successful.

Forty-eight business men and women participated in a Career Day through the Project.

An unknown number of business men and women made talks to the students.

One hundred seven teachers made tours to six companies to experience the working environment and to observe job opportunities.

Eighty-nine teachers spent a day studying twenty-three companies from the administration to the planning and production.

RESULTS SHOWN BY QUESTIONNAIRE TO TEACHERS
(See Appendix K)

98 percent of the teachers answering the questionnaire indicated their knowledge of skills required had been greatly or somewhat increased. Only 2 percent indicated that their knowledge of job skills had not increased.

98 percent of the teachers indicated their knowledge of job opportunities had increased greatly or somewhat. Only 2 percent indicated hardly or no increase in knowledge.

92 percent of the teachers indicated their understanding of attitudes, feelings and opinions of employers were far better or a little better. 8 percent indicated little change.

The attendance of seminars, tours and Work-A-Day activities were over 95 percent.

In Section III of the questionnaire entitled "Feelings About The Business World", the teachers had varied feelings but the attitude was highly positive toward the business men and women, although they felt businesses were primarily concerned with making a profit.

In Section IV entitled "The Program As A Whole", 80 percent of the teachers felt the program achieved its objective "very much" to "pretty much". 20 percent of the teachers felt the program achieved its objectives "fairly" or "a little". 89 percent of the teachers indicated the program was "very" and "pretty much" interesting. 11 percent of the teachers suggested the program was "fairly" to "a little interesting".

In Section V, the teachers scored the activities as following:

<u>Seminars</u>

Effective: 88 percent positive
12 percent "fairly" to "a little"

Interesting: 77 percent positive
23 percent "fairly" to "a little"

<u>The Group Visitation Tours</u>

Effective: 87 percent positive
13 percent "fairly" to "a little"

Interesting: 87 percent found the tours to be "very" to "pretty much"
13 percent answered "fairly" to "a little"

The Work-A-Day Experiences

Effective: 90 percent positive
10 percent answered "fairly" to "a little"

Interesting: 90 percent positive
10 percent answered "fairly" to "a little"

In Section VI entitled "Career Education Relationships With Business And Industry", the attitude of the teachers was positive toward the activities of the program which effected a coordination between businesses and education but they had mixed feelings about the program being required for all teachers.

Objective 2: To offer industry insights into recent educational thinking particularly in the field of career education;

RESULTS SHOWN BY QUESTIONNAIRE TO BUSINESS PARTICIPANTS
(See Appendix L)

The questionnaire to business personnel consisted of five questions. Listed below are the questions and the answers of a few of the business men and women.

1. What effects to you think your involvement in the Career Education Project has had on your firm?

(Answer) it has made me aware of the potential utilization of the classroom teacher in a way to develop interest in and knowledge of business operations. It has made our management aware of your program and that there is merit in it for us.

(Answer) Too early to assess.

(Answer) It has simply made the firm aware of the need to let today's young people know that we are here and what the opportunities here are and what kind of training we need for them to have.

(Answer) More awareness of educational needs and how we as business men and women can help update the methods and tools in our school system through involvement.

(Answer) This is an excellent program and the Wake County School System is definitely to be commended for implementing it. I consider that our day with the "teachers" was most beneficial for all of us. I also enjoyed meeting with them at your panel sessions. You must continue to apply pressure on us outside to help you. There is a great willingness in us to help but a frustration as to how. Keep up the how!

(Answer) I feel that the program (Career Education) goals are better understood by my firm and as a result of this understanding the program is more actively supported. The firm realizes that they can and should play an active role in the educational process of young children by lending the talents of its employees and by supporting the teachers of these youngsters.

2. What effect do you think the project has had on the participating teachers?

(Answer) Some new awareness of contemporary business and its requirement for personnel.

(Answer) I can see a very marked difference in the attitude of teachers over what it was just a year ago. For one thing, there are many more teachers on the "band wagon" now. I am getting more requests for information and plant tours than ever. There seems to be a genuine desire by teachers to inform our young people about career opportunities.

(Answer) I think you will be the best judge of this. They were very attentive, asked excellent questions and were a delight to have.

(Answer) It gives them a better knowledge of the different industries and careers that are in the community. Also it should make their counseling of the students more effective.

(Answer) I feel that the teachers are now more aware of the business requirements and that we are interested in helping them as teachers. I feel that business and schools should join forces to have a complete vocational training program in the schools. Teachers can not do the job alone, and I think they are now interested and will feel free to call on us when they need us. The gap between education and business has diminished as a result of programs such as this.

(Answer) Excellent from my feedback from them. Everything we do is like throwing a pebble in the pond -- it may be years before we feel the ripples. Do not be discouraged!

(Answer) The teachers most definitely have a better understanding of the various industries that they visited. As as result, they should be able to relay this information to their students.

(Answer) It has broadened their horizons. They have a greater appreciation for the world of work and the reasons for a company having to make a profit.

(Answer) Teachers should have a better understanding of business and industry and what employees look for in the way of applicants and kinds of work they will do.

(Answer) They are becoming more aware of problems, goals, and objectives of industry and the relationship of how the attitude of youngsters they teach related the teacher's own attitude in society. I believe that they are also seeing that all educators can be practical and associated with real life situations.

(Answer) There are no books from which these lessons can be obtained.

3. Is your attitude toward public education and public school teachers different than it was before?

(Answer) Yes, it is different because anytime you become involved in a program rather than as an observer your perspective enlarges. I would say that I have a greater anticipation of more possible results through such a program.

(Answer) I will have to say that it is primed for changing, but I will have to reserve judgment until I see if the current trend continues or dies. If the current directions are maintained, I will have to feel like public education is finally taking steps to become more functionally relevant to the needs of the community.

(Answer) My admiration has only increased. I have always known them to be the finest people we have. Their interests in the Seminars we conducted and their interests in wanting to give their students the very best that is available has only proven what I have always known.

(Answer) I do not feel that it is different but I can appreciate the teacher's problems more.

(Answer) Yes, I now feel that the majority of teachers really are trying to train our children for futures in business but they are somewhat hampered because of lack of business involvement in the past.

(Answer) Still believe it is too much like General Motors Corporation. So large that we on the outside do not understand what is happening. Somehow the PTA must develop a new stance. The schools should be orientated towards environmental education and the PTA something more than "books and bushes".

(Answer) My attitude has changed only because I didn't realize that teachers (educators) were interested in any field other than their own. For this reason, I am more than glad to supply any information I can about retailing.

(Answer) Not really -- still a big gap exists.

(Answer) More of a mutual understanding basis than before.

(Answer) The 3 R's must be taught today with a direct relationship with what the student will encounter when he ceases to be a student. This project is the only way so far as my knowledge that this is being accomplished. It could and should be the nucleus of revising the whole public institution curriculum.

4. In what ways could the Career Education Project be improved?

(Answer) I think there is still a need to reach more teachers with the message of this project. I definitely think something has to be done to teach parents; their attitudes need changing more than the teachers. Basically, however, the project is a sound one and needs only to continue its progress and make more and more people aware of what they can do to help.

(Answer) I feel that the career day projects I was involved in were very well planned. Of course, next year there will be even more available for the students to participate in. I think many more professions will wish to get involved, so prepare for an even larger program next year. Congratulations on the splendid one you had this year. I was proud to be a small part.

(Answer) Possibly a follow-up at least every two years as the students advance to keep them and the teachers up to date of changes in industries, requirements, openings, etc.

(Answer) Keep the system open ended as you have done. Push for more involvement - more teachers in your program - more

sensitivity (good education word) sessions. They should speak to us next time about what they are doing and how we can help.

(Answer) Continue to search out new industry and relate this as much as possible to the classroom.

(Answer) Continue to make teachers and representatives of business and industry more aware of each others problems.

(Answer) Continuing expanding the present program of teachers, industry and student acquaintance with each others' environment.

5. What effect do you think your participation has had on the Project?

(Answer) I would hope that it was able to impart some understanding of our area of the world of business to the participants. The real effect was perhaps more on me than on the teacher. I would say I benefited.

(Answer) You tell me.

(Answer) I enjoyed working with you and your team. I cannot judge what effect I may have had on the project. I leave that up to you.

(Answer) I hope that it has given teachers and students a better insight into the field of transportation, and the career opportunities that will be available to the students upon graduation.

(Answer) I hope that in someway I was able to clear up some questions that were in the minds of the students considering the field in which I am employed. I feel that the teachers also had many questions about what we look for in student qualifications to enter the field of Word Processing and office practice and we were able to point out some of the deficiencies that we have noted in applicants so that they can began working with a more concentrated effort toward the correction of these deficiencies.

(Answer) Great deal more enthusiastic about the future in terms of public education, our children and their futures, and ourselves as involved interested citizenery. Thanks for the opportunity to serve.

(Answer) I feel good about participating in such a project. The young people this year were outstanding and were very interested in what they were doing. Our personnel were impressed with them.

It should also be noted that as a result of last year's involvement in the Project, the civic clubs, associations and companies which had participated have shown a desire to particpate again. In addition, the Raleigh Chamber of Commerce is considering participation by their full membership. Other companies in the Wake area that did not participate last year have indicated an interest in participating this year.

Objective 3: Based on this trading of experience and information between educators and industry, to create a model of industrial involvement in career education of sufficient strength to have positive effects on curriculum;

The questionnaire to the teachers gave some clues to the effects in curriculum. Most of the teacher participants indicated they were using resource people and materials for the first time or had doubled their efforts in relating classroom work to the world of work.

In a questionnaire sent to the seven principals of the pilot schools, school principals indicated greater use of resource people and more desire by faculties to plan Career Days. (See Appendix M)

Career Days will probably be planned in many schools this year. The Raleigh Chamber of Commerce has offered to supply the resource people and many of the schools have agreed to a Career Day.

The Project has been funded by Wake County for possibly two more years and the voluntary teacher enrollment for the program is almost double per faculty over last year.

Objective 4: And finally to show how this model can be re-created in other county school systems throughout the State.

The results of this objective are answered in the Procedures Section.

CONCLUSIONS AND RECOMMENDATIONS

The success of a school system, measured by the success of its students, depends on the total community involvement. All segments of the community should have input, and if that input can be directed toward understanding and mutual goals, greater rewards in terms of life's work can be achieved by the student. A school system without a planned program to allow input by the business segment of the community may find negative attitudes toward its programs or a "hodgepodge" of unrelated activities being conducted throughout the system.

The time is right for implementing career awareness into a community. The shortage of workers forces the employer to seek ways to cooperate with those who influence his future labor market. The teachers, because of the lack of interest to learn by the students, are seeking new techniques to supplement classroom study. Parents, realizing that college is not the answer for all children, are more willing to have their children consider a variety of occupations. The influence from the national level, state level and local level also helps. Students are demanding in various ways that subject matter be related to the world of work. More and more students are working part-time and they have a better understanding of the academic skills they will need. Teachers also need this understanding if they are to relate classroom work and answer the question "What do I need to learn that for?"

Employers are generally asking for a chance to explain their opportunities and to be assured that students are not being misinformed about the world of work. Judging by their remarks in answering the questionnaire

and their willingness to participate, employers have a better understanding of the educational problems.

Teachers would like to relate subject matter but most of them are uninformed about the world of work. Parents, as a rule, do not object to their children being informed about opportunities but usually they dislike for them to be directed into occupations. The student prefers to understand why he is learning and balks at learning material over and over as he/she moves through the grade levels. As educators, it is time we realized that we have all taken the same curricula at college and, as a result, subject matter appears virtually the same at all grade levels. Career information can be used to offset this problem through relating subject matter applicable to the working world.

The "free enterprise system" depends on a diversity of workers. Communities that develop a healthy attitude toward this concept will grow and school systems that plan programs to allow input from the business community will prosper.

The results of the Project seem to indicate the following recommendations:

1. A cooperative program between the school system and the business world.
2. The activities of the program allow employers and educators a chance to express themselves and a time to visit.
3. That the program be organized in phases:

   <u>Phase I</u>: a. Organize a "corps" of business men to advise and influence.

b. Organize a "corps" of teachers to advise, coordinate and influence.

Phase II: c. Recruit resource people from civic clubs, associations and interested companies.

d. Recruit teachers from faculties where the principal is cooperative.

Phase III: e. Set into motion the activities with a well-organized plan.

f. If a summer program is implemented, follow an organized plan.

g. In order to continue the program, follow-up with letters and visitations to companies.

Phase IV: h. Develop techniques whereby teachers may use the career information and resource people in the classroom.

i. Organize activities within the career awareness framework which will allow students an opportunity to participate.

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APPENDICES

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APPENDIX A

BRENTWOOD FACULTY IN-SERVICE TRAINING AND CAREER EDUCATION

Proposed Activities

1- Employment Security Commission and State Government Personnel offices program of overview of industry and businesses in Wake County and Raleigh

2- Industrial and Business Personnel and faculty seminars

3- Company representatives and faculty seminars

4- Visitations to companies

5- Work-a-day for experience in various companies

6- Summer job placement

Employment Security Commission--State Government Personnel Program

The Employment Security Commission and the State Government Personnel offices will present a program outlining an overview of Industrial and Business employment situations and a team of specialists from the Employment Security Commission and State Government Personnel office will be used to describe problems of placing, testing, and other information that they consider important.

Contact Hours: 4

Industrial and Business Personnel and Faculty Seminars

Five Personnel Directors representing various areas will get with the faculty in groups of eight (8), to discuss more in detail, employment problems and to learn more about our educational system. The discussion will include skills needed in their particular areas. These skills would include communicating, math, and manipulative skills. They will also discuss the social problems related to shift work and relations between the employee and the employer. The discussions will also include creating better attitudes towards all job opportunities and especially the "blue collar" worker. Training programs, benefits of companies, and hiring practices and procedures will be discussed. The faculty will also have an opportunity to discuss problems of education and the need for resource people to supplement classroom work.

Contact Hours: 2

Company Representatives and Counselors' Seminars

Specific companies will be used to represent employment areas. Example: CP&L would represent a service company. Representatives from the company will present to counselors the structure of the company. This would include their administration, departments, and job opportunities. Also, those things that they term important. This seminar will also serve the purpose as a pre-visitation orientation, leading up to a visitation of the company.

Contact Hours:

Visitations to Companies

Visitations will be made to three (3) companies following the pre-orientation. This will offer the counselors a chance to visit the environment and to see various job positions in action. During this visitation, counselors will be able to have brief discussions with employees and management of the company.

Lab Hours: 18

Work-a-Day for Experience in Various Companies

Counselors will spend a day with the personnel directors in companies throughout the county, not therefore visited. During this day, they will visit the various areas of the company and will have the opportunity to observe the personnel director interview prospective employees. This should afford the counselor the understanding of an actual interview and those things that employers deem important in hiring.

Lab Hours: 6

Visitations of Personnel Directors to High Schools

The personnel directors will visit the high schools in order to get a better understanding of the school situation and to work with the counselors in answering questions for the students concerning employment in the Industrial/Business world. This should give the students an opportunity to speak directly to representatives of the local company.

Summer Job Placement

Those counselors that wish to work and experience the environmental and working conditions will be placed through the project during the summer months. These positions will possibly be entrance level jobs. The counselors will attend five (5) seminars in order to make this experience more valuable.

Contact Hours: 22
Lab Hours: 320

APEX ROTARY CLUB

Fred Alphin
Southern National Bank

Bob Barker
Sales

Bob Bradbury
Lufkin, Inc.

Sherrill Brinkley
Retailer

Joe Cremona
Glass Manufacturer

Sherwood Franks
Insurance

Charlie Holland
Jewelry

Bill Johnson
Automotive

John Kennedy
Insurance

Harvey Montague
Builder - Contractor

Louis Smith
Surveyors & Real Estate

CARY ROTARY CLUB

Jim Adcock
Realtor

Ralph Ashworth
Pharmacy

Ray Beasley
Motel Management

Johnny Brady
Hudson-Belk Company

Fred Bond
Tobacco Corporation

Luther Brewer
Minister

Henry Brown
Insurance

Noah Capps
Jewelry

Randy Chandler
Clothing

Ed Comer
Education

Ed Craig
Communications - Telephone

Hal Cable
Insurance

Bill Dawkins
Lawyer

Joe Denning
Retail Grocer

Terry Hackney
Mortician

John Hatcher
Banker

Ralph Hawkins
Dentist

Richard Hedgecock

Dan Hudson
Veterinarian

Ashley Hunter
Insurance

Charles Lytle
NC State University

Jerry Miller
Draftsman

Pete Murdock
Hardware - Retail

Dick Ladd
Electrical Appliances

Dillard Powell
Lawyer

Waldo Rood
WPTF Radio Station

Tom Sibley

Claude Smith
Cast-A-Stone

Bob Strother
Florist

Harry Stephenson
Oil Dealer

Curtis Westbrook
Realtor

Jim White
Minister

Robert Jones
Publications

NORTH RALEIGH ROTARY CLUB

John F. Adams III
Air Conditioning

J. H. Andrews
Real Estate

Dan C. Austin
Construction

Earl B. Barnes
Merchandising

Frank C. Bouknight, Jr.
Chemical Industry

J. Frank Boyette
Insurance

John D. Bradsher, Jr.
Accounting

George R. Bryant
Horticulture

Francis P. Buchanan
Musical Instruments

Bernie F. Bullard
Real Estate

Joseph H. Call
Real Estate

Eddie F. Clemmer
Construction

William K. Collins
Education-Extension

Cameron K. Daver
Real Estate

Magdi El-Kammash
Education

Harry W. Fabry
Food Industry

T. Alfred Gardner
Law Practice

J. Carroll Glenn
Financial

W. F. Godwin
Communications - Telephone

Ronald H. Grove
Finance

Eugene Hafer
Law

Warner L. Hall
Obsterics

Donald A. Hart
Electrical Industry

Donald P. Holloway
Engineering

Floyd T. Hunter
Chemical Industry

Ralph K. Ingram
Building Materials

Donald C. Kennedy
Engineering

Robert J. Kepley
Religion

John L. Kiser
Insurance

John Franklin Krieger
Associations

Richard W. Liebert, Jr.
Finance

L. Charles Lockwood
Associations

Benny W. Martin
Denistry

Thomas S. Martin
Hardware

G. K. Massengill
Medicine

James G. Matt
Automotive Industry

Joseph M. Mayhew
Finance

Truman L. Newberry, Jr.
Architecture

Carvie S. Oldham, Jr.
Building Materials

Roy A. Palmer, Jr.
Printing & Publishing

William B. Parker, Jr.
Real Estate

William H. Payne

John F. Povlich
Dentistry

Aaron Register
Associations

Phillip J. Shehdan
Hairdressing

C. Hamilton Sloan
Automotive Industry

Harry C. Smith, Jr.
Machinery & Equipment

Vonnie B. Smith
Dentistry

Henry M. Sneed
Building Materials

Charles B. Stegall
Broadcasting

John H. Swaim
Machinery & Equipment

John L. Teriault
Hardware

James R. Thomas
Associations

William A. Underwood
Government

Robert A. Willard
Real Estate

James T. Wilson
Engineering

WEST RALEIGH ROTARY CLUB

Thomas W. Alexander
Insurance

Clarence M. Asbill
Senior Active

Joseph Baker
Education

Henry B. Barnes
Finance

Walter H. Beale
Military-Administration

F. Durant Bell
Dentist

Glenn F. Bitler
Medicine

Terry W. Blankinship
Building Materials

Henry D. Bowen
Education

John F. Bradley
Drug Industry

Bern F. Bullard
Food Industry

Thomas D. Bunn
Legal-General

W. C. Calton
Machinery & Equipment

T. Frank Camp, Jr.
Medicine

Thomas F. Cannon
Education

Jackson Coble
Clothing Industry

Fred D. Cochran
Education

Harold D. Coley
Insurance

George M. Cooper
Medicine

Troy A. Doby
Engineering

Bruce W. Dollar
Travel Service

Wilbur G. Doub
Construction

Fred T. Eastwood
Medicine

James R. Ferguson
Hardware

J. C. Ferguson
Agriculture Extension

Marion M. Fuller, Jr.
Insurance

Charles W. Gaddy
Real Estate

J. Gordon Gibbs, Jr.
Business Machines

William M. Ginn
Medicine

Lee O. Gregory
Hotels, Resorts & Restaurants

George I. Griffin
Finance

Theodore E. Haigler, Jr.
Drug Industry

Robert N. Harper
Medicine

Marshall B. Hartsfield
Law

Stanley H. Hassinger, Jr.
Machinery & Equipment

Francis J. Hassler
Agriculture

Robert A. Henley
Banking

W. Kern Holoman
Department Stores

Oliver B. Howell
State Government

Allen C. Hunt
Finance

Carol R. Jamison
Finance

J. M. Jenrette, Jr.
Transportation

Harvey W. Johnson
Insurance

Troy H. Johnson
Chemical Industry

George D. Jones
Senior Active

Robert L. Jones
Construction

Mac Josephs
Clothing Industry

Wesley E. Kelley
Dentistry

Donald C. Kelly
Process Machinery - Sales

James A. King
Paper Industry

Charles M. Kistler
Dentistry

Julian C. Knott
Accounting

William Worth Kreigel
Senior Active

George J. Kriz
Education

John W. Lambert
Senior Actice

Marshall Lancaster
Data Processing

James W. Lynn, Jr.
Medicine

William R. Martin
Education

David D. Mason
Education

Aubrey H. Moore, Jr.
Television & Radio

Cheyney Nicholson
Building Supplies

James U. Oliver
Medicine

Carl U. Patterson
Automotive Industry

Nathaniel D. Pierson
Senior Active

John E. Pollock
Senior Actice

Newton G. Pritchett
Medicine

James L. Purser
Finance

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J. Gordon Riddick
Business Service

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Dentistry

C. Howard Sugg
Radio Broadcasting

N. A. Townsend
Law

Gary M. Underhill
Finance

Avery C. Upchurch
Petroleum Industry

William C. Vick
Construction Service

Lewis P. Watson
Senior Actice

Walter A. Watts
Senior Active

Edward J. Whitehurst
Automotive Industry

Walter B. Willard
Stone Industry

Boyd E. Wilson, Jr.
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William A. Wilson
Real Estate

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Scovill Fluid Power Division

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Holiday Inn (U.S. 1 North)
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NC State University
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George R. Herbert
Robert Graper

Rex Hospital
John Owen
Mrs. Sara Hitchcock

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Schieffelin & Company
Edward Mendell
Jerry Patrick

Sears Roebuck & Company
Lawrence Higgins

Sherton-Crabtree Inn
Fletcher Yates

Southern Bell Telephone Company
Mac Moore

Southern Bell Employment Office
Mrs. Becky Singletary
Mrs. Diane Smith
Mrs. Herbertina Johnson

South Hills Inn
Ray Beasley

Square D Company
Richard C. Schaenzer

Stackpole Components Company
J. G. Hart
John Bezzek

Terminal Communications, Inc.
Carl D. Southard
Norris Thurston

Tipper Tie Division
Rheem Manufacturing Company
Karl Klenz
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Troxler Electronics Laboratories
William F. Troxler

Velvet Cloak Motor Inn
Arthur Palmer

Wachovia Bank & Trust Company
Miss Connie H. Gillam
Kenneth Hyde

Wake County Memorial Hospital
Robert McClain

Watson Electrical Construction Co.
David Allen

Westinghouse Electric Corporation
F. E. Reiber
C. B. Jones

Fred Whitaker Company
Tom Yates
Jimmy C. Wilder

Wilson-Cofield Electric Company
Charles Wilson

Winn Dixie Stores
R. D. Hunt

WPTF Radio
Howard Sugg
Carl Venters

WRAL Television
David Witherspoon
Oscar Smith

SUGGESTED TIMETABLE BEST COPY AVAILABLE

The Timetable includes on-going activities of the Career Education Summer Project for School Personnel and major activities planned and/or occurring in the expansion of the Project concept into the 1972-73 school year and summer of 1973. The activities are categorized in quarters which are identified with previous funding and funding anticipated for the expansion period.

1st Quarter (June - August, 1972)

A. Summer Career Education Project, 1972

June 12 - August 18:	project operation
July 17 - August 25:	development and recruitment of participants for the Industry-Business Conference on Career Education.
August 14 - Sept. 20:	development and submittance of expansion proposal to ORU.
August 29 - August 30:	Industry-Business/Education Conference

2nd Quarter (September - November, 1972)

B. Career Education Project for School Personnel, 1972-72

Sept. 1 - Oct. 31:	Compiling evaluative data on 1st quarter activities.
November 1:	Submittance of evaluative progress report on 1st quarter.
Sept. 1 - Sept. 29:	Weekly meetings with individual teacher-corps members and their school's administrative personnel (in 8 county schools); development of Package Deal #1 with Word Processing Association.

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Sept. 18 - Oct. 13:	Recruitment of teacher participants for program by the Teacher Corps and Program Coordinator; recruitment of industrial participants for program by the coordinator through meetings with industrial heads and professional groups.
Sept. 15 - Oct. 10:	Establishment of Agenda, list of participants, site, etc., for Package Deal #1.
October 12:	Package Deal #1 - For Business Education Personnel & Guests with Word Processing Association.
Sept. 11 - Oct. 31:	Development of Package Deal #2 - For Counselors with Triangle Personnel Association.
Oct. 15 - Nov. 10:	Establishment of Agenda, list of participants site, etc., for Package Deal #2.
Nov. 13 - Dec. 15:	Begin three-part Package Deal #2 for Guidance & Career Counselors with Triangle Personnel Association.

3rd Quarter (December, 1972 - February, 1973)

Nov. 13 - Dec. 22:	Compiling evaluative data on 2nd quarter activities.
January 3:	Submittance of evaluative progress report on 2nd quarter.
Nov. 13 - Jan. 3:	Development of conference series between industry and education participants. Establishment of agenda list of participants, site, etc., for industry & education conference series.

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January 8:	Begin 1st conference series.
January 15:	Begin 1st industry and education exchange personnel visitations.
January 22:	Begin 1st industry and education exchange personnel Work-A-Day.
Dec. '72 - Feb. '73:	Continuation of development and implementation of Package Deals.
Feb. 1 - 28:	Continuation of conferences, visitations, Work-A-Day series

4th Quarter (March - May, 1973)

March 1 - 30:	Compiling evaluative data on 3rd quarter activities.
April 2:	Submittance of evaluative progress report on 3rd quarter.
March 1:	Begin last cycle of industry and education exchange conference, visitations, Work-A-Day series. Begin last series of package deals.
April 30:	Terminate industry-education exchange conference, visitations, Work-A-Day series; Terminate Package Deal activities.
March 1:	Begin recruitment and selection of edu ational personnel for summer work program; Begin recruitment and selection of industrial sites and personnel for summer work program.
March 30 - April 20:	Final selection of educational and industrial personnel, and industrial sites for summer work program.

March 12 - April 30:	Final developments on summer work program activities, etc.
March 1 - April 30:	Development and submittance of draft and final modifications detailing the summer work program.
May 14:	Begin weekly orientation seminars for summer participants.

5th Quarter (June - August, 1973)

June 1 - 30:	Compiling evaluative data on 4th quarter activities.
July 2:	Submittance of evaluative progress report on 4th quarter.
June 11:	Placement of educational participants in worksite.
June 18:	Begin summarization and compiling of all information about the program.
August 3:	Termination of summer on-the-job work experiences.
August 6 - 10:	Evaluative seminar with industrial and educational participants.
September 28:	Submittance of final report on total programmatic experience.

Not scheduled are the weekly public relations, public information, and developmental conferences and meetings of the program coordinator with educational administrators and groups; civic and private individuals and groups; professional associations; etc.

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APPENDIX D

INDUSTRIAL/BUSINESS PERSONNEL--BRENTWOOD FACULTY SEMINAR

LOCATION: Brentwood Elementary School

DATE: January 22, 1973

PROJECT COODINATORS: Mrs. Edith K. Shamblin, Corps Teacher
Mr. Paul M. Maultsby, Project Coordinator

INSTRUCTORS: Mr. Howard C. Sugg
WPTF Radio

Mr. Richard W. Liebert, Jr.
Merrill Lynch Pierce Fenner & Smith, Inc.

Mr. Bob Beasley
Mallinckrodt Chemical Works

Mr. Richard C. Bell
Richard C. Bell Associates

PROGRAM

Part I: Presentation

Mr. Howard C. Sugg:

Mr. Sugg representing WPTF and the radio industry explained how the various positions were filled and how most of the people were trained in the radio business. He broke the company organization down into three departments. The first department was the broadcasting department and included mostly the announcers and the technicians who produce the programs. The second department was the business department which included salesmen, clerks and administrative people. The third department was the engineering department. He explained that the majority of people began in radio as high school students and developed their skills through in-service training and short courses. They had very few people who had formal education for any of the positions even in the large radio stations. He said, however, that there were a few people who had degrees from broadcasting schools. He stated that most people usually started with a small radio station and if they became successful, they went with a large radio station because of the money difference. He surprised most of the teachers by saying that their engineers had very little training other than working with another engineer and getting certified by the FCC. He explained that radio stations were regulated as to their transmitter power and that WPTF was one of the strongest stations in the United States. He also explained that WPTF was a family station and tried to cover programs for the entire family. He said that he realized that in Raleigh there was a standing joke that the old people listened to WPTF and the young people listened to WKIK but that this was not true according to their surveys.

Mr. Richard W. Liebert:

Mr. Liebert fascinated the teachers in describing the stock brokerage business. He explained to them that his main job was getting the confidence of clients so that they would allow him to invest thousands of dollars for them. He also explained that they sought clients who could afford to lose money speculating. The clients who wished a sure bet usually invested in blue chip stocks or government and municipal bonds. He said his working hours were extremely long and the largest amount of his time was spent reading for he had to know the trends in business on a day by day basis. His working day was usually about sixteen hours. He also stated that in the last few years the number of young people speculating on the stock market had quadrupled and that they knew more about the stock market than the older clients with whom he dealt. He described one young man who borrowed a thousand dollars to invest in the Winnebago Company when it was started. The stock had now split several times and understandably he had made a fine profit. He went on to suggest that students who were interested in this field must enjoy reading, working long hours and they must have a stable personality. Mr. Liebert then expressed as president of the North Hill Rotary Club how much their members had enjoyed visiting with the teachers and he hoped that this would be a yearly program.

Mr. Bob Beasley:

Mr. Beasley explained that his company was a commercial chemical manufacturer and he gave the teachers a rundown of their employees. He said that they used chemical technicians, chemical engineers, clerks, salesmen. Mallinckrodt is a world wide manufacturing company. Mr. Beasley said that they trained the majority of their employees. He felt that math and science needed to be improved in some way. He also stated that many of the people he interviewed actually could not spell well enough to fill out an application.

Mr. Richard C. Bell:

Mr. Bell gave a slide presentation on landscaping and ecology. The presentation actually compared the European way of developing sites and the American "push down everything" way, as Mr. Bell called it. He showed the east and west entrance into Raleigh and compared it to the entrances of a number of European towns. It was shocking to all of us. He made us realize how much beauty and natural growth we actually destroy which could be left intact. Mr. Bell expressed a positive attitude toward career education. He felt that it should be expanded and offered his services at any time.

EMPLOYMENT SECURITY COMMISSION--BRENTWOOD FACULTY SEMINAR

Program Coordinators: Paul M. Maultsby, Project Coordinator
Mrs. Edith K. Shamblin, Corps Teacher

Instructor: Mrs. Julia Clark
Supervisor of Special Services
Employment Security Commission

Teachers in attendance: *see attached form

AGENDA

Organization of Employment Security Commission

The breakdown of the organization and the funding was discussed in relation to the use of the Employment Security Commission as a resource for the community and in finding employment.

E. S. C. System Placement for Industries and Companies

Outlining job placement and screening of applicants in reference to the DOT (Dictionary of Occupational Titles) for various requests and related procedure.

Unemployment Insurance

The "unemployment Insurance" was explained as to its significance to the National Economy and the bridge for the unemployed.

System of Vocational Guidance

An explanation was given concerning the GATB (General Aptitude Test Battery) and the vocational guidance which follows. Also, the reasons and significance to be tested and registered in order to secure employment, in relation to the high school graduates and prospective graduates.

The Projected Job Opportunities--Nationally and Locally

An explanation of the projected number of job opportunities through 1975 was given in feference to the "ESC Quarterly", stressing to the faculty exactly where employment would actually be for the majority of students in the near future and at the present. *attached is Table 3 and 4 projected Employment in North Carolina and the United States.

Resource Material

Illustrations of the resource material available through the Employment Security Commission was presented and offered to the faculty and explanations of the content was given.

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APPENDIX E

GROUP VISITATION REPORT

BRENTWOOD ELEMENTARY SCHOOL

Westinghouse Electric Corporation
U.S. Highway 1 North
Raleigh, North Carolina

April 25, 1973

Twelve school personnel visited Westinghouse Electric Corporation on April 25, 1973. This group included nine classroom teachers, one counselor and one coordinator.

The group was divided into two groups and was first given a tour of the plant, and the various divisions and job opportunities were explained. The groups saw the manufacturing and assembling of electric meters from the making of minute parts to the final testing and shipping. After the tour we met and the various organizations of the company were explained along with the training programs and policy relating to job enrichment.

This was an excellent learning situation for Brentwood teachers as they teach many students whose parents are employees of this company. The teachers expressed amazement at the comfort of the working conditions as well as the attitude of those employees with whom they spoke.

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MY DAY AT MALLINCKRODT CHEMICAL WORKS

The day at the Mallinckrodt Chemical Works was truly an exciting day. The officials of the plant gave us lots of information about the products they produce and also about the employees.

We were met in the lobby and carried upstairs to meet the plant manager and his staff members. The plant manager passed out our schedule for the day and discussed it with us. He appointed us to a guide who gave us a tour of the plant.

We toured the shop and boiler rooms during the morning. We met the welders and observed many processes going on. I was facinated with the shipping room. They had hundreds of barrels of chemicals. All of these chemicals have to be tested before they are shipped.

We met back at the office with the plant manager and Mr. Bob Beasley, the Vice President for lunch. We were taken to the Plantation Inn for a wonderful lunch.

We spent the afternoon in the lab. We met several of the Chemists and enjoyed every minute of our visit.

Mallinckrodt has the capacity to make chemicals in the 25,000 to several million pounds per year range.

Mallinckrodt is the cleanest plant I have ever been in. It was a pleasure to visit Mallinckrodt because of the royal welcome we received.

Mrs. Lucy L. Dixon

Classroom Presentation

Industrial/Business/Professional personnel will be asked to speak about their position and/or company to groups of students. Students accept and enjoy information received from resource people and subject matter becomes real when it can be related to use in the working world.

There is a need for educators and the non-educational communities to be cognitive of both parties' methods and attitudes if they are to complement each other.

Summer Placement Program

School personnel who would like to gain the experience and knowledge necessary for professional growth in Career Education may be placed in positions during the summer with local companies.

The Program should offer educators an initial cognitive and effective experience of the world of work such that they are better prepared to effectively and realistically implement the Career Education concept innovatively in their schools, and to promote ways and means of interaction between industry and education in Wake County. The program design will include seminars required for three hours renewal credit.

SCHOOL PERSONNEL CAREER AWARENESS PROJECT

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Paul M. Maultsby, Jr.
Project Coordinator
Garner High School
Powell Drive
Garner, N. C. 27529
Telephone: 772-6849

CAREER EDUCATION

Definition

Career Education should be so designed as to allow an individual experiences in many fields. Experiences should acknowledge those skills necessary to be successful in a given occupation. The design should not direct an individual into a field only to examine it. It seems conceivable that one could make a better choice for his life's work if he/she had knowledge of many fields. Understandably, information must be received through an interchange of activities between the Industrial/Business/Educational fields.

PROPOSED CAREER EDUCATION PROJECT

Educators are in a position to inform, influence, and recognize abilities of students if they themselves have knowledge of the Industrial/Business/Professional world. The Project is an attempt by the Wake County School System to develop a cooperative program with the Industrial/Business/Professional communities, enabling School Personnel to broaden their knowledge about the non-educational world. This knowledge should help prepare the Educators to better meet the responsibilities of preparing the student for the world of work. One hour of renewal credit will be awarded.

ACTIVITIES

Seminars

Industrial/Business/Professional personnel will present occupational opportunities to groups of educators in short seminars. Three or four non-educators will speak 20 minutes each and answer questions related to their fields.

Visitation

Individuals and groups of educators will visit companies. The individual visits will be for one day (6 hours) to observe activities related to their subject field. Companies are asked to plan a program which will be informative as to job opportunities, new methods, equipment and programs with their companies. Group visits lasting two hours will be made after school hours. Substitutes will be paid by the Project

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WAKE COUNTY PUBLIC SCHOOLS

IN-SERVICE CAREER EDUCATION SUMMER PROGRAM (1973)

Objectives: To provide public education teachers with an initial cognitive and affective experience of the world of work such that they are better prepared to effectively and realistically implement the career education concept innovatively in their schools; to offer industry some insights into recent educational thinking, particularly in the field of career education; and to develop and promote ways and means of interaction between industry and education in Wake County. These experiences should help develop methods and techniques to better use career awareness within the classroom studies.

Group Participants: Fifteen Wake County Public Education teachers during the second term of the 1972-73 school year.

Panel Participants: Administrative and executive representatives of the participating industries and Wake County Public Schools will provide programmatic information to the group relative to their areas. School personnel will work cooperatively to provide input from experiences. A member or members of the staff of the North Carolina Manpower Development Corporation will provide input concerning human resource development.

Time Table: During the period of April-August 1973, each participant will have a minimum of eighteen (18) contact hours of seminar experience at bi-weekly intervals not exceeding a ten-week period; and during the period June-August 1973, each participant will have a minimum of 240 hours of work experience during a six-week (40 hours per week) period.

Program Design: The work experiences will occur through participating Raleigh/Wake County area businesses and industries which will be recruited by the program coordinator. These experiences will be designed to provide the teacher with a knowledge through application of one or more functions of the assigned business/industry. The development of the experiences may reflect the knowledge required for a student pursuing entry-level employment, or the related knowledge of the teacher participant, or a combination of both, contingent on the particular business/industry.

To supplement the work experience, the program has two categories of Seminars. The first category is structured to prepare the teacher participant for entry into the work experience, the structure, the requirements of the program and to help identify experiences which can be used in the classroom.

The second category is divided into three Seminars wherein the objective is to enable the teacher participant to develop techniques and methods which can be used in implementing career awareness in classroom studies. It is an attempt to provide the teacher participant with an opportunity to begin development of tools which he can use to relate his gained experiences to the classroom. Ultimately, this could provide the county system with a methods class for In-Service Training.

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In conclusion, it should be noted that the Seminars will not deal with the mechanics of a job (which should come through the work experience) but rather the human development aspects required to understand the individual, the job, the job environment and their intra-relationships. Developmentally, the manner in which participating teachers incorporate into their classroom environment the mechanical and human knowledge gained from work experience will be the appraisal by which the worth of the Project can be measured.

GENERAL DESCRIPTION OF THE SUMMER PROGRAM SEMINARS

Seminar I is the identifying purpose of the Program and selection of teachers and industries. (6 group contact hours).

A. Pre-orientation activities (the initial stage of the teacher recruitment, assessment and selection process) 2-3 group contact hours.

1. Overview of objectives and goal of the Program
2. Teacher assessment and application as candidates for Program
3. Individual interviews and visitations to companies agreed to as laboratory sites

Seminar II is the preparation of school personnel.

A. Orientation activities (individual orientation and group preparation of the participants to enter the "world of work") 2-3 group contact hours.

1. Expectations and objectives of participants and requirements of the Program
2. Introduction to the "world of work"
   a. employer expectations
   b. the first day on a job
   c. getting along with the boss
   d. getting along with other workers
3. Observation of experiences necessary for developing career awareness techniques
   a. relative to subject matter
   b. relative to social aspects of individuals
   c. relative to economic aspects
   d. relative to family relations

Seminar III is the first part of the unit "The Individual and the World of Work" and encompasses the topics outlined below (3 group contact hours).

A. The individual as related to self and others

1. Initial impressions of job and co-workers
2. Self-perceptions as compared (or contrasted) with others' perception of self
3. Understanding the worker's position with others
4. Understanding the supervisor's role

B. The individual as related to the job

1. Discussion: individual company rules, policies and procedures
2. Understanding the whys of rules, policies and procedures
3. Rules, policies and procedures as related to the individual and the company
4. Understanding the role of organization

C. Group work to identify experiences for classroom study

1. Primary
2. Middle grades
3. High school

Seminar IV is the unit using the "Curriculum Process to Relate the Student to the World of Work" and is centered around the parts outlined below (3 group contact hours).

A. General issues in the "world of work" (summary)

1. The individual and himself
2. The individual and his family
3. The individual and his job
4. The individual and others (society)

B. General issues in the curriculum process

1. Natural sciences
2. Social sciences
3. Language arts

C. Industrial experiences as related to the career education process

1. Upper grades
2. Middle grades
3. Lower grades
4. Career counseling

Seminar V is the "Evaluation and Exchange of Developed Data" unit and includes the outlined topics below (3 group contact hours).

A. Final curriculum development by groups

1. Science
2. Math
3. Language arts

B. Final curriculum development by class level groups

1. Primary
2. Middle
3. High school

C. Evaluation of progress

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TENTATIVE SCHEDULE OF THE

IN-SERVICE CAREER EDUCATION SUMMER PROGRAM (1973)

The following outline is suggestive and not binding to ensure that the program coordinator has flexibility during the developmental stages of the program, and that the participants are able to modify the program for maximum learnings to occur during the implementative stage of the program.

Week	Seminar Dates	Activity	Minimum Contact Hours
0*		Seminar I	06
1	June 6	Seminar II	03
2		Work Experience	40
3	July 11	Seminar III Work Experience	03 40
4		Work Experience	40
5	July 25	Seminar IV Work Experience	03 40
6		Work Experience	40
7	August 1	Seminar V Work Experience	03 40
Totals (Work Experience - 240 hours; Seminars - 18 hours			258 (contact hours)

*Note: Week 0 denotes a 4-8 week period prior to the closing of the 1972-73 school year. Further, the Week 0 activities represent the culimination of the preliminary activities begun in February 1973 inclusive of the recruitment of teachers and jobs, or rather the fall activities of the Wake County Career Education Project for School Personnel.

APPENDIX I

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SEMINAR II

Welcome and Introduction of Participants

Overview of the Program

Requirements of the Program

1. Employment by business for 240 hours
2. Eighteen hours of seminar
3. Weekly observational diary
4. Help develop guides for techniques of using Career Education
5. Evaluation Questionnaire

Supplement for Summer Work and Seminars

Renewal Credit

Introduction of Mr. Harry L. Stanfield and Mrs. Thelma S. Matthews

* * * * * * * *

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SEMINAR III

JULY 11, 1973

PART I - 6:00 p.m. - 7:00 p.m.

A. Introduction

B. Discussion of Working Positions by Participants

c. Summation of Objectives

PART II - 7:00 p.m. - 8:00 p.m.

A. Breaking into Groups:

Elementary -- 1 - 6
Middle Grades -- 7 - 9
High School -- 10 - 12

B. Development of:

1. Levels of career awareness use -- workers, job opportunities and skills needed

2. Techniques to use aspects of career awareness

3. Materials needed at each level

PART III - 8:00 p.m. - 9:00 p.m.

A. Groups Broken into Subject Fields:

Language - Arts
Math
Science
Social Studies

B. Development of:

1. Techniques to innovate career awareness into subject matter

2. Discussion of materials needed

3. Use of resource people

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SEMINAR IV

JULY 25, 1973

INTRODUCTION OF GUESTS --- Paul M. Maultsby, Jr.

ORGANIZING A CAREER INFORMATION CENTER --- Paul M. Maultsby, Jr.

PRESENTATION OF MATERIALS AVAILABLE FOR CLASSROOM TEACHERS --- Mrs. Pattie F. Bass

DEMONSTRATION OF CLASSROOM TECHNIQUES:

1. USE OF A RESOURCE PERSON --- Mrs. Darlene Clark
2. INSERTION OF MINI COURSES --- Mrs. Mary Yarborough
3. TEACHING OF ATTITUDES --- Mrs. Nancy Sumner
4. DEMONSTRATION OF TECHNIQUE OF USING VOCATIONAL COURSES TO SUPPLEMENT ACADEMIC COURSES --- James Bell
5. TECHNIQUE OF USING VIDEO TAPES FOR CLASSROOM STUDY --- Harry Stanfield

THE RELATIONSHIP BETWEEN EDUCATION AND THE WORLD OF WORK --- Gerald Rouse

CONCLUSION --- Paul M. Maultsby, Jr.

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SEMINAR V

AUGUST 1, 1973

INTRODUCTION OF GUESTS --- Paul M. Maultsby, Jr.

DEMONSTRATION OF CLASSROOM TECHNIQUES:

1. DEMONSTRATION OF TECHNIQUE OF USING VOCATIONAL COURSES TO SUPPLEMENT ACADEMIC COURSES --- James Bell

2. TECHNIQUE OF USING VIDEO TAPES FOR CLASSROOM STUDY --- Harry Stanfield

THE RELATIONSHIP BETWEEN EDUCATION AND THE WORLD OF WORK --- Gerald Rouse

INTRODUCTION OF BUSINESS REPRESENTATIVES --- Paul M. Maultsby, Jr.

Mr. Bob Beasley
Administration Manager
Mallinckrodt Chemical Works

Mr. Richard C. Bell
Richard Bell & Associates

Mr. Robert T. Cadwallader
Director, Human Resources
Gregory Poole Equipment Company

Mr. E. Bobbitt Faulk, Director
N. C. Employment Security Commission

Mr. Donald A. Hart
Manager, Administrative Services
Corning Glass Works

Mrs. Barbara Pittman
Word Processing Supervisor
Cameron-Brown Company

CONCLUSION --- Paul M. Maultsby, Jr.

SEMINARS

The individual and the "world of work"

Seminar I

A. Pre-Orientation
B. Orientation

Seminar II

A. The individual as related to self and others

B. The individual as related to the job

Seminar III

A. The individual as related to an organization

B. Self - Evaluation

Seminar IV

A. Relating the student to the "world of work"

B. Curriculum development from experience

Seminar V

A. Teacher Evaluation of program
B. Industrial evaluation of program

(seminars - 18 hours)
(338 contact hours--work experience & Seminars)

TIME SCHEDULE

Week	
0*	Seminar I
1	Work Experience
2	Seminar II Work Experience
3	Work Experience
4	Seminar III Work Experience
5	Work Experience
6	Seminar IV Work Experience
7	Work Experience
8	Seminar V Work Experience

Totals (Work Experience - 320 hours; Seminars 18 hours) 338 contact hours

---

*Note: Week 0 denotes a 2-3 week period prior to the closing of the 1972-73 school year. Week 0 activities represent the culmination of the preliminary activities begun in Feb. 1973 inclusive of recruitment of teachers and jobs, or rather the fall activities of the Wake County Career Education Project for School Personnel.

CAREER EDUCATION PROJECT

FOR

SCHOOL PERSONNEL

SUMMER PLACEMENT PROGRAM

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PROJECT OBJECTIVES

The objectives of the Summer Placement Program is to provide educators with experiences which could increase their awareness of the world of work; to offer industry insights into recent educational thinking; and to create a model of industrial involvement that will ultimately help students through teachers' understanding of those opportunities available to students and the requirements related to entrance level work.

PROGRAM DESIGN

Work Experience

The work experience will occur through participating Raleigh/Wake/Triangle area businesses and industries which will be recruited by the program coordinator. These experiences will be designed to provide the teacher with a knowledge through application and should reflect to the educator those requirements for a student pursuing entry-level employment. Forty (40) hour week - six (6) to eight (8) weeks - 240 lab hours.

Companies will be asked to make the experience for the educator as meaningful as possible.

Summer Work Positions

Companies in the Triangle area will be contacted by letter, telephone, and visitation, in order to explain the program and to identify companies willing to participate.

Companies will interview, select applicants for positions, regulate hours of work and pay of applicants that accepts positions.

Applicants will be required to participate in the total program as outlined.

Seminars

Seminars will be held as scheduled every other week for three (3) hours as part of the in-service renewal credit requirement.

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APPENDIX K

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QUESTIONNAIRE

FOR

TEACHER EVALUATIONS

OF

THE WAKE COUNTY

CAREER EDUCATION PROGRAM

5/2/73

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A WORD FROM THE CAREER EDUCATION PROJECT COORDINATOR:

To the teachers and counselors who have participated in the Career Education Project during the 1972-1973 school year:

The Career Education Project proposal states that a questionnaire will be administered as a part of the evaluation of the Project, so in a way we are asking you to complete this questionnaire because we have to -- but there is much more to it than that. We want and need your opinion of the worth of the program to you, as a teacher, to help us improve it for next year. The questions are intended to get at your opinions, reactions and feelings. Please be completely honest in your responses. Note that you need not sign your name.

Please allow me to take this opportunity to express my appreciation, as coordinator, for your professional and friendly participation in the Wake County Career Education Project during the past year.

Sincerely,

Paul M. Maultsby, Jr.

Paul M. Maultsby, Jr.

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I. Overview

1. Of all the various activities conducted as a part of the Career Education program, what kind or type of activity did you find most helpful or informative? (If the entire program had to be limited to one kind of activity, what kind of activity should that be?)

_____

_____

_____

2. Of all the activities in which you participated as part of the Career Education program, which specific activity did you find most memorable, and why? (Please identify as closely as possible, by type of activity, by name of company or speaker, etc.)

_____

_____

_____

3. What type of activity did you find least helpful? What type of activity should be dropped from the program for next year? Why?

_____

_____

_____

4. What specific activity or program did you find particularly unhelpful or boring or useless? Why? What, if anything, could have made it useful?

_____

_____

_____

5. Other than activities or programs specifically, what qualities or aspects of the Career Education program made it valuable or helpful?

_____

_____

_____

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6. Other than activities or programs, what qualities or aspects of the Career Education program were worthless or unhelpful or made the program as a whole less valuable to you? What aspects of the overall program could be improved? How?

_____

_____

_____

7. In addition to things you have mentioned above, what additions or changes would you recommend for next year's program?

_____

_____

_____

(Please complete these pages entirely before going on to the remainder of the questionnaire.)

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II. Knowledge
(Please encircle your response.)

8. What has the Career Education program done for your knowledge of the skills required or needed by local employers?

(1) Greatly increased (2) Somewhat increased (3) Hardly any increase (4) No increase (5) Don't know

9. What has the Career Education program done for your knowledge of job opportunities in the local area?

(1) Greatly increased (2) Somewhat increased (3) Hardly any increase (4) No increase (5) Don't know

10. What has the Career Education done for your understanding of the attitudes, feelings, opinions (and even prejudices) of employers?

(1) I understand far better now. (2) I understand a little better now. (3) Not much change. (4) I'm still confused. (5) I'm more confused than ever

Comment: _____

_____

_____

III. Feelings about the business world

SA = Strongly agree A = Agree N = Neutral or no response D = Disagree

SD = Strongly disagree

11. Businessmen are primarily concerned with making a profit.

SA A N D SD

12. Most jobs in local businesses are pleasant and rewarding.

SA A N D SD

13. Businessmen are "public spirited" only when they think it will make them a profit.

SA A N D SD

14. Many jobs I have seen (through the Career Education program) in local industry looked as though they would be at least as fulfilling as teaching.

SA A N D SD

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15. Most of the jobs I have seen seem to pay about what they are worth.

SA A N D SD

16. The businessmen who were the most interesting and informative speakers and resource persons would probably also be good people to work under.

SA A N D SD

17. Businessmen who have given time and energy to the Career Education program have done so primarily out of a sense of civic concern.

SA A N D SD

18. Completely different qualities are needed for success as a businessman (or woman) and success as a teacher.

SA A N D SD

19. Businessmen generally think teachers have things pretty easy.

SA A N D SD

20. The typical teacher actually works harder and endures much more strain than the typical businessman (-woman).

SA A N D SD

21. A summer job in a factory would be a welcome change from teaching.

SA A N D SD

22. The school environment pays much more respect to human individuality than does the business or industrial environment.

SA A N D SD

23. Businessmen generally share the same concerns and priorities.

SA A N D SD

24. The typical graduate of a local high school is capable of filling almost any entry-level position offered by a local employer.

SA A N D SD

25. Employers generally set hiring qualifications higher than are really needed for the jobs they are filling.

SA A N D SD

26. Most lower-level and entry-level jobs are too regimented to allow for the uniqueness of the people in them.

SA A N D SD

27. Local employers are fanatically opposed to unions.

SA A N D SD

IV. Your feelings about your students

28. How many of the students you now teach are likely to find a satisfying and rewarding career? ____%

29. How would you have answered the above question a year ago? ____%

30. How many of your present students are likely to go on and enter a four-year college or university? ____%

31. How many of your students should go on and get a college education? ____%

32. How would you have answered the above question a year ago? ____%

33. College graduates are likely to be happier in their careers than non-college-trained people.

SA A N D SD

34. How would you have answered the above question a year ago?

SA A N D SD

35. A student who sees an opportunity for gainful employment should not be required to remain in school.

SA A N D SD

36. Most dropouts would have been dropouts anyhow regardless of the type of curriculum, even if we had had a fully developed career education program for them.

SA A N D SD

37. Most dropouts drop out because they see the school as irrelevant to their real needs and goals.

SA A N D SD

V. The Career Education Program

1 = Very 2 = Pretty much 3 = Fairly 4 = A little 5 = Not at all

The program as a whole:

38. How well did it achieve its objectives?

1 2 3 4 5

39. How interesting was it?

1 2 3 4 5

The seminars (bringing businessmen in for after-school meetings):

40. How effective were they?

1 2 3 4 5

41. How interesting were they?

1 2 3 4 5

The group-visitations/tours:

42. How effective were they?

1 2 3 4 5

43. How interesting were they?

1 2 3 4 5

The work-a-day experiences:

44. How effective were they?

1 2 3 4 5

45. How interesting were they?

1 2 3 4 5

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VI. Career Education Relationships with Business and Industry

46. Teachers in all fields need to visit businesses and industries in order to keep their teaching up-to-date and relevant.

SA A N D SD

47. The work-a-day experience is roughly equivalent to a field trip/plant tour.

SA A N D SD

48. All teachers should be required to take part in the Career Education program.

SA A N D SD

49. Many other ways of keeping up-to-date are as effective as visits to businesses.

SA A N D SD

50. Teachers not directly involved in the Career Education have nevertheless been affected by it almost as much as the teachers in it.

SA A N D SD

51. Teachers are unlikely to continue applying the learnings gained from the Career Education program unless there is a structured program to keep refreshing these learnings in their minds.

SA A N D SD

52. Any dedicated teacher who participated in the Career Education program for one year will gain so many new insights that his (her) teaching will never be the same.

SA A N D SD

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VII. Miscellaneous Open-Ended Questions

53. What additional programs or activities would be useful or effective as a Career Education learning process for school personnel?

54. Have you used any resource persons in your class as a result of this program? How many? Whom? With what results?

55. How many career-related tours have you taken this year? How many last year? Was there a qualitative difference between this year's and last year's tours?

56. How, and how much, can career education be incorporated into the total curriculum? (Most interesting here will be any observations you could not have made a year ago.)

57. What have we gotten from the business community so far, and what do we still need, in order to make career education a success in the schools?

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58. Why did you participate in the Career Education program? What incentives did you have? What were your objectives when you decided to participate? As a result of the program, are your motives or goals different now? (Do you now see the program as providing something other than what you then thought it was going to provide?)

59. What did you think about this questionnaire? How could it have been improved? What other sorts of questions (in terms of content or format) could or should it have contained?

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APPENDIX L

CAREER EDUCATION PROJECT QUESTIONNAIRE FOR INDUSTRY/BUSINESS PARTICIPANTS

1. What effects do you think your involvement in the Career Education Project has had on your firm?

2. What effect do you think the project has had on the participating teachers?

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3. Is your attitude toward public education and public school teachers different than it was before? How?

4. In what ways could the Career Education Project be improved?

5. What effect do you think your participation has had on the Project?

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CAREER EDUCATION PROJECT QUESTIONNAIRE FOR PRINCIPALS

1. What effect, if any, has the participation of your teachers in the Career Education Project had on their attitudes and performance?

2. What problems, if any, has the Career Education Project caused for you, administratively or otherwise? How could the problems have been avoided?

3. What do you think of the offering of one hour of renewal credit for participation? Would teachers have participated otherwise? Would some other incentive have been preferable?

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4. Will the teacher-corps concept eventually make the Career Education Project self-sustaining? Do teachers, or does the teacher corps, take on the responsibility of planning and carrying out Career Education activities, or will they; or will you need to carry the administrative burden?

5. Has the involvement of your teachers in the Career Education Project resulted in any change in your attitudes toward business and industry?

ACCESSION NUMBER: VT100737

PUBLICATION DATE: JUN73

TITLE: ANALYSIS OF PROBLEMS ENCOUNTERED BY CLASSROOM TEACHERS ASSOCIATED WITH THEIR INVOLVEMENT IN THE KENTUCKY REGIONAL CAREER EDUCATION DEVELOPMENT PROJECT. FINAL REPORT.

PERSONAL AUTHOR: FHRESMAN, NORMAN D., AND OTHERS

DESCRIPTOR: *CAREER EDUCATION; *EDUCATIONAL CHANGE; *EDUCATIONAL INNOVATION; CHANGE AGENTS; EDUCATIONAL PROBLEMS; TEACHING CONDITIONS

IDENTIFIER: *KENTUCKY

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 615

ABSTRACT: TO IDENTIFY AND CLASSIFY PROBLEMS ENCOUNTERED BY CLASSROOM TEACHERS IN THE IMPLEMENTATION OF CAREER EDUCATION, 151 KENTUCKY TEACHERS WERE INTERVIEWED AT THE END OF THE FIRST SEMESTER AND AGAIN AT THE END OF THE 1972-1973 SCHOOL YEAR. FORTY PROBLEMS WERE IDENTIFIED AND ANALYZED IN TERMS OF WHO WAS AFFECTED, WHAT WERE THE BARRIERS, AND WHAT WAS THE PROBLEM SITUATION. TWELVE CATEGORIES WERE DEFINED WHICH SHOWED THE FOLLOWING MOST FREQUENTLY MET PROBLEM SITUATIONS: (1) LACK OF TIME FOR TEACHERS TO PLAN DURING THE SCHOOL DAY, (2) A NEED FOR TOTAL FACULTY INVOLVEMENT, (3) TEACHERS' OBJECTIVES AND GOALS WHICH HAD BEEN DISREGARDED IN THE BROADER GOALS, AND (4) LACK OF A CLEAR DEFINATION OF CAREER EDUCATION AND ITS CONTENTS. (AUTHOR/MU)

INSTITUTION NAME: WESTERN KENTUCKY UNIV., BOWLING GREEN. OFFICE OF EDUCATIONAL RESEARCH.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; KENTUCKY STATE DEPT. OF EDUCATION, FRANKFORT. BUREAU OF VOCATIONAL EDUCATION.

VT 100 737

FINAL REPORT

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PROJECT NUMBER: PSSD-RD-R-0002

FISCAL NUMBER: L97810-01

TITLE OF PROJECT: Analysis of Problems Encountered by Classroom Teachers Associated with their Involvement in the Kentucky Regional Career Education Development Project

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ED 737

FINAL REPORT

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The statements or contents of this report do not necessarily reflect the views or policies of the Program Supporting Services Division, Bureau of Vocational Education, State Department of Education, Commonwealth of Kentucky.

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Acknowledgements

The interviewers wish to express their indebtness to the school administrators that permitted the interruptions of the normal school schedules brought about by the interviewing of classroom teachers during the school days. Not only was space and time allotted for the interviews but in many cases the administrators and project directors encroached upon their own limited time to contact the teachers and schedule the interviews.

Of course the entire project would have been impossible without the cooperation of the teachers. In all cases, the teachers treated the topics under discussion candidly and with professional integrity. Their only compensation was in the hope that other teachers could benefit from their experiences.

The authors sincerely hope that a clear and honest analysis has been made of the information provided by the teachers.

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Summary

The Office of Educational Research at Western Kentucky University conducted a research project in conjunction with the Bureau of Vocational Education and the Regional Career Education Development Project: Kentucky Vocational Region III. The purpose of the study was to identify and classify problems encountered by classroom teachers in the implementation of career education and disseminate the findings to the school districts in Region III and the Bureau of Vocational Education.

One hundred and fifty-one teachers were interviewed at the end of the first semester and again at the end of the 1972-73 school year. The first interviews (Phase I) were relatively unstructured with teachers being asked what problems they had encountered involving the implementation of career education. The teachers were informed that the term "problem" meant any situation in which they were unable to achieve one or more of their career education objectives.

Forty problems were identified in Phase I. These problems were analyzed in terms of who was affected, what was the barrier, and in essence what was the problem situation. The forty problems were classified by the barrier dimension. Twelve categories were defined for this classification. The twelve categories were: community resources, financial resources, school resources, career education materials, student variables, teacher variables, time, school administrative procedures, class variables, established educational practices, objectives and goals, and faculty involvement.

The interviews in Phase II (second-round interviews) were structured around the forty problems identified in Phase I. Teachers responded to each of the problems indicating whether or not they had encountered the problem. If they reported that they had encountered the problem, they were asked to estimate to what degree the problem had interferred with the achievement of their career education objectives.

Also, in Phase II teachers were asked to add to the list of forty problems in the event that other problems had been encountered. No additional problems were identified in Phase II.

The most frequently encountered problems were:

- time for teachers to plan individually and cooperatively during the school day,
- total faculty involvement with cooperative development of materials and sharing of ideas,
- teachers objectives and goals that were felt to merit inclusion in the curriculum independent of broader objectives and goals, and
- clear and unambiguous definition of career education and its content.

CHAPTER I

PURPOSES AND PROCEDURES OF THE KENTUCKY REGION III CAREER EDUCATION RESEARCH PROJECT

The Office of Educational Research at Western Kentucky University conducted a research project in conjuction with the Bureau of Vocational Education and the Regional Career Education Development Project: Kentucky Vocational Region III. Two faculty members of the Office of Educational Research were assigned the responsibility for conducting the study.

The Research Project and Its Purposes.

Classroom teachers frequently encounter problems in the course of implementing curriculum changes. In Kentucky Vocational Region III, ten school districts were involved, in varying amounts, in implementing career education. It was, therefore, logical to assume that the classroom teachers would encounter some problems as they attempted to promote the new concepts in their classrooms.

Quite often in education, there is a failure to profit from the experiences of others. This is due in part to a lack of communication. It is due, also, to the failure to organize and classify experiences in order to facilitate this communication.

In general, the research project involved interviewing classroom teachers to determine what problems were encountered as they attempted to implement career education. In Phase I of the one year project, 153 classroom teachers were interviewed. The statements from the interviews were organized and grouped. An appropriate statement of a problem was constructed for each group of similar statements. Forty problem statements were identified from the data obtained in the interviews.

During Phase II of the project, 151 of the 153 classroom teachers interviewed in Phase I were revisited and interviewed a second time. The second interviews were near the end of the school year and were structured around the forty problems identified in Phase I.

The purposed of this project were: (1) to develop an orderly classification of problems encountered by classroom teachers in implementing career education, (2) to obtain suggestions from the teachers as to how the problems might be resolved, and (3) to disseminate the information to the school districts in Region III and the Bureau of Vocational Education.

P. 2 NOT SUBMITTED TO EDRS.

During November of 1972, the interviewers visited all of the school districts involved in the career education developmental project in Vocational Region III. Local school administrators were contacted in order to obtain permission to ask the teachers who were selected to be interviewed if they would participate in the study as interviewees.

In some instances, the administrators preferred to contact the teachers, explain the study, and have the teachers decide whether or not they wished to participate. In the other districts, the interviewers discussed the study with the teachers and received the teachers' decisions regarding whether or not they wished to participate.

The Sample

All of the teachers that were selected for the sample consented to participate in the study. One hundred and fifty-three teachers were selected and participated in the first-round interviews (Phase I).

Only two teachers from the original sample of 153 teachers did not participate in the second-round of interviews (Phase II). One teacher was ill and was unable to participate in the second-round interviews. The other teachers not included in Phase II was serving with the National Guard during a flood emergency at the time the second interviews were scheduled.

Of the 153 teachers in the original sample, there were: ninety-two elementary school teachers, twenty-four teachers in middle schools, and thirty-seven teachers in high school. Of the 151 teachers in the sample that participated in the complete study, i.e. were interviewed at the end of the first semester and interviewed again at the end of the school year, there were: ninety elementary school teachers, twenty-four teachers in the middle schools, and thirty-seven teachers in high school. Table I shows the distribution of teachers in elementary schools, middle schools, and high schools listed by school districts.

The teachers in the elementary schools included teachers of grades one through eight. Seven subject areas were represented by the twenty-four teachers that were teaching in middle schools. Eleven subject areas were represented by the thirty-seven teachers in the high schools. These figures represent the numbers of teachers that participated in both Phase I and Phase II of the study. Table II gives the number of teachers from the subject areas in the middle schools and high schools. The apparent discrepancy between the total number of teachers involved reported in Table I and Table II is due to the fact that in Table II some teachers taught in more than one grade or taught in more than one subject area.

TABLE I

NUMBERS OF TEACHERS SELECTED FOR THE STUDY
CLASSIFIED BY GRADE-LEVEL AND SCHOOL DISTRICT

School District	Elementary	Middle	Secondary
Daviess County	3	4	9
Hancock County	11	0	6
Henderson City	11	3	3
Henderson County	7	4	3
McLean County	12*	0	3
Ohio County	10	4	5
Owensboro City	13	4	0
Providence City	5	0	5
Union County	12**	5	0
Webster County	8	0	3
Total	92***	24	37

*Eleven of the twelve teachers participated in Phase I and Phase II.
**Eleven of the twelve teachers participated in Phase I and Phase II.
***Ninety of the ninety-two teachers participated in Phase I and Phase II.

TABLE II

NUMBERS OF TEACHERS IN THE STUDY CLASSIFIED
BY GRADE-LEVEL OF THE SCHOOL AND GRADE-
LEVEL OR SUBJECT TAUGHT

Elementary		Middle		Secondary	
Grade	Number	Subject	Number	Subject	Number
1st	11	Arts	1	Band	1
2nd	16	Typing, Bus.	3	Health & P.E.	1
3rd	21	English	4	Sociology	1
4th	15	Prac. Arts	4	Ind. Arts	2
5th	9	Science	4	Voc. Agric.	2
6th	14	Social Studies	4	Home Ec.	4
7th	2	Math	5	Business	5
Spec. Ed.	2			Math	5
Rem. Reading	1			Science	6
				Social Science	6
				English	7
Total	94		25		40

The 151 teachers, who were in the sample, were from forty-six schools; thirty-one separate elementary schools, six middle schools, eight high schools, and one school containing grades one through twelve. Table III further classifies the schools by school districts.

TABLE III

NUMBERS OF SCHOOLS CLASSIFIED BY SCHOOL DISTRICTS AND GRADE-LEVEL WHERE TEACHERS IN THE SAMPLE WERE TEACHING

School District	Type of School				
	Elementary	Middle	Secondary	1-12	Total
Daviess County	1	1	1	0	3
Hancock County	3	0	1	0	4
Henderson City	3	1	1	0	5
Henderson County	7	1	1	0	9
McLean County	5	0	1	0	6
Ohio County	1	1	1	1	4
Owensboro City	4	1	0	0	5
Providence City	1	0	1	0	2
Union County	2	1	0	0	3
Webster County	4	0	1	0	5
Total	31	6	8	1	46

Interviewing

The teachers selected to participate in the study, were requested to share their experiences in implementing career education through two personal interviews. The first-round of interviews (Phase I) were conducted during the months of January and February. The second interviews were held during April and May (Phase II).

The local directors coordinated the scheduling of the interviews. The interviews were held at the teachers' schools and lasted from ten to thirty minutes.

In Phase I, the interviewee was informed of the purpose of the interview several weeks prior to the interview and requested to keep an informal record of problems encountered in attempting to implement career education. A problem was said to exist if the teacher had been unable to achieve what he thought to be a realistic career education objective.

The interview in Phase I was relatively unstructured. The interviewee was encouraged to relate problems that he had encountered, i.e., situations in which he was unable to realize his objective. The interviewer attempted to understand the essence of the problem situation so that the element creating the obstacle or barrier could be identified. Paraphrasing by the interviewer was the technique employed for this clarification and understanding.

After the interviewer sensed that his paraphrasing was accepted as being a correct interpretation of the problem by the interviewee, a statement of the problem was recorded by the interviewer. The statement was brief and contained: (1) who was affected, (2) what the problem situation was, and (3) the factor identified as the barrier.

Several weeks before the teachers were interviewed in Phase II, a list of forty problems that were identified from the first-round interviews were sent to the teachers to be interviewed. Letters accompanying the lists explained that the problems attempted to accurately portray the information from the first-round interviews. It was, also, noted that the problems listed might have been mentioned by only one or two teachers and that some of the problems listed might appear as a result of a misinterpretation by the interviewers.

The teachers were asked to review the list of problems, identify those on the list that they had encountered, and note the problems they had encountered that were not on the list.

During the second-round interviews, the interviewer read each problem statement on the list to the teacher. The teacher was asked if he had encountered the problem. If the teacher indicated that he had not encountered the problem the interviewer proceeded to the next problem statement on the list. If the teacher has encountered such a problem he was asked how frequently the problem was encountered or the extent of the problem. Also, he was asked to what extent the problem interfered with the attainment of career education objectives.

After the forty problem statements had been read by the interviewer, the teacher was asked if he had encountered any problem relevant to the implementation of career education that was not on the list. Additional problems identified in the second-round interviews were to be classified and added to the list but the teachers indicated that the problems they had encountered could be classified according to the forty problem statements.

During the last portion of the interview, the interviewer attempted a summary of the problems encountered by the interviewee. This was completed when the interviewer sensed that his summary was acceptable to the interviewee. The teacher was then asked if they had any suggestions concerning the solution to the problems in the summary statement. The responses were recorded.

Interview Validity and Reliability

Validity and reliability of the interviews were interrelated. Several factors affecting the one also affected the other. In the study the interviewers were primarily concerned with: (1) the face validity of the interview, (2) the singleness of purpose and technique by the interviewers, (3) the clarity of communication between the interviewer and interviewee, (4) the recall of pertinent information by the interviewee, and (5) the complete candidness of the interviewee in discussing the issues.

The types of questions asked in the interviews were the basis for establishing adequate face validity for the interviews. The problem being studied involved the identification of problems encountered by classroom teachers in the implementation of career education. The questions asked in the interviews were directly related to the problem. In the first-round interviews, the teachers were asked to relate the problems they had encountered. In the second-round interviews, the teachers were asked if they had encountered specific problems.

Several factors associated with or controlled by the interviewer had the potential of affecting the validity and reliability of the interviews. It was essential that the two interviewers understood the purpose of the interviews, employed similar interviewing techniques, and established adequate communication with the teachers that were interviewed.

In attempting to provide adequate reliability and validity for the study, care was taken in the selection of the interviewers. Both interviewers had teaching experience in public schools; this was judged as being an asset in communication. Also, the interviewers had previous experience in interviewing.

To improve the validity and reliability of the interview, the interviewers engaged in forty hours of training prior to the interviewing of Phase I. The forty hours were spent in discussing the nature of the information being sought, the interviewing techniques to be used, and role-playing. An additional sixteen hours of training were spent prior to the interviewing in Phase II in studying the questions to be asked, designing an interviewing guide-sheet to be used during the interviews, and role-playing.

During the training sessions, techniques involved in paraphrasing were studied and practiced during role-playing. It was decided that this technique would assist the interviewer in attaining a better understanding of the interviewee's remarks.

The interviewee needed to have the knowledge being sought and be willing to relate this information to the interviewer. In an attempt to obtain valid and reliable information, it was necessary to inform the interviewees about the purpose of the study and remove any personal threat to the interviewee related to such disclosure.

The interviewee was requested to identify problems that they had encountered in implementing career education. The ability of the interviewee to recall problem situations would affect the validity and reliability of the interview. To maximize recall, the interviewers mailed letters concerning the interviews in Phase I to the classroom teachers early in the school year. The letter requested the teachers to keep an informal record of problems as they were encountered. Many of the interviewees used notes during the interviews and most of the teachers indicated that they were prepared to discuss the issues.

The letter to the interviewees also described what was meant by the term "problem". A problem was said to exist when the teacher was unable to attain a specific objective or when things were not the way the teacher would like for them to be.

Prior to the interviewing in Phase II, teachers were mailed a list of problems that were discussed during the interviews. An accompanying letter explained the purpose of the second interview.

The nature of the content of the interviews did not pose a threat to the interviewees. The teachers were being asked to share their experiences in implementing career education so that other teachers might benefit from this knowledge.

Teachers were, also, assured that remarks made in the interview would not be attributed to a specific individual. All comments appeared in summary form. Remarks could not be traced to a specific individual.

In summary, the procedures for obtaining valid and reliable data were: (1) selection and training of the interviewers, (2) designing questions to be used in the interview that would relate directly to the problem being studied, (3) acquainting the interviewees of the nature and purpose of the interviews, and (4) assuring the interviewees that their contribution would benefit other teachers and posed no personal threat to themselves.

Data Treatment

All statements of problems made by the interviewees in the first-round of interviewes were analyzed in terms of who was affected, what the problem situation was, and the factor identified as the barrier. The statements were organized according to the analyzing scheme of who, what, and barrier. Statements similar in meaning were collapsed into a single statement.

The statements of problems were reviewed by the interviewers to insure as accurate an account of the interviews as possible. The interviewers agreed upon the interpretation of each statement. They agreed, also, that the statements encompassed all of the problems reported by teachers.

The list of problems were mailed to the teachers. The second-round of interviews were structured around the list of problems. The teachers were asked which problems they had encountered, how frequently they were encountered or how severe the problem was, and how severly it affected the attainment of their career education objectives.

Responses to the questions were recorded on interview guide-sheets designed by the interviewers specifically for Phase II of the study. Data were transcribed by the interviewers from the guide-sheets to coding-sheets for key-punching.

Arrangements of data according to different factors were accomplished with the assistance of a computer program. The various frequency distribution print-outs were analyzed in regard to the frequency and severity of problems and the identification of other variables associated with the occurrence of specific problems.

In addition to the empirical data provided by the interviewees in their responses to the questions, subjective judgements and inferences by the interviewers were recorded after each interview. These judgements and inferences were summarized and included in the findings.

ERIC

CHAPTER II
Findings

One hundred and fifty-one classroom teachers from Vocational Region III, Kentucky were interviewed for the purpose of determining the type of problems encountered by classroom teachers in the implementation of career education. Each teacher was interviewed twice during the 1972-73 school year; once at the end of the first semester and again at the end of the school year.

The data collected from the first round of interviews provided a tentative list of the problems the teachers encountered. This is referred to as "Phase I" of the study.

The second round of interviews, referred to as "Phase II", proposed to determine the completeness of the list of problems and the frequency and severity of the problems listed.

Findings From Phase I

During the first round interview, the teacher was asked to identify problems that were encountered related to implementing career education. The interviewer would paraphase the teacher's statement until it appeared that there was a mutual understanding of the problem. The interviewer would consciously arrange the statements of problems so as to clarify who was being affected by the problem, what the problem involved, and the factor that was the barrier. Each statement of a problem related by the interviewer was paraphased to include these three dimensions; who, how, and what.

Statements similar in meaning were collapsed into a single statement. Data from the interviews in Phase I resulted in the formation of forty problem statements.

The forty problem statements were analyzed in terms of who was affected, how they were affected, and what factor was preventing the accomplishment of a career education objective. The forty problem statements were grouped according to the what dimension into twelve broad categories.

In order to identify the barrier more precisely, the twelve broad categories were sub-divided into twenty-eight categories.

The twelve broad categories and the twenty-eight sub-categories identified as barriers to career education objectives are outlined as follows:

FACTORS IDENTIFIED BY CLASSROOM TEACHERS
WHICH PRESENTED BARRIERS TO THE
ATTAINMENT OF SOME CAREER EDUCATION OBJECTIVES

Community resources
- People
- Places

Financial resources
- Money for materials
- Money for field trips

School resources
- Space

Career Education Materials
- Instructional materials
- Curriculum guides

Student variables
- Ability
- Achievement
- Behavior
- Interest

Teacher Variables
- Interest
- Knowledge and skills
- Self-confidence

Time
- Teachers' time
- Class time
- Resource speakers time
- Faculty's time

School Administrative Procedures
- Procedures for changing the curriculum
- Class schedule

Class Variables
- Size
- Type of grouping
- Interest

Established Educational Practices
- Conflicting goals and objectives

Objectives and Goals
- Priorities of goals and objectives

Faculty Involvement
- Encouragement
- Cooperation and sharing
- Planning for sequence and continuity

From the analysis and grouping of statements of problems encountered by classroom teachers as they attempted to implement career education, the forty separate problems grouped according to the barrier dimension and having the "<u>who</u> was affected" underlined were:

Community resources

1. The teacher could not obtain the desired variety of resource people.
2. The teacher could not obtain the desired quality of resource people.
3. The teacher did not know how to locate available resource people.
4. The teacher could not schedule a mutually agreeable time for the appearance of a resource person.
5. The teacher could not accept motives of a resource person.
6. The teacher did not know what places were available for classes to visit.
7. The teacher could not obtain a desirable variety of places to visit.
8. The teacher could not schedule a visit at a convenient time.

Financial resources

9. The teacher could not obtain money to purchase materials or sponsor projects.
10. The teacher could not obtain money to provide for transportation.

School resources

11. The teacher did not have enough classroom space.

Career education materials

12. The student did not have appropriate career education materials.
13. The teacher needed organized career education materials (curriculum guides, textbooks, etc.)

Student variables

14. The student lacked the basic skills needed to achieve the career education objectives.
15. The student was not interested in achieving the career education objectives.
16. The student was not interested in the speeches given by resource people.
17. The student was not interested in places visited.
18. The teacher did not approve of the student's behavior on field trips.
19. The teacher did not approve of the student's behavior when resource people visited the classroom.
20. The teacher was unable to evaluate the student's achievement in career education.

Teacher variables

21. The teacher was not interested (or, in agreement) with career education.

22. The teacher was not interested in participating in a curriculum change.
23. The teacher did not know how to integrate career education into the curriculum.
24. The teacher did not feel confident that he could implement career education.

Time

25. The teacher did not have enough planning time.
26. The class did not have enough instructional time.
27. Resource people did not have time to visit the school.
28. Resource people did not have time to spend at the schools to speak to all interested groups.
29. The faculty did not have enough group planning time.

School administrative procedures

30. The teacher did not have representation in the decision to adopt career education.
31. The teacher was unable to carry out the responsibility of getting other teachers involved in career education.

Class variables

32. The teacher could not attain objectives because the class was too large.
33. The teacher could not attain objectives because of the wide range of interests and aptitudes found in the class.
34. The teacher could not find a resource person that would appeal to the whole class.
35. The teacher could not find a place to visit that would interest the entire class.

Established educational practices

36. The class could not complete certain established educational practices and attain career education objectives.

Objectives and Goals

37. The teacher could not attain career education objectives because of the need to attain higher priority objectives.

Faculty involvement

38. The teacher was hampered because of the negative attitude of faculty members not participating in career education.
39. The teacher could not complete objectives because the total faculty was not cooperating and sharing.
40. The student could not attain goals because the entire faculty was not involved in planning for program continuity.

Findings from Phase II

In Phase II, teachers were revisited and interviewed a second time. The interview focused on the forty problems identified in Phase I. Teachers were asked if they had encountered any of the problems. If a teacher indicated that he had encountered the problem, he was asked how frequently he had encountered the problem or how severe the problem had been, and how much it had affected his objectives in career education.

The responses to the forty, questions were grouped according to four different schemes. The groupings were done by: (1) total responses, (2) responses grouped by school districts, (3) responses grouped according to grade level (elementary, middle, high school), and (4) responses grouped according to urban-rural categories. The total responses represents the responses of all 151 teachers that were interviewed during Phase I and Phase II.

The responses grouped by school districts separated the 151 teachers according to the school district in which they taught. The total responses on each of the forty questions were computed for each school district. Since the reason for this grouping was to show possible variation from district to district and not to attribute responses to a specific school district, the districts are identified by numbers rather than by the names of the school districts.

Teachers were classified as "elementary", middle", or "high school" according to the classification of the school in which they taught. The responses of the teachers in each of the three classification were grouped and reported separately. The purpose was to permit comparisons of responses according to grade level.

Data from the interviews were classified according to urban or rural. That is, responses from teachers in schools in the Daviess County, Henderson County, Henderson Independent, or Owensboro Independent districts were grouped together and referred to as "urban". Responses from teachers in the other districts were grouped together and referred to as "rural". The purpose of this classification was to analyze differences in responses that might be associated with differences in proximately to industrial centers. Schools in the urban classification were closer to a variety of occupations than were those in the rural classification.

A common format is used for the tables that follow. Each table concerns one of the forty problem statements, i.e the responses to a question relating to one problem statement are summarized in on table.

Each table identifies the responses in the rows according to (1) individual school districts, (2) grade levels, (3) urban or rural and (4) total group. Responses can, therefore, be compared and contrasted in regards to the variations between the ten school districts, the grade levels (elementary, middle, and high school), and schools in rural areas and urban areas. The total group's responses can be used as a basis for comparing and contrasting other classifications or analyzed in terms of its representativeness of the problems encountered by classroom teachers in general.

The data entered in the tables report the percentages of classroom teachers classified according to the row descriptors that responded according to the column labels. The column labels indicate (1) the percentages of teachers that did not encounter the problem described, (2) the percentages of teachers that encountered the problem and believed the problem represented a major threat to the accomplishment of one or more career education objectives (3) the percentages of teachers that encountered the problem and believed the problem represented a minor threat to the accomplishment of one or more career education objectives and (4) the percentages of teachers that encountered the problem but believed it posed no real threat to the accomplishment of career education objectives.

The discussion of the findings that follows is organized according to the twelve broad categories of problems identified in Phase I.

COMMUNITY RESOURCES

Eight of the forty problems were grouped under the heading of community resources. The problems involved resource persons within the community that were being used as speakers in the classroom and businesses within the community or near the community for students to visit on field trips.

Obtaining resource persons to visit the classrooms and be guest speakers created more problems in rural areas than in urban areas.

Approximately 82% of the teachers in the urban schools reported that they did not encounter a problem in finding a sufficient quantity of resource persons. Approximately 53% of the teachers in rural areas said that they had had no problems in obtaining a sufficient quantity of resource persons. Of the 47% of the rural teachers encountering the problem, approximately 9% thought it was a major problem, 21% thought it was a minor problem and 17% thought that it created no problem for their programs in career education.

Also, high schools reported more problems of this nature than elementary schools or middle schools (Table IV.)

In contrast to the problems in some areas of finding a sufficient quantity of resource persons, there appeared to be only minor problems in the quality of the resource persons that were obtained (Table V) and in locating those persons that were available (Table VI).

The resource people were usually able to schedule appearances at the schools at times that were agreeable with the teachers (Table VII). About 12% of the teachers indicated problems of this kind.

It was almost the unanimous opinion of the teachers that the resource persons attended the schools to provide career information and not to sell or promote merchandise or programs (Table VIII). Less than 2% of the teachers encountered a problem in this area.

In most cases, teachers knew what business and industries were located in or near the community that could be visited or field trips (Table IX).

TABLE IV

Question 1:

Have You Been Able In All Cases To Obtain The Resource People That You Need To Explain The Various Types Of Careers To Your Students?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously it Affected Objectives		
		Much	Some	None
School District	%	%	%	%
1	68.75	0	25.00	6.25
2	70.59	5.88	17.65	5.88
3	64.29	0	14.29	21.43
4	94.12	0	5.88	0
5	28.57	35.71	28.57	7.14
6	63.16	5.26	21.05	10.53
7	100.00	0	0	0
8	70.00	10.00	20.00	0
9	68.75	0	31.25	0
10	63.64	18.18	18.18	0
Grade Level				
Elementary	71.11	5.56	18.89	4.44
Middle	87.50	0	8.33	4.17
High School	56.57	13.51	21.62	8.11
Urban Rural				
Urban	82.81	6.25	6.25	4.68
Rural	52.87	9.19	20.68	17.24
Total Group				
Total	70.20	6.62	17.88	5.30

TABLE V

Question 2:

Have You Been Able In All Cases To Obtain The Resource People That Were Capable In Presenting The Courses To Your Students?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives Much	Some	None
School District	%	%	%	%
1	68.75	0	31.25	0
2	94.12	0	5.88	0
3	85.71	0	7.14	7.14
4	88.24	0	5.88	5.88
5	100.00	0	0	0
6	78.95	0	21.05	0
7	100.00	0	0	0
8	90.00	0	10.00	0
9	93.75	0	0	6.25
10	90.91	0	9.09	0
Grade Level				
Elementary	92.22	0	6.67	1.11
Middle	91.67	0	4.17	4.17
High School	78.38	0	18.92	2.70
Urban/Rural				
Urban	85.93	0	10.93	3.12
Rural	90.80	0	8.04	1.14
Total Group				
Total	88.74	0	9.27	1.99

TABLE VI

Question 3:

Do You Know Where To Locate Available Resource People To Speak To Your Class?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives		
		Much	Some	None
School District	%	%	%	%
1	87.50	0	12.50	0
2	82.35	0	17.65	0
3	78.57	0	21.43	0
4	94.12	0	5.88	0
5	50.00	7.14	42.86	0
6	84.21	5.26	5.26	5.26
7	100.00	0	0	0
8	100.00	0	0	0
9	87.50	0	12.50	0
10	90.91	0	9.09	0
Grade Level				
Elementary	87.78	1.11	10.00	1.11
Middle	91.67	0	8.33	0
High School	75.68	2.70	21.62	0
Urban/Rural				
Urban	90.62	0	9.37	0
Rural	81.50	2.29	14.94	1.14
Total Group				
Total	85.43	1.32	12.58	0.66

TABLE VII

Question 4:

Were You Able To Schedule All Resource People At Mutually Agreeable Times?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives		
		Much	Some	None
School District	%	%	%	%
1	75.00	0	25.00	0
2	100.00	0	0	0
3	100.00	0	0	0
4	94.12	0	5.88	0
5	64.29	28.57	7.14	0
6	78.95	5.26	15.79	0
7	88.24	0	0	11.76
8	90.00	0	10.00	0
9	87.50	0	12.50	0
10	63.64	18.18	0	18.18
Grade Level				
Elementary	86.67	5.56	5.56	2.22
Middle	87.50	4.17	4.17	4.17
High School	78.38	5.41	13.51	2.70
Urban/Rural				
Urban	89.06	0	7.81	3.12
Rural	81.60	8.04	8.04	2.29
Total Group				
Total	84.77	5.30	7.28	2.65

TABLE VIII

Question 5:

Were The Resource People There Primarily To Explain Their Careers Rather Than Use The Opportunity to Exploit The School Or Students?

Group Classification	Did Not Encounter Problem	How Seriously It Affected Objectives: Encountered Problem — Much	Some	None
School District	%	%	%	%
1	100.00	0	0	0
2	94.12	0	5.88	0
3	100.00	0	0	0
4	94.12	0	5.88	0
5	100.00	0	0	0
6	94.74	0	5.26	0
7	100.00	0	0	0
8	100.00	0	0	0
9	100.00	0	0	0
10	100.00	0	0	0
Grade Level				
Elementary	98.89	0	1.11	0
Middle	95.83	0	4.17	0
High School	97.30	0	2.70	0
Urban/Rural				
Urban	98.43	0	1.56	0
Rural	97.70	0	2.29	0
Total Group				
Total	98.01	0	1.99	0

TABLE IX

Question 6:

Do You Know What Places Are Available For The Class To Visit?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives Much	Some	None
School District	%	%	%	%
1	87.50	0	12.50	0
2	88.24	0	11.76	0
3	92.86	0	7.14	0
4	88.24	0	11.76	0
5	85.71	7.14	7.14	0
6	73.68	10.53	15.79	0
7	100.00	0	0	0
8	80.00	0	20.00	0
9	93.75	0	6.25	0
10	90.91	0	9.09	0
Grade Level				
Elementary	88.89	2.22	8.89	0
Middle	95.83	0	4.17	0
High School	81.08	2.70	16.22	0
Urban/Rural				
Urban	92.18	0	7.81	0
Rural	85.05	3.44	11.49	0
Total Group				
Total	88.08	1.99	9.93	0

But in the rural areas there were more problems because of the lack of a sufficient variety of facilities to visit (Table X). Approximately 10% of the rural teachers viewed this as a major problem and an additional 30% of the rural teachers felt it was a minor problem.

About 10% of the teachers interviewed considered scheduling the times for field trips was a problem (Table XI).

FINANCIAL RESOURCES

Two of the forty problems concerned the obtaining of sufficient funds for purchasing career education materials or supporting career education projects and obtaining funds for the transportation involved in field trips.

Almost 50% of the teachers interviewed revealed there was a problem in obtaining funding for career education materials and projects. The problems was more evident in rural areas than in urban areas. Twenty-seven percent of the rural teachers felt this was a major problem while only 6% of the urban teachers listed this as a major problem.

There was a large discrepancy between school districts in regards to funds for materials and projects. In school district 6, approximately 90% of the teachers interviewed encountered the problem with 57% of the teachers indicating that it was a major problem. In school district 8, none of the teachers interviewed reported a problem in obtaining sufficient funds for career education materials and projects (Table XII).

The problem of obtaining necessary funds for transportation on field trips was more prevalent in rural areas than in urban areas. Thirty-two percent of the rural teachers rated this as a major problem. Only 7% of the urban teachers reported having this as a problem (Table XIII).

SCHOOL RESOURCES

Only one of the forty problems was classified under the heading of school resources. This problem was related to the availability of classroom space necessary for activities involved in career education.

About 22% of the teachers interviewed felt that the lack of space had hindered the achievement of career education objectives. Teachers experiencing this problem were more likely to be teaching in rural areas than in urban areas. Twenty-seven percent of the rural teachers and 17% of the urban teachers rated this as a problem (Table XIV).

CAREER EDUCATION MATERIALS

Two problems were mentioned by teachers concerning the availability of career education materials. One problem was in obtaining career education materials for students, i.e. those materials that would be used directly by the students. The other problem was obtaining career education materials for the teacher, i.e., materials that would be used by the teacher in planning and conducting curriculum units involving career education.

TABLE X

Question 7:

Is There A Sufficient Number Of Different Places To Visit In Your Community Or Within Traveling Distance From Your School?

Group Classification	Did Not Encounter Problem	Encountered Problem: How Seriously It Affected Objectives		
		Much	Some	None
School District	%	%	%	%
1	93.75	0	6.25	0
2	88.24	0	11.76	0
3	85.71	0	14.29	0
4	94.12	0	5.88	0
5	64.29	14.29	21.43	0
6	57.89	15.79	26.32	0
7	88.24	0	11.76	0
8	30.00	10.00	50.00	10.00
9	56.25	0	43.75	0
10	45.45	18.18	36.36	0
Grade Level				
Elementary	73.33	6.67	20.00	0
Middle	79.17	0	20.83	0
High School	67.57	5.41	24.32	2.70
Urban/Rural				
Urban	90.62	0	9.37	0
Rural	59.77	9.19	29.88	1.14
Total Group				
Total	72.85	5.30	21.19	.66

TABLE XI

Question 8:

Are You Able To Schedule Visits To Places At Convenient And Opportune Times?

Group Classification	Did Not Encounter Problems	Encountered Problem: How Seriously It Affected Objectives		
		Much	Some	None
School District	%	%	%	%
1	75.00	0	25.00	0
2	94.12	5.88	0	0
3	92.86	0	7.14	0
4	94.12	5.88	0	0
5	78.57	21.43	0	0
6	78.95	0	21.05	0
7	88.24	0	5.88	5.88
8	100.00	0	0	0
9	93.75	0	6.25	0
10	90.91	9.09	0	0
Grade Level				
Elementary	91.11	5.56	3.33	0
Middle	87.50	0	8.33	4.17
High School	81.08	2.70	16.22	0
Urban/Rural				
Urban	87.50	1.56	9.37	1.56
Rural	88.50	5.74	5.74	0
Total Group				
Group	88.08	3.97	7.28	.66

TABLE XII

Question 9:

Did You Have A Sufficient Amount Of Funds To Purchase Materials Or Sponsor Activities?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives Much	Some	None
School District	%	%	%	%
1	56.25	6.25	37.50	0
2	82.35	0	17.65	0
3	71.43	0	28.57	0
4	64.71	17.65	17.65	0
5	35.71	35.71	21.43	7.14
6	10.53	57.89	26.32	5.26
7	58.82	0	23.53	17.65
8	100.00	0	0	0
9	25.00	31.25	31.25	12.50
10	18.18	27.27	45.45	9.09
Grade Level				
Elementary	44.44	24.44	24.44	6.67
Middle	58.33	16.67	20.83	4.17
High School	62.16	5.40	29.73	2.70
Urban/Rural				
Urban	62.50	6.25	26.56	4.68
Rural	42.52	27.58	24.13	5.74
Total Group				
Total	50.99	18.54	25.17	5.30

TABLE XIII

Question 10:

Did You Have Sufficient Funds For Transportation To Take Field Trips?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives Much	Some	None
School District	%	%	%	%
1	81.25	6.25	12.50	0
2	94.12	0	5.88	0
3	92.86	7.14	0	0
4	70.59	17.65	11.76	0
5	35.71	42.86	21.43	0
6	21.05	47.37	26.32	5.26
7	88.24	0	11.76	0
8	40.00	30.00	20.00	10.00
9	37.50	43.75	18.75	0
10	36.36	27.27	36.36	0
Grade Level				
Elementary	53.33	27.78	17.78	1.11
Middle	83.33	16.67	0	0
High School	64.86	10.81	21.62	2.70
Urban/Rural				
Urban	82.81	7.81	9.37	0
Rural	44.82	32.18	20.68	2.29
Total Group				
Total	60.93	21.85	15.89	1.32

TABLE XIV

Question 11:

Did You Have Sufficient Classroom Space In Which To Conduct Career Education Activities?

Group Classification	Did Not Encounter Problem	Encountered Problem: How Seriously It Affected Objectives		
		Much	Some	None
School District	%	%	%	%
1	62.50	18.75	18.75	0
2	70.59	0	29.41	0
3	85.71	0	14.29	0
4	94.12	0	5.88	0
5	71.43	21.43	7.14	0
6	63.16	15.79	10.53	10.53
7	88.24	5.88	5.88	0
8	60.00	20.00	20.00	0
9	56.25	6.25	31.25	6.25
10	100.00	0	0	0
Grade Level				
Elementary	74.44	6.67	16.67	2.22
Middle	83.33	8.33	8.33	0
High School	70.27	8.11	13.51	8.11
Urban/Rural				
Urban	82.81	6.25	10.93	0
Rural	68.96	10.34	17.24	3.44
Total Group				
Total	74.83	7.28	14.57	3.31

Teachers in middle schools did not encounter the problem of finding available career education materials as frequently as teachers in the elementary schools or high schools. Only 12% of the middle teachers reported this as a problem whereas 45% of the elementary teachers and 40% of the high school teachers named this as a problem.

Sixteen percent of the rural teachers listed the availability of career education materials for students as a major problem. Four percent of the urban teachers rated it as a major problem (Table XV).

About 50% of the teachers encountered the problem of obtaining career education materials for their use in planning and teaching career education. Twelve percent of the teachers rated this as a major problem, 32% rated it as a minor problem, and 5% encountered the problem but did not believe it hindered their achievement of career education objectives (Table XVI).

STUDENT VARIABLES

Of the forty problems identified in Phase I, seven involved some aspect of the student's behavior, interest, or aptitude.

Approximately 28% of the teachers felt that some of their students did not have the necessary aptitude to be successful in career education. Twenty percent of these teachers rated this lack of aptitude as a minor problem for the career education program and 8% indicated that it was a major problem (Table XVII).

Very little problem was, encountered concerning student's interests in career education speeches made by resource people, or field trips. About 84% of the teachers reported no problem in interesting the students in career education (Table XVIII). Less than 4% of the teachers reported problems concerning students lack of interest in the presentations made by resource people (Table XIX). Less than 1% of the teachers interviewed indicated that students were not interested in the field trips.

In the first round of interviews some teachers were concerned about the behavior of their students when resource people were visiting their classrooms and when students were away from schools on field trips. In the second round of interviews, less than 3% of the teachers reported having problems with student's during field trips (Table XXI) and less than 3% of the teachers encountered problems with students misbehaving during visits of resource people to the classrooms (Table XXII).

Over one-half (58%) of the teachers indicated that evaluating a student's progress in the career education area was either impossible or undersireable. Approximately 7% of the teachers rated this a major problem for career education. Twenty-two percent identified it as a minor problem. There were 29% of the teachers that expressed the opinion that evaluating student's progress in career education was not only unnecessary but the process of evaluating progress in this are might undermine its value in the total educational program (Table XXIII).

TABLE XV

Question 12:

Are There Appropriate Career Education Materials Available For The Students?

Group Classification	Did Not Encounter Problem	Encountered Problem: How Seriously It Affected Objectives		
		Much	Some	None
School District	%	%	%	%
1	50.00	6.25	37.50	6.25
2	35.29	5.88	58.82	0
3	42.86	14.29	42.86	0
4	88.24	0	5.88	5.88
5	28.57	21.43	35.71	14.29
6	52.63	21.05	26.32	0
7	58.82	0	41.18	0
8	60.00	0	40.00	0
9	56.25	0	37.50	6.25
10	36.36	36.36	27.27	0
Grade Level				
Elementary	41.11	14.44	41.11	3.33
Middle	83.33	0	12.50	4.17
High School	56.76	18.81	29.73	2.70
Urban/Rural				
Urban	60.93	4.68	31.25	3.12
Rural	44.82	16.09	35.63	3.44
Total Group				
Total	51.66	11.26	33.77	3.31

TABLE XVI

Question 13:

Did You Have The Necessary Organized Career Education Materials To Help You In Planning And Teaching Ur. s: For Example, Curriculum Guides and Textbook?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives Much	Some	None
School District	%	%	%	%
1	68.75	0	25.00	6.25
2	47.06	11.76	35.29	5.88
3	50.00	14.29	28.57	7.14
4	58.82	11.76	29.41	0
5	28.57	21.43	35.71	14.29
6	52.63	15.79	31.58	0
7	52.94	17.65	29.41	0
8	40.00	10.00	30.00	20.00
9	56.25	0	43.75	0
10	36.36	27.27	36.36	9.09
Grade Level				
Elementary	40.00	15.56	41.11	3.33
Middle	73.00	4.17	12.50	8.33
High School	56.76	10.81	24.32	8.11
Urban/Rural				
Urban	57.81	10.93	28.12	3.12
Rural	43.67	13.79	35.63	6.89
Total Group				
Total	49.67	12.58	32.45	5.30

TABLE XVII

Question 14:

Do Your Students Have The Basic Skills Needed To Achieve The Objectives Of Career Education?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives Much	Some	None
School District	%	%	%	%
1	81.25	6.25	12.50	0
2	47.06	5.88	47.06	0
3	85.71	0	14.29	0
4	64.71	0	5.88	29.41
5	57.14	14.29	28.57	0
6	68.42	10.53	21.05	0
7	58.82	23.53	11.76	5.88
8	90.00	10.00	0	0
9	93.75	0	6.25	0
10	81.82	0	18.18	0
Grade Level				
Elementary	66.67	11.11	21.11	1.11
Middle	87.50	0	12.50	0
High School	72.97	5.41	21.62	0
Urban/Rural				
Urban	71.87	7.81	10.93	9.37
Rural	71.26	6.89	21.83	0
Total Group				
Total	71.52	7.95	19.87	.66

TABLE XVIII

Question 15:

Did You Find Your Students Interested In Achieving The Objectives Of Career Education?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives Much	Some	None
School District	%	%	%	%
1	68.75	0	25.00	6.25
2	88.24	0	11.76	0
3	78.57	0	21.43	0
4	82.35	11.76	5.88	0
5	78.57	14.29	7.14	0
6	78.95	10.53	10.53	0
7	94.12	0	5.88	0
8	90.00	10.00	0	0
9	93.75	0	0	6.25
10	90.91	0	9.09	0
Grade Level				
Elementary	88.89	3.33	7.78	0
Middle	70.83	4.17	16.67	8.33
High School	81.08	8.11	10.81	0
Urban/Rural				
Urban	81.25	3.12	14.06	1.56
Rural	86.20	5.74	6.89	1.14
Total Group				
Total	84.11	4.64	9.93	1.32

TABLE XIX

Question 16:

Were Your Students Interested In The Presentations Made By The Resource People?

Group Classification	Did Not Encounter Problem	Encountered Problem: How Seriously It Affected Objectives		
		Much	Some	None
School District	%	%	%	%
1	81.25	0	18.75	0
2	100.00	0	0	0
3	92.86	0	7.14	0
4	100.00	0	0	0
5	100.00	0	0	0
6	94.74	0	5.26	0
7	100.00	0	0	0
8	100.00	0	0	0
9	100.00	0	0	0
10	100.00	0	0	0
Grade Level				
Elementary	97.78	0	2.22	0
Middle	91.67	0	8.33	0
High School	97.30	0	2.70	0
Urban/Rural				
Urban	93.75	0	6.25	0
Rural	98.95	0	1.14	0
Total Group				
Total	96.69	0	3.31	0

TABLE XX

Question 17:

Were Your Students Interested In The Places That You Visited?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives Much	Some	None
School District	%	%	%	%
1	100.00	0	0	0
2	100.00	0	0	0
3	92.86	0	7.14	0
4	100.00	0	0	0
5	100.00	0	0	0
6	100.00	0	0	0
7	100.00	0	0	0
8	100.00	0	0	0
9	100.00	0	0	0
10	100.00	0	0	0
Grade Level				
Elementary	100.00	0	0	0
Middle	95.83	0	4.17	0
High School	100.00	0	0	0
Urban/Rural				
Urban	98.43	0	1.56	0
Rural	100.00	0	0	0
Total Group				
Total	99.36	0	.66	0

TABLE XXI

Question 18:

Did Your Students Exhibit Acceptable Behavior During The Field Trips?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives Much	Some	None
School District	%	%	%	%
1	93.75	0	6.25	0
2	94.12	0	0	5.88
3	92.86	0	7.14	0
4	100.00	0	0	0
5	92.86	0	0	7.14
6	100.00	0	0	0
7	94.12	0	0	5.88
8	90.00	0	10.00	0
9	100.00	0	0	0
10	90.91	9.09	0	0
Grade Level				
Elementary	94.44	1.11	2.22	2.22
Middle	95.83	0	4.17	0
High School	97.30	0	2.70	0
Urban/Rural				
Urban	95.31	0	3.12	1.56
Rural	95.40	1.14	1.14	2.29
Total Group				
Total	95.36	.66	1.99	1.99

TABLE XXII

Question 19:

Did Your Students Exhibit Acceptable Behavior During The Visits By The Resource People?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives Much	Some	None
School District	%	%	%	%
1	87.50	0	12.50	0
2	100.00	0	0	0
3	100.00	0	0	0
4	100.00	0	0	0
5	100.00	0	0	0
6	100.00	0	0	0
7	88.24	0	11.76	0
8	100.00	0	0	0
9	100.00	0	0	0
10	100.00	0	0	0
Grade Level				
Elementary	98.89	0	1.11	0
Middle	95.83	0	4.17	0
High School	94.59	0	5.41	0
Urban/Rural				
Urban	93.75	0	6.25	0
Rural	100.00	0	0	0
Total Group				
Total	97.35	0	2.65	0

TABLE XXIII

Question 20:

Were You Able To Evaluate The
Students' Achievement In Career Education?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives		
		Much	Some	None
School District				
	%	%	%	%
1	37.50	0	18.75	43.75
2	58.82	0	35.29	5.88
3	7.14	14.29	21.43	57.14
4	58.82	11.76	29.41	0
5	78.57	7.14	14.29	0
6	68.42	10.53	21.05	0
7	29.41	0	35.29	35.29
8	20.00	0	20.00	60.00
9	0	0	6.25	93.75
10	54.55	27.27	9.09	9.09
Grade Level				
Elementary	47.78	4.44	25.56	22.22
Middle	29.17	12.50	0	58.33
High School	37.84	8.11	27.03	27.03
Urban, Rural				
Urban	34.37	6.25	26.56	32.81
Rural	48.27	6.89	18.39	26.43
Total Group				
Total	42.38	6.62	21.85	29.14

TEACHER VARIABLES

Four problems involved teacher's attitudes and self-confidence in the area of career education.

In the first round interviews, many teachers felt that people in general do not like to change what they are doing unless presented with an abundance of evidence that the change is needed. In the second round interviews, 60% of the teachers indicated that this trait imposed some restrictions on change in the school's curriculum. Of the teachers expressing this view, about 30% thought it would hinder achievement in career education whereas the other 30% felt that it would cause no problem for career education (Table XXIV).

Sixty-two percent of the teachers interviewed felt that the general concept of career education was accepted by the classroom teachers. Seven percent of the teachers indicated that career education faced a major problem due to some teachers negative attitude toward career education. Ten percent of the teachers felt that there would be a minor problem caused by some teachers reactions against career education. About 20% of the teachers interviewed said that although some teachers are opposed to career education it will not present a problem to career education in general (Table XXV).

The majority (76%) of the teachers felt that they knew how to integrate career education into the educational programs. Approximately 22% of the teachers reported that there was a need for additional training and on-the-scene assistance in order for them to feel competent in implementing career education (Table XXVI).

Although 82% of the teachers said they felt as secure when teaching career education as they did in teaching in the traditional educational program, 17% reported that they felt less confident when teaching career education (Table XXVII).

TIME

During Phase I many teachers indicated that "time" was an important factor in accomplishing their objectives. It was suggested that "time" always placed some limitations on teachers but with career education the "time" problem had been magnified.

There were two reasons given for the increased problem with "time" in a career education program. One reasons involved the fact that career education was a new program and, in general, implementing new programs in education requires extra time. It was felt that this "time" demand would lessen as the program matured.

The other reasons concerned the nature, content, and activities involved in career education.

There were five problems associated with this "time" factor. Since the teachers did not know how much the problems would diminish as the program developed, their responses reflected problems associated with both the "newness" of the program and the general nature of career education.

TABLE XXIV

Question 21:

Do You Think That Some Teachers Are Not Successful In Career Education Because They Don't Want To Change?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives Much	Some	None
School District	%	%	%	%
1	50.00	6.25	12.50	31.25
2	88.24	0	5.88	5.88
3	14.29	14.29	28.57	42.86
4	64.71	5.88	11.76	17.65
5	21.43	21.43	7.14	50.00
6	52.63	5.26	31.58	10.53
7	17.65	5.88	17.65	58.82
8	10.00	0	50.00	40.00
9	6.25	18.75	43.75	31.25
10	54.55		18.18	27.27
Grade Level				
Elementary	41.11	6.67	18.89	33.33
Middle	25.00	12.50	29.17	33.33
High School	45.95	8.11	24.32	21.62
Urban/Rural				
Urban	37.50	7.81	17.18	37.50
Rural	41.37	8.04	25.28	25.28
Total Group				
Total	39.74	7.95	21.85	30.46

TABLE XXV

Question 22:

Do You Think That Some Teachers Are Not Successful In Career Education Because They Do Not Agree With Concepts Of Career Education?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives		
		Much	Some	None
School District	%	%	%	%
1	68.75	12.50	6.25	12.50
2	94.12	0	5.88	0
3	28.57	7.14	21.43	42.86
4	94.12	5.88		0
5	35.71	14.29	14.29	35.71
6	63.16	5.26	15.79	15.79
7	58.82	23.53	0	17.65
8	40.00	0	0	60.00
9	43.75	0	31.25	25.00
10	81.82	0	9.09	9.09
Grade Level				
Elementary	68.89	2.22	10.00	18.89
Middle	45.83	20.83	20.83	12.50
High School	56.76	10.81	5.41	27.03
Urban/Rural				
Urban	64.06	12.50	6.25	17.18
Rural	60.91	3.44	13.79	21.83
Total Group				
Total	62.25	7.28	10.60	19.87

TABLE XXVI

Question 23:

Do You Know How To Integrate Career Education Into The Existing Curriculum?

Group Classification	Did Not Encounter Problem	Encountered Problem: How Seriously It Affected Objectives		
		Much	Some	None
School District	%	%	%	%
1	68.75	6.25	25.00	0
2	64.71	11.76	23.53	0
3	92.86	7.14	0	0
4	82.35	17.65	0	0
5	78.57	21.43	0	0
6	84.21	5.26	10.53	0
7	70.59	5.88	17.65	5.88
8	70.00	0	20.00	10.00
9	87.50	0	12.50	0
10	54.55	36.36	9.09	0
Grade Level				
Elementary	74.44	12.22	12.22	1.11
Middle	83.33	0	16.67	0
High School	75.68	5.41	16.22	2.70
Urban/Rural				
Urban	78.12	9.37	10.93	1.56
Rural	74.71	11.49	12.64	1.14
Total Group				
Total	76.16	8.61	13.91	1.32

TABLE XXVII

Question 24:

Do You Fell Confident When Teaching A Unit That Involves Career Education?
Does Lack Of Confidence Effect Your Attainment Of Career Education Objectives?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives		
		Much	Some	None
School District	%	%	%	%
1	87.50	6.25	6.25	0
2	94.12	0	5.88	0
3	92.86	7.14	0	0
4	100.00	0	0	0
5	71.43	7.14	14.29	7.14
6	63.16	0	36.84	0
7	70.59	0	29.41	0
8	90.00	0	10.00	0
9	93.75	0	6.25	0
10	54.55	27.27	18.18	0
Grade Level				
Elementary	77.78	4.44	16.67	1.11
Middle	95.83	4.17	0	0
High School	83.78	5.41	10.81	0
Urban/Rural				
Urban	87.50	3.12	9.37	0
Rural	78.16	4.59	16.09	1.14
Total Group				
Total	82.12	3.97	13.25	.66

About 22% of the teachers indicated that problems arose as a result of the time they had to participate in certain career education activities. Taking field trips was the example most frequently cited in demonstrating how time was a problem.

This problem was more prevalent in the high schools and middle schools than in the elementary schools. Thirty-eight percent of the high school teachers and 29% of the middle school teachers rated this as a problem. About 13% of the elementary teachers listed this as a problem (Table XXVIII).

About 19% of the teachers encountered problems because the resource people that they invited to speak to their classes did not have time to make appearances (Table XXIX).

The resource people that did appear were in most cases able to afford sufficient time so as to be able to address all interested students. Less than 8% of the teachers indicated that problems were encountered in attempting to provide students the opportunity of hearing guest speakers (Table XXX).

Time for individual and cooperative planning were problems encountered by the majority of teachers interviewed. Approximately one-fourth (27%) of the teachers interviewed rated time for individual planning as a major problem and an additional 43% identified it as a minor problem.

Although teachers in the middle schools were less troubles by the time available for individual planning, 25% rated it as a major problem and 21% rated it as a minor problem (Table XXXI).

Time for cooperative planning was more of a problem for elementary teachers and high school teachers than for teachers in the middle schools. Seventy-three percent of the elementary teachers, 65% of the high school teachers, and 33% of the middle school teachers indicated that finding time for teachers to plan cooperative was a problem (Table XXXII).

SCHOOL ADMINISTRATIVE PROCEDURES

Two problems were classified as relating to administrative procedures. One of these problems was the degree to which teachers were involved in the decision to implement a career education program. The other problem was related to a process whereby selected teachers attended special workshops on career education and then were responsible for assisting other teachers in the districts in the implementation of career education.

Sixty-six percent of the teachers felt that teachers has participated in the decisions concerning career education. Many of these teachers expressed the view that since their administrators allowed them to decide whether or not they had wanted to become involved in career education that they, therefore, had been involved in the decisions concerning career education.

Teachers in urban schools were more affected by this problem than

TABLE XXXI

Question 25:

Do You Think That Some Of Your Objectives In Career Education Were Not Attained Because Of Insufficient Planning Time?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives Much	Some	None
School District	%	%	%	%
1	12.50	50.00	37.50	0
2	35.29	23.53	41.18	0
3	42.86	35.71	21.43	0
4	41.18	11.76	47.06	0
5	14.29	28.57	57.14	0
6	15.79	26.32	52.63	5.26
7	41.18	23.53	35.29	0
8	40.00	40.00	20.00	0
9	12.50	25.00	56.25	6.25
10	36.36	9.09	54.55	0
Grade Level				
Elementary	24.44	26.67	48.89	0
Middle	45.83	25.00	20.83	8.33
High School	27.03	29.73	43.24	0
Urban/Rural				
Urban	34.37	29.68	35.93	0
Rural	24.13	25.28	48.27	2.29
Total Group				
Total	28.48	27.15	43.05	1.32

TABLE XXVIII

Question 26:

Do You Have Time During Class Periods To Hear Speakers, To Take Field Trips, Or To Engage In Other Career Education Activities?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives		
		Much	Some	None
School District	%	%	%	%
1	50.00	12.50	37.50	0
2	82.35	11.76	5.88	0
3	64.29	35.71	0	0
4	76.47	11.76	11.76	0
5	64.29	14.29	21.43	0
6	89.47	0	10.53	0
7	100.00	0	0	0
8	80.00	10.00	10.00	0
9	93.75	0	6.25	0
10	72.73	18.18	9.09	0
Grade Level				
Elementary	86.67	5.56	7.78	0
Middle	70.83	20.83	8.33	0
High School	62.16	16.22	21.62	0
Urban/Rural				
Urban	73.43	14.06	12.50	0
Rural	81.60	8.04	10.34	0
Total Group				
Total	78.15	10.60	11.26	0

TABLE XXIX

Question 27:

Did All Of The Resource People You Invited Have Time To Come To The School And Speak To the Students?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives Much	Some	None
School District	%	%	%	%
1	56.25	0	43.75	0
2	82.35	0	11.76	5.88
3	78.57	7.14	14.29	0
4	76.47	5.88	17.65	0
5	71.43	7.14	14.29	7.14
6	68.42	5.26	21.05	5.26
7	100.00	0	0	0
8	100.00	0	0	0
9	75.00	0	25.00	0
10	90.91	9.09	0	0
Grade Level				
Elementary	77.78	4.44	14.44	3.33
Middle	79.17	0	20.83	0
High School	81.08	2.70	16.22	0
Urban/Rural				
Urban	78.12	3.12	18.75	0
Rural	79.31	3.44	13.79	3.44
Total Group				
Total	78.81	3.31	15.89	1.99

TABLE XXX

Question 28:

Were The Resource People Able To Speak To All Interested Students?

Group Classification	Did Not Encounter Problem	Encountered Problem: How Seriously It Affected Objectives		
		Much	Some	None
School District	%	%	%	%
1	56.25	6.25	37.50	0
2	94.12	5.88	0	0
3	100.00	0	0	0
4	94.12	0	5.88	0
5	100.00	0	0	0
6	94.14	0	5.26	0
7	100.00	0	0	0
8	100.00	0	0	0
9	93.75	0	6.25	0
10	100.00	0	0	0
Grade Level				
Elementary	100.00	0	0	0
Middle	83.33	4.17	12.50	0
High School	81.08	2.70	16.22	0
Urban/Rural				
Urban	87.50	1.56	10.93	0
Rural	96.55	1.14	2.29	0
Total Group				
Total	92.72	1.32	5.96	0

TABLE XXXII

Question 29:

Do You Have Sufficent Time During Your Working Day To Do Necessary Planning For Career Education With Other Teachers?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives		
		Much	Some	None
School District	%	%	%	%
1	25.00	25.00	43.75	6.25
2	41.18	23.53	23.53	11.76
3	35.71	42.86	14.29	7.14
4	35.29	23.53	41.18	0
5	28.57	35.71	14.29	21.43
6	10.53	57.89	21.05	10.53
7	35.29	17.65	47.06	0
8	20.00	10.00	60.00	10.00
9	18.75	25.00	43.75	12.50
10	9.09	45.45	36.36	9.09
Grade Level				
Elementary	18.89	35.56	37.78	7.78
Middle	62.50	25.00	8.33	4.17
High School	21.62	24.32	40.54	13.51
Urban/Rural				
Urban	32.81	26.56	37.50	3.12
Rural	21.83	34.48	31.03	12.64
Total Group				
Total	26.49	31.13	33.77	8.61

TABLE XXXIII

Question 30:

Were The Teachers Involved In The Decision To Adopt Career Education? Was This Detrimental To The Achievement Of Career Education Objectives?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives		
		Much	Some	None
School District	%	%	%	%
1	50.00	12.50	25.00	12.50
2	88.24	0	11.76	0
3	42.86	35.71	21.43	0
4	70.59	0	17.65	11.76
5	71.43	14.29	14.29	0
6	57.89	0	36.84	5.26
7	52.94	11.76	29.41	5.88
8	70.00	0	30.00	0
9	75.00	0	25.00	0
10	81.82	9.09	9.09	0
Grade Level				
Elementary	70.00	4.44	20.00	5.56
Middle	50.00	12.50	37.50	0
High School	64.86	13.51	18.92	2.70
Urban/Rural				
Urban	54.68	14.06	23.43	7.81
Rural	73.56	3.44	21.83	1.14
Totat Group				
Total	65.56	7.95	22.52	3.97

those in rural schools. About 37% of the urban teachers indicated that teachers had not been directly involved in the decisions concerning career education; 25% of the rural teachers, rated this as a problem (Table XXXIII). In these teachers opinion, this lack of representation of teachers in the decision making processes created a problem in that the teachers were not as knowledgeable about the program as they would have been had they been involved in the decisions concerning career education. Also, a few teachers indicated that administrative decisions affected the curriculum made without teacher involvement tended to create negative attitudes within a few teachers toward curriculum change.

About 21% of the teachers interviewed indicated that they were responsible for assisting teachers in their districts with career education. The majority of these individuals felt inadequate and many indicated that they had needed additional assistance. Approximately 20% of the teachers indicated this method of introducing career education to faculty members created problems (Table XXXIV).

CLASS VARIABLES

Four of the problems identified in Phase I involved characteristics of the class. The problems related to the interests, aptitudes, and size of the class.

In general, teachers were concerned about the number of students in their classes and the effort on educational goals. Of the teachers interviewed, 68% indicated that classes should have from twenty to twenty-nine students in order to achieve career education goals. Seventeen percent felt that classes could have thirty students or more and 15% indicated that classes should have less than twenty students enrolled.

There were 15% of the teachers interviewed that indicated their classes were too large to achieve career education objectives (Table XXXV).

Some teachers expressed the belief that a class in which student's interests and aptitudes were greatly diversified would present special problems for career education. In Phase II, 9% of the teachers interviewed reported encountering major problems because of class heterogeneity in interests and aptitudes. Fourteen percent of the teachers rated this as a minor problem for them (Table XXXVI).

Most of the resource people were found to appeal to the entire class. Only 10% of the teachers reported that they had had resource people who had not interested the entire class (Table XXXVII).

Very few problems were encountered as a result of field trips which interested only a portion of the class. Less than 2% of the teachers rated this as a problem.

TABLE XXXIV

Question 31:

Were You Responsible For Getting Other Teachers Involved In Using Career Education In Their Classes? Were You Able To Do This To Your Satisfaction?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives		
		Much	Some	None
School District	%	%	%	%
1	81.25	0	12.50	6.25
2	76.47	11.76	11.76	0
3	42.86	7.14	42.86	7.14
4	94.12	0	5.88	0
5	85.71	7.14	7.14	0
6	78.95	5.26	15.79	0
7	82.35	11.76	5.88	0
8	100.00	0	0	0
9	87.50	0	12.50	0
10	54.55	18.18	27.27	0
Grade Level				
Elementary	80.00	7.78	12.22	0
Middle	75.00	4.17	16.67	4.17
High School	78.38	2.70	16.22	2.70
Urban/Rural				
Urban	76.56	4.68	15.62	3.12
Rural	80.45	6.89	12.64	0
Total Group				
Total	78.81	5.96	13.91	1.32

TABLE XXXV

Question 32:

Do You Feel That Your Class Is Too Large To Achieve The Objectives Of Career Education?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives		
		Much	Some	None
School District	%	%	%	%
1	68.75	18.75	12.50	0
2	88.24	0	11.76	0
3	78.57	0	21.43	0
4	94.12	5.88	0	0
5	85.71	7.14	7.14	0
6	84.21	10.53	5.26	0
7	94.12	5.88	0	0
8	80.00	0	10.00	10.00
9	81.25	0	12.50	6.25
10	72.73	27.27	0	0
Grade Level				
Elementary	84.44	5.56	7.78	2.22
Middle	79.17	12.50	8.33	0
High School	83.78	8.11	8.11	0
Urban/Rural				
Urban	84.37	7.81	7.81	0
Rural	82.75	6.89	8.04	2.29
Total Group				
Total	83.44	7.28	7.95	1.32

TABLE XXXVI

Question 33:

Do Your Students Differ In Interests And Aptitudes To Such An Extent That You Cannot Achieve The Objectives Of Career Education?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives		
		Much	Some	None
School District	%	%	%	%
1	81.25	0	18.75	0
2	82.35	0	17.65	0
3	78.57	7.14	14.29	0
4	70.59	17.65	11.76	0
5	71.43	14.29	14.29	0
6	52.63	10.53	31.58	5.26
7	82.35	17.65	0	0
8	70.00	10.00	20.00	0
9	93.75	0	6.25	0
10	72.73	18.18	9.09	0
Grade Level				
Elementary	77.78	13.33	8.89	0
Middle	83.33	0	16.67	0
High School	64.86	5.41	27.03	2.70
Urban/Rural				
Urban	78.12	10.93	10.93	0
Rural	73.56	8.04	17.24	1.14
Total Group				
Total	75.50	9.27	14.57	.66

TABLE XXXVII

Question 34:

Did The Resource People Get The Entire Class Involved And Interested In Their Topics?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives		
		Much	Some	None
School District	%	%	%	%
1	87.50	0	6.25	6.25
2	100.00	0	0	0
3	78.57	0	14.29	7.14
4	88.24	0	5.88	5.88
5	85.71	0	14.29	0
6	84.21	0	10.53	5.26
7	88.24	0	11.76	0
8	100.00	0	0	0
9	93.75	0	6.25	0
10	100.00	0	0	0
Grade Level				
Elementary	90.00	0	8.89	1.11
Middle	83.33	0	8.33	8.33
High School	94.59	0	2.70	2.70
Urban/Rural				
Urban	85.93	0	9.37	4.68
Rural	93.10	0	5.74	1.14
Total Group				
Total	90.07	0	7.28	2.65

TABLE XXXVIII

Question 35:

Were You Able To Find Places To Visit That Would Interest The Entire Class?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives		
		Much	Some	None
School District	%	%	%	%
1	100.00	0	0	0
2	100.00	0	0	0
3	85.71	0	14.29	0
4	100.00	0	0	0
5	100.00	0	0	0
6	100.00	0	0	0
7	88.24	0	0	11.76
8	90.00	0	10.00	0
9	100.00	0	0	0
10	100.00	0	0	0
Grade Level				
Elementary	97.78	0	0	2.22
Middle	95.83	0	4.17	0
High School	91.89	0	5.41	2.70
Urban/Rural				
Urban	93.75	0	3.12	3.12
Rural	98.85	0	1.14	0
Total Group				
Total	96.69	0	1.99	1.32

ESTABLISHED EDUCATIONAL OBJECTIVES

In Phase I, many teachers mentioned a problem concerning certain established expectations and career education. These expectations included preparing students for standarized testing, completing prescribed study of organized curriculum materials such as a textbook, and arranging instruction in those areas required for promotion to the next grade or sequential course.

Thirty-eight percent of the teachers interviewed indicated that problems were encountered when they felt obligated to attain these prescribed objectives. Fifteen percent rated it as a major problem and 23% rated it as a minor problem.

Teachers in the middle schools were affected less by the conflict between this variety of expectations and career education than were the teachers in elementary schools and high schools. Approximately 45% of the elementary schools teachers and high school teachers listed this as a problem. Twenty-one percent of the middle school teachers reported this as a problem (Table XXXIX).

OBJECTIVES AND GOALS

Apart from those curriculum activities prescribed by the administration that tended to conflict with career education, teachers described a variety of educational objectives that they personally felt were so important that these activities were engaged in for their own sake and not coordinated with career education. These competing objectives ranged from attaining reading and computational skills to acquiring performance skills in athletics, art, and music, of the teachers interviewed, 45% indicated that they had some objectives which they felt were more important than their objectives in career education and that these objectives could not be thought of as being subservient to career education. Twenty percent of the teachers cited this as a major problem for career education. Twenty-five percent saw it as a minor problem (Table XXXX).

FACULTY INVOLVEMENT

In Phase I, teachers expressed the opinion that career education needed the participation and cooperation of the entire faculty. Teachers were concerned about the problems brought about (1) by teachers with negative attitudes towards change and career education, (2) by a lack of cooperation and sharing among faculty members, and (3) by a lack of continuity from year to year and from class to class.

In the follow-up interviews very few teachers considered that the negative attitudes of a few teachers toward change or career education would affect adversly their own accomplishments in career education. Only 1% of the teachers reported that it had a major effect on their teaching and 4% indicated that it had presented a minor problem for them (Table XXXXI).

TABLE XXXIX

Question 36:

Could You Achieve The Objectives Of Career Education And Also Complete Other Required Education Objectives, Such As; Test Performance, Promotion And Finishing The Textbook?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives		
		Much	Some	None
School District	%	%	%	%
1	50.00	12.50	37.50	0
2	64.71	11.76	23.53	0
3	42.86	14.29	35.71	7.14
4	70.59	23.53	5.88	0
5	64.29	14.29	21.43	0
6	68.42	5.26	26.32	0
7	64.71	23.53	11.76	0
8	40.00	20.00	40.00	0
9	75.00	6.25	18.75	0
10	54.55	27.27	18.18	0
Grade Level				
Elementary	57.78	18.89	23.33	0
Middle	79.17	12.50	8.33	0
High School	56.76	8.11	32.43	2.70
Urban/Rural				
Urban	57.81	18.75	21.87	1.56
Rural	63.21	12.64	24.13	0
Total Group				
Total	60.93	15.23	23.18	.66

TABLE XXXXI

Question 38:

Are You Able To Complete The Objectives Of Career Education Though Some Faculty Members Have Negative Attitudes Concerning Career Education?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives		
		Much	Some	None
School District	%	%	%	%
1	100.00	0	0	0
2	100.00	0	0	0
3	100.00	0	0	0
4	88.24	0	5.88	5.88
5	92.86	0	7.14	0
6	94.74	5.26	0	0
7	88.24	0	5.88	5.88
8	100.00	0	0	0
9	87.50	6.25	6.25	0
10	81.82	0	18.18	0
Grade Level				
Elementary	90.00	2.22	5.56	2.22
Middle	95.83	0	4.17	0
Secondary	100.00	0	0	0
Urban/Rural				
Urban	93.75	0	3.12	3.12
Rural	93.10	2.29	4.59	0
Total Group				
Total	93.38	1.32	3.97	1.32

Fifty-three percent of the teachers had encountered problems brought about by a lack of cooperation and sharing among teachers. It was suggested by these teachers that more could have been accomplished if the entire faculty would participate cooperatively in career education. Teachers in urban schools encountered the problem more frequently than those in rural schools. Sixty percent of the teachers in the urban areas and 49% of the teachers in the rural areas rated this as a problem (Table XXXXII).

A majority of the teachers encountered or anticpated problems due to a lack of continuity in career education in their schools or districts. Publication of resource speakers or field trips for students as well as failure to adequate cover the content were given as the bases of these problems.

In most instances, the problem was rated as minor rather than major; 52% rated it as a major problem and 97% rated it as a minor problem.

Teachers in middle schools reported this as a problem more frequently than teachers in elementary schools. Teachers in high schools encountered the problem less frequently than either the middle schools teachers or elementary teachers. Seventy-one percent of the middle school teachers, 61% of the elementary school teachers, and 57% of the high school teachers listed a problem brought about the lack of continuity in career education in their schools or school districts.

TEACHERS' RECOMMENDATIONS CONCERNING PROBLEMS

The teachers had few recommendations concerning solutions to the problems that they had encountered in implementing career education. Since their main problems involved planning time and knowledge of specific activities for their students, their recommendations were generally related to these areas.

Many teachers were concerned with an approach to the problem of insufficient planning time that would merely add time on to the beginning or ending of the school day. Even less inviting were solutions whereby the teachers needed to do their planning after the school day at home. Several teachers expressed the belief that time for planning could be arranged during the school day but that it would necessitate a cooperative study by administrators and teachers.

An important consideration regarding the planning time would be that the purpose of the planning period would be understood by the entire faculty. Administrators would be expected to oversee the arrangements so that there would be no abuse, by teachers or administrators, of the opportunity to plan individually and cooperatively during the school day.

Teachers, who were concerned about the type of activities that would be appropriate in career education, frequently recommended that outside consultants spend some time in classrooms with teachers. Although workshops and seminars were valuable, teachers felt a need for the personal attention of a specialists. The teachers wanted to view explicit demonstrations of activities being advocated by authorities with their students in their classrooms.

Very little support was expressed by teachers for the practice of having one or two teachers in a school serve as the primary consultant. During the implementation of career education, it appears that there are too few teachers that feel capable, have sufficient time, and are accepted by the entire faculty in the role of a consultant to successfully serve as an authority in career education for the faculty.

TABLE XXXXII

Question 39:

Do You Feel That You Are Able To Complete The Objectives Of Career Education Without The Cooperation And Sharing Of Other Faculty Members?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives		
		Much	Some	None
School District	%	%	%	%
1	25.00	18.75	56.25	0
2	58.82	11.76	29.41	0
3	7.14	7.14	57.14	28.57
4	76.47		23.53	0
5	71.43	14.29	7.14	7.14
6	63.16	10.53	26.32	0
7	23.53	23.53	52.94	0
8	30.00	10.00	60.00	0
9	18.75	25.00	56.25	0
10	63.64	27.27	9.09	0
Grade Level				
Elementary	43.33	17.78	36.67	2.22
Middle	50.00	12.50	25.00	12.50
Secondary	43.24	8.11	48.65	0
Urban/Rural				
Urban	34.37	12.50	46.87	6.25
Rural	51.72	16.09	31.03	1.14
Total Group				
Total	44.37	14.57	37.75	3.31

TABLE XXXXIII

Question 40:

Is There A Problem Encountered In Arranging For the Continuity Of Career Education From Class To Class And Year To Year?

Group Classification	Did Not Encounter Problem	Encountered Problem How Seriously It Affected Objectives		
		Much	Some	None
School District	%	%	%	%
1	18.75	0	81.75	0
2	64.71	5.88	29.41	0
3	21.43	0	71.43	7.14
4	82.35	0	17.65	0
5	35.71	35.71	21.43	7.14
6	31.58	31.58	36.84	0
7	11.76	5.88	76.47	5.88
8	40.00	0	60.00	0
9	12.50	0	87.50	0
10	45.45	9.09	45.45	0
Grade Level				
Elementary	36.67	13.33	47.78	2.22
Middle	25.00	4.17	66.67	4.17
Secondary	43.24	2.70	54.05	0
Urban/Rural				
Urban	34.37	1.56	60.93	3.12
Rural	37.93	14.94	45.97	1.14
Total Group				
Total	36.42	9.27	52.32	1.99

TABLE XXXX

Question 37:

Do You Feel That The Objectives Of Career Education Could Not Be Fully Attained Because Of The Need To Complete More Important Objectives?

Group Classification	Did Not Encounter Problem	Encountered Problem: How Seriously It Affected Objectives		
		Much	Some	None
School District	%	%	%	%
1	56.25	12.50	31.25	0
2	70.59	17.65	11.76	0
3	57.14	14.29	28.57	0
4	58.82	29.41	11.76	0
5	50.00	21.43	28.57	0
6	57.89	15.79	26.32	0
7	58.82	11.76	29.41	0
8	40.00	20.00	40.00	0
9	56.25	25.00	18.75	0
10	36.36	36.36	27.27	0
Grade Level				
Elementary	52.22	23.33	24.44	0
Middle	66.67	16.67	16.67	0
High School	56.76	13.51	29.73	0
Urban/Rural				
Urban	57.81	17.18	25.00	0
Rural	54.02	21.83	24.00	0
Total Group				
Total	55.63	19.87	24.50	0

Summary

In the first-round of interviews of 153 classroom teachers involved in career education, forty problems were identified. A problem was defined as a barrier preventing achievement of one or more of the teacher's objectives in career education.

The forty problems were grouped and classified into a scheme containing twelve broad categories. These twelve categories represented factors identified as barriers to career education. The categories were: community resources, financial resources, school resources, career education materials, student variables, teacher variables, time school administrative procedures, class variables, established educational practices, objectives and goals, and faculty involvement.

In Phase II, 151 of the original sample of 153 were interviewed near the end of the school-year. They responded to questions concerning their (1) encounters with the forty problems identified in Phase I, (2) encounters with problems not identified in Phase I, and (3) suggestions for solving existing problems.

COMMUNITY RESOURCES

Obtaining resource people and locating places to visit created more problems for teachers in rural schools than in urban schools. Thirty percent of the rural teachers and 127 of the urban teachers reported problems in obtaining resource people. Thirty-nine percent of the rural teachers and 9% of the urban teachers had problems in locating desirable sites for field trips.

FINANCIAL RESOURCES

Fifty-two percent of the rural teachers and thirty-three percent of the urban teachers listed insufficient funds for projects and materials as a problem. There were 53% of the rural teachers and 17% of the urban teachers reporting problems due to insufficient funds for transporting students on field trips.

CAREER EDUCATION MATERIALS

The lack of career education materials for students and teachers was encountered more frequently by elementary and high school teachers than by middle school teachers. Fifty-five percent of the elementary teachers and forty percent of the high school teachers had problems in obtaining career education materials for students. Twelve percent of the middle school teachers listed this as a problem. Fifty-seven percent of the elementary teachers, 35% of the high school teachers, and 17% of the middle school teachers had problems obtaining career education materials designed for the teacher.

STUDENT VARIABLES

About 48% of the teachers were unable or unwilling to evaluate student achievement in career education. Twenty-two percent thought the lack of evaluation was a problem while 29% indicated that evaluation in career education was not necessary or desireable.

TEACHER VARIABLES

About 60% of the teachers felt that some teachers resisted changes in the curriculum. Of this 60% only about one-half of them considered this to be a problem for career education.

TIME

The most frequently reported problem involved time; time for the teacher to plan individually and cooperatively with other teachers. Approximately 70% of the teachers reported this to be a problem. Teachers in the middle schools encountered it less frequently (individual time - 46%; group time - 43%) than high school teachers (individual time - 73%; group time - 65%); or elementary school teacher (individual time - 76% group time - 73%).

Also time to take field trips was a problem especially for the high school students with 39% of the teacher rating it a problem, and for middle school students, with 29% of the teachers rating it as a problem.

SCHOOL ADMINISTRATIVE PROCEDURES

Forty percent of the middle school teachers, 32% of the high school teachers and 24% of the elementary school teachers said that lack of teacher participation in decision regarding the implementing of career education created problems.

ESTABLISHED EDUCATIONAL PRACTICES

Forty-eight percent of the teachers reported that problems were encountered as they attempted to implement career education and at the same time be held responsible for such activities as; covering material in the adopted textbook, preparing students to take standarized tests, and presenting material required for promotion.

Forty-two percent of the elementary school teachers, 41% of the high school teachers, and 21% of the middle school teachers rated this as a problem.

OBJECTIVES AND GOALS

Fifty-four percent of the teachers felt that some objectives were so important that they could not realistically be included within career education but must be achieved on their own. This need to achieve these

objectives apart from career education presented a problem in achieving their objectives in career education.

FACULTY INVOLVEMENT

Lack of cooperation and sharing in career education activities were bases for problems as reported by 51% of the teachers. Sixty-one percent felt that the lack of continuity within schools and school districts. Created problems.

TEACHER'S RECOMMENDATIONS

Recommendations by teachers generally involved planning time and assistance in understanding career education. Recommendations were made that planning periods during the school day for individual and cooperative planning be provided and honored by teachers and administrators. Recommendations were made that outside consultants spend some time individually with the teachers in their classrooms with their students for the purpose of explaining and demonstrating career education.

NEW PROBLEMS IDENTIFIED IN PHASE II

The teachers indicated that problems identified in Phase I covered any problem that they had encountered; i.e., no new problems were identified in Phase II.

CHAPTER III
Conclusions and Recommendations

Conclusions regarding the problems encountered by classroom teachers in the implementation of career education were drawn by the interviewers. The conclusions, in the opinions of the interviewers, represented the logical interpretation and extension of the data gathered in the interviews.

Recommendations were made by the interviewers concerning areas and problems for additional study.

Conclusions

The conclusions are arranged according to the twelve broad categories of problems identified in Phase I.

COMMUNITY RESOURCES

In rural areas, teachers encounter problems in finding local citizens to address their classes concerning careers. This is due, in part, to an insufficient variety of occupations from which to draw speakers; many occupations are not represented. Teachers are also concerned as to how often any one individual might be pursuaded to appear before classes. In rural areas, there may be only one individual capable of presenting a specific occupation to a group of students.

Teachers in rural areas often have difficulty in finding suitable locations to visit on field trips. With a minimum of businesses and industries within traveling distances, teachers have problems in finding a variety of occupations for field trips. The problem is compounded by inadequate funds for transportation and/or school schedules that limit the time students have for field trips.

In general, the resource people that are selected are capable and attract the attention and interest of the students. Also, field trips are of great interest to the students.

FINANCIAL RESOURCES

Teachers encounter problems in finding sufficient funds to supply special materials for career education. Revamping an existing curriculum requires additional expenditures. These expenditures are likely to decrease after an initial period during which non-consumable materials can be obtained. Even with this decrease it is likely that career education will need additional funds because of some of the activities involved in the curriculum.

Financing transportation for field trips is especially a problem in rural areas. The need for more and longer trips for schools in rural

areas places a great demand on the financial resources.

SCHOOL RESOURCES

Space is available in most schools for the majority of the activities involved in career education.

CAREER EDUCATION MATERIALS

Contrary to the reports from some studies, middle school teachers reported a minimum of problems involving career education materials. Teachers in elementary schools and high school encountered problems frequently in obtaining adequate career education materials.

Problems in obtaining career education materials may be caused by a lack of desirable materials. Materials for various ability groups or materials containing enough factual information about occupations may not be available.

In some instances, the materials are not available because the teacher has not had time to develop them. In these cases, teachers are of the opinion that career education materials must be developed by the teacher in order to adequately fit the needs of their students.

The problems in obtaining career education materials also involves the trouble of locating and acquiring the materials. In some cases, teachers feel that the materials are worth the trouble involved in obtaining them.

STUDENT VARIABLES

Most students are able to achieve career education objectives and they are interested in the activities that are career oriented.

Teachers do not evaluate student's progress in career education directly. Some indirect evaluation occurs, e.g., a student will make a report on a specific occupation and this will count towards the student's grade in English. The majority of teachers are not concerned with evaluating objectives relating to attitudes toward occupations, or occupation selection.

TEACHER VARIABLES

Many teachers are reluctant to become totally involved in curriculum change. They are wary of change in that it might just be a "fad". Teachers are looking for evidence that the change will provide better education for the students.

"Career education" is a vague concept for most teachers. There does not appear to them to be a precise definition for "career education."

Teachers have problems identifying specific behavioral objectives in career education. This has resulted in a felt need for consultants. Teachers are interested in individual attention from consultants in their own classrooms; a desire to view demonstrations in career education with their students and in their classrooms.

It is questionable whether or not seminars workshops, and/or "in-house" consultants (trained faculty members) can satisfy this need for individualized attention. Seminars and workshops do not include this personalized, live-action type of activity and there are too few faculty members that feel capable, have sufficient time, and are accepted by the faculty as consultants.

TIME

In elementary schools, where the teacher has one group of students all day, scheduling speakers and field trips are infrequent problems. In middle schools and high schools, where the students change teachers several times during the day, scheduling speakers and especially scheduling field trips create problems.

Teachers need time for planning especially in career education. Time for planning field trips and contacting resource people create problems not ordinarily encountered in a traditional education program.

The nature of career education calls for more individual and cooperative planning. This need for planning time is not merely the effect of a new program. Certainly some of the demand for planning time is because the teachers need time to prepare for change. But in addition to this, the type of activities involved in career education and the need to keep materials current and relevant will involve more time for planning.

SCHOOL ADMINISTRATIVE PROCEDURES

Teachers differ in their views regarding the decision-making processes in curriculum change. At the one extreme are the opinions that administrators are responsible for making decisions about the curriculum and relaying these decisions on to the teachers for implementation. The other extreme is the opinion that decisions about curriculum should be a cooperative activity between teachers and administrators.

The two most common practices regarding the administration's role in implemening career education are: (1) to allow each teacher to decide whether or not he would like to become involved in career education, and (2) to persuade selected teachers to implement career education in their classrooms.

CLASS VARIABLES

No major problems were encountered that involved characteristics of the classes. Career education was appropriate for the abilities and interests of the students who were members of the classes.

ESTABLISHED EDUCATIONAL PRACTICES

Teachers, especially those in the elementary schools and high schools, feel an obligation to engage in some practices because "it is expected" of them. Teachers believe that administrators expect them to cover the material in the textbook, to have their students perform well on standardized tests, and to prepare their students for promotion to the next grade or sequential subject.

It is not certain whether or not administrators have these expectations. It is possible that some of these feelings by teachers are brought about because these activities are more concrete and specific compared to the less well defined and nebulous curriculum associated with career education. Both administrators and teachers could be attracted by activities that appear definite.

Regardless of the bases for these feelings concerning involvement in such activities, teachers do encounter problems when they attempt to implement career education and at the same time continue to fulfill these other obligations.

OBJECTIVES AND GOALS

Each teacher has a specific set of objectives and goals that to him represents the essence of quality education. These may include such objectives and goals as to learn to read, to learn computational skills, to appreciate music, or to be physically agile. For many teachers it is difficult to think in terms whereby these objectives and goals are subservient to broader objectives and goals. To a social studies teacher, history is important and interesting on its own; to an art teacher, art is interesting and important on its own.

Problems are encountered when teachers view career education as a curriculum bent on eliminating some objectives and goals that they feel are necessary for quality education. In addition, problems are encountered when teachers feel that they must justify these courses or some of these objectives on the criteria of career awareness, exploration, or preparation.

FACULTY INVOLVEMENT

Teachers believe for a school to have a successful career education program the faculty as a whole must be involved. Teachers must share ideas and materials. Thus, each teacher will have a better career education curriculum because of the broader input into its design and the continuity of the program from year to year will be sounder.

VARIATION BETWEEN DISTRICTS

In a regional model of this type where each district's participation is voluntary, extreme variations are likely to occur between districts in terms of the types of problems encountered and the degree to which they affect the achievement of objectives. It should be noted also that reasons for these variations will be extremely difficult to detect since there are so many uncontrolled variables in the voluntary type of involvement.

RECOMMENDATIONS

The recommendations made by the interviewers were formulated by an analysis and synthesis of the conclusions. Several of the conclusions appeared to be interrelated. Some of the recommendations were based on this interrelatedness. Other recommendations were based on individual conclusions.

RESOURCE SPEAKERS

It appears that it would be worthwhile for schools to study means for overcoming problems involved in obtaining resource speakers, especially in rural areas. Teachers indicated that this phase of career education had been successful; resource speakers were capable and students were very interested in their presentations.

In studying the problem of obtaining a sufficient variety of speakers, some attention must be given to the effect of the personal contact between students and resource speaker. Many ways may be found to bring the information to the students if their personal contact with the speaker is not essential. Therefor, it is recommended that the initial phase of a study designed to eliminate this problem would be to investigate the effect of personal contact with students by resource speakers on the student's interest and achievement.

FIELD TRIPS

Students were very interested in field trips. Problems encountered in taking field trips included school schedules and transportation. If it were primarily the content that interested the students and not the act of visiting sites away from school, then many solutions would be available. It is recommended that a study be made of the relationship between the site were teaching and learning takes place at school or away from school and the interest and achievement of students.

STUDENT EVALUATION IN CAREER EDUCATION

Few teachers were evaluating students' progress toward any objectives other than the traditional subject matter objectives. In general, the teachers were unconcerned about student evaluation in other areas or felt that such evaluation was undesirable. Although there are different opinions regarding evaluation practices in general, it does seem appropriate to make some deliberate decisions regarding the function of evaluation in career education. It is, therefore, recommended that a

regional effort be organized to study the function of student evaluation in career education.

CAREER EDUCATION: CONCEPT AND MATERIALS

Conclusions regarding teachers' concept of career education and career education materials appeared interrelated. If the following sequence existed, it would appear that several problems encountered by the teachers would be minimized:

- Teachers' clear concept of career education establishing some specific behavioral objectives.
- Informing teachers concerning career education materials that are available.
- Finding available funds to purchase needed and appropriate materials.
- Granting teachers time to study and develop materials.
- Feedback from teachers concerning what type of materials are needed; i.e., materials not presently in supply by commercial agencies and those unable to be produced by teachers.
- Providing a service for obtaining materials that is simple and efficient.

Informing teachers about materials available without a clear concept of the nature or purposes of career education is meaningless. Teachers need to evaluate materials in light of what they are attempting to accomplish. Then if the teacher knows what materials are available commercially and what materials they can produce themselves, they can determine what materials are lacking.

Although this process would provide a reliable basis for inventorying and evaluating the adequacy of the supply of career education materials, it would not assure utilization of these materials by teachers. For many reasons, teachers do not always avail themselves of opportunities to obtain existing materials. Some of the reasons are: inadequate publicizing of materials, time it takes to order materials, time involved in obtaining delivery, the uncertainty of having materials at the time needed, trouble involved in planning ahead, and the questionable worth of the material based on the time and effort involved in obtaining it. It is obvious that having adequate materials available is desireable only to the extent that they are used.

It is recommended that a study be made to develop an integrated and orderly process for the utilization of career education materials that stresses using behavioral objectives as the basis for material selection, utilizing a combination of commercially prepared and teacher prepared materials, involving teacher feedback on needs, and creating an effective system of ordering and obtaining materials.

ADMINISTRATIVE PRACTICES, PLANNING TIME, AND COOPERATIVE ACTION

There is evidence to suggest that a school district will encounter

more problems by implementing career education on a voluntary basis. Such action often creates the impression with teachers that the administrators are not "sold" on the program.

The "voluntary method" often neglects to attend to many important considerations needed for successful implemention . In career education this appears to be especially true. Consideration, at the administrative level and hopefully involving teachers, of the following matters appear crucial in career education: Should the district change to career education?, How will the change affect present school district requirements of students?, How can the district provide adequate time for teachers to plan individually and cooperatively?, What methods will promote the sharing of materials and ideas between teachers?, and What steps must be taken to insure that career education will be continuous and sequential?

It is recommended that the implications made concerning administrative practices and factors relating to implementing career education, providing planning time, and cooperative action be studied by a regional group.

PRIORITIES OF OBJECTIVES

Perhaps no other finding was as puzzling as the finding concerning teachers' responses about conflicts between some of their objectives and the objectives of career education. In essence, the finding that many teachers felt that it was vitally important for students to achieve certain objectives and these objectives were not included in career education.

Since the existence of a situation of this nature could have definite affect on the success of career education, it is recommended that a verification study be made: a survey designed to find the opinions that teachers in Region III have concerning the existence of priority-objectives not included in career education.

CAREER EDUCATION MATERIALS

Authorities in career education generally agree that it has been a problem for teachers in middle schools to obtain career education materials. Findings from this study indicated less concern about this problem for middle school teachers than for elementary teachers or high school teachers. It is recommended that a special study be conducted in order to find reasons for this unexpected finding.

DEVELOPING TEACHER COMPETENCIES

There are questions concerning the precise manner for developing the competencies of teachers, who are presently certified and teaching, that are needed in career education. Seminars and workshops for developing these competencies are not sufficient. Nor does it appear that faculty members serving as consultants is sufficient especially if such members

are not adequately trained, grated the time during the school day to serve the faculty, of suitable temperament and personality, and acceptable in that role to the faculty. Since staffing schools with competent teachers is crucial in career education, it is recommended that a study be made concerning appropriate programs and practices for the development of teacher competencies for practicing teachers.

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APPENDIX A

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Full Text Provided by ERIC

WESTERN KENTUCKY UNIVERSITY

BOWLING GREEN KENTUCKY

Office of Educational Research

The Office of Educational Research at Western Kentucky University is conducting a research project. The purpose of this project is to identify, classify, and analyze the problems encountered by classroom teachers who are implementing the career education materials in their classrooms.

There are many definitions of the word "problem." What we mean is that a "problem situation exists when there is a difference between the way things are and the way someone would like them to be."

The classroom teacher is the one upon the success or failure of curriculum change depends. Therefore, the success of the Kentucky Regional Career Education Project depends upon the classroom teachers involved in the project successfully solving the problems encountered. Since you were identified as a teacher using career education in your classroom both first and second semesters, we would appreciate your participating in this research project.

If you agree to participate, you are requested to cooperate in collection of data by doing the following: (1) keep an informal record of problems encountered that are related to the implementation of the career education project, and (2) participate in two interviews conducted by a member of the research project staff.

The informal record of problems will remain with you. The only purpose of the record is to assist you during the interviews in recalling problems you encountered during the implementation of career education in your classroom.

The interviews will be conducted by a staff member. An interview will be conducted at the end of each semester, which will last approximately thirty minutes and will be held at a convenient location and time in your school district.

After the second interview, a report will be submitted to the project director of the Kentucky Regional Education Project and the Bureau of Vocational Education. The report will present only data and analyses - no individual will be identified.

WESTERN KENTUCKY UNIVERSITY

BOWLING GREEN KENTUCKY

Office of Educational Research

December 7, 1973

Dear

I enjoyed my recent visit to your school system, where I had the opportunity to meet the administrative staff and talk with many of the people involved in career education. We appreciated your willingness to participate in our research project.

We will contact you in January through the district project director to make an appointment for the first interview. During the interview the research project staff will be interested in discussing the experiences you are having with the implementation of career education in your classroom.

If you have any further questions regarding the project, please contact me at 745-3441.

Sincerely yours,

Gene Harryman,
Dorothy DeMars

MEH/sc

ERIC

APPENDIX B

Interview Guides Career Education
(Office of Educational Research, W.K.U.)

1. Have you been able in all cases to obtain the resource people that you need to explain various types of careers to your students

2. Have you been able in all cases to obtain the resource people that are capable in presenting the careers to your students?

3. Do you know where to locate available resource people to speak to your class?

4. Were you able to schedule all resource people at mutually agreeable times?

5. Were the resource people there primarily to explain their careers rather than use the opportunity to exploit the school or students?

6. Do you know what places are available for the class to visit?

7. Is there a sufficient number of different places to visit in your community or within traveling distance from your school?

8. Are you able to schedule visits to places at convenient and opportune times?

9. Did you have a sufficient amount of funds to purchase materials or sponsor activities?

10. Did you have sufficient funds for transportation to take field trips?

11. Did you have sufficient classroom space in which to conduct career education activities?

12. Are there appropriate career education materials available for the students?

13. Did you have the necessary organized career education materials to help you in planning and teaching units: for example, curriculum guides and textbooks?

14. Do your students have the basic skills needed to achieve the objectives of career education?

15. Did you find your students interested in achieving the objectives of career education?

16. Were your students interested in the presentations made by the resource people?

17. Were your students interested in the places that you visited?

18. Did your students exhibit acceptable behavior during the field trips?

19. Did your students exhibit acceptable behavior during the visits by the resource people?

20. Were you able to evaluate the student's achievement in career education?

21. Do you think that some teachers are not successful in career education because they don't want to change?

Do you think that some teachers are not successful in career education because they do not agree with the concepts of career education?

23. Do you know how to integrate career education into the existing curriculum?

A.24. Do you feel confident when teaching a unit that involves career education?

B.24. Does lack of confidence effect your attainment of career education objectives

25. Do you think that some of your objectives in career education were not attained because of insufficient planning time?

26. Do you have time during class periods to hear speakers, to take field trips, or to engage in other career education activities?

27. Did all of the resource people you invited have time to come to the school and speak to the students?

28. Were the resource people able to speak to all interested students?

29. Do you have sufficient time during your working day to do necessary planning for career education with other teachers?

A.30. Were the teachers involved in the decision to adopt career education?

B.30. Was this detrimental to the achievement of career education objectives?

A.31. Were you responsible for getting other teachers involved in using career education in their classes?

B.31. Were you able to do this to your satisfaction?

32. Do you feel that your class is too large to achieve the objectives of career education?

33. Do your students differ in interests and aptitudes to such an extent that you cannot achieve the objectives of career education?

34. Did the resource people get the entire class involved and interested in their topics?

35. Were you able to find places to visit that would interest the entire class?

36. Could you achieve the objectives of career education and also complete other required educational objectives, such as; test performance, promotion and finishing the textbook?

37. Do you feel that the objectives of career education could not be fully attained because of the need to complete more important objectives?

38. Are you able to complete the objectives of career education even though some faculty members have negative attitudes concerning career education?

39. Do you feel that you are able to complete the objectives of career education without the cooperation and sharing of other faculty members?

40. Is there a problem encountered in arranging for the continuity of career education from class to class and year to year?

Name_____ Grade_____

Subject_____

				Very	Some	Little	Comments
				Seriousness To Success			
1.	Yes	No	No. lacking___ No. used___	3	2	1	
2.	Yes	No	No. incapable___ No. capable___	3	2	1	
3.	Yes	No	Some idea___ No idea___	3	2	1	
4.	Yes	No	No. Not scheduled___ No. Scheduled___	3	2	1	
5.	Yes	No	No. exploited___ No. didn't___	3	2	1	
6.	Yes	No	Some idea___ No idea___	3	2	1	
7.	Yes	No	Very few___ Not quite enough___	3	2	1	
8.	Yes	No	Usually___ Sometimes___	3	2	1	
9.	Yes	No	Very limited___ Limited___	3	2	1	
10.	Yes	No	Very limited___ Limited___	3	2	1	
11.	Yes	No	Very limited___ Limited___	3	2	1	
12.	Yes	No	Very limited___ Limited___	3	2	1	
13.	Yes	No	Very limited___ Limited___	3	2	1	
14.	Yes	No	Few(-1/4)___ Many(+1/4)___	3	2	1	
15.	Yes	No	Few(-1/4)___ Many(+1/4)___	3	2	1	
16.	Yes	No	Few(-1/4)___ Many(+1/4)___	3	2	1	
17.	Yes	No	Few(-1/4)___ Many(+1/4)___	3	2	1	
18.	Yes	No	Few(-1/4)___ Many(+1/4)___	3	2	1	
19.	Yes	No	Few(-1/4)___ Many(+1/4)___	3	2	1	
20.	Yes	No	Can not___ Poor___	3	2	1	
21.	No	Yes	Majority___ Minority___	3	2	1	
22.	No	Yes	Majority___ Minority___	3	2	1	

	Very	Some	Little	Comments
	Seriousness To Success			
23. Yes No No___ Somewhat___	3	2	1	
24. (A) Yes No 24, (B) No Yes	3	2	1	
25. No Yes Few___ Many___	3	2	1	
26. Yes No Very Limiting___ Somewhat___	3	2	1	
27. Yes No Less 1/4___ More 1/4___	3	2	1	
28. Yes No Less 1/4___ More 1/4___	3	2	1	
29. Yes No Some___ None___	3	2	1	
30. (A) Yes No 30. (B) No Yes	3	2	1	
31. (A) No Yes 31. (B) Yes No	3	2	1	
32. No (no.__) yes maximum no.___	3	2	1	
33. No Yes	3	2	1	
34. Yes No Less 1/4___ More 1/4___	3	2	1	
35. Yes No Less 1/4___ More 1/4___	3	2	1	
36. Yes No	3	2	1	
37. No Yes	3	2	1	
38. Yes No	3	2	1	
39. ~~Yes~~ No	3	2	1	
40. No Yes	3	2	1	

ACCESSION NUMBER: VT100738

PUBLICATION DATE: AUG73

TITLE: COPES (COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS EVALUATION SYSTEM) GUIDE. SUBSYSTEM: DISADVANTAGED.

DESCRIPTOR: *DISADVANTAGED YOUTH; VOCATIONAL EDUCATION; PROGRAM EVALUATION; EDUCATIONAL PROGRAMS; *COMMUNITY COLLEGES; *EDUCATIONAL ASSESSMENT; EVALUATION TECHNIQUES; *MEASUREMENT INSTRUMENTS

IDENTIFIER: CALIFORNIA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 615

ABSTRACT: A SPECIALIZED PART OF THE COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS EVALUATION SYSTEM (COPES), THIS SUBSYSTEM GUIDE PROVIDES PROCEDURES AND INSTRUMENTS TO STUDY ASPECTS OF OCCUPATIONAL EDUCATION RELATED TO THE DISADVANTAGED STUDENT WHO ATTENDS A CALIFORNIA COMMUNITY COLLEGE. THE TERM "DISADVANTAGED" IS INTENDED TO APPLY TO THOSE PERSONS WHO HAVE ACADEMIC, SOCIOECONOMIC, CULTURAL, OR OTHER SIMILAR HANDICAPS THAT PREVENT THEM FROM SUCCEEDING IN OCCUPATIONAL PROGRAMS DESIGNED FOR STUDENTS WITHOUT SUCH HANDICAPS AND WHO FOR THAT REASON REQUIRE SPECIALLY DESIGNED EDUCATIONAL PROGRAMS OR RELATED SERVICES. IT DOES NOT INCLUDE PHYSICALLY OR MENTALLY HANDICAPPED PERSONS. (MF)

INSTITUTION NAME: CALIFORNIA COMMUNITY COLLEGES, SACRAMENTO. OFFICE OF THE CHANCELLOR.

SPONSORING AGENCY NAME: BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.

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GUIDE

SUBSYSTEM: DISADVANTAGED

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COMMUNITY COLLEGE
OCCUPATIONAL PROGRAMS
EVALUATION SYSTEM

GUIDE

SUBSYSTEM: DISADVANTAGED

sponsorship:
CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
Sacramento, California

management:
FOOTHILL COMMUNITY COLLEGE DISTRICT
Los Altos Hills, California

design, coordination:
GEORGE EBEY ASSOCIATES
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COMMUNITY COLLEGE PROFESSIONALS;
BUSINESS, INDUSTRY AND PUBLIC
REPRESENTATIVES

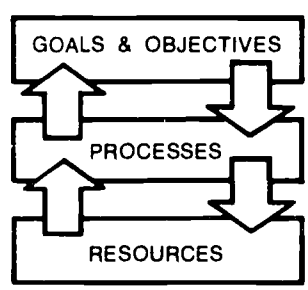

Foreword

The Chancellor's Office of the California Community Colleges was happy to be in a position in 1971 to undertake the sponsorship of COPES, which has resulted--among other accomplishments--in the development of a subsystem and the drafting of a guide for evaluation of Community College programs and services for the disadvantaged.

We are appreciative of the countless hours devoted to this important task by the many college and community representatives throughout the state who have been involved.

It is our sincere hope that their efforts will be rewarded by future achievement of educational improvements through application of the subsystem and use of this guide.

We invite suggestions for subsystem and guide refinements so that maximum benefit may be derived by California Community College students...and so that the disadvantaged of today may be assisted to be among the advantaged of tomorrow.

Sidney W. Brossman, Chancellor
California Community Colleges

COPES COOPERATIVE LEADERSHIP MODEL FOR IMPROVING OCCUPATIONAL EDUCATION

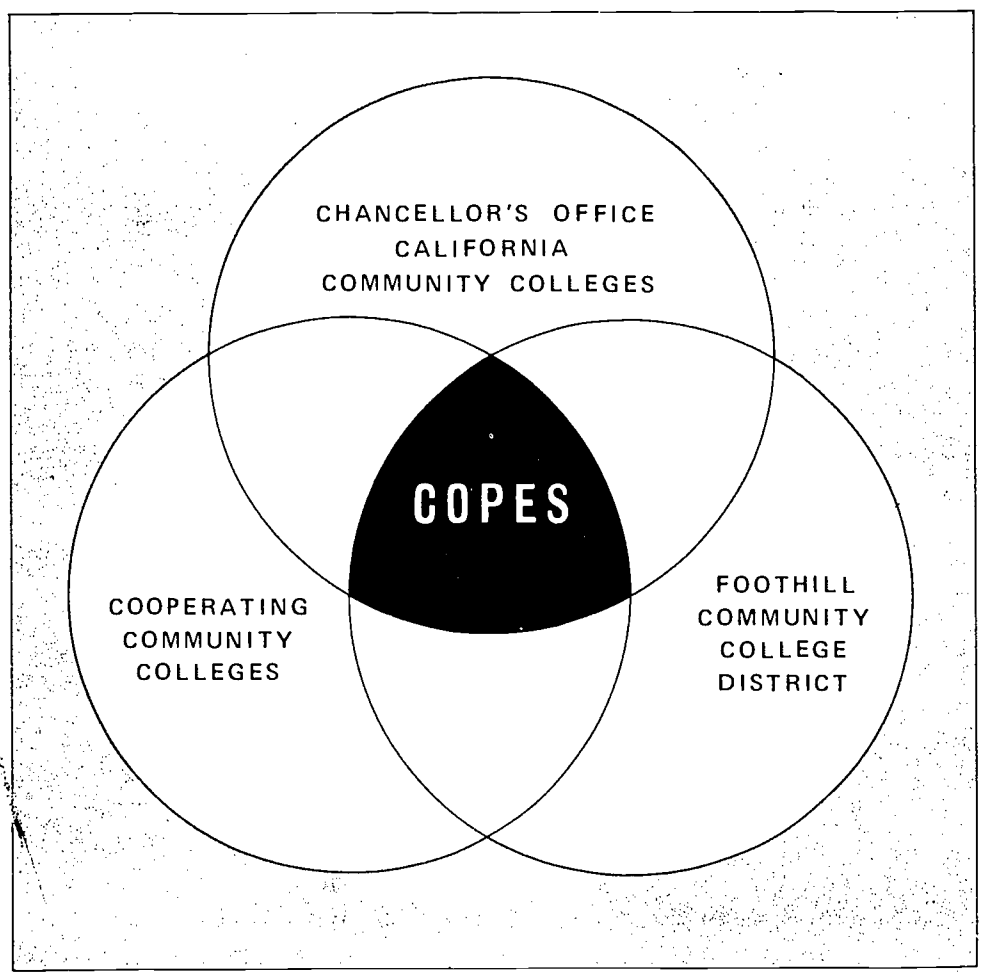

Introduction

Ready for application and further refinement, the COPES subsystem for evaluating programs and services for the disadvantaged represents a cooperative effort between local community colleges in California and the Chancellor's Office.

Teachers, counselors, administrators, students, advisory committee members and other community representatives were involved, both in the developmental and field-testing phases of the project. Most active were the members of the COPES subsystem committee who participated in the testing and/or suggested modifications in procedures and instruments. Under the chairmanship of Arthur N. Cherdack, coordinator of institutional research and development, East Los Angeles College, they included: Edward Alfaro, assistant dean, continuing education, Rancho Santiago Community College District; Rena T. Chilcott, consultant on design and evaluation of programs for the disadvantaged; Clarence W. Mangham, dean of instruction, Contra Costa College; Donald E. Richardson, specialist in extended opportunity programs, Chancellor's Office, California Community Colleges; John Rivers, associate dean of student personnel, Monterey Peninsula College; David V. Robles, deputy director, Economic and Social Opportunity, Inc.; Primo Ruiz, attorney, president of Contra Costa County School Board; and Alfonso C. Urias, specialist in occupational education, Chancellor's Office, California Community Colleges.

Their dedicated work is gratefully acknowledged, as is the wholehearted cooperation of the staffs of the institutions at which the field tests were conducted: Los Angeles Pierce College, College of the Redwoods and Riverside City College.

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COPES SUBSYSTEM: DISADVANTAGED

PURPOSE OF THE SUBSYSTEM

COPES Subsystem: Disadvantaged is a specialized part of COPES (Community College Occupational Programs Evaluation System). It has as its purpose the improvement of the quality and availability of occupational education for the disadvantaged student who attends a California community college.

Modeled on the thoroughly tested, simple and consistent COPES system design, the subsystem facilitates achievement of its purpose by:

- Providing easily administered procedures and instruments for studying aspects of occupational education related to the disadvantaged student.
- Offering competent professional assistance in application of the subsystem.
- Encouraging the involvement of many persons with views on a college's services and occupational offerings for the disadvantaged.
- Identifying strengths and needs for improvement in occupational education for the disadvantaged.
- Establishing a framework for college planning and unified action in implementation of plans.

HOW THE SUBSYSTEM MAY BE USED

Application of COPES Subsystem: Disadvantaged will help a college assess what is in relation to what is desirable in occupational education for the disadvantaged.

The term "disadvantaged" is intended to apply to those persons who have academic, socioeconomic, cultural or other similar handicaps that prevent them from succeeding in occupational programs designed for students without such handicaps, and who for that reason require specially designed educational programs or related services. The term includes persons whose needs for such special programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons.

The subsystem may be used in conjunction with the overall COPES system, another COPES subsystem (i.e., handicapped, consumer and homemaking education) or separately. It should be noted that while the overall COPES system includes appraisal of programs and services for the disadvantaged, the scope and depth of that appraisal obviously cannot be as extensive as the specially focused evaluation provided by the subsystem.

HOW THIS GUIDE SHOULD BE USED

The COPES Subsystem Guide: Disadvantaged, with procedures and instrumentation, augments the COPES System Guide. Since the System Guide contains important general information not duplicated here, it should be studied together with this guide by any college considering application of the system.

APPLICATION OF COPES SUBSYSTEM: DISADVANTAGED

STEPS IN APPRAISAL

STEP ONE--College Decision

See same step in COPES System Guide.

STEP TWO--Preliminary Contact

See same step in COPES System Guide.

STEP THREE--Team Formation

Where the disadvantaged subsystem is to be used in conjunction with a COPES system appraisal, the COPES site visit team is selected to include at least one member who is either a specialist in the field or trained to apply the disadvantaged subsystem. This member should be expected to perform as a team generalist in addition to the special subsystem assignment. He will spend from 1 to 3 days of his site visit time in coordinating subsystem activities, dependent on the college's magnitude of programs and services for the disadvantaged.

Where the disadvantaged subsystem is to be used independently of a COPES system appraisal, the COPES site visit team will have 1 to 3 members, dependent upon the magnitude of the college's programs and services for the disadvantaged. The chairman of the team should be both (a) trained in the application of the subsystem and (b) employed in his regular work as a specialist in the disadvantaged area. Other team members will be trained in application of the subsystem but not necessarily employed as specialists in the disadvantaged area.

The subsystem specialist on a system appraisal team or the person appointed chairman of a subsystem team becomes, from the time of his appointment, the official liaison representative, concerning application of the subsystem, between the college and all persons outside the district assisting in the study.

STEP FOUR--College Orientation

Where the disadvantaged subsystem is to be used in conjunction with a COPES system appraisal, the orientation and planning visit of the site team chairman includes, in addition to the procedures described under this same step in the COPES System Guide, preparation for the subsystem application, including:

- The schedule for distribution, collection and forwarding of subsystem perceptions instruments.
- The detailed schedule for the subsystem aspect of the site visit.
- The specific college materials relating to the disadvantaged that will be included in the package to the subsystem specialist(s) on the team prior to the team visit or be made available during the visit (e.g., organization charts indicating the allocation of responsibilities for occupational education programs and services for the disadvantaged).

Where the disadvantaged subsystem is to be used independently of a COPES system appraisal, the orientation and planning meeting purposes are identical to those described under this same step in the COPES System Guide, except that only subsystem activities and arrangements are discussed.

(See page 11 for orientation procedures.)

STEP FIVE--Completion of Instruments

College personnel and others in the district participating in the subsystem application complete and return their perceptions instruments. (These instruments are briefly described on page 8 and are shown in the instrumentation section of this guide.)

Except for Form D-1, which is the official college position, all subsystem instrument responses are confidential. They will therefore be returned in sealed envelopes to the designated college contact for forwarding to a COPES service center, which will tabulate the data in readily usable form.

STEP SIX--Team Site Visit

The general plan and mission of any COPES team site visit is essentially as described under this same step in the COPES System Guide. Prior to the visit, whether the subsystem is being applied in conjunction with the system or independently, each subsystem team member will have received pertinent college materials and the following:

- A copy of Form D-1 (the official College Self-Appraisal of occupational education for the disadvantaged, signed by the president.)
- Computer tabulations of the perceptions of various groups.
- A schedule of site visit activities.

Where the subsystem is applied in conjunction with the system, the subsystem specialist or team is assigned regular functions in the site visit schedule in accordance with the demands of the subsystem schedule. Priority consideration is given to the subsystem assignment and this team member(s) responsibility to validate the college self-appraisal of programs and services for the disadvantaged.

Typically, where the subsystem is applied independently, the site visit will be of 1 to 3 days duration.

Whatever the form of application, delegated subsystem responsibilities during the site visit will include:

- A site team organizational meeting, normally held the evening before visiting the college, and limited to site team members. Specific assignments are determined, and schedules and responsibilities clarified. (Note: Where a single specialist is assigned to apply the subsystem independently of a system appraisal, this organizational meeting may be replaced by a conference with the college person bearing the major direct responsibility for occupational education programs and services for the disadvantaged.)
- One full day or more of data gathering. Included will be such activities as: visit to special facilities and areas provided for the disadvantaged, and in-depth interviews with key teachers, department heads, counselors and administrators. A comprehensive interview should be held with the chief occupational education administrator working with programs and services for the disadvantaged. Illustrative pertinent topics of special relevance as related to the disadvantaged are: instructional materials, learning centers, individualized instruction, counseling and guidance, placement services and follow-up, vertical and horizontal articulation, administrative organization and the role of the chief occupational education administrator, use of community resources including advisory committees, and financial support for programs and services.
- A meeting of the team to prepare the oral presentation to the college. Where the subsystem is applied in

conjunction with the system, the subsystem specialist(s) will synthesize perceptions of all team members, utilizing Form D-7 (Summary Profile by Site Visit Team). Where the subsystem is applied independently, team members will reach a consensus on their perceptions of various aspects of the support services and occupational programs provided for the disadvantaged (again utilizing Form D-7). These perceptions will be related to the college's official self-appraisal as well as to the perceptions of participating groups. Concurrences and disparities will be noted and used as the basis for the oral presentation. Team spokesmen will be selected and the presentation agenda planned. Typically, where the subsystem is applied in conjunction with the system, the team member(s) specially designated to apply the subsystem will act as spokesman (or spokesmen) for that portion of the presentation.

- Oral presentation and informal discussion of findings. Where the subsystem is used in conjunction with the system, the oral presentation of the subsystem findings may either be conducted separately or as part of the system presentation, as described under this same step in the System Guide. Where the subsystem is used independently of the system, this meeting normally will be held with the college president and key members of his staff who have special responsibilities or interests in support services and occupational programs for the disadvantaged, to facilitate a spontaneous interchange of views and clarification of information.

- Written report. Before termination of the site visit, a written report summarizing the oral discussion will be completed in draft form by the person designated for this assignment and provided to the team chairman.

STEP SEVEN--Written Report

Where the subsystem is applied in conjunction with the system, the draft written report will be edited as necessary, prepared in final form and forwarded to the college by the system team chairman as part of the system written report. Where the subsystem is applied independently of the system, the draft written report--after editing and preparation in final form--will be forwarded to the college by the subsystem team chairman.

In either case, the report is for the use of the college leadership in dissemination of the findings and will summarize:

- When and where the oral presentation was held, and who was in attendance.
- Strengths of the college's occupational education support services and instructional programs for the disadvantaged, as perceived by the site visit team.
- Needs for improvement meriting priority consideration.
- Other information deemed constructive.

Appended to the report will be Form D-7 (Summary Profile by Site Visit Team). Other pertinent appendices also will be attached, to include such details as team membership, team site visit activities, sources of information in general terms, and summaries of subsystem perceptions of college staff, students and community representatives.

INSTRUMENTATION

To facilitate its application, COPES Subsystem: Disadvantaged provides several easily used instruments. These include:

- Form D-1, College Self-Appraisal of Occupational Education for the Disadvantaged. Signed by the

president of the college. Represents the official college view of its system for servicing the needs of disadvantaged persons enrolled in occupational programs. Contains basic factual information as well as a self-rating on various aspects of the college's system. Forwarded by college to designated COPES service center. Reproduced by center and distributed to COPES subsystem team member(s) prior to site visit.

- Form D-2, College Occupational Education Professionals' Perceptions. Completed by occupational education teachers, department heads and division chairmen. Provides their perceptions of programs and services for the disadvantaged at the college from viewpoint of their programs or clusters of programs. Returned to designate at college in sealed envelope. Forwarded unopened to COPES service center for tabulation. Results furnished to COPES subsystem team member(s) prior to site visit.

- Form D-3, College Generalists' Perceptions. Completed by persons at the college who look at occupational education from the viewpoint of a generalist--such as dean of instruction, dean of student services, chief occupational education administrator, and counselors. Returned to designate at college in sealed envelope. Forwarded unopened to COPES service center for tabulation. Results furnished to COPES subsystem team members prior to site visit.

- Note: No Form 4 in subsystem.

- Form D-5, College Students' Perceptions. Short form which provides students in occupational education an opportunity to express their views of the programs and services for the disadvantaged. Returned to designate at college in sealed envelope by class. Forwarded unopened to COPES service center for tabulation. Results distributed to

COPES subsystem team specialist(s) prior to site visit.

- Form D-6, Advisory Committee Members' Perceptions. Short form designed to obtain views of college advisory committee(s) for the disadvantaged. Returned to designate at college in sealed envelope. Forwarded unopened to COPES service center for tabulation. Results distributed to COPES subsystem team member(s) prior to site visit.

- Form D-7, Summary Profile by Site Visit Team. Used by site visit team in summarizing their perceptions of various aspects of programs and services for the disadvantaged at the college. Used as basis for oral presentation to the college. Appended to site visit written report to college president.

- Form 8, Information Gathering Sheet. For use by COPES subsystem team member(s) for taking notes during site visit. (See COPES System Instrumentation.)

- Form D-A (23). Computer tabulation showing distribution of responses by item on Forms D-2 and D-3. Prepared by COPES service center. Form D-2 respondents grouped into occupational clusters (e.g., health occupations, distributive education, consumer and homemaking education). Form D-3 respondents tabulated as administrators and counselors. Computer runs reduced to 8-1/2 by 11 size and distributed to COPES subsystem team prior to site visit.

- Form D-A Summary (123). Computer tabulation showing distribution of responses by item on Forms D-1. D-2 and D-3. Prepared by COPES service center. Only totals for occupational and administrator/counselor respondents shown. Considered nonconfidential. Available to college

administration and other participant groups. Appended to written report to college.

- Form D-B (7-123). Computer tabulation profiling intervals of median response by item from College Self-Appraisal (Form D-1), occupational education professional staff (Form D-2), and administrators and counselors (Form D-3). Prepared by COPES service center. Computer runs reduced to 8-1/2 by 11 size and distributed to COPES subsystem team member(s) prior to site visit.

ORIENTATION

Where the subsystem is applied in conjunction with the system, it is desirable to add to the procedures suggested under this same heading in the COPES System Guide a separate orientation session for the college professional staff who will be completing detailed perceptions instruments (Forms D-1, D-2, D-3) and may be interviewed in depth during the subsequent site visit. Typically these professional staff include:

- Staff with special responsibilities for disadvantaged students.
- Occupational education teachers, department heads and division chairmen.
- Counselors.
- College general administrators, including directors and general coordinators of occupational education.

Preferably this separate session should be conducted by the site visit chairman during his orientation visit. Subsequent presentations, if desired, may be made by a designate at the college.

Other types of orientation as proposed under this same heading in the COPES System Guide may also be utilized for persons involved in the process in lesser detail, as well as for college staff not involved.

Where the subsystem is applied independently of the system, it is equally important to assure that orientation be thorough and sufficiently widespread. For example, members of the college professional staff who will be most directly involved through perceptions instruments and interviews should be shown both the general COPES slide presentation (see under this same heading in the COPES System Guide) and the COPES subsystem slide presentation.

ACTION BY COLLEGE

As with the overall COPES system, so with this subsystem: The purpose of self-study is action, if improvement is indicated. Action by the college as a result of COPES' findings is a local responsibility. It is assumed that these findings will be reflected in the district's one-year and five-year plans for vocational education as well as other constructive planning and action which may be advantageous to the college.

TIME GUIDELINES IN SCHEDULING

The convenient scheduling of the seven steps of COPES requires 65 working days or about three months, whether the subsystem is applied in conjunction with the system or separately. The elapsed days from Step 1 for each of the succeeding steps are shown on page 13. This scheduling guideline suggests that, except under unusual circumstances, a request should not be made after February 1 for COPES assistance in that academic year. Ideally a college should make its request prior to or early in an academic year.

COPES SCHEDULING GUIDELINES

Step	Action	Maximum Elapsed Days* From Request
1	College request for assistance on self-appraisal	0
2	Initial planning of COPES subsystem activities with chief college administrator	5
3	Appointment of COPES site visit team	10
4	Orientation and planning visit to college by site visit chairman	20
5	Completion and return of perceptions instruments to COPES service center	35
6	Site visit and oral presentation by site visit team	55
7	Written summary of oral presentation.	65

* Based on 5-day work week.

PARTICIPANT TIME REQUIREMENTS

The amount of time required of college participants in applying the subsystem has not been sufficiently field-tested to provide accurate estimates. It will depend upon the extent to which the college desires to involve teachers, administrators and counselors, students, and community representatives in this subsystem appraisal. Because fewer total people will be involved, the total amount of time should be substantially less than for the COPES overall system. Tested

individual participant time requirements relating to the overall system appear in the COPES GUIDE describing the system.

INSTRUMENTS
COPES Subsystem: Disadvantaged

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE SELF-APPRAISAL

OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES

FOR THE DISADVANTAGED

This form, when completed by the president of the college, or his designate, and signed by the president, will represent the official college view of its system for servicing the needs of disadvantaged students enrolled in occupational programs.

The form consists of two parts:

Part I - Basic factual information

Part II - Self-rating on various aspects of the college's system

In both parts the response format is organized into the major components of the Community College Occupational Programs Evaluation System (COPES), namely:

- Goals and Measurable Program Objectives
- Processes: Instructional Programs
  Support Processes
- Resources

Your candid responses on items contained in this information request, as well as your supplementary comments, will be of great help in the evaluation effort and the resulting suggestions for improvement. When *poor* through *excellent* responses are requested, *poor* ratings should be given on items which in your judgment are totally inadequate, *excellent* ratings on those considered nearly ideal or exemplary in relation to other programs with which you are familiar. *Good* is a strong rating, and *acceptable* one which is adequate in terms of current practice but is neither strong nor seriously below expectations.

The information you provide will be distributed on a confidential basis to the COPES subsystem site visit team member(s) prior to the visit to your campus. It will be used as background for interviewing and study of pertinent materials during the visit.

Since the information represents the official college position, this cover page should be signed by the person completing this form and by the college president.

Thank you for your cooperation in the interest of quality occupational education programs and services for the disadvantaged.

Person Completing This Form:

_____ (Signature) _____ (Title)

_____ (College) _____ (Date)

President:

_____ (Signature) _____ (Title)

_____ (College) _____ (Date)

PART I

BASIC INFORMATION

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE SELF-APPRAISAL

GOALS AND MEASURABLE PROGRAM OBJECTIVES

A-1 To what extent has the college developed goals and measurable objectives for specific occupational programs and services for the disadvantaged?

(1) _____Established in every occupational program and service area

(2) _____Established in over 75% of occupational programs and service areas

(3) _____Over half

(4) _____Over 25%

(5) _____Less than 25%

(6) _____None

(7) _____Don't Know

A-2 What methods are used in obtaining information on jobouts, completions and placements of former disadvantaged students enrolled at your college?

A-3 What measures are used to determine job success of former disadvantaged students and how is the information collected and recorded? Please respond concisely below. Use additional sheets if required.

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE SELF-APPRAISAL

PROCESSES: INSTRUCTIONAL PROGRAMS

B-1 What was the enrollment of disadvantaged students in occupational education programs at the initial attendance report period of this year?

Full Time _____ Part Time _____ Total _____

B-2 What percentage of the students enrolled in occupational education programs have been identified as disadvantaged? _____

B-3 How were these students identified as disadvantaged? _____

_____

B-4 What was the total enrollment of disadvantaged students enrolled in modified occupational educational programs?* _____

B-5 Considering available data, how has the proportion of disadvantaged students in occupational education changed?

Changed from_____% in_____(year) to_____% at the initial attendance report period this year.

B-6 What occupational education programs or services (not courses) for disadvantaged students have been initiated at your college?

B-7 How would you rate the coordination of programs and services for the disadvantaged with the following major planning agencies and organizations in the area?

Planning Agency	Excellent	Good	Acceptable	Below Expectations	Poor	Don't Know
Veterans Administration						
Human Resources Development						
County Welfare						
Manpower Area Planning Committees						
Other (specify)						

B-8 How would you rate the coordination of programs and services for the disadvantaged with the following educational organizations in the area?

Educational Organization	Excellent	Good	Acceptable	Below Expectations	Poor	Don't Know
High Schools						
Other community colleges						
ROC's and/or ROP's						
Proprietary Schools						
Other (specify)						

*Special occupational programs designed for disadvantaged students who are not succeeding or cannot succeed in regular occupational programs (e.g., prevocational programs, developmental or skill classes not part of a regular vocational program)

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE SELF-APPRAISAL

PROCESSES: SUPPORT PROCESSES

C-1 To what extent are your occupational education programs and services for the disadvantaged being conducted in accordance with your district plan? Please check only one response.

a. ____No difference between plan and practice. b. ____Only minor differences. c. ____ Major differences.

If b or c, please state the difference concisely.

C-2 Describe your operational definition of a disadvantaged student.

C-3 Does your operational definition conform to the federal guidelines for identification presented in the California State Plan for Vocational Education?

(1)_____Yes (2)_____No (3)_____Somewhat (4)_____Don't Know.
If you checked (2) or (3), please explain where the differences exist.

C-4 How would you rate your efforts to identify and classify students as disadvantaged using the following methods?

Method	Excellent	Good	Acceptable	Below Expectations	Poor	Don't Know
Academically disadvantaged (general educational deficiency, e.g., language, reading, writing, computational)						
Socioeconmic or other non-academic effect (e.g.,hostile or defiant attitudes, passive or apathetic attitudes)						
Economically disadvantaged (e.g.,geographical isolation, needs economic assistance, unemployed or underemployed)						
Other remedial effects (please explain)						

C-5 To what extent do you use ethnic and/or financial need as an indicator to identify disadvantaged students?

_____Almost exclusively _____Occasionally _____Not at all
_____To a large degree _____To a small degree _____Don't know

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE SELF-APPRAISAL

RESOURCES – DISTRICT

D-1 At the initial attendance report period of this year, how many occupational staff were assigned to work specifically in disadvantaged programs and/or service positions at your college?

a. Disadvantaged Programs and Services

Staff	Full Time	Part Time
Administrators and Coordinators		
Counselors		
Instructors		
Secretarial and Clerical		
Instructional Paraprofessionals (including tutors)		
Other Classified		
Other (specify)		
Total		

b. Please list the distribution of occupational education staff assigned to programs and services for disadvantaged students, using the following format.

Assignment (Title)	Staff	
	Full-Time	Part-Time

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE SELF-APPRAISAL

RESOURCES – DISTRICT (Continued)

D-2 What was the operating budget for the 15% set-aside VEA funds for the disadvantaged last year?
$_____

Please provide an attachment showing how these 15% set-aside funds were spent last year.

D-3 How would you rate the commitment the following groups have demonstrated in support of disadvantaged programs and services in occupational education at your college?

a.

Group	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know
Board						
Administration						
Faculty						
Community						

b. What evidences are there of this commitment? (Please use an additional sheet if necessary.)

(1) Board:

(2) Administration:

(3) Faculty:

(4) Community:

c. What evidences are there, if any, of a lack of commitment: (Please use an additional sheet if necessary.)

(1) Board:

(2) Administration:

(3) Faculty:

(4) Community:

D-4 How would you rate the effectiveness of the college in obtaining contributions of equipment and/or funds for occupational education programs and services for the disadvantaged from labor, business, industry, and the professions?

_____Poor _____Below Expectations _____Acceptable _____Good _____Excellent _____Don't Know

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE SELF-APPRAISAL

RESOURCES – DISTRICT (Continued)

What are the evidences of this support in recent years? Please state concisely in space below and/or on additional sheet if required.

D-5 How would you rate the degree to which disadvantaged students have been employed by local business and industrial firms?

_____Poor _____Below Expectations _____Acceptable _____Good _____Excellent _____Don't Know

What recent employment trends support your ratings above?

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

PART II

SELF - RATING

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE SELF-APPRAISAL

On the following pages, the college administration is requested to self-rate various aspects of its programs and services for disadvantaged persons enrolled in occupational education.

On some items substantial variation may exist among programs, departments or divisions. On these items, the respondent may, in addition to giving an overall rating, also desire to indicate his judgment of the perceived variation, as follows.

EXAMPLES

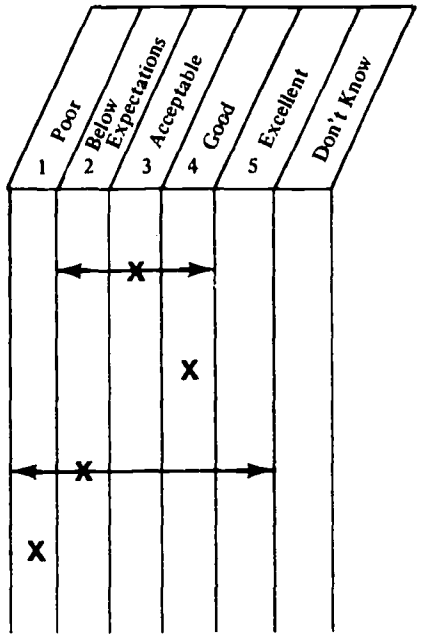

Specific goals and objectives for the recruitment and retention of disadvantaged students into/in occupational programs.

Administration's commitment to occupational education for the disadvantaged.

Emphasis upon occupational education counseling and guidance for the disadvantaged.

Systematic follow-up of disadvantaged students who have completed occupational programs.

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE SELF-APPRAISAL

GOALS AND MEASURABLE PROGRAM OBJECTIVES

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
1.1	Specific goals and objectives for occupational education programs and services for the disadvantaged.	16						
1.2	Specific goals and objectives for the recruitment and retention of disadvantaged student into/in occupational programs.	17						
1.3	Relation of recruitment rate for disadvantaged students in occupational programs to stated goals for recruitment.	18						
1.4	Relation of retention rate for disadvantaged students in occupational programs to stated goals for retention.	19						
1.5	Disadvantaged student completions in relation to enrollments including jobouts (e.g., disadvantaged students leaving school for employment in field of preparation prior to completing program of studies).	20						
1.6	Disadvantaged student placements (employment or related advanced education) in relation to completions.	21						
1.7	Information on job success of former disadvantaged students in field of preparation.	22						

PROCESSES: INSTRUCTIONAL PROGRAMS

		23						
2.1	Coordination of programs and services for the disadvantaged with other planning organizations and agencies in the area (e.g., Veterans Administration, H.R.D., Manpower Area Planning Committees, County Welfare).	24						
2.2	Coordination of programs and services for the disadvantaged with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers.)	25						
2.3	Specific provisions for modified programs for disadvantaged occupational students who are not enrolled in any regular occupational program (e.g., developmental or skill classes not part of a regular vocational program, pre-vocational classes).	26						

PROCESSES: SUPPORT PROCESSES

		27						
3.1	Administration's commitment to occupational education for the disadvantaged.	28						
3.2	Organization for effective coordination and direction of occupational education for the disadvantaged.	29						
3.3	Status of key person(s) in charge of disadvantaged programs and services on the college "administration team."	30						

Please disregard. To be used for data processing.

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE SELF-APPRAISAL

PROCESSES: SUPPORT PROCESSES (continued)

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
3.4 Awareness of college's occupational education goals for the disadvantaged by all faculty and staff.	31							
3.5 Emphasis upon occupational education, counseling and guidance for the disadvantaged.	32							
3.6 Systematic follow-up of disadvantaged students (e.g., students completing programs, dropouts, transfers).	33							
3.7 Systematic periodic review of programs and services for the disadvantaged.	34							
3.8 Provision for special services to assist disadvantaged students in occupational programs (e.g., tutoring, bilingual instruction, transportation services, financial aid).	35							
3.9 Coordination of disadvantaged programs and services with other organizations on campus (e.g., EOP, NYC, MECHA, student clubs).	36							
3.10 Curriculum development to provide disadvantaged students with individualized programs (e.g., orientation programs, individualized learning programs, research projects).	37							
3.11 Systematic valid methods used in identification of disadvantaged students.	38							

RESOURCES

	39							
4.1 Qualifications of coordinator(s) and/or director(s) in charge of administering occupational programs and services for the disadvantages.	40							
4.2 Qualifications of occupational education staff working with the disadvantaged.	41							
4.3 Number of staff necessary for effective program and service implementation.	42							
4.4 Provision for in-service education opportunities for occupational faculty and staff working with disadvantaged students (e.g., teacher training programs, special institutes, seminars, workshops and conference).	43							
4.5 Availability and utilization of instructional facilities for the disadvantaged (e.g., mobile units, learning centers, classrooms).	44							
4.6 Availability and utilization of special instructional materials for the disadvantaged (e.g., special textbooks, reference books, visual aids, mock-ups).	45							

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE SELF-APPRAISAL

RESOURCES (continued)

4.7 Participation of advisory committee(s) for the disadvantaged in shaping programs and services.

4.8 Staff development of innovative techniques and creative approaches to teaching, counseling and tutoring of the disadvantaged.

4.9 Adequacy of information system informing disadvantaged students of available programs and services.

Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
46						
47						
48						
49						

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE SELF-APPRAISAL

Please answer the following: (Use extra sheets, if necessary.)

1. What are the chief occupational education strengths of your college as related to the disadvantaged?

2. What are the needed major improvements, if any, in occupational education for the disadvantaged at your college and what action is required to achieve these improvements?

For Office Use Only.

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

OCCUPATIONAL EDUCATION PROFESSIONALS' PERCEPTIONS OF COLLEGE PROGRAMS AND SERVICES IN THEIR FIELDS FOR THE DISADVANTAGED

Your college has requested appraisal of its occupational education programs and services for the disadvantaged through application of subsystem of the Community College Occupational Programs Evaluation System (COPES).

A particularly important part of the appraisal process is the obtaining and synthesizing of the views and perceptions of professionals at the college who are directly involved in occupational education as teachers, department heads and division chairmen.

This form is designed to obtain your perceptions of college programs and services for the disadvantaged in your field(s). Your candid rating of the items contained in this information request, as well as your supplementary comments, will be of great help in the evaluation effort and the resulting suggestions for improvement.

The information you provide will be strictly confidential. It will be seen only by COPES research members responsible for tabulating the information. When tabulations are complete, your information sheets will be destroyed.

Please do not sign this form. But please do be sure to provide the identification requested for purposes of tabulation.

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

PERCEPTIONS OF OCCUPATIONAL EDUCATION PROFESSIONALS

INSTRUCTIONS TO RESPONDENTS

On the following pages you are asked to give your perceptions of your college's programs and services for the disadvantaged students enrolled in your occupational education program (e.g., registered nursing or data processing). Persons responsible for coordination of several programs should respond for their cluster (e.g., health occupations or business education).

"Disadvantaged students" are those who have academic, socioeconomic, cultural or other similar handicaps that prevent them from succeeding in occupational education programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. The term includes persons whose needs for such special programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons.

The items you are asked to rate are grouped into the major COPES components, namely:

- Goals and Measurable Program Objectives
- Processes: Instructional Programs
  Support Processes
- Resources

We shall appreciate your rating these items by checking your best judgment on a five-point scale ranging from *poor* to *excellent*. Only check one answer per item, but be sure to check every item so information from your college will be complete. *Don't know*, *not applicable* and *none* columns are provided for checking when one of these responses is appropriate.

Poor ratings should be given on items which in your judgment are totally inadequate, *excellent* ratings on those considered nearly ideal or exemplary in relation to other programs with which you are familiar. *Good* is a strong rating, and *acceptable* one which is adequate in terms of current practice but is neither strong nor seriously below expectations.

In brief, ratings are relative to what you consider to be typical current practice. It is important to remember that:

- These are your perceptions. Therefore, this instrument should not be discussed with anyone else prior to your completing it.
- Your first impression probably is best and should be used in your rating.
- At the end of the instrument, you will have an opportunity to elaborate on factors you consider particularly important.
- Your responses are strictly confidential. Your responses will be forwarded unopened to the COPES Service Center for tabulation. Responses are grouped to insure confidentiality.

THANK YOU FOR YOUR COOPERATION.

PLEASE IDENTIFY YOUR POSITION, YOUR OCCUPATIONAL PROGRAM OR CLUSTER, AND THE COURSES YOU TEACH BELOW OR YOUR TIME AND IDEAS WILL BE LOST TO US. CHECK ONLY ONE POSITION, WHICH SHOULD REPRESENT YOUR AREA OF PRIMARY RESPONSIBILITY. IDENTIFY YOUR OCCUPATIONAL PROGRAM (e.g., Registered Nursing, Data Processing) OR YOUR OCCUPATIONAL CLUSTER (e.g., Health Occupations, Business Education).

_____ DIVISION CHAIRMAN
(Specify cluster) _____

_____ DEPARTMENT CHAIRMAN
(Specify program) _____

_____ INSTRUCTOR
(Specify program) _____

_____ OTHER (specify) _____

_____

IF YOU TEACH, PLEASE LIST BY CATALOG TITLE THE COURSES YOU ARE CURRENTLY TEACHING:

Catalog Title	Units

COLLEGE_____

DATE_____

Please disregard. To be used for data processing.

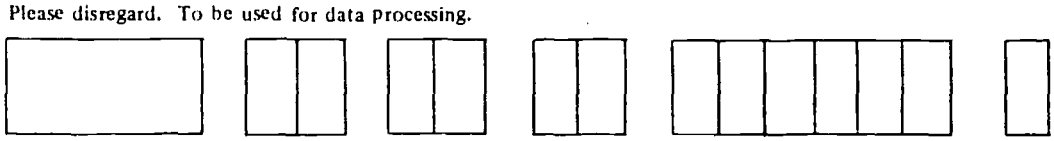

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

PERCEPTIONS OF OCCUPATIONAL EDUCATION PROFESSIONALS

GOALS AND MEASURABLE PROGRAM OBJECTIVES--Your Program(s)*	Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
1.1 Specific goals and objectives for occupational education programs and services for the disadvantaged.	16						
1.2 Specific goals and objectives for the recruitment and retention of disadvantaged student into/in occupational programs.	17						
1.3 Relation of recruitment rate for disadvantaged students in occupational programs to stated goals for recruitment.	18						
1.4 Relation of retention rate for disadvantaged students in occupational programs to stated goals for retention.	19						
1.5 Disadvantaged student completions in relation to enrollments including jobouts (e.g., disadvantaged students leaving school for employment in field of preparation prior to completing program of studies).	20						
1.6 Disadvantaged student placements (employment or related advanced education) in relation to completions.	21						
1.7 Information on job success of former disadvantaged students in field of preparation.	22						
PROCESSES: INSTRUCTIONAL PROGRAMS--Your Program(s)	23						
2.1 Coordination of programs and services for the disadvantaged with other planning organizations and agencies in the area (e.g., Veterans Administration, H.R.D., Manpower Area Planning Committees, County Welfare).	24						
2.2 Coordination of programs and services for the disadvantaged with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers.)	25						
2.3 Specific provisions for modified programs for disadvantaged occupational students who are not enrolled in any regular occupational program (e.g., developmental or skill classes not part of a regular vocational program, pre-vocational classes).	26						
PROCESSES: SUPPORT PROCESSES--Your Program(s)	27						
3.1 Administration's commitment to occupational education for the disadvantaged.	28						
3.2 Organization for effective coordination and direction of occupational education for the disadvantaged.	29						
3.3 Status of key person(s) in charge of disadvantaged programs and services on the college "administration team."	30						

*Persons responding for a cluster of programs will substitute cluster wherever program is used.

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

PERCEPTIONS OF OCCUPATIONAL EDUCATION PROFESSIONALS

PROCESSES: SUPPORT PROCESSES--Your Program(s) (continued)

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
3.4	Awareness of college's occupational education goals for the disadvantaged by all faculty and staff.	31						
3.5	Emphasis upon occupational education, counseling and guidance for the disadvantaged.	32						
3.6	Systematic follow-up of disadvantaged students (e.g., students completing programs, dropouts, transfers).	33						
3.7	Systematic periodic review of programs and services for the disadvantaged.	34						
3.8	Provision for special services to assist disadvantaged students in occupational programs (e.g., tutoring, bilingual instruction, transportation services, financial aid).	35						
3.9	Coordination of disadvantaged programs and services with other organizations on campus (e.g., EOP, NYC, MECHA, student clubs).	36						
3.10	Curriculum development to provide disadvantaged students with individualized programs (e.g., orientation programs, individualized learning programs, research projects).	37						
3.11	Systematic valid methods used in identification of disadvantaged students.	38						

RESOURCES--Your Program(s)

		39						
4.1	Qualifications of coordinator(s) and/or director(s) in charge of administering occupational programs and services for the disadvantaged.	40						
4.2	Qualifications of occupational education staff working with the disadvantaged.	41						
4.3	Number of staff necessary for effective program and service implementation.	42						
4.4	Provision for in-service education opportunities for occupational faculty and staff working with disadvantaged students (e.g.,teacher training programs, special institutes, seminars, workshops and conference).	43						
4.5	Availability and utilization of instructional facilities for the disadvantaged (e.g., mobile units, learning centers, classrooms).	44						
4.6	Availability and utilization of special instructional materials for the disadvantaged (e.g.,special textbooks, reference books, visual aids, mock-ups).	45						
4.7	Participation of advisory committee(s) for the disadvantaged in shaping programs and services.	46						
4.8	Staff development of innovative techniques and creative approaches to teaching, counseling and tutoring of the disadvantaged.	47						
4.9	Adequacy of information system informing disadvantaged students of available programs and services.	48						
		49						

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

PERCEPTIONS OF OCCUPATIONAL EDUCATION PROFESSIONALS

Please answer the following: (Use back of page and extra sheets, if necessary.)

1. What are the strong points of occupational education programs and services in your field(s) for disadvantaged students at your college?

2. What, if anything, should be done to improve occupational education programs and services in your field(s) for disadvantaged students at your college?

For Office Use Only.

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE GENERALISTS' PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES FOR THE DISADVANTAGED

Your college has requested appraisal of its occupational education programs and services for the disadvantaged through application of a subsystem of the Community College Occupational Programs Evaluation System (COPES).

An important part of the appraisal process is the obtaining and synthesizing of perceptions by professionals of the college who look at occupational education from the viewpoint of a generalist (e.g., college president, dean of instruction, dean of student services, chief occupational education administrator and general counselors).

This form is designed to obtain such perceptions. Your candid rating of the items on following pages, as well as your supplementary comments, will be of great help in the evaluation effort and the resulting suggestions for improvement.

The information you provide will be strictly confidential. It will be seen only by COPES research members responsible for tabulating the information. When tabulations are complete, your information sheets will be destroyed.

Please do not sign this form. But please do be sure to provide the identification requested for purposes of tabulation.

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

PERCEPTIONS OF COLLEGE GENERALISTS

INSTRUCTIONS TO RESPONDENTS

On the following pages you are asked to give your perceptions of occupational education programs and services for the disadvantaged in your college. The items you are asked to rate are grouped into the major COPES components, namely:

- Goals and Measurable Program Objectives
- Processes: Instructional Programs
  Support Processes
- Resources

"Disadvantaged" persons are those who have academic, socioeconomic cultural or other similar handicaps that prevent them from succeeding in occupational education programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. The term includes persons whose needs for such special programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons.

We shall appreciate your rating these items by checking your best judgment on a five-point scale ranging from *poor* to *excellent*. Only check one answer per item, but be sure to check every item so information from your college will be complete. *Don't know, not applicable* and *none* columns are provided for checking when one of these responses is appropriate.

Poor ratings should be given on items which in your judgment are totally inadequate, *excellent* ratings on those considered nearly ideal or exemplary in relation to other programs with which you are familiar. *Good* is a strong rating, and *acceptable* one which is adequate in terms of current practice but is neither strong nor seriously "below expectations."

In brief, ratings are relative to what you consider to be typical current practice. It is important to remember that:

- These are your perceptions. Therefore, this instrument should not be discussed with anyone else prior to your completing it.
- Your first impression probably is best and should be used in your rating.
- At the end of the instrument, you will have an opportunity to elaborate on factors you consider particularly important.
- Your responses are strictly confidential. Your responses will be forwarded unopened to the COPES Service Center for tabulation. Responses are grouped to insure confidentiality.

THANK YOU FOR YOUR COOPERATION.

IDENTIFY YOUR POSITION BY CHECKING THE PROPER RESPONSE BELOW OR YOUR TIME AND YOUR IDEAS WILL BE LOST TO US. CHECK ONLY ONE ANSWER, WHICH SHOULD REPRESENT YOUR AREA OF PRIMARY RESPONSIBILITY.

_____ COLLEGE OR DISTRICT GENERAL ADMINISTRATOR

_____ COLLEGE OR DISTRICT OCCUPATIONAL EDUCATION DIRECTOR OR COORDINATOR

_____ COUNSELOR

_____ OTHER (SPECIFY)

COLLEGE _____

DATE _____

Please disregard. To be used for data processing.

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

PERCEPTIONS OF COLLEGE GENERALISTS

Keypunch Instructions		1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
GOALS AND MEASURABLE PROGRAM OBJECTIVES--Your College							
1.1 Specific goals and objectives for occupational education programs and services for the disadvantaged.	16						
1.2 Specific goals and objectives for the recruitment and retention of disadvantaged student into/in occupational programs.	17						
1.3 Relation of recruitment rate for disadvantaged students in occupational programs to stated goals for recruitment.	18						
1.4 Relation of retention rate for disadvantaged students in occupational programs to stated goals for retention.	19						
1.5 Disadvantaged student completions in relation to enrollments including jobouts (e.g., disadvantaged students leaving school for employment in field of preparation prior to completing program of studies).	20						
1.6 Disadvantaged student placements (employment or related advanced education) in relation to completions.	21						
1.7 Information on job success of former disadvantaged students in field of preparation.	22						
PROCESSES: INSTRUCTIONAL PROGRAMS--Your College	23						
2.1 Coordination of programs and services for the disadvantaged with other planning organizations and agencies in the area (e.g., Veterans Administration, H.R.D., Manpower Area Planning Committees, County Welfare).	24						
2.2 Coordination of programs and services for the disadvantaged with other educational organizations in your area (e.g.,high schools, other community colleges, regional occupational centers.)	25						
2.3 Specific provisions for modified programs for disadvantaged occupational students who are not enrolled in any regular occupational program (e.g., developmental or skill classes not part of a regular vocational program, pre-vocational classes).	26						
PROCESSES: SUPPORT PROCESSES--Your College	27						
3.1 Administration's commitment to occupational education for the disadvantaged.	28						
3.2 Organization for effective coordination and direction of occupational education for the disadvantaged.	29						
3.3 Status of key person(s) in charge of disadvantaged programs and services on the college "administration team."	30						
3.4 Awareness of college's occupational education goals for the disadvantaged by all faculty and staff.	31						
3.5 Emphasis upon occupational education, counseling and guidance for the disadvantaged.	32						

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

PERCEPTIONS OF OCCUPATIONAL EDUCATION PROFESSIONALS

PROCESSES: SUPPORT PROCESSES--Your College (continued)

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
3.6	Systematic follow-up of disadvantaged students (e.g., students completing programs, dropouts, transfers).	33						
3.7	Systematic periodic review of programs and services for the disadvantaged.	34						
3.8	Provision for special services to assist disadvantaged students in occupational programs (e.g., tutoring, bilingual instruction, transportation services, financial aid).	35						
3.9	Coordination of disadvantaged programs and services with other organizations on campus (e.g.,EOP, NYC, MECHA, student clubs).	36						
3.10	Curriculum development to provide disadvantaged students with individualized programs (e.g., orientation programs, individualized learning programs, research projects).	37						
3.11	Systematic valid methods used in identification of disadvantaged students.	38						

RESOURCES--Your College

		39						
4.1	Qualifications of coordinator(s) and/or director(s) in charge of administering occupational programs and services for the disadvantaged.	40						
4.2	Qualifications of occupational education staff working with the disadvantaged.	41						
4.3.	Number of staff necessary for effective program and service implementation.	42						
4.4	Provision for in-service education opportunities for occupational faculty and staff working with disadvantaged students (e.g., teacher training programs, special institutes, seminars, workshops and conference).	43						
4.5	Availability and utilization of instructional facilities for the disadvantaged (e.g., mobile units, learning centers, classrooms).	44						
4.6	Availability and utilization of special instructional materials for the disadvantaged (e.g., special textbooks, reference books, visual aids, mock-ups).	45						
4.7	Participation of advisory committee(s) for the disadvantaged in shaping programs and services.	46						
4.8	Staff development of innovative techniques and creative approaches to teaching, counseling and tutoring of the disadvantaged.	47						
4.9	Adequacy of information system informing disadvantaged students of available programs and services.	48						
		49						

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

PERCEPTIONS OF COLLEGE GENERALISTS

Please answer the following: (Use extra sheets if necessary.)

1. What are the strong points of occupational education programs and services for disadvantaged students at your college?

2. What, if anything, should be done to improve occupational education programs and services for disadvantaged students at your college?

For Office Use Only.

COLLEGE STUDENTS' PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES FOR THE DISADVANTAGED

Your college wants to find out how good a job it is doing in providing occupational education programs and services for disadvantaged students.

As you know, the disadvantaged need special assistance to succeed in college because of inadequate earlier education, or for cultural or socioeconomic reasons.

To evaluate disadvantaged programs and services here and on other campuses in the state, the Chancellor's Office of the California Community Colleges has sponsored the development of a special process, which includes finding out what students think.

This form is designed for that purpose. We think student views are very valuable, and we would appreciate your cooperation in providing the information requested on the following pages.

Many thanks!

Name of College

What occupation are you studying for

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE STUDENTS' PERCEPTIONS

DIRECTIONS ON RATING:

Excellent means nearly ideal, top 5 or 10 percent.
Poor is totally inadequate, bottom 5 or 10 percent.
Good is a strong rating, top one third.
Below Expectations is only fair, bottom one third.
Acceptable is average, the middle third.

How would you rate the following:

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
1.	General success of the college in recruiting and retaining disadvantaged students in occupational programs?	16						
2.	Provision for special services to assist disadvantaged students in occupational programs (e.g., tutoring, bilingual instruction, transportation services, financial aid)?	17						
3.	Quality of available services for disadvantaged occupational education students?	18						
4.	Promotion of those available services for the disadvantaged occupational education students within the community?	19						
5.	Administration's commitment to developing and supporting occupational education programs and services for the disadvantaged?	20						
6.	General success of the college in placing disadvantaged students who have completed programs in business or industrial ds?	21						
7.	General success of disadvantaged student graduates when employed in business or industrial field(s)?	22						
8.	Counseling and guidance of disadvantaged students into occupational programs?	23						
9.	Systematic follow-up by the college of disadvantaged occupational graduates?	24						
10.	Systematic valid methods used by the college in identifying disadvantaged students?	25						
11.	Availability and utilization of special instructional materials for the disadvantaged (e.g., special textbooks, reference books, visual aids, mock-ups)?	26						
		27						

Please disregard. To be used for data processing.

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

COLLEGE STUDENTS' PERCEPTIONS

What are the strong points of occupational education programs and services for disadvantaged students at your college?

What, if anything, should be done to improve occupational education programs and services for disadvantaged students at your college?

For Office Use Only.

COLLEGE ADVISORY COMMITTEE MEMBERS' PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES FOR THE DISADVANTAGED

Your community college is conducting a self-appraisal to determine the effectiveness of its occupational education programs and services for disadvantaged students.

This is an important project because, as you know, the disadvantaged need special assistance to successfully prepare for employment as a result of inadequate previous education, or for cultural or socioeconomic reasons.

For the purposes of such self-appraisals, the Chancellor's Office of the California Community Colleges has sponsored development of a special evaluation process, which includes securing the very valuable views of a college's occupational education advisory committee members.

This form is designed to obtain your views. We would greatly appreciate your cooperation in providing the information requested on the following pages. Since your identity will not be linked with your responses, please do not sign the form. But please do be sure to specify the name of the advisory committee on which you serve.

Many thanks!

Name of College _____

Advisory Committee (specify field)

_____

How long have you been a member of this committee? _____

How often does this committee meet?

_____

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

ADVISORY COMMITTEE MEMBERS' PERCEPTIONS

DIRECTIONS ON RATING:

Excellent means nearly ideal, top 5 or 10 percent.
Poor is totally inadequate, bottom 5 or 10 percent
Good is a strong rating, top one third.
Below Expectations is only fair, bottom one third.
Acceptable is average, the middle third.

Please answer all questions based on your contact with the college in the capacity of an advisory committee member.

How would you rate the following?

1. General success of the college in recruiting and retaining disadvantaged students in occupational programs?
2. Provision for special services to assist disadvantaged students in occupational programs (e.g., tutoring, bilingual instruction, transportation services, financial aid)?
3. Promotion of those available services for the disadvantaged occupational education students within the community?
4. Administration's commitment to developing and supporting disadvantaged programs and services for the disadvantaged in occupational education?
5. General success of the college in placing disadvantaged students who have completed programs in business or industrial fields?
6. General success of disadvantaged student graduates when employed in business or industrial field(s)?
7. Counseling and guidance of disadvantaged students into occupational programs?
8. Systematic follow-up by the college of disadvantaged occupational graduates?
9. Systematic [illegible] methods used by the college in identifying disadvantaged students?
10. Adequacy of instructional facilities for the disadvantaged (e.g., mobile units, learning centers, classrooms)?

Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						

Please disregard. To be used for data processing.

D-6

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

ADVISORY COMMITTEE MEMBERS' PERCEPTIONS

What are the strong points of occupational education programs and services for disadvantaged students at your college?

What, if anything, should be done to improve occupational education programs and services for disadvantaged students at your college?

For Office Use Only.

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

College _____
Date of Report: _____

SUMMARY PROFILE BY SITE VISIT TEAM

PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES FOR THE DISADVANTAGED

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent
GOALS AND MEASURABLE PROGRAM OBJECTIVES							
1.1 Specific goals and objectives for occupational education programs and services for the disadvantaged.	16						
1.2 Specific goals and objectives for the recruitment and retention of disadvantaged student into/in occupational programs.	17						
1.3 Relation of recruitment rate for disadvantaged students in occupational programs to stated goals for recruitment.	18						
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1.6 Disadvantaged student placements (employment or related advanced education) in relation to completions.	21						
1.7 Information on job success of former disadvantaged students in field of preparation.	22						
PROCESSES: INSTRUCTIONAL PROGRAMS	23						
2.1 Coordination of programs and services for the disadvantaged with other planning organizations and agencies in the area (e.g., Veterans Administration, H.R.D., Manpower Area Planning Committees, County Welfare).	24						
2.2 Coordination of programs and services for the disadvantaged with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers).	25						
2.3 Specific provisions for modified programs for disadvantaged occupational students who are not enrolled in any regular occupational program (e.g., developmental or skill classes not part of a regular vocational program, pre-vocational classes).	26						
PROCESSES: SUPPORT PROCESSES	27						
3.1 Administration's commitment to occupational education for the disadvantaged.	28						
3.2 Organization for effective coordination and direction of occupational education for the disadvantaged.	29						
3.3 Status of key person(s) in charge of disadvantaged programs and services on the college "administration team."	30						

COPES SUBSYSTEM: DISADVANTAGED
The California Community Colleges

SUMMARY PROFILE BY SITE VISIT II (A)

PROCESSES: SUPPORT PROCESSES (continued)

			1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent
3.4	Awareness of college's occupational education goals for the disadvantaged by all faculty and staff.	31					
3.5	Emphasis upon occupational education, counseling and guidance for the disadvantaged.	32					
3.6	Systematic follow-up of disadvantaged students (e.g., students completing programs, dropouts, transfers).	33					
3.7	Systematic periodic review of programs and services for the disadvantaged.	34					
3.8	Provision for special services to assist disadvantaged students in occupational programs (e.g., tutoring, bilingual instruction, transportation services, financial aid).	35					
3.9	Coordination of disadvantaged programs and services with other organizations on campus (e.g., EOP, NYC, MECHA, student clubs).	36					
3.10	Curriculum development to provide disadvantaged students with individualized programs (e.g., orientation programs, individualized learning programs, research projects).	37					
3.11	Systematic valid methods used in identification of disadvantaged students.	38					
	RESOURCES	39					
4.1	Qualifications of coordinator(s) and/or director(s) in charge of administering occupational programs and services for the disadvantaged.	40					
4.2	Qualifications of occupational education staff working with the disadvantaged.	41					
4.3	Number of staff necessary for effective program and service implementation.	42					
4.4	Provision for in-service education opportunities for occupational faculty and staff working with disadvantaged students (e.g., teacher training programs, special institutes, seminars, workshops and conference).	43					
4.5	Availability and utilization of instructional facilities for the disadvantaged (e.g., mobile units, learning centers, classrooms).	44					
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4.7	Participation of advisory committee(s) for the disadvantaged in shaping programs and services.	46					
4.8	Staff development of innovative techniques and creative approaches to teaching, counseling and tutoring of the disadvantaged.	47					
4.9	Adequacy of information system informing disadvantaged students of available programs and services.	48					

ACCESSION NUMBER: VT100739

PUBLICATION DATE: AUG73

TITLE: COPES (COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS EVALUATION SYSTEM) GUIDE. SUBSYSTEM: HANDICAPPED.

DESCRIPTOR: *HANDICAPPED STUDENTS; VOCATIONAL EDUCATION; PROGRAM EVALUATION; EDUCATIONAL PROGRAMS; *COMMUNITY COLLEGES; *EDUCATIONAL ASSESSMENT; EVALUATION TECHNIQUES; *MEASUREMENT INSTRUMENTS

IDENTIFIER: CALIFORNIA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: APM V.7NO.4(1974)PP. 615

ABSTRACT: THE SUBSYSTEM GUIDE FOR EVALUATION OF CALIFORNIA COMMUNITY COLLEGE PROGRAMS AND SERVICES FOR THE HANDICAPPED PROVIDES PROCEDURES AND INSTRUMENTS FOR STUDYING ASPECTS OF OCCUPATIONAL EDUCATION RELATED TO STUDENTS WITH PHYSICAL OR MENTAL HANDICAPS WHO CANNOT OR ARE NOT SUCCEEDING IN REGULAR OCCUPATIONAL PROGRAMS. THIS SUBSYSTEM GUIDE IS PART OF THE COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS EVALUATION SYSTEM, WHICH INCLUDES GUIDES, SUBSYSTEM GUIDES, AND REPORTS. (MF)

INSTITUTION NAME: CALIFORNIA COMMUNITY COLLEGES, SACRAMENTO. OFFICE OF THE CHANCELLOR.

SPONSORING AGENCY NAME: BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.

VT 100 739

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COPES

GUIDE

SUBSYSTEM: HANDICAPPED

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COPES

COMMUNITY COLLEGE
OCCUPATIONAL PROGRAMS
EVALUATION SYSTEM

GUIDE

SUBSYSTEM: HANDICAPPED

sponsorship:
CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
Sacramento, California

management:
FOOTHILL COMMUNITY COLLEGE DISTRICT
Los Altos Hills, California

design, coordination:
GEORGE EBEY ASSOCIATES
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development, refinement:
COMMUNITY COLLEGE PROFESSIONALS;
BUSINESS, INDUSTRY AND PUBLIC
REPRESENTATIVES

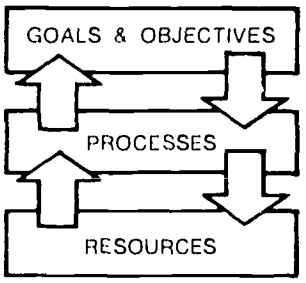

Foreword

"Hire the Handicapped" is familiar and justified advice to employers. As has been proved, health-impaired men and women make excellent employees. But, first, before they can be employed and demonstrate their employment capability, the handicapped must be trained to be employable.

More and more in California, responsibility for their training is being assumed by the Community Colleges.

That is one reason I am particularly pleased that our sponsorship of COPES has resulted--among other accomplishments--in the development of a subsystem and the drafting of a guide for evaluation of Community College programs and services for the handicapped.

We are appreciative of the countless hours devoted to this important task by the many college and community representatives throughout the state who have been involved. It is our sincere hope that their efforts will be rewarded by future achievement of educational improvements through application of the subsystem and use of this guide.

We invite suggestions for subsystem and guide refinements so that maximum benefit may be derived by California Community Colleges and the handicapped students whose futures depend so significantly on the helping hand these institutions extend to them.

Sidney W. Brossman, Chancellor
California Community Colleges

COPES COOPERATIVE LEADERSHIP MODEL FOR IMPROVING OCCUPATIONAL EDUCATION

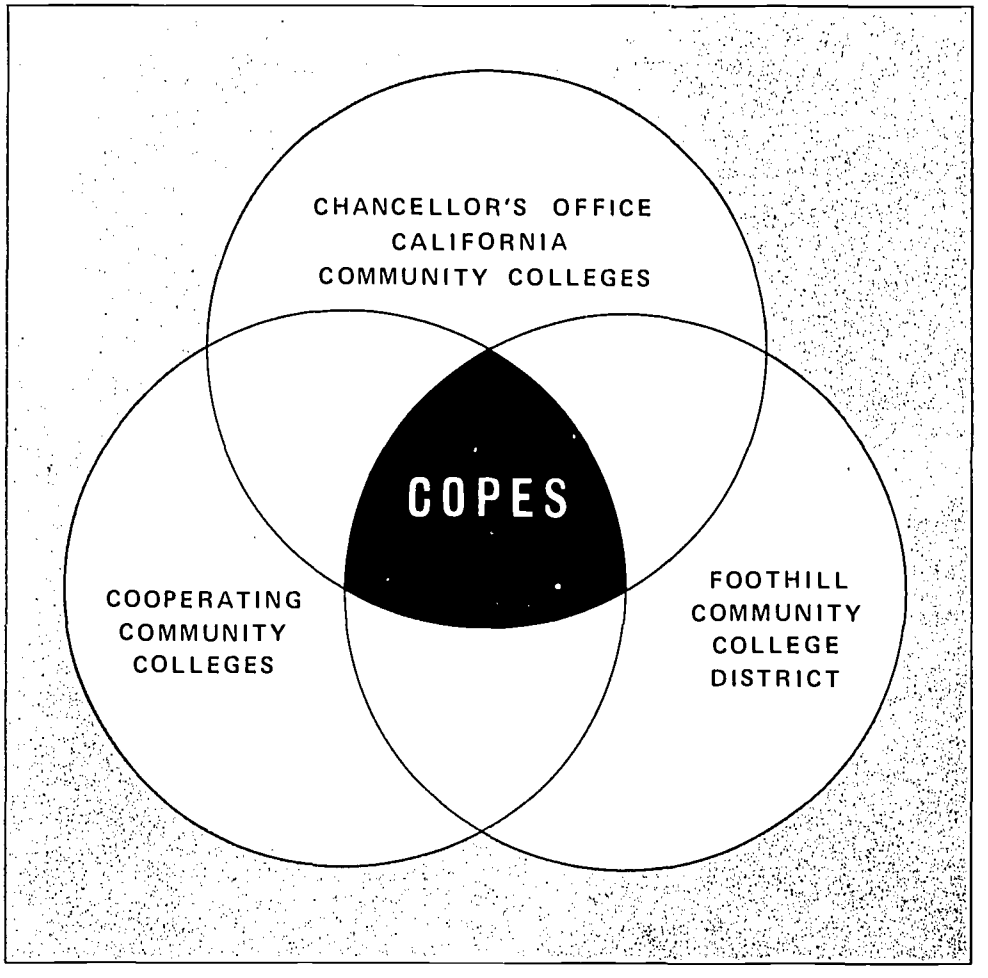

Introduction

In preliminary form, the COPES subsystem for evaluating programs and services for the handicapped represents a cooperative effort between local community colleges in California and the Chancellor's Office.

Teachers, counselors, administrators, students, advisory committee members and other community representatives were involved in the appraisals of college facilities, offerings and special accommodations for the handicapped which provided the groundwork for, and figured prominently in, the development of the subsystem. Most active were those directly enlisted in the project under the chairmanship of John R. McKinley, dean of administrative services at Chabot College. They included: Francisca Baldwin, coordinator of services to handicapped students at Pasadena City College; Dale Collins, specialist in academic programs, Chancellor's Office, California Community Colleges; Gary Graham, enabler for the physically handicapped at Fresno City College; Chester P. Gromacki, director of vocational education, Community College District, North Orange County; and Gilbert Ribera, enabler for handicapped students and chairman of the business division, Chabot College.

The dedicated work of all these men and women is gratefully acknowledged.

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COPES SUBSYSTEM: HANDICAPPED

WHAT THE SUBSYSTEM IS

COPES Subsystem: Handicapped is a specialized part of COPES (Community College Occupational Programs Evaluation System). It has as its purpose the improvement of the quality and availability of occupational education for the handicapped student who attends a California community college.

Modeled on the thoroughly tested, simple and consistent COPES system design, the subsystem facilitates achievement of its purpose by:

- Providing easily administered procedures and instruments for studying aspects of occupational education related to the handicapped student.
- Offering competent professional assistance in subsystem application.
- Encouraging the involvement of many persons with views on a college's services, facilities and occupational offerings for the handicapped.
- Identifying strengths and needs for improvement in occupational education for the handicapped.
- Establishing a framework for college planning and unified action in implementation of plans.

HOW THE SUBSYSTEM MAY BE USED

Application of COPES Subsystem: Handicapped will help a college assess what is in relation to what is desirable in occupational education for students with physical or mental handicaps who cannot or are not succeeding in regular occupational programs. Such students include those who are speech impaired, hard of hearing, deaf, seriously emotionally disturbed, crippled, neurologically handicapped, mentally retarded or visually impaired.

The subsystem may be used in conjunction with the overall COPES system, another subsystem (i.e., disadvantaged, consumer and homemaking education), or separately. It should be noted that while the overall COPES system includes appraisal of programs and services for the handicapped, the scope and depth of that appraisal obviously cannot be as extensive as the specially focused evaluation provided by the subsystem.

HOW THIS GUIDE SHOULD BE USED

The COPES Subsystem Guide: Handicapped, with procedures and instrumentation, augments the COPES System Guide. Since the System Guide contains important general information not duplicated here, it should be studied together with this guide by any college considering application of the subsystem.

APPLICATION OF COPES SUBSYSTEM: HANDICAPPED

STEPS IN APPRAISAL

STEP ONE--College Decision

See same step in COPES System Guide.

STEP TWO--Preliminary Contact

See same step in COPES Svstem Guide.

STEP THREE--Team Formation

Where the handicapped subsystem is to be used in conjunction with a COPES system appraisal, the COPES site visit team is selected to include one member specially oriented and prepared in programs and services related to the handicapped. This member should be expected to perform as a team generalist in addition to the special subsystem assignment. He will spend from 1 to 3 days of his site visit time in coordinating subsystem activities, depending on the magnitude of the college's programs and services for the handicapped.

Where the handicapped subsystem is to be used independently of a COPES system appraisal, the COPES site visit team will have 1 to 3 members, dependent on the magnitude of programs and services for the handicapped. The team will consist of experienced occupational education specialists in the subsystem area.

The subsystem specialist on a system appraisal team or the person appointed chairman of a subsystem team becomes, from the time of his appointment, the official liaison representative concerning application of the subsystem. From the time of team selection this person is the intermediary between the college and all persons outside the district assisting in the study.

STEP FOUR--College Orientation

Where the handicapped subsystem is to be used in conjunction with a COPES system appraisal, the orientation and planning visit of the site team chairman includes, in addition to the procedures described under this same step in the COPES System Guide, preparation for the subsystem application, including:

- The schedule for distribution, collection and forwarding of subsystem perceptions instruments.
- The detailed schedule for the subsystem aspect of the site visit.
- The specific college materials relating to the handicapped that will be included in the package to the subsystem specialist on the team prior to the team visit or be made available during the visit. Included might be organization charts indicating the allocation of responsibilities for occupational education programs and services for the handicapped.

Where the handicapped subsystem is to be used independently of a COPES system appraisal, the orientation and planning meeting purposes are identical to those described under this same step in the COPES System Guide, except that only subsystem activities and arrangements are discussed.

(See page 10 for orientation procedures.)

STEP FIVE--Completion of Instruments

College personnel and others in the district participating in the subsystem application complete and return their perceptions instruments. (These instruments are briefly described on page 8 and are shown in the instrumentation section of this guide.)

Except for Form H-1, which is the official college position, all subsystem instrument responses are confidential. They will therefore be returned in sealed envelopes to the designated college contact for forwarding to a COPES service center, which will tabulate the data in readily usable form.

STEP SIX--Team Site Visit

The general plan and mission of any COPES team site visit is essentially as described under this same step in the COPES System Guide. Prior to the visit, whether the subsystem is being applied in conjunction with the system or independently, each subsystem team member will have received pertinent college materials and the following:

- A copy of Form H-1 (the official College Self-Appraisal of occupational education for the handicapped, signed by the president).
- Computer tabulations of the perceptions of various groups.
- A schedule of site visit activities.

Where the subsystem is applied in conjunction with the system, the subsystem specialist is assigned regular functions of the site visit schedule in accord with the demands of the subsystem schedule. Priority consideration is given to the subsystem assignment and his responsibility to validate the college self-appraisal of programs and services for the handicapped.

Typically, where the subsystem is applied independently, the site visit will be of 1 to 2 days duration.

Whatever the form of application, delegated subsystem responsibilities during the site visit will include:

- A site team organizational meeting, normally held the evening before visiting the college, and limited to site team members. Specific assignments are determined, and schedules and responsibilities clarified. (Note: Where a single specialist is assigned to apply the subsystem independently of a system appraisal, this organizational meeting may be replaced by a conference with the college enabler for handicapped programs.)

- One full day or more of data gathering. Included will be such activities as: visit to special on and/or off campus facilities and areas provided for the handicapped, and in-depth interviews with key counselors, students, division-department chairmen, administrators and community representatives. A comprehensive interview should be held with the chief occupational administrator and other college persons assigned special responsibility for occupational support services and instruction for handicapped students (e.g., the enabler for handicapped students). Illustrative pertinent topics for investigation are: special classes; adaptive instructional equipment, instructional materials and individualized instruction; use of tutors and facilitating aides to the handicapped; mobility assistance; counseling and guidance, placement activities and follow-up; vertical and horizontal articulation in particular relationship to the handicapped student; administrative organization and the allocation of financial resources for handicapped programs; relationships with the Department of Rehabilitation and the use of other community agencies working with the handicapped, including any pertinent advisory committees.

- A meeting of the team to prepare the oral presentation to the college. Where the subsystem is applied in conjunction with the system, the subsystem specialist(s) will synthesize perceptions of all team members, utilizing Form H-7 (Summary Profile by Site Visit Team). Where the subsystem is applied independently, team members will reach a consensus on their perceptions of various aspects of the support services and occupational programs provided for the handicapped (again utilizing Form H-7). These perceptions will be related to the college's official

self-appraisal as well as to the perceptions of participating groups. Concurrences and disparities will be noted and used as the basis for the oral presentation. Team spokesmen will be selected and the presentation agenda planned. Typically, where the subsystem is applied in conjunction with the system, the team member(s) specially designated to apply the subsystem will act as spokesman (or spokesmen) for that portion of the presentation.

- Oral presentation and informal discussion of findings. Where the subsystem is applied in conjunction with the system, the oral presentation of the subsystem findings may either be conducted separately or as part of the system presentation, as described under this same step in the System Guide. Where the subsystem is applied independently of the system, or where the subsystem presentation is conducted separately from that of the system, this meeting normally will be held with the college president and key members of his administrative, instructional and student personnel staff who have special responsibilities or interests in support services and occupational programs for the handicapped. This meeting should facilitate a spontaneous interchange of views and clarification of information.

- Written report. Before termination of the site visit, a written report summarizing the oral discussion will be completed in draft form by the person designated for this assignment. It should be given to the team chairman for inclusion in the overall site visit written report.

STEP SEVEN--Written Report

Where the subsystem is applied in conjunction with the system, the draft written report will be edited as necessary, prepared in final form and forwarded to the college by the system team chairman as part of the system written report. Where the subsystem is applied independently of the system, the draft written report--after editing and preparation in final form--will be forwarded to the college by the subsystem team chairman.

In either case, the report is for the use of the college leadership in dissemination of the findings and will summarize:

- When and where the oral presentation was held, and who was in attendance.
- Strengths of the college's occupational education support services and instructional programs for the handicapped, as perceived by the site visit team.
- Needs for improvement meriting priority consideration.
- Other information deemed constructive.

Appended to the report will be Form H-7 (Summary Profile by Site Visit Team). Other pertinent appendices also will be attached, to include such details as team membership, team site visit activities, sources of information in general terms, and summaries of subsystem perceptions of college staff, students and community representatives.

INSTRUMENTATION

To facilitate its application, COPES Subsystem: Handicapped provides several easily used instruments. These include:

- Form H-1, College Self-Appraisal. Signed by the president of the college. Represents the official

college view of this special program of support services and instruction. Contains the basic factual information as well as a self-rating on various aspects of the college's occupational education system for the handicapped. Forwarded by college to designated COPES service center. Reproduced by the center and distributed to subsystem team member(s) prior to site visit.

- Form H-2/3, College Professionals' Perceptions. Completed by the college enabler for handicapped students, occupational instructors, division-department chairmen, counselors and administrators. Provides their perceptions of the special programs and services for handicapped students at the college, from viewpoint of their programs and services. Returned to designate at college in sealed envelope. Forwarded unopened to COPES service center. At center, coded by occupational program or service and tabulated. Results furnished to subsystem team member(s) prior to site visit.

- Note: No Form 4 in subsystem.

- Form H-5, Student Perceptions. Short form which provides handicapped and other students in occupational programs an opportunity to express their views of the support services and occupational programs in which they are participants. Returned to designate at college in sealed envelope by class. Forwarded unopened to COPES service center for tabulation. Results distributed to subsystem team member(s) prior to site visit.

- Form H-6, Community Perceptions. Short form designed to obtain views of community representatives and advisory committee members on the programs with which they are affiliated. Forwarded unopened to COPES service center

for tabulation. Results distributed to COPES subsystem team member(s) prior to site visit.

- Form H-7, Summary Profile by Site Visit Team. Used by site visit team in summarizing their perceptions of various aspects of programs and services for the handicapped at the college. Used as basis for oral presentation to the college. Appended to site visit written report to college president.
- Form 8, Information Gathering Sheet. For use by COPES subsystem team member(s) for taking notes during site visit. (See COPES System Instrumentation.)

ORIENTATION

Where the subsystem is applied in conjunction with the system, it is desirable to add to the procedures suggested under this same heading in the COPES System Guide a supplementary orientation session for the college professional staff who will be completing detailed perceptions instruments (Forms H-1, H-2/3) and may be interviewed in depth during the subsequent site visit. Typically these professional staff include:

- College enabler for handicapped students and others with special responsibilities for the handicapped.
- Occupational education teachers, department heads and division chairmen.
- Counselors and other involved student personnel staff.
- College general administrators, including directors and general coordinators of occupational education.

Preferably this supplementary session should be conducted by the site visit chairman during his orientation visit. Subsequent presentations, if desired, may be made by a designate at the college.

Other types of orientation as proposed under this same heading in the COPES System Guide may also be utilized for persons involved in the process in lesser detail, as well as for college staff not involved.

Where the subsystem is applied independently of the system, it is equally important to assure that orientation be thorough and sufficiently widespread. For example, members of the college professional staff who will be most directly involved through perceptions instruments and interviews should be shown both the general COPES slide presentation (see under this same heading in the COPES System Guide) and the COPES subsystem slide presentation.

ACTION BY COLLEGE

As with the overall COPES system, so with this subsystem: The purpose of self-study is action, if improvement is indicated. Action by the college as a result of COPES' findings is a local responsibility. It is assumed that these findings will be reflected in the district's one-year and five-year plans for vocational education as well as other constructive planning and action which may be advantageous to the college.

TIME GUIDELINES IN SCHEDULING

The convenient scheduling of the seven steps of COPES requires 65 working days or about three months, whether the subsystem is applied in conjunction with the system or separately. The elapsed days from Step 1 for each of the succeeding steps are shown on page 12. This scheduling guideline suggests that, except under unusual circumstances, a request should not be made after February 1 for COPES assistance in that academic year. Ideally a college should make its request prior to or early in an academic year.

COPES SCHEDULING GUIDELINES

Step	Action	Maximum Elapsed Days* From Request
1	College request for assistance on self-appraisal	0
2	Initial planning of COPES subsystem activities with chief college administrator	5
3	Appointment of COPES site visit team	10
4	Orientation and planning visit to college by site visit chairman	20
5	Completion and return of perceptions instruments to COPES service center	35
6	Site visit and oral presentation by site visit team	55
7	Written summary of oral presentation	65

* Based on 5-day work week.

PARTICIPANT TIME REQUIREMENTS

The amount of time required of college participants in applying the subsystem has not been sufficiently field-tested to provide accurate estimates. It will depend upon the extent to which the college desires to involve teachers, administrators and counselors, students, and community representatives in this subsystem appraisal. Because fewer total people will be involved, the total amount of time should be substantially less than for the COPES overall system. Tested individual participant time requirements relating to the overall system appear in the COPES GUIDE describing the system.

INSTRUMENTS
COPES Subsystem: Handicapped

ERIC

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL
OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES
FOR THE HANDICAPPED

This form, when completed by the president of the college, or his designate, and signed by the president, will represent the official college view of its system for servicing the needs of handicapped students enrolled in occupational programs.

The form consists of two parts:

Part I - Basic factual information

Part II - Self-rating on various aspects of the college's system

In both parts the response format is organized into the major components of the Community College Occupational Programs Evaluation System (COPES), namely:

- Goals and Measurable Program Objectives
- Processes: Instructional Programs
  Support Processes
- Resources

Your candid responses on items contained in this information request, as well as your supplementary comments, will be of great help in the evaluation effort and the resulting suggestions for improvement. When *poor* through *excellent* responses are requested, *poor* ratings should be given on items which in your judgment are totally inadequate, *excellent* ratings on those considered nearly ideal or exemplary in relation to other programs with which you are familiar. *Good* is a strong rating, and *acceptable* one which is adequate in terms of current practice but is neither strong nor seriously below expectations.

The information you provide will be distributed on a confidential basis to the COPES subsystem site visit participant(s) prior to the visit to your campus. It will be used as background for interviewing and study of pertinent materials during the visit.

Since the information represents the official college position, this cover page should be signed by the person completing this form (typically the director or coordinator of occupational education for the college or the college enabler for the handicapped) and by the college president.

Thank you for your cooperation in the interest of quality occupational education programs and services for the handicapped.

Person Completing This Form:

(Signature)	(Title)
(College)	(Date)

President:

(Signature)	(Title)
(College)	(Date)

PART I

BASIC INFORMATION

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

GOALS AND MEASURABLE PROGRAM OBJECTIVES

A-1 To what extent do goals and measurable objectives exist for specific occupational programs for the handicapped?

(1) _____ Established in every occupational program
(2) _____ Established in over 75% of occupational program and service areas
(3) _____ Over half
(4) _____ Over 25%
(5) _____ Less than 25%
(6) _____ None
(7) _____ Don't Know

A-2 How would you rate the extent to which the planned enrollment of handicapped students in regular occupational programs has coincided with the stated goals of recruitment?

(1) _____ Excellent (2) _____ Good (3) _____ Acceptable (4) _____ Below Expectations (5) _____ Poor
(6) _____ Don't Know

A-3 How would you rate the extent to which the retention rate of handicapped students has in regular occupational programs coincided with the stated goals of retention?

(1) _____ Excellent (2) _____ Good (3) _____ Acceptable (4) _____ Below Expectations (5) _____ Poor
(6) _____ Don't Know

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

PROCESSES: INSTRUCTIONAL PROGRAMS

B-1 What was the full and part-time enrollment of your college at the initial attendance report period of this year? _____

B-2 What was the enrollment of full and part-time handicapped students in regular occupational education programs at that time? (Unduplicated count) _____

B-3 How were these handicapped students distributed by regular occupational education program? Please attach if available a list of the enrollments by occupational program at the initial attendance report period of this year. (Unduplicated count)

B-4 What was the total enrollment of handicapped students enrolled in special modified occupational programs?* _____

B-5 (a) For which of the handicaps listed below are there occupational programs available at your college? List any programs that are particularly designed for the handicapped.

	Handicap	Programs Available?	Particularly Appropriate Programs
(1)	Visual	_____	_____
(2)	Hearing	_____	_____
(3)	Speech	_____	_____
(4)	Mentally Regarded	_____	_____
(5)	Serious Emotional Disturbance	_____	_____
(6)	Orthopedic (crippled)	_____	_____
(7)	Other Physically Impaired	_____	_____

*Special occupational programs designed for handicapped students who are not succeeding or cannot succeed in regular occupational programs (e.g., pre-vocational programs and special classes).

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

PROCESSES: INSTRUCTIONAL PROGRAMS (Continued)

(b) Which of the following special courses for the various types of handicaps do you offer?

		Yes	No
(1)	Speech therapy	_____	_____
(2)	Mobility training	_____	_____
(3)	Sign language	_____	_____
(4)	Adaptive physical education	_____	_____
(5)	Psychology	_____	_____
(6)	Other (list) _____		
	_____		
	_____		

B-6 What occupational education programs or courses for handicapped students have been added at your college in the past year? Four preceding years?

In the past year, these occupational education programs or courses were added:

In the preceding four years, these occupational education programs or courses were added:

B-7 What occupational education programs and courses for handicapped students have been deleted at your college in the past year? Four preceding years?

In the past year, the following occupational education programs and courses were deleted:

In the preceding four years, these occupational education programs and courses were deleted:

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

PROCESSES: INSTRUCTIONAL PROGRAMS (Continued)

B-8 How would you rate the coordination of occupational programs and services for the handicapped with major community agencies and organizations in the area?

Agency	Excellent	Good	Acceptable	Below Expectations	Poor	Don't Know
Veterans Administration						
Human Resources Development						
Department of Rehabilitation						
Welfare Department						
Other (specify)						

B-9 How would you rate the articulation of occupational programs for the handicapped with the major educational organizations in the area?

Educational Organization	Excellent	Good	Acceptable	Below Expectations	Poor	Don't Know
High Schools						
Other community colleges						
ROC's and/or ROP's						
Four year colleges-univ.						
Other (specify)						

B-10 To what extent is vocational work experience for handicapped students included in your occupational education programs?

(1) _____ Included in every program
(2) _____ Over 75% of the programs
(3) _____ Over half
(4) _____ Over 25%
(5) _____ Less than 25%
(6) _____ None
(7) _____ Don't Know

		Yes	No
B-11	Do you do follow-up studies on former students with handicaps?	_____	_____
B-12	Does the school contact potential employers in an effort to get them to interview on campus?	_____	_____
B-13	Does the school provide prospective employers with information relating to the qualifications of college trained students?	_____	_____

B-14 What is done to educate employers to the advantages of hiring the handicapped (better attendance records, fewer on the job injuries, etc.)?

_____

_____

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

PROCESSES: INSTRUCTIONAL PROGRAMS (Continued)

		Yes	No
B-15	Do you provide classes in continuing education for people already employed?	_____	_____
B-16	Does the school obtain relevant employment information from Technical/ Vocational Advisory Committees?	_____	_____
B-17	How would you rate the degree to which handicapped students have been employed by local business and industrial firms?	_____	_____

_____ Excellent _____ Good _____ Acceptable _____ Below Expectations _____ Poor _____ Don't Know

B-18 (a) In relation to community needs, how would you rate the scope and quality of your college's provisions of special education and related services for the handicapped enrolled in occupational education (i.e., mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically handicapped, or other health impaired persons who by reason thereof require special education and related services)?

	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know
Scope in relation to needs						
Quality						

(b) If either scope or quality is rated below excellent above, please state concisely what is required to achieve excellence. Use additional sheet if necessary.

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

PROCESSES: SUPPORT PROCESSES

C-1 To what extent are your occupational education programs and services for the handicapped being conducted in accordance with your special district plan for the handicapped? Please check only one response.

a. _____ No differences between plan and practice.

b. _____ Only minor differences.

c. _____ Major differences.

If b or c, please concisely specify the difference.

C-2 To what extent are there available special services (e.g., tutoring, counseling, remedial programs) to assist in courses of studies for regular occupational education programs? Please check only one response.

(1) _____ Available for all programs and courses
(2) _____ For over 75% of the programs and courses
(3) _____ Over half
(4) _____ Over 25%
(5) _____ Less than 25%
(6) _____ None
(7) _____ Don't Know

C-3 Indicate below the services available to handicapped students:

		(Check)
(1)	Special counseling	_____
(2)	Rehabilitation Department Representatives	_____
(3)	Special testing and evaluation	_____
(4)	Information on available occupations	_____
(5)	Assistance at Registration	_____
(6)	Note-takers	_____
(7)	Interpreters	_____
(8)	'Large print' textbooks	_____
(9)	Braille, tape and recorded materials	_____
(10)	Magnifying-amplifying equipment	_____
(11)	Mobility assistance	_____
(12)	Special parking permits	_____
(13)	Ramps-curbing for wheelchairs	_____
(14)	Accessibility to all classrooms	_____
(15)	Specially equipped restrooms	_____
(16)	Specially equipped showers	_____
(17)	Specially marked campus maps	_____
(18)	Accessibility to bookstore, library, auditorium, gymnasium/fields, cafeteria	_____
(19)	Tutors	_____
(20)	Readers (i.e., for blind)	_____
(21)	Test-taking assistance	_____
(22)	Club/group activities	_____
(23)	Special resource center	_____

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

PROCESSES: SUPPORT PROCESSES (Continued)		Yes	No
C-4	Do you identify specific handicapped students by name and types of disability?	———	———
	If yes, what use is made of this information?		

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

RESOURCES - DISTRICT

D-1 a. At the initial attendance report period of this year, how many staff were assigned to work specifically in handicapped programs and/or support services in the following positions at your college?

Staff	Occupational Education Total			Handicapped Programs and Services Specifically		
	Full Time	Part Time	FTE	Full Time	Part Time	FTE
Administrators and Coordinators						
Instructors, Graded Day						
Instructors, Continuing Education						
Counselors						
Secretarial and Clerical						
Instructional Paraprofessionals (including tutors)						
Other Classified						
Other (specify)						
Total						

b. Please attach a list showing the distribution of occupational education staff assigned to programs and services for handicapped students, using the following format.

Assignment (Title)	STAFF		
	Full-Time	Part-Time	FTE
(i.e.: Enabler for Handicapped	1	-	.75)

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

RESOURCES - DISTRICT (Continued)

D-2 a. What was the operating budget of the college last year? $_____

b. What was the operating budget for occupational education last year? $_____

c. What was the operating budget for the 10% set-aside VEA funds for the handicapped last year? $_____

d. Please provide an attachment showing how these 10% set-aside funds were spent last year.

e. Please attach the VEA Plan for using these funds this current year.

D-3 For which handicapped areas does the district claim special State apportionment? (Please list)

D-4 In considering the source of funds being allocated to programs and services for the handicapped in the current year, indicate by rank their relative importance: ("1" = source of most funds)

Source	Rank
VEA 10% set-asides	_____
Special State apportionment	_____
Other federal-state project grants	_____
Local district revenues	_____
Other (list) _____	_____

D-5 Please list the titles, purposes, funding agency, and amount of funds received the past 3 years for special projects relating to the handicapped: (attach list if desired)

Project Title/Purpose	Agency	Amount

D-6 How would you rate the Board's policy commitment to occupational education for the handicapped through such tangible evidence as policy statements and budget support?

_____ Poor _____ Below Expectations _____ Acceptable _____ Good _____ Excellent _____ Don't Know

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

RESOURCES -- DISTRICT (Continued)

What are the evidences of this commitment? Please state concisely in space below and/or on additional sheet if required.

What evidences are there, if any, of a lack of commitment? Please state concisely in space below and/or on additional sheet if required.

D-7 How would you rate the Administration's commitment to occupational education for the handicapped?

_____ Poor _____ Below Expectations _____ Acceptable _____ Good _____ Excellent _____ Don't Know

What are the evidences of this commitment? Please state concisely in space below and/or on additional sheet if required.

What evidences are there, if any, of a lack of commitment? Please state concisely in space below and/or on additional sheet if required.

D-8 How would you rate broad faculty support of occupational education for the handicapped at your college?

_____ Poor _____ Below Expectations _____ Acceptable _____ Good _____ Excellent _____ Don't Know

What are the evidences of this support? Please state concisely in space below and/or on additional sheet if required.

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

RESOURCES - DISTRICT (Continued)

What evidences are there, if any, of lack of support? Please state concisely in space below and/or on additional sheet if required.

D-9 How would you rate community support for handicapped programs and services in occupational education at your college?

_____ Poor _____ Below Expectations _____ Acceptable _____ Good _____ Excellent _____ Don't Know

What are the evidences of support? Please state concisely in space below and/or on additional sheet if required.

What are the evidences, if any, of lack of support? Please state concisely in space below and/or on additional sheet if required.

D-10 Does the college have a special advisory committee(s) for the handicapped? _____ Yes _____ No

If yes, please list below:

D-11 How would you rate the effectiveness of the college in obtaining contributions of personnel, consulting assistance, equipment and/or funds for occupational education programs and services for the handicapped from labor, business, industry, and the professions?

_____ Poor _____ Below Expectations _____ Acceptable _____ Good _____ Excellent _____ Don't Know

What are the evidences of this support in recent years? Please state concisely in space below and/or on additional sheet if required.

PART II

SELF–RATING

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

Name of College _____

This questionnaire seeks to discover how well this college is providing instruction, counseling, and courses to prepare students for paid employment and job careers - students with handicaps/ disabilities such as to interfere with their employment opportunities.

On the following pages, the college administration is requested to self-rate various aspects of occupational education programs and services for handicapped students at the college. On some items substantial variation may exist among programs, departments or divisions. On these items, the respondent may, in addition to giving an overall rating, also desire to indicate his judgment of the perceived variation, as follows.

EXAMPLES

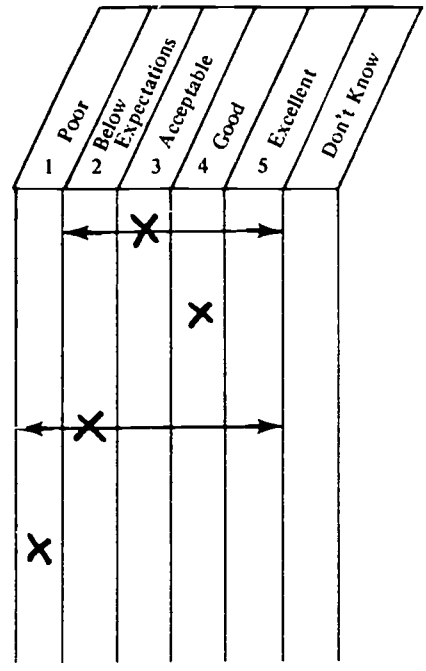

Use of individualized instruction (e.g., programmed learning, self-paced instruction, tutoring) for the handicapped.

Quality of occupational instruction for the handicapped.

Provision for vocational work experience in occupational education programs for the handicapped.

Systematic follow-up of handicapped students who have completed occupational programs.

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

GOALS AND MEASURABLE PROGRAM OBJECTIVES

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
1.1	Development and communication of goals for job-related educational programs for handicapped students (i. e. those students with physical, mental, emotional and other health-impairing handicaps).	16						
1.2	Degree to which enrollment objectives are set for the number of handicapped students sought in each occupational (i.e., job preparation) program.	17						
1.3	Number of handicapped students actually enrolled in occupational programs in relation to enrollment objectives.	18						
1.4	Number of handicapped students who complete occupational programs, including jobouts.*	19						
1.5	Handicapped student placements (employment or related advanced education) in relation to completions.	20						
1.6	Information on job success of handicapped former students in field of preparation.	21						

PROCESSES: INSTRUCTIONAL PROGRAMS

2.1	Agreement of the VEA District Vocational Education Plan for handicapped students with actual programs in operation.	22						
2.2	Quality of occupational instruction for the handicapped.	23						
2.3	Provision of special modified courses for students with particular handicaps.	24						
2.4	Growth and/or modification of offerings available to the handicapped during past five years.	25						
2.5	Articulation with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers) in providing for community occupational needs for the handicapped.	26						
2.6	Provision for vocational work experience in occupational education programs for the handicapped.	27						
		28						
		29						

*Students leaving school for employment in field of preparation prior to completing college program of studies.

Please disregard. To be used for data processing.

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

PROCESSES: SUPPORT PROCESSES

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
3.1	Administration's commitment to occupational education for the handicapped.	30						
3.2	Organization for effective coordination and direction of occupational education for the handicapped.	31						
3.3	Recognition by the faculty and administration of the importance of the position of Enabler for the Handicapped.	32						
3.4	Awareness of the college's occupational education goals for the handicapped by all faculty and staff.	33						
3.5	Emphasis upon occupational education counseling and guidance to handicapped students.	34						
3.6	Effectiveness in finding employment for handicapped students and contributing to their on-going job success.	35						
3.7	Recruitment of handicapped students into occupational education programs.	36						
	Systematic follow-up of handicapped students:	37						
3.8	Who have completed occupational programs.	38						
3.9	Who have dropped out.	39						
3.10	Who have completed college transfer programs.	40						
3.11	Use of job success and failure information of handicapped student graduates in program improvement.	41						
3.12	Promotion of occupational education's strengths, merits, and opportunities for handicapped students to the public and its representatives.	42						
3.13	Participation of handicapped students in developing the VEA District Vocational Education Plan for the handicapped.	43						
3.14	Systematic collection and use of information on employment opportunities and community needs for occupational programs available to the handicapped (labor market data, etc.).	44						
3.15	Coordination of college's community occupational education needs analysis with those of agencies in the area which work with the handicapped.	45						
3.16	Use of off-campus resources to assist in gathering identification data on handicapped students.	46						
3.17	Use of on-campus resources to assist in gathering identification data on handicapped students.	47						
3.18	Special assistance and information provided for handicapped students.	48						

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

RESOURCES

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
4.1	Provision for coordination and/or direction of handicapped programs and support services.	49						
4.2	Qualifications of coordinator(s) and/or director(s) in charge of administering occupational programs and services for the handicapped.	50						
4.3	Number of staff necessary for programs and service implementation.	51						
4.4	Qualifications of instructional staff working with the handicapped.	52						
4.5	In-service education opportunities for occupational faculty and staff working with handicapped students (e.g., teacher training programs, special institutes, seminars, workshops and conferences).	53						
4.6	Provisions for systematic evaluation of program and service personnel.	54						
4.7	Use of paraprofessionals (e.g., aides, teacher assistants) to assist with the handicapped.	55						
4.8	Adequacy and availability of instructional facilities (excluding equipment) for the handicapped.	56						
4.9	Adequacy and availability of instructional equipment adapted for use by the handicapped.	57						
4.10	Adequacy and availability of special instructional materials for the handicapped.	58						
4.11	Use of individualized instruction (e.g., programmed learning, self-paced instruction, tutoring) for the handicapped.	59						
4.12	Use of advisory committee(s) for the handicapped.	60						
4.13	Use of community resources related to the handicapped in class instruction (e.g., field trips, outside speakers, borrowed equipment).	61						
4.14	Contributions of personnel, equipment and/or funds from labor, business, industry and the professions, to assist handicapped students.	62						
	Provisions in current operating budget for:							
4.15	Instructional programs for the handicapped.	63						
4.16	Support services for the handicapped.	64						
	Provisions in capital outlay budget for:							
4.17	Programs and services for the handicapped.	65						
		66						

Please elaborate on your views, if you so desire. Use extra sheets if necessary.

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE SELF-APPRAISAL

Please answer the following: (Use extra sheets if necessary)

1. What are the chief occupational education strengths of your college as related to the handicapped?

2. What are the needed major improvements, if any, in occupational education for the handicapped in your college and what action is required to achieve these improvements?

For Office Use Only.

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE PROFESSIONALS' PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES FOR THE HANDICAPPED

Your college has requested appraisal of its occupational education programs and services for the handicapped through application of a subsystem of the Community College Occupational Programs Evaluation System (COPES).

A particularly important part of the appraisal process is the securing, and synthesizing, of the perceptions of college professionals from the viewpoint of the programs and services in which they are involved. (These persons include the college enabler for handicapped students, occupational instructors, division chairmen, department heads, counselors and administrators.)

This form is designed to secure your perceptions. Your candid rating of the items contained in this information request, as well as your supplementary comments, will be of great help in the evaluation effort and the resulting suggestions for improvement.

The information you provide will be strictly confidential. It will be seen only by COPES research members responsible for tabulating the information. When tabulations are complete, your information sheets will be destroyed.

Please do not sign this form. But do be sure to provide the identification requested for purposes of tabulation.

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

INSTRUCTIONS TO RESPONDENTS

On the following pages you are asked to give your perceptions of occupational education programs and services for the handicapped in your college. The items you are asked to rate are grouped into the major COPES components, namely:

- Goals and Measurable Program Objectives
- Processes: Instructional Programs
  Support Processes
- Resources

"Handicapped" refers to those students with physical or mental disabilities who cannot or are not succeeding in regular occupational programs and who, for that reason, require specially designed programs or related services. Such students include those who are speech impaired, hard of hearing, deaf, seriously emotionally disturbed, crippled, mentally retarded or visually impaired.

We shall appreciate your rating these items by checking your best judgment on a five-point scale ranging from *poor* to *excellent*. Only check one answer per item, but be sure to check every item so that information from your college will be complete. ***Don't know***, ***not applicable*** and ***none*** columns are provided for checking when one of these responses is appropriate.

Poor ratings should be given on items which in your judgment are totally inadequate, ***excellent*** on those considered nearly ideal or exemplary in relation to other programs with which you are familiar. ***Good*** is a strong rating, and ***acceptable*** one which is adequate in terms of current practice but is neither strong nor seriously ***below expectations***.

In brief, ratings are relative to what you consider to be typical current practice. It is important to remember that:

- These are your perceptions. Therefore, this instrument should not be discussed with anyone else prior to your completing it.
- Your first impression probably is best and should be used in your rating.
- At the end of the instrument, you will have an opportunity to elaborate on factors you consider particularly important.
- Your responses are strictly confidential. Your responses will be forwarded unopened to the COPES Service Center for tabulation. Responses are grouped to insure confidentiality.

THANK YOU FOR YOUR COOPERATION.

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

PERCEPTIONS OF COLLEGE PROFESSIONALS

GOALS AND MEASURABLE PROGRAM OBJECTIVES

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
1.1	Development and communication of goals for job-related educational programs for handicapped students (i.e., those students with physical, mental, emotional and other health-impairing handicaps).	16						
1.2	Degree to which enrollment objectives are set for the number of handicapped students sought in each occupational (i.e., job preparation) program.	17						
1.3	Number of handicapped students actually enrolled in occupational programs in relation to enrollment objectives.	18						
1.4	Number of handicapped students who complete occupational programs, including jobouts.*	19						
1.5	Handicapped student placements (employment or related advanced education) in relation to completions.	20						
1.6	Information on job success of handicapped former students in field of preparation.	21						

PROCESSES: INSTRUCTIONAL PROGRAMS

2.1	Agreement of the VEA District Vocational Education Plan for handicapped students with actual programs in operation.	22						
2.2	Quality of occupational instruction for the handicapped.	23						
2.3	Provision of special modified courses for students with particular handicaps.	24						
2.4	Growth and/or modification of offerings available to the handicapped during past five years.	25						
2.5	Articulation with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers) in providing for community occupational needs for the handicapped.	26						
2.6	Provision for vocational work experience in occupational education programs for the handicapped.	27						
		28						
		29						

*Students leaving school for employment in field of preparation prior to completing college program of studies.

Please disregard. To be used for data processing.

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

PERCEPTIONS OF COLLEGE PROFESSIONALS

PROCESSES: SUPPORT PROCESSES

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
3.1	Administration's commitment to occupational education for the handicapped.	30						
3.2	Organization for effective coordination and direction of occupational education for the handicapped.	31						
3.3	Recognition by the faculty and administration of the importance of the position of Enabler for the Handicapped.	32						
3.4	Awareness of the college's occupational education goals for the handicapped by all faculty and staff.	33						
3.5	Emphasis upon occupational education counseling and guidance to handicapped students.	34						
3.6	Effectiveness in finding employment for handicapped students and contributing to their on-going job success.	35						
3.7	Recruitment of handicapped students into occupational education programs.	36						
	Systematic follow-up of handicapped students:	37						
3.8	Who have completed occupational programs.	38						
3.9	Who have dropped out.	39						
3.10	Who have completed college transfer programs.	40						
3.11	Use of job success and failure information of handicapped student graduates in program improvement.	41						
3.12	Promotion of occupational education's strengths, merits, and opportunities for handicapped students to the public and its representatives.	42						
3.13	Participation of handicapped students in developing the VEA District Vocational Education Plan for the handicapped.	43						
3.14	Systematic collection and use of information on employment opportunities and community needs for occupational programs available to the handicapped (labor market data, etc.).	44						
3.15	Coordination of college's community occupational education needs analysis with those of agencies in the area which work with the handicapped.	45						
3.16	Use of off-campus resources to assist in gathering identification data on handicapped students.	46						
3.17	Use of on-campus resources to assist in gathering identification data on handicapped students.	47						
3.18	Special assistance and information provided for handicapped students.	48						

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

PERCEPTIONS OF COLLEGE PROFESSIONALS

RESOURCES

			Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
4.1	Provision for coordination and/or direction of handicapped programs and support services.	49							
4.2	Qualifications of coordinator(s) and/or director(s) in charge of administering occupational programs and services for the handicapped.	50							
4.3	Number of staff necessary for programs and service implementation.	51							
4.4	Qualifications of instructional staff working with the handicapped.	52							
4.5	In-service education opportunities for occupational faculty and staff working with handicapped students (e.g., teacher training programs, special institutes, seminars, workshops and conferences).	53							
4.6	Provisions for systematic evaluation of program and service personnel.	54							
4.7	Use of paraprofessionals (e.g., aides, teacher assistants) to assist with the handicapped.	55							
4.8	Adequacy and availability of instructional facilities (excluding equipment) for the handicapped.	56							
4.9	Adequacy and availability of instructional equipment adapted for use by the handicapped.	57							
4.10	Adequacy and availability of special instructional materials for the handicapped.	58							
4.11	Use of individualized instruction (e.g., programmed learning, self-paced instruction, tutoring) for the handicapped.	59							
4.12	Use of advisory committee(s) for the handicapped.	60							
4.13	Use of community resources related to the handicapped in class instruction (e.g., field trips, outside speakers, borrowed equipment).	61							
4.14	Contributions of personnel, equipment and/or funds from labor, business, industry and the professions, to assist handicapped students.	62							
	Provisions in current operating budget for:	63							
4.15	Instructional programs for the handicapped.	64							
4.16	Support services for the handicapped.	65							
	Provisions in capital outlay budget for:	66							
4.17	Programs and services for the handicapped.								

Please elaborate on your views, if you so desire. Use extra sheets if necessary.

H-2/3

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

PERCEPTIONS OF COLLEGE PROFESSIONALS

1. What are the chief occupational education strengths of your college as related to the handicapped?

2. What are the needed major improvements, if any, in occupational education for the handicapped in your college and what action is required to achieve these improvements?

For Office Use Only.

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE STUDENTS' PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES FOR THE HANDICAPPED

Your college wants to find out how good a job it is doing in providing occupational education programs and services for handicapped students.

As you know, handicapped students include those who are speech impaired, hard of hearing, deaf, seriously emotionally disturbed, crippled, mentally retarded or visually impaired.

To evaluate programs and services for the handicapped here and on other campuses in the state, the Chancellor's Office of the California Community Colleges has sponsored the development of a special process, which includes finding out what students think.

This form is designed for that purpose. We think student views are very valuable, and we would appreciate your cooperation in providing the information requested on the following pages.

Many thanks!

Confidential

H-5

Name of College: _____

Date _____ _____

What occupation are you studying for?

_____

Are you handicapped? _____ Yes _____ No

_____
(Type of handicap)

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COLLEGE STUDENTS' PERCEPTIONS

DIRECTIONS ON RATING:

Excellent means nearly ideal, top 5 or 10 percent.
Poor is totally inadequate, bottom 5 or 10 percent.
Good is a strong rating, top one third.
Below Expectations is only fair, bottom one third.
Acceptable is average, the middle third.

How would you rate the following:

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
1.	Reputation of the college as a place for handicapped students to prepare for employment?	16						
2.	Quality of instruction and courses available to assist handicapped students prepare for work?	17						
3.	Adequacy of special facilities on campus to assist handicapped students. (Toilets, maps, adaptive instructional equipment, etc.)?	18						
4.	Adequacy of special instructional materials to assist handicapped students. (Visual aids, texts, handouts.)?	19						
5.	Willingness and desire of instructors to assist and accommodate handicapped students?	20						
6.	Availability and helpfulness of counselors in career-planning and job preparation?	21						
7.	Availability of information about college programs which prepare for various occupations?	22						
8.	Provision of special classes for students with particular handicaps?	23						
9.	Provision of special assistance outside the classroom (tutors, readers, etc.)?	24						
10.	Provision of club or other special interest or social group activities for handicapped students?	25						
11.	Helpfulness in finding employment for handicapped students and contributing to their on-going success?	26						
		27						

Please disregard. To be used for data processing.

5/9/73

Confidential

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

STUDENT PERCEPTIONS' OF OCCUPATIONAL EDUCATION

What are the strong points of the college's programs which allow handicapped students to prepare for work?

How would you improve the occupational programs and the services available to handicapped students?

Please help us to evaluate this form by completing the questions below. Use additional page if required.

1. Do you think all questions are clear? Yes _____ No _____
   (Give numbers of those unclear)

2. Are there questions that are inappropriate? Yes _____ No _____
   (Give numbers below)

3. Are there other questions we should ask? Yes _____ No _____
   (Please list any below)

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5/9/73

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COMMUNITY PERCEPTIONS

OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES

FOR THE HANDICAPPED

Your community college is conducting a self-appraisal to determine the effectiveness of its occupational education programs and services for handicapped students.

This is an important project because, as you know, the handicapped need special assistance to successfully prepare for employment.

For the purposes of such self-appraisals, the Chancellor's Office of the California Community Colleges has sponsored development of a special evaluation process, which includes securing the very valuable views of a college's occupational education advisory committee members and other community representatives.

This form is designed to obtain your views. We would greatly appreciate your co-operation in providing the information requested on the following pages. Since your identity will not be linked with your responses, please do not sign the form. But please do be sure to specify the name of the advisory committee on which you serve or the organization with which you are affiliated.

Many thanks!

Confidential

H-6

Name of College_____

Indicate your relationship to college: (check one)

Community Agency Representative

College Advisory Committee Member

Other_____

How often does this group meet with the college?

_____

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COMMUNITY PERCEPTIONS OF OCCUPATIONAL EDUCATION FOR THE HANDICAPPED

In what ways have you (or your agency) been asked to participate in college affairs affecting handicapped students?

_____

DIRECTIONS ON RATING:

Excellent means nearly ideal, top 5 or 10 percent.
Poor is totally inadequate, bottom 5 or 10 percent.
Good is a strong rating, top one third.
Below Expectations is only fair, bottom one third.
Acceptable is average, the middle third.

Please answer all questions based on your contact with the college in the capacity of a community representative or advisory committee member.

How would you rate the following:

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
1. Reputation of the college as a place for handicapped students to prepare for employment?	16							
2. Efforts the college makes to identify disabled students and refer them to appropriate community agencies?	17							
3. Acceptance in this general community of handicapped persons for employment?	18							
4. Quality of instruction and courses available to assist handicapped students prepare for employment?	19							
5. Efforts made in the community by the college to recruit handicapped students and promote college programs which prepare them for employment?	20							
6. Support and assistance from the general community for the employment-preparation education provided by the college for handicapped students?	21							
7. Administration's responsiveness to handicapped students who seek occupational programs?	22							
8. Efforts of the college to contact employers who might provide jobs for the handicapped?	23							
9. Success on the job of the college's graduates employed in occupations or by employers familiar to you?	24							
10. Instruction and courses made available by the college for handicapped persons now employed to upgrade or retrain themselves?	25							
11. Adequacy of instructional facilities and adaptive equipment in the college?	26							
12. Provision for work experience to give job exposure/experience to handicapped students?	27							
13. Responsiveness of the college to suggestions from your agency, group, or advisory committee?	28							

ase disregard. To be used for data processing. 29

5/9/73

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

COMMUNITY PERCEPTIONS OF OCCUPATIONAL EDUCATION FOR THE HANDICAPPED

What are the strong points of the occupational program as it affects handicapped students?

What are the principal needs for improvement in services or occupational programs for handicapped students?

Please help us evaluate this form by completing the questions below.

1. Do you think all questions are clear? Yes____ No___
   (Give numbers of those unclear.)

2. Are there questions that are inappropriate? Yes____ No _____
   (Give numbers below.)

3. Are there other questions we should ask? Yes ____ No _____
   (Please list any below.)

For Office Use Only.

College: _____

Date: _____

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

SUMMARY PROFILE BY SITE VISIT TEAM

PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES FOR THE HANDICAPPED

GOALS AND MEASURABLE PROGRAM OBJECTIVES

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent
1.1	Development and communication of goals for job-related educational programs for handicapped students (i.e., those students with physical, mental, emotional and other health-impairing handicaps).	16					
1.2	Degree to which enrollment objectives are set for the number of handicapped students sought in each occupational (i.e., job preparation) program.	17					
1.3	Number of handicapped students actually enrolled in occupational programs in relation to enrollment objectives.	18					
1.4	Number of handicapped students who complete occupational programs, including jobouts.*	19					
1.5	Handicapped student placements (employment or related advanced education) in relation to completions.	20					
1.6	Information on job success of handicapped former students in field of preparation.	21					

PROCESSES: INSTRUCTIONAL PROGRAMS

2.1	Agreement of the VEA District Vocational Education Plan for handicapped students with actual programs in operation.	22					
2.2	Quality of occupational instruction for the handicapped.	23					
2.3	Provision of special modified courses for students with particular handicaps.	24					
2.4	Growth and/or modification of offerings available to the handicapped during past five years.	25					
2.5	Articulation with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers) in providing for community occupational needs for the handicapped.	26					
2.6	Provision for vocational work experience in occupational education programs for the handicapped.	27					
		28					
		29					

*Students leaving school for employment in field of preparation prior to completing college program of studies.

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

SUMMARY PROFILE BY SITE VISIT TEAM

PROCESSES: SUPPORT PROCESSES

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent
3.1	Administration's commitment to occupational education for the handicapped.	30					
3.2	Organization for effective coordination and direction of occupational education for the handicapped.	31					
3.3	Recognition by the faculty and administration of the importance of the position of Enabler for the Handicapped.	32					
3.4	Awareness of the college's occupational education goals for the handicapped by all faculty and staff.	33					
3.5	Emphasis upon occupational education counseling and guidance to handicapped students.	34					
3.6	Effectiveness in finding employment for handicapped students and contributing to their on-going job success.	35					
3.7	Recruitment of handicapped students into occupational education programs.	36					
	Systematic follow-up of handicapped students:	37					
3.8	Who have completed occupational programs.	38					
3.9	Who have dropped out.	39					
3.10	Who have completed college transfer programs.	40					
3.11	Use of job success and failure information of handicapped student graduates in program improvement.	41					
3.12	Promotion of occupational education's strengths, merits, and opportunities for handicapped students to the public and its representatives.	42					
3.13	Participation of handicapped students in developing the VEA District Vocational Education Plan for the handicapped.	43					
3.14	Systematic collection and use of information on employment opportunities and community needs for occupational programs available to the handicapped (labor market data, etc.).	44					
3.15	Coordination of college's community occupational education needs analysis with those of agencies in the area which work with the handicapped.	45					
3.16	Use of off-campus resources to assist in gathering identification data on handicapped students.	46					
3.17	Use of on-campus resources to assist in gathering identification data on handicapped students.	47					
3.18	Special assistance and information provided for handicapped students.	48					

COPES SUBSYSTEM: HANDICAPPED
The California Community Colleges

SUMMARY PROFILE BY SITE VISIT TEAM

RESOURCES

			Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent
4.1	Provision for coordination and/or direction of handicapped programs and support services.	49						
4.2	Qualifications of coordinator(s) and/or director(s) in charge of administering occupational programs and services for the handicapped.	50						
4.3	Number of staff necessary for programs and service implementation.	51						
4.4	Qualifications of instructional staff working with the handicapped.	52						
4.5	In-service education opportunities for occupational faculty and staff working with handicapped students (e.g., teacher training programs, special institutes, seminars, workshops and conferences).	53						
4.6	Provisions for systematic evaluation of program and service personnel.	54						
4.7	Use of paraprofessionals (e.g., aides, teacher assistants) to assist with the handicapped.	55						
4.8	Adequacy and availability of instructional facilities (excluding equipment) for the handicapped.	56						
4.9	Adequacy and availability of instructional equipment adapted for use by the handicapped.	57						
4.10	Adequacy and availability of special instructional materials for the handicapped.	58						
4.11	Use of individualized instruction (e.g., programmed learning, self-paced instruction, tutoring) for the handicapped.	59						
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4.13	Use of community resources related to the handicapped in class instruction (e.g., field trips, outside speakers, borrowed equipment).	61						
4.14	Contributions of personnel, equipment and/or funds from labor, business, industry and the professions, to assist handicapped students.	62						
	Provisions in current operating budget for:							
4.15	Instructional programs for the handicapped.	63						
4.16	Support services for the handicapped.	64						
	Provisions in capital outlay budget for:							
4.17	Programs and services for the handicapped.	65						
		66						

ACCESSION NUMBER: VT100740

PUBLICATION DATE: AUG73

TITLE: COPES (COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS EVALUATION SYSTEM) GUIDE.

DESCRIPTOR: *GUIDES; *PROGRAM EVALUATION; *EDUCATIONAL ASSESSMENT; EDUCATIONAL PROGRAMS; VOCATIONAL EDUCATION; *COMMUNITY COLLEGES; *EVALUATION TECHNIQUES

IDENTIFIER: CALIFORNIA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 616

ABSTRACT: THIS COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS EVALUATION SYSTEM (COPES) GUIDE IS DESIGNED TO ASSIST ANY CALIFORNIA COMMUNITY COLLEGE IN OBJECTIVE SELF-APPRAISAL OF ITS OCCUPATIONAL EDUCATION PROGRAMS, EITHER WITH OR WITHOUT IMPARTIAL VALIDATION BY A COPES SITE VISIT TEAM. COPES MAY BE UTILIZED FOR EVALUATION OF A COLLEGE'S ENTIRE OCCUPATIONAL EDUCATION SYSTEM, AS WELL AS FOR SPECIFIC PARTS OF THE SYSTEM. IN THE PROJECT'S FIRST TWO YEARS, WITH LEADERSHIP FROM THE CHANCELLOR'S OFFICE OF CALIFORNIA COMMUNITY COLLEGES, 31 LOCAL COMMUNITY COLLEGES PARTICIPATED IN COPES EVALUATION ACTIVITIES. THIS DOCUMENT PROVIDES THE INFORMATION NECESSARY FOR AN UNDERSTANDING OF COPES, THE PROCEDURES FOR ITS APPLICATION, AND TIME GUIDELINES FOR SCHEDULING ITS USE. (MF)

INSTITUTION NAME: CALIFORNIA COMMUNITY COLLEGES, SACRAMENTO. OFFICE OF THE CHANCELLOR.

SPONSORING AGENCY NAME: BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.

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COPES

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COPES

COMMUNITY COLLEGE
OCCUPATIONAL PROGRAMS
EVALUATION SYSTEM

GUIDE

sponsorship:
CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
Sacramento, California

management:
FOOTHILL COMMUNITY COLLEGE DISTRICT
Los Altos Hills, California

design, coordination:
GEORGE EBEY ASSOCIATES
Palo Alto, California

development, refinement:
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BUSINESS, INDUSTRY AND PUBLIC
REPRESENTATIVES

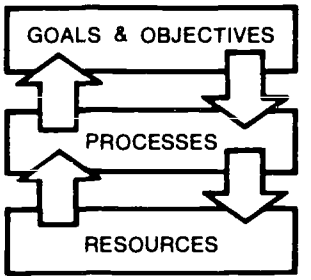

August 1973

California Community College Presidents:

COPES is CO-OP at its best.

Of the many developmental efforts in education with which I have been associated, or have observed, none has been more cooperatively approached or cooperatively achieved than COPES.

Literally thousands of men and women from virtually every part of the state have been involved--Community College instructors, counselors, administrators, students and advisory committee members, as well as top-notch representatives of business and industry. In addition, more than 30 colleges have participated institutionally.

As the sponsor of COPES from its inception two years ago, we are sincerely appreciative.

The result of all these tremendous contributions is crystallized in this COPES System Guide and the three subsystem guides which augment it. Here is a simple, consistent, proven way for California Community Colleges to take the measure of what they are accomplishing in occupational education, and to pinpoint areas for further planning and action.

Here, in short, is an ideal working tool for the realization of a goal we all share: attainment of the very best in quality and availability of occupational education for the students and the communities we serve.

Sidney W. Brossman
Chancellor
California Community Colleges

Foreword

We at Foothill Community College District consider it both a significant responsibility and a distinct pleasure to be involved, in project management, in this new departure called COPES--the Community College Occupational Programs Evaluation System.

All of the people who have taken part in the project have certainly coped very successfully with their task of developing, refining and applying COPES as an objective means of appraising occupational education at California community colleges.

If COPES' past and present are any indication of its future, community colleges and their students will increasingly be the beneficiaries of the invaluable investments of human resources that have enriched the project to date.

John W. Dunn, Superintendent
Foothill Community College District

COPES COOPERATIVE LEADERSHIP MODEL FOR IMPROVING OCCUPATIONAL EDUCATION

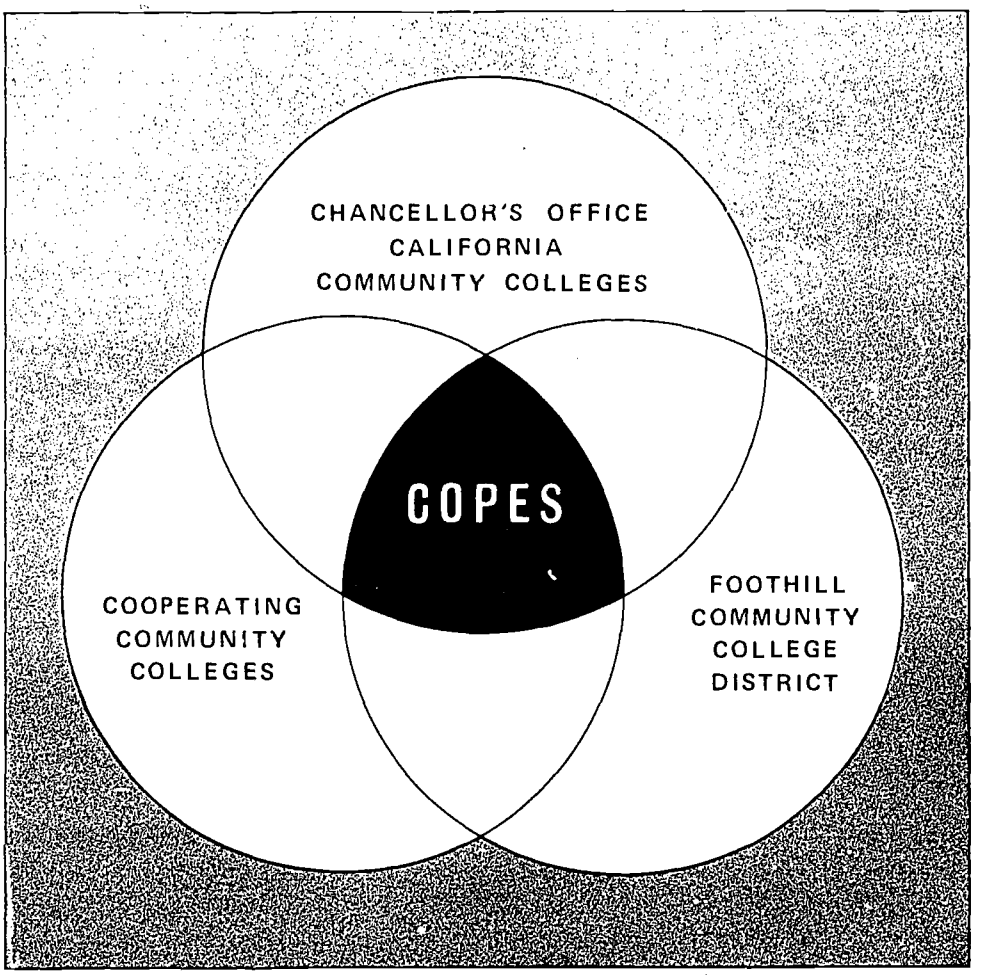

ERIC

Introduction

This COPES Guide is designed to assist any California community college in objective self-appraisal of its occupational education programs, either with or without impartial validation by a COPES site visit team.

Thoroughly tested, proven effective, COPES may be utilized for evaluation of a college's entire occupational education system, as well as specific parts of the system.

Its virtues, in all forms of application, are simplicity, flexibility and consistency.

This versatility and these virtues were not acquired by chance. As illustrated graphically on the facing page, they have resulted--as COPES itself has resulted--from a coordinated effort among the Chancellor's Office, cooperating California community colleges and Foothill Community College District.

In response to leadership from the Chancellor's Office, local community college leaders were active in the inception and development of COPES. In the project's first two years, 31 colleges voluntarily participated in COPES evaluation activities. The project is sponsored by the Chancellor's Office, with direct supervision assigned to Dr. Bill Morris, evaluation specialist, division of occupational education. Foothill District has provided project management, with Dr. Nathan Boortz, district director of technical education, serving as project manager and Dr. George Ebey, of George Ebey Associates, as project director. Leadership in COPES' continuing progress is provided by a broadly based planning and internal

evaluation committee, on which sponsor and management representation is augmented and enriched by prominent community college education generalists and occupational education specialists.

Thanks are expressed to the countless individuals throughout the state who have given so graciously and substantially of time, thought and energy in this cooperative undertaking. Special acknowledgment is made to all members of the planning and evaluation committee for their contributions of indispensable creativity, enthusiasm and professional insight to COPES.

In consequence, COPES has emerged as more than an evaluation system. It has become a mode of thinking. As such it can serve as a community college planning tool which breaks through stereotypes to pose, and point to directions for answering, the vital question: In terms of our occupational education goals and objectives, how can we derive the greatest value from our resources?

The COPES Guide is divided into two volumes. This volume concisely provides the information necessary for an understanding of COPES, the procedures for its application, and time guidelines for scheduling its use. The companion volume, COPES Guide Instrumentation, contains the forms required for summarizing basic information and obtaining perceptions of various persons identified with and interested in a college's occupational education system. Additional guides, each with appropriate specialized instrumentation, also are available for COPES subsystem applications.

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WHY COPES?

WHAT COPES IS

COPES is an acronym for Community College Occupational Programs Evaluation System. Its timeless goal is to improve the quality and availability of occupational education in California community colleges. It facilitates achievement of this goal by providing:

- Easily administered procedures and instruments for studying all aspects of occupational education.
- Competent professional assistance in applying the system.

Simple and consistent in design, COPES' function is to help a college assess <u>what is</u> in relation to <u>what is desirable</u> in occupational education.

WHAT COPES DOES

- Provides a consistent but flexible system for looking at occupational education.
- Encourages the involvement of many persons with views on the college's occupational education offerings--teachers, counselors, administrators, students, advisory committee members, other community leaders. Reduces these confidential perceptions to usable form through computer programming.
- Offers professional assistance to a college in validating its own self-perceptions.

- Meets evaluation requirements of the State Plan for Vocational Education and occupational education self-study requirements for accreditation.
- Identifies strengths and needs for improvement in occupaational education.
- Provides a framework for planning and unified action in implementation of plans.

HOW COPES MAY BE USED

A COPES evaluation may take any of several forms. Each participating college determines which of the following applications it wishes to pursue:

- Appraisal of its total occupational education system.
- Appraisal of a portion of its system, such as one or more clusters of programs, a single program or a process.
- Appraisal of either its total system or a portion of its system, in conjunction with concentrated appraisal(s) of one or more of three specialized subsystems:
  - Programs and services for disadvantaged students enrolled in occupational education.
  - Programs and services for handicapped students enrolled in occupational education.
  - Programs and services for students enrolled in consumer and homemaking education.
- Concentrated appraisal(s) only, in one or more of the three specialized subsystems immediately above. (Note: While the consumer and homemaking education subsystem appraisal can be made independently of an overall appraisal, it is most effective in conjunction with an overall appraisal, since the full spectrum of home

economics programs, including home economics related occupations, is thus included.)

- System and/or subsystem appraisal(s) with impartial validation by a COPES site visit team.
- System and/or subsystem appraisal(s) without impartial validation by a COPES site visit team.

This guide volume and its companion (COPES Guide: Instrumentation) are designed for all appraisal applications of the COPES evaluation system. Separate subsystem guides and instrumentation have been prepared for appraisals of programs and services for the handicapped, the disadvantaged and students in consumer and homemaking education.

WHAT COPES MEANS

FOR THE INDIVIDUAL. An opportunity to participate in the improvement of occupational education at his college, as he perceives the need for improvement.

FOR THE COLLEGE. The identification of occupational education strengths and needs for improvement as a basis for planning and for allocating resources.

FOR THE STATE. The provision of leadership in improving occupational education through a consistent and comprehensive system of local self-appraisal and improvement.

COPES DESIGN

SIMPLICITY and UNITY are characteristic of COPES basic design. It has only three major components, and all aspects of COPES are related to these major components.

The three major components of COPES are GOALS AND MEASURABLE PROGRAM OBJECTIVES, PROCESSES, and RESOURCES. The simple basic design is presented graphically on the facing page. The detailed design is included as Appendix A.

As shown in the basic design figure, a chief focus is upon goals and abjectives and the effective use of processes and resources in achieving objectives. These objectives should be measurable in terms of products or outcomes. They also should be consistent with college and program goals.

APPLICATION OF COPES

ESSENTIALS TO SUCCESS

In the application of COPES, either in whole or in part, there are five essentials to success. They must be included if COPES is to be useful in improving the quality and availability of occupational education at a college. They are as vital for application of a single COPES subsystem as they are for the overall system. These essentials are:

- Involvement of the top leadership of the college.
- Careful advance planning, including communication and scheduling.
- Participation of knowledgeable persons from the college, district, and community.
- Report of results to college participants.
- Planning and action as a result of the study.

These essentials are discussed more fully in subsequent sections of this guide.

COPES MAJOR COMPONENTS

AND THEIR RELATIONSHIPS

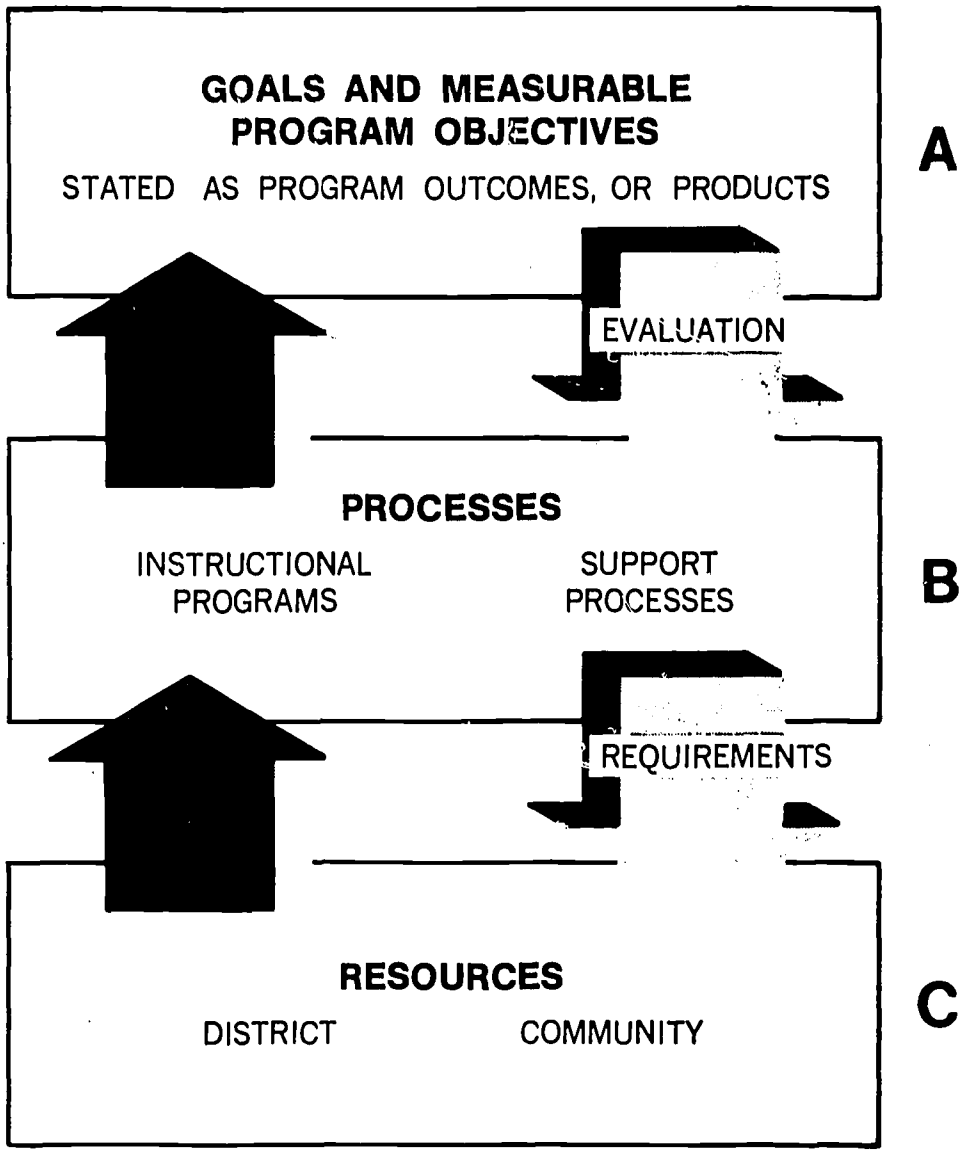

STEPS IN APPRAISAL

STEP ONE--College Decision

A college decides to use COPES for appraisal of all or part of its occupational education system (see "How COPES May Be Used," page 2). The chief college administrator communicates this decision to the Division of Occupational Education of the Chancellor's Office.

(Note: A college electing utilization of one or more of the subsystem appraisals should also consult the appropriate COPES subsystem guide(s) for specialized step information.)

STEP TWO--Preliminary Contact

The Chancellor's Office communicates the request to the COPES project director, who contacts the chief college administrator or his designate to initiate application of the system and/or subsystem(s).

The college's contact with the COPES project office is named. College, district, and community groups to participate in the appraisal will be specified. A mutually acceptable pattern and schedule of activities will be developed. The schedule should be as free of conflicting dates as possible. (Examples of possible conflicts are pertinent state and national meetings, semester breaks, holidays, vacations, and final examination periods.) The schedule will include:

- An organization and orientation visit to the college by the site visit chairman.
- Orientation of persons participating in the appraisal.
- Distribution, collection, and confidential processing of perceptions instruments.
- Preliminary scheduling of site visit by the COPES team.
- Report of results to college participants.

If the college decides not to use the impartial validation services of a COPES site visit team, the schedule will be modified accordingly.

STEP THREE--Team Formation

The COPES site visit team chairman is appointed and the site visit team selected. All members will be qualified through experience in the application of COPES. The team chairman will be a person with facility in organization and a strong community college background. The size and composition of the team will vary with the assignment. Depending on college size, typically a team should have 5 to 7 members including the chairman if the total college occupational education system is studied. For a single occupational cluster a team of 3 or 4 members is desirable; lesser numbers also are needed for application of a COPES subsystem. Teams should be an appropriate blend of three groups: (a) community college generalists such as superintendents, presidents, and deans of instruction; (b) specialists in occupational education, including teachers; and (c) lay representatives. Thus a team of six might include a college president, a dean of instruction, two occupational deans, an occupational education teacher, and a lay person. One person on each team, excluding the chairman, will be a specially trained COPES report writer.

Beginning with his appointment, the team chairman becomes the official liaison representative between the college and all persons outside the district assisting in the study.

STEP FOUR--College Orientation

The site team chairman visits the college. He meets with the chief administrator, the college's COPES contact, and others the chief administrator may include for an organizational meeting. The purposes of the chairman's visit are:

- To assist in the orientation process and planning for orientation.

- To plan a detailed schedule for the site visit and arrange for accommodations.

There are several levels of orientation. These are discussed in a later section.

In addition to orientation, during his initial visit to the college, the chairman plans the following with the chief college administrator or his designated college contact.

- The schedule for the distribution, collection, and forwarding of the perceptions instruments.
- The detailed schedule for the site visit.
- Arrangements for physical accommodations for site visit team members, such as hotel accommodations and team conference room at the college.
- The forwarding of pertinent college materials to site team members prior to the visit, such materials as a college catalog, organization charts, descriptive brochures, and statistical reports.

STEP FIVE--Completion of Instruments

Personnel at the college and in the community participating in COPES complete and return their perceptions instruments. Except for Form 1, which is the official college position, these responses are confidential. They will, therefore, be returned in sealed envelopes to the designated college contact for forwarding to a COPES service center. This center will have ready access to previously programmed computer capabilities. This portion of the system will assure quick tabulation of responses in usable form. The COPES instruments are discussed briefly in a later section of this guide.

STEP SIX--Team Visit

The COPES team visits the college on the previously arranged detailed schedule. Prior to the visit each team member will have received pertinent college materials and the following:

- A copy of Form 1 (the official College Self-Appraisal of Occupational Education, signed by the president).
- Computer tabulations of the perceptions of various groups.
- A schedule of site visit activities.

The mission of the site visit team is to validate the college's occupational education self-appraisal. To do so the team will develop independent perceptions of the effectiveness of the various aspects of the college's occupational education system. In the process team members will use information from a variety of sources. They will relate their perceptions to the college's self-appraisal, noting concurrences and disparities. They will communicate their findings to the college, discussing differences in perceptions that may exist. They will identify special strengths and possible needs for improvement, as a basis for action by the college.

Typically the site visit will be of 3 days duration. The site visit will be divided into the following parts:

- A site team organizational meeting. This meeting normally will be held the evening before visiting the college or on the morning of the first day. It is limited to site team members. It is at this meeting that the members receive their specific assignments and have an opportunity to clarify information on their schedules and responsibilities.
- Two full days of data gathering. Included will be such activities as: a quick tour of the campus; a

protocol luncheon with the college administration; in-depth interviewing of key teachers, department heads, counselors, and administrators; and special individual assignments. A comprehensive interview should be held with the chief occupational education administrator. Illustrative pertinent topics for special individual assignments are: occupational counseling and guidance, including recruitment, placement, and followup; organization and coordination of occupational education, including horizontal and vertical articulation; learning centers and individualized instruction; special provisions for disadvantaged and handicapped; planning (including needs analysis) and program development; district and community support of occupational education, including budgetary support and use of advisory committees; consumer and homemaking education; continuing education.

- A meeting of the site visit team to prepare the oral presentation and outline the written report to the college. At this meeting team members will synthesize their information and reach a consensus on their perceptions of various aspects of the college's occupational education system. Form 7, Summary Profile by Site Visit Team, is used to record this consensus. These perceptions will be related to the college's official self-appraisal as well as to the perceptions of participating groups. (Form 7 may be used as a worksheet for this purpose.) Concurrences and disparities will be noted and used as the basis for the oral presentation by appointed team spokesmen. From the team consensus on the college's occupational education strengths and

priority needs for improvement, the team writer prepares a draft of the written report. This draft will be reproduced for editorial suggestions by team members prior to their departure from the site visit.

- Oral presentation and informal discussion of findings. Some colleges prefer this meeting to be with the college president and key members of his administrative staff to facilitate a spontaneous interchange of views and clarification of information. Some colleges desire a more formal presentation open to all participants and others from the college desiring to attend. Still others wish a combination of the two approaches. Meetings should be scheduled at a time convenient for those invited to attend.

STEP SEVEN--Written Report

Within two weeks after the site visit, a written report summarizing the oral discussion will be forwarded to the college by the chairman of the site visit team. This report is for the use of the college leadership in dissemination of the findings.

The report will summarize:

- When and where the meeting was held and who was in attendance.
- The college's occupational education strengths, as perceived by the site visit team.
- Needs for improvement meriting priority attention.
- Other information considered constructive.

Appended to the report will be Form 7, Summary Profile of Site Visit Team, which represents the COPES team consensus profile of

occupational education at the college. Other pertinent appendices also will be attached. They will include such details as team membership, activities of site visit team, and sources of information in general terms, as well as summaries of occupational education perceptions of college staff, students, and advisory committee members. Special reports on subsystems will be included as applicable.

INSTRUMENTATION

To facilitate its application, COPES provides several easily used instruments. Some have been referred to previously. All are contained in the companion volume to this guide, COPES Guide Instrumentation. They are described briefly here.

- Form 1, College Self-Appraisal of Occupational Education. Signed by the president of the college. Represents the official college view of its occupational education system. Contains basic factual information as well as a self-rating on various aspects of the college's occupational education system. Forwarded by college to designated COPES service center. Reproduced by center and distributed to all team members prior to site visit.
- Form 2, Perceptions of Occupational Education Programs. Completed by occupational education teachers, department heads, and division chairmen. Provides their perceptions of occupational education at the college from viewpoint of their programs or clusters of programs. Returned to designate at college in sealed envelope. Forwarded unopened to COPES service center. At center, coded by occupational program and tabulated by computer. Results furnished to COPES team prior to site visit.

- Form 3, Perceptions of Occupational Education. Completed by persons at the college who look at occupational education from the viewpoint of a generalist--such as dean of instruction, dean of student services, chief occupational education administrator, and counselors. Returned to designate at college in sealed envelope. Forwarded unopened to COPES service center. Tabulated by computer. Results furnished to COPES team prior to site visit.

- Form 4, Continuing Education Perceptions of Occupational Programs. Short form which provides occupational continuing education professional staff an opportunity to express their views on their continuing education programs. Returned to designate at college in sealed envelope. Forwarded unopened to COPES service center for tabulation. Results distributed to COPES team prior to site visit.

- Form 5, Student Perceptions of Occupational Education. Short form which provides students in occupational education an opportunity to express their views of the occupational programs in which they are enrolled. Returned to designate at college in sealed envelope by class. Forwarded unopened to COPES service center for tabulation. Results distributed to COPES team prior to site visit.

- Form 6, Advisory Committee Perceptions of Occupational Education. Short form designed to obtain views of advisory committee members on the programs with which they are affiliated. Returned

unopened to COPES service center for tabulation. Results distributed to COPES team prior to site visit.

- Form 7, Summary Profile by Site Visit Team. Used by site visit team in summarizing perceptions of various aspects of occupational education at the college. Used as basis for oral presentation to the college. Appended to site visit written report to college president.

- Form 8, Information Gathering Sheet. For use by COPES team members for taking notes during site visit.

- Form A(23). Computer tabulation showing distribution of responses by item on Forms 2 and 3. Prepared by COPES service center. Form 2 respondents grouped into occupational clusters (e.g., health occupations, distributive education, consumer and homemaking education). Form 3 respondents tabulated as administrators and counselors. Computer runs reduced to 8-1/2 by 11 size and distributed to COPES team prior to site visit.

- Form A Summary (123). Computer tabulation showing distribution of responses by item on Forms 1, 2, and 3. Prepared by COPES service center. Only totals for occupational and administrator/counselor respondents shown. Considered nonconfidential. Available to college administration and other participant groups. Appended to written report to college.

- Form B(7-123). Computer tabulation profiling intervals of median response by item from College Self-Appraisal (Form 1), occupational education professional staff (Form 2), and administrators and counselors (Form 3). Prepared by COPES service center. Computer runs reduced to 8-1/2 by 11 size and distributed to COPES team prior to site visit.

- Form C(4). Computer tabulation showing distribution of responses by item on Form 4, Perceptions of Occupational Continuing Education Professional Staff. Prepared by COPES service center. Computer runs reduced to 8-1/2 by 11 size and distributed to COPES team prior to site visit. Table showing totals by item appended to written report to college.

- Form D(5). Computer tabulation showing distribution of responses by item on Form 5, Student Perceptions of Occupational Education. Prepared by COPES service center. Computer runs reduced to 8-1/2 by 11 size and distributed to COPES team prior to site visit. Table showing totals by item appended to written report to college.

- Form E(6). Computer tabulation showing distribution of responses by item on Form 6, Advisory Committee Perceptions of Occupational Education. Prepared by COPES service center. Computer runs reduced to 8-1/2 by 11 size and distributed to COPES team prior to site visit. Table showing totals by item appended to written report to college.

ORIENTATION

Effective orientation of participants and others at the local level is an important COPES ingredient. Several types of orientation are proposed.

The most extensive orientation is designed for the college professional staff who will be completing a detailed perceptions instrument (Form 1, 2, or 3) and may be interviewed in depth during the subsequent site visit. Typically these professional staff include:

- Occupational education teachers, department heads, and division chairmen.
- Counselors.
- College general administrators, including directors and general coordinators of occupational education.

For them a slide presentation has been prepared on the philosophy, procedures, goal and basic design of COPES. This presentation should be shown to all of these participants, and their role in the process explained. This responsibility should be assumed by the site visit chairman during his organization/orientation visit. If necessary, subsequent presentations may be made by a designate at the college. A pamphlet describing COPES will be available through the COPES service center. It should be distributed widely to professional staff and advisory committee members completing perceptions instruments.

Other types of orientation are proposed for persons involved in the process in less detail. These suggestions are:

- A covering letter accompanying the perceptions instrument to participating advisory committee members. The letter (see suggested form in Appendix B-3) should explain briefly the purpose of COPES, invite their cooperation, and be signed by the appropriate college administrator.

- A similar statement (see suggested form in Appendix B-4) to students who are invited to provide their views.

Prior to the COPES team site visit, another type of orientation is desirable for college staff not involved as COPES participants. A special letter from the president informing them of the college's participation in COPES is an effective means of communication for this purpose. It should be supplemented by other media available at the individual college. A suggested letter is included as Appendix B-5. A suggested news release for the college and/or community newspaper is also included as Appendix B-6.

ACTION BY COLLEGE

The purpose of self-study is action, if improvement is indicated. Action by the college as a result of COPES' findings is a local responsibility. It is assumed that these findings will be reflected in the district's one-year and five-year plans for vocational education as well as other constructive planning and action which may be advantageous to the college.

TIME GUIDELINES IN SCHEDULING

The convenient scheduling of the seven steps of COPES requires 65 working days or about three months. The elapsed days from Step 1 for each of the succeeding steps are shown on the next page. This scheduling guideline suggests that, except under unusual circumstances, a request should not be made after February 1 for COPES assistance in that academic year. Ideally a college should make its request prior to or early in an academic year.

COPES SCHEDULING GUIDELINES

Step	Action	Maximum Elapsed Days* From Request
1	College request for assistance on self-appraisal	0
2	Initial planning of COPES activities with chief college administrator	5
3	Appointment of COPES site visit team	10
4	Orientation and planning visit to college by site visit chairman	20
5	Completion and return of perceptions instruments to COPES service center	35
6	Site visit and oral presentation by site visit team	55
7	Written report of oral presentation	65

* Based on 5-day work week.

PARTICIPANT TIME REQUIREMENTS

All self-studies require personnel time. COPES is no exception. However, the system is planned to distribute the time involvement widely among college participants. Thus the time required of an individual participant is kept to a minimum. Estimated approximate time requirements by position, exclusive of secretarial and clerical assistance, are shown on the next page.

APPROXIMATE TIME REQUIREMENTS OF COLLEGE PARTICIPANTS (time in hours)	Orientation	Planning	Self-appraisal (Form 1)	Perceptions Instrument	Site interview	Site visit coordination	Oral Presentation	Total hours
College president	1	2	1		1	1	1	7
College liaison designate	1	6	4	1	1	6	1	20
Other key administrator	1			1	1		1	4
Occupational education teacher*								
If interviewed	1			1	1		**1	3-4
Not interviewed	1			1			**1	2-3
Counselor								
If interviewed	1			1	1			3
Not interviewed	1			1				2
Student				***				***
Advisory committee member				***				***

* Includes division chairmen and department heads.

** Optional.

*** Less than one hour. An estimated 15 minutes for students; 20 minutes for advisory committee members.

Appendix A
BASIC DESIGN

ERIC

COPES MAJOR COMPONENTS

AND THEIR RELATIONSHIPS

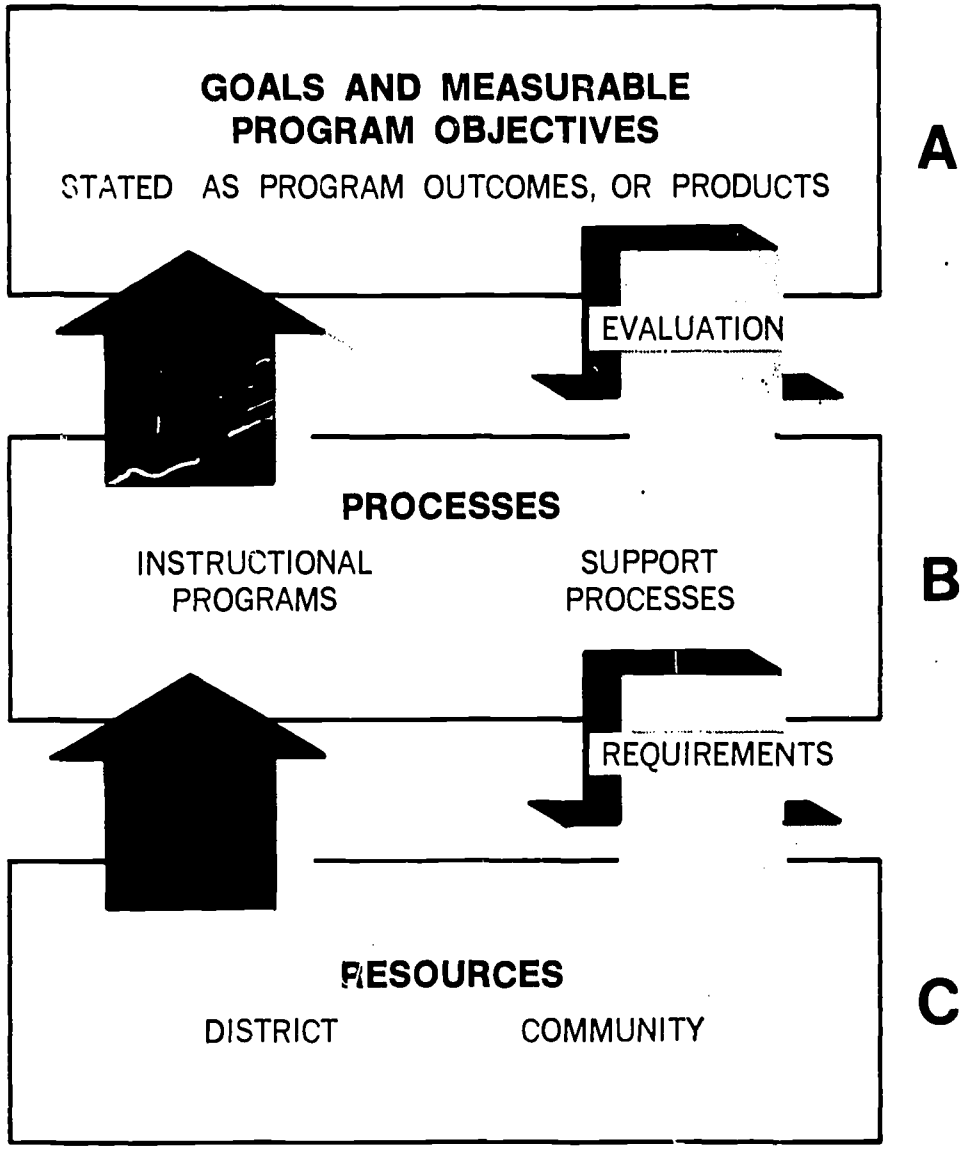

COMPONENT A

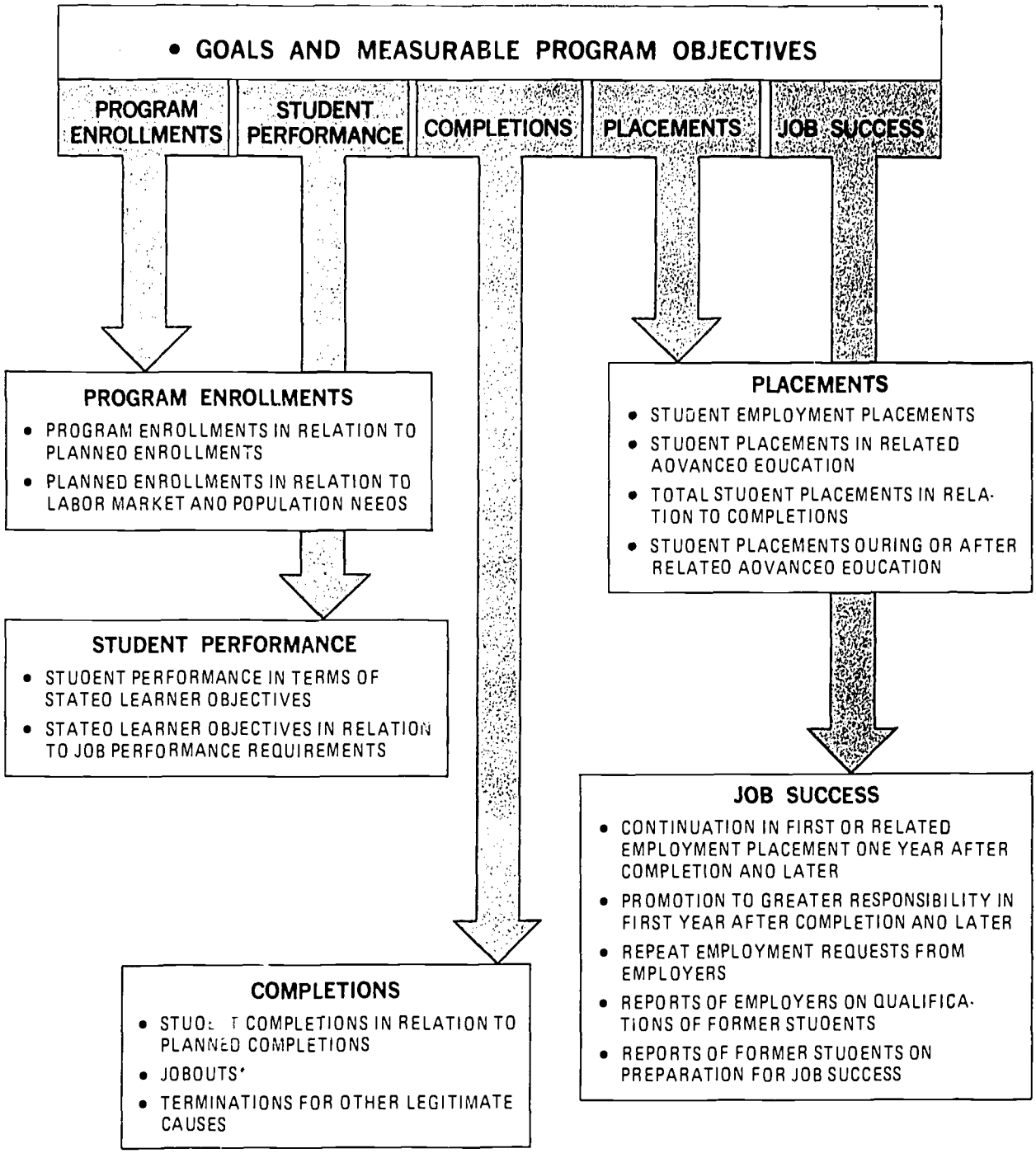

*Students taking jobs in their field of preparation prior to completing the college program of studies.

COMPONENT B

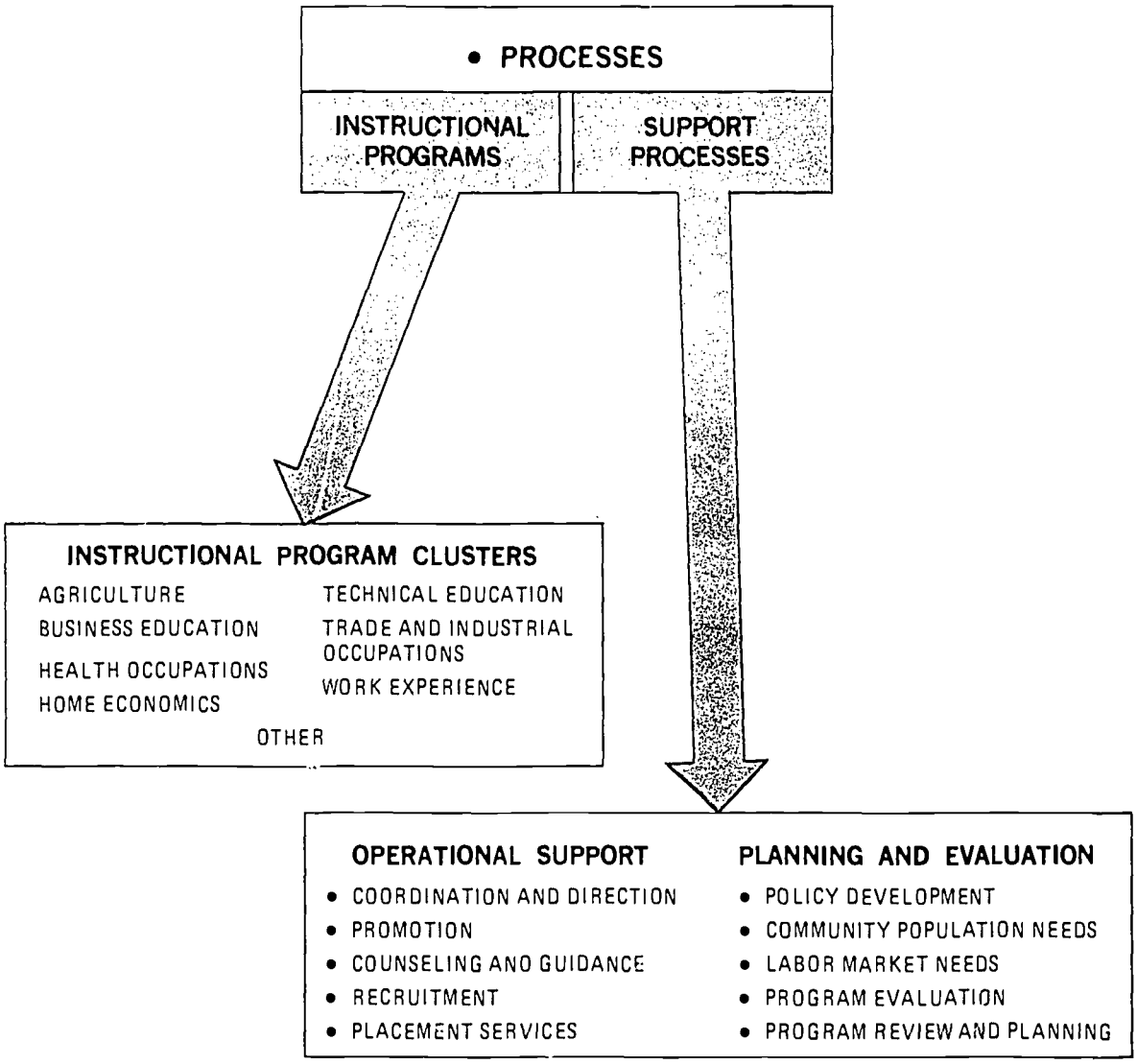
• PROCESSES
INSTRUCTIONAL PROGRAMS
SUPPORT PROCESSES
INSTRUCTIONAL PROGRAM CLUSTERS
AGRICULTURE
BUSINESS EDUCATION
HEALTH OCCUPATIONS
HOME ECONOMICS
TECHNICAL EDUCATION
TRADE AND INDUSTRIAL OCCUPATIONS
WORK EXPERIENCE
OTHER
OPERATIONAL SUPPORT
• COORDINATION AND DIRECTION
• PROMOTION
• COUNSELING AND GUIDANCE
• RECRUITMENT
• PLACEMENT SERVICES
PLANNING AND EVALUATION
• POLICY DEVELOPMENT
• COMMUNITY POPULATION NEEDS
• LABOR MARKET NEEDS
• PROGRAM EVALUATION
• PROGRAM REVIEW AND PLANNING

EXAMPLE OF RELATIONSHIPS BETWEEN CLUSTERS AND PROGRAMS

(EXPANSION OF COPES MAJOR COMPONENT B)

INSTRUCTIONAL PROGRAM CLUSTERS BY USOE CODE

AGRICULTURE (01.)

BUSINESS EDUCATION

- DISTRIBUTIVE EDUCATION (04.)
- OFFICE OCCUPATIONS (14.)

HEALTH OCCUPATIONS EDUCATION (07.)

HOME ECONOMICS (09.)

- CONSUMER AND HOMEMAKING EDUCATION (09.01)
- HOME ECONOMICS OCCUPATIONAL PREPARATION (09.02)

TECHNICAL EDUCATION (16.)

TRADE AND INDUSTRIAL OCCUPATIONS (17.)

WORK EXPERIENCE EDUCATION

- GENERAL (19.2)
- VOCATIONAL (19.3)

OTHER

EXAMPLE:

PROGRAMS IN HEALTH OCCUPATIONS CLUSTER

- DENTAL ASSISTING (.0101)
- DENTAL HYGIENE (.0102)
- INHALATION THERAPY (.0903)
- MEDICAL ASSISTING (.0904)
- NURSING, REGISTERED (.0301)
- NURSING, LICENSED VOCATIONAL (.0302)
- NURSING AIDE (.0303)
- PHYSICAL THERAPY ASSISTING (.0402)
- RADIOLOGIC TECHNOLOGY (.0501)

COMPONENT C

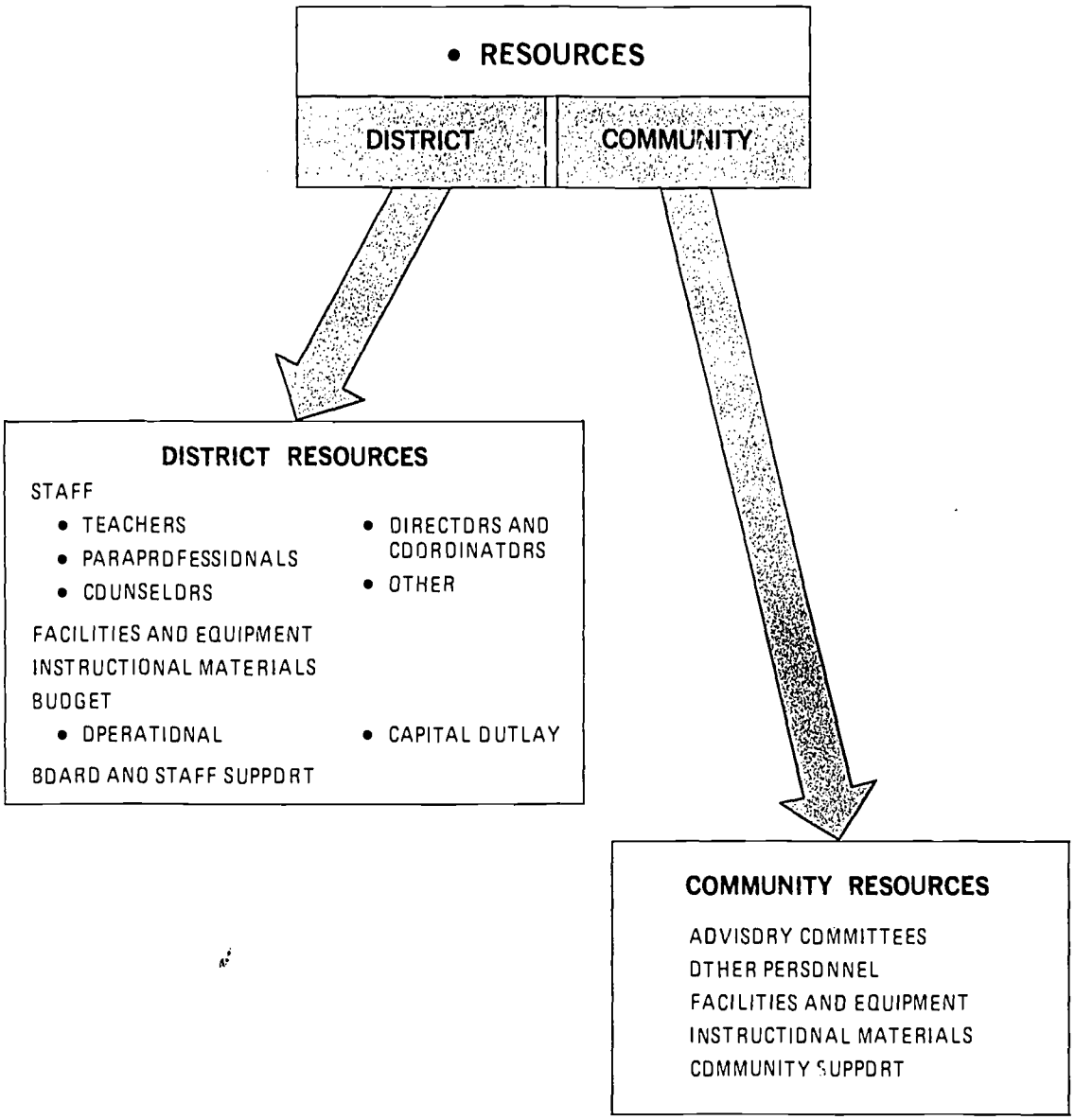
• RESOURCES
DISTRICT
COMMUNITY
DISTRICT RESOURCES
STAFF
• TEACHERS
• PARAPROFESSIONALS
• COUNSELORS
• DIRECTORS AND COORDINATORS
• OTHER
FACILITIES AND EQUIPMENT
INSTRUCTIONAL MATERIALS
BUDGET
• OPERATIONAL
• CAPITAL OUTLAY
BOARD AND STAFF SUPPORT
COMMUNITY RESOURCES
ADVISORY COMMITTEES
OTHER PERSONNEL
FACILITIES AND EQUIPMENT
INSTRUCTIONAL MATERIALS
COMMUNITY SUPPORT

COPES BASIC DESIGN SYNTHESIS

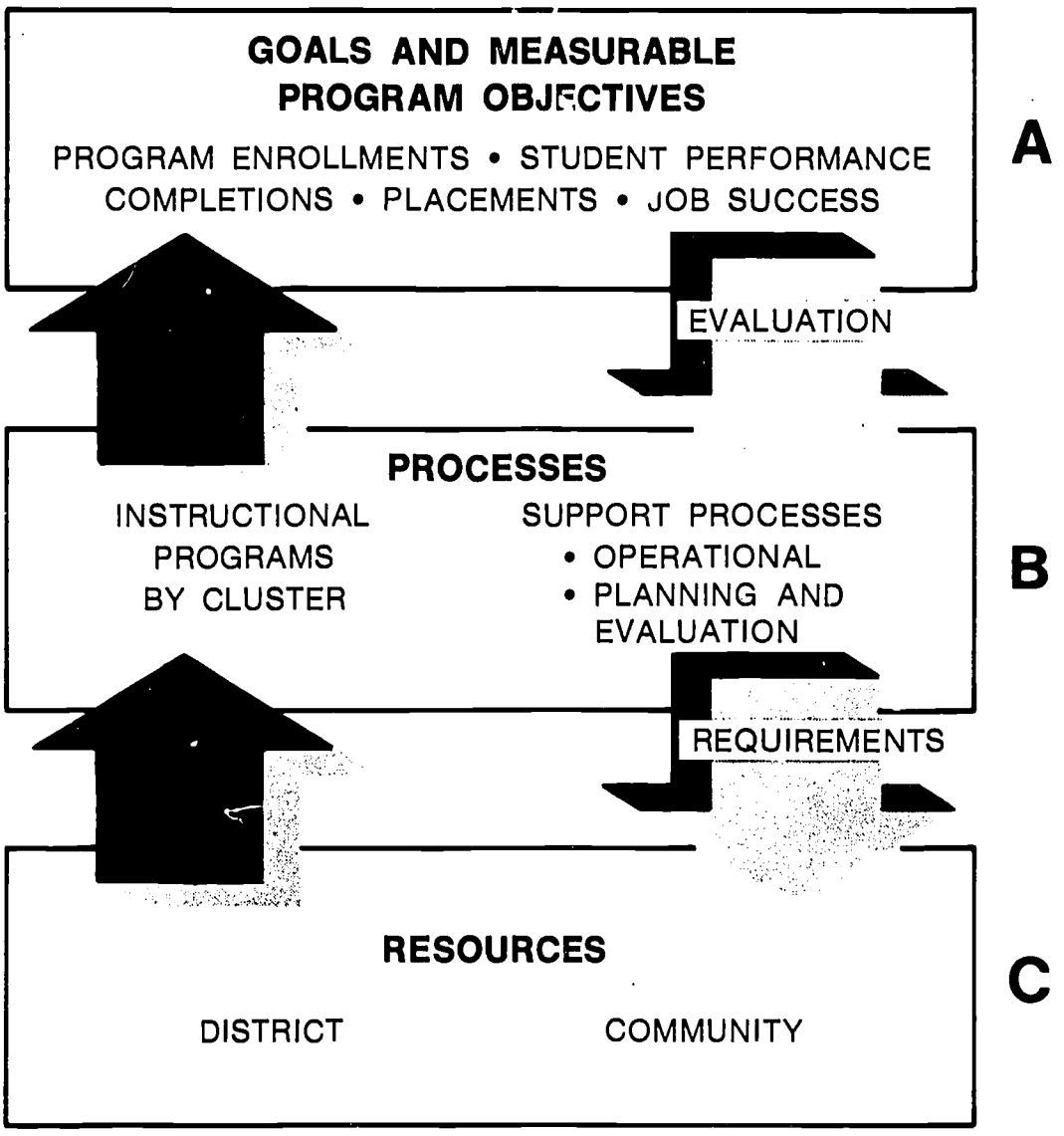

Appendix B
SUGGESTED ORIENTATION COMMUNICATIONS

ERIC

ADVISORY COMMITTEE MEMBER LETTER
on College letterhead

Dear.....:

Please help us determine the answer to a critically important question: How well are we preparing (name of college) students for their chosen careers?

To make sure we are doing everything we can in that regard, we have undertaken a comprehensive self-evaluation of the College's occupational education programs. We would greatly appreciate your participation, as a valued member of a College advisory committee.

Others in the community will also be involved in this important project, as well as teachers, counselors, administrators and students, and a specially trained team of California experts representing a statewide assistance service called COPES (Community College Occupational Programs Evaluation System).

Specifically, we are requesting just a few minutes of your time to fill out the enclosed COPES confidential questionnaire. Please return it in the enclosed, addressed envelope by (date) to George Ebey Associates (the COPES service center) for tabulation. Please do not sign the questionnaire. We need your frank, candid opinions--not your name.

In closing, permit me to re-emphasize our thanks for your conscientious advisory service on behalf of the College and its students. As I hope you are aware, people like you are of inestimable benefit to us all.

Yours sincerely,

(College president)

Enclosure

STUDENT LETTER
on College letterhead

Dear.....:

How good a job are we doing to prepare you for your chosen career?

To determine the answer to that question, for you individually and for all other ___(name of college)___ students enrolled in our occupational education programs, we are now undertaking a comprehensive self-evaluation of these programs.

We invite you to participate, along with other students. Simply fill out the enclosed confidential questionnaire and give it to the student designated in your class to collect the questionnaires and place them in a sealed envelope for later tabulation.

Please do not sign the questionnaire. We need your frank, candid opinions--not your name.

Teachers, counselors, administrators, and men and women in the community also will be involved in this project, as well as a team of California experts representing a statewide assistance service called COPES (Community College Occupational Programs Evaluation System).

Our goal, of course, is to make sure we're doing everything we can for your career success. Your cooperation will be greatly appreciated.

Yours sincerely,

(College president)

Enclosure

STAFF LETTER

To All College Personnel:

We have undertaken a comprehensive self-appraisal of the effectiveness of the occupational education programs offered by (name of college).

Our purpose is to identify areas of strength and needs for improvement, so that we may most solidly plan for the future.

To assist us in the appraisal process, a team of experts representing a statewide service sponsored by the Chancellor's Office of the California Community Colleges will visit the campus on (dates). The service is called "COPES" (Community College Occupational Programs Evaluation System). The team will be lead by (name and title of COPES team chairman).

During their visit, members of the COPES team will interview many occupational education instructors, as well as counselors, administrators, students and knowledgeable people in the community.

I know you will join me in welcoming the COPES team and, should the occasion arise, in contributing to the success of their important mission.

(College president)

PRESS RELEASE

How well is (name of college) preparing occupational education students for their chosen careers?

A comprehensive college self-appraisal has been undertaken to determine the answer to that question, President (name) announced today.

Many men and women, both on the campus and in the community, are participating in the process, according to President (name). They include occupational education instructors, counselors, college administrators, students and members of college advisory committees.

To assist the college, a team of experts representing a statewide service sponsored by the Chancellor's Office of the California Community Colleges will visit the campus on (dates). The service is called "COPES" (Community College Occupational Programs Evaluation System). The visiting team will be led by (name, title of COPES team chairman).

"This is an extremely important project for (name of college)," President (name) explained. "Our purpose is to identify areas of strength and needs for improvement in our occupational programs, so that we may most solidly plan for the future."

ACCESSION NUMBER: VT100741

PUBLICATION DATE: AUG73

TITLE: COPES (COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS EVALUATION SYSTEM) GUIDE. SUBSYSTEM: CONSUMER AND HOMEMAKING EDUCATION.

DESCRIPTOR: *CONSUMER EDUCATION; *HOMEMAKING EDUCATION; EDUCATIONAL PROGRAMS; *COMMUNITY COLLEGES; PROGRAM EVALUATION; *EDUCATIONAL ASSESSMENT; EVALUATION TECHNIQUES; *MEASUREMENT INSTRUMENTS

IDENTIFIER: CALIFORNIA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 616

ABSTRACT: THE SUBSYSTEM FOR CONSUMER AND HOMEMAKING EDUCATION IS A SPECIALIZED PART OF THE COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS EVALUATION SYSTEM (COPES). IT PROVIDES PROCEDURES AND INSTRUMENTS FOR STUDYING CONSUMER AND HOMEMAKING PROGRAMS AND SERVICES FOR STUDENTS OF CALIFORNIA COMMUNITY COLLEGES AND IS DESIGNED TO BE USED IN CONJUNCTION WITH THE OVERALL COPES SYSTEM, AS THE FULL SPECTRUM OF HOME ECONOMICS PROGRAMS WOULD THUS BE INCLUDED IN THE APPRAISAL PROCESS. (MF)

INSTITUTION NAME: CALIFORNIA COMMUNITY COLLEGES, SACRAMENTO. OFFICE OF THE CHANCELLOR.

SPONSORING AGENCY NAME: BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.

VT 100741

ERIC

BEST COPY AVAILABLE

COPES

GUIDE

SUBSYSTEM: CONSUMER AND HOMEMAKING EDUCATION

ERIC

COPES

COMMUNITY COLLEGE
OCCUPATIONAL PROGRAMS
EVALUATION SYSTEM

GUIDE

SUBSYSTEM: CONSUMER AND HOMEMAKING EDUCATION

sponsorship:
CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
Sacramento, California

management:
FOOTHILL COMMUNITY COLLEGE DISTRICT
Los Altos Hills, California

design, coordination:
GEORGE EBEY ASSOCIATES
Palo Alto, California

development, refinement:
COMMUNITY COLLEGE PROFESSIONALS;
BUSINESS, INDUSTRY AND PUBLIC
REPRESENTATIVES

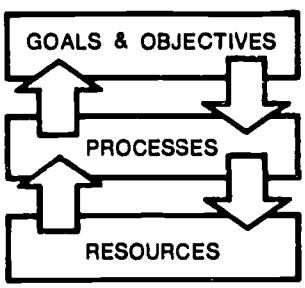

ERIC

Foreword

Among the many occupational programs offered by California Community Colleges, few have more widespread applicability than consumer and homemaking education. Certainly none makes a greater contribution in terms of imparting life skills and defining values.

This vital function deals with individual and family well-being and effective utilization of resources, as well as management of the dual roles of wage earner and homemaker. I am gratified that our sponsorship of COPES has resulted--among other accomplishments--in the development of a subsystem and the drafting of a guide for evaluation of Community College consumer and homemaking education programs.

We are appreciative of the countless hours devoted to this important task by the many college and community representatives throughout the state who have been involved. It is our sincere hope that their efforts will be rewarded by future achievement of educational improvements through application of the subsystem and use of this guide.

We invite suggestions for subsystem and guide refinements, in order to assure that California Community College students may derive maximum benefit from their instruction.

Sidney W. Brossman, Chancellor
California Community Colleges

COPES COOPERATIVE LEADERSHIP MODEL FOR IMPROVING OCCUPATIONAL EDUCATION

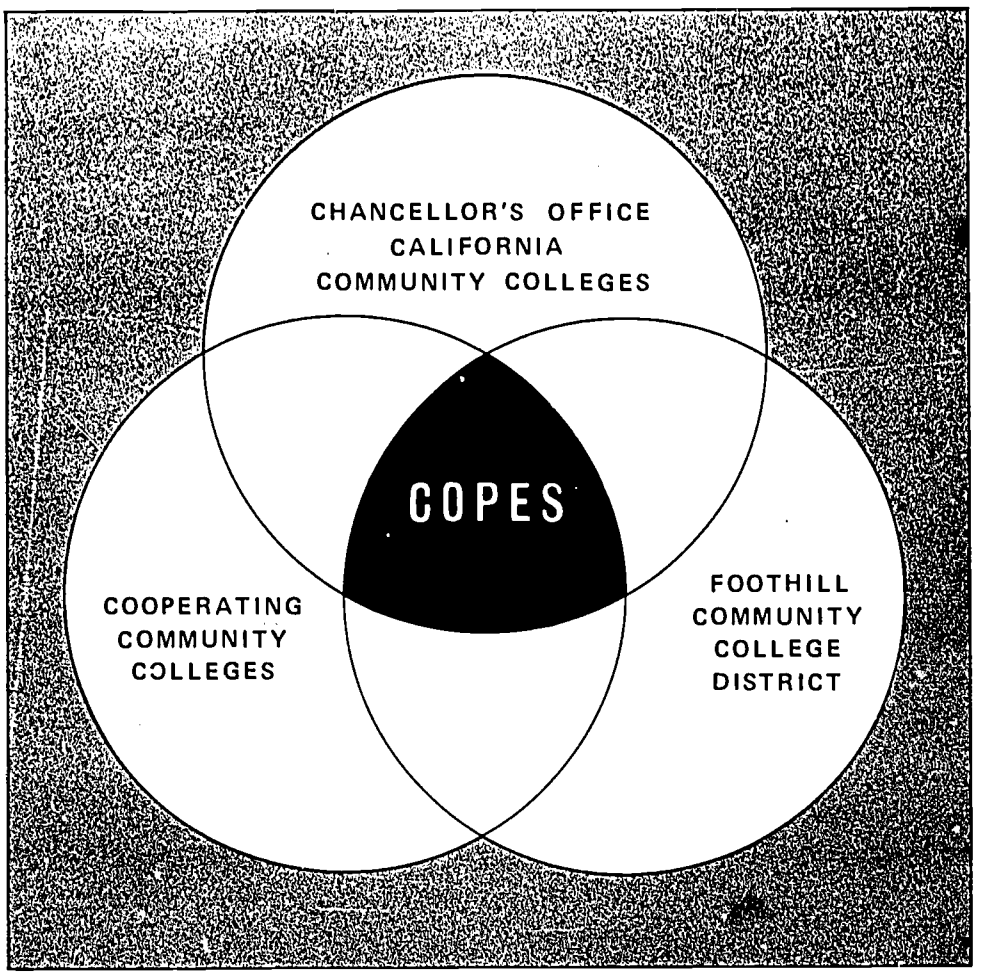

Introduction

Ready for application and possibly further refinement, the COPES subsystem for evaluating consumer and homemaking education (CHE) programs represents a cooperative effort between local community colleges and the Chancellor's Office.

Teachers, counselors, administrators, students, advisory committee members and other community representatives were involved in large numbers, in both the developmental and pre-testing phases of the project, coordinated by Shirley B. McGillicuddy, consulting home economist. All 18 colleges which participated in COPES evaluations during 1972-73 gave insight; special acknowledgment is made of the nine representative California community colleges which played a particularly active part: American River College, Cabrillo College, Glendale College, Orange Coast College, Porterville College, College of the Redwoods, San Diego City College, College of San Mateo and Santa Barbara City College.

Velma S. Johnston, specialist, home economics education, Chancellor's Office, and COPES team members with specialization in consumer and homemaking education were most helpful in gathering information about the current "state of the art" and suggesting procedures and instruments for subsystem application. These members included: Lenore H. Eisenstein, chairman, home economics department, Los Angeles Harbor College; Virginia Gries, director of home economics, Pacific Gas & Electric Company, San Francisco; Chester P. Gromacki, director of vocational education, Community College District, North Orange County; John R. Luther, coordinator of occupational education, Los Angeles Community College District; Betty McKown, chairman, home economics, Fullerton Junior College; Rosella O. Reinertson, chairman, home economics division, Long Beach City College; and Richard E. Whiteman, dean of vocational education, Cerritos College.

Grateful thanks are expressed to all who contributed so generously of time, thought and energy.

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COPES SUBSYSTEM:
CONSUMER AND HOMEMAKING EDUCATION (CHE)

WHAT THE SUBSYSTEM IS

COPES Subsystem: Consumer and Homemaking Education (CHE) is a specialized part of COPES (Community College Occupational Programs Evaluation System). It has as its purpose the improvement of the quality and availability of CHE programs and services for students of California community colleges.

Modeled on the thoroughly tested, simple and consistent COPES system design, the subsystem facilitates achievement of its purpose by:

- Providing easily administered procedures and instruments for studying CHE programs and services of a college.
- Offering competent professional assistance in subsystem application at a college.
- Encouraging the involvement of many persons with views on the college's CHE programs and services.
- Identifying college CHE strengths and needs for improvement.
- Establishing a framework for college planning and unified action in implementation of plans.

HOW THE SUBSYSTEM MAY BE USED

Application of COPES Subsystem: CHE will help a college assess <u>what is</u> in relation to <u>what is desirable</u> in consumer and homemaking education.

The subsystem can be used independently. However, it is designed to be used in conjunction with the overall COPES system. In fact, it will be most effective when approached in this way, since the full spectrum of home economics programs, including home economics related occupations, would thus be included in the appraisal process.

HOW THIS GUIDE SHOULD BE USED

The COPES Subsystem Guide: CHE, with procedures and instrumentation, augments the COPES System Guide. Since the System Guide contains important general information not duplicated here, it should be studied together with this guide by any college considering application of the subsystem.

APPLICATION OF COPES SUBSYSTEM: CHE

STEPS IN APPRAISAL

STEP ONE--College Decision

See same step in COPES System Guide. (Reminder: Although the CHE subsystem can be applied independently of the COPES system, it will be most effective when used in conjunction with the system, as explained above.)

STEP TWO--Preliminary Contact

See same step in COPES System Guide.

STEP THREE--Team Formation

When, as recommended, the CHE subsystem is used in conjunction with a COPES system appraisal, the COPES site visit team

is selected to include 1 or 2 (depending on the magnitude of the CHE program of the college) CHE specialist(s) or COPES participant(s) trained to apply the CHE subsystem. For a college with a limited CHE program, the CHE team specialist should be expected to perform as a team generalist in addition to the CHE special assignment.

The specialist (or the designated subsystem team chairman, if 2 specialists are involved) becomes the official liaison representative concerning CHE evaluation. From the time of team selection this person is the intermediary between the college and all persons outside the district assisting in the study.

STEP FOUR-- College Orientation

When the site team chairman for the COPES system appraisal visits the college to assist in orientation and planning, a separate orientation interview is held with the home economics department chairman or other appropriate administrator to discuss preparation for the subsystem application, including:

- Review of types of respondents to be reached with CHE instruments.
- Interviews and observations of activities and classes that might be scheduled during the site visit.
- Specific CHE materials of the college to be included in the package sent to the CHE specialist(s) on the team prior to the team visit or to be made available for review after the team arrives on campus. Included might be such materials as the District Plan, application for Part F funds, budgets, lists of consumer and homemaking education courses, description of programs for the

economically depressed, community needs analyses and advisory committee minutes.

(See page 8 for orientation procedures.)

STEP FIVE--Completion of Instruments

College personnel and others in the district participating in the subsystem application complete and return their perceptions instruments. (These instruments are briefly discussed on page 8 and are shown in the instrumentation section of this guide.)

Except for Form CHE-1, which is the official college position, all subsystem instrument responses are confidential. They will therefore be returned in sealed envelopes to the designated college contact for forwarding to a COPES service center, which will tabulate the data in readily usable form.

STEP SIX--Team Site Visit

In determining the assignment of regular site visit functions to the CHE subsystem specialist(s), the site visit team chairman gives priority consideration to the CHE assignment and the responsibility to validate the college's consumer and homemaking education self-appraisal.

Delegated responsibilities for the subsystem during the site visit will include:

- Review of appropriate CHE materials provided by the college and COPES (if not received or not studied in advance of the visit) and identification of, request for and review of additional materials that have value for effective validation of the college self-appraisal.

- Interviews with CHE administrators and full- and part-time instructional staff, general administrators and counselors, community resource persons and (where deemed necessary to augment perceptions instrument responses) students; observations of programs on campus and in the community.
- Completion of Form CHE-7 (Summary Profile by Site Visit Team).
- Oral presentation and informal discussion of findings. This function may be treated informally in a small session involving appropriate college personnel, the team chairman and the CHE specialist(s), rather than as a part of the overall COPES oral report.
- Written report summarizing the oral discussion. This report is to be completed in draft form before termination of the site visit and provided to the site visit team chairman.

STEP SEVEN-- Written Report

The draft report will be edited as necessary, prepared in final form and forwarded to the college by the site visit team chairman as part of the overall COPES written report.

The subsystem report is for the use of the college leadership in dissemination of findings and will summarize:

- When and where the subsystem oral presentation was held, and who was in attendance.
- Strengths of the college's consumer and homemaking education programs and services, as perceived by the site visit specialist(s).

- Needs for improvement meriting priority consideration.
- Other information considered constructive.

Appended to the report will be Form CHE-7 (Summary Profile by Site Visit Team). Other pertinent appendices also will be attached. to include such subsystem details as identification of the specialist(s), site visit activities, sources of information in general terms, and summaries of subsystem perceptions of college staff, students and community representatives.

INSTRUMENTATION

To facilitate its application, COPES Subsystem: CHE provides several easily used instruments. These include:

- Form CHE-1, College Self-Appraisal. Represents the official college view of its consumer and homemaking education programs. Contains a self-rating on various aspects of the college's CHE programs, including scope and quality. Forwarded by college to designated COPES service center. Reproduced by center and distributed to CHE specialist(s) prior to site visit.
- Form CHE-2, Perceptions of CHE Professionals. Completed by CHE teachers and administrators. Provides their perceptions of CHE at the college and through the college in the community. Returned to designate at college in sealed envelope. Forwarded unopened to COPES service center for tabulation. Results furnished to COPES team specialist(s) prior to site visit.
- Form CHE-3, Perceptions of Generalists. Completed by persons at the college who look at CHE from the viewpoint of a generalist--such as dean of instruction, dean of student services, chief occupational

education administrator, instructors from other disciplines and counselors. Returned to designate at college in sealed envelope. Forwarded unopened to COPES service center for tabulation. Results furnished to COPES team specialist(s) prior to site visit.

- Note: No Form 4 in subsystem.
- Form CHE-5, Student Perceptions. Short form which provides students an opportunity to express their views of the CHE campus or community programs in which they are or previously have been enrolled. Returned to designate at college in sealed envelope by class. Forwarded unopened to COPES service center for tabulation. Results distributed to COPES team specialist(s) prior to site visit.
- Form CHE-6, Community Perceptions. Short form designed to obtain views of advisory committee members, other community resource persons and part-time instructors including evening college in the consumer and homemaking education programs. Forwarded unopened to COPES service center for tabulation. Results distributed to COPES team specialist(s) prior to site visit.
- Form CHE-7, Summary Profile by Site Visit. Used by site visit specialist(s) to summarize perceptions of various aspects of CHE at the college. Used as basis for oral presentation to the college. Appended to site visit written report to college president.
- Form 8, Information Gathering Sheet. For use by COPES subsystem team member(s) for taking notes during site visit. (See COPES System Instrumentation.)
- Form CHE-A Summary (123). Computer tabulation showing distribution of responses by item on CHE Forms 1, 2 and 3. Prepared by COPES service center. Only totals for

occupational and administrator/counselor respondents shown. Considered non-confidential. Available to college administration and other participant groups. Appended to written report to college.

- Form CHE-D (5). Computer tabulation showing distribution of responses by item on Form CHE-5. Prepared by COPES service center. Distributed to subsystem specialist(s) prior to site visit. Table showing totals by item appended to written report to college.
- Form CHE-E (6). Computer tabulation showing distribution of responses by item on Form CHE-6. Prepared by COPES service center. Distributed to subsystem specialist(s) prior to site visit. Table showing totals by item appended to written report to college.

ORIENTATION

When, as recommended, the CHE subsystem is used in conjunction with a COPES system appraisal, it may be desirable to add to the procedures suggested under this same heading in the COPES System Guide a separate orientation session for the CHE cluster and interested administrators.

Preferably this session should be conducted by the COPES site visit chairman during his orientation visit. Subsequent presentations, if desired, may be made by a designate at the college.

ACTION BY COLLEGE

As with the overall COPES system, so with this subsystem: The purpose of self-study is action, if improvement is indicated. Action by the college as a result of COPES' findings is a local

responsibility. It is assumed that these findings will be reflected in the district's one-year and five-year plans for vocational education as well as other constructive planning and action which may be advantageous to the college.

TIME GUIDELINES IN SCHEDULING

The convenient scheduling of the seven steps of COPES requires 65 working days or about three months, whether the subsystem is applied in conjunction with the system or separately. The elapsed days from Step 1 for each of the succeeding steps are shown on page 10. This scheduling guideline suggests that, except under unusual circumstances, a request should not be made after February 1 for COPES assistance in that academic year. Ideally a college should make its request prior to or early in an academic year.

PARTICIPANT TIME REQUIREMENTS

The amount of time required of college participants in applying the subsystem has not been sufficiently field-tested to provide accurate estimates. It will depend upon the extent to which the college desires to involve teachers, administrators and counselors, students, and community representatives in this subsystem appraisal. Because fewer total people will be involved, the total amount of time should be substantially less than for the COPES overall system. Tested individual participant time requirements relating to the overall system appear in the COPES GUIDE describing the system.

COPES SCHEDULING GUIDELINES

Step	Action	Maximum Elapsed Days* From Request
1	College request for assistance on self-appraisal	0
2	Initial planning of COPES subsystem activities with chief college administrator	5
3	Appointment of COPES site visit team	10
4	Orientation and planning visit to college by site visit chairman	20
5	Completion and return of perceptions instruments to COPES service center	35
6	Site visit and oral presentation by site visit team	55
7	Written summary of oral presentation	65

* Based on 5-day work week.

INSTRUMENTS
COPES Subsystem: CHE

COPES SUBSYSTEM: CHE
The California Community Colleges

COLLEGE SELF-APPRAISAL

OF CONSUMER AND HOMEMAKING EDUCATION

This form, when completed by the college president or his designate, will represent the official college view of the current status of its consumer and homemaking education programs and, where applicable, the use of Part F funds.

Typically, the person designated to complete this form will be the director or coordinator of occupational education for the college or a division chairman or department head who has management responsibility for CHE.

The response format is organized into the major components of the Community College Occupational Programs Evaluation System (COPES), namely:

- Goals and Measurable Program Objectives
- Processes: Instructional Programs
  Support Processes
- Resources

Candid responses, based on experiences at the college, will be of great help in the evaluation effort and the resulting suggestions for improvement. The respondent is asked to rate each item on a five-point scale ranging from ***poor*** (1) to ***excellent*** (5). Only one rating is to be checked for each item. If the respondent does not have enough information to rate an item, ***don't know*** should be indicated to the right of the ***excellent*** box.

In addition to the ratings, a sheet is provided for elaboration on specific factors related to community needs identification, and scope and content of programs and services.

The information provided by completion of this form will be distributed on a confidential basis to the CHE specialist(s) on the COPES site visit team prior to the visit to the college. It will be used as background for interviewing and study of pertinent materials during the visit.

Since the information represents the official college position, this cover page should be signed by the person completing this form (typically the director or coordinator of occupational education for the college or a division chairman or department head who has management responsibility for CHE) and by the college president.

Thank you for your cooperation in the interest of quality programs and services in consumer and homemaking education.

Person Completing This Form:

(Signature)	(Title)
(College)	(Date)

President:

(Signature)	(Title)
(College)	(Date)

Confidential

College: _____

Date: _____

CHE-1

COPES SUBSYSTEM: CHE
The California Community Colleges

COLLEGE SELF-APPRAISAL

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
GOALS AND MEASURABLE PROGRAM OBJECTIVES								
1.1	Goal(s) (broad purpose) for CHE programs.	16						
1.2	Development of measurable learner performance objectives in organizing CHE programs.	17						
1.3	Planned CHE enrollments in relation to community needs (e.g., social and cultural conditions, special needs of economically disadvantaged.)	18						
1.4	Actual CHE program enrollments in relation to planned enrollments.	19						
PROCESSES: INSTRUCTIONAL PROGRAMS		20						
2.1	Concurrence of CHE programs with district vocational education plan submitted to state annually.	21						
2.2	Quality of CHE instruction, in general.	22						
2.3	Provision of educational opportunities consistent with community needs (e.g., social and cultural conditions, needs of youth and families, special needs of economically disadvantaged) for consumer performance and dual role responsibilities.	23						
2.4	Articulation with other educational organizations in your area (e.g., high schools, other community agencies and colleges) in providing for community CHE needs.	24						
PROCESSES: SUPPORT PROCESSES		25						
3.1	Administration's commitment to CHE.	26						
3.2	Organization for effective coordination and direction of CHE (e.g., on campus, in the community, day and evening college)	27						
3.3	Recruitment into CHE programs.	28						
3.4	Promotion of CHE program strengths, merits, and opportunities to the public and its decision-making representatives.	29						
3.5	Systematic collection and translation of information on community consumer and homemaking needs (e.g., social and cultural, special needs of economically disadvantaged).	30						
3.6	Up-dating of instructional content and method in relation to current consumer and homemaking needs, practices and trends.	31						

ase disregard. To be used for data processing. 32

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COPES SUBSYSTEM: CHE
The California Community Colleges

COLLEGE SELF-APPRAISAL

RESOURCES

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
4.1	Number of instructors necessary for CHE program effectiveness.	33						
4.2	Qualifications, including practical experience, of CHE instructional staff (e.g., bilingual, ability to relate to disadvantaged).	34						
4.3	In-service education opportunities and support for CHE faculty, including conference attendance, curriculum development.	35						
4.4	Adequacy and availability of CHE instructional facilities, excluding equipment.	36						
4.5	Adequacy and availability of CHE instructional equipment.	37						
4.6	Adequacy and availability of CHE instructional materials (e.g., textbooks, reference books, visual aids, mock-ups).	38						
4.7	Use of individualized CHE instruction (e.g., programmed learning, self-paced instruction, tutoring).	39						
4.8	Composition and use of CHE advisory committees.	40						
4.9	Participation of advisory committees in shaping CHE programs.	41						
4.10	Use of community resources in CHE class instruction (e.g., field trips, outside speakers, borrowed equipment).	42						
4.11	Provisions in current operating budget for CHE (including 40% of entitlement spent for disadvantaged programs).	43						
4.12	Provisions in capital outlay and equipment repair budget for CHE.	44						
		45						

COPES SUBSYSTEM: CHE
The California Community Colleges

COLLEGE SELF-APPRAISAL

Please answer the following questions. (Use back of page and extra sheets if necessary.)

1. In relation to community needs (social, cultural, identified economically depressed or high unemployment areas), how would you rate the scope and quality of your college's provisions for individuals enrolled in consumer and homemaking education?

	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know
Scope in relation to needs						
Quality						

2. Please list these programs or services concisely below.

3. If either scope or quality is rated below excellent in Question 1 above, please state concisely what is needed to achieve excellence.

4. How are community needs identified (i. e., sources of information, involvement of community, etc.)? Please describe procedures and sources briefly below.

COPES SUBSYSTEM: CHE
The California Community Colleges

COLLEGE CHE PROFESSIONALS' PERCEPTIONS

OF COLLEGE CONSUMER AND HOMEMAKING EDUCATION PROGRAMS

Your college has requested appraisal of its consumer and homemaking education programs through application of a subsystem of the Community College Occupational Programs Evaluation System (COPES).

A particularly important part of the appraisal process is the obtaining, and synthesizing, of the views and perceptions of professionals at the college who are directly involved in CHE, as teachers and administrators.

This form is designed to obtain your perceptions, based on your experiences at the college. Your candid rating of the items contained in this information request, as well as your supplementary comments, will be of great help in the evaluation effort and the resulting suggestions for improvement.

The information you provide will be strictly confidential. It will be seen only by COPES research members responsible for tabulating the information. When tabulations are complete, your information sheets will be destroyed.

Please do not sign this form. But please do be sure to provide the identification requested for purposes of tabulation.

COPES SUBSYSTEM: CHE
The California Community Colleges

PERCEPTIONS OF CHE PROFESSIONALS

INSTRUCTIONS TO RESPONDENTS

On the following pages you are asked to give your perceptions of CHE programs and services provided by your college. Items you are asked to rate, based on your own experiences at the college, are grouped into the major COPES components, namely:

- Goals and Measurable Program Objectives
- Processes: Instructional Programs
  Support Processes
- Resources

We shall appreciate your rating these items by checking your best judgment on a five-point scale ranging from *poor* to *excellent*. Only check one answer per item, but be sure to check every item so information from your college will be complete. A *don't know* column is also provided for checking when that response is appropriate.

Poor ratings should be given on items which in your judgment are totally inadequate, *excellent* ratings on those considered nearly ideal or exemplary in relation to other programs with which you are familiar. *Good* is a strong rating, and *acceptable* one which is adequate in terms of current practice but is neither strong nor seriously below expectations.

In brief, ratings are relative to what you consider to be typical current practice. It is important to remember that:

- These are your perceptions, not those of your department or committee, so please work independently.
- Your first impression probably is best and should be used in your rating.
- At the end of the instrument, you will have an opportunity to elaborate on factors you consider particularly important.
- Your responses are strictly confidential. Your responses will be forwarded unopened to the COPES Service Center for tabulation. Responses are grouped to insure confidentiality.

THANK YOU FOR YOUR COOPERATION.

CHE-2

COPES SUBSYSTEM: CHE
The California Community Colleges

IDENTIFY YOUR POSITION BY CHECKING THE PROPER RESPONSE BELOW OR YOUR TIME AND IDEAS WILL BE LOST TO US. CHECK ONLY ONE ANSWER, WHICH SHOULD REPRESENT YOUR AREA OF PRIMARY RESPONSIBILITY.

_____ COLLEGE OR DISTRICT GENERAL ADMINISTRATOR

_____ COLLEGE OR DISTRICT OCCUPATIONAL EDUCATION DIRECTOR OR COORDINATOR

_____ ADMINISTRATOR

_____ COUNSELOR

_____ OTHER (SPECIFY)_____

_____

COLLEGE_____

DATE_____

Please disregard. To be used for data processing.

Confidential

College _____

Date _____

COPES SUBSYSTEM: CHE
The California Community Colleges

PERCEPTIONS OF CHE PROFESSIONALS

			Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
GOALS AND MEASURABLE PROGRAM OBJECTIVES									
1.1	Goal(s) (broad purpose) for CHE programs.	16							
1.2	Development of measurable learner performance objectives in organizing CHE programs.	17							
1.3	Planned CHE enrollments in relation to community needs (e.g., social and cultural conditions, special needs of economically disadvantaged.)	18							
1.4	Actual CHE program enrollments in relation to planned enrollments.	19							
PROCESSES: INSTRUCTIONAL PROGRAMS		20							
2.1	Concurrence of CHE programs with district vocational education plan submitted to state annually.	21							
2.2	Quality of CHE instruction, in general.	22							
2.3	Provision of educational opportunities consistent with community needs (e.g., social and cultural conditions, needs of youth and families, special needs of economically disadvantaged) for consumer performance and dual role responsibilities.	23							
2.4	Articulation with other educational organizations in your area (e.g., high schools, other community agencies and colleges) in providing for community CHE needs.	24							
PROCESSES: SUPPORT PROCESSES		25							
3.1	Administration's commitment to CHE.	26							
3.2	Organization for effective coordination and direction of CHE (e.g., on campus, in the community, day and evening college).	27							
3.3	Recruitment into CHE programs.	28							
3.4	Promotion of CHE program strengths, merits, and opportunities to the public and its decision-making representatives.	29							
3.5	Systematic collection and translation of information on community consumer and homemaking needs (e.g., social and cultural, special needs of economically disadvantaged).	30							
3.6	Up-dating of instructional content and method in relation to current consumer and homemaking needs, practices and trends.	31							
		32							

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COPES SUBSYSTEM: CHE
The California Community Colleges

PERCEPTIONS OF CHE PROFESSIONALS

RESOURCES

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
4.1	Number of instructors necessary for CHE program effectiveness.	33						
4.2	Qualifications, including practical experience, of CHE instructional staff (e.g., bilingual, ability to relate to disadvantaged).	34						
4.3	In-service education opportunities and support for CHE faculty, including conference attendance, curriculum development.	35						
4.4	Adequacy and availability of CHE instructional facilities, excluding equipment.	36						
4.5	Adequacy and availability of CHE instructional equipment.	37						
4.6	Adequacy and availability of CHE instructional materials (e.g., textbooks, reference books, visual aids, mock-ups).	38						
4.7	Use of individualized CHE instruction (e.g., programmed learning, self-paced instruction, tutoring).	39						
4.8	Composition and use of CHE advisory committees.	40						
4.9	Participation of advisory committees in shaping CHE programs.	41						
4.10	Use of community resources in CHE class instruction (e.g., field trips, outside speakers, borrowed equipment).	42						
4.11	Provisions in current operating budget for CHE (including 40% of entitlement spent for disadvantaged programs).	43						
4.12	Provisions in capital outlay and equipment repair budget for CHE.	44						
		45						

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CHE-2

COPES SUBSYSTEM: CHE
The California Community Colleges

PERCEPTIONS OF CHE PROFESSIONALS

Please answer the following: (Use back of page and extra sheets if necessary).

1. What are the chief strengths of your consumer and homemaking education program?

2. What are the needed major improvements, if any, in your consumer and homemaking education program and what action is required to achieve these improvements?

For Office Use Only.

COPES SUBSYSTEM: CHE
The California Community Colleges

COLLEGE GENERALISTS' PERCEPTIONS

OF CONSUMER AND HOMEMAKING EDUCATION PROGRAMS

Your college has requested appraisal of its consumer and homemaking education (CHE) programs through application of a subsystem of the Community College Occupational Programs Evaluation System (COPES).

An important part of the appraisal process is the obtaining and synthesizing of perceptions by professionals of the college who look at consumer and homemaking education from the viewpoint of a generalist (e.g., dean of instruction, dean of student services, chief occupational education administrator, instructors from other disciplines and counselors).

This form is designed to obtain your perceptions, based on your experiences and observations at the college. Your candid rating of the items contained in this information request, as well as your supplementary comments, will be of great help in the evaluation effort and the resulting suggestions for improvement.

The information you provide will be strictly confidential. It will be seen only by COPES research members responsible for tabulating the information. When tabulations are complete, your information sheets will be destroyed.

Please do not sign this form. But do be sure to provide the identification requested for purposes of tabulation.

COPES SUBSYSTEM: CHE
The California Community Colleges

PERCEPTIONS OF GENERALISTS

INSTRUCTIONS TO RESPONDENTS

On the following pages you are asked to give your perceptions of CHE programs and services provided by your college. Items you are asked to rate, based on your own experiences and observations at the college, are grouped into the major COPES components, namely:

- Goals and Measurable Program Objectives
- Processes: Instructional Programs
  Support Processes
- Resources

We shall appreciate your rating these items by checking your best judgment on a five-point scale ranging from *poor* to *excellent*. Only check one answer per item, but be sure to check every item so information from your college will be complete. A *don't know* column is also provided for checking when that response is appropriate.

Poor ratings should be given on items which in your judgment are totally inadequate, *excellent* ratings on those considered nearly ideal or exemplary in relation to other programs with which you are familiar. *Good* is a strong rating, and *acceptable* one which is adequate in terms of current practice but is neither strong nor seriously below expectations.

In brief, ratings are relative to what you consider to be typical current practice. It is important to remember that:

- These are your perceptions, so please work independently.
- Your first impression probably is best and should be used in your rating.
- At the end of the instrument, you will have an opportunity to elaborate on factors you consider particularly important.
- Your responses are strictly confidential. Your responses will be forwarded unopened to the COPES Service Center for tabulation. Responses are grouped to insure confidentiality.

THANK YOU FOR YOUR COOPERATION.

COPES SUBSYSTEM: CHE
The California Community Colleges

PLEASE IDENTIFY YOUR POSITION AND THE COURSES YOU TEACH BELOW OR YOUR TIME AND IDEAS WILL BE LOST TO US. CHECK ONLY ONE POSITION, WHICH SHOULD REPRESENT YOUR AREA OF PRIMARY RESPONSIBILITY.

_____ DIVISION CHAIRMAN
(specify cluster)_____

_____ DEPARTMENT CHAIRMAN
(specify program)_____

_____ INSTRUCTOR
(specify program)_____

_____ OTHER
(specify)_____

IF YOU TEACH, PLEASE LIST BY CATALOG TITLE THE COURSES YOU ARE CURRENTLY TEACHING:

Catalog Title	Units

COLLEGE_____

DATE_____

Please disregard. To be used for data processing.

Confidential

College: ____ _____

Date: _____

COPES SUBSYSTEM: CHE
The California Community Colleges

PERCEPTIONS OF GENERALISTS

Keypunch Instructions		1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
GOALS AND MEASURABLE PROGRAM OBJECTIVES							
1.1 Goal(s) (broad purpose) for CHE programs.	16						
1.2 Development of measurable learner performance objectives in organizing CHE programs.	17						
1.3 Planned CHE enrollments in relation to community needs (e.g., social and cultural conditions, special needs of economically disadvantaged).	18						
1.4 Actual CHE program enrollments in relation to planned enrollments.	19						
PROCESSES: INSTRUCTIONAL PROGRAMS	20						
2.1 Concurrence of CHE programs with district vocational education plan submitted to state annually.	21						
2.2 Quality of CHE instruction, in general.	22						
2.3 Provision of educational opportunities consistent with community needs (e.g., social and cultural conditions, needs of youth and families, special needs of economically disadvantaged) for consumer performance and dual role responsibilities.	23						
2.4 Articulation with other educational organizations in your area (e.g., high schools, other community agencies and colleges) in providing for community CHE needs.	24						
PROCESSES: SUPPORT PROCESSES	25						
3.1 Administration's commitment to CHE.	26						
3.2 Organization for effective coordination and direction of CHE (e.g., on campus, in the community, day and evening college).	27						
3.3 Recruitment into CHE programs.	28						
3.4 Promotion of CHE program strengths, merits, and opportunities to the public and its decision-making representatives.	29						
3.5 Systematic collection and translation of information on community consumer and homemaking needs (e.g., social and cultural, special needs of economically disadvantaged).	30						
3.6 Up-dating of instructional content and method in relation to current consumer and homemaking needs, practices and trends.	31						
	32						

5/9/73

COPES SUBSYSTEM: CHE
The California Community Colleges

PERCEPTIONS OF GENERALISTS

RESOURCES

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
4.1	Number of instructors necessary for CHE program effectiveness.	33						
4.2	Qualifications, including practical experience, of CHE instructional staff (e.g., bilingual, ability to relate to disadvantaged).	34						
4.3	In-service education opportunities and support for CHE faculty including conference attendance, curriculum development.	35						
4.4	Adequacy and availability of CHE instructional facilities, excluding equipment.	36						
4.5	Adequacy and availability of CHE instructional equipment.	37						
4.6	Adequacy and availability of CHE instructional materials (e.g., textbooks, reference books, visual aids, mock-ups).	38						
4.7	Use of individualized CHE instruction (e.g., programmed learning, self-paced instruction, tutoring).	39						
4.8	Composition and use of CHE advisory committees.	40						
4.9	Participation of advisory committees in shaping CHE programs.	41						
4.10	Use of community resources in CHE class instruction (e.g., field trips, outside speakers, borrowed equipment).	42						
4.11	Provisions in current operating budget for CHE (including 40% of entitlement spent for disadvantaged programs).	43						
4.12	Provisions in capital outlay and equipment repair budget for CHE.	44						
		45						

COPES SUBSYSTEM: CHE
The California Community Colleges

PERCEPTIONS OF GENERALISTS

Please answer the following: (Use back of page and extra sheets if necessary).

1. What are the chief consumer and homemaking education strengths of your college?

2. What are the needed major consumer and homemaking education improvements, if any, in your college and what action is required to achieve these improvements?

For Office Use Only.

COPES SUBSYSTEM: CHE
The California Community Colleges

COLLEGE STUDENTS' PERCEPTIONS

OF CONSUMER AND HOMEMAKING EDUCATION PROGRAMS

Your college wants to find out how good a job it is doing in providing consumer and homemaking education programs. These programs are called "CHE" programs.

To evaluate CHE programs here and on other campuses in the state, the Chancellor's Office of the California Community Colleges has sponsored development of a special evaluation process, which includes finding out what students think.

This form is designed for that purpose. We think student views are very valuable, and we would appreciate your cooperation in providing the information requested on the following pages.

Many thanks!

Name of College _____

COPES SUBSYSTEM: CHE
The California Community Colleges

COLLEGE STUDENTS' PERCEPTIONS

Enrollment Information:
(Check one)

Are you enrolled on campus_____or off campus_____?

Have you declared a college major? Yes ____No_____If yes, what is it?_____

DIRECTIONS ON RATING:

Excellent means nearly ideal, top 5 or 10 percent.
Poor is totally inadequate, bottom 5 or 10 percent.
Good is a strong rating, top one third.
Below Expectations is only fair, bottom one third.
Acceptable is average, the middle third.

How would you rate the following:

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
1.	Overall reputation of the college within the community?	16						
2.	Your overall rating of your consumer and homemaking education (CHE) programs?	17						
3.	Quality of CHE instruction, in general?	18						
4.	Practical experience of CHE instructors?	19						
5.	Adequacy of instructional facilities and equipment for CHE?	20						
6.	Adequacy and availability of instructional materials for your CHE program (such as textbooks, reference materials, visual aids)?	21						
7.	Integration of consumer education into home economics courses (e.g., family economics and child development and family relations, housing and home furnishings, foods and nutrition, clothing and textiles)?	22						
8.	Your own consumer and homemaking effectiveness as a result of CHE programs or courses?	23						
		24						

Please disregard. To be used for data processing.

COPES SUBSYSTEM: CHE
The California Community Colleges

COLLEGE STUDENTS' PERCEPTIONS

Are you currently enrolled in any consumer and homemaking education classes?

_____Yes _____ No Please explain: (If no, why not?)

What are the strong points of your CHE program (or class)?

What, if anything, would you do to improve your CHE program (or class)?

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COPES SUBSYSTEM: CHE
The California Community Colleges

COMMUNITY PERCEPTIONS

OF COLLEGE CONSUMER AND HOMEMAKING EDUCATION PROGRAMS

Your community college is conducting a self-appraisal to determine the effectiveness of its consumer and homemaking education programs. These programs are called "CHE" programs.

For the purposes of such self-appraisals, the Chancellor's Office of the California Community Colleges has sponsored development of a special evaluation process, which includes obtaining the very valuable views of a college's CHE advisory committee members and other community representatives, as well as part-time (day and evening) college CHE instructors.

This form is designed to obtain your views. We would greatly appreciate your cooperation in providing the information requested on the following pages. Since your identity will not be linked with your responses, please do not sign the form. But do be sure to specify your relationship with the college by checking the appropriate item at the top of the next page.

Many thanks!

Confidential

CHE-6

PLEASE CHECK ONE:

Advisory Committee Member _____

Community Resource Person _____

Part-time instructor _____

How long have you been a member of this committee? _____

How often does this committee meet? _____

COPES SUBSYSTEM: CHE
The California Community Colleges

In what ways have you been asked to contribute to the college's consumer and homemaking education program (e.g., serving as an outside speaker, arranging field trips)?

_____

DIRECTIONS ON RATING:

Excellent means nearly ideal, top 5 or 10 percent.
Poor is totally inadequate, bottom 5 or 10 percent.
Good is a strong rating, top one third.
Below Expectations is only fair, bottom one third.
Acceptable is average, the middle third.

Please answer all questions based on your contact with the college in the capacity of an advisory committee member, part-time instructor or community resource person.

How would you rate the following:

Keypunch Instructions		1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
1. Overall reputation of the college within the community?	16						
2. Reputation of the college's consumer and homemaking (CHE) programs or courses?	17						
3. Promotion of available CHE programs or courses within the community?	18						
4. Community support of CHE?	19						
5. Administration's commitment to CHE?	20						
6. Responsiveness of CHE program to social and cultural conditions and needs of the community in general?	21						
7. Responsiveness of CHE program to needs of the economically depressed or unemployed within the community?	22						
	23						

Please disregard. To be used for data processing.

COPES SUBSYSTEM: CHE
The California Community Colleges

COMMUNITY PERCEPTIONS

What are the principal strengths of the college's consumer and homemaking education (CHE) program(s)?

What are the principal needs for improvement in the college's CHE program(s)?

College: _____

Date: _____

CHE-7

COPES SUBSYSTEM: CHE
The California Community Colleges

SUMMMARY PROFILE BY SITE VISIT PROFESSIONAL

Keypunch Instructions		1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent
GOALS AND MEASURABLE PROGRAM OBJECTIVES						
1.1 Goal(s) (broad purpose) for CHE programs.	16					
1.2 Development of measurable learner performance objectives in organizing CHE programs.	17					
1.3 Planned CHE enrollments in relation to community needs (e.g., social and cultural conditions, special needs of economically disadvantaged).	18					
1.4 Actual CHE program enrollments in relation to planned enrollments.	19					
PROCESSES: INSTRUCTIONAL PROGRAMS	20					
2.1 Concurrence of CHE programs with district vocational education plan submitted to state annually.	21					
2.2 Quality of CHE instruction, in general.	22					
2.3 Provision of educational opportunities consistent with community needs (e.g., social and cultural conditions, needs of youth and families, special needs of economically disadvantaged) for consumer performance and dual role responsibilities.	23					
2.4 Articulation with other educational organizations in your area (e.g., high schools, other community agencies and colleges) in providing for community CHE needs.	24					
PROCESSES: SUPPORT PROCESSES	25					
3.1 Administration's commitment to CHE.	26					
3.2 Organization for effective coordination and direction of CHE (e.g., on campus, in the community, day and evening college).	27					
3.3 Recruitment into CHE programs.	28					
3.4 Promotion of CHE program strengths, merits, and opportunities to the public and its decision-making representatives.	29					
3.5 Systematic collection and translation of information on community consumer and homemaking needs (e.g., social and cultural, special needs of economically disadvantaged).	30					
3.6 Up-dating of instructional content and method in relation to current consumer and homemaking needs, practices and trends.	31					
	32					

5/9/73

COPES SUBSYSTEM: CHE
The California Community Colleges

SUMMARY PROFILE BY SITE VISIT PROFESSIONAL

RESOURCES

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent
4.1	Number of instructors necessary for CHE program effectiveness.	33					
4.2	Qualifications, including practical experience, of CHE instructional staff (e.g., bilingual, ability to relate to disadvantaged).	34					
4.3	In-service education opportunities and support for CHE faculty, including conference attendance, curriculum development.	35					
4.4	Adequacy and availability of CHE instructional facilities, excluding equipment.	36					
4.5	Adequacy and availability of CHE instructional equipment.	37					
4.6	Adequacy and availability of CHE instructional materials (e.g., textbooks, reference books, visual aids, mock-ups).	38					
4.7	Use of individualized CHE instruction (e.g., programmed learning, self-paced instruction, tutoring).	39					
4.8	Composition and use of CHE advisory committees.	40					
4.9	Participation of advisory committees in shaping CHE programs.	41					
4.10	Use of community resources in CHE class instruction (e.g., field trips, outside speakers, borrowed equipment).	42					
4.11	Provisions in current operating budget for CHE (including 40% of entitlement spent for disadvantaged programs).	43					
4.12	Provisions in capital outlay and equipment repair budget for CHE.	44					
		45					

ACCESSION NUMBER: VT100742

PUBLICATION DATE: MAY73

TITLE: COPES (COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS EVALUATION SYSTEM) REPORT. OCCUPATIONAL EDUCATION IN REPRESENTATIVE CALIFORNIA COMMUNITY COLLEGES: MAJOR STRENGTHS, CRITICAL NEEDS FOR IMPROVEMENT, RESEARCH PRIORITIES.

DESCRIPTOR: *COMMUNITY COLLEGES; VOCATIONAL EDUCATION; TECHNICAL EDUCATION; *EDUCATIONAL NEEDS; *RESEARCH NEEDS; POST SECONDARY EDUCATION

IDENTIFIER: CALIFORNIA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 616

ABSTRACT: A REPRESENTATIVE SAMPLE OF EIGHT COMMUNITY COLLEGES IN CALIFORNIA WERE ASSESSED TO YIELD A LIST OF IMPROVEMENT NEEDS, RANK-ORDERED FOR PRIORITY IN TERMS OF CRITICAL IMPORTANCE TO OCCUPATIONAL EDUCATION. THE 11 PROFESSIONAL LEADERS WHO HAD BEEN SITE VISIT TEAM CHAIRMEN IDENTIFIED AND RANKED-ORDERED 10 ITEMS WHICH, IF IMPROVED, IN THEIR JUDGEMENT, WOULD HAVE THE GREATEST IMPACT UPON IMPROVING THE QUALITY AND AVAILABILITY OF OCCUPATIONAL EDUCATION IN CALIFORNIA COMMUNITY COLLEGES. TABULATIONS OF THE JUDGEMENTS OF THE MEMBERS OF THIS PANEL PROVIDED THE DETERMINATION OF CRITICAL IMPROVEMENT NEEDS. THE OVER 40 ATTENDEES AT THE CALIFORNIA JUNIOR COLLEGE ASSOCIATION CONFERENCE THEN CONSIDERED THE DATA TO SELECT THE FIVE CRITICAL NEEDS WHICH WOULD LEND THEMSELVES MOST EFFECTIVELY TO RESEARCH AND DEVELOPMENT. THEIR DETERMINATIONS ARE INCLUDED IN THE FINDINGS. (AUTHOR/MU)

INSTITUTION NAME: CALIFORNIA COMMUNITY COLLEGES, SACRAMENTO. OFFICE OF THE CHANCELLOR.

SPONSORING AGENCY NAME: BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.

VT 100742

ERIC

COPES REPORT

Occupational Education In Representative California Community Colleges...

- Major Strengths
- Critical Needs for Improvement
- Research Priorities

VT 100 742

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COPES

COMMUNITY COLLEGE
OCCUPATIONAL PROGRAMS
EVALUATION SYSTEM

REPORT

Occupational Education In Representative California Community Colleges...

- Major Strengths
- Critical Needs for Improvement
- Research Priorities

May, 1973

sponsorship:
CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
Sacramento, California

management:
FOOTHILL COMMUNITY COLLEGE DISTRICT
Los Altos Hills, California

design, coordination:
GEORGE EBEY ASSOCIATES
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development, refinement:
COMMUNITY COLLEGE PROFESSIONALS;
BUSINESS, INDUSTRY AND PUBLIC
REPRESENTATIVES

ERIC

"The outcomes or products of this project will be a list of weaknesses or areas of occupational education that need improvement. The list will be ranked in order of priority in terms of critical importance to occupational education. This information will be useful to the Chancellor's Office and others in the selection and funding of future research projects."

---COPES VEA Part C Proposal

ERIC

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Section 1

INTRODUCTION

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INTRODUCTION

COPES (Community College Occupational Programs Evaluation System) was created in 1971 by the Chancellor's Office of the California Community Colleges with the support and participation of local co-munity college leaders in the state. Its goal: to improve the quality and availability of occupational education in California's community colleges.

In the first year, the main thrust was directed to what was going into the system, in terms of refinements made in the light of field-testing at 13 cooperating colleges. For the second project year, 1972-73, however, a second important general thrust was added, along with continued refinement.

This second thrust dealt with what was coming out of the system, what was being learned through its application about the status of occupational education in California community colleges. The stated objective was:

> "To assess the major strengths and needs for improvement in occupational education programs in a 10 percent stratified random sample of California community colleges. The assessment will be made during the next 12 months utilizing the California Community College Occupational Programs Evaluation System and the trained observers produced by the COPES project."

The year's activities were planned to yield a list of improvement needs, rank-ordered for priority in terms of critical importance to occupational education. Priorities would be established also for future research dealing with the critical needs.

Early in the year, a representative sample was drawn by the Chancellor's Office. Colleges that had already been the sites of COPES field-tests were excluded, as well as newly established colleges. As a

result, a total of eight colleges was required for the 10 percent assessment. Those selected were equally divided on a geographical basis (four in Northern California, four in Southern California) and on the basis of size in terms of occupational education enrollments (two each in the "small," "medium small," "medium large" and "large" categories). Size was defined as ADA (average daily attendance) in occupational education the previous year. In the eight defined groups, colleges were selected through use of a table of random numbers.

Evaluations, combining college self-appraisals with validations of the self-appraisals by visiting COPES teams made up of California community college professionals and knowledgeable lay persons, were conducted during the first three months of 1973.

At the conclusion of this process, the team ratings of the eight colleges on the 60 evaluation items in the system were tabulated and rank-ordered on the basis of their mean ratings. Major occupational education strengths were determined from this list.

The 11 professional leaders who had been site visit team chairmen during 1972-73 were asked to serve as the COPES panel of competent judges. Utilizing the above list, they identified and rank-ordered 10 items which, in their judgment, if improved, would have the greatest impact upon improving the quality and availability of occupational education in California community colleges. Tabulations of the judgments of the members of this panel provided the determination of critical improvement needs.

Finally, the team chairmen's judgments were presented to more than 40 professionals attending a California Junior College Association state research conference. They were asked to select the five items which in their judgment would lend themselves most effectively to research and development. Tabulations of their responses provided the determination of research priorities.

Other evidence of research priorities had been collected during the site visits to the eight representative colleges. In the debriefing at the conclusion of a site visit, each team member was asked to list in order the important research and development priorities on the basis of that site visit. These judgments were tabulated and are discussed in Section 5.

Grateful acknowledgment is made to all who participated in this undertaking. The eight cooperating colleges are identified in Appendix A. Names and affiliations of site visit team participants and additional team chairmen who served on the judging panel are shown as Appendix B; names and affiliations of research conference participants, as Appendix C.

This report is organized to deal first in summary form and second, where warranted, in expanded form, with information relating to the findings.

Section 2

SUMMARY OF FINDINGS

ERIC

SUMMARY OF FINDINGS

As comprehensive educational institutions, California community colleges recognize, and conscientiously discharge, their responsibility for occupational training, retraining and upgrading.

They also recognize, as does the Chancellor's Office, that continuing evaluation of the quality and availability of their occupational programs and services is vital for sound planning and wise allocation of resources.

Although the COPES assessment was limited to eight colleges, the fact that those eight were selected as a representative sample of all California community colleges indicates that the findings which follow have implications for all.

MAJOR STRENGTHS

The chief strengths of occupational education at community colleges in California lie with the prefessionals most directly involved in occupational education and the way they are doing their jobs. The four top-ranked items all speak to that fact.

In rank order, the 10 highest overall strength ratings by the teams were accorded to:

- Qualifications of occupational education instructional staff.

- Occupational experience of occupational education instructors.
- Qualifications of occupational education coordinator(s) and/or director(s).
- Quality of occupational instruction, in general.
- Salary schedule provisions for occupational education professionals in relation to other professional staff.
- Number of instructors necessary for occupational program effectiveness.
- Utilization of occupational education instructional facilities and equipment.
- Updating of occupational education instructional content and method.
- Use of community resources in class instruction (e.g., field trips, outside speakers, borrowed equipment).
- Adequacy and availability of occupational education instructional equipment.

  --rated equally with the next item--
- Adequacy and availability of occupational education instructional materials.

CRITICAL NEEDS FOR IMPROVEMENT

Critical needs for improvement are not necessarily lowest ranked items. Judgment on the importance of an item in improving the quality and availability of occupational education must enter into the establishment of priority needs. Thus, in any situation, an area discerned to be of only moderate weakness (or even moderate strength)

but of great overall significance could deserve a higher improvement priority than an area of much more substantial weakness but lesser or more limited significance.

This distinction was made in the COPES assessment process. The 11 site visit chairmen for 1972-73 evaluations formed the panel of competent judges to determine priorities of critical needs for improvement. They utilized the team "strength-weakness" ratings in their deliberations. After assessing items for potential beneficial impact on the quality and availability of occupational education at California community colleges, they made their determinations of priority needs. These needs have only limited correlation with the items at the "weakest" end of the teams' rating scale. (These differences are further discussed in Section 4 of this report; the panel's rankings are presented in Appendix D, Table D-1.)

In rank order, the 10 highest overall "critical needs for improvement" ratings by the panel of judges were:

- College organization for effective coordination and direction of occupational education.
- College administration's commitment to occupational education.
- Articulation with other educational organizations in the college area (e.g., high schools, other community colleges, regional occupational centers) in providing for community occupational needs.
- Provision of educational opportunities consistent with community needs (e.g., population needs, labor market needs) for training, retraining and upgrading personnel.

  --<u>rated equally with the next item</u>--
- Systematic follow-up of students who have completed occupational programs.

- Provision for vocational work experience in occupational education programs.
- Emphasis upon occupational education counseling and guidance to high school students.
- Status of occupational education dean or director on the college "administration team."
- Use of job success and failure information of occupational education graduates in program evaluation and planning.
- Systematic collection and translation of information on community occupational education needs (population needs, labor market needs and opportunities).

RESEARCH PRIORITIES

In the COPES assessment, research priority rankings differed from critical needs for improvement. The reason: Highest ranking critical needs do not necessarily lend themselves to research.

The more than 40 attendees at the California Junior College Association (CJCA) conference for research professionals who participated in the final phase of the COPES assessment process were asked to consider the data from still another point of view. They were requested, utilizing the team chairmen's judgment tabulations, to select the five critical needs items which would lend themselves most effectively to research and development. The researchers' determinations are presented in Appendix D, Table D-2.

In rank order, their five highest overall "research priority" ratings were:

- Systematic collection and translation of information on community occupational education needs.
- Provision of educational opportunities consistent with community needs for training, retraining and upgrading personnel.

  --rated equally with the next item--
- Systematic follow-up of students who have completed occupational programs.
- Use of job success and failure information of occupational education graduates in program evaluation and planning.
- Use of individualized instruction (e.g., programmed learning, self-paced instruction, tutoring). (Note: This item had been rated among the top 15 by the judges' panel, but not among the top 10.)

It might be observed that the researchers' two highest combined ratings fall into one "package area" (obtaining information on community needs and providing educational opportunities consistent with those needs) and that the two next highest combined ratings are in another "package area" (obtaining student follow-up information and using it in program evaluation and planning).

OTHER FINDINGS OF INTEREST

1. Variations in site visit team ratings among the four "enrollment size" categories. No substantial variations resulted. While ratings on certain items, such as "provision for coordination and/or direction," tended to rise somewhat in direct relation to enrollment size, the smaller colleges rated higher on other items, such as "adequacy of instructional facilities."

2. Variations in ratings and rankings among respondent groups. College respondents tended to rate their institutions higher than the teams did, possibly because the latter had a better understanding of criteria. (For complete profile ratings of four respondent groups, see Appendix E.) Also on the rankings of items there were variations among groups, as discussed in Section 6. Team rankings were substantially higher than the combined college rankings on some items (notably adequacy of facilities and contributions of funds and equipment). The combined college rankings were substantially higher than team rankings on other items (notably status of the occupational dean or director and use of advisory committees).

3. Student and advisory committee member perceptions. Students generally rated quality of their occupational instruction highest, college effectiveness in job placement of graduates lowest. Advisory committee members generally gave top ranking to the overall reputation of the college in the community and lowest ranking to systematic follow-up of occupational graduates.

4. "Don't know" responses. Roughly one-half of all college professional respondents were unaware of what the scope of staff participation had been in development of one-year and five-year district vocational education plans submitted to the state or whether their occupational programs were in concurrence with the annual plan. More than half of the student respondents had no knowledge of the effectiveness of job placement of graduates or of the graduates' subsequent job success. More than half of the advisory committee respondents were equally unacquainted with college follow-up efforts regarding occupational graduates.

5. Variations in team ratings between the eight representative colleges and 10 other colleges which cooperated in further system refinement field-testing during the year. Generally, the correlation was quite high. The four leading strengths rated at the sample colleges were identical to those at the other 10 colleges, although their order varied slightly. The three items accorded lowest ratings were identical in both groups, although again their order varied slightly.

Section 3

MAJOR STRENGTHS

ERIC

MAJOR STRENGTHS

Written COPES reports submitted to each of the eight representative colleges in the assessment activity bore out, in the detail of prose, what had been presented in numerical form on the site visit teams' rating sheets.

These written reports, summarizing team oral presentations to college personnel, provide many testimonials to the quality of the occupational programs, and the high caliber and dedication of the professionals charged with carrying out the programs.

A few examples are cited below:

"The quality of occupational instruction is notable and much to the credit of qualified and dedicated staff. Students in the main feel that the occupational instruction they are receiving will result in job placement; this is apparent to the observer, too."

"The enthusiasm of the occupational instruction staff is extremely high and worthy of commendation. This enthusiasm spills over into many other instruction-related functions as a big 'plus' for _____ College."

"...the quality and sincere dedication of the occupational faculty. Well-qualified, energetic, proud of their work, these teachers exhibit much willingness to 'walk the extra mile' on behalf of their students."

"...the comprehensive evening offerings in occupational education and their close articulation with those in the day programs. ...the praiseworthy response to student needs for short-range employment skills evidenced in new certificate programs..."

"The college possesses a truly outstanding and competent faculty dedicated to maintaining excellence in the quality of instruction. The administrative

commitment toward employing experienced and qualified faculty, and in providing an equitable and top-notch salary schedule, is highly commendable."

"Despite pressing budgetary capital outlay problems, the administration and occupational staff have shown a commitment to obtain maximum utilization of existing physical facilities and equipment."

"...utilization of community resources in classroom instruction. Field trips, outside speakers and borrowed equipment are fully employed in improving the quality of classroom, laboratory and shop experience."

"COPES team members concurred that the college has a very energetic occupational education staff, ready and willing to develop innovative programs that will enhance educational opportunities for the students."

"...the tireless and inspirational discharge of administration coordinative responsibilities. ...the occupational emphasis exhibited both in evening college and community service offerings."

"...individual occupational faculty and occupational departments are making concerted efforts to update instructional course content and methods. This is primarily accomplished by maintaining continuing contact with former students and with current and prospective student employers. Further enrichment is accomplished by inviting business and industrial representatives to speak to classes."

"College occupational staff are achieving maximum utilization of instructional facilities and equipment, and have directed energies toward obtaining necessary additional equipment through existing federal programs, projects and community resources."

"Occupational experience of most instructional staff appears to be current and relevant to the occupational offerings. Such competence inspires a feeling of respect and confidence among the occupational instructional team and students."

On the basis of all the evidence, it can be safely stated that occupational education in California community colleges is in good hands. Where needs for improvement exist, they largely have to do with the tools those hands require for maximum accomplishment.

Section 4

CRITICAL NEEDS FOR IMPROVEMENT

ERIC

CRITICAL NEEDS FOR IMPROVEMENT

COMPARISON WITH TEAM "CRITICAL NEED" CONCLUSIONS

As noted and explained in Section 2, the improvement priorities determined by COPES' panel of judges (the 11 professional leaders who served as site visit team chairmen during 1972-73) have only limited correlation with the evaluation items rated lowest by the teams on the summary profile forms for the eight representative colleges. (See Table 1.)

Yet there is a distinct relationship between the judges' determinations and the critical needs for improvement perceived by the teams and presented to college personnel in COPES' oral and written reports. This is because "weighting" of the items for overall significance, while not involved in the summary profile ratings, was in each case heavily involved in assuring appropriate perspective and assistance in the team reports.

Team statements in the "critical needs" and "summary" sections of the written reports to the eight colleges are cited below, as they apply to the judging panel's rank-order list of improvement priorities:

<u>Organization for Effective Coordination and Direction of Occupational Education</u>

(Critical improvement need cited at seven colleges)

"There does not seem to be a positive identifiable delegation of responsibilities, authorities and accountabilities for occupational education at _____ College. Clarification and, where needed, redefinition could have greatly beneficial impact on the instructional staff's confidence in administrative personnel and significantly improve the levels of participation and involvement in decisions that are vital to occupational education."

Table 1

COMPARISON OF COPES ITEMS RANKINGS BY TWO GROUPS

Improvement Priority Rankings by 11 Competent Judges		Composite Lowest Ratings by Site Visit Teams by 8 Representative Colleges	
Rank	Item	Rank	Item
1	3.2 Organization for effective coordination and direction of occupational education	60	3.12 Systematic follow-up of students who have completed occupational programs
2	3.1 Administration's commitment to occupational education	59	3.13 Systematic follow-up of students who have dropped out of occupational programs
3	2.5 Articulation with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers) in providing for community occupational needs	58	3.9 College-wide coordination of placement services with occupational education curriculums
4.5	2.3 Provision of educational opportunities consistent with community needs (e.g., population needs, labor market needs) for training, retraining, and upgrading personnel	56.5	3.2 Organization for effective coordination and direction of occupational education
4.5	3.12 Systematic follow-up of students who have completed occupational programs	56.5	3.17 Participation in development of one-year and five-year district vocational education plan submitted to state
6	2.7 Provision for vocational work experience in occupational education programs	54.5	3.7 Emphasis upon occupational education counseling and guidance: To adult and evening students
7	3.8 Emphasis upon occupational education counseling and quidance to high school students	54.5	3.18 Systematic collection and translation of information on community occupational education needs (population needs, labor market needs and opportunities)
8	3.3 Status of occupational education dean or director position on the college "administration team"	51.5	1.2 Development of measurable learner performance objectives in organizing occupational programs
9	3.15 Use of job success and failure information of occupational education graduates in program evaluation and planning	51.5	1.5 Planned enrollments in relation to community needs (e.g., population needs, labor market needs)
10	3.18 Systematic collection and translation of information on community occupational education needs (population needs, labor market needs and opportunities)	51.5	3.4 Awareness of college's occupational education goals by all faculty and staff
		51.5	4.15 Use of advisory committees

"There are inconsistencies in the administrative organizational structure as it relates to occupational education...Serious consideration might be given to re-examining the total administrative structure in order to provide for a more functional system."

"Occupational education at _____ College has grown tremendously. Yet there has been little corresponding increase in the allocation of administrative time specifically associated with the coordination of occupational education. In the interest of management effectiveness, the disparity between these two factors should be carefully weighed."

"Consideration should be given to the provision of administrative time for occupational education management on a basis more commensurate with responsibility. It appears that at present the vocational education coordinator is so seriously overloaded that he cannot begin to achieve immediate and long-range goals."

"The present organizational plan merits further examination, since it does not allow for maximum responsiveness to occupational needs. Job responsibilities are not clearly defined, lines of authority are unclear and there is little provision for periodic review in detail by all levels of occupational staff. The college might consider a plan incorporating more complete integration of occupational education under unified leadership and supported by a more functional division structure."

"There are far too many blurrings and ambiguities in the present, somewhat 'jury-rigged' pattern of organization, ranging from the high titular status of the dean and the operational realities of his position through the roles of the assistant dean and coordinator to the advisability and workability of part-time other administrative functions."

"There is a need for more specific coordination and direction of the total occupational program. The college is too dependent upon individual effort and initiative. Although the sum total of these efforts is notable, a more systematic approach is needed in the future."

Administration's Commitment to Occupational Education

(Critical improvement need cited at two colleges)

"While the published district plan and the catalog statements give evidence of clear commitment and direction, commitment

and direction are anything but clear to the majority of the staff who are involved with occupational education."

"Perhaps the most attenuating factor in occupational education that faces the college is the impression in the minds of many personnel that there is a broad gap between verbalized administrative commitment and supporting action."

Articulation with Other Educational Organizations in Area

(Critical improvement need cited at two colleges)

"It is significant that whereas continuing and satisfactory lines of communication are open between _____ College and such other area institutions as high schools and four-year colleges, communication and resultant coordination of occupational education activities among the colleges of _____ District were termed infrequent and unsatisfactory by _____ College personnel in interviews with the COPES team. Certainly no communication channel, no coordination could be more important than this, for any of the district colleges."

"There is a serious need for better coordination between the college and local high schools..."

Provision of Educational Opportunities Consistent with Community Needs

(Critical improvement need cited at four colleges)

"Now, with changes in the economy of the area served..., the college must...develop a new 'road map' for the future that is consistent with community needs and maximizes student opportunities."

"The current approach to planning in occupational program areas generally is not goal-oriented, involves a casual process and makes little use of factual data..."

"It appears that insufficient attention is being devoted to district planning for vocational education. The current plan document does not envision any new programs for the next five years..."

"In terms of occupational education service to, and reputation in, the community, _____ College may well be at a critical point in its history. The continued high stature of the

institution in both regards will be dependent upon its continued ability to meet community needs. That ability is now being heavily tested..."

Systematic Follow-up of Students
Who Have Completed Occupational Programs

(Critical improvement need cited at two colleges)

"A systems approach to collecting, analyzing and disseminating follow-up data on students would contribute immeasurably to the effectiveness of occupational education programs and increase planning accuracy."

"Systematic institutional procedures should be developed and implemented for follow-up."

Provision for Vocational Work Experience
in Occupational Education Programs

(Critical improvement need cited at one college)

"While coordination and systematization have newly been applied to vocational work experience, the present status of the program is embryonic in comparison with its full potential, in terms of number of students served. There is a pressing need to evaluate present priorities to determine the feasibility of bolstering staff assigned in this area to permit expansion of work experience opportunities."

Emphasis on Occupational Education Counseling
and Guidance to High School Students

(Critical improvement need cited at one college)

"Counseling emphasis on students soon to emerge from feeder high schools merits re-examination."

Status of Occupational Education Dean or Director
Position on the College "Administration Team"

(Critical improvement need cited at two colleges)

"The dean of vocational-technical education, although given titular status, functions in a staff rather than a line capacity, in contrast to other key management personnel. It is apparent that some of the crucial occupational management functions have been assigned to other administrative personnel."

"Consideration should be given to the question of whether the rank of the administrator chiefly responsible for occupational education is commensurate with the level of delegated authority and duty."

Use of Job Success and Failure Information of Graduates in Program Evaluating and Planning

(Critical improvement need cited at one college)

"The use of job success and failure information of occupational education graduates could be invaluable in program planning and evaluation."

Systematic Collection and Translation of Information on Community Needs

(Critical improvement need cited at three colleges)

"More effective planning is needed prior to implementing new occupational programs and courses. Systematic labor, community and job market analyses, including assessments of required skills and opportunities available, are vitally needed to insure program success."

"Inputs from advisory committees and other specialized sources are valuable aids in program planning and review. However, continuing comprehensive assessments of labor market needs are also essential, not only to verify the specialized inputs but to identify new employment fields that may lie outside the areas of concentration of any of the presently utilized sources of information."

"Significant gains could be attained through establishment of a systematic means of securing data on local and regional job market needs, to identify not only availability of jobs but specific skills required for employment."

Section 5

RESEARCH PRIORITIES

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RESEARCH PRIORITIES

COMPARISON WITH TEAM MEMBERS' PRIORITIES

Just as the COPES judging panel's determination of rankings for critical needs for improvement differ markedly from the site visit teams' findings regarding evaluation items of greatest weakness at the eight representative colleges, so do the research priorities show only limited correlation with the critical needs rankings. (See explanation in Section 2.)

Yet, again paralleling the situation in regard to the critical needs, results from another phase of the COPES assessment process does concur closely with the researchers' conclusion. It also bears on the same question as that which faced the attendees at the community college research conference who established the research priorities.

This other phase involved the site visit team members. At the conclusion of each visit, the team members were asked to propose, on the basis of that specific visit, research priorities rank-ordered for importance. Table 2 compares their compiled responses with the priorities established by the researchers. Note that the team members' top priority was assigned to systematic follow-up (tied for second on the researchers' list) and their second priority to community needs analysis (first on the researchers' list).

COMPARISON WITH ITEM RATING LEVELS

It might also be observed that all five items established as the top research priorities were rated below the mid-point (3.0) of COPES'

Table 2

HIGH RESEARCH AND DEVELOPMENT PRIORITIES BY TWO METHODS

Votes of 43 CJCA Research Conference Professionals 1/		Post-site visit Proposals of COPES Team Members 2/	
Rank	Item	Rank	Item
1	3.18 Systematic collection and translation of information on community occupational education needs (population needs, labor market needs and opportunities)	1	Systematic follow-up, planned financing for same, a means of measuring success, and development of a model
2.5	2.3 Provision of educational opportunities consistent with community needs (e.g., population needs, labor market needs) for training, retraining, and upgrading personnel	2	Community needs analysis, perhaps statewide, and development of a model, means of identifying service area
2.5	3.12 Systematic follow-up of students who have completed occupational programs	3	Coordination of placement collegewide, better information on same, and development of a model
4	3.15 Use of job success and failure information of occupational education graduates in program evaluation and planning	4	Improved counseling and guidance, evaluation of these services and development of a model
5	4.14 Use of individualized instruction (e.g., programmed learning, self-paced instruction, tutoring).	5.5	Articulation with community and other educational agencies, especially with respect to needs analysis information
		5.5	Development and utilization of realistic measurable goals and objectives

1/ Respondents had selected and ranked ten items on importance in improving occupational education in California community colleges. Of their top 10 items, they then checked five (called votes) which would lend themselves most effectively to research and development. For greater detail see Appendix D, Table D-2.

2/ At eight representative California community colleges, COPES site visit team members identified top priorities for research and development designed to improve the quality and availability of occupational education. Open-ended debriefing forms, completed independently by each team member, were used. Rankings above are based upon number of times an item was proposed. See Appendix D, Table D-3.

five-point scale in composite tabulations from the eight colleges, as follows:

Item	Rating Mean
Systematic collection and translation of community needs information	2.25 ("below expectations")
Provision of opportunities consistent with community needs	2.875 (low "acceptable")
Systematic follow-up of students who have completed programs	1.625 ("below expectations" and lowest mean rating of all 60 items)
Use of job success and failure information	2.438 ("below expectations")
Use of individualized instruction	2.625 (low "acceptable")

COMPARISON, BY AREAS, WITH JUDGES' "NEED" RANKINGS

One additional point deserves mention here. Excluding "administration commitment" and "effective organization" items (including "articulation with other organizations"), the areas determined by the judges as critical needs for improvement relate well to the areas top-ranked for research priority. With both respondent groups, the "community needs" area (collecting needs information and providing educational opportunities consistent with needs) and the "follow-up" area (obtaining information and using it in program evaluation and planning) were rated first or second. This generalization is based upon combining the quantitative measures of the two related items in each of these areas (i.e., items 2.3 and 3.18 on "community needs" and 3.12 and 3.15 on "follow-up," shown in Tables D-1 and D-2). In these tables the quantitative measures for ranking judges' responses are scores and for ranking those of the research professionals are votes.

Section 6

OTHER FINDINGS OF INTEREST

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OTHER FINDINGS OF INTEREST

VARIATIONS IN SITE VISIT TEAM RATINGS AMONG THE FOUR "ENROLLMENT SIZE" CATEGORIES

As noted in Section 1, the eight colleges selected for the COPES assessment were equally divided geographically (north, south) and on the basis of size in terms of occupational education average daily attendance (two each in the "small," "medium small," "medium large" and "large" categories).

No substantial variations in team ratings among these categories are discernible. Marginal differences are identified in the following paragraphs. Even with these, it must be recognized that, while interesting, they are certainly not conclusive because of the smallness of the sample.

The small colleges rated highest in "adequacy of instructional facilities," and lowest in "planned enrollments in relation to community needs," "actual program enrollments in relation to planned enrollments" and "provision of educational opportunities consistent with community needs."

The medium-small colleges rated highest in "development of measurable learner objectives in organizing programs," "use of measurable learner objectives in evaluating student performance" and "participation in development of district vocational education plan."

The medium-large colleges rated highest in "special provisions for the handicapped," "status of the occupational education dean or director position" and "balance between academic and occupational education interests on curriculum committee."

The large colleges rated highest in "salary schedule provisions," "use of advisory committees" and "participation of advisory committees in shaping programs."

Ratings on three items tended to rise in direct relation to enrollment size: "recruitment into occupational programs," "provision for coordination and direction," and "adequacy and availability of instructional materials."

VARIATIONS IN RATINGS AND RANKINGS AMONG RESPONDENT GROUPS

At each of the representative colleges, detailed COPES perceptions instruments were completed by three groups of respondents, in addition to the site visit team: (1) the president and/or his designate, to represent the official college position on the status of its occupational education system; (2) occupational faculty, including department heads and division chairmen; and (3) general administrators and counselors. Occupational faculty respondents numbered 345; generalists 125.

Some pronounced variations are encountered in comparing composite responses of these groups, as they pertain both to team ratings vs. those of the various college respondent groups and to college internal ratings from one respondent group to another. (A COPES evaluation instrument showing composite team and college group ratings is presented as Appendix E.)

Comparisons were made on the basis of the composite rankings accorded each of the 60 items by the site visit teams and the college respondent groups, and by determining the ranking-point spreads. Thus, a point spread of zero would indicate equivalency of ranking, and a point spread of 59 would indicate that the item had been ranked highest in one perception and lowest in the other.

The items on which the largest ranking-point spreads occur are cited below, as they relate to each area of comparison. (Point spreads

are in parentheses.) (Example: Site visit teams' composite rating of a COPES evaluation item ranks third highest among the total of 60 items. The official college position composite rating on the same item ranks seventh among the total of 60 items. The teams' rating, therefore, is higher by a ranking-point spread of four.)

Site visit team vs. official college position

Team ranking higher than college--adequacy of facilities (33), student recruitment (19), in-service education opportunities for faculty (19), coordination of placement services (17), placement effectiveness (16), follow-up of students who have completed transfer programs (16).

College ranking higher than team--participation in vocational education plan development (38), status of occupational education dean or director (36), advisory committee participation in shaping programs (30), use of advisory committees (26), awareness of college occupational educational goals by all faculty and staff (22).

Site visit team vs. occupational education faculty

Team ranking higher than faculty--contributions of equipment and funds (41), balance on curriculum committee (31), adequacy of facilities (29), use of paraprofessionals (29), adequacy of equipment (26).

Faculty ranking higher than teams--development of learner objectives (35), planned enrollments in relation to community needs (34), relation of learner objectives to job requirements (29), use of learner objectives (23), status of occupational education dean or director (21).

Site visit team vs. college generalists

Team ranking higher than generalists--placement effectiveness (32), use of paraprofessionals (27), student recruitment (26), adequacy of facilities (25), adequacy of equipment (25), contributions of equipment and funds (25).

Generalists' ranking higher than team--use of advisory committees (44), participation of advisory committees in shaping programs (34), status of occupational education dean or director (34), organization for effective coordination and direction of occupational education (29), participation in development of district vocational education plans(24).

SITE VISIT TEAM VS. ALL COLLEGE GROUPS

(All point spreads totaled)

Combining all college respondent groups, for comparison with site visit team rankings, sums up the variations. (Example: Site visit teams' composite rating of a COPES evaluation item ranks third highest among their total of 60 items rated. The college official position composite rating on the same item ranks seventh among their total of 60 items. On their ratings, the occupational faculties' rating on this item ranks tenth highest; the generalists' rating ranks twelfth highest on their ratings. The teams' ranking, therefore, is higher by a total point spread of 20.)

TEAM RANKING HIGHER THAN COLLEGE GROUPS--ADEQUACY OF FACILITIES (87), CONTRIBUTIONS OF FUNDS AND EQUIPMENT (77), STUDENT RECRUITMENT (61), FOLLOW-UP OF STUDENTS WHO HAVE COMPLETED TRANSFER PROGRAMS (60), ADEQUACY OF EQUIPMENT (59), PLACEMENT EFFECTIVENESS (59).

COLLEGE GROUP RANKINGS HIGHER THAN TEAM--STATUS OF OCCUPATIONAL EDUCATION DEAN OR DIRECTOR (91), USE OF ADVISORY COMMITTEES (87), PARTICIPATION IN VOCATIONAL EDUCATION PLAN DEVELOPMENT (73), PARTICIPATION OF ADVISORY COMMITTEES IN SHAPING PROGRAMS (69), ORGANIZATION FOR EFFECTIVE COORDINATION AND DIRECTION OF OCCUPATIONAL EDUCATION (65).

Official college position vs. occupational faculty

College ranking higher than faculty--balance on curriculum committee (37), use of paraprofessionals (33), contributions of funds and equipment (30), awareness of college occupational education goals by all

faculty and staff (28), participation in development of vocational education plan (26).

Faculty ranking higher than college--development of learner objectives (36), use of learner objectives (34), relation of learner objectives to job requirements (28), placements in relation to completions (25), enrollments in relation to community needs (23).

Official college position vs. generalists

College ranking higher than generalists--use of paraprofessionals (31), balance on curriculum committee (21), promotion of occupational education (18), adequacy of equipment (17), coordination of placement services (17).

Generalists ranking higher than college--use of advisory committees (18), use of learner objectives (15), counseling and guidance to full-time college students (15), relating of general education courses to occupational education (14), development of learner objectives (14).

Occupational faculty vs. generalists

Occupational faculty ranking higher than generalists--enrollments in relation of community needs (23), development of learner objectives (22), placement effectiveness (21), use of learner objectives (19), relation of learner objectives to job requirements (17).

Generalists ranking higher than occupational faculty--participation of advisory committees (29), use of advisory committees (27), administrative commitment to occupational education (27), contributions of funds and equipment (16), balance on curriculum committee (16).

OFFICIAL COLLEGE POSITION VS. OTHER COLLEGE GROUPS

(All point spreads totaled)

COLLEGE RANKING HIGHER THAN OTHER GROUPS--USE OF PARAPROFESSIONALS (64), BALANCE ON CURRICULUM COMMITTEE (58), AWARENESS OF OCCUPATIONAL EDUCATION GOALS BY ALL FACULTY AND STAFF (57), CONTRIBUTIONS OF FUNDS AND EQUIPMENT (44).

PARTICIPATION IN DEVELOPMENT OF VOCATIONAL EDUCATION PLAN (41).

OTHER GROUP RANKINGS HIGHER THAN COLLEGE--DEVELOPMENT OF LEARNER OBJECTIVES (50), USE OF LEARNER OBJECTIVES (49), RELATION OF LEARNER OBJECTIVES TO JOB REQUIREMENTS (39), STUDENT PLACEMENTS IN RELATION TO COMPLETIONS (37).

"DON'T KNOW" RESPONSES BY COLLEGE GROUPS, ADVISORY COMMITTEE MEMBERS AND STUDENTS

High-percentage "don't know" responses to items on COPES perceptions instruments have real implications for college administrations in relation to occupational faculty and staff generalists, as well as for all involved college professionals in relation to students and advisory committees.

A striking example, applying to the immediately preceding comparison of "official college position vs. other college groups," is that roughly half of all college professional respondents were unaware of what the scope of staff participation had been in development of one-year and five-year district vocational education plans submitted to the state or whether the college's occupational programs were in concurrence with the annual plan. (This is particularly interesting in view of the fact that the mean rating of the eight college official positions on the participation item was "good," as was the official position mean on "awareness of occupational goals.")

One other significant example: More than half of the occupational student respondents marked "don't know" beside the items dealing with effectiveness of job placement and job success of students completing their particular programs. It would appear that the transmission of such information to students would be vital to realistic perspective concerning their hopes for jobs and their preparation for job success.

VARIATIONS IN TEAM RANKINGS AND RATINGS BETWEEN THE EIGHT SAMPLE COLLEGES AND TEN OTHER COLLEGES

In all, COPES evaluations were conducted at 18 California community colleges during the 1972-73 year. Eight of those colleges were participants in the assessment with which this report deals. The other 10 cooperated for purposes of system field-testing for further refinement.

Tables 3 and 4 compare the composite high and low rankings between these two institutional groups.

At the high end of the ranking scales, there are two noteworthy differences pertaining to items included among the "top 10" on one list and excluded on the other. "Administration commitment" was ranked fifth at the 10 system refinement colleges, with a "good" mean rating of 3.90. The same item was ranked 23rd at the eight representative colleges, with an "acceptable" mean rating of 2.94. "Vocational work experience," ranked ninth at the system refinement colleges, with a borderline "good" rating of 3.60, was ranked 24th at the representative colleges, with an "acceptable" rating of 2.88.

Lesser differences include these items: "Salary schedule provisions," ranked fifth at the representative colleges, with a "good" mean rating of 3.88, was ranked eleventh at the other colleges, with a borderline "good" rating of 3.55. "Updating of instructional content and methods," ranked eighth at the representative colleges, with a borderline "good" rating of 3.63, was ranked fifteenth at the other colleges, with a high "acceptable" rating of 3.45. "Adequacy of instructional equipment," ranked tenth at the representative colleges, with a high "acceptable" rating of 3.44, was ranked nineteenth at the cooperating colleges, also with a high "acceptable" rating, 3.25.

At the low end of the ranking scales, pertaining to items included among the "bottom 10" on one list and excluded on the other, a rating difference of more than one-half point is exceeded on only one

Table 3

HIGHEST RANKED COPES ITEMS IN TWO GROUPS OF CALIFORNIA COMMUNITY COLLEGES AS JUDGED BY SITE VISIT TEAMS

Eight Representative Colleges		Ten Other Participating Colleges	
Rank	Item	Rank	Item
1	4.4 Qualifications of instructional staff	1	2.2 Quality of occupational instruction in general
2	4.5 Occupational experience of instructors	2	4.4 Qualifications of instructional staff
3	4.2 Qualifications of coordinator(s) and/or director(s)	3	4.5 Occupational experience of instructors
4	2.2 Quality of occupational instruction, in general	4	4.2 Qualifications of coordinator(s) and/or director(s)
5	4.9 Salary schedule provisions in relation to other professional staff within the college	5	3.1 Administration's commitment to occupational education
6	4.3 Number of instructors necessary for program effectiveness	6	4.12 Utilization of instructional facilities and equipment
7	4.12 Utilization of instructional facilities and equipment	7.5	4.13 Adequacy and availability of instructional materials (e.g., textbooks, reference books, visual aids, mock-ups).
8	3.21 Up-dating of instructional content and method in relation to current occupational practices and trends	7.5	4.17 Use of community resources in class instruction (e.g., field trips, outside speakers, borrowed equipment)
9	4.17 Use of community resources in class instruction (e.g., field trips, outside speakers, borrowed equipment)	9.5	2.7 Provision for vocational work experience in occupational education programs
10.5	4.11 Adequacy and availability of instructional equipment	9.5	4.3 Number of instructors necessary for program effectiveness
10.5	4.13 Adequacy and availability of instructional materials (e.g., textbooks, reference books, visual aids, mock-ups)		

Table 4

LOWEST RANKED COPES ITEMS IN TWO GROUPS OF CALIFORNIA COMMUNITY COLLEGES AS JUDGED BY SITE VISIT TEAMS

Eight Representative Colleges

Rank	Item
60	3.12 Systematic follow-up of students who have completed occupational programs
59	3.13 Systematic follow-up of students who have dropped out of occupational programs
58	3.9 College-wide coordination of placement services with occupational education curriculums
56.5	3.2 Organization for effective coordination and direction of occupational education
56.5	3.17 Participation in development of one-year and five-year district vocational education plan submitted to state
54.5	3.7 Emphasis upon occupational education counseling and guidance: To adult and evening students
54.5	3.18 Systematic collection and translation of information on community occupational education needs (population needs, labor market needs and opportunities)
51.5	1.2 Development of measurable learner performance objectives in organizing occupational programs
51.5	1.5 Planned enrollments in relation to community needs (e.g., population needs, labor market needs)
51.5	3.4 Awareness of college's occupational education goals by all faculty and staff
51.5	4.15 Use of advisory committees

Ten Other Participating Colleges

Rank	Item
60	3.13 Systematic follow-up of students who have dropped out of occupational programs
58.5	3.9 College-wide coordination of placement services with occupational education curriculums
58.5	3.12 Systematic follow-up of students who have completed occupational programs
57	3.18 Systematic collection and translation of information on community occupational education needs (population needs, labor market needs and opportunities)
56	2.10 Special provisions for the handicapped (i.e., physical, mental, emotional, and other health impairing handicaps)
55	3.17 Participation in development of one-year and five-year district vocational education plan submitted to state
54	3.15 Use of job success and failure information of occupational education graduates in program evaluation and planning
53	3.4 Awareness of college's occupational education goals by all faculty and staff
51.5	4.8 Use of paraprofessionals (e.g., aides, teacher assistants)
51.5	3.14 Systematic follow-up of students who have completed college transfer programs
50	1.9 Information on job success of former students in field of preparation

item: "special provisions for the handicapped." Ranked 56th at the other colleges, with a "below expectations" mean rating of 1.95, it was ranked 40th at the representative colleges, with a borderline "acceptable" rating of 2.56.

Lesser differences include these items: "Organization for effective coordination and direction," ranked 56th at the representative colleges, with a mean rating of 2.00, was ranked 47th at the other colleges, at 2.35; both ratings are "below expectations." "Emphasis on occupational counseling and guidance to adult and evening students," ranked 54th at the representative colleges, with a "below expectations" rating of 2.25, was ranked 40th at the other colleges, with an "acceptable" rating of 2.75. "Use of advisory committees," ranked 50th at the representative colleges, with a "below expectations" rating of 2.38, was ranked 35th at the other colleges, with an "acceptable" rating of 2.80. "Planned enrollments in relation to community needs," also ranked 50th at the representative colleges, was 45th at the other colleges, with a borderline "acceptable" rating of 2.55. "Development of learner objectives," also ranked 50th at the representative colleges, was 30th at the other colleges, with an "acceptable" rating of 2.90. "Use of job success and failure information," ranked 54th at the other colleges, with a rating of 2.15, was 46th at the representative colleges, at 2.44; both are "below expectations." "Systematic follow-up of students who have completed transfer programs," ranked 51st at the other colleges, with a "below expectations" rating of 2.30, was 34th at the representative colleges, with an "acceptable" rating of 2.71. "Use of para-professionals," also ranked 51st at the other colleges, with a "below expectations" rating of 2.30, was 32nd at the representative colleges, with an "acceptable" rating of 2.75. "Job success of former students," ranked 50th at the other colleges, with a rating of 2.33, was 46th at the representative colleges, at 2.43; both ratings are "below expectations."

APPENDIXES

APPENDIX A

EIGHT REPRESENTATIVE SAMPLE CALIFORNIA COMMUNITY COLLEGES PARTICIPATING IN COPES IN 1972-73

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EIGHT REPRESENTATIVE SAMPLE CALIFORNIA COMMUNITY COLLEGES PARTICIPATING IN COPES IN 1972-73

(Institutional size references relate to occupational education average daily attendance only.)

American River College
Sacramento
Site Visit: March 28-30

Large suburban college (one of three institutions of Los Rios Community College District), with a diversity of occupational programs--virtually all filled to capacity and some with long waiting lists. Established in 1955; moved to present campus in 1958.

Porterville College
Porterville
Site Visit: March 21-23

Small college serving large geographical area, essentially agricultural in nature, in Kern Community College District. Employment opportunities in area proliferating in non-agricultural fields, but on a relatively small scale. Established in 1927; has occupied present campus since 1955.

College of the Redwoods
Eureka
Site Visit: March 28-30

Medium small college occupying modern facilities on 275-acre site. Has experienced rapid expansion in enrollment, equipment and facilities. Established in 1964.

Riverside City College
Riverside
Site Visit: March 13-15

Large college serving a city of 150,000 population and environs. Has occupied present campus since 1921. Increasing emphasis on occupational education in recent years to meet needs of a diversified service economy. Established in 1916.

San Diego City College
San Diego
Site Visit: March 27-29

Medium large "inner city" college of the San Diego Community College District, with a multi-racial urban student population. Wide range of occupational programs, but--by district decision--no evening offerings; the district maintains a separately organized evening college. Has occupied present campus since 1956. Established in 1914.

San Jose City College
San Jose
Site Visit: February 21-23

Medium large urban college. Varied apprenticeship programs rank second in state in numbers of students served. Has occupied present campus since 1953; another San Jose Community College District institution is under construction. Established in 1923.

Santa Barbara City College
Santa Barbara
Site Visit: January 9-11

Medium small college with especially well developed adult and continuing education programs. Changing character and growth of community have led to increased college attention to occupational education. Has occupied present campus since 1959. Established in 1911.

West Hills College
Coalinga
Site Visit: February 6-8

Small college serving large area of low population density. Despite enrollment declines, interest in career programs has increased. Has occupied present campus since 1956. Established in 1932.

APPENDIX B

B-1 COPES SITE VISIT TEAM MEMBERS WHO VISITED THE EIGHT REPRESENTATIVE CALIFORNIA COMMUNITY COLLEGES

B-2 SITE TEAM CHAIRMEN VISITING COLLEGES NOT IN SAMPLE OF EIGHT REPRESENTATIVE COLLEGES

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COPES SITE VISIT TEAM MEMBERS WHO VISITED THE EIGHT REPRESENTATIVE CALIFORNIA COMMUNITY COLLEGES

American River College

F. Parker Wilber,[1/] President Emeritus, Los Angeles Trade-Technical College; Lenore H. Eisenstein, Chairman of Home Economics Department, Los Angeles Harbor College; John M. Hubbard, Assistant to Chancellor for Community Relations, San Mateo Community College District; Jim E. Kay, Executive Secretary, Governor's Committee on Employment of the Handicapped; Dr. Ray E. Loehr, President, Ventura College; Dick E. Whiteman, Dean of Vocational Education, Cerritos College. Guest participants: Dr. William R. Morris, Consultant in Evaluation, Division of Occupational Education, California Community Colleges: John S. Owens, Vice Chancellor-Vocational Education, Coast Community College District.

Porterville College

Glen R. Guldberg, Dean, Vocational Education, Citrus College; Edward Bratset, Educational Consultant; Francis J. Connors, Director of Education, California State Chamber of Commerce; Dr. John Petersen, President, Skyline College; John V. Russo, Dean of Technical Arts, Santa Ana College.

College of the Redwoods

John R. Luther, Acting Occupational Coordinator, Los Angeles Community College District; Edward Bratset, Consultant for Vocational Education; Dr. Arthur N. Cherdack, Coordinator of Institutional Research and Development, East Los Angeles College; Dr. Glenn G. Gooder, Superintendent-President, Santa Barbara City College; Virginia A. Gries, Director, Home Economics, Pacific Gas & Electric Company; Dr. Harvey B. Rhodes, President, Columbia College.

Riverside City College

John R. McKinley, Dean of Administrative Services, Chabot College; Francisca B. Baldwin, Coordinator of Services to Handicapped Students, Pasadena City College; Dr. Arthur N. Cherdack, Coordinator of Institutional Research and Development, East Los Angeles College; Charles C. Dahl, Associate Dean of Instruction for Occupational Education, Ventura College; Chester P. Gromacki, District Director of Vocational Education,

1/ First named is site visit team chairman. Each chairman also served on panel of 11 competent judges identifying priority needs for improvement.

Riverside City College Continued

Community College District of North Orange County; Laurie W. Larsen, Training Administrator, Garrett/Airesearch Manufacturing Company; Thomas D. Nesbitt, Consultant. Guest participant: Manque Winters, Consultant, Academic & Student Affairs Division, California Community Colleges.

San Diego City College

Jack Snyder, Dean of Occupational and Continuing Education, Cabrillo College; Roger D. Beam, Assistant Dean of Occupational Education/Program Planning and Development, Compton College; Eugene F. Connolly, District Manager, Pacific Telephone Company, Los Angeles; Dr. Robert E. Horton, President, Los Angeles Valley College; Shirley B. McGillicuddy, Home Economics Consultant; Thomas D. Nesbitt, Consultant. Guest participant: Dr. George W. Ebey, George Ebey Associates.

San Jose City College

Dr. Stuart E. Marsee, President/Superintendent, El Camino College; Irvin Colt, Director, Occupational Education, Mt. San Antonio College; Chester P. Gromacki, District Director of Vocational Education, Community College District of North Orange County; John M. Hubbard, Assistant to Chancellor for Community Relations, San Mateo Community College District; John R. McKinley, Dean of Administrative Services, Chabot College.

Santa Barbara City College

Jack Snyder, Dean of Occupational and Continuing Education, Cabrillo College; Rolf Bruckner, Associate Dean of Instruction, Gavilan College; Francis J. Connors, Director of Education, California Chamber of Commerce; Virginia A. Gries, Director, Home Economics, Pacific Gas & Electric Company; John M. Hubbard, Assistant to the Chancellor for Community Relations, San Mateo Community College District; Dr. Warren W. Sorenson, Assistant Superintendent-Education, West Valley Joint Community College District. Guest participants: Gary M. Jerome, Associate Research Analyst, Division of Occupational Education, California Community Colleges; J. Winston Silva, Specialist in Criminal Justice, Division of Occupational Education, California Community Colleges.

West Hills College

Dr. John C. Petersen, President, Skyline College; Dr. Glenn G. Gooder, President/Superintendent, Santa Barbara City College; Virginia A. Gries, Director, Home Economics, Pacific Gas & Electric Company; Hebert L. (Les) McCabe, Jr., Coordinator of Work Experience, Merced College; C. Allen Paul, Dean of Technical-Vocational Education, Grossmont College. Guest participant: Mary E. DeNure, Specialist in Public Services Occupations, Division of Occupational Education, California Community Colleges.

Appendix B-2

SITE TEAM CHAIRMEN[1/] VISITING COLLEGES NOT IN SAMPLE OF EIGHT REPRESENTATIVE COLLEGES

Nathan H. Boortz
Director, Technical Education
Foothill Community College District

Irvin Colt
Director, Occupational Education
Mt. San Antonio College

Clarence W. Mangham
Dean of Instruction
Contra Costa College

John R. McKinley
Dean of Administrative Services
Chabot College

Otto Roemmich
President/Superintendent
San Jose Community College District

1/ These site visit team chairmen were among the eleven competent judges, though the colleges they visited were not among the eight representative sample colleges.

APPENDIX C

RESEARCH CONFERENCE PARTICIPANTS

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Appendix C

RESEARCH CONFERENCE PARTICIPANTS

George L. Becker
Research Assistant
Long Beach City College

Jack Bessire
Dean of Student Personnel
Monterey Peninsula College

John R. Boggs
Institutional Research Officer
Chaffey College

Richard Brightman
Director of Institutional Research
Coast Community College District

Harry Caughren
Counselor
Merritt College

Robert M. Clark
Counselor/Director of Research
Reedley College

Frances Compton
Trustee
Marin Community College

Bruce Conklin
Dean, Institutional Research
Pasadena City College

Charles E. Davis
Coordinator of Research
Los Angeles Trade-Technical College

Leo Day
Data Processing Manager
Los Rios Community College District

Carl Ehmann
Assistant Dean of Instruction
Cypress College

C. William Friedrichs
Administrative Assistant
College of San Mateo

Jean Gleis
Director, Research and Testing
Los Angeles Trade-Technical College

Ben Gold
Director of Research
Los Angeles City College

Phyllis Goldman
Testing Officer
Contra Costa College

James A. Grivich
Acting Director, Fiscal Services
Los Angeles Community College District

Robert E. Horton
President
Los Angeles Valley College

Milton Kielsmeier
Coordinator. Articulation and Research
Santa Rosa Junior College

Elbert L. Kinnebrew
Assistant Dean of Research and Development
Sacramento City College

Jerry Kjeldgoard
Cooperative Education Director
Hartnell College

Edward L. Krehbiel
Assistant to the Superintendent
Grossmont Community College District

Jim Lagerstrom
Director of Research
Los Angeles Pierce College

Russel Lewis
Dean, Continuing Education and
Instructional Services
Santa Monica College

David Lien
Dean, Career Education
Hartnell College

Fred Machetanz
Coordinator of Institutional Research
Los Angeles Valley College

Thomas MacMillan
Dean of Student Personnel Services
Gateway Community College

Judy Moss
Director of Research
San Francisco Community College District

Virginia Murdoff
Dean of Students
Napa College

Tom S. Phair
Placement Officer and Researcher
University of California, Berkeley

Paul P. Preising
Administrative Assistant, Grants
San Jose Community College District

William G. Preston
Director, Institutional Research
Diablo Valley College

Frank C. Roberts
Director, Institutional Research
Antelope Valley College

Lance E. Rogers
Director, Tutorial Programs
City College of San Francisco

Donald Ross
Trustee
Antelope Valley Community College

Gary Schaumburg
Director, Institutional Research
Cerritos College

Peter Selo
Director, Research and Development
Laney College

Gerald Sharp
Director, Educational Development
West Valley Community College

Marion J. Stoneking
Extended Day Coordinator
Cypress College

Thomas P. Wright
Director of Personnel
Rancho Santiago Community College District

James Young
Director of Planning
Kern Community College District

APPENDIX D

Table 1: COPES ITEMS GIVEN HIGH PRIORITY RANKINGS BY ELEVEN COMPETENT JUDGES

Table 2: COPES HIGH PRIORITY ITEMS WITH GREATEST RESEARCH AND DEVELOPMENT POTENTIAL AS JUDGED BY FORTY-THREE PROFESSIONALS ATTENDING CJCA RESEARCH CONFERENCE

Table 3: RESEARCH AND DEVELOPMENT PRIORITIES PROPOSED BY COPES TEAM MEMBERS AFTER SITE VISITS TO EIGHT REPRESENTATIVE CALIFORNIA COMMUNITY COLLEGES

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Appendix Table D-1

COPES ITEMS GIVEN HIGH PRIORITY RANKINGS BY ELEVEN COMPETENT JUDGES

		Rank	Score 1/	Votes 2/
3.2	Organization for effective coordination and direction of occupational education.	1	570	8
3.1	Administration's commitment to occupational education.	2	540	7
2.5	Articulation with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers) in providing for community occupational needs.	3	520	9
2.3	Provision of educational opportunities consistent with community needs (e.g., population needs, labor market needs) for training, retraining, and upgrading personnel.	4.5	490	8
3.12	Systematic follow-up of students who have completed occupational programs.	4.5	490	7
2.7	Provision for vocational work experience in occupational education programs.	6	440	9
3.8	Emphasis upon occupational education counseling and guidance to high school students.	7	420	9
3.3	Status of occupational education dean or director position on the college "administration team."	8	390	7
3.15	Use of job success and failure information of occupational education graduates in program evaluation and planning.	9	380	8
3.18	Systematic collection and translation of information on community occupational education needs (population needs, labor market needs and opportunities).	10	370	6
3.6	Emphasis upon occupational education counseling and guidance to full-time college students.	11	360	9
4.22	Provisions in capital outlay budget for occupational education in general.	12	280	5
2.6	Relating of the college's general education courses (e.g., English, math) to occupational education.	13.5	220	2
4.14	Use of individualized instruction (e.g., programmed learning, self-paced instruction, tutoring).	13.5	220	5
4.6	In-service education opportunities for faculty, including conference attendance, curriculum development, work experience.	15	190	4
3.16	Promotion of occupational education's strengths, merits, and opportunities to the public and its decision-making representatives.	16	170	6

1/ Judges were asked to check top 10 of the 16 items, then rank them on importance in improving occupational education. A score of 100 points was assigned a first priority ranking, 90 points a second priority, and (decreasing by 10 points for each lower priority) 10 points for a tenth priority.

2/ Eleven judges, therefore 11 votes possible.

Appendix Table D-2

COPES HIGH PRIORITY ITEMS WITH GREATEST RESEARCH AND DEVELOPMENT POTENTIAL AS JUDGED BY FORTY-THREE PROFESSIONALS ATTENDING CJCA RESEARCH CONFERENCE

		Rank	Votes for Top Five[2/]
3.18	Systematic collection and translation of information on community occupational education needs (population needs, labor market needs and opportunities).	1	36
2.3	Provision of educational opportunities consistent with community needs (e.g., population needs, labor market needs) for training, retraining, and upgrading personnel.	2.5	32
3.12	Systematic follow-up of students who have completed occupational programs.	2.5	32
3.15	Use of job success and failure information of occupational education graduates in program evaluation and planning.	4	29
4.14	Use of individualized instruction (e.g., programmed learning, self-paced instruction, tutoring).	5	15
2.7	Provision for vocational work experience in occupational education programs.	6	11
2.5	Articulation with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers) in providing for community occupational needs.	7	10
2.6	Relating of the college's general education courses (e.g., English, math) to occupational education.	8.5	9
3.6	Emphasis upon occupational education counseling and guidance to full-time college students.	8.5	9
4.6	In-service education opportunities for faculty, including conference attendance, curriculum development, work experience.	10	8
3.16	Promotion of occupational education's strengths, merits, and opportunities to the public and its decision-making representatives.	11	6
3.2	Organization for effective coordination and direction of occupational education.	12.5	5
3.8	Emphasis upon occupational education counseling and guidance to high school students.	12.5	5
3.1	Administration's commitment to occupational education.	14	4
4.22	Provisions in capital outlay budget for occupational education in general.	15	3
3.3	Status of occupational education dean or director position in the college "administration team."	16	1

1/ Forty-three votes possible. Respondents had selected and ranked 10 items on importance in improving occupational education. Of their top 10 items, they then checked the five which would lend themselves most effectively to research and development. These choices are identified above as votes.

Appendix Table D-3

RESEARCH AND DEVELOPMENT PRIORITIES PROPOSED BY COPES TEAM MEMBERS AFTER SITE VISITS TO EIGHT REPRESENTATIVE CALIFORNIA COMMUNITY COLLEGES

	Rank	Score 1/	Votes 2/
Systematic follow-up, planned financing for same, a means of measuring success, and development of a model.	1	1840	24
Community needs analysis (perhaps statewide), development of a model, and a means of identifying the service area.	2	1310	16
Coordination of placement college-wide, as well as better information on same, and development of a model.	3	1130	15
Improved counseling and guidance, evaluation of these services and development of a model.	4	810	12
Articulation with community and other educational agencies, especially with respect to needs analysis information.	5.5	510	9
Development and utilization of realistic measurable goals and objectives.	5.5	510	6
Effective organization and direction of occupational education, and development of a model.	7	500	7
Use of advisory committees, a means of providing the president with a schedule of meetings, and development of guidelines.	8	450	7
In-service education and workshops for occupational instructors, general educators and administrators, and counseling and guidance staff.	9	430	6
Counseling and guidance emphasis on vocational programs, including work experience.	10	410	5
Individualized instruction.	11	370	6
Promotion of occupational education to all faculty, the community, general administrators, and support for occupational education in general.	12	330	6
Provision for and identification of (also acceptance of) the disadvantaged and/or handicapped.	13	300	8
Meaningful, integrated occupational work experience programs.	14	290	6

1/ A score of 100 points was assigned a first priority ranking, 90 points a second priority, and (decreasing by 10 points for each lower priority) 10 points for a tenth priority.

2/ Number of times proposed by a team member on the open-ended debriefing forms completed independently by each team member. Excludes items mentioned fewer than five times.

APPENDIX E

COMPOSITE COPES PROFILES OF EIGHT REPRESENTATIVE CALIFORNIA COMMUNITY COLLEGES BY FOUR RESPONDENT GROUPS

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Appendix E

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COMPOSITE COPES PROFILES OF EIGHT REPRESENTATIVE CALIFORNIA COMMUNITY COLLEGES BY FOUR RESPONDENT GROUPS1/

Legend: X = Site visit teams (N = 8)
P = Official college position (N = 8)
O = Occupational instructors, department and division heads (N = 345)
G = Administrators and counselors (N = 125)

PERCEPTIONS OF OCCUPATIONAL EDUCATION

GOALS AND MEASURABLE PROGRAM OBJECTIVES

		1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent
1.1	Goal(s) (broad purpose) for occupational programs.			X	G O	P
1.2	Development of measurable learner performance objectives in organizing occupational programs.		X	P	G	O
1.3	Use of measurable learner objectives in evaluating student performance.		X	P	G	O
1.4	Relation of stated learner objectives to job performance requirements.		X	P G		O
1.5	Planned enrollments in relation to community needs (e.g., population needs, labor market needs).		X	P G		O
1.6	Actual program enrollments in relation to planned enrollments.		X	P G		O
1.7	Student completions in relation to enrollments, including jobouts (i.e., students leaving school for employment in field of preparation prior to completing program of studies).		X	P G		O
1.8	Student placements (employment or related advanced education) in relation to completions.		X	P G		O
1.9	Information on job success of former students in field of preparation.		X		P G	O

PROCESSES: INSTRUCTIONAL PROGRAMS

2.1	Concurrence of programs with district vocational education plan submitted to state annually.			X	G O	P
2.2	Quality of occupational instruction, in general.				G O X	P

1/ Excludes "Don't Know" responses.

PROCESSES: INSTRUCTIONAL PROGRAMS (continued)

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	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5
2.3 Provision of educational opportunities consistent with community needs (e.g., population needs, labor market needs) for training, retraining, and upgrading personnel.			X G P	O	
2.4 Growth and/or modification of offerings during past five years in response to community needs.			X G P	O	
2.5 Articulation with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers) in providing for community occupational needs.			G O X		P
2.6 Relating of the college's general education courses (e.g., English, math) to occupational education.		X	G P O		
2.7 Provision for vocational work experience in occupational education programs.			X	G P O	
2.8 Quality of work experience programs.			X	G O	P
2.9 Special provisions for the disadvantaged (i.e., academic, socioeconomic, cultural, and related handicaps).			X	G P O	
2.10 Special provisions for the handicapped (i.e., physical, mental, emotional, and other health-impairing handicaps).		P X	G O		

PROCESSES: SUPPORT PROCESSES

3.1 Administration's commitment to occupational education.			X	O G	P
3.2 Organization for effective coordination and direction of occupational education.		X	O	G P	
3.3 Status of occupational education dean or director position on the college "administration team".		X		O	P G
3.4 Awareness of college's occupational education goals by all faculty and staff.		X O		P G	
3.5 Balance between academic and occupational education interests on college curriculum committee.		O X		G	P
Emphasis upon occupational education counseling and guidance:					
3.6 To full-time college students		X	O	P G	
3.7 To adult and evening students		P X	O	G	
3.8 To high school students		X	P G O		

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PROCESSES: SUPPORT PROCESSES (continued)

		1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent
3.9	College-wide coordination of placement services with occupational education curriculums.	X	G O		P	
3.10	Effectiveness in placement of occupational education students completing programs.			G X	P O	
3.11	Recruitment into occupational education programs.			G O X	P	
	Systematic follow-up of students:					
3.12	Who have completed occupational programs	X	P G	O		
3.13	Who have dropped out	X P	G O			
3.14	Who have completed college transfer programs		O X	P G		
3.15	Use of job success and failure information of occupational education graduates in program evaluation and planning.		P G O X			
3.16	Promotion of occupational education's strengths, merits, and opportunities to the public and its decision-making representatives.		X	G O	P	
3.17	Participation in development of one-year and five-year district vocational education plan submitted to state.		X	O	G P	
3.18	Systematic collection and translation of information on community occupational education needs (population needs, labor market needs and opportunities).		X	P G O		
3.19	Coordination of college's community occupational education needs analysis with those of other planning agencies in the area.		X	G O	P	
3.20	Use of community occupational education needs information in modifying programs.			O X	P G	
3.21	Up-dating of instructional content and method in relation to current occupational practices and trends.			O	G X P	

RESOURCES

4.1	Provision for coordination and/or direction.		X	P G O		
4.2	Qualifications of coordinator(s) and/or director(s).				G O	P X
4.3	Number of instructors necessary for program effectiveness.			G O X	P	

RESOURCES (continued)

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		1 Poor	2 Below Expectation	3 Acceptable	4 Good	5 Excellent
4.4	Qualifications of instructional staff.				P G O X	
4.5	Occupational experience of instructors.				P G O X	
4.6	In-service education opportunities for faculty, including conference attendance, curriculum development, work experience.			O X	P G	
4.7	Provisions for systematic evaluation of instructional personnel.				G O X	P
4.8	Use of paraprofessionals (e.g., aides, teacher assistants).		G O X		P	
4.9	Salary schedule provisions in relation to other professional staff within the college.				O X	P G
4.10	Adequacy of instructional facilities, excluding equipment.		P	G O X		
4.11	Adequacy and availability of instructional equipment.			O	G X	P
4.12	Utilization of instructional facilities and equipment.				X	P G O
4.13	Adequacy and availability of instructional materials (e.g., textbooks, reference books, visual aids, mock-ups).				G O X	P
4.14	Use of individualized instruction (e.g., programmed learning, self-paced instruction, tutoring).			X O	P	G
4.15	Use of advisory committees.			X	P O	G
4.16	Participation of advisory committees in shaping programs.			X O		P G
4.17	Use of community resources in class instruction (e.g., field trips, outside speakers, borrowed equipment).				O X	G P
4.18	Contributions of equipment and/or funds from labor, business, industry, and the professions.			O	P G X	
	Provisions in current operating budget for:					
4.20	Occupational education in general.			O X	P G	
	Provisions in capital outlay budget for:					
4.22	Occupational education in general.			O X	P G	

ACCESSION NUMBER: VT100743

PUBLICATION DATE: 73

TITLE: COPES (COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS EVALUATION SYSTEM).. SUBSYSTEMS: DISADVANTAGED AND HANDICAPPED. 1972-73 REPORT.

DESCRIPTOR: *DISADVANTAGED YOUTH; *HANDICAPPED STUDENTS; *COMMUNITY COLLEGES; VOCATIONAL EDUCATION; *COLLEGE PROGRAMS; *PROGRAM EVALUATION

IDENTIFIER: CALIFORNIA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 617

ABSTRACT: THIS PART OF THE COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS EVALUATION SYSTEM (COPES) 1972-73 REPORT PRESENTS A SUMMARY OF THE OBJECTIVES AND SERVICES FOR DISADVANTAGED AND HANDICAPPED STUDENTS IN CALIFORNIA'S COMMUNITY COLLEGES. THE OBJECTIVES ARE TO: (1) ADAPT THE HANDICAPPED AND DISADVANTAGED MODEL TO THE COPES DESIGN AND (2) ORIENT ALL 1972-73 TEAM MEMBERS IN THEIR USE OF THIS EVALUATION SUBSYSTEM. RECOMMENDATIONS FOR FURTHER REFINEMENT OF THE TWO SUBSYSTEMS ARE MADE. INCLUDED IN THE DOCUMENT ARE LISTINGS OF PROJECT PERSONNEL ON TASK FORCES FOR BOTH THE DISADVANTAGED AND HANDICAPPED, PROJECT CHRONOLOGY, AND COLLEGES PARTICIPATING IN THE TWO SUBSYSTEMS. (MF)

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; CALIFORNIA COMMUNITY COLLEGES, SACRAMENTO. OFFICE OF THE CHANCELLOR.

VT 100743

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COPES

1972-73 REPORT

SUBSYSTEMS: DISADVANTAGED AND HANDICAPPED

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COPES

COMMUNITY COLLEGE
OCCUPATIONAL PROGRAMS
EVALUATION SYSTEM

1972-73 REPORT

SUBSYSTEMS: DISADVANTAGED AND HANDICAPPED

sponsorship:
DIVISION OF OCCUPATIONAL EDUCATION
CHANCELLOR'S OFFICE
THE CALIFORNIA COMMUNITY COLLEGES
Sacramento, California

management:
FOOTHILL COMMUNITY COLLEGE DISTRICT
Los Altos Hills, California

design, coordination:
GEORGE EBEY ASSOCIATES
Palo Alto, California

development, refinement:
COMMUNITY COLLEGE PROFESSIONALS;
BUSINESS, INDUSTRY AND PUBLIC
REPRESENTATIVES

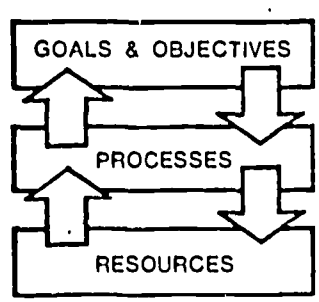

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"The essential ingredients of an effective evaluation system are (1) the thoroughly tested, viable system itself, including instruments, procedures and guides for their use, and (2) professionals competent in the application of the system. These will be the outcomes or products of this project."

--COPES VEA Part C Proposal

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Section 1

INTRODUCTION

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INTRODUCTION

From the outset in 1971-72, the Community College Occupational Programs Evaluation System (COPES) has included consideration of programs and services for disadvantaged and handicapped students. It was subsequently determined that these were among the specialized areas of concern which would merit development of COPES subsystems.

This decision was reached cooperatively by local community college leaders in California and the Chancellor's Office. Accordingly, the COPES undertaking for 1972-73 was planned to incorporate a project to adapt the existing disadvantaged and handicapped model[1/] to the COPES design, refine the subsystem through field-testing and orient COPES team members in use of the subsystem.

Initially, community college professionals and lay persons specializing in the disadvantaged and handicapped areas were selected to join generalists as COPES team members, oriented in use of the system and assigned to project activities. Two separate task forces were established. One was to concentrate on elements of the planned subsystem relating to the disadvantaged, the other on elements relating to the handicapped. Arthur N. Cherdack, coordinator of institutional research and development, East Los Angeles College, was designated to head of the former group. John R. McKinley, dean of administrative services, Chabot College, was selected as head of the latter group, working in close conjunction with Gilbert J. Ribera, enabler of physically handicapped programs, Chabot College. As the work of both

1/ Handbook for Self-Evaluation of Programs and Services to the Disadvantaged and Handicapped at Community Colleges Under the Vocational Education Amendments of 1968, prepared by Tadlock Associates, Inc., April 15, 1972.

groups proceeded, it became evident that the elements in the two areas were so dissimilar that successful melding would be virtually impossible. A single subsystem embracing both areas would be unwieldy and unsatisfactory. Therefore, with the concurrence of the Chancellor's Office, the project objectives were reinterpreted to separate the areas and provide for development of a subsystem in each.

Those persons who made particularly significant contributions to development of the subsystems are identified in Appendix A. A brief chronology of [illegible] subsystems events and identification of colleges which partici[illegible] the field-testing are presented as Appendixes B and C.

Acknowledgment is made to all who assisted in the project. The principal outcomes are presented in the form of procedures and instrumentation, in the separately published COPES Subsystem Guide: Disadvantaged and COPES Subsystem Guide: Handicapped.

Both subsystems are ready for use. It is anticipated they may require additional refinements in the future as they are applied either separately or in conjunction with an overall COPES appraisal of a college's occupational education.

Section 2

PROJECT SUMMARY

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PROJECT SUMMARY

OBJECTIVE 1:

"TO ADAPT THE HANDICAPPED AND DISADVANTAGED EVALUATION MODEL TO THE COPES DESIGN AND FURTHER TO REFINE THIS EVALUATION SUB-SYSTEM IN THREE SUCCESSIVE FIELD TESTS--THE PERFORMANCE OF THIS OBJECTIVE TO BE JUDGED ACCEPTABLE OR BETTER BY ALL MEMBERS OF A COMMITTEE OF PLANNING AND INTERNAL EVALUATION PROFESSIONALS AND OF AN EXTERNAL EVALUATION PANEL."

Results Planned	Results Achieved
The existing model for evaluation of community college programs and services for the disadvantaged and handicapped would be adapted to the COPES design and refined in three field tests.	In the adaptation process, it was determined that a single subsystem combining disadvantaged and handicapped evaluations would not be practicable in terms of suitably defined focus for facilitating application. Therefore, two separate subsystems were undertaken. The subsystem for the disadvantaged has been field-tested and refined as specified. Because of time and personnel factors relating from reinterpretation of project objectives, preliminary field-testing and refinement of the subsystem for the handicapped has been limited to separate component parts. Total field-testing, resulting in any further refinements warranted on the basis of such testing, is needed.
Following subsystem refinement, a written guide would be prepared for dissemination by the Chancellor's Office.	Written guides, with procedures and instrumentation, for use of the subsystems have been drafted for review by the internal and external evaluation groups prior to final preparation for dissemination.

Results Planned	Results Achieved
An audio-visual presentation would be prepared for dissemination of subsystem information to larger groups.	A presentation is in production for each subsystem. The decision to undertake two subsystems instead of one, necessitating two separate developmental, field-testing and refinement processes, two separate guides and two separate A-V presentations, has delayed completion of this aspect of the project.
Further dissemination of subsystem information would be accomplished through published descriptions in professional media, presentations at state professional meetings and subsequent applications in cooperating colleges.	Preliminary announcement of the development of the subsystems is included in a featured article, "COPES: A Measure of Success," published in the May, 1973, issue of the American Association of Community and Junior Colleges' Community and Junior College Journal. Attention is also devoted to the subsystems in the overall A-V presentation on COPES' two years to date, which has been shown thus far at five meetings, including major state professional conferences. Additional presentations and published descriptions are anticipated, as are subsequent applications of the subsystems in cooperating colleges.

OBJECTIVE 2:

"TO ORIENT ALL 1972-73 TEAM MEMBERS IN THE USE OF THIS EVALUATION SUBSYSTEM--THE ACHIEVEMENT OF THIS OBJECTIVE TO BE JUDGED ACCEPTABLE OR BETTER IN WRITTEN STATEMENTS BY ALL PARTICIPATING TEAM MEMBERS."

Result Planned	Result Achieved
Orientation would be accomplished through progress reports and discussions, and, upon refinement of the subsystem, through its application.	All team members, and others, who participated on the task forces for development, field-testing and refinement of the subsystems have been kept informed of, and involved

Result Planned	Result Achieved
	in, subsystems progress. As a final step in orientation for 1972-73, these persons will be sent copies of the guides with procedures and instrumentation, and their written statements pertaining thereto will be solicited. Guides will be supplemented by the showing of A-V presentations at all pertinent orientation sessions for COPES professionals. Thus these COPES professionals will be well prepared for subsequent applications.

Section 3

PROJECT ACTIVITIES

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PROJECT ACTIVITIES

Major activities are listed below and keyed in the columns at right to denote to which project objective(s) they applied.	Subsystem 1	Orientation 2
In the fall of 1972, eight persons possessing extensive experience in working with disadvantaged and handicaoped students were added to the roster of COPES team participants. It was planned that these persons would be engaged in development of the "D & H" subsystem and oriented in its use. Initial step was their attendance at a general COPES orientation and training session.	•	•
Two separate task forces were formed. One was to concentrate on elements of the subsystem relating to the disadvantaged, the other on elements relating to the handicapped.	•	
Leadership of the task force: disadvantaged was assigned to Arthur N. Cherdack, coordinator of institutional research and development, East Los Angeles College. Subsequently, leadership of the task force: handicapped was assigned to John R. McKinley, dean of administrative services, Chabot College.	•	
A mailing was sent to members of the task force: disadvantaged to gain recommendations for adapting the evaluation model to the COPES design. On the basis of the members' inputs, preliminary procedures and instrumentation were developed, together with orientation information for COPES team participants.	•	•
An interview questions guide on programs and services for the handicapped was drafted and field-tested at San Jose City College by a team member oriented in its use.	•	•

With the concurrence of the Chancellor's Office, project objectives were reinterpreted to provide for two separate subsystems, in view of mounting indications that elements in the two areas were too dissimilar for combining in a single subsystem.	"D" Subsystem D-1	"H" Subsystem H-1	"D" Orientation D-2	"H" Orientation H-2
Subsystem: Disadvantaged was field-tested at Los Angeles Pierce College and Riverside City College. On the basis of the tests, and feedback from college participants, instruments and procedures were refined. Copies of the refined materials were sent to task force members for their review and suggestions.	•		•	
The interview questions guide for Subsystem: Handicapped was reviewed as a result of the first field-test, and tested again at Riverside City College by a team member oriented in its use.		•		•
Following the third field-test of Subsystem: Disadvantaged at College of the Redwoods, and upon receipt of a second-round inputs from task force members and critiques from college representatives, the written guide was drafted, with procedures and instrumentation.	•			
Remaining instrumentation was drafted for Subsystem: Handicapped. The self-appraisal, student perceptions and community perceptions instruments were tested at Chabot College, and revised on the basis of respondents' critiques. The written guide was drafted, with procedures and instrumentation.		•		
A suggested audio-visual presentation for Subsystem: Handicapped was developed for use in future orientation meetings and for telling the story to other interested publics. Compilation of suggestions for an audio-visual presentation for Subsystem: Disadvantaged was undertaken.			•	•

	"D" Subsystem D-1	"H" Subsystem H-1	"D" Orientation D-2	"H" Orientation H-2
Development of preliminary lists of potential publications for informing professional or allied audiences about both subsystems was initiated. It is planned that task force members will collaborate in contributing to such publications.			•	•

APPENDIXES

ERIC

Appendix A

PROJECT PERSONNEL

TASK FORCE: DISADVANTAGED

Task Force Members

Edward Alfaro
Assistant Dean, Continuing Education
Rancho Santiago Community College District

Arthur N. Cherdack
Coordinator of Institutional
Research and Development
East Los Angeles College

Clarence W. Mangham
Dean of Instruction
Contra Costa College

John H. Rivers
Associate Dean of Student Personnel
Monterey Peninsula College

David V. Robles
Deputy Director
Economic & Social Opportunities, Inc.
San Jose, California

Primo Ruiz
Attorney
Pittsburg, California

Consultants

Rena T. Chilcott
Consultant on Design and Evaluation
of Programs for the Disadvantaged

Alfonso C. Urias
Specialist, Occupational Education
Chancellor's Office

Donald E. Richardson
Specialist, Extended Opportunity Programs
Chancellor's Office

TASK FORCE: HANDICAPPED

Task Force Members

Francisca B. Baldwin
Coordinator of Services for
Handicapped Students
Pasadena City College

Gary Graham
Enabler, Physically
Handicapped Programs
Fresno City College

Chester P. Gromacki
Director of Vocational Education
Community College District--
North Orange County

John R. McKinley
Dean of Administrative Services
Chabot College

Gilbert J. Ribera
Chairman, Business Division, and
Enabler, Physically Handicapped Programs
Chabot College

Consultant

Dale Collins
Specialist, Academic Programs
Chancellor's Office

Appendix B

PROJECT CHRONOLOGY

October, 1972	General orientation of all COPES team members; further orientation of team members specialized in programs and services for the disadvantaged and handicapped.
December, 1972	Designation of leader for task force: disadvantaged.
January, 1973	Designation of leader for task force: handicapped. Mailing to members of task force: disadvantaged to obtain inputs for adapting model to COPES design.
February, 1973	Development of preliminary instruments and procedures for evaluations in disadvantaged area. Decision to provide for two separate subsystems. Development of interview questions guide and suggested audio-visual presentations for Subsystem: Handicapped; field-test of interview guide at San Jose City College.
March, 1973	Field-tests of preliminary Subsystem: Disadvantaged at Los Angeles Pierce College and Riverside City College. Refinement of Subsystem: Disadvantaged; field-test at College of the Redwoods. Field-test of refined interview questions guide for Subsystem: Handicapped at Riverside City College.
April & May, 1973	Development of remaining instruments for Subsystem: Handicapped; field-test of three instruments at Chabot College. Drafting of guides for both subsystems, with procedures and instruments; preparation of written project report; compilation of audio-visual presentation suggestions for Subsystem: Disadvantaged; development of potential publications list for both subsystems.
May, 1973	Review of project and its products by COPES Planning and Internal Evaluation Committee and External Evaluation Panel.

Appendix C

PARTICIPATING COLLEGES

SUBSYSTEM: DISADVANTAGED

Los Angeles Pierce College
Woodland Hills
Site Visit: March 6-8
(Team Member Assigned: Cherdack)

Riverside City College
Riverside
Site Visit: March 13-15
(Team Member Assigned: Cherdack)

College of the Redwoods
Eureka
Site Visit: March 28-30
(Team Member Assigned: Cherdack)

SUBSYSTEM: HANDICAPPED

* San Jose City College
San Jose
Site Visit: February 21-23
(Team Members Assigned: Gromacki, McKinley)

* Riverside City College
Riverside
Site Visit: March 13-15
(Team Members Assigned: Baldwin, McKinley)

** Chabot College
Hayward
(No COPES Site Visit Involved)
(Task Force Members Assigned: McKinley, Ribera)

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* Testing of interview questions guide only.
** Testing of self-appraisal, student perceptions and community perceptions instruments only.

ACCESSION NUMBER: VT100744

PUBLICATION DATE: AUG73

TITLE: COPES (COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS EVALUATION SYSTEM) GUIDE (INSTRUMENTATION).

DESCRIPTOR: *MEASUREMENT INSTRUMENTS; RECORDS (FORMS); *EVALUATION CRITERIA; *COMMUNITY COLLEGES; SELF EVALUATION; VOCATIONAL EDUCATION; *COLLEGE PROGRAMS; *PROGRAM EVALUATION

IDENTIFIER: CALIFORNIA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 617

ABSTRACT: THIS COMPONENT VOLUME TO THE COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS EVALUATION SYSTEM (COPES) GUIDE CONTAINS THE FORMS DEVELOPED TO SUMMARIZE BASIC INFORMATION AND TO OBTAIN PERCEPTIONS FROM THOSE IDENTIFIED WITH A COLLEGE'S OCCUPATIONAL EDUCATION SYSTEM. CRITERIA STATEMENTS FOR COPES PERCEPTION ITEMS APPEAR AT THE BEGINNING OF THE VOLUME, FOLLOWED BY FORMS FOR COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION PROGRAMS TO BE COMPLETED BY THE COLLEGE PRESIDENT, FORMS FOR PERCEPTIONS OF OCCUPATIONAL EDUCATION TO BE COMPLETED BY FACULTY, COUNSELORS, STAFF, STUDENTS, AND COMMUNITY, AND A SUMMARY PROFILE BY SITE VISIT TEAM. (MF)

INSTITUTION NAME: CALIFORNIA COMMUNITY COLLEGES, SACRAMENTO. OFFICE OF THE CHANCELLOR.

SPONSORING AGENCY NAME: BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.

VT 100744

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COPES

GUIDE

(Instrumentation)

ERIC

COPES

COMMUNITY COLLEGE
OCCUPATIONAL PROGRAMS
EVALUATION SYSTEM

GUIDE

(Instrumentation)

sponsorship:
CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
Sacramento, California

management:
FOOTHILL COMMUNITY COLLEGE DISTRICT
Los Altos Hills, California

design, coordination:
GEORGE EBEY ASSOCIATES
Palo Alto, California

development, refinement:
COMMUNITY COLLEGE PROFESSIONALS;
BUSINESS, INDUSTRY AND PUBLIC
REPRESENTATIVES

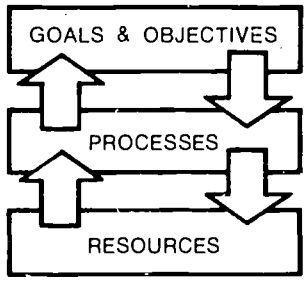

August 1973

INTRODUCTION

The complete COPES Guide consists of two volumes. The first volume is called COPES Guide. It provides the information necessary for an understanding of COPES, the procedures for its application, and the guidelines for scheduling its use.

This companion volume, COPES Guide Instrumentation, contains the forms developed or refined during the year for summarizing basic information and obtaining perceptions of various persons identified with and interested in a college's occupational education system.

Appearing at the beginning of this volume are the criteria statements for COPES perception items. These criteria statements were prepared by a special COPES subcommittee, chaired by Dr. Sidney McGaw, dean of vocational education, San Jose City College. Other members of the subcommittee were: John Hubbard, assistant for community relations to Chancellor, San Mateo Community College District, and Shirley McGillicuddy, of Shirley McGillicuddy & Associates. Mrs. McGillicuddy prepared the initial draft of criteria statements for the subcommittee, using the suggestions of other COPES site visit professionals. The criteria subcommittee worked in cooperation with Dr. Nathan Boortz, director of technical education, Foothill Community College District, and COPES project manager; Dr. Bill Morris, representing the Chancellor's Office, California Community Colleges; and Dr. George Ebey, of George Ebey Associates, COPES project director.

Additonal guides, each with appropriate specialized instrumentation, also are available for COPES subsystem applications for evaluation of programs and services for the disadvantaged, for the handicapped, and for consumer and homemaking education.

Thanks are expressed to the countless individuals throughout the state who have given so graciously and substantially of time, thought and energy to the development and refinement of the COPES instrumentation and procedures. Special acknowledgment is made to the COPES criteria subcommittee members and to all members of the planning and evaluation committee for their contributions of indispensable creativity, enthusiasm and professional insight.

COPES COOPERATIVE LEADERSHIP MODEL FOR IMPROVING OCCUPATIONAL EDUCATION

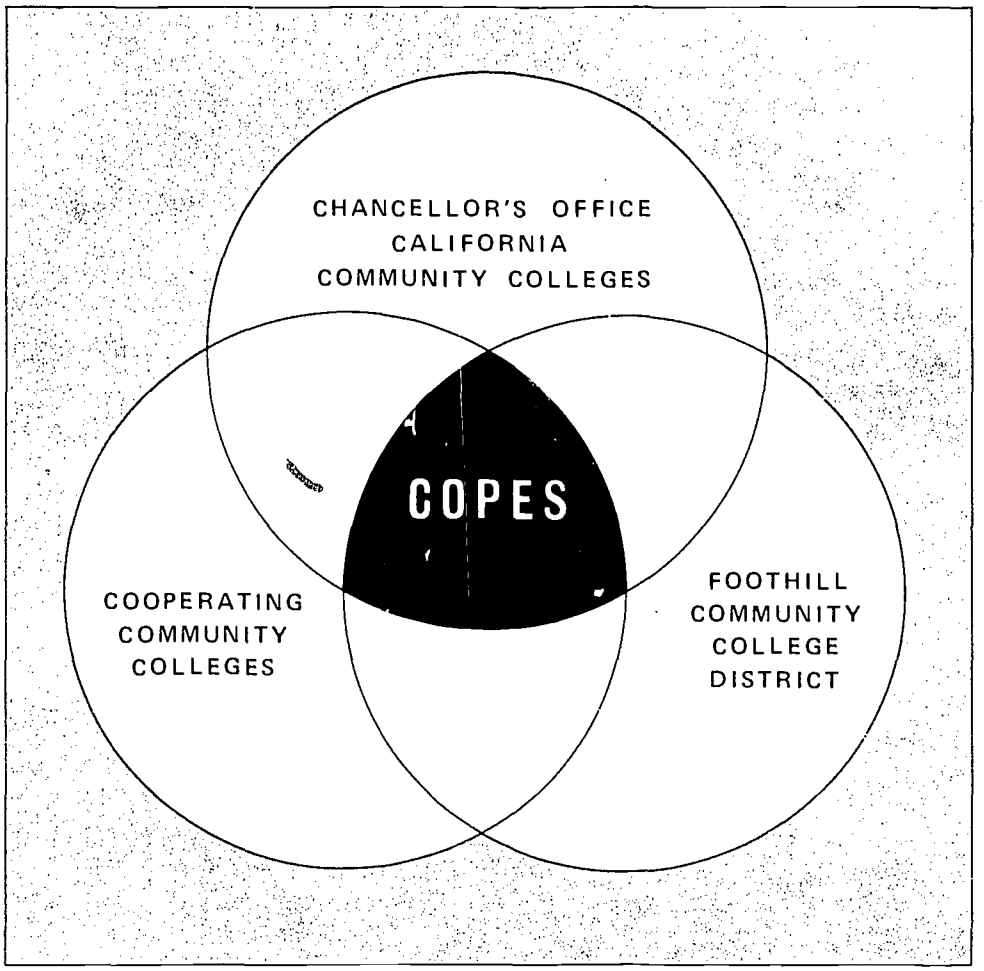

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(Note: For signature by college president.)

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(Note: For completion by occupational education faculty.)

FORM 3 - Perceptions of Occupational Education
(Note: For completion by generalists, such as administrators and counselors.)

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May 18, 1973

COPES
California Community Colleges

PERCEPTIONS OF OCCUPATIONAL EDUCATION

EVALUATIVE GUIDES & CRITERIA

GOALS AND MEASURABLE PROGRAM OBJECTIVES

1.1 Goal(s) (Broad Purpose) for occupational programs.

Excellent

General overall goals for occupational education are clearly stated in writing, available and committed to by virtually all occupational education personnel and used as a base for planning specific occupational program objectives.

Poor

General overall goals for occupational education are not clearly defined, are not understood by most occupational education personnel, or used as a base for planning specific occupational program objectives.

1.2 Development of measurable learner performance objectives in organizing occupational programs.

Excellent

Measurable learner performance objectives have been or are in the process of being developed for all occupational programs and are used as the basis for planning course content and sequence. Administration and instructional staff demonstrate commitment to the development and application of learner performance objectives.

Poor

Measurable learner performance objectives have not been developed and/or are not in the process of being developed for any occupational program. Administration and instructional staff demonstrate no commitment to the development and application of learner performance objectives.

1.3 Use of measurable learner objectives in evaluating student performance.

Excellent

Measurable learner objectives are available and in writing and are used on a continuing basis by instructors and students to evaluate individual student performance and progress.

Poor

Measurable learner objectives are not used by students or instructors to evaluate individual student performance and progress.

1.4 Relation of stated learner objectives to job performance requirements.

Excellent

Written learner performance objectives are evaluated on a continuing basis against current assessments or analyses of job performance requirements to keep education relevant to employability.

Poor

Learner performance objectives show no evidence of evaluation against or accommodation of job performance requirements.

1.5 Planned enrollments in relation to community needs (e.g., population needs, labor market needs).

Excellent

The college has determined population and labor market needs through the use of surveys and/or other instruments or other data sources in the community such as inputs from advisory committees. Short term (one year) and long term (five year) enrollment projections are based on available data.

Poor

Enrollment projections and planning based on past experience only; little or no effort [has been] made to generate new or utilize existing data on actual community labor market or population needs.

1.6 Actual program enrollments in relation to planned enrollments.

Excellent

Planned program enrollments are analyzed in relation to actual enrollments to determine variables and their causes and to improve future planning.

Poor

No effort is made to compare actual with planned enrollments to improve future planning or to analyze or identify additional information needed.

1.7 Student completions in relation to enrollments including jobouts (i.e. students leaving school for employment in field of preparation prior to completing program of studies).

Excellent

Measurable objectives for number or % of student completions have been planned for the institution at large and by individual program. Specific types of completions, i.e., jobouts, certificates, degree have been analyzed and actual experience is used as a base for future planning.

Poor

No objectives or projections have been identified for completions in relation to student enrollments. Data are not analyzed and used as a base for future planning.

1.8 Student placements (employment or related advanced education) in relation to completions.

Excellent

Student placement objectives are realistic in relation to jobouts and completions and changing labor market conditions. Continual analysis is made of actual experiences to determine if discrepancies exist and why, and to improve future performance.

Poor

Student placement objectives have not been identified and/or are not realistic in relation to completions.

1.9 Job success of former students in field of preparation.

Excellent

Goals and objectives include evaluation of job success of former students. Such data are used as a base for program analysis and future planning.

Poor

No specific evaluation is made of job success of former students. Such data are not used as a base for future planning.

PROCESSES: INSTRUCTIONAL PROGRAMS

2.1 Concurrence of programs with district vocational education plan submitted to state annually.

Excellent

Administration, counselors and instructional staff utilize the district plan to guide and evaluate occupational education program performance and progress.

Poor

Administrators, counselors and instructional staff, with the exception of one or two individuals who participated in its development, have little or no knowledge of the district vocational education plan and do not use the plan as a planning and evaluation tool. Administration and instructional staff objectives do not concur with those documented in the plan.

2.2 Quality of occupational instruction, in general.

Excellent

Instruction is current in content, keyed to the needs and interests of students, is stimulating and maximizes individual student achievement.

Poor

Instruction remains static and is unresponsive to students' interests and needs.

2.3 Provision of educational opportunities consistent with community needs (e.g., population needs, labor market needs) for training, retraining and upgrading personnel.

Excellent

The spectrum of occupational education programs is continually reviewed and revised to most effectively meet community training and retraining needs.

Poor

Occupational education programs reflect limited relevance to actual population and labor market trends and changes. Limited efforts are made to service the needs of the community through programs that train, retrain or upgrade job skills.

2.4 Growth and/or modification of offerings during past five years in response to community needs.

Excellent

The modifications in the occupational education program configuration demonstrate that the college has consistently responded to discerned changes during the past five years.

Poor

There is little evidence of growth or modification of course offerings; changes that have occurred reflect limited response to significant community needs.

2.5 Articulation with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers and other institutions of higher education) in providing for community occupational needs.

Excellent

The college has an aggressive, effective and documented program of articulation and interaction with all the other educational organizations that have impact on area occupational education.

Poor

The college has no specific program of articulation and interaction with any educational institutions that have an impact on relevant occupational education.

2.6 Relating of the college's general education courses (e.g., English, Math) to occupational education.

Excellent

General education courses required in an occupational major are closely coordinated with occupational education programs: continual cooperative analysis and review of course offerings keep course offerings relevant and current to program needs.

Poor

No line of communication or cooperative coordination exists between general and occupational education departments. General education course requirements reflect no planned approach to meeting occupational program objectives.

2.7 Provision for vocational work experience in occupational education programs.

Excellent

Vocational work experience is a priority of occupational programs and has full commitment and support from administration, instructional staff and the community. A continual effort is made to identify new opportunities for student placement in work experience. At least 25% of occupational students are participating in vocational work experience.

Poor

Work experience, as an essential component of occupational education, is given little emphasis. Few, if any, programs provide opportunity for work experience or work related activities. Only 0-5% of occupational students are participating in vocational work experience.

2.8 Quality of work experience programs.

Excellent

The college supports vocational work experience with manpower, budget, and facilities. At least one FTE instructor is assigned for each 125 students. Community resources, such as advisory committees and participating business and industry, are used effectively to improve and evaluate the quality of work experience.

Poor

The college makes no provision to support work experience programs with manpower, budget, or facilities. No emphasis has been placed on the importance of work experience with community agencies, businesses, and advisory committees. Work experience programs that exist are not evaluated or reviewed.

2.9 Special provisions for the disadvantaged (i.e., academic, socioeconomic, cultural, and related handicaps).

Excellent

An aggressive and readily identifiable program for disadvantaged students functions as an effective part of occupational education. Services for specialized needs, such as language or learning problems, transportation, financial aid, counseling and guidance, are readily available and utilized. Instructional staff have been given training and/or other assistance in working with the disadvantaged.

Poor

No organized program or coordination of services for disadvantaged students in occupational education exists. Limited resources are available to assist the disadvantaged student and there is a low level of commitment to these students by administration and instructional staff.

2.10 Special provisions for the handicapped (i.e., physical, mental, emotional, and other health-impairing handicaps).

Excellent

An aggressive, readily identifiable and coordinated program for handicapped students functions as an effective part of occupational education. Facilities and services to meet specialized needs are available and utilized. Instructional staff have been given training and/or other assistance in working with the handicapped.

Poor

No identifiable program or coordination of services for handicapped students in occupational education programs exists. Laboratory and equipment modification for the handicapped is almost nonexistent. Limited resources are available to assist the handicapped student and there is a low level of commitment to these students by administration and instructional staff.

PROCESSES: SUPPORT PROCESSES

3.1 Administration's commitment to occupational education.

Excellent

Administration demonstrates a wholehearted commitment to and support for occupational education through the stated philosophy and objectives of the college, the administrative organization and the allocation of resources.

Poor

Administrative support for and commitment to occupational education is passive and demeaning. Occupational education administration, programs and resources are secondary to general education and education for transfer.

3.2 Organization for effective coordination and direction of occupational education.

Excellent

Management responsibility, authority and accountability for occupational education have been delegated to an individual who is a participating member of the high level college management team. This occupational dean or director has the responsibility for all occupational programs.

Poor

No individual has the management responsibility, authority and accountability for all occupational education. Little coordination is evident among the various segments of the college. No clearly defined lines of authority and accountability exist.

3.3 Status of occupational education dean or director position on the college "administration team."

Excellent

The occupational program manager is on an organizational level commensurate with defined management function and on a lateral level with other managers who have equivalent responsibilities and authorities.

Poor

The occupational program manager's position has been down-graded in the administrative organization to a status below that assumed by general education program managers. The occupational program manager does not function as a member of the administrative team - participating in policy determination, resource allocation and other decisions that have real impact on occupational education.

3.4 Awareness of college's occupational education goals by all faculty and staff.

Excellent

All administrators and instructional staff are aware of college goals for occupational education. Occupational education staff utilize them as a base for planning long range and short term specific program objectives.

Poor

Most administrators and all instructional staff have little or no familiarity with the college's goals for occupational education. Consequently, general goals are not used to guide planning of specific program objectives.

3.5 Balance between academic and occupational education interests on college curriculum committee or equivalent.

Excellent

General and occupational education staffs are proportionally represented on college committees responsible for curriculum. Such committees are committed to the quality and relevance of all educational programs.

Poor

Occupational education staff are not represented on college committees dealing with curriculum, nor do the committees make any particular effort to get relevant input from occupational educators in making curricular decisions.

3.6 Emphasis on occupational counseling and guidance to full-time college students.

3.7 Emphasis on occupational counseling and guidance to adult and evening students.

3.8 Emphasis on occupational counseling and guidance to high school students.

Excellent

All counselors are familiar with and committed to occupational or career counseling; individual counselors have developed specialization in counseling occupational students. Counseling services are available to, relevant for, and utilized by most current and potential occupational students - full and part time, day and evening school and prospective students from feeder high schools.

Poor

Inadequate occupational counseling exists. Occupational counseling is given little emphasis. Counselors have little or no proficiency in career counseling and, in fact, tend to counsel students out of occupational programs.

3.9 College-wide coordination of placement services with occupational education programs.

Excellent

The college has an effective functioning system for coordinating placement services for full and part-time employment for all students in occupational education programs.

Poor

The college has no system or an ineffective system for coordinating placement services with occupational education programs.

3.10 Effectiveness in placement of occupational education students completing programs.

Excellent

At least 80% of the occupational students available for employment are placed in positions commensurate with job proficiency skills within three months following completion of a certificate or degree program.

Poor

Placement success with occupational students available for employment is at a low level. Less than 20% of students completing programs are placed in three months. No placement assistance is provided.

3.11 Recruitment into occupational education programs.

Excellent

The college has committed personnel and resources for a comprehensive occupational information system to guide potential students.

Poor

Little or no efforts are made to provide occupational information for potential students.

3.12 Systematic follow-up of students who have completed occupational programs.

3.13 Systematic follow-up of students who have dropped out.

3.14 Systematic follow-up of students who have completed college transfer programs.

Excellent

An effective system is in operation that provides current status and job success on student completions including those in advanced training, jobouts and dropouts from the previous year. Follow-up data on students overall, by specific occupation, is tabulated, available to and used by occupational education personnel.

Poor

No follow-up system has been established to gather data on occupational education students. Follow-up activities are informal and fragmented, and there are no data available on the current status of former students.

3.15 Use of job success and failure information of occupational education completions in program evaluation and planning.

Excellent

Comprehensive information on the employment success and failure of students completing occupational education programs is utilized as a program evaluation, planning and modification tool.

Poor

Employment data on success and failure of former students are not used in program planning and evaluating.

3.16 Promotion of occupational education's strengths, merits, and opportunities to the public and its decision-making representatives.

Excellent

The college has an organized public information program for occupational education. Communication objectives have been identified, adequate resource allocations (people, time, money) have been made, and there is evidence of effective action toward communication objectives.

Poor

There is no specific public information program for occupational education; communications are casual, disorganized and not an assigned responsibility.

3.17 Participation in development of one year and five year district vocational education plan submitted to state.

Excellent

A systems approach is used to develop the district vocational plan. Participation by at least 75% of the occupational education administrators and full-time instructional staff is built in.

Poor

The district vocational plan is developed by one or a few of the district administrators and includes little participation by instructional staff.

3.18 Systematic collection and translation of information on community occupational education needs (population needs, labor market needs and opportunities).

Excellent

A system has been developed and is effectively utilized to collect, analyze and disseminate to occupational education personnel data on population needs and labor market needs, trends and opportunities.

Poor

No effort is being or has recently been made to determine or use population or labor market needs, trends and opportunities.

3.19 Coordination of college's community occupational education needs analysis with those of other planning agencies in the area.

Excellent

A community-wide system is in effect to consolidate and maximize the effectiveness of occupational education needs analysis by all area educational institutions and other agencies involved in occupational education.

Poor

There is no coordination of occupational needs analysis efforts by the various institutions and agencies in the area involved in this activity.

3.20 Use of community occupational education needs information in modifying programs.

Excellent
There is documented evidence of the consistent application of community occupational needs data to occupational education program development and modification.

Poor
There is no evidence that community occupational needs data are being or have recently been utilized in developing or modifying occupational education programs.

3.21 Updating of instructional content and method in relation to current occupational practices and trends.

Excellent
There is documented evidence of changes in occupational program content and methods to keep training relevant to current employment trends, practices and equipment.

Poor
Occupational program content and methods show little or no evidence of having changed to keep pace with "on the job" trends, practices and equipment.

RESOURCES

4.1 Provision for coordination and/or direction.

Excellent
Occupational program leadership is vested with one individual to whom program responsibilities, authorities and accountabilities have been delegated.

Poor
Occupational program leadership has not been provided for in the administrative organization or through the delegation of responsibilities.

4.2 Qualifications of coordinator(s) and/or director(s).

Excellent
Program coordinator(s) and/or director(s) are committed to occupational education, have education or experience in administration and management, and an appreciation and understanding of the opportunities, problems and responsibilities of occupational education.

Poor
Program coordinator(s) and/or director(s) have little understanding of or familiarity with occupational education; have no training or education in administration and management, and see limited application and value of occupational education.

4.3 Number of instructors necessary for program effectiveness.

Excellent
Teacher/student ratios are evaluated on a continuing basis and adjustments made to assure that high educational standards are maintained.

Poor
Little or no attention has been given to relationship of occupational education program effectiveness to teacher/student ratios. Classrooms are overcrowded and teachers are unavailable for individual student assistance and/or advising, and are assigned unrelated duties.

4.4 Qualifications of instructional staff.

Excellent

Occupational education instructional staff are credentialed in the specific teaching assignment, have current employment experience or comparable familiarity with the occupational area and have developed and maintained competence as a teachers.

Poor

Occupational education instructional staff are not credentialled in the specific teaching assignment and have had no work experience in assigned instructional area.

4.5 Occupational experience of instructors.

Excellent

Almost all occupational instructors have had recent employment or work-related experience and have achieved a high degree of competence in the vocation for which students are being trained.

Poor

Few occupational instructors have familiarity with or current competence in the vocation for which students are being trained.

4.6 In-service education opportunities for faculty, including conference attendance, curriculum development, work experience.

Excellent

College policy provides, supports (time and money) and encourages in-service education experiences (including leaves for increasing occupational competence) for instructional staff; records are maintained on in-service education participation of all personnel.

Poor

The college has no policy for and discourages instructional staff participation in in-service education experiences.

4.7 Provisions for systematic evaluation of instructional personnel.

Excellent

A program has been established for periodic performance appraisal including the identification of performance objectives for all instructional personnel. Individuals are aware of evaluations, performance objectives agreed upon and progress in relation to objectives.

Poor

There are no guidelines for and no emphasis is placed on periodic evaluations of instructional personnel, or too much emphasis is placed on instructional staff evaluations; teaching effectiveness is impaired by "overkill" evaluations by peers, students, administrators, etc.

4.8 Use of paraprofessionals (e.g., aides, teacher assistants)

Excellent

The college has made a careful analysis of the need for and usage of ancillary workers. The instructional staff show innovation and educational sensitivity in the use of paraprofessionals and teacher assistants. Delegated responsibilities have been identified through a complete job analysis.

Poor

Almost no use is made of paraprofessionals and teacher assistants.

4.9 Salary schedule provisions in relation to other professional staff within the college.

Excellent

The college maintains a single salary schedule for instructional personnel and grants degree equivalency for occupational experience.

Poor

The college maintains a dual salary schedule for instructional personnel that compensates occupational staff at lower levels than those for academic staff.

4.10 Adequacy of instructional facilities, excluding equipment.

Excellent

Occupational education instructional facilities meet the needs of programs and students, are functional and provide maximum flexibility.

Poor

Occupational education instructional facilities are restrictive, overcrowded, out-of-date and do not meet the needs of program or students.

4.11 Adequacy and availability of instructional equipment.

Excellent

Equipment is current, operational and representative of that found and used in the job situation for which students are being trained. Efforts are made to provide clinical or work experience for unique, unusual, or excessively expensive equipment that has significance for job effectiveness.

Poor

Equipment is in poor condition and/or is not representative of that found and used on the job for which students are being trained. Little effort is made to offset this lack through clinical or work experience.

4.12 Utilization of instructional facilities and equipment.

Excellent

Scheduling is planned to maximize the creative utilization of facilities and equipment and provide individualized learning experiences for all students.

Poor

Little attention is given to the creative application and use of equipment and facilities; poor planning has resulted in over and/or under scheduling.

4.13 Adequacy and availability of instructional materials and library resources (e.g., textbooks, reference books, visual aids, mock-ups).

Excellent

Instructional materials selection is based on currency, relevance to program and student needs, learning impact and variety. Materials are continually reviewed and evaluated in relation to program changes and use frequency. Materials are located for convenient student use.

Poor

Instructional materials are outdated and lack relevance to current occupational program and student needs. Materials are generally limited to basic textbooks.

4.14 Use of individualized instruction (e.g., programmed learning, self-paced instruction, tutoring).

Excellent

A high degree of innovation is evident throughout occupational education programs in the development, modification and use of instructional approaches to meet individual student needs and learning abilities.

Poor

Occupational education programs make little or no use of existing individualized instruction techniques and programs: instructional staff are unaware of materials and resources available in their occupational area.

4.15 Use of advisory committees.

Excellent

Every occupational program has a local or regional advisory committee representative of the labor market for which students are being trained. Selection criteria and functional responsibility are clearly defined and understood by instructional staff and committee members. Meetings are used to identify needs, to gain relevant inputs for occupational program decisions and to recommend solutions to problems. Advisory committee composition and function are evaluated annually.

Poor

Programs lack advisory committees or committees exist but do not meet. Committee memberships are of long standing and do not include sufficient breadth, depth, quality, or recency of experience.

4.16 Participation of advisory committees in shaping programs.

Excellent

Advisory committees meet with all appropriate staff to focus attention on current issues vital to occupational education effectiveness - program, facility and equipment needs, long range planning and student work experience, placement and follow-up.

Poor

Advisory committees do not focus on issues critical to occupational education effectiveness - planning, curriculum, student work experience, placement and follow-up.

4.17 Use of community resources in class instruction (e.g., field trips, outside speakers, borrowed equipment).

Excellent

Instructional staff have made a careful analysis of community resources that can expand interest and effectiveness of occupational programs. Resources are cataloged and used to augment classroom instruction.

Poor

Community resources for occupational education programs have not been identified or are ignored. Almost no effort has been made to use the community as an extension of the classroom.

4.18 Contributions of equipment and/or funds from labor, business, industry, and the professions.

Excellent

College staff have oriented the community to occupational program objectives, accomplishments and resource requirements. Community commitment to occupational education is evidenced through contributions and/or loan of equipment, facilities, finances, scholarships, etc.

Poor

The community has limited knowledge of or commitment to occupational education program objectives, accomplishments and resource requirements. This is evidenced through little or no contribution and/or loan of needed resources.

4.20 Provisions in current operating budget for occupational education in general.

Excellent

District annual operating budget provides adequate support for occupational program objectives; budgetary decisions are based on program priorities, and decisions and rationale are communicated to division and/or department chairmen and to instructional staff.

Poor

District annual operating budget does not provide adquate support for occupational program objectives; budgetary decisions are not based on program priorities, and decisions and rationale are not communicated to division and/or department chairmen and instructional staff.

4.22 Provisions in capital outlay and replacement of equipment budget for occupational education in general.

Excellent

District budgets provide for systematic purchase of new and replacement equipment, and refurbishing and repair of existing equipment. Budget projections are made for a five year period and based on occupational program priorities.

Poor

District budgets do not adequately provide for purchase of new and replacement equipment, and repair of existing equipment. Capital expenditures are emergency oriented rather than based on a planned priority system.

COLLEGE SELF-APPRAISAL

OF OCCUPATIONAL EDUCATION PROGRAMS AND SERVICES

This form, when completed by the president of the college, or his designate, and signed by the president, will represent the official college view of its system of occupational education programs and services.

The form consists of two parts:

Part I - Basic factual information

Part II - Self-rating on various aspects of the college's system

In both parts the response format is organized into the major components of the Community College Occupational Programs Evaluation System (COPES), namely:

- Goals and Measurable Program Objectives
- Processes: Instructional Programs
  Support Processes
- Resources

Your candid responses on items contained in this information request, as well as your supplementary comments, will be of great help in the evaluation effort and the resulting suggestions for improvement. When *poor* through *excellent* responses are requested, *poor* ratings should be given on items which in your judgment are totally inadequate, *excellent* ratings on those considered nearly ideal or exemplary in relation to other programs with which you are familiar. *Good* is a strong rating, and *acceptable* one which is adequate in terms of current practice but is neither strong nor seriously below expectations.

The information you provide will be distributed on a confidential basis to the COPES site visit team member(s) prior to the visit to your campus. It will be used as background for interviewing and study of pertinent materials during the visit.

Since the information represents the official college position, this cover page should be signed by the person completing this form (typically the director or coordinator of occupational education) and by the college president.

Thank you for your cooperation in the interest of quality occupational education.

Person Completing This Form:

_____ (Signature) _____ (Title)

_____ (College) _____ (Date)

President:

_____ (Signature) _____ (Title)

_____ (College) _____ (Date)

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PART I

BASIC INFORMATION

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COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

GOALS AND MEASURABLE PROGRAM OBJECTIVES

A-1 To what extent have goals (broad purposes) been established for occupational programs in your college? Please check only one response.

(1) _____ Established for every program
(2) _____ Over 75% of the programs
(3) _____ Over half
(4) _____ Over 25%
(5) _____ Less than 25%
(6) _____ None
(7) _____ Don't know

A-2 How current and appropriate are these goals in relation to community needs (e.g., population needs, labor market needs and opportunities)? Please check only one response.

(1) _____ Current and appropriate for every program
(2) _____ Over 75% of the programs
(3) _____ Over half
(4) _____ Over 25%
(5) _____ Less than 25%
(6) _____ None
(7) _____ Don't know

A-3 To what extent are the following measurable program objectives used in your occupational education programs? Please check one response for each measure.

Measure	Used for every program	Over 75% of programs	Over half	Over 25%	Less than 25%	None	Don't know
Planned enrollments in Relation to community needs							
Actual in relation to Planned enrollments							
Job Outs*							
Completions							
Placements**							
Job success of former Students							
Other (specify)							

* Students taking jobs in their field of preparation prior to completing the college program of studies.

** Includes enrollment for advanced education in field of preparation.

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California Community Colleges

COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

GOALS AND MEASURABLE PROGRAM OBJECTIVES (continued)

A-4 What measures are used to determine job success of former students and how is the information collected and recorded? Please respond concisely below. Use back of sheet and/or additional sheets if required.

A-5 a. To what extent are measurable learner performance objectives specified in writing in the organization of occupational programs? Check one response.

(1) _____ Specified in writing for all programs and courses
(2) _____ Over 75% of the programs and courses
(3) _____ Over half
(4) _____ Over 25%
(5) _____ Less than 25%
(6) _____ None
(7) _____ Don't know

b. Which of your programs do you consider excellent or exemplary in this respect?

A-6 a. In occupational education programs, how extensively are these learner objectives used as a basis for evaluating student performance? Please check only one response.

(1) _____ Used as the chief basis for evaluation of student performance in every program and course
(2) _____ Over 75% of the programs and courses
(3) _____ Over half
(4) _____ Over 25%
(5) _____ Less than 25%
(6) _____ None
(7) _____ Don't know

b. Which of your programs do you consider excellent or exemplary in this respect?

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California Community Colleges

COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

PROCESSES: INSTRUCTIONAL PROGRAMS

B-1 What was the full-time enrollment of your college at the initial attendance report period this year?_____

B-2 What was the enrollment of full-time students in occupational education programs at that time? (Unduplicated count)_____

B-3 How were these full-time students distributed by occupational education program? Please attach a list of the full-time enrollments by occupational program at the initial attendance report period this year. (Unduplicated count)

B-4 What was the part-time enrollment of your college at the initial attendance report period this year?_____

B-5 What was the enrollment of part-time students in occupational education programs at that time? (Unduplicated count)_____

B-6 How were these students distributed by occupational education program? Please attach a list of the part-time enrollments by occupational program at the initial attendance report period this year. (Unduplicated count)

B-7 In the past 5 years, how has the proportion of full-time students in occupational education changed? (Unduplicated count in relation to total full-time enrollment)

Changed from_____% in_____(year) to_____% at the initial attendance report period this year.

B-8 In the past 5 years, how has the proportion of part-time students in occupational education changed? (Unduplicated count in relation to total part-time enrollment)

Changed from_____% in_____ (year) to_____% at the initial attendance report period this year.

B-9 What occupational education programs (not courses) have been added at your college in the past year? Four preceding years?

In the past year, the following occupational education programs were added:

In the preceding four years, these occupational education programs were added:

B-10 What occupational education programs (not courses) have been deleted at your college in the past year? Four preceding years?

In the past year, the following occupational education programs were deleted:

In the preceding four years, these occupational education programs were deleted:

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COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

PROCESSES: INSTRUCTIONAL PROGRAMS (continued)

B-11 What provisions are made at your college for relating the content of general education courses to occupational education programs?

(1) _____ Provisions are made for all programs
(2) _____ Over 75% of the programs
(3) _____ Over half
(4) _____ Over 25%
(5) _____ Less than 25%
(6) _____ None
(7) _____ Don't know

If provisions are made, please list them concisely. Use back of sheet and/or additional sheets if required.

B-12 How would you rate the articulation of occupational education at your college with the following other educational organizations in the area?

Educational Organization	Poor	Below Expectations	Acceptable	Good	Excellent	Don't know
High schools						
Other community colleges						
ROC's and/or ROP's						
Proprietary schools						
Other (specify)						

Please state concisely what these articulations include. Use back of sheet and/or an additional sheet if required.

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California Community Colleges

COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

PROCESSES: INSTRUCTIONAL PROGRAMS (continued)

B-13 To what extent is vocational work experience included in your occupational education programs?

(1) _____ Included in every program
(2) _____ Over 75% of the programs
(3) _____ Over half
(4) _____ Over 25%
(5) _____ Less than 25%
(6) _____ None
(7) _____ Don't Know

B-14 How would you rate the quality of your work experience programs?

_____ Poor _____ Below Expectations _____ Acceptable _____ Good _____ Excellent _____ Don't know

If rated lower than excellent, please state concisely what is required to achieve excellence. Use back of sheet and/or additional sheet if required.

B-15 a. In relation to community needs (e.g., population needs, labor market needs and opportunities), how would you rate the scope and quality of your college's provisions for the disadvantaged enrolled in occupational education (i.e., specially designed educational programs or services for persons with academic, socioeconomic, cultural, and related handicaps that prevent them from succeeding in occupational education programs designed for persons without such handicaps)?

	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know
Scope in relation to needs						
Quality						

b. Please list these programs or services concisely below. Use back of sheet and/or additional sheet if necessary.

c. If either scope or quality is rated below excellent above, please state concisely what is required to achieve excellence. Use back of sheet and/or additional sheet if necessary.

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COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

PROCESSES: INSTRUCTIONAL PROGRAMS (continued)

B-16 a. In relation to community needs, how would you rate the scope and quality of your college's provisions of special education and related services for the handicapped enrolled in occupational education (i.e., mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired persons who by reason thereof require special education and related services)?

	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know
Scope in relation to needs						
Quality						

b. Please list these programs or services concisely below. Use back of sheet and/or additional sheet if necessary.

c. If either scope or quality is rated below excellent above, please state concisely what is required to achieve excellence. Use back of sheet and/or additional sheet if necessary.

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COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

PROCESSES: SUPPORT PROCESSES

C-1 To what extent is your occupational education being conducted in accordance with your district plan? Please check only one response.

a. _____ No differences between plan and practice.
b. _____ Only minor differences.
c. _____ Major differences.

If b or c, please concisely specify the differences.

C-2 a. To what extent are there available course outlines for occupational education programs? Please check only one response.

(1) _____ Available for all programs and courses
(2) _____ For over 75% of the programs and courses
(3) _____ Over half
(4) _____ Over 25%
(5) _____ Less than 25%
(6) _____ None
(7) _____ Don't know

b. Are these course outlines available in one location? _____ Yes _____ No

If yes, where?

C-3 To what extent is the content and method up-to-date with current occupational practices and trends?

(1) _____ Up-to-date in all programs and courses
(2) _____ Over 75% of the programs and courses
(3) _____ Over half
(4) _____ Over 25%
(5) _____ Less than 25%
(6) _____ None
(7) _____ Don't know

C-4 Please outline briefly the procedures to keep content and method current with current occupational practices and trends.

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COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

RESOURCES (District)

D-1 a. At the initial attendance report period of this year how many staff were employed in the following positions at your college?

	College Total			Occupational Education Specifically		
Staff	Full Time	Part Time	FTE	Full Time	Part Time	FTE
Administrators and Coordinators						
Instructors, Graded Day						
Instructors, Extended Day						
Counselors						
Other Certificated Staff*						
Secretarial and Clerical						
Instructional Para-professionals						
Other Classified						
TOTAL						

*Includes professional library staff, physicians, nurses.

b. Please attach a list showing the distribution of occupational education instructors by program, using the following format.

	Instructors		
Program	Full-time	Part-time	FTE

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COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

RESOURCES (District)

D-2 a. Last year what was the budget for "total direct current expense of education" (100-800) . . . . . $ _____

b. Last year what was the budget for "total direct current expense of occupational education" (100-800) . . . . . $ _____

c. Please provide an attachment showing how this occupational education operational budget was distributed by program.

D-3 How would you rate the Board's policy commitment to occupational education, through such tangible evidence as policy statements and budget support?

_____Poor ____ Below Expectations ____Acceptable ____Good ____Excellent _____Don't Know

What are the evidences of this commitment? Please state concisely in space below and/or on additional sheet if required.

What evidences are there, if any, of a lack of commitment? Please state concisely in space below and/or on additional sheet if required.

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COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

RESOURCES (District)

D-4 How would you rate broad faculty support of occupational education at your college?

_____Poor _____Below Expectations _____Acceptable _____Good _____Excellent _____Don't Know

What are the evidences of this support? Please state concisely in space below and/or on additional sheet if required.

What evidences are there, if any, of lack of support? Please state concisely in space below and/or on additional sheet if required.

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COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

RESOURCES (Community)

D-5 How would you rate community support for your college?

_____Poor _____Below Expectations _____Acceptable _____Good _____Excellent _____Don't Know

What are the evidences of this support? Please state concisely in space below and/or on additional sheet if required.

What are the evidences, if any, of lack of support? Please state concisely in space below and/or on additional sheet if required.

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RESOURCES (Community)

D-6 How would you rate community support for your occupational education program?

_____Poor _____Below Expectations _____Acceptable _____Good _____Excellent _____Don't Know

What are the evidences of this support? Please state concisely in space below and/or on additional sheet if required.

What are the evidences of lack of support? Please state concisely in space below and/or on additional sheet if required.

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COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

RESOURCES (Community)

D-7 How would you rate the effectiveness of the college in obtaining contributions of equipment and/or funds for occupational education programs from labor, business, industry, and the professions?

_____Poor _____Below Expectations _____Acceptable _____Good _____Excellent _____ Don't Know

What are the evidences of this support in recent years? Please state concisely in space below and/or on additional sheet if required.

PART II

On the following pages, the college administration is requested to provide its self-appraisal of various aspects of occupational education at the college. On some items substantial variation may exist among programs, departments, or divisions. On these items, the respondent may, in addition to giving an overall rating, aiso desire to indicate his judgment of the perceived variation, as follows.

EXAMPLES

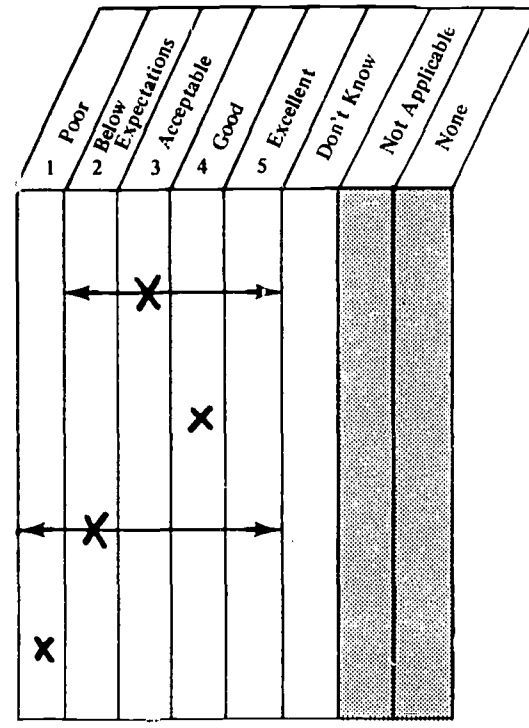

Use of individualized instruction in occupational education (e.g., programmed learning, self-paced instruction, tutoring).

Quality of occupational instruction, in general

Provision for vocational work experience in occupational education programs.

Systematic follow-up of students who have completed occupational programs.

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California Community Colleges

COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

	Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know	Not Applicable	None
GOALS AND MEASURABLE PROGRAM OBJECTIVES (for occupational education at your college)									
1.1 Goal(s) (broad purpose) for occupational programs.	16								
1.2 Development of measurable learner performance objectives in organizing occupational programs.	17								
1.3 Use of measurable learner objectives in evaluating student performance.	18								
1.4 Relation of stated learner objectives to job performance requirements.	19								
1.5 Planned enrollments in relation to community needs (e.g., population needs, labor market needs).	20								
1.6 Actual program enrollments in relation to planned enrollments.	21								
1.7 Student completions in relation to enrollments, including jobouts.*	22								
1.8 Student placements (employment or related advanced education) in relation to completions.	23								
1.9 Information on job success of former students in field of preparation.	24								
PROCESSES: INSTRUCTIONAL PROGRAMS (for occupational education at your college)	25								
2.1 Concurrence of programs with district vocational education plan submitted to state annually.	26								
2.2 Quality of occupational instruction, in general.	27								
2.3 Provision of educational opportunities consistent with community needs (e.g., population needs, labor market needs) for training, retraining, and upgrading personnel.	28								
2.4 Growth and/or modification of offerings during past five years in response to community needs.	29								
2.5 Articulation with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers) in providing for community occupational needs.	30								
2.6 Relating of the college's general education courses (e.g., English, math) to occupational education.	31								
2.7 Provision for vocational work experience in occupational education programs.	32								
2.8 Quality of work experience programs.	33								
2.9 Special provisions for the disadvantaged (i.e., academic, socio-economic, cultural, and related handicaps).	34								
2.10 Special provisions for the handicapped (i.e., physical, mental, emotional, and other health-impairing handicaps).	35								
	36								

* Students leaving school for employment in field of preparation prior to completing college program of studies.

Please disregard. To be used for data processing. **II-1**

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COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

PROCESSES: SUPPORT PROCESSES

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know	Not Applicable	None
3.1	Administration's commitment to occupational education.	37								
3.2	Organization for effective coordination and direction of occupational education.	38								
3.3	Status of occupational education dean or director position on the college "administration team."	39								
3.4	Awareness of college's occupational education goals by all faculty and staff.	40								
3.5	Balance between academic and occupational education interests on college curriculum committee or equivalent.	41								
	Emphasis upon occupational education counseling and guidance:	42								
3.6	To full-time college students	43								
3.7	To adult and evening students	44								
3.8	To high school students	45								
3.9	College-wide coordination of placement services with occupational education programs.	46								
3.10	Effectiveness in placement of occupational education students completing programs.	47								
3.11	Recruitment into occupational education programs.	48								
	Systematic follow-up of students:	49								
3.12	Who have completed occupational programs	50								
3.13	Who have dropped out	51								
3.14	Who have completed college transfer programs	52								
3.15	Use of job success and failure information of occupational education graduates in program evaluation and planning.	53								
3.16	Promotion of occupational education's strengths, merits, and opportunities to the public and its decision-making representatives.	54								
3.17	Participation in development of one-year and five-year district vocational education plan submitted to state.	55								
3.18	Systematic collection and translation of information on community occupational education needs (population needs, labor market needs and opportunities).	56								
3.19	Coordination of college's community occupational education needs analysis with those of other planning agencies in the area.	57								
3.20	Use of community occupational education needs information in modifying programs.	58								
3.21	Up-dating of instructional content and method in relation to current occupational practices and trends.									

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California Community Colleges

COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

RESOURCES (for occupational education at your college)

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know	Not Applicable	None
4.1	Provision for coordination and/or direction.	59								
4.2	Qualifications of coordinator(s) and/or director(s).	60								
4.3	Number of instructors necessary for program effectiveness.	61								
4.4	Qualifications of instructional staff.	62								
4.5	Occupational experience of instructors.	63								
4.6	In-service education opportunities for faculty, including conference attendance, curriculum development, work experience.	64								
4.7	Provisions for systematic evaluation of instructional personnel.	65								
4.8	Use of paraprofessionals (e.g., aides, teacher assistants).	66								
4.9	Salary schedule provisions in relation to other professional staff within the college.	67								
4.10	Adequacy of instructional facilities, excluding equipment.	68								
4.11	Adequacy and availability of instructional equipment.	69								
4.12	Utilization of instructional facilities and equipment.	70								
4.13	Adequacy and availability of instructional materials and library resources (e.g., textbooks, reference books, visual aids, mockups).	71								
4.14	Use of individualized instruction (e.g., programmed learning, self-paced instruction, tutoring).	72								
4.15	Use of advisory committees.	73								
4.16	Participation of advisory committees in shaping programs.	74								
4.17	Use of community resources in class instruction (e.g., field trips, outside speakers, borrowed equipment).	75								
4.18	Contributions of equipment and/or funds from labor, business, industry and the professions.	76								
	Provisions in current operating budget for:	77								
4.19	Your program									
4.20	Occupational education in general	78								
	Provisions in capital outlay and replacement of equipment budget for:	79								
4.21	Your program									
4.22	Occupational education in general	80								

Please use the back of this page to elaborate on your views, if you so desire. Use extra sheets if necessary.

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California Community Colleges

COLLEGE SELF-APPRAISAL OF OCCUPATIONAL EDUCATION

Please answer the following: (Use back of page and extra sheets if necessary.)

1. What are the chief occupational education strengths of your college?

2. What are the needed major occupational education improvements, if any, in your college and what action is required to achieve these improvements?

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P

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PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

INSTRUCTIONS TO RESPONDENTS

On the following pages you are asked to give your perceptions of your occupational education program (e.g., registered nursing or data processing). Persons responsible for coordination of several programs should respond for their cluster (e.g., health occupations or business education). The items you are asked to rate are grouped into the major components of the Community College Occupational Programs Evaluation System (COPES), namely:

- Goals and Measurable Program Objectives
- Processes: Instructional Programs
  Support Processes
- Resources

We shall appreciate your rating these items by checking your best judgment on a five-point scale ranging from ***poor*** to ***excellent***. Only check one answer per item, but be sure to check every item so information from your college will be complete. ***Don't know***, ***not applicable***, and ***none*** columns are provided for checking when one of these responses is appropriate.

Poor ratings should be given on items which in your judgment are totally inadequate, ***excellent*** ratings on those considered nearly ideal or exemplary in relation to other programs with which you are familiar. ***Good*** is a strong rating, and ***acceptable*** one which is adequate in terms of current practice but is neither strong nor seriously below expectations.

In brief, ratings are relative to what you consider to be typical current practice. It is important to remember that:

- These are your perceptions. Therefore, this instrument should not be discussed with anyone else prior to your completing it.
- Your first impression probably is best and should be used in your rating.
- At the end of the instrument, you will have an opportunity to elaborate on factors you consider particularly important.
- Your responses are strictly confidential. Your responses will be forwarded unopened to the COPES Service Center for tabulation. Responses are grouped to insure confidentiality.

Many thanks for your cooperation in the interest of quality occupational education.

Confidential

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PLEASE IDENTIFY YOUR POSITION, YOUR OCCUPATIONAL PROGRAM OR CLUSTER, AND THE COURSES YOU TEACH BELOW OR YOUR TIME AND IDEAS WILL BE LOST TO US. CHECK ONLY ONE POSITION, WHICH SHOULD REPRESENT YOUR AREA OF PRIMARY RESPONSIBILITY. IDENTIFY YOUR OCCUPATIONAL PROGRAM (e.g., Registered Nursing, Data Processing) OR YOUR OCCUPATIONAL CLUSTER (e.g., Health Occupations, Business Education).

_____ DIVISION CHAIRMAN
(Specify cluster)_____

_____ DEPARTMENT CHAIRMAN
(Specify program)_____

_____ INSTRUCTOR
(Specify program)_____

_____ Other (specify)_____

_____

IF YOU TEACH, PLEASE LIST BY CATALOG TITLE THE COURSES YOU ARE CURRENTLY TEACHING:

Catalog Title	Units

COLLEGE_____

DATE_____

Please disregard. To be used for data processing.

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PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know	Not Applicable	5 None
GOALS AND MEASURABLE PROGRAM OBJECTIVES (your program)*										
1.1	Goal(s) (broad purpose) for your program.	16								
1.2	Development of measurable learner performance objectives in organizing your program.	17								
1.3	Use of measurable learner objectives in evaluating student performance.	18								
1.4	Relation of stated learner objectives to job performance requirements.	19								
1.5	Planned enrollments in relation to community needs (e.g., population needs, labor market needs).	20								
1.6	Actual program enrollments in relation to planned enrollments.	21								
1.7	Student completions in relation to enrollments, including jobouts.**	22								
1.8	Student placements (employment or related advanced education) in relation to completions.	23								
1.9	Information on job success of former students in field of preparation.	24								
PROCESSES: INSTRUCTIONAL PROGRAMS (your program)		25								
2.1	Concurrence of your program with district vocational education plan submitted to state annually.	26								
2.2	Quality of your instructional program, in general.	27								
2.3	Provision of educational opportunities consistent with community needs (e.g., population needs, labor market needs) for training, retraining, and upgrading personnel in your occupational field.	28								
2.4	Growth and/or modification of offerings during past five years in response to community needs.	29								
2.5	Articulation with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers) in providing for community occupational needs in your occupational field.	30								
2.6	Relating of the college's general education courses (e.g., English, math) to occupational education.	31								
2.7	Provision for vocational work experience in your occupational field.	32								
2.8	Quality of work experience programs.	33								
2.9	Special provisions for the disadvantaged (i.e., academic, socioeconomic, cultural, and related handicaps).	34								
2.10	Special provisions for the handicapped (i.e., physical, mental, emotional, and other health-impairing handicaps).	35								
		36								

* Persons responding for a cluster of programs will substitute cluster wherever program is used.

** Students leaving school for employment in field of preparation prior to completing college program of studies.

Please be sure to complete opposite page.

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California Community Colleges

PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

PROCESSES: SUPPORT PROCESSES (from viewpoint of your program)

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know	Not Applicable	None
3.1	Administration's commitment to occupational education.	37								
3.2	Organization for effective coordination and direction of occupational education.	38								
3.3	Status of occupational education dean or director position on the college "administration team."	39								
3.4	Awareness of college's occupational education goals by all faculty and staff.	40								
3.5	Balance between academic and occupational education interests on college curriculum committee.	41								
	Emphasis upon occupational education counseling and guidance:	42								
3.6	To full-time college students	43								
3.7	To adult and evening students	44								
3.8	To high school students	45								
3.9	College-wide coordination of placement services with occupational education curriculums.	46								
3.10	Effectiveness in placement of occupational education students completing programs.	47								
3.11	Recruitment into occupational education programs.	48								
	Systematic follow-up of students:	49								
3.12	Who have completed occupational programs	50								
3.13	Who have dropped out	51								
3.14	Who have completed college transfer programs	52								
3.15	Use of job success and failure information of occupational education graduates in program evaluation and planning.	53								
3.16	Promotion of occupational education's strengths, merits, and opportunities to the public and its decision-making representatives.	54								
3.17	Participation in development of one-year and five-year district vocational education plan submitted to state.	55								
3.18	Systematic collection and translation of information on community occupational education needs (population needs, labor market needs and opportunities).	56								
3.19	Coordination of college's community occupational education needs analysis with those of other planning agencies in the area.	57								
3.20	Use of community occupational education needs information in modifying programs.	58								
3.21	Up-dating of instructional content and method in relation to current occupational practices and trends.									

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PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

RESOURCES (your program)

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know	Not Applicable	None
4.1	Provision for coordination and/or direction.	59								
4.2	Qualifications of coordinator(s) and/or director(s).	60								
4.3	Number of instructors necessary for program effectiveness.	61								
4.4	Qualifications of instructional staff.	62								
4.5	Occupational experience of instructors.	63								
4.6	In-service education opportunities for faculty, including conference attendance, curriculum development, work experience.	64								
4.7	Provisions for systematic evaluation of instructional personnel.	65								
4.8	Use of paraprofessionals (e.g., aides, teacher assistants).	66								
4.9	Salary schedule provisions in relation to other professional staff within the college.	67								
4.10	Adequacy of instructional facilities, excluding equipment.	68								
4.11	Adequacy and availability of instructional equipment.	69								
4.12	Utilization of instructional facilities and equipment.	70								
4.13	Adequacy and availability of instructional materials (e.g., textbooks, reference books, visual aids, mockups).	71								
4.14	Use of individualized instruction (e.g., programmed learning, self-paced instruction, tutoring).	72								
4.15	Use of advisory committees.	73								
4.16	Participation of advisory committees in shaping programs.	74								
4.17	Use of community resources in class instruction (e.g., field trips, outside speakers, borrowed equipment).	75								
4.18	Contributions of equipment and/or funds from labor, business, industry and the professions.	76								
	Provisions in current operating budget for:	77								
4.19	Your program									
4.20	Occupational education in general	78								
	Provisions in capital outlay budget for:	79								
4.21	Your program									
4.22	Occupational education in general	80								

Please use the back of this page to elaborate on your views, if you so desire. Use extra sheets if necessary.

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PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

Please answer the following: (Use back of page and extra sheets if necessary.)

1. (Your program) What are the chief strengths of your program?

2. (Your college) What are the chief occupational education strengths of your college?

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PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

3. (Your program) What are the needed major improvements, if any, in your program and what action is required to achieve these improvements?

4. (Your college) What are the needed major occupational education improvements, if any, in your college and what action is required to achieve these improvements?

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PERCEPTIONS OF OCCUPATIONAL EDUCATION

INSTRUCTIONS TO RESPONDENTS

On the following pages you are asked to give your perceptions of occupational education in your college. The items you are asked to rate are grouped into the major components of the Community College Occupational Programs Evaluation System (COPES), namely:

- Goals and Measurable Program Objectives
- Processes: Instructional Programs
  Support Processes
- Resources

We shall appreciate your rating these items by checking your best judgment on a five-point scale ranging from *poor* to *excellent*. Only check one answer per item, but be sure to check every item so information from your college will be complete. ***Don't know***, ***not applicable***, and ***none*** columns are provided for checking when one of these responses is appropriate.

Poor ratings should be given on items which in your judgment are totally inadequate, ***excellent*** ratings on those considered nearly ideal or exemplary in relation to other programs with which you are familiar. ***Good*** is a strong rating, and ***acceptable*** one which is adequate in terms of current practice but is neither strong nor seriously below expectations.

In brief, ratings are relative to what you consider to be typical current practice. It is important to remember that:

- These are your perceptions. Therefore, this instrument should not be discussed with anyone else prior to your completing it.
- Your first impression probably is best and should be used in your rating.
- At the end of the instrument, you will have an opportunity to elaborate on factors you consider particularly important.
- Your responses are strictly confidential. They will be forwarded unopened to the COPES service center for tabulation. Responses are grouped to insure confidentiality.

Many thanks for your cooperation in the interest of quality occupational education.

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IDENTIFY YOUR POSITION BY CHECKING THE PROPER RESPONSE BELOW OR YOUR TIME AND YOUR IDEAS WILL BE LOST TO US, CHECK ONLY ONE ANSWER, WHICH SHOULD REPRESENT YOUR AREA OF PRIMARY RESPONSIBILITY.

_____ COLLEGE OR DISTRICT GENERAL ADMINISTRATOR

_____ COLLEGE OR DISTRICT OCCUPATIONAL EDUCATION DIRECTOR OR COORDINATOR

_____ COUNSELORS

_____ OTHER (SPECIFY) _____

_____

COLLEGE _____

DATE _____

Please disregard. To be used for data processing.

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PERCEPTIONS OF OCCUPATIONAL EDUCATION

GOALS AND MEASURABLE PROGRAM OBJECTIVES (for occupational education at your college)

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know	Not Applicable	None
1.1	Goal (s) (broad purpose) for occupational programs.	16								
1.2	Development of measurable learner performance objectives in organizing occupational programs.	17								
1.3	Use of measurable learner objectives in evaluating student performance.	18								
1.4	Relation of stated learner objectives to job performance requirements.	19								
1.5	Planned enrollments in relation to community needs (e.g., population needs, labor market needs).	20								
1.6	Actual program enrollments in relation to planned enrollments.	21								
1.7	Student completions in relation to enrollments, including jobouts.*	22								
1.8	Student placements (employment or related advanced education) in relation to completions.	23								
1.9	Information on job success of former students in field of preparation.	24								

PROCESSES: INSTRUCTIONAL PROGRAMS (for occupational education at your college)

		25								
2.1	Concurrence of programs with district vocational education plan submitted to state annually.	26								
2.2	Quality of occupational instruction, in general.	27								
2.3	Provision of educational opportunities consistent with community needs (e.g., population needs, labor market needs) for training, retraining, and upgrading personnel.	28								
2.4	Growth and/or modification of offerings during past five years in response to community needs.	29								
2.5	Articulation with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers) in providing for community occupational needs.	30								
2.6	Relating of the college's general education courses (e.g., English, math) to occupational education.	31								
2.7	Provision for vocational work experience in occupational education programs.	32								
2.8	Quality of work experience programs.	33								
2.9	Special provisions for the disadvantaged (i.e., academic, socio-economic, cultural, and related handicaps).	34								
2.10	Special provisions for the handicapped (i.e., physical, mental, emotional, and other health-impairing handicaps).	35								
		36								

* Students leaving school for employment in field of preparation prior to completing college program of studies.

Please be sure to complete opposite page.

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PERCEPTIONS OF OCCUPATIONAL EDUCATION

PROCESSES: SUPPORT PROCESSES

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know	Not Applicable	None
3.1	Administration's commitment to occupational education.	37								
3.2	Organization for effective coordination and direction of occupational education.	38								
3.3	Status of occupational education dean or director position on the college "administration team."	39								
3.4	Awareness of college's occupational education goals by all faculty and staff.	40								
3.5	Balance between academic and occupational education interests on college curriculum committee.	41								
	Emphasis upon occupational education counseling and guidance:	42								
3.6	To full-time college students	43								
3.7	To adult and evening students	44								
3.8	To high school students	45								
3.9	College-wide coordination of placement services with occupational education curriculums.	46								
3.10	Effectiveness in placement of occupational education students completing programs.	47								
3.11	Recruitment into occupational education programs.	48								
	Systematic follow-up of students:	49								
3.12	Who have completed occupational programs	50								
3.13	Who have dropped out	51								
3.14	Who have completed college transfer programs	52								
3.15	Use of job success and failure information of occupational education graduates in program evaluation and planning.	53								
3.16	Promotion of occupational education's strengths, merits, and opportunities to the public and its decision-making representatives.	54								
3.17	Participation in development of one-year and five-year district vocational education plan submitted to state.	55								
3.18	Systematic collection and translation of information on community occupational education needs (population needs, labor market needs and opportunities).	56								
3.19	Coordination of college's community occupational education needs analysis with those of other planning agencies in the area.	57								
3.20	Use of community occupational education needs information in modifying programs.	58								
3.21	Up-dating of instructional content and method in relation to current occupational practices and trends.									

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PERCEPTIONS OF OCCUPATIONAL EDUCATION

RESOURCES (for occupational education at your college)

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know	Not Applicable	None
4.1	Provision for coordination and/or direction.	59								
4.2	Qualifications of coordinator(s) and/or director(s).	60								
4.3	Number of instructors necessary for program effectiveness.	61								
4.4	Qualifications of instructional staff.	62								
4.5	Occupational experience of instructors.	63								
4.6	In-service education opportunities for faculty, including conference attendance, curriculum development, work experience.	64								
4.7	Provisions for systematic evaluation of instructional personnel.	65								
4.8	Use of paraprofessionals (e.g., aides, teacher assistants).	66								
4.9	Salary schedule provisions in relation to other professional staff within the college.	67								
4.10	Adequacy of instructional facilities, excluding equipment.	68								
4.11	Adequacy and availability of instructional equipment.	69								
4.12	Utilization of instructional facilities and equipment.	70								
4.13	Adequacy and availability of instructional materials (e.g., textbooks, reference books, visual aids, mockups).	71								
4.14	Use of individualized instruction (e.g., programmed learning, self-paced instruction, tutoring).	72								
4.15	Use of advisory committees.	73								
4.16	Participation of advisory committees in shaping programs.	74								
4.17	Use of community resources in class instruction (e.g., field trips, outside speakers, borrowed equipment).	75								
4.18	Contributions of equipment and/or funds from labor, business, industry and the professions.	76								
	Provisions in current operating budget for:	77								
4.19	Your program									
4.20	Occupational education in general	78								
	Provisions in capital outlay budget for:	79								
4.21	Your program									
4.22	Occupational education in general	80								

Please use the back of this page to elaborate on your views, if you so desire. Use extra sheets if necessary.

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California Community Colleges

PERCEPTIONS OF OCCUPATIONAL EDUCATION

Please answer the following: (Use back of this page and extra sheets if necessary.)

1. What are the chief occupational education strengths of your college?

2. What are the needed major occupational education improvements, if any, in your college and what action is required to achieve these improvements?

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COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS

EVALUATION SYSTEM (COPES)

Your college is undertaking an appraisal of its occupational education. The name of the evaluation system is COPES.

Views of continuing education professionals are very valuable and are part of the evaluation, along with the views of other groups such as students, other teachers, counselors, administrators and community members. The responses of all groups are strictly confidential and when tabulated will be grouped to insure confidentiality.

Your candid and forthright responses on items contained in this information request, as well as your supplementary comments, will be of great help in this evaluation effort and the resulting suggestions for improvement.

Many thanks for your cooperation!

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California Community Colleges

PERCEPTIONS OF OCCUPATIONAL EDUCATION CONTINUING EDUCATION PROFESSIONAL STAFF

College _____

Date _____

Check one response in each of Categories A and B.

A _____Full-time college staff member
_____Part-time college staff member

B _____Teacher (specify subject(s) below)
_____
_____

_____Other (specify function below)
_____

How would you rate the following:

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
1.	Overall reputation of the college within the community?	16						
2.	Reputation of the college's occupational education program in your field(s)?	17						
3.	Quality of occupational instruction in your field(s)?	18						
4.	Promotion of available occupational education programs within the community?	19						
5.	Community support of occupational education?	20						
6.	The administration's commitment to occupational education?	21						
7.	The administration's responsiveness to manpower and employment training needs of the community?	22						
8.	General success of occupational graduates when employed in your business or industrial field(s)?	23						
9.	Educational opportunities for retraining and upgrading employed personnel in your occupational field(s)?	24						
10.	Counseling and guidance into vocational programs in your field(s)?	25						
11.	Systematic follow-up of occupational graduates employed in your field(s)?	26						
12.	Adequacy of instructional facilities and equipment in your field(s)?	27						
13.	Use of community resources in class instruction (e.g., field trips, outside speakers, borrowed equipment)?	28						
14.	Provision for vocationally-related work experience in your occupational field(s)?	29						
15.	Growth and/or modification of the occupational program in your field(s) in response to recommendations of your advisory committee?	30						
		31						

Please disregard. To be used for data processing.

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PERCEPTIONS OF OCCUPATIONAL EDUCATION
CONTINUING EDUCATION PROFESSIONAL STAFF

What are the principal strengths of the college's occupational program in your field(s)?

What are the principal needs for improvement in the college's occupational program in your field(s)?

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COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS

EVALUATION SYSTEM (COPES)

Your college is undertaking an appraisal of its occupational education. The name of the evaluation system is COPES.

Student views are very valuable and are part of the evaluation, along with the views of other groups such as teachers, counselors, administrators and community members. The responses of all groups are strictly confidential and when tabulated will be grouped to insure confidentiality.

This form should be completed only by full-time students who are majoring in an occupational program (for example, registered nursing, automotive technology, electronics, ornamental horticulture, secretarial science and other similar programs).

Your candid and forthright responses on items contained in this information request, as well as your supplementary comments, will be of great help in this evaluation effort and the resulting suggestions for improvement.

Many thanks for your cooperation!

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STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION

Name of College _____

What occupation are you studying for? _____

_____

DIRECTIONS ON RATING:

Excellent means nearly ideal, top 5 to 10 percent.
Poor is totally inadequate, bottom 5 to 10 percent.
Good is a strong rating, top one third.
Below Expectations is only fair, bottom one third.
Acceptable is average, the middle third.

How would you rate the following:

Keypunch Instructions		1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
1.	Overall reputation of the college within the community?	16					
2.	Your overall rating of your occupational program?	17					
3.	Quality of your occupational instruction, in general?	18					
4.	Quality of your courses outside of your occupational area (such as English, science, math)?	19					
5.	Adequacy of instructional facilities and equipment for your occupational program?	20					
6.	Adequacy and availability of instructional materials for your occupational program (such as textbooks, reference materials, visual aids)?	21					
7.	Arrangements by the college for work experience (or clinical experience) in your occupational program?	22					
8.	Quality of work experience (or clinical experience) in your program?	23					
9.	Counseling and guidance at your college as they pertain to you and your program?	24					
10.	College's effectiveness in job placement of students completing your occupational program?	25					
11.	Information on job success of students completing your program?	26					
		27					

Please disregard. To be used for data processing.

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STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION

What are the strong points of your occupational education program?

What, if anything, would you do to improve the program?

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COMMUNITY PERCEPTIONS OF OCCUPATIONAL EDUCATION

Name of College_____

Advisory Committee (specify field)

_____

How long have you been a member of this committee?

_____

How often does this committee meet?_____

DIRECTIONS ON RATING:

Excellent means nearly ideal, top 5 to 10 percent.
Poor is totally inadequate, bottom 5 to 10 percent.
Good is a strong rating, top one third.
Below Expectations is only fair, bottom one third.
Acceptable is average, the middle third.

How would you rate the following:

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
1.	Overall reputation of the college within the community?	16						
2.	Reputation of the college's occupational education program in your field(s)?	17						
3.	Quality of occupational instruction in your field(s)?	18						
4.	Promotion of available occupational education programs within the community?	19						
5.	Community support of occupational education?	20						
6.	The administration's commitment to occupational education?	21						
7.	The administration's responsiveness to manpower and employment training needs of the community?	22						
8.	General success of occupational graduates when employed in your business or industrial field(s)?	23						
9.	Educational opportunities for retraining and upgrading employed personnel in your occupational field(s)?	24						
10.	Counseling and guidance into vocational programs in your field(s)?	25						
11.	Systematic follow-up of occupational graduates employed in your field(s)?	26						
12.	Adequacy of instructional facilities and equipment in your field(s)?	27						
13.	Use of community resources in class instruction (e.g., field trips, outside speakers, borrowed equipment)?	28						
14.	Provision for vocationally-related work experience in your occupational field(s)?	29						
15.	Growth and/or modification of the occupational program in your field(s) in response to recommendations of your advisory committee?	30						
		31						

Please disregard. To be used for data processing.

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Advisory Committee (specify field)

_____

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COMMUNITY PERCEPTIONS OF OCCUPATIONAL EDUCATION

In what ways have you been asked to contribute to the college's vocational program in your field(s) (e.g., serving as an outside speaker, arranging field trips)?

What are the principal strengths of the college's occupational program in your field(s)?

What are the principal needs for improvement in the college's occupational program in your field(s)?

During the past year in what ways has your advisory committee influenced the quality and availability of occupational education at the college?

Do you have suggestions on how advisory committees might help to improve the quality and availability of occupational education at the college? Yes____ No_____

If yes, please state concisely below.

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College _____

Date _____

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California Community Colleges

SUMMARY PROFILE BY SITE VISIT TEAM

PERCEPTIONS OF OCCUPATIONAL EDUCATION

Keypunch Instructions		1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent
GOALS AND MEASURABLE PROGRAM OBJECTIVES						
1.1	Goal(s) (broad purpose) for occupational programs.	16				
1.2	Development of measurable learner performance objectives in organizing occupational programs.	17				
1.3	Use of measurable learner objectives in evaluating student performance.	18				
1.4	Relation of stated learner objectives to job performance requirements.	19				
1.5	Planned enrollments in relation to community needs (e.g., population needs, labor market needs).	20				
1.6	Actual program enrollments in relation to planned enrollments.	21				
1.7	Student completions in relation to enrollments, including jobouts (i.e., students leaving school for employment in field of preparation prior to completing program of studies).	22				
1.8	Student placements (employment or related advanced education) in relation to completions.	23				
1.9	Information on job success of former students in field of preparation.	24				
PROCESSES: INSTRUCTIONAL PROGRAMS		25				
2.1	Concurrence of programs with district vocational education plan submitted to state annually.	26				
2.2	Quality of occupational instruction, in general.	27				
2.3	Provision of educational opportunities consistent with community needs (e.g., population needs, labor market needs) for training, retraining, and upgrading personnel.	28				
2.4	Growth and/or modification of offerings during past five years in response to community needs.	29				
2.5	Articulation with other educational organizations in your area (e.g., high schools, other community colleges, regional occupational centers) in providing for community occupational needs.	30				
2.6	Relating of the college's general education courses (e.g., English, math) to occupational education.	31				
2.7	Provision for vocational work experience in occupational education programs.	32				
2.8	Quality of work experience programs.	33				
2.9	Special provisions for the disadvantaged (i.e., academic, socio-economic, cultural, and related handicaps).	34				
2.10	Special provisions for the handicapped (i.e., physical, mental, emotional, and other health-impairing handicaps).	35				
		36				

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SUMMARY PROFILE BY SITE VISIT TEAM

PROCESSES: SUPPORT PROCESSES

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent
3.1	Administration's commitment to occupational education.	37					
3.2	Organization for effective coordination and direction of occupational education.	38					
3.3	Status of occupational education dean or director position on the college "administration team."	39					
3.4	Awareness of college's occupational education goals by all faculty and staff.	40					
3.5	Balance between academic and occupational education interests on college curriculum committee.	41					
	Emphasis upon occupational education counseling and guidance:	42					
3.6	To full-time college students	43					
3.7	To adult and evening students	44					
3.8	To high school students	45					
3.9	College-wide coordination of placement services with occupational education curriculums.	46					
3.10	Effectiveness in placement of occupational education students completing programs.	47					
3.11	Recruitment into occupational education programs.	48					
	Systematic follow-up of students:	49					
3.12	Who have completed occupational programs	50					
3.13	Who have dropped out	51					
3.14	Who have completed college transfer programs	52					
3.15	Use of job success and failure information of occupational education graduates in program evaluation and planning.	53					
3.16	Promotion of occupational education's strengths, merits, and opportunities to the public and its decision-making representatives.	54					
3.17	Participation in development of one-year and five-year district vocational education plan submitted to state.	55					
3.18	Systematic collection and translation of information on community occupational education needs (population needs, labor market needs and opportunities).	56					
3.19	Coordination of college's community occupational education needs analysis with those of other planning agencies in the area.	57					
3.20	Use of community occupational education needs information in modifying programs.	58					
3.21	Up-dating of instructional content and method in relation to current occupational practices and trends.						

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SUMMARY PROFILE BY SITE VISIT TEAM

RESOURCES

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent
4.1	Provision for coordination and/or direction.	59					
4.2	Qualifications of coordinator(s) and/or director(s).	60					
4.3	Number of instructors necessary for program effectiveness.	61					
4.4	Qualifications of instructional staff.	62					
4.5	Occupational experience of instructors.	63					
4.6	In-service education opportunities for faculty, including conference attendance, curriculum development, work experience.	64					
4.7	Provisions for systematic evaluation of instructional personnel.	65					
4.8	Use of paraprofessionals (e.g., aides, teacher assistants).	66					
4.9	Salary schedule provisions in relation to other professional staff within the college.	67					
4.10	Adequacy of instructional facilities, excluding equipment.	68					
4.11	Adequacy and availability of instructional equipment.	69					
4.12	Utilization of instructional facilities and equipment.	70					
4.13	Adequacy and availability of instructional materials (e.g., textbooks, reference books, visual aid., mock-ups).	71					
4.14	Use of individualized instruction (e.g., programmed learning, self-paced instruction, tutoring).	72					
4.15	Use of advisory committees.	73					
4.16	Participation of advisory committees in shaping programs.	74					
4.17	Use of community resources in class instruction (e.g., field trips, outside speakers, borrowed equipment).	75					
4.18	Contributions of equipment and/or funds from labor, business, industry, and the professions.	76					
	Provisions in current operating budget for:	78					
4.20	Occupational education in general						
	Provisions in capital outlay budget for:	80					
4.22	Occupational education in general.						

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INFORMATION GATHERING SHEET

This form is a worksheet for evaluation team members to take notes for use in preparing the summary report.

Info Source:

____ Interview
____ Observation
____ Document or Data Analysis

Interview Respondent:

____ Student
____ Instructor
____ Department or Division Chairman
____ Advisory Committee Member
____ Other (specify) _____

College _____

Programs _____

Respondent's Name _____

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----- C O N F I D E N T I A L -----
ENTERPRISE COLLEGE

(INDIVIDUAL CLUSTERS INCLUDE INSTRUCTORS,
DEPARTMENT CHAIRMEN AND DIVISION CHAIRMEN)

	NUMBER RESPONDING	MEDIAN INTERVAL OF 1-5 RESPONSES	-1- POOR	-2- BELOW EXPECT.	-3- ACCEPT.	-4- GOOD	-5- EXCEL.	DON'T KNOW	NOT APPLIC.	NONE
GOALS AND MEASURABLE PROGRAM OBJECTIVES										
1.1 GOALS (BROAD PURPOSE)										
ADMINISTRATORS	14	GOOD/EXCEL.	PCT.	PCT.	PCT.	50PCT.	50PCT.	PCT.	PCT.	PCT.
COUNSELORS	13	GOOD			8	54	38			
TOTAL OF NON-CLUSTER RESPONDENTS	27	GOOD			4	52	44			
01 AGRICULTURE	3	EXCEL.					100			
14 OFFICE OCCUPATIONS	23	GOOD			17	48	35			
04 DISTRIBUTIVE EDUCATION	7	GOOD			14	57	29			
07 HEALTH OCCUPATIONS EDUCATION	14	GOOD		14	7	57	22			
09 HOME ECONOMICS	3	EXCEL.				33	67			
16 TECHNICAL EDUCATION	4	GOOD/EXCEL.				50	50			
17 TRADE & INDUSTRIAL OCCUPATIONS	23	GOOD		4	13	48	35			
19 WORK EXPERIENCE EDUCATION	1	EXCEL.					100			
TOTAL OF ALL CLUSTER RESPONDENTS	78	GOOD		4	12	47	37			
1.2 DEVELOPMT OF MEASURABLE LEARNER PERF OBJECTIVES IN ORGANIZING PROGRAMS										
ADMINISTRATORS	14	GOOD			21	36	14	29		
COUNSELORS	13	GOOD		8	9	46	23	15		
TOTAL OF NON-CLUSTER RESPONDENTS	27	GOOD		4	15	41	18	22		
01 AGRICULTURE	3	GOOD				67	33			
14 OFFICE OCCUPATIONS	23	GOOD		9	26	61	4			
04 DISTRIBUTIVE EDUCATION	7	GOOD		15	14	57	14			
07 HEALTH OCCUPATIONS EDUCATION	14	GOOD		7	36	43	14			
09 HOME ECONOMICS	3	GOOD				67	33			
16 TECHNICAL EDUCATION	4	GOOD		25		75				
17 TRADE & INDUSTRIAL OCCUPATIONS	22	GOOD	9	4	5	59	18	5		
19 WORK EXPERIENCE EDUCATION	1	EXCEL.					100			
TOTAL OF ALL CLUSTER RESPONDENTS	77	GOOD	3	8	17	57	14	1		

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(NON-CLUSTER RESPONDENTS INCLUDE ADMINISTRATORS, COUNSELORS, AND OTHERS SUCH AS ACADEMIC FACULTY, IF APPLICABLE. CLUSTER RESPONDENTS INCLUDE OCCUPATIONAL INSTRUCTORS, DEPARTMENT CHAIRMEN AND DIVISION CHAIRMEN.)

	NUMBER RESPONDING	MEDIAN INTERVAL OF 1-5 RESPONSES	-1- POOR	-2- BELOW EXPECT.	-3- ACCEPT.	-4- GOOD	-5- EXCEL.	DON'T KNOW	NOT APPLIC.	NONE
GOALS AND MEASURABLE PROGRAM OBJECTIVES										
1.1 GOALS (BROAD PURPOSE)										
COLLEGE SELF-APPRAISAL (FORM 1)	1	GOOD	PCT.	PCT.	PCT.	100PCT.	PCT.	PCT.	PCT.	PCT.
TOTAL OF NON-CLUSTER RESPONDENTS	27	GOOD			4	52	44			
TOTAL OF ALL CLUSTER RESPONDENTS	78	GOOD		4	12	47	37			
1.2 DEVELOPMT OF MEASURABLE LEARNER PERF OBJECTIVES IN ORGANIZING PROGRAMS										
COLLEGE SELF-APPRAISAL (FORM 1)	1	GOOD				100				
TOTAL OF NON-CLUSTER RESPONDENTS	27	GOOD		4	15	41	18	22		
TOTAL OF ALL CLUSTER RESPONDENTS	77	GOOD	3	8	17	57	14	1		
1.3 USE OF MEASURABLE LEARNER OBJECTIVES IN EVALUATING STUDENT PERFORMANCE										
COLLEGE SELF-APPRAISAL (FORM 1)	1	GOOD				100				
TOTAL OF NON-CLUSTER RESPONDENTS	27	GOOD			15	48	18	19		
TOTAL OF ALL CLUSTER RESPONDENTS	77	GOOD	1	8	18	54	16	3		
1.4 RELATION OF STATED LEARNER OBJECTIVES TO JOB PERFORMANCE REQUIREMTS										
COLLEGE SELF-APPRAISAL (FORM 1)	1	GOOD				100				
TOTAL OF NON-CLUSTER RESPONDENTS	27	GOOD		8	7	41	33	11		
TOTAL OF ALL CLUSTER RESPONDENTS	76	GOOD	1	4	15	55	22	3		

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PERCEPTIONS OF OCCUPATIONAL EDUCATION
COPES FORM B (7-123) ENTERPRISE COLLEGE PAGE 1

A/C = (NON-CLUSTER RESPONDENTS INCLUDE ADMINISTRATORS,
FORM 5 (COUNSELORS, AND OTHERS SUCH AS ACADEMIC FACULTY.
OCC = (CLUSTER RESPONDENTS INCLUDE OCCUPATIONAL INSTRUCTORS,
FORM 2 (DEPARTMENT CHAIRMEN AND DIVISION CHAIRMEN.
P = OFFICIAL POSITION, FORM 1

	NUMBER RSPDNG.	-1- POOR	-2- BELOW EXPECT.	-3- ACCEPT.	-4- GOOD	-5- EXCEL.	PCT. DON'T KNOW
GOALS AND MEASURABLE PROGRAM OBJECTIVES							
1.1 GOALS (BROAD PURPOSE)	1				P		
	27				A/C		
	78				OCC		
1.2 DEVELOPMT OF MEASURABLE LEARNER PERF OBJECTIVES IN ORGANIZING PROGRAMS	1				P		
	27				A/C		22
	77				OCC		1
1.3 USE OF MEASURABLE LEARNER OBJECTIVES IN EVALUATING STUDENT PERFORMANCE	1				P		
	27				A/C		19
	77				OCC		3
1.4 RELATION OF STATED LEARNER OBJECTIVES TO JOB PERFORMANCE REQUIREMTS	1				P		
	27				A/C		11
	76				OCC		3
1.5 PLANNED ENROLLMENTS IN RELATION TO COMMUNITY NEEDS	1					P	
	27				A/C		7
	77				OCC		5
1.6 ACTUAL PROGRAM ENROLLMENTS IN RELATION TO PLANNED ENROLLMENTS	1					P	
	27				A/C		4
	77				OCC		5
1.7 STUDENT COMPLETIONS IN RELATION TO ENROLLMENTS INCLUDING JOBOUTS	1				P		
	26				A/C		12
	77				OCC		10
1.8 STUDENT PLACEMENTS IN RELATION TO COMPLETIONS	1				P		
	26				A/C		12
	76				OCC		13
1.9 JOB SUCCESS OF FORMER STUDENTS	1				P		
	27				A/C		15
	78				OCC		18

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C O P E S
The California Community Colleges

PERCEPTIONS OF OCCUPATIONAL CONTINUING EDUCATION PROFESSIONAL STAFF

ENTERPRISE COLLEGE

85 Respondents[1/]

CHARACTERISTICS	PERCENT					
	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know
Overall reputation of college within the community.	0%	1%	3%	31%	61%	4%
Reputation of college's occupational education program.	0	2	3	37	46	12
Quality of occupational instruction.	0	1	7	42	40	10
Promotion of available occupational education programs within the community.	2	6	12	43	24	13
Community support of occupational education.	1	1	11	41	34	12
Administration's commitment to occupational education.	0	2	4	35	51	8
Administration's responsiveness to manpower and employment training needs of the community.	0	1	8	30	37	24
General success of occupational graduates when employed in business or industrial field(s).	0	0	6	41	14	39
Educational opportunities for retraining and upgrading employed personnel in occupational field(s).	4	2	11	37	34	12
Counseling and guidance into vocational programs.	4	9	24	19	5	39
Systematic follow-up of employed occupational graduates.	3	7	11	14	1	64
Adequacy of instructional facilities and equipment.	3	9	24	37	25	2
Use of community resources in class instruction (e.g., field trips, outside speakers, borrowed equipment).	1	1	23	40	18	17
Provision for vocationally-related work experience.	5	8	13	22	9	43
Growth and/or modification of the occupational program in response to recommendations of advisory committee.	0	1	10	31	20	38

1/ Number responding in time for processing.
☐ = Interval of median response, excluding don't know responses.

C O P E S
The California Community Colleges

STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION

ENTERPRISE COLLEGE

424 Respondents 1/

CHARACTERISTIC	PERCENT					
	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know
Overall reputation of college within the community.	0%	1%	9%	46%	37%	7%
Overall rating of occupational program.	0	3	13	46	36	2
Quality of occupational instruction, in general.	1	3	14	45	37	0
Quality of courses outside occupational area (such as English, science, math).	1	3	24	49	16	7
Adequacy of instructional facilities and equipment for your occupational program.	3	10	27	40	19	1
Adequacy and availability of instructional materials for occupational program (such as textbooks, reference materials, visual aids).	2	10	26	39	22	1
Arrangements by college for work experience (or clinical experience in occupational program.	6	8	11	29	24	22
Quality of work experience (or clinical experience) in occupational program.	3	4	11	34	20	28
Counseling and guidance at college as they pertain to student and student's program.	5	10	19	38	24	4
College's effectiveness in job placement of students completing occupational program.	5	7	8	15	3	62
Job success of students completing occupational program.	1	5	8	20	9	57

1/ Chiefly full-time second year students majoring in occupational education.

☐ = Interval of Median response, excluding don't know responses.

C O P E S
The California Community Colleges

ADVISORY COMMITTEE PERCEPTIONS OF OCCUPATIONAL EDUCATION

ENTERPRISE COLLEGE

93 Respondents 1/

CHARACTERISTICS	PERCENT Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know
Overall reputation of college within the community.	0%	0%	2%	39%	59%	0%
Reputation of college's occupational education program.	0	0	6	54	32	8
Quality of occupational instruction.	1	2	11	51	28	7
Promotion of available occupational education programs within the community.	1	4	18	44	17	16
Community support of occupational education.	1	1	20	47	15	16
Administration's commitment to occupational education.	0	2	11	40	36	11
Administration's responsiveness to manpower and employment training needs of the community.	0	2	12	38	33	15
General success of occupational graduates when employed in business or industrial field(s).	0	1	9	40	20	30
Educational opportunities for retraining and upgrading employed personnel in occupational field(s).	3	4	6	40	28	19
Counseling and guidance into vocational programs.	0	4	20	31	11	34
Systematic follow-up of employed occupational graduates.	2	4	12	19	6	57
Adequacy of instructional facilities and equipment.	3	11	23	38	15	10
Use of community resources in class instruction (e.g., field trips, outside speakers, borrowed equipment).	1	1	17	43	21	17
Provision for vocationally-related work experience.	2	7	18	33	13	27
Growth and/or modification of the occupational program in response to recommendations of advisory committee.	0	6	13	48	21	12

1/ Number responding in time for processing.
☐ = Interval of median response, excluding don't know responses.

ACCESSION NUMBER: VT100745

PUBLICATION DATE: AUG73

TITLE: A STUDY OF THE FUNDING OF VOCATIONAL EDUCATION IN THE STATE OF MINNESOTA.

PERSONAL AUTHOR: MOHRENWEISER, GARY A., AND OTHERS

DESCRIPTOR: *EDUCATIONAL FINANCE; *FINANCIAL SUPPORT; *PROGRAM COSTS; *VOCATIONAL EDUCATION; AREA VOCATIONAL SCHOOLS; HIGH SCHOOLS; COMPARATIVE ANALYSIS

IDENTIFIER: *MINNESOTA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ABA V.7NO.4(1974)PP. 617

ABSTRACT: TO EXAMINE THE FINANCIAL ASPECTS OF VOCATIONAL PROGRAMS IN THE STATE, THE STUDY COMPARED AVERAGE VOCATIONAL PROGRAM COSTS IN SECONDARY SCHOOLS AND AREA VOCATIONAL-TECHNICAL SCHOOLS AND AVERAGE NON-VOCATIONAL PROGRAM COSTS IN SECONDARY SCHOOLS IN MINNESOTA. THE COMPLEXITIES OF DATA COLLECTION AND FINAL ANALYSIS DEMANDED THE CREATION OF A SOPHISTICATED AND SOMEWHAT CONTROVERSIAL RESEARCH SCHEME. ANALYSIS OF THE DATA INDICATED THAT THE PRESENT PATTERN OF REIMBURSEMENT AID TO DISTRICTS DOES NOT PROVIDE FOR AN EQUITABLE MEANS OF DEFRAYING ADDED COST AMONG AND BETWEEN PROGRAMS AND PROGRAM CLUSTER AREAS OR AMONG AND BETWEEN DISTRICTS. (AUTHOR/MU)

INSTITUTION NAME: EDUCATIONAL MANAGEMENT SERVICES, INC., MINNEAPOLIS, MINN.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; MINNESOTA STATE DEPT. OF EDUCATION, ST. PAUL. DIV. OF VOCATIONAL AND TECHNICAL EDUCATION.

VT 100745

ERIC

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A STUDY OF THE FUNDING OF VOCATIONAL EDUCATION IN THE STATE OF MINNESOTA

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VT 100 745

A STUDY OF
THE FUNDING OF VOCATIONAL EDUCATION
IN THE STATE OF MINNESOTA

A Report Prepared for

The Minnesota State Department of
Vocational-Technical Education,
Program Planning and
Development Section

August, 1973

ERIC

ACKNOWLEDGEMENTS

The completion of this study required the assistance of many individuals. A study Advisory Committee (see Exhibit 1) was formed at the outset of the study and its members provided many valuable inputs from the initial planning phase through review of preliminary results. A major effort of the study was in the area of data collection. Many hours of assistance were provided by local districts and AVTI superintendents, business managers, vocational directors and clerical personnel in securing these data.

Discussions regarding the preliminary results of the study were held with the State Board of Vocational Education, the Commissioner's Superintendents Advisory Council and numerous Division of Vocational Education personnel. These discussions proved very valuable in formulating the final conclusions and recommendations of the study.

In addition to the above personnel, EMS wishes to acknowledge the support, understanding and assistance received from Melvin E. Johnson, Director of Program Planning and Development for Vocational-Technical Education.

Educational Management Services, Inc.

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CHAPTER I

INTRODUCTION TO THE STUDY

1.1 Background of the Study

On August 26, 1971, the State Department of Vocational-Technical Education, Program Planning and Development Section, issued a request for proposal (RFP) designed to research the funding processes of vocational education in the state of Minnesota. Educational Management Services, Inc. (EMS) was awarded a contract to conduct this study in January, 1972. The objectives of the study, as specified at that time, although later modified, were:

1. To determine and document the current status of financial effort of LEA's in the state of Minnesota as it relates to such variables as total school enrollments and assessed valuation, total school expenditures, vocational aids received and vocational enrollments.

2. To investigate and document the funding process that exists in other states and activities being undertaken by these states to examine their funding methodology.

3. To formulate at least two alternative funding models which would provide:

   a. Incentives for school districts to expand vocational programs;

   b. Maintenance of local effort;

   c. Funding based on excess costs in relationship to foundation aids;

   d. Equalization of aid based on the local education agency's ability to provide vocational service.

4. To pilot test at least two alternative funding models in a stratified sample of districts to determine the feasibility and impact upon the students to be served, the LEA and the State Department of Education.

5. To make recommendations to the Division of Vocational-Technical Education as to future funding methodologies, including the need for, if any:

   a. State legislation;

   b. Departmental policy changes;

   c. Operating procedural modifications, including forms and work flows.

Following the initiation of the study, the Vocational Education Division named an advisory committee to assist in the conduct of the study. The committee, known as the Vocational Education Funding Study Advisory Committee, consisted of personnel from local schools, including area vocational-technical schools, research personnel from the Minnesota Research Coordinating Unit for Vocational Education at the University of Minnesota, and personnel from the Department of Education, Vocational-Technical Division. A listing of these personnel is presented in Exhibit 1.

On April 12, 1972, the focus of the study was modified by a directive from Melvin E. Johnson, Director of the Program Planning and Development Section. This memo, Exhibit 2, directed the study team to make a much more in-depth investigation of the excess (added) costs of the programs by various categories, such as instruction, supplies, equipment, administration, overhead, etc. As a result of this directive, the study focused on added cost determination to a much greater depth than had been its original design. Other minor modifications were made to the study design to incorporate necessary changes as the study proceeded.

1.2 Organization of the Report

This report contains five chapters. The remaining portion of Chapter I defines terms utilized in the study and discusses the difference between cost and expenditures. Chapter II identifies some of the methodology that was drawn upon for the conduct of this study. Specifically, it cites a study conducted by Jacob J. Kaufman for the Michigan schools. Some of the limitations of the study and what the study is and is not are also discussed in Chapter II. Chapter III discusses the specific methodology used in the study. It defines the basic data elements which were collected

EXHIBIT 1

VOCATIONAL EDUCATION FUNDING STUDY ADVISORY COMMITTEE

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EXHIBIT 2

1000

STATE OF MINNESOTA

DEPARTMENT Education

Office Memorandum

TO : Educational Management Services, Inc.
4930 West 77th Street
Minneapolis, MN 55435

DATE: April 12, 1972

FROM : Melvin E. Johnson, Director
Program Planning & Development
Vocational-Technical Education

SUBJECT: Funding Alternatives

In view of the fact that the Department of Education is attempting to reduce the dollar allocation to categorical aids, the decision has been made that the project directed by Educational Management Services should develop a process whereby vocational education may be incorporated into the foundation aid formula. If the identified process is unacceptable to the Task Force on School Finance appointed by the Commissioner of Education, then additional alternatives shall be identified.

The foundation aid formula should include both secondary and post-secondary vocational education programs. The following is a tentative process by which the task might be accomplished:

1. Identification of ten to twenty categories based on vocational education programs.

2. Determination of excess cost of these programs by:

   a. Instruction
   b. Supplies
   c. Equipment
   d. Administration
   e. Facility and Overhead
   f. Other

3. Testing of a proposed formula on existing programs within the sample districts.

4. Development of programmatic criteria generalizable to all categories, identifying minimums within categories as well as the minimum number of categories.

5. Determination of adjustments in the formula to insure the existence of the criteria specified in the contract of incentives to expand and maintenance of local effort.

MEJ:lm

and the variables which were formulated. Chapter III also discusses the sample selection, data collection and problems associated with interpreting the data. Chapter IV discusses the analysis of the data - both direct analysis and the simulation phase of the study, and presents the results of the study. The costs associated with the secondary programs by various program cluster areas for both secondary and area vocational-technical institutes (AVTI's) are presented. Chapter V contains conclusions and recommendations based upon the findings of this study.

As will be discussed later, this study was not an evaluation of the various vocational programs that were being offered. No attempt was made to assess or in any way judge the output or process of the various vocational programs offered. Cost data were collected on each program and were compared only on the basis of designated program numbers (OE code numbers). No cost effectiveness or output comparisons were made or are to be implied in any way from this study.

1.3 Statement of Central Problem

Public secondary schools in the state of Minnesota offering regular study programs and approved vocational courses receive financial aid from two main sources:

1. Regular foundation aids paid to school districts.

2. Categorical vocational reimbursement aid paid to districts, generally on a 50% reimbursement of certain program costs. An equipment reimbursement provision is also part of the categorical aid, but accounts for a small portion of the total categorical aid.

At the basis of this type of a funding structure, i.e., foundation plus categorical aid, has been the long-held belief that vocational education is more expensive than other education. Thus, additional categorical aid should be paid to local districts to defer such expenses and encourage vocational programs. This thought has prevailed for some time, but it is currently being challenged by a number of studies. Contemporary thought talks of "added costs" and models for determining such costs. Currently in Minnesota there exists no such model or established relationship

between programs and costs. The degree to which foundation aids and categorical vocational aids off-set these costs is the central theme of the study.

1.4 Terms and Definitions Used in This Study

This section defines a number of terms used in this study. Throughout the literature many different definitions exist of terms related to cost studies and vocational education. However, for purposes of this study, the definitions as presented in this section will apply. The definitions presented are generally consistent with those presented in the Kaufman Study[1].

1.4.1 Expenditure vs. Cost

Costs and expenditures do not have the same meaning in economics or education. There is, however, in education as in other fields, a tendency to utilize expenditures in place of true costs. Expenditures, as defined in this study, are actual outlays of money for various purposes during a given time period; that time period being the school year of 1971-72. This study, like many others, falls prey to the common tendency to call these expenditures "costs." However, it should be kept in mind that the cost, as defined, is really the current expenditure data for school year 1971-72.

1.4.2 Types of Costs

Kaufman, in the Michigan Study, presented definitions of opportunity costs, average, marginal and added costs. This study has adopted those definitions presented by Kaufman, except for that related to marginal costs, which is not considered in this study.

1.4.2.1 Opportunity Costs: The concept of opportunity cost is one of the most important cost concepts of economic analysis. By definition, all costs are opportunity costs. That is, the cost of any activity is simply the foregone opportunity to undertake another activity in its place. For example, the cost to an individual on Saturday afternoon of

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[1]Kaufman, Jacob J., et.al., "The Costs of Vocational and Non-Vocational Programs: A Study of Michigan Secondary Schools," Institute for Research on Human Resources, Pennsylvania State University, 1972.

mowing his lawn may be the foregone opportunity to watch a baseball game or any other replacement activity. As one can see, there is an almost infinite number of replacement opportunities whenever one considers an opportunity cost. Before one can specifically identify an opportunity cost, a delineation of what the foregone opportunity was must be made. In order to conceptualize the opportunity cost, one must specify, for example, that the foregone opportunity was a non-vocational program, e.g., English, science, etc.

For purposes of this study, the concept of opportunity costs assumes that the only two opportunities available to students at a given time are: 1) enrollment in a vocational education program, or 2) enrollment in a non-vocational education program. Other opportunity costs have not been examined.

1.4.2.2 Average Costs: One of the main statistics generated by this study is the average cost of a given vocational or non-vocational program. For example, if one considers the cost of a given program at $2,000 per year, with an enrollment of 10 students, the average per student cost, per year in this course would then be $200. The definition of average costs, as defined in Kaufman and as used in this study, is as follows:

> Average costs are given by total costs, divided by the number of units of output. In education, when all pupils may be assumed to be alike, or when characteristics of pupils are taken into account in some way, per pupil costs may be used as a surrogate for average costs.

In this study each pupil was considered identical. The output of any given program was the number of pupils served. Comparability of programs was established by the USOE code number for the vocational programs. Thus, if a program was numbered "XXYY" and another program of the same number was found, these two programs were considered identical. The total costs of the two programs were then divided by the total number of students served in each program and the average cost computed.

1.4.2.3 Added Cost: Most literature refers to the term excess cost instead of added costs. However, this term has

some negative connotations. Many educators interpret the word "excess" as being excessive; that is, costing too much. In this study the term added cost is used. The definition, as presented in Kaufman and as utilized in this study is as follows:

> The added costs of the vocational program are measured by calculating the difference between the average costs of the vocational program and the average costs of the alternative secondary academic program.

As discussed earlier in this chapter, by definition, the alternative secondary academic program is the opportunity costs associated with the vocational program. The alternative to a vocational program as identified in this study was the average of the aggregate of all other programs of a school which were not reimbursable under existing state guidelines for vocational education or other special aids. Thus, the alternative to any given vocational program was the average cost of non-vocational programs offered by the school.

1.4.3 Amortization of Capital Expenditures

This study was specifically concerned with current expenditures and no amortization of equipment was considered in the cost figures. The amortization of capital equipment basically proportions the initial cost of a piece of equipment over its useful life. There are many problems associated with making these types of computations. One major problem is the determination of the useful life of the equipment. The government, in figuring depreciation allowances on income tax, has established a number of amortization schedules. However, these schedules may not be appropriate to equipment in educational settings. Another problem associated with amortization is that many schools obtain surplus equipment and also receive equipment donations from various industries and agencies. For many of these instances, it is extremely difficult to establish either an initial value for the equipment or a useful remaining life.

Costs associated with capital expenditures usually are greatest upon the initiation of new or additional programs. Throughout the existence of a program, equipment costs will vary periodically from year to year, depending upon equipment purchased. Thus, a measure of current expenditures within a given year for capital outlay may be misleading

information when compared to an average cost of the program. In light of these difficulties and in light of problems in obtaining factual information on equipment costs and initial start-up costs, the advisory committee determined that this study would not concern itself with capital costs and recommended that capital expenditures related to vocational equipment be retained as a categorical aid.

1.4.4 Reimbursements

In this study the term reimbursement is used to indicate the amount of funds currently paid by the state of Minnesota to a local district as a categorical aid for approved vocational education programs. These aids are paid, generally, in the following three ways:

1. General program reimbursement: for a given approved vocational program those costs associated with teacher salaries and travel, but excluding consumable supplies, are reimbursed to the local education association (LEA) generally at a rate of 50%. (Rates may vary slightly with special situations and also on the amount of money allocated by the legislature and claimed by LEA's.)

2. Equipment reimbursement: for that equipment specifically designated as vocational education equipment, the state currently provides reimbursement to the LEA. This equipment must have prior state approval before purchase.

3. Reimbursement for ancillary costs: this category of costs relates to expenses incurred by the LEA in terms of furnishing a local program director, clerical personnel or other supervisory or administrative personnel or assistant administrative personnel who have, as their exclusive responsibility, vocational education.

1.4.5 Foundation Aid

Foundation aid, as used in this study, is that amount paid to the local district by the state of Minnesota on the basis of average daily membership (ADM) of pupil units as determined by the State Department of Education. The foundation aid formula incorporates a number of factors and represents the general state aid to education at the elementary and secondary levels.

1.4.6 Summary of the Definitions of Terms

Costs: For purposes of this study, the term "cost" refers to current expenditures for the program year 1971-72 and does not include opportunity and capitalization costs.

Average Costs: Obtained by dividing total costs by the number of units of output.

Added Costs. Measured by calculating the difference between the average cost of the vocational program and the average cost of the alternative (non-vocational) secondary academic program.

Excess Costs: Defined as added costs.

Output: Measured by the number of instructional hours a student is under the direct supervision of an instructor. No attempt was made to evaluate the quality of the program.

Amortization: Amortization of equipment was not part of this study.

Reimbursement: Categorical vocational state aids paid to LEA's generally at the rate of 50% for teachers' salaries and certain other expenses.

Foundation Aid: General state aid for support of public elementary and secondary education.

1.5 Limitations of the Study

There are two general limitations to this study. One refers to the methodology utilized and the areas of investigation considered in the study. A second limitation refers to the assumptions, completeness and extensiveness of the data collected in pursuit of the first objective.

1.5.1 What the Study Was

This study was an examination of current costs (expenditures) of selected secondary schools and area vocational-technical schools in the state of Minnesota. It did not consider initial start up costs or initial capital investment costs of programs through amortization costs. The study relates simply to the expenditure of funds during the 1971-72 school year for the

selected sample school districts and AVTI's in terms of expenditures for vocational and non-vocational programs.

The study examined data taken from both state department records and records maintained by the local educational institutions. These records generally follow the state accounting procedures manual and represent line item expenditures. The majority of data were collected from the state reporting form #F29-2a(372), titled "Annual Financial Report for School Year Ending June 30, 1972, Part I, Disbursements." The line items presented in that report fall into various categories. The 100 series code contains expenditures related to administration. The 200 code series relates expenditures to instruction. Complicating the study was the fact that the basic design of the study called for identification of costs by educational program and not by line item. For example, in the 200 code series there is a category 210.6, which is the salaries of secretaries, clerks and teacher aides. This line item does not identify the secretaries, clerks, etc. who relate directly either to vocational education or to non-vocational education. Further, in most schools there were no distinctions made in this category as to expenditures for elementary vs. secondary schools or between junior high schools and senior high schools.

The 220-250 series codes contain expenditures for textbooks, audio-visual materials, supplies and other expenses of instruction. There was no direct way to determine, unless it was maintained by the local school district, those expenses attributable to a high school program vs. an elementary program or a vocational program vs. a non-vocational program.

These examples are true for many other categories on the disbursements form, including operation and maintenance of physical plant, fixed charges and other expenditures. Thus, the activities of the study had to incorporate allowances for dealing with expenditures which were not directly relatable to programs. In relationship to these situations, many "practical" decisions were made to allocate costs upon a rational basis and, in doing so, formed part of the general limitation upon the methodology utilized.

1.5.2 What the Study Was Not

This study was not intended to provide a theoretical construct model for funding of vocational education. The study was based entirely upon the best available data on current

expenditures. Further, this study was not an evaluation study. It did not make, nor does it intend to infer, any evaluative comparisons or any judgements regarding the appropriateness or quality of any vocational program or non-vocational program. Further, this study did not make any comparisons between or among schools as to their vocational and non-vocational programs. It does, however, compare vocational programs as to cost by cluster area according to the office of education code number assigned to the program on the official state department agreement-reimbursement forms. In some cases it was indicated to the study team members who were collecting data that the label or number attached to this program was incorrect in terms of the program's current intent. However, this was beyond the scope of the study and programs were assumed equivalent if the number referred to on the programs was identical.

This study did not develop any cost-benefit or cost-effectiveness analysis. Results of the study indicate a range of costs between and among various programs, between and among various districts. However, the study makes no implication or direct statement that programs which spend more money are any more or less cost effective or beneficial than programs which spend less.

1.6 Summary

This study was instituted by the Division of Vocational Education to examine the financial aspects of vocational programs. Any vocational program which had a total cost greater than the average expenditures of the remaining non-vocational programs was defined as having an added cost.

To explore the concept of added costs, two sets of data were isolated and compared:

1. 1971-72 expenditures for the support and operation associated with identical vocational programs within sample secondary schools and area vocational-technical schools.

2. 1971-72 expenditures associated with support and operation of the non-vocational program within sample secondary schools.

Through mathematical analysis of these two areas (to be discussed in Chapter III), average vocational program costs

were determined and compared to average non-vocational program costs. This comparison was not made for AVTS, but only at the secondary level. The information that was rendered from this study should provide cost analysis data basic to the future formulation of a more equitable Minnesota state aid formula which will take into account substantial program cost variations. While this appears to be a relatively straight forward problem, the complexities of data collection and final analysis demanded the creation of a sophisticated and somewhat controversial research scheme. The following chapters describe the methodology used and the results obtained in detail.

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CHAPTER II

RELATED LITERATURE AND LEGISLATION

2.1 Previous Studies: Their Methodologies in Relationship to the Current Study

This study has drawn upon the experience and methodology of a number of other studies in the area of vocational education and in the area of determining costs associated with various educational programs. In 1969 the U.S. Department of Education undertook a national education finance project. Volume I of that report contains a chapter on the dimensions of need for vocational education. Volume III of the project, Chapter IV, is titled, "Financing Vocational Education in Public Schools." These two documents, together with the methodology already identified from Kaufman, provided much of the specific methodology and references for the current study. Another study, titled "Cost Finding Principles and Procedures," conducted by the National Center for Higher Education Management Systems at the Western Interstates Commission for Higher Education (WICHE) presented a review of much of the basic methodology utilized in the current study for proportioning and determining cost.

2.1.1 The Kaufman Study

Kaufman and others undertook a study for the Michigan secondary schools on the costs of vocational and non-vocational programs. In this study they examined total costs, average costs and marginal costs of vocational and non-vocational programs. Their basic methodology was centered around the elicitation of data from a sample of local schools through a survey instrument. This instrument was rather complex and probably explains why only about 40% of the schools responded to the request for data.

The Kaufman Study not only investigated costs of various programs, but also projected marginal costs of vocational and non-vocational programs. The costs included in the Kaufman Study also take into account initial and current capital outlay in terms of their amortization schedules. Thus, the added cost figures identified in the Michigan Study tend to be higher than those of this study. It should be stated, however, that the Kaufman Report was the most relevant study found and the most directly relatable to this

effort. The study employed a multivariate analysis to calculate the cost of an additional student in comprehensive and vocational senior high schools, controlling for: 1) average daily attendance, 2) average teacher salary (taken as one measure of instructional quality), and 3) student-teacher ratio (another assumed measure of quality.

Total educational costs were computed on the basis of estimates of both operating costs and capital costs. The latter were estimated by employing the capital recovery factor. The basis of the capital cost data was the historical cost of equipment and buildings which could, of course, differ markedly from the value of buildings and equipment. Using multiple regression analysis, marginal cost figures were obtained for each curriculum area.

An attempt was made in the Kaufman Study to measure the capital costs of vocational and non-vocational schooling. Some of the results, employing the capital recovery factor (CRF) are reported in Table 2.1 for: 1) i = 10, n = 5 and i = 10, n = 10 (where i is the rate of interest and n is the number of years over which the equipment is expected to be useable). The table shows the substantial variations of capital costs among the programs and between Cities A and B. These costs are reduced considerably when CRF by program, by student enrolled is considered. But even in the latter case, capital costs for City A vary from a low of $.88 for quantity food occupations to a high of $290 for machine shop, given that i = 10 and n = 5.

2.1.2 The WICHE Study

The WICHE Study, which is a model for higher education systems, also contained methodology which was directly relatable to this study, especially in the areas of allocation of so-called overhead" expenditures. The WICHE Study developed strategies for allocation of expenditures in three different ways: 1) direct, 2) recurrsive or step-down, and 3) cross allocation. The direct allocation technique is a method for apportioning the costs of support programs to primary programs based on the premise that all support program activities are directly and exclusively necessary to support the primary program. An example of this is when the superintendent's salary is directly proportioned to the English class on the basis of the number of students enrolled in the English class. This would be a direct proportion, with the assumption being that the superintendent's salary and

costs associated with his office contribute directly and exclusively to the primary program - the English program.

TABLE 2.1

CAPITAL COSTS BY PROGRAM FOR CITIES A AND B, 1966-67*

Program	City A i = 10 n = 5 (1)	City A i = 10 n = 10 (2)	City B i = 10 n = 5 (3)	City B i = 10 n = 10 (4)
Auto Mechanics	$9,312	$5,743		
Auto Body and Fender	1,125	694		
Commercial Art	893	551		
Commercial Baking			32	20
Industrial Economics			1,385	853
Machine Shop	8,694	5,362	4,516	2,796
Mechanical Drafting			56	34
Plumbing, Heating			16	10
Quantity Food Occupations	54	34		
Radio and Television			34	21
Sheet Metal	750	463	699	431
Welding	1,377	849		
Woodworking			443	273

*SOURCE: J.J. Kaufman, T.W. Hu, E.W. Stromsdorfer and M.L. Lee, "A Cost Effectiveness Study of Vocational Education," University Park, Pa., Institute for Research on Human Resources, 1969.

The recurrsive or step-down technique implies a priority rank of the various costs centers into a high-low order, with the low order cost center being totally distributed among the higher order centers until zeroed out. In the step-down method, to determine priority order, a certain amount of arbitrariness must be injected. In this method, maintenance and operations costs would probably be the lowest order costs and be allocated directly to other programs whose priorities are above. This method of step-down is, however, dependent upon judgements and decisions of the individuals conducting the allocation.

The cross allocation cost technique is much more complex and involves allocations between various related programs with no implicit high-low formal ranking among program activities. For example, in this case, physical plant operations may be pro-rated to the superintendent's office on the basis of the square feet utilized by the superintendent. This, then, becomes an overhead of the superintendent's office and then this new aggregate amount is allocated to the primary program such as English, science, etc. The WICHE Report contains detailed discussions of these techniques which were utilized in the model. On the basis of the information in the WICHE Report, the present study utilizes only the direct method of allocation.

2.1.3 Worcester, Massachusetts

A study of costs (and returns) in secondary education in Worcester, Massachusetts for the period 1963-64 was conducted by Corazzini[2]. Although he states that the "public costs of the college, general or commercial programs in Worcester could not be separated,"[3] he obtained separate cost estimates for the boys' and girls' vocational high schools which could be compared to the aggregate of regular high school costs. His data reveal that the cost per pupil (excluding capital costs) was $452 for the regular high school grades 10-12; $964 for the boys' vocational school, grades 9-12; and $793 for the girls' vocational school, grades 9-12. These

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[2]Arthur J. Corazzini, "The Decision to Invest in Vocational Education: An Analysis of Costs and Benefits," Journal of Resources, Vol. III (Supplement: 1968), pp.88-120.

[3]Ibid., p. 95.

substantial differences in per pupil costs can be attributed mainly to differences in teachers' salaries per pupil (the respective figures per school are $285, $685 and $570). although there appear to be other factors that lead to differences in costs among the three (e.g., utilities, maintenance and repairs, cafeteria and athletics).

The higher costs in the vocational schools are shown to be related to the higher avearge salaries in the vocational schools ($7,280 compared to the $6,000 per year in the regular schools for 1963-64). However, the principal difference between the proportion of the costs due to salaries of vocational and regular high schools appears to be attributable to the much higher pupil-teacher ratios in the latter (about 20/1 as opposed to 12.6/1).

Corazzini then estimated public implicit costs, that is, capital costs and property tax costs. Concerning capital costs, Corazzini employed a method in which the implicit rent charge is estimated at 5.1% of the value of assets, and where the depreciation is figured as follows: 2% on buildings and 10% on equipment.(This is equivalent to assuming that buildings have an expected life of fifty years and equipment only ten years.) Also, this method attributes 15% of total assets to land, 70% to buildings and 15% to equipment. Corazzini utilized this method to measure the implicit rent and depreciation for the regular school. With respect to vocational schools, the method was followed with one variation. Asset values were assumed to be distributed as follows: 8% to land, 67% to buildings and 25% to equipment. This variation would most assuredly result in increasing the estimated capital cost of vocational education.

In addition to implicit rent and depreciation, Corazzini presents cost estimates to property tax losses, computed by applying the present Worcester property tax rate, in full fair market value of school buildings and grounds. The computations (implicit cost and tax loss) add a total of $80 per pupil in the regular high school and $246 per pupil in the boys' vocational school.

Corazzini also examines private costs, including foregone earnings of students and school related costs - e.g., books and supplies. Since these are assumed to identical in both vocational and regular high schools, no further discussion of these is warranted at this point.

2.1.4 The Michigan Study

Some of the data on average costs of vocational education by program for the state of Michigan have been compiled by the Michigan Department of Education[4].

Based on the overall figure for per student cost in secondary education in Michigan, estimated by the Michigan Department of Education at $643.10 per year, comparisons of added vocational costs were made using the formula:

Added Vocational Cost/Year	=	Average Vocational Program Cost/Year	Minus	Average Regular Instructional Cost/Year

There are several difficulties with these estimates. First the average cost per program was estimated by computing the arithmetic mean of the average cost in several educational agencies in Michigan. Since enrollments vary widely among these agencies, the procedure gives an unwarranted bias to the figures obtained from those agencies with smaller enrollments. The proper procedure would have been to sum the total cost of vocational education in each program for the entire state and then divide by the total enrollment.

Another difficulty with the approach is that $643.10 is an average cost for both vocational education and non-vocational programs. Certain types of cost data for Michigan are also presented in a school finance study by Thomas[5].

2.1.5 The New York City Study

A study of vocational education in New York City for 1964-65 was conducted by Taussig[6]. He argues that the "most reasonable measure of the cost of vocational high schools in

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[4]Memorandum prepared by William E. Weisgerber (Lansing: Michigan Department of Education, 1970).

[5]J. Alan Thomas, School Finance and Education Opportunity in Michigan (Lansing: Michigan Department of Education, 1968).

[6]Michale K. Taussig, "An Economic Analysis of Vocational Education in New York High Schools," Journal of Human Resources, Vol. III (Supplement: 1968) pp. 59-87.

the city is the difference between actual costs in any given time period and an estimate of costs under the most realistic alternative - an expanded system of academic high schools including the present vocational school students.[7] Taussig's method of cost estimation consisted of "first taking total current costs reported for the academic and vocational schools and putting them on a per (pupil) basis then adjusting the resulting per (pupil) or average current costs by a rough estimate of per (pupil) capital costs to obtain total per (pupil) costs; and finally blowing up the differentials in total per (pupil) costs by the number of students in the vocational program.[8] The estimated per student costs were given as $1,888 for the academic schools and $1,697 for the vocational schools. The cost differential between the two curricula was thus, $509.

Taussig estimated capital costs by assuming that the latter were simply 22% of current costs. The 22% figure is based on results reported by Schultz, and a "rough check on these capital costs estimates based on information on total construction costs and expected utilization of new academic and vocational high schools," and indicated that the figures "seem(ed) quite reasonable and adequate[9] for Taussig's purposes.

Taussig, who argues that the use of average cost figures tends to result in an overstatement of vocational marginal costs, cites two factors that might contribute to this effect: 1) the "apparent excess capacity in the vocational high schools;" and 2) the existence of evening classes in the vocational schools. On the other hand, he notes that his figures might understate the marginal cost differentials because, 1) the 22% factor for capital costs was applied equally to vocational and non-vocational curricula and 2) "academic school costs are probably overstated if the relevant alternative to the vocational program is the general course" (within the academic curriculum). Based on such cost figures, he estimated that it took about $2,200 to produce each vocational graduate in 1965.

Taussig does not provide any data on vocational costs by program and, while a verbal description of marginal cost analysis is given, no real attempt is made to estimate

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[7]Ibid., pp.77-78

[8]Ibid., p. 78

[9]Ibid., p. 79

marginal costs. Also, the estimation of capital costs is at best, arbitrary.

2.1.6 The Pennsylvania Study

A comprehensive study of vocational education in Pennsylvania was directed by Arnold for the Pennsylvania Department of Public Instruction, covering the period 1964 through 1968[10]. Cost and enrollment data were provided for various occupational categories by program levels (secondary, post-secondary, adult and special needs). While secondary enrollments comprised only 55.3% of total enrollments (adult enrollment was 45.5% of the total), secondary expenditures comprise 87.4% of the total vocational expenditures during the study period.

The author compares capital cost per study hour of all vocational education in Pennsylvania for the period 1964-68. This comparison indicates that for the years 1966-68 the Pennsylvania figures are rather close to the national average. This is especially true for 1967; less so for 1966 and 1968. In any event, data reveal some interesting trends in the cost of vocational education in Pennsylvania, together with substantial variations among various occupational categories. No comparable data on regular secondary education were provided.

2.1.7 The Texas Study

Information on vocational costs by program in the state of Texas for 1966-67 has been compiled by the Texas Department of Education. A comparison of per student costs in Texas exceeded the respective costs in Pennsylvania (for 1967). The higher costs in Texas may be explained in part by the inclusion of capital cost items in Texas figures. The procedure was to add to the total cost 7% of the value of facilities and 10% of equipment. Further, 29% of state expenditures on textbooks were also added.

2.1.8 Other Selected Studies

2.1.8.1 "Cost Analysis of Selected Educational Programs in the Area Schools of Iowa: In 1968, Bob N. Cage conducted a study to determine the relationships between the current

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[10] Walter M. Arnold, Vocational, Technical and Continuing Education in Pennsylvania (Harrisburg: Department of Public Instruction, 1969).

unit per student contact hours for post-secondary arts and science transfer curricula and selected vocational-technical programs. The cost of each specialized vocational-technical curriculum was compared to the mean cost of educating a student in the arts and science transfer curricula. Some of the major conclusions resulting from the study were: 1) enrollment had the greatest degree of inverse relationship with student costs; 2) administrative and plant operation expense were contributing factors to differences between schools in student costs; 3) instructional expense was related to enrollment and student costs; 4) rental of buildings on some campuses increased costs; 5) the vocational-technical programs were more expensive than were the arts and science transfer curricula, and; 6) adequate financing is necessary for junior colleges considering vocational-technical programs.

2.1.8.2 "Preview and Synthesis of Research on the Economics of Vocational Education": Another study done in 1968 introduced vocational educators and others interested in occupational education to research and writings on the economics of vocational-technical education. Research pertaining to cost-benefit and cost-effectiveness analysis of vocational education and manpower training programs was emphasized in this publication. Major sections of the study were devoted to a review of research and writings pertaining to the theory and concepts of the economics of education, the methodological and conceptual problems involved in evaluating vocational-technical education programs using cost-benefit and cost-effectiveness models and results of cost-benefit and cost-effectiveness studies as a means of evaluating vocational-technical education programs. Other sections dealt with studies of costs and returns from investment in rural technical schools, investment effects of education in agriculture and the relationship between vocational education and students' propensity to drop out of school.

2.1.8.3 "Full-Time Equivalent Operating Costs": This report presented conclusions in three areas from tabular presentations of unit cost data from the following states: Colorado, Delaware, Georgia, Illinois, North Carolina, Oklahoma and Oregon. These conclusions were: 1) small colleges cost more to operate than larger colleges; costs increase as more students enroll in a college, but not in proportion to the enrollment; 2) vocational and technical programs cost more than arts and transfer programs; costs of new occupational programs are especially high; 3) new programs and new colleges cost more to operate.

P. 23 NOT SUBMITTED TO EDRS.

1936 - George-Dean Act, Public Law 673, 74th Congress, $12 million authorized for vocational education in three areas: home economics, trade and industrial, and agriculture, based on population.

1940-1945 Vocational Training Acts for production training, Law 668.

1946 - George-Bardon Act, Public Law 586, 79th Congress, $28 million for vocational training.

1958 - National Defense Education Act, Public Law 85-864, $15 million for support programs, limited to train technicians.

1961 - Area Redevelopment Act, Public Law 87-27, 87th Congress, approved May 1, 1961, authorized $4.5 million annually until 1965 for vocational education.

1962 - Manpower Development Act, Public Law 87-415, $419 million for skill development programs.

1963 - Vocational Educational Act, Public Law 88-210, 88th Congress, approved December 18, 1963.

1968 - Vocational Education Act, Public Law 90-576, 90th Congress, approved October 16, 1968.

1972 - Educational Amendments of 1972.

In response to federal legislation, the Minnesota State Legislature designated the State Board for Vocational Education:

> 124.53 VOCATIONAL EDUCATION. The State Board is hereby designated the State Board for Vocational Education and has the duty of cooperating with the United States Office of Education or other federal agency in the administration of the program of vocational education and is given all power necessary to such cooperation. The State Board is authorized to make such expenditures as it may deem necessary to carry out the provisions hereof from money available for the purposes.
>
> The State Board shall appoint such officials or assistants as may be necessary, fix the salaries of such persons appointed, and make expenditures

from the state funds appropriated for the salaries and necessary expenses of such officials and assistants, or use a portion of such funds in matching federal funds available for the same purpose. (Ex 1959 c 71 art 5 s 42)

Aid to local districts for vocational education is established under Minnesota Statute 124.57 and is as follows:

124.57 AID FOR VOCATIONAL EDUCATION. Whenever any district shall have established a vocational school, department or classes in accordance with the rules and regulations established by the State Board, adopted by that board, and the plan for vocational education, and approved by the United States Office of Education or other federal agency to which its functions are assigned, the State Board shall reimburse such district or state tax supported institution for its expenditures for salaries and necessary travel of vocational teachers or other reimbursable expenditures from federal funds and may supplement such federal funds with such state aid as it may deem desirable under such rules as it may adopt, provided, however, that in the event of such funds not being sufficient to make such reimbursement in full, the State Board shall prorate the respective amounts available to the various districts entitled to receive reimbursement. All instruction may be given at the place of the abode of the pupils, and adults may be given instruction in adjoining or nearby districts.

In like manner the State Board shall have power to reimburse other governmental agencies for expenditures for salaries and necessary travel expenses of vocational teachers from federal funds, according to rules and regulations adopted by the State Board.

When local districts desire but cannot provide vocational instruction for the related training required by apprectices and other learners in the trade, industrial and distributive fields, the State Board is empowered upon request of such

local district or districts to employ itinerant vocational teachers to provide this service and pay the salary and necessary travel expense from authorized federal and state vocational aid funds under such rules as it may adopt. An itinerant vocational teacher in this section is defined as a vocational teacher employed to give part-time or periodic vocational instruction in one or more districts.

Other milestone dates for state legislation are as follows:

1945 - The Minnesota State Legislature introduced two bills, senate file 496 and house file 597, which became the area vocational technical school enabling law.

1965 - Provided training, tuition free, to any qualified non-resident student who is not a high school graduate, but who has reached the age of 18.

1967 - Legislation passed to provide opportunities to veterans who have entered active service before age 21.

1969 & 1971 - Legislation enabling more than one school district in the metropolitan area to combine to operate an area vocational-technical institute.

2.3 Summary

For many years, educators have accepted, without question, the premise that vocational education is more costly than non-vocational education. Present literature indicates that although the general premise may be true, it is being seriously questioned and a great disparity of costs between various vocational programs are being identified. The concept of added cost, although not new, is only now being determined by various studies. Currently, there appears to be no uniform "model" which has been applied to determine added costs. The methodology and assumptions applied by the studies vary considerably in seeking out answers to the common questions. This study drew heavily upon the methodology employed by Kaufman and upon the WICHE model for allocation of "overhead" costs in addition to formulating its own unique methodology and assumptions.

Legislation related to vocational education started with the Smith-Hughes Act of 1917 and specified that each state must have a State Board of Vocational Education. Since that time, Minnesota has responded by passing much legislation regarding vocational education.

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CHAPTER III

DESIGN AND METHODOLOGY OF THE STUDY

3.1 Overview

This chapter presents the basic methodology utilized in this study. The methodology, as previously discussed, draws heavily upon the studies by Kaufman and WICHE. As indicated in Chapter I, this study focused upon the determination of added costs of vocational programs at the secondary level. This study did, however, briefly attempt to determine the costs of various programs offered in the area vocational technical schools. The methodology employed in the former was generally applicable to the latter, with minor modifications. The discussion in this chapter generally describes the methodology utilized at the secondary level and only where major differences arose between the secondary schools and the AVTI's is such noted.

The basic strategy of the study was to identify an "instructional unit" in which vocational programs were contained. This unit, in most cases, represented a high school within a given school district. In some instances, particularly those in smaller districts, the junior and senior high schools were contained in one building, in which case it was impossible to differentiate costs associated with either program or building and to attribute these costs to the high school unit vs. the junior high school unit. However, in the majority of cases, costs were identified and related directly to a high school unit, usually consisting of grades 10, 11 and 12. All costs were then associated with this unit.

The difficulty in obtaining financial data which could be directly associated with the "instructional unit" represented one of the major problems of the study. Under Minnesota State Accounting Procedures, districts maintain records by line items and not by program. The study required the line items to be apportioned by programs, and this required a number of assumptions to by employed.

3.2 General Assumptions

Under the category of general assumptions a variety of both assumptions and methodology decisions were included. Some of these have their origin in previous research, some

in consensus by the Advisory Committee and still others are based upon the interpretation of those who conducted the actual study.

All programs associated with operation of a school were classified as either vocational or non-vocational. Vocational programs were those which had received State Department approval and were classified according to an Office of Education code number. All remaining programs of the instructional unit, except certain other categorical aid programs, were classified as non-vocational.

Initially, it was assumed that all costs could be classified into one of the three following categories:

1. Distinguishable Vocational Education Costs: These costs would be of generally two forms: 1) those costs which can be directly identified as vocational in origin. For example, the salaries paid to vocational teachers, vocational directors, costs of supplies and equipment used exclusively by the vocational programs, etc. and 2) those costs which could be prorated to the vocational program on some distinguishable basis which would differentiate between vocational and non-vocational costs. An example of this would be the proration of administrative costs on the basis of full-time equivalent (FTE) teachers employed by the vocational program.

2. Distinguishable Non-Vocational Costs: These costs would be very similar in nature to the distinguishable vocational costs, but would be either directly attributable or attributable on the basis of proration to non-vocational programs.

3. Non-Distinguishable Costs: Those costs in which no direct allocation or differentiating proration could be made between distinguishable vocational or non-vocational costs. For example, costs associated with attendance and health service could not be "distinguished" as either vocational or non-vocational costs and to prorate the costs on any differential basis did not appear justified; hence, these costs were classified as non-distinguishable and were proportioned on the basis of student contact hours.

Various line items from the districts' Annual Financial Report for School Year Ending June 30, 1972 - Disbursements, Form F 29-2a (3-72) and the Local Annual Plan, Program

Agreement and Reimbursement Report 1971-72 Form F 52-7A Revision March 1971 were used to aggregate costs. In the area of non-distinguishable costs, the following items were used.

1. Attendance and Health Service Costs, Code Series 300 and 400

2. Transportation Costs, Code Series 500

3. Physical Plant Costs; Operation and Maintenance, Code Series 600 and 700

4. Food Service Costs, Code Series 900

5. Student Activity and Community Service Costs, Code Series 1000 and 1100

6. Capital Outlay Costs, Code Series 1200

7. Outgoing Transfer Accounts, Code Series 1400

8. Debt Service Costs, Code Series 1300

The following assumptions governed the inclusion of these costs:

1. The net cost to the district for the "instructional unit" (usually the high school) in the areas of Transportation, Food Service and Student Activities was used and any income to the district in terms of federal, state or local (student income) was excluded. The total net cost was assumed to be a non-distinguishable item.

2. The total cost of Attendance and Health Service, Outgoing Transfer Accounts and Debt Service which was attributed to the instructional unit was assumed to be a non-distinguishable cost.

3. Thirty percent of the Physical Plant costs (Operations and Maintenance) which was attributed to the instructional unit were assumed to be non-distinguishable. This cost would relate to general upkeep of grounds and buildings, heating and maintenance of corridors and other service areas, etc.

4. Twenty-five percent of the Capital Outlay Costs which were attributable to the instructional unit were

assumed to be non-distinguishable. This would include such items as audio-visual equipment, general office and student equipment which serves all students, both vocational and non-vocational. Specific equipment used in a vocational class was considered a distinguishable vocational cost.

The formulas used for distribution of these costs will be delineated later in this chapter.

The following items were included in the area of distinguishable vocational costs:

1. District Administration, Code Series 100

2. Instructional, Code Series 200

3. Physical Plant: Operations and Maintenance, Code Series 600 and 700

4. Fixed Charges, Code Series 800

5. Student Activity and Community Service, Code Series 1000 and 1100

6. Capital Outlay, Code Series 1200

The following assumptions governed the inclusion of these costs:

1. District Administration Costs were prorated to the "instructional unit" (usually) on the basis of a judgement by local administrators, i.e., a percentage of cost. Where such a decision could not initially be made, or as a second level allocation, the cost was prorated to the vocational program on the basis of the proportion of FTE teachers in the vocational program as compared to the total instructional unit.

2. Instructional Costs were divided into three categories:

a. Instructional Unit Administration Costs: These costs were those of the principal(s) of the instructional unit in which the vocational program was housed and under whose direct supervision the vocational teacher(s) works. This identifiable cost was then prorated to the vocational program on the basis of FTE teacher as in 1 above.

b. Teacher Salaries: The total cost of teacher(s) salaries directly related to a given vocational program was obtained from the agreement-reimbursement form.

c. Supply Costs: Supply Costs were generally not reimbursable to the LEA and, hence, in many cases no accurate records could be obtained. However, in conjunction with local administrators and/or teachers, an estimated supply cost was obtained for supplies consumed only by the vocational program.

3. Physical Plant Costs, including Operations and Maintenance, which were attributed to the instructional unit and which were not included as non-distinguishable costs, were proportioned to the vocational program on the basis of the percentage of time (out of a usable day) that the space was used for a vocational program and the percentage of space in the building that was utilized by the vocational program.

4. Fixed Charges which were attributed to the instructional unit were prorated to the vocational program on the basis of the proportion of FTE teachers in the vocational program.

5. Student Activity Costs which were attributed to the instructional unit were prorated to the vocational program on the basis of the number of students, and costs which were directly identifiable as stemming from a given vocational program were also included.

6. Capital Outlay Costs which were attributed to the instructional unit and were directly identifiable as related to equipment utilized by the vocational program were included.

Following the calculation of distinguishable vocational program costs for each vocational program, these costs were summed to arrive at a total distinguishable vocational cost. The non-distinguishable cost was prorated to the vocational program on the basis of the number of students in the vocational program and the percent of time (proportion of the school day) that the students are in the vocational program. This non-distinguishable cost was then summed across the vocational programs and added to the total distinguishable costs to arrive at a total cost of vocational education in the instructional unit. This total cost was then subtracted from the total cost of operating the instructional unit (usually the high school) and all remaining costs were assumed to be non-vocational costs. These costs would include both distinguishable non-vocational costs, as well as the proportion of non-distinguishable costs which were subsequently not allocated to

the vocational programs. Specific formulas governing calculation of these costs are presented later in this chapter.

3.3 Sample Selection

In conjunction with the State Department of Vocational Education and the Advisory Committee, a sample of elementary-secondary, secondary cooperative and area vocational-technical institutes were selected. Initially, two junior colleges were selected, but were later dropped due to difficulty in securing data. The schools were selected on the basis of their geographical representation of the state, their size (study resources dictated that a proportionate number of small schools offering one or two vocational programs could not be included, as the cost to secure a sufficient number of programs would be prohibitive), the amount of vocational aid received, and that as a group, the schools offered a diversity of vocational programs. The originally selected sample is shown in Exhibit 3. No information was known or anticipated in the sample selection relative to added costs of vocational programs. However, it should be emphasized that the sample was not random and certain biases may be present.

After sample selection, letters of agreement were forwarded to the superintendents and vocational directors of each district and the AVTI's and all agreed to cooperate in the study. In the final analysis, substitutions were made for some districts due to unique data collection problems.

3.4 Data Collection Procedures

At the outset of the study it was evident that many problems and many interpretations would be needed to complete the job of collecting data. It was also evident from other studies and discussions with field vocational directors that if a questionnaire were simply sent out, the response would be much less than desired. Because of these complexities, personal discussions were arranged to enable clarifications and basic data collection to be made on a uniform scale. This generally included at least one on-site visit of approximately two to four hours. District financial data were obtained from the business manager and superintendent of schools. Vocational program costs were verified with coordinators, vocational directors and/or teachers.

EXHIBIT 3

SAMPLE SCHOOLS

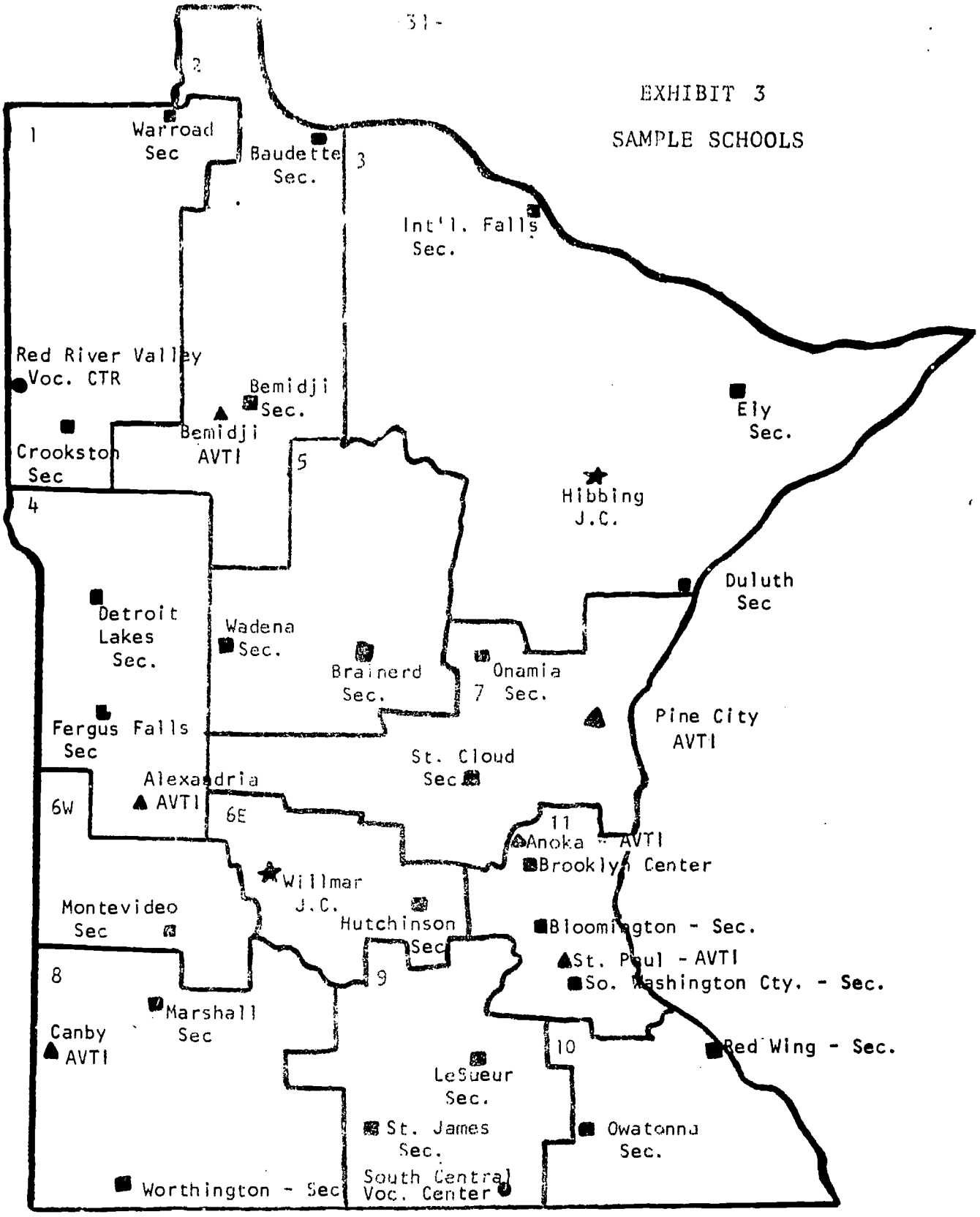

■ Secondary Programs

● Secondary Cooperatives

▲ Area Vocational Technical Institutes

★ Junior Colleges

Using Minnesota State Form #F29-2a(372), Part I, as a primary basis for determining annual categorical disbursements, school officials were required to distinguish costs resulting from students enrolled in the instructional unit. Since state accounting procedures make no distinction between students in grades 7-9 and 10-12, it was usually necessary to have district officials separate costs where 7-12 grade students were combined in one building.

The only mathematical computations made during the data collection interviews were summations of specific categorical disbursements and occasional prorations where specific costs were too difficult to isolate from audit totals.

Vocational program costs were specifically identified from school year 1971-72 accounting records. Where vocational and non-vocational instructional program facilities were shared, school officials were asked for specific time and space usage related to vocational programs. Blueprints and school floor plans provided total square footages which programs required.

Although it has been pointed out repeatedly in this document, the problem associated with obtaining program costs formed not only a central issue, but also consumed much of the study's efforts. Nearly all schools maintain financial records by line items not identifiable to specific programs or instructional units (high schools). To allocate costs to programs and instructional units, many interpretative decisions were made by local administrators. These decisions were made in a uniform and consistent manner across all districts and the data resulting, if not 100% true, is at least accurate to the best judgement of administrators who have personal contact with the programs every day. In summary, it is fair to say that such information is far superior and far more accurate than any which currently exists in the state of Minnesota.

These procedures identified above secured the following data from each district:

1. General information

    a. Average Daily Membership (ADM) of the district

    b. ADM of the instructional unit (usually the high school)

    c. Full-time Equivalent (FTE) teacher(s) in the instructional unit

d. Average number of student-teacher instructional contact hours per day (ICH/D)

e. Number of days of instruction during 1971-72 school year

f. Total square footage of instructional unit

g. Foundation aids received for the 1971-72 school year

2. General costs

These costs included both distinguishable and non-distinguishable costs as identified in Section 3.2 of this document.

3. Vocational program information (collected for each vocational program offered)

a. Average Daily Membership (ADM) of students in the given vocational program

b. Full-time Equivalent (FET) teacher(s) in a given program

c. Average number of student-teacher instructional contact hours per day (ICH/D) for the given program

d. Number of days of instruction offered by the program in the 1971-72 school year

e. Average amount of square footage occupied by the program per day

f. Average percentage (out of usable day) that the area of e, above, was utilized by the program.

g. Optimal class size, based upon State Department and/or local recommendations

h. Vocational aid reimbursement received during the 1971-72 school year

4. Vocational program costs

These costs included both distinguishable and non-distinguishable costs as identified in Section 3.2 of this document.

5. Coding of schools and programs

As the above data were collected, programs were recorded by O.E. numbers and school districts and AVTI's were identified by code numbers.

3.5 Data Handling Procedures

As indicated previously in this document, the main thrust of the study was to determine the added cost of various vocational programs. In conjunction with this, several other derived variables were calculated. The listing below identifies the derived variable, together with a short definition of each. Following this, specific calculation formulas are presented. As discussed previously, costs of distinguishable capital outlay and debt service were excluded from most of the calculations, both for vocational and non-vocational costs and, hence, are not discussed in any detail in the remainder of this study.

1. Non-vocational Costs per Instructional Contact Hour (NVC/ICH): the net costs per instructional contact hour of all non-vocational services, excluding adult education, which remains attributable to the instructional unit after all vocational costs have been eliminated.

2. Vocational Costs per Instructional Contact Hour (VC/ICH): this cost was a summation of the following costs:

a. District Administrative Cost per Instructional Contact Hour: the proportion of district administrative costs which were allocated to the instructional unit, divided by the number of instructional contact hours (total instructional contact hours per year for the program)

b. Instructional Costs per Instructional Contact Hour: this included the following three costs:

1) Instructional Unit Administrative Costs per Instructional Contact Hours: the cost (overhead) attributable to the vocational programs from the principal's office and distributed on the basis of FTE supervised.

2) Teacher Salaries per Instructional Contact Hour: the costs of maintaining a teacher (salary only) in instructional contact with a student for one hour per day.

3) Program Supplies and Travel Expenses per Instructional Contact Hour: the costs, usually estimated supply costs and directly identifiable travel expenses, associated with a given vocational program distributed over the total number of student-teacher vocational instructional contact hours.

c. Physical Plant Costs per Instructional Contact Hour: the cost allocated to operating and maintaining the space occupied by the vocational program on a per instructional contact hour basis.

d. Fixed Charges Costs per Instructional Contact Hour: the cost per instructional contact hour of the fixed charges, teacher retirement, insurances, etc., associated with the vocational program.

e. Student Activity Costs per Instructional Contact Hour: those costs directly attributable to activities associated with a given vocational program distributed on a per hour basis. This cost was usually zero for most programs.

f. Other Costs and Non-distinguishable Costs per Instructional Contact Hour: this cost category included those non-distinguishable costs, transportation, general physical plant, food service, etc., as identified previously, together with other unique vocational program costs, and distributed on a per hour basis.

3. Vocational Costs per Year (VC/YR): this cost was the same as that of 2, above, but distributed on the basis of total program costs for the 1971-72 program year.

4. Added Vocational Costs per Instructional Contact Hour (AVC/ICH): the net difference obtained by subtracting the NVC/ICH from the VC/ICH. A negative sign (-) had the meaning that the cost of the vocational program was less than that of the average non-vocational program.

5. Added Vocational Costs per Year: this program cost was equivalent to that in 4, above, but adjusted to reflect the total added cost for the 1971-72 program year.

6. State Foundations Aid per Instructional Contact Hour: this figure represents the foundation aids received by the district (the instructional unit), distributed on a per instructional contact hour basis. It was assumed by this study

that the amount that the district receives from the state for each secondary student for each hour the student is in an instructional experience would "follow" the student to both vocational and non-vocational programs. (See 10 below.)

7. State Foundation Aid per Year: Analagies to 6, above, but on a per year basis and calculated to reflect the amount of money the district was entitled to during the time students spend in a given program.

8. Vocational Reimbursements per Instructional Contact Hour: this figure represents the total reimbursements received by the district during the 1971-72 program year for a given program (excluding any capital outlay) distributed on a per student-teacher instructional contact hour basis.

9. Vocational Reimbursement per Year: the total reimbursement in 8, above, for the 1971-72 program year.

10. Local Vocational Effort per Year: it was assumed for purposes of this calculation that the costs of a vocational program were offset by three sources of revenue to the local district. These sources were:

a. Reimbursements for teachers' salaries, travel, etc., that identified in 9, above, and;

b. Foundation aid which was paid to the district from the state, that identified in 7, above, and;

c. The local monies expended by the district in support of a given vocational program in addition to a and b, above, was defined as the local vocational effort for the 1971-72 program year.

11. Local Vocational Effort per Instructional Contact Hour (LVE/ICH): analagies to 10, above, but distributed on a per hour basis.

12. Local Non-vocational Effort per Instructional Contact Hour (LNVE/ICH): analagies to 11, above, but refers to local monies needed to support non-vocational programs.

13. Net Local Vocational Effort per Instructional Contact Hour (NLVE/ICH): derived by subtracting the LNVE/ICH from the LVE/ICH. A negative sign (-) had the meaning that the district

was utilizing more local funds to support non-vocational programs than it was using to support vocational programs on a per hour basis.

The specific formulas used for determining the distinguishable vocational education cost per instructional contact hour for a given program were the following:

1. District Administration

$$\text{Let } B = \left[\frac{\text{FTE teachers for a given program}}{\text{number of ICH/year for a given program}}\right]$$

then:

$$\text{Dist. Adm/ICH} = \left[\frac{\text{District Adm. Cost Attributable to the Inst. Unit (H.S.)}}{\text{number of FTE teachers in the Inst. Unit (H.S.)}}\right] \text{ X (B)}$$

2. Instructional Unit Administration

$$\text{Inst. Unit Adm/ICH} = \left[\frac{\text{Instructional Unit Adm Cost (H.S. Adm. costs)}}{\text{number of FTE teachers in Inst. Unit (H.S.)}}\right] \text{ X (B)}$$

3. Teacher Salaries

$$\text{Teacher Salaries/ICH} = \left[\frac{\text{Actual Teacher Salaries for a given program}}{\text{number of ICH/year for a given program}}\right]$$

4. Program Supplies and Travel

$$\text{Program Supp. \& Travel} = \left[\frac{\text{Actual Travel + (usually estimated) supply costs}}{\text{number of ICH/year for given program}}\right]$$

5. Physical Plant

Let (P) = [Distinguishable Physical Plant Costs associated with the instructional unit]

and:

Let (PP) = $\left[\frac{\text{Square footage utilized by the program}}{\text{Square footage of the instructional unit}}\right]$

and:

Let (PPP) = $\left[\frac{\text{Percentage of usable time space is occupied by program}}{\text{Number of ICH/year for given program}}\right]$

then:

Physical Plant Costs/ICH = [(P) X (PP) X (PPP)]

6. Fixed Charges

Let (F) = $\left[\frac{\text{Fixed Charges associated with the instructional unit}}{\text{Number of FTE teachers in instructional unit}}\right]$

and:

Let (FF) = $\left[\frac{\text{Number of FTE teachers in a given program}}{\text{Number of ICH/year for given program}}\right]$

then:

Fixed Charges Cost/ICH = [(F) X (FF)]

7. Student Activity

Student Activity/ICH = $\left[\frac{\text{Actual Student Activity Program Costs}}{\text{Number of ICH/year for given program}}\right]$

8. Other Costs

Other Costs/ICH = $\left[\frac{\text{Other Costs}}{\text{Number of ICH/year for given program}}\right]$

These formulas, together with those necessary to make the remaining cost computations were programmed to operate on the data via a Control Data 6600 computer. Following the calculations of the derived variables, routine sort and summary programs were used to aggregate data for reporting purposes as presented in the next chapter.

3.6 Summary

The design employed by this study was one to determine added and other derived costs of vocational programs. The methodology utilized an active and involved input of data by local administrators. Since the data maintained by local districts was usually by line items, to calculate program costs many decisions were made to allocate various line items to programs. In this respect, the results derived are estimated results but represent accuracy to the degree possible, given the limitations of the data. Data was collected from a representative group of Minnesota school districts in the areas of vocational and non-vocational costs. It was further divided into distinguishable and non-distinguishable costs. Several assumptions were employed in the calculation of the derived variables as identified in this chapter. Finally, the data were subjected to an analysis and summary programs for tabulation of the results.

CHAPTER IV

STUDY FINDINGS

4.1 General Findings at the Program Level

Output of the analysis phase of the study yielded two main areas of findings. These were: 1) findings related to the cost associated with each of seven program cluster areas, and 2) results of various simulations as to possible changes in funding patterns. The findings associated with each of these areas are discussed in this chapter.

No specific analysis was done on a program-by-program or school-by-school level. Analysis yielded costs of vocational programs on an instructional contact hour basis for a variety of basic output variables. These data immediately pointed out the vast diversity in costs among the various programs. Although the specific results must be compared within the context of their origin, i.e., number of students served, salary levels of teachers, level of indebtedness by districts, some general statements will highlight these data.

District administrative cost per instruction contact hour (ICH) ranged from less than one cent/ICH to about $.20/ICH, with a median value of about $.05/ICH. This cost represented the so-called "overhead" of central administration. At the building level, administration "overhead" cost of the vocational program rose slightly as compared to the district level. These costs ranged from about $.01/ICH to about $.40/ICH, with a median value of $.08/ICH. In total, administration cost generally accounted for 5 to 7% of the total cost of the program, and these results would compare favorably to the overall expenditures of districts where administration normally constitutes about 5% of the total budget.

The cost of teacher salaries was generally the single most costly variable considered. For this variable, values were, of course, highly dependent upon salary schedules and placement of teachers upon the schedule on the basis of training and experience. For example, for a teacher earning $16,000 per year, the cost would be just twice as much as a teacher earning $8,000 for a given class. Values for this variable ranged from about $.20/ICH to over $2.50/ICH. A median value of approximately $.80/ICH was obtained. This

single variable accounted for approximately 50% of the total cost/ICH.

The remaining costs were associated with supplies, physical plant, fixed charges, capital outlay and non-distinguishable items. It should be recalled that analysis was done upon current expenditures (actual and estimated) for the 1971-72 school year, and amortization of equipment and buildings was not considered. This situation tends to magnify the extremes of the range for the variables. Supplies were generally a small percentage item of expenditure, ranging from no cost to about $.25/ICH, with a median of about $.08/ICH. Physical plant costs ranged from no cost coop programs not requiring space, to nearly $.90/ICH, with a median cost of about $.15/ICH. Fixed charges varied from less than $.01/ICH to about $.70/ICH, with $.14/ICH as a median. Student activity costs were generally negligible. Capital outlay, because of current, rather than amortization cost, was highly variable from no cost to over $2.50/ICH, with a median of about $.20/ICH. For the area of non-distinguishable cost, the major portion of which was usually capital outlay and debt service, costs ranged from nearly no cost to over $1.00/ICH.

These data pointed to the general conclusion that the basic cost elements which, in total, represent the cost of a vocational program, are highly variable and dependent upon a number of factors, three of which, teachers' salaries, number of students enrolled and current capital outlay and debt service expenditures, substantially affect variability of total cost among and between programs and districts.

4.2 Program Cluster Analysis

The basic cost elements discussed in section 4.1, when combined, produce a total cost for a vocational program. These total costs were then computed and analyzed by seven program cluster areas. To reduce the extreme variability among programs, capital outlay and debt service costs were excluded from this analysis. The following section presents summary data by program cluster area. Since the results presented are very similar for each cluster area, a general narrative description is provided only for the first cluster area.

4.2.1 Agriculture Programs

In the districts sampled, 31 agriculture programs were found. Each district, however, did not have an agricultural

program. The average total cost of non-vocational programs in districts having agricultural programs was found to be $1.10/ICH. The average cost of all non-vocational programs in all districts was $1.15/ICH, indicating that lower expenditure districts offered agricultural courses. This would correspond to the fact that many agriculture programs are offered in schools outside the metropolitan area.

Table 4.1 presents data associated with the cost of agriculture programs.

TABLE 4.1

TOTAL COST OF AGRICULTURE PROGRAMS/ICH

Mean	=	$1.33/ICH
Median	=	$1.32/ICH
Range	=	$2.97/ICH
Percentiles		
75th	=	$1.58/ICH
50th	=	$1.32/ICH
25th	=	$ .63/ICH

Recall that the cost figures in this section exclude capital outlay and debt service expenditures. The data in Table 4.1 also reflect the wide range of values obtained from the previous section. As can be observed, the cost of offering agriculture programs has a range between the low and high of $2.97/ICH. Twenty-five percent of the programs operate at a cost of $.63/ICH or less, while 25% of the programs require more than $1.58/ICH for operation.

Table 4.2, the companion table to Table 4.1, presents the average yearly cost of agriculture programs. The values in Table 4.2 are derived by multiplying the cost/ICH by the total number of instructional contact hours per year for each program and then obtaining a new distribution of values. This computation then gives a total dollar cost of the "typical" program per year. It should be noted that the highest cost programs/ICH are not necessarily the most expensive programs on a yearly basis. Lower cost/ICH programs which have large

enrollments could be more expensive on a yearly basis than high cost/ICH programs with low enrollments.

TABLE 4.2

TOTAL COST OF AGRICULTURE PROGRAMS/YEAR

Mean	=	$22,578/y
Median	=	$15,984/y
Range	=	$50,112/y
Percentiles		
75th	=	$36,769/y
50th	=	$15,984/y
25th	=	$ 8,533/y

When the average non-vocational program cost/ICH is compared to each agriculture program, an added cost may be determined. Summary data related to the distribution of added cost values is shown in Table 4.3.

TABLE 4.3

ADDED COSTS OF AGRICULTURE PROGRAMS/ICH

Mean	=	$.23/ICH
Median	=	$.09/ICH
Range	=	$3.75/ICH
Percentiles		
75th	=	$.73/ICH
50th	=	$.09/ICH
25th	=	$-.41/ICH

The mean added cost of agriculture programs is shown to be $.23/ICH, which is the difference between the mean total cost ($1.33/ICH) and the mean non-vocational cost ($1.10/ICH). The negative sign (-) associated with the 25th percentile indicates that the 25th percentile agriculture program cost is $.41/ICH less than the average of the non-vocational programs. Nearly half of the agricultural programs operated at no additional cost. Although the long-held notion that vocational (in this case, agriculture) programs cost more to operate than non-vocational programs was generally true, a significant proportion (at least 25+%) of agricultural programs operate at a cost less than that of the average of the non-vocational programs.

Table 4.4 presents data following the previously stated assumption that foundation aid distributed to the districts could be credited on an ICH basis. The aid attributed to the educational unit was computed and then distributed on an ICH basis.

TABLE 4.4

FOUNDATION AID/ICH FOR SCHOOLS HAVING AGRICULTURE PROGRAMS

Mean	=	$.52/ICH
Median	=	$.50/ICH
Range	=	$.52/ICH
Percentiles		
75th	=	$.58/ICH
50th	=	$.50/ICH
25th	=	$.42/ICH

The state of Minnesota also provides aid to local districts for vocational programs through reimbursement of teachers' salaries and certain other expenditures. Normally, reimbursement is at a 50% rate. Table 4.5 presents data relative to reimbursement for agricultural programs. The major portion of reimbursement monies goes to offset teacher salaries. Since teachers' salaries are highly variable, the reimbursement/ICH also contains much variability.

TABLE 4.5

REIMBURSEMENT/ICH FOR AGRICULTURE PROGRAMS
AT A 50% RATE

Mean	=	$.44/ICH
Median	=	$.41/ICH
Range	=	$1.23/ICH
Percentiles		
75th	=	$.55/ICH
50th	=	$.41/ICH
25th	=	$.21/ICH

If one now hypothesizes that to support a vocational program there are three main sources of revenue to the local district, namely, foundation aid, vocational reimbursement and local tax monies, then the total cost of a vocational program/ICH minus foundation aid/ICH and minus the reimbursement/ICH would leave the remaining expenses to be supported by the local districts. This remaining amount was designated as "local effort". Data regarding the local effort to support agricultural programs are shown in Table 4.6.

TABLE 4.6

LOCAL EFFORT TO SUPPORT AGRICULTURE PROGRAMS/ICH
AT A 50% REIMBURSEMENT RATE

Mean	=	$.36/ICH
Median	=	$.23/ICH
Range	=	$1.95/ICH
Percentiles		
75th	=	$.73/ICH
50th	=	$.23/ICH
25th	=	less than $.01/ICH

Viewing these data within the previously hypothesized context, one notes that for some districts the cost for them to offer a given agricultural program is $1.95/ICH more (or less) than for another district, and that this cost is fully assumed by local taxes. The data indicate that for about 25% of the programs, districts are not required to add any local resources for support of these programs; i.e., where the local effort is zero or less. Generally, below the 25th percentile agriculture programs are supported fully by the state in terms of foundation aid and reimbursement. For those programs at the 75th percentile and above, districts are required to support agriculture programs at the rate of $.73/ICH or more from local funds.

A counterpart to local effort for support of vocational programs would be the local effort to support non-vocational programs. Basically, the monies needed to support non-vocational programs would be computed much the same as previously discussed for vocational programs, that is, by excluding certain "outside" sources of revenue to the districts and calculating the local tax monies needed. These data are contained in Table 4.7.

TABLE 4.7

LOCAL EFFORT TO SUPPORT NON-VOCATIONAL PROGRAMS/ICH FOR SCHOOLS OFFERING AGRICULTURE PROGRAMS

Mean	=	$.59/ICH
Median	=	$.38/ICH
Range	=	$1.26/ICH
Percentiles		
75th	=	$.83/ICH
50th	=	$.38/ICH
25th	=	$.27/ICH

The data of Table 4.7 indicate that there is also a considerable range in expenditures for non-vocational programs among districts. However, the range is not as great as that for agriculture programs ($1.26/ICH vs. $1.95/ICH). Also,

if one examines the distribution of values for the two variables, the standard deviation for non-vocational programs is less.

If one compares the local effort to support agriculture programs and the local effort to support non-vocational programs, a derived quantity called net local effort may be obtained. This comparison calculates the difference in cost per instructional contact hour between the given agriculture program and the average cost of the non-vocational program in the instructional unit. The resulting difference, if positive, indicates that a local district is spending relatively more of its local tax monies on the "typical" agriculture program than it is spending on the average non-vocational program. This calculation again assumes both foundation aid and reimbursement payments offset vocational costs. If the resultant quantity is negative, it indicates that schools are spending more local monies for non-vocational programs than for vocational ones, but it does not necessarily mean that districts are "making money" on such programs. The added cost on local effort to support vocational programs could still be positive, with a negative net local effort. These data are summarized in Table 4.8.

TABLE 4.8

NET LOCAL EFFORT TO SUPPORT AGRICULTURE PROGRAMS/ICH AT A 50% REIMBURSEMENT

Mean	=	$-.23/ICH
Median	=	$-.25/ICH
Range	=	$2.57/ICH
Percentiles		
75th	=	$.18/ICH
50th	=	$-.25/ICH
25th	=	$-.66/ICH

The data indicate that the majority of agriculture programs cost the local districts less to operate than the average non-vocational program. If one examines the entire distribution of values, about 66% of the agriculture programs operate at a

cost requiring less local monies than that of the average non-vocational program, whereas about 33% operate at a cost requiring more local monies. For this index the range is again very large, indicating the disparity among and between the levels of district support required.

4.2.2 Distribution Programs

An analysis similar to that conducted on the agriculture programs was done for the distribution programs. In total, 26 distribution programs were analyzed from the sample districts. The results are presented in Tables 4.9 through 4.16

TABLE 4.9

TOTAL COST OF DISTRIBUTION PROGRAMS/ICH

Mean	=	$1.17/ICH
Median	=	$1.06/ICH
Range	=	$2.10/ICH
Percentiles		
75th	=	$1.58/ICH
50th	=	$1.06/ICH
25th	=	$ .76/ICH

TABLE 4.10

TOTAL COST OF DISTRIBUTION PROGRAMS/YEAR

Mean	=	$15,535/y
Median	=	$12,956/y
Range	=	$60,727/y
Percentiles		
75th	=	$19,681/y
50th	=	$12,956/y
25th	=	$ 4,709/y

TABLE 4.11

ADDED COSTS OF DISTRIBUTION PROGRAMS/ICH

Mean	=	$.01/ICH
Median	=	$-.13/ICH
Range	=	$2.50/ICH
Percentiles		
75th	=	$.40/ICH
50th	=	$-.13/ICH
25th	=	$-.59/ICH

TABLE 4.12

FOUNDATION AID/ICH FOR SCHOOLS HAVING DISTRIBUTION PROGRAMS

Mean	=	$.49/ICH
Median	=	$.50/ICH
Range	=	$.52/ICH
Percentiles		
75th	=	$.54/ICH
50th	=	$.50/ICH
25th	=	$.37/ICH

TABLE 4.13

REIMBURSEMENT/ICH FOR DISTRIBUTION PROGRAMS AT A 50% RATE

Mean	=	$.31/ICH
Median	=	$.25/ICH
Range	=	$.68/ICH
Percentiles		
75th	=	$.44/ICH
50th	=	$.25/ICH
25th	=	$.20/ICH

TABLE 4.14

LOCAL EFFORT TO SUPPORT DISTRIBUTION PROGRAMS/ICH AT A 50% REIMBURSEMENT RATE

Mean	=	$.37/ICH
Median	=	$.27/ICH
Range	=	$1.92/ICH
Percentiles		
75th	=	$.55/ICH
50th	=	$.27/ICH
25th	=	$-.05/ICH

TABLE 4.15

LOCAL EFFORT TO SUPPORT NON-VOCATIONAL PROGRAMS/ICH FOR SCHOOLS OFFERING DISTRIBTUION PROGRAMS

Mean	=	$.66/ICH
Median	=	$.65/ICH
Range	=	$1.15/ICH
Percentiles		
75th	=	$.78/ICH
50th	=	$.65/ICH
25th	=	$.38/ICH

TABLE 4.16

NET LOCAL EFFORT TO SUPPORT DISTRIBUTION PROGRAMS/ICH AT A 50% REIMBURSEMENT RATE

Mean	=	$-.29/ICH
Median	=	$-.40/ICH
Range	=	$1.97/ICH
Percentiles		
75th	=	$.03/ICH
50th	=	$-.40/ICH
25th	=	$-.81/ICH

The data related to the distribution program area indicate that over half of the distribution programs require local effort, although it is not generally as great as that required to support non-vocational programs. The mean level of local effort to support the typical distribution program is $.37/ICH, while the same districts require $.66/ICH of dual effort to support the average non-vocational program. Both the mean and median are negative in regard to the net local effort. Not until the 75th percentile is reached does the net local effort value turn positive. Again, however, the range is very broad, indicating the diversity in costs among the programs.

4.2.3 Health Programs

The analysis of the health programs was identical to that for the agriculture programs. Tables 4.17 through 4.24 present data related to these programs. The frequency of health programs in Minnesota high schools is considerably less than that of some other program cluster areas. Only eight health programs were found in the districts included in the sample. For that reason, the results of these data must be viewed with some caution. However, the results of the health cluster tend to generally follow those found in other areas and would suggest conformity to the general pattern. Health programs are generally offered in schools with lower non-vocational costs. The average cost for the non-vocational programs in districts offering health programs was $1.03/ICH.

TABLE 4.17

TOTAL COST OF HEALTH PROGRAMS/ICH

Mean	=	$1.08/ICH
Median	=	$ .88/ICH
Range	=	$1.52/ICH
Percentiles		
75th	=	$1.78/ICH
50th	=	$ .88/ICH
25th	=	$ .65/ICH

TABLE 4.18

TOTAL COST OF HEALTH PROGRAMS/YEAR

Mean	=	$ 6,428/y
Median	=	$ 6,307/y
Range	=	$11,697/y
Percentiles		
75th	=	$7,294/y
50th	=	$6,307/y
25th	=	$4,162/y

TABLE 4.19

ADDED COSTS OF HEALTH PROGRAMS/ICH

Mean	=	$.05/ICH
Median	=	$-.16/ICH
Range	=	$2.00/ICH
Percentiles		
75th	=	$.48/ICH
50th	=	$-.16/ICH
25th	=	$-.62/ICH

TABLE 4.20

FOUNDATION AID/ICH FOR SCHOOLS HAVING HEALTH PROGRAMS

Mean	=	$.52/ICH
Median	=	$.43/ICH
Range	=	$.52/ICH
Percentiles		
75th	=	$.58/ICH
50th	=	$.43/ICH
25th	=	$.32/ICH

TABLE 4.21

REIMBURSEMENT/ICH FOR HEALTH PROGRAMS AT A 50% RATE

Mean	=	$.35/ICH
Median	=	$.24/ICH
Range	=	$.64/ICH
Percentiles		
75th		$.53/ICH
50th	=	$.24/ICH
25th	=	$.12/ICH

TABLE 4.22

LOCAL EFFORT TO SUPPORT HEALTH PROGRAMS/ICH
AT A 50% REIMBURSEMENT RATE

Mean	=	$.21/ICH
Median	=	$.23/ICH
Range	=	$.75/ICH
Percentiles		
75th	=	$.38/ICH
50th	=	$.23/ICH
25th	=	$.12/ICH

TABLE 4.23

LOCAL EFFORT TO SUPPORT NON-VOCATIONAL
PROGRAMS/ICH FOR SCHOOLS OFFERING
HEALTH PROGRAMS

Mean	=	$.51/ICH
Median	=	$.38/ICH
Range	=	$.84/ICH
Percentiles		
75th	=	$.62/ICH
50th	=	$.38/ICH
25th	=	$.21/ICH

TABLE 4.24

NET LOCAL EFFORT TO SUPPORT HEALTH PROGRAMS/ICH
AT A 50% REIMBURSEMENT RATE

Mean	=	$-.29/ICH
Median	=	$-.40/ICH
Range	=	$1.50/ICH
Percentiles		
75th	=	$.04/ICH
50th	=	$-.40/ICH
25th	=	$-.74/ICH

The results of the health cluster area parallels those found in the distribution cluster. Although the health programs are slightly less costly ($1.17/ICH vs. $1.08/ICH, mean value) and require less local effort for support ($.37/ICH vs. $.21/ICH, mean value), the net local effort required for the two cluster areas is identical. Again, however, the range of values is highly diverse and would suggest that some districts are being required to support health programs at a much greater rate than in other districts for similar programs.

4.2.4 Consumer and Home Making Programs

Twenty-two consumer and home making programs were found in the sample districts. The programs in this cluster area were generally categorized by high enrollments. These programs also generally had younger and less experienced and subsequently lower paid teachers. Since this factor accounts for about half of the total cost of a program, it significantly reduces the total cost. The combination of these two factors generally contributes to a lower per pupil cost.

Tables 4.25 through 4.32 present data on programs in this cluster area. The average cost of non-vocational programs in schools offering consumer and home making programs was $1.12/ICH.

TABLE 4.25

TOTAL COST OF CONSUMER AND HOME MAKING PROGRAMS/ICH

Mean	=	$.81/ICH
Median	=	$.50/ICH
Range	=	$.75/ICH
Percentiles		
75th	=	$.85/ICH
50th	=	$.50/ICH
25th	=	$.41/ICH

TABLE 4.26

TOTAL COST OF CONSUMER AND HOME MAKING PROGRAMS/YEAR

Mean	=	$ 30,543/y
Median	=	$ 20,513/y
Range	=	$179,731/y
Percentiles		
75th	=	$37,346/y
50th	=	$20,513/y
25th	=	$12,434/y

TABLE 4.27

ADDED COSTS OF CONSUMER AND HOME MAKING PROGRAMS/ICH

Mean	=	$-.30/ICH
Median	=	$-.39/ICH
Range	=	$2.17/ICH
Percentiles		
75th	=	$-.19/ICH
50th	=	$-.39/ICH
25th	=	$-.74/ICH

TABLE 4.28

FOUNDATION AID/ICH FOR SCHOOLS HAVING CONSUMER AND HOME MAKING PROGRAMS

Mean	=	$.53/ICH
Median	=	$.55/ICH
Range	=	$.51/ICH
Percentiles		
75th	=	$.57/ICH
50th	=	$.55/ICH
25th	=	$.45/ICH

TABLE 4.29

REIMBURSEMENT/ICH FOR CONSUMER AND HOME MAKING PROGRAMS AT A 50% RATE

Mean	=	$.21/ICH
Median	=	$.15/ICH
Range	=	$.62/ICH
Percentiles		
75th	=	$.23/ICH
50th	=	$.15/ICH
25th	=	$.11/ICH

TABLE 4.30

LOCAL EFFORT TO SUPPORT CONSUMER AND HOME MAKING PROGRAMS/ICH AT A 50% REIMBURSEMENT RATE

Mean	=	$.08/ICH
Median	=	$-.12/ICH
Range	=	$.99/ICH
Percentiles		
75th	=	$.05/ICH
50th	=	$-.12/ICH
25th	=	$-.22/ICH

TABLE 4.31

LOCAL EFFORT TO SUPPORT NON-VOCATIONAL PROGRAMS/ICH FOR SCHOOLS OFFERING CONSUMER AND HOME MAKING PROGRAMS

Mean	=	$.58/ICH
Median	=	$.47/ICH
Range	=	$1.15/ICH
Percentiles		
75th	=	$.78/ICH
50th	=	$.47/ICH
25th	=	$.34/ICH

TABLE 4.32

NET LOCAL EFFORT TO SUPPORT CONSUMER AND HOME MAKING PROGRAMS/ICH AT A 50% REIMBURSEMENT RATE

Mean	=	$-.51/ICH
Median	=	$-.54/ICH
Range	=	$1.61/ICH
Percentiles		
75th	=	$-.37/ICH
50th	=	$-.54/ICH
25th	=	$-.85/ICH

ERIC

The data on consumer and home making programs indicate that the majority of programs are supported without local effort. The actual distribution of values indicates that about 70% of the programs require no local effort. When comparing local effort for vocational vs. non-vocational programs, only two of twenty-two programs were found to require more local effort for support than did their non-vocational counterparts. No doubt, the large enrollments and low teacher salaries were significant factors in these results.

4.2.5 Occupational Home Economics

Of the schools in the sample, only nine occupational home economics programs were obtained. The average cost of non-vocational programs for these districts offering occupational home economics was $1.02/ICH. Tables 4.33 through 4.40 present data on this program cluster area.

TABLE 4.33

TOTAL COST OF OCCUPATIONAL HOME ECONOMICS PROGRAMS/ICH

Mean	=	$1.19/ICH
Median	=	$1.17/ICH
Range	=	$2.48/ICH
Percentiles		
75th	=	$1.30/ICH
50th	=	$1.17/ICH
25th	=	$ .60/ICH

TABLE 4.34

TOTAL COST OF OCCUPATIONAL HOME ECONOMICS PROGRAMS/YEAR

Mean	=	$11,287/y
Median	=	$10,299/y
Range	=	$20,937/y
Percentiles		
75th	=	$12,470/y
50th	=	$10,299/y
25th	=	$ 4,351/y

TABLE 4.35

• ADDED COSTS OF OCCUPATIONAL HOME ECONOMICS PROGRAMS/ICH

Mean	=	$-.01/ICH
Median	=	$.03/ICH
Range	=	$3.11/ICH
Percentiles		
75th	=	$.23/ICH
50th	=	$.03/ICH
25th	=	$-.57/ICH

TABLE 4.36

FOUNDATION AID/ICH FOR SCHOOLS HAVING OCCUPATIONAL HOME ECONOMICS

Mean	=	$.54/ICH
Median	=	$.52/ICH
Range	=	$.37/ICH
Percentiles		
75th	=	$.57/ICH
50th	=	$.52/ICH
25th	=	$.44/ICH

TABLE 4.37

REIMBURSEMENT/ICH FOR OCCUPATIONAL HOME ECONOMICS PROGRAMS AT A 50% RATE

Mean	=	$.38/ICH
Median	=	$.35/ICH
Range	=	$.37/ICH
Percentiles		
75th	=	$.40/ICH
50th	=	$.35/ICH
25th	=	$.16/ICH

TABLE 4.38

LOCAL EFFORT TO SUPPORT OCCUPATIONAL HOME ECONOMICS PROGRAMS/ICH AT A 50% REIMBURSEMENT RATE

Mean	=	$.28/ICH
Median	=	$.26/ICH
Range	=	$1.44/ICH
Percentiles		
75th	=	$.37/ICH
50th	=	$.26/ICH
25th	=	$.20/ICH

TABLE 4.39

LOCAL EFFORT TO SUPPORT NON-VOCATIONAL PROGRAMS/ICH FOR SCHOOLS OFFERING OCCUPATIONAL HOME ECONOMICS PROGRAMS

Mean	=	$.66/ICH
Median	=	$.63/ICH
Range	=	$1.15/ICH
Percentiles		
75th	=	$.65/ICH
50th	=	$.63/ICH
25th	=	$.38/ICH

TABLE 4.40

NET LOCAL EFFORT TO SUPPORT OCCUPATIONAL HOME ECONOMICS PROGRAMS/ICH AT A 50% REIMBURSEMENT RATE

Mean	=	$-.39/ICH
Median	=	$-.32/ICH
Range	=	$2.15/ICH
Percentiles		
75th	=	$-.13/ICH
50th	=	$-.32/ICH
25th	=	$-.88/ICH

The data relative to the occupational home economics cluster area indicate that about two-thirds of these programs require local effort. The range of values, again, points out the disparity among districts in the required support. Less than 25% of the occupational home economics programs require more local support than the average non-vocational programs.

4.2.6 Office Programs

Office programs are some of the more frequently appearing programs in the sample schools. For this cluster, 38 programs were analyzed. The results are presented in Tables 4.41 through 4.48. The average cost of non-vocational programs in schools offering office programs was $1.13/ICH.

TABLE 4.41

TOTAL COST OF OFFICE PROGRAMS/ICH

Mean	=	$1.31/ICH
Median	=	$1.18/ICH
Range	=	$3.42/ICH
Percentiles		
75th	=	$1.55/ICH
50th	=	$1.18/ICH
25th	=	$ .85/ICH

TABLE 4.42

TOTAL COST OF OFFICE PROGRAMS/YEAR

Mean	=	$14,806/y
Median	=	$ 9,705/y
Range	=	$56,554/y
Percentiles		
75th	=	$19,242/y
50th	=	$ 9,705/y
25th	=	$ 5,258/y

TABLE 4.43

ADDED COSTS OF OFFICE PROGRAMS/ICH

Mean	=	$.18/ICH
Median	=	$.04/ICH
Range	=	$3.23/ICH
Percentiles		
75th	=	$.54/ICH
50th	=	$.04/ICH
25th	=	$.36/ICH

TABLE 4.44

FOUNDATION AID/ICH FOR SCHOOLS HAVING OFFICE PROGRAMS

Mean	=	$.49/ICH
Median	=	$.49/ICH
Range	=	$.51/ICH
Percentiles		
75th	=	$.55/ICH
50th	=	$.49/ICH
25th	=	$.41/ICH

TABLE 4.45

REIMBURSEMENT/ICH FOR OFFICE PROGRAMS AT A 50% RATE

Mean	=	$.37/ICH
Median	=	$.37/ICH
Range	=	$1.19/ICH
Percentiles		
75th	=	$.50/ICH
50th	=	$.37/ICH
25th	=	$.21/ICH

TABLE 4.46

LOCAL EFFORT TO SUPPORT OFFICE PROGRAMS/ICH
AT A 50% REIMBURSEMENT RATE

Mean	=	$.45/ICH
Median	=	$.36/ICH
Range	=	$2.86/ICH
Percentiles		
75th	=	$.55/ICH
50th	=	$.36/ICH
25th	=	$.06/ICH

TABLE 4.47

LOCAL EFFORT TO SUPPORT NON-VOCATIONAL PROGRAMS/ICH
FOR SCHOOLS OFFERING OFFICE PROGRAMS

Mean	=	$.63/ICH
Median	=	$.62/ICH
Range	=	$1.15/ICH
Percentiles		
75th	=	$.76/ICH
50th	=	$.62/ICH
25th	=	$.37/ICH

TABLE 4.48

NET LOCAL EFFORT TO SUPPORT OFFICE PROGRAMS/ICH AT A 50% REIMBURSEMENT RATE

Mean	=	$-.19/ICH
Median	=	$-.31/ICH
Range	=	$2.49/ICH
Percentiles		
75th	=	$.11/ICH
50th	=	$-.31/ICH
25th	=	$-.58/ICH

The majority, nearly 80%, of the office programs require local effort for support. The mean amount required was $.45/ICH. About 70% of the programs require less local effort than non-vocational programs in the same district. Nevertheless, the pattern of disparity is still evident. While some districts are spending approximately $1.50/ICH of local monies more for the office programs than the average non-vocational program, other districts are spending nearly a dollar less per instructional contact hour.

4.2.7 Trade and Industrial Programs

The most expensive programs are those of the trade and industrial cluster area. These programs, at an average cost of $1.68/ICH, are $.35/ICH higher than the next most expensive cluster area, that of agriculture. Also, these programs are the most numerous in the sample districts. Forty-three such programs were analyzed. These programs are generally characterized by lower enrollments and substantial equipment and facility expense. Tables 4.49 through 4.56 present data on the cluster area. The average cost of non-vocational programs in districts offering trade and industrial programs was $1.04/ICH.

TABLE 4.49

TOTAL COST OF TRADE AND INDUSTRIAL PROGRAMS/ICH

Mean	=	$1.68/ICH
Median	=	$1.37/ICH
Range	=	$3.13/ICH
Percentiles		
75th	=	$1.96/ICH
50th	=	$1.37/ICH
25th	=	$ .89/ICH

TABLE 4.50

TOTAL COST OF TRADE AND INDUSTRIAL PROGRAMS/YEAR

Mean	=	$15,603/y
Median	=	$12,394/y
Range	-	$64,665/y
Percentiles		
75th	=	$18,208/y
50th	=	$12,394/y
25th	=	$ 7,627/y

TABLE 4.51

ADDED COST OF TRADE AND INDUSTRIAL PROGRAMS/ICH

Mean	=	$.64/ICH
Median	=	$.25/ICH
Range	=	$3.16/ICH
Percentiles		
75th	=	$1.02/ICH
50th	=	$ .25/ICH
25th	=	$-.17/ICH

TABLE 4.52

FOUNDATION AID/ICH FOR SCHOOLS HAVING TRADE AND INDUSTRIAL PROGRAMS

Mean	=	$.51/ICH
Median	=	$.49/ICH
Range	=	$.72/ICH
Percentiles		
75th	=	$.55/ICH
50th	=	$.49/ICH
25th	=	$.41/ICH

TABLE 4.53

REIMBURSEMENT/ICH FOR TRADE AND INDUSTRIAL PROGRAMS AT A 50% RATE

Mean	=	$.49/ICH
Median	=	$.32/ICH
Range	=	$1.01/ICH
Percentiles		
75th	=	$.46/ICH
50th	=	$.32/ICH
25th	=	$.25/ICH

TABLE 4.54

LOCAL EFFORT TO SUPPORT TRADE AND INDUSTRIAL PROGRAMS/ICH AT A 50% REIMBURSEMENT RATE

Mean	=	$.68/ICH
Median	=	$.50/ICH
Range	=	$2.05/ICH
Percentiles		
75th	=	$1.02/ICH
50th	=	$.50/ICH
25th	=	$.06/ICH

TABLE 4.55

LOCAL EFFORT TO SUPPORT NON-VOCATIONAL PROGRAMS/ICH FOR SCHOOLS OFFERING TRADE AND INDUSTRIAL PROGRAMS

Mean	=	$.54/ICH
Median	=	$.48/ICH
Range	=	$1.26/ICH
Percentiles		
75th	=	$.65/ICH
50th	=	$.48/ICH
25th	=	$.28/ICH

TABLE 4.56

NET LOCAL EFFORT TO SUPPORT TRADE AND INDUSTRIAL PROGRAMS/ICH AT A 50% REIMBURSEMENT RATE

Mean	=	$.14/ICH
Median	=	$-.15/ICH
Range	=	$2.61/ICH
Percentiles		
75th	=	$.54/ICH
50th	=	$-.15/ICH
25th	=	$-.44/ICH

Although the trade and industrial programs are the most expensive, about 20% of them operate with no local effort. On the other hand, over 25% require more than $1.00/ICH of local effort. In terms of net local effort, nearly half of the programs require more local effort than comparable non-vocational programs. As with all other program cluster areas, the variability among programs is very evident, giving rise to the inequity of local effort among districts.

4.3 Simulation Alternatives

In viewing the results of the previous section, it was evident that a substantial problem existed as related to the disparity of added costs and local effort among the districts. Since the Division of Vocational and Technical Education does not have control over the foundation aid program, but does over the reimbursement rates, a number of questions were investigated relative to possible modification and subsequent effect in the area of reimbursement rates.

For current operating expenses, excluding capital outlay, the current reimbursement rate is 50% of salaries, travel and certain other expenditures, but excludes supplies. From observation of the data, the 50% rate generally more than offsets the added cost of the vocational programs. For this reason, it was logical to ask the question, "What effect would a reduced rate, for example a 30% reimbursement rate, have upon the results?" Closely tied to this question were the

following: What effect would a "flat" reimbursement of $.50/ICH and $.30/ICH have? This rate would not be related to the major cost variable, teacher salaries, by a percentage factor, but would be simply a "flat" rate paid to all programs. A final question for investigation related to the impact of the different salary schedules and placement of teachers upon such. A final simulation alternative set all teacher salaries at a base figure of $10,000, regardless of experience, together with the current 50% reimbursement rate. These alternatives were then simulated and the results are presented in this section.

Tables 4.57 through 4.62 present data relative to the simulation options. These tables are similar to those presented in the previous section of the report, except that tables containing data on foundation aids and non-vocational programs cost were not included. The simulation alternatives had no effect upon these factors and, hence, their deletion from this section. Mean and median figures related to the 50% reimbursement are the same as those appearing in the previous section of this report.

Table 4.57 presents data relative to the total cost of operating programs/ICH. The simulation options are presented together with mean and median values for each program cluster area. Since the cost of the program is independent of the patterns or amount of reimbursement, the cost figures for all but the $10,000 option are constant and as previously given. This table does, however, provide for easy comparison of cost among and between program clusters. As already identified in this report, and as can be seen from the data, consumer and home making programs were the least expensive, while trade and industrial programs were the most expensive. In fact, both the mean and median values for trade and industrial programs were more than double their counterpart values for consumer and home making When the $10,000 salary simulation option was employed, some slight changes in cost/ICH is noted. In making any comparison, one should recall that the mean value presented is the mean of the average hourly cost and is not necessarily the same figure as would be obtained by dividing all costs by the total number of hours. Likewise, the median is the midpoint of the distribution of average hourly costs. Trade and industrial programs remain the most costly, both mean and median, while consumer and home making remain the least expensive. The range of values between the high and low expenditure programs remain much the same also. However, some changes in rank position of mean and/or median values are observed.

TABLE 4.57

TOTAL COST OF VOCATIONAL PROGRAMS/ICH

	ALL PROGRAMS													
	Agriculture		Distribution		Health		Consumer and Home Making		Occupational Home Economics		Office		Trade and Industrial	
Simulation Options	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median
50% Reimbursement	1.33	1.32	1.17	1.06	1.08	.88	.81	.50	1.19	1.17	1.31	1.18	1.68	1.37
30% Reimbursement	same		same		same		same		same		same		same	
$.50 Reimbursement/ICH	same		same		same		same		same		same		same	
$.30 Reimbursement/ICH	same		same		same		same		same		same		same	
$10,000 Salary With 50% Reimbursement	1.38	1.17	1.35	1.03	1.25	.82	.95	.55	1.14	1.12	1.36	1.22	1.87	1.29

Table 4.58 presents the average of the total cost of program cluster areas for the 1971-72 school year. As in the case of Table 4.57, changes in the reimbursement rates do not affect the total costs. The results generally follow the same pattern as in Table 4.57. In comparing the patterns between the two tables, one must recall that the most expensive program on a per hour basis is not necessarily the most expensive on a per year basis, as the number of students is an intervening variable.

The results of the simulation options on the added cost variable are presented in Table 4.59. The changes in reimbursement rates, again, have no affect upon the costs. When the $10,000 salary option is considered, the mean of the added costs increases for all program cluster areas except occupational home economics. The negative sign (-) indicates that there is no added cost for the mean or median values. In comparing the 50% reimbursement options (current costs) to the $10,000 salary option, no change in the pattern of negative signs is noted, although the values change slightly.

Table 4.60 indicates the reimbursement rates given the various simulation options. The 30% reimbursement rate values are simply 6/10 of the 50% reimbursement value. The $.50/ICH and $.30/ICH rates are constant across all programs.

The local effort to support vocational programs/ICH is shown in Table 4.61. Local effort is required for all program cluster areas except for the median value of the consumer and home making programs for both the 50% and 30% options. If the reimbursement rate is changed to $.50/ICH, negative local effort values appear for the health cluster (median value only) and for consumer and home making (both mean and median). In examining the distribution of the local effort values at a 50% rate for consumer and home making programs, this variable remains negative until nearly the 80th percentile is reached. An even larger proportion of negative values are contained in the $.50/ICH distribution. In contrasting the distribution of values for consumer and home making to the distribuiton of values for trade and industrial. a major difference is noted. As indicated by the previous data, trade and industrial programs were the most expensive/ICH and this fact is reflected in the high local effort. For the 50% reimbursement rate, only 16% of the local effort values were negative with an even smaller percentage negative for the 30% rate. Using the $.50/ICH simulation rate, slightly over 25% of the values were negative.

TABLE 4.58

TOTAL COST OF VOCATIONAL PROGRAMS/YEAR

Simulation Options	ALL PROGRAMS													
	Agriculture		Distribution		Health		Consumer and Home Making		Occupational Home Economics		Office		Trade and Industrial	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median
50% Reimbursement	22,578	15,984	15,535	12,956	6,428	6,307	30,543	20,513	11,287	10,299	14,806	9,705	15,603	12,045
30% Reimbursement	same		same		same		same		same		same		same	
$.50 Reimbursement/ICH	same		same		same		same		same		same		same	
$.30 Reimbursement/ICH	same		same		same		same		same		same		same	
$10,000 Salary With 50% Reimbursement	21,719	15,905	14,456	14,135	6,712	6,593	32,541	21,617	10,347	9,545	14,003	9,417	13,822	12,113

TABLE 4.59

ADDED COST OF VOCATIONAL PROGRAMS/ICH

Simulation Options	ALL PROGRAMS													
	Agriculture		Distribution		Health		Consumer and Home Making		Occupational Home Economics		Office		Trade and Industrial	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median
50% Reimbursement	.23	.09	.01	-.13	.05	-.16	-.30	-.39	-.01	.03	.18	.04	.64	.25
30% Reimbursement	same		same		same		same		same		same		same	
$.50 Reimbursement/ICH	same		same		same		same		same		same		same	
$.30 Reimbursement/ICH	same		same		same		same		same		same		same	
$10,000 Salary With 50% Reimbursement	.26	.27	.19	-.07	.27	-.14	-.17	-.38	-.07	.04	.23	.09	.83	.20

TABLE 4.60

REIMBURSEMENT/ICH FOR VOCATIONAL PROGRAMS

Simulation Options	ALL PROGRAMS													
	Agriculture		Distribution		Health		Consumer and Home Making		Occupational Home Economics		Office		Trade and Industrial	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median
50% Reimbursement	.44	.41	.31	.25	.35	.24	.21	.15	.38	.35	.37	.37	.49	.32
30% Reimbursement	.27	.24	19	.15	.21	.14	.13	.08	.23	.20	.22	.21	.30	.19
$.50 Reimbursement/ICH	.50	.50	.50	.50	.50	.50	.50	.50	.50	.50	.50	.50	.50	.50
$.30 Reimbursement/ICH	.30	.30	.30	.30	.30	.30	.30	.30	.30	.30	.30	.30	.30	.30
$10,000 Salary With 50% Reimbursement	.46	.34	.40	.28	.43	.26	.28	.16	.35	.34	.39	.35	.59	.32

TABLE 4.61

LOCAL EFFORT TO SUPPORT VOCATIONAL PROGRAMS/ICH

Simulation Options	ALL PROGRAMS													
	Agriculture		Distribution		Health		Consumer and Home Making		Occupational Home Economics		Office		Trade and Industrial	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median
50% Reimbursement	.36	.23	.37	.27	.21	.23	.08	-.12	.28	.26	.45	.36	.68	.50
30% Reimbursement	.58	.49	.51	.47	.35	.32	.17	-.07	.43	.42	.58	.47	.87	.66
$.50 Reimbursement/ICH	.32	.18	.18	.14	.06	-.12	-.21	-.46	.16	.16	.32	.20	.67	.35
$.30 Reimbursement/ICH	.52	.38	.38	.34	.26	.08	-.01	-.26	.36	.36	.52	.40	.87	.55
$10,000 Salary With 50% Reimbursement	.40	.25	.46	.26	.29	.36	.14	-.09	.25	.27	.47	.41	.77	.47

Table 4.62 presents the net local effort for the program cluster areas of the various simulation options. The pattern of data in this table parallels that of Table 4 61. Reducing the reimbursement rate from 50% to 30% would still leave only the trade and industrial program cluster with a positive net local effort (mean value). All other mean and median values, except the mean value for agriculture would be negative. These data indicate that no one uniform reimbursement rate could be applied to all program areas and all districts with a resulting equal effort being required of all districts. On the contrary, any uniform pattern of reimbursement aid produces vast disparities among the amount of local effort required of the districts Likewise it also creates a disparity among the program cluster areas as evidenced by the data in this chapter. If the philosophy governing state aid to districts for vocational programs is to achieve an equity of effort among and between districts and programs as well as compensating for added costs the method of assistance must be able to account for individual program costs as well as variable costs among and between districts.

4.4 Area Vocational-Technical Institute Results

This study also examined costs of programs in the AVTI's. Data were collected from seven AVTI s. The basic methodology that was applied to secondary programs was also used with the post-secondary schools To distribute overhead costs to the various programs, program cluster units within the AVTI were assumed to be instructional units. In this way the larger AVTI s with specific departmental overhead costs could be associated with the given program cluster area as well as accounting for general overhead of the total AVTI's. Certain administrative costs of the district which serves as the administrative unit for the AVTI were also charged against the programs.

Table 4 63 presents the results of the AVTI analysis. The table contains a distribution of the costs/ICH of the seven program cluster areas. The costs are arranged in a frequency distribution and are not ordered according to the AVTI in which they were found. For the AVTI no added cost or net local effort values are appropriate to calculate since there does not exist a comparative non-vocational cost value. This portion of the program was suppressed and only basic cost data were produced. The data of the table reflect many of the same results seen in the secondary schools Except for occupational home economics, which has only three cost values, the most expensive program cluster areas are agriculture, technical and

TABLE 4,62

NET LOCAL EFFORT TO SUPPORT VOCATIONAL PROGRAMS/ICH

Simulation Options	ALL PROGRAMS													
	Agriculture		Distribution		Health		Consumer and Home Making		Occupational Home Economics		Office		Trade and Industrial	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median
50% Reimbursement	-.23	-.25	-.29	-.40	-.29	-.40	-.51	-.54	-.39	-.32	-.19	-.31	.14	-.15
30% Reimbursement	.00	-.05	-.15	-.25	-.16	-.30	-.41	-.45	-.23	-.17	-.05	-.23	.34	-.06
$.60 Reimbursement/ICH	-.27	-.41	-.49	-.63	-.45	-.66	-.80	-.89	-.51	-.46	-.31	-.47	.14	-.25
$.30 Reimbursement/ICH	-.07	-.21	-.29	-.43	-.25	-.46	-.60	-.69	-.31	-.26	-.12	-.26	.34	-.05
$10,000 Salary With 50% Reimbursement	-.19	-.13	-.21	-.39	-.21	-.39	-.45	-.53	-.42	-.32	-.17	-.34	.24	-.16

TABLE 4.63

AVTI PROGRAM CLUSTER COST/ICH

Quartile	Agriculture	Distribution	Health	Occupational Home Economics	Office	Technical	Trade and Industrial
							.41
							.43
							.64
							.65
					.34	.60	.66
			.29		.40	.70	.68
	.70	.22	.48		.54	.70	.69
	.70	.37	.56		.60	.74	.69
			.58		.64	.78	.69
					.65		.70
							.72
							.74
							.77
							.78
							.80
Approx. 25th Percentile				.93	.69		
							.80
							.82
							.82
							.84
					.73	.84	.90
			.65		.75	.84	.91
	.77	.62	.67		.76	.89	.92
	1.05	.62	.71		.77	.89	.93
			.73		.80	.94	.95
					.83		.97
							.98
							.99
							.99
							1.00
							1.02
Approx. 50th Percentile	1.06	.79		1.51		1.03	1.05
							1.06
							1.07
							1.08
							1.08
					1.00	1.05	1.08
			.88		1.01	1.13	1.11
	1.31	.83	1.12		1.07	1.62	1.11
	1.31	.89	1.21		1.07	1.17	1.11
			1.31		1.08	1.26	1.11
					1.08		1.12
							1.13
							1.17
							1.17
							1.19
							1.20
Approx. 75th Percentile				1.46	1.11		
							1.24
							1.25
							1.26
							1.27
					1.11	1.49	1.27
			1.33		1.18	1.56	1.29
	1.62	1.02	1.51		1.37	1.69	1.31
	1.71	1.19	1.54		1.41	1.74	1.34
			1.54		1.43	1.88	1.42
					1.85		1.42
							1.44
							1.46
							1.57
							1.70
							1.72
Mean	1.14	.73	.87	1.23	.85	1.12	1.03

trade and industrial. The range of costs/ICH varies considerably among the individual program within a cluster area For example, between the low and high cost agriculture programs a $1.01 differential is noted. Office programs has the greatest range - $1 51. Even though this range is substantial it is nevertheless considerably smaller than that which was usually found in the secondary programs. In comparing the cost/ICH of like cluster areas in the AVTI's vs the secondary schools with the exception of the mean cost for occupational home economics all other program areas operate at a lower mean cost in the AVTI's than in the secondary schools. Since the pattern of funding the programs in the AVTI s is different from that in secondary schools. no further analysis of the AVTI data was done

4.5 Summary

This chapter presented results of costs and other cost relationships. The results focused mainly on vocational programs in the secondary schools although a very brief look was taken at post-secondary programs also. The results show a vast disparity among cost/ICH for programs within and between program cluster areas The distribution of values for the cost/ICH of any one of the program cluster areas tends to form a flat, somewhat rectangular distribution rather than a normal curve with many values clustering about the mean In some instances considerable differences were found between the mean and median values also indicating the non-normality of the distribution. While the range of cost/ICH was large in absolute value the percentage difference between the high and low values were often 100% 200% 300% and, in some cases, ranged as high as 400% and 500% What this meant then was that for given programs which had been expected to be fairly uniform in cost, showed wide disparity The cost of like programs in two districts may vary in magnitude by a factor of 500% or more. Two major factors were shown to contribute to this variance: teacher salaries and number of students served. Actual teacher salaries were shown to account for only about half of the total program cost The remaining portion of costs could be attributed to such factors as supplies physical plant, central and building administrative overhead and a number of other costs.

In the case of post-secondary programs many similar results were found However the variance of cost/ICH did not have as wide a range nor were mean costs as great. The general pattern of relative cost differentials among the cluster areas followed much the same pattern in both secondary and post-secondary institutions.

When one considers the various cost relationships beyond the basic cost/ICH many interesting results were obtained for secondary schools. In the area of added vocational costs some programs were shown to operate at a negative cost i.e the vocational program cost was less than the average cost of non-vocational programs Again the range in values was great indicating the vast diversity of program cost The analysis of this study contained a major assumption regarding the disposition of foundation aids. The study calculations assumed that foundation aid follows the student and should be credited against the class for which the student is enrolled for the proportion of time for which he is enrolled. This analysis then led to the local effort and net local effort situations.

In summary the results indicated that the present pattern of reimbursement aid to districts does not provide for either an equitable means of defraying added cost among and between programs and program cluster areas or among and between districts. It would appear that if the goal of providing state vocational aid is to absorb the added costs of programs a new means of funding must be devised which will compensate districts on an individual district and individual program basis rather than on one statewide method.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 General Summary

The objective of this study has been to derive reliable estimates for the cost of vocational education in terms of both the average cost and added cost differences between vocational and non-vocational programs in secondary education, as well as average cost of AVTI programs. This study was undertaken at the request of the Minnesota State Board of Vocational Education which sought cost data concerning both vocational program costs in secondary and post-secondary schools in Minnesota.

To facilitate the understanding of this report, a number of conceptual issues relating to cost analysis were discussed in Chapter I. These concepts included the nature of cost (all costs being opportunity costs) and the distinction between costs and expenditures and between average and added costs.

Chapter II reviewed a number of studies relating to cost estimates of vocational education. The wide variation in the estimating procedures was indicative of substantial confusion in many quarters concerning the costs that should be considered and how certain costs (such as capital outlay) should be calculated. Those surveys also indicated substantial variation in expenditures by vocational schools for the different programs, even when per student costs were calculated. The reference data further suggest a rather consistent trend toward increased costs for vocational education.

Chapter III discussed the methodology of this study, its sampling and data analysis procedures. Definitions and operational formulae were developed for both basic and derived variables. Certain assumptions of the methodology were also presented.

Chpater IV presented the results of the analysis in terms of a number of variables. Several simulations were also presented to explore how various funding levels would effect present reimbursement patterns.

5.2 Major Conclusions Generated from the Data

This section of the study presents the major conclusions which can be drawn from the results presented in Chapter IV. Many other points of factual information were also presented in Chapter IV, although they are not set forth in this section on major conclusions.

1. *The long-held belief that vocational programs are more costly than non-vocational programs was generally substantiated by the study.*

Study methodology formulated a derived statistic called "added cost". A positive (+) sign added cost indicated that vocational programs were more expensive than the average non-vocational program. A negative (-) sign indicated the reverse to be true. For the seven program cluster areas, three areas (agriculture, office, and trade and industrial) showed both the mean and median added cost/ICH to be positive. Two additional areas (distribution and health) showed the mean to be positive but the median to be negative. For occupational home economics the mean was only slightly negative (-.01/ICH) and the median remained positive. Only the consumer and home making cluster area showed both the mean and nedian value to be negative. Only a slight change in value and no change in sign (+ or -) direction was noted when the $10,000 teacher salary simulation option was investigated.

2. *The total cost of vocational programs/instructional contact hour varied widely among the seven program cluster areas.*

The most expensive cluster area was trade and industrial, with a mean and median value of $1.68/ICH and $1.35/ICH respectively . Consumer and home making programs were the least expensive, with a cost of $.81/ICH and $.50/ICH for the mean and median values. Following trade and industrial in decreasing cost order were agriculture, office, occupational home economics, distribution and health cluster areas.

3. *The number of students served per teacher and teacher salary costs are the two major variables in determining cost/instructional contact hour.*

These factors also account for much of the variability among and between programs. For example, all other factors held constant, for two like programs, one operating with 10 students and the other with 20 students, the cost/ICH of the former would

be twice that of the latter. Similarily, all other factors held constant for two like programs; if a teacher's salary were $8,000 for one and $16,000 for the other, a substantial increase in cost/ICH would be attributable to the latter, although not necessarily double.

4. *Direct vocational instructional salary costs were found to account for approximately one-half of the total program cost/instructional contact hour.*

It has been widely held and factually known that personnel salaries constitute the major expenditure to school districts. Certain salary costs to districts, such as superintendent, clerical, principals, guidance, custodial, etc. were prorated as an overhead or related expense cost to the vocational program. Certain other costs, such as insurance, telephone, fuel, etc. were also prorated to the vocational programs. These prorated costs, together with other direct costs, such as supplies, capital outlay, etc., constituted approximately 50% of the cost/ICH, while the other 50% was direct teacher salary cost.

5. *Because of less than "optimal" student enrollments, many vocational programs are operating at a high cost/instructional contact hour.*

This conclusion follows closely that of #3. Optimal enrollment was taken to be state recommended enrollments. Many more programs were found to be under optimal enrollment than above.

6. *In comparing cost/instructional contact hour of operations of like cluster areas in secondary schools versus the Area Vocational-Technical Institutes, there is generally a lower cost/instructional contact hour associated with the Area Vocational-Technical Institute.*

This may well be due in part to specialization and efficiency of operation. Generally, enrollments in programs of the AVTI's were more nearly at optimal levels than in the secondary schools.

7. *Although a 50% reimbursement rate is generally utilized across all vocational programs, the reimbursement/instructional contact hour varies considerably among the cluster areas.*

Reimbursement/ICH varied from a high of $.49/ICH (mean) value for trade and industrial programs to a low of $.21/ICH (mean) value for consumer and home making programs.

> 8. *Secondary vocational programs require local effort (local tax money) in addition to state foundation aid and vocational reimbursement aid for their operations.*

The amount of local effort varied considerably among program cluster areas, with all areas (mean values) requiring support. Trade and industrial programs required the most local effort ($.68/ICH), while consumer and home making programs required the least ($.08/ICH).

> 9. *The present state formula for vocational program reimbursement does not equitably compensate for the wide cost range among and between the various types of vocational programs.*

Recall that this study contained two important assumptions from which the above statement was derived: 1) an equitable means of state compensation would defray the added cost of the vocational program(s), and 2) that both foundation aid and vocational reimbursement aid should be considered as sources of revenue for the districts to offset its vocational program costs. This conclusion appears fully warranted when one examines the range of costs and local effort among and between programs. For example, using mean values of local effort, it costs, on the average, $.08/ICH for a district to offer a consumer and home making program, whereas it costs $.68/ICH or an 800%+ increase to offer trade and industrial programs. In viewing the distributions of values within other program cluster areas, similar results were obtained.

> 10. *The fact that the present reimbursement system is inequitable may have had, or could have, a damaging influence upon the types of vocational programs offered in the secondary schools.*

It would appear that if such a system is permitted to maintain itself as is, the inequity of local effort requirements may force districts to, at least in some part, make decisions about program offerings on the basis of financial impact upon the district rather than manpower or student needs. Current financial pressures upon local districts are increasing, and districts are looking more and more to the state for financial assistance. Only a brief analysis by local administrators as to the requirements

of local monies might influence their decision to engage in programs which require lesser amounts of local resources.

5.3 Recommendations Generated From the Data

The conclusions stated in Section 5.2 point to the need for expanded investigation into the funding mechanism utilized by the state of Minnesota for vocational education. Although the study was originally designed to investigate alternative funding patterns, the re-direction of the study on April 12, 1972 permitted only a surface investigation into the funding patterns via simulation techniques presented in Chapter IV. These simulations proved to be generally ineffective in reducing the funding disparities among and between programs and program cluster areas. For these reasons, the following recommendations are made:

1. *That a method of funding secondary vocational programs in the state of Minnesota be devised such that the cost differentials among programs and among districts be accounted for individually.*

The present pattern of financial aid to districts which pays a "flat" reimbursement rate placed significant burden upon some districts relative to other districts. To fulfill the assumed condition of defraying added cost and maintaining equity of lcoal effort, an "individualized" formula will be necessary. This formula could then account for individual teacher salary differentials, direct costs, individual district overhead costs, as well as recommended and actual enrollment differentials among programs.

A. *That within the revised funding formula of #1, above, a provision be retained for the granting of financial incentive for certain situations.*

As current society places an increasing emphasis upon vocational education, the public secondary schools will likely be faced with increased demands for service within this area. Coupled with this will probably be increased competition for financial resources within the school districts. To meet this challenge of program demand, some means of state sponsored incentive should be available, especially for unique start-up and capital outlay costs. In addition, certain other incentives might be beneficial to either expand or upgrade quality of programs throughout the state.

B. That the formula be devised such as to encourage optimal program enrollments.

The vocational programs as approved by the state of Minnesota carry with them recommended optimal enrollments. The actual enrollment has a direct effect upon the cost/ICH. Maintaining all other variables fixed, doubling the enrollment will reduce the cost/ICH by one-half. However, program quality may also be related to enrollment. A range of enrollment about the optimal figure must be determined so districts are not merely financially rewarded for larger class size. In some of the smaller districts of the state, certain other provisions or incentives may be necessary, as these districts may not be able to support programs at or near optimal enrollments.

C. That the funding formula devised be a dynamic model which will account for changes in the economy and financing of local districts.

Any funding model to be useful over time must be sensitive to the changing economies and/or program factors. The sharp upward trend in all education costs suggests that a static formula would soon prove inadequate. Likewise, overhead factors and programmatic changes at the local and state levels should be a built-in consideration of the model.

D. That the Division of Vocational Education conduct annual analysis to determine vocational costs and the continued appropriateness of the funding formula.

As the Division adopts new funding methods, additional reporting could be made available for vocational programs. If annual analysis were done, adjustments could then be incorporated into the funding formula to maintain its accuracy.

2. That, to the extent possible, the personnel of the Division of Vocational Education perform an approval and quality control function rather than a financial accounting function.

Although not specifically a charge of the study, through examination of the data, forms, etc., and interaction with numerous individuals, it was evident that Division personnel spend considerable time in accounting functions. If a formula could be devised such that the majority of the accounting functions could be done by the Financial Aid Section, Division personnel could devote more time to program approval and control functions.

3. *That the Division of Vocational Education call attention to appropriate decision-makers within the Department of Education as to the continued need for a program budgeting-accounting system within the educational institutions of the state.*

A major difficulty encountered by this study was to "interpret" line item amounts to programs. Although no single program accounting system would necessarily furnish all the data required for this type of study, accounting by such a system would have done much to simplify data retrieval. The Division has moved to institute a program planning and accounting system for specific vocational costs covered under the reimbursement formula and it would appear that this system cannot reach its full potential until both the Department and local districts more extensively utilize a program-oriented approach.

ERIC

ACCESSION NUMBER: VT100746

PUBLICATION DATE: 30JUN73

TITLE: DEVELOPMENT OF AN ORDERED INVENTORY OF EXPECTATIONS OF THE POST-SECONDARY VOCATIONAL, TECHNICAL AND ADULT EDUCATION IN THE STATE OF WISCONSIN.

PERSONAL AUTHOR: MALIK, MOHAMMED A.

DESCRIPTOR: *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *ADULT EDUCATION; *STATE SURVEYS; *GOAL ORIENTATION; EXPECTATION; STATE SURVEYS

IDENTIFIER: *WISCONSIN

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

DESCRIPTIVE NOTE: PH.D. THESIS OF MOHAMMED AYUB MALIK.

ISSUE: ARM V.7NO.4(1974)PP. 617

ABSTRACT: TO DETERMINE WHETHER THE GOALS FOR VOCATIONAL EDUCATION IN WISCONSIN WERE MEETING EXPECTATIONS, THIS STUDY DEVELOPED A SURVEY INSTRUMENT CONTAINING 47 GOAL STATEMENTS WHICH COULD REFLECT THAT RELATIONSHIP. QUESTIONNAIRES WERE SENT TO 951 RANDOMLY SELECTED MEMBERS OF THE STATE'S AGENCIES, BUSINESSES, LABOR UNIONS, AND STUDENTS CONCERNED WITH VOCATIONAL EDUCATION, AND TO PUBLISHERS OF ALL DAILY, WEEKLY, AND BI-WEEKLY NEWSPAPERS IN WISCONSIN. FINDINGS SHOWED THAT, GENERALLY SPEAKING, THE VOCATIONAL TECHNICAL, ADULT EDUCATION SYSTEM IN THE STATE REVEIVED A VOTE OF CONFIDENCE FROM THE RESPONDENTS OF THE STUDY. (AUTHOR/MU)

INSTITUTION NAME: WAUKESHA COUNTY TECHNICAL INST., PEWAUKEE, WIS.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.

VT 100746

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DEVELOPMENT OF AN ORDERED INVENTORY OF EXPECTATIONS OF THE POST-SECONDARY VOCATIONAL, TECHNICAL AND ADULT EDUCATION IN THE STATE OF WISCONSIN

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1973

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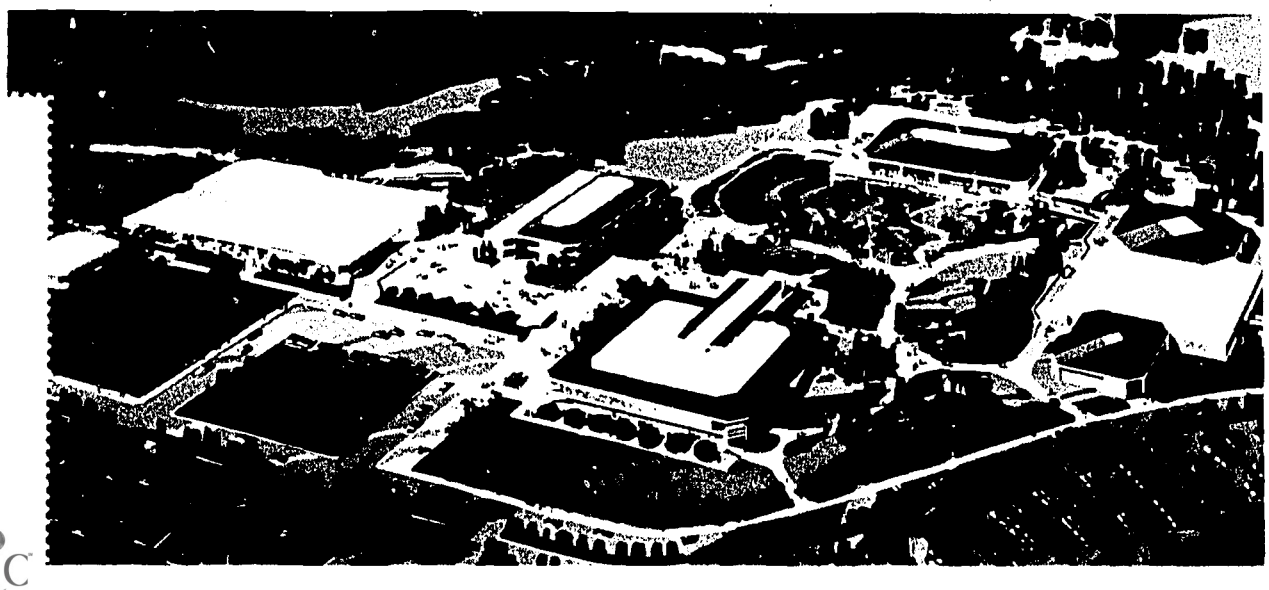

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DEVELOPMENT OF AN ORDERED INVENTORY OF EXPECTATIONS OF THE POST-SECONDARY VOCATIONAL, TECHNICAL AND ADULT EDUCATION IN THE STATE OF WISCONSIN

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June 30, 1973

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ACKNOWLEDGEMENTS

The researcher wishes to express his most sincere gratitude to those who have assisted in the design and completion of this study.

Professor Merle E. Strong, candidate's major professor, who so graciously provided constant guidance and encouragement throughout the development of this study and during the course of study leading to this dissertation. Professor Robert P. Moser, who provided the guidance in the design of this study and lifting of the spirits whenever the researcher was discouraged. Professor B. Dean Bowles, for his expert assistance in keeping this study in focus.

A special note of appreciation is extended to Professor Harvey J. Arnold for his expertise in statistical design for this study. A note of thanks is also extended to Mr. Walter R. Winter, Waukesha County Technical Institute, for his assistance in the completion of this study. The author wishes to thank Mrs. Johanna A. Kunz for her skills in typing this document.

Most of all, the author wishes to acknowledge the understanding, patience and encouragement given him by his wife, Kathryn; daughter, Amena; and son, Jamil.

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CHAPTER I

BACKGROUND OF THE STUDY

Wisconsin has been and continues to be a leader in the delivery of vocational and technical education at the post-secondary level. The state system of vocational education began in 1911 as the second phase of a "democratic education" proposed by Dr. Charles McCarthy, who was the legislative librarian at the time. The first phase of McCarthy's "democratic education" resulted in the University Extension program at the University of Wisconsin. McCarthy believed that education must reach all the people--not merely those who could survive the grade hurdles of the elementary school, or the "units" of the high school program, or the "semester credit hours" of college. He was sincerely concerned about the dropouts. To these unfortunates he did not want to give merely skills or a higher rate of productivity; he wanted to make them better workmen, better citizens, better men.[1]

In 1910, McCarthy presented his comprehensive plan for University Extension and Vocational Training to President Van Hise of the University of Wisconsin in a six page letter. The first paragraph indicates the general charac-

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[1] Joseph H. McGivney. "The Politics of Vocational Education in Wisconsin, 1909-1967." (Ph.D. Dissertation, University of Wisconsin, 1967, p.66.)

ter of the plan.

> I herewith submit a plan which I believe will be useful in the relation of the university to the industrial conditions in the state. We have the university extension reaching out from above just as the short course reached out from above to agricultural conditions, but how will this continue? How shall we build up a solid system of vocational training in the state? Shall it be done through the state superintendent's office, or shall it be done through some separate office in the state, or shall it be done through the university? The plan submitted involves the cooperation of the university with some state department for the building of the system of vocational classes in this state.[2]

This plan preceded the Report of the Commission on Industrial and Agricultural Training of 1911. The commission was set up by Joint Resolution No. 53 to investigate industrial and agricultural training. Dr. Charles McCarthy, a member of the Commission, was designated by the Commission (as a sub-committee) to write the report on industrial education. The Report of the Commission was presented to Governor Francis E. McGovern on January 10, 1911. McCarthy's passionate conception of bringing education to those not reached by existing educational facilities found full expression in this document. The report furnished the basis for ceaseless activity of promoting vocational education in which he engaged until his death in 1921.

The report also provided the philosophy and the

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[2] Edward A. Fitzpatrick, McCARTHY OF WISCONSIN (New York: Columbia University Press, 1944). Appendix II.

framework for vocational and technical education in Wisconsin. Many concerns of vocational education were explicitly discussed in this report. A nominal tuition was recommended. The report was skeptical of the practice of selling articles made by pupils as was done, for example, by the Manhattan Trade School for Girls. Experimental work was to be encouraged even though it was costly: "The creation of curiosity, the awakening of instinct (presumably of inventiveness) and the encouragement of originality should always be undertaken as a necessary part of any trade instruction." Instruction was to be carried on by "tasks" which could provide incentive, stimulate progress according to individual capacity, and provide an adjustable curriculum to meet the needs of widely varying individuals and the different amounts of time available. Moreover, somewhat in advance of its time, vocational guidance was recommended.[3]

There was considerable emphasis throughout the report on the need for the right kind of teachers. The ordinary school teacher did not know much about industry, and the practical man did not know how to teach.

As a result of the recommendations in this report, the legislature passed the first comprehensive or statewide continuation school laws in the United States.

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[3]REPORT OF THE COMMISSION ON INDUSTRIAL AND AGRICULTURAL TRAINING. (Madison: Democrat Printing Company, 1911), Part I.

Bill A. 460 created the State Board of Industrial Education in 1911, to supervise the system of continuation schools largely through control of state aid. Mandatory establishment of local Boards of Industrial Education was legislated. A separate local tax up to one-half mill was provided for, the exact levy to be determined by the local Board of Industrial Education. Two bills (A. 518 and A. 526) provided for the compulsory education of children between the ages of fourteen and sixteen. In 1913, Assembly Bill 478 increased the number of industrial education schools from thirty to forty-five. In 1915 legislation raised the compulsory age and the minimum amount of time that compulsory aged students were to spend in the schools. Local Boards of Industrial Education were to maintain instruction in trades and industry, commerce, and household arts programs in part-time, all-day, and evening classes. The law also specified that certain general subjects such as English, Citizenship, Sanitation, Hygiene, and Safety were to be included in the curriculum.[4]

In 1917, the legislature permanently separated vocational education administration from the State Superintendent. The bill (S. 465) provided for a reconstituted State Board of Industrial Education which was to cooperate with the federal government in implementing the Smith-Hughes Act.

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[4] McGivney, p. 78.

In the same year, Senate Bill S. 446 increased the tax rate in cities for the support of industrial and continuing schools from 1/2 to 3/4 mill. Two years later the mill rate was increased to 1 1/2 mills(S. 9) and the state appropriation for vocational education was increased to $230,000 (A. 651). In 1921, Bill A. 517 provided for representative advisory committees to local boards for industrial education. During the period 1921-1955, no substantive legislation relating to vocational education passed the Legislature.[5] No new policy directions were sought. All the legislation which became law dealt with (1) raising the age limit for students compelled to attend school, (2) increasing state aid but maintaining the old formula, (3) increasing the amount of time students were to spend in school, (4) granting additional fiscal ability to local boards of vocational education, and (5) legalizing practices which probably could have been carried out without specific legislation, such as the provision for publishing text material in 1929.[6]

Chapter 619, Laws of 1955, established the Coordinating Committee for Higher Education. It did not, however, have representation from or jurisdiction over vocational-technical education until December 17, 1963 when Chapter 415,

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[5] Ibid., p. 106.

[6] [illegible].

Laws of 1963, was published. Chapter 292, Laws of 1965, made it mandatory to establish a state-wide system of vocational, technical and adult education districts to include all persons and all areas of Wisconsin by July 1, 1970. Fifteen districts were initially proposed by the State Board of Vocational, Technical and Adult Education and the Coordinating Council for Higher Education (formerly Coordinating Committee for Higher Education), but three additional districts were eventually created. In July, 1971, District 6 and 7 were combined by the State Board of Vocational, Technical and Adult Education. On March 21, 1972, the State Board approved the merger of Districts 14 and 15 and Districts 17 and 18. Following this action, the Attorney General, in an opinion sought by the State Assembly, ruled that the State Board of Vocational, Technical and Adult Education was not given the power to create a new district "by merging one district, without its consent, with another district." However, on July 20, 1972, the State Board confirmed its action of March 21, 1972. The merger was effective July 1, 1972.

While the state legislation controlled the direction of the vocational-technical education in Wisconsin, the federal legislation also had considerable impact. The Smith-Hughes Act of 1917 was the first of many federal programs that provided funds for vocational education. The George-Reed Act of 1929 made further provision for voca-

tional education in trades and industries under the general conditions set up in the Smith-Hughes Act. It further authorized additional and increasing annual appropriations for education in agriculture and home economics. In 1934, the George-Ellzey Act replaced the George-Reed Act and authorized annual appropriations for three years beginning in 1935 for vocational education in three fields for which the Smith-Hughes Act made provision. In 1936, the George-Dean Act replaced the George-Ellzey Act. It authorized continual appropriations for the three vocational fields covered by the Smith-Hughes Act and also for a new field, that of distributive occupations. It also provided for the matching of federal funds on a much more liberal basis than was required by previous acts.[7] In 1956, Title II of the George-Barden Act was passed, providing funds for vocational training in health occupations. In 1958, the National Defense Education Act, providing funds for educating highly skilled technicians needed in the industries for national defense, substantially affected the programs of vocational education in Wisconsin. The Area Redevelopment Act of 1961 and the Manpower Development and Training Act of 1962 placed more responsibility on the system for training and retraining unemployed or underemployed workers in depressed

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[7] Layton S. Hawkins, et al. DEVELOPMENT OF VOCATIONAL EDUCATION. (Chicago: American Technical Society, 1951) pp. 353-4.

areas or victims of technological change. The Vocational Education Acts of 1963 and 1968 placed added responsibilities for education, and for administering substantial sums of money on the vocational education system.

While the state and federal legislation has provided guidance and funding, demand by the public for vocational-technical education in Wisconsin is greater than ever. Enrollment in vocational education systems in Wisconsin has been increasing at a record pace. Enrollment for post-secondary programs in 1970-71 was 52,480 as compared to 5,391 in 1959-60.[8] Thousands of other persons utilized the facilities of vocational education systems. Total enrollment for full-time and part-time students for 1970-71 was 257,672.[9]

Orientation to the Problem

Continuous reorganization, increasing enrollments and expanding responsibilities have hindered a careful assessment of the quality of the vocational education programs in Wisconsin. The staff of the State Board of Voca-

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[8] "Wisconsin Then and Now." (Madison, Wisconsin: Wisconsin Board of Vocational, Technical and Adult Education, 1970).

[9] "Biennial Report, Fiscal Years 1969-70, 1970-71" (Madison, Wisconsin: Wisconsin Board of Vocational, Technical and Adult Education, 1972).

tional, Technical and Adult Education has utilized two types of evaluation. One is a program evaluation to determine the readiness of a district to offer a program in a particular field.[10] The other is an all-school evaluation which determines the readiness of existing vocational schools to offer technical programs.[11] Neither of these evaluations is designed to measure the effectiveness of the programs. The only outside assessment of the vocational and technical education in Wisconsin was done by the Cooperative Educational Research and Services, Department of Educational Administration, University of Wisconsin, under the direction of Dr. Merle E. Strong, Professor of Educational Administration, University of Wisconsin.[12] The assessment was prepared for the Wisconsin Advisory Council on Vocational and Technical Education as required by the Vocational Education Amendments of 1968.[13] This assessment

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[10] "Guidelines for Program Development and Evaluation" (Madison, Wisconsin: State Board of Vocational, Technical and Adult Education, July 10, 1968.) Mimeographed.

[11] "All School Evaluation" (Madison, Wisconsin: State Board of Vocational, Technical and Adult Education, November 1, 1963.) Mimeographed.

[12] Merle E. Strong, AN ASSESSMENT OF WISCONSIN VOCATIONAL AND TECHNICAL EDUCATION PROGRAM. (Madison, Wisconsin: Cooperative Educational Research and Services, Department of Educational Administration, The University of Wisconsin, 1970.)

[13] Ibid., p. iv.

was primarily concerned with the availability of services to the people and the appropriateness of such services as set forth in the "Declaration of Purpose" of the Vocational Education Amendments of 1968.

Statement of the Problem

Effectiveness is the measure of congruence between the performance and expectations of an organization. An organization may simultaneously be judged effective and ineffective because different persons or groups hold different expectations of the organization. An organization may also be judged effective at one time and ineffective at another time by the same person or groups, depending on the expectations applied. However, in either case, judgements of effectiveness and ineffectiveness cannot be made unless both the expectation being applied and the behavior observed are known. In other words, effectiveness is a function of the congruence of behavior and expectations.

The purposes of this study are:

1. To determine the degree of congruence among the expectations held by various sub-populations of the study for the Vocational, Technical and Adult Education System in Wisconsin.

2. To determine the degree of congruence between the expectations held by and the current VTAE priority as perceived by the various sub-populations of this study.

Review of Literature

There are various techniques and criteria advocated by researchers to evaluate the educational endeavor of vocational and technical schools. Hamlin, an authority on the use of lay advisory committees, advocated their use in the evaluation of vocational and technical programs.[14] Byram did a study of ten local school districts in Michigan which made the maximum use of local personnel, local resources, consultant leadership, and related professional assistants.[15] Sharp, through the examination of selected follow-up studies of graduates of vocational education programs and other source materials having to do with follow-up studies, concluded that such studies were useful tools in the evaluation of training programs.[16] Guidelines and criteria for the evaluation of the overall program of vocational-technical schools were developed by the Connecticut

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[14] Herbert M. Hamlin, "What is Evaluation?" AMERICAN VOCATIONAL JOURNAL, Vol. 42, No. 5 (May, 1967), p. 20.

[15] Harold M. Byram, EVALUATION SYSTEMS FOR LOCAL PROGRAMS OF VOCATIONAL-TECHNICAL EDUCATION (East Lansing, Michigan: Michigan State University, 1967).

[16] Laure M. Sharp, THE USE OF FOLLOW-UP STUDIES IN THE EVALUATION OF VOCATIONAL EDUCATION (Washington, D.C.: Bureau of Social Science Research, 1966).

State Department of Education.[17] Philosophy, objectives, and checklists were developed for evaluating the following areas--administration, professional staff, trade programs, school plant, audio-visual services, school library, cafeteria, social studies and English programs, health services, and the student activity program. The Program Evaluation and Review Technique (PERT) was adapted by Pierce for use in Swanson's NATION-WIDE STUDY OF THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION AT THE STATE LEVEL.[18] The Alaskan systems of vocational and technical education were appraised by the Alaska Department of Education through a contract with a firm which provided corporate management services.[19]

In every case cited above, the outcome of evaluation was dependent upon the judgement of individuals or a small group. The same can be said of the two types of eval-

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[17] CRITERIA FOR EVALUATION OF VOCATIONAL-TECHNICAL SCHOOLS OF CONNECTICUT (State Department of Education, Connecticut, 1966).

[18] Chester J. Swanson, A NATIONWIDE STUDY OF THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION AT THE STATE LEVEL. (Berkeley: University of California, School of Education, 1967).

[19] AN APPRAISAL OF ALASKAN VOCATIONAL AND TECHNICAL EDUCATION SYSTEMS WITH RECOMMENDATIONS (Alaska Department of Education, 1968).

uation employed by the staff of the State Board of Vocational, Technical and Adult Education. A team selected by the staff of the State Board is sent to the school and the judgement of this team is accepted as the evaluation.[20] The North Central Association of Colleges and Secondary Schools employs the technique of site visits to evaluate the overall program of an institution for accreditation.[21] There is no scale or standard involved; instead, the evaluation is based upon the judgement of a selected few. All such assessments depend upon the expectations of the evaluators. These expectations may or may not be congruent with the expectations of other segments of the society.

In order to have a good measure of effectiveness of an organization, such as the vocational education system in Wisconsin, which serves many segments of society, the expectations of these segments of society must be known. It is not very probable that all people of Wisconsin have identical expectations of the vocational system. However, there

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[20] "Guidelines For Program Development And Evaluation" (Madison, Wisconsin: State Board of Vocational, Technical and Adult Education, July 10, 1968). Mimeographed.

[21] "Tentative Statement of Principles for the Evaluation of Institutions Offering Occupational Education" (Chicago: Commission on Institutions of Higher Education, North Central Association of Colleges and Secondary Schools, May, 1970). Mimeographed.

must be some common expectations and these expectations can provide direction to the vocational system in Wisconsin. Since it would be impossible to ask each and every Wisconsinite for his or her opinion, it is hoped that by choosing the sub-population carefully, the study will include the major portion of the spectrum of opinions. This inventory of common expectations can provide the vocational education leaders in Wisconsin with a standard or criterion to measure the effectiveness of its programs.

Summary

Reorganization, increasing enrollment and expanding responsibilities have hindered a careful assessment of the vocational, technical and adult education programs in the State of Wisconsin. Effectiveness is the measure of congruence between the performance and expectations of an organization. Judgements on effectiveness cannot be made without knowing the expectations. The purpose of this study is to determine the expectations which various sub-populations have for the Vocational, Technical and Adult Education in Wisconsin and to determine the degree of congruence between the expectations and the perceived VTAE priorities. The design to determine the expectations and to determine the congruence between the expectations and perceived VTAE priorities is presented in Chapter II.

CHAPTER II

DESIGN OF THE STUDY

The purpose of this study was to develop an ordered inventory of goals for the Vocational, Technical and Adult Education (VTAE) System in Wisconsin and to determine the degree of congruence between the expectations and the perception of the subpopulations of this study in regard to these goals. The need for this study was established in Chapter I. This chapter will describe the design of the survey instrument, validity and reliability of the instrument, the population and sample for the study, collection of the data, and the statistical treatment of the data.

Instrumentation

Statements of philosophy, goals, objectives and mission were collected from each of the sixteen VTAE districts in Wisconsin, the State Board of Vocational, Technical and Adult Education, and state and national councils for vocational education. Information from the state and federal education agencies was also collected and reviewed. A listing of approximately 100 items was developed. The list was reduced to forty-five goal statements in consultation with the candidate's dissertation committee, Mr. Walter R. Winter, Administrator of Research and Development, Waukesha County Technical Institute, and

Mr. Roland J. Krogstad, Consultant for Research and Development, Wisconsin Board of Vocational, Technical and Adult Education. The list was reduced by eliminating duplicates of some items and by combining others. Two goal statements were added to the survey instrument as a result of the content validity.

The forty-seven goal statements were grouped into ten categories. These categories were developed along the functions currently performed by the sixteen districts in the Vocational, Technical and Adult Education system in Wisconsin, and some of the currently controversial issues. These categories were:

A. Vocational-technical education for initial job entry

B. Vocational-technical education to maintain employment or to advance on the job

C. Vocational-technical retraining

D. General Education

E. Special programs

F. Personal enrichment and avocational courses

G. To act as a resource institution

H. Tuition fee for the VTAE students

I. The method of financing vocational-technical education

J. The delivery system for vocational-technical education

An eleventh category was added as an invitation for respondents to write-in any goals of the VTAE system that did not appear on the survey instrument and in the judgement of the respondents were important. Seven personal data items were added to obtain a profile of the respondents. They were:

1. Sex
2. Age
3. Marital status
4. Type of area where the respondent grew up
5. Educational level
6. Gross annual income
7. Course(s) taken from the VTAE system

The forty-seven goal statements were typed so that two scales, one on each side, could be arranged for easy marking. The scale on the left was designed to measure the desirability of a goal. The six degrees of desirability used were:

Most desirable	(6)
Very desirable	(5)
Desirable	(4)
Undesirable	(3)
Very undesirable	(2)
Most undesirable	(1)

The numerals appearing in the parenthesis after the terms are the weighted values used in the statistical analysis. The scale on the right side of the goal statements was to measure the VTAE current priority for each goal statement, as perceived by the respondents. The priority scale employed a parallel terminology. The six terms used and their weighted values were:

Highest priority	(6)
Very high priority	(5)
High priority	(4)
Low priority	(3)
Very low priority	(2)
Lowest priority	(1)

It should be noted that both scales were designed to eliminate the neutral response.

The purpose of the study and general directions to complete the survey instrument were printed on the first page of the instrument. The instrument contained four 7 x 8½ pages, for easy fit in the self-addressed envelopes. The directions to mark the instrument were repeated on each page. The survey instrument in its final form appears in Appendix D.

Validity and Reliability

The instrument was validated by personal interviews with 1) The Honorable Ray F. Heinzen, Wisconsin State Senator, 24th District, Chairman of Senate Education Committee; 2) Mr. Clarence L. Greiber, former (1944-1970) State Director, Vocational, Technical and Adult Education; 3) Dr. Donald M. Brill, Assistant State Director, Vocational, Technical and Adult Education; 4) Dr. John B. Moullette, Research and Development Specialist, Center for Vocational and Technical Education, Ohio State University; 5) Mr. Roland J. Krogstad, Vocational Education Consultant, State Board of Vocational, Technical and Adult Education; and 6) Mr. Walter R. Winter, Administrator of Research and Development, Waukesha County Technical Institute.

Mr. Roland J. Krogstad and Mr. Walter R. Winter, both research specialists, were consulted in the design of the instrument as well as content validity. With their help the two scales were developed and the goal statements grouped into ten categories. The instrument was then submitted to the Honorable Ray F. Heinzen, Mr. Clarence L. Greiber, Dr. Donald M. Brill and Dr. John B. Moullette for content validity. All but Dr. Moullette, having examined the instrument thoroughly, certified that the instrument adequately covers the goals of vocational, technical and adult education in Wisconsin. They discussed the instru-

ment with the researcher in person and submitted their satisfaction in writing. The letters from these gentlemen appear in Appendix E.

Dr. John B. Moullette made some constructive suggestions during a personal interview in Chicago, at the AVA annual convention, which were incorporated. For example, Goal Statement A5, to provide vocational-technical education to high school students, was added to the instrument at his suggestion. However, his suggestion to define all terms in the survey instrument, to expand the concept of "workers" to managerial workers, technical workers, and occupational workers and other similar proposals, which would have enlarged the instrument, were discarded at the advice of Professor Merle E. Strong, the researcher's major professor. Dr. Moullette did not relay his comments in writing except his notes on the draft of the proposed survey instrument.

The instrument was checked for internal reliability by the split-half method. The correlation coefficient between the odd numbered items and the even numbered items was calculated by using the following formula:[1]

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[1] Kenneth E. Anderson and Herbert A. Smith, TOPICS IN STATISTICS FOR STUDENTS IN EDUCATION (Danville, Illinois: The Interstate Printers and Publishers, Inc., 1959). pp. 112-116.

$$r = \frac{NXY - (\Sigma X) \quad (\Sigma Y)}{\sqrt{\left[N\Sigma X^2 - (\Sigma X)^2\right] \quad \left[N\Sigma Y^2 - (\Sigma Y)^2\right.}}$$

where N = number of respondents, X = the score on even numbered items, and Y = the score on odd numbered items.

Since the correlation obtained from this procedure represented the reliability for a test only half as long as the original test, a correction was applied to obtain the reliability of the entire test. The Spearman-Brown Prophecy Formula,[2] as indicated below, was used to make this correction.

$$r_{Total} = \frac{2 \; (r_{Half\ Test})}{1 + r_{Half\ Test}}$$

This procedure yielded a reliability coefficient of .83 on the desirability scale and .91 on the priority scale, which indicated that the reliability of the instrument in terms of internal consistency is within the acceptable range.

The data for internal reliability was obtained by field testing the instrument in a graduate level class in Administration of Vocational and Technical Education at the University of Wisconsin. The data obtained from field testing is included in Appendix A.

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[2] Ibid.

Population and Sample

The population for this study consisted of all elected officials of labor unions in Wisconsin; publishers of all daily, weekly and bi-weekly newspapers in Wisconsin; chairmen of all county boards in Wisconsin; members of district boards of vocational, technical and adult education in Wisconsin; professional staff of the State Board of Vocational, Technical and Adult Education; presidents of businesses and industries employing more than 500 persons; instructional staff of the sixteen VTAE districts; administrative staff of the sixteen VTAE districts; all persons listed in the 189 telephone directories available in the Milwaukee Public Library; members of the Wisconsin State Assembly and Senate; superintendents of public school systems in Wisconsin; and the students in the sixteen Vocational, Technical and Adult Education districts. However, one subpopulation, namely the persons listed in the 189 telephone directories available in the Milwaukee Public Library, was dropped because of very poor response. Out of the ninety questionnaires sent out, only four were returned. Of the four returned, two were not completed because the respondents did not feel that they knew enough about the vocational, technical and adult education in Wisconsin to intelligently fill out the questionnaire. Consideration was given to randomly selecting another ninety persons and

repeat the process, but the researcher was not optimistic about the result. Another reason for not repeating the process was that even a 100% response from ninety persons out of a population of well over four million would not make a representative sample of Wisconsinites.

The sample for this study comprised of all fifty-one members of the professional staff of the State Board of Vocational, Technical and Adult Education; chairmen of all seventy-two county boards in Wisconsin; six members of each of the sixteen district boards of vocational, technical and adult education, selected randomly; six members of the instructional staff of each of the sixteen VTAE districts, selected randomly; six members of the administrative staff of each of the sixteen VTAE district, selected randomly; and ninety members, selected randomly, from each of the following subpopulations:

Elected officials of labor unions in Wisconsin

Presidents of businesses and industries employing more than 500 persons

Members of the Wisconsin State Assembly and Senate

Superintendents of public school systems in Wisconsin

A list of 200 student officials of various organizations in the sixteen VTAE districts supplied by the Student Services Section of the Wisconsin Board of Vocational, Technical and Adult Education

Publishers of all daily, weekly and bi-weekly newspapers in Wisconsin

Data Collection

A total of 951 survey instruments were sent to the respondents by first class mail. A letter from Mr. Eugene I. Lehrmann, State Director, Board of Vocational, Technical and Adult Education, explaining the need for the study and asking for cooperation, was enclosed with each questionnaire. Mr. Lehrmann's letter appears in Appendix C. A self-addressed, stamped envelope was also included for the convenience of the respondent. A daily count of the returns was maintained to determine a cut-off date. As is shown on Graph 1, the returns dropped to zero after twenty-six days and the cut-off point was established as thirty days. At the cut-off date, 42.8% of the returns had been received. However, the percentage of returns varied within groups as shown below:

Labor unions officials	24.4%
Newspaper publishers	27.8
County board chairmen	22.2
VTAE District Board members	40.6
State Board staff	72.4
Business and Industry President	38.9
VTAE instructors	53.2
VTAE administrators	70.0
State legislators	16.7
Superintendents of public schools	57.8
VTAE students	48.8
Total	42.8

The response was much better than expected. Accord-

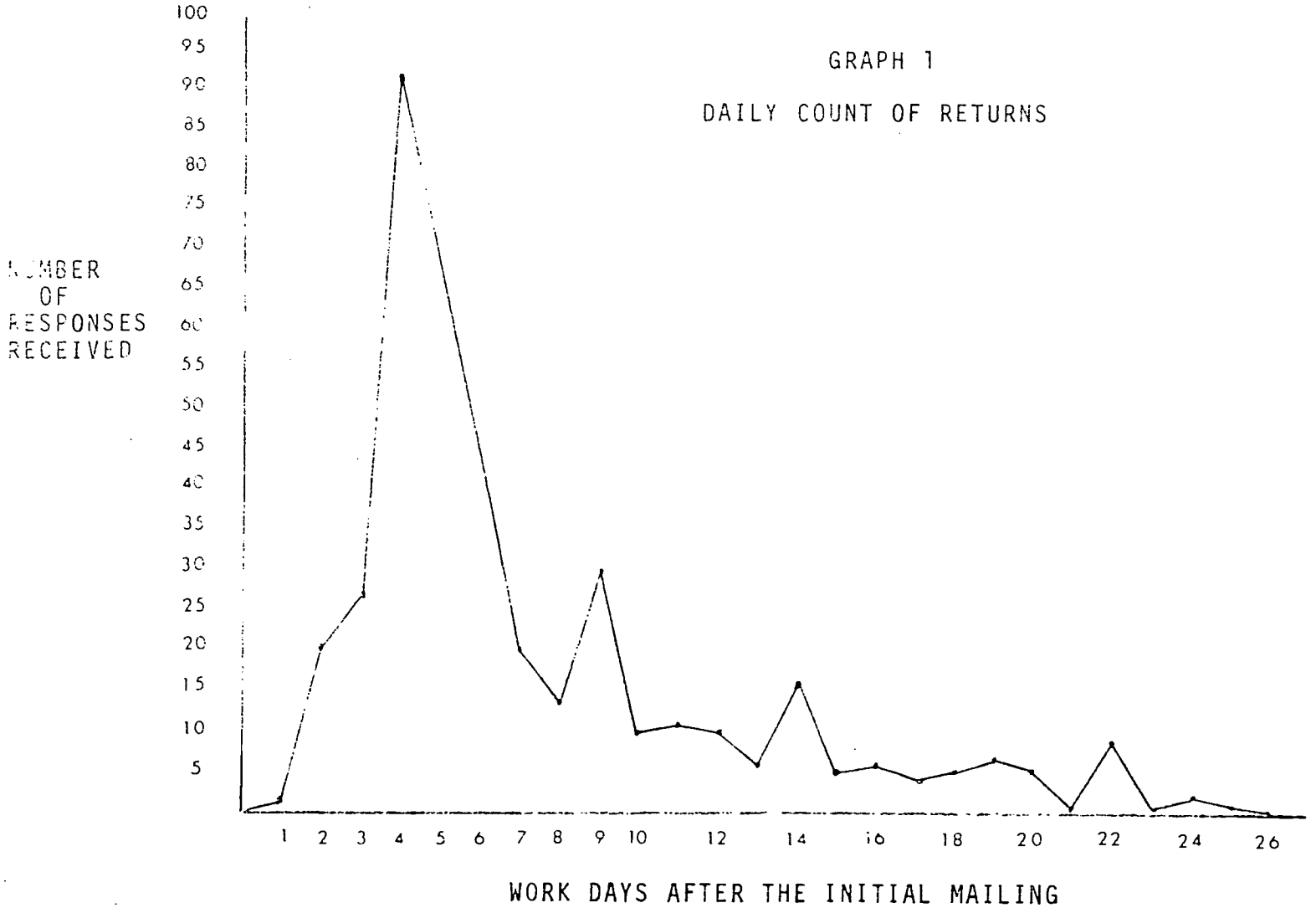
GRAPH 1
DAILY COUNT OF RETURNS
NUMBER OF RESPONSES RECEIVED
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
1 2 3 4 5 6 7 8 9 10 12 14 16 18 20 22 24 26
WORK DAYS AFTER THE INITIAL MAILING

ing to the Research Division of the Wisconsin Employment Service, expected return for a survey by mail is twenty to thirty percent. However, 16.7 response by the State Legislators was disappointing. It is possible that opening of the new legislative session may have had an effect on the response.

Five percent of the non-respondents were randomly selected for a second mailing to check if the results would have been different had the non-respondents responded. A personal letter with a questionnaire and self-addressed, stamped envelope was sent to each of these twenty-nine persons. A two-week period was arbitrarily chosen as the response time. After two weeks twenty responses had been received. The non-respondents were contacted by telephone. One week response time was chosen. After one week two responses were outstanding. These non-respondents were personally contacted and their responses secured. A 100% response of the five percent randomly selected non-respondents was secured.

Statistical Treatment of the Data

The responses obtained from the survey instrument were transferred from the data gathering instruments to data processing cards. Duplicate cards were punched for each set of data and the accuracy of the cards was maintained by submitting them to a keypunch verifying machine

and an OVERVIEW computer program. The utilization of keypunch cards and the digital computers greatly enhanced the application and accuracy of the statistical analysis of the data. The format that was developed for recording the data on keypunch cards is presented in Appendix B.

The data were summarized by the computer by listing marginals on a single column by group to determine accuracy of the punches and frequency distributions on personal items and desirability/priority items. Frequency distributions on personal data items were changed to percentages for personal profile comparisons of respondents and non-respondents in each group.

The computer produced 3 x 3 tables for each goal statement for each group listing frequencies and percentages. These 3 x 3 tables produced a simple tabulation of individual response for each item for each group. As the neutral response on both scales had been eliminated, weighted values 4, 5, and 6 were considered high and 1, 2, and 3 were considered low. A sample table for tabulation is shown below:

SAMPLE TABLE

RESPONSE TABULATION

DESIRABILITY	High	Low	No Response
High			
Low			
No Response			

High = 6, 5, 4

Low = 1, 2, 3

No Response = 0

The computer also calculated bi-variate statistics for each matrix including chi square and contingency coefficient. "No Response" column and row were not included in calculating the bi-variate statistics.

The Spearman rank order correlation coefficient was calculated for the means for each item for each group on the desirability scale to measure the association between all pairs of groups. This statistic requires that variables in both groups be measured in at least an ordinal

scale. Following is the formula, corrected for ties:[3]

$$r_s = \frac{\sum x^2 + \sum y^2 - \sum d^2}{2\sqrt{\sum x^2 \sum y^2}}$$

where $x = X - \overline{X}$, $\overline{X}$ is the mean of scores on the X variable

$y = Y - \overline{Y}$, $\overline{Y}$ is the mean of scores on the Y variable

and $d = X - Y$

On the desirability scale means for each item for each group were calculated. Analysis of variance was used and the F-ratio calculated. No significance level was specified as the computer was programmed to calculate the level of significance for each F-ratio. However, a .05 significance level was used to reject the null hypotheses.

The F-ratio is the ratio of the mean square for "between" groups and the mean square for "within" groups. Mean square for "between" groups and "within" groups is calculated by dividing the sum of the squares by its respective number of degrees of freedom. The following for-

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[3] Sidney Siegel, NONPARAMETRIC STATISTICS FOR THE BEHAVIORAL SCIENCES (New York: McGraw-Hill Book Co., 1956). p. 207.

malae were used to calculate the sum of squares:

"Between" Sum of Squares

$$\sum x^2 = \frac{(\sum X)^2}{n} - \frac{(\sum X_t)^2}{N}$$

where $\sum X$ = sum of raw scores for each item in a group

N = number of items in all groups

n = number of groups

$\sum X_t$ = sum of raw scores for each item in all groups

"Within" Sum of Squares

$$\sum x^2 = \sum_{i=1}^{n} \sum X^2 - \frac{(\sum X)^2}{N}$$

where X = raw score for each item

N = number of items in each group

n = number of groups

The analysis of variance was useful in determining whether t. eleven groups for this study differed significantly on each item in regard to the desirability of the item as a goal for the Vocational, Technical and Adult Education System in Wisconsin. The null hypothesis, H_o, was that the mean score for any one item is the same for all eleven groups.

When the overall hypothesis of equal means is re-

jected by the analysis of variance, this does not indicate that every mean differs significantly from any other sample mean. It is reasonable to assume, on the basis of rejection of the over-all null hypothesis, that at least one sample mean differs significantly from one other sample mean. If all of the samples are of the same size, the investigator is justified in concluding that the largest mean is significantly larger than the smallest mean. However, the contribution of any sample to a test of significance is a function of sample size, and if either the largest mean or the smallest mean comes from a sample with fewer subjects than one of the other samples, one cannot be sure that the null hypothesis is rejected due to the difference between these two extreme means. Even if the investigator can identify the difference between the largest mean and the smallest as a significant one, he will usually want to know whether there are other significant differences among the sample means. Generally, the rejection of the over-all hypothesis is of equal means without identifying which means are significantly larger than which other means is not a very satisfactory conclusion to a piece of research.[4]

Wherever the over-all hypothesis of equal means was

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[4] John T. Roscoe, FUNDAMENTAL RESEARCH STATISTICS FOR THE BEHAVIORAL SCIENCES (New York: Holt, Rinehart and Winston, Inc., 1969). pp. 238.

rejected, Bonferroni t-statistic for two independent samples was used for testing the significance of the difference between pairs of means. The hypothesis tested by the Bonferroni t-statistic is that two random samples have been independently drawn from populations having the same mean. If the difference between a pair of means was greater than the Bonferroni t-statistic, the difference was considered significant. The critical Bonferroni t-statistic was calculated by using the following formula at the .05 significant level:[5]

$$\text{Bonferroni } t = 3.34 \sqrt{MS_w \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}$$

where MS_w = mean square within

n_1 = number of items in sample for $\bar{X}_1$

n_2 = number of items in sample for $\bar{X}_2$

and 3.34 = critical t-value for .05 significant level with df (10,192)

The critical t-value was calculated by using Peiser's approximation.[6]

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[5] Rupert G. Miller, Jr., SIMULTANEOUS STATISTICAL INFERENCE (New York: McGraw-Hill Book Company, 1966). pp. 67-70.

[6] Ibid.

$$t_{\nu}^{\alpha/2K} \cong g^{\alpha/2K} + \frac{1}{4\nu}\left[\left(g^{\alpha/2K}\right)^3 + g^{\alpha/2K}\right]$$

where $g^{\alpha/2K}$ is the upper 100 $\frac{\alpha}{2K}$ percent point of the N (0,1) distribution.

Summary

A survey instrument containing 47 goal statements was designed. It was validated by personal interviews with experts in the vocational-technical education. The reliability was checked by the split-half method. The respondents were asked to mark two scales for each goal statement, one for the desirability of the goal statement and the other for perceived VTAE priority. The sample for this study consisted of eleven groups who, directly or indirectly, could affect the direction of vocational-technical education in Wisconsin. Analysis of variance and Bonferroni t-statistic were used to analyse the differences between groups. Group means, grand mean, and standard deviation for each item were calculated. A 2 x 2 matrix analysis was used to check the congruence between expectations and perceived VTAE priority for each item for eleven groups. The Spearman rank order correlation coefficient and significance matrix were used to measure the association between all pairs of groups. Analysis of the data is presented in Chapter III.

CHAPTER III

ANALYSIS OF THE DATA

The purposes of this study were to determine if the expectations held by the various subpopulations of this study are congruent with the priorities of the Vocational, Technical and Adult Education System in Wisconsin and to determine the differences in expectations of various subpopulations, if any. Chapter III presents an analysis of the data collected in four parts.

1. The personal data collected is used to discuss the similarity between the respondents and the nonrespondents.

2. The 2 x 2 matrices are used to analyse the desirability and the VTAE priority for each item and for each group.

3. The analysis of variance and the Bonferroni t-statistic are used to analyse the differences among various subpopulations, called groups, for each item as to its desirability for being a goal for the Vocational, Technical and Adult Education System in Wisconsin.

4. The Spearman rank order correlation coefficient is used to analyse the association in ranks for mean scores for each item on the desirability scale.

The subpopulation groups for this study will sometimes be referred to by their abbreviated names and sometimes by the designated letters. The following plan shall be used throughout this study:

Group	Abbreviated Name	Designated Letter
Elected officials of labor unions	Unions	A
Publishers of daily, weekly and biweekly newspapers	Publishers	B
County board chairmen	Cty. Bd. Chm.	C
VTAE district board members	VTAE Bd.	D
Professional staff of the State Board of Vocational, Technical and Adult Education	State Staff	E
Presidents of businesses and industries employing 500 or more employees	Bus. & Ind.	F
Instructors in the VTAE system	Instructors	G
Administrators in the 16 VTAE districts	VTAE Admin.	H
Wisconsin State Legislators	Legislators	I
Superintendents of public schools	Supts.	K
Students in the VTAE system	Students	L

Tables 1-13, personal profile of the sample, show that the respondents were not different from the nonrespondents as determined by sampling five percent of the nonrespondents. In these tables nonrespondents and respondents are compared for each group, all the groups together, and all groups except the students. The student group is singled out because it is different from the rest of the sample in almost every category of personal data. The average respondent, if the student group is excluded,

TABLE 1

PERSONAL PROFILE OF ELECTED OFFICIALS OF LABOR UNIONS

		Respondent	Non-respondent
SEX	Female	14%	10%
	Male	86	90
AGE	Less than 19	0	0
	20-29	5	0
	30-39	22	10
	40-49	32	20
	50 and over	42	70
MARITAL STATUS	Married	95	100
	Single	0	0
CHILDHOOD RESIDENCE	Farm	27	20
	Rural	14	0
	Small Town	5	0
	Small City	32	40
	Suburb	0	0
	Urban	23	40
EDUCATION	H. S. or less	45	50
	Less than B.S.	41	30
	B.S. or above	14	20
GROSS ANNUAL INCOME	Under $4,999	0	0
	$5,000-$9,999	27	50
	$10,000-$19,999	59	50
	$20,000 or over	14	0
VTAE COURSE	Voc-Tech. Course	32	20
	Personal Enrichment	18	50
	General Education	14	10
	No Course	32	20

TABLE 2.

PERSONAL PROFILE OF PUBLISHERS OF DAILY, WEEKLY AND BIWEEKLY NEWSPAPERS

		Respondent	Non-respondent*
SEX	Female	4%	0%
	Male	92	100
AGE	Less than 19	0	0
	20-29	4	0
	30-39	28	100
	40-49	20	0
	50 and over	48	0
MARITAL STATUS	Married	84	100
	Single	16	0
CHILDHOOD RESIDENCE	Farm	12	0
	Rural	0	0
	Small Town	8	0
	Small City	48	100
	Suburb	8	0
	Urban	24	0
EDUCATION	H. S. or less	4	0
	Less than B.S.	16	0
	B.S. or above	80	100
GROSS ANNUAL INCOME.	Under $4,999	0	0
	$5,000-$9,999	16	0
	$10,000-$19,999	28	100
	$20,000 or over	56	0
VTAE COURSE	Voc-Tech. Course	12	0
	Personal Enrichment	8	0
	General Education	4	0
	No Course	76	100

*Only one nonrespondent

TABLE 3

PERSONAL PROFILE OF COUNTY BOARD CHAIRMEN

		Respondent	Non-respondent
SEX	Female	0%	0%
	Male	100	100
AGE	Less than 19	0	0
	20-29	0	0
	30-39	5	0
	40-49	10	20
	50 and over	80	80
MARITAL STATUS	Married	85	0
	Single	5	0
CHILDHOOD RESIDENCE	Farm	65	60
	Rural	0	0
	Small Town	10	0
	Small City	25	20
	Suburb	0	0
	Urban	0	20
EDUCATION	H. S. or less	40	40
	Less than B.S.	15	20
	B.S. or above	40	40
GROSS ANNUAL INCOME	Under $4,999	0	0
	$5,000-$9,999	15	0
	$10,000-$19,999	60	80
	$20,000 or over	25	20
VTAE COURSE	Voc-Tech. Course	10	0
	Personal Enrichment	10	0
	General Education	0	0
	No Course	80	100

TABLE 4

PERSONAL PROFILE OF VTAE
DISTRICT BOARD MEMBERS

		Respondent	Non-respondent
SEX	Female	10%	0%
	Male	87	100
AGE	Less than 19	2	0
	20-29	0	0
	30-39	3	0
	40-49	36	50
	50 and over	59	50
MARITAL STATUS	Married	100	100
	Single	0	0
CHILDHOOD RESIDENCE	Farm	38	0
	Rural	5	0
	Small Town	10	50
	Small City	31	0
	Suburb	0	0
	Urban	13	50
EDUCATION	H. S. or less	26	0
	Less than B.S.	13	0
	B.S. or above	61	100
GROSS ANNUAL INCOME	Under $4,999	0	0
	$5,000-$9,999	10	0
	$10,000-$19,999	38	0
	$20,000 or over	51	100
VTAE COURSE	Voc-Tech. Course	23	50
	Personal Enrichment	10	0
	General Education	3	0
	No Course	59	50

TABLE 5

PERSONAL PROFILE OF PROFESSIONAL STAFF OF STATE BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION

		Respondent	Non-respondent
SEX	Female	5%	33%
	Male	86	67
AGE	Less than 19	0	0
	20-29	13	0
	30-39	38	0
	40-49	22	67
	50 and over	24	33
MARITAL STATUS	Married	92	67
	Single	5	33
CHILDHOOD RESIDENCE	Farm	22	0
	Rural	5	0
	Small Town	11	0
	Small City	24	33
	Suburb	16	0
	Urban	19	67
EDUCATION	H. S. or less	0	0
	Less than B.S.	11	0
	B.S. or above	86	100
GROSS ANNUAL INCOME	Under $4,999	0	0
	$5,000-$9,999	3	0
	$10,000-$19,999	73	67
	$20,000 or over	22	33
VTAE COURSE	Voc-Tech. Course	8	0
	Personal Enrichment	32	0
	General Education	0	0
	No Course	57	100

TABLE 6

PERSONAL PROFILE OF PRESIDENTS OF BUSINESSES AND INDUSTRIES EMPLOYING 500 OR MORE EMPLOYEES

		Respondent	Non-respondent*
SEX	Female	0%	0%
	Male	97	100
AGE	Less than 19	0	0
	20-29	6	0
	30-39	15	0
	40-49	41	100
	50 and over	38	0
MARITAL STATUS	Married	97	100
	Single	3	0
CHILDHOOD RESIDENCE	Farm	3	0
	Rural	6	0
	Small Town	18	0
	Small City	41	0
	Suburb	18	0
	Urban	15	100
EDUCATION	H. S. or less	9	0
	Less than B.S.	18	0
	B.S. or above	73	100
GROSS ANNUAL INCOME	Under $4,999	0	0
	$5,000-$9,999	0	0
	$10,000-$19,999	35	0
	$20,000 or over	65	100
VTAE COURSE	Voc-Tech. Course	15	0
	Personal Enrichment	18	0
	General Education	3	0
	No Course	59	100

*Only one nonrespondent

TABLE 7

PERSONAL PROFILE OF INSTRUCTORS
IN THE VTAE SYSTEM

		Respondent	Non-respondent
SEX	Female	24%	80%
	Male	75	20
AGE	Less than 19	0	0
	20-29	22	20
	30-39	37	40
	40-49	22	20
	50 and over	18	20
MARITAL STATUS	Married	94	60
	Single	6	40
CHILDHOOD RESIDENCE	Farm	35	20
	Rural	6	40
	Small Town	12	0
	Small City	24	20
	Suburb	4	20
	Urban	18	0
EDUCATION	H. S. or less	0	0
	Less than B.S.	16	0
	B.S. or above	84	100
GROSS ANNUAL INCOME	Under $4,999	4	0
	$5,000-$9,999	24	0
	$10,000-$19,999	67	100
	$20,000 or over	4	0
VTAE COURSE	Voc-Tech. Course	29	40
	Personal Enrichment	16	20
	General Education	6	20
	No Course	45	20

TABLE 8

PERSONAL PROFILE OF ADMINISTRATORS IN THE 16 VTAE DISTRICTS

		Respondent	Non-respondent*
SEX	Female	11%	67%
	Male	84	33
AGE	Less than 19	0	0
	20-29	2	0
	30-39	36	0
	40-49	30	67
	50 and over	32	33
MARITAL STATUS	Married	88	100
	Single	6	0
CHILDHOOD RESIDENCE	Farm	23	0
	Rural	6	0
	Small Town	16	67
	Small City	22	0
	Suburb	11	0
	Urban	20	33
EDUCATION	H. S. or less	0	0
	Less than B.S.	2	0
	B.S. or above	94	100
GROSS ANNUAL INCOME	Under $4,999	0	0
	$5,000-$9,999	2	0
	$10,000-$19,999	75	100
	$20,000 or over	19	0
VTAE COURSE	Voc-Tech. Course	30	0
	Personal Enrichment	5	67
	General Education	33	0
	No Course	0	33

*Only one nonrespondent

TABLE 9

PERSONAL PROFILE OF
STATE LEGISLATORS

		Respondent	Non-respondent
SEX	Female	6%	0%
	Male	94	100
AGE	Less than 19	0	0
	20-29	13	0
	30-39	44	0
	40-49	19	50
	50 and over	19	50
MARITAL STATUS	Married	81	100
	Single	19	0
CHILDHOOD RESIDENCE	Farm	19	50
	Rural	0	0
	Small Town	13	0
	Small City	44	0
	Suburb	6	0
	Urban	19	50
EDUCATION	H. S. or less	13	0
	Less than B.S.	6	50
	B.S. or above	81	50
GROSS ANNUAL INCOME	Under $4,999	0	0
	$5,000-$9,999	25	0
	$10,000-$19,999	56	50
	$20,000 or over	13	50
VTAE COURSE	Voc-Tech. Course	13	50
	Personal Enrichment	0	0
	General Education	6	0
	No Course	75	50

TABLE 10

PERSONAL PROFILE OF SUPERINTENDENTS
OF PUBLIC SCHOOLS

		Respondent	Non-respondent
SEX	Female	4%	0%
	Male	94	100
AGE	Less than 19	0	0
	20-29	0	0
	30-39	17	50
	40-49	48	50
	50 and over	35	0
MARITAL STATUS	Married	94	100
	Single	4	0
CHILDHOOD RESIDENCE	Farm	44	100
	Rural	4	0
	Small Town	25	0
	Small City	13	0
	Suburb	4	0
	Urban	10	0
EDUCATION	H. S. or less	2	0
	Less than B.S.	0	0
	B.S. or above	98	100
GROSS ANNUAL INCOME	Under $4,999	0	0
	$5,000-$9,999	0	0
	$10,000-$19,999	63	100
	$20,000 or over	37	0
VTAE COURSE	Voc-Tech. Course	4	0
	Personal Enrichment	11	50
	General Education	4	0
	No Course	79	50

TABLE 11

PERSONAL PROFILE OF STUDENTS
IN THE VTAE SYSTEM

		Respondent	Non-respondent *
SEX	Female	36%	100%
	Male	64	0
AGE	Less than 19	34	0
	20-29	57	100
	30-39	5	0
	40-49	6	0
	50 and over	25	0
MARITAL STATUS	Married	70	0
	Single	30	100
CHILDHOOD RESIDENCE	Farm	15	50
	Rural	16	0
	Small Town	25	0
	Small City	11	0
	Suburb	11	0
	Urban	5	50
EDUCATION	H. S. or less	16	0
	Less than B.S.	73	100
	B.S. or above	9	0
GROSS ANNUAL INCOME	Under $4,999	73	50
	$5,000-$9,999	18	50
	$10,000-$19,999	2	0
	$20,000 or over	0	0
VTAE COURSE	Voc-Tech. Course	86	100
	Personal Enrichment	2	0
	General Education	2	0
	No Course	9	0

*Only one nonrespondent

TABLE 12

PERSONAL PROFILE OF ALL RESPONDENTS

		Respondent	Non-respondent
SEX	Female	12%	27%
	Male	88	63
AGE	Less than 19	4	0
	20-29	12	8
	30-39	23	14
	40-49	28	32
	50 and over	33	46
MARITAL STATUS	Married	87	86
	Single	13	14
CHILDHOOD RESIDENCE	Farm	29	27
	Rural	6	5
	Small Town	14	8
	Small City	28	22
	Suburb	8	3
	Urban	15	32
EDUCATION	H. S. or less	11	19
	Less than B.S.	18	19
	B.S. or above	71	62
GROSS ANNUAL INCOME	Under $4,999	9	3
	$5,000-$9,999	11	16
	$10,000-$19,999	53	62
	$20,000 or over	27	19
VTAE COURSE	Voc-Tech. Course	27	22
	Personal Enrichment	16	24
	General Education	4	5
	No Course	53	46

TABLE 13

PERSONAL PROFILE OF ALL RESPONDENTS
EXCEPT THE STUDENTS

		Respondent	Non-respondent
SEX	Female	9%	23%
	Male	91	77
AGE	Less than 19	0	0
	20-29	7	3
	30-39	25	14
	40-49	31	34
	50 and over	37	49
MARITAL STATUS	Married	94	91
	Single	6	9
CHILDHOOD RESIDENCE	Farm	29	26
	Rural	5	6
	Small Town	14	9
	Small City	28	23
	Suburb	7	3
	Urban	16	31
EDUCATION	H. S. or less	10	20
	Less than B.S.	12	14
	B.S. or above	78	66
GROSS ANNUAL INCOME	Under $4,999	1	0
	$5,000-$9,999	10	14
	$10,000-$19,999	59	66
	$20,000 or over	30	20
VTAE COURSE	Voc-Tech. Course	19	17
	Personal Enrichment	18	26
	General Education	4	6
	No Course	58	49

could be described as male, over 30 years of age, married, has a baccalaureate degree or higher, earns more than $10,000 per year and has not taken a course offered by the VTAE system. The average student, on the other hand, could be a male or female, married or single, has less than a baccalaureate degree, earns less than $5,000 per year, and has taken courses from the VTAE system. If the students are included in the sample profile, it tends to negate some of the dominant features of the profile. Therefore, a more accurate picture of the respondents can be provided by supplying a separate profile for the student group. It is analogous to using the median in preference to the mean. It should be noted that in Tables 1-13, some percentages add up to more or less than 100%. There are two reasons for this discrepancy:

1. Some respondents did not answer some of the personal data questions.

2. The percentages were rounded off to the whole number by carrying five or more.

Goal Statement A1, to provide Vocational-Technical education to high school graduates for initial job entry, had a grand mean of 5.321 and ranked first among the 47 goal statements. An examination of Table 14 shows that the group means ranged from 4.636 for the union officials to 5.677 for the administrators of the 16 VTAE districts.

TABLE 14

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT A1
DESIRABILITY SCALE

Goal Statement A1:

To provide Vocational-Technical Education to high school graduates for initial job entry.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	4.636	- 0.685	0.789
Publishers	25	5.000	- 0.321	0.913
Cty. Bd. Chm.	16	4.850	- 0.471	1.387
VTAE Bd.	39	5.590	0.269	0.751
State Staff	37	5.400	0.084	1.142
Bus. & Ind.	35	5.029	- 0.292	0.834
Instructors	51	5.510	0.189	0.758
VTAE Admin.	67	5.677	0.356	1.002
Legislators	15	5.312	- 0.008	0.873
Supts.	52	5.346	0.025	0.814
Students	44	5.204	- 0.116	0.667

Grand Mean	5.321
F - Ratio	4.206
Significance Level	0.000

TABLE 15

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT A1 DESIRABILITY SCALE

Goal Statement A1:
To provide Vocational-Technical Education to high school graduates for initial job entry.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.364	0.876	D,E	0.184	0.687
A,C	0.214	0.927	D,F	0.560	0.702
A,D	0.953*	0.732	D,G	0.080	0.639
A,E	0.769	0.807	D,H	0.087	0.606
A,F	0.393	0.786	D,I	0.277	0.891
A,G	0.873*	0.765	D,K	0.243	0.636
A,H	1.041*	0.738	D,L	0.385	0.660
A,I	0.676	0.984	E,F	0.376	0.711
A,K	0.710	0.762	E,G	0.104	0.648
A,L	0.568	0.783	E,H	0.271	0.618
B,C	0.150	0.900	E,I	0.093	0.897
B,D	0.590	0.768	E,K	0.059	0.645
B,E	0.405	0.777	E,L	0.201	0.669
B,F	0.029	0.789	F,G	0.480	0.663
B,G	0.510	0.732	F,H	0.647*	0.633
B,H	0.677	0.705	F,I	0.283	0.909
B,I	0.312	0.960	F,K	0.317	0.660
B,K	0.346	0.729	F,L	0.175	0.684
B,L	0.204	0.750	G,H	0.167	0.561
C,D	0.740	0.825	G,I	0.197	0.858
C,E	0.555	0.831	G,K	0.164	0.591
C,F	0.179	0.843	G,L	0.305	0.618
C,G	0.660	0.792	H,I	0.364	0.837
C,H	0.827*	0.765	H,K	0.331	0.558
C,I	0.462	1.005	H,L	0.472	0.585
C,K	0.496	0.789	I,K	0.034	0.858
C,L	0.354	0.810	I,L	0.108	0.876
			K,L	0.142	0.615

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 16

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT A1

Goal Statement A1:

To provide Vocational-Technical Education to high school graduates for initial job entry.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	80.95%	19.05%	0.00%	0.00%
Publishers	25	91.67	4.17	0.00	4.17
Cty. Bd. Chm.	16	94.44	5.56	0.00	0.00
VTAE Bd.	39	97.44	0.00	2.56	0.00
State Staff	37	100.00	0.00	0.00	0.00
Bus. & Ind.	35	72.73	27.27	0.00	0.00
Instructors	51	96.08	1.96	0.00	1.96
VTAE Admin.	67	96.88	1.56	0.00	1.56
Legislators	15	87.50	12.50	0.00	0.00
Supts.	52	94.23	5.77	0.00	0.00
Students	44	88.64	11.36	0.00	0.00
TOTAL	403	92.21	6.78	0.25	0.75

Hi = 4, 5, 6 Lo = 1, 2, 3

As indicated in Table 15, there were statistically significant difference between Groups A and D, A and G, A and H, C and H, and E and H. Groups A and F are labor union officials and presidents of businesses and industries. Groups D, G, H are VTAE district board members, instructors and administrators. However, all of these groups as well as others indicated that providing Vocational-Technical education to high school graduates for initial job entry is a desirable goal. The differences are only in whether it is a very desirable goal or most desirable goal. Groups D, G, and H, the VTAE district board members, the instructors in the VTAE system, and the administrators in the VTAE districts considered this goal to be most desirable. Table 16 is a summary of the 2 x 2 matrices of desirability and VTAE priority for Goal Statement A1. Almost 99% of the respondents considered this goal to be desirable and 92.46% indicated that the VTAE system placed high priority on this goal.

Goal Statement A2, to provide Vocational-Technical education to high school dropouts for initial job entry, had a grand mean of 4.997 and ranked sixth among the 47 goal statements. An examination of Table 17 shows that the group means ranged from 4.727 for the union officials and students to 5.400 for the newspaper publishers. Hypothesis of equal means was not rejected at the .05 signi-

TABLE 17

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT A2
DESIRABILITY SCALE

Goal Statement A2:

To provide Vocational-Technical Education to high school dropouts for initial job entry.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	4.727	- 0.270	1.279
Publishers	25	5.400	0.402	0.577
Cty. Bd. Chm.	16	5.250	0.252	1.372
VTAE Bd.	39	4.949	- 0.049	1.169
State Staff	37	5.108	0.111	1.220
Bus. & Ind.	35	5.112	0.120	0.769
Instructors	51	4.902	0.096	1.136
VTAE Admin.	67	4.831	- 0.167	1.364
Legislators	15	4.937	- 0.060	1.526
Supts.	52	5.250	0.252	0.905
Students	44	4.727	- 0.270	1.453

Grand Mean	4.997
F - Ratio	1.196
Significance Level	0.292

TABLE 18

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT A2 DESIRABILITY SCALE

Goal Statement A2:
To provide Vocational-Technical Education to high school dropouts for initial job entry.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.673	1.156	D,E	0.159	0.907
A,C	0.523	1.224	D,F	0.169	0.927
A,D	0.221	0.966	D,G	0.047	0.843
A,E	0.381	1.065	D,H	0.118	0.800
A,F	0.390	1.038	D,I	0.011	1.176
A,G	0.175	1.010	D,K	0.301	0.840
A,H	0.103	0.974	D,L	0.221	0.817
A,I	0.210	1.299	E,F	0.010	0.939
A,K	0.523	1.006	E,G	0.206	0.855
A,L	0.000	1.034	E,H	0.277	0.816
B,C	0.150	1.188	E,I	0.171	1.184
B,D	0.451	1.014	E,K	0.142	0.815
B,E	0.292	1.026	E,L	0.381	0.883
B,F	0.282	1.041	F,G	0.216	0.875
B,G	0.498	0.966	F,H	0.287	0.836
B,H	0.569	0.931	F,I	0.180	1.200
B,I	0.420	1.267	F,K	0.132	0.871
B,K	0.150	0.962	F,L	0.390	0.903
B,L	0.673	0.990	G,H	0.071	0.741
C,D	0.301	1.089	G,I	0.035	1.133
C,E	0.142	1.097	G,K	0.348	0.780
C,F	0.132	1.113	G,L	0.175	0.816
C,G	0.348	1.045	H,I	0.107	1.105
C,H	0.419	1.010	H,K	0.419	0.737
C,I	0.312	1.327	H,L	0.103	0.772
C,K	0.000	1.041	I,K	0.312	1.133
C,L	0.523	1.069	I,L	0.210	1.156
			K,L	0.523	0.812

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 19

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT A2

Goal Statement A2:

To provide Vocational-Technical Education to high school dropouts for initial job entry.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	61.90%	19.05%	4.76%	14.29%
Publishers	25	79.17	20.83	0.00	0.00
Cty. Bd. Chm.	16	77.78	22.22	0.00	0.00
VTAE Bd.	39	76.32	21.05	0.00	2.63
State Staff	37	75.00	25.00	0.00	0.00
Bus. & Ind.	35	75.76	24.24	0.00	0.00
Instructors	51	62.75	23.53	1.96	11.76
VTAE Admin.	67	65.63	23.44	3.13	7.81
Legislators	15	60.00	40.00	0.00	0.00
Supts.	52	34.54	61.54	1.92	0.00
Students	44	71.43	16.67	7.14	4.76
TOTAL	403	65.74	27.92	2.03	4.31

Hi = 4, 5, 6 Lo = 1, 2, 3

ficance level. It could have been rejected at the .292 significance level. As shown in Table 18, the Bonferroni t-test showed no significant differences between any pair of group means. Table 19 is a summary of the 2 x 2 matrices of desirability and VTAE priority. It shows that almost 94% of the sample indicated that to provide Vocational-Technical education to high school dropouts was a desirable goal and 67.77% indicated that the VTAE system placed high priority on this goal. However, 61.54% of the public school superintendents indicated that the VTAE system was placing low priority on this goal while 96.02% thought it is a very desirable goal.

Goal Statement A3, to provide Vocational-Technical education to apprentices for initial job entry, had a grand mean of 4.968 and ranked eighth among the 47 goal statements. An examination of Table 20 shows that the group means ranged from 3.937 for the state legislators to 5.338 for the administrators in the VTAE districts. The analysis of variance rejected the null hypothesis of equal means at the .05 significance level but further analysis with the Bonferroni t-test, Table 21, did not show any significant difference among any pair of groups. As indicated in Chapter II, when the over-all hypothesis of equal means is rejected by the analysis of variance, and if there is a difference in the sample size of various

TABLE 20

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT A3
DESIRABILITY SCALE

Goal Statement A3:

To provide Vocational-Technical Education to apprentices for initial job entry.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	5.000	0.032	1.309
Publishers	25	4.760	- 0.208	0.831
Cty. Bd. Chm.	16	4.900	- 0.068	1.447
VTAE Bd.	39	5.103	0.135	1.410
State Staff	37	4.838	- 0.130	1.463
Bus. & Ind.	35	5.118	0.150	0.844
Instructors	51	5.059	0.091	0.810
VTAE Admin.	67	5.338	0.371	1.215
Legislators	15	3.937	- 0.030	2.081
Supts.	52	4.981	0.013	1.129
Students	44	4.682	- 0.286	1.095

Grand Mean	4.968
F - Ratio	2.268
Significance Level	0.014

TABLE 21

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT A3 DESIRABILITY SCALE

Goal Statement A3:
To provide Vocational-Technical Education to apprentices for initial job entry.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.240	1.180	D,E	0.265	0.925
A,C	0.100	1.248	D,F	0.015	0.945
A,D	0.103	0.986	D,G	0.044	0.861
A,E	0.162	1.087	D,H	0.236	0.816
A,F	0.118	1.058	D,I	0.165	1.200
A,G	0.059	1.030	D,K	0.122	0.856
A,H	0.338	0.994	D,L	0.421	0.889
A,I	0.062	1.325	E,F	0.280	0.957
A,K	0.019	1.026	E,G	0.221	0.873
A,L	0.318	1.054	E,H	0.501	0.832
B,C	0.140	1.212	E,I	0.900	1.208
B,D	0.343	1.034	E,K	0.1[illegible]3	0.869
B,E	0.078	1.046	E,L	0.156	0.901
B,F	0.358	1.063	F,G	0.059	0.893
B,G	0.299	0.986	F,H	0.221	0.852
B,H	0.578	0.949	F,I	0.180	1.224
B,I	0.822	1.293	F,K	0.137	0.889
B,K	0.221	0.982	F,L	0.436	0.921
B,L	0.078	1.010	G,H	0.280	0.755
C,D	0.203	1.111	G,I	0.121	1.155
C,E	0.062	1.119	G,K	0.078	0.796
C,F	0.218	1.135	G,L	0.377	0.832
C,G	0.159	1.067	H,I	0.401	1.127
C,H	0.438	1.030	H,K	0.358	0.751
C,I	0.962	1.353	H,L	0.657	0.788
C,K	0.081	1.063	I,K	0.043	1.155
C,L	0.218	1.091	I,L	0.744	1.180
			K,L	0.299	0.828

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 22

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT A3

Goal Statement A3:

To provide Vocational-Technical Education to apprentices for initial job entry.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	80.95%	19.05%	0.00%	0.00%
Publishers	25	91.67	8.33	0.00	0.00
Cty. Bd. Chm.	16	100.00	0.00	0.00	0.00
VTAE Bd.	39	97.30	0.00	2.70	0.00
State Staff	37	85.71	14.29	0.00	0.00
Bus. & Ind.	35	90.91	9.09	0.00	0.00
Instructors	51	92.16	7.84	0.00	0.00
VTAE Admin.	67	96.83	3.17	0.00	0.00
Legislators	15	92.31	7.69	0.00	0.00
Supts.	52	94.00	4.00	2.00	0.00
Students	44	81.40	16.28	2.33	0.00
TOTAL	403	91.49	7.73	0.77	0.00

Hi = 4, 5, 6 Lo = 1, 2, 3

means, one cannot be sure that the null hypothesis is rejected because of the differences in means. In this case one would expect that the two extreme means, 3.937 and 5.338, were different statistically as the null hypothesis was rejected at the .05 significance level. However, the sample size for these two means differed significantly, 15 and 67. Therefore, the Bonferroni t-test, which showed no significant difference, would be more reliable. As shown in Table 22, all groups considered providing Vocational-Technical education to apprentices for initial job entry to be a desirable goal. More than 99% considered this goal statement to be a desirable goal and 92.26% indicated that the VTAE system was placing a high priority on this goal.

Goal Statement A4, to provide Vocational-Technical education for initial job entry to homemakers desiring to enter the labor force, had a grand mean of 4.444 and ranked 22nd among the 47 goal statements. An examination of Table 23 shows that the group means ranged from 3.954 for the labor union officials to 4.861 for the administrators. The hypothesis of equal means was rejected by the analysis of variance at the .05 significance level. It could have been rejected at the .003 significance level. As indicated in Table 24, the Bonferroni t-statistic showed that the only significant difference was between

TABLE 23

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT A4
DESIRABILITY SCALE

Goal Statement A4:

To provide Vocational-Technical Education for initial job entry to homemakers desiring to enter the labor force.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	3.954	- 0.490	1.253
Publishers	25	4.160	- 0.284	0.473
Cty. Bd. Chm.	16	4.600	0.156	1.353
VTAE Bd.	39	4.359	- 0.085	1.038
State Staff	37	4.784	0.339	1.134
Bus. & Ind.	35	4.147	- 0.297	0.821
Instructors	51	4.392	- 0.052	0.850
VTAE Admin.	67	4.861	0.417	1.059
Legislators	15	4.000	- 0.444	1.414
Supts.	52	4.365	- 0.079	0.908
Students	44	4.500	0.006	1.321

Grand Mean	4.444
F - Ratio	2.738
Significance Level	0.003

TABLE 24

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT A4 DESIRABILITY SCALE

Goal Statement A4:
To provide Vocational-Technical Education for initial job entry to homemakers desiring to enter the labor force.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.205	1.028	D,E	0.425	0.806
A,C	0.645	1.088	D,F	0.212	0.824
A,D	0.404	0.859	D,G	0.033	0.750
A,E	0.829	0.947	D,H	0.502	0.711
A,F	0.193	0.922	D,I	0.359	1.045
A,G	0.438	0.898	D,K	0.006	0.746
A,H	0.907*	0.866	D,L	0.141	0.774
A,I	0.045	1.155	E,F	0.637	0.834
A,K	0.411	0.894	E,G	0.392	0.760
A,L	0.545	0.919	E,H	0.078	0.725
B,C	0.440	1.056	E,I	0.784	1.052
B,D	0.199	0.901	E,K	0.418	0.757
B,E	0.624	0.912	E,L	0.284	0.785
B,F	0.013	0.926	F,G	0.245	0.778
B,G	0.232	0.859	F,H	0.714	0.743
B,H	0.701	0.827	F,I	0.147	1.067
B,I	0.160	1.126	F,K	0.218	0.774
B,K	0.205	0.855	F,L	0.353	0.803
B,L	0.340	0.880	G,H	0.469	0.658
C,D	0.241	0.968	G,I	0.392	1.007
C,E	0.184	0.975	G,K	0.027	0.693
C,F	0.453	0.989	G,L	0.108	0.725
C,G	0.208	0.929	H,I	0.861	0.982
C,H	0.261	0.898	H,K	0.496	0.655
C,I	0.600	1.179	H,L	0.361	0.686
C,K	0.235	0.926	I,K	0.365	1.007
C,L	0.100	0.950	I,L	0.500	1.028
			K,L	0.135	0.722

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 25

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT A4

Goal Statement A4:

To provide Vocational-Technical Education for initial job entry to homemakers desiring to enter the labor force.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	47.62%	28.57%	4.76%	19.05%
Publishers	25	50.00	45.83	4.17	0.00
Cty. Bd. Chm.	16	72.22	27.78	0.00	0.00
VTAE Bd.	39	86.84	10.53	0.00	2.63
State Staff	37	66.67	33.33	0.00	0.00
Bus. & Ind.	35	48.39	41.94	6.45	3.23
Instructors	51	74.51	19.61	1.96	3.92
VTAE Admin.	67	63.49	36.51	0.00	0.00
Legislators	15	53.33	40.00	0.00	6.67
Supts.	52	70.59	29.41	0.00	0.00
Students	44	74.42	16.28	2.33	6.98
TOTAL	403	66.75	28.64	1.53	3.07

Hi = 4, 5, 6 Lo = 1, 2, 3

the largest and the smallest means, 4.861 and 3.954. Group H, the administrators in the VTAE districts, considered this goal to be more desirable than Group A, the elected officials of the labor unions. Table 25 shows that all groups considered providing Vocational-Technical education for initial job entry to homemakers desiring to enter the labor force to be a desirable goal. More than 95% considered this goal to be desirable and 68.28% indicated that the VTAE system was placing high priority on this goal. Over-all, 69.82% of the respondents agreed with the VTAE system, either by considering this goal to be desirable and perceiving a high VTAE priority for it or considering this goal to be undesirable and perceiving a low VTAE priority for it.

Goal Statement A5, to provide Vocational-Technical education for initial job entry to high school students, had a grand mean of 3.723 and ranked 35th among the 47 goal statements. An examination of Table 26 shows that the group means ranged from 3.200 for the administrators of the VTAE districts to 4.206 for the presidents of businesses and industries. The hypothesis of equal means was rejected at the .05 significance level. As indicated in Table 27, the Bonferroni t-test showed that Groups F and K, the presidents of businesses and industries and the

TABLE 26

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT A5
DESIRABILITY SCALE

Goal Statement A5:

To provide Vocational-Technical Education for initial job entry to high school students.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	4.000	0.276	1.414
Publishers	25	4.120	0.396	1.166
Cty. Bd. Chm.	16	4.100	0.376	1.373
VTAE Bd.	39	3.256	- 0.467	1.568
State Staff	37	3.243	- 0.480	1.517
Bus. & Ind.	35	4.206	0.482	1.200
Instructors	51	3.588	- 0.135	1.499
VTAE Admin.	67	3.200	- 0.523	1.383
Legislators	15	4.062	0.339	1.389
Supts.	52	4.154	0.431	1.161
Students	44	3.932	0.208	1.576

Grand Mean	3.723
F - Ratio	3.338
Significance Level	0.000

TABLE 27

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT A5 DESIRABILITY SCALE

Goal Statement A5:
To provide Vocational-Technical Education for initial job entry to high school students.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.120	1.367	D,E	0.013	1.072
A,C	0.100	1.446	D,F	0.949	1.095
A,D	0.744	1.142	D,G	0.332	0.997
A,E	0.757	1.259	D,H	0.056	0.945
A,F	0.206	1.226	D,I	0.806	1.390
A,G	0.412	1.193	D,K	0.897	0.992
A,H	0.800	1.151	D,L	0.675	1.030
A,I	0.062	1.535	E,F	0.963	1.109
A,K	0.154	1.189	E,G	0.345	1.011
A,L	0.068	1.221	E,H	0.043	0.964
B,C	0.020	1.404	E,I	0.819	1.399
B,D	0.864	1.198	E,K	0.911	1.006
B,E	0.877	1.212	E,L	0.689	1.044
B,F	0.086	1.231	F,G	0.618	1.039
B,G	0.532	1.142	F,H	1.006*	0.987
B,H	0.020	1.100	F,I	0.143	1.418
B,I	0.057	1.498	F,K	0.052	1.030
B,K	0.034	1.137	F,L	0.274	1.067
B,L	0.188	1.170	G,H	0.388	0.875
C,D	0.844	1.287	G,I	0.474	1.338
C,E	0.857	1.296	G,K	0.566	0.922
C,F	0.106	1.315	G,L	0.344	0.964
C,G	0.512	1.236	H,I	0.862	1.306
C,H	0.900	1.193	H,K	0.954*	0.870
C,I	0.037	1.568	H,L	0.732	0.913
C,K	0.054	1.231	I,K	0.091	1.338
C,L	0.168	1.264	I,L	0.131	1.367
			K,L	0.222	0.959

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 28

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT A5

Goal Statement A5:

To provide Vocational-Technical Education for initial job entry to high school students.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	52.38%	28.57%	4.76%	14.29%
Publishers	25	33.33	45.83	4.17	16.67
Cty. Bd. Chm.	16	43.37	21.05	10.53	21.05
VTAE Bd.	39	23.68	26.32	0.00	50.00
State Staff	37	28.57	22.86	2.86	45.71
Bus. & Ind.	35	39.39	42.42	0.00	18.18
Instructors	51	40.00	26.00	0.00	34.00
VTAE Admin.	67	9.38	35.94	0.00	54.69
Legislators	15	20.00	66.67	0.00	13.33
Supts.	52	22.00	64.00	4.00	10.00
Students	44	51.16	20.93	2.33	25.58
TOTAL	403	31.12	35.71	2.04	31.12

Hi = 4, 5, 6 Lo = 1, 2, 3

superintendents of public schools, differed from Group H, the administrators in the VTAE districts. Administrators in the VTAE districts considered this goal to be less desirable than the presidents of businesses and industries and the superintendents of public schools. Only 45.32% of the administrators in the VTAE districts considered it to be a desirable goal as compared to 81.81% of the presidents of businesses and industries, and 86% of the public school superintendents. As per Table 28, 66.83% of the sample considered this goal to be desirable and 33.16% indicated that the VTAE system was placing a high priority on it. About 64% of the VTAE administrators indicated that the VTAE system was doing what it should in this area as compared to 57.57% of the presidents of businesses and industries and 32% of the public school superintendents. Of the entire sample, 62.24% indicated agreement with the VTAE system. This included 31.12% who considered this goal to be desirable and perceived a high VTAE priority and 31.12% who considered this goal to be undesirable and perceived a low VTAE priority.

Goal Statement B1, to provide Vocational-Technical education to employed workers to maintain employment or to advance on the job, had a grand mean of 4.879 and ranked 10th among the 47 goal statements. An examination of Table 29 shows that the group means varied from 4.312 for

TABLE 29

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT B1
DESIRABILITY SCALE

Goal Statement B1:

To provide Vocational-Technical Education to employed workers to maintain employment or to advance on the job.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	4.636	- 0.243	1.432
Publishers	25	4.440	- 0.439	0.768
Cty. Bd. Chm.	16	4.700	- 0.179	0.733
VTAE Bd.	39	5.026	0.147	0.842
State Staff	37	5.297	0.418	0.740
Bus. & Ind.	35	4.941	0.063	0.694
Instructors	51	4.765	- 0.114	1.069
VTAE Admin.	67	5.492	0.613	0.615
Legislators	15	4.312	- 0.566	0.793
Supts.	52	4.711	- 0.167	0.723
Students	44	4.432	- 0.447	1.437

Grand Mean	4.879
F - Ratio	6.408
Significance Level	0.000

TABLE 30

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT B1 DESIRABILITY SCALE

Goal Statement B1:
To provide Vocational-Technical Education to employed workers to maintain employment or to advance on the job.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.196	0.902	D,E	0.272	0.708
A,C	0.064	0.955	D,F	0.084	0.723
A,D	0.389	0.754	D,G	0.261	0.658
A,E	0.661	0.831	D,H	0.477	0.624
A,F	0.305	0.810	D,I	0.713	0.918
A,G	0.128	0.788	D,K	0.314	0.655
A,H	0.856*	0.760	D,L	0.594	0.680
A,I	0.324	1.014	E,F	0.356	0.732
A,K	0.075	0.785	E,G	0.533	0.667
A,L	0.205	0.806	E,H	0.195	0.637
B,C	0.260	0.927	E,I	0.985*	0.924
B,D	0.586	0.791	E,K	0.586*	0.664
B,E	0.857*	0.800	E,L	0.865*	0.689
B,F	0.501	0.813	F,G	0.176	0.683
B,G	0.325	0.754	F,H	0.551	0.652
B,H	1.052*	0.726	F,I	0.629	0.936
B,I	0.127	0.989	F,K	0.230	0.680
B,K	0.271	0.751	F,L	0.509	0.705
B,L	0.008	0.773	G,H	0.728*	0.578
C,D	0.326	0.850	G,I	0.452	0.884
C,E	0.597	0.856	G,K	0.053	0.609
C,F	0.241	0.868	G,L	0.333	0.637
C,G	0.065	0.816	H,I	1.180*	0.862
C,H	0.792*	0.788	H,K	0.781*	0.575
C,I	0.387	1.035	H,L	1.060*	0.603
C,K	0.011	0.813	I,K	0.399	0.884
C,L	0.268	0.834	I,L	0.119	0.902
			K,L	0.280	0.633

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 31

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT B1

Goal Statement B1:

To provide Vocational-Technical Education to employed workers to maintain employment or to advance on the job.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	85.71%	9.52%	0.00%	4.76%
Publishers	25	60.87	34.78	0.00	4.35
Cty. Bd. Chm.	16	63.16	36.84	0.00	0.00
VTAE Bd.	39	86.84	10.53	2.63	0.00
State Staff	37	70.27	23.73	0.00	0.00
Bus. & Ind.	35	80.00	20.00	0.00	0.00
Instructors	51	70.00	28.00	0.00	2.00
VTAE Admin.	67	87.50	12.50	0.00	0.00
Legislators	15	46.67	46.67	0.00	6.67
Supts.	52	76.00	24.00	0.00	0.00
Students	44	74.36	23.08	0.00	2.56
TOTAL	403	75.65	22.80	0.26	1.30

Hi = 4, 5, 6 Lo = 1, 2, 3

the state legislators to 5.492 for the VTAE district administrators. The null hypothesis of equal means was rejected at the .05 significant level. As shown in Table 30, the Bonferroni t-test, at the .05 significance level, showed differences between Groups A and H, B and E, B and H, C and H, E and I, E and K, E and L, G and H, H and I, H and K, and H and L. Groups E and H, the professional staff of the state board of Vocational, Technical and Adult Education and the administrators in the VTAE districts, considered this goal to be more desirable than Groups A, B, C, G, I, K and L. However, Table 31 shows that all groups considered providing Vocational-Technical education to employed workers to maintain employment or to advance on the job, to be a desirable goal. More than 98% considered it to be a desirable goal and 75.91% perceived a high VTAE priority for this goal.

Goal Statement B2, to provide Vocational-Technical education to underemployed workers to maintain employment or to advance on the job, had a grand mean of 5.222 and ranked third among the 47 goal statements. An examination of Table 32 shows that the group means varied from 4.750 for the VTAE students to 5.600 for the administrators in the VTAE districts. The null hypothesis of equal means was rejected at the .05 significance level. It could have

TABLE 32

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT B2
DESIRABILITY SCALE

Goal Statement B2:

To provide Vocational-Technical Education to underemployed workers to maintain employment or to advance on the job.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	5.227	0.005	0.869
Publishers	25	5.120	- 0.102	0.833
Cty. Bd. Chm.	16	5.300	0.078	0.657
VTAE Bd.	39	5.256	0.034	0.785
State Staff	37	5.513	0.291	0.692
Bus. & Ind.	35	5.176	- 0.046	0.673
Instructors	51	5.039	- 0.183	1.076
VTAE Admin.	67	5.600	0.378	0.632
Legislators	15	5.250	0.028	0.931
Supts.	52	5.135	- 0.088	1.085
Students	44	4.750	- 0.472	1.672

Grand Mean	5.222
F - Ratio	2.623
Significance Level	0.004

TABLE 33

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT B2 DESIRABILITY SCALE

Goal Statement B2:
To provide Vocational-Technical Education to underemployed workers to maintain employment or to advance on the job.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.107	0.949	D,E	0.257	0.744
A,C	0.073	1.004	D,F	0.080	0.761
A,D	0.029	0.793	D,G	0.217	0.692
A,E	0.286	0.874	D,H	0.344	0.657
A,F	0.051	0.852	D,I	0.006	0.965
A,G	0.188	0.829	D,K	0.122	0.689
A,H	0.373	0.800	D,L	0.506	0.715
A,I	0.023	1.066	E,F	0.337	0.770
A,K	0.093	0.826	E,G	0.474	0.702
A,L	0.477	0.848	E,H	0.086	0.670
B,C	0.180	0.975	E,I	0.263	0.972
B,D	0.136	0.832	E,K	0.379	0.699
B,E	0.393	0.842	E,L	0.763*	0.725
B,F	0.056	0.855	F,G	0.137	0.718
B,G	0.081	0.793	F,H	0.423	0.686
B,H	0.480	0.764	F,I	0.073	0.985
B,I	0.130	1.040	F,K	0.042	0.715
B,K	0.015	0.790	F,L	0.426	0.741
B,L	0.370	0.813	G,H	0.561	0.608
C,D	0.044	0.894	G,I	0.211	0.930
C,E	0.213	0.900	G,K	0.095	0.640
C,F	0.123	0.913	G,L	0.289	0.670
C,G	0.261	0.858	H,I	0.350	0.907
C,H	0.300	0.829	H,K	0.465	0.605
C,I	0.050	1.089	H,L	0.850*	0.634
C,K	0.165	0.855	I,K	0.115	0.930
C,L	0.550	0.878	I,L	0.500	0.949
			K,L	0.385	0.666

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 34

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT B2

Goal Statement B2:

To provide Vocational-Technical Education to underemployed workers to maintain employment or to advance on the job.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	80.95%	19.05%	0.00%	0.00%
Publishers	25	75.00	25.00	0.00	0.00
Cty. Bd. Chm.	16	89.47	10.53	0.00	0.00
VTAE Bd.	39	86.84	13.16	0.00	0.00
State Staff	37	70.27	29.73	0.00	0.00
Bus. & Ind.	35	86.67	13.33	0.00	0.00
Instructors	51	82.00	16.00	0.00	2.00
VTAE Admin.	67	75.00	25.00	0.00	0.00
Legislators	15	73.33	26.67	0.00	0.00
Supts.	52	78.43	19.61	0.00	1.96
Students	44	84.62	15.38	0.00	0.00
TOTAL	403	79.90	19.59	0.00	0.52

Hi = 4, 5, 6 Lo = 1, 2, 3

been rejected at the .004 significance level. As shown in Table 33, the Bonferroni t-test, at the .05 significance level, showed that the VTAE students differed significantly from the administrators of the VTAE districts and the professional staff of the VTAE state board. The difference, however, was only in how high this goal be placed as all groups, including the students, considered this goal to be desirable. Table 34 shows that 100% of the students considered this goal to be desirable and 84.62% perceived a high VTAE priority for it. Over-all, 99.49% considered providing Vocational-Technical education to underemployed workers to maintain employment or to advance on the job, to be a desirable goal and 79.90% perceived a high VTAE priority. About 80% of the respondents indicated agreement between the desirability of this goal and the current VTAE priority.

Goal Statement C1, to provide vocational-technical retraining to employed persons who wish to change jobs, had a grand mean of 4.499 and ranked 21st among the 47 goal statements. An examination of Table 35 shows that the group means varied from 3.960 for the publishers of newspapers to 5.046 for the administrators in the VTAE districts. The null hypothesis of equal means was rejected at the .05 significance level. As indicated in Table 36 the Bonferroni t-test, at the .05 significance level,

TABLE 35

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT C1
DESIRABILITY SCALE

Goal Statement C1:

To provide Vocational-Technical Retraining to employed persons who wish to change jobs.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	4.545	0.047	0.800
Publishers	25	3.960	- 0.539	1.241
Cty. Bd. Chm.	16	4.350	- 0.149	0.671
VTAE Bd.	39	4.359	- 0.140	1.013
State Staff	37	4.784	0.285	0.886
Bus. & Ind.	35	4.059	- 0.440	0.422
Instructors	51	4.471	- 0.028	1.206
VTAE Admin.	67	5.046	0.547	0.799
Legislators	15	4.312	- 0.186	0.946
Supts.	52	4.461	- 0.372	0.699
Students	44	4.409	- 0.090	1.335

Grand Mean	4.499
F - Ratio	2.437
Significance Level	0.008

TABLE 36

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT C1 DESIRABILITY SCALE

Goal Statement C1:
To provide Vocational-Technical Retraining to employed persons who wish to change jobs.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.585	0.934	D,E	0.425	0.733
A,C	0.195	0.989	D,F	0.300	0.749
A,D	0.186	0.781	D,G	0.112	0.682
A,E	0.238	0.861	D,H	0.687	0.646
A,F	0.487	0.838	D,I	0.046	0.950
A,G	0.075	0.816	D,K	0.102	0.678
A,H	0.500	0.787	D,L	0.050	0.704
A,I	0.233	1.050	E,F	0.725	0.758
A,K	0.084	0.813	E,G	0.313	0.691
A,L	0.136	0.835	E,H	0.262	0.659
B,C	0.390	0.960	E,I	0.471	0.957
B,D	0.399	0.819	E,K	0.322	0.688
B,E	0.824	0.829	E,L	0.375	0.714
B,F	0.099	0.842	F,G	0.412	0.707
B,G	0.511	0.781	F,H	0.987*	0.675
B,H	1.086*	0.752	F,I	0.254	0.970
B,I	0.352	1.024	F,K	0.403	0.704
B,K	0.501	0.778	F,L	0.350	0.730
B,L	0.449	0.800	G,H	0.576	0.598
C,D	0.009	0.880	G,I	0.158	0.915
C,E	0.434	0.886	G,K	0.009	0.630
C,F	0.291	0.899	G,L	0.061	0.659
C,G	0.121	0.845	H,I	0.734	0.893
C,H	0.696	0.816	H,K	0.585	0.595
C,I	0.037	1.072	H,L	0.637*	0.624
C,K	0.111	0.842	I,K	0.149	0.915
C,L	0.059	0.864	I,L	0.097	0.934
			K,L	0.052	0.656

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 37

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT C1

Goal Statement C1:

To provide Vocational-Technical Retraining to employed persons who wish to change jobs.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	47.62%	52.38%	0.00%	0.00%
Publishers	25	43.48	39.13	8.70	8.70
Cty. Bd. Chm.	16	63.16	31.58	0.00	5.26
VTAE Bd.	39	66.67	27.78	2.78	2.78
State Staff	37	70.27	21.62	2.70	5.41
Bus. & Ind.	35	59.38	34.38	0.00	6.25
Instructors	51	68.09	29.79	0.00	2.13
VTAE Admin.	67	70.77	29.23	0.00	0.00
Legislators	15	43.75	43.75	6.25	6.25
Supts.	52	61.54	36.54	0.00	1.92
Students	44	65.85	29.27	2.44	2.44
TOTAL	403	62.98	32.39	1.54	3.08

Hi = 4, 5, 6 Lo = 1, 2, 3

showed Group H, the administrators in the VTAE districts, to have a statistically different mean than Groups B, F, and L, the newspaper publishers, the presidents of businesses and industries, and the students in the VTAE system. As per Table 37, all groups considered providing Vocational-Technical education to employed persons who wish to change jobs, to be a desirable goal. Group H, the administrators in the VTAE districts considered it to be more desirable than Group B, the publishers of the newspapers, Group F, the presidents of businesses and industries, and Group L, the VTAE students. Over-all 95.37% considered it to be a desirable goal and 64.52% perceived a high VTAE priority for this goal.

Goal Statement C2, to provide Vocational-Technical retraining to unemployed persons, had a grand mean of 5.244 and ranked second among the 47 goal statements. An examination of Table 38 shows that the group means varied from 4.932 for the students to 5.585 for the administrators in the VTAE districts. The null hypothesis of equal means was rejected at the .05 significance level. As per Table 39, the Bonferroni t-test, at the .05 significance level, showed that there was no significant difference between any two group means. Table 40 shows that all groups considered providing Vocational-Technical retraining to un-

TABLE 38

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT C2
DESIRABILITY SCALE

Goal Statement C2:

To provide Vocational-Technical Retraining to unemployed persons.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	4.954	- 0.290	1.362
Publishers	25	4.960	- 0.284	1.338
Cty. Bd. Chm.	16	5.500	0.256	0.607
VTAE Bd.	39	5.154	- 0.091	1.113
State Staff	37	5.513	0.269	0.651
Bus. & Ind.	35	5.059	- 0.185	0.814
Instructors	51	5.059	- 0.186	1.287
VTAE Admin.	67	5.585	0.340	0.610
Legislators	15	5.500	0.256	0.632
Supts.	52	5.346	0.102	0.764
Students	44	4.932	- 0.313	1.371

Grand Mean	5.244
F - Ratio	2.437
Significance Level	0.008

TABLE 39

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT C2 DESIRABILITY SCALE

Goal Statement C2:
To provide Vocational-Technical Retraining to unemployed persons.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.005	0.978	D,E	0.360	0.767
A,C	0.545	1.035	D,F	0.095	0.749
A,D	0.199	0.817	D,G	0.095	0.682
A,E	0.559	0.901	D,H	0.431	0.646
A,F	0.104	0.878	D,I	0.346	0.950
A,G	0.104	0.854	D,K	0.192	0.678
A,H	0.630	0.824	D,L	0.222	0.704
A,I	0.545	1.099	E,F	0.455	0.758
A,K	0.392	0.851	E,G	0.455	0.724
A,L	0.023	0.874	E,H	0.071	0.690
B,C	0.540	1.005	E,I	0.013	1.002
B,D	0.194	0.858	E,K	0.167	0.720
B,E	0.553	0.868	E,L	0.582	0.747
B,F	0.099	0.881	F,G	0.000	0.740
B,G	0.099	0.817	F,H	0.526	0.707
B,H	0.625	0.787	F,I	0.441	1.015
B,I	0.540	1.072	F,K	0.287	0.737
B,K	0.386	0.814	F,L	0.127	0.764
B,L	0.028	0.838	G,H	0.526	0.626
C,D	0.346	0.921	G,I	0.441	0.958
C,E	0.013	0.928	G,K	0.287	0.626
C,F	0.441	0.941	G,L	0.127	0.690
C,G	0.441	0.884	H,I	0.085	0.935
C,H	0.085	0.854	H,K	0.238	0.623
C,I	0.000	1.122	H,L	0.653	0.653
C,K	0.154	0.881	I,K	0.154	0.958
C,L	0.568	0.905	I,L	0.568	0.978
			K,L	0.414	0.687

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 40

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT C2

Goal Statement C2:

To provide Vocational-Technical Retraining to unemployed persons.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	80.95%	19.05%	0.00%	0.00%
Publishers	25	82.61	17.39	0.00	0.00
Cty. Bd. Chm.	16	94.74	5.26	0.00	0.00
VTAE Bd.	39	81.08	18.92	0.00	0.00
State Staff	37	86.11	13.89	0.00	0.00
Bus. & Ind.	35	81.25	18.75	0.00	0.00
Instructors	51	85.71	14.29	0.00	0.00
VTAE Admin.	67	84.62	15.38	0.00	0.00
Legislators	15	68.75	31.25	0.00	0.00
Supts.	52	76.92	21.15	0.00	1.92
Students	44	85.71	11.90	2.38	0.00
TOTAL	403	82.91	16.58	0.26	0.26

Hi = 4, 5, 6 Lo = 1, 2, 3

employed persons, to be a desirable goal. Over-all, 99.49% of the respondents considered it to be a desirable goal and 83.17% perceived a high VTAE priority.

Goal Statement C3, to provide Vocational-Technical retraining to meet the labor needs of new industries, had a grand mean of 5.007 and ranked fifth among the 47 goal statements. An examination of Table 41 shows that the group means varied from 4.500 for the labor union officials to 5.405 for the professional staff of the State Board of Vocational, Technical and Adult Education. The null hypothesis of equal means was rejected at the .05 significance level. As indicated in Table 42, the Bonferroni t-test, at the .05 significance level, showed that there was no significant difference between any two group means. All groups considered providing Vocational-Technical retraining to meet the needs of new industries, to be a desirable goal. Table 43 shows that 97.18% of the respondents considered it to be a desirable goal and 84.36% perceived a high VTAE priority.

Goal Statement C4, to provide Vocational-Technical retraining to persons planning to retire, had a grand mean of 3.652 and ranked 38th among the 47 goal statements. An examination of Table 44 shows that the group means varied from 3.312 for the state legislators to 3.985 for the ad-

TABLE 41

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT C3
DESIRABILITY SCALE

Goal Statement C3:

To provide Vocational-Technical Retraining to meet the labor needs of new industries.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	4.500	- 0.507	1.711
Publishers	25	4.600	- 0.407	1.555
Cty. Bd. Chm.	16	5.250	0.243	0.786
VTAE Bd.	39	5.026	0.018	1.158
State Staff	37	5.405	0.398	0.644
Bus. & Ind.	35	4.794	- 0.213	1.122
Instructors	51	5.118	0.110	1.107
VTAE Admin.	67	5.323	0.316	0.731
Legislators	15	4.750	- 0.257	1.065
Supts.	52	5.019	0.012	0.851
Students	44	4.682	- 0.326	1.722

Grand Mean	5.007
F - Ratio	2.387
Significance Level	0.009

TABLE 42

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT C3 DESIRABILITY SCALE

Goal Statement C3:
To provide Vocational-Technical Retraining to meet the labor needs of new industries.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.100	1.115	D,E	0.380	0.875
A,C	0.750	1.180	D,F	0.231	0.894
A,D	0.526	0.932	D,G	0.092	0.814
A,E	0.905	1.028	D,H	0.297	0.772
A,F	0.294	1.001	D,I	0.276	1.135
A,G	0.618	0.974	D,K	0.006	0.810
A,H	0.823	0.940	D,L	0.344	0.840
A,I	0.250	1.253	E,F	0.611	0.905
A,K	0.519	0.970	E,G	0.288	0.825
A,L	0.182	0.997	E,H	0.082	0.787
B,C	0.650	1.146	E,I	0.655	1.142
B,D	0.426	0.978	E,K	0.386	0.621
B,E	0.805	0.989	E,L	0.724	0.852
B,F	0.194	1.005	F,G	0.323	0.844
B,G	0.518	0.932	F,H	0.529	0.806
B,H	0.723	0.898	F,I	0.044	1.157
B,I	0.150	1.222	F,K	0.225	0.840
B,K	0.419	0.928	F,L	0.112	0.871
B,L	0.082	0.955	G,H	0.205	0.714
C,D	0.224	1.051	G,I	0.368	1.093
C,E	0.155	1.058	G,K	0.098	0.753
C,F	0.456	1.073	G,L	0.436	0.787
C,G	0.132	1.008	H,I	0.573	1.066
C,H	0.073	0.974	H,K	0.304	0.711
C,I	0.500	1.280	H,L	0.641	0.745
C,K	0.231	1.005	I,K	0.269	1.093
C,L	0.568	1.031	I,L	0.068	1.115
			K,L	0.337	0.783

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 43

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT C3

Goal Statement C3:

To provide Vocational-Technical Retraining to meet the labor needs of new industries.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unicns	22	80.00%	10.00%	5.00%	5.00%
Publishers	25	78.26	13.04	8.70	0.00
Cty. Bd. Chm.	16	89.47	10.53	0.00	0.00
VTAE Bd.	39	94.59	5.41	0.00	0.00
State Staff	37	88.89	11.11	0.00	0.00
Bus. & Ind.	35	83.87	16.13	0.00	0.00
Instructors	51	76.00	22.00	2.00	0.00
VTAE Admin.	67	90.77	9.23	0.00	0.00
Legislators	15	75.00	18.75	0.00	6.25
Supts.	52	82.69	15.38	0.00	1.92
Students	44	70.73	19.51	0.00	9.76
TOTAL	403	83.33	13.85	1.03	1.79

Hi = 4, 5, 6 Lo = 1, 2, 3

TABLE 44

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT C4
DESIRABILITY SCALE

Goal Statement C4:

To provide Vocational-Technical Retraining to persons planning to retire.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	3.591	- 0.061	0.854
Publishers	25	3.320	- 0.332	1.282
Cty. Bd. Chm.	16	3.500	- 0.152	0.946
VTAE Bd.	39	3.590	- 0.062	1.069
State Staff	37	3.811	0.159	0.910
Bus. & Ind.	35	3.529	- 0.122	0.896
Instructors	51	3.882	0.230	1.125
VTAE Admin.	67	3.985	0.333	1.008
Legislators	15	3.312	- 0.339	1.195
Supts.	52	3.577	- 0.075	0.997
Students	44	3.409	- 0.243	1.419

Grand Mean	3.652
F - Ratio	1.678
Significance Level	0.084

TABLE 45

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT C4 DESIRABILITY SCALE

Goal Statement C4:
To provide Vocational-Technical Retraining to persons planning to retire.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.271	1.051	D,E	0.221	0.824
A,C	0.091	1.112	D,F	0.060	0.842
A,D	0.001	0.878	D,G	0.293	0.767
A,E	0.220	0.968	D,H	0.395	0.727
A,F	0.061	0.943	D,I	0.277	1.069
A,G	0.291	0.918	D,K	0.013	0.763
A,H	0.394	0.886	D,L	0.181	0.792
A,I	0.278	1.181	E,F	0.281	0.853
A,K	0.014	0.914	E,G	0.072	0.778
A,L	0.182	0.940	E,H	0.174	0.742
B,C	0.180	1.080	E,I	0.498	1.076
B,D	0.270	0.922	E,K	0.234	0.774
B,E	0.491	0.932	E,L	0.402	0.803
B,F	0.209	0.947	F,G	0.353	0.796
B,G	0.562	0.878	F,H	0.455	0.760
B,H	0.665	0.846	F,I	0.217	1.091
B,I	0.007	1.152	F,K	0.047	0.792
B,K	0.257	0.875	F,L	0.120	0.821
B,L	0.089	0.900	G,H	0.102	0.673
C,D	0.090	0.990	G,I	0.570	1.030
C,E	0.311	0.997	G,K	0.305	0.709
C,F	0.029	1.012	G,L	0.473	0.742
C,G	0.382	0.950	H,I	0.672	1.004
C,H	0.485	0.918	H,K	0.408	0.670
C,I	0.187	1.206	H,L	0.575	0.702
C,K	0.077	0.947	I,K	0.264	1.030
C,L	0.09[illegible]	0.972	I,L	0.097	1.051
			K,L	0.169	0.738

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 46

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT C4

Goal Statement C4:

To provide Vocational-Technical Retraining to persons planning to retire.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	23.81%	33.33%	4.76%	38.10%
Publishers	25	17.39	34.78	4.35	43.48
Cty. Bd. Chm.	16	21.05	36.84	0.00	42.11
VTAE Bd.	39	21.62	54.05	0.00	24.32
State Staff	37	11.11	72.22	0.00	16.67
Bus. & Ind.	35	3.13	56.25	6.25	34.38
Instructors	51	24.49	55.10	2.04	18.37
VTAE Admin.	67	23.08	56.92	3.08	16.92
Legislators	15	18.75	31.25	0.00	50.00
Supts.	52	18.00	50.00	0.00	32.00
Students	44	23.81	28.57	4.76	42.86
TOTAL	403	19.23	49.23	2.31	29.23

Hi = 4, 5, 6 Lo = 1, 2, 3

ministrators in the VTAE districts. The null hypothesis of equal means was not rejected at the 0.05 significance level. As per Table 45, the Bonferroni t-test, at 0.05 significance level, showed that there was no difference between the means for any pair of groups. As indicated in Table 46, 68.46% of the respondents considered providing vocational-technical retraining to persons planning to retire, to be a desirable goal and only 21.54% perceived that the VTAE system was placing high priority on this goal. Altogether, 48.46% of the respondents indicated that the VTAE system was doing what it was supposed to. This 48.46% was the additive sum of those who considered this goal to be desirable and perceived a high VTAE priority and those who considered this goal to be undesirable and perceived a low VTAE priority.

Goal Statement C5, to provide vocational-technical retraining to the veterans of armed forces, had a grand mean of 5.106 and ranked fourth among the 47 goal statements. An examination of Table 47 shows that the group means varied from 4.800 for the publishers of the newspapers to 5.400 for the county board chairmen. The null hypothesis of equal means was not rejected at the 0.05 significance level. As per Table 48, the Bonferroni t-test, at the 0.05 significance level, showed no difference between any pair of group means. All groups considered providing vocational-technical

TABLE 47

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT C5
DESIRABILITY SCALE

Goal Statement C5:

To provide Vocational-Technical Retraining to veterans of armed forces.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	4.818	- 0.288	1.435
Publishers	25	4.800	- 0.306	1.291
Cty. Bd. Chm.	16	5.400	0.294	0.821
VTAE Bd.	39	5.308	0.201	1.080
State Staff	37	5.162	0.056	1.191
Bus. & Ind.	35	5.059	- 0.047	0.736
Instructors	51	5.196	0.090	1.077
VTAE Admin.	67	5.231	0.125	1.222
Legislators	15	5.000	- 0.106	0.894
Supts.	52	5.096	- 0.010	1.053
Students	44	4.864	- 0.242	1.760

Grand Mean	5.106
F - Ratio	0.828
Significance Level	0.602

TABLE 48

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT C5 DESIRABILITY SCALE

Goal Statement C5:
To provide Vocational-Technical Retraining to veterans of armed forces.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.018	1.168	D,E	0.145	0.916
A,C	0.582	1.236	D,F	0.249	0.936
A,D	0.489	0.976	D,G	0.112	0.852
A,E	0.344	1.076	D,H	0.077	0.808
A,F	0.241	1.048	D,I	0.308	1.188
A,G	0.380	1.020	D,K	0.211	0.848
A,H	0.413	0.984	D,L	0.444	0.880
A,I	0.182	1.313	E,F	0.103	0.948
A,K	0.278	1.016	E,G	0.034	0.864
A,L	0.045	1.044	E,H	0.069	0.824
B,C	0.600	1.200	E,I	0.162	1.196
B,D	0.508	1.024	E,K	0.066	0.860
B,E	0.362	1.036	E,L	0.299	0.892
B,F	0.259	1.052	F,G	0.137	0.884
B,G	0.396	0.976	F,H	0.172	0.844
B,H	0.431	0.940	F,I	0.059	1.212
B,I	0.200	1.280	F,K	0.037	0.880
B,K	0.296	0.972	F,L	0.195	0.912
B,L	0.064	1.000	G,H	0.835	0.748
C,D	0.092	1.100	G,I	0.196	1.144
C,E	0.238	1.108	G,K	0.100	0.788
C,F	0.341	1.124	G,L	0.332	0.824
C,G	0.204	1.056	H,I	0.231	1.116
C,H	0.169	1.020	H,K	0.135	0.744
C,I	0.400	1.340	H,L	0.367	0.780
C,K	0.304	1.052	I,K	0.096	1.144
C,L	0.536	1.080	I,L	0.136	1.168
			K,L	0.233	0.820

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 49

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT C5

Goal Statement C5:

To provide Vocational-Technical Retraining to veterans of armed forces.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	76.19%	14.29%	4.76%	4.76%
Publishers	25	86.96	13.04	0.00	0.00
Cty. Bd. Chm.	16	100.00	0.00	0.00	0.00
VTAE Bd.	39	97.30	2.70	0.00	0.00
State Staff	37	83.33	16.67	0.00	0.00
Bus. & Ind.	35	87.50	9.38	0.00	3.13
Instructors	51	92.00	8.00	0.00	0.00
VTAE Admin.	67	95.16	3.23	0.00	1.61
Legislators	15	66.67	33.33	0.00	0.00
Supts.	52	90.20	9.80	0.00	0.00
Students	44	92.50	5.00	2.50	0.00
TOTAL	403	89.90	8.81	0.52	0.78

Hi = 4, 5, 6 Lo = 1, 2, 3

retraining to the veterans of armed forces to be a desirable goal. Table 49 shows that 98.71% of the respondents considered this goal to be desirable and 90.42% perceived a high VTAE priority.

Goal Statement D1, to provide General Education in support of Vocational-Technical programs, had a grand mean of 4.701 and ranked 15th among the 47 goal statements. An examination of Table 50 shows that the group means varied from 3.760 for the publishers of the newspapers to 5.200 for the administrators in the VTAE districts. The null hypothesis of equal means was rejected at the 0.05 significance level. As per Table 51, the Bonferroni t-test, at the 0.05 significant level, showed that significant difference existed between means for Groups B and D, B and E, B and F, B and G, B and H, B and L, D and K, F and H, and H and K. Groups B, F, and K, the publishers of newspapers, the presidents of businesses and industries, and the public school superintendents placed a lower desirability on this goal than the Groups D, E, G, H, and L, the VTAE district board members, the professional staff of the State Board of Vocational, Technical and Adult Education, the instructors in the VTAE districts, the administrators in the VTAE districts, and the students of the VTAE system. Those directly involved with the vocational-technical education considered the General Education in support of vocational-technical programs to be more desirable than those who are not di-

TABLE 50

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT D1
DESIRABILITY SCALE

Goal Statement D1:

To provide General Education in support of Vocational-Technical programs.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	4.727	0.026	1.386
Publishers	25	3.760	- 0.941	1.267
Cty. Bd. Chm.	16	4.400	- 0.301	1.046
VTAE Bd.	39	5.154	0.453	0.779
State Staff	37	5.000	0.298	0.782
Bus. & Ind.	35	4.265	- 0.436	0.994
Instructors	51	4.863	0.161	1.249
VTAE Admin.	67	5.200	0.499	1.148
Legislators	15	4.250	- 0.451	1.483
Supts.	52	4.308	- 0.393	1.094
Students	44	4.750	0.049	1.383

Grand Mean	4.701
F - Ratio	5.394
Significance Level	0.000

TABLE 51

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT D1 DESIRABILITY SCALE

Goal Statement D1:
To provide General Education in support of Vocational-Technical programs.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.967	1.115	D,E	0.154	0.875
A,C	0.327	1.180	D,F	0.889	0.894
A,D	0.426	0.932	D,G	0.291	0.814
A,E	0.273	1.028	D,H	0.046	0.772
A,F	0.463	1.001	D,I	0.904	1.135
A,G	0.135	0.974	D,K	0.846*	0.810
A,H	0.473	0.940	D,L	0.404	0.840
A,I	0.477	1.253	E,F	0.735	0.905
A,K	0.420	0.970	E,G	0.137	0.825
A,L	0.023	0.997	E,H	0.200	0.787
B,C	0.640	1.146	E,I	0.750	1.142
B,D	1.394*	0.978	E,K	0.692	0.821
B,E	1.240*	0.989	E,L	0.250	0.852
B,F	0.505*	1.005	F,G	0.598	0.844
B,G	1.103*	0.932	F,H	0.935*	0.806
B,H	1.440*	0.898	F,I	0.015	1.157
B,I	0.490	1.222	F,K	0.043	0.840
B,K	0.548	0.928	F,L	0.485	0.871
B,L	0.990*	0.955	G,H	0.337	0.714
C,D	0.754	1.051	G,I	0.612	1.093
C,E	0.600	1.058	G,K	0.555	0.753
C,F	0.135	1.073	G,L	0.113	0.787
C,G	0.463	1.008	H,I	0.950	1.066
C,H	0.800	0.974	H,K	0.892*	0.711
C,I	0.150	1.280	H,L	0.450	0.745
C,K	0.092	1.005	I,K	0.058	1.093
C,L	0.350	1.031	I,L	0.500	1.115
			K,L	0.442	0.783

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 52

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT D1

Goal Statement D1:

To provide General Education in support of Vocational-Technical programs.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	90.48%	9.52%	0.00%	0.00%
Publishers	25	77.27	9.09	4.55	9.09
Cty. Bd. Chm.	16	68.42	10.53	5.26	15.79
VTAE Bd.	39	91.89	8.11	0.00	0.00
State Staff	37	83.78	16.22	0.00	0.00
Bus. & Ind.	35	78.13	12.50	6.25	3.13
Instructors	51	88.00	10.00	2.00	0.00
VTAE Admin.	67	92.19	3.13	3.13	1.56
Legislators	15	85.71	0.00	7.14	7.14
Supts.	52	72.55	19.61	3.92	3.92
Students	44	78.05	17.07	2.44	2.44
TOTAL	403	83.25	11.08	2.84	2.84

Hi = 4, 5, 6 Lo = 1, 2, 3

rectly involved. However, all groups considered this goal to be desirable. Table 52, page 100, shows that 94.33% of the respondents considered this goal to be desirable and 86.09% perceived a high VTAE priority.

Goal Statement D2, to provide General Education for college transfer program, had a grand mean of 3.528 and ranked 40th among the 47 goal statements. Of the 40 goal statements which had a grand mean of 3.499 or above and considered desirable, this goal statement was at the bottom. An examination of Table 53 shows that the group means varied from 2.840 for the newspaper publishers to 4.477 for the VTAE students. The null hypothesis of equal means was rejected at the 0.05 significance level. As per Table 54, the Bonferroni t-test, at the 0.05 significance level, showed that the VTAE students differed significantly from the newspaper publishers, the administrators in the VTAE districts, the state legislators, and the superintendents of public schools. The newspaper publishers, the administrators in the VTAE districts, the state legislators and the superintendents of public schools considered General Education for college transfer to be an undesirable goal. Table 55 shows that 58.39% of the respondents considered this goal to be desirable and 49.61% perceived a high VTAE priority.

Goal Statement D3, to provide General Education for adults to obtain high school diploma, had a grand mean of 4.704 and ranked 14th among the 47 goal statements. An

TABLE 53

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT D2
DESIRABILITY SCALE

Goal Statement D2:

To provide General Education for college transfer program.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	3.454	0.017	1.262
Publishers	25	2.840	- 0.688	1.491
Cty. Bd. Chm.	16	3.800	0.272	1.322
VTAE Bd.	39	3.513	- 0.016	1.715
State Staff	37	3.513	- 0.015	1.465
Bus. & Ind.	35	3.853	0.324	1.184
Instructors	51	3.784	0.256	1.514
VTAE Admin.	67	3.046	- 0.482	1.555
Legislators	15	3.062	- 0.466	1.340
Supts.	52	3.250	- 0.278	1.169
Students	44	4.477	0.949	1.486

Grand Mean	3.528
F - Ratio	3.982
Significance Level	0.000

TABLE 54

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT D2 DESIRABILITY SCALE

Goal Statement D2:
To provide General Education for College transfer program.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.704	1.405	D,E	0.001	1.101
A,C	0.254	1.486	D,F	0.340	1.126
A,D	0.033	1.174	D,G	0.271	1.025
A,E	0.032	1.294	D,H	0.467	0.972
A,F	0.307	1.260	D,I	0.450	1.429
A,G	0.239	1.227	D,K	0.263	1.020
A,H	0.499	1.183	D,L	0.964	1.058
A,I	0.483	1.578	E,F	0.339	1.140
A,K	0.295	1.222	E,G	0.271	1.039
A,L	0.932	1.255	E,H	0.467	0.991
B,C	0.960	1.443	E,I	0.451	1.438
B,D	0.673	1.231	E,K	0.263	1.034
B,E	0.673	1.246	E,L	0.964	1.073
B,F	1.013	1.265	F,G	0.069	1.063
B,G	0.944	1.174	F,H	0.807	1.015
B,H	0.206	1.130	F,I	0.790	1.457
B,I	0.222	1.539	F,K	0.603	1.058
B,K	0.410	1.169	F,L	0.624	1.097
B,L	1.637*	1.203	G,H	0.738	0.899
C,D	0.287	1.323	G,I	0.722	1.376
C,E	0.286	1.332	G,K	0.534	0.948
C,F	0.053	1.352	G,L	0.693	0.991
C,G	0.015	1.270	H,I	0.016	1.342
C,H	0.754	1.227	H,K	0.204	0.895
C,I	0.737	1.611	H,L	1.431*	0.938
C,K	0.550	1.265	I,K	0.187*	1.376
C,L	0.677	1.299	I,L	1.415*	1.405
			K,L	1.227*	0.986

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 55

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT D2

Goal Statement D2:

To provide General Education for college transfer program.

DESIRABILITY/VTAE PRIORITY					
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	40.00%	20.00%	15.00%	25.00%
Publishers	25	31.82	18.18	18.18	31.82
Cty. Bd. Chm.	16	36.84	15.79	15.79	31.58
VTAE Bd.	39	25.71	42.86	5.71	25.71
State Staff	37	24.32	27.03	21.62	27.03
Bus. & Ind.	35	41.94	22.58	16.13	19.35
Instructors	51	32.65	30.61	14.29	22.45
VTAE Admin.	67	26.56	18.75	10.94	43.75
Legislators	15	31.25	12.50	31.25	25.00
Supts.	52	34.62	19.23	21.15	25.00
Students	44	61.90	21.43	4.76	11.90
TOTAL	403	34.88	23.51	14.73	26.87

Hi = 4, 5, 6 Lo = 1, 2, 3

examination of Table 56 shows that the group means varied from 4.200 for the newspaper publishers to 5.215 for the administrators in the VTAE districts. This was the only significant difference in accordance with the Bonferroni t-test, Table 57, even though the null hypothesis of equal means was rejected at the 0.05 significance level. All groups considered providing General Education for adults to obtain high school diploma, to be a desirable goal. Table 58 shows that 96.11% of the respondents considered this goal to be desirable and 76.81% perceived high VTAE priority. Overall, 79.13% of the respondents indicated agreement between the desirability and the perceived VTAE priority for this goal. This included 75.52% of the respondents who considered this goal to be desirable and perceived a high VTAE priority and 3.61% who considered this goal to be undesirable and perceived a low VTAE priority for it.

Goal Statement D4, to provide General Education to persons who would like to learn to read and write (Adult Basic Education Program), had a grand mean of 4.975 and ranked seventh among the 47 goal statements. An examination of Table 59 shows that the group means varied from 4.600 for the newspaper publishers to 5.400 for the administrators of the VTAE districts. The null hypothesis of equal means was rejected at the 0.05 significance level but the

TABLE 56

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT D3
DESIRABILITY SCALE

Goal Statement D3:

To provide General Education for adults to obtain high school diploma.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	4.318	- 0.385	1.729
Publishers	25	4.200	- 0.504	1.527
Cty. Bd. Chm.	16	4.300	- 0.404	1.418
VTAE Bd.	39	4.641	- 0.063	1.224
State Staff	37	4.865	0.161	0.822
Bus. & Ind.	35	4.618	- 0.086	1.326
Instructors	51	4.843	0.139	1.065
VTAE Admin.	67	5.215	0.512	0.838
Legislators	15	4.250	- 0.454	1.183
Supts.	52	4.500	- 0.204	1.260
Students	44	4.841	0.137	1.363

Grand Mean	4.704
F - Ratio	2.618
Significance Level	0.004

TABLE 57

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT D3 DESIRABILITY SCALE

Coal Statement D3:
To provide General Education for adults to obtain high school diploma.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.118	1.183	D,E	0.224	0.927
A,C	0.018	1.251	D,F	0.023	0.948
A,D	0.323	0.988	D,G	0.202	0.863
A,E	0.547	1.089	D,H	0.574	0.818
A,F	0.299	1.061	D,I	0.391	1.203
A,G	0.525	1.033	D,K	0.141	0.859
A,H	0.897	0.996	D,L	0.200	0.891
A,I	0.068	1.328	E,F	0.247	0.960
A,K	0.182	1.029	E,G	0.022	0.875
A,L	0.523	1.057	E,H	0.350	0.834
B,C	0.100	1.215	E,I	0.615	1.211
B,D	0.441	1.037	E,K	0.365	0.871
B,E	0.665	1.049	E,L	0.024	0.903
B,F	0.418	1.065	F,G	0.225	0.895
B,G	0.643	0.988	F,H	0.598	0.855
B,H	1.015*	0.952	F,I	0.368	1.227
B,I	0.050	1.298	F,K	0.118	0.891
B,K	0.300	0.984	F,L	0.223	0.923
B,L	0.641	1.013	G,H	0.372	0.757
C,D	0.341	1.114	G,I	0.593	1.158
C,E	0.565	1.122	G,K	0.343	0.798
C,F	0.318	1.138	G,L	0.002	0.834
C,G	0.543	1.069	H,I	0.965	1.130
C,H	0.915	1.033	H,K	0.715	0.753
C,I	0.050	1.357	H,L	0.374	0.790
C,K	0.200	1.065	I,K	0.250	1.158
C,L	0.541	1.094	I,L	0.591	1.183
			K,L	0.341	0.830

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

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TABLE 58

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT D3

Goal Statement D3:

To provide General Education for adults to obtain high school diploma.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	75.00%	20.00%	0.00%	5.00%
Publishers	25	71.43	19.05	4.76	4.76
Cty. Bd. Chm.	16	61.11	22.22	11.11	5.76
VTAE Bd.	39	67.57	27.03	0.00	5.41
State Staff	37	83.78	16.22	0.00	0.00
Bus. & Ind.	35	78.13	18.75	3.13	0.00
Instructors	51	76.00	22.00	0.00	2.00
VTAE Admin.	67	82.81	15.63	1.56	0.00
Legislators	15	56.25	25.00	0.00	18.75
Supts.	52	72.55	17.65	0.00	9.80
Students	44	80.95	19.05	0.00	0.00
TOTAL	403	75.52	19.59	1.29	3.61

Hi = 4, 5, 6 Lo = 1, 2, 3

TABLE 59

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT D4
DESIRABILITY SCALE

Goal Statement D4:

To provide General Education to persons who would like to learn to read and write (Adult Basic Education Program).

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	4.954	- 0.021	1.327
Publishers	25	4.600	- 0.375	1.683
Cty. Bd. Chm.	16	5.050	0.075	1.099
VTAE Bd.	39	4.820	- 0.155	1.315
State Staff	37	5.270	0.295	0.838
Bus. & Ind.	35	4.912	- 0.063	1.083
Instructors	51	5.078	0.103	1.055
VTAE Admin.	67	5.400	0.425	0.880
Legislators	15	4.875	- 0.100	1.310
Supts.	52	4.711	- 0.264	1.109
Students	44	4.704	- 0.271	1.456

Grand Mean	4.975
F - Ratio	1.976
Significance Level	0.035

TABLE 60

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT D4 DESIRABILITY SCALE

Goal Statement D4:
To provide General Education to persons who would like to learn to read and write (Adult Basic Education Program).

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.354	1.145	D,E	0.450	0.898
A,C	0.095	1.211	D,F	0.091	0.917
A,D	0.134	0.956	D,G	0.258	0.835
A,E	0.316	1.054	D,H	0.579	0.792
A,F	0.043	1.027	D,I	0.054	1.164
A,G	0.124	1.000	D,K	0.109	0.831
A,H	0.445	0.964	D,L	0.116	0.862
A,I	0.079	1.286	E,F	0.358	0.929
A,K	0.243	0.996	E,G	0.192	0.847
A,L	0.250	1.023	E,H	0.130	0.808
B,C	0.450	1.176	E,I	0.395	1.172
B,D	0.220	1.004	E,K	0.559	0.843
B,E	0.670	1.015	E,L	0.566	0.874
B,F	0.312	1.031	F,G	0.167	0.866
B,G	0.478	0.956	F,H	0.488	0.827
B,H	0.800	0.921	F,I	0.037	0.188
B,I	0.275	1.254	F,K	0.200	0.862
B,K	0.111	0.953	F,L	0.207	0.894
B,L	0.104	0.980	G,H	0.322	0.733
C,D	0.229	1.078	G,I	0.203	1.121
C,E	0.220	1.086	G,K	0.367	0.772
C,F	0.138	1.102	G,L	0.374	0.808
C,G	0.028	1.035	H,I	0.525	1.094
C,H	0.350	1.000	H,K	0.688	0.729
C,I	0.175	1.313	H,L	0.695	0.764
C,K	0.338	1.031	I,K	0.163	1.121
C,L	0.345	1.058	I,L	0.170	1.145
			K,L	0.007	0.804

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 61

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT D4

Goal Statement D4:

To provide General Education to persons who would like to learn to read and write (Adult Basic Education Program).

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	71.43%	28.57%	0.00%	0.00%
Publishers	25	68.18	27.27	4.55	0.00
Cty. Bd. Chm.	16	61.11	27.78	5.56	5.56
VTAE Bd.	39	67.57	27.03	0.00	5.41
State Staff	37	75.68	21.62	0.00	2.70
Bus. & Ind.	35	76.67	20.00	3.33	0.00
Instructors	51	78.00	22.00	0.00	0.00
VTAE Admin.	67	83.08	15.38	1.54	0.00
Legislators	15	50.00	43.75	0.00	6.25
Supts.	52	61.54	28.85	0.00	9.62
Students	44	69.05	21.43	2.38	7.14
TOTAL	403	71.54	23.85	1.28	3.33

Hi = 4, 5, 6 Lo = 1, 2, 3

Bonferroni test, Table 60, showed no difference between any pair of group means.

When the overall null hypothesis of equal means was rejected by the analysis of variance, it was reasonable to assume that at least one sample mean differed significantly from one other sample mean. If all of the samples were of the same size, the largest sample mean would be significantly larger than the smallest mean. However, the contribution of any sample to a test of significance is a function of the sample size, and if either the largest or the smallest mean comes from a sample with fewer subjects than one of the other samples, one cannot be sure that the null hypothesis is rejected due to the difference between these two extreme means. In this study, the sample size varied from 15 to 67 for various groups. Therefore, the Bonferroni t was a more reliable statistic.

All groups considered providing General Education to persons who would like to learn to read and write (Adult Basic Education), to be a desirable goal. Table 61, page 112 shows that 95.39% of the respondents considered this goal to be desirable and 72.82% perceived a high VTAE priority. Altogether 74.87% of the respondents indicated agreement between the desirability and the perceived VTAE priority for this goal.

Goal Statement D5, to provide General Education for

remedial reading, writing and arithmetic in preparation for vocational-technical education, had a grand mean of 4.867 and ranked fourth among the 47 goal statements. An examination of Table 62, page 115, shows that the group means ranged from 4.440 for the newspaper publishers to 5.308 for the administrators in the VTAE districts. The null hypothesis of equal means was rejected at the 0.05 significance level but the Bonferroni t-test, Table 63, showed no difference between any pair of group means. All groups considered providing General Education for remedial reading, writing and arithmetic in preparation for Vocational-Technical education, to be a desirable goal. Table 64 shows that 94.89% of the respondents considered this goal to be desirable and 71.36% perceived a high VTAE priority for it.

Goal Statement D6, to provide General Education for persons seeking U. S. citizenship, had a grand mean of 4.514 and ranked 19th among the 47 goal statements. An examination of Table 65 shows that the group means varied from 4.040 for the newspaper publishers to 4.800 for the VTAE district administrators. The null hypothesis of equal means was not rejected at the 0.05 significance level. According to Table 66, the Bonferroni t-test, at 0.05 significance level, showed no difference between any pair of group means. All groups considered providing General Education for persons seeking U. S. citizenship, to be a de-

TABLE 62

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT D5
DESIRABILITY SCALE

Goal Statement D5:

To provide General Education for remedial reading, writing and arithmetic in preparation for vocational-technical education.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	4.818	- 0.048	1.332
Publishers	25	4.440	- 0.427	1.685
Cty. Bd. Chm.	16	4.950	0.083	0.999
VTAE Bd.	39	4.872	0.005	1.239
State Staff	37	5.270	0.404	0.838
Bus. & Ind.	35	4.706	- 0.161	1.031
Instructors	51	4.980	0.114	1.049
VTAE Admin.	67	5.308	0.441	0.727
Legislators	15	5.000	0.133	0.730
Supts.	52	4.481	- 0.386	1.057
Students	44	4.500	- 0.367	1.210

Grand Mean	4.867
F - Ratio	3.332
Significance Level	0.000

TABLE 63

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT D5 DESIRABILITY SCALE

Goal Statement D5:
To provide General Education for remedial reading, writing and arithmetic in preparation for Vocational-Technical Education.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.378	1.259	D,E	0.398	0.987
A,C	0.132	1.332	D,F	0.166	1.009
A,D	0.054	1.052	D,G	0.109	0.918
A,E	0.452	1.159	D,H	0.436	0.871
A,F	0.112	1.129	D,I	0.128	1.280
A,G	0.162	1.099	D,K	0.391	0.914
A,H	0.489	1.060	D,L	0.372	0.948
A,I	0.132	1.414	E,F	0.564	1.021
A,K	0.337	1.095	E,G	0.290	0.931
A,L	0.318	1.125	E,H	0.037	0.888
B,C	0.510	1.293	E,I	0.270	1.289
B,D	0.432	1.103	E,K	0.789	0.927
B,E	0.830	1.116	E,L	0.770	0.961
B,F	0.266	1.134	F,G	0.274	0.953
B,G	0.540	1.052	F,H	0.601	0.909
B,H	0.868	1.013	F,I	0.294	1.306
B,I	0.560	1.379	F,K	0.225	0.948
B,K	0.041	1.047	F,L	0.205	0.983
B,L	0.060	1.078	G,H	0.327	0.806
C,D	0.078	1.165	G,I	0.020	1.233
C,E	0.320	1.194	G,K	0.500	0.849
C,F	0.244	1.211	G,L	0.480	0.888
C,G	0.030	1.138	H,I	0.308	1.202
C,H	0.358	1.099	H,K	0.827	0.802
C,I	0.050	1.444	H,L	0.808	0.840
C,K	0.469	1.134	I,K	0.519	1.233
C,L	0.450	1.164	I,L	0.500	1.259
			K,L	0.019	0.884

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 64

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT D5

Goal Statement D5:

To provide General Education for remedial reading, writing and arithmetic in preparation for vocational-technical education.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	61.90%	38.10%	0.00%	0.00%
Publishers	25	77.27	13.64	0.00	9.09
Cty. Bd. Chm.	16	57.89	31.58	5.26	5.26
VTAE Bd.	39	75.68	18.92	0.00	5.41
State Staff	37	75.68	24.32	0.00	0.00
Bus. & Ind.	35	66.67	23.33	3.33	6.67
Instructors	51	76.00	24.00	0.00	0.00
VTAE Admin.	67	81.54	18.46	0.00	0.00
Legislators	15	46.67	53.33	0.00	0.00
Supts.	52	61.54	26.92	0.00	11.54
Students	44	67.44	20.93	2.33	9.30
TOTAL	403	70.59	24.30	0.77	4.35

Hi = 4, 5, 6 Lo = 1, 2, 3

TABLE 65

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT D6
DESIRABILITY SCALE

Goal Statement D6:

To provide General Education for persons seeking U. S. citizenship.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	4.773	0.259	1.020
Publishers	25	4.040	- 0.474	1.567
Cty. Bd. Chm.	16	4.650	0.136	1.089
VTAE Bd.	39	4.461	- 0.052	1.466
State Staff	37	4.757	0.243	0.955
Bus. & Ind.	35	4.556	0.045	1.021
Instructors	51	4.510	- 0.004	1.271
VTAE Admin.	67	4.800	0.286	0.955
Legislators	15	4.562	0.049	1.153
Supts.	52	4.442	- 0.071	1.018
Students	44	4.045	- 0.468	1.628

Grand Mean	4.514
F - Ratio	1.711
Significance Level	0.076

TABLE 66

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT D6 DESIRABILITY SCALE

Goal Statement D6:
To provide General Education for persons seeking U. S. citizenship.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.733	1.180	D,E	0.295	0.925
A,C	0.123	1.248	D,F	0.097	0.945
A,D	0.311	0.986	D,G	0.048	0.861
A,E	0.016	1.087	D,H	0.338	0.816
A,F	0.214	1.058	D,I	0.101	1.200
A,G	0.263	1.030	D,K	0.019	0.856
A,H	0.027	0.994	D,L	0.416	0.889
A,I	0.210	1.325	E,F	0.198	0.957
A,K	0.330	1.026	E,G	0.247	0.873
A,L	0.727	1.054	E,H	0.043	0.832
B,C	0.610	1.212	E,I	0.194	1.208
B,D	0.421	1.034	E,K	0.314	0.869
B,E	0.717	1.046	E,L	0.711	0.901
B,F	0.519	1.063	F,G	0.049	0.893
B,G	0.470	0.986	F,H	0.241	0.852
B,H	0.760	0.949	F,I	0.004	1.224
B,I	0.522	1.293	F,K	0.116	0.889
B,K	0.402	0.982	F,L	0.513	0.921
B,L	0.005	1.010	G,H	0.290	0.755
C,D	-0.188	1.111	G,I	0.053	1.155
C,E	0.107	1.119	G,K	0.067	0.796
C,F	0.091	1.135	G,L	0.464	0.832
C,G	0.140	1.067	H,I	0.237	1.127
C,H	0.150	1.030	H,K	0.358	0.751
C,I	0.087	1.353	H,L	0.754	0.788
C,K	0.208	1.063	I,K	0.120	1.155
C,L	0.604	1.091	I,L	0.517	1.180
			K,L	0.397	0.828

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 67

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT D6

Goal Statement D6:

To provide General Education for persons seeking U. S. citizenship.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	61.90%	28.57%	0.00%	9.52%
Publishers	25	59.09	27.27	9.09	4.55
Cty. Bd. Chm.	16	52.94	35.29	0.00	11.76
VTAE Bd.	39	59.46	35.14	0.00	5.41
State Staff	37	48.65	48.65	0.00	2.70
Bus. & Ind.	35	66.67	30.00	3.33	0.00
Instructors	51	59.18	30.61	20.04	8.16
VTAE Admin.	67	58.46	36.92	1.54	3.08
Legislators	15	37.50	50.00	0.00	12.50
Supts.	52	53.83	36.54	0.00	9.62
Students	44	55.00	27.50	2.50	15.00
TOTAL	403	56.48	34.97	1.55	6.99

Hi = 4, 5, 6 Lo = 1, 2, 3

sirable goal. Table 67 shows that 91.45% of the respondents considered it to be a desirable goal and 58.03% perceived a high VTAE priority for it.

Goal Statement E1, to provide special programs in General Education and/or Vocational-Technical education for groups that may be classified as socio-economically, educationally or culturally disadvantaged, had a grand mean of 4.721 and ranked 13th among the 47 goal statements. An examination of Table 68 shows that group means varied from 4.318 for the labor union officials to 5.216 for the professional staff of the State Board of Vocational-Technical and Adult Education. The overall null hypothesis of equal means was rejected at the 0.05 significance level but the Bonferroni t-test, Table 69, showed no difference between any pair of group means.

All groups considered this goal to be desirable. Table 70 shows that 93.88% of the respondents considered this goal to be desirable and 70.41% perceived a high VTAE priority.

Goal Statement E2, to provide special programs in General and/or Vocational-Technical education for inmates of correctional institutions, had a grand mean of 4.197 and ranked 28th among the 47 goal statements. An examination of Table 71 shows that the group means varied from 3.591 for the labor union officials to 4.973 for the professional

TABLE 68

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT E1
DESIRABILITY SCALE

Goal Statement E1:

To provide Special Programs in General Education and/or Vocational-Technical Education for groups that may be classified as socio-economically, educationally or culturally disadvantaged.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	4.318	- 0.403	1.585
Publishers	25	4.360	- 0.361	1.319
Cty. Bd. Chm.	16	4.500	- 0.221	0.946
VTAE Bd.	39	4.769	0.048	1.224
State Staff	37	5.216	0.495	0.886
Bus. & Ind.	35	4.353	- 0.368	1.011
Instructors	51	4.647	- 0.074	1.230
VTAE Admin.	67	5.169	0.448	0.821
Legislators	15	4.750	0.029	1.000
Supts.	52	4.538	- 0.182	1.093
Students	44	4.682	- 0.039	1.394

Grand Mean	4.721
F - Ratio	2.844
Significance Level	0.002

TABLE 69

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT E1 DESIRABILITY SCALE

Goal Statement E1:
To provide Special Programs in General and/or Vocational-Technical Education for groups that may be classified as socio-economically, educationally or culturally disadvantaged.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.042	1.107	D,E	0.447	0.868
A,C	0.182	1.171	D,F	0.416	0.887
A,D	0.451	0.925	D,G	0.122	0.807
A,E	0.898	1.020	D,H	0.400	0.766
A,F	0.035	0.993	D,I	0.019	1.126
A,G	0.329	0.966	D,K	0.231	0.803
A,H	0.851	0.932	D,L	0.087	0.834
A,I	0.432	1.243	E,F	0.863	0.898
A,K	0.220	0.963	E,G	0.569	0.819
A,L	0.364	0.989	E,H	0.047	0.781
B,C	0.140	1.137	E,I	0.466	1.133
B,D	0.409	0.970	E,K	0.678	0.815
B,E	0.856	0.982	E,L	0.534	0.845
B,F	0.007	0.997	F,G	0.294	0.838
B,G	0.287	0.925	F,H	0.816	0.800
B,H	0.829	0.891	F,I	0.397	1.148
B,I	0.390	1.213	F,K	0.186	0.834
B,K	0.178	0.921	F,L	0.329	0.864
B,L	0.322	0.948	G,H	0.522	0.709
C,D	0.269	1.042	G,I	0.103	1.084
C,E	0.716	1.050	G,K	0.109	0.747
C,F	0.147	1.065	G,L	0.034	0.781
C,G	0.147	1.001	H,I	0.419	1.057
C,H	0.669	0.966	H,K	0.630	0.705
C,I	0.250	1.270	H,L	0.487	0.739
C,K	0.038	0.997	I,K	0.211	1.084
C,L	0.182	1.023	I,L	0.068	1.107
			K,L	0.143	0.777

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 70

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT E1

Goal Statement E1:

To provide Special Programs in General Education and/or Vocational-Technical Education for groups that may be classified as socio-economically, educationally or culturally disadvantaged.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	66.67%	14.29%	9.52%	9.52%
Publishers	25	65.22	21.74	4.35	8.70
Cty. Bd. Chm.	16	68.42	21.05	0.00	10.53
VTAE Bd.	39	67.57	27.03	2.70	2.70
State Staff	37	70.27	27.03	0.00	2.70
Bus. & Ind.	35	74.19	22.58	3.23	0.00
Instructors	51	74.00	20.00	2.00	4.00
VTAE Admin.	67	80.00	20.00	0.00	0.00
Legislators	15	37.50	50.00	12.50	0.00
Supts.	52	53.85	38.46	1.92	5.77
Students	44	68.29	26.83	0.00	4.88
TOTAL	403	68.11	25.77	2.30	3.83

Hi = 4, 5, 6 Lo = 1, 2, 3

TABLE 71

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT E2
DESIRABILITY SCALE

Goal Statement E2:

To provide special programs in General and/or Vocational-Technical Education for inmates of correctional institutions.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	3.591	- 0.607	1.532
Publishers	25	3.960	- 0.237	1.399
Cty. Bd. Chm.	16	4.100	- 0.097	0.912
VTAE Bd.	39	3.820	- 0.377	1.335
State Staff	37	4.973	0.775	0.799
Bus. & Ind.	35	4.147	- 0.050	0.784
Instructors	51	4.372	0.175	1.295
VTAE Admin.	67	4.446	0.249	1.061
Legislators	15	4.250	0.052	1.125
Supts.	52	3.981	- 0.217	1.075
Students	44	4.068	- 0.129	1.676

Grand Mean 4.197

F - Ratio 3.162

Significance Level 0.001

TABLE 72

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT E2 DESIRABILITY SCALE

Goal Statement E2:
To provide special programs in General and/or Vocational-Technical Education for inmates of correctional institutions.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.369	1.180	D,E	1.152*	0.925
A,C	0.509	1.248	D,F	0.327	0.945
A,D	0.230	0.986	D,G	0.552	0.861
A,E	1.382*	1.087	D,H	0.626	0.816
A,F	0.556	1.058	D,I	0.429	1.200
A,G	0.782	1.030	D,K	0.160	0.856
A,H	0.8 5	0.994	D,L	0.248	0.889
A,I	0.659	1.325	E,F	0.826	0.957
A,K	0.390	1.026	E,G	0.600	0.873
A,L	0.477	1.054	E,H	0.527	0.832
B,C	0.140	1.212	E,I	0.723	1.208
B,D	0.139	1.034	E,K	0.992*	0.869
B,E	1.013	1.046	E,L	0.905*	0.901
B,F	0.187	1.063	F,G	0.225	0.893
B,G	0.412	0.986	F,H	0.299	0.852
B,H	0.486	0.949	F,I	0.103	1.224
B,I	0.290	1.293	F,K	0.166	0.889
B,K	0.021	0.982	F,L	0.079	0.921
B,L	0.108	1.010	G,H	0.074	0.755
C,D	0.279	1.111	G,I	0.122	1.155
C,E	0.873	1.119	G,K	0.392	0.796
C,F	0.047	1.135	G,L	0.304	0.832
C,G	0.272	1.067	H,I	0.196	1.127
C,H	0.346	1.030	H,K	0.465	0.751
C,I	0.150	1.353	H,L	0.378	0.788
C,K	0.119	1.063	I,K	0.269	1.155
C,L	0.032	1.091	I,L	0.182	1.180
			K,L	0.087	0.828

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 73

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT E2

Goal Statement E2:

To provide special programs in General and/or Vocational-Technical Education for inmates of correctional institutions.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	26.32%	26.32%	0.00%	47.37%
Publishers	25	40.91	50.00	0.00	9.09
Cty. Bd. Chm.	16	27.78	55.56	5.56	11.11
VTAE Bd.	39	38.89	44.44	0.00	16.67
State Staff	37	59.46	40.54	0.00	0.00
Bus. & Ind.	35	53.33	36.67	0.00	10.00
Instructors	51	40.00	44.00	0.00	16.00
VTAE Admin.	67	52.31	32.31	1.54	13.85
Legislators	15	31.25	43.75	12.50	12.50
Supts.	52	28.85	48.08	0.00	23.08
Students	44	41.46	36.59	0.00	21.95
TOTAL	403	41.97	40.93	1.04	16.06

Hi = 4, 5, 6 Lo = 1, 2, 3

staff of the State Board of Vocational, Technical and Adult Education. The null hypothesis of equal means was rejected at the 0.05 significance level. As shown in Table 72, the Bonferroni t-test, at the 0.05 significance level, showed that mean for Group E, the professional staff of the State Board of Vocational, Technical and Adult Education differed significantly from the means for Groups A, D, K, and L, the labor union officials, the VTAE district board members, the superintendents of public schools, and the VTAE students. The professional staff of the State Board of Vocational, Technical and Adult Education considered this to be a more desirable goal than the union officials, the VTAE district board members, the public school superintendents, and the VTAE students. However, all groups considered it to be a desirable goal. Table 73 shows that 82.90% of the respondents considered it to be a desirable goal but only 43.01% perceived a high VTAE priority.

Goal Statement E3, to provide special programs in General and/or Vocational-Technical education for handicapped persons (mental, physical, or emotional), had a grand mean of 4.736 and ranked 12th among the 47 goal statements. An examination of Table 74 shows that the group means varied from 4.364 for the labor union officials to 5.054 for the professional staff of the State Board of Vocational, Technical and Adult Education. The overall null

TABLE 74

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT E3
DESIRABILITY SCALE

Goal Statement E3:

To provide Special Programs in General and/or Vocational-Technical Education for handicapped persons (mental, physical, or emotional).

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	4.364	- 0.372	1.560
Publishers	25	4.400	- 0.336	1.323
Cty. Bd. Chm.	16	4.450	- 0.286	1.146
VTAE Bd.	39	4.795	0.059	0.978
State Staff	37	5.054	0.318	1.201
Bus. & Ind.	35	4.588	- 0.148	1.076
Instructors	51	4.902	0.166	1.153
VTAE Admin.	67	4.969	0.233	0.883
Legislators	15	4.562	- 0.173	1.093
Supts.	52	4.692	- 0.043	1.039
Students	44	4.614	- 0.122	1.333

Grand Mean	4.736
F - Ratio	1.413
Significance Level	0.172

TABLE 75

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT E3 DESIRABILITY SCALE

Goal Statement E3:
To provide Special Programs in General and/or Vocational-Technical Education for handicapped persons (mental, physical, or emotional).

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.036	1.110	D,E	0.259	0.870
A,C	0.086	1.174	D,F	0.207	0.889
A,D	0.431	0.907	D,G	0.107	0.809
A,E	0.690	1.022	D,H	0.174	0.768
A,F	0.225	0.996	D,I	0.232	1.129
A,G	0.538	0.969	D,K	0.103	0.806
A,H	0.606	0.935	D,L	0.181	0.836
A,I	0.199	1.246	E,F	0.466	0.901
A,K	0.329	0.965	E,G	0.152	0.821
A,L	0.250	0.992	E,H	0.085	0.783
B,C	0.050	1.140	E,I	0.492	1.136
B,D	0.395	0.973	E,K	0.362	0.817
B,E	0.654	0.984	E,L	0.440	0.847
B,F	0.188	0.999	F,G	0.314	0.840
B,G	0.502	0.927	F,H	0.381	0.802
B,H	0.569	0.893	F,I	0.026	1.151
B,I	0.162	1.216	F,K	0.104	0.836
B,K	0.292	0.923	F,L	0.025	0.866
B,L	0.214	0.950	G,H	0.067	0.711
C,D	0.345	1.045	G,I	0.339	1.087
C,E	0.604	1.053	G,K	0.210	0.749
C,F	0.138	1.068	G,L	0.288	0.783
C,G	0.452	1.003	H,I	0.407	1.060
C,H	0.519	0.969	H,K	0.277	0.707
C,I	0.112	1.273	H,L	0.355	0.741
C,K	0.242	0.999	I,K	0.130	1.087
C,L	0.164	1.026	I,L	0.051	1.110
			K,L	0.079	0.779

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 76

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT E3

Goal Statement E3:

To provide Special Programs in General and/or Vocational-Technical Education for handicapped persons (mental, physical, or emotional).

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	42.86%	38.10%	4.76%	14.29%
Publishers	25	54.55	31.82	0.00	13.64
Cty. Bd. Chm.	16	50.00	33.33	0.00	16.67
VTAE Bd.	39	65.79	21.05	2.63	10.53
State Staff	37	69.44	27.78	0.00	2.78
Bus. & Ind.	35	63.33	26.67	0.00	10.00
Instructors	51	60.00	36.00	0.00	4.00
VTAE Admin.	67	66.15	30.77	1.54	1.54
Legislators	15	31.25	50.00	18.75	0.00
Supts.	52	51.92	38.46	0.00	9.62
Students	44	54.76	33.33	7.14	4.76
TOTAL	403	58.21	32.56	2.31	6.92

Hi = 4, 5, 6 Lo = 1, 2, 3

hypothesis of equal means was not rejected at the 0.05 significance level. As indicated in Table 75, the Bonferroni t-test, at the 0.05 significance level, showed that no two group means were significantly different from one another. All groups considered providing special programs for the handicapped to be a desirable goal. Table 76 shows that 90.77% of the respondents considered this to be a desirable goal but only 60.52% perceived a high VTAE priority. Altogether 65.13% of the respondents indicated that the Vocational, Technical and Adult Education System in Wisconsin was performing as expected in providing special programs for handicapped persons. This 65.13% included 58.21% of the respondents who considered this goal to be desirable and perceived that the VTAE System was placing a high priority on it and 6.92% of the respondents who considered this goal to be undesirable and perceived that the VTAE system was placing a low priority on it.

Goal Statement F1, to provide personal enrichment and avocational courses to men and women preparing for the responsibilities of homemaking, had a grand mean of 4.190 and ranked 29th among the 47 goal statements. An examination of Table 77 shows that the group means varied from 3.760 for the publishers of newspapers to 4.451 for instructors in the VTAE system. The overall null hypothesis of equal means was not rejected at the 0.05 significance

TABLE 77

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT F1
DESIRABILITY SCALE

Goal Statement F1:

To provide Personal Enrichment and Avocational courses to men and women preparing for the responsibilities of homemaking.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	4.182	- 0.008	1.181
Publishers	25	3.760	- 0.430	1.200
Cty. Bd. Chm.	16	4.150	- 0.040	0.587
VTAE Bd.	39	4.103	- 0.087	0.882
State Staff	37	4.270	0.080	0.871
Bus. & Ind.	35	3.941	- 0.249	0.694
Instructors	51	4.451	0.261	1.026
VTAE Admin.	67	4.446	0.256	0.830
Legislators	15	3.937	- 0.253	0.854
Supts.	52	4.077	- 0.113	0.925
Students	44	4.204	0.014	1.286

Grand Mean	4.190
F - Ratio	1.803
Significance Level	0.058

TABLE 78

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT F1 DESIRABILITY SCALE

Goal Statement F1:
To provide Personal Enrichment and Avocational Courses to men and women preparing for the responsibilities of homemaking.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.422	0.940	D,E	0.168	0.737
A,C	0.032	0.995	D,F	0.161	0.753
A,D	0.079	0.786	D,G	0.348	0.686
A,E	0.088	0.866	D,H	0.344	0.650
A,F	0.241	0.844	D,I	0.165	0.956
A,G	0.269	0.821	D,K	0.026	0.683
A,H	0.264	0.792	D,L	0.102	0.708
A,I	0.244	1.056	E,F	0.329	0.763
A,K	0.105	0.818	E,G	0.181	0.696
A,L	0.023	0.840	E,H	0.176	0.663
B,C	0.390	0.966	E,I	0.333	0.963
B,D	0.343	0.824	E,K	0.193	0.692
B,E	0.510	0.834	E,L	0.066	0.718
B,F	0.181	0.847	F,G	0.510	0.712
B,G	0.691	0.786	F,H	0.505	0.679
B,H	0.686	0.757	F,I	0.004	0.976
B,I	0.177	1.030	F,K	0.136	0.708
B,K	0.317	0.782	F,L	0.263	0.734
B,L	0.444	0.805	G,H	0.005	0.602
C,D	0.047	0.886	G,I	0.513	0.921
C,E	0.120	0.892	G,K	0.374	0.634
C,F	0.209	0.905	G,L	0.246	0.663
C,G	0.301	0.850	H,I	0.509	0.898
C,H	0.296	0.821	H,K	0.369	0.599
C,I	0.212	0.179	H,L	0.242	0.628
C,K	0.073	0.847	I,K	0.139	0.921
C,L	0.054	0.869	I,L	0.267	0.940
			K,L	0.128	0.660

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 79

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT F1

Goal Statement F1:

To provide Personal Enrichment and Avocational courses to men and women preparing for the responsibilities of homemaking.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	60.00%	35.00%	0.00%	5.00%
Publishers	25	43.48	30.43	13.04	13.04
Cty. Bd. Chm.	16	52.63	42.11	5.26	0.00
VTAE Bd.	39	51.35	43.24	0.00	5.41
State Staff	37	43.24	51.35	2.70	2.70
Bus. & Ind.	35	53.13	34.38	3.13	9.38
Instructors	51	57.14	36.73	4.08	2.04
VTAE Admin.	67	56.25	42.19	1.56	0.00
Legislators	15	37.50	31.25	25.00	6.25
Supts.	52	57.14	32.65	2.04	8.16
Students	44	57.14	26.19	0.00	16.67
TOTAL	403	53.09	37.37	3.61	5.93

Hi = 4, 5, 6 Lo = 1, 2, 3

level. As per Table 78, the Bonferroni t-test, at the 0.05 significance level, showed no sample mean was significantly different from any other sample mean. All groups considered providing personal enrichment and avocational courses to men and women preparing for the responsibilities of homemaking to be a desirable goal. Table 79 shows that 90.46% considered this to be a desirable goal and 56.70% perceived a high VTAE priority.

Goal Statement F2, to provide personal enrichment and avocational courses for leisure time activities, had a grand mean of 3.867 and ranked 34th among the 47 goal statements. An examination of Table 80 shows that the group means varied from 3.125 for the state legislators to 4.392 for the instructors in the VTAE system. The overall null hypothesis of equal means was rejected at the 0.05 significance level. As per Table 81, the Bonferroni t-test, at the 0.05 significance level, showed that the instructors in the VTAE System differed significantly from the newspaper publishers and the state legislators. The instructors considered this goal to be more desirable than the newspaper publishers or the state legislators. All groups considered providing personal enrichment and avocational courses for leisure time activities, to be a desirable goal. Table 82, page 139, shows that 77.61% of the respondents considered this to be a desirable goal but only 42.45% perceived a

TABLE 80

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT F2
DESIRABILITY SCALE

Goal Statement F2:

To provide Personal Enrichment and Avocational courses for leisure time activities.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	3.591	- 0.276	1.333
Publishers	25	3.280	- 0.587	1.370
Cty. Bd. Chm.	16	3.450	- 0.417	0.825
VTAE Bd.	39	3.744	- 0.123	1.271
State Staff	37	4.027	0.160	0.957
Bus. & Ind.	35	3.559	0.308	1.160
Instructors	51	4.392	0.525	1.343
VTAE Admin.	67	4.185	0.318	1.014
Legislators	15	3.125	- 0.742	1.147
Supts.	52	4.000	0.133	0.907
Students	44	3.773	- 0.094	1.508

Grand Mean	3.867
F - Ratio	3.533
Significance Level	0.000

TABLE 81

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT F2 DESIRABILITY SCALE

Goal Statement F2:
To provide Personal Enrichment and Avocational Courses for leisure time activities.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.311	1.150	D,E	0.283	0.902
A,C	0.141	1.217	D,F	0.185	0.922
A,D	0.153	0.961	D,G	0.648	0.839
A,E	0.436	1.060	D,H	0.441	0.796
A,F	0.032	1.032	D,I	0.619	1.170
A,G	0.801	1.005	D,K	0.256	0.835
A,H	0.594	0.969	D,L	0.029	0.867
A,I	0.466	1.292	E,F	0.468	0.934
A,K	0.409	1.001	E,G	0.365	0.851
A,L	0.182	1.028	E,H	0.158	0.812
B,C	0.170	1.182	E,I	0.902	1.178
B,D	0.464	1.009	E,K	0.027	0.847
B,E	0.747	1.020	E,L	0.254	0.879
B,F	0.279	1.036	F,G	0.833	0.871
B,G	1.112*	0.961	F,H	0.626	0.831
B,H	0.905	0.926	F,I	0.434	1.194
B,I	0.155	1.261	F,K	0.441	0.867
B,K	0.720	0.957	F,L	0.214	0.898
B,L	0.493	0.985	G,H	0.208	0.737
C,D	0.294	1.084	G,I	1.267*	1.127
C,E	0.577	1.091	G,K	0.392	0.776
C,F	0.109	1.107	G,L	0.619	0.812
C,G	0.942	1.040	H,I	1.060	1.099
C,H	0.734	1.005	H,K	0.185	0.733
C,I	0.325	1.320	H,L	0.412	0.768
C,K	0.550	1.036	I,K	0.875	1.127
C,L	0.323	1.064	I,L	0.648	1.150
			K,L	0.227	0.808

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 82

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT F2

Goal Statement F2:

To provide Personal Enrichment and Avocational courses for leisure time activities.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	30.00%	30.00%	20.00%	20.00%
Publishers	25	21.74	30.43	17.39	30.43
Cty. Bd. Chm.	16	31.58	31.58	10.53	26.32
VTAE Bd.	39	41.67	41.67	0.00	16.67
State Staff	37	29.73	54.05	2.70	13.51
Bus. & Ind.	35	29.03	41.94	12.90	16.13
Instructors	51	46.94	42.86	4.08	6.12
VTAE Admin.	67	31.75	60.32	3.17	4.76
Legislators	15	18.75	31.25	25.00	25.00
Supts.	52	36.00	48.00	6.00	10.00
Students	44	50.00	17.50	2.50	30.00
TOTAL	403	35.42	42.19	7.03	15.36

Hi = 4, 5, 6 Lo = 1, 2, 3

high VTAE priority.

Goal Statement F3, to provide personal enrichment and avocational courses for consumer education, had a grand mean of 4.249 and ranked 26th among the 47 goal statements. An examination of Table 83 shows that the group means varied from 3.600 for the newspaper publishers to 4.769 for the administrators in the VTAE districts. The overall null hypothesis of equal means was rejected at the 0.05 significance level. As per Table 84, the Bonferroni t-test, at the 0.05 significance level, showed that means for Groups B and G, B and H, F and G, and F and H differed significantly. Groups G and H, the instructors and the administrators in the VTAE districts, considered this goal to be more desirable than Groups B and F, the newspaper publishers and the presidents of businesses and industries. All groups considered providing personal enrichment and avocational courses for consumer education to be a desirable goal. Table 85 shows that 87.24% of the respondents considered this goal to be desirable and 52.35% perceived a high VTAE priority for this goal.

Goal Statement F4, to provide personal enrichment and avocational courses for men and women to become better citizens, better members of the community and better members of our society, had a grand mean of 4.301 and ranked 24th among the 47 goal statements. An examination of

TABLE 83

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT F3
DESIRABILITY SCALE

Goal Statement F3:

To provide Personal Enrichment and Avocational courses for consumer education.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	3.909	- 0.340	1.743
Publishers	25	3.600	- 0.649	1.118
Cty. Bd. Chm.	16	3.900	- 0.349	0.552
VTAE Bd.	39	4.179	- 0.070	1.233
State Staff	37	4.459	0.210	1.016
Bus. & Ind.	35	3.618	- 0.632	1.073
Instructors	51	4.745	0.496	1.197
VTAE Admin.	67	4.769	0.520	1.072
Legislators	15	3.875	- 0.374	1.258
Supts.	52	4.211	- 0.038	1.194
Students	44	4.159	- 0.090	1.462

Grand Mean	4.249
F - Ratio	4.433
Significance Level	0.000

TABLE 84

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT F3 DESIRABILITY SCALE

Goal Statement F3:
To provide Personal Enrichment and Avocational Courses for consumer education.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.309	1.168	D,E	0.280	0.916
A,C	0.009	1.236	D,F	0.562	0.936
A,D	0.270	0.976	D,G	0.566	0.852
A,E	0.550	1.076	D,H	0.590	0.808
A,F	0.291	1.048	D,I	0.304	1.188
A,G	0.836	1.020	D,K	0.032	0.848
A,H	0.860	0.984	D,L	0.020	0.880
A,I	0.034	1.312	E,F	0.842	0.948
A,K	0.302	1.016	E,G	0.286	0.864
A,L	0.250	1.044	E,H	0.310	0.824
B,C	0.300	1.200	E,I	0.584	1.196
B,D	0.579	1.024	E,K	0.248	0.860
B,E	0.859	1.036	E,L	0.300	0.892
B,F	0.018	1.052	F,G	1.127*	0.884
B,G	1.145*	0.976	F,H	1.152*	0.844
B,H	1.169*	0.940	F,I	0.257	1.212
B,I	0.275	1.280	F,K	0.594	0.880
B,K	0.611	0.972	F,L	0.541	0.912
B,L	0.559	1.000	G,H	0.024	0.748
C,D	0.279	1.100	G,I	0.870	1.144
C,E	0.559	1.108	G,K	0.534	0.788
C,F	0.282	1.124	G,L	0.586	0.824
C,G	0.845	1.056	H,I	0.894	1.116
C,H	0.869	1.020	H,K	0.558	0.744
C,I	0.025	1.340	H,L	0.610	0.780
C,K	0.311	1.052	I,K	0.336	1.144
C,L	0.259	1.080	I,L	0.284	1.168
			K,L	0.052	0.820

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 85

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT F3

Goal Statement F3:

To provide Personal Enrichment and Avocational courses for consumer education.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	35.00%	50.00%	5.00%	10.00%
Publishers	25	30.43	30.43	17.39	21.74
Cty. Bd. Chm.	16	36.84	47.37	10.53	5.26
VTAE Bd.	39	47.22	44.44	0.00	8.33
State Staff	37	47.22	47.22	0.00	5.56
Bus. & Ind.	35	32.26	41.94	6.45	19.35
Instructors	51	52.00	40.00	2.00	6.00
VTAE Admin.	67	60.32	36.51	0.00	3.17
Legislators	15	25.00	37.50	18.75	18.75
Supts.	52	55.10	34.69	2.04	8.16
Students	44	65.85	24.39	0.00	9.76
TOTAL	403	48.70	38.54	3.65	9.11

Hi = 4, 5, 6 Lo = 1, 2, 3

Table 86 shows that the group means varied from 3.840 for the newspaper publishers to 4.585 for the administrators in the VTAE districts. The overall null hypothesis of equal means was not rejected at the 0.05 significance level. As per Table 87, the Bonferroni t-test showed no difference between any pair of sample means. All groups considered providing personal enrichment and avocational courses for men and women to become better citizens, better members of the community and better members of our society to be a desirable goal. Table 88 indicates that 89.56% of the respondents considered this goal to be desirable but only 51.70% indicated that the VTAE system was placing high priority on this goal.

Goal Statement F5, to provide personal enrichment and avocational courses for individuals to better understand themselves, had a grand mean of 3.993 and ranked 33rd among the 47 goal statements. An examination of Table 89 indicates that the group means varied from 3.350 for the county board chairmen to 4.454 for the students in the VTAE system. The overall null hypothesis of equal means was rejected at the 0.05 significance level. As per Table 90, the Bonferroni t-test at the 0.05 significance level, showed significant difference between the means for Groups C and H, C and L, F and H, and F and L. Groups H and L, the administrators and the students in the VTAE districts, considered

TABLE 86

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT F4
DESIRABILITY SCALE

Goal Statement F4:

To provide Personal Enrichment and Avocational courses for men and women to become better citizens, better members of the community and better members of our society.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	4.454	0.153	1.711
Publishers	25	3.840	- 0.461	1.405
Cty. Bd. Chm.	16	4.150	- 0.151	1.226
VTAE Bd.	39	4.487	0.186	1.211
State Staff	37	4.270	- 0.031	1.194
Bus. & Ind.	35	4.059	- 0.242	0.851
Instructors	51	4.333	0.032	1.505
VTAE Admin.	67	4.585	0.283	0.899
Legislators	15	4.000	- 0.301	0.730
Supts.	52	4.211	- 0.090	1.073
Students	44	4.364	0.062	1.313

Grand Mean	4.301
F - Ratio	1.166
Significance Level	0.313

TABLE 87

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT F4 DESIRABILITY SCALE

Goal Statement F4:
To provide Personal Enrichment and Avocational Courses for men and women to become better citizens, better members of the community, and better members of our society.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.614	1.177	D,E	0.217	0.923
A,C	0.304	1.245	D,F	0.428	0.943
A,D	0.033	0.983	D,G	0.154	0.858
A,E	0.184	1.084	D,H	0.097	0.814
A,F	0.396	1.056	D,I	0.487	1.197
A,G	0.121	1.028	D,K	0.276	0.854
A,H	0.130	0.991	D,L	0.124	0.887
A,I	0.454	1.322	E,F	0.211	0.955
A,K	0.243	1.024	E,G	0.063	0.870
A,L	0.091	1.052	E,H	0.314	0.830
B,C	0.310	1.209	E,I	0.270	1.205
B,D	0.647	1.032	E,K	0.059	0.866
B,E	0.430	1.044	E,L	0.093	0.899
B,F	0.219	1.060	F,G	0.274	0.891
B,G	0.493	0.983	F,H	0.526	0.850
B,H	0.745	0.947	F,I	0.059	1.221
B,I	0.160	1.290	F,K	0.153	0.887
B,K	0.371	0.979	F,L	0.305	0.919
B,L	0.524	1.008	G,H	0.251	0.754
C,D	0.337	1.108	G,I	0.333	1.153
C,E	0.120	1.116	G,K	0.122	0.794
C,F	0.091	1.132	G,L	0.030	0.830
C,G	0.183	1.064	H,I	0.585	1.124
C,H	0.434	1.028	H,K	0.373	0.750
C,I	0.150	1.350	H,L	0.221	0.786
C,K	0.061	1.060	I,K	0.211	1.153
C,L	0.213	1.088	I,L	0.364	1.177
			K,L	0.152	0.826

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 88

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT F4

Goal Statement F4:

To provide Personal Enrichment and Avocational courses for men and women to become better citizens, better members of the community and better members of our society.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	45.00%	55.00%	0.00%	0.00%
Publishers	25	40.91	31.82	9.09	18.18
Cty. Bd. Chm.	16	66.67	27.78	5.56	0.00
VTAE Bd.	39	63.16	31.58	0.00	5.26
State Staff	37	34.14	54.29	0.00	8.57
Bus. & Ind.	35	40.63	43.75	6.25	9.38
Instructors	51	52.08	39.58	0.00	8.33
VTAE Admin.	67	45.16	48.39	3.23	3.23
Legislators	15	31.25	50.00	12.50	6.25
Supts.	52	42.00	44.00	2.00	12.00
Students	44	69.05	19.05	0.00	11.90
TOTAL	403	49.09	40.47	2.61	7.83

Hi = 4, 5, 6 Lo = 1, 2, 3

TABLE 89

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT F5
DESIRABILITY SCALE

Goal Statement F5:

To provide Personal Enrichment and Avocational courses for individuals to better understand themselves.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	3.954	- 0.038	1.618
Publishers	25	3.600	- 0.392	1.414
Cty. Bd. Chm.	16	3.350	- 0.642	1.089
VTAE Bd.	39	3.667	- 0.326	1.177
State Staff	37	4.027	0.034	0.986
Bus. & Ind.	35	3.559	- 0.434	1.160
Instructors	51	4.353	0.360	1.230
VTAE Admin.	67	4.385	0.392	0.947
Legislators	15	3.687	- 0.305	0.793
Supts.	52	3.808	- 0.185	1.138
Students	44	4.454	0.462	1.190

Grand Mean	3.993
F - Ratio	3.887
Significance Level	0.000

TABLE 90

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT F5 DESIRABILITY SCALE

Goal Statement F5:
To provide Personal Enrichment and Avocational Courses for individuals to better understand themselves.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.354	1.127	D,E	0.360	0.884
A,C	0.604	1.193	D,F	0.108	0.903
A,D	0.288	0.942	D,G	0.686	0.822
A,E	0.072	1.038	D,H	0.718	0.780
A,F	0.396	1.011	D,I	0.021	1.146
A,G	0.398	0.984	D,K	0.141	0.818
A,H	0.430	0.950	D,L	0.788	0.849
A,I	0.267	1.266	E,F	0.468	0.915
A,K	0.147	0.980	E,G	0.326	0.834
A,L	0.500	1.007	E,H	0.358	0.795
B,C	0.250	1.158	E,I	0.339	1.154
B,D	0.067	0.988	E,K	0.219	0.830
B,E	0.427	1.000	E,L	0.427	0.861
B,F	0.041	1.015	F,G	0.794	0.853
B,G	0.753	0.942	F,H	0.826*	0.814
B,H	0.785	0.907	F,I	0.129	1.170
B,I	0.087	1.235	F,K	0.249	0.849
B,K	0.208	0.938	F,L	0.896*	0.880
B,L	0.854	0.965	G,H	0.032	0.722
C,D	0.317	1.062	G,I	0.665	1.104
C,E	0.677	1.069	G,K	0.545	0.760
C,F	0.209	1.085	G,L	0.102	0.795
C,G	1.003	1.019	H,I	0.697	1.077
C,H	1.035*	0.984	H,K	0.577	0.718
C,I	0.337	1.293	H,L	0.070	0.753
C,K	0.458	1.015	I,K	0.120	1.104
C,L	1.104*	1.042	I,L	0.767	1.127
			K,L	0.647	0.791

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 91

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT F5

Goal Statement F5:

To provide Personal Enrichment and Avocational courses for individuals to better understand themselves.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	35.00%	45.00%	5.00%	15.00%
Publishers	25	30.43	34.78	13.04	21.74
Cty. Bd. Chm.	16	38.89	22.22	11.11	27.78
VTAE Bd.	39	38.89	36.11	0.00	25.00
State Staff	37	24.32	62.16	2.70	10.81
Bus. & Ind.	35	32.26	38.71	6.45	22.58
Instructors	51	38.00	52.00	2.00	8.00
VTAE Admin.	67	32.31	58.46	0.00	9.23
Legislators	15	6.25	50.00	6.25	37.50
Supts.	52	27.45	45.10	1.96	25.49
Students	44	46.51	41.86	2.33	9.30
TOTAL	403	33.08	46.67	3.33	16.92

Hi = 4, 5, 6 Lo = 1, 2, 3

this goal to be more desirable than Groups C and F, the county board chairmen and the presidents of businesses and industries. All groups considered providing personal enrichment and avocational courses for individuals to better understand themselves to be a desirable goal. Table 91 shows that 79.75% of the respondents considered this goal to be desirable but only 36.41% indicated that the VTAE system was placing a high priority on this goal.

Goal Statement F6, to provide personal enrichment and avocational courses for individuals to think creatively, had a grand mean of 4.017 and ranked 32nd among the 47 goal statements. An examination of Table 92 indicates that the group means varied from 3.562 for the state legislators to 4.490 for the instructors in the VTAE system. The overall null hypothesis of equal means was rejected at the 0.05 significance level. As per Table 93, the Bonferroni t-test, at the 0.05 significance level, showed that Group D, the VTAE district board members differed significantly from Group G, the instructors in the VTAE system.

All groups considered providing personal enrichment and avocational courses for individuals to think creatively to be a desirable goal. Table 94 shows that 83.12% of the respondents considered this goal to be desirable but only 40.67% indicated that the VTAE system was placing a high priority.

TABLE 92

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT F6
DESIRABILITY SCALE

Goal Statement F6:

To provide Personal Enrichment and Avocational courses for individuals to think creatively.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	3.954	- 0.063	1.558
Publishers	25	3.800	- 0.217	1.414
Cty. Bd. Chm.	16	3.600	- 0.417	0.995
VTAE Bd.	39	3.667	- 0.350	1.439
State Staff	37	4.027	0.010	0.927
Bus. & Ind.	35	3.706	- 0.311	1.060
Instructors	51	4.490	0.473	1.155
VTAE Admin.	67	4.215	0.198	0.819
Legislators	15	3.562	- 0.455	1.093
Supts.	52	3.885	- 0.133	1.114
Students	44	4.386	0.369	1.166

Grand Mean	4.017
F - Ratio	2.838
Significance Level	0.002

TABLE 93

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT F6 DESIRABILITY SCALE

Goal Statement F6:
To provide Personal Enrichment and Avocational courses for individuals to think creatively.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.154	1.113	D,E	0.360	0.872
A,C	0.354	1.177	D,F	0.039	0.892
A,D	0.288	0.930	D,G	0.823*	0.812
A,E	0.072	1.025	D,H	0.549	0.770
A,F	0.249	0.998	D,I	0.104	1.132
A,G	0.536	0.972	D,K	0.218	0.808
A,H	0.261	0.937	D,L	0.720	0.838
A,I	0.392	1.250	E,F	0.321	0.903
A,K	0.070	0.968	E,G	0.463	0.823
A,L	0.432	0.994	E,H	0.188	0.785
B,C	0.200	1.143	E,I	0.464	1.139
B,D	0.133	0.975	E,K	0.142	0.819
B,E	0.227	0.987	E,L	0.359	0.850
B,F	0.094	1.002	F,G	0.784	0.842
B,G	0.690	0.930	F,H	0.509	0.804
B,H	0.415	0.895	F,I	0.143	1.154
B,I	0.238	1.219	F,K	0.179	0.838
B,K	0.085	0.926	F,L	0.680	0.869
B,L	0.586	0.953	G,H	0.275	0.712
C,D	0.067	1.048	G,I	0.928	1.090
C,E	0.427	1.055	G,K	0.606	0.751
C,F	0.106	1.071	G,L	0.104	0.785
C,G	0.890	1.006	H,I	0.653	1.063
C,H	0.615	0.972	H,K	0.331	0.709
C,I	0.037	1.276	H,L	0.171	0.743
C,K	0.285	1.002	I,K	0.322	1.090
C,L	0.786	1.029	I,L	0.824	1.113
			K,L	0.502	0.781

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 94

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT F6

Goal Statement F6:

To provide Personal Enrichment and Avocational courses for individuals to think creatively.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	45.00%	45.00%	0.00%	10.00%
Publishers	25	52.17	26.09	8.70	13.04
Cty. Bd. Chm.	16	47.37	15.79	10.53	26.32
VTAE Bd.	39	38.89	41.67	0.00	19.44
State Staff	37	21.62	64.86	5.41	8.11
Bus. & Ind.	35	41.94	38.71	6.45	12.90
Instructors	51	44.00	48.00	2.00	6.00
VTAE Admin.	67	27.69	61.54	0.00	10.77
Legislators	15	18.75	43.75	6.25	31.25
Supts.	52	31.37	47.06	1.96	19.61
Students	44	53.49	32.56	2.33	11.63
TOTAL	403	37.60	45.52	3.07	13.81

Hi = 4, 5, 6 Lo = 1, 2, 3

Goal Statement F7, to provide personal enrichment and avocational courses for individuals to develop an appreciation for work, had a grand mean of 4.397 and ranked 23rd among the 47 goal statements. An examination of Table 95 indicates that the group means varied from 3.750 for the state legislators to 4.723 for the administrators in the VTAE districts. The overall null hypothesis of equal means was not rejected at the 0.05 significance level. As per Table 96, the Bonferroni t-test, at the 0.05 significance level, showed no significant difference between any pair of group means. All groups considered providing personal enrichment and avocational courses for individuals to develop an appreciation for work to be a desirable goal. Table 97 shows that 89.92% of the respondents considered this to be a desirable goal but only 55.30% indicated that the VTAE system was placing a high priority on this goal.

Goal Statement G1, to provide cultural opportunities to the community such as plays, concerts and exhibits, had a grand mean of 3.447 and rated 41st among the 47 goal statements. An examination of Table 98 shows that the group means varied from 2.760 for the newspaper publishers to 4.091 for the students in the VTAE system. The overall null hypothesis of equal means was rejected at the 0.05 significance level. As shown in Table 99, the Bonferroni t-test, at the 0.05 significance level, showed that the students in

TABLE 95

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT F7
DESIRABILITY SCALE

Goal Statement F7:

To provide Personal Enrichment and Avocational courses for individuals to develop an appreciation for work.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	4.045	- 0.352	1.618
Publishers	25	4.240	- 0.157	1.332
Cty. Bd. Chm.	16	4.000	- 0.397	0.973
VTAE Bd.	39	4.282	- 0.115	1.503
State Staff	37	4.351	- 0.046	1.317
Bus. & Ind.	35	4.235	- 0.162	1.304
Instructors	51	4.667	0.269	1.479
VTAE Admin.	67	4.723	0.325	0.976
Legislators	15	3.750	- 0.647	0.931
Supts.	52	4.423	0.025	1.226
Students	44	4.523	0.125	1.372

Grand Mean	4.397
F - Ratio	1.551
Significance Level	0.119

TABLE 96

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT F7 DESIRABILITY SCALE

Goal Statement F7:
To provide Personal Enrichment and Avocational Courses for individuals to develop an appreciation for work.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.194	1.261	D,E	0.069	0.989
A,C	0.045	1.335	D,F	0.047	1.011
A,D	0.237	1.054	D,G	0.384	0.920
A,E	0.306	1.162	D,H	0.441	0.873
A,F	0.190	1.132	D,I	0.532	1.283
A,G	0.621	1.102	D,K	0.141	0.916
A,H	0.678	1.063	D,L	0.241	0.950
A,I	0.295	1.417	E,F	0.116	1.024
A,K	0.378	1.097	E,G	0.315	0.933
A,L	0.477	1.128	E,H	0.372	0.890
B,C	0.240	1.296	E,I	0.601	1.292
B,D	0.042	1.106	E,K	0.072	0.929
B,E	0.111	1.119	E,L	0.171	0.963
B,F	0.005	1.136	F,G	0.431	0.955
B,G	0.427	1.054	F,H	0.487	0.912
B,H	0.483	1.015	F,I	0.485	1.309
B,I	0.490	1.382	F,K	0.187	0.950
B,K	0.183	1.050	F,L	0.287	0.985
B,L	0.283	1.080	G,H	0.056	0.808
C,D	0.282	1.188	G,I	0.917	1.236
C,E	0.351	1.197	G,K	0.244	0.851
C,F	0.235	1.214	G,L	0.144	0.890
C,G	0.667	1.140	H,I	0.473	1.205
C,H	0.723	1.102	H,K	0.300	0.804
C,I	0.250	1.447	H,L	0.270	0.842
C,K	0.423	1.136	I,K	0.673	1.236
C,L	0.523	1.166	I,L	0.773	1.261
			K,L	0.100	0.886

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 97

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT F7

Goal Statement F7:

To provide Personal Enrichment and Avocational courses for individuals to develop an appreciation for work.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	65.00%	25.00%	0.00%	10.00%
Publishers	25	65.22	17.39	8.70	8.70
Cty. Bd. Chm.	16	31.58	36.84	10.53	21.05
VTAE Bd.	39	61.11	33.33	0.00	5.56
State Staff	37	61.11	30.56	2.78	5.56
Bus. & Ind.	35	45.16	41.94	6.45	6.45
Instructors	51	58.33	39.58	0.00	2.08
VTAE Admin.	67	47.69	43.08	0.00	9.23
Legislators	15	25.00	50.00	0.00	25.00
Supts.	52	50.98	39.22	1.96	7.84
Students	44	59.52	35.71	0.00	4.76
TOTAL	403	53.23	36.69	2.07	8.01

Hi = 4, 5, 6 Lo = 1, 2, 3

TABLE 98

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT G1
DESIRABILITY SCALE

Goal Statement G1:

To provide cultural opportunities to the community such as plays, concerts and exhibits.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	3.409	- 0.038	1.403
Publishers	25	2.760	- 0.687	1.508
Cty. Bd. Chm.	16	3.600	0.153	0.821
VTAE Bd.	39	3.333	- 0.113	1.199
State Staff	37	3.513	0.067	1.170
Bus. & Ind.	35	3.353	- 0.094	1.011
Instructors	51	3.765	0.318	1.408
VTAE Admin.	67	3.385	- 0.062	1.307
Legislators	15	3.062	- 0 384	1.340
Supts.	52	3.173	- 0.274	1.200
Students	44	4.091	0.644	1.491

Grand Mean	3.447
F - Ratio	2.614
Significance Level	0.004

TABLE 99

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT G1 DESIRABILITY SCALE

Goal Statement G1:

To provide cultural opportunities to the community such as plays, concerts, and exhibits.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.649	1.253	D,E	0.180	0.982
A,C	0.191	1.326	D,F	0.020	1.004
A,D	0.076	1.047	D,G	0.431	0.917
A,E	0.104	1.184	D,H	0.051	0.867
A,F	0.056	1.124	D,I	0.271	1.274
A,G	0.356	1.094	D,K	0.160	0.909
A,H	0.024	1.055	D,L	0.758	0.944
A,I	0.347	1.407	E,F	0.161	1.017
A,K	0.236	1.090	E,G	0.251	0.927
A,L	0.682	1.120	E,H	0.129	0.884
B,C	0.840	1.287	E,I	0.451	1.283
B,D	0.573	1.098	E,K	0.340	0.922
B,E	0.753	1.111	E,L	0.577	0.957
B,F	0.593	1.128	F,G	0.412	0.948
B,G	1.005	1.047	F,H	0.032	0.905
B,H	0.625	1.008	F,I	0.290	1.300
B,I	0.302	1.373	F,K	0.180	0.944
B,K	0.413	1.042	F,L	0.738	0.978
B,L	1.331*	1.073	G,H	0.380	0.802
C,D	0.267	1.180	G,I	0.702	1.227
C,E	0.086	1.188	G,K	0.592	0.845
C,F	0.247	1.205	G,L	0.326	0.884
C,G	0.165	1.133	H,I	0.322	1.197
C,H	.215	1.094	H,K	0.211	0.798
C,I	.537	1.437	H,L	0.706	0.837
C,K	0.427	1.128	I,K	0.111	1.227
C,L	0.491	1.158	I,L	1.028	1.253
			K,L	0.918*	0.879

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 100

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT G1

Goal Statement G1

To provide cultural opportunities to the community such as plays, concerts and exhibits.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	30.00%	30.00%	0.00%	40.00%
Publishers	25	17.39	21.74	8.70	52.17
Cty. Bd. Chm.	16	33.33	33.33	11.11	22.22
VTAE Bd.	39	29.73	27.03	0.00	43.24
State Staff	37	13.51	45.95	2.70	37.84
Bus. & Ind.	35	12.50	34.38	3.13	50.00
Instructors	51	34.00	34.00	2.00	30.00
VTAE Admin.	67	9.23	38.46	3.08	49.23
Legislators	15	13.33	13.33	13.33	60.00
Supts.	52	11.76	29.41	5.88	52.94
Students	44	38.10	35.71	0.00	26.19
TOTAL	403	21.28	33.08	3.59	42.05

Hi = 4, 5, 6 Lo = 1, 2, 3

the VTAE system differed significantly from the newspaper publishers and the superintendents of public schools. The VTAE students indicated higher desirability for this goal than the newspaper publishers or the public school superintendents. The newspaper publishers, the presidents of businesses and industries, the administrators in the VTAE districts, the state legislators, and the public school superintendents considered this goal to be undesirable. Table 100 shows that 54.36% of the respondents considered this goal to be desirable but only 24.87% perceived a high VTAE priority for this goal. Over 42% of the respondents considered this goal to be undesirable and perceived a low VTAE priority for it. Altogether 45.64% of the respondents considered providing cultural opportunities to the community such as plays, concerts and exhibits to be an undesirable goal.

Goal Statement G2, to provide career awareness opportunities to students in secondary schools (grades 9-12), had a grand mean of 4.518 and ranked 18th among the 47 goal statements. An analysis of Table 101 shows that the group means varied from 3.800 for the newspaper publishers to 5.020 for the instructors in the VTAE system. The overall null hypothesis of equal means was rejected at the 0.05 significance level. As per Table 102, the Bonferroni t-test, at the 0.05 significance level, showed that

TABLE 101

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT G2
DESIRABILITY SCALE

Goal Statement G2:

To provide Career Awareness opportunities to students in secondary schools (grades 9-12).

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	4.000	- 0.518	1.746
Publishers	25	3.800	- 0.718	1.633
Cty. Bd. Chm.	16	4.250	- 0.268	0.716
VTAE Bd.	39	4.359	- 0.159	1.348
State Staff	37	4.405	- 0.113	1.462
Bus. & Ind.	35	4.412	- 0.107	1.209
Instructors	51	5.020	0.501	1.241
VTAE Admin.	67	4.938	0.420	1.029
Legislators	15	4.187	- 0.331	1.047
Supts.	52	4.442	- 0.076	1.474
Students	44	4.636	0.118	1.541

Grand Mean	4.518
F - Ratio	2.737
Significance Level	0.003

TABLE 102

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT G2 DESIRABILITY SCALE

Goal Statement G2:
To provide career awareness opportunities to students in secondary schools (grades 9 - 12).

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.200	1.372	D,E	0.046	1.076
A,C	0.250	1.452	D,F	0.053	1.100
A,D	0.359	1.147	D,G	0.661	1.001
A,E	0.405	1.264	D,H	0.579	0.949
A,F	0.412	1.231	D,I	0.171	1.396
A,G	1.020	1.199	D,K	0.083	0.996
A,H	0.938	1.156	D,L	0.277	1.034
A,I	0.187	1.542	E,F	0.006	1.059
A,K	0.442	1.194	E,G	0.614	0.966
A,L	0.636	1.227	E,H	0.533	0.921
B,C	0.450	1.410	E,I	0.218	1.337
B,D	0.559	1.203	E,K	0.037	0.961
B,E	0.605	1.217	E,L	0.231	0.997
B,F	0.612	1.236	F,G	0.608	0.988
B,G	1.220*	1.147	F,H	0.527	0.943
B,H	1.138*	1.105	F,I	0.224	1.354
B,I	0.387	1.504	F,K	0.030	0.983
B,K	0.642	1.142	F,L	0.225	1.019
B,L	0.836	1.175	G,H	0.081	0.836
C,D	0.109	1.293	G,I	0.832	1.278
C,E	0.155	1.302	G,K	0.577	0.881
C,F	0.162	1.321	G,L	0.383	0.921
C,G	0.770	1.241	H,I	0.751	1.247
C,H	0.688	1.199	H,K	0.496	0.831
C,I	0.062	1.575	H,L	0.302	0.872
C,K	0.192	1.236	I,K	0.255	1.278
C,L	0.386	1.269	I,L	0.449	1.305
			K,L	0.194	0.916

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 103

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT G2

Goal Statement G2:

To provide Career Awareness opportunities to students in secondary schools (grades 9-12).

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	50.00%	25.00%	5.00%	20.00%
Publishers	25	50.00	31.82	4.55	13.64
Cty. Bd. Chm.	16	63.16	26.32	5.26	5.26
VTAE Bd.	39	69.44	16.67	2.78	11.11
State Staff	37	54.05	32.43	0.00	13.51
Bus. & Ind.	35	37.50	46.88	3.13	12.50
Instructors	51	66.00	30.00	0.00	4.00
VTAE Admin.	67	67.69	27.69	3.08	1.54
Legislators	15	57.14	21.43	7.14	14.29
Supts.	52	45.10	39.22	1.96	13.73
Students	44	65.85	31.71	0.00	2.44
TOTAL	403	58.14	30.74	2.33	8.79

Hi = 4, 5, 6 Lo = 1, 2, 3

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the newspaper publishers had a significantly [illegible] this goal than the instructors and the administrators in the VTAE system. The administrators and the instructors in the VTAE districts considered this goal to be [illegible] than the newspaper publishers. All groups considered providing career awareness opportunities to students in the secondary schools (grades 9-12), to be a desirable [illegible] Table 103 shows that 88.88% of the respondents considered this goal to be desirable and 60.47% indicated that the VTAE system placed a high priority on this goal. Although [illegible] 11.12% of the respondents considered this goal [illegible] desirable but 25% of the elected officials or [illegible] unions considered it to be undesirable.

Goal Statement G3, to provide career awareness opportunities to students in the elementary and middle schools (grades [illegible]-8), had a grand mean of 3.79[illegible] and ranked 36th among the 47 goal statements. An examination of [illegible] 104 shows that the group means varied from [illegible] for the newspaper publishers to 4.255 for the instructors in the VTAE system. The overall null hypothesis of equality [illegible] was rejected at the 0.05 significance level. As [illegible] 105, the Bonferroni t-test, at the [illegible] significance level, showed that Group G, the instructors in the VTAE [illegible] indicated a significantly higher [illegible] than Groups B and E, the newspaper [illegible]

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TABLE 104

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT G3
DESIRABILITY SCALE

Goal Statement G3:

To provide Career Awareness opportunities to students in elementary and middle schools (grades K-8).

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	3.591	- 0.118	1.709
Publishers	25	3.080	- 0.629	1.351
Cty. Bd. Chm.	16	3.[illegible]00	- 0.009	0.579
VTAE Bd.	39	3.461	- 0.247	.430
State Staff	37	3.811	0.102	506
Bus. & Ind.	35	3.500	- 0.209	1.108
Instructors	51	4.255	0.546	1.458
VTAE Admin.	67	4.092	0.384	1.342
Legislators	15	3.437	- 0.271	1.413
Supts.	52	3.731	0.221	1.359
Students	44	3.295	- 0.413	1.505

Grand Mean [illegible]

F - Ratio 2.567

Significance Level 0.005

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TABLE 105

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT [illegible] DESIRABILITY SCALE

Goal Statement [illegible]:
To p[illegible] career awareness opportunities to students in elementary and middle schools (gra[illegible] - 8).

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	[illegible]	1.332	D,E	0.349	1.044
A,C	[illegible]	1.409	D,F	0.038	1.067
A,D	[illegible]	1.113	D,G	0.793	0.971
A,E	[illegible]	1.227	D,H	0.631	0.921
A,F	[illegible]	1.195	D,I	0.024	1.354
A,G	[illegible]	1.163	D,K	0.269	0.967
A,H	[illegible]	1.122	D,L	0.166	1.003
A,I	[illegible]	1.496	E,F	0.311	1.081
A,K	[illegible]	1.156	E,G	0.444	0.985
A,L	[illegible]	1.190	E,H	0.281	0.939
B,C	[illegible]	1.368	E,I	0.373	1.363
B,D	[illegible]	1.167	E,K	0.080	0.980
B,E	[illegible]	1.181	E,L	0.515	1.017
B,F	[illegible]	1.199	F,G	0.755	1.006
B,G	[illegible]*	1.113	F,H	0.592	0.962
B,H	[illegible]	1.072	F,I	0.662	1.382
B,I	[illegible]	1.459	F,K	0.231	1.063
B,K	[illegible]	1.108	F,L	0.204	1.040
B,L	[illegible]	1.140	G,H	0.163	0.853
C,D	[illegible]	1.294	G,I	0.817	1.304
C,E	[illegible]	1.263	G,K	0.524	0.898
C,F	[illegible]	1.281	G,L	0.959*	0.939
C,G	[illegible]	1.204	H,I	0.655	1.272
C,H	[illegible]	1.163	H,K	0.361	0.848
C,I	[illegible]	1.528	H,L	0.797	0.889
C,K	[illegible]	1.199	I,K	0.293	1.304
C,L	[illegible]	1.231	I,L	0.142	1.332
			K,L	[illegible]	[illegible]

* signi[illegible] difference

A - Union[illegible]
B - Public [illegible]
C - Cty. [illegible]
D - VTAE [illegible]

S - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.

I - Legislators
K - Supts.
L - Students

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TABLE [illegible]

[illegible] OF [illegible] AND VTAE
[illegible] FOR GOAL STATEMENT [illegible]

Goal [illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]

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[illegible] respondents who
[illegible] over fifty for all
[illegible] nesses and indus-
[illegible] for most groups
[illegible] desirability was
[illegible] goal to be unde-
[illegible] group indicating
[illegible] overall 54.50% of
[illegible] desirable but
[illegible] ity.

[illegible] ship in devel-
[illegible] secondary schools
[illegible] and ranked 25th
[illegible] of Table 107
[illegible] .640 for the news-
[illegible] school superin-
[illegible] equal means was
[illegible] level. As per Table
[illegible] significance level,
[illegible] any pair of sample
[illegible] ship in devel-
[illegible] ary schools
[illegible] shows that
[illegible]
[illegible]

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[illegible] MEANS WITH GRAND MEAN
[illegible] STATEMENT [illegible]
[illegible]

[illegible] vocational-
[illegible] schools

[illegible] of Group Mean From Grand Mean	Group Standard Deviation
[illegible]	1.436
[illegible]	1.604
[illegible]	0.310
[illegible]	1.637
[illegible]	1.424
[illegible]	1.466
[illegible]	1.374
[illegible]	1.077
[illegible]	0.981
[illegible]	1.128
[illegible]	1.391

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TABLE 10[illegible]

[illegible] VARIANCE AND ITS COMPARISON
[illegible]RONI CRITICAL T-VALUE FOR
[illegible] STATEMENT 04
[illegible]RABILITY SCALE

[illegible]ity in developing vocational-
[illegible] in secondary schools

[illegible]	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
[illegible]	D,E	0.111	1.019
	D,F	0.125	1.041
	D,G	0.360	0.948
	D,H	0.420	0.899
	D,I	0.158	1.322
	D,K	0.427	0.943
	D,L	0.085	0.979
	E,F	0.014	1.055
	E,G	0.250	0.961
	E,H	0.315	0.917
	E,I	0.025	1.331
	E,K	0.276	0.957
	E,L	0.026	0.992
	F,G	0.235	0.983
	F,H	0.308	0.939
	F,I	0.011	1.348
	F,K	0.262	0.979
	F,L	0.040	1.015
	G,H	0.065	0.832
	G,I	0.224	1.273
	G,K	0.127	0.877
	G,L	0.275	0.917
	H,I	0.289	1.242
	H,K	0.062	0.828
	H,L	0.340	0.868
	I,K	0.351	1.273
	I,L	0.051	1.299
	K,L	0.402	0.912

[illegible] - State Staff
[illegible] - Bus. & Ind.
[illegible]
[illegible]TA[illegible] Admin.

I - Legislators
K - Supts.
L - Students

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TABLE [illegible]

[illegible] OF DESIRABILITY AND VTAE
[illegible] FOR GOAL STATEMENT 04

[illegible] in developing vocational-
[illegible] in secondary schools

[illegible]ILITY/VTAE PRIORITY

[illegible]/Hi	Hi/Lo	Lo/Hi	Lo/Lo
[illegible]	[illegible]	0.00%	10.00%
[illegible]	[illegible]	[illegible].09	9.09
[illegible]	[illegible]	[illegible].26	15.79
[illegible]	[illegible]	[illegible].73	16.67
[illegible]	[illegible]	0.00	21.62
[illegible].71	[illegible]	6.45	19.35
[illegible]	[illegible]	0.00	20.00
[illegible]	[illegible]	3.13	7.81
[illegible]	[illegible]	0.00	28.57
[illegible]	[illegible]	0.00	11.76
[illegible]	[illegible]	0.00	7.32
[illegible]	[illegible]	2.03	14.29

Lo = 1, 2, 3

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on this goal. Over 28% of the Wis-
considered this goal to be unde-
only 16.37% considered providing
Vocational Technical education in
(Grades 9-12) to be an undesirable goal
a low VTAE priority for this goal.
agreement between the desirability

66, to conduct research to determine
needs in the state, had a grand mean
among the 47 goal statements. An
shows that the group means varied
newspaper publishers to 5.092 for the
VTAE system. The overall null hy-
was rejected at the 0.05 signifi-
and III, the Bonferroni t-test, at
level, showed significant differences
Groups B and E, B and H, C and H,
and H, the professional staff of the
nal, Technical and Adult Education
in the VTAE districts indicated a
than Groups B, C and F, the newspaper
board chairmen and the presidents of
. All groups considered conduct-
Vocational-technical needs in the

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TABLE 110

[illegible] OF GROUP MEANS WITH GRAND MEAN
[illegible] GOAL STATEMENT ON
DESIRABILITY SCALE

[illegible] ch to determine vocational-
[illegible] in the state.

Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
[illegible].273	- 0.377	1.579
[illegible]	- 0.720	1.166
[illegible].000	- 0.600	0.973
[illegible].615	0.154	1.138
[illegible].973	0.373	0.957
[illegible].235	- 0.365	1.257
[illegible].907	0.302	1.269
[illegible].092	0.492	0.980
[illegible]	- 0.162	0.892
[illegible].500	- 0.100	1.291
[illegible].500	- 0.100	1.548

[illegible] Mean 4.600

[illegible]atio 3.672

[illegible]ificance Level 0.000

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TABLE [illegible]

[illegible] GROUP VARIANCE AND ITS COMPARISON
[illegible] BONFERRONI CRITICAL T-VALUE FOR
[illegible]GOAL STATEMENT G5
[illegible]SIRABILITY SCALE

[illegible]ch to determine vocational-
[illegible]on needs in the state.

[illegible] Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
[illegible]	D,E	0.252	0.927
[illegible]	D,F	0.380	0.948
[illegible]	D,G	0.287	0.863
[illegible]	D,H	0.477	0.818
[illegible]	D,I	0.176	1.203
[illegible]	D,K	0.115	0.859
[illegible]	D,L	0.115	0.891
[illegible]	E,F	0.738	0.960
[illegible]	E,G	0.071	0.875
[illegible]	E,H	0.119	0.834
[illegible]	E,I	0.535	0.211
[illegible]	E,K	0.473	0.871
[illegible]	E,L	0.473	0.903
[illegible]	F,G	0.667	0.895
[illegible]	F,H	0.857*	0.855
[illegible]	F,I	0.702	1.227
[illegible]	F,K	0.265	0.891
[illegible]	F,L	0.265	0.923
[illegible]	G,H	0.190	0.757
[illegible]	G,I	0.464	1.158
[illegible]	G,K	0.402	0.798
[illegible]	G,L	0.402	0.834
[illegible]	H,I	0.655	1.130
[illegible]	H,K	0.592	0.753
[illegible]	H,L	0.592	0.790
[illegible]	I,K	0.062	1.158
[illegible]	I,L	0.062	1.183
	K,L	0.000	0.830
[illegible] Difference			

[illegible] - State Staff
[illegible] - Bus. & Ind.
[illegible] - Instructors
[illegible] - VTAE Admin.
I - Legislators
K - Supts.
L - Students

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TABLE 112

[illegible] DATA ON DESIRABILITY AND VTAE [illegible]ITY FOR GOAL STATEMENT G5

[illegible] [illegible]ech to determine vocational- [illegible] in the state.

[illegible]	[illegible]RABILITY/VTAE PRIORITY			
[illegible]	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
[illegible]	70.00%	20.00%	10.00%	0.00%
[illegible]	69.57	13.04	0.00	17.39
[illegible]	[illegible].63	15.79	10.53	21.05
[illegible]	75.68	18.92	0.00	5.41
[illegible]	[illegible].05	40.54	2.70	2.70
[illegible]	54.84	32.26	[illegible].68	3.23
[illegible]	59.18	30.61	0.00	10.20
[illegible]	70.77	26.15	0.00	3.08
[illegible]	[illegible].86	50.00	7.14	0.00
[illegible]	[illegible].82	27.45	1.96	11.76
[illegible]	68.29	21.95	0.00	9.76
[illegible]	63.05	26.87	2.58	7.49

Lo = 1, 2, 3

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[illegible] goal. Table 117 shows that 89.92%
[illegible]dered this goal to be desirable
[illegible] the VTAE system placed high pri-
[illegible] together 70.54% indicated agreement
[illegible] and VTAE priority either by con-
[illegible] desirable and perceiving a high
[illegible]dering it to be undesirable and
[illegible]rity.

[illegible], to act as the central coordinat-
[illegible] training programs, had a grand
[illegible]th among the 47 goal statements.
[illegible] shows that the group means
[illegible] newspaper publishers to 4.838 for
[illegible] the State Board of Vocational,
[illegible]tion. The overall null hypothesis
[illegible] at the 0.05 significance level.
[illegible] Bonferroni t-test, at the 0.05 signi-
[illegible] significant differences between the
[illegible], B and H, D and F, E and F, and F
[illegible], the VTAE district board members,
[illegible] the State Board of Vocational,
[illegible]tion, and the administrators in
[illegible]ted a higher desirability for this
[illegible] the newspaper publishers and the
[illegible] and industry. All groups

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TABLE 113

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT 66
DESIRABILITY SCALE

Goal Statement:

[illegible] Central Coordinating Agency for [illegible]raining programs.

Group	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Employers	[illegible].727	- 0.495	1.751
Publishers	[illegible]	- 0.782	1.635
City Ed. [illegible]	[illegible].350	0.128	1.040
VTAE [illegible]	[illegible].613	0.291	1.412
State [illegible]	[illegible].838	0.616	1.405
Bus. [illegible]	[illegible].41	- 0.781	1.284
Industrial [illegible]	[illegible].831	0.209	1.664
VTAE Admin.	[illegible].623	0.301	1.161
Legislature	[illegible].875	- 0.347	1.025
Supervisors	[illegible].250	0.278	1.082
Students	[illegible].091	- 0.131	1.291

[illegible] Mean 4.222

[illegible] Ratio 3.815

[illegible] Significance Level 0.000

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TABLE 114

SUMMARY OF [illegible] VARIANCE AND TTS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR [illegible] STATEMENT 56

[illegible]RABILITY SCALE

[illegible] Statement [illegible]

[illegible] [illegible]al coordinating agency for [illegible] programs.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	[illegible]	[illegible]	D,E	0.325	1.035
A,C	[illegible]	[illegible]	D,F	1.072*	1.058
A,D	[illegible]	[illegible]	D,G	0.081	0.963
A,E	[illegible]	[illegible]	D,H	0.010	0.913
[illegible]	[illegible]	[illegible]	D,I	0.638	1.342
A,G	[illegible]	[illegible]	D,K	0.253	0.958
A,H	[illegible]	[illegible]	D,L	0.422	0.994
A,I	[illegible]	[illegible]	E,F	1.397*	1.071
A,K	[illegible]	[illegible]	E,G	0.406	0.976
A,L	[illegible]	[illegible]	E,H	0.315	0.931
B,C	[illegible]	[illegible]	E,I	0.963	1.351
B,D	[illegible]	[illegible]	E,K	0.588	0.972
B,E	[illegible]	[illegible]	E,L	0.747	1.008
B,F	[illegible]	[illegible]	F,G	0.990	0.999
B,G	[illegible]	[illegible]	F,H	1.082*	0.954
B,H	[illegible]	[illegible]	F,I	0.434	1.370
B,I	[illegible]	[illegible]	F,K	0.809	0.994
B,K	[illegible]	[illegible]	F,L	0.650	1.031
B,L	[illegible]	[illegible]	G,H	0.092	0.845
C,D	[illegible]	[illegible]	G,I	0.556	1.293
C,E	[illegible]	[illegible]	G,K	0.181	0.890
C,F	[illegible]	[illegible]	G,L	0.340	0.931
C,G	[illegible]	[illegible]	H,I	0.648	1.261
C,H	[illegible]	[illegible]	H,K	0.273	0.841
C,I	[illegible]	[illegible]	H,L	0.432	0.881
C,K	[illegible]	[illegible]	I,K	0.375	1.293
C,L	[illegible]	[illegible]	I,L	0.216	1.320
			K,L	0.159	0.927

* Significant [illegible]

A - Unions
B - [illegible]
C - [illegible]
D - VTAS [illegible]

E - State Staff
F - Bus. & Ind.
G - [illegible]
H - VTAS Admin.

I - Legislators
K - Supts.
L - Students

TABLE 115

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT G6

Goal Statement G6:

To act as the General Coordinating Agency for all manpower training programs.

DESIRABILITY/VTAE PRIORITY					
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	[illegible]	20.00%	15.00%	20.00%
Publishers	23	[illegible]	17.39	17.39	21.74
Cty. Bd. Chm.	19	[illegible]	26.32	5.26	10.53
VTAE Bd.	39	[illegible]	24.32	2.70	5.41
State Staff	37	[illegible]	36.11	2.78	5.56
Bus. & Ind.	35	20.00	26.67	16.67	36.67
Instructors	51	[illegible]	25.53	0.00	14.89
VTAE Admin.	67	[illegible]	32.81	1.56	14.06
Legislators	15	[illegible]	42.86	14.29	14.29
Supts.	52	[illegible]	29.41	5.88	15.69
Students	45	[illegible]	26.57	2.38	14.29
TOTAL	[illegible]	59.65	28.46	5.74	15.14

Hi = 4, 5, 6 Lo = 1, 2, 3

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except the [illegible] businesses and industries considered [illegible] the central coordinating agency for all manpower training [illegible] be a desirable goal for Vocational [illegible] Adult Education system in Wisconsin. [illegible] of businesses and industries [illegible] considered this goal to be [illegible] received a low VTAE priority for this [illegible] that shows that 79.11% of the respondents considered [illegible] be desirable and 56.39% indicated that the VTAE [illegible] placed high priority on this goal.

[illegible], to be an aggressive outreach agency for [illegible], had a grand mean of 4.121 and ranked [illegible] statements. An examination of Table [illegible] the group means varied from 2.971 for [illegible] businesses and industries to 5.046 for the [illegible] VTAE district. The overall null hypothesis [illegible] was rejected at the 0.05 significance level. [illegible] Table [illegible], the Bonferroni t-test, at the 0.05 [illegible] level, showed significant differences between the [illegible] means for Groups A and H, B and D, B and E, B and H, [illegible], D and E, E and F, F and G, F and H, H and I, [illegible]. All groups except newspaper publishers and [illegible] of businesses and industries considered [illegible] desirable. Groups D, E, G and H, the VTAE [illegible], the professional staff of

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TABLE 116

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT G7
DESIRABILITY SCALE

Goal Statement G7:

To be an aggressive Outreach Agency for extended services.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	3.682	- 0.439	1.585
Publishers	25	3.240	- 0.881	1.300
Cty. Bd. Chm.	16	3.900	- 0.221	1.252
VTAE Bd.	39	4.410	0.289	1.271
State Staff	27	4.757	0.636	1.321
Bus. & Ind.	35	[illegible]	- 1.150	1.218
Instructors	51	4.274	0.153	1.801
VTAE Admin.	87	5.046	0.925	0.818
Legislators	19	3.812	- 0.308	0.910
Supts.	52	3.904	- 0.217	1.125
Students	44	3.864	- 0.257	1.407

Grand Mean 4.121

F - Ratio 9.000

Significance Level 0.000

TABLE 117

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT G7 DESIRABILITY SCALE

Goal Statement G7:
To be an aggressive outreach agency for extended services.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.422	1.264	D,E	0.346	0.992
A,C	0.218	1.338	D,F	1.440*	1.013
A,D	0.723	1.057	D,G	0.136	0.922
A,E	1.075	1.165	D,H	0.636	0.875
A,F	0.711	1.134	D,I	0.598	1.286
A,G	0.553	1.164	D,K	0.506	0.918
A,H	1.368*	1.065	D,L	0.547	0.953
A,I	0.131	1.420	E,F	1.786*	1.026
A,K	0.222	1.100	E,G	0.482	0.935
A,L	0.182	1.130	E,H	0.289	0.892
B,C	0.660	1.299	E,I	0.944	1.295
B,D	1.170*	1.106	E,K	0.853	0.931
B,E	1.517*	1.121	E,L	0.893	0.966
B,F	0.289	1.139	F,G	1.304*	0.957
B,G	1.634	1.057	F,H	2.076*	0.914
B,H	1.806*	1.018	F,I	0.842	1.312
B,I	0.572	1.386	F,K	0.933	0.953
B,K	0.688	1.042	F,L	0.893	0.987
B,L	0.674	1.083	G,H	0.772	0.810
C,D	0.510	1.131	G,I	0.462	1.238
C,E	0.857	1.199	G,K	0.371	0.853
C,F	0.929	1.217	G,L	0.411	0.892
C,G	0.374	1.143	H,I	0.234*	1.208
C,H	1.146*	1.104	H,K	1.142*	0.805
C,I	0.087	1.451	H,L	1.183*	0.844
C,K	0.004	1.139	I,K	0.091	1.238
C,L	0.038	1.169	I,L	0.051	1.264
			K,L	0.040	0.888

* significant difference

A - Unions
B - Publishers
C - Cty. Ed. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 118

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT G7

Goal Statement G7:

To be an aggressive Outreach Agency for extended services.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	40.00%	20.00%	5.00%	35.00%
Publishers	25	30.43	17.39	21.74	30.43
Cty. Bd. Chm.	16	57.89	10.53	10.53	21.05
VTAE Bd.	39	55.26	28.95	5.26	10.53
State Staff	37	56.76	32.43	5.41	5.41
Bus. & Ind.	35	30.00	6.67	23.33	40.00
Instructors	51	60.87	23.91	2.17	13.04
VTAE Admin.	67	64.06	35.94	0.00	0.00
Legislators	15	21.43	42.86	21.43	14.29
Supts.	52	50.98	21.57	1.96	25.49
Students	44	53.66	29.27	0.00	17.07
TOTAL	403	51.44	25.59	6.27	16.71

Hi = 4, 5, 6 Lo = 1, 2, 3

the State Board of Vocational, Technical and Adult Education, the instructors in the VTAE system, and the administrators in the VTAE districts, considered this goal to be more desirable than the Groups A, C and L, the labor union officials, the county board chairmen, and the students in the VTAE system. Groups D, E, G and H are the respondents associated with the Vocational, Technical and Adult Education system in Wisconsin. Table 118 shows that 77.03% of the respondents considered this goal to be desirable and 57.71% indicated that the VTAE system placed high priority on this goal.

Goal Statement H1, to provide tuition-free liberal arts education for college transfer, had a grand mean of 2.778 and ranked 43rd among the 47 goal statements. An examination of Table 119 shows that the group means varied from 2.215 for the administrators in the VTAE districts to 3.886 for the students in the VTAE system. The overall null hypothesis of equal means was rejected at the 0.05 significance level. As per Table 120, the Bonferroni t-test, at the 0.05 significance level, showed that the students in the VTAE system had a significantly higher mean for this goal statement than the publishers, the VTAE board members, the state board staff, the administrators in the VTAE districts, the state legislators or the superintendents of public schools. All groups except the labor union officials and

TABLE 119

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT H1
DESIRABILITY SCALE

Goal Statement H1:

To provide tuition-free liberal arts education for college transfer.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	3.000	0.222	1.543
Publishers	25	2.320	- 0.458	1.282
Cty. Bd. Chm.	16	3.150	0.372	1.137
VTAE Bd.	39	2.615	- 0.162	1.680
State Staff	37	2.595	- 0.183	1.624
Bus. & Ind.	35	2.971	- 0.193	1.314
Instructors	51	3.098	0.320	1.603
VTAE Admin.	67	2.215	- 0.562	1.293
Legislators	15	2.375	- 0.403	1.408
Supts.	52	2.461	- 0.316	1.335
Students	44	3.886	1.109	1.701

Grand Mean 2.778

F - Ratio 4.629

Significance Level 0.000

TABLE 120

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT H1 DESIRABILITY SCALE

Goal Statement H1:
To provide tuition-free liberal arts education for college transfer.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.680	1.437	D,E	0.021	1.127
A,C	0.150	1.520	D,F	0.355	1.151
A,D	0.385	1.200	D,G	0.483	1.048
A,E	0.405	1.323	D,H	0.400	0.994
A,F	0.029	1.289	D,I	0.240	1.461
A,G	0.098	1.255	D,K	0.154	1.043
A,H	0.785	1.210	D,L	1.271*	1.082
A,I	0.625	1.614	E,F	0.376	1.166
A,K	0.538	1.250	E,G	0.503	1.063
A,L	0.886	1.284	E,H	0.379	1.014
B,C	0.830	1.476	E,I	0.220	1.471
B,D	0.295	1.260	E,K	0.133	1.058
B,E	0.275	1.274	E,L	1.292*	1.097
B,F	0.651	1.294	F,G	0.127	1.087
B,G	0.778	1.200	F,H	0.755	1.038
B,H	0.105	1.156	F,I	0.596	1.491
B,I	0.055	1.574	F,K	0.509	1.082
B,K	0.141	1.196	F,L	0.916	1.122
B,L	1.566*	1.230	G,H	0.883	0.920
C,D	0.535	1.353	G,I	0.723	1.407
C,E	0.555	1.363	G,K	0.636	0.969
C,F	0.179	1.383	G,L	0.788	1.014
C,G	0.052	1.299	H,I	0.160	1.373
C,H	0.935	1.255	H,K	0.246	0.915
C,I	0.775	1.648	H,L	1.671*	0.959
C,K	0.688	1.294	I,K	0.086*	1.407
C,L	0.736	1.328	I,L	1.511*	1.437
			K,L	1.425*	1.009

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 121

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT H1

Goal Statement H1:

To provide tuition-free liberal arts education for college transfer.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	33.33%	19.05%	9.52%	38.10%
Publishers	25	13.04	8.70	17.39	60.87
Cty. Bd. Chm.	16	31.58	10.53	21.05	36.84
VTAE Bd.	39	20.00	8.57	8.57	62.86
State Staff	37	10.81	16.22	13.51	59.46
Bus. & Ind.	35	21.88	12.50	12.50	53.13
Instructors	51	9.80	25.49	9.80	54.90
VTAE Admin.	67	4.84	6.45	9.68	79.03
Legislators	15	0.00	13.33	40.00	46.67
Supts.	52	11.76	9.80	23.53	54.90
Students	44	42.50	27.50	0.00	30.00
TOTAL	403	16.84	14.51	13.21	55.44

Hi = 4, 5, 6 Lo = 1, 2, 3

the VTAE students considered providing tuition-free liberal arts education for college transfer to be an undesirable goal for the Vocational, Technical and Adult Education system. Only 31.35% of the respondents considered this goal to be desirable and 30.05% indicated that the VTAE system was placing a high priority on this goal. Table 121 shows that 68.65% of the respondents considered this goal to be undesirable and 55.44% perceived a low VTAE priority for this goal. Almost 89% of the administrators in the Vocational, Technical and Adult Education districts and more than 86% of the state legislators considered this goal to be undesirable.

Goal Statement H2, to provide tuition-free vocational-technical education, had a grand mean of 4.662 and ranked 16th among the 47 goal statements. An examination of Table 122 shows that the group means varied from 3.880 for the newspaper publishers to 5.078 for the instructors in the VTAE system. The overall null hypothesis of equal means was rejected at the 0.05 significance level. Table 123 indicates that the Bonferroni t-test, at the 0.05 significance level, showed that Group B, the newspaper publishers, indicated a significantly lower desirability for this goal than Groups G and H, the instructors and the administrators in the VTAE system. All groups considered providing tuition-free vocational-technical education to be a desirable

TABLE 122

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT H2
DESIRABILITY SCALE

Goal Statement H2:

To provide tuition-free vocational-technical education.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	4.318	- 0.343	1.673
Publishers	25	3.880	- 0.782	1.691
Cty. Bd. Chm.	16	3.900	- 0.762	1.252
VTAE Bd.	39	4.820	0.159	1.430
State Staff	37	4.865	0.203	1.273
Bus. & Ind.	35	4.323	- 0.338	1.386
Instructors	51	5.078	0.417	1.181
VTAE Admin.	67	5.000	0.338	1.447
Legislators	15	4.312	- 0.349	1.448
Supts.	52	4.558	- 0.104	1.334
Students	44	4.841	0.179	1.656

Grand Mean	4.662
F - Ratio	2.761
Significance Level	0.003

TABLE 123

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT H2 DESIRABILITY SCALE

Goal Statement H2:
To provide tuition-free vocational-technical education.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.438	1.390	D,E	0.044	1.090
A,C	0.418	1.471	D,F	0.497	1.114
A,D	0.502	1.161	D,G	0.258	1.014
A,E	0.547	1.280	D,H	0.180	0.962
A,F	0.005	1.247	D,I	0.508	1.414
A,G	0.760	1.214	D,K	0.263	1.009
A,H	0.682	1.171	D,L	0.020	1.047
A,I	0.006	1.561	E,F	0.541	1.128
A,K	0.239	1.209	E,G	0.213	1.028
A,L	0.523	1.242	E,H	0.135	0.981
B,C	0.020	1.428	E,I	0.552	1.423
B,D	0.940	1.219	E,K	0.307	1.023
B,E	0.985	1.233	E,L	0.024	1.061
B,F	0.443	1.252	F,G	0.755	1.052
B,G	1.198*	1.161	F,H	0.676	1.004
B,H	1.120*	1.119	F,I	0.011	1.442
B,I	0.432	1.523	F,K	0.234	1.047
B,K	0.678	1.157	F,L	0.517	1.085
B,L	0.961	1.190	G,H	0.078	0.890
C,D	0.920	1.309	G,I	0.766	1.361
C,E	0.965	1.319	G,K	0.521	0.938
C,F	0.423	1.338	G,L	0.237	0.981
C,G	1.178	1.257	H,I	0.687	1.328
C,H	1.100	1.214	H,K	0.442	0.885
C,I	0.412	1.595	H,L	0.159	0.928
C,K	0.658	1.252	I,K	0.245	1.361
C,L	0.941	1.285	I,L	0.528	1.390
			K,L	0.283	0.976

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 124

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT H2

Goal Statement H2:

To provide tuition-free vocational-technical education.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	71.43%	9.52%	0.00%	19.05%
Publishers	25	63.64	4.55	13.64	18.18
Cty. Bd. Chm.	16	57.89	5.26	15.79	21.05
VTAE Bd.	39	76.32	5.26	5.26	13.16
State Staff	37	75.68	13.51	2.70	8.11
Bus. & Ind.	35	65.63	6.25	15.63	12.50
Instructors	51	78.00	12.00	4.00	6.00
VTAE Admin.	67	87.30	6.35	0.00	6.35
Legislators	15	57.14	21.43	14.29	7.14
Supts.	52	75.55	3.92	9.80	13.73
Students	44	82.93	9.76	2.44	4.88
TOTAL	403	75.00	8.25	6.19	10.57

Hi = 4, 5, 6 Lo = 1, 2, 3

goal. Table 124 shows that 83.25% of the respondents considered this goal to be desirable and 81.19% indicated that the VTAE system was placing a high priority on this goal. Altogether 85.57% of the respondents indicated agreement between the desirability and the VTAE priority; 75.00% considering this goal to be desirable and perceiving a high VTAE priority and 10.57% considering it to be undesirable and perceiving a low VTAE priority. More than 92% of Group L, the VTAE students, but only 68% of Group B, the newspaper publishers, considered this goal to be desirable.

Goal Statement H3, to provide vocational-technical education for the same tuition fee that the university charges for liberal arts education, had a grand mean of 2.509 and ranked 44th among the 47 goal statements. An examination of Table 125 shows that the group means varied from 1.946 for the professional staff of the State Board of Vocational, Technical and Adult Education, to 3.950 for the county board chairmen. The overall null hypothesis of equal means was rejected at the 0.05 significance level. As per Table 126, the Bonferroni t-test, at the 0.05 significance level, showed significant differences between sample means for Groups B and C, C and D, C and E, C and G, C and H, C and L, and E and K. The county board chairmen indicated a significantly higher desirability for this goal than the newspaper publishers, the VTAE district board

TABLE 125

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT H3
DESIRABILITY SCALE

Goal Statement H3:

To provide vocational-technical education for the same tuition fee that the University charges for liberal arts education.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	2.636	0.128	1.677
Publishers	25	2.560	0.051	1.660
Cty. Bd. Chm.	16	3.950	0.144	0.999
VTAE Bd.	39	2.231	- 0.278	1.613
State Staff	37	1.946	- 0.563	1.079
Bus. & Ind.	35	2.823	0.315	1.029
Instructors	51	2.294	- 0.214	1.460
VTAE Admin.	67	2.292	- 0.216	1.296
Legislators	15	2.750	0.241	1.342
Supts.	52	2.923	0.414	1.370
Students	44	2.227	- 0.281	1.255

Grand Mean	2.509
F - Ratio	4.286
Significance Level	0.000

TABLE 126

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT H3 DESIRABILITY SCALE

Goal Statement H3:
To provide vocational-technical education for the same tuition fee that the university charges for liberal arts education.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.076	1.320	D,E	0.285	1.035
A,C	1.314	1.397	D,F	0.593	1.058
A,D	0.406	1.103	D,G	0.063	0.963
A,E	0.690	1.216	D,H	0.061	0.913
A,F	0.187	1.184	D,I	0.519	1.342
A,G	0.342	1.153	D,K	0.692	0.958
A,H	0.344	1.112	D,L	0.003	0.994
A,I	0.114	1.483	E,F	0.878	1.071
A,K	0.287	1.148	E,G	0.348	0.976
A,L	0.409	1.180	E,H	0.346	0.931
B,C	1.390*	1.356	E,I	0.804	1.351
B,D	0.329	1.157	E,K	0.977*	0.972
B,E	0.614	1.171	E,L	0.281	1.008
B,F	0.263	1.189	F,G	0.529	0.999
B,G	0.266	1.103	F,H	0.531	0.954
B,H	0.268	1.062	F,I	0.073	1.370
B,I	0.190	1.446	F,K	0.100	0.994
B,K	0.363	1.098	F,L	0.596	1.031
B,L	0.333	1.130	G,H	0.002	0.845
C,D	1.719*	1.243	G,I	0.456	1.293
C,E	2.004*	1.252	G,K	0.629	0.890
C,F	1.126*	1.270	G,L	0.067	0.931
C,G	1.656*	1.193	H,I	0.458	1.261
C,H	1.658*	1.153	H,K	0.631	0.841
C,I	1.200	1.514	H,L	0.065	0.881
C,K	1.027	1.189	I,K	0.173	1.293
C,L	1.723*	1.220	I,L	0.523	1.320
			K,L	0.696	0.927

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 127

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT H3

Goal Statement H3:

To provide vocational-technical education for the same tuition fee that the University charges for liberal arts education.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	20.00%	5.00%	5.00%	70.00%
Publishers	25	9.09	13.64	9.09	68.18
Cty. Bd. Chm.	16	36.84	26.32	10.53	26.32
VTAE Bd.	39	5.71	8.57	5.71	80.00
State Staff	37	2.78	0.00	2.78	94.44
Bus. & Ind.	35	12.90	3.23	9.68	74.19
Instructors	51	8.00	12.00	2.00	78.00
VTAE Admin.	67	3.23	9.68	4.84	82.26
Legislators	15	0.00	21.43	21.43	57.14
Supts.	52	20.00	18.00	8.00	54.00
Students	44	9.76	7.32	4.88	78.05
TOTAL	403	10.53	10.53	6.32	72.63

Hi = 4, 5, 6 Lo = 1, 2, 3

members, the professional staff of the State Board of Vocational, Technical and Adult Education, the instructors in the VTAE system, the administrators in the VTAE districts, and the students in the VTAE system. Group K, the public school superintendents indicated a significantly higher desirability for this goal than Group E, the professional staff of the State Board of Vocational, Technical and Adult Education. All groups except Group C, the county board chairmen, considered this goal to be undesirable. Table 127 shows that only 21.06% of the respondents considered this goal to be desirable and 16.85% indicated that the VTAE system is placing a high priority on this goal.

Goal Statement H4, to provide vocational-technical education for a tuition fee less than the tuition that the university charges for liberal arts education, had a grand mean of 4.109 and ranked 31st among the 47 goal statements. An examination of Table 128 shows that the group means varied from 3.500 for the labor union officials to 4.625 for the state legislators. The over-all null hypothesis of equal means was not rejected at the .05 significance level. As per Table 129, the Bonferroni t-test, at the .05 significance level, showed that no significant difference existed between any two group means. All groups considered providing vocational-technical education for a tuition fee

TABLE 128

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT H4
DESIRABILITY SCALE

Goal Statement H4:

To provide vocational-technical education for a tuition fee less than the tuition that the University charges for liberal arts education.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	3.500	- 0.609	1.819
Publishers	25	4.320	0.211	1.749
Cty. Bd. Chm.	16	4.200	0.091	1.240
VTAE Bd.	39	4.128	0.019	1.794
State Staff	37	4.595	0.486	1.384
Bus. & Ind.	35	3.853	- 0.256	1.234
Instructors	51	4.392	0.283	1.401
VTAE Admin.	67	3.600	- 0.509	1.757
Legislators	15	4.625	0.516	1.455
Supts.	52	4.135	0.260	1.495
Students	44	4.227	0.119	1.803

Grand Mean	4.109
F - Ratio	1.831
Significance Level	0.054

TABLE 129

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT H4 DESIRABILITY SCALE

Goal Statement H4:
To provide vocational-technical education for a tuition fee less than the tuition that the university charges for liberal arts education.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.820	1.551	D,E	0.466	1.216
A,C	0.700	1.641	D,F	0.275	1.243
A,D	0.628	1.296	D,G	0.264	1.131
A,E	1.095	1.428	D,H	0.528	1.073
A,F	0.353	1.391	D,I	0.497	1.577
A,G	0.892	1.354	D,K	0.006	1.126
A,H	0.100	1.306	D,L	0.099	1.168
A,I	1.125	1.742	E,F	0.742	1.258
A,K	0.635	1.349	E,G	0.202	1.147
A,L	0.727	1.386	E,H	0.995	1.094
B,C	0.120	1.593	E,I	0.030	1.588
B,D	0.192	1.359	E,K	0.460	1.142
B,E	0.275	1.375	E,L	0.367	1.184
B,F	0.467	1.397	F,G	0.539	1.174
B,G	0.072	1.296	F,H	0.253	1.120
B,H	0.720	1.248	F,I	0.772	1.609
B,I	0.305	1.699	F,K	0.282	1.168
B,K	0.185	1.290	F,L	0.374	1.211
B,L	0.093	1.328	G,H	0.792	0.993
C,D	0.072	1.460	G,I	0.233	1.519
C,E	0.395	1.471	G,K	0.258	1.046
C,F	0.347	1.492	G,L	0.165	1.094
C,G	0.192	1.402	H,I	1.025	1.481
C,H	0.600	1.354	H,K	0.535	0.988
C,I	0.425	1.779	H,L	0.627	1.035
C,K	0.065	1.397	I,K	0.490	1.519
C,L	0.027	1.434	I,L	0.398	1.551
			K,L	0.093	1.089

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 130

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT H4

Goal Statement H4:

To provide vocational-technical education for a tuition fee less than the tuition that the University charges for liberal arts education.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	42.86%	19.05%	4.76%	33.33%
Publishers	25	63.64	27.27	0.00	9.09
Cty. Bd. Chm.	16	52.63	10.53	15.79	21.05
VTAE Bd.	39	64.86	8.11	2.70	24.32
State Staff	37	63.89	13.89	2.78	19.44
Bus. & Ind.	35	50.00	25.00	9.38	15.63
Instructors	51	54.90	25.49	5.88	13.73
VTAE Admin.	67	46.67	13.33	8.33	31.67
Legislators	15	50.00	50.00	0.00	0.00
Supts.	52	46.00	22.00	12.00	20.00
Students	44	61.90	11.90	4.76	21.43
TOTAL	403	54.17	18.75	6.51	20.57

Hi = 4, 5, 6 Lo = 1, 2, 3

less than the tuition that the university charges for liberal education to be a desirable goal. Table 130 shows that 72.92% of the respondents considered this goal to be desirable and 60.68% indicated that the VTAE system was placing a high priority on this goal. Altogether 74.74% of the respondents indicated agreement between desirability and VTAE priority for this goal; 54.17% considering it to be a desirable goal and perceiving a high VTAE priority for it and 20.57% considering it to be an undesirable goal and perceiving a low VTAE priority. Forty percent of the administrators in the VTAE system and 38.09% of the elected labor union officials considered this goal to be undesirable.

Goal Statement I1, to finance post-secondary vocational-technical education by local property taxes only, had a grand mean of 1.763 and ranked 47th among the 47 goal statements. An examination of Table 131 shows that the group means varied from 1.300 for the county board chairmen to 2.477 for the VTAE students. The overall null hypothesis of equal means was rejected at the 0.05 significance level. As per Table 132, the Bonferroni t-test, at the 0.05 significance level, showed that Groups C, D, and K, the county board chairmen, the VTAE district board members, and the public school superintendents, considered

TABLE 131

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT I1
DESIRABILITY SCALE

Goal Statement I1:

To finance post-secondary vocational-technical education by local property taxes only.

Group	N	Group Mean	Deviation of Group Mean from Grand Mean	Group Standard Deviation
Unions	22	1.409	- 0.354	1.221
Publishers	25	1.520	- 0.243	1.085
Cty. Bd. Chm.	16	1.300	- 0.463	0.657
VTAE Bd.	39	1.410	- 0.353	1.093
State Staff	37	1.622	- 0.141	1.010
Bus. & Ind.	35	2.000	0.237	1.435
Instructors	51	1.745	- 0.018	1.412
VTAE Admin.	67	2.108	0.345	1.480
Legislators	15	2.000	0.237	1.366
Supts.	52	1.327	- 0.436	0.944
Students	44	2.477	0.714	1.372

Grand Mean	1.763
F - Ratio	3.668
Significance Level	0.000

TABLE 132

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT I1 DESIRABILITY SCALE

Goal Statement I1:
To finance post-secondary vocational-technical education by local property taxes only.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.111	1.215	D,E	0.211	0.953
A,C	0.109	1.285	D,F	0.590	0.973
A,D	0.001	1.015	D,G	0.335	0.886
A,E	0.212	1.119	D,H	0.697	0.840
A,F	0.591	1.090	D,I	0.590	1.236
A,G	0.336	1.061	D,K	0.083	0.882
A,H	0.699	1.023	D,L	1.067*	0.915
A,I	0.591	1.364	E,F	0.378	0.986
A,K	0.082	1.057	E,G	0.123	0.899
A,L	1.068	1.086	E,H	0.486	0.857
B,C	0.220	1.248	E,I	0.378	1.244
B,D	0.110	1.065	E,K	0.295	0.894
B,E	0.102	1.077	E,L	0.856	0.928
B,F	0.480	1.094	F,G	0.255	0.919
B,G	0.225	1.015	F,H	0.108	0.878
B,H	0.588	0.978	F,I	0.000	1.260
B,I	0.480	1.331	F,K	0.673	0.915
B,K	0.193	1.011	F,L	0.477	0.948
B,L	0.957	1.040	G,H	0.363	0.778
C,D	0.110	1.144	G,I	0.255	1.190
C,E	0.322	1.152	G,K	0.418	0.820
C,F	0.700	1.169	G,L	0.732	0.857
C,G	0.445	1.098	H,I	0.108	1.161
C,H	0.808	1.061	H,K	0.781	0.774
C,I	0.700	1.394	H,L	0.370	0.811
C,K	0.027	1.094	I,K	0.673	1.190
C,L	1.177*	1.123	I,L	0.477	1.215
			K,L	1.150*	0.853

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 133

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT I1

Goal Statement I1:

To finance post-secondary vocational-technical education by local property taxes only.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	0.00%	5.88%	23.53%	70.59%
Publishers	25	9.09	0.00	9.09	81.82
Cty. Bd. Chm.	16	0.00	0.00	27.78	72.22
VTAE Bd.	39	3.03	0.00	3.03	93.94
State Staff	37	2.78	2.78	22.22	72.22
Bus. & Ind.	35	4.00	4.00	20.00	72.00
Instructors	51	8.70	2.17	23.91	65.22
VTAE Admin.	67	8.20	8.20	22.95	60.66
Legislators	15	6.67	0.00	13.33	80.00
Supts.	52	2.13	2.13	25.53	70.21
Students	44	20.51	10.26	17.95	51.28
TOTAL	403	6.69	3.90	19.78	69.64

Hi = 4, 5, 6 Lo = 1, 2, 3

this goal to be more undesirable than Group L, the students in the VTAE system. All groups considered financing post-secondary vocational-technical education by local property taxes only to be an undesirable goal. Table 133 shows that 89.42% of the respondents considered this goal to be undesirable and 73.54% indicated that the VTAE system was placing low priority on this goal. Ninety percent or more of every group except Group L, the VTAE students, considered financing vocational-technical education by local property taxes only, to be an undesirable goal. This goal had the lowest grand mean among the 47 goals.

Goal Statement I2, to finance post-secondary vocational-technical education by state taxes only, had a grand mean of 2.486 and ranked 45th among the 47 goal statements. An examination of Table 134 shows that the group means varied from 1.773 for the labor union officials to 3.400 for the county board chairmen. The overall null hypothesis of equal means was rejected at the 0.05 significance level. As per Table 135, the Bonferroni t-test, at the 0.05 significance level, showed that significant differences existed between sample means for Groups A and C, A and L, C and D, D and L, and H and L. Groups C and L, the county board chairmen and the VTAE students indicated a low desirability for this goal whereas Groups A, D and H, the labor union

TABLE 134

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT I2
DESIRABILITY SCALE

Goal Statement I2:

To finance post-secondary vocational-technical education by state taxes only.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	1.773	- 0.714	1.478
Publishers	25	2.480	- 0.642	1.661
Cty. Bd. Chm.	16	3.400	0.913	1.635
VTAE Bd.	39	1.923	- 0.563	1.579
State Staff	37	2.108	- 0.378	1.390
Bus. & Ind.	35	2.176	- 0.310	1.445
Instructors	51	2.392	- 0.094	1.698
VTAE Admin.	67	2.231	- 0.255	1.296
Legislators	15	3.000	0.513	1.826
Supts.	52	2.942	0.456	1.883
Students	44	3.250	0.764	1.314

Grand Mean	2.486
F - Ratio	3.896
Significance Level	0.000

TABLE 135

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT I2 DESIRABILITY SCALE

Goal Statement I2:
To finance post-secondary vocational-technical education by state taxes only.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.707	1.515	D,E	0.185	1.189
A,C	0.1627*	1.604	D,F	0.253	1.214
A,D	0.150	1.266	D,G	0.469	1.105
A,E	0.335	1.396	D,H	0.308	1.048
A,F	0.404	1.360	D,I	0.077	1.541
A,G	0.619	1.323	D,K	1.019	1.100
A,H	0.458	1.277	D,L	1.327*	1.142
A,I	1.227	1.702	E,F	0.068	1.230
A,K	1.170	1.318	E,G	0.284	1.121
A,L	1.477*	1.355	E,H	0.123	1.069
B,C	0.920	1.557	E,I	0.892	1.552
B,D	0.557	1.329	E,K	0.834	1.116
B,E	0.372	1.344	E,L	1.142	1.157
B,F	0.303	1.365	F,G	0.216	1.147
B,G	0.088	1.266	F,H	0.054	1.095
B,H	0.249	1.220	F,I	0.823	1.573
B,I	0.520	1.661	F,K	0.766	1.142
B,K	0.462	1.261	F,L	1.073	1.183
B,L	0.770	1.298	G,H	0.161	0.971
C,D	1.477*	1.427	G,I	0.608	1.484
C,E	1.292	1.438	G,K	0.550	1.022
C,F	1.223	1.458	G,L	0.858	1.069
C,G	1.008	1.370	H,I	0.769	1.448
C,H	1.169	1.323	H,K	0.711	0.965
C,I	0.400	1.739	H,L	1.019*	1.012
C,K	0.458	1.365	I,K	0.058	1.484
C,L	0.150	1.401	I,L	0.250	1.515
			K,L	0.308	1.064

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 136

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT I2

Goal Statement I2:

To finance post-secondary vocational-technical education by state taxes only.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	11.76%	5.88%	0.00%	82.35%
Publishers	25	13.64	4.55	9.09	72.73
Cty. Bd. Chm.	16	26.32	15.79	5.26	52.63
VTAE Bd.	39	12.50	6.25	0.00	81.25
State Staff	37	20.00	0.00	17.14	62.86
Bus. & Ind.	35	16.00	0.00	16.00	68.00
Instructors	51	16.28	13.95	11.63	58.14
VTAE Admin.	67	8.33	5.00	20.00	66.67
Legislators	15	23.08	0.00	15.38	61.54
Supts.	52	30.43	15.22	15.22	39.13
Students	44	35.90	12.82	12.82	38.46
TOTAL	403	19.37	7.98	12.54	60.11

Hi = 4, 5, 6 Lo = 1, 2, 3

officials, the VTAE district board members and the administrators in the VTAE districts, considered this goal to be very undesirable. All groups, including the county board chairmen, considered this goal to be undesirable. Table 136 shows that 72.65% of the respondents considered this goal to be undesirable and 68.09% indicated that the VTAE system was placing a low priority on this goal. Respondents from Groups C, K and L, the county board chairmen, the public school superintendents and the VTAE students had a very narrow majority for this goal to be undesirable, whereas, 86.67% of Group H, the administrators in the VTAE districts considered this goal to be undesirable.

Goal Statement I3, to finance post-secondary vocational-technical education by federal taxes only, had a grand mean of 2.296 and ranked 46th among the 47 goal statements. An examination of Table 137 shows that the group means varied from 1.564 for the VTAE district board members to 3.454 for the VTAE students. The overall null hypothesis was rejected at the 0.05 significance level. As per Table 138, the Bonferroni t-test showed that significant differences existed between the group means for Groups B and L, C and D, D and K, D and L, E and L, F and L, G and L, and H and L. Groups C and L, the county board chairmen and the VTAE students, had group means indicating

TABLE 137

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT I3
DESIRABILITY SCALE

Goal Statement I3:

To finance post-secondary vocational-technical education by federal taxes only.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	2.591	- 0.295	1.943
Publishers	25	2.160	- 0.136	1.463
Cty. Bd. Chm.	16	3.050	0.754	1.468
VTAE Bd.	39	1.564	- 0.732	1.231
State Staff	37	1.811	- 0.485	1.330
Bus. & Ind.	35	1.676	- 0.620	1.147
Instructors	51	2.196	- 0.100	1.575
VTAE Admin.	67	2.046	- 0.250	1.363
Legislators	15	2.312	0.016	1.448
Supts.	52	2.673	0.377	1.812
Students	44	3.454	1.158	1.547

Grand Mean	2.296
F - Ratio	5.698
Significance Level	0.000

TABLE 138

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT I3 DESIRABILITY SCALE

Goal Statement I3:
To finance post-secondary vocational-technical education by federal taxes only.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.431	1.457	D,E	0.247	1.143
A,C	0.459	1.542	D,F	0.112	1.168
A,D	1.027	1.218	D,G	0.632	1.063
A,E	0.780	1.342	D,H	0.482	1.008
A,F	0.914	1.307	D,I	0.748	1.482
A,G	0.395	1.272	D,K	1.109*	1.058
A,H	0.545	1.228	D,L	1.890*	1.098
A,I	0.278	1.637	E,F	0.134	1.183
A,K	0.082	1.267	E,G	0.385	1.078
A,L	0.864	1.302	E,H	0.235	1.028
B,C	0.890	1.497	E,I	0.502	1.492
B,D	0.596	1.277	E,K	0.862	1.073
B,E	0.349	1.292	E,L	1.644*	1.113
B,F	0.483	1.312	F,G	0.520	1.103
B,G	0.036	1.218	F,H	0.370	1.053
B,H	0.114	1.173	F,I	0.636	1.512
B,I	0.152	1.597	F,K	0.997	1.098
B,K	0.513	1.213	F,L	1.778*	1.138
B,L	1.294*	1.248	G,H	0.150	0.933
C,D	1.486*	1.372	G,I	0.116	1.427
C,E	1.239	1.382	G,K	0.477	0.983
C,F	1.373	1.402	G,L	1.258*	1.028
C,G	0.854	1.317	H,I	0.266	1.392
C,H	1.004	1.272	H,K	0.627	0.928
C,I	0.737	1.672	H,L	1.408*	0.973
C,K	0.377	1.312	I,K	0.361	1.427
C,L	0.404	1.347	I,L	1.142	1.457
			K,L	0.781	1.023

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 139

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT I3

Goal Statement I3:

To finance post-secondary vocational-technical education by federal taxes only.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	16.67%	22.22%	0.00%	61.11%
Publishers	25	4.76	4.76	19.05	71.43
Cty. Bd. Chm.	16	17.65	5.88	11.76	64.71
VTAE Bd.	39	3.13	9.38	3.13	84.38
State Staff	37	8.57	2.86	11.43	77.14
Bus. & Ind.	35	4.00	0.00	20.00	76.00
Instructors	51	19.05	14.29	9.52	57.14
VTAE Admin.	67	6.67	3.33	8.33	81.67
Legislators	15	15.38	15.38	0.00	69.23
Supts.	52	25.53	14.89	8.51	51.06
Students	44	24.32	21.62	10.81	43.24
TOTAL	403	13.54	10.09	9.51	66.86

Hi = 4, 5, 6 Lo = 1, 2, 3

a low desirability. Group K, the public school superintendents considered this goal to be undesirable and Groups D, E, F, G and H, the VTAE district board members, the professional staff of the State Board of Vocational, Technical and Adult Education, the presidents of businesses and industries, the instructors in the VTAE system and the administrators in the VTAE districts, considered this goal to be very undesirable. All groups considered financing post-secondary vocational-technical education by federal taxes only to be an undesirable goal. Table 139 shows that 76.37% of the respondents considered this goal to be undesirable and 76.95% perceived a low VTAE priority for this goal.

Goal Statement I4, to finance post-secondary vocational-technical education by a combination of state and federal taxes, had a grand mean of 3.545 and ranked 39th among the 47 goal statements. An examination of Table 140 shows that the group means varied from 2.487 for the VTAE district board members to 4.500 for the county board chairmen. The overall null hypothesis of equal means was rejected at the 0.05 significance level. As per Table 141, the Bonferroni t-test showed the group means differed significantly for Groups C and D, C and F, D and K, D and L, E and K, F and K, F and L, and H and K. Groups C, K and L,

TABLE 140

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT I4
DESIRABILITY SCALE

Goal Statement I4:

To finance post-secondary vocational-technical education by a combination of state and federal taxes.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	3.773	0.228	2.022
Publishers	25	3.560	0.015	1.873
Cty. Bd. Chm.	16	4.500	0.955	1.192
VTAE Bd.	39	2.487	- 1.057	2.126
State Staff	37	3.081	- 0.463	1.847
Bus. & Ind.	35	2.706	- 0.839	1.624
Instructors	51	3.720	0.175	1.896
VTAE Admin.	67	3.138	- 0.406	1.911
Legislators	15	3.687	0.143	1.991
Supts.	52	4.404	0.859	1.902
Students	44	4.295	0.751	1.503

Grand Mean	3.545
F - Ratio	5.045
Significance Level	0.000

TABLE 141

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT I4 DESIRABILITY SCALE

Goal Statement I4:
To finance post-secondary vocational-technical education by a combination of state and federal taxes.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.213	1.793	D,E	0.594	1.406
A,C	0.727	1.897	D,F	0.219	1.437
A,D	1.285	1.498	D,G	1.233	1.308
A,E	0.692	1.652	D,H	0.651	1.240
A,F	1.067	1.609	D,I	1.200	1.824
A,G	0.053	1.566	D,K	1.917*	1.302
A,H	0.634	1.510	D,L	1.808*	1.351
A,I	0.085	2.014	E,F	0.375	1.455
A,K	0.631	1.560	E,G	0.639	1.326
A,L	0.523	1.603	E,H	0.057	1.265
B,C	0.940	1.842	E,I	0.606	1.836
B,D	1.073	1.572	E,K	1.323*	1.320
B,E	0.479	1.590	E,L	1.214	1.369
B,F	0.854	1.615	F,G	1.014	1.357
B,G	0.160	1.498	F,H	0.433	1.296
B,H	0.421	1.443	F,I	0.982	1.860
B,I	0.127	1.965	F,K	1.698*	1.351
B,K	0.844	1.492	F,L	1.590*	1.400
B,L	0.735	1.535	G,H	0.581	1.148
C,D	2.013*	1.689	G,I	0.032	1.756
C,E	1.419*	1.701	G,K	0.684	1.210
C,F	1.794*	1.725	G,L	0.575	1.265
C,G	0.780	1.621	H,I	0.549	1.713
C,H	1.361	1.566	H,K	1.265*	1.142
C,I	0.812	2.057	H,L	1.157	1.197
C,K	0.096	1.615	I,K	0.716	1.756
C,L	0.204	1.658	I,L	0.608	1.793
			K,L	0.108	1.259

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 142

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT I4

Goal Statement I4:

To finance post-secondary vocational-technical education by a combination of state and federal taxes.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	33.33%	44.44%	0.00%	22.22%
Publishers	25	40.91	13.64	4.55	40.91
Cty. Bd. Chm.	16	55.56	22.22	5.56	16.67
VTAE Bd.	39	36.67	3.33	6.67	53.33
State Staff	37	47.06	2.94	8.82	41.18
Bus. & Ind.	35	36.00	4.00	16.00	44.00
Instructors	51	52.38	11.90	7.14	28.57
VTAE Admin.	67	33.33	15.79	10.53	40.35
Legislators	15	42.86	21.43	0.00	35.71
Supts.	52	60.87	17.39	6.52	15.22
Students	44	75.68	18.92	0.00	5.41
TOTAL	403	47.81	14.58	6.71	30.90

Hi = 4, 5, 6 Lo = 1, 2, 3

the county board chairmen, the public school superintendents, and the VTAE students considered this goal to be more desirable than Groups E, F, and H, the professional staff of the State Board of Vocational, Technical and Adult Education, the presidents of businesses and industries, and the administrators in the VTAE districts. Group D, the VTAE district board members, considered this goal to be undesirable. Table 142 shows that 62.39% of the respondents considered this goal to be desirable. However, majority of the respondents in Groups D, E, F and H considered this goal to be undesirable. About 54% of the respondents indicated that the VTAE system was placing a high priority on this goal.

Goal Statement I5, to finance post-secondary vocational-technical education by a combination of local, state and federal taxes, had a grand mean of 4.504 and ranked 20th among the 47 goal statements. It ranked first as a means of financing post-secondary vocational-technical education. An examination of Table 143 shows that the group means varied from 3.400 for the county board chairmen to 5.154 for the VTAE district board members. The overall null hypothesis of equal means was rejected at the 0.05 significance level. As per Table 144, the Bonferroni t-test showed that Group D, the VTAE district board members, in-

TABLE 143

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT I5
DESIRABILITY SCALE

Goal Statement I5:

To finance post-secondary vocational-technical education by a combination of local, state and federal taxes.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	4.091	- 0.413	2.114
Publishers	25	4.000	- 0.504	2.000
Cty. Bd. Chm.	16	3.400	- 1.104	1.984
VTAE Bd.	39	5.154	0.650	1.740
State Staff	37	4.973	0.469	1.536
Bus. & Ind.	35	4.235	- 0.268	1.759
Instructors	51	4.784	0.281	1.781
VTAE Admin.	67	4.908	0.404	1.618
Legislators	15	4.250	- 0.254	1.732
Supts.	52	4.019	- 0.484	1.904
Students	44	4.477	- 0.026	1.798

Grand Mean	4.504
F - Ratio	2.792
Significance Level	0.002

TABLE 144

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT I5 DESIRABILITY SCALE

Goal Statement I5:
To finance post-secondary vocational-technical education by a combination of local, state and federal taxes.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.091	1.746	D,E	0.181	1.369
A,C	0.691	1.848	D,F	0.918	1.399
A,D	1.063	1.459	D,G	0.369	1.274
A,E	0.883	1.609	D,H	0.246	1.208
A,F	0.144	1.567	D,I	0.904	1.776
A,G	0.693	1.525	D,K	1.135	1.268
A,H	0.817	1.471	D,L	0.676	1.316
A,I	0.159	1.961	E,F	0.738	1.417
A,K	0.072	1.519	E,G	0.189	1.292
A,L	0.386	1.561	E,H	0.065	1.232
B,C	0.600	1.794	E,I	0.723	1.788
B,D	1.154	1.531	E,K	0.954	1.286
B,E	0.973	1.549	E,L	0.496	1.334
B,F	0.235	1.573	F,G	0.549	1.322
B,G	0.784	1.459	F,H	0.672	1.262
B,H	0.908	1.405	F,I	0.015	1.812
B,I	0.250	1.914	F,K	0.216	1.316
B,K	0.019	1.453	F,L	0.242	1.363
B,L	0.477	1.495	G,H	0.123	1.118
C,D	1.754*	1.64[illegible]	G,I	0.534	1.710
C,E	1.573	1.65[illegible]	G,K	0.765	1.178
C,F	0.835	1.680	G,L	0.307	1.232
C,G	1.384	1.579	H,I	0.658	1.668
C,H	1.508	1.525	H,K	0.888	1.112
C,I	0.850	2.003	H,L	0.430	1.166
C,K	0.619	1.573	I,K	0.231	1.710
C,L	1.077	1.615	I,L	0.227	1.746
			K,L	0.458	1.226

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 145

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT I5

Goal Statement I5:

To finance post-secondary vocational-technical education by a combination of local, state and federal taxes.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	63.16%	15.79%	10.53%	10.53%
Publishers	25	66.67	9.52	9.52	14.29
Cty. Bd. Chm.	16	50.00	0.00	11.11	38.39
VTAE Bd.	39	83.78	2.70	2.70	10.81
State Staff	37	82.86	11.43	5.71	0.00
Bus. & Ind.	35	77.78	3.70	11.11	7.41
Instructors	51	77.78	4.44	6.67	11.11
VTAE Admin.	67	80.95	3.17	11.11	4.76
Legislators	15	42.86	21.43	28.57	7.14
Supts.	52	58.33	10.42	16.67	14.58
Students	44	78.95	7.89	2.63	10.53
TOTAL	403	72.88	7.12	9.59	10.41

Hi = 4, 5, 6 Lo = 1, 2, 3

dicated a higher desirability than Group C, the county board chairmen. All groups except Group C, the county board chairmen, considered financing post-secondary vocational-technical education by a combination of local, state and federal taxes to be a desirable goal. Respondents from Group C were evenly divided; 50% considering this goal to be desirable and 50% considering it to be undesirable. Table 145 shows 80.00% of the respondents considered this goal to be desirable and 82.47% indicated that the VTAE system was placing a high priority on this goal. Altogether 83.29% indicated agreement between desirability and VTAE priority, 72.88% considering this goal to be desirable and perceiving a high VTAE priority and 10.41% considering it to be undesirable and perceiving a low VTAE priority.

Goal Statement J1, to provide opportunities for vocational-technical education within daily commuting distance of every resident of Wisconsin, had a grand mean of 4.899 and ranked ninth among the 47 goal statements. An examination of Table 146 shows that the group means varied from 4.500 for the presidents of businesses and industries employing 500 or more employees to 5.300 for the county board chairmen. The overall null hypothesis of equal means was not rejected at the 0.05 significance level. The null

TABLE 146

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT J1
DESIRABILITY SCALE

Goal Statement J1:

To provide opportunities for vocational-technical education within daily commuting distance of every resident of Wisconsin.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	5.000	0.101	1.662
Publishers	25	4.680	- 0.219	1.574
Cty. Bd. Chm.	16	5.300	0.401	0.733
VTAE Bd.	39	5.000	0.101	1.556
State Staff	37	4.757	- 0.142	1.498
Bus. & Ind.	35	4.500	- 0.399	1.261
Instructors	51	4.941	0.424	1.448
VTAE Admin.	67	4.969	0.070	1.159
Legislators	15	4.625	- 0.274	1.258
Supts.	52	4.942	0.043	1.447
Students	44	5.023	0.124	1.592

Grand Mean	4.899
F - Ratio	0.683
Significance Level	0.740

TABLE 147

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT J1 DESIRABILITY SCALE

Goal Statement J1:
To provide opportunities for vocational-technical education within daily commuting distance of every resident of Wisconsin.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.320	1.375	D,E	0.243	1.079
A,C	0.300	1.455	D,F	0.500	1.102
A,D	0.000	1.149	D,G	0.059	1.003
A,E	0.243	1.267	D,H	0.031	0.951
A,F	0.500	1.234	D,I	0.375	1.399
A,G	0.059	1.201	D,K	0.058	0.999
A,H	0.031	1.159	D,L	0.023	1.036
A,I	0.375	1.545	E,F	0.257	1.116
A,K	0.058	1.196	E,G	0.184	1.017
A,L	0.023	1.229	E,H	0.212	0.970
B,C	0.620	1.413	E,I	0.132	1.408
B,D	0.320	1.206	E,K	0.185	1.013
B,E	0.077	1.220	E,L	0.266	1.050
B,F	0.180	1.239	F,G	0.441	1.041
B,G	0.261	1.149	F,H	0.469	0.994
B,H	0.289	1.107	F,I	0.125	1.427
B,I	0.055	1.507	F,K	0.442	1.036
B,K	0.262	1.145	F,L	0.523	1.074
B,L	0.343	1.178	G,H	0.028	0.881
C,D	0.300	1.295	G,I	0.316	1.347
C,E	0.543	1.305	G,K	0.001	0.928
C,F	0.800	1.324	G,L	0.081	0.970
C,G	0.359	1.243	H,I	0.344	1.314
C,H	0.331	1.201	H,K	0.027	0.876
C,I	0.675	1.578	H,L	0.053	0.918
C,K	0.358	1.239	I,K	0.317	1.347
C,L	0.277	1.272	I,L	0.398	1.375
			K,L	0.080	0.966

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 148

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT J1

Goal Statement J1:

To provide opportunities for vocational-technical education within daily commuting distance of every resident of Wisconsin.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	95.24%	0.00%	4.76%	0.00%
Publishers	25	78.26	8.70	13.04	0.00
Cty. Bd. Chm.	16	94.74	5.26	0.00	0.00
VTAE Bd.	39	68.42	18.42	0.00	13.16
State Staff	37	72.22	13.89	5.56	8.33
Bus. & Ind.	35	77.42	9.68	6.45	6.45
Instructors	51	75.51	16.33	4.08	4.08
VTAE Admin.	67	80.00	12.31	0.00	7.69
Legislators	15	78.57	7.14	0.00	14.29
Supts.	52	80.39	9.80	3.92	5.88
Students	44	87.80	9.76	2.44	0.00
TOTAL	403	79.64	11.34	3.35	5.67

Hi = 4, 5, 6 Lo = 1, 2, 3

hypothesis of equal means could have been rejected at the 0.740 significance level, lowest significance level for rejection than for any other goal. As is shown on Table 147, the Bonferroni t-test showed that no significant difference existed between any pair of group means. All groups considered providing opportunities for vocational-technical education within daily commuting distance of every resident of Wisconsin to be a desirable goal. Table 148 shows that 90.98% of the respondents considered this goal to be desirable and 82.99% indicated that the VTAE system was placing high priority on this goal. Highest percentage of respondents considering this goal to be desirable was in Group C, the county board chairmen. All of the respondents in Group C considered this goal to be desirable.

Goal Statement J2, to provide financial assistance for room and board for those citizens who do not live within commuting distance of a vocational-technical education facility, had a grand mean of 3.699 and ranked 37th among the 47 goal statements. An examination of Table 149 shows that the group means varied from 2.520 for the newspaper publishers to 4.682 for the VTAE students. Overall null hypothesis of equal means was rejected at the 0.05 significance level. As per Table 150, the Bonferroni t-test showed significant differences between means for Groups A

TABLE 149

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT J2
DESIRABILITY SCALE

Goal Statement J2:

To provide financial assistance for room and board for those citizens who do not live within commuting distance of a vocational-technical education facility.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	3.182	- 0.517	1.532
Publishers	25	2.520	- 1.179	1.531
Cty. Bd. Chm.	16	3.750	0.051	1.251
VTAE Bd.	39	3.385	- 0.314	1.771
State Staff	37	4.000	0.301	1.491
Bus. & Ind.	35	2.794	- 0.905	1.225
Instructors	51	3.882	0.183	1.505
VTAE Admin.	67	4.000	0.301	1.287
Legislators	15	3.687	- 0.011	1.702
Supts.	52	3.692	- 0.007	1.627
Students	44	4.682	0.983	1.639

Grand Mean	3.699
F - Ratio	5.525
Significance Level	0.000

TABLE 150

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT J2 DESIRABILITY SCALE

Goal Statement J2:
To provide financial assistance for room and board for those citizens who do not live within commuting distance of a vocational-technical education facility.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.662	1.472	D,E	0.615	1.154
A,C	0.568	1.557	D,F	0.590	1.179
A,D	0.203	1.230	D,G	0.498	1.079
A,E	0.818	1.356	D,H	0.615	1.018
A,F	0.388	1.320	D,I	0.303	1.497
A,G	0.701	1.285	D,K	0.308	1.068
A,H	0.818	1.240	D,L	1.297*	1.109
A,I	0.506	1.653	E,F	1.206*	1.194
A,K	0.510	1.280	E,G	0.118	1.089
A,L	1.500*	1.315	E,H	0.000	1.038
B,C	1.230	1.512	E,I	0.312	1.507
B,D	0.865	1.290	E,K	0.308	1.084
B,E	1.480*	1.305	E,L	0.682	1.124
B,F	0.274*	1.326	F,G	1.088	1.114
B,G	1.362*	1.230	F,H	1.206*	1.063
B,H	1.480*	1.184	F,I	0.893	1.527
B,I	1.167	1.613	F,K	0.898	1.109
B,K	1.172	1.225	F,L	1.888*	1.149
B,L	2.162*	1.260	G,H	0.118	0.942
C,D	0.365	1.386	G,I	0.195	1.441
C,E	0.250	1.396	G,K	0.190	0.993
C,F	0.956	1.416	G,L	0.799	1.038
C,G	0.132	1.331	H,I	0.312	1.406
C,H	0.250	1.285	H,K	0.308	0.937
C,I	0.062	1.688	H,L	0.682	0.983
C,K	0.058	1.326	I,K	0.005	1.441
C,L	0.932	1.361	I,L	0.994	1.472
			K,L	0.989	1.033

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 151

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT J2

Goal Statement J2:

To provide financial assistance for room and board for those citizens who do not live within commuting distance of a vocational-technical education facility.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	33.33%	19.05%	4.76%	42.86%
Publishers	25	20.00	20.00	10.00	50.00
Cty. Bd. Chm.	16	47.37	15.79	5.26	31.58
VTAE Bd.	39	18.92	32.43	0.00	48.65
State Staff	37	41.67	36.11	0.00	22.22
Bus. & Ind.	35	16.13	12.90	9.68	61.29
Instructors	51	32.00	36.00	0.00	32.00
VTAE Admin.	67	39.06	26.56	1.56	32.81
Legislators	15	21.43	35.71	14.29	28.57
Supts.	52	40.00	20.00	10.00	30.00
Students	44	57.14	33.33	2.38	7.14
TOTAL	403	35.16	27.08	4.17	33.59

Hi = 4, 5, 6 Lo = 1, 2, 3

and L, B and E, B and G, B and H, B and L, D and L, E and F, F and H, and F and L. Group B, the newspaper publishers, and Group F, the presidents of businesses and industries employing 500 or more employees, considered this goal to be undesirable. Group L, the VTAE students considered this goal to be very desirable. Groups A and D, the elected labor union officials and the VTAE district board members had group means greater than three but not more than 3.500 to be counted as desirable. Overall 52.38% of Group A and 51.35% of Group D considered this goal to be desirable. Table 151 shows that 62.24% of the respondents considered this goal to be desirable but only 39.33% perceived a high VTAE priority.

Goal Statement J3, to operate residence schools, had a grand mean of 2.990 and ranked 42nd among the 47 goal statements. An examination of Table 152 shows that the group means varied from 2.187 for the state legislators to 3.550 for the county board chairmen. Overall null hypothesis of equal means was rejected at the 0.05 significance level. As per Table 153, the Bonferroni t-test showed no significant difference between any pair of group means. Group C, the county board chairmen, was the only group with a mean greater than 3.5 and considered this goal to be desirable. Groups G, K and L, the instructors in the VTAE system, the public school superintendents and the VTAE

TABLE 152

COMPARISON OF GROUP MEANS WITH GRAND MEAN
FOR GOAL STATEMENT J3
DESIRABILITY SCALE

Goal Statement J3:

To operate residence schools.

Group	N	Group Mean	Deviation of Group Mean From Grand Mean	Group Standard Deviation
Unions	22	2.954	- 0.035	1.914
Publishers	25	2.480	- 0.510	1.735
Cty. Bd. Chm.	16	3.550	0.560	1.538
VTAE Bd.	39	2.718	- 0.272	1.835
State Staff	37	2.919	- 0.071	1.516
Bus. & Ind.	35	2.529	- 0.461	1.237
Instructors	51	3.294	0.304	1.770
VTAE Admin.	67	2.938	- 0.052	1.509
Legislators	15	2.187	- 0.803	1.721
Supts.	52	3.192	0.202	1.738
Students	44	3.477	0.487	1.486

Grand Mean	2.990
F - Ratio	1.906
Significance Level	0.043

TABLE 153

SUMMARY OF THE GROUP VARIANCE AND ITS COMPARISON WITH THE BONFERRONI CRITICAL T-VALUE FOR GOAL STATEMENT J3 DESIRABILITY SCALE

Goal Statement J3:
To operate residence schools.

Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value	Groups	$\bar{X}_1 - \bar{X}_2$	Bonferroni t-value
A,B	0.475	1.591	D,E	0.201	1.248
A,C	0.595	1.684	D,F	0.188	1.275
A,D	0.237	1.330	D,G	0.576	1.161
A,E	0.035	1.466	D,H	0.221	1.101
A,F	0.425	1.428	D,I	0.531	1.619
A,G	0.340	1.390	D,K	0.474	1.155
A,H	0.016	1.341	D,L	0.759	1.199
A,I	0.767	1.788	E,F	0.389	1.292
A,K	0.238	1.384	E,G	0.375	1.177
A,L	0.523	1.422	E,H	0.020	1.123
B,C	1.070	1.635	E,I	0.731	1.630
B,D	0.238	1.395	E,K	0.273	1.172
B,E	0.439	1.412	E,L	0.558	1.215
B,F	0.049	1.433	F,G	0.765	1.204
B,G	0.814	1.330	F,H	0.409	1.150
B,H	0.458	1.281	F,I	0.342	1.651
B,I	0.292	1.744	F,K	0.663	1.199
B,K	0.712	1.324	F,L	0.948	1.243
B,L	0.997	1.363	G,H	0.356	1.019
C,D	0.832	1.499	G,I	1.107	1.559
C,E	0.631	1.510	G,K	0.102	1.074
C,F	1.021	1.531	G,L	0.183	1.123
C,G	0.256	1.439	H,I	0.751	1.521
C,H	0.611	1.390	H,K	0.254	1.014
C,I	1.362	1.826	H,L	0.539	1.063
C,K	0.358	1.433	I,K	1.005	1.559
C,L	0.073	1.472	I,L	1.290	1.591
			K,L	0.285	1.117

* significant difference

A - Unions
B - Publishers
C - Cty. Bd. Chm.
D - VTAE Bd.
E - State Staff
F - Bus. & Ind.
G - Instructors
H - VTAE Admin.
I - Legislators
K - Supts.
L - Students

TABLE 154

SUMMARY OF DATA ON DESIRABILITY AND VTAE PRIORITY FOR GOAL STATEMENT J3

Goal Statement J3:

To operate residence schools.

		DESIRABILITY/VTAE PRIORITY			
Group	N	Hi/Hi	Hi/Lo	Lo/Hi	Lo/Lo
Unions	22	19.05%	14.29%	0.00%	66.67%
Publishers	25	15.00	15.00	0.00	70.00
Cty. Bd. Chm.	16	47.37	5.26	10.53	36.84
VTAE Bd.	39	14.29	25.71	5.71	54.29
State Staff	37	17.14	28.57	0.00	54.29
Bus. & Ind.	35	10.00	6.67	16.67	66.67
Instructors	51	23.40	29.79	4.26	42.55
VTAE Admin.	67	9.38	18.75	1.56	70.31
Legislators	15	8.33	16.67	16.67	58.33
Supts.	52	24.00	18.00	8.00	50.00
Students	44	43.90	19.51	7.32	29.27
TOTAL	403	20.86	19.52	5.61	54.01

Hi = 4, 5, 6 Lo = 1, 2, 3

students had means between 3.000 and 3.500. All other groups had means less than 3.000, thereby considering this goal to be undesirable. Table 154 shows that a slight majority of respondents in Groups C and G, the county board chairmen and instructors in the VTAE system, considered this goal to be desirable. Majority of respondents in Group L, the VTAE students, considered this goal to be desirable. Overall 59.62% of the respondents considered this goal to be undesirable and 73.53% indicated that the VTAE system was placing low priority on this goal.

Tables 155 and 156 show the rank order for the 47 goal statements. Table 155 lists the 47 goal statements in order of their appearance on the survey instrument and their respective rank. Table 156 lists the 47 goal statements in order of their rank along with the respective grand mean.

Table 157 is the summary of the analysis of variance. It shows the Mean Square Between, the Mean Square Within, F-ratio, and the significance level for the variance. The degrees of freedom for this analysis of variance was 11 and 403, 11 groups of respondents and 403 acceptable responses.

Table 158 is a matrix of Spearman rank order cor-

TABLE 155

RANK ORDER LISTING OF THE 47 GOAL STATEMENTS
IN ORDER OF THEIR APPEARANCE
ON THE SURVEY INSTRUMENT

Goal Statement	Rank	Goal Statement	Rank	Goal Statement	Rank
A1	1	D5	11	G5	17
A2	6	D6	19	G6	27
A3	8	E1	13	G7	30
A4	22	E2	28	H1	43
A5	35	E3	12	H2	16
B1	10	F1	29	H3	44
B2	3	F2	34	H4	31
C1	21	F3	26	I1	47
C2	2	F4	24	I2	45
C3	5	F5	33	I3	46
C4	38	F6	32	I4	39
C5	4	F7	23	I5	20
D1	15	G1	41	J1	9
D2	40	G2	18	J2	37
D3	14	G3	36	J3	42
D4	7	G4	25		

TABLE 156

AN ORDERED RANK ORDER LISTING OF THE 47 GOAL STATEMENTS AND THEIR GRAND MEANS

Rank	Goal Statement	Grand Mean	Rank	Goal Statement	Grand Mean
1	A1	5.321	25	G4	4.259
2	C2	5.244	26	E3	4.249
3	B2	5.222	27	G6	4.222
4	C5	5.106	28	E2	4.197
5	C3	5.007	29	F1	4.190
6	A2	4.997	30	G7	4.121
7	D4	4.975	31	H4	4.109
8	A3	4.968	32	F6	4.017
9	J1	4.899	33	F5	3.993
10	B1	4.879	34	F2	3.867
11	D5	4.867	35	A5	3.723
12	E3	4.736	36	G3	3.709
13	E1	4.721	37	J2	3.699
14	D3	4.704	38	C4	3.652
15	D1	4.701	39	I4	3.545
16	H2	4.662	40	D2	3.528
17	G5	4.600	41	G1	3.447
18	G2	4.518	42	J3	2.990
19	D6	4.514	43	H1	2.778
20	I5	4.504	44	H3	2.509
21	C1	4.499	45	I2	2.486
22	A4	4.444	46	I3	2.296
23	F7	4.397	47	I1	1.763
24	F4	4.301			

TABLE 157

SUMMARY OF THE ANALYSIS OF VARIANCE

Goal Statement	MS_b	MS_w	F-ratio	Significance Level
A1	3.398	0.808	4.206	.000
A2	1.683	1.406	1.196	.292
A3	3.323	1.465	2.268	.014
A4	3.041	1.111	2.738	.003
A5	6.553	1.963	3.338	.000
B1	5.470	0.854	6.408	.000
B2	2.485	0.947	2.623	.004
C1	3.859	0.915	4.216	.000
C2	2.451	1.006	2.437	.008
C3	3.124	1.309	2.387	.009
C4	1.952	1.163	1.678	.084
C5	1.186	1.433	0.828	.602
D1	7.066	1.310	5.394	.000
D2	8.250	2.072	3.982	.000
D3	3.853	1.472	2.618	.004
D4	2.720	1.377	1.976	.035

TABLE 157 (cont'd.)

Goal Statement	MS_b	MS_w	F-ratio	Significance Level
D5	3.889	1.167	3.332	.000
D6	2.510	1.467	1.711	.076
E1	3.672	1.291	2.844	.002
E2	4.638	1.466	3.162	.001
E3	1.831	1.295	1.413	.172
F1	1.673	0.928	1.803	.058
F2	4.928	1.395	3.533	.000
F3	6.370	1.437	4.433	.000
F4	1.699	1.457	1.166	.313
F5	5.199	1.337	3.887	.000
F6	3.702	1.304	2.838	.002
F7	2.602	1.678	1.551	.119
G1	4.319	1.652	2.614	.004
G2	4.905	1.792	2.737	.003
G3	4.793	1.867	2.567	.005
G4	2.093	1.779	1.176	.305

TABLE 157 (cont'd.)

Goal Statement	MS_b	MS_w	F-ratio	Significance Level
G5	5.398	1.470	3.672	.000
G6	6.991	1.833	3.815	.000
G7	15.156	1.684	9.000	.000
H1	10.029	2.167	4.629	.000
H2	5.616	2.032	2.761	.003
H3	7.881	1.839	4.286	.000
H4	4.624	2.525	1.831	.054
I1	5.699	1.554	3.668	.000
I2	9.422	2.419	3.896	.000
I3	12.742	2.236	5.698	.000
I4	17.066	3.383	5.045	.000
I5	8.943	3.202	2.792	.002
J1	1.358	1.988	0.683	.740
J2	12.584	2.278	5.525	.000
J3	5.086	2.668	1.906	.043

relation coefficients for all pairs of groups. Most correlation coefficients are low. Rank order correlations, which are significant at the 0.05 significance level are underlined. This table is supplemented with Tables 159 and 160, which give the Fisher-Z transformation of correlation coefficients and significance level for each correlation, respectively. Tables 158 and 160 should be read simultaneously. For example, Spearman rank order correlation coefficient between Groups A and C is .478 which is significant at the .009 level.

Tables 161-164 summarize the degree of agreement among the eleven groups for each goal statement on the desirability scale. An arbitrary scale of agreement was developed. Goal statements with no group mean deviation of 0.50 point or more from the grand mean on the six point desirability scale were grouped together as goal statements with very high agreement among the groups. These goal statements appear on Table 161. Goal statements with one or two group means deviating by 0.50 point or more from the grand mean on the six point desirability scale were categorized as goal statements with high agreement. These goal statements are listed on Table 162. Goal statements with three or four group means deviating by 0.50 point or more from the grand mean on the six point desirability scale were grouped together as goal statements with low

TABLE 158

SPEARMAN RANK ORDER CORRELATION MATRIX FOR ALL PAIRS OF GROUPS

GROUP	A	B	C	D	E	F	G	H	I	K	L
Unions	1.000										
Publisher	.204	1.000									
Cty. Bd. Chm.	.378	.252	1.000								
VTAE Bd.	.387	.310	.153	1.000							
State Staff	.328	.264	.270	.362	1.000						
Bus. & Ind.	.371	.422	.258	.422	.313	1.000					
Instructors	.233	.325	.309	.366	.429	.223	1.000				
VTAE Admin.	.232	.482	.184	.291	.277	.555	.280	1.000			
Legislators	.270	.378	.171	.366	.251	.544	.251	.387	1.000		
Supts.	.246	.283	.141	.077	.481	.400	.379	.287	.303	1.000	
Students	.148	.257	.291	.291	.282	.305	.315	.295	.284	.141	1.000

___ significant at the 0.05 significance level

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TABLE 159

FISHER-Z TRANSFORMATION MATRIX FOR RANK ORDER CORRELATIONS (TABLE 158)

GROUP	A	B	C	D	E	F	G	H	I	J	L
Unions	99.999										
Publishers	1.375	99.999									
City. Bd. Chm.	2.636	1.710	99.999								
VTAE Bd.	2.708	2.126	[illegible]	99.999							
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]							
[illegible] Admin.	[illegible]	[illegible]	[illegible]	[illegible]							
[illegible] Directors	1.575	2.235	2.119	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			
VTAE Admin.	1.570	3.485	1.236	1.990	1.887	4.147	1.909	99.999			
Legislators	1.634	2.639	1.147	2.545	1.699	4.048	1.699	2.705	99.999		
[illegible]	1.865	1.927	.944	.512	[illegible]	[illegible]	[illegible]	[illegible]	2.075	99.999	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

TABLE 160

SIGNIFICANCE MATRIX FOR RANK ORDER CORRELATIONS (TABLE 158)

GROUP	A	B	C	D	E	F	G	H	I	K	L
Unions	.000										
Publishers	.169	.000									
Cty. Bd. Chm.	.009	.087	.000								
VTAE Bd.	.007	.033	.307	.000							
State Staff	.024	.073	.066	.012	.000						
Bus. & Ind.	.010	.003	.080	.003	.031	.000					
Instructors	.115	.025	.034	.011	.003	.134	.000				
VTAE Admin.	.116	.001	.217	.046	.059	.000	.056	.000			
Legislators	.066	.009	.252	.011	.089	.000	.089	.007	.000		
Supts.	.096	.054	.345	.608	.001	.005	.008	.049	.038	.000	
Students	.322	.081	.046	.046	.054	.036	.030	.043	.052	.345	.000

TABLE 161

LIST OF GOAL STATEMENTS WITH VERY HIGH AGREEMENT AMONG GROUPS

Goal Statement	Dissident Groups
To provide vocational-technical education to high school dropouts for initial job entry.	None
To provide vocational-technical education to apprentices for initial job entry.	None
To provide vocational-technical education for initial job entry to homemakers desiring to enter the labor force.	None
To provide vocational-technical education to underemployed workers to maintain employment or to advance on the job.	None
To provide vocational-technical retraining to unemployed persons.	None
To provide vocational-technical Retraining to persons planning to retire.	None
To provide vocational-technical retraining to veterans of armed forces.	None
To provide General Education to persons who would like to learn to read and write (Adult Basic Education Program).	None
To provide General Education for remedial reading, writing and arithmetic in preparation for vocational-technical education.	None

TABLE 161 (continued)

LIST OF GOAL STATEMENTS WITH VERY HIGH AGREEMENT AMONG GROUPS

Goal Statement	Dissident Groups
To provide General Education for persons seeking U. S. citizenship.	None
To provide Special Programs in General Education and/or vocational-technical education for groups that may be classified as socio-economically, educationally or culturally disadvantaged.	None
To provide Special Programs in General and/or vocational-technical education for handicapped persons (mental, physical, or emotional).	None
To provide Personal Enrichment and Avocational courses to men and women preparing for the responsibilities of homemaking.	None
To provide Personal Enrichment and Avocational courses for men and women to become better citizens, better members of the community and better members of our society.	None
To provide Personal Enrichment and Avocational courses for individuals to think creatively.	None
To provide opportunities for vocational-technical education within daily commuting distance of every resident of Wisconsin.	

TABLE 162

LIST OF GOAL STATEMENTS WITH HIGH AGREEMENT AMONG GROUPS

Goal Statement	Dissident Groups
To provide vocational-technical education to high school graduates for initial job entry.	Unions
To provide vocational-technical education to employed workers to maintain employment or to advance on the job.	VTAE Admin. Legislators
To provide vocational-technical retraining to employed persons who wish to change jobs.	Publishers VTAE Admin.
To provide vocational-technical retraining to meet the labor needs of new industries.	Unions
To provide General Education in support of vocational-technical programs.	Publishers
To provide General Education for college transfer program.	Publishers Students
To provide General Education for adults to obtain high school diploma.	Publishers VTAE Admin.
To provide special programs in General and/or vocational-technical education for inmates of correctional institutions.	State Staff Unions
To provide Personal Enrichment and Avocational courses for individuals to better understand themselves.	Cty. Bd. Chm.
To provide Personal Enrichment and Avocational courses for individuals to develop an appreciation for work.	Legislators

TABLE 162 (continued)

LIST OF GOAL STATEMENTS WITH HIGH AGREEMENT AMONG GROUPS

Goal Statement	Dissident Groups
To provide cultural opportunities to the community such as plays, concerts and exhibits.	Publishers Students
To provide Career Awareness opportunities to students in elementary and middle schools (grades K-8).	Publishers Instructors
To provide leadership in developing vocational-technical education in secondary schools (grades 9-12).	Publishers
To conduct research to determine vocational-technical needs in the state.	Publishers Cty. Bd. Chm.
To provide tuition-free liberal arts education for college transfer.	VTAE Admin. Students
To provide tuition-free vocational-technical education.	Publishers Cty. Bd. Chm.
To provide vocational-technical education for the same tuition fee that the University charges for liberal arts education.	State Staff
To finance post-secondary vocational-technical education by local property taxes only.	Students

TABLE 163

LIST OF GOAL STATEMENTS WITH
LOW AGREEMENT AMONG GROUPS

Goal Statement	Dissident Groups
To provide vocational-technical education for initial job entry to high school students.	VTAE Bd. State Staff VTAE Admin.
To provide Personal Enrichment and Avocational courses for leisure time activities.	Publishers Instructors Legislators
To provide Personal Enrichment and Avocational courses for consumer education.	Publishers Bus. & Ind. VTAE Admin.
To provide Career Awareness opportunities to students in secondary schools (grades 9-12).	Unions Publishers Instructors
To act as the Central Coordinating Agency for all manpower training programs.	Publishers State Staff Bus. & Ind.
To be an aggressive Outreach Agency for extended services.	Publishers State Staff Bus. & Ind. VTAE Admin.
To provide vocational-technical education for a tuition fee less than the tuition that the University charges for liberal arts education.	Unions VTAE Admin. Legislators
To finance post-secondary vocational-technical education by federal taxes only.	Cty. Bd. Chm. VTAE Bd. Bus. & Ind. Students

TABLE 163 (continued)

LIST OF GOAL STATEMENTS WITH
LOW AGREEMENT AMONG GROUPS

Goal Statement	Dissident Groups
To finance post-secondary vocational-technical education by a combination of local, state and federal taxes.	Publishers Cty. Bd. Chm. VTAE Bd.
To provide financial assistance for room and board for those citizens who do not live within commuting distance of a vocational-technical education facility.	Unions Publishers Bus. & Ind. Students
To operate residence schools.	Publishers Cty. Bd. Chm. Legislators

TABLE 164

LIST OF GOAL STATEMENTS WITH VERY LOW AGREEMENT AMONG GROUPS

Goal Statement	Dissident Groups
To finance post-secondary vocational-technical education by state taxes only.	Unions Publishers VTAE Bd. Legislators Students
To finance post-secondary vocational-technical education by a combination of state and federal taxes.	Cty. Bd. Chm. VTAE Bd. Bus. & Ind. Supts. Students

agreement. These goal statements are listed on Table 163. Goal statements with five or more group means deviating by 0.50 point or more from the grand mean on the six point desirability scale were grouped together as goal statements with very low agreement. These goal statements are listed on Table 164.

Tables 165-168 summarize the degree of congruence between the desirability of each goal statement and the VTAE priority as perceived by the respondents. Table 165 lists the goal statements for which more than 70 percent of the respondents indicated agreement between the desirability and the VTAE priority. Table 166 lists the goal statements for which more than 60 percent but less than 70 percent of the respondents indicated agreement between the desirability and the VTAE priority. Table 167 lists the goal statements for which more than 50 percent but less than 60 percent of the respondents indicated agreement between the desirability and the VTAE priority. Table 168 lists goal statements for which less than 50 percent of the respondents indicated agreement between the desirability and the VTAE priority.

The arbitrary cutoff points for congruence between the desirability and the VTAE priority are interpreted as follows:

TABLE 165

LIST OF GOAL STATEMENTS FOR WHICH MORE THAN 70 PERCENT OF THE RESPONDENTS INDICATED AGREEMENT BETWEEN THE DESIRABILITY AND THE VTAE PRIORITY

To provide vocational-technical education to high school graduates for initial job entry.

To provide vocational-technical education to apprentices for initial job entry.

To provide vocational-technical retraining to veterans of armed forces.

To provide vocational-technical retraining to unemployed persons.

To provide vocational-technical retraining to meet the labor needs of new industries.

To provide General Education in support of vocational-technical programs.

To provide tuition-free vocational-technical education.

To provide vocational-technical education for the same tuition fee that the University charges for liberal arts education.

To finance post-secondary vocational-technical education by a combination of local, state and federal taxes.

To provide opportunities for vocational-technical education within daily commuting distance of every resident of Wisconsin.

To provide vocational-technical education to employed workers to maintain employment or to advance on the job.

To provide vocational-technical education to underemployed workers to maintain employment or to advance on the job.

To provide General Education for adults to obtain high school diploma.

TABLE 165 (continued)

LIST OF GOAL STATEMENTS FOR WHICH MORE THAN 70 PERCENT OF THE RESPONDENTS INDICATED AGREEMENT BETWEEN THE DESIRABILITY AND THE VTAE PRIORITY

To provide General Education to persons who would like to learn to read and write (Adult Basic Education Program).

To provide General Education for remedial reading, writing and arithmetic in preparation for vocational-technical education.

To provide tuition-free liberal arts education for college transfer.

To provide vocational-technical education for a tuition fee less than the tuition that the University charges for liberal arts education.

To finance post-secondary vocational-technical education by local property taxes only.

To finance post-secondary vocational-technical education by state taxes only.

To finance post-secondary vocational-technical education by federal taxes only.

To finance post-secondary vocational-technical education by a combination of state and federal taxes.

To operate residence schools.

TABLE 166

LIST OF GOAL STATEMENTS FOR WHICH MORE THAN 60 PERCENT BUT LESS THAN 70 PERCENT OF THE RESPONDENTS INDICATED AGREEMENT BETWEEN THE DESIRABILITY AND THE VTAE PRIORITY

To provide vocational-technical education to high school dropouts for initial job entry.

To provide vocational-technical education for initial job entry to homemakers desiring to enter the labor force.

To provide vocational-technical education for initial job entry to high school students.

To provide vocational-technical retraining to employed persons who wish to change jobs.

To provide General Education for college transfer program.

To provide General Education for persons seeking U. S. citizenship.

To provide Special Programs in General Education and/or vocational-technical education for groups that may be classified as socio-economically, educationally or culturally disadvantaged.

To provide Special Programs in General and/or vocational-technical education for handicapped persons (mental, physical, or emotional).

To provide Personal Enrichment and Avocational courses for individuals to develop an appreciation for work.

To provide cultural opportunities to the community such as plays, concerts and exhibits.

To provide Career Awareness opportunities to students in secondary schools (grades 9-12).

To conduct research to determine vocational-technical needs in the state.

To act as the Central Coordinating Agency for all manpower training programs.

TABLE 166 (continued)

LIST OF GOAL STATEMENTS FOR WHICH MORE THAN 60 PERCENT BUT LESS THAN 70 PERCENT OF THE RESPONDENTS INDICATED AGREEMENT BETWEEN THE DESIRABILITY AND THE VTAE PRIORITY

To be an aggressive Outreach Agency for extended services.

To provide financial assistance for room and board for those citizens who do not live within commuting distance of a vocational-technical education facility.

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TABLE 167

LIST OF GOAL STATEMENTS FOR WHICH MORE THAN 50 PERCENT BUT LESS THAN 60 PERCENT OF THE RESPONDENTS INDICATED AGREEMENT BETWEEN THE DESIRABILITY AND THE VTAE PRIORITY

To provide special programs in General and/or vocational-technical education for inmates of correctional institutions.

To provide Personal Enrichment and Avocational courses to men and women preparing for the responsibilities of homemaking.

To provide Personal Enrichment and Avocational courses for leisure time activities.

To provide Personal Enrichment and Avocational courses for consumer education.

To provide Personal Enrichment and Avocational courses for men and women to become better citizens, better members of the community and better members of our society.

To provide Personal Enrichment and Avocational courses for individuals to think creatively.

To provide Career Awareness opportunities to students in elementary and middle schools (grades K-8).

To provide leadership in developing vocational-technical education in secondary schools (grades 9-12).

TABLE 168

LIST OF GOAL STATEMENTS FOR WHICH LESS THAN 50 PERCENT OF THE RESPONDENTS INDICATED AGREEMENT BETWEEN THE DESIRABILITY AND THE VTAE PRIORITY

To provide vocational-technical retraining to persons planning to retire.

To provide Personal Enrichment and Avocational courses for individuals to better understand themselves.

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More than 70% agreement	Good
More than 60% but less than 70%	Fair
More than 50% but less than 60%	Poor
Less than 50%	Very poor

There were twenty-two goal statements for which more than 70 percent of the respondents indicated agreement between the desirability and the VTAE priority. There were fifteen goal statements for which more than 60 percent but less than 70 percent of the respondents indicated agreement between the desirability and the VTAE priority. There were eight goal statements for which more than 50 percent but less than 60 percent of the respondents indicated agreement between the desirability and the VTAE priority. There were two goal statements for which less than 50 percent of the respondents indicated agreement between the desirability and the VTAE priority.

Summary

The data presented in Chapter III was analysed to determine the degree of congruence among the expectations held by various subpopulations of the study and to determine the degree of congruence between the expectations held by and the current VTAE priority as perceived by the various subpopulations. The specific conclusions and findings are presented in Chapter IV.

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CHAPTER IV

SUMMARY, DISCUSSION AND RECOMMENDATIONS

This chapter includes a summary of the research project, discussion of the results, and the recommendations of the researcher. The results of the study will be discussed with respect to the congruence between groups on the desirability scale, the congruence between the desirability and the VTAE priority as perceived by various groups, and the correlation between the group desirability congruence and the group desirability/priority congruence.

Summary

Continuous reorganization, increasing enrollments and expanding responsibilities in vocational, technical and adult education in Wisconsin have hindered a careful appraisal of the degree to which the system is meeting the needs of the people. Before anyone can assess or evaluate the Vocational, Technical, and Adult Education System (VTAE), the expectations of the people must be known. Effectiveness can then be measured by the congruence between these expectations and the performance of the organization.

The purposes of this study were (1) to determine

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the degree of congruence among the expectations held by various subpopulations for the Vocational, Technical and Adult Education System in Wisconsin and (2) to determine the degree of congruence between the expectations held and the current VTAE priority perceived by the various subpopulations of this study.

A survey instrument containing 47 goal statements was designed. These goal statements were grouped into ten broad categories under which the respondents ranked the specific goal statements on six point scales according to both the desirability and the VTAE priority. Progressing from one to six respectively, the desirability scale consisted of most undesirable, very undesirable, undesirable, desirable, very desirable, and most desirable. Any goal statement with a mean of 3.500 or more was considered to be desirable and any goal statement with a mean of 3.499 or less was considered undesirable. The priority scale, progressing respectively from one to six consisted of lowest priority, very low priority, low priority, high priority, very high priority, and highest priority. Any goal statement with a mean of 3.500 or more on the priority scale was considered to have a high priority and any goal statement with a mean of 3.499 or less on the priority scale was considered to have a low priority.

The survey instrument was validated by personal interviews with experts in vocational-technical education and the reliability was checked by the split-half method. The sample for this study consisted of eleven groups who directly or indirectly could influence the direction of vocational-technical education in the state of Wisconsin. These groups were:

A. Elected officials of labor unions.

B. Publishers of daily, weekly and bi-weekly newspapers.

C. County board chairmen.

D. VTAE district board members.

E. Professional staff of the State Board of Vocational, Technical and Adult Education.

F. Presidents of businesses and industries employing more than 500 persons.

G. Instructors in the VTAE system.

H. Administrators in the VTAE districts.

I. Wisconsin state legislators.

K. Superintendents of public schools.

L. Students in the VTAE system.

The analysis of variance and the Bonferroni t-stastistic were used to analyse the difference among the sample means on the desirability scale for each goal statement for each group. The Spearman rank order correlation coefficient was used to measure the degree of association

between various groups on the 47 goal statements. A 2 x 2 matrix was used to analyse the congruence between the expectation held and the VTAE priority perceived by each group for each goal statement. Each goal statement was tabulated in a 2 x 2 matrix with respect to high desirability/high priority, high desirability/low priority, low desirability/high priority, and low desirability/low priority. Congruence existed for goal statements for which the additive sum of tabulations for high desirability/high priority and low desirability/low priority was greater than the additive sum of tabulations for high desirability/low priority and low desirability/high priority.

Discussion of Results

The discussion of the results will follow the format of the survey instrument. Each of the ten broad categories of goal statements will be discussed in light of the two purposes of the study. The purposes of this study were:

1. To determine the degree of congruence among the expectations held by various subpopulations of the study for the Vocational, Technical and Adult Education System in Wisconsin.

2. To determine the degree of congruence between the expectations held by and the current VTAE priority perceived by the various subpopulations of the study.

In Chapter III, two arbitrary and non-statistical scales of congruence were developed. Any group whose mean deviated from the grand mean for a goal statement by 0.50 point or more on the six point desirability scale was considered to be a dissident group. Agreement was considered to be very high if there was no dissident group. If one or two groups were judged to be dissident, the agreement was considered to be high. Items with three or four dissident groups were considered to have low agreement and if five or more group means deviated from the grand mean for a goal statement by 0.50 point or more on the six point desirability scale the goal statement was considered to have very low agreement.

The arbitrary scale for congruence between the desirability and the VTAE priority grouped the 47 goal statements into four categories. Goal statements for which more than 70 percent of the respondents indicated agreement between the desirability and the VTAE priority were considered to have good congruence. Goal statements for which more than 60 percent but less than 70 percent of the respondents indicated agreement between the desirability and the VTAE priority were considered to have fair congruence. Goal statement for which more than 50 percent but less than 60 percent of the respondents indicated agreement between the desirability and the VTAE priority were considered to

have poor congruence. Goal statements for which less than 50 percent of the respondents indicated agreement between the desirability and the VTAE priority were considered to have very poor congruence. Agreement between the desirability and the VTAE priority was defined as a respondent having marked 4, 5 or 6 on both the desirability and the priority scales or marked 1, 2 or 3 on both scales. In other words, if a respondent considered a goal statement to be desirable, very desirable or most desirable and perceived that the VTAE system was placing high, very high or highest priority on this goal, or if the respondent considered a goal statement to be undesirable, very undesirable or most undesirable and perceived that the VTAE system was placing low, very low or lowest priority on the goal, he had indicated agreement between the desirability and the VTAE priority. If a respondent marked 1, 2 or 3 on either the desirability or priority scales, and had marked 4, 5 or 6 on the opposite scale, he had indicated disagreement between the desirability and the VTAE priority. Following is the discussion of 47 goal statements in ten broad categories:

Category A: To provide Vocational-Technical Education for Initial Job Entry:

1. to high school graduates
2. to high school dropouts

3. to apprentices

4. to homemakers desiring to enter the labor force

5. to high school students

Goal Statement No. 1 in this category had high agreement on the desirability scale and good congruence between the desirability and the VTAE priority. The labor union officials had a group mean of 4.636 as compared to the grand mean of 5.321. It should be noted that a mean of 4.636 for this goal statement makes it a desirable goal, but the labor unions do not consider this goal to be as desirable as goals No. 2, 3, and 4 in this category. As the training of workers through apprenticeship is predominantly labor controlled, it is conceivable that there is a conflict of interest here. Or, it is possible that the labor union officials are unaware of the capabilities of the vocational-technical institutes for serving the needs of the labor force.

Goal Statements No. 2 and No. 3 had very high agreement on the desirability scale and had good congruence between the desirability and the VTAE priority.

Goal Statement No. 4 in this category had very high agreement in the desirability scale and had fair congruence between the desirability and the VTAE priority. The labor union officials were inconsistent in their perception of

the VTAE priority. The newspaper publishers, the presidents of businesses and industries, and the state legislators were dissident groups for this goal statement.

Goal Statement No. 5 in this category had low agreement on the desirability scale and had fair congruence between the desirability and the VTAE priority. The members of the VTAE boards, the staff of the State Board of Vocational, Technical and Adult Education, and the administrators in the VTAE districts were dissident groups. All three of these groups considered providing vocational-technical education for initial job entry to high school students to be an undesirable goal for the post-secondary vocational, technical and adult education system. It has been the belief of these groups that the responsibility of providing vocational-technical education to high school students lies with the public schools. It is unfortunate that there exists a misunderstanding between the public and the vocational educators with respect to the responsibility of providing vocational-technical education to high school students. Ever since 1965, when the Wisconsin legislature approved Chapter 292 of the State Statutes, arguments have existed as to the intent of the legislation. Every property tax payer in Wisconsin sees a tax for voca-

tional-technical education on the tax bill and many assume it to be the tax for vocational-technical education at all levels. Chapter 154, Laws of 1971, has cleared the vagueness from the legislation. However, not everyone is familiar with the legislation and the controversy continues. Just as there was low agreement on the desirability scale, there was only fair congruence between the desirability and the VTAE priority scale. The respondents were divided in three groups. One-third of the respondents considered this goal to be desirable and perceived a high VTAE priority; one-third considered this goal to be desirable and perceived a low VTAE priority; and one-third considered it to be undesirable and perceived a low VTAE priority.

Category B: To provide Vocational-Technical Education to Maintain Employment or to Advance on the Job:

1. to employed workers

2. to underemployed workers

The first goal statement in this category had high agreement on the desirability scale. The second, very high agreement, and both statements had good congruence between the desirability and the VTAE priority. The administrators in the VTAE districts and the legislators deviated from the grand mean on the desirability scale

for the first goal statement. The administrators in the VTAE districts had a higher mean for this goal statement than the grand mean. The VTAE administrators believe that their job is not only to give a person job entry skills, but also to provide opportunities for retooling the skills to maintain employment and to acquire new and more sophisticated skills to advance on the job. All in all, there was agreement on this goal statement; the legislators considered it desirable, the grand mean of 4.879 makes it very desirable and the administrators in the VTAE districts considered this goal to be very desirable with a group mean of 5.492.

Category C: To provide Vocational-Technical Retraining:

1. to employed persons who wish to change jobs
2. to unemployed persons
3. to meet the labor needs of new industries
4. to persons planning to retire
5. to veterans of armed forces

Goal Statement No. 1 had high agreement on the desirability scale and fair congruence between the desirability and the VTAE priority. Publishers of the newspapers and the administrators in the VTAE districts deviated from

the grand mean by 0.500 or more on the six point desirability scale; the publishers had a group mean lower than the grand mean and the administrators had a higher group mean. The newspaper publishers considered this goal to be desirable with a group mean of 3.960 and the grand mean of 4.499 classified this goal to be desirable. The VTAE administrators realize that every worker may have to be retrained many times during his lifetime and places high desirability on retraining even for persons who wish to change jobs. The labor union officials, the newspaper publishers, and the state legislators considered this goal to be desirable, but did not perceive a high VTAE priority.

Goal Statement No. 2 in this category had very high agreement on the desirability scale and had good congruence between the desirability and the VTAE priority.

Goal Statement No. 3 had high agreement on the desirability scale and had good congruence between the desirability and the VTAE priority. The labor union officials were the only dissident group for Goal Statement No. 3 in this category. Perhaps they do not like the emphasis on the needs of industries or they feel that public funds should not be spent to meet the needs of industry. The grand mean of 5.007 makes this goal very desirable and all group means fall in the range for very desirable,

4.500 to 5.499. Therefore, the disagreement can be overlooked.

Goal Statement No. 4 had very high agreement on the desirability scale and very poor congruence between the desirability and the VTAE priority. All groups except the newspaper publishers and the state legislators considered providing vocational-technical education to persons planning to retire to be a desirable goal and no group perceived a high VTAE priority for this goal.

Goal Statement No. 5 had very high agreement on the desirability scale and good congruence between the desirability and the VTAE priority. It seems that to provide vocational-technical education to veterans of armed forces has as much support as motherhood and apple pie.

Category D: To provide General Education:

1. in support of vocational-technical programs
2. for college transfer program
3. for adults to obtain high school diploma
4. to persons who would like to learn to read and write (Adult Basic Education Program)
5. for remedial reading, writing and arithmetic in preparation for vocational-technical education
6. for persons seeking U. S. citizenship

Goal Statement No. 1 in this category had high agreement on the desirability scale and good congruence between the desirability and the VTAE priority. The newspaper publishers were the dissident group for Goal Statement No. 1. It seems that the newspaper publishers would like to de-emphasize General Education in the vocational-technical institutes. For each of the six goal statements in this category, they had the lowest group mean. Their two highest group means were for General Education for persons who like to learn to read and write (4.600) and General Education for remedial reading, writing and arithmetic. It seems that newspaper publishers in Wisconsin are not familiar with the vocational-technical institutes in the state and still consider them to be the continuation schools of yesteryears.

Goal Statement No. 2 in this category had high agreement on the desirability scale and fair congruence between the desirability and the VTAE priority. The newspaper publishers and the students in the VTAE system were the two dissident groups for Goal Statement No. 2. The newspaper publishers considered providing General Education for college transfer to be undesirable as did the union officials, administrators in the VTAE districts, the state

legislators, and the superintendents of public schools. The newspaper publishers, however, showed their feeling more vehemently. The VTAE students had the highest group mean for this goal statement. The students do not like to pay tuition. Since there is no tuition fee for vocational-technical education, they think that they would not have to pay tuition fees for college transfer General Education curricula. Obviously, they are wrong. The State Statutes requires the VTAE district to charge tuition for college parallel programs.

Goal Statement No. 3 in this category had high agreement on the desirability scale and good congruence between the desirability and the VTAE priority. The newspaper publishers and the administrators in the VTAE districts had group means that deviated by 0.50 point or more from the grand mean of 4.704 on the six point desirability scale. The newspaper publishers had a group mean of 4.200 and considered this goal to be desirable. The VTAE administrators had a group mean of 5.218 and considered this goal to be very desirable. The grand mean of 4.704 also classified this goal as very desirable. Considering the fact that the newspaper publishers consistently had the lowest group mean for every goal in this category, one can conclude that there was no disagreement on goal No. 3.

Goal Statement No. 4 and No. 5 in this category had very high agreement on the desirability scale and good congruence between the desirability and the VTAE priority. Adult Basic Education has traditionally been the responsibility of vocational-technical schools in Wisconsin, and it seems that the public demands this program from the VTAE system and is satisfied with the VTAE's response. Dr. Charles McCarthy said that vocational education should reach all the people--not merely those who could survive the grade hurdles of high school programs, or the "semester credit hours" of college. It is very desirable for the VTAE system to provide remedial reading, writing, and arithmetic in preparation for vocational-technical education.

Goal Statement No. 6 in this category had very high agreement on the desirability scale and fair congruence between the desirability and the VTAE priority. The goal was considered to be very desirable but only 56.48% of the respondents perceived a high VTAE priority. It seems worthwhile to provide General Education for persons seeking U. S. citizenship, but one wonders how great is the need. Many persons are receiving citizenship every month in Wisconsin. However, the characteristics of the persons seeking naturalization has changed. The United States of America is not importing unskilled labor to the degree it

did in the past. Many persons seeking naturalization are professional persons with degrees from U. S. colleges and universities and have no need for fundamental courses for naturalization.

Category E: To provide Special Programs in General and/or Vocational-Technical Education for persons with special needs that may prevent them from entering or successfully completing regular vocational and technical programs:

1. for special groups that may be classified as socio-economically, educationally or culturally disadvantaged

2. for inmates of correctional institutions

3. for handicapped persons (mental, physical, or emotional)

Goal Statement No. 1 in this category had very high agreement on the desirability scale and good congruence between the desirability and the VTAE priority. The political climate in the state demands that the VTAE system take steps to offer special programs for disadvantaged persons and the system has begun to respond.

Goal Statement No. 2 in this category had high agreement on the desirability scale but poor congruence between the desirability and the VTAE priority. The labor union officials and the staff of the State Board of Vocational, Technical and Adult Education were the dissident

groups for the second goal statement in this category. The grand mean for this goal was. 4.197 which classified it as a desirable goal. The labor union officials considered this goal to be desirable but with a group mean of 3.591. A group mean of 3.499 or less classified a goal as undesirable. The staff of the State Board of Vocational, Technical and Adult Education considered this goal to be very desirable. It is conceivable that the political process may have influenced the State Staff. They are closer to the state legislature and the Governor and subject to political pressures. In addition, there is competition for students between the two systems of higher education in Wisconsin; the University of Wisconsin System and the Vocational, Technical and Adult Education System. The potential student market in the correctional institutions can influence emphasis that a state agency places on a certain goal.

Goal Statement No. 3 in this category had very high agreement but fair congruence between the desirability and the VTAE priority. Everybody seems to agree that the handicapped should have full opportunities for training but few people seem to do anything about it. However, the situation is improving slowly. As new buildings are built, they are built with the handicapped in mind. More and more

handicapped students are attending VTAE institutions. Nevertheless, we are a long way from where we should be.

Category F: To provide Personal Enrichment and Avocational Courses:

1. to men and women preparing for the responsibilities of homemaking
2. for leisure time activities
3. for consumer education
4. for men and women to become better citizens, better members of the community and better members of our society
5. for individuals to better understand themselves
6. for individuals to think creatively
7. for individuals to develop an appreciation for work

Goal Statements No. 1, 4 and 6 in this category had very high agreement on the desirability scale but poor congruence between the desirability and the VTAE priority. These goals are some of the many which fall in the category of non-credit evening courses. Historically, part-time and evening programs of the VTAE system have been strong programs. The current fiscal policy of the State Board of Vocational, Technical and Adult Education which offers no state aid for non-credit courses has hurt these programs. VTAE districts whose operating budgets depend heavily on state aid have concentrated on the aidable programs. This

entire category of personal enrichment and avocational courses has suffered during the past few years.

Goal Statements No. 2 and 3 in this category had low agreement on the desirability scale and poor congruence between the desirability and the VTAE priority. The newspaper publishers, the instructors in the VTAE system and the state legislators were the dissident groups for Goal Statement No. 2 in this category. The group mean for the instructors was higher than the grand mean and the group means for the newspaper publishers and the state legislators were lower than the grand mean. The grand mean for providing personal enrichment and avocational courses for leisure time activities was 3.867, making it a desirable goal. The leisure time available to the workers in the United States has steadily been increasing over the past several years. Current trends of shorter work weeks and longer vacations dictates that people must be trained to better utilize their time. The VTAE system is well suited for taking leadership in providing training for better use of leisure time. It has the delivery system and it has had the experience in this phase of education.

The newspaper publishers, the presidents of businesses and industries, and the administrators in the VTAE

districts were the dissident groups for Goal Statement No. 3 in this category. The newspaper publishers and the presidents of businesses and industries had lower group means than the grand mean for this goal statement and the administrators in the VTAE district had a higher mean. However, all groups had means for this goal statement that fell within the range of desirable goals (3.500-4.499).

Goal Statements No. 5 and 7 had high agreement on the desirability scale but poor congruence between the desirability and the VTAE priority. County board chairmen were the dissident group for Goal Statement No. 5 in this category, to provide Personal Enrichment and Avocational Courses for individuals to better understand themselves. The county board chairmen considered this goal to be undesirable while all other groups considered it to be desirable. The group mean for state legislators deviated by 0.647 from the grand mean of 4.397 for Goal Statement No. 7 in this category, to provide Personal Enrichment and Avocational Courses for individuals to develop an appreciation for work. However, the mean for the state legislators as well as the grand mean fall in the range for desirable goals (3.500 to 4.499).

Category G: To act as a Resource Institution for individuals and units of government, schools, community and private agencies:

1. to provide cultural opportunities to the community such as plays, concerts and exhibits

2. to provide career awareness opportunities to students in secondary schools (grades 9-12)

3. to provide career awareness opportunities to students in elementary and middle schools (grades K-8)

4. to provide leadership in developing vocational-technical education in secondary schools (grades 9-12)

5. to conduct research to determine vocational-technical needs in the state

6. to act as the central coordinating agency for all manpower training programs

7. to be an aggressive outreach agency for extended services

Goal Statements No. 1 and 3 in this category had high agreement on the desirability scale and fair congruence between the desirability and the VTAE priority. The newspaper publishers and the students in the VTAE system were the dissident groups for Goal Statement No. 1 in this category. The means for these two groups deviated by 0.50 point or more from the grand mean on the six point desirability scale with the newspaper publishers consider-

ing the goal undesirable and the students considering the goal desirable. However, the county board chairmen, the staff of the State Board of Vocational, Technical and Adult Education, and the instructors in the VTAE system joined the students in considering this goal to be desirable. All other groups considered providing cultural opportunities to the community such as plays, concerts and exhibits to be an undesirable goal for the Vocational, Technical and Adult Education system. The newspaper publishers and the instructors in the VTAE system were the dissident groups for Goal Statement No. 3 in this category. The instructors had a group mean higher than the grand mean and considered this goal to be desirable. The grand mean of 3.709 also classified this goal as desirable. The newspaper publishers along with the VTAE board members, the state legislators and the VTAE students considered this goal to be undesirable. This may, in part, be due to a lack of understanding as to what career education is and to the need for this type of education. Career education is a very popular concept in the field of education today. The instructors seem to believe that the awareness of career choices, as early as possible, is very important. They feel that the public schools are not doing enough and the VTAE system should take the leadership role in developing the career education concepts in grade schools. The

VTAE system has the faculty and staff to accomplish this goal.

Goal Statements No. 2, 6 and 7 in this category had low agreement on the desirability scale and fair congruence between the desirability and the VTAE priority. The newspaper publishers, the labor union officials, and the instructors were the dissident groups for Goal Statement No. 2 in this category. Even though the group means for newspaper publishers and the labor union officials were lower than the grand mean by more than 0.50 point, both group means were within the desirability range of 3.500-4.499. The instructors considered this goal to be very desirable. The disagreement is minor and can be overlooked.

The newspaper publishers, presidents of businesses and industries and the staff of the State Board of Vocational, Technical and Adult Education were the dissident groups for Goal Statement No. 6 in this category. The newspaper publishers and the presidents of businesses and industries considered it to be an undesirable goal for the VTAE system to act as the central coordinating agency for all manpower training programs whereas the staff of the State Board considered it to be very desirable. The group interests are apparent in the case of the presidents of

the industries and the staff of the State Board of Vocational, Technical and Adult Education. It would be a great feather in the state staff's hat and the business and industry's reluctance is from the standpoint of control. The VTAE system is publicly funded and could not be under the full control of the businesses and industries. The newspaper publishers cannot perceive a "continuation school" acting as the central coordinating agency for all manpower training programs.

The newspaper publishers, presidents of businesses and industries, staff of the State Board of Vocational, Technical and Adult Education, and the administrators in the VTAE districts were the dissident groups for Goal Statement No. 7 in this category. The newspaper publishers and the presidents of businesses and industries consider it undesirable for the VTAE system to be an aggressive outreach agency. The administrators in the VTAE districts and the State Staff consider this goal to be very desirable. All other groups considered this goal to be desirable. There is an immeasurable need for extended services in the state. The VTAE system would like to take a leadership role in fulfilling this need. The VTAE system would like to shed the image of "continuation school" of yesteryears and take on the responsibility of providing education from

birth to death.

Goal Statement No. 4 in this category had high agreement on the desirability scale but poor congruence between the desirability and the VTAE priority. The newspaper publishers were the only group whose mean deviated by 0.50 point or more from the grand mean for this goal statement. The newspaper publishers, like all other groups except the superintendents of public schools, considered this goal to be desirable. The superintendents considered this goal to be very desirable. There is some disagreement as to whose responsibility it is to provide vocational-technical education to the high school students, but there is high agreement that the VTAE system must provide leadership in developing vocational-technical education in secondary schools (grades 9-12).

Goal Statement No. 5 in this category had high agreement on the desirability scale and good congruence between the desirability and the VTAE priority. The newspaper publishers and the county board chairmen were the dissident groups for Goal Statement No. 5 in this category. The newspaper publishers do consider conducting research to determine vocational-technical needs in the state to be a desirable goal. The grand mean for all groups classified this goal to be very desirable. The disagreement is minor

as the mean for newspaper publishers is consistently lower than the grand mean. To conduct research to determine the vocational-technical needs has been one of the secrets of the success that the VTAE system has enjoyed over the past eight years. The curricula and the program of instruction in the VTAE system has been consistent with the job market and the needs of the industry.

This category as a whole had fair agreement between the desirability and the VTAE priority. In one sense, this represents criticism of the Vocational, Technical and Adult Education System in Wisconsin. The people of Wisconsin would like the VTAE system to act as a resource institution for individuals, units of government, schools, community, and private agencies, and in the judgement of these respondents, the VTAE system has not placed accurate emphasis on this goal.

Category H: It is the goal of Post-Secondary Vocational, Technical and Adult Education:

1. to provide tuition-free liberal arts education for college transfer
2. to provide tuition-free vocational-technical education
3. to provide vocational-technical education for the same tuition fee that the university charges for liberal arts education

4. to provide vocational-technical education for a tuition fee less than the tuition that the university charges for liberal arts education

Goal Statements No. 1, 2, and 3 in this category had high agreement on the desirability scale, and Goal Statement No. 4 had low agreement on the desirability scale among the eleven population groups. All four goal statements in this category had good congruence between the desirability and the VTAE priority. The administrators in the VTAE districts and the VTAE students deviated by 0.50 or more from the grand mean for Goal Statement No. 1 in this category. The newspaper publishers and the county board chairmen were the dissident groups for Goal Statement No. 2 in this category, and the staff of the State Board was the only dissident group for Goal Statement No.3. The group mean for the labor union officials, administrators in the VTAE district, and the state legislators deviated from the grand mean by 0.50 point or more for Goal Statement No. 4.

This category was designed to find the answer(s) to the tuition fee dilemma. Should the VTAE system charge any tuition fee? If so, for what type of education? The current policy of tuition-free vocational-technical education was convincingly confirmed by this study. Except for

the VTAE students, all groups considered providing tuition-free liberal arts education for college transfer to be undesirable. To provide tuition-free vocational-technical education was considered to be a desirable goal by all groups. This study noticed with interest that the groups that were not directly associated with the VTAE system (labor union officials, newspaper publishers, county board chairmen, presidents of businesses and industries, state legislators and superintendents of public schools) agreed with groups that were directly associated with the VTAE system in regard to providing tuition-free vocational-technical education. The idea of a tuition fee for vocational-technical education which is the same as the tuition fee that the University charges for liberal arts education was soundly rejected. The notion of having a tuition fee for vocational-technical education less than that the University charges for liberal arts education was not rejected, but it was considered more desirable not to have any tuition fee for vocational-technical education.

Category I: To finance Post-Secondary Vocational-Technical Education by:

1. local property taxes
2. state taxes only
3. federal taxes only

4. combination of state and federal taxes

5. combination of local, state and federal taxes

This category was designed to determine the most desirable means of financing post-secondary vocational-technical education in Wisconsin. Obviously, there are other ways of financing vocational-technical education as well as more combinations of the three types of taxes referred to in this category. However, the choices for the respondents were limited to the above five to keep the survey instrument manageable. The overwhelming choice of the respondents was to finance post-secondary vocational-technical education in Wisconsin by a combination of local, state and federal taxes. Local taxes only was considered to be the least desirable means of financing vocational-technical education. This goal statement had the lowest grand mean among the 47 goal statements. Every group considered this goal to be very undesirable.

Goal Statement No. 1 in this category had high agreement on the desirability scale and good congruence between the desirability and the VTAE priority. Goal Statement No. 2 had very low agreement on the desirability scale and fair congruence between the desirability and the VTAE priority. Goal Statements No. 3 and 5 had low agreement

on the desirability scale and good congruence between the desirability and the VTAE priority, and Goal Statement No. 4 had very low agreement on the desirability scale and good congruence between the desirability and the VTAE priority.

The VTAE students were the dissident group for Goal Statement No. 1. They considered financing post-secondary vocational-technical education by local property taxes only to be an undesirable goal. All groups considered this goal to be either undesirable or very undesirable. County board chairmen, administrators in the VTAE districts, presidents of businesses and industries, and the VTAE students deviated by 0.50 point or more from the grand mean for Goal Statement No. 3 in this category. However, all groups considered financing post-secondary vocational-technical education by federal taxes only to be an undesirable goal. The newspaper publishers, the county board chairmen, and the VTAE district board members were the dissident groups for Goal Statement No. 5 in this category. The county board chairmen were the only group which considered financing post-secondary vocational-technical education by a combination of local, state and federal taxes to be an undesirable goal. All other groups considered it to be either a desirable or a very desirable goal.

The labor union officials, the newspaper publishers,

the VTAE district board members, the state legislators and the VTAE students deviated by 0.50 point or more from the grand mean for Goal Statement No. 2 in this category, but all groups considered financing post-secondary vocational-technical education by state taxes only to be either an undesirable or very undesirable goal. Yet the proposed state budget for the 1973-1974 biennial budget contained a request for providing 70% of the instructional cost to the local VTAE districts and to take over their debt retirement service. The budget has not been approved by the legislature. The conference committee has recommended to keep the state funding at the current rate of 55% of the instructional cost.

The county board chairmen, the VTAE district board members, the presidents of businesses and industries, superintendents of public schools, and the VTAE students deviated 0.50 point or more from the grand mean for Goal Statement No. 4 in this category. The VTAE district board members and the presidents of businesses and industries consider financing post-secondary vocational-technical education by a combination of state and federal taxes to be an undesirable goal for different reasons. The VTAE board members are afraid of state and federal control which so often accompanies the state and federal funding. They

should, however, realize that the State Board already has all the control it needs. All new programs have to be approved by the state. All building projects that require any structural changes or construction have to be approved by the State Board. Most VTAE districts depend so heavily on state aid that they could not operate without it. The presidents of businesses and industries could be afraid of a greater tax burden. Currently, the majority of the taxes to support vocational-technical education comes from the local property taxes. If some of the businesses and industries are paying property taxes at a reduced rate, they are not supporting vocational-technical education to the extent they would be if vocational-technical education was financed by a combination of state and federal taxes. Fewer tax breaks are offered to the businesses and industries by the state and federal governments than the local governments. The county board chairmen had the highest mean for this goal statement. As indicated in the next category, they are in favor of having vocational-technical education opportunities within commuting distance of every resident of Wisconsin. However, they would rather the state and federal governments pay the bills. The county board chairmen are also in favor of residence schools.

Category J: It is the goal of Vocational, Technical and Adult Education in Wisconsin:

1. to provide opportunities for vocational-technical education within daily commuting distance of every resident of Wisconsin

2. to provide financial assistance for room and board for those citizens who do not live within commuting distance of a vocational-technical facility

3. to operate residence schools

The concept of residence schools was soundly rejected by the respondents. This goal was considered undesirable by all groups. It was considered desirable to provide financial assistance for room and board for those citizens who do not live within daily commuting distance of a vocational-technical facility but it was the choice of most respondents to provide vocational-technical facilities within daily commuting distance of every resident of Wisconsin. Every group considered providing vocational-technical facilities within commuting distance of every citizen to be a very desirable goal. This goal statement had a grand mean of 4.899 and ranked ninth among the 47 goal statements. All groups except the labor union officials, the newspaper publishers, and the presidents of businesses and industries had a group mean greater than 3.400 for providing financial assistance for room and

board for those citizens who do not live within commuting distance of a vocational-technical facility. The concept of financial assistance is going to become more prevalent as the various VTAE facilities in Wisconsin start specializing in their offerings, the districts become more receptive to nonresidents and state aid increases for the VTAE districts. The students in the VTAE system considered this goal to be very desirable.

Generally, there was broad agreement among the eleven groups in regard to the desirability of the 47 goal statements included in the survey instrument. Most of the differences occurred when one group considered one goal to be very desirable and another group considered the same goal to be desirable, or when one group considered a goal to be undesirable and another group considered it to be very undesirable. However, group biases were apparent for many goal statements.

Generally speaking, the Vocational, Technical and Adult Education system in Wisconsin received a vote of confidence from the respondents of this study. On only two of the 47 goal statements did more than 50% of the respondents indicate disagreement between the desirability and the VTAE priority. This included the respondents who considered these goals to be desirable and perceived a

low VTAE priority and the respondents who considered these goals to be undesirable and perceived a high VTAE priority for them. The congruence between the desirability and the VTAE priority was very poor on the following two goal statements:

1. To provide vocational-technical retraining to persons planning to retire.

2. To provide personal enrichment and avocational courses for individuals to better understand themselves.

There were eight goals for which the congruence between the desirability and the VTAE priority was poor. On these goals, 51 to 60 percent of the respondents indicated agreement between the desirability and the VTAE priority. This included the respondents who considered these goals to be desirable and perceived a high VTAE priority and the respondents who considered these goals to be undesirable and perceived a low VTAE priority for them. These goals were:

1. To provide special programs in general and/or vocational-technical education for inmates of correctional institutions.

2. To provide personal enrichment and avocational courses to men and women preparing for the responsibilities of homemaking.

3. To provide personal enrichment and avocational courses for leisure time activities.

4. To provide personal enrichment and avocational courses for consumer education.

5. To provide personal enrichment and avocational courses for men and women to become better citizens, better members of the community and better members of our society.

6. To provide personal enrichment and avocational courses for individuals to think creatively.

7. To provide career awareness opportunities to students in the elementary and middle schools (grades K-8).

8. To provide leadership in developing vocational-technical education in secondary schools (grades 9-12).

There were fifteen goals on which 61 to 70 percent of the respondents indicated agreement between the desirability and the VTAE priority; twelve goals on which 71 to 80 percent of the respondents indicated agreement; seven goals on which 81 to 90 percent of the respondents indicated agreement; and three goals on which 91 to 100 percent of the respondents indicated agreement between the desirability of the goals and the VTAE priority on these goals.

It seems that all of the ten goals on which there was poor or very poor congruence between the desirability and the VTAE priority were in non-credit, part-time, continuing education type of programs. The State Board of

Vocational, Technical and Adult Education does not provide financial assistance to the sixteen VTAE districts for non-credit courses, whereas the full-time programs geared toward initial job entry are partially funded by the State Board. This inequality in funding has led toward an emphasis by the VTAE districts on the full-time programs. Consequently, the part-time continuing education has suffered in the state over the past few years. Part-time education had been a strong component of the vocational, technical and adult education in Wisconsin ever since the creation of the state system. It is hoped that the State Board of Vocational, Technical and Adult Education will re-evaluate its continuing education program and restore it to its rightful place in the total picture of the vocational, technical and adult education in Wisconsin.

Recommendations

The following recommendations are made as a result of this study:

1. It is recommended to the State Board of Vocational, Technical and Adult Education and to each VTAE district to evaluate and, if necessary, to upgrade the means by which the public is informed about the VTAE system in Wisconsin in

order that every citizen can obtain an accurate understanding of vocational-technical education and its benefits to himself and the community.

2. It is recommended to the State Board of Vocational, Technical and Adult Education and to each VTAE district to guard against the pressures of vested interest groups in assuring that all goals and priorities set for vocational-technical education are directly related to the needs of the people of Wisconsin.

3. It is recommended to the State Board of Vocational, Technical and Adult Education to use the data and the results of this study to:

   a. Establish statewide priorities

   b. Re-evaluate its relationship with public schools in regard to the vocational education needs of 16 and 17 year old high school students

   c. Re-evaluate its funding policy for non-credit courses.

4. It is recommended to the State Board of Vocational, Technical and Adult Education and the VTAE districts to continue to advance new concepts in vocational, technical and adult education, especially the following:

a. Retraining of persons planning to retire

b. Vocational-technical education for inmates of correctional institutions

c. Programs for better utilization of leisure time

d. Programs for consumer education

5. It is recommended to the State Board of Vocational, Technical and Adult Education and the VTAE districts to strengthen the part-time, day or evening, credit or non-credit continuing education offerings.

6. In order to avoid duplication of effort, the State Board of Vocational, Technical and Adult Education does not allow every VTAE district to offer every kind of program. This is good. In order to encourage students to take advantage of unusual programs offered far from their homes, the State Board should consider financial assistance in the form of grants, scholarships, loans and/or work study to defray the cost of room and board and travel.

7. The seven goal statements that were considered undesirable can be eliminated to refine the survey instrument. The validity and the reliability of the refined instrument should be re-established.

8. This study tried to assess whether the VTAE system was doing what it was supposed to by determining the congruence between the desirability of a goal statement and the priority that the VTAE system was placing on it. Once the priorities have been established, this instrument, with a single six point scale, can be used to determine how well the VTAE system is doing what it is supposed to do.

9. All the analyses in this study were done on the goal statements, item by item. It is recommended that similar analyses be done on the ten categories' basis to find the degree of congruence among the eleven groups and between the desirability and the VTAE priority. Analysis by categories will check the responses to concepts rather than the individual tasks.

10. Further analysis of the data collected in this study to determine the correlation between the desirability and personal data (sex, age, educational level, etc.) and VTAE priority and personal data may be enlightening.

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APPENDICES

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APPENDIX A

SPLIT HALF RELIABILITY CALCULATIONS

DESIRABILITY SCALE

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APPENDIX A

SPLIT HALF RELIABILITY CALCULATIONS
DESIRABILITY SCALE

X	Y	X^2	Y^2	XY
86	101	7,396	10,201	8,686
85	89	7,225	7,921	7,565
97	96	9,409	9,216	9,312
98	103	9,604	10,609	10,094
101	98	10,201	9,604	9,898
91	91	8,281	8,281	8,281
97	88	9,409	7,744	8,536
91	89	8,281	7,921	8,099
100	105	10,000	11,025	10,500
101	100	10,201	10,000	10,100
96	93	9,216	8,649	8,928
87	85	7,569	7,225	7,395
116	112	13,456	12,544	12,992
95	80	9,025	6,400	7,600
94	91	8,836	8,281	8,554
108	109	11,664	11,881	11,772
91	92	8,281	8,464	8,372
$\Sigma X=$ 1,634	$\Sigma Y=$ 1,622	$\Sigma X^2=$ 158,054	$\Sigma Y^2=$ 155,966	$\Sigma XY=$ 156,684

SPLIT HALF RELIABILITY CALCULATIONS
VTAE CURRENT PRIORITY SCALE

X	Y	X^2	Y^2	XY
80	97	6,400	9,409	7,760
85	77	7,225	5,929	6,545
75	73	5,626	5,329	5,475
66	66	4,356	4,356	4,356
105	97	11,025	9,409	10,185
83	85	6,889	7,225	7,055
64	65	4,096	4,225	4,160
84	79	7,056	6,241	6,636
101	106	10,201	11,236	10,706
83	84	6,889	7,056	6,972
98	93	9,604	8,649	9,114
76	81	5,776	6,561	6,156
86	82	7,396	6,724	7,052
93	80	8,649	6,400	7,440
95	108	9,025	11,664	10,260
60	64	3,600	4,096	3,840
$\Sigma X=$	$\Sigma Y=$	$\Sigma X^2=$	$\Sigma Y^2=$	$\Sigma XY=$
1,334	1,337	113,812	114,509	113,712

APPENDIX B

KEYPUNCH FORMAT FOR RECORDING DATA

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APPENDIX B

KEYPUNCH FORMAT FOR RECORDING DATA

Two cards per response

Card 1 - Desirability

Card 2 - VTAE Priority

FIELD DESIGNATION

Column 1	Card Number
Columns 2-5	Response Number
Column 6	Group
Columns 7-13	Personal Data
Columns 14-60	Response

0 was recorded in Columns 14-60 for no response.

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APPENDIX C

COVER LETTER WHICH ACCOMPANIED THE SURVEY INSTRUMENT

ERIC

State of Wisconsin \ BOARD OF VOCATIONAL, TECHNICAL & ADULT EDUCATION

EUGENE LEHRMANN
State Director
4802 Sheboygan Avenue
MADISON, WISCONSIN 53702

Dear Colleague:

The Wisconsin Board of Vocational, Technical and Adult Education has approved a research project to help determine the goals and objectives of vocational, technical and adult education in Wisconsin. The study is to be conducted by the Waukesha County Technical Institute under the supervision of Mr. Mohammed A. Malik.

A study of this kind is very helpful in the planning of future programs to better serve you and the people of Wisconsin.

Your cooperation will be appreciated.

Sincerely,

Eugene Lehrmann
State Director

APPENDIX D

SURVEY INSTRUMENT

ERIC

APPENDIX D

GOALS FOR THE POST-SECONDARY VOCATIONAL, TECHNICAL AND ADULT EDUCATION SYSTEM IN WISCONSIN

JANUARY 1973

Wisconsin has been and continues to be a leader in the delivery of post-secondary vocational, technical and adult education. However, during the past several years continuous reorganization, increasing enrollments and expanding responsibilities have hindered a careful assessment of the quality of vocational-technical education in Wisconsin. We are attempting to measure the effectiveness of the Vocational, Technical and Adult Education System (VTAE) in Wisconsin.

To help us, we ask you to complete this questionnaire. It requires information about you and your opinion on selected goal statements relating to the post-secondary Vocational, Technical and Adult Education System (VTAE) in Wisconsin. You are asked to rate each goal (1) in terms of its desirability and (2) according to the priority you believe is now being placed on it.

Please complete the questionnaire and return it to us at your earliest convenience. A pre-addressed envelope which requires no postage is enclosed for your convenience.

Thank you for your help.

DIRECTIONS: Mark the box [X] opposite each item that best represents your answer.

1. Sex:
   - female 1 ☐
   - male 2 ☐
2. Age:
   - 19 or less 1 ☐
   - 20 - 29 2 ☐
   - 30 - 39 3 ☐
   - 40 - 49 4 ☐
   - 50 or over 5 ☐
3. Marital Status:
   - married 1 ☐
   - single 2 ☐
4. I spent my childhood:
   - on a farm 1 ☐
   - in a rural area (non-farm) 2 ☐
   - in a small town-village 3 ☐
   - in a small city 4 ☐
   - in a suburban area 5 ☐
   - in an urban area 6 ☐
5. Educational Level:
   - high school or less 1 ☐
   - less than baccalaureate 2 ☐
   - baccalaureate or above 3 ☐
6. Gross Annual Income:
   - Under $ 4,999 1 ☐
   - $ 5,000 - $ 9,999 2 ☐
   - $10,000 - $19,999 3 ☐
   - $20,000 or over ☐
7. I have taken a course offered by one of the post-secondary vocational-technical schools since 1965.
   - Vocational-Technical course 1 ☐
   - Personal enrichment course 2 ☐
   - General education course 3 ☐
   - No course 4 ☐

DIRECTIONS: Please rate each goal (1) In terms of its desirability and (2) According to the priority you believe is being placed on it by the VTAE System. RATE EACH ITEM ON BOTH SCALES.

DESIRABILITY							VTAE CURRENT PRIORITY					
Most desirable	Very desirable	Desirable	Undesirable	Very Undesirable	Most undesirable	A. To Provide Vocational-Technical Education for Initial Job Entry:	Highest priority	Very high priority	High priority	Low priority	Very low priority	Lowest priority
☐6	☐5	☐4	☐3	☐2	☐1	1. to high school graduates	☐6	☐5	☐4	☐3	☐2	☐1
☐6	☐5	☐4	☐3	☐2	☐1	2. to high school dropouts	☐6	☐5	☐4	☐3	☐2	☐1
☐6	☐5	☐4	☐3	☐2	☐1	3. to apprentices	☐6	☐5	☐4	☐3	☐2	☐1
☐6	☐5	☐4	☐3	☐2	☐1	4. to homemakers desiring to enter the labor force	☐6	☐5	☐4	☐3	☐2	☐1
☐6	☐5	☐4	☐3	☐2	☐1	5. to high school students	☐6	☐5	☐4	☐3	☐2	☐1

CONTINUED ON NEXT PAGE →

DIRECTIONS: Please rate each goal (1) In terms of its desirability and (2) According to the priority you believe is being placed on it by the VTAE System. RATE EACH ITEM ON BOTH SCALES.

DESIRABILITY							VTAE CURRENT PRIORITY					
Most desirable	Very desirable	Desirable	Undesirable	Very Undesirable	Most undesirable		Highest priority	Very high priority	High priority	Low priority	Very low priority	Lowest priority
						B. To Provide Vocational-Technical Education to **Maintain Employment** or to **Advance On The Job:**						
6	5	4	3	2	1	**1.** to employed workers	6	5	4	3	2	1
6	5	4	3	2	1	**2.** to underemployed workers	6	5	4	3	2	1
						C. To Provide Vocational-Technical **Retraining:**						
6	5	4	3	2	1	**1.** to employed persons who wish to change jobs	6	5	4	3	2	1
6	5	4	3	2	1	**2.** to unemployed persons	6	5	4	3	2	1
6	5	4	3	2	1	**3.** to meet the labor needs of new industries	6	5	4	3	2	1
6	5	4	3	2	1	**4.** to persons planning to retire	6	5	4	3	2	1
6	5	4	3	2	1	**5.** to veterans of armed forces	6	5	4	3	2	1
						D. To Provide **General Education:**						
6	5	4	3	2	1	**1.** in support of vocational-technical programs	6	5	4	3	2	1
6	5	4	3	2	1	**2.** for college transfer program	6	5	4	3	2	1
6	5	4	3	2	1	**3.** for adults to obtain high school diploma	6	5	4	3	2	1
6	5	4	3	2	1	**4.** to persons who would like to learn to read and write (Adult Basic Education Program)	6	5	4	3	2	1
6	5	4	3	2	1	**5.** remedial reading, writing and arithmetic in preparation for vocational-technical education	6	5	4	3	2	1
6	5	4	3	2	1	**6.** for persons seeking U. S. citizenship	6	5	4	3	2	1
						E. To Provide **Special Programs** In General And/Or Vocational-Technical Education For Persons With Special Needs That May Prevent Them From Entering or Successfully Completing Regular Vocational And Technical Programs						
6	5	4	3	2	1	**1.** for special groups that may be classified as socio-economically, educationally or culturally disadvantaged	6	5	4	3	2	1
6	5	4	3	2	1	**2.** for inmates of correctional institutions	6	5	4	3	2	1
6	5	4	3	2	1	**3.** for handicapped persons (mental, physical, or emotional)	6	5	4	3	2	1

CONTINUED ON NEXT PAGE →

DIRECTIONS: Please rate each goal (1) In terms of its desirability and (2) According to the priority you believe is being placed on it by the VTAE System. **RATE EACH ITEM ON BOTH SCALES.**

DESIRABILITY							VTAE CURRENT PRIORITY					
Most desirable	Very desirable	Desirable	Undesirable	Very undesirable	Most undesirable		Highest priority	Very high priority	High priority	Low priority	Very low priority	Lowest priority
						F. To Provide Personal Enrichment and Avocational Courses:						
☐6	☐5	☐4	☐3	☐2	☐1	1. to men and women preparing for the responsibilities of homemaking.	☐6	☐5	☐4	☐3	☐2	☐1
☐6	☐5	☐4	☐3	☐2	☐1	2. for leisure time activities	☐6	☐5	☐4	☐3	☐2	☐1
☐6	☐5	☐4	☐3	☐2	☐1	3. for consumer education	☐6	☐5	☐4	☐3	☐2	☐1
☐6	☐5	☐4	☐3	☐2	☐1	4. for men and women to become better citizens, better members of the community, and better members of our society	☐6	☐5	☐4	☐3	☐2	☐1
☐6	☐5	☐4	☐3	☐2	☐1	5. for individuals to better understand themselves	☐6	☐5	☐4	☐3	☐2	☐1
☐6	☐5	☐4	☐3	☐2	☐1	6. for individuals to think creatively	☐6	☐5	☐4	☐3	☐2	☐1
☐6	☐5	☐4	☐3	☐2	☐1	7. for individuals to develop an appreciation for work	☐6	☐5	☐4	☐3	☐2	☐1
						G. To Act As A Resource Institution For Individuals And Units Of Government, Schools, Community And Private Agencies:						
☐6	☐5	☐4	☐3	☐2	☐1	1. to provide cultural opportunities to the community such as plays, concerts and exhibits	☐6	☐5	☐4	☐3	☐2	☐1
☐6	☐5	☐4	☐3	☐2	☐1	2. to provide career awareness opportunities to students in secondary schools (grade 9 - 12)	☐6	☐5	☐4	☐3	☐2	☐1
☐6	☐5	☐4	☐3	☐2	☐1	3. to provide career awareness opportunities to students in elementary and middle schools (grade K - 8)	☐6	☐5	☐4	☐3	☐2	☐1
☐6	☐5	☐4	☐3	☐2	☐1	4. to provide leadership in developing vocational-technical education in secondary schools (grades 9 - 12)	☐6	☐5	☐4	☐3	☐2	☐1
☐6	☐5	☐4	☐3	☐2	☐1	5. to conduct research to determine vocational-technical education needs in the state	☐6	☐5	☐4	☐3	☐2	☐1
☐6	☐5	☐4	☐3	☐2	☐1	6. to act as the central coordinating agency for all manpower training programs	☐6	☐5	☐4	☐3	☐2	☐1
☐6	☐5	☐4	☐3	☐2	☐1	7. to be an aggressive outreach agency for extended services	☐6	☐5	☐4	☐3	☐2	☐1

CONTINUED ON NEXT PAGE →

DIRECTIONS: Please rate each goal (1) In terms of its desirability and (2) According to the priority you believe is being placed on it by the VTAE System. RATE EACH ITEM ON BOTH SCALES.

DESIRABILITY							VTAE CURRENT PRIORITY					
Most desirable	Very desirable	Desirable	Undesirable	Very Undesirable	Most undesirable	H. It Is The Goal Of Post-Secondary Vocational, Technical And Adult Education.	Highest priority	Very high priority	High priority	Low priority	Very low priority	Lowest priority
☐6	☐5	☐4	☐3	☐2	☐1	1. to provide tuition-free liberal arts education for college transfer	☐6	☐5	☐4	☐3	☐2	☐1
☐6	☐5	☐4	☐3	☐2	☐1	2. to provide tuition-free vocational-technical education.	☐6	☐5	☐4	☐3	☐2	☐1
☐6	☐5	☐4	☐3	☐2	☐1	3. to provide vocational-technical education for the same tuition fee that the university charges for liberal arts education.	☐6	☐5	☐4	☐3	☐2	☐1
☐6	☐5	☐4	☐3	☐2	☐1	4. to provide vocational-technical education for a tuition fee less than the tuition that the university charges for liberal arts education.	☐6	☐5	☐4	☐3	☐2	☐1
						I. To Finance Post-Secondary Vocational-Technical Education By:						
☐6	☐5	☐4	☐3	☐2	☐1	1. local property tax only	☐6	☐5	☐4	☐3	☐2	☐1
☐6	☐5	☐4	☐3	☐2	☐1	2. state taxes only	☐6	☐5	☐4	☐3	☐2	☐1
☐6	☐5	☐4	☐3	☐2	☐1	3. federal taxes only	☐6	☐5	☐4	☐3	☐2	☐1
☐6	☐5	☐4	☐3	☐2	☐1	4. combination of state and federal taxes	☐6	☐5	☐4	☐3	☐2	☐1
☐6	☐5	☐4	☐3	☐2	☐1	5. combination of local, state and federal taxes	☐6	☐5	☐4	☐3	☐2	☐1
						J. It Is The Goal Of Vocational, Technical And Adult Education in Wisconsin						
☐6	☐5	☐4	☐3	☐2	☐1	1. to provide opportunities for vocational-technical education within daily commuting distance of every resident of Wis.	☐6	☐5	☐4	☐3	☐2	☐1
☐6	☐5	☐4	☐3	☐2	☐1	2. to provide financial assistance for room and board for those citizens who do not live within commuting distance of a vocational-technical education facility	☐6	☐5	☐4	☐3	☐2	☐1
☐6	☐5	☐4	☐3	☐2	☐1	3. to operate residence schools	☐6	☐5	☐4	☐3	☐2	☐1

K. Please List Any Goals That Do Not Appear Above But In Your Opinion Ought To Be Included In The List:

1. _____

2. _____

THANK YOU FOR YOUR ASSISTANCE

APPENDIX E

LETTERS FROM VOCATIONAL EDUCATION EXPERTS CERTIFYING VALIDATION OF THE SURVEY INSTRUMENT

ERIC

Madison, Wisconsin 53705
2707 Kendall Avenue
November 22, 1972

Mr. Mohammed Malik
Administrative Intern
VTAE District 8
800 Main Street
Pewaukee, Wisconsin 53072

Dear Mr. Malik:

I greatly enjoyed my visit with you last week.

I appreciated the opportunity of reviewing the document which you have prepared, the results of which may be used to chart future development of vocational, technical and adult education in Wisconsin.

After carefully reviewing the document, I feel that it is a valid and constructive instrument for purposes of evaluation and future development.

Sincerely,

C. L. Greiber

C. L. Greiber

ek

State of Wisconsin \ BOARD OF VOCATIONAL, TECHNICAL & ADULT EDUCATION

EUGENE LEHRMANN
State Director
137 EAST WILSON STREET
MADISON, WISCONSIN 53703

November 30, 1972

Mr. Mohammed Malik
Administrative Intern
Waukesha County Technical Institute
800 Main Street
Pewaukee, Wisconsin 53072

Dear Mr. Malik:

This is to confirm our conversation at WCTI concerning the analysis of your survey instrument. In my view the survey to be conducted with this instrument will be of importance to vocational education in Wisconsin, particularly in view of the populations that you will survey. I wish to point to some difficulties in communication which you may encounter with the instrument in its present form.

1. I am sure you are aware of the distinction drawn between general education and liberal education. I believe that the questions relating to this area in item D are clarified in point 2 where you refer to college transfer programs. However, it may be well to keep this distinction in mind when interpreting the data. It should be observed that in the minds of some, our Associate Degree programs may be considered "transferable". While they represent merchantable knowledge acceptable in many institutions, the distinction between general education associated with technical programs and liberal transfer programs is an important one.

2. In reference to item H, cost of post-secondary education, the concept "free" may be found to be ambiguous. Several variables appear to be grouped in this question including the concept of tuition, the concept of registration fees and the concept of course fees. In reality, free education probably does not exist. This may need clarification in your questionnaire.

3. In reference to your item 5, the problem of income from consumable supplies, course fees, etc., might be considered common to all five of your alternative methods of funding and could be handled in your item heading, e.g. to finance post-secondary vocational, technical and adult education (in addition to course fees and miscellaneous charges).

I hope that these comments are of help to you as you refine your instrument and pursue your study. I wish you the best of success in this important project.

Sincerely,

Donald M. Brill
Assistant State Director
Community and Manpower Education

db

Mr. Mohammed A. Malik
Waukesha County Technical Institute
800 Main Street
Pewaukee, Wisconsin 53072

Dear Mr. Malik:

I have examined your research instrument to determine the goals for Vocational, Technical and Adult Education System in Wisconsin and would like to suggest the following additions:

1. Section A.

   To provide vocational-technical education to handicapped persons for initial job entry.

2. Section D.

   To provide general education for persons who need additional skills like accounting.

3. Section F.

   To provide personal enrichment or avocational courses for better appreciation of the arts.

4. Section I.

   To finance post-secondary vocational-technical education by tuition only.

Sincerely yours,

Ray F. Heinzen

Ray F. Heinzen
Wisconsin State Senator
[illegible] District

ACCESSION NUMBER: VT100747

PUBLICATION DATE: 73

TITLE: VOCATIONAL EDUCATION YOUTH ORGANIZATION WORKSHOP FOR THE DEVELOPMENT OF CRITICAL THINKING ABILITIES.

PERSONAL AUTHOR: DYGERT, CHARLES B.

DESCRIPTOR: RESEARCH PROJECTS; *LEADERSHIP TRAINING; *YOUTH PROGRAMS; *VOCATIONAL EDUCATION; YOUTH LEADERS; YOUTH; YOUTH CLUBS; *CONFERENCES

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: APM V.7NO.4(1974)PP. 618

ABSTRACT: SUMMARIZED ARE THE OPERATIONAL PROCEDURES AND OUTCOMES OF A RESEARCH EFFORT DESIGNED TO: (1) DETERMINE THE EXTENT TO WHICH FORMALIZED LEADERSHIP PROGRAMS AFFECT STUDENT SELF-CONCEPT AND CRITICAL THINKING ABILITIES, AND (2) DETERMINE THE EXTENT TO WHICH FORMALIZED LEADERSHIP PROGRAMS GENERATE LEADERSHIP BEHAVIOR. INVOLVED IN THE LEADERSHIP-WORKSHOP RESEARCH PROJECT WERE SOME 300 YOUTH OF RURAL, SUBURBAN, AND INNER-CITY BACKGROUNDS SELECTED FROM ALL FIVE OF THE FORMALLY ORGANIZED VOCATIONAL YOUTH PROGRAMS OPERATING IN THE STATE OF OHIO. SELECTION OF PARTICIPANTS WAS BASED UPON THE STUDENTS' ABILITIES TO PROFIT FROM LEADERSHIP DEVELOPMENT-ORIENTED FUNCTIONS AS WELL AS THEIR ABILITIES TO PROVIDE AND EXTRAPOLATE MAJOR IDEAS FROM THE CONFERENCE TO BE CARRIED OUT IN THEIR LOCAL ORGANIZATIONS. A SERIES OF QUESTIONNAIRES ADMINISTERED TO WORKSHOP PARTICIPANTS AND YOUTH WHO HOLD NO AFFILIATION WITH VOCATIONAL YOUTH PROGRAMS PROVIDED THE BASIC DATA UTILIZED TO EVALUATE THE EFFECTIVENESS OF THE PROJECT. FINDINGS BASED ON THAT DATA ARE INCLUDED IN THE REPORT.

INSTITUTION NAME: OHIO STATE DEPT. OF EDUCATION, COLUMBUS. DIV. OF VOCATIONAL EDUCATION.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

VT 100747

ERIC

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BEST COPY AVAILABLE

TITLE OF PROGRAM OR PROJECT:	Vocational Youth Leadership Conference Project Number R673
APPLICANT ORGANIZATION:	Ohio FFA Camp Muskingum, Inc. R. R. #1, Carrollton, Ohio
INITIATOR: (Principal Investigator)	Charles B. Dygert Supervisor of Youth Activities for the Trade & Industrial Education Service, Ohio Department of Education 614-469-2901
PROJECT DIRECTOR: (If different from initiator)	Karen Thomas Karen Thomas Home Economics Instructor, Pickerington High School, Pickerington, Ohio 614-467-6554
TRANSMITTED BY:	Ruth Davis Ruth Davis Ohio FFA Camp Muskingum, Inc. 216-627-2208
DURATION OF ACTIVITY:	July 21, 1972 - January 1, 1973
PURPOSE OF GRANT OR CONTRACT:	Research and Training
USE OF FUNDS:	Research and Training Program
TOTAL FUNDS REQUESTED:	$14445.42

P 100 747

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ABSTRACT

VOCATIONAL EDUCATION YOUTH ORGANIZATION LEADERSHIP FOR THE DEVELOPMENT OF CRITICAL THINKING ABILITIES

Charles B. Dygert

State Department of Education, Division of Vocational Education

July 1, 1972 - January 1, 1973

THE PROBLEM

The problem was based on the extent to which each group is aware of the other. Integrating activities are limited at the local level and rare at state and national levels. Vocational students enter programs and graduate with seldom ever gaining an understanding of the relationships to the total world of work. The five vocational services tend to withdraw into their own niches and function as an independent educational effort.

Additionally, many of our students are prone to accept things as they are and many times do not question the events or our time that are significant to the economic growth of our nation. The students must not only understand their role and the role of others in the economic growth of our country, but also must be able to filter information concerning our society and begin to synthesize this re-evaluated thinking into a sphere of total understanding of our complex world of work.

THE OBJECTIVES OF THIS PROJECT WERE:

to determine to what extent formalized leadership programs affect student self-concept and critical thinking abilities.

to determine to what extent formalized leadership programs generate leadership behavior, in terms of generating abilities for youth to exhibit leadership in the school and community.

DESCRIPTION OF ACTIVITIES

The leadership activities took place during a four day workshop planned for July 21-24, 1972, and included seven speakers on specific topics. Student deliberation and input followed each session. Appropriate leadership dynamics were integrated with the learning session.

EVALUATION TECHNIQUES

Evaluations involved student participant (and control group) completion of a self-concept questionnaire, plus a follow-up teacher survey of the student's post-workshop behavior in the school and community.

CONTRIBUTION TO EDUCATION

If the expectations of the workshop are met, the value to education could be realized through implementation of similar activities in America's school systems.

PROGRAM NARRATIVE

INTRODUCTION

The Ohio department of education, division of vocational education, has long been active in the support of vocational youth activities as an intergal segment of the learning process. The proposed workshop is a continuing extension of that involvement, offering additional leadership development opportunities, to further enhance this effort.

THE PROBLEM

During recent educational history, much concern has been identified by behavioral scientists and educational psychologists, toward the studies of the educational process of the learner or student. Variations in the learning process have been recognized and education procedures developed to assist in the improvement of the teaching effort. Additionally, interest has been generated in the areas of school atmosphere and teaching methods as possible influencing factors on the quality of the educational process. Brookover(3) indicated the lack of any major attention given to the process of interaction between the learner and his social environment. Educators are becoming increasingly aware that socialy and cultural differences among many students may be a more important cause for inadequate educational achievement than student's intelligence level or improper use of recognized teaching practices.

Hilgard(10) challenged the use of current psychological theories of learning for evaluating the school teaching-learning process while ignoring the influence of the student's social environment. New information concerning individual differences in learning among students has indicated these differences may result from the many social and psychological factors to which a student is exposed. These developments have caused many educators to question the previously accepted belief that the most significant sources of variance in school performance is student ability. Brookover(3) pointed out that many educational practices based upon this belief have been criticized because they have failed to take into account the student's feeling of worth or esteem as influenced by his social environment.

These feeling of self-esteem, commonly referred to as self-concept, have a definite bearing on academic ability. Frymier(8) indicated that students whose motivations and social identities are different have very different kinds of self-concepts, values, time perspectives, and personality structures.

For the vocational student, personality development and self-concept represents an important element in his attempt to succeed in the vocation of his choice. The individual's self-concept creates an achievement level to which the student conceives is possible. With the examination of person attributes and characteristics, the individual pre-determines his particular achievement possibility and rarely ventures beyond.

Very little, if any, evidence is available concerning problems of self-concept as it applies to the vocational student. However, within their own developed concepts of ability and worth sometimes lingers the fear that a vocational program will not give the recognition and status of the general high school curriculum. This feeling is often reinforced by his social environment, peers, parents and teachers. Some vocational students feel that enrolling in a vocational program is somewhat of a punishment, by a guidance counselor or school authority, because of possible low academic achievement in the general curriculum. Therefore, the self-concept of educational ability, as identified by a vocational student, coupled with the feeling of being placed in an "easy" school environment, creates a situation that tends to discourage achievement. Most students are consistently pressed for achievement. Those who choose vocational education sometimes have misgivings about their aspirations, satisfactions, values, and needs as related to the college-bound student.

REVIEW OF RELATED RESEARCH

In the review of related literature for this study, there is much evidence to justify a study of self-concept, but, no available evidence to indicate such activities in the area of vocational education. We need to assume that the relationship between self-concept and academic achievement will closely parallel the relationships between student self-concept and vocational achievement.

Previous research has established a close relationship between student self-concept and behavior. Brookover(3) found that "academic behavior or school learning is limited by the student's self-concept of his ability, and that self-concepts result from the expectations and evaluations held by significant other persons as perceived by the student." This concept of reacting to others is described by Smith(13).

> Those who feel inferior do not trust or accept themselves but turn to the standards of others for guidance. Self-acceptant people have personal values which they trust to guide their behavior....
>
> How we evaluate ourselves is heavily influenced by how others evaluate us. Others evaluate us in part by the importance of the social position we occupy.

Therefore, the establishment of one's self-concept is a complex process of personal evaluation of many contributing factors. Borota(2) concluded that "an individual's life is seen to be molded by his outlook and attitude toward his existence and the activities of others. No one element can be described as the only influence on personal self-development; while some factors have greater impact--there still exists a multitude of significant concept influences."

In previous cases, examinations of a student self-image as a limiting achievement factor indicates reasons for certain self-concepts by students but give little attention to the treatment and improvement of student self-concepts. (Brookover(3) identified the school counselor as a positive influence factor to improve self-image with very limited success.) Since so many studies indicate the critical importance of this phenomenom, an evaluation of treatment to deal with self-concept development should demand priority in educational development.

While the role of the educational agency is to prepare youth for meaningful opportunities in a world of work that is undergoing constant technological change, the role of the educator to develop and grow with innovative techniques for improved abilities to create improved self-concepts is also necessary. In this regard Rigby(17) indicates:

> It is reasonable to conclude that (1) the educator's personal attitude rather than the methods he employs has a larger impact on the student, (2) the quality of education must be strengthened and made more personal, (3) emotional reaction must be replaced by critical thinking on the part of future students, (4) creative teaching must be for a world in which knowledge will have advanced to levels we cannot now predict, and (5) the training of leaders must become the basic strategy in the preparation of youth for whatever may come.

Additionally, as educators begin to understand the critical importance of student reaction to the strong influence of the evaluation of other individuals, methods must be implemented to insure positive influence rather than negative. Maclennan(12) indicates methods to influence improving self-concepts:

> Self-development and group interaction effect change in these areas...improving the adolescent's self-concept, his perception of reality and the options available to him, and his capacity to mobilize himself, take responsibility, and relate more positively to others. Group experiences reinforce each other with the emphasis on human relations, personal development is enhanced through formal classes, school psychology, family-life education groups, management of the school itself, tutoring others, and improving the neighborhood climate.

As all factors are considered, educational activities to enhance the adolescent's self-development must be implemented to serve the critical "image" needs of youth. The development of a well-rounded vocational program with an on-going personal development activity has been considered by many to be a meaningful and successful attempt to produce positive self-concepts and motivation for achievement. This is usually true with the application of sound motivational teaching and leadership techniques. The final determination of the ability of the program to foster positive self-concepts rests with the motivational abilities of the instructor.

In the review of the related literature and research, little evidence was found concerning the role of organized youth activities as a method of self-concept development. In actual practice, the goals of youth activities, although not specifically identified, are to create or develop a foundation for self-image development and to provide motivational activities to test improved self-concepts. The investigators of the mentioned studies examined many aspects of student motivation but only now, Maclennan and Rigby, even remotely considered youth groups as an aid to student development. Perhaps the investigators failed to recognize youth activities as significant or perhaps they deliberately avoided the subject because of the feeling of insignificant impact on student needs. In any case, the almost total absence of student organizations as a contributor to improve student self-concept is in my opinion a serious flaw in many of the studies reviewed.

The underlying rationale for this study is that, if the functional limits of one's abilities are restricted by one's self-concept and if the achievement levels of a vocational student can be elevated through application of self-concept enhancement, then the deliberate investigation of strategies to improve student self-concept would seem beneficial to the total success of a vocational program. In the light of little or no research concerning the impact of the personal leadership programs of the various youth organizations, a research study to determine the worth of these activities would also seem justified. It is hoped that the findings of this study will support the theory that personal leadership development, as demonstrated in organized youth activities, is a cultivator of positive student motivation and self-concept.

OBJECTIVES OF THE STUDY

The overall objectives of the study were:

1. To determine if improved student self-concept is generated by the application of formalized personal leadership programs in selected vocational programs.

2. To determine if improved student self-concept develops an improved vocational program-image or status as perceived by the instructor and/or employer.

3. To determine if improved self-concepts cause improved abilities and personalities as perceived by the instructor and/or employer.

4. To determine if improved student self-concept will generate abilities and interest in the student carrying the message of the workshop back to their home school and community.

DESCRIPTION OF ACTIVITIES

To implement the study, each vocational youth organization, (Future Farmers of America, Future Homemakers of America, Distributive Education Clubs of America, Vocational Industrial Clubs of America, and the Office Education Association) selected sixty (60) members representing a geographical coverage of the state of Ohio. The study involved 300 youth, providing participants from rural, suburban, and inner-city environments.

The students were chosed by the State Department of Education supervisor for each of the five organizations. Selection was based on the students' abilities to profit from such an experience and their ability to become a spokesman for the workshop effort and carry the theme of the workshop back to the local school and community. Additionally, the students were sophomores or juniors (seniors in the Fall of the year) in order to realize a benefit from the study in terms of supplying youth leaders to implement locally initiated leadership programs.

Two members of each organization were selected to provide a planning team of ten students. This team, through a series of spring planning meetings, designed the program and contents of the workshop. The issues selected as workshop topics reflected the critical issues facing the youth of the seventies.

Working with the student team were five (5) vocational youth advisors and a coordinating teacher (selected to head up the activities and events of the workshop). This planning committee, along with three teachers, representing each of the five programs, comprised the coordinating and management team for the workshop.

The entire activity took place at the state FFA camp, Camp Muskingum, located near Carrollton, Ohio, in Carroll County. The camp had ample facilities and meeting space to provide a working environment for the workshop.

Transportation for most of the workshop participants was coordinated from Columbus, Ohio, because of its central location. Chartered buses transported the student participants to the FFA camp. Participants living in northeastern Ohio were driven to the site by parents or teachers to avoid a needless long journey to Columbus.

The specific content of the workshop involved the following activities:

1. The kick-off event on Friday, July 21, 1972, was centered around a get-acquainted program to assist the students in adjusting to an unfamiliar environment. This activity involved basic leadership techniques demonstrated by an individual recognized in this field. This event provided the basis for the remainder of the workshop.

2. Critical thinking speaker.

3. The next activity concentrated on the greatness of America, specifically how each vocational area contributes to the economic status of our nation. The importance of the inter-action and cooperation of the various areas, agriculture, homemaking, marketing, industry, and business in keeping America number one were discussed.

4. The remainder of the workshop involved debating the critical issues of the day, specifically those issues which are considered by youth to be tearing at the foundation of our American dream. Each issue was presented by speakers, BOTH PRO AND CON, with time for the students to question each viewpoint. The significant aspect of this type exercise is to generate an atmosphere of critical thinking; to encourage thinking and judgment without emotion; to evaluate the issues and avoid being influenced by half-truths and innuendos.

The students, after each presentation, divided into small groups (rap sessions) to decide the best role for youth to adopt in relation to the issue. These sessions provided ample discussion to have the various groups provide youth-oriented recommendations to assist and help alleviate the specific problem.

All issues were discussed in terms of positive analysis and of their impact on American progress and development. The issues (selected by students) were as follows:

1. Population, sex and V.D.
2. "Forced" decision-making (our futures and fear of decision-making)
3. Prosperity without war and peaceful co-existence
4. Discrimination and prejudice
5. Educational up-date (Are we "out of step"?)
6. Legal gains for youth - our responsibility
7. Leadership dynamics - How do we lead?

Associated with the above work sessions was ample recreation and socialization to avoid discouraging the students with an over-burden of work.

Additional information and discussion was initiated relative to the methods of implementing student recommendations at the local levels. These discussions also involved the leadership needs of students participating in local implementation programs. This aspect necessitated a motivational presentor to assist in generating enthusiasm as well as techniques to be used in developing local youth effort on the topics identified as significant factors in American development and growth (listed above).

The above activities were also publicized as a segment of the youth participation in the plans for America's celebration of the "Spirit of 76", our nation's recognition of 200 years of growth and development (see attached letter, appendix A).

EVALUATION OF OBJECTIVES

The evaluation of the program objectives was a two-fold approach. First, each student completed a self-concept instrument to determine if the activities of their youth organization, coupled with the program of the workshop, created the atmosphere for good self-concept development. A control group of 300 students (who were identified by their teachers as local leaders in vocational programs without the benefit of a vocational youth program or organization), were selected to complete the same self-concept instrument.

The above instrument included evaluation devices to test for the objectives dealing with the students' feelings or their social status related to participating in a vocational program.

The second phase of the evaluation involved an analysis of student reaction to the presentors via student recommendation for youth action on each of the issues discussed.

Also, a segment of the second phase provided a follow-up study to determine if the workshop participants were able to exercise a local leadership role in carrying out similar activities in the local school in the 1972-73 school year.

FINDINGS

The workshop participants were asked to complete the self-concept questionnaire found in the Appendix, specifically the self-concept questionnaire identified as youth having youth club experience. This questionnaire was given to the participants prior to any workshop activities on Friday, July 21, 1972. There was no information given the participants concerning the questionnaire or that an identical questionnaire would be given at the close of the conference. It should again be noted that the participants were given this questionnaire prior to any introductions or instructions about the camp experience. The general student attitude was somewhat disorganized, reflecting their confusion and feeling of loneliness. (Most participants came alone and were not familiar with other camp participants.)

After the camp activities, as a final effort, the same students were again requested to complete a self-concept questionnaire, identical to the questionnaire given prior to the camp activities. This activity occurred on Monday afternoon, July 24, 1972. As with the first questionnaire, no specific instructions or significance was given to the participants prior to their completion of the instrument.

The pre-test questionnaire was totaled and a mean calculated of 187.5. The post-test was totaled and a mean of 199.6 was calculated. While an improvement was noted, it would be difficult to relate this improvement directly to the camp activities. As indicated, the initial pre-test was given before the participants had the opportunity to engage in the workshop activities. The confusion and disorganization of that initial exposure to the camp could have been partially responsible for lower mean. Additionally, as the camp activities progressed and the students became better acquainted, a natural more comfortable feeling could have been responsible for the improved performance on the follow-up post-test administered immediately after the workshop activities. Therefore, to state that the activities of the camp were directly responsible for the improvement, (an expected outcome) certainly these extraneous variables must be considered.

The following Fall, September of 1972, the same type questionnaire was sent to students of vocational programs that do not have vocational youth programs. The sample size was identical to that of the sample used in the July youth workshop. The teacher was asked to administer the self-concept questionnaire. The instructions to the teacher also specified that an outstanding student should be the selected respondent.

With a 82.5% response, the results were tallied and a mean of 203.8 was calculated. This mean, of course, was higher than the mean calculated for the workshop participants. However, since the instructors administering the questionnaire were cognizant of the objective of the questionnaire and that the questionnaire could reflect his ability as a teacher, certainly his greater attention to instructions for the questionnaire could be expected. Unfortunately there were no controls possible to prevent this occurrence.

While one of the objectives of this study was to determine whether a participant in an organized vocational youth program may have a higher self-concept than a vocational student without the benefit of a vocational youth program, the data did not substantiate that hypothesis. Improved methods of data collection should be implemented to insure clearer research results in any further studies.

The concept of program image, the student's feeling of importance while engaging in a vocational program, was studied using specific questions in the self-concept questionnaire. Questions 34-36 checked student relation to program (vocational) image in their school system. The experimental group responded with a mean of 11.324 for these questions. Our hypothesis predicted an improved program image because of the experimental group's participation in the vocational youth programs. The post-test for the experimental group revealed a mean of 11.729. While the increase is not statistically significant, there was still an increase in reaction to program status image--how well the student feels about his vocational program.

The control group response was very near the experimental group with a mean of 11.690. However, the problem with the control group instrument being issued by the local teacher may also be a factor in explaining the lack of a significant difference between the experimental and control groups.

The N number of students completing the questionnaire is listed below.

(A)	Pre-test experimental group	182 students
(B)	Post-test experimental group	174 students
(C)	Mail questionnaire--control group	165 students

A follow-up mailing (See Appendix) was sent to the camp participants to gather specific data relevant to decisions to continue the combined camp concept. The questionnaire was directed to the employer (if student had graduated and was employed) or to the teacher (advisor) if student was still in school or not yet employed. The questions in the instrument requested specific information concerning student attitude and personality (Question 12) and whether student had carried the message of the workshop back to the school and/or community (Questions 15 and 21). From the 174 final participants, 136 responded to the follow-up questionnaire.

Concerning Question (12), requesting information about a possible improvement in student personality and attitude, the following percentages were gathered.

(A) 32.35% of the respondents strongly agreed.
(B) 41.17% moderately agreed.
(C) 22.05% slightly agreed.
(D) 3.67% slightly disagreed.
(E) .73% moderately disagreed.
(F) 0% strongly disagreed.

Seemingly, around 75% of the respondents noted an attitude and personality improvement.

Question (15) dealt with the hope that students would carry the workshop message into the community. Because of the lack of actual data, we must assume that the following responses were solely the opinion of the person (teacher or employer) completing the questionnaire.

(A) 11.02% strongly felt the message was communicated back to the home community.
(B) 35.25% moderately agreed.
(C) 34.55% slightly agreed.
(D) 8.08% slightly disagreed.
(E) 2.94% moderately disagreed.
(F) 8.08% strongly disagreed.

There appears to be evidence that many of the students (in the opinion of the respondents) carried the message of the workshop back to the home community. The extent or method of communicating the workshop message is, of course, unknown.

Question (21) specifically requested information about the actual set-up of a school program or seminar to communicate the message of the workshop.

(A) 10.29% strongly agreed such programs were carried out.
(B) 25.00% moderately agreed.
(C) 39.70% slightly agreed.
(D) 11.26% slightly disagreed.
(E) 4.41% moderately disagreed.
(F) 9.52% strongly disagreed.

While it may appear that some real efforts were directed towards student workshops (within the school) to communicate the All-Ohio Vocational Youth Workshop message, it is difficult to state that effective and educational methods were implemented. Many respondents claim that workshops were held, but their impact is left to conjecture.

Therefore, a segment of this year's workshop will be devoted to actual program development. This activity will give the students knowledge and materials to engage in meaningful workshop activities in their home schools during the following school year.

CONTRIBUTION TO EDUCATION

If intensive leadership efforts do bring about improved attitudes and abilities, then the conscious efforts of our school system to implement similar programs (within present curriculums) would seem significant. Likewise, if the student self-concepts can be elevated through application of positive and encouraging teaching techniques that tend to create an enthusiastic school atmosphere, then the investigation of teaching techniques and teacher attitudes may need to be dealt with in our teacher education efforts.

Since leadership activities (as offered by the various vocational services) are purported to provide those conditions conducive to improved self-concept, then this study should reinforce the feeling of the authors of the 1963 Vocational Act that the vocational youth clubs are indeed a valuable segment of the learning process. If indeed the youth clubs--via leadership training--is a positive approach to student personal development, then this study should provide ample evidence to increase our emphasis on these vocational youth activities and provide appropriate teacher education to allow the vocational instructor to become the motivational force behind the successful youth club effort.

PERSONNEL

PROJECT SUPERVISORS

(A) Dr. Earl Kantner - Executive Secretary, Ohio FFA. Nine years experience with Ohio Department of Education in youth work and supervision of agriculture education programs.

(B) Adel Reigel - State Advisor, Ohio FHA. Three years experience with Ohio Department of Education in youth work and supervision of home economic education programs.

(C) J.W. Weatherford - Acting State Advisor, Ohio DECA. Eight years experience in the supervision of distributive education programs.

(D) C.B. Dygert - Association Director, Ohio VICA. Six years experience in youth work and supervision of trade and industrial education programs.

(E) Don Potter - State and National Director of OEA. Seven years experience in youth work and supervision of business education programs.

PROJECT DIRECTOR

Karen Thomas - home economics teacher, Pickerington High School. Four years experience in youth work and two years experience in coordinating statewide youth events.

ADULT YOUTH LEADERS

The following youth leaders are all teachers of vocational programs and acting as local vocational youth advisor, as well as acting in state capacities with their respective youth organizations.

(A) Ralph Miller - Montgomery County JVS
Air Conditioning, Refrigeration (VICA)

(B) Curt Tyler - Eastland Vocational Center
Drafting (VICA)

(C) Barbara Keckley, Paul C. Hayes Technical School
Cosmetology (VICA)

(D) Lawrence Ramsey - Twin Valley High School
Agriculture (FFA)

(E) James Spiess - Wauseon High School
Agriculture (FFA)

(F) Buddy Feeser - Waynesfield-Goshen High School
Agriculture (FFA)

(G) David Dennington - Cincinnati Public Schools
Distributive Education (DECA)

(H) Jim Gleeson - Dayton Public Schools
Distributive Education (DECA)

(I) Jim Tyder - Lima Public Schools
Distributive Education (DECA)

(J) Karen Fetter - Wayne Trace High School
Home Economics (FHA)

(K) Linda Madaffer - Anna High School
Home Economics (FHA)

(L) Penny McCarthy - Barnesville High School
Home Economics (FHA)

(M) Claire Lynch - Ansonia High School
Office Education (OEA)

(N) Pat Zugcie - Alliance High School
Office Education (OEA)

(O) Donna Courtney - West Carrollton High School
Office Education (OEA)

STUDENT YOUTH LEADERS

(A) Tim Zink - West Carrollton (VICA)

(B) Vickie Shilt - Dayton (OEA)

(C) Teresa Goldsberry - Pickerington (FHA)

(D) Connie Young - Canton (OEA)

(E) Dennis Hoffman - Ravenna (DECA)

(F) Kent Weiss - Bradford (FFA)

(G) Beverly Blakley - Hamilton (FHA)

(H) [illegible] Lucas - Lancaster (VICA)

(I) Dave Branhan - Urbana (FFA)

(J) Jon Kovacs - Warren (DECA)

CONSULTANTS

Appropriate speakers and consultants were utilized in the presentation and discussion of the various topics. The individuals were selected on the basis of their knowledge and recognition in the particular field pertinent to the discussion topics.

FACILITIES

Because of the nature of the workshop and the age of the participants, a facility that provided both recreational areas and a casual setting was selected. The state FFA Camp Muskingum was the facility used for this effort.

Organization Structure
All-Ohio Vocational Youth Organization Workshop

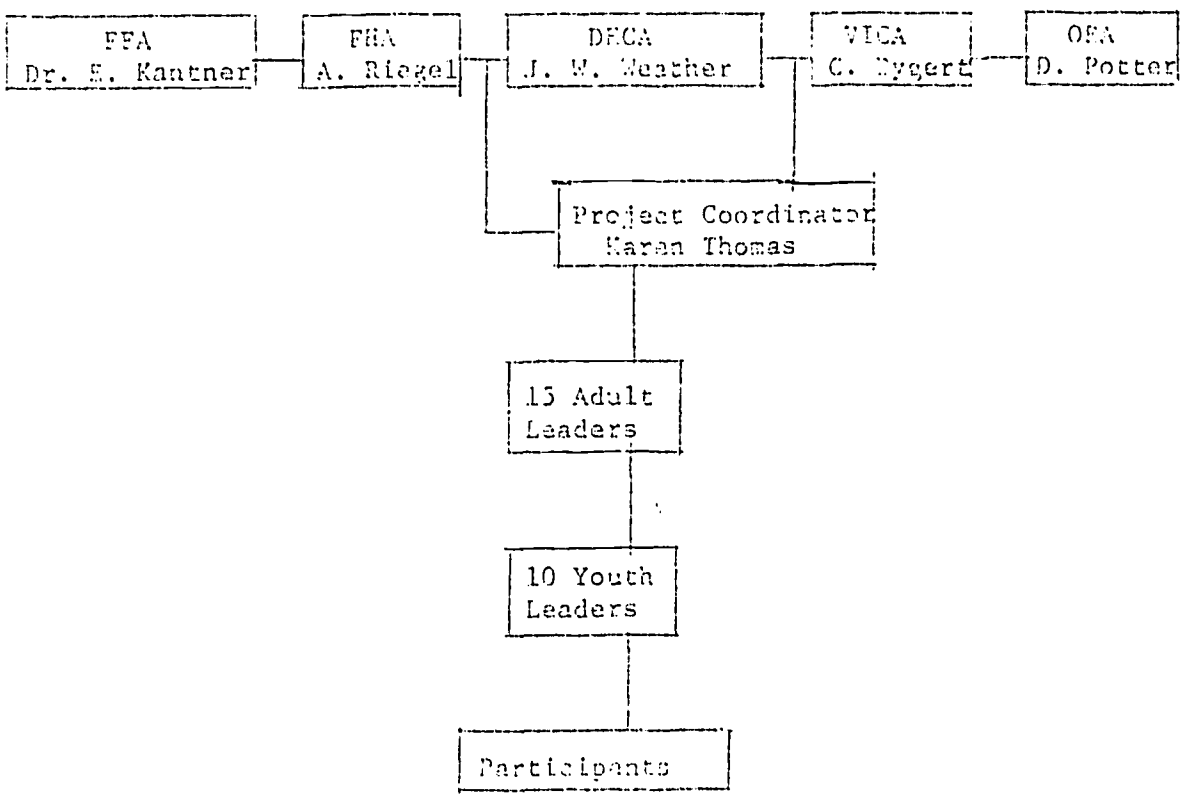

PROPOSAL BUDGET

Title of Program or Project: Vocational Youth Leadership Conference-Project #673

Applicant Organization: Ohio FFA Camp Muskingum, Inc.

Proposed Beginning and Ending Dates: July 21, 1972 through January 1, 1973

Category of Budget	197 Federal Funds	197 Local Funds	Total
1. Personnel (position titles; percent of time on project and yearly salary; for consultants, number of days and rate)	$5,233.00	$1,573.00	
2. Employee Benefits (itemize benefits such as social security, retirement, group insurance, etc.)			
3. Travel (in and out-of-state for regular and consultant personnel; fares and/or mileage at allowable rate; number of days per diem and rate)	$8817.11		
4. Supplies and Materials (describe)	$395.31		
5. Communications (itemize postage, telephone, etc.)			
6. Services: a. Duplication and Reproduction b. Statistical c. Testing d. Other			
7. Final Report (fifteen copies)			
8. Equipment (rental; small, essential items may be purchased if less expensive)			
9. Other Direct Costs (itemize)			
10. Indirect Cost (if any, give basis on which local overhead is computed, who established the rate and when)			
11. Total	$14,445.42	$1,573.00	

APPENDIX

Status of Proposal:

New __X__ Revision _____ Supplement _____ Continuation _____

If this is a resubmission or an extension of a previous proposal, provide the identifying information as may pertain:

1. If this or a similar proposal has been submitted elsewhere, give details.

2. If this is a proposed extension of, or addition to, a previous or current project supported by the U.S. Office of Education, give the bureau and the grant or contract number of the related support instrument.

3. If there has been any previous communication with a bureau of the U.S. Office of Education on this proposal, give the name of the staff member concerned.

4. If this proposal is a resubmission of a previous formal proposal, give the bureau proposal number assigned the original proposal and describe the major revisions which have been made (this does not apply to preliminary statements submitted for informal review).

5. If any of the primary personnel have a current or uncompleted project with the Office of Education or other agency, an appended statement should indicate the status of the project, the amount of time devoted to it and the relationships between the current and the proposed project.

6. If any of the personnel have completed a research of development project supported by the Office of Education, give information to identify it; if findings of the previous project are related to the current proposal, summarize them briefly.

Date Transmitted: _____

VOCATIONAL YOUTH

WITHOUT

YOUTH CLUB EXPERIENCE

ERIC

A QUESTIONAIRE

VOCATIONAL YOUTH STUDY

INTRODUCTION:

With the current interest in the need to assist students in improving their thinking about themselves, the Ohio Department of Education, Division of Vocational Education, is conducting a study to determine how vocational students view themselves. You can assist us in this effort by answering the following questions as honestly as possible.

The answers are confidential and will not be shared with anyone. The questionaires will be retained by the researcher and will not be given to any person or agency.

Your assistance in this valuable study is certainly appreciated.

Please fill in the following information:

Check your training area:

Agriculture____ Home Economics____ Trade & Industry____ Business____

Distributive Education____

Age: 14____ 15____ 16____ 17____ 18____ Older____

Sex: Female____ Male____

Have you ever been an officer in any club or organization?

Yes____ No____

MY SELF IMAGE

Please check only one response for each question.

HOW SATISFIED ARE YOU WITH THE WAY YOUR BODY LOOKS?

1. Height:
   __A) Extremely satisfied.
   __B) Quite satisfied.
   __C) Somewhat satisfied.
   __D) Somewhat dissatisfied.
   __E) Quite dissatisfied.
   __F) Extremely dissatisfied.

2. Weight:
   __A) Extremely satisfied.
   __B) Quite satisfied.
   __C) Somewhat satisfied.
   __D) Somewhat dissatisfied.
   __E) Quite dissatisfied.
   __F) Extremely dissatisfied.

3. Hair:
   __A) Extremely satisfied.
   __B) Quite satisfied.
   __C) Somewhat satisfied.
   __D) Somewhat dissatisfied.
   __E) Quite dissatisfied.
   __F) Extremely dissatisfied.

4. Eyes:
   __A) Extremely satisfied.
   __B) Quite satisfied.
   __C) Somewhat satisfied.
   __D) Somewhat dissatisfied.
   __E) Quite dissatisfied.
   __F) Extremely dissatisfied.

5. Ears:
   __A) Extremely satisfied.
   __B) Quite satisfied.
   __C) Somewhat satisfied.
   __D) Somewhat dissatisfied.
   __E) Quite dissatisfied.
   __F) Extremely dissatisfied.

6. Nose:
   __A) Extremely satisfied.
   __B) Quite satisfied.
   __C) Somewhat satisfied.
   __D) Somewhat dissatisfied.
   __E) Quite dissatisfied.
   __F) Extremely dissatisfied.

7. Mouth:
__A) Extremely satisfied.
__B) Quite satisfied.
__C) Somewhat satisfied.
__D) Somewhat dissatisfied.
__E) Quite dissatisfied.
__F) Extremely dissatisfied.

8. Teeth:
__A) Extremely satisfied.
__B) Quite satisfied.
__C) Somewhat satisfied.
__D) Somewhat dissatisfied.
__E) Quite dissatisfied.
__F) Extremely dissatisfied.

9. Voice:
__A) Extremely satisfied.
__B) Quite satisfied.
__C) Somewhat satisfied.
__D) Somewhat dissatisfied.
__E) Quite dissatisfied.
__F) Extremely dissatisfied.

10. Chin:
__A) Extremely satisfied.
__B) Quite satisfied.
__C) Somewhat satisfied.
__D) Somewhat dissatisfied.
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__F) Extremely dissatisfied.

11. Complexion:
__A) Extremely satisfied.
__B) Quite satisfied.
__C) Somewhat satisfied.
__D) Somewhat dissatisfied.
__E) Quite dissatisfied.
__F) Extremely dissatisfied.

12. Overall facial attractiveness:
__A) Extremely satisfied.
__B) Quite satisfied.
__C) Somewhat satisfied.
__D) Somewhat dissatisfied.
__E) Quite dissatisfied.
__F) Extremely dissatisfied.

13. Shoulders:
__A) Extremely satisfied.
__B) Quite satisfied.
__C) Somewhat satisfied.
__D) Somewhat dissatisfied.
__E) Quite dissatisfied.
__F) Extremely dissatisfied.

14. Arms:
__A) Extremely satisfied.
__B) Quite satisfied.
__C) Somewhat satisfied.
__D) Somewhat dissatisfied.
__E) Quite dissatisfied.
__F) Extremely dissatisfied.

15. Hands:
__A) Extremely satisfied.
__B) Quite satisfied.
__C) Somewhat satisfied.
__D) Somewhat dissatisfied.
__E) Quite dissatisfied.
__F) Extremely dissatisfied.

16. Legs and ankles:
__A) Extremely satisfied.
__B) Quite satisfied.
__C) Somewhat satisfied.
__D) Somewhat dissatisfied.
__E) Quite dissatisfied.
__F) Extremely dissatisfied.

17. Feet:
__A) Extremely satisfied.
__B) Quite satisfied.
__C) Somewhat satisfied.
__D) Somewhat dissatisfied.
__E) Quite dissatisfied.
__F) Extremely dissatisfied.

18. General muscle tone or development:
__A) Extremely satisfied.
__B) Quite satisfied.
__C) Somewhat satisfied.
__D) Somewhat dissatisfied.
__E) Quite dissatisfied.
__F) Extremely dissatisfied.

19. Overall body appearance:
__A) Extremely satisfied.
__B) Quite satisfied.
__C) Somewhat satisfied.
__D) Somewhat dissatisfied.
__E) Quite dissatisfied.
__F) Extremely dissatisfied.

20. When you were a child (one to 12 years), did your peers make fun of you or reject you for any aspect of your physical appearance?
__A) Very frequently.
__B) Frequently.
__C) Sometimes.
__D) Rarely.
__E) Never.

21. How satisfied are you with your vocational program choice?
__A) Very satisfied.
__B) Somewhat satisfied.
__C) Satisfied.
__D) Somewhat dissatisfied.
__E) Very dissatisfied.
__F) Not applicable.

22. Imagine a ladder with 5 steps. The top rung (5) represents the ideal, happy life. The bottom (1) represents the worst possible life. Indicate which step you feel you now stand on.
__5
__4
__3
__2
__1

23. On the same ladder, indicate where you expect to be when you are 30 years old.
__5
__4
__3
__2
__1

24. How often do you dislike yourself?
__A) Very often.
__B) Fairly often.
__C) Sometimes.
__D) Rarely.
__E) Practically never.

25. When you talk in front of a class or group of persons of your own age, how frightened do you usually feel?
__A) Very frightened.
__B) Fairly frightened.
__C) Slightly frightened.
__D) Not very frightened.
__E) Not at all frightened.

26. How sure do you feel that some day the persons you know will look up to you and respect you?
__A) Very confident.
__B) Considerably confident.
__C) Somewhat confident.
__D) Not very confident.
__E) Not at all confident.

27. How often do you feel selfconscious?
__A) Very often.
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__C) Sometimes.
__D) Rarely.
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28. How sure of yourself do you feel among strangers?
__A) Very sure of myself.
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__C) Somewhat sure of myself.
__D) Not very sure of myself.
__E) Not at all sure of myself.

29. How confident are you that your success in your career is assured?
__A) Very confident.
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__C) Somewhat confident.
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__E) Not at all confident.

30. How often do you worry about how well you get along with other persons?
__A) Very often.
__B) Fairly often.
__C) Sometimes.
__D) Rarely.
__E) Practically never.

31. How often do you feel that you have handled yourself well at a social gathering?
__A) Very often.
__B) Fairly often.
__C) Sometimes.
__D) Rarely.
__E) Practically never.

32. How uncomfortable are you when you start conversations with persons you don't know?
__A) Very uncomfortable.
__B) Moderately uncomfortable.
__C) Slightly uncomfortable.
__D) Not very uncomfortable.
__E) Not at all uncomfortable.

33. Overall, how sure do you feel about your abilities?
__A) Very sure.
__B) Considerably sure.
__C) Somewhat sure.
__D) Not very sure.
__E) Not at all sure.

34. The vocational program holds a position of importance in our school.
__A) Strongly agree
__B) Moderately agree
__C) Slightly agree
__D) Slightly disagree
__E) Strongly disagree

35. Being a vocational student gives me status in our school.
__A) Strongly agree
__B) Moderately agree
__C) Slightly agree
__D) Slightly disagree
__E) Strongly disagree

36. The vocational teachers are well liked by the other teachers in my school.
__A) Strongly agree
__B) Moderately agree
__C) Slightly agree
__D) Slightly disagree
__E) Strongly disagree

37. Compared to the other students in the school, I consider myself more intelligent.
__A) Strongly agree
__B) Moderately agree
__C) Slightly agree
__D) Slightly disagree
__E) Moderately disagree
__F) Strongly disagree.

38. Compared to the other students in the school, I consider myself more likeable.
__A) Strongly agree
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__C) Slightly agree
__D) Slightly disagree
__E) Moderately disagree
__F) Strongly disagree

39. In general, I find it difficult to relate well to persons of the same sex.
__A) Strongly agree.
__B) Moderately agree.
__C) Slightly agree.
__D) Slightly disagree.
__E) Moderately disagree.
__F) Strongly disagree.

40. In general, I find it difficult to relate well to persons of the opposite sex.
__A) Strongly agree
__B) Moderately agree
__C) Slightly agree
__D) Slightly disagree
__E) Moderately disagree
__F) Strongly disagree

41. Compared to my fellow students, in my school ability:
__A) I am the best
__B) I am above average
__C) I am average
__D) I am below average
__E) I am the poorest

42. Do you think you have the ability to complete high school?
__A) Yes, definitely
__B) Yes, probably
__C) Don't know
__D) Probably not
__E) No

43. Where do you think you would rank in your class in high school (School-wide)?
__A) Among the best
__B) Above average
__C) Average
__D) Below average
__E) Among the poorest

44. Forget how others grade your work; in your own opinion, how well do you think of your work?
__A) My work is excellent
__B) My work is good
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__D) My work is below average
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45. Does your school work show
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__E) Much poorer work than you are capable of doing

46. How hard do you find you have to work in school?
__A) Very hard
__B) Hard
__C) Average
__D) Not very hard
__E) Not hard at all

47. How hard do you find you have to work in school in comparison to other students in your class?
__A) Harder than any of them
__B) Harder than most of them
__C) About as hard as most of them
__D) Not as hard as most of them
__E) Not as hard as any of them

48. What kind of grades do you think you are capable of getting?
__A) A's
__B) B's
__C) C's
__D) D's
__E) F's

49. Within your family what birth position do you hold?
__A) The only child
__B) First born
__C) Born second, but not last
__D) Born third or later, but not last
__E) Born last

50. What is the population of the city or community you live in?
__A) Less than 1,000
__B) One thousand to 5,000
__C) 5,000 to 10,000
__D) 10,000 to 50,000
__E) 50,000 to 100,000
__F) 100,000 to 500,000
__G) 500,000 to 1,000,000
__H) Over 1,000,000

VOCATIONAL YOUTH

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MY SELF IMAGE

Please check only one response for each question.

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__C) I am average
__D) I am below average
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__B) Yes, probably
__C) Don't know
__D) Probably not
__E) No

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__D) Not as hard as most of them
__E) Not as hard as any of them

48. What kind of grades do you think you are capable of getting?
__A) A's
__B) B's
__C) C's
__D) D's
__E) F's

49. Within your family what birth position do you hold?
__A) The only child
__B) First born
__C) Born second, but not last
__D) Born third or later, but not last
__E) Born last

50. What is the population of the city or community you live in?
__A) Less than 1,000
__B) One thousand to 5,000
__C) 5,000 to 10,000
__D) 10,000 to 50,000
__E) 50,000 to 100,000
__F) 100,000 to 500,000
__G) 500,000 to 1,000,000
__H) Over 1,000,000

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS
43215

MARTIN ESSEX

M E M O R A N D U M

TO: Instructors and Employers of Student Participants in the All-Ohio Vocational Youth Conference July 21-24, 1972, Held at the FFA Camp Muskingum, Carrollton, Ohio

FROM: Division of Vocational Education

SUBJECT: Follow-Up of Conference Participants

During the Summer (July 21-24), your student or employee* (students who have graduated and are now employed) participated in a workshop at the FFA Camp Muskingum. Since one of the objectives of the conference was to determine the worth of such an endeavor and the rationale for continuing this activity as an annual event, the following information is needed to complete a study initiated prior to the camp event in July.

Because of the need to complete this study before plans are affected for the 1973 youth workshop, time is of great importance.

PLEASE COMPLETE THE FOLLOWING QUESTIONNAIRE AND RETURN IN THE ENVELOPE PROVIDED AS SOON AS HUMANLY POSSIBLE. IT IS OUR HOPE TO FINISH THIS STUDY BY JANUARY 15th.

THANK YOU FOR YOUR ASSISTANCE.

*If students have graduated and are now employed, consult with employer in answering the enclosed questionnaire.

December 18, 1972

PLEASE COMPLETE THE FOLLOWING INFORMATION:

Training Area (check)

___Agriculture ___Home Economics ___Trade & Industrial ___Business & Office

___Distributive Education

Age of student during July workshop

___14 ___15 ___16 ___17 ___18 ___Older

Sex of student or employee ___Male ___Female

---

1. Has student graduated? ___Yes ___No

2. Has student dropped out of school?

   ___Yes ___No

3. Has student entered armed forces?

   ___Yes ___No

4. Is student employed (full-time)?

   ___Yes ___No

5. Is student graduated and unemployed?

   ___Yes ___No

6. Does student hold a local office in your youth club?

   ___Yes ___No

7. Does student hold a regional, state, or national office in your organization?

   ___Yes ___No

8. Student was pleased with camp.
   ___A) Strongly agree
   ___B) Moderately agree
   ___C) Slightly agree
   ___D) Slightly disagree
   ___E) Moderately disagree
   ___F) Strongly disagree

9. Student was enthused about camp program (agenda).
   ___A) Strongly agree
   ___B) Moderately agree
   ___C) Slightly agree
   ___D) Slightly disagree
   ___E) Moderately disagree
   ___F) Strongly disagree

10. Student reflects a positive attitude toward vocational youth organizations.
    ___A) Strongly agree
    ___B) Moderately agree
    ___C) Slightly agree
    ___D) Slightly disagree
    ___E) Moderately disagree
    ___F) Strongly disagree

11. Student seems to be interested in working toward greater unity between the five vocational youth organizations (FFA, FHA, DECA, VICA, OEA).
    ___A) Strongly agree
    ___B) Moderately agree
    ___C) Slightly agree
    ___D) Slightly disagree
    ___E) Moderately disagree
    ___F) Strongly disagree

12. Student has an improved personality and attitude since the camp.
    ___A) Strongly agree
    ___B) Moderately agree
    ___C) Slightly agree
    ___D) Slightly disagree
    ___E) Moderately disagree
    ___F) Strongly disagree

13. Student reflects pride in being associated with vocational education.
    ___A) Strongly agree
    ___B) Moderately agree
    ___C) Slightly agree
    ___D) Slightly disagree
    ___E) Moderately disagree
    ___F) Strongly disagree

14. Student has related message of summer workshop to your school.
    ___A) Strongly agree
    ___B) Moderately agree
    ___C) Slightly agree
    ___D) Slightly disagree
    ___E) Moderately disagree
    ___F) Strongly disagree

15. Student has related message of summer workshop to your community.
___A) Strongly agree
___B) Moderately agree
___C) Slightly agree
___D) Slightly disagree
___E) Moderately disagree
___F) Strongly disagree

16. Student is active in the local activities of your vocational youth program.
___A) Strongly agree
___B) Moderately agree
___C) Slightly agree
___D) Slightly disagree
___E) Moderately disagree
___F) Strongly disagree

17. (In your opinion) student exhibits an improved self-concept (feeling of self-worth).
___A) Strongly agree
___B) Moderately agree
___C) Slightly agree
___D) Slightly disagree
___E) Moderately disagree
___F) Strongly disagree

18. Student would like to see other vocational students have an opportunity to participate in a camp program similar to the camp in which he participated.
___A) Strongly agree
___B) Moderately agree
___C) Slightly agree
___D) Slightly disagree
___E) Moderately disagree
___F) Strongly disagree

19. Student has assumed a leadership role in my classroom or business.
___A) Strongly agree
___B) Moderately agree
___C) Slightly agree
___D) Slightly disagree
___E) Moderately disagree
___F) Strongly disagree

20. Student is interested in providing a similar agenda (summer camp) for your youth organization.
___A) Strongly agree
___B) Moderately agree
___C) Slightly agree
___D) Slightly disagree
___E) Moderately disagree
___F) Strongly disagree

21. Our youth organization has actually initiated programs and discussions relative to the program of the workshop.
___A) Strongly agree
___B) Moderately agree
___C) Slightly agree
___D) Slightly disagree
___E) Moderately disagree
___F) Strongly disagree

22. Our administration supported the concept of the summer camp.
___A) Strongly agree
___B) Moderately agree
___C) Slightly agree
___D) Slightly disagree
___E) Moderately disagree
___F) Strongly disagree

23. The parents or guardians of the student supported the concept of the youth camp.
___A) Strongly agree
___B) Moderately agree
___C) Slightly agree
___D) Slightly disagree
___E) Moderately disagree
___F) Strongly disagree

24. Our system would support continuation of the summer camp even though a fee of $25.00 would be charged with no allowance for transportation.
___A) Strongly agree
___B) Moderately agree
___C) Slightly agree
___D) Slightly disagree
___E) Moderately disagree
___F) Strongly disagree

25. Vocational youth organizations give status to our vocational program.
___A) Strongly agree
___B) Moderately agree
___C) Slightly agree
___D) Slightly disagree
___E) Moderately disagree
___F) Strongly disagree

ASSURANCES

The applicant hereby gives assurance to the Commissioner of Education that:

1. The applicant has the necessary legal authority to apply for and receive the proposed grant or contract;

2. The activities and services for which assistance is sought under Part C of PL 90-576 will be administered by or under the supervision of the applicant;

3. Funds under Part C of PL 90-576 will be used to supplement and not supplant State and local funds expended for educational purposed and, to the extent practical, increase the fiscal effort that would, in the absence of such funds, be made by the applicant for educational purposes;

4. The applicant will comply with Title VI of the Civil Rights Act of 1964 (P.S. 88-352), and all requirements imposed by or pursuant to the Regulations of the Department of Health, Education and Welfare (45 CFR Part 80) issued pursuant to the title, to the end that no person in the United States shall, on the ground of race, color, or natural origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under activity for which the applicant receives Federal financial assistance from the Department. /The assurance of compliance (HEW 441) or court order or desegregation plan previously filed with the U.S. Office of Education in accordance with the Department of Health, Education and Welfare Regulations applies to this application/;

5 The project will be operated in compliance with PL 90-576 and with Regulations and other policies and administrative issuances by the Commissioner of Education, including submission of such reports as may be required;

6. The filing of this application has been authorized by the governing body of the applicant and the undersigned representative has been duly authorized to file this assurance for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;

7. No board or staff member of the local educational agency will participate in, or make recommendations with respect to, an administrative decision regarding a program or project under Part C of PL 90-576 if such a decision can be expected to result in any benefit or renumeration, such as royalty, commission, contingent fee, brokerage fee, consultant fee or other benefit to him or any member of his immediate family.

8. All equipment acquired under Part C of PL 90-576 will be used for the purposes specified in the approved project proposal and such equipment will be subject to the administrative control of the recipient local educational agency.

Signature _____

Position _____

AMERICA'S WORKING YOUTH ACCEPT PRESIDENT'S CHALLENGE

One and a half million vocational education students have accepted President Nixon's challenge to restore America's self-reliance and dignity in work. These youth are offering to give work for America's cause at their faith and belief in the Nation's competitive spirit. They plan to support their beliefs by becoming involved in local, state and national activities within their respective organizations. Hundreds of thousands of America's working youth will be launching community action programs in the coming months.

A National Student Advisory Committee for Vocational Education has been established to coordinate this nationwide effort. This committee will consist of youth representatives from across the United States, chosen from over 30,000 local organized school chapters.

The collective weight of these youth organizations -- Distributive Education Clubs of America (DECA), Future Business Leaders of America (FBLA), Future Farmers of America (FFA), Future Homemakers of America (FHA), Office Education Association, (OEA) and Vocational Industrial Clubs of America (VICA) -- is being thrown behind this campaign.

A four-year program of involvement is being scheduled in support of the Nation's observance of its Bicentennial, with the theme "In the Spirit of '76."

The students will look at today's difficulties, identify solutions, and plan for greater involvement. Larry Johnson, Executive Director of the Vocational Industrial Clubs of America and temporary Chairman for the group, says, "They feel a healthy devotion to world-of-work concepts, and their desire to become productive citizens can sustain the hope that tomorrow's America will offer greater promise than ever."

The youth groups plan to work closely with officials in government, business, industry, and education and the President's Bicentennial Commission in identifying activities for the involvement of youth. A final report of their collective activities will be made to the President just prior to the Bicentennial's observance in 1976.

DECA, FBLA, FFA, FHA, OEA, and VICA serve the nation's youth preparing to enter the world of work. These students may be enrolled in high school vocational-technical training programs, or receive their training in community or junior colleges. While their vocational training prepares them for technical knowledge they need, their participation in the various youth organizations provides them with opportunities to develop their leadership abilities and become more motivated with their role in America's future.

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State Department of Education
DIVISION OF VOCATIONAL EDUCATION
Columbus, Ohio 43215

PAPARCI PROJECTS

AGREEMENT

Between THE DIVISION OF VOCATIONAL EDUCATION and OHIO FFA CAMP MUSKINGUM, INC.

In consideration of the fact that THE DIVISION OF VOCATIONAL EDUCATION agrees to reimburse OHIO FFA CAMP MUSKINGUM, INC. for its expenditures in the amounts and for the purposes stated in the budget herewith for the year beginning July 1, 1972 and ending June 30, 1973, the OHIO FFA CAMP MUSKINGUM, INC. hereby agrees to provide special services in VOCATIONAL LEADERSHIP CONFERENCE for the Year 1972-73 in accordance with research project R-73-1. Such activities shall be operated in compliance with the provisions and standards established for this and will be subject to the supervision of THE DIVISION OF VOCATIONAL EDUCATION.

BUDGET FOR 14,445.42

	Federal C Funds	Local Funds
1. Salary and Fees for Regular and Consultant Personnel	$5,233.00	$1,573.00
2. Employee Benefits		
3. Travel for Regular and Consultant Personnel	8,817.11	
4. Supplies and Materials	395.31	
5. Communications, Postage, Telephone, etc.		
6. Services Including Duplication and Reproduction, Statistical, Testing, and Other		
7. Final Report		
8. Equipment Rental		
9. Other		
MAXIMUM REIMBURSEMENT CALLED FOR IN THIS AGREEMENT	$14,445.42	$1,573.00

Reimbursement in amounts not to exceed those stated in the budget herewith will be made June 30, 1973 by THE DIVISION OF VOCATIONAL EDUCATION upon receipt of a properly attested affidavit showing the actual expenditure during that period.

In behalf of OHIO FFA CAMP MUSKINGUM, INC.:

Chairman, Board of Trustees (or)
Superintendent of Schools

Secretary, Board of Trustees (or)
Treasurer of Schools

In behalf of THE DIVISION OF VOCATIONAL EDUCATION:

Director, Division of Vocational Education

7-1-73
Date

VE-Form 28
(4/1/71)

State Department of Education
DIVISION OF VOCATIONAL EDUCATION
Columbus, Ohio 43215

RESEARCH PROJECTS

AGREEMENT

Between THE DIVISION OF VOCATIONAL EDUCATION and Ohio FFA Camp Muskingum, Inc.

In consideration of the fact that THE DIVISION OF VOCATIONAL EDUCATION agrees to reimburse Ohio FFA Camp Muskingum, Inc. for its expenditures in the amounts and for the purposes stated in the budget herewith for the year beginning July 1, 1972 and ending June 30, 1973, the Ohio FFA Camp Muskingum, Inc. hereby agrees to provide special services in Vocational Youth Leadership Conference for the Year 1972 - 73 in accordance with research project R-73-1. Such activities shall be operated in compliance with the provisions and standards established for Ohio and will be subject to the supervision of THE DIVISION OF VOCATIONAL EDUCATION.

BUDGET FOR $14,150

	Federal C Funds	Local Funds
1. Salary and Fees for Regular and Consultant Personnel	$ 3,650	$ 1,573
2. Employee Benefits		
3. Travel for Regular and Consultant Personnel and Participants	9,000	
4. Supplies and Materials	500	
5. Communications, Postage, Telephone, etc.	150	
6. Services Including Duplication and Reproduction, Statistical, Testing, and Other	500	
7. Final Report	250	
8. Equipment Rental	100	
9. Other		
MAXIMUM REIMBURSEMENT CALLED FOR IN THIS AGREEMENT	$ 14,150	$ 1,573

Reimbursement in amounts not to exceed those stated in the budget herewith will be made June 30, 1973 by THE DIVISION OF VOCATIONAL EDUCATION upon receipt of a properly attested affidavit showing the actual expenditure during that period.

In behalf of Ohio FFA Camp Muskingum, Inc.

[illegible]
President, Board of Trustees (or)
Superintendent of Schools

[illegible]
Secretary, Board of Trustees (or)
Clerk, Board of Education

In behalf of THE DIVISION OF VOCATIONAL EDUCATION:

Director of Vocational Education

July 1, 1972
Date

[illegible]

ACCESSION NUMBER: VT100748

PUBLICATION DATE: SEP73

TITLE: COMPLETION OF PROJECT FOR DEVELOPMENT OF A COMPUTERIZED SYSTEM TO SERVE THE VOCATIONAL EDUCATION PROGRAM OF LOUDOUN COUNTY.

PERSONAL AUTHOR: BUTT, ROBERT E.

DESCRIPTOR: PROJECTS; *DEMONSTRATION PROJECTS; *VOCATIONAL EDUCATION; SYSTEMS DEVELOPMENT; *BUSINESS EDUCATION; COMPUTERS; ON LINE SYSTEMS; *COMPUTER ORIENTED PROGRAMS; DATA PROCESSING; COMPUTER ASSISTED INSTRUCTION

IDENTIFIER: *LOUDOUN COUNTY

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 618

ABSTRACT: THIS REPORT DESCRIBES THE OPERATIONAL STATUS OF A COMPUTERIZED SYSTEM DEVELOPED TO SERVE THE LOUDOUN COUNTY, VIRGINIA, VOCATIONAL EDUCATION PROGRAM. PRIMARILY INTENDED TO ASSIST IN THE INSTRUCTIONAL AND ADMINISTRATIVE DATA PROCESSING FUNCTIONS, THE SYSTEM WAS INSTALLED IN FEBRUARY, 1972, AND WAS ORIGINALLY USED BY A CLASS OF APPROXIMATELY 90 BUSINESS DATA PROCESSING STUDENTS. TO THIS DATE, THE ENROLLMENT STATUS HAS BEEN MAINTAINED, AND TO SOME EXTENT, THE USE OF THE SYSTEM HAS BEEN BROADENED TO SERVE A WIDER SCOPE OF INSTRUCTIONAL AND ADMINSTRATIVE TASKS. CURRENTLY, EIGHT SCHOOLS ARE UTILIZING THE SYSTEM WHICH IN ADDITION TO ITS OTHER FUNCTIONS, PROVIDES THE BASIS FOR A NEW STUDENT INFORMATION SYSTEM WHICH IS PLANNED FOR LATER DEVELOPMENT.

INSTITUTION NAME: LOUDOUN COUNTY PUBLIC SCHOOLS, VA.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

VT 100748

ERIC

COMPLETION OF PROJECT FOR DEVELOPMENT OF A COMPUTERIZED SYSTEM TO SERVE THE VOCATIONAL EDUCATION PROGRAM OF LOUDOUN COUNTY

LOUDOUN COUNTY PUBLIC SCHOOLS

SEPTEMBER 1973

Robert E. Butt

Superintendent of Schools

VT 001 742

LOUDOUN COUNTY COMPUTER STATUS REPORT

SEPTEMBER 1973

In February 1972, the Loudoun County School System received delivery of its NCR Century 100 Computer, which was subsequently installed in the Loudoun County High School, Leesburg, Virginia. The intended use of the computer was to be two-fold:

1. For instructional usage
2. To do administrative data processing

Both of these functions have now developed a firm foundation upon which to expand and strengthen.

Since delivery of the computer, the business data processing curriculum has been expanded into a two-year course sequence at the eleventh and twelfth grade levels. The goal of this curriculum has been to provide a student with sufficient background in data processing and its related bookkeeping functions to enable him to obtain entry level employment upon graduation. Consequently, the curriculum contains enough depth to provide the student with basic data processing and bookkeeping skills to make him attractive for employment, yet is broad enough to allow the student to make a meaningful and knowledgeable transition to any type of data processing/bookkeeping function or equipment.

During the 1972-73 school term, approximately 90 students were enrolled in the business data processing curriculum. Enrollments for the 1973-74 school term indicate that this

number has been maintained. In support of this program, the computer center has made the computer available to the students for hands-on instruction on a daily basis during school hours. In addition, the computer center has supported the program by doing approximately 2-3 hours of student computer processing work each evening. In total, our logs indicate that 1,053 hours of computer time have been consumed by the business data processing instructional program during the 1972-73 school year.

Aside from the establishment of the business education curriculum, the Loudoun County School System has implemented several other applications both in the instructional and administrative areas.

One of the most promising instructional applications is the computer math courses being taught at two of the high schools. These courses emphasize the utilization of a computer as a tool to solve mathematic and scientific problems and related simulations.

Another instructional application has been the installation of the NCR Test Analysis System. This system was utilized during the 1972-73 school year and further use of the system is currently being requested. In addition, a commitment has been made to modify the system to more precisely satisfy Loudoun County's needs.

The student attendance system is another system currently being used within the instructional area. Currently, eight schools are utilizing the system that also provides the basis for a student information system to be developed sometime in the future.

On the administrative side, the two most successful systems have been those for payroll and general accounting and budgeting. The accounting and budgeting system is a modification of the PPBES approach to school accounting. The payroll system will serve as the foundation for a personnel file that will be developed at a later date.

In addition to the school system's applications, the Loudoun County government had recently committed itself for computer use. The General Systems Corporation is currently developing a payroll system to be used by the County commencing in January 1974. The County also has tentative plans for additional applications.

ACCESSION NUMBER: VT100749

PUBLICATION DATE: 73

TITLE: INDIVIDUALIZING INSTRUCTION IN DISTRIBUTIVE EDUCATION.

PERSONAL AUTHOR: COOK, WILLIAM P.

DESCRIPTOR: *METHODS RESEARCH; *INDIVIDUALIZED INSTRUCTION; *DISTRIBUTIVE EDUCATION; SECONDARY SCHOOL STUDENTS; RESEARCH

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 618

ABSTRACT: SUMMARIZED IN THIS DOCUMENT ARE THE HIGHLIGHTS OF A STUDY CONDUCTED DURING THE PERIOD OF JULY 1, 1972 THROUGH JUNE 30, 1974, TO DETERMINE THE EFFECTS OF SOCIAL LIFE STYLES OF PERSONALITY UPON INDIVIDUALIZED INSTRUCTIONAL LEARNING FOR DISTRIBUTIVE EDUCATION HIGH SCHOOL SENIORS. A TOTAL OF 18 CLUSTER-SAMPLED MINNESOTA HIGH SCHOOLS PARTICIPATED IN THIS INVESTIGATION WHICH UTILIZED DATA FROM LIKERT-LIKE ATTITUDINAL RATING SCALES AND COGNITIVE TESTS TO OBTAIN FINDINGS. THE FINDINGS AS WELL AS THE SAMPLING PROCEDURES AND STATISTICAL FIGURES OBTAINED ARE INCLUDED IN THE BODY OF THE REPORT. (SN)

INSTITUTION NAME: MINNESOTA STATE DEPT. OF EDUCATION, ST. PAUL.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

VT 100749

ERIC

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INDIVIDUALIZING INSTRUCTION IN DISTRIBUTIVE EDUCATION

By William R. Cook

Summary of the Report

This study was conducted July 1, 1972 through June 30, 1973 to determine the effects, if any, that social life styles of personality had upon individualized instructional learning for distributive education high school seniors in the State of Minnesota.

Specifically, this study was conducted for the following reasons:

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Goals and Objectives

1. To develop an instrument which will indicate social life styles.

2. To develop teacher competency in the implementation of projects through the method of individualizing instruction.

3. To test a method of training teachers in a technique of individualizing instruction.

4. To gather and identify existing instructional materials from education and industry and to reconstruct the existing instructional material into usable units of instruction which are in line with the major social life styles of students.

5. To create, test, and refine new instructional materials that can be utilized by high school distributive education teachers.

Procedure Followed

On June 15, 1972, 18 schools were selected by cluster sampling from a total field of 96 Distributive Education programs in the State of Minnesota. First,

VT 100 749

three distinct areas of the State were identified. They are as follows: Minneapolis-St. Paul and suburbs; Southeast Minnesota; and Southwest Minnesota. The list below indicates the population of distributive education programs per area:

1. Southwest Minnesota--25 distributive education programs.
2. Southeast Minnesota--13 distributive education programs.
3. Minneapolis--St. Paul and suburbs--58 distributive education programs.

From the above list, six schools were selected from each area. After compiling the list, each teacher-coordinator in the respective school received a letter requesting their participation in the research project. Upon receipt of the letter, teacher-coordinators were requested to acknowledge their participation. All 18 teacher coordinators agreed to participate.

A general meeting was held on July 7, 1972, for all participating teacher-coordinators to discuss the project method of instruction and select topics for individualized projects which would fit their curriculum.

The list of projects is shown below:

1. Advertising Math and Terminology (4 week time duration)
2. Starting Your Own Business Operation (5 week time duration)
3. Display (3 week time duration)
4. Salesmanship (3 week time duration)
5. Credit (3 week time duration)

The next step in the procedure was to develop an instrument that would indicate the major social life styles as defined by Dr. David Merrill. The instrument developed, entitled "Social Adjective Examination (S.A.E.)", was pre-tested by thirty individuals with the results being compared to the instrument used by Dr. Merrill. The S.A.E. contained 80 adjectives in order to perceive how an individual views himself plus how his peers view him. The S.A.E. was to be used as an instrument to determine which projects that individuals

involved in the research project would receive in accordance with their social life styles.

Further cluster sampling was used to select six schools of the 18 so that the respective teacher-coordinators receive social teacher training in order that they can identify and direct social life styles. Two schools were selected by the above method from the Minneapolis-St. Paul area. The same being true for the Southwest and Southeast areas of Minnesota. The above six schools were designated as Experimental Group "A". The same procedure was followed to determine six schools in Experimental Group "B" and the six schools in Control Group "C".

The six teacher coordinators in Experimental Group "A" were summoned to a three-day work shop from August 20 to 23, 1972, in which they received training in individualized instruction and social life style identification.

Role playing situations, captured on video tape, recorded the major social life styles. This video tape was presented to the cooperating teacher-coordinators in order that they may understand social behavior. They were also informed of the project design and the nature of the individualized instructional projects. They were also coached on the proper method to use individualized instruction.

In the fall of 1972, each student in the research project was tested by the S.A.E. in order to determine the project which they should receive. Experimental Groups "A" and "B" both received individualized life style projects which were directed at their major needs. Control Group "C" received a "raw project" with no life style strength incorporated into them. (For the purpose of additional research, Control Group "C" was also tested by the S.A.E.) Listed below is the layout of the project with the variations between groups.

Experimental Group "A"--Individualized social life style project (four variations--plus teacher training.

Experimental Group "B"--Individualized social life style project (four variations--no teacher training.

Control Group "C"--"Raw Project"--no social life style strengths incorporated--no teacher training.

After testing by the S.A.E., a 28-question multiple choice, tue and false objective pre-test was administered to each participating school. Projects, with student's names written on the cover sheet, were then handed out after the pre-testing. At the completion of the recommended time period, students were post-tested by a 45-question multiple choice, true and false objective post-test to determine their gain, if any.

Ideally, students who receive projects which are directed at their social needs, will score higher. Accompaning the post-test was a ten question attitude form (recorded on a likert-type scale) to determine attitude. Again students who received projects which fit their social needs should have an attitude which is superior to those students who received "raw projects". Teacher training in social life style needs, ideally, will play such a role that it will improve student attitudes toward individualized instruction. Therefore, Experimental Group "A" will have the highest gain scores and the best attitude of the three groups. Experimental Group "B" will be somewhat lower in attitude and gain scores, and Experimental Group "C" ideally would record the lowest score for both gain scores and attitude. The same procedure was followed for the second and third projects.

A minor revision was made for the project design for the fourth and fifth projects to control variables. Basically, the revision called for a comparison of the modifications between the four types of projects that students in Experimental Group "A" and "B" received. From this new design, we now have two basic groups; those students which receive projects which fit their social life styles Experimental Group 1) and those students which receive projects which are opposed to their social life styles (Control Group 1). Like projects in the past, pre-tests, post-tests, and attitude evaluations were administered.

From the two basic groups, the group which received the usual social life style project (Experimental Group 1) was further divided into two groups. One group which teacher-coordinators received training in the project method was now entitled Experimental Group 2, and the other group which teacher-coordinators had not received training in the project method was now entitled Experimental Group 3. By this design, we now were able to control more variables such as the class time spent on projects and the teacher coordinators' attitudes toward the project method. The attitude evaluation forms were modified somewhat in order to compare similar questions.

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Results

Project Number One - Advertising Math and Terminology

Attitude ratings were tallied on a likert scale. Chi Square was used as a statistical instrument on combined questions 1-11 determining if significance exists. Since both experimental groups A and B received identical projects, responses for these groups were totaled and compared to control group C. The overall computed Chi Square level for the first project was 9.78. With three degrees of freedom at the .05 level, significance was reached. However, the significance direction was caused by experimental group B, meaning that this group more so disagreed that the project did not fit their social life style needs. The next step in the procedure was to compute how the students view the instructor. Specifically, was the instructor helpful in aiding them in the project in relation to their social life style. The computed value for the grouped instructor questions indicated a Chi Square level of 6.48 which is not significant with three degrees of freedom at the .05 level. The next computation was made to determine if the project working affects the individual. The computed value for this question indicated a Chi Square of 6.146 which again, at the .05 level with three degrees of freedom, is not significant.

COGNITIVE TEST DATA

A computer compiled and analyzed all pre-test - post-test in order to determine testing results. The "T" test was used as the instruments to measure the difference between groups.

The following is a breakdown analyzing the data and comparing Experimental Group "A" to "B", Experimental Group "A" to Control Group "C", and Experimental Group "B" to Control Croup "C". Both gain averages and post-test averages are examined.

Project Number One--Advertising Math

Gain

	SIZE	MEAN	VARIANCE	STANDARD DEVIATION
Group "A"	107	3.45	59.23	7.696
Group "B"	114	3.33	57.82	7.604

VALUE OF STATISTIC = .1165 DEGREES OF FREEDOM = 219

Group "B"	114	3.33	57.82	7.604
Group "C"	138	1.96	57.79	7.602

VALUE OF T STATISTIC = 1.4255 DEGREES OF FREEDOM = 250

Group "A"	107	3.45	59.23	7.696
Groupd "C"	138	1.96	57.79	7.602

VALUE OF T STATISTIC = 1.5111 DEGREES OF FREEDOM = 243

Post-Test

Group "A"	107	26.50	35.14	5.928
Group "B"	114	25.13	33.38	5.778

VALUE OF T STATISTIC = 1.738 DEGREES OF FREEDOM = 219

Group "B"	114	25.13	33.38	5.778
Group "C"	138	23.70	31.36	5.600

VALUE OF T STATISTIC = 1.9828 DEGREES PF FREEDP, + 250

Group "A"	107	26.50	35.14	5.928
Group "C"	138	23.70	31.36	5.600

VALUE OF T STATISTIC = 3.7562 DEGREES PF FREEDP, = 243

Project Number Two - Starting Your Own Business Operation

The first test of Project Two was to determine the overall attitude of combined questions 1-10 determining if significance exists. Experimental groups A and B were grouped and totaled and compared to control group C. The overall computed Chi Square level for the second project was 16.70 with three degrees of freedom at the .05 level. Significance again was reached. However, the significant direction was caused by experimental group B, meaning that more individuals in this group disagreed that the projects fit their social life style needs. The computed Chi Square level for grouped questions concerning if the instructor was helpful and indicated a Chi Square level of 2.34 which is not significant.

COGNITIVE TEST DATA

A computer compiled and analyzed all pre-test - post-test in order to determine testing results. The "T" test was used as the instruments to measure the difference between groups.

The following is a breakdown analyzing the data and comparing Experimental Group "A" to "B", Experimental Group "A" to Control Group "C", and Experimental Group "B" to Control Group "C". Both gain averages and post-test averages are examined.

Project Number Two--Starting Your Own Business

Gain

	SIZE	MEAN	VARIANCE	STANDARD DEVIATION
Group "A"	102	5.31	80.77	8.987
Group "B"	108	3.88	77.77	8.819

VALUE OF T STATISTIC = 1.1630 DEGREES OF FREEDOM = 208

	SIZE	MEAN	VARIANCE	STANDARD DEVIATION
Group "B"	108	3.88	77.77	8.819
Group "C"	109	2.26	69.02	8.308

VALUE OF T STATISTIC = 1.3925 DEGREES OF FREEDOM = 235

Group "A"	102	5.31	80.77	8.987
Group "C"	129	2.26	69.02	8.308

VALUE OF T STATISTIC = 3.3270 DEGREES OF FREEDOM = 229

Post-Test

Group "A"	102	23.80	46.59	6.826
Group "B"	108	22.57	41.50	6.442

VALUE OF T STATISTIC = 1.3412 DEGREES OF FREEDOM = 208

Group "B"	108	22.57	41.50	6.442
Group "C"	129	20.88	40.43	6.359

VALUE OF T STATISTIC = 2.0232 DEGREES OF FREEDOM = 235

Group "A"	102	5.31	80.77	8.987
Group "C"	129	2.26	69.02	8.308

VALUE OF T STATISTIC = 2.6476 DEGREES OF FREEDOM = 229

Project Number Three - Display

Attitude readings for the combined question 1-10 indicated a Chi Square level of 25.24 for the third project which is overwhelmingly significant. Further examination revealed that control group C was the group that indicated more negative responses towards attitude in relation to this project. Examination of questions relating to the instructor indicated a Chi Square level of 12.99 which is significant at the .05 level with three degrees of freedom. Questions related directly to project wording indicated a Chi Square level of 5.40 which is not significant.

It was quite evident at this point that the design of the research model was not functioning properly. Therefore, as previously mentioned, each class within the research project was divided in half in order to measure the difference between projects. Because of this, the teacher variable was eliminated and this research project was able to determine a clearer indication of the effects of projects.

COGNITIVE TEST DATA

A computer compiled and analyzed all pre-test - post-test in order to determine testing results. The "T" test was used as the instruments to measure the difference between groups.

The following is a breakdown analyzing the data and comparing Experimental Group "A" to "B", Experimental Group "A" to Control Group "C", and Experimental Group "B" to Control Group "C"/ Both gain averages and post-test averages are examined.

Project Number Three--Display

Gain

	SIZE	MEAN	VARIANCE	STANDARD DEVIATION
Group "A"	105	5.24	46.07	6.788
Group "B"	105	3.48	37.33	6.110

VALUE OF T STATISTIC = 1.9747 DEGREES OF FREEDOM = 208

Group "B"	105	3.48	37.33	6.110
Group "C"	128	1.93	31.84	5.643

VALUE OF T STATISTIC = 1.99388 DEGREES OF FREEDOM = 231

Group "A"	105	5.24	46.07	6.788
Group "C"	128	1.93	31.84	5.643

Post-Test

Group "A"	105	25.98	69.22	8.320
Group "B"	105	23.62	32.48	5.699

VALUE OF T STATISTIC = 2.3979 DEGREES OF FREEDOM = 208

Group "B"	105	23.62	32.58	5.699
Group "C"	128	21.85	62.28	7.892

VALUE OF T STATISTIC = 1.9840 DEGREES OF FREEDOM = 231

Group "A"	105	25.98	69.22	8.320
Group "C"	128	21.85	62.28	7.892

VALUE OF T STATISTIC = 3.85815 DEGREES OF FREEDOM = 231

Project Number Four - Salesmanship

Because of the above mentioned modification, it was necessary to compute four Chi Squares per project. The first Chi Square indicated the overall attitude comparing experimental group one to control group one. The second Chi Square will be used to indicate the effects of the instructor between experimental group one and control group one. The third Chi Square computations will indicate the relationship between project wording for experimental group one and control group one. The fourth Chi Square computation indicates the differences between experimental group two and experimental group three. Experimental group two is comprised of 50 per cent of the previous experimental group A for the students which receive projects which fit their social life styles. Experimental group three is comprised of the following : 50 per cent of experimental group three which are receiving projects which fit their social life styles and control group C which is comprised of 50 per cent of the class which now are receiving social life style projects which fit their needs.

The Chi Square computations for these areas are as follows: The overall computed Chi Square level for question 1-11 which relates to attitude indicate a Chi Square level of 15.52 which is significant at the level of .05 with three degrees of freedom. This states that there is a significant difference between project designs and instructors teaching methods. Further examination of this figure indicates a Chi Square level for the instructors to be 11.72. This figure is significant in that students that receive projects that fit their social life styles perceived their instructors to be significantly

more helpful than students who received projects that did not fit their social life styles. Further examination revealed Chi Square level of 2.31 for the project wording and design. This level was not significant. Further examination revealed that the Chi Square level between experimental group two and experimental group three indicated a level of 8.59 which is significant. Therefore, instructors who received training in the human relations component were able to give this porportion of their class the sufficient direction they needed in order to complete the projects.

COGNITIVE TEST DATA

Project Four - Salesmanship Test results with the modification in the research design, the "odd group" was compared to the "even group," utilizing the "T" test on Post-test and gain. The following is an examination of this data.

Project Four--Salesmanship

Gain

	SIZE	MEAN	VARIANCE	STANDARD DEVIATION
Odd	129	3.67	41.83	6.467
Even	130	2.11	30.82	5.552

VALUE OF T STATISTIC = 2.0822 DEGREES OF FREEDOM = 257

Post-Test

Odd	129	23.53	39.61	6.293
Even	130	21.76	60.85	7.800

VALUE OF T STATISTIC = 2.0106 DEGREES OF FREEDOM = 257

Project Number Five - Credit

Again, as with the fourth project, Chi Squares were computed in order to determine the previous mentioned points. The overall computed Chi Square level for questions 1-11 relating to attitude indicate a Chi Square level of 14.46, which is significant at the .05 level with three degrees of freedom. This states that there is a significant difference between project design and the instructors' teaching methods. Further examination of this indicates a Chi Square level for instructors to be 9.67. This level is significant in that students who received projects which fit their social life styles perceive their instructors to be significantly more helpful thant students who received projects that did not fit their social life styles. Further examination revealed a Chi Square level of 1.70 for the project working and design. This level was not significant for the examination revealed that the Chi Square level between experimental group two and experimental group three indicate a level of 16.97, which is significant. The instructors who received training in the human relations component were once again able to give the students who received social life style projects which fit their needs, the significant direction that was needed in order to finish the project.

COGNITIVE TEST DATA

Project Five - Credit test results with the modification in the research design, the "odd group" was compared to the "even group," utilizing the "T" test on post-test and gain. The following is an examination of this data.

Project Five--Credit

Gain

	SIZE	MEAN	VARIANCE	STANDARD DEVIATION
Odd	117	.88	42.41	6.512
Even	120	.47	48.54	6.967

VALUE OF T STATISTIC = .4691 DEGREES OF FREEDOM = 235

Post-Test

Odd	117	20.75	41.53	6.445
Even	120	20.03	40.84	6.391

VALUE OF T STATISTIC = .8634 DEGREES OF FREEDOM = 235

Conclusions

1. Evidence has indicated that instructors who received human relations training in social life styles will be perceived by their students to be more helpful on individualized instructional projects than instructors who do not receive the social life style training. The findings indicate that social life styles play a major role in individualized instruction. Instructors who receive this training are able to identify social life style needs for their students and satisfy these needs. These needs, probably unconscious to students, are indicated to be more satisfied through attitude perception by those students, whose instructors received such training. Therefore, it is the conclusion of this author that human relations training in social life styles plays a major role in individualized instruction in relation to student attitude perception towards the helpfulness of their instructors.

2. Students who received projects which are directed at their tested life styles will perceive their instructors to be more helpful even if their instructors have not received human relations social life style training, than students who receive projects which are opposite of their tested social life styles. This conclusion is drawn from the fourth and fifth projects. Therefore, this author concludes that students who receive projects which are directed at their needs will perceive their instructors to be more helpful because it seems as though the attitude is transferred from the projects to their instructor; namely, the instructions and the ending task. This

transfer of attitude is believed to have taken place because students perceive their instructors as the superior motivating force. They perceive their instructors to be the initiator and supplier of the instructions and the ending task which is directed at their social life styles' needs rather than the projects which is actually the supplier of the social life style needs.

3. Students are able to identify with effective teaching helpfulness when they receive projects which are directed at their social life styles (Conclusion #3 and #4). They are, however, unable to perceive any basic significant differance between projects concerning the wording of the instructions and the ending task. As previously mentioned in Conclusion #4, this is believed to be a transfer of attitude from the projects to the instructor.

4. The overall classroom student attitude towards individualized instruction varies greatly between schools. Observation has indicated two possible factors which could have played a role in creating this variance. One factor, the structor's attitude and acceptance towards individualized instruction, is believed to have affected student attitude towards individualized instruction. Some instructors involved in this research project have not utilized individualized instruction as a method of teaching previous to this research project. Instead, they have been relying primarily on traditional methods which incorporate text book lecture activities. It is believed that the students, tutored through traditional methods of instruction, find it somewhat difficult to adapt to individualized

instruction when they have not been exposed to this new method of teaching. These students have adapted to traditional methods through eleven years of prior indoctrination. Therefore, considering these two factors, it is the belief of this author that the instructor's attitude towards the acceptance of individualized instruction is transferred to the student. And this transfer is further compounded by the limited amount of previous exposure to this new method of teaching to which the students have been subjected. The affect of these factors creates an overall negative students attitude towards individualized instruction.

5. It is evident from the findings that some students cannot adapt to individualized instruction as a method of learning; specifically low ability students from inner city schools record extremely negative responses when indicating their attitude towards individualized instruction. It has been observed that these students have difficulties in the following areas; ability to read, ability to effectively structure their time, ability to compute simple mathematical problems, and the ability to possess an overall understanding of their projects. This was evidenced by the fact that the only inner city school which contained 38 students was dropped from the research project because of the above problems. There fore, it is the conclusion of this author that individualized instruction cannot be adapted to each Distributive Education Program in the State of Minnesota.

6. The findings indicate for this sample of Distributive Education seniors, that on the average, they will perform better on accompanying post-test and secure a higher gain between pre-post test when they have projects which are directed at their social life style needs. This statement is derived from the findings which statistically prove that students who receive projects with instructions and ending tasks directed at their needs, will on the average, score higher gains between pre-post testing and score higher on post-tests than those students who receive projects with instructions and ending tasks which are not directed at their needs. Of the twenty-two hypothesis for gain and post-test scores, thirteen were accepted that they did not happen by chance at the .05 level of significance. The majority of the hypothesis were proven significant. Those which were not significant were directional in nature.

7. When students receive a series of individualized instructional projects, score on the average for the overall group tend to decline. This event takes place even when students receive projects which are directed at their social life style needs. However, the decline isnot as great for student who receives projects directed at their social life style needs, compared to students who receive projects which are not directed at their social life style needs. Therefore, it is the opinion of this author that students will, on the average, tend to lose interest in individualized instructional projects when they are administered in a series regardless of the strengths incorporated within the projects.

8. Distributive Education teacher-coordinators who receive human relation training is social life style needs provide their students with need fulfillment so that, on the average, their students secure higher gain scores. This comparison is derived from examination of Experimental Group "A", "B", and Control Group "C" gain and post-test cognitive results.

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Recommendations

1. All teacher coordinators in Distributive Education should be made aware of the human relations training in social life style, especially if they are involved in individualized instruction.

2. It is the recommendation of this author that this study be repeated for projects Number One through Three with the modification incorporated in projects Four and Five which allow examination of project differences.

3. It is a recommendation of this author that the research project be readministered, not only within the State of Minnesota, to individuals in Distributive Education on the post-secondary level.

4. It is a recommendation of this author that the research project be readministered, not only within the State of Minnesota, to individuals enrolled in secondary preparatory Distributive Education Programs.

5. It is the recommendation of this author that other areas, besides Distributive Education, experiment with this method of individualized instruction.

ACCESSION NUMBER: VT100750

PUBLICATION DATE: JUN73

TITLE: SOUTHERN CALIFORNIA AREA ENVIRONMENTAL MANPOWER AND TRAINING NEEDS STUDY.

PERSONAL AUTHOR: KOWALSKI, JAMES A.

DESCRIPTOR: *OCCUPATIONAL SURVEYS; SURVEYS; *EDUCATIONAL NEEDS; *MANPOWER NEEDS; JOB TRAINING; VOCATIONAL EDUCATION; AREA STUDIES; ENVIRONMENTAL TECHNICIANS

IDENTIFIER: *SOUTHERN CALIFORNIA; *ENVIRONMENTAL OCCUPATIONS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 619

ABSTRACT: REPORTED IN THIS DOCUMENT ARE THE RESULTS OF A SURVEY CONDUCTED TO IDENTIFY THE FOLLOWING WITHIN A FIVE COUNTY AREA OF SOUTHERN CALIFORNIA: (1) ENVIRONMENTALLY RELATED JOBS, (2) THE CURRENT EMPLOYMENT NEED IN THOSE JOB AREAS, AND (3) THE PROJECTION (FIVE YEARS) AND CURRENT ABILITY OF EDUCATIONAL TRAINING PROGRAMS WITHIN THE AREA TO MEET THE EMPLOYMENT NEEDS OF PARAPROFESSIONS AND/OR TECHNICIANS. THE COUNTIES INVOLVED IN THE STUDY WERE LOS ANGELES, ORANGE, RIVERSIDE, SAN BERNARDINO, AND SANTA BARBARA. DATA USED IN THE INVESTIGATION WERE OBTAINED THROUGH THE USE OF FORM LETTERS, TELEPHONE SURVEYS, AND PERSONAL MEETINGS. DETAILED FINDINGS OF THE POPULATION SURVEYED, AS WELL AS THE CONTENTS OF THE COURSE CURRICULUMS EXAMINED, AND SURVEY INSTRUMENTS USED ARE INCLUDED IN THE REPORT. (AUTHOR/SN)

INSTITUTION NAME: COAST COMMUNITY COLL. DISTRICT, COSTA MESA, CALIF.; CALIFORNIA COMMUNITY COLLEGES, SACRAMENTO. OFFICE OF THE CHANCELLOR.

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SOUTHERN CALIFORNIA AREA

ENVIRONMENTAL MANPOWER

AND TRAINING NEEDS STUDY

THIS PUBLICATION WAS PREPARED BY
THE COAST COMMUNITY COLLEGE DISTRICT
IN COOPERATION WITH THE CALIFORNIA
COMMUNITY COLLEGES, PURSUANT TO A
FUNDING UNDER THE VOCATIONAL EDUCATION
AMENDMENTS OF 1968 (PUBLIC LAW 90-576).

By

JAMES A. KOWALSKI, M.A.

JUNE 1973

ERIC

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For the past several years there has been a tremendous amount of publicity about the deterioration of the environment. The ecological balance is in a tailspin as a consequence of a highly developed industrial sector and 200 million people. The reality of the problem and the publicity have caused Federal, State and local governments to initiate positive steps to reverse the trend. For the past three years there have been numerous statements by governmental agencies testifying to the vast numbers of professional and para-professional personnel needed to effect the desired changes in the environment.

"By 1980 the rapid population growth will have created environmental problems requiring 214,000 trained technicians."

Since that prediction was made (1971) there has been considerable research done in all the specific areas of environmental employment needs and several similar predictions are available, but not necessary. The implications are the same. Laws have been enacted at the Federal and State levels that have increased the anticipated needs for environmental personnel. From extensive searching done in a five-county area (Santa Barbara, San Bernardino, Los Angeles, Orange and Riverside), five environmentally related occupations were distinguished as having current job availability, projected need and training needs. These occupational needs can be attributed to legislation affecting the respective areas of employment. The occupational areas are: Air Pollution Technician, Water and Wastewater Technician, Noise Technician, Occupational Safety and Health Technician and Ecological or Environmental Resource Technician.

OCCUPATIONAL SAFETY AND HEALTH

The parameters of the Occupational Safety and Health Act of 1971 are so inclusive of the working force that it is somewhat of a foregone conclusion that the employment needs created by this legislation will warrent training programs throughout the country. An Occupational Safety and Health Technician will be employed at the Federal, State, county, city and industrial levels. Approximately 60% of the safety and health problem is the exposure to contaminating chemicals. This is a major cause of the recent more strict laws.

Potential employers are emphatic in their appraisal of the need for safety and health technicians.

Robert Stone Orange County Health Dept. P. O. Box 355 Santa Ana, Calif. 92702	"There is definitely a need for a training program for a health technician. We are considering establishing some sort of program for county personnel."
William Smirl Safety and Health University of Calif. Irvine, Calif. 92664	"The need for safety and health technicians will increase 28% to 30% over the next few years. They will be employed by every large industry, public and private. I can use one more technician to assist us now."

A very recent Department of Labor article (May 4, 1973) is specific in several projections. "An article entitled 'Other People's Business is their Business: Health and Regulatory Inspectors' reports that an average of 2,700 jobs a year will open up through 1980 for inspectors who enforce health and safety regulations and other governmental standards (excluding construction regulations) designed to protect the public welfare. Employment of such workers totaled nearly 120,000 in 1971, with over half working for State and local governments and the rest for Federal agencies."[4]

It is difficult to determine the current need for health technicians in Southern California, but there is a definite projected need that more training will be required than is being offered now.

AIR POLLUTION CONTROL

"In 1971, the Air Programs Office of EPA performed a survey of all state and local air polltuion control agencies to asses their manpower needs. It found there were 4,500 persons employed in 1972 in state and local agencies, and that this number would increase to 8,200 by 1975-76. This survey, however, was limited; it did not get into the needs for air pollution control personnel in industry, nor did it attempt to asses the needs of the federal government."2

It is difficult now to asses the employment needs of California that will be created in air pollution control by the establishment of the guildlines for implementation of the California Enviornmental Quality Act which specifies that an air pollution study must be performed as a pact of the Environmental Impact Report that is required.

WATER AND WASTE WATER

The waste treatment area has a continual need for operators and laboratory technicians. The recent change in laws by the Water Quality Plan for Oceans of California is restricting the discharge of heavy metals and the tests are now being made on the effluent discharge instead of the receiving water. This legislation will further increase the demand for qualified water treatment personnel. An anticipated act of Congress requiring secondary biological treatment will increase the need for laboratory technicians, engineers, chemists, and operators throughout the country.

A survey performed for EPA indicated that the manpower needs in the water category will triple between now and 1976. This reflects the rational need. The EPA is taking big steps to meet this need.

"Gross Manpower and training requirements can be partially fulfilled through activities designed to improve effectiveness and efficiency of the existing labor force, as well as through activities designed to train additional members of that force. Accordingly, EPA has undertaken a number of activities in this area."

The following table is from the same publication which reflects the specific numbers and personnel categories in the waste water treatment area:

TABLE 2

LABOR FORCE GROWTH 1971 TO 1976

Personnel Category	1971 Manpower Engaged	1976 Manpower Requirements	Percentage Increase
Professional	25,400	42,200	66%
Operator	49,300	92,900	88%
Technician	26,900	47,300	77%
Other	47,800	71,800	50%
TOTAL	149,400	258,800	73%

There are 185 training programs at various institutions for higher learning all supported by the Enviornmental Protection Agency. One of these programs at Orange Coast College, headed by Mrs. Pat Taffer, Project Transition Coordinator, has graduated 150 students over the last two years. Of these graduates, 130 have been placed in employment in the waste water field. By November of 1973 the State of California will hire 80 technicians with an Associate in Arts degree to be waste water inspectors. They will be inspecting discharges that will (hopefully) already be treated by other waste water personnel. The Water Quality Act of 1972 requires that industrial waste

discharge not exceed the characteristics of domestic waste. Cities and municipalities that are requesting federal funds for building waste water treatment plants must enforce the industrial standards in order to be eligible for federal financial support.

NOISE ABATEMENT

One of the most neglected areas of Environmental training and control is noise abatement. A variety of studies have indicated that consistant, excessive noise, above 85 dbA, definitely causes damage to hearing and when considerably higher than 85 dbA may cause numerous physiological and emotional problems. This was sufficient evidence for the Walsh-Healy Act which benefits primarily industrial workers. On December 1,1970, the State of California passed legislation requiring every airport in or near a community to monitor its noise levels. The more recent Occupational Safety and Health Law (effective April 28, 1971) covers any employer engaged, in any way, in interstate commerce and has at least two employees. This includes a whole range of unsafe or unhealthy conditions including excessive noise.

Most recently (February 2, 1973) the Guidelines for Implementation of the California Environmental Quality Act were established. These guidelines require an (EIR) Environmental Impact Report to be researched and written for all developments having a significant effect on the environment There are few exceptions to this law. Noise control and abatement is one of thirty-seven areas that the report must cover.

The implications of this legislation are clear. Trade magazines in the field of Accoustics, reflect job openings around the country for all levels of noise abatement personnel. In this Southern California study, professionals in the public and private sectors feel there is a need for a training program, especially at the technical level.

magazines in the field of acoustics reflect job openings around the country for all levels of noise abatement personnel. In this Southern California study professionals in the public and private sectors feel there is a need for a training program, especially at the technical level.

SURVEY PURPOSE

The intention of this survey is to identify evironmentally related jobs, the current employment need in these areas, the projection (5 years) and the current status of educational training programs to meet the employment needs for technicians or para-professionals within a five county area of Southern California. The counties are Los Angeles, Orange, Riverside, San Bernardino and Santa Barbara.

It was extremely difficult to get numbers or statistics from potential employers. There seemed to be concern on their part that part of the purpose of this survey was to place people in job positions. Consequently, many people were reluctant to mention current or projected needs. Others who were willing didn't want to be quoted for fear of being recriminated by superiors for suggesting that they were understaffed.

SURVEY TECHNIQUES AND FINDINGS

The research was done using form letters (See Appendix I), telephone surveys and personal meetings. The telephone contacts always included getting information on the following:

1. Are any environment technicians employed?
2. What kind of work are they involved in?
3. What are their educational/training backgrounds?
4. Are more technicians needed?
5. Is a training program necessary to meet the employ-

ment needs?

6. What is the projected estimate of the needs?

Frequently the phone conversation lasted a half an hour or more. Discussion would cover past training programs, work experience, pertinent legislation, the economy's effect on environmental employment and feelings the interviewee had about the results of this survey.

Thirty personal visits to the employer's place of business were made. This was done to establish a "feel" for the type of work being done at the agency and to get advice regarding a curriculum proposal.

During the course of the survey, the State of California established the parameters or "Guidelines for Implementation of the California Environmental Quality Act of 1970". Essentially, it requires an Environmental Impact report to be performed on any proposed development that will have a significant effect on the environment. There are a select few exclusions to this. A total of 37 areas of environmental concern must be researched and submitted as necessary to a complete EIR.

Consequently, an immediate need was generated for professionals and specialists in all the areas of environmental control to prepare these reports. Cities were given the legal right to accept of refuse to accept the report on the basis of their personnel's expertise. Most cities are ill-equipped to perform an objective appraisal of an EIR with their existing staff. Most cities were understaffed by their own admission, prior to this new responsibility of reviewing EIRs. The need for qualified professionals, specialists and technicians doubled. The limitations of

cities to fulfill their employment needs in environmental areas are governed by budgetary restriction. Each city has or will determine how they are going to interpret the State's "Guidelines". How they do so will, in part, be determined by abailable personnel they can afford to hire. If a particular city is especially limited financially, they may decide to review the EIR with existing personnel. Another city might hire or train several specialists to do the same thing. It would appear that an EIR might be of a quality to be rejected in one city and accepted in another. Some city managers and planners don't know how they will interpret the State's guidelines. They are waiting for other cities to set precedence. Some city authorities see this as an opportunity to make money by charging researchers for already researched information. Other city authorities see it as a burden to their already ifsufficient budgets. The city of Los Angeles has the Civil Service exams to cope with. The beaurocracy involved in the Civil Service precludes quick employment. It also requires a Bachelor of Arts degree of personnel doing the type of work required by an EIR. Any influence to change the hiring procedure for the city of Los Angeles was requested in order to permit the hiring of technicians to perform much of the work that professionals are required to do now. This hiring policy is reported to have an influence on the 20 million dollar proposed budget deficit for the city of Los Angeles.

In August of 1973, the State will review the impact of the "Guidelines". Builder organizations are expected to have strong lobbying monies to discourage the finalization of the EIR requirements as they now exist. City management people hope the Guidelines are made more specific. If the Guidelines are firmed up, the need for environmental personnel will be increased. If not, the employment need may diminish for those technicians specifically needed to support the professionals.

Los Angeles and Orange County each has a list of consul-

tants. Ninety-five in all have submitted their names and offered their services in preparing EIR's.

The same questions were asked as in the other phone contacts. In addition these people were asked if the EIR legislation had created a need for existing or new enviornmental technicians.

PRIVATE SECTOR

A recognized authority on the environment, J. Jameson Moore, President of Atlantis Scientific in Beverly Hills, is pesimistic about the need for training environmental personnel.

"The way the Environmental Impact Report Guidelines is established has created a discrepency. The research can be thorough and complete and prepared scientifically and objectively. Then the decision on this quantitative report is a subjective one. Eighty-five percent of the decision can be subjective because the guidelines are too obscure. It will be from 3 to 5 years before we know what is needed and standards are firmly established".

There were a few other employers who felt the same way as Mr. Moore.

The following reflects the feelings of some of the other potential employers in the private sector:

Steve Schwartz Jennings-Halderman-Hood 2001 East 4th St. Santa Ana, Ca. 92705 (Civil Engineering)	"We need multi-disciplined technicians, with knowledge or experience in the building trades, to help our professionals perform research for Environmental Impact Reports. Work experience should be a part of the program."

John Corrough Development Research Asso. 731 South Flower Los Angeles, Calif. 90012 (Economics Research)	"I believe there is a need for a training program at the junior college level as we need technicians now and will in the future. The technician can best serve us if he has a training in several areas related to environmental studies and case histories of enviornmental impact reports. He should have work experience in the researching of information for an environmental impact report expecially in the socio-economic areas."
Dr. Richard Kent Keobig & Koebig 1053 Sunset Blvd. Los Angeles, Calif. 90012 (Civil Engineering)	"I don't think a program for training environmental technicians is needed at the present time. The supply of qualified people still meets the employment demand and will for a year or so."
Mr. Eugene Scothorn Envista, Inc. 125 South Claudia Anaheim, Calif. 92805	"There is a need for training programs. I feel a multi-disciplined technician should be trained to assist our professionals in research drafting and some aspects of writing. We could use one or two of these people now. We would like to send some of our professionals to evening courses to update their skills."
Mr. Murton Willson Danielian, Moon, Sampieri & Ilg. 3848 Campus Dr., Suite 210 Newport Beach, Calif. 92660 (Atchitects, Planners)	"I think there is a need for technicians to do "footwork" research, data collecting and observation- a multi-disciplined background with, perhaps, a speciality in graphics. We could use one or two of them."
Dr. Martin Schwartz Technology Associates of Southern Calif., Inc. 362 W. Garvey Ave. Monterey Park, Calif. 91754 (Engineering & Science Specialists)	"We have used graduates of U.C. Santa Barbara's Environmental Science program to assist our professionals. We could use technicians also. The training should be for multi-disciplined and specialized technicians. A college should easily place 25 to 30 students and the need should increase."

Dr. Lewis Fottansbee Environmental Impact Profiles 642 South B Street Tustin, Calif. 92680 (Environmental Research)	"As it stands now, it is mostly the professional-level environmentalist who can analyze, interpret and write the report. These top-level people are needed to utilize the technician. Things are moving slowly, but people are being absorbed. Most firms don't have a full complement of specialists; consequently, consultants are widely used for various aspects of EIR research. My projection is that the demand for technicians is minimal, but will remain consistent. I would recommend a training program, but it shouldn't be over-sold."
Eugene Wheeler Eugene D. Wheeler & Assoc. Urban Health & Environmental Planners 458 Dorothy Avenue Ventura, Calif. 93003	"I currently employ nine technicians to assist the professionals on the staff. I have enough technicians. I feel the missing link is at the higher level--the decision-making level. Generally, there is a need for technicians in the private sector."

The quotes are representative of what was found by surveying 50 of the listed 95 firms. Attempts were made to contact all of the 95, but people were not available for comment or the telephones were no longer in service and there was no new number. The firms contacted were located throughout Los Angeles and Orange counties.

Training should be provided for technicians	Don't know, or possibly training should be offered	No, training should not be offered
31	7	12

PUBLIC SECTOR

A public sector survey was also made with regard to the recent needs created by Environmental Impact Report requirements. The following quotes reflect the employment needs of the respective departments involved in reviewing and performing EIR's:

Robert Kelly Anaheim, Calif. Orange County	"We are going to require the developer to hire a consulting firm to perform the Environmental Impact Report. Our reviewing committee will consist of various department heads--water, fire, etc. We don't anticipate hiring technicians."
Taras Kozber Buena Park, Calif. Orange County	"We don't have the personnel to do Environmental Impact Reports. We will hire a consultant to perform one for the city and request the developer to hire a consultant who can interface his data with ours. I don't think a program is necessary, but we would like seminars offered to existing personnel for updating techniques and knowledge of laws."
William Dunn Costa Mesa, Calif. Orange County	"We will refer the developer to a list of approved consulting firms on a round-robin basis. We will review the report with a committee to make the final decision. We will need 2 to 16 people with the Planning Department in the next 5 years, 5 of which might be at the technical level."
Richard Morton Fullerton, Calif. Orange County	"We will be doing our own preparation and reviews for EIR's using department heads who will review the developer's report. Our people already have adequate expertise. If we don't, we will hire a consultant."
Thomas Severns Huntington Beach, Calif. Orange County	"We will review the EIR's using a review board consisting of department heads. We need support personnel at the technical level. I feel there is a definite need for technicians. I believe 20 to 35 technicians could be placed in positions in western Orange County alone."
Edward Skutnik Long Beach, Calif. Los Angeles County	"Our Building Department will enforce and review the Environmental Impact Reports. I think

there is a definite need for a training program for technicians. I would like to see a 2 year program for training generalists in engineering, sociological, economic and physical science aspects of an EIR."

Mr. Richard Pennock Pasadena, Calif. Los Angeles County	"We will have a multi-disciplined team to review environmental impact reports and when needed we will use community specialists. The colleges can help by offering refresher course to help Planning personnel remain current. I would especially like to see courses offered in noise abatement".

SURVEY OF COLLEGES

The survey procedures used to determine the current training programs in the five county area consisted of a form letter, see Appendix II, and a follow-up phone call. The responses reflected in this writing may be outdated at the time of publication. The emphasis on the need for training programs in the environmental field has prompted several colleges to consider offering a training program. The indications reflected in this writing should be helpful in determining what is needed. Environmental employment and training is in a constant state of change. Consequently, any college considering development of the programs recommended in this survey should make the effort of contacting the local private and public sectors to comprehensively estimate how many training slots they should provide for. Enrollment in appropriate course offerings on an evening college basis appears to be an excellent barometer of the need for a complete program offering. Something more schools must do is to send notices and flyers to employers of potential students. The research indicated that many employers were unaware of courses being offered at local colleges.

As more training is needed, more sources of money are expected to be available. The Environmental Protection Agency is pur-

portedly going to offer funds this summer for a noise abatement technician training program in addition to continued financial support for the myriad of existing programs - especially in Water/Wastewater.

In the responses to the survey questionaires, the phone contacts and the personal visits, there was a consistant plea for technicians that are more work-ready than the graduates of some college programs at all levels. The answer to the problem is to incorporate work experience into any direct employment training program, especially in the technical areas. Some employers felt that Master Degree graduates were educated trainees.

It is recommended that work experience slots are most important and the alternate option (if slots are not available) is to offer some sort of practicum encompassing field study, field trips, class or individual projects on industrial problems, model building, etc.

The Orange County Planning Commission and the Los Angeles Planning Commission will be hiring some new personnel but neither expect big employment shortages.

A rather large employment need was expected throughout the public sector as a consequence of the review and performance of the environmental impact reports. However, the response of "no new needs" seemed predominant. Virtually all of the 15 major cities contacted reflected budgetory limitations as a primary factor in explaining responses of limited needs. Several cities that were contacted didn't yet know how they would interpret the State's "Guideline".

Research that was completed prior to the State's action on the EIR guidelines indicated essentially the same training and employment needs, only to a lesser degree. There were marked employment needs in wastewater, Occupations Safety

and Health, Noise Abatement, and Air Pollution Control. The Environmental Resource technician is the child of the State's guidelines for implementing EIRs.

The employer's concept of what a resource techician is supposed to do is less than clear, however. All of them agreed that this person would assist professionals in various areas and perform a good deal of "leg work" that is currently being done by the professionals. However, if this resource technician is employed by a Civil Engineering firm, they will have to orient this person to their special needs as it would be impossible to train a generalist and a specialist in a two year program. It would behoove any of these technicians to consider further college training on a part time basis. The consensus of opinions is that the resource technician will have course work in several areas and especially course work to train him (or her) to know "What is needed" and "where to find it" in terms of public records and other data available. This "leg work" is essential to report preparation.

JOB DESCRIPTION INDEX

The job description index consists of the most commonly referred to titles. Public and private agencies responded to the questionaires with a myriad of job descriptions. There were several different titles with similar or alike descriptions, some of which were misleading. An air pollution technician was referred to as an air pollution investigator, an environmental technician was referred to as an air technician, etc. However, most of these "different" descriptions had very similar education requirements and it appeared appropriate to use the most common job title.

Employment ratings are used in lieu of numbers because of the almost unbelievable change in the significance of numbers. The ratings are somewhat general for that reason. There is more reflected on this phenomenon in the introduction to the Education section. Essentially, the college that is considering the implementation of a program ought to make some kind of local survey.

The projection column resulted from a deliberative process of the advisory committees and the feelings of the employers in the public and private sectors. All of these people agree that the employment in the whole area of ecology is strongly dependent upon legislation and financial commitment from all levels of government.

PROJECTION RATINGS

The employment projection of "Good" indicates that the employment prospects in this area are such that trained people will find work. It indicates current job availability and projected job availability for the next five years or more.

This rating may or may not require a training program depending upon the area. If the jobs are in a large metro-

politan area, (most are) there are several colleges that could be offering a training program or relevant courses to meet the employment needs in that area. A limited survey in the local area of the training institution to estimate the training slots would seem fitting

Other factors generally bearing on the "Good" rating are:

1. There is a program already offered in this area that may or may not meet the employment needs.

OR

2. These positions are filled with a company training program. (This is the case with a major auto manufacturer that trains it's own technicians to monitor the emissions of 20% of their production model cars.)

OR

3. There is good lateral movement possible from similar agencies.

OR

4. Many of these positions have been filled by bachelor degreed personnel or higher levels because the employer is following tradition or Civil Service requirements. This is true to a large degree in the city of Los Angeles.

The rating of "Excellent" indicates that the current and projected employment needs are such that a training program is in order. Generally, the projected need is higher for each year than the current need. Presently, employers may have difficulty filling positions with properly trained personnel.

The rating of "Poor" indicates that the number of job openings in that position are minimal or non-existent and the projection is such that a training program is clearly not in order at this time.

The rating of "Fair" indicates that there are some jobs available, but the turnover is minimal and job openings sporadic. The employment needs are such that while a training program is not recommended, appropriate evening courses may be recommended. The projection for these jobs is parallel to the current needs. There will continue to be sporadic openings. In some cases there are already programs of one sort or another training people for employment in the areas rated fair.

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Noise Abatement Technician Curriculum

Purpose of the Curriculum: Courses offered in this program are designed to prepare students for entry into the fields of industrial, architectural, and enviornmental acoustics as well as noise abatement at the technical level.

Course Structure and Organization: Twenty-four units of specialized noise abatement and acoustical instruction, evenly divided between laboratory and theory, afford a balanced core of technical development. These are supported by twenty additional required units in related subject areas such as technical mathematics, elementary electronics, computer technology, drafting and mapping, technical report writing and graphical display of data.

The balance of this four semester sequency consists of supplemental course work in social science, humanitites, psychology and other suitable general education electives comprising sixteen additional units leading to the A.A. degree, if desired, upon attainment of approximately sixty units.

Topic Outline: Requirements in the major area consist of the following courses:

NA-1	Introduction to Theory of Sound	(3 units)
NA-2	Acoustic Laboratory Principles	(4 units)
NA-3	Physiology & Psychology of Hearing	(1 unit)
NA-4	Theory of Sound Measurement	(3 units)
NA-5	Sound Measurement Laboratory	(4 units)
NA-6	Methods of Acoustical Measurement	(3 units)
NA-7	Acoustical Instrumentation Practice	(4 units)
NA-8	Legal and Architectural Standards of Noise Abatement	(2 units)
	Total Units in Major	24 units
NA-9	Technical Mathematics of Sound I	(3 units)
NA-10	Technical Mathematics of Sound II	(3 units)
NA-11	Elementary Electronics	(4 units)
NA-12	Computer Technology	(3 units)
NA-13	Drafting and Mapping	(2 units)
NA-14	Graphical Display of Acoustical Data	(2 units)
NA-15	Technical Report Writing	(3 units)
	Total Supportive Requirements	20 units

General Education Requirements Could Consist Of:

Social Science	(3 units)
Humanities	(3 units)
Psychology	(3 units)
Electives	(6-8 units)
Total General Education Requirements	(15-17 units)

NA-1 Introduction to Theory of Sound
Course Description

3 units

Description of Course: A math-oriented, non-calculus examination of theory and principles of application concerning the following features of sound with respect to measurement and interrelationships.

Vibration	Pitch
Simple harmonic motion	Discrimination
Wave phenomena	Weber's Law
Energy	Fechner's Law
Propagation	Phons
Amplitude	Sones
Frequency	Decibels
Wave length	Decibels - absolute energy
Velocity	Decibels - reference noise
Conduction	Sound pwoer
Reflection and Echoes	Ambient noise
Absorption	Threshold of hearing
Resonance and interference	Range of audibility
Refraction	Curves and Graphs
Sound vs. Noise	
Hearing	
Loudness	

Prerequisites: Mandatory concurrent enrollment in Technical Math. of Sound I.

NA-2 Acoustic Laboratory Principles

4 units

Description of Course: An introduction to laboratory operation of professional acoustical equipment combined with an elementary physics-oriented exploration of sound phenomena involving mathematical analysis.

The following topics are treated:

- Standing Waves
- Resonance
- Determination of:
  - Velocity
  - Wave-LTH
  - Frequency
- Media for Propagation
  - Gas & Solids
- Measurement Criteria
  - Intensity
  - Loudness
  - Sound Pressure Level
  - Calibration of Instruments

Frequency Analysis
Sound Power Measurement
Sound Intensity Ratios

Recording of Measurements
Charts, Graphs, Tables
Logarithmic and Semi-log Tape & Graphic Recorders

Prerequisites: Mandatory concurrent enrollment in NA-1, Introduction to Theory of Sound.

NA-3 Physiology and Psychology of Hearing

1 unit

Description of Course: An elementary examination of the morphology and function of the human ear within the context of the aural environment. Topics to be covered are:

Structure and Function of the Ear
Detection of Energy
Response to Stimulus
Loudness Discrimination
Frequency Discrimination
Range of Response
Recognition - Identification Faculties
Neural Processes and Properties
Place Theory of Functional Detection
Perception of Noise Level
Psycho-Acoustical Attributes of Sound
Perception of Nominal Scale
Perception of Interval Scale
Perception of Ratio Scale
Annoyance Levels
Tolerance Levels
Effect upon Human Behavior
Aural Health and Hygiene
Damage to Hearing
Tinnitus
Hearing Loss
Protection of Hearing
Deafness

Texts: Waves and the Ear, Bergeijk, Pierce and David, Anchor Books, Doubleday & Co., Garden City, New York 1960.

NA-4 Theory of Sound Measurement

3 units

Description of Course: A math-oriented introduction to theory and practice involved in measurement of sound phenomena as encountered in technical analysis in the field and laboratory.

The topics examined are:

- Measurement Principles
- Measurement of Sound Parameters
  - Loudness - Sound pressure level
  - Decibels (and reference parameters)
  - Absolute energy units
  - Logarithmic relationship to intensity
- Units of Threshold Pressure
- Units of Threshold Intensity
- Relationships involving the above (i.e., density, velocity, impedance)
- Addition of separate intensity combinations
- Addition of Separate Pressure Levels

- Sound Level Meters
  - Calibration
  - Weighted Scales

- Sound Analysis - Frequency
  - Filters and Their Use
  - Octave, Half-Octave and Third-Octave Analysis

- Sound Power & Sound Intensity
  - Loudness
  - Phons
  - Sones
  - Their Relationships

- Ambient Noise Measurement
  - Sound Pressure Level and Frequency
  - Total Noise
  - Background Noise
  - Spectrum Level
  - Reduction Level

Prerequisites: NA-2, Acoustic Laboratory Principles
NA-3, Physiology and Psychology of Hearing
Technical Math of Sound 1
Mandatory enrollment in Technical Math of Sound 2

NA-5 Sound Measurement Laboratory

4 units

Description of Course: A laboratory approach to the application, operation, maintenance and calibration of acoustical equipment with emphasis upon the determination and systematic compilation of data as required by specific job situations.

Topic Outline:

Microphones
Oscillators
Amplifiers
Speakers
Sound Generators
Sound Level Meters
Impact Noise Analyzer
Noise Exposure Monitors
Calibrators
Octave Band Meters
Wave Analyzers
Graphic Level Recorder

Set-up, Calibration, Adjustment and operation of the above.

Charts and Criteria
Standards of Comparison
Noise Criteria
Ambient Noise
Octave Band-Width Analysis

Prerequisites: NA-1 through NA-3 and Mandatory concurrent enrollment in NA-4, Theory of Sound Measurement.

NA-6 Methods of Acoustical Measurement

3 units

Description of Course: An integrated, in-depth approach to the recognition of data required for specific sound analyses and the method, instrumentation, and data display required to produce professional data and reports.

The following features are systematically considered with respect to measurement and procedural method requirements.

Noise Criteria and Classification
Noise Analysis
Intensity-Duration Relationships
Ambient Considerations
Pulse Testing, Impulse Analysis
Reverberation
Use of Tape Recorders

Use of Oscilloscope and photography
Structural Considerations
Room Acoustics
Industrial Noise
Traffic Noise
Aircraft Noise
Product Noise Analysis
Consumer Oriented Measurement Data

Prerequisites: NA-4, Theory of Sound Measurement
NA-5, Sound Measurement Laboratory

NA-7 Acoustical Instrumentation Practice

4 units

Description of Course: A comprehensive consideration based upon integrated employment of sound testing equipment to fulfill specific job requirements with emphasis upon on-site experience.

The following topics will serve as a guide but individual field situations will dictate the detailed procedures and appropriate activity:

Architectural Acoustic Analysis
Survey, Evaluate, Set-up and measure pertinent features of each of the following; selecting appropriate on-campus locations and facilities as follows:

Project 1. A working business office.
Project 2. An auditorium or rehearsal facility in operation.
Project 3. Acoustically analyze a large lecture hall; particular emphasis to be placed on reverberation and critical areas.

Industrial Acoustic Analysis
A Working Machine Shop

Project 4. Measure sound pressure levels, ambient noise, transient noise, impulse noise, wide band noise, etc.
Project 5. Analyze and measure traffic noise at a suitable location on campus. Plot sound level contours for appropriate hours and position. Put data in suitable form so as to determine and display peak conditions. Indicate areas not suitable for classroom locations.

Project 6. Student to select a feasible on-campus project which interests the student as a professional technician. The effort should result in concrete evaluation of data to permit meaningful display, evaluation and result in acoustical improvement or suggestions for noise abatement.

Prerequisites: NA-1 Through NA-5 and Concurrent enrollment in NA-6.

NA-8 Legal and Architectural Stand. of Noise Abatement

2 units

Description of Course: A study of current federal, state, county and local regulations for industrial and environmental hoise abatement. Also included are architectural acoustic standards for public and private buildings.

Topics to be Included are:

- Acoustical specifications
- Industrial acoustic requirements
- Environmental Acoustic requirements
- Architectural acoustic requirements
- Consumer-product noise specifications
- Inspection, Procedural and Measurement criteria
- Federal, state, county and local regulation
- Legislative and enforcement agencies
- Consideration of Health safety comfort
- Economic aspects of noise pollution
- Automobile exhause noise pullution

Prerequisites: Introduction to Theory of Sound
Acoustic Laboratory Principles

WATER AND WASTEWATER TECHNOLOGY

This curriculum is patterned after the curriculum set forth in Water and Wastewater Technology, Technical Education Program Series No. 11, U.S. Government Printing Office, Washington; 1968. If implementation of this curriculum is undertaken, it is recommended that the original publication be used as a further source for curriculum, reference and supplementary materials. This adaptation was approved by the following advisory committee.

ADVISORY COMMITTEE

Mr. Theodore A. Dunn Head of Operations and Laboratories	Orange County Sanitation District P.O. Box 8127 Fountain Valley, Ca. 92708
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POLLUTION ABATEMENT TECHNICIAN

WATER AND WASTEWATER

SUGGESTED TWO-YEAR PROGRAM

Freshman

First Semester

COURSE	UNITS
INTRO TO WATER, WASTEWATER & RELATED TECHNOLOGIES	3
MATH 040	3
TECH REPORT WRITING	3
BASIC HYDRAULICS FOR WATER AND WASTEWATER TECHNOLOGY	4
GENERAL EDUCATION ELECTIVE	3
P.E.	1
	17

Second Semester

MICROBIOLOGY FOR WATER AND WASTEWATER TECHNOLOGY	4
SANITARY CHEMISTRY & MICROBIOLOGY I	4
WATER SUPPLY & WASTEWATER CONTROL	3
GENERAL EDUCATION ELECTIVE	4
P.E.	1
	15

Sophomore Year

First Semester

SANITARY CHEMISTRY & MICROBIOLOGY II	4
WATER PURIFICATION	3
WORK EXPERIENCE	4
ELECTIVE	3
P.E.	1
	15

Second Semester

WASTEWATER TREATMENT	4
INSTRUMENTATION & CONTROLS	3
WORK EXPERIENCE	4
ELECTIVE	3
P.E.	1
	15

Introduction to Water and Wastewater
Technology and Related Fields
Course Description

18 week course) 3 units

rerequisite: None

atalog Description: A study of methods of disease transmission, hygienic excreta disposal, municipal and industrial wastewater collection and treatment, characteristics of water, water treatment, protection of ground water, insect and rodent control, solid waste collection and disposal, milk and food sanitation, swimming pool sanitation, and industrial hygiene.
2 hours lecture, 3 hours laboratory per week.

or whom is the Course Intended: Pre-employment and upgrading of those currently employed in the field.

bjectives of the Course: To know and understand the fundamental principles of environmental control, water and wastewater, and sanitation normally employed in the field of public health for protecting the health and well being of people. To know and understand the methods of disease transmittal. To know and understand the physical, chemical, and biological means of prevention or minimizing the threat of pathogens and nuisance organisms as they relate to water resources and water pollution control.

nstructional Methods proposed: Lecture, laboratory, project reports, problem solving and field trips.

opic Outline:

	MAJOR DIVISIONS	Hours Class	Hours Lab & Eval
I.	Disease Transmittal	6	3
II.	Hygienic Excreta Disposal	6	9
III.	Sources, Protection, and Treatment of Water	6	9
IV.	Insect and Rodent Control	3	3
V.	Solid Wastes, Collection, and Disposal	3	6
VI.	Food Sanitation	3	6
VII.	Swimming Pool Sanitation	3	6
VIII.	Industrial Hygiene	3	6
IX.	Radiological Sanitation	3	6
	Total	36	54

. Disease Transmittal
  A. Units of Instruction
    1. Air
    2. Food, water, solids
    3. Insects and animals

B. Laboratory Projects
   1. Visit laboratory section of local health department

II. Hygienic Excreta Disposal
A. Units of Instruction
   1. Purpose
   2. Basic Principles
   3. Decay cycles
   4. Excreta disposal without water carriage
   5. Excreta disposal with water carriage
   6. Municipal sewage disposal

B. Laboratory Projects
   1. Observe and report on the design features of a septic tank under construction.
   2. Prepare a flow sheet for a municipal wastewater plant complete with rate, time, and type of treatment process.
   3. Prepare a preliminary design of a wastewater treatment facility for a small community.

III. Sources, Protection, and Treatment of Water
A. Units of Instruction
   1. Desired qualities
   2. Sources
   3. Protection
   4. Water treatment
B. Laboratory Projects
   1. Prepare a flow sheet for a municipal water treatment plant complete with rate, time, name of various treatment processes.
   2. Observe construction of private water system and municipal water system, and report on the principal differences in sizes and materials.

IV. Insect and Rodent Control
A. Units of instruction
   1. Basic principles
   2. Specific insects
   3. Rodents
   4. Rodent control

V. Solid Wastes, Collection, and Disposal
A. Units of Instruction
   1. Solid wastes
   2. Collection
   3. Disposal
B. Laboratory Projects
   1. Inspect, with the local sanitarian, a private waste collection and disposal system
   2. Visit a municipal solid waste disposal site and prepare a report on area required and costs.

VI. Food Sanitation

A. Units of Instruction

1. Factors affecting health
2. Food infectants and intoxicants
3. Control methods used by restaurants
4. Control methods used by U.S. Government

B. Laboratory Projects

1. Inspect, with sanitarian, a milk producing and bottling plant
2. Observe Federal meat inspector examining animals at a local poultry plant or abatoir.
3. Observe sanitarian inspecting a food serving establishment

VII. Swimming Pool Sanitation

A. Units of Instruction

1. Infections and diseases associated with swimming pools
2. Water sanitation standards for swimming pools
3. Methods of purification:
4. Provisions for safety

B. Laboratory Projects

1. Perform chlorine and alkalinity determinations for a swimming pool.
2. Calculate filtration and turnover rate from data on recirculation pump.

VIII. Industrial Hygiene

A. Units of Instruction

1. Industrial hazards
2. Specific toxic compounds
3. Methods of control

B. Laboratory Projects

1. Visit atmospheric sampling station for information on equipment and operation.
2. Describe analyses of air samples.

IX. Radiological Sanitation

A. Units of Instruction

1. Radioactivity terms
2. Units of radiation and radioactivity
3. Effects of radiation
4. Safety measures

B. Laboratory Projects

1. Demonstrate survey type radiological instruments.
2. Demonstrate radiation from a radioactive substance

Microbiology for Water and
Wastewater Technology
Course Description

(18 week course) 3 units

Prerequisite: None

Catalog Description: A basic course in microbiology with emphasis on microorganisms, and on the laboratory procedures for identifying and differentiating organisms peculiar to water and wastewater treatment, and related public health and stream sanitation problems.
2 hours lecture, 6 hours lab per week.

For Whom is the course intended: Pre-employment and upgrading of those currently employed in the field.

Objectives of the course: To know and understand the fundamentals of microbiology pertinent to water and wastewater treatment. The nature and behavior of micro-organisms are basic to the entire operation of waste treatment plants. They must be thoroughly understood before adequate design and operation can be comprehended. The subject matter includes the life processes of organisms, the sanitary significance of each, the specific disease caused by each, and the observation and control of organisms.

Instructional Methods proposed: Lecture, Laboratory exercises, Problem Solving

Topic Outline:

	MAJOR DIVISIONS	Hours	
		Class	Laboratory
I.	Scope and Service	2	3
II.	The Nature of Life	2	6
III.	The Living Cell	3	6
IV.	The Life Processes of the Cell	3	3
V.	Observations of Micro-organisms	4	9
VI.	Bacteria	3	12
VII.	Fungi	2	9
VIII.	Algae	4	9
IX.	Protozoa	2	9
X.	Microbic Infections	2	3
XI.	Microorganism Control	3	9
XII.	Higher Animals	2	9
XIII.	Plankton Enumeration in Water	2	12
XIV.	Botom-Fauna Samples	2	9
	Total	36	108

I. Scope and Service
   A. Units of Instruction
      1. The scientific method
      2. Classifications
      3. Biology in service of man

II. The Nature of Life
   A. Units of Instruction
      1. Characteristics of living matter
      2. Introduction to classification
   B. Laboratory Projects
      1. Observe and study proper care and use of microscope.
      2. Examine a specific organism to illustrate all features of a microscope.

III. The Living Cell
   A. Units of Instruction
      1. Sizes, shapes, and types
      2. Parts of animal cell
      3. Parts of plant cell
      4. Cell reproduction
      5. Chromosomes
   B. Laboratory Projects
      1. Study prepared slides for specific parts of plant cells.
      2. Study prepared slides for specific parts of animal cells.

IV. The Life Processes of the Cell
   A. Units of Instruction
      1. Photosynthesis
      2. Oxygen production
      3. Cell metabolism
      4. Interdependence of plants and animals

V. Observation of Microorganisms
   A. Units of Instruction
      1. Microscope
      2. Slide stains--bacteria
      3. Hanging-drop slide
      4. Sample concentration
   B. Laboratory Projects
      1. Prepare a gram stain of known culture.
      2. Prepare an acid-fast stain of a known culture.
      3. Prepare a flagella stain of a known culture.
      4. Identify unknown culture.

VI. Bacteria
   A. Units of Instruction
   B. Laboratory Projects
      1. Prepare bacterial cultivation media.
      2. Adjust acidity of culture media.
      3. Determine plate count on nutrient agar.
      4. Determine M.P.N. (most probable number) on lactose broth.
      5. Determine count on membrane filter.
      6. Prepare pure culture on nutrient agar.

VII. Fungi
- A. Units of Instruction
  1. General
  2. Major divisions
  3. Characteristics
  4. Microscopic identification
- B. Laboratory Projects
  1. Prepare a pure fungi culture.
  2. Classify the protist by morphological details.

VIII. Algae
- A. Units of Instruction
  1. Definition
  2. Classification
  3. Identification
  4. Sanitary significance
- B. Laboratory Projects
  1. Prepare a hanging drop slide of known algae.
  2. Classify an unknown algae by the hanging-drop slide method.

IX. Protozoa
- A. Units of Instruction
  1. General
  2. Identification
  3. Major classes
  4. Species of interest
- B. Laboratory Projects
  1. Examine prepared known slides of protozoa which have sanitary significance.
  2. Prepare wet sample of activated sludge and identify all protozoa.

X. Microbic Infections
- A. Units of Instruction
  1. Skin
  2. Mouth and throat
  3. Intestinal tract

XI. Microorganism Control
- A. Units of Instruction
  1. Physical controls
  2. Chemical controls
  3. Antibiotic and chemotherapeutic controls
- B. Laboratory Projects
  1. Demonstrate effect of osmosis on microorganisms.
  2. Determine heat tolerance of microorganisms.
  3. Compare effect of chemical agents on microorganisms.

XII. Higher Animals
- A. Units of Instruction
  1. Rotifera
  2. Crustacea
  3. Worms and larvae

B. Laboratory Projects
   1. Observe and sketch a known worm specimen.
   2. Isolate and identify rotifera in a water sample.
   3. Study morphological feature of crustacea.

XIII. Plankton Enumeration in Water
A. Units of Instruction
   1. Collection
   2. Concentration of sample
   3. Examination
   4. Calculation of results
B. Laboratory Projects
   1. Prepare a standard algae count by use of the Sedgwick-Rafter funnel.
   2. Check results of Sedgwick-Rafter funnel by use of the membrane filter.

XIV. Botom-Fauna Samples
A. Units of Instruction
   1. Collection
   2. Concentration
   3. Examination
   4. Calculation
B. Laboratory Projects
   1. Sample bottom deposits of flowing and still streams for organisms.
   2. Compare the type of organisms found in flowing and still streams.
   3. Identify several organisms and check their sanitary significance.

Sanitary Chemistry and Microbiology I
Course Description

(18 week course) 4 units

Prerequisite: Microbiology for Water and Wastewater Technology

Catalog Description: Theory and laboratory techniques for all control tests of water purification including: bacteriology, color, turbidity, pH, alkalinity, hardness, coagulations, detergents, chlorides, flourides, iron, manganese, bactericides, and nitrates.
2 hours lecture, 6 hours laboratory.

For Whom the Course is Intended: Pre-employment and upgrading of those currently employed in the field.

Objectives of the Course: To know and understand laboratory procedures as applied to water analysis and purification. Test results will be correlated with specific plant design and/or process control problems for waters in the immediate area.

Instructional Methods proposed: Lecture, Laboratory exercises, Problem Solving

Topic Outline:

	MAJOR DIVISIONS	Hours Class & Eval	Hours Lab & Eval
I.	Introduction	4	8
II.	Turbidity	2	4
III.	Color	2	6
IV.	Hydrogen-ion Concentration: pH	2	6
V.	Alkalinity	2	6
VI.	Coagulation	4	15
VII.	Hardness	2	6
VIII.	Chlorides	2	6
IX.	Flourides	3	9
X.	Iron and Manganese	3	9
XI.	Bacteriology	4	15
XII.	Detergents	3	9
XIII.	Nitrogen	3	9
	Total	36	108

I. Introduction
   A. Units of Instruction
      1. Chemical measurements
      2. Standard solutions
      3. Bacteria
   B. Laboratory Projects
      1. Orient the students in the care and use of and analytical balance.
      2. Prepare a normal solution.
      3. Prepare a molar solution.
      4. Prepare specific laboratory reagents to be used in subsequent laboratory projects.

II. Turbidity
   A. Units of Instruction
      1. Constituents
      2. Significance
      3. Methods of determination
      4. Expression and application of results
   B. Laboratory Projects
      1. Determine turbidity by Jackson candle turbidimeter, and color discs of raw, settled and tap water.
      2. Determine turbidity of raw water, using prepared standards.

III. Color
   A. Units of Instruction
      1. Sources
      2. Significance
      3. Methods of determination
      4. Expression and application of results
   B. Laboratory Projects
      1. Determine color of raw, settled, and tap water, using prepared standards.
      2. Determine color of raw water, using color discs.

IV. Hydrogen-ion Concentration: pH
   A. Units of Instruction
      1. Theory
      2. Measurement
      3. Significance
   B. Laboratory Projects
      1. Determine hydrogen-ion concentration in raw, settled, and tap water by the colorimetric method.
      2. Determine hydrogen-ion concentration in rain water by the electrometric method.

V. Alkalinity
   A. Units of Instruction
      1. General
      2. Methods of determination
      3. Expression and application of results
   B. Laboratory Projects
      1. Determine components of alkalinity, using raw, settled, and tap water as indicator solutions.
      2. Demonstrate alkalinity of water, using methyl orange as an indicator.

VI. Coagulation
   A. Units of Instruction
      1. Purposes
      2. Coagulants used
      3. Stoichiometric equation
      4. Coagualtion control
      5. Coagulant aids

B. Laboratory Projects
   1. Perform the standard jar test on two or more sources or raw water with two or more coagulants.
   2. Visit local water plant and compare results of laboratory coagulant test with operating results.
   3. Determine effect of coagulant aids on the standard jar test.
   4. Perform a cost analysis of coagulation based on chemical performance in a standard jar test.

VII. Hardness
A. Units of Instruction
   1. General
   2. Causes and sources of hardness
   3. Methods of determination
   4. Types of hardness
B. Laboratory Projects
   1. Determine hardness of two sources of water by soap method.
   2. Determine hardness of two sources of water by E.D.T.A. titration.

VIII. Chlorides
A. Units of Instruction
   1. General
   2. Methods of determination
   3. Application of results
B. Laboratory Projects
   1. Determine chlorides in two sources of water by the Mohr and the mercuric nitrate methods.
   2. Demonstrate chlorides in water, using silver nitrate.

IX. Fluorides
A. Units of Instruction
   1. General
   2. Types used in water supplies
   3. Methods of determination
   4. Application of results
B. Laboratory Projects
   1. Prepare colorimetric standards for the determination of fluorides.
   2. Determine fluorides by Megregian-Maier method.
   3. Determine fluorides by Scott-Sanchis method.
   4. Check results of fluoride test with spectrophotometer.

X. Iron and Manganese
A. Units of Instruction
   1. General
   2. Iron determination
   3. Manganese determination
   4. Application of results
B. Laboratory Projects
   1. Determine iron concentration in two sources by the phenanthroline and tripyridine methods.
   2. Determine manganese concentration in two sources by the persulfate and periodate methods.
   3. Check results of previous laboratory sessions on iron and manganese by spectrophotometer.

XI. Bacteriology

A. Units of Instruction

1. General
2. Water bacteria: coliforms
3. Total counts
4. Presumptive coliform test
5. Confirmed coliform test
6. Coliform density

B. Laboratory Projects

1. Familiarize the student with the special glassware, dilution principles, and reading equipment used in bacteriology.
2. Prepare lactose broth, nutrient agar, and other special bacteriological media.
3. Perform a standard-plate count.
4. Perform a multiple-tube fermentation test.
5. Perform a membrane-filter test.

XII. Detergents

A. Units of Instruction

1. General
2. Treatability
3. Methods of determination
4. Sanitary significance

B. Laboratory Projects

1. Determine detergents by methylene-blue method.
2. Determine detergents by spectrophotometer.

XIII. Nitrogen

A. Units of Instruction

1. General
2. Sanitary significance
3. Methods of analyses
4. Application of results

B. Laboratory Projects

1. Determine nitrogen by nesslerization in two samples of water from different sources.
2. Determine nitrogen by distillation in two samples of water from different sources.

Sanitary Chemistry and Microbiology II
Course Description

(18 Week Course) 4 units

Prerequisite: Sanitary Chemistry and Microbiology I

Catalog Description: A study of the theory and laboratory techniques for the determination of solids, dissolved oxygen, oxygen consumed, relative stability, bacteria, biochemical oxygen demand, organic nitrogen, volatile acids, and toxic metals in liquid media. The course includes stream studies and in-plant studies. 2 hours lecture, 6 hours lab.

For whom is the course intended: Pre-employment and upgrading of those currently employed in the field.

Objectives of the Course: To know, understand and be able to perform with assurance laboratory tests needed to evaluate wastewater treatment methods, operational practices, and the effect of wastewater on a water source. Test results will be correlated with specific design and/or operational practices and problems of wastewater disposal plants and streams in the immediate area.

Instructional Methods proposed: Lecture, Laboratory exercises, Problem Solving

Topic Outline: MAJOR DIVISIONS

		Hours	
		Class & Eval	Lab & Eval
I.	Solids	2	9
II.	Dissolved Oxygen	3	6
III.	Chemical Oxygen Demand	3	6
IV.	Relative Stability	3	6
V.	Biochemical Oxygen Demand (B.O.D.)	4	12
VI.	Wastewater Bacteriology	4	9
VII.	Nitrogen	2	6
VIII.	Volatile Acids	2	9
IX.	Grease	2	9
X.	Toxic Metals	4	12
XI.	Radiological Detection	3	9
XII.	Stream Studies	4	15
	Total	36	108

I. Solids
   A. Units of Instruction
      1. General
      2. Total solids
      3. Solids analyses
      4. Application of results

B. Laboratory Projects
   1. Determine the total volatile and fixed residue of a wastewater sample.
   2. Determine the volatile and fixed suspended residue of a wastewater sample
   3. Determine the dissolved matter of a wastewater sample.
   4. Determine the settleable matter of a wastewater sample.

II. Dissolved Oxygen
   A. Units of Instruction
      1. Significance
      2. Sampling
      3. Tests
      4. Application of results
   B. Laboratory Projects
      1. Determine dissolved oxygen by Winkler method of effluent of all processes of municipal waste plant.
      2. Check dissolved oxygen determination for interfering substances by the Rideal-Stewart and alkali-hypochlorite modification.
      3. Check all determinations by use of electrometric dissolved oxygen probe.

III. Chemical Oxygen Demand
   A. Units of Instruction
      1. Theory
      2. Tests
      3. Application of results
   B. Laboratory Projects
      1. Determine chemical oxygen demand of two sources of wastewater.
      2. Determine chemical oxygen demand of untreated domestic wastewater.

IV. Relative Stability
   A. Units of Instruction
      1. Theory
      2. Tests
      3. Application of results
   B. Laboratory Projects
      1. Determine the relative stability of several waste treatment plant effluents and compare results.
      2. Determine the relative stability of untreated domestic wastewater.

V. Biochemical Oxygen Demand (B.O.D.)
   A. Units of Instruction
      1. General
      2. Tests
      3. Application of results
   B. Laboratory Projects
      1. Prepare B.O.D. dilution water.
      2. Set up appropriate dilution on effluent of all processes of local waste treatment plant.
      3. Standardize thiosulfate.
      4. Titrate samples with thiosulfate and calculate B.O.D.

VI. Wastewater Bacteriology

A. Units of Instruction

1. Purpose
2. Types of tests
3. Interpretation of results
4. Application of results

B. Laboratory Projects

1. Prepare dilutions of sample to cover wide range of bacterial counts.
2. Determine the M.P.N. of a wastewater sample by the lactose broth fermentation tube method.
3. Prepare a standard plate count on a wastewater sample.
4. Determine by appropriate tests the reduction of coliform bacteria through the municipal waste treatment plant.

VII. Nitrogen

A. Units of Instruction

1. General
2. Ammonia nitrogen
3. Nitrate nitrogen
4. Nitrite nitrogen
5. Organic nitrogen
6. Application of nitrogen

B. Laboratory Projects

1. Determine ammonia nitrogen by distillation and nesslerization in raw wastewater sample.
2. Determine nitrate nitrogen by brucine and phenoldisulfonic methods in raw wastewater sample.
3. Determine nitrite nitrogen in raw wastewater sample by means of a spectrophotometer.

VIII. Volatile Acids

A. Units of Instruction

1. General
2. Test methods
3. Application of test results

B. Laboratory Projects

1. Determine volatile acids in a digestor sample by the direct distillation method.
2. Repeat #1, using the steam distillation method.

IX. Grease

A. Units of Instruction

1. General
2. Test methods
3. Application of test results

B. Laboratory Projects

1. Determine grease content of domestic wastewater and an industrial water waste by the Soxhlet and semiwet methods.
2. Determine grease content of river or marsh water.

X. Toxic Metals

A. Units of Instruction

1. General
2. Preliminary treatment
3. Test methods
4. Application of results

B. Laboratory Projects

1. Determine total chromium in a metal plating waste sample.
2. Determine nickel concentration in a metal plating waste sample.
3. Determine zinc concentration in a metal plating waste sample.

XI. Radiological Detection

A. Units of Instruction

1. General
2. Ionization
3. Sample collection
4. Counting instruments
5. Expression of results
6. Alpha and beta radioactivity
7. Strontium
8. Application of results

B. Laboratory Projects

1. Familiarize the student with the equipment, using samples with known radiological counts.
2. Prepare samples for counting.
3. Determine total alpha and gross beta activity.
4. Determine strontium-90 content in raw and treated water in a local treatment plant.

XII. Stream Studies

A. Units of Instruction

1. Purposes
2. Sampling devices
3. Concentration of microscopic organisms
4. Oxygen balance
5. Application of study data

B. Laboratory Projects

1. Determine flow of streams by velocity meters and cross sectional areas.
2. Run plankton counts on stream above pollution entrance, and several places below.
3. Check bottom fauna above point of pollution and in several places below.
4. Determine dissolved oxygen and B.O.D. above point of pollution and in several places below.

Water Supply and Wastewater Control
Course Description

(18 week course) 3 units

Prerequisite: None

Catalog Description: This course is designed to familiarize the student with the elementary engineering aspects of design, operation, process control, and maintenance of wastewater treatment plants and facilities. 2 hours lecture, 3 hours laboratory.

For whom is the course intended: Pre-employment and upgrading of those currently employed in the field.

Objectives of the Course: To know and understand the engineering aspects of water supply, water distribution, wastewater collection, and wastewater treatment and disposal. Knowledge and understanding of water supply and distribution to include: sources, quantity required, effect of storage on quality, storage capacity, water transmission, watershed protection, quality evaluation, stream sampling procedures, and distribution design. Knowledge and understanding of wastewater to include: physical conditions, quantity anticipated, collection system design, collection system maintenance, lift stations, biological life associated with water pollution control, and effect of liquid wastes on streams and lakes.

Instructional Methods proposed: Lecture, laboratory exercises, report preparation, problem solving.

Topic Outline: MAJOR DIVISIONS

		Hours	
		Class	Laboratory
I.	Water Sources	2	
II.	Water Demand	2	
III.	Water Storage	2	6
IV.	Storage Effect on Water	3	6
V.	Raw Water Transmission	3	9
VI.	Watershed Protection	2	
VII.	Water Quality Evaluation	3	
VIII.	Water Distribution Design	4	12
IX.	Wastewaters	3	
X.	Wastewater Collection	4	15
XI.	Wastewater Treatment	4	6
XII.	Effect of Liquid Wastes on Streams and Lakes	3	6
	Total	36	54

I. Water Sources
   A. Units of Instruction
      1. Rain water supplies
      2. Surface water supplies
      3. Ground water supplies
   B. Laboratory Projects (none)

II. Water Demand
   A. Units of Instruction
      1. Domestic
      2. Industrial
      3. Fire demand
      4. Demand factors
   B. Laboratory Projects (none)

III. Water Storage
   A. Units of Instruction
      1. Rainfall
      2. Storage losses
      3. Rainfall-runoff relationship
      4. Mass curve
   B. Laboratory Projects
      1. Predict population growth of typical city by graphical projection showing arithmetical, geometric, and incremental increase, and the population census ratio.
      2. Determine yield of watershed by rainfall-runoff relationship.
      3. Determine raw water storage requirement for a typical supply by means of mass diagram, dryest month, and empirical data.

IV. Storage Effect on Water
   A. Units of Instruction
      1. Sedimentation
      2. Bacterial decay
      3. Organic matter decomposition
      4. Controlling factors
   B. Laboratory Projects (none)

V. Raw Water Transmission
   A. Units of Instruction
      1. Methods
      2. Proper intake design
   B. Laboratory Projects
      1. Select and detail transmission line and appurtenances for a specific flow and topographic condition.
      2. Draw and detail a raw water intake structure for a specific flow and impoundment condition.

VI. Watershed Protection
   A. Units of Instruction
      1. Wastewater Pollution
      2. Recreation
      3. Erosion
   B. Laboratory Projects (none)

VII. Water Quality Evaluation

A. Units of Instruction

1. Potability
2. Chemical
3. Physical
4. Manufactured pollutants
5. Natural pollutants

B. Laboratory Projects (none)

VIII. Water Distribution Design

A. Units of Instruction

1. Component parts
2. System layout
3. Quantity considerations
4. General rules
5. Planning methods
6. Elevated storage

B. Laboratory Projects

1. Select proper pipe size for principal distribution mains, with elevated storage located at various points in a typical city.
2. Construct a pressure contour map of a section of a typical city.
3. Select and detail water distribution system of a typical subdivision to comply with N.B.F.U. requirements.

IX. Wastewaters

A. Units of Instruction

1. Composition
2. Quantity

B. Laboratory Projects (none)

X. Wastewater Collection

A. Units of Instruction

1. Transportation
2. Collection system design
3. Maintenance of collection system

B. Laboratory Projects

1. Diagram a wastewater collection system for a subdivision, complete with profile and details.
2. Visit a sanitary sewer construction project to observe materials, equipment, and methods used.
3. Draw in detail a liquid waste lift station for a specific flow.

XI. Wastewater Treatment

A. Units of Instruction

1. Necessity of treatment
2. Disposal without treatment
3. Primary treatment
4. Secondary treatment
5. Disinfection and deodorization

B. Laboratory Projects

1. Visit selected installations in the locality for innovations in basic processes.

2. Prepare a report describing and comparing the main features of each installation visited.

XII. Effect of Liquid Wastes on Streams and Lakes

A. Units of Instruction
   1. Zones of pollution
   2. Methods of recovery
   3. Biological life of pollution
   4. Bottom deposits
   5. Industrial wastes

B. Laboratory Projects
   1. Observe streams above and below discharge points for visible effect of pollution.
   2. Check effluent from a wastewater lagoon for comparison with municipal waste treatment plant.

Water Purification
Course Description

(18 week course) 3 units

Prerequisite: None

Catalog Description: A study of basic principles of water purification including: aeration sedimentation, rapid sand filtration, chlorination, treatment chemicals, taste and odor control, bacteriological control, mineral control, design criteria, maintenance programs, and operational problems. New processes and recent developments are studied. Criteria, rules, regulations, forms, and records associated with the field are considered. 2 hours lecture, 3 hours laboratory.

For whom is the course intended: Pre-employment and upgrading of those currently employed in the field.

Objectives of the course: To know and understand the elementary engineering aspects of the design, operation, and maintenance of water purification plants. Specific knowledge and understanding of design parameters for all processes, materials used and their pruposes, types of miscellaneous equipment and their operation, maintenance of plant and equipment, and typical solutions to specific operational problems. A critical evaluation of the design and operation of a local plant completes the course.

Instruction Methods proposed: Lecture, Laboratory exercises, report preparation, problem solving.

Topic Outline: MAJOR DIVISIONS

		Hours	
		Class	Laboratory
I.	Aeration	2	3
II.	Sedimentation	4	6
III.	Filtration	5	9
IV.	Chlorination	3	3
V.	Coagulation	5	9
VI.	Bacteriological Control	3	6
VII.	Softening	3	3
VIII.	Clear-Well Storage	3	6
IX.	Public Health Standards	2	
X.	Maintenance Organization	2	3
XI.	Preventative Maintenance	2	
XII.	Pumps and Prime Movers	2	6
	Total	36	54

I. Aeration
   A. Units of Instruction
      1. Objectives
      2. Types of aerators
      3. Theory
      4. Aerator design problems
      5. Operational problems
   B. Laboratory Projects
      1. Diagram a local installation.
      2. Calculate hydraulic head loss through a typical aerator.
      3. Determine aerator pipe sizes for a specific design flow.

II. Sedimentation
   A. Units of Instruction
      1. Theory
      2. Types of sedimentation basins
      3. Design parameters
      4. Operational problems
   B. Laboratory Projects
      1. Measure and calculate detention time of a sedimentation basin.
      2. Using dyes, determine flow time and pattern of a sedimentation basin.

III. Filtration
   A. Units of Instruction
      1. Theory
      2. Types of filtration
      3. Design parameters
      4. Operational problems
   B. Laboratory Projects
      1. Describe the design parameters of an existing rapid sand filter.
      2. Prepare a detail diagram of the construction features of a rapid sand filter.
      3. Calibrate rate controller by means of hook gage and stop watch.
      4. Calibrate loss of head gages by means of piezometer tubes.

IV. Chlorination
   A. Units of Instruction
      1. Purposes
      2. Point of application
      3. Chlorination practice
      4. Methods of application
      5. Determination of dosages
      6. Operational problems
   B. Laboratory Projects
      1. Trace the chlorine feeding system of a local installation.
      2. Prepare a cost analysis of the various chlorine compounds available.
      3. Check gravimetric feed rate against visual meter for 24-hour run.

V. Coagulation
   A. Units of Instruction
      1. General
      2. Theory of coagulation
      3. Chemical reactions
      4. Mixing and flocculation
      5. Operational problems
   B. Laboratory Projects
      1. Observe and sketch the operational principle of two types of dry chemical feed machines.
      2. Measure, calculate, and draw the mixing basin of a local plant.
      3. Measure, calculate, and draw the coagulating basin of a local plant.
      4. Design a coagulating basin for a specific flow-rate complete with agitators.

VI. Bacteriological Control
   A. Units of Instruction
      1. Chemicals used
      2. Laboratory samples
      3. Operational problems
   B. Laboratory Projects
      1. Calculate the quantity of chlorine required to sterilize a new main installation.
      2. Diagram in detail a vacuum release valve installation.

VII. Softening
   A. Units of Instruction
      1. General
      2. Substances causing hardness
      3. Lime-soda process
      4. Zeolite process
      5. Operational problems
   B. Laboratory Projects (none)

VIII. Clear-Well Storage
   A. Units of Instruction
      1. Function
      2. Types
      3. Quantity requirements
      4. Operational problems
   B. Laboratory Projects
      1. Observe several types of clear-well storage reservoirs.
      2. Calculate the hydraulic head loss in clear-well storage.

IX. Public Health Standards
   A. Units of Instruction
      1. Terminology
      2. Bacterial quality
      3. Physical limits
      4. Chemical limits

X. Maintenance Organization
   A. Units of Instruction
      1. Functions
      2. Essentials of program
      3. Work execution
      4. Training
      5. Preventive maintenance
      6. Maintenance improvement
      7. Corrective maintenance
      8. Cost control
   B. Laboratory Projects
      1. Observe the maintenance organizations of the local water treatment plant as to work orders, follow-up, and records.
      2. Study the cost control for maintenance in a water treatment plant.

XI. Preventive Maintenance
   A. Methods of Instruction
      1. Corrosion
      2. Protective coating
      3. Lubrication
   B. Laboratory Projects (none)

XII. Pumps and Prime Movers
   A. Units of Instruction
      1. Principle causes of pump malfunction
      2. Indications of Trouble
      3. Routine maintenance of pumps
      4. Routine maintenance of motors
   B. Laboratory Projects
      1. Disassemble a centrifugal pump--identifying all parts.
      2. Measure wearing rings to determine clearance.
      3. Renew packing and check priming procedure.

Wastewater Treatment
Course Description

(18 week course) 4 units

Prerequisite: Water Supply and Wastewater Control

Catalog Description: This course is designed to familiarize the student with the elementary engineering aspects of design, operation process control, and maintenance of wastewater treatment plants and facilities. 3 hours lecture, 3 hours laboratory.

For whom the course is intended: Pre-employment and upgrading of those currently employed in the field.

Objectives of the course: To know and understand design parameters for all processes, materials used and their purposes, type and operation of miscellaneous equipment, maintenance of plant and equipment, and typical solutions to specific operational problems. Specific knowledge and understanding of wastewater treatment, hydraulic layout of treatment plant, selection of treatment method, industrial wastewater treatment, maintenance programs, health regulations, and pertinent reports. A critical evaluation of local wastewater treatment plant will be included.

Instructional Methods proposed: Lecture, Laboratory exercises, report preparation, problem solving.

Topic Outline:

	MAJOR DIVISIONS	Hours Class	Hours Laboratory
I.	Metnods of Treatment	6	9
II.	Treatment Selection	6	12
III.	The Treatment Plant	14	12
IV.	Industrial Wastewaters	12	6
V.	Rules, Regulations, and Forms	4	3
VI.	Preventative Maintenance	4	6
VII.	Sewer Cleaning	4	3
VIII.	Safety	4	3
	Total	54	54

I. Methods of Treatment
- A. Units of Instruction
  1. Review of basic treatment processes
  2. Innovations in processes
- B. Laboratory Projects
  1. Prepare flow diagrams for several types of treatment processes that can be found in the locality.
  2. Prepare reports on various manufacturer's proprietary treating devices, indicating the process and expected efficiency.

II. Treatment Selection

A. Units of Instruction

1. Objectives of treatment
2. Use of septic tank and nitrification field
3. Use of septic tank and sand filter
4. Anaerobic lagoons
5. Aerobic lagoons
6. Extended aeration
7. Complete municipal system

B. Laboratory Projects

1. Make a diagram of a septic tank showing details of the entire system. Write a report describing the function of the system; its advantages and limitations in detail.
2. Write a report describing either an anaerobic or an aerobic lagoon. Diagram the system and present a detailed analysis of its operation and limitations.
3. Make a field trip to a municipal wastewater treatment plant. Make a diagram of the complete system, and write a report describing its operation in detail.

III. The Treatment Plant

A. Units of Instruction

1. Physical facilities
2. Hydraulic layout of plant
3. Laboratory efficiency check

B. Laboratory Projects

1. Calculate the hydraulic head loss in a local plant.
2. Determine pump size and horsepower for recirculation pump in a local plant.
3. Study a standardized check-list used at a specific plant in the locality.
4. Assign specific operation and problems for students to solve by investigation of the local municipal waste treatment plant.

IV. Industrial Wastewaters

A. Units of Instruction

1. Nature of wastes
2. Waste effects
3. Characteristics and methods of treatment

B. Laboratory Projects

1. Plan a treatment process for specific industrial wastes and flow based on latest literature.
2. Observe and identify the principles and methods used in an industrial wastewater treatment process in a local plant.

V. Rules, Regulations and Forms

A. Units of Instruction

1. Purposes
2. Types of records
3. Monthly forms required by the Water Pollution Control Agency
4. Contents of annual report to governing board

B. Laboratory Projects

1. Review the operating records of the local wastewater treatment plant for information on efficiency, costs, and operational problems.
2. Prepare a sample monthly report, using data from the operating records reviewed in item #1.

VI. Preventive Maintenance

A. Units of Instruction

1. Purposes
2. Lubrication
3. Protective coatings
4. Electrical equipment
5. Plant structure
6. Plant equipment

B. Laboratory Projects

1. Disassemble a piston type pump and identify all parts.
2. Investigate types and effectiveness of protective coatings used in a local wastewater treatment plant.

VII. Sewer Cleaning

A. Units of Instruction

1. Work involved
2. Causes of trouble
3. Necessary equipment

B. Laboratory Projects

1. Visit location of a sewer-cleaning operation to familiarize the students with hand and mechanical augers.
2. Compare cost of using hand and mechanical augers.

VIII. Safety

A. Units of Instruction

1. Occupational hazards in wastewater works
2. Accident prevention
3. Safety program

B. Laboratory Projects (none)

Instrumentation and Controls
Course Description

(18 week course) 3 units

Prerequisite: None

Catalog Description: An elementary study of hydraulic, pneumatic, mechanical, electrical and electronic contol systems and components. It includes a basic description, and explanation of operation of instrumental controls for water and wastewater plants. Typical performance characteristics, accuracy, and applications of instruments are studied. 2 hours lecture, 3 hours laboratory.

For whom the course is intended: Pre-employment and upgrading of those currently employed in the field.

Objectives of the course: To know and understand the application, maintenance, and calibration of specific instruments essential to water purification and wastewater treatment systems. Study of typical performance characteristics, limitations, accuracy, and utilization of specific instruments in the various industrial processes is included.

Instructional Methods proposed: Lecture, Laboratory exercises, report preparation, problem solving.

Topic Outline:

	MAJOR DIVISIONS	Hours Class	Hours Laboratory
I.	Pressure	3	6
II.	Recorders	3	6
III.	Flow	6	6
IV.	Liquid Level	3	3
V.	Temperature	2	3
VI.	Humidity	2	3
VII.	Control	3	6
VIII.	Control Valves	2	3
IX.	Transmitters	3	3
X.	Blind Controllers	2	3
XI.	Miniature Recorders	3	6
XII.	Graphic Panels	3	6
	Total	36	54

I. Pressure

A. Units of Instruction

1. Nature of pressure
2. Manometers
3. Gage calibration
4. Bourdon tube gages
5. Diaphragm pressure element
6. Vacuum and compound gages
7. Electrical pressure measurements

B. Laboratory Projects
   1. Compare and calibrate the following pressure gages against known standards; then, make a series of pressure measurements.
      a. Manometer
      b. Bellows
      c. Bell gage
      d. Bourdon tube
   2. Demonstrate the use of resistance-change strain gages for a series of comparative pressure tests.
   3. Demonstrate the use of the Pirani thermocouple vacuum for a series of comparative pressure tests.

II. Recorders
   A. Units of Instruction
      1. Components
      2. Adjustments
   B. Laboratory Projects
      1. Study components of recorders and calibrate, utilizing pneumatic pressure and electrical signal for transmission of signal from primary device.
      2. Change a chart and adjust the writing pen on a recorder.

III. Flow
   A. Units of Instruction
      1. Primary elements
      2. Secondary elements
      3. Installation of flow meters
      4. Flow calibration
      5. Electrical flow measurements
   B. Laboratory Projects
      1. Compare the flow ratio of venturi meters, orifice plates, and various weir plates over a wide range of flow against a calibrated tank.
      2. Determine discharge coefficient of venturi meters, orifice plates, and various weir plates over a wide range of flow rates.

IV. Liquid Level
   A. Units of Instruction
      1. Primary elements
      2. Secondary elements
      3. Application
      4. Electrical liquid-level measurement
   B. Laboratory Projects
      1. Plot pressure as a function of depth by means of a diaphragm box.
      2. Plot pressure as a function of depth by means of back-pressure bubbler system.
      3. Compare the liquid pressure observed by mechanical means with the capacitance level gage.

V. Temperature
   A. Units of Instruction
      1. Scales
      2. Types of thermal units
      3. Installation
      4. Electrical temperature measurement

B. Laboratory Projects
   1. Measure the temperature of different fluids with gas-filled and liquid-filled thermometers.
   2. Demonstrate the use of several types of thermocouples by using them to make temperature measurements.

VI. Humidity
A. Units of Instruction
   1. Absolute humidity
   2. Relative humidity measurement
   3. Dew point
B. Laboratory Projects
   1. Determine the relative humidity of the classroom by use of the dry- and wet-bulb hygrometer, and compare humidity measurement with that determined by the resistance-type hygrometer.
   2. Demonstrate dew point by cooling the warm moist air in a bell jar.

VII. Control
A. Units of Instruction
   1. Process control
   2. On-off control
   3. Proportional control
   4. Full controllers
   5. Special control elements
   6. Controller auxiliaries
   7. Adjustment
B. Laboratory Projects
   1. Determine rate of response of a pneumatic system when violently upset.
   2. Determine the rate of response of an electrical system and compare with that of a pneumatic system.

VIII. Control Valves
A. Units of Instruction
   1. Manual
   2. Air valves
   3. Valve positioners
B. Laboratory Projects
   1. Determine flow through selected electric and pneumatic control valves at various positions by means of a standard volume tank.
   2. Calibrate a piston-type valve positioner.

IX. Transmitters
A. Units of Instruction
   1. Functions
   2. Operation
   3. Adjustments
B. Laboratory Projects
   1. Calibrate a pneumatic transmitter over the full range of operation.
   2. Demonstrate the operation of a differential pressure transmitter.

X. Blind Controllers
   A. Units of Instruction
      1. Functions
      2. Advantages
   B. Laboratory Projects
      1. Make a volumetric check on a blind-control installation.
      2. Demonstrate the function of a blind controller.

XI. Miniature Recorders
   A. Units of Instruction
      1. Advantages
      2. Operation
   B. Laboratory Projects
      1. Perform routine maintenance check and calibration of a miniature recorder.
      2. Demonstrate advantages of dual recordings.

XII. Graphic Panels
   A. Units of Instruction
      1. Purposes
      2. Advantages
   B. Laboratory Projects
      1. Detail a graphic panel to show the flow of liquid through a wastewater treatment plant.
      2. Detail a graphic panel to show the flow of water through a rapid-sand filter.

This curriculum is patterned after the curriculum set forth in Curriculum Guide for Occupational Safety and Health Technicians by Gilbert Rhodes & Associates, 1972. If implementation of this curriculum is undertaken, it is recommended that the book be used in its entirety with references, costs of program and course outlines. This adaptation was approved by the following advisory committee:

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OCCUPATIONAL SAFETY AND HEALTH TECHNICIAN

SUGGESTED TWO-YEAR PROGRAM

Freshman

First Semester

	COURSE	UNITS
OSH 110	INTRO TO OCCUPATIONAL SAFETY AND HEALTH	3
OSH 115	SAFETY AND HEALTH STANDARDS, CODES AND REGULATIONS	3
	Supporting Science, Math, General Education, P.E., Electives	10
		16

Second Semester

OSH 120	PHYSICAL HAZARDS CONTROL I	3
OSH 125	ELEMENTS OF INDUSTRIAL HYGIENE	3
	Supporting Science, Math, General Education, P.E., Electives	10
		16

Sophomore

First Semester

OSH 210	PHYSICAL HAZARDS CONTROL II	3
OSH 215	TECHNIQUES OF INDUSTRIAL HYGIENE	3
	Supporting Science, Math, General Education, P.E., Electives	6
	Work Experience	4
		16

Second Semester

OSH 220	HUMAN FACTORS IN SAFETY	3
OSH 225	SAFETY PROGRAM MANAGEMENT	3
	Supporting Science, Math, General Education, P.E., Electives	6
	Work Experience	4
		16

RECOMMENDED ELECTIVE:

OSH 230	INDUSTRIAL FIRE PROTECTION	3

COURSE OUTLINE

OSH 115

SAFETY & HEALTH STANDARDS, CODES & REGULATIONS

CATALOGUE DESCRIPTION A review of the important occupational safety and health standards and codes with particular emphasis on application of these codes to typical work situations.

COURSE OBJECTIVES To develop understanding of the importance and scope of occupational safety and health codes; to develop ability to interpret the codes in terms of practical application.

TOPIC OUTLINE

1. HISTORY OF CODES AND STANDARDS - From the beginning of recorded history, man has had a relationship with others that appears to have required safety and health laws. Chronologically this history will be reviewed.

2. CALIFORNIA LABOR CODE - A review of the State agencies operating in the safety and health field and their enabling legislation including the role of the California Inspection Rating Bureau.

3. THE CALIFORNIA HEALTH AND SAFETY CODE - A review of the public codes, ie., sanitation, air, water, pest control. The state Fire Marshall's responsibilities and the Building Standards and Earthquake Protection.

4. CALIFORNIA VEHICLE CODE - A review of vehicle accidents and reports, equipment and loads, hazardous cargo. Included will be Safety Orders of the Public Utilities Commission.

5. DIVISION OF INDUSTRIAL SAFETY ORDERS - A review of pressure vessels and the Construction Safety Orders.

6. DIVISION OF INDUSTRIAL SAFETY ORDERS - A review of the General Industry Safety Orders i.e., general plant equipment, power transmission equipment, prime movers, machines and machine parts.

7. DIVISION OF INDUSTRIAL SAFETY ORDERS - General Industrial Safety Orders continued. Review of point of operation, cranes gas systems for welding and cutting, control of hazardous substances and the highlights of specialized safety orders.

8. FEDERAL REGULATORY BODIES AND THEIR OCCUPATIONAL INFLUENCE - Describing the responsibilities in safety and health by various Federal Departments and Agencies i.e., Department of Labor, Department of Health, Education and Welfare, Deaprtment of Transportation.

9. FEDERAL OCCUPATIONAL SAFETY AND HEALTH ACT OF 1970 - Explanation of the Law and how it works, penalties and how violations are processed. Judicial review of orders, relation to State Law.

10. OCCUPATIONAL SAFETY AND HEALTH STANDARDS - FEDERAL - Review of building and Construction, Mining, Federal Service Contracts Act,

Walsh Healy Public Contracts Act.

11. OCCUPATIONAL SAFETY AND HEALTH STANDARDS - Review of standards for walking and working surfaces, means of egress and powered platforms, manlifts and vehicle mounted platforms.

12. OCCUPATIONAL SAFETY AND HEALTH STANDARDS - Review of standards for occupational health, environmental controls, hazardous materials, personal protective equipment and medical and first aid.

13. OCCUPATIONAL SAFETY AND HEALTH STANDARDS - Review of standards for compressed gases and equipment, materials handling and storage, powered industrial trucks, cranes and derricks.

14. OCCUPATIONAL SAFETY AND HEALTH STANDARDS - Review of standards for machines and machine guarding, hand and portable powered tools and special industries.

15. OCCUPATIONAL SAFETY AND HEALTH STANDARDS - Review of the electrical standards including overcurrent protection, grounding, cords, cables, transformers, appliances and hazardous locations.

16. ADVISORY OR CONSENSUS STANDARDS - A review of other standards and codes promulgated by organizations like the National Fire Protection Association, American National Standards Institute, Uniform Building Code, Underwriters Laboratory and Factory Mutual Engineering Corporation.

17. FIELD EXERCISE - A plant visit to inspect for violations of safety and health standards, codes and regulations.

COURSE OUTLINE

OSH 120

PHYSICAL HAZARDS CONTROL I

CATALOGUE DESCRIPTION An examination of physical hazards in the work environment and methods of control.

COURSE OBJECTIVES To explain and illustrate methods of control of hazards with particular reference to regulatory standards. To develop ability to recognize and recommend corrective measures for most common hazards found in industry.

TOPIC OUTLINE

1. FUNDAMENTALS OF SYSTEMS SAFETY - Definition of system safety terms. A review of the "factory" as a system and the significant "system" interfaces.

2. FUNDAMENTALS OF HUMAN FACTORS ENGINEERING - A review of the capabilities and limitations of man, man machine relationships and the design requirements necessary to fit man.

3. DESIGN AND LAYOUT - The significant considerations in site and facility planning are developed including transportation facilities, traffic control, waste disposal and lighting.

4. PLANNING CONSIDERATIONS - A study of the significant aspects of exits, floors, walkways, storage facilities, process flow and equipment layout in planning.

5. PLANNING CONSIDERATIONS - A continuation of planning considerations including floor loading, color & safety and principles of material handling.

6. PRINCIPLES OF GUARDING - A study of the types of mechanical motion and the basic types of mechanical hazards.

7. DESIGN AND CONSTRUCTION OF GUARDS - A review of Federal and State standards and their application to guard design. Design principles are developed in relation to the basic machine mechanisms.

8. MACHINE GUARDING APPLICATIONS - A practical study of specific machine problems covering machine tools, woodworking machines and power transmission equipment.

9. ELECTRICAL SAFETY - PRINCIPLES - A review of elementary electricity emphasizing its effects on man and the selection and installation of electrical equipment.

10. ELECTRICAL SAFETY - EMPLOYEE TRAINING AND SAFETY PROCEDURES - The role and value of employee training and development of safety procedures. Emergency procedures, lockout systems and grounding protection is emphasized.

11. MANUAL MATERIALS HANDLING - An examination of manual lifting techniques,

accessories used in lifting and safe storage techniques.

12. WAREHOUSING AND MATERIALS HANDLING EQUIPMENT - A review of warehouse arrangement. traffic flow, lift truck operation and fire considerations. General types of hoisting apparatus are examined.

13. RIGGING EQUIPMENT AND PROCEDURES - A study of wire rope construction and use. Rigging methods and accessories are examined.

14. CONVEYORS AND ELEVATORS - Types of equipment and guarding techniques are studies. The principles of elevator operation, maintenance and inspection are examined.

15. WELDING AND CUTTING OPERATIONS - The hazards and use of oxygen, acetylene and hydrogen are studied. The principles of regulators and welding equipment are reviewed.

16. RESISTANCE WELDING - The principle and safety considerations of resistance and arc welding are examined.

17. GENERAL SAFETY CONSIDERATIONS - Miscellaneous hazards of welding are studied including ultra violet light, fire potential and working on closed containers. The role of protective clothing is reviewed.

COURSE OUTLINE

OSH 125

ELEMENTS OF INDUSTRIAL HYGIENE

CATALOGUE DESCRIPTION A basic introduction to the field of Industrial Hygiene. A survey of the effects of toxic agents on the body and general methods of control.

COURSE OBJECTIVES To develop understanding of broad concepts of Industrial Hygiene and to develop ability to recognize potentially hazardous environmental conditions.

TOPIC OUTLINE

1. HISTORY, RESPONSE TO TOXIC MATERIAL - The history of man's exposure to toxic materials from the ancients to the OSH Act of 1970. A review of the acute and chronic response of the body to toxic material.

2. ROUTES OF ENTRY INTO BODY - LUNGS - An anatomical review of the lungs. The relation of breathing rate, lung capacity, particle size and retention to toxic inhalants is studied.

3. ROUTES OF ENTRY INTO BODY - SKIN - An anatomical review of the skin covering the epidermis, dermis and subcutaneous tissue. Dermatitis and its cause is studied in depth.

4. ROUTES OF ENTRY INTO BODY - INGESTION - An anatomical review of the digestive tract with emphasis on the resultant damage on the liver and kidney. The specific effects of selected materials are studied.

5. THRESHOLD LIMIT VALUES - The concept of threshold values is studied emphasizing the source of values, use and misuse and units of expression. Record-keeping is emphasized.

6. TOXIC AGENTS - SOLVENTS, GASES AND VAPORS - The effects of these materials is studied. Routes of entry - inhalation, ingestion, and skin absorption are reviewed. The effect of inert gases and oxygen deficiency are studied.

7. TOXIC AGENTS - DUSTS, MISTS - An examination of the effects on man. The relation of particle size to and effect on the body is studied.

8. TOXIC AGENTS - DUSTS, FUMES, SMOKE - An examination of the effects on man.

9. IONIZING RADIATION - An examination of ionizing radiation and its effects on man.

10. NON-IONIZING RADIATION - Light, ultra violet, infra red, lasers and radio frequency are studied emphasizing unit of measurement, effects on man and exposure standards.

11. TEMPERATURE, PRESSURE, NOISE AND VIBRATION - Temperature and pressure measurement and effects on man are studied. Anatomy of the ear, hearing physiology and units of noise measurement are studied.

12. NOISE - The exposure standards, measurement and control techniques are studied.

13. CONTROL MEASURES - VENTILATION - Exhaust ventilation is studied emphasizing laminar and turbulent flow and capture velocity concepts. Typical ventilation problems are examined.

14. CONTROL MEASURES - ISOLATION, SUBSTITUTION, LABELING - Isolation, substituti and labeling are studied as control techniques. Practical case problems are studied.

15. CONTROL MEASURES - PROTECTIVE EQUIPMENT - Protective clothing as related to toxic materials is reviewed. The role and use of respirators is studied in depth.

16. SANITATION IN THE WORK PLACE - The potential effects on man of water supply, liquid waste, solid waste, insect and rodent control and food handling is examined.

17. ENVIRONMENTAL CONCERNS - Federal policies on air and water pollution are examined. The resources of local, state and federal agencies are reviewed.

COURSE OUTLINE

OSH 210

PHYSICAL HAZARDS CONTROL II

CATALOGUE DESCRIPTION Continuation of Physical Hazards Control I. An examination of the control of physical hazards in the work environment

COURSE OBJECTIVES Same as for Physical Hazards Control I.

TOPIC OUTLINE

1. HAND AND PORTABLE POWER TOOLS - A review of injury statistics and the control of accidents from this source. An examination of the maintenance, repair and use of specific tools.

2. POWER TOOLS - The techniques of inspection, repair, guarding and use. A general review of the operation of specific tools including pneumatic and power activated tools.

3. PERSONAL PROTECTIVE EQUIPMENT - HEAD, EAR, EYE - An examination of the role of personal protective equipment in injury prevention emphasizing standard and specific equipment for head, ear and eye protection.

4. PERSONAL PROTECTIVE EQUIPMENT - FOOTWEAR, RESPIRATORY - A continuation of the examination of personal protective equipment emphasizing footwear and respiratory protection.

5. SAFETY BELTS AND PROTECTIVE CLOTHING - Conclusion of the examination of personal protective equipment covering clothing for protection from heat, electrical protection, and the inspection, testing and maintenance of safety belts and lifelines.

6. CHEMICAL HAZARDS - INJURY CAUSES, RESPONSIBILITY - A review of the causes of chemical accidents. The role of labeling, waste disposal and transportation in chemical accidents is discussed.

7. CHEMICAL HAZARDS - CONTROL METHODS - A review of typical hazardous chemical reactions and their control is presented. Protective equipment and biological hazards are studied.

8. HIGH PRESSURE SAFETY - A review of the physical properties of gases as related to accidents. Safe testing and installation of gauges, lines and equipment are studied.

9. COMPRESSED GAS CYLINDERS - GENERAL - A review of cylinder handling and storage. The use of manifolds, regulators and color coding for safe usage.

10. COMPRESSED GAS SYSTEMS - OPERATION AND MAINTENANCE - A review of the proper design, assembly operations, and maintenance of pressure systems.

11. ILLUMINATION - The role of lighting and safety are studied. Measurements, standards, quality, quantity, light sources are covered. The proper conduct of lighting surveys is reviewed.

12. SLIPS, TRIPS AND FALLS - Slips, trips and falls as accident sources are studied. The construction consideration of floors, ladders and scaffolds are reviewed.

13. WORKING AT ELEVATIONS - A review of the inspection, testing and safety rules for ladders and scaffolds. The types and specifications for scaffolds.

14. INSPECTION TECHNIQUES - Inspections as control techniques are studied emphasizing types of inspections and inspection techniques.

15. SAFETY OBSERVER PLAN - The use of the observer program and safety sampling as accident control techniques is studied.

16. ACCIDENT INVESTIGATION - The techniques of accident investigation are developed emphasizing cause determination, system failure, and fact collection. Case study techniques are used.

17. ACCIDENT ANALYSIS - The analysis of investigation data considering automatic data processing systems, cost analysis and information utilization.

COURSE OUTLINE

OSH 215

TECHNIQUES OF INDUSTRIAL HYGIENE

CATALOGUE DESCRIPTION Exploration of basic categories of field instruments for detection of toxic substances with explanation of underlying theoretical principles.

COURSE OBJECTIVE To develop ability to select and use appropriate field equipment for monitoring toxic equipment under professional guidance.

TOPIC OUTLINE

1. AIR CONTAMINANTS - GAS AND VAPORS - PARTICULATES - A review of the definition of terms and the collection properties of materials.

2. SAMPLING CONSIDERATIONS - The concepts of representative sampling and sampling efficiency are studied. The effect of the nature of contaminant on sampling is examined.

3. CALIBRATION OF INSTRUMENTS - Specific calibration techniques are examined for: air flow metering devices, grab samplers, concentrating instruments and direct reading instruments.

4. CALIBRATION OF INSTRUMENTS (LABORATORY) - Volume calibration using a wet gas meter and flow rate calibrator using a manometer.

5. AIR SAMPLERS - A review of the following instruments: hand pump, piston pump, ejector, fans, vane pumps, diaphragm pump.

6. INERTIAL COLLECTORS - The theoretical principles are studied. The operation of impingers and cyclone collectors are studied in detail. Basic concepts of dust counting are covered.

7. AIR SAMPLERS, INERTIAL COLLECTORS (LABORATORY) - Samples are collected using impingers. Dust samples are counted.

8. DIRECT READING COLORIMETRIC INDICATORS - The theory and use of liquid reagents, chemically treated papers and indicating tubes is studied. The collection of samples for future laboratory analysis is covered.

9. DIRECT READING INDICATOR TUBES - The use and limitations of indicator tubes is examined.

10. DIRECT READING COLORIMETRIC INDICATORS AND INDICATOR TUBES (LABORATORY) - Air pump calibration is conducted. A variety of colorimetric indicators and indicator tubes are used on unknown materials.

11. DIRECT READING PHYSICAL INSTRUMENTATION - The theory of operation is studied. The general consideration of use - calibration, interferences, sensitivity and specificity is covered.

12. DIRECT READING PHYSICAL INSTRUMENTATION (LABORATORY) - The measurement of unknown concentrations of ozone, oxygen and combustible gas using the appropriate instrument.

13. DIRECT READING PHYSICAL INSTRUMENTATION (LABORATORY) - The measurement of unknown concentrations of carbon monoxide, mercury, halides and hydrocarbon using the appropriate instruments.

14. VENTILATION SURVEY INSTRUMENTATION - A study of the principles of instrumentation in ventilation.

15. VENTILATION SURVEY INSTRUMENTATION (LABORATORY) - The use of vane anemometer thermo anemometer, velometers and smoke tubes in evaluating ventilation systems.

16. NOISE EVALUATION - The study of the proper techniques used in noise survey instrumentation.

17. NOISE EVALUATION (LABORATORY) - Practical noise surveys are accomplished.

COURSE OUTLINE

OSH 220

HUMAN FACTORS IN SAFETY

CATALOGUE DESCRIPTION Designed to acquaint the student with the physiological and psychological factors that contribute to accident causation, an exploration of theoretical and research findings.

COURSE OBJECTIVES To develop understanding of and appreciation for human factors in machine and environmental design and those factors as they influence accident causation.

TOPIC OUTLINE

1. THEORIES OF ACCIDENT CAUSATION - A brief survey of significant and contemporary research, with overview of major theories and their application to accident prevention.

2. LIFE SCIENCES AND SAFETY - A review of the contributing disciplines, research methods and techniques and major contributions.

3. THE WHOLE MAN AT WORK - A view of the capabilities and limitations of man, of man as a thinking, feeling subsystem in a man-machine system.

4. PSYCHOLOGY AND SAFETY - Psychology's contributions to safety, training, testing, indoctrination, understanding attitudes.

5. MOTIVATING EMPLOYEES FOR SAFETY - A review of contemporary theories of motivation and organizational behavior, their application to safety programming.

6. COMMUNICATIONS - An examination of the barriers to effective communications and of effective safety programs.

7. PHYSIOLOGY - An examination of the skeletal, muscle and respiratory systems with particular reference to environmental and work stresses.

8. PHYSIOLOGY (continued) - A look at the circulatory system, nervous systems and sense organs as determiners of the capabilities and limitations of man.

9. ENVIRONMENTAL STRESSES AND BODY RESPONSES - The effects of temperature, pressure, noise, fatigue and psychological stresses.

10. CHEMICAL EXPOSURES - A review of the concepts of toxicity, the modes of physiological attack and the normal control methods.

11. DESIGN FOR HUMAN FACTORS - Advantages and disadvantages of man vs. machine and typical concerns of man in relation to machine.

12. MAN AS A SUB-SYSTEM - A look at the man-machine systems and the design of equipment for man as a sub-system.

13. INDIVIDUAL DIFFERENCES - A look at the wide variation in human capabiliti and the design requirements to cope with the variations.

14. HUMAN FACTORS AND PLANT DESIGN - A look at personal injuries and machine design with particular reference to human behavior patterns.

15. PLANT LAYOUT - Designing for human factors at the planning stage using OS and ANSI standards as guidelines.

16. SUPERVISION AND SAFETY - The supervisor's responsibilities and leadership as a trainer, as the man on the scene and discussion of tools to hel the supervisor with his people.

17. HUMAN FACTORS IN PERSPECTIVE - An overview of the "people" problem and th means of coping with it.

COURSE OUTLINE

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OSH 225

SAFETY PROGRAM MANAGEMENT

CATALOGUE DESCRIPTION Designed to acquaint the student with the common elements of a safety program.

COURSE OBJECTIVES To examine and define the structure of a typical industrial concern and the safety organization and its planning and budgeting process. To develop ability to plan and organize a program suitable for a typical facility.

TOPIC OUTLINE

1. THE MODERN ORGANIZATION - An examination of the modern organization including the formal and informal organization, line and staff responsibilities, responsibilities of individual safety and health personnel. This is integrated into a general review of management principle.

2. SAFETY AND LOSS CONTROL ORGANIZATION - MANAGEMENT - RESPONSIBILITIES - A review of management responsibilities as related to the establishment of policies, allocation of resources, implementation of programs and the enforcement of policies.

3. SAFETY AND LOSS CONTROL ORGANIZATION - SPECIALIZED STAFF - A study of the role of the specialized safety staff including its position in the organization, relationship to supervisors, and authority.

4. SAFETY AND LOSS CONTROL ORGANIZATION - ROLE OF COMMITTEES: POLICIES, ANALYSIS OF LOSS POTENTIAL - A study of the establishment and utilization of committees; the documentation of safety policy through manuals and handbooks; the techniques for analyzing the loss potential problem.

5. SAFETY AND LOSS CONTROL ORGANIZATION - PART-TIME FUNCTION, MEDICAL RESP. - An examination of methods of conducting a safety program or a part-time function with other duties. The role of insurance companies and medical supervision is covered.

6. ELEMENTS OF A SAFETY PROGRAM - SAFETY PLANNING & BUDGETING - A review of the elements of program planning forecasting and the techniques of budgeting including the budget cycle, FTE concept and recharging.

7. ELEMENTS OF A SAFETY PROGRAM - CORRECTIVE PLAN, PRIORITIES - A study of the methods of developing a corrective plan based on adequate information gathering and interpretation. The methods of determining priorities is reviewed.

8. ELEMENTS OF A SAFETY PROGRAM - MANAGEMENT DECISION & ACTION - An examination of the techniques of advising management on decision and action including the concepts of cost vs. risk, humanitarian concern and legal requirements.

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9. ELEMENTS OF A SAFETY PROGRAM - IMPLEMENTING PLAN - INSPECTION - The techniques of effectively implementing the safety plan are covered. The objective of safety inspections is examined covering standards, reports, techniques, and recommendations.

10. ELEMENTS OF A SAFETY PROGRAM - COMMUNICATION, TRAINING - The techniques of safety communications are studied including media, programs, contests and family involvement. The role and techniques of safety training are reviewed.

11. ELEMENTS OF A SAFETY PROGRAM - PHYSICAL PLANT MAINTENANCE & ACCIDENT INVESTIGATION - A review of the role of maintenance in plant safety. Accident investigation techniques are studied through the use of case studies.

12. ELEMENTS OF A SAFETY PROGRAM - MOTIVATION, REPORTS & STATISTICS - The techniques of safety motivation are studied considering employee needs, personalizing safety and award programs. Injury reporting systems are presented considering supervisory and employee responsibilities.

13. ELEMENTS OF A SAFETY PROGRAM - REPORTS & STATISTICS - Methods of reporting injury statistics are studied. Frequency and severity rates are calculated and OSH Act reporting requirements studied.

14. RISK MANAGEMENT - NATURE OF RISK, RISK ASSUMPTION - Nature of risk is examined including financial, production, and physical damage. The concept of risk assumption is reviewed.

15. RISK MANAGEMENT - RISK STATISTICS - The basic statistics of risk are presented including random events, probability and distribution. Produce safety considerations are reviewed.

16. RISK MANAGEMENT - RISK TRANSFER, RISK REDUCTION - The concept of risk transfer is reviewed considering costs and the role of insurance. Risk reduction techniques are studied.

17. RESOURCES FOR THE SAFETY & HEALTH TECHNICIAN - ETHICS - Professional societies, insurance carriers, vendors, voluntary organizations, governmental agencies are reviewed as safety resources. Ethics, professional responsibility and liability are covered.

COURSE OUTLINE

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OSH 230

INDUSTRIAL FIRE PROTECTION

CATALOGUE DESCRIPTION A survey course covering fire cause, building construction, flammable materials, private fire protection and codes and law.

COURSE OBJECTIVES Understanding of the principle causes of fires, and the scope of the problem. Knowledge of the operation and maintenance of fire fighting devices and systems, building materials, flammable solids, liquids, and gases and of laws and regulations. Ability to maintain and operate fire detection and fire fighting equipment and systems.

TOPIC OUTLINE

1. INTRODUCTION - In this session the purpose of the course is given, the magnitude of the fire problem is indicated and general comments about building construction, occupancy and fire fighting by both industrial and public fire departments are made.

2. THE FIRE PROBLEM - The chemistry and physics of fires and explosions are discussed with emphasis on the time-temperature curve. In greater detail, principal causes of fires and fires by occupancy are reviewed.

3. BUILDING CONSTRUCTION - Principal types of building materials and assemblies are studied and leading types of interior finishes are analyzed.

4. PROTECTING STRUCTURES FROM FIRES - This subject is reviewed in regard to restrictions on height and area, protection of vertical and horizontal openings and protection from exposure. Fire loading principles are discussed.

5. BUILDING EQUIPMENT AND FACILITIES - Protection of heat producing equipment, air conditioning and ventilating systems, electric light and power systems and blower and exhaust devices are reviewed. Life safety design is discussed.

6. FLAMMABLE LIQUIDS AND GASES - The properties, identification, storage and dispensing of frequently used flammable liquids and gases are reviewed. The proper safeguarding and operation of ovens, driers and furnaces is analyzed.

7. FLAMMABLE SOLIDS - Properties and protection of such flammable solids as explosive dusts, combustible fibers, explosives, resins, plastics, oxidizing materials and radio active materials are reviewed.

8. PROCESS HAZARDS - Operational hazards, principally finishing, welding, cutting, warehouse storage, computers and the use of industrial trucks are reviewed with emphasis on good inspection procedures.

9. LOSSES CAUSED BY NATURAL DISASTERS - Discussion of property losses resulting from windstorms, earthquakes, floods and actions that can be taken to eliminate or reduce the extent of such losses.

10. FIRE STANDARDS - National Fire Protection Association codes, standards and recommended practices are reviewed and discussed.

11. FIRE LAWS - Municipal and county regulations, State laws and Federal laws are reviewed. Emphasis is placed on the Federal Occupational Safety and Health Act of 1970.

12. PRIVATE FIRE PROTECTION - Principle aspects of private fire protection including mains and hydrants, gravity, suction and pressure tanks, fire pumps, and stand pipe and hose are reviewed. Waterflow hydraulics is covered.

13. DETECTION AND EXTINGUISHING SYSTEMS - The installation and operation of fire detection systems, automatic sprinkler systems and special systems such as foam, CO_2, water spray, and dry chemicals are studied.

14. DETECTION AND EXTINGUISHING SYSTEMS (LABORATORY) - By means of a visit to an industrial or commercial establishment or through an appropriate laboratory demonstration fire detection and extinguishing system configurations or principles are outlined.

15. FIRE FIGHTING AND OTHER EMERGENCIES - The organization of personnel for proper response to fires and other emergencies is reviewed. Proper reporting procedures, operation of hand fire extinguishers and functions of emergency organizations are covered.

16. FIRE FIGHTING (LABORATORY) - By means of a visit to an appropriate fire department training location or by suitable laboratory demonstration the operation of various types of hand fire extinguishers and fire hose is shown.

17. CONCLUSION - A summary is made of principle concepts including building construction and occupancy, codes and laws, and fire fighting devices and activities. Their interrelationship using a systems approach is discussed.

ADVISORY COMMITTEE

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AIR POLLUTION TECHNICIAN CURRICULM

Purpose of the Curriculm: Courses offered in this curriculm are designed to prepare students for entry level employment in the fields of air pollution control at the technical level.

Course Structure and Organization: Twenty-seven units of specialized courses appropriately balanced between lecture and laboratory. These courses are supported by required courses such as work experience , air chemistry, technical report writing, graphics and technical mathematics. These and other recommended courses will facilitate completion of the general education requirement leading to an A.A. degree upon completion of 60 units.

Requirements in the major area consists of the following courses:

I.	Introduction to Air Pollution Control	3 units
II.	Air Pollution Meteorology	3 units
III.	Atmospheric Sampling	3 units
IV.	Source Sampling	3 units
V.	Analysis of Atmospheric Inorganics	3 units
VI.	Analysis of Atmospheric Organics	3 units
VII.	Air Pollution Microscopy	3 units
VIII.	Statistical Date Evaluation	3 units
IX.	Control of Gaseous and Articulate Emissions	3 units
	TOTAL	27 units

AIR POLLUTION TECHNICIAN

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Course Outline

Topic Outline:

I. Introduction to Air Pollution Control — 3 units

A. Lecture

1. Sources of pollutants
2. Effects of pollutants
3. Air pollution meteorology
4. Measurement of ambient air quality
5. Ambient air quality criteria and standards
6. Technical approaches to control of air pollution emissions
7. Program management
8. Air pollution rules and regulations
9. Enforcement organization and method

II. Air Pollution Meteorology — 3 units

A. Lecture and Laboratory

1. Meteorological fundamentals
2. Effects of meteorological parameters on transport and diffusion
3. Meteorology and air pollution effects in urban areas
4. Atmospheric diffusion estimates
5. Effective stack height
6. Meteorological instruments and exposure
7. Analysis of air quality and meteorological data
8. Air pollution surveys
9. Forecasting air pollution potential
10. Meteorological models for air pollution control strategies

III. Atmospheric Sampling — 3 units

A. Lecture

1. Impactors and impingers
2. Filtration
3. Electrostatic precipitators
4. Thermal precipitators
5. Design of sampling systems, including a discussion of air movers and air-measuring devices
   a. Evaluation of filter media
   b. Grab sampling
   c. Freezeout and condensation
   d. Absorption
   e. Sampling for respirable dusts
   f. Sample site selection
   g. Preparation of controlled concentrations

B. Laboratory

1. Calibration of these air-measuring instruments:
   - Wet test meter
   - Dry test meter
   - Rotameter
   - Limiting orifice meter
   - Calibration of a high-volume sampler
   - Calibration of a tape sampler
   - Determination of collection efficiencies
   - Introduction to continuous monitoring instrumentation
   - Dynamic and static methods of calibration of continuous monitoring instruments

IV. Source Sampling — 3 units

A. Lecture

1. Basic theory
2. Source sampling fundamentals
3. Gas flow measurements
4. Collection devices and media
5. Analytical procedures
6. Design of source sampling trains
7. Sampling train aids
8. Considerations at the source
9. Source sampling monitors

V. Analysis of Atmospheric Inorganics — 3 units

A. Lecture

1. Analysis for oxides of nitrogen
2. Analysis for oxides of carbon
3. Analysis for sulfur compounds
4. Analysis for oxidants
5. Analysis for sulfates and chlorides
6. Analysis for flourides
7. Analysis for metals
8. Measurement of radionuclides in the atmosphere
9. Calibration of sampling trains
10. Electrical methods of analysis
11. Optical methods of analysis
12. Automatic and continuous monitoring

B. Laboratory

1. Determination of sulfur dioxide (manual method)
2. Determination of nitrogen dioxide (manual method)
3. Determination of oxidants (manual method)
4. Continuous monitoring of selected pollutants

VI. Analysis of Atmospheric Organics — 3 units

A. Lecture
1. Nomenclature of organic compounds
2. Sampling for organic compounds
3. Theory and application of column chromatography
4. Introduction to thin-layer chromatography
5. Introduction to gas chromatography
6. Absorption spectroscopy
7. Activation analysis of air pollutants
8. Preparation of controlled atmospheres

B. Laboratory
1. Separation of organic pollutants
2. Ultra-violet absorption analysis
3. Visible absorption analysis
4. Gas chromatographic analysis
5. Infrared analysis

VII. Air Pollution Microscopy — 3 units

A. Lecture and Laboratory
1. Sampling for particulates
2. Optics and illumination
3. Polarization and the polarizing microscope
4. Morphology of natural particulates
5. Morphology of industrial dust and combustion products
6. Micrometry--counting and sizing
7. Crystal morphology
8. Measurement of refractive index
9. Dispersion staining
10. Photomicrography

VIII. Statistical Data Evaluation — 3 units

A. Lecture
1. Storage and retrieval of air pollution data
2. Principles of data handling
3. Basic concepts of sampling
4. Experimental design and analysis
5. Linear regression
6. Time series analysis
7. Techniques for analyzing special air pollution data

IX. Control of Gaseous and Articulate Emissions — 3 units

A. Lecture

1. Absorption
2. Adsorption
3. Combustion control equipment
4. Odor control

5. Particle size technology

6. Control of coarse particles

7. Control of fine particles

8. Industrial applications

27 units

COURSE TOTAL

Recommended texts: Air Pollution, second edition, Edited by Arthur C. Stern, Academic Press, 1968.

Quantitative Analysis of Gaseous Pollutants, Walter E. Ruch, Ann Arbor-Humphrey Science Publishers, Inc., 1970.

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ENVIRONMENTAL RESOURCES TECHNICIAN

Purpose of the Curriculm: Courses offered in this program are designed to give the student a broad background in environmental science in order to research and gather information for environmental impact report preparation or for related environmental/ecological resource gathering functions in a special area such as planning or engineering.

Course Structure and Organization: 30 units of course work in various areas of environmental and related sciences primarily at the introductory levels. These courses are supported by relevant, required courses that are in partial fulfillment of the general education pattern as well as suggested electives for a specialty major in one of the several areas of specialty in environmental impact report preparation.

Topic Outline: Requirements in the core area are:

I.	Introduction to Ecology	3 units
II.	Environmental Psychology	3 units
III.	Graphics	3 units
IV.	Introduction to Waste Water	3 units
V.	Environmental Impact Report Preparation	3 units
VI.	Introduction to Theory of Sound	3 units
VII.	Technical Mathematics	3 units
VIII.	Basic Electronics	3 units
IX.	Ocean Resources	3 units
X.	Introduction to Air Pollution	3 units
	TOTAL	30 units

Optional courses for specialty can be taken from the following areas: pre-engineering, chemistry, advanced technical report writing, advanced drafting, economics, marine biology, agriculture-soils, air technology, water/waste water technology and noise abatement.

Introduction to Ecology
Course Description

(18 week course) 3

Prerequisite: None

Catalog description: Includes the physical and biological components of the environment and their interrelationships. Suitable as general education elective for the non-science major a also for students in Environmental Science or other natural sciences.
3 hours lecture.

For Whom the Course is Intended: All students.

Text and Materials: Ehrenfeld, Biological Conservation.
Kormondy, Concepts of Ecology.

Method of Instruction: Lecture.

Course Objectives: At conclusion of the course, student should have a bette understanding of the interaction between physical and biological components of the environment and their int relationships.

Topic outline:

- Orientation
- Scope of Ecology
- Ecology and its relevance to other sciences
- The Ecosystem
- Energy Flow
- Biogeochemical Cycles
- Photosynthesis-Physical Laws
- Photosynthesis
- Ecological Indicators
- Energy in Ecosystems
- Limiting Factors
- Population Ecology
- Natural Selection
- Isolation
- Adaptation
- Biological Interactions
- Ecological Succession
- Ecological Approach to Habitat Study
- Marine Ecosystem
- Freshwater Ecology
- Applied Ecology

Evaluation: 3 exams, 1 literature survey equal in value to one exam.

NA-1 Introduction to Theory of Sound
Course Description

3 units

Description of Course: A math-oriented, non-calculus examination of theory and principles of application concerning the following features of sound with respect to measurement and interrelationships.

Vibration	Pitch
Simple harmonic motion	Discrimination
Wave phenomena	Weber's Law
Energy	Fechner's Law
Propagation	Phons
Amplitude	Sones
Frequency	Decibels
Wave length	Decibels - absolute energy
Velocity	Decibels - reference noise
Conduction	Sound pwoer
Reflection and Echoes	Ambient noise
Absorption	Threshold of hearing
Resonance and interference	Range of audibility
Refraction	Curves and Graphs
Sound vs. Noise	
Hearing	
Loudness	

Prerequisites: Mandatory concurrent enrollment in Technical Math. of Sound I.

Environmental Psychology
Course Description

(18 week course) 3 units

Catalog Description: Exploration of the effects the physical environment has on man's behavior. Topics examined will include crowding, territoriality, privacy, social behavior in urban and rural environments, planned communities, and unusual and natural environments.
2 hours lecture.

For Whom the Course is Intended: Primarily for psychology and students majoring in Environmental Programs. However, this course emphasizes a multi-disciplinary approach to man and environment and is open to all students.

Text: Proshansky, Ittelson and Rivlin. Environmental Psychology: Man and His Physical Environment.

Instructional Methods:

1. Lectures (campus and outside speakers)
2. Readings and discussions
3. Field trips and films
4. Term projects and presentations
5. Seminars and debates

Course Objectives:

1. To define and clarify the scope, origins, and objectives of environmental psychology.
2. To explore the effects of man's environment on human behavior.
3. To provide the student the tools and techniques for studying man's behavior as he functions in the physical environment.
4. To develop a knowledge and understanding of the impact of cultural bias on man's perception of the environment.
5. To encourage a familiarity with the writings of the major contributors to theory and empirical work focusing on the inter-disciplinary study of this discipline.
6. To develop a sensitivity to environmental problems, especially those concerned with interrelationship between man and the physical environment.

Topic Outline:

I. Micro-environment

Effect of spatial distance and configuration on social interaction; the determinants of spatial distances; spatial behavior in children and adults; cross-cultural comparisons. Experimental studies of effects of crowding; theories of crowding, etc.

II. Architecture and Housing

Effects of design on social behavior; privacy; use and control of space ("Territoriality"); effect of design on friendship patterns and child rearing; unusual environments, etc.

III. Special Environmental Settings

Schools, traditional and open-space design; institutions--prisons; hospitals, mental and physical, etc.

IV. Macro-environments

Behavior in cities and small towns; positive and negative aspects of slums; research on planned communities, etc.

V. Natural Environments

Response to non-manmade environments; preference for types of natural settings; recreation, behavior, etc.

Graphics
Course Outline

(18 week course) 3 units

Catalog Description: Introduction to equipment, materials and techniques of drawings, graphic symbols and procedures. Study of communication through plans and drawings. Laboratory work includes preparation of the models, maps, charts, graphics, duplicating techniques and the use of audio-visual aids. 1 hour lecture, 3 hours laboratory.

For Whom the Course is Intended: The beginning student in urban planning.

Text: Giesecke, Frederick E., Alva Mitchell and Henry Cecil Spencor, Technical Drawings, 4th Edition, The Macmillan Co., N.Y., 1958.
Ramsey, George C. and Harold R. Sleeper, Architectural Graphic Standards, John Wiley and Sons, N.Y., 1965.

Method of Instruction: Lecture, illustrative drawings, individual review of student work by instructor, and intra-class jury.

Course Objectives: To familiarize the student with equipment, materials, and techniques of drafting and to expose the students to graphic symbols and procedures. The course will concentrate on proper means to communicate through plans and drawings.

Evaluation Plan: Examinations, problems, and notebook will be graded on a point basis. Grading will reflect student's proficiency in the use of drafting equipment, the preparation of the required drawings, and an understanding of graphic techniques.

Topic Outline:

1. Background
2. Use of Drafting equipment and materials
3. Freehand pencil lettering
4. Lines
5. Scales
6. Plant materials
7. Symbols for construction drawings
8. Masonry construction
9. Freehand ink lettering
10. Ink lines
11. Ink problems; subdivision and base maps
12. Combined pencil and ink problems:
    - Parking Standards
    - Cluster Development
    - Civic Center
13. Topography
14. Aerial photography
15. Models
16. Applied materials
17. Base materials
18. Adhesives and fixatives
19. Graphic presentations
20. Projection techniques
21. Displays and exhibitions
22. Reproduction processes
23. Preparing for publication

Environmental Impact Report Preparation
Course Description

(18 week Course) 3 units

Prerequisite: None

Catalog description: To provide training and practical experience in the preparation of Environmental Impact Statements. A review of the pertinent Federal and State legislation and judicial rulings will preface a detailed study of model guidelines actually in existence, detailed examination and critique of statements that have already been prepared and reviewed, all in context with actual preparation of an Environmental Impact Statement for an appropriate actual current development. 3 hours lecture, 3 hours laboratory

For Whom the Course is Intended: Personnel employed in planning departments, development firms.

Text and Materials: Instructor's choice.

Method of Instruction: Lecture, discussion, review, analysis, case study and statement preparation.

Course Objectives: To permit the student to acquire skills permitting him to function productively in the research for, preparation of, or review of Environmental Impact Statements.

Topic Outline:

Week 1 Background:
a. Review of Federal Legislation
b. Review of State Legislation
c. Review of Supreme Court Decision

Week 2 Model Local Guidelines:
a. Review of Costa Mesa Planning Department Guide
b. Review of Orange County Guidelines if available
c. Review of State guidelines if available
d. Review of California League of Cities Guide

Weeks 3-17 Detailed review and analysis of model statements and evaluations thereof with instructions for and preparation of segments of Environmental Impact Statements.

Week 3 Summary Project Description, Extent of Area potentially affected by Project, and Project Timing/Schedule

Week 4 Environmental Factors to be Considered
1. Air Quality and Climate
a. Pollution

Week 5
b. Odors
c. Clarity
d. Weather and Climate

Week 6	2. Water Resources a. Quality of water
Week 7	b. Water Storage
Week 8	3. Noise
Week 9	4. Geology, Topography, Landform, & Soils
Week 10	5. Other Resources
Week 11	6. Habitat a. Human
Week 12	b. Wildlife
Week 13	7. Land use
Week 14	Expansion of Potential Problem Areas
Week 15	Specific Questions to be Answered
Week 16	Evaluation of Term Group Projects
Week 17	Final Examination

Given: A presentation of researched facts & companion EIS.

Required: Review & Revision of EIS in light of facts.

Evaluation Plan: Evaluation is based on quality team project and final individual effort.

Chemistry for Technicians
Course Description

(18 week course) 4 units

Catalog Description: An introduction to the practical aspects of inorganic and organic chemistry as related to environmental and marine science, biology and allied health.

Method of Instruction: 3 hours lecture, 3 hours laboratory per week.

Course Objectives: Upon successful completion of the course, the student will be able to perform simple chemical calculations, will be familiar with chemical laboratory procedure, and will be able to perform laboratory experiments such as dilutions and titrations.

Topic Outline:

I. Inorganic Chemistry
   - Units of Measurement
   - Properties and Structure of Matter
   - Radioactivity
   - Chemical Bonding
   - Chemical Equations
   - The Gas Laws
   - Oxidation-Reduction
   - Liquid Mixtures
   - Acids and Bases, Salts
   - Ionization
   - Titration

II. Organic Chemistry
   - Introduction to Organic Chemistry
   - Hydrocarbons
   - Alcohols and Ethers
   - Other Organic Compounds
   - Cyclic Compounds
   - Heterocyclic Compounds

Evaluation Plans: Tests, laboratory exercises.

(Week)	
5	Environments of Resources (General)
6	Recreation
7	Saline Water +? = Fresh Water
8	Waste Disposal in the Sea
9	Minerals
10	Minerals
11	Food from the Sea
12	Food from the Sea
13	Food from the Sea
14	USES OF THE SEAS - Introduction and Chapter 1
15	USES OF THE SEAS - Chapters 2 and 3
16	USES OF THE SEAS - Chapters 4 and 5
17	USES OF THE SEAS - Chapters 6, Project Due
18	Review, FINALS

Evaluation Plan: Written examinations on lecture, field work and field trip material; a project involving the student's major and marine science.

Ocean Resources
Course Description

(18 week course) 3 units

Prerequisite: Marine Science 100

Catalog Description: Renewable and non-renewable resources including interrelationships of tides, waves and beaches, resource management ocean transportation, ocean recreation, fresh water from the sea, ocean contaminates and pollution. Laboratories are comprised of field work, on-campus laboratories and field trips. Some field trips may be arranged at other than scheduled laboratory time, including weekends, to industrial organizations engaged in resource utilization and public agencies engaged in resource management.
2 hours lecture, 3 hours laboratory or field/clinical.

For Whom the Course is Intended:

1. For students who wish an exploratory course to assist them in making a choice of an academic major.
2. For students who wish a general orientation to the resources of the sea which will better enable them to appreciate the role of the sea on the lives of citizens of the 20th Century.

Text and Materials: Gullion, Uses of the Seas.
Supplemental "handout" materials will be prepared and presented to the students on a weekly basis.

Method of Instruction: Lectures utilizing visual aids as much as possible with correlative field work and trips to governmental and industrial organizations involved in ocean work.

Course Objectives:

1. To provide a general education elective course which will provide the student with an understanding and appreciation of the ocean as a resource.
2. To provide a second course in a series of four courses required of students in the Marine Technology Program.
3. To offer an elective for transfer students.
4. To provide an "interest" course of an exploratory nature. From the course in ocean resources some students may elect to continue in the marine sciences or to enter the Marine Technology Program.

Topic Outline:

(Week)

1 Introduction, General Review
2 Tides
3 Waves
4 Beaches

Basic Electronics
Course Description

(18 week course) 3 units

Catalog description: An introduction including applications of electronic magnetism, resistance, inductance, capacitance, vacuum tubes, and semiconductors as they apply to devices used throughout the broad field of electronics. Provides the foundation for specialized options in electronics including avionics, radio communications, computer systems, and services.
5 hours lecture, 6 hours laboratory, 3 hours seminar

For Whom the Course is Intended: Pre-employment occupational program; State college transfer for selected majors.

Text and Materials: Text and films

Method of Instruction: Text and films

Course Objectives: To develop knowledge of characteristics of electronic components and devices and to develop a skill in the use of typical electronic instruments.

Topic Outline:

1. Student orientation to college and facilities.
2. Safety in electronics
3. Discussion of electronic systems: radio
4. Introduction to system components: block diagrams
5. Introduction to resistance circuits, networks
6. Introduction to magnetism, electromagnetism
7. Introduction to alternating current fundamentals
8. Inductance
9. Transformers
10. Capacitance
11. Time constants
12. Diode devices

Evaluation Plan: Homework, quizzes, final exam and laboratory experiments.

Technical Mathematics
Course Description

(18 week course) 3 units

Prerequisites: Algebra, Geometry, Elementary Trigonometry

Catalog description: Emphasis on the industrial application of algebra, trigonometry, slide rule, vector analysis, analytical geometry, and graphical solutions of industrial problems. Introduction to probability and statistics. 4 hours class activity per week.

For Whom the Course is Intended: The course is intended for pre-employment, occupational students and industrial workers needing increased proficiency in technical mathematics.

Text and Materials: Auerbach and Groza, Introductory Math for Technicians.

Method of Instruction: Class demonstration and discussion, open work periods, homework assignments, quizzes, and examinations.

Course Objectives: The course is designed to provide opportunity for the acquisition of mathematical proficiency beyond basic job-entry requirements.

Topic Outline:

Linear Relationships
Algebraic Functions
Graphical Relationships

Course Outline:

Trigonometric Functions
Right-angle trigonometry as applied to industrial problems
Oblique-angle trigonometry as applied to industrial problems
Vectors
Radicals and exponents
Second degree equations
Graphical solution
Systems of linear equations
Simultaneous solutions
Determinants
Logarithmic theory
Exponential relationships
Log-log sliderule

Applications of the above to industrial problems

Evaluation Plan: Evaluation of student performance is based equally upon homewor quizzes and examinations.

Selected Bibliography

Number	Source
	"Manpower For Environmental Protection." Ralph C. Graber, Frederick K. Erickson, and William B. Parsons, (Environmental Protection Agency, Washington, D. C.) Environmental Science and Technology, Vol. 5 No. 4, April 1971, P. 319.
2.	"Jobs in the Environmental Field." Stan Miller and Marty Malin, Environmental Science and Technology, Vol. 6 No. 8, August 1972, P. 695.
3. & 4.	"Manpower Development and Training." Richard F. Guay, Water Pollution Control Federation, II-1a 1973, P.6.
5.	Occuaptional Outlook Quarterly, M. Fountain and K. Hoyle, "News" U.S. Department of Labor. A.M. Edition, May 4, 1973.

APPENDIX I

SURVEY DATA

Number of Contacts		Type of Contact	Responses	
36		Letters to Colleges	36	
60		Questionnaires to Environmental Classes	40	
350		Form Letters	185	
30		Personal Conferences	30	
75		Phone Contacts	50	
551	TOTAL CONTACTS		341	TOTAL RESPONSES

APPENDIX II

The first two questionnaires were distributed to classes of 30 students each. The questionnaire titled, Environmental Impact Statements was given to students who were taking a class in enivronmental impact report preparation which is of offered at Orange Coast College. The students consisted of people currently in the field and those who wish to be employed in an environmentally related occupation.

The other questionnaire was given to members of an occupational safety and health class also at Orange Coast College. The students consisted primarily of people currently involved in safety and health in the general area of Costa Mesa.

The ideas reflected in this survey are the essence of the responses from the questionnaires, the form letters, the phone calls and the personal conferences.

APPENDIX II

ENVIRONMENTAL EDUCATION NEEDS STUDY

Name_____

Company_____

Address_____

Telephone_____

1. Why are you taking this course?

2. Is there another course related to safety and health that you would take?

3. What is the nature of function of your company or agency?

4. How many people are employed by your company in the area of occupational safety and health?

5. What kind of training program would you deem desireable for a technician? Why?

6. Do you feel that the 1970 Occupational Safety and Health laws will increase the need for occupational safety and health technicians at your company?

7. Please add any comments you feel would be helpful in our evaluation of the need for occupational safety and health technicians.

8. Please add the names and addresses of any others whom you feel would have information regarding present and future employment needs in the area of occupational safety and health.

APPENDIX II

OPTIONAL

(NAME _____

(ADDRESS _____

(_____

(PHONE _____

ENVIRONMENTAL
IMPACT STATEMENTS

1. Name and address of your present employer

_____

2. What is your current position?

_____

3. How many people are employed by your firm?

_____

4. Why are you taking this course?

_____

5. What other course(s) do you desire or visualize your employer desires offered in the areas associated with Environmental Impact Statements?

_____

6. Based on your knowledge of your employer's needs and/or the needs of related firms or agencies, what are the requirements (numbers-jobs?) for technicians in any of the areas associated with environmental imapct statements?

_____

7. Please add any comment you feel might permit us to evaluate the magnitude of the need for technicians in the preparation of environmental impact statements.

_____

8. Please add the names and addresses of any others whom you feel might give us leads as to present and future employment and/or training requirements in the areas of environmental concern.

_____

_____

_____

APPENDIX II

ORANGE COAST COLLEGE

2701 FAIRVIEW ROAD
COSTA MESA, CALIFORNIA 92626

Dear Sir:

The Coast Community College District has been assigned by the Division of Occupational Education, California Community Colleges, the project of preparing a "Handbook for Environmental Manpower and Training". The completion of the project will result in the compilation of the "Handbook".

The "Project" will address itself specifically to the following points:

1. Job titles and job performance requirements in environmental occupations.

2. Types of employment available in environmental occupations.

3. Current needs for Environmental Technicians.

4. Future employment opportunities for Enviornmental Technicians.

5. Types of training being offered in environmental occupations.

In this, our initial contact with your institution, we are attempting to determine the kinds of programs offered in enviornmental occupations. We wish to have your institution represented in our survey and we ask your assistance in helping us with our project by responding to the enclosed questionnaire.

In the event it is more appropriate for another staff member to respond, please route this material to the appropriate person. It is desireable to have the questionnaire returned as soon as possible so that we may begin to tabulate our data.

Thank you for your kind cooperation.

ERIC

We have enclosed worksheets listing the needed information and prompt attention to this matter would be greatly appreciated.

Thank you.

Sincerely,

QUESTIONNAIRE

Training of Environmental Technicians

Name of Institution: _____

Address: _____

_____

(City) (State) (Zip)

Name of Person Responding: _____

Title: _____

(Phone)

1. We do/do not offer training in environmental occupations. (circle one)

2. Give name(s) or title(s) of your two-year program(s).

_____ _____

_____ _____

3. We do/do not offer special programs which are less than two-years in length. (circle one)

4. Give name(s) or title(s) of your program(s).

_____ _____

_____ _____

APPENDIX II

ORANGE COAST COLLEGE

2701 FAIRVIEW ROAD
COSTA MESA, CALIFORNIA 92626

Dear Sir:

The Coast Community College District has been assigned by the Division of Occupational Education, California Community Colleges, the project of preparing a "Handbook for Environmental Manpower and Training". The completion of the project will result in the compilation of the "Handbook".

The Project will address itself specifically to the following points:

1. Job titles and job preformance requirements in environmental occupations.

2. Types of employment available in enviornmental occupations.

3. Current needs for Environmental Technicians.

4. Future employment opportunities for Environmental Technicians.

We are aware of the magnitude of our assignment and are quite conscious of the fact that the assistance of many individuals will be required to successfully complete our tasks.

We are not aware of any "list" of environmental occupations therefore, one of the initial goals is the compilation of a list of job titles and job specifications for Environmental Technicians.

Your agency has been identified as one that is most likely aware of job titles and job specifications utilized in recruiting and/or promoting employees in your agency or organization.

Our request is for specific information concerning job titles and job specifications for para-professionals or technicians whom you employ.

SERVING THE COMMUNITY SINCE 1947

When we have prepared, with your assistance, a composite list of Enviornmental Technicians, with job titles and job specifications, it is our plan to share with you the results of our efforts.

We have enclosed worksheets for your convenience. Please enter job titles, job specifications and required skills on the worksheets and return in the enclosed envelope.

Sincerely,

APPENDIX II

JOB TITLES, JOB SPECIFICATIONS AND REQUIRED SKILLS
FOR ENVIRONMENTAL TECHNICIANS

Job Title	Job Specifications	Required Skills
(Example)	(Example)	(Example)
Waste water Treatment Plant Operator, Grade IV	Operate and/or properly maintain waste water treatment units; completion of one year full-time employment in actual operation of a waste-water treatment plant.	Demonstration of an overall working knowledge of the unit operations of the waste water treatment plant where applicant is employed.

APPENDIX II

JOB TITLES, JOB SPECIFICATIONS
AND REQUIRED SKILLS FOR
ENVIRONMENTAL TECHNICIANS

JOB TITLE	JOB DESCRIPTION	EDUCATION

EXPERIENCE	CURRENT MANPOWER NEED	PROJECTED MANPOWER NEED

MASTER LIST OF DISTRICT COLLEGES - COMMUNITY COLLEGES

Institute	Contact	Curricula
Allan Hancock College 800 South College Drive Santa Maria, Ca. 93454	Ray Mills, Dean Voc. Tech. ed.	Eight (8) different course titles
Antelope Valley College 3041 West Avenue K Lancaster, Ca. 93534	Dr. Richard W. Malcolm	1 or 2 courses not termed a program
Barstow Community College 2700 Barstow Road Barstow, Ca. 92311	Robert Vencill Chairman, Science Div.	no program offered
Canyons, College of the 25000 W. Valencia Blvd. Valencia, Ca. 91355	Mr. Robert Pollock Dean, Vocational-Technical Ed.	No program offered
Cerritos College 11110 E. Alondra Blvd. Norwalk, Ca. 90650	R. Whiteman Dean of Vocational Training	No program
Chaffey College 5855 Haven Avenue Alta Loma, Ca. 91701	Dr. Henry E. Childs, Jr. Vice Pres., Instruction	1 or 2 courses
Citrus College 18824 E. Foothill Blvd. Azusa, Ca. 91702	Mr. Leo M. Thomas Vice Pres./Asst. Supt., Instruction	1 course
Compton College 1111 E. Artesia Blvd Compton, Ca. 90221	Dr. John A. Grande Dean of Instruction	1 course
Cypress College 9200 Valley View Street Cypress, Ca. 90630	Mr. Chester Gromacki District Director of Vocational Ed.	1 course
Desert, College of the 43-500 Monterey Avenue Palm Desert, Ca. 92660	Kenneth W. Waters Chairman Agriculture Dept.	No program now, In process of developing one
East Los Angeles College 5357 E. Brooklyn Avenue Los Angeles, Ca. 90022	Arthur N. Cherdack Coordinator of Institutional Research	No training- special programs - 1 environmental science course
El Camino College 16007 Crenshaw Blvd. Vai Torrance, Ca. 90506	Dr. H. M. Maddaford Dean of Instruction-Administrative	No training

Fullerton Junior College 321 East Chapman Avenue Fullerton, Ca. 92634	Dr. Philip W. Borst Asst. Dean of Instruction	No program
Glendale College 1500 North Verdugo Road Glendale, Ca. 91208	Mr. Thomas S. Ryan Dean of Occupational Educ.	1 course
Golden West College 15744 Huntington Beach Blvd. Huntington Beach, Ca. 92647	Dr. William F. Shawl Dean of Academic Affairs	No training program
Long Beach City College 4901 East Carson Street Long Beach, Ca. 90808	Mr. William F. Waechter Dean, Instruction	No program
Los Angeles City College 855 North Vermont Avenue Los Angeles, Ca. 90029	Mr. Louis F. Hilleary Dean of Instruction	No program
Los Angeles Harbor College 1111 Figueroa Place Wilmington, Ca. 90744	Mr. Kermit Dale Dean of Instruction	No program (several courses)
Los Angeles Pierce College 6201 Winnetka Avenue Woodland Hills, Ca. 91364	Mr. Ray Johnson Dean of Instruction	No Program
Los Angeles Southwest College 11514 South Western Ave. Los Angeles, Ca. 90047	Mr. J. R. Heusdens Assistant Dean	No Program
Los Angeles Trade-Technical College 400 West Washington Blvd. Los Angeles, Ca. 90015	Dr. Franklin R. Johnson Dean of Instruction and Curriculum	No Program
Los Angeles Valley College 5800 Fulton Avenue Van Nuys, Ca. 91401	Dr. Stewart Marsh Dean of Instruction	No Program
Mount San Antonio College 1100 North Grand Avenue Walnut, Ca. 91789	Mr. John W. Douthit Bio. Sci. Dept.	No Program
Mount San Jacinto College 21-400 Foothill Road P.O. Box 248 Gilman Hot Springs, Ca. 92340	Mr. Lew Canter Dean of Academic Instruction	No program 1 course: Environmental Science I

Orange Coast College 2701 Fairview Road Costa Mesa, Ca. 92622	Samuel R. Petersen Associate Dean Director of Federal Projects	Training: Yes Environmental Tech. Pollution Abatement Tech. Special Programs: Pollution Abatement Tech.; Water Skill Center training for Military personnel
Palo Verde College 811 West Chanslorway Blyth, Ca. 92225	Dr. Earl F. Schlick Dean of Instruction	No program
Pasadena City College 1570 East Colorado Blvd. Pasadena, Ca. 91106	J. R. Toothaker, Director Occupational Education	No program
Rio Hondo College 3600 Workman Mill Road Whittier, Ca. 90608	Mr. Morris C. Bergen Vice Pres., Academic Affairs	No program
Riverside City College 4800 Magnolia Riverside, Ca. 92506	Mr. Arthur J. Schechter Dean of Instruction	No program 1. Environmental Sci. 2. Applied Science 3. Resource Sciences
Saddleback College 28000 Marguerite Parkway Mission Viejo, Ca. 92675	Mr. Rufus L. Platt Dean of Instruction	No Program
San Bernardino Valley College 701 S. Mt. Vernon Ave. San Bernardino, Ca. 92403	F. Bryce Stewart Dean of Occupational Educ.	No programs. Long range plans include general heading.
Santa Ana College 17th Street at Bristol Santa Ana, Ca. 92706	Paul Roman, Dean of Urban Studies	Program offered No placement science per se Day & night students Outstanding students recommended to employ.
Santa Barbara City College 721 Cliff Drive Santa Barbara, Ca. 93109	Tom MacMillan Director Research	No program
Santa Monica College 1815 Pearl Street Santa Monica, Ca. 90406	Fred J. Brierici, Dean Occupational Education	No program
Victor Valley College 18422 Bear Valley Road Victorville, Ca. 92392	Mr. Gordon W. Blaisdell Dean of Instruction	No program
West Los Angeles College 4800 Freshman Drive Culver City, California 90230	Dr. Norman C. Chapman Dean of Instruction	No Program

MASTER LIST AGENCIES

AGENCY	CITY	COUNTY
Agriculture and Air Resources Board	Anaheim	Orange
Agriculture (Department of)	Sacramento	All Counties
Agri-Science Laboratories Inc.	Hawthorne	Los Angeles
Air Pollution Control Board	Santa Barbara	Santa Barbara
Air Pollution control District	Riverside	Riverside
Air Resources Board	Sacramento	All Counties
Air Resources Board	Los Angeles	Los Angeles
Air-Sanitation-Air Resources Board	Sacramento	All Counties
Alhambra (City of)	Alhambra	Los Angeles
American Acoustics Co. John Van Houten	Anaheim	Orange
American Standards Testing Bureau, Inc.	Los Angeles	Los Angeles
Anaheim (City of)	Anaheim	Orange
Arcadia (City of)	Arcadia	Los Angeles
Archaeological Research, Inc. Roger Desantels, Pres. & Chrmn.	Costa Mesa	Orange
Armstrong Petroleum Corporation	Newport Beach	Orange
Arrowhead Puritas Waters	Los Angeles	Los Angeles
Artesia (City of)	Artesia	Los Angeles
Associated Engineers & Planners	Newport Beach	Orange
Atlantis Scientific J.J. Moore	Beverly Hills	Los Angeles
Atlantic Research Corporation	Costa Mesa	Orange
Atlantis Scientific R.L. "Bob" Ollinger	Beverly Hills	Los Angeles
Automotive Environmental Systems, Inc.	San Bernardino	San Bernardino
Azuza (City of)	Azuza	Los Angeles
Babcock (Ed. S.) and Sons	Riverside	Riverside

AGENCY	CITY	COUNTY
Baldwin Park (City of)	Baldwin Park	Los Angeles
Banning (City of)	Banning	Riverside
Barstow (City of)	Barstow	San Bernardinc
Beckman Industries	Fullerton	Orange
Bell (City of)	Bell	Los Angeles
Bellflower (City of)	Bellflower	Los Angeles
Bell Gardens (City of)	Bell Gardens	Los Angeles
Beverley Hills (City of)	Beverly Hills	Los Angeles
Bio Laboratories Medical Group, Inc.	Colton	San Bernardinc
The Biome Company, Inc. Don Mitchell	Costa Mesa	Orange
Bio-Science Labs	Van Nuys	Los Angeles
Bio-Technics Labs, Inc.	Los Angeles	Los Angeles
Boyle Engineering Mr. Lord	Santa Ana	Orange
Brea (City of)	Brea	Orange
Buena Park (City of)	Buena Park	Orange
Burbank (City of)	Burbank	Los Angeles
Calif. Museum of Science & Industry	Los Angeles	Los Angeles
Calif. State Fisheries Laboratory	Long Beach	Los Angeles
Calif. State Personnel Board	Sacramento	All Counties
Calif. Vehicles Emissions Test Center	Anaheim	Orange
Camay Drilling Co.	Los Angeles	Los Angeles
Carpenteria (City of)	Carpenteria	Santa Barbara
Carpenteria County Water District	Carpenteria	Santa Barbara
Carpenteria Sanitation District	Carpenteria	Santa Barbara
Carson (City of)	Carson	Los Angeles
Celesco Industries	San Diego	San Diego
Center for Environmental Affairs	San Jose	Santa Clara
Cerritos (City of)	Cerritos	Los Angeles
Chino (City of)	Chino	San Bernardinc
Conservation (Dept. of) (Div. of Oil and Gas)	Sacramento	All Counties
Conservation (Dept. of) (Div. of Oil and Gas)	Inglewood	Los Angeles
Claremont (City of)	Claremont	Los Angeles
Clean Seas, Inc.	Santa Barbara	Santa Barbara

AGENCY	CITY	COUNTY
Coca-Cola Bottling Company	Los Angeles	Los Angeles
Colorado River Board of California	Los Angeles	Los Angeles
Colton (City of)	Colton	San Bernardino
Commerce (City of)	Commerce	Los Angeles
Community Planning (Director of)	Los Angeles	Los Angeles
Compton (City of)	Compton	Los Angeles
Conservation (Department of)	Sacramento	All Counties
Corona (City of)	Corona	Riverside
Covina (City of)	Covina	Los Angeles
Cudahay (City of)	Cudahay	Los Angeles
Culver City (City of)	Culver City	Los Angeles
Cypress (City of)	Cypress	Los Angeles
Danielian, Moon, Sampieri & Ilg	Newport Beach	Orange
J.F. Davidson Assoc.: Impact Group	Riverside	Riverside
Daylin Laboratories Inc.	Los Angeles	Los Angeles
Development Research Association	Los Angeles	Los Angeles
Downey (City of)	Downey	Los Angeles
Duarte (City of)	Duarte	Los Angeles
The Earth Alliance Anthony M. Grasso	S. Laguna	Orange
Earth Resources Analysis Group Miran A. Romero, Co-ordinator	Montrose	
Edison	Huntington Beach	Orange
Education (Orange County Dept. Of)	Santa Ana	Orange
E. G. & G. Inc. (Nuclear Research	Santa Barbara	Santa Barbara
El Monte (City of)	El Monte	Los Angeles
El Segundo (City of)	El Segundo	Los Angeles
Elsinore (City of)	Elsinore	Riverside
El Toro Water District	El Toro	Orange
Engineering-Science, Inc.	Arcadia	
Envirometrics International	Fullerton	Orange
Environmental Analysis	Whittier	Los Angeles
Environmental Analysis Systems, Inc.	La Mesa	
Environmental Assessment Engineering	Sacramento	

AGENCY	CITY	COUNTY
Environmental Biologists & Consultants Bob L. Pope, Fellce C. Movich	Garden Grove	Orange
Environmental Concern, Inc. Shadow Bailey	Laguna Beach	Orange
Environmental Health Consultation Svc. Robert A. Shakman	Ojai	
Environmental Health & Consumer Protection Program	Berkeley	All counties
Environmental Health Department	Anaheim	Orange
Environmental Impact Reports, Inc.	Costa Mesa	Orange
Environmental Impact Science, Inc.	Newport Beach	Orange
Environmental Quality Analysts, Inc.	Alhambra	
Environmental Research & Technology, Inc.	Newport Beach	Orange
Envista, Inc.	Anaheim	Orange
Evaluation Research Corporation	Huntington Beach	Orange
EWA (Eugene D. Wheeler & Associates)	Ventura	Ventura
Fire Marshall (State)	Sacramento	All Counties
Fish and Game (Department of)	Long Beach	Los Angeles
Flood Control District	Santa Barbara	Santa Barbara
Flood Control District	Santa Ana	Orange
Fontana (City of)	Fontana	San Bernardino
Forestry (Calif. Div. of)	Orange	Orange
Forestry (Div. of) - Dept. of Conservation	Sacramento	All counties
Fountain Valley (City of)	Fountain Valley	Orange
Frederiksen Engineering Co., Inc. Mr. W. C. Frederiksen	Oakland	
Fullerton Airport	Fullerton	Orange
Fullerton (City of)	Fullerton	Orange
Fullerton School District	Fullerton	Orange
G. M. Cal Vehicle Emissions Lab.	El Segundo	Los Angeles
Gardena (City of)	Gardena	Los Angeles
Garden Grove (City of)	Garden Grove	Orange
Garrett Research & Development Co.	La Verne	Los Angeles
General Automotive	Anaheim	Orange
George W. Gooch Labs., Ltd.	Los Angeles	Los Angeles
Glendale (City of)	Glendale	Los Angeles
Glendora (City of)	Glendora	Los Angeles
Gulf Oil Corporation	Santa Fe Springs	Los Angeles
Gulf Oil - U. S. Refinery	Santa Fe Springs	Los Angeles

AGENCY	CITY	COUNTY
Halliburton Services	Santa Fe Springs	Los Angeles
Halliburton Services	Los Angeles	Los Angeles
Hallister's Nursery & Flower Shop	Costa Mesa	Orange
Harbors, Beaches & Parks Dist. Orange County	Newport Beach	Orange
Harbors, Beaches & Parks Dist Orange County	Santa Ana	Orange
Haworth & Anderson	Tustin	Orange
Hawthorne (City of)	Hawthorne	Los Angeles
Health Department (Orange County)	Santa Ana	Orange
Health Department Medical Center	Santa Ana	Orange
Health Office (Orange County)	Santa Ana	Orange
Hemet (City of)	Hemet	Los Angeles
Hermosa Beach (City of)	Hermosa Beach	Los Angeles
HIghways (Division of)	Orange	Orange
John K. Hilliard	Santa Ana	Orange
Holm, Tait & Associates	Anaheim	Orange
Human Resources and Development (Dept. of)	Sacramento	All Counties
Huntington B ach (City of)	Huntington Beach	Orange
Huntington Park (City of)	Huntington Park	Los Angeles
Indio (City of)	Indio	Riverside
Industry (City of)	Industry	Los Angeles
Inglewood (City of)	Inglewood	Los Angeles
Irvine Ranch Water District	Irvine	Orange
Jennings-Halderman-Hood	Santa Ana	Orange
Johns-Manville Fiber Glass Inc.	Corona	San Bernardino
Jones/Peterson Associates, Inc. Dick Jones	Anaheim	Orange
Kaiser Steel Corporation	Fontana	San Bernardino
Koebig & Koebig Mr. L. H.Harrison, Newport	Los Angeles	Los Angeles
KVB Engineering	Tustin	Orange
La Habra (City of)	La Habra	Orange
La Mirada (City of)	La Mirada	Los Angeles
La Palma (City of)	La Palma	Los Angeles
La Puente (City of)	La Puente	Los Angeles
Lakewood Water Department	Lakewood	Los Angeles

AGENCY	CITY	COUNTY
Laguna Beach (City of)	Laguna Beach	Orange
Lakewood (City of)	Lakewood	Los Angeles
La Verne (City of)	La Verne	Los Angeles
Lawndale (City of)	Lawndale	Los Angeles
Las Virgenes Municipal Water	Calabasas	Los Angeles
F. Beach Leighton & Associates	San Bernardino	San Bernardino
Leighton-Yen & Associates	La Habra	
Linn, Leonard, Bess, Hall, Sharky & Associates	Fullerton	Orange
Loma Linda (City of)	Loma Linda	Riverside
Loma Linda University	Loma Linda	Riverside
Lomita (City of)	Lomita	Los Angeles
Lompoc (City of)	Lompoc	Santa Barbara
Long Beach Airport	Long Beach	Los Angeles
Long Beach (City of)	Long Beach	Los Angeles
Long Beach Water Department	Long Beach	Los Angeles
Los Alamitos (City Of)	Los Alamitos	Los Angeles
Los Angeles	Los Angeles	Los Angeles
Los Angeles (City of)	Los Angeles	Los Angeles
Los Angeles Co. Flood Control District	Los Angeles	Los Angeles
Los Angeles Co. Waterworks District	Los Angeles	Los Angeles
Lowry, Engineering-Science	Santa Ana	Orange
Lynwood (City of)	Lynwood	Los Angeles
Management Center, Chapman College	Orange	Orange
Manhatten Beach (City of)	Manhatten Beach	Los Angeles
Marine Biological Consultants Inc.	Newport Beach	Orange
Marineland of the Pacific	Palos Verdes	Los Angeles
Albert C. Martin & Associates	Los Angeles	Los Angeles
Maywood (City of)	Maywood	Los Angeles
Metropolitan Water District	Los Angeles	Los Angeles
Metropolitan Water District	Yorba Linda	Orange
Metropolitan Water District of Southern California	Los Angeles	Los Angeles
Ritchie D. Mikesell, Ph.D.	Anaheim	Orange
Mines & Geology (Calif. Department)	Los Angeles	Los Angeles

AGENCY	CITY	COUNTY
Mogul Corporation of Ohio	Huntington Beach	Orange
Monitor Laboratories	San Diego	Orange* (work in)
Monrovia (City of)	Monrovia	Los Angeles
Montclair	Montclair	San Bernardino
Montebello	Montebello	Los Angelès
Monterey Park (City of)	Monterey Park	Los Angeles
Montgomery Research, Inc.	Pasadena	Los Angeles
Mosquito Abatement Dist. (Orange Co.)	Santa Ana	Orange
Moulton-Niguel Water District	South Laguna	Orange
Moulton-Niguel Water District	Laguna-Niguel	Orange
Moulton-Niguel Water & Sewage District	Laguna-Niguel	Orange
Municipal Utilities Association	Anaheim	Orange
Municipal Utilities Department	Fullerton	Orange
Navigation & Ocean Development	Sacramento	All Counties
Newport Beach (City of)	Newport Beach	Orange
Newport Beach (City of) (Planning Dept.)	Newport Beach	Orange
Noise Abatement Specialists	Santa Ana	Orange
North American School of Conservation and Ecology	Anaheim	Orange
Occupational Safety & Health Admin.	Long Beach	Los Angeles
Océanographic Services	Santa Barbara	Santa Barbara
Ogden Laboratories	Fullerton	Orange
Olson-Horiba Inc.	Santa Ana	Orange
Olson Laboratories Henry W. Wedaa, Manager	Anaheim	Orange
Olson Laboratories	Santa Ana	Orange
Olson Northrup (Car emissions)	Anaheim	Orange
Ontario (City of)	Ontario	San Bernardino
Orange (City of)	Orange	Orange
Orange Municipal Water District	Orange	Organge
Palm Springs (City of)	Palm Springs	Riverside
Palos Verdes Estates (City of)	Palos Verdes Estates	Los Angeles
Paramount (City of)	Paramount	Los Angeles
Parks Department (Orange County)	Newport Beach	Orange
Parks & Recreation (Department of)	San Clemente	Orange
Parks & Recreation (Department of)	Goleta	Santa Barbara

AGENCY	CITY	COUNTY
Parks & Recreation (Department of)	Sacramento	All Counties
Pasadena (City of)	Pasadena	Los Angeles
Pasadena Water Department	Pasadena	Los Angeles
Personnel Department (Orange County)	Santa Ana	Orange
Philco-Ford Corporation	Newport Beach	Orange
Pico Rivera (City of)	Pico Rivera	Los Angeles
Pioneer Testing	Redlands	San Bernardino
Placentia (City of)	Placentia	Orange
Planning Department	Anaheim	Orange
Planning Department	Huntington Beach	Orange
Planning Department (Orange Co.)	Santa	Orange
POD, Inc. Woodward Dike, Principal	Orange	Orange
Pomeroy Johnson & Bailey	Pasadena	Los Angeles
Pomona (City of)	Pomona	Los Angeles
Pre-delivery Service Corp.	Los Angeles	Los Angeles
Price & Associates (H.A.)	Anaheim	Orange
Public Antiquities Salvage Team (P.A.S.T.) California State University	Fullerton	Orange
Public Health (Department of)	Berkeley	All Counties
John L. Price & Assoc.	Whittier	Los Angeles
Public Health Lab. - State	Los Angeles	Los Angeles
Radiological Health (BUreau of)	Berkeley	All Counties
Raub, Bein, Frost & Associates	Costa Mesa	Orange
Reclamation Board (State)	Sacramento	All Counties
Ralph E. Phillips, Inc. Thomas Haverty Schilling	Los Angeles	Los Angeles
Redlands (City of)	Redlands	San Bernardino
Redondo Beach (City of)	Redondo Beach	Los Angeles
Refuse Disposal Dept. (Orange Co.)	Santa Ana	Orange
Regional Water Quality Control Board	Los Angeles	Los Angeles
Regional Water Quality Control Board	Indio	Riverside
Rehabilitation, Vocational	Anaheim	Orange
Resources Agency (State)	Sacramento	All Counties
Reynolds & Associates	Newport Beach	Orange
Rialto (City of)	Rialto	San Bernardino
Richard Terry & Associates	Anaheim	Orange

AGENCY	CITY	COUNTY
Riverside (City of)	Riverside	Riverside
Riverside Medical Lab.	Riverside	Riverside
Rosemead (City of)	Rosemead	Los Angeles
Rossmore	Laguna Hills	Orange
Salkin Engineering Corporation	Orange	Orange
San Bernardino (City of)	San Bernardino	San Bernardino
San Bernardino Water Department	San Bernardino	San Bernardino
San Clemente (City of)	San Clemente	Orange
San Clemente Water & Sewage	San Clemente	Orange
San Fernando (City of)	San Fernando	Los Angeles
San Gabriel (City of)	San Gabriel	Los Angeles
Sanitary Engineering (Bureau of)	Los Angeles	Los Angeles
Sanitary Engineering (Bureau of)	San Bernardino	San Bernardino
Sanitation District (Los Angeles County)	Harbor City	Los Angeles
Sanitation District (Orange County)	Fountain Valley	Orange
San Marino (City of)	San Marino	Los Angeles
San Pedro (City of)	San Pedro	Los Angeles
Santa Ana (City of)	Santa Ana	Orange
Santa Ana River Basin, Regional Water Quality Control	Riverside	Riverside
Santa Barbara (City of)	Santa Barbara	Santa Barbara
Santa Fe Springs (City of)	Santa Fe Springs	Los Angeles
Santa Maria (City of)	Santa Maria	Santa Barbara
Santa Monica (City of)	Santa Monica	Los Angeles
Saxe Dobrin & Associates	Newport Beach	Orange
Scott Laboratories	San Bernardino	San Bernardino
Seal Beach (City of)	Seal Beach	Orange
Serendipity, Inc.	Sherman Oaks	Los Angeles
Shankman Labs	Los Angeles	Los Angeles
T.A. Shinn & Associates	Placentia	Orange
Sierra Madre (City of)	Sierra Madre	Los Angeles
Smith-Emery Company	Los Angeles	Los Angeles
Soil Conservation (Dept. of Conservation)	Sacramento	All Counties
Southern California Edison Company	Rosemead	Los Angeles
Southern California Edison Company	Huntington Beach	Orange

AGENCY	CITY	COUNTY
Southern California Water Company	Los Angeles	Los Angeles
Southern California Water Company	Los Alamitos	Orange
Southland Environmental Howard N. Fernbach	Seal Beach	Orange
Space Use Management Inc.	Fullerton	Orange
Sparklets Drinking Water	Los Angeles	Los Angeles
SRS (Spectra Research Systems, Inc.)	Irvine	Orange
Standard Oil	El Segundo	Los Angeles
Standard Oil Company of California	La Habra	Orange
State Air Resources Board	Sacramento	All Counties
State Health Department	Santa Barbara	Santa Barbara
State Lands Commissions	Los Angeles	Los Angeles
State Lands Commissions	Sacramento	All Counties
State Personnel Board	Los Angeles	Los Angeles
State Personnel Board	Sacramento	All Counties
State Water Resources Control Board	Sacramento	All Counties
Stickel & Associates	Tustin	Orange
Ralph Stone & Co.	Los Angeles	Los Angeles
Sun Electric	Maywood	Los Angeles
Systems, Science and Software	La Jolla	San Diego
Tater and Associates	Huntington Beach	Orange
Technology Associates of So. Calif., Inc.	Monterey Park	
Temple City (City of)	Temple City	Los Angeles
Termite Control (Orange County)	Anaheim	Orange
Terrametrics	Fair Oaks	
Theta Sensors	Orange	Orange
THUMS	Long Beach	Los Angeles
Truesdail Laboratories, Inc.	Los Angeles	Los Angeles
Tustin (City of)	Tustin	Orange
Twining Labs of Southern California Inc.	Long Beach	Los Angeles
Ultrachem Corporation	Walnut Creek	Los Angeles
Union Oil Company of California	Santa Fe Springs	Los Angeles
U.S. Army Corps of Engineers	Los Angeles	Los Angeles
U.S. Department of Agriculture	Tustin	Orange
Ultrasystems, Inc.	Newport Beach	Orange
Universal Interlock Inc.	Santa Ana	Orange

AGENCY	CITY	COUNTY
Upland (City of)	Upland	San Bernardino
Van Nuys (City of)	Van Nuys	Los Angeles
Vector Control (Bureau of)	Los Angeles	Los Angeles
Vehicles Emission Control Program Air Resources Board	Sacramento	All Counties
Victor Gruen & Associates	Los Angeles	Los Angeles
Victorville (City of)	Victorville	San Bernardino
Alan M. Voorhees & Associates Don Capelle	Los Angeles	Los Angeles
Water Chemists Inc.	Los Angeles	Los Angeles
Water District (Orange County)	Santa Ana	Orange
Water Resources (Department of)	Sacramento	All Counties
Water Resources (California Department of) (Mobile Equipment Services)	San Bernardino	San Bernardin
Water Resources (Department of)	Los Angeles	Los Angeles
Water Treatment Corporation	Industry	Los Angeles
Roger S. Watson	Huntington Beach	Orange
J.L. Webb Planning	Newport Beach	Orange
Weed & Vertebrate Pest Control	Sacramento	All Counties
West Covina (City of)	West Covina	Los Angeles
Western Analytical Lab	Chino	San Bernardino
Western Marine Laboratory	Santa Barbara	Santa Barbara
Westminster (City of)	Westminster	Orange
Whittier (City of)	Whittier	Los Angeles
Wilsey & Ham	South Pasadena	Los Angeles
Woodword-Envicon, Inc.	San Diego	San Diego
Yorba Linda (City of)	Yorba Linda	Orange

ENVIRONMENTAL PLANNING SERIES

	EMPLOYMENT PROJECTIONS
Land Surveying Technician	Fair
Park And Recreation Technician	Good
Civil Engineering Technician	Good
Planning Technician	Good
Environmental Technician	Fair
Building Inspector	Fair

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LAND SURVEYOR TECHNICIAN

Definition:

Works in a survey party or group engaged in difficult field or office work performing land, topographic, and construction surveys, preparation of legal land descriptions and preparation of appraisal, topographic, and record maps. Assists survey parties in conducting preliminary location, construction, property, and topographic surveys; researches records of the Federal, State, and county governments for basic information required to perform surveys or rights-of-way engineering. Assists in planning the procedures to be followed in conducting surveys. Determines the instruments to be used and evaluates the data discovered in the field. Reduces field notes, makes calculations, and alalyzes the survey data. Coordinates the field data with official records. Assists in the preparation of appraisal maps, record maps, and legal land descriptions.

Education Training Experience

Two years of college with major course work in surveying, land planning, or completion of appropriate two-year training program.

PARK AND RECREATION TECHNICIAN

Definition:

Performs a variety of duties in connection with identifying and providing methods for meeting the outdoor recreational needs for the citizens of a community. Collects, evaluates, summarizes, and analyzes outdoor recreation data from a variety of sources to identify recreational trends, existing outdoor recreational facilities, needs and deficiencies. Studies and sets up a variety of activities at parks. Supervises and instructs helpers in the management of a recreation program. Solves local recreation problems.

Education Training Experience

Completion of an appropriate training program or college level courses in park management, recreation, natural resources and physical education; plus two years of experience from similar employment or full time in park recreation.

CIVIL ENGINEERING TECHNICIAN

Definition:

Under supervision, performs rod and chain work with an engineering survey party, does routine engineering office work, and does related work as required. Serves as rodman or chainman in performing supervised work with an engineering survey party in the field. In a training capacity, may operate transits and levels as instrumentman on the survey party. Takes simple survey notes, does such engineering drawing such as tracing maps and simple construction plans and diagrams, draws details from rough layouts of simple drawings, letters either freehand or with the aid of mechanical lettering devices. Maintains drafting supplies and equipment, copies data, computes areas and tabulates readings. Makes simple mathematical computations. Traces, colors and delineates in pencil and ink, charts, graphs, base maps, proposed zoning maps, land use maps and special block studies, sketches, and other drawings. Assists in the compilation of data on special palnning projects. Assists in preparing graphs, charts, maps, sketches and other illustrated materials for preliminary reports.

Education Training Experience

Graduation from high school, including completion of courses in algebra, geometry, trigonometry and mechanical drawing. One year of experience serving as a rodman and chainman or performing engineering office work. (One year of college with major work in engineering may be substituted for the required experience.)

PLANNING TECHNICIAN

Definition:

Does planning research, assists in the preparation of planning studies, reports, plans and projects and assists in explaining the planning program, policies and regulations to the public. Assists in preparing planning studies of human, physical, natural, economic and governmental resources for the general plan. Plans to goals and policies of various government programs and analyzes possible conflicts or contradictions. The Board assists in advising the public in preparation and filing of applications for zoning changes, use variances, permits, etc. Assists in the design of land use plans in advance of development for consideration of impact of public and private construction on the quality of the environment. Assists in ecological studies. Helps prepare ordinances and resolutions to implement new planning programs. Assists in developing statistical formulas for the analysis of demographic data, analyzing and coordinating the development of computer applications.

Education Training Experience

Two years of college_level courses in public relations, basic instrumentation, biology, chemistry, conservation, ecology planning, pre-engineering, graphics, theory of design, land planning, environmental design and related courses

OR

completion of appropriate training program.

ENVIRONMENTAL TECHNICIAN

Definition:

Inspects and investigates the enforcement of ordinances pertaining to public and private property. Conducts field inspections throughout the City checking for compliance of automotive service stations and tire stores with the regulating ordinances. Conducts studies on complaints in order to seek enforcement of the noise ordinance. Investigates the claims of liability brought against the City. Makes field inspections throughout the City checking vacant lots and all improved properties for littered conditions, with particular attention being given to alleys and adjacent areas in business districts. Investigates complaints and contacts property owners and occupants regarding unsightly or neglected properties. Investigates reports of illegal dumping and similar violations. Contacts business establishments to assist in developing a proper litter removal program. Issues violation notices and compiles evidence of violations. Acts as liaison man between sanitation personnel and other City departments affected by anti-litter ordinances. Prepares reports of activities and findings. Performs related tasks as required.

Education Training Experience

Graduation from high school or its equivalent, and two years of experience involving extensive public contact, preferably related to the explanation and enforcement of established policies and the settlement of complaints. Appropriate college level courses can be substituted for the experience on a year-for-year basis.

BUILDING INSPECTOR

Definition:

Inspects building construction, substandard buildings and zoning violations for conformance with applicable city ordinances and any related duties that may be required. Inspects complaints of substandard housing, works with owners to bring buildings into conformance with the code or prepares letters of condemnation and other legal notices. Investigates zoning violations, prepares notices of violations and works with owners to alleviate non-conforming use. Makes inspections during the progress of building construction or repair to insure compliance with laws and regulations and for safe application of construction installations and practices. Interprets codes and regulations and advises on inquiries relating to construction, installation, and repair methods and materials. Makes inspection of appliances in the electrical and/or plumbing specialties and makes inspections of existing building for hazardous conditions. Looks for construction or alterations being performed without proper building permits. Investigates complaints and alleged building violations, issues permits of various kinds and accepts deposit fees, keeps records and prepares work activity reports.

Education Training Experience

Graduation from high school and three years of experience as a building inspector or an equivalent combination of education and experience. College level courses in blueprint reading, design, and pre-engineering.

POLLUTION PREVENTION SERIES

	EMPLOYMENT PROJECTIONS
Water Treatment System Operator	Fair
Water Treatment Chief System Operator	Fair
Water Treatment Operator	Fair
Water/Wastewater - Laboratory Assistant	Excellent
Grade I - Wastewater Treatment Plant Operator	Excellent
Grade IA - Wastewater Treatment Plant Operator	Excellent
Noise Abatement Technician	Excellent
Water Utilities Foreman	Fair
Sewer Maintenance Technician	Fair
Materials Testing Aide	Fair
Air Pollution Technician	Excellent
Biochemical Laboratory Technician	Excellent
Water Distribution System Operator	Poor
Water Distribution Operator	Poor
Pumping Plant Operator	Poor
Stationary Engineer	Fair
Air Pollution Chemist - Assistant	Good
Grade II - Wastewater Treatment Plant Operator	Excellent
Grade III - Wastewater Treatment Plant Operator	Excellent
Grade IV - Wastewater Treatment Plant Operator	Excellent

WATER TREATMENT SYSTEM OPERATOR

Definition:

Operates all equipment in the headhouse and supervises the operation of the filters and softeners. Regulates the flow of water and makes flow changes as required. Makes plant chemical control tests and determines chemical feeds. Maintains records and keeps the headhouse in an orderly condition. Operates and makes necessary adjustments to all equipment in the headhouse such as the chlorinators, chlorine evaporators, lime slakers, activated silica feeders, and alum feeder. Makes flow changes as required in the pipeline feeders leaving the plant. Makes chemical determinations of alkalinity, pH, chlorine residual, hardness, and turbidity or interprets the results in order to make correct adjustments of chemical dosages in the chemical feeding devices. Receives and samples lime and other chemicals delivered to the plant. Keeps a record of all flow changes in the feeders to and from the plant, and coordinates his information with others concerned with distribution system operation. Keeps the required records of chemical controls and plant operations. Supervises the operation of the softeners and the filters, and must be able to operate softener and filter equipment. Supervises the headhouse building maintenance to insure a clean and orderly condition.

Education Training Experience

A high school education or equivalent, two years experience at the level of Operator III, and six months experience in system operation. Supplementary college level courses in water chemistry, hydraulics, math, engineering or an appropriate training program are desirable with all employers and required by others.

WATER TREATMENT CHIEF SYSTEM OPERATOR

Definition:

A supervisory position involving the coordination of activities of operating personnel at the water treatment plants. Reports to the Plant Superintendent. Responsible for all phases of treatment plant operations directly related to the treatment of water. Supervises operating personnel as directed. Assists the Superintendent in establishing procedures and techniques for operation of the treatment plant facilities. Supervises those phases of plant operation related to water treatment and control, including: flows, softeners, pressures, water quality, chemical feeds, chemical deliveries, chemical inventories, and centralized control facilities. Initiates operational instructions relating to analysis of information pertaining to the plant water flow changes. Prepares work and relief schedules for all plant operators and coordinates this information with the master schedule for plant personnel.

Education Training Experience

High school education or equivalent, three years experience as a System Operator in a treatment plant or a combination of education and experience in all phases of treatment plant operations, and a Grade II Water Treatment Certificate as issued by the State Board of Public Health.

College level courses in civil or sanitary engineering, chemistry or other physical sciences are highly desirable with all employers and are required by many agencies.

WATER TREATMENT OPERATOR

Definition:

A non-supervisory position involving the operation of filters and pumps and maintaining instruments and structures. Normally includes night shift work. Operates and washes rapid san filters. Operates the pumps in the filter building and adjusts rates of flow to the wash water treatment units. Services the recording instruments and operates the hydro-pneumatic pressure water systems. Checks and monitors the automatic backwash control equipment. Operates the wash water treatment plant. Maintains the filter building or other assigned areas in a clean and orderly condition. Keeps the required records of these operations properly. Computes totals and averages of recorded data and makes out a summary of daily filter operations. Repairs pumps, feeders, chlorinating equipment, sludge collection equipment, valves, backwash controls, and other mechanical and electrical equipment.

Education Training Experience

High school diploma or equivalent and three to six months training in a lesser position. This position can lead to various higher positions with some college level courses in water chemistry, math and supervision or a training program. The higher level positions require supervisory abilities.

WATER/WASTEWATER - LABORATORY ASSISTANT

Definition:

Performs assigned standardized procedures in preparing laboratory specimens, materials, and equipment. Collects and disposes of laboratory waste material, assists with the decontamination of laboratory wastes and materials and the sterilization of laboratory materials and equipment. Assists in the cleaning of laboratory glassware, other materials and equipment and in their preparation for sterilization. Assists in distribution of laboratory glassware, instruments and other materials to assigned areas in the laboratory. Assists with preparation of specimen mailing containers and assists in the processing of incoming specimens and distributes them to the assigned areas in the laboratory. Cleans laboratory benches and other work surfaces and prepares simple solutions used for cleaning laboratory materials.

Education Training Experience

Equivalent to completion of high school. - OR - Satisfactory completion of a formalized laboratory work experience and training program of at least three month's duration, such as those conducted under Manpower Development and Training Act, Work Incentive Program, or similar work experience programs conducted by State agencies. - OR - Six months of expereince in laboratory work similar to that described above.

WASTEWATER TREATMENT PLANT OPERATOR

GRADE I

The operator who is certified at the Grade I level must assume supervisory charge of a wastewater treatment plant or a major part thereof, keep records, make reports, perform or supervise the performance of control tests, and interpret test data. Applicant must also perform related duties requiring broad knowledge of wastewater treatment plant and processes and must possess a practical knowledge of administrative, supervision, and budgeting. Must presently be employed in a wastewater treatment plant.

Education Training Experience

1. Completion of an appropriate training program plus four years experience in the maintenance and operation of a wastewater treatment plant at the Grade I level.

OR

A. Education equal to graduation from high school and seven years of progressively responsible experience in the operation and maintenance of a wastewater treatment plant or major part thereof, three years of which must have been equivalent to the experience and responsibility of a Grade II Operator, two years of which must have been at a supervisory level.

OR

B. Four years experience while in possession of a Grade II Certificate. Two years must have been at a supervisory level.

2. Successful completion of a comprehensive written examination dealing with theory and practice of wastewater treatment, maintenance and operation procedures, and the practical aspects of administration and supervision.

WASTEWATER TREATMENT PLANT OPERATOR

GRADE IA

Grade IA is an advanced technical level. Holders of this certificate must possess a broad knowledge of the theory and practice of water pollution control and wastewater treatment. Applicant shall be in responsible charge of day to day operations of a wastewater treatment plant and applicant must be thoroughly familiar with administrative and personnel procedures. Must presently be employed in a wastewater treatment plant.

Education Training Experience

1. Completion of training program plus 8 years experience in the operation and maintenance of a waste water treatment plant at the Grade IA level.

OR

A. Graduation from high school and twelve years of progressively responsible experience in the operation and maintenance of a wastewater treatment plant or major parts thereof, four years of which must be equivalent to the experience and responsibilities of a Grade I Operator while in possession of a Grade I certificate.

OR

B. A license as a professional engineer of the State of California and four years experience in supervisory charge of a Sewage Treatment Plant or major portion thereof.

OR C. Graduation from a college with a major related to the Waste Water Treatment field and four years experience in supervisory charge of a Wastewater Treatment Plant or a major part thereof.

2. Successful completion of a comprehensive written examination dealing with theory and practice of wastewater

treatment, the essentials of water pollution control, administrative and personnel procedures.

Note: Positions normally occupied by those holding the Grade IA Certificate entail the management of a large secondary wastewater treatment plant or management of a number of waste water treatment plants.

NOISE ABATEMENT TECHNICIAN

Definition:

Operates and monitors instruments and analyzers in collecting and compliling data in a program of noise abatement and monitoring. Services and operates instruments and analyzers used in noise monitoring and analysis. Operates mini computers. Repairs, calibrates and services equipment used in monitoring. Conducts field serveys. Drives equipment to service sites. Sets up and interfaces equipment at monitoring stations. May build physical and electrical models of testing equipment. May fabricate special electronic equipment. Interprets and interpolates the data for reports.

Education Training Experience

Completion of an appropriate training program or an Associate of Arts Degree in electronics. Three to five years experience in instrumentation or monitoring equipment may be substituted for the required education. A valid California Driver's License.

WATER UTILITIES FOREMAN

Definition:

Assists Water Superintendent in planning, assigning and supervision of section leaders and individual crews engaged in installing, repairing and maintaining water mains, extensions, hydrants, valves , meters, pumps and other water system equipment and facilities. Directs emergency repair of broken water mains and fire hydrants. Assists in supervision of operation and maintenance of pumping facilities and water pressure zones.

Education Training Experience

Equivalent of completion of high school, supplemented by completion of at least 3 college level courses in hydraulics and/or supervision. Four years experience in the construction and maintenance of a water utilities system, including one year of supervisory experience. Valid California driver's license. This position can lead to higher supervisory positions. Some utilities positions do not require college courses. Supervisor positions require several years of experience. The lower level of Utilities Serviceman or the equivalent of that position may require some special courses. Some plumbing experience or a training program is desirable.

SEWER MAINTENANCE TECHNICIAN

Definition:

Inspects, services and makes minor adjustments and repairs to the mechanical and electrical machinery installed in the sewage lift pump stations at various locations. Maintains, makes minor repairs, and services a number of sewage lift or pumping stations, each containing large mechanical pumping units, electric motors, appurtenant equipment and components. Cleans the premises and inside of station, washes down the wet wells, greases the packing glands and drive shafts, installs deodorizer blocks, etc., keeps all motors and pumps clean and in good operating condition. Changes charts on the recording machines which register the volume of sewage effluent being pumped at each station, and the total being pumped from the city. Makes minor repairs to the mechanical and electric equipment units. Paints the inside wall, floor and ceiling surfaces, stair railings, doors, window etc., as needed, and may perform other related and miscellaneous duties as required or directed.

Education Training Experience

High School diploma including or supplemented by two years of "trade school" level courses in mechanical-electrical subjects and at least two years of practical experience in the operation, maintenance and care of large mechanical and electrical machines, or any other equivalent combination of training and experience.

With more experience, this position can lead to supervisory positions which involves supervision of the activities listed above. License or Certificate Requirement: Valid State of California Operator's License.

MATERIALS TESTING AIDE

Definition:

Takes samples and makes routine standardized physical and chemical tests in the field or laboratory of soils, petroleum products, construction materials, sewage, and industrial waste, and inspects pipe fabrication, concrete and asphalt batching.

Education Training Experience

Two years of college education in either engineering, engineering technology, physics or chemistry. One year of full-time paid experience in making physical or chemical tests may be substituted on a year-for-year basis for each year of college education lacking. A California driver's license may be required prior to appointment.

AIR POLLUTION TECHNICIAN

Definition:

Operates and services or installs, calibrates, maintains and repairs and makes minor modifications to instruments and equipment used in air monitoring or air pollution research and testing programs. Sets up or assists in setting up air monitoring or meterological instruments and equipment at air monitoring stations. Reports data from a variety of automatic air sampling instruments. Conducts manual sampling and may perform routine analyses at location of source testing. Overhauls mechanical and electrical components of air monitoring and meteorological instruments and equipment in the shop or field. Operates and services instruments and equipment used in the field and laboratory testing of automotive emissions. Maintains records of instrument function and logs results of activities conducted. May be directed to make simple modifications of instruments or equipment to overcome operating difficulties or to obtain special information. Calibrates instrumentation. Orders supplies and requests replacement parts for instruments.

Education Training Experience

Three years experience operating and maintaining or repairing instruments used for industrial purposes, vehicle monitoring, or engineering or scientific investigations. Acceptable substitution: Completion of 60 units of a curriculum in engineering instrument-

ation, physical science or electronics in an accredited college or recognized trade school including at least 24 units in chemistry, electronics or electrical courses for two years of the required experience. Similar positions or levels may require less experience and more education, while other similar positions may require less experience and education.

BIOCHEMICAL LABORATORY TECHNICIAN

Definition:

Performs routine repetitive chemical and biochemical analyses of water or other materials. Makes routine qualitative and quantitative chemical and biochemical analyses of water, sewage, soil, cement, textiles and filler, and other materials by standardized and predetermined methods. Makes necessary arithmetical computations. Prepares standard reagents and chemical solutions, filters and weighs samples preparatory to analysis by a professional chemist. Cleans and assembles laboratory apparatus and glassware, records test data and keeps records pertaining to analyses.

Education Training Experience

Equivalent to two years of college including completion of introductory laboratory courses in organic and inorganic chemistry. Two years of experience as a technician in a chemical or biochemical laboratory.

WATER DISTRIBUTION SYSTEM OPERATOR

Definition:

Provides direct assistance to Chief System Operator involving responsibility for the operation of a designated water distribution control center. Regulates the flow of water. Maintains daily records and general system operation files. Organizes and directs the activities of operating personnel assigned to a specific water distribution control center. May treat water with chemicals. Maintains complete office files that concern flows, pressure, elevations of water in reservoirs, percent of valve opening, etc., and their relationship to the total distribution system. Reviews and evaluates various reports and studies relating to manpower, payroll, work progress etc., that relate to system operation. Anticipates flow changes by analyzing weather conditions or unscheduled operational activities. Makes necessary flow adjustments. Coordinates activities with office and field personnel and advises other facilities of flow requirements.

Education Training Experience

A high school education or equivalent, two years experience in water distribution and six months experience in system operations. Courses in hydraulics, engineering, chemistry, and supervision are desirable and may be required.

WATER DISTRIBUTION OPERATOR

Definition:

A non-supervisory position involving routine operation of a pumping plant, minor maintenance work and housekeeping duties. Normally includes night shift work. Reads indicating and recording meters, temperature and pressure gauges and water and oil level gauges. Starts and stops pumps according to schedule and assists during the execution of power switching orders. Assists in setting up and in using oils and grease equipment. Inspects equipment periodically and makes minor adjustments or reports the condition. Operates the telephone switchboard. Assists the station machinist and electricians in overhauling and repairing equipment. Checks mains, makes entries in station log book and may chlorinate water.

Education Training Experience

High school diploma or equivalent and three to six months training in a lesser position. Experience in operation of natural gas, diesel and electric pump motors. Courses in electricity and hydraulics are desireable and may be required. With increasing experience, this position can lead to higher levels that require more supervisory responsibilities.

PUMPING PLANT OPERATOR

Definition:

Plans, organizes and supervises the work of operating and maintaining water pumping facilities, consults with other water department supervisory personnel on operating conditions and water demands. Regularly inspects pumping plants and reservoirs, checking well pumps, centrifugal booster pumps and hydro-pneumatic plants. Maintains adequate water pressure throughout system and directs pump and motor installation and major repair activities. Makes visual checks to insure proper operation of telemetering equipment. Interprets plans and specifications, keeps daily records of quantity of water pumped, standing and running water level in wells and hours of pumping operation. Records power readings, keeps daily records of storage water gain or loss and takes pressure readings.

Education Training Experience

Graduation from high school and four years of increasingly responsible experience in water production work or an appropriate training program. Higher levels of this position require increasing experience and more supervisory-administrative responsibilities.

STATIONARY ENGINEER

Definition·

Operates and maintains a high pressure heating plant or a combined low pressure heating and refrigeration plant. Watches, maintains, and tests high and low pressure boilers, refrigeration, air conditioning and auxiliary plant equipment which does not exceed in boiler capacity 500 h.p. or a total refrigeration capacity of 1200 tons. Operates, maintains, repairs, and inspects manual and semi-automatic gas and oil fired high or low pressure steam or hot water boilers. Operates, maintains, repairs and inspects motors, turbines and steam-driven equipment, steam reducing stations, expansion tanks, air compressors, supply and exhaust fans, various kinds of pumps and valves, steam traps, water treatment systems, water heaters and other heating plant auxiliary equipment. Adjusts, maintains, tests and calibrates boiler and air-conditioning machinery and mechanical, electrical or pneumatic control intruments and safety devices. Tests boiler water, condensate, cooling tower water and water from other systems and adds corrective chemicals. Keeps logs of plant operations and records maintenance and repair work performed. May operate, maintain, inspect and repair reciprocating central air-conditioning machinery including condensers, evaporators, cooling towers, pumps, purge tanks and related equipment. May test, operate and maintain emergency diesel powered electric generating equipment.

Education Training Experience

One or two years of college with major course work in pre-engineering refrigeration and steam plant operation. Two years experience in the operation and maintenance of high or low pressure gas or oil fired boilers and auxiliary equipment. May need knowledge of gas or diesel powered equipment. California Class "3" Driver's License and Limited Steam Engineer's License.

AIR POLLUTION CHEMIST - ASSISTANT

Definition:

Analyzes the composition of compound substances using standardized chemical tests and assists with the adaptation and development of required instruments. Assists in performing chemical analysis of samples taken in connection with air monitoring, industrial source testing, automotive exhaust research and other air pollution problems. Learns and utilizes a variety of instrumentation equipment and techniques to analyze samples by gas chromatography, spectroscopy and the total combustion analyzer and calibrates these instruments. Performs the more standardized tests, or portions of tests, utilizing such techniques as titrating, pipetting, distilling, refluxing, filtration, precipitations and other chemical procedures normally utilized in college level laboratories. Using the analytical balance and the micro balance, weighs out materials. Assists more experienced personnel in the investigation on non-standard analytical problems requiring advanced knowledge and techniques of chemistry or physics. Assists with the adaptation, modification and construction of laboratory equipment and instrumentation. Prepares chemical solutions and reagents in required form. Writes reports and maintains laboratory records and results of analyses. Maintains laboratory and analytical instruments in a clean and operative condition.

Education Training Experience

Two years of college with specialization in chemistry, physics, or completion of an appropriate training program. This can lead to several higher level positions with further course work in the above mentioned areas or completion of a Bachelor of Science degree.

WASTEWATER TREATMENT PLANT OPERATOR

GRADE II

The operator at the Grade II level will be expected to operate and maintain a wastewater treatment plant, keep records, prepare reports, perform and interpret control tests, and execute related duties requiring a practical knowledge of a treatment plant and processes. Applicant will be expected to assume administrative and supervisory responsibility for subordinate personnel. Applicant may demonstrate his right to certification as a Grade II Operator by having worked at least three years at this level of responsibility and by having prepared himself through more extended experience at lower levels of responsibility. Must presently be employed in a wastewater treatment plant.

Education Training Experience

1. A. Completion of an appropriate training program plus three years experience at the Grade II level.

OR B. Education equal to graduation from high school, possession of a Grade III Certificate for two years, and performance of the functions of a Grade II Operator as outlined above, currently, or at a previous time of employment.

OR C. Performance of the functions of a Grade II Operator as outlined above for a period of at least three years while in possession of a Grade III Certificate.

GRADE II

2. Successful completion of a written examination concerning the fundamentals of waste treatment theory, practice and practical operation.

3. Oral exam required under 1 A.

WASTEWATER TREATMENT PLANT OPERATOR

GRADE III

The operator who is qualified at the Grade III level will be expected to be capable of operating and maintaining a waste water treatment plant or major parts thereof, keeping simple records, performing and interpreting simple control tests, and performing related duties requiring a knowledge of the fundamentals of sewage treatment. Must be presently employed in a wastewater treatment plant.

Education Training Experience

1. A. Performance of the functions of a Grade III Operator as listed above for a period of three years.

OR B. Possession of education equivalent to graduation from high school supplemented by college level courses in appropriate subjects and two and one-half years full-time experience in actual operation and/or maintenance of a wastewater treatment plant.

OR C. One and one-half years experience while in possession of a Grade IV Certificate.

2. Successful completion of a written examination and interview to demonstrate fundamental knowledge in the following areas as they pertain to wastewater treatment plants:

   a. Functions of the plant components.

   b. Normal performance characteristics of commonly used

primary and secondary treatment processes.

c. Routine service and care of equipment.

d. Routine tests for evaluation of plant performance.

e. Plant and personnel safety procedures.

WASTEWATER TREATMENT PLANT OPERATOR

GRADE IV

The operator who is qualified for certification at the Grade IV level will be expected to operate and/or properly maintain wastewater treatment units in the plant where applicant is employed. Must presently be employed in a wastewater treatment plant.

Education Training Experience

1. Completion of one year full-time employment in actual operation of a wastewater treatment plant.
2. Demonstration of an overall working knowledge of the unit operations of the wastewater treatment plant where applicant is employed.
3. Provided that the applicant be currently or previously has been employed in a wastewater treatment facility, education may be substituted for experience up to a maximum of six months.
4. The candidate shall satisfactorily complete an oral and written examination.
5. When using educational points, applicant must have six months full-time experience.

DISEASE PREVENTION/SAFETY AND HEALTH SERIES

	EMPLOYMENT PROJECTIONS
Sanitary Engineering Technician	Good
Pest Control Technician	Fair
Public Health Sanitarian Assistant	Fair
Occupational Safety & Health Technician	Excellent
Industrial/Clinical Hygienist	Fair
Environmental Inspector	Fair

SANITARY ENGINEERING TECHNICIAN

Definition:

Assists in performing sanitary engineering tasks in connection with water supply and sewage, waste disposal, water quality and other public health fields. Makes surveys, inspections, and reports on water supply and treatment works, the pollution or water quality of streams and other bodies of water, and on sewage and industrial waste treatment and disposal. Assists in making investigations, prepares reports and recommendations for approval of supervising engineers on treatment of wastes to prevent pollution or unsanitary conditions. Cooperates with local health departments and other agencies on water quality and environmental sanitation problems. Assists on operational problems for water and sewage systems, supervises the inspection of recreational areas in counties having no health departments, investigates complaints of unsanitary conditions or water quality degradation and makes recommendations for prevention and abatement. Makes and checks sanitary engineering calculations, designs, drawings, and maps.

Educational Training Experience

Four years of full-time paid engineering experience with high school diploma in one or a combination of the following:

Technical investigations, inspections or reports on water supply, water quality, sewage and waste disposal, or air sanitation--OR--The preparation or review of sanitary engineering plans, estimates, and specifications.--OR--Gathering, compiling and analyzing sanitary engineering data. College-level courses in drafting, engineering, waste treatment, water quality can be substituted for the experience on a year-for-year basis.

PEST CONTROL TECHNICIAN

Definition:

Performs journeyman work in the eradication and control of field rodents and noxious weeds and supervises a small crew engaged in this work on a seasonal basis. Supervises and participates in setting traps and putting out poison bait for field rodents. Supervises and participates in treating rodent burrows with lethal gases. Supervises and participates in the destruction of noxious weeds by digging, burning, or spraying with chemical herbicides. Observes and identifies common field rodents and noxious weeds and reports evidence of infestation. Assists agricultural inspection personnel in the inspection of properties in searches for agricultural pests. Uses fire arms in the eradication of field rodents. Transports and issues equipment, materials and supplies. Maintains and makes minor repairs to equipment and keeps work records.

Education Training Experience

Six months' experience in the eradication and control of field rodents and noxious weeds or completion of appropriate training program. California Class "3" Driver's License or its equivalent.

PUBLIC HEALTH SANITARIAN ASSISTANT

Definition:

Assists with general sanitary inspection work such as buildings, dwellings, and land for rodents, insects, improper disposal of garbage, rubbish and sewage, and other unsanitary conditions. Assists in the inspection of food establishments and restaurants for proper sanitary conditions. Participates in communicable disease investigations as related to environmental sanitation. Assists in sanitary surveys of geographical areas. Investigates vector control problems related to flies, mosquitoes, other insects, and rodents, and makes recommendations or issues written notice to correct conditions. Assists in the investigations of complaints and violations of public health laws. Assists in the preparation of cases for prosecution in connection with enforcement work. Keeps inspection records and prepares reports.

Education Training Experience

Two years of college with course work in the basic sciences or completion of a training program. Ability to speak Spanish is an advantage. With further course work in the sciences or completion of a Bachelor of Science degree, this position can lead to higher level positions.

OCCUPATIONAL SAFETY & HEALTH TECHNICIAN

Definition:

Assists in planning and conducting technical and laboratory work related to the study, evaluation, and control of potential occupational health hazards in the work environment. Conducts studies of work environments which adversely affect employees in terms of morale, absenteeism, or turnover, and makes recommendations for remedial action. Reviews occupational disease reports and Clinical or health records to aid in conducting epidemiologic studies among worker group areas to identify sources of work-generated illness. Collects samples of suspected contaminants, makes dust counts, and collects data from instrument readings to quantify the amount of specific contamination. Studies and evaluates industrial processes to determine at which points in the process health might become impaired because of inhalation, ingestion, or skin absorption of toxic substances. Compares findings with established safe levels to determine if exposures are within permitted range or are excessive and hazardous. Recommends the most practicable corrective measures to eliminate or control the potential occupational health hazards in the work environment. Calibrates, operates, and maintains industrial hygiene instruments and testing equipment. Consults supervisors regarding behavioral characteristics of work teams, work pressures, and cohesiveness of employee teams. Prepares reports of the results of special occupational hygiene studies.

Education Training Experience

Completion of an appropriate training program or years experience combined with college level courses in occupational safety and health, mathematics, chemistry, industrial hygiene and safety and health standards.

EXPERIMENTAL/CLINICAL TECHNIST

Definition:

Performs sub-professional technical duties in the occupational health program. Takes and records audiometric tests. Describes ear protection devices. Uses Orthorator and projector to screen vision. Takes and mounts electrocardiograph tracings. Provides instructions and information to patients regarding the examination process. Calibrates examination equipment and reports deficiencies. Keeps record on material issued and initiates requests for requisition to maintain stock and inventory control. Collects specimens for urinalysis and conducts simple screening tests. Takes and records blood pressures. Cleans, maintains and sterilizes surgical instruments. May perform any of the duties of a Senior Attendant. May perform incidental clerical duties.

Education Training Experience

One year's experience taking audiometric tests or completion of an appropriate training program.

California Class "3" Driver's License may be required for some assignments.

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Definition

Inspects and investigates the enforcement of ordinances pertaining to public and private property. Conducts field inspections throughout the City checking for compliance of automotive service stations and tire stores with the regulating ordinances. Conducts studies on complaints in order to seek enforcement of the noise ordinance. Investigates the claims of liability brought against the City. Makes field inspections throughout the City checking vacant lots and all improved properties for littered conditions, with particular attention being given to alleys and adjacent areas in business districts. Investigates complaints and contacts property owners and occupants regarding unsightly or neglected properties. Investigates reports of illegal dumping and similar violations. Contacts business establishments to assist in developing a proper litter removal program. Issues violation notices and compiles evidence of violations. Acts as liaison man between Sanitation personnel and other City departments affected by anti-litter ordinances. Prepares reports of activities and findings. Performs related tasks as required.

Education Training Experience

Graduation from high school or its equivalent, and two years of experience involving extensive public contact, preferably related to the explanation and enforcement of established policies

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and the settlement of complaints. College-level courses in environmental science, safety, health, noise abatement, and civil and local laws may be substituted for the experience on a year-for-year basis.

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	EMPLOYMENT PROSPECTS
Park Animal Keeper	Poor
Dredge Master	Poor
Meteorologist Assistant	Fair
Feed And Agricultural Chemicals - Inspector	Good
Grounds Man	Good
Hydographer - Assistant	Good
Engineering Technician (Soil)	Fair
Fish and Game Technician	Fair
Tree Crew Leadman	Fair
Marine Technician	Fair
Agricultural Technician	Poor
Conservation Warden	Poor
Park Ranger Trainee	Good
Water Resources Technician	Poor
Weed Sprayer	Poor
Feed And Agricultural Chemicals - Inspector	Poor
Dam Operator Assistant	Poor

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PARK ANIMAL KEEPER

Definition:

Supervises and participates in the care of exhibited animals and birds at a regional park, zoo or primate enterprise. Supervises and participates in the care of animals and birds, such as horses, buffalo, sheep, reindeer, goats, rabbits, pigs, cows, pigeons, ducks, chickens, peacocks and pheasant, exhibited at a regional park. Feeds and waters animals and birds, determining the proper apportionment of food. Cleans and disinfects stables, pens, cages and feeding equipment. Maintains good physical appearance and comfort of animals by currying horses, filing animals' teeth, trimming feet of hoofed animals, trimming sheep's wool, applying eye ointment, and performing related duties. Inspects animals for disease or injury, assists in administering first aid treatment, and ensures special care when indicated. Moves animals from one enclosure to another as required, and prepares animals to be transported from park. Enforces safety regulations for park visitors in proximity of animal exhibits. May provide information to park visitors regarding exhibited animals. Plans and schedules work in relation to park hours and anticipated peak visiting periods. Trains and supervises helpers. Orders and maintains supplies used in feeding and care of animals. May assist animals in giving birth to young.

Education Training Experience

Six months' experience caring either for farm animals or for exhibited animals in a zoo, circus, amusement park or similar operation.-OR- Training and education in appropriate educational program.

DAM OPERATOR ASSISTANT

Definition:

Assists in the operation and maintenance of a Flood Control District dam or of a group of debris dams and basins. Operates manual and hydraulic dam outlet valves, computing inflow and outflow rates and making required adjustments in valve openings. Records and assists in preparing reports from data pertinent to dam operations such as temperature, precipitation and evaporation rates, reservoir water surface elevation and storage, and dam leakage. Operates a radiotelephone to report on dam operations during storms. Maintains and makes minor repairs to valves, pumps, generators, hoists and guages. Maintains and makes minor repairs to dams and appurtenant structures and equipment including water systems, buildings, fences, trails, and trashracks. Maintains grounds in a clean and orderly condition. Patrols area to prevent trespassing and vandalism. Patrols a group of debris dams and basins during storms, recording water surface elevation and rain guage readings and noting and reporting slides or hazardous debris accumulation. Operates a boat to patrol reservoirs and boom debris. Acts as relief dam operator.

Education Training Experience

Completion of an approved training program of at least six months duration in the maintenance and operation of flood control dams and debris and basins. California Class "3" Driver's License or its equivalent.

Two other similar positions require 1 and 2 years of experience.

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DREDGE MASTER

Definition:

Supervises the harbor dredge operations in accordance with standard dredging operating procedures, determines location of dredge for daily dredging assignments, assigns cutting depth in each location, maintains progress reports, daily activity reports and prepares special reports as required, supervises the annual maintenance of equipment, establishes and maintains preventive maintenance programs for the operational equipment of the dredge, supervises and schedules the activities of assigned personnel, prepares the Division annual budget.

Education Training Experience

Graduation from high school, combined with special training in hydraulics and mechanical engineering, heavy equipment maintenance and boating or navigation.

Four years of dredging operations experience, preferable with one year of supervisory experience in the operation of a 12" dredge.

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METEOROLOGIST ASSISTANT

Definition:

Collects and analyzes meteorological data, makes forecasts, prepares weather charts, or makes investigations relating meteorological data to the problem of air pollution control. Makes detailed forecasts of expected weather and air pollution conditions for periods of up to 48 hours duration and more general forecasts for longer periods. Prepares streamline charts from charts of plotted wind direction and speed, isobaric analyses of pressure and wind systems, frontal analyses and other weather charts and maps as directed. Analyzes series of hourly maps to provide air parcel-time trajectories. Correlated meteorological data such as the height of the temperature inversion with reported concentrations of air pollutants and prepares charts and diagrams showing interrelationships. Plots wind and other meteorological data. Conducts research projects as assigned and prepares related technical reports.

Education Training Experience

Two years of experience in meteorology or training at an approved school or college, or military training in meteorology.

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FEED AND AGRICULTURAL CHEMICALS - INSPECTOR

Definition:

Does inspection and sampling work involved in the enforcement of laws relating to spray residue, manufacture and sale of commercial feeds, fertilizing materials, injurious materials, pesticides, and livestock remedies. Inspects and samples fresh and dried fruit and vegetables to determine amount of spray residue present and makes simple titration tests and spray residue analyses. Inspects and samples commercial feeds, fertilizing materials, injurious materials, pesticides, and livestock remedies to insure that labeling or branding is legal, and that materials conform in strength and quality to the labels and claims made by the manufacturers, dealers, or salesmen. Interviews and consults with farmers and merchants to determine causes of violations and to advise on methods of avoiding future violations and insures that dealers are licensed. Investigates alleged violations of the law, collects delinquent tonnage reports and license fees. Prepares reports.

Education Training Experience

Completion of 2-year agricultural program at accredited college or school - or two years experience performing inspecting functions plus college with courses in chemistry, agriculture, plant entomology and fertilizers.

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Definition:

Performs gardening and general grounds maintenance work and supervises helpers. Plants, cultivates, waters and sprays ornamental plants, shrubs, hedges, trees and flowers, and propagates cuttings. Plants and cares for lawns and maintains plants along highways and in semiarid regions. Performs general grounds maintenance work and prepares and treats soils for planting and spades and fertilizes flower beds and sets out plants. Determines treatment of plant diseases. Establishes program for cultivating, fertilizing and maintenance. May supervise ground maintenance crew or keep greenhouses and other buildings in repair and free from diseases and pests.

Education Training Experience

Three years of full-time experience in flower gardening and general grounds maintenance work or completion of a two-year college level. This position can lead to several other positions of a supervisory nature.

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HYDROGRAPHER - ASSISTANT

Definition:

Collects, computes and tabulates hydrologic data and records, and performs hydrologic studies. Compiles, and tabulates hydrologic data and records, and prepares reports and studies. Maintains files of such data, records, reports and studies. Plots rainfall information and draws isohyetal maps; plots flooded and burned areas on topographic maps from field observations. Prepares hydrographs indicating reservoir storage, dam leakage, and underground water levels. Makes and checks office computations for determining water flows from records. Measures rainfall. Makes snowpack measurements, obtains snow samples and makes related computations. Makes leakage observations at dams and prepares written reports. Determines cross-sections and profiles of streams, channels, spreading grounds, and canyons for calculating flows, storage capacity, debris build-up, etc. Measures wells. May obtain water samples from observation wells. May perform routine chemical tests of water samples. Checks and computes flows, and regulates and routes the flow of water in spreading grounds. Provides direction to other employees. Monitors the level of insect infestation around spreading facilities.

Education Training Experience

Completion of appropriate training program or 3 years experience supplemented by college-level courses in hydraulics, hydrography, mathematics drafting, technical writing, water chemistry and pre-engineering

ENGINEERING TECHNICIAN (SOIL)

Definition:

Assists field or office engineering personnel in performing such duties as surveying, soil mechanics laboratory testing, inspection of construction operations, filing records, and drafting. Assists engineering personnel in routine non-technical work as required. May perform various tasks in soils mechanics laboratory, such as preparing and processing soil specimens, assisting in testing procedures, and taking care of laboratory equipment. May assist with minor duties in connection with inspection of construction operations, including keeping routine records. May assist in upkeep of drafting room files, drawings and other engineering records, and perform minor drafting work. On survey parties, acts as chainman or rodman and assists in accurate measurements of distances. Uses stadia or leveling rod selecting proper points for rod readings. Sets and marks stakes or monuments required by the survey. Clears line of sight for instrument readings and measurements. Maintains tools and equipment in good condition. May assist chemists in chemical and bacteriological laboratories as required, performing routine housekeeping and test solutions.

Education Training Experience

Completion of one semester of college drafting, agriculture, biology, geometry plus six months recent experience.

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FISH AND GAME TECHNICIAN

Definition:

Performs and assists in the supervision of the construction, installation, and maintenance of fish screens, ladders, and traps and is responsible for the fabrication, maintenance and operation of support equipment and gear for a fisheries research or management program. Assists in planning, organizing and supervising the activities of a fish screen and ladder shop. Supervises and assists in the design, construction, installation, maintenance and repair of fish screens, ladders, traps, and small flow maintenance dams. Selects materials, lays out patterns and templates, schedules fish screen check routes, supervises and performs stream and lake improvement work. Operates various wood and metal power tools, supervises and performs fish rescue work, supervises and performs the fabrication of various fisheries research apparatus, gear, and special equipment such as nets, sample boxes, pumps and winches. Operates small boats, fabricates parts for mechanical screening and fish sampling devices, maintains nets, boats and equipment. May assist research personnel on field surveys in the collection of data.

Education Training Experience

Completion of an appropriate training program plus one year of experience in the natural resources field such as parks, forestry or fish and wildlife, performing construction and maintenance work on habitat development projects, at least one year of this experience must have been as a supervisor or leadman. (Additional qualifying general experience may be substituted for the required education on a year-for-year basis.)

TREE CREW LEADMAN

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Definition:

Supervises and assists a tree trimming crew in work of trimming, shaping, pruning, topping, bracing and removing street and park trees and bushes. Specifies what limbs to cut, special rigging to make, and how trees should be removed. Personally performs the more difficult or skilled work, such as cabling and removing diseased, dead or excess limbs or branches. Performs basic tree surgery, operates truck, sprayers, saws and a variety of other equipment involved in the work and is responsible for the maintenance on the job of all such tools and equipment.

Education Training Experience

Combination substantially equivalent to completion of the 12th grade. Each year of college majoring in ornamental horticulture may be substituted for each year of experience. Three years experience in trimming, cultivating and care for ornamental and shade trees. Valid California Operator's License.

MARINE TECHNICIAN

Definition:

Assists professionals in making observations and recording chemical and biological data. Takes temperature of the sea and air under various conditions and at various water depths. Collects and prepares samples of water for chemical analysis. Collects and inspects samples of sea life, including micro-organisms. Assists in the processing of data from observations and research. Operates and calibrates a variety of instruments and may dive using a variety of scuba gear.

Education Training Experience

A minimum of two years of college in marine technology or completion of special training program.

Diving experience or ability and strong physical condition is important.

AGRICULTURAL TECHNICIAN

Definition:

Supervises workers in livestock production, crop production or field irrigation work. Trains and supervises inmate workers in general farming and livestock work and in the operation and maintenance of farm tools and equipment. Supervises day-to-day maintenance of the hog farm or beef cattle herd, including proper feeding, breeding activities, health care, notching or branding, preparing animals for shipping, and cleaning of stables, corrals, troughs or pens. Supervises irrigation of alfalfa fields and pasture land. Supervises planting, cultivating, weeding, fertilizing, harvesting and storing of vegetables or forage crops. Maintains records regarding workers, irrigation schedules, identification and breeding of livestock, etc.

Education Training Experience

Completion of two years in an accredited college with specialization in agriculture. Each year's experience in general farming or livestock work, which must have included supervision of others, will be accepted for each year of college.

With more experience in supervision, this position can lead to Senior Farm Foreman.

CONSERVATION WARDEN

Definition:

Patrols assigned areas to prevent fish and game violations. Issues warnings and citations, makes arrests, investigations and testifies in court. Patrols an assigned area by motor vehicle, boat, aircraft, horse or on foot. Inspects crop damage by wildlife, issues permits for hunting predators. Speaks at meetings and explains fish and game laws. Assists in wildlife management and performs rescue operations. Supervises hunter safety programs. Investigates reported violations, apprehends violators and serves warrants.

Education Training Experience

Two years of college with courses in biological sciences, fish and wildlife management, conservation or police science or two years experience in law enforcement work.

PARK RANGER TRAINEE

Definition:

Assists with the routine duties of park operations and maintenance and participates in a planned training program structured to teach the methods and procedures of park operations and maintenance. Assists in the gathering of data and the development of recommendations concerning park ground utilization and development, plumbing and irrigation systems, waste disposal methods and techniques, and playground equipment. Becomes knowledgable of the methods and practices of grounds maintenance, installation, maintenance and repair of park plumbing and irrigation systems, operation of power equipment and hand tools;knows procedures of waste control and disposal, techniques employed in soil erosion control; methods and practices used in construction, installation, and repair of park facilities, structures, and playground equipment. Needs knowledge of standard terms and conditions of concessionaire contracts, construction contracts, coordinating parks work with County departments. Fundamental knowledge of local flora and fauna, and participates in the installation, maintenance and care of such park features as exhibits, nature trails, and small zoos; give talks to groups and makes speeches.

Education Training Experience

Completion of two years college study preferably with 20 semester units in park management, horticulture, forestry, landscape architecture, business management or a closely related field. Possession of a valid California Driver's License.

This entry level position can lead to the Ranger position with increasing amounts of supervision and responsibility.

WATER RESOURCES TECHNICIAN

Definition:

Does complex non-professional engineering work in any phase of water resources programs. Makes inspections for compliance with plans and specifications of a variety of construction or maintenance projects such as buildings, bridges, roads, wharves, piers, dams, aqueducts, levees, jetties, groins, retaining walls and similar structures. Makes field and laboratory tests on construction materials or water samples, assists with foundation and hydraulic investigations and makes routine engineering calculations. Assists with design work, plans, estimates, reports, and specifications. Distributes the water of a stream system or ground water basin in accordance with agreements or court orders. Installs, calibrates, operates, and maintains water measuring devices, makes current meter measurements, computes stream flow, and rates gauging stations. Participates in snow surveys, and in ground water, crop, land use, and irrigated area investigations. Prepares reports and memoranda. Acts as instrumentman or recorder in a survey party and may use underwater diving equipment in connection with underwater inspection and repair of structures and facilities of the State Water Project.

Education Training Experience

Two years of college level courses in areas such as agricultural engineering, pre-engineering and irrigation or completion of an appropriate two year program.

WEED SPRAYER

Definition:

Operates an agricultural sprayer to control annual and perennial weeds; identifies weeds and determines applicable spray remedy; prepares and sprays herbicides; drives and performs routine maintenance of spray unit and pickup truck; instructs and directs work of an assistant; informs supervisors of quantities and types of sprays needed; maintains records of work assignments.

Education Training Experience

College level courses in agriculture, chemistry or related fields are desirable plus two years of horticultural or tree maintenance experience and possession of a valid Class 3 California Driver's License and pass a yearly physical exam.

ACCESSION NUMBER: VT100751

PUBLICATION DATE: MAR73

TITLE: A STUDY OF THE FEASIBILITY OF A HEALTH OCCUPATIONS CAREER MOBILITY PROGRAM FOR OKLAHOMA. A FINAL REPORT.

PERSONAL AUTHOR: WARD, SHARON K., AND OTHERS

DESCRIPTOR: *FEASIBILITY STUDIES; RESEARCH; *PROGRAM DEVELOPMENT; *HEALTH OCCUPATIONS; *OCCUPATIONAL MOBILITY; CAREER CHANGE; CAREER LADDERS; NURSING

IDENTIFIER: *OKLAHOMA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 619

ABSTRACT: REPORTED ARE THE HIGHLIGHTS OF A STUDY CONDUCTED TO DETERMINE THE FEASIBILITY OF DEVELOPING A FORMALLY ORGANIZED PROGRAM FOR ASSURING EFFECTIVE AND EFFICIENT ADVANCEMENT OF PERSONS INTERESTED IN EXPANDING THEIR COMPETENCIES AND RESPONSIBILITIES IN THE HEALTH OCCUPATIONS IN THE STATE OF OKLAHOMA. DATA FOR THE STUDY WERE OBTAINED THROUGH PERSONAL INTERVIEWS, QUESTIONNAIRES, AND TELEPHONE INTERVIEWS WITH 67 DIRECTORS OF BACCALAUREATE THROUGH VOCATIONAL NURSING AND HEALTH RELATED PROGRAMS IN OKLAHOMA AS WELL AS IN MEETINGS WITH SELECTED HEALTH EDUCATION AND NURSING LEADERS. AN ANALYSIS OF THE RESULTS SHOWED CLEARLY THAT BY AND LARGE, PROGRAM DIRECTORS WERE WILLING TO WORK COOPERATIVELY TO IMPLEMENT THE PROPOSED CAREER MOBILITY PLANS. DETAILED FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS ARE PROVIDED AS ARE APPENDICES CONTAINING THE COMMITMENTS RECEIVED FROM THE RESPONDENTS AND THE INSTRUMENTS USED TO OBTAIN THE DATA. (AUTHOR/SN)

INSTITUTION NAME: OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION, STILLWATER. DIV. OF RESEARCH, PLANNING, AND EVALUATION.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

VT100751

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A Study of the Feasibility of a Health Occupations Career Mobility Program for Oklahoma
A Final Report

SHARON K. WARD
PATRICIA JAMISON
DON FRAZIER

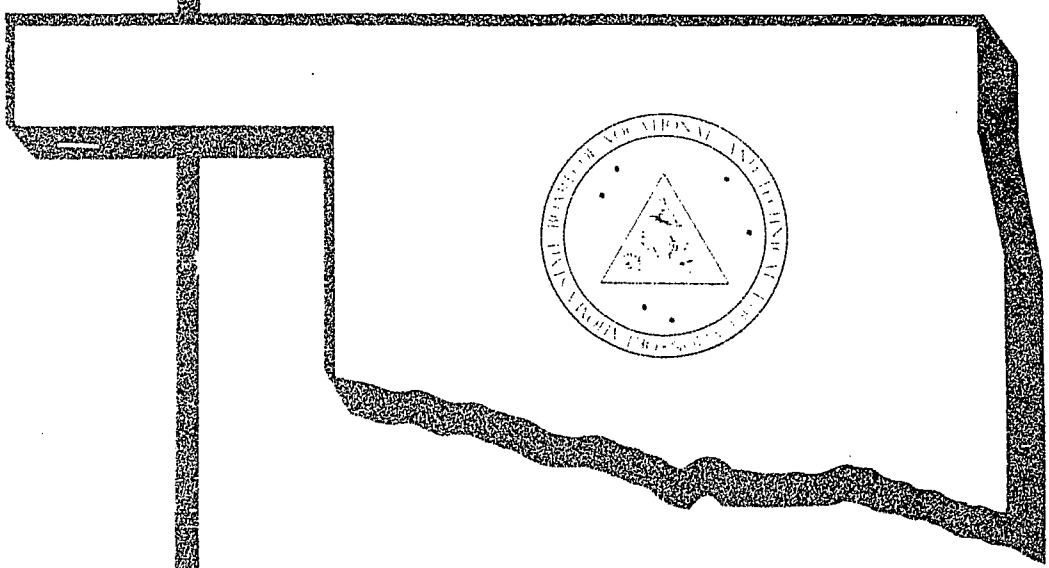

VT 100 751

STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION /STILLWATER, OKLAHOMA
DIVISION OF RESEARCH, PLANNING AND EVALUATION

ERIC

A STUDY OF THE FEASIBILITY OF A HEALTH OCCUPATIONS CAREER MOBILITY PROGRAM FOR OKLAHOMA

A FINAL REPORT

BY

Sharon K. Ward
with Patricia Jamison
and Don Frazier

Division of Research, Planning, and Evaluation
State Department of Vocational and Technical Education

March, 1973

ERIC

The work presented or reported herein was performed pursuant to a Grant from the Oklahoma State Department of Vocational and Technical Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Oklahoma State Department of Vocational and Technical Education and no official endorsement by the State Department should be inferred.

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ACKNOWLEDGEMENTS

The combined efforts of many individuals and organizations made this study possible. It would be lengthy to acknowledge all of their contributions here. Whenever possible, specific contributions of these many people have been indicated in the text. However, special recognition is given to Mrs. Patricia Jamison, State Supervisor of the Health Occupations Education Division and Project Director, for assistance in sample selection, participation in meetings, and critique of the questionnaire, Plans, and reports; to Dr. William Stevenson, Assistant State Director and Head of the Division of Research, Planning, and Evaluation for writing the proposal for this study; and to Dr. Don Frazier, Director of the Research Coordinating Unit, and Dr. Stevenson for their guidance in research design and instrumentation as well as their many helpful suggestions on the Plans and reports. Thanks is also extended to Miss Paula Keller and to Mrs. Donita Jones for their secretarial assistance and to the Communications Center staff for their efficient and courteous typing service.

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CHAPTER I

A SUMMARY

Background

In 1972 alone some $83.4 billion was spent in the United States to cover the cost of medical care as compared to $38.9 billion in 1965 and $17.3 billion in 1955 (U.S. News, 1973). Yet, while the cost of health care was soaring to new peaks, the availability and quality of such care was still reportedly below desired levels (NBC, 1972). The urgency of the situation, referred to by the popular media as a "health crisis," was evidenced by the responses it received from our nation's traditional institutions. Large expenditures, both governmental and private, were made to fund studies on career mobility (Forni, 1973; Jamison, 1971; Johnson, 1971; The Basic Sciences, 1970; Goldsmith, et al., 1970; Meek, 1970; UCLA, 1970; Wood, 1970; Gilpatrick, 1968; Wallenstien, 1968; and Fullerton, 1966), and a "bewildering array of health bills" appeared before Congress (Radcliff, 1972).

As all of this unfolded, increased attention was given in educational and nursing literature to the concepts of open curriculum, career development, career mobility, career ladders, etc., as possible solutions to a portion of the problem. Many of these writers indicated that the shortage in health service personnel available and the reluctance of individuals to enter training in health occupations could be attributed in part to the "barriers" which appeared to be placed in the way of individuals interested in moving up to more responsible positions in health service.

Many educators, a number of training institutions, and professional nursing associations, both on the state and national level, began to recognize that it was socially, educationally, and economically unsound to require individuals with previous training and/or experience in nursing or health-related fields to make a complete new start in order to expand their competencies and responsibilities in the health field (Appendix A). Such repetition was considered a waste of human resources and inefficient in terms of training time and money. While some attempts were being made by educational institutions to solve this problem, most were sporadic, informally organized, and depended to a large extent on the initiative of teachers and directors of local programs. To further confound the situation, those individuals who could benefit from the currently available educational opportunities for facilitating career mobility were often unaware of their existence.

It was in response to these signals from society that the Oklahoma State Department of Vocational and Technical Education responded by approving a study of the feasibility of "A Health Occupations Career Mobility Program for Oklahoma." The proposal for this study, which was suggested and supported by the State Director, was initiated through the cooperative efforts of the Health Occupations Education Division, and the Division of Research, Planning, and Evaluation, and funded in October, 1972.

Purpose

The purpose of this study, as stated in the original proposal by Dr. William Stevenson, Assistant State Director and Head of the Division of Research, Planning, and Evaluation, was to:

> ...develop...a formal, organized, widely-agreed upon, and accepted program for assuring the most effective and efficient advancement of persons interested in expanding their competencies and responsibilities in health occupations.

The career mobility feasibility study resulting from this proposal was hopefully a forceful step toward establishing such a program. Phase II of the project, assuming its feasibility, would be the limited implementation of the program in those institutions which have agreed to participate.

Objectives

The objectives were:

(1) To design a career mobility program which might provide the necessary arrangements so that individual advancement in the health field may be facilitated, and
(2) To secure administrative agreement on the arrangement necessary to provide credit for previous training and experience.

The accomplishment of these objectives would hopefully result in more adequately trained medical support personnel and the use of persons trained in the health field at more nearly their maximum capacity.

Summary

Insofar as directors of nursing and health-related educational programs contacted in this study were concerned, career mobility in Oklahoma was feasible.

In this study, data were collected:

(1) via personal interviews, mail questionnaires, and telephone interviews from 67 directors of baccalaureate through vocational nursing and health-related programs in Oklahoma,
(2) in meetings with selected leaders in health education, and
(3) through meeting with the Executive Director of the Oklahoma Board of Nurse Registration and Nursing Education and the President of the Oklahoma State Nurses Association.

These data were interfaced:

(1) with information on currently implemented career mobility plans, and
(2) with policy statements published by the Oklahoma State Regents for Higher Education

to develop two Proposed Health Occupations Career Mobility Plans. (Appendix B contains copies of the Plans.)

Plan I, which was mailed to the directors of diploma nursing programs, associate degree nursing programs and selected collegiate and adult health-related programs, was essentially a "credit by examination" approach which proposed the evaluation and, where necessary, the development of instruments for assessing student qualifications for advanced standing by volunteer program directors or faculty from all levels of nursing and health-related programs.

Plan II, which was mailed to directors of licensed practical nursing and health service careers programs, also proposed the evaluation or development of instruments of assessment by committees of volunteer program directors and faculty, plus utilization of an integrated curriculum in health service careers programs and Area I of the licensed practical nursing programs. This integrated curriculum would allow individuals who had completed a health service careers program using the curriculum to enter a licensed practical nursing program using the same curriculum at the Area II level. The proposed curriculum is now being developed.

Oklahoma program directors have demonstrated their willingness to work cooperatively to implement the Proposed Career Mobility Plans by writing letters of commitment to the Plans. Letters have been received from:

- 36 of the 43 schools contacted affirming their interest in participating in the implementation phase of this project.

- 48 of the 63 program directors to whom the Plans were mailed expressing personal commitments to serve on committees or in other ways to evaluate or, if necessary, develop instruments for assessing student qualifications for advanced standing.

- 22 institutions stating they will use these instruments in their programs for the purpose of granting advanced standing to qualified individuals.

- 32 of the 63 program directors declaring a willingness to communicate to their students and interested individuals information on currently available career mobility opportunities.

- 10 of the 18 licensed practical nursing and 14 of the 18 health service careers program directors agreeing to implement an integrated curriculum (which is currently being written) that will provide health service careers students who have studied this curriculum with an opportunity to move directly into Area II of a licensed practical nursing program using the curriculum.

Further, 21 of the nursing and health-related program directors contacted were found to have currently available career mobility plans and, of these, 18 have given written permission to describe their plans in a publication to be disseminated to health program directors throughout the state.

Tables I and II provide a summary tabulation of the commitments made by each type of program. It should be noted that interest in participation in future phases of this project includes representatives of diploma nursing programs, as well as associate degree and vocational nursing and health related programs. Further, three baccalaureate programs and the University of Oklahoma master's program have cooperated by approving descriptions of their currently available plans for career mobility for inclusion in a publication describing such opportunities which will be developed as a part of this study.

TABLE I
SUMMARY TABULATION OF
COMMITMENTS TO PLAN # I

Program	Admin. Sig.	To develop/use exams		Communicate	No Commit.
		Personal	Institutional		
Diploma					
St. John's		Virginia Anderson	[1]yes	yes	
St. Anthony's		Carole Bryant	[2]	yes	
Hillcrest					x
Associate Degree					
Connors St. College (MLT)	x	Virgil Watson	yes	yes	
Cameron College (Nursing)	x	Delores Kruger	yes	yes	
St. Gregory's (MLT)		George Ing	yes	yes	
Murray St. College (Nursing)	x	Winnie Dunham	yes	yes	
Oscar Rose Jr. College (HO)		[3]Lloyd Hill	yes	yes	
Sayre Jr. College (MLT)	x	C. E. Christian	[4]yes	yes	
South Okla. City Jr. College (Nursing & H.O.)	x	Lynn Bales	[5]yes	yes	
Northern Okla. College	x	Tom Harned	[4]yes	yes	
Bacone College (Nursing)		Billie Tower	depends	yes	
Tulsa Jr. College		Carolyn Briggs		yes	
Vocational H.O.					
Okla. City AVTS (DOA)		Genevieve Garrett		yes	
Tulsa AVTS (DOA)	x	Frances Henderson		yes	
Tulsa AVTS (MOA)	x	Bonita Glover		yes	
O.T. Autry AVTS (MOA)	x	Mary Weldon		yes	
O.T. Autry AVTS (DOA)	x	Dollie Hefner		yes	

[1]If not contrary to our beliefs concerning Nursing.

[2]Will participate in establishing Norms

[3]As long as time involved away from regular duties does not constitute a serious problem.

[4]If in accordance w/policies, rules and regulations of the Oklahoma State Regents for Higher Education.

[5]On verification.

TABLE II
SUMMARY TABULATION OF
COMMITMENTS TO PLAN # II

Program	Admin. Sig.	To develop/use Exams		Integ. Curric.		Commun.	No. Commit.
		Personal	Institutional	LPN	HSC		
Canadian Valley AVTS (HSC)	x	Neysa Davis Margaret Brock			yes	yes	
Canadian Valley AVTS (HSC, LPN)	x	Wanda S. Wolf	yes	yes	yes	yes	
Oklahoma NW AVTS (HSC)	x	D. Waldschmidt			yes	yes	
Oklahoma NW AVTS (HSC)	x				yes	yes	
Byng School (HSC & LPN)	x	Louvicia Cats Lueda Roegner	yes	yes	yes	yes	
Okla. City Skills Center (HSC & HO)	x	Doris Golab			yes	yes	
Norman Voc. School of PN	x	Mary Randall	yes	yes		yes	
Okla. City AVTS (HSC)		Anna Slaughter			yes	yes	
Midwest City (HSC, LPN)	x	Naomi Coston	yes	yes	yes	yes	
Kiamichi AVTS (HSC)	x	Virginia Owens			yes	yes	
Kiamichi AVTS (HSC)	x	[1] Mary Morris			yes		
Kiamichi AVTS (LPN)	x	Doris Smith Ruth Killough	yes	yes			
Great Plains AVTS (HSC)	x	Lois Holeman			yes	yes	
Great Plains AVTS (LPN)		Edna Hill					
Clinton Voc. School of PN			Program Closing				
Central Okla. AVTS (HSC, LPN)	x	Jan Harris	[2] yes	[3] yes	[3] yes	yes	
Indian Capital AVTS (HSC, LPN)	x	[4] Stella Wetz Felicia Dauth					
Southern Okla. AVTS (LPN)	x		[5]				x
Tri-County AVTS (HSC, LPN)	x	[6] Ruby Patterson	[7]	[8]	[8]	yes	
Mid-America AVTS (LPN)	x	Nancy Harrison	yes	yes		yes	
Woodward School of PN	x	A. Sue Mitchell & faculty	yes	[9] yes		yes	
Okla. City Voc. School of PN	x	Peggy McLain Lou Ebrite					

Northeastern Okla. A&M (LPN)	x	Dorothy Hall	10	11		
Western Okla. AVTS (HSC, LPN)		Jean Hanchey	yes	10	10	yes
Western Okla. AVTS (HSC)		[12] Diane Asher				yes
Tulsa Voc. School of PN	x		[11] depends	[11] depends		
Pawhuska (HSC)		Rita Marak				
O.T. Autry AVTS (HSC, LPN)	x	[13] Norma Seymour	depends	depends	depends	
		Velma Laubhan				
		Terry Carmichael				

[1] If doesn't interfere w/regular class duties.

[2] Following approval by a representative committee.

[3] If not drastically changed from last copy.

[4] With expense reimbursement.

[5] Interested in reviewing final instrument.

[6] If doesn't greatly interfere w/regular classroom duties.

[7] Depends on acceptability of instrument.

[8] Will consider, need more information on changes required.

[9] With additional evaluation.

[10] Not prior to development

[11] Curriculum on a semester rather than tri-semester basis.

[12] Would like more specific information.

[13] One of the three faculty members listed will be available to serve.

CHAPTER II

RESEARCH DESIGN

This study was Phase I of a multi-phase program which will hopefully end in a complete network of training facilities and advancement arrangements in the State of Oklahoma. The first phase consisted of designing a program which would attempt to account for the needs of persons trained at all levels of health skills and facilitate their upward mobility, and securing in writing the agreement of administrative personnel at all levels which would be necessary to implement such a program. The procedures followed in the study closely adhered to the original proposal (Appendix C). However, it was found that no two nursing or health-related programs in the State were exactly alike. Therefore, a detailed description of the requirements at each level of the profession was not economically feasible. It did, however, appear that certain commonalities were identifiable. For example, comparison of the curriculum requirements with the example nursing curriculum in Assessment of Nursing in Oklahoma 1970 (Oklahoma Board of Nurse Registration and Nursing Education, 1971) revealed most of the courses listed were covered in each level program though not always in the terms designated or under the titles listed. However, all programs prepared their students to pass state board or certification examinations and to practice competently on a given level. Thus, all graduates of similar programs should possess common competencies and skills and each type of program should have common goals which could be identified. (Appendix D contains an example of common curriculum requirements identified in this study.)

Selection of Participants

The sample of participants to be contacted in this study was selected using a purposive or judgment technique. This method of selection was felt to be more reliable for the purpose of this study than simple random sampling because of prior knowledge about the characteristics of the groups making up the population (Green and Tull, 1970; Frazier, 1972). Expert judgment in selecting the sample was provided by Mrs. Patricia Jamison, State Supervisor, Health Occupations Education Division and Project Director; and her assistant, Miss Yvonne Bender.

Methodology

1. The first step in this study was to communicate with selected leaders in health occupations education, via mail questionnaire and personal interview, to determine their ideas and opinions on a health occupations career mobility plan. A total of 69 directors of nursing and health related programs were contacted--28 via personal interview and 41 via mail questionnaire. There were three non-respondents on the mail questionnaire.

The President of the Oklahoma State Nurses Association and the Executive Director of the Oklahoma Board of Nurse Registration and Nursing Education were personally interviewed. (Appendix E contains the list of participants, letters, and questionnaire used in this initial facet of the study.)

2. In addition, a meeting was conducted on November 3 with a selected group of leaders in health occupations education for the purpose of describing our study, presenting a brief progress report, and obtaining their ideas and opinions on the following questions:

a. Based on your experience, what features do you think should be included in a career mobility plan for Oklahoma?
b. What factors do you see which could aid Oklahoma in establishing a career mobility program?
c. What factors do you see which could serve as barriers in establishing a career mobility program in Oklahoma?
d. How could these barriers be overcome?

The Delbecq Technique (Delbecq et al., 1971) was utilized in this meeting to obtain answers and a ranking of responses to these questions. This technique was found to be very successful as a committee decision-making tool. (Appendix F contains the results of this meeting and a listing of the individuals who attended.)

3. Dr. Eleanor G. Knudson, then Dean of the University of Oklahoma College of Nursing, on receiving our questionnaire made arrangements to meet with representatives of the College of Nursing faculty and staff; Dr. William Stevenson, Assistant State Director; Mrs. Patricia Jamison, State Supervisor of the Health Education Division and Project Director; and Mrs. Sharon Ward, Project Investigator, all of the Oklahoma State Department of Vocational and Technical Education, to discuss the feasibility study. (Appendix G lists the College of Nursing faculty and staff attending and the resulting information)

4. The data collected in steps one through three was interfaced with current literature on career mobility, including recently published statements on this subject by the Oklahoma State Regents for Higher Education.

5. Based on this synthesis, two Proposed Health Occupations Career Mobility Plans were designed (Appendix B, Plans I and II).

6. The members of the Oklahoma Board of Nurse Registration and Nursing Education were invited in their January 25-26, 1973 meeting to interpret the current policy of the Board relative to advanced standing via Credit by Examination. (Appendix H contains the information presented to the Board, the questionnaire used, and the Board's response.)

7. The Plans were then mailed to the directors of diploma nursing and associate degree and vocational nursing and health-related occupations programs contacted in this study for their critique and the written commitment of administrators, directors, boards and other individuals needed to implement the Plans. (Appendix I contains copies of the letters accompanying the Plans.)

8. Simultaneously, a copy of Plan I was mailed to Dr. Larry Hayes, Coordinator of Academic Research, Oklahoma State Regents for Higher Education, for the purpose of coordinating the Plan resulting from this study with the Regents' plan and to obtain his critique of the Plan which would involve collegiate-level (associate degree) programs. Subsequently, at Dr. Hayes' suggestion, a meeting was scheduled on February 14 with

Dr. Dan Hobbs to discuss this subject. The meeting was attended by Dr. Dan Hobbs, Dr. Larry Hayes, and Dr. Gerald Williams, representing the Regents and by Mrs. Patricia Jamison and Mrs. Sharon Ward of the Oklahoma State Department of Vocational and Technical Education. (Appendix J)

9. Telephone calls were made to all 63 recipients of the Plans beginning one week after the Plans were mailed to answer any questions, obtain a "feel" for their reactions to the Plans, and to urge prompt return of the Letters of Commitment or a critique of the Plans. (Follow-up telephone calls were made on February 19 to all program directors who had not responded by that date.)

10. Descriptions of currently available Career Mobility Plans which were identified in this study were mailed to those institutions which had implemented such plans for their critique and written permission to publish. (Appendix K)

11. Final reports were generated. (See Findings and Conclusions)

The Data Collection Instrument

In an effort to establish a degree of validity, the questionnaire (Appendix E) developed for this study was critiqued by a specialist in instrumentation, Dr. William Frazier, Director of the Research Coordinating Unit, and by two specialists in nursing education, Mrs. Jamison and Miss Bender, prior to its usage. All three were experienced in communicating with directors of occupational programs.

The instrument was designed to:

1. Determine the current feasibility of a career mobility program in Oklahoma. The responses on the questionnaire lend themselves to analysis using a modified "Adoption Process Model" (Miller, 1971; Hull, Frazier, and Stevenson, 1969). Tables III and IV provide such an analysis. Questions 2 and 3 were analyzed to determine current interest in the concept of Career Mobility; questions 4 through 9, to identify individuals understanding of the concept; questions 4 and 7, to obtain insight on value placed on career mobility by individual program directors (Note: a high degree of subjectivity was involved in determining value); questions 4, 7, 15, 16, and 17, to gain information on personal and individual preference for a particular career mobility approach; and questions 13 and 19, to determine possible personal and organizational commitments to the concept. This preliminary analysis helped to reveal the current status of program directors in the adoption process, as well as to provide insight on the most acceptable approach for career mobility in Oklahoma.

2. Identify the course content which was believed by program directors to be repeated when their students moved from one type of program to another (Appendix L).

3. Isolate for analysis the currently existing "barriers" to career mobility as perceived by the participants and elicit their opinions on "how these 'barriers' can be overcome." This information helped to provide cognizance of the real obstacles which must be circumvented if the Plan was to be accepted and implemented. (Appendix M)

TABLE III
SUMMARY TABULATION
ADOPTION PROCESS

Questions / Type of Program	Interest						Understanding			Valuing	Preference										Commitment						
	Advanced Programs			Similar Programs							Personal					Organizational					Personal	Organizational					
	Aware	Unaware	No Response	Aware	Unaware	No Response	Core Curriculum	Credit by Exam	No Response		Core Curriculum	Credit by Exam	Combination	No Preference	No Response	Core Curriculum	Credit by Exam	No Preference	No Response	Do Not Know		To Current Program Only	Funds	Faculty	Facilities	No Response	Do Not Know
Health Service Careers	2	14	2	3	15	0	16	17	0	12	7	6	2	3	0	0	3	10	3	2	9	2	1	8	4	3	4
Vocational Health Occupations	1	4	1	0	6	0	4	4	2	2	2	1	0	1	2	0	0	2	4	0	4	2	1	4	2	2	0
Licensed Practical Nursing	3	15	0	9	9	0	17	17	0	13	3	6	6	3	0	0	2	9	1	2	15	1	1	7	5	4	2
Associate Degree Nursing	6	3	0	4	5	0	9	9	0	8	1	6	1	1	0	0	4	5	0	0	9	2	1	6	5	0	0
Associate Degree and Certificate Health Occupations	5	3	0	7	1	0	8	7	0	7	1	3	1	3	0	1	2	5	0	0	7	3	1	5	5	0	0
Diploma Nursing	3	0	0	2	1	0	3	3	0	3	2	1	0	0	0	1	0	2	0	0	3	2	0	1	1	0	0
Baccalaureate Nursing	0	3	0	2	1	0	3	3	0	1	0	2	1	1	0	1	1	0	0	0	1	2	0	0	0	0	0

TABLE IV
ADOPTION PROCESS

Questions / School (I=interview) (M=Mail Questionnaire)	Interest: Advanced Programs: Aware	Interest: Advanced Programs: Unaware	Interest: Advanced Programs: No Response	Interest: Similar Programs: Aware	Interest: Similar Programs: Unaware	Interest: Similar Programs: No Response	Understanding: Core Curriculum	Understanding: Credit by Exam	Understanding: No Response	Valuing	Preference: Personal: Core Curriculum	Preference: Personal: Credit by Exam	Preference: Personal: Combination	Preference: Personal: No Preference	Preference: Personal: No Response	Preference: Organizational: Core Curriculum	Preference: Organizational: Credit by Exam	Preference: Organizational: No Preference	Preference: Organizational: No Response	Preference: Organizational: Do Not Know	Commitment: Personal	Commitment: Organizational: To Current Program Only	Commitment: Organizational: Funds	Commitment: Organizational: Faculty	Commitment: Organizational: Facilities	Commitment: Organizational: No Response	Commitment: Organizational: Do Not Know
Health Service Careers																											
Indian Capital ORT (M)	x				x		x	x		x	x					Yes	Yes	x			x			x	x		
O. T. Autry (M)			x		x		x	x		x		x				Yes	Yes	x			x	x		x			
Shawnee (M)		x			x		x	x					x				x							x	x		
Tri-County Tech (M)		x			x		x	x		x			x			Yes	Yes	x			x			x			
Hugo (M)		x			x		x	x		x		x				Yes	Yes	x			x						x
Okla. N.W. AVTS (M)		x			x		x	x		x	x					Yes	Yes	x			x	x					
Canadian Valley (M)		x			x			x						x					x		x			x			
Okla. N.W. AVTS (M)			x		x		x	x		x	x								x								x

Western Okla. AVTS (M)		x			x		x	x				x								x						x	
Midwest City High (M)		x			x		x			x	x								x							x	
Pawhuska (M)		x			x		x	x						x		No	No	x			x						x
Drumright (M)		x		x			x	x		x		x					x							x	x		
Kiamichi AVTS (M)		x		x				x						x						x			Ltd.	Ltd.	Ltd.		
OKC Skills Center (M)		x		x			x	x		x	x					Prob.	Prob.	x			x						x
Indian Capital (I)	x				x		x	x		x	x					Yes	Yes	x			x			x	x		
Great Plains (I)		x			x		x	x		x	x					Yes	Yes	x			x						
OKC AVTS (I)		x			x		x	x		x		x					x				x			x			
Byng (M)		x			x		x	x				x				Yes	Yes	x			x					x	
Med. Office Asst.																											
OKC AVTS (I)		x			x		x	x				x				Yes	Yes	x			x			x			
Tulsa AVTS (I)		x			x		x	x						x					x		x			x	x		
Enid (M)		x			x				x						x				x							x	
Dental Office Asst.																											
O. T. Autry (M)			x		x				x						x				x							x	
Tulsa AVTS (I)		x			x		x	x		x	x								x		x			x			
OKC AVTS (I)	x				x		x	x		x	x					Yes	Yes	x			x			x	x		

School	Interest						Understanding			Valuing	Preference										Commitment					
	Advanced Programs			Similar Programs							Personal					Organizational					Personal	Organizational				
	Aware	Unaware	No Response	Core Curriculum	Credit by Exam	No Response	Core Curriculum	Credit by Exam	No Response		Core Curriculum	Credit by Exam	Combination	No Preference	No Response	Core Curriculum	Credit by Exam	No Preference	No Response	Do Not Know		To Current Policy Only	Funds	Faculty	Facilities	No Response	Do Not Know
Practical Nursing																											
Byng (M)		x			x		x	x				x				Yes	Yes	x			x					x	
Northeastern Okla. A&M (M)		x		x				x		x		x				Yes	Yes	x			x						
Woodward (M)		x			x		x	x					x			Yes	Yes	x			x					x	
Clinton (M)		x		x			x	x			x					Yes	Yes	x									
Bartlesville (M)		x			x		x	x		x				x						x							
Midwest City (M)	x				x		x	x		x	x					Yes	Yes	x			x			x	x		
Canadian Valley AVTS (M)		x		x			x	x		x			x			Yes	Yes	x			x						x
Southern Okla. AVTS (M)		x			x		x	x		x		x							x		x						

Mid-America AVTS (M)		x			x		x	x		x			x					x									
O. T. Autry AVTS (M)		x			x		x	x		x				x			Yes	Yes	x			x			x		
Norman (M)		x		x			x	x						x							x	x						x
Tulsa Public Schools (M)		x			x		x								x						x	x					x	
Kiamichi AVTS (M)		x		x			x	x		x				x			Yes	Yes				x		x	x	x		
Indian Capital (I)	x			x			x	x		x		x					Yes	Yes	x			x	x		x			
Great Plains (I)		x		x			x	x		x			x				Yes	Yes	x			x			x	x		
Central Okla. AVTS (I)		x			x		x	x		x			x					x				x			x	x		
Okla. City (I)	x			x			x	x		x				x			Yes	Yes				x			x	x		
Gordon Cooper AVTS (M)		x		x			x	x		x					x		Yes	Yes				x					x	
A.D. and Cert. (Health)																												
Sayre [MLT] (M)		x			x		x			x					x		x					x			x	x		
Connors [MLT] (M)		x		x			x	x							x		Yes	Yes	x			x	x					
St. Gregory's [MLT] (M)	x			x			x	x		x		x					Yes	Yes	x			x			x	x		
OU [Respiratory Therapy] (M)		x		x			x	x		x			x					x					x					
Oscar Rose [H.O.] (M)	x			x			x	x		x			x					x				x	x					
NOC [H.O.] (I)	x			x			x	x		x					x		Yes	Yes	x			x			x	x		

School	Interest						Understanding			Valuing	Preference									Commitment						
	Advanced Programs			Similar Programs							Personal					Organizational				Personal	Organizational					
	Aware	Unaware	No Response	Aware	Unaware	No Response	Core Curriculum	Credit by Exam	No Response		Core Curriculum	Credit by Exam	Combination	No Preference	No Response	Core Curriculum	Credit by Exam	No Preference	No Response	Do Not Know		For Current Policy Only	Funds	Faculty	Facilities	No Response	Do Not Know	Willing to Implement
S Okla. City Jr. College [H.O.] (I)	x			x			x	x		x			x			Yes	Yes	x			x		x	x	x			
Tulsa Jr. College [H.O.] (I)	x			x			x	x		x		x				Yes	Yes	x			x			x	x			
Assoc. Degree (Nursing)																												
EOSC (M)		x			x		x	x		x		x					x				x							
Murray State College (M)		x			x		x	x				x					x				x			x	x			
NOC (I)	x			x			x	x		x	x					Yes	Yes	x			x			x	x			x
S. Okla. City Jr. College (I)	x			x			x	x		x			x			Yes	Yes	x			x		x	x	x			x
OSU Tech (I)	x				x		x	x		x		x					x				x			x	x			x
Bacone (I)	x			x			x	x		x		x				Yes	Yes	x				x						

Tulsa Jr. College (I)	x				x		x	x		x		x				Yes	Yes	x				x			x	x			x
Cameron (I)	x			x			x	x		x		x					x					x			x				x
Seminole (M)		x			x		x	x		x				x		Yes	Yes	x					x						
Diploma																														
St. John's (I)	x			x			x	x		x	x					Yes	Yes	x				x	x							
Hillcrest (I)	x			x			x	x		x	x					x						x	x							
St. Anthony's (I)	x				x		x	x		x		x				Yes	Yes	x				x			x	x				
Baccalaureate																														
CSU (I)		x			x		x	x					x				Yes													
OBU (I)		x		x			x	x				x										x								
TU (I)		x		x			x	x		x				x		x							x							
OU (I)												x					x						x							

4. Determine what, if anything, was currently being done in individual programs in Oklahoma to facilitate career mobility through advanced credit for previous education or experience. These individualized approaches could contain elements which should be included in the Plan which will result from this study. (Tables V and VI)

5. Identify opinion leaders and possible sources of funding (Appendix N).

6. Elicit information on the acceptability and availability of existing instruments for assessing student qualifications for advanced standing (Appendix O).

ERIC

TABLE V
SUMMARY TABULATION OF THE PROGRAMS CONTACTED AND THEIR CURRENT STATUS ON CAREER MOBILITY

	NURSING PROGRAMS				HEALTH OCCUPATIONS PROGRAM		
	LPN	AD	DIPLOMA	B.S.	M.S.	Voc.	AD or CERTIFICATE
Total No. of Program Directors Contacted	18	9	3	4	1	24	8
Program Directors Contacted Via Personal Interview	4	6	3	4	1	7	3
Mail Questionnaire	14	3	0	0	0	17	5
[1]Currently Have an Implemented Career Mobility Plan	6	*4	2	2	0	2	*6
[2]Are Developing or Have Plans to Develop Means for Granting Advanced Standing	2	5	2	1	1	1	4
Interested in Participating in a Career Mobility Model Program	5	6	0	0	0	7	5
Have Indicated a Willingness to Serve On a Committee to Develop Means for Assessing Student Qualifications for Advanced Standing	15	7	3	1	0	16	7

NOTE: [1]Some additional Career Mobility Programs have been implemented since original tabulation included with the plans.
2Some replication from item above. While some programs have limited Career Mobility Plans available, they may also be working on means to expand opportunities for advanced standing.
*South Oklahoma City Junior College and Northern Oklahoma College have Nursing and Health Occupations programs included in their Plan for Career Mobility. Therefore a total of 20 rather than 22 currently implemented Plans exist.

TABLE VI
PROGRAMS CONTACTED
AND THEIR CURRENT STATUS ON
CAREER MOBILITY

School	Mail Questionnaire	Personal Interview	Have plan for granting advanced standing	Are developing or have plans to develop plan for advanced standing	Interested in participating in a Career Mobility Model Program	Have indicated a willingness to serve on a committee to develop means for assessing student qualifications for advanced standing
Masters Nursing Program - Okla. Univ.		x		x		
Baccalaureate Nursing Programs						
Central State University		x		x		
Oklahoma Baptist University		x				Juanita Millsap
Tulsa University		x	x			
Oklahoma University		x	x			
Totals		4	2	1	0	1
Diploma Nursing Programs						
St. John's		x	x	x		Virginia Anderson
Hillcrest		x	x		Need More Info	Charline Buck
St. Anthony's		x		x		Carol Bryant
Totals		3	2	2	0	3

Associate Degree (Nursing)						
Eastern Oklahoma State College	x				Need More Info	Joy Regaldo
Murray State College	x				x	Winnie Dunham
Northern Oklahoma College		x	x	x	x	Tom Harned
South Oklahoma City Junior College		x	x	x	x	Lynn Bales
Oklahoma State University Tech		x		x	x	Qualified facuity member Herman Riesenberg
Bacone College		x	x			
Tulsa Junior College		x	x	x	x	Marty Doyle
Cameron College		x			x	Delores Kruger
Seminole	x			x		
Totals	3	6	4	5	6	7
Associate Degree (Health Occupations)						
Sayre Jr. College (MLT)	x				x	C. E. Christian
Connors (MLT)	x		x			Virgil Watson
St. Gregory's (MLT)	x				x	George Ing
OU (Respiratory Therapy)	x		x			
Oscar Rose (H.O.)	x		x	x		Lloyd Hill
Northern Oklahoma College (H.O.)		x	x	x	x	Tom Harned
South Oklahoma City Jr. College (H.O.)		x	x	x	x	Lynn Bales
Tulsa Junior College (H.O.)		x	x	x	x	Carolyn Briggs
Totals	5	3	6	4	5	7
Practical Nursing Programs						
Byng	x					Lou Oats
Northeastern Okla. A&M	x		x	x		Dorothy Hall
Woodward	x					Sue Mitchell
Clinton	x		x			
Bartlesville	x					
Midwest City	x				x	Ruth Killough
Canadian Valley AVTS	x					Margaret Brock
Ardmore (Southern Okla. AVTS)	x					Geraldine Toti
Mid-America AVTS	x					
O. T. Autry AVTS	x					Norma Seymour
Norman	x					Mary Randall
Tulsa Public Schools	x					Pauline Hurlburt
Kiamichi AVTS (Poteau-Talihina Site)	x		x		x	Doris Smith
Indian Capital AVTS		x	x			Stella Wetz

School	Mail Questionnaire	Personal Interview	Have plan for granting advanced standing	Are developing or have plans to develop plan for advanced standing	Interested in participating in a Career Mobility Model Program	Have indicated a willingness to serve on a committee to develop means for assessing student qualifications for advanced standing
Great Plains AVTS		x	x		x	Edna Hill
Central Okla. AVTS		x			x	Jan Harris
Oklahoma City		x	x		x	Peggy McClain
Gordon Cooper AVTS	x			x		Pearl Hill
Totals	14	4	6	2	5	15
Health Service Careers						
Muskogee ORT	x		x		x	Idella Hughes
O. T. Autry	x					Terry Carmichael
Shawnee	x				x	
Tri-County Tech	x					Ruby Patterson
Hugo	x					Virginia Owens (Perhaps)
Oklahoma NW AVTS (Alva)	x					Aileen Bland (Reim. for substitute)
Canadian Valley AVTS	x					Neysa Davis
Okla. NW AVTS (Fairview)	x					
Western Okla. AVTS	x					
Midwest City High	x					
Pawhuska	x					Rita Marak
Drumright	x				x	
Kiamichi AVTS (McAlester)	x					
Okla. City Skills Center	x		x			Doris Golab

Health Service Careers						
Indian Capital AVTS		x		x	x	Felicia Dauth
Great Plains AVTS		x				Lois Holeman
Okla. City AVTS		x			x	Anna Slaughter
Byng	x					Lou Roegner
Medical Office Assistant						
Okla. City AVTS		x				Barbara Miller
Tulsa AVTS		x			x	Bonnie Glover
Enid AVTS	x					
Dental Office Assistant						
O. T. Autry AVTS	x					
Tulsa AVTS		x				Frances Henderson
Okla. City AVTS		x			x	Genevieve Garrett
Totals	17	7	2	1	7	16

CHAPTER III

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS[1]

Findings

Related to Features of the Plans

1. A number of national and state authority organizations in nursing and education supported career mobility.

2. Program directors seemed to take considerable pride in the "individuality" of their nursing and health-related programs.

3. On the baccalaureate level, the program directors were willing to continue with their current policies for granting advanced standing but stated they lacked the time to make a personal or institutional commitment to a career mobility plan developed in this study.

4. Thirteen of the thirty directors of diploma nursing programs, collegiate nursing and health-related programs, and vocational health-related programs contacted in this study preferred a credit by examination approach; while six indicated a preference for a core curriculum approach; three, a preference for a combination approach; and eight, no preference.

5. Of the thirty-six licensed practical nursing and health service careers program directors contacted, ten preferred a core curriculum approach, twelve preferred a credit by examination approach; eight, a combination of both approaches; and six indicated no preference.

6. While health occupations educators agreed there were skills and attitudes common to most nursing and health-related programs, they indicated there were differences in the depth at which various types of programs cover the content.

7. There was concern on the part of some nursing program directors over a difference in focus from one program to another. (It seemed to this researcher that the term philosophy was frequently used as synonymous with focus and goals.)

[1] Findings of this study relate only to individual and institutional responses during the time period of the study. Our conclusions and recommendations, therefore, are based on findings as interpreted at the time of this writing.

8. There were program directors at all levels who thought both theory and performance testing was needed to adequately assess a student's qualifications for advanced standing in nursing and health-related fields.

9. There was hesitancy on the part of some nursing program directors to agree to grant credit for courses taught in other programs without extensive validation that the material had been mastered.

10. When asked to identify available instruments for assessing student qualifications for advanced standing, few program directors were aware of such instruments and of those identified, many were considered "unacceptable."

11. Channels of information flow between various health occupations programs were limited.

12. Some program directors at each level indicated that committee efforts should be utilized to open lines of communication and overcome some of the existing barriers.

13. The Oklahoma Board of Nurse Registration and Nursing Education required that major curriculum changes be approved by the Board (Oklahoma Board of Nurse Registration and Nursing Education, 1968).

14. The Oklahoma Board of Nurse Registration and Nursing Education indicated that the Board approves individual programs.

15. The Oklahoma Board of Nurse Registration and Nursing Education by not answering the questions included on the questionnaire placed on their agenda for the January, 1973, meeting did not fully interpret their policy on credit by examination.

16. Oklahoma State Regents for Higher Education policies recommended that learning achieved in non-collegiate institutions and through work experience must be "evaluated and validated through examinations or proficiency testing by the receiving institution" before an individual could receive advanced standing in a collegiate program (Oklahoma State Regents, July, 1972).

17. Our February 14, 1973, meeting with three members of the Oklahoma State Regents for Higher Education did not result in any comments, suggestions or endorsement of Plan I. It was learned that any statement regarding the Plan should originate in discussions between the State Director of the Oklahoma State Department of Vocational and Technical Education and the Chancellor for the Oklahoma State Regents for Higher Education.

18. The Oklahoma State Regents for Higher Education were conducting research on Nursing Education in Oklahoma for the purpose of developing A State Plan for College Level Programs. A state plan for all nursing education in Oklahoma would include articulation. Dr. Hobbs in the February 14 meeting asked Mrs. Jamison if she "would be interested in the articulation aspect--in participating along with some directors of vocational nursing programs in sitting down and visiting about this aspect." Mrs. Jamison agreed.

Related to Currently Available Career Mobility Plans

19. Two baccalaureate level nursing programs in Oklahoma, Tulsa University and the University of Oklahoma, had career mobility plans which allowed individuals with previous nursing and/or health-related education or experience to seek advanced standing in nursing courses.

20. The advanced standing policy of the Central State University College of Nursing allowed advanced standing only in academic courses.

21. Twenty-one nursing and health-related programs in Oklahoma which had formal policies for granting advanced standing to qualified students with previous nursing or health-related education or experience were identified in this study.

22. Eight programs had been identified in this study which were developing or had plans to develop means for granting advanced standing to individuals with previous nursing or health-related education or experience.

23. Of the sixty-three program directors to whom the Plans were mailed, thirty-two made written commitments to use a publication describing implemented career mobility plans to inform their students and interested individuals of available opportunities for receiving advanced standing in nursing or health-related programs.

24. Eighteen of the twenty-one implemented career mobility programs in Oklahoma which were identified in this study have granted permission to describe their available plans in a publication (Table VII).

Related to Feasibility

25. Ten of the eighteen licensed practical nursing program directors and fourteen of the eighteen health service careers program directors contacted in this study were interested in "participating" in the implementation phase of a career mobility model program using the curriculum currently being revised for Area I. This would allow individuals who had completed a health service careers program utilizing the revised Area I curriculum to enter a licensed practical nursing program utilizing the same curriculum at the Area II level.

26. Of the sixty-three program directors to whom the Plans were mailed, sixteen health service careers, five vocational health occupations, fifteen licensed practical nursing, ten associate degree nursing and health occupations and two diploma nursing program directors had made written commitments to serve on a committee to assess or develop means for granting advanced standing to students with previous nursing or health-related education or experience.

27. Of the forty-three institutions contacted in this study, twenty-two had agreed to utilize the proposed instruments developed in Phase II of this project in their nursing or health-related programs to grant advanced standing to individuals with previous nursing or health-related education or experience.

28. Ten program directors had not made written commitments to the Plans.

TABLE VII

HEALTH OCCUPATIONS CAREER MOBILITY PROGRAMS IN OKLAHOMA WHICH WERE IDENTIFIED IN THIS STUDY

PROGRAM	PERMISSION TO PUBLISH
Graduate Program	
University of Oklahoma College of Nursing	Yes
Baccalaureate Programs	
University of Oklahoma College of Nursing	Yes
University of Tulsa College of Nursing	Yes
Central State University College of Nursing	Yes
University of Oklahoma Health Sciences Center	No Response
Certificate and Diploma Programs	
University of Oklahoma Respiratory Therapy Program	Yes
Hillcrest Diploma Nursing Program	Yes
St. John's Diploma Nursing Program	Yes
Associate Degree Programs	
Bacone College (Nursing)	Yes
Connors Jr. College (Med. Lab. Tech.)	Yes
Tulsa Jr. College (Nursing and Health Occupations)	Yes
Oscar Rose Jr. College (Health Occupations)	[1]No
Northern Okla. College (Nursing and Health Occupations)	Yes
South Oklahoma City Jr. College (Health Occupations)	Yes
Practical Nursing and Vocational Health Related Programs	
Northeastern Oklahoma A&M College	Yes
Kiamichi Area Vocational and Technical School	Yes
Oklahoma City Vocational School of Practical Nursing	Yes
Indian Capital Area Vocational-Technical School	Yes
Great Plains Area Vocational-Technical School	Yes
Clinton Vocational School of Practical Nursing	Program Closing
Oklahoma City Skills Center	Yes

[1]The Career Mobility Plan at Oscar Rose Junior College varies with each health related program. For additional information contact Lloyd Hill, Chairman, Health Occupations.

Other Important Considerations

29. Career mobility was a popular concept in nursing and health-related professional journals.

30. Program directors at all levels emphasized that current demands on their schedules left little time to develop means for assessing student qualifications for advanced standing.

31. Protocol in dealing with the Oklahoma State Regents for Higher Education required communications from the State Director of the Oklahoma State Department of Vocational and Technical Education with the Chancellor.

32. Protocol in dealing with the Oklahoma Board of Nurse Registration and Nursing Education was to first contact the Executive Director.

33. Comparison of data in Table III and IV with Tables I and II indicated some program directors made greater commitments than they originally indicated while others made lesser commitments.

34. All three program directors who did not respond to the initial questionnaire wrote letters expressing a degree of commitment to the Plans.

35. It seemed to this researcher some program directors desired to employ more stringent screening standards for individuals seeking advanced standing in their programs than from initial beginning applicants.

36. In the opinion of this investigator, some program directors had a greater concern with preparing students to pass State Boards than with meeting the other educational objectives of the program. Extensive subjective screening was utilized in most programs.

37. It further seemed to this researcher that licensed practical nursing program directors felt they must be more accountable to the Board of Nurse Registration and Nursing Education than did associate degree, diploma, and baccalaureate program directors.

38. Only two of the letters of commitment received from collegiate level programs stipulated that usage of the instruments developed would be contingent upon "Regents" approval.

Conclusions

Related to Features of the Plans

1. The supporting statements given by state authority organizations relative to career mobility helped substantiate the need for career mobility and should be included in the Plans.

2. A plan for career mobility should allow for flexibility and should not be so detailed that it could be interpreted as threatening to "local" control.

3. Personal or institutional participation by baccalaureate programs in a career mobility plan developed in this study seems unlikely.

4. A plan for facilitating the mobility of individuals with previous non-collegiate education or experience into collegiate programs should utilize a "credit by examination" approach.

5. The plan for career mobility in vocational licensed practical nursing and health service careers programs should contain elements of both the "core curriculum" and "credit by examination" approaches.

6. Ideally a plan for career mobility should allow a student to challenge modules of course content and should offer open entry and exit. South Oklahoma City Junior College is the only program in the State which at the time of this writing had such a plan and they indicated an interest in participating in the implementation phase of this study.

7. Common behavioral objectives and goals should be identified for all modules within a course and used as a basis for developing instruments of assessment.

8. The instruments for evaluating a student's qualifications for advanced standing developed or assessed as a result of this study should include provisions for testing both theory and performance.

9. Initially, some licensed practical nursing program directors may want to individually evaluate students desiring to enter Area II from a "participating" health services careers program.

10. Since few acceptable instruments appeared to be available for assessing student qualifications for advanced standing, the Plans should include provisions for assessing or developing instruments.

11. There was a need for improved communication flow between various levels of health occupations education.

12. The Plans should provide individual program directors and/or instructors with an opportunity to participate in future phases of this project so that those implementing the plan will have an input in the development stages.

13. The Plans should include committee participation in future phases of this project.

14. The Oklahoma Board of Nurse Registration and Nursing Education, <u>by policy</u>, had not made any type of statement which could be interpreted as an endorsement of a <u>state plan</u> but stated "as faculty in the separate schools of

nursing develop plans for acceleration or career mobility and encounter difficulties related to specific criteria, they are encouraged to consult with the Board."

15. The Oklahoma Board of Nurse Registration and Nursing Education had not made a formal statement regarding their jurisdiction in the realm of credit by examination but stated "the degree of usage by schools is determined by the educational objectives of the programs and the readiness of the faculty to institute such plans."

16. A plan for direct transfer of credits from vocational programs to collegiate programs does not seem feasible at this time since vocational programs do not offer collegiate level credits.

17. The initial plans for articulation of curriculum between the levels of practice should be confined within occupational areas.

18. Open communications appeared necessary between organizations with primary responsibility for collegiate programs and those with primary responsibility for vocational programs and would require strict observation of protocol to maintain.

Related to Currently Available Career Mobility Plans

19. A number of program directors in Oklahoma were sufficiently interested in career mobility to take a personal initiative in providing opportunities for individuals interested in expanding their competencies and skills to move up to the career ladder.

Related to Feasiblity

20. It is feasible to implement an integrated curriculum approach on a "model program" basis in Oklahoma.

21. It is feasible to assess and/or develop instruments for evaluating student qualifications for advanced standing as outlined in Plans I and II.

22. It is realistic to expect that exams developed or assessed according to Plans I and II will be utilized by program directors for the purpose of facilitating career mobility.

Other Important Considerations

23. For maximum cooperation to be achieved between State agencies and boards, channels of communication should be less stringent.

24. At the time of this writing, it appeared individual screening would continue to be a means of assessment employed by nursing and health-related program directors.

25. In some cases, it appeared that the sub-goal or objective of passing state boards had taken precedence over offering students career development opportunities.

26. There appeared to be a need to discuss the concept of subjective screening with program directors and increase their awareness of the functions and dysfunctions of such subjectivity.

Recommendations

SINCE

- forty-eight individual nursing and health-related program directors have made written commitments to serve on committees to evaluate, and where necessary, develop advanced standing theory and performance tests for facilitating career mobility of individuals with previous nursing and health-related education or experience as outlined in Plans I and II;

- twenty-two institutions have agreed to utilize these instruments in their programs for granting advanced standing to qualified individuals; and

- a total of twenty-four licensed practical nursing and health service careers program directors have agreed to implement an integrated curriculum as outlined in Plan II;

IT IS RECOMMENDED

1. That preparations be made to move into Phase II of this project by:

   a. determining the Oklahoma State Regents for Higher Education approval requirements for implementing Plan I.
   b. surveying students and individuals working in health occupations to determine if they are interested in career mobility.
   c. employing an individual knowledgeable in instrument evaluation and development as well as health and health-related occupations to carry out Phase II.
   d. informing program directors (who have indicated a willingness to participate in future phases of this study) as soon as possible of the Plans for Phase II and keeping them informed through periodic progress reports throughout this second phase.
   e. completing, as soon as possible, the revision of the articulated curriculum for Area I of the licensed practical nursing program.
   f. providing program directors with a clarification of the rules and regulations of the Oklahoma Board of Nurse Registration and Nursing Education as they apply to the Plans.

2. A discussion of the functions and dysfunctions of subjective screening, as well as the areas in which the Oklahoma Board of Nurse Registration and Nursing Education has authority, be included in one of the future inservice-training sessions.

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Appendix A

STATEMENTS FROM NATIONAL AND STATE AUTHORITY ORGANIZATIONS SUPPORTING CAREER MOBILITY

National Organizations

In February, 1972, the Board of Directors, National League for Nursing (1972) resolved:

> Nursing Education should provide for student mobility according to the individual's ability, changing career goals and changing aspirations. The Board recognizes the potential of mobility from other health related fields.

A similar resolution was adopted by the National Student Nurses' Association in 1969 at their meeting in Detroit:

> In order to insure the maximum utilization of manpower, let it be resolved that the National Student Nurses' Association support the concept of vertical mobility and be it further resolved that the National Student Nurses' Association support the development and demonstration of nursing education programs which recognize the individual's previously acquired education, skills, life experiences, and provide flexible program patterns which the individual may enter at his level of achievement. (Katzell, 1970)

State Organizations

In Oklahoma Higher Education--A Plan for the '70s, the Oklahoma State Regents for Higher Education (1971) recommended:

> Institutions should be sensitive to the need for instructional and educational innovations in the preparation of institutional master plans for the decade of the 1970s. In an effort to meet the needs of students and Oklahoma citizens for higher education in the decade ahead, Oklahoma colleges and universities should carefully consider such approaches as individualized instruction, advanced standing and challenge examinations, cooperative education, extramural degrees, joint degree programs, new calendar approaches, televised instruction, and other promising avenues to improve efficiency and effectiveness.
>
> The development of greater flexibility in teaching and learning through the use of such devices as individualized study, external degrees, televised instruction, and cooperative education will inevitably give rise to the need for evaluation of what students have learned apart from participation in formal classroom study. Therefore, institutions should give immediate attention to the development of standards and criteria by which to measure student learning acquired apart from the academic setting and to allow for the awarding of appropriate credit for such learning...In practical terms the adoption of such a concept would mean that students would no longer

be required automatically to sit through eight semesters of three-hour classes until enough hours have been accumulated to graduate. Rather, graduation would be dependent upon the achievement of predetermined standards and objectives established by the faculty, regardless of where or when such learning may have occurred.

Formal transfer policies should be developed by 1973 to assure that a graduate of a public two-year college in Oklahoma who has successfully completed the general education requirements for the associate degree will be eligible to transfer his work to a four-year college or university without the necessity of completing additional lower-division general education courses.

In October, 1972, the State Department of Vocational and Technical Education funded a study to determine if Career Mobility in Health Occupations is feasible in Oklahoma. In the proposal for this study Dr. Bill Stevenson, Assistant State Director, wrote:

The critical situation in health manpower needs makes it imperative that we take the best of what we know about training people for health occupations, the most efficient of the experimental attempts at facilitating upward mobility and develop from these a formal, organized, widely-agreed upon, and accepted program for assuring the most effective and efficient advancement of persons interested in expanding their competencies and their responsibilities in the health area.

The Oklahoma Board of Nurse Registration and Nursing Education recommended in the Assessment of Nursing in Oklahoma 1970:

....That faculties in all types of nursing education programs review their admission and placement procedures in consideration of the statements on "open curriculum," and "vertical mobility," as one means of increasing the effectiveness of each program in evaluating the individuality of potential students and in improving the quality of nursing services available.

Appendix B

PLAN I

A PROPOSED HEALTH OCCUPATIONS CAREER MOBILITY PLAN FOR OKLAHOMA

In published statements and actions during the past two to three years, a number of state boards and departments have recognized a need to reassess current institutional policies for granting advanced standing to individuals with previous learning and experience.

The Oklahoma Board of Nurse Registration and Nursing Education recommended in the Assessment of Nursing in Oklahoma 1970:

> . . . . That faculties in all types of nursing education programs review their admission and placement procedures in consideration of the statements on "open curriculum," and "vertical mobility," as one means of increasing the effectiveness of each program in evaluating the individuality of potential students and in improving the quality of nursing services available. (page 110)

In their Oklahoma Higher Education--A Plan for the '70s, the Oklahoma State Regents for Higher Education (1971) recommended:

> Institutions should be sensitive to the need for instructional and educational innovations in the preparation of institutional master plans for the decade of the 1970s. In an effort to meet the needs of students and Oklahoma citizens for higher education in the decade ahead, Oklahoma colleges and universities should carefully consider such approaches as individualized instruction, advanced standing and challenge examinations, cooperative education, extramural degrees, joint degree programs, new calendar approaches, televised instruction, and other promising avenues to improve efficiency and effectiveness.
>
> The development of greater flexibility in teaching and learning through the use of such devices as individualized study, external degrees, televised instruction, and cooperative education will inevitably give rise to the need for evaluation of what students have learned apart from participation in formal classroom study. Therefore, institutions should give immediate attention to the development of standards and criteria by which to measure student learning acquired apart from the academic setting and to allow for the awarding of appropriate credit for such learning...In practical terms the adoption of such a concept would mean that students would no longer be required automatically to sit through eight semesters of three-hour classes until enough hours have been accumulated to graduate. Rather, graduation would be dependent upon the achievement of predetermined standards and objectives established by the faculty, regardless of where or when such learning may have occurred.

> Formal transfer policies should be developed by 1973 to assure that a graduate of a public two-year college in Oklahoma who has successfully completed the general education requirements for the associate degree will be eligible to transfer his work to a four-year college or university without the necessity of completing additional lower-division general education courses.

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> The critical situation in health manpower needs makes it imperative that we take the best of what we know about training people for health occupations, the most efficient of the experimental attempts at facilitating upward mobility and develop from these a formal, organized, widely-agreed upon, and accepted program for assuring the most effective and efficient advancement of persons interested in expanding their competencies and their responsibilities in the health area.

In this study, 28 program directors in nursing and health-related educational programs were personally interviewed and 39 were contacted via mail questionnaire for their opinions and ideas on "career mobility." Based on the results of this study, it would appear that "the time is ripe for action" on career mobility. Our findings, see Table I, indicate that 16 nursing and health-related programs have implemented Career Mobility Plans, an additional 16 are developing or have plans to develop methods for granting advanced standing and 23 are interested in participating in a Career Mobility Model Program. Based on the input of 67 nursing and health-related program directors and current literature on national career mobility plans, the following Plan is submitted for your approval.

The Plan

While collegiate level programs can currently accept comparable transfer credits for students moving from one accredited college program to another, based on an evaluation of course descriptions and the student's transcript, the "Standards of Education Relating to Advanced Standing Credit" policy statement by the Oklahoma State Regents for Higher Education (July, 1972) recommends:

> Work taken at proprietary schools, secondary vocational-technical schools, institutions offering clock-hour work, and other non-collegiate institutions must be evaluated and validated through examination or proficiency testing by the receiving institution. The name of the sending institution (proprietary school, secondary vocational-technical school, clock-hour school) shall not appear on the transcript of the awarding institution.

Recommended methods for evaluating students' previous learning experiences for awarding of advanced standing credit are:

a. Institutionally prepared examinations, including performance testing.

b. Standardized national tests especially designed for establishment of credit....

c. Recognition of military service experiences...upon the basis of criteria and recommendations contained in the publication of the American Council on Education especially designed for that purpose.

The amount of advanced standing credit which may be awarded shall not exceed one-half of the total semester hours required at the lower-division level, and not more than one-half of the total semester hours required at the upper-division level.

Yet, in many health occupation areas standardized tests for assessing student qualifications for advanced standing do not exist and those which have been developed for nursing are in many instances viewed inadequate by program directors. Therefore, provisions must be made to evaluate or develop adequate testing instruments.

A total of 18 of the 25 directors of professional nursing and health-related programs, and 31 of the 42 directors of vocational nursing and health-related programs contacted in this study have indicated a willingness either in personal interviews or via mail questionnaire to serve on committees or in other ways to assess instruments for evaluating student qualifications for advanced standing. It is proposed that these individuals convene for the purpose of developing, or in cases where such instruments are available, evaluating, achievement tests to assess previous experience and/or non-collegiate training.

Development or evaluation of instruments with the assistance of volunteers from a number of nursing and health-related programs will allow for the pooling of judgment of many competent teachers and testing specialists (Garrett, 1959). The resulting instrument(s) will be based on a diversity of experience and an analysis of a wide range of textbooks, courses of study and numerous sets of exams, thus offering a much broader base for acceptability. Further, by utilizing a standard test in a number of programs across the state, norms for the participating population can be established.

A recurring concern of many program directors was that the "individuality of each program be respected." Examination of curricula at both the vocational and professional level revealed that no two programs were exactly alike. However, close scrutiny yielded many basic similarities. Further, all were found to have the common goal of preparing individuals to successfully pass state board or certification exams and to practice

competently on a technical or professional level. Thus, all graduates of similar programs possess common competencies and skills and each type of program has common goals which can be identified. (See Appendix A for Identification of Some of the Nursing Commonalities published by the Oklahoma Board of Nurse Registration and Nursing Education in Assessment of Nursing in Oklahoma 1970). It would seem, therefore, while approaches to content within each educational setting may differ, common behavioral objectives are identifiable.

An initial step in developing or evaluating instrument(s) of assessment would be to delineate those programs which train nurses from those which train for other health occupations. Further delineation will be needed by health occupation specialty.

Then, currently existing instrument(s) will be examined and evaluated. Preferably agreement can be reached on already existing instrument(s). However, should it be necessary to develop instrument(s), the following steps, among others, are proposed:

(1) Subject areas in which exams are needed will be identified.

(2) Within each subject area, basic sub-areas (modules) of content which must be mastered in order to practice proficiently will be identified. The amount of classroom time spent in each module will be estimated. Based on these estimates, precentage weights will be assigned to each module.

(3) Behavioral objectives can then be developed for each module of content.

(4) Portions of content which require paper and pencil assessment will be identified.

(5) Portions of content which require performance evaluation will be specified.

(6) Finally, both theory and performance tests will be developed to measure the behavioral objectives identified in step 3. The percentage of time spent in each sub-area of content will be considered in arriving at the number of questions for each module.

Validity and reliability will be established based on traditionally accepted methods. Committee decisions will be made concerning the minimum passing grade requirements on the instrument(s), provisions for standardization and periodic updating of the instrument(s), procedures for feedback, and evaluation.

A number of Career Mobility Plans are currently implemented in Oklahoma. However, in many instances, the individuals who could profit from these opportunities for career mobility are unaware of their existence. One function of this plan is to operationalize means for providing information on currently operating plans for granting advanced standing to individuals with previous nursing or health-related experience.

The currently operating Career Mobility Plans which were identified in this study will be described; sent to the implementing institution for their critique, comments and approving signature; and published in a report to be distributed to those institutions interested in receiving a copy.

ERIC

PLAN II

A PROPOSED HEALTH OCCUPATIONS CAREER MOBILITY PLAN

In published statements and actions during the past two to three years, a number of state boards and departments have recognized a need to reassess current institutional policies for granting advanced standing to individuals with previous learning and experience.

The Oklahoma Board of Nursing Registration and Nursing Education recommended in the Assessment of Nursing in Oklahoma 1970:

> . . . .That faculties in all types of nursing education programs review their admission and placement procedures in consideration of the statements on "open curriculum," and "vertical mobility," as one means of increasing the effectiveness of each program in evaluating the individuality of potential students and in improving the quality of nursing services available. (page 110)

In their Oklahoma Higher Education--A Plan for the '70s, the Oklahoma State Regents for Higher Education (1971) recommended:

> Institutions should be sensitive to the need for instructional and educational innovations in the preparation of institutional master plans for the decade of the 1970s. In an effort to meet the needs of students and Oklahoma citizens for higher education in the decade ahead, Oklahoma colleges and universities should carefully consider such approaches as individualized instruction, advanced standing and challenge examinations, cooperative education, extramural degrees, joint degree programs, new calendar approaches, televised instruction, and other promising avenues to improve efficiency and effectiveness. (page 4)
>
> Formal transfer policies should be developed by 1973 to assure that a graduate of a public two-year college in Oklahoma who has successfully completed the general education requirements for the associate degree will be eligible to transfer his work to a four-year college or university without the necessity of completing additional lower-division general education courses. (page 23)

In October, 1972, the State Department of Vocational and Technical Education funded a study to determine if Career Mobility in Health Occupations is feasible in Oklahoma. In the proposal for this study, Dr. Bill Stevenson, Assistant State Director, wrote:

> The critical situation in health manpower needs makes it imperative that we take the best of what we know about training people for health occupations, the most efficient of the experimental attempts at facilitating upward mobility and develop from these a formal, organized, widely-agreed upon, and accepted program for assuring the

> most effective and efficient advancement of persons interested in expanding their competencies and their responsibilities in the health area.

In this feasibility study, 28 program directors in nursing and health-related educational programs were personally interviewed and 39 were contacted via mail questionnaire for their opinions and ideas on "career mobility." Based on the results of this study, it would appear that there is considerable interest in career mobility in Oklahoma. Our findings, see Table I, indicate that 16 nursing and health-related programs have implemented career mobility plans, an additional 16 are developing or have plans to develop methods for granting advanced standing and 23 are interested in participating in a career mobility model program. Based on the input of 67 nursing and health-related program directors and current literature on national career mobility plans, the following Plan is submitted for your approval.

THE PLAN

To Facilitate Career Mobility in Nursing and Health-Related Programs

APPROACH I--PROGRAMS

While current Oklahoma State Regents for Higher Education policies do not at this time provide for planning curriculum for the entire program from Nursing Assistant through the Baccalaureate Degree with "peel off" levels for each job entry accomplishment, it is possible through cooperative effort of the program directors and instructors in Vocational Health Occupations Education to establish planned articulation which will allow the Nursing Assistant to move into a Licensed Practical Nursing Program without needless repetition of content which has already been mastered.

Today a Nursing Assistant certificate is not one-third of a Licensed Practical Nursing Program--but it could be. A Licensed Practical Nursing Program is not the first year of an Associate Degree Nursing Program--but it could be. An Associate Degree in Nursing is not one-half of a Baccalaureate Degree in Nursing--but it could be. These possibilities can come about through planned articulation between levels of nursing career education (Colorado Nurse, July, 1972).

Currently, a priority for the Health Occupations Education Division is the review and integration of Health Occupations Nursing Programs curricula with the idea of

facilitating mobility. The first phase was to identify appropriate content in Area I of the Practical Nursing Program. This content was identified by a volunteer review committee and the first draft of this revision was mailed to you for comments and review on November 17. The committee will be reworking the draft according to your suggestions.

It is proposed that the approved revision of Area I be adopted by all participating Licensed Practical Nursing Programs and be utilized as the new revised curricula for Nursing Assistant Programs. This would allow individuals who have completed the upgraded Nursing Assistant Program desiring to continue their training in a participating Licensed Practical Nursing Program to move directly into Area II of the Practical Nursing Program.

This proposed plan would allow individuals who have already shown a commitment to the nursing profession to expand their competencies. Further, it would allow more efficient utilization of both training time and money.

APPROACH II--ASSESSMENT

Many authority organizations such as those previously quoted, as well as educators, employers and employees in health occupations, and laymen have in recent years recognized that mastery of knowledges and skills may be gained in a variety of ways--including formal learning in collegiate and non-collegiate institutions as well as informal learning apart from participating in formal classroom study.

Yet, in many health occupations areas, few acceptable standardized instruments exist which may be used by formal educational institutions to assess informal learning and by collegiate programs to assess learning obtained in non-collegiate programs. Therefore, provisions must be made to evaluate and/or develop adequate and widely-accepted testing instruments.

Findings of this research study indicate that 31 of the 42 Directors of Vocational Nursing and Health-Related Programs contacted were willing to work on committees to develop means for assessing student qualifications for advanced standing. It is proposed that these individuals meet with the representatives of college-level Nursing and Health-Related Programs who have also volunteered to serve on committees for the purpose of developing or, in cases where such exams are available, evaluating, achievement tests to assess previous experience and non-collegiate training.

Development or evaluation of exams through these committees would allow for the pooling of judgment of many competent teachers and testing specialists (Garrett, 1959).

The resulting exam(s) would be based on a diversity of experience and an analysis of a wide range of textbooks, various courses of study and numerous sets of exams, thus offering a much broader content base for acceptability. Further, by utilizing a standard test in a number of programs across the state, norms for the participating population can be established.

A recurring concern of many program directors was that the "individuality of each program be respected." Examination of curriculums at both the vocational and professional level revealed that no two programs were exactly alike. However, close scrutiny yielded many basic similarities. Further, all were found to have the common goal of preparing individuals to successfully pass state board or certification exams and to practice competently on a technical or professional level. Thus, all graduates of similar programs possess common competencies and skills and each type of program has common goals which are identifiable. (See Appendix A for Identification of the Nursing Commonalities published by the Oklahoma Board of Nurse Registration and Nursing Education in Assessment of Nursing in Oklahoma 1970.) Therefore, it would seem, while approaches to content within each educational setting may differ, common behavioral objectives are identifiable.

An initial step in developing or evaluating challenge exams would be to delineate those programs which train nurses from those which train for other health occupations. Further delineation will be needed by health occupation specialty. Then currently existing instruments will be examined and evaluated. Preferably agreement can be reached on an already existing instrument. However, should it be necessary to develop an instrument, the following steps are proposed:

(1) Subject areas in which exams are needed will be identified.

(2) Within each subject area, basic sub-areas (modules) of content which must be mastered in order to practice proficiently will be identified. The amount of classroom time spent in each area will be estimated. Based on these estimates, percentage weights will be assigned to each area.

(3) Behavioral objectives can then be developed for each sub-area (module) of content.

(4) Portions of content which require paper and pencil assessment will be identified.

(5) Portions of content which require performance evaluation will be specified.

(6) Finally, both theory and performance tests will be developed to measure the behavioral objectives identified in step 3. The percentage of time spent in each sub-area of content will be considered in arriving at the number of questions for each module.

Validity and reliability will be established based on traditionally accepted methods. Committee decisions would be made concerning minimum passing grade requirements, provisions for standardization and updating, and procedures for feedback and evaluation.

INFORMATION DISSEMINATION

A number of Career Mobility Plans are currently implemented in Oklahoma. However, often individuals who could benefit from career mobility opportunities are unaware of their existence. One function of this plan is to operationalize means for providing information on currently operating plans for granting advanced standing to individuals with previous nursing or health-related experience.

The currently operating Career Mobility Programs which were identified in this study will be described; sent to the implementing institutions for their critique, comments and approving signature; and published in a report to be distributed to those institutions interested in receiving a copy.

TABLE I
SUMMARY TABULATION OF THE PROGRAMS CONTACTED AND THEIR CURRENT STATUS ON CAREER MOBILITY

	NURSING PROGRAMS				HEALTH OCCUPATIONS PROGRAMS		
	LPN	AD	DIPLOMA	B.S.	M.S.	Voc.	AD or CERTIFICATE
Total No. of Program Directors Contacted	18	9	3	4	1	24	8
Program Directors Contacted Via Personal Interview	4	6	3	4	1	7	3
Mail Questionnaire	14	3	0	0	0	17	5
Currently Have an Implemented Career Mobility Plan	6	2	1	2	0	2	3
Are Developing or Have Plans to Develop A Plan for Mobility	2	5	2	1	1	1	4
Interested in Participating in a Career Mobility Model Program	5	6	0	0	0	7	5
Have Indicated a Willingness to Serve On a Committee to Develop Means for Assessing Student Qualifications for Advanced Standing	15	7	3	1	0	16	7

*REQUIREMENTS IN NURSING EDUCATION PROGRAMS

EDUCATIONAL PREPARATION

PRACTICAL NURSE

1. 10th grade or equivalent as determined by the State Department of Education.
2. Successful completion of approved nursing curriculum (12 months--245 instructional days.)
3. Standard score of 350 on state board examination for practical nurses.

ASSOCIATE DEGREE

1. Has completed an approved high school course of study or the equivalent thereof as determined by the State Department of Education.
2. Successful completion of a basic curriculum of an approved nursing school. (minimum 68 hours--more may be required in some colleges.)
3. Standard score of at least 350 in each subject on the state board examination for registered nurses.

HOSPITAL DIPLOMA

1. Has completed an approved high school course of study or the equivalent thereof as determined by the State Department of Education.
2. Successful completion of an approved nursing curriculum (minimum 27 months.)
3. Standard score of at least 350 in each subject on the state board examination for registered nurses.

BACCALAUREATE DEGREE

1. Has completed an approved high school course of study or the equivalent thereof as determined by the State Department of Education.
2. Successful completion of a basic professional curriculum of an approved school of nursing. (4 to 5 years in college or university.)
3. Standard score of at least 350 in each subject on the state board examination for registered nurses.

* From: Oklahoma Board of Nurse Registration and Nursing Education. Assessment of Nursing in Oklahoma in 1970: Source Book, 1971.

CURRICULUM

Curriculum Plan reflects the purpose and philosophy of the school and provides for the achievement of the program objectives. Non-nursing courses may be taught by non-nurses. Clinical Nursing courses are taught by nurses and consist of both classroom instructions and patient care experiences.

PRACTICAL NURSE

1. Fundamentals of Practical Nursing. Courses which provide a foundation for nursing care.
2. Clinical experience in: nursing mothers and babies, nursing children, nursing medical and surgical patients.
3. Technic-centered, but lacks scope and depth in nursing.

HOSPITAL DIPLOMA

1. Essentials of curriculum-biological and physical science, behavioral science, nursing science.
2. Clinical experience in: medical-surgical nursing, maternal-child nursing, mental health nursing.
3. Technic-centered.

ASSOCIATE DEGREE

1. General education constitutes about one-half of 2-year college curriculum.
2. Nursing content grouped into broad areas of biological - physical - social - sciences throughout two years.
3. Clinical experience in: medical-surgical nursing, maternal-child nursing, psychiatric nursing.
4. Education-centered, but lacks scope and depth in nursing.

BACCALAUREATE DEGREE

1. A basic liberal education.
2. Biological - physical - social sciences and humanities are foundation prerequisite to teaching nursing courses.
3. Patient care experience in: medical-surgical nursing, maternal-child nursing, mental health nursing, public health nursing, leadership rolls in a variety of settings.
4. Education-centered. Problem solving is stressed with a broad general background for dealing with groups of people in the leadership roles of health services.

GRADUATES

PRACTICAL NURSE

Function under registered nurse or licensed physician.

Prepared to:

1. Perform nursing service for patients with relatively stable needs. (Activities of daily living)

2. Assist the professional nurse in the care of patients in the more complex situations.

ASSOCIATE DEGREE

Function - beginning staff position in hospital or similar agency.

Prepared to:

1. Correlate or transfer knowledge from other disciplines to nursing situations with some guidance.

2. Utilize basic nursing knowledge, principles, and skills in day-to-day care of patients.

3. Participate with other members of the health team in implementing care.

4. Plan for continuity of nursing care in the technical aspects of nursing.

5. Maintain standards of behavior that reflect safe, effective, and therapeutic nursing care.

HOSPITAL DIPLOMA

Function - beginning staff position in hospital or similar agency.

Prepared to:

1. Utilize basic nursing knowledge, principles and skills in day-to-day care of patients.

2. Participate with other members of the health team in implementing care.

3. Plan for continuity of nursing care in the technical aspects of nursing.

4. Maintain standards of behavior that reflect safe, effective, and therapeutic nursing care.

BACCALAUREATE DEGREE

Function - beginning professional positions in any setting and can move rapidly into leadership roles.

Prepared to:

1. Identify nursing problems, formulate solutions, implement a plan of care and evaluate effectiveness of care.

2. Provide leadership for the advancement of nursing care, the nursing profession, and health care.

3. Participate in research for improvement of care.

4. Coordinate components of care.

5. Pursue academic graduate study in nursing to assume teaching-consultative and supervisory roles.

Appendix C

A Proposal For a Feasibility Study of MOBILITY PROGRAM IN THE HEALTH FIELD

Introduction

Society in general and education in particular have begun to realize the importance of facilitating the upward mobility of persons engaged in occupations related to the health field. Much of the waste in human resources, the limitations in health care available, the excess cost in training time and money, and the reluctance of individuals to enter training in the health field can be traced to the fictitious barriers which have been placed in the way of individuals interested in moving up into more responsible positions in health care. We can ill-afford to disregard and fail to give credit for previous training and experience which many students may bring to training programs. It makes little sense medically, educationally, or economically to require a complete new start for each of our training programs as if every individual entering has had no previous training or experience. This is exactly what happens in many instances in the health training area.

Some progress is being made. Examples are available in which institutions have begun to recognize this problem and to attempt to solve it. Instances of this progressive attitude are generally sporadic and informally organized and depend to a great extent on the individual initiative of teachers or directors of programs.

The critical situation in health manpower needs makes it imperative that we take the best of what we know about training people for health occupations, the most efficient of the experimental attempts at facilitating upward mobility, and develop from these a formal, organized, widely-agreed upon, and accepted program for assuring the most effective and efficient advancement of persons interested in expanding their competencies and their responsibilities in the health area. This proposal would be the first step toward accomplishing this objective. This proposal would make it possible to designate an individual as responsible for designing a program and securing administrative agreement on the avenues of upward mobility which an individual might follow.

Statement of the Problem

Our educational institutions must work out the administrative procedures necessary to allow people the freedom to advance in the health occupations of their choice. These administrative arrangements must be worked out on a formal basis and agreed to by personnel of various kinds and levels of training institutions. These arrangements must be carefully examined in order to insure that the training provided and the subsequent certifications or licensure adequately protects the public in the health care which it receives. There seems to be general agreement that something "must be done." However, there is no general agreement as to who or how the doing shall be done.

Formal agreements between health occupations training institutions do not exist. If an institution or a training program does arrange to give advanced standing or extra credit for previous training and experience, it must be done on the individual initiative of the teacher or administrator. This haphazard system which may serve a few individuals does exclude many from any upward movement. The problem then is the lack of an organized arrangement agreed upon by all individuals involved, which takes into consideration and gives credit for the previous experience and training which individuals have received in order that they may be given work of more responsibility in the health area.

Objectives

The objectives of this project are: (1) To design an upward mobility program which will provide the necessary arrangements so that individual advancement in the health field may be facilitated, and (2) to secure administrative agreement on the arrangements necessary to provide credit for previous training and experience. This should result in more adequately trained medical support personnel and the use of persons trained in the medical field at more nearly their maximum capacity.

Procedures

This would be phase one of a multi-phase program which would eventually end in a complete network of training facilities and arrangements in the State of Oklahoma. This first phase would consist of the designing of a program which would account for the needs of persons trained at all levels of health skills and would facilitate their upward mobility. This program would describe in detail the requirements for each level of the profession such as nurse assistant or nurse aid, LPN, associate degree nurse, and degree nurse. This program would also outline the procedures which would be required in order to move from one level to the next. It would detail the credit which might be given toward one degree as a result of completion of the previous degree. This program outline would also specify the type of advanced credit which might be given for certain types of experiences.

This feasibility study would also secure in writing the agreement of administrative personnel at all levels which would be necessary to implement such a program. This would require individual conferences with the various administrative personnel of the different institutions to secure their agreement to the specified plan. This would be the formalization of the limited informal arrangements which presently exist.

An individual would be hired who is knowledgeable in the health field who would be responsible for designing the plan and securing the agreement of individuals involved. This person would have the full assistance of the staff of the Health Occupations Education Division of the State Department of Vocational and Technical Education as well as the State Director of Vocational and Technical Education who has expressed an intense interest in development of such a plan. The second phase which would follow immediately would be the limited implementation of the plan in those institutions which had agreed to participate. It is hoped that eventually all training institutions would be involved in the training program as the plan is eventually developed.

Contribution to Education

The benefits which would accrue from such a program involve first the individual who would be allowed to advance to whatever level of competency his own ability would allow him to achieve in the health field. The second benefit to society is that more competent and highly trained individuals would be available to deliver health care. The third benefit is to the institution in that their ability to train for the health field could be increased with a concomitant decrease in time and dollars. A formalized plan which has been agreed upon by the institution as well as certifying and licensing agencies in the state could put a solid foundation under greatly needed health training programs. The plan when it becomes operational could serve as a model for other institutions in the state or other states in their attempts to increase the opportunities for training in the health field.

Appendix D

*EXAMPLE NURSING CURRICULUM

*From: Oklahoma Board of Nurse Registration and Nursing Education. Assessment of Nursing in Oklahoma in 1970: Source Book, 1971, p. 122.

PRACTICAL NURSE PROGRAM (12 months)

First Term
Body Structure and Function
Personal and Vocational Relations
Family and Community Health
Basic Nutrition
Nursing Principles and Skills I

Second Term
Nursing Principles and Skills II
Medical and Surgical Nursing

Third Term
Nursing Care of Mothers and Babies
Nursing Care of Children
Vocational and Legal Responsibilities

ASSOCIATE DEGREE PROGRAM (2 yrs.)

First Year
(34 semester hours)
English Communication Skills (2 sem.)
Physical Science
Psychology
Speech
Bacteriology
History
Growth and Development
Nursing (Fundamentals)
Nursing (Maternal-Child)

Second Year
(34 semester hours)
Anatomy and Physiology
Sociology
Political Science
Literature
2 Semesters Elective
Nursing (Physical and Mental Illness)
Nursing (Physical and Mental Illness)

HOSPITAL DIPLOMA PROGRAM (3 yrs.) (27 month minimum)

First Year
(1 semester each course)
English
Anatomy and Physiology
Microbiology
Psychology
Sociology
Chemistry
Nutrition

Second Year
Fundamentals of Nursing
Medical-Surgical Nursing

Third Year
Maternal and Child Nursing
Psychiatric Nursing

BACCALAUREATE DEGREE PROGRAM (4 yrs.)

Freshman Year
(34 semester hours)
Freshman Composition (2 semesters)
Physical Activities (2 semesters)
General Biology (2 semesters)
General Chemistry (2 semesters)
Algebra
General Psychology
Human Behavior
Humanities or Fine Arts

Sophomore Year
(32 semester hours)
Oral Communications
General Sociology

BACCALAUREATE
DEGREE PROGRAM
(cont'd.)

Comparative Anatomy
Microbiology
American Government
Mammalian Physiology
Nutrition
Humanities or Fine Arts
Foundations of Nursing Care

Junior Year
(30 semester hours)
Medical and Surgical Nursing
Maternal and Child Nursing
Religion
World Civilization
American Civilization
Social Sciences Course

Senior Year
(28 semester hours)
Public Health and Psychiatric Nursing
Professional Leadership
Philosophical & Social Foundations & Trends in Nursing
Social Science Course
Humanities or Fine Arts

Note: Course Requirements in four Practical Nursing Programs, three Hospital Diploma Programs, four Associate Degree Nursing Programs and four Baccalaureate Degree Programs were compared to this "Example" and it was found to be representative of individual program listings although the courses were sometimes covered in different semesters (or terms), and the titles varied.

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COURSES WHICH THE FOLLOWING HEALTH OCCUPATIONS PROGRAMS APPFARED TO HAVE IN COMMON*

EMERGENCY MEDICAL TECHNICIAN PROGRAMS at

Tulsa Junior College	88 hrs.	(Associate Degree)
South Oklahoma City Junior College	61 hrs.	(Associate Degree)

Appeared to have the following in common

Applied Composition and Speech
Anatomy and Physiology
Introduction to Psychology
Parts of some Emergency Medical Practicum Courses
Orientation to Health
Government
History

OCCUPATIONAL THERAPY PROGRAMS at

Tulsa Junior Coliege	68 hrs.	(Associate Degree)
South Oklahoma City Junior College	63 hrs.	(Associate Degree)

Appeared to have the following in common

Applied Composition and Speech
History
Anatomy and Physiology
Introduction to Psychology
Fundamentals of Occupational Therapy
Community Recreation
Neuromuscular Functions and Dysfunctions
Government
Orientation to Health

MEDICAL LABORATORY TECHNICIAN PROGRAMS at

Tulsa Junior College	78 hrs.	(Associate Degree)
Northern Oklahoma College	64 hrs.	(Associate Degree)

Appeared to have the following courses in common

Applied Composition and Speech
General Biology
Microbiology
General Chemistry
Algebra
Introduction to Medical Laboratory Techniques
General Physiology
Parts of some Medical Lab. Technician Courses

MEDICAL SECRETARY PROGRAMS at

Northern Oklahoma College	64 hours
Tulsa Junior College	61 hours

Appeared to have the following courses in common

Applied Composition and Speech
Business Machines - Calculating
Typewriting
Shorthand
Orientation to Health
History
Government
Office Procedures and Practices
Bookkeeping
Medical Terminology
Advanced Shorthand and Transcription

ERIC

Appendix E

INDIVIDUALS TO WHOM THE QUESTIONNAIRE
WAS MAILED
(* denotes non-respondents)

ASSOCIATE DEGREE NURSING PROGRAMS

Seminole

Miss Gladys Scott
Chairman - Department of Nursing
Seminole Junior College
Seminole, Oklahoma 74868

Tishomingo

Mrs. Winnie Dunham
Chairman - Department of Nursing
Murray State College
Tishomingo, Oklahoma 73460

Wilburton

Mrs. Joy Regaldo
Director of Nursing
Eastern Oklahoma State College
Wilburton, Oklahoma 74578

Mr. Bob Keck
Vocational Director
Eastern Oklahoma State College
Wilburton, Oklahoma 74578

Mr. James Burruss
Director of Health Manpower Development
Eastern Oklahoma State College
Wilburton, Oklahoma 74578

PRACTICAL NURSING PROGRAMS

Ada

Mrs. Lou Oats
Coordinator-Instructor
Division of Practical Nursing
Byng Schools
Route 3
Ada, Oklahoma 74820

PRACTICAL NURSING PROGRAMS (cont'd)

Ardmore

Mrs. Geraldine Toti
Coordinator-Instructor
Division of Practical Nursing
Southern Oklahoma Area Vocational-
Technical Center
P.O. Box 1709
Ardmore, Oklahoma 73401

Bartlesville

Mrs. Mildred Kurtz
Coordinator-Instructor
Division of Practical Nursing
Tri-County Area Vocational-
Technical School
417 East Fourth, Drawer 1197
Bartlesville, Oklahoma 74003

Burns Flat

*Mrs. Clara Jean Hanchey
Coordinator-Instructor
Division of Practical Nursing
Western Oklahoma Area Vocational-
Technical School
Box 149
Burns Flat, Oklahoma 73632

Clinton

Miss Margaret Krause
Coordinator-Instructor
Clinton Vocational School of
Practical Nursing
Oklahoma General Hospital
Clinton, Oklahoma 73601

El Reno

Mrs. Margaret Brock
Coordinator-Instructor
Division of Practical Nursing
Canadian Valley Area Vocational-
Technical School
P.O. Box 579
103 South Rock Island
El Reno, Oklahoma 73036

PRACTICAL NURSING PROGRAMS (cont'd)

Enid

Mrs. Norma Seymour
Coordinator-Instructor
Division of Practical Nursing
O. T. Autry Area Vocational-
Technical School
1201 West Willow
Enid, Oklahoma 73701

Miami

Mrs. Dorothy Hall
Coordinator
Division of Practical Nursing
Northeastern Oklahoma A&M College
Miami, Oklahoma 74354

Midwest City

Mrs. Ruth Killough
Coordinator-Instructor
Midwest City Vocational School
of Practical Nursing
213 Elm, Senior High
Midwest City, Oklahoma 73110

Norman

Mrs. Mary Randall
Coordinator-Instructor
Norman Vocational School of
Practical Nursing
901 North Porter
P.O. Box 1308
Norman, Oklahoma 73069

Poteau

Mrs. Doris Smith
Assistant Coordinator-Instructor
Division of Practical Nursing
Kiamichi Area Vocational-
Technical School
Poteau-Talihina Site
P.O. Box 825
Poteau, Oklahoma 74953

PRACTICAL NURSING PROGRAMS (cont'd)

Shawnee

Mrs. Pearl Hill
Coordinator-Instructor
Division of Practical Nursing
Gordon Cooper Area Vocational-
Technical School
P.O. Box 396
Shawnee, Oklahoma 74801

Tulsa

Mrs. Pauline Hurlburt
Coordinator
Tulsa Vocational School of
Practical Nursing
P.O. Box 45208
1516 South Quaker
Tulsa, Oklahoma

Wayne

Mrs. Nancy Harrison
Coordinator
Division of Practical Nursing
Mid-America Area Vocational-
Technical School
Box H
Wayne, Oklahoma 73095

Woodward

Ms. Aline Sue Mitchell
Coordinator-Instructor
Woodward Vocational School of
Practical Nursing
Woodward Memorial Hospital
Woodward, Oklahoma 73801

VOCATIONAL AND ASSOCIATE DEGREE HEALTH RELATED OCCUPATIONS

Alva

Ms. Aileen Bland
Instructor - Health Service Careers
Oklahoma Northwest Area Vocational-
Technical School
Box 784
Alva, Oklahoma 73717

VOCATIONAL AND ASSOCIATE DEGREE HEALTH RELATED OCCUPATIONS (con't)

Bartlesville

Mrs. Ruby Patterson
Instructor - Health Service Careers
Tri-County Area Vocational-
Technical School
417 East Fourth
Drawer 1197
Bartlesville, Oklahoma 74003

Burns Flat

Mrs. Winnefred Asher
Instructor
Health Service Careers
Western Oklahoma Area Vocational-
Technical School
Box 149
Burns Flat, Oklahoma 73632

Byng

Mrs. Ada Lou Roegner
Instructor
Health Service Careers
Byng Schools
Route 3
Ada, Oklahoma 74820

Chickasha

Mrs. Neysa Davis
Instructor - Health Service Careers
and Medical Office Assistants
Canadian Valley Vocational-
Technical School
Chickasha, Oklahoma 73018

Drumright

Mrs. Marie Boyer
Instructor - Health Service Careers
Central Oklahoma Area Vocational-
Technical School
Box 1237
Drumright, Oklahoma 74030

VOCATIONAL AND ASSOCIATE DEGREE
HEALTH RELATED OCCUPATIONS (cont'd)

El Reno

*Mrs. Wanda Sue Wolf
Instructor
Health Service Careers and Medical
Office Assistant
Canadian Valley Area Vocational-
Technical School
P.O. Box 579
103 South Rock Island
El Reno, Oklahoma 73036

Enid

Mrs. Dollie Hefner
Instructor - Dental Office Assistant
O. T. Autry Area Vocational-
Technical School
1201 West Willow
Enid, Oklahoma 73701

Mrs. Mary Jane Weldon
Instructor--Medical Office Assistant
O. T. Autry Area Vocational-
Technical School
1201 West Willow
Enid, Oklahoma 73701

Mrs. Terry Carmichael
Health Service Careers
O. T. Autry Area Vocational-
Technical School
1201 West Willow
Enid, Oklahoma 73701

Fairview

Mrs. DiAnna Waldschmidt
Health Service Careers
Oklahoma Northwest Area Vocational-
Technical School
P.O. Box 250
Fairview, Oklahoma 73737

VOCATIONAL AND ASSOCIATE DEGREE
HEALTH RELATED OCCUPATIONS (con't)

Hugo

Mrs. Virginia Owens
Instructor--Health Service Careers
Kiamichi Area Vocational-
Technical School
Box 699 (Hugo Site)
Hugo, Oklahoma 74743

McAlester

Mrs. Winnie Thomas
Instructor--Health Service Careers
Kiamichi Area Vocational-
Technical School
(McAlester Site)
McAlester, Oklahoma 74501

Midwest City

Ms. Naomi Coston
Instructor--Health Service Careers
Midwest City Public Schools
607 West Rickenbacker
Midwest City, Oklahoma 73110

Mr. Lloyd Hill
Chairman, Health Occupations
Oscar Rose Junior College
6420 Southeast 15th Street
Midwest City, Oklahoma 73110

Muskogee

Ms. Idella Hughes
Instructor--O.R.T.
Adult Education Special Project
Indian Capital Area Vocational-
Technical School
Route 5, Box 237
Muskogee, Oklahoma 74401

VOCATIONAL AND ASSOCIATE DEGREE
HEALTH RELATED OCCUPATIONS (con't)

Oklahoma City

Bertram E. Sears, M.D.
Chairman--Inhalation Therapy
Certificate Program
Oklahoma University Medical Center
Department of Inhalation Therapy
Technology
800 N.E. 13th Street
Oklahoma City, Oklahoma 73104

Pawhuska

Mrs. Rita Marak
Instructor--Health Service Careers
Pawhuska Public Schools
Pawhuska High School
Pawhuska, Oklahoma 74056

Poteau

*Ms. Mary Helen Morris
Instructor--Health Service Careers
Kiamichi Area Vocational-
Technical School
Poteau-Talihina Site
P.O. Box 825
Poteau, Oklahoma 74953

Sayre

Mr. Clarence Christian
Instructor--Medical Lab Tech
Sayre Junior College
Sayre, Oklahoma 73662

Shawnee

Mrs. Juanita Johnson
Instructor--Health Service Careers
Gordon Cooper Area Vocational-
Technical School
P.O. Box 396
Shawnee, Oklahoma 74801

VOCATIONAL AND ASSOCIATE DEGREE
HEALTH RELATED OCCUPATIONS (con't)

Dr. George Ing
Director--Medical Lab Tech
St. Gregory's College
Shawnee, Oklahoma 74801

Warner

Mr. Virgil Watson, Junior
Instructor--Medical Laboratory Tech
Connors State College
Warner, Oklahoma 74469

ERIC

INDIVIDUALS TO BE CONTACTED VIA PERSONAL INTERVIEW

Drumright

Mrs. Jan Harris
Coordinator-Instructor
Central Oklahoma Area Vocational-
Technical School
Box 1237
Drumright, Oklahoma 74030

Lawton

Mrs. Delores Kruger
Chairman, Department of Nursing
Cameron College
Lawton, Oklahoma 73501

Mrs. Edna Hill
Coordinator-Instructor
Division of Practical Nursing
Great Plains Area Vocational-
Technical School
4500 West Lee Blvd.
Lawton, Oklahoma 73501

Mrs. Lois Holeman
Health Service Careers
Great Plains Area Vocational-
Technical School
4500 West Lee Blvd.
Lawton, Oklahoma 73501

Muskogee

Mrs. Stella Wetz
Coordinator-Instructor
Division of Practical Nursing
Indian Capital Area Vocational-
Technical School
Route 5, Box 237
Muskogee, Oklahoma 74401

Ms. Felecia Marie Dauth
Instructor
Health Service Careers
Indian Capital Area Vocational-
Technical School
Route 5, Box 237
Muskogee, Oklahoma

Muskogee (con't)

Sister Mary Schaan
Department of Nursing
Bacone College
Bacone, Oklahoma 74420

OKLAHOMA CITY AND VICINITY

*Mrs. Doris Golab
Health Occupations Training Program
MDTA
University of Oklahoma Medical Center
Oklahoma City, Oklahoma 73100

Mrs. Juanita Millsap
2733 West Country Club Drive
Oklahoma City, Oklahoma 73100

Miss Frances Waddle
Executive Director
Oklahoma Board of Nurse Registration
and Nurse Education
4545 North Lincoln Blvd.
Oklahoma City, Oklahoma 73105

Mrs. Lynn Bales
Coordinator of Health Related
Career Programs
South Oklahoma City Junior College
7777 South May
Oklahoma City, Oklahoma 73158

Mr. Herman Reisenberg, Chairman
Department of Nursing (Associate Degree)
OSU Tech Institute
900 N. Portland
Oklahoma City, Oklahoma 73107

Mrs. Barbara Miller
Instructor--Medical Office Assistant
Oklahoma City Area Vocational-
Technical School
4901 South Bryant
Oklahoma City, Oklahoma 73129

OKLAHOMA CITY AND VICINITY (cont'd)

Mrs. Anna Mary Slaughter
Instructor--Health Service Careers
4901 South Bryant
Oklahoma City, Oklahoma 73129

Mrs. Genevieve Garrett
Instructor--Dental Office Assistant
Oklahoma City Area Vocational-
Technical School
4901 South Bryant
Oklahoma City, Oklahoma 73129

Mrs. Peggy McClain, Coordinator
Oklahoma City Vocational School
of Practical Nursing
521 Northwest Sixth
Oklahoma City, Oklahoma

Mrs. Eleanor Gray Knudson, Dr. P.H., Dean
University of Oklahoma School of Nursing
800 N.E. 13th Street
Oklahoma City, Oklahoma 73104

Miss M. Elizabeth Wiebe, R.N.
Chairman, Department of Nursing
Central State College
Edmond, Oklahoma 73034

**Mrs. Claudine Dickey, R.N.
Chairman--School of Nursing
Oklahoma Baptist University
Shawnee, Oklahoma 74801
(NOTE: Okla. City Address--1213 N. Harvey)

Miss Carole Bryant, R.N.
Director
St. Anthony School of Nursing
1117 North Shartel
Oklahoma City, Oklahoma 73103

Tonkawa

Mr. Tom Harned
Chairman and Instructor
Department of Nursing
Northern Oklahoma College
Science Building, Room 100
Tonkawa, Oklahoma 74653

Tulsa

Mrs. Marty Doyle
Director of Nursing
Tulsa Junior College
909 South Boston
Tulsa, Oklahoma 74119

Mrs. Bonita Glover
Medical Office Assistants Program
Tulsa Area Vocational-Technical Center
3420 South Memorial
Tulsa, Oklahoma 74245

Mrs. Frances Henderson
Instructor--Dental Office Assistants
Tulsa Area Vocational-Technical Center
3420 South Memorial
Tulsa, Oklahoma 74245

Dr. Neila Poshek, R.N.
Director, School of Nursing
University of Tulsa
600 South College
Tulsa, Oklahoma 74104

Mrs. Charline Buck, R.N.
Director, Nursing Education
Hillcrest Medical Center
School of Nursing
1120 South Utica
Tulsa, Oklahoma

Miss Virginia Andersen, R.N.
Director
St. John's Hospital
School of Nursing
1802 East 19th
Tulsa, Oklahoma 74104

Mrs. Carolyn Briggs
Director of the Health Institute
909 S. Boston
Tulsa, Oklahoma 74119

---

*Mrs. Golab was ill at the time personal interviews were scheduled but responded via mail.

**Mrs. Dickey ask that Mrs. Millsap respond for O.E.U.

October 19, 1972

(Letter to program directors who were personally interviewed)

The purpose of this letter is to seek your ideas and opinions on the feasibility of a career mobility program in health occupations education in Oklahoma. The feasibility study is being carried out as a cooperative project of the Health Occupations Education Division and the Research Division of the State Department of Vocational and Technical Education with Patricia Jamison as Program Director and Sharon Ward as Principal Investigator.

Society in general and educators in particular have begun to realize the importance of facilitating the upward mobility of persons engaged in health occupations. Much of the waste in human resources, the limitations in health care available, the excess cost in training time and money, and the reluctance of individuals to enter training in health occupations can be traced to the barriers which are placed in the way of individuals interested in moving up to more responsible positions in health occupations.

While some institutions have begun to recognize the problem and have taken steps to alleviate the barriers, examples of implemented career mobility programs in health occupations are generally sporadic, informally organized, and depend to a great extent on the individual initiative of concerned teachers or directors of programs. As demand for health manpower becomes increasingly critical, it would seem the time is ripe for action in career mobility. Oklahoma has an opportunity to provide formative leadership in this area.

This feasibility study is the first phase of a multi-phase project which could end in a complete network of training facilities and arrangements to facilitate health career mobility in Oklahoma. The objectives of this study are:

1. To design an upward mobility program to provide the necessary arrangements so that individual advancement in health occupations may be facilitated.

2. To secure administrative agreement on the arrangements necessary to provide credit for previous training and experience.

This study seeks to describe in detail the requirements for each level of the profession and outline the procedures which would be required to move from one level to the next. It will detail the credit which might be given toward one degree as a result of the completion of the previous degree as well as specify the types of advanced credit which might be given for certain types of experiences. This study will also seek to secure in writing the agreement of administrative personnel at all levels which would be required to implement such a program.

The second phase of this project, which would follow immediately, would be the limited implementation of the plan in institutions which have agreed to participate. It is hoped eventually all training institutions will be involved in the training plan.

As you can see from the description of the study, your cooperation, opinions, and ideas, as an educator in health occupations, are of great value to the success of this project. We would like to discuss career mobility with you personally because we feel that your assessment of the feasibility of a health career mobility program in Oklahoma will offer considerable insight into the approach which is most appropriate for a model program. Sharon Ward will telephone you within the next two to three weeks to arrange a personal interview. In order that you will know in advance the topics on which we would like your opinion and ideas, we are enclosing an interview schedule.

Results of this project could benefit not only personnel in health occupations but also Oklahomans as a whole in that larger numbers of competent and highly trained individuals would be available to deliver health care. However, a major key to opening the door in health career mobility in Oklahoma rests in gaining the input of experienced personnel in health occupations education. We sincerely hope you will find it convenient to grant a personal interview in regard to this vital topic.

Sincerely,

(Mrs.) Sharon Ward
Principal Investigator and
Project Writer

(Mrs.) Patricia Jamison, State Supervisor
Health Occupations Education and
Program Director

Enclosure

SW/YZKK-02/10

October 20, 1972

(Letter accompanying the Mail Questionnaire)

The purpose of this letter is to seek your ideas and opinions on the feasibility of a career mobility program in health occupations education in Oklahoma. The feasibility study is being carried out as a cooperative project of the Health Occupations Education Division and the Research Division of the State Department of Vocational and Technical Education with Patricia Jamison as Program Director and Sharon Ward as Principal Investigator.

Society in general and educators in particular have begun to realize the importance of facilitating the upward mobility of persons engaged in health occupations. Much of the waste in human resources, the limitations in health care available, the excess cost in training time and money, and the reluctance of individuals to enter training in health occupations can be traced to the barriers which are placed in the way of individuals interested in moving up to more responsible positions in health occupations.

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1. To design an upward mobility program to provide the necessary arrangements so that individual advancement in health occupations may be facilitated.

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Page 2
October 20, 1972

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As you can see from the description of the study, your cooperation, opinions, and ideas, as an educator in health occupations, are of great value to the success of this project. Your assessment of the feasibility of a health career mobility program in Oklahoma will offer considerable insight into the approach which is most appropriate for a model program.

Results of this project could benefit not only personnel in health occupations but also Oklahomans as a whole in that larger numbers of competent and highly trained individuals would be available to deliver health care. However, a major key to opening the door in health career mobility in Oklahoma rests in gaining the input of experienced personnel in health occupations education. May we have your response to the enclosed questionnaire?

A stamped return envelope is enclosed for your convenience in returning the questionnaire.

We sincerely appreciate any assistance you may provide in this study.

Sincerely,

(Mrs.) Sharon Ward
Principal Investigator and
Project Writer

(Mrs.) Patricia Jamison, State Supervisor
Health Occupations Education and
Program Director

Enclosures

SW/YZSX-09/8

ERIC

November 7, 1972

(First Follow-up)

MEMORANDUM

TO: Program Directors in Health Occupations

FROM: Sharon Ward, Principal Investigator, Research Division, and Patricia Jamison, State Supervisor, Health Occupations Education Division

SUBJECT: Feasibility Study for a Career Mobility Program in Health Occupations

You were recently included in a survey request for information concerning career mobility. To date we have not received your response and would again like to request your assistance in this important survey.

You, as an educator in Health Occupations, represent a valuable source of information in determining the feasibility of career mobility in Oklahoma. Your opinion can have a major affect on the establishment of an improved network of career mobility plans for our State.

Your efforts in completing this survey are sincerely appreciated.

SKW/YZSX-07/8

ERIC

November 27, 1972

(Second Follow-up)

On October 20 you were included in a survey requesting information concerning the feasibility of a Career Mobility Program in Health Occupations. As of this date, your response has not been received and once again we invite you to participate in this important survey.

As we approach the final stages of data collection in this study, we are anxious to receive your input because we feel you, as an educator in Health Occupations, represent a valuable source of information in determining the feasibility of a Health Career Mobility Program for Oklahoma.

Enclosed is a second copy of the questionnaire and a self-addressed return envelope for your convenience in providing us with your ideas and opinions on this vital subject. May we have your assistance.

Sincerely,

Bill Stevenson
Assistant State Director
Head, Division of Research,
Planning, and Evaluation

Enc: Mail Questionnaire
Return Envelope

WWS/XDN-01/18

ERIC

December 7, 1972

(Letter of Appreciation)

Your cooperation during the recent Career Mobility Feasibility Survey conducted by the State Department of Vocational and Technical Education is sincerely appreciated. Participation by you and other Health Occupations Program Directors provides valuable insight in planning an acceptable program for advancement of persons interested in expanding their competencies and responsibilities in health occupations.

Thank you for your contribution to this survey.

Sincerely,

(Mrs.) Sharon Ward
Project Investigator

(Mrs.) Patricia Jamison
Program Director
State Supervisor
Health Occupations Education Division

SW/YZVG-01/18

ERIC

Name of Program _____ Location _____

Current Enrollment _____ Program Length _____

Program Director _____

QUESTIONNAIRE

The purpose of this study is to determine if a career mobility program in Health Occupations is feasible in Oklahoma. One procedure employed in achieving this purpose is contacting state personnel in job positions of influence in health occupations education for their opinions and ideas.

In talking with health personnel across the state, there seems to be some indication that individuals training in one area of health occupations on occasion desire to move into other nursing or health related fields. We are interested in your ideas on career mobility in health occupations.

1. Do you know if graduates of your program continuing their studies in another nursing or health related program would be required to repeat some of the course content they had already covered?

   yes ( )

   no ( )

   If yes, what areas of training are repeated in moving from:

   a. Your program to a _____ program?

   b. Your program to a _____ program?

   c. Your program to a _____ program?

2. Are you aware of any nursing or health related programs in Oklahoma which grant advanced standing to your former students for previous education or experience?

Type of Program	Location	How are the students who seek advanced standing evaluated?

3. Are you aware of any * _____ programs in Oklahoma which grant advanced standing to a student for previous nursing or health related education or experience?

Location	How are the students who seek advanced standing evaluated?

To date, the career mobility plans which have been implemented tend to take two distinct veins--a core curriculum approach or a credit by examination approach, with variations and combinations of each approach seen in isolated examples. In order to insure a common ground for communications, please refer to the last page of this questionnaire for a brief description of each approach.

4. What do you think of the Core Curriculum approach?

5. Please list barriers you see in implementing the Core Curriculum approach to career mobility in Oklahoma.

6. How could these barriers be overcome?

7. What do you think of the Credit by Examination approach?

8. Please list barriers you see in implementing the Credit by Examination approach to career mobility in Oklahoma.

---

*This question was personalized for each type of program, e.g., if mailed to an LPN program director, "Licensed Practical Nursing" was inserted.

ERIC

9. How could these barriers be overcome?

10. Have you used the National League of Nursing Standardized Tests in your program for granting advanced standing?

    yes ( )

    no ( )

11. Do you have confidence in these tests for assessing a student's qualifications for advanced standing in nursing or health related programs?

    yes ( )

    no ( )

    If no, why?

12. Do you use or are you aware of other tests, standardized or non-standardized, which you think may be useful in assessing student qualifications for advanced standing?

    yes ( )

    no ( )

    If yes, please list title and indicate program for which it is used.

13. Would you be willing to serve on a committee to develop means for assessing student qualifications for advanced standing for specific levels of nursing?

    yes ( )

    no ( )

14. What officials would need to approve before credit or advanced placement could be offered in your school? (Please list names and addresses.)

15. Do you think these officials would approve of advanced standing based on the Core Curriculum approach?

    yes ( )

    no ( )

ERIC

16. Do you think these officials would approve of advanced standing based on the Credit by Examination approach?

    yes ( )

    no ( )

17. Based on your experience in Health Occupations Education, please describe your approach to developing a career mobility model program for Oklahoma.

18. In developing your program for career mobility, who would you consult for opinions and ideas?

19. What contribution in the way of funds, faculty or facilities could your educational setting offer in implementing a model health career mobility program?

20. Please suggest other resources where you would seek assistance in these areas.

ERIC

Core Curriculum -- The philosophy of core curriculum presumes that there are skills, knowledges, and attitudes common to all Allied Health Occupations.

Credit by Examination -- There are three general types of achievement tests upon which credit granted by examination is usually based.

1. Proficiency exams--designed for measuring an individual's competency to perform certain jobs at certain levels, a competency made up of knowledge and skills.

2. Equivalency exams--utilized to equate non-formal learning outside of a particular program with learning achieved within that program.

3. Challenge exams--essentially end-of-course tests intended to measure individual achievement in the particular subjects which make up the curriculum. Challenge exams were developed to measure mastery of information, ideas, and skills that would be expected of a student who had successfully completed a course in a particular subject.

ERIC

CRITIQUE OF THE DATA COLLECTION INSTRUMENT

In the demographic section, current enrollment was found to be non-comparable from program to program because some of the vocational health occupations programs were half-time rather than full-time programs, total length of programs varied, and many of the full-time programs reported high dropout rates. It would seem number of graduates per year may be more appropriate data for comparing programs. Also, the identification information should request the name of the respondent rather than the name of the program director. Often program coordinators did not consider themselves program directors.

Wording in many of the questions could be improved to eliminate ambiguities; for example:

Interpretation of Question 1 would be facilitated if the question read:

> Are graduates of your program continuing their studies in another nursing or health-related program required to repeat some of the course content they have already covered?
>
> ( ) Yes
>
> ( ) No
>
> ( ) Don't know

Question 12 is a double-barreled question and could be improved by asking:

> Are you aware of other tests, standardized or non-standardized, which you think may be useful in assessing student qualifications for advanced standing?

Part two of this question should request the address from which the exams are available.

Question 17 was not answered by some respondents. Perhaps it would seem less overwhelming to the respondent if worded:

> . . .list the features you think should be included in a Career Mobility Model Program for Oklahoma.

Appendix F

RESULTS OF THE NOVEMBER 3, 1972 MEETING WITH FORMAL LEADERS

(NOTE: Questions were answered and the answers were ranked via use of a modified Delbecq Technique)

1. Based on your experience, what features do you think should be included in a Career Mobility Plan for Oklahoma?

   I. Adequate financing

   II. Written cooperation from State Regents and Board of Nursing

   III. Total involvement in established Core Curriculum

   IV. Terminal behaviors for different "levels".

   V. Respect for individual institutions to "do a good job".

   VI. Development of clinical and subject matter evaluation tests

   VII. Valid and reliable "tool" for assessment

   VIII. A. Mechanism for motivation and utilization of concept

   B. Communication to above involved and employers of health workers

   IX. Acceptance "demonstrated competency" credit for work or education

   X. Criteria for challenging each "step"

   XI. A. Credit for life experiences and learning

   B. Admission criteria removal as barrier

   XII. Acceptance of profession as "concept".

2. What factors do you see which could aid Oklahoma in establishing a Career Mobility Program?

   I. Involvement of all interested groups in planning and implementation

   II. Approval and acceptance of previously listed 5 major priorities

   III. A. Agreement as to "learning of content" for each "level" of education

   B. Statement or formal agreement among and between cooperating institutions of education

IV. Funding

V. Formal assistance to schools in determining behavioral objectives of courses and programs

VI. A. Continued committee discussion plus action

B. "True" educational consortium, i.e. "Free" exchange among educational institutions

VII. Setting up a model with interested agencies

VIII. Interest of nursing educators

IX. Planning collectively--involve all educational programs that Career Mobility may affect or involve

X. Communication and cooperation between agencies and schools

XI. A. Statement of policy - "credit and advance standing" by institution of learning.

B. Desire

3. What factors do you see which could serve as barriers in establishing a Career Mobility Program in Oklahoma?

I. Educational jealousy

a. Institutions feel threatened by other programs

b. Institutions unwillingness to accept "inferior" transfers

II. Legal barriers - licensure, credit, Oklahoma Nurse Practice Act

III. Empire building

IV. Cooperation from Regents regarding Vocational-Technical students receiving credit where applicable when transferring into "higher education"

V. Stress of restructuring on-going programs

VI. Institutions of learning refuse to accept learning and experience for advanced standing.

VII. A. Time and willingness to accept and work from lowest to highest educational level.

B. Lack of funding

VIII. Hostility due to mis-understanding or lack of understanding concept.

IX. Professional jealousy. An unwillingness to accept idea of "upward movement" without "x" number of formal credits, years experience, et cetera.

X. Lack of understanding

XI. A. Visibility by faculties that their graduates would still be the "best".

B. There are different viewpoints as to the soundness or practicability of the concept.

C. Lack of commitment of "public" funding to health occupations education programs.

XII. A. Faculties unwillingness

B. High student-teacher ratios in practical nursing programs

C. High number of applications in relation to facilities and resources for number enrolled in Practical Nursing programs.

D. Lack of qualified faculty in some nursing education programs

4. How could these barriers be overcome?

I. Involve all in planning and implementation

II. Open Oklahoma's Nurse Practice Act - Remove barriers to career mobility

III. Create visibility of the value of the graduate by creating a model program

IV. Stick together!

V. Total educational dialogue

a. Joint committees

b. Faculty exchange (visiting lecture, etc.)

VI. A. ? "Educate" "Sell"

B. Offer release time for instructors from other responsibilities for planning and implementing

VII. A. Seek additional sources of funding

B. Develop instrument for assessment that is acceptable to conc parties - institutions, etc.

VIII. Utilize various institutions for continuing academic preparation for faculty

IX. Inform groups as to what has been done

A. In other states

B. In other technical fields

1. Those directly involved in implementing the plan

X. Define and provide job security and assurance for faculty and staff

ERIC

INDIVIDUALS ATTENDING THE NOVEMBER 3, 1972 MEETING OF FORMAL LEADERS

Miss Yvonne Bender
Assistant State Supervisor
Health Occupations Education
4100 North Lincoln Blvd.
Oklahoma City, Oklahoma 73105

Mr. Clyde Hamer
Assistant State Supervisor
Health Occupations Education
4100 North Lincoln Blvd.
Oklahoma City, Oklahoma 73105

Mrs. Gloria Lightwine
Assistant State Supervisor
Health Occupations Education
4100 North Lincoln Blvd.
Oklahoma City, Oklahoma 73105

Mrs. Patricia Jamison
State Supervisor
Health Occupations Education
4100 North Lincoln Blvd.
Oklahoma City, Oklahoma 73105

Mrs. Juanita Millsap
2733 West Country Club Drive
Oklahoma City, Oklahoma 73100

Miss Frances Waddle, R.N.
Executive Director
Oklahoma Board Nurse Registration
and Nurse Education
4545 North Lincoln Blvd.
Oklahoma City, Oklahoma 73100

Mrs. Peggy McClain, Coordinator
Practical Nurse Program
Oklahoma City Public Schools
521 N.W. 6th
Oklahoma City, Oklahoma 73102

Mrs. Lynn Bales
Coordinator of Health-Related
Career Programs
South Oklahoma City Junior College
7777 South May
Oklahoma City, Oklahoma 73158

Mrs. Carolyn Briggs
Director of Health Institute
Tulsa Junior College
9095 Boston
Tulsa, Oklahoma 74119

Mrs. Shirley Davis
Oklahoma City Vocational School
of Practical Nursing
521 N.W. 6th
Oklahoma City, Oklahoma 73102

Mrs. Iris Johnson
Oklahoma City Vocational School of
Practical Nursing
521 N.W. 6th
Oklahoma City, Oklahoma 73102

October 16, 1972

This letter concerns the proposal for a feasibility study for a career mobility program in health occupations which was considered in a meeting you attended last May 25. It has now been funded and we are prepared to implement the procedures.

The feasibility study is being carried out as a cooperative project of the Health Occupations Education Division and the Research Division of the State Department of Vocational and Technical Education with Sharon Ward as Principal Investigator and Patricia Jamison as Program Director.

You are invited to attend a short get-together for a progress report on this project on November 3, 1972, at 10:00 a.m. at the Malco Building, 4100 North Lincoln, Oklahoma City. As a leader in health occupations education, your ideas and opinions are of great value to the success of this study. So please feel free to send a representative from your organization if you are unable to attend. A self-addressed envelope and reply form is enclosed for your convenience in indicating whether or not you plan to participate.

A copy of the approved proposal is enclosed. It provides detailed information on the feasibility study. Please note particularly the objectives and procedures outlined on the second page of the proposal. Any questions you may have relative to the project will be answered at the November meeting. Your comments will be welcome at any time.

The scope of the study is to be state-wide. The first phase of this multi-phase career mobility project is planned for completion on February 28, 1973. Resources to be used to develop the model education program are:

1. Opinions and ideas from formal and informal leaders in health occupations education;

2. A Program Guide, Career Development for Supportive Personnel, developed in an earlier research study by Patricia Jamison; plus

3. Recent information available on career mobility programs across the nation.

Page 2
October 16, 1972

As you are well aware, career mobility in health occupations has been widely discussed over the past 30 to 40 years, but only in the last 4 to 5 years have personnel in health occupations benefited from such programs. Even now, institutions implementing these programs are isolated and depend to a great extent on the individual initiative of concerned teachers or directors. As demand for health manpower becomes increasingly critical, we feel, along with you, that time is ripe for action in career mobility. Oklahoma has an opportunity to provide formative leadership in health occupations education by developing a complete network of training facilities and formal arrangements to facilitate health occupations mobility. Results of this project could benefit not only personnel in health occupations but also Oklahomans as a whole in that larger numbers of competent and highly trained individuals would be available to deliver health care. A major key to opening the door in health career mobility in Oklahoma rests in gaining the input of experienced personnel in health occupations education. And successful development of future programs for career mobility may very well depend on the design and acceptance of our model program. Your ideas, opinions, and cooperation are needed to insure the success of this project.

We sincerely hope that you will find it possible to join us.

Sincerely,

(Mrs.) Sharon Ward
Principal Investigator and Project
Writer

(Mrs.) Patricia Jamison
Director, Health Occupations Education Division
Program Director

Enclosure

YZSX-05/8

November 8, 1972

It was a pleasure to work with you in our committee meeting on November 3. Cooperative participation, such as that demonstrated in our meeting, helps to provide valuable insight on the most acceptable approach for career mobility in Oklahoma.

Thank you for your interest in our feasibility study and your fine cooperation in this recent committee effort. We will be contacting you in the future for additional assistance in evaluating potential tools or plans for career mobility.

Sincerely,

(Mrs.) Sharon Ward
Principal Investigator
Division of Research, Planning
and Evaluation

SW/YZSX-06/8

ERIC

Appendix G

UNIVERSITY OF OKLAHOMA COLLEGE OF NURSING
FACULTY ATTENDING THE NOVEMBER 20, 1972
MEETING

Miss Lorraine Singer
Dean, Graduate Nursing Program
University of Oklahoma Health Sciences Center
424 N.E. 14th Street
Oklahoma City, Oklahoma 73104

Dr. Eleanor Gray Knudson, Dean
University of Oklahoma College of Nursing
424 N.E. 14th Street
Oklahoma City, Oklahoma 73104

Mr. Herbert A. Nishikawa
Assistant Dean, University of Oklahoma
College of Nursing
424 N.E. 14th Street
Oklahoma City, Oklahoma 73104

Mrs. Helen Chapman
Director, Student Affairs
University of Oklahoma College of
Nursing
424 N.E. 14th Street
Oklahoma City, Oklahoma 73104

*Mrs. Gloria Smith
Coordinator, Junior Year
University of Oklahoma College of Nursing
424 N.E. 14th Street
Oklahoma City, Oklahoma 73104

Mrs. Martha Stockwell
Coordinator, Senior Year
University of Oklahoma College of Nursing
424 N.E. 14th Street
Oklahoma City, Oklahoma 73104

Mrs. Martha Primeaux
Chairman, Admissions Committee
University of Oklahoma College of Nursing
424 N.E. 14th Street
Oklahoma City, Oklahoma

---

* Now Interim Dean

NOTES ON THE NOVEMBER 20, 1972 MEETING WITH THE UNIVERSITY OF OKLAHOMA COLLEGE OF NURSING FACULTY AND STAFF

1. Does the University of Oklahoma have a policy for granting advanced standing to a student for previous nursing or health-related education or experience?

   Yes

   a. How are the students seeking advanced standing evaluated?

      Requirements to enter the Bachelor of Science Nursing Program

      The University has a policy which allows a student to challenge any course. The total number of advanced standing hours which a student may receive is limited to not more than 30 hours in lower division courses and 31 hours in upper division courses. The challenge exams used are teacher-developed tests.

      The College of Nursing does not accept transfer credits from other programs, but a student from another program may earn up to 30 hours credit by successfully passing advanced standing exams.

      Requirements for entry to the Master of Science Nursing Program are:

      1. Must have current licensure
      2. Must be a Registered Nurse from an accredited upper division program
      3. If not from an NLN approved program, individual evaluation through proficiency testing will be conducted
      4. Bachelor of Science degree in nursing is not required to enter the Masters Program

      The Master of Science Nursing Program is a new program which is being submitted to the Board of Regents for approval on November 28. Means for evaluation of students entering the program are currently being assessed.

      (Additional details on the University of Oklahoma advanced standing policy was provided in a copy of the University of Oklahoma Bulletin.)

2. What features do you think should be included in a career mobility plan for Oklahoma?

   a. Coordination with the Oklahoma State Nurses Association and the Oklahoma State Board of Nurse Education and Nurse Registration
   b. Evaluation of the quality of various course offerings (This should include evaluation of faculty preparation as well as course content.) No answers as to who should evaluate
   c. Development of good proficiency exams
   d. Clear delineation of requirements of nursing graduates at various levels (For example, there is a lack of identification of what is needed to achieve a Bachelor of Science Degree in Nursing and to practice at that level.)

e. Provisions for enlightened, intelligent counseling early
f. Establishment of remedial programs
g. Development of standards
h. Respect for individuality of programs (It was noted, seemingly with pride, that no two B.S. Nursing Programs in the United States are alike.)
i. No blanket credit

3. What contribution in the way of funds, faculty, or facilities would the University of Oklahoma be willing to offer in implementing a model health career mobility program?

The University of Oklahoma College of Nursing is currently committed to their present policy of offering challenge exams in every course, for up to 30 credits at the lower division level and up to 31 credits at the upper division level. This policy is formalized in the University of Oklahoma Bulletin issued for the College of Nursing. The Oklahoma University College of Nursing does offer an open curriculum at the Baccalaureate and Master's levels so individuals entering their program do not have to repeat content already mastered once this mastery is demonstrated on challenge exams.

4. What officials would need to approve for the University of Oklahoma to participate in the implementation phase of this study?

Approval of the current policy for career mobility has already been obtained and the mobility program is implemented.

5. Would you be willing to serve on a committee to develop means for assessing student qualifications for advanced standing for specific levels of nursing?

Miss Lorraine Singer and members of her staff are currently working on means for assessing student qualifications for entry in the Master's Program.

Appendix H

ERIC

January 8, 1972

Miss Frances I. Waddle, R. N.
Executive Director
Oklahoma Board of Nurse Registration and
Nursing Education
Suite 76--Lincoln Office Plaza
4545 North Lincoln Blvd.
Oklahoma City, Oklahoma 73105

Dear Miss Waddle:

Subject: The Agenda of the January Meeting of the Board

As we approach the final stages of our feasibility study, we find that the assistance of the Oklahoma Board of Nurse Registration and Nursing Education is needed in providing interpretation of the Board's policy relative to such instruments of assessment as proficiency, equivalency and challenge exams to be used for advanced standing. May we have the enclosed "Questionnaire for the Board of Nurse Registration and Nursing Education" placed on the Agenda for the January meeting?

In addition to the questionnaire, we would like to provide each Board member with a description of our study and some of the findings as well as a copy of the original proposal and data collection instrument. A file copy and eight Xerox copies of each are enclosed along with a cover memorandum to each member.

Miss Waddle, we sincerely appreciate the assistance you have provided in our study.

Thank you

Sharon Ward (Mrs.)
Project Investigator

Patricia Jamison (Mrs.)
Project Director

skw

Enclosures

DATE: January 8, 1972

TO: The Board of Nurse Registration and Nursing Education

FROM: Sharon Ward (Mrs.)
Project Investigator
Research Division, Phone: (405) 377-2000, ext. 280 or 281

Patricia Jamison (Mrs.)
Project Director
Supervisor, Health Occupations Education Division
Phone: (405) 521-3305

SUBJECT: A Feasibility Study of a Mobility Program in Health Occupations

As we approach the final stages of our feasibility study, we find that we need the assistance of the Oklahoma Board of Nurse Registration and Nursing Education in providing interpretation of the Board's policy relative to such instruments of assessment as proficiency, equivalency, and challenge exams to be used for advanced standing. We have asked that the Board react to the attached "Questionnaire for the Board of Nurse Registration and Nursing Education" in the January meeting.

For information purposes, we are enclosing a brief description of our feasibility study and some of the findings as well as a copy of the original proposal and data collection instrument. Should you desire to reply to the original data collection instrument, we would welcome your responses as nurses interested in nursing education.

If you have any questions regarding the study, please feel free to call either of the numbers listed above, and we will be happy to discuss them with you.

Thank you.

QUESTIONNAIRE

(NOTE: The Rules and Regulations referred to in this questionnaire have been reproduced for your convenience on the final page of this instrument.)

1. Would the approval of the Board be required to implement an institutional policy to grant advanced standing through Credit by Examination on nursing content?

2. How would a decision by a school to use Credit by Examination for granting advanced standing to students with previous nursing or health-related education or experience affect your approval of that institutional program?

3. If necessary for research purposes, could the Mobility Plan developed as a result of this feasibility study be considered an "experimental project" under the provisions of Article IV, Section 12 of the Rules and Regulations?

4. Could the Board or a Board member serve in a consulting capacity in the assessment of the adequacy of the instrument to be developed?

5. Would an institutional policy to grant advanced standing based on Credit by Examination come under Article III, Section 5.5, of the Rules and Regulations?

6. Would Article IV, Section 6.2, of the Rules and Regulations include Credit by Examination for experience?

7. Under Article IV, Section 13, Length of Approved Schools, minimum requirements are set for the various types of programs. How does this provision affect Credit by Examination?

ERIC

8. In this study a number of "Barriers to Career Mobility" were identified including:
   (a) Article IV, Section 6.2

   "A student admitted by transfer shall be enrolled for at least the final one-fourth of the program in the school which issues his diploma."

   "Re-admission of students or admission with advanced standing shall be at a time corresponding with regularly scheduled classes and/or nursing courses."

   The recommendation that "credit not be given for courses in nursing content completed more than five years prior to application for transfer or re-admission."

   Can these barriers be overcome? If so, how?

ERIC

EXCERPTS FROM RULES AND REGULATIONS RELATING TO NURSING EDUCATION LICENSURE AND PRACTICE IN THE STATE OF OKLAHOMA*

Article III

5.5 Special Reports (page 9)

1. The Board shall be notified in writing of administrative changes relating to and affecting the school.

2. The Board shall approve major curriculum changes, that is;

   (a) Changes in objectives which alter the present curriculum

   (b) Increases or decrease in the length of the school

   (c) Reorganization of the entire curriculum

   The request for curriculum change shall include the reason and indicate the present plan as well as the proposed change.

3. All information must be submitted in writing and be available for the Board's consideration prior to the Board meeting.

Article IV (pages 12 and 13)

6.2 Re-admission and Transfer (Admission with Advanced Standing)

1. There shall be a written policy regarding re-admission of students and admission by transfer. A student admitted by transfer shall be enrolled for at least the final one-fourth of the program in the school which issues the diploma.

2. The Board shall be notified of the enrollment of students by re-admission and transfer on forms provided which indicate previous educational experiences and the curriculum plan for completing the requirements for graduation. Re-admission of students or admission with advanced standing shall be at a time corresponding with regularly scheduled classes and/or clinical nursing courses.

3. It is recommended that credit not be given for courses in the nursing content of the curriculum completed more than five years prior to the application for transfer or re-admission.

12. Experimentation

12.1 Experimentation is encouraged by the Board when educational principles are observed and there is a well qualified faculty which has the ability and the opportunity to develop a curriculum which may differ from the usual pattern both in content and method.

12.2 A school which wishes to initiate an experimental program shall apply to the Board in writing for the approval of its plan.

13. Length of Approved Schools

13.1 According to statutory requirements, the minimum length of approved schools shall be:

College or University-68 semester hours (more may be required to earn Associate or Baccalaureate Degree in an individual college)
Hospital Diploma-27 months exclusive of vacation
Practical-12 calendar months with a minimum of 240 instructional days.

* As published by The Oklahoma Board of Nurse Registration and Nursing Education, 1968.

ERIC

BRIEF DESCRIPTION OF THE FEASIBILITY STUDY AND SOME OF THE FINDINGS

In October, 1972, the State Department of Vocational and Technical Education funded a study to be conducted as a cooperative project between the Health Occupations Education Division and the Research Division to determine if Career Mobility in Health Occupations is feasible in Oklahoma. Some of you were involved in the origin of this study. In the proposal for the study, Dr. Bill Stevenson, Assistant State Director, wrote:

> The critical situation in health manpower needs makes it imperative that we take the best of what we know about training people for health occupations, the most efficient of the experimental attempts at facilitating upward mobility and develop from these a formal, organized, widely-agreed upon, and accepted program for assuring the most effective and efficient advancement of persons interested in expanding their competencies and their responsibilities in the health area.

In this project, 28 leaders in nursing and health related educational programs were personally interviewed and 39 were contacted via mail questionnaire for their opinions and ideas on "career mobility." It appears, based on the results of this study, that the "time is ripe for action" on career mobility. Our findings, see Table I, indicate that 16 nursing and health related programs have implemented career mobility plans, 16 are developing or have plans to develop methods for granting advanced standing, and 23 are interested in participating in a Career Mobility Model Program.

Based on the ideas and opinions of the health occupations and nursing program directors contacted in our feasibility study and due to the current Oklahoma State Regents for Higher Education policy, a mobility plan allowing for movement from vocational to professional nursing or health related programs will require development of an acceptable instrument to assess student qualifications for advanced standing. As shown in Table I, a number of program directors have indicated a willingness to work on a committee to evaluate or develop such an instrument. By pooling the judgment of these competent teachers and testing specialists, the resulting instrument will be based on a diversity of experience and analysis of a wide range of textbooks, courses of study and numerous sets of exams, thus offering a much broader base for acceptability.

The assistance of the State Board of Nurse Registration and Nursing Education is now needed in providing interpretation of the Board's policy relative to such instruments of assessment as proficiency, equivalency and challenge exams to be used for advanced standing.

Findings of our study indicate that a number of state boards and departments have during the past two to three years recognized a need to reassess current institutional policies for granting advanced standing to individuals with previous learning and experience.

In Assessment of Nursing in Oklahoma 1970 the Oklahoma Board of Nurse Registration and Nursing Education recommended:

> ....That faculties in all types of nursing education programs review their admission and placement procedures in consideration of the statements on "open curriculum," and "vertical mobility," as one means of increasing the effectiveness of each program in evaluating the individuality of potential students and in improving the quality of nursing services available.

The Oklahoma State Regents for Higher Education (1971) in Oklahoma Higher Education--A Plan for the '70s recommended:

> Institutions should be sensitive to the need for instructional and educational innovations in the preparation of institutional master plans for the decade of the 1970s. In an effort to meet the needs of students and Oklahoma citizens for higher education in the decade ahead, Oklahoma colleges and universities should carefully consider such approaches as individualized instruction, advanced standing and challenge examinations, cooperative education, extramural degrees, joint degree programs, new calendar approaches, televised instruction, and other promising avenues to improve efficiency and effectiveness.
>
> The development of greater flexibility in teaching and learning through the use of such devices as individualized study, external degrees, televised instruction, and cooperative education will inevitably give rise to the need for evaluation of what students have learned apart from participation in formal classroom study. Therefore, institutions should give immediate attention to the development of standards and criteria by which to measure student learning acquired apart from the academic setting and to allow for the awarding of appropriate credit for such learning...In practical terms the adoption of such a concept would mean that students would no longer be required automatically to sit through eight semesters of three-hour classes until enough hours have been accumulated to graduate. Rather, graduation would be dependent upon the achievement of predetermined standards and objectives established by the faculty, regardless of where or when such learning may have occurred.
>
> Formal transfer policies should be developed by 1973 to assure that a graduate of a public two-year college in Oklahoma who has successfully completed the general education requirements for the associate degree will be eligible to transfer his work to a four-year college or university without the necessity of completing additional lower-division general education courses.

An even more recent statement of policy and procedures was issued by the Oklahoma State Regents for Higher Education (July, 1972) relative to "Standards of Education Relating to Advanced Standing Credit."

> Work taken at proprietary schools, secondary vocational-technical schools, institutions offering clock-hour work, and other non-collegiate institutions must be evaluated and validated through examination or proficiency testing by the receiving institution. The name of the sending institution (proprietary school, secondary vocational-technical school, clock-hour school) shall not appear on the transcript of the awarding institution.
>
> Recommended methods for evaluating students' previous learning experiences for awarding advanced standing credit are:
>
> a. Institutionally prepared examinations, including performance testing.
>
> b. Standardized national tests especially designed for establishment of credit....
>
> c. Recognition of military service experiences...upon the basis of criteria and recommendations contained in the publication of the American Council on Education especially designed for that purpose.
>
> The amount of advanced standing credit which may be awarded shall not exceed one-half of the total semester hours required at the lower-division level, and not more than one-half of the total semester hours required at the upper-division level.

ERIC

BOARD OF NURSE REGISTRATION AND NURSING EDUCATION

SUITE 76 — LINCOLN OFFICE PLAZA • 4545 LINCOLN BLVD. • OKLAHOMA CITY, OKLAHOMA 73105

405/521-2363

February 9, 1973

Mrs. Patricia Jamison, R.N.
State Supervisor
Health Occupations Education Division
State Department of Vocational and
Technical Education
4100 Lincoln Boulevard
Oklahoma City, Oklahoma 73105

Dear Mrs. Jamison:

The Board of Nurse Registration and Nursing Education appreciated the opportunity to review the material and questionnaire relating to the career mobility project. The Board evaluates a school of nursing according to its total program, rather than any individual aspect, such as those mentioned in the questionnaire.

The instruments identified for evaluation (proficiency, equivalency, and challenge examinations) have been and are being utilized by faculty in different schools in a variety of ways. The degree of usage by schools is determined by the educational objectives of the program and the readiness of the faculty to institute such plans.

The Board and staff, by policy, do not participate in the development of evaluation tools used by schools of nursing. Individuals who are members of the Board have participated in the feasibility study in relation to their place of employment.

As faculty in the separate schools of nursing develop plans for acceleration or cereer mobility and encounter difficulties related to specific criteria, they are encouraged to consult with the Board.

Thank you for sharing this material with the Board.

Sincerely yours,

Frances I. Waddle

(Miss) Frances I. Waddle, R.N.
Executive Director

FIW/mmw
cc: Mrs. Sharon Ward

ERIC

Appendix I

ERIC Full Text Provided by ERIC

LETTERS ACCOMPANYING THE CAREER MOBILITY PLANS

Note: The same basic letter was mailed to all program directors--with only the commitment section varying.

Commitment Section

1. Your personal commitment to serve on a committee to evaluate or develop means for assessing student qualifications for advanced standing. (Included in all letters)

2. Your institutional commitment to utilize the instrument(s) agreed to according to the plan for assessing student qualifications for advanced standing. (Included in Letters to Associate Degree, Diploma, and Practical Nursing Programs)

3. Your commitment to communicate to your students and interested individuals, information on currently available plans for Career Mobility. (In this study we will be developing a publication describing the currently available plans for Career Mobility which have been implemented in Oklahoma.) (Included in all letters)

4. Your institutional commitment to participate in a "Model Program" using the revised Area I curriculum and accepting Nursing Assistant students who have successfully completed the upgraded curriculum (Area I of the Licensed Practical Nursing Program) at the Area II level. (Included Only in letter to Practical Nursing Programs)

5. Your institutional commitment to participate in a "Model Program" using the revised Area I curriculum. (Included only in letters to Health Service Career Programs)

"Model Program" is defined as an experimental model which, if successful, could serve as a prototype for a Career Mobility Program in Oklahoma.

January 17, 1973

(To Directors of Diploma Nursing and Associate Degree
Nursing and Health Occupations Programs)

During the months of October and November, 1972, you and a number of Health Occupations and Nursing Program Directors, as well as representatives of the Oklahoma Board of Nurse Registration and Nursing Education and the Oklahoma State Nursing Association, were contacted in a research study conducted by the Research Division of the State Department of Vocational and Technical Education through the Health Occupations Education Division to determine the feasibility of a Career Mobility Program in Oklahoma. Upon analysis of the information, a significant majority expressed a willingness to serve on a committee to develop or evaluate means for assessing student qualifications for advanced standing, 23 indicated an interest in implementing a "model program," 16 were found to have currently implemented plans for career mobility, and 16 were developing or have plans to develop methods for granting advanced standing to individuals with previous nursing or health-related education or experience.

A number of authority organizations in Oklahoma have via policy statements endorsed the concept of Career Mobility (see recommendations on pages 1 and 2 of "A Proposed Health Occupations Career Mobility Plan for Oklahoma"). Further, responses from 28 personal interviews and 39 mail questionnaires indicate that program directors in nursing and health-related occupations in Oklahoma are highly receptive to the idea of Career Mobility. A summary tabulation of the programs contacted in this study and their current status on Career Mobility is enclosed for your information and review.

From the ideas and opinions expressed by you and other individuals contacted in this study, we have developed a Career Mobility Plan. A brief abstract of the proposed plan as well as a copy of the plan are enclosed.

We now need your letter of commitment in order to implement the plan. May we have your letter, written on your letterhead and signed by you and the official(s) in your school whose approval would be required to implement the plan stating:

1. Your personal commitment to serve on a committee to evaluate or develop means for assessing student qualifications for advanced standing.

2. Your institutional commitment to utilize the instrument(s) agreed to according to the plan for assessing student qualifications for advanced standing, and

3. Your commitment to communicate to your students and interested individuals, information on currently available plans for Career Mobility. (In this study we will be developing a publication describing the currently available plans for career mobility which have been implemented in Oklahoma.)

If there are parts of the plan with which you cannot agree, may I have your written critique in order that we may work out a plan which is acceptable to you. Since we hope to have this study completed, including final reports by February 28, I would greatly appreciate your response no later than February 5.

Within a few days of the anticipated receipt of the plan, I will be calling you to be sure that you did receive your copy. At that time we could discuss any questions, ideas, and criticisms you may have.

Your willingness to cooperate, as demonstrated in your positive response during the initial data collection phase of this study, is greatly appreciated. Cooperation in this study is considered as participation in research and results will be communicated to programs interested in having this information. Through active participation of leaders in Allied Health Occupations and Nursing Education, realistic opportunities for individuals to expand their competencies in Health Occupations can be developed; thus, hopefully providing better health care and services for Oklahomans.

Thank you for your cooperation.

Sincerely,

(Mrs.) Sharon Ward
Project Investigator

(Mrs.) Patricia Jamison
Project Director

Enclosures

SW/YZVG-02/18

ERIC

January 17, 1973

(To Directors of Vocational Health Occupations Programs)

During the months of October and November, 1972, you and a number of Health Occupations and Nursing Program Directors, as well as representatives of the Oklahoma Board of Nurse Registration and Nursing Education and the Oklahoma State Nursing Association, were contacted in a research study conducted by the Research Division of the State Department of Vocational and Technical Education through the Health Occupations Education Division to determine the feasibility of a Career Mobility Program in Oklahoma. Upon analysis of the information, a significant majority expressed a willingness to serve on a committee to develop or evaluate means for assessing student qualifications for advanced standing, 23 indicated an interest in implementing a "model program," 16 were found to have currently implemented plans for career mobility, and 16 were developing or have plans to develop methods for granting advanced standing to individuals with previous nursing or health-related education or experience.

A number of authority organizations in Oklahoma have via policy statements endorsed the concept of Career Mobility (see recommendations on pages 1 and 2 of "A Proposed Health Occupations Career Mobility Plan for Oklahoma"). Further, responses from 28 personal interviews and 39 mail questionnaires indicate that program directors in nursing and health-related occupations in Oklahoma are highly receptive to the idea of Career Mobility. A summary tabulation of the programs contacted in this study and their current status on Career Mobility is enclosed for your information and review.

From the ideas and opinions expressed by you and other individuals contacted in this study, we have developed a Career Mobility Plan. A brief abstract of the proposed plan as well as a copy of the plan are enclosed.

We now need your letter of commitment in order to implement the plan. May we have your letter, written on your letterhead and signed by you and the official(s) in your school whose approval would be required to implement the plan stating:

1. Your personal commitment to serve on a committee to evaluate or develop means for assessing student qualifications for advanced standing.

2. Your commitment to communicate to your students and interested individuals, information on currently available plans for Career Mobility. (In this study we will be developing a publication describing the currently available plans for career mobility which have been implemented in Oklahoma.)

Page 2
January 17, 1973

If there are parts of the plan with which you cannot agree, may I have your written critique in order that we may work out a plan which is acceptable to you. Since we hope to have this study completed, including final reports by February 28, I would greatly appreciate your response no later than February 5.

Within a few days of the anticipated receipt of the plan, I will be calling you to be sure that you did receive your copy. At that time we could discuss any questions, ideas, and criticisms you may have.

Your willingness to cooperate, as demonstrated in your positive response during the initial data collection phase of this study, is greatly appreciated. Cooperation in this study is considered as participation in research and results will be communicated to programs interested in having this information. Through active participation of leaders in Allied Health Occupations and Nursing Education, realistic opportunities for individuals to expand their competencies in Health Occupations can be developed; thus, hopefully providing better health care and services for Oklahomans.

Thank you for your cooperation.

Sincerely,

(Mrs.) Sharon Ward
Project Investigator

(Mrs.) Patricia Jamison
Project Director

Enclosures

SW/YZSX-10/8

ERIC

January 22, 1973

(To Directors of Licensed Practical Nursing Programs)

During the months of October and November, 1972, you and a number of Health Occupations and Nursing Program Directors, as well as representatives of the Oklahoma Board of Nurse Registration and Nursing Education and the Oklahoma State Nursing Association, were contacted in a research study conducted by the Research Division of the State Department of Vocational and Technical Education through the Health Occupations Education Division to determine the feasibility of a Career Mobility Program in Oklahoma. Upon analysis of the information, a significant majority expressed a willingness to serve on a committee to develop or evaluate means for assessing student qualifications for advanced standing, 23 indicated an interest in implementing a "model program," 16 were found to have currently implemented plans for career mobility, and 16 were developing or have plans to develop methods for granting advanced standing to individuals with previous nursing or health-related education or experience.

A number of authority organizations in Oklahoma have via policy statements endorsed the concept of Career Mobility (see recommendations on pages 1 and 2 of "A Proposed Health Occupations Career Mobility Plan for Oklahoma"). Further, responses from 28 personal interviews and 39 mail questionnaires indicate that program directors in nursing and health-related occupations in Oklahoma are highly receptive to the idea of Career Mobility. A summary tabulation of the programs contacted in this study and their current status on Career Mobility is enclosed for your information and review.

From the ideas and opinions expressed by you and other individuals contacted in this study, we have developed a Career Mobility Plan. A brief abstract of the proposed plan as well as a copy of the plan are enclosed.

We now need your letter of commitment in order to implement the plan. May we have your letter, written on your letterhead and signed by you and the official(s) in your school whose approval would be required to implement the plan stating:

1. Your personal commitment to serve on a committee to evaluate or develop means for assessing student qualifications for advanced standing.

2. Your institutional commitment to utilize the instrument(s) agreed to according to the plan for assessing student qualifications for advanced standing.

3. Your institutional commitment to participate in a *"Model Program" using the revised Area I curriculum and accepting Nursing Assistant students who have successfully completed the upgraded curriculum (Area I of the Licensed Practical Nursing Program) at the Area II level. *("Model Program"--This would be an experimental model which, if successful, could serve as a prototype for Career Mobility Program in Oklahoma.)

4. Your commitment to communicate to your students and interested individuals information on currently available plans for Career Mobility. (In this study we will be developing a publication describing the currently available plans for Career Mobility which have been implemented in Oklahoma.)

If there are parts of the plan with which you cannot agree, may I have your written critique in order that we may work out a plan which is acceptable to you. Since we hope to have this study completed, including final reports by February 28, I would greatly appreciate your response no later than February 8.

Within a few days of the anticipated receipt of the plan, I will be calling you to be sure that you did receive your copy. At that time we could discuss any questions, ideas, and criticisms you may have.

Your willingness to cooperate, as demonstrated in your positive response during the initial data collection phase of this study, is greatly appreciated. Cooperation in this study is considered as participation in research and results will be communicated to programs interested in having this information. Through active participation of leaders in Allied Health Occupations and Nursing Education, realistic opportunities for individuals to expand their competencies in Health Occupations can be developed; thus, hopefully providing better health care and services for Oklahomans.

Thank you for your cooperation.

Sincerely,

(Mrs.) Sharon Ward
Project Investigator

(Mrs.) Patricia Jamison
Project Director

Enclosures

ERIC

January 22, 1973

(To Directors of Health Service Careers Programs)

During the months of October and November, 1972, you and a number of Health Occupations and Nursing Program Directors, as well as representatives of the Oklahoma Board of Nurse Registration and Nursing Education and the Oklahoma State Nursing Association, were contacted in a research study conducted by the Research Division of the State Department of Vocational and Technical Education through the Health Occupations Education Division to determine the feasibility of a Career Mobility Program in Oklahoma. Upon analysis of the information, a significant majority expressed a willingness to serve on a committee to develop or evaluate means for assessing student qualifications for advanced standing, 23 indicated an interest in implementing a "model program," 16 were found to have currently implemented plans for career mobility, and 16 were developing or have plans to develop methods for granting advanced standing to individuals with previous nursing or health-related education or experience.

A number of authority organizations in Oklahoma have via policy statements endorsed the concept of Career Mobility (see recommendations on pages 1 and 2 of "A Proposed Health Occupations Career Mobility Plan for Oklahoma"). Further, responses from 28 personal interviews and 39 mail questionnaires indicate that program directors in nursing and health-related occupations in Oklahoma are highly receptive to the idea of Career Mobility. A summary tabulation of the programs contacted in this study and their current status on Career Mobility is enclosed for your information and review.

From the ideas and opinions expressed by you and other individuals contacted in this study, we have developed a Career Mobility Plan. A brief abstract of the proposed plan as well as a copy of the plan are enclosed.

We now need your letter of commitment in order to implement the plan. May we have your letter, written on your letterhead and signed by you and the official(s) in your school whose approval would be required to implement the plan stating:

1. Your personal commitment to serve on a committee to evaluate or develop means for assessing student qualifications for advanced standing.

2. Your institutional commitment to participate in a *"Model Program" using the revised Area I curriculum. *("Model Program"--This would be an experimental model which, if successful, could serve as a prototype for a Career Mobility Program in Oklahoma.)

3. Your commitment to communicate to your students and interested individuals, information on currently available plans for Career Mobility. (In this study we will be developing a publication describing the currently available plans for Career Mobility which have been implemented in Oklahoma.)

If there are parts of the plan with which you cannot agree, may I have your written critique in order that we may work out a plan which is acceptable to you. Since we hope to have this study completed, including final reports by February 28, I would greatly appreciate your response no later than February 8.

Within a few days of the anticipated receipt of the plan, I will be calling you to be sure that you did receive your copy. At that time we could discuss any questions, ideas, and criticisms you may have.

Your willingness to cooperate, as demonstrated in your positive response during the initial data collection phase of this study, is greatly appreciated. Cooperation in this study is considered as participation in research and results will be communicated to programs interested in having this information. Through active participation of leaders in Allied Health Occupations and Nursing Education, realistic opportunities for individuals to expand their competencies in Health Occupations can be developed; thus, hopefully providing better health care and services for Oklahomans.

Thank you for your cooperation.

Sincerely,

(Mrs.) Sharon Ward
Project Investigator

(Mrs.) Patricia Jamison
Project Director

Enclosures

SW/YZVG-03/18

ERIC

Appendix J

ERIC

January 24, 1973

Dr. Larry Hayes
Coordinator of Academic Research
Oklahoma State Regents for Higher Education
Capitol Building
Oklahoma City, Oklahoma 73105

Dear Dr. Hayes:

The State Department of Vocational and Technical Education, in October, 1972, funded a study to be conducted as a cooperative effort of the Health Occupations Education and Research Divisions to determine the feasibility of a Career Mobility Program in Health Occupations. A copy of the original proposal which describes the study in detail is enclosed for your information.

In this study, 67 program directors in Nursing and Health-Related programs from the Vocational through the Master of Science level, as well as representatives of the Oklahoma Board of Nurse Registration and Nursing Education and the Oklahoma State Nurses Association, were contacted for their opinions and ideas on Career Mobility. (See Table I--Summary Tabulation of the Programs Contacted and Their Current Status on Career Mobility--for some of the preliminary findings of our study.)

Based on the ideas and opinions expressed by these individuals, a review of currently implemented Career Mobility Plans across the nation, and consideration of the current policies of the Oklahoma State Regents for Higher Education relative to advanced standing as stated in Oklahoma Higher Education--A Plan for the '70s and "The Standards of Education Relating to Advanced Standing Credit" (July, 1972), we have developed A Proposed Health Occupations Career Mobility Plan for Oklahoma. A copy of the Plan is enclosed.

After you have had an opportunity to review the Plan, may I meet with you personally for your critique? Your comments and suggestions will provide valuable insight in assessing the practicability and acceptability of the Plan. Within a few days of receipt of this letter, I will telephone you to arrange a personal interview at your convenience.

Thank you.

Sincerely,

(Mrs.) Sharon Ward
Project Investigator
Division of Research, Planning,
and Evaluation

Enclosures

SW/YZDV-03/18

Appendix K

ERIC

January 25, 1973

(To Directors of Nursing and Health Occupations Programs Whose Implemented Career Mobility Plans were Identified in this Study)

In a research study being conducted by the Health Occupations Education Division and the Research Division of the State Department of Vocational and Technical Education, we contacted you and 66 other Directors of Nursing and Health-Related programs, as well as representatives of the Oklahoma Board of Nurse Registration and Nursing Education and the Oklahoma State Nurses Association for opinions and ideas on the feasibility of a Career Mobility Program in Oklahoma. One finding of our study is that a number of Oklahoma Nursing and Health Related Career Mobility plans are currently available. However, in many instances, the individuals who could benefit from such programs are unaware of their existence.

Therefore, one function of this study will be to operationalize a means of providing information on Career Mobility opportunities which are available. We will develop a publication describing the currently implemented plans which will be available on request to all interested program directors.

Based on your response to our questionnaire, the enclosed description of your Mobility Plan has been developed. So that we may be sure the details which you would like to have specified are included and that your plan is accurately described, may we have your critique of this description and a letter granting your permission to describe your plan in our publication? A stamped return envelope is enclosed for your convenience.

Since we hope to complete this study, along with final reports by February 28, may we have your response no later than February 9.

Thank you for your cooperation in this project.

Sincerely,

(Mrs.) Sharon Ward
Project Investigator
Division of Research, Planning
and Evaluation

Enclosure

SW/YZVG-05/18

Appendix L

AREAS OF CONTENT IDENTIFIED AS REPEATED

In moving from:

(1) A Diploma to a Baccalaureate Program

Content	# of Prog. Dir. Identifying this Area
All Nursing Content	2
Public (Community) Health	1

(2) An Associate Degree to a Baccalaureate Degree Nursing Program

Content	# of Prog. Dir. Identifying this Area
Fundamentals of Nursing	1
Some Nursing Content	4

(3) An Associate Degree to a Baccalaureate Degree Health Occupations Program

Program	Content	# of Prog. Dir. Identifying this Area
Occupational Therapy	All Course Content	2
Therapeutic Recreation	All Course Content	1
Physicians Assistant	All Course Content	2
Any B.S. Program	All Course Content	1
Medical Lab. Tech.	Repeat and Expand on the Practical in the Clinical Area	1
	Depends--some credit given for life and physical sciences	2

(4) A Practical Nursing to an Associate Degree, Diploma, or Baccalaureate Nursing Program

Content	# of Prog. Dir. Identifying this Area
Fundamentals of Nursing	3
Basic Nursing Procedure	4
Nutrition	2
Body Structure and Function	3
Personal Vocational Relationships	1
Pharmacology	1
Maternal-Child Care	2
All Areas	3

(5) A Vocational to an Associate Degree Health Occupations Program

Program	Content	# Prog. Dir. Identifying this Area
Medical Secretary	All Course Content	1
	Terminology, Anatomy, Sterilization Techniques, Patient Positioning, Draping, Injections, Medication, and Film Handling	1
Dental Hygienist	Basic Sciences	1
	Grooming, Nutrition, First Aid, and Sterilization	2

(6) Health Service Careers to an Advanced Nursing Program

Content	# Prog. Dir. Identifying this Area
Basic Nursing Skills (Fundamentals)	10
Anatomy and Physiology	4
Medical Terminology	4
Asepsis	1

Appendix M

PERCEIVED BARRIERS TO THE CORE CURRICULUM APPROACH
- A SYNTHESIS -

1. While skills, attitudes, and knowledges are similar, there are great variations in the depth of knowledge required at different levels. HSC V, LPN III, AD III, BS III
2. There may be a variance of competencies in a single program. Core curriculum does not give the student an opportunity to demonstrate where her competencies lie. HSC I
3. Core curriculum does not provide the school with an evaluation of the curriculum or quality of education to which the student has been exposed. HSC VIII
4. It is difficult to find instructors proficient in all areas desired in the core. LPN V, AD I, BS I
5. Core curriculum fails to provide credit for certain types of experiences. HSC II
6. Approval of all programs involved would be essential for successful implementation. It is difficult to get people from different health occupations to agree to a common core. HSC II, LPN IV, AD II, DIP I, BS II
7. Programs tend to resist change from traditional methods. HSC I, LPN I, DIP I
8. Many people build "little empires" and think that they and they alone are right. AD III, DIP I
9. There are variations in the way curriculums are set up from program to program making transferability of students between existing programs and establishment of a core difficult. HSC IV, LPN II, AD V, DIP I, BS I
10. There is a need for improved counseling to provide the right student with the right subject at the right time. HSC I
11. There is a lack of uniform curriculum objectives and goals. HSC III, AD I
12. The length of time an evaluation remains accurate has not been determined. HSC I
13. It is difficult to establish a core which meets the individual needs of a very diversified group. LPN III

14. Core curriculums have deterred some students from pursuing selected educational experiences to meet individual needs and goals. LPN I
15. There are differences in objectives and philosophies in various programs. LPN III
16. Quality facilities for clinical experiences are limited. LPN II, AD I
17. Additional funds will be needed to finance the development of the core and the additional faculty required to work separately with groups entering at different levels. LPN III, HSC I, DIP I
18. Finding individuals with experience to direct the organization and implementation is difficult. LPN IV
19. Regents approval is required to grant credit to Vo-Tech students. AD I
20. The time and effort required to develop a core curriculum seldom meets with the approval of program directors responsible for individual professional areas. AD I
21. Too much control would have an adverse affect on innovative approaches. AD II
22. Regents' approval is required to implement a new program. AD I
23. Core curriculum may create scheduling problems. AD I
24. How do you give credit for 1/3 of a course--administrative red tape? AD I
25. Explicit definition of sameness and difference is difficult. DIP I
26. People are hesitant to "speak their minds." DIP I
27. There are multi-definitions of what a core curriculum is. BS I
28. Team teaching would be required. BS I
29. Many consider team teaching a threat. BS I
30. The core curriculum concept applies more appropriately within given levels, rather than across levels. BS III
31. All areas of study need to be well developed. AD I

PERCEIVED BARRIERS TO THE CREDIT BY EXAMINATION APPROACH
- A SYNTHESIS -

1. Such an approach leaves rooms for gaps in education. (Some areas do not lend themselves to examination.) HSC I, AD I, DIP I
2. Tests may not adequately assess a student's qualifications. (The instrument may hit all of a student's strong or weak points, or if a person is exposed to only a portion of course content, he may fail the exam although he has mastered the segment he covered.) HSC VI, AD III
3. An adequate testing instrument for assessing both theory and performance is not available. HSC III, LPN IV, DIP I, BS III
4. People may create barriers. HSC I, LPN I, AD I
5. State Law Requirements may pose barriers. DIP I
6. There may be hesitancy on the part of some institutions of higher education to accept challenge exams. DIP I
7. There is no large scale agreement on what competencies must be held by all individuals on a given level (Closest: State Board exam scores or graduation from a State approved school of nursing). AD I
8. Due to differences in focus of each program, it will be difficult to find or develop a test to provide a means for assessing all graduates of all programs in Oklahoma. AD II, HSC I, DIP I, BS I, LPN II
9. Agreement on what material should be covered in an exam, who will decide what is a passing grade, and how much credit should be allowed is a problem. HSC II, LPN IV, AD I
10. Tests are often unrealistically difficult due to lack of awareness by individual(s) constructing the tests of course content on lower levels. LPN I
11. Meaningful objectives must be agreed upon.
12. Equating equivalency exams of non-formal learning outside a program with that achieved in that program is difficult. LPN II
13. Some feel credit by examination should be combined with the core approach. Such a policy would pose barriers to individuals with only informal learning experiences. LPN II

14. Time and experience of instructors in developing good exams and keeping them updated is limited. LPN III, AD I, DIP I
15. The expense of taking exams may deter some. HSC I
16. Fear of failure or non-acceptance may deter some. HSC I
17. A central testing location adequately large to administer state-wide tests will be needed. HSC I
18. Practicum demonstration on a 1-to-1 basis requires additional faculty time and may necessitate increased faculty--hence additional financing. AD I
19. Students given credit by exam need to be followed up in terms of their success in new programs. AD I
20. Limits should be placed on the amount of credit which could be given through advanced standing. (Patient contact is important.)
21. A standardization of the course exam and skill evaluation is needed to eliminate subjective evaluation by the tester. AD I

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HOW TO OVERCOME THE BARRIERS TO THE CORE CURRICULUM APPROACH - A SYNTHESIS -

1. Develop a core for basics providing greater depth in each specialty area as required. HSC II, LPN II, AD I
2. Implement self-paced learning. AD I
3. Develop challenge and performance exams on modules. AD I
4. Test on an individual basis. HSC III
5. Standardize curriculum and objectives. HSC I, DIP I
6. Establish standard requirements for all teachers. PN I
7. Supplement the core curriculum approach with additional evaluation initially (both clinical and theory tests). LPN II
8. Require increased education to improve quality at all levels. BS I
9. Utilize team teaching. HSC I, AD I
10. Carefully survey and assess concepts to be included and their relationship to all health careers. HSC I
11. Use a committee or board to approve and regulate the program which is as representative of all various areas as possible. HSC I
12. Establish a committee composed of representatives from each level to look into unification of core curriculum and establishing uniform course descriptions and current bulletins. AD II
13. Implement statewide planning which includes directors of all schools (Statewide Planning Commission). DIP I
14. Establish a power center with power to coordinate and enforce. DIP I, AD 1
15. Elicit mutual understanding and cooperation among all schools having similar programs. LPN II, AD I
16. Plan workshops that involve leaders (educators, faculty and employers in health careers) at all levels. HSC I, LPN III
17. Prove it can be done through trial projects. HSC I
18. Demonstrate the time and money which can be saved through use of a core curriculum. HSC I
19. Provide experienced persons to assist local schools. LPN I

20. Develop patience and allow time for acceptance. LPN I, DIP I
21. Secure a faculty that understands core curriculum. LPN I
22. Educate administration and faculty. LPN I, AD I
23. Communicate what is taught at each level. AD I
24. Maintain respect for disciplines other than own. AD I
25. Accompany grades with written evaluations. HSC I
26. Orient everyone to the philosophy and objectives of each health occupation group. LPN I
27. Require each school to offer the same subjects within the core. AD I
28. Keep counselors informed on prerequisites and guidelines for a core curriculum. HSC II
29. Develop written guidelines to aid persons in establishing a core curriculum. LPN I
30. Identify the length of time an evaluation remains accurate. HSC I
31. Synthesize a number of texts to meet the needs of a variety of students at a given level. HSC I
32. Recruit and enlist the assistance of students at the high school and junior college level. HSC I
33. Make observation visits to a number of implemented programs, try several approaches, meet to compare notes, develop the ideal approach. HSC I
34. Increase funds available. HSC I, LPN I, AD I
35. Provide adequate time to develop instruments. HSC I
36. Conduct a pilot study to determine if the Regents' guidelines are valid. AD I
37. Elicit policy changes. AD I
38. Students will educate the Regents. AD I
39. Establish a good system of standards and controls.

HOW TO OVERCOME THE BARRIERS TO THE CREDIT BY EXAM APPROACH - A SYNTHESIS -

1. Use other means of evaluation coupled with exams. HSC III
2. Conduct an in-depth study of curriculum to determine the material which lends itself to measurement. LPN I
3. Require course be taken prior to allowing challenge on nursing content. DIP I
4. Develop behavioral objectives at each level for which tests could be developed.
5. Include performance tests based on the objectives of the program. LPN II, DIP I, BS I
6. Determine which competencies must be demonstrated and how to test for them. AD I
7. Continually update curriculum with actual work situation. LPN I
8. Implement a plan for screening by the licensing agency to eliminate the risk of allowing advancement prior to mastery of skills and knowledges--at least they would or should have some good idea on what periodic screening would accomplish.
9. Strengthen the students' background prior to the exam.
10. Establish a follow-up system--study success of students both as students and graduates. AD I
11. Provide funds for hiring of competent individuals or allowing for release time for faculty to develop tests. LPN I, AD I, DIP I
12. Standardize tests for all areas. HSC I, LPN II, AD I
13. Use exams prepared by a certifying agency.
14. Utilize committees of instructors representative of all programs to develop written criteria and guideline for standardized tests.
15. Use NLN standardized exams.
16. Set up a committee composed of instructors representative of all areas to develop a valid and reliable measuring instrument of student's knowledge and skills. HSC IV, LPN IV, AD I
17. Insure good communication up and down the ladder (including communication of what is being taught at various levels). LPN I

18. Establish trial and error projects. LPN I, AD II
19. Promote interest. LPN I
20. Elicit outside assistance. LPN I
21. Work cooperatively. AD I
22. Investigate the philosophy of the faculty in regard to credit by exam prior to hiring. AD I
23. Elicit a willingness to change with the times. DIP I
24. Recognize individuality of programs and allow for in developing mobility plan(s). BS I
25. Establish identical curriculum. I
26. Standardize procedures. HSC I
27. Change program focus by structuring programs with this in mind. AD I
28. Develop a statewide plan for major emphasis and philosophy. (This could eliminate the need for testing if the focus and philosophies are the same.) AD I
29. Obtain agreement of all schools to accept the same standards. LPN I
30. Test quarterly. HSC I
31. Vary the amount of credit given from one program to another, i.e., more credit should be given in moving into some areas than others.
32. Administer controlled exams. AD I
33. Implement a plan for allowing students to challenge units within a course and receive credit value for less than the entire course.

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Appendix N

OPINION LEADERS

..i an attempt to identify opinion leaders in Health Occupations Education, respondents were asked:

"In developing your program for Career Mobility, who would you consult for opinions and ideas?"

From the responses received, it would appear that few state-wide opinion leaders exist in Health Occupations Educations. Opinion Leaders mentioned by two or more program directors are listed below:

Dr. Wilson Stinnett Administrator, Baptist Hospital Oklahoma City, Oklahoma	2
Dr. Frances Tuttle, State Director State Department of Vocational and Technical Education Stillwater, Oklahoma	2
Dr. E. T. Dunlap, Chancellor Oklahoma State Regents for Higher Education State Capitol Building Oklahoma City, Oklahoma	2
Mrs. Patricia Jamison, State Supervisor Health Occupations Education Division State Department of Vocational and Technical Education 4100 North Lincoln Oklahoma City, Oklahoma	5
Miss Juanita Proctor Nursing Department Oklahoma Baptist University Shawnee, Oklahoma	2

A number of respondents identified Formal Organizations such as:

National League of Nursing		2
Oklahoma State Regents for Higher Education		2
Oklahoma Board of Nurse Registration and Nursing Education		6
Oklahoma State Department of Vocational and Technical Education		8
Health Occupations Education Division	4	
Curriculum Division	4	

Further, the following members of formal organizational structures in Health Occupations and Health Occupations Education were identified:

Representatives of Educational Institutions

Local Administrators	7
Program Directors	7
Faculty	14
Advisory Committees	7

Representatives of Health Service Institutions

Hospital Administrators	4
Physicians	6
Nurses	6
Clinicians	2

as well as, the following miscellaneous categories:

Individuals with experience in developing Career Mobility Programs	3
Career Mobility Programs which have been implemented	3
Students	2

OTHER RESOURCES

The question:

"Please suggest other resources where you would seek assistance in these areas."

resulted in identification of the following:

Advisory Committees	3
Professional Organizations	3
Oklahoma State Regents for Higher Education	3
National League of Nursing	2
State Department of Vocational and Technical Education	2
Department of Health, Education and Welfare	2
National Institute of Health	2

Appendix O

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EXISTING INSTRUMENTS FOR ASSESSING STUDENT QUALIFICATIONS FOR ADVANCED STANDING

QUESTIONS on which this tabulation was based:

10. Have you used the National League of Nursing Standardized Tests in your program for granting advanced standing? ( ) Yes ( ) No

11. Do you have confidence in these tests for assessing a student's qualifications for advanced standing in nursing or health related programs? ( ) Yes ( ) No

    If no, why? (Succeeding pages give a synthesis of responses)

12. Do you use or are you aware of other tests, standardized or non-standardized, which you think may be useful in assessing student qualifications for advanced standing? ( ) Yes ( ) No

    If yes, please list title and indicate program for which it is used. (Succeeding pages give a synthesis of responses)

	Health Occupations Programs						Nursing Programs			
	Vocational			Assoc. Degree			L.P.N.	A.D.	Diploma	B.S.
	HSC	MOA	DOA	MLT	Resp T	H O				
NLN Tests Have used for granting adv. standing	1	0	0	0	0	0	6	0	0	0
Have not used for granting adv. standing	14	3	2	3	1	3	12	9	2	3
Have confidence in for granting adv. standing	4	0	0	0	0	1	9	4	1	2
Do not have confidence in for granting adv. standing	6	0	0	0	0	2	5	3	2	1
Not familiar with	3	1	1	1	1	0	0	1	0	0
Other Tests Aware of	4	1	2	1	0	3	7	4	1	1
Not aware of	12	2	0	2	1	1	11	5	2	2
No Response										
No. 10	2	0	1	0	0	1	0	0	0	0
No. 11	4	2	2	1	0	1	4	1	0	0
No. 12	1	0	1	0	0	0	0	0	0	0

RESPONSES TO THE SECOND PARTS OF QUESTIONS 11 AND 12 CATEGORIZED BY TYPE OF PROGRAM

Vocational Health Occupations Programs

11. If no, why?

    a. I feel performance should be tested also
    b. Some of them have the dumbest questions
    c. Not applicable
    d. I feel some of the content is irrelevant (referred to content on "the arts")
    e. They do not adequately assess a student's qualifications in all areas
    f. They are outdated

12. If yes, please list title and indicate program for which it is used.

    a. Oklahoma's exams for Nursing Assistant--from basic to advanced
    b. Perhaps Area I Licensed Practical Nursing tests could be used for our Nursing Assistant students
    c. American Red Cross Standard Certificate Tests
    d. Medical Office Assistant Exam developed by AMA to certify students with two years experience (One program director felt these were good; a second, stated geographic differences make them unrelated.)
    e. Dental Assistant Certifying Exam--requires 2 years experience prior to taking the exam. They are developed by the American Dental Assistant Association.

Associate Degree--Health Occupations Programs

11. If no, why?

    a. Lack of knowledge on my part concerning these tests.
    b. Tend not to be current conceptual content.

12. If yes, please list title and indicate program for which it is used.

    a. CLEP for Medical Laboratory Technicians
    b. CLEP and ACT--The ACT Social Science score is a good indicator of reading ability.
    c. Teacher-developed tests (South Oklahoma City Junior College)

Licensed Practical Nursing Programs

11. If no, why?

    a. Too difficult and usually obsolete
    b. Am of the opinion they are not good tests for local situations. Also, they do not test skills
    c. Does not evaluate practical application
    d. Outdated--same tests since 1958

e. My students have consistently scored low on the first test, while practicing competently and later scoring high on the second test and State Board examination.

12. If yes, please list title and indicate program for which it is used.

a. Psychological Corporation, 304 East 45th Street, New York, New York 10017
b. Teacher-made tests (Clinton, Lawton, Muskogee and Oklahoma City LPN Programs)
c. MMPI
d. OTIS Standard IQ (requiring a score of 90 or above)
e. Nelson Denny Reading Comprehension Test
f. Two literature sources were referenced:

Von Gremp and Broadwell. Practical Nursing Study Guide and Review. Philadelphia: J. B. Lippincott Company, 1971.

Thomas, Virginia E. Life Sciences for Health Technologies. Huntington Beach California: Technicourse, Inc., 1970.

Associate Degree Nursing Programs

11. If no, why?

a. Some items on each test may be outdated.
b. A written test alone does not measure skills or aptitude of applicant
c. Do not necessarily reflect what the individual courses stress
d. May have been used in previous program
e. Content not current

12. If yes, please list title and indicate program for which it is used.

Mesa College Exam (performance and academic exam in nursing)
CLEP and ACT Tests (Recommends if a score of 15 or below is made on Social Science section that remedial reading be required)
Teacher-made tests (Bacone College and South Oklahoma City Junior College)

Diploma Nursing Programs

11. If no, why?

a. Programs are presented in different ways--achievement exams are disease oriented rather than integrated.
b. Not constructed for this purpose
c. Basic science tests have been used with some success to help junior colleges assess knowledge
d. Depends, anything above 50% adequate knowledge

12. Schmeltzer's General Aptitude for Nursing
Dent Psychological Testing Service and Medical Exam Testing study guide for students. (Did not recommend the latter, just mentioned)

Baccalaureate Nursing Program

11. If no, why?

    a. Not designed to.

    Has confidence in

    a. as one method--supplemented with teacher-developed tests.
    b. personal experience indicates they work well with diploma students entering BS program

12. If yes, please list title and indicate program which it is used.

    a. Teacher-made theory and video tape tests (Tulsa University)

    b. GRE and Miller's Analogy--used for BS students entering MS program.

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ACCESSION NUMBER: VT100752

PUBLICATION DATE: JUL73

TITLE: LEARNING RESOURCES FOR THE DISADVANTAGED STUDENT. FINAL REPORT.

PERSONAL AUTHOR: SAKMAR, MICHAEL G.

DESCRIPTOR: *RESEARCH PROJECTS; *MATERIAL DEVELOPMENT; *EDUCATIONAL RESOURCES; INSTRUCTIONAL MATERIALS; INSTRUCTIONAL AIDS; *DISADVANTAGED YOUTH; *JUNIOR COLLEGE STUDENTS; POSTSECONDARY EDUCATION; COMMUNITY COLLEGES

IDENTIFIER: VIRGINIA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ABM V.7NO.4(1974)PP. 619

ABSTRACT: SUMMARIZED ARE THE HIGHLIGHTS OF A RESEARCH EFFORT AIMED AT IMPROVING THE SUCCESS LEVEL OF DISADVANTAGED STUDENTS IN THE VIRGINIA COMMUNITY COLLEGE SYSTEM THROUGH THE USE OF A CLINICAL APPROACH TO THE UTILIZATION OF LEARNING RESOURCES. DESCRIPTIONS OF THE OPERATIONAL PROCEDURES AND OUTCOMES OF EACH OF THE FIVE PARTICIPATING HIGHER EDUCATION INSTITUTIONS ARE INCLUDED IN THE REPORT AS WELL AS THE OVERALL CONCEPTUAL FRAMEWORK OF THE PROJECT AND RESULTING CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY. (SN)

INSTITUTION NAME: VIRGINIA STATE DEPT. OF COMMUNITY COLLEGES, RICHMOND.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

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LEARNING RESOURCES FOR THE DISADVANTAGED STUDENT

FINAL REPORT

By

Michael G. Sakmar
Project Director

JULY, 1973

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SECTION 3: CONCLUSIONS AND RECOMMENDATIONS

I. Title of Project "Learning Resources for the Disadvantaged Student"

The second year of a two year action research project for improving the success level of disadvantaged students in the Virginia Community College System within occupational-technical curricula--a clinical approach to the utilization of Learning Resources.

II. Statement of Problem

The Community Colleges in Virginia are charged to provide higher education of an appropriate nature to all those who can profit from further education. The purpose of each college is to aid individual development and provide meaningful instructional curricula that assure success to the individual.

The Virginia Community College System established, at the outset, a framework in which meaningful and viable instructional programs would be developed for a heterogeneous student population with broadly differing needs. The framework now includes a Developmental Studies program which is intended, among other purposes, to provide educational readiness to enter into occupational-technical programs. However, a less than adequate job has been done in defining the placement and insuring the progress of the disadvantaged occupational-technical student from the point of entrance, through the instructional experiences of the program, and into successful employment. Implicit to the nature of the statewide system are the widely varied population characteristics of the regions served by each college. Accordingly systemwide needs may require varying solutions to best satisfy the localized emphasis desired.

Thus, the problem was generalized into three segments as follows:

A. To develop methods to improve initial placement into educational programs.

B. To identify and harness a variety of learning resources to best serve individual needs

C. To structure these learning resources in a meaningful way, so as to prepare the disadvantaged student with the educational tools and psychological set to have a reasonable chance of success in his chosen curriculum and occupation

III. Objectives

A. Overall (Phase 1 and Phase 2)

1. Utilizing the collective personnel and material resources of the Virginia Community College System plus consultants, determine ways and means to significantly improve Developmental Studies for disadvantaged students entering into occupational-technical programs.

2. Develop demonstrably successful learning systems which will maximize the community college learning experience for occupational-technical disadvantaged students

IV. Procedures

A. General - Five colleges of the Virginia Community College System undertook separate action research projects in accordance with their own perceived needs for testing-out various aspects of composite problems associated with improving educational opportunities for disadvantaged students. These colleges were Tidewater Community College (Frederick Campus), John Tyler Community College (Chester), Blue Ridge Community College (Weyers Cave), Germanna Community College (Fredericksburg), and Virginia Highlands Community College (Abingdon).

It was decided by the members of the project committee to give much latitude to the project participants so as not to stifle their individual research or outcomes. Aid was supplied via financial means, moral support

and system-wide expertise

The projects themselves were at three distinct levels and the aid given was to move the projects toward completion First, there were those proposed projects that needed help to be placed in operation. Second, some projects were underway and aid was needed to further operations. And lastly, those projects well underway that needed the aid to reach completion. This, too, made wide latitude necessary in the selection of participating colleges.

All other colleges continued to pursue their own interests in making improvements to ongoing programs in Developmental Studies or other programs specifically helpful to the disadvantaged student. In this sense all colleges participated in the objectives of this project and tried innovative ideas which resulted from the benefits of the first year's work.

A statewide conference of one day's duration was held in the spring quarter to enable representatives of each college to bring together the results of their respective findings. In particular the five colleges participating in special projects were afforded the opportunity to describe in some detail their methodology, data collection, analysis, and conclusions.

The conference, held in Lynchburg, was attended by 57 persons. This group represented 20 Virginia community colleges. It also allowed a needed "give-and-take" between the representatives and a building up of system-wide rapport. This conference also enabled the Project Director and the Statewide Learning Resources Committee to summarize the project in terms of a preliminary final report.

BLUE RIDGE COMMUNITY COLLEGE

PEER COUNSELOR-TUTOR

RESOURCE PROJECT REPORT

Rowan A. Zeiss
Sally F. Fulton

E. B. Cox
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Introduction

The purpose of community colleges in Virginia includes the provision to provide "each individual . . . a continuing opportunity for the development and extension of his skills and knowledge along with an opportunity to increase his awareness of his role and responsibility in society." This commitment to the development of individual potential requires that the administration and the instructional faculty of Virginia community colleges continue to seek innovative resources. Some writers such as Bloom and Carroll have advanced the theory that 90 percent of the students entering community colleges can complete appropriate educational goals and objectives if the colleges provide comprehensive, flexible, and stimulating instructional resource options.

In spite of the fact that numerous resources exist, a substantial number of students continue to fail in their educational pursuits. It is believed that many of these students, due to a variety of personal, social, and academic disadvantages, are not being reached under present conditions. One means of translating learning resources to the disadvantaged student is through peer counselor-tutors.

Statement of the Problem

The purposes of this project were to provide an appropriate learning resource for disadvantaged students and to initiate the further development of human learning resources with a peer-counselor tutoring program for occupational-technical students.

Specifically, the project was directed to the following objectives:

1. To identify a population of occupational-technical students who had G.P.A.'s under 2.0.
2. To identify occupational-technical students experiencing difficulty in one or more courses even though their G.P.A.'s were 2.0 or greater.
3. To provide these students with the assistance of a trained, peer counselor-tutor.

Methods and Procedures

The twenty-two tutorees and the eleven tutors who participated in the project were full-time students at Blue Ridge Community College during the 1972-73 year. G.P.A.'s of the tutorees

ranged from .928 to 3.0. Both first-year and second-year students were involved. All were enrolled in occupational-technical curricula, including general office assistant, secretarial science, drafting and design, accounting, animal technology, forestry, and mental health.

The tutors, whose G.P.A.'s ranged from 2.5 to 4.0, were also heterogeneous. Two were enrolled in transfer curricula, and nine in two-year programs, including merchandising management, electronics technology, animal technology, and accounting.

Participation in the project was voluntary. However, students were encouraged by referrals from counselors and faculty members to utilize the tutoring service. Alternate forms of the Tennessee Self-Concept Scale and the Brown-Holtzman Survey of Study Habits and Attitudes test were given to the tutorees at the beginning and at the conclusion of their participation in the project. In some cases it proved impractical to administer these instruments. Therefore, this data is not available for all of the subjects (see Appendices C and D).

The tutors were selected on the basis of their academic competence as indicated by their G.P.A.'s, their interest to work with the project, and the approval of the counselor responsible for coordination of the tutoring project. Each tutor was individually oriented in tutoring procedures by the counselor in charge, and each tutor took the Tennessee Self-Concept Scale (see Appendix E). Throughout the project each tutor kept a log of tutoring sessions and had periodic conferences with the counselor or the faculty member who was working with the project.

In the winter quarter, the tutorees for the project consisted of eleven occupational-technical students. Four were tutored in business mathematics, two in accounting, one in agriculture, and four in economics (see Appendix A).

Five tutors were selected and oriented to work with these students (see Appendix B).

Although a volunteer tutoring service was already in operation at the inception of the project, the approval for funding delayed actual initiation of the project until the middle of the winter quarter.

In the spring quarter, eight tutors were engaged (see Appendix A) to work with seventeen tutorees: five in business mathematics, four in technical mathematics, one in typing, one in English, three in algebra, and three in economics.

Analyses and Findings

Variables such as incomplete data, the length of time the students participated in the project, the different subject matter areas involved, and the inability to control extraneous conditions which may have influenced outcomes limit precise analysis of the data gathered. The gain in the G.P.A.'s of the tutorees is the single most significant factor suggesting that the project had desirable outcomes (see Appendix A).

Fourteen of the twenty-two tutorees improved their G.P.A.'s between the fall or the winter and spring quarters. With the exceptions of one student who withdrew during the spring quarter and one who had no prior academic record for comparison, the trend of the students who did not make definite G.P.A. gains was maintenance of a 2.0 or better average.

With the exception of two tutorees who withdrew from the College, all successfully completed at least minimum requirements in the subjects in which they were tutored. Data from the Tennessee-Self-Concept Scale and the Brown-Holtzman Survey of Study Habits show irregular characteristics among the subjects (see Appendices C, D, E).

As measured by the Tennessee Scale, the tutors as a group tended to have higher self-concepts than the tutorees. Since "the individual's concept of himself has been demonstrated to be highly influential in much of his behavior . . . [Fitts, 1965, p. 1]" and since the tutors as a group had demonstrated greater academic success than the tutorees, this trend was to be expected. The number in the sample is too small to establish whether or not there was any significant statistical difference between the tutors and the tutorees as a group.

Individual variations in the Tennessee Self-Concept Scale results can be observed. By the post-test Scale measure, some tutorees demonstrated improved self-concepts. The trend, however, is not consistent in all cases. While there is implication that the tutoring influenced the development of positive self-concepts, no conclusive evidence exists.

Pre- and post-test results of the Survey of Study Habits and Attitudes suggest that the tutorees tended to improve in the characteristics which are common among academically successful students. As with the Tennessee Scale, however, individual variations occur, with some post-test scores lower than the pre-test scores (see Appendix D).

Subjective written and oral evaluations by the tutorees, the tutors, the counselor, and the faculty members involved indicate that the project was well received by them. Success is fully

suggested by the highly positive comments of all involved. Observations of the counselor include the following statements:

1. Although the gain is hard to measure and verify, the growth in self-concept of both tutors and tutorees must be counted among the successes of the project. This growth may have resulted from giving to others, the knowledge that the person has something valuable to give to other people. Others know that they will be able to graduate or that they will be able to go on with their educational pursuits.

2. A very rewarding success was "selling" the project to certain faculty members. Some faculty members were very enthusiastic, but others were very skeptical—one in particular. After several students in his class began making progress, this particular faculty member became convinced of the worth of the tutoring program. Now he reports regularly with much enthusiasm on his students' successes.

3. Some remarkable academic successes have been evident. One student went from a D to an A on tests in technical math in less than a quarter. He and his tutor worked very diligently together. Others have made steady progress but have also progressed at a faster rate since they have had a tutor.

Summary and Implications

Although the statistical data is insufficient to measure the project outcomes, the consensus of the professional personnel involved in the project is that it was a success in terms of the individual growth of the tutorees and the tutors, the acceptance of the program by faculty members and students, and the experience gained by the staff members involved. Plans are underway to continue a tutoring program next year.

The Tennessee Self-Concept Scale and the Survey of Study Habits and Attitudes provided information which was useful in working with the subjects, but these instruments did not provide data sufficient to measure outcomes. Academic grades appear to have been the most relevant measure associated with outcomes.

Since the initiation of the project had been planned for the beginning of the winter quarter, it was a disadvantage that late approval for the funding delayed the training of the tutors and the recruitment of students who needed tutoring. The number of students who participated in the project was considerably fewer than expected.

Many of the students identified by low G.P.A.'s as prospective subjects for the project were not willing to accept tutoring assistance. Continuing efforts must be made to motivate such students to utilize the resources available to them.

The project did not provide sufficient data to evaluate the effect of tutoring on the attitudes of the tutorees (see Peer Counselor—Tutor Resource Project Proposal, Section III, 8).

In spite of the fact that the statistical data is incomplete and inconclusive, there are implications that tutoring may affect the development of attitudes, study habits, and self-concepts which are believed to influence academic performance. Further study should be given to the use of the Self-Concept Scale and the Survey of Study Habits and Attitudes.

These instruments appear to be useful in helping the individual gain a better knowledge of how he perceives himself, and they are appropriate resources to be used when initiating a counseling—tutoring relationship. Pre- and post-administration of these instruments, however, cannot be relied upon to measure outcomes of the tutoring experience.

Overall, the project successfully initiated further development of human learning resources and provided a group of occupational-technical students with an appropriate learning resource. Based on the data suggesting that the tutoring had desirable outcomes in relation to the students' academic performance and the highly positive reception by the students and the staff, a peer counselor—tutoring service should be continued. Further, the service should not be limited to occupational-technical students as it was due to the funding requirements of this project.

Future development of the tutoring program will require improved training and supervision of the tutors, improved procedures to identify and recruit students who may benefit, improved coordination with the overall instructional resources, and continuing efforts to evaluate outcomes.

References

Brown, William F. and Holtzman, Wayne H. *Manual, Survey of Study Habits and Attitudes.* New York: The Psychological Corporation, 1967.

Fitts, William H. *Manual, Tennessee Self-Concept Scale.* Nashville: Counselor Recordings and Tests, 1965.

Appendix A

Tutorees GPA's

Tutoree	Fall	Winter	Spring
F.C.	2.1	2.4	2.4
W.C.	1.8	2.4	2.3
E.C.	3.0	2.3	2.5
J.D.	1.6	1.7	2.2
M.D.	2.8	2.7	2.5
W.E.	2.2	2.9	2.4
E.F.	2.1	1.6	2.2
C.F.	2.8	3.0	3.0
R.G.	2.5	1.5	2.3
D.H.	.928	1.2	2.5
K.H.	2.6	2.4	2.6
P.J.	2.1	1.8	W (Withdrew)
P.K.	3.6	3.0	3.0
P.K.	1.3	2.0	3.2
S.M.	1.5	3.0	2.5
B.M.	2.0	2.3	2.3
D.M.	2.0	2.6	2.7
G.S.		2.2	2.0
L.S.			3.0
B.S.	2.7	2.5	2.4
M.T.	2.3	2.5	2.6
J.W.		3.0	3.0

Appendix B

Tutors

Tutor	GPA	Curriculum	Subject Tutored
		Winter Quarter	
Larry Foley	3.2	Pre-Teacher	Accounting
*Janice Hartman	4.0	Accounting	Accounting, Business Math, and Economics
Abbie Lawrence	4.0	Animal Technology	Animal Science
*Carter Ritchie	3.3	Business Management	Business Math
Jean Varner	3.3	Merchandising Management	Business Math
		Spring Quarter	
Kathy Mason	3.3	Secretarial Science	Typing
Carolyn Meadows	3.5	Pre-Teacher	Algebra
Willie Meek	2.5	Electronics Technology	Economics
Teresa Whiteside	2.7	Business Management	English
Seth Williamson	3.6	Pre-Science	Technical Math
Gina Wimer	3.7	Animal Technology	Economics

*These students also tutored during the 2nd quarter. Janice Hartman tutored in Business Math and Technical Math during the 2nd quarter.

Appendix C

TUTOREES
TENNESSEE SELF-CONCEPT SCALE

TUTOREES		SELF CRITICISM	SELF ESTEEM	IDENTITY	SELF SATISFACT.	BEHAVIOR	PHYSICAL SELF	ETHICAL SELF	PERSONAL SELF	FAMILY SELF	SOCIAL SELF
*S. M.	pre										
	post										
B. M.	pre	60	69	60	79	45	70	25	50	75	82
	post	42	55	82	42	40	45	45	45	66	66
*E. F.	pre										
	post										
*D. H.	pre										
	post										
J. D.	pre	45	15	12	22	8	5	45	7	25	20
	post	35	10	40	15	5	22	45	2	25	8
M. D.	pre	65	4	2	15	3	2	4	10	4	15
	post	80	95	4	18	4	3	5	8	4	46
*P. K.	pre										
	post										
E. C.	pre	50	4	2	25	3	15	10	24	2	4
	post	45	15	.09	65	25	25	20	50	10	10
M. T.	pre	10	80	85	82	55	70	95	65	72	73
	post	6	70	97	60	40	80	85	55	40	75
*B. S.	pre										
	post										
K. H.	pre	60	98	97	98	96	99+	80	96	97	85
	post	49	94	96	88	82	98	82	96	90	54
P. K.	pre	15	86	94	97	80	81	97	94	95	65
	post	22	97	94	99	85	94	98	90	85	85
**P. J.	pre										
	post										
W. C.	pre	20	18	45	7	25	8	11	30	50	16
	post	15	22	49	15	30	4	20	51	27	58
R. G.	pre	55	30	24	88	3	60	30	50	25	20
	post	40	75	44	96	60	85	3	90	96	82
*W. E.	pre										
	post										
L. S.	pre	35	.08	.1	4	3	16	.5	2	.3	5
	post	45	70	.05	7	4	3	.8	1	4	15
*G. S.	pre										
	post										
*D. M.	pre										
	post										
F. C.	pre	54	4	7	4	6	10	7	4	19	4
	post	36	4	2	20	9	9	48	6	7	4
*J. W.	pre										
	post										
*C. F.	pre										
	post										

*Data not available.
**Withdrew from the College.

Percentiles, College Freshman Norms

Appendix D

TUTOREES
SURVEY OF STUDY HABITS AND ATTITUDES TEST

TUTOREE		DELAY AVOIDANCE DA	WORK METHODS WM	STUDY HABITS SH	TEACHER APPROVAL TA	EDUCATION ACCEPTANCE EA	STUDY ATTITUDES EA	STUDY ORIENTATION SO
P.K.	pre	45	55	50	10	15	10	25
	post	55	55	55	15	30	20	35
B.M.	pre	40	45	40	65	60	60	50
	post	20	40	25	70	40	55	35
*E.F.	pre							
	post							
*D.H.	pre							
	post							
J.D.	pre	35	25	30	3	10	5	10
	post	45	30	35	3	10	3	10
M.D.	pre	15	25	20	25	25	20	15
	post	15	15	15	35	15	20	15
*P.K.	pre							
	post							
E.C.	pre	25	15	15	25	40	30	20
	post	30	15	20	20	30	25	20
M.T.	pre	30	30	30	3	10	5	10
	post	10	15	10	3	1	1	1
*B.S.	pre							
	post							
K.H.	pre	55	70	60	20	35	25	45
	post	55	65	60	15	50	30	45
*S.M.	pre							
	post							
**P.J.	pre							
	post							
W.C.	pre	20	40	30	1	1	1	3
	post	10	3	5	1	1	1	1
R.G.	pre	10	20	15	1	1	1	1
	post	85	75	85	90	45	70	80
*W.E.	pre							
	post							
L.S.	pre	15	20	15	25	45	35	20
	post	5	20	10	50	70	50	25
*G.S.	pre							
	post							
*D.M.	pre							
	post							
F.C.	pre	70	55	65	90	97	95	85
	post	45	40	40	50	65	55	45
*J.W.	pre							
	post							
*C.F.	pre							
	post							

*Data not available.
**Withdrew from the College.

Percentiles, College Freshman Norms

Appendix E

TUTORS

TENNESSEE SELF-CONCEPT SCALE

TUTORS	SELF CRITICISM	SELF ESTEEM	IDENTITY	SELF SATISFACT.	BEHAVIOR	PHYSICAL SELF	ETHICAL SELF	PERSONAL SELF	FAMILY SELF	SOCIAL SELF
L.F.	20	30	40	70	5	4	55	65	55	20
J.H.	4	45	55	58	27	27	76	60	26	44
A.L.	75	45	20	76	24	70	75	50	15	25
K.F.M.	65	18	34	26	5	4	62	25	2	78
C.M.	10	28	78	65	15	12	52	52	15	55
W.M.	70	90	97	75	74	85	85	60	75	90
C.S.R.	15	85	45	90	90	72	75	93	76	72
J.V.	65	60	52	74	46	68	30	50	78	60
T.W.	6	95	94	96	78	77	90	96	90	75
S.W.	40	15	4	25	25	15	10	50	10	20
G.W.	92	45	35	14	14	25	82	5	58	72

Percentiles, College Freshman Norms

VIRGINIA HIGHLANDS COMMUNITY COLLEGE

DEVELOPMENT OF MULTI-MEDIA INSTRUCTION FOR DATA PROCESSING

RESOURCE PROJECT REPORT

Virginia Williams
Neil Murphy

ERIC

Virginia Highlands Community College applied its funds under the Learning Resources for the Disadvantaged Student grant to a mini-project of multi-media instruction in Data Processing using multi-sensory media as compensatory mechanism for reading disabilities and communications deficiencies existing in the population of students which could be characterized as educationally disadvantaged.

The evaluation of the success of the program consisted of a comparative study of students who completed partial course objectives under traditional instructional styles and students who completed partial course objectives (the same objectives) under self-paced, multi-media instructional methodologies.

The research was divided into three (3) phases: Phase I, a presearch phase consisted of searching for a direction of experimentation. Phase II was the actual development of multi-media packages. Phase III was the evaluation of the packages as compared to traditional instruction.

The questions to be answered in Phase I are listed in Table I.

The material was prepared, in addition to the traditional lecture method, using the instructional strategies listed in Table II.

The unit required three and one-half (3 1/2) weeks to achieve the objectives. Classroom attendance was not required except for two (2) checkpoint days. The instructor was available in the classroom during the regular class period for consultation by any students so requiring. It was explained to the student that he could attend the regularly scheduled sessions if he felt uncomfortable with the packaged materials, needed questions answered, or wanted the regular classroom situation. No one came to the class.

The motivation measure of the experimental population is given on Table III.

At the conclusion of this unit, a post-test was given and in addition, the students were given a chance to react to the experience by the revision data form attached as Table IV.

Student responses were tabulated in Tables V and VI, attached.

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On the open ended question, "How do you feel that these instructional materials can be improved?" comment after comment said "More checkpoint days" and "More deadlines". The students had been so conditioned to the traditional method of instruction that even though they liked the unstructured, they were unable to deal with the freedom.

In answer to the question, "How much do you feel you learned by going through this unit?", an admittedly subjective question, the results were those tabulated in Table VII.

The achievement of the objectives with materials which were non-visually oriented was the lowest. The students definitely preferred the use of slides with the tape material in place of slides and workbook. Students did demonstrate trouble budgeting time and attempted to learn some of the material on a crash basis.

In the actual development of the materials for Data Processing, the following guidelines were observed:

1. Careful definition of student needs in writing of clear behavioral objectives was undertaken.
2. Writing and production of visually oriented programs utilizing very small frames of instruction was undertaken.
3. In the final unit there will be branching possibilities for the students; that is, students in the accounting curriculum will be able to choose Data Processing units related to accounting, secretarial science students will be able to select Data Processing units related to data typing, etc. This is to increase the motivation of the student taking the course and also to make the instruction relevant to the needs of the student. The completed production of materials should be finished by September of 1973, and at this time Phase III will begin, that is the comparative study of traditional versus multi-media approach in detail. These preliminary findings

will be expanded at that time.

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QUESTIONS TO BE ANSWERED IN PRESEARCH PHASE

1. WHAT KIND OF LEARNING ENVIRONMENT DO STUDENTS PREFER?
   UNSTRUCTURED? TRADITIONAL?
2. HOW DO STUDENTS FEEL ABOUT NON-TEACHER-CENTERED INSTRUCTION?
   CHEATED? RELIEVED?
3. WHAT FORMAT OF PACKAGING DO THE STUDENTS THINK IS BEST?
4. HOW WELL DO STUDENTS ACHIEVE OBJECTIVES WHEN WORKING WITH DIFFERENT PACKAGING FORMATS?

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INSTRUCTIONAL STRATEGIES USED IN UNIT

1. PRINTED MATTER WITH ACCOMPANYING SELF-CHECK STUDY GUIDES AND PROJECTS
2. TAPES WITH ACCOMPANYING ILLUSTRATIONS
3. SLIDE-TAPE PROGRAMS
4. PROGRAMMED INSTRUCTION (BRANCHING VARIETY)
5. FIELD TRIP

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TABLE III

DATA ON EXPERIMENTAL POPULATION

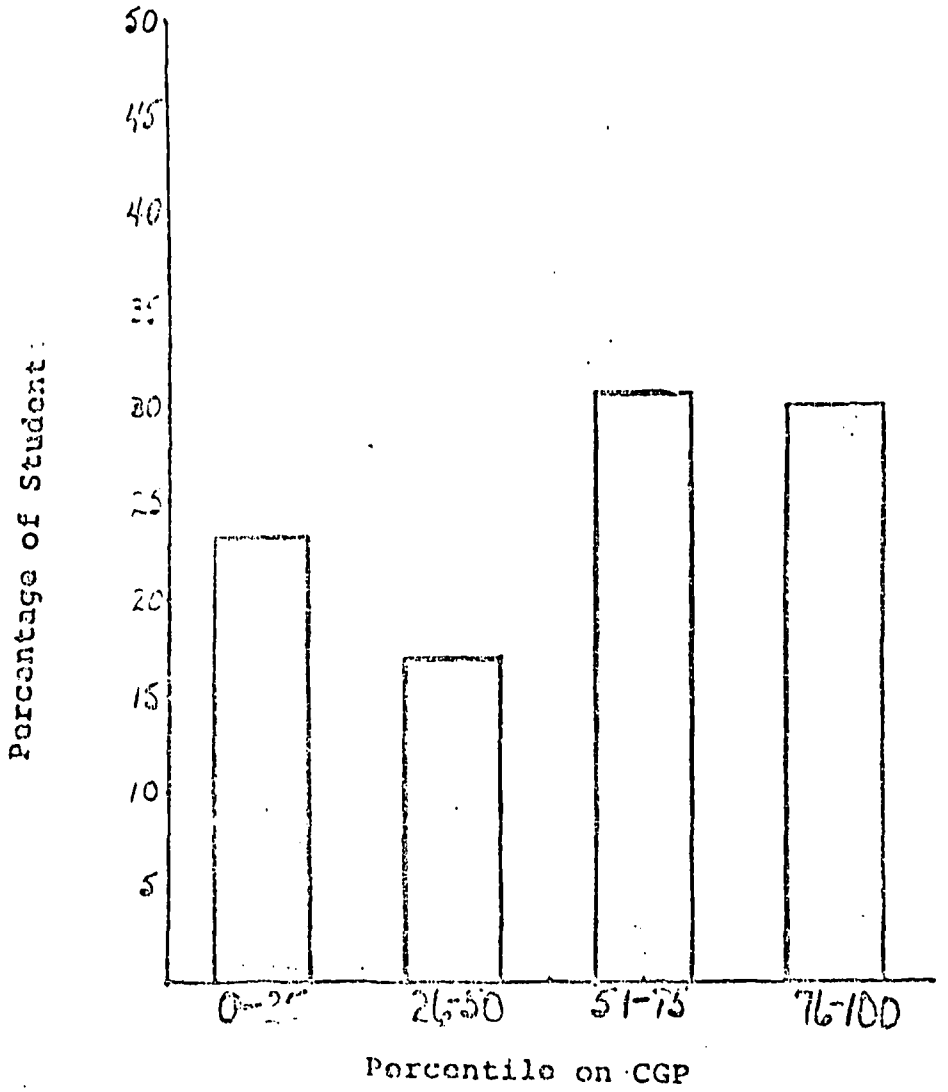

MOTIVATION MEASURE

DATA ON EXPERIMENTAL POPULATION

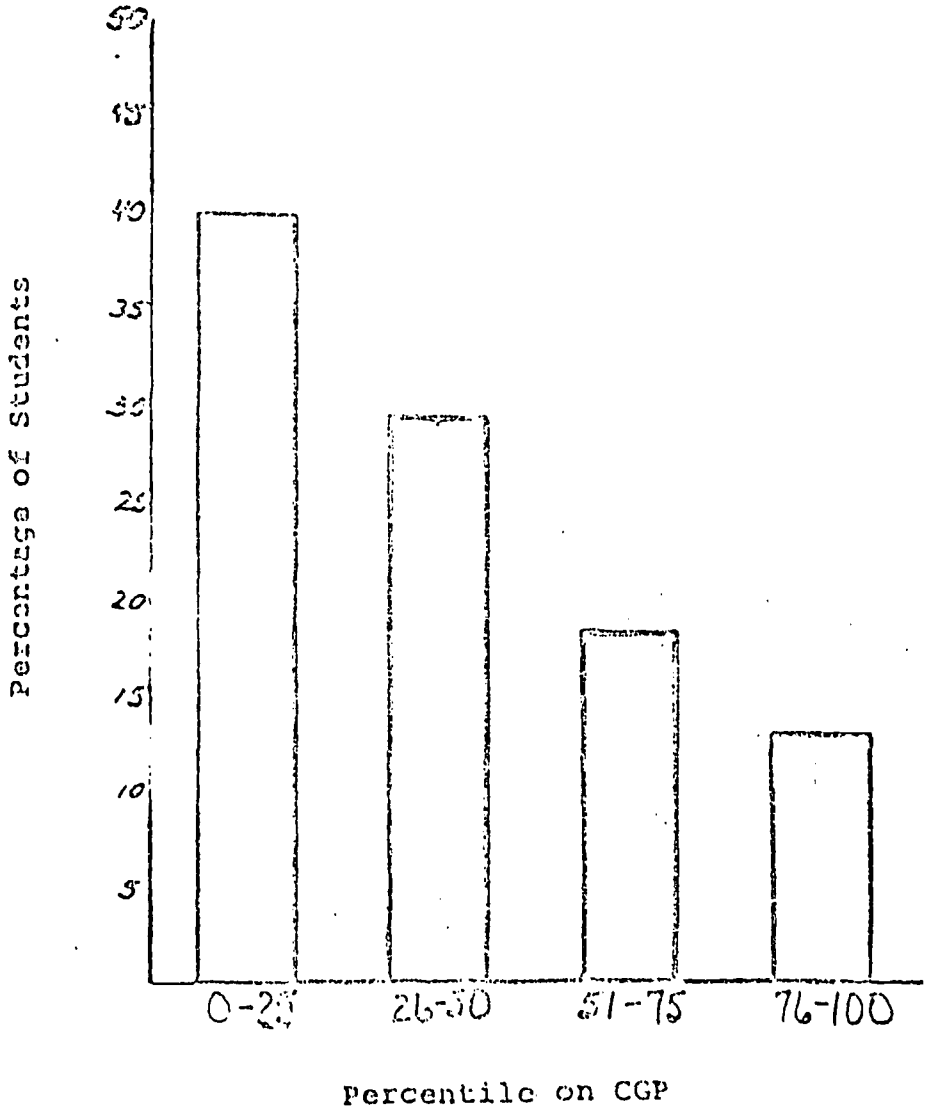

READING

TABLE IV

REVISION DATA FORM

1. Were the objectives clear? _____

   If no, which objective(s) gave you the most difficulty?

2. How much did you enjoy working through this unit?

   _____ Very much _____ Some

   _____ Very little _____ None

   COMMENTS!

3. How much do you feel you learned by "going through" this unit?

   ____ Very much _____ Some _____Very little _____None

4. Which statements best describe your feelings about this self-instructional unit?

   _____ too easy
   _____ inspiring
   _____ a waste of time
   _____ interesting
   _____ so-so
   _____ just another course requirement
   ____ boring
   ____ can take it or leave it
   ____ a real treat
   ____ dull
   ____ too time consuming
   ____ sure beats traditional approach to education

5. Do you feel the material dealt with in this unit is relevant to your present or future needs? ____ Yes _____No

6. What are your comments about the machines by which the material was presented?

7. Please suggest ways in which this self-instructional unit might be improved.

THANKS!

Were the objectives clear? _____

If no, which objective(s) gave you the most difficulty?

"Yes"	90%
"Most of them"	3%
"Some"	3%
"No"	4%

How much did you enjoy working through this unit?

45%	Very much
3%	Very little
43%	Some
9%	None

TABLE VI.

Which statements best describe your ings about this self-instructional unit?

____ too easy	____ boring
____ inspiring	____ can take it or leave it
____ a waste of time	____ a real treat
____ interesting	____ dull
____ so-so	____ too time consuming
____ just another course requirement	____ sure beats traditional approach to education

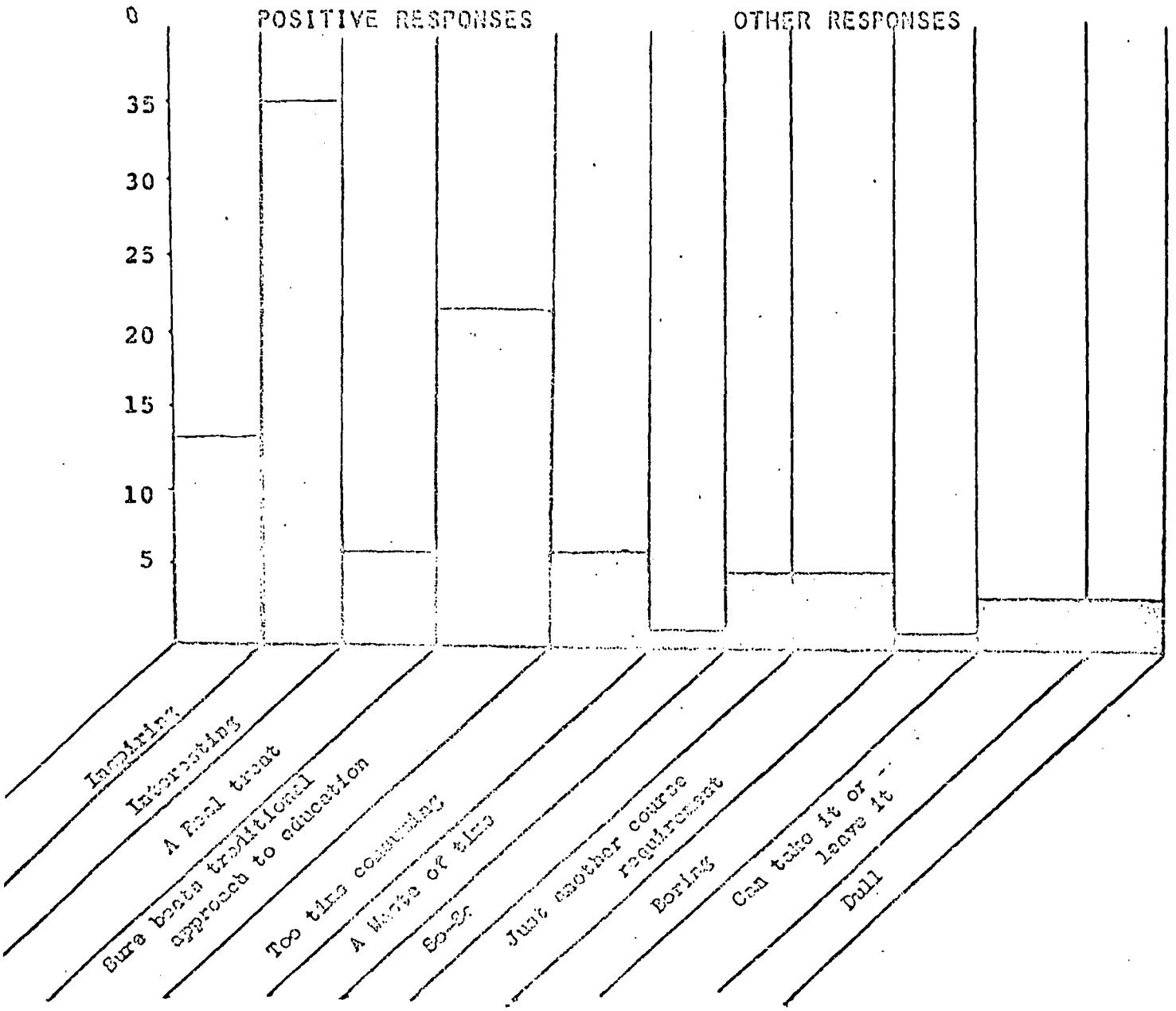

How much do you feel you learned by "going through" this unit?

56% Very much

33% Some

3% Very little

8% None

JOHN TYLER COMMUNITY COLLEGE

DEVELOPMENT OF A DIAGNOSTIC AND REMEDIAL READING PROGRAM

RESOURCE PROJECT REPORT

John Tucker
Kathleen M. Kidder

James Birmingham

ERIC

LEARNING RESOURCES FOR THE DISADVANTAGED STUDENT

DIAGNOSTIC AND REMEDIAL READING PROGRAM

John Tyler Community College
Mr. John Tucker, Project Director
Ms. Kathleen M. Kidder
Mr. James Birmingham

INTRODUCTION

The problem was to institute a diagnostic and remedial program at the community college level for students reading between the sixth and eleventh grade levels as measured by the Nelson Denny Reading Test. The assumption was made that students reading at these levels have mastered reading skills as taught in the elementary schools. It seemed to be hypothetically possible that remediation could be made of specific skill deficiencies in the reading process of these students rather than teaching reading as a content course (generalized instructional approach) in which students would progress from one grade level to another in a related series of steps. Each student was given a preliminary diagnosis of skill deficiencies and this diagnosis of skill deficiencies continued for the duration of the program. Two classes of English 08: Reading Improvement Students were set aside for the experimental group. These students were taught skills that they lacked rather than having to spend time with skills they had already mastered. The other classes were taught by a general approach. A second control group not taking reading was also used. The study was conducted to see if specific remediation of skill deficiencies would generalize to an overall improvement on the Nelson Denny Reading Test. Forms A and B of the Nelson Denny Reading Test were the testing instrument for the pre and post tests in the study.

METHOD AND DESIGN OF THE EXPERIMENT:

The experiment was designed to test the null hypothesis: difference in the mean gain in reading scores on the Nelson Denny Reading Test between experimental groups and control groups will not be significant.

Selection of Students

Students selected for this experiment were selected on the basis of previously administered tests. The College does in-house testing with the Nelson Denny Reading Test. Students are selected on the basis of previously designed local norms. Students are also referred to this program by the counseling staff. The experimental group consisted of two classes of Reading Improvement Students who scored below the grade of 56 on the Nelson Denny Reading Test but scored above 41. The number of students was 25. The original control group consisted of 50 students who we enrolled in the other English 08 classes. These classes were taught by a second teacher. The study thus contained a possible teacher variable interacting with the instructional method. This was considered not to be a weakness because in this study each teacher considered the instructional method they were using to be superior. This study was thus designed to bring convergence of opinion and instructional practice. A second Control Group consisted of 11 students selected who were enrolled in English 44 - a Study Skills course without remediation in reading. These students all scored below 41 on the Nelson Denny Reading Test.

Instructional Method:

A variety of commercially and teacher-developed materials were used with both experimental and control groups. Emphasis was placed upon specific remediation of diagnosed skill deficiencies in the experimental group. A day-by-day journal was kept concerning the instructional activities which took place during the experiment. The most relevant information from this journal reveals the lack of adequate remedial materials at hand and the need for better organization. Steps were taken to correct these problems in later classes.

Testing Instruments:

The Nelson Denny Reading Tests were used as the main measurement instruments. Form A was given as the pre-test to all students concerned while Form B was given as the post-test. Standardized instruction and procedures were adhered to.

Statistical Method:

A simple analysis of covariance: One treatment variable was used to differentiate between the means of the two groups.

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RESULTS:

The null hypothesis was: There is no difference between the means of the experimental and control groups on the dependent variable. Using an analysis of covariance, the resulting F value of =2/72 was 3.92 (P .05). It is therefore possible to accept the null hypothesis.

The experimental and original control groups were significantly higher on their post test scores than the study skills control group. Mean scores for these groups are presented in Table 1 along with mean score results for the succeeding quarter. In the succeeding winter quarter, the study skills control group took the regular reading classes. It is interesting to note the satisfactory gains these students made in reading.

It was concluded that the reading program was making good progress in teaching reading skills to John Tyler Community College developmental students as measured by the Nelson Denny reading test.

TABLE I

LEARNING RESOURCES FOR THE DISADVANTAGED STUDENT
JOHN TYLER COMMUNITY COLLEGE
READING STUDY DATA
1972-1973

GROUPS	FALL Study Skills	WINTER Reading
CONTROL Study Skills	3.2	18.5
EXPERIMENTAL Reading	Reading 15.2	Reading 21.2
OTHER READING CLASSES	Reading 18.5	Reading 19.9

ean Pre-Post Difference on Nelson Denny Reading Test Raw Scores

DISCUSSION:

This action research study did not yield pure results in terms of testing the null hypothesis. It did, however, yield some interesting and informative results and solved, in essence, the real reason for the study, that is, it has brought "convergence in opinion and instructional practice" within the reading program staff.

There were several noteworthy problems that developed relative to the study at hand. The first is that although we intended to give specific skill remediation to the experimental group, we found that we did not have the diversity or number of materials to do so. This meant that the experimental treatment did not represent a pure test of the null hypothesis, because general instruction occurred in the experimental group and specific skill remediation occurred in the original control group. Furthermore, the study was repeated during the winter quarter with no significant differences between the experimental groups. The program was however, running smoother in the winter quarter.

Eight of the eleven second control group students enrolled in the reading course the winter quarter. The gains were equivalent to the other groups. This lead us to conclude that this group was an effective control group during the Fall quarter experiment. Effectiveness of the reading program is shown in Table II.

TABLE II

JOHN TYLER COMMUNITY COLLEGE

READING PROGRAM GAINS
IN GRADE EQUIVALENTS

	PRE	POST	GAINS
FALL	9.6	11.7	2.1
WINTER	9.1	11.4	2.3

It is concluded that a combination of general instruction and specific skill remediation yields an effective instructional method for the developmental reading program at John Tyler Community College.

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TIDEWATER COMMUNITY COLLEGE

(FREDERICK CAMPUS)

DESIRABILITY AND FEASIBILITY OF USING A COMMERCIALLY PREPARED INDIVIDUALIZED DEVELOPMENTAL MATHEMATICS PROGRAM

RESOURCE PROJECT REPORT

Dr. Henry W. Rejent
Allan V. Pearce, Jr.
Stanley F. Barton, Jr.

ERIC

LEARNING RESOURCES FOR THE DISADVANTAGED STUDENT STUDY

PHASE 2-SECOND YEAR FINAL REPORT

INDIVIDUAL CAMPUS REPORT

FOR

TIDEWATER COMMUNITY COLLEGE-FREDERICK CAMPUS

by

Dr. Henry W. Rejent
Director of Learning Resources

INTRODUCTION

Title

The research report herein was performed pursuant to the Phase 2-Second Year design of the Virginia Department of Community Colleges project dealing with Learning Resources for the Disadvantaged Student. The study evaluated a method for determining the feasibility and desirability of using a commercially prepared individualized developmental mathematics program at the Frederick Campus of Tidewater Community College. The program was offered during the Spring Quarter of Academic Year 1972-73.

Statement of the Problem

The objective of the project was to determine whether use of a commercially prepared individualized developmental mathematics program is feasible and desirable.

Academic Rationale

Because the educational philosophy of the Developmental Studies Program has always placed great emphasis on student-centered instruction, it is natural that

student differences should provide a major rationale for individualized instruction in the study.

Students with widely varying backgrounds create a strain on any standardized curriculum and provide a justification for a program within which personalized opportunities are to be provided. Whether increased learning actually takes place in the environment of the study will help determine its desirability as an educational innovation.

The major concepts were remedial instruction, enrichment of the normal curriculum, make-up and repetition for students who were absent from regular instruction, and student attitudes toward individualized instruction. Thus, research was oriented to both cognitive and affective dimensions of instruction: that is, it focused on learning and on attitudes. Specific research in the former domain was based on achievement of objectives by use of the Lankton First-Year Algebra Test; in the latter it was concerned with student responses on the Survey of Study Habits and Attitudes (SSHA). Instructor attitudes were measured on the Minnesota Teacher Attitude Inventory. Hypotheses were developed as follows; each providing a rationale for the study of project impact on students, faculty, and the administration of the college:

Hypothesis 1. The Developmental Studies Program can provide individualized remedial instruction to assist the slow learner and also provide additional opportunities for the faster students.

Hypothesis 2. Learning can be reinforced and augmented through the use of commercially prepared learning programs offered by the Developmental Studies Program.

Hypothesis 3. Make up sequences can be effectively presented in the Developmental Studies Program to students who may miss certain segments of the educational program.

Hypothesis 4. Students will accept the individualized mode of presentation and develop favorable attitudes toward the Developmental Studies Program.

Hypothesis 5. Faculty members will:

a. develop greater competence with individualized learning presentation formats, and

b. tend to develop favorable attitudes toward individualized instruction.

Hypothesis 6. With requisite software availability, faculty time will be released from standard information-giving tasks and more will be directed to counseling and special help for students.

Hypothesis 7. The Developmental Studies Program can support Tidewater Community College requirements for a multi-track curriculum.

METHODOLOGY

Sampling

During registration for the Spring Quarter, 1972-73, the Comparative Guidance and Placement Program (CGP), Test D, was administered to incoming students. From this pool, a total of 35 developmental studies program students were identified. Because of scheduling problems, the subjects could not be assigned at random to either experimental or control groups. The groups consisted of 26 experimental and 9 control students. It was demonstrated in the statistical analysis that the groups were comparable for the purpose of the study. The cut-off score was established at 42 (56%ile). Twenty-two students were in the program at the end of the quarter.

Data Collection and Analysis

The Lankton First-Year Algebra Test (Harcourt, Brace & World, 1965) and the Survey of Study Habits and Attitudes (The Psychological Corporation, 1967) were utilized as the dependent variables in the student investigation. The Minnesota Teacher Attitudes Inventory (The Psychological Corporation) was utilized as the dependent variable in the instructor investigation.

All three tests/surveys/inventories were administered at the beginning (pre) and at the end of the quarter (post). The $p < .01$ level was accepted as significant in investigation to either accept or reject the hypotheses which were the basis for the study.

FINDINGS

Statistical Analysis

Table 1 shows tests scores for the experimental and control groups to determine comparability to demonstrate that the groups were comparable for the purposes of the study. There were no significant differences between the two groups.

TABLE 1

STANDARDIZED TEST SCORES

Group	N	Mean	Median	S. D.	t	Level of Significance
Comparative Guidance and Placement Program - Test D						
Experimental	26	30.15	29.00	10.88	.988	N.S.
Control	9	34.00	33.00	5.46		
Lankton First-Year Algebra Test, Form E						
Experimental	26	13.12	11.50	6.87	.687	N.S.
Control	9	11.33	10.00	5.33		

df=33, N. S.= Not Significant

Table 2 shows the changes in student achievement scores between the beginning and the end of the experiment treatment. Hypothesis 1 is rejected. The developmental studies student is not significantly more apt to learn under an individualized program than under the traditional program.

TABLE 2

LAWTON FIRST-YEAR ALGEBRA TEST, FORM E

Pre to Post-Test Changes

Group	N	Mean	Median	S. D.	t	Level of Significance
Experimental:						
Pre-Test	17	14.7	15	7.24	1.20	N. S.
Post-Test	17	18.4	14	9.95		
Changes	--	3.7	1	2.71		
Control:						
Pre-Test	5	13.2	12	4.07	2.92	S. at .05
Post-Test	5	21.6	23	4.08		
Changes	--	9.4	11	.01		

Experimental df=32, Control df=8, N. S. = Not Significant, S.= Significant

In Table 3 are presented the results of the Study Habits and Attitudes (SSHA), pre and post testing for the experimental group. Information in this table indicates that there were no significant changes in attitudes as a result of the program. Hypotheses 2 and 4 are rejected. Learning will not be reinforced to a greater degree by the use of the individualized commercially prepared learning program. Also, students did not develop a favorable attitude toward individualized instruction.

TABLE 3

COMPARISON OF PRE-COURSE AND POST-COURSE SURVEY
OF STUDY HABITS AND ATTITUDES (SSHA) SCORES FOR

THE EXPERIMENTAL GROUP

	Pre-Course		Post-Course		Median			Level of
	Mean	S.D.	Mean	S.D.	Pre	Post	t	Significance
Delay Avoidance	24.6	9.9	24.1	10.3	25	23	.14	N. S.
Work Methods	24.5	8.0	24.6	6.7	28	25	.04	N. S.
Study Habits	49.1	15.9	48.8	15.7	51	44	.08	N. S.
Teacher Approval	33	9.5	32	10.6	35	30	.28	N. S.
Educational Acceptance	28.8	8.1	27.9	9.7	31	32	.29	N. S.
Study Attitudes	61.8	16.4	59.9	19.2	63	64	.30	N. S.
Study Orientation	110.9	31.1	108.7	33.1	114	117	.19	N. S.

df=32, N. S. = Not Significant

In Table 4 are presented the results of the Study Habits and Attitudes (SSHA) pre and post testing for the control group. Information in this table indicates that there were no significant changes in attitudes as a result of the program. The rejection of hypothesis 2 is also supported by the data from this table.

TABLE 4

COMPARISON OF PRE-COURSE AND POST-COURSE SURVEY OF STUDY HABITS AND ATTITUDES (SSHA) SCORES FOR

THE CONTROL GROUP

	Pre-Course		Post-Course		Median		Level of	
	Mean	S. D.	Mean	S. D.	Pre	Post	t	Significance
Delay Avoidance	30.2	9.9	34.8	7.8	30	31	.74	N. S.
Work Methods	20.4	6.0	27.8	7.4	18	30	1.57	N. S.
Study Habits	50.6	15.3	62.6	12.5	46	64	1.22	N. S.
Teacher Approval	35.6	2.9	39.8	7.9	36	39	1.01	N. S.
Educational Acceptance	34.2	4.4	35.2	8.3	37	33	.21	N. S.
Study Attitudes	69.8	5.6	75	15	71	75	.66	N. S.
Study Orientation	120.4	20.3	137.6	26.5	117	143	1.03	N. S.

df = 8, N. S. = Not Significant

Table 5 shows the course attrition rate for the experimental and control groups. Analysis indicates a higher attrition rate for the control group. On the basis of this data, hypothesis 3 is accepted. The persistence of the experimental group is attributable to the fact that students in the experimental group were able to make-up learning sequences after they had missed certain segments of the educational program. The acceptance of hypothesis 3 leads to an acceptance of hypothesis 6. Faculty members agreed that they had more time for individual student counseling and special help.

TABLE 5

ATTRITION RATE IN THE EXPERIMENTAL AND CONTROL GROUPS

Group	Withdrew	Persisted	Total	Attrition Rate
Experimental	9	17	26	35%
Control	4	5	9	44%

In Table 6 are presented the results of the Minnesota Teacher Attitude Inventory (MTAI) pre and post testing for the instructors. Analysis indicates an overall increase in favorable teacher attitudes toward individualized instruction. Hypothesis 5 is accepted.

TABLE 6

COMPARISON OF PRE-COURSE AND POST-COURSE
MINNESOTA TEACHER ATTITUDE INVENTORY SCORES
FOR INSTRUCTORS

Instructor	Pre-Course		Post-Course		Change		Remarks
	Raw Score	%ile	Raw Score	%ile	Raw Score	%ile	
X	56	64	51	46	-5	-18	Overall
Y	31	25	74	68	+43	+43	Change: +25

Hypothesis 7 is accepted. This acceptance is based on the indicated need to provide for individual differences in effective curriculum planning. Further experimentation is indicated to determine the role of software, student scheduling, the type of media needed.

Conclusions

The following conclusions are limited to the findings of this study; however, they may have implications for a larger population of academically disadvantaged students.

1. Results of the investigation suggested that the use of a commercially prepared individualized developmental studies program did not have an impact on student achievement and attitudes.

2. Some of the effects of the individualized program can be measured: others are more subjective. The measurable results are related to our hypothesis that participation in the individualized program would be related to providing an opportunity for students to make-up segments of their studies and therefore reduce attrition. Subjective evaluation leads us to assert that students involved in the individalized program learned to accept set-backs without regarding themselves as failures, to accept success as easily as failure, to become less dependent and more confident in themselves. In sum , the experimental treatment seemed to be strongly related to reduced attrition.

However, our experimental sample was small enough as to require application and extension to many times the number of subjects we have indicated. Reluctant as I am to fall back to the trite recommendation of more research, this is what is needed. Not only should the present treatment be replicated on larger numbers over a longer period of time, but new experiments should be undertaken to ascertain which program aspects of individualized instruction have the strongest effect on reducing attrition.

3. Faculty attitudes appear to be directly related to the individualized program having the capability of reducing attrition. Again, additional experiments should be undertaken to determine the degree to which this relationship exists.

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GERMANNA COMMUNITY COLLEGE

ANALYSIS OF ELEMENTS OF LEARNING ENVIRONMENT IN DEVELOPMENTAL MATHEMATICS

RESOURCE PROJECT REPORT

Donald L. Provo

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Learning Resources for the Disadvantaged Student

Developmental Studies Mathematics

Germanna Community College
Donald L. Provo, Project Director

Introduction

In Developmental Studies Mathematics, we must provide an educational environment that will improve the student's attitudes, self-concept, motivation, study skills and knowledge of mathematics. If teachers of Developmental Studies Mathematics are concerned only with subject matter knowledge, then the student in Developmental Studies, having improper attitudes, low self-concept, inadequate motivation to accomplish educational goals and poor study skills will not be helped. All five components are very important, if the student is to be successful in preparing for entrance into the occupational-technical or university college-parallel transfer programs. The purpose of this project was to determine if during the Spring quarter, 1973 at Germanna Community College the Developmental Studies Mathematics learning environment tended to significantly improve these five components.

Learning Environment

The learning environment of Developmental Studies Mathematics consisted of the student using individualized instruction to accomplish subject matter course objectives. A teacher was available to answer questions, provide assistance when needed and administer appropriate tests. Contract grading was used with grades of satisfactory and unsatisfactory being given. No special attention was given to improve motivation, study skills, self-concept or attitudes of the student.

Hypothesis Tested

The hypothesis tested by this project is as follows:

The educational environment of Developmental Studies Mathematics at Germanna Community College tends to improve student attitudes.

The educational environment of Developmental Studies Mathematics at Germanna Community College tends to improve student motivation.

The educational environment of Developmental Studies Mathematics at Germanna Community College tends to improve student self-concept.

The educational environment of Developmental Studies Mathematics at Germanna Community College tends to improve student study skills.

The educational environment of Developmental Studies Mathematics at Germanna Community College tends to improve student knowledge of mathematics.

Testing Instruments and Procedure

Listed below are the components tested relative to the instrument used.

A. Mathematics Attitude

M. E. Shaw and J. M. Wright, Scales for the Measurement of Attitudes. (1967), p. 243.

B. Attitude, Motivation and Study Skills

Survey of Study Habits and Attitudes, (New York, 1967), The Psychological Corporation.

C. Self-Concept

Morris Rosenberg, Society and the Adolescent Self-Image (1965), p. 305.

D. Knowledge of Mathematics

Comparative Guidance and Placement Program, (New York, 1969), Educational Testing Service, Form TPG, p. 17.

All students on campus enrolled in Math 05, 06, 07, 08 and 09 during the Spring quarter, 1973 were included in this project. Students were administered tests at the beginning and then retested, with the same instrument, at the end of the Spring quarter, 1973.

Data Collected

Table I is a listing of the scores obtained by the students on the pre and post test for each test administered. As can be noted from the table all students did not take all of the tests.

TABLE I

A. Mathematics Attitude		B. Attitude, Motivation and Study Skills		C. Self-Concept		D. Knowledge of Mathematics	
Pre-Test	Post Test	Pre-Test	Post Test	Pre-Test	Post Test	Pre-Test	Post Test
69	69	85	94	38	31	26	30
53	52	81	71	32	34	14	16
61	60	59	75	28	27	22	26
72	73	100	119	28	31	25	25
72	76	130	132	31	32	20	24
75	73	120	119	31	29	24	36
47	46	64	60	31	32	17	26
80	79	132	132	39	33	21	22
38	54	113	79	40	31	24	28
80	80	126	126	31	33	37	45
77	67	25	44	32	30	14	22
50	48	110	94	26	28	27	34
76	80	144	176	32	36	22	27
41	56	90	56	33	36	25	20
[illegible]	35	48	29	21	26	31	34
67	69	149	163	37	37	17	29
92	86	169	139	30	29	32	33
71	70	59	65	28	31	43	48
41	40	95	87	28	26		
75	77	76	69	35	29		
		120	127				
		117	104				
		89	87				

Statistical Method

The following formula and appropriate tables were used to determine if significant differences existed between the pre and post tests for each test administered.

t- Test Formula for Related Measures

$$t = \frac{\bar{X} - \bar{Y}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

D = difference between scores on pre and post tests.

N = number of points of scores.

$\bar{X}$ = mean for pre-test.

$\bar{Y}$ = mean for post test.

Results and Interpretation

Table II displays the arithmetic mean for the pre and post tests, t-test results and an interpretation of these numbers for each test administered.

TABLE II

Test Instrument	Mean for Pre-Test	Mean for Post-Test	t-Test Results	Interpretation
A. Mathematics Attitude	63.90	64.50	.44	Slight positive increase; not significant at the .05/level
B. Attitude Motivation and Study Skills	99.96	97.70	.63	Slight decrease; not significant at .05 level
C. Self-Concept	31.55	31.05	.57	Slight decrease; not significant at .05 level
D. Knowledge of Mathematics	24.50	29.17	4.67	Significant increase; significant beyond the .001 level

DISCUSSION

The results of this research project indicate the educational environment of Developmental Studies Mathematics at Germanna Community College during the Spring quarter 1973 did not significantly improve student attitudes, motivation, self-concept or study skills. Any discussion of the results must be examined with the knowledge that the time difference between the pre and post test was less than three months. Even with this knowledge, the results indicate the learning environment must be changed if improvement of these components is to take place. During the academic year 1973-1974 a similar, but expanded, research project will be conducted at Germanna. Ideas, materials, procedures and other concepts will be introduced into the learning environment with the desire to improve the four components. The results also indicate mathematical knowledge was significantly improved, therefore the learning environment relative to teaching mathematics could be maintained with little change.

CONCLUSIONS AND RECOMMENDATIONS

Besides the statistical data generated and the results expected by the on-going research mini projects, these conclusions and recommendations can be drawn from the current operation of the project.

In all of the mini projects one common problem existed and this was the determination of entry levels of students. It is recommended that more research and resources must be directed toward the development of those systems which will give the most complete picture of the student for initial placement. Only when this is done can the most effective learning resources be developed to increase the success level of disadvantaged students.

Within the Virginia Community College System there exists a vast reservoir of professional expertise and on-going research which are largely "untapped." To obtain the greatest value from these sources, an increase in system-wide interplay is needed and wanted. It is recommended that more system-wide meetings be held and broken down by subject areas. In many cases, this would eliminate much duplication of effort and could lead to savings in time and money, as well as creating better means for disseminating information to individual campuses.

A problem which limited the effectiveness of the mini projects was the late reception of financial support. The short time frame that resulted created some logistic problems and limited statistical analysis. It is recommended that every effort be made to find means for releasing support, be it financial or otherwise, at the earliest possible date.

The five mini projects, as well as other related research going on in the VCCS, are on-going. That is, the research is being done over an extended time frame which allows more intense investigation and greater validity to statistical data. The mini projects are rather diversified but have important instructional

CONCLUSIONS AND RECOMMENDATIONS (continued)

implications for the disadvantaged student. Many of the projects have been in operation for some time, while others will continue for some time to come. Since there has been such a large commitment made already, many positive indicators obtained by present research data, and an enthusiasm on the part of many involved, it is recommended that continued support be given. This support may be in any form necessitated by conditions, and at the same time, that continued monitoring be done to assess the data gathered, and results obtained, during these on-going research mini projects.

The diversity of projects, which involve learning resources for the disadvantaged student throughout the Virginia Community College System, is broad. To improve the success level of disadvantaged students innovative systems must be tried and learning resources are an integral part of these systems. Further, the results of this research have instructional implications for all students. As such, it is recommended that increased emphasis be placed on research projects concerned with learning resources and their implimentation.

ACCESSION NUMBER: VT100753

PUBLICATION DATE: 73

TITLE: FIELD TEST OF A VOCATIONAL RESEARCH TRAINING MODEL THAT INTEGRATES MANAGEMENT AND EVALUATION CONCEPTS. FINAL PROJECT REPORT.

DESCRIPTOR: *SYSTEMS APPROACH; *MANAGEMENT INFORMATION SYSTEMS; *COMMUNITY COLLEGES; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION

IDENTIFIER: *CALIFORNIA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: APR V.7NO.4(1974)PP. 620

ABSTRACT: THIS PROJECT WAS DIRECTED TOWARD IMPROVING THE EFFECTIVENESS OF THE VOCATIONAL PROGRAMS IN CALIFORNIA COMMUNITY COLLEGES THROUGH A SYSTEMS APPROACH TO THE MANAGEMENT PLANNING AND OPERATING FUNCTIONS OF THEIR ADMINISTRATION. A MANAGEMENT TRAINING MODEL WAS DESIGNED, WHICH INCLUDED THE TECHNIQUES DEVELOPED EARLIER IN THE COMMUNITY OCCUPATIONAL PROGRAM EVALUATION SYSTEMS (COPES) PROJECT. CONTENTS FOR FIVE TRAINING SESSIONS ARE OUTLINED IN A 3-COLUMN TEACHING GUIDE WHICH INCLUDES SPECIFIC OUTCOMES, GENERAL PROCEDURES, AND REQUIRED MATERIALS FOR CONDUCTING THE MODEL. AN APPENDIX CONTAINS THE INSTRUMENTS USED IN THE PROJECT, ALL OF THE MATERIALS USED IN THE TRAINING SESSIONS, AND THE MISSION PROFILES THAT WERE DEVELOPED. (MU)

REPORT NUMBER: R-73.13

INSTITUTION NAME: CALIFORNIA COMMUNITY COLLEGES, SACRAMENTO. OFFICE OF THE CHANCELLOR.; SAN DIEGO COMMUNITY COLL. DISTRICT, CALIF.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. RESEARCH COORDINATING UNIT.

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FIELD TEST OF A VOCATIONAL RESEARCH TRAINING MODEL THAT INTEGRATES MANAGEMENT AND EVALUATION CONCEPTS

PROJECT DIRECTOR
Otto A. Heinkel

REPORT R73.13

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FIELD TEST OF A VOCATIONAL RESEARCH TRAINING MODEL THAT INTEGRATES MANAGEMENT AND EVALUATION CONCEPTS

Final Project Report

Submitted by

Otto A. Heinkel, Ph.D.
Director of Research
San Diego Community Colleges
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San Diego, California 92101

1973

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This research was conducted by the San Diego Community College District during the 1972-73 year in cooperation with the California Community Colleges Chancellor's Office, Occupational Education Section. The study was performed under Title I, Part C, Sec. 131(b) of Public Law 90-576 and the CRCU Small Grant Program.

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EDUCATIONAL ACCOMPLISHMENT AUDIT

AUDIT REPORT

of the

FIELD TEST OF A VOCATIONAL RESEARCH TRAINING MODEL THAT INTEGRATES MANAGEMENT AND EVALUATION CONCEPTS

SAN DIEGO COMMUNITY COLLEGE DISTRICT

J C Fikes & Associates

September 1973

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EDUCATIONAL ACCOMPLISHMENT AUDIT REPORT

FIELD TEST OF VOCATIONAL RESEARCH TRAINING MODEL THAT INTEGRATES MANAGEMENT AND EVALUATION CONCEPTS

This audit report is submitted in fulfillment of the contractual agreement between J C Fikes & Associates and the San Diego Community College District on the project "Field Test of Vocational Research Training Model That Integrates Management and Evaluation Concepts," Dr. Otto A. Heinkel, Director.

This project was approved and funded under the Vocational Education Act of 1968, Part C, Section 131(b). The project was conducted in San Diego, California.

This audit report is based on a comparison of the approved project, the project as conducted, and the report prepared for dissemination.

J C Fikes & Associates
Auditor, Education and Management

September, 1973

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EDUCATIONAL ACCOMPLISHMENT AUDIT REPORT

SAN DIEGO COMMUNITY COLLEGE DISTRICT

I. INTRODUCTION

As a basis for this report, the Independent Education Accomplishment Audit team reviewed all documents and records developed during the project - training model, projects developed by participants, evaluation materials, and completed report. In addition, telephone and personal interviews with the project staff were conducted.

Dr. Otto Heinkel, Project Director, was most helpful in making available all background materials for review.

II. REVIEW OF PROJECT PROPOSAL

A management training model for vocational education was designed last year through a funded project with the San Diego Community College District. Another project developed last year through the Chancellor's office, the Community College Occupational Program Evaluation System (COPES), was designed to develop expertise in community college vocational administrators for conducting project and program evaluations.

The purpose of this project was to integrate these models previously developed and field test the resultant integrated model toward a research training system that would offer on-going management support, evaluation, and audit services for all vocational education administrators in the California Community College system.

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III. REVIEW OF PROJECT

Outcomes Related to Stated Objectives

Following is a parallel listing of stated objectives compared with results in achieving those objectives.

PRIMARY OBJECTIVES AS DEFINED IN THE PROPOSAL	RESULTS IN ACHIEVING OBJECTIVES
1.1 Develop and field test a vocational research training, planning and evaluation model which will:	1.1 Model was developed and prepared for dissemination
1.1.1 Be judged as "acceptable" or better on a seven point rating scale by at least 75% of the pilot trainees and 100% of the project staff.	1.1.1 The model was judged as acceptable by 100% of the participants and 100% of the project staff.
1.1.2 Increase significantly the judged quality of research analysis and design of pilot trainees as evidenced through their programs and projects	1.1.2 The research design skills of the participants were significantly increased as judged by the project staff based on predetermined criteria; however the research analysis skills were not developed significantly as judged by the project staff due to time restraints.
1.1.3 Increase the judged quality of at least one locally developed management plan and evaluation design per trainee incorporating system analytic tools and formative and summative evaluation features.	1.1.3 The quality of locally developed management plans and evaluation designs was significantly increased as judged by the project staff based on predetermined criteria.

(cont.)

PRIMARY OBJECTIVES AS DEFINED IN THE PROPOSAL	RESULTS IN ACHIEVING OBJECTIVES
1.1.4 Obtain commitment of at least 60% of pilot trainees to use the training concepts and procedures in their future activities.	1.1.4 100% of the project participants committed themselves to using the training concepts and procedures in future activities
1.1.2 Select and train fifteen vocational education leaders so that the objectives in 1.1 will be met; selection of participants to be determined by a committee appointed by the Chancellor's office.	1.1.2 Sixteen vocational education leaders were trained to meet all the primary objectives in 1.1 above. The committee for selection of participants was not identified in the report.

The secondary objectives outline in the project proposal and evaluation design were reviewed with the project participants and found to be undesired as content for training sessions and unrealistic in expectations for completion within the five sessions. The secondary objectives as originally stated were eliminated and therefore unmet as stated.

Evaluation

The evaluation design included both product and process evaluation measurements. The design for product objectives included formative and summative evaluation, application procedures, and analysis and reporting procedures.

The major change in the original design which occurred during the actual implementation of the project was in objective 1.1.3. The project staff rated only the product developed in the project. No preproducts were available.

The process evaluation data was collected by means of an instrument using the semantic differential. The same instrument was used to evaluate all training sessions. Comparisons were made between the first management training program and the present one in the areas of content, methodology, and consultants.

The evaluation design for the project gave the necessary feedback to the project director to redirect as needed the original project plan and evaluation design to reflect the concerns and desires of the project participants.

Staff and Facilities

The number of staff persons involved in the project is in agreement with the project plans.

Training sessions for the project participants were conducted in the conference facilities of the Harbor Island Travelodge. Overnight accommodations arranged for project participants at the same hotel maximized opportunities for individualized consultation on training materials applications.

Participant accommodations and conference facilities at the same location eliminated local travel and promoted greater utilization of resource personnel.

Project Management

Overall management of the project appeared excellent. Presentations and personnel assignments were well defined.

Constant internal evaluation gave the project director information necessary for adjustments and redirection as needed.

The final project report has been prepared by Dr. Heinkel and is available for dissemination through the Chancellor's Office as specified in the project proposal.

Financial Statement

Expenditures at the conclusion of the project were within the budget allocation.

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IV. SUMMARY AND CONCLUSIONS

Summary

1. The project, while having clearly stated objectives, maintained flexibility to meet the needs of participants.

2. The primary objectives of the project and the needs of participants were mutually achieved.

3. The integration of the evaluative component COPES with the initial management training model was met.

4. The time frame of the proposal did not permit achievement of secondary objectives.

5. Compared with the 1971-72 management training sessions, participants rated content, methodology and consultants substantially higher.

6. The evaluation design provided for both formative and summative data.

7. The ongoing internal evaluation assisted the project director in the overall management of the project.

8. Facilities were excellent and the number of staff adequate for conducting training sessions.

Conclusions

1. The goals and objectives of the project were primarily achieved.

2. The management training model was tested and is available for dissemination.

3. A longer period of time is recommended for future projects of ths this nature.

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FORWARD

Vocational Educators in California Community Colleges are relying more and more on a system approach toward improving effectiveness in Vocational Programs. The application of a scientific management system to the complex operational and planning requirements of community college vocational programs has yielded instant, striking improvements.

Principal credit goes to Leland Baldwin and William Morris of the California Community Colleges Chancellor's Office. They had the foresight to anticipate the value of using a system approach in vocational education. Their encouragement and support in this and a preceding similar project enabled us to train over forty-five administrators and other vocational leaders in the use of a system approach.

As a result, plans are currently being finalized to install in over forty colleges needs assessment and management planning as a basic management tool for community college vocational education.

Otto A. Heinkel
Project Director

INTRODUCTION

Faced with the problems of dramatic development in education during the past decade, California's occupational education administrators have recognized the necessity of applying scientific management systems to the complex operational and planning requirements of our community colleges.

An initial project -- Training in Management and Information Systems -- was approved by California Community Colleges Chancellor Sidney W. Brossman in 1972 for the purpose of developing a model to train occupational education leaders in management systems and procedures.

During this initial project, the participants and staff became aware that research methodology and evaluation subsystems were critical to the development of an effective management model. As a result, a second project was approved by the Chancellor's office. The project was designed to incorporate research and evaluation subsystems, including techniques developed in the Community College Occupational Program Evaluation Systems (COPES) project, into the management training model developed the previous year.

The original proposal listed primary as well as secondary objectives. However, as the program developed, formative evaluation resulted in modifications in the secondary

objectives as originally proposed. The changes reflected the expectations and particular needs of both participants and the consulting team.

Both the internal evaluation and the independent audit indicated that all of the primary original objectives of the project were met. Evaluation and audit reports are available through the San Diego Community Colleges Research Office.

Although the original objective called for 15 participants, the project attracted 24 persons. At the conclusion of the project 100% of the participants found the model useful in application to individual problems in their own colleges or districts.

As a result of these projects to date, 44 community college administrators have received training in needs assessment, management, research and evaluation and now provide a resource pool throughout the state.

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TRAINING MODEL

The following training model was developed by a staff of management consultants and field tested in the San Diego area with leaders of vocational education in California Community Colleges. The model is recommended for replication, with all materials utilized being included in the Appendices of this report.

General Outcome of the Training Model

The training course will provide participants with experience in developing the following tools and techniques of system management:

Needs assessment

Mission objectives and performance requirements

Mission profiles

Function analysis

Method-means analysis

Scheduling

Cost-effectiveness analysis

Evaluation planning

General Procedures to Apply

1. The training model should be presented in five two-day sessions.

2. General concepts should be presented to the total group and supported by small or individual group sessions with consultants.

3. Formative evaluation should be conducted throughout the five sessions (Samples of formative evaluation instruments are included in the Appendix, pp. 12-19)

4. Effectiveness of the training program is greatly improved if participants work on a real problem that is part of their assignment at their respective colleges.

The session by session recommended training model follows. Included are specific outcomes, procedures utilized, and required materials for each session.

ERIC

MANAGEMENT TRAINING PACKAGE

SESSION I (2 days)

Purpose: To provide an introduction to the project; and to introduce system planning concepts and tools; begin working on participants individual projects.

SPECIFIC OUTCOMES	GENERAL PROCEDURES	REQUIRED MATERIALS
To introduce the goals and objectives of the project as planned; determine the requirements of the participants; reconcile discrepancies towards meeting participant needs.	Project Director and project staff meet with total group of participants and discusses goals and objectives. Participants discuss their requirements. Revise planned goals and objectives as required.	Project abstract, packet of referenc materials (articles of system planni in education.)*
Participants will be able to recognize basic system planning concepts presented, as evidenced by answering 70% of the items presented on criterion referenced worksheets.	Presentation of slides to the total group of participants. Management consultant leads a discussion of concepts presented. Overhead projector is used to assist the instructor in developing concepts and answer questions.	Kaufman, Roger A System Approach to Educational System Planning. (slide-tape presentation) University of Minnesota Press. 1971 Criterion referenced worksheets. See Appendix, pp. 21-23. Supplementary materials: Isaac, Stephen Handbook in Research Evaluation, Robert Knapp, publisher, San Diego, 1971.* Kaufman, Roger A. "Management Training and Internship for Vocation Education using a System Approach," pamphlet, San Diego Community Colleg Research Office, 1971. See Appendix p. 24

* Sample available from San Diego Community College Research Office

SSION I (Continued)

SPECIFIC OUTCOME	GENERAL PROCEDURES	REQUIRED MATERIALS
Upon completion of this presentation, participants will be able to recognize the component parts of a measureable objective as evidenced by answering 70% of the items presented on criterion referenced worksheets.	Slide presentation to the total group. Discussion led by management consultant.	Insgroup, Preparing Objectives, Long Beach, 1969.* Criterion referenced worksheets. See Appendix, p. 25.
To begin individual work with project participants towards defining their problem areas and mission objective.	Consultant staff (4) meets with individuals or small groups to discuss selected problem areas.	A minimum of 3 consultants are required to meet with 15 participa on a small group/individual basis.

*Sample available from San Diego Community College District Research Offic

SESSION II (2 days)

Purpose: To provide participants with an overview of fully developed system management models in vocational education, and to assist participants in stating their selected problem.

SPECIFIC OUTCOMES	GENERAL PROCEDURES	REQUIRED MATERIALS
To provide participants with an overview of a completed occupational education model developed on system concepts.	Presentation on prepared overhead transparencies illustrating a simulated vocational education system design. Management consultant presentation made to large group followed by discussion. Consultation staff serves as a panel for discussion.	Simulated Model: A System Analysis o Vocational Education, overhead transparencies and hand-out copies for each participant. See Appendix, pp. 26-63.
To provide an overview of an actual mission analysis developed and used by a previous management project participant.	Consultants handed out copies of a previously developed mission analysis. Project staff critiques mission analysis using transparencies. Participants use their hard copy for notes and comments. Group discussion/ question and answer follows.	Samples of mission analysis from 1971-72 project group, hand out copies and selected samples on overhead transparencies. See Appendix, pp. 64-73.
Participants will produce a written statement of their management/research problem, specified in measurable terms according to Mager's criteria for writing measurable objectives.	Participants fill out a 5 x 7 card with a statement of their problem. Cards are handed back to consultants. Consultants review statements during break and select 2 problems for redefinition and refinement. Selected participants are questioned by project consultants in front of the other participants in order to indicate observed pitfalls in the problem statements. Participants trade statement cards with peers and	5 x 7 blank cards

SION II (Continued)

SPECIFIC OUTCOME	GENERAL PROCEDURES	REQUIRED MATERIALS
	question one another's intent and conditions of their problem statements. Consultants assist in directing the questioning. Each participant refines his original statement of the problem.	
To familiarize participants with the role of political implications in system management plans.	An outside consultant with expertise in the areas of system design and project implementation gives a talk on how to recognize and plan for political functions in managing education projects.	Experienced superintendent as resou consultant.
To assist individual participants in stating their problem and mission objective.	Consultant staff meets with individuals or small groups and assists in writing refined problem statement and mission objective statements.	

SESSION III (2 days)

Purpose: To provide participants with an overview of needs assessment and its application and to introduce participants to doing mission profiling.

SPECIFIC OUTCOMES	GENERAL PROCEDURES	REQUIRED MATERIALS
Participants will be able to recognize the utility of a needs assessment and its application to applied research as evidenced by their participation in the group discussion.	Present an overview of needs assessment and its application using overhead transparencies. Follow with group discussion/question/answer period.	System Planning and Development Association, NEEDS ASSESSMENT, AN OVERVIEW. Overhead transparencies. See Appendix, pp. 74-81
Participants will be able to recognize the practical applications of a needs assessment as evidenced by their participation in the group discussion.	Project staff member presents the practical applications of needs assessment data. Discussion and question and answer period accompanies presentation.	
Project participants will be able to perform mission profiling functions as evidenced by their completing the mission profiling worksheet to the satisfaction of the project consultants.	Project consultant presents the basic functions of profiling on overhead transparencies and utilizes the DC-10 maintenance training manual as an example. Participants are requested to begin profiling their mission objective on the worksheets provided.	McConnell Douglas Corporation To Maintenance Training on the DC-10 See Appendix, pp. 82-98 Mission profiling worksheets. See Appendix, pp. 99-105.
To assist individual participants in profiling their mission objective.	Consultant staff meets with individuals or small groups to assist them in writing mission profiles.	

MANAGEMENT TRAINING PACKAGE

SESSION IV (2 days)

Purpose: To acquaint participants with the services of COPES and to assist them in completing their management and evaluation plans.

SPECIFIC OUTCOMES	GENERAL PROCEDURES	REQUIRED MATERIALS
To acquaint project participants with the services of COPES (Community Colleges Occupational Programs Evaluation Systems)	Dr. William Morris, Chancellor's Office shows a prepared slide and tape presentation on COPES services. Question and answer period follows.	COPES slide presentation, available through the California Community Colleges Chancellor's Office.
To assist individual participants in completing their management and evaluation plans.	Consultant staff meets with individuals or small groups to assist in writing mission analyses.	

SESSION V (2 days)

Purpose: To provide participants with a knowledge of system implementation tools and techniques and types of needs assessment instruments.

SPECIFIC OUTCOMES	GENERAL PROCEDURES	REQUIRED MATERIALS
Participants will be able to identify the uses of a GANTT chart and method-means analysis as evidenced by their participation in the discussion following the presentation.	Participants receive samples of materials. Consultant presents a GANTT chart and sample of method-means analysis on overhead transparancies. Consultant discusses the use of these tools in implementing a management plan. Discussion and question and answer period between the group of participants and the consultant follows.	GANTT chart, sample of a method-means analysis, copies to hand-out and overhead transparencies of hand-outs. See Appendix, pp. 106-109.
To aquaint the participants with types of instruments to apply to an assessment of needs for a community.	Project staff member presents samples of needs assessment instruments for use with community sub populations. Discussion of the instruments and data gathering techniques takes place between the panel of consultants and project participants.	Samples of needs assessment instrumen on overhead transparencies. See Appe pp. 110-118.
To assist participants in implementing their mission profile developed in the training program.	Selected participants presented their mission profiles on overhead transparencies and discuss the implementation procedures they are planning to apply. Consultants give suggestions as required.	Samples of participant's mission profile on overhead transparencies.

APPENDIX A.

Formative Evaluation Instruments

ERIC

NAME _____ No. _____

SCHOOL _____

Would you please mark one of the seven spaces provided for each set of words by placing an X in the box that most closely reflects your attitude toward the area indicated.

The questions are designed to guide us to develop an ongoing service program that will be of direct help to all of us in the field. This is our chance to guarantee a practical service aimed at helping us with our everyday operations in the local school districts.

CONTENT

The concepts and information presented in this session were:

Useful:____:____:____:____:____:____:____:Unuseful

Easy:____:____:____:____:____:____:____:Difficult

Unorganized:____:____:____:____:____:____:____:Organized

Interesting:____:____:____:____:____:____:____:Uninteresting

METHOD

The method of presenting the information was:

Disliked:____:____:____:____:____:____:____:Liked

Organized:____:____:____:____:____:____:____:Unorganized

Inefficient:____:____:____:____:____:____:____:Efficient

Interesting:____:____:____:____:____:____:____:Uninteresting

CONSULTANTS

The consultant(s) involved in this session were:

Efficient:____:____:____:____:____:____:____:Inefficient

Unfriendly:____:____:____:____:____:____:____:Friendly

Organized:____:____:____:____:____:____:____:Disorganized

Comments, if you have any:

_____

_____

_____

EVALUATION OF MANAGEMENT TRAINING PACKAGE

Name _____

Date _____

SESSION I	OVERVIEW ON SYSTEM PLANNING--Roger Kaufman	(Topic)	Acceptable:___:___:___:___:Unaccept
	Overhead transparancies, slide presentation and discussion. Large group presentation.	(Method of Presentation)	Acceptable:___:___:___:___:Unaccept
		(Rating on Materials Used)	Acceptable:___:___:___:___:Unaccept
	PRESENTATION ON MEASURABLE OBJECTIVES--Ron Wood	(Topic)	Acceptable:___:___:___:___:Unaccept
	Slide presentation and discussion. Large group presentation with work-sheets.	(Method of Presentation)	Acceptable:___:___:___:___:Unaccept
		(Rating on Materials Used)	Acceptable:___:___:___:___:Unaccept

EVALUATION OF MANAGEMENT TRAINING PACKAGE

Name _____

Date _____

SESSION II	PRESENTATION ON A SIMULATED VOCATIONAL EDUCATION SYSTEM DESIGN--Ron Wood	(Topic)	Acceptable:___:___:___:___:Unacceptab
	Overhead transpariencies and handout copies used for large group discussion	(Method of Presentation)	Acceptable:___:___:___:___:Unacceptab
		(Rating on Materials Used)	Acceptable:___:___:___:___:Unacceptab
	PRESENTATION ON MISSION ANALYSES--prepared by last year's participants		
	Overhead transpariencies. Large group discussion.	(Method of Presentation)	Acceptable:___:___:___:___:Unacceptab
	PARTICIPANTS DEVELOPED A STATEMENT OF THEIR PROBLEM		
	Individual problems were selected and critiqued by consultants in front of the group.	(Method Applied)	Acceptable:___:___:___:___:Unacceptab
	Participants worked in small groups on redefining their problem.	(Method Applied)	Acceptable:___:___:___:___:Unacceptab

Name _____

Date _____

SESSION II (cont.)	PRESENTATION ON POLITICAL CONCERNS INVOLVED IN IMPLEMENTING PROJECTS-- Ed Welling	(Topic)	Acceptable:___:___:___:___:Unaccept
	Oral presentation to large group	(Method of Presentation)	Acceptable:___:___:___:___:Unaccept

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	INDIVIDUAL WORK WITH CONSULTANTS ON MISSION STATEMENTS	(Method Applied)	Acceptable:___:___:___:___:Unaccept

---

EVALUATION OF MANAGEMENT TRAINING PACKAGE

N _____

Date _____

SESSION III	OVERVIEW ON NEEDS ASSESSMENT--Marie Plakos	(Topic)	Acceptable:___:___:___:___:Unacceptal
	Overhead transparencies and discussion. Large group presentation.	(Method of Presentation)	Acceptable:___:___:___:___:Unacceptal
		(Materials Used)	Acceptable:___:___:___:___:Unacceptal
	DISCUSSION ON PRACTICAL APPLICATION OF NEEDS ASSESSMENT--Otto Heinkel		
	Large group discussion.	(Method Applied)	Acceptable:___:___:___:___:Unacceptal
	PRESENTATION ON PROFILING--Roger Kaufman	(Topic)	Acceptable:___:___:___:___:Unacceptal
	Use of materials--handouts. Large group discussion.	(Method of Presentation)	Acceptable:___:___:___:___:Unacceptal
		(Materials Used)	Acceptable:___:___:___:___:Unacceptal
	Individual work with consultants on mission profiling	(Method Applied)	Acceptable:___:___:___:___:Unacceptal

EVALUATION OF MANAGEMENT TRAINING PACKAGE

e _____

Date _____

SESSION IV	PRESENTATION ON COPES PROJECT-- William Morris	(Topic)	Acceptable:___:___:___:___:Unaccepta
	Slide presentation	(Method of Presentation)	Acceptable:___:___:___:___:Unaccepta
		(Materials Used)	Acceptable:___:___:___:___:Unaccepta
	Individual work with consultants on mission profiles	(Method Used)	Acceptable:___:___:___:___:Unaccepta

_____

Date _____

SESSION V	PRESENTATION ON IMPLEMENTATION TOOLS--method means analysis, GANTT chart, cost benefit, etc.--Roger Kaufman	(Topic)	Acceptable:___:___:___:___:Unacceptal
	Overhead transparencies and large group instruction.	(Method of Presentation)	Acceptable:___:___:___:___:Unacceptal
		(Materials Used)	Acceptable:___:___:___:___:Unacceptal
	REVIEW OF NEEDS ASSESSMENT INSTRUMENTS--Otto Heinkel	(Topic)	Acceptable:___:___:___:___:Unacceptal
	Overhead transparencies and group discussion.	(Method of Presentation)	Acceptable:___:___:___:___:Unacceptal
		(Materials Used)	Acceptable:___:___:___:___:Unacceptal
	IMPLEMENTATION TECHNIQUES Selection of participants' mission profiles. Discussion on procedures for implementing the profiles. Overhead transpariencies.	(Method Applied)	Acceptable:___:___:___:___:Unacceptal

APPENDIX B

Materials for the Training Sessions

ERIC
Full Text Provided by ERIC

Formative Objective 1.1

When given a function flow-block diagram with blank spaces, at least 80% of the participants will correctly identify in writing the six steps in Kaufman's model for Educational System Planning.

Directions: In the blank boxes provided on this sheet, fill in the correct words for each box. Remember to identify the dotted lines connecting the boxes.

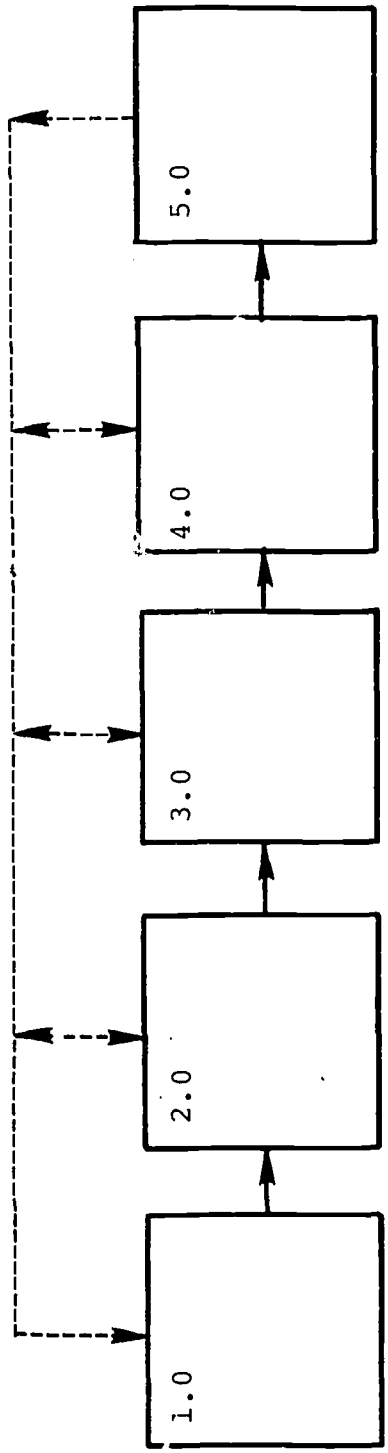

Formative Objective 1.2

Following the presentations during the workshop, at least 80% of the participants will correctly identify the proper definition for the following terms:

1.2.1 Need
1.2.2 Needs Assessment

according to the criteria presented.

Directions: Match the word in column A with the correct definition in column B. Draw a line from the word to the selected definition.

Column A	Column B
NEED	What educators know to be necessar based upon professional experience
NEEDS ASSESSMENT	The measurable discrepancy between *where we are now* and *where we shou be*, in terms of outcomes, or results.
	The formal process for identifying outcome discrepancies.
	The process whereby educators document problem areas in education.

Formative Objective 1.3

Following the presentations during the workshop, at least 80% of the participants will correctly identify the proper definition for the following terms:

1.3.1 Mission Objective
1.3.2 Performance Requirements
1.3.3 Mission Profile

Directions: Same as Worksheet 1.2.

Column A	Column B
MISSION OBJECTIVE	A precise statement expressed in performance and measurable terms which qualify the outcome of a mission including statements of what is to be done, by whom, under what condition(s), using what criteria (how much or how well).
	A statement of the job to be done.
PERFORMANCE REQUIREMENTS	A management plan identifying the outcomes that must be completed to accomplish a mission. It identifies what is to be done to get from *what is* to *what is required*.
MISSION PROFILE	The measurable criteria that describe the product of the mission or the outcome from performing a function.

WORKSHEET 1.4

Formative Objective 1.4

Following the presentation of the filmstrip, *Writing Measurable Objectives* (Insgroup, Inc.), at least 80% of the participants, when given a worksheet with both correctly and incorrectly stated measurable objectives, will identify with at least 80% accuracy which objectives are correctly stated.

Directions: In the margin beside each objective, write a *M* (for measurable) beside those objectives which are correctly stated measurable objectives.

1. The learners in the General Contracting class will build a good building.
2. Following completion of training in the cosmotology program, most of the graduates will get high paying jobs.
3. Upon graduation from the auto mechanics program, at least 90% of the graduates will be able to give any American-made automobile manufactured within the last five years a tune-up according to the specifications identified in the Repair Manual published by the auto manufacturer.
4. By the end of Nursing IA of the Registered Nursing program, at least 90% of the learners will write a nursing care plan for a given patient which meets the criteria presented during class and which is accepted without revision by the nursing instructor.
5. Upon completion of the Computer Programming program, at least 90% of the graduates will produce an adequate computer program for a given problem.
6. Given a sheet with examples of ten different styles of printing, type-setting, at least 90% of the students in Introductory Print Shop will correctly identify the technical name for each of the print styles.
7. By June 30, 1973, every vocational educator at Napa-Sonoma-Mendecino County Community College will have a minimum of ten measurable objectives developed for each course he teaches which meet the criteria presented by Mager for properly stated measurable objectives.
8. Given a computer with a specific malfunction, at least 95% of the Computer Repair graduates will correctly identify the malfunction and repair the computer to proper functioning according to manufacturer specifications.
9. At least 90% of the graduates of the Drafting Program will secure jobs as draftsmen within three months of graduation.
10. After September 1, 1973, before any new vocational education program is introduced at Pedukah Community College, a needs assessment using Kaufman's criteria will be conducted, the results of which indicate the requirement for the new program.

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SIMULATED MODEL

A SYSTEM ANALYSIS OF VOCATIONAL EDUCATION

All data used in this document is fictitious and is not to be interpreted as factual.

ERIC

LEARNER NEEDS ASSESSMENT

WHAT IS (in 1972)	WHAT SHOULD BE (by 1975)
1. 40% of learners taking 12 or more units of college credit during the first semester of enrollment in a vocational education program in California community colleges withdraw from school before completion of the first semester.	1. 20% or less of learners taking 12 or more units of college credit during the first semester of enrollment in a vocational education program in California community colleges will withdraw from school before completion of the first semester.
2. 10% of learners taking 12 or more units of college credit during the second semester of enrollment in a vocational education program in California community colleges withdraw from school before completion of the second semester.	2. 10% or less of learners taking 12 or more units of college credit during the second semester of enrollment in a vocational education program in California community colleges will withdraw from school before completion of the second semester.
3. 40% of learners remain enrolled in a vocational education program until completion of the program or until they transfer to another program requiring the skills learned in the community college vocational education program.	3. 70% or more of learners initially enrolled in a vocational education program will remain enrolled until completion of that program, or until they have met all the pre-requisites to transfer to another program of choice requiring the skills learned.
4. The mean score of learners carrying 12 or more units in their second semester of training in vocational education programs in California community colleges is 2.5 on a five-point scale, indicating satisfaction-with-training with one indicating complete dissatisfaction and five indicating complete satisfaction.	4. The mean score of learners carrying 12 or more units in their second semester of training in vocational education programs in California community colleges will be 4.0 or higher on a five-point scale indicating satisfaction-with-training with one indicating complete dissatisfaction and five indicating complete satisfaction.
5. 30% of learners in vocational education programs in California community colleges complain to Deans of Vocational Education about inadequate instructors and/or facilities. Complaints are given either orally in an office interview or in a written letter. A complaint is defined as that which is perceived as a complaint by the Deans of Vocational Education.	5. Less than 10% of learners in vocational education programs in California community colleges will complain to Deans of Vocational Education about inadequate instructors and/or facilities. Complaints will be given either orally in an office interview or in a written letter. A complaint is defined as that which is perceived as a complaint by the Deans of Vocational Education.

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EDUCATORS NEEDS ASSESSMENT

WHAT IS

1. 50% of vocational educators in California community colleges teach less than four years before leaving the teaching profession to go into a different job area.

2. The mean score of vocational educators in California community colleges is 2.3 on a five-point scale of job-satisfaction, with one indicating complete job-dissatisfaction to five indicating complete job-satisfaction.

3. 60% of vocational educators in California community colleges placed a check mark indicating agreement with the statements:

   (a) 60% YES ___ NO The conditions under which I work are adequate.

   (b) 60% YES ___ NO The pay I receive is reasonable for the number of hours I work and the skill required to teach my area of vocational education.

4. From an independent auditing team it was determined that the mean working conditions* for vocational educators in California community colleges were 10% poorer than the mean in similar industries, with the mean pay being 20% lower for similar skill requirements.

WHAT IS REQUIRED

1. At least 80% of educators in vocational education in California community colleges will teach ten or more years before leaving the teaching profession to work in a different job area.

2. The mean score of California vocational educators will be 3.8 or higher on a five-point scale of job-satisfaction, with one indicating complete job-dissatisfaction to five indicating complete job-satisfaction.

3. At least 90% of vocational educators in California community colleges will agree with the following statements on a questionnaire sent out by the California State Chancellor's Office for Community Colleges:

   (a) 90% YES ___ NO The conditions under which I work are adequate.

   (b) 90% YES ___ NO The pay I receive is reasonable for the number of hours I work and the skill required to teach my area of vocational education.

4. The mean working conditions for vocational educators in California community colleges will be at least equal to mean working conditions in similar industries, with pay being at least equal to the mean pay on an hours-worked basis for similar skill requirements.

* Working conditions include:

(1) hours worked, (2) state-of-art hardware (used), (3) incentives program, (4) safety factors, (5) skill requirements

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COMMUNITY NEEDS ASSESSMENT

WHAT IS (in 1972)

1. In the State of California, there are 100,000 jobs available which require the skills that are taught in California community colleges with two years or less of training.

2. The median graduate of a vocational education program in California community colleges requires six months training from the employer, on the average, once he secures a job.

3. The mean absentee rate from work of graduates from vocational education programs in California community colleges is 13% of the work year.

4. From a survey of employers of graduates from California community colleges vocational education programs, the mean response indicated that the entry skills of the median trainees were 2.5 on a five-point scale of adequacy-of-entry-skills with one indicating completely inadequate to five indicating completely adequate.

5. 40% of the employers of graduates from vocational education programs in California community colleges indicated on a check list beside the statement, "This graduate of a community college vocational education program has a ____ ____ attitude toward his job" (good / poor) that 60% had "poor" job attitudes.

6. 30% of parents of graduates from vocational education programs in California community colleges state, when asked on a questionnaire, that they contribute $1500.00 or more financial support per year to their vocational education graduate.

WHAT SHOULD BE (by 1975)

1. There will be a community college trainee available with required skills, knowledges, and attitudes to work in every job available in California which requires two years or less of training in California community colleges.

2. The median graduate of a vocational education program in California community colleges will require one month training from the employer, on the average, once he secures a job.

3. The mean absentee rate from work of graduates from vocational education programs in California community colleges will be 3% or less of the work year.

4. From a survey of employers of graduates from California community colleges vocational education programs the mean response will indicate that the entry skills of the median trainee will be 3.5 or higher on a five-point scale of adequacy-of-entry-skills with one indicating completely inadequate to five indicating completely adequate.

5. 90% or higher of the employers of graduates from vocational education programs in California community colleges will indicate on a check list beside the statement, "This graduate of a community college vocational education program has a ____ ____ attitude toward his job" (good / poor) that 90% or higher will have "good" job attitudes.

6. 5% of parents of graduates from vocational education programs in California community colleges will state, when asked on a questionnaire, that they contribute $1500.00 or more financial support per year to their vocational education graduate.

All data used in this document is ficticious and is not to be interpreted as factual.

AGENCY NEEDS ASSESSMENT

WHAT IS (in 1972)

1. The lines of authority, administration, and funding priorities for vocational education in California community colleges is shared between U.S.O.E., the California State Chancellor's Office for Community Colleges, and the California State Department of Education. With this condition, there are confusing disagreements and overlap in authority, administration, and funding.

WHAT SHOULD BE

1. By January, 1973, the Board of Governors of the California Community Colleges will have the sole and final authority for program approval of Vocational Education programs funded by State agencies for California Community Colleges.

2. By July 1, 1974, the Board of Governors for the California Community Colleges will have the authority to approve the funding in community colleges for the seven parts of VEA, each project funded under each VEA category subject to ratification by the California State Board of Education.

3. By July 1, 1974, the Board of Governors of the California State Community Colleges will, through the formal needs assessment process, establish the funding priorities for each of the seven parts of VEA, developing measureable criteria at the ordinal, interval, or ratio levels of measurement by which to judge each proposal submitted for funding.

4. By July 1, 1977, the Board of Governors for the California Community Colleges will have the sole and final authority to approve VEA funding under each of the seven parts of VEA, with no ratification requirements necessary.

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MISSION OBJECTIVE

By the dates indicated, the following Performance Requirements will be met to specification. The California State Chancellor's Office for Community Colleges has identified needs for vocational education in California community colleges in the following areas: (1) learner needs, (2) educator needs, (3) community needs, and (4) agency needs. When the Performance Requirements have been met, the needs in each of these four areas will have been reduced or eliminated to specified levels. Three agencies will cooperate in this endeavor -- U.S.O.E., the California State Chancellor's Office for Community Colleges, and the California State Department of Education. By the end of this project, written approvals will be secured from each of the above four partners indicating that the required outcomes have been achieved.

PERFORMANCE REQUIREMENTS

1. By 1975, less than 20% of learners taking 12 or more units of college credit during the first semester of enrollment in a vocational education program in California Community Colleges will withdraw from school before the completion of the first semester.

2. By 1975, less than 10% of learners taking 12 or more units of college credit during the second semester of enrollment in a vocational education program in California Community Colleges will withdraw from school before completion of the second semester.

All data used in this document is ficticious and is not to be interpreted as factual.

3. By 1975, 70% or more of the learners initially enrolled in a vocational education program in California Community Colleges will remain enrolled until completion of that program, or until they have met all the pre-requisites to transfer to another program of choice requiring the skills learned at the college.

4. By 1975, for learners carrying 12 or more units of college credit in their second semester of training in vocational education programs in California Community Colleges, the mean score will be 4.0 or higher on a five-point scale indicating satisfaction-with-training with 1.0 indicating complete dissatisfaction to 5.0 indicating complete satisfaction.

5. By 1975, less than 10% of learners in vocational education programs in California Community Colleges will complain to Deans of Vocational Education about inadequate instructors and/or facilities. Complaints will be given either orally in an office interview or in a written letter. A complaint is defined as that which is perceived as a complaint by the Deans of Vocational Education.

6. By 1975, at least 80% of educators in vocational education programs in California Community Colleges will teach ten or more years before leaving the teaching profession to work in a different job area.

7. By 1975, the mean score of California community college vocational educators will be 3.8 or higher on a five-point scale of job-satisfaction, with 1.0 indicating complete-job-dissatisfaction to 5.0 indicating complete-job-satisfaction.

All data used in this document is fictitious and is not to be interpreted as factual.

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8. By 1975, at least 90% of vocational educators in California community colleges will disagree with the following statements on a questionnaire sent out by the California State Chancellor's Office for Community Colleges:

(1)	YES ____ NO ____	The conditions under which I work are adequate.
(2)	YES ____ NO ____	The pay I receive is reasonable for the number of hours I work and the skill required to teach my area of vocational education.

9. By 1975, mean working conditions for vocational educators in California community colleges will be at least equal to the mean working conditions in related industries, with pay being at least equal to the mean pay on an hours-worked basis with similar skill requirements. (Working conditions include: (a) hours worked, (b) availability of state-of-the-art hardware for instructional purposes, (c) incentives program, (d) safety factors, and (e) skill requirements.)

10. By 1975, there will be a community college trainee available with required skills, knowledges, and attitudes to work in every job available in California which requires two years or less of training in California community colleges.

11. By 1975, the median graduate of a vocational education program in California community colleges will require one month of training from the employer, on the average, once he secures a job in the field in which he was trained.

12. By 1975, the mean absentee rate from work of graduates from vocational education programs in California community colleges

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will be 3% or less of the work year.

13. By 1975, from a survey of employers of graduates from California community colleges vocational education programs, the mean response will indicate that the entry skills of the median trainee will be 3.5 or higher on a five-point scale of adequacy-of-entry-skills with 1.0 indicating completely inadequate to 5.0 indicating completely adequate.

14. By 1975, 90% or higher of the employers of graduates from vocational education programs in California community colleges will indicate on a check list beside the statement, "This graduate of a community college vocational education program has a _____ _____ attitude toward his job," that at least 90% of the
good poor
graduates will have "good" job attitudes.

15. By 1975, 5% of parents of graduates from vocational education programs in California community colleges will state when asked on a questionnaire that they contribute $1500.00 or more financial support per year to their vocational education graduate.

16. By January 1, 1973, the Board of Governors of the California Community Colleges will have the sole and final authority for program approval of Vocational Education programs funded by State agencies for California Community Colleges.

17. By July 1, 1974, the Board of Governors for the California Community Colleges will have the authority to approve the funding in community colleges for the seven parts of VEA, each project funded under each VEA category subject to ratification by the

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California State Board of Education.

18. By July 1, 1974, the Board of Governors of the California State Community Colleges will, through the formal needs assessment process, establish the funding priorities for each of the seven parts of VEA, developing measureable criteria at the interval or ratio levels of measurement by which to judge each proposal submitted for funding.

19. By July 1, 1977, the Board of Governors for California Community Colleges will have the sole and final authority to approve VEA funding under each of the seven parts of VEA, with no ratification requirements necessary.

20. When establishing the objectives for learners, educators, community, and agencies, objectives will be established for all required skills, knowledges, and attitudes. An objective is here defined as a statement of intended outcome measureable at the interval or ratio level of measurement.

21. When identifying alternative program strategies, at least three alternative strategies will be determined for each objective, including at least three advantages and three disadvantages for each strategy.

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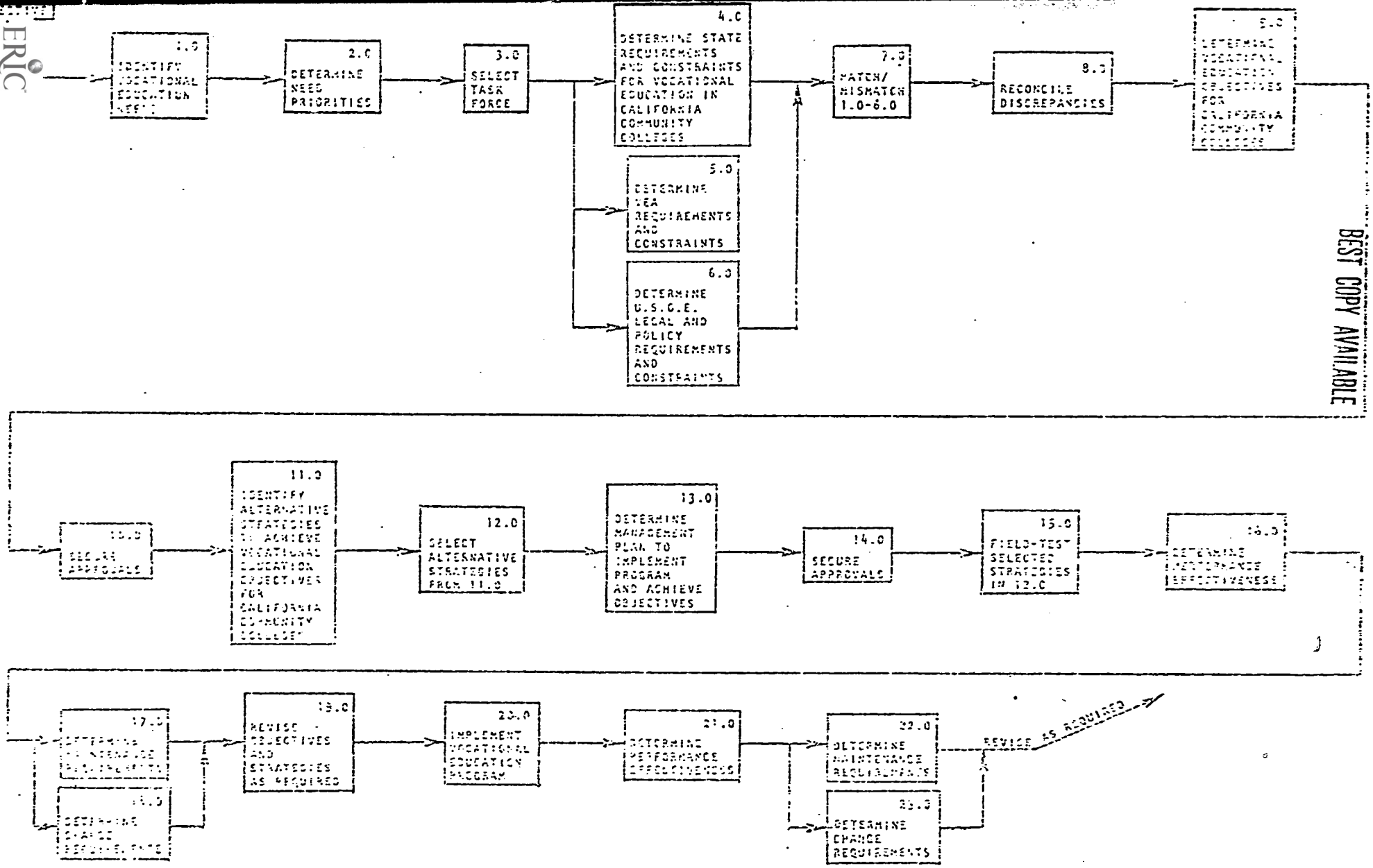

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SAMPLE METHODS/MEANS ANALYSIS
of 3.0 "Select Task Force"

FUNCTION	ALTERNATIVE METHODS/MEANS	ADVANTAGES	DISADVANTAGES
3.1 Identify Task Force Requirements	1. Determine perceived requirements from planning group	1. Easily done 2. Secures involvement 3. What educators are used to doing	1. Bias from perception 2. Often invalid to real requirements 3. Often unreliable to real requirements
	2. Empirically determine requirements through system approach	1. More valid data 2. More reliable data 3. More objective data	1. Time consuming 2. Unfamiliar to educators 3. Skill requirements often lacking
	3. Determine perceived requirements and empirically determine through system approach	1. Secures involvement 2. More valid data for accomplishing requirements in the "real" world 3. Decisions can be based on empirical data	1. Time consuming 2. Perceived as "more work than necessary" 3. Skill requirements often lacking
3.2 Identify Skills, Knowledges, Attitudes Requirements for Task Force Membership	1. Determine perceived requirements from planning group	1. Easily done 2. Secures involvement 3. What educators are used to doing	1. Bias from perception 2. Often invalid to real requirements 3. Often unreliable to real requirements
	2. Empirically determine requirements through system approach	1. More valid data 2. More reliable data 3. More objective data	1. Time consuming 2. Unfamiliar to educators 3. Skill requirements often lacking
	3. Determine perceived requirements and empirically determine through system approach	1. Secures involvement 2. More valid data for accomplishing requirements in the "real" world 3. Decisions can be based on empirical data	1. Time consuming 2. Perceived as "more work than necessary" 3. Skill requirements often lacking

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SAMPLE METHODS/MEANS ANALYSIS
of 3.0 "Select Task Force"

FUNCTION	ALTERNATIVE METHODS/MEANS	ADVANTAGES	DISADVANTAGES
3.3 Identify Political Requirements for Task Force Membership	1. Determine perceived requirements from planning group	1. Easily done 2. Secures involvement 3. What educators are used to doing	1. Bias from perception 2. Often invalid to real requirements 3. Often unreliable to real requirements
	2. Empirically determine requirements through system approach	1. More valid data 2. More reliable data 3. More objective data	1. Time consuming 2. Unfamiliar to educators 3. Skill requirements often lacking
	3. Determine perceived requirements and empirically determine through system approach	1. Secures involvement 2. More valid data for accomplishing requirements in the "real" world 3. Decisions can be based on empirical data	1. Time consuming 2. Perceived as "more work than necessary" 3. Skill requirements often lacking
3.4 Select Chancellor's Office Representation	1. Decision-maker appoints representatives	1. Easily done 2. Decision-maker will have the persons he wants 3. Gate-keepers can be appointed	1. Most knowledgeable persons might not be appointed 2. "Cronyism" likely 3. Without "best-possible" appointees product likely to be inferior
	2. Select representatives from adopted objective set of criteria	1. Most knowledgeable persons will be appointed 2. Product likely to be of higher quality 3. Objective approach circumventing "Cronyism"	1. More time consuming 2. Decision-maker likely to have less control 3. Persons meeting criteria might not be found within agency

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SAMPLE METHODS/MEANS ANALYSIS
of 3.0 "Select Task Force"

FUNCTION	ALTERNATIVE METHODS/MEANS	ADVANTAGES	DISADVANTAGES
3.4 (continued)	3. Select most available persons	1. Easily done 2. Won't over-burden those already busy 3. Give work to those not busy -- increase office man-hours worked	1. Incompetent persons likely to be selected 2. Persons selected likely will not have required skills 3. No gate-keepers will likely be selected
3.5 Select State Department of Education Representation	1. Decision-maker appoints representatives	1. Easily done 2. Decision-maker will have the persons he wants 3. Gate-keepers can be appointed	1. Most knowledgeable persons might not be appointed 2. "Cronyism" likely 3. Without "best-possible" appointees product likely to be inferior
	2. Select representatives from adopted objective set of criteria	1. Most knowledgeable persons will be appointed 2. Product likely to be of higher quality 3. Objective approach circumventing "Cronyism"	1. More time consuming 2. Decision-maker likely to have less control 3. Persons meeting criteria might not be found within agency
	3. Select most available persons	1. Easily done 2. Won't over-burden those already busy 3. Give work to those not busy -- increase office man-hours worked	1. Incompetent persons likely to be selected 2. Persons selected likely will not have required skills 3. No gate-keepers will likely be selected

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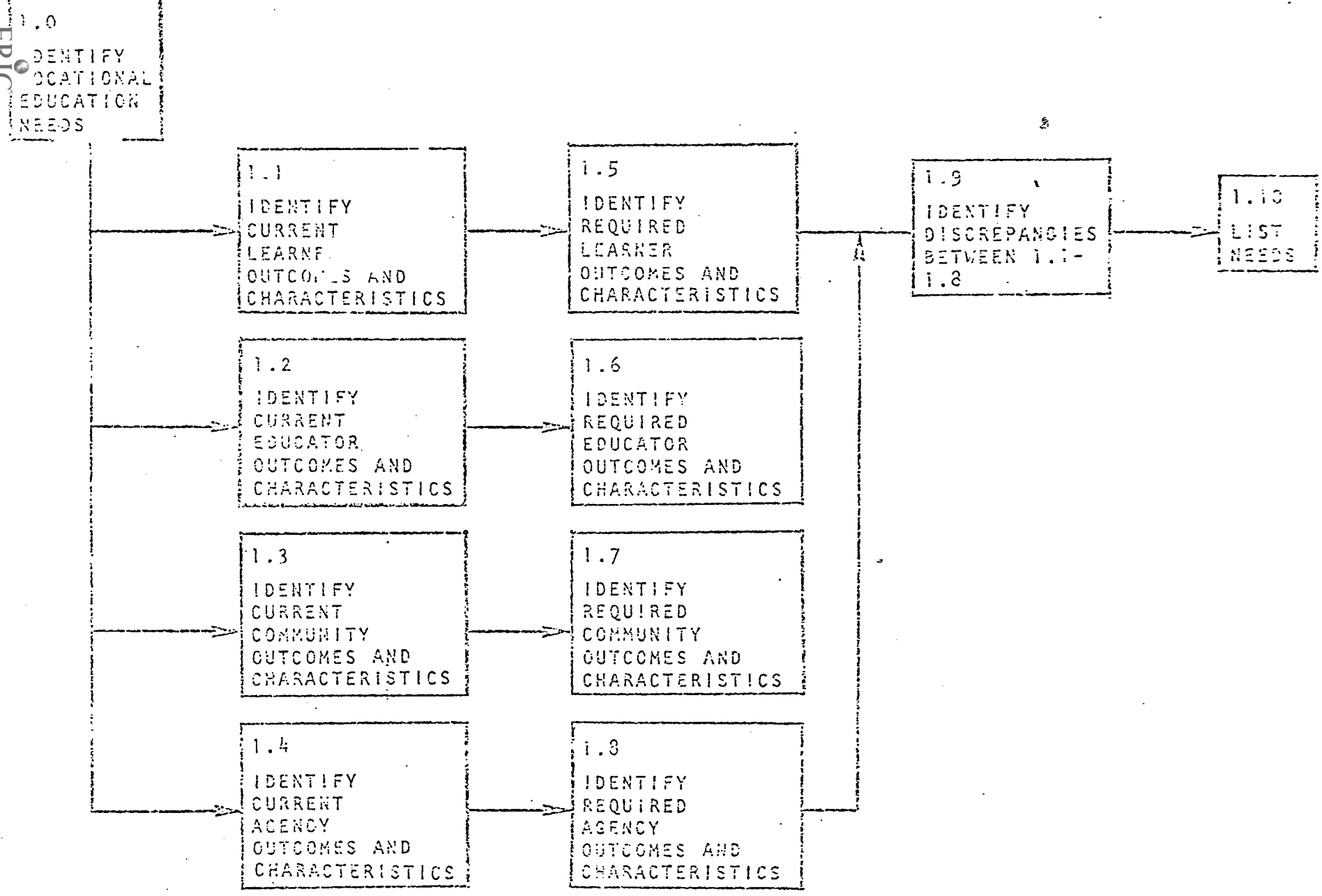
1.0
IDENTIFY VOCATIONAL EDUCATION NEEDS
1.1
IDENTIFY CURRENT LEARNER OUTCOMES AND CHARACTERISTICS
1.2
IDENTIFY CURRENT EDUCATOR OUTCOMES AND CHARACTERISTICS
1.3
IDENTIFY CURRENT COMMUNITY OUTCOMES AND CHARACTERISTICS
1.4
IDENTIFY CURRENT AGENCY OUTCOMES AND CHARACTERISTICS
1.5
IDENTIFY REQUIRED LEARNER OUTCOMES AND CHARACTERISTICS
1.6
IDENTIFY REQUIRED EDUCATOR OUTCOMES AND CHARACTERISTICS
1.7
IDENTIFY REQUIRED COMMUNITY OUTCOMES AND CHARACTERISTICS
1.8
IDENTIFY REQUIRED AGENCY OUTCOMES AND CHARACTERISTICS
1.9
IDENTIFY DISCREPANCIES BETWEEN 1.1-1.8
1.10
LIST NEEDS

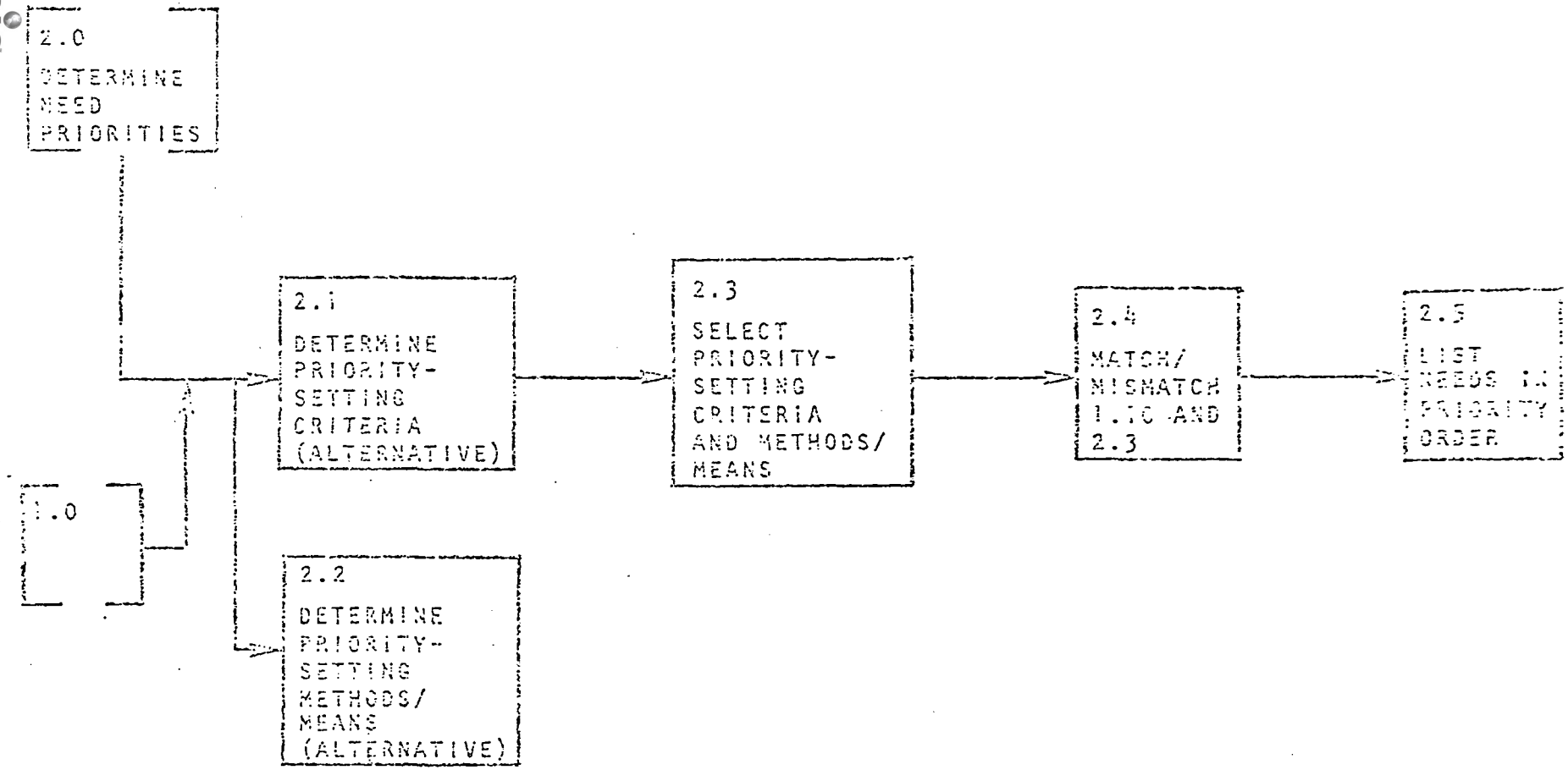
2.0
DETERMINE NEED PRIORITIES
1.0
2.1
DETERMINE PRIORITY-SETTING CRITERIA (ALTERNATIVE)
2.2
DETERMINE PRIORITY-SETTING METHODS/ MEANS (ALTERNATIVE)
2.3
SELECT PRIORITY-SETTING CRITERIA AND METHODS/ MEANS
2.4
MATCH/ MISMATCH 1.10 AND 2.3
2.5
LIST NEEDS IN PRIORITY ORDER

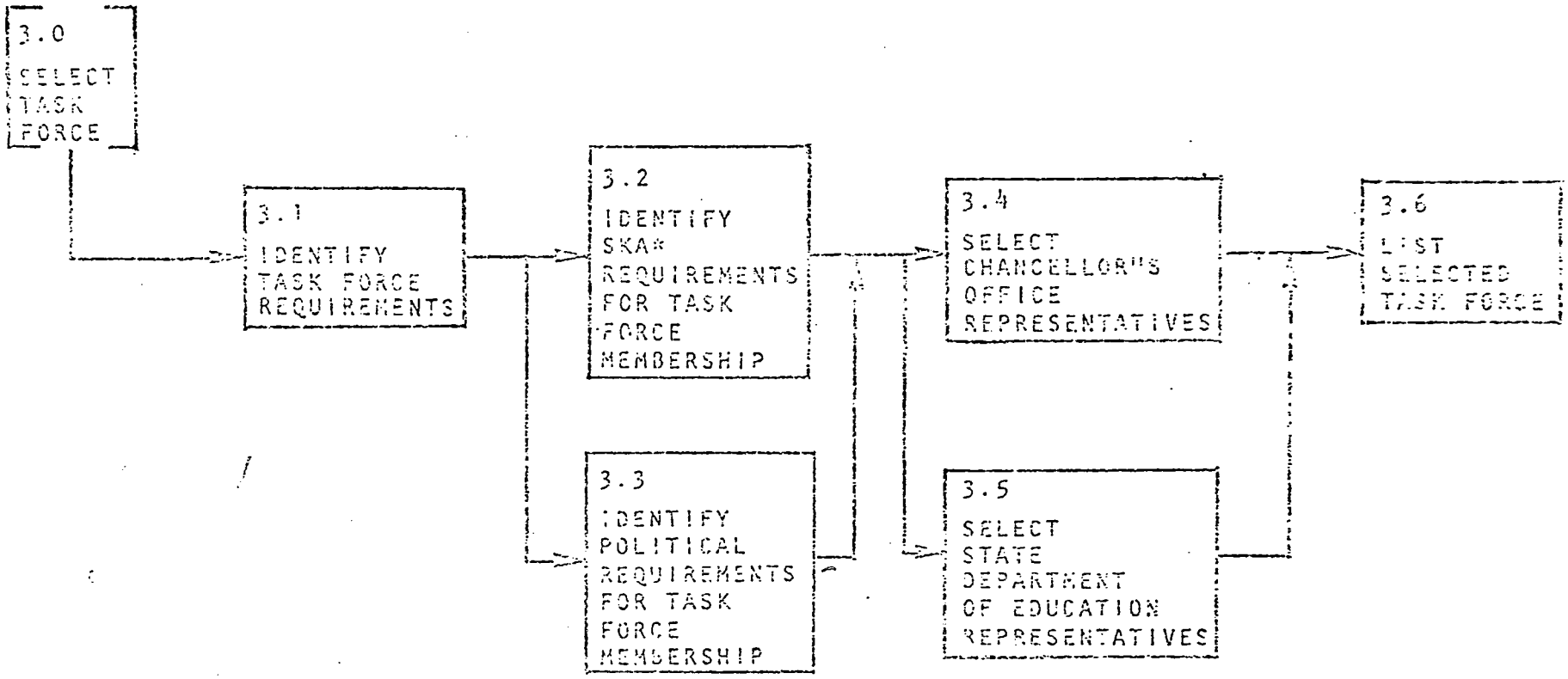

* SKA = Skills, Knowledge, Attitudes

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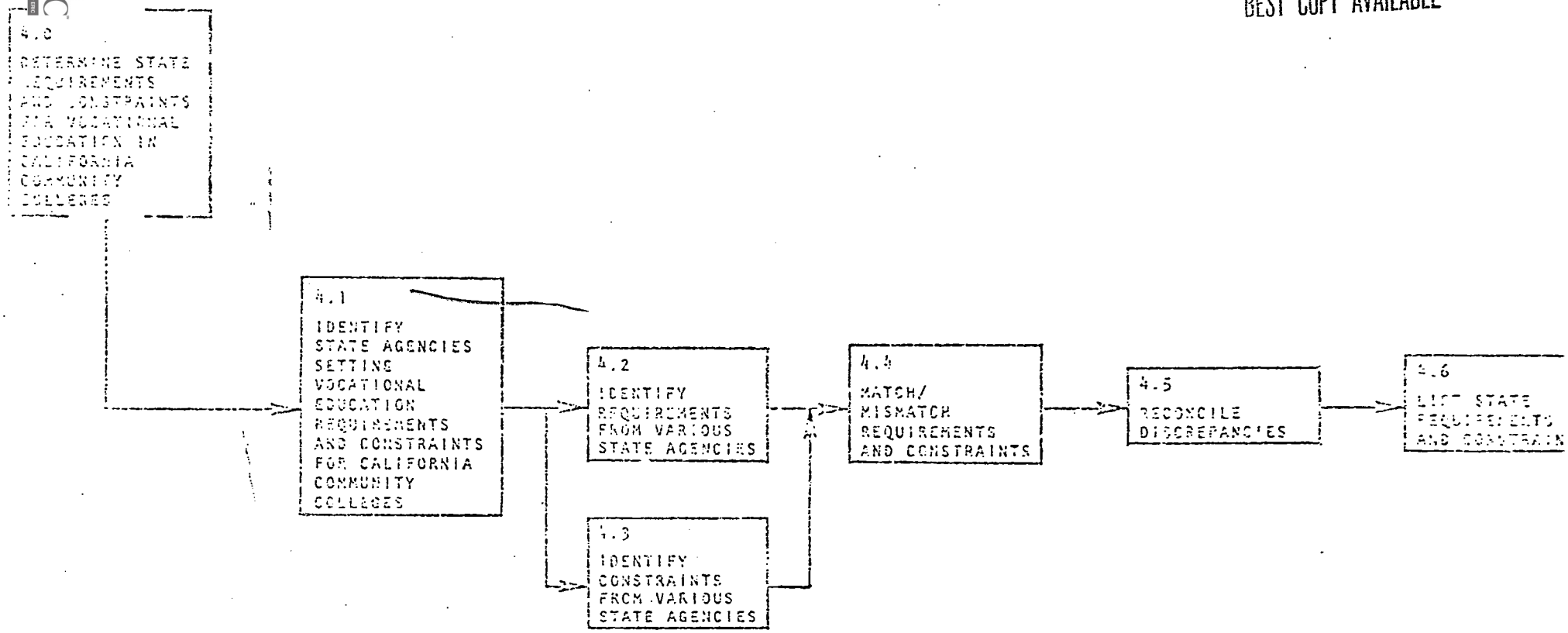

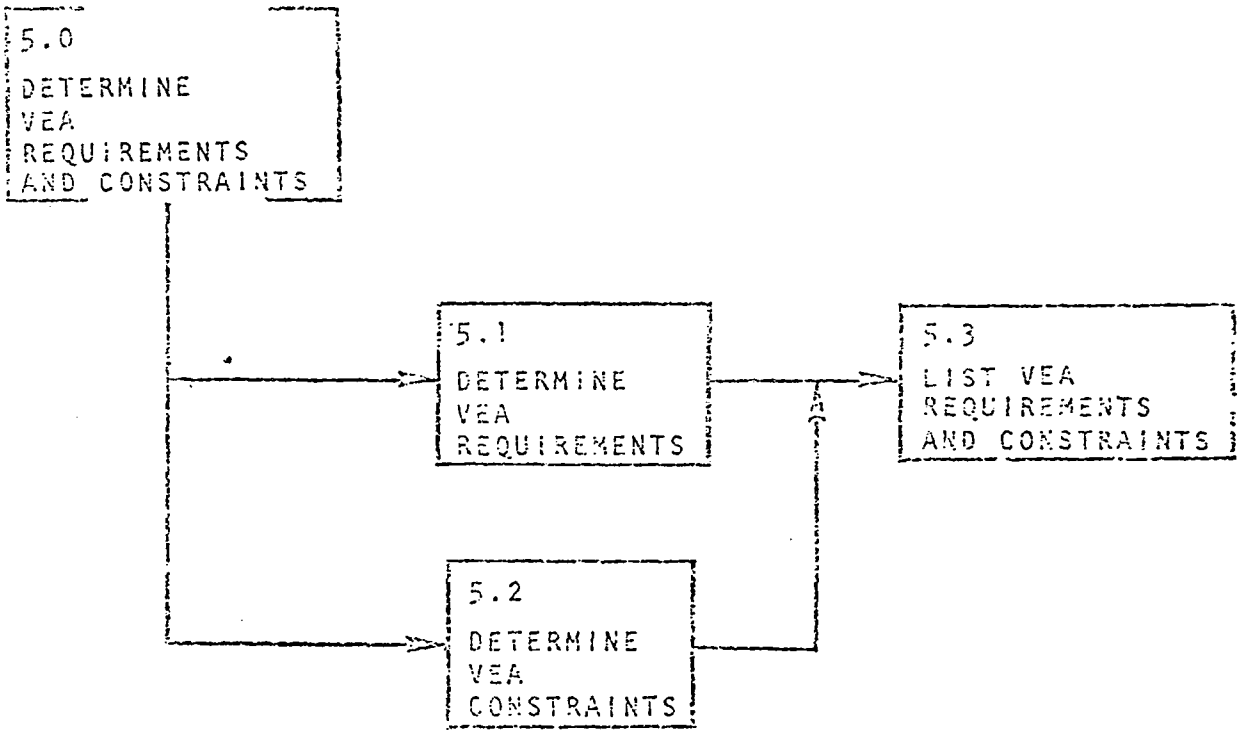
5.0
DETERMINE VEA REQUIREMENTS AND CONSTRAINTS
5.1
DETERMINE VEA REQUIREMENTS
5.2
DETERMINE VEA CONSTRAINTS
A
5.3
LIST VEA REQUIREMENTS AND CONSTRAINTS

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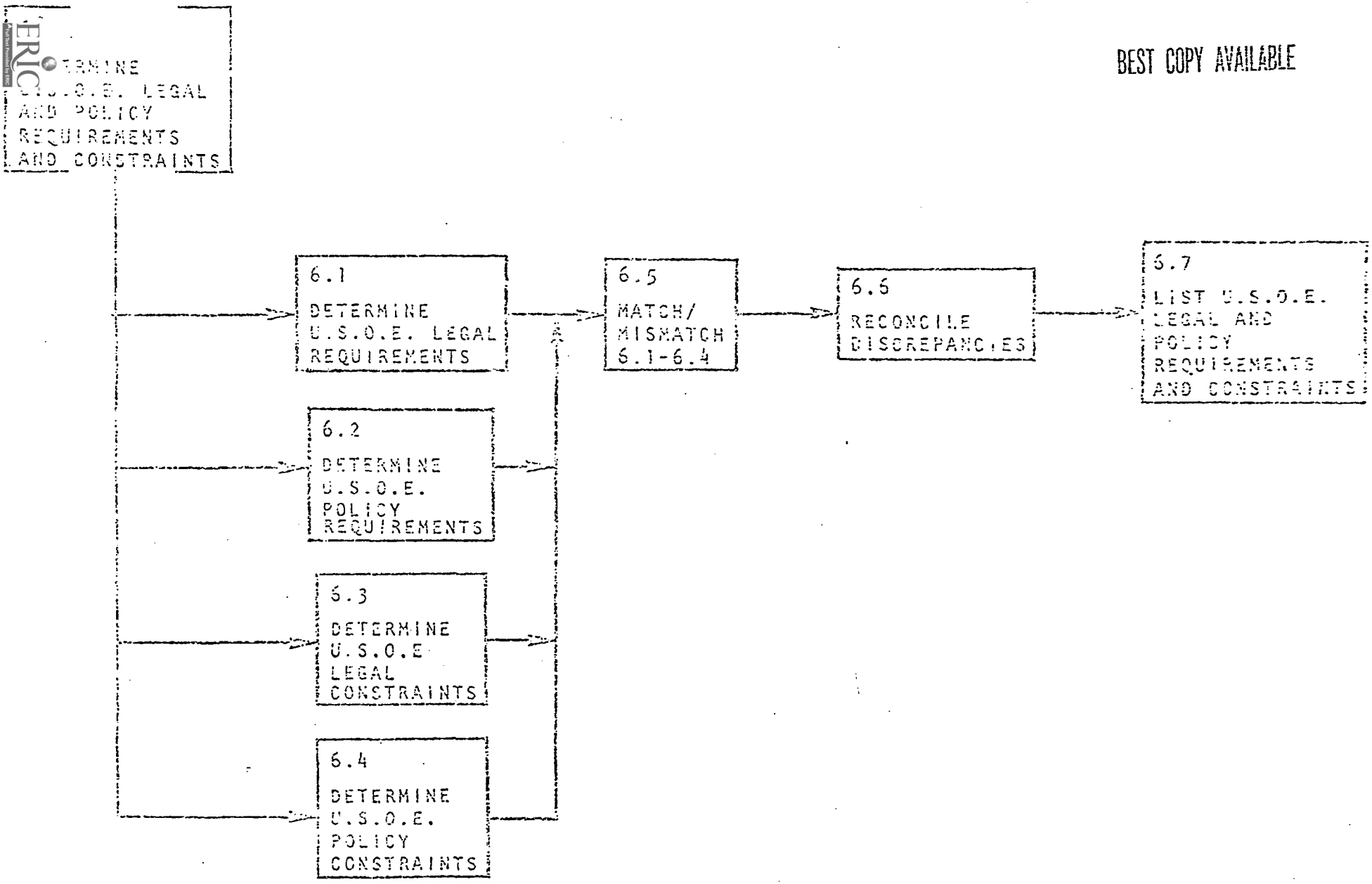

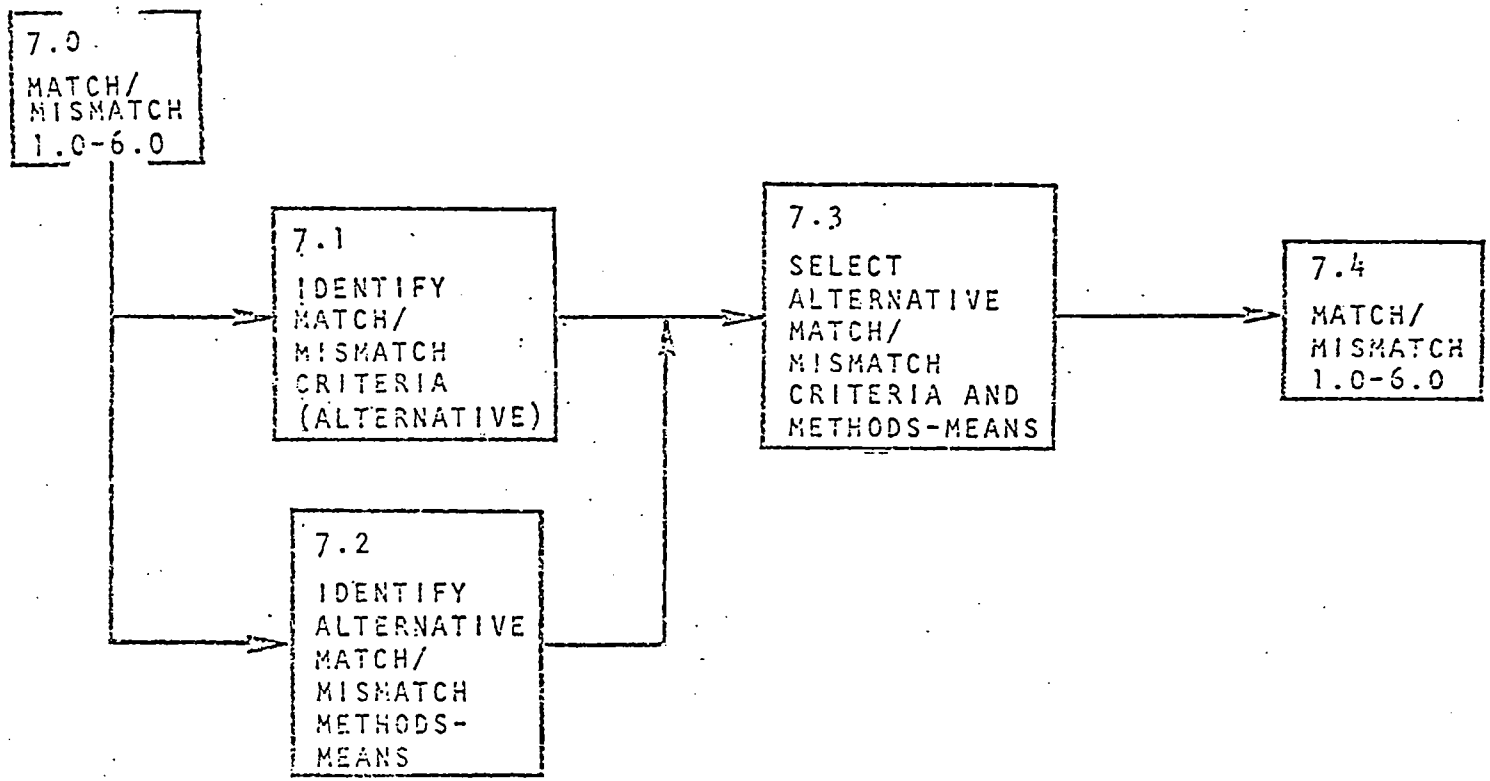
7.0
MATCH/
MISMATCH
1.0-6.0
7.1
IDENTIFY
MATCH/
MISMATCH
CRITERIA
(ALTERNATIVE)
7.2
IDENTIFY
ALTERNATIVE
MATCH/
MISMATCH
METHODS-
MEANS
7.3
SELECT
ALTERNATIVE
MATCH/
MISMATCH
CRITERIA AND
METHODS-MEANS
7.4
MATCH/
MISMATCH
1.0-6.0

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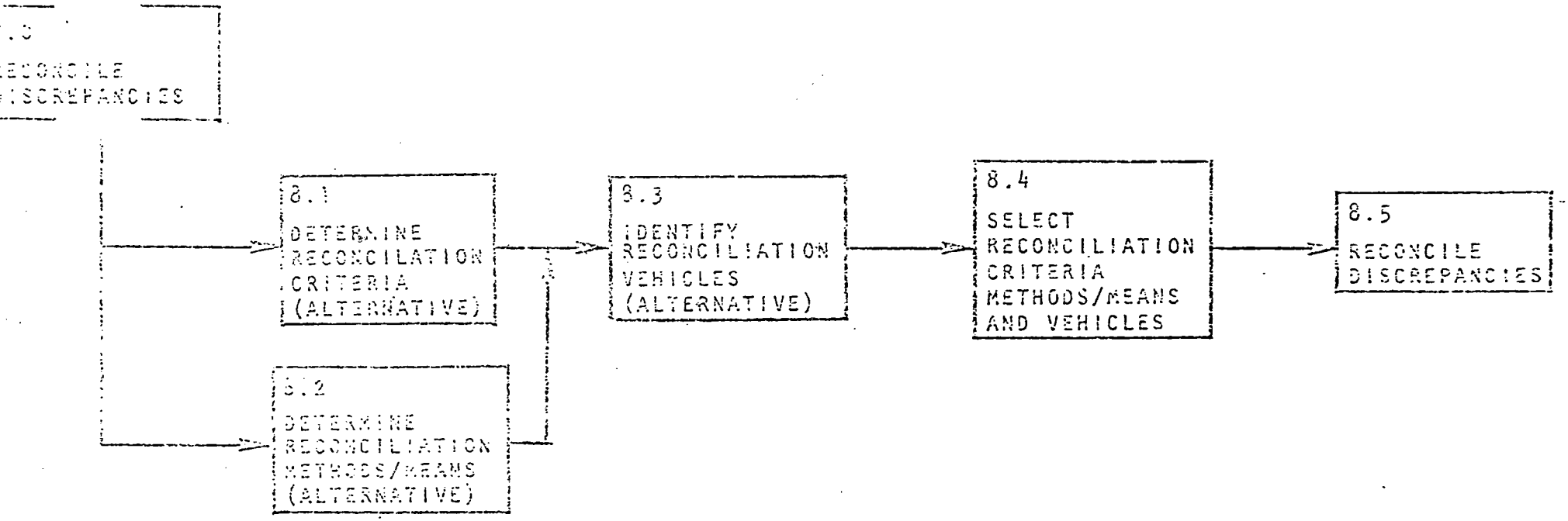

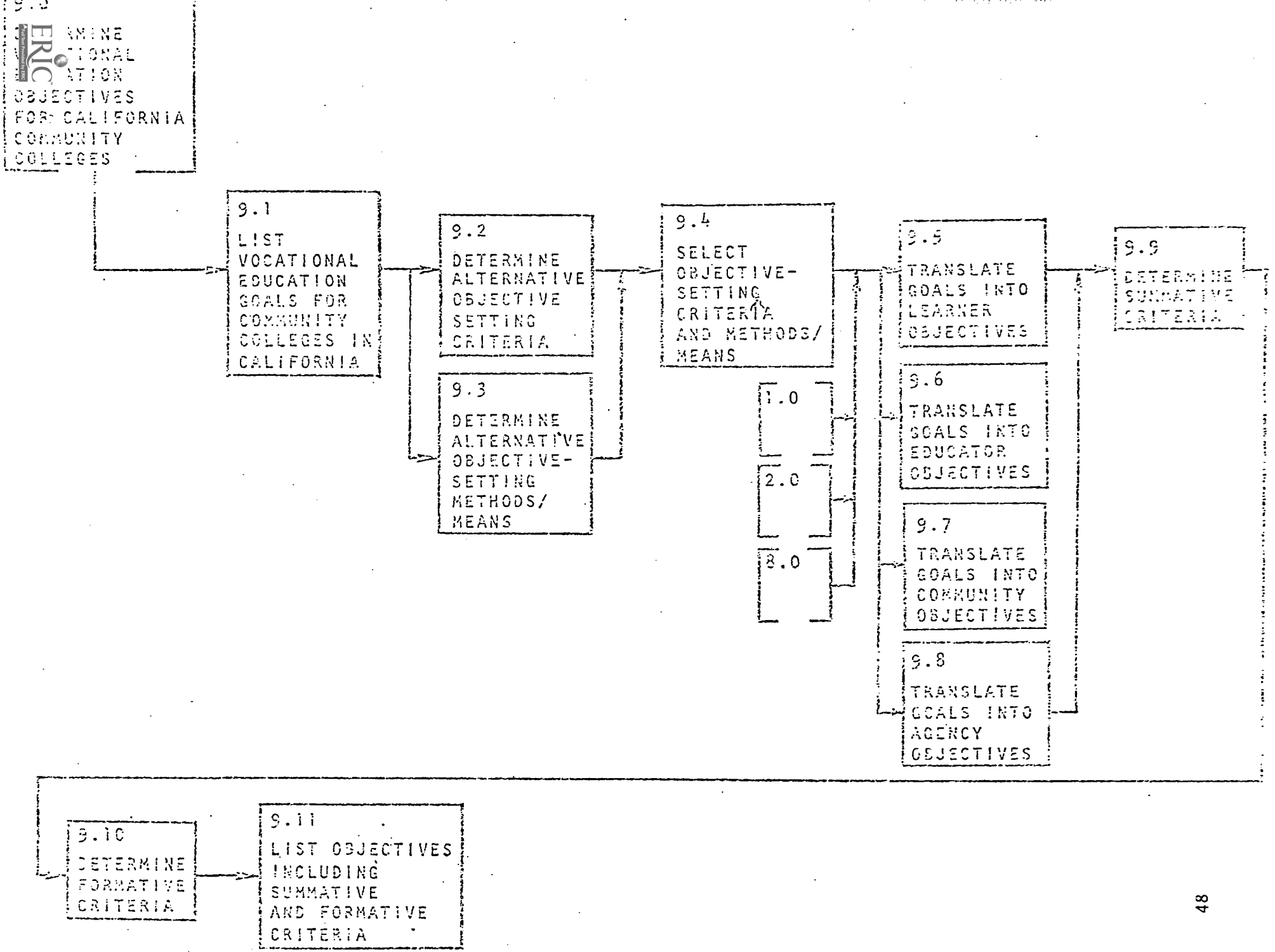
9.0
EXAMINE NATIONAL EDUCATION OBJECTIVES FOR CALIFORNIA COMMUNITY COLLEGES
9.1
LIST VOCATIONAL EDUCATION GOALS FOR COMMUNITY COLLEGES IN CALIFORNIA
9.2
DETERMINE ALTERNATIVE OBJECTIVE SETTING CRITERIA
9.3
DETERMINE ALTERNATIVE OBJECTIVE-SETTING METHODS/ MEANS
9.4
SELECT OBJECTIVE-SETTING CRITERIA AND METHODS/ MEANS
1.0
2.0
8.0
9.5
TRANSLATE GOALS INTO LEARNER OBJECTIVES
9.6
TRANSLATE GOALS INTO EDUCATOR OBJECTIVES
9.7
TRANSLATE GOALS INTO COMMUNITY OBJECTIVES
9.8
TRANSLATE GOALS INTO AGENCY OBJECTIVES
9.9
DETERMINE SUMMATIVE CRITERIA
9.10
DETERMINE FORMATIVE CRITERIA
9.11
LIST OBJECTIVES INCLUDING SUMMATIVE AND FORMATIVE CRITERIA

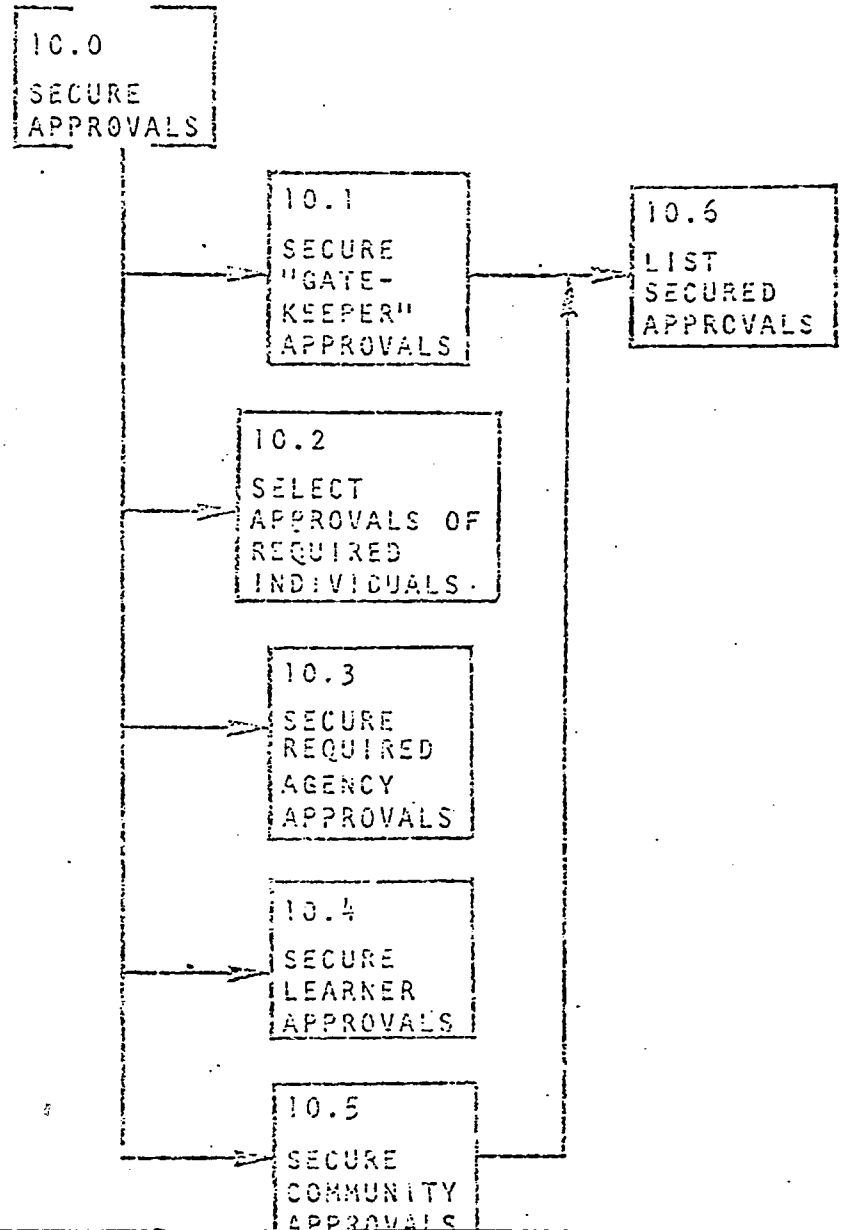
10.0
SECURE APPROVALS
10.1
SECURE "GATE-KEEPER" APPROVALS
10.2
SELECT APPROVALS OF REQUIRED INDIVIDUALS.
10.3
SECURE REQUIRED AGENCY APPROVALS
10.4
SECURE LEARNER APPROVALS
10.5
SECURE COMMUNITY APPROVALS
10.6
LIST SECURED APPROVALS

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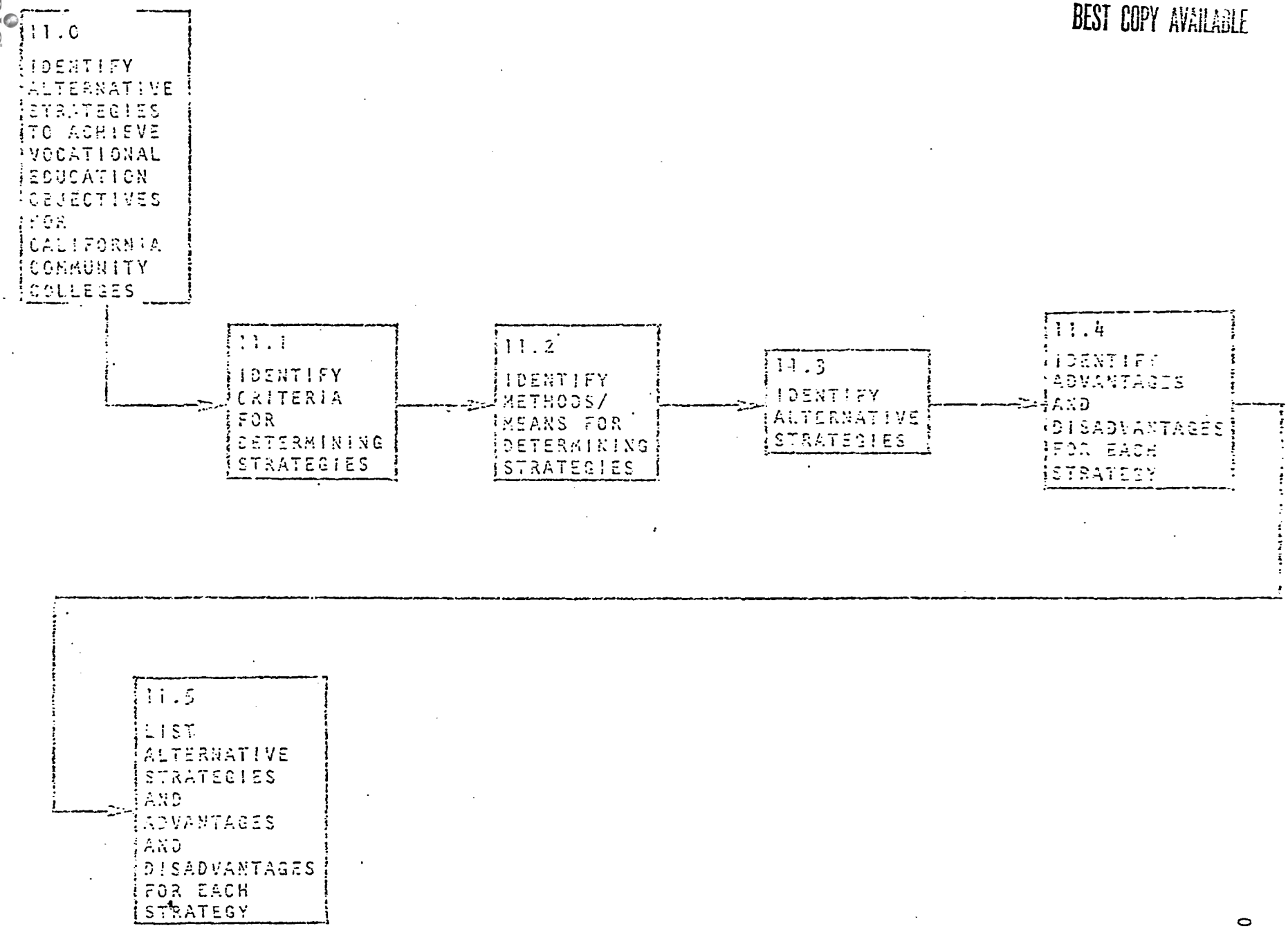

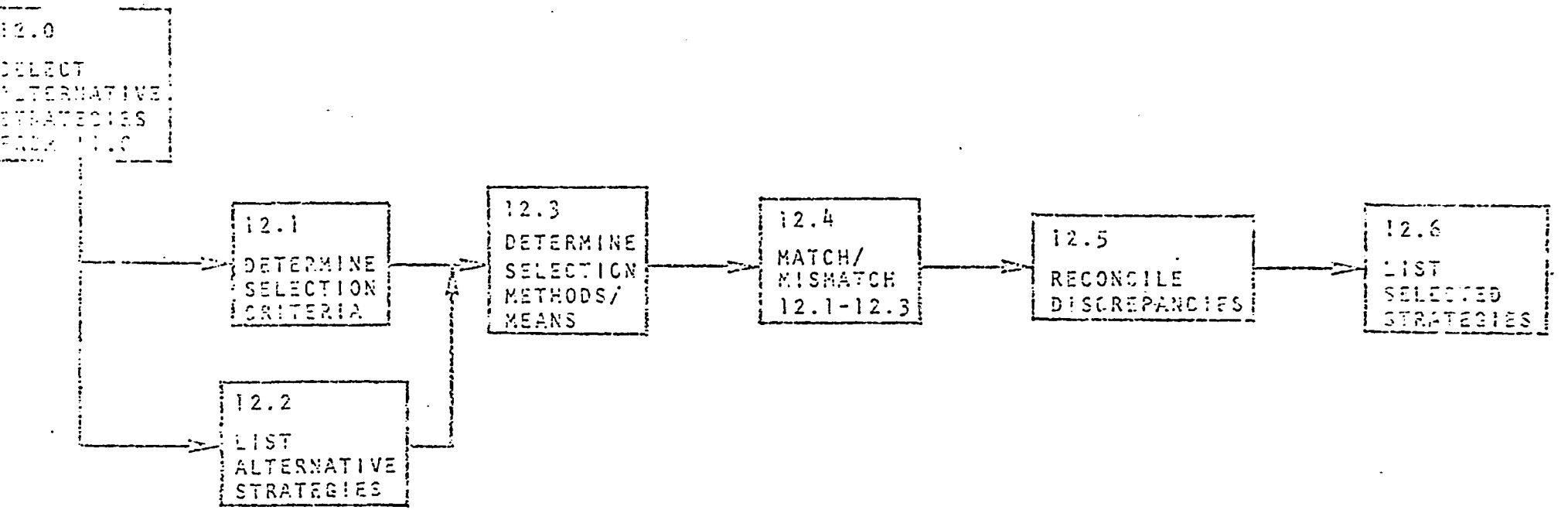
12.0
SELECT
ALTERNATIVE
STRATEGIES
FROM 11.0
12.1
DETERMINE
SELECTION
CRITERIA
12.2
LIST
ALTERNATIVE
STRATEGIES
12.3
DETERMINE
SELECTION
METHODS/
MEANS
12.4
MATCH/
MISMATCH
12.1-12.3
12.5
RECONCILE
DISCREPANCIES
12.6
LIST
SELECTED
STRATEGIES

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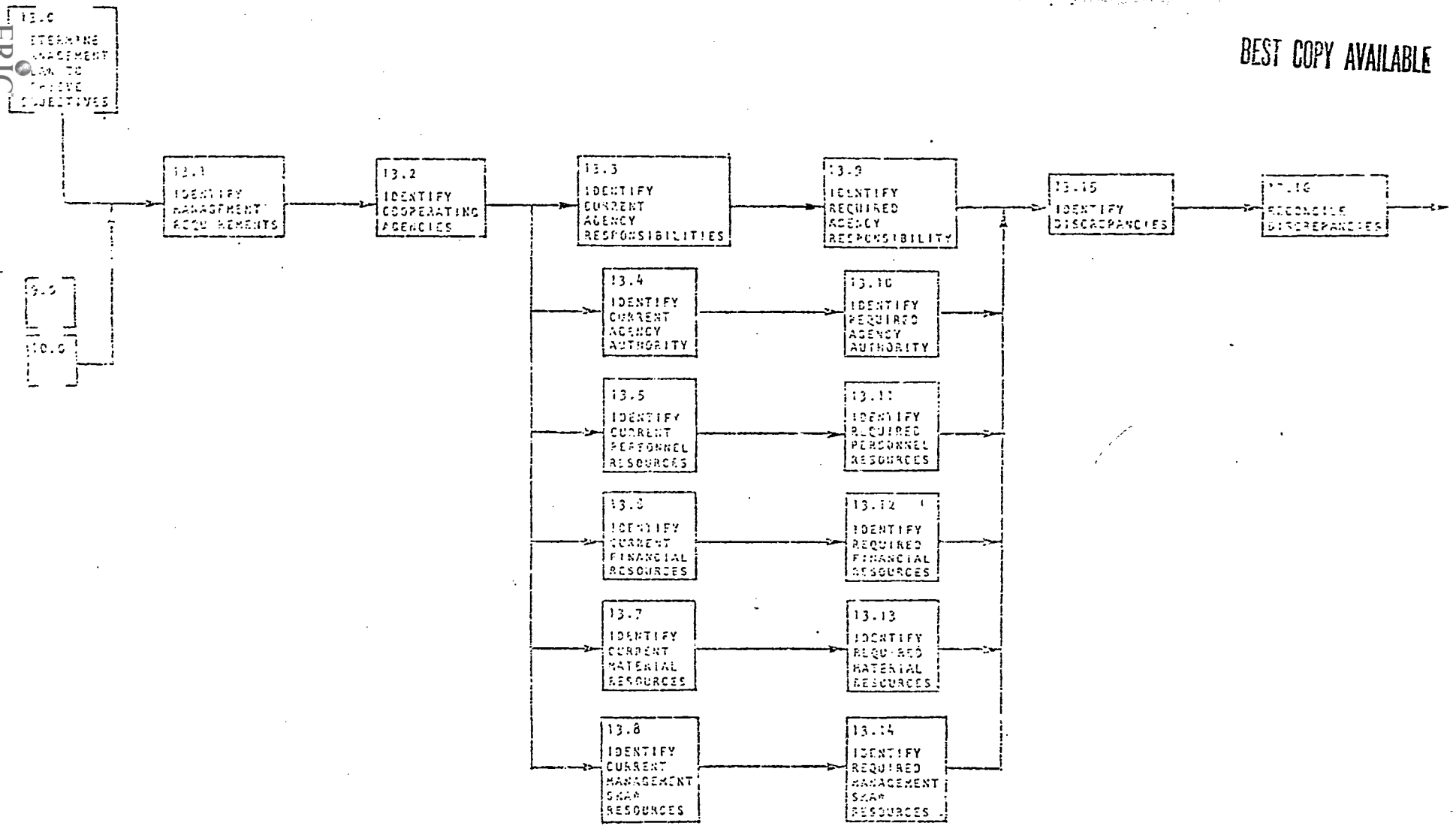

*SKA = SKILLS, KNOWLEDGES, ATTITUDES

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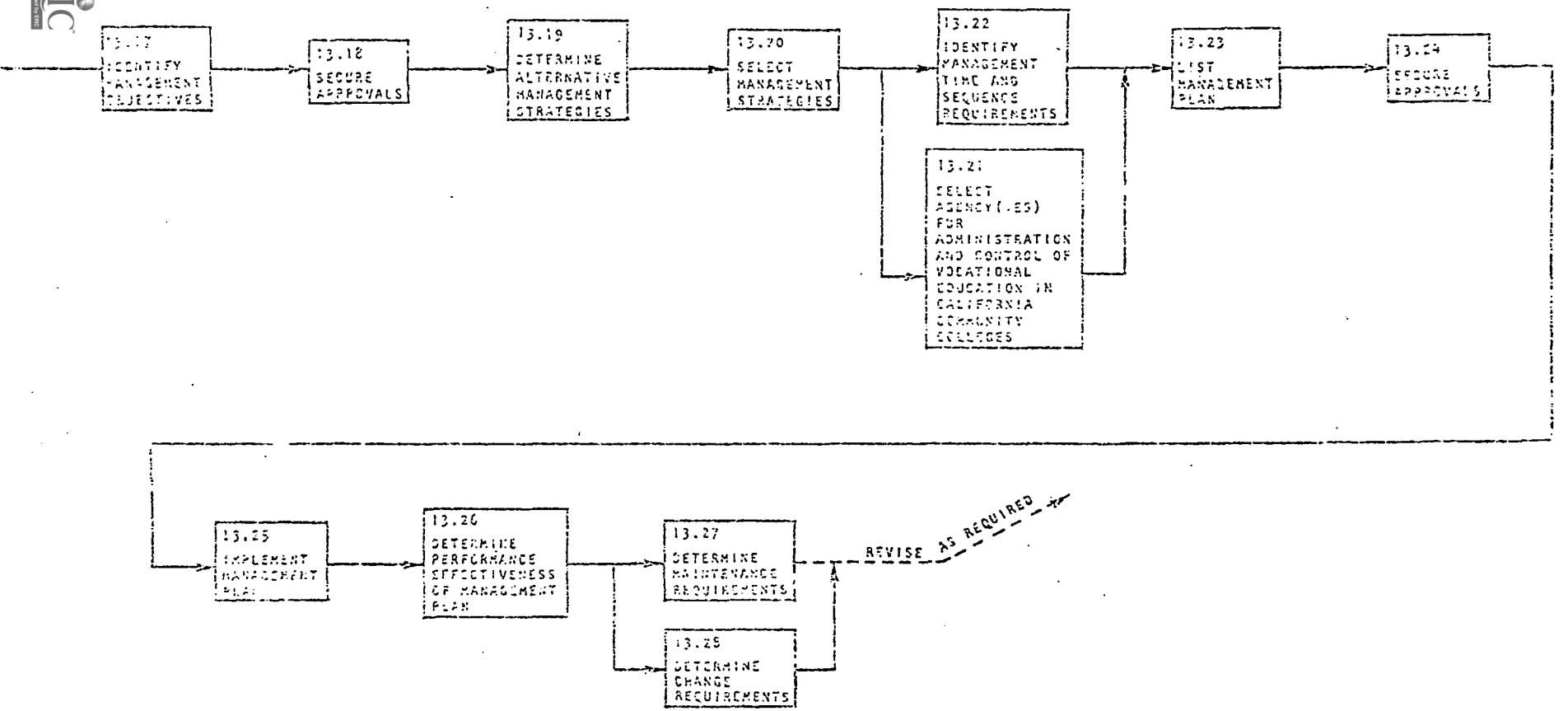

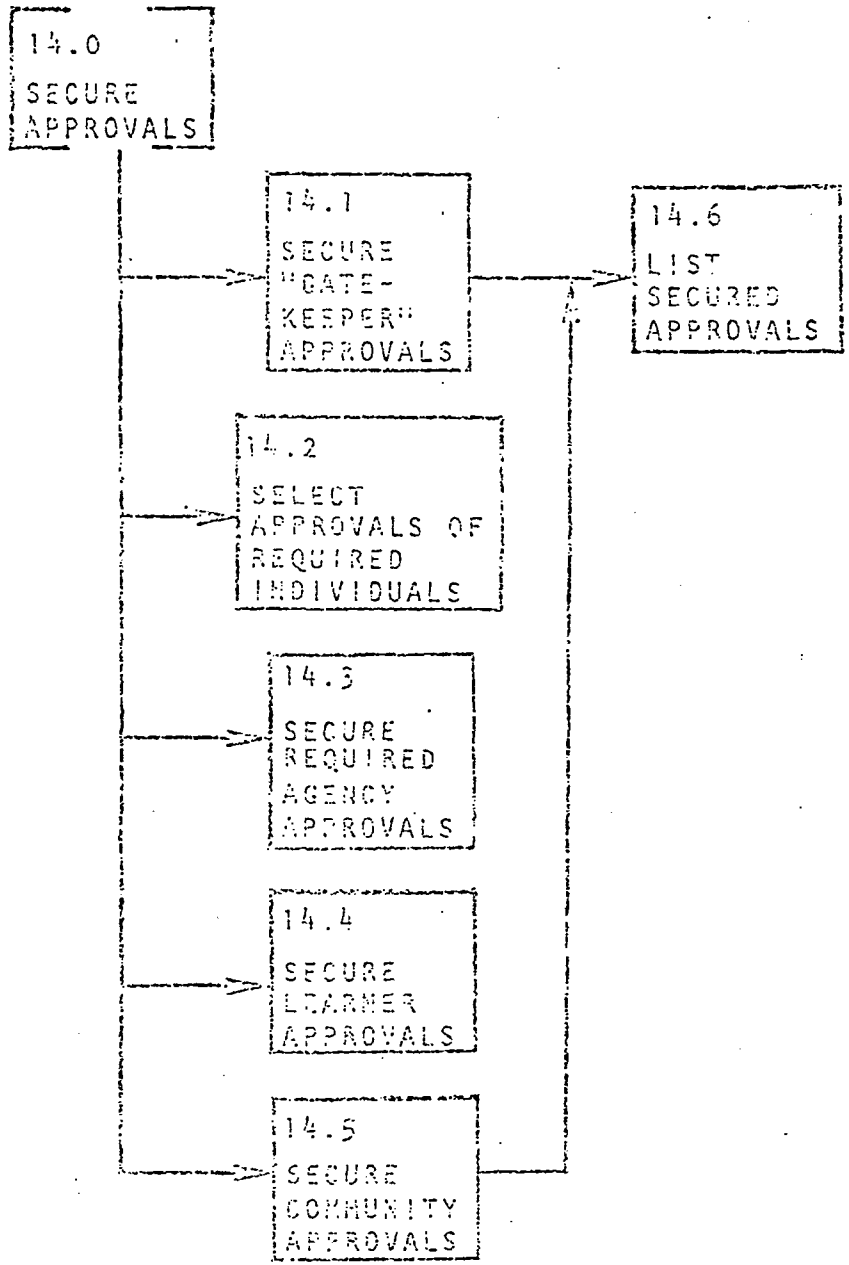
14.0
SECURE APPROVALS
14.1
SECURE "GATE-KEEPER" APPROVALS
14.2
SELECT APPROVALS OF REQUIRED INDIVIDUALS
14.3
SECURE REQUIRED AGENCY APPROVALS
14.4
SECURE LEARNER APPROVALS
14.5
SECURE COMMUNITY APPROVALS
14.6
LIST SECURED APPROVALS

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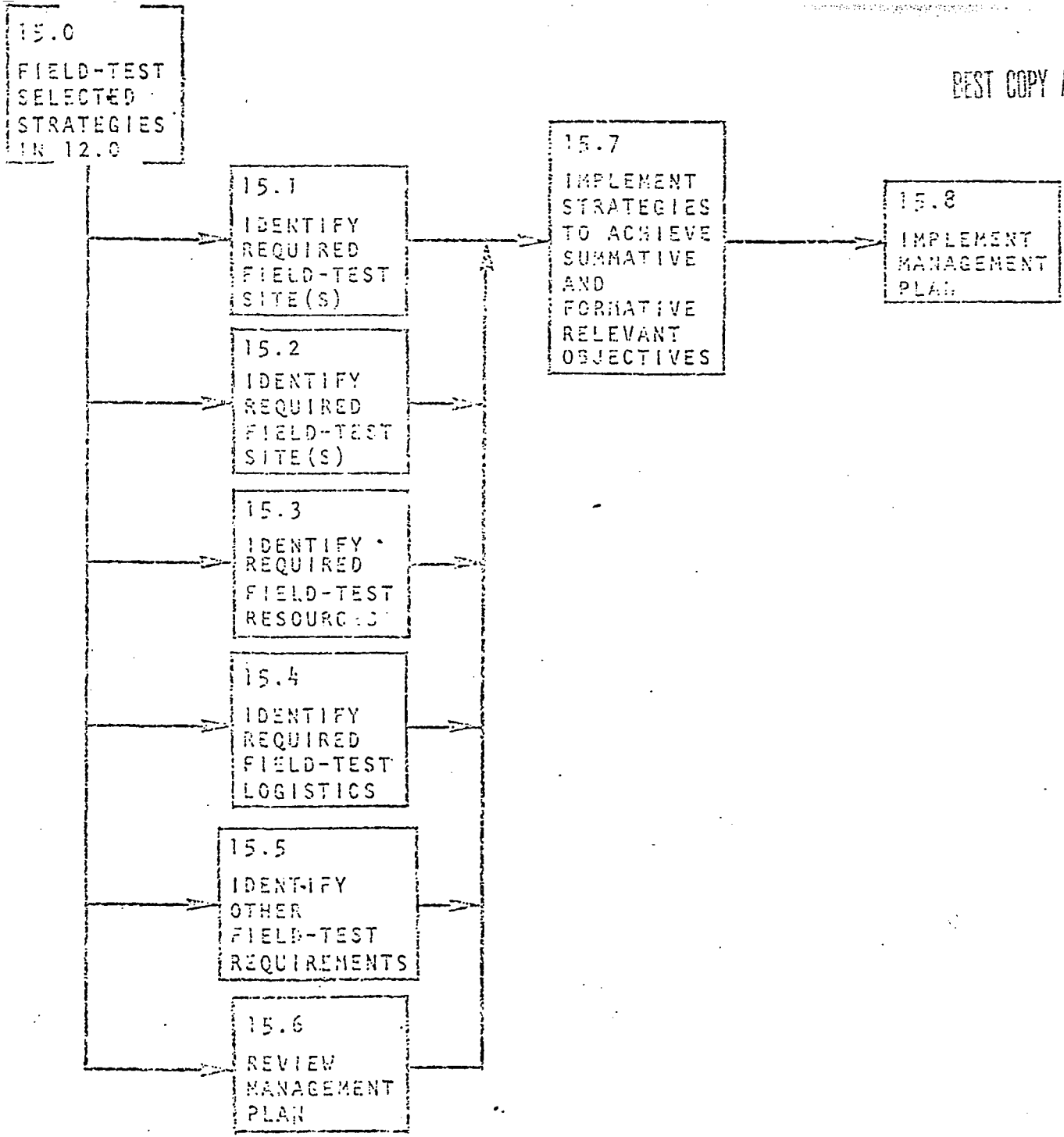

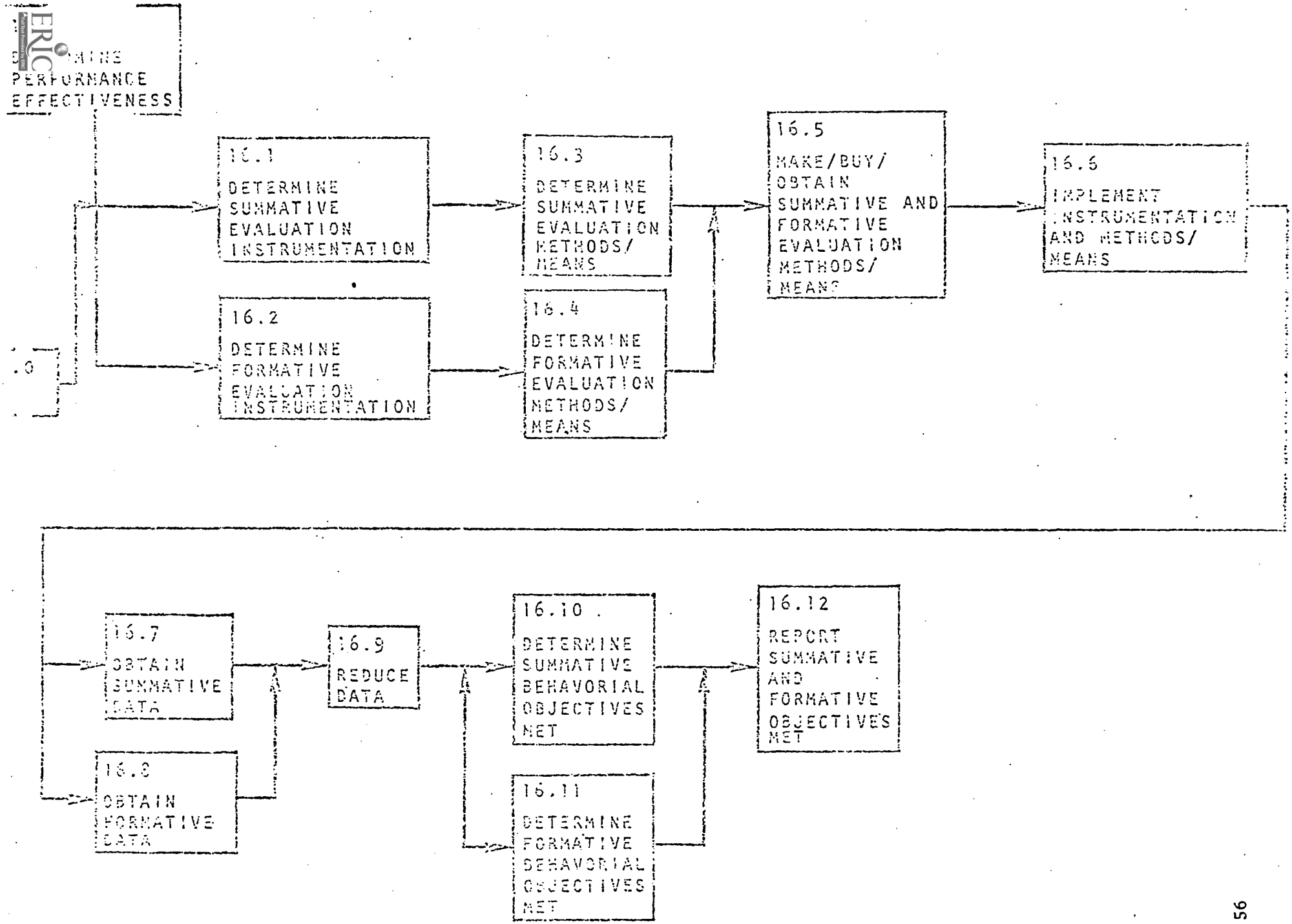
PERFORMANCE
EFFECTIVENESS
16.1
DETERMINE SUMMATIVE EVALUATION INSTRUMENTATION
16.2
DETERMINE FORMATIVE EVALUATION INSTRUMENTATION
16.3
DETERMINE SUMMATIVE EVALUATION METHODS/ MEANS
16.4
DETERMINE FORMATIVE EVALUATION METHODS/ MEANS
16.5
MAKE/BUY/ OBTAIN SUMMATIVE AND FORMATIVE EVALUATION METHODS/ MEANS
16.6
IMPLEMENT INSTRUMENTATION AND METHODS/ MEANS
16.7
OBTAIN SUMMATIVE DATA
16.8
OBTAIN FORMATIVE DATA
16.9
REDUCE DATA
16.10
DETERMINE SUMMATIVE BEHAVORIAL OBJECTIVES MET
16.11
DETERMINE FORMATIVE BEHAVORIAL OBJECTIVES MET
16.12
REPORT SUMMATIVE AND FORMATIVE OBJECTIVES MET

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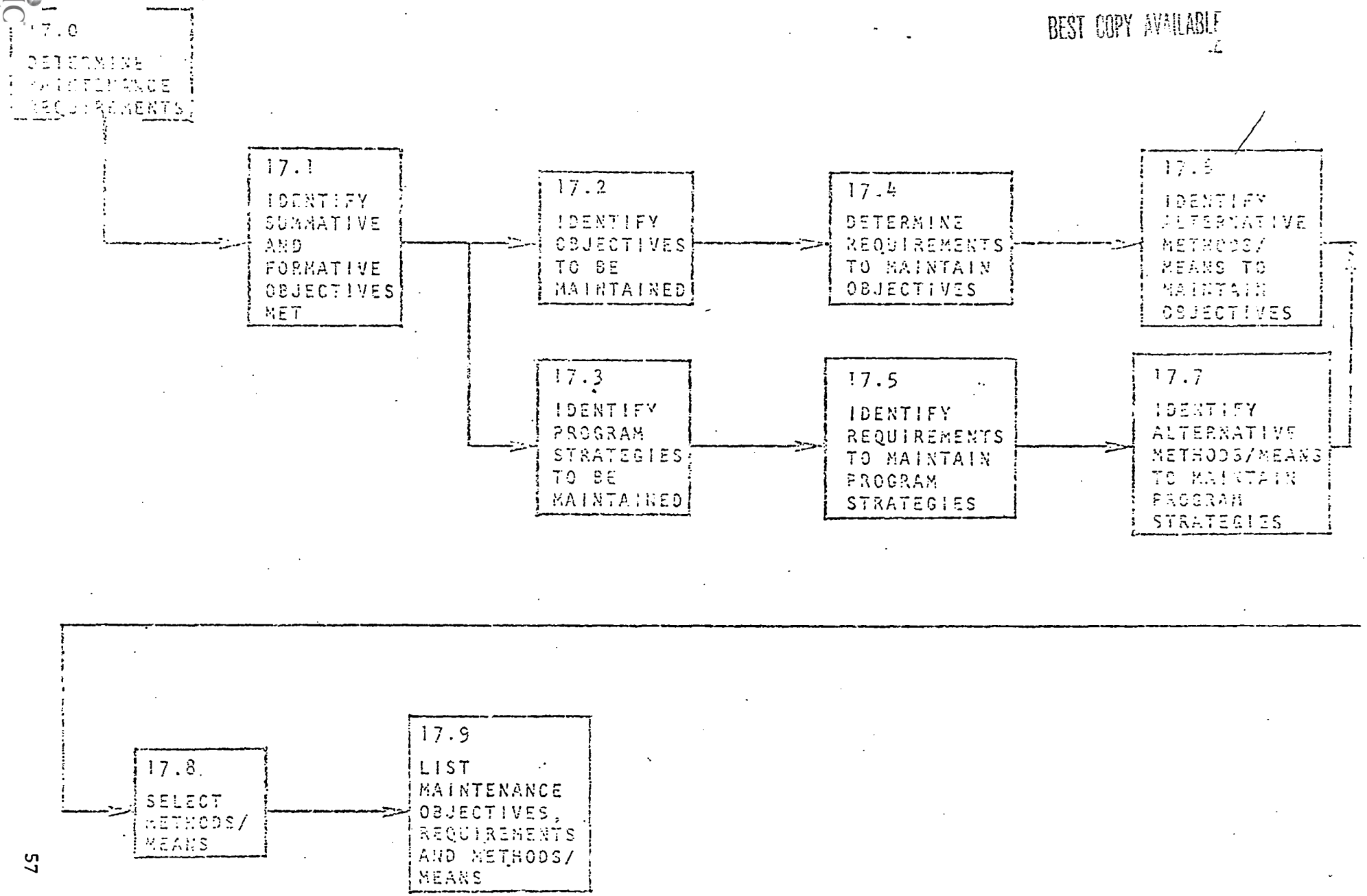

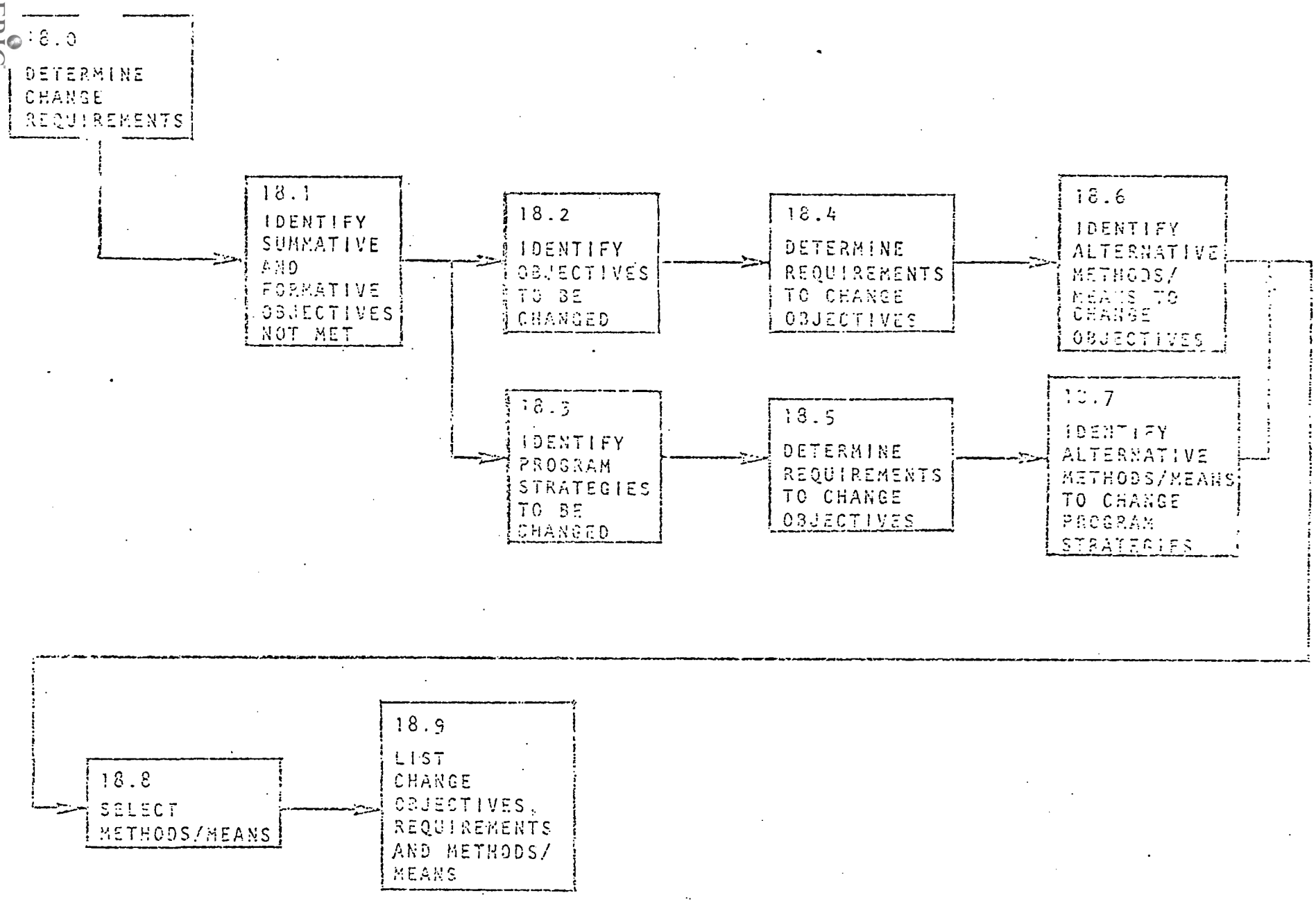
18.0
DETERMINE CHANGE REQUIREMENTS
18.1
IDENTIFY SUMMATIVE AND FORMATIVE OBJECTIVES NOT MET
18.2
IDENTIFY OBJECTIVES TO BE CHANGED
18.3
IDENTIFY PROGRAM STRATEGIES TO BE CHANGED
18.4
DETERMINE REQUIREMENTS TO CHANGE OBJECTIVES
18.5
DETERMINE REQUIREMENTS TO CHANGE OBJECTIVES
18.6
IDENTIFY ALTERNATIVE METHODS/ MEANS TO CHANGE OBJECTIVES
18.7
IDENTIFY ALTERNATIVE METHODS/MEANS TO CHANGE PROGRAM STRATEGIES
18.8
SELECT METHODS/MEANS
18.9
LIST CHANGE OBJECTIVES, REQUIREMENTS AND METHODS/ MEANS

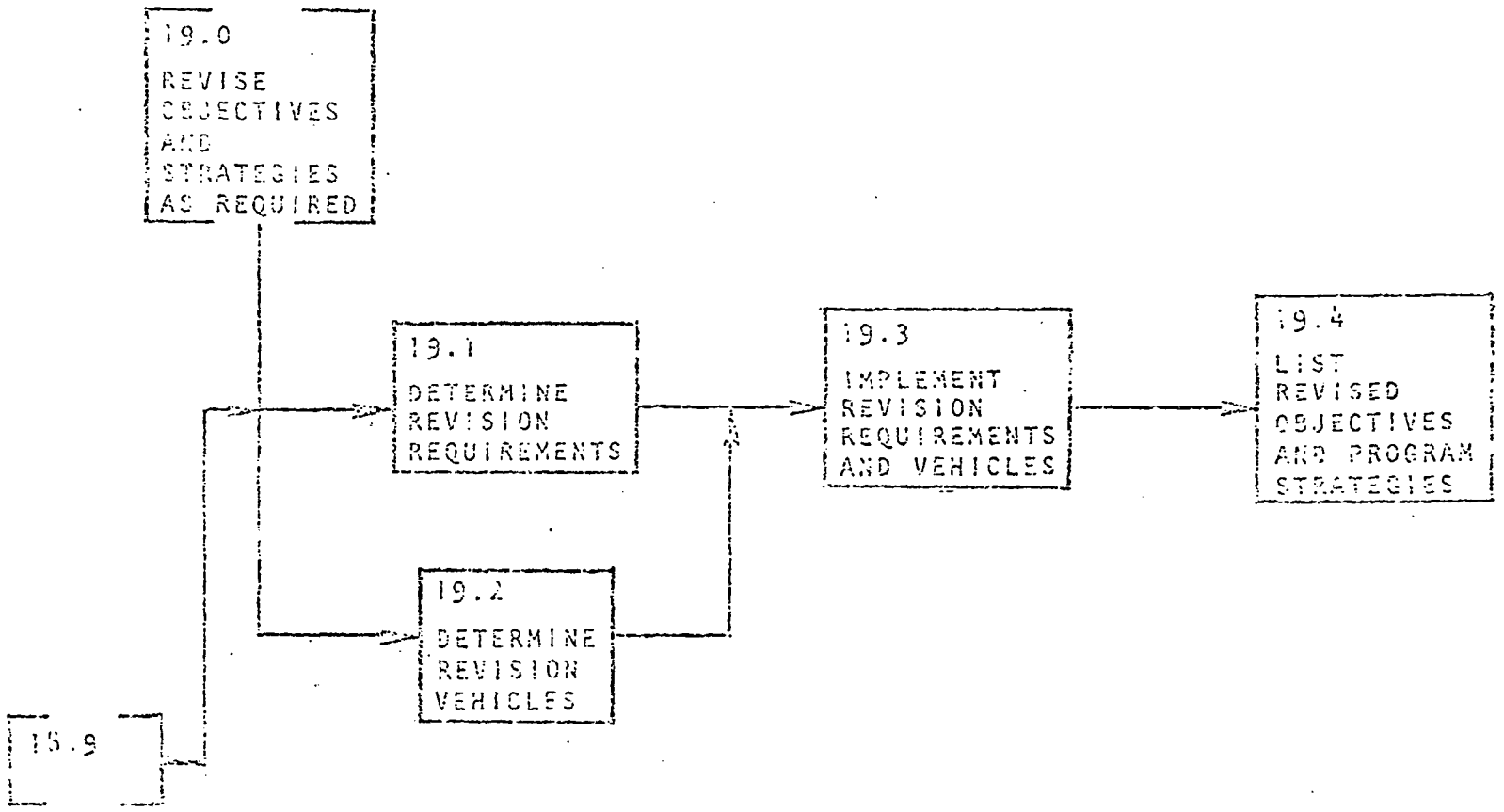
19.0
REVISE OBJECTIVES AND STRATEGIES AS REQUIRED
19.1
DETERMINE REVISION REQUIREMENTS
19.2
DETERMINE REVISION VEHICLES
19.3
IMPLEMENT REVISION REQUIREMENTS AND VEHICLES
19.4
LIST REVISED OBJECTIVES AND PROGRAM STRATEGIES
15.9

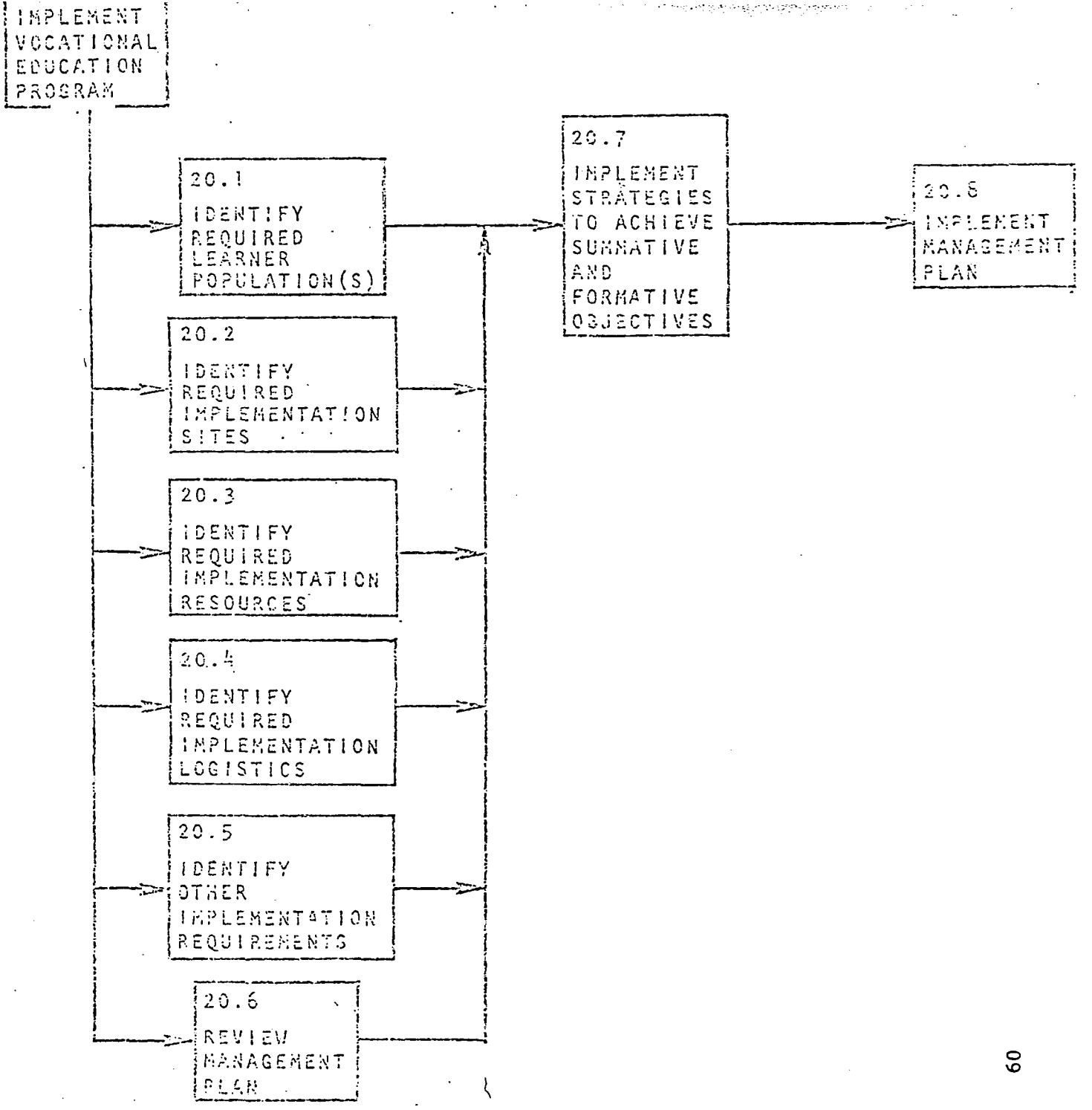
IMPLEMENT VOCATIONAL EDUCATION PROGRAM
20.1 IDENTIFY REQUIRED LEARNER POPULATION(S)
20.2 IDENTIFY REQUIRED IMPLEMENTATION SITES
20.3 IDENTIFY REQUIRED IMPLEMENTATION RESOURCES
20.4 IDENTIFY REQUIRED IMPLEMENTATION LOGISTICS
20.5 IDENTIFY OTHER IMPLEMENTATION REQUIREMENTS
20.6 REVIEW MANAGEMENT PLAN
20.7 IMPLEMENT STRATEGIES TO ACHIEVE SUMMATIVE AND FORMATIVE OBJECTIVES
20.8 IMPLEMENT MANAGEMENT PLAN

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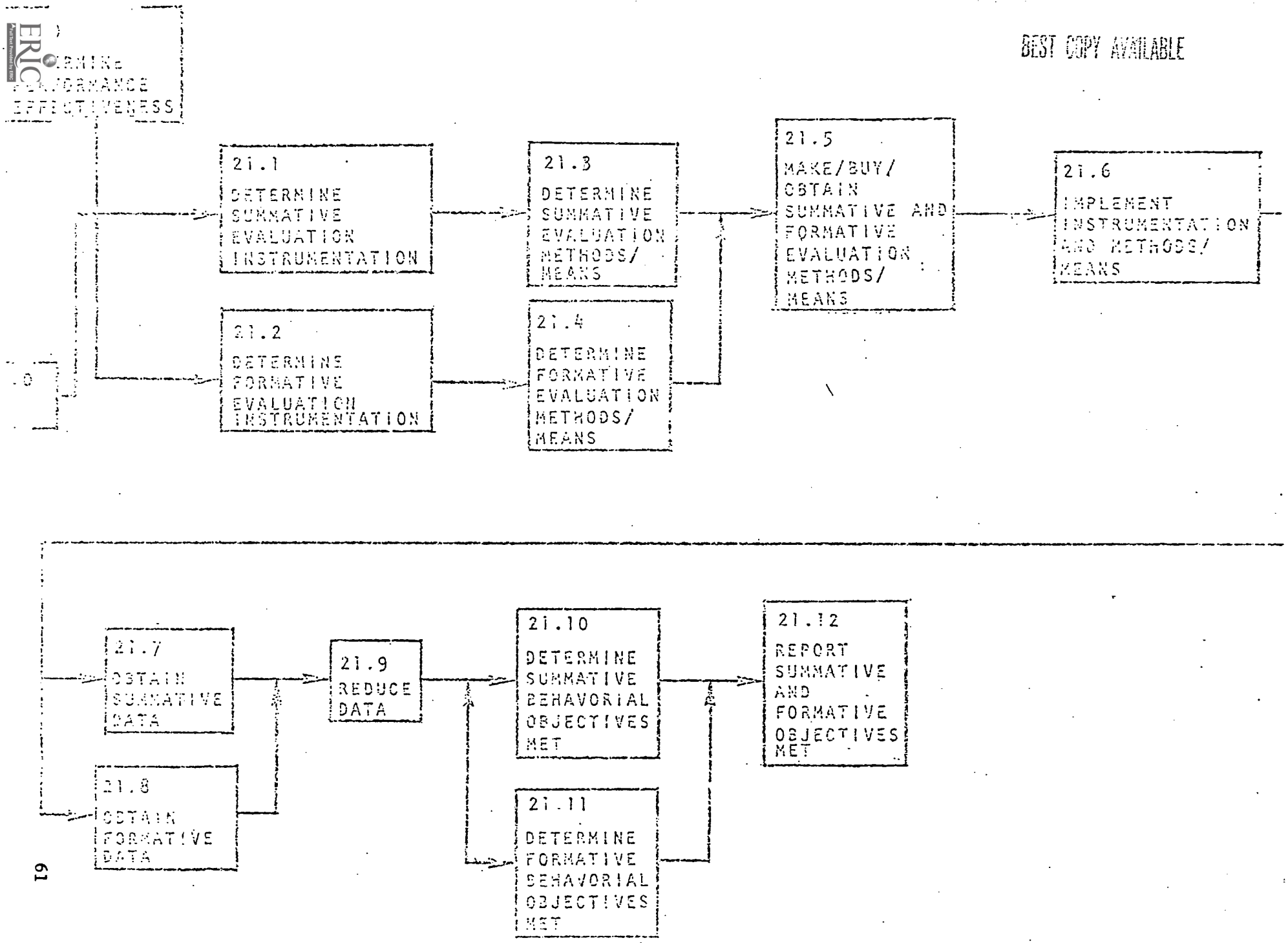

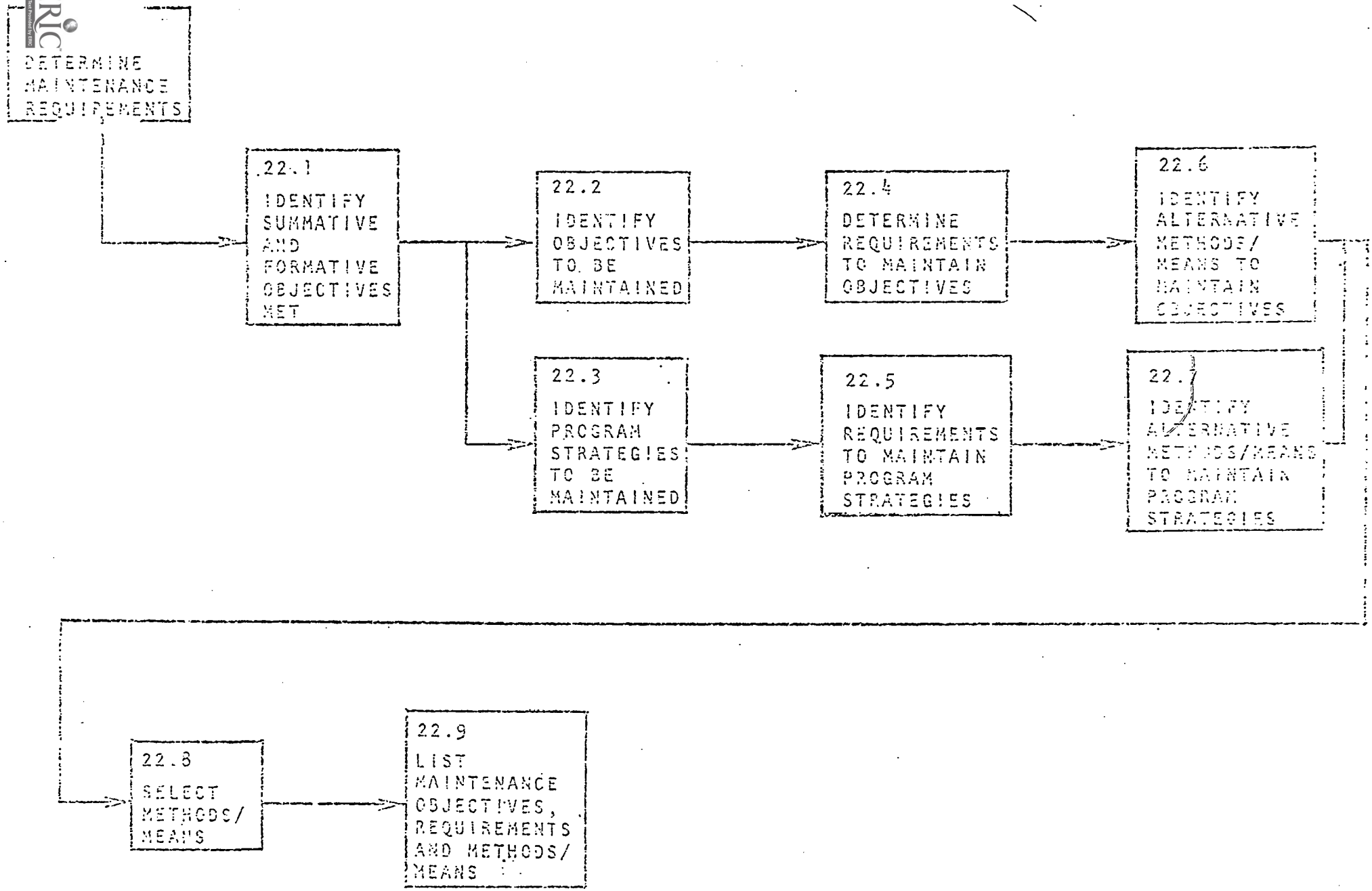
DETERMINE MAINTENANCE REQUIREMENTS
22.1 IDENTIFY SUMMATIVE AND FORMATIVE OBJECTIVES MET
22.2 IDENTIFY OBJECTIVES TO BE MAINTAINED
22.3 IDENTIFY PROGRAM STRATEGIES TO BE MAINTAINED
22.4 DETERMINE REQUIREMENTS TO MAINTAIN OBJECTIVES
22.5 IDENTIFY REQUIREMENTS TO MAINTAIN PROGRAM STRATEGIES
22.6 IDENTIFY ALTERNATIVE METHODS/ MEANS TO MAINTAIN OBJECTIVES
22.7 IDENTIFY ALTERNATIVE METHODS/MEANS TO MAINTAIN PROGRAM STRATEGIES
22.8 SELECT METHODS/ MEANS
22.9 LIST MAINTENANCE OBJECTIVES, REQUIREMENTS AND METHODS/ MEANS

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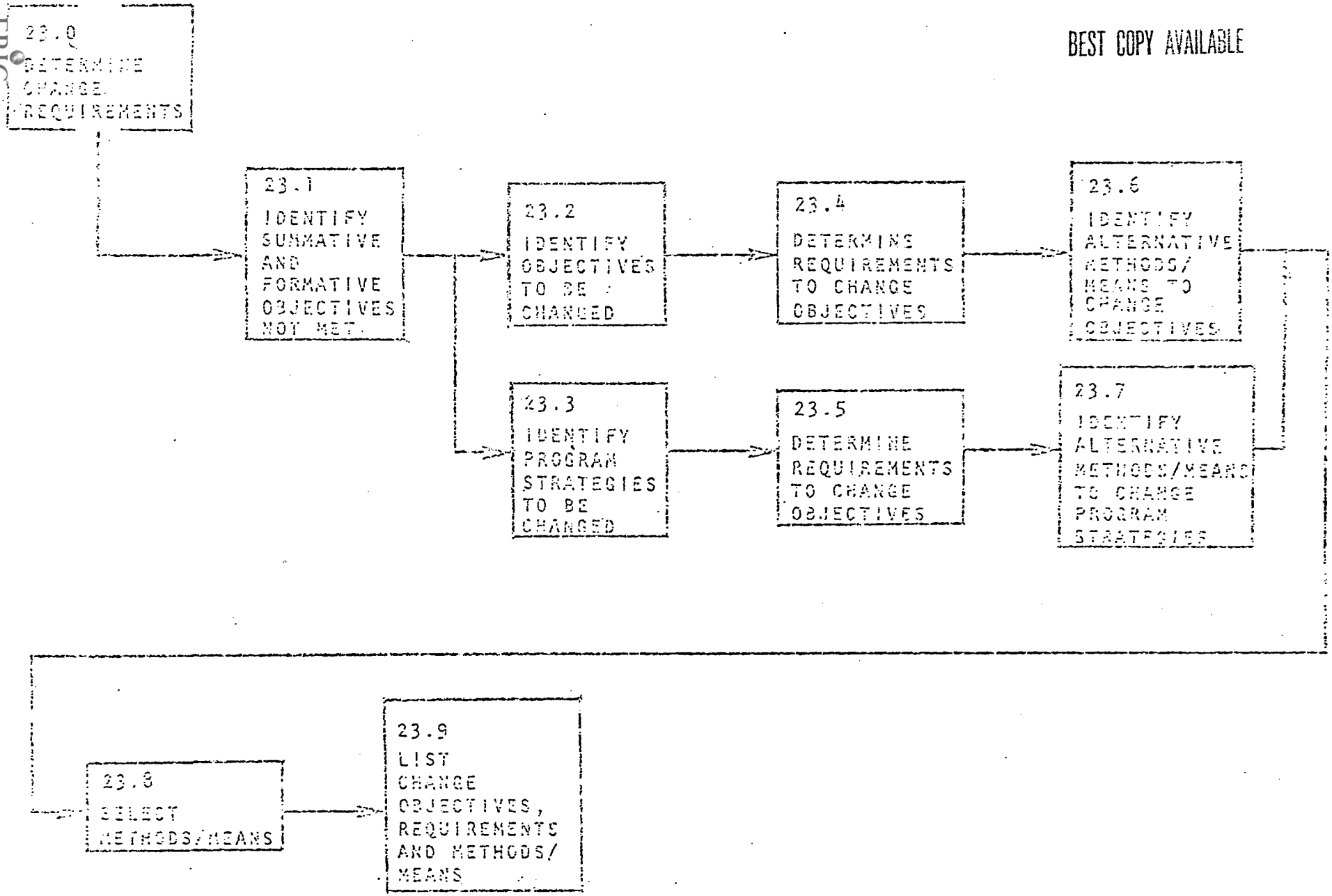

MISSION PROFILE

for

MODEL DEVELOPMENT FOR A MASTER PLAN TO IMPLEMENT VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

by

Louis Trapp

ERIC

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MISSION OBJECTIVE

By September, 1973, the area coordinator for vocational education (C. Louis Trapp) will develop a model for a master plan to implement vocational-technical education for Los Medaros Community College. The plan will include all requirements necessary for implementation relative to the needs of students, educators, and community.

PERFORMANCE REQUIREMENTS

1. A need is defined as the measureable discrepancy between a required condition and a current condition -- the gaps between "what is" and "what should be."

2. Needs will be determined for and by learners, educators, and community.

3. A measureable objective will conform to the criteria for stating measureable objectives as defined by Mager, R. F., ("Preparing Instructional Objectives").

4. What is developed in the master plan will be accepted by at least 80% of the following persons as determined on a broken five-point scale from completely accepted to completely rejected. Consensus will be S.A. or C.A.

   EXAMPLE:

C.A.	S.A.	U.	S.R.	C.R.
Completely Acceptable	Somewhat Acceptable	Undecided	Somewhat Rejected	Completely Rejected

   1. Board of Trustees
   2. C.C. Superintendent
   3. C.C. President
   4. Deans

5. The model will provide for determining the needs of target students, educators in the district, and the communities served by the college as indicated by at least 60% of each group approving the model.

6. The identified needs will be placed in priority order using an established set of criteria for determining priority, and will be approved by at least 60% of each group.

7. The selected priority needs will be translated into performance requirements to be achieved in terms of student behavior, and certified as acceptable by the project director.

8. Measureable objectives will be established for every student program offered in vocational-technical education at the college, and certified as acceptable by the project director.

9. At least three alternative learning strategies will be developed and considered for every program offered.

10. Program strategies will be selected using a set of developed criteria approved by:

    A. Community College Board

    B. Community College District Superintendent

    C. Community College President

11. The alternative program strategies selected will be approved by at least 75% of each of the following:

    A. Deans

    B. Counselors

    C. Department or Division Chairmen

    D. Involved departmental or division faculty

    E. Representative learners for departments

12. In program strategy selection, at least one of the criteria to be used is that of cost-effectiveness. Definition:

    Input cost $\leq$ Return on Investment

13. A management plan will be developed for each program to insure: (a) Objectives of the program are achieved; (b) The program specifications have been met; (c) The planning will be on time; (e) Within projected resources -- financial, material, and personnel -- allocated to the program, and will be approved by the advisory council.

14. Every developed program will provide for formative and summative evaluation of student outcome. The focus for evaluation will be to provide information on which to make decisions, re: revision requirements.

15. Every program will be revised as required as indicated by the formative and summative evaluations, and will be able to demonstrate where such changes have been made.

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16. Any plan, when implemented, will result in:

A. Ninety percent of all learners will reach 90% of all learning objectives.

B. There will be a measureable improvement (.05 level of confidence or beyond) in:

1. Learner self-concept as measureable by one or more of the following:

a. Locally constructed self-concept instrument

b. Sorenson Self-Concept Inventory

c. Other valid published or non-published self-concept inventory

2. Educator morale as determined by one or more of the following:

a. Educator self-report

b. At least 10% decrease in absentee rate

c. At least 10% increase in retention rate at end of school year

d. At least 10% increase in faculty publications

e. At least 10% increase in assuming voluntary assignments

Note from B-E: Over the average of the other community college campuses in the district (or) over the average of the previous two years at Los Medanos Community College.

3. Community acceptance of programs and outcomes as determined by three or more of the following:

a. Sixty percent or more of a random sample of managers of businesses and industries in the community college district regarding at least "acceptable" on a series of two or more five-point scales relating to community college outcomes and programs.

b. Ten percent or more reduction in letters and phone calls of complaint as compared with (1) the average of the other community colleges in the district, or, (2) the average of the previous two years at Los Medanos Community College.

c. At least a 5% increase of enrollment in classes in vocational-technical education during each of the second through sixth years from the opening of the colleges as compared with the previous years.

d. Sixty percent or more of the students responding at least "acceptable" on a series of two or more five-point scales relating to community college outcomes and programs.

e. At least a 10% increase in student achievement of learning objectives per unit of cost as compared with the average of the other community college campuses in the district.

ERIC

MISSION PROFILE

MASTER PLAN

LOS MEDANOS COMMUNITY COLLEGE
(OPEN SEPTEMBER 1973)

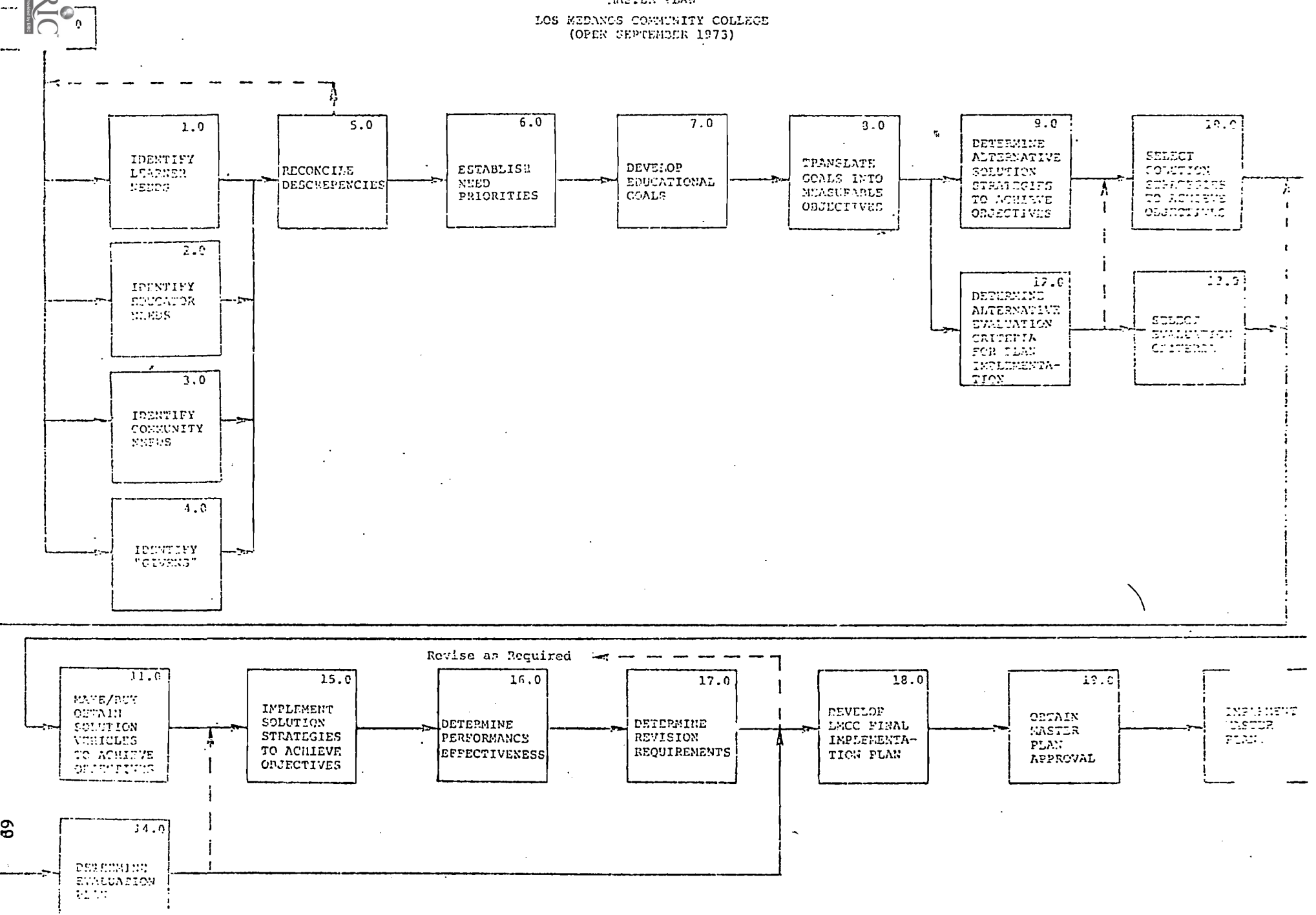

MISSION PROFILE

for

COST/BENEFIT ANALYSIS MODEL

FOR VOCATIONAL EDUCATION PROGRAMS

by

Fred E. Ittner

ERIC

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COST/BENEFIT ANALYSIS, VEA, PART "C"

MISSION OBJECTIVE

By June 30, 1972, the principle investigator of the VEA Project #01-61267-C101-71, (Fred E. Ittner, Business Division Chairman), will develop a model which will, when used, determine the dollar benefit of vocational education programs by measuring the cost per student placed in the vocational area for which he is trained with the income of students placed. The costs will include all identifiable direct and indirect costs. Income will be derived from a stratified random sample of at least twenty percent of the graduates placed during each of the past five years. Resulting data will be approved by the Dean of Vocational Education, College of Alameda.

PERFORMANCE REQUIREMENTS

1. The model developed at College of Alameda will be exportable/usable at other colleges as judged by at least four of five vocational deans from other colleges in California.

2. Costs shall include all direct and indirect costs, including salaries of instructors, portions of salaries for counseling and administrative functions, supplies, equipment, and building space used by the program.

3. Total cost shall be divided by the number of students placed to determine the costs per students placed.

4. Income per student shall be on a value-added basis:

   A. Value-added shall be arrived at by comparing the actual or expected incomes without training to income after training.

   B. Income without training shall be determined by Department of Human Resources Development information on salaries of people with education levels similar to those in the vocational program.

   C. --or by income levels actually obtained by students prior to entering the programs.

5. The number of students placed shall be identified by college placement records and records showing certificates of completion.

6. Twenty percent of the students placed shall be randomly selected from all placements, with proportional representation of each Vocational Education specialty within College of Alameda.

7. Results shall be expressed in return on investment for vocational programs.

8. Return on Investment formula will be as follows:

$$\begin{pmatrix}\text{Return}\\ \text{on}\\ \text{Investment}\end{pmatrix} = \frac{\begin{pmatrix}\text{Income first year}\\ \text{after training}\end{pmatrix} - \begin{pmatrix}\text{Annual income}\\ \text{without training}\end{pmatrix}}{\text{(Cost of program per student placed)}}$$

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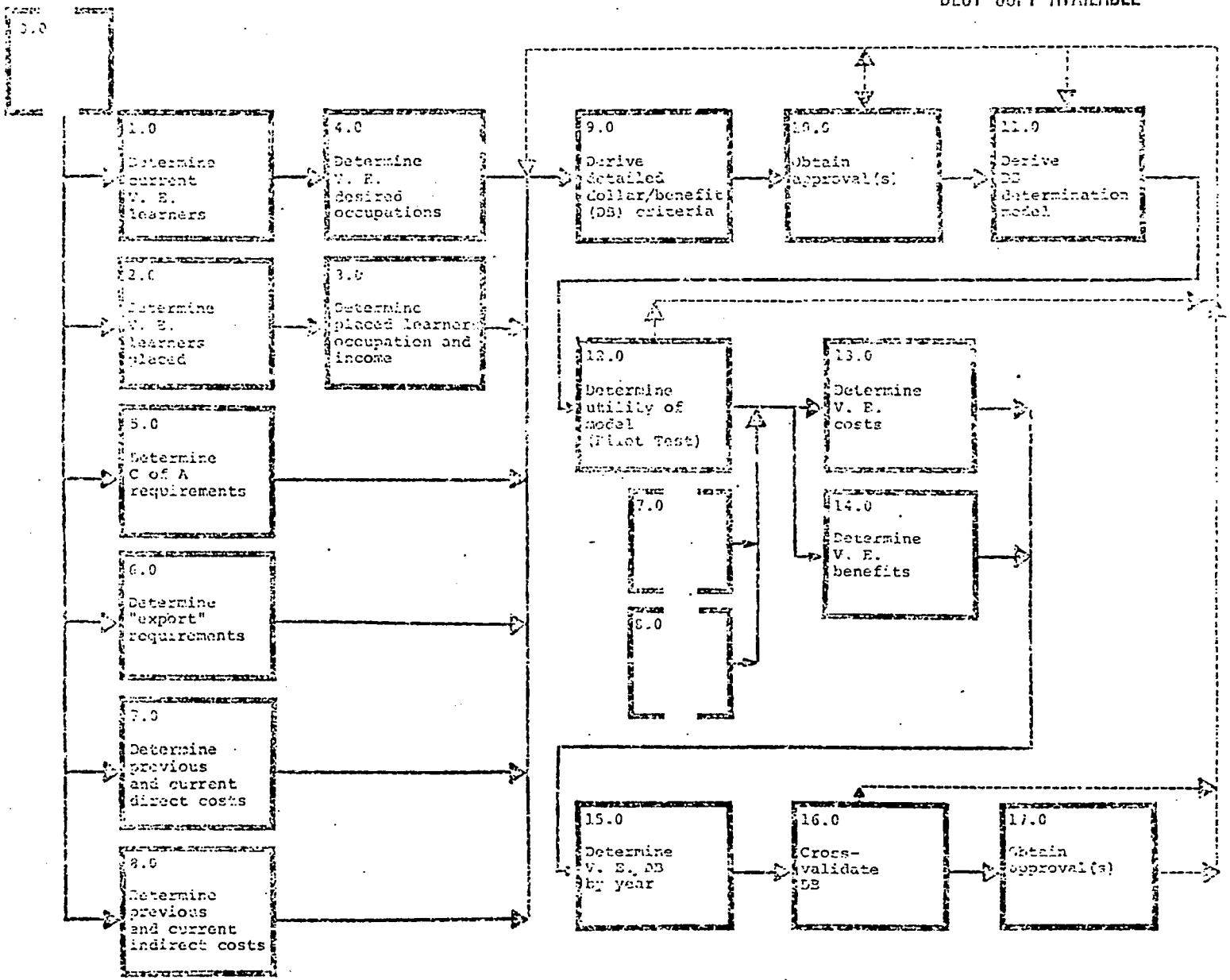

NEEDS ASSESSMENT

© SYSTEM PLANNING AND DEVELOPMENT ASSOCIATES (SPDA) 1973

EFFECTIVE PROBLEM SOLVING BEGINS WITH NEEDS ASSESSMENT

START

GENERIC PROBLEM SOLVING MODEL

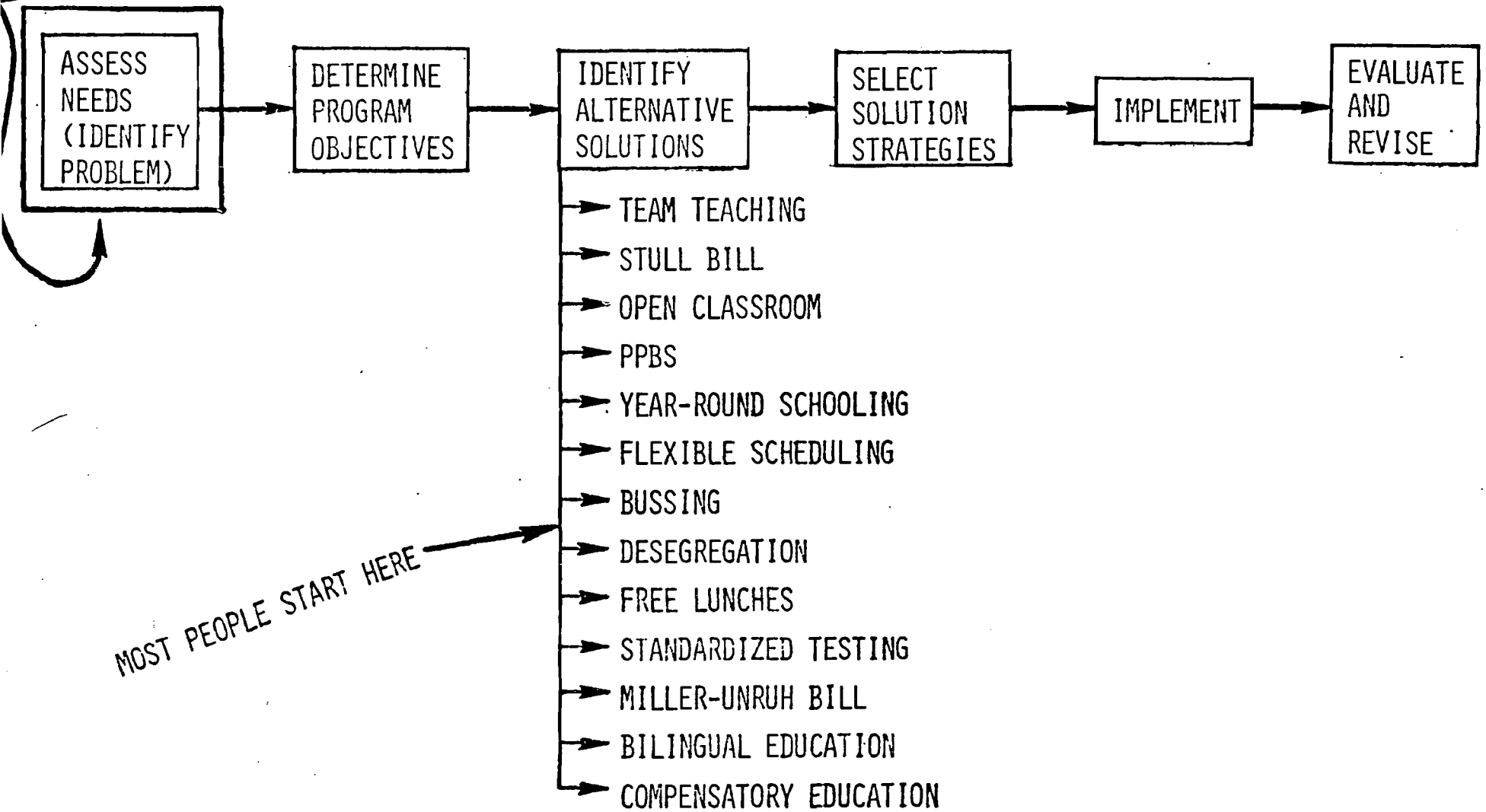

SPDA 1973

WHAT IS NEEDS ASSESSMENT?

NEEDS ASSESSMENT IS THE FORMAL PROCESS FOR THE IDENTIFICATION OF THE FOLLOWING PRODUCTS:

- NEEDS (OUTCOME GAPS) -- GAPS BETWEEN CURRENT OUTCOMES AND DESIRED (OR REQUIRED) OUTCOMES FOR LEARNERS, EDUCATORS AND COMMUNITY.

- CONCERN AREAS -- LISTING OF IDENTIFIED CONCERNS OF LEARNERS, EDUCATORS AND COMMUNITY.

SPDA 1973

NEEDS ASSESSMENT IS DIVIDED INTO THREE PHASES:

- SCOPE DETERMINATION -- THE FORMAL ACTIVITY THAT IDENTIFIES POTENTIAL TARGET POPULATIONS AND AREAS OF CONCERN AND PLACES THEM INTO PRIORITY ORDER.

- GAP DETERMINATION -- THE FORMAL ACTIVITY THAT, FOR A SELECTED POPULATION AND PROBLEM AREA, IDENTIFIES AND MEASURES GAPS BETWEEN CURRENT OUTCOMES AND DESIRED OR REQUIRED OUTCOMES AND PLACES THEM INTO PRIORITY ORDER.

- PROGRAM DETERMINATION -- THE FORMAL ACTIVITY OF TRANSLATING OUTCOME GAPS INTO OBJECTIVES AND DESIGNING THE PLAN FOR MEETING THOSE OBJECTIVES.

OR IN OTHER WORDS

SPDA 1973

EACH PHASE HAS A SET OF ACTIVITIES

PHASE ONE: SCOPE DETERMINATION

IDENTIFY TARGET POPULATIONS AND SUB-POPULATIONS → DETERMINE AREAS OF CONCERN → PRIORITIZE LIST OF CONCERNS

- LIST POPULATIONS AND CHARACTERISTICS
- DIVIDE POPULATIONS INTO SUB-POPULATIONS BY SELECTED CHARACTER-ISTICS

- DEVELOP SURVEY INSTRUMENT FOR EACH SUB-POPULATION
- SURVEY SUB-POPULATIONS

- PRIORITIZE CONCERNS OF EACH SUB-POPULATION GROUP

→ TO PHASE TWO →

SPDA 1973

PHASE TWO: GAP DETERMINATION

SELECT PROBLEM AREA TO BE ASSESSED → ASSESS CURRENT OUTCOME (STATUS OF PROBLEM) → DETERMINE DESIRED OUTCOME → DETERMINE GAPS → PRIORITIZE GAPS

FINAL SELECTION BASED ON A REVIEW OF:

- PRIORITIZED LISTS OF CONCERNS
- SCHOOL DISTRICT GOALS
- CURRENT ADMINISTRATIVE CONCERN AREAS
- LEGISLATIVE MANDATES
- OTHER VARIABLES
- VALIDATE CONCERN AREAS WITH RESEARCH STUDIES, JOB PROJECTIONS ETC.

- LOCATE OR DEVELOP INSTRUMENTS TO MEASURE THE CURRENT OUTCOME (SKILLS, KNOWLEDGES, ATTITUDES) FOR SELECTED SUB-POPULATIONS

REVIEW:

- GOALS
- NORMS
- VALUES
- ETC.

- LIST DIFFERENCES BETWEEN CURRENT OUTCOMES AND DESIRED/REQUIRED OUTCOMES

- LIST GAPS IN PRIORITY ORDER FOR SUB-POPULATIONS

TO PHASE THREE →

PHASE THREE: PROGRAM DETERMINATION

TRANSLATE GAPS INTO OBJECTIVES → DESIGN PLAN TO MEET OBJECTIVES

- NEGOTIATE WITH TARGET POPULATION(S) ON AMOUNT OF GAP CLOSURE
- STATE AMOUNT OF CLOSURE IN MEASURABLE TERMS -- INCLUDING ALL CRITERIA FOR WRITING MEASURABLE OBJECTIVES

- EXPLORE STRATEGIES FOR MEETING GAP CLOSURE
- EXPLORE REQUIRED AND CURRENT RESOURCE ALLOCATIONS
- EXPLORE OTHER DESIGN REQUIREMENTS

SPDA 1973

EFFECTIVE LEADERSHIP REQUIRES NEEDS ASSESSMENT

TO COMMUNICATE:

- FOR EDUCATORS, COMMUNITY, BOARDS OF EDUCATION AND STUDENTS TO BECOME PLANNING PARTNERS IN THE EDUCATION PROCESS.

TO PLAN:

- FOR MEETING COMMUNITY/STUDENT/EDUCATOR CONCERNS.
- FOR IDENTIFYING REQUIRED EDUCATION OUTCOMES.
- FOR CLOSING OUTCOME GAPS.
- FOR ALLOCATION OF RESOURCES AND PERSONNEL.

TO PRODUCE:

- MEASURABLE RESULTS.

TO CONTROL:

- FOR QUALITY OF PRODUCTS AND PROCESSES.
- FOR CONSTRUCTIVE PARTICIPATION OF TEACHERS, STUDENTS AND COMMUNITY.
- FOR ACCOUNTABILITY.

SPDA 1973

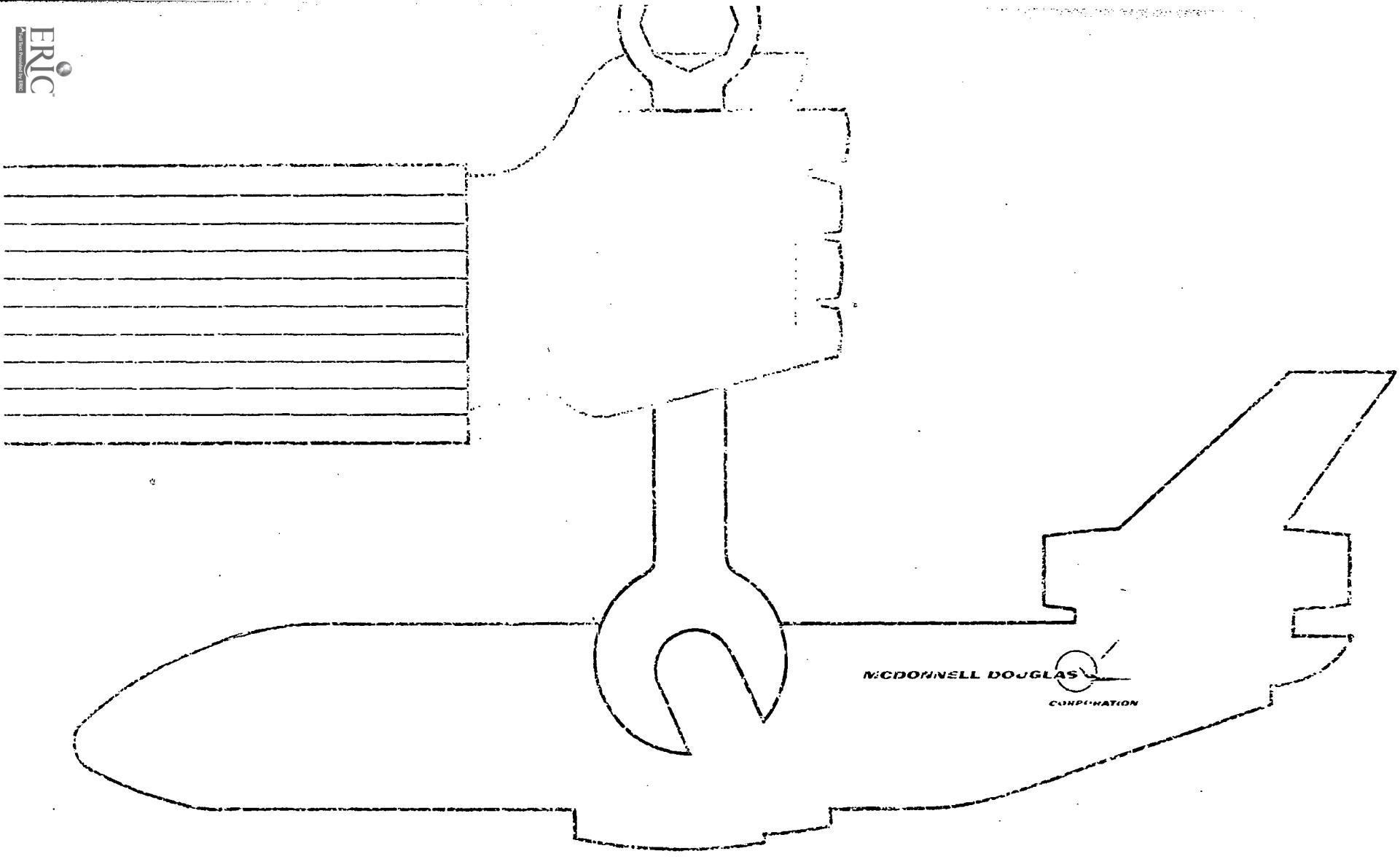

TO MAINTENANCE TRAINING ON THE DC-10

Industrial training, regardless of the type (aircraft, automotive, marine, airconditioning, etc.), has had some very real problems of similar nature. This is due to the fact that all industrial training deals with people, the tools they use, and the machines they must operate or maintain. The primary goal is effectiveness and efficiency.

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nager - Product Support Training,
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Paper Originally Prepared For:
American Management Association,
Fifth Annual Training Conference and Exposition,
New York Hilton Hotel,
August, 1969.

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The Douglas Product Support Training Department is involved with Industrial Training Programs which are addressed to the problems inherent in the introduction of new aircraft into scheduled airline service. Douglas provides pre- and post-delivery Maintenance Training to each new customer at both the Douglas factory and the airline main base of operation. Those who will operate and maintain new aircraft during an introduction cycle and throughout its life span must be concerned with:

1. HOW DOES IT DIFFER FROM OTHER AIRCRAFT
2. ARE NEW TASKS AND SKILLS REQUIRED
3. ARE NEW COMPONENTS INVOLVED
4. ARE NEW TOOLS OR EQUIPMENT REQUIRED
5. WHAT ARE SYSTEM OPERATIONAL CHARACTERISTICS ?

These considerations are certainly not any different today than they were 15 or 20 years ago. We may place more importance on certain items due to size or operating characteristics of the new aircraft, but the basic considerations remain the same. Training provided by the Douglas Product Support Training Department assists the customer to accomplish the task of placing his fleet into operation and to keep it operating.

The Instructional System Approach (ISA) is the process by which Douglas will provide effective and efficient training for airline customers. This approach to training is one which may be applied to other products.

The objective of this presentation is to provide an overview of the new "Instructional System Approach" to Maintenance Training. The overview will address itself to several system considerations including:

1. THE REASON FOR UTILIZING THE INSTRUCTIONAL SYSTEM APPROACH.
2. WHAT IS THE INSTRUCTIONAL SYSTEM APPROACH ?
3. HOW IS AN INSTRUCTIONAL SYSTEM DEVELOPED ?
4. WHAT ARE THE INSTRUCTIONAL SYSTEM APPROACH PROCESSES ?
5. HOW ARE THE INSTRUCTIONAL SYSTEM APPROACH PROCESSES APPLIED ?
6. WHAT SUPPORT IS REQUIRED FROM THE CUSTOMER ?

CONVENTIONAL APPROACH

In the past, most training programs utilized the conventional training approach in which hardware occupied the spotlight. In many cases the instructor was the star, with training designed around him.

Conventional training frequently required the maintenance man or trainee to sort through a complex maze of component details, data, facts, information and specifications: all relating to hardware and not necessarily relevant to the accomplishment of his job or task.

NEW APPROACH

New technology and new requirements demand that training efforts be directed toward people who perform the functions and tasks required to keep the hardware operating. Why not, then, design maintenance training to be people/task oriented and design training methods based upon what the trainee needs to know and do. At Douglas, new ideas and methods are being applied to bring about more effective and more efficient training for our customer personnel. The new Douglas Product Support Training method (ISA) was developed by the Douglas Aircraft Company * . The Instructional System Approach deals with these important variables:

1. PEOPLE AND THEIR TASKS
2. TOOLS AND EQUIPMENT
3. HARDWARE

PEOPLE ORIENTED

ISA strives to achieve relevancy. Essential or "need to know" information concerning people/tasks, tools/equipment, and hardware comprise the system objective. The approach is "people oriented" and focuses on the task and the men who must accomplish it.

* The Instructional System Approach to Training - Roger A. Kaufman, Robert E. Corrigan and Charles L. Nunnelly, Douglas Aircraft Co., Long Beach, California, Human Factors, April 1966.

The Instructional System Approach to Maintenance Technical Training Development and Implementation Model - Charles L. Nunnelly, Andrew G. Kleanmer, Robert E. Corrigan & Roger A. Kaufman, Douglas Aircraft Co., Long Beach, California, Human Factors, April 1966.

Instructional System Approach to Flight Crew Training - K. B. Wallis, W. L. Ewert, R. A. Kaufman, Douglas Aircraft Co., Long Beach, California, Human Factors, April 1966.

The Instructional System Approach is an orderly, systematic, logical process for providing people with relevant skills and knowledges required to maintain and service an aircraft system. Task data (including specifications relative to newness, operate and control, safety, service, remove/install, and troubleshoot) are processed by ISA to provide an effective and efficient training system which will achieve specified skill and knowledge levels.

The Instructional System Approach considers training to be a system. Its subsystems or components consist of: people/tasks, tools/equipment and hardware, which interact to achieve the performance objectives of the system. Hardware is not eliminated, certainly, but is put in its proper perspective with other system components.

ISA IS A PROCESS

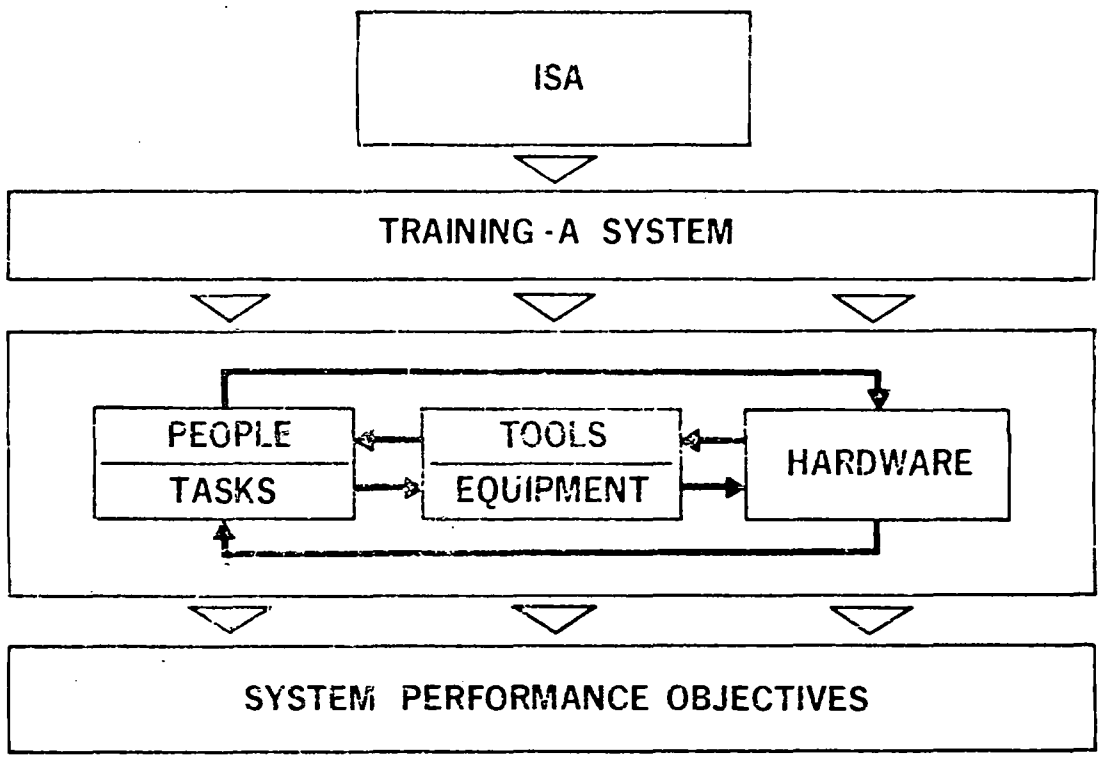

The Development Plan Functional Flow Diagram illustrates the general process for development and implementation of a valid and useful Maintenance Training Program using an Instructional System Approach process model. This general process constitutes a planning model, and should not be considered as being "cast in concrete". It will be modified as reality and requirements dictate.

THE GENERAL PROCESS — A PLANNING MODEL

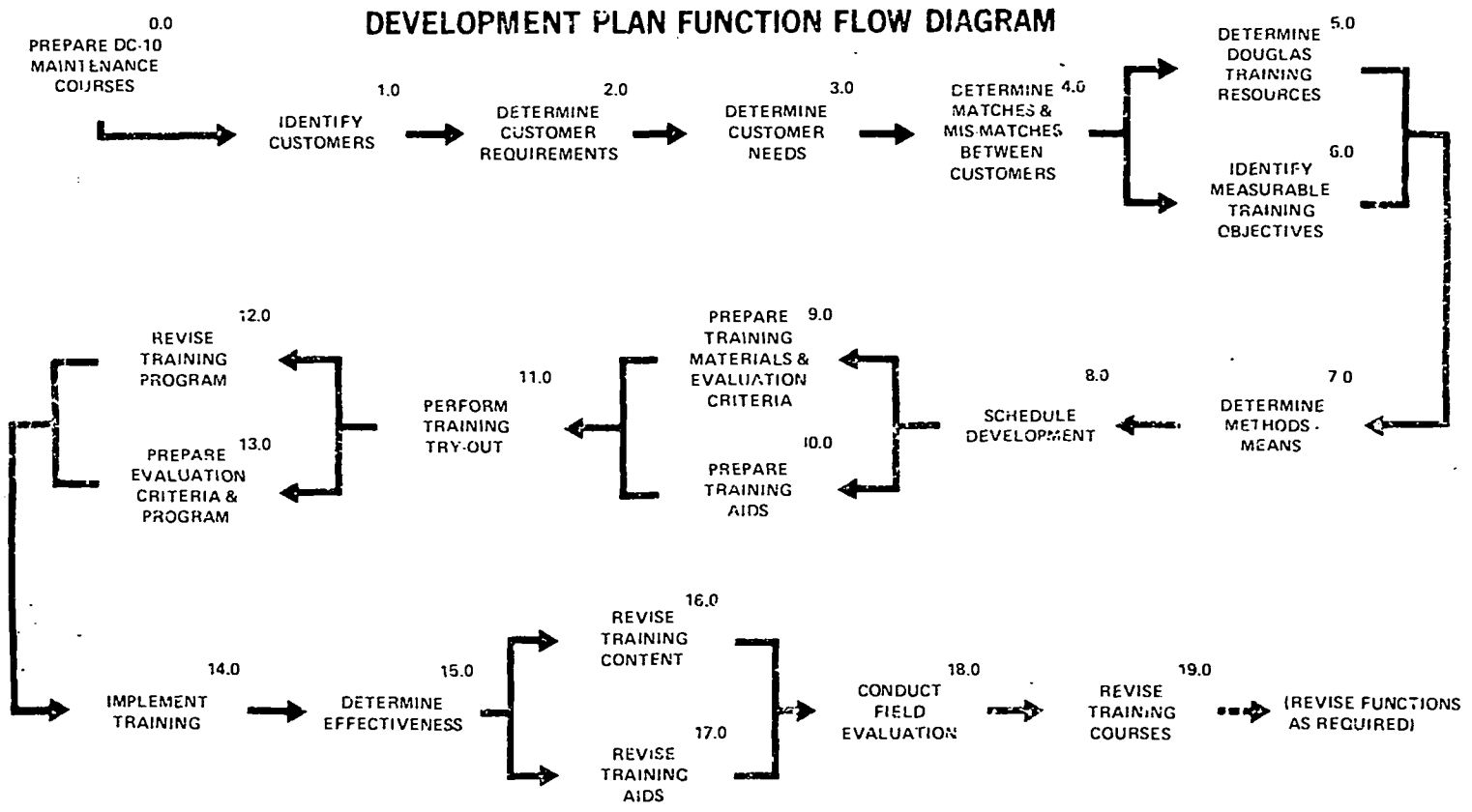

To accomplish the ISA development plan with the DC-10, the following process tools are required:

NEEDS IDENTIFICATION (based on jobs to be done, and the mission of the system)

MEASURABLE OBJECTIVES DERIVATION (to provide measurable criteria)

RELEVANT COURSE CONTENT DELINEATION (based on objectives)

LEARNING STEPS IDENTIFICATION (or sub-objectives)

METHODS-MEDIA SELECTION AND DESIGN (selected and designed for learning -- not just for coverage)

PRESENTATION AND VALIDATION

REVISION (to assure relevant training)

Needs are defined as discrepancies between "what is" and "what should be". * A needs assessment is performed by the training analyst to determine the following trainee characteristics:

1. DETERMINE WHO THE TRAINEE IS.
2. DETERMINE WHAT THE TRAINEE KNOWS.
3. DETERMINE WHAT SKILLS AND KNOWLEDGES ARE REQUIRED BY TRAINEE AFTER TRAINING IS COMPLETED.

* Kaufman, R. A., A System Approach to Education: Derivation and Definition, A V Communication Review, Winter 1968.

EDS IDENTIFICATION (continuted)

The tool for acquiring needs data is called "Maintenance Training Course Attendee Characteristics Description Form". Valid data in the form of trainee background and task/function responsibilities is provided to the Douglas Training Department on this form by the airline.

A "Task Oriented Summary Matrix" (TOSM) is then completed by the Douglas training analyst to delineate the type of anticipated participants attending a specific course as related to the particular task/function the participant must perform after attending the respective course.

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CUSTOMER UNITED AIR LINES, INC.
REQUESTED RETURN DATE February 20, 1969
RECEIVED DATE _____

DC-10 MAINTENANCE TRAINING COURSE(S) ATTENDEE CHARACTERISTICS DESCRIPTION FORM

DOUGLAS AIRCRAFT COMPANY
PRODUCT SUPPORT MAINTENANCE TRAINING

DATE February 13, 1969
DATA REQUESTED FOR DC-10 GENERAL FAMILIARIZATION COURSE(S)

NUMBER AND/OR OR SPECIFIC TYPES AND NUMBERS	JOB TITLE	BRIEF JOB DESCRIPTION	YEARS OF JOB RELATED EXPERIENCE	OTHER TYPE A C AND OR SYSTEMS WORKED ON	WORK LOCATION (ENG LINE, SHOP, ETC)	% TIME SPENT SYSTEMS TROUBLE SHOOTING OR OTHER NON-ROUTINE PROBLEM SOLVING ACTIVITIES	LEVEL OF JOB MASTERY (WORKER, SUPVR, LEADMAN MASTER, ADMINISTRATOR, ETC)	RECORD TO WHICH COURSE CONTENT WILL BE APPLIED TO JOB 1. INFORMATION ONLY 2. INDIRECT SUPERVISION 3. DIRECT SUPERVISION 4. INDIRECT SKILL APPLICATION 5. DIRECT SKILL APPLICATION	SPECIFIC DESCRIPTION OF SKILLS AND KNOWLEDGE REQUIRED ON THE JOB AFTER DC-10 TRAINING (IDENTIFICATION OF FUNCTIONAL PARAMETERS AND RELATIONSHIPS OPERATIONS, MAINTENANCE, MODIFICATIONS, TROUBLE DETERMINATION, PLANNING AND INTERFACE, ETC)
2	Supervisor of Technical Trng.	Supervises development of Maintenance Training programs	5-15 yrs	DC-8 - 720 - 727 - 737 - Caravelle	San Francisco Education & Trng. Div	None	Supervisor	Direct supervision	Is able to determine ATA training needs Supervises program development
12	Technical Training Specialist	Develops training courses in assigned ATA chapter area	3-20 yrs.	"	"	Does system analysis to identify potential trouble symptoms and isolation methods	Professional training experience	Indirect skill application	Must know assigned systems thoroughly including component location access, servicing - replacement of components, trouble isolation and fix verification
1	Line Maintenance Training Supervisor	Supervises operation of Line Maintenance Training Center (LAD or SFO)	16 yrs	"	Training Center - ORD or SFO	None	Supervisor	Direct supervision	Will direct his instructors in conducting maintenance training for Line Maintenance foremen, specialists, inspectors and mechanics
12	Line Maintenance Training Center Instructors	Conducts maintenance training on assigned aircraft system subjects	5-15 yrs.	"	"	Spends 50% time studying and/or teaching systems in depth including trouble analysis	High level technical competency required	Indirect skill application	Same as technical training specialist.
1	Overhaul Training Mgr.	Supervises Plane Overhaul training function	25 yrs	"	Airplane Overhaul Division - SFO	None	Supervisory	Direct supervision	Will direct planning of Plane Overhaul training and supervise presentation of required courses for Overhaul Plane and line maintenance specialists, inspectors and mechanics
1	Staff Mgr Tech. Trng.	Plans and directs development and implementation of maintenance training programs for SF Maintenance Base.	25 yrs.	"	SFO Maintenance Base	None	Administrative and staff planning	Indirect supervision	Needs to understand airplane and its maintenance requirements in order to plan training needs for all Maintenance Base shops
25	Maintenance Instructors	Teaches maintenance of aircraft systems and components	5-20 yrs.	"	"	50% on system analysis and potential failure analysis	Journeyman level	Indirect skill application	Needs thorough understanding of theory of operation of systems - unit locations and maintenance procedures
8	Engineering Managers	Responsible for directing engineers who develop MA specifications, procedures, and fix designs for aircraft and systems	15-20 yrs.	"	"	25%	Administrative	Direct supervision	Must understand airplane components and systems to effectively plan engineering assignments to tasks such as procedure development, repair specifications development, etc
15	Engineers	Develop maintenance procedures - design tools and equipment - develop repair specifications, establish servicing and inspection procedures	10-20 yrs	"	"	25%	Master	Indirect skill application	Must know assigned systems thoroughly and be familiar with all components - repair practices - trouble analysis methods and fix verification methods.

PAGE 1 OF 2

nee classifications are identified with a list of tasks/functions and a weighted value given in each task/function block to indicate required depth of training.

With regard to the weighted value, a number designates a level of knowledges (need to know) and a letter designates a level of skills. Human performance definitions of the weighted values (numbers & letters) are provided for the training analyst.

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TASK ORIENTED SUMMARY MATRIX TOSM	Identify Manpower Type	Identify Manpower Funs. & Task	Identify DX-In Unique Feat	Ident. Training & Sched Areas	Ident Course Program	Ident Long Lead Time Trng. Aids	Set Q'ty/Mission Objectives	Ident. & Obtain Mgmt Data	Assign Jobs and Info. to Others	Structure Programs	Dev Programs/ Training Courses	Ident Long Lead Time Tdtop	Coord Maint Data	Provides Information	
INSTRUCTOR	2A	4C	6C	4C	4C	6C	6C	6C	6C	2A	6C	0	6C	6C	6C
ENGINEERING OPERATIONS MAINTENANCE	2A	4B	6C	4C	4C	0	4C	6C	6C	2A	6C	6C	6C	6C	6C
ENGINEERING FACILITIES	2A	4A	4A	4A	4A	0	4A	4A	4A	2A	4A	4C	4A	4A	4A
MAINTENANCE SUPERVISOR	3C	5C	4C	5C	4C	0	0	5C	5C	5C	0	0	5C	5C	5C
MAINTENANCE PLANNER	3C	5C	4C	5C	4C	0	0	5C	5C	5C	0	5C	5C	5C	5C
OPERATIONS SCHEDULER	1A	4C	4C	5C	0	0	5C	5B	5B	0	0	0	0	0	5C
PROVISIONER	1A	1A	1A	4C	0	0	4C	0	4B	0	0	4C	0	0	4B
TECHNICAL WRITER	1A	1A	5C	5C	5C	0	5C	5C	5C	0	0	0	5C	5C	5C
MANAGEMENT	3C	5A	5C	3C	5A	0	5A	5C	5C	5C	5C	6C	0	5C	5C
	2A	4B	4C	5C	4C	6C	5C	5C	5C	3B	6C	6C	5C	5C	

Definition AVERAGE 5C

5 LEARN PROCEDURES The knowledge required to perform a mental or physical series of events in a specified sequence.

C UNDERSTAND PRINCIPLES AND RELATIONSHIPS To become cognizant of or understanding a statement of relationship as shown by being able to state, illustrate, and recognize its implications. This may take the form of a statement which tells how a cause produces an effect, or how a result can be predicted from several component factors.

MEASURABLE OBJECTIVES DERIVATION

Derivation and specification of measurable objectives are now obtained from the previously established specifications for skills and knowledges. Measurable objectives state:

1. *WHAT* IS TO BE DONE
2. *BY WHOM* IS IT TO BE DONE
3. *TO WHAT LEVEL* (OR DEGREE) IS IT TO BE DONE
4. WHAT CRITERIA WILL BE USED TO DETERMINE *WHEN* IT HAS BEEN DONE.

Measurable objectives determine *what* training is to be done *before* 'how' to train is identified. *

* Preparing Instructional Objectives - Magee, R. F., Fearon Publishers, Inc. 1962

Classification of Performance Objective Behaviors in Job Training Programs - Harmon, P. A., Educational Technology, January 1969

RELEVANT COURSE CONTENT DELINEATION

Relevant course content is assured by including only the necessary information (need to know) from the numerous sources of technical data including:

1. ENGINEERING DESIGN
2. MAINTAINABILITY
3. RELIABILITY
4. VENDORS DATA.

Relevant course content is compiled to assure that *only* the stated measurable objectives will be met - nothing more, nothing less.

RELEVANT COURSE CONTENT DELINEATION

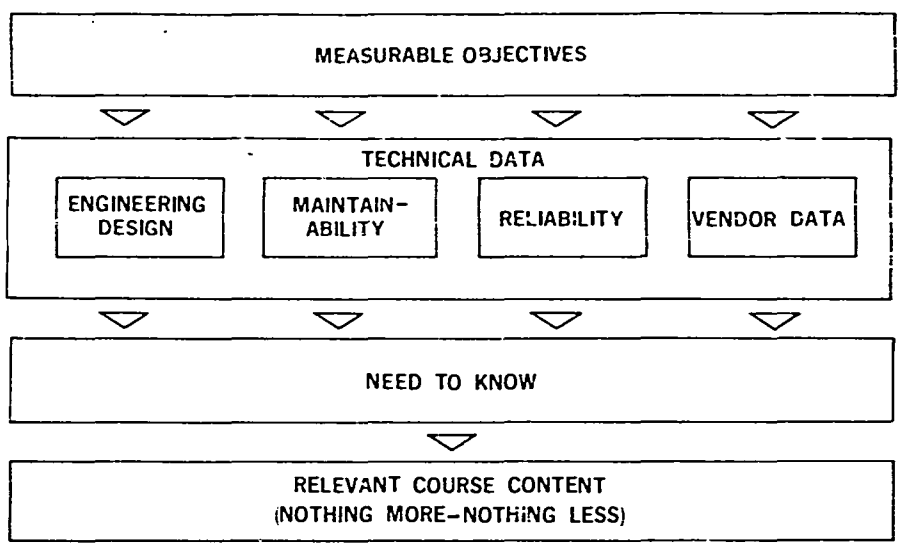

LEARNING STEPS IDENTIFICATION AND METHODS-MEDIA SELECTION AND DESIGN

Learning steps in the form of sequenced sub-objectives (or learning paths) are developed for each measurable objective prior to methods-media selection. They define the learning paths to get the trainee from where he is, to the achievement of each of these objectives. Learning Steps and Methods-Media are developed through use of the Training

LEARNING STEPS IDENTIFICATION
AND METHODS-MEDIA SELECTION & DESIGN

LEARNING STEPS ARE DEVELOPED PRIOR TO METHODS-MEDIA
LEARNING STEPS DEFINE LEARNING PATHS

MEASURABLE OBJECTIVES

ACCOMPLISH

IDENTIFY

METHODS-MEDIA SELECT & DESIGN LEARNING STEPS

Task Analysis Sheet. Learning steps or sub-objectives are listed on the analysis sheets and become the basis for methods and media selection. Methods and media selection or the "how-to-train phase" is now based on *hard* criteria - not on *guesswork* as in the past. Based upon this identification and selection, materials are developed to achieve each objective utilizing the selected methods and media.

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DC-10 GENERAL FAMILIARIZATION COURSE
TRAINING TASK ANALYSIS SHEET

LESSON GUIDE _____ ATA _____ DATE _____

TRAINING METHOD	KNOWLEDGES TO BE LEARNED						
LECTURE							
DEMONSTRATION							
DEMONSTRATION							
TASK TEACHING							

SUBJECT	LEARNING STEPS				

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RESENTATION AND VALIDATION

Validation is accomplished through the presentation (tryout) of the course and materials to real learners. A measure of the extent to which the objectives are met or not met is obtained and provides data relative to required revisions.

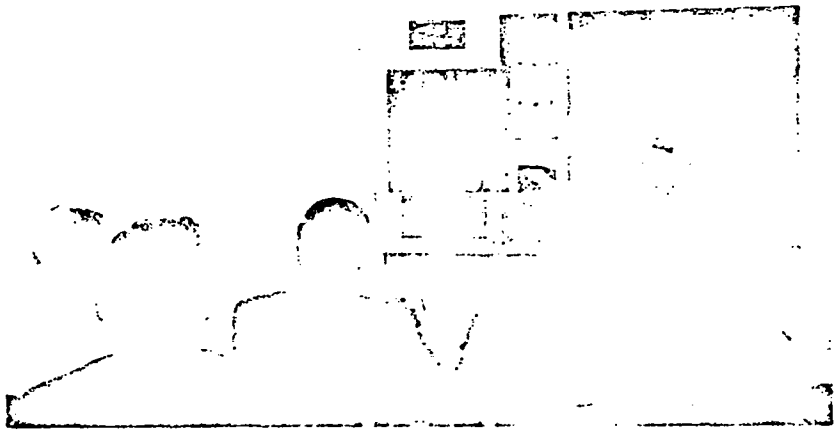

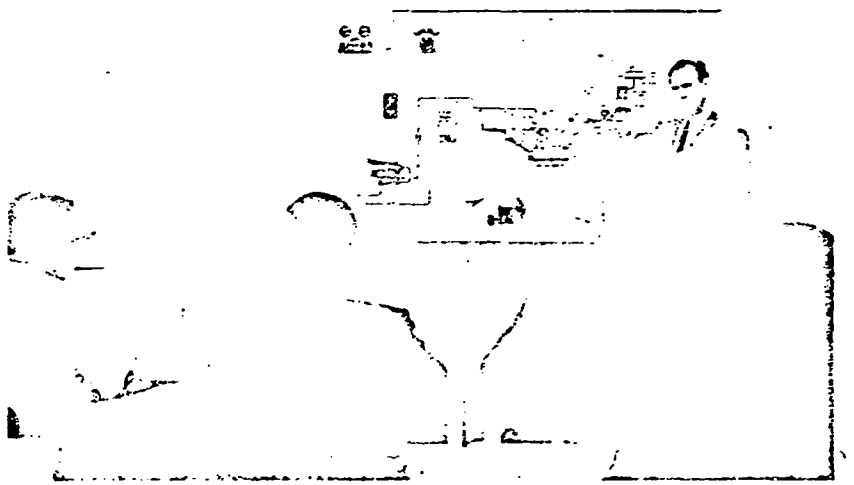

REVISION

The final process of revision to the system is based upon learning performance during the presentation and validation process. Any or all previous steps are revised as required to assure effective and efficient learning. Learning is thus an empirical question - either it occurs or it doesn't. If it doesn't occur, revision is made so that it does occur.

EFFECTIVE AND EFFICIENT LEARNING	REVISION	
	YES	NO
NEEDS IDENTIFICATION?		
MEASURABLE OBJECTIVES DERIVATION?		
RELEVANT COURSE CONTENT DELINEATION?		
LEARNING STEPS IDENTIFICATION?		
METHODS-MEDIA SELECTION AND DESIGN?		
PRESENTATION AND VALIDATION?		
REVISION?		

The foregoing Instructional System Approach processes relate to familiarization training. It may be a bit different than detailed training only because of the *depth* of the objectives. For detail training, we accomplish the same steps, but a more detailed analysis is performed. In familiarization training, outcomes usually relate to planning. In detail

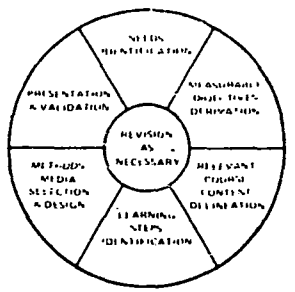

FAMILIARIZATION TRAINING

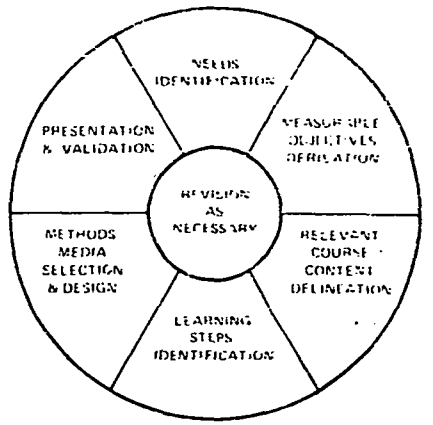

DETAILED TRAINING

training, additional content is required so that *knowing* and *doing* outcomes will be achieved.

For detailed DC-10 maintenance training, the Training Requirements Data Analysis Form is used as the basic tool to accomplish detailed course analysis from need assessment and maintainability data. A gross analysis of this data enables the identification of skill and knowledge requirements, methods-media, level of training, and proficiency capabilities. It also permits selective identification of gross tasks for detailed learning analysis to derive terminal performance specifications (measurable objectives), intermediate performance specifications (learning steps), and methods-media evaluation.

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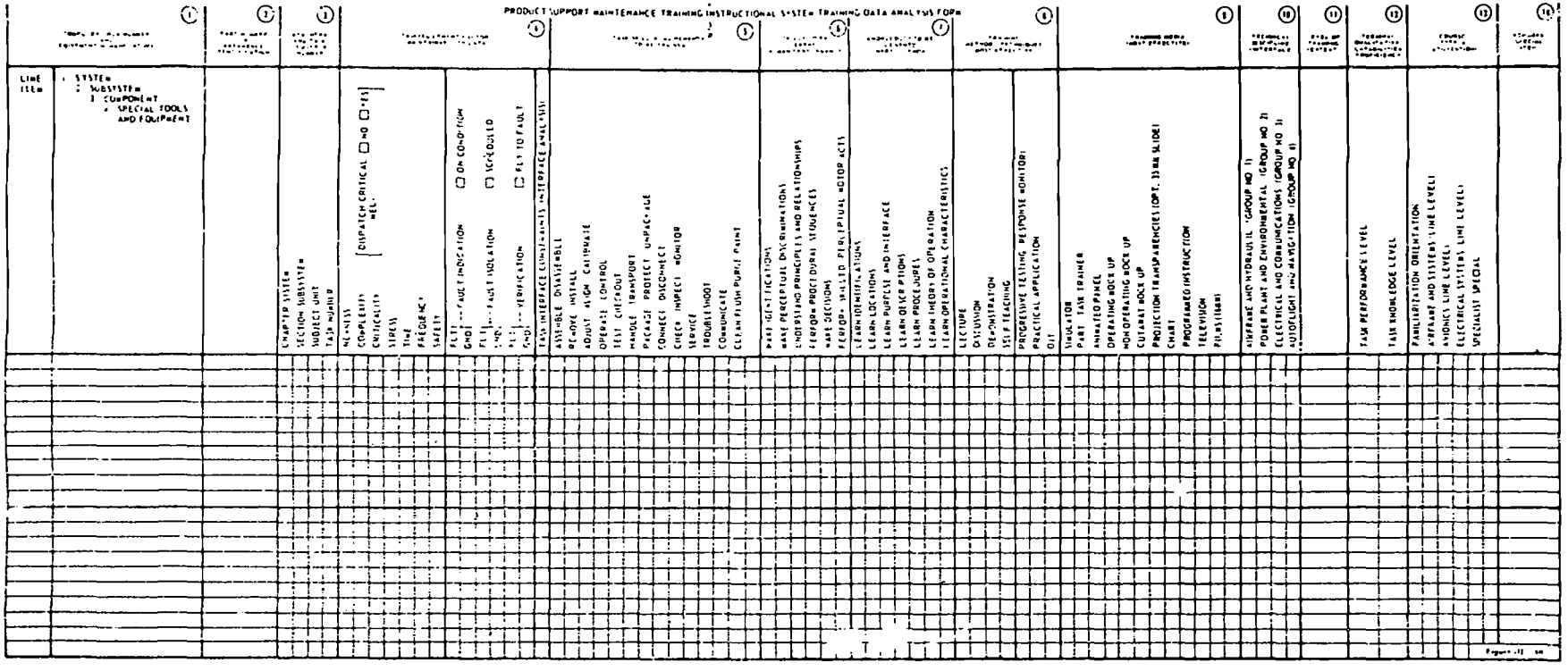

The Instructional System Approach must be considered as a "two-way street" requiring the concentrated efforts of the manufacturer as well as the customer to produce an effective program. If any of the basic elements (people/tasks, tools/equipment, or hardware) are weak or missing, the program will fall short of its objectives.

Douglas is responsible for initial training of customer personnel. Customers know their people better than Douglas, therefore, a partnership is essential to assure that training is relevant and practical. In all aspects of training, a partnership will achieve the joint goals of Douglas and the customer for designing and implementing the Instructional System Approach.

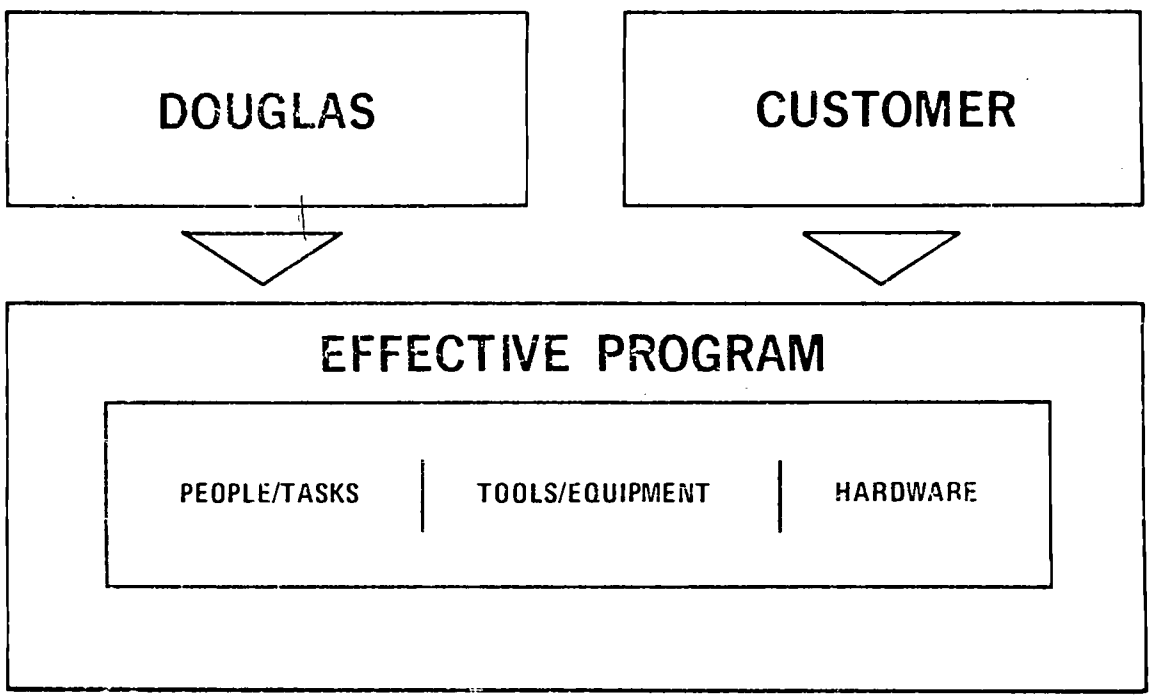

A PARTNERSHIP IN TRAINING

JOINT GOALS:

TRAINING DESIGN CHECKLIST

GOALS	AIRLINE	DOUGLAS
1. NEEDS		✓
2. MEASUREABLE OBJECTIVES		✓
3. RELEVANT COURSE CONTENT		✓
4. LEARNING STEPS		✓
5. METHODS-MEDIA		✓
6. PRESENTATION AND VALIDATION		✓
7. REVISION		✓

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[illegible]

[illegible]

1. What do you [illegible] to accomplish? What is your required outcome?

2. How will [illegible] this [illegible] behavior?

3. By when need it be done to be credible?

4. To what extent (degree, percent, consistent) must it be done?

5. Write Mission Objective

NEEDS ASSESSMENT

Directions: Write, in measurable terms, statements of current outcomes and required outcomes related to your stated problem.

	Current Outcomes	Required Outcomes
LEARNERS		
EDUCATORS		
COMMUNITY		

ERIC

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MISSION ANALYSIS - PART I

Performance Requirements

Directions: For your Mission Objective, write 6 or more Performance Requirements which further define and refine in measurable terms, the Mission Objective. The achievement of these Performance Requirements indicates achievement of the Mission Objective. These Performance Requirements should be specific to the requirements in your local setting.

1.

2.

3.

4.

5.

6.

Supplement A

ESTIMATING A MISSION PROFILE USING FUNCTION FLOW DIAGRAMS

One of the most important management considerations in planning is the development of function flow diagrams and/or management plans that embrace all of the required performance events and activities. The plan must explicitly recognize relevant relations (interdependencies) and actions (interactions) among activities. Function flow diagrams are based upon simple concepts.

Concepts Used in Developing Function Flow Block Diagrams

1. A function (or activity) is depicted by a box:

2. Each box is identified by a number and a function description:

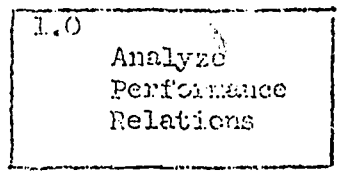

3. Solid lines are used to indicate relationships and/or dependencies:

4. Dotted lines are used to indicate feedback control relationships and/or dependencies:

5. Solid-lined arrows are used to indicate direction of flow, inputs, and/or outputs:

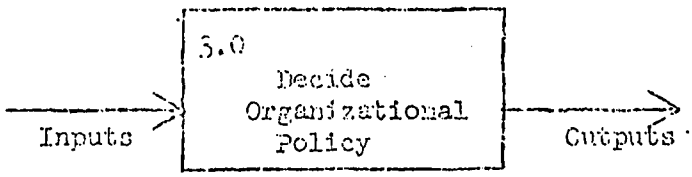

But remember that these are only special types of relationships and/or dependencies.

6. Dotted-lined arrows are used to indicate direction of feedback control flow and sites of feedback control, input and/or output:

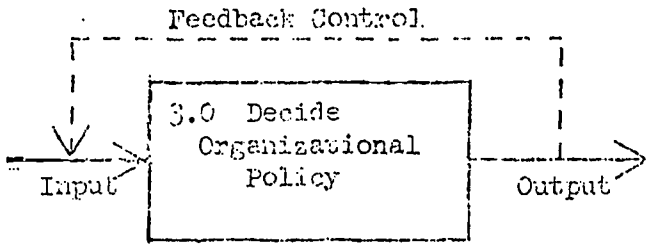

Remember that dotted lines and dotted-lined arrows specify significant management relations.

7. A sequence of functions is indicated by linking flow blocks:

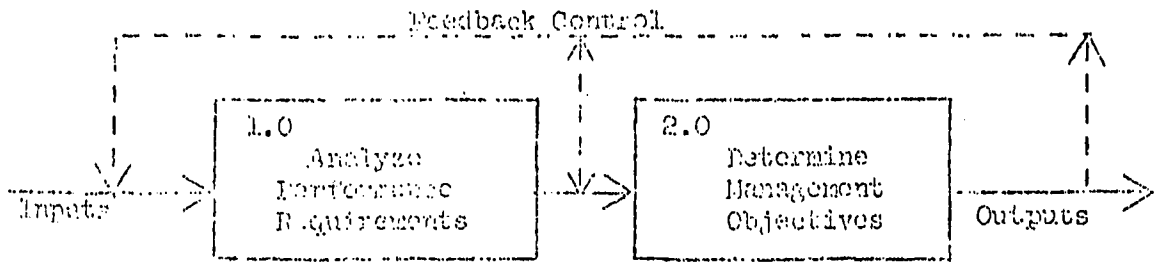

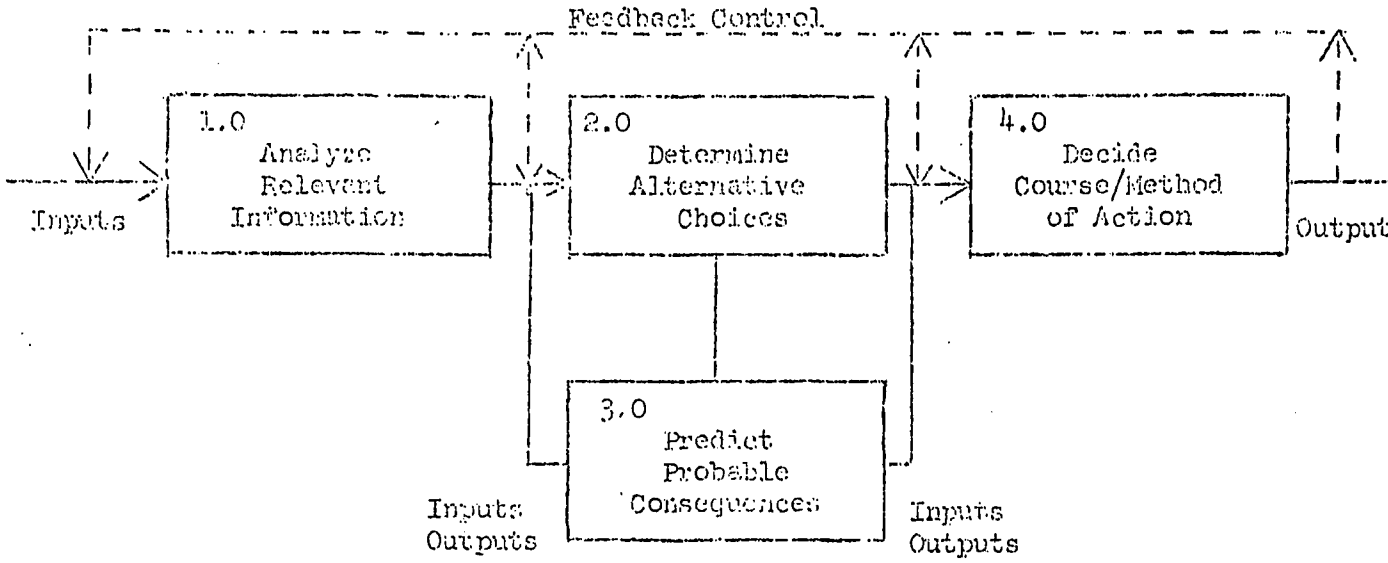

8. Functions in a flow block diagram are linked by lines of relationship and/or dependency (usually input-output and feedback control):

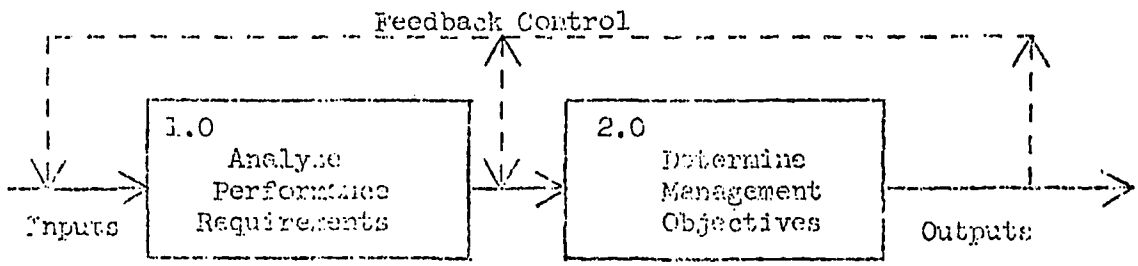

9. An open box is used to refer to a higher level decision. 0.0 refers to the mission objective and requirements.

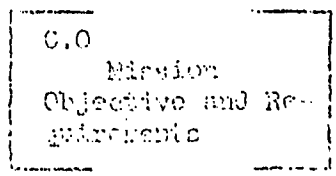

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10. A grouping of functions, relationships, and/or dependencies form a function flow block diagram.

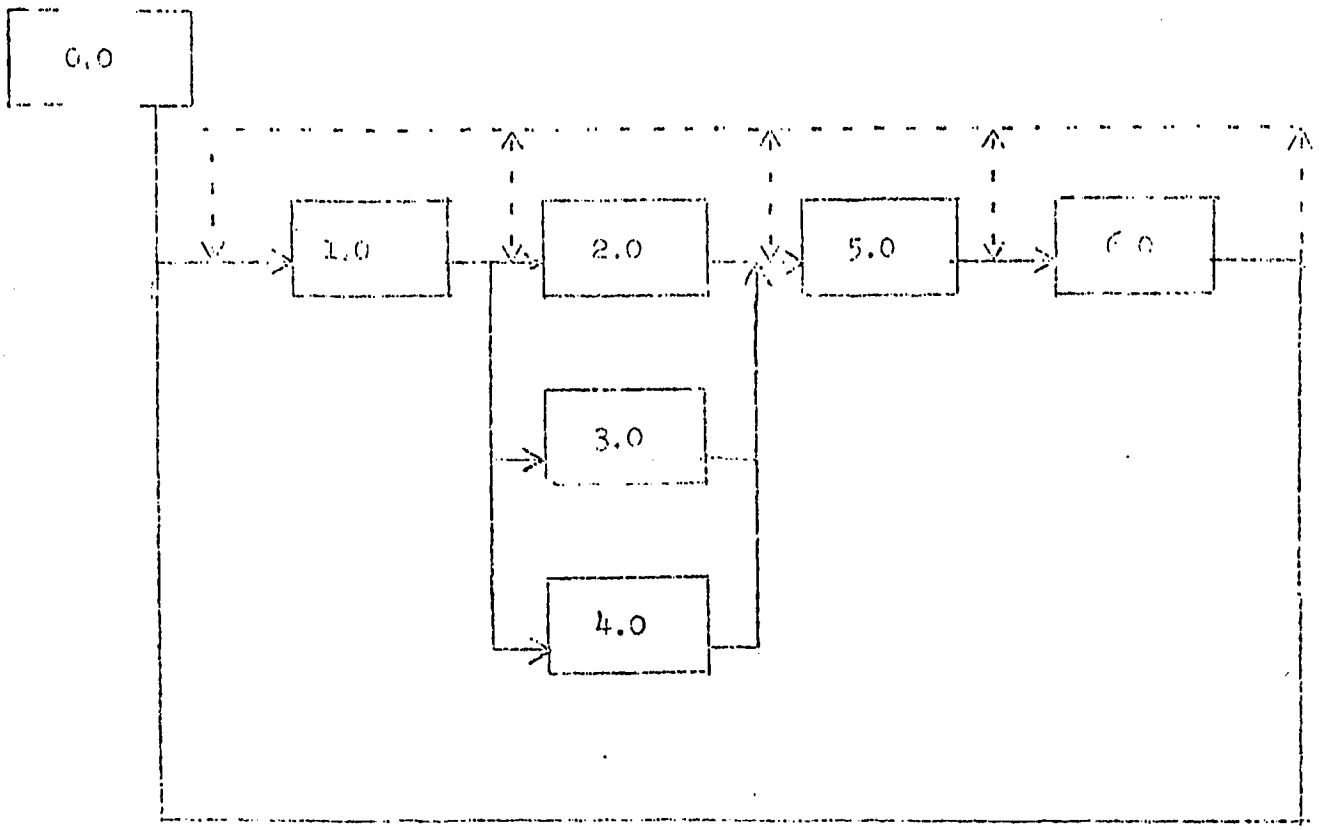

There are specific rules to follow in constructing a function flow block diagram. Although there are no formal construction standards as such, most analysts use comparable symbols. Network loops consisting of solid lines are allowed when reference boxes are used as indicated (box 0.0) in the preceding diagram. Looping (recycling or interaction) is required in conjunction with feedback control actions that take place along dotted lines.

A SAMPLE GANTT CHART

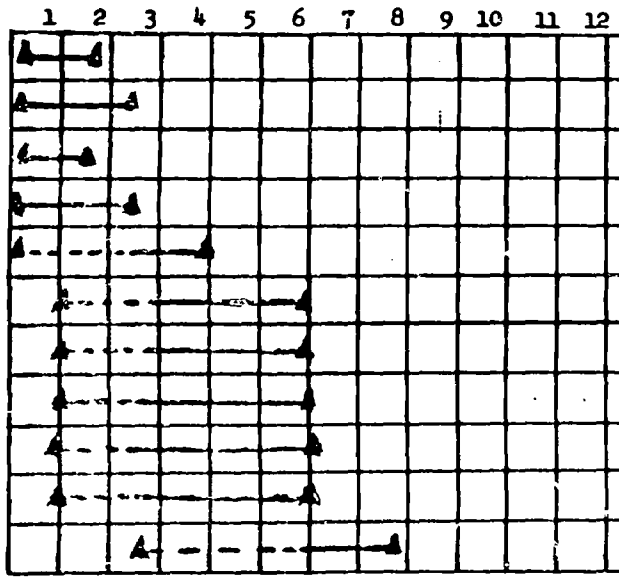

TASKS	Superintendent	Cabinet	Task Force	Principals	Teachers	Support Personnel	Learners	Board	External Resources	County Counsel
1.0 Determine Learner Representatives	S	S	P	P	P	S	S		P	I
2.0 Determine Teacher Representatives	S		P	P	P			I	P	I
3.0 Determine Administrator Representatives	P	P	P	P				S		I
4.0 Determine Certificated Support Personnel Representatives	S	P	P	S		P		I	P	I
5.0 Determine Community Representatives	P	P	S	S	S	S			P	I
6.0 Determine Preliminary Learner Requirements for Participation	S		P	S	S	S	S	S	P	I
7.0 Determine Preliminary Teacher Requirements for Participation	S	S	P	S	P	S	S	S	P	I
8.0 Determine Preliminary Administrative Requirements for Participation	P	P	P							I
9.0 Determine Preliminary Certificated Support Personnel Requirements for Participation						P	S	I	P	I
10.0 Determine Preliminary Community Requirements for Participation	S	P	P						P	I
11.0 Determine Matches and Mis-Matches	S	S	S	S	S		S	I	P	

TALENT

P - Primary Responsibility
S - Support Responsibility
I - Information

time frame for accomplishing function

start up time

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SAMPLE METHODS/MEANS ANALYSIS
of 3.0 "Select Task Force"

ACTIVITY	ALTERNATIVE METHODS/MEANS	ADVANTAGES	DISADVANTAGES
3.1 Identify Task Force Requirements	1. Determine perceived requirements from planning group	1. Easily done 2. Secures involvement 3. What educators are used to doing	1. Bias from perception 2. Often invalid to real requirements 3. Often unreliable to real requirements
	2. Empirically determine requirements through system approach	1. More valid data 2. More reliable data 3. More objective data	1. Time consuming 2. Unfamiliar to educators 3. Skill requirements often lacking
	3. Determine perceived requirements and empirically determine through system approach	1. Secures involvement 2. More valid data for accomplishing requirements in the "real" world 3. Decisions can be based on empirical data	1. Time consuming 2. Perceived as "more work than necessary" 3. Skill requirements often lacking
3.2 Identify Skills, Knowledges, Attitudes Requirements for Task Force Membership	1. Determine perceived requirements from planning group	1. Easily done 2. Secures involvement 3. What educators are used to doing	1. Bias from perception 2. Often invalid to real requirements 3. Often unreliable to real requirements
	2. Empirically determine requirements through system approach	1. More valid data 2. More reliable data 3. More objective data	1. Time consuming 2. Unfamiliar to educators 3. Skill requirements often lacking
	3. Determine perceived requirements and empirically determine through system approach	1. Secures involvement 2. More valid data for accomplishing requirements in the "real" world 3. Decisions can be based on empirical data	1. Time consuming 2. Perceived as "more work than necessary" 3. Skill requirements often lacking

All data used in this document is ficticious and is not to be interpreted as factual.

SAMPLE METHODS/MEANS ANALYSIS
of 3.0 "Select Task Force"

FUNCTION	ALTERNATIVE METHODS/MEANS	ADVANTAGES	DISADVANTAGES
3.3 Identify Political Requirements for Task Force Membership	1. Determine perceived requirements from planning group	1. Easily done 2. Secures involvement 3. What educators are used to doing	1. Bias from perception 2. Often invalid to real requirements 3. Often unreliable to real requirements
	2. Empirically determine requirements through system approach	1. More valid data 2. More reliable data 3. More objective data	1. Time consuming 2. Unfamiliar to educators 3. Skill requirements often lacking
	3. Determine perceived requirements and empirically determine through system approach	1. Secures involvement 2. More valid data for accomplishing requirements in the "real" world 3. Decisions can be based on empirical data	1. Time consuming 2. Perceived as "more work than necessary" 3. Skill requirements often lacking
3.4 Select Chancellor's Office Representation	1. Decision-maker appoints representatives	1. Easily done 2. Decision-maker will have the persons he wants 3. Gate-keepers can be appointed	1. Most knowledgeable persons might not be appointed 2. "Cronyism" likely 3. Without "best-possible" appointees product likely to be inferior
	2. Select representatives from adopted objective set of criteria	1. Most knowledgeable persons will be appointed 2. Product likely to be of higher quality 3. Objective approach circumventing "Cronyism"	1. More time consuming 2. Decision-maker likely to have less control 3. Persons meeting criteria might not be found within agency

All data used in this document is ficticious and is not to be interpreted as factual.

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SAMPLE METHODS/MEANS ANALYSIS
of 3.0 "Select Task Force"

[illegible]	ALTERNATIVE METHODS/MEANS	ADVANTAGES	DISADVANTAGES
3.4 (continued)	3. Select most available persons	1. Easily done 2. Won't over-burden those already busy 3. Give work to those not busy -- increase office man-hours worked	1. Incompetent persons likely to be selected 2. Persons selected likely will not have required skills 3. No gate-keepers will likely be selected
3.5 Select State Department of Education Representation	1. Decision-maker appoints representatives	1. Easily done 2. Decision-maker will have the persons he wants 3. Gate-keepers can be appointed	1. Most knowledgeable persons might not be appointed 2. "Cronyism" likely 3. Without "best-possible" appointees product likely to be inferior
	2. Select representatives from adopted objective set of criteria	1. Most knowledgeable persons will be appointed 2. Product likely to be of higher quality 3. Objective approach circumventing "Cronyism"	1. More time consuming 2. Decision-maker likely to have less control 3. Persons meeting criteria might not be found within agency
	3. Select most available persons	1. Easily done 2. Won't over-burden those already busy 3. Give work to those not busy -- increase office man-hours worked	1. Incompetent persons likely to be selected 2. Persons selected likely will not have required skills 3. No gate-keepers will likely be selected

All data used in this document is ficticious and is not to be interpreted as factual.

INDUSTRY NEEDS ASSESSMENT QUESTIONNAIRE

Please indicate below the number of persons you are currently attempting to hire. (Indicate only those job positions that require a specific occupational skill, but require less than four years of college training)

Job Title	Skills Required in Order of Importance	Other Requirements (Age, Size, Sex, Strength, Etc.)	Number of Current Openings

Please Return to:

Dr. Otto A. Heinkel
Director of Research
San Diego Community Colleges
835 Twelfth Avenue
San Diego, California 92101

1973 (Present Number)

2. Please indicate your past and future number of employees?

Past Number	
1971	1972

Future Number	
1974 (Estimate)	1975 (Estimate)

3. Please indicate the type(s) of training program(s) you would like to see instituted in the community colleges to create the kind of skilled manpower pool your organization requires.

DESCRIPTIVE INFORMATION

Name of firm _____

President/Owner _____

Address _____

_____

Telephone Number _____ Your Name _____

Title _____

NEEDS ASSESSMENT

Administrators

1. List five vocational/technical occupations (within San Diego County) that currently have the greatest number of job openings.

   1. _____

   2. _____

   3. _____

   4. _____

   5. _____

2. For the above five (5) occupations do you feel:

   (a) We are not training enough students to fill existing jobs.
   (b) We are training enough students to fill existing jobs.
   (c) We are training too many students.

   Occupation 1___ Occupation 2___ Occupation 3___

   Occupation 4___ Occupation 5___

3. What programs currently offered in your school prepare students for jobs in the five (5) occupations you listed above?

   Occupation 1. _____

   Occupation 2. _____

   Occupation 3. _____

   Occupation 4. _____

   Occupation 5. _____

Return to:

ERIC

NEEDS ASSESSMENT

Counselors

1. List five vocational/technical occupations (within San Diego County) that currently have the greatest number of job openings.

1. _____

2. _____

3. _____

4. _____

5. _____

2. For the above five (5) occupations do you feel:

(a) We are not training enough students to fill existing jobs.
(b) We are training enough students to fill existing jobs.
(c) We are training too many students.

Occupation 1___ Occupation 2___ Occupation 3___

Occupation 4___ Occupation 5___

3. What programs currently offered in your school prepare students for jobs in the five (5) occupations you listed above?

Occupation 1. _____

Occupation 2. _____

Occupation 3. _____

Occupation 4. _____

Occupation 5. _____

Return to:

NEEDS ASSESSMENT

Instructors

1. In what program are the courses that you teach?

2. What courses are you currently teaching?

3. For the above courses and programs are there:

___ More jobs than students being prepared
___ More students being prepared than jobs
___ A good balance between students and jobs

4. List up to 5 of the most important skills that you teach your student

6. What skills should be eliminated from the program?

Return to:

ERIC

NEEDS ASSESSMENT

Current Community College Students

1. What is your current program emphasis? Vocational__ Non-Vocational__

2. What is your major program of study? _____

3. Do you plan to continue your education next semester? yes___ no___

4. If YES, what is the name of the school/college you plan to attend?
_____

5. If you are not planning to continue your education, what are your plans?
Full-time employment___ Other (specify)_____

6. What do you feel your chances are of getting a job in the area of your major?
Good___ Bad___ Do not know___

7. Do you feel your community college training is preparing you adequately for a job? yes___ no___

Name _____ _____
Last First Middle Initial Social Security Number

Address _____ _____
Number Street ZIP

Phone No. _____ Sex: Male___ Female___

Veteran discharged after 1965? yes___ no___

Age: 16-17 18-26___ 27-61___ over 61___

With which of the following groups do you identify yourself? (Optional)
MARK ONLY ONE

Spanish surname (Chicano or Latin) ___(1)
Other White (Caucasion) ___(2)
Black, Negro or Afro-American ___(3)
Chinese, Japanese, or Korean ___(4)
North American Indian ___(5)
Other Non-White (includes Polynesian and Filipino) ___(6)

Return to:

NEEDS ASSESSMENT

Former Students

1. Date you last attended the San Diego Community Colleges _____

2. In what specific program were you enrolled? _____

3. Are you continuing your education? Yes___ No___
   If YES, what is the name of the school you are attending? _____
   _____

4. Are you employed full time? Yes___ No___
   If YES, are you employed in the type of job for which you trained?
   Yes___ No___

5. If not employed full time, what do you consider your chances of findin the type of job for which you trained? Good__ Bad__ Do not know__

6. (Employed or not) do you feel your training adequately prepared you fo a job? Yes___ No___

7. List up to five of the most important skills you learned in your train

8. What additional skills should you have been taught?

9. What skills (if any) should or could be eliminated from the training program?

10. What additional training would you like to receive at one of the San Diego Community Colleges? _____
    _____

Name _____ _____
Last First Middle Initial Social Security Numbe

Address _____ _____
Number Street ZIP

Phone No. _____ Sex: Male___ Female___

Veteran discharged after 1965? Yes___ No___

Age: 16-17___ 18-26___ 27-61___ over 61___

With which of the following groups do you identify yourself? (Optional)
MARK ONLY ONE

Spanish surname (Chicano or Latin ___(1)
Other White (Caucasion) ___(2)
Black, Negro or Afro-American ___(3)
Chinese, Japanese, or Korean ___(4)
North American Indian ___(5)
Other Non-White (includes Polynesian and Filipino) ___(6)

Return to:

NEEDS ASSESSMENT

Student Survey
(High School)

1. Are you planning to continue your education after graduation?
   Yes___ No___ Undecided___

2. If YES, what is the name of the school/college you plan to attend?
   _____

   What type of program do you plan to take? (check one only)
   Vocational Education___ Non-Vocational Education___
   What is going to be your specific major in college?

3. If you are not going to continue your education, what are your plans?
   Full-time employment___ Other (specify) _____

4. If a job training program in your area of interest were offered tuition free at San Diego Community Colleges, would you like to enroll?
   Yes___ No___

5. When would you be able to attend classes?
   anytime___ day (8-5)___ evening (5-10)___ Saturdays___

6. The following might make it difficult for me to attend classes:
   transportation__ money__ language__ other (specify)_____

7. Name of your high school _____

Name _____ _____
Last First Middle Initial Social Security Number

Address _____ _____
Number Street ZIP

Phone No. _____ Sex: Male___ Female___

Veteran discharged after 1965? Yes___ No___

Age: 16-17__ 18-26___ 27-61___ over 61___

With which of the following groups do you identify yourself? (Optional)
MARK ONLY ONE

Spanish surname (Chicano or Latin) ___(1)
Other White (Caucasion) ___(2)
Black, Negro or Afro-American ___(3)
Chinese, Japanese, or Korean ___(4)
North American Indian ___(5)
Other Non-White (includes Polynesian and Filipino) ___(6)

Return to:

COMMUNITY NEEDS ASSESSMENT

1. Are you employed full time? yes___ no___
   If YES, what do you do? _____

2. (Employed or not employed) What job or work would you like to do?
   _____
   Are there jobs available for the above choice? yes___ no___

3. If a job training program in your area of interest were offered tuition free at the San Diego Community Colleges, would you like to enroll? yes___ no___

4. When would you be able to attend classes?
   anytime___ day (8-5)___ evening (5-10)___ Saturdays___

5. The following would make it difficult for me to take classes.
   transportation__ baby sitter__ language__ money__
   other (specify)_____

Name _____ _____
Last First Middle Initial Social Security Number

Address _____ _____
Number Street ZIP

Phone No. _____ Sex: Male___ Female___

Age: 16-17___ 18-26___ 27-61___ over 61___

With which of the following groups do you identify yourself? (Optional)
MARK ONLY ONE

Spanish surname (Mexican-American) ___(1)
Other White (Caucasion) ___(2)
Black, Negro or Afro-American ___(3)
Chinese, Japanese, or Korean ___(4)
North American Indian ___(5)
Filipino ___(6)
Other ___(7)

Return to:

APPENDIX C

Mission Profiles Developed by the Participants

APPENDIX A

MISSION PROFILES

This section presents the documented products developed by the participants in the project titled, *Field Test of a Vocational Research Training Model That Integrates Management and Evaluation Concepts*. An objective of the project was to produce at least 15 products. At the project's completion the participants had developed the 15 mission profiles which are reproduced herein.

The mission profiles are categorized as preliminary and are designed to furnish a basis for writing detailed management plans that would be followed in conducting specific vocational education projects.

As a minimum, the participants developed a mission objective which was stated in measurable terms. Performance requirements were identified for the mission, and functional flow diagrams were produced to illustrate the various procedural steps, their relationships and inter-relationships, toward accomplishing the stated mission objectives.

Following is a list of the profiles:

Title	Page
Edward Buckles, Coordinator of Vocational-Technical Education, Porterville College: *Mission Profile for Developing a Plan of Articulation for Vocational Education in Porterville*	122
Benton Caldwell, Dean of Vocational Instruction Mt. San Jacinto College: *Mission Profile for Conducting a Needs Assessment*	130
Patrick Carter, Associate Dean, Technical-Vocational Education, Diablo Valley College: *Mission Profile for Developing a Plan for Cooperative Work Experience Program*	133
Louise Dyer, Member of the Board of Trustees, San Diego Community College District: *Mission Profile for Applying a System Approach to School Board Procedures*	139

Title	Page
George Ellis, Administrative Assistant, San Diego Community College District: *Mission Profile for Conducting a Needs Assessment for Adult Vocational Education*	143
Richard Handley, Associate Dean, Technical-Industrial Division, Fresno City College: *Mission Profile for A Model For Determining the Need For a Food Services Program*	152
Joseph James, Chairman, Division of Technical Education, Fullerton College and Rodney Houston, Counselor, Technical Education, Fullerton College: *Mission Profile for Determination of the Status of the Mechanical Drafting Program at Fullerton Community College*	158
Fred Ittner, Associate Dean of Instruction, Vocational Education, Bakersfield College: *Mission Profile for Developing a Program Planning and Analysis Model*	170
Jerry Kjeldgaard, Cooperative Education Program Director, Hartnell College: *Mission Profile for Development of a Cooperative Education Program at Hartnell College*	177
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MISSION PROFILE

for

DEVELOPING A PLAN OF ARTICULATION FOR VOCATIONAL

EDUCATION IN PORTERVILLE

by

Edward Buckles

ERIC

MISSION OBJECTIVE

By June 30, 1973, the principle investigator (Edward Buckles) will develop a plan for acticulation the vocational education programs offered in the Porterville Union High School Distric and Porterville College. The plan must provide for: 1) efficient utilization of resources between the high school district and the college; 2) in-depth skill training for the vocational education students; 3) open-entry and open-exit enrollment level of Grade eleven through the desingnated college exit level.

The plan will be based upon identified learner needs and when implemented will measurably increase learner performance according to prespecified requirements.

The delivered plan will be accepted by the President and Board of Trustees of Porterville College, and the Superintendent and Board of Trustees for the Porterville Union High School District.

PERFORMANCE REQUIREMENTS

1. A prioritized listing of community, student, and educator areas of concern relative to the programs and articulation procedures under investigation.
2. A prioritized listing of skills, knowledges and attitudes involved in obtaining and retaining a job in the job training program(s) under investigation.
3. A listing of current skills, knowledges and attitudes presently being taught in the selected vocational education programs.
4. A match/mismatch listing between what is currently being taught in the program area(s) under investigation and the outcomes required by employers.

5. Listing of jobs available locally and regionally relative to the program area(s) under investigation. Current job slots and projected job slots for 2 and 5 years will be included.

6. A set of student performance objectives for each program selected to be part of the plan. The performance objectives well include skills, knowledges and attitudes and will be based upon employer/industry requirements.

7. Student placement procedures for determination of the current skill, knowledge and attitude level of entering students into each vocational education program area included in the plan.

8. A set of written entry and exit procedures for vocational education students Grades eleven to fourteen, enrolled or to be enrolled, in training programs to be included in the plan.

9. A match/mismatch listing of resources (personnel, equipment, facilities) between the College and the High School District relative to the training programs included in the plan.

10. Cost per pupil figure for each program included in the plan.

11. Cost criteria for consideration of program a) deletion, b) expansion, c) reduction, d) maintenance-as-is.

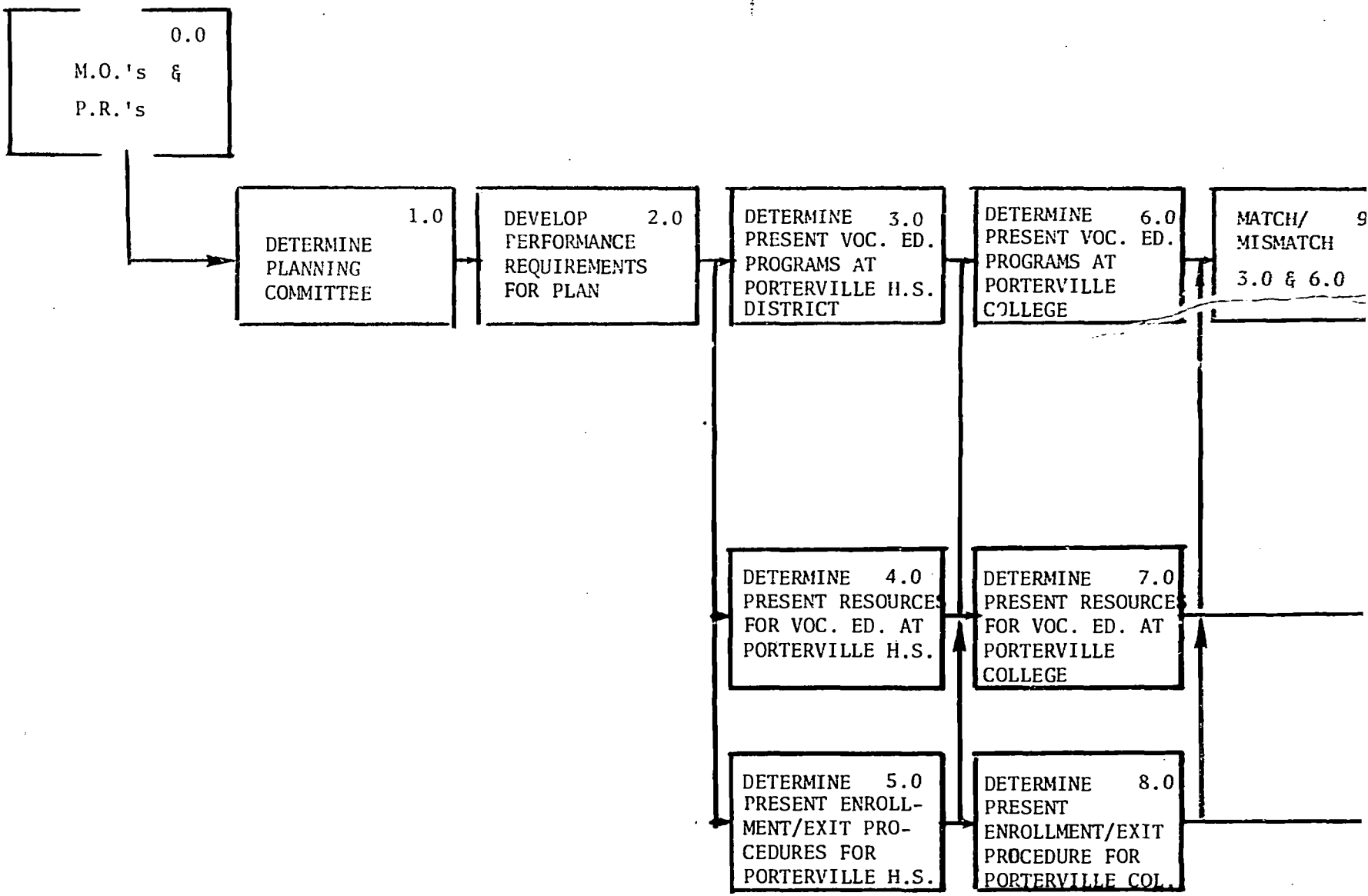
0.0
M.O.'s &
P.R.'s
1.0
DETERMINE PLANNING COMMITTEE
2.0
DEVELOP PERFORMANCE REQUIREMENTS FOR PLAN
3.0
DETERMINE PRESENT VOC. ED. PROGRAMS AT PORTERVILLE H.S. DISTRICT
4.0
DETERMINE PRESENT RESOURCES FOR VOC. ED. AT PORTERVILLE H.S.
5.0
DETERMINE PRESENT ENROLL-MENT/EXIT PRO-CEDURES FOR PORTERVILLE H.S.
6.0
DETERMINE PRESENT VOC. ED. PROGRAMS AT PORTERVILLE COLLEGE
7.0
DETERMINE PRESENT RESOURCES FOR VOC. ED. AT PORTERVILLE COLLEGE
8.0
DETERMINE PRESENT ENROLLMENT/EXIT PROCEDURE FOR PORTERVILLE COL.
MATCH/ MISMATCH
3.0 & 6.0

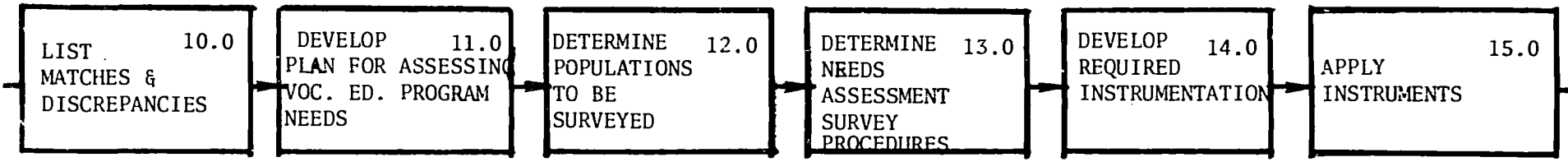
LIST MATCHES & DISCREPANCIES 10.0
DEVELOP PLAN FOR ASSESSING VOC. ED. PROGRAM NEEDS 11.0
DETERMINE POPULATIONS TO BE SURVEYED 12.0
DETERMINE NEEDS ASSESSMENT SURVEY PROCEDURES 13.0
DEVELOP REQUIRED INSTRUMENTATION 14.0
APPLY INSTRUMENTS 15.0

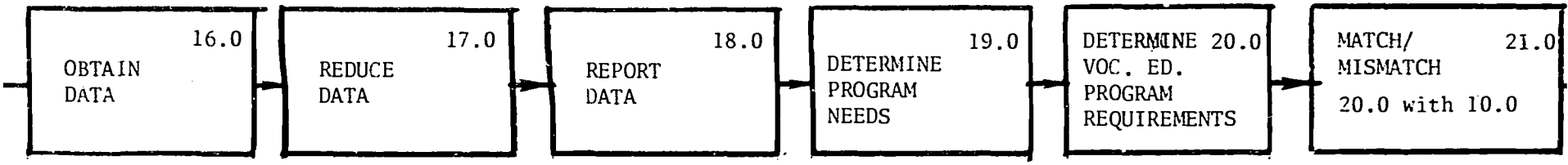
16.0
OBTAIN DATA
17.0
REDUCE DATA
18.0
REPORT DATA
19.0
DETERMINE PROGRAM NEEDS
DETERMINE 20.0
VOC. ED. PROGRAM REQUIREMENTS
MATCH/ 21.0
MISMATCH
20.0 with 10.0

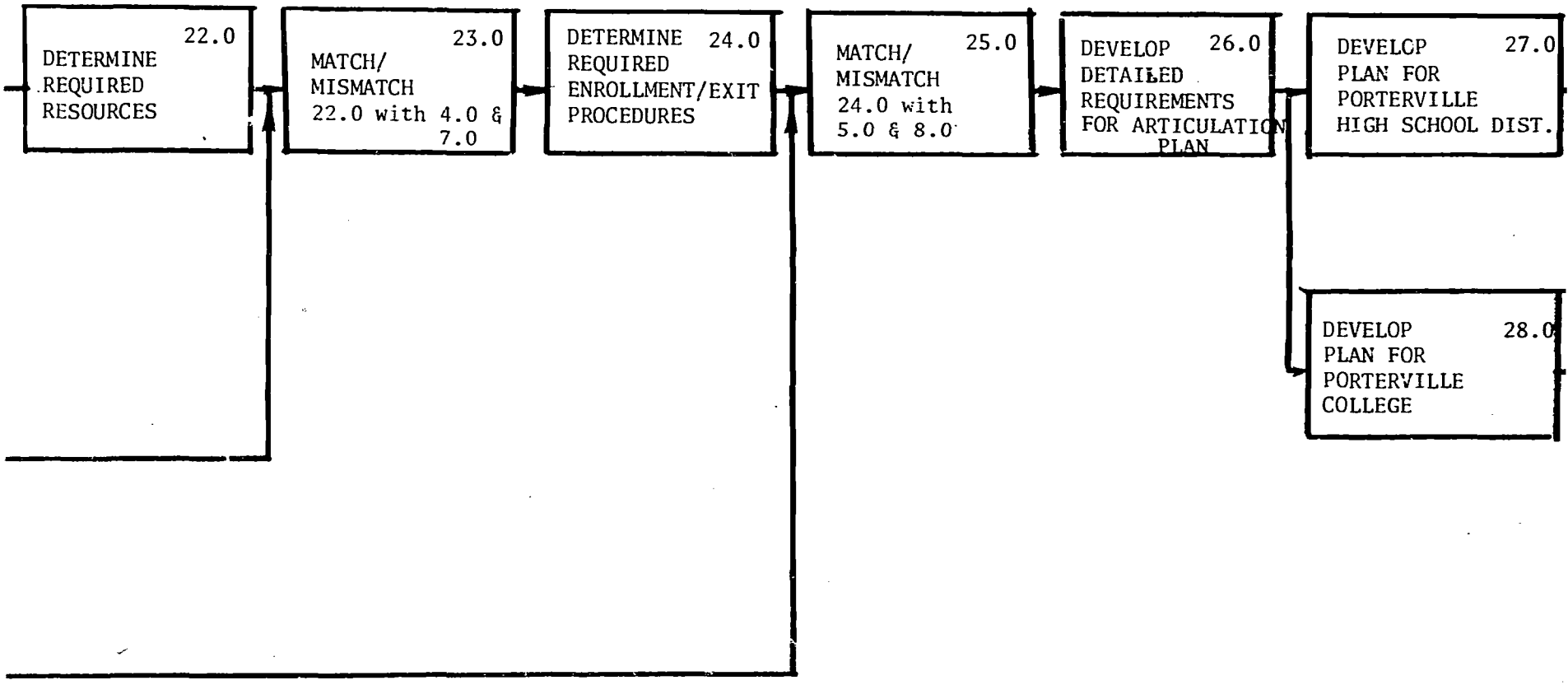
DETERMINE REQUIRED RESOURCES 22.0
MATCH/ MISMATCH 22.0 with 4.0 & 7.0 23.0
DETERMINE REQUIRED ENROLLMENT/EXIT PROCEDURES 24.0
MATCH/ MISMATCH 24.0 with 5.0 & 8.0 25.0
DEVELOP DETAILED REQUIREMENTS FOR ARTICULATION PLAN 26.0
DEVELOP PLAN FOR PORTERVILLE HIGH SCHOOL DIST. 27.0
DEVELOP PLAN FOR PORTERVILLE COLLEGE 28.0

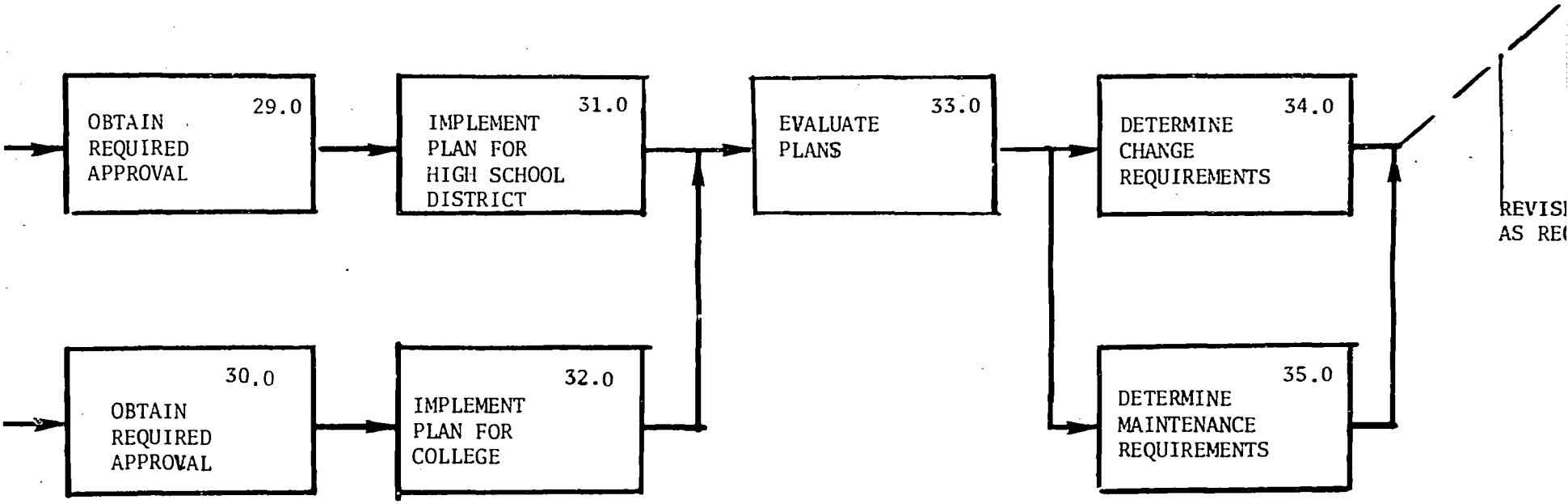
OBTAIN REQUIRED APPROVAL
29.0
IMPLEMENT PLAN FOR HIGH SCHOOL DISTRICT
31.0
EVALUATE PLANS
33.0
DETERMINE CHANGE REQUIREMENTS
34.0
REVISI
AS REQ
OBTAIN REQUIRED APPROVAL
30.0
IMPLEMENT PLAN FOR COLLEGE
32.0
DETERMINE MAINTENANCE REQUIREMENTS
35.0

MISSION PROFILE

for

CONDUCTING A NEEDS ASSESSMENT

by

Benton Caldwell

ERIC

MISSION OBJECTIVE

By _____, 1973, the principal investigator (Benton Caldwell) will conduct a Needs Assessment to determine student, educator and community needs for a certificate program in Human Services.

PERFORMANCE REQUIREMENTS

1. Human Services Program will be defined.

2. A market survey will be conducted based on the stated definition.

3. The interest and perceptions of the community, staff, and students will be determined.

4. Student outcomes will be determined for:

    1. terminal certificate students, and
    2. those going on to a four-year college.

5. Required resources will be determined.

6. Required approvals will be secured.

HUMAN SERVICE PROGRAM

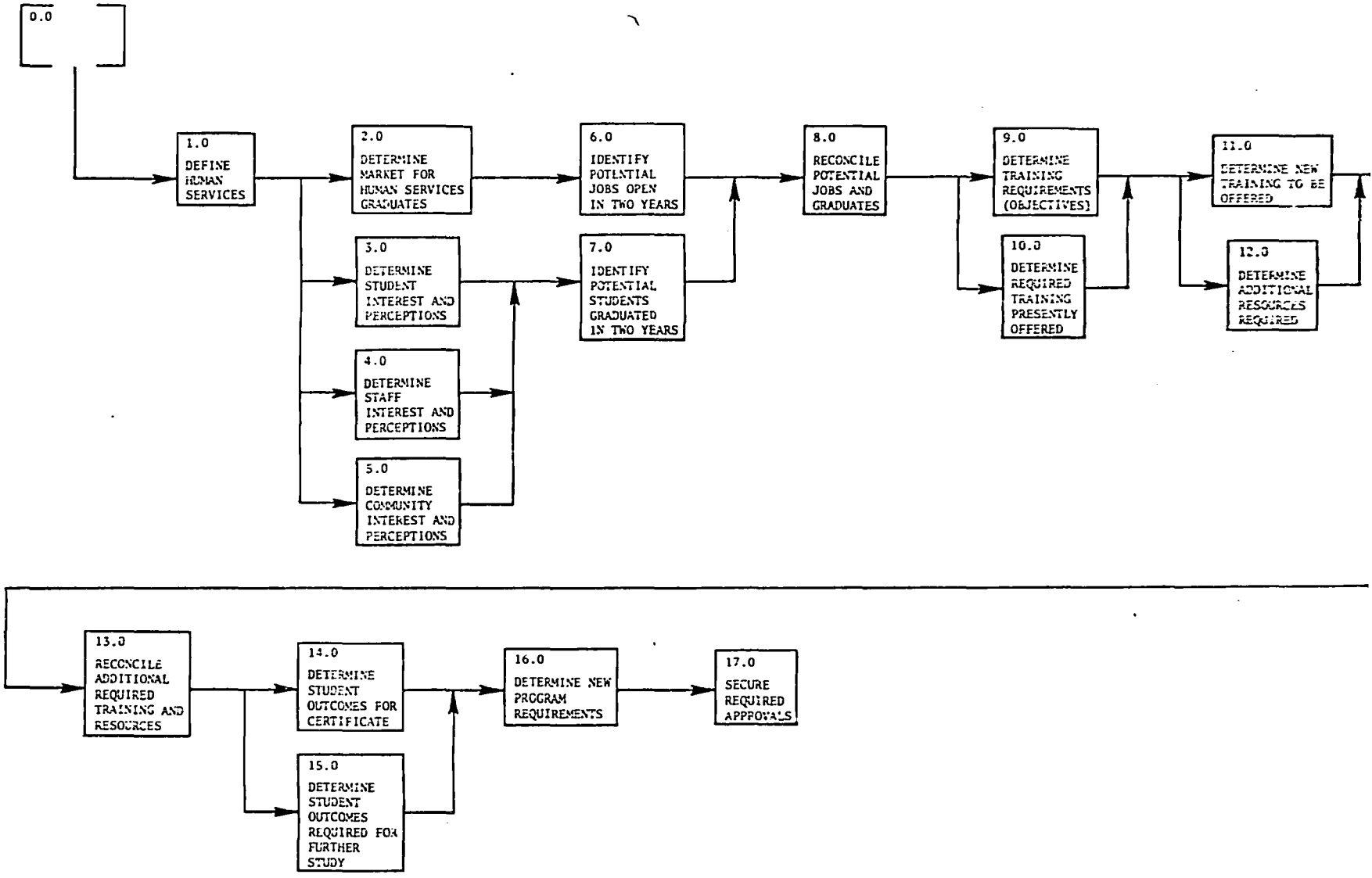

MISSION PROFILE

for

DEVELOPING A PLAN FOR A COOPERATIVE WORK EXPERIENCE PROGRAM

by

Patrick Carter

MISSION OBJECTIVE

By June 30, 1973, Dr. Patrick Carter, Associate Dean of Instruction at Diablo Valley Community College will develop a plan for the Cooperative Work Experience Program which will:

1. Identify existing vocational/technical programs to include in the CWEP,

2. Identify new vocational/technical programs to include in the CWEP,

3. Determine measurable objectives for each program included in CWEP,

4. Identify required program strategies and procedures for each program included in the CWEP,

5. Develop (a) management system(s) to administer the CWEP including detailed system implementation plan(s), and

6. Determine the effectiveness of each CWEP implemented at the college.

The developed plan will be produced through the cooperative efforts of required educators, learners, and advisory committee(s). It will be accepted by:

1. Superintendent,

2. The administrative Cabinet,

3. The Dean of Vocational/Technical Education and 51% or more of his certificated staff that are in Cooperative Work Experience Programs,

4. Fifty-one percent or more of individual members of the required citizens/employers advisory committee(s), and

5. At least 51% of the learners enrolled in the Cooperative Work Experience Programs.

In addition, the plan will be accepted by all required participating federal, state, and county agencies.

PERFORMANCE REQUIREMENTS

1. The developed plan will identify procedures whereby students will identify the opportunities available in the CWEP.

2. The developed plan will provide for the identification of policy and procedures to renumerate the CWEP supervisory certificated staff members.

3. All necessary legal agreements will be developed and implemented between cooperating employers and the school to specify the areas of responsibility for each.

ERIC

4. All necessary evaluation forms will be developed and implemented to determine the effectiveness of the CWEP.

5. The developed plan will provide for the identification of the effects of supervision on student job performance.

6. The developed plan will provide for the achievement by students of required affective outcomes such as:

   1. proper work attitudes,
   2. interpersonal relations on the job,
   3. employee-employer relations, etc.

7. The developed plan will provide for the identification of required outcomes and procedures for existing Cooperative Work Experience Programs including:
   7.1 Retailing
   7.2 Restaurant Management
   7.3 Electronics
   7.4 Secretarial
   7.5 Computer Science

8. The developed plan will provide for the development and installation of new Cooperative Work Experience Programs according to specification:

   8.1 Programs for Fall 1973

      8.1.1 Machine Technology
      8.1.2 Welding
      8.1.3 Administration of Justice
      8.1.4 Construction Technology

   8.2 Programs for Spring of 1974

      8.2.1 Air Conditioning, Refrigeration

   8.3 Programs for ? (not specified to me over the phone)

      8.3.1 Engineering Technology

         8.3.1.1 Drafting
         8.3.1.2 Surveying
         8.3.1.3 Materials Testing

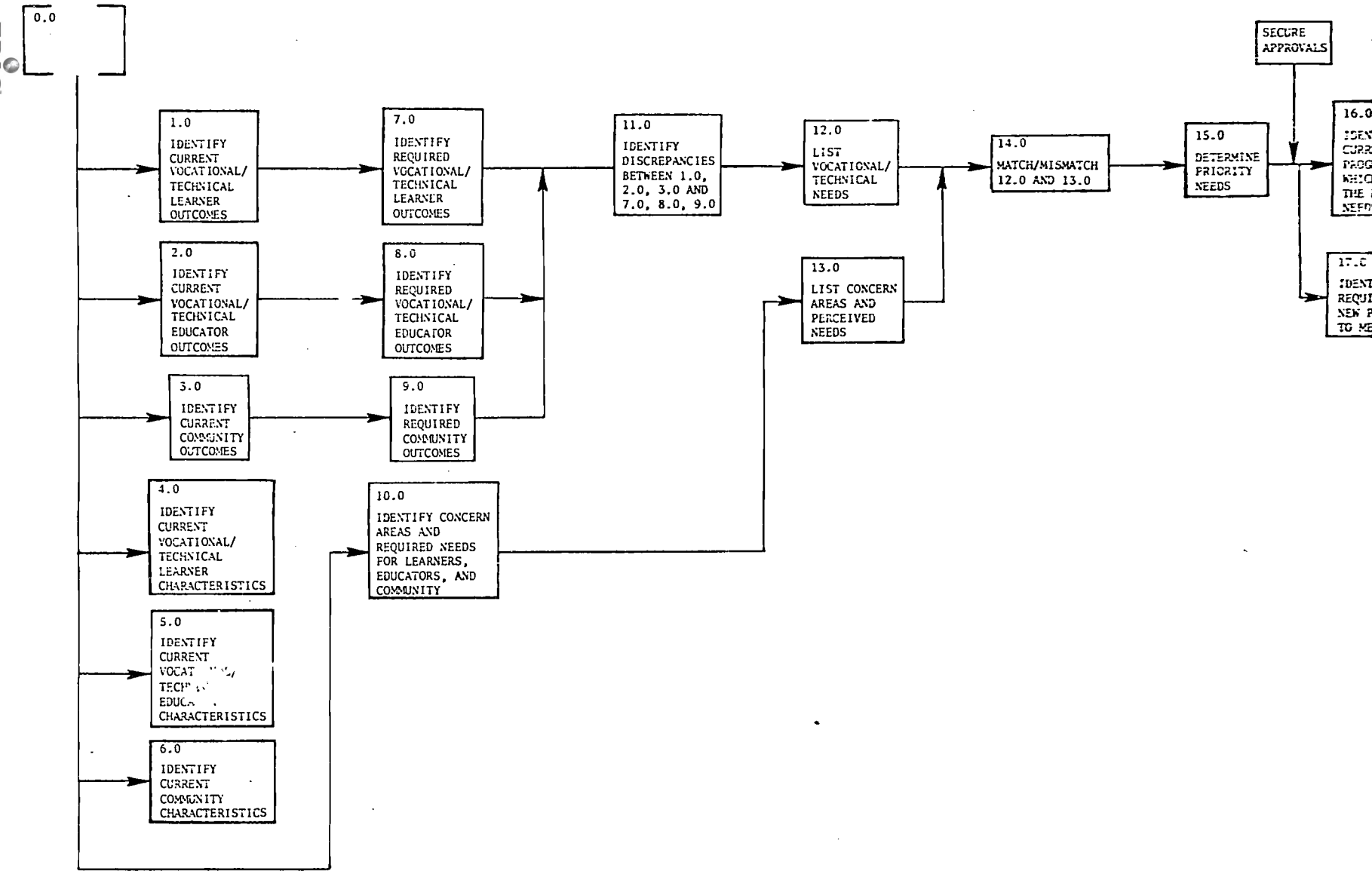
0.0
1.0 IDENTIFY CURRENT VOCATIONAL/ TECHNICAL LEARNER OUTCOMES
2.0 IDENTIFY CURRENT VOCATIONAL/ TECHNICAL EDUCATOR OUTCOMES
3.0 IDENTIFY CURRENT COMMUNITY OUTCOMES
4.0 IDENTIFY CURRENT VOCATIONAL/ TECHNICAL LEARNER CHARACTERISTICS
5.0 IDENTIFY CURRENT
6.0 IDENTIFY CURRENT COMMUNITY CHARACTERISTICS
7.0 IDENTIFY REQUIRED VOCATIONAL/ TECHNICAL LEARNER OUTCOMES
8.0 IDENTIFY REQUIRED VOCATIONAL/ TECHNICAL EDUCATOR OUTCOMES
9.0 IDENTIFY REQUIRED COMMUNITY OUTCOMES
10.0 IDENTIFY CONCERN AREAS AND REQUIRED NEEDS FOR LEARNERS, EDUCATORS, AND COMMUNITY
11.0 IDENTIFY DISCREPANCIES BETWEEN 1.0, 2.0, 3.0 AND 7.0, 8.0, 9.0
12.0 LIST VOCATIONAL/ TECHNICAL NEEDS
13.0 LIST CONCERN AREAS AND PERCEIVED NEEDS
14.0 MATCH/MISMATCH 12.0 AND 13.0
15.0 DETERMINE PRIORITY NEEDS
SECURE APPROVALS

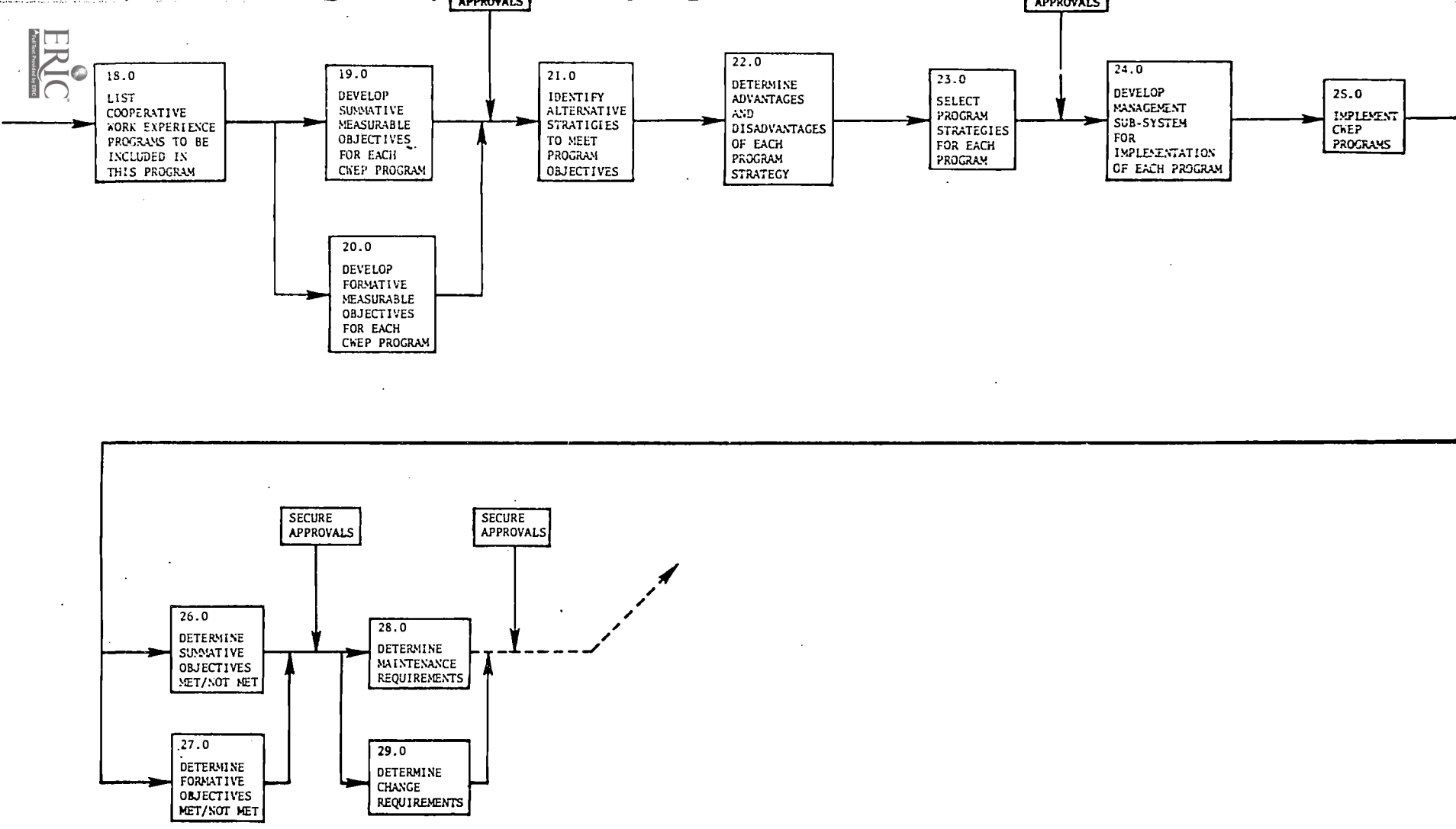
APPROVALS
APPROVALS
18.0
LIST COOPERATIVE WORK EXPERIENCE PROGRAMS TO BE INCLUDED IN THIS PROGRAM
19.0
DEVELOP SUMMATIVE MEASURABLE OBJECTIVES FOR EACH CWEP PROGRAM
20.0
DEVELOP FORMATIVE MEASURABLE OBJECTIVES FOR EACH CWEP PROGRAM
21.0
IDENTIFY ALTERNATIVE STRATIGIES TO MEET PROGRAM OBJECTIVES
22.0
DETERMINE ADVANTAGES AND DISADVANTAGES OF EACH PROGRAM STRATEGY
23.0
SELECT PROGRAM STRATEGIES FOR EACH PROGRAM
24.0
DEVELOP MANAGEMENT SUB-SYSTEM FOR IMPLEMENTATION OF EACH PROGRAM
25.0
IMPLEMENT CWEP PROGRAMS
SECURE APPROVALS
SECURE APPROVALS
26.0
DETERMINE SUMMATIVE OBJECTIVES MET/NOT MET
27.0
DETERMINE FORMATIVE OBJECTIVES MET/NOT MET
28.0
DETERMINE MAINTENANCE REQUIREMENTS
29.0
DETERMINE CHANGE REQUIREMENTS

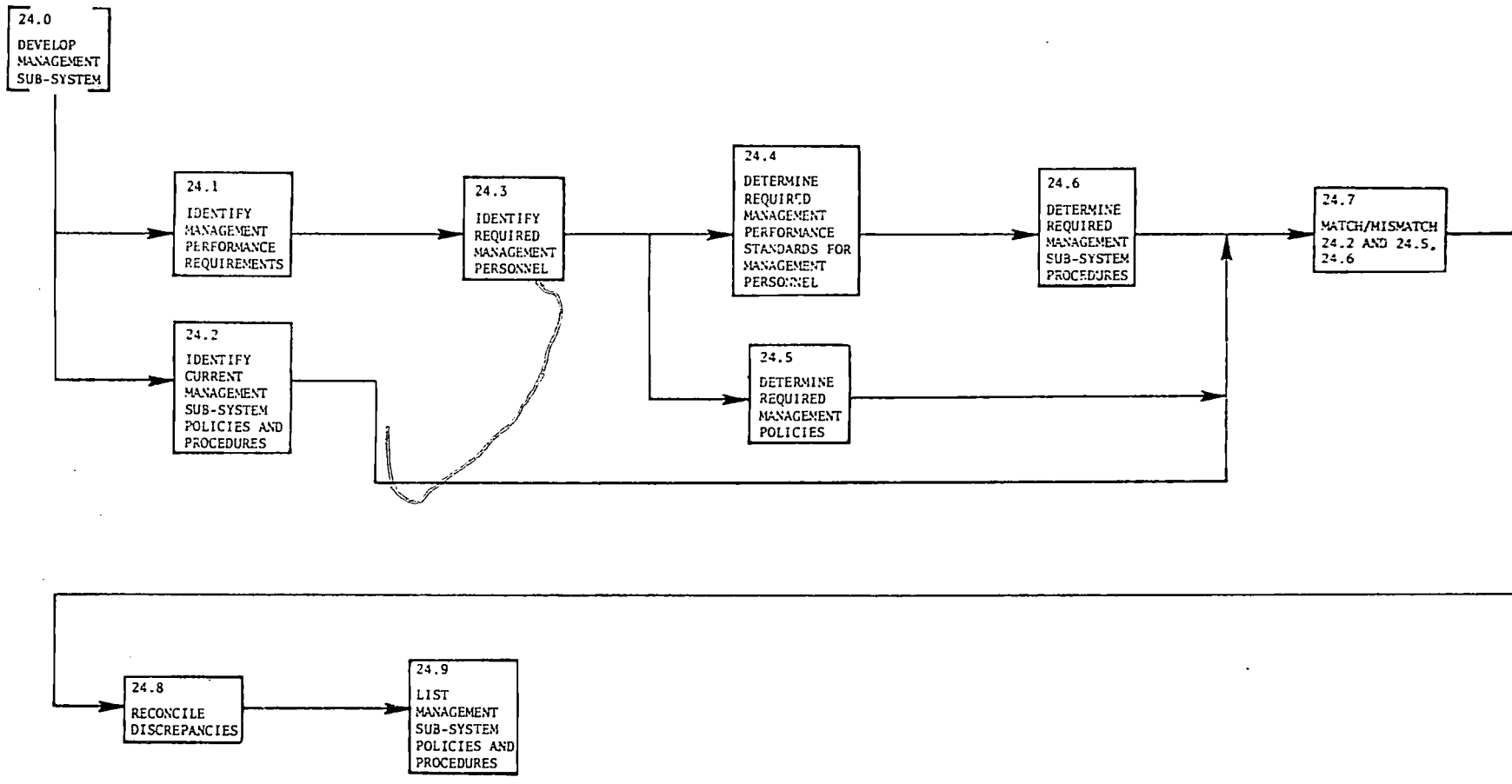
24.0
DEVELOP MANAGEMENT SUB-SYSTEM
24.1
IDENTIFY MANAGEMENT PERFORMANCE REQUIREMENTS
24.2
IDENTIFY CURRENT MANAGEMENT SUB-SYSTEM POLICIES AND PROCEDURES
24.3
IDENTIFY REQUIRED MANAGEMENT PERSONNEL
24.4
DETERMINE REQUIRED MANAGEMENT PERFORMANCE STANDARDS FOR MANAGEMENT PERSONNEL
24.5
DETERMINE REQUIRED MANAGEMENT POLICIES
24.6
DETERMINE REQUIRED MANAGEMENT SUB-SYSTEM PROCEDURES
24.7
MATCH/MISMATCH 24.2 AND 24.5, 24.6
24.8
RECONCILE DISCREPANCIES
24.9
LIST MANAGEMENT SUB-SYSTEM POLICIES AND PROCEDURES

MISSION PROFILE

for

APPLYING A SYSTEM APPROACH TO SCHOOL BOARD PROCEDURES

by

Louise Dyer

MISSION OBJECTIVE

By August 10, 1974, the principle investigator will design and implement an educational program review and reporting procedure for the San Diego Community College Board of Education which is based upon a system approach. The system will be applied to reviewing education program requests from the college campuses and district office.

Performance Requirements:

1. The reporting procedures will request information relative to needs assessment, program objectives, management plans, and evaluation procedures.

2. A set of review questions and procedures relative to needs assessment, program objectives, management and evaluation will be developed for use by the Board of Education members.

3. An in-service program will be designed and implemented for the Board of Education members relative to the set of procedures.

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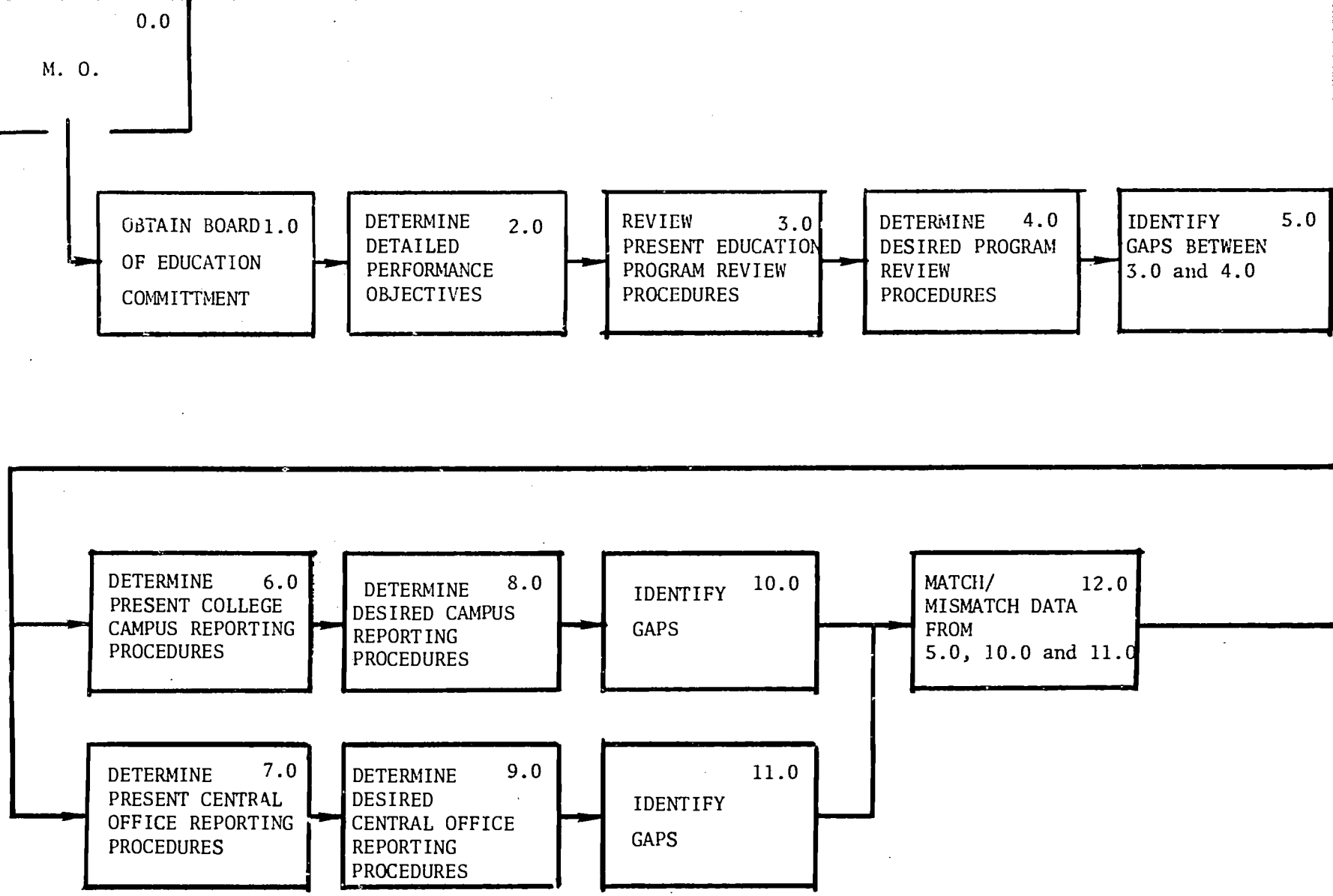
0.0
M. O.
OBTAIN BOARD OF EDUCATION COMMITTMENT 1.0
DETERMINE DETAILED PERFORMANCE OBJECTIVES 2.0
REVIEW PRESENT EDUCATION PROGRAM REVIEW PROCEDURES 3.0
DETERMINE DESIRED PROGRAM REVIEW PROCEDURES 4.0
IDENTIFY GAPS BETWEEN 3.0 and 4.0 5.0
DETERMINE PRESENT COLLEGE CAMPUS REPORTING PROCEDURES 6.0
DETERMINE DESIRED CAMPUS REPORTING PROCEDURES 8.0
IDENTIFY GAPS 10.0
MATCH/ MISMATCH DATA FROM 5.0, 10.0 and 11.0 12.0
DETERMINE PRESENT CENTRAL OFFICE REPORTING PROCEDURES 7.0
DETERMINE DESIRED CENTRAL OFFICE REPORTING PROCEDURES 9.0
IDENTIFY GAPS 11.0

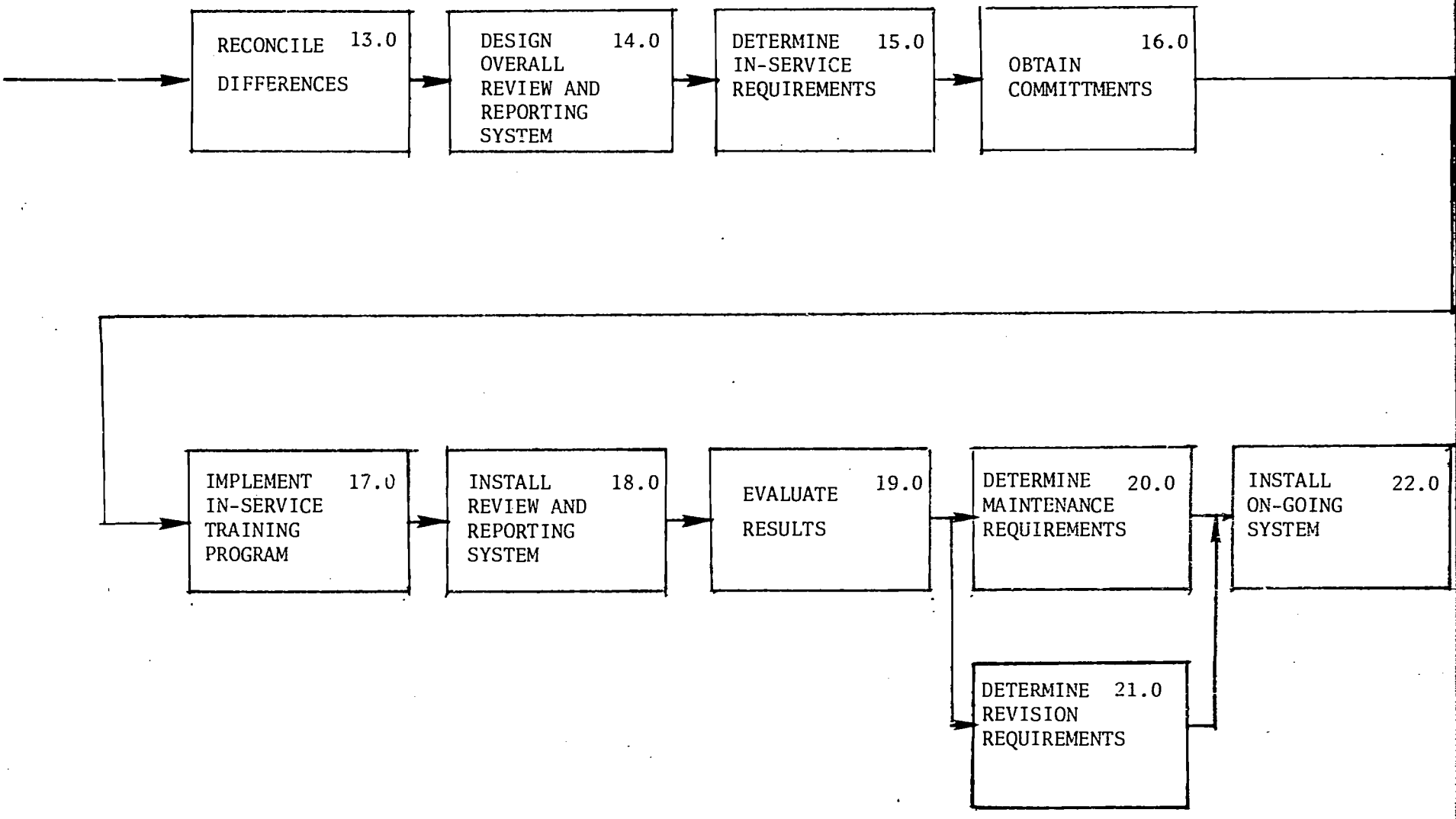
RECONCILE DIFFERENCES 13.0
DESIGN OVERALL REVIEW AND REPORTING SYSTEM 14.0
DETERMINE IN-SERVICE REQUIREMENTS 15.0
OBTAIN COMMITTMENTS 16.0
IMPLEMENT IN-SERVICE TRAINING PROGRAM 17.0
INSTALL REVIEW AND REPORTING SYSTEM 18.0
EVALUATE RESULTS 19.0
DETERMINE MAINTENANCE REQUIREMENTS 20.0
DETERMINE REVISION REQUIREMENTS 21.0
INSTALL ON-GOING SYSTEM 22.0

MISSION PROFILE

for

CONDUCTING A NEEDS ASSESSMENT FOR ADULT VOCATIONAL EDUCATION

by

George Ellis

MISSION OBJECTIVE

By August 1, 1973, a comprehensive 10-year district-wide plan for adult-vocational education will be completed, approved, and made ready for implementation. The completed Needs Assessment will identify:

1. vocational education requirements (facilities, programs, etc.) for each of the five comprehensive day- and evening-adult centers for years 1-10,

2. personnel requirements for each of the five comprehensive day- and evening-adult centers for years 1-10,

3. learning resource and educational support requirements for each of the five comprehensive day- and evening-adult centers for years 1-10, and

4. cost/output requirements for each of the above statements for years 1-10.

The completed 10-year plan will include:

a. a suggested, detailed acquisition and technical/maintenance plan,

b. a suggested implementation plan, and

c. a suggested fiscal plan.

The completed Needs Assessment will identify and substantiate requirements for geographic locations, industry requirements, ethnic and cultural concentrations, and accessibility factors (to learners, to programs, and to potential job markets).

The completed Needs Assessment and resulting Vocational Plan will be considered complete and successful if it fulfills the described performance requirements.

PERFORMANCE REQUIREMENTS*

1. The completed Needs Assessment will be acceptable to the community and industry of San Diego as measured by ( )% approval of an appropriate advisory committee, and ( )% approval of a representative sample of business, industry, community leaders, and local government.

2. The completed Needs Assessment will be acceptable to the San Diego Community College District as measured by ( )% approval of appropriate Adult Education and Administration Committees.

* The advisory committees have not yet been formed, and percentages have not yet been determined.

3. The completed Needs Assessment will provide a comprehensive adult-vocational education program to students involving short-term and entry-level courses as measured by the fulfillment of Community College District policies and/or by approval of the Associate Superintendent and the Board.

4. The implemented programs will be considered acceptable to the potential student population if classes are filled to ( )% of capacity and facilities are filled to ( )% of capacity.

5. The implemented programs will be considered acceptable as fulfilling basic skill-training requirements (and facilitating employment in training-related fields) if a ( )% placement rate is obtained for completed students and/or ( )% of students completing programs consider these programs as fulfilling their particular requirements.

6. The implemented programs, facilities, and staffing will be considered acceptable if cost requirements do not exceed the given budget per year.

INTRODUCTION TO THE PROBLEM

In March, 1973, Judson P. Bradshaw, Director of Adult Education and Community Services, formally requested a comprehensive Needs Assessment and Vocational Plan for Vocational Education in the Adult Division of San Diego Community Colleges, 1973-1983. The completed Ten-Year Plan for Vocational Education would serve as a basis for updating current Adult Vocational facilities, staff, programs, and primary and support educational resources.

As outlined by Bradshaw, the finished plan would assess vocational training needs and propose facility requirements, staff requirements, and program offerings for each of the five comprehensive day-adult centers to be built, and the thirteen evening-adult centers now in operation.

As established by previous Adult Education Vocational Planning Advisory Committees, and approved as policy by Bradshaw, five regional comprehensive day-adult centers are thought to be required to serve the vocational training requirements of San Diego. The five centers will be built in the Midway-North Shores area, the Clairemont-Kearny area, the Hoover-Crawford and Patrick Henry areas, San Diego Centre area, and the Southeast San Diego area. Once these centers are built, it is necessary to outfit them with the appropriate primary and support skill facilities. Primary and support requirements for each of the thirteen evening-adult centers must also be established.

As further outlined by Bradshaw, the general goals of the needs assessment are as follows:

1. Identify the regional vocational requirement in each of the five comprehensive day- and evening-adult center areas as they relate to:

   a. projected employment patterns and skill requirements appropriate to the job markets in each area, and

   b. projected employment patterns and skill requirements appropriate to the Job markets in greater San Diego.

2. Translate the above requirements into proposals for new/modified facilities, programs, and staff requirements for each adult-day center and evening center in operation.

   In effect, outfit each of the centers with the facilities necessary to meet the projected requirements of San Diego employers for skill training:

   a. establish primary and support facilities appropriate to the projected employment and skill needs identified, and

   b. establish facilities which are optimally efficient (no necessary duplication of facilities and programs) and are accountable to fiscal restraints.

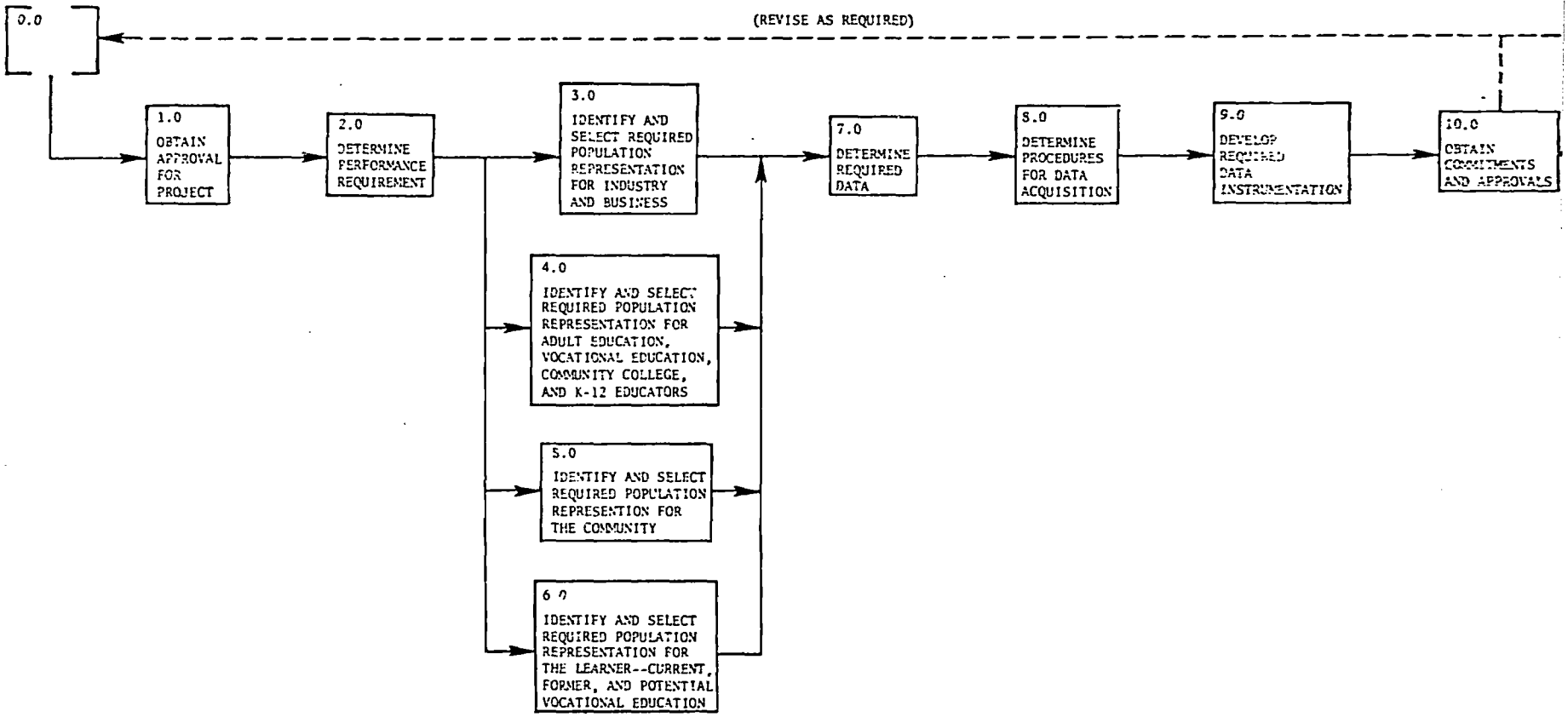
0.0
(REVISE AS REQUIRED)
1.0
OBTAIN APPROVAL FOR PROJECT
2.0
DETERMINE PERFORMANCE REQUIREMENT
3.0
IDENTIFY AND SELECT REQUIRED POPULATION REPRESENTATION FOR INDUSTRY AND BUSINESS
4.0
IDENTIFY AND SELECT REQUIRED POPULATION REPRESENTATION FOR ADULT EDUCATION, VOCATIONAL EDUCATION, COMMUNITY COLLEGE, AND K-12 EDUCATORS
5.0
IDENTIFY AND SELECT REQUIRED POPULATION REPRESENTION FOR THE COMMUNITY
6.0
IDENTIFY AND SELECT REQUIRED POPULATION REPRESENTATION FOR THE LEARNER--CURRENT, FORMER, AND POTENTIAL VOCATIONAL EDUCATION
7.0
DETERMINE REQUIRED DATA
8.0
DETERMINE PROCEDURES FOR DATA ACQUISITION
9.0
DEVELOP REQUIRED DATA INSTRUMENTATION
10.0
OBTAIN COMMITMENTS AND APPROVALS

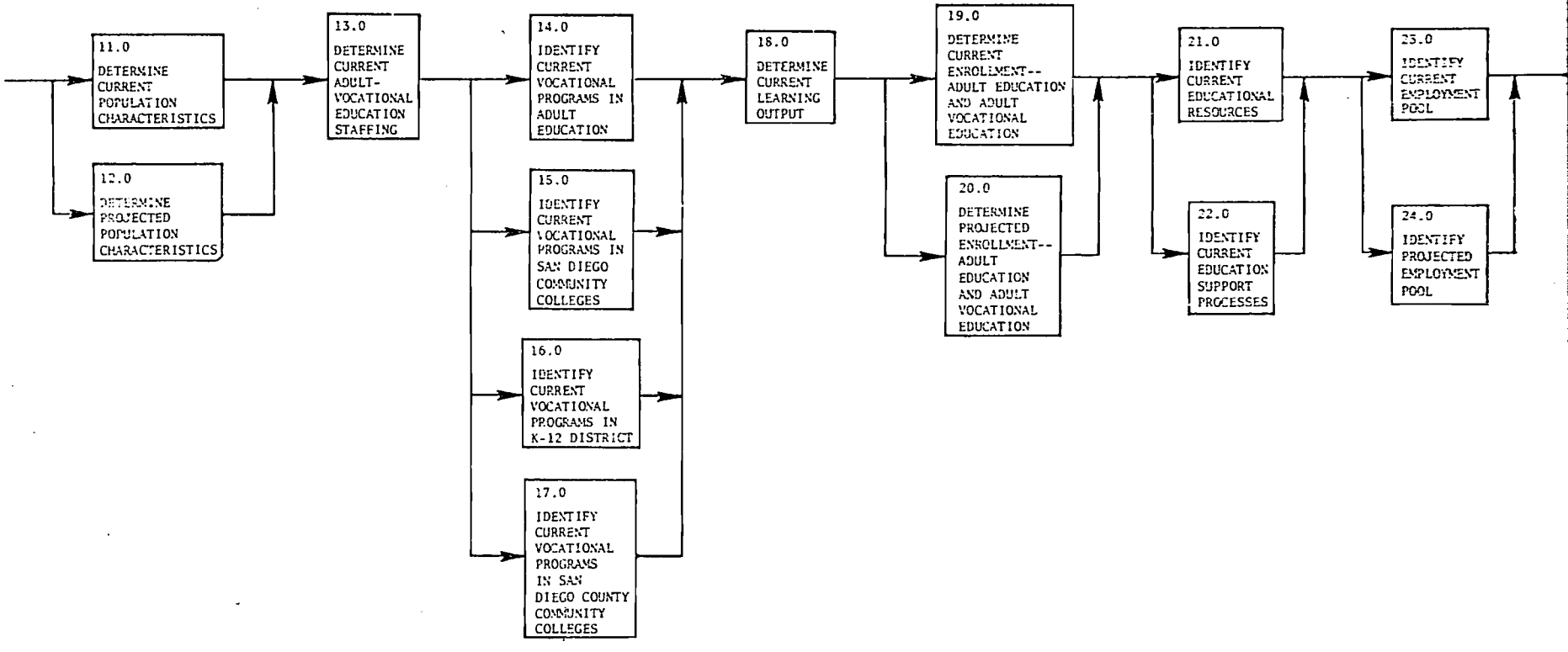
(REVISE AS REQUIRED)
11.0 DETERMINE CURRENT POPULATION CHARACTERISTICS
12.0 DETERMINE PROJECTED POPULATION CHARACTERISTICS
13.0 DETERMINE CURRENT ADULT-VOCATIONAL EDUCATION STAFFING
14.0 IDENTIFY CURRENT VOCATIONAL PROGRAMS IN ADULT EDUCATION
15.0 IDENTIFY CURRENT VOCATIONAL PROGRAMS IN SAN DIEGO COMMUNITY COLLEGES
16.0 IDENTIFY CURRENT VOCATIONAL PROGRAMS IN K-12 DISTRICT
17.0 IDENTIFY CURRENT VOCATIONAL PROGRAMS IN SAN DIEGO COUNTY COMMUNITY COLLEGES
18.0 DETERMINE CURRENT LEARNING OUTPUT
19.0 DETERMINE CURRENT ENROLLMENT--ADULT EDUCATION AND ADULT VOCATIONAL EDUCATION
20.0 DETERMINE PROJECTED ENROLLMENT--ADULT EDUCATION AND ADULT VOCATIONAL EDUCATION
21.0 IDENTIFY CURRENT EDUCATIONAL RESOURCES
22.0 IDENTIFY CURRENT EDUCATION SUPPORT PROCESSES
23.0 IDENTIFY CURRENT EMPLOYMENT POOL
24.0 IDENTIFY PROJECTED EMPLOYMENT POOL

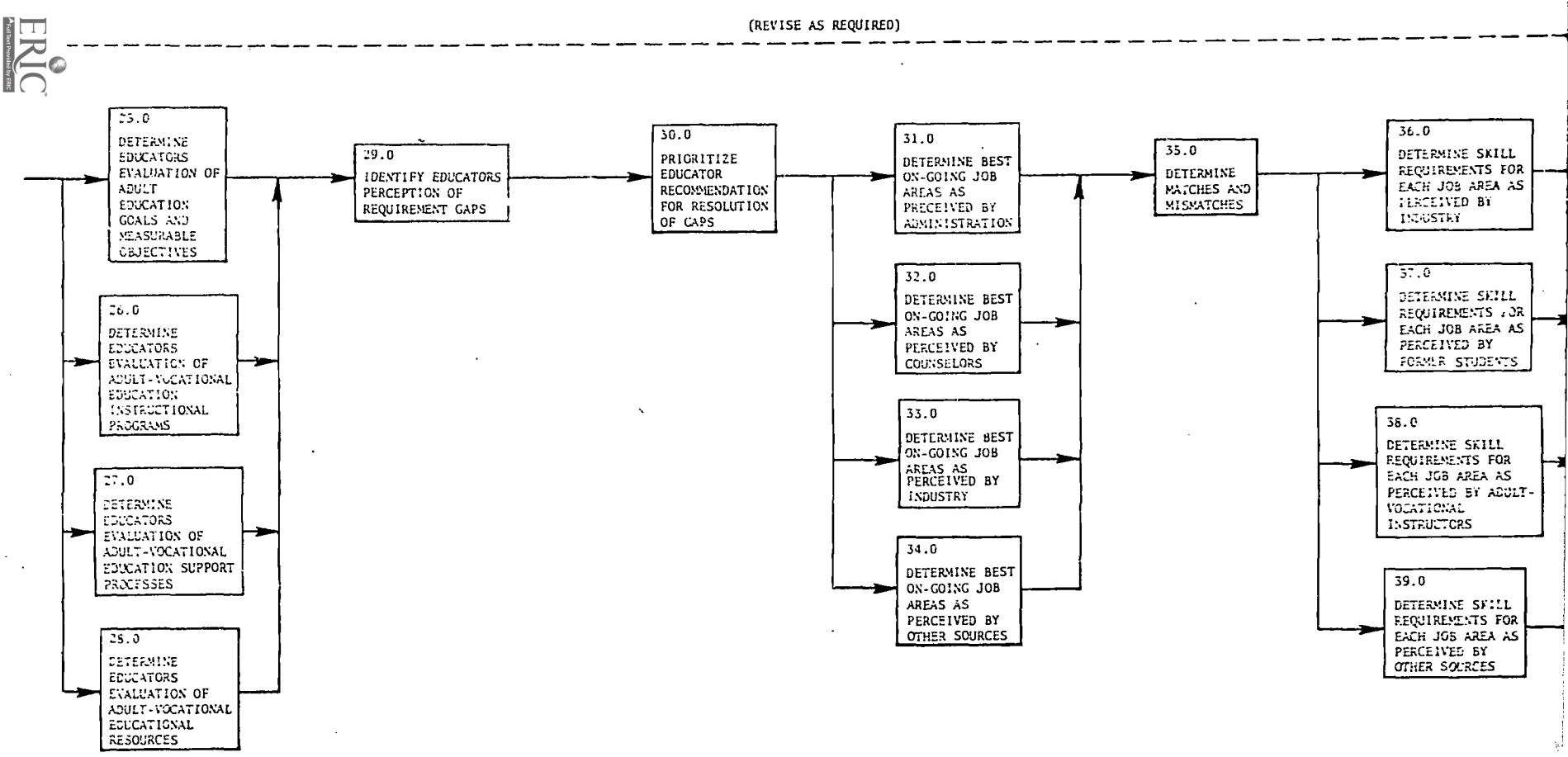
(REVISE AS REQUIRED)
25.0 DETERMINE EDUCATORS EVALUATION OF ADULT EDUCATION GOALS AND MEASURABLE OBJECTIVES
26.0 DETERMINE EDUCATORS EVALUATION OF ADULT-VOCATIONAL EDUCATION INSTRUCTIONAL PROGRAMS
27.0 DETERMINE EDUCATORS EVALUATION OF ADULT-VOCATIONAL EDUCATION SUPPORT PROCESSES
28.0 DETERMINE EDUCATORS EVALUATION OF ADULT-VOCATIONAL EDUCATIONAL RESOURCES
29.0 IDENTIFY EDUCATORS PERCEPTION OF REQUIREMENT GAPS
30.0 PRIORITIZE EDUCATOR RECOMMENDATION FOR RESOLUTION OF GAPS
31.0 DETERMINE BEST ON-GOING JOB AREAS AS PRECEIVED BY ADMINISTRATION
32.0 DETERMINE BEST ON-GOING JOB AREAS AS PERCEIVED BY COUNSELORS
33.0 DETERMINE BEST ON-GOING JOB AREAS AS PERCEIVED BY INDUSTRY
34.0 DETERMINE BEST ON-GOING JOB AREAS AS PERCEIVED BY OTHER SOURCES
35.0 DETERMINE MATCHES AND MISMATCHES
36.0 DETERMINE SKILL REQUIREMENTS FOR EACH JOB AREA AS PERCEIVED BY INDUSTRY
37.0 DETERMINE SKILL REQUIREMENTS FOR EACH JOB AREA AS PERCEIVED BY FORMER STUDENTS
38.0 DETERMINE SKILL REQUIREMENTS FOR EACH JOB AREA AS PERCEIVED BY ADULT-VOCATIONAL INSTRUCTORS
39.0 DETERMINE SKILL REQUIREMENTS FOR EACH JOB AREA AS PERCEIVED BY OTHER SOURCES

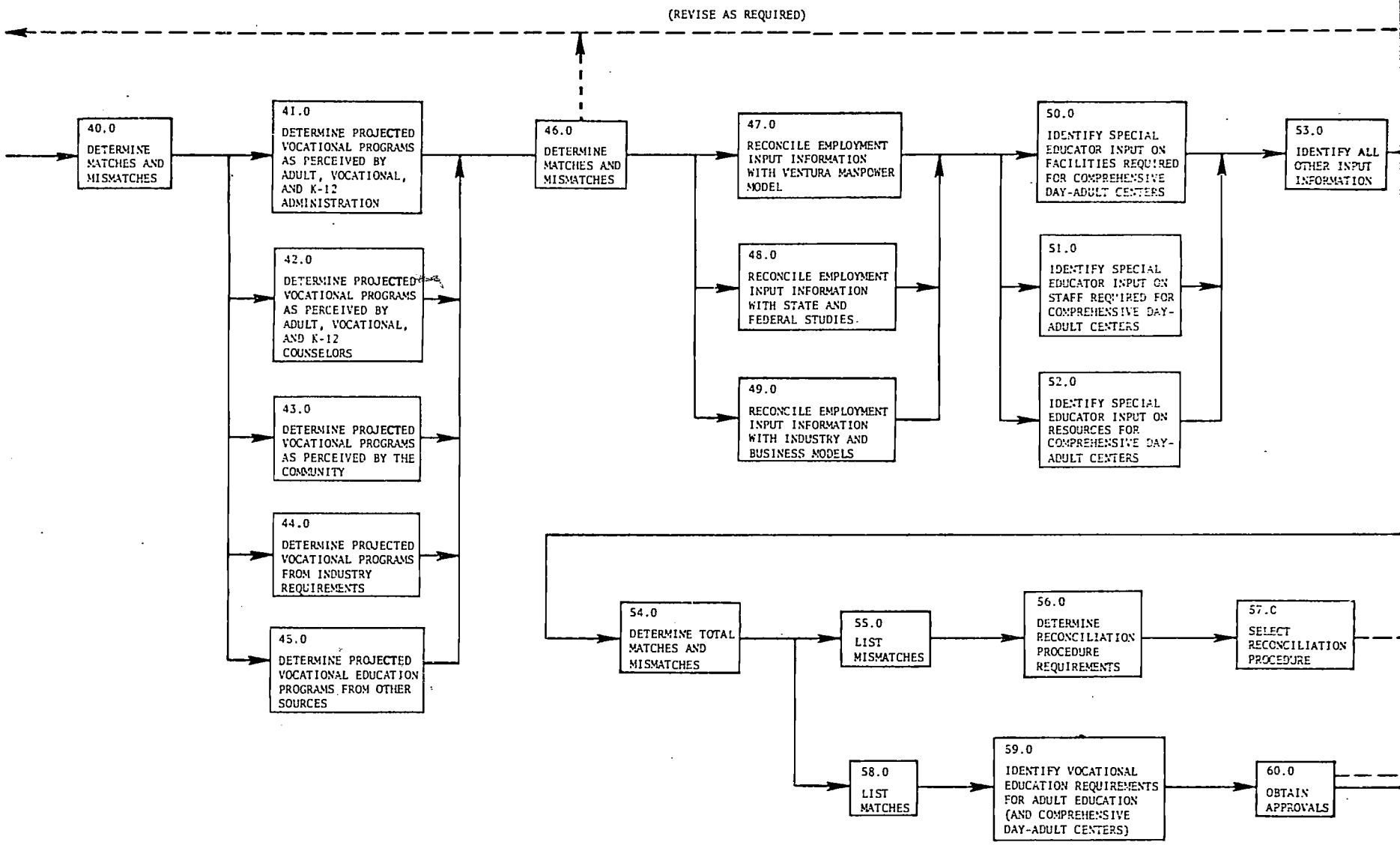
(REVISE AS REQUIRED)
40.0 DETERMINE MATCHES AND MISMATCHES
41.0 DETERMINE PROJECTED VOCATIONAL PROGRAMS AS PERCEIVED BY ADULT, VOCATIONAL, AND K-12 ADMINISTRATION
42.0 DETERMINE PROJECTED VOCATIONAL PROGRAMS AS PERCEIVED BY ADULT, VOCATIONAL, AND K-12 COUNSELORS
43.0 DETERMINE PROJECTED VOCATIONAL PROGRAMS AS PERCEIVED BY THE COMMUNITY
44.0 DETERMINE PROJECTED VOCATIONAL PROGRAMS FROM INDUSTRY REQUIREMENTS
45.0 DETERMINE PROJECTED VOCATIONAL EDUCATION PROGRAMS FROM OTHER SOURCES
46.0 DETERMINE MATCHES AND MISMATCHES
47.0 RECONCILE EMPLOYMENT INPUT INFORMATION WITH VENTURA MANPOWER MODEL
48.0 RECONCILE EMPLOYMENT INPUT INFORMATION WITH STATE AND FEDERAL STUDIES
49.0 RECONCILE EMPLOYMENT INPUT INFORMATION WITH INDUSTRY AND BUSINESS MODELS
50.0 IDENTIFY SPECIAL EDUCATOR INPUT ON FACILITIES REQUIRED FOR COMPREHENSIVE DAY-ADULT CENTERS
51.0 IDENTIFY SPECIAL EDUCATOR INPUT ON STAFF REQUIRED FOR COMPREHENSIVE DAY-ADULT CENTERS
52.0 IDENTIFY SPECIAL EDUCATOR INPUT ON RESOURCES FOR COMPREHENSIVE DAY-ADULT CENTERS
53.0 IDENTIFY ALL OTHER INPUT INFORMATION
54.0 DETERMINE TOTAL MATCHES AND MISMATCHES
55.0 LIST MISMATCHES
56.0 DETERMINE RECONCILIATION PROCEDURE REQUIREMENTS
57.0 SELECT RECONCILIATION PROCEDURE
58.0 LIST MATCHES
59.0 IDENTIFY VOCATIONAL EDUCATION REQUIREMENTS FOR ADULT EDUCATION (AND COMPREHENSIVE DAY-ADULT CENTERS)
60.0 OBTAIN APPROVALS

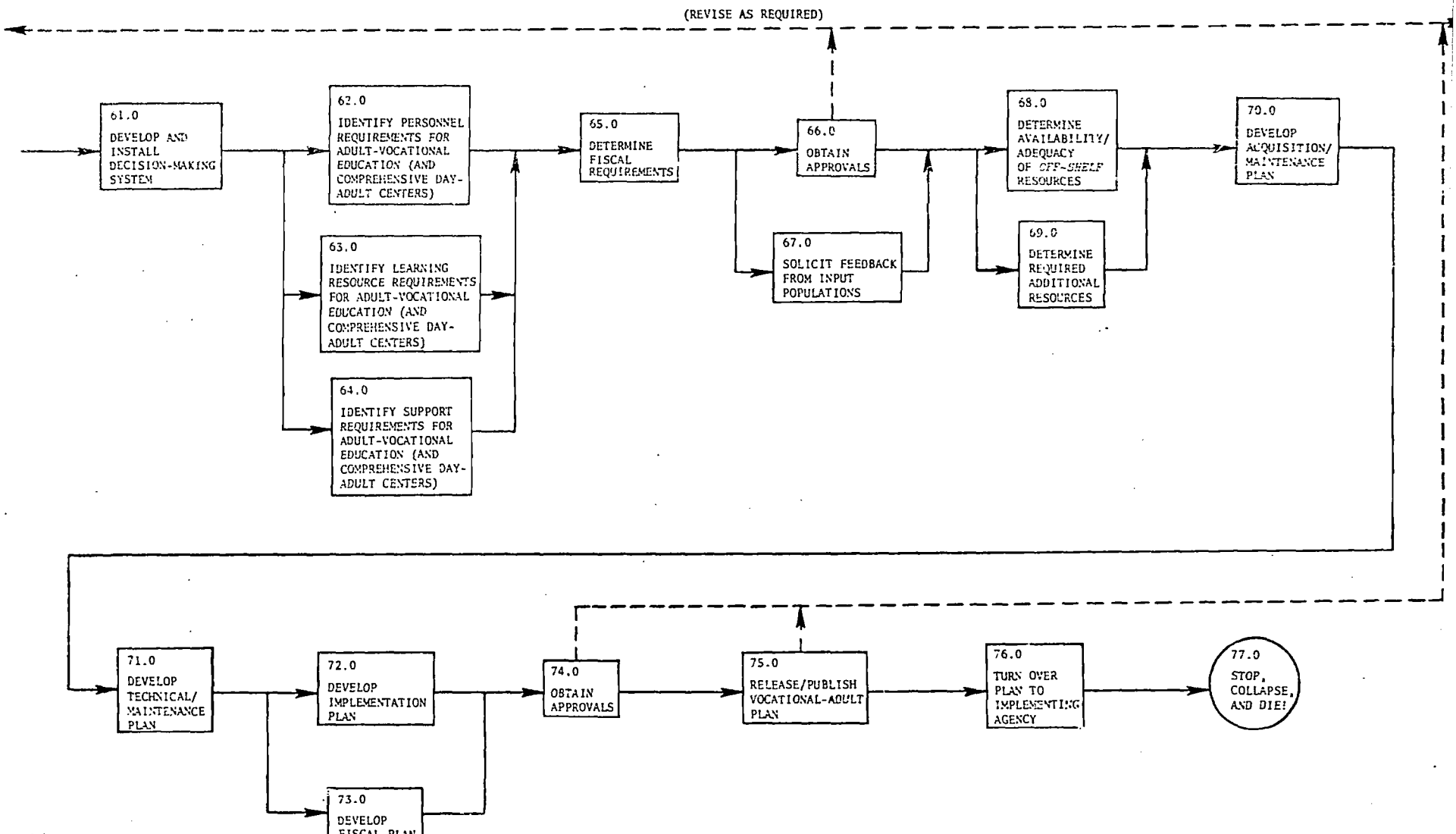
(REVISE AS REQUIRED)
61.0 DEVELOP AND INSTALL DECISION-MAKING SYSTEM
62.0 IDENTIFY PERSONNEL REQUIREMENTS FOR ADULT-VOCATIONAL EDUCATION (AND COMPREHENSIVE DAY-ADULT CENTERS)
63.0 IDENTIFY LEARNING RESOURCE REQUIREMENTS FOR ADULT-VOCATIONAL EDUCATION (AND COMPREHENSIVE DAY-ADULT CENTERS)
64.0 IDENTIFY SUPPORT REQUIREMENTS FOR ADULT-VOCATIONAL EDUCATION (AND COMPREHENSIVE DAY-ADULT CENTERS)
65.0 DETERMINE FISCAL REQUIREMENTS
66.0 OBTAIN APPROVALS
67.0 SOLICIT FEEDBACK FROM INPUT POPULATIONS
68.0 DETERMINE AVAILABILITY/ ADEQUACY OF OFF-SHELF RESOURCES
69.0 DETERMINE REQUIRED ADDITIONAL RESOURCES
70.0 DEVELOP ACQUISITION/ MAINTENANCE PLAN
71.0 DEVELOP TECHNICAL/ MAINTENANCE PLAN
72.0 DEVELOP IMPLEMENTATION PLAN
73.0 DEVELOP FISCAL PLAN
74.0 OBTAIN APPROVALS
75.0 RELEASE/PUBLISH VOCATIONAL-ADULT PLAN
76.0 TURN OVER PLAN TO IMPLEMENTING AGENCY
77.0 STOP, COLLAPSE, AND DIE!

MISSION PROFILE

for

A MODEL FOR DETERMINING THE NEED FOR A FOOD SERVICES PROGRAM

by

Richard Handley

ERIC

By September 1, 1973, the Research Committee of Fresno City College will develop a model of a follow-up study that will (1) assure the students that vocational education programs are effectively meeting employer requirements, (2) assist the administration in making meaningful decisions about the programs, and (3) give direction to the instructors for program improvement.

Performance Requirements

1. The cost of operating the study must be "reasonable" as measured by judgment of business manager on or before May 15, 1973.

2. The tasks of data gathering and processing associated with conducting the follow-up study will delegated to classified staff.

3. The study must evaluate a program's effectiveness based on (1) placement, (2) meeting job requirements, (3) preparing the learner for continuing advancement and will report total population and those meeting and not meeting the criteria for employment by age, sex, and cultural groups with a .95 reliability.

4. Must provide data for vocational education reports so that there will be no reports returned as being deficient.

5. The study will assess the value of college services: (a) counseling, (b) placement, (c) financial aids, (d) enablers for the physically handicapped disadvantaged learners in terms of placements, non-placements, and associated costs and time.

6. The study must determine if there is a continuing requirement for a program based upon alternative costs and results.

7. The model will have a .75 response from first mailings and .50 response from second effort.

8. The model must provide data by October 1 of each year.

9. The model will provide for employer response regarding the product.

10. The model will determine the adequacy of training equipment and facilities of the programs as compared to the industrial/business world in terms of their cost and their correlation with placements.

11. The study must be able to follow up drop-outs, job-outs, and those completing the total program at least .75 with no discernable difference (.10) level between age, sex, or cultural group.

12. The study will determine the effectiveness of the instructor in terms of placements and non-placements.

13. The study will provide for following the learner from entry date into the program through departure and for three years following departure.

14. The study must provide a means of identifying vocational education majors.

MISSION OBJECTIVE

To determine whether a food service program would be installed at Campus X of Fresno C. C. D. Determination will be based upon identification of available jobs in the foods services, committment of employers to hire community college trained students and interests of current and future students relative to enrolling in a food service program.

ERIC

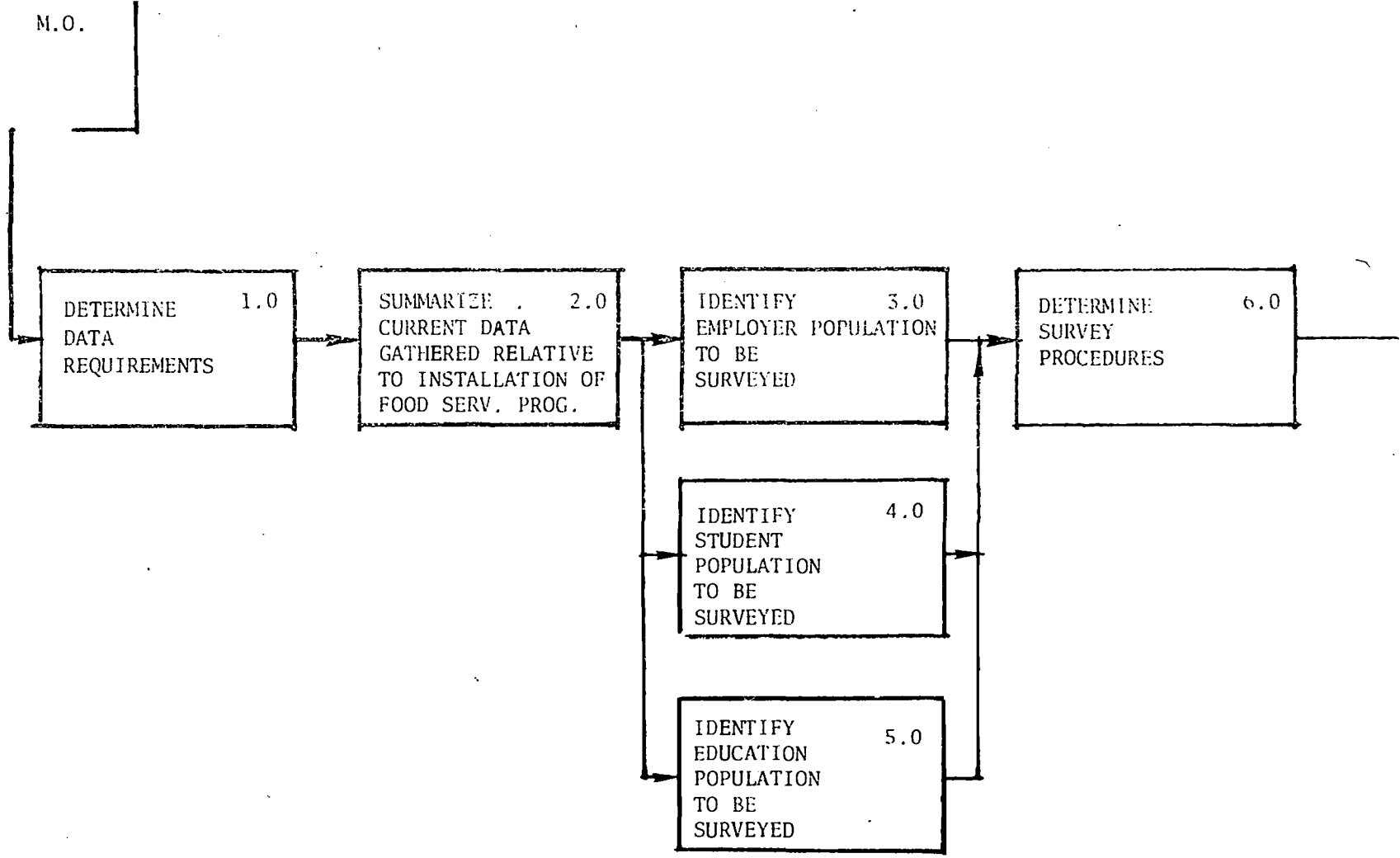
M.O.
DETERMINE DATA REQUIREMENTS 1.0
SUMMARIZE CURRENT DATA GATHERED RELATIVE TO INSTALLATION OF FOOD SERV. PROG. 2.0
IDENTIFY EMPLOYER POPULATION TO BE SURVEYED 3.0
IDENTIFY STUDENT POPULATION TO BE SURVEYED 4.0
IDENTIFY EDUCATION POPULATION TO BE SURVEYED 5.0
DETERMINE SURVEY PROCEDURES 6.0

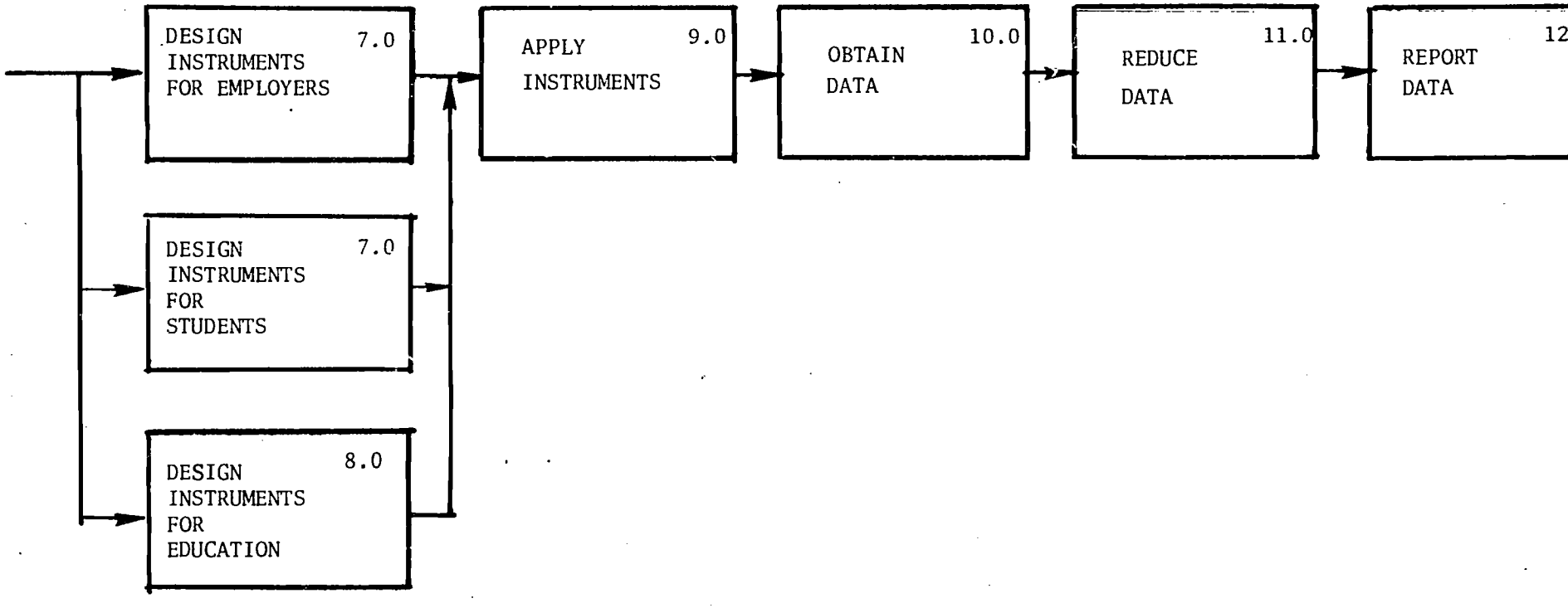
DESIGN INSTRUMENTS FOR EMPLOYERS 7.0
DESIGN INSTRUMENTS FOR STUDENTS 7.0
DESIGN INSTRUMENTS FOR EDUCATION 8.0
APPLY INSTRUMENTS 9.0
OBTAIN DATA 10.0
REDUCE DATA 11.0
REPORT DATA 12

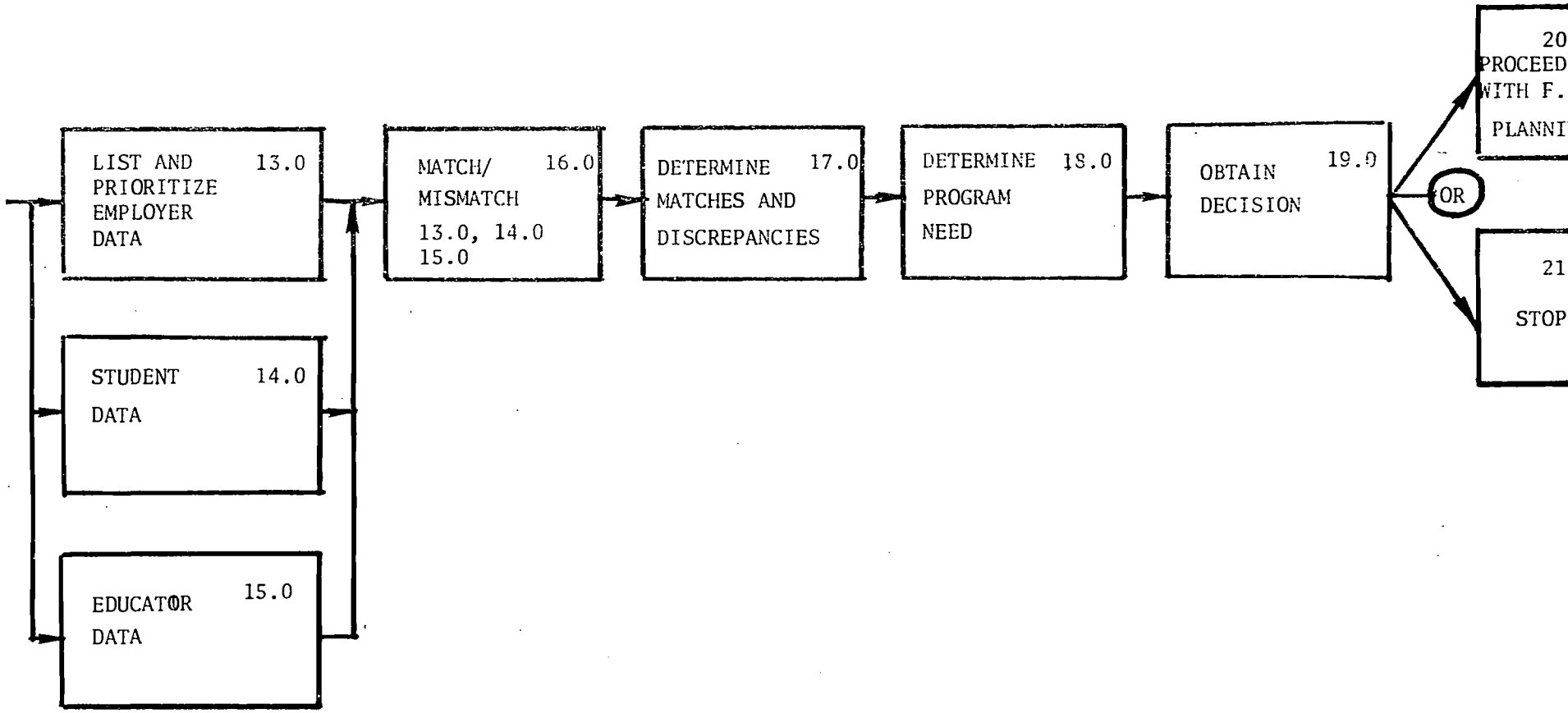
LIST AND PRIORITIZE EMPLOYER DATA 13.0
STUDENT DATA 14.0
EDUCATOR DATA 15.0
MATCH/ MISMATCH 13.0, 14.0 15.0 16.0
DETERMINE MATCHES AND DISCREPANCIES 17.0
DETERMINE PROGRAM NEED 18.0
OBTAIN DECISION 19.0
OR
20 PROCEED WITH F. PLANNI
21 STOP

MISSION PROFILE

for

DETERMINATION OF THE STATUS OF THE MECHANICAL DRAFTING PROGRAM AT FULLERTON COMMUNITY COLLEGE

by

Joe James and Rodney Houston

ERIC

MANAGEMENT PLAN
for
JOE JAMES AND ROD HOUSTON

MISSION OBJECTIVE:

BY APRIL 6, 1973, DEVELOP A PLAN TO: 1) EXPAND, OR 2) REDUCE, OR 3) ELIMINATE, OR 4) MAINTAIN "AS IS", OR 5) REVISE THE EXISTING MECHANICAL DRAFTING PROGRAM AT FULLERTON COMMUNITY COLLEGE. THE DECISION ON THE MECHANICAL DRAFTING PROGRAM WILL BE MADE FOLLOWING THE COMPLETION OF PERFORMANCE REQUIREMENTS 1-3 SPECIFIED BELOW:

PERFORMANCE REQUIREMENTS:

1. The current number of Mechanical Drafting jobs available in Orange County will be identified and listed. Where possible, two year projections of available jobs will also be obtained. The current and projected jobs will be listed by employer and numerically.

2. Interest in the Mechanical Drafting program will be determined through a survey technique. Interest will be determined from:

   1) students currently enrolled at Fullerton Community College and in articulating high schools;

   2) administrators;

   3) occupational education staff members at the college;

   4) community advisory committee;

   5) potential employers;

   6) adult education students within the district.

3. The skills, knowledge and attitudes of currently enrolled Mechanical Drafting students at the college will be identified and listed in outcome terms using Kaufman's Criteria for Measurably Stated Objectives. (Kaufman, Roger A. Educational System Planning. New York: Prentice Hall, Inc. 1972.)

4. Based on Performance Requirements 1, 2, and 3 above, a decision will be made to: 1) Expand; 2) Reduce; 3) Eliminate; 4) Maintain "as is"; or 5) Revise existing Mechanical Drafting program.

5. Required entering skills, knowledge and attitudes of Mechanical Drafting graduates at Fullerton Community College will be identified from potential employers in Orange County and from

the Fullerton Community College Occupational Education Staff.

6. A plan for the Mechanical Drafting program will be developed which will provide for:

   1) identifying Mechanical Drafting learner characteristics;

   2) identifying the summative and formative measurable objectives for the Mechanical Drafting program using Mager's Criteria;

   3) determine the entering skills, knowledge, and attitudes of learners enrolling in the Mechanical Drafting program;

   4) gaps will be identified between the summative Mechanical Drafting objectives and the entering learner skills, knowledge and attitudes which will be translated into statements of needs of Mechanical Drafting students;

   5) a revised list of summative and formative objectives will be determined from Nos. 3 and 4 above;

   6) at least three alternative strategies will be identified to achieve the stated learner measurable objectives including three or four advantages and disadvantages of each strategy;

   7) an implementation management plan will be developed including management and teacher performance standards, program policies and program procedures to be used in the Mechanical Drafting program;

   8) learner attainment of the summative and formative measurable objectives will be determined, interpreted, and reported;

   9) program revision and maintenance requirements will be identified based upon No. 8;

   10) identify program costs by budget category or training requirements.

7. At least 80% of the Mechanical Drafting learners will achieve 90% or more of the identified summative and formative measurable objectives with at least 80% proficiency.

8. There will be a 10%, or more, increase in enrollment in the Mechanical Drafting program each year for the next five years.

9. At least 90% of the graduates seeking jobs as Mechanical Draftsmen will secure jobs in Mechanical Drafting within 3 months of graduation and will keep the jobs for a minimum of 2 years.

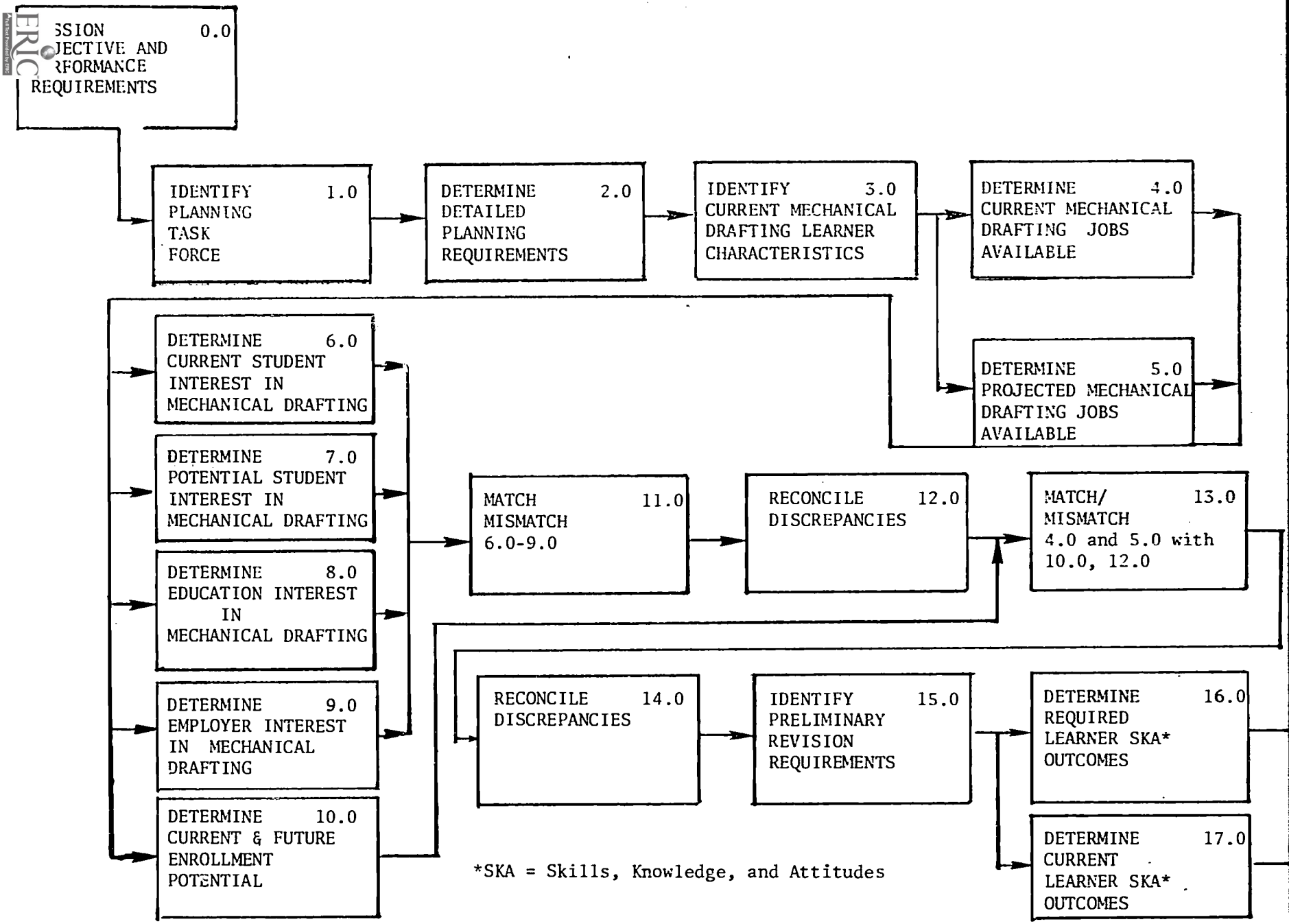
SSION 0.0
JECTIVE AND
RFORMANCE
REQUIREMENTS
IDENTIFY 1.0
PLANNING
TASK
FORCE
DETERMINE 2.0
DETAILED
PLANNING
REQUIREMENTS
IDENTIFY 3.0
CURRENT MECHANICAL
DRAFTING LEARNER
CHARACTERISTICS
DETERMINE 4.0
CURRENT MECHANICAL
DRAFTING JOBS
AVAILABLE
DETERMINE 5.0
PROJECTED MECHANICAL
DRAFTING JOBS
AVAILABLE
DETERMINE 6.0
CURRENT STUDENT
INTEREST IN
MECHANICAL DRAFTING
DETERMINE 7.0
POTENTIAL STUDENT
INTEREST IN
MECHANICAL DRAFTING
DETERMINE 8.0
EDUCATION INTEREST
IN
MECHANICAL DRAFTING
DETERMINE 9.0
EMPLOYER INTEREST
IN MECHANICAL
DRAFTING
DETERMINE 10.0
CURRENT & FUTURE
ENROLLMENT
POTENTIAL
MATCH 11.0
MISMATCH
6.0-9.0
RECONCILE 12.0
DISCREPANCIES
MATCH/ 13.0
MISMATCH
4.0 and 5.0 with
10.0, 12.0
RECONCILE 14.0
DISCREPANCIES
IDENTIFY 15.0
PRELIMINARY
REVISION
REQUIREMENTS
DETERMINE 16.0
REQUIRED
LEARNER SKA*
OUTCOMES
DETERMINE 17.0
CURRENT
LEARNER SKA*
OUTCOMES
*SKA = Skills, Knowledge, and Attitudes

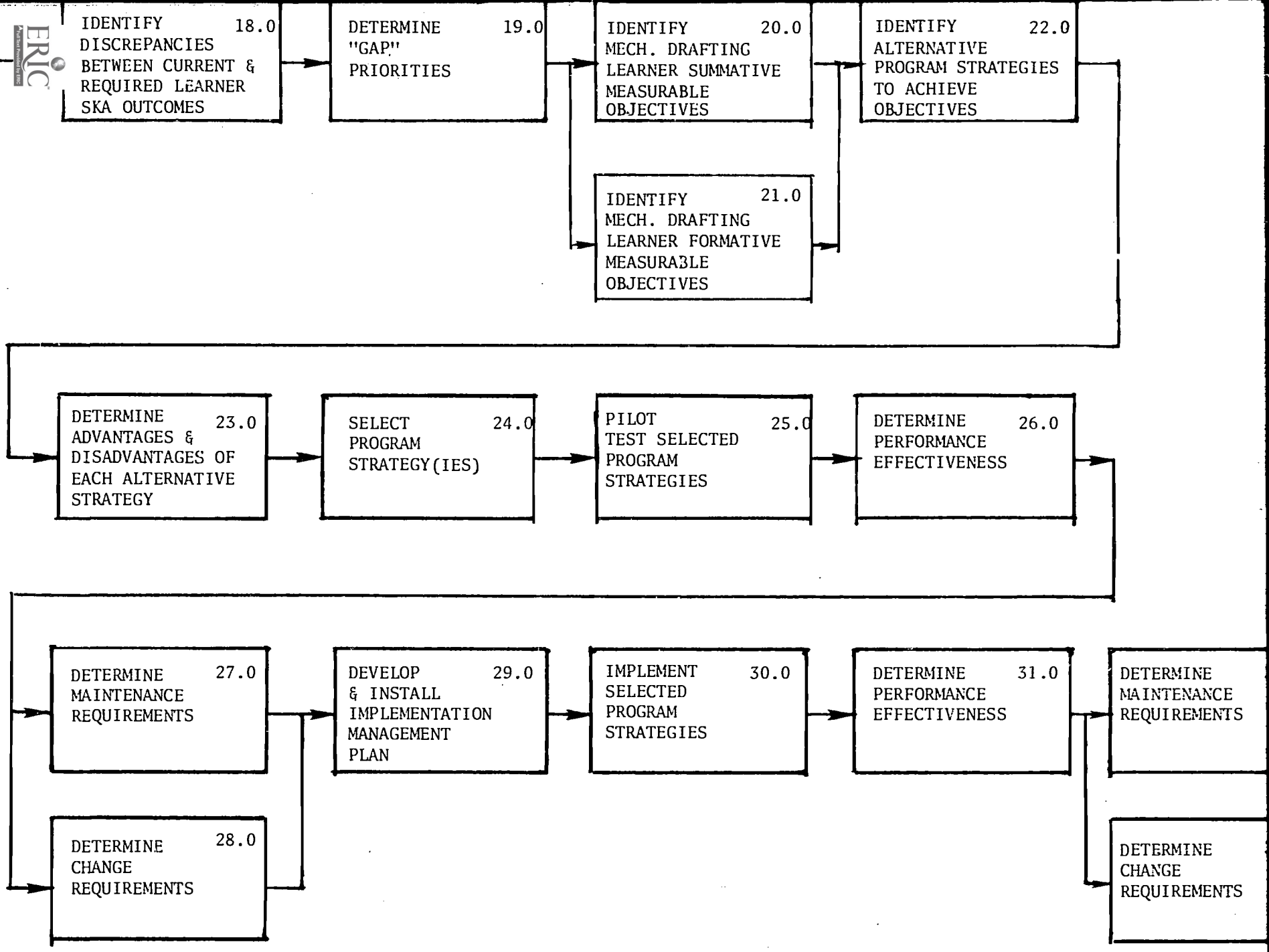
IDENTIFY DISCREPANCIES BETWEEN CURRENT & REQUIRED LEARNER SKA OUTCOMES 18.0
DETERMINE "GAP" PRIORITIES 19.0
IDENTIFY MECH. DRAFTING LEARNER SUMMATIVE MEASURABLE OBJECTIVES 20.0
IDENTIFY MECH. DRAFTING LEARNER FORMATIVE MEASURABLE OBJECTIVES 21.0
IDENTIFY ALTERNATIVE PROGRAM STRATEGIES TO ACHIEVE OBJECTIVES 22.0
DETERMINE ADVANTAGES & DISADVANTAGES OF EACH ALTERNATIVE STRATEGY 23.0
SELECT PROGRAM STRATEGY(IES) 24.0
PILOT TEST SELECTED PROGRAM STRATEGIES 25.0
DETERMINE PERFORMANCE EFFECTIVENESS 26.0
DETERMINE MAINTENANCE REQUIREMENTS 27.0
DETERMINE CHANGE REQUIREMENTS 28.0
DEVELOP & INSTALL IMPLEMENTATION MANAGEMENT PLAN 29.0
IMPLEMENT SELECTED PROGRAM STRATEGIES 30.0
DETERMINE PERFORMANCE EFFECTIVENESS 31.0
DETERMINE MAINTENANCE REQUIREMENTS
DETERMINE CHANGE REQUIREMENTS

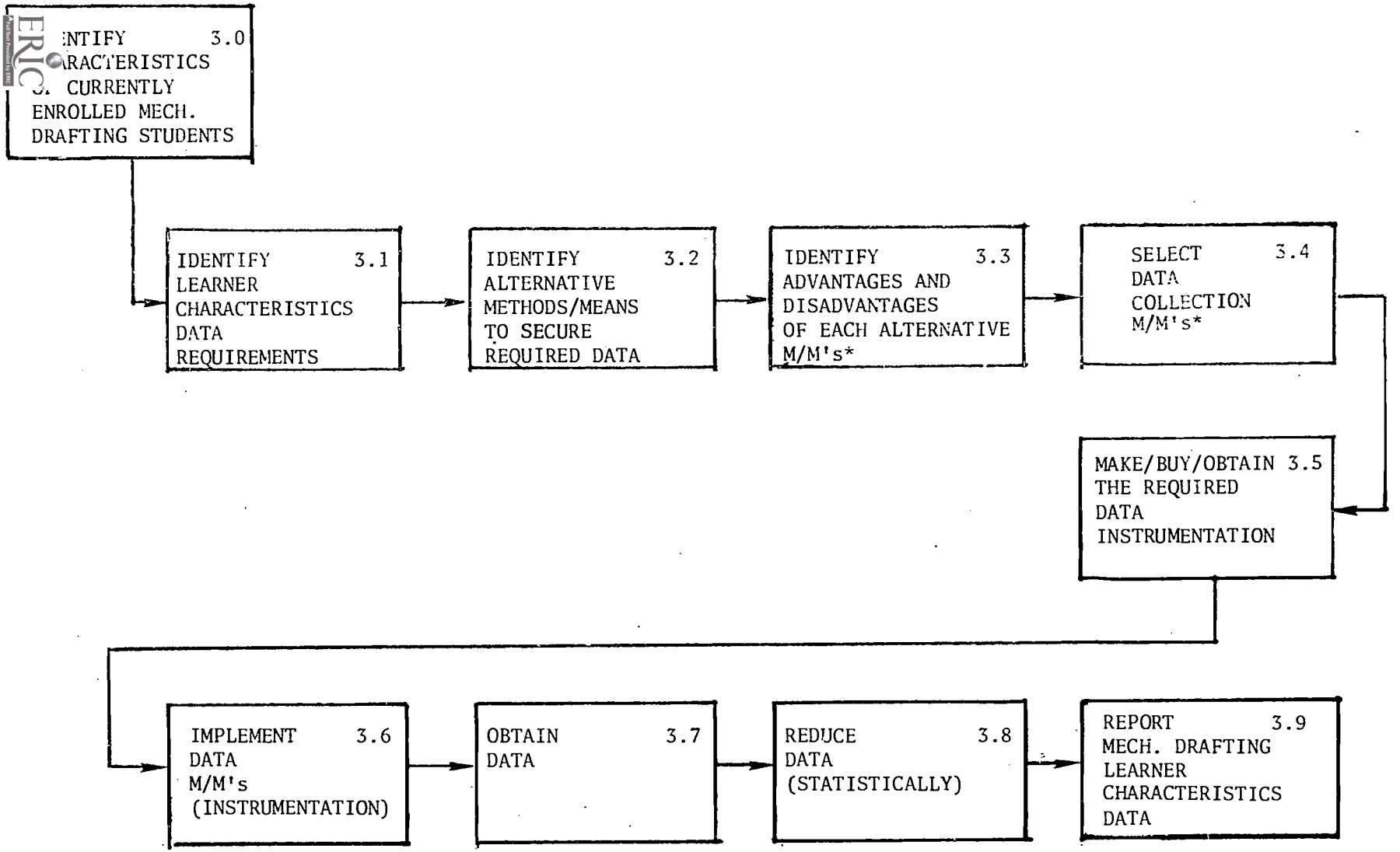

*M/M's = Methods/Means (Procedures, Process, Tools, Strategies, etc.)

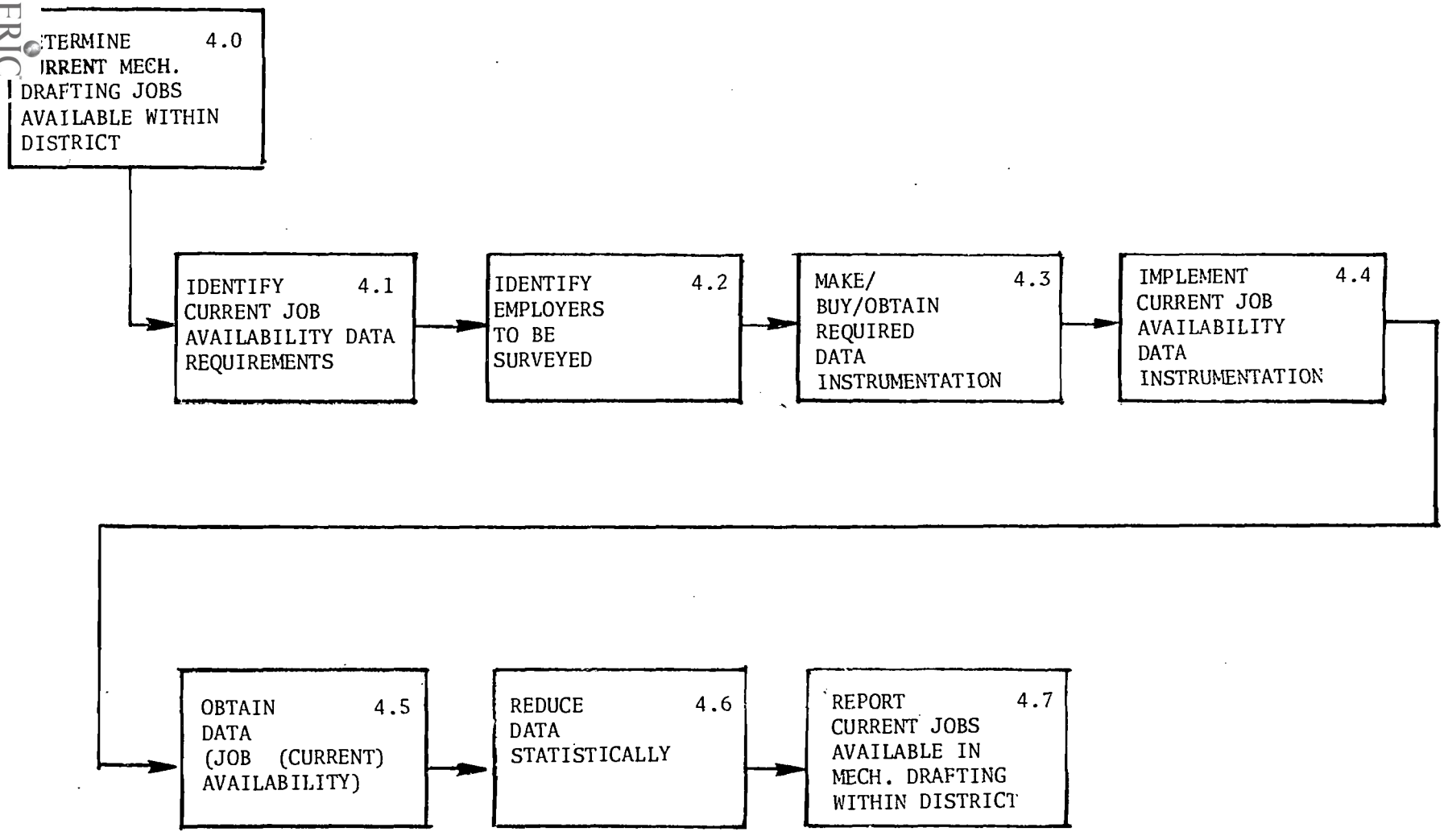
TERMINE 4.0
IRRENT MECH.
DRAFTING JOBS
AVAILABLE WITHIN
DISTRICT
IDENTIFY 4.1
CURRENT JOB
AVAILABILITY DATA
REQUIREMENTS
IDENTIFY 4.2
EMPLOYERS
TO BE
SURVEYED
MAKE/ 4.3
BUY/OBTAIN
REQUIRED
DATA
INSTRUMENTATION
IMPLEMENT 4.4
CURRENT JOB
AVAILABILITY
DATA
INSTRUMENTATION
OBTAIN 4.5
DATA
(JOB (CURRENT)
AVAILABILITY)
REDUCE 4.6
DATA
STATISTICALLY
REPORT 4.7
CURRENT JOBS
AVAILABLE IN
MECH. DRAFTING
WITHIN DISTRICT

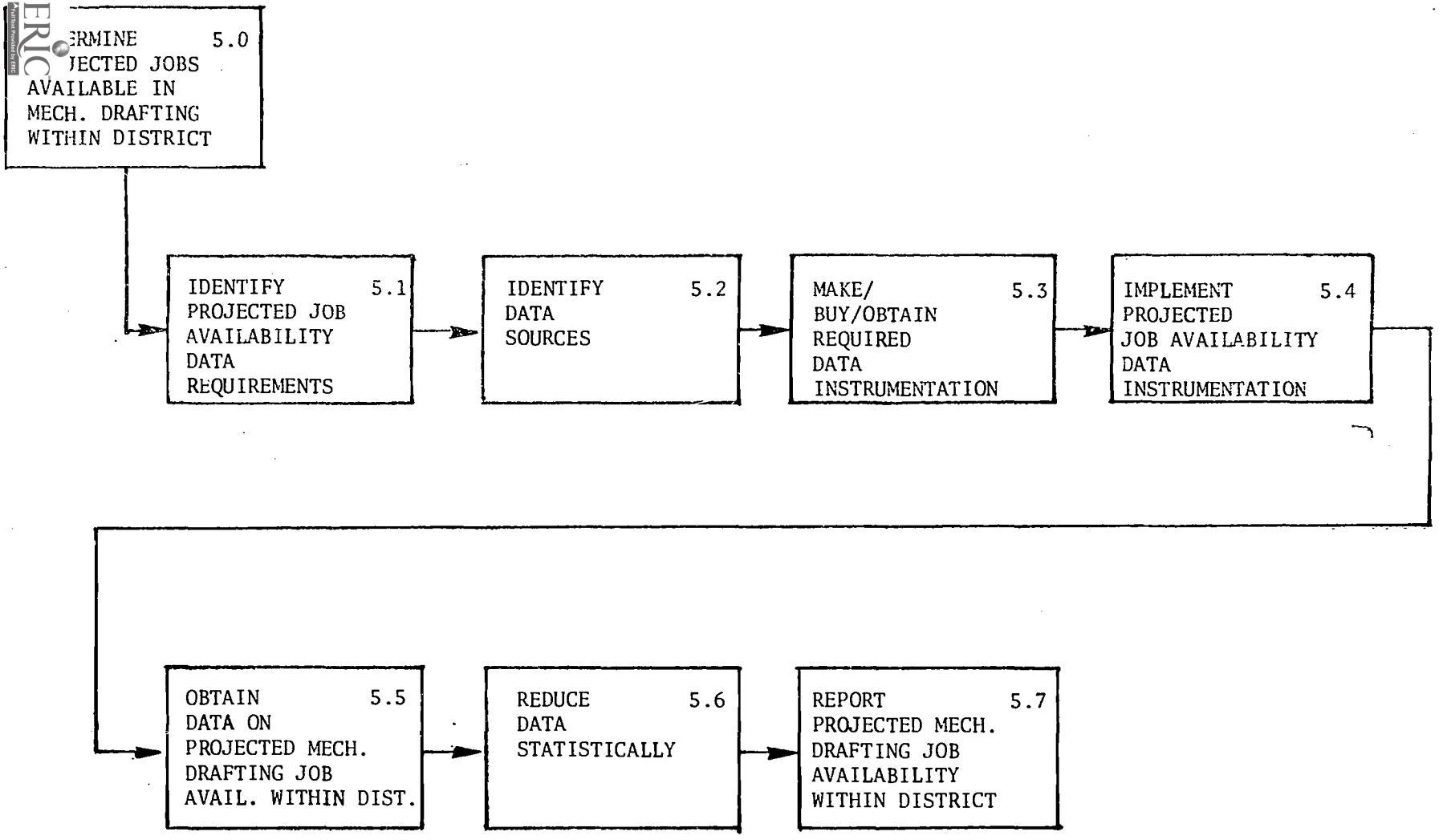
ERMINE 5.0
JECTED JOBS
AVAILABLE IN
MECH. DRAFTING
WITHIN DISTRICT
IDENTIFY 5.1
PROJECTED JOB
AVAILABILITY
DATA
REQUIREMENTS
IDENTIFY 5.2
DATA
SOURCES
MAKE/ 5.3
BUY/OBTAIN
REQUIRED
DATA
INSTRUMENTATION
IMPLEMENT 5.4
PROJECTED
JOB AVAILABILITY
DATA
INSTRUMENTATION
OBTAIN 5.5
DATA ON
PROJECTED MECH.
DRAFTING JOB
AVAIL. WITHIN DIST.
REDUCE 5.6
DATA
STATISTICALLY
REPORT 5.7
PROJECTED MECH.
DRAFTING JOB
AVAILABILITY
WITHIN DISTRICT

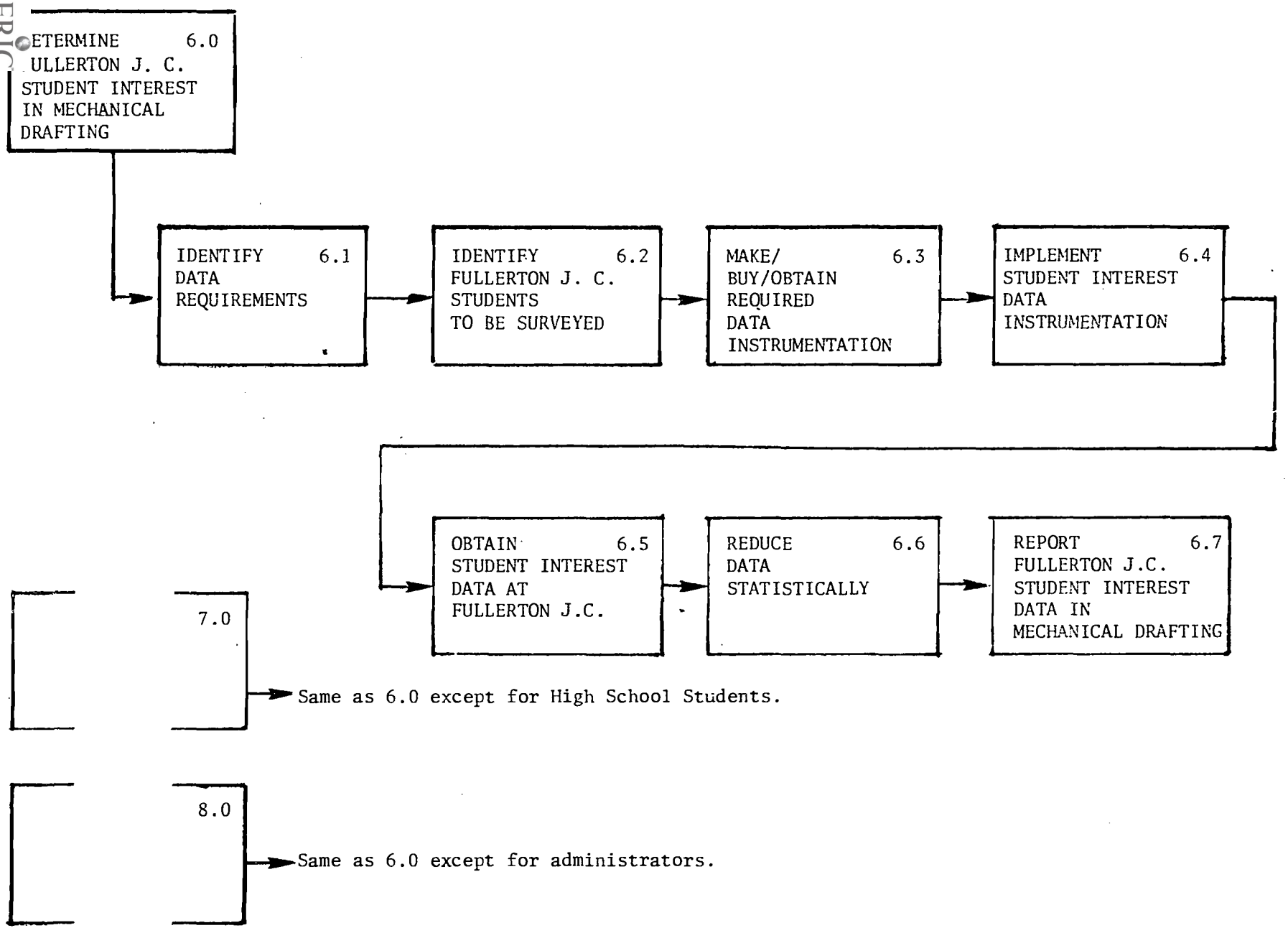
ETERMINE 6.0
ULLERTON J. C.
STUDENT INTEREST
IN MECHANICAL
DRAFTING
IDENTIFY 6.1
DATA
REQUIREMENTS
IDENTIFY 6.2
FULLERTON J. C.
STUDENTS
TO BE SURVEYED
MAKE/ 6.3
BUY/OBTAIN
REQUIRED
DATA
INSTRUMENTATION
IMPLEMENT 6.4
STUDENT INTEREST
DATA
INSTRUMENTATION
OBTAIN 6.5
STUDENT INTEREST
DATA AT
FULLERTON J.C.
REDUCE 6.6
DATA
STATISTICALLY
REPORT 6.7
FULLERTON J.C.
STUDENT INTEREST
DATA IN
MECHANICAL DRAFTING
7.0
Same as 6.0 except for High School Students.
8.0
Same as 6.0 except for administrators.

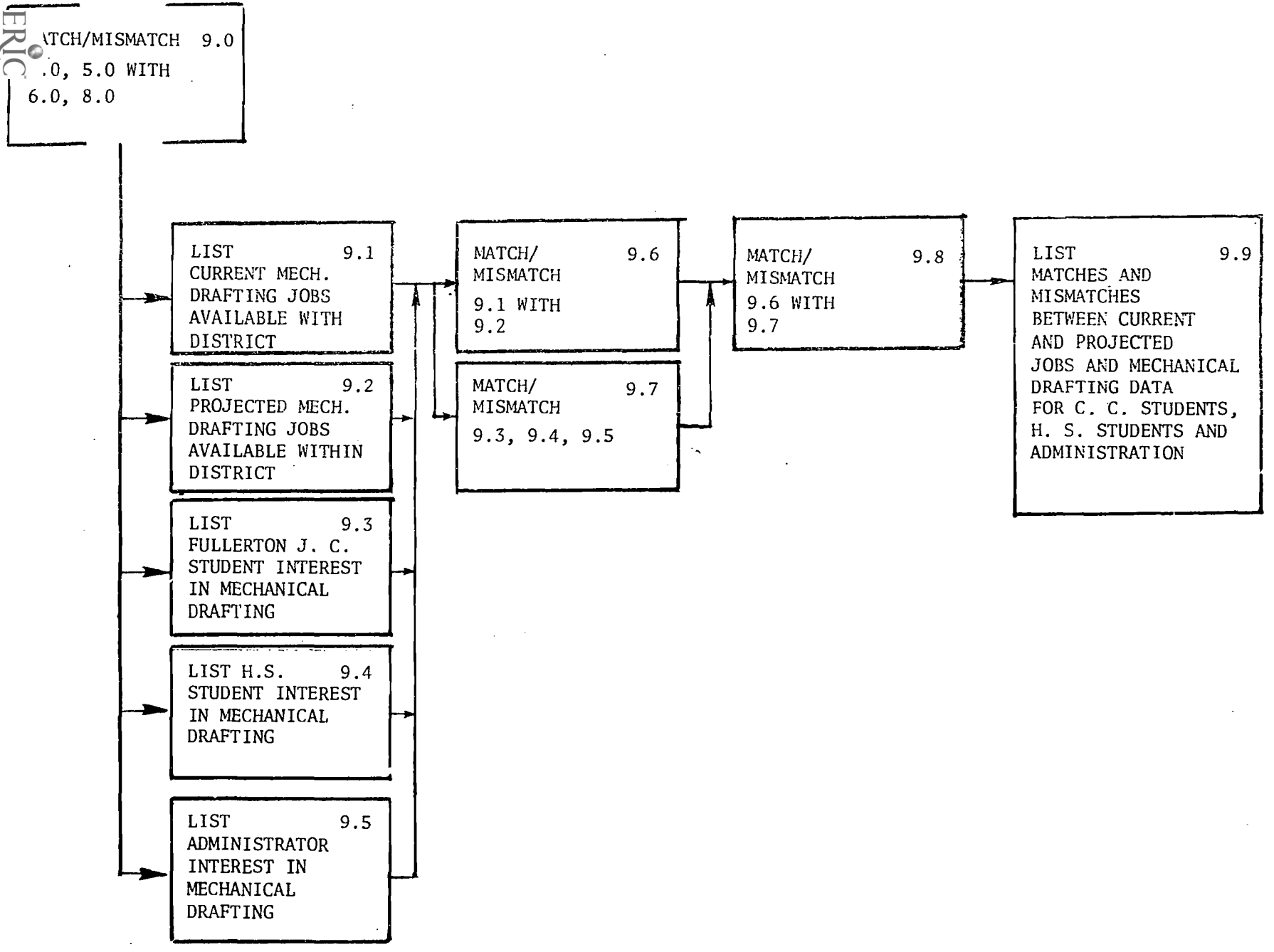
ATCH/MISMATCH 9.0
.0, 5.0 WITH
6.0, 8.0
LIST 9.1
CURRENT MECH.
DRAFTING JOBS
AVAILABLE WITH
DISTRICT
LIST 9.2
PROJECTED MECH.
DRAFTING JOBS
AVAILABLE WITHIN
DISTRICT
LIST 9.3
FULLERTON J. C.
STUDENT INTEREST
IN MECHANICAL
DRAFTING
LIST H.S. 9.4
STUDENT INTEREST
IN MECHANICAL
DRAFTING
LIST 9.5
ADMINISTRATOR
INTEREST IN
MECHANICAL
DRAFTING
MATCH/ 9.6
MISMATCH
9.1 WITH
9.2
MATCH/ 9.7
MISMATCH
9.3, 9.4, 9.5
MATCH/ 9.8
MISMATCH
9.6 WITH
9.7
LIST 9.9
MATCHES AND
MISMATCHES
BETWEEN CURRENT
AND PROJECTED
JOBS AND MECHANICAL
DRAFTING DATA
FOR C. C. STUDENTS,
H. S. STUDENTS AND
ADMINISTRATION

9.0

MATCH/MISMATCH 4.0, 5.0 WITH 6.0 - 8.0

	FULLERTON J.C. STUDENTS	HIGH SCHOOL STUDENTS	ADMINISTRATORS
4.0 CURRENT MECHANICAL DRAFTING JOBS AVAILABLE	CURRENT JOBS AVAILABLE IN MECHANICAL DRAFTING / FULLERTON J.C. STUDENT INTEREST IN MECHANICAL DRAFTING	CURRENT JOBS AVAILABLE IN MECHANICAL DRAFTING / HIGH SCHOOL STUDENTS INTEREST IN MECHANICAL DRAFTING	CURRENT JOBS AVAILABLE IN MECHANICAL DRAFTING / ADMINISTRA INTEREST IN MECHANICAL DRA
5.0 PROJECTED MECHANICAL DRAFTING JOBS AVAILABLE	FUTURE ON PROJECTED JOBS AVAILABLE IN MECHANICAL DRAFTING / FULLERTON J.C. STUDENT INTEREST IN MECHANICAL DRAFTING	ETC. / ETC.	ETC. / ETC.

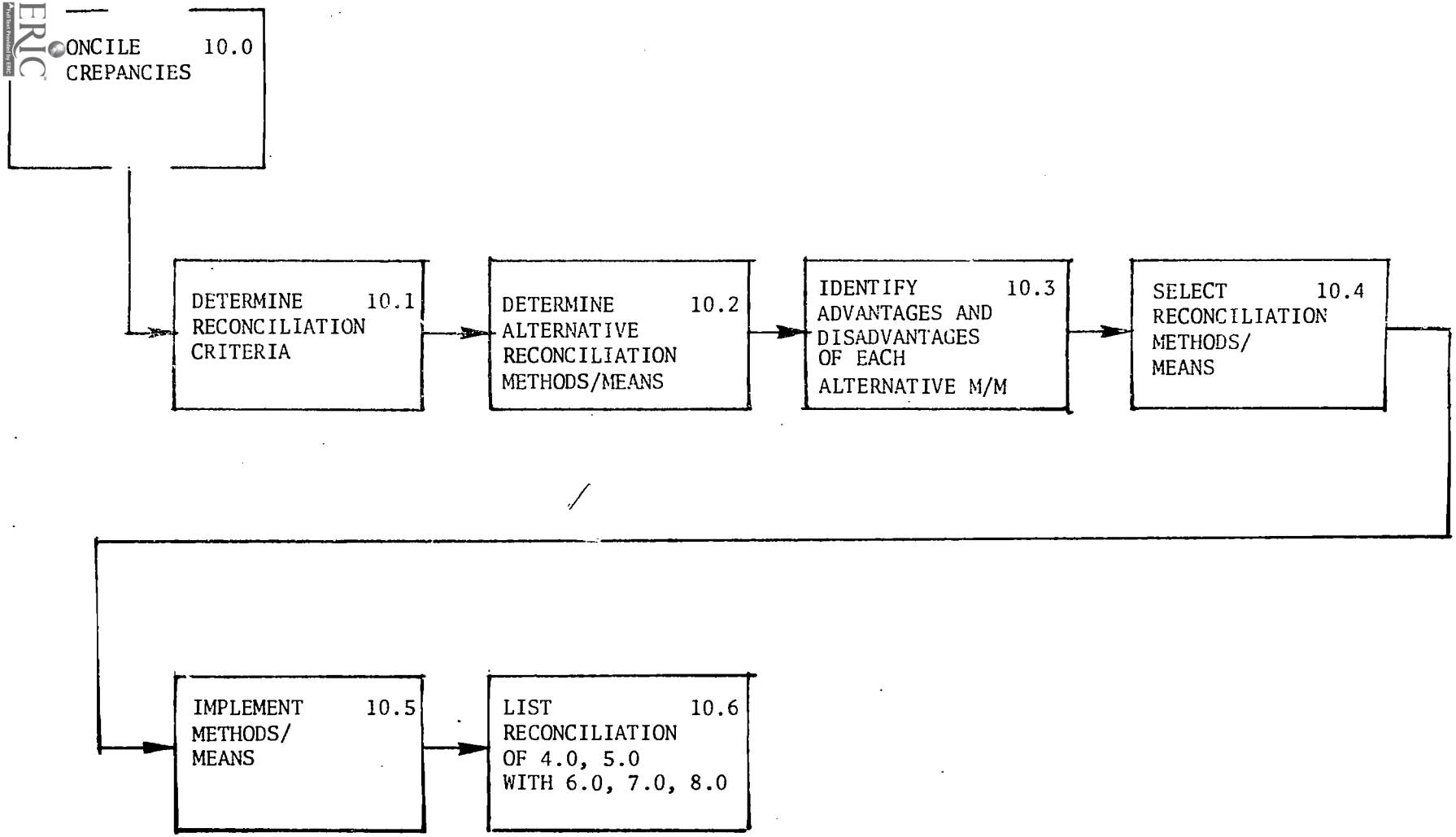
ONCILE 10.0
CREPANCIES
DETERMINE 10.1
RECONCILIATION
CRITERIA
DETERMINE 10.2
ALTERNATIVE
RECONCILIATION
METHODS/MEANS
IDENTIFY 10.3
ADVANTAGES AND
DISADVANTAGES
OF EACH
ALTERNATIVE M/M
SELECT 10.4
RECONCILIATION
METHODS/
MEANS
IMPLEMENT 10.5
METHODS/
MEANS
LIST 10.6
RECONCILIATION
OF 4.0, 5.0
WITH 6.0, 7.0, 8.0

MISSION PROFILE

for

DEVELOPING A PROGRAM PLANNING AND ANALYSIS MODEL

by

Fred Ittner

ERIC

MISSION OBJECTIVE

By February 15, 1973, Fred Ittner, Associate Dean of Instruction, Occupational Education at Bakersfield College, will develop a Program Planning and Analysis Model for use with vocational education at the college. It will be used to make cost effective decisions on program:

a. introduction,
b. expansion,
c. maintenance,
d. reduction,
e. deletion.

The model will be based upon the use of Needs Assessment, and will be validated upon a given identified vocational education need or given program and will include the delivery of a decision-making process for the program. Data will be delivered relative to the following phases:

* Phase I --Assessment of Job Availabilities
Phase II --Assessment of Program Interest
Phase III--Determination of Program Training Requirements
Phase IV --Determination of Projected Program Costs

The delivered Model will be accepted by the Superintendent, the Administrative Council, the Faculty Senate, appropriate advisory committees, appropriate student committees, and the Kern Community College Board of Trustees.

PERFORMANCE REQUIREMENTS

1. The Model, when implemented, will provide for a 10% increased enrollment in occupational education each year for the next five years when compared to the baseline data of current occupational education enrollment at the college.

2. The Model will be applicable to all occupational education programs currently offered or any new programs which might be considered.

3. The Model will be capable of being implemented by all occupational education certificated staff members at the college.

4. The Model will provide for continuous revision and updating of all current occupational education programs offered at the college.

5. The Model can be effectively implemented and the steps completed within a three-month time frame from initial application of the Model to the obtaining of the first usable results.

* If the obtained data from Phase I supports a *go ahead* decision, then the three successive phases for data collection will commence. If data from Phase I indicates *stop*, the decision-making process will go into effect resulting in a termination of the use of the Model.

20. The decision-making sub-system will identify criteria for acceptance of decisions made, and the sequence within which required acceptance is obtained.

21. Additional requirements will be identified by Bakersfield College staff and will be negotiated to be incorporated in the Model.

ERIC

Phase III -- Job and Training Requirements

11. The Model will identify for a given vocational education program the required job skills, knowledge, and attitudes of learners as perceived by:

    Employers
    Students
    Recent Program Graduates
    Educators
    Community

    The above perceptions will be validated against actual job requirements determined on a recurring basis (at least every two years).

12. The Model will identify indicators of current skills, knowledge, and attitudes of students relative to job area(s) under investigation.

13. The Model will identify gaps between the required and current skills, knowledge, and attitudes of students currently enrolled in a program under investigation (or interested in enrolling in a projected program).

14. The Model will identify the training requirements for a given vocational education program. The training requirements will be expressed in the form of measurable objectives, using the set of criteria for measurable objectives adopted by the college.

15. The Model will identify for a given vocational education program under investigation alternative training strategies and required resources for each strategy including the advantages and disadvantages of each.

Phase IV -- Program Costs

16. The Model will identify projected mean costs per pupil to achieve the training requirements for each program strategy with any given vocational education program under investigation.

17. The Model will identify for any given vocational education program under investigation the cost factors for that program by budget category including administration, instruction, maintenance, and capital outlay. Indirect costs will also be included. The costs could also be determined against the training requirements. The San Diego cost study can be used as a model.

Program Decision-Making Sub-System

18. The decision-making sub-system will identify and list the parameters of the current decision-making process at the college.

19. The decision-making sub-system will identify and describe the sequence of events in the current decision-making process.

6. The Model will provide for obtaining and identifying needs of learners, educators, and community. A need is defined as the measurable discrepancy between current and required outcomes (Kaufman, Roger A., Educational System Planning, New York: Prentice Hall, Inc., 1972).

Phase I -- Job Availability

7. The Model will determine current and projected (two years) jobs available in the local, surrounding Los Angeles basin, and state-wide areas. Local is defined as jobs available within 30 miles of the Bakersfield campuses. Surrounding areas is defined as jobs available within 60 miles of the campus.

8. The Model will identify current programs operated by other training institutions relative to any given vocational education program under investigation. Current, and two-year enrollment projections will be determined where data is available for these programs:

   1. at other training institutions, and
   2. Bakersfield College, and will be matched against current and two-year job availability predictions.

Phase II -- Assessment of Program Interest

9. The Model will identify program interest relative to any given vocational education program under investigation from each of the following groups:

   Students
   Potential Students
   Community
   Advisory Groups
   Employers
   Potential Employers
   Educators

10. The Model will identify indicators of projected student enrollments and program persistence from high school students, current Bakersfield College students and community. The data will be categorized according to the following factors:

    Age
    Ethnicity
    Present Employment
    Sex
    Geographic Area

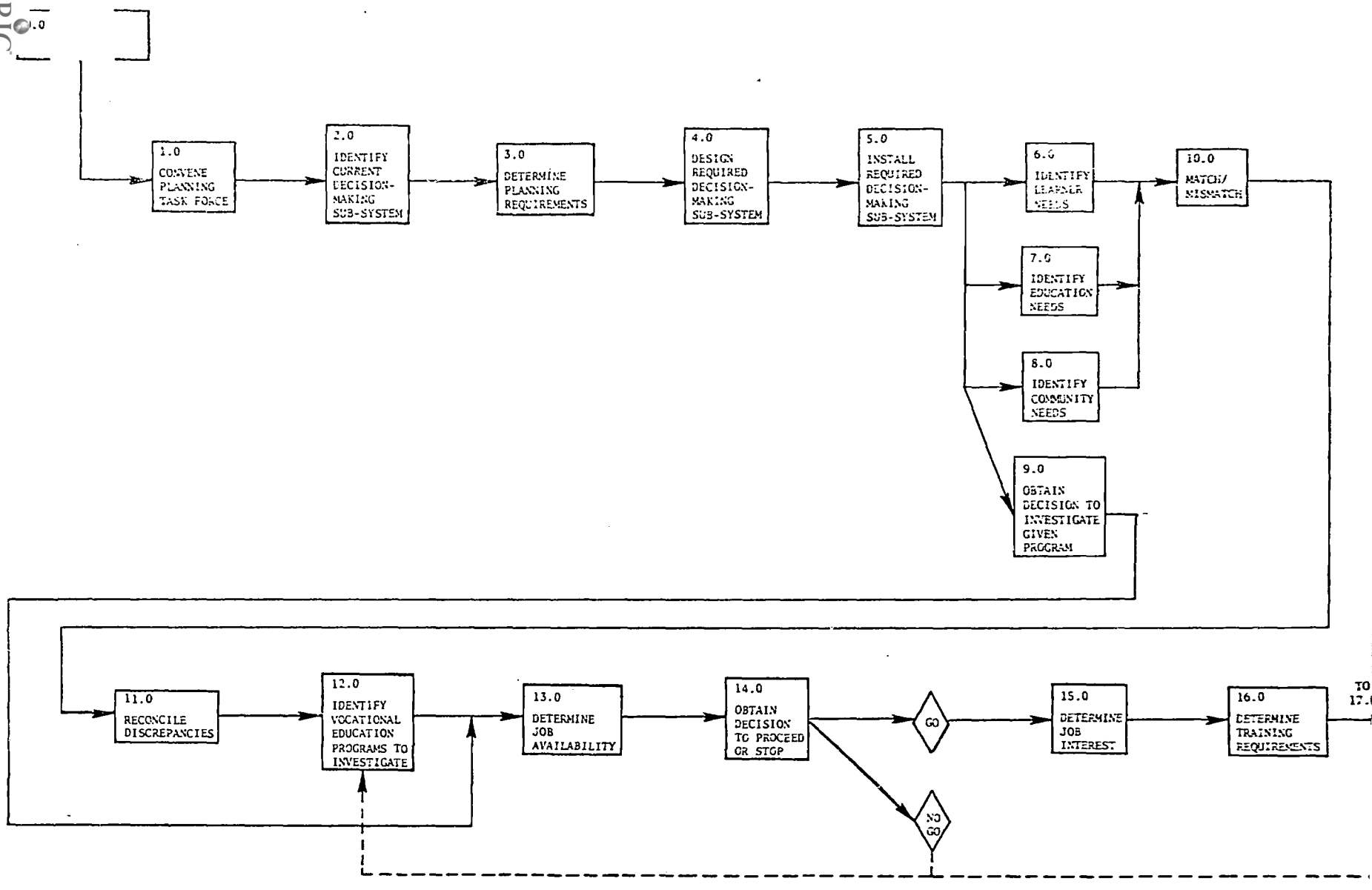
1.0
CONVENE PLANNING TASK FORCE
2.0
IDENTIFY CURRENT DECISION-MAKING SUB-SYSTEM
3.0
DETERMINE PLANNING REQUIREMENTS
4.0
DESIGN REQUIRED DECISION-MAKING SUB-SYSTEM
5.0
INSTALL REQUIRED DECISION-MAKING SUB-SYSTEM
6.0
IDENTIFY LEARNER NEEDS
7.0
IDENTIFY EDUCATION NEEDS
8.0
IDENTIFY COMMUNITY NEEDS
9.0
OBTAIN DECISION TO INVESTIGATE GIVEN PROGRAM
10.0
MATCH/ MISMATCH
11.0
RECONCILE DISCREPANCIES
12.0
IDENTIFY VOCATIONAL EDUCATION PROGRAMS TO INVESTIGATE
13.0
DETERMINE JOB AVAILABILITY
14.0
OBTAIN DECISION TO PROCEED OR STOP
GO
NO GO
15.0
DETERMINE JOB INTEREST
16.0
DETERMINE TRAINING REQUIREMENTS

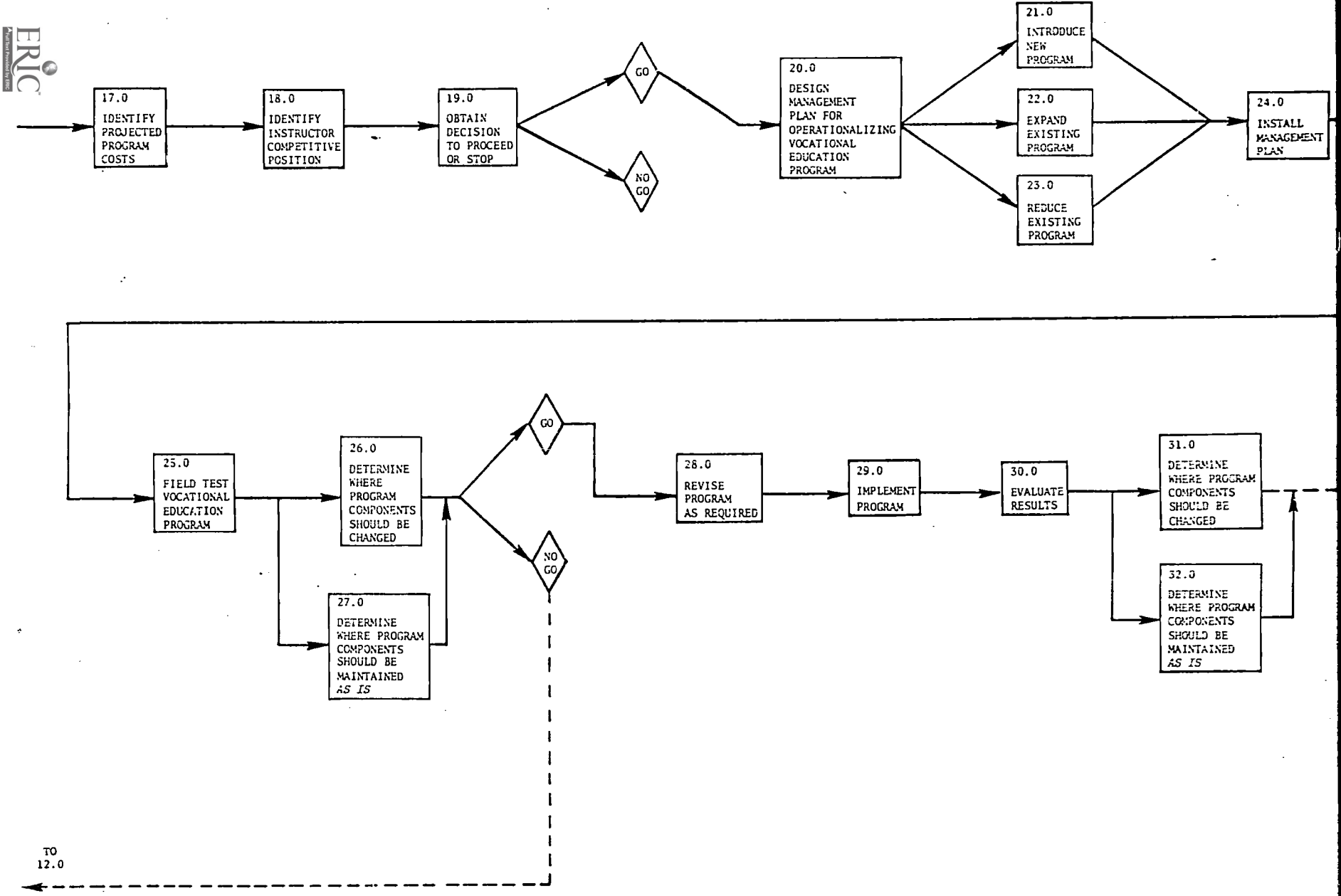
17.0
IDENTIFY PROJECTED PROGRAM COSTS
18.0
IDENTIFY INSTRUCTOR COMPETITIVE POSITION
19.0
OBTAIN DECISION TO PROCEED OR STOP
GO
NO GO
20.0
DESIGN MANAGEMENT PLAN FOR OPERATIONALIZING VOCATIONAL EDUCATION PROGRAM
21.0
INTRODUCE NEW PROGRAM
22.0
EXPAND EXISTING PROGRAM
23.0
REDUCE EXISTING PROGRAM
24.0
INSTALL MANAGEMENT PLAN
25.0
FIELD TEST VOCATIONAL EDUCATION PROGRAM
26.0
DETERMINE WHERE PROGRAM COMPONENTS SHOULD BE CHANGED
27.0
DETERMINE WHERE PROGRAM COMPONENTS SHOULD BE MAINTAINED AS IS
GO
NO GO
28.0
REVISE PROGRAM AS REQUIRED
29.0
IMPLEMENT PROGRAM
30.0
EVALUATE RESULTS
31.0
DETERMINE WHERE PROGRAM COMPONENTS SHOULD BE CHANGED
32.0
DETERMINE WHERE PROGRAM COMPONENTS SHOULD BE MAINTAINED AS IS
TO 12.0

MISSION PROFILE

FOR

DEVELOPMENT OF A COOPERATIVE EDUCATION PROGRAM

AT HARTNELL COLLEGE

Submitted for Consideration
by Jerry Kjeldgaard

April 26, 1973

ERIC

HARTNELL COLLEGE
156 Homestead Avenue
Salinas, California 93901

COOPERATIVE EDUCATION

Mission Objective

By June 30, 1973 the principle investigator, Jerry Kjeldgaard, will make recommendations for a Cooperative Education Program at Hartnell College which will measurably increase student learner performance according to prespecified requirements.

The program will meet the specifications of the H.E.W. Title IV guidelines by receiving approval and funding for the program.

Performance Requirements

1. The program to be implemented will be based upon the findings of the feasibility study presently in operation.

2. The design phase will include an assessment of needs for:

   -employers -educators
   -students -community

3. The College will have one hundred (100) job openings for the program by September 1973.

4. The College will have two hundred-fifty (250) students pre-enrolled in the program by June 1974.

5. The program will be approved in writing before implementation by the following persons/groups:

   a) President of Hartnell College;
   b) Administrative Council of Hartnell College;
   c) Board of Trustees for Hartnell College;
   d) Curriculum Committee of Hartnell College.

6. The program will be reviewed before implementation by the following groups:

   a) Advisory committees for the Cooperative Education Program;
   b) Employers to be involved in the Program;
   c) Students to be enrolled in the Program;
   d) Dean of Student Personnel services and the Associate Dean of Instruction-Careers.

JK:mp
4/4/73

ERIC

COOPERATIVE EDUCATION
NEEDS ASSESSMENT

STUDENTS

What Is	What Should Be
1. Community college education goals are largely conceived in institutional academic terms.	1. Community college education goals should be conceive in broader terms to include realistic goals of students the community.
2. Career education goals are too narrowly confined to specialized skills and training.	2. Career education goals should include basic elements personal development and of a suitable mix of general an specialized learning.
3. There is not a significant correlation between educational goals and related employment possibilities.	3. As determined through research, 80% of student caree should show direct positive relationship between their educational goals and their current employment.
4. There is very little, if any, follow-up studies of graduates of the community college.	4. A five year study to analyze the career activities o community college cooperative education graduates should evaluated by comparison with non-cooperative education graduates.
5. The universally felt need by students for personal (self) development is not always regarded as an integral part of career cooperative education.	5. Personal (self) development should be regarded as an indispensable element of career development and cooperat education.
6. General education has come to be regarded as a "frill" or mainly as cultural "top dressing" by students and others without any recognition of its broad significance.	6. General education courses need to be reconstituted a a vital part of the students career preparation. Suitab organized with effective teaching and coordinated with specialized courses and with cooperative experience, gen education is a necessary part of career development.
7. Cooperative education is often viewed as mere work experience and job performance, important as the job may be.	7. Cooperative education is a process of learning, like all other forms of education, and emphasizes what the student learns in the way of skills, knowledge and attitudes as outcomes of the work experience.
8. Most instructional programs do not provide for cooperative education internship experiences to give meaning to the student's goals.	8. Relevant and related non-classroom experiences (usua in the form of goals) should be part of the instructiona program.

(Continued)

What Is	What Should Be
9. The current lecture/demonstration method at the community college does not allow for meaningful understanding by the student of the theoretical content through practical application and practice.	9. The cooperative program will enable students to appl some of the current theory in their studies while learni a variety of skills in applied work related to their educational program.
10. The instructor in most cases determines the content and thrust of his courses based on the conventional practice of teaching academic disciplines.	10. Academic disciplines do not embrace the whole range c human knowledge essential for the student to function as member of society. They need to be supplemented with nor academic learning experiences.
11. There is very little interchange and conscious relationship between current student programs and the real word of work.	11. Through the interaction and interelationship between study and work experiences the student can better identif with both the academic and non-academic world.
12. Students have little or no experience criteria to judge the application and values (both financial and other) of their academic studies.	12. Cooperative education students will be able to evalua the contribution of their non-classroom experiences their personal satisfactions and financial needs.

Research information based upon the results of attitude surveys of 500 students enrolled at Hartnell Community College during the Fall semester of 1972.

COMMUNITY

1. In most cases the community is not aware of the program thrust at the community college level as indicated by advisory group feedback and telephone surveys.	1. A "town-gown" community service and public relations program should provide consistent informational material which will keep employers and the general public aware of current cooperative education trends.
2. There is presently no effective communication with business, industry, or government relevant to requirements for entry level training.	2. The employer becomes a partner in selecting, instruct and training young workers in the skills and understandin needed for effective job performance.
3. Employers do not have an immediate reliable source of qualified personnel.	3. Through cooperative education employers can depend up the college as a source of new workers who are receptive to instruction.
4. Employers make a relatively long term committment when listing their personnel.	4. Employers and students have an opportunity for a trial acquaintance before full-time employment.

(Continued)

What Is	What Should Be
5. Full training programs are currently the responsibility of the employer.	5. The employer in harmony with the community college, would be relieved of some of their training responsibil
6. There is no organized effort to keep productive personnel in the area.	6. Cooperative education will provide an effective mea of developing young people for productive citizenship i the community.

EDUCATOR

1. The interaction between the college and the community is burdensome and often times enmeshed in red-tape barriers.	1. Cooperative education would open the way to respond to specific community needs.
2. Many instructional phases tend to drop behind current procedures and repeat previous instructional materials from semester to semester.	2. Bring additional insights into the classroom as a result of the cooperative education.
3. The classroom is a laboratory for real life situations.	3. Provide the human-relations and environmental reali not available in the classroom.
4. The attrition rate at the community college is overwhelmingly high (15% who start graduate).	4. Students will stay in college longer when they can identify their education with actual job requirements a future advancement.
5. Instructors and/or business personnel seldom meet to exchange ideas and current development.	5. From business and industry instructors will receive feedback through their students and from business perso by means of their supervision contacts.
6. The community forces in many cases do not take an active part in supporting higher education.	6. Support will be dynamically increased where busines and industry spokesmen provide the community with vital understanding about education when they speak to civic clubs or in other ways participate in community activit

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4/12/73

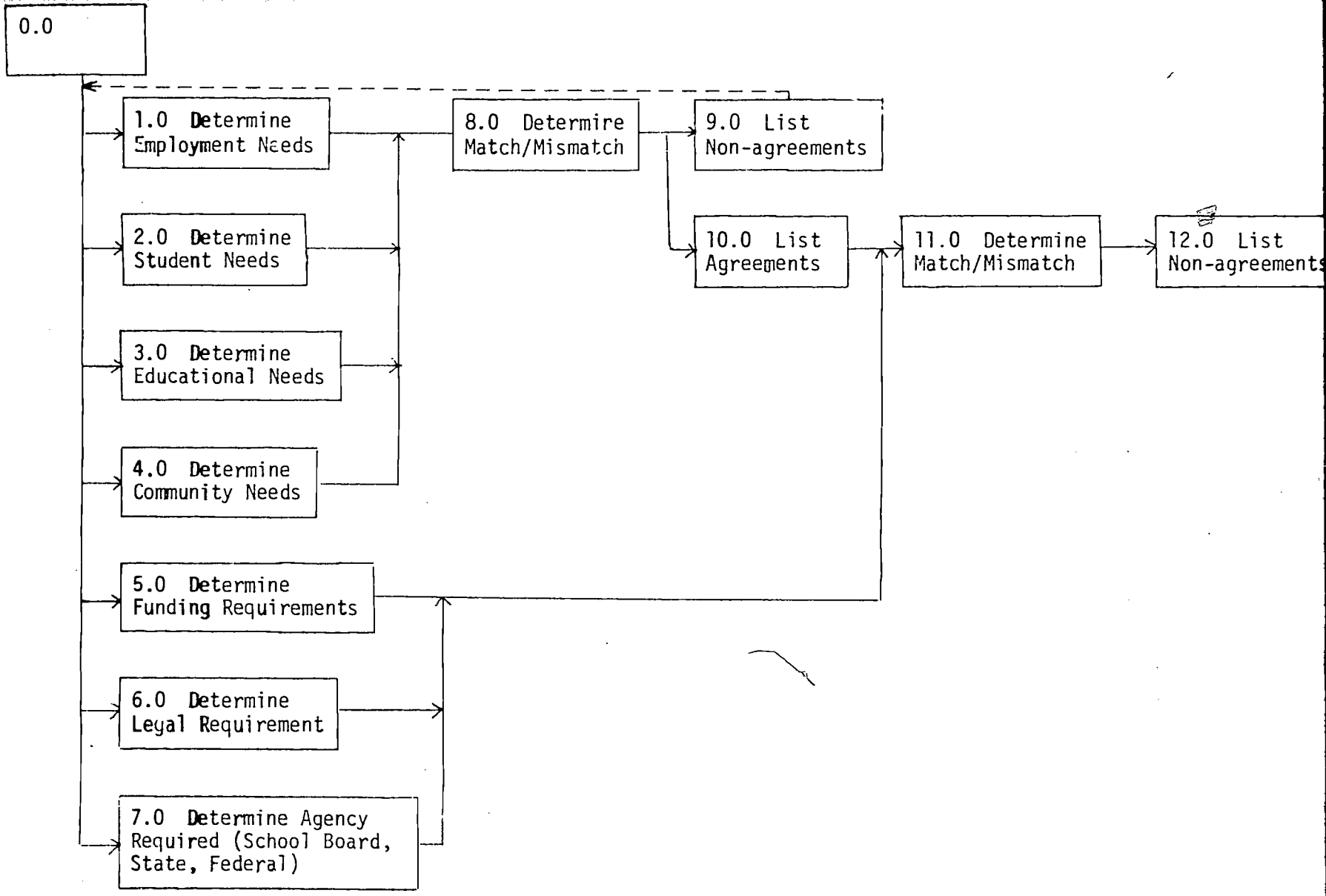
0.0
1.0 Determine Employment Needs
2.0 Determine Student Needs
3.0 Determine Educational Needs
4.0 Determine Community Needs
5.0 Determine Funding Requirements
6.0 Determine Legal Requirement
7.0 Determine Agency Required (School Board, State, Federal)
8.0 Determine Match/Mismatch
9.0 List Non-agreements
10.0 List Agreements
11.0 Determine Match/Mismatch
12.0 List Non-agreements

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4/4/73

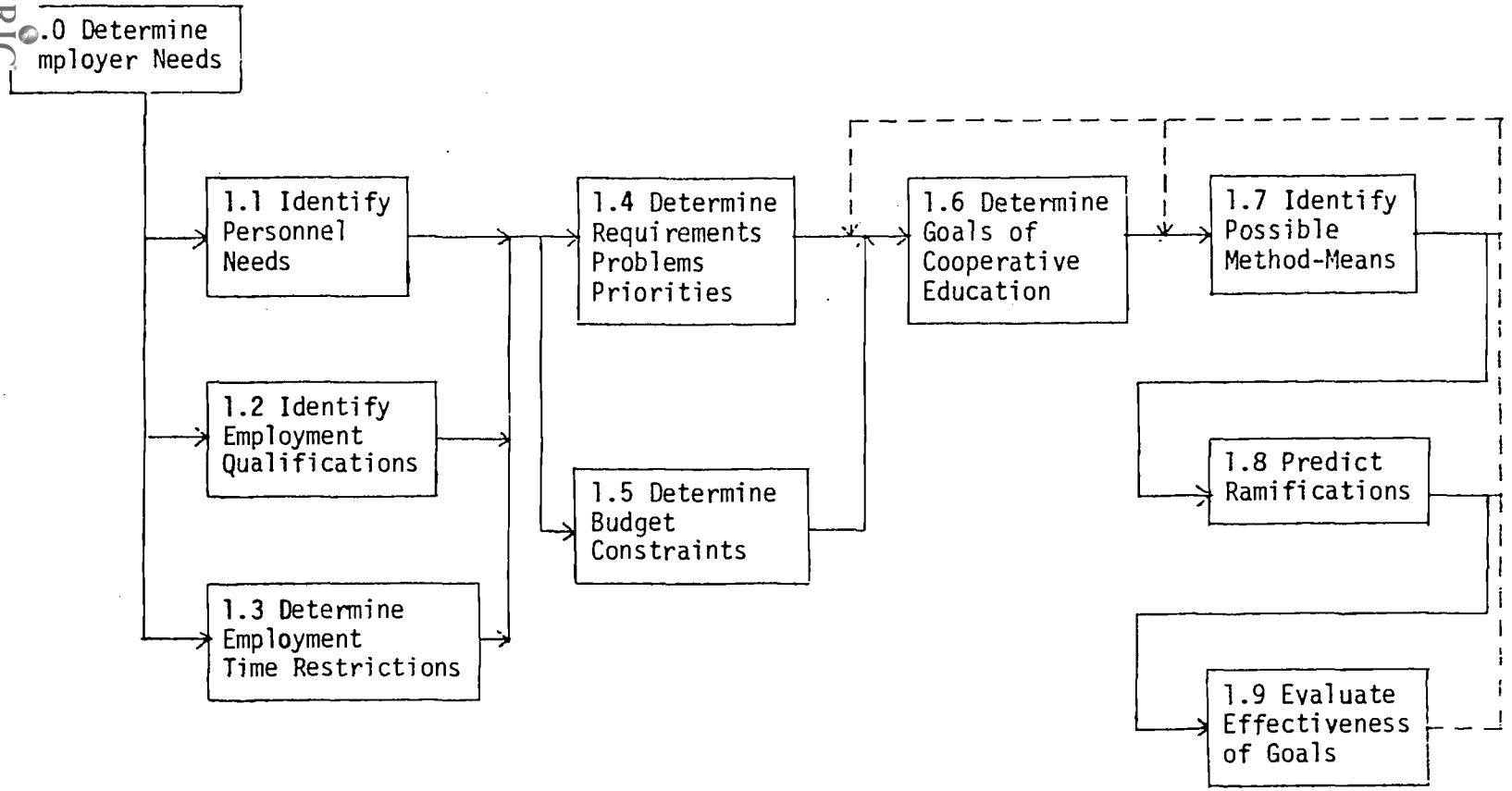
.0 Determine
mployer Needs
1.1 Identify Personnel Needs
1.2 Identify Employment Qualifications
1.3 Determine Employment Time Restrictions
1.4 Determine Requirements Problems Priorities
1.5 Determine Budget Constraints
1.6 Determine Goals of Cooperative Education
1.7 Identify Possible Method-Means
1.8 Predict Ramifications
1.9 Evaluate Effectiveness of Goals

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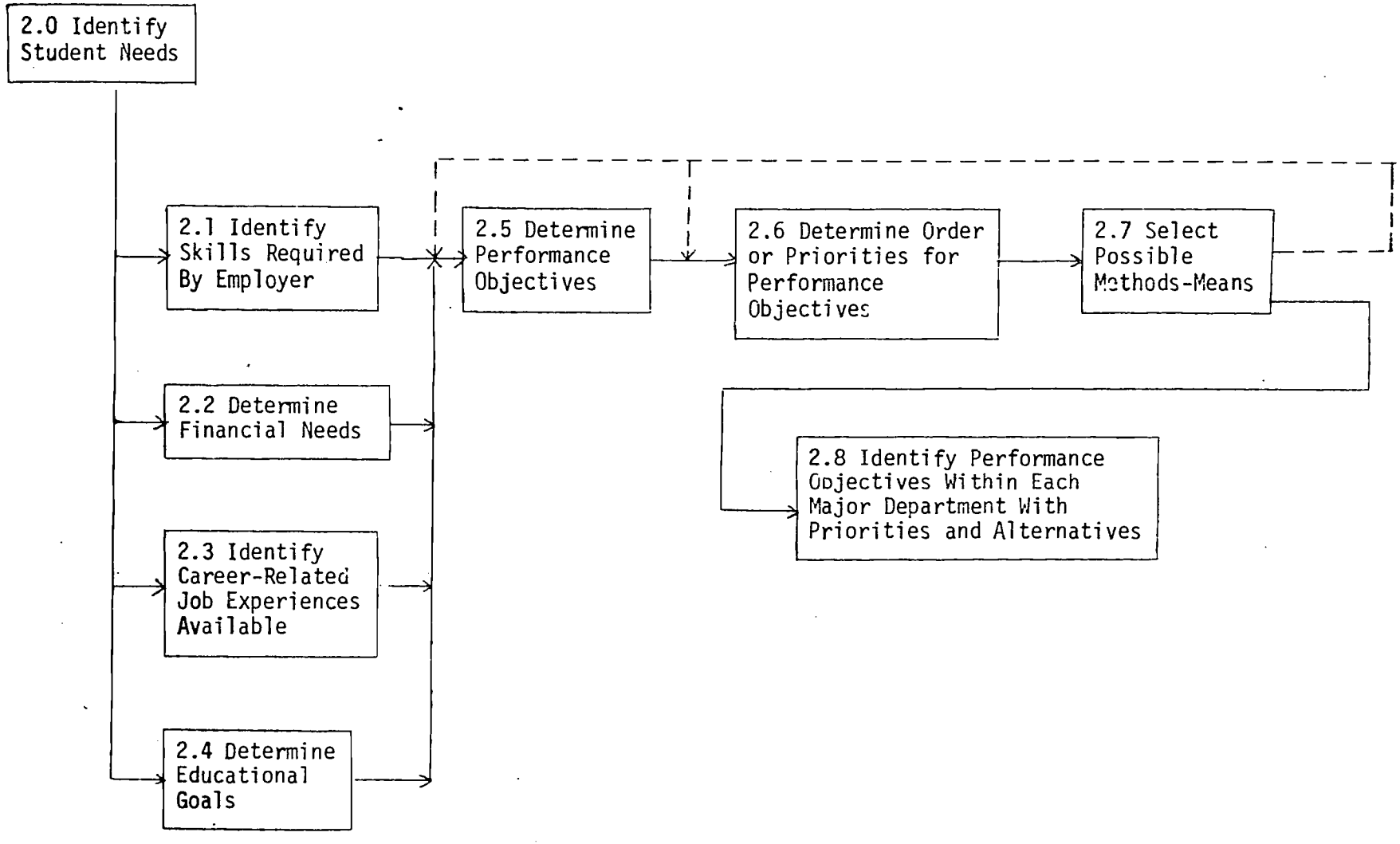
2.0 Identify Student Needs
2.1 Identify Skills Required By Employer
2.2 Determine Financial Needs
2.3 Identify Career-Related Job Experiences Available
2.4 Determine Educational Goals
2.5 Determine Performance Objectives
2.6 Determine Order or Priorities for Performance Objectives
2.7 Select Possible Methods-Means
2.8 Identify Performance Objectives Within Each Major Department With Priorities and Alternatives

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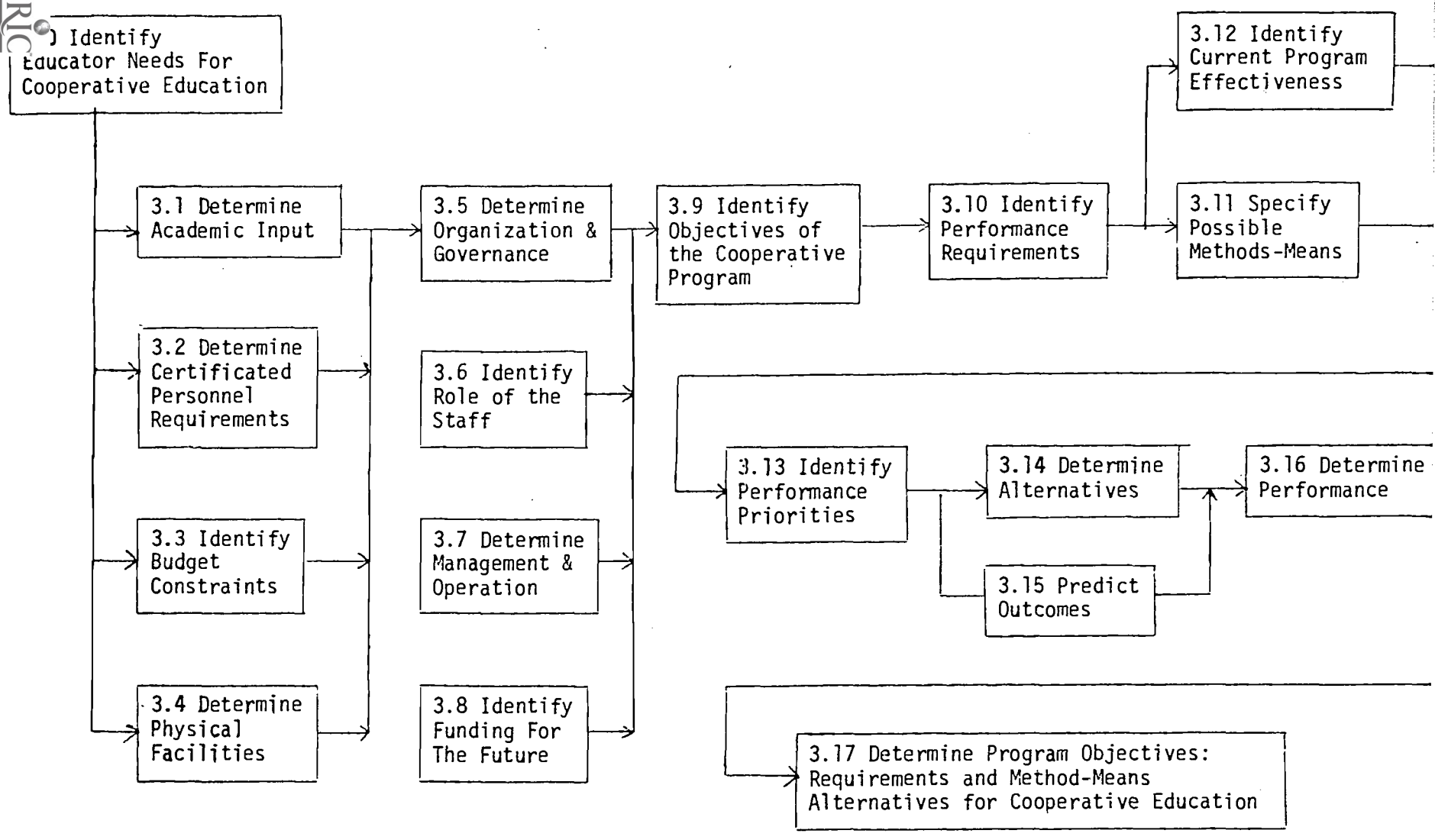
) Identify
Educator Needs For
Cooperative Education
3.1 Determine
Academic Input
3.2 Determine
Certificated
Personnel
Requirements
3.3 Identify
Budget
Constraints
3.4 Determine
Physical
Facilities
3.5 Determine
Organization &
Governance
3.6 Identify
Role of the
Staff
3.7 Determine
Management &
Operation
3.8 Identify
Funding For
The Future
3.9 Identify
Objectives of
the Cooperative
Program
3.10 Identify
Performance
Requirements
3.11 Specify
Possible
Methods-Means
3.12 Identify
Current Program
Effectiveness
3.13 Identify
Performance
Priorities
3.14 Determine
Alternatives
3.15 Predict
Outcomes
3.16 Determine
Performance
3.17 Determine Program Objectives:
Requirements and Method-Means
Alternatives for Cooperative Education

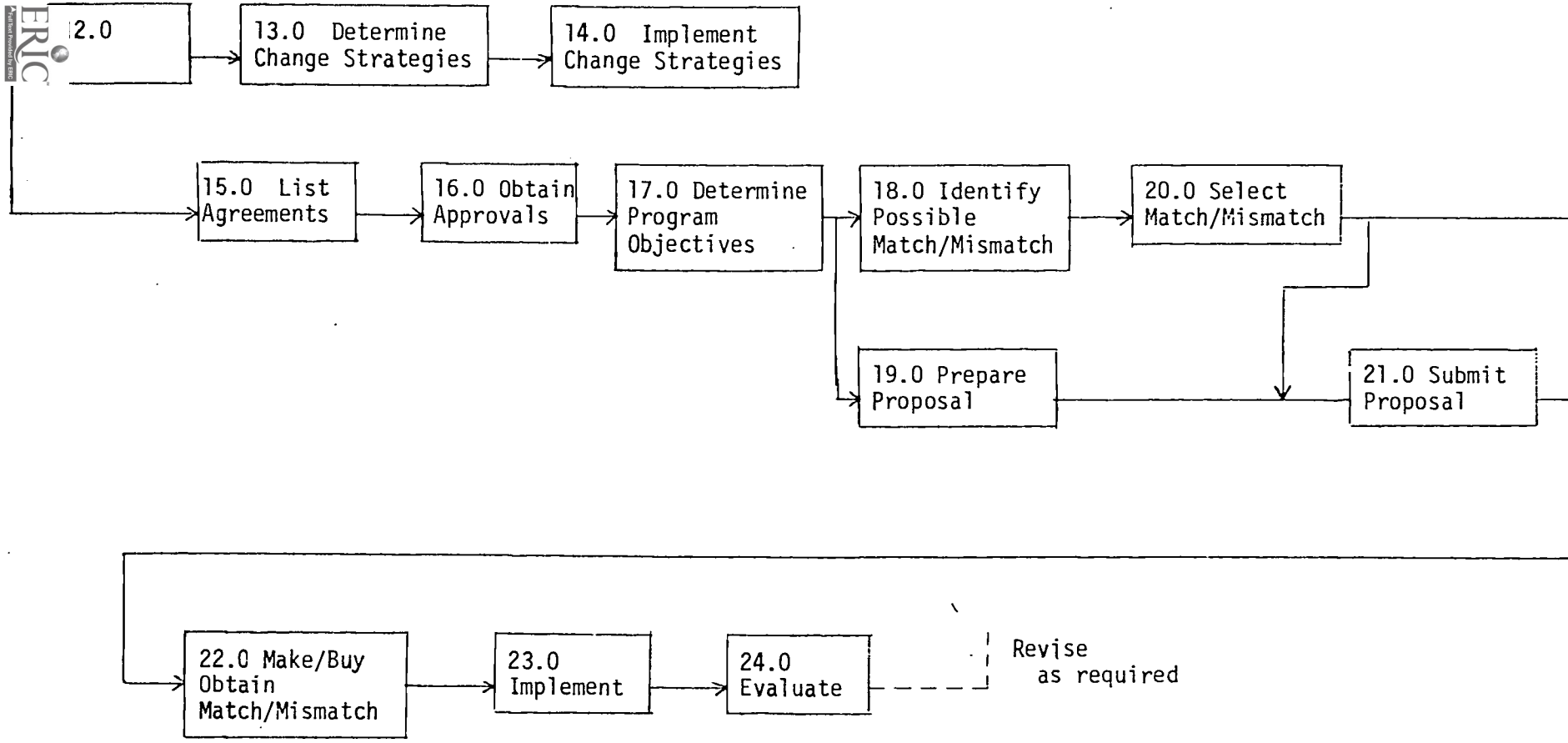
2.0
13.0 Determine Change Strategies
14.0 Implement Change Strategies
15.0 List Agreements
16.0 Obtain Approvals
17.0 Determine Program Objectives
18.0 Identify Possible Match/Mismatch
20.0 Select Match/Mismatch
19.0 Prepare Proposal
21.0 Submit Proposal
22.0 Make/Buy Obtain Match/Mismatch
23.0 Implement
24.0 Evaluate
Revise as required

JK:mp
4/4/73

MISSION PROFILE

for

DEVELOPING A CAREER EDUCATION MASTER PLAN

by

Larry Lloyd

MISSION OBJECTIVE

By July 1, 1973, the Ventura County Community College District will develop and adopt a Career Education Master Plan. The Master Plan will be based upon identified needs, and will plan occupational education programs to meet these needs. Programs will be identified for both the Moorpark and Ventura Campuses and will provide for a Career Education Center at Oxnard Airforce base. A sub-system will be developed for coordinating the occupational education programs offered at the three sites with over-lapping programs being offered only when required. The Master Plan will:

1. identify current and projected job availabilities,
2. determine occupational education program interest,
3. determine training requirements for each occupational education program offered, and
4. determine projected costs for each program against the identified training requirements in the format of a Planning, Programming, Budgeting, Evaluation System.

PERFORMANCE REQUIREMENTS

1. The Career Education Master Plan (hereafter known as CEMP) will be able to revise the current District Master Plans--Facilities Master Plan and Program Master Plan.

2. The CEMP will identify current occupational education programs being offered at the three District sites and determine the success of each program (where possible).

3. The CEMP will identify current and projected (two year) jobs available within Ventura County (and surrounding counties).

4. The CEMP will identify current programs operated by other training institutions relative to any given vocational education program under investigation. Current, and two-year enrollment projections will be determined where data is available for these programs:

   1. at other training institutions, and
   2. Ventura and Moorpark campuses and will be matched against current and two-year job availability predictions.

5. Determine current and projected occupational education programs based upon identified needs of learners, educators, community, and employers.

6. Identify current occupational education staff members and their instructional areas of competency. Staff areas of competence will be matched against existing and projected teaching requirements.

7. Determine current occupational education instructional space available and determine projected instructional space requirements.

8. Determine current resources available for occupational education, including money, and determine projected resource requirements. Possible outside funding sources will be identified and listed.

9. The CEMP will articulate with existing occupational education programs in high schools within the Ventura County Community College District.

10. The CEMP will utilize the data available from the current Manpower Projection Study and will be able to operate within the parameters of the Management Plan currently being developed within the District.

11. The CEMP will identify program interest relative to any given occupational education program under investigation from each of the following groups:

    Students,
    Educators,
    Community, and
    Employers.

12. The CEMP will identify indicators of projected student enrollments and program persistence from high school students, current Ventura and Moorpark students and community. The data will be categorized according to the following variables:

    Age,
    Sex, and
    Ethnicity.

13. The CEMP will identify for a given occupational education program the required job skills, knowledge and attitudes of learners as perceived by:

    Employers,
    Educators,
    Students,
    Community, and
    Recent Program Graduates.

    The above perceptions will be validated against actual job requirements determined on a recurring basis (at least every two years).

14. The CEMP will identify indicators of current skills, knowledge, and attitudes of students relative to job area(s) under investigation.

15. The CEMP will identify gaps between the required and current skills, knowledge, and attitudes of students currently enrolled in a program under investigation (or interested in enrolling in a projected program).

16. The CEMP will identify the training requirements for a given vocational education program. The training requirements will be expressed in the form of measurable objectives, using the set of criteria for measurable objectives adopted by the college.

17. The CEMP will identify for a given vocational education program under investigation alternative training strategies and required resources for each strategy including the advantages and disadvantages of each.

18. The CEMP will identify projected mean costs per pupil to achieve the training requirements for each program strategy with any given vocational education program under investigation.

19. The CEMP will identify for any given vocational education program under investigation the cost factors for that program on a PPBES system.

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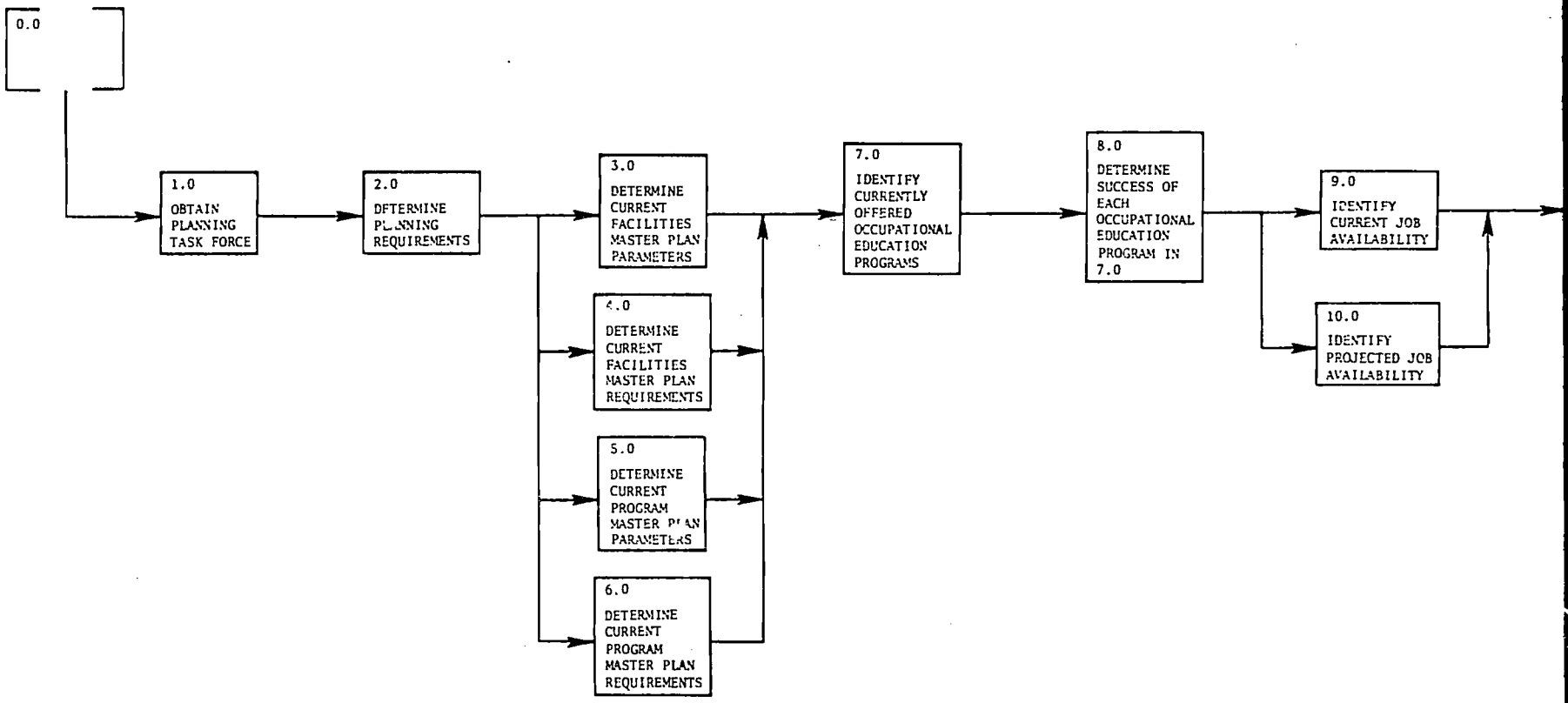
0.0
1.0
OBTAIN PLANNING TASK FORCE
2.0
DETERMINE PLANNING REQUIREMENTS
3.0
DETERMINE CURRENT FACILITIES MASTER PLAN PARAMETERS
4.0
DETERMINE CURRENT FACILITIES MASTER PLAN REQUIREMENTS
5.0
DETERMINE CURRENT PROGRAM MASTER PLAN PARAMETERS
6.0
DETERMINE CURRENT PROGRAM MASTER PLAN REQUIREMENTS
7.0
IDENTIFY CURRENTLY OFFERED OCCUPATIONAL EDUCATION PROGRAMS
8.0
DETERMINE SUCCESS OF EACH OCCUPATIONAL EDUCATION PROGRAM IN 7.0
9.0
IDENTIFY CURRENT JOB AVAILABILITY
10.0
IDENTIFY PROJECTED JOB AVAILABILITY

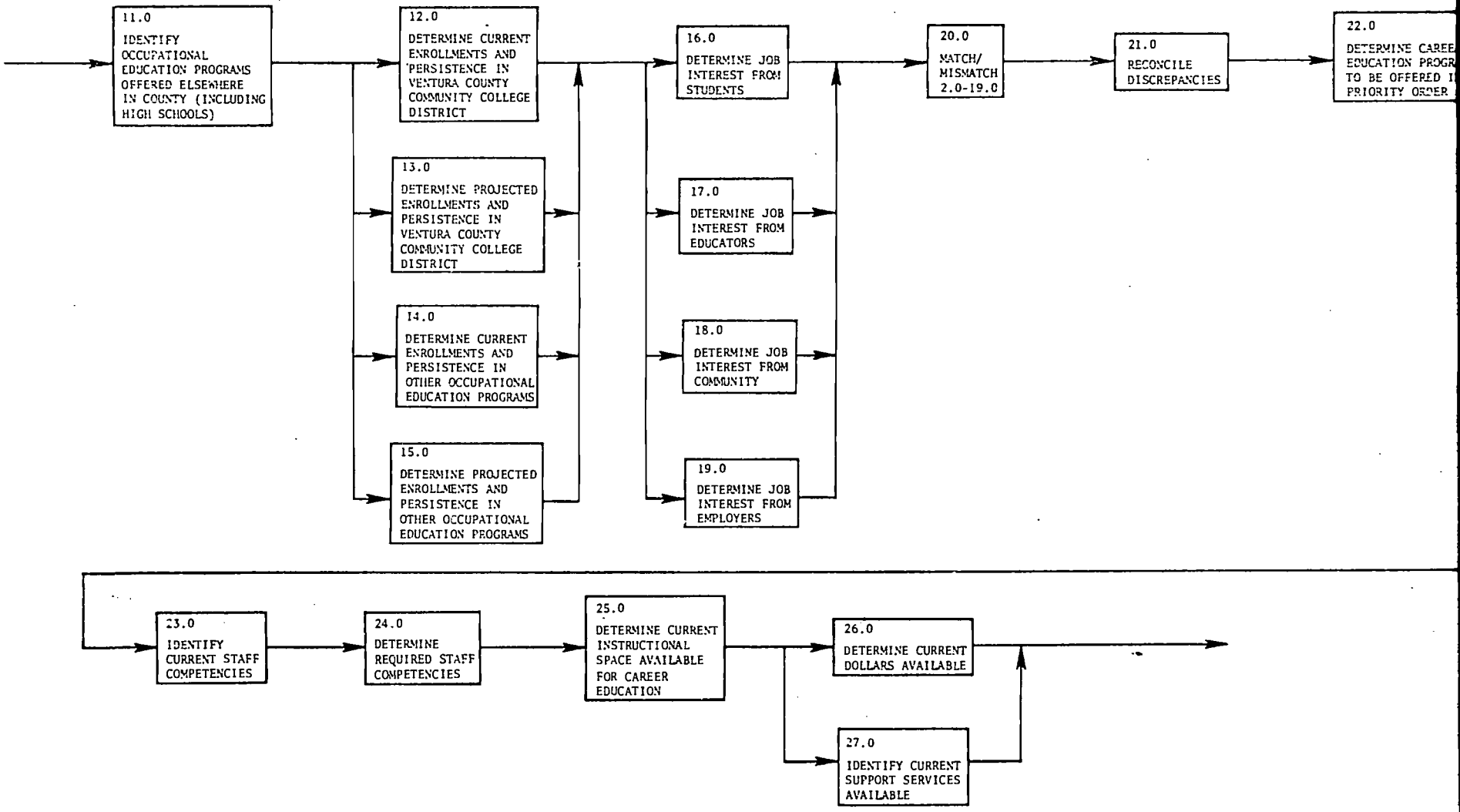
11.0
IDENTIFY OCCUPATIONAL EDUCATION PROGRAMS OFFERED ELSEWHERE IN COUNTY (INCLUDING HIGH SCHOOLS)
12.0
DETERMINE CURRENT ENROLLMENTS AND PERSISTENCE IN VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
13.0
DETERMINE PROJECTED ENROLLMENTS AND PERSISTENCE IN VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
14.0
DETERMINE CURRENT ENROLLMENTS AND PERSISTENCE IN OTHER OCCUPATIONAL EDUCATION PROGRAMS
15.0
DETERMINE PROJECTED ENROLLMENTS AND PERSISTENCE IN OTHER OCCUPATIONAL EDUCATION PROGRAMS
16.0
DETERMINE JOB INTEREST FROM STUDENTS
17.0
DETERMINE JOB INTEREST FROM EDUCATORS
18.0
DETERMINE JOB INTEREST FROM COMMUNITY
19.0
DETERMINE JOB INTEREST FROM EMPLOYERS
20.0
MATCH/ MISMATCH 2.0-19.0
21.0
RECONCILE DISCREPANCIES
22.0
DETERMINE CAREE EDUCATION PROGR TO BE OFFERED I PRIORITY ORDER
23.0
IDENTIFY CURRENT STAFF COMPETENCIES
24.0
DETERMINE REQUIRED STAFF COMPETENCIES
25.0
DETERMINE CURRENT INSTRUCTIONAL SPACE AVAILABLE FOR CAREER EDUCATION
26.0
DETERMINE CURRENT DOLLARS AVAILABLE
27.0
IDENTIFY CURRENT SUPPORT SERVICES AVAILABLE

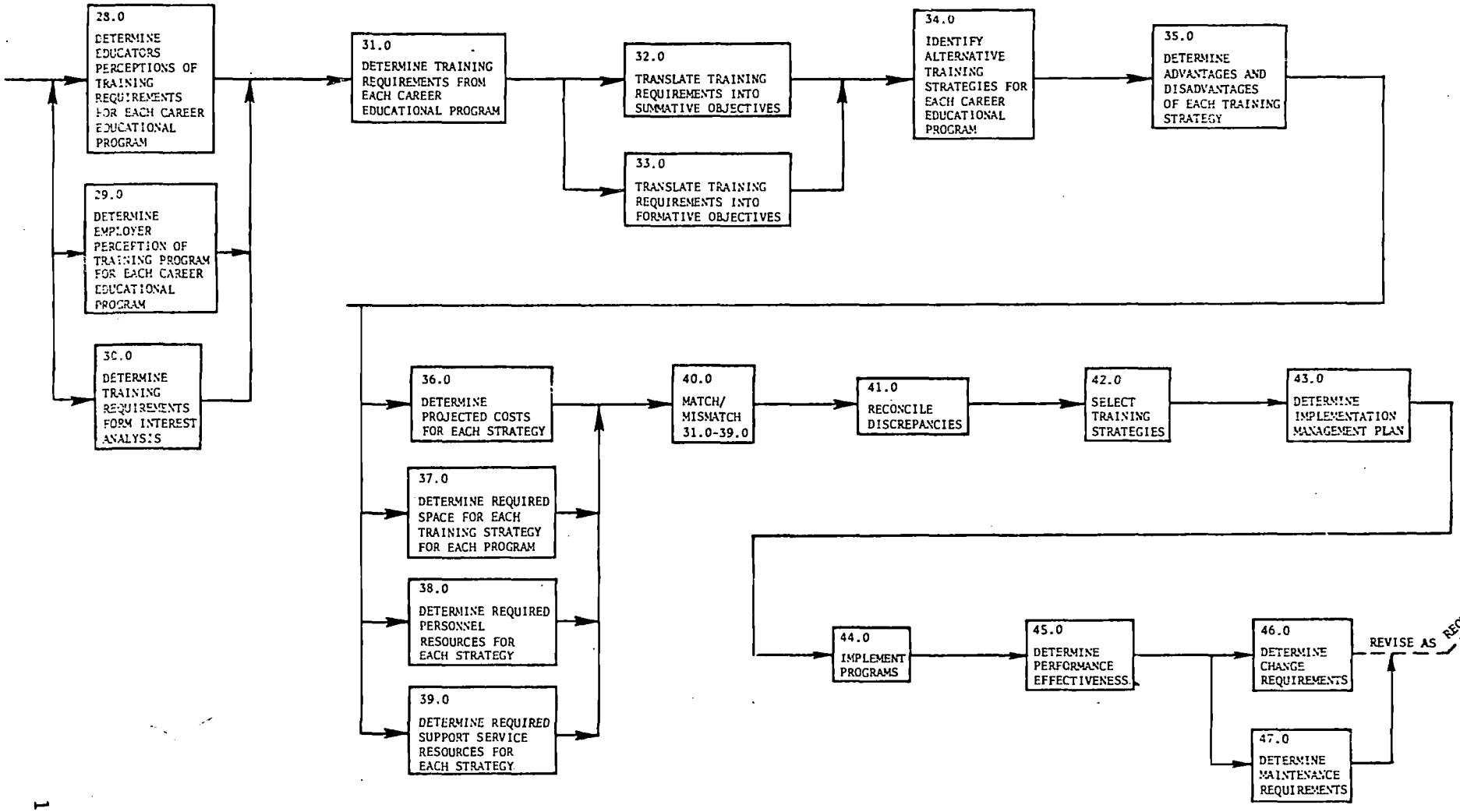
28.0
DETERMINE EDUCATORS PERCEPTIONS OF TRAINING REQUIREMENTS FOR EACH CAREER EDUCATIONAL PROGRAM
29.0
DETERMINE EMPLOYER PERCEPTION OF TRAINING PROGRAM FOR EACH CAREER EDUCATIONAL PROGRAM
30.0
DETERMINE TRAINING REQUIREMENTS FORM INTEREST ANALYSIS
31.0
DETERMINE TRAINING REQUIREMENTS FROM EACH CAREER EDUCATIONAL PROGRAM
32.0
TRANSLATE TRAINING REQUIREMENTS INTO SUMMATIVE OBJECTIVES
33.0
TRANSLATE TRAINING REQUIREMENTS INTO FORMATIVE OBJECTIVES
34.0
IDENTIFY ALTERNATIVE TRAINING STRATEGIES FOR EACH CAREER EDUCATIONAL PROGRAM
35.0
DETERMINE ADVANTAGES AND DISADVANTAGES OF EACH TRAINING STRATEGY
36.0
DETERMINE PROJECTED COSTS FOR EACH STRATEGY
37.0
DETERMINE REQUIRED SPACE FOR EACH TRAINING STRATEGY FOR EACH PROGRAM
38.0
DETERMINE REQUIRED PERSONNEL RESOURCES FOR EACH STRATEGY
39.0
DETERMINE REQUIRED SUPPORT SERVICE RESOURCES FOR EACH STRATEGY
40.0
MATCH/ MISMATCH 31.0-39.0
41.0
RECONCILE DISCREPANCIES
42.0
SELECT TRAINING STRATEGIES
43.0
DETERMINE IMPLEMENTATION MANAGEMENT PLAN
44.0
IMPLEMENT PROGRAMS
45.0
DETERMINE PERFORMANCE EFFECTIVENESS
46.0
DETERMINE CHANGE REQUIREMENTS
47.0
DETERMINE MAINTENANCE REQUIREMENTS
REVISE AS

MISSION PROFILE

for

DEVELOPING A CURRICULUM GUIDE FOR AN AUTO TECHNICIAN TRAINING PROGRAM

by

John Luther

ERIC

MISSION OBJECTIVE

BY _____, THE PLANNING TASK FORCE WILL DEVELOP A CURRICULUM GUIDE FOR THE IMPORT AUTO TECHNICIAN TRAINING PROGRAM IN THE LOS ANGELES COMMUNITY COLLEGE DISTRICT WHICH WILL MEET THE APPROVAL REQUIREMENTS OF THE PROJECT DIRECTOR, ADVISORY COMMITTEE, AND OTHER REQUIRED INDIVIDUALS AND/OR GROUPS, AND WILL CONFORM TO THE FOLLOWING PERFORMANCE REQUIREMENTS:

PERFORMANCE REQUIREMENTS

1.0 Identify Planning Task Force

1.1 Planning Task Force shall be selected by and meet approval requirements of Project Director Los Angeles Community College District.

2.0 Determine Preliminary Planning Requirements

2.1 All planning requirements will be listed as outcome statements which meet the criteria identified by Mager, R.F. Setting Instructional Objectives. Palo Alto, California. Fearon Pub., Inc., 1961.

2.2 Where possible, planning requirements will be measured at the interval and ratio levels of measurement.

2.3 Planning requirements will be determined by Project Director and Advisory Committee.

2.4 Planning requirements from 2.3 will be matched, mismatched and reconciled using criteria developed by Kaufman, R.A. Educational System Planning. New York: Prentice Hall, Inc., 1972.

2.5 Planning requirements will be approved by Project Director by _____. Approval to be secured through written sign-off.

3.0 Obtain Required Approvals

3.1 Approvals to be obtained from Project Director and Advisory Committee.

3.2 Approvals to be secured through written sign-off.

3.3 Approvals shall be obtained by _____.

4.0 Identify Preliminary Industry Perceived Requirements

4.1 A minimum of three (3) training managers of the import auto industry shall be contacted and their perceived SKA requirements of import auto entry level technicians shall be determined and reported.

4.2 Approval and delineation of 4.1 shall be determined by Project Director, the Advisory Council, and consultant team.

4.3 Approval and delineation of 4.1 shall be secured through written sign-off by_____.

5.0 Identify Learner SKA Requirements from Potential Employers

5.1 A minimum of ten (10) service managers of import auto dealers shall be contacted and their perceived SKA requirements of import auto entry level technicians shall be determined and reported.

5.2 Approval and delineation of 5.1 shall be as per 4.2.

5.3 Approval and delineation of 5.1 shall be secured through written sign-off by_____.

6.0 Identify Learner SKA Requirements From Potential Educators

6.1 A representative sample of potential educators of the Import Auto Technician Training Program shall be contacted and their perceived SKA requirements of import auto entry level technicians shall be determined and reported.

6.2 Criteria for determining representative sample shall be delineated and agreed upon by Project Director and consultant team.

6.3 Same as 5.3

7.0 Identify Learner SKA Requirements from Potential Students

7.1 A representative sample of potential program enrollees shall be contacted and their perceived SKA requirements of import auto entry level technicians shall be determined and reported.

7.2 Same as 6.2

7.3 Same as 5.3

8.0 Identify Maintenance and Repair Requirements from Sample Industry Work Orders

8.1 Maintenance and repair requirements data from work orders shall be obtained from a representative sample of import auto dealers.

8.2 Data of 8.1 shall be obtained, reduced, and reported by consultant team.

8.3 Consultant team shall obtain from at least one (1) dealer representing each import auto manufacturer in the project:

(a) work-orders representing five (5) working days within the period January 1 - December 31, 1972.

(b) work-orders representing five (5) working days within the period June 1 - July 1, 1973.

9.0 Identify Probable Future Maintenance and Repair Requirements.

9.1 Criteria for identifying future maintenance and repair requirements to be determined by Project Director and Advisory Committee.

10.0 Determine Preliminary Curriculum Objectives

10.1 Selection criteria shall conform to that established by Project Director and Advisory Committee.

10.2 Criteria requirements shall be determined from a minimum of two alternate selection methods-means.

10.3 Advantages and disadvantages of each alternate methods-means shall be reconciled before selection is made.

10.4 Criteria requirements shall be matched, mismatched and reconciled as per 2.4.

10.5 Preliminary curricular objectives shall be determined by_____.

10.6 Project Director and Advisory Committee shall make final approval of 10.5 in form of written sign-off by_____.

11.0 Determine Matches and Mismatches from 5.0 - 8.0

11.1 Match and mismatch data shall be listed as per specifications delineated by Project Director and Advisory Committee.

12.0 Determine Current Available Time, Personnel, Facilities and Financial Resources.

12.1 Criteria for determining 12.0 shall be selected by Project Director and Advisory Committee.

12.2 Data of 12.0 shall be obtained, reduced, and reported by_____.

13.0 Reconcile Discrepancies.

13.1 Criteria for 13.0 shall be established as per 12.1

13.2 Same as 12.2

14.0 Determine Preliminary Curricular Methods-Means.

14.1 Methods-means selection criteria shall be determined by Project Director and Advisory Committee.

15.0 Report Reconciled Program Requirements.

15.1 Program requirements shall be reported as per specifications established by Project Director and Advisory Committee.

16.0 Obtain Preliminary Approvals for 15.0.

16.1 Approvals to be secured from Project Director, and Advisory Committee in form of written sign-off by_____.

17.0 Determine Matches and Mismatches from 4.0, 9.0, and 15.0.

17.1 Same as 10.1 - 10.6 except for appointed dates.

18.0 Reconcile Discrepancies.

18.1 Criteria for 18.0 shall be established as per 12.1

18.2 Data shall be obtained, reduced, and reported by_____.

19.0 Determine Required Learner Characteristics.

19.1 The required learner characteristics shall be determined from a minimum of the following categories:

(a) sex
(b) age
(c) physical requirements
(d) language requirements
(e) ethnic group
(f) educational requirements
(g) field experience
(h) financial status

19.2 The required learner characteristics of 19.1 shall be determined from data obtained from a minimum of the following sources:

(a) a minimum of ten (10) service managers of import auto dealers.

(b) a minimum of three (3) training managers of the import auto industry.

(c) a representative sample of potential educators of the Import Auto Technician Training Program.

(d) a representative sample of current and potential students.

(e) a representative sample of current and potential administrators and counselors.

19.3 Approval and delineation of 18.2 shall meet specifications established by Project Director and Advisory Committee.

20.0 Determine Current Learner Characteristics of Potential Trainees

20.1 Current learner characteristics shall be determined from a minimum of those categories delineated as per 19.1.

20.2 A representative sample of current learners shall be selected from a population approved of and delineated by Project Director and Advisory Committee.

21.0 Identify Discrepancies Between Current and Required Learner Characteristics.

21.1 Current and required discrepancies data shall be listed as specifications established by Project Director and Advisory Committee.

21.2 Current and required learner characteristics outcomes shall be matched, mismatched, and reconciled using criteria developed by Kaufman, R.A., Educational System Planning. New York: Prentice Hall, Inc., 1972.

21.3 Discrepancy data shall be obtained, reduced and reported to Project Director and Advisory Committee by _____.

22.0 List Learner Characteristics Needs.

22.1 Needs shall be defined as the difference between current and required characteristics outcomes.

22.2 Needs shall be listed in prioritized order.

22.3 A minimum of two (2) priority setting and methods-means criteria shall be presented to Project Director and Advisory Committee for consideration.

22.4 Priority setting criteria shall be approved by Project Director and Advisory Committee.

22.5 Determination of needs in priority order shall be completed by_____.

23.0 Obtain Required Approvals.

23.1 Approvals to be obtained in form of written sign-off by_____.

24.0 Determine Learner SKA Requirements.

24.1 Criteria for determining learner SKA requirements shall conform to that established by Project Director and Advisory Committee.

24.2 Where possible, SKA requirements shall be listed as outcome statements as per criteria of 2.1.

24.3 Where possible, SKA requirements shall be measured as per 2.2.

25.0 Translate 24.0 into Summative Program Objectives to be Accomplsihed by L.A.C.C. District.

25.1 Program objectives shall be listed as outcome statements which meet the criteria identified by Mager, R.F. Setting Instructional Objectives. Palo Alto, California. Fearon Pub., Inc., 1961.

25.2 Where possible, program objectives will be measured at the interval and ratio levels of measurement.

25.3 Program objectives shall be approved by Program Director and Advisory Committee by_____. Approval to be secured through written sign-off.

26.0 Translate 24.0 in Summative Program Objectives to be Accomplished by the Import Auto Dealers.

26.1 Same as 25.1

26.2 Same as 25.2

26.3 Same as 25.3

27.0 Translate 24.0 into Formative Program Objectives to be Accomplished by L.A.C.C. District.

27.1 Same as 25.1

27.2 Same as 25.2

27.3 Same as 25.3

28.0 Translate 24.0 into Formative Program Objectives to be Accomplished by the Import Auto Dealers.

28.1 Same as 25.1

28.2 Same as 25.2

28.3 Same as 25.3

29.0 Identify Required SKA Developmental Steps and Sequences

29.1 Criteria for identifying required learning steps and sequences shall be established by Project Director and Advisory Committee.

30.0 Identify Curricular Methods-Means.

30.1 Strategies selected shall be such as to meet program requirements as stated in the overall Mission Objective.

30.2 Methods-means shall comply with criteria established by Project Director and Advisory Committee.

30.3 Strategies shall be determined and reported to Project Director and Advisory Committee by_____.

31.0 Identify Required Time, Personnel, Facilties and Financial Resources.

31.1 Same as 12.1.

31.2 Data of 31.0 shall be obtained, reduced and reported by_____.

32.0 Determine Matches and Mismatches Between 12.0 and 25.0 - 26.0.

32.1 Same as 11.1.

33.0 Reconcile Discrepancies.

33.1 Criteria for 33.0 shall be selected by Project Director and Advisory Committee.

33.2 Data shall be obtained, reduced and reported by _____.

34.0 Determine Revised Summative Program Objectives.

34.1 Same as 25.1.

34.2 Same as 25.2

34.3 Same as 25.3 except for date revision

35.0 Determine Revised Formative Program Objectives.

35.1 Same as 25.1

35.2 Same as 25.2

35.3 Same as 34.3

36.1 Select Revised Curricular Methods-Means.

36.1 Same as 30.1

36.2 Same as 30.2

36.3 Same as 30.3 except for date revision

37.0 Obtain Required Approvals.

37.1 Same as 3.1

37.2 Same as 3.2

37.3 Approvals shall be secured by_____.

38.0 List Approved Program Objectives, Methods-Means and Resources.

38.1 Criteria for reporting 38.0 shall conform to specifications delineated by Project Director and Advisory Committee.

39.0 Develop Student Recruitment Plan.

39.1 Objectives for sub-system (39.0) shall be determined through criteria developed by Project Director and Advisory Committee.

39.2 Methods-means for developing (39.0) shall meet criteria established by Project Director and Advisory Committee.

39.3 Performance requirements 39.1 and 39.2, when implemented, shall cause the provisions accepted by the funding agencies for the initiation of this current project to be accomplished.

40.0 Develop Job Placement Counselling Plan.

40.1 Same as 39.1

40.2 Same as 39.2

40.3 Same as 39.3

41.0 Develop Job Placement Vehicle Plan.

41.1 Same as 39.1

41.2 Same as 39.2

41.3 Same as 39.3

42.0 Conduct Required In-Service Training (If Required)

42.1 Determination and delineation of 42.0 to be established by Project Director and Advisory Committee.

43.0 Validate Training Summative and Formative Objectives.

43.1 Implementation requirements shall conform to criteria established by Project Director and Advisory Committee for achieving program objectives.

48.0 Determine Change Requirements.

48.1 Same as 47.1

48.2 Same as 47.2

49.0 Obtain Required Approvals.

49.1 Approvals shall be obtained by_____

49.2 Same as 3.2.

50.0 Publish Curriculum Guides.

50.1 Above (50.0) shall conform to specifications established by Project Director, advisory Committee and Los Angeles Community College District.

50.2 Completion of 50.0 shall be accomplished on or before_____.

51.0 Distribute Curriculum Guides to Funding Agencies.

51.1 Distribution methods-means shall conform to specifications established by Project Director, and Advisory Committee and shall meet approval requirements of Los Angeles Community College District.

ERIC

43.2 Implementation of program shall be deemed in progress when criteria for implementation have been met.

43.3 Performance effectiveness shall be determined using criteria established by Project Director and Advisory Committee.

43.4 Data obtained shall be matched, mismatched, and reconciled using the criteria developed by Kaufman, R.A. Educational System Planning. New York: Prentice Hall, Inc., 1972.

44.0 Validate Training Materials.

44.1 Same as 43.1

44.2 Same as 43.2

44.3 Same as 43.3

44.4 Same as 43.4

45.0 Validate Training Aids.

45.1 Same as 43.1

45.2 Same as 43.2

45.3 Same as 43.3

45.4 Same as 43.4

46.0 Validate Program Methods-Means.

46.1 Same as 43.1

46.2 Same as 43.2

46.3 Same as 43.3

46.4 Same as 43.4

47.0 Determine Maintenance Requirements.

47.1 Program maintenance requirements shall conform to criteria established and approved by Project Director and Advisory Committee.

47.2 Program maintenance requirements to be determined and reported by _____.

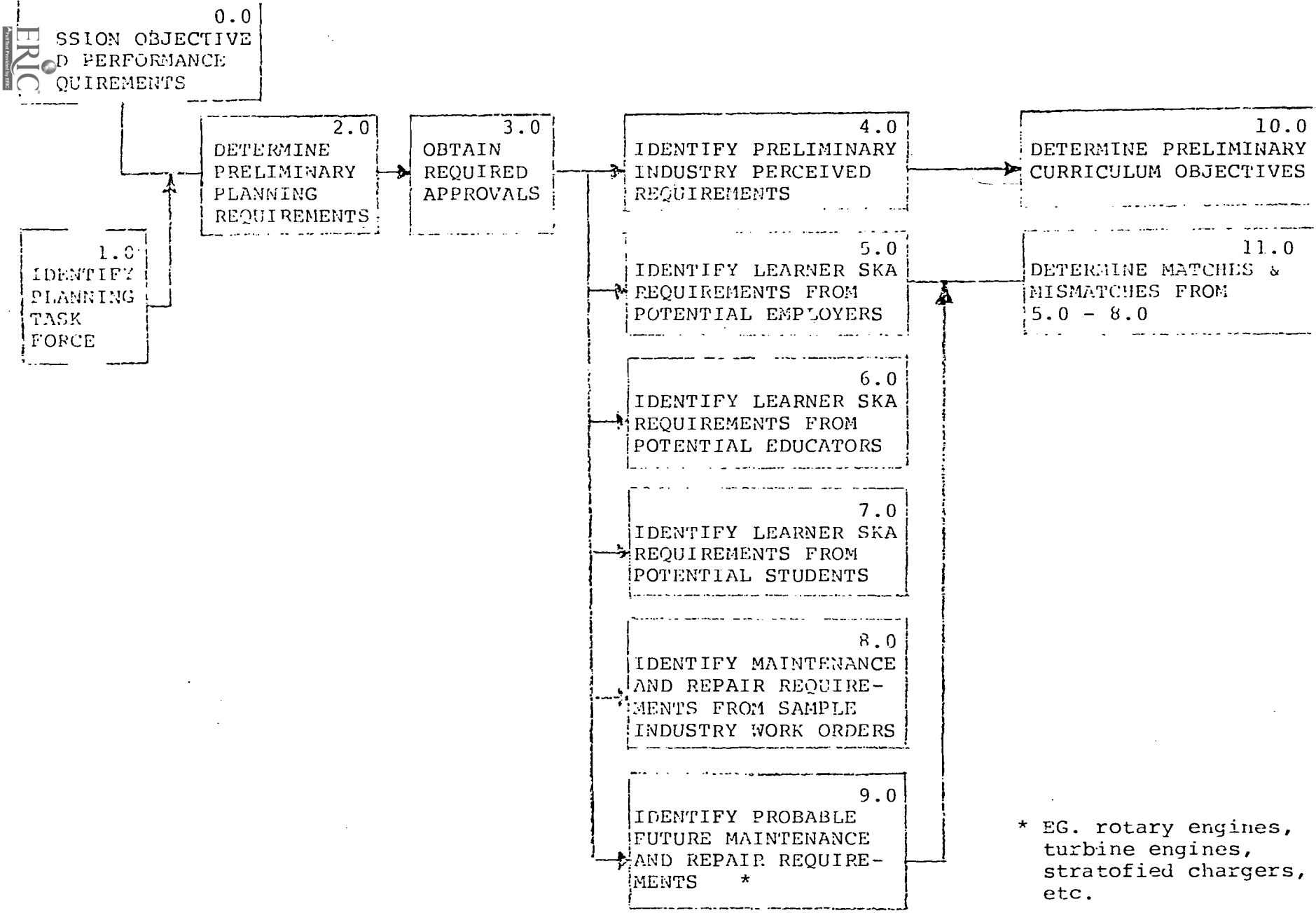

* EG. rotary engines, turbine engines, stratofied chargers, etc.

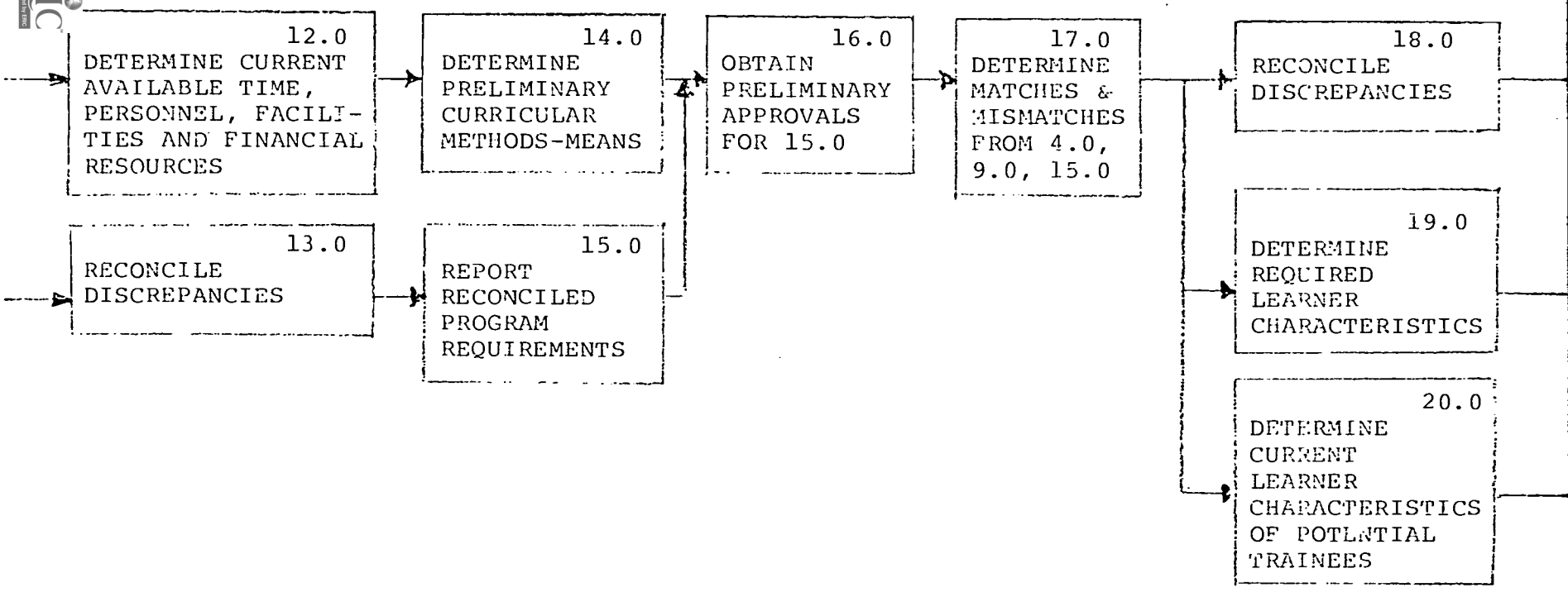
12.0
DETERMINE CURRENT AVAILABLE TIME, PERSONNEL, FACILITIES AND FINANCIAL RESOURCES
13.0
RECONCILE DISCREPANCIES
14.0
DETERMINE PRELIMINARY CURRICULAR METHODS-MEANS
15.0
REPORT RECONCILED PROGRAM REQUIREMENTS
16.0
OBTAIN PRELIMINARY APPROVALS FOR 15.0
17.0
DETERMINE MATCHES & MISMATCHES FROM 4.0, 9.0, 15.0
18.0
RECONCILE DISCREPANCIES
19.0
DETERMINE REQUIRED LEARNER CHARACTERISTICS
20.0
DETERMINE CURRENT LEARNER CHARACTERISTICS OF POTENTIAL TRAINEES

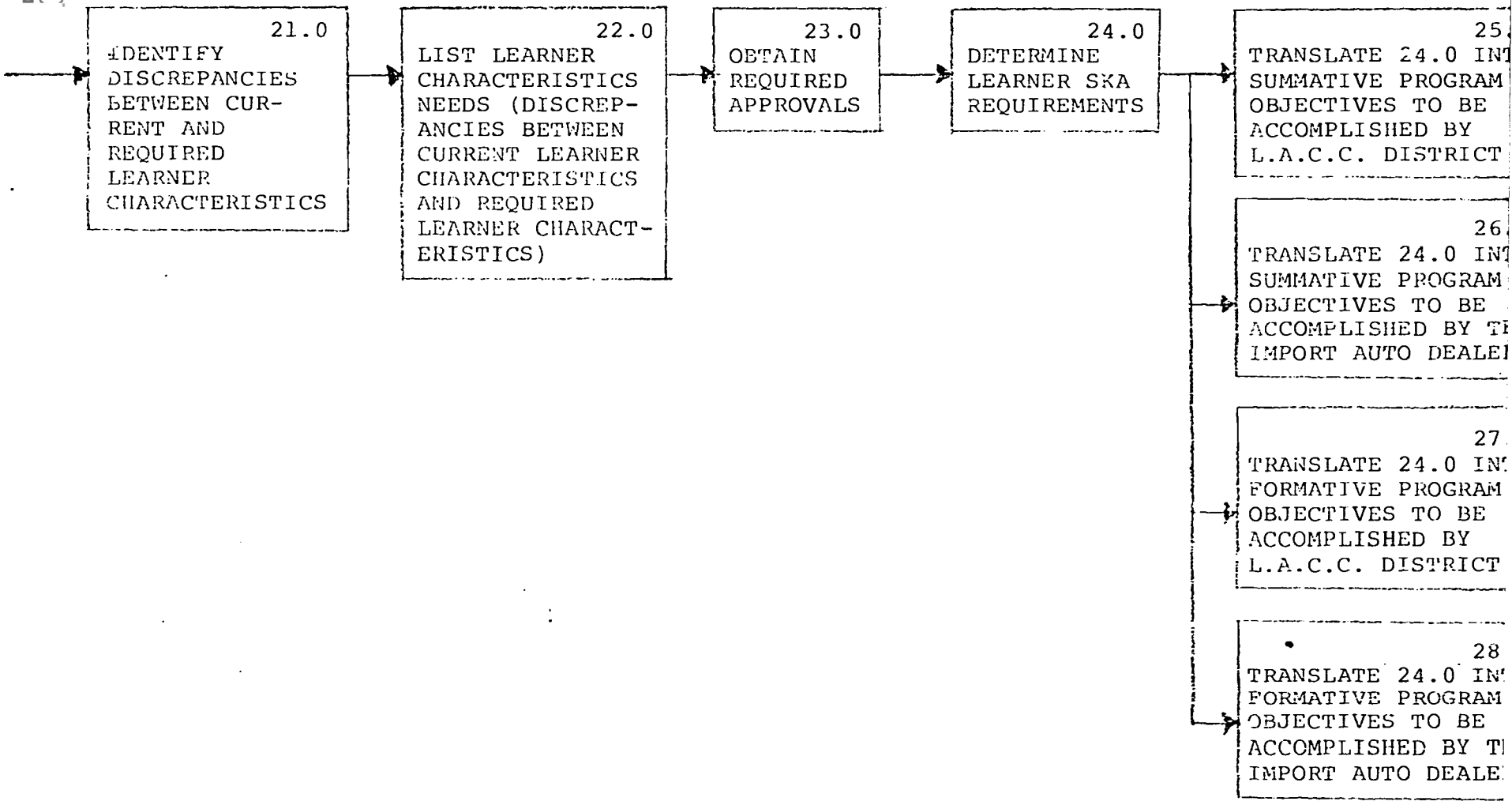
21.0
IDENTIFY DISCREPANCIES BETWEEN CURRENT AND REQUIRED LEARNER CHARACTERISTICS
22.0
LIST LEARNER CHARACTERISTICS NEEDS (DISCREPANCIES BETWEEN CURRENT LEARNER CHARACTERISTICS AND REQUIRED LEARNER CHARACTERISTICS)
23.0
OBTAIN REQUIRED APPROVALS
24.0
DETERMINE LEARNER SKA REQUIREMENTS
25
TRANSLATE 24.0 INT
SUMMATIVE PROGRAM
OBJECTIVES TO BE
ACCOMPLISHED BY
L.A.C.C. DISTRICT
26
TRANSLATE 24.0 INT
SUMMATIVE PROGRAM
OBJECTIVES TO BE
ACCOMPLISHED BY TH
IMPORT AUTO DEALER
27
TRANSLATE 24.0 INT
FORMATIVE PROGRAM
OBJECTIVES TO BE
ACCOMPLISHED BY
L.A.C.C. DISTRICT
28
TRANSLATE 24.0 INT
FORMATIVE PROGRAM
OBJECTIVES TO BE
ACCOMPLISHED BY TH
IMPORT AUTO DEALER

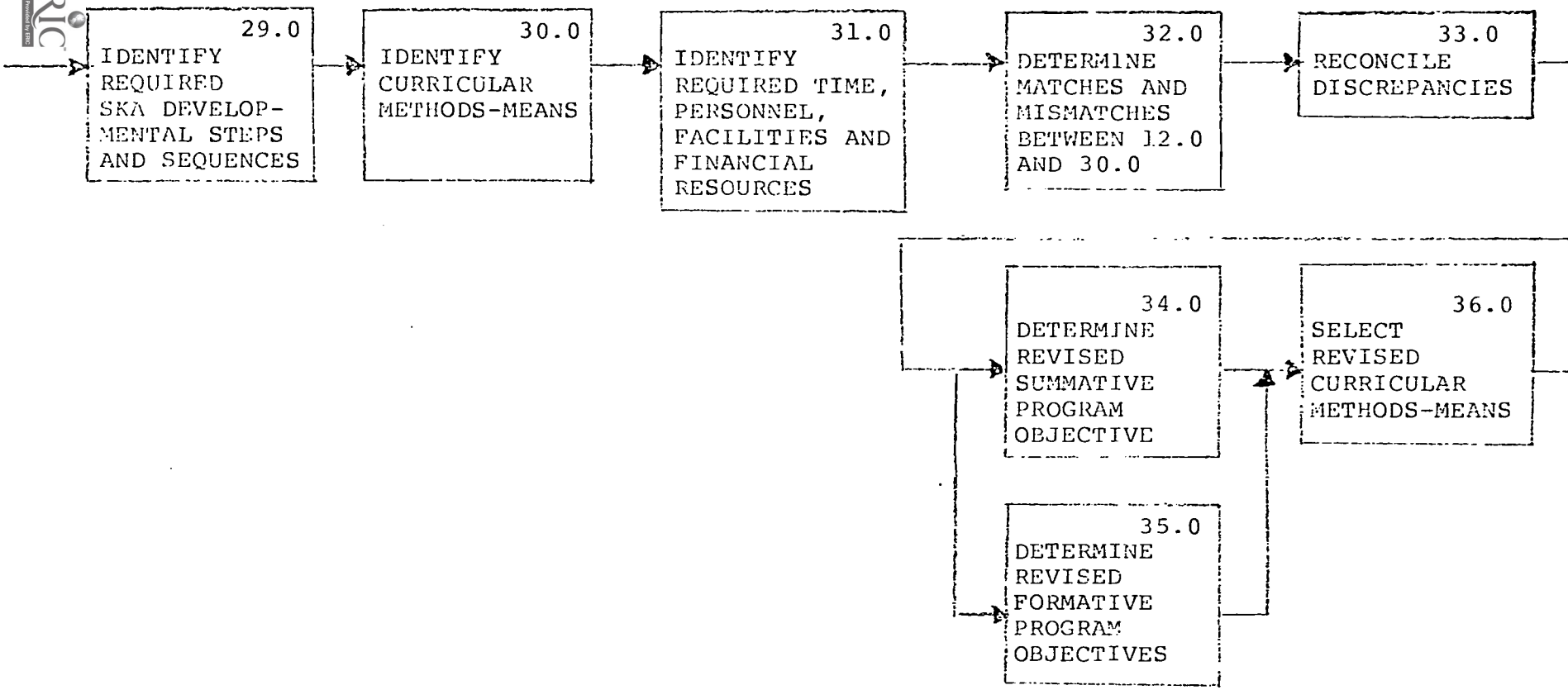
29.0
IDENTIFY REQUIRED SKA DEVELOP-MENTAL STEPS AND SEQUENCES
30.0
IDENTIFY CURRICULAR METHODS-MEANS
31.0
IDENTIFY REQUIRED TIME, PERSONNEL, FACILITIES AND FINANCIAL RESOURCES
32.0
DETERMINE MATCHES AND MISMATCHES BETWEEN 12.0 AND 30.0
33.0
RECONCILE DISCREPANCIES
34.0
DETERMINE REVISED SUMMATIVE PROGRAM OBJECTIVE
35.0
DETERMINE REVISED FORMATIVE PROGRAM OBJECTIVES
36.0
SELECT REVISED CURRICULAR METHODS-MEANS

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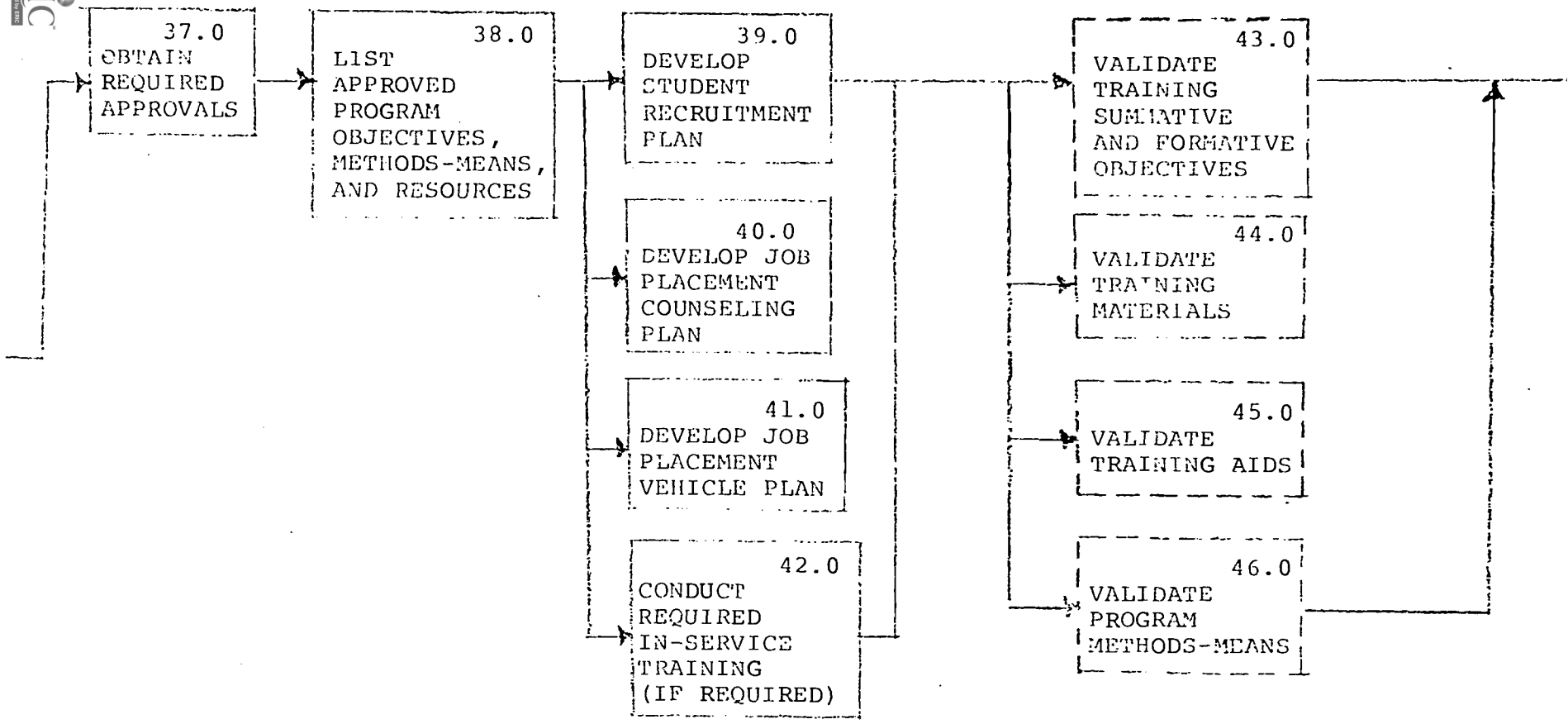

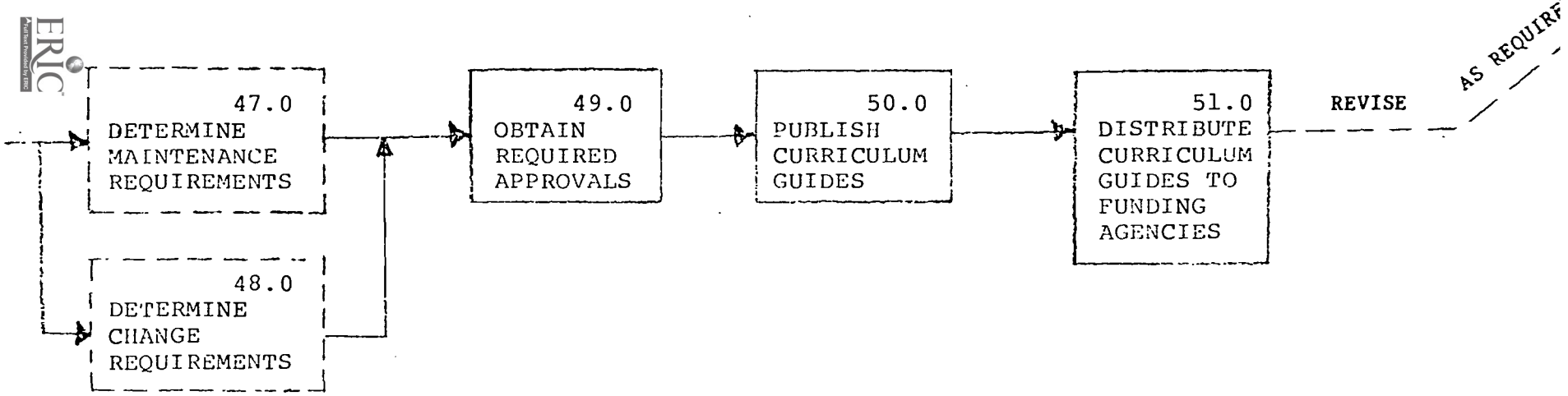
47.0
DETERMINE MAINTENANCE REQUIREMENTS
48.0
DETERMINE CHANGE REQUIREMENTS
49.0
OBTAIN REQUIRED APPROVALS
50.0
PUBLISH CURRICULUM GUIDES
51.0
DISTRIBUTE CURRICULUM GUIDES TO FUNDING AGENCIES
REVISE
AS REQUIRE

NARRATIVE DESCRIPTION OF THE MISSION PROFILE

The following is a narrative description of the mission profile found in the enclosed function-flow-block diagram. Each function in the mission profile represents a series of tasks to be accomplished. The profile shows the sequence and order to be followed in the accomplishment of the required functions. These functions taken together represent the management plan to be followed in reaching the major objective of the project found in the mission objective and performance requirements.

1.0 Identify Planning Task Force.

The accomplishment of this project is a joint venture between industry representatives, representatives from Los Angeles Community College District, and outside consultants. Taken together, this team is the planning task force, it not only has been identified, but is already functioning relative to their assigned tasks. John Luther has been functioning as the Project Director.

2.0 Determine Preliminary Planning Requirements.

The preliminary planning requirements are those identified in this management plan and in the work plan developed by Robert Ford and Ronald Wood which was submitted to John Luther on June 22, 1973.

3.0 Obtain Required Approvals.

The planning requirements identified in 2.0 are approved in this function. When approval has been given, the planning task force then begins functions 4.0 - 9.0.

4.0 Identify Preliminary Industry Perceived Requirements.

This project has been designed from the beginning as a joint effort between industry and educators. One of the important variables is the determination of requirements that industry would have this project meet. A curriculum which is designed to the satisfaction of educators but which is unacceptable to the clients served (industry) is one which will probably represent a waste of taxpayer dollars. By determining industry requirements first, it is possible to develop a curriculum which meets those requirements, thereby bringing education and the real world together.

5.0 Identify Learner Skills, Knowledge, Attitudes, Requirements From Potential Employers.

Based on the requirements that industry has for Import Auto Technicians, there are certain entry level skills, knowledge and attitude requirements expected from program graduates. This step represents the identification of those requirements.

6.0 Identify Learner Skills, Knowledge and Attitude Requirements From Potential Educators.

Not only is the planning task force concerned about the skill, knowledge and attitude requirements from industry and potential employers but also from the potential educators. This is based on the belief that, in the final analysis, the educator will be the mediator of the program; anything unacceptable to them, in all likelihood, will not be taught; therefore, in developing the list of learning requirements, educator input is vital.

7.0 Identify Learner Skills, Knowledge, and Attitude Requirements From Potential Students.

Because students are the primary focus of the project, their perceived skill, knowledge, and attitude requirements are important. This is based upon a phenomenological viewpoint which states that a person is more likely to act on the basis of his perception of reality than he is on the reality itself. If the program does not meet the perceived expectations that students have, then they are likely to find the program of little or no value. This is one committment or "buy-in" strategy to involve students in the decision making process.

8.0 Identify Maintenance and Repair Requirements From Sample Industry Work-Orders.

Steps 4.0 through 7.0 are primarily concerned with perception. 8.0 is an empirical validation from the world of reality where actual repair requirements are identified from work orders submitted to the service departments of participating manufacturers and dealerships. During this phase of the project, the types of repairs will be identified along with frequency data to provide a base for curriculum decision-making. Training will be geared toward the expectations identified in 4.0 through 7.0 and the real world as identified in 8.0.

9.0 Identify Probable Future Maintenance and Repair Requirements.

This step is included to insure that program graduates will learn skills which will be required not only in today's market but perhaps in tomorrow's market. For example, the experience that industry had with the transition from the use of generators to alternators in cars has shown that frequently mechanics are not prepared for changes on the horizon. Some maintenance and repair requirements to consider for the future might be such things as the increased use of rotary engines, of turbine engines, of the stratofied chargers, etc. The planning task force believes that the curriculum should reflect the real world, not only of today but of the near future.

10.0 Determine Preliminary Curriculum Objectives.

Coming directly from 4.0 where we have identified the preliminary industry perceived requirements, is function 9.0. Based upon those requirements, the preliminary curriculum objectives are established. These objectives are a first cut waiting for the data to be fed in from steps 5.0 through 15.0. Work has already begun to identify these preliminary objectives. It is understood that they are "carved in soap" and not "marble tablets". It is to be expected that what is developed during this phase will be revised. The intent is to establish some preliminary curricular guideposts.

11.0 Determine Matches and Mismatches From 5.0 Through 9.0.

During this step, the skill, knowledge and attitude requirements identified from potential employers, educators, and students, are brought together to determine perceptions shared in common and those unique to each group. Added to this perception data, is the real world data from 8.0 (the current maintenance and repair requirements) and 9.0 (the probable future maintenance and repair requirements). The outcome of this step is a list of the perceived and real requirements which match one another and the perceived and real requirements which do not match. It is expected that non-matching requirements will be reconciled further into the project.

12.0 Determine Current Available Time, Personnel, Facilities and Financial Resources.

A look at the mission profile shows that 11.0 comes directly out of 10.0 which are the preliminary curriculum

objectives. Based upon these preliminary objectives, the current available resources are identified. The developed curriculum must consider resource availability.

13.0 Reconcile Discrepancies.

Function 13.0 comes out of 11.0 and represents a reconciliation of the mismatches identifed in 11.0. The product from this function is a list of reconciled mismatches; that is, the agreed-upon compromises between the employers, educators and students and these reconciled with the real world requirements identified from the current and future maintenance and repair work-orders.

14.0 Determine Preliminary Curricular Methods-Means.

Function 14.0 derives from function 12.0; namely, the determination of currently available resources. Based upon resource availability, and the preliminary curricular objectives, a first cut curriculum is developed. This is done with the realization that this curriculum will be revised based upon the report which is the product of function 15.0.

15.0 Report Reconciled Program Requirements.

Function 15.0 is the written report of functions 5.0 through 9.0 and functions 11.0 and 13.0. This report is the primary responsibility of Ronald Wood and Robert Ford and will be submitted to the Project Director on the agreed upon date.

16.0 Obtain Required Approvals of 10.0, 14.0 and 15.0.

During this step the preliminary curriculum objectives, the preliminary curricular methods-means, and the report of the program requirements are approved by the appropriate decision-makers. Upon receiving this approval, function 17.0 commences.

17.0 Determine Matches and Mismatches From 4.0, 10.0 and 14.0.

The discrepancies or mismatches will be identified between 4.0, the preliminary industry perceived requirements; 10.0, the preliminary curricular objectives and 15.0, the written report of empirically identified requirements. So too, will be identified their matches or common grounds of agreement.

18.0 Reconcile Discrepancies.

Where there are mismatches or discrepancies between 4.0, 10.0 and 15.0, reconciliation is required. The preliminary curriculum objectives and the preliminary industry perceived requirements will be revised in the light of the report which is the product of 14.0.

19.0 Determine Required Learner Characteristics.

In this function those characteristics of the successful Import Auto Technician are identified; that is, a determination of what must the successful entry-level employee look like, what kinds of physical attributes or characteristics must he have, what kinds of psychological characteristics must the employee have, what kinds of attitudinal characteristics must the employee have. The product from this function is a list of the learner characteristics that are required for the successful entry-level employee.

20.0 Determine Learner Characteristics of Potential Trainees.

Based upon the required learner characteristics identified in 18.0, what are the current or actual learner characteristics of those who might enroll in the program? This function is designed to take a look at the real world so that it will be possible to have a "reading" of the characteristics of the average potential trainee in the program, compared with the required characteristics.

21.0 Identify Discrepancies Between Current and Required Learner Characteristics.

In functions 19.0 and 20.0 the required and current learner characteristics have been identified. In this step, the discrepancies or gaps are determined between the current learner characteristics and the required learner characteristics; it is quite possible that the required learner characteristics identified by employers and educators will not fit the learner characteristics of the disadvantaged students who will enroll in this program. During this step, therefore, those gaps are identified and listed.

22.0 List Learner Characteristics Needs (Discrepancies Between Current Learner Characteristics and Required Learner Characteristics).

In function 20.0 the gaps or discrepancies between the current and required learner characteristics have been determined and listed. During this step, the gaps are identified in measurable terms and listed in priority order.

23.0 Obtain Required Approvals.

This function represents the formal approval step for functions 4.0 through 22.0. Once this approval is given, the curriculum development begins, based upon the preliminary curriculum and the obtained empirical data.

24.0 Determine Learner Skills, Knowledge and Attitudes Requirements.

Based upon the data obtained from all of the functions which have been accomplished prior to 24.0, the skills, knowledge, and attitudes requirements for entry level Import Auto Technicians are identified and listed. These requirements are the foundation for the definition of the program objectives to be included in the curriculum guide.

25.0 Translate 22.0 into Summative Program Objectives to be Accomplished by Los Angeles Community College District.

26.0 Translate 22.0 into Summative Program Objectives to be Accomplished by the Import Auto Dealers.

Once the learner skills, knowledge, and attitudes requirements have been identified in 24.0, the planning task force will translate those requirements into summative objectives. A summative objective is an objective to be attained at the end of the training program. By definition, summative objectives are program end-of-training objectives. The reader will note that the summative objectives are listed in two categories, those to be accomplished by the Community College District and those to be accomplished through hands-on training at the import auto dealership. These objectives provide the basic criteria by which the training program will be evaluated.

27.0 Translate 24.0 into Formative Program Objectives to be Accomplished by the Los Angeles Community College District.

28.0 Translate 24.0 into Formative Program Objectives to be Accomplished by the Import Auto Dealers.

From the learner skills, knowledge and attitude requirements identified in 24.0, the formative objectives are derived. A formative objective is an "enroute" objective to be accomplished through the learning sequences of the program. By definition, a formative objective leads to the accomplishment of a summative objective. Very often,

a summative objective will have a set of formative objectives logically sequenced which, if accomplished, will lead to the achievement of the summative objective. The reader should again note that this is done for the training to be accomplished by the Community College District and by the Import Auto Dealerships.

29.0 Identify Required Skills, Knowledge and Attitudes, Developmental Steps and Sequences.

Based upon the summative and formative objectives identified for both the Community College District and Dealership Training Programs, the learning steps are identified and placed in logical sequential order to maximize student learning in the shortest time possible. What is known from learning theory and the field of educational psychology will be utilized in developing these learning steps and sequences.

30.0 Identify Curricular Methods-Means.

Given the summative and formative objectives for the program and the identified learning steps and sequences, the actual curriculum will be developed. This process involves the determination of alternative learning strategies along with their advantages and disadvantages; based upon an objective set of criteria, the selection of those methods-means most appropriate to the stated program objectives. The curricular methods-means includes the identification of all required learning vehicles such as written and audio-visual-media materials, the training strategies to be employed, and the selected training aids.

31.0 Identify Required Time, Personnel, Facilities and Financial Resources.

Based upon the identified summative and formative program objectives, the developmental steps and sequences, and the identified curriculum, the resources required to implement the program are estimated. These resources include average training time, personnel requirements, facilities requirements and the required financial resources.

32.0 Determine Matches and Mismatches Between 11.0 and 29.0.

In 12.0 the currently available time, personnel, facilities and financial resources are identified for the Import Auto Technician Program. In 31.0 the required time, personnel, facilties and financial resources are identified for the summative and formative objectives and curriculum

to be included in the curriculum guides. If there is a gap or discrepancy between the currently available resources and those which are required, then a reconciliation will be necessary. Based upon that reconciliation, a revision is made in the program. This revision is the outcome of functions 31 through 34.

33.0 Reconcile Discrepancies.

Once the resource gaps have been identified, the reconciliation occurs. This is usually a trade-off process between what the planning task force hopes to accomplish and what is feasible within the resources available. Either increased resources can be applied to the program to achieve the objectives as stated, or the program is revised downward within the realistic resource framework.

34.0 Determine Revised Summative Program Objectives.

Based upon the reconciliation between the available and required resources and the developed curriculum (functions 24.0 through 30.0), the end-of-program or summative objectives are revised; this is an attempt to bring the "ideal" curriculum of the planning team within the reality framework of feasible resource allocation.

35.0 Determine Revised Formative Program Objectives.

In the same way as the summative objectives are revised in 32.0 above, so the formative objectives are revised.

36.0 Select Revised Curricular Methods-Means.

When the summative and formative objectives are revised, it is necessary to also revise the curriculum to match the revised objectives. This is usually a cutting back operation where the ideal program is changed to meet the reality-oriented objectives (hopefully) identified in the revision phases of 34.0 and 35.0.

37.0 Obtain Required Approvals.

With this function, the revised training program (including objectives, resources and curriculum) is approved by the appropriate personnel in the Community College District and planning task force.

38.0 List Approved Program Objectives, Methods-Means and Resources.

When the required approvals are secured, the program is listed for all interested parties to review.

39.0 Develop Student Recruitment Plan.

Given the approved program, the student recruitment plan is developed. The recruitment plan is one of the features identified in the project proposal which was granted by the funding agency and represents the efforts by the Community College District to meet the formal grant requirements.

40.0 Develop Job Placement Counseling Plan.

The job placement counseling plan is also a grant requirement and is developed during this function in the sequence of the project.

41.0 Develop Job Placement Vehicle Plan.

The original grant also refers to the development of a job placement sub-system to insure that the import auto technician trainees will secure jobs upon completion of training.

42.0 Conduct Required In-Service Training Program (if required).

Based upon the developed objectives and curriculum, the in-service training (which might be required to retool the current educators) should be identified and listed. This might not be necessary depending upon: 1) the nature of the program that is identified and/or; 2) the skill, knowledge, and attitude levels of the existing staff who will be involved in the training program.

43.0 Validate Training Summative and Formative Objectives.
44.0 Validate Training Materials.
45.0 Validate Training Aides.
46.0 Validate Program Methods-Means.

These four functions represent the validation phase for the training program. The validation should consist of an empirical field-test to determine the success of the program. Because of time and financial constraints, however, validation will not be possible before the curriculum guides are developed and published. In this project,

the program will be validated at the end of the first year of operation. These functions are included in the management plan, however, to show the reader that in the ideal case, this is where the validation would occur. Note that these functions are surrounded by dotted lines in the flow-block-diagram; this is done to show that validation in this management plan is a place-holding operation and not a real function which will be accomplished before curriculum guide publication.

47.0 Determine Maintenance Requirements.
48.0 Determine Change Requirements.

These two functions are also part of the validation process and suggest that upon completion of functions 43.0 through 46.0, those components of the field tests which produced student achievement at the desired levels should be "cast in concrete" as maintenance requirements. This will insure that during the full-scale implementation, the obtained achievement levels will be maintained. Undoubtedly, in a field test situation, change requirements would also be identified. For those summative and formative objectives not met during the validation phase, it is necessary to either revise the curricular methods-means or to revise the objectives to meet the existing program. Regardless, however, where students success is not achieved, revision is necessary and a determination of change requirements is imperative. The reader should note the dotted lines for function 47.0 and 48.0 in the flow-block-diagram. They indicate that in the ideal sense, the functions should be accomplished but, again, because of time and resource constraints, it will not be possible before the publication of the curriculum guides.

49.0 Obtained Required Approvals.

The approvals referred to in this function relate to the student recruitment plan (39.0), job placement counseling plan (40.0), job placement vehicle plan (41.0), and the required in-service training (42.0). If the planning task force were able to validate the program, these approvals would also refer to functions 43.0 through 48.0.

50.0 Publish Curriculum Guides.

When the functions through 49.0 have been accomplished, the Import Auto Technician training program is complete and this function represents the publication of the

curriculum guides detailing the program. The curriculum guide will meet all of the requirements of the funding agency and will minimally contain the management plan, the training objectives (both summative and formative), the curricular methods-means and other features identified by the planning task force.

51.0 Distribute Curriculum Guides to Funding Agencies.

Once the Curriculum Guides are published, they will be distributed to the funding agency.

MISSION PROFILE

for

MODEL FOR COORDINATING OCCUPATIONAL EDUCATION BETWEEN CAMPUSES

by

John Owens

ERIC

MISSION OBJECTIVE

By _____, John Owens, working with other personnel, will develop and implement a management plan to coordinate the occupational education programs for the two campuses of the Coast Community College District. The developed plan will operate within the framework of existing district policy and will be accepted by the following:

1. the Board of Education,
2. the Chancellor,
3. the College Presidents,
4. the Deans of Instruction,
5. the Advisory Committees,
6. the Office of Development, and
7. DW Chairmen.

The primary responsibility of the management plan will be to support the two campuses of the district.

PERFORMANCE REQUIREMENTS

1. The management plan will identify occupational education coordination requirements within the district.

2. The management plan will not infringe upon arenas of activity or personnel who do not want to work within the framework of the plan.

3. The coordination requirements of the plan will be determined by the personnel listed in the Mission Objective.

4. The management plan will identify overlapping occupational education activities within the district and will coordinate these activities to the satisfaction of the personnel involved.

5. The management plan will provide for the identification of outside funding sources which could fund projects within the district. Funding proposals will be coordinated through the District Director of Occupational Education so that two or more proposals are not competing for the same funds to the detriment of the district.

6. The management plan must involve the persons listed in the Mission Objective at the appropriate steps in the district decision-making process.

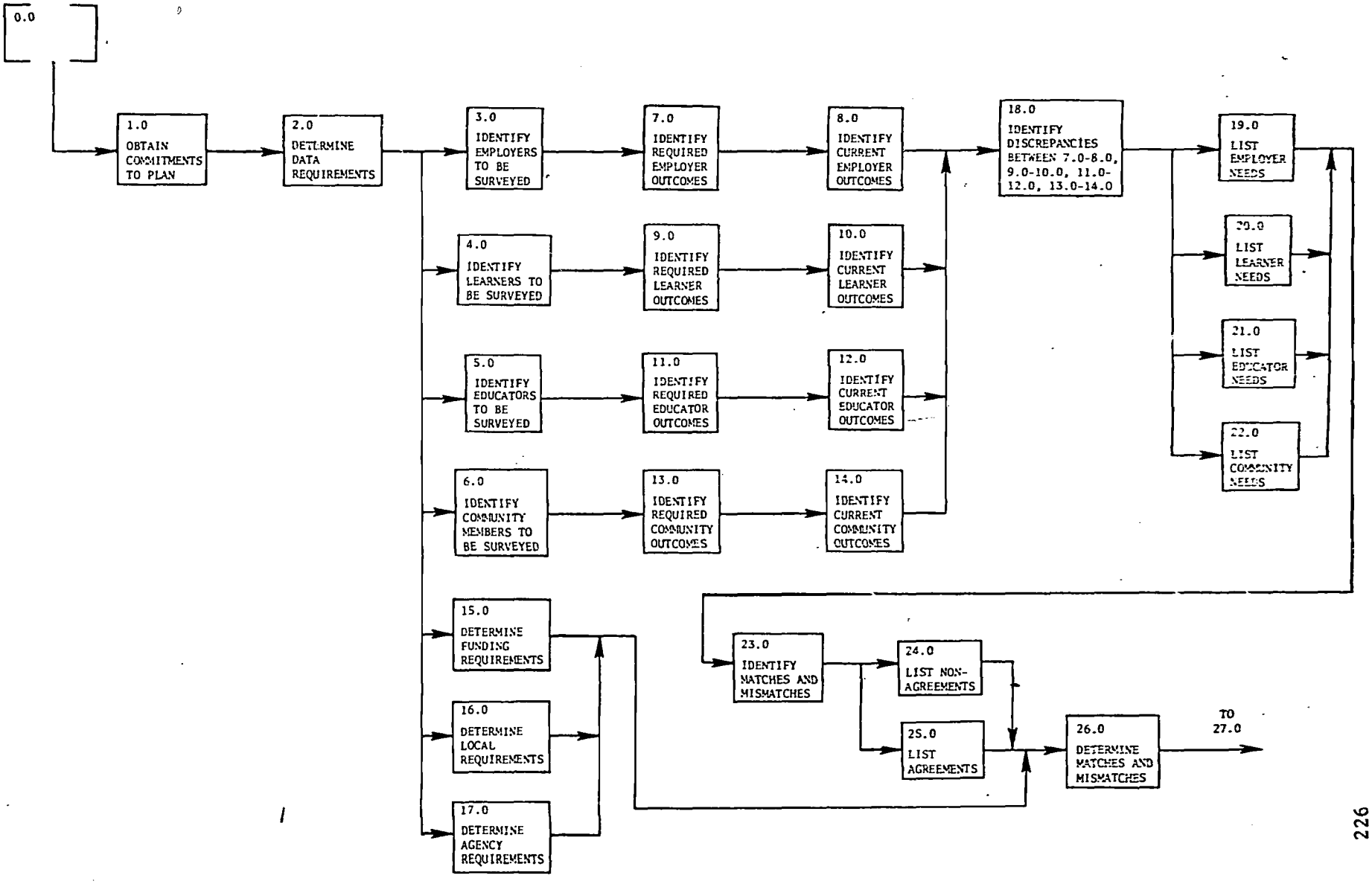
0.0
1.0 OBTAIN COMMITMENTS TO PLAN
2.0 DETERMINE DATA REQUIREMENTS
3.0 IDENTIFY EMPLOYERS TO BE SURVEYED
4.0 IDENTIFY LEARNERS TO BE SURVEYED
5.0 IDENTIFY EDUCATORS TO BE SURVEYED
6.0 IDENTIFY COMMUNITY MEMBERS TO BE SURVEYED
7.0 IDENTIFY REQUIRED EMPLOYER OUTCOMES
9.0 IDENTIFY REQUIRED LEARNER OUTCOMES
11.0 IDENTIFY REQUIRED EDUCATOR OUTCOMES
13.0 IDENTIFY REQUIRED COMMUNITY OUTCOMES
8.0 IDENTIFY CURRENT EMPLOYER OUTCOMES
10.0 IDENTIFY CURRENT LEARNER OUTCOMES
12.0 IDENTIFY CURRENT EDUCATOR OUTCOMES
14.0 IDENTIFY CURRENT COMMUNITY OUTCOMES
18.0 IDENTIFY DISCREPANCIES BETWEEN 7.0-8.0, 9.0-10.0, 11.0-12.0, 13.0-14.0
19.0 LIST EMPLOYER NEEDS
20.0 LIST LEARNER NEEDS
21.0 LIST EDUCATOR NEEDS
22.0 LIST COMMUNITY NEEDS
15.0 DETERMINE FUNDING REQUIREMENTS
16.0 DETERMINE LOCAL REQUIREMENTS
17.0 DETERMINE AGENCY REQUIREMENTS
23.0 IDENTIFY MATCHES AND MISMATCHES
24.0 LIST NON-AGREEMENTS
25.0 LIST AGREEMENTS
26.0 DETERMINE MATCHES AND MISMATCHES
TO 27.0

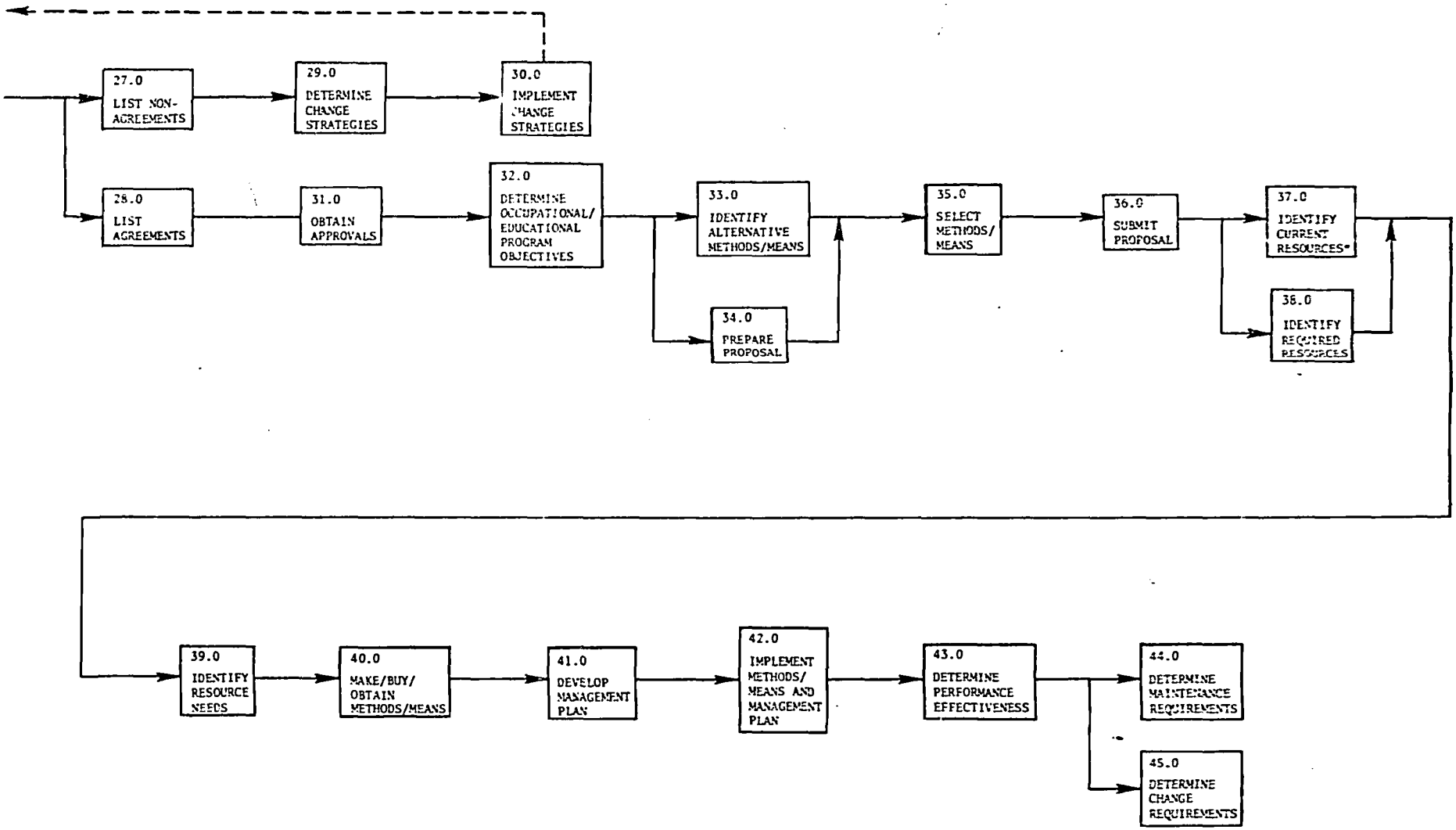

* FINANCIAL, PERSONNEL, FACILITIES, SUPPORT SERVICES RESOURCES

MISSION CAMPUS PLANNING

A SYSTEM DESIGN

WEST VALLEY JOINT

COMMUNITY COLLEGE DISTRICT

Warren Sorenson

December 11, 1972

ERIC

MISSION CAMPUS PLANNING COMMITTEE

MISSION OBJECTIVE

By June 30, 1973, develop a plan for identifying required learner outcomes (skills, knowledge, attitudes) for the Mission Campus of West Valley College. These identified outcomes will be based on needs of learners, educators and community, and will supplement the existing program of instruction at the Saratoga Campus.

PERFORMANCE REQUIREMENTS

1. Needs will be identified for learners, educators and community and will identify the measurable discrepancies between current and required outcomes for the above partners in education. These needs will relate to learner skills, knowledge and attitudes.

2. The developed educational specifications will provide for learners whose personal goals may be in general education, continuing education, college transfer and/or occupational education.

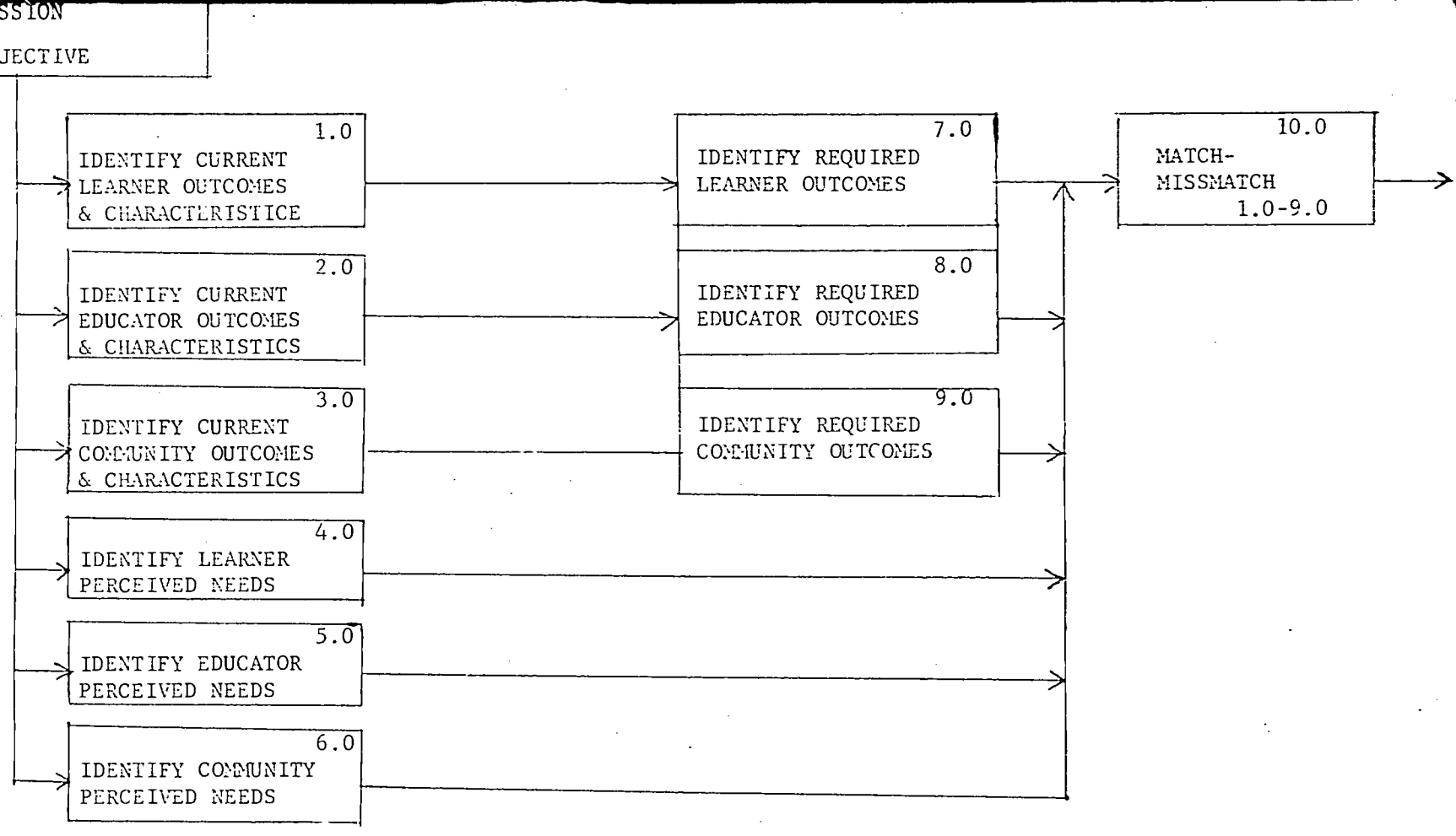
MISSION
OBJECTIVE
1.0
IDENTIFY CURRENT LEARNER OUTCOMES & CHARACTERISTICE
2.0
IDENTIFY CURRENT EDUCATOR OUTCOMES & CHARACTERISTICS
3.0
IDENTIFY CURRENT COMMUNITY OUTCOMES & CHARACTERISTICS
4.0
IDENTIFY LEARNER PERCEIVED NEEDS
5.0
IDENTIFY EDUCATOR PERCEIVED NEEDS
6.0
IDENTIFY COMMUNITY PERCEIVED NEEDS
7.0
IDENTIFY REQUIRED LEARNER OUTCOMES
8.0
IDENTIFY REQUIRED EDUCATOR OUTCOMES
9.0
IDENTIFY REQUIRED COMMUNITY OUTCOMES
10.0
MATCH-MISSMATCH
1.0-9.0

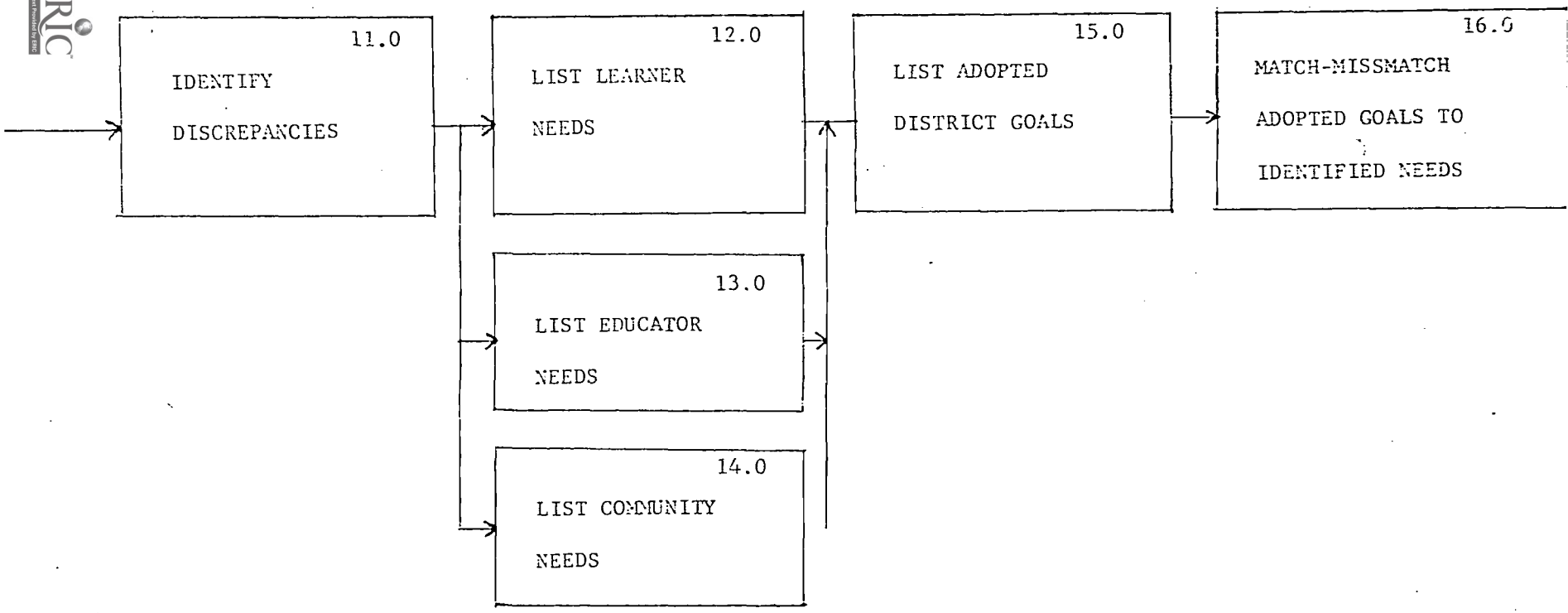
11.0
IDENTIFY
DISCREPANCIES
12.0
LIST LEARNER
NEEDS
13.0
LIST EDUCATOR
NEEDS
14.0
LIST COMMUNITY
NEEDS
15.0
LIST ADOPTED
DISTRICT GOALS
16.0
MATCH-MISSMATCH
ADOPTED GOALS TO
IDENTIFIED NEEDS

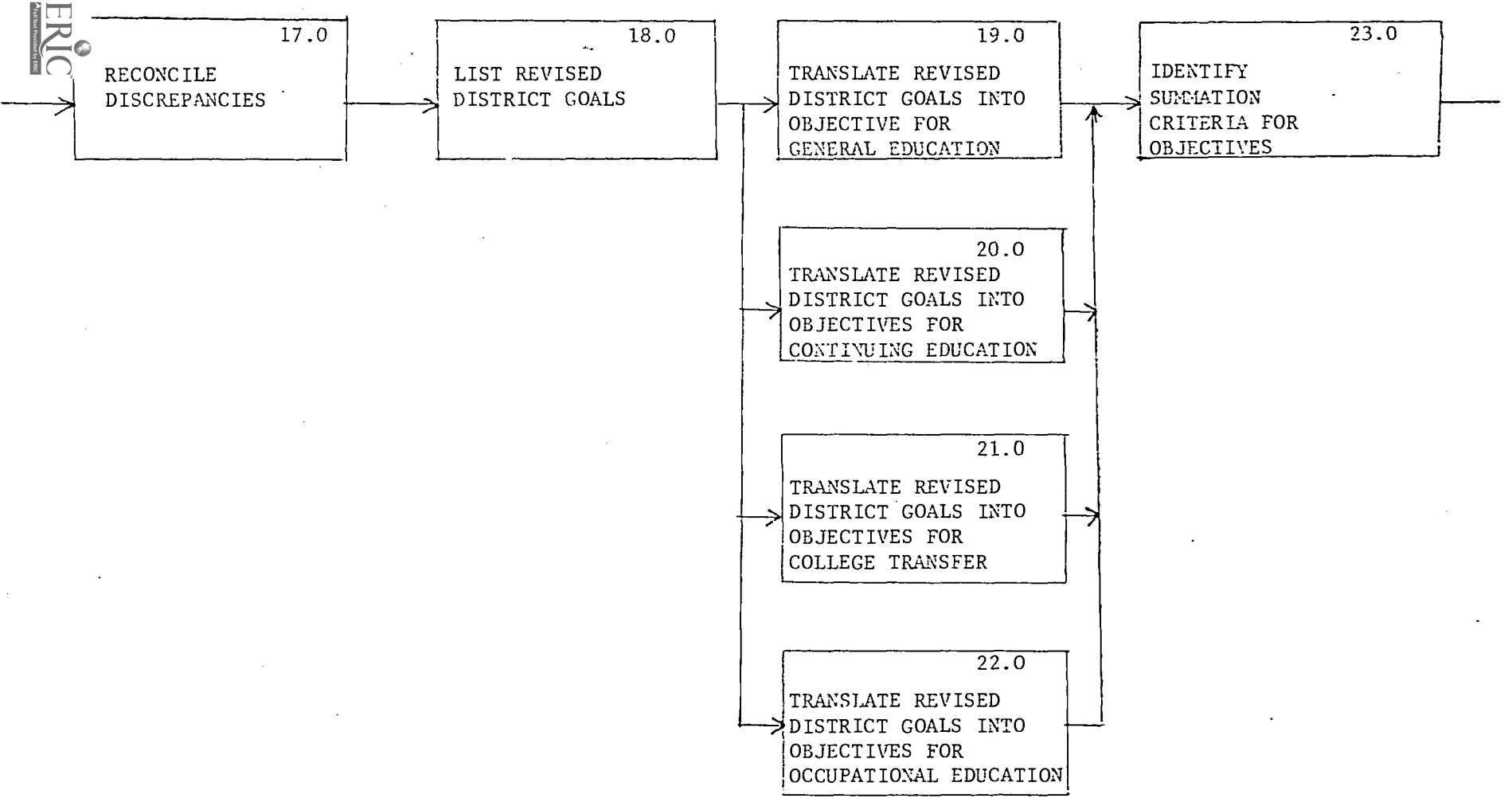
17.0
RECONCILE DISCREPANCIES
18.0
LIST REVISED DISTRICT GOALS
19.0
TRANSLATE REVISED DISTRICT GOALS INTO OBJECTIVE FOR GENERAL EDUCATION
20.0
TRANSLATE REVISED DISTRICT GOALS INTO OBJECTIVES FOR CONTINUING EDUCATION
21.0
TRANSLATE REVISED DISTRICT GOALS INTO OBJECTIVES FOR COLLEGE TRANSFER
22.0
TRANSLATE REVISED DISTRICT GOALS INTO OBJECTIVES FOR OCCUPATIONAL EDUCATION
23.0
IDENTIFY SUMMATION CRITERIA FOR OBJECTIVES

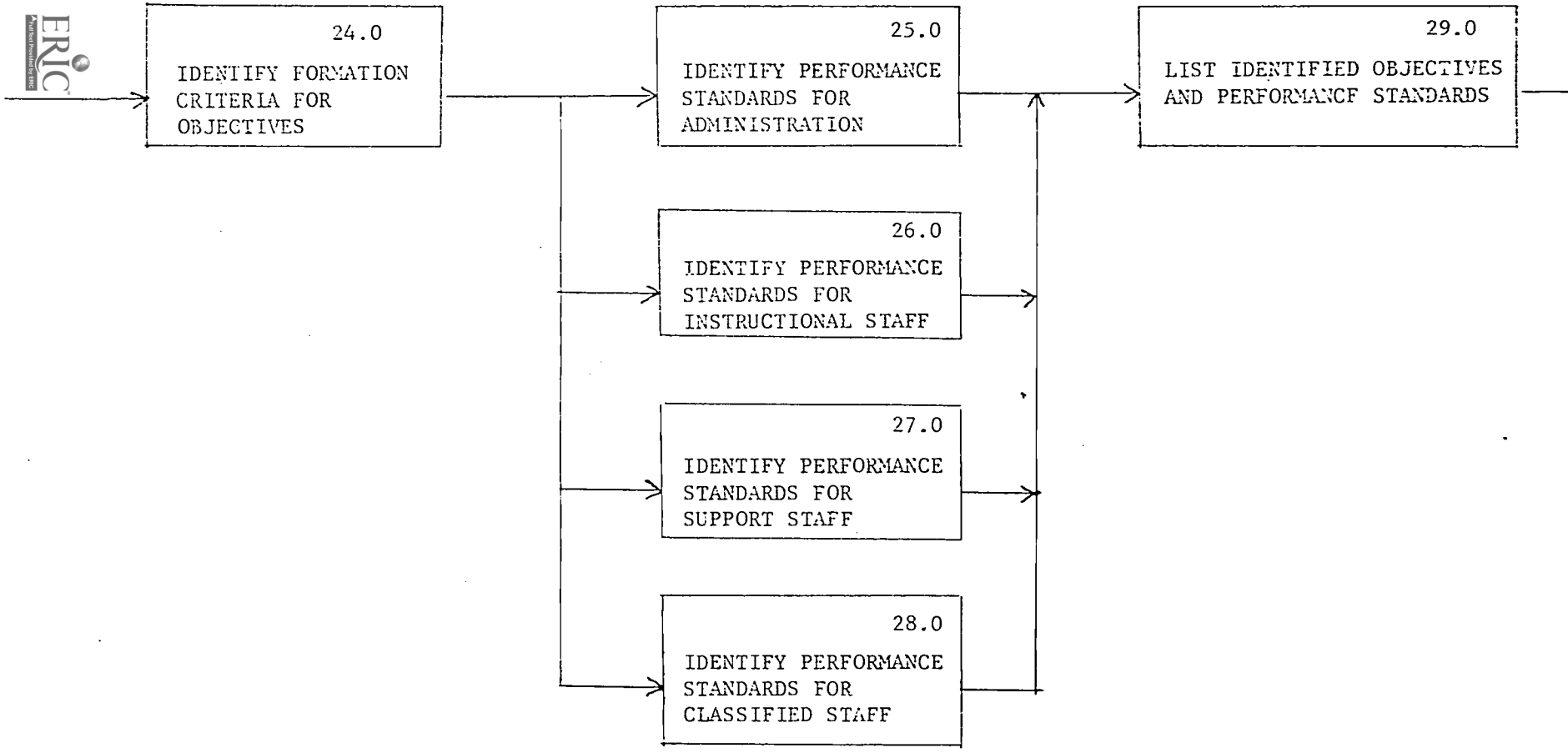
24.0
IDENTIFY FORMATION CRITERIA FOR OBJECTIVES
25.0
IDENTIFY PERFORMANCE STANDARDS FOR ADMINISTRATION
26.0
IDENTIFY PERFORMANCE STANDARDS FOR INSTRUCTIONAL STAFF
27.0
IDENTIFY PERFORMANCE STANDARDS FOR SUPPORT STAFF
28.0
IDENTIFY PERFORMANCE STANDARDS FOR CLASSIFIED STAFF
29.0
LIST IDENTIFIED OBJECTIVES AND PERFORMANCF STANDARDS

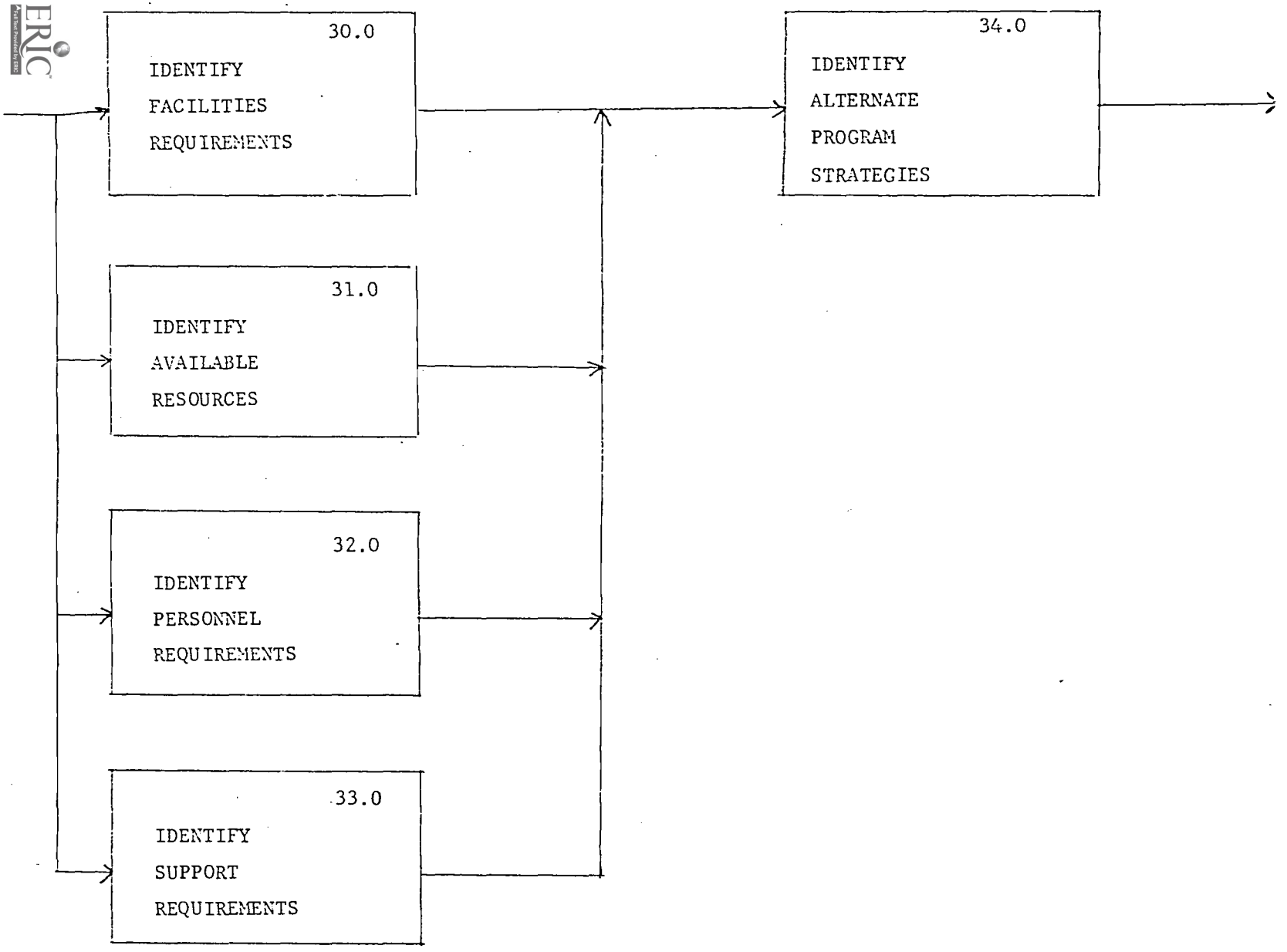
30.0
IDENTIFY
FACILITIES
REQUIREMENTS
31.0
IDENTIFY
AVAILABLE
RESOURCES
32.0
IDENTIFY
PERSONNEL
REQUIREMENTS
33.0
IDENTIFY
SUPPORT
REQUIREMENTS
34.0
IDENTIFY
ALTERNATE
PROGRAM
STRATEGIES

MISSION PROFILE

for

MODEL DEVELOPMENT FOR A MASTER PLAN

TO IMPLEMENT VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

by

Louis Trapp

MISSION OBJECTIVE

By September, 1973, the area coordinator for vocational education (G. Louis Trapp) will develop a model for a master plan to implement vocational-technical education for Los Medanos Community College. The plan will include all requirements necessary for implementation relative to the needs of students, educators, and community.

PERFORMANCE REQUIREMENTS

1. A need is defined as the measurable discrepancy between a required condition and a current condition -- the gaps between "what is" and "what should be."

2. Needs will be determined for and by learners, educators, and community.

3. A measurable objective will conform to the criteria for stating measurable objectives as defined by Mager, R. F., ("Preparing Instructional Objectives").

4. What is developed in the master plan will be accepted by at least 80% of the following persons as determined on a broken five-point scale from completely accepted to completely rejected. Consensus will be S.A. or C.A.

   EXAMPLE:

C.A.	S.A.	U.	S.R.	C.R.
Completely Acceptable	Somewhat Acceptable	Undecided	Somewhat Rejected	Completely Rejected

   1. Board of Trustees
   2. C.C. Superintendent
   3. C.C. President
   4. Deans

5. The model will provide for determining the needs of target students, educators in the district, and the communities served by the college as indicated by at least 60% of each group approving the model.

6. The identified needs will be placed in priority order using an established set of criteria for determining priority, and will be approved by at least 60% of each group.

7. The selected priority needs will be translated into performance requirements to be achieved in terms of student behavior, and certified as acceptable by the project director.

8. Measurable objectives will be established for every student program offered in vocational-technical education at the college, and certified as acceptable by the project director.

9. At least three alternative learning strategies will be developed and considered for every program offered.

10. Program strategies will be selected using a set of developed criteria approved by:

    A. Community College Board

    B. Community College District Superintendent

    C. Community College President

11. The alternative program strategies selected will be approved by at least 75% of each of the following:

    A. Deans

    B. Counselors

    C. Department or Division Chairmen

    D. Involved departmental or division faculty

    E. Representative learners for departments

12. In program strategy selection, at least one of the criteria to be used is that of cost-effectiveness. Definition:

    Input cost $\leq$ Return on Investment

13. A management plan will be developed for each program to insure: (a) Objectives of the program are achieved; (b) The program specifications have been met; (c) The planning will be on time; (e) Within projected resources financial, material, and personnel -- allocated to the program, and will be approved by the advisory council.

14. Every developed program will provide for formative and summative evaluation of student outcome. The focus for evaluation will be to provide information on which to make decisions, re: revision requirements.

15. Every program will be revised as required as indicated by the formative and summative evaluations, and will be able to demonstrate where such changes have been made.

16. Any plan, when implemented, will result in:

A. Ninety percent of all learners will reach 90% of all learning objectives.

B. There will be a measurable improvement (.05 level of confidence or beyond) in:

1. Learner self-concept as measurable by one or more of the following:

a. Locally constructed self-concept instrument

b. Sorenson Self-Concept Inventory

c. Other valid published or non-published self-concept inventory

2. Educator morale as determined by one or more of the following:

a. Educator self-report

b. At least 10% decrease in absentee rate

c. At least 10% increase in retention rate at end of school year

d. At least 10% increase in faculty publications

e. At least 10% increase in assuming voluntary assignments

Note from B-E: Over the average of the other community college campuses in the district (or) over the average of the previous two years at Los Medanos Community College.

3. Community acceptance of programs and outcomes as determined by three or more of the following:

a. Sixty percent or more of a random sample of managers of businesses and industries in the community college district regarding at least "acceptable" on a series of two or more five-point scales relating to community college outcomes and programs.

b. Ten percent or more reduction in letters and phone calls of complaint as compared with (1) the average of the other community colleges in the district, or, (2) the average of the previous two years at Los Medanos Community College.

c. At least a 5% increase of enrollment in classes in vocational-technical education during each of the second through sixth years from the opening of the colleges as compared with the previous years.

d. Sixty percent or more of the students responding at least "acceptable" on a series of two or more five-point scales relating to community college outcomes and programs.

e. At least a 10% increase in student achievement of learning objectives per unit of cost as compared with the average of the other community college campuses in the district.

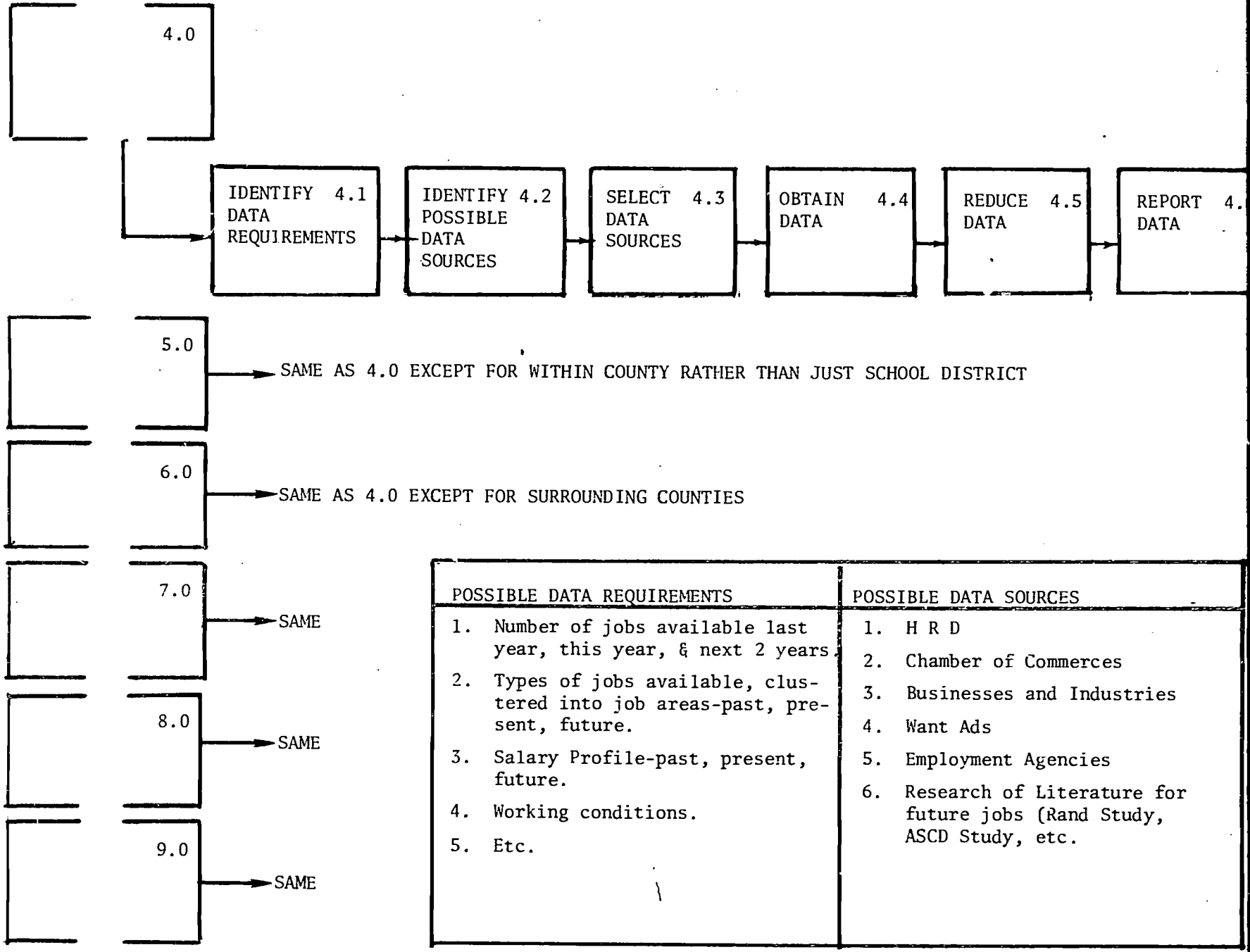
4.0
IDENTIFY 4.1 DATA REQUIREMENTS
IDENTIFY 4.2 POSSIBLE DATA SOURCES
SELECT 4.3 DATA SOURCES
OBTAIN 4.4 DATA
REDUCE 4.5 DATA
REPORT 4. DATA
5.0
SAME AS 4.0 EXCEPT FOR WITHIN COUNTY RATHER THAN JUST SCHOOL DISTRICT
6.0
SAME AS 4.0 EXCEPT FOR SURROUNDING COUNTIES
7.0
SAME
8.0
SAME
9.0
SAME
POSSIBLE DATA REQUIREMENTS
1. Number of jobs available last year, this year, & next 2 years.
2. Types of jobs available, clustered into job areas-past, present, future.
3. Salary Profile-past, present, future.
4. Working conditions.
5. Etc.
POSSIBLE DATA SOURCES
1. H R D
2. Chamber of Commerces
3. Businesses and Industries
4. Want Ads
5. Employment Agencies
6. Research of Literature for future jobs (Rand Study, ASCD Study, etc.

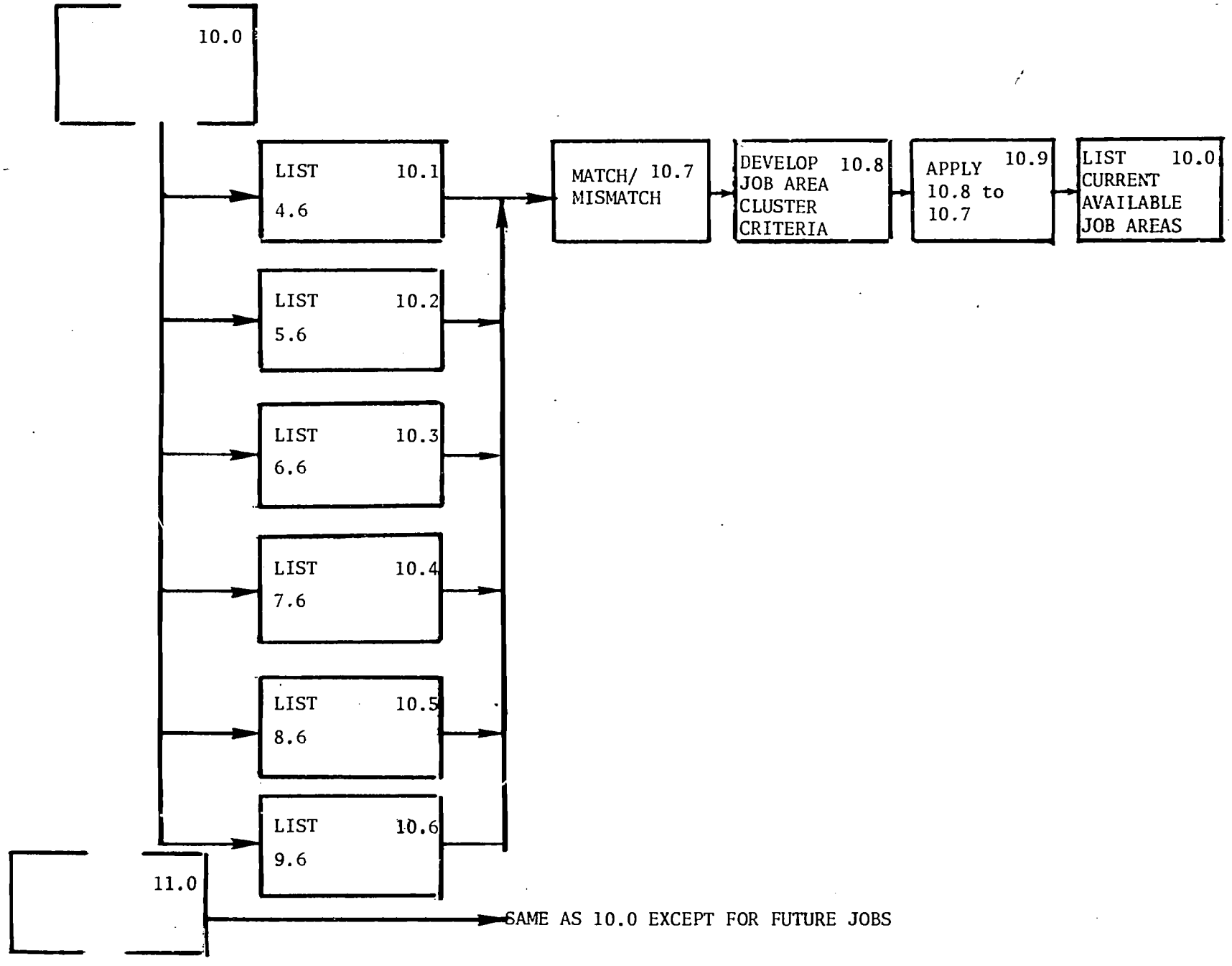
10.0
LIST 10.1
4.6
LIST 10.2
5.6
LIST 10.3
6.6
LIST 10.4
7.6
LIST 10.5
8.6
LIST 10.6
9.6
MATCH/ 10.7
MISMATCH
DEVELOP 10.8
JOB AREA
CLUSTER
CRITERIA
APPLY 10.9
10.8 to
10.7
LIST 10.0
CURRENT
AVAILABLE
JOB AREAS
11.0
SAME AS 10.0 EXCEPT FOR FUTURE JOBS

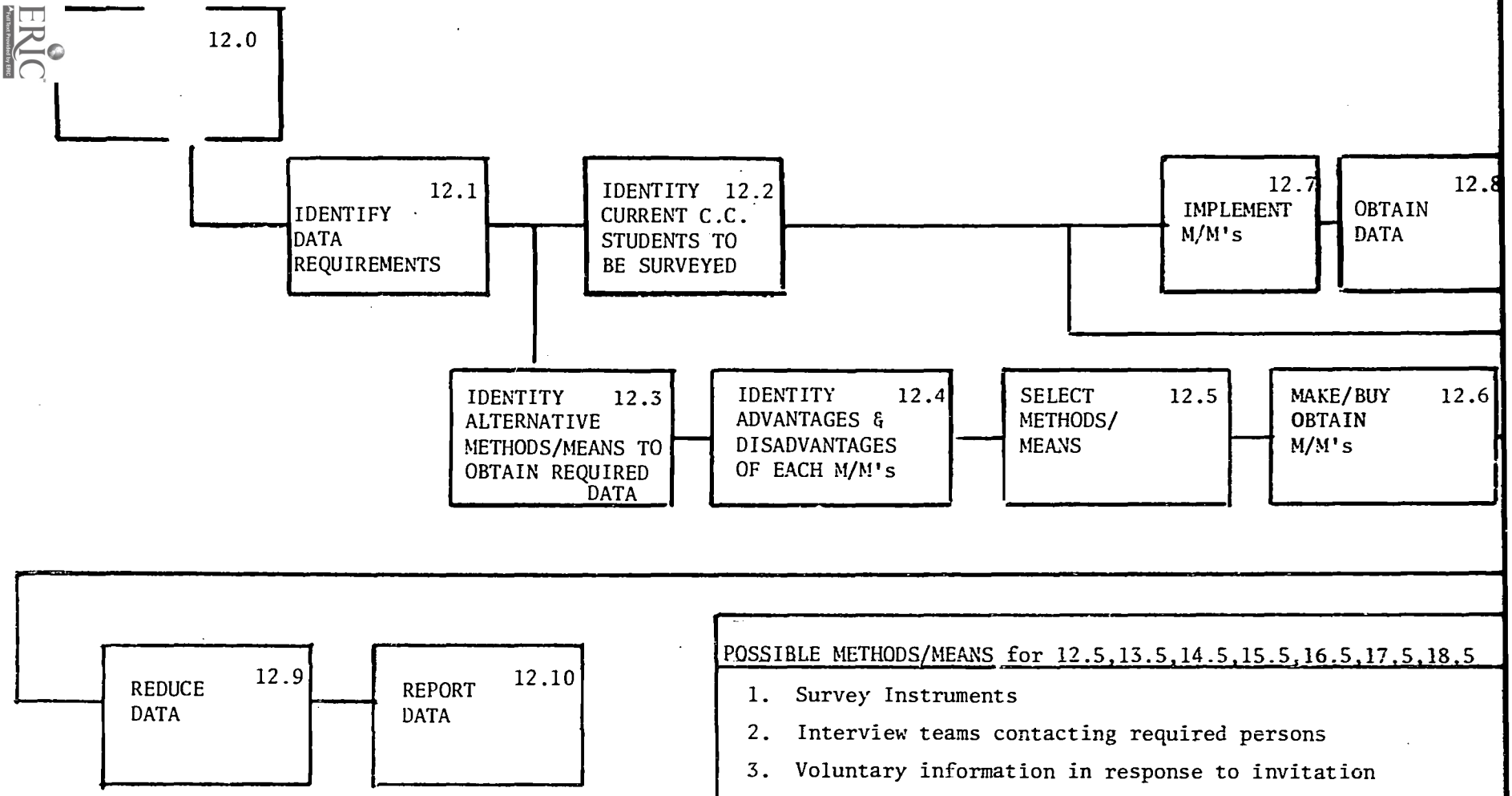

13.0 - 18.0 SAME AS 12.0

POSSIBLE METHODS/MEANS for 12.5,13.5,14.5,15.5,16.5,17.5,18.5

1. Survey Instruments
2. Interview teams contacting required persons
3. Voluntary information in response to invitation
4. Student Council and student activity and interest clubs (Possible data source)

. Etc.

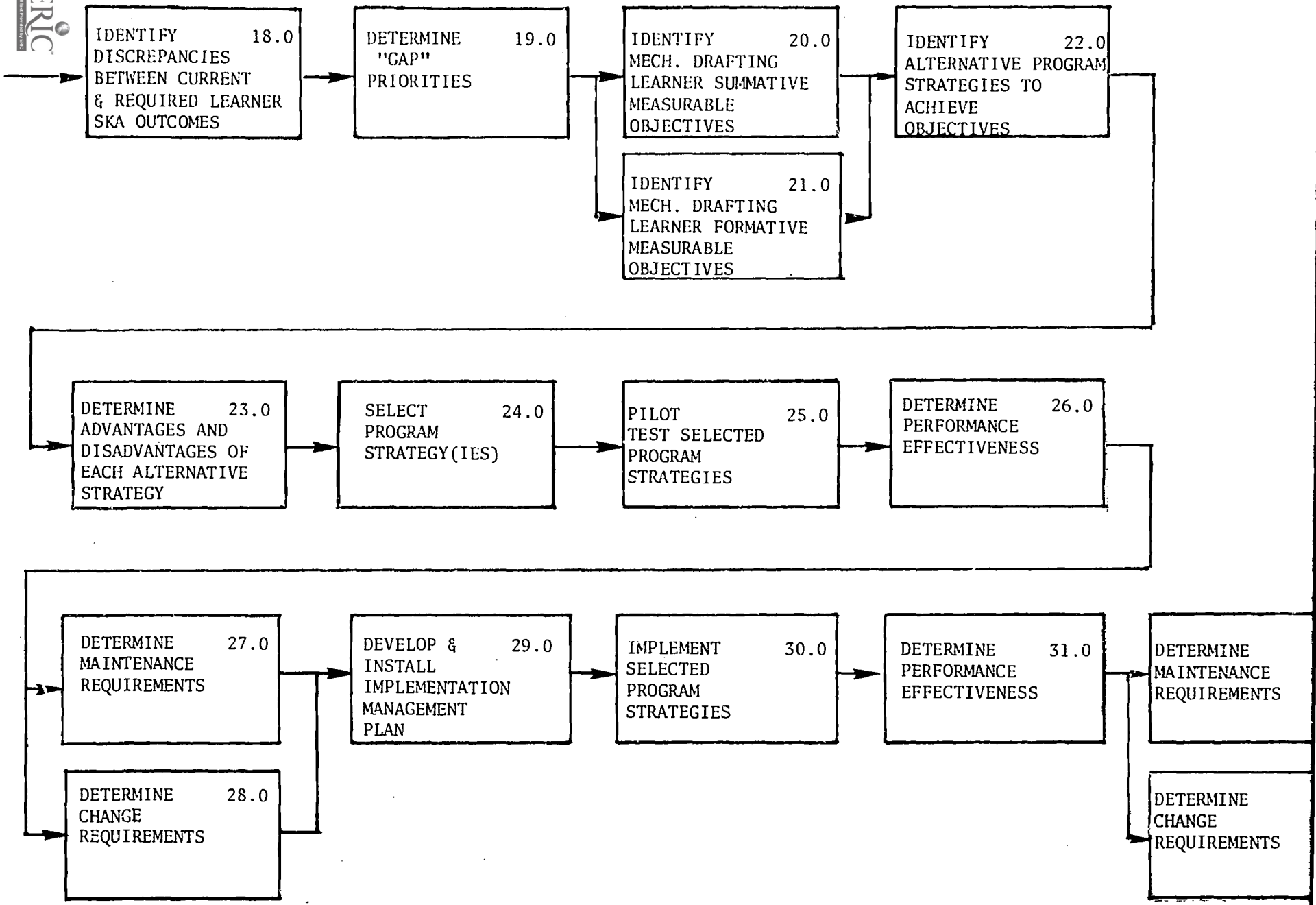
IDENTIFY DISCREPANCIES BETWEEN CURRENT & REQUIRED LEARNER SKA OUTCOMES 18.0
DETERMINE "GAP" PRIORITIES 19.0
IDENTIFY MECH. DRAFTING LEARNER SUMMATIVE MEASURABLE OBJECTIVES 20.0
IDENTIFY MECH. DRAFTING LEARNER FORMATIVE MEASURABLE OBJECTIVES 21.0
IDENTIFY ALTERNATIVE PROGRAM STRATEGIES TO ACHIEVE OBJECTIVES 22.0
DETERMINE ADVANTAGES AND DISADVANTAGES OF EACH ALTERNATIVE STRATEGY 23.0
SELECT PROGRAM STRATEGY(IES) 24.0
PILOT TEST SELECTED PROGRAM STRATEGIES 25.0
DETERMINE PERFORMANCE EFFECTIVENESS 26.0
DETERMINE MAINTENANCE REQUIREMENTS 27.0
DETERMINE CHANGE REQUIREMENTS 28.0
DEVELOP & INSTALL IMPLEMENTATION MANAGEMENT PLAN 29.0
IMPLEMENT SELECTED PROGRAM STRATEGIES 30.0
DETERMINE PERFORMANCE EFFECTIVENESS 31.0
DETERMINE MAINTENANCE REQUIREMENTS
DETERMINE CHANGE REQUIREMENTS

19.0

MATCHES/MISMATCH 12.0 - 18.0 CURRENT (DO SAME FOR PROJECTED)

Numbers represent % interested

LIST OF PROGRAM AREAS

	A	B	C	D	E	F	G	H	N
12.0 C. C. Student	20%	Etc.							
13.0 H. S. Student	50%		Etc.						
14.0 C.C. Administrator	80%			Etc.					
15.0 C.C. Education Staff	10%				Etc.				
16.0 Comm. Advisory Committees	5%					Etc.			
17.0 Employees	90%						Etc.		
18.0 Adult Education	2%							Etc.	

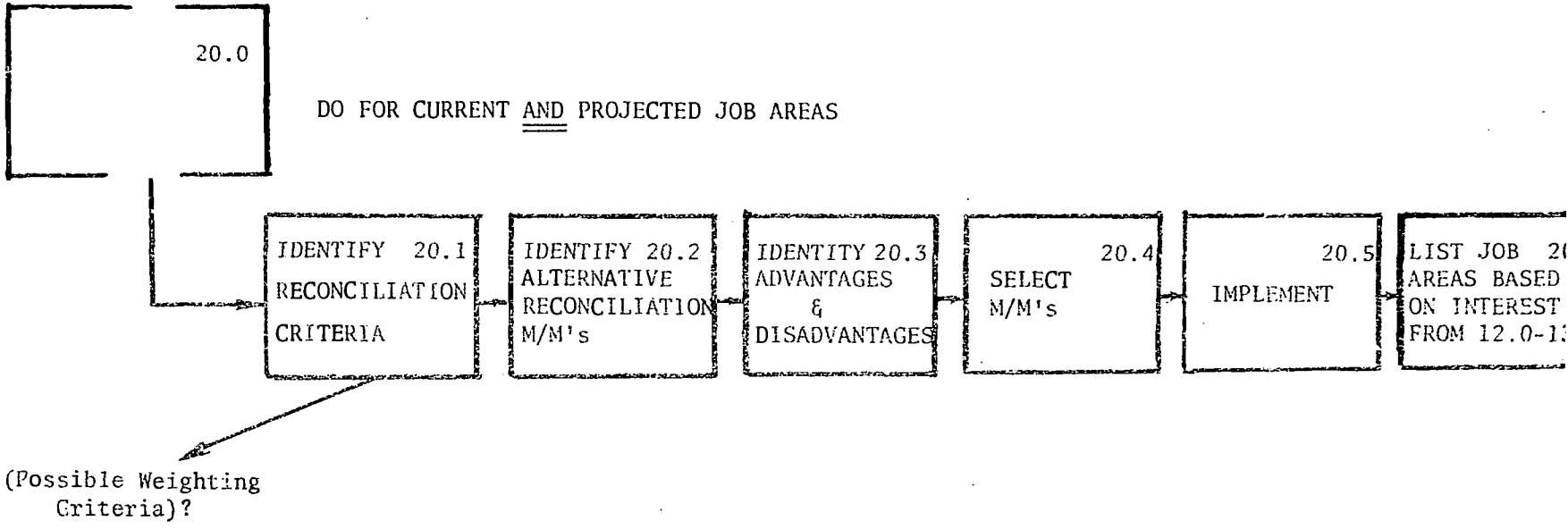
20.0
DO FOR CURRENT AND PROJECTED JOB AREAS
IDENTIFY 20.1 RECONCILIATION CRITERIA
IDENTIFY 20.2 ALTERNATIVE RECONCILIATION M/M's
IDENTITY 20.3 ADVANTAGES & DISADVANTAGES
SELECT 20.4 M/M's
IMPLEMENT 20.5
LIST JOB 2
AREAS BASED
ON INTEREST
FROM 12.0-1
(Possible Weighting Criteria)?

21.0

DO FOR CURRENT AND
PROJECTED JOB AREAS

LIST OF JOB AREAS BASED ON INTEREST DATA FROM 12.0 - 18.0

		A	B	C	D	E	F	N
CURRENT JOBS IN JOB AREAS LISTED BY JOB AREA	A	Jobs Available Interest Score	Etc. Etc.					
	B	Jobs Available Interest Score						
	C	Etc.						
	D	Etc. Etc.						
	N	Etc.	Etc.					
PROJECTED JOBS IN JOB AREAS LISTED BY JOB AREAS	A							
	B							
	C							
	D							
	N							

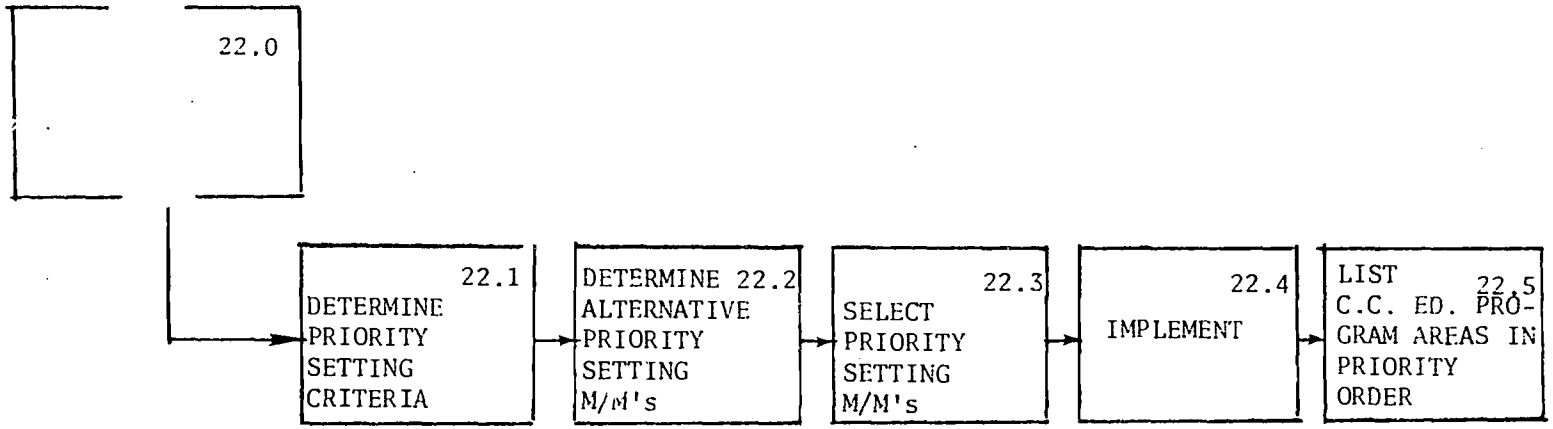
22.0
22.1
DETERMINE PRIORITY SETTING CRITERIA
DETERMINE 22.2
ALTERNATIVE PRIORITY SETTING M/M's
22.3
SELECT PRIORITY SETTING M/M's
22.4
IMPLEMENT
LIST 22.5
C.C. ED. PRO-GRAM AREAS IN PRIORITY ORDER

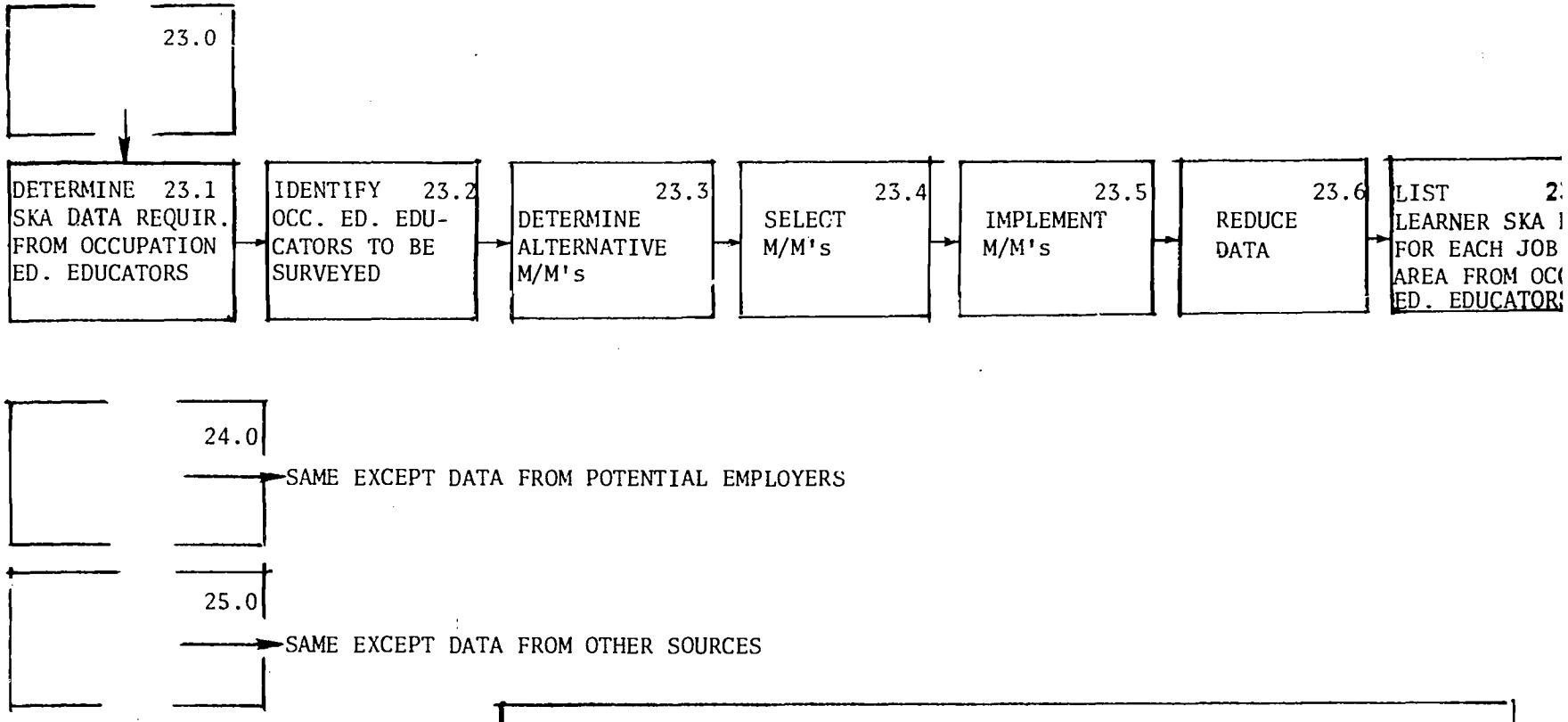

POSSIBLE S K A DATA REQUIREMENTS

1. Stated in the form of measurable objectives.
2. Possibly use Bloom's Taxonomius for S and K.
3. Etc.

26.0

MATCH - MISMATCH 23.0 - 25.0

NUMBERS REPRESENT PERCENTAGES

	SKA REQUIREMENTS A	SKA REQUIREMENT B	SKA REQUIREMENT	ETC.	
OCCUPATIONAL EDUCATION EDUCATORS	23%	ETC.	ETC.		
POTENTIAL EMPLOYERS	82%	ETC.	ETC.		
OTHER SOURCES	45%	ETC.	ETC.		

27.0

→ SAME AS 20.0

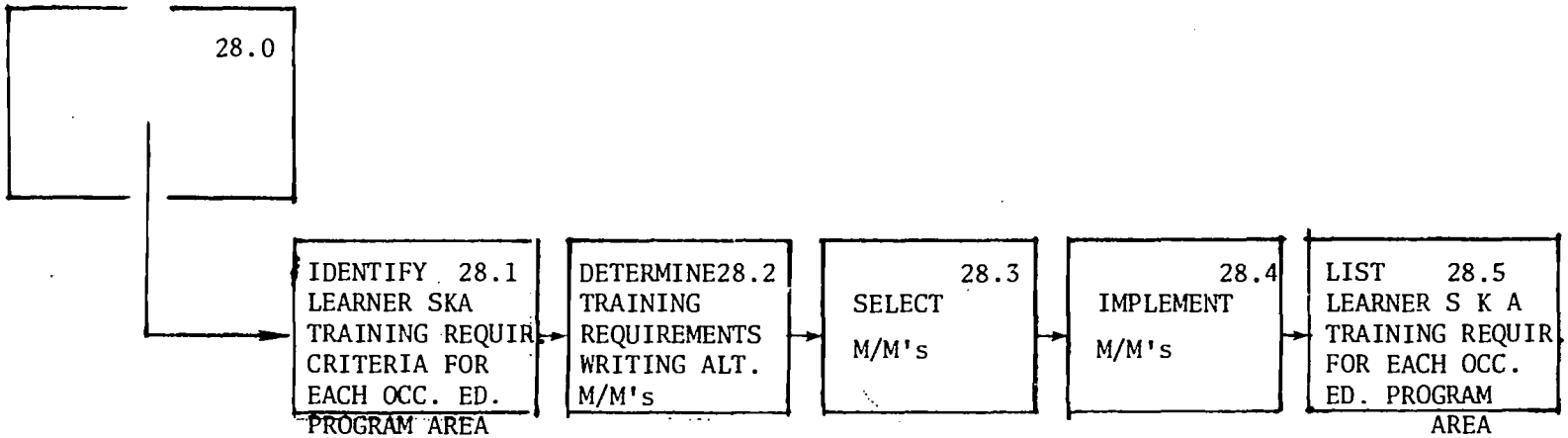

28.1 Possible Training Requirement Criteria

- 28.1.1 Mager's Criteria
- 28.1.2 Insgroup's Criteria
  Popham's Criteria
- 28.1.3 Smith's Criteria
- 28.1.4 Epic's Criteria
- 28.1.5

29.0 Same as 28.0 except for summative objectives.

30.0 Same as 28.0 except for formative objectives.

28.2 Possible Alternative Strategies Training Requirements.

- 28.2.1. Train Local Educators
- 28.2.2. Consultants with T.R.'s with Educator's Reacting.
- 28.2.3 I. O. X. (Instr. Objective Exchange)
- 28.2.4 Other Literature or Data
- 28.2.5 Combination of the above
- 28.2.6 Etc.

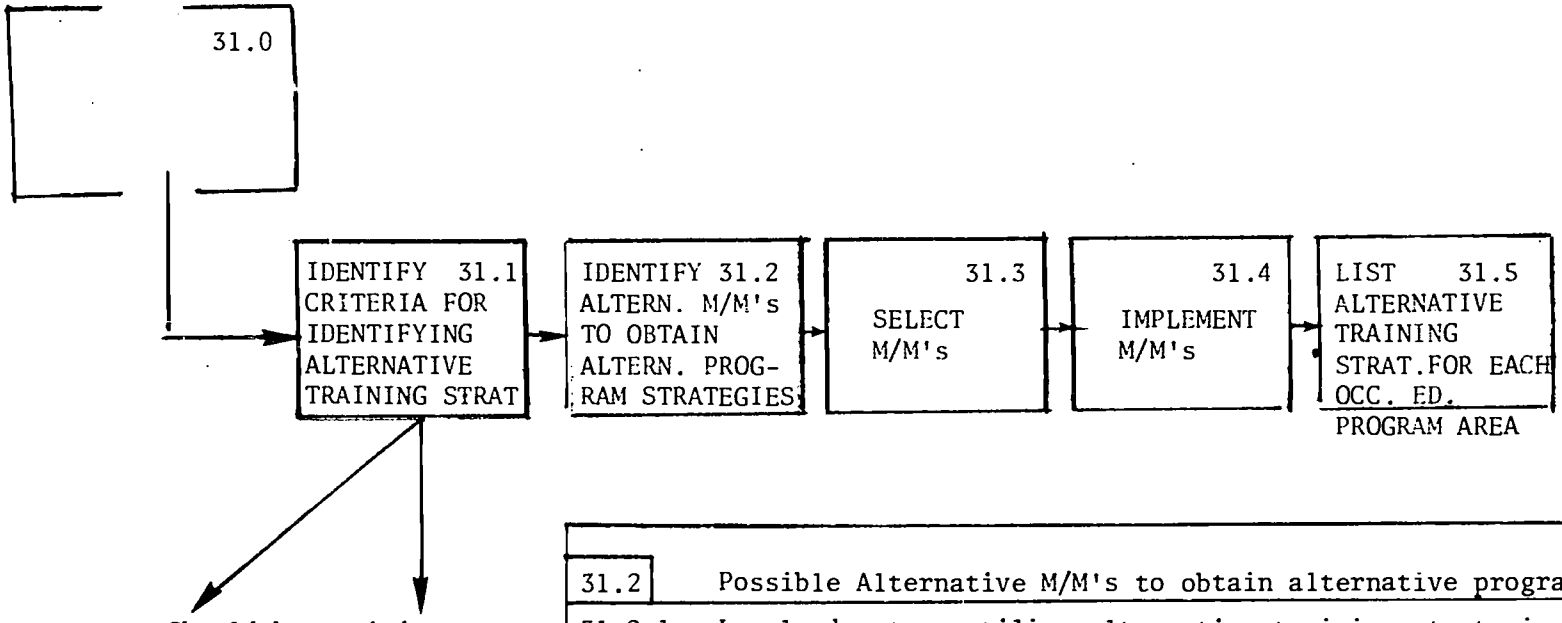

Should be a minimum of 3 alternatives developed for each occupational education program area.

31.2	Possible Alternative M/M's to obtain alternative program strategies
31.2.1.	Local educators utilize alternative training strategies for each occupational education program area.
31.2.2	Consultants do same as 31.2.1
31.2.3	Lou do it.
31.2.4	Survey literature (any of the above 3 do it)
31.2.5	Combination of any of the above.
31.2.6	Etc.

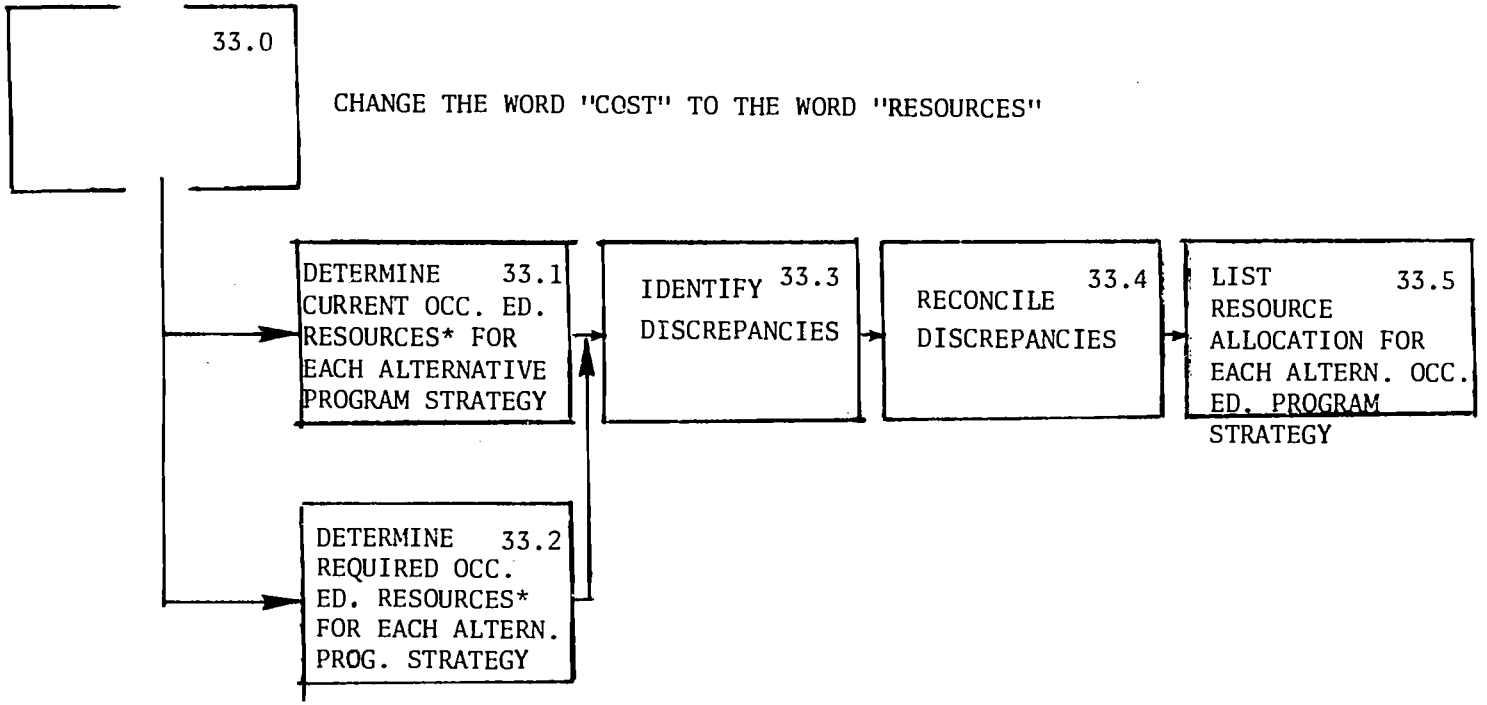

SEE COMMENTS ON CONTROL SHEET

*RESOURCES=FINANCIAL, PERSONNEL, FACILITIES, SUPPORT SERVICES RESOURCES

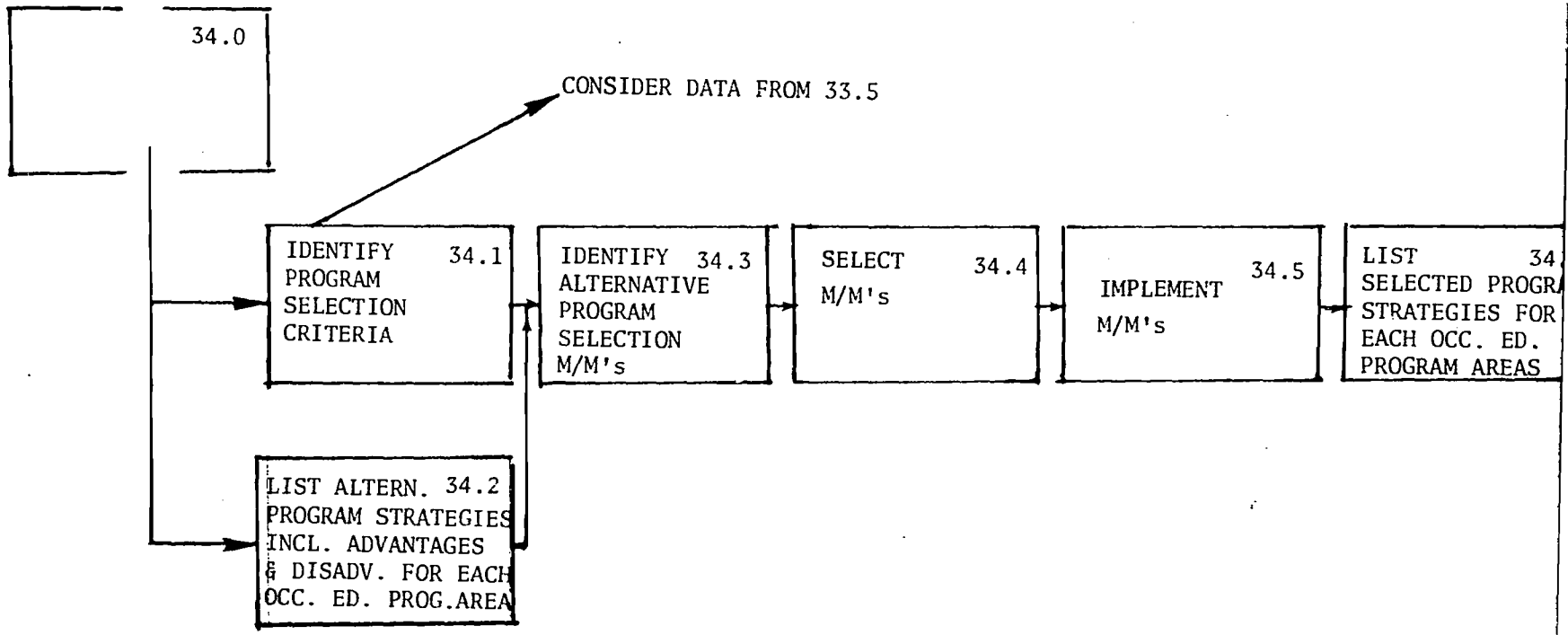
34.0
CONSIDER DATA FROM 33.5
IDENTIFY PROGRAM SELECTION CRITERIA 34.1
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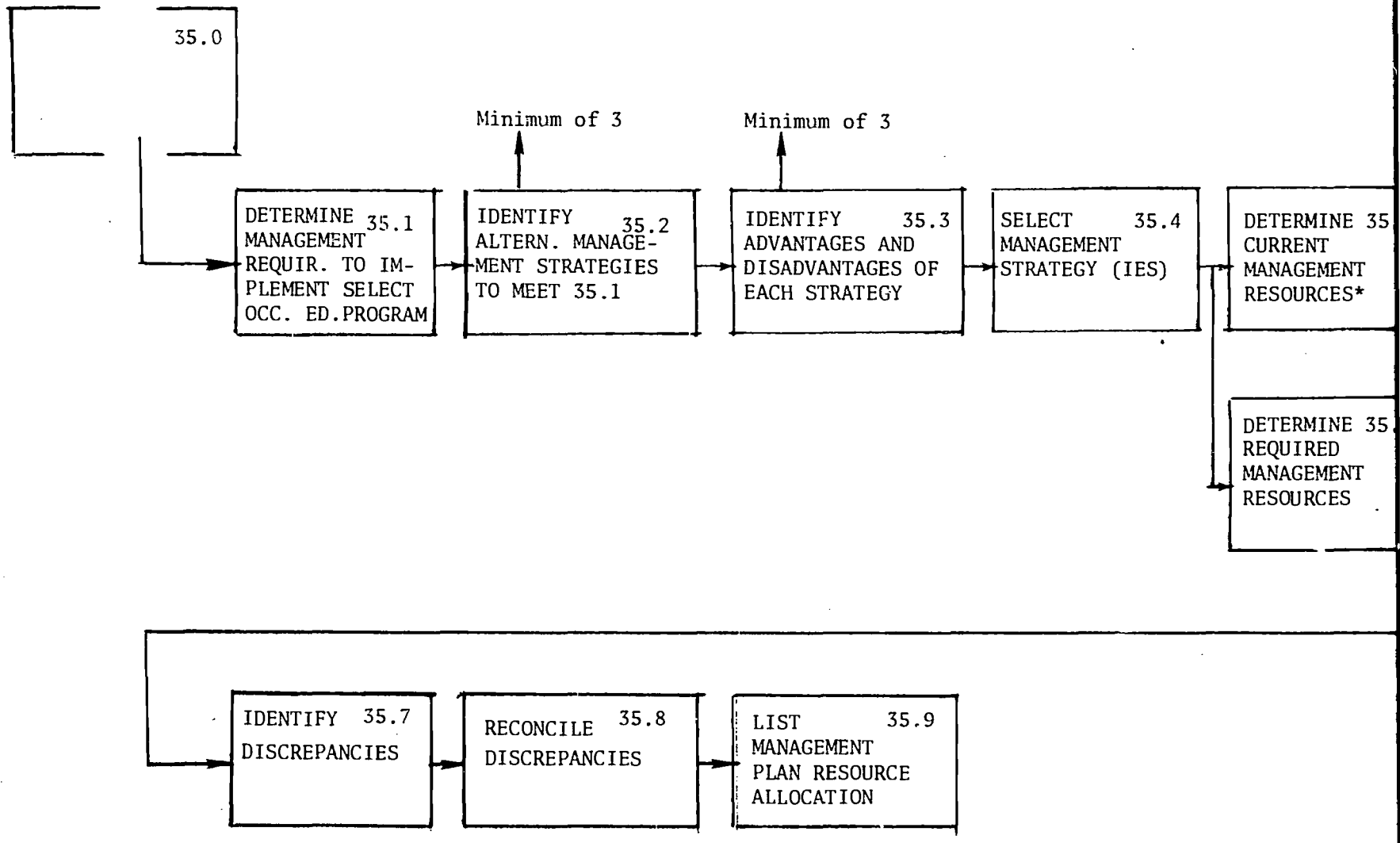

*RESOURCES = FINANCIAL, PERSONNEL, FACILITIES, SUPPORT SERVICE RESOURCES

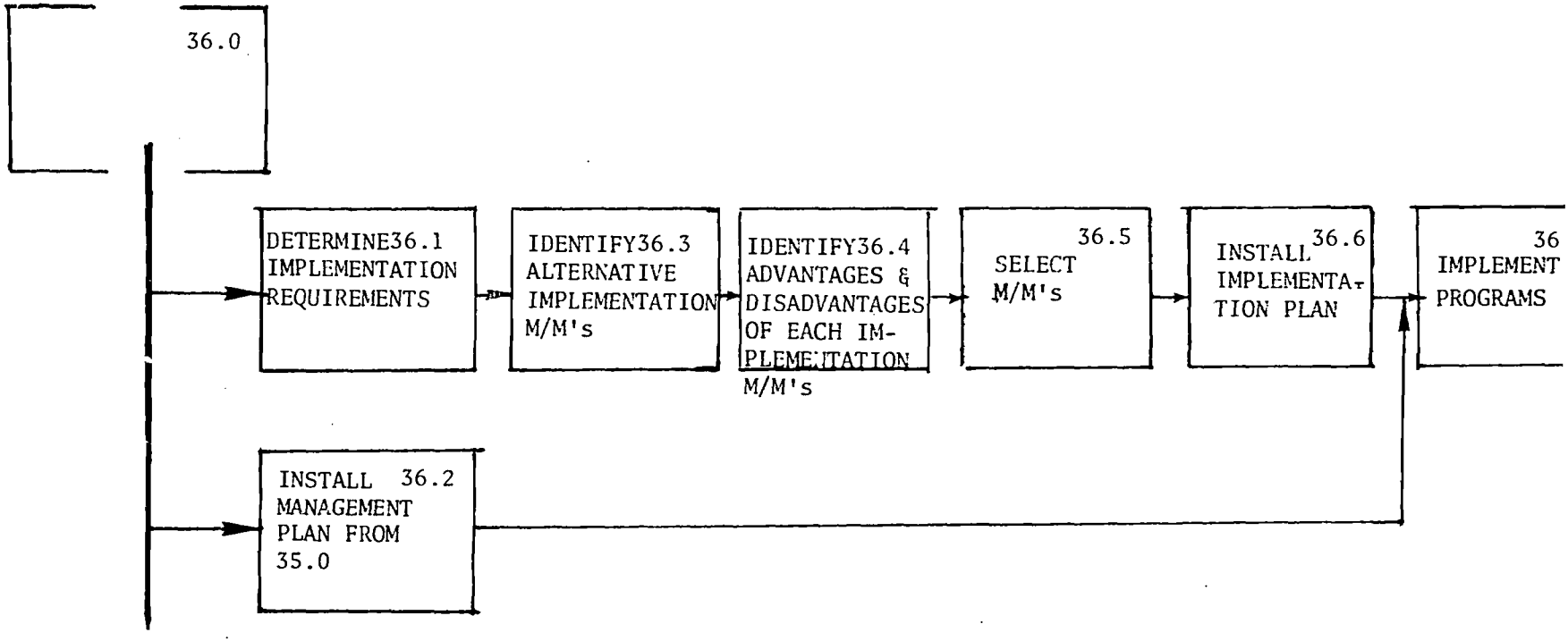
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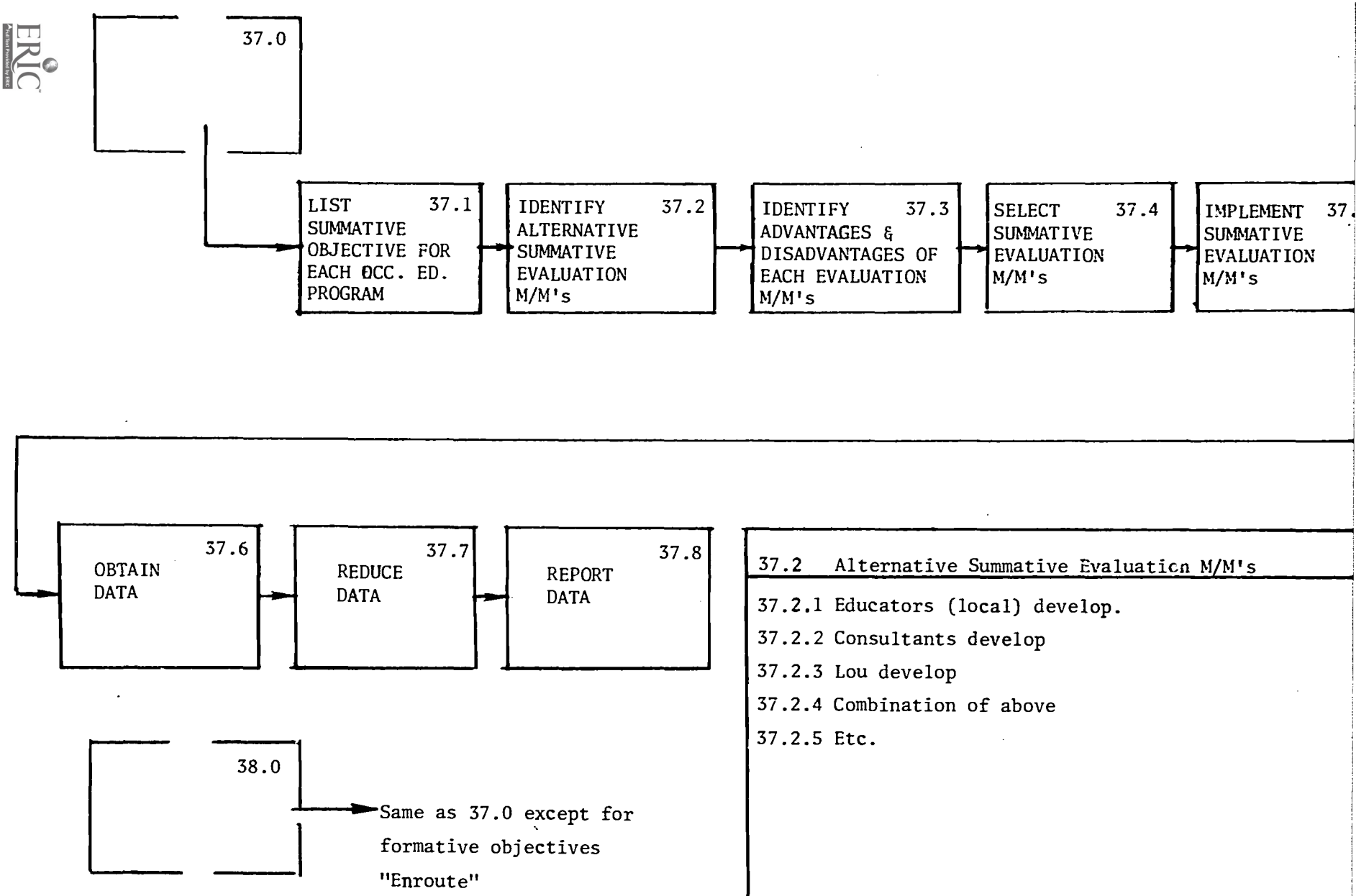
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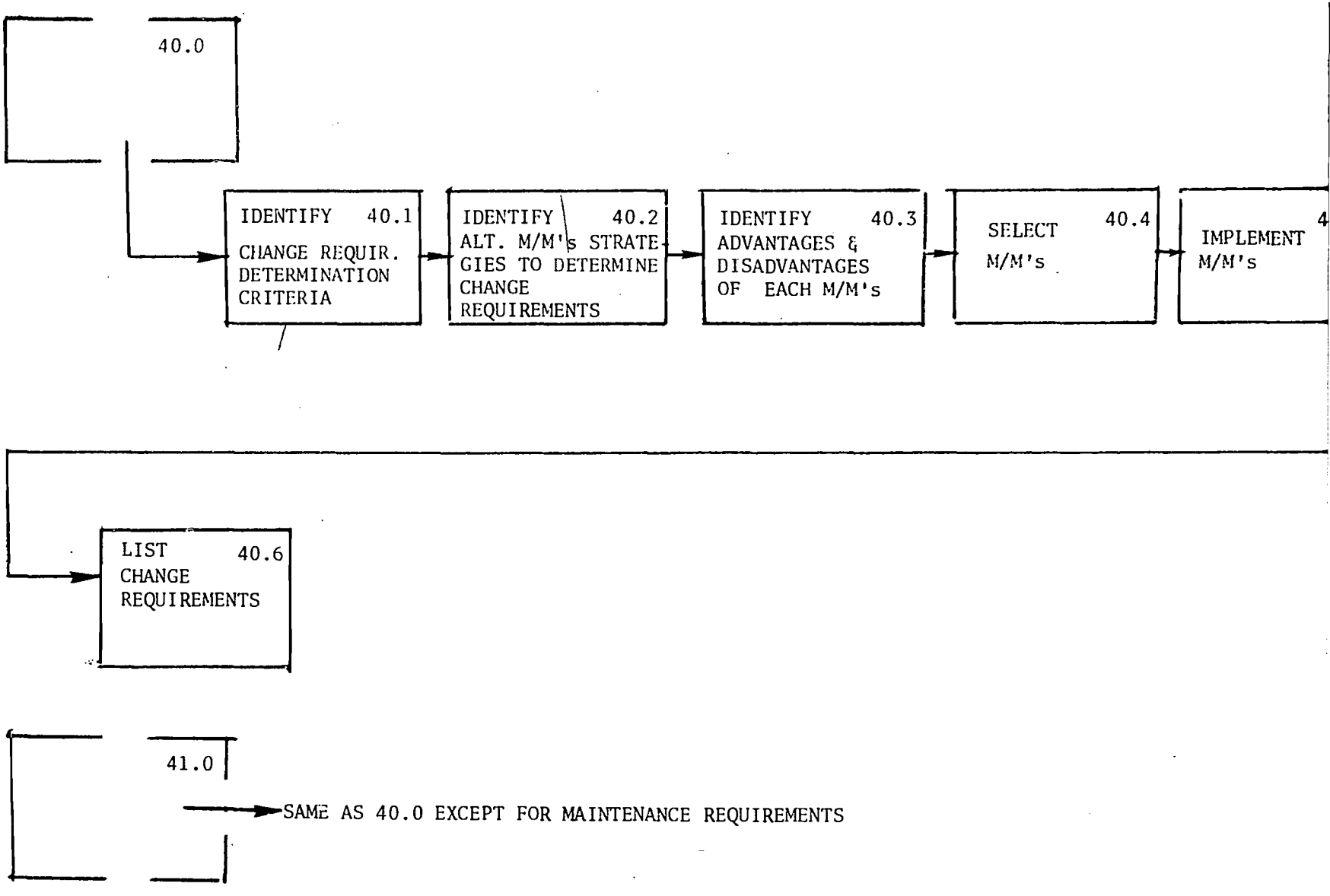
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MISSION PROFILE

for

DEVELOPING AN AREA PLANNING MODEL

by

Richard Whiteman

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MISSION OBJECTIVE - RICHARD E. WHITEMAN

By June 30, 1973, the principal investigator (Richard Whiteman) will develop a proposal to be submitted to the Chancellor's Office for implementing area planning for the physically handicapped programs in California Community Colleges. The design will focus upon articulating the programs between 1) high schools and community colleges and 2) community colleges in proximity to one another. Physically handicapped programs for the proposal are defined as programs for the a) blind, b) deaf, c) orthopedically handicapped, and d) those with speech defects. The proposal will be based upon identified learner needs and, when implemented, will measurably increase learner performance according to pre-specified requirements.

1. The proposal plan must be approved in writing by the following groups/agencies:
   - o California Community College Advisory Committee on Physically Handicapped
   - o Cerritos College District Board of Trustees
   - o State Department of Education, Bureau of Physically Handicapped
   - o Divisions of Physically Handicapped in all County Offices
   - o State Department of Rehabilitation

2. The proposed plan will be based upon enrollment data (Present and projected) from all physically handicapped programs in operation in high schools and community colleges in the state of California.

3. The proposal will meet prespecified criteria for funding from the Chancellor's Office.

CERRITOS COLLEGE

PROJECT GOALS SCHOOL YEAR 1972-73

This project is being continued in the current year to bring together secondary and community college personnel and cause essential articulation as to the special needs of handicapped students. Project goals are:

1. To provide for an analysis of the relationships between existing secondary school programs for handicapped students and new vocational education programs for the handicapped at the community colleges.

2. To foster better coordination between secondary schools and community colleges, with regard to their programs for handicapped students.

3. To define the roles of secondary and community college educators as to the requirements for programs and services for the handicapped.

4. To establish the need and plan for a continuing program of inservice training for vocational education personnel, regarding handicapped students, through the implementation of regional inservice training centers.

5. To provide inservice training to personnel from secondary schools and community colleges regarding the special needs of the handicapped and the methodology and techniques available to respond to these needs.

PROJECT IMPLEMENTATION

The cadre of trainers previously utilized will be brought together at a workshop on November 7, 1972. The stated goals will be analyzed, and project objectives and training requirements derived. The trainers, based upon their experience, will assist the project staff in determining the best training means to meet inservice training objectives. Training materials will subsequently be developed by the Cerritos College project staff, for use in the conduct of two regional conferences. These will be held in the south on Nov. 29 & 30, and in the north on December 7 & 8, 1972.

Each of these two conferences will enroll a minimum of two representatives from secondary districts and community colleges throughout California. Subsequently, a series of eight regional workshops will be conducted, enrolling an additional minimum of 50 representatives at each. Thus, approximately 540 education personnel will benefit by training regarding the special needs of the handicapped.

THE RESOURCE MANUAL

Chabot College has made application for funds to expand upon the resource manual developed earlier by Cerritos College. All contents will be surveyed and updated or modified, as required. Additional needed resources, as identified by users, will be added. This updated resource will be made available to all project participants, to aid them in their continuing development, implementation and management of special programs for the handicapped.

1. To provide for an analysis of the relationships between existing secondary school programs for handicapped students and new vocational education programs for the handicapped at the community colleges

2. To foster better coordination between secondary schools and community colleges with regard to their programs for handicapped students

3. To define the roles of secondary and community college educators as to the requirements for programs and services for the handicapped

4. To establish the need and plan for a continuing program of inservice training for vocational education personnel, regarding handicapped students, through the implementation of regional inservice training centers

5. To provide inservice training to personnel from secondary schools and community colleges regarding the special needs of the handicapped and the methodology and techniques available to respond to these needs

PROJECT OBJECTIVES AND TRAINING REQUIREMENTS

1. IDENTIFYING THE HANDICAPPED

Workshop participants will acquire the knowledge necessary to permit their estimating the number of handicapped persons in their district

2. IDENTIFYING PROGRAM NEEDS FOR THE HANDICAPPED

Participants will learn to use handicapped population data to identify program requirements

3. RESPONDING TO THE NEEDS OF THE HANDICAPPED

Participants will be motivated to develop programs for the handicapped, responsive to needs identified in their district

4. IDENTIFYING PROGRAM RESOURCES

Each workshop participant will identify no less than five resource agencies/personnel available to provide guidance in the development of vocational education programs for the handicapped

5. PROVIDING SPECIAL SERVICES FOR THE HANDICAPPED

Participants will identify needs as they exist for special services for the handicapped and will develop an implementation plan to provide for those services on their campus

6. ORGANIZING PROGRAMS FOR THE HANDICAPPED

Participants will develop an awareness of the problems involved in organizing special programs for the handicapped and will learn of techniques that have proven successful in overcoming such problems

7. AWARENESS OF CURRENT PROGRAM OFFERINGS

Participants will become aware of current program offerings for the handicapped at both secondary and community colleges

8. RECRUITING HANDICAPPED STUDENTS

Participants will gain an understanding of at least five techniques proven successful in recruiting handicapped students from secondary schools

9. IDENTIFICATION OF ADDITIONAL PROGRAMS/SERVICES

Participants will be made aware of other programs and services available for the handicapped, as provided by agencies other than public education

10. IDENTIFYING OCCUPATIONAL OPPORTUNITIES

Participants will be made aware of opportunities available to the handicapped, and will learn of techniques and resources available to them to conduct an analysis of such opportunities in their district

11. IDENTIFY EXISTING PART B PROGRAMS

Data will be collected from participants on current successful Part B Programs, and accumulated data will be shared with all participants

12. RESOURCE MANUAL

Participants will receive a resource manual on programs and services for the handicapped and will become familiar with its contents. They will be made aware of additional supplements to that manual, which will be forthcoming. They will make recommendations regarding desired additions to the resource manual

13. REGIONAL INSERVICE TRAINING CENTERS

Participants will learn of a planned program to provide continuing inservice training on a regional basis for education personnel who are responsible to meet the needs of handicapped persons in their district.

14. EVALUATION

The project will be evaluated by an independent evaluation team, to assess the extent to which project objectives have been met

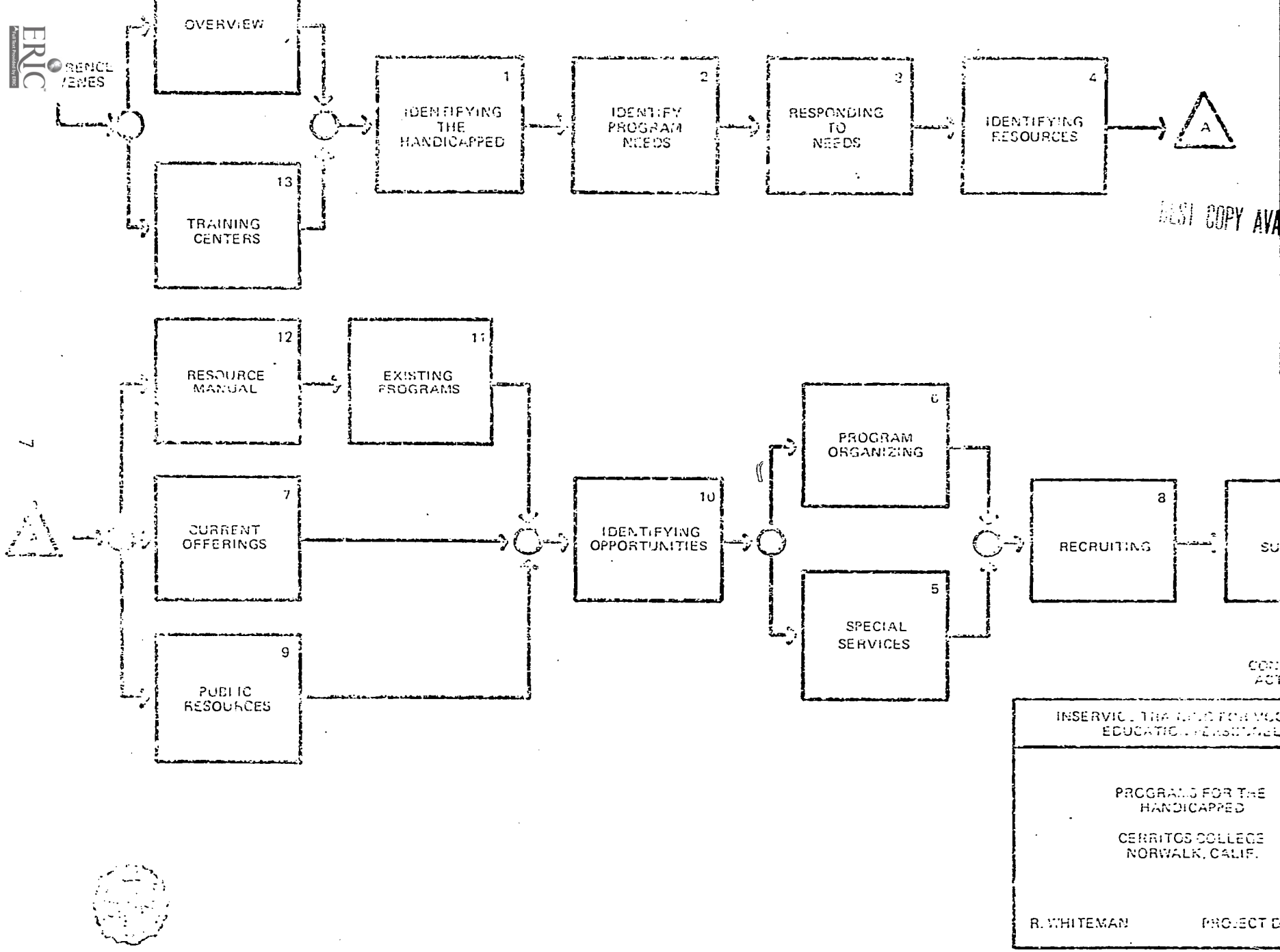

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using

A SYSTEM APPROACH

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by
Roger A. Kaufman
United States International University
San Diego, California

sponsored by

San Diego Community Colleges, San Diego, California and

Office of the Chancellor, California Community Colleges

OTTO A. HEINKEL
Director of Research
San Diego Community Colleges

A SYSTEM APPROACH: A SIX STEP PROCESS FOR IDENTIFYING AND RESOLVING PROBLEMS

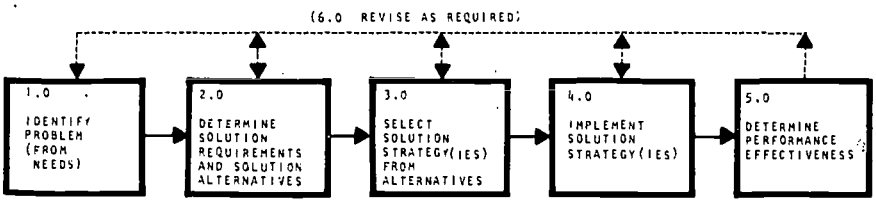

USING THE SYSTEM APPROACH

FUNCTION	PRODUCT
1.0 Identify Problem (from needs)	• List and document the gaps between current outcomes and required outcomes for learners, educators, and community. • Obtain concurrance of all partners. • List gaps (needs) in priority order. • Select problem(s) to be resolved.
2.0 Determine Solution Requirements and Solution Alternatives	• Determine the management plan (mission profile) for meeting the need. • Identify functions and tasks to be completed in order to achieve the mission (regardless of how to complete the functions and tasks). Include measurable performance requirements. • Determine the possible methods and means to achieve each function and task and list the advantages and disadvantages of each. • Determine the feasibility of each function and task by identifying and reconcilling constraints.
3.0 Select Solution Strategy(ies) From Among Alternatives	• Select the most effective and efficient methods and means to complete each function and task. • Assure that all the parts of the system will interrelate properly.
4.0 Implement Solution Strategy(ies)	• Design, build and implement: INSTRUCTION MANAGEMENT EVALUATION • Continually monitor progress and make necessary changes.
5.0 Determine Performance Effectiveness	• Determine requirements that were met and not met. • Determine required changes. • Determine what is to be maintained. • Make results known (audit report).
6.0 Revise as Required	• Determine requirement to be changed. • Determine method-means to be changed. • Make required changes.

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USING THE SYSTEM APPROACH

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PLANNING TIPS

1. Think in terms of results, not procedures.
2. Always ask "What's in it for the learners?"
3. Involve all educational partners: the learner, the educator, and the community.
4. Remember that measurability IS NOT validity.
5. Be open to new ideas, new concepts, and new ways of looking at things.
6. Be ready to change, and be willing to change.
7. Don't select solutions (ways of doing things) before you know WHAT results must be achieved.
8. Commit your plans on paper and let them be reviewed and critiqued by others.

MEASURABLE OBJECTIVES

1. State the required result or outcome.
2. State the condition under which the outcome is to be observed.
3. ate the criteria to be used to determine success or failure.
4. ate who or what is to display the required behavior or result.
5. ate the objective so that there is no room for interpretation.

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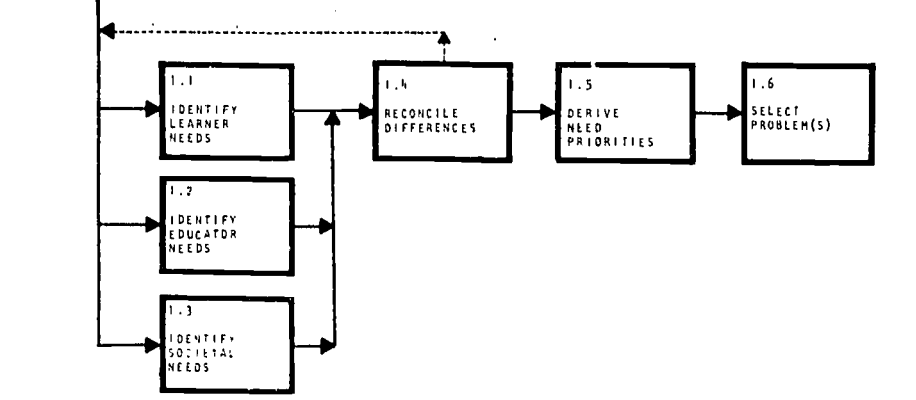
1.1
IDENTIFY LEARNER NEEDS
1.2
IDENTIFY EDUCATOR NEEDS
1.3
IDENTIFY SOCIETAL NEEDS
1.4
RECONCILE DIFFERENCES
1.5
DERIVE NEED PRIORITIES
1.6
SELECT PROBLEM(S)

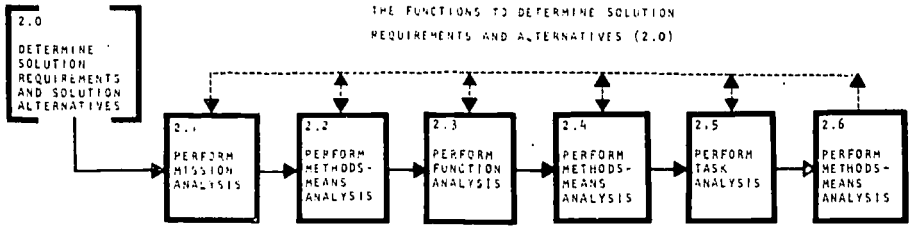
THE FUNCTIONS TO DETERMINE SOLUTION REQUIREMENTS AND ALTERNATIVES (2.0)
2.0
DETERMINE SOLUTION REQUIREMENTS AND SOLUTION ALTERNATIVES
2.1
PERFORM MISSION ANALYSIS
2.2
PERFORM METHODS-MEANS ANALYSIS
2.3
PERFORM FUNCTION ANALYSIS
2.4
PERFORM METHODS-MEANS ANALYSIS
2.5
PERFORM TASK ANALYSIS
2.6
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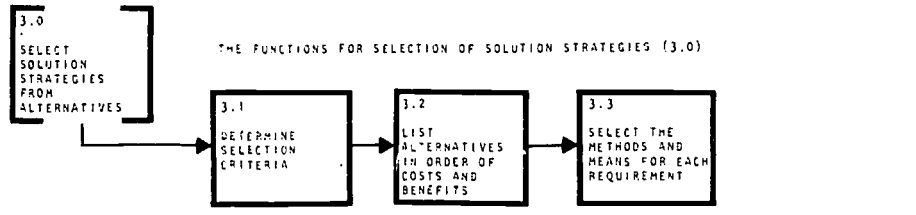
THE FUNCTIONS FOR SELECTION OF SOLUTION STRATEGIES (3.0)
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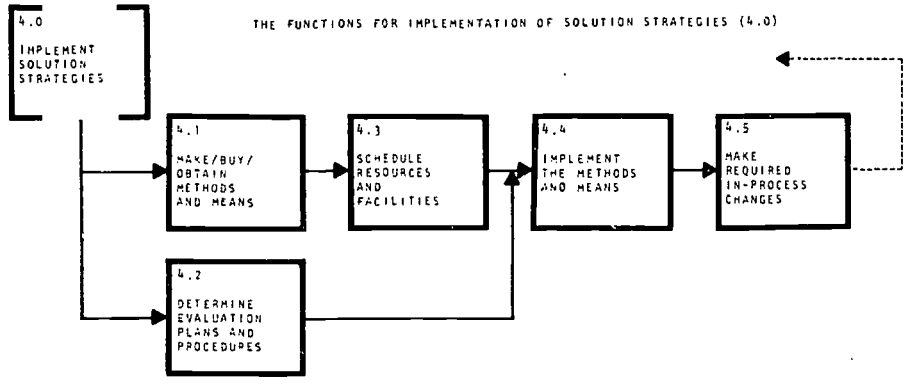
THE FUNCTIONS FOR IMPLEMENTATION OF SOLUTION STRATEGIES (4.0)
4.0
IMPLEMENT SOLUTION STRATEGIES
4.1
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4.3
SCHEDULE RESOURCES AND FACILITIES
4.4
IMPLEMENT THE METHODS AND MEANS
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MAKE REQUIRED IN-PROCESS CHANGES
4.2
DETERMINE EVALUATION PLANS AND PROCEDURES

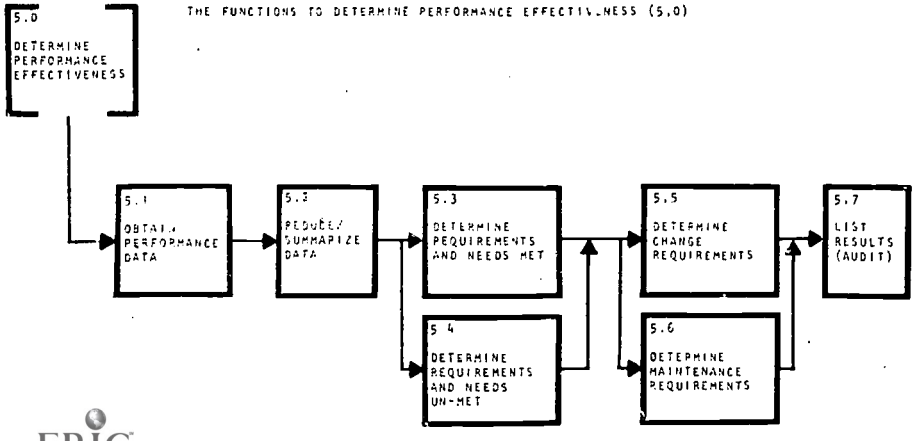
THE FUNCTIONS TO DETERMINE PERFORMANCE EFFECTIVENESS (5.0)
5.0
DETERMINE PERFORMANCE EFFECTIVENESS
5.1
OBTAIN PERFORMANCE DATA
5.2
REDUCE/ SUMMARIZE DATA
5.3
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5.5
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LIST RESULTS (AUDIT)

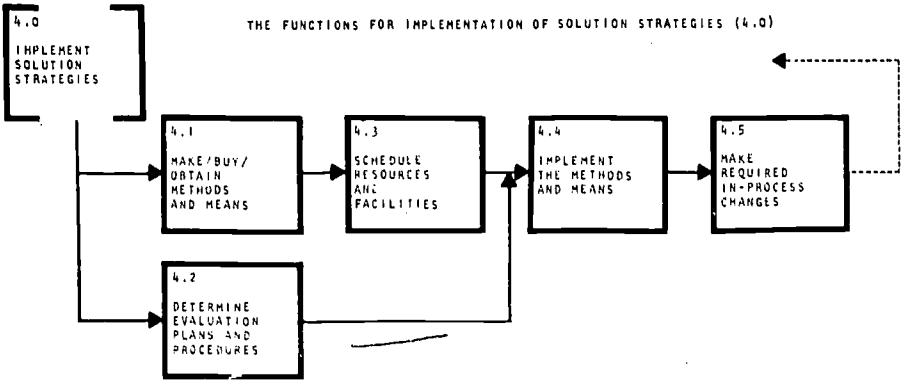

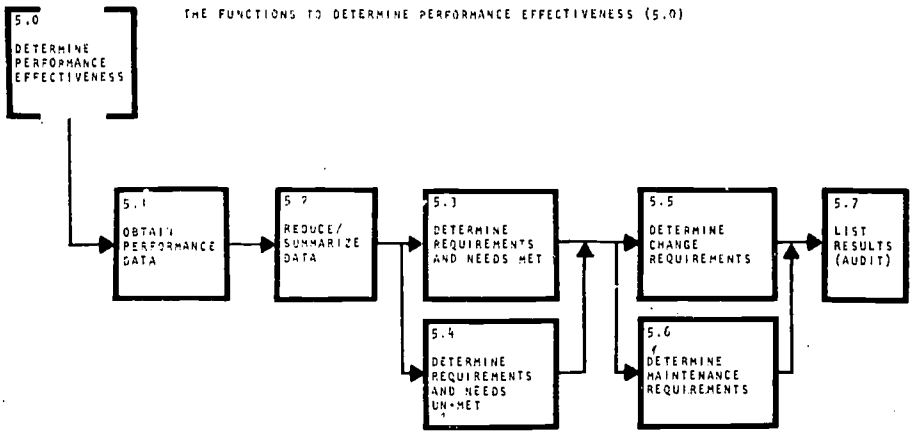

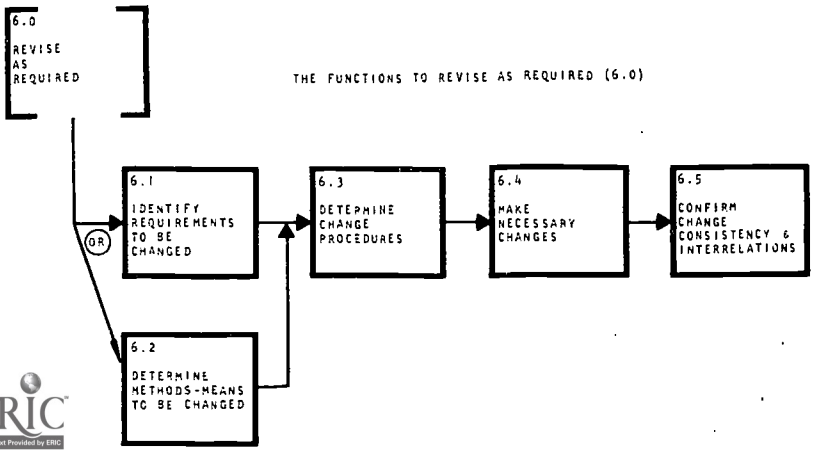

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ACCESSION NUMBER: VT100754

PUBLICATION DATE: JUN73

TITLE: ORIENTATION-WORK-STUDY-PLACEMENT PROGRAM. INTERIM REPORT.

PERSONAL AUTHOR: BENJAMIN, DAYTON

DESCRIPTOR: *CAREER EDUCATION; *INTEGRATED CURRICULUM; *JOB PLACEMENT; *INSERVICE TEACHER EDUCATION; CLASSROOM ACTIVITIES; FIELD TRIPS; *VOCATIONAL EDUCATION

IDENTIFIER: *FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 620

ABSTRACT: COVERING THE PERIOD OF AUGUST 1, 1972 THROUGH JUNE 30, 1973, THIS INTERIM REPORT CONTAINS THE GOALS AND OBJECTIVES, PROCEDURES, RESULTS AND ACCOMPLISHMENTS, EVALUATION, AND CONCLUSIONS AND RECOMMENDATIONS OF A PROJECT TO EXPAND CAREER EDUCATION IN THE FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT. TO INCREASE AN AWARENESS OF OCCUPATIONS, INFORMATION CONCERNING JOBS, OPPORTUNITIES AND CAREERS, AND EMPLOYABILITY OF STUDENTS LEAVING SCHOOL, THE PROGRAM MADE USE OF A VARIETY OF STRATEGIES. CURRICULUM WAS ENLARGED WITH CAREER EDUCATION MATERIALS, INSERVICE EDUCATION OF TEACHERS WAS DEVELOPED, AND PROJECTS IN EACH SCHOOL FOCUSED ON CAREERS. A THIRD PARTY EVALUATION OF THE PROJECT IS INCLUDED AND RECOMMENDATIONS ARE MADE FOR EXTENDING AND EXPANDING THE PROJECT. (MU)

CONTRACT NUMBER: OEG-0-71-4776(361)

INSTITUTION NAME: FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT, ALASKA.

SPONSORING AGENCY NAME: BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.

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INTERIM REPORT

Project No. V-161-177
Contract No. OEG-0-71-4776 (361)

Fairbanks North Star Borough School District
Orientation-Work-Study-Placement Program

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Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Dr. Dayton Benjamin
Fairbanks North Star Borough School District
Post Office Box 1250
Fairbanks, Alaska 99707

VT 009 754

June 1973

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Project No. V-161-177
Contract No. OEG-0-71-4776 (361)

Orientation-Work-Study-Placement Program

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Dr. Dayton Benjamin

Fairbanks North Star Borough School District
Post Office Box 1250
Fairbanks, Alaska 99707

June 1973

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SUMMARY OF THE REPORT

A. Time Period Covered: The time period covered by this report is August 1, 1972 - June 30, 1973.

B. Goals and Objectives: The goals and objectives of the original proposal were the consistent reference points for the second year's activities. They are listed on page 12 of the Orientation-Work-Study-Placement Program as it was presented to the United States Commissioner of Education under the provisions of Part D of the Vocational Education amendments of 1968. They are as follows:

1. To broaden occupational orientation at the elementary, junior high, and high school levels.

2. To broaden occupational aspirations and opportunities for youths, including those who have academic, socioeconomic, or other handicaps.

3. To specifically identify dropouts, pinpoint causes for dropouts, plan preventative and remedial programs and promote implementation thereof.

4. To identify and develop new opportunities for work experience and cooperative education in several occupational areas.

5. To give more practical work experience to youth at various grade levels, and to have such experience characterized by learning by doing, significant responsibility for productive service to an employer, and recognition of educational values by awarding formal credit.

6. To achieve a more realistic picture of job opportunities and utilize such information in training for employment.

7. To develop employability of students.

8. To develop the assumption of responsibility for placement of students at whatever level they leave the school system.

9. To create bridges between school and earning a living for young people who are still in school, who have left school either by graduation or dropout, or who are in post-secondary programs of vocational preparation.

10. To make greater use of existing school facilities, especially during the summer months.

11. To conduct in-service training for district and other personnel to achieve the objectives of this proposal.

12. To bring general and vocational educators, State Department of Education staff, teacher education staff, Manpower and other agencies together in coordinated efforts to achieve the objectives of this proposal.

13. To improve the status, scope, and image of vocational-technical education.

C. Procedures Followed: The Assistant Superintendent assumed the responsibility of the Director of the Orientation-Work-Study-Placement Program. The procedures for the development of the program are of an all-encompassing nature. They include:

1. In-service training sessions.

2. An acceleration of career oriented projects in each school.

3. The development of career material centers.

4. Career exposure stations.

5. Work experience opportunities.

6. The development of career materials adapted to school district and individual classes.

7. The enlargement of the Career Extension Center--a school for students who have dropped out of high school.

8. Coordination of the Work-Experience Coordinator of the Career Extension Center with the three co-op workers at Lathrop High School.

To facilitate the activities listed above, regular meetings with the project director, school principals and directors were held in order to coordinate all aspects of this program. It also helped give direction to those directly involved in the overall program and planning.

D. Results and Accomplishments: Through the Orientation-Work-Study-Placement Program the following programs have been instigated and developed:

1. Three career education in-service workshops.

2. Career education advisory committees organized.

3. Field trips and speaker lists presented to students and staff.

4. Career centers in all schools.

5. Career guidance emphasized by counselors.

6. Career exploration programs in junior high and senior high expanded.

7. Career interest surveys made available to all students.

8. In 1972-73 the Career Extension Center helped three students receive a regular high school diploma, one an Eielson High School diploma, 19 Career Extension Center diplomas, and 6 Alaska state diplomas.

9. A larger percentage of minority students attended the Career Extension Center than the regular local high school.

10. Newspaper articles, television series, and the League of Women Voters all commended the Career Extension Center program.

E. Evaluation: The third party evaluation included in this report was conducted by Dr. Allen Lee of Portland State University, Portland, Oregon. Other evaluation teams have been received. Mr. Samual Kerr of Region X, Seattle, Washington, has been here twice.

F. Conclusions and Recommendations: It is recommended that:

1. In place of the specialists, each school have a resource person chosen from the faculty to undertake leadership of career education on a released time basis.

2. A full-time director be hired to oversee and coordinate career education in the district.

3. Career education concepts be better integrated into the total curriculum.

4. An ongoing career profile be developed on each student in the school district.

5. More in-service training and workshops take place.

6. Flexible scheduling be instituted.

7. Mini-courses and enrichment opportunities be offered for evenings and summers.

8. A better working relationship be developed with the Education Department, University of Alaska.

9. Evaluation procedures be continued.

10. More time be provided for counselors to work with teachers and students.

11. A greater commitment and involvement be demonstrated by the administration.

12. An overall career education plan be developed for the entire school district.

13. Sufficient funds be made available to effectively create a change.

14. Travel to other programs occur.

15. Placement service be made available to all students.

16. An interest survey be available to all junior high students.

17. Services for dropouts should be expanded.

18. Teacher exchange take place within the district.

BODY OF THE REPORT

A. Problem Area Toward Which the Project Was Directed: Includes references to the original proposal, previous studies and experiments, and related literature.

The problem area is the long established fact that most students leave our school system without skills that will be useful or salable to a potential employer. This fact is as true for the high school graduate as for the dropout.

Various local educators have taken an interest in this problem and have been attempting to attack it with newly implemented projects and curriculum to prevent the student from leaving the school system before attaining some career guidance and training.

Local statistics quoted in last year's interim report indicate a history of studies and research in finding causes for local dropouts, but little or no action toward prevention. These past two years, however, many members of the Fairbanks North Star Borough School District have shown a great interest in career oriented curriculum planning that is relevant to the student--hold him in school and provide him with the opportunities necessary for eventual satisfactory job placement.

Since the inception of the Orientation-Work-Study-Placement Program in our school district, many new materials have been developed for professional reading. These have been of immeasurable help to the developing of our career curriculum:

1. American Personnel and Guidance Association
   VOCATIONAL GUIDANCE QUARTERLY
   JOURNAL OF EMPLOYMENT COUNSELING

2. B'nai B'rith Career and Counseling Services
   COUNSELOR'S INFORMATION SERVICE
   COUNSELOR'S RESPONSIBILITIES TO THE NON-COLLEGE BOUND
   YOU AND YOUR CHILD'S CAREER
   VOCATIONAL GUIDANCE IN THE CONTEMPORARY SCHOOL
   VOCATIONAL OUTLOOK FOR THE 1970's AND 1980's

3. Charles A. Jones Publishing Company
   K-12 GUIDE FOR INTEGRATING CAREER DEVELOPMENT INTO LOCAL CURRICULUM

4. Chronicle Guidance Publications
   CAREER INDEX

5. College Entrance Examination Board
   CAREER GUIDANCE IN SECONDARY EDUCATION

6. Curriculum Innovations, Inc.
   CAREER WORLD MAGAZINE - an excellent magazine to begin a cross-reference file for careers

7. General Learning Corporation (Career Programs)
   CAREER EDUCATION RESOURCE GUIDE

8. Group for Environmental Education, Inc.
   YELLOW PAGES OF LEARNING RESOURCES

9. Guidance Associates of Pleasantville, N.Y.
   CAREER CASSETTES - include filmstrips and cassette tapes which a student may use on an individual basis or in a group setting. A variety of subjects according to age levels are available.

10. Houghton, Mifflin
    CAREER EDUCATION PROGRAM: VOLUME I - KINDERGARTEN - GRADE 6, Charles W. Ryan

11. Mid Hudson Career Education Research and Development Center
    VOCATIONAL DEVELOPMENT IN THE ELEMENTARY SCHOOL
    VOCATIONAL DEVELOPMENT IN GRADES 7, 8, 9

12. National Committee on Employment of Youth
    NEW GENERATION

13. New Jersey Vocational and Arts Education Association
    NEWSMAGAZINE

14. Occupational Outlook Service - Bureau of Labor Statistics
    OCCUPATIONAL OUTLOOK HANDBOOK
    OCCUPATIONAL OUTLOOK QUARTERLY

15. Office of Economic Opportunity
    OPPORTUNITY

16. Olympus Publishing Company
    CAREER EDUCATION: WHAT IT IS AND HOW TO DO IT,
    Kenneth B. Hoyt

17. Science Research Associates, Inc.
    SRA OCCUPATIONAL EXPLORATION KIT - A survey to determine jobs available; dependent on educational level, word and number ability and areas of interest

18. Superintendent of Documents - U. S. Government Printing Office
    CAREER EDUCATION - A HANDBOOK FOR IMPLEMENTATION

19. U. S. Department of Labor
    GUIDE TO LOCAL OCCUPATIONAL INFORMATION
    MANPOWER

B. Goals and Objectives of the Project

1. To boarden occupational orientation at the elementary, junior high, and high school level.

   a. Conducted three workshops integrating career education concepts into subject areas.

   b. Organized career education advisory committees--elementary and secondary.

   c. Selected a primary and an intermediate resource teacher in each elementary school.

   d. Visited each school to develop programs, deliver materials, and maintain a liaison with the staff.

   e. Arranged field trips and speakers upon request.

   f. Informed teachers of career education materials available throughout the district.

   g. Compiled a list of new materials available for classroom use through the Curriculum Service Center and other schools.

   h. Compiled a list of field trips and speakers by subject area distributed to the appropriate teachers.

   i. Evaluated career education programs from other districts and implemented ideas.

   j. Met with all school librarians to develop or expand a career center in each library.

k. Ordered all appropriate free materials.

l. Ordered career related materials and distributed them to the schools.

m. Met periodically with secondary guidance counselors to discuss activities relating to career education.

n. Met with secondary department heads to discuss career education activities.

o. Met with elementary principals to discuss plans for implementing career education in their schools.

p. Encouraged the school district administration to conduct a curriculum in-service workshop during the summer.

q. Assisted each elementary school in purchasing career education materials appropriate to their programs (approximately $250.00 per school).

r. Expanded the career exploration program at the high school.

s. Met regularly with the director and elementary school coordinator to review the career education program.

t. Provided assistance for teacher of career course and counselor conducting group career guidance.

u. Provided each elementary school with a DUSO Kit (Developing Understanding in Self and Others).

v. Contacted University of Alaska personnel to provide career education information.

w. Gave interest inventories when requested by students or teachers.

x. Assisted in the development of career education mini-grants.

y. At the Career Extension Center one-half credit can be earned in a course entitled, Career Inquiry, and all students are encouraged to take it. It involves learning to fill out application blanks, present oneself for interviews, indepth study of several careers indicated by vocational interest surveys as possible areas to consider, and an opportunity to view films and visit people on the job.

2. To broaden occupational aspirations and opportunities for youths including those who have academic, socioeconomic, or other handicaps.

   a. Provided Career Awareness Kit, Wally, Bertha, and You.

   b. Spoke with principal and teachers of special education school on implementing career education within the school.

   c. Worked with counselors to find career information and/or exploration for students with handicaps.

   d. Encouraged teachers of handicapped students to attend career education workshops.

   e. Provided materials to secondary special education teachers.

   f. Purchased career education materials appropriate for special education students.

   g. Through the efforts of the Work-Experience Coordinator and the counselor at the Career Extension Center, every student received help to develop a better self image, and is helped to find work in areas he may never have felt were actual opportunities he might have.

3. To specifically identify dropouts, pinpoint causes for dropouts, plan preventative and remedial programs and promote implementation thereof.

   a. Provided exploration experiences for potential dropouts to point out the relevancy of school.

   b. Released time at the junior high and senior high levels for career exposure opportunities and work experience were introduced and through the year an increasing number of students participated in this program.

   c. An intensive research project by the high school counselors is being carried on in order to make their function more responsive to student needs.

   d. A detailed questionnaire has been given the students of the Career Extension Center to determine at what age and grade they lost interest in school and what the reasons were behind their loss of interest. (See pages 23-28)

   e. Individualized instruction at the Career Extension Center helps bring students to a place where they can regain an interest in learning, and this concept is seriously being studied as a possibility for one of the junior high schools in this district. In-service training for the staff is in the initial planning stages.

4. To identify and develop new opportunities for work experience and cooperative education in several occupational areas.

   a. Met weekly with the three co-op coordinators from the high school to inform and/or plan activities in the community.

   b. Contacted businesses and agencies to develop exploration sites for students.

   c. A full-time Work-Experience Coordinator at the Career Extension Center helped find training stations for every student attending who desired such a position and had the personal qualities of readiness to take on such a responsibility.

   d. The first year of operation a staff member of the Career Extension Center spoke to almost every service club in the community regarding youth employment, career development, and the need for the community to become involved. This second year many of these same organizations have asked for these speakers a second time.

5. To give more practical work experience to youth at the various grade levels, and to have such experience characterized by learning by doing, significant responsibility for productive work to an employer and recognition of educational values by awarding credit.

   a. Encouraged and assisted in "hands on" experience at all grade levels.

   b. Provided exploration experiences for students recommended by their counselors.

   c. Focused on job attitudes, business procedures, and the mechanical aspects of successful employment (i.e., interviews, applications, social security, income tax).

   d. Awarded high school credit for exploration experience.

6. To achieve a more realistic picture of job opportunities and to utilize such information in training for employment.

   a. Encouraged teachers and students to be aware of Manpower data (federal, state, local).

   b. Talked with employers of our working students at a school sponsored community breakfast concerning qualifications for entry level jobs, courses necessary for employment, attitudes and willingness to provide exploration sites.

c. The Career Extension Center staff attended a number of Chamber of Commerce and Interagency Youth Employment meetings.

7. To develop employability of students.

   a. Encouraged the development of self-awareness programs at all grade levels.

   b. Encouraged the development of career awareness program at all grade levels to help students aim for realistic goals.

   c. Provide counselors evaluative information of students on exploration with problems related to employment.

   d. All Career Extension Center students encouraged to take the course, Career Inquiry.

   e. Graduating Career Extension Center students receive a diploma with list of proficiencies gained in training outside of academic work. (Appendix B-51)

8. To develop assumption of responsibility for placement of students at whatever level they leave the school system.

   a. Career Extension Center students receive aid in job placement at whatever level they leave school.

9. To create bridges between school and earning a living for young people still in school, or who have left school either by graduation or dropout, or who are in post-secondary programs of vocational preparation.

   a. Conducted a short course entitled, "The Art of Job Hunting", for interested high school students.

   b. Made students aware of the relevancy of subject areas by providing materials relating to job requirements.

   c. Provided exploration experiences for students recommended by their counselors.

   d. Almost daily contact by Work-Experience Coordinator of Career Extension Center with Manpower Center.

   e. Invited many agency staff members to visit the Career Extension Center in order to better understand the purpost of the individualized work experience and academic program.

f. Broadened community involvement and student awareness through field trips, speakers, classroom participation, parents, and exploration experiences of students.

g. Encouraged community involvement with school programs.

10. To make greater use of existing school facilities, especially during the summer months.

a. Used the facilities of one elementary school for August workshop.

b. Visit to high school shops by elementary students.

c. Met with all school librarians to develop or expand a career center in each library.

d. Developed a career center in large room of high school.

e. Utilized facilities within the schools for "hands on" experiences (i.e., cafeteria, nurse, custodian).

f. One month summer school program at the Career Extension Center.

11. To conduct in-service training for district and other personnel to achieve the objectives of this proposal.

a. Made available a summer workshop for interested teachers.

b. Conducted workshops on integrating career education concepts into curriculum (i.e., elementary, secondary).

c. Encouraged the school district administration to conduct a curriculum in-service workshop during the summer.

d. Arranged field trips for teachers to expand their knowledge of resources available within the community.

12. To bring educators, vocational and general, State Department of Education staff, teacher education staff, Manpower, and other agencies together in coordinated efforts to achieve the objectives of this proposal.

a. The Career Extension Center staff has been directly involved in the activities of the following agencies and educational programs:

(1) Hosted on two occasions representatives of the State Department of Vocational Education.

(2) Worked closely with counselors in other schools to promote better curriculum and extra time for students.

(3) Worked closely with the co-op teachers employed by the school district.

(4) Took part in the monthly Interagency Council meetings.

(5) Attended all meetings of the Fairbanks Personnel and Guidance Department.

(6) Used Manpower services almost daily in working with individuals and groups of students.

(7) Spoke to Education Department staff members of the University of Alaska and invited them to visit the Career Extension Center. Several did visit and expressed support of the program.

C. Description of the General Project Design and the Procedures Followed, including information on the student population, instructional staff, and on the methods, materials, instruments and techniques used.

This year, two career education specialists, one elementary and one secondary, were hired and began work on August 15, 1972. At this time they attended the Alaska Vocational Association Conference in Sitka along with fifteen other teachers, counselors, and administrators from the Fairbanks North Star Borough School District.

The Fairbanks North Star Borough School District sponsored a local workshop on career education on August 20-25. This workshop was attended by the two career education specialists, five other staff members from the career education project, and twenty teachers, counselors and administrators from throughout the district, grades K-12. Leader of the workshop was Dr. Rich Schmidt, Program Planner, Career Education, Oregon Board of Education.

A workshop was held in integrating career education into subject areas for secondary teachers on December 14-16. Tom Williams, Career Education Specialist from the State of Oregon, led the workshop. About twenty-five percent of the secondary teachers attended as well as two teachers from the nearby parochial school. (See Appendix B-11 and B-12 for examples of the programs developed)

A workshop was given for the elementary school teachers on January 25-27. The course was concerning integration of career education into the elementary curriculum and was given by Richard L. Spaziani, Statewide Coordinator of Vocational Teacher Education, Juneau, Alaska. Sixty-five teachers and five principals were present, representing the seven elementary schools located in Fairbanks. (See Appendix B -B8 for an example of the programs developed)

During the second week of the school year the elementary career education specialist contacted the principal of each of the ten elementary schools in the Fairbanks North Star Borough School District. Two teachers, one primary and one intermediate, from each school were chosen and asked if they would participate in an elementary career education advisory committee. Most of the teachers asked to participate had attended the Career Education Workshop held in Fairbanks, August 21-25, 1972. Each grade level was represented. These teachers, composing the elementary advisory committee, became career education resource teachers in their respective schools. They are the nucleus for career education geared specifically to their school's needs and resources.

Career education articles and preview materials were disseminated to all elementary teachers in order to make them aware of career education ideas that had been developed. A follow-up on this was made by the resource teachers in each school in order to aid the committee in developing a total program of career education, K-6, and offer suggestions as to implementation and assessment. It was hoped that a list of field trips and speakers would be developed for each grade level in order to avoid repetition and deletions, but this was rejected by the advisory committee as too limiting. A career education activity booklet was prepared for each level, primary and intermediate, and distributed to each teacher in the district. These booklets were divided by subject areas and allowed each teacher to integrate career education concepts into the existing curriculum. (See Appendix B-9, B-10 for an example of activities)

The elementary library aides established career education resource centers in each school and a vertical file for career materials is in use. In the future this material should be classified according to clusters that meet the needs of the Fairbanks area.

Many of the teachers have asked that specific units be developed with behavioral objectives including activities in all subject areas as well as lists of all outside resources. At present the development of this material has just begun by the career education specialist, but further work in this area should be encouraged through in-service activities.

Many of our elementary schools are offering their students a brief work experience in the cafeteria. These students assist in the serving of food and cleanup. Youngsters wash dishes, serve food, and collect milk money, to name some of their duties. Service is voluntary, with parental permission, and students are rotated every two weeks. Each activity is related to a particular kind of job. (See Appendix A-1 for the description of the activity as it was described in the "North Star Trek", which is the superintendent's bulletin to the staff)

Several career education mini-grants are presently being implemented in grades 1-12, and a number of teachers have applied for mini-grants for next year. The advice and assistance of the career education specialists was sought by teachers writing proposals. This is an important method of introducing innovative career education activities into the mainstream of the curriculum. The following career education concepts are being implemented by the mini-grants now in existence:

1. Career development requires a continuous and sequential series of choices.

2. Job specialization creates inter-dependency.

3. Individuals differ in their interests, abilities, attitudes, and values.

4. Occupations exist for a purpose.

5. Individuals can learn to perform adequately in a variety of occupations.

6. Students gain exposure to a variety of activities not ordinarily taught in an academic situation

7. The school program involves parents and community members.

8. Students need introduction to future career and leisure time pursuits.

Various businesses and professions in the area were contacted to discern their willingness to participate in the career education program. Their enthusiasm has allowed the students in the district to go on numerous field trips and has provided many classroom speakers. Arrangement for field trips and speakers were made by the career education specialists at teacher request. A master list of available field trips and speakers was developed, then broken down into individual lists by subject areas. This has pointed out to teachers the importance of integrating field trips and speakers into the units being studied so students will be aware of the relevancy of subject areas. Small group (three or four students) field trips have proven very successful. (See Appendix B-30 through B-41 for the lists of field trips and speakers)

Available free materials are ordered and distributed to each school to be placed in the vertical file. Materials which must be purchased are ordered when requested by personnel in a school or when the materials are judged worthwhile by the career education specialists.

The secondary career education specialist, early in the school year, met with principals, department heads, guidance counselors, and faculty at the four secondary schools to inform them of tentative plans and ask for suggestions.

A career center was established at the high school which has proved useful to both students and teachers. Many materials and much information is available, and teachers encourage and assist their students in using the center. In addition, teachers in increasing numbers asked for and received specific assistance in the areas of materials, interest testing, and planning. Individual students who requested testing, as well as whole classes, were tested and helped to understand the results and the implications of the results. The career center material was helpful to these people in gaining specific information about their interest areas. The librarian at one of the junior high schools was helped to develop career areas and supplied with books and materials. The already established career area in the other junior high school was expanded.

The career education specialist met many times with the teacher of a junior high course in careers to share materials, ideas, problems, and successes. This course is extremely flexible and many approaches are tried, since there are no textbooks used.

Secondary teachers were provided with a flyer giving a brief overview of career education to help them understand the basic concept and sturcture. Information about career education and techniques of implementation which are available from other sources is disseminated to teachers and counselors as it becomes available. Teachers and students have the opportunity to preview and evaluate much audio-visual material, which provides guidance in buying. They are made aware of local tours available and courses offered which may be of interest to students and/or teachers and available to them on an individual basis.

The career education specialist met regularly with the coordinators of the co-op programs at the high school and worked with them on several projects. One especially successful combined effort was a breakfast for business people to provide them with information about career education and vocational education and to solicit their suggestions for better serving young people.

There is an attempt to work closely with all the secondary counselors to gain their assistance in career education. This is done through meeting with each guidance department as a group as well as numerous meetings with individual counselors. At all schools, their beginning attempts at implementing career counseling into their programs needs to be expanded. One of the junior high schools has a specific career counseling program.

In order to distribute material and discuss activities encouraging the implementation of career education into subject areas, meetings are held whenever necessary and possible with department heads or full departments. Lists of careers related to subject areas prepared by the career education specialist are available.

Exploration sites, which allow an individual student to observe an individual worker several hours a day over a period of weeks to ascertain whether the student is truly interested in that particular career, are continually being developed. The previously used guidelines and contract were revised; an evaluation form and method of keeping an accurate account of students' hours of exploration was developed. (See Appendix B-13, B-14, and B-15 for form samples)

A committee, including the career education specialist, planned activities in each secondary school during National Career Guidance Week. Although the program was limited, it was well received by both students and teachers. Essentially, teachers talked about a career in which they, themselves, had worked other than teaching, or guest speakers were invited to talk about a career.

A secondary career education advisory committee was established to guide the career education program. It meets to discuss the direction of career education in the secondary schools of the Fairbanks North Star Borough School District this year, and to plan for next year. The committee's recommendations are worthy of consideration. The group includes administrators, counselors, and teachers.

1. Career Extension Center: This separate building facility is headquarters for a good part of the career oriented program for students who dropped out of high school. The program offered to these students has a three-pronged thrust:

   a. To provide career and personal guidance and counseling to every student who has left the conventional high school setting.

   b. To provide as many career exposure and work experience stations as possible to students in order to provide an opportunity to obtain earning skills.

   c. To provide the opportunity to work toward academic credit which is relevant to the world of work, leisure, and community service.

   Every phase of study and work is written in terms of specific measurable behavioral objectives.

   The student population served by this facility is far greater than the actual enrollment would indicate. Each day, there is an average of three "drop-ins" from other schools, or "dropouts", who wish to discuss their own needs in regard to educational and personal decisions that are of concern to them. Well over 500 such counseling sessions have been held. We find approximately twenty percent of these "drop-ins" are under the age of 16.

   To date, 263 students have been enrolled in the Career Extension Center since its inception September 1, 1971. Below are statistics regarding these students:

Graduates.....37
Career Extension Center Diploma...19
Lathrop High School Diploma..... 9
Alaska State Diploma..... 8
Eielson High School Diploma..... 1

G.E.D.....56

Transfers.....28
Out of District.....21
Lathrop High School..... 7

Presently we have 103 students enrolled. This school year, Career Extension Center students have taken the following courses at Lathrop, our local high school: physical education, concert band, art, simulated office practice, sociology, and taxidermy.

Lathrop High School students have taken the following courses at the Career Extension Center: language arts, social studies, science, and career inquiry.

The total academic credits earned this year, 1972-73, are 219-1/2. The total number of work experience credits earned this year is 101-1/2. These include credits earned in a course, Career Inquiry, in which they develop skills necessary to acquire and hold a job.

In dealing with students and others we find we need to work with the following agencies on a very regular basis:

Office of Vocational Rehabilitation
Division of Family and Children's Services
Juvenile Intake (Court)
Fairbanks Health Center
Division of Corrections
Alaska Legal Services
Bureau of Indian Affairs
Fairbanks Native Community Center
Fairbanks Drug Abuse Center (The Island)
Intensive Supervision Center (under Division of Corrections)
University of Alaska
Alaska State Boarding Home Program
Manpower Center
Hillcrest Home for Boys
Hospitality House
Mental Health Clinic

Vocational interest, ability, aptitude, and personality tests have been given to every student enrolled (Kuder, Strong, and Ohio). The primary objectives of the testing program are to (1) provide each student with comprehensive personal input and (2) provide evaluative data for Career Extension Center programs and approaches.

It is interesting to note that in the tests measuring personality characteristics, interests, ability, achievement, and aptitude, we find no significant difference between the Career Extension Center students and norms presented nationally and locally with the exception of the following:

a. The Career Extension Center students indicate a much higher than normal vocational interest in the creative fields. They have a significantly low desire in career areas necessitating regimentation, i.e., high artistic--low scientific. Upon examining interest survey scores, three specific areas stood out as being significantly high preference interest. This data may be of benefit in determining the general direction of course content if student interest patterns are a factor in curriculum. The following are the three highest interest areas in rank order:

   (1) Artistic (creative appeal)
   (2) Outdoor (outside activities)
   (3) Social Services (helping people).

   The following areas of interest were found to be the least appealing to Career Extension Center students:

   (1) Clerical (precision and accuracy)
   (2) Literary (reading and writing).

b. Even though achievement skills and verbal aptitude were found to be at least average for Career Extension Center students, interest was found to be extremely low in the literary fields. (This appears to be a conditioned behavioral reaction. They simply have been "turned off" to receiving and decoding printed material.)

In an attempt to determine possible increase in vocational awareness and behavioral change brought about by exposure to Career Extension Center curriculum and atmosphere, post testing for vocational interest and personality factors is currently being done. Although the results were not complete at the time of this report, two definite trends appeared to exist. First, there was a marked increase in the number of interest areas scoring above the 50th percentile. Second, regarding the composite personality profile, the average Career Extension Center student appeared to have, during the period between pre and post testing, exhibited more socially appropriate scores on the C, H, O, and Q_4 scales of the 16 P.F. The extent of these behavioral changes cannot be determined until all of the data has been compiled, but significant changes could have occurred in those areas representing ego strength, social restraints, personal adequacy, and social tension level. (See Appendix B-50)

Significant differences were also recorded regarding male and female responses on the personality surveys. Staff awareness and in-service sessions pertaining to these sex related behavioral differences have brought about some changes in academic, vocational, and counseling approaches in dealing with individual students at the Career Extension Center.

All individual and composite test results have been recorded and utilized to establish local norms for evaluation and curriculum planning.

A major objective of the staff located at the Career Extension Center was to cooperate to the fullest extent with all other educational institutions in our school district including a private Catholic school in our community. Some of these are as follows:

a. Visitation of Career Extension Center facilities by 16 Lathrop staff members and approximately 200 Lathrop students.

b. Approximately eight guest speaker presentations for Lathrop classes by Career Extension Center staff members.

c. Three guest lecture presentations for university staff and classes by Career Extension Center staff.

d. Career Extension Center staff participation in Lathrop High School departmental meetings (approximately 12).

e. Monthly participation by Career Extension Center staff in Lathrop High School principal's council.

f. Career Extension Center staff participation in Lathrop High School committee for graduation requirements changed.

g. Participation by Career Extension Center staff in two district-wide Career Education Workshops.

h. Visitation to Catholic private school regarding several students, plus various phone calls.

i. Two trips to Eielson Air Force Base in regard to students and curriculum.

j. Regular meetings of our work-experience coordinator with the three co-op teachers at Lathrop.

The director and counselor attend the monthly luncheon meetings of the Interagency Council and also the Interagency Youth Council.

Various members of the staff have attended the following conventions, conferences, and in-service training sessions:

a. Two staff members attended the Alaska State Vocational Association Convention in Sitka.

b. One staff member attended the American Vocational Association Convention in Chicago. The Superintendent of Schools attended also.

c. Six staff members attended the one-week in-service training in career education before the school year began.

d. One staff member attended an in-service training and unipac writing workshop in the late fall.

e. One staff member attended a workshop in Las Vegas, Nevada, entitled "Vocational Exploration Groups: Career Life Styles", directed by Dr. Calvin J. Doane, Arizona State University.

2. Public Relations: It has been very gratifying to find the community very receptive to the Career Extension Center. (See Appendix A-1 - A-12 for written articles) A local television station produced a ten-minute documentary on the Center, and one of the local radio stations has invited staff members and students to take part in an evening talk show. Almost every service club has invited a staff member to speak at least once, and lately we have had the opportunity to speak again at some of them.

3. Racial Groupings: The Career Extension Center has a slightly higher percentage of students of minority groups than the local high school.

	Local High School	C.E.C.
American Indian and Alaska Native	9.1%	13.4%
Black	4.5%	8.5%

4. Student Questionnaire: Approximately 75 percent of the present Career Extension Center enrollment answered a personal questionnaire. The results are as follows:

a. Average age: 17.5 years.

b. Sex: Male, 50%; Female, 50%.

c. With whom do you live?

Natural parents	53.0%	Relatives	4.5%
Foster parents	4.0%	Independent	11.0%
One parent or step-parent	12.5%	Friends	15.0%

d. If not living with your parents, why not?

Most frequent answer: Family problems.
Next most frequent answer: Want to be on own.

e. If not living with parents, where are they? (23 replies)

Fairbanks area	67%	Village in Alaska	8%
Out-of-state	17%	Anchorage, Alaska	8%

f. What is the occupation of your parents?

Father (52 replies)		Mother (40 replies)	
Animal Technician	2	Accountant	1
Band Manager	1	Bank Teller	1
Carman	1	Bartender	1
Carpenter	6	Bookkeeper	4
Civil Engineer	1	Child Care	1
Civil Service	2	Civil Service	2
Construction	3	Cosmetologist	1
Contractor, General	2	Dispatcher	1
Electrician	2	District Recorder	1
Federal Aviation A Authority	1	Housewife	8
Fireman	1	Interior Decorator	1
Forklift Operator	1	Keyboard Operator	1
Gas Station Attendant	1	Maintenance	3
Geophysical Institute	1	Nurse	1
Insurance Business	1	Postal Clerk	1
Janitor	1	Receptionist	1
Loan Officer	1	Reporter, Newspaper & Free Lance Writer	1
Mail Supervisor	1	Seamstress	2
Manager, Div. of Lands	1	Secretary	3
Meat Manager	1	Teacher, Public School	2
Mechanic	2	Telephone Operator	1
Minister	1	Waitress	3
Owner, Air Service	1		
Pilot	1		
Representative, Dept. of Agriculture	1		
Salesman	2		
Self-employed	1		
Truck Driver	2		
Well Driller	2		
Military	7		

g. What is the educational background of your parents?

	Father	Mother
Grade School	4	2
Some High School	7	10
High School Graduate	14	16
G.E.D.	1	
High School Plus Courses	2	1
Some College	1	4
College Graduate	6	2

h. Is this your father's first marriage?

67% Yes

i. Is this your mother's first marriage?

64% Yes

j. Does your family talk things over?

45% Yes
40% No
15% Sometimes

k. To what degree would you say your family understands and accepts each other? (50 replies)

14% None
34% Fair
28% Good
20% Very Good
4% Exceptional

l. Do you feel you understand and accept them?

54% Yes
21% No
25% Sometimes

m. Did you ever go against your parents in your choice of friends?

80% Yes
7% No
13% Parents don't care

n. What usually happens if your parents oppose a friend? (50 replies)

30% See them anyway
36% Nothing
22% Big hassle
10% Talk it over
2% Don't see the friend

o. Who is the most influential person in your life? (52 replies)

17%	Myself	10%	Boyfriend
13%	Friends	10%	Girlfriend
13%	Relative	10%	No one
12%	Father	5%	Fiance
10%	Mother		

p. How long have you lived in Fairbanks?

5% Less than 1 year
30% 1-5 years
13% 6-10 years
14% 11-14 years
38% 15-19 years

q. Where were you born?

34% Fairbanks
52% Out of state
7% Village in Alaska
4% Anchorage
1-1/2% Canada
1-1/2% Germany

r. If you work, how much do you earn? (34 replies)

45% $1.85 to $2.50 hour
24% $3.00 to $5.00 hour
3% $7.00 hour

8% $40.00-$100.00 month
8% $120.00-$200.00 month
12% $290.00-$400.00 month

s. Do you own a car?

31% Yes
69% No

t. Have you ever run away from home? (65 replies)

58% Yes
42% No

Why? (34 replies)

70% Family problems
20% Want independence
10% No special reason

u. If you needed help and advice to make a big decision, to whom would you go for that advice?

23%	Friends	5%	Father
17%	No one	5%	Boyfriend
15%	Relative	2%	Foster Parent
10%	Counselor	11%	Other
8%	Mother		

v. Have you ever been arrested? (68 replies)

53% Yes
47% No

w. In what grade or what age did you begin to lose interest in school? (61 replies)

20% 1-6 grade
70% 7-10 grade
10% 11-12 grade

x. When did you actually drop out of school? (54 replies)

1.5% 7th grade
2.5% 8th grade
9.0% 9th grade
41.0% 10th grade
18.0% 11th grade
26.0% 12th grade

y. If your best friend told you he was going to drop out of high school, what would you tell him? (60 replies)

40.0% Stay in school
18.5% Is up to him
15.5% Drop out, come to CEC
12.5% Go ahead
7.5% Depends

z. Where are you in your Education? (62 replies)

8% 9th grade
34% 10th grade
24% 11th grade
34% 12th grade

aa. What did you dislike about school?

14% Boring
12% Didn't like rules
10% Skipped too ofen
10% Didn't like teachers
9% No learning anything
7% Frustrated with school
6% Home problems

5% Needed to work for money
5% Just a "bad feeling" about school
5% Teachers too far ahead and moving too fast
4% Felt "dumb"
4% Felt out of place
3% Can't read well
2% Wasting time
2% Not good atmosphere for learning
1% Don't like administration
1% Pregnant

5. Work Experience: Every student attending the Career Extension Center was counseled in terms of his abilities, aptitudes, and career interests and an attempt was made to place each one who was employable on a training station. Those who were having social and other types of behavior problems that would cause difficulties on the job were counseled and aided by the staff until they were ready to take on some outsude responsibilities. At any one time approximately 41 percent were actually in training stations that were suited to the individual, providing an opportunity for gaining a salable skill, and enriching their personal lives to the levels they could handle in terms of mental and social abilities. Approximately 5 percent were married and had household and/or children responsibilities; 1 percent were not interested in working; 23 percent were between jobs due to lay-offs; some were planning to improve themselves with a new and better training station; some were on money-making jobs, but not actual training stations; and some were not able to accept the responsibility placed upon them. This leaves about 30 percent who were either new students or were considered by the staff not ready for employment. (See Appendix B-46)

6. Diploma: This is the first year that a diploma was issued to each Career Extension Center graduate who met the criteria developed by the Career Extension Center staff and students. Each objective was chosen in terms of its total relevancy to the individual student which at the same time met all Alaska Department of Education standards as presented in the Administrative Manual for Secondary Schools. Although not every objective was met by every student this first year, except for academic performance, the goal is to provide each student with a list of his competencies, especially in vocational proficiencies. (See Appendix B-44)

Various new programs, group sessions, and mini-courses have been introduced to the students of the Career Extension Center. Below are the descriptions of a few of them.

a. Decision-Making Skills Through Group Interaction

In response to a need expressed by Career Extension Center students and requests from Lathrop High School counselors to do groundwork in this area, an experimental group interaction setting was developed to facilitate decision-making skills.

Four separate group techniques were [illegible] over a three-month period. An evaluation then [illegible] with the results being presented to the [illegible] High School counseling department and administration with the [illegible] of providing a format for group decision-making sessions planned for that school. The four techniques used--under the general heading of "Personal Survival"--were:

(1) Group interaction games.
(2) Inter-group problem solving activities.
(3) Presentations by behavioral experts, and
(4) General rap sessions.

In summary, the evaluation results indicated varying degrees of success with all of the techniques and it was felt that all four should, in fact, be incorporated into a unit geared toward developing decision-making skills. It was found that selected group interaction games were an effective method of beginning a group of this nature. This allowed students to become aware of each other's values and begin to form a cohesive group. It was felt that this could be followed by several outside presentations by behavioral experts to explore varying lines of thought regarding the understanding of behavior. Examples used in the experimental group were: behavior modification concepts, transactional analysis, brief therapy model, and an introduction to Freudian concepts. The group then felt that inter-group problem solving activities were appropriate. (Refer to Appendix B-45) This was designed to be the meat of the program and would account for more than one-half of the total time spent. The last several sessions would then be utilized in general discussion to allow for free, unstructured exchange of ideas, as well as to provide a setting for evaluation.

It was indicated by Lathrop High School educators that the techniques developed by this program would be implemented in the high school during the ensuing school year and attempts would be made to inject the decision-making process into the curriculum.

The Career Extension Center staff plans to deal with this concept on a larger scale during the 1973-74 school year and spin off groups dealing specifically with decision-making skills and career choice.

b. <u>Mini-Course in Environmental Economics, May 14-17, 22-24, 1973</u>

A portion of the students at the Career Extension Center participated in a mini-course in Environmental Economics. The activities consisted of visiting many stores in Fairbanks and pricing items of interest to the students. A comparative analysis of the data led the group to conclusions concerning "getting the most for your money".

Community resource people were utilized. A local food store manager, a used car dealer, and a representative from the Consumer Protection Agency led discussion groups. Topics such as "Basic Price Lists", "Unit Pricing", "Margin of Profit", and "Consumer Rights" were discussed.

Students actively went into the community to observe factors of consumer environment such as forms of advertising, atmosphere, etc.

c. A Summer Program for the Month of June

"Man vs. Nature--An Environmental Study" is the title of the summer course being offered for 30 students in two two-week sessions (15 students per session). Through the study of literature, creative writing, poetry, art, music, photography, and physical education, students should become more aware of themselves in relation to the man-made world and the natural world that surrounds them.

d. Environalysis, February 16-17, 1973

Environalysis consisted of a two-day ski-in, camp out, ski-out outdoor experience. Three students participated in this pilot program. Students were responsible for carrying in their own equipment, food, and supplies. The distance traveled round trip was approximately 22 miles. Temperatures dropped to 25 degrees below zero and the students maintained their camp despite the extreme temperatures.

The students received physical education and environmental biology credit.

The experience included segments of camp planning, arctic survival, physical education, data collection, backpacking, cross country skiing, and related areas.

e. Environmental Education Workshop, April 12, 13, 14, 1973

In mid-April, twelve students from the Career Extension Center participated in an Environmental Education Workshop.

This workshop was sponsored by the Fairbanks North Star Borough School District and was headed by Environmental Education Specialist, Larry Hill, and his assistants from the Alaska State Department of Education.

Students participating received credit in science, and their attendance at all meetings was required.

The Career Extension Center students were the only students in the workshop which was open to the Fairbanks community. Their participation was outstanding. They were regular in attendance. They managed, in a long and [illegible] game, to persuade the city council to use the money of gift land to the city as an industrial site. Career Extension Center students made presentations to the entire group that brought compliments from the audience.

D. Results and Accomplishments of the Project (District-Wide)

1. The director and staff initiated three workshops in integrating career education into the curriculum.

2. Two career education advisory committees were organized and coordinated into the school district.

3. A list of ield trips and speakers was made and distributed to all interested faculty members, as well as a list of careers related to subject areas.

4. The career education specialists aided in the development of mini-grant proposals.

5. Career centers in all schools were developed and expanded.

6. Time and assistance were given to the junior high teachers and counselors who are becoming actively engaged in group career guidance programs.

7. The career education specialists arranged field trips and speakers at all grade levels as well as field trips for teachers so that they could explore the resources in the community.

8. The career education specialist expanded the Career Exploration Program for high school students.

9. The career education specialist encouraged development of advisor/advisee program at the high school.

10. The career education specialist and counselors gave and interpreted KUDER Interest Inventory to all interested students.

11. The career education specialists spoke with faculty and students at the University of Alaska.

12. The secondary career education specialist worked closely with co-op coordinators.

13. The career education specialists prepared a list of new materials used.

14. The career education specialists encouraged and assisted the beginning of a career education program in each school through teacher involvement and purchase of materials.

15. The career education specialists arranged for "The Art of Job Hunting" course for interested students.

16. The career education specialists worked closely with the Career Education Director and the Director of Elementary Education in developing the career education program district-wide.

17. One of the most significant results of the Orientation-Work-Study-Placement Program is the increased interest on the part of the community in the entire career development program in our school district. They always appear willing to visit classes, receive field trips, and whenever possible, provide exposure and work experience stations.

18. The Career Extension Center has received a tremendous amount of support from parents and students.

19. Cooperation between the Career Extension Center and the other schools in the district, especially the local high school and one junior high, has grown to the point where there appears to be total acceptance of the program on the part of the administration and counselors as demonstrated by a great increase in looking to the Career Extension Center for direction and guidance.

20. Many new and innovative programs have been planned by individual teachers in the district who have become very interested in the entire concept as a relevant part of a student's education.

21. The Career Extension Center has been recognized as an educational unit in itself and issues its own diploma. (See Appendix B-44 and Appendix B-51)

22. The Career Extension Center has been able to serve 88 percent more Black students and 47 percent more Indian and Eskimo students than the local high school.

23. The League of Women Voters has prepared a two-year study on juvenile needs in the community and the Career Extension Center program was highly commended for its efforts and accomplishments.

24. In the 1971-72 school year, six students received high school diplomas and three received Alaska State diplomas. In the 1972-73 school year, nineteen students will receive Career Extension Center diplomas, three finished work at the Career Extension Center but received Lathrop High School diplomas, one received an Eielson High School diploma, and six received Alaska State diplomas.

25. The Career Extension Center staff has been instrumental in bringing about curriculum modification in the academic and vocational areas in the school district and has helped the counseling department in the beginning stages of its reorganization.

26. The new vocational center of the Fairbanks North Star Borough School District has consulted the Career Extension Center staff members in some areas of its program development.

27. A model for career education was developed for dissemination to school staff and community, as well as to all of the other school districts that request information for their use in developing career curriculum. (See Appendix B-42)

28. An attractive brochure was developed for the Career Extension Center to explain the purpose and objectives of this alternative type of education. (See Appendix B-43)

Third-Party Evaluation*

of

Fairbanks North Star Borough School District

"Orientation - Work - Study - Placement" Program

(Second Year: Aug. 1, 1972 - July 31, 1973)

(Project No. V-161-177)

*This section was prepared by Dr. Allen Lee, third-party evaluator and follows the pattern prescribed in "Vocational Evaluation Reports," (Superintendent of Documents, Stock No. HE 5.210:10065).

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Third-Party Evaluation

Fairbanks North Star Borough School District
"Orientation-Work-Study-Placement" as an
Vocational Exemplary Project No. [illegible]
(Second Year: Aug. 1, 1977 - July 31, [illegible])

Introduction

I. Purpose of the Evaluation

Section 103.45 of Title 45 of the Code of Federal Regulations, entitled "Research and Training, Exemplary and Curriculum Development Programs in Vocational Education," provides for a third-party independent evaluation at the end of each operational year.

A. The evaluation report which follows [illegible] provision and includes:

1. Teacher perceptions of the program
2. Principal perceptions of the program
3. Pertinent perceptions of counselors (specifically of their own time-use)
4. Measurements of career education achievement of students at the 8th, 10th, and 11th grade levels in the schools of the District at the beginning and near the end of the project year evaluated
5. HEW Region X Office Review Committee
6. Third-party appraisal of progress toward accomplishment of each procedural objective of the project
7. Third party conclusions and recommendations.

B. The Purpose of the Project has been to utilize existing research results to develop an exemplary comprehensive [illegible] intended to provide a broad range of occupational orientation at the elementary, junior high and secondary levels, [illegible] the assumption (by the District) of responsibility for developing some degree of employability for every student (including, but not restricted to, youth who have academic, socio-economic or other handicaps) and to improve the placement of all students [illegible] school (dropouts as well as graduates).

C. The broad objectives of this [illegible] F-[illegible]-177) as stated in the guidelines of the [illegible] AH-V70-1, October 2, 1969, are as follows:

1. Provision for broad occupational [illegible] elementary and secondary school [illegible] increase student awareness of the range of [illegible] open to them (students) in the [illegible] world.

2. Provisions for work experience, cooperative education and similar programs, [illegible] a wide variety of offerings [illegible] occupational areas.

3. Provision for students not previously enrolled in a vocational program to receive specific training in job entry skills just prior to the time that they leave the school. (Some of these training programs might be very intensive and of short duration.)

4. Provision for intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling. (Placement might be in a job or in post-secondary occupational training. Placement should be accomplished in cooperation with appropriate employment services, manpower agencies, etc.)

5. Provision for the grantee or contractor to carry the program on with support from regular funding sources after the termination of the Federal assistance under Part D of P. L. 90-576. (Federal assistance under Part D cannot exceed three years.)

Specific objectives of the Project include:

1. To broaden occupational orientation at the elementary, junior high, and high school levels.

2. To broaden occupational aspirations and opportunities for youths (including those who have academic, socio-economic, or other handicaps).

3. To specifically identify dropouts (at whatever level), pinpoint causes for dropouts, plan preventative and remedial programs, and promote implementation thereof.

4. To identify and develop new opportunities for work experience and cooperative education in several occupational areas.

5. To give more practical work experience to youth at various grade levels and to give such experience characterized by learning while doing, significant responsibility for productive service to an employer, reimbursement (from employers) to the student for service rendered, and recognition of educational value (of such work experience) by awarding formal credit.

6. To achieve a more realistic view of job opportunities and to utilize such information in training for employment.

7. To develop employability of students.

8. To develop the assumption of responsibility for placement of students at whatever level they leave the school system.

9. To create bridges between school and earning a living for young people who are still in school, who have left school either by graduation or dropout, or who are in post-secondary programs of vocational preparation.

10. To make greater use of existing school facilities, especially during the summer months..

11. To conduct inservice for District and other personnel to achieve the objectives of this proposal.

12. To bring general educators, vocational educators, State Department of Education staff, local school staff, teacher education staff, Model Cities staff, staff specifically concerned with the disadvantaged and handicapped, manpower agencies and others together in coordinated efforts to achieve the objectives of this proposal.

13. To improve the status, scope and image of vocational-technical education.

14. To design and consumate an objective and effective evaluation to be used for periodic modification of the Project.

15. To plan and promote expansion of activities to other districts (including private schools.

Participants in the Project involved the majority of schools, and students of the Borough in one or more ways, including the following schools:

(1)	Barnette Elementary.	613 students*
(2)	Birch Elementary	62
(3)	Denali Elementary.	730
(4)	Hunter Elementary.	[illegible]
(5)	Joy Elementary	[illegible]
(6)	Nordale Elementary	744
(7)	North Pole Elementary.	601
(8)	University Park Elementary	[illegible]
(9)	Main Junior High	817
(10)	Ryan Junior High	[illegible]
(11)	Lathrop High	1,7[illegible]
(12)	Career Education Extension Center. .	[illegible]

*Approximate figures.

The questions and statements contained in the several instruments (note attachments) were designed to collect data from a variety of sources, including teachers, administrators, students, project staff and counselors. These data were utilized by third-party evaluation staff in identifying strengths, weaknesses, needs and formulating recommendations. The data were also used in appraising the extent to which project objectives were achieved, and to acquire an indication of student achievement in career education at various grade levels.

II. Relation to Other Evaluations

Third party evaluation staff cooperated in the HEW Regional Office review in May (1973). This was a privilege, provided additional perspective, facilitated cooperative effort, and was found definitely desirable and worthwhile by the third party evaluator.

III. Consumation of the Third Party Evaluation Plan

A variety of previously validated instruments and procedures developed by the third party were utilized. Some were modified and/or developed specifically to meet immediate or unique needs of this project. Dr. Robert E. Taylor, Director of the Center for Vocational and Technical Education and Cheryl H. Lee, Project Assistant, Vocational-Technical Materials Projects, Northwest Regional Educational Laboratory had major roles in development of instruments #1, #2, and #3 below. Following are the instruments used for written responses:

1. Career Education Achievement Questionnaire, 5th Grade Level
2. Career Education Achievement Questionnaire, 8th Grade Level
3. Career Education Achievement Questionnaire, 12th Grade Level
4. Perceptions of Career Education in Schools of the Fairbanks North Star Borough (used with both teachers and principals)
5. Survey of Counselor Time Use

Third party evaluation staff (Jeanette Hamby and Allen Lee) conferred periodically with teachers, administrators and students in eight of the elementary schools twice during the year, and upon numerous occasions with the project director and staff.

IV. Extent of Coverage

A random sampling of teachers and principals was made for instrument #4 (above). These included respondents from all of the schools listed above. All of the Borough counselors participated in group discussions and/or responded to instrument #5 (above) in written form, which was essentially the total universe in that area.

A total of about 625 5th grade students, 4[illegible] 8th grade students and 285 12th grade students (essentially the universe in the respective grade levels) responded to the initial student achievement tests. The post test near the end of the year was limited to about 173 5th graders, 95 8th graders and 66 12th graders because analysis

of the pre-test indicated this would be more than adequate for a representative sampling (about 24% of the universe).

Attachments #1 through #5 to this Third Party Evaluation report section are examples of the five instruments utilized for written responses.

SECTION ONE: TEACHER PERCEPTIONS OF THE PROGRAM

One or more teachers in each of the schools participating were asked to complete the questionnaire with anonymity preserved and mail responses directly to the third-party evaluator in a self-addressed stamped envelope provided for that purpose. Following is a representative compilation of teacher responses, question by question tabulated. (Note Appendix for copy of instrument used.)

1. Some schools have designed curricula and learning activities to help students become aware of the broad world of careers and potential opportunities for future employment.

   A. In this respect, what is your school doing now? Check one:
   A lot 1 Some 10 Very Little 4 Don't know 1

   1.) It has been left up to the individual teacher and there is no consistency some do a great deal, some do none.

   2.) There is a special Career Ed. class designed for the 7 & 8th graders -- developed to bring out their major interests and point them in the direction of several career choices. Thousands of careers are described for the students.

   3.) Clubs like DECA and VICA get to interested students -- perhaps 15% of student body -- home econ gets to some more but I feel there could be more for those students not vocationally inclined at this time.

   4.) Upper grades are doing a great deal, and am beginning to see more on the K-3 level.

   5.) Varies from class to class -- effort is being put forth to improve.

   6.) Members of nearly every grade level in our school attended a career workshop in January. We developed a plan to implement in our building K-1 emphasis on family (parents, jobs, etc.) 2 emphasis on school (nurse, teacher, principal etc. 3 emphasis on school neighborhood. 4-6 emphasis on community (branching out each year, into different areas of work). Also state jobs.

   7.) Special course in curriculum called careers at Ryan--.

   8.) Kindergartens have done a great deal. Upper grades have had specific units but not on-going studies.

   9.) Probably little except in isolated classes. Where enough is being done-- just not coordinated with anyone else.

   10.) Many materials are available to teachers who are using them to make children aware. Students may view materials individually in the library.

B. To what extent is Career Awareness content blended with content of social studies, reading, math, English or other areas in your school?

1.) Again it has been left up to the individual teacher.

2.) I can't be too certain about most of the other areas. I know Soc. Stu. has introduced students to world of politics, banking, etc. Science has incorporated activities to involve the students in such areas as fisheries, and wildlife management, geology and related physical fields. Astro-science. The students keep career notebooks and report on interesting careers in field of science once a month.

3.) Some, in consumer econ. especially, films on career possibilities -- there is not enough emphasis within the program -- also we have a two semester Intro to Teaching course.

4.) Teaching of economics and businesses in our area is used in all of the above -- Career awareness is not a separate subject.

5.) One career class on banking incorporated math by check writing, balancing a budget, etc.

6.) Nil.

7.) It's done frequently by teachers. It's felt that Career Education must be integrated into all other subject areas, that this is most effective, giving meaning to the relevance of school subjects.

8.) In 8th grade US History, hardly anything is done because of the still conceptual orientation of the course in terms of development of political, economic and social trends in a chronological way. In Human Ecology or the High School Geography project a lot. A _____ in Man and This World.

9.) Interviews, trips, etc. include questions on careers.

10.) Individual teachers mention related fields throughout their lessons. Some teachers have had guest speakers talk with their classes about specific careers.

11.) We have been very slow doing the above though we have a Career Coordinator.

12.) Very generally, not as intentional as would be desired.

13.) I don't agree that it should be. At the elementary level there is a need to master basic skills which takes a great deal of time in itself. A blending with careers can be brought in where it applies but cannot replace the basic work.

14.) There are speakers from outside the school which come in to explain and demonstrate their job abilities. There are also content related field trips to various parts of the community.

C. Are most students in your school now developing an awareness to several career clusters?

1.) I don't know. Most of my students are, but I can't speak for the other 650 students.

2.) I believe so -- being that they are exposed to Career Ed. and also, get some information in their daily classes.

3.) No, we could use actual quarter or semester course with emphasis specifically on careers.

4.) Just beginning as this hasn't been emphasized enough.

5.) Yes, more instruction material is needed, progress has been made.

6.) No.

7.) Yes, in relation to what job opportunities are available in the community, (Construction, Food Services, Health, etc.)

8.) Not unless they are in the careers class.

9.) Yes.

10.) I'm not aware of it.

11.) Yes, -- aware anyway. Not too much being done as yet.

12.) I don't believe the majority of the teachers are knowledgeable about career clusters as such. A recent workshop (attented by 4+ principal) did not stress, or hardly mention the concept. How could it be passed on effectively.

13.) In some classes -- yes.

14.) No, the students are not developing an awareness to career clusters because teachers and students are not familiar with the term "career cluster."

15.) Those in our double room of 60 view filmloops and strips in a career carrel. The materials are regarding several career clusters.

D. Are you of the opinion that you personally have enough information and knowledge of careers and career clusters to plan, manage and teach Career Awareness to your students?

Yes 5 No 10

1.) But only because of my own job experience out of the schools.

2.) I have general knowledge of many fields in science the students could pursue, but I feel I could and should know a lot more facts about the various careers -- such as ed. requirements, basic salaries, etc.

3.) I do not feel that is my job. This should be left to counselors and career specialists with encouragement from classroom teachers to students to check out possibilities.

4.) Would like to have a K-12 guide to help me and others keep from overlapping. Need another workshop or opportunity to observe schools in lower 48.

5.) The field is relatively new to me, but I am interested.

6.) No training, no in-service time.

7.) Yes on a first grade level. (Believe we need more 16mm and new filmstrip on Careers for middle grades.

8.) On a 4th grade level there is a question in my mind how much ought to be taught since children are superficially interested in many careers.

E. What should be done, and what do you need in order to improve this facet of education in your school?

1.) In-service training for the teachers.

2.) Perhaps the teachers should be made more aware of general career opportunities in their field. Also -- they could be given information about local industries, personnel, etc., that would be willing to come in to school and spend some time talking with the students about their career. Many teachers have no idea of who to even ask to come in and participate in the classroom.

3.) The program seems solid -- but needs more time to mature.

4.) Workshop, released time to observe. Better organization by top administration seeing a need for a K-12 guide.

5.) A career program that begins in K and is progressive through 6. Area level workshops to buzz and develop program school wide. K-1, 2-3, 4,5,6,) Discussions including field trips available in area.

6.) Teachers need in-service training -- need to learn about resources in community need much <u>good practical</u> information.

7.) More information -- compiled by others or through workshops. Need time to develop such knowledge.

8.) In-service workshops.

9.) More time for planning.

10.) We need a resource person to dig up speakers in different career groups so that we can use these people.

11.) Have some good school meetings discussing Career Ed. We now have two representatives from each elementary school and the feedback is poor (I'm one!)

12.) BETTER, workshop that gives real information to participants. Last one seemed to sour more than motivate. Possibly in-service!

13.) Purchase films, filmstrips, etc. The ones we get are for preview -- we can't plan on them or around them and we end up using them when available whether they really fit or not.

14.) Workshops to show how to implement materials and people into the career education program.

15.) Many varieties of self-explanatory materials that a child can explore individually or in small groups. These materials ought to be readily accessible wherever a child is interested.

2. Individual schools may or may not provide instruction designed to make the student aware of his own abilities, likes, dislikes, and potential for earning a living and serving society in a productive manner.

A. What is your school now doing?
A lot 0 Some 11 A little 3 Nothing 1
Don't know 0

1.) One of our counselors is working with the eight grade students -- that is all that is being done.

2.) As I mentioned earlier, we have a career Ed class for the students -- and information in individual classes by teachers.

3.) Preference tests -- Vocational Aptitude tests, etc.

4.) Upper grades -- a great deal. Now have mine -- courses with varying interests.

5.) We are trying to improve motivation and higher objectives for students, through awareness of job potentials.

6.) Hobby fairs, Art fairs, Mini-courses offered one day a week (cooking, sewing, karate, arts and crafts, models, etc.) CLubs: skiing, tumbling, drama, etc.

7.) This is only 8th or 9th grade film loops and a few field trips and a few guest speakers.

8.) Made lists of resource people. Have a cart for "career ed." materials. Teachers put their names on lists wherever they have a speaker in or go on a field trip.

9.) We're not career oriented..

10.) I think many classes work on this to some extent.

11.) Children are working in the careteria and library.

12.) Some inventory check lists help do this a variety of AV materials are shown by many teachers and these expose many careers.

B. To what extent are you of the opinion that students in your school are developing awareness of their own individual abilities, likes, aptitudes, etc., with regard to various careers and/or career clusters?

1.) Very little -- not many teachers emphasize which careers their subject areas can lead into.

2.) I believe some of the students still are immature and have the opinion that a career is too far off in the future to worry about. On the other hand, I know several students who already are concerned about their curriculum for next year -- what electives to take -- they ask teachers what would we suggest them to take -- if they have an interest in college, manual labor, etc.

3.) Poor development but this is due more to the type of student. (I.E., many from broken homes, high transiency rate and proximity of military bases leading to disruption in student's formative years).

4.) Isn't done in all grades -- therefore I'd say very little.

5.) By statements such as : I didn't know there were so many jobs in a university, a bank, a newspaper office.

6.) None.

7.) I think a good job of this is being done.

8.) Hard to tell.

9.) About average.

10.) Have no way of knowing.

11.) Not much more than ever before.

12.) Children have interest centers in most classrooms, and there has been a mini grant which enabled the upper grades to have mini-courses.

13.) My opinion is that the greatest influence on children comes from friends of brothers or sisters or someone whom they know works in a job. Students in our school are certainly developing some degree of awareness.

C. Have you identified any career clusters which you deem most important or of high priority for your school?

Yes 3 No 11

1.) Clerical careers.

2.) Health, welfare, recreation.

3.) Those which relate to our community. Fish and game management, retail stores, public services.

4.) See 1E.

5.) Just continue as we are doing, only do more whenever possible.

6.) Drug abuse seminar.

7.) Until we are more adept at teaching above we need the kits and guidelines available.

8.) First motivate teachers then it should come almost naturally.

9.) Smaller classes -- or a way to be able to work with 5-10 kids at a time.

10.) Interest centers and mini courses for primary and upper elementary.

11.) Some attention to how to assess ones own strengths and weaknesses as regards employability in various careers.

3. Concerning the matter of school providing instruction and activities (such as field trips, outside speakers, etc.) in an effort to broaden the career aspirations of all students:

A. What does your school now do? Check one:

A lot 1 Some 8 Little 4 Nothing 1 Don't know 1

1.) There are several field trips planned yearly by all depts., in the school -- and I know many teachers do have outside speakers come in.

2.) Seems to be a certain animosity in this district between town and students.

3.) Mini field trips are arranged. Parents visit places in area with small groups of children.

4.) Each teacher differs. Lower grades go on many field trips. Upper grades have units involving speakers etc.

5.) Fair amount of speakers, field trips but I don't think careers are a main focal point.

6.) Some classes and some grade levels a lot, others I don't really know -- probably little.

7.) Trips to police station, weather station, bakery, airport, utility facilities, experimental farm.

B. What do you perceive to be needs, and what are your suggestions for improving career aspirations of students in your school?

1.) Exploration of aptitudes, interests and careers.

2.) More stress in individual classrooms. More participation by teachers in various fields of education.

3.) Get parents more involved and in this district, that has proved nearly impossible.

4.) A mini mobile or separate room for specific career areas.

5.) Exposure.

6.) Curriculum coordinator, consistency among administrators and therefore policy, then release time for training teachers in this area.

7.) More guidance and help. Not many teachers know too much about it.

8.) Need more experiences at different tasks. Then relate tasks to careers.

9.) More speakers. More field trips to watch people at work -- field trips in small groups (with parents along) expecially since business places cannot easily handle large groups.

10.) Have more outside the school speakers demonstrate and include in the demonstration children who are interested in the job.

11.) Mini-field trips to the scene of the work -- small groups.

4. Does your school identify and maintain a list of dropouts? Check one:

Yes 3 No 3 Don't know 4

1.) But I'm sure they do.

2.) Excellent record kept -- not sure however how much follow-up.

3.) As far as I know there is no follow-up.

4.) Not in this elementary school. 1-6.

5.) Elementary school -- no dropouts. Physically anyway.

6.) No dropouts to 6th grade unless of an unusual nature.

5. Does your school identify the reason for each dropout? Check one:

Yes 3 No 4 Don't know 4

1.) Again, I'm sure they do -- there is a career facility for dr- outs.

2.) On original listing, the "reason" is given. Top two are transiency and non attendance.

6. Does your school attempt to identify potential dropouts? Check one:

Yes 2 No 3 Don't know 5

1.) Counseling -- attempts made to convince student to stay excessive "second " chances given.

2.) Files kept on each student receiving a misconduct slip. Counselors are over ____ with number of kids but still not used enough.

3.) Remedial reading programs.

7. What do you perceive to be needs, and what are your suggestions for improving education in your school to reduce dropouts and problems related thereto?

1.) Develop programs to meet their needs. They attend the career program -- working ½ day jobs to get experience.

2.) Parent involvement is vastly important. We have the courses and the curriculum but the attitude of the town and most parents is extremely difficult to understand. Most don't seem to care.

3.) Have full time counselors in elementary school. Recommend immediate counseling in Jr. high.

4.) Parental counsel.

5.) See BB above. Notify parents that they are not to keep kids out of school for any reason except illness.

6.) We need to get rid of compulsory education.

7.) We are doing something. Fairbanks is building a great vocational center -- h.s. of course.

8.) Better relate daily work to general goals.

9.) Potential dropouts I think can be spotted quite early in elementary school. Career education will help but there is also a need for a counselor in each school.

10.) The needs lie in producing an even more thorough remedial reading program than we have at the present time.

11.) Make a school day interesting by providing much individualized instruction with a great variety of choices for the student. Teachers must make children aware that they "care" and do much to show this in how they teach.

8. What is the nature and extent (if any) of work experience or "hands on" experience (in or out of school" which your school arranges and coordinates for students?

1.) None.

2.) High school does this -- commericial courses.

3.) Downtown jobs through DECA and VICA.

4.) Set up actual jobs in the classroom -- example sewing, cooking, banks, etc.

5.) Cooking, crafts, sewing, sports.

6.) Good -- cooking and baking in classrooms, constructing model stores, cities. Letting the children do. We had a cake decorator demonstrate . . . then all students tried decorated cakes they baked, etc.

7.) Plays, intramurals, typing assignments.

8.) Cafeteria aids in upper grades. Also, older children help younger children with reading, arithmetic, etc.

9.) None.

10.) No, very little about this.

11.) None.

12.) Only what students are allowed to do on their small group field trips and in a couple classes, projects that are carried on right in the school.

13.) Don't know.

14.) Cafeteria helpers, aides in the room, responsibility for chores, completing assignments.

9. What do you perceive to be needs (if any, for students in your school) pertaining to "hands on" or other work experience (in or outside of school), and what are your suggestions for improving this facet of education?

1.) The students should have a chance to get out in the community to observe and participate in various types of jobs.

2.) 7-8th grade -- a little young, however some of our older 8th graders (perhaps those who have failed in the past) have shown an interest in custodial work -- and so they do spend part of the school day helping with minor jobs around the school.

3.) Little or no needs -- actual experience in vocation is given high priority.

4.) Need large room or mobile for work areas. Money needed for typewriters, sewing machines, cameras, etc.

5.) Longer school day with extra time used in "doing" projects -- require facilities and personnel.

6.) Just more of them to be experienced.

7.) More field trips and more money for school budget.

8.) Experience with people in different careers.

9.) You need a high school teacher for this.

10.) We need to try it.

11.) Most easily done by willing parents who have small groups visit their place of work.

12.) Don't know at the present but would be interested in finding out the needs.

13.) I question the need to grade 6?

10. Do you favor giving school credit for work experience outside of the school?

Yes 11 No 2

1.) Junior high students aren't old enough to be hired for meaningful work.

2.) Experience is the best teacher. If a student gets some work experience which is directly related to his area of study, he should be given credit.

3.) Better to work outside than goof-off inside.

4.) High school credit only.

5.) Not at the exclusion of basic instruction.

6.) Incentive.

7.) They are usually too young in first grade.

8.) I can't imagine not giving credit.

9.) I don't know -- it would depend on the experience I suppose.

10.) High School maybe? No opinion.

11.) Credit should be given if it can be incorporated into some aspect of the classroom curriculum.

12.) Schools hopefully in the futrue will be out in the community -- especially for junior and senior high. The need for skills must be experienced before many young people believe they are needed.

11. Do you consider it essential that most of your students be in your classroom during most or all of you allotted class periods in order to absorb the instruction which you provide in your classrooms.

1.) No, my students should be able to do research in the library and in the community on the various projects assigned.

2.) No, not necessarily. I have a program set up and students work at their own pace. Many students could be involved in other related activities out of the classroom -- and in most cases --this would probably stimulate even more.

3.) Yes, economic theory and application are hard to learn by independent study.

4.) No individualized instruction takes care of this.

5.) Yes during basic course times -- math, spelling, social studies.

6.) Not really applicable at 3rd grade level, but I have no objections against students being gone from the room, when they can be learning elsewhere.

7.) Only at times -- if we could go out more we would.

8.) No.

9.) They should be there most of the time.

10.) No.

11.) As long as their time is spent working towards real concrete goals and they are disiplining themselves in reaching that goal --they need not be in the classroom.

12.) Elementary school -- yes.

13.) Yes, I consider it to be essential for the primary grades.

14.) No, we do much individualized and allow some freedom of choice as to when work is completed. The interest of child determines most os what is learned and we strive to get that interest.

12. Should the school arrange for work experiences in which the student receives practical experience but receives no pay?

Yes 8 No 3

1.) Many students could be involved in internship programs at local businesses which would doubly benefit them.

2.) The work experience would be a part of his education -- and students do not get paid to come to schook, so it need not be necessary to pay them to teach them practical experience.

3.) Won't hold student attention -- this group is quite materialistic.

4.) In elementary school. Should receive pay in high school.

5.) Students should receive some pay as incentive.

6.) Credit.

7.) Sounds good.

8.) If the experience is of benefit to both employer and student there should be some small compensation to the student.

9.) I can't express a good opinion. What reaction would come if paid? or not paid? If school credit was given, maybe that would be sufficient.

13. Do you consider that teaching students how to work is a desirable function of your school?

Yes 11 No 1

1.) The only lasting skills the schools can give students are how to work and how to study.

2.) Many students need to learn responsibility and if they are not taught this at home, school must be the place. Teaching them how to work would be geaching them responsibility.

3.) I'm not so sure this actually goes on in this district.

4.) Part of skill content anyway.

5.) Not at elementary level -- that should come later -- they should become aware at this level.

6.) Not applicable -- we are more concerned with awareness, but how to work would often be part of our career program (in a general way).

7.) Definitely.

8.) I would hope that learning to enjoy working at a job would be one of the main points considered.

9.) Elementary schools would have to change much that is being done now.

14. Do you have some knowledge of the Career Extension Center in the North Star Borough?

Yes 13 No 0

15. What are the greatest strengths of the Career Extension Center as you preceive it?

1.) One to one relationships with students and work/study coordination.

2.) Not sure.

3.) No comment!

4.) Students on the streets too much -- here some are in contact with drug sales during this.

5.) It meets the needs of many students who could not succeed in the regular high school situation (dropouts, etc.). They also help students find work.

6.) More teachers and fewer students.

7.) Resource unit.

8.) Enthusiasm of their students for personal responsibility in reaching important goals.

9.) I agree with the basic philosophy but -- do kids really work there or have provided them with a place to goof around -- I don't know.

10.) It is a place where children can go and achieve at their own rate.

11.) Not enough to comment.

16. What are the weaknesses and/or problems (if any) which may exist in the Career Extension Center?

1.) Does not deal with enough students and students have to be kicked out of other schools and past 16 to get in. If our student/teacher ratios were smaller we could do _____ things.

2.) Not sure.

3.) Students view it as an easy out -- a panacea.

4.) Need recreational area set up or a definite job while not in school.

5.) Uncertain.

6.) It is outside of the existing school system.

7.) No help in lining up speakers in specific careers.

8.) We are not getting to all the teachers.

9.) Weak leadership.

10.) Don't know.

11.) Don't know.

17. Are you aware of policies, procedures and/or practices in the Career Extension Center which should be applied to your school?

Yes 2 No 11

1.) Only partially.

2.) Behavioral objectives must be met before proceeding to next level.

18. How much does your school staff know about probale needs for manpower in your community? Check one:

A great deal 4 Some 5 Not much 2

1.) Most of the staff has never worked in the community.

2.) Not sure.

3.) Don't know.

4.) Don't know.

5.) On his level.

6.) Many of our school teachers have been citizens of long standing in the community.

7.) Newspaper ads, employment agency advertisements, rumor.

19. Should your schools prepare youth for eventual employment in your community?

Yes 9 No 4

1.) Fairbanks has a very transient population -- the students should be prepared for employment but there are many areas where employment practices would be unacceptable.

2.) Although this is a transient community, we must prepare them in the event they stay in the community.

3.) Unemployment is 20 % this is a job disaster area.

4.) Fairly stable community and most stay in Fairbanks.

5.) Fairly stable community.

6.) Secondary: Specific.
Elementary: General.

7.) No factories only temporary pipeline work and mining still isn't profitable.

8.) There is too much mobility to make employment for one area a goal.

9.) Help.

10.) Sounds good -- but should not be limited to it.

11.) Or any other community anywhere.

20. Should your schools assume that youth may be working some day in another community or state?

Yes 15 No 0

1.) See above.

2.) Definitely. Up here. This is a very transiet community.

3.) Lack of jobs in our community.

4.) Population change rapidly.

21. Does your school assist students who leave the school (by graduating or otherwise) to get located in another school or to get employment?

Yes 3 No 5

1.) Partially -- they are registered for the next higher grade in another school in town, but that is all.

2.) Not sure.

3.) If they have been in a program designed for this or if they ask.

4.) N/A

5.) N/A

6.) State should.

7.) Where possible.

23. Do you see a need for inservice training (in Career Education) for teachers or other staff? Yes 12 No 0 Don't know ___. Explain: (when, where, for whom, by whom, with or without graduate credit, etc.)

1.) With grad. credit (it provides motivation) for all teachers to help develop materials for use in classroom and to be supportive.

2.) With credit by specialists with training in jr. & sr. high schools as part of their qualifications.

3.) Required by all with credit.

4.) Graduate credit as incentive for fill participation. Should be taught by an expert who can give good practical information that teachers can use. Should also be taught during school year.

5.) Now, here all teachers.

6.) At our school, for our teachers, by someone who is dynamic and knowledgeable teach basic career education concepts and guidelines.

7.) There has been some already -- might be continued each year on a volunteer basis. Might also be better with credit earned.

8.) I would like to see after school week day workshops held at individual schools for all teachers, having graduate optional. The person who teaches the course should be a classroom teacher.

9.) On a limited basis for elementary teachers with graduate credit.

24. Does a lack of finances, equipment or materials restrict Career Education in your school?

Yes 8 No 4

1.) Yes and no, depends on subject area and teacher.

2.) We have plenty of AV material available to use.

3.) This district is one of the tightest I have ever seen.

4.) Am tired of bringing equipment from my home.

5.) Who knows -- it never has been brought up.

6.) A mini-mobile lab, more rooms for activities.

7.) If we wanted, we could do much better.

8.) Many good materials are needed of a kind that spark the interest of children yet do not oversell any career.

25. Do you have adequate Career education information in your school library?

Yes 5 No 7

1.) Book on many career possibilites selection is limited.

2.) Need a comprehensive film and filmstrip library.

3.) Books, film strips.

4.) Developing.

5.) Need more at third -- 4th grade reading level. Most material is for Grades 1-2, or 5-6.

6.) Getting there.

7.) Fair.

8.) There is a beginning of a collection but it is by no means complete.

9.) More of the filmloops of a greater variety. Tapes with loops helpful if easy to use for individuals.

26. Does your school have counselors who have adequate time available for career counseling?

Yes 1 No 14

1.) They don't have time to see students for counseling, let along career counseling.

2.) 5 counselors = 1900 students.

3.) Full-time qualified counselors in elementary schools.

4.) No elementary counselors at elementary level, but needed.

5.) Hire more.

6.) Not enough time.

7.) Needed elementary school counselors - one for each school - not for careers directly but to fix early problems before they lead to school drop-outs.

8.) Elementary counselors would help.

27. What do you see as the greatest strengths in (especially Career) education in your school?

1.) Innovative teachers.

2.) The Career Education classes for the students.

3.) They have a good start if they keep going it will be good.

4.) Eagerness by some teachers.

5.) Motivation for 3 r's.

6.) Nil.

7.) A few persons are devoted and help motivate their students, in turn motivating other teachers.

8.) Wide background of staff.

9.) One or two enthusiastic classroom teachers who affect only their classes.

10.) Probably a great interest in the welfare of one's own students and all the others etc. Also help and support from parents in career education has been excellent.

11.) None.

12.) Teachers who help children discover their strengths but help correct their weaknesses.

28. What do you see as the greatest weaknesses and needs for (Career) education in your school?

1.) Lack of coordination.

2.) Greatest weakness -- probably lack of active participation by all the staff members.

3.) Space, time funds -- typical school problems compounded by a borough not willing to live up to their financial responsibilities.

4.) Man in charge of career education needs to be more committed.

5.) Coordination

6.) See Page 2E

7.) There is no curriculum guide developed in the district and no push from administrators to do so.

8.) Money and curriculum coordination need.

9.) Lack of interest, time for planning, and direction.

10.) We just need motivated and knowledgeable teachers.

11.) What we need are purchased films that we can count on -- not whatever comes in for preview.

12.) There is a weakness at every level, that needs guidance and explanation, of what career education is all about.

13.) Some way to impress me or any other teacher of how important it is that children in elementary school be involved in much career education in depth.

SECTION TWO:

PRINCIPAL PERCEPTIONS OF CAREER EDUCATION IN THE BOROUGH

All of the principals in the participating schools were asked to respond to the instrument (note Appendix) but written responses were received from only 5 in time to record herein. Third-party evaluation representatives had opportunity, however, to confer personally with all except two, which has given added input to this evaluation. The written responses which follow required no identification by schools.

Responses

1. Note: Some schools have designed curricular and learning activities to help students become aware of the broad world of careers and the potential opportunities for future employment.

   A. In this respect, what is your school doing now?

   A lot __2__ Some __3__ Very little __0__ Don't know __0__

   Comments:

   (1) "We have a detailed plan that will be implemented next year."
   (2) "Emphasis by classroom teachers."

   B. To what extent is Career Awareness content blended with content of social studies, reading, math, English or other areas in your school?

   Comments:

   (1) "Certain teachers bring this idea out in most of their subjects. Others present a minimal amount."
   (2) "I believe this is done to a great extent. Field trips in these areas often have a career aspect which is discussed by classes. Social studies, especially, lends itself to this integration."
   (3) "World of work units: Community helpers - Primary; Career exploration - Int.; Self awareness - Int.; If I were _____ - Primary."
   (4) "Career Awareness is blended with content areas."
   (5) "Considerable --"
   (6) "Career Education is extremely important to us at _____. However, I, along with our staff feel that we are about to 'drown' in Career Ed. programs. Plus, I just don't have sufficient time to adequately fill out such a lengthy questionnaire. Please do not interpret this as a lack of interest, however."

1. C. Are most students in your school now developing an awareness to several career clusters?

Comments:

(1) "Yes"
(2) "Particularly the upper grades - hopefully all grades will have this awareness next year."
(3) "Yes."
(4) "Yes. Availability of good career education materials and increased teacher interest contribute to this."
(5) "Not most - some. Depends on direction provided by classroom teacher."

D. Are you of the opinion that you personally have enough information and knowledge of careers and career clusters to plan, manage and teach Career Awareness to your students?

Yes 4 No 1

Comments:

(1) "I feel I am adequately prepared as the administrator of the building; also we have several well qualified teachers."
(2) "With materials available."
(3) "But additional information needs to be obtained to widen the structure of Career Ed."

E. What should be done, and what do you need in order to improve this facet of education in your school?

Comments:

(1) "Workshops. Actual curriculum guides for all grade levels. A committment by each teacher to present career ed. information to all students."
(2) "Continued updating of materials - continued opportunity for in-service training in the field of career education."
(3) "More teachers with better background in Career Ed. Inservice Training. Some release time to organize, plan, etc. (1 teacher 1 day a week)."
(4) "I would like the teachers from my building who have not become actively involved to be offered some type of inservice in field."
(5) "Additional staff -- ."

2. Note: Individual schools may or may not provide instruction designed to make the student aware of his own abilities, likes, dislikes, and potential for earning a living and serving society in a productive manner:

A. What is your school now doing?

A lot 1 Some 3 A little 1 Nothing 0 Don't know 0

Comments:

(1) "This is probably our weakest field and one which we need additional help in."
(2) "Self awareness - 5th grade."
(3) "Different grade levels emphasize this type of instruction. Depends so much on individual teacher."

B. To what extent are you of the opinion that students in your school are developing awareness of their own individual abilities, likes, aptitudes, etc., with regard to various careers and/or career clusters?

Comments:

(1) "Minimal awareness - elem. age children."
(2) "Varies from classroom to classroom. Depends also on parental support and interest. In comparison with several years ago, I would say students are developing this awareness."
(3) "Some - 6th, Career Exp. activities. Some - 3rd."
(4) "They are being made aware of careers and career clusters but enough isn't being done about their individual abilities."
(5) "Considerable."

C. Have you identified any career clusters which you deem most important or of high priority for your school?

Yes 2 No 3

If so, please list:

(1) "Those that center around our immediate school area, towns and borough."
(2) "Construction, services."

D. What do you perceive to be needs, and what are your suggestions for improving this facet (developing awareness to self) of education in your school?

(1) "No suggestions."
(2) "Elementary Counselor with Career Ed. background."

2. D. (continued from previous page)

(3) "Continued concentrated effort by those now blending career education with curriculum areas and more stress placed on classrooms not doing too much."
(4) "Developing lots of interest areas devoted to careers."

3. Concerning the matter of school providing instruction and activities (such as field trips, outside speakers, etc.) in an effort to broaden the career aspirations of all students:

A. What does your school do now?

A lot __2__ Some __3__

Comments:

(1) "Field trips--Career Exp. Outside speakers--Career Exp."
(2) "Many members of the community are invited into the classroom. Career aspects are emphasized in field trips."
(3) "Many outside speakers and field trips are taken. Particularly at the intermediate level."

B. What do you perceive to be needs, and what are your suggestions for improving career aspirations of students in your school?

Comments:

(1) "More information for the students so selection can be made."
(2) "Work with teachers not presently doing too much in area."
(3) "No suggestions."
(4) "Awareness -- complete program K-6."

4. Does your school identify and maintain a list of dropouts?

Yes __0__ No __2__ Don't know __3__

Comments:

(1) "We don't have any (K-6)."
(2) "N/A in elementary school."
(3) "N/A."
(4) "Not a problem at elementary level."

5. Does your school identify the reason for each dropout?

Yes __0__ No __2__ Don't know __3__

Comments:

(1) "Not applicable."
(2) "N/A."
(3) "N/A."

6. Does your school attempt to identify potential dropouts?

Yes 3 No 0 Don't know 2

Comments:

(1) "Guide and encourage children to solve problems and make the most of their ability."
(2) "Special attempt to improve public school relationship and to build basic skills."
(3) "Attitudinal evaluations made, encouragement given to students. Positive approach to education emphasized."

7. What do you perceive to be needs, and what are your suggestions for improving education in your school to reduce dropouts and problems related thereto?

Comments:

(1) "Emphasize the positive approach to education."
(2) "Teach 100% of pupils to read."
(3) "N/A."

8. What is the nature and extent (if any) of work experience or "hands on" experience (in or out of school) which your school arranges and coordinates for students?

Comments:

(1) "Our work has been praised by the business community."
(2) "Activities provided in school - cafeteria, library."
(3) "None."
(4) "Some field trips for intermediate students include short periods of work experience. Working with biologists - bakers - cooks."

9. What do you perceive to be needs (if any, for students in your school) pertaining to "hands on" or other work experience (in or outside of school), and what are your suggestions for improving this facet of education?

Comments:

(1) "Short course experience at various work experience has been helpful."
(2) "None."
(3) "Contact with career in immediate school area."
(4) "Equipment, special resources."

10. Do you favor giving school credit for work experience outside of the school?

Yes 2 No ____

10. (continued from previous page)

(1) "N/A (K-6)."
(2) "Not in elementary."
(3) "Becomes an added incentive."

11. Do you consider it essential that most of your students be in your classroom during most or all of your allotted class periods in order to absorb the instruction which you provide in your classroom?

Comments:

(1) "As a principal -- I don't feel this is necessary."
(2) "Yes - I believe elementary pupils need what is being offered in the classrooms."
(3) "Primary more than Intermediate."
(4) "Yes."

12. Should the school arrange for work experience in which the student receives practical experience but receives no pay?

Yes 1 No 2

Comments:

(1) "N/A (K-6)."
(2) "No - except work in the library, cafeteria, etc. in the school itself."
(3) "If a job is done well - pay should be available at a reduced rate."

13. Do you consider that teaching students how to work is a desirable function of your school?

Yes 4 No -

Comments:

(1) "Yes, but this is not our purpose."

14. Do you have some knowledge of the Career Extension Center in the North Star Borough?

Yes 5 No 0

15. What are the greatest strengths of the Career Extension Center as you perceive it?

Comments:

(1) "Do not feel qualified to answer."
(2) "Provide an alternative."
(3) "The encouragement for students to continue in education and to become productive citizens."

16. What are the weaknesses and/or problems (if any) which may exist in the Career Extension Center?

Comments:

(1) "Don't know."
(2) "Difficult to evaluate objectively -- ."
(3) "Children have been quoted as saying: 'I want to get kicked out of H.S. so I can go to Career Extension."
(4) "Some individuals use it as an 'out' to withdraw from any worthy endeavors!! We hear this from H.S. teachers."

17. Are you aware of policies, procedures and/or practices in the Career Extension Center which should be applied to your school?

Yes - No 3

Comments:

(1) "Haven't had much contact for the elementary students."

18. How much does your school staff know about probably needs for manpower in your community?

A great deal 1 Some 2 Not much 2

Comments:

(1) "No emphasis has been placed on this."

19. Should your schools prepare youth for eventual employment in your community?

Yes 3 No 1

Comments:

(1) "In any community - not just ours."
(2) "Students should be prepared."

20. Should your schools assume that youth may be working some day in another community or state?

Yes 4 No -

Comments:

(1) "Students should be prepared."
(2) "Mobile population requires this."

21. Does your school assist students who leave the school (by graduation or otherwise) to get located in another school or to get employment.

Yes - No 2

21. (continued from previous page)

Comments:

(1) "Not applicable."
(2) "N/A (K-6)."
(3) "Not applicable."

22. In your opinion should your school assist in placing students (in a suitable educational situation or on a job) who leave school by graduation or otherwise?

Yes - No 1

Comments:

(1) "N/A."
(2) "N/A (K-6)."
(3) "Not applicable."
(4) "N/A."

23. Do you see a need for inservice training (in Career Education) for teachers or other staff?

Yes 5

Comments:

(1) "Credit is encouraged - staff more willing (the pay incentive). By knowledgable people - in the community. Break groups down to like interests (elem., prim., inter.)."
(2) "Continuous sharing, some credit/some not."
(3) "But it would have to be good!"
(4) "But, at least for the present, a number of staff members are complaining that Career Ed. is all they hear anymore and are being turned off."

24. Does a lack of finances, equipment or materials restrict Career Education in your school?

Yes 3 No 1

Comments:

(1) "Some - money, well spent, is always helpful."
(2) "We could always use more equipment and materials."

25. Do you have adequate Career Education information in your school library?

Yes 3 No 1

What else do you need?

25. (continued from previous page)

Comments:

(1) "Minimal amount of good material available at elem. level. Need wide variety of high interest level books for students."
(2) "Building."

26. Does your school have counselors who have adequate time available for career counseling?

Yes __-__ No __3__

Comments:

(1) "Their time is too thinly spread."
(2) "Not at elem."

27. What do you see as the greatest strengths in (especially Career) Education in your school?

Comments:

(1) "Variety of approaches used by each teacher in presenting information to students."
(2) "Frank McQuigan."
(3) "Self-awareness and teachers who see the need for Career Ed."

28. What do you see as the greatest weaknesses and needs for (Career)Education in your school?

Comments:

(1) "Lack of direction and leadership at the elementary level in career ed. Need for greater training for ~~all~~ staff in career ed."

SURVEY OF COUNSELOR TIME USE IN THE

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

Note: This was a brief and somewhat incomplete diary of time use by only about two-thirds of the counselors in the District. Because the study was at best only a very general sampling covering only a 10-day period which cannot be presumed to be typical for the year, the conclusions which may be drawn are limited. However, the summary of results may suggest some interesting trends, and quite possibly may be accurate in pointing out directions and generalities. The inferences drawn may or may not be applicable to any one counselor because again there are obvious wide differences among counselors, and the manner in which their time is allocated. (the period of time was 10 days in Spring 1973)

Following is a summary of the tabulations reported. Part One summarizes how counselor time was reported according to the type of person with whom the counselor was working, and Part Two summarizes the type of activity concerned.

PART ONE

		Percentage of time
1.	Working with students	43
2.	Working with teachers	14
3.	Working with school administrators	7
4.	Working with other counselors	9
5.	Working with parents	5
6.	Working with community people	3
7.	Working with other than those listed above	4
8.	Working alone	15

PART TWO

	Description of Activity	Percentage of time
1.	Mechanics of scheduling students	5.05
2.	Disciplinary matters	3.37
3.	Student personal problems other than those concerned with career guidance & counseling per se	18.13
4.	Career guidance & counseling per se	10.25
5.	Placement	7.01
6.	Curricular content	5.34
7.	Instructional materials	9.31
8.	Inservice training for staff	13.27
9.	Professional self-improvement	14.00
10.	Preparing reports	4.51
11.	Miscellaneous clerical type duties	9.76

Comments and Questions For Discussion

1. The activity "Mechanics of scheduling stu[illegible]" presumably is typical for this time of year, and would consume more time at other periods.

2. Does "Career guidance and counseling" (item #4, 10.25%) merit more time from the counselor? It would seem to demand much more, especially if the job is to get done.

3. What activity could be decreased to provide more counselor time to be devoted to career counseling?

4. In Part One on the preceding page, it will be noted that time with teachers is 14%. Is that adequate? Should not counselors spend considerably more time with teachers -- helping them to do the job of career counseling?

5. Also on the preceding page, Part One, item #6 -- it is noted that time with community people is 3%. Is this a realistic indication of time actually spent in this manner? Probably career counseling will not be accomplished unless counselors spend much more time with community representatives.

6. As one notes items #2 and #8 in Part One and Part Two respectively, on the preceding page -- this suggests the need for counselors to spend much more time with teachers.

7. Teachers and counselors need to undergo joint inservice to:

   A. Become familiar with current philosophy, principles and methods in career education.

   B. Identify roles and responsibilities desirable for various staff in the school who should be devoting time to career counseling.

   C. Identify what is already being done by whom with regard to career counseling (both activities and course content), and what should be done, and by whom.

   D. Formulate plan of action to improve career counseling for the 1973-74 school year.

8. Is there a written job description or statement of responsibilities for each counselor? Is this desirable? If there is not time to do all -- to what extent are priorities systemstically determined? Who does what and who should?

9. Is it realistic to assume that career counseling is currently very inadequate at some grade levels?

10. Can the counselors and others agree upon desirable inservice?

Internal Percentage Breakdown of Categories

I. Counselor Time Actually Spent Working with Students:

1.	Mechanics of scheduling individual students	9%
2.	Disciplinary matters	5%
3.	Student personal problems not specifically concerned with career guidance & counseling	54%
4.	Career guidance & counseling per se	17%
5.	Placement	3%
6.	Curricular content	3%
7.	Instructional maretials	3%
8.	Inservice training for staff	0%
9.	Professional self-improvement	1%
10.	Preparing reports	2%
11.	Miscellaneous	3%
		100%

II. Counselor Time Actually Spent Working with Teachers:

1.	Mechanics of scheduling individual students	10%
2.	Disciplinary matters	5%
3.	Student personal problems not specifically concerned with career guidance & counseling	25%
4.	Career guidance and counseling per se	18%
5.	Placement	2%
6.	Curricular content	6%
7.	Instructional materials	5%
8.	Inservice training for staff	11%
9.	Professional self-improvement	9%
10.	Preparing reports	2%
11.	Miscellaneous clerical type duties	1%
12.	Committee meetings, Parent-Teacher conferences	6%
		100%

III. Counselor Time Actually Spent Working with School Administrators

1.	Mechanics of scheduling individual students	4%
2.	Disciplinary matters	4%
3.	Student personal problems not specifically concerned with career guidance & counseling	8%
4.	Career guidance & counseling per se	2%
5.	Placement	2%
6.	Curricular content	7%
7.	Instructional materials	34%
8.	Inservice training for staff	19%
9.	Professional self-improvement	14%
10.	Preparing reports	6%
11.	Miscellaneous	0%
		100%

IV. Counselor Time Actually Spent Working with Other Counselors:

1.	Mechanics of scheduling individual students . .	0%
2.	Disciplinary matters	1%
3.	Student personal problems not specifically concerned with career guidance & counseling . .	4%
4.	Career guidance & counseling per se	8%
5.	Placement	.5%
6.	Curricular content	26%
7.	Instructional materials	2.5%
8.	Inservice training	26%
9.	Professional self-improvement	23%
10.	Preparing reports	8%
11.	Miscellaneous clerical type duties	1%
		100%

V.

1.	Mechanics of scheduling individual students . .	19%
2.	Disciplinary matters	6%
3.	Student personal problems not specifically concerned with career guidance & counseling . .	38%
4.	Career guidance & counseling per se	8%
5.	Placement	0%
6.	Curricular content	0%
7.	Instructional materials	0%
8.	Inservice training for staff	0%
9.	Professional self-improvement	0%
10.	Preparing reports	0%
11.	Miscellaneous clerical type duties	29%
		100%

VI. Counselor Time Actually Spent Working with Community People:

1.	Mechanics of scheduling individual students . .	0%
2.	Disciplinary matters	0%
3.	Student personal problems not specifically concerned with career guidance & counseling . .	20%
4.	Career guidance & counseling per se	3%
5.	Placement	14%
6.	Curricular content	0%
7.	Instructional materials	0%
8.	Inservice training for staff	18%
9.	Professional self-improvement	15%
10.	Preparing reports	10%
11.	Miscellaneous clerical type reports	0%
12.	Working on field trips	20%
		100%

VII. Counselor Time Actually Apent Working with Individuals or Groups Not Listed Above:

1.	Mechanics of scheduling individual students . . .	0%
2.	Disciplinary matters	6%
3.	Student personal problems not specifically concerned with career guidance & counseling . . .	0%
4.	Career guidance & counseling per se	27%
5.	Placement	12%
6.	Curricular content	0%
7.	Instructional meterials	3%
8.	Inservice training for staff	25%
9.	Professional self-improvement	27%
10.	Preparing reports	0%
11.	Miscellaneous clerical type duties	0%
		100%

VIII. Counselor Time Actually spent Working Alone:

1.	Mechanics of scheduling individual students . . .	0%
2.	Disciplinary matters	0%
3.	Student personal problems not specifically concerned with career guidance & counseling . . .	0%
4.	Career guidance & counseling per se	1%
5.	Placement	0%
6.	Curricular content	3%
7.	Instructional materials	29%
8.	Inservice training for staff	4%
9.	Professional self-improvement	24%
10/	Preparing reports	9%
11.	Miscellaneous clerical type duties	19%
12.	Working on field trips/ writing letters . . . . . re: transcripts	20%
		100%

Comment: The group of all the counselors and some teachers at each grade level should review the above findings, and develop a consensus concerning the indications which are realistic and porbably true - as well as to develop consensus upon inadequacies and/or false indications. The objective should be to discuss just how counselors are spending their work days, to identify activities which merit high priority, to identify activities which are low priority, to identify desirable changes in counselor time use, and finally to discuss strategy for accomplishing change.

Counselor numbers, role and responsibility are of keen importance to the development and success of Career Education - which denotes in turn the vital bearing of time-use. In all probability the situation merits a longer more in-depth sophisticated study and plan for improving counselor roles and responsibilities.

Section Four: Career Education
Achievement At The Fifth Grade Level

A. PARTICIPATING SCHOOLS

(1) Pre-Test

Name	Grade Level	Number of Questionnaires
Adler	5	7
Barnette	5	78
Denali	5	79
Hunter	5	74
Joy	5	72
Nordale	5	93
North Pole	5	96
Salcha	5	12
Two Rivers	5	5
University Park	5	109
Main	8	145
North Pole	8	92
Ryan	8	258
Lathrop	12	285

A. PARTICIPATING SCHOOLS

(2) Post-test

Name	Grade Level	Number of Questionnaires
Barnette	5	31
Denali	5	25
Hunter	5	21
Joy	5	25
Nordale	5	23
North Pole	5	23
University Park	5	25
Main	8	53
Ryan	8	43
Lathrop	12	66

Tabulations For Questions 1-25
5th Grade

ADLER

Question #	# Yes	# No
1	4	3
2	6	1
3	0	7
4	3	4
5	6	1
6	3	3
7	2	5
8	3	4
9	3	4
10	7	0
11	5	2
12	7	0
13	3	4
14	5	2
15	2	5

Question #	A	B	C	D	E
16	1	2	3	2	--
17	2	0	2	3	--
18	1	2	3	1	0
19	2	2	1	7	--
20	2	3	1	1	--
21	5	2	--	--	--
22	2	3	1	--	--
23	2	0	6	--	--
24	5	0	1	0	0
25	3	4	0	0	2

TOTAL QUESTIONNAIRES = 7

5th Grade

BARNETTE

Question #	# Yes	# No
1	54	24
2	63	15
3	23	54
4	15	63
5	72	5
6	47	31
7	22	56
8	50	28
9	11	67
10	69	8
11	52	26
12	75	2
13	34	44
14	73	5
15	31	45

Question #	A	B	C	D	E
16	23	19	28	10	--
17	4	9	24	41	--
18	21	21	33	37	2
19	37	12	7	78	--
20	36	26	14	3	--
21	21	57	--	--	--
22	9	29	38	--	--
23	11	24	58	--	--
24	37	5	11	21	12
25	60	57	2	10	30

TOTAL QUESTIONNAIRES = 78

5th Grade

DENALI

Question #	# Yes	# No
1	43	36
2	61	18
3	21	58
4	5	74
5	69	7
6	38	26
7	16	61
8	42	36
9	12	65
10	68	9
11	46	31
12	73	5
13	35	42
14	74	4
15	24	52

Question #	A	B	C	D	E
16	19	35	18	4	--
17	7	13	14	44	--
18	15	8	25	38	0
19	44	8	7	79	--
20	28	30	6	15	--
21	15	63	--	--	--
22	14	34	29	--	--
23	16	21	67	--	--
24	44	1	5	22	3
25	58	60	1	6	46

TOTAL QUESTIONNAIRES = 79

5th Grade

HUNTER

Question #	# Yes	# No
1	45	29
2	44	30
3	14	59
4	11	62
5	65	7
6	38	29
7	12	61
8	30	44
9	20	52
10	66	8
11	46	28
12	65	7
13	41	33
14	71	3
15	30	41

Question #	A	B	C	D	E
16	19	13	31	6	--
17	3	17	17	37	--
18	23	14	21	31	0
19	38	6	7	74	--
20	31	25	10	7	--
21	26	49	--	--	--
22	14	39	19	--	--
23	29	24	48	--	--
24	47	5	13	16	5
25	54	55	2	7	48

TOTAL QUESTIONNAIRES = 74

5th Grade

JOY

Question #	# Yes	# No
1	54	18
2	50	22
3	19	53
4	15	57
5	60	12
6	40	32
7	17	55
8	32	40
9	13	58
10	58	14
11	48	24
12	70	2
13	40	31
14	65	7
15	25	46

Question #	A	B	C	D	E
16	21	32	13	7	--
17	12	11	11	38	--
18	16	10	29	29	0
19	30	6	12	72	--
20	36	23	9	7	--
21	18	54	--	--	--
22	13	39	16	--	--
23	17	15	58	--	--
24	36	3	11	17	3
25	50	50	1	7	31

TOTAL QUESTIONNAIRES = 72

5th Grade
NORDALE

Question #	# Yes	# No
1	56	37
2	58	35
3	21	72
4	6	87
5	85	6
6	49	41
7	14	79
8	51	42
9	13	80
10	81	11
11	53	40
12	90	2
13	55	38
14	87	6
15	38	47

Question #	A	B	C	D	E
16	19	41	24	9	--
17	10	11	16	56	--
18	10	5	14	73	0
19	35	13	10	93	--
20	34	47	8	4	--
21	22	71	--	--	--
22	12	41	40	--	--
23	15	27	72	--	--
24	40	3	7	41	13
25	75	78	3	11	58

TOTAL QUESTIONNAIRES = 93

NORTH POLE

Question #	# Yes	# No
1	63	33
2	69	27
3	21	75
4	9	87
5	92	4
6	63	32
7	11	85
8	58	38
9	10	82
10	76	18
11	66	28
12	90	5
13	49	45
14	93	2
15	25	70

Question #	A	B	C	D	E
16	23	22	37	11	--
17	10	27	18	38	--
18	22	18	31	49	1
19	45	14	12	96	--
20	44	30	9	9	--
21	31	62	--	--	--
22	16	47	30	--	--
23	34	36	65	--	--
24	56	0	14	24	9
25	82	84	6	12	70

TOTAL QUESTIONNAIRES = 96

5th Grade

SALCHA

Question #	# Yes	# No
1	6	6
2	7	5
3	3	9
4	1	11
5	12	0
6	7	5
7	4	8
8	10	2
9	2	10
10	8	4
11	7	5
12	12	0
13	9	3
14	11	1
15	3	9

Question #	A	B	C	D	E
16	1	4	6	1	--
17	4	4	0	4	--
18	0	0	2	10	0
19	4	1	2	12	--
20	3	7	1	1	--
21	5	7	--	--	--
22	3	6	3	--	--
23	5	6	10	--	--
24	5	0	0	5	2
25	11	9	0	1	4

TOTAL QUESTIONNAIRES = 12

5th Grade
TWO RIVERS

Question #	# Yes	# No
1	5	0
2	2	3
3	1	4
4	0	5
5	4	1
6	4	1
7	1	4
8	4	1
9	1	4
10	3	2
11	4	1
12	5	0
13	1	4
14	5	0
15	3	2

Question #	A	B	C	D	E
16	1	2	2	0	--
17	0	0	1	4	--
18	0	0	0	5	0
19	2	0	0	5	--
20	1	3	1	0	--
21	2	3	--	--	--
22	1	3	1	--	--
23	3	4	4	--	--
24	2	0	2	2	0
25	5	5	0	0	4

TOTAL QUESTIONNAIRES = 5

5th Grade

UNIVERSITY PARK

Question #	# Yes	# No
1	67	41
2	70	36
3	35	73
4	12	95
5	90	14
6	44	48
7	15	88
8	61	44
9	20	80
10	94	12
11	65	43
12	102	7
13	49	59
14	101	5
15	32	53

Question #	A	B	C	D	E
16	19	34	34	10	--
17	7	21	16	65	--
18	15	22	32	62	2
19	42	10	15	109	--
20	44	46	9	11	--
21	31	78	--	--	--
22	8	61	34	--	--
23	13	26	79	--	--
24	56	6	14	29	14
25	83	71	1	10	45

TOTAL QUESTIONNAIRES = 109

5th Grade

B.2. Composite Response Totals to Questions #1 - #25,

With Comments

1. Do you know what you want to do when you graduate from high school?

Yes	397
No	227

Comment: Not unreasonable for 5th graders.

2. Do you have to go to college to get a good job?

Yes	430
No	192

Comment: This may indicate an over-emphasis on college by parents or teachers.

3. Do you know what a community college is?

Yes	158
No	474

Comment: No comment.

4. Do you work any hours you want to in a job?

Yes	77
No	545

Comment: Good awareness.

5. Could an employment agency help you get a job?

Yes	555
No	57

Comment: Good awareness.

6. Do you have to have a social security number to get a job?

Yes	333
No	258

Comment: Question needs refining.

5th grade

7. Do you know how to get a social security number?

Yes	114
No	502

Comment: Perhaps some instruction is needed.

8. Do you know what a job interview is?

Yes	341
No	279

Comment: Does career awareness cover this?

9. Should you take a friend with you on a job interview?

Yes	105
No	502

Comment: Good percentage for 5th graders.

10. Do you think you should start saving money now if you want to go to school when you graduate from high school?

Yes	530
No	86

Comment: Perceptive.

11. If you wanted to find a job, do you know where to look?

Yes	392
No	228

Comment: Fairly low awareness.

12. Would it be a good idea to visit someone who does the kind of work you want to do?

Yes	589
No	30

Comment: Self-explanatory.

13. Do you ever go on field trips to find out about different kinds of jobs?

Yes	316
No	303

Comment: Is there a reason for the discrepancy?

5th grade

14. Is it important to go to work every day you are supposed to?

Yes	585
No	35

Comment: Question needs refining.

15. Is a hobby the same thing as an occupation?

Yes	213
No	370

Comment: Could be.

16. Where would it be best to learn how to be a plumber?

A.	At a university	146
B.	At a trade school	204
C.	At a business school	196
D.	Elsewhere	60

Comment: Some confusion on difference between trade & business school

17. If you had a job that started at 9:00 A.M. what is the best time to be there?

A.	9:15 A.M.	59
B.	9:00 A.M.	113
C.	8:30 A.M.	119
D.	8:45 A.M.	329

Comment: Awareness of punctuality.

18. During a job interview what should you ask about?

A.	The hours you would have to work	123
B.	What your salary will be	100
C.	Your job duties	190
D.	All of the above	335
E.	None of the above	6

Comment: Some discrepancy with responses to #8.

19. Who or what has helped you the most in deciding what job you might like to do?

A.	Your parents	279	C.	A book you read	73
B.	Your teacher	72	D.	Your hobbies	625

Comment: Self-interests are important in choosing career.

5th grade

20. Would you rather work with:

A. Animals 259
B. People 240
C. Inanimate objects 68
D. Ideas 58

Comment: Self-explanatory.

21. Which is more important:

A. Earn money 176
B. Be happy working 446

Comment: Refreshing answer - 5th graders are obviously past "Consciousness One."

22. When should you start looking for a summer job?

A. July 92
B. May 302
C. January 211

Comment: Probably true with today's job market situation.

23. If you worked during the summer, what did you do with the money?

A. Bought school clothes 145
B. Bought something I really wanted 183
C. Put money into a savings account 467

Comment: Delayed gratification seems to exert much influence.

24. Who might help you get a job?

A. Your parents 328
B. Your teacher 23
C. A friend 78
D. All of the above 177
E. Others 61

Comment: all sound reasonable.

25. Which job or jobs may mean life or death to people in your community?

A. Fireman 481
B. Policeman 473
C. Barber 16
D. Store clerk 64
E. Doctor 338

Comment: Knowledge of vital services evident.

C.1. 5th GRADE

COMPUTER TABULATED RESPONSES TO QUESTIONS #1 - #25

BY INDIVIDUAL SCHOOL

(Post-test)

5th Grade

BARNETTE

Question #	# Yes	# No
1	20	11
2	22	9
3	6	25
4	3	27
5	27	3
6	15	10
7	8	22
8	20	10
9	5	25
10	28	3
11	18	13
12	29	2
13	16	15
14	28	3
15	9	17

Question #	A	B	C	D	E
16	6	11	8	5	--
17	3	4	7	19	--
18	7	5	12	12	0
19	16	5	2	31	--
20	16	12	2	1	--
21	7	24	--	--	--
22	0	19	12	--	--
23	12	11	24	--	--
24	10	2	6	10	2
25	24	22	0	1	14

TOTAL QUESTIONNAIRES = 31

5th Grade

DENALI

Question #	# Yes	# No
1	10	15
2	19	6
3	11=	14
4	1	24
5	23	2
6	17	8
7	5	20
8	15	10
9	4	21
10	23	2
11	17	8
12	25	0
13	14	11
14	22	3
15	8	17

Question #	A	B	C	D	E
16	6	6	9	2	--
17	2	5	4	14	--
18	1	2	2	20	0
19	13	3	2	25	--
20	12	6	2	3	--
21	0	23	--	--	--
22	2	16	6	--	--
23	8	11	24	--	--
[illegible]	8	1	2	12	2
25	21	22	2	6	18

TOTAL QUESTIONNAIRES = 25

5th Grade

HUNTER

Question #	# Yes	# No
1	13	8
2	17	4
3	3	18
4	5	16
5	18	2
6	12	8
7	4	17
8	12	9
9	4	14
10	19	2
11	15	6
12	19	2
13	12	9
14	20	1
15	5	12

Question #	A	B	C	D	E
16	4	8	9	2	--
17	2	3	4	12	--
18	6	4	12	8	0
19	15	1	2	21	--
20	9	8	4	0	--
21	4	19	--	--	--
22	4	9	6	--	--
23	9	6	16	--	--
24	16	3	3	5	0
25	18	15	0	0	12

TOTAL QUESTIONNAIRES = 21

5th Grade

JOY

Question #	# Yes	# No
1	14	11
2	19	6
3	6	19
4	3	22
5	24	1
6	17	8
7	8	17
8	17	8
9	4	21
10	19	6
11	19	6
12	24	1
13	14	11
14	24	1
15	8	17

Question #	A	B	C	D	E
16	3	17	4	3	--
17	0	0	4	21	--
18	4	4	4	24	0
19	11	4	3	25	--
20	9	8	4	4	--
21	3	23	--	--	--
22	2	20	3	--	--
23	9	16	19	--	--
24	7	2	5	15	4
25	23	25	1	4	15

TOTAL QUESTIONNAIRES = 25

5th Grade

NORDALE

Question #	# Yes	# No
1	18	4
2	18	4
3	4	18
4	4	17
5	21	1
6	14	6
7	2	19
8	14	7
9	6	13
10	18	4
11	14	8
12	21	1
13	10	12
14	20	2
15	11	8

Question #	A	B	C	D	E
16	5	5	10	4	--
17	2	2	8	12	--
18	6	6	6	15	2
19	11	6	2	23	--
20	13	6	2	1	--
21	6	17	--	--	--
22	0	16	6	--	--
23	6	8	16	--	--
24	5	2	2	13	2
25	16	18	0	1	10

TOTAL QUESTIONNAIRES = 23

5th Grade

NORTH POLE

Question #	# Yes	# No
1	14	9
2	9	14
3	15	8
4	2	21
5	23	0
6	19	3
7	13	10
8	22	1
9	0	23
10	20	3
11	20	3
12	23	0
13	12	11
14	22	1
15	12	11

Question #	A	B	C	D	E
16	1	13	9	1	--
17	0	9	2	12	--
18	8	7	9	17	0
19	7	2	3	23	--
20	6	9	4	3	--
21	7	18	--	--	--
22	2	15	8	--	--
23	3	9	16	--	--
24	10	1	7	5	5
25	19	20	0	3	18

TOTAL QUESTIONNAIRES = 23

5th Grade
UNIVERSITY PARK

Question #	# Yes	# No
1	16	9
2	13	12
3	9	16
4	4	20
5	22	3
6	21	3
7	4	21
8	15	10
9	4	21
10	20	5
11	19	6
12	24	1
13	11	14
14	24	1
15	5	18

Question #	A	B	C	D	E
16	1	13	8	1	--
17	1	8	3	13	--
18	5	3	8	14	0
19	10	0	6	25	--
20	10	8	3	3	--
21	5	19	--	--	--
22	1	19	6	--	--
23	3	7	21	--	--
24	15	3	4	6	4
25	22	24	1	1	18

TOTAL QUESTIONNAIRES = 25

C.2. 5th Grade
Pre- and Post-test Comparison
of Composite Responses to Questions #1 - #25
With Comments

1. Do you know what you want to do when you graduate from high school?

Pre-test		Post-test	
Yes	60%*	Yes	61%
No	39	No	39

Comment: No significant differences. No conclusion indicated.

2. Do you have to go to college to get a good job?

Yes	68	Yes	68
No	31	No	31

Comment: Merits class discussion to help crystallize student thinking.

3. Do you know what a community college is?

Yes	25	Yes	31
No	74	No	68

Comment: No comment.

4. Do you work any hours you want to in a job?

Yes	12	Yes	13
No	87	No	85

Comment: Question accomplished little.

5. Could an employment agency help you get a job?

Yes	89	Yes	91
No	9	No	7

Comment: Why the "No" answers?

6. Do you have to have a social security number to get a job?

Yes	53	Yes	66
No	41	No	27

Comment: Is this a good question?

*All numbers are percentages. See Appendix for responses in terms of numbers of students.

7. Do you know how to get a social security number?

Pre-test		Post-test	
Yes	18%*	Yes	25%
No	80	No	73

Comment: Should they?

8. Do you know what a job interview is?

Yes	55	Yes	67
No	45	No	32

Comment: If this question reflects a desirable student outcome, at this grade level, more improvement should be sought.

9. Should you take a friend with you on a job interview?

Yes	17	Yes	16
No	81	No	80

Comment: Why the "Yes" answers?

10. Do you think you should start saving money now if you want to go to school when you graduate from high school?

Yes	85	Yes	85
No	14	No	14

Comment: Probably a leading question.

11. If you wanted to find a job, do you know where to look?

Yes	63	Yes	71
No	36	No	29

Comment: Question needs re-phrasing or deletion.

12. Would it be a good idea to visit someone who does the kind of work you want to do?

Yes	94	Yes	95
No	5	No	4

Comment: No significance.

*All numbers are percentages. See Appendix for responses in terms of numbers of students.

13. Do you ever go on field trips to find out about different kinds of jobs?

Pre-test		Post-test	
Yes	51%*	Yes	51%
No	48	No	48

Comment: Not in itself indicative.

14. Is it important to go to work every day you are supposed to?

Yes	94	Yes	92
No	6	No	7

Comment: Not a good question. Eliminate or rephrase.

15. Is a hobby the same thing as an occupation?

Yes	34	Yes	34
No	59	No	58

Comment: Eliminate or change.

16. Where would it be best to learn how to be a plumber?

University	24	University	15
Trade school	33	Trade school	42
Business school	32	Business school	33
Elsewhere	10	Elsewhere	10

Comment: Discussion in class is warranted.

17. If you had a job that started at 9:00 A. M., what is the best time to be there?

9:15 A.M.	10	9:15 A.M.	5
9:00 A.M.	18	9:00 A.M.	18
8:30 A.M.	19	8:30 A.M.	18
8:45 A.M.	53	8:45 A.M.	59

Comment: Reflects some (53 - 59%) good student thought, and merits class discussion.

18. During a job interview what should you ask about?

	Pre	Post
The hours you would have to work	16	16
What your salary will be	13	13
Your job duties	25	23
All of the above	44	47
None of the above	1	1

Comment: Deserves class discussion.

19. Who or what has helped you the most in deciding what job you might like to do?

Pre-test		Post-test	
Your parents	27%	Your parents	28%
Your teacher	6	Your teacher	7
A book you read	7	A book you read	7
Your hobbies	60	Your hobbies	58

Comment: Good for class discussion.

20. Would you rather work with:

Animals	41	Animals	44
Pecple	38	People	34
Inanimate objects	11	Inanimate objects	13
Ideas	9	Ideas	9

Comment: What is the relationship of this to curriculum?

21. Which is more important:

Earn money	28	Earn money	18
Be happy working	72	Be happy working	82

Comment: Good for class review and debate.

22. When should you start looking for a summer job?

July	15	July	6
May	50	May	67
January	35	January	27

Comment: Good for class review.

23. If you worked during the summer, what did you do with the money?

Bought school clothes	18	18
Bought something I really wanted	23	27
Put the money into a savings account	59	55

Comment: Merits discussion and analysis by class.

24. Who might help you get a job?

Pre-test		Post-test	
Your parents	49	Your parents	36
Your teacher	3	Your teacher	7
A friend	12	A friend	15
All above	27	All above	33
Others	9	Others	9

Comment: Review in class (discussion).

25. Which job or jobs may mean life or death to people in your community?

Pre-test		Post-test	
Fireman	35%*	Fireman	35%
Policeman	34	Policeman	35
Barber	1	Barber	1
Store clerk	5	Store clerk	4
Doctor	24	Doctor	25

Comment: Pros and cons should be identified and discussed in class.

*All numbers are percentages. See Appendix for responses in terms of numbers of students.

D. 5th GRADE

NARRATIVE RESPONSES TO QUESTIONS #26 - #31 BY INDIVIDUAL SCHOOLS
(Pre-Test)

5th Grade

ADLER

(Note: In this section each question will be followed by: response and frequency of response.)

26. List three jobs, away from your home, you could do if you wanted to earn some money.

Wash dishes	3	Build houses	1
Babysit	2	Bar tender	1
Clean house	2	Teacher	1
Cook for grandparents	1	Policeman	1
Fireman	1	Pilot	1
Doctor	1	Shine shoes	1
Architect	1		

27. Can you think of any jobs you can do without knowing how to read and do arithmetic? If you say yes, write down two of the jobs.

Washing dishes	3	Vacuuming	1
Babysit	1	Putting books away	1
Farmer	1	Shining shoes	1
Maid	1		

28. Write down two jobs in your community which you think are not important. Tell why you think they are not important.

Cleaning houses: not necessary	2
Cook: not necessary/do your own	2
Mowing lawns: not very much grass	1
Gas station: don't like gasoline	1
Teachers: they hit kids	1
Babysitters: they're mean	1
Washing dishes: low pay	1
Firecrackers: dangerous	1
Farming: ground is frozen	1

29. List the businesses or places in your community you would like to visit to better understand the jobs they have.

Policeman	2	Carpenter	1
Meat store	2	Telephone Co.	1
Bank	2	Power Plant	1
Teacher	2	Doctor	1
Pilot	2	Architect	1
Toy store	1	Electrician	1
Post office	1	Newspaper	1
Clothing store	1	Hospital	1
Air Force	1	Secretary	1
Plumber	1	Gas station	1

30. Write down two jobs in your community which you think are important. Tell why you think they are important.

Policeman: serve your country, save people	2
Post Office: need mail	1
Clothing store: need to buy clothes	1
Teacher: to learn	1
Air Force: like to fly	1
Apartment owner: makes money	1
Store clerk: meets many people	1
Bar tender: can help my dad	1
Baby sitter: good responsibility	1
Doctor: save lives	1
Gas station: need gas for cars	1
Airlines: so people can travel	1

31. At what grade level do you think a student should decide upon a career?

Elementary	0
Junior High	1
Senior High	2
Community college	1
University	3

5th Grade

BARNETTE

26. List three jobs, away from your home, you could do if you wanted to earn some money.

Paper boy	16	Veterinarian	6
Sales clerk	15	Singer	5
Secretary	12	Shopper	5
Waitress	10	Pilot	4
Teacher	10	Fix TV's	4
Nurse	10	Model	3
Doctor	10	Engineer	3
Babysitter	9	Stewardess	2
Store helper	9	Actor	2
Sell candy	7	Paint Fences	2
Clean up a bar	6	Sell hammers & nails	2
Have a garage sale	6	Food service worker	2
Service station	6	Clean houses	1
Paper girl	5	Box girl	1
Wash cars	5	Chop wood	1
Mow lawns	5	Run errands	1

27. Can you think of any jobs you can do <u>without</u> knowing how to read and do arithmetic? If you say yes, write down two of the jobs.

Sell candy	5	Plumber	3
Clean up a bar	5	Maid	2
Secretary	5	Farm Worker	2
Teacher	4	Crossing Guard	1
Working in a mess hall	4	Paper boy	1
Janitor	3		

28. Write down two jobs in your community which you think are <u>not</u> important. Tell <u>why</u> you think they are <u>not</u> important.

Barber: all they do is cut hair	15
Bar tender: people don't need to get drunk	13
Factories: make pollution	11
Elephant Hunter: elephants will become extinct	2
Mess Hall: not needed	4
Box boy: people can carry own groceries	4
Clinic: go to a hospital instead	3
Dog trainer: train own dog	3
Hunter: leave animals alone	3
Store clerk: only rings up items/not needed	2
Candy store: too many sweets	2
Florist: we don't need flowers	1
Dish washer: too dirty	1

29. List the businesses or places in your community you would like to visit to better understand the jobs they have.

Stores	17	Television Station	4
Airport/airlines	15	Fire Department	3
Power plant	15	Bakery	3
Police Dept.	14	Animal clinic	2
Hospital	14	Alaska land	2
Doctor	13	Meter maid	2
Schools	11	Veterinarian	1
Univ. of Alaska	10	Housekeeper	1
Bank	6	Water treatment plant	1
Waitress	5	Scientist	1
Crisis Line	4		

30. Write down two jobs in your community which you think <u>are</u> important. Tell why you think they <u>are</u> important.

Fireman: Put out fires/save buildings	36
Police: keep people safe/catch criminals	24
Nurse: helps ill people	12
Hospital: help sick people	11
Doctor: help people	11
Teacher: help people learn	10
Shopping center: need to buy things	7
Bank: to keep money	6
Repairman: fix things	4
Gas station: help keep cars running	3
Farmer: give us our food	2
Builder: houses to get more people in the state	1

31. At what grade level do you think a student should decide upon a career?

Elementary	5
Junior High	5
Senior high	34
Community college	0
University	33

5th Grade

DENALI

(Note: In this section each question will be followed by: response and frequency of response.)

26. List three jobs, away from your home, you could do if you wanted to earn some money.

Child care	15	Lawyer	6
Dept. store clerk	15	Animals	5
Policeman	14	Flying	4
Sell newspapers	13	Pet shop	3
Businesses	10	Odd jobs	3
Grocery store	10	Sewing	3
Mechanic	9	Racing	2
Mowing lawns	8	Pilot	2
Electrician	8	Teacher	2
Doctor	8	Operator	2
Oil	7	Bartender	1
Fireman	7	Secretary	1

27. Can you think of any jobs you can do without knowing how to read and do arithmetic? If you say yes, write down two of the jobs.

Farming	10	Policeman	3
Animal trainer	8	Fireman	2
Barber	6	Writing	1
Clothing store	4	Dairying	1

28. Write down two jobs in your community which you think are not important. Tell why you think they are not important.

Housekeeping: too hard	2
Water Preservation: there's lots of water	2
Eyelash maker: some women can do without	1
Threadmaker: use something else	1
Babysitting: sometimes you get gypped	1
Store pricing: go to counter & ask price	1
Barber: can cut hair at home	1
Pulling weeds in city: City can clean them up	1
Clothing store: can make clothes at home	1
Delivering groceries: go to store for self	1
Taverns: people can get sick there	1
Pusher: can make people die	1
Selling newspapers: people don't need to know things going on	1
Ice cream parlor: people don't need ice cream	1
Cashier: too many of them	1

29. List the businesses or places in your community you would like to visit to better understand the jobs they have.

Police station	34	Farm	6
Hospital	26	University of Alaska	5
Storekeeping	25	Any college	5
Fire station	23	Mechanic	5
Bank	12	Juggler	4
Veterinarian	11	City Hall	4
School	9	Grocery store	3
Airport	9	Post office	2
Models	7	Art	1
Fort Greeley	6	Air Force Base	1
Fort Wainwright	6	A business	1

30. Write down two jobs in your community which you think are important. Tell why you think they are important.

Fireman: save people and homes	31
Policeman: save people from criminals	30
Hospital: help people	26
Air Force base: protect against attacks	15
National Guard: protect against attacks	11
Teachers: No reason given	8
Television: people need to know things	5
Stores: people need to buy things	2
Nature: it's interesting	1
Mowing lawns: keep things neat, clean & safe	1
Child care: it's very right	1
Cleaning up: keep things neat and clean	1
President: No reason given	1

31. At what grade level do you think a student should decide upon a career?

Elementary	5
Junior High	0
Senior High	34
Community College	10
University	39

5th Grade

HUNTER

(Note: In this section each question will be followed by: response and frequency of response.)

26. List three jobs, away from your home, you could do if you wanted to earn some money.

Babysitter:	34	Carry out garbage	6
Shovel snow	23	Work in garden	6
Help parents	15	Sell candy	5
Clean house	15	Football	4
Wash cars	11	Soccer	4
Mow lawns	10	Factory worker	4
Run errands	10	Teacher	3
Chop wood	10	Maid	3
Rake leaves	9	Oiler	2
Wash windows	7	Store helper	2
Sell newspapers	7	Plumber	1

27. Can you think of any jobs you can do <u>without</u> knowing how to read and do arithmetic? If you say yes, write down two of the jobs.

Babysit	14	Plant flowers	8
Artist-painter	11	Think	6
Janitor	10	Maid	5
Clean houses	10	Shovel snow	5
Run errands	8	Chop wood	3

28. Write down two jobs in your community which you think are <u>not</u> important. Tell <u>why</u> you think they are <u>not</u> important.

Bar tender: makes people drunk	7
Drug pusher: same as a murderer	7
Clean houses: people can clean own houses, not necessary	5
Wash cars: not necessary, people clean own	5
Drug store: drugs are bad	4
Babysitter: people can watch own kids	4
Wash dishes: just isn't an "in" job	3
Garage sales: give stuff to poor people	2

29. List the businesses or places in your community you would like to visit to better understand the jobs they have.

University	20	Fire Dept.	7
Stores	18	Football coach	6
Airport	12	Teacher	4
Hospital	11	Lunber Co.	4
Banker	10	Supply store	3
Schools	9	Bakery	2
Post Office	9	Newspaper	1
Police station	8	Nursing school	1

30. Write down two jobs in your community which you think <u>are</u> important. Tell why you think they <u>are</u> important.

Doctor:	help people	17
Fireman:	put out fires	16
Teacher:	so people can learn	13
Hospital:	make people well	13
Pipe layers:	need water	7
Plumber:	need water	6
Airport:	for travel	4
Lumber Mill:	so people can build houses	4
Shovel Snow:	earn money	4
Chop Wood:	makes your body stronger/need it	3
Policeman:	protect people	2
Bank:	to keep our money	2

31. At what grade level do you think a student should decide upon a career?

Elementary	9
Junior high	10
Senior high	23
Community College	15
University	16

5th Grade

JOY

(Note: In this section each question will be followed by: response and frequency of response.)

26. List three jobs away from your home, you could do if you wanted to earn some money.

Babysitting	14	Horse racer	2
Lawn mower	11	Bus driver	2
Teacher	8	Musician	2
Shoveling snow	8	Carpenter	2
Veterinarian	7	Race cars	1
Doctor	5	Acting	1
Policeman	5	Sell furs	1
Fireman	5	Dog walking	1
Store clerk	5	Lifeguard	1
Football	4	Writer	1
Pilot	4	Janitor	1
Paper route	4	Teaching handicapped	1
Secretary	4	Store keeper	1
Stewardess	3	Nurse	1
Box boy	2	Work at fair	1
Airplane mechanic	2	Chop firewood	1
Girl Scouts	2	Sell papers	1
Horse trainer	2	Taxi	1
Construction worker	2	Basketball	1
Sheet metal worker	2	Rock collectors	1
Animal keeper	2	Mailman	1

27. Can you think of any jobs you can do without knowing how to read and do arithmetic? If you say yes, write down two of the jobs.

Babysitting	5	Cook	1
Lawn mower	4	Dressmaker	1
Shoveling snow	3	Hunter	1
Rake leaves	3	Banker	1
Sales clerk	3	Welder	1
Fireman	2	Drive-in	1
Farm boy	2	Work at University	1
Barber	2	Work at Pattu Building	1

28. Write down two jobs in your community which you think are not important. Tell why you think they are not important.

Barber:	People can have long hair/cut own hair	8
Construction:	we don't need any	2
Servant:	people can serve themselves	2
Carpet layer:	people can do their own	2
Store clerks:	all they do is lug packages	2

Joy - continued

28. (continued from previous page)

Artist: don't really need pictures/all you do is paint	2
Gas station: not many cars	1
Jeweler: not really necessary	1
Junk yard: to stop pollution	1
Chauffeur: let people drive alone	1
Stores: only need one big store	1
Beach guard: no beaches	1
Fruit picking: no fruit	1
concession stand: too cold in Alaska	1
basketball: no teams in Alaska	1
Phone system: people don't need it	1
Welfare: people use it who don't need it	1

29. List the businesses or places in your community which you would like to visit to better understand the jobs they have.

Fireman	16	Air Force	2
Policeman	16	Sheet metal	2
Veterinarian	12	Engineer	2
Storekeeper	6	Fur Co.	1
Doctor	5	Politics	1
Storeclerk	4	University of Alaska	1
Animal school	3	Fish & Game	1
Horse farm	3	Hotel Owners	1
Hospital	3	Judges	1
School	3	Lawyers	1
News media	2	Rancher	1
Grocery store	2	Snow/marine shop	1
Gas station	2	Phone Co.	1
Teacher	2	Power plant	1
Electric Co.	2	NASA Center	1
Girl Scouts	2	Coast Guard	1
Truck driver	2	Uncle,Aunt	1

30. Write down two jobs in your community which you think are important. Tell why you think they are important.

Fireman: put out fires	25
Policeman: protection/catch robbers, help people	22
Store(grocery): we need food	5
Veterinarian: animals get sick	4
Nurse: help people	4
Electricity: we need more than ever	3
News media: people need to know what's going on	2
Pollution fighter: so land won't be destroyed	2
Bush trimmer: because bushes will look dumb	1
Fish & Game: save wildlife	1
Politics: run government	1
Earth movers: supply gravel	1

30. (continued from previous page)

Conservationist: help save animals	1
Fix TV's: high salary	1
Teacher: get smart, earn money	1
Dog trainer: train dogs	1
Storekeeper: so people have jobs	1
Mechanic: can get hurt	1
Carpenter: (no reason given)	1

31. At what grade level do you think a student should decide upon a career?

Elementary	7
Junior High	12
Senior High	15
Community college	18
University	18

5th Grade

NORDALE

(Note: In this section each question will be followed by: response and frequency of response.)

26. List three jobs, away from your home, you could do if you wanted to earn some money.

Shovel snow	36	Sell things	4
Babysit	35	Run errands	3
Store keeper	23	Nurse	3
Mow lawns	14	Social worker	2
Paper boy	10	Psychiatrist	2
Clean houses	10	Electronics	2
Policeman	9	Trucking	1
Wash cars	8	Shipping	1
Sell paintings	6	Football	1
Gas station helper	5	Baseball	1
Animal trainer	5	Hockey	1
Work for parents	5	Banker	1
Yard work	4	Doctor	1
Artist	4	Fireman	1
Carpenter	4	Electrician	1
Car builder	4		

27. Can you think of any jobs you can do without knowing how to read and do arithmetic? If you say yes, write down two of the jobs.

Shovel snow	18	Clean houses	7
Babysit	17	Janitorial work	6

28. Write down two jobs in your community which you think are <u>not</u> important. Tell <u>why</u> you think they are <u>not</u> important.

Racing & driving cars: make pollution	15
Liquor store: people get drunk	14
Every job is important	13
Surplus store: don't use it much	
Trading post: not usedmuch	12
Barber: have long hair/don't like hair cuts	10
Beautician: people can do own hair	8
Babysitting: people don't need to go out	7
Principal: teachers are around/doesn't do much	6
Window washer: people can do their own	5
Car wash: not necessary	4
Secretary: not necessary	3
Waitress: not necessary	2

29. List the businesses or places in your community you would like to visit to better understand the jobs they have.

Department store	17	Sporting goods store	3
University	15	Business school	2
Museum	13	Hospital	2
Gas station	12	Clinic	1
Television station	12	Orphanage	1
Police Dept.	10	Mental hospital	1
Barber	10	Airport	1
Sports clinics	10	Electronics	1
Jail	9	Candy factory	1
Stamp/book store	8	Factories	1
Post office	7	Telephone co.	1
Newspaper	6	Schools	1
Restaurant	6	Garbageman	1
Beauty shop	5	Fire Dept.	1
Principal	4	Football coach	1
Grocery store	4	Gasman	1
Horse stable	3	Movie star	1
Oceanographer	3	Race car driver	1
Carpenter	2	Cook	1
Animal clinic	2	Car factory	1

30. Write down two jobs in your community which you think <u>are</u> important. Tell why you think they are important.

Fire Dept.: we need them	50
Police Dept.: we need them	46
Teachers/schools: provide education	13
Store clerk: so people can buy things	10
Doctor: help sick people	10
Farming: provide food	8
Football: I like it/enjoyable	7
Baseball: like it	6
Snow plower: so we don't get snowed in	5
Stock boy: put things on shelves	4
Veterinarian: help animals	4
Power plant: need electricity	3
Nurse: help people	2
Psychiatrist: help people	1

31. At what grade level do you think a student should decide upon a career?

Elementary	10
Junior High	12
Senior High	20
Community College	26
University	10

5th Grade

NORTH POLE

(Note: In this section each question will be followed by: response and frequency of response.)

26. List three jobs, away from your home, you could do if you wanted to earn some money.

Shovel snow	31	Hospital worker	11
Store clerk/helper	27	Trap/shoot/sell hides	7
Clean yards	25	Railway station worker	4
Babysit	21	Explorer	4
Mow lawns	20	Sell candy	3
Wash cars	16	Secretary	3
Run errands	15	Janitor	2
Clean house	14	Policeman	2
Farm worker	12	Fireman	2

27. Can you think of any jobs you can do without knowing how to read and do arithmetic? If you say yes, write down two of the jobs.

Washing cars	16	Farm worker	4
Babysit	15	Barber	2
Mow lawns	13	Trapper	1
Clean house	10	Ditch Digger	1
Shovel snow	9		

28. Write down two jobs in your community which you think are not important. Tell why you think they are not important.

Bars: people get drunk & cause accidents	14
Mow lawns: it keeps growing/unnecessary	10
Restaurant: can eat at home	9
Shovel snow: people can do own	9
Cleaning rugs: people can do own	8
Singers: not any good	7
Dog pound: not necessary	7
Car racing: not a good life	6
Football: might get hurt & can't work	5
Paper boy: (no reasons given)	4
Babysitter: take care of own kids/don't like it	3
Teacher: (No reason given)	2
Rake leaves: not necessary	1
Car wash: people can wash their own	1

North Pole - cont.

29. List the businesses or places in your community you would like to visit to better understand the jobs they have.

Store	15	Mechanic	3
Hospital/doctor	15	Gas station	2
Police station	15	Secretary	2
Fire Dept.	15	Waitress	2
Factory/industry	12	Bus driver	2
Banks	10	Wood maker	1
Carpenter	10	Scientist	1
Post Office	9	Teacher	1
Restaurant	9	Gardener	1
Veterinarian	8	Acting school	1
Plumber	7	Singing school	1
Farm	6	Dancing school	1
Zoo	5	Cooking school	1
Baker	4		

30. Write down two jobs in your community which you think are important. Tell why you think they are important.

Fireman: put out fires	40
Police: keep the peace	23
Store: need food	17
Hospital/doctor: helps sick people	12
Gas station: need gas for vehicles	11
Bank: we need them for money/save money	11
Writer: for good reading	8
Secretary: needed	6
Wood company: need wood	5
Paper route: earn money	4
Raking leaves: (no reason given)	3
Mechanic: fix machines	2
Babysitting: necessary	1
House cleaner: necessary	1
Teacher: to learn	1

31. At what grade level do you think a student should decide upon a career?

Elementary	5
Junior High	14
Senior High	51
Community College	16
University	11

5th Grade

SALCHA

(Note: In this section each question will be followed by: response and frequency of response)

26. List three jobs, away from your home, you could do if you wanted to earn some money:

Shovel Snow	9	Mow lawns	1
Housekeeper	3	Nurse	1
Store Helper	3	Bank clerk	1
Help others/run errands	3	Wash clothes	1
Babysit	3	Wash dishes	1
Veterinarian	2	Dig ditches	1
Teacher	1	Paint	1
Barber	1	Restaurant	1
Starting cars	1	Sell lemonade	1

27. Can you think of any jobs you can do <u>without</u> knowing how to read and do arithmetic? If you say yes, write down two of the jobs.

Shovel snow/earth/coal	4	Mowing lawns	1
Babysitting	2	Clown	1
Housekeeping	2	Cook(without a cookbook)	1
Clearning boilers	1	Cutting trees	1
Janitor	1	Preacher	1
Flowershop worker	1	Veterinarian	1

28. Write down two jobs in your community which you think are <u>not</u> inportant. Tell <u>why</u> you think they are <u>not</u> important.

Liquor store - have too many 1

29. List the businesses or places in your community you would like to visit to better understand the jobs they have:

Hospital	3	Telephone Co.	1
School	3	Microwave station	1
Store	3	Cafeteria	1
Teacher	3	Museum	1
Police station	2	Clinic	1
Plumber	2	Education Office	1
Power plant	2	Library	1
Bank	2	University	1
Newspaper	2	Post Office	1
Veterinarian	2	Dairy	1
Business	2	Restaurant	1
Logging	1	Garbage man	1
Pulp mill	1	Highway Dept.	1
Manufacturer	1	Fire station	1

30. Write down two jobs in your community which you think <u>are</u> important. Tell why you think they <u>are</u> important.

Teaching: For learning things	4
Police: So people can be safe	3
Shoveling snow: So cars won't get stuck	3
Pulp mill: So we can make paper	1
Power plant: need electricity	1
Aeronautics: Aircraft bring in supplies	1
Banking: People need banks for money	1
Veterinarian: Help animals live	1
Hospital: Keep people well	1
Dairy Farm: People need milk	1
Doctor: Help people	1
Store: People need to buy food	1
Fireman: Save people	1
Building houses: Many people don't have houses	1
Restaurant: People get hungry on the road	1

31. At what grade level do you think a student should decide upon a career?

Elementary	1
Junior High	3
Senior High	5
Community College	4
University	0

5th Grade

TWO RIVERS

(Note: In this section each question will be followed by: response and frequency of response.)

26. List three jobs away from your home, you could do if you wanted to earn some money.

Shovel snow	4	Rake leaves	1
Mow lawns	2	Housecleaning	1
Babysitting	1	Driving tractors	1
Work for dad	1	Store helper	1
Pump gasoline	1		

27. Can you think of any jobs you can do without knowing how to read and do arithmetic? If you say yes, write down two of the jobs.

(No information given on this question.)

28. Write down two jobs in your community which you think are not important. Tell why you think they are not important.

Barbers: people can cut own hair/have long hair	4
Television ads: interrupt TV programs/see posters in town instead of on TV	2
Cigarette vender: people can get cancer	1
Cleaning yards: people can do without clean yards	1
Store clerk: can get own food	1

29. List the businesses or places in your community you would like to visit to better understand the jobs they have.

Newspaper	2	Fire station	1
Police station	2	Truck driving business	1
Bush pilot	2	Police school	1
Beauty parlor	1	Radio station	1
Restaurant	1	TV station	1
Computer center	1	Factory	1
Airport	1		

30. Write down two jobs in your community which you think are important. Tell why you think they are important.

Road maintenance: so you can go places	2
Doctor: help sick people	1
Exhaust filtering jobs: pollution is getting to be a big problem	1
Logging: for houses	1
Bush pilot: take food & medicine to people	1
Policeman: help save city	1
Bussing: kids need to get home	1

31. At what grade level do you think a student should decide upon a career?

Elementary	0
Junior High	1
Senior High	3
Community College	1
University	0

5th Grade

UNIVERSITY PARK

(Note: In this section each question will be followed by: response and frequency of response.)

26. List three jobs, away from your home, you could do if you wanted to earn some money.

Store helper	21	Policeman	3
Shoveling snow	17	Stewardess	3
Doctor	12	Female football player	2
Fireman	11	Female baseball player	2
Newspaper boy	11	Mow lawns	2
Secretary	10	Odd jobs	2
Babysitter	10	Barber	1
Cleaning cars	9	Waitress	1
Teacher	6	Military	1
Bank clerk	5	Animal caretaker	1
Professor	4	selling things	1
Carpentry	4	President	1
Nurse	4	Bank robber	1
Grocery clerk	4	Computers	1
Gas station	4		

27. Can you think of any jobs you can do without knowing how to read and do arithmetic? If you say yes, write down two of the jobs.

Plumber	10	Dumbbell	5
Fish & game	9	Stewardess	3
Janitor	8	Store cleaner	2
Babysitter	6	Mow lawns	1
Shoveling snow	6	Farmer	1
Car washer	5	Clean house	1

28. Write down two jobs in your community which you think are not important. Tell why you think they are not important.

Every job is important	12
Barber: people can cut own hair	10
Milkman: everyone can buy milk at store	9
Plumber: everyone knows plumbing	7
Shopkeeper: they don't have much work	7
Papermaker: not important	5
Policeman: they're pigs	4
Street cleaner: don't need them	3
Janitors: don't need them	3
Bus driver: they yell too much	1
Box boy: people can carry own groceries	1
Pilot: people can fly by themselves	1

29. List the businesses or places in your community you would like to visit to better understand the jobs they have.

Hospital	21	Animal trainer	4
Fire Dept.	20	Stewardess	3
Police Station	15	Waitress	3
Doctor	15	Author	2
Veterinarian	11	Flower shop	2
State Highway Dept.	9	Library	2
White House	7	Principal's office	1
Post office	6	Bank	1
College Inn	5	Nurse	1
Airport	4	Beautician	1
Sales Person	4	Camera shop	1

30. Write down two jobs in your community which you think are important. Tell why you think they are important.

Hospital/doctor: help people	45
Fireman: save people/buildings	32
Policeman: catch people/robbers	26
Bank: to earn a lot of money/save money	16
Mayor: answers questions for city	12
All jobs are important	10
Lawyers: make laws	10
Teacher: so people can learn	10
Nurse: help doctors, people	9
Dentist: take care of teeth	8
Gas station: people need gas	6
Fish & Game: help the community	3
Mowing lawns: to earn money	2
Store clerk: have things people need	2
Truck driver: transports goods	1
Dog catcher: so dogs won't bite people	1

31. At what grade level do you think a student should decide upon a career?

Elementary	15
Junior High	24
Senior High	29
Community college	32
University	21

Section Four: G.2.5th Grade

Comments to Questions #26 - #31
(by Evaluator)

26. List three jobs, away from your home, you could do if you wanted to earn some money.

    Comment: Question needs refining - some misunderstanding on part of many students.

27. Can you think of any jobs you can do without knowing how to read and do arithmetic?

    Comment: Fairly aware of need for reading & arithmetic.

28. Write down two jobs in your community which you think are not very important. Tell why you think they are not important.

    Comment: Answers indicate people should be more self-reliant.

29. List the business or places in your community you would like to visit to better understand the jobs they have.

    Comment: Are field trips feasible?

30. Write down two jobs in your community which you think are important. Tell why you think they are important.

    Comment: Students show strong recognition of life support positions

31. At what grade level do you think a student should decide upon a career?

    Comment: Most indicate 12th grade or higher.

Section Four: E. 5th Grade

BARNETTE
(Post-test)

26. List three jobs away from your home you could do if you wanted to earn some money.

Babysit	5	Give flute lessons	1
Errand boy	4	Work at McDonald's	1
Rake leaves	4	Teach swimming	1
Store clerk	4	Work at a hotel	1
Mow lawns	4	Work at shooting gallery	1
Doctor	3	Zoo helper	1
Garden work	3	Lawyer	1
Clean houses	3	Bus driver	1
Gas station helper	2	Salesperson	1
Nurse	2	Coin cutter	1
Gold Miner	2	Pilot	1
Businessman	2	Herpatologist	1
Carpenter	2	Biologist	1
Sailor	2	Game Warden	1
Wash dishes	1	Seamstress	1
Bank clerk	1	Laundromat helper	1
Actress	1	Singer	1
Animal care	1	Private eye	1
Electrician	1	Oceanographer	1
Waitress	1	Trapper	1
Cut wood	1	Shovel snow	1
Forest fire spotter	1	Sell newspapers	1
Wash windows	1	Vet's helper	1
Alaskaland worker	1	Mechanic	1
Race car driver	1	Sweep sidewalks	1
Movie star	1		

27. Can you think of any jobs you can do without knowing how to read and do arithmetic? If you say yes, write down two of the jobs.

Clean houses	2	Gold mining	1
Babysit	2	Raking leaves	1
Swimming lessons	1	Cattle rustler	1
Yardwork	1	Coin cutter	1
School	1	Trapper	1
Cutting hair	1	Fireman	1
Store clerk	1	Window washer	1
Artist	1		

28. Write down two jobs in your community which you think are not very important. Tell why you think they are not important.

Barber: cut own hair	5
Bar clerks: can do without them	3
Dancer: doesn't help community	2
Gas station: air pollution; too many	2
Car manufacturer: too many car accidents	1

28. (continued from previous page)

Teacher: they're not very good	1
Penney's clerk: it's a bad store	1
Yard work: people can do their own	1
Cow rustler: not good	1
Selling Avon: only cosmetics	1
Team teaching: one teacher is enough	1
Race driver: doesn't help community	1
Store keeper: just sells things	1
Dog catcher: catches your dog and you have to go pick it up	1

29. List the businesses or places in your community you would like to visit to better understand the jobs they have.

Univ./school	7	Penney's	1
Fire Dept.	5	Safeway	1
Police Dept.	4	YMCA	1
Banking	4	Jail	1
Doctor	3	Electric Co.	1
Nurse	3	Air Force	1
Teacher	3	Zoo	1
Hospital	2	Apt. house	1
Airport	2	Liquor store	1
Bar	2	Drug store	1
Store	2	Actor	1
Vet./Animal Care	2	Carpenter	1
Lawyer	2	Dancer	1
Singer	1	Court room	1
Secretary	1	Judge	1
Painter	1	Artist	1
Health Dept.	1	Plumber	1
Janitor	1	Window washer	1
Barber	1	Auto Center	1
Public Library	1	Bakery	1
Life Guard	1	TV Station	1
Radio Station	1		

30. Write down two jobs in your community which you think are important. Tell why you think they are important.

Policeman: save lives; too much crime	13
Fireman: save lives	7
Doctor: help sick people	6
Store: need to buy things	4
Gold mining: fun	1
Flying: get people places	1
Barber: need hair cuts	1
Bank clerk: earn money	1
Store clerk: earn money	1
Animal care: help animals	1
Teacher: good pay	1
Stewardess: good pay	1

31. At what grade level do you think a student should decide upon a career.

Elementary	3
Junior high	11
Senior high	9
Community college	6
University	5

5th Grade

DENALI

(post-test)

26. List three jobs away from your home you could do if you wanted to earn some money.

Babysit	9	Policeman	1
Mowlawns	7	State trooper	1
Pilot	3	Football player	1
Businessman	3	Remodel buildings	1
Engineer	2	Drive a boat	1
Store clerk	2	Taxi driver	1
Fish & Game	2	Baseball player	1
Doctor	2	Fireman	1
Teacher	2	Hockey player	1
Paper girl/boy	2	Secretary	1
Rake yards	2	Sweep sidewalks	1
Shovel snow	2	Pick apples	1
Take care of animals	1	Boxboy	1
Store helper	1	Wash cars	1
Run errands	1	Weed	1
Horse trainer	1	Ducks Unltd.	1
Banker	1		

27. Can you think of any jobs you can do without knowing how to read and do arithmetic? If you say yes, write down two of the jobs.

Wash cars	2	Police station	1
Babysit	2	Airport	1
Raking yards	1	Walking dogs	1
Animal care	1	Cut grass	1
Boxboy	1	Cut hair	1
Baseball player	1	Picking apples	1
Horse trainer	1		

28. Write down two jobs in your community which you think are not very important. Tell why you think they are not important.

Barber: cut own hair	4
Selling koolaid: can drink water	3
Boxboy: people can cary own groceries	2
Car wash: wash own at home	2
Mowing lawns: let it grow	1
Laundromat: buy a washer	1
Taking out trash: smells bad	1
Bicycle clerk: don't need bikes	1
Mechanic: don't need automobiles	1
Beautician: fix own hair	1
Repairman: don't get paid enough	1

29. List the businesses or places in your community you would like to visit to better understand the jobs they have.

Police station	9	Airport	1
Veterinarian	7	Bakery	1
Univ./school	7	Pro athlete	1
Power plant	6	Professor	1
Fire station	6	Farmer	1
Bank	5	Stewardess	1
Doctor/Hospital	5	Newspaper	1
Store	4	Book store	1
Train station	4	Factory	1
Teacher	2	Cook	1
Candlemaker	1	Mechanic	1
Baseball park	1	Air Force base	1
Fish & Game	1	Post Office	1
Weatherman	1	Engineer	1
Secretary	1	Salesman	1
Bookkeeper	1	State Building	1

30. Write down two jobs in your community which you think are important. Tell why you think they are important.

Fireman: protect city from fire	11
Policeman: protect people	11
Doctor: save people	10
Teacher: help people learn	4
Storekeeper: so people can buy things	1
Lawyer: help you when you're in trouble	1
Mailman: get important mail to you	1
Trashman: get rid of pollution	1
Restaurant: people have to eat	1
President: keep law and order	1
Politician: keep law and order	1
Banker: keep money safe	1
Salesman: sell us food to eat	1
Orthodontist: fixes teeth	1
Jailer: keep crooks	1

31. At what grade level do you think a student should decide upon a career.

Elementary	2
Junior high	5
Senior high	10
Community college	3
University	5

5th Grade

HUNTER

(Post-test)

26. List three jobs, away from your home, you could do if you wanted to earn some money.

Babysit	6	Animal clinic	1
Run errands	3	Boxboy	1
Fish & Wildlife Guide	2	Mason	1
Fur seller	2	NASA	1
Veterinarian	2	Policeman	1
Carpenter	2	Scientist	1
Pilot	2	Smoke jumper	1
Mow lawns	2	Bus driver	1
Wash cars	2	Boat Fair	1
Clean house	2	Doctor	1
Teacher	2	Fireman	1
Store clerk	2	Stewardess	1
Secretary	1	Travel Agency	1
Life Guard	1	Horse Rider	1
Typist	1	Paint fences	1

27. Can you think of any jobs you can do without knowing how to read and do arithmetic? If you say yes, write down two of the jobs.

Babysitting	3	Rake Lawns	1
Butcher	1	Zoo keeper	1
Farmer	1	Coin Collector	1
House cleaning	1	Swim Instructor	1
Barber	1	Life Guard	1
Horse Rider	1		

28. Write down two jobs in your community which you think are not very important. Tell why you think they are not important.

All jobs are important	2
Selling cigarettes: bad for health	2
Car manufacturer: makes pollution	1
Babysitting: no reason given	1
Selling liquor: bad for health	1
Wash cars: have car wash instead	1
Dish washing: don't like it	1

29. List the businesses or places in your community you would like to visit to better understand the jobs they have.

Fire Dept.	4	Other elementary schools	1
Fish & Wildlife	2	Place of business	1
Veterinarian	2	Radio Station	1
Satellite Tracking Station	2	Newspaper	1

29. (continued from previous page)

University/college	2	Hospital	1
Cook/Restaurant	2	Gas station	1
Police Dept.	2	Drug store	1
Secretary	2	Cleaning person	1
Teacher	2	Store clerk	1

30. Write down two jobs in your community which you think are important. Tell why you think they are important.

Fireman: put out fires	8
Doctor: help ill people	6
Policeman: protect people	5
Babysitting: protect children, so people can go places	2
Mailman: deliver mail	1
Garbageman: pick up garbage	1
Mow lawns: because old people can't mow own lawns	1
Housekeeping: keep house clean	1
Dish washer: keep dishes clean	1
Veterinarian: help animals	1
Teacher: education for children	1

31. At what grade level do you think a student should decide upon a career.

Elementary	4
Junior high	4
Senior high	7
Community college	0
University	1

5th Grade

JOY
(Post-test)

26. List three jobs, away from your home, you could do if you wanted to earn some money.

Babysit	13	Flying	1
Mow lawns	10	Factory worker	1
Garden work	8	Fireman	1
Run errands	6	Paint	1
Paper boy	3	Waitress	1
Clean houses	3	Store clerk	1
Shovel snow	3	Walk dogs	1
Wash cars	3	Teacher	1
Clean stables	2	Secretary	1
Nurse	2	Type	1
Sell things	1	Barber	1
Doctor	1	Banker	1
Wash dishes	1		

27. Can you think of any jobs you can do without knowing how to read and do arithmetic? If you say yes, write down two of the jobs.

Yard work	9	Washing dishes	1
Babysit	7	Singer	1
Walk animals	2	Washing windows	1
Shovel snow	2	Take care of animals	1
Collect trash	2	Store clerk	1
Bush man	1	Check houses for fire hazards	1

28. Write down two jobs in your community which you think are not very important. Tell why you think they are not important.

Barber: people don't need haircuts	6
Car wash: can do it better at home	3
Car racing: dangerous	2
Fireman: not many fires	1
Jeweler: all they do is sell jewelry	1
Bakery: bake at home	1
Artist: all they do is paint	1
Sweeping: wind blows it away	1
Store clerk: no reason given	1
Lawyers: people don't need them	1
Dog shows: people don't need them	1
Horse racing: dangerous	1
Bar tender: they sell alcohol	1
Trapper: kills animals	1

29. List the businesses or places in your community you would like to visit to better understand the jobs they have.

Police Dept.	10	Forest ranger	2
Hospital/Doctor	8	Newspaper boy	1
Fireman	7	Horse trainer	1
Store	6	Pet shop	1
Post Office/Postal clerk	4	Telephone operator	1
Airport/flying	4	Barber	1
Veterinarian	4	Shopping center	1
Fish & Game	3	Miner	1
Bank	3	Glass Co.	1
Teacher	3	Sheet & Metal Co.	1
Another school	3	Gas Station	1
Gun shop	2	Football Field	1
Bike Shop	2	Newspaper	1

30. Write down two jobs in your community which you think are important. Tell why you think they are important.

Policeman: protect people	20
Fireman: saves peoples' lives	16
Doctor: help sick people	8
Veterinarian: help sick animals	2
Public Transportation: take people places	1
Sheet Metal Co.: needed product	1
Store keeper: people need food	1
Dog catcher: collect dogs	1
Trash collector: keep things clean	1
President: help the U. S.	1
Fish & Game: save animals	1

31. At what grade level do you think a student should decide upon a career.

Elementary	3
Junior high	10
Senior high	9
Community college	1
University	3

5th Grade

NORDALE

(Post-test)

26. List three jobs, away from your home, you could do if you wanted to earn some money.

Mow lawns	6	Dig ditches	1
Deliver newspapers	6	Wash cars	1
Babysit	5	Animal sitter	1
Store helper	4	Sweep walks	1
Police/detective	4	Restaurant helper	1
Mail boy	2	Tutor	1
Pilot	2	Pick up garbage	1
Doctor	2	Helper at University	1
Archeologist	2	Clean houses	1
Veterinarian	1	Carpenter	1
Bush pilot	1	Stewardess	1
Bar tender	1	Banker	1
Peace Corps	1	Play hockey	1
Fireman	1	Store clerk	1
Bus driver	1	Mailman	1
Business manager	1		

27. Can you think of any jobs you can do without knowing how to read and do arithmetic? If you say yes, write down two of the jobs.

Babysit	2	Shine shoes	1
Mow lawns	2	Dig ditches	1
Janitor	1	Teacher	1
Truck Driver	1	Directing traffic	1
Cutting down trees	1	Shovel snow	1
Maid	1	Plumber	1
Fireman	1		

28. Write down two jobs in your community which you think are not very important. Tell why you think they are not important.

Bar tender: too many drunks	3
Barker: doesn't do anything	3
Mowing lawns: someone always gets to it before you do	2
Cab driver: all he does is drive	2
Bakery: make own, by baked goods elsewhere	2
Dig ditches: not enough pay	1
Sweeping walks: too much dirt, doesn't help	1
School: don't learn anything	1
Construction: not needed	1
Dry cleaners: not necessary	1
Teacher: very boring	1
All jobs are important	1

28. (continued from previous page)

Junkman: who wants junk?	1
Tree surgeon: who wants a tree operated on	1
Window washer: all he does is clean windows	1
Milkman: buy milk at stores	1
Cook: people can make own food	1

29. List the businesses or places in your community you would like to visit to better understand the jobs they have.

Hospital/Doctor	11	Show business	1
Veterinarian	5	Gas station	1
Fireman	5	Alaskaland	1
Bank	5	Dog pound	1
Policeman	4	Scientist	1
Store	4	TV Repairman	1
Cab station	2	TV Station	1
Barber shop	2	Board of Education	1
Teacher	2	Tax Office	1
Lawyer	2	Welfare Office	1
Musician	1	Restaurant	1
Politician	1	Car Wash	1
Dentist	1	Judge	1
Airport	1	Employment Office	1
Beautician	1	Business Office	1
Mechanic	1	Fish & Game Dept.	1
Post Office	1	Carpenter	1
Eye Doctor	1		

30. Write down two jobs in your community which you think are important. Tell why you think they are important.

Doctor: help sick people	10
Policeman: protect city & people	8
Teacher: teach children	4
Fireman: protect houses & forests	4
Judge: help people	1
Lawyer: help people	1
Carpenter: build houses	1
Electrician: no reason given	1
Engineer: no reason given	1
Dishwasher: to have clean dishes to eat from	1
Scientist: make medicine for people	1
Pilot: fly people to places	1
Principal: has to be strict & know people	1
Banker: take care of money	1

31. At what grade level do you think a student should decide upon a career.

Elementary	4
Junior high	6
Senior high	12
Community college	4
University	4

5th Grade

NORTH POLE

(Post-test)

26. List three jobs, away from your home, you could do if you wanted to earn some money.

Babysit	8	Movie star	1
Yard work	7	Singer	1
Paper route	6	Comedian	1
Run errands	6	Do laundry	1
Clerk	3	Carpenter	1
Nurse's aide	2	Plumber	1
Construction	2	Teacher	1
Restaurant/cafeteria	2	Boxboy	1
Farm worker	2	Shovel snow	1
Mechanic	2	Cook	1
Sell things door-to-door	2	Plane business	1
Doctor	2	Army	1
Dig ditches	2	Cut wood	1
Junior carpenter	1	Janitor	1
Janitor	1	Walk dogs	1
Zoologist	1	Collector	1
Technician	1		

27. Can you think of any jobs you can do without knowing how to read and do arithmetic? If you say yes, write down two of the jobs.

Teacher	1	Dog walking	1

28. Write down two jobs in your community which you think are not very important. Tell why you think they are not important.

Bar tender/bars: makes society worse	12
Barber: cut own hair	2
Candy counter clerk: don't need candy	2
Store keeper: no reason given	2
Taking care of a trailer court: too hot & noisy	1
Cafeteria worker: don't get anything	1
Mail lady: people can get own mail	1
Box boy: people carry own groceries	1
Pornography writers: senseless	1
Basketball: it's a game	1
Football: it's a game	1
Dope: don't need it	1
Sewage Co.: dig own sewer	1
Newspaper boy: cars can deliver paper	1
Plowing roads: too messy afterwards	1
Selling berries: doesn't pay much	1

29. List the businesses or places in your community you would like to visit to better understand the jobs they have.

Police station	8	Electric co.	1
Store	5	Telephone co.	1
Fire station	5	Post Office	1
Hospital	4	University	1
Lawyer	2	Fish & Game	1
Music Mart	2	Waitress	1
Construction site	2	Laboratory	1
Mechanic	2	Factory	1
Gas station	1	Candy Factory	1
Bakery	1	Watchmaker	1
Zoologist	1	Zookeeper	1
McDonald's	1	Honda shop	1
Bar	1	Reporter	1
Court house	1	Lumber co.	1
Carnation co.	1	Museum	1
Dentist	1	Bank	1

30. Write down two jobs in your community which you think are important. Tell why you think they are important.

Policeman: protection	12
Hospital/Doctor: help sick people	7
Fire Department: protect us from fire	7
Storekeeper: need to buy things	2
Teacher: teach people jobs	2
Mechanic: fix cars	2
Veterinarian: help animals	1
Garages: prevent accidents	1
Electric Co.: give us electricity	1
Mailman: deliver mail	1
Bank: save money	1
Technician: needed skill	1

31. At what grade level do you think a student should decide upon a career.

Elementary	1
Junior high	4
Senior high	12
Community college	4
University	2

26. List three jobs, away from your home, you could do if you wanted to earn some money.

Mow lawns/garden work	6	Coal	1
Babysit	6	Foam	1
Store clerk/helper	5	Work with animals	1
Policeman	3	Nurse	1
Doctor	3	Storekeeper	1
Animal groom	3	Zookeeper	1
Football	2	Carry messages	1
Baseball	2	Housework	1
Basketball	2	Cut wood	1
Bank	2	Race track secretary	1
Teacher	2	Secretary	1
Fireman	2	Sell handcrafts	1
Tutor	2	Walk dogs	1
Trucking	2	Librarian	1
Veterinarian	2	Odd jobber	1
Deliver newspapers	1	Rescueman	1
Carpenter	1	Engineer	1
Architect	1	Bricklayer	1
Archeologist	1	Asst. Contractor	1
Bank robber	1	President	1

27. Can you think of any jobs you can do without knowing how to read and do arithmetic. If you say yes, write down two of the jobs.

Baseball	2	Sports	1
Football	2	Baker	1
Barber	2	Janitor	1
Babysitter	1		

28. Write down two jobs in your community which you think are not very important. Tell why you think they are not important.

Barber: don't need haircuts	5
No job is unimportant	4
Sell lemonade: you can pick up many things; we can drink water	3
Mowing lawns: you can do other things	2
Toy maker: we don't need toys	1
Garden Store: don't need gardens	1
Candy Store: don't need to eat candy	1
Butcher/Meat Store: you can shoot meat	1
Musician: you can make your own music for free	1
Fur store: furs are too expensive	1

28. (continued from previous page)

Tailor: you can sew your own clothes	1
Hunter: we have enough meat	1
Dog Pound: it doesn't help much	1
Legislature: they get paid for no reason	1
Politics: they always make a fuss	1
Store clerk: doesn't help anything	1
Race Driver: doesn't help anything	1
City Bus driver: everyone owns a car	1

29. List the businesses or places in your community you would like to visit to better understand the jobs they have.

Store	7	CRP Division	1
Bank	5	Post Office	1
Vet/Animal Hospital	5	Zoo	1
Police Station	5	Board of Education	1
Fire Station	4	City Hall	1
College campus	4	Alaska Patrol	1
Hospital	4	Horse Stable/Riding Academy	1
Teacher	3	Library	1
Dairy	2	Bakery	1
Fish & Game	2	TV Station	1
Drag Racing	2	Insurance Office	1
Musician	2	Music Conductor	1
Train Station	2	Secretary	1
High School	2	Radio Station	1
Car dealer	1	Bus station	1
Electric co.	1	An industry	1
Airport	1	Architect	1

30. Write down two jobs in your community which you think are important. Tell why you think they are important.

Fireman: puts out fires	11
Doctor: saves lives, people get hurt	9
Police: because of trouble	7
Teacher: help you learn	2
Food stores: to get candy; need food	2
Electricity Co.: for heat and light	1
Ambulance man: help people to the hospital	1
Dentist: help teeth	1
Auto manufacturer: we need cars	1
Gas Co.: need gas to live	1
Drag racing: for physical fitness	1
Bank: to keep money safe	1
Hospital: help people feel better	1

31. At what grade level do yiu think a student should decide upon a career.

Elementary	5	Community College	0
Junior High	6	University	2
Senior High	7		

5th Grade

Third-Party Evaluator Comments

to Narrative Responses
(Questions #26 - 31)

(Post-test)

26. List three jobs away from your home, you could do if you wanted to earn some money.

Comment: Question needs re-wording. (Is a topic for discussion.)

27. Can you think of any jobs you can do without knowing how to read and do arithmetic. If you say yes, write down two of the jobs.

Comment: Most students have good awareness.

28. Write down two jobs in your community which you think are not very important. Tell why you think they are not important.

Comment: Good question for class discussion.

29. List the businesses or places in your community you would like to visit to better understand the jobs they have.

Comment: Very few changes from pre-test responses.

30. Write down two jobs in your community which you think are important. Tell why you think they are important.

Comment: Class could interact and discuss their preferences.

31. At what grade level do you think a student should decide upon a career.

Comment: What do teachers think?

Section Four: F.

General Comments on 5th Grade Pre- and Post-tests

1. More students indicate they know what a job interview is (#8), where to look for a job (#11) and when (#22), and who can help them in finding a job (#24).

2. More students are aware of the differences between a community college, a university and a business school (#3 and #16).

3. Ten percent more say being happy working is more important than earning money.

4. There are still a number of places students would like to visit - this merits teacher and counselor attention.

5. A strong feeling is still evident that a career must be decided upon by the 12th grade. Class discussion is in order.

6. Concerning the 5th grade pre-and post-tests, teachers should identify and/or up-date their perceptions of desirable student outcomes, and then refine the test to reflect those perceptions.

7. Teachers and counselors should study the compilation of student written narrative responses to determine:

   a. Consensus and minority viewpoints
   b. Strengths reflected in the comments - so that these may be identified, nurtured and preserved
   c. Needs seen by students - and then take positive action to adjust teaching-learning situations to fill these needs. (This may be one of the most important tasks indicated herein.)

SECTION FIVE:

CAREER EDUCATION ACHIEVEMENT AT THE 8th GRADE LEVEL

Section Five: A.I. 8th Grade

MAIN

Question #	# Yes	# No
1	77	62
2	94	45
3	128	6
4	87	39
5	91	50
6	72	59
7	22	114
8	121	20
9	86	53
10	88	49
11	75	67
12	60	82
13	93	37
14	64	75
15	72	47
16	10	125
17	20	118
18	89	45
19	16	121
20	21	110

Question #	A	B	C	D	E	F	G
21	43	40	31	46	113	3	4
22	94	38	56	25	111	22	--
23	22	12	15	90	--	--	--
24	16	23	114	6	--	--	--
25	3	61	73	14	3	--	--

TOTAL QUESTIONNAIRES = 145

8th Grade

NORTH POLE

Question #	# Yes	# No
1	37	53
2	64	24
3	88	3
4	60	25
5	52	36
6	55	34
7	12	80
8	77	14
9	48	43
10	50	35
11	51	35
12	41	50
13	31	54
14	43	45
15	59	25
16	7	83
17	17	74
18	65	20
19	11	75
20	24	64

Question #	A	B	C	D	E	F	G
21	59	56	34	60	49	0	5
22	57	22	23	18	67	8	--
23	20	5	5	57	--	--	--
24	21	20	57	1	--	--	--
25	2	39	42	9	4	--	--

TOTAL QUESTIONNAIRES = 92

Question #	# Yes	# No
1	117	138
2	170	79
3	227	12
4	152	84
5	162	91
6	124	119
7	42	205
8	223	33
9	132	120
10	169	84
11	143	106
12	106	149
13	115	114
14	131	121
15	98	101
16	15	225
17	53	198
18	161	73
19	43	202
20	56	183

Question #	A	B	C	D	E	F	G
21	95	91	62	104	184	2	16
22	135	52	108	29	191	49	--
23	31	20	33	163	--	--	--
24	46	49	186	17	--	--	--
25	10	94	131	40	13	--	--

TOTAL QUESTIONNAIRES = 258

Composite Response Totals to Questions #1 - #25, With Comments

1. Do you have to go to college to get a satisfying job?

Yes	231
No	253

Comment: Quite a change from 5th grade response.

2. Do you have to have a social security number in order to work?

Yes	328
No	148

Comment: 8th graders may have greater need for SS# than do 5th graders. Note difference in responses.

3. Does your state have a state income tax?

Yes	443
No	21

Comment: The word gets around.

4. Do you have to have a social security number to file an income tax return?

Yes	299
No	148

Comment: Lack of awareness on the part of some.

5. Do you know what you want to do as a career?

Yes	305
No	177

Comment: These 8th graders seem to have made up their minds.

6. Would job training be more helpful to your job choice than going to college?

Yes	251
No	212

Comment: Sounds reasonable, only students know for sure.

7. Do you know how to make up a personal data or vita sheet?

Yes 76
No 399

Comment: Perhaps students should be more aware.

8. Would you like to know more about what to do during a job interview?

Yes 421
No 67

Comment: Whose responsibility is this?

9. Do you know which jobs are most related to your best abilities?

Yes 266
No 216

Comment: Vocational aptitude testing may be called for.

10. Do you feel more guidance would be helpful to you in deciding upon a career.

Yes 307
No 168

Comment: Are guidance counselors available.

11. Are you aware of the demand there is (or will be) for the career you have been thinking of following?

Yes 269
No 208

Comment: Are counselors/teachers aware of the demand?

12. Do you know how to get a social security number?

Yes 207
No 281

Comment: 8th graders should probably be more knowledgeable.

13. Is there someone in your school who could help you find a job?

Yes 239
No 205

Comment: Teachers and counselors: Please note.

14. Is it important for you to decide upon a career right now?

Yes	238
No	241

Comment: No comment.

15. If you file a federal income tax return, do you also have to file a state income tax return?

Yes	229
No	173

Comment: Are staff aware of this discrepancy?

16. Must you file an income tax return at your age?

Yes	32
No	433

Comment: Is income tax based on age or amount of income?

17. If you dropped out of school today, could you find a job to support yourself? (If you answer yes, name the job.)

Yes	90
No	390

Comment: Written responses support yes/no responses.

18. Should school courses you have taken appear on your personal vita or the descriptive information sheet you give to a perspective employer?

Yes	315
No	138

Comment: Are employers interested in "general" courses most 8th graders take?

19. Is it a good idea to take a friend with you on a job interview?

Yes	70
No	398

Comment: No comment.

20. Is a hobby the same thing as a career?

Yes	101
No	357

Comment: Probably true.

21. During a job interview, which of the following should you ask about?

A.	Working hours	197	D.	Job Duties	210
B.	Salary	187	E.	All of the above	337
C.	Benefits	127	F.	None of the above	5
			G.	Others	25

Comment: Self-explanatory

22. Check all those which have had major influences on your career plans:

A.	Your parents	286
B.	Teachers	112
C.	Hobbies	187
D.	Desire for security	72
E.	Personal interests	369
F.	Others	79

Comment: Self-interests important.

23. If you have taken interest or aptitude tests, have they helped you to discard or add new areas of possible employment?

A.	Helped to add new areas	73
B.	Helped to discard areas	37
C.	Not helped at all	53
D.	No tests taken	310

Comment: Should tests be administered?

24. What is most important in selecting a job?

A.	Money	83
B.	Working conditions	92
C.	Personal satisfaction	357
D.	Other	24

Comment: Reinforces previous responses.

25. At what grade level do you believe a student should decide upon a career?

A.	K-6	15
B.	7-9	194
C.	10-12	246
D.	Junior or community college	63
E.	University	20

Comment: Feeling is still evident that career decisions must be made by 12th grade.

Section Five: B.1. 8th GRADE

COMPUTER TABULATED RESPONSES TO QUESTIONS #1 - #25

BY INDIVIDUAL SCHOOLS

(Post-test)

8th Grade

MAIN

Question #	# Yes	# No
1	23	29
2	39	14
3	50	1
4	45	7
5	38	13
6	20	31
7	5	48
8	42	10
9	37	15
10	29	20
11	34	16
12	41	11
13	33	18
14	30	20
15	30	12
16	2	48
17	16	37
18	32	15
19	7	46
20	7	42

Question #	A	B	C	D	E	F	G
21	19	20	12	20	40	1	4
22	37	19	23	14	43	6	--
23	12	4	3	30	--	--	--
24	9	5	46	1	--	--	--
25	0	32	17	3	4	--	--

TOTAL QUESTIONNAIRES = 53

8th Grade

RYAN

Question #	# Yes	# No
1	15	27
2	32	11
3	42	0
4	23	17
5	28	14
6	22	19
7	6	36
8	29	14
9	25	18
10	24	19
11	26	17
12	21	22
13	22	18
14	22	20
15	21	14
16	3	37
17	7	36
18	28	14
19	9	34
20	9	31

Question #	A	B	C	D	E	F	G
21	17	14	13	15	35	0	1
22	21	8	24	7	37	7	--
23	5	5	7	26	--	--	--
24	4	9	34	4	--	--	--
25	1	21	19	3	3	--	--

TOTAL QUESTIONNAIRES = 43

SECTION FIVE: B.2. 8th Grade

Pre- and Post-Test Comparison of
Composite Responses to Questions #1 - #25
With Comments

1. Do you have to go to college to get a satisfying job?

Pre-test		Post-test	
Yes	47%*	Yes	40%
No	51	No	59

Comment: May be thought-provoking but not otherwise useful.

2. Do you have to have a social security number in order to work?

Yes	66	Yes	74
No	30	No	26

Comment: Needs re-phrasing.

3. Does your state have a state income tax?

Yes	89	Yes	96
No	4	No	1

Comment: They pretty well know (from school or home?).

4. Do you have to have a social security number to file an income tax return?

Yes	60	Yes	71
No	30	No	25

Comment: Is this question useful?

5. Do you know what you want to do as a career?

Yes	62	Yes	69
No	36	No	28

Comment: So?

*All numbers are percentages. See Appendix for responses in terms of numbers of students.

6. Would job training be more helpful to your job choice than going to college?

Pre-test		Post-test	
Yes	51%	Yes	44%
No	43	No	52

Comment: Needs re-wording.

7. Do you know how to make up a personal data or vita sheet?

Yes	15	Yes	11
No	81	No	84

Comment: How do we know if they do or not?

8. Would you like to know more about what to do during a job interview?

Yes	85	Yes	74
No	14	No	25

Comment: No significance.

9. Do you know which jobs are most related to your best abilities?

Yes	54	Yes	55
No	44	No	46

Comment: Do they know?

10. Do you feel more guidance would be helpful to you in deciding upon a career?

Yes	62	Yes	63
No	34	No	41

Comment: Do students know what "guidance" is?

11. Are you aware of the demand there is (or will be) for the career you have been thinking of following?

Yes	54	Yes	63
No	42	No	34

Comment: How do we know whether or not they know?

12. Do you know how to get a social security number?

Pre-test		Post-test	
Yes	42%	Yes	65%
No	57	No	34

Comment: Some progress apparently.

13. Is there someone in your school who could help you find a job?

Yes	48	Yes	58
No	41	No	38

Comment: Needs to be more definitive.

14. Is it important for you to decide upon a career right now?

Yes	48	Yes	54
No	49	No	42

Comment: Why or why not?

15. If you file a federal income tax return, do you also have to file a state income tax?

Yes	46	Yes	53
No	35	No	27

Comment: A good question?

16. Must you file an income tax return at your age?

Yes	6	Yes	5
No	87	No	91

Comment: Re-word or delete.

17. If you dropped out of school today, could you find a job to support yourself?

Yes	18	Yes	24
No	79	No	76

Comment: How or why not?

18. Should school courses you have taken appear on your personal data sheet or the descriptive information sheet you give to a prospective employer?

Pre-test		Post-test	
Yes	64%	Yes	63%
No	28	No	30

Comment: Probably not a good question.

19. Is it a good idea to take a friend with you on a job interview?

Yes	14	Yes	17
No	80	No	83

Comment: Merits class discussion - but not a particularly good test question.

20. Is a hobby the same thing as a career?

Yes	20	Yes	17
No	72	No	76

Comment: Merits class discussion.

21. During a job interview, which of the following should you ask about?

Working hours	18	17
Salary	17	16
Benefits	12	12
Job Duties	19	17
All of above	31	36
None of above	1	0
Others	2	2

Comment: Needs re-wording.

22. Check all those which have had major influences on your career plans.

Your parents	26	24
Teachers	10	11
Hobbies	17	19
Desire for security	7	9
Personal interests	33	33
Others	7	5

Comment: What is desirable role for teachers?

23. If you have taken interest or aptitude tests, have they helped you to discard or add new areas of possible employment?

	Pre-test	Post-test
Helped to add new areas	15%*	19%
Helped to discard areas	8	10
Not helped at all	11	10
No tests taken	66	61

Comment: Merits staff discussion.

24. What is most important in selecting a job?

Money	15	11
Working conditions	17	13
Personal satisfaction	64	71
Other	4	5

Comment: Solid thinking prevails.

25. At what grade level do you believe a student should decide upon a career?

K - 6	3	1
7 - 9	36	51
10 - 12	46	35
Junior/community college	11	6
University	4	7

Comment: Good topic for class consideration.

*All numbers are percentages. See Appendix for responses in terms of numbers of students.

SECTION FIVE: B.3.

General Comments on 8th Grade Pre- and Post-tests

1. Student responses indicate an increase in knowledge re: jobs: what kind of training is needed; what jobs are available; what to do during an interview; who in school can help find jobs; usefulness of aptitude tests; what is important in a job, etc. (#5,#6,#8,#11,#17,#23,#24,#25,#33,#34).

2. On both pre- and post-tests more than sixty percent indicate they want more career guidance (#10). Also, there are many areas in which class discussions are needed (e.g., #19, #23, #25).

3. Concerning the 8th grade pre- and post-tests, teachers should identify and/or update their perceptions of desirable student outcomes, and then refine the test to reflect those perceptions.

4. Teachers and counselors should study the compilation of student written narrative responses to determine:

   a. Consensus and minority viewpoints;
   b. Strengths reflected in the comments - so that these may be identified, nurtured and preserved;
   c. Needs seen by students - and then take positive action to adjust teaching-learning situations to fill these needs. (This may be one of the most important tasks indicated herein.)

SECTION FIVE: C.1.

8th GRADE
(Pre-Test)

NARRATIVE RESPONSES TO QUESTIONS #26 - #42 BY INDIVIDUAL SCHOOLS

8th Grade

MAIN

26. Where would you go if you wanted to get a social security number?

Social Security Office	36	City Hall	6
Post Office	21	Above Sports Man's Mall	4
Bank	9	Court Building	4
State Building	9	Write to Washington, D.C.	3
Federal Building	6	Employer	2
Ask parents	6		

27. How much money can you earn without having to file a federal income tax return?

$16,000.00	3	$1,500.00	6
15,000.00	3	1,000.00	3
6,000.00	6	700.00	3
5,000.00	6	600.00	15
3,000.00	12	500.00	3
2,500.00	3	200.00	2
1,600.00	3	30.00	1
		5.00	1

28. Name the career you are thinking of following and list the skills and/or talents needed.

Teacher: subject knowledge, like people	24
Secretary: typing, shorthand, English	10
Gym teacher: agility, physical fitness	9
Stewardess: be 21 or older, not be air sick, be courteous	9
Sports: quickness, balance, skill, smartness	9
Nurse: patience, know how to handle people	9
Veterinarian: training, skills, nerves	8
Traveling salesman: college	6
Scientist: knowledge, patience, interest	5
Mechanic: strong, skill, speed, desire	5
Masonry: math, read plans, get along w/people	4
Social worker: psychology, like people	3
Missionary: psychology	3
Boxing: (No reasons given)	3
Writer: writing talent, education	2
Drafting: education	2
Sheetmetal: drafting, college, skilled	2
Business manager: political experience, college	2
Inventor: good head, college	2
Fashions: imagination, ideas, personality, skill	2
Biologist: science, math, reading	2
Archeology: education, interest	2
Minister's wife: typing, shorthand, play piano & organ, homemaking, carpentry	2
Typewriter repairman: mechanics	2
Real estate agent: social talents, sales, math	2

28. (continued from previous page)

Policeman: quick-thinking, fast runner, strong, judo	2
Store clerk: (No skills given)	2
Railroads: run fast, train driving	1
Carpenter: math	1
Zoo: love animals, like people	1

29. Name 3 people in your school who might be able to help you find a job.

Counselors	126	Staff	9
Teachers	84	Vice Principal	9
Friends	21	Self	3
Principal	12		

30. Indicate whether you prefer working with people, ideas, things or animals and why.

People: like to be with them, like to help	93
Animals: like them	34
Things: like to use hands	12
Ideas: like to think, came to conclusions	11

31. List 5 characteristics or traits that are desirable in all employees.

Good personality/get along with others	74
Hard worker	54
Intelligence/knowledge	32
Training/skill	30
Good appearance/neatness/cleanliness	29
Responsible/reliable	19
Alert/attentive	14
Trustworthy/honest	9
Patience	7
Talent	5
Good penmanship	3

32. List those skills you have developed this year which you believe are most "salable."

Typing	37	Good looks	3
Math	33	Art	3
Language Arts	17	Rationalization	3
Spanish	13	Carpentry	2
Shop	12	Dancing	2
Getting along w/others	12	Home Economics	2
Reading ability	7	Gym	1
Woodworking	5	Music	1
Mechanical drawing	5	Science	1
Physical strength	5	Drafting	1

33. List 2 areas of employment which are expanding.

Teaching	24	Business Management	3
Construction	16	Math	3
Astronauts	10	Social Service	3
Clerks	10	Penney's	2
Urban planning	10	Pipe line	2
Secretarial	9	Architecture	2
Science	9	Doctors	2
Sales	8	Candle maker	2
Computers	7	Safeway	2
Engineering	7	Oil	2
Veterinarian	5	Clothes	2
Nursing	5	Banks	2
Aviation	4	Truck driving	2
Sheet Metal	3	Vendors	1
Electronics	3		
Politics	3		

34. List 2 areas of employment which are declining.

Teachers	9	Barbers	4
Shoe shiners	8	Policeman	3
NASA	7	Electronics	3
Life magazine	5	Clock work	2
Railroads	5	Inventors	2
Airline mechanics	5	Taxis	2
People on job	5	TV Repair	2
Bakers	4	Secretaries	2
Photography	3	Factory workers	2
Nursing	3	Banking	2
Sanitation	3	Math	2
Arts	3	Vendors	1
Medicine	3	Law	1
Executives	3	Mining	1

35. List 3 sources of information about jobs.

Employment Agency	18	Job Training program	5
Books	18	School	4
Counselors	16	Businesses	4
People on job	14	Post Office	4
Parents	12	Unemployment Office	4
Library	10	Interviews	3
Newspapers	9	Friends	3
Pamphlets	9	CAREERS	2
Television	7	University	2
Teachers	6	Chamber of Commerce	2
Kiwanis Club	6	Welfare Office	2
Radio	5	Q.E.K.	2

36. List 3 types of jobs which are of interest to you and are not available in your community.

Teacher	14	Wildlife	3
Sports	11	Cartoonist	3
Atomic Scientist	7	Zoologist	3
Building jets	4	Musician	3
Garbageman	4	Mathematician	2
Translator	4	Coast Guard	2
Football	3	Space	2
Inventor	3	Painter	2
Business Manager	3	Circus	2
Grape Growing	3	Animal Trainer	2
McDonald's	3	Zoo	1

37. List 3 jobs in the community you would like to have and briefly explain why.

Teacher: like kids, like it	19
Secretary: like to type, like offices	11
Gym teacher: like people and sports	9
Bank Clerk: interesting	9
Mechanic: like to work on things, cars	9
Garbageman: money, easy	7
Printer: fun, they don't do much	7
Stewardess: like to fly	6
Biologist: like science, like it	6
Car salesman: money, like cars/people	5
Airline ticket agent: like people	4
Sky diving: fun	4
Cashier: interest	4
Photography: interest	4
Banker: meet people	3
Shop teacher: like machines	3
Private business: like to run things	3
Criminal: like to outsmart people	3
Store clerk: like fashions	3
Waitress: busy life	2
Gymnast: like it	2
Minister's wife: like to work with people	2
Social worker: help people	2
Model: money	2
Real estate: suited for it, probably like it	2
Doctor: more are needed	2
Scientist: needed	2
Pilot: (No reason given)	2
Musician: (No reason given)	2
Professor: learning	2
Sewer man: money	2
Plumber: interesting	2
Architect: interesting	2
Carpenter/construction: fun	2
Forestry: like outdoors	2
Veterinarian: like animals	2
Store clerk: meet people, like it	2

38. If you have decided not to go to a business school, a trade school, or a college, indicate which one and tell why.

Business school: want other schooling, don't like business	10
Trade school: want other school, not interested	49
College: don't need it	16

39. What types of information will help you to select a career?

People	25	Parents	7
Books	24	Friends	7
Magazines	19	Newspapers	6
Skills/education	16	Movies	6
Money/hours/benefits	16	School	6
Personal interests	13	All kinds	5
Counselors	12	Trying out a job	3
Teachers	11	What can learn from job	3

40. List 3 reasons people work besides to earn money.

Personal satisfaction	58
Enjoy work	57
Stay busy/prevent boredom	27
Help people	22
Get away from home	16
Earn a living	15
Experience	9
Meet people	9
Support hobbies	6
Keep economy going	5
Relaxation	3
Be famous	3
Savings	3
Security	3

41. List 2 jobs that you would like to have and give a reason.

Teaching: like children	19
Stewardess: like to fly, meet people	12
Car mechanic: like it, know how, like cars	11
Doctor: money, like it, needed	10
Veterinarian: help animals	8
Store clerk: meet people, fashions	7
Airline ticket agent: interesting work, travel	6
Gym teacher: like people	6
Cashier: like math	6
Bank clerk: like math, people, money	6
Photography: like it	6
Banker: meet people	5
Cartoonist: like to draw	5
Drafting: enjoy it	5
Writer: enjoy it	4

41. (continued from previous page)

Sheet metal: can do it, enjoy it	4
Politics: want to change things	3
Child care: like kids	3
Architect: like to plan/build things	3
Zoologist: like animals	3
Minister's wife: like people	2
Masonry: like working outside	3
Stunt man: daring, like excitement	2
Arts & crafts: it's fun	2
Typewriter repair: pay is good	2
Scientist: like to explore	2
Musician: like music	2
Nurse: help people	2
Counselor: help people	2
Carpenter: fun, like to build	2
Large machinery: fun	2
Truck driver: good money	2
Zoo worker: like animals	2
Circus: entertain	1
Secretary: like job	1

42. List 2 jobs that you would not like to have and tell why.

Teaching: not interested in it	16
Janitor: have to work nights, boring	16
Gas station attendant: get cold & dirty, don't accomplish anything	14
Sanitation: boring, too dirty	13
Secretary: boring, hate to work indoors	11
Plumber: don't like it, boring	9
Banker: may get robbed, boring	7
Doctor: too busy, don't like suffering, boring	7
Barber: don't like to cut hair	5
Policeman: don't like them, may get hurt	4
Electronics: too complicated, don't understand	4
Clerk: too many little things to do	4
Office work: don't like being inside	3
Scientist: too much work, too dry	3
Fire fighter: dangerous	2
Maid: hate clearning	2
Paper boy: messy, too little pay	2
Salesman: boring	2
Circus manager: jinxes	1
Waitress: would get nervous	1
Construction: couldn't handle machines	1

8th Grade

NORTH POLE

(Note: In this section each question will be followed by: response and frequency of response.)

26. Where would you go if you wanted to get a social security number?

Get application from post office	9
Social security office	15
State house	6
Ask sister/parents	6
Lathrop High School	3
Court house	3
Already have one	3
Get a job/go to employment office	3
Send for one	2
Unemployment office	1
Go to federal building	1

27. How much money can you earn without having to file a federal income tax return?

$ 4,200.00	3	$ 600.00	6
3,000.00	3	500.00	3
2,000.00	3	100.00	12
1,700.00	2	60.00	3
1,500.00	2	15.00	3
700.00	2	10.00	2
650.00	2	40.00/day	2

28. Name the career you are thinking of following and list the skills and/or talents needed.

Lawyer: good brain, be able to solve problems, college, law school	5
Truck driver: good driver, self control	5
Doctor: steady hands, able to break bad news, carving, science, understand people	5
Electrician: math	4
Nurse: college, be a candy striper, first aid, good memory	4
Pilot: math, map reading, flying, weather	3
Game warden: trade school, know animals	2
Trapper: know country and animals, know where to set traps	2
Pilot: know FAA requirements, flying	2
Teaching: education, patience	1

29. Name 3 people in your school who might be able to help you find a job.

Teachers	43	Principal	9
Friends	24	Vice-principal	3
Parents/family	23	Nurse	2
Counselors	21		

30. Indicate whether you prefer working with people, ideas things or animals and why.

People: like to be around them, like to talk to them	51
Ideas: like to use mind	6
Things: like to tinker	6
Animals: like them, not boring, fur is profitable business	12
Prefer to work alone: No reasons given	7

31. List 5 characteristics or traits that are desirable in all employees.

Good worker	27
Neat appearance/clean/healthy	24
Honest/trustworthy	21
Get along with people	15
Punctual	15
Good attitude	12
Cooperative	9
Interest in work	8
Skilled	8
Salary/working conditions/benefits	6
Knowledge about job	4
Intelligent	4
Good education	3

32. List those skills you have developed this year which you believe are most "salable".

Math	15	Shop	3
Language	14	How to get a job	2
Getting along w/ people	7	Candy striper	2
Health	6	Artist	1
Biology	5	Child care	1
History	5	General intelligence	1
Electrical knowledge	4	Carpentry	1
Putting things together	3	Bricklayer	1
Basketball	3	Electrician	1
Science	2	Metal work	1
Home Economics	2		

33. List 2 areas of employment which are expanding.

Doctors	18	Banker	3
Teacher	12	Teamsters	2
Oil	9	Medicine	2
Police	9	Stores	2
Science	8	Garbageman	1
Computers	7	Electricians	1
Politics	6	Technology	1
Electronics	6	Trash man	1
Gangster	4	Social work	1
Cars	3	Secretarial	1
Clerk	3	Interior decorators	1

34. List 2 areas of employment which are declining.

Trains	9	Garbageman	1
Magazines	6	Plumbing	1
Playboy	4	Junkman	1
BIA	3	Doctors	1
Linguistics	2	Sewer workers	1
Farming	3	Carpenter	1
Box boy	2	Road construction	1
Trapping	2	Teachers	1
Checker	2	Ditch diggers	1
Furnace work	1	Guide	1

35. List 3 sources of information about jobs.

Pamphlets	12	College	2
Family	10	Television	2
School	10	Books	1
Friends	9	CAREERS organization	2
Teachers	8	Employment agency	2
People	7	State building	1
Magazines	5	Unemployment office	1
Newspapers	2		

36. List 3 types of jobs which are of interest to you and are not available in your community.

Photographer	7	Circus entertainer	2
Store clerk	6	Waitress	2
Lawyer	6	Dock worker	2
Nurse	6	Ocean liner captain	1
Stewardess	6	Fruit grower	1
Scientist	5	Space control	1
Fruitpicker	5	Beach boy	1
Electronics	5	Doctor	1
Electrician	4	Animal trainer	1
Secretary	3	Ice skating teacher	1
Peace Corps	2		
Training horses	2		

37. List 3 jobs in the community you would like to have and briefly explain why.

Nurse: help people	12
Child care: like children	10
Doctor: interest, good money	9
Waitress: meet people	8
Store clerk: meet people	7
Photographer: interest	3
Scientist: like it	3
Game warden: like animals	2
Electrician: like it	2
Carpentry: good money	2
Lawyer: like to solve problems, good money	5
Box boy: interesting	2
Secretary: interest	2
Teacher: interesting	2
Pilot: fun	1
Stewardess: like to fly	1
Policeman: exciting	1
Peace Corps: help people	1
Housekeeper: like clean places	1
President: good pay	1
Trapper: interest	1
Bouncer: money	1
Guide: interest	1
Bar tender: money	1
Librarian: like to work with books	1
Artist: like to draw	1
Truck driver: money	1
Mayor: money	1
Car racer: sport, money	1
Supervisor: money	1
Social work: money	1
Swimming teacher: like to swim	1
Nun: like to work with people	1

38. If you have decide not to go to a business school, a trade school or a college, indicate which one and tell why.

Business school: not needed for chosen career	12
Trade school: need college for career, not needed	12
College: not interested, grades aren't good	12
None: not interested in more school	10

39. What types of information will help you to select a career?

General knowledge about a job	20	Magazines	5
Books	16	Television	5
Personal interests	15	School classes	4
Pamphlets	14	Experience in field	3
Listening to others	13	Employers	2
People on job	10	Job availability	2
Movies	9	CAREERS	2
Family	8	Employment office	1
School	6	Unemployment office	1

40. List 3 reasons people work besides to earn money.

Enjoy work	34
Keep busy/get out & do something	27
Support family/earn living	21
Help people	11
Like to be with people	11
Personal satisfaction	10
Waste time	6
Are well treated	5
Learn new things	5
Career-minded	4
Get away from home	3
Benefits	2
Keep country moving	1
Send children to college	1

41. List 2 jobs that you would like to have and give a reason.

Doctor: help people	10
Teacher: interesting, like	9
Nurse: help people	9
Pilot: like to fly	8
Lawyer: good pay, help people	7
Game warden: like animals	5
Photographer: like it	4
Policeman: like the work	3
Peace Corps: help people	2
Telephone operator: interesting	2
Truck driver: money	2
Trapper: interesting	2
Construction: money	1
Guide: interesting	1
Social worker: help people	1
Artist: like to draw	1
Restaurant cook: like to cook	1
Child care: like children	1
Waitress: meet people	1
Stewardess: like to fly	1
Electrical Engineer: like electricity	1

42. List 2 jobs that you would not like to have and tell why.

Teacher: too many of them, not interested	9
Sewer worker: bad working conditions	9
Bus driver: kids are a hassle, no fun	6
Hole digger: hate shoveling	4
Lawyer: too soft of a job	3
Garbageman: not interested	2
Executive: hate to be cooped up	2
Politics: government can help itself	2
Secretary: (No reason given)	2
Pusher: sentence too long if get caught	2
Factory worker: cooped up	2
Car salesman: boring	2
Actress: don't like all the money	2
Store owner: all cooped up	2
Nurse: can't stand blood	2
Logger: cut enough wood at home	1
Carpenter: too much noise	1
Highway Dept.: toomuch construction work	1
Mailman: don't like to drive in bad weather	1
Doctor: I'm not smart enough	1
House builder: not interested	1
Fireman: hate fire	1
Architect: not enough patience	1

8th Grade

RYAN

(Note: In this section each question will be followed by: response and frequency of response.)

26. Where would you go if you wanted to get a social security number?

State building	36	Court House	6
Social Security Office	27	Yellow pages	5
Post Office	24	Federal Building	4
Don't know	21	Youth Corps	2
Police Station	15	Bank	2
City Hall	12	Have one	2
Ask parents	9	Insurance man	1
Employment agency	8	Cooperative Extension	1
Send for one	6		

27. How much money can you earn without having to file a federal income tax return?

$ 20,000.00	6	$ 600.00	18
10,000.00	3	500.00	12
6,000.00	3	300.00	6
5,000.00	3	250.00	3
2,500.00	2	200.00	4
2,000.00	2	100.00	12
1,700.00	2	65.00	3
1,500.00	3	50.00	2
1,200.00	3	30.00	2
1,000.00	6	20.00	2
700.00	3	2.00	1
660.00	3		

28. Name the career you are thinking of following and list the skills and/or talents needed.

Teacher: express ideas, good personality, like teaching, knowledge of subject	24
Secretary: bookkeeping, typing, filing, shorthand, dictation, sociability	22
Nurse: want to help people, patience, strength, college	18
Veterinarian: know and like animals/ animal courses	12
Child care: care for children, trustworthy, ability to discipline	6
Waitress: cooking, serving, sociability	3
Paramedic: medical knowledge	3

28. (continued from previous page)

Stewardess: training, socialbility, cooking, food serving, appearance	21
Medical doctor: science, study, get along with people	9
Musician: talent, training	9
Pilot: engineering, mechanics, radios, map reading, flying, good eyesight	12
Policeman: courage, marksmanship, good eyesight & temper & physical condition	12
Electronics: map reading, math, engineering	6
Draftsman: drawing, follow instruction, read graphs & tables	6
Carpenter/construction: ability, training	5
Biology: science, study, interest	5
Science, get along with people, study	4
Commerical flying: navigation, flying	4
Commercial fishing: navigation	3
Social work: patience, care for people	2
Radar technician: healthy, good memory, computers, math,maintenance, etc.	2
Lawyer: college, no criminal record	1
Newspaper editor: English, typing	1
Archeologist: college	1
Potter: ability, experience	1
Housewife: home economics, child care	1
Mechanic: ability	1
Trapper: like nature, know animals, skill	1
Electrician: (None given)	1
Plumber: (None given)	1
Photography: printing, enlarging, optics, business	1
Astronaut: college, Air Force, training	1

29. Name 3 people in your school who might be able to help you find a job.

Teachers	144	Secretary	5
Counselors	117	Self	4
Principal	65	Librarian	2
Friends/students	37	Nurse	2
Vice Principal	9	Janitor	1
Relatives	6		

30. Indicate whether you prefer working with people, ideas, things or animals and why.

People: like being with people, want to help	129
Animals: easier to teach, like them	76
Things: like working w/hands, like variety, don't talk back	52
Ideas: like to use intellect & imagination, understanding	18

31. List 5 characteristics or traits that are desirable in all employees.

Skill/know how	71	Nice manners	10
Good attitude	51	Get along with others	11
On time;responsible	45	Ability follow directions	10
Trustworthy	37	Well educated	9
Healthy/cleanliness	33	Not prejudiced	9
Neat appearance	31	Experienced	7
Intelligent	30	Ambitious	5
Demand good pay	30	Leadership ability	3
Demand good working conditions	10		

32. List those skills you have developed this year which you believe are most "salable."

Math	56	Working w/animals	5
Science	39	Social studies	5
Athletics/gymnastics	34	Good manners	4
English/grammar	30	Waitress	3
Getting along with people	24	Electronics	2
Drafting	18	Reading	2
Cooking	15	Work hard	2
Typing	36	History	2
Responsibility	9	Counseling	1
Babysitting	6	Acting	1
Handling tools	6	Mechanical drawing	1
Housekeeping	6	Spanish	1
Sewing	6	Ditch digging	1
Music	6	Shoveling snow	1
Singing	6	Store clerk	1

33. List 2 areas of employment which are expanding.

Teacher	36	Social work	3
Secretary	30	Pilots	2
Construction	30	Architecture	2
Carpenters	28	Factory work	2
Sales clerk	12	Horse shoeing	2
Law enforcement	12	Horticulture	2
Airlines	11	Engineering	2
Science	10	Truck driver	1
Medicine	10	Salesman	1
Electrician	9	Archeology	1
Government	7	Show business	1
Office work	6	Instrument repairman	1
Technicians	6	Fireman	1
Oil	6	Prostitutes	1
Mechanics	5	Religion	1
Veterinarian	4	Drafting	1
Waitress	4	Football	1
Steamfitting	4	Hotels	1
Nurse	3		
Anthropology	3		

34. List 2 areas of employment which are declining.

Doctors	18	Fur	1
Teachers	18	Lawyer	1
Farmers	12	Office work	1
Shoe repair/shine	10	Pet shops	1
Babysitter	6	Writers	1
Railroading	6	Space work	1
Factory work	5	Switchboard operators	1
Cabinet making	3	Animal catchers	1
Housekeeper	3	Car hop	1
Horse selling	3	Secretary	1
Coffee grinding	2	Bridge building	1
Shipping	2	Painting	1
Law enforcement	2	Garbageman	1
Whale hunters	1	Plumber	1
Fishing	1		

35. List 3 sources of information about jobs.

Books	27	Employment Office	8
Newspaper	24	Radio	7
Counselors	21	Libraries	6
Parents/family	20	School	4
Interviews w/people	20	Police Dept.	4
Businesses	15	City Hall	4
Friends	12	Billboards	3
Teachers	12	Extension service	3
Magazines	11	Unions	3
Pamphlets	11	Unemployment office	2
State Building	10	Kits	2
Career Office	9	TV	2
Youth Corps	9	Own Ideas	2
Kiwanis Club	8		

36. List 3 types of jobs which are of interest to you and are not available in your community.

Pilots	15	Fashion wholesale	2
Working w/animals	15	Operator	2
Show business	11	Musical instrument repair	2
Secretary	10	Marine Biology	2
Doctors	9	Mounted Police	2
Model	9	Horse trainer	2
Police	9	Animal caretaker	2
Electrician	8	Fishing	2
Oceanography	7	Ship salvage	2
Music	6	Stewardess	2
Teaching	6	Gymnast	2
Nurses	4	Mining	2
Computers	4	Radar technician	2
Recreation	4	Lawyer	2
Surfing	3	Designer	2
Chemistry	3	Weapons research	2
Candy striper	3	Contractor	2
Book publishing	3	Racing	2
Deep sea diving	3	Government work	2
Babysitting	3	Swimming pool builder	2

37. List 3 jobs in the community you would like to have and briefly explain why.

Nurse: help people	33
Animal caretaker/veterinarian: help people & animals	32
Teaching: like people, interest	27
Stewardess: like to travel, help people	25
Electrician: working with electronics/good life	18
Aviation/pilots: like jets, flying	17
Sales clerk: make money, meet people	17
Policeman: excitement,interest, keep others safe	13
Politics: money, interest	13
Secretary: fun, nothing better now, interest	12
Doctor: help people, money	12
Writer/editor: desire to write	9
Child care: like kids, interest	9
Mechanic: interest	5
Construction/carpenter: like to build/money	5
Lawyer: interest, money, justice	5
Paper route: be outside, money	5
Fireman: excitement	4
Draftsman: like to draw	4
Singing: fame, like it	3
Librarian: like books	2
Waitress: help people	1
Psychologist: help people	1
Teacher's aide: career exploration	1
Sewing: enjoy it	1
Paramedic: excitement	1
Cook: like it	1
Public library: easy	1
Chamber of Commerce: interesting	1
Businessman: (No reason given)	1
Computers: (No reason given)	1
Forest ranger: like animals	1
Biology: interest	1
Taxidermist: like animals	1
Plumbing: interest	1
Dancer: interest	1
Retirement Home: like to be around elderly	1
Fish and game: interest	1
Window decorator: like to make things	1
Disc jockey: music	1
Machinist: interest	1
Bus driver: meet people	1
Housekeeper: like to help clean	1
Guide: like nature	1
Accountant: like math	1
Social worker: help people	1
Office worker: experience	1

38. If you have decided not to go to a business school, a trade school or a college, indicate which one and tell why.

Business school: don't like it, want college, college more important, not needed	48
Trade school: for people who have trouble doing certain things, know little about them, want college instead	24
College: takes too much time and money, can learn more without it, not smart enough	36
All three: don't need any for desired career, had enough school, can't afford it	23

39. What types of information will help you to select a career?

Job requirements/money/location	56
Books	27
People	21
Personal desire/abilities	18
Parents	9
School	6
New ideas	6
Kinds of education needed	6
Jobs in demand	5
Teachers	4
Home	3
A college	2
Kinds of grades needed	2
Discussions	2
Newspapers	1
Special training courses	1
Films	1
Employers	1
Television	1
Friends	1
Magazines	1

40. List 3 reasons people work besides to earn money.

Enjoy working	105	Personal satisfaction	33
Earn a living	54	They're needed	18
Pass time away	51	Status symbol	12
Like being w/people	45	Get away from home	9
Be constructive	42	Need hours for church	6
Need training	36	Security	6
Self interests	36		

41. List 2 jobs that you would like to have and give a reason.

Veterinarian: help make people happy, like animals	27
Pilot: like flying	27
Teaching: like kids & subject matter	21
Secretary: good job, interesting	18
Nurse: like helping people	12
Doctor: like helping people	12
Stewardess: like travel	12
Truck driver: like driving, money	12
Policeman: too much crime, challenge	10
Lawyer: justice, money	10
Carpenter: like it, like building things	10
Maid: make money, like work	9
Biologist: interest	9
Sales clerk: working with people, earn money	8
Singer: like music, have good voice/talent	8
Child care: like children	8
Electronics: interest	8
Mechanic: desire, pay, use new methods	7
Waitress: help make people happy, like it	5
Teacher's aide: career exploration	4
Fireman: excitement	4
Sewing: fun	3
Paramedic: excitement	2
Bowling: active, like it	2
Principal: like to help kids	2
Archeologist: (No reasons given)	2
Jockey: like to ride	2
Ranger: like nature, animals	2
Electrician: (No reasons given)	2
Policewoman: too much crime	2
Fishing: like sea	2
Skin diving: (No reasons given)	2
Ship salvage: Like ocean	2
Astronaut: (No reasons given)	2
Computers: interest	2
Radar Technician: interest	2
Fish & Game: interest	2
Government work: (No reasons given)	2
Editor/writer: like writing & using imagination	2
Plumbing: (No reason given)	2
Pottery: like it	2
Photography: interest	2
Hunting Guide: like nature	2
Banker: trust	2
Helicopter Pilot: help country	2
Bus driver: meet people	2
Military: fulfill obligation	2
Engineer: fix things	1
Contractor: like to build	1
Construction: enthusiasm, pay	1
Salesman: easy work	1
Paper deliverer: to get out	1
Cook: enjoy it	1

42. List 2 jobs that you would not like to have and tell why.

Teaching: no patience, can't spell, too much hassle, don't like it	45
Janitor: boring, messy, alone	18
Office: cooped up all day, too many people	12
Secretary: can't type, boring	12
Nurse: too tiring, not interesting, don't like it	12
Policemen: danger, dislike job	11
Storekeeper: might get robbed, boring	10
Pumping Gas: might get robbed, not enough $	9
Executive: boring, too much responsibility	8
Electrician: too dangerous, boring	8
Mathematician: not interested, hate math	7
Cashier: boring	6
Truck Driver: low pay, long hours, boring	5
Garbage man: messy, low pay	5
Doctor: soft stomach, don't like suffering	4
Ditch digger: (No reasons given)	4
Waitress: boring, uncoordinated	3
Builder: too time consuming, not interested	2
Boxing: can get hurt	2
Counselor: too many problems	2
Physical science: too hard	2
Fireman: too dangerous	2
Military: don't like to get shot at	2
Boat captain: get sea sick	1
Trapper: like animals	1
Vererinarian: not interested	1
Zoo: smelly	1
Hotel clerk: crabby people	1
Housewife: (No reason given)	1
Plumber: not necessarily needed	1
Salesman: too much travel, don't like people that well	1
Lawyer: boring	1
Cashier: boring	1
Store clerk: boring, no activity	1
Office worker: boring	1
Factory assembly line worker: boring	1
Post Office: horrible job	1
Drafting: boring	1
Engineer: no talent	1
Ditch digger: (No reason given)	1
Mechanic: low pay, no benefits	1
Cook: always in kitchen	1
Dog pound: too much suffering	1
Paper route: too much hassle	1

SECTION FIVE: C.P.

8th Grade

Comments to Questions #26 - #42

(Pre-Post)

26. Where would you go if you wanted to get a social security number

Comment: Majority of students know where to go. However, do all responses apply?

27. How much money can you earn without having to file a federal income tax return?

Comment: Wide variety of answers.

28. Name the career you are thinking of following and list the skills and/or talents needed.

Comment: Self-explanatory.

29. Name 3 people in your school who might be able to help you find a job.

Comment: Students show high degree of confidence in teachers and counselors.

30. Indicate whether you prefer working with people, ideas, things or animals and why.

Comment: No comment.

31. List 5 characteristics or traits that are desirable in all employees.

Comment: All responses reflect desirable traits.

32. List those skills you have developed this year which you believe are most "salable."

Comment: Reasonable responses. Probably not too many "salable" skills learned by 8th graders.

33. List 2 areas of employment which are expanding.

34. List 2 areas of employment which are declining.

Comment: Responses to #33 and #34 are contradictory.

35. List 3 sources of information about jobs.

Comment: Good responses, but teachers & counselors are pretty far down on the list.

36. List 3 types of jobs which are of interest to you and are not available in your community.

    Comment: Do responses reflect the current situation in community?

37. List 3 jobs in the community you would like to have and briefly explain why.

    Comment: May have guidance implications.

38. If you have decided not to go to a business school, a trade school or a college, indicate which one and tell why.

    Comment: Good reasons given.

39. What types of information will help you to select a career?

    Comment: Is this information available.

40. List 3 reasons people work besides to earn money.

    Comment: Self-interests again are most frequent response.

41. List 2 jobs that you would like to have and give a reason.

    Comment: Self-explanatory.

42. List 2 jobs that you would not like to have and tell why.

    Comment: Realistic responses given.

SECTION FIVE: D 8th Grade

MAIN
(post-test)

26. Where would you go if you wanted to get a social security number?

Post Office	19
State Federal Office Building	13
Social Security Office	11
City Hall	3
Fill out form/send in	2
Manpower Center	1
Sportsman's Mall	1
School	1
Get form from counselor	1
Bank	1
Second Avenue	1

27. How much money can you earn without having to file a federal income tax return?

$5000	1	700	4
Under $2000	1	600	2
500 - 1800	1	599.99	1
1600	2	500	1
1000	2	75	1
800	8	None	2
799.99	4		

28. Name the career you are thinking of following and list the skills and/or talents needed.

Secretary: language arts, math, typing, get along	6
Teaching: logic, patience, interest, English, math	5
Gym teacher: like kids, practice, be responsible	3
Civil Engineer: drawing, thinking, math	2
Nurse: understanding, knowledge, education	2
Sales Clerk: patience, good manners, bookkeeping	2
Recording artist: sing, sociable, music	2
Aeronautics: college, personal qualifications	1
Aircraft engineer: know mechanics, aeronautics, flying	1
Carpentry: apprentice draftsman, blueprint reading, use tools properly	1
Real estate: social service, interest, sales	1
Social worker: tolerance, sympathy, like people	1
Peace Corps: (No skills/talents given)	1
Law: good speaker, communication, training	1
Importing cashier: trustworthy, reliable, neat	1
Candlemaker: candlemaking	1
Major league baseball: throw, run, field	1
Orthodontist: skills, clean, sociable, good reputation	1
Typewriter repairman: skills, work with hands	1
Sewing: sewing skills	1
Scuba Diver: swimming, math, science	1
Librarian: typing, bookkeeping, language arts	1
Jet pilot: read maps, communicate, calm, reactions	1

28. (continued from previous page)

Underwater photographer: photography, scuba diving	1
Professional dog handler: know breeds, how to handle	1
Mechanic: coordination, guidance, tools	1
Stewardess: personality, patience, math	1

29. Name 3 people in your school who might be able to help you find a job.

Counselor	26	Mrs. Ross	9
Teacher	25	Mr. McGuigan	6
Friends	11	Mr. Mack	5
Vice-principal	5	Mr. Hulett	2
Principal	3	Mrs. McMillan	1
College/school	1	Mrs. Parrish	1
None	1	Mrs. Sweet	1

30. Indicate whether you prefer working with people, ideas, things or animals and why.

People: people can help, like them, get to know them	30
Ideas: need to be by self, like them	9
Animals: they need protection, don't like people	8
Things: need to be by self, like to work w/hands	7

31. List 5 characteristics or traits that are desirable in all employees.

Cheerfulness/courtesy	23
Ability/knowledge of job	13
Reliability	11
Enjoy work	8
Clean/neat	6
Smart	5
Healthy	2

32. List those skills you have developed this year which you believe are most "salable."

Math	15	Work w/people	1
Language arts	12	Cashier	1
Typing	9	Enjoy work	1
Science	5	Waitressing	1
Drafting	2	Counseling	1
Shop	2	Housewife	1
Art/drawing	2	Painting	1
Gym	2	Swimming	1
History	1	Sewing	1
Mechanics	1	Learning skills	1
Concentration	1		

33. List 2 areas of employment which are expanding.

Medicine	6	Science	1
Auto mechanic	3	Balloons	1
Auto mfg.	3	Large stores	1
Teaching	3	Home sales	1
Engineering	2	Food sales	1
Oil co.	2	Factories	1
Construction	2	Electricians	1
Technician	2	Social services	1
Secretary	2	Fashion designer	1
Electronics	2	Construction	1
Recording artists	2	Office buildings	1
Model	2	Lawyer	1
Garbageman	2	Athletics	1
Aviation	1	Pro baseball	1
Machinist	1	Pro football	1
Science research	1	YMCA	1
Actor	1	Sea diving	1
Space travel	1	Movie ushers	1
Veterinarian	1	Oceanography	1
Professional dog handling	1	Architecture	1

34. List 2 areas of employment which are declining.

Agriculture/farming	5	Stable cleaning	1
Students	3	Leading wagon trains	1
Dog catchers	3	Small stores	1
Teaching	1	Construction worker	1
Television	1	Stewardess	1
Model	1	Mining	1
Cotton & other pure fabrics	1	Babysitting	1
Policework	1	Army	1
Jet airplanes	1	Garbagemen	1
Window washer	1	Barbers	1
Bricklayer	1	Ditch digger	1
Shoe making/repair	1		

35. List 3 sources of information about jobs.

Counselor	10	Newspapers	2
Schools/univ.	6	Parents	2
Libraries	5	Teacher	2
Unemployment office	4	Magazines	1
People	4	State Building	1
Job info/career center	3	Post Office	1
Pamphlets	3	Radio	1
Word-of-mouth	3	Mrs. Ross	2
Manpower Ctr.	3	Mr. Mack	1
Books	3	Mr. McGuigan	1
City Hall	3		

36. List 3 types of jobs which are of interest to you and are not available in your community.

None	3	Teaching	1
Farmer	2	Window dressing	1
Recording artist	2	Stewardess	1
Zoo keeper	2	Nursing	1
Research chemistry	1	Sewer worker	1
Road cleaner	1	Soda fountain	1
Recreation area	1	Sales clerk	1
Teacher	1	Secretary	1
Pro athlete	1	Ranger	1
Rancher	1	Pro dog handler	1
Pro football	1	Photography	1
Oceanography	1	Sky diving	1
Scuba diving	1	Clerk	1
Waitress	1	Garbageman	1
Coast guard	1		

37. List 3 jobs in the community you would like to have and briefly explain why.

Teaching: like kids, help kids, like subject	6
Stewardess: like to travel, like to help	5
Secretary: like it	4
Sales clerk: like it	4
Nurse: understand people	3
Electrician: interesting	2
Veterinarian: like animals	2
Interior decorator: like it	2
Mechanic: no reason given	2
Computer programming: like math	2
Waitress: mother is	2
Machinist: no reason given	2
Auto repair: money	1
Automotive engineer: no reason given	1
Doctor: help people	1
Aircraft engineer: no reason given	1
Construction: money	1
Gym teacher: like gym	1
Art: enjoy it	1
Raking yards: money	1
Hit man: make good money	1
Washing cars: for money	1
Forest fighter: like to help	1
Banker: good with math	1
Real estate: can expand	1
Professional athlete: fun, good money	1
Bus boy: like clean places	1
Sanitation: like clean places	1
Drafting: no reason given	1
Hairdresser: no reason given	1
Box boy: no reason given	1
Sports: no reason given	1

38. If you have decided not to go to a business school, a trade school or a college, indicate which one and tell why.

Business school: they're dumb, don't need it	12
Trade school: don't know about it, don't need it, nothing for me, don't like them	14
College: no reasons given	3

39. What type of information will help you to select a career.

Counseling/career guidance	5
Hours	4
Places	3
How job is	3
None	1
Books	1
People	1
Teachers	1
Parents	1
Schools/colleges	1
Personal interest	1
Television	1
Newspapers	1
Courses	1
Movies	1

40. List 3 reasons people work besides to earn money.

Like the job/personal satisfaction	28
Get out of house/have something to do	13
Provide for necessities	9
Help others	3
Hobby	3
Meet people	3
Learn a trade	2
Security	2

41. List 2 jobs that you would like to have and give a reason.

Teaching: like it; like people	4
Doctor: help someone, like it	3
Mechanic: no reasons given	3
Electrician: interesting	2
Secretary: like it	2
Stewardess: like to fly	2
Sales clerk: no reasons given	2
Art: like it	2
Airline pilot: like to fly	1
Chemist: like chemistry	1
Aircraft engineer: like engines	1
Auto engineer: like engines	1
Cashier: for money	1
Carpentry: like it	1

41. (continued from previous page)

Forest fighter: like to put out fires	1
Hit man: pays good	1
Politician: power & prestige	1
Gym teacher: like it	1
Special ed. teacher: help children	1
Real estate: like it	1
German teacher: like it	1
Model: like it	1
Pro football player: like football	1
Computer programmer: fun and money	1
Banker: good money	1
Plumber: like it	1
Babysitter: like kids	1
Animal keeper: like animals	1
Interior decorator: like it	1
Scuba diving: like it	1
Oceanographer: no reason given	1
Photographer: no reason given	1
Sports: no reason given	1
Electronics: no reason given	1
Paper route: money	1

42. List 2 jobs that you would not like to have and tell why.

Garbageman: no reason given	3
Secretary: boring, don't like typing	2
Doctor: can't stand blood	2
Ditch digger: too hard	2
Sewer worker: smells	2
Truck driver: no reason given	1
Oil well driller: no reason given	1
Lawyer: too involved	1
Business agent: have to go everywhere	1
Teaching: boring	1
Office work: boring	1
Miner: claustrophobic	1
Farmer: too hard, no satisfaction	1
Construction: too hard	1
Police woman: too mai crimes	1
Wash cars: don't like it	1
Janitor: don't like it	1
Mechanic: I'm a girl	1
Umpire: everyone yells at you	1
Babysitting: boring	1
Housework: boring	1
Sales clerk: can't do math well	1
Nurse: can't stand blood	1
Dog catcher: nobody likes them	1
Banker: might be held up	1
Gas station: might be held up	1
Waiter: boring	1
Mother: too young	1
Policeman: people hate you	1

8th Grade

RYAN
(Post-test)

26. Where would you go if you wanted to get a social security number?

Post Office	6	Have one	1
State Building	4	Bank	1
Social Security Bldg.	4	City Hall	1
Police Station	3	Court House	1
State Capital	1	NYC	1
Federal Bldg.	1	Social work office	1
Write to Union	1	Sportsman's Mall	1

27. How much money can you earn without having to file a federal income tax return?

$1500	1	699.99	1
1200	2	600	6
1000	1	500	1
700	1		

28. Name the career you are thinking of following and list the skills and/or talents needed.

Commercial Pilot: license to fly, experience	2
Veterinarian: self-control, knowledge of animal medicine, 8 yrs. med. school, interest	2
Receptionist: typing, file, business education, pleasant manner	2
Social Service: patience, understanding, firmness, will power, intelligent, no money drives	1
Teacher: understanding, patience	1
Geologist: no skills/talents given	1
Stewardess: foreign language, HS diploma, history, be over 5' tall, not be overweight	1
Science: interest, ability, college	1
Motorcyclist: know how to fix a bike	1
Doctor: no skills/talents given	1
Highway Worker: mechanics, paving, work machines	1
Nurse: interest, knowledge, self-control	1
Airplane Mechanic: Algebra I & II, flight training, airplane mechanics	1
Biologist: Latin, like animals	1
Secretary: typing, shorthand	1
Heavy Equipment Operator: experience, know-how, knowledge of business and money	1
Outdoorsman (Trapper, guide): knowledge of animals, English, know how to fly, know how to shoot	1
Policeman: college	1
Military: college	1
Electronics: math, training	1

28. (continued from previous page)

Train worker: serve people, cook	1
Actress: talent, nice smile, personality	1
Electrician: no skills/talents given	1
Carpenter: no skills/talents given	1
Principal: hate kids, want money, be strict	1
Disc Jockey: voice, music, training	1
Bus Driver: no skills/talents given	1
Auto mechanic: know about engines and people	1

29. Name 3 people in your school who might be able to help you find a job.

Counselor	20	Friends	9
Teachers	12	Principal	3

30. Indicate whether you prefer working with people, ideas, things or animals and why.

People: like them, they can help	13
Ideas: don't like to be told what to do, personal satisfaction when ideas become reality	2
Animals: like outdoors, like them, want to help them	9
Things: like to work with hands, they can't argue with you	11

31. List 5 characteristics or traits that are desirable in all employees.

Good worker/efficient	14
Pleasant/cooperative	9
Punctual/reliable/loyal	7
Understanding/patient	7
Good education/training	5
Interested in job	3
Diploma	1

32. List those skills you have developed this year which you believe are most "salable."

Typing	4	History	1
English	3	Drawing	1
Science	3	Trapping	1
Math	3	Shooting	1
Getting along w/people	2	How to live in woods	1
Happy about life	1	Photography	1
Sewing	1	Gym	1
Mechanical drawing	1	Strength	1

Ryan - posttest

33. List 2 areas of employment which are expanding.

Construction	3	Game Biologist	1
Drafting	3	Nursing	1
Medicine	3	Animals	1
Science	3	Ecology	1
Electronics	3	Writer	1
Teacher	2	VP's of corporations	1
Oil Companies	2	Oceanographic studies	1
Pilot	2	Mechanics	1
Game Management	1	Management	1
Advertising	1	Schools	1
Prostitution	1	Sales Clerk	1
Animal care	1	Secretarial	1

34. List 2 areas of employment which are declining.

Tutoring	1	Banking	1
Banking	1	Waitress	1
Bellboys	1	Small store owners	1
Trapping	1	Shipbuilding	1
Mechanic	1	Mowing lawns	1

35. List 3 sources of information about jobs.

Schools	5	Information centers	1
Parents	4	Banks	1
Employment Office	3	Counselors	1
Businesses	3	Career Extension Ctr.	1
Newspapers	2	ICS Program	1
Books	2	Interviews	1
People	2	Friends	1
Teachers	2	Manpower Center	1

36. List 3 types of jobs which are of interest to you and are not available in your community.

Acting	2	Stewardess	1
Store Clerk	2	Big Fair work	1
Drafting	1	Hockey	1
Horse racing	1	Oceanography	1
Train hostess/worker	1	Professional athlete	1
Teaching	1		

37. List 3 jobs in the community you would like to have and briefly explain why.

Veterinarian: take care of animals	4
Teacher: like children; like knowledge	2
Clerk: like people	2
Stewardess: like to fly	2
Horse trainer: like horses	2
Fair Guide: like people	1
Stock Boy: like it	1
Game Warden: no resons given	1
Counselor: like kids	1
Science: interests me	1

37. (continued from previous page)

Nurse: help people	1
Waitress: meet people	1
Chemist: discover new things	1
Physical Therapist: help people	1
Draftsman: like to draw	1
Baseball player: favorite sport	1
Doctor: it's in demand	1
Biologist: like animals	1
Pet Shop: like animals	1
BIA: like working there	1
Chamber of Commerce: like working there	1
Alaskaland: like working there	1
Police: law and order	1
Mechanic: like to work with machines	1
Mining: like it	1
Electronics: father does it	1
Masonry: it's fun	1
Electrician: like it	1
Acting: like to act	1
Model: fun	1
Disc Jockey: love music	1
Babysitter: love kids	1
Flying: like it	1

38. If you have decided not to go to a business school, a trade school or a college, indicate which one and why.

Business School: doesn't meet particular needs, don't like business	9
Trade School: don't need it	6
College: don't need it for chosen career	6

39. What types of information will help you to select a career?

Books	5	Opportunities available	1
Working conditions/benefits	4	Friends	1
Money	3	Abilities	1
Personal desires	3	Job duties	1
Parents	3	People	1
Teachers	3	Doctors	1
Counselors	3	Experience	1
Pamphlets	1	Films	1
On-the-job training	1		

40. List 3 reasons people work besides to earn money.

Personal satisfaction	14	Personal necessities	6
Something to do	14	Help people	4
Like the job	7	For a hobby	2
Meet people	7	So they'll get mail	1

41. List 2 jobs that you would like to have and give a reason.

Veterinarian: help animals	4
Nurse: help people	3
Policeman: interesting; stop crime	2
Store clerk: good job	2
Receptionist: help people	2
Teacher: like children	1
Social Service: like people	1
Stewardess: meet people	1
Counselor: like people	1
Game Warden: no reason given	1
Geologist: no reason given	1
Taxidermist: like animals	1
Ranger: like the outdoors	1
Biologist: like animals	1
Horse trainer: like animals	1
BIA: like it	1
Chamber of Commerce: want to	1
Military: no reason given	1
Masonry: pays good	1
Electrician: it's fun	1
Train worker: interesting	1
Acting: like to act	1
Secretary: like people	1
Principal: would like to change way people think	1
Disc Jockey: love music	1

42. List 2 jobs that you would not like to have and tell why.

Secretary: hate it; don't know how to type	3
Doctor: hate blood; always away from home; take too much money	3
Teacher: too much trouble; too hard	2
Principal: hate to discipline kids	1
Mechanic: don't like machines	1
Drafting: no ability	1
Banker: might be boring	1
Check-out girl: too much standing around	1
Office job: boring	1
Policeman: too dangerous	1
Fireman: too dangerous	1
Businessman: hate the city	1
Scientist: hate science	1
Janitor: don't like to clean	1
Dental Assistant: don't like to help dentists	1
Eye doctor: wouldn't like the work	1
Sewing job: I am a male	1
Lawyer: always away from home; takes too much money	1
Ditch digger: not much fun	1
Skyscraper worker: too high	1
Cook: you have to clean up a mess	1
Electrician: don't know how	1

SECTION FIVE: E. 8th Grade

Third-Party Evaluator Comments
to Narrative Responses
(Questions #26 - 42)
(Post-test)

26. Where would you go if you wanted to get a social security number.

Comment: Do all apply?

27. How much money can you earn without having to file a federal income tax return.

Comment: Is this information pertinent to 8th graders?

28. Name the career you are thinking of following and list the skills and/or talents needed.

Comment: Good general awareness.

29. Name 3 people in your school who might be able to help you find a job.

Comment: Is this true?

30. Indicate whether you prefer working with people, ideas, things or animals and why.

Comment: No comment.

31. List 5 characteristics or traits that are desirable in all employees.

Comment: Good.

32. List those skills you have developed this year which you believe are most "salable."

Comment: No comment.

33. List 2 areas of employment which are expanding.

Comment: The responses in some instances contradict those in question #34.

34. List 2 areas of employment which are declining.

Comment: See comment for #33.

35. List 3 sources of information about jobs.

Comment: No comment.

36. List 3 types of jobs which are of interest to you and are not available in your community.

Comment: Do teachers and counselors agree (re: availability)?

37. List 3 jobs in the community you would like to have and briefly explain why.

Comment: No comment.

38. If you have decided not to go to a business school, a trade school or a college, indicate which one and tell why.

Comment: Good reasons, only student can decide why/why not.

39. What types of information will help you to select a career.

Comment: Is this information available?

40. List 3 reasons people work besides to earn money.

Comment: Probably true.

41. List 2 jobs that you would like to have and give a reason.

Comment: No comment.

42. List 2 jobs that you would not like to have and tell why.

Comment: No comment.

SECTION SIX:

12th GRADE

LATHROP

RESPONSES AND COMMENTS TO QUESTIONS #1 - #44

SECTION SIX: A. 12th Grade (Pre-Test)

LATHROP

Responses and Comments to Questions # 1 - #44

1. Do you think you have to go to college to get a satisfying job?

Yes	87
No	196

Comment: Definite change from 8th grade response.

2. Do you consider yourself to be limited in pursuing a career because of lack of money to attend a community college, a business college, a university or some other school?

Yes	74
No	208

Comment: Self-explanatory.

3. Is it necessary to have a social security number in order to work in a department store?

Yes	263	Comment: Good awareness.
No	16	

4. Does your state have a state income tax?

Yes	273
No	6

Comment: No comment.

5. Do you know what you want to do as a career?

Yes	173
No	106

Comment: Some discrepancy between these responses and those of #44 (re: when a student "should" decide upon a career).

6. Which of the following do you need for your career choice?

More formal education	134
More skilled training	90
No more education or training	11
Don't know	59

Comment: Self-explanatory

7. If you dropped out of school today, could you find a job to support yourself? (If you answer yes, name the job)

Yes	182
No	94

Comment: Written responses reflect yes/no responses.

8. Do you know how to make up a personal data sheet describing your qualifications and training for a job?

Yes	188
No	93

Comment: Maybe the 93 responding "no" should know how to.

9. Do you think you need to know more about what to do during a job interview?

Yes	153
No	128

Comment: More counseling/guidance is indicated.

10. Do you want to spend more time exploring and learning what skills and knowledge are needed for various careers that might be of interest to you?

Yes	224
No	59

Comment: See comment for #9.

11. Do you know which jobs are most related to your best abilities?

Yes	184
No	96

Comment: Greater awareness here than for 8th graders.

12. Do you think more guidance would be helpful to you in deciding upon a career?

Yes	153
No	126

Comment: See comment for #9.

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13. Would the fact that you are shy or reserved rather than gregarious (or vice versa) have any effect on your ability to perform in any job?

Yes	126
No	154

Comment: No comment.

14. Are you aware of how much demand there is (or will be) for the career which you are most interest in?

Yes	183
No	99

Comment: One-third of respondents need additional information.

15. If you have taken any aptitude tests, have they helped you to discard or add new areas of possible employment?

Yes	95
No	119
No test taken	71

Comment: Dubious results re: aptitude tests.

16. Is it necessary for you to begin working as soon as you graduate from high school?

Yes	162
No	120

Comment: Are the 162 students (who responded yes) prepared for a job?

17. Can you afford to spend one or more years going to school after you graduate from high school?

Yes	211
No	67

Comment: No comment.

18. Can you live at home and attend school after you graduate from high school?

Yes	208
No	72

Comment: No comment.

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19. Must you have a social security number in order to file an income tax?

Yes	263
No	14

Comment: Knowledge increased since 5th and 8th grades.

20. Who or what has the most influence on your career plans?

Parents	51
Teachers	16
Desire for security	33
Personal interests	218
Other	36

Comment: Healthy attitude.

21. Is it a good idea to take a friend with you on a job interview?

Yes	11
No	267

Comment: Realistic attitude.

22. If you have picked a specific career to follow, do you know what skills and/or talents are needed?

Yes	180
No	26
No career picked	79

Comment: Good awareness.

23. Are you aware of the deadlines for filing an application for admission?

Yes	119
No	80

Comment: Those responding no probably should know this information.

24. Are any scholarships available?

Yes	101
No	16
Don't know	168

Comment: If scholarships are needed, more should know this information.

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25. Do you know the deadline for applying?

Yes	74
No	127

Comment: See comment for #24.

26. Are loans available from the school of your choice?

Yes	155
No	25

Comment: More information is known about loans than scholarships.

27. If so, are you aware of the deadline date for applying for a loan?

Yes	48
No	142

Comment: See comment for #23.

28. Approximately how much will it cost you to go to school for one year (tuition, room, fees, board, books, supplies, etc.)?

$100.00 - $500.00	19
$600.00 - $1,000.00	33
$1,100.00 - $2,500.00	61
$3,000.00 or more	33
Don't know	57

Comment: Depends upon school.

29. Has this affected your career choice?

Yes	90
No	159

Comment: No comment.

30. Did you have several jobs to choose from?

Yes	111
No	135

Comment: What are the reasons for some having more choices than others?

31. Check each item below for which you worked to get money.

Clothes	156
College	70
Business school	10
Trade school	14
School activities	60
Other	156

Comment: Not many saving for school - most money goes for self-interests.

32. Would on-the-job training be more helpful to you than going to college?

Yes	169
No	86

Comment: Self-explanatory.

33. Should school courses you have taken be listed on your personal data sheet describing your qualifications for a job?

Yes	213
No	61

Comment: Most employers probably interested.

34. During a job interview which of the following should you ask about?

Working hours	21
Salary	19
Benefits	16
Job duties	57
All of the above	135
Other	21

Comment: Self-explanatory.

35. What skills and/or talents are needed in the career of your choice?

Medicine: college	7
Housewife: home ec., sociability	6
Computer Data Processing: key punch, math, systems processing	5
Engineering: Ability to communicate, drafting, math, physics, chemistry, electronics	5
Business: Management, college, self-confidence, on the job training	4
Military: physical fitness, knowledge, on the job training	4
Writing: English, imagination, talent	3
Electrical Engineering: graphics, math, electronics	3
Electronics: math, logic, mechanics	3
Butcher: on the job training	2
Woodworking: originality, practice, salesmanship	2

35. (continued from previous page)

Secretary: typing, filing, grammar, shorthand, office machines, MT/ST, math 22
Teaching: college, patience, psychology, student-teaching 15
Dental technician: sociability, dental training, personal hygiene 5
Wildlife Management: math, chemistry 4
Law: perseverance, logic, college, stability 4
Biology: college, interest 4
Beautician: beautician school 3
Accounting: college, on-the-job training, desire 3
Forestry: (no skills/talents given) 3
Social worker: caring for people, English, insight 3
Travel agent: bookkeeping, typing, filing 3
Sociology: (no skills/talents given) 2
Electrician: math, science, electronics 2
Printer/Photographer: printing, photography, communication 2
Trucking: driving, mechanic training, inventory 2
Professional athlete: (no skills/talents given) 2
Entertainer: speech, personality, musical training, experience, appearance, intelligence 2
Veterinarian: animal medicine 2
Model: modeling school 2
Architect: math, engineering, trade school 2
Fashion design: art, sewing 2
Carpenter: schooling, on-the-job training 2
Business: bookkeeping, typing, shorthand, machines 2
X-ray technician: chemistry, science, math 2
Child care: patience, caring 2
Art: imagination, creativity, talent, equipment 2
Physical therapy: massage, sociability, college 2
Professional student: motiviation, desire 1
Nurse: sociability, desire, training 1
Mechanic: (No skills/talents given) 1
Zoology: college 1
Welding: steady hand, luck, training 1
Music writer: musical knowledge, lyrical writing 1
Janitor: (no skills/talents given) 1
Businesswoman: (no skills/talents given) 1
Cosmetologist: training 1
Lineman: on-the-job training, high school, physically fit 1
Mechanic: training 1
Body/fender: welding, metal work, frame straightening 1
Heavy Equipment Operator/Welder: welding 1
Nature guide: (no skills/talents given) 1
Musical performer/teacher: voice training, read & write music 1
Archeologist: fine arts, archeology, anatomy 1
Sales clerk: math, know machines, sociability, adaptable 1
Seamstress: sewing 1
Law enforcement: college 1
Oceanography: college 1
Journalism: writing ability 1
Ski patrol: skiing 1

35.(continued from previous page)

Nomadic tribesman: goat herding	1
Interior design: commercial art, design	1
Parks--recreation: college	1
Fashion merchandising: speech, cosmetics	1
Disc jockey: speech, technical school, music background, electronics	1
Foreign service: college, political science, languages, sociability	1
Marketing: salesmanship, knowledge of products	1
Snowmobile racer: (no skills/talents given)	1
Urethane Foam Applicator:(no skills/talents given)	1
Potter: pottery classes, ceramics	1
Botany: college, science	1
Library aide: library skills	1
Geologist: math, English, geography, geology	1
Weaver: weaving, creativity, materials	1
Linguistics research: languages, college	1
Draftsman: (no skills/talents given)	1
Post Office worker: (no skills/talents given)	1
Chemistry: math, chemistry	1
Pilot: flying skill, good eyesight	1

Comment: Self-explanatory.

36. Which do you prefer working with; people, animals, or ideas?

People	111
Animals	97
Inanimate things	15
Ideas	52
No preference	4

Comment: No comment.

37. How might your preference (in question #36 above) affect your career choice?

Yes - it is relevant	115
No - no correlation	29

Comment: Most are aware of inter-relationship.

38. What steps must you take to obtain a social security number?

Send for one	20
Apply for one	74
Go to Social Security Office	43
Fill out form from Post Office	39
Already have one	13
Pick up card, fill out, send to Juneau	10
Apply at Unemployment Office	4
Get application from Manpower Center	3
File request with IRS	2

38. (Contined from previous page)

Ask Mom	1
Ask Dad	1

Comment: Most students have vague idea where to obtain SS#.

39. What is the maximum amount of money you can earn without having to file a federal income tax return?

$20,000.	1	$ 1,100.	1
17,000.	1	1,000.	8
6,000.	1	900.	8
2,000.	7	800.	2
1,800.	2	750.	2
1,850.	1	700.	13
1,750.	8	500.	2
1,700.	63	215.	1
1,680.	1	100.	1
1,500.	6	None	2
1,200.	2		

Comment: Quite a variety of answers.

40. List several ways to become prepared for a job without going to college.

On-the job training	132
Vocational/Trade schools	71
High school	52
Self-taught	51
Previous experience	28
Apprenticeship	27
Correspondence courses	12
Military	8
Night school	8
Extension courses	5
Family business	5
Travel	2
Seniority	1

Comment: Very high awareness of how to become prepared for a job.

41. List 5 jobs that require licensing by the state and tell why they should be licensed.

Doctors: quality control	93
Professional drivers (taxi drivers, chauffeurs, truck drivers, etc.) test driving ability	66
Lawyers: quality control	55
Dentist: quality control	34
Pilots: quality control	28
Beautician: quality control	24
Bar tenders: liquor control	24

41. (continued from previous page)

Policeman: quality control, weapons	22
Food selling outlets: quality control, consumer protection	17
Pharmacist/Drug store: record of drugs	15
Any business: tax, consumer protection	14
Accountant: (no reason given)	12
Barber: quality control	8
Electrician: quality control	7
Plumbers: quality control	7
Banking: consumer protection	7
Gun stores: (no reason given)	7
Night clubs: taxing, quality control	7
Mechanics: quality control	6
Carpenters: quality control	6
Psychiatrist: quality control	4
Engineering: (no reason given)	4
Prostitutes: control VD	4
Contractors: quality control	3
City employment: quality control	3
Architect: (no reason given)	3
Construction: (no reason given)	3
Veterinarian: (no raason given)	3
Radio operator: (no reason given)	2
Legal secretary: (no reason given)	2
Store owners: (no reason given)	2
Private Investigator: gun control	2
Hotels: cleanliness	2
Firemen: quality control	1
Health Department: quality control	1
Trappers: have too many	1
Communists: to know how many	1
Salesmen: consumer protection	1
National parks: (no reason given)	1
Farmer: (no reason given)	1
Dietician: (no reason given)	1
Scuba diving: safety	1
Car rental: (no reason given	1
Judges: (no reason given)	1
Fishermen: (no reason given)	1
Heavy equipment operator: public safety	1
Real estate: (no reason given)	1
Mortician: (no reason given)	1
Welder: (no reason given)	1

Comment: Quality control is the greatest reason given for licensing.

12th grade

42. List 5 things that should appear on a personal data sheet describing your qualifications for a job.

Past experience	114
Education	107
Personal data (name, age, address, SS#, marital status)	77
Training/skills	64
References	48
Hobbies/interests	36
IQ Test scores, GPA	26
Likes/dislikes in jobs	16
Reliability	10
Health	7
Police record	6
Extra-curricular activities	5
Future plans	5
Position applied for	4
Military record	3
Reason for leaving previous job	2
Photograph	1

Comment: Students apparently aware of basic information required on data sheets.

43. Give a brief definition of what you think "Career Education" is.

Career planning	63
Teach job skills/knowledge	42
Expand knowledge of jobs available	30
Job hunting skills	6
Job referral center	5
On-the-job training	4

Comment: Less than half of the students gave a definition - however, those that did respond gave fairly comprehensive answers.

44. At what grade level should a student decide upon a career?

Elementary	6
Junior High	2
Senior high	201
Community college	63
University	10

Comment: 5th, 8th and 12th graders all seem to agree that a career choice should be made in senior high.

SECTION SIX: B. (1)

12th Grade

LATHROP

(Post-test)

Responses and Third-Party Evaluator Comments
to Questions #1 - #34

1. Do you think you have to go to college to get a satisfying job.

Yes	18
No	48

Comment: Rationale for each response?

2. Do you consider yourself to be limited in pursuing a career because of lack of money to attend a community college, a business college, a university or some other school.

Yes	19
No	47

Comment: Why "Yes" and why "No"?

3. Is it necessary to have a social security number in order to work in a department store.

Yes	66
No	2

Comment: Why?

4. Does your state have a state income tax.

Yes	64
No	1

Comment: Why?

5. Do you know what you want to do as a career.

Yes	46
No	19

Comment: Do they? When should they?

6. Which of the following do you need for your career choice.

More formal education	32
More skilled training	30
No more education/training	3
Don't know	5

Comment: Details? What is the school's responsibility?

7. If you dropped out of school today, could you find a job to support yourself.

Yes	39
No	25

Comment: Could school staff?

8. Do you know how to make up a personal data sheet describing your qualifications and training for a job.

Yes	45
No	21

Comment: Do they?

9. Do you think you need to know more about what to do during a job interview.

Yes	29
No	37

Comment: Whose responsibility is it that they do so?

10. Do you want to spend more time exploring and learning what skills and knowledge are needed for various careers that might be of interest to you.

Yes	51
No	15

Comment: Why is this not arranged?

11. Do you know which jobs are most related to your best abilities.

Yes	44
No	22

Comment: Do students? Do staff?

12. Do you think more guidance would be helpful to you in deciding upon a career.

Yes	38
No	27

Comment: Is this desirable? How and should this be arranged?

13. Would the fact that you are shy or reserved rather than gregarious (or vice versa) have any effect on your ability to perform in any job.

Yes 41
No 25

Comment: Should be discussed and introspection generated.

14. Are you aware of how much demand there is (or will be) for the career which you are most interested in.

Yes 45
No 21

Comment: Who is, really?

15. If you have taken any aptitude tests, have they helped you to discard or add new areas of possible employment.

Yes 16
No 29
No tests taken 21

Comment: Are more in order?
Can staff interpret them?

16. Is it necessary for you to begin working as soon as you graduate from high school.

Yes 38
No 26

Comment: Why? Alternatives?

17. Can you afford to spend one or more years going to school after you graduate from high school.

Yes 49
No 15

Comment: Should be discussed in groups and individually.

18. Can you live at home and attend school after you graduate from high school.

Yes 46
No 17

Comment: Good or bad?

19. Must you have a social security number in order to file an income tax.

Yes	64
No	1

Comment: Why?

20. Who or what has the most influence on your career plans.

Parents	17
Teachers	5
Desire for security	13
Personal interests	52
Other	7

Comment: So?

21. Is it a good idea to take a friend with you on a job interview.

Yes	2
No	62

Comment: Not to good a question?

22. If you have picked a specific career to follow, do you know what skills and/or talents are needed.

Yes	49
No	3
No career picked	14

Comment: Do students? Do staff?

23. Are you aware of the deadlines for filing an application for admission.

Yes	30
No	16

Comment: So?

24. Are any scholarships available.

Yes	27
No	7

Comment: Does the average student and staff member know?

25. Do you know the deadline for applying.

Yes	28
No	17

Comment: The implications?

26. Are loans available from the school of your choice.

Yes	34
No	6

Comment: How do they know?

27. If so, are you aware of the deadline date for applying for a loan.

Yes	14
No	26

Comment: Implications?

28. Approximately how much will it cost you to go to school for one year (tuition, fees, room, board, books, supplies,etc.).

$ 100.00 - 500.00	2
600.00 - 1,000.00	15
1,100.00 - 2,500.00	14
3,000.00 or more	5
Don't know	11

Comment: How does this compare with intent and consequences?

29. Has this affected your career choice.

Yes	21
No	40

Comment: Should be discussed.

30. Did you have several jobs to choose from.

Yes	21
No	39

Comment: Implications?

31. Check each item below for which you worked to get money.

Clothes	45
College	22
Business school	6
Trade school	2
School activities	24
Other	37

Comment: So?

32. Would on-the-job training be more helpful to you than going to college.

Yes	40
No	22

Comment: Why? Implications?

33. Should school courses you have taken be listed on your personal data sheet describing your qualifications for a job?

Yes	55
No	6

Comment: Why?

34. During a job interview which of the following should you ask about?

Working hours	2
Salary	1
Benefits	2
Job duties	3
All of the above	46
Others	9

Comment: Solid outlook.

SECTION SIX: B.(2) 12th Grade
Lathrop
Narrative Responses
(Questions #35 - #44)
Post-test

35. What skills and/or talents are needed in the career of your choice?

Secretary: typing, speedwriting, business education	11
Vocal music: concert experience, college, history, piano	3
Medicine: college, med. school, internship, prac. experience	3
Business: shorthand, accounting, English, interest in field	3
Electronics Engineer: college, electronics, math, English	2
Store Clerk: responsible, knowledge, personable	2
Electrician: strong, knowledge, personable, no fear of heights	1
Airline Ticketing: typing, computer, foreign languages	1
Business Administration: college, experience, tact	1
Store Manager: office manager, sales	1
Writing: insight, English, perseverance, imagination	1
Stewardess: like meeting people, stewardess training	1
Dancer: rhythm, gymnastics, dancing skills, energy	1
Navy Officer: Naval Academy, ROTC, OCS, OJT	1
Business Management: no skills/talents given	1
Computer Programmer: no skills/talents given	1
Fashions: interest in field	1
Optometrist's receptionist: patience, typing, bookkeeping	1
Telephone Operator: on-the-job training	1
Fashion Designer: sewing, experience, design	1
Speech/Occupational Therapy: psychology, sociology	1
Psychiatrist: like & understand & help people	1
Oceanography: math, science	1
Engineer: math, science	1
X-Ray Technician: nursing	1
Model: Charm School	1
Aircraft Armament Repairman, U.S.Army: good mechanical aptitude, math, electronics	1
Real Estate: good talker, clean, neat, experience	1
Aircraft Mechanic: knowledge of engines, airframe work, welding	1

Comment: Implications for curriculum?

36. Which do you prefer working with; people, animals, or ideas?

People	41
Animals	10
Inanimate things	5
Ideas	15
No preference	9

Comment: Merits periodic discussion and student introspection.

37. How might your preference (above) affect your career choice?

Yes (it will affect)	37
No (it will not affect)	11

Comment: Discuss in class.

38. What steps must you take to obtain a social security number.

Apply at Social Security Office	20
Post Office	11
Apply for one	9
Fill out form and send it in	7
Write to Juneau/Anchorage for one	5
Go to State Building for form, send in	3
Write in for it	2
Already have one	2
Write to IRS	2
Just go get it	1
Fill out papers at State Police	1
Go to Manpower Center for form	1
File through Dept. of HEW	1

Comment: How important is this?

39. What is the maximum amount of money you can earn without having to file a federal income tax return.

$17,000	1	$1,250	1
12,000	1	1,200	1
2,700	2	1,050	1
2,499	1	1,000	1
2,400	2	Under 1,000	2
2,150	1	750	9
2,050	1	700	2
2,000	5	600	4
1,700	8	Not very much	1
1,500	2	None	4

Comment: So?

40. List several ways to become prepared for a job without going to college.

On-the-job training	40	Summer experience	2
High school courses	25	Know the right people	2
Vocational training	21	Work after school	2
Self-education	13	Military	2
Work your way up	5	Business school	1
Correspondence	5	Junior college	1
Work at different jobs	4	Community college	1
Apprenticeship	4		
Night school	4		

Comment: What do the majority do? Advantages of each?

41. List 5 jobs that require licensing by the state and tell why they should be licensed.

Doctors: maintain standards	25
Lawyers: protect public	15
Bar tender: protect public	14
Liquor store: quality control-selling to public	11
Beautician: protect public	11
Teacher: health reasons	10
Chauffeur/Drivers: quality control	9
Policeman: maintain standards	8
Restaurant/Cook: protect public, health	7
Dentist: health reasons	5
Registered Nurse: protect public	5
Car repair/service: protect public	5
Pilot: maintain standards	4
Bookkeeping/Accountants: no reasons given	3
Pharmacy: control drugs	3
Psychiatrist: protect public	3
Postmaster: protect public	2
Realtor: protect public	2
Surveyor: protect public	2
Department stores: no reasons given	2
Disc Jockey: working with electronics	2
Businessmen: protect public	1
Massage Parlors: health reasons	1
Prostitutes: health reasons	1
Blasting: dangerous	1
Grocery store: health reasons	1
Engineer: no reason given	1
Gas station: no reason given	1
Firemen: no reason given	1
Barbers: no reason given	1
Gunsmith: no reason given	1
Food store: health reasons	1
Car salesmen: protect public	1
Go-go dancer: no reason given	1
Bowling lanes: insure regulation equipment	1
Husbands/Wives: so state knows who's married	1
X-Ray Technician: no reason given	1
Physical Therapist: no reason given	1

Comment: Good topic for class discussion.

42. List 5 things that should appear on a personal data sheet describing your qualifications for a job.

Personal information	42	Career interests	8
Past experience	40	Reason for wanting job	4
Education/training	37	Awards/extracurricular actv.	3
References/recommendations	22	Police record	3
Qualifications/abilities	20		

Comment: Need for honesty.

43. Give a brief definition of what you think "Career Education" is.

Exploration/Exposure	27
Preparation	14
Career planning	14
On-the-job training	3
Job Placement	1

Comment: What is extent of teacher understanding & feasibility?

44. At what grade level should a student decide upon a career.

Elementary	0
Junior high	7
Senior high	43
Community college	10
University	6

Comment: What do staff think?

SECTION SIX: C. 12th Grade

Pre- and Post-test Comparison of
Responses to Questions #1 - #33
With Comments

1. Do you think you have to go to college to get a satisfying job?

Pre-test		Post-test	
Yes	31%*	Yes	27%
No	69	No	73

Comment: Should be topic for periodic class discussion.

2. Do you consider yourself to be limited in pursuing a career because of lack of money to attend a community college, a business school, a university or some other school?

Yes	26	Yes	29
No	73	No	71

Comment: Should be topic for periodic class discussion.

3. Is it necessary to have a social security number in order to work in a department store?

Yes	92	Yes	97
No	6	No	3

Comment: Should get at underlying rationale.

4. Does your state have a state income tax?

Yes	96	Yes	97
No	2	No	2

Comment: Needs re-wording to get at principle and need.

5. Do you know what you want to do as a career?

Yes	61	Yes	70
No	37	No	29

Comment: When should they?

*All numbers are percentages. See Appendix for responses in terms of numbers of students.

6. Which of the following do you need for your career choice?

	Pre-test	Post-test
More formal education	46%	46%
More skilled training	31	43
No more education/training	4	3
Don't know	20	7

Comment: Class should interact periodically on this question.

7. If you dropped out of school today, could you find a job to support yourself?

Yes	64	Yes	60
No	33	No	38

Comment: The main value is to stimulate reflection on the part of the student.

8. Do you know how to make up a personal data sheet describing your qualifications and training for a job?

Yes	66	Yes	68
No	33	No	32

Comment: How important is this?

9. Do you think you need to know more about what to do during a job interview?

Yes	54	Yes	44
No	45	No	56

Comment: Does the post-test indicate progress and an acceptable percentage?

10. Do you want to spend more time exploring and learning what skills and knowledges are needed for various careers that might be of interest to you?

Yes	79	Yes	77
No	21	No	23

Comment: Teachers and administrators should heed.

11. Do you know which jobs are most related to your best abilities?

Pre-test		Post-test	
Yes	65%	Yes	67%
No	34	No	33

Comment: Do students? Do teachers?

12. Do you think more guidance would be helpful to you in deciding upon a career?

Yes	54	Yes	58
No	44	No	41

Comment: Do teachers think so? Teachers should act.

13. Would the fact that you are shy or reserved rather than gregarious (or vice versa) have any effect on your ability to perform in any job?

Yes	45	Yes	62
No	54	No	38

Comment: Merits periodic reflection by students and staff.

14. Are you aware of how much demand there is (or will be) for the career which you are most interested in?

Yes	64	Yes	68
No	35	No	32

Comment: Teachers are not adequately informed so how can students be so?

15. If you have taken any aptitude tests, have they helped you to discard or add new areas of possible employment?

Yes	33	Yes	24
No	42	No	44

Comment: This situation merits intensive action.

16. Is it necessary for you to begin working as soon as you graduate from high school?

Yes	57	Yes	58
No	42	No	39

Comment: This merits major discussion in class.

17. Can you afford to spend one or more years going to school after you graduate from high school?

Pre-test		Post-test	
Yes	74%	Yes	74%
No	24	No	23

Comment: Merits major class attention.

18. Can you live at home and attend school after you graduate from high school?

Yes	73	Yes	70
No	25	No	26

Comment: Should be focal point for some discussion.

19. Must you have a social security number in order to file an income tax?

Yes	92	Yes	97
No	5	No	2

Comment: Question should be eliminated.

20. Who or what has the most influence on your career plans?

Parents	14	18
Teachers	5	5
Desire for security	9	14
Personal interests	62	55
Other	10	10

Comment: Merits detailed reflection by students.

21. Is it a good idea to take a friend with you on a job interview?

Yes	4	Yes	3
No	94	No	94

Comment: Is this an appropriate c iterion?

22. If you have picked a specific career to follow, do you know what skills and/or talents are needed?

Yes	63	Yes	74
No	9	No	5

Comment: How do we know?

23. Are you aware of the deadlines for filing an application for admission (to a college or school)?

Pre-test		Post-test	
Yes	42%	Yes	45%
No	28	No	24

Comment: How do we know?

24. Are any scholarships available?

Yes	35	Yes	41
No	6	No	11

Comment: How do we know?

25. Do you know the deadline date for applying?

Yes	26	Yes	42
No	45	No	26

Comment: Proof?

26. Are loans available from the school of your choice?

Yes	54	Yes	51
No	9	No	9

Comment: Perhaps should be eliminated here.

27. If so, are you aware of the deadline date for applying for a loan?

Yes	17	Yes	21
No	50	No	39

Comment: Progress insignificant.

28. Approximately how much will it cost you to go to school for one year (tuition, fees, room, board, books, supplies, etc.)?

$ 100.00 - 500.00	9	4
600.00 - $1,000.00	16	32
1,100.00 - 2,500.00	30	30
3,000.00 or more	16	11
Don't know	28	23

Comment: Merits detailed class attention.

29. Has this affected your career choice?

Pre-test		Post-test	
Yes	32%*	Yes	32%
No	56	No	61

Comment: Should be part of discussion on previous question.

30. Did you have several jobs to choose from?

Yes	39	Yes	32
No	47	No	60

Comment: Out of context.

31. Check each item below for which you worked to get money.

Clothes	33	33
College	15	16
Business school	2	4
Trade school	3	1
School activities	13	18
Other	33	27

Comment: What is the significance of these responses?

32. Would on-the-job training be more helpful to you than going to college?

Yes	59	Yes	61
No	30	No	33

Comment: Why "Yes" and why "No"?

33. Should school courses you have taken be listed on your personal data sheet describing your qualifications for a job?

Yes	75	Yes	83
No	21	No	34

Comment: Is this question useful in terms of desirable student outcomes as perceived by staff?

*All numbers are percentages. See Appendix for responses in terms of numbers of students.

SECTION SIX: D.

General Comments on 12th Grade Pre- and Post-tests

1. Overall more job-related information is known by students by the post-test date (#1,#5,#6,#7,#9,#12,#13,#19,#22,#33,#42), but in some areas more information is needed. (e.g., 4% more, 58%,want more career guidance and 44% want more information regarding job interviews and this is only 10% less than what was indicated on the pre-test.)

2. More knowledge regarding schools, application dates, loans and scholarships is evident by post-test responses, but a number of students are still lacking information in this area (#23 - #28).

3. Concerning the 12th grade pre- and post-tests, teachers should identify and/or update their perceptions of desirable student outcomes, and then refine the test to reflect those perceptions.

4. Teachers and counselors should study the compilation of student written narrative responses to determine:

   a. Consensus and minority viewpoints;
   b. Strengths reflected in the comments - so that these may be identified, nurtured and preserved;
   c. Needs seen by students - and then take positive action to adjust teaching-learning situations to fill these needs. (This may be one of the most important tasks indicated herein.)

SECTION SEVEN: RECOMMENDATIONS AND COMMENTS

1. Recommendation: The new administration should arrange for a meeting with Lou Ridle (Alaska State Director of Vocational Education), Sam Kerr (Senior Program Officer for Vocational-Technical Education in the Seattle Regional HEW office) and Allen Lee (third-party evaluator) to discuss the future of the project.

   Comment: Each of those mentioned above (including the new administration) have pertinent, somewhat unique vantage points, interests and responsibilities. The District administration and Board should preview these before deciding if and how to proceed with the Project and the expenditure of federal funds involving certain obligations on the part of the District.

2. Recommendation: Following appropriate study and review, the new administration of the District should recommend (to the Fairbanks North Star Borough School District Board) a broad policy pertaining to career education and the future of the federally funded Part "D" Career Education project.

   Comment: This action should involve the Board taking a close look at what it proposes to do in this year (1973-74), local financing for the Project and to what extent and how it contemplates continuation of the Project activities beyond the duration of federal financing which will terminate July 31,1974.

3. Recommendation: If the Board and administration find that they cannot wholeheartedly proceed with the Project and the attainment of basic objectives inherent therein, then the Board should direct the Superintendent to cancel the third year of the Project.

   Comment: Self-explanatory.

4. Recommendation: Assuming the Board finds it advisable to take affirmative and decisive action to proceed with the Career Education Part "D" Project, prompt action should be taken to employ a full-time, qualified Director of the Project.

   Comment: To the best of our knowledge, there is currently available within the Borough, no person who is qualified, willing and in position to accept this position. Qualified applicants can be secured from outside of Alaska.

5. Recommendation: The new Director of Career Education and other District central administrative staff such as the Director of Vocational Education and elementary and secondary staff, should develop recommendations (to the Administration) on joint working relationships.

Comment: Vocational education, the Adult Career Extension Center, vocational education in the secondary schools, the Fairbanks Orientation-Work-Study-Placement Project, the Career Extension ("Dropout") Center, Career Awareness and Career Exploration in the elementary and junior high schools, and Career education in general have very vital implications among themselves and as integral parts of education. These merit and demand close and clear working relationships.

6. Recommendation: One person in each school building should be designated as career education representative (should be done by the building principal, following appropriate discussions.)

Comment: This would facilitate whatever planning and coordination that are found to be desirable, and which must be done primarily by each building faculty, within District policy.

7. Recommendation: The new Director of the Project should immediately follow thru on arrangements for inservice already planned for the summer of 1973.

Comment: Excellent preliminary plans for this inservice have been made and merit follow-through.

8. Recommendation: Plans should be developed and implemented to launch inservice in each building to enable respective faculties to crystallize their consensus of what should be occuring in Career Education in their respective schools, to identify what is already included in their respective curricula, and what (if anything) the respective staffs believe should be added.

Comment: This might well begin with a thoroughly planned and presented overview of current concepts of Career Education at all grade levels for the total faculty of the District. This is essential as a prelude to the development of a unified effort.

9. Recommendation: An intensive inservice should be conducted just for principals, and this should be done as early as possible in the 1973-74 year.

Comment: Written and oral comments of principals reveal a basically sound and healthy attitude which is excellent; however, there is also (revealed) an ignorance of modern philosophy and understanding of Career Education, its principles, concepts and methods. Principals are the real leaders of instruction - and without their indepth understanding andactive leadership the maximum results will not be achieved.

10. Recommendation: Arrangements should be made for intensive inservice for counselors during the summer of 1973, and concurrently there should be inservice for all building career education representatives (assuming these will be designated). Part of the inservice should be with these two groups together, and part with them separated.

Comments: Emphasis should be upon an overview of current concepts of Career Education, improved roles and responsibilities of various staff (including at least counselors, teachers and administrators), development and implementation of plans, for improving Career guidance and counseling.

The inservice should include:

1. The inservice should be for two groups of people together most of the time, but being separated to work alone periodically. The two groups are:

   A. All of the counselors (important to have all of them)

   B. All of the building career education representatives (important to have all of them also)

   (It is also assumed that the schools will include the Career Extension or Dropout Center.)

2. The District administration preferably should designate two or three staff members of the district to attend the Portland State University Career Education Cadre Training program July 9-20, 1973. These should be a counselor and two building representatives or a member of the administration staff. Thereafter, these (3) people would be ready to coordinate and conduct inservice for the Fairbanks North Star Borough group, with a minimum of outside specialized consultant assistance.

3. Arrangements should be made for graduate credit.

4. Content of the inservice should include:

   A. An overview of the career ecucation continuum encompassing:

      (1) Career awareness (K-6)
      (2) Career exploration (k-10)
      (3) Career clusters (11-12)
      (4) Career education in the community college
      (5) Career education in the 40 year university or college
      (6) Career guidance and counseling

   B. How to identify, recruit and utilize community resources for career education inside and outside of the classroom

   C. Formulation of desirable student outcomes at grades
      (1) K-6
      (2) 7-10
      (3) 11-12

D. Use of the Oregon Improved GATB and other testing procedures

E. Formulation of individual building plans for career education

F. Identification of team members for respective schools for career counseling purposes

G. Development of actual plans by the respective school teams for career counseling

H. Implications and applications of test results for and to curriculums

I. Analysis of existing curricula to identify existing elements of career education therein - and to identify desirable additions.

J. Evaluation procedures

11. Recommendation: Inservice for staff this (1973) summer should devote time to the cluster concept.

Comment: This has implications for all grade levels and a potential which will not be realized unless staff thoroughly understand it - as many or most obviously do not at present.

12. Recommendation: The Project Director, the high school principal, and junior high principals should devise and implement procedures to

1. Implement an effective advisory group representing their schools.

2. Get faculty actually familiar with the Career Extension ("Dropout") Center.

3. Make the Center a real part of the school system.

Comment: The Center continues to be somewhat apart from the rest of the District, and there are many indications of inadequate communication which must be improved if the total education program is to be favorably influenced.

13. Recommendation: The administration, the new Project Director and the advisory group should review the HEW Region X report (prepared under the direction of Mr. Sam Kerr), develop a consensus, and act accordingly.

Comment: The third-party evaluator and staff cooperated in, are familiar with, and whole heartedly support that report. It merits close attention, and should be considered in concert with this third-party report.

14. Recommendation: Project staff and the new Director should review the third-party evaluation report for the first year (1971-72) of the Project, note the recommendations therein, and review progress achieved in the second year of the Project.

Comment: Note Recommendation #15 which follows.

15. Recommendation: The Project staff and advisory group should review each of these recommendations, and develop consensus as to whether they favor accepting, amending or rejecting each one, respectively. Their preferences should be communicated and justified to the administration. The administration should report thinking to the Board of the Fairbanks North Star Borough School District, and direct appropriate action.

Comment: Project staff should act on Recommendations #14 and #15 in concert, should identify priority actions for 1973-74, and PERT these during the summer of 1973.

Name of School_____

Respondent's Grade Level_____

Date_____

CAREER EDUCATION

ACHIEVEMENT QUESTIONNAIRE

5TH GRADE LEVEL

Preparation of This Instrument Coordinated by:

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P.O. Box 751
Portland, Oregon 97207

INSTRUCTIONS

Place a ✓ mark opposite the answer which accurately reflects your thinking:

1. Do you know what you want to do when you graduate from high school?

   A. Yes ____

   B. No ____

2. Do you have to go to college to get a good job?

   A. Yes ____

   B. No ____

3. Do you know what a community college is?

   A. Yes ____

   B. No ____

4. Do you work any hours you want to in a job?

   A. Yes ____

   B. No ____

5. Could an employment agency help you get a job?

   A. Yes ____

   B. No ____

6. Do you have to have a social security number to get a job?

   A. Yes ____

   B. No ____

7. Do you know how to get a social security number?

   A. Yes ____

   B. No ____

8. Do you know what a job interview is?

   A. Yes ____

   B. No ____

9. Should you take a friend with you on a job interview?

A. Yes ____

B. No ____

10. Do you think you should start saving money now if you want to go to school when you graduate from high school?

A. Yes ____

B. No ____

11. If you wanted to find a job, do you know where to look?

A. Yes ____

B. No ____

12. Would it be a good idea to visit someone who does the kind of work you want to do?

A. Yes ____

B. No ____

13. Do you ever go on field trips to find out about different kinds of jobs?

A. Yes ____

B. No ____

14. Is it important to go to work every day you are supposed to?

A. Yes ____

B. No ____

15. Is a hobby the same thing as an occupation?

A. Yes ____

B. No ____

16. Where would it be best to learn how to be a plumber?

A. At a university ____

B. At a trade school ____

C. At a business school ____

D. Elsewhere (name) _____

17. If you had a job that started at 9:00 A.M., what is the best time to be there?

A. 9:15 A.M. ____

B. 9:00 A.M. ____

C. 8:30 A.M. ____

D. 8:45 A.M. ____

18. During a job interview what should you ask about?

A. The hours you would have to work ____

B. What your salary will be ____

C. Your job duties ____

D. All of the above ____

E. None of the above ____

19. Who or what has helped you the most in deciding what job you might like to do? (Check one):

A. Your parents ____

B. Your teacher ____

C. A book you read ____

D. Your hobbies ____

20. Would you rather work with: (Check one):

A. Animals ____

B. People ____

C. Inanimate objects ____

D. Ideas ____

21. Which is more important:

A. Earn money ____

B. Be happy working ____

22. When should you start looking for a summer job? (Check one):

A. July ____

B. May ____

C. January ____

23. If you worked during the summer, what did you do with the money? (Check all which apply):

A. Bought school clothes ____

B. Bought something I really wanted ____

C. Put the money into a savings account ____

24. Who might help you get a job?

A. Your parents ____

B. Your teacher ____

C. A friend ____

D. All of the above ____

E. Others (name) _____

25. Which job or jobs may mean life or death to people in your community?

A. Fireman ____

B. Policeman ____

C. Barber ____

D. Store clerk ____

E. Doctor ____

26. List three jobs, away from your home, you could do if you wanted to earn some money.

A. _____

B. _____

C. _____

27. Can you think of any jobs you can do <u>without</u> knowing how to read and do arithmetic? If you say yes, write down two of the jobs.

A. _____

B. _____

28. Write down two jobs in your community which you think are not very important. Tell why you think they are not important.

Job	Why it is not important
A. _____	A. _____
	_____
B. _____	B. _____
	_____

29. List the businesses or places in your community you would like to visit to better understand the jobs they have:

A. _____

B. _____

C. _____

D. _____

E. _____

30. Write down two jobs in your community which you think are important. Tell why you think they are important.

Job	Why it is important
A. _____	A. _____
	_____
B. _____	B. _____
	_____

31. At what grade level do you think a student should decide upon a career?

A. Elementary ____

B. Junior high ____

C. Senior high ____

D. Community College ____

E. University ____

AL/rl
12/10/72

ERIC

Name of School _____

Respondent's Grade level _____

Date _____

CAREER EDUCATION

ACHIEVEMENT QUESTIONNAIRE

8TH GRADE LEVEL

Preparation of This Instrument Coordinated by:

Dr. Allen Lee
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P.O. Box 751
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ERIC

Introduction

This questionnaire is designed to partially determine your views and ideas about (a) jobs in general, (b) applying for a job, and (c) jobs you might like to pursue. It is not a test in that there are very few right or wrong answers. It is important to get your ideas and perceptions regarding careers so that the people in your school and community will be able to aid you more in deciding upon a career.

There are 42 questions on the attached sheets. The questions are divided into 3 sections and instructions for answering them appear before each section. Your cooperation in answering the questions is appreciated.

ERIC

SECTION I

Instructions: Check (✓) "yes" or "no".

1. Do you have to go to college to get a satisfying job?

   A. Yes ___

   B. No ___

2. Do you have to have a social security number in order to work?

   A. Yes ___

   B. No ___

3. Does your state have a state income tax?

   A. Yes ___

   B. No ___

4. Do you have to have a social security number to file an income tax return?

   A. Yes ___

   B. No ___

5. Do you know what you want to do as a career?

   A. Yes ___

   B. No ___

6. Would job training be more helpful to your job choice than going to college?

   A. Yes ___

   B. No ___

7. Do you know how to make up a personal data or vita sheet?

   A. Yes ___

   B. No ___

8. Would you like to know more about what to do during a job interview?

A. Yes ___

B. No ___

9. Do you know which jobs are most related to your best abilities?

A. Yes ___

B. No ___

10. Do you feel more guidance would be helpful to you in deciding upon a career?

A. Yes ___

B. No ___

11. Are you aware of the demand there is(or will be) for the career you have been thinking of following?

A. Yes ___

B. No ___

12. Do you know how to get a social security number?

A. Yes ___

B. No ___

13. Is there someone in your school who could help you find a job?

A. Yes ___

B. No ___

14. Is it important for you to decide upon a career right now?

A. Yes ___

B. No ___

15. If you file a federal income tax return, do you also have to file a state income tax return?

A. Yes ___

B. No ___

16. Must you file an income tax return at your age?

A. Yes ___

B. No ___

17. If you dropped out of school today, could you find a job to support yourself? (If you answer yes, name the job.)

A. Yes ___ Job: _____

B. No ___

18. Should school courses you have taken appear on your personal data or the descriptive information sheet you give to a prospective employer?

A. Yes ___

B. No ___

19. Is it a good idea to take a friend with you on a job interview?

A. Yes ___

B. No ___

20. Is a hobby the same thing as a career?

A. Yes ___

B. No ___

SECTION II

Instructions: Check (✓) the answers you think are best.

21. During a job interview, which of the following should you ask about?

A. Working hours ___

B. Salary ___

C. Benefits ___

D. Job Duties ___

E. All of the above ___

F. None of the above ___

G. Others (name) _____

22. Check all those which have had major influence on your career plans:

A. Your parents ___

B. Teachers ___

C. Hobbies ___

D. Desire for security ___

E. Personal interests ___

F. Others (Name) _____

23. If you have taken interest or aptitude tests, have they helped you to discard or add new areas of possible employment?

A. Helped to add new areas ___

B. Helped to discard areas ___

C. Not helped at all ___

D. No tests taken ___

24. What is most important in selecting a job? (Check one):

A. Money ___

B. Working conditions ___

C. Personal satisfaction ___

D. Other (name) _____

25. At what grade level do you believe a student should decide upon a career?

A. K-6 ___

B. 7-9 ___

C. 10-12 ___

D. Junior or community college ___

E. Univeristy ___

SECTION III

Answer the following questions in the space provided:

26. Where would you go if you wanted to get a social security number?

_____

_____

27. How much money can you earn without having to file a federal income tax return?

$ _____

28. Name the career you are thinking of following and list the skills and/or talants needed.

Career _____

Skills and talants needed:

A. _____

B. _____

C. _____

D. _____

E. _____

29. Name 3 people in your school who might be able to help you find a job.

A. _____ C. _____

B. _____

30. Indicate whether you prefer working with people, ideas, things or animals and why:

I prefer working with (name one) _____ because _____

_____

_____

31. List 5 characteristics or traits that are desirable in all employees.

A. _____ D. _____

B. _____ E. _____

C. _____

32. List those skills you have developed this year which you believe are most "salable":

A. _____ C. _____

B. _____ D. _____

33. List 2 areas of employment which are expanding:

A. _____

B. _____

34. List 2 areas of employment which are declining:

A. _____

B. _____

35. List 3 sources of information about jobs:

A. _____

B. _____

C. _____

36. List 3 types of jobs which are of interest to you and are not available in your community.

A. _____

B. _____

C. _____

37. List 3 jobs in the community you would like to have and briefly explain why.

	Jobs	Why
A.	_____	_____
B.	_____	_____
C.	_____	_____

38. If you have decided not to go to (a) a business school, (b) a trade school or (c) a college, indicate which one and tell why.

I have decided not to go to _____ because _____

_____

_____

39. What types of information will help you to select a career?

A. _____ D. _____

B. _____ E. _____

C. _____

40. List 3 reasons people work besides to earn money.

A. _____

B. _____

C. _____

41. List 2 jobs that you would like to have and give a reason:

Job	Reason
A. _____	_____
B. _____	_____

42. List 2 jobs that you would not like to have and tell why.

Job	Reason
A. _____	_____
B. _____	_____

AL/rl
12/10/72

Name of School _____

Respondent's Grade Level _____

Date ___._____

CAREER EDUCATION

ACHIEVEMENT QUESTIONNAIRE

12TH GRADE LEVEL

Preparation of this Instrument
Coordinated by:

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ERIC

Introduction

This is a questionnaire to partially determine your views, ideas and knowledge about careers. It is not a test in that there are no right or wrong answers for the most part. It is important to get your ideas and perceptions regarding careers in order for the people in your school and community to aid you in deciding upon a career. Your cooperation in answering the questions on the following pages is appreciated.

Instructions: Check (✓) one:

1. Do you think you have to go to college to get a satisfying job?

   A. Yes ___

   B. No ___

2. Do you consider yourself to be limited in pursuing a career because of lack of money to attend a community college, a business college, a university or some other school?

   A. Yes ___

   B. No ___

3. Is it necessary to have a social security number in order to work in a department store?

   A. Yes ___

   B. No ___

4. Does your state have a state income tax?

   A. Yes ___

   B. No ___

5. Do you know what you want to do as a career?

   A. Yes ___

   B. No ___

6. Which of the following do you need for your career choice?

   A. More formal education ___

   B. More skilled graining ___

   C. No more education or training ___

   D. Don't know ___

7. If you dropped out of school today, could you find a job to support yourself? (If you answer yes, name the job.)

   A. Yes ___ Job _____

   B. No ___

8. Do you know how to make up a personal data sheet describing your qualifications and training for a job?

A. Yes ___

B. No ___

9. Do you think you need to know more about what to do during a job interview?

A. Yes ___

B. No ___

10. Do you want to spend more time exploring and learning what skills and knowledges are needed for various careers that might be of interest to you?

A. Yes ___

B. No ___

11. Do you know which jobs are most related to your best abilities?

A. Yes ___

B. No ___

12. Do you think more guidance would be helpful to you in deciding upon a career?

A. Yes ___

B. No ___

13. Would the fact that you are shy or reserved rather than gregarious (or vice versa) have any effect on your ability to perform in any job?

A. Yes ___

B. No ___

14. Are you aware of how much demand there is (or will be) for the career which you are most interested in?

A. Yes ___

B. No ___

15. If you have taken any aptitude tests, have they helped you to discard or add new areas of possible employment?

A. Yes ___ C. No test taken yet ___

B. No ___

16. Is it necessary for you to begin working as soon as you graduate from high school?

A. Yes ___ Why? _____

B. No ___ _____

17. Can you afford to spend one or more years going to school after you graduate from high school?

A. Yes ___

B. No ___

18. Can you live at home and attend school after you graduate from high school?

A. Yes ___

B. No ___

19. Must you have a social security number in order to file an income tax?

A. Yes ___

B. No ___

20. Who or what has the most influence on your career plans?

A. Parents ___

B. Teachers ___

C. Desire for security ___

D. Personal interests ___

E. Other (name) _____

21. Is it a good idea to take a friend with you on a job interview?

A. Yes ___

B. No ___

22. If you have picked a specific career to follow, do you know what skills and/or talents are needed?

A. Yes ___

B. No ___

C. No career picked ___

If you are planning to go to a school of some kind such as a business college, a community college, or a university, please answer questions #23 through #28; if not, go on to question #29.

23. Are you aware of the deadlines for filing an application for admission?

A. Yes ___

B. No ___

C. Don't know

24. Are any scholarships available?

A. Yes ___

B. No ___

C. Don't know ___

25. Do you know the deadline date for applying ?

A. Yes ___

B. No ___

26. Are loans available from the school of your choice?

A. Yes ___

B. No ___

27. If so, are you aware of the deadline date for applying for a loan?

A. Yes ___

B. No ___

28. Approximately how much will it cost you to go to school for one year (tuition, fees, room, board, books, supplies, etc.)?

A. $ 100.00 - $500.00 ___

B. $ 600.00 - $1,000.00 ___

Question # 28 continued

C. $1,100.00 - $2,500.00 ___

D. $3,000.00 or more ___

E. Don't know . . . ___

If you have worked during the summer or school year, please answer questions #29 through #31; if not, go on to question #32:

29. Has this affected your career choice?

A. Yes ___

B. No ___

30. Did you have several jobs to choose from?

A. Yes ___

B. No ___

31. Check each item below for which you worked to get money.

A. Clothes ___

B. College ___

C. Business school ___

D. Trade school ___

E. School activities ___

F. Other (name) _____

32. Would on-the-job training be more helpful to you than going to college?

A. Yes ___

B. No ___

33. Should school courses you have taken be listed on your personal data sheet describing your qualifications for a job?

A. Yes ___

B. No ___

34. During a job interview which of the following should you ask about?

A. Working hours ___

B. Salary ___

C. Benefits ___

D. Job duties ___

E. All of the above ___

F. Other (list) _____

_____

35. What skills and/or talents are needed in the career of your choice? (list):

My Career Choice is	Skills/Talents needed are:
_____	1. _____
	2. _____
	3. _____
	4. _____

36. Which do you prefer working with people, animals, or ideas?

A. People ___

B. Animals ___

C. Inanimate things ___

D. Ideas ___

E. No preference ___

37. How might your preference (in question #36 above) affect your career choice?

_____

_____

_____

_____

38. What steps must you take to obtain a social security number?

39. What is the maximum amount of money you can earn without having to file a federal income tax return?

40. List several ways to become prepared for a job without going to college:

A. _____

B. _____

C. _____

41. List 5 jobs that require licensing by the state and tell why they should be licensed.

Job	Why it should be licensed:
A. _____	_____
B. _____	_____
C. _____	_____
D. _____	_____
E. _____	_____

42. List 5 things that should appear on a personal data sheet describing your qualifications for a job:

A. _____

B. _____

C. _____

D. _____

E. _____

43. Give a brief definition of what you think "Career Education" is:

_____

_____

_____

_____

_____

44. At what grade level should a student decide upon a career?

A. Elementary ___

B. Junior high ___

C. Senior high ___

D. Community college ___

E. University ___

AL/rl
12/10/72

PERCEPTIONS OF CAREER EDUCATION IN SCHOOLS OF
THE FAIRBANKS NORTH STAR BOROUGH

Explanation

The perceptions, opinions and suggestions of many persons in the Fairbanks North Star Borough need to be identified and considered as an aid and guide to planning an even better education program for the future.

We want to know your perceptions of various facets of education, but we are not concerned with actual names of people, hence your signature is not requested. However, we do want to know the extent of agreement and the differences of opinion among various groups of persons, and your completion of the blanks at the bottom of this page will make that possible.

Your responses on the pages which follow will help us to look through your eyes and achieve an accurate, composite picture of Career Education in the Borough.

Thanks for your help!

Personal Data (please complete):

1. Check those which apply: I am a

   A. Teacher ____ Grade level _____

   B. Principal ____ Grade level _____

   C. Other (describe) (_____)

Please return completed Instrument in the attached self-addressed, stamped envelope to: Allen Lee, School of Education, Portland State University, P.O. Box 751, Portland, Oregon 97207. If you can do this by return mail, that will be helpful.

Thank you,

Allen Lee

AL:bc
3-21-73

B. To what extent are you of the opinion that students in your school are developing awareness of their own individual abilities, likes, aptitudes, etc. with regard to various careers and/or career clusters? Comment:

C. Have you identified any career clusters which you deem most important or of high priority for your school?
Yes ____ No ____

If so, please list:

D. What do you perceive to be needs, and what are your suggestions for improving this facet (developing awareness to self) of education in your school? Describe:

3. Concerning the matter of school providing instruction and activities (such as field trips, outside speakers, etc.) in an effort to broaden the career aspirations of all students:

A. What does your school now do? Check one: A lot ____ some ____ little ____ nothing ____ don't know____

Describe:

B. What do you perceive to be needs, and what are your suggestions for improving career aspirations of students in your school?

Describe:

4. Does you school identify and maintain a list of dropouts? Check one:
Yes ___ No ___ Don't Know ___. Please comment:

5. Does your school identify the reason for each dropout? Check one:
Yes ___ No ___ Don't Know ___. Please comment:

6. Does your school attempt to identify potential dropouts? Check one:
Yes ___ No ___ Don't Know ___.
Description of what is now being done:

7. What do you perceive to be needs, and what are your suggestions for improving education in your school to reduce dropouts and problems related thereto? Please explain:

8. What is the nature and extent (if any) of work experience or "hands on" experience (in or out of school) which your school arranges and coordinates for students? Please describe:

9. What do you perceive to be needs (if any, for students in your school) pertaining to "hands on" or other work experience (in or outside of school), and what are your suggestions for improving this facet of education? Please describe:

10. Do you favor giving school credit for work experience outside of the school? Yes ___ No ___
Please comment:

11. Do you consider it essential that most of your students be in your classroom during most or all of your allotted class periods in order to absorb the instruction which you provide in your classroom?
Please comment:

12. Should the school arrange for work experiences in which the student receives practical experience but receives no pay? Check one:
Yes ___ No ___
Comment:

13. Do you consider that teaching students how to work is a desirable function of your school? Yes ___ No ___
Please comment:

14. Do you have some knowledge of the Career Extension Center in the North Star Borough? Yes ___ No ___

15. What are the greatest strengths of the Career Extension Center as you perceive it? Please describe:

16. What are the weaknesses and/or problems (if any) which may exist in the Career Extension Center? Please describe:

17. Are you aware of policies, procedures and/or practices in the Career Extension Center which should be applied to your school?
Yes ___ No ___
Please explain:

18. How much does your school staff know about probable needs for manpower in your community? Check one: A great deal ___ some ___ not much ___
Comment:

19. Should your schools prepare youth for eventual employment in your community? Yes ___ No ___
Comment:

20. Should your schools assume that youth may be working some day in another community or state? Yes ___ No ___
Comment:

21. Does your school assist students who leave the school (by graduation or otherwise) to get located in another school or to get employment? Yes ___ No ___
Please describe:

22. In your opinion should your school assist in placing students (in a suitable educational situation or on a job) who leave the school by graduation or otherwise? Check one: Yes ___ No ___
Please explain:

23. Do you see a need for inservice training (in Career Education) for teachers or other staff? Yes ___ No ___ Don't Know ___
Explain: (when, where, for whom, by whom, with or without graduate credit, etc.)

24. Does a lack of finances, equipment or rials restrict Career Education in your school? Yes ___ No ___
Please comment:

25. Do you have adequate Career Education information in your school library? Yes ___ No ___
What else do you need? Please describe:

26. Does your school have counselors who have adequate time available for career counseling? Yes ___ No ___
Suggestions for improvement:

27. What do you see as the greatest strengths in (especially Career) Education in your school?
Please describe:

28. What do you see as the greatest weaknesses and needs for (Career) Education in your school?
Please describe:

AL:bc
3-21-73

Survey of Counselor Time Use in the

Fairbanks North Star Borough School District

Introduction

Career Education in the nation, in Alaska, and in the North Star Borough is a dynamic, developing aspect of education. Desirably, it will become a real marriage of academic and vocational education, tied together by elements of Career Guidance and Counseling.

We view Career Guidance and Counseling as something which contains elements of Career Education and elements of counseling - and the ultimate effectiveness of Career Education (and the "Fairbanks Orientation-Work-Study-Placement Program") will hing to some considerable extent upon the effectiveness of Career Guidance and Counseling.

We see also a need for the identification and development of improved roles and responsibilities for several kinds of staff in the district (including counselors) to improve Career Guidance and Counseling. It is logical for counselors to have a key leadership role in this.

The purpose of this survey is to get counselors in the Fairbanks North Star Borough School District to document how they are currently spending their time during the work day, as a prelude to formulating recommendations which, if implemented, will have a potential for improving Career Guidance and Counseling in the district schools. It is our assumption that counselors are in optimum position to log their own time use, and they should be significantly involved in this initial survey. When the results of the time use have been tabulated and analyzed by the undersigned, we propose to have a review session with the counselors. This will precede completion of the third-party evaluation report for the 1972-73 year of the project, "Fairbanks Orientation-Work-Study-Placement Program."

Because we want completely frank recording, and because we are only concerned with how counselors as a group spend their time, the survey form does not call for counselor names.

Allen Lee
Third Party Evaluator for the
"Fairbanks Orientation-Work-
Study-Placement Program"

Explanation

The following survey is divided into eight sections to facilitate recording time spent by the counselor working on each of the following bases, respectively.

I. With Students

II. With Teachers

III. With School Administrators

IV. With Other Counselors

V. With Parents

VI. With Community People (such as business, industry, civil and other persons)

VII. With Individuals or Groups not listed above

VIII. Counselor Working Alone

Description of Activity	*# Persons	Day No.: 1	2	3	4	5	6	7	8	9	10
1. Mechanics of scheduling individual students											
2. Disciplinary matters.											
3. Student personal problems not specifically concerned with career guidance & counseling											
4. Career guidance and counseling per se											
5. Placement											
6. Curricular content											
7. Instructional materials											
8. Inservice training for staff											
9. Professional self-improvement											
10. Preparing reports											
11. Miscellaneous clerical type duties											
12.											
13.											
14.											

Comments:

*Number of persons excluding self

Description of Activity	# Per-sons	Day No.: 1	2	3	4	5	6	7	8	9	10
1. Mechanics of scheduling individual students											
2. Disciplinary matters											
3. Student personal problems not specifically concerned with career guidance & counseling											
4. Career guidance and counseling per se.											
5. Placement.											
6. Curricular content											
7. Instructional materials											
8. Inservice training for staff											
9. Professional self-improvement											
10. Preparing reports											
11. Miscellaneous clerical type duties											
12.											
13.											
14.											

Comments:

*Number of persons excluding self

Description of Activity	# Persons	Day No.: 1	2	3	4	5	6	7	8	9	10
1. Mechanics of scheduling individual students											
2. Disciplinary matters											
3. Student personal problems not specifically concerned with career guidance & counseling											
4. Career guidance and counseling per se.											
5. Placement.											
6. Curricular content											
7. Instructional materials											
8. Inservice training for staff											
9. Professional self-improvement											
10. Preparing reports											
11. Miscellaneous clerical type duties											
12.											
13.											
14.											

Comments:

*Number of persons excluding self

Description of Activity	# Persons	Day No.: 1	2	3	4	5	6	7	8	9	10
1. Mechanics of scheduling individual students											
2. Disciplinary matters											
3. Student personal problems not specifically concerned with career guidance & counseling											
4. Career guidance and counseling per se.											
5. Placement.											
6. Curricular content											
7. Instructional materials											
8. Inservice training for staff											
9. Professional self-improvement											
10. Preparing reports											
11. Miscellaneous clerical type duties											
12.											
13.											
14.											

Comments:

*Number of persons excluding self

Description of Activity	# Persons	Day No.: 1	2	3	4	5	6	7	8	9	10
1. Mechanics of scheduling individual students											
2. Disciplinary matters											
3. Student personal problems not specifically concerned with career guidance & counseling											
4. Career guidance and counseling per se.											
5. Placement.											
6. Curricular content											
7. Instructional materials											
8. Inservice training for staff											
9. Professional self-improvement											
10. Preparing reports											
11. Miscellaneous clerical type duties											
12.											
13.											
14.											

Comments:

*Number of persons excluding self

Description of Activity	# Per-sons	Day No.: 1	2	3	4	5	6	7	8	9	10
1. Mechanics of scheduling individual students											
2. Disciplinary matters											
3. Student personal problems not specifically concerned with career guidance & counseling											
4. Career guidance and counseling per se.											
5. Placement.											
6. Curricular content											
7. Instructional materials											
8. Inservice training for staff											
9. Professional self-improvement											
10. Preparing reports											
11. Miscellaneous clerical type duties											
12.											
13.											
14.											

Comments:

*Number of persons excluding self

BEST COPY AVAILABLE

Description of Activity	Percentage	1	2	4	5	6	7	8	9	10
1. Mechanics of scheduling individual students										
2. Disciplinary matters										
3. Student personal problems not specifically concerned with career guidance & counseling										
Career guidance and counseling per se.										
[illegible] ment.										
6. [illegible] curriculum content										
[illegible] nal materials										
[illegible] training for staff										
9. Profe[illegible] self-improvement										
10. Prepa[illegible] reports										
11. Ma[illegible] clerical type duties										
12.										
13.										
. . . . .										

[illegible] excludi[illegible]

F. Conclusions, Implications, and Recommendations for the Future

1. At present, two career education specialists cover the entire district. It is now recommended that in place of the specialists each school have a resource person chosen from the faculty to undertake leadership of career education on a released time basis.

2. It is recommended that a full-time director of career education be hired to oversee and coordinate all the career education in the district. This includes the K-12 (including the Career Extension Center), as well as the inservice training, vocational classes and the co-op, work experience, and career exposure programs.

3. The total curriculum of the school district, K-12, needs further study in order that repetition is avoided and that all areas are covered. This will cause career education concepts to be better integrated into the total curriculum.

4. It is recommended that an ongoing career profile be developed on each student in the school district. This profile will reflect occupational contacts, exposures, test scores, and counseling records as the student progresses through the school system.

5. We strongly recommend more in-service training and workshops to take place if an integrated career education program is to have any impact upon the students in our school district.

6. A flexibility of scheduling must be instituted to better aid the career guidance of all students. This flexibility should include all areas: academic, skill building, vocational, and cooperative programs.

7. Continued effort should be made to introduce mini-courses and enrichment opportunities for evenings and summers.

8. More effort must be made to invite the members of the Education Department of the University of Alaska and the student teachers to visit with the public school staff as they work in the various phases of career education.

9. Manpower data must be made available to staff and students.

10. Evaluation procedures must be continued in order that the staff can be consistently aware of the areas of strength and weakness of the program as it progresses.

11. The administration and counselors must work together to find ways to provide time for counselors to work with teachers and students in personal and group sessions. Clerical work for the counselors should be eliminated.

12. To accomplish the goals and objectives of this proposal, a greater commitment and involvement must be given to the concept of career education by the administration.

13. An overall career education plan must be developed for the entire school district. This planning would include teachers, counselors, administrators, parents, and students.

14. Sufficient funds must be made available for the career education program, K-12, to effectively create a change in the traditional school setting.

15. It is recommended that travel to other programs by teachers and counselors occur in order that the information can then be relayed to others in the school district.

16. A placement service must be available to all students leaving school.

17. It is recommended that an interest survey be available to every junior high student and the results be made available to each student who has taken it.

18. The Career Extension Center facilities should be expanded and assured continuous support so that innovative experimental programs can be designed in an atmosphere of freedom. The findings will then be shared with the school district.

19. It is strongly recommended that there be a system of teacher exchange between the Career Extension Center, the local high school, and perhaps teachers from other districts.

APPENDICES

ERIC Full Text Provided by ERIC

APPENDIX A

PUBLICITY

Fairbanks Daily News-Miner, Fairbanks, Alaska, Saturday, January 27, 1973–

Showing children career possibilities

By Charley Mayse

Tom Williams, visiting career cation specialist, held a workshop at hrop High School in December for the pose of illustrating the best methods implementing career education into ondary education levels.

Williams, 44, who admits to having 20 years in the education field, is a duate of Oregon State University at vallis. He is in the department of cation for the state of Oregon.

The federally funded program which is furthering is national in scope and ces emphasis on older subjects. viously it has been confined to high ool levels but now it is in the ondary plateau and will soon descend he elementary grades as well.

Williams emphasized that they would be teaching different subjects but y teaching subjects differently from way they were formerly taught.

"We proceed step by step in career loration in the mid-years," he lained. "We want to get participants o the jobs and have them explore the sibilities and find if they have a tinuing interest in the job. We want done before actual training is begun, that the student will know what it is they want to study to further their careers.

"Alaska is coming along fine," Williams told the News-Miner, "and its high school program is far ahead of home-state Oregon's."

Williams explained that the program is flexible. Thus, if a student finds that his previously planned career is no longer appealing, he can divert into other channels before it is too late – and too expensive.

This program involves only Fairbanks and vicinity at the present time, but eventually it will be taken to schools in the bush as well.

Working with Williams have been Mrs. Laurel McLaughlin and Mrs. Margo Pierson, specialists in the secondary and elementary education, respectively.

Dr. Dayton Benjamin, assistant superintendent of Fairbanks North Star Borough Schools is responsible for bringing specialist Williams into the area.

Some 60 teachers were involved.

Tom Williams, exemplary and exploratory career education specialist, held the workshop at Lathrop High. He was on loan from the board of education of Oregon.
(News-Miner Staff Photo)

NORTH STAR TREK
The Superintendent's Newsletter

STUDENTS GAIN WORK EXPERIENCE IN SCHOOLS

Elementary students at University Park School are gaining work experience under the career education program. Under the able supervision of Mrs. Vivian Seiver, cook-manager, approximately 20 students per day, working in two shifts, assist in the school cafeteria. Service is voluntary, with parental permission, and students are rotated every two weeks. Youngsters wash dishes, serve food and collect milk money, to name some of their duties. According to Mrs. Marguerite Stetson, food service director, the program is an excellent example of work experience in the schools. She stated that the program is proving that even third and fourth grade children are capable of performing well.

The school district's career education program, now in its second year, is a continuous curriculum (kindergarten through adult) with major focus on counseling and guidance at all levels. The elementary students are made aware of the world of work. Dr. Dayton Benjamin has published a model for career education for the FNSB schools, including the Career Extension Center and, scheduled to open in 1973, the Adult Career Development Center. This model has been distributed to teachers in the district and is available to the general public.

VING – Chip Benford, a first grade student at University Park, receives his milk from Mark y, fourth grade.

tudents of Judy Shiffler's 6th grade class at Denali spent an entire day n extensive Career Day project with parents actively participating. e are some of the students interviewing the Executive Director of the anks Chamber of Commerce. Other students interviewed the school ct personnel director, pilots, carpenters, lawyers, plumbers, and approximately 80 other people who graciously took the time to help the students understand the work involved in their various fields of endeavor. This large project was the culmination of an entire year this teacher spent to integrate the various classroom disciplines with career education. Below is the thank you ad placed by the students in a local newspaper.

anks Daily News-Miner, Fairbanks, Alaska

right is Deanna Tucker, third grader at University Park School, Ward Rosadiuk, also a third grader, in the lunchroom. How children learning such jobs is told on page 7.

Thank You • Thank You • Thank You • Thank You • Thank You

DENALI SIXTH GRADERS

Say

THANK YOU

to

★ 80 Community Men and Women

for the time you spent on May 16th, Interview Day, helping us better understand Career, Consumer and Environmental Education. You were very cooperative in talking with us.

★ 16 Parents and Teacher Sponsors

for helping make the experience possible.

WE REALLY ENJOYED THE DAY!

Thank You • Thank You • Thank You • Thank You • Thank You

Fairbanks Daily News-Minar, Fairbanks, Alaska, Saturday, May 26, 1973

banks Daily News-Miner, Fairbanks, Alaska, Thursday, March 8, 1973

Mini grant money working hard

The idea was conceived in the fall. ir teachers put their heads together, v up a proposal which was accepted that is how they received the money the career education program at nette School.

Jan Smith and James Fuller, Carol on and SaRue Near, fifth and sixth le team teachers, are responsible for lating the program which allows their lents to participate in activities related heir interests.

The children are allowed to pick an a of interest, or if time permits, more n one, and with the help of parents, nds and professionals who volunteer ir time, the kids learn a craft or ivity.

The list they may choose from is long, luding photography, pet care, tanning, xidermy, typing, beadwork, candlemaking, cooking, candy making, guitar, gym activities, German, first aid, knitting, leather work, and on and on.

The one girl in taxidermy is doing fine; the one girl in carpentry is also excelling.

The teachers say the children are quiet and cooperative. They are anxious to learn and willing to take the materials home to work on them. They are learning to follow directions and get along with others.

And they are finding out that a lot of the basics they must study during regular class hours apply to their areas of interest. For instance, a young carpenter who cannot count is in trouble. When he can see the value of mathematics in actual use, it becomes easier for him to see why he must study math. Or a young lady who wants to go ahead with a recipe or first aid class finds out that reading is also important to following directions.

It has definitely been an asset to learning, the four say.

The program will continue for 12 weeks.

If materials are left over, the program may be extended into the next school year. Perhaps then more than 120 children may participate.

After the courses have been completed, an evaluation will be written, outlining the program, and the initial steps to begin it. Everything will be included into a book, with the help of the children.

That's another thing to look forward to, but for now, the children involved are happy enough to look forward to the next Friday session.

GRANT – Mr. Bartlett and Gary Lewis, left, are constructing a dworking project, while Donnie Matthews, Jackie Kemper, Midge son and Darlene Sookiayak, left to right, right picture, learn about candle making as part of the Mini Grant Program at Barnette School. (News-Miner Staff Photo)

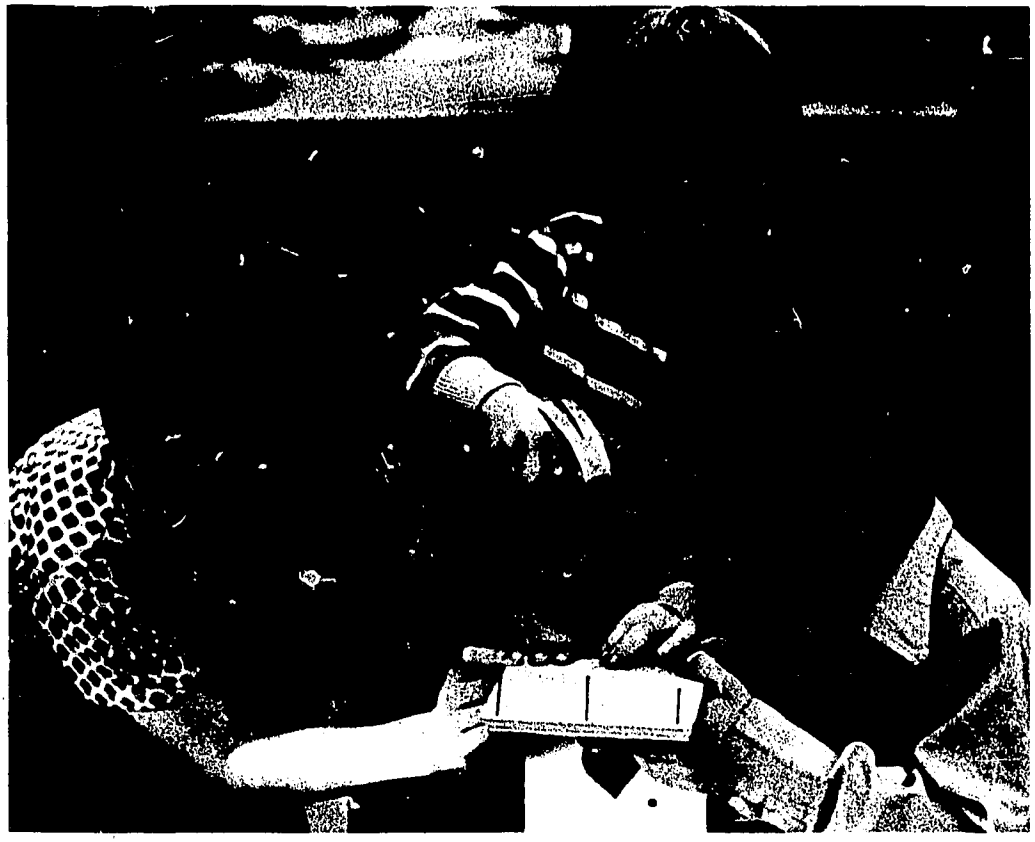

LD IT STILL AND I'LL HIT IT AIN – Steven Buchanan, left, Jim Lynch, center, and Vernon Henz are building a birdhouse in Mrs. tts' first grade at University Park part of the districtwide career cation program. The class will soon the Lathrop High School Car try shop where the birdhouse was abbed.

(Photo by Tom Salisbury)

banks Daily News-Miner,
banks, Alaska

E APART DAY – Each sixth grader in Mrs. Schofield's class at Denali ol, accompanied by a kindergarten friend, from Jo Scott's class at the school, learned something about what makes things work recently g a take apart day. Seven businessmen from Fairbanks assisted with apart everything that works and looking at why it does work. ing in the program were, left, Jim Movius, electrical engineer and right, Heinz Borchard, watchmaker. Not pictured, but those who also helped are Lee Padjett, steamfitter, Steve Preston, photographer, Bud Millard, pilot, Micky Rutherford, electronics technician and Dave Gray, physicist.

(News-Miner Staff Photo)

PAYSTREAK, Lathrop High School
October 13, 1972

Mrs. Laurel McLaughlin, Career Education Specialist, points out that National Career Week will be Oct. 22 thru 28. Many Lathrop teachers will discuss careers in their classrooms. Career headquarters are in Rm. 102.

(Photo by Clif Sitton)

Fairbanks Daily News-Miner, Fairbanks, Alaska

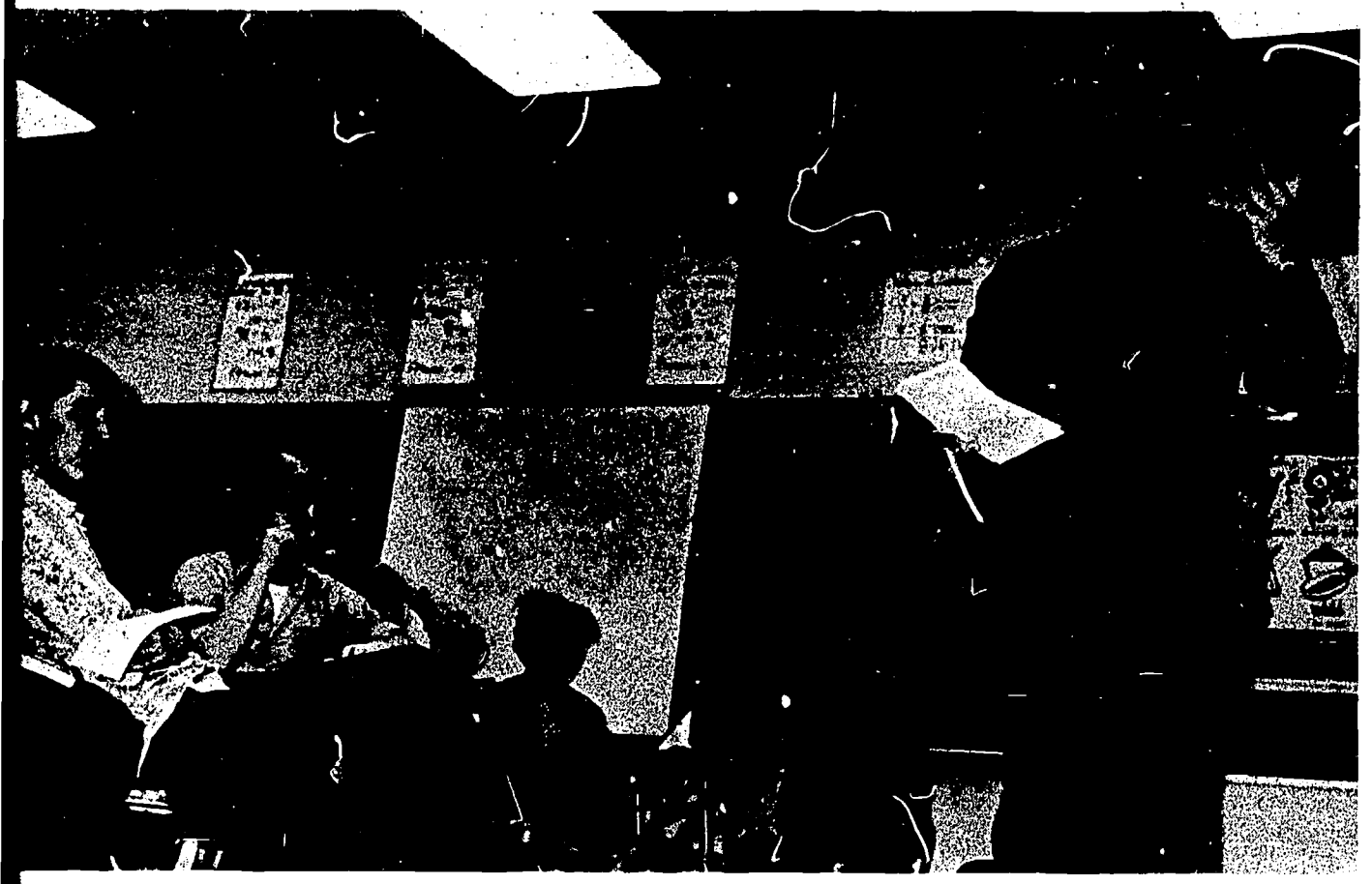

ANOGRAPHER AT SCHOOL – Yvon J. van Driessche, oceanographer Anchorage, spent about two hours talking with the students at Ryan r High. His visit was in conjunction with a class in Careers and Gen-Math. Van Driessche told of his work with marine life in Alaskan waters and other parts of the world. He is currently planning a marine laboratory somewhere off the southern coast of Alaska. He is in Fairbanks teaching a course at the University of Alaska.

(Chuck Clutts photo)

zzara first
areer unit graduate

The Career Extension Center here, an alternate high ool setting for high school drop-outs, has awarded its t diploma according to the newly developed graduation uirements.

In February the school board approved a second type of duation criteria for Fairbanks high school students. This graduation criteria has a performance level base and ws for more flexible program planning in attempting to et individual student needs in relation to career goals.

Michael Azzara met his final requirements for a diploma Tuesday. He is on his way to Anchorage to begin an trical apprenticeship program.

While attending school Mike worked at Fairbanks Office pply as a delivery man. It is usually expected that Career ension Center students should receive work experience well as academic subjects.

Last summer he worked four months as a tour guide for n Airlines out of Kotzebue. He has also had experience grocery store.

"This 18-year-old has had a considerable amount of erience in the work world and has performed well demically," said Irene Cleworth, director. "We are proud have him represent us as our first graduate."

Mike added, "I could never have come this far if it n't been for the help of the staff at the Career ension Center. I really appreciate what they have done."

FIRST DIPLOMA – Mike Azzara receives the first diploma from the Career Extension Center Director Irene Cleworth. The program of the borough schools is an alternative for high school drop-outs. (News-Miner Staff Photo)

All-Alaska Weekly, Friday, November 24, 1972

DROP-OUTS SHOW THE WAY TO BETTER SCHOOLS

By Bruth George

program aimed at wooing drop-outs to Borough high schools may result ringing innovation to local schools nselves.

The drop-out program apparently is ing the flame of chance in the high ol curriculum because it is geared to ure the interest and enthusiasm of individual.

The result: more courses tailor-made ach student's interest may be added he general high school curriculum to ent drop-outs in the first place.

Last year when the Career Extension er opened for business at 1416 m Way, it was quite commonly red to as "the drop-out school." This tly derogatory name was apt.

It described, better than the official name, a program which was specifically aimed at the student who had quit high school.

A year later, "drop-out school" gradually has given way to the abbreviated "CEC," a more respectful nickname indicative of acceptance of the program, not only by the community but, more important, by the students.

CEC is the more visible part of a larger undertaking which goes by the formidable title of the Orientation – Work – Study – Placement Program.

One major objective of this program, which is federally and state funded for a three-year period starting in the fall of 1971, "is to demonstrate to ALL school district students the relationship between school and the world of work," according to School Board President Chuck Rees.

"Furthermore, it encourages and assists the individual student, from the primary grades through high school, to find and develop his or her interests and capabilities toward a future career."

The need for a program of this kind has been pointed up not only by an alarming drop-out rate, which CEC Director Irene Cleworth estimates to be over 20% in this community, but by recognition that even our high school graduates seldom emerge from school with salable skills.

(Continued on next page)

ERIC

Nor do more than a fraction of those o enter college survive past the first ar. Americans are beginning to realize, tionwide, that our secondary schools nply do not prepare students for the lity outside the school building.

The second major objective of the tal program was to establish an ernative school for students who had opped-out of the regular system.

This alternative was CEC, an ucational experiment which combines unstructured academic program with experience.

The standard school system, as cribed by CEC teacher Mary Jo nrich, "requires a particular student's endance at a particular place, with a tain amount of homework completed ppefully), at a particular time.

This is a highly structured situation ich would probably work pretty well if were all born equal, had the same portunities and weren't generally the ividuals we are."

In contrast, CEC and similar programs ng carried on throughout the country, trying an "unstructured" method of ching. There are no classrooms, no edules.

There are, however, well defined ectives which must be met by the dents. In this sense, the CEC program nore highly structured than the usual tem.

When a student enrolls at Career tension, and this is done strictly on a untary basis, his needs for completion secondary education, whether it be n school graduation or the less nanding High School Equivalency t, is determined.

From that point on, his time is his n, but most students find themselves nding more time at schoolwork, either the Center or out, than Lathrop dents do.

The teachers are available at the ter anytime from 8 to 5 through the ool week and take turns keeping the lding open to students Monday ugh Thursday evenings as well.

The student may study in the building e wishes, or can come in only for help m a teacher or to take a test. Students required to complete a minimum of k each week.

The writer asked one boy how he felt ut the academic work at CEC.

"It's just the same as at hrop – you read and then you take a ."

Why, then does he like CEC better? "I

CEC student Steve Riedel works part-time at the U.S. Forest Service Laboratory on the U of A Campus. Here he sorts seeds as part of a study on the effects of forest fire.
(Photo by Paul Johnson)

Donna Mayes looks over the shoulder of math teacher Mary Jo Henrich as she puzzles out the answer.
(Photo by Paul Johnson)

can do school work at my own speed. Last week I spent a lot of time working on our tractor. When the weather's too cold to work outside . . ."

Another student answered, "There's more homework, but I still like it better here because I'm treated as an individual, an adult, with total responsibility for my own behavior."

There are other differences. Social studies instructor, Joe Tremarello points out, "Sources outside the school are used extensively to supplement course-work and relate it to everyday happenings. American Government students received credit for attending and summarizing a meeting at which local government candidates were interviewed."

A study of the right of eminent domain as it related to the Neighborhood Development Plan, defeated at the polls in October, was another project of American Government students.

A particular aim of the program is to provide as many opportunities and learning alternatives as is possible.

To achieve this, students may be enrolled in appropriate classes at Lathrop High School, the University of Alaska, the Adult Education Program or in one of the federal programs such as WIN or Neighborhood Youth Corps.

As CEC Counselor Jerry Morang visualizes it, "CEC's roof covers the entire community. It's not just an isolated building set apart."

Non-textbook materials such as magazines and paperbacks are often incorporated into course-work.

Not only are these likely to be more timely than a text, they also avoid the stigma that a textbook may carry for a student whose past educational experience has been poor.

A bigger difference between CEC and the conventional high school is the standard required of the students.

While it is possible to graduate from most high schools with a D average, students at CEC must achieve nothing less than a B average in all subjects.

"Though the students are aware that all work must be covered and all objectives met," Mrs. Cleworth points out, "they don't object to the fact that earning credit in such a setting requires considerably more work and perfection than they needed to produce in previous school settings."

Academic work is only half the CEC program. Equally important is the work-experience portion. "Soon after a student enrolls, he takes a number of tests and talks with different staff members to attempt to determine his interests concerning a job," explains Sande Bungart, CEC's Work Experience Coordinator.

"If he has a strong inclination toward a particular type of work, a part-time job in that field will be sought for him. The student who isn't too sure of his interests is given a chance to work briefly in several different situations."

Each student's work experience is rated by his employer and periodically evaluated by Mrs. Bungart.

Elective credit is earned by the

(Continued on next page)

ERIC

ployed student at the rate of ½ credit each 100 hours worked. In most es, he also is paid by his employer.

(Part II of Series)

A program aimed at wooing drop-outs k to Borough high schools may result bringing innovation to local schools nselves.

The drop-out program apparently is ting the flame of change in the high ool curriculum because it is geared to ture the interest and enthusiasm of individual.

The result: more courses tailor-made each student's interest may be added the general high school curriculum to vent drop-outs in the first place.

Top enrollment at the Career ension Center here in Fairbanks last r was about sixty-five students.

Irene Cleworth, Director of the nter, explained that as vacancies urred through graduation, transfer or of interest, the waiting list kept ollment constant.

Of the total 128 students counted in 1971-72 school year, CEC's Interim ort gives this accounting:

64 remained on our active list.

29 took the G.E.D. test and passed it.

2 are in the process of taking the .D. They each have one part to plete.

4 graduated as regular high school ents.

5 quit to work full-time.

1 married, expecting a child.

3 transferred to Lathrop High School ng semester (one graduated this ng).

1 took G.E.D. test several times but ld not pass it. She then took a job time.

2 ran away.

1 left town because his mother felt ce harrassed him too much.

1 unknown.

4 transferred to schools in the states.

1 has been in hospital three times, will to take G.E.D. test when feeling er.

1 drug addict, transferred to Odyssey se in New York.

1 in prison.

1 in Navy.

7 disinterested in any program we e able to suggest or devise.

n spite of the occasional ppointments illustrated by this list, nda Gordon, a teacher at CEC from start of the program, has reason to be usiastic, "Considering that all these kids were formerly either drop-outs or failing in all subjects at other high schools, we feel this is a remarkable record."

What makes the difference? Why should poor students in one situation perform well in a different one? In last year's Interim Report, Mrs. Cleworth wrote:

It is understood that basic to learning is the need for the students . . . to be treated with trust, respect and dignity.

Each student is to be given the opportunity to find meaning and direction in his search for identity. This is done by helping him develop the knowledge and skills needed to make sense of his experience . . .

Youth needs a place in society. He should feel needed and wanted, and that he is pulling his weight as he becomes a responsible member of his community.

This philosophy is the backbone of the program, but how is it applied?

Counselor Jerry Morang explains, "We try to make the courses fit the student, not the student fit the courses."

Upon acceptance to CEC, each individual student meets for a half hour session with the entire Career Extension staff – Director, Counselor, Work Experience Coordinator and the four teachers.

Rather than feeling intimidated by the concentrated attention of seven adults, one 16-year-old later expressed surprise that they could take that much time for him.

Further discussions between student and individual staff members result in a program especially designed for that particular student, one which has two closely related objectives – completion of high school credit and determination of interest and aptitudes toward a career.

"Career" is used here in its wider sense. The aim of CEC is neither strictly vocational education nor college preparation. Rather, it is to help each student decide what his choices are along either line and how he may accomplish whatever goal he chooses.

Career Extension's responsibility does not end when the student receives his diploma. It offers continuing counseling and placement services to graduates who may need them.

When a young man who had graduated from CEC and had been placed in a full-time job last winter appeared recently, concerned staff faces prompted him to blurt out, "I'll bet you think I'm looking for another job."

Happily, this was not the case. He now owns his own small business and had come to CEC looking for a part-time employee.

The program also assumes responsibility for placing those students who are unable to complete the secondary level. In this situation, the answer may be immediate employment or perhaps an appropriate trade school setting which later leads to a job.

(Continued on next page)

The Career Extension Center staff (left to right): Director Irene Cleworth; Social Studies teacher Joe Tremarello; Mary Jo Henrich, Math and P.E.; Jerry Morang, Counselor; Wendell Shiffler, Science; Work-Experience Coordinator Sande Bungart; and English teacher Melinda Gordon.

(Photo by Paul Johnson)

Personal counseling is as much a part the Center's program as career nseling and is not restricted to olled students.

Mrs. Cleworth, when pointing out the gible results achieved by members of staff, laments that "my work is not so y to measure. So much of my time is nt with 'drop-ins' – young people not olled in the school who would like to or who are just looking for help not ilable elsewhere."

Some 300 high school aged young ple, outside the program, sought nseling at CEC last year, an average of rly 2 for every school day.

Parents seeking guidance in dealing h "turned-off" children are also lcomed. A number have taken antage of the opportunity.

It seems that Fairbanks recognizes the d for the program underway at CEC. Businessmen, on whom the Center es for most of its student placements, e not only made jobs available, but on asion call the school when an opening urs.

While the School Board is sympathetic the needs of students served by CEC, ne teachers at first felt Career ension provided an "easy out" for students and wondered when the s would return to the "real" school.

Growing acquaintance with the gram has convinced most of them , in many ways, CEC presents a more istic approach to education than does conventional system and, in addition, ires (and gets) more from the vidual student.

Probation and Juvenile Intake cers, Hillcrest, Hospitality House, rnment agencies which deal with dren and their problems – all have perated with and have benefited from CEC program.

Perhaps parents have been more usiastic than any other adult group.

Beverly Thibedeau gets some help with biology from Wendell Shiffler while Maxine Thibedeau looks on.

(Photo by Paul Johnson)

They soon learned that CEC provided an education acceptable both to them and to their children, as well as a focal point where parents could share and discuss mutual problems concerning children and schools.

Most important is the acceptance of the youth. Their support has been amply demonstrated from the start by maximum enrollment at the school – plus a long waiting list of students wishing to enter the program. This situation continues though the addition of one teacher this fall made possible a larger enrollment of some 100 students.

What is the future of the Orientation – Work – Study – Placement Program and the Career Extension Center? The Director claims there will probably always be a need for a "drop-out school." There will always be a few students who, for one reason or another, don't fit into the conventional system – the teen-age wife and mother, the youth who must work full-time to support himself. A youngster released from detention at mid-term should not have to wait until the beginning of a new semester to return to school, and need not at CEC.

The aim of the over-all program, however, is to point the way toward innovations in education which can be applied to the larger school.

CEC seems to be proving rather conclusively that quality education can be provided with something less than the best physical set-up – and with a student-teacher ratio close to accepted norms.

Although CEC science teacher Wendell Shiffler admits, "Sure, I could do a better job with some lab facilities," and all the instructors regret the lack of P.E. equipment and extracurricular activities, Career Extension is demonstrating that these assets are not, in themselves, as important as awareness of and attention to each student's needs.

The objective of the total program is to overcome the present need for drop-out facilities. This may best be accomplished by developing innovations, through programs such as the Career Extension Center, which will make it possible for the conventional secondary school to take into greater account the individual – the kids now waiting in line to enter CEC, the marginal student who remains at Lathrop, and every graduating senior looking forward to a productive career after school.

Career Extension Center— Alternative School

By Melinda Gordon

During the fall and spring months, it is t an uncommon sight to see torcycles and baby carriages e-by-side in front of the Career ension Center at 1416 Gillam Way. e, students who have left school or e become disenchanted with the ditional educational approach are ered an alternative.

Inside, the building does not look like chool. There are bright posters on the ls and colorful chairs circle round les. Young people are clustered in ll groups discussing an assignment le others are reclined on the couch or the floor reading. The atmosphere is xed and friendly. A sign on the front ll expresses the philosophy, ution – human beings here. Handle h Care."

The Career Extension Center is a part a larger program entitled The ientation – Work – dy – Placement Program. Started in fall of 1971, this three-year mplary project is funded by state and eral monies. One of the primary ctives of the program is to show the ent the relationship between school the world of work. "To meet this ctive," stated Mrs. Margo Pierson, mentary Career Curriculum rdinator, "we have started programs of career awareness at the elementary level. This is followed by career exploration programs at the junior high level and career exposure at the high school level."

"We have had enthusiastic response to our program," said Mrs. Laurel McLaughlin, Secondary Career Curriculum Coordinator. "Many teachers attended a recent workshop that exposed them to practical ways of incorporating career material into the classroom."

With the local drop-out rate at approximately 10%, a program like the Career Extension Center is badly needed. "I have at least two or three inquiries a day from young people who want to come to the Center," stated Mrs. Irene Cleworth, Director. "At the present time, we have an enrollment between 85 and 95, with 15 on the waiting list." Enrollment at the Center nearly always stays at capacity, for as vacancies occur through graduation, transfer or lack of interest, they are filled by those on the waiting list.

Students who have left school and who are between the ages of 16 and 19 can be enrolled at the Center any time during the school year providing there is a vacancy. After a student is enrolled he meets with the entire staff at a session where a program is designed particularly for him. A student may begin his studies by taking only two or three courses or he may begin by taking five or six. The amount and kind of work is determined by the individual's needs, abilities and goals. If his needs change during the course of the school term, his course of study may change correspondingly.

All the courses at the center are individualized. The staff realizes that not all students learn at the same speed nor from the same materials. "Students compete with themselves here. They do not have to worry about being behind or ahead of the class. Students work as fast or as slow as they wish," noted math and P.E. teacher, Mrs. Mary Jo Henrich. If a student knows enough material to pass a test, he is given the test whether it has taken him 2 hours or 2 days to learn it.

When asked why she liked attending the Center, one girl replied, "For the first time in many years I'm learning something. I'm free to learn what and when I like. Having the freedom makes

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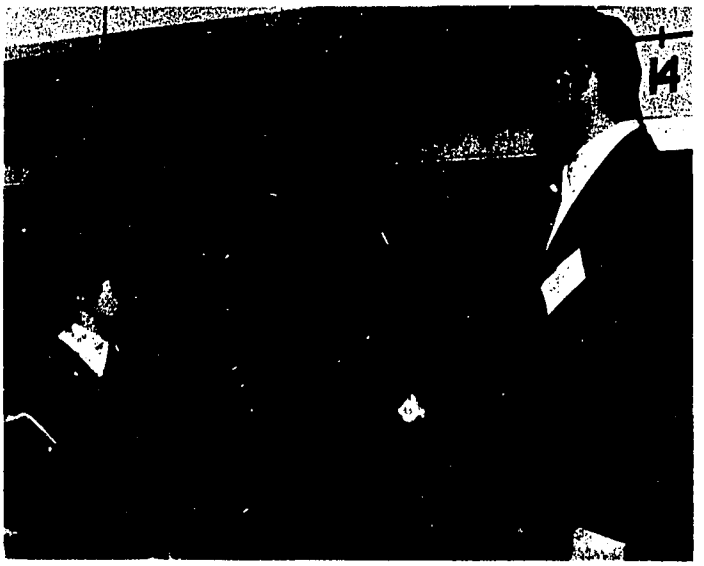

EER GUIDANCE – Fairbanks secondary schools held 'Career Day' sday as a part of American Education Week. Local business and ssional people went into the schools to explain career opportunities. Weaver of Ja Cyn Modeling School explains opportunities to eighth grader Deelisa Fultz, left, while at right Ken Ulz of Kobuk Oil Co. gives pointers to seventh grader Craig Thompson. Ms. Weaver and Ulz were among dozens of business leaders taking part in the program.

(Photos by Bill Wyrick)

Melinda Gordon, English teacher (center), talks to two CEC students.

One student remarks, "I can really talk to the teachers about things besides school work. It makes me feel more at home— I feel like a new person."

want to learn." Another student mented, "I have to work. Attending enables me to work without ying about attending classes at ific times. I can do the work and see eachers on my days off."

or each of the courses taught at CEC, is a specific set of behavioral ctives that must be met before a ent can receive credit. The students hown the objectives and know what xpected of them from the very nning. In addition, tests must be ed with a minimum of 80%. efore, it is impossible to pass CEC ses with anything less than a B ge. This usually involves more work he student but most feel it is worth ne student commented, "At Lathrop s forced to learn too much too fast. courses were too much for me. equently I didn't learn anything. it's different. I study at my own and am learning something."

It is hoped that the individualization and innovation begun at CEC will carry over to the general high school curriculum thus helping to prevent students from dropping out in the first place.

CEC tries to offer a variety of educational experiences and settings. "We try to use the community to supplement what we are teaching at the Center," noted Mr. Wendell Shiffler, science teacher. "A kid may study arctic biology out of a book but it makes more sense if he goes out into the environment and puts his knowledge to use." At the present time, Mr. Shiffler is planning a course that includes practical experience in arctic survival.

Joe Tremarello, social studies teacher, relies on the community for much of his American Government and Economic courses. He gives credit to his American Government students for attending and summarizing local government meetings. He also uses guest speakers who range from Rodger Hughes, from Foster and Marshall, to judges from the court system.

In addition to the courses offered at the Center, a student may receive credit for taking classes at Lathrop, at the University of Alaska or through Adult Basic Vocational Education.

At the Center, a student is responsible for his behavior and attendance. Some students choose to study at the Center while others do work at home and drop it off to their teachers. For some, the freedom and responsibility are too much to handle. They do better in a structured environment and are referred to Lathrop. Others seems to flourish under the individual attention and freedom.

The four teachers are available at the Center from 8 to 5 each day. In addition, they take turns manning the Center four evenings a week to help students who, because of work or family, cannot come to school during the day.

For most students at CEC, the day is divided into two sections – school and work experience. Almost all of the students have jobs or are on job training stations. Mrs. Sande Bungart, Work-Experience Coordinator, notes that when students first come to her, they don't really know what kind of job they

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aining at Sears – Bev Thibedeau, student worker (left) with Jim store manager.

Science student working with an individual machine.

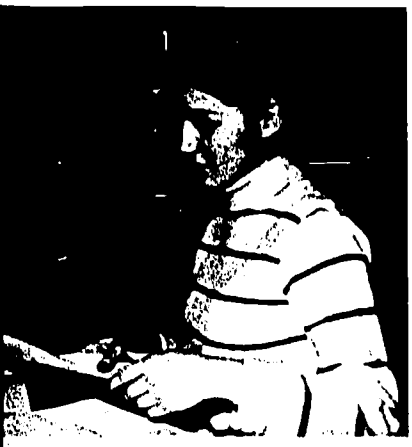

On the Job Training

t. They do know they want money. ry to help the student focus in on one – one that is commensurate with his res and abilities. If one work exposure tion doesn't work out, we try ther."

Mrs. Bungart added that the Fairbanks ness community has been responding to the program. She often receives from employers requesting CEC ents when a vacancy arises.

The student's work is evaluated by his loyer as well as by Mrs. Bungart. ½ tive credit is given for every 100 rs of work with a maximum of 1½ its for each 18-week period. A ent must be earning academic credit he Center in order to receive work erience credits.

ntensive personal counseling and er guidance are a large part of the C program. Mr. Jerry Morang, nselor, notes that most 17-year-old ents don't have the maturity or the ty to make the kinds of decisions are faced with each day. "Yet the dent must make decisions," he tinued. "The more a student knows ut himself, the better position he is in make decisions about himself." ording to Mr. Morang, a student needs

A Student Studying

three things: knowledge of himself, decision making skills, and knowledge of the world outside of school.

A series of tests are given to a student when he first enters the program. The results of each test are discussed with the student to provide the input for the student to make rational decisions. Both the student's strengths and weaknesses are discussed. Mr. Morang works with students to accentuate their strengths.

The personal counseling and job placement counseling continue even after a CEC student has left the program. "Scarcely a day goes by that I don't talk to at least one ex-student," said Mr. Morang.

The staff at the Center is concerned about the whole individual, not simply his academic achievement. "Because the enrollment is relatively small," said Mrs. Melinda Gordon, English teacher, "all the staff have the time to spend with students on more than just their studies."

One girl commented, "I can really talk to the teachers about things besides

Individual Study Booths

school work. It makes me feel more at home – I feel like a person."

There are three changes that the staff would like to see in every student: academic change, vocational change and behavioral change. In many cases, behavioral change must occur before the other two can take place.

The Career Extension Center has several options for graduation. He may graduate with the 20 credits required by Lathrop and receive a Lathrop Diploma; he may take 16 credits and be given a State Diploma; or he may take the High School Equivalency Test and be awarded a General Education Diploma (GED). The type of diploma depends on the student's goals, career possibilities, economic status and age as well as on others.

The parents of CEC students meet periodically to discuss the program and their children. They have become one of

History Teacher and Student

the most enthusiastic groups of CEC supporters. Many parents are aware of academic and social improvement. "I just can't believe the change in my daughter," said one parent. "She's a different person." Not all changes are as dramatic as this one but most parents have noted positive changes.

What is the future for CEC and the Orientation – Work – Study – Placement Program? The CEC staff hopes the existing program will continue to improve and that the total program can be expanded to include students under the age of 16.

The Career Extension Center is not a panacea for all the ills of education. It is a beginning and, judging from the response made by students, parents and the community, a viable one.

JUVENILE FACTS

Box 1974, Fairbanks, Alaska
March 20, 1973

Dear Editor:

We would like to request your help by publishing this letter. In its study of the treatment of juveniles in Alaska the League of Women Voters has talked with almost every public and private agency in the area. We have reached some young people who have been through the court system, and some of their parents.

We feel that we do not have the whole story until we have communicated with more people who have had experience with the probation officers, juvenile intake, juvenile court, the Division of Mental Health, Department of Health and Social Services, or B.I.A.

We invite you to write to us to tell of your contacts with any of the agencies, group homes, foster homes, state jail, state or local police, or with school officials. We would like to hear from juveniles who have been at McLaughlin or Alcantra, or any institution in the states.

It is only by learning how you were helped or not helped that we will really be able to evaluate our state program. We invite comments by teen-agers who may have friends who have had such contacts, and from parents.

If you would like to talk with us, please include your phone number, but you do not need to sign your name. Your privacy will be respected.

Sincerely,
The Juvenile Needs Committee
League of Women Voters

APPENDIX B

LISTS, SURVEYS, FORMS, QUESTIONNAIRES, PUBLIC RELATIONS

AN EXAMPLE OF MATERIALS DEVELOPED AT THE ELEMENTARY CAREER EDUCATION WORKSHOP

BARNETTE ELEMENTARY SCHOOL

Fairbanks, Alaska

Mrs. Betty Carlson
Mr. Lewis Dey
Mrs. Linda Good
Mrs. Kitty Haines
Mr. Donald Wheat

January 28, 1973

B

CAREER AWARENESS FOR ELEMENTARY GRADES

Subject Matter Emphasis: Social Studies

Goal: Explore and assess personal attitudes, aptitudes, attributes, and interests.

Concept: An individual is influenced in his choice of work by many factors.
Satisfaction in one's occupation is facilitated by the selection of an occupation which is consistent with one's personal attitudes, aptitudes, attributes, and interests.

Objectives:

Grade Level

Kindergarten
1. Assume responsibility for classroom jobs.
2. Choose work projects in room and evaluate performance.

First
1. Assume responsibility for classroom jobs.
2. Identify several occupations which a person (student) might choose from.
3. Identify how attitude, abilities, and experience affect a person's behavior.
4. Talk about the attitudes concerning work in which we participate at home and in school.

Second
1. Assume responsibility for classroom jobs and initiate self evaluation.
2. Recognize that all people do not have the same interests and/or abilities.
3. Choose the occupation that you are interested in.

Third
1. Assume responsibility for classroom/school jobs and continue self evaluation.
2. Choose a career in which interested.
3. Study in depth feelings toward the career of your choice.
4. Stress the dignity of work.

Fourth
1. Assume responsibility for school jobs and continue self evaluation.
2. Evaluate personal attributes related to employability.

Fifth
1. Assume responsibility for school jobs and continue self evaluation.
2. Relate interests and abilities to choice of occupation and satisfaction to be received.
3. Explore interrelationships between interest, ability, experience and performance.

Sixth
1. Assume responsibility for school jobs and continue self evaluation.
2. Review personal attitudes, aptitudes, attributes, and interests.
3. Explore the area of technological occupations.

GRADE LEVEL - K

LEARNING OUTCOME	LEARNING ACTIVITY	RESOURCES	EVALUATION
a. The student should be able to choose, complete, and evaluate a job within the classroom.	1. Discuss which jobs need to be done in the room. 2. Invite the school custodian to tell how he keeps the room clean. 3. Let children cut out pictures in magazines concerning jobs related to those in the room. 4. Dramatization of a work situation in the playhouse. 5. Draw a picture of helpers. 6. Take a field trip down to custodian's room to see materials that are needed to keep room clean.	1. School custodian. 2. Pictures in magazines. 3. Art materials. 4. Actual cleaning equipment for playhouse.	Teacher observation.

GRADE 1

LEARNING OUTCOME	LEARNING ACTIVITY	RESOURCES	EVALUATION
a. The child should begin to determine, through observation and participation, those jobs in which he has interests and capabilities.	1. Assign, on a rotating basis, job leaders. Example, pledge plant waterers custodian 2. Discuss how jobs benefit the child in the classroom and how these jobs can be related to the home. 3. Write a story about what should be done in a classroom job. 4. Take a tour to a local supermarket to observe all the jobs that must work together to maintain the store. 5. Filmstrip on community helpers--mailman, baker, banker, policeman, fireman. 6. Have a reading corner for free reading time with a good supply of job related books.	1. Teacher 2. Posters 3. Filmstrip 4. Writing materials 5. Tour	Teacher observation.

GRADE 2

LEARNING OUTCOME	LEARNING ACTIVITY	RESOURCES	EVALUATION
a. The child should continue to observe and evaluate services outside the home.	1. Bulletin board set up as producers of goods and producers of services. 2. Invite a waitress to class to explain how listening is important. 3. Take a tour to library for the purpose of learning about librarian and related library jobs. 4. Have a radio announcer to show how good speech is necessary.	1. Bulleting board materials. 2. Community resource people.	Teacher observation.

GRADE 3

LEARNING OUTCOME	LEARNING ACTIVITY	RESOURCES	EVALUATION
a. Child will be able to identify the types of work that he is most interested in doing.	1. Check list inventory for helping student understand himself. 2. Student will list three skills needed for the occupation in which he is interested. 3. Invite a worker in to tell why he enjoys his work and then have a tour to see the worker in his actual situation. 4. Go through attendance cards and find out what occupations exist in the room and invite them into the classroom to speak.	1. Community and classroom resource people 2. Writing materials 3. School attendance cards.	Teacher observation.

GRADE 4

LEARNING OUTCOME	LEARNING ACTIVITY	RESOURCES	EVALUATION
a. Child should be able to relate his abilities in terms of his chosen occupation.	1. Look at want ads of local and other newspspers to find alike and different occupations. 2. Invite an extension agent of other speaker to explain the changing requirements of his job--past, present, and future.	1. Newspapers 2. Community resource people. 3. Filmstrips.	Teacher observation and initiative of student. Self evaluation.

GRADE 5

LEARNING OUTCOME	LEARNING ACTIVITY	RESOURCES	EVALUATION
a. The child should be able to understand the inter-dependance of occupations and careers.	1. Visit the various industries in the local area. 2. Invite a person from the employment office to explain the available jobs in the area. 3. Listen to television and radio for available job opportunities. 4. Have a career day assembly.	1. Local industries. 2. Community resource people. 3. Local television and radio.	Teacher observation and student self evaluation.

GRADE 6

LEARNING OUTCOME	LEARNING ACTIVITY	RESOURCES	EVALUATION
a. The child should understand the differences between producers of goods, producers of services, and the possibilities of employment in each category.	1. Have student committees interview one worker in the local area, and write a job description, which will culminate with the making of an occupational booklet.	1. Community workers. 2. Writing materials. 3. Library files. 4. Employment Bureau.	Teacher observation and child-determined evaluation of "How well am I doing this job?"

Samples from Career Education Activity Booklet (Primary and Intermediate)

WHAT'S IN A CARTOON?

A. Purpose: To develop critical thinking and understanding of one of the media of communication, cartooning.

B. Materials: Newspapers, periodicals, collections of cartoons

C. Activities:

1. Discuss with the pupils cartoons that they know. Bring out such questions as: What is a cartoon? Why are some cartoons so effective in making a point? What feeling does the cartoon try to develop in the reader? How are cartoons used to influence public opinion?

2. Collect and display cartoons (scrapbooks, bulletin board, individual file).

3. Invite a cartoonist to demonstrate the making of cartoons to the class.

4. After the demonstration have the pupils make cartoons. Use school issues as subjects of cartoons (clean-up campaign, work attitudes, study habits, playground behavior, etc.).

TOOLS OF THE TRADE

A. Purpose: To arouse an interest in careers through the tools associated with many occupations.

B. Materials: A variety of tools, implements, and equipment associated with various trades and occupations.

C. Activity: Allow the learners to identify an occupation by viewing those things we identify as belonging to the occupation.

Examples:

Carpenter	Mason	Butcher	Baker
saw	trowel	apron	apron
hammer	level	cleaver	rolling pin
square	mason's hammer	knife	mixing spoon

D. Variation: Use pictures to carry out this same exercise.

CAREER EXPLORATION, GRADES 9-12

GUIDELINES FOR EMPLOYERS

To make in-school activities more relevant and to help students who have had few opportunities to experience the real work world, career exploration is available. It allows selected student to utilize community resources in exploring careers that correlate with their particular interests and aptitudes.

The career exploration plan of placing students in a working relationship with individuals or organizations is based on the premise that so exposing them will ultimately aid them in choosing a life work. Such exposure to any line of work will give students a basic familiarity that will undoubtedly cause some to turn from, rather than toward, further interest in that line of work. An exploration station should in no way alter the number of employees a firm or agency has.

A student enrolled in career exploration will spend two to three hours per day in structured activities in a business or agency within the community. Students will receive elective high school credit for this on the basis of one-half credit per 100 hours at the exploration station. A maximum of three credits can be earned in this manner in any one school year, and a maximum of six credits may be earned in career exploration in the high school educational program. Since the major objective of this activity is to provide intensive exposure to a variety of careers, the length of time at any one station need not be extensive. The time at any single exploration station will vary according to circumstances but will not exceed 300 hours. Upon reaching that limit the student will be placed in another exploration station, fed back into the regular curriculum, or the existing station will be converted to an on-the-job training position subject to a new contract.

A contract will be drawn up between student, school, and employer for the purpose of integrating the career experience with the school process and to allow the awarding of credit. The prime responsibility of the employer is to provide a work orientation experience of as braod a magnitude as possible. Since, under this type of arrangement, a student will seldom be a productive part of a business, monetary compensation is at the option of the employer. Some employers do, however, pay students a training wage for exploration experiences.

It is with the cooperation of local businesses and agencies that the curriculum can be supplemented and can be made meaningful to high school students. As the business community has known and as educatiors have realized, education does not all come from the classroom but is, in fact, dependent upon community resources.

CAREER EXPLORATION, GRADES 9-12

GUIDELINES FOR COUNSELORS

To make in-school activities more relevant and to help students who have had few opportunities to experience the real work world, career exploration is available. It allows selected students to utilize community resources in exploring careers that correlate with their particular interests and aptitudes.

A student enrolled in career exploration will spend two to three hours per day in structured activities in a business or agency within the community. Students will receive elective high school credit for this on the basis of one-half credit per 100 hours at the exploration station. A maximum of three credits can be earned in this manner in any one school year, and a maximum of six credits may be earned in career exploration in the high school educational program. Since the major objective of this activity is to provide intensive exposure to a variety of careers, the length of time at any one station will vary according to circumstances, but will not exceed 300 hours. Upon reaching that limit, the student will be placed in another exploration station, fed back into the regular curriculum, or the existing station will be converted to an on-the-job training position subject to a new contract.

The selection of students for career exploration will be the responsibility of the counselors. Counselors, through their contact with the students, will be instrumental in determining the career exploration most beneficial to each student. The actual placement in business or agency, including the paperwork, and the periodic follow-up necessary will be the responsibility of the career education specialist assigned to that school. An evaluation form will be sent to the employer after each thrity-five hours of career exploration. The contract will contain general stipulations common to all students taking career exploration, as well as a list of the behavioral objectives, designated by the counselor and exploration station supervisor, specifically applicable to the individual student.

Monetary compensation is not a consideration. Experience gained and credit awarded is considered sufficient reinforcement as long as the student-employer relationship is one of exploration and not production. Grading will be pass/fail rather than a letter grade. Grades will appear on report cards and transcripts but will not be figured in grade averages.

Transportation other than that provided by regular school buses will be the responsibility of the students and their parents. A student must have adequate transportation to and from school, exploration station, and home before a placement is made.

The parents of each student participating in career exploration must be advised of the objectives of the program and must be in total agreement with the plan for their child. It will be the responsibility of the counselor with the help of the career education specialist to bring about total awareness on the part of the parents and to insure their input into the program.

CAREER EXPLORATION, GRADES 9-12

CONTRACT

STUDENT'S NAME..... _____

NAME OF EXPLORATION STATION..... _____

EXPLORATION JOB TITLE..... _____

HOURS PER DAY OF EXPLORATION..... _____

BEGINNING DATE OF EXPLORATION..... _____

FINAL DATE OF EXPLORATION..... _____

SUPERVISOR OF EXPLORATION-NAME..... _____

MAILING ADDRESS..... _____

PHONE..... _____

To make in-school activities more relevant and to provide an opportunity to explore a career, the above named student will be released from part of the school day for career exploration. This exploration will be equivalent to the regular school credit on the basis of one-half credit per 100 hours of exploration with a maximum of three credits per school year. The amount of time at any single exploration station will vary according to circumstances but will not exceed 300 hours. Upon reaching that limit the student will be placed in another exploration station, fed back into the regular curriculum, or the existing station will be converted to an on-the-job training position subject to a new contract.

It is understood that experience received is to be an integral part of the student's educational process, and he will be responsible to both the school and the exploratio supervisor. The following criteria must be met:

1) Maintain satisfactory standing with the exploration station as evaluated by the supervisor.
2) Maintain satisfactory standing with the in-school phase of the program.
3) Complete career assignments related to the exploration as designated by teachers and counselors.
4) Maintain weekly contact with the counselor and/or career education specialist to discuss exploration experience.
5) Complete the following behavioral objectives as designated by counselor and/or exploration station supervisor:
   a)
   b)
   c)

_____ Student

_____ Parent

_____ Exploration Supervisor

_____ Counselor

_____ Career Education Specialist

CAREER EXPLORATION, GRADES 9-12

EVALUATION

Dear Employer:

Thank you for giving a student the valuable opportunity to explore the jobs available in your business. Since you are in a position to observe the student's growth, I would appreciate your evaluation of his exploration experience with you. This evaluation is confidential, so please be frank.

	EXCELLENT	GOOD	NEEDS HELP
PUNCTUALITY Arrives on time and when scheduled			
GROOMING Dresses appropriately for the job			
ATTITUDE Willing to learn and work when asked			
INTEREST Displays willingness to learn more about the job, asks questions			

COMMENTS: Please use this space to make any other evaluations that are not covered in the section above.

Employer's Signature _____ Date _____

Your assistance is of value to the student and a great help to the school. Thank you.

Laurel McLaughlin

LAUREL MCLAUGHLIN
Career Education Specialist

ERIC

CAREER EXPLORATION REPORT

_____
Date

_____
Student Number

_____ _____
Last Name First Name Middle Name Year in School

Place of Career Exploration

_____

Work Supervisor

_____

Careers explored and type of work done

_____

_____

_____

_____

_____ _____

_____

Date work started_____

Date work completed (or end of semester)_____

Hours (give time) of day student worked_____

Number of hours worked_____

Credit earned_____

Hours which may be carried forward to the next semester_____

Grade earned_____

_____
Career Specialist

CAREERS RELATED TO ART

Cartoonist
Commercial Artist
Painter
Creative Artist
Sculptor
Fashion Designer
Interior Decorator
Photographer
Dental Technician
Dentist
Cartographer
Ceramic Designer
Window Trimmer
Dancer
Photo-engraver
Lithographer
Beautician
Display Designer
Advertising Layoutman
Tailor
Watchmaker
Jeweler
Sign Painter
Carpenter
Cabinet Maker
Teacher
Stage, TV, Screen Designer
Mechanical Engineer
Draftsman
Architect
Illustrator, Books, Magazines
Designer, Textile, Clothing
Industrial Designer
Museum Curator
Art Historian

Art Gallery Employee
Greeting Card Illustrator
Fashion Illustrator
Wardrobe Mistress
Caterer
Cake Decorating
Gift Wrapper
Art Auctioneer
Buyer of Art Goods
Art Appraiser
Floral Designer
Jewelry Store Manager
Art Dealer
Advertising Manager
Archaeologist
Auto Designer
Aeronautical Engineer
Die Designer
Hand Etcher
Animation Artist
Wood Engraver
Model Maker
Bookbinder
Glass Blower
Landscape Gardener
Landscape Architect
Art Editor
Art Librarian
Jewelry Designer
Stone Cutter
Show Card Writer
Mannequin Colorer
Medical Illustrator
Historical Illustrator
Art Supplier

CAREERS RELATED TO BUSINESS AND DISTRIBUTIVE EDUCATION

Advertising Salesperson
Personnel Manager
Telegrapher
Railroad Conductor
Postal Worker
Telephone Operator
Census Taker
Elevator Operator
C.P.A.
Broker
Auditor
Controller
Credit Manager
Office Manager
Sales Manager
Market Specialist
Accountant
Banker
Purchasing Agent
Secretary
Paymaster
Teller
Salesperson
Buyer
Bookkeeper
Cashier
Stenographer
Credit Clerk
Clerical Worker
Station Agent
Dispatcher
Typist
Billing Machine Operator
Receptionist
Stock Clerk
File Clerk
Messenger
Collector
Computer Operator
Systems Analyst
Contractor
Medical Records Librarian
Office Machine Operator
Direct Salesperson
Teacher
Journalist
Law Clerk
Advertising Designer
Real Estate Salesperson
Insurance Sales
Grocery Checker
Public Relations Worker
Store Owner
Loan Company Worker
Florist
Distributor of Goods
Hotel-Motel Worker
Tour Director
Personal Service Worker
International Trade Expert
Labor Union Negotiator
Securities Analyst
Highway Planner
Market Researcher

CAREERS RELATED TO ENGLISH AND LANGUAGE ARTS

Reporter
Author
Editor
Teacher
Clergyman
Pharmacist
Lecturer
Poet
Actor-Actress
Radio-TV Announcer
Librarian
Proff Reader
Script Writer
Social Worker
Employment Manager
Personnel Manager
Receptionist
Salesperson
Retail Manager
Auctioneer
Sales Manager
Executive Secretary
Interior Decorator
Vocational Counselor
Politician
Typist
Stenographer
Forester
Lawyer
Judge
Scientist
Engineer
Reading Specialist
Speech Therapist
Interpreter
Translator
Customs Inspector
Immigration Inspector
Hostess-Host
Usher
Advertising Manager
Public Relations Specialist
Sales Engineer
Traffic Manager
Secretary
Demonstrator
Buyer
Bank Teller
Technical Writer
Cryptographer
Telephone Operator
Printer
Sports Writer
Foreign Correspondent
Tutor
Journalist
Continuity Writer
Drama Critic
Scenario Writer
Copywriter
Community Organizer
Insurance Claim Representative
Publisher
Personnel Worker
Travel Agent
Curriculum Writer
Media Specialist
Psychologist
Rehabilitation Counselor
Researcher
Airline Stewardess
Utility Service Representative
Sociologist
Historian
Correspondence Clerk

ENGLISH AND LANGUAGE ARTS ACTIVITIES

In order that the subject taught might be related to careers, the English or Language Arts teacher can:

Provide sample applications to be filled out by the students.

Invite speakers to class whose background in English is essential to their jobs.

Assign research on a particular job or cluster and have the students report orally and/or write job descriptions.

Find literature (stories, plays, poems, articles) telling about jobs or getting, keeping, and being successful on the job.

Discuss with students the different levels of English they speak and which level is most appropriate in terms of specific jobs.

Point out that communication, oral and written, is essential to almost all occupations.

Survey the class to determine whose parents use English skills a great deal in their work.

Invite students' parents to calss to tell about their experience with English skills on the job.

Develop a vocabulary with the students which would help them in knowing about jobs, getting a job, and keeping a job.

Ascertain which aspects of their English instruction students feel is useful and which unnecessary.

Point out that decision-making learned through discussions of literature is applicable in many life situations.

Discuss with students in what careers the ability to read and understand is essential.

Discuss with students why the ability to write with clear meaning is essential in many jobs.

Have students write a personal resume to help them become aware of the skills they have to offer an employer.

Give students the task of finding techniques of getting a job and discuss why these techniques are successful.

Provide records, tapes, films, and reading materials having to do with job situations.

Instruct students in the use of the telephone and have them role-play to practice.

Have students write letters of application and/or inquiry about jobs.

Conduct role-playing job interviews.

Point out that the mechanics of English (punctuation, spelling, sentence structure, etc.) are essential to clear communication.

Teach not taking as an important out of school, as well as in school, activity to help individuals see the parts as well as the whole of an idea.

Encourage the development of listening skills.

Assign students to interview a variety of people about their jobs.

Have the class put together, in an orderly manner, all their written job related information.

Have students dramatize scenes depicting careers at an assembly or before parents.

Run a student debate that is career oriented (advantages and disadvantages of an occupation, effect of automation on employment, college or job entry after high school, union or non-union organizations, etc.).

Develop a vocabulary with the students of words which describe the qualities people in specific jobs must possess (optimist, idealist, realist, humorist, etc.).

Ask students to bring to class magazine or newspaper articles having to do with careers.

Visit with the students or have them visit persons engaged in occupations where English skills are particularly important.

Have student read want-ads for understanding and to find what employers are looking for.

Have students develop a display or bulletin board to make others aware of English related jobs.

Help students analyze their strengths and weaknesses in English skills; encourage them to visit their counselors to discuss interests, abilities, and aptitudes.

CAREERS RELATED TO FOREIGN LANGUAGE

Anthropologist
Ethnologist
Librarian
Foreign Correspondent
Author
Historian
Travel Guide
Travel Agent
Steward or Stewardess
Export Clerk
Stenographer
Teacher
Actor-Actress
Dramatic Coach
Salesperson
Receptionist
Information Clerk
Tutor
Missionary
Medical Missionary
Social Worker
Customs Officer
Immigration Officer
FBI Agent
Courier
Diplomat
Interpreter
Translator
Foreign Service Officer
Singer
Music Teacher
Composer
Physician
Lawyer
Hotel Worker
Tour Conductor
Museum Curator
Traveling Companion
Foreign Branch Manager
Foreign Book Dealer
Secretary
Travel Bureau Manager
Fashion Buyer
Exporter
Importer
Merchant Marine
Armed Forces
Nurse
Engineer
Geologist
Archeologist
Pharmacist
Wireless Operator
Architect
Researcher
Policeman
Taxi Driver
Broadcaster
Art Collector
Airlines Personnel
U. N. Guide

CAREERS RELATED TO HOME ECONOMICS

Home Economist
Nutritionist
Dietician
Advertising
Research Worker
Social Service Worker
Psychiatric Social Worker
Interior Decorator
Milliner
Clothes Designer
Homemaker
Practical Nurse
Registered Nurse
Clothing Salesperson
Babysitter
Governess
Beautician
Waiter - Waitress
Cook
Appliance Salesperson
Food Salesperson
Child Development Specialist
Physical Therapist
Occupational Therapist
Teacher
Reporter
Author, Columnist
Flight Stewardess
Food Processing Worker
Institution Management
Home Demonstration Agent
Extension Service Specialist
Chef
Barber
Caterer
Alteration Seamstress
Tailor
Butler
Busboy
Chambermaid
Wardrobe Mistress
Nurses Aide
Institution Manager
Test Kitchen Worker
Comparison Shopper
Food Chemist
Food Inspector
Dressmaker
Upholsterer
Candy Maker
Baker
Butcher
Dry Clearner
Garment Inspector
Garment Factory Worker
Youth Group Advisor
Public Health Worker
Appliance Demonstrator
Fashion Designer
Textile Designer
Cake Decorator
Hand Embroiderer
Family Life Counselor
Hostess; Headwaiter
Food Manager
Companion
Hotel-Motel Keeper
Apartment Manager
Dental Hygienist
Quality Control Expert
Sanitarian
Fashion Buyer
Accessories Designer
Model
Hair Stylist
Weaver
Fashion Photographer
Costume Designer
Bridan Consultant

CAREERS RELATED TO INDUSTRIAL ARTS

Gunsmith
Farmer
Farm Mechanic
General Mechanic
Wood Turner
Planer Operator
Logger
Log Sawyer
Log Grader
Painter
Blacksmith
Welder
Service Station Attendant
Sheet Metal Worker
Machinist
Plumber
Cabinetmaker
Instructor Mechanical Drawing
Vocational Teacher
Industrial Arts Teacher
Tool Designer
Electrician
Engineer Aide
Engineer
Draftsman
Technician
Pilot
Diesel Mechanic
Aircraft Mechanic
Auto Body & Fender Man
Auto Mechanic
Printer
Bus Driver
Chauffeur
Flooring Craftsman
Radio & TV Repairman
Electrician's Helper

Truck Driver
Custodian
Maintenance Worker
Sales Engineer
Contractor
Telephone Installer
Appliance Repairman
Automotive Designer
Industrial Chemist
Factory Foreman
Boiler Inspector
Radio Operator
Bookbinder
Bricklayer
Photoengraver
Assembler
Blast Furnace Operator
Leather Worker
Airplane Cleaner
Machine Operator
Crane Operator
Oil Well Driller
Telephone Lineman
Lumber Inspector
Heavy Equipment Operator
Industrial Writer
Architect
Artist
Photographer
Office Machine Repairman
Millwright
Sheet Metal Worker
Steamfitter
Foundry Worker
Paperhanger
Die Designer
Blaster

CAREERS RELATED TO MATHEMATICS

Airplane Pilot
Navigator
Optometrist
Physician
Statistician
Bookkeeper
Accountant
Surveyor
Bank Clerk
Banker
Insurance Agent
Business Worker
Actuary
Secretary
Business Education Teacher
Mathematics Teacher
Electronic Technician
Machinist
Plumber
Carpenter
Technician
Electrician
Broadcasting Technician
Dental Technician
Dentist
Economist
Biological Scientist
Chemist
Engineer
Draftsman
Architect
Sheet Metal Wroker
Sociometrician
Air Traffic Controller
Tool & Die Maker
Lab Assistant
Contractor
Veterinarian
Astronomer

Salesperson
Computer Operator
Billing Clerk
Bank Teller
Ticket Agent
Cashier
Sales Manager
Bank Examiner
Auditor
Appraiser
Systems Analyst
Investment Advisor
Assessor
Airplane Inspector
Tax Collector
Anthropologist
Psychometrist
Marketing Expert
Tax Expert
Management Trainee
Bank Trainee
Insurance Examiner
Pension Consultant
Office Manager
Budget Clerk
Stock Broker
Purchasing Agent
Traffic Manager
Securities Analyst
Market Researcher
Architectural Engineer
Heavy Equipment Operator
Researcher
Mathematician
Tool Designer
Machine Designer
Industrial Traffic Manager
Physicist

CAREERS RELATED TO MUSIC

Music Director
Orchestra Leader
Composer
Religious Director
Clergyman
Recreation Director
Music Librarian
Music Critic
Radio or TV Director
Radio or TV Announcer
Concert Singer
Dancer
Character Singer
Comedian
Actor-Actress
Dramatic Reader
Impersonator
Piano Tuner
Sales Clerk
Proprietor Music Store
Chorus Girl
Dance Band Player
Dance Band Leader
Orchestrator
Recreational Therapist
Occupational Therapist
Teacher
Choir Director
Arranger of Music
Pianist
Organist
Accompanist
Music Publisher
Salesman
Music Store Manager
Impresario
Instrument Repairman
Organ Tuner
Band Director
Singer
Conductor
Opera Singer
Recreation Director
Disc Jockey
Stage Hand

CAREERS RELATED TO PHYSICAL EDUCATION AND HEALTH

Dental Hygienist
Dentist
Veterinarian
Dental Assistant
Dental Technician
Business Administrator
Practical Nurse
Public Health Nurse
Model
Lifeguard
Swimming Instructor
Professional Athlete
Referee
Coach
Recreation Leader
Laboratory Technician
Sports Writer
Social Worker
Teacher
Speech and Haring Therapist
Physical Therapist
Occupational Therapist
Public Health Statistician
Public Health Educator
Virologist
Public Health Engineer
Chemist
Chiropractor
Osteopath
Physician, Surgeon
Sanitary Engineer
Bacteriologist
Nurse
Camp Director

Time Keeper
Playground Worker
Umpire
Masseur
Community Center Worker
Camp Counselor
Caddie
Recreation Facility Attendant
Sporting Goods Salesperson
Physiological Researcher
Rehabilitation Worker
Hunting and Fishing Guide
Sports Announcer
Aerialist
Choreographer
DAncer
Optometrist
Pharmacist
Podiatrist
Speech Pathologist
Medical Laboratory Worker
X-ray Technician
Medical Records Librarian
Dietician
Sanitarian
Inhalation Therapist
Mortician
Orthopedic Therapist
Health Aide
Orthodontist
Radiation Therapist
Environmentalist
Mental Health Worker
Athletic Trainer

CAREERS RELATED TO SCIENCE--BIOLOGY

Biological Aide
Biologist
Biochemist
Game Warden
Fish & Wildlife Service
Zoologist
Herpetologist
Entomologist
Anthropologist
Dietician
Home Economist
Botanist
Tree Surgeon
Landscape Architect
Veterinarian
Gardener
Farmer or Rancher
Curator
Practical Nurse
Registered Nurse
Teacher
Nurseryman
Horticulturist
Medical Secretary
Dental Assistant
Dental Hygienist
Bacteriologist
Laboratory Technician
Immunologist
X-ray Technician
Occupational Therapist
Physician Surgeon
Forest Ranger
Forester
Agricultural Inspector
Bacteriologist
Medical Technologist
Health Educator
Food and Drug Inspector
Naturalist
Conservationist
Physician's Assistant
Mortician
Florist
Medical Illustrator
Lab Technician
Masseur
Veterinarian
Taxidermist
Apiarist
Artist

CAREERS RELATED TO SCIENCE--CHEMISTRY

Pharmacist
Osteopath
Surgeon
Physician
Research Chemist
Chemical Engineer
Dentist
Veterinarian
Atomic Scientist
Ceramic Engineer
Metallurgist
Forestry
X-ray Technician
Laboratory Technician
Photographer
Detective
Criminological Chemist
Chemical Salesperson
Exterminator
Chemical Processing, Plastics
Dry Cleaner
Assayer
Welder
Electroplater, Lithographer
Stationary Engineer
Paint Chemist
Artist
Science Teacher
Agriculture Research
Geologist
Chiropodist
Dietician
Home Economist
Biochemist
Zoologist
Bacteriologist
Quality Control Specialist
Analytical Chemist
Lab Technician
Sanitarian
Embalmer

Civil Engineer
Nuclear Engineer
Forester
Optometrist
Ophthalmologist
Pharmacist
Lithographer
Photographer
Firefighter
Mechanic
Patternmaker
Teacher
Plumber
Sheet Metal Worker
Geneticist
Dentist
Veterinarian
Radio-TV Repairman
Physical Chemist
Atomic Physicist
Electronics Engineer
Seismic Observer
Geophysicist
Meteorologist
Electrician
Aeronautical Engineer
Mining Engineer
Electrical Engineer
Draftsman
Architect
Architectural Engineer
Pilot
Navigator
Electroplater
X-ray Technician
Radiologic Technician
Occupational Therapist
Physicist

CAREERS RELATED TO SOCIAL STUDIES

Social Worker
Clinical Psychologist
Genealogist
Economist
Sociologist
Public Administrator
Industrial Psychologist
Social Psychologist
Labor Union Management
Personnel Manager
Public Relations Director
Geographer
Statistician
Actuary
Archivist
Teacher
Librarian
Cartographer
Educational Psychologist
Experimental Psychologist
Anthropologist
Paleontologist
Archaeologist
Ethnologist
Historian
Foreign Correspondent
Author
Reporter
Script Writer
Editor
Lawyer
Clergyman
F.B.I Agent
Counselor
Secretary
Stock Broker
Law Enforcement Officer
Detective
Sheriff
Employment Interviewer
Religious Worker
Bus Driver
Train Porter
Taxi Driver
Bellhop
Elevator Operator
Usher
Government Worker
Customer Relations Expert
Community Worker

Industrial Executive
Securities Analyst
Market Analyst
Buyer
Arbitrator
Union Official
Highway Planner
Salesperson
Interviewer
Canvasser
Direct Salesperson
Judge
Philologist
News Commentator
Justice of the Peace
Law Clerk
Radio & TV Announcer
Library Assistant
Library Page
Copy Boy
Museum Curator
Tour Conductor
Travel Bureau Director
Cartoonist
Purchasing Agent
Traffic Manager
Urban Planner
Real Estate Appraiser
Pension Consultant
Bank Trainee
Mortgage Specialist
Insurance Claim Analyst
Management Trainee
Market Research
Technical Writer
Small Business Owner
Merchandising Trainee
Bank Examiner
Foreign Specialist
Costume Designer
Antique Dealer
City Manager
Lobbyist
Political Campaign Manager
Charity Worker
Recreation Worker
Mental Health Worker
Probation Officer
Vocational Counselor
Psychometrist

FIELD TRIPS AND SPEAKERS RELATED TO ENGLISH

Alaska Crippled Children and Adults Center - speech, audiology - Dr. John Devens 456-4884

B & A Realtors - Frank Geiger 452-1811

Penney's - Mr. Shama 452-4131

Northern Commercial - Mrs. Kinsey 456-7711

Mt. McKinley Mutual Savings Bank - 452-4491

Yukon Office Supply - Mr. Yamanne 456-6916

Nerlands - Ron Davis 456-6641

Woolworth - Mr. Hemrick 452-2212

KIAK - Dick Lobdell 452-1931

Traveler's Inn - Mrs. Seibert 456-7722

Alaska Manpower Center 452-1501

Foodland - Mr. Hill 452-1121

Alaska State Bank - Mr. Fleetwood 452-1221

Alaska Library Service - satellite radio - Rosemary Vavin 452-5178

B & W Disco - Mr. Walker 452-2868

Market Basket - Mr. Weaver or Mr. McLain 456-7874

Pay'n'Save - Mr. Macombie 452-4774

Wien Airlines - Mr. Sherwood 452-2171

Control Tower - airport - 452-3337

Weather Station - airport - Mr. Fala 452-3553

Chamber of Commerce - 452-1105

Civil Service Commission - Lydia Barnes 452-1603

KUAC - 479-7255 or 479-7491

Department of Labor, Alaska - Lew McFerren 452-1509

Small Business Administration - Morris Carpenter 452-5101

Alaska National Bank - Mr. Becker 456-6691

Telephone - Mr. Kendall 456-6633

Fairbanks Daily News-Miner - Mr. Suess 456-6661

Alaska Airlines - Mrs. Wilson 452-5151 or 456-7733

Fairbanks North Star Borough Library - Mrs. Willey 452-5178

First National Bank of Fairbanks - Mrs. Powells 452-2148

Co-op Drug - Mr. Hansen 456-5580

Post Office - Mrs. Walker 452-2032

Fairbanks City Hall - Bill Green 452-1881

District Court - Mrs. Titus 452-1541

Probation - Gail Frank 452-1581

KFAR - Mr. Rhody 452-2125

Safeway - Mr. Bloom 452-3031 or Mr. Wiley 452-1008

KFRB - 452-5121

University of Alaska - film library 479-7023
- library 479-7481
- journalism 479-7764
- drama 479-7751

Architect - Charles Morgan 452-1241

FIELD TRIPS AND SPEAKERS RELATED TO HOME ECONOMICS

Fairbanks Memorial Hospital - Ellie Lincoln 456-6655

Alaska Crippled Children & Adults Center, speech, audiology - Dr. John Devens 456-4884

Fairbanks Medical and Surgical Clinic - Mr. Hlinka 452-2127

Tesco - house lighting 452-1981

MacDonalds - Mr. Ledbetter 452-4600

Penney's - Mr. Shama 452-5131

Sears - Jim Evans 452-1291

B & A Realtors - Frank Geiger 452-1811

Northern Commercial - Mrs. Kinsey 456-7711

Social Security - Anne Fennessy 452-2303

Mt. McKinley Mutual Savings Bank, financing, appraising 452-4491

Environmental Health-Alaska - Joe Kladouhos 452-1595

Electric Power - Keith Sworts 456-6670

Nerlands - Ron Davis 456-6641

Woolworth - Mr. Hemrick 452-2212

White Swan Laundry - Jim Moran 456-5393

Travelers Inn - Mrs. Seibert 456-7722

Headstart - Ingrid Eaton 456-4866 or 456-5858

Foodland - Mr. Hill 452-1121

Alaska State Bank - Mr. Fleetwood 452-1221

B & W Disco - Mr. Walker 452-2868

Market Basket - Mr. Weaver or Mr. McLain 456=7874

Pay'N'Save - Mr. Macombie 452-4774

Wien Airlines - Mr. Sherwood 452-2171

Fire Department - 452-1540

FIELD TRIPS AND SPEAKERS RELATED TO HOME ECONOMICS (con't'd)

Bureau of Sport Fisheries and Wildlife - Mr. VanWhye 452-3206

Texidermist - Marty 488-6868

Department of Labor-Alaska - Lew McFerren 452-1509

H & S Warehouse - movers 452-1286

Small Business Administration - Morris Carpenter 452-5101

Alaska National Bank - Mr. Becker 456-6691

Alaska Airlines - Mrs. Wilson 452-5151 or 456-7733

First National Bank of Fairbanks - Mrs. Powells 452-2148

Co-op Drug - Mr. Hansen 456-5580

Safeway - Mr. Bloom 452-3031 or Mr. Wiley 452-1008

University of Alaska - food service, Dave Atley 479-7566

Bureau of Land Management - landscaping, Alden Sievers 456-6687

Architect - Charles Morgan 452-1241

Chandler Plumbing and Heating 456-5282

Beautician - Eva Williams 452-2552

Water Treatment Plant - Darwin Heine 452-3396

Borough Pollution Control Officer - Mr. MacKenzie 452-4767

FIELD TRIPS AND SPEAKERS RELATED TO INDUSTRIAL ARTS

Tesco - house lighting 452-1981

Penney's - Mr. Shama 452-5131

Optometrist - Dr. Lounsbury 452-3894

Orthodontist - Dr. Mears 452-5849

Northern Commercial - Mrs. Kinsey 456-7711

City Engineer - planning, surveying 456-5256

Highway Department - Charles Karella, drafting, engineering 452-1911

Electric Power - Keith Sworts 456-6670

Gilmore Tracking Station - 452-1155, ext. 223

KIAK - Dick Lobdell 452-1931

Foodland - Mr. Hill 452-1121

B & W Disco - Mr. Walker 452-2868

Market Basket - Mr. Wasver or Mr. McLain 456-7874

Pay'n'Save - Mr. Macombie 452-4774

Wien Airlines - Mr. Sherwood 452-2171

Apec Automotive Parts - Max Land 456-5286

Fire Department - 452-1540

Weather Station - airport, Mr. Fala 452-3553

KUAC - 479-7255 or 479-7491

Taxidermist - Marty 488-6868

H & S Warehouse - movers 452-1286

Vocational Rehabilitation - Gene Boucher 456-4024

Alaska Overland - transportation 456-7742

Telephone - Mr. Kendall 456-6633

Alaskaland - 452-4244

FIELD TRIPS AND SPEAKERS RELATED TO INDUSTRIAL ARTS (con't'd)

Fairbanks Daily News-Miner - Mr. Suess 456-6661

Construction Trades Union - apprenticeship, George Wise 456-6030

KFAR - Mr. Rhody 452-2125

Safeway - Mr. Bloom 452-3031 or Mr. Wiley 452-1008

KFRB - 452-5121

Bureau of Land Management - landscaping, Alden Sievers; drafting, Jean Ackerman 456-6687 ext. 21

Architect - Charles Morgan 452-1241

Surveyor - Bob Gray 452-1241

Technical Supply - blueprints 456-4982

Chandler Plumbing and Heating 456-5282

Masonry - Thomas Black 456-5034

Colorama Electronics - Mr. Williams 452-3158

Jack's Auto Body - Jack Smalley 452-1055

FIELD TRIPS AND SPEAKERS RELATED TO MATH

Tesco - house lighting 452-1981
FAA Ft. Wainwright - Dan Slater 456-4045 or 353-3180
Fairbanks Memorial Hospital - Ellie Lincoln 456-6655
Penney's - Mr. Shama 452-5131
Dr. Lounsbury - Optometrist 452-3894
Big Ray's - Mr. Krize 452-3458
MacDonalds - Mr. Ledbetter 452-4600
Dr. Mears - orthodontist 452-5849
Sears - Jim Evans 452-1291
B & A Realtors - Frank Geiger 452-1811
Northern Commercial - Mrs. Kinsey 456-7711
Social Security - Anne Fennessy 452-2303
City Engineer - planning, surveying 456-5256
Mt. McKinley Mutual Savings Bank - financing, appraising 452-4491
Highway Department - Charles Karella, drafting, engineering 452-1911
Electric Power - Keith Sworts 456-6670
Gilmore Tracking Station - 452-1155, ext. 223
Yukon Office Supply - Mr. Yamanne 456-6916
Nerlands - Ron Davis 456-6641
Woolworth - Mr. Hemrick 452-2212
Yellow Cab - Rod Moore 452-2121
White Swan Laundry - Jim Moran 456-5393
KIAK - Dick Lobdell 452-1931
Travelers Inn - Mrs. Seibert 456-7722
Lathrop Company - theaters 452-3033
Foodland - Mr. Hill 452-1121
Alaska State Bank - Mr. Fleetwood 452-1221
B & W Disco - Mr. Walker 452-2868
Market Basket - Mr. Weaver or Mr. McLain 456-7874
Pay'n'Save - Mr. Macombie 452-4774
Wien Airlines - Mr. Sherwood 452-2171
Police - City - Detective Bonneville 452-1527
Fire Department - 452-1540
Control Tower, Airport - Mr. Fala 452-3553
Bureau of Sport Fisheries and Wildlife - Mr. VanWhye 452-3206
CPA - Ray Kohler 456-6676
KUAC - 479-7255 or 479-7491
Department of Labor-Alaska - Lew McFerren 452-1509
H & S Warehouse - movers 452-1286
Small Business Administration - Morris Carpenter 452-5101
Alaska National Bank - Mr. Becker 456-6691
Alaska Overland - transportation 456-7742
Telephone - Mr. Kendall 456-6633
Fairbanks Daily News-Miner - Mr. Suess 456-6661
Alaska Airlines - Mrs. Wilson 452-5151 or 456-7733
Fairbanks Office Supply - Mrs. Sparks 452-3001
First National Bank of Fairbanks - Mrs. Powells 452-2148

FIELD TRIPS AND SPEAKERS RELATED TO MATH (con't'd)

Co-op Drug - Mr. Hansen 456-5580
Post Office - Mrs. Walker 452-2032
KFAR - Mr. Rhody 452-2125
Safeway - Mr. Bloom 452-3031 or Mr. Wiley 452-1008
KFRB - 452-5121
Architect - Charles Morgan 452-1241
Surveyor - Bob Gray 452-1241
Chandler Plumbing and Heating - 456-5282
Colorama Electronics - Mr. Williams 452-3158
Masonry - Thomas Black 456-5034

FIELD TRIPS AND SPEAKERS RELATED TO SCIENCE

Veterinarian - James Sachtjen 452-3187
Joanne Holland 456-6533
James Beckley 456-5407
FAA Ft. Wainwright - Don Slater 456-4045 or 353-3180
Fairbanks Memorial Hospital - Ellie Lincoln 456-6655
Alaska Crippled Children and Adults Center - speech, audiology
Dr. John Devens 456-4884
Fairbanks Medical and Surgical Clinic - Mr. Hlinka 452-2127
Tesco - lighting 452-1981
Optometrist - Dr. Lounsbury 452-3894
MacDonalds - Mr. Ledbetter 452-4600
Orthodontist - Dr. Mears 452-5849
City Engineer - planning, surveying 456-5256
Highway Department - Charles Karella, drafting, engineering 452-1911
Environmental Health-Alaska - Joe Kladouhos 452-1595
Electric Power - Keith Sworts 456-6670
Gilmore Tracking Station - 452-1155 ext. 223
Goldmining - George Loundsbury 452-3796
Yellow Cab - Rod Moore 452-2121
White Swan Laundry - Jim Moran 456-5393
KIAK - Dick Lobdell 452-1931
Lathrop Company - theaters 452-3033
Foodland - Mr. Hill 452-1121
Alaska State Bank - Mr. Fleetwood 452-1221
Market Basket - Mr. Weaver or Mr. McLain 456-7874
Wien Airlines - Mr. Sherwood 452-2171
Police City - Detective Bonneville 452-1527
Fire Department - 452-1540
Control Tower, Airport - 452-3337
Weather Station, Airport - Mr. Fala 452-3553
Bureau of Sport Fisheries and Wildlife - Mr. VanWhye 452-3206
Taxidermist - Marty 488-6868
KUAC - 479-7255 or 479-7491
H & S Warehouse, movers - 452-1286
Alaska National Bank - Mr. Becker 456-6691
Alaska Overland, transportation - 456-7742
Telephone - Mr. Kendall 456-6633
Alaskaland 452-4244
Fairbanks Daily News-Miner - Mr. Suess 456-6661
Alaska Airlines - Mrs. Wilson 452-5151 or 456-7733
Alaska Fish and Game - John Trent 452-1531
KFAR - Mr. Rhody 452-2125
Safeway - Mr. Bloom 452-3031 or Mr. Wiley 452-1008
KFRB 452-5121
University of Alaska, food service - 479-7566
marine science - 479-7531

Bureau of Land Management - landscaping, Alden Sievers 456-6687
drafting, Jean Ackerman ext.21
Architect - Charles Morgan 452-1241

Surveyor - Bob Gray 452-1241
Technical Supply, blueprints, reproduction work - 456-4982
Chandler Plumbing and Heating - 456-5282
Beautician - Eva Williams 452-2552
Masonry - Thomas Black 456-5034
Colorama Electronics - Mr. Williams 452-3158
Jack's Auto Body - Jack Smalley 452-1055
Borough Pollution Control Officer - Mr. MacKenzie 452-4767

FIELD TRIPS AND SPEAKERS RELATED TO SOCIAL STUDIES

Veterinarian - James Sachtjen 452-3187
Joanne Holland 456-6533
James Beckley 456-5407
FAA Ft. Wainwright - Don Slater 456-4045 or 353-3180
Fairbanks Memorial Hospital - Ellie Lincoln 456-6655
Alaska Crippled Children and Adults Center, speech, audiology - Dr. John Devens 456-4884
Fairbanks Medical & Surgical Clinic - Mr. Hlinka 452-2127
B & A Realtors - Frank Geiger 452-1811
Social Security - Anne Fennessy 452-2303
City Engineer - planning, surveying 456-5256
Mt. McKinley Mutual Savings Bank, financing, appraising - 452-4491
Environmental Health-Alaska - Joe Kladouhos 452-1595
Goldmining - George Loundsbury 452-3796
Yellow Cab - Rod Moore 452-2121
KIAK - Dick Lobdell 452-1931
Travelers Inn - Mrs. Seibert 456-7722
Alaska Manpower Center 452-1501
Headstart - Ingrid Eaton 456-4866 or 456-5858
Alaska State Bank - Mr. Fleetwood 452-1221
Alaska Library Service, satellite radio - Rosemary Vavin 452-5178
Wien Airlines - Mr. Sherwood 452-2171
Police, City - Detective Bonneville 452-1527
Fire Department - 452-1540
Weather Station, Airport - Mr. Fala 452-3553
Chamber of Commerce 452-1105
Bureau of Sport Fisheries and Wildlife - Mr. VanWhye 452-3206
Civil Service Commission - Lydia Barnes 452-1603
CPA - Ray Kohler 456-6676
KUAC 479-7255 or 479-7491
Department of Labor-Alaska - Lew McFerren 452-1509
H&S Warehouse, movers - 452-1286
Small Business Administration - Morris Carpenter 452-5101
Vocational Rehabilitation - Gene Boucher 456-4024
Alaska National Bank - Mr. Becker 456-6691
Alaska Overland, transportation - 456-7742
Telephone - Mr. Kendall 456-6633
Alaskaland 452-4244
Fairbanks Daily News-Miner - Mr. Suess 456-6661
Alaska Airlines - Mrs. Wilson 452-5151 or 456-7733
FNSB Library - Mrs. Willey 452-5178
First National Bank of Fairbanks - Mrs. Powells 452-2148
Post Office - Mrs. Walker 452-2032
Fairbanks City Hall - Bill Green 452-1881
Alaska Fish and Game - John Trent 452-1531

District Court - Mrs. Titus 452-1541
Probation - Gail Frank 452-1581
KFAR - Mr. Rhody 452-2125
KFRB 452-5121
University of Alaska - counseling 479-7687
psychology 479-7240
library 479-7481
Bureau of Land Management - landscaping, Alden Sievers 456-6687
drafting, Jan Ackerman ext. 21
Architect - Charles Morgan 452-1241
Surveyor - Bob Gray 452-1241

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

POST OFFICE BOX 1250 – FAIRBANKS, ALASKA 99707

MODEL FOR CAREER EDUCATION

ontinuous curriculum, kindergarten ugh adult, with major focus on coun- and guidance at all levels.

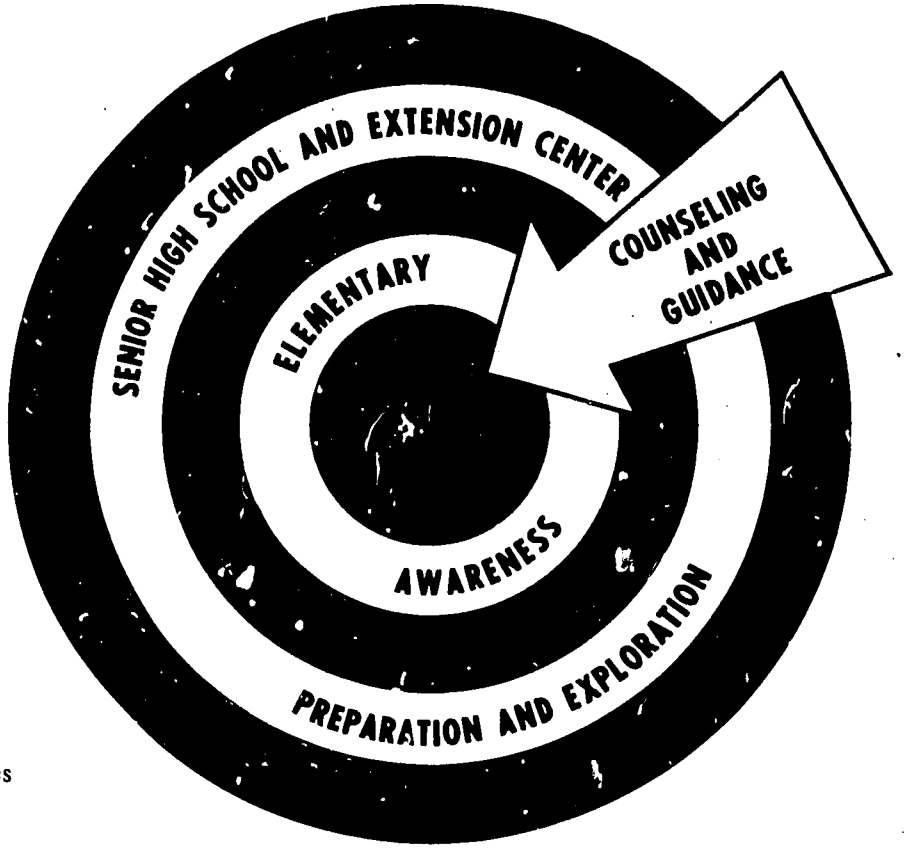

AJOR AREAS OF EMPHASIS

entary

elf Awareness
Interests – Abilities – Aptitudes
areer Studies in the Regular Curriculum
Field Trips – Speakers – Teaching Techniques
wareness of the World of Work
evelopment of Career Resource Center

or High

elf Analysis
Exploration – Testing – Decision Making
ssessment of Interests, Abilities, Aptitudes
areer Studies in the Regular Curriculum
Field Trips – Speakers – Hands-On Experiences
evelopment of Career Resource Center

or High

inal Decisions Regarding Career Goals
Interests – Abilities – Aptitudes
cquisition of Entry Level Occupational Skills
Exploratory Work Experience
General Work Experience
Cooperative Work Experience
areer Studies in the Regular Curriculum
Field Trips – Speakers – Career Days
evelopment of Career Resource Center

sion Center

Separate Facility for Students Who Have Dropped Out
dividualized Instruction in Academic Subjects
tensive Personal Counseling
ssistance with Positive Behavior Change and Goal Setting
n-the-Job Work Training or Career Exposure
gh School Graduation or GED

High School and Adult

reer Development Center – A Facility for Specialized Vocational Training
ccupational Preparation
unseling
b Placement

Funded as an Exemplary Project in Career Education, known as the Fairbanks Orientation-Work-Study Placement Program.

The Extension Center and the Career Development Center are separate buildings, set apart from the regular secondary schools.

For further information write to the Superintendent of Schools.

November 1972

WHAT IS THE CAREER EXTENSION CENTER?

It is a career oriented educational setting with a program designed to help students who have dropped out of high school.

WHO ATTENDS?

Boys and girls who have dropped out of school, who are between the ages of 16 through 18, and who have on their own accord decided they need more education.

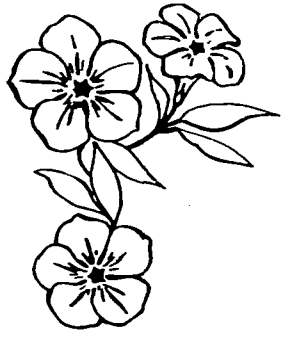

WHY DO STUDENTS DROP OUT OF SCHOOL?

The reasons are varied. Generally they can be placed under these main headings — though often they overlap.

1. Social adjustments.
2. Emotional stress.
3. Academic achievement.
4. Economic necessity.

HOW MANY STUDENTS ARE PRESENTLY ENROLLED?

Approximately 100 students.

WHAT IS THE GENERAL PROGRAM?

1. The students must complete all work units, and show a mastery of the information before credit can be granted.
2. There is no time limit on how fast, or how slow the student works. The important thing is that he keeps working.
3. There are no bells, no classrooms, no schedules to keep. The students are responsible for their own behavior and attendance.
4. Each student has ample opportunity to receive personal help in difficult areas and counseling to bring about behavior changes and career guidance.

WHAT SERVICES ARE OFFERED?

1. Individualized instruction.
2. Intensive personal counseling.
3. An opportunity to get on-the-job work training or career exposure.

WHERE?

1416 Gillam Way, Fairbanks, Alaska

STAFF?

Melinda Gordon, Teacher
Mary Jo Henrich, Teacher
Wendell Shiffler, Teacher
Joe Tremarello, Teacher

Jerry Morang, Counselor

Sande Bungart, Work Experience Coordinator

Irene Cleworth, Director

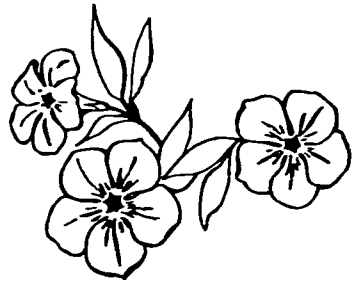

CAREER EXTENSION CENTER DIPLOMA

These criteria are based on the present Administrative Manual for Secondary School developed by the Alaska Department of Education and the standards proposed by the State Department of Education to the State Board of Education.

A. Eighteen credits minimum (although often more credits are expected). Sixteen credits are required by the State of Alaska.

B. Diploma with a second page that lists competencies achieved in academic vocational community awareness and social growth.

C. Each student must demonstrate that he has a salable skill.

D. Elective credits can be earned in work experience and career exposure. One-half credit for each 100 hours successful on-the-job experience.

E. Student's transcript has a second page which carries total testing profile and competencies achieved; Example: A certificate for satisfactorily completing laboratory assistant program at Arctic Research Laboratory or 100 hours cooking training with Culinary Union, etc.

F. Each student must meet the following requirements:

1. Communication Skills (3 credits) - These can consist of language arts classes offered in any high school or community college or demonstrated proficiency in drama, speech, debate, business English, business correspondence (typing, 1/4 credit), shorthand, telephone techniques simulation (1/4 credit), child development, non-English languages, or related areas.

2. Computational Skills (1-2 credits) - These can consist of all mathematics courses offered in high school or community college or demonstrated proficiencies in business math, office machines, bookkeeping, accounting, record keeping, general business (1/4 credit), business related data processing, consumer education, or related areas.

3. Social Studies (2-1/2 credits) - These may consist of all high school or community college civics and social studies classes or demonstrated proficiencies in business law, economics, marketing, consumer education, community resources, sociology or related areas.

4. Science (1-2 credits) - These may consist of all science classes offered in high school or community college or demonstrated proficiencies in nutrition--food preparation, welding, small engine repair, diesel engine repair, drivers education (1/4 credit), or related areas.

5. Physical Education, includes Health (1 credit) - Proficiency levels for all activities to be developed.

6. Electives - Enough to complete the required 18 credits.

E. Credits can be granted on the following criteria:

1. Service in the Armed Forces - 1 credit for each year of service--4 credits.

2. USAFI Courses - 1 credit for each class unless USAFI credits are listed. In such cases direct transfer of credits.

3. Approved Correspondence Courses -

4. Successful Out-of-School Job Experience - 1 credit per year, maximum 2 credits based on letter from employer. Successful completion of one year of work.

5. Vocational Classes - 1 credit per class. Must meet proficiency level established by instructor.

6. Non-English Languages - 1 credit for speaking; 1 credit for writing.

7. Military and Institutionl Schools for which certificates are issued for classes completed, such as cooking, electronics, etc.

8. Elective Credits granted on scores earned on each of four competence level tests as per the following: 1 credit for each test passed with a 90 percent score; 1/2 credit for each test passed with a 75 percent score or higher.

CAREER EXTENSION CENTER GROUP COUNSELING

On March 12th a group session was started at the Career Extension Center under the title of "Personal Survival". After discussion regarding the most appropriate direction to take, it was agreed to partake in group activities leading toward personal problem solving skills. Following the development of a cohesive group, each individual will present a personal or social problem. The group will then implement the approach until the next session. Its success will then be evaluated by the group and another problem situation will be brought to focus. Upon completion of the sessions, each individual will have become involved in the decision-making process of about eleven others. A paper will then be developed to evaluate this technique of group interaction and a plan presented to expand this concept to other educational settings in the district.

The "Personal Survival" group will meet each Tuesday and Thursday at 2 p.m. It will extend no longer than the first Thursday in May, allowing for a total of fifteen sessions. One elective social studies credit will be awarded to each student meeting the objectives of the "course". The total number in the group will not exceed twelve CEC students, nor will the group continue with less than six.

Group Participant Responsibility:

1. Each student will attend a minimum of 75 percent of the group sessions.

2. Each student will present an existing problem for group interaction.

3. Each student will participate in the conflict alleviation approach developed for each member of the group.

4. Each student will provide input into the final evaluation and the development of a "Personal Survival" course applicable to other schools in the district.

PROGRESS RATING OF THE STUDENT ON THE JOB

(Student's Name) (Training Station) (School)

Student Rating

ing Key: E-Excellent; G-Good; S-Satisfactory; U-Unsatisfactory	1 MP	2 MP	3 MP	4 MP	5 MP	6 MP	
ENDANCE AND PUNCTUALITY							
ERAL ATTITUDE--Toward the job, superiors, er employees, the public, criticism							
LING EFFICIENCY--Product knowledge, suggestn selling, customer relations							
LITY OF WORK--Accuracy, orderliness, roughness							
ECTIVE USE OF TIME							
SONAL APPEARANCE							
LITY TO FOLLOW INSTRUCTIONS							
LITY TO ASSUME RESPONSIBILITY							
TIATIVE							

ARKS: The training sponsor is urged to make comments on the progress of the student on the reverse side of this page.

(Supervisor) (Date)

TRAINING AND EXPOSURE STATIONS UTILIZED BY CAREER EXTENSION CENTER STUDENTS DURING THE 1972-73 SCHOOL YEAR

Activities aide	Careage North	3
Baker's aide	Santa's Bakery	1
Bodyman	Fairbanks Auto Body	1
Bodyman	Pat's Body Shop	1
Bookkeeper	Roger's Travel Service	2
Bookkeeper	Tesoro Station	1
Boxboy	Foodland	1
Boxboy	Market Basket	2
Boxgirl	Safeway	2
Busboy	Traveler's Inn	2
Carpenter apprentice	Streamline Paint	1
Cashier	Lacey Street Theater	1
Child Care	Ft. Wainwright Nursery	1
Child Care	Private Home	2
Clerical aide	American Red Cross	1
Clerical aide	Arctic Health Research Center	2
Clerical aide	Banner Sales	1
Clerical aide	Barnette School	1
Clerical aide	Boy Scouts of America	1
Clerical aide	Caldwell's Services	1
Clerical aide	Central Office	1
Clerical aide	Claudia Fricks Depositions	1
Clerical aide	Claysmith Bookkeeping	2
Clerical aide	Curriculum Service Center	1
Clerical aide	Fire Station	2
Clerical aide	Food Stamps Office	2
Clerical aide	Gilmore Tracking Station	1
Clerical aide	Girl Scouts Office	1
Clerical aide	Human Rights Commission	1
Clerical aide	National Guard Armory	1
Clerical aide	Native Center	1
Clerical aide	Prudential Insurance Company	1
Clerical aide	Retail Credit Company	1
Clerical aide	Rural Development Agency	1
Clerical aide	Social Security Administration	1
Clerical aide	Tanana Chiefs Conference	1
Clerical aide	Wescott's Gardens	1
Cook	International Coffee Shop	1
Cook/Waitress	Safeway Snack Bar	3
Cook	McDonald's	2
Cook	Uncle's Pizza Parlor	2
Cosmotology trainee	Fairbanks Beauty School	1
Counselor	Island Drop-in Center	1
Custodian	Anderson Apartments	1
Custodian	Denali School	1
Custodian	Joy School	1
Custodian	North Pole School	1

Custodian	Penney's	2
Custodian	University of Alaska	2
Custodian	Merric, Inc.	1
Custodian	Self-employed	1
Delivery boy	Alaskan Floral Shop	1
Delivery boy	Sears	1
Delivery boy	Fairbanks Office Supply	1
Dishwasher	International Coffee Shop	4
Dishwasher	Kentucky Fried Chicken	1
Dishwasher	Polaris Restaurant	1
Dishwasher	University of Alaska	1
Driver	Arctic Service	1
Driver	Hope Industries	1
Electronics trainee	Fairbanks Electric	1
File clerk	Alaska Legal Service	1
File clerk	First National Bank	1
File clerk	Food Stamps Office	1
File clerk	Ft. Yukon Air Service	1
File clerk	Travel World	1
Food service aide	Foodland	1
Food service aide	Ft. Wainwright	3
Food service aide	Ryan Junior High School	1
Gas station attendant	Dick's Chevron	2
Gas station attendant	Jerry's Service Station	1
Housekeeper	Private Home	1
Laboratory assistant	Ryan Junior High School	1
Laboratory assistant	Environmental Lab	1
Laboratory aide trainee	Arctic Health Research Center	3
Laboratory aide trainee	Forestry Lab (U. of A.)	1
Laborer	Kerslake Construction	1
Laborer	Bill Ray Company	1
Laborer	Yukoncrete	2
Library aide	Denali Library	1
Library aide	Pennell Library	1
Machinist	Shelton's Auto Machine	1
Mail carrier	Ft. Wainwright	1
Mail trainee	Post Office	1
Mechanic	Dick's Auto	1
Mechanic aide	Aurora Motors	1
Mechanic aide	Avis Rent-A-Car	1
Mechanic aide	C. & T. Auto Repair	1
Mechanic aide	Dean's Auto	1
Mechanic aide	Government Motor Pool	2
Mechanic aide	Lewis & Sons	1
Mechanic aide	North Pole City Hall	1
Mechanic aide	Northern Commercial Tire Co.	1
Mechanic/Maintenance	Fairbanks Pumping & Thawing	1
Model	Kathrine's Modeling School	1
Newspaper carrier	Daily News-Miner	1
P.E. Equipment opr.	Barnette School	2
Press aide	Daily News-Miner	1
Printer	City Hall	1

Projectionist	Theater	1
Stocker	Market Basket	1
Stocker	N.C. Tire Company	1
Stocker	Woolworth's	1
Stocker	Yukon Office Supply	1
Survey worker	Public Data Associates	1
Teacher's aide	Ft. Wainwright Pre-School	1
Teacher's aide	Headstart	3
Telephone sales clerk	Sears & Roebuck Company	2
Terminal operator aide	Ft. Wainwright Petroleum Terminal	3
Trapsetter/Scorekeeper	Fairbanks Gun Club	1
Usherette	Lacey Street Theater	1
Waitress	A & W Drive-In	4
Waitress	Arctic Pancake House	1
Waitress	Arctic Restaurant	1
Waitress	H. Salt Esquire	1
Waitress	International Coffee Shop	2
Waitress	Kentucky Fried Chicken	1
Waitress	McDonald's	5
Waitress	Polaris Restaurant	1
Waitress	Uncle's Pizza Parlor	1
Waitress	Wood Center	1
Waitress	Woolworth's	2

FACT	Form C	Form D	Total	Raw Score	LOW SCORE DESCRIPTION	DESCRIPTION
A					**RESERVED,** DETACHED, CRITICAL, ALOOF (Sizothymia)	**OUTGOING,** WARMHEARTED, EASY-GOING, PARTICIPATING (Affectothymia, formerly cyclothymia)
B					**LESS INTELLIGENT,** CONCRETE-THINKING (Lower scholastic mental capacity)	**MORE INTELLIGENT,** ABSTRACT-THINKING, BRIGHT (Higher scholastic mental capacity)
C					**AFFECTED BY FEELINGS,** EMOTIONALLY LESS STABLE, EASILY UPSET (Lower ego strength)	**EMOTIONALLY STABLE,** FACES REALITY, CALM, MATURE (Higher ego strength)
E					**HUMBLE,** MILD, ACCOMMODATING, CONFORMING (Submissiveness)	**ASSERTIVE,** AGGRESSIVE, STUBBORN, COMPETITIVE (Dominance)
F					**SOBER,** PRUDENT, SERIOUS, TACITURN (Desurgency)	**HAPPY-GO-LUCKY,** IMPULSIVELY LIVELY, GAY, ENTHUSIASTIC (Surgency)
G					**EXPEDIENT,** DISREGARDS RULES, FEELS FEW OBLIGATIONS (Weaker superego strength)	**CONSCIENTIOUS,** PERSEVERING STAID, MORALISTIC (Stronger superego strength)
H					**SHY,** RESTRAINED, TIMID, THREAT-SENSITIVE (Threctia)	**VENTURESOME,** SOCIALLY BOLD, UNINHIBITED, SPONTANEOUS (Parmia)
I					**TOUGH-MINDED,** SELF-RELIANT, REALISTIC, NO-NONSENSE (Harria)	**TENDER-MINDED,** DEPENDENT OVER-PROTECTED, SENSITIVE (Premsia)
L					**TRUSTING,** ADAPTABLE, FREE OF JEALOUSY, EASY TO GET ALONG WITH (Alaxia)	**SUSPICIOUS,** SELF-OPINIONATED HARD TO FOOL (Protension)
M					**PRACTICAL,** CAREFUL, CONVENTIONAL, REGULATED BY EXTERNAL REALITIES, PROPER (Praxernia)	**IMAGINATIVE,** WRAPPED UP IN INNER URGENCIES, CARELESS OF PRACTICAL MATTERS, BOHEMIAN (Autia)
N					**FORTHRIGHT,** NATURAL, ARTLESS, UNPRETENTIOUS (Artlessness)	**SHREWD,** CALCULATING, ASTUTE, PENETRATING (Shrewdness)
O					**SELF-ASSURED,** CONFIDENT, SERENE (Untroubled adequacy)	**APPREHENSIVE,** SELF-REPROACHING, WORRYING, TROUBLED (Guilt proneness)
Q_1					**CONSERVATIVE,** RESPECTING ESTABLISHED IDEAS, TOLERANT OF TRADITIONAL DIFFICULTIES (Conservatism)	**EXPERIMENTING,** LIBERAL, ANALYTICAL, FREE-THINKING (Radicalism)
Q_2					**GROUP-DEPENDENT,** A "JOINER" AND SOUND FOLLOWER (Group adherence)	**SELF-SUFFICIENT,** PREFERS OWN DECISIONS, RESOURCEFUL (Self-sufficiency)
Q_3					**UNDISCIPLINED SELF-CONFLICT,** FOLLOWS OWN URGES, CARELESS OF PROTOCOL (Low integration)	**CONTROLLED,** SOCIALLY PRECISE, FOLLOWING SELF-IMAGE (High self-concept control)
Q_4					**RELAXED,** TRANQUIL, UNFRUSTRATED (Low ergic tension)	**TENSE,** FRUSTRATED, DRIVEN, OVERWROUGHT (High ergic tension)

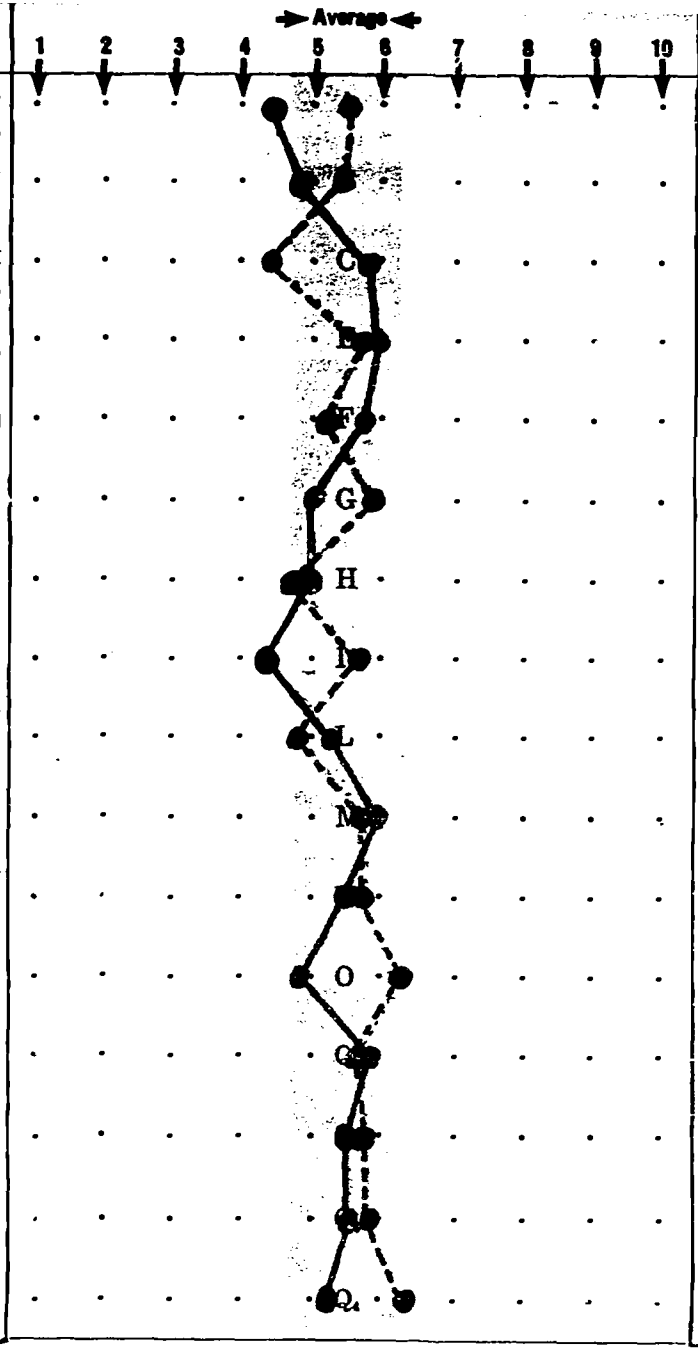

A sten of	1	2	3	4	5	6	7	8	9	10	is obtained
by about	2.3%	4.4%	9.2%	15.0%	19.1%	19.1%	15.0%	9.2%	4.4%	2.3%	of adults

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Name: _____ Comments:

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Career Extension Center

Fairbanks North Star Borough School District

This Certifies That

Has satisfactorily completed a Course of Study prescribed for Graduation from this School and is therefore awarded this

Diploma

Given this day of nineteen hundred and

Director

School Board President

APPENDIX C

NEW MATERIALS PURCHASED

NEW MATERIALS PURCHASED
FOR CAREER DEVELOPMENT

1972-73

K-12 (including CEC where appropriate)

Books:

Career Education: What It Is and How To Do It

Career Education Program, Vol. 1: Kindergarten - Grade 6

" " " " 2: Grades 7-9

" " " " 3: Grades 10-12

Everyday Reading and Writing

The World of Work

Occupations

Career Awareness Booklets:

- Manufacturing Careers
- Construction Careers
- Marketing & Distribution Careers
- Agri-business & Natural Resources Careers
- Marine Science Careers
- Public Service Careers
- Personal Service Careers
- Hospitality & Recreation Careers
- Fine Arts & Humanities Careers
- Consumer & Home-making Related Careers
- Business & Office Careers

Career Education Teachers Guide

Teachers Preparation Workshop Guide

Teacher's Manual for a Good Worker

A Good Worker

Your World Books:

Series I - Let's Take An Airplane Trip

Let's Go To The Zoo

Let's Go To The Supermarket

Let's Build A House

Let's Visit The Fire Station

Series II - Let's Visit A Ship

Let's Visit Our Nation's Capitol

Let's Take A Bus Trip

Let's Go To The Doctor's Office

Let's Visit The Policeman

Series III - Let's Visit The Post Office

Let's Visit A TV Station

Let's Visit A Farm

Let's Go To School

Let's Go Camping

Series IV - Let's Visit The Railroad

Let's Visit The Newspaper

Let's Visit A Clothing Factory

Let's Visit A Spaceship

Let's Visit The Telephone Company

Series V - Let's Publish A Book

Let's Visit Mexico City

Let's Visit The Dairy

Let's Visit The Hospital

Let's Visit A Bank

Series VI - Let's Visit An Electric Company

Let's Visit A Mining Company

Let's Visit An Oil Company

Let's Visit A Paper Mill

Let's Visit A Rubber Company

Series VII - Let's Visit A Silver Company

Let's Visit A Bakery

Let's Choose A Pet

Let's Visit A Flower Shop

Let's Visit A Furniture Factory

So You Want To Be A Magician?

Occupational Outlook Handbook

Early Career Books: Airline

Bank

Baseball

Computers

Department Store

Football

Hockey

Medical Center

Police Department

Printing

Telephone Company

Television Station

Career Education in the Elementary School: A Real-life Drama

Yellow Pages of Learning Resources

Career Education Resource Guide

Career Opportunities For Technicians and Specialists

Looking Forward To A Career: Dentistry

Looking Forward To A Career: Building Trades

Metals and Mechanical Cluster

Work Experience

Career Education, Levels I, II, III, IV

Jobs In Your Future--Scope Job Skills I

Career Units For Kindergarten

A Curriculum Guide For Career Education, Primary Grades

Curriculum Guide For Career Education, Middle Grades

Career Education Bulletin Board Ideas, K-8

Guide For Establishing A System-Wide Job Placement Program

Guide: Knox County Job Placement Program

So You Want A Job--Student Handbook

So You Want A Job--Teacher's Handbook

Career Orientation

Hands-On

Establishing A Career Education Program, K-12

A Guide For Implementation Of A Career Education Program, Elementary Grades

Career Education--A Handbook For Implementation

Career Guidance In Secondary Education

K-12 Guide For Integrating Career Development Into Local Curriculum

Vocational Development In The Elementary School

Vocational Development In Grades 7, 8, 9

General Curriculum And Materials

Social Studies Activities Book

Art & Music Activities Book

Mathematics Activities Book

Science And Physical Education Activities Book

Language Arts And Foreign Language Activities Book

Industrial Arts And Home Economics Activities Book

World Of Work (K-6)

Career Orientation (7-8)

Career Exploration (9-10)

Career Related Instruction Procedures - Grades K-5

Career Related Instruction Procedures - Grades 6-12

Occupational Outlook Handbook

Self Appraisal And Assessment Structure--booklet

Self Appraisal And Assessment Structure--student handbook

Opportunities In A Chiropractic Career

Chiropractic--A Modern Way To Health

Career Education Handbook

Vocational-Technical Series Books:

- Automotive
- Appliances
- Health and Home
- Shop and Crafts-Wood
- Shop and Crafts-Metal
- Small Engines

Babylon To Brasilia

How A House Happens

Zoo Careers

Young People And Work

The Making Of A Police Officer

Careers In The Health Field

The Workers: Portraits of Nine American Jobholders

The Franklin Watts Concise Guide To Baby Sitting

Report From Engine Co. 82

The Unions: What They Are, How They Came To Be, How They Affect Each Of Us

So You Want To Be A Magician?

On The Job

Concise Handbook Of Occupations

All About Locks And Locksmithing

A Job With A Future In The Petroleum Industry

A Job With A Future In Computers

Opportunities In Building Construction

Careers For The '70's Journalism

Careers In Hotel Management

Books For Occupational Education Programs

Men At Work In The Great Lake States

Opportunities In Mechanical Engineering

Careers And Opportunities In The Medical Sciences

Your Career In Physical Therapy

Your Career In Public Relations

Careers In Horticultural Sciences

Your Career In The World Of Travel

Your Career In Interior Design

A Guide To Professional Careers

Careers In Social Service

Your Career In Film Making

Beauty As A Career

Your Career In Parks And Recreation

Challenging Careers In The Library World

Careers In The Legal Profession

Paraprofessions: Careers Of The Future And The Present

How Will We Move All The People? Transportation For Tomorrow's World

Your Career--If You're Not Going To College

Aim For A Job In Appliance Service

Aim For A Job In Automotive Service

Aim For A Job In Air Conditioning

Aim For A Job In The Bakery Industry

Aim For A Job As An Electronic Technician

Aim For A Job In Graphic Design/Art

Aim For A Job In The Pipe Trades

Aim For A Job In The Textile Industry

Magazines:

Career World

Career Education News

Manpower

Newsmagazine

Counselor's Information Service

New Generation

Career Index

Occupational Outlook Quarterly

Journal Of Employment Counseling

Vocational Guidance Quarterly

Civil Service Journal

Cross-Reference: Manpower Education Careers

Stewardess Life

Kits:

A Direction For Tomorrow

On State: Wally, Bertha, And You

Community Workers And Helpers

People And Choices:

Teaching, Social Work, Government

Business, Finance

Science, Technology

Communication, Transportation

Creative Arts

DUSO (Developing Understanding in Self and Others)

Programmed Work Awareness Kit - Level B

World Of Workers

Job Experience Kit

Widening Occupational Roles Kit

World Of Work I

World Of Work II

World Of Work III

The Future: Can We Shape It?

Maturity: Growing Up Strong

How To Be A Receptionist

Tips To Guide Young People To Jobs That Match Their Level Of Education And Aptitudes

Industrial Careers Kit

Science Careers Kit

Health Careers Kit

Films:

Values And Goals: A Way To Go

Is A Career As A Technician For You?

Is A Career In The Health Services For You?

Is A Sales Career For You?

Is A Career In Machining For You?

Is A Career In The Service Industries For You?

Is A Career In Government For You?

Is A Career In Radio Or Television For You?

Is A Career In The Hotel Or Motel Business For You?

Is A Career In Finance, Insurance, or Real Estate For You?

Is A Career In Electronics Manufacturing For You?

Is A Career In Clerical Work For You?

Is A Career In The Professions For You?

Is A Career In Management For You?

People Who Make Things

People Who Fix Things

People Who Fight Pollution

Hot Dog Films:

- Airplane
- Baseballs
- Baseball Gloves

Bicycles

Bricks

Brooms

Bubble Gum and Honey

Cardboard Boxes

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Crabs and Lobsters

Crayons and Felt Tip Pens

Footballs

Guitars

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Lumber

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Onions and Spaghetti

Paper Money

Pennies

Plywood

Skis

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Jobs In The City: Women At Work

Work Regulations

Making It In The World Of Work

How To Study Ecology: A First Film

Oceanography: Science Of The Sea

How We Explore Space

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Conquering The Sea

Can We Control The Weather?

Conservation: A Job For Young Americans

Film Rental:

Revolution In Relevance

Bob & Karen & Ted & Janice

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Workers and Their Work

Workers Who Move Things

Workers Who Make Things

Workers Who Sell

Workers Who Fix Things

Workers Who Provide Food

Workers Who Provide Services

Workers In Professions

The Hole That Grew

Career Mothers

Career Education: Steps To Implementation

Career Exploration Series Programs:

- Clerical Occupations
- Municipal Law Enforcement
- Repair And Maintenance
- Automotive Repair
- Commercial Aviation
- Occupations In Ecology

Preparing For Work I

Career Opportunities I

Career Opportunities II

People Organize Facts

Filmstrips:

Complete Program on Career Education - Awareness (30 filmstrips)

Complete Program on Career - Awareness - Education

Sound Slides:

Photography Is.....

Ideas Won't Keep

Worlds Within Worlds

Cassettes:

This Is My Work (50 cassettes)

Pamphlets:

300 Occupational Monographs

Where To Get Health Career Information

National League For Nursing - numerous pamphlets

U. S. Department of Labor - numerous pamphlets

B'nai B'rith Career and Counseling Service - numerous parphlets

Superintendent of Documents - numerous pamphlets

Complete Set of Monograph Series on Career Education

Poster Sets:

How Writers Write

Careers For Good Writers

Careers For Good Speakers

Careers In Art

Careers In Home Economics

Fashion Careers

Health Careers

Chemistry In The Service Of Man

Careers In Athletics

Trigonometry In Occupations

Calculus In Occupations

Math In The Home

Opportunities In Mathematics

Posters On Computers

Mathematics In Life

Careers For Typists

Secretarial Careers

Stenographic Careers

Getting A Job

Math In Science And Technology

Geometry In Occupations

Algebra In Occupations

Arithmetic In Occupations

A Chance To Give Others A Chance

A Health Career Is Caring

Health Careers

Transparencies:

I Want A Job (15 transparencies)

Crossword Puzzles:

Transportation And Communication

Occupations

Farm And City

Community Helpers

Wooden Puzzles:

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Kuder Form A-Personal Preference Survey - specimen set

What I Like To Do - specimen set

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School Interest Inventory - specimen set

SVIB Professional Users Kit

Career Materials- Job-O - specimen set

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Dryer

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Films:

Rental of Life Career Game Film

ACCESSION NUMBER: VT100755

PUBLICATION DATE: FEB72

TITLE: THE TELECONFERENCE: A SUPERVISORY PROCEDURE IN EDUCATIONAL CLINICAL EXPERIENCES.

PERSONAL AUTHOR: HENRIE, HELEN H.; WHITEFORD, EMMA B.

DESCRIPTOR: *HOME ECONOMICS TEACHERS; *SUPERVISORY METHODS; *TEACHER SUPERVISION; *STUDENT TEACHERS; TEACHING METHODS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 620

ABSTRACT: TO EXPLORE POSSIBLE ALTERNATIVES TO THE USUAL FACE-TO-FACE SUPERVISION BY USING AUDIO TAPES OF CLASSROOM TEACHING AND TELECONFERENCES, A STUDY WAS DESIGNED TO PROVIDE INFORMATION ON SUPERVISION OF HOME ECONOMICS STUDENT TEACHERS. THE INFORMATION SOUGHT CONCERNED THE ATTITUDES OF THE STUDENT TEACHERS, DIFFERENCES IN THEIR PERFORMANCES, AND RELATIVE COSTS IN TIME AND MONEY. EACH TEACHER RECEIVED NORMAL ON-SITE SUPERVISION EARLY IN THE QUARTER OF STUDENT TEACHING AND LATER SUBMITTED AN AUDIO TAPE RECORDING OF A CLASS SHE TAUGHT AND THE CORRESPONDING WRITTEN LESSON PLAN. STUDENT TEACHERS IN THE EXPERIMENTAL GROUP PARTICIPATED IN A TELECONFERENCE IN LIEU OF THE USUAL SECOND ON-SITE VISIT. FINDINGS REVEALED POSITIVE REACTIONS TO THE TELECONFERENCE, ONLY SLIGHT DIFFERENCES IN THE WRITTEN LESSON PLANS AND CLASSROOM INTERACTIONS, AND LESS COST IN BOTH MONEY AND SUPERVISORY TIME WITH THE TELECONFERENCES. THE INVESTIGATORS RECOMMENDED THAT TELECONFERENCES BE IMPLEMENTED ON A WIDER SCALE WITH SOME SLIGHT PROCEDURAL CHANGES. (MU)

INSTITUTION NAME: MINNESOTA UNIV., MINNEAPOLIS. DEPT. OF HOME ECONOMICS EDUCATION.

SPONSORING AGENCY NAME: BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.

VT 100 755

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The Teleconference

A Supervisory Procedure in Educational Clinical Experiences

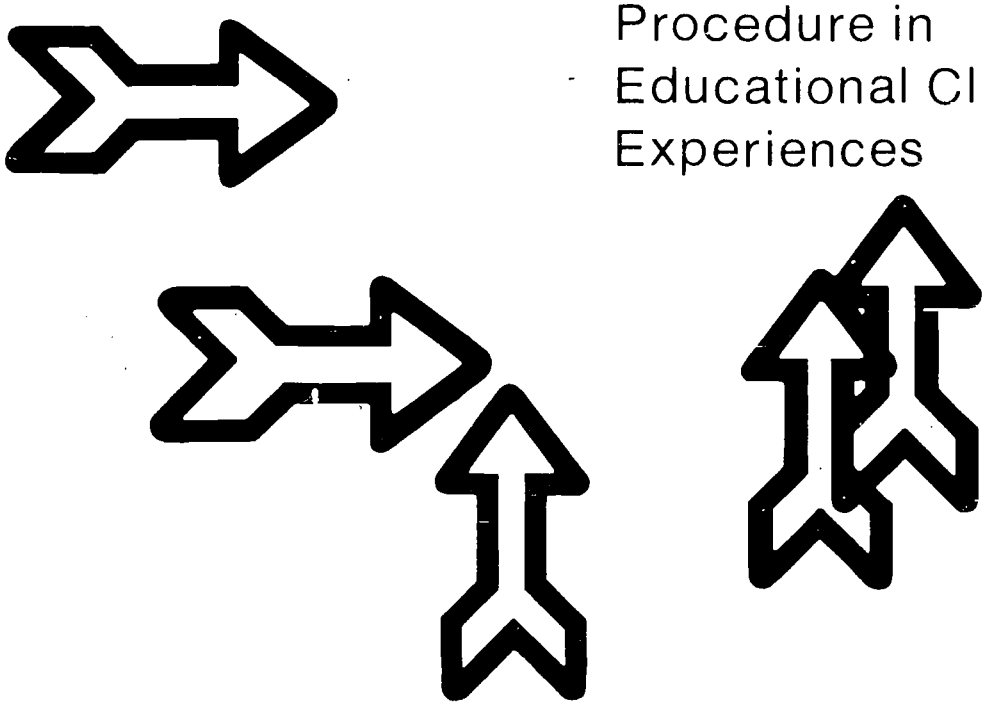

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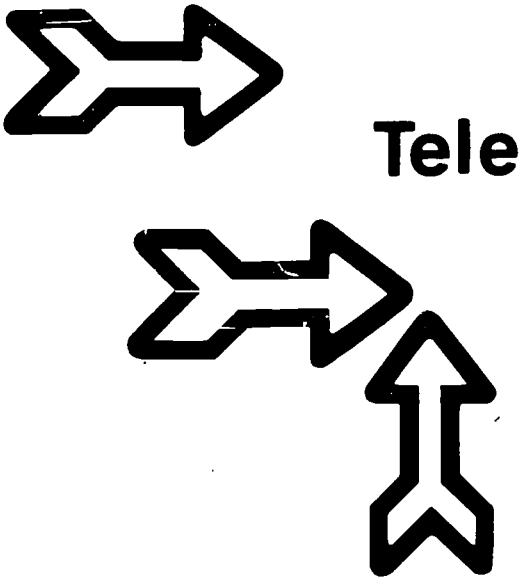

The Teleconference

A Supervisory Procedure in Educational Clinical Experiences

Helen H. Henrie and
Emma B. Whiteford
DEPARTMENT OF HOME ECONOMICS EDUCATION
UNIVERSITY OF MINNESOTA

February 1972

Published by

MINNESOTA RESEARCH COORDINATING UNIT
FOR VOCATIONAL EDUCATION
University of Minnesota, Minneapolis, Minnesota 55455

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ACKNOWLEDGMENTS

Many individuals and agencies cooperated in facilitating this study. The project coordinators wish to acknowledge the contribution of each individual and agency for assistance in the various phases of the project. In particular, the encouragement and support of the Dean of the College of Education, Robert J. Keller and later Jack C. Merwin, and the Director of the Minnesota Research Coordinating Unit, Jerome Moss, Jr., is especially acknowledged.

Without the cooperation and assistance of the administrative personnel of the participating schools and the telephone company, the study would not have been possible. We especially acknowledge the helpful suggestions of the supervising teachers in home economics who participated in the project.

We are appreciative of the spirit of inquiry and cooperation among the Home Economics Education Faculty and and the student teachers who took part in the study. To our colleagues, Betty Burkland, Margaret Busch, Gwendolyn Newkirk, Sue Reitan and Ardell Wantoch, we express our thanks for their assistance in implementing plans for the various phases of the project.

In addition, we are appreciative of the help rendered by Diane Wright and Patricia Bathke in the conduct of the study. To Gerald McKay, Visual Aids Specialist, Information and Agriculture Journalism, who provided advice and assistance in organizing and maintaining the necessary facilities and equipment used in the project, we express our gratitude.

Helen Henrie and Emma Whiteford

SUMMARY

An increasing problem in teacher education is the mounting costs of providing supervision of clinical experiences in settings which ensure an experience of acceptable quality. This study was designed to explore possible alternatives to the usual face-to-face supervision by utilizing audio tapes of classroom teaching and teleconferences.

Each phase of the three phase study (conducted over a period of three academic quarters) was designed to provide information about (a) attitudes of participants toward the teleconference, (b) change in ability to formulate written plans for teaching when such plans are the focal point of feedback using normal supervisory procedures or the teleconference, (c) differences in the pattern of classroom interaction when such interaction is the focal point of feedback using normal supervisory procedures or the teleconference, (d) relative cost (non-personnel) of normal on-site procedures and the teleconference, and (e) relative personnel time involved in providing for supervision through normal on-site procedures and the teleconference.

The same general design was utilized in each of the three phases (academic quarters) of the study. During each quarter students were assigned to their teaching center and supervising teacher on the basis of facilitating an efficient match of students and supervising teachers. The teaching centers were then designated as control (on-site) or experimental (teleconference).

Each teacher in both experimental and control groups received normal on-site supervision early in the quarter. Following this, each student teacher submitted an audio tape recording of a class she taught and the corresponding written lesson plan. Student teachers in the experimental group participated in the teleconference in lieu of the second on-site visit. Finally, all student teachers submitted a record audio-tape and corresponding written lesson plan. Limited modifications in general procedures (related to the development of communication skills) were incorporated in each phase of the study.

Inferences from the data were not attempted due to the small size of the experimental population and lack of complete randomization of assignment to treatment groups. However, findings did reveal that (a) subjective reactions to the teleconference were generally positive, (b) only slight variations were identified on the written lesson plans between the control and experimental groups, (c) only slight variations in patterns of classroom interaction were noted between the groups, (d) the difference between teleconference costs and on-site visitation costs varied with distance from the University, but the teleconference resulted in consistent financial savings, and (e) fewer working hours were required using teleconference than through the on-site procedure.

The investigators recommend that the teleconference should be implemented on a wider scale incorporating the following changes suggested by the

participants of the study: (a) an increase in student participation time, (b) the employment of devices which focus the discussion, and (c) the reduction in time devoted to discussion of a general nature. At the same time, objective evidence of the relative effectiveness of the teleconference procedure with on-site visitations should continue to be sought.

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INTRODUCTION

Background of the Problem

Direct teaching experience in a variety of forms has usually been incorporated in programs designed to prepare teachers. Research efforts have not yet clearly demonstrated the contribution of these supervised experiences, but they are assumed to play a significant role in the development of competent instructors.

A recent publication of the Association of Student Teaching, which had as a focus the improvement of laboratory experiences in education, identified the following concerns: (a) the lengthening of time involved in student teaching experiences, (b) increasing enrollment, (c) lack of well qualified supervising teachers, and (d) continuous turnover of college supervisors of student teaching. These have combined to make the issues of control, quality, and finance critical. Concern for the placement and supervision of home economics student teachers at the University of Minnesota recently has been increased by these same factors.

At Minnesota, the student teaching experience in home economics education occurs during the senior year and consists of a full-day assignment for a ten to eleven week period. Placement of student teachers in teaching centers that reflect sound educational practice and supervision of the students are vital facets of the home economics education student teaching program.

In order to provide a broad range of experiences in a variety of school settings with experienced and capable teachers, it has been necessary to utilize schools located at some distance from the Twin Cities campus. Efforts to group schools geographically have helped to maximize the services which can be provided by the University supervisors. Typically, however, a supervisor visits several teaching centers located at some distance from each other and the University. The time involved in travel somewhat curtails the range of on-campus responsibilities that can be assumed in combination with supervision and also limits the number of student teachers who may be supervised by one faculty member.

The typical pattern of supervisory activities has been to make two supervisory visitations of one full day each to every student teacher. The activities which usually occur on the day of supervision are: (a) observation of the student teacher in one or more classroom situations, (b) review and evaluation of written plans and other teaching materials, and (c) a conference with the student teacher at which time feedback regarding performance is given and other matters of concern are discussed with the inclusion of the supervising teacher, if possible.

Advantages and disadvantages of this pattern of supervision may be cited. The University supervisor is able to observe samples of performance on a first hand basis and can provide immediate corrective and informational feedback to the student teacher. Observations and materials associated with teaching can also provide a common referent for the purpose of discussion by the supervising teacher, student teacher, and the University supervisor. Student teachers and supervising teachers frequently indicate that the visit of the University supervisor gives them an opportunity to raise certain kinds of questions which the supervisor is best qualified to discuss. In some instances, the student teacher may need the reassurance which can come from exploring problems, ideas and fears with an individual who has come to know her in another setting, namely the University classroom. The contact with the secondary school is also a valued experience for the University supervisor.

On the other hand, the pace of the day's activity, the environmental conditions under which conferences must sometimes be held, and the complexity of the task of providing accurate feedback with a limited amount of time for study and reflection may all limit to some degree the effectiveness of supervisory activities. Typically, conferences with student teachers are held following observations of teaching, examination of written plans and other evidence of student performance. Under these stress conditions, the emotional and mental state of the student teacher may deter full acceptance and utilization of feedback. In addition, the number of student teachers assigned to a University supervisor is increasing and seems to indicate that if contact with the teaching center and student teacher is to be maintained, modification in supervisory practice may be in order.

Statement of the Problem

In view of these factors, several members of the faculty in the Home Economics Education Department were involved in designing a study which incorporated the use of selected procedures to modify and augment the usual face-to-face supervisory practices. The purpose of the study was to maintain the supervisory activities related to the student teaching program but to explore possible changes which might occur when face-to-face supervision is augmented with audio-tapes of classroom teaching and with teleconferences.

The teleconference may be described as a means of enabling a group of persons at different locations to discuss issues of mutual concern through the use of amplified voice equipment connected with regular telephone circuits. Both sets of individuals can hear all that is taking place and can respond freely to any comment.

The study was carried out in three phases over a period of three quarters consisting of approximately eleven weeks each. Each phase of the study was designed to provide information related to the following specific questions:

1. What are the attitudes of participants towards the teleconference as a supervisory procedure?

2. Is there any pattern of change in the formulation of written lesson plans when such plans are the focal point of feedback using normal on-site supervisory procedures or the teleconference?

3. Is there any difference in the pattern of classroom interaction when such interaction is the focal point of feedback using normal on-site supervisory procedures or the teleconference?

4. What is the relative direct cost (non-personnel) of normal on-site procedures and the teleconference?

5. What is the relative personnel time involved in providing for supervision through normal procedures and the teleconference?

PROCEDURES

Population and Sample

The population and sample for each of the three phases of the study consisted of all the students who had registered for student teaching in Home Economics Education during each of three quarters. In order to generate information related to the time and money involved in providing supervision through the on-site procedure and the teleconference, experimental (teleconference) teaching centers were designated on the basis of geographic location and then students were assigned to teaching centers. The assignment of students to experimental and control teaching centers was not random. It was based on facilitating the most efficient match of student and supervising teachers. Table 1 presents the data related to population size and assignment to experimental (teleconference) and control groups.

TABLE 1

POPULATION AND SAMPLE

Phase of Study	Experimental Group		Control Group	
	Student Teachers	Supervising Teachers	Student Teachers	Supervising Teachers
Phase One	7	7	8	8
Phase Two	9	9	13	13
Phase Three	13	13	18	18
TOTAL	29	29	39	39

Design of the Study

The general procedure which was carried out during the three phases of the study was similar. Each student teacher in both experimental and control groups was visited early in the quarter by her University supervisor. The supervisory activities carried out followed the pattern previously described.

In addition to the normal supervisory activities, the University supervisors alerted student teachers in the experimental group to the arrangements that had been made for the use of the teleconference. The cooperation of the school and supervising teachers had been previously solicited, but further clarification of specific plans was made at the time of the first visit.

By arrangement, the facilities of the Institute of Agriculture, Forestry, and Home Economics were used by the University supervisors for the teleconferences. The telephone equipment which was needed to carry out the teleconferences was installed in the experimental teaching centers. Student teachers and supervising teachers in the experimental group met in these centers and utilized the equipment at the time which had been designated for the teleconferen

A portion of the discussion time in the teleconference was devoted to providing feedback related to the audio tapes and corresponding written lesson plans. These materials were prepared by each student teacher in both the experimental and control groups following the first on-site supervisory visit. Feedback to the control group was provided as part of the second on-site supervisory visit.

Opportunity was also provided during the teleconference for the student teacher and supervising teacher to discuss questions of concern with the University supervisors and then time was allocated for the student to confer with her University supervisor either alone or with the supervising teacher. Student teachers in the experimental group received no further supervision following the teleconference. (See Appendix A for the teleconference plan for Phase One and Phases Two and Three.) After the second on-site visit (control group) and the teleconference (experimental group), all student teachers submitted an audio tape and corresponding written lesson plan. Table 2 presents the sequence of treatment for Phase One.

TABLE 2

SUMMARY OF SEQUENCE OF TREATMENT FOR PHASE ONE

Group	Stage 1	Stage 2	Stage 3	Stage 4
Control	Normal supervisory procedure (on-site)	Submission of first audio tape & written lesson plan	Normal supervisory procedure (on site)	Submission of second audio tape & written lesson plan
Experimental	Normal supervisory procedure (on site)	Submission of first audio tape & written lesson plan	Teleconference	Submission of second audio tape & written lesson plan

During the second and third phases of the study, certain modifications in the sequence and nature of the treatment stages were adopted. These modifications and the stages to which they relate are presented in Table 3. Within the modified sequence presented in Table 3, further changes were made in the conduct of the teleconference itself. These modifications in the teleconference procedures used by the experimental groups are summarized in Table 4.

TABLE 4

COMPARISON OF TELECONFERENCE PROCEDURES EMPLOYED WITH EXPERIMENTAL GROUPS IN STAGE FIVE OF PHASES TWO AND THREE:

Phase of Study	Modification of Teleconference Procedures	
Phase Two	Teleconference supervision focused on specific aspect of teaching. Critique form and specific teleconference plan employed (see Appendix A and B).	Panel of three or more University supervisors utilized to provide feedback.
Phase Three	(As above)	Teleconference supervision utilizing the assigned University supervisor and one other University supervisor chosen by the student teacher and the supervising teacher

Data Collection

Data related to the attitudes of the various participants toward the teleconference were gathered by means of a questionnaire adapted from an instrument used in the evaluation of telelecture programs at the University of Minnesota. The instrument was mailed to participants. The same instrument was used in all phases of the study. (See Appendix C.)

A second instrument was adapted from a study by Walter A. Cameron and Calvin J. Cotrell, entitled Assessment of Micro-teaching and Video-recording in Vocational and Technical Teacher Education: Phase X Remote Feedback Techniques for In-service Education. This instrument was utilized in Phases Two and Three of the study to further assess attitudes toward the teleconference and related procedures. (See Appendix D.)

Data related to lesson planning skills were collected by means of a rating device which had been developed by the Home Economics Education Department for the assessment of written lesson plans for teaching. The two forms of the device used are shown in Appendix E. To retain the anonymity of the written lesson plans, scales number 4 and 5, usually used in judging daily plans, were

TABLE 3

SUMMARY OF MODIFIED TREATMENT FOR EXPERIMENTAL GROUPS DURING PHASES TWO AND THREE

Group	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Experimental Phase 2	Pre-student teaching meeting of student teachers, supervising teachers and University supervisors. Focus of meeting on communication skills.	Normal supervisory procedures (on-site)	Submission of first audio tape & written lesson plan.	1 1/2 day on-campus conference of student teachers and University Supervisors. Partial focus on communication related to student teacher concerns.	Modified Teleconference	Submission of second audio tape & written lesson plan.
Control	(As above)	Normal supervisory procedures (on-site)	Submission of first audio tape & written lesson plan.	(As above)		Submission of second audio tape & written lesson plan.
Experimental Phase 3	Pre-student teaching meeting of student teachers, supervising teachers and University supervisors. Focus of meeting on communication skills.	Normal supervisory procedures (on-site)	Submission of first audio tape & written lesson plan.	(No treatment)	Modified Teleconference	Submission of second audio tape & written lesson plan.
Control	(As above)	Normal supervisory procedures (on-site)	Submission of first audio tape & written lesson plan.	(No treatment)		Submission of second audio tape & written lesson plan.

omitted. (If judgment is to be made using these criteria, information is also needed regarding the pupils, school, and community. It was felt that revealing this information would also act to identify the author of the plan and might influence the rating.) The University supervisors involved in the supervision of student teachers during the quarter when Phases One, Two and Three were carried out rated each written lesson plan which had been submitted. Four University supervisors participated during each phase of the project. The same individuals participated in Phases Two and Three, but two persons in Phase One did not participate in Phases Two and Three.

Data related to the pattern of classroom interaction was collected using the following procedures: a) two, seven-minute segments of classroom verbal interaction were randomly selected from each audio-tape submitted; b) each seven-minute segment was coded using the "Revised Verbal Interaction Category System" (see Appendix F for instrument); c) the coder was first trained using a series of sample training sessions, and the reliability of her coding was estimated using "test-retest" procedures on teaching tapes not included as part of the data. The same individual coded all of the tapes in Phase One; another individual coded all of the tapes used in Phases Two and Three.

Data concerning the amount of time and money required to provide supervision was based on the first on-site supervisory activity carried out with the experimental group and on the second supervisory contact with the same group carried out through the teleconference. An accurate record of the expenses incurred was kept for all phases of the study. The amount of time involved in providing supervision by the two techniques was estimated during Phase One, but a specially designed self-report was utilized for that purpose in Phases Two and Three.

Analysis of the Data

Due to the limited size of the experimental population and the lack of complete randomization, inferences were not attempted. Data gathered from the opinionnaire were summarized in terms of percentage of various responses and syntheses of ideas expressed in the free response items. Data collected through the rating of written lesson plans were described in terms of mean scores, as they related to the total plans and to the several parts of the plan. Data collected through the use of "Revised Verbal Interaction Categories" were described in terms of percentage of "talk" in various categories and ratios of "type of talk". Finally, costs in terms of both time and dollars were presented.

FINDINGS

Question 1: What are the attitudes of the participants toward the teleconference as a supervisory procedure?

All participants in Phase One of the teleconference project indicated that it was their initial experience with the procedure and associated

technology. A majority of the supervising teachers and student teachers who participated in the second and third phases gave the same report. All of the University supervisors in the second and third phases indicated that they had previous experience with the teleconference procedure.

The evaluation of the teleconference in general ranged from a "liked very much" rating to an expressed "dislike". One hundred percent of the University supervisors gave the teleconference a positive evaluation. Approximately eighty percent of the supervising teachers were also positive in their evaluation. Slightly more than sixty percent of the student teachers were also affirmative in their evaluation of the teleconference. During Phase One, affirmative ratings were highest among University supervisors, followed by supervising teachers and student teachers, in that order. In Phase Two, the highest affirmative ratings were also given by University supervisors, but were followed by student teachers and then supervising teachers. In Phase Three, the pattern for supervising teachers and student teachers was similar to Phase One.

The majority of all respondents reported that the telephone equipment and other associated technology functioned in an acceptable manner. However, in each phase of the project, several supervising teachers and student teachers indicated that spontaneity of communication was somewhat limited due to inadequate functioning of the transmitter mechanism which had been installed in the teaching center.

Respondents in Phase One suggested that less time be devoted to preliminaries and that more time be provided for examination of the central theme of the teleconference. A majority of the participants recommended that plans for utilization of actual teleconference time be made specific by (a) indicating topics for consideration, and (b) outlining procedures for the utilization of the time allotted to a chosen topic. For Phases Two and Three, therefore, the plan for the teleconference was modified to employ devices for focusing the discussion. As a result, all of the student teachers and University supervisors in Phase Two reported that they found the written plan describing the format of the teleconference helpful. Student teachers in Phase Three were also in agreement with this rating. The majority of the supervising teachers involved in Phases Two and Three also agreed with the positive rating of the plan for the teleconference.

In regard to the use of the critique form and audio tape, approximately seventy percent or more of the supervising teachers and student teachers in Phases Two and Three of the study indicated that the use of audio tapes, critique forms and associated discussion through teleconference were helpful in the following respects: (a) viewing a sample of classroom teaching objectively, (b) encouraging efforts to work on self-improvement in teaching, and (c) identifying good and poor points in teaching.

Less than twenty percent of the supervising teachers and student teachers reported they found the procedure frustrating or that it required too much time for the benefits received.

Approximately fifty-five percent of the student teachers and supervising teachers reported that the procedure did not provide a true picture of the student teacher's ability as it related to classroom interaction.

Approximately fifty percent of the student teachers felt they did not receive enough instruction or feedback from the University supervisor through the use of the method. Approximately the same percentage of supervising teachers indicated that feedback had been sufficient. On the other hand, less than twenty percent of the student teachers and supervising teachers indicated that the method was unsatisfactory for their situation.

In regard to the utilization of time during the teleconference, a majority of all respondents in the three phases of the study reported that the amount of time provided was satisfactory. In making recommendations for the improvement of the teleconference, however, the following suggestions were made with greatest frequency: (a) devote more time to the conference between the Univeristy supervisor, student teacher and supervising teacher, (b) schedule more total time for teleconference, (c) schedule fewer than three student teachers and supervising teachers for a 1 1/2 hour conference, and (d) devote less time to the consideration of topics of a general nature. (These suggestions seem consistent with the participants' desire for greater amounts of instruction and feedback.)

Question 2: Is there any pattern of change in the formulation of written lesson plans when such plans are the focal point of feedback using normal on-site supervisory procedures or the teleconference?

The findings for each phase of the study are summarized in Tables 5, 6, and 7.

In Phase One, the rating device which was used consisted of twenty scales from which two scales were omitted. In Phases Two and Three the original twenty scales were reduced to fourteen.

No sizable gains or losses were made in total or part score ratings of the experimental group in any phase of the study. The only noticeable changes were decreases in the scores of the control group after their treatment in Phases Two and Three. It is possible that lack of instrument reliability may be a factor contributing to this decrease, but it is also possible that the control treatment somehow reduced the importance of lesson plan writing in the minds of the student teachers.

Question 3: Is there any difference in the pattern of classroom interaction when such interaction is the focal point of feedback using normal on-site supervisory procedures or the teleconference?

The figures in Appendix G present data related to this question.

When pre-treatment and post-treatment data are compared within either the control or experimental groups, only very slight variations in percentages of types of talk are noted. The same conclusion is apparent when data are compared between groups. The variations which occurred did not appear to be educationally significant.

TABLE 5

RATINGS OF WRITTEN LESSON PLANS: PHASE ONE

Item	Maximum Rating Possible	Experimental (N-6) Pre-treatment	Post-treatment	Difference	Control (N-7) Pre-treatment	Post-treatment	Difference
Total Lesson Plan	78	$\bar{X}$ = 52.71	52.21	- .50	49.14	49.93	.79
Lesson Objectives	21	$\bar{X}$ = 15.67	16.50	.83	14.29	15.46	1.17
Lesson Content	19	$\bar{X}$ = 14.08	12.71	-1.37	12.29	12.58	.29
Lesson Learning Exp.	18	$\bar{X}$ = 12.96	13.29	.33	13.25	12.46	- .79
Lesson Evaluation	10	$\bar{X}$ = 4.67	3.67	-1.00	5.18	4.71	- .47
Lesson Intro.	5	$\bar{X}$ = 3.08	3.08	.00	2.54	2.71	.17
Lesson Summary	5	$\bar{X}$ = 2.42	2.13	- .29	1.64	2.39	.75

TABLE 6

RATINGS OF WRITTEN LESSON PLANS: PHASE TWO

		Experimental (N-9)			Control (N-11)		
Total Lesson Plan	60	$\bar{X}$ = 34.11	35.05	.94	35.02	29.40	-5.62
Lesson Objectives	10	$\bar{X}$ = 7.06	6.73	- .33	7.38	6.20	-1.18
Lesson Content	15	$\bar{X}$ = 9.35	9.26	- .09	9.39	7.93	-1.46
Lesson Learning Exp.	15	$\bar{X}$ = 9.18	9.78	.60	9.63	8.20	-1.43
Lesson Evaluation	10	$\bar{X}$ = 4.12	4.35	.23	4.11	3.68	- .43
Lesson Intro.	5	$\bar{X}$ = 2.86	2.92	.06	3.40	2.11	-1.29
Lesson Summary	5	$\bar{X}$ = 1.53	2.01	.48	1.11	1.31	.20

TABLE 7

RATINGS OF WRITTEN LESSON PLANS: PHASE THREE

		Experimental (N-9)			Control (N-13)		
Total Lesson Plan	60	$\bar{X}$ = 32.35	33.67	1.32	35.85	32.69	-3.16
Lesson Objectives	10	$\bar{X}$ = 6.73	6.71	- .02	7.33	6.54	- .79
Lesson Content	15	$\bar{X}$ = 8.84	8.52	- .32	10.07	8.71	-1.36
Lesson Learning Exp.	15	$\bar{X}$ = 8.62	8.76	.14	9.91	8.71	-1.20
Lesson Evaluation	10	$\bar{X}$ = 3.92	4.13	.21	3.00	3.88	.88
Lesson Intro.	5	$\bar{X}$ = 2.90	3.48	.58	2.80	2.64	- .16
Lesson Summary	5	$\bar{X}$ = 1.33	2.08	.75	1.73	1.70	- .03

For Phases Two and Three, the procedure for the teleconference was modified to pay particular attention to the role of questioning as it effects the pattern of classroom interaction. (Columns C and F in Appendix G present the data related to questions asked and student responses.) A comparison of pretreatment with post-treatment data within the control and experimental groups indicate no appreciable variations. A similar conclusion is evident when data are compared between groups. Variations which did occur in regard to utilization of questioning did not seem educationally significant.

Question 4: What is the relative direct cost (non-personnel) of normal on-site procedures and the teleconference?

The complete data related to this question for the three phases of the study appear in Table 8.

TABLE 8

SUMMARY OF EXPENSES INCURRED THROUGH PROVISION OF NORMAL SUPERVISION AND TELECONFERENCE

Phase	Number of students supervised	Supervision on-site	Teleconference
Phase One	7	$176.39	$163.83
Phase Two	9	188.14	123.80
Phase Three	13	295.55	159.90
Total	29	$660.08	$447.53
Average cost per Student		$ 22.76	$ 15.43

The evidence presented in Table 8 reveals the reduced direct cost of providing the three sets of teleconference experiences.

A directly related question is the relative direct cost of the two methods of supervision when variation in distance of the teaching center from the University is considered. Tables 9 and 10 present this data. The on-site costs include lodging, meals and travel which were incurred in the provision of supervision as it normally occurs. Teleconference costs include installation of equipment, long distance charges, mileage and meals for participants who travel and technician charges.

TABLE 9

EXPENSES INCURRED TO PROVIDE SUPERVISION THROUGH ON-SITE PROCEDURE AND TELECONFERENCE AS RELATED TO DISTANCE OF TEACHING CENTER FROM THE UNIVERSITY: PHASE TWO

Round Trip Distance from University	Number of Students Served	On-Site Costs	Teleconference Costs
300-350 miles			
Location 1	1	$63.02	$28.94
Location 2	1	37.15	
100-200 miles			
Location 3	2	13.90	32.46
Location 4	1	28.22	26.25
Location 5	1	37.95	25.15
00 to 50 miles			
Location 6	1	3.90	11.00
Location 7	2	4.00	
TOTAL	9	$188.14	$123.80

TABLE 10

EXPENSES INCURRED TO PROVIDE SUPERVISION THROUGH ON-SITE PROCEDURES AND TELECONFERENCE AS RELATED TO DISTANCE OF TEACHING CENTER FROM THE UNIVERSITY: PHASE THREE

Round Trip Distance from University	Number of Students Served	On-Site Costs	Teleconference Costs
300-350 miles			
Location 1	2	$62.19	$11.15
Location 2	1	45.18	17.92
Location 3	1	28.55	12.74
Location 4	1	22.95	8.15
Location 5	1	36.65	10.65
100-200 miles			
Location 6	2	9.20	10.42
Location 7	1	11.10	7.40
Location 8	1	13.20	22.94
Location 9	1	11.30	19.45
Location 10	1	30.90	19.40
Location 11	1	24.33	19.68
TOTAL	13	$295.55	$159.90

From the data it is apparent that the teleconference costs are influenced by several factors: (a) when student teaching centers are located at distances which require that the University supervisor must be lodged away from home for one or more nights, the teleconference procedure results in savings. This is true whether or not the teleconference includes more than one student teacher in a given area; (b) the teleconference procedure results in a comparable cost when the student teaching center is located within a working day's travel distance from the University, and requires that long distance rates be paid for the use of the telephone; and (c) the teleconference procedure results in a comparable cost even when student teaching centers are located within the local-call radius provided that the centers are grouped geographically and more than one student teacher can be served through one set of equipment.

Question 5: What is the relative personnel time involved in providing for supervision through normal procedures and the teleconference?

Data related to this question are presented in Tables 11 through 16. The units of time are rounded off to the nearest full hour.

TABLE 11

ESTIMATED TIME UTILIZED TO PROVIDE SUPERVISION THROUGH NORMAL PROCEDURES: PHASE ONE

Participants	N	Travel	Preparation	Participation	Total Hours	Lay-Over
University Superv.	3	29 hrs	11 hrs	42 hrs	82	5 nights
Supervising Teacher	7	None	11 hrs	11 hrs	22	None
Student Teacher	7	None	21 hrs	25 hrs	46	None
TOTALS	17	29 hrs	43 hrs	78 hrs	150	5 nights

TABLE 12

ESTIMATED TIME UTILIZED TO PROVIDE SUPERVISION THROUGH THE TELECONFERENCE: PHASE ONE

Participants	N	Travel	Preparation	Participation	Total Hours	Lay-Over
University Superv.	5	1 hr	40 hrs	7 hrs	48	None
Supervising Teacher	7	5 hrs	14 hrs	11 hrs	34	4 hrs
Student Teacher	7	5 hrs	28 hrs	11 hrs	48	4 hrs
TOTALS	19	11 hrs	82 hrs	29 hrs	130	8 hrs

TABLE 13

REPORTED TIME UTILIZED TO PROVIDE SUPERVISION
THROUGH NORMAL PROCEDURES: PHASE TWO

Participants	N	Travel	Preparation	Participation	Contingent	Total Hours	Lay-Over
Univ. Supv.	3	33 hrs	17 hrs	62 hrs	3 hrs	115	5 nights
Supv. Teacher	4	None	4 hrs	10 hrs	1 hr	15	None
Stu. Teacher	6	None	6 hrs	41 hrs	2 hrs	49	None
TOTALS	13	33 hrs	27 hrs	113 hrs	6 hrs	179	5 nights

TABLE 14

REPORTED TIME UTILIZED TO PROVIDE SUPERVISION
THROUGH THE TELECONFERENCE: PHASE TWO

Participants	N	Travel	Preparation	Participation	Contingent	Total Hours	Lay-Over
Univ. Supv.	3	4 hrs	33 hrs	2 hrs	1 hr	40	None
Supv. Teacher	4	2 hrs	8 hrs	3 hrs	2 hrs	15	None
Stu. Teacher	6	2 hrs	17 hrs	16 hrs	5 hrs	40	None
TOTALS	13	8 hrs	58 hrs	21 hrs	8 hrs	95	None

TABLE 15

REPORTED TIME UTILIZED TO PROVIDE SUPERVISION
THROUGH NORMAL PROCEDURES: PHASE THREE

Participants	N	Travel	Preparation	Participation	Contingent	Total Hours	Lay-Over
Univ. Supv.	4	43 hrs	12 hrs	88 hrs	1 hr	144	8 nights
Supv. Teacher	7	4 hrs	7 hrs	21 hrs	4 hrs	36	None
Stu. Teacher	11	1 hr	26 hrs	70 hrs	4 hrs	101	None
TOTALS	22	48 hrs	45 hrs	179 hrs	9 hrs	281	8 nights

TABLE 16

REPORTED TIME UTILIZED TO PROVIDE SUPERVISION THROUGH THE TELECONFERENCE: PHASE THREE

Participants	N	Travel	Preparation	Participation	Contingent	Total Hours	Lay-Over
Univ. Supv.	4	2 hrs	28 hrs	14 hrs	1 hr	45	None
Supv. Teacher	7	3 hrs	15 hrs	14 hrs	2 hrs	34	None
Stu. Teacher	11	4 hrs	24 hrs	24 hrs	5 hrs	57	None
TOTALS	22	9 hrs	67 hrs	52 hrs	8 hrs	136	None

A comparison of the time required to provide supervision through the two procedures as carried out in Phase One indicates that twenty fewer working hours were required using the teleconference than through the on-site procedure. In addition, the five evenings of lay-over time were saved. This saving of time occurred when a team of three or more University supervisors were involved in each teleconference.

A comparison of the time required to provide supervision through each procedure in Phases Two and Three indicates that eighty-four hours and one hundred forty-five hours, respectively, were saved through the teleconference procedure. In addition, five nights and eight nights, respectively, of lay-over time were saved through the teleconference. The time saving would appear to be significant. In each phase of the study, by far the greatest saving of time occurred to the University supervisor.

CONCLUSIONS AND DISCUSSIONS

The conclusions are based on the findings as they relate to each of the five questions posed in the study. Because of the lack of randomization and limited population sizes, no attempt is made to generalize beyond the sample.

1. The data indicate that the subjective reaction to the teleconference was generally positive. The University supervisors were most favorable, followed by the supervising teachers, and the student teachers, respectively. Because of increasing diversity of professional responsibilities, the University supervisors and supervising teachers may be seeking more expeditious means of fulfilling their supervisory responsibilities. Consequently, convenience and time saved may account for their more favorable reactions. On the other hand, student teachers have developed certain expectations about face-to-face supervisory relationships. These expectations, coupled with their concern for success in a highly significant, new professional experience, may predispose them to a less favorable reaction.

2. The teleconference did not improve the lesson plans written by student teachers. On the other hand, there is a possibility that normal supervisory procedures may have reduced the student teachers' motivation to prepare written lesson plans. The conclusions may have resulted from one of the following limitations of the study: (1) the relatively small emphasis placed upon the formulation of written lesson plans in comparison with other aspects of student teaching; (b) the rating instrument may not be adequately sensitive and comprehensive; and (c) the raters may not have been sufficiently discriminating in their use of the device.

3. Neither supervisory procedure had an appreciable impact upon classroom interaction patterns. This conclusion may be due to the limited samples of classroom interaction studied, or to the relatively small emphasis placed upon this aspect of teaching during the supervisory conferences.

4. The teleconference resulted in saving direct costs. The greatest savings accrue when the teleconference procedure is carried out with student teaching centers located at distances which require that the University supervisor be lodged one or more nights away from the University.

5. The teleconference results in a saving of time for all participants. The greater saving of time accrues to the University supervisors.

RECOMMENDATIONS

The teleconference should be implemented on a wider scale, incorporating the changes suggested by the participants of this study: a) an increase in student participation time, b) the employment of devices which focus the discussion, and c) the reduction in time devoted to discussion of a general nature. At the same time, objective evidence of the relative effectiveness of the teleconference procedure with on-site visitations should continue to be sought. This recommendation presumes that there is presently no reason to believe that there is a real difference in the effectiveness of the two procedures, but that the teleconference is less costly and more convenient. Its greater relative efficiency therefore dictates broader application (with continued study) of the teleconference procedure.

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APPENDICES

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APPENDIX A

PLANS FOR TELECONFERENCE

[Phase One]

TO: Teleconference Participants

In an attempt to make the teleconference a meaningful and helpful experience, some general plans have been developed. It is hoped that these plans may serve as guides in preparing for and participating in the conference.

I. There will be an orientation of all conference participants to the student teacher's experience as a classroom teacher.

   Each student teacher will want to briefly describe the teaching responsibilities she has had up to this point.

II. All conference participants will share in consideration of the teaching experience up to the time of the conference through the use of the mid-quarter evaluation device.

   A. Areas of strength and growth needs will be revealed through the mid-quarter evaluation.

   B. Questions will be raised by use of the device.

III. Time will be allocated for two-way conferences.

   We plan to allow time for two-way conferences between the University supervisor and the student teacher and supervising teacher. This would mean that all the other participants would leave the conference room while sub-conferences were taking place.

Conference participants may find it helpful to re-read the section in the student teaching handbook on conferences. The basic plan as developed gives some structure to the conference time.

[Appendix A, continued]

However, the choice of sub-topic and questions to be considered is left open. It is hoped that each student teacher will give thoughtful consideration to her own learning needs as she prepares for the conference. Supervising teachers and University supervisors will also want to be prepared to exchange ideas and contribute insights from their point of view as it relates to the student teacher's growth and development.

Yours truly,

Supervisors of Student Teaching
Mrs. Margaret Busch
Mrs. Helen Henrie
Mrs. Sue Reitan
Dr. Gwen Newkirk
Mrs. Ardell Wantoch

P.S. Thursday evening of last week, all of the University supervisors and Dr. Whiteford walked down to Coffey Hall to get a firsthand look at the teleconference equipment in operation. We are thoroughly enthused about the opportunity to use the teleconference as a new procedure in supervision. We hope that you will look on the teleconference as an experience in pioneering.

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[Appendix A, continued]

Procedure and Plans for Teleconference
[Phase Two and Phase Three]

TO: Teleconference Participants:

In an attempt to make the teleconference a meaningful and helpful experience, the following plans have been developed. It is hoped that these plans can be useful in preparing for and participating in the teleconference.

Part I. There will be a brief introduction of the various participants at both teleconference locations (i.e. teaching center and St. Paul). (5 minutes)

Part II: There will be an examination of questioning as a teaching technique.

Pre-preparation: Each student teacher and supervising teacher is asked to listen to the audio tape which was prepared by the student teacher and complete the "Question Analysis Form" related to questioning.

University supervisors in attendance at the teleconference will have completed a similar process for each of the tapes received from the participating student teachers.

Discussion: It is suggested that dicussion during this part of the teleconference be related to:

A. Areas of strength in regard to the questioning skill of student teachers.
B. Areas in which growth is needed in regard to the questioning skill of student teachers.
C. Relationship of the written plan to the questioning skill.
D. Questions, comments and other thoughts which the examination of the questioning technique may have raised.

Leadership: Student teachers are asked to assume some leadership in the consideration of this topic.

Part III: There will be consideration of matters of concern to a particular student teacher and supervising teacher.

A. A three-way conference with the student teacher, supervising teacher and assigned University supervisor will be conducted.
B. A two-way conference between the University supervisor and student teacher and the University supervisor and supervising teacher will be held.

At the time when these sub-conferences are taking place all other participants at both locations will leave the conference area.

[Appendix A, continued]

Part IV: There will be a consideration and discussion of a selected topic.

The focus of the remainder of the teleconference will be on a topic selected by the University supervisors from among those submitted by the supervising teacher and student teacher.

Selected topic _____.

Yours truly,

Helen Henrie

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APPENDIX B

Question Analysis Form
Working Draft

A question is an act of asking. Questioning by the teacher promotes directed activity and self-expression on the part of the student. Questioning in the classroom is a useful technique for getting students to practice and demonstrate a variety of types of thinking: stating of facts, recalling a selected idea, expressing an opinion, making a comparison, drawing conclusions, making judgements, proposing solutions, and/or defending a position. The effective use of questioning can increase the student's freedom of action, afford him more opportunities to express ideas and make him less dependent upon the teacher.

The following statements will be used to examine the teacher's questioning. If there is no evidence of the teacher's behavior relative to a statement, mark "no evidence." If there is evidence relative to the statement, check the space which best describes the behavior.	No Evidence	Seldom	Some of the Time	Frequently
Did the Teacher in the Lesson:				
1. State the question in a vocabulary appropriate to the students?	____	____	____	____
2. Ask questions which were short enough to be remembered by the students?	____	____	____	____
3. Phrase question to make the nature of the thought process desired clear? (For example: Compare the following menus in terms of caloric value)	____	____	____	____
4. Ask questions which would require:				
A. Recall or memory?	____	____	____	____
B. Convergent thinking?	____	____	____	____
C. Divergent thinking?	____	____	____	____
D. Evaluative thinking?	____	____	____	____

[Appendix B, continued]

	No Evidence	Seldom	Some of the Time	Frequently
5. Ask questions which required more than "yes" and "no" answers? (For example: Did the questions require the student to apply ideas, facts, principles to new situations)	____	____	____	____
6. Present questions in an orderly sequence?	____	____	____	____
7. Ask a question, pause to give students time to think about the question and then call on a student?	____	____	____	____
8. After calling on a student, provide time for the student to think about the question before requiring this response? (Before answering the question herself or calling on someone else)	____	____	____	____
9. Refrain from repeating the student responses? (For example: Did the teacher have the student repeat and clarify his response rather than repeating it herself)	____	____	____	____
10. Require the student to go beyond his first answers? (For example: Did the teacher encourage the student to expand ideas, back-up ideas with facts, give illustrations.)	____	____	____	____
11. Did the teacher bring other students into the discussion by getting them to respond to the first student's answers?	____	____	____	____

APPENDIX C

TO: Teleconference Participants

FROM: Supervisors of student teachers in Home Economics

The series of supervisory teleconferences have been completed and it is now time to reflect on your experience with the teleconference. We again ask for your cooperation in this phase of the project.

Enclosed you will find a short questionnaire and a rating scale which is to be completed and returned in the stamped, self-addressed envelope. Because the total number of persons involved in the teleconference is small, we hope that each individual will complete the instruments so that the results will reflect the feelings of the total group. Your ideas will help to serve as a guide in the further consideration of the teleconference as a supervisory method.

Reminder: If you have not returned the teleconference time report, will you please enclose it with the other instruments.

THANK YOU AGAIN

[Appendix C, continued]

Teleconference Assessment

Directions: Please circle the appropriate answer or complete the statement. Do not sign the questionnaire.

1. Select the phrase which indicates the number of times you have participated in a teleconference:
   A. one
   B. two - five
   C. six - ten
   D. ten or more

In each category indicate the total number of persons who were present at your site of the teleconference:

2. Student teachers
   A. 0
   B. 1
   C. 2
   D. 3
   E. 4

3. Supervisory teachers
   A. 0
   B. 1
   C. 2
   D. 3
   E. 4 or more

4. University supervisors
   A. 0
   B. 1
   C. 2
   D. 3
   E. 4 or more

5. Select the phrase which best describes your reaction to the teleconference you have just completed.
   A. liked it very much
   B. liked it fairly well
   C. liked it only slightly
   D. did not like it

6. The loud speaker volume was
   A. too high
   B. just right
   C. too low
   D. varied

[Appendix C, continued]

7. The loud speaker fidelity or clarity was
   A. excellent
   B. good
   C. barely acceptable
   D. unsatisfactory

8. Speaking into the transmitter mechanism was
   A. very easy and natural
   B. fairly easy and natural
   C. somewhat strained
   D. very difficult and unnatural

9. Concerning preparation for the teleconference, the written plan describing the procedure for the teleconference was
   A. very helpful
   B. somewhat helpful
   C. not helpful

10. The amount of time allowed for the teleconference in which I participated was
    A. too short
    B. about right
    C. just right
    D. too long

11. Indicate the approximate time which was scheduled for the teleconference in which you participated.
    A. Saturday
    B. immediately after school, 3:00-5:00
    C. evening, 6:30-8:00

12. Would some time of day other than the time scheduled for the teleconference have been more satisfactory for you? If so, when?

13. Indicate the date on which the teleconference you participated in took place.
    A. November 17
    B. November 23
    C. November 24
    D. December 1

14. Concerning the timing of the teleconference during the quarter, would you say it came
    A. too early
    B. too late
    C. at a satisfactory time

[Appendix C, continued]

15. Concerning the part of the teleconference devoted to discussion of topics of interest and concern to all participants, would you say the discussion was
    A. meaningful and helpful
    B. not meaningful or helpful
    C. extremely meaningful and helpful

16. Concerning the individual conferences of university supervisors with student teachers and supervisory teachers, would you say the conference met your needs
    A. only slightly
    B. to a significant degree
    C. to some degree

17. Concerning your feeling of freedom to speak and ask questions during the teleconference, would you say
    A. it was similar to feelings during face-to-face conversation
    B. somewhat more free than during face-to-face conversation
    C. much more restricted than during face-to-face conversation
    D. somewhat more restricted than during face-to-face conversation

18. Were there any things which you found particularly distracting about the teleconference?

19. What further comments or suggestions do you have about the teleconference as a method of supervision of student teachers?

20. Please check the category that applies to you.
    A. Supervisory teacher
    B. Student teacher
    C. University supervisor

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APPENDIX D

Satisfaction Scale

The purpose of this rating scale is to allow you to rate statements which best describe your feelings of satisfaction and/or dissatisfaction with the use of audio tapes, the question analysis form and teleconference as a method of teacher education.

The term method as it is used in this rating scale refers to and includes the following phases of the teleconference:

1. Preparation of audio tape and lesson plan.
2. Listening to audio tape and analysis with question-analysis form.
3. Discussion of tape form and lesson plan during the teleconference.

When completing the rating scale, think in terms of your experience. You are to rate the statement on a 5-point scale. Circle the number which you think best describes your degree of agreement with the statement.

1	2	3	4	5
Strongly Disagree		Relatively Neutral		Strongly Agree

1.	The method helped me to look at a sample of classroom teaching as others see this sample.	1	2	3	4	5
2.	The method has encouraged me to work on self-improvement in my teaching.	1	2	3	4	5
3.	The method included information with which I did not agree.	1	2	3	4	5
4.	The method helped me to see teaching successes more clearly.	1	2	3	4	5
5.	The method limited the University supervisors from seeing true teaching ability related to questioning.	1	2	3	4	5
6.	The method helped me to see teaching problems more clearly.	1	2	3	4	5
7.	The method required too much of my time for the benefits I received.	1	2	3	4	5
8.	The method helped to identify good and poor points in teaching.	1	2	3	4	5
9.	The method was a frustrating procedure for me.	1	2	3	4	5

[Appendix D, continued]

10.	The method provided enough instruction and feedback from the University supervisors.	1	2	3	4	5
11.	The method was unsatisfactory for my particular situation.	1	2	3	4	5
12.	The method left me in doubt about what is expected related to questioning.	1	2	3	4	5
13.	The method developed a working relationship between the conference participants.	1	2	3	4	5
14.	The method made maximum use of the student teacher's contribution for improving teaching performance.	1	2	3	4	5
15.	The method results in a superficial evaluation of teaching performance related to questioning.	1	2	3	4	5

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APPENDIX E

September, 1969

WORKING DEVICE FOR LESSON PLAN
Phase One

Student_____ Rater_____

Directions: For each of the scales, select the number above the statement that best describes the student's plans. Write this number on the score sheet provided. To derive an estimate of your ability in each scale, total the subsection. For overall indication of performance, total the subscores.

Motivation - Introduction

	5	4	3	2	1
1.	Serves to motivate, arouse curiosity, raise questions and problems, gain attention, and/or link with previous learning; experience based		May introduce lesson, but limited effect in arousing curiosity and raising questions		Teacher centered, fails to excite, stimulate or link; narrative in quality; symbol based

Statement of Objectives

	1	2	3
2.	Type & level of learning behavior seldom identified	Type or level identified; type & level identified some of the time	Type & level of learning behavior clearly identified consistently
3.	Content seldom identified clearly and precisely	Content clearly or precisely identified part of the time	Content clearly & precisely identified consistently

Selection of Objectives

	1	2	3	4	5	6	7
4.	Objectives too difficult or too simple to induce social, emotional, intellectual and physical development of learners			Some objectives are appropriate to development of learners; some are too difficult and/or too simple			Objectives appropriate to social, emotional, intellectual and physical development of learners

5.	7 6 Objectives are appropriate to social, technical, and economic settings of learners	5 4 3 Social, technical, and/or economic settings of learners are given some consideration	2 1 Objectives ignore social, technical, and/or economic settings of learners
6.	5 4 Identifies learnings which are appropriate to be achieved in school setting, time, space, and facility	3 2 Identifies learnings which may or may not be appropriate to be a school learning	1 Identifies learnings which are not appropriate to be achieved in the school setting
7.	5 4 Objectives give evidence of balance of cognitive, affective, and psychomotor learnings as seems appropriate in the learning task	3 2 Objectives give partial evidence of balance in human learning	1 Objectives do not give evidence of balance in human learning
8.	1 2 Sub-objectives do not contribute to achievement of the major objectives	3 4 Some inconsistency among objectives or some contradiction	5 Sub-objectives contribute to the achievement of the major objectives and are noncontradictory within a given segment of plan

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Selection of Content

9.	1 2 Content is inaccurate or inconsistent with what is known in the field. Value statements are not justified	3 4 5 Most content is factual, but some reflects inaccuracies, is too verbal, or lacks justification	6 7 Content, both subject matter and process, is factual, accurate and consistent with what is known (from research) in the field. Value statements are justified
10.	5 4 Content is of sufficient complexity to allow pupil learning at the level designated in the objective	3 2 Some content not of sufficient complexity to allow pupil learning at the level designated in the objective	1 Content complexity does not foster learning at the level designated in the objective

11.	7 6 Content stated in terms of generalizations which reveal the relationship among ideas - adequate detail provided to give meaning to the generalization in subject matter or process	5 4 3 A few generalizations; some relationships shown	2 1 Isolated facts, fragmented ideas, and enumerations

Learning Experiences

12.	1 2 Learning experiences provide for pupil behavior at level other than stated in objective	3 4 Some learning experiences may not allow for pupil to practice behavior of the objective	5 Learning experiences enable pupils to practice behavior indicated in the objective
13.	5 4 Learning experiences are appropriate to developmental levels of pupils	3 2 Some learning experiences are inappropriate for developmental levels of pupils	1 Learning experiences ignore developmental levels of pupils
14.	5 4 Learning experiences reflect use of respected principles of learning	3 2 Learning experiences reflect to some degree use of respected principles of learning	1 Learning experiences do not reflect use of respected principles of learning
15.	1 Learning experiences not stated in terms of pupil activity, content to be focused upon, and teaching materials	2 Some learning experiences not stated in terms of pupil activity, content to be focused upon, and teaching materials	3 Learning experiences stated in terms of pupil activity, content to be focused upon, and teaching materials
16.	5 4 Learning experiences foster pupils' ability to raise questions, summarize and interrelate ideas and procedures into capstone learnings	3 2 Learning experiences foster interrelatedness of ideas and procedures but capstone learnings are infrequent	1 Learning experiences foster learning that is fragmented, unrelated, compartmentalized, and unlikely to lead to concept development

Evaluation

17.	1 Evidences collected do not appear valid or reliable or related to objectives	2	3 Some valid, reliable, related evidence is collected	4	5 Evidences collected relative to the objectives appear valid and reliable
18.	1 Teacher evaluates pupil learning	2	3 Some sharing in evaluation by pupils and teachers	4	5 Pupils and teachers share in the evaluation of learning
19.	7 6 Variety of types and kinds of evaluation devices used		5 4 3 Limited variety of evaluation devices used for learners, situations, and objectives		2 1 Use of one or two types of evaluation devices

Summary

20.	5 Identifies significant questions or generalizations appropriate to the desired level and type of learning	4	3 Few significant questions or generalizations appropriate to the desired level and type of learning are identified	2	1 Summary statements are mere recall and do not encourage students to relate ideas

[Appendix E, continued]

CRITERIA FOR PLANNING - Phase Two and Three

Student_____ Rater_____

Directions: For each of the following scales, select the number above the statement that best describes the student's plan. Write the numbers on a column on a separate sheet of paper as you may wish to total each subsection to give an evidence of your ability in that section. For overall indication of performance, total the subscores. You may also wish to write comments beside your numbers.

	1	2	3	4	5
INTRODUCTION					
1.	Teacher centered; fails to link or relate to stude. ts' concerns or interests; narrative in quality, symbol based (relies on printed or verbal words)		May introduce lesson but limited effect in arousing curiosity and raising questions		Serves to motivate, arouse curiosity, raise questions and problems, gain attention, and/or link with previous learning; experience based
OBJECTIVES					
2.	Domain, behavior term and content seldom identified		Domain, behavior term and content clearly identified some of the time		Domain, behavior term and content clearly and always identified
3.	Objectives give no evidence of balance in human learning		Objectives give partial evidence of balance in human learning		Objectives give evidence of balance of cognitive, affective and psychomotor learnings as seems appropriate in the learning task
4.	Objectives too difficult or too simple to induce social, emotional, intellectual and physical development of learners		Some objectives are appropriate to development of learners; some are too difficult and/or too simple		Objectives appropriate to social, emotional, intellectual and physical development of learners
5.	Objectives ignore social, technical and/or economic settings of learners		Social, technical, and/or economic settings of learners are given some consideration		Objectives are appropriate to social, technical, and economic settings of learners
CONTENT					
6.	Complexity of content does not foster learning at the level designated in the objective		Some content not of sufficient complexity to allow pupil learning at level designated in the objective		Content is of sufficient complexity to allow pupil learning at the level designated in the objective

1	2	3	4	5
7. Isolated facts, fragmented ideas and enumerations; little potential for development of concepts		A few generalizations; some relationships shown to suggest limited possibility for concept development		Content stated in terms of generalizations which reveal the relationships among ideas. Adequate detail provided to give meaning to the generalization in subject matter or process
8. Content is inaccurate or inconsistent with what is known in the field. Value statements are not qualified		Most of the content is factual. Some reflects inaccuracies or lacks justification		Content is factual, accurate, consistent with what is known in the field. Value statements are justified
LEARNING EXPERIENCES				
9. Irrelevant to behavior and content of objective		Some inconsistency with behavior and content of objective		Consistent with behavior and content of objective
10. Foster learning that is fragmented, unrelated, compartmentalized; little potential for conceptual development		Foster interrelatedness of ideas and procedures; capstone learning is infrequent		Foster pupils' ability to raise questions, summarize, and interrelate ideas and procedures
11. Limited in variety Little pupil participation		Some variety. Provided limited opportunity for pupil participation		Provide opportunity for pupil participation in a variety of ways
EVALUATION				
12. Purpose, content and/or device is omitted		Purpose, content and/or device may be unclear in statement		Evaluation statement tells teacher's purpose for evaluation, content being evaluated, device or means used
13. Teacher evaluates pupil learning		Procedures permit some sharing in evaluation process by pupils and teachers		Procedures designed to encourage pupil self-evaluation
SUMMARY				
14. Summary statements are mere recall and do not encourage students to relate ideas		Few significant summary questions or generalizations are identified as appropriate to the desired level and type of learning		Significant summary questions or generalizations appropriate to the desired level and type of learning appear in the plan where best serve pupils' needs

APPENDIX F

VERBAL INTERACTION CATEGORY SYSTEM

Teacher Talk

1. Gives information or opinion: presents content or own ideas, explains, orients, asks rhetorical questions. May be short statements or extended lecture.

2. Gives direction: tells pubils to take specific actions; gives orders, commands.

3. Asks question which is:
   (a) cognitive memory: calls for facts or other items of recall. Narrow questions that involve rote memory.
   (b) convergent: calls for analysis or integration of given or remembered data.
   (c) divergent: calls for answers that are creative and imaginative that move in new directions.
   (d) evaluative: calls for matters of judgment, value, and choice. May be broad or narrow. (Categories developed by Callagher and Aschner.)

4. Praises ideas, feeling, or behavior using:
   (a) no reasons
   (b) personal reasons
   (c) rational reasons (Subheadings suggested by work of Marie Hughes.)

5. Accepts ideas, feeling, or behavior by reflecting, clarifying, encouraging, or summarizing.

6. Rejects ideas, behavior, or feeling using:
   (a) no reasons
   (b) personal reasons
   (c) rational reasons

Pupil Talk

7. Responds to teacher: (a) predictably: relatively short replies, usually in response to 3a or 3b. A wrong answer is still predictable (2 and 2 are 5). (b) unpredictably: replies that call for thought and usually follow 3c or 3d.

8. Responds to another pupil: replies occuring during conversation between pupils.

9. Initiates talk to teacher: statements that pupils direct to teacher without solicitation.

10. Initiates talk to another pupil: statements that pupils direct to another pupil which have not been solicited.

[Appendix F, continued]

Other

11. Silence: pauses during a time of classroom conversation.

Z. Confusion: considerable noise that disrupts planned activities. This may accompany other categories or may totally preclude the use of other categories.

EXAMPLES

Teacher Talk

1. "Cotton is used in many infant's clothes because it launders well."

2. "Everyone sit down." "Turn to page 86 in your textbook."

3. (a) "What is the definition of worsted woolen?"
   (b) "What conclusions can you draw from the data on this chart regarding the age for first marriage?"
   (c) "Develop a menu suitable for an elderly person who has diabetes."
   (d) "What do you think about this menu for a children's party?"

4. (a) "Good." "Right." "That's an interesting idea."
   (b) "I like that answer." "I am proud of you."
   (c) "Your menus for Tuesday are good because you have included all of the Basic Four food groups."

5. Pupils are discussing the physical development of the one-year old. P_1 "A one-year old can walk by himself." P_2 "My brother didn't walk until he was fifteen months old." P_3 "My cousin walked at ten months." T. "Physical development in children may vary. We will use the average age at which most children reach the stage of development we are discussing. Therefore, you could say that children usually start walking around one year of age."

6. (a) "Wrong." "No." "That is not right."
   (b) "Joan, I told you to use the Singer machine, not the Necchi." "Is that what I told you to discuss?"
   (c) "Your muffins have tunnels because you stirred them too long."

Pupil Talk

7. (a) T. "Name the four natural fibers." P. "Cotton, linen, wool and silk."
   (b) T. "Please give some reasons to support your opinion that girls who are thirteen are old enough to date." P_1 "I'm old enough to babysit so I'm old enough to date." P_2 "I think we are old enough to have dates for school activities like dances and ballgames."

[Appendix F, continued]

8. P_1 "Jane, would you help me straighten my material? It's off again."
P_2 "Yes, if you will wait until I have finished cutting out this sleeve."

9. "Miss Smith, it says in this magazine that breakfast is the most important meal you eat. I'm never hungry in the morning so why should I eat breakfast?"

10. T. "What importance do you put on a couple's economic status as a factor in setting a wedding date?" P_1 "If they both have good jobs, I don't see why the couple should have to wait until they have money saved." P_2 "I don't agree, Jane. What would happen if one or the other got sick or lost their job?"

Other

11.

Z.

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APPENDIX G

VERBAL INTERACTION PATTERNS IN CLASSROOMS OF HOME ECONOMICS STUDENT TEACHERS: PHASE I

Pre-treatment

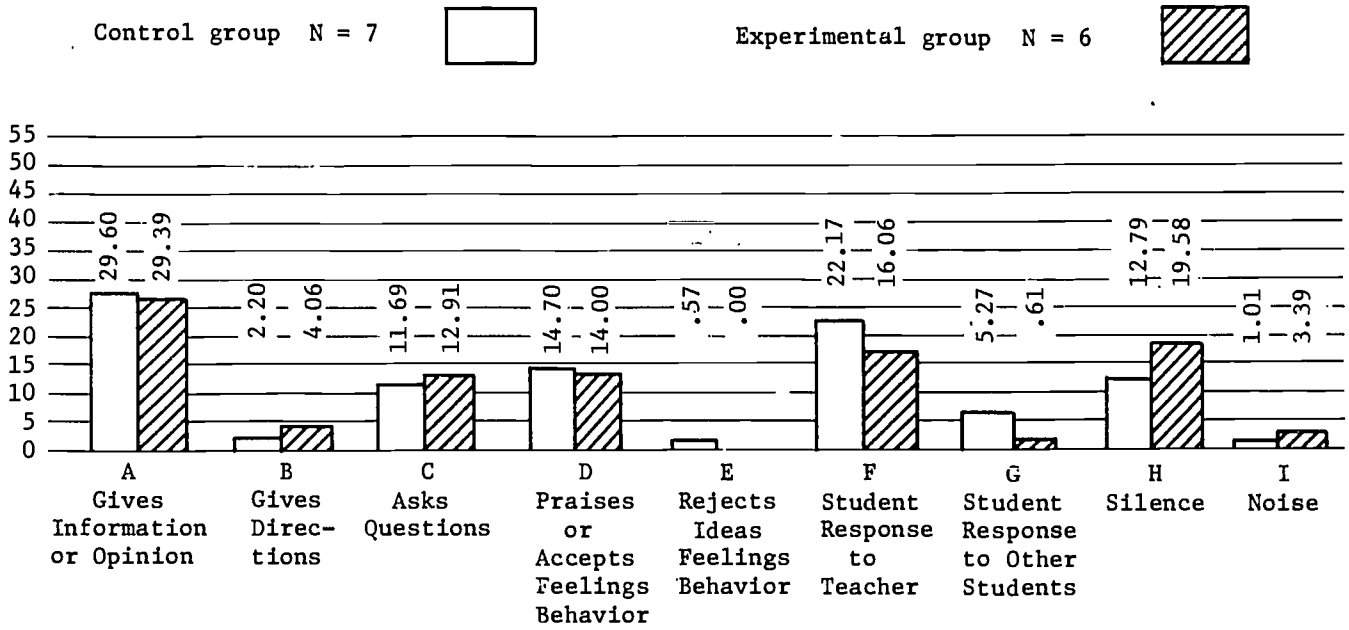

Post-treatment

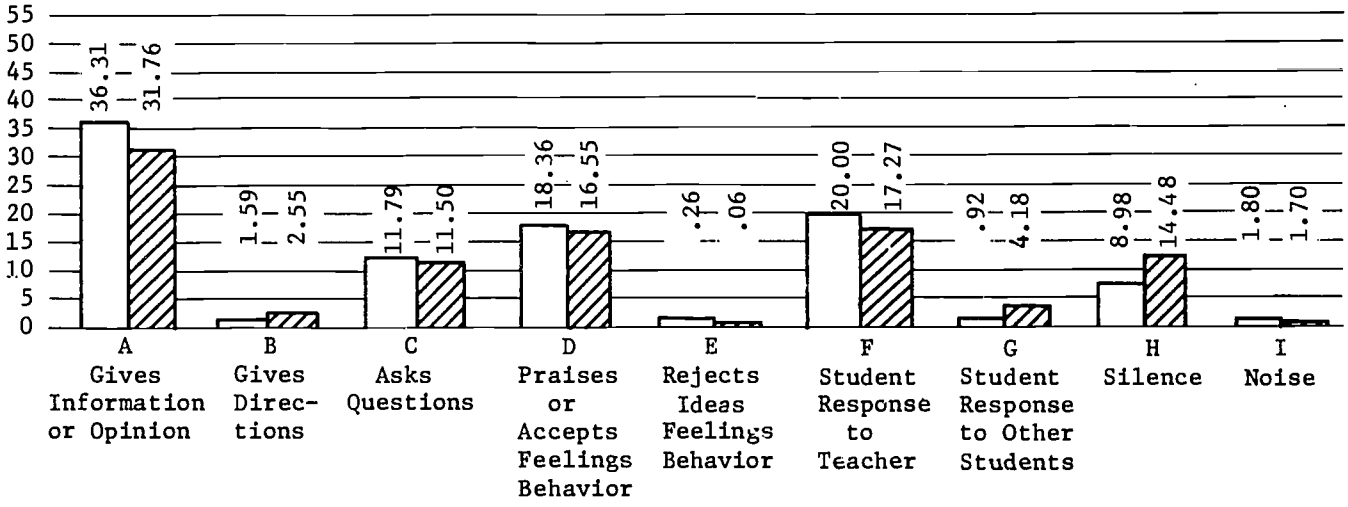

(Appendix G, continued)

VERBAL INTERACTION PATTERNS IN CLASSROOMS OF HOME ECONOMICS STUDENT TEACHERS: PHASE II

Pre-treatment

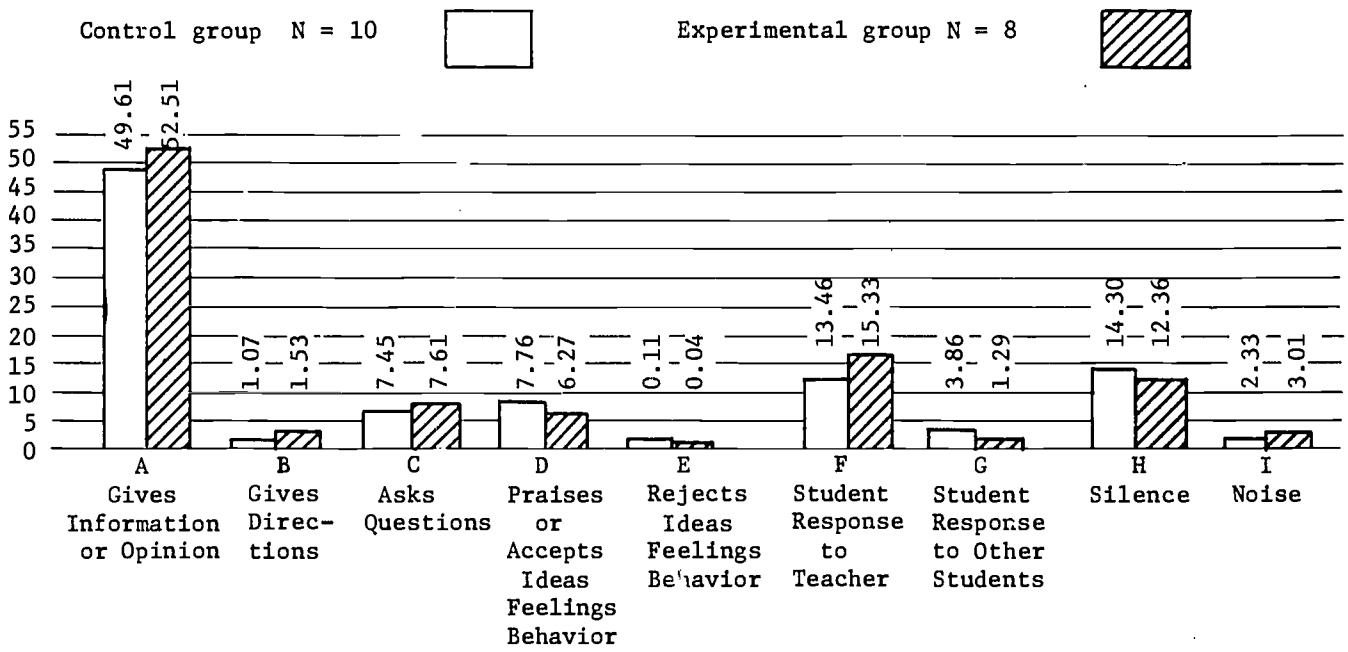

Post-treatment

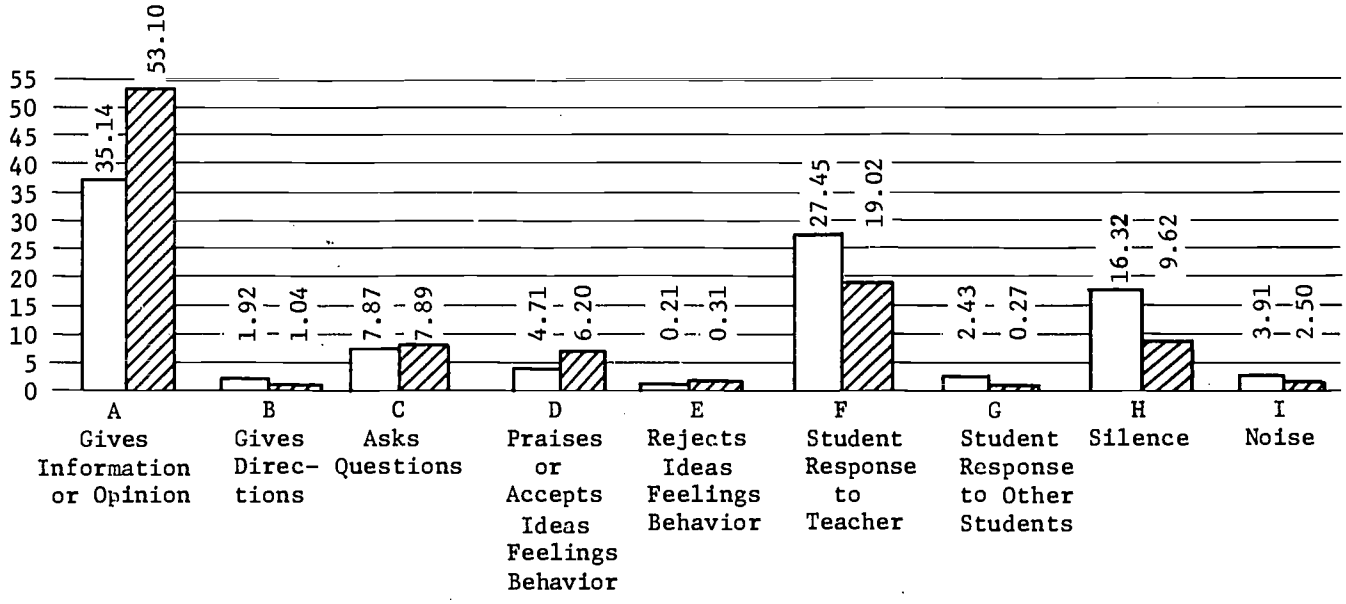

(Appendix G, continued)

VERBAL INTERACTION PATTERNS IN CLASSROOMS OF HOME ECONOMICS STUDENT TEACHERS: PHASE III

Pre-treatment

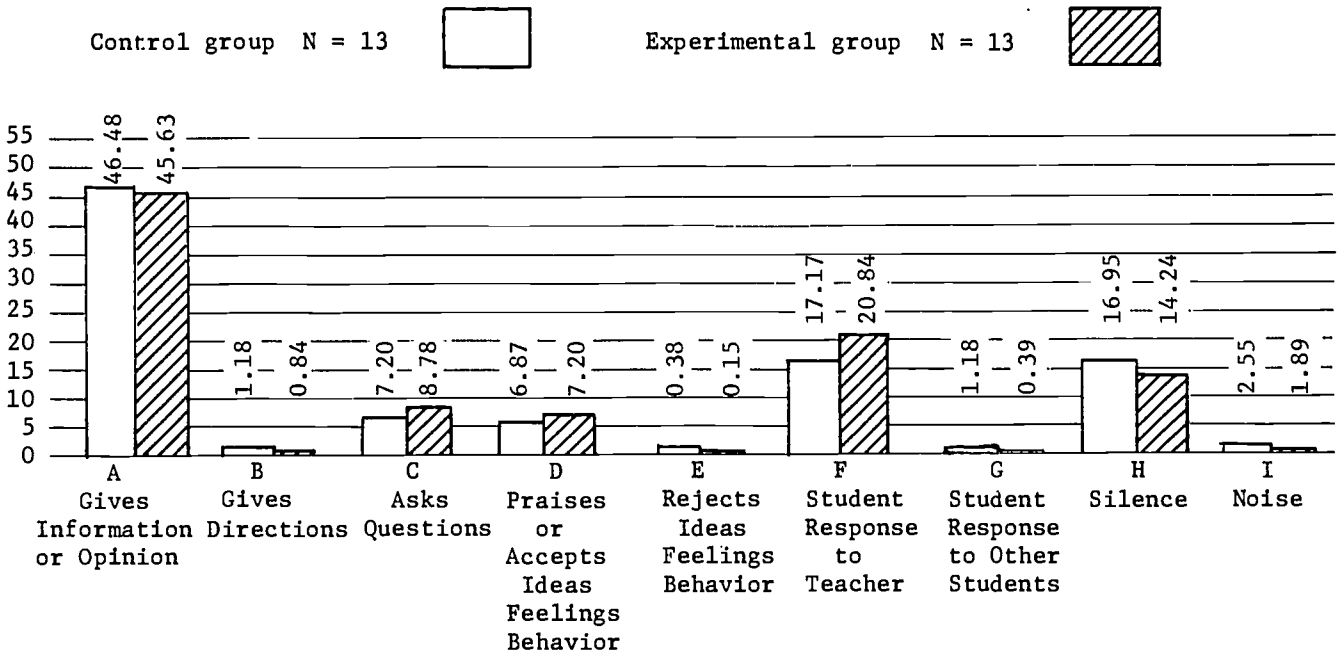

Post-treatment

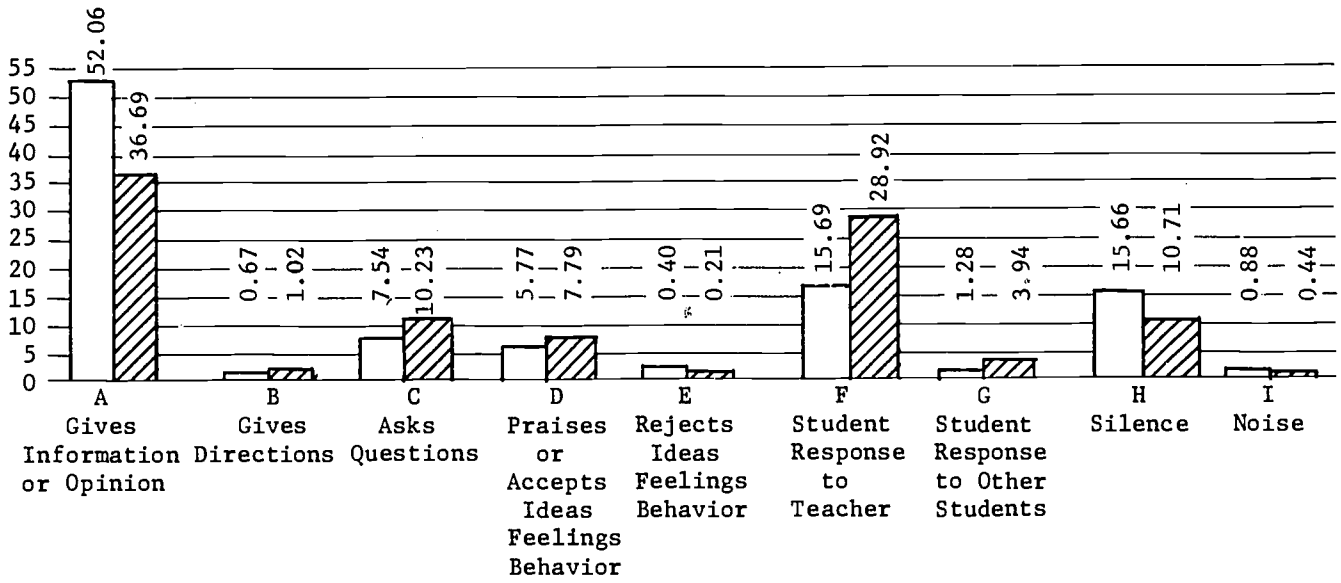

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* Wheeler, D. N. Technical Report No. 6: Reviewing the Literature: A Handbook for the Vocational Researcher. June 1971.

* [Several editions of a newsletter, News and Reviews, are also available.]

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ACCESSION NUMBER: VT100756

PUBLICATION DATE: 73

TITLE: HEALTH OCCUPATIONS COMPETENCY SURVEY. SUMMARY OF FINAL REPORT.

PERSONAL AUTHOR: FRECKE, JOHN W., AND OTHERS

DESCRIPTORS: *HEALTH OCCUPATIONS EDUCATION; *HEALTH OCCUPATIONS; *ENTRY WORKERS; ENVIRONMENTAL TECHNICIANS; STATEWIDE PLANNING; *OCCUPATIONAL SURVEYS; HEALTH PERSONNEL

IDENTIFIER: *NEW YORK STATE

EDRS PRICE: NF AVAILABLE IN VT-ERIC SET.

ISSUE: APR V.7N3.4(1974)PP. 621

ABSTRACT: THIS REPORT HAS EXAMINED THE ENTRY-LEVEL COMPETENCIES REQUIRED AND THE OPPORTUNITIES AVAILABLE IN SIX FIELDS OF HEALTH OCCUPATIONS IN NEW YORK STATE. THEY ARE NURSE ASSISTING, THERAPY ASSISTING, ENVIRONMENTAL HEALTH ASSISTING, COMMUNITY HEALTH ASSISTING, MEDICAL/DENTAL ASSISTING, AND EMERGENCY ASSISTING. QUESTIONNAIRES RETURNED FROM 936 OF THE 2,138 HEALTH AND ENVIRONMENTAL INSTITUTIONS SUPPLIED RANK-ORDERED OPINIONS ON DUTIES, TITLES, NUMBER OF CURRENT POSITIONS AND THOSE AVAILABLE IN 1980, RELATIVE IMPORTANCE OF PREPARATORY EDUCATION AREAS, AND EMPLOYMENT BARRIERS FOR HIRING OF ENTRY-LEVEL WORKERS. PERSONAL INTERVIEWS WITH ADMINISTRATORS AND STAFF AT 107 OF THE INSTITUTIONS WERE DESIGNED TO VALIDATE THE RETURNS. RECOMMENDATIONS BASED ON THE DATA RECEIVED CONCERNED THE CORE CURRICULUM, LABORATORY EXPERIENCES NEEDED, ADVISORY BOARDS, GEOGRAPHICAL AREAS OF PROGRAMS, LICENSURE, AND FUTURE STUDIES. (AUTHOR/MJ)

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SPONSORING AGENCY NAME: NEW YORK STATE EDUCATION DEPT., ALBANY. BUREAU OF OCCUPATIONAL EDUCATION RESEARCH.; BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.

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HEALTH OCCUPATIONS

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a survey of competencies needed

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Occupational Education Research
1973

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SUMMARY OF FINAL REPORT

HEALTH OCCUPATIONS COMPETENCY SURVEY

Grant VEA CO 71-C-897

Hudson Valley Community College

Conducted By

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Sponsored by New York State Education Department
Bureau of Occupational Education Research

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FOREWORD

Health occupations education has become an important element in occupational educational programming in New York State's public education agencies. The development and implementation of the large variety of health occupations education courses not only reflects the need for skilled personnel in the health care field but recognizes the value of early job preparation at the secondary level.

This report has examined the entry level competencies required, and the opportunities available in six fields of health occupation. They are nurse assisting, therapy assisting, environmental health assisting, community health assisting, medical/dental assisting,and emergency assisting.

Karl S. Wittman, Bureau of Health Occupation Education, and Theresa M. Mack and Ira Certner, Bureau of Occupational Education Research monitored the project and prepared the summary report.

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ACKNOWLEDGMENTS

It is impossible with a survey of over 700 returned questionnaires and an excess of 100 field visits to individually give credit to the many persons who provided time and materials to make this project report presentable. However, we would like to list the following for our special thanks:

Administrators and staff of health and environmental service institutions

Management and staff personnel of industrial organizations

New York State Education Department

New York State Health Department

New York State Department of Mental Hygiene

New York State Hospital Association

New York State Nursing Home Association

Participating health service unions

Private trade schools in New York State

Bureau of Health Occupations Education

Bureau of Occupational Education Research

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INTRODUCTION

Society must be aware of how students in its educational system can be helped to become vocationally productive. Values placed on post-high school education have induced students to attempt to find a place in this type of education without considering their own interest and abilities. While 50 percent of high school graduates go on to higher education, data shows that only 12 percent of the labor force in 1968 were professional or semiprofessional workers.[1] This discrepancy between aspiration and achievement indicates that positive attitudes towards work on subprofessional levels must be encouraged.

The recognition that vocational education is a sequential process of development is a first step. Vocationally relevant behaviors must be developed through a systematic career education program. The continuum of personal development, vocational training, initial job entry, and mobility within a chosen occupational cluster must be examined and redefined to provide maximum growth and gain for students.

The health care field is experiencing dramatic and dynamic changes. Rapid expansion in scientific knowledge is stimulating the involvement of new types of workers in the health care delivery service. Longer life expectancy in a growing population, charges of inequitable distribution of services, expanded use of third party financing of health care, and other similar factors demand a reallocation of resources--including manpower.

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1. Education for Employment, Policy Papers in Human Resources and Industrial Relations, (No. 14), National Manpower Policy Task Force. May 1969.

The allied health field has experienced a most impressive growth rate. Correspondingly, there is a demand for better trained personnel and a call for the development of effective and efficient training programs. The vocational process relating to entry level health care worker must be fully examined in order to increase student attraction to the allied health field and maximize the use of resources for the industry.

Recognizing this need, provision was made in the 1971 New York State Plan for Occupational Education to conduct a health competency study. The survey objectives included the following:

1. Identify all possible job responsibilities, specific tasks, and related skills and knowledge pertaining to entry level occupations in the major categories of the health care industry, and determine distribution of tasks by occupational title.

2. Identify the commonalities among various occupations, and those occupations which might be clustered or grouped together for initial training purposes.

3. Identify the degree of upward and lateral mobility possible and the availability of on-the-job training for employees with entry level skills.

4. Develop implications and guidelines for curriculum development based upon research data appropriate to single and/or cluster of occupational titles.

PROCEDURE

It was not intended to survey all entry level occupations in the allied health field. The following six groups of health workers were chosen because of the number of entry level positions available and opportunities for future employment growth:

Nurse Assisting

Therapy Assisting

Environmental Health Assisting

Community Health Assisting

Medical/Dental Assisting

Emergency Assisting

The Health Occupations Competency Survey was sent to 2,138 health and environmental service institutions. The respondents were asked to indicate 1) the rank order of duties associated with each assistance area listed in the questionnaire, 2) various titles under which these duties were performed, 3) the present number of positions and the estimated number of positions that would be available in 1980, 4) relative importance of preparatory education areas, and 5) employment barriers for hiring and retention of entry level workers (appendix A).

In addition to the questionnaire, the investigators visited 107 health and environmental service institutions. In each service organization visited at least one administrator and a minimum of three staff personnel were interviewed. Based on the questionnaire, the interview was designed to validate the returns and verify the similarity or differences in supervisory and staff responses.

Figure I

Dispersion of Questionnaire Returns - N=736

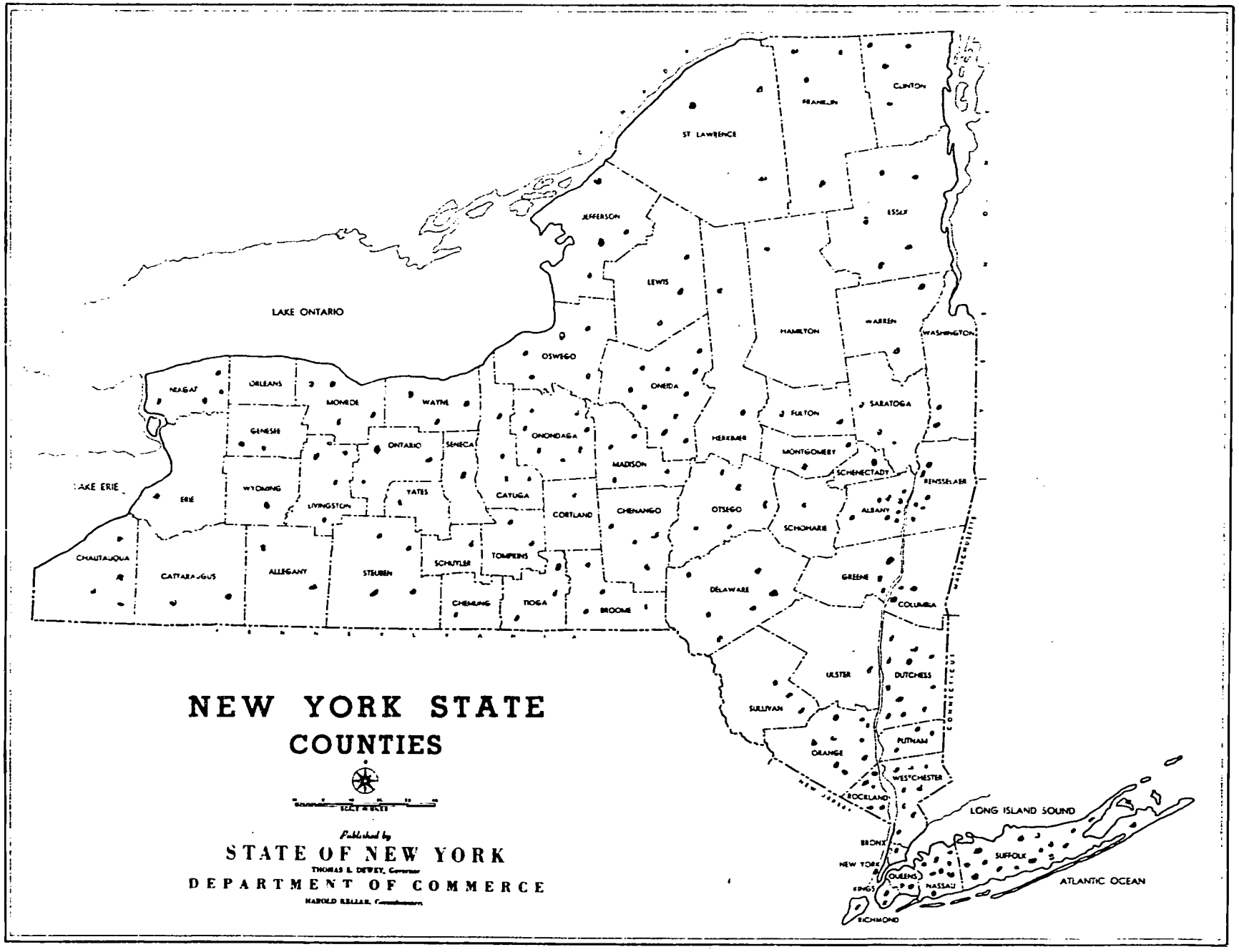

TABLE I

RESPONDING INSTITUTIONS BY TYPE OF ORGANIZATION

TYPE OF ORGANIZATION	NUMBER OF QUESTIONNAIRES DIRECTED	NUMBER OF QUESTIONNAIRES RETURNED	PERCENT OF QUESTIONNAIRES RETURNED
Hospitals	478	171	36
Nursing Homes	625	439	70
Medical Clinics	73	14	18
Industrial	580	33	6
Educational	182	22	12
Governmental	159	40	25
Home Health Services	41	17	41
TOTALS	2138	736	34

TABLE II

INSTITUTIONS VISITED IN FIELD SURVEY

TYPE OF INSTITUTION	NUMBER OF INSTITUTIONS VISITED N=107	NUMBER OF STAFF CONSULTED 500
Hospitals	28	147
Nursing Homes	32	171
Medical Clinics	4	12
Governmental	17	54
Home Health Services	7	28
Industrial	11	52
Educational	8	36

TABLE III

NUMBER OF ENTRY LEVEL HEALTH CATEGORY RESPONSES
SECTION B - ITEM 6 QUESTIONNAIRE

	FREQUENCY MENTIONED N=1512	PERCENTAGE OF FREQUENCY %=100
Nurse Assisting	806	53
Therapy Assisting	370	24
Environmental Health Assisting	118	8
Community Health Assisting	47	3
Medical/Dental Assisting	84	6
Emergency Assisting	87	6

SUMMARY

A total of 736 questionnaires or 34 percent of the 2,138 were returned (figure I). The returns were categorized according to the number of responding hospitals, nursing homes, medical clinics, industrial, educational, governmental, and home health service organizations (table I). A similar breakdown was made of the 107 institutions visited and the 500 staff interviews (table II). In both cases the categories of hospitals and nursing homes taken together comprised a large majority of the returns. An analysis of the entry level health category responses (N=1512) revealed that the rank order of frequency was nurse assisting (53%), therapy assisting (24%), environmental health assisting (8%), emergency assisting (6%), medical/dental assisting (6%), and community health assisting (3%) (table III).

The investigators also reported on the number of entry level health positions in each county for the six occupational clusters. Highest concentrations were found in four major metropolitan areas: New York City, Buffalo, Rochester, and Syracuse. Statewide totals indicated that of the 35,549 reported positions, the nurses aide category comprised 31,294, therapy assistants accounted for 2,513, while the remaining four work clusters ranged from approximately 600 to 800 each (appendix B).

Respondents indicated that salary level was ranked as the primary barrier for both initial employment and job retention for entry level workers (tables IV and V). For nurse, therapy, environmental health, and community health assisting areas, the salaries reported averaged about $360 per month, while medical/dental assistants averaged between $395 to $480 monthly. Ambulance service workers were found to have salary ranges

TABLE IV

BARRIERS FOR INITIAL EMPLOYMENT

Difficulties	N=736 Frequency Mentioned	Rank
Salaries	226	1
Poor Skills Training	146	2
Lack of Foreseeable Job Advancement	136	3
Lack of Communication Skills	116	4
Union Qualifications	15	5
Other	14	6
Age Discrimination	6	7
Sex Discrimination	5	8
Race Discrimination	4	9

TABLE V

BARRIERS FOR EMPLOYMENT RETENTION

Difficulties	N=736 Frequency Mentioned	Rank
Salaries	212	1
Lack of Foreseeable Job Advancement	119	2
Lack of Communication Skills	76	3
Poor Skills Training	72	4
Other	15	5
Union Qualifications	11	6
Race Discrimination	7	7
Age Discrimination	5	8
Sex Discrimination	4	9

between $550 to $650 per month, but the bulk of other emergency service aides were paid between $375 to $425 per month.

Other than salary, lack of foreseeable upward mobility, poor skills training, and lack of communication skills made up large majority of responses in regard to barriers for initial employment and job retention. The investigators found that the most important areas of educational preparation were those of understanding instructions and knowing medical terminology (table VI). Where lack of training skills ranked higher as a barrier to career advancement, communication skills were seen as being more important in terms of educational preparation.

TABLE VI

IMPORTANCE OF EDUCATIONAL PREPARATION

Preparatory Area	Frequency Mentioned	Rank
Understanding oral and written instructions	416	1
Understanding of simple medical terminology (anatomical terms)	327	2
Understanding of team relationships	299	3
Understanding the skills in maintaining environment conducive to patient welfare	240	4
Understanding the principles of sterilization	223	5
Understanding emergency first aid procedures	219	6
Understanding legal responsibilities within health and environmental services	170	7
Understanding of health and environmental field ethics	163	8
General understanding of health science resources	115	9

Tables VII through XII present the rank order in importance as judged by respondents, of job duties for each of the six health assisting clusters. A brief summary of associated findings in each area follows the presentation of tabulated data.

Nurse Assisting (Table VII)

In this occupational area, job analysis was found to be excellent in hospitals; but in smaller facilities, analysis was limited to a listing of generalized duties. Nursing homes, in many cases, did not conduct specific task studies.

The investigators found that in the survey form the category of practical nurse should have been separated from those of nurse assistant and nurse orderly. The practical nurse is a licensed worker and has duties with greater responsibilities than entry level personnel. In smaller institutions, the LPN has been assigned duties corresponding to tasks performed by the registered nurse.

Therapy Assisting (Table VIII)

This is one of the newer specialized areas in entry level health occupations, with an estimated 17 percent more positions to be filled in the State. It was found that direct patient contact and handling of equipment were the main duties ascribed to aides, as registered therapists supervised overall patient service. In light of the tasks performed, the investigators felt that training should rely heavily on clinical experience. However, as the aide assumed more responsibility and acquired more job skills, there was no established career and salary ladder to enhance job retention.

TABLE VII

IMPORTANCE OF DUTIES

NURSE ASSISTING		
Duties N=806	Number of Responses	Rank of Responsibility
Assists patients with hygiene and personal care	806	1
Answers patient call lights	691	2
Makes occupied and empty beds	673	3
Assists with escorting and transporting patients	668	4
Collects specimens such as urine, stool, and sputum	651	5
Assists with admission, transfer, and discharge of patients	625	6
Takes and records patients' temperature, pulse, respiration, and blood pressure	564	7
Takes and records, and reports patients' general physical and mental symptoms	561	8
Assists physicians with examinations, treatments, and dressings	452	9
Administers selected medications	342	10

OTHER SIGNIFICANT REPORTED DUTIES

Prepares patients for emergency operations
Applied patient restraints
Adjusts heights and side rails of beds
Changes soiled linen
Assists patients with oral hygiene
Assists in patient positioning for comfort and meals
Prepares patients' food for easier eating
Services and collects food trays

TABLE VIII

IMPORTANCE OF DUTIES

THERAPY ASSISTING		
Duties N=370	Number of Responses	Rank of Responsibility
Assist patients in preparation for treatment	370	1
Prepares and maintains treatment area	366	2
Assembles and disassembles equipment	356	3
Performs treatment procedures predetermined for each patient by the registered therapist	345	4
Assists patient in practice of activities related to the development of strength and endurance	342	5
Transport patient and records to and from therapy area	341	6
Is responsible for supplies	309	7
Arranges schedule of future treatments as directed by the therapist	301	8
Is responsible for correlation of followup with other working shifts	209	9

OTHER SIGNIFICANT REPORTED DUTIES

Cleans therapeutic equipment
Labels and stores therapeutic devices
Relates therapeutic usefulness of activities of daily living
Prepares patient progress charts
Assists in arranging or constructing therapeutic devices
Advises family members of patient progress

Environmental Health Assisting (Table IX)

Positions in this area are presently limited except for an immediate need for waste water treatment aides in the major urban areas. However, the investigators forecast a large number of future openings. They noted that many positions in this field had residency requirements for municipal positions. This creates a lack of mobility for a graduate of proposed training programs. Staff members, when interviewed, felt these requirements should be relaxed in both new and established facilities.

There have been problems in designating the various entry level positions by title, and some of those used now such as "mechanic" or "laborer," are found to be unattractive to students. The investigators used this occupational area to illustrate the divergency of job titles for similar task clusters (table X).

Community Health Assisting (Table XI)

Entry level personnel in this occupational area function as aides to the professionals in the social science, psychiatric, and personal health fields. The assistant must have a training program based in group relationships and an understanding of social, emotional, and economic problems related to the health of the patient.

Examination of the responses indicated that workers under titles such as "resources assistant," "family health worker," and "psychology-psychiatric aide" function primarily as liaison between the community and the health delivery agencies. These individuals have been recruited from and work within a specific geographical area to identify health and social needs of its constituents. The aides use their training and knowledge of the area to facilitate reception of proper medical and followup care.

TABLE IX

IMPORTANCE OF DUTIES

ENVIRONMENTAL HEALTH ASSISTING		
Duties N=118	Number of Responses	Rank of Responsibility
Keeps simple records	118	1
Operates equipment	111	2
Maintains equipment	108	3
Makes simple arithmetic computations	101	4
Reads and records data from meters and gauges	98	5
Takes samples for laboratory analysis	97	6
Sets up sampling and measuring equipment	95	7
Makes and interprets simple diagrams, sketches, and drawings	94	8
Makes simple investigations to determine compliance with a standard	91	9
Performs simple laboratory tests	90	10
Maintains laboratory in proper order	73	11
Prepares solutions and reagents in the laboratory	70	12.5
Assists surveying teams	70	12.5

OTHER SIGNIFICANT REPORTED DUTIES

Laboratory Aide

Prepares solutions and media
Inoculates and bleeds laboratory animals

Sewage Works Assistant and Water Works Assistant

Inspects systems for proper operation and assists operator
Reads meters and records data with some interpretation of specific information
Assists in repair to sewage lines, process piping, sludge lines, electrical and instrumentation systems
Participates in the installation and repair of process pumps, valves, and sludge dewatering equipment
Participates in the operation and maintenance of pump stations and other water pollution control facilities

TABLE X

DIVERGENCY OF JOB TITLES

Questionnaire Title	
Waterworks Assistant	Waste Plant Operator Watershed Inspector Water Plant Operator Trainee Water Plant Trainee Operator Maintenance Mechanic Treatment Plant Attendant Mechanics Helper Waterworks Aide Water Maintenance Man Laborer
Sewage Works Assistant	Industrial Waste Plant Mechanic Sewage Treatment Worker Trainee Sewage Treatment Plant Operator Trainee Pollution Control Trainee Maintenance Man
Air Pollution Control Aide	Junior Air Pollution Laboratory Maintainer
Laboratory Aide	Laboratory Technician Laboratory Assistant
Water Tester	Water Inspector
Rodent Control Aide	Rod Man Learner Draftsman Assistant Inspector of Construction
Environmental Health Aide	Health Guide Environmental Health Enforcement Officer

TABLE XI

IMPORTANCE OF DUTIES

COMMUNITY HEALTH ASSISTING			
Duties	N=47	Number of Responses	Rank of Responsibility
Acts as a liaison between home, hospital, and community for the discharge patient		47	1
Interprets the needs of the patient to the family and community organizations		43	2.5
Aids in referral to social and psychiatric institutions		43	2.5
Aids in maintaining the personal histories of community patients		41	4
Enlists the cooperation of the community in rehabilitation		40	5.5
Aids in the gathering of statistics in community health problems		40	5.5
Aids groups in recognizing health deficiencies		34	7
Aids a communitywide immunization against infectious diseases		27	8
Aids in reemployment		24	9
Aids the community in combating risky practices such as cigarette smoking and diet fads		19	10

OTHER SIGNIFICANT REPORTED DUTIES

Faciliates discharge plans from health institution
Makes referrals for financial assistance
Observes and recommends changes in community life-style
Arranges or recommends social and recreational experiences
Recommends health and social decisions to families when approved by available agencies
Gathers information on patient groups
Helps prepare statistical reports
Assists in recommending priorities for health and social needs of the individual or family
Assists in simple psychological and sociological testing
Interprets eligibility requirements of health facilities

TABLE XII

IMPORTANCE OF DUTIES

MEDICAL/DENTAL ASSISTING		
Duties N=84	Number of Responses	Rank of Responsibility
Assists with patient history	84	1.5
Prepares materials to be used or administered by the physician or dentist	84	1.5
Acts as a receptionist for patients	81	3
Antiseptizes equipment	77	4
Sterilizes instruments	75	5.5
Records patient treatment	75	5.5
Dismisses patient	74	7
Aids in patient treatment	70	8
Assists with X-rays	67	9
Instructs patient in home followup procedures	61	10

OTHER SIGNIFICANT REPORTED DUTIES

Assembles patient records for treatment
Stains, mounts, and screens microscopic slides
Prepares basal metabolic tests
Maintains appointment control
Charts patient nutritional intake
Completes insurance, tax, and financial forms
Verifies invoices and maintains inventory
Prepares individual treatment tray setup
Preserves, incubates, and records bacterial cultures
Explains postoperative instructions to patients

Excellent opportunities were reported for qualified entry level workers and great upward mobility was in evidence due to broad training in knowledge relating to the individual and society. It was estimated that 20 percent more social service and family aides are needed throughout the State.

Medical/Dental Assisting (Table XII)

One of the questions of concern was to determine whether the categories of medical assisting and dental assisting could be combined to increase lateral mobility for future students. Basic skills of both fields could be combined for training purposes, but specific tasks differed significantly enough to create problems in designing a completely integrated course. This was especially evidenced in the responses to the question regarding the preparation of materials to be used or administered by the physician or dentist.

Examination of the data revealed that approximately 5 percent of current dental assistant positions were available and 4 percent of medical assistant positions were not filled. Most opportunities were available in private offices.

Emergency Health Assisting (Table XIII)

The questionnaire and field visits were designed to investigate whether the duties of the ambulance attendant, the emergency room aide, and intensive care unit assistant could be combined. However, in many of the larger health service institutions, these duties are so separated that coordination between pickup, emergency, and intensive care services is practically negligible. The investigators noted in VA hospitals emergency rooms were staffed by physicians, registered nurses, and practical nurses and much more correlated activity was seen in the reception and care of the patient.

TABLE XIII

IMPORTANCE OF DUTIES

EMERGENCY ASSISTING		
Duties N=87	Number of Responses	Rank of Responsibility
Administers first aid procedures to injured or ill patients	87	1
Monitors pulse, temperature, respiration	84	2
Cleans wounds	76	3
Conveys patient from emergency situation to emergency care facility	64	4
Extricates patient from emergency situations	57	5
Splints fractured limbs	46	6
Under professional direction, administers emergency drugs	44	7
Aids in childbirth	39	8
Administers blood transfusions as necessary	26	9.5
Sutures wounds	26	9.5

OTHER SIGNIFICANT REPORTED DUTIES

Applies sterile dressings
Recognizes limitations and danger in patient transportation techniques
Recognizes the physiologic state of shock and initiates treatment under professional direction
Helps in educating public to emergency situation recognition
Minimizes spread of contagious infectious materials
Recognizes acute surgical conditions and initiates steps for competent medical treatment
Maintains optimum body fluids

Unionization

Of the 500 health delivery staff personnel viewed, 97 percent felt that the union-health organization relationsh had presented increased occupational opportunities to health workers. Unions which represent workers (presently in the New York City area only) are operating exceedingly well-planned inservice training programs and are not considered to be a deterrent in recruiting entry level personnel.

Education and Health Delivery

The existing relationship between educational institutions and health service organizations has been characterized by poor communication and negligible coordination. This had led to a waste of facilities, faculty, equipment, and time in the pursuit of training and upgrading personnel.

Many hospitals, nursing homes, and industrial institutions have established released time programs for upgrading workers, and should be commended. However, 83 percent of the personnel enrolled felt that the programs could have been more applicable to their job and skill needs.

High school programs for health service occupations presently include some supervised work/clinical. Yet, 90 percent of the staff personnel felt that an inadequate amount of time had been allocated for clinical experience.

Planning boards, comprised of educational and health service representatives, could be established to eliminate the wasted resources and coordinate training programs to meet actual job skill needs.

Preparatory Curriculum

Respondents indicated a definite need for earlier exposure of students to health service career opportunities. Of the 500 staff members interviewed, 55 percent felt that they would have been better prepared if they had identified a possible occupational interest in health delivery service prior to the 7th grade. They also pointed out a lack of continuity within their public school studies prior to and following 9th grade. Only 34 or 7 percent of the interviewed individuals had been given counseling at the junior or senior high school level of education.

There has been a widespread opinion that all allied health opportunities find their base in the natural sciences. However, when the knowledge requirements of the individual careers were examined, this did not prove true. In fact, individual careers share segments of knowledge from various disciplines but primarily from four areas.

A. Natural or life sciences - those involved in direct patient contact. Examples would be nursing, therapy, and emergency service personnel.

B. Business education - those primarily related to non-medical contact areas. Examples are medical/dental assisting and community health workers.

C. Social sciences - all staff indicated a desire for more knowledge of societal and psychological needs of patients.

D. Mechanical training - most applicable to environmental health aides but could be used by all of the medical aides and assistants in their patient contacts.

RECOMMENDATIONS

1. Core Curriculum

One approach to stimulate the interest of students in health careers could be the core curriculum. Core curriculum is probably the most talked about and least demonstrated concept in education.

The following should be the three goals of any core curriculum:

A. To provide teaching efficiency and economy by structuring a foundation of content which apply to a broad spectrum of careers. (May be separate courses, depending upon level of preparing agency.)

B. To provide uncommitted students with an educational experience which will assist in their choice of career and be applicable to that career.

C. To allow uncommitted students lateral movement from one career choice to another with minimal loss of time and credit, as well as vertical movement.

A science-based core that could be followed through the school system from grade 6 through 12 should prove useful. It would contain:

1. Medical terminology

2. Basic sciences with work application

3. Body mechanics

4. Communication skills
(use of the oral and written word)

5. Laboratory experience
(more generalized in the earlier years and more specific at the high school level including affiliation with employing institutions)

2. Laboratory Experiences

Time-motion studies for the duties of various entry level health service workers could be immensely valuable in setting up the laboratory experiences for educational curriculum.

Recommendations for specific laboratory experiences in the area of therapy assisting should include the following:

1. Physical therapy aide - simple treatment procedures such as applying hot packs and giving whirlpool treatments, and aiding in control of inventory of supplies.

2. Occupational therapy aide - followup established programs of occupational therapy of all types including teaching disabled persons to function in the home atmosphere (kitchen and bathroom) either by themselves or with a minimum of help.

3. Inhalation therapy aide - prepare the treatment area for the registered inhalation therapist. Contact with oxygen, compressed air equipment, nasal catheters, cannulae, face masks, and tents is essential.

4. Recreational therapy aide - group involvement to determine different personalities and a choice of recreational activities geared to individual grouping.

Curriculum development for environmental laboratory aides can include a single program to train water works and sewage works assistant.

1. The development of mechanical ability should be of prime importance. Theoretical and laboratory abilities should be developed at the levels reached in "The Manual of Instruction for Water Treatment Plant Operators," and "The Manual of Instruction of Sewage Treatment Plant Operators," both publications produced by the State Education Department and used in present grade 2 training courses. [2,3]

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2. Water Treatment Plant Operators, New York State Sanitary Code, Charter 1, Qualifications, Section 1160-1175.

3. Sewage Treatment Plant Operators, New York State Environmental Code, Chapter 1, Qualifications, Section 1183-1195.

2. The mechanical ability should be geared to the knowledge of operating and maintaining valves, pumps, boilers, motors, compressors, heat exchanges with emphasis on basic instrumentation.

3. Additional laboratory experience should be in the areas of sampling techniques, graph reading, and basic record logging.

Visits to service institutions and private medical and dental offices provided a profile of skills for the ideal medical or dental assistant. These skills can be verified by psychological testing. They should include:

1. Verbal skills above the average
2. Manual dexterity to use preventive materials
3. Energy
4. Human relation skills or potential to develop them
5. Strong emotional stability

Clinical experience must include basic medical and dental terminology, aseptic principals, practice with medical and dental charts, safety procedures in office situations, and routine test analyses.

Curriculum design for emergency health assisting need not be different from that for nursing aides in vocational education programs. However, the clinical application should stress emergency area assignments. The one area where emergency care has been undergoing changes is in the process of monitoring bio-medical equipment, especially in the intensive care units. This should be made a part of the emergency care and nursing aide clinical experience.

3. Advisory Boards

Representatives from educational institutions, health delivery organizations, and unions and consumer groups should be included on the advisory board for the formulation of new health service programs. Staff members of

health delivery agencies felt that health training programs were drawn unilaterally by educational facilities, leading to fragmentation in curriculum and program development. Increased cooperation between educational and health delivery organization would result in more efficient use of facilities, faculty, and equipment, all of which are in short supply. Greater communication would also lead to a more efficient use of available manpower. The investigators believed that equal advisory board participation would insure better curriculum planning, outlined by definitive task objectives, better laboratory experiences, and increased employment opportunities. A further benefit of equal participation in program planning might be a reduced divergence in occupational titles.

4. Regionalization of Programs

Surveyed service institutions indicated that well-qualified faculty and facilities for inservice training programs could be better provided through regional planning. Many communities are too small to adequately provide educational and training programs for a broad enough range of occupational offerings. Often, these areas are those whose populations have the greatest need for these programs. In light of this, residential facilities were recommended for regional training centers. The investigators concluded that adequate planning to determine the needs of health delivery organizations should lead to centrally located facilities which would be most economical and of greatest benefit to potential students and employees.

5. Licensure

While licensure of personnel in health service organizations does not affect entry level employment, it greatly hinders upward mobility of workers.

In many cases, aides are unable to apply work experience to reduce time in academic programs to become licensed.

Basic to the concept of mobility is the need to evaluate each individual's present abilities regardless of the route traveled to attain them. Proficiency and equivalency testing, rather than reliance on written examinations, can serve a basis for this evaluation.

Proficiency testing assesses an individual's knowledge and skills in regard to the actual demands of an occupational specialty. Equivalency testing equates learning gained outside of formal training programs with course requirements that constitute such training. There seems to be no reason why such mechanisms cannot be incorporated into our present system of licensure and certification.

6. Future Studies

Since this survey did not include the major health service areas of housekeeping, maintenance, and food service, meaningful studies could be conducted to investigate tasks and employment opportunities in these areas.

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APPENDIX A

Questionnaire to Provide Information

for Health Occupations Competency Survey

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

LORNE H. WOOLLATT
ASSOCIATE COMMISSIONER FOR
RESEARCH AND EVALUATION

DIVISION OF RESEARCH
CARL E. WEDEKIND, DIRECTOR

BUREAU OF OCCUPATIONAL EDUCATION RESEAR
LOUIS A. COHEN, CHIEF

518: 474.6366

Dear Administrator:

Through funds authorized by a current Vocational Education Grant, a research team from Hudson Valley Community College, Troy, New York, has been selected to conduct an analysis of present and future entry level health occupations that include personal services and environmental health. This information will provide the New York State Education Department with statistics and data for future program development. The research team consists of:

Dr. John Ehrcke - Principal Investigator
Dr. Franklyn Amos
Mr. Joseph Healey
Dr. Charles Zipprich

The enclosed questionnaire will detail for us such information from your institution.

Your attention to the items in this questionnaire and the return after it has been completed in the enclosed envelope will be appreciated. Any questions related to the study should be directed to Dr. John W. Ehrcke, Hudson Valley Community College, Troy, New York.

Ruth-Ellen Ostler, Chief
Bureau Health Occupation Education

Louis A. Cohen, Chief
Bureau of Occupation Education
Research

John W. Ehrcke
Principal Investigator

NEW YORK STATE EDUCATION DEPARTMENT

BUREAU OF OCCUPATIONAL EDUCATION RESEARCH

BUREAU OF HEALTH OCCUPATIONS EDUCATION

QUESTIONNAIRE

PLEASE SUPPLY THE INFORMATION REQUESTED FOR HEALTH OCCUPATIONAL EDUCATION CURRICULUM STUDY BEING CONDUCTED BY HUDSON VALLEY COMMUNITY COLLEGE. ALL INFORMATION WILL BE KEPT CONFIDENTIAL.

SECTION A - GENERAL INFORMATION

1. FIRM OR INSTITUTION. _____
2. ADDRESS _____
3. NAME OF PERSON COMPLETING THIS FORM _____
4. JOB TITLE _____
5. TYPE OF ORGANIZATION (PLEASE CHECK)

A) HOSPITAL _____

SPECIFY TYPE: GENERAL _____

TEACHING _____

MENTAL _____

OTHER _____

B) NURSING HOME _____

C) MEDICAL CLINIC _____

D) INDUSTRIAL _____

E) EDUCATIONAL _____

F) GOVERNMENTAL _____

SPECIFY TYPE _____

G) HOME HEALTH SERVICES _____

SPECIFY TYPE _____

H) OTHER _____

SECTION B - ENTRY LEVEL HEALTH CATEGORIES

6. INSTRUCTIONS FOR QUESTION 6. WE ARE LISTING SIX (6) COMMONLY RECOGNIZED AREAS OF ENTRY LEVEL HEALTH SERVICE POSITIONS. PLEASE CHECK CATEGORIES EMPLOYED BY YOUR ORGANIZATION. FOR EACH CATEGORY CHECKED PLEASE COMPLETE THE CORRESPONDING SECTION INDICATED.

ENTRY LEVEL CATEGORY			
A.	NURSE ASSISTING	☐	IF CHECKED COMPLETE SECTION 7A, PP.3
B.	THERAPY ASSISTING	☐	IF CHECKED COMPLETE SECTION 7B, PP.4
C.	ENVIRONMENTAL HEALTH ASSISTING	☐	IF CHECKED COMPLETE SECTION 7C, PP.5
D.	COMMUNITY HEALTH ASSISTING	☐	IF CHECKED COMPLETE SECTION 7D, PP.6
E.	MEDICAL/DENTAL ASSISTING	☐	IF CHECKED COMPLETE SECTION 7E, PP.7
F.	EMERGENCY ASSISTING	☐	IF CHECKED COMPLETE SECTION 7F, PP.8

7. INSTRUCTIONS FOR QUESTION 7. QUESTIONS 7A THROUGH 7F CORRESPOND TO THE SPECIFIC CATEGORIES CHECKED IN QUESTION 6, I.E., 7A REFERS TO NURSE ASSISTING. THE JOB DESCRIPTION AND THE LIST OF DUTIES APPROPRIATE FOR SPECIFIC JOB TITLES WITHIN THE CATEGORY ARE TO BE READ AND THE TABLE COMPLETED IN THE FOLLOWING MANNER:

COLUMN A - SELECT AND/OR LIST JOB TITLES USED NOW AND THOSE TO BE USED IN THE FUTURE.

COLUMN B - GIVE THE TOTAL NUMBER OF POSITIONS AVAILABLE IN THE TITLES SELECTED OR LISTED IN (A).

COLUMN C - GIVE THE TOTAL NUMBER OF POSITIONS AVAILABLE IN 1980 FOR EACH TITLE SELECTED OR LISTED IN (A).

COLUMN D - EACH COLUMN UNDER D CORRESPONDES TO THE SAME NUMBERED DUTY LISTED UNDER THE JOB DESCRIPTION. FOR EACH TITLE SELECTED OR LISTED IN (A) PLEASE RANK THE DUTIES ACCORDING TO PRIORITY- 1 - MOST IMPORTANT, 2 - SECOND IMPORTANT, 3 - LEAST IMPORTANT, IF THE DUTY IS NOT PERFORMED AT ALL, PLACE A DASH.

7A NURSE ASSISTING

UNDER THE DIRECTION OF THE REGISTERED NURSE, AIDS IN NURSING CARE TO THE SUB-ACUTE CONVALESCENT AND CHRONIC PATIENTS. MAY ASSIST THE REGISTERED NURSE IN THE CARE OF THE MORE ACTUELY ILL PATIENTS AND IN COMPLEX NURSING SITUATIONS.

DUTIES:

1. ASSISTS PHYSICIANS WITH EXAMINATIONS, TREATMENTS, AND DRESSINGS
2. ADMINISTERS SELECTED MEDICATIONS
3. MAKES OCCUPIED AND EMPTY BEDS
4. ASSISTS WITH ADMISSION, TRANSFER AND DISCHARGE OF PATIENTS
5. ASSISTS WITH ESCORTING AND TRANSPORTING PATIENTS
6. ASSISTS PATIENTS WITH HYGIENE AND PERSONAL CARE
7. ANSWERS PATIENT CALL LIGHTS
8. COLLECTS SPECIMENS SUCH AS URINE, STOOL AND SPUTUM
9. OBSERVES, RECORDS, AND REPORTS PATIENTS GENERAL PHYSICAL AND MENTAL SYMPTOMS
10. TAKES AND RECORDS PATIENTS TEMPERATURE, PULSE, RESPIRATION AND BLOOD PRESSURE

OTHER: _____

OCCUPATIONAL TITLES	TOTAL NUMBER OF POSITIONS		DUTIES									
	PRESENT	1980										
A	B	C	D									
			1	2	3	4	5	6	7	8	9	10
NURSE AIDE												
NURSE ORDERLY												
PRACTICAL NURSE												
OTHERS (PLEASE LIST)												

7B THERAPY ASSISTING

AIDS THE REGISTERED THERAPIST IN THE VOCATIONAL, EDUCATIONAL, AND RECREATIONAL ACTIVITIES DESIGNED TO MEET THE SPECIFIC REHABILATION NEEDS OF DISABLED PATIENTS.

DUTIES:

1. ASSIST PATIENTS IN PREPARATION FOR TREATMENT
2. TRANSPORT PATIENT AND RECORDS TO AND FROM THERAPY AREA
3. ASSISTS PATIENT IN PRACTICE OF ACTIVITIES RELATED TO THE DEVELOPMENT OF STRENGTH AND ENDURANCE
4. PERFORMS TREATMENT PROCEDURES PREDETERMINED FOR EACH PATIENT BY THE REGISTERED THERAPIST
5. ASSEMBLES AND DISASSEMBLES EQUIPMENT
6. PREPARES AND MAINTAINS TREATMENT AREAS
7. IS RESPONSIBLE FOR SUPPLIES
8. ARRANGES SCHEDULE OF FUTURE TREATMENTS AS DIRECTED BY THE THERAPIST
9. IS RESPONSIBLE FOR CORRELATION OF FOLLOW-UP WITH OTHER WORKING SHIFTS

OTHER: _____

OCCUPATIONAL TITLES	TOTAL NUMBER OF POSITIONS		DUTIES								
	PRESENT	1980									
A	B	C	D								
			1	2	3	4	5	6	7	8	9
OCCUPATIONAL THERAPY AIDE											
PHYSICAL THERAPY AIDE											
CORRECTIVE THERAPY AIDE											
RECREATION THERAPY AIDE											
INHALATION THERAPY AIDE											
OTHERS (PLEASE LIST)											

7C ENVIRONMENTAL HEALTH ASSISTING

ASSISTS IN THE OPERATION OF CONTROL FACILITIES, SETS UP SAMPLING EQUIPMENT, TAKES SAMPLES, AND ASSISTS IN THE OPERATION OF THE LABORATORY. THE ENVIRONMENTAL AIDE ASSISTS IN MAKING SURVEYS, INSPECTIONS, AND EVALUATIONS OF FACILITIES TO DETERMINE COMPLIANCE WITH SOME STANDARD AND ALSO ASSISTS THE ENVIRONMENTAL OR SANITARY ENGINEER.

DUTIES:

1. SETS-UP SAMPLING AND MEASURING EQUIPMENT
2. READS AND RECORDS DATA FROM METERS AND GAUGES
3. TAKES SAMPLES FOR LABORATORY ANALYSIS
4. PERFORMS SIMPLE LABORATORY TESTS
5. MAKES SIMPLE ARITHMETIC COMPUTATIONS
6. OPERATES EQUIPMENT
7. MAINTAINS EQUIPMENT
8. KEEPS SIMPLE RECORDS
9. MAKES AND INTERPRETS SIMPLE DIAGRAMS, SKETCHES, AND DRAWINGS
10. PREPARES SOLUTIONS AND REAGENTS IN THE LABORATORY
11. MAINTAINS LABORATORY IN PROPER ORDER
12. MAKES SIMPLE INVESTIGATIONS TO DETERMINE COMPLIANCE WITH A STANDARD
13. ASSISTS SURVEYING TEAMS

OTHER: _____

OCCUPATIONAL TITLES	TOTAL NUMBER OF POSITIONS		DUTIES												
	PRESENT	1980													
A	B	C	D												
			1	2	3	4	5	6	7	8	9	10	11	12	13
WATERWORKS ASSISTANT															
SEWAGE WORKS ASSISTANT															
AIR POLLUTION CONTROL AIDE															
SOLID WASTES AIDE															
LABORATORY AIDE															
WATER TESTER															
SANITARIAN AIDE															
HOUSING AIDE															
RODENT CONTROL AIDE															
INDUSTRIAL HYGIENE AIDE															
ENGINEERING AIDE															
...RS, (PLEASE LIST)															

7D COMMUNITY HEALTH ASSISTING

PROVIDES SERVICES TO PATIENTS IN THE HOME, AT AN AGENCY, OR IN THE COMMUNITY TO BRIDGE THE GAPS BETWEEN THE CONSUMER'S NEEDS AND SERVICE DELIVERY PROGRAMS. MAY FUNCTION AS A CASE MONITOR IN SOCIAL, EMOTIONAL, AND HEALTH RELATED PROBLEMS UNDER THE DIRECTION OF A HEALTH PROFESSIONAL.

DUTIES:

1. AIDS IN MAINTAINING PERSONAL HISTORIES OF COMMUNITY PATIENTS
2. INTERPRETS THE NEEDS OF THE PATIENT TO THE FAMILY AND COMMUNITY ORGANIZATIONS
3. ENLISTS THE COOPERATION OF THE COMMUNITY IN REHABILATION
4. AIDS GROUPS IN RECOGNIZING HEALTH DEFICIENCIES
5. AIDS THE COMMUNITY IN COMBATING RISKY PRACTICES SUCH AS CIGARETTE SMOKING AND DIET FADS
6. AIDS A COMMUNITY WIDE INMUNIZATION AGAINST INFECTIOUS DISEASES
7. AIDS IN REFERAL TO SOCIAL AND PSYCHIATRIC INSTITUTIONS
8. AIDS IN THE GATHERING OF STATISTICS IN COMMUNITY HEALTH PROBLEMS
9. ACTS AS A LIAISON BETWEEN HOME, HOSPITAL AND COMMUNITY FOR THE DISCHARED PATIENT
10. AIDS IN RE-EMPLOYMENT

OTHER: _____

_____

OCCUPATIONAL TITLES	TOTAL NUMBER OF POSITIONS		DUTIES										
	PRESENT	1980											
A	B	C	D										
				1	2	3	4	5	6	7	8	9	10
HEALTH GUIDE													
HEALTH EDUCATION AIDE													
HOME HEALTH AIDE													
OTHERS (PLEASE LIST)													

7E MEDICAL/DENTAL ASSISTING

ASSISTS THE LICENSED PHYSICIAN OR DENTIST IN EXAMINATION AND TREATMENT OF THE PATIENT. IS RESPONSIBLE FOR AVAILABILITY AND PREPARATION OF MATERIALS TO BE USED. MAY BE USED IN A VARIETY OF OTHER GENERAL OFFICE PROCEDURES.

DUTIES:

1. ACTS AS RECEPTIONIST FOR PATIENT
2. ASSISTS WITH PATIENT HISTORY
3. STERILIZES INSTRUMENTS
4. ANTISEPTIZES EQUIPMENT
5. ASSISTS WITH X-RAYS
6. PREPARES MATERIALS TO BE USED OR ADMINISTERED BY THE PHYSICIAN OR DENTIST
7. AIDS IN PATIENT TREATMENT
8. RECORDS PATIENT TREATMENT
9. INSTRUCTS PATIENT IN HOME FOLLOW-UP PROCEDURES
10. DISMISSES PATIENT

OTHER: _____

_____

OCCUPATIONAL TITLES	TOTAL NUMBER OF POSITIONS		DUTIES										
	PRESENT	1980											
A	B	C	D										
				1	2	3	4	5	6	7	8	9	10
MEDICAL ASSISTANT													
DENTAL ASSISTANT													
OFFICE ASSISTANT													
OTHERS (PLEASE LIST)													

7F EMERGENCY ASSISTING

PERSON STAFFING EMERGENCY VEHICLES AND EMERGENCY FACILITIES WHO ARE ESPECIALLY TRAINED IN FIRST AID AND THE HANDLING OF PATIENTS.

DUTIES:

1. ADMINISTERS FIRST AID PROCEDURES TO INJURED OR ILL PATIENTS
2. EXTRICATES PATIENT FROM EMERGENCY SITUATIONS
3. CONVEYS PATIENT FROM EMERGENCY SITUATION TO EMERGENCY CARE FACILITY
4. ADMINISTERS BLOOD TRANSFUSIONS AS NECESSARY
5. CLEANS WOUNDS
6. SUTURES WOUNDS
7. SPLINTS FRACTURED LIMBS
8. MONITORS PULSE, TERMPERATURE, RESPIRATION
9. UNDER PROFESSIONAL DIRECTION, ADMINISTERS EMERGENCY DRUGS
10. AIDS IN CHILD BIRTH

OTHER: _____

OCCUPATIONAL TITLES	TOTAL NUMBER OF POSITIONS		DUTIES										
	PRESENT	1980											
A	B	C	D										
				1	2	3	4	5	6	7	8	9	10
MEDICAL EMERGENCY TECH.													
EMERGENCY CARE ASSISTANT													
AMBULANCE ATTENDENT													
EMERGENCY ROOM AIDE													
INTENSIVE CARE UNIT ASS'T.													
OTHERS (PLEASE LIST)													

SECTION C - EDUCATIONAL PREPARATION

8. INSTRUCTIONS FOR QUESTION 8. CHECK WHETHER THE FOLLOWING GENERAL PREPARATORY AREAS ARE MORE IMPORTANT OR LESS IMPORTANT FOR ENTRY LEVEL HEALTH POSITIONS

PREPARATORY AREA	MORE IMPORTANT	LESS IMPORTANT
1. GENERAL UNDERSTANDING OF HEALTH SCIENCE RESOURCES	☐	☐
2. UNDERSTANDING OF TEAM RELATIONSHIPS	☐	☐
3. UNDERSTANDING OF HEALTH AND ENVIRONMENTAL-FIELD ETHICS	☐	☐
4. UNDERSTANDING SIMPLE MEDICAL TERMINOLOGY (ANATOMICAL TERMS)	☐	☐
5. UNDERSTANDING LEGAL RESPONSIBILITIES WITHIN HEALTH AND ENVIRONMENTAL SERVICES	☐	☐
6. UNDERSTANDING THE PRINCIPLES OF STERILIZATION	☐	☐
7. UNDERSTANDING THE SKILLS IN MAINTAINING ENVIRONMENT CONDUCIVE TO PATIENT WELFARE	☐	☐
8. UNDERSTANDING OF EMERGENCY FIRST AID PROCEDURES	☐	☐
9. UNDERSTANDING OF ORAL AND WRITTEN INSTRUCTIONS	☐	☐

REMARKS: _____

SECTION D - EMPLOYMENT BARRIERS

9. INSTRUCTIONS FOR QUESTION 9. FOR THE SERVICE CATEGORIES PREVIOUSLY CONSIDERED, PLEASE INDICATE YOUR GREATEST DIFFICULTIES IN EMPLOYING AND RETAINING HEALTH AND ENVIRONMENTAL AIDES.

DIFFICULTIES	HIRING	RETENTION
1. SALARIES	☐	☐
2. POOR SKILLS TRAINING	☐	☐
3. UNION QUALIFICATIONS	☐	☐
4. LACK OF COMMUNICATION SKILLS	☐	☐
5. RACE DISCRIMINATION	☐	☐
6. SEX DISCRIMINATION	☐	☐
7. AGE DISCRIMINATION	☐	☐
8. LACK OF FORSEEABLE JOB ADVANCEMENT	☐	☐
9. OTHER	☐	☐

SPECIFY _____

_____

SECTION E - RETURN INFORMATION

10. PLEASE CHECK IF YOU WISH TO RECEIVE A COPY OF THE RESULTS OF THIS SURVEY ☐

11. COMMENTS:

PLEASE RETURN THE COMPLETED QUESTIONNAIRE WITHIN 15 DAYS TO
HUDSON VALLEY COMMUNITY COLLEGE, TROY, NEW YORK 12180,
c/o DR. JOHN W. EHRCKE

APPENDIX B

Entry Level Health Positions

Reported by County

ENTRY LEVEL HEALTH POSITIONS REPORTED

COUNTY	NURSE AIDES	THERAPY AIDES	ENVIRONMENTAL HEALTH AIDES	COMMUNITY HEALTH AIDES	MEDICAL/ DENTAL AIDES	EMERGENCY AIDES	TOTAL
Livingston	341	22	11	8	5	3	390
Madison	28	19	4	7	4	2	64
Monroe	1143	171	42	39	7	4	1406
Montgomery	61	17	4	3	7	3	95
Nassau	1135	152	34	31	22	19	1393
Niagara	363	14	6	7	11	3	404
Oneida	1680	136	21	26	19	7	1889
Onondaga	507	41	32	26	11	3	620
Ontario	287	31	29	31	8	4	390
Orange	704	24	19	18	22	15	802
Orleans	36	18	3	4	1	1	63
Oswego	36	11	5	6	3	3	64
Otsego	123	17	7	8	4	1	160
Putnam	41	15	4	5	3	1	69
Queens	2693	112	67	62	33	74	3041
Rensselaer	218	12	9	7	5	6	257
Richmond	1608	134	16	18	31	32	1839
Rockland	1627	114	16	12	14	10	1793
St. Lawrence	372	21	14	13	9	11	440
Saratoga	173	15	7	8	5	2	210
Schenectady	161	24	18	14	11	3	231
Schoharie	26	17	4	5	2	3	57
Schuyler	14	13	4	3	1	2	37
Seneca	381	34	27	24	27	4	497

ENTRY LEVEL HEALTH POSITIONS REPORTED

COUNTY	NURSE AIDES	THERAPY AIDES	ENVIRONMENTAL HEALTH AIDES	COMMUNITY HEALTH AIDES	MEDICAL/ DENTAL AIDES	EMERGENCY AIDES	TOTAL
Albany	369	23	4	14	29	8	447
Allegany	31	12	3	2	3	1	52
Bronx	2236	143	27	21	25	74	2526
Broome	461	26	31	4	3	4	529
Cattaraugus	53	13	4	2	4	8	84
Cayuga	76	17	6	2	2	3	106
Chautauqua	68	19	11	3	7	0	108
Chemung	121	19	6	2	3	1	152
Chenango	18	12	2	1	2	0	35
Clinton	61	15	7	2	1	3	89
Columbia	42	13	2	1	2	1	61
Cortland	27	13	4	2	2	1	49
Delaware	83	17	4	3	4	2	113
Dutchess	1582	159	47	23	24	4	1839
Erie	2434	129	31	37	22	51	2704
Essex	62	15	3	2	4	2	88
Franklin	164	18	5	6	6	3	202
Fulton	36	16	5	6	7	3	73
Genesee	73	16	4	6	4	7	110
Greene	23	13	4	3	2	3	48
Herkimer	71	15	4	5	7	3	105
Jefferson	194	18	5	7	3	3	230
Kings	3134	136	54	47	42	118	3531
Lewis	21	14	2	4	3	2	46

ENTRY LEVEL HEALTH POSITIONS REPORTED

COUNTY	NURSE AIDES	THERAPY AIDES	ENVIRONMENTAL HEALTH AIDES	COMMUNITY HEALTH AIDES	MEDICAL/ DENTAL AIDES	EMERGENCY AIDES	TOTAL
Steuben	163	14	6	11	8	4	206
Suffolk	3631	166	37	42	36	9	3921
Sullivan	113	14	5	4	3	3	142
Tioga	17	15	2	2	3	1	40
Tompkins	73	17	5	6	3	3	107
Ulster	113	28	6	4	7	3	161
Warren	44	18	4	3	4	4	77
Washington	26	15	4	3	3	3	54
Wayne	412	34	19	18	11	3	497
Westchester	1431	96	41	43	27	28	1666
Wyoming	46	11	9	12	7	4	89
Yates	28	18	3	5	4	3	61
	31,294	2513	819	741	592	589	35,549

APPENDIX C

Responding Institutions by Types of Organizations

Institutions Visited

Responding Institutions By Type Of Organizations N=736

*Institutions Visited N=107

Hospitals	Address
A Barton Hepburn Hospital ECF	Ogdensburg
Albany Hospital for Incurables	Albany
*Albany Medical Center Hospital	Albany
Amsterdam Memorial Hospital	Amsterdam
Arden Hill Hospital	Goshen
Auburn Memorial Hospital Extended Care	Auburn
Aurelia Osborn Fox Hospital	Oneonta
Beekman Downtown Hospital	New York
Beth Abraham Hospital	Bronx
*Beth Israel Medical Center Israel Hospital	New York
Binghamton General Hospital	Binghamton
Binghamton State Hospital	Binghamton
Brooks Memorial Hospital	Dunkirk
Brunswick Hospital Center	Amityville
Bronx Municipal Hospital Center	Bronx
Calvary Hospital	Bronx
Carthage Area Hospital	Carthage
Catholic Medical Center Brooklyn	Jamaica
Central Islip State Hospital	Central Islip
Charles S. Wolson Memorial Hospital	Johnson City
Chenango Memorial Hospital	Norwich
*Columbia Memorial Hospital	Hudson
Columbus Hospital	New York
Community Hospital Extended Care Unit	Stamford

Hospitals	Address
Community General Hospital	Callicoon
Community Hospital Nursing Home	Rocoe
Coney Island Hospital	Brooklyn
Corning Hospital ECF	Corning
Cuba Memorial Hospital	Cuba
*Daughters of Jacob Geriatric Center	Bronx
Degraff Memorial Hospital	North Tonawanda
Delaware Valley Hospital Inc.	Walton
Dobbs Ferry Hospital	Dobbs Ferry
Doctors Hospital	Freeport
Doctors Sunnyside Hospital	Port Jervis
Dutchess County Infirmary	Millbrook
E J. Barber Hospital	Lyons
*Edward J. Meyer Memorial Hospital	Buffalo
Elmira Psychiatric Center	Elmira
Falkirk Hospital	Central Valley
*Flushing Hospital & Medical Center	Flushing
Fordham Hospital	Bronx
Frances Scherivier Home Hospital	Bronx
Francis Delafield Hospital	New York
Geneva General Hospital	Geneva
*Glens Falls Hospital	Glens Falls
Good Samaritan Hospital	Suffern
Goldwater Memorial Hospital	New York
Gowanda State Hospital	Melmuth
Grasslands Hospital	Valhalla

Hospitals	Address
Hamilton Avenue Hospital	Monticello
Harlem Valley State Hospital	Wingdale
Hebrew Hospital for Chronic Sick	Bronx
Highland Hospital	Beacon
Homer Folks TBC Hospital	Oneonta
Horton Memorial Hospital	Middletown
*Hospital Albert Einstein Col	Bronx
*Hospital for Special Surgery	New York
House of the Good Samaritan	Watertown
Hudson River State Hospital	Poughkeepsie
Italian Hospital	New York
Kenmore Mercy Hospital	Kenmore
Kings Park State Hospital	Kings Park
Kingsbridge House	Bronx
Lake Shore Hospital	Irving
Lawrence Hospital	Bronxville
Lenox Hill Hospital	New York
*Leroy Hospital	New York
Liberty-Loomis Hospital Inc.	Liberty
Long Beach Memorial Hospital	Long Beach
Lutheran Medical Center	Brooklyn
Lyons Community Hospital	Lyons
Manhasset Medical Center Hospital	Manhasset
Mary Harkness Presbyterian Hospital	Port Chester
Margaretville Memorial Hospital	Margaretville
*Mary McClellan Hospital	Cambridge
Mattewan State Hospital Complex	Beacon

Hospitals	Address
*Memorial Hospital Cancer Allied Disease	New York
Memorial Hospital of Greene	Catskill
Mercy General Hospital	Tupper Lake
Mercy Hospital Watertown Madonna	Watertown
Methodist Hospital of Brooklyn	Brooklyn
Metropolitan Hospital Center	New York
Millard Fillmore Hospital	Buffalo
Misericordia Hospital Medical Center	Bronx
Mohawk Valley General Hospital	Ilion
Monroe Community Hospital	Rochester
*Montefiore Hospital & Medical Center	Bronx
Moses Ludington Hospital	Ticonderoga
Mount View Hospital	Lockport
Mt. Eden General Hospital	Bronx
Nathan Littauer Hospital	Gloversville
New York Hospital-Cornell Medical Center	White Plains
New York Infirmary	New York
New York State Rehabilitation Hospital	West Haverstraw
Newark State School	Newark
Northern Dutchess Hospital	Rhinebeck
Nyack Hospital	Nyack
Oneida City Hospital	Oneida
Oswego Hospital	Oswego
Our Lady of Victory Hospital	Lackawanna
Park Avenue Hospital Inc.	Rochester
Park East Hospital	New York
Parsons Hospital	Flushing

Hospitals	Address
Peekskill Hospital	Peekskill
Peninsula Hospital Center	Far Rockaway
Pilgrim State Hospital	West Brentwood
*Placid Memorial Hospital	Lake Placid
Prospect Hospital	Bronx
Read Memorial Hospital	Hancock
Rochester General Hospital	Rochester
Rockland Children's Psychiatric Hospital	Orangeburg
Rome Hospital	Rome
Roswell Park Memorial Institute	Buffalo
Sagamore Childrens Center	Melville
Salamanca District Hospital	Salamanca
*Samaritan Hospital	Troy
Schuyler Hospital	Montour Falls
Sea View Hospital & Home	Staten Island
Sisters of Charity Hospital	Buffalo
Soldiers & Sailors Memorial Hospital	Penn Yan
South Hampton Hospital	South Hampton
South Nassau Communities Hospital	Oceanside
South Oaks Hospital	Amityville
*Sunnyview Hospital & Rehabilitation Center	Schenectady
Syracuse Psychiatric Hospital	Syracuse
St. Charles Hospital	Port Jefferson
*St. Clares Hospital & Health Center	New York
*St. Francis Hospital	Buffalo
St. Jerome Hospital	Batavia
St. James Mercy Hospital Extended Care	Hornell

Hospitals	Address
St. John's Episcopal Hospital	Brooklyn
St. Johns Queens HP DIV Medical Center	Elmhurst
St. Johns Smithtown Hospital	Smithtown
*St. Josephs Hospital	Cheektowaga
St. Josephs Hospital	Far Rockaway
*St. Lukes Hospital Center	New York
St. Lukes Memorial Hospital	New Hartford
*St. Mary's Hospital	Troy
*St. Peter's Hospital	Albany
St. Vincents Medical Center	Staten Island
*State University Upstage Medical Center Hospital	Syracuse
*State University of N.Y. Downstate Medical Ctr.	Brooklyn
The Faxton Hospital	Utica
The Good Samaritan Hospital	West Islip
The Jamaica Hospital	Jamaica
The Mary Imogene Bassett Hospital	Cooperstown
The Mount Vernon Hospital	Mount Vernon
The Parkway Hospital	Forest Hills
Tioga General Hospital & Nursing Home	Waverly
*Tompkins County Hospital	Ithaca
Twin Elms Hospital	Syracuse
U.S. Public Health Service Hospital	Staten Island
Utica State Hospital	Utica
Union Hospital of the Bronx	Bronx
United Hospital	Port Chester
University of Rochester	Rochester

Hospitals	Address
VA Hospital	Northport
Van Duyn Home & Hospital	Syracuse
*Vassar Brothers Hospital	Poughkeepsie
Veterans Administration Hospital	Buffalo
Veterans Administration Hospital	Bronx
*Veterans Administration Hospital	Brooklyn
*Veterans Hospital	Albany
Wassaic State Hospital	Wassaic
Will Rogers Hospital	Saranac Lake
Wyoming County Community Hospital	Warsaw

Nursing Homes	Address
A Holly Patterson Home Aged	Uniondale
Abbey Nursing Home	Rochester
Aberdeen Nursing Home	Rochester
Alaimo Nursing Home	Rochester
Albany Ave. Nursing Home	Kingston
Albany Gardens Nursing Home	Albany
Alice Hyde Nursing Home	Malone
*Althouse Nursing Home	Syracuse
*Ann Lee Home & Infirmary	Albany
Arietta Crane Reed Home	Brewster
Auburn Nursing Home	Auburn
Augustana Lutheran Home	Brooklyn
Baird Nursing Home	Rochester
Baldwinsville Sanitarium	Baldwinsville
Baptist Home for the Aged	Bronx
Baptist Home of Brooklyn	Brooklyn
Barbara Lucille Nursing Home	Mt. Vernon
Barnwell Nursing Home	Valatie
Bayberry Nursing Home	New Rochelle
Bayview Nursing Home	Island Park
Beadle Nursing Home	Oswego
Beechwood Sanitarium	Rochester
Belair Nursing Home	North Bellmore
Ben Nursing Home	Marcy
Berkshire Nursing Home	West Babylon
Bethel Methodist Home	Ossining

Nursing Homes	Address
Bida Convalescent Home	Oxford
Birchwood Nursing Home	Huntington State
Brandywine Nursing Home	Briarcliffe Manor
Briar Crest Nursing Home	Ossining
Brightonian Nursing Home	Rochester
*Broadacres-ECF	Utica
Broadlawn Manor Nursing Home	Amityville
Brooklyn Home for Aged Men	Brooklyn
Brooklyn Methodist Church Home	Brooklyn
Brooks Nursing Home	Syracuse
Brunswick Hospital Center Nursing Home	Amityville
Bullion Infirmary	Schuylerville
Burke Hill Manor Nursing Home	Rochester
Cambridge Nursing Home	Rochester
Canajoharie Nursing Home	Canajoharie
Case Nursing Home	Syracuse
*Castle Rest Nursing Home	Syracuse
Caton Park Nursing Home	Brooklyn
Cayuga County Infirmary	Auburn
Cedar Hedge Nursing Home	Rouses Point
Cedar Lodge Inc.	Saratoga Springs
Cedar Lodge Nursing Home	Center Moriches
Cedar Lodge Nursing Home	Ossining
Central Dutchess Nursing Home	Wappingers Falls
Centre Manor Nursing Home	New Rochelle
Charles T. Sitrin Home	New Hartford
Chase Memorial Nursing Home	New Berling

Nursing Homes	Address
Chester Hill Nursing Home	Mt. Vernon
Chimneys	Rochester
*City of Poughkeepsie Infirmary	Poughkeepsie
Claremont Nursing Home	Mt. Vernon
*Clark Nursing Home	Oneonta
*Clark Nursing Home	Richfield Spring
Clear Nursing Home	Rockville Centre
Clinton County Home Infirmary	Plattsburgh
Clinton Nursing Home	Bay Shore
Clove Lakes Nursing Home	Staten Island
*Colonial Hall Nursing Home	Keeseville
Community Drive Nursing Home	Great Neck
Cortlandt Nursing Home	Peekskill
Cottage Nursing Home	Schenectady
Country Lake Nursing Home	Centerport
Crestwood Nursing Home	Mt. Vernon
Cupola Nursing Home	Brockport
Dale Sanitarium	Rochester
*Daughters of Sarah Jewish Home	Troy
Davis Nursing Home	Mt. Vernon
Dean Manor Nursing Home	White Plains
Dehlman Nursing Home	Johnson City
Delameter Nursing Home	Poughkeepsie
*Delaware County Home Infirmary	Delhi
Delaware Nursing Home	Syracuse
Deleview Nursing Home	Farmingdale

Nursing Homes	Address
Dewitt Nursing Home	New York
Doanes Nursing Home	Goshen
Doctors Sanitarium	Rochester
Dow Nursing Home	Schenectady
Dowling Nursing Home	Utica
Dumont Nursing Home	New Rochelle
Dutchess County Infirmary	Millbrook
Earle Nursing Home	Lynbrook
Earle Nursing Home	Middletown
East Point Nursing Home	Cold Spring
East Rockaway Nursing Home	Lynbrook
Eastern Star Home Infirmary	Oriskany
Eastern Suffolk Nursing Home	Greenport
Echo Terrace Nursing Home	New Rochelle
Eden Park Nursing Home	Catskill
*Eden Park Nursing Home	Troy
*Eden Park Nursing Home	Cobleskill
Eden Park Nursing Home	Hudson
Eden Park Nursing Home	Albany
Edgewater Nursing Home	New Hartford
Elizabeth C. Shaw Nursing Home	Mountainville
Elizabeth Church Manor Infirmary	Binghamton
Elm Manor Nursing Home	Canandaigua
Elm Rest Nursing Home	Oswego
Elmcrest Sanitarium	Churchville
Elmhurst Sanitarium	Rochester

Nursing Homes	Address
Elms Nursing Home	Rochester
Elmwood Manor Nursing Home	Nanuet
Essex Home and Infirmary	Whallonsburg
Evangelical Home for the Aged	Brooklyn
Evergreen Haven	Warrensburgh
Evergreens Nursing Home	Camden
Fairport Baptist Home	Fairport
Far Hills Nursing Home	Greenville
Farragut Nursing Home	Brooklyn
Fatima Villa Nursing Home	Schodack Landing
Field Sanitarium	Rochester
Firemens Home of State of New York	Hudson
Five Towns Nursing Home	Woodmere
Fleetwood Nursing Home	Yonkers
Floral Park Nursing Home	Floral Park
Flower City Nursing Home	Rochester
Fort Tryon Nursing Home	New York
Frances Schervier Home & Hospital	Bronx
Franklin County Nursing Home	Malone
Franklin Nursing Home	Franklin Square
Furman Rest Home	New Rochelle
G. Smith Memorial Home Infirmary	Eaton
Gables Nursing Home	Palmyra
Garden House for Convalescents	Binghamton
Garry Nursing Home	Kingston
*Genesee N H	Utica

Nursing Homes	Address
German Masonic Home Corporation	Tappan
Giovannetti Nursing Home	Auburn
*Glen Haven Nursing Home	Glens Falls
Glencariff Nursing Home	Glen Cove
*Glendale Home & Infirmary	Scotia
Glenwood Nursing Home	Yonkers
Gough Nursing Home	Rochester
Graham Home for Old Ladies	Brooklyn
Grandview Nursing Home	Greenfield Center
Grandview Nursing Home	Lowville
Green Gables Nursing Home	Rochester
Green Woods Nursing Home	Melrose
Greene Nursing Home	Syracuse
Greene Nursing Home	Syracuse
Greyhouse Nursing Home	Rochester
Greystone Manor Nursing Home	Martinsburg
Guilderland Center Nursing Home	Guilderland
Hadlers Nursing Home	Kingstone
*Hallmark Nursing Center	Troy
Hallmark Nursing Home	Schenectady
Harding Nursing Home	Waterville
Haym Slomon Home for the Aged	Brooklyn
Hebrew Home for the Aged	Bronx
Helaire Farm Nursing Home	Huntington
Hempstead Park Nursing Home	Hempstead
Henderson Nursing Convalescent	Syracuse

Nursing Homes	Address
*Herle Nursing Home	Rochester
Hill Haven Nursing Home	Webster
Hill Haven Nursing Home	Syracuse
Hillcrest Nursing Home	Spring Valley
Hillcrest Nursing Home	Adams
Hillside Nursing Home	Auburn
Holbrook Manor	Holbrook
Hoden Nursing Home	Minda
Hollis Park Gardens Nursing Home	Hollis
Holy Child Nursing Home	Catskill
Home for Aged Women	Binghamton
Home Protestant Episcopal Church	Rochester
Horace NYE Home	Elizabethtwon
Horan Nursing Home	Weedsport
House of St. Hiles the Cripple	Garden City
House of the Holy Comforter	Bronx
Howd Nursing Home	Moravia
Hudson View Nursing Home	Yonkers
Huntington Nursing Home	Huntington
Hurlburt Sanitarium	Rochester
Hutton Nursing Home	Kingston
*Ideal Nursing Home	Glens Falls
Ideal Nursing Home	Auburn
Ideal Nursing Home	Bronx
Indian River	Granville
Irwin Nursing Home	St. Albans

Nursing Homes	Address
*Isabella Geriatric Center	New York City
Jackson Nursing Home	Baldwin
James Square Nursing Home	Syracuse
Jefferson County ECF	Watertown
Jewish Guild for the Blind	Yonkers
Jewish Home & Infirmary	Rochester
Jewish Home of Central New York	Syracuse
Jones & Martin Nursing Home	Middletown
Josephine Baird Home	New York
Kent Nursing Home	Carmel
Kent Nursing Home	Holmes
Kern Nursing Home	Otego
King Street Home	Port Chester
Knorr Sanitarium	Rochester
Kring Nursing Home	Hudson
Kruger Nursing Home	New Rochelle
Lakeshore Nursing Home	Rochester
Lakeview Nursing Home	Skaneateles
Lamp	Amsterdam
*Landers Nursing Home	Utica
Laura Parker Nursing Home	New Rochelle
Lilypond Nursing Home	Staten Island
Lincoln Manor Nursing Home	Ossining
Long Island Tides Nursing Home	Long Beach
Long Pond Nursing Home	Rochester
Long Term Care Unit Saratoga Hospital	Saratoga Springs
Longview Nursing Home	White Plains

Nursing Homes	Address
Longview Nursing Home	Malone
*Loretto Rest Inc.	Syracuse
Lovely Hill Nursing Home	Pawling
L.S. Poskanzer Convalescent Home	Albany
Lutheran Home Central NY Inc.	Clinton
Mansell Nursing Home	Moreau
Maple Lawn Nursing Home	Manlius
Maplewood Sanitarium	Rochester
Marcys Nursing Home	East Berne
Marrs Nursing Home	Mohegan Lake
*Martin Manor Nursing Home	Rochester
Mary Manning Walsh Nursing Home	New York
Masonic HM & Health Facility	Utica
Maxwell Nursing Home	Moravia
Mayfair Nursing Home	Hempstead
McCarthy Nursing Home	Troy
McClellands	Beacon
McDonough Nursing Home	Worchester
McGann Nursing Home	Poughkeepsie
McKinneys Sanitarium	Yonkers
Meadow Park Nursing Home	Flushing
Melrae Nursing Home	Syracuse
*Methodist Church Home for Aged	Bronx
Minoa Nursing Home	Minoa
Miramichi Nursing Home	White Plains
Miriam Osborn Memorial Home	Rye
Montclair Nursing Home	Glen Cove

Nursing Homes	Address
*Mt. Loretto Convalescent Home	Amsterdam
Mt. Vernon Nursing Home	Mt. Vernon
N.E. Conference Nursing Home	Hyde Park
Nassau Nursing Home	Oceanside
New Ideal Nursing Home	Glens Falls
*New Paltz Nursing Home	New Paltz
New York Nursing Home	New York
New York State Veterans Home	Oxford
Newark Manor Nursing Home	Newark
Nightingale Nursing Home	Troy
Noah Nursing Home	Lindenhurst
Notre Dame Home for Aged Poor	Bronx
Nunda Community Nursing Home	Nunda
Nursing Home Extended Care Facility	White Plains
Oak Hill Manor	Ithaca
*Oakwood Nursing Home	Schenectady
Oceanview Nursing Home	Far Rockaway
Oneida Nursing Home	Oneida
*Oneonta Nursing Home	Oneonta
Orange County Welfare Home Infirmary	Goshen
Orange County Welfare Home Annex	Newburgh
Orthmann Sanitarium	Kingston
Otsego County Home & Infirmary	Cooperstown
Our Lady Consolation Home Aged	Amityville
Palatine Nursing Home	Palatine Bridge
Park Alexander Nursing Home	Rochester

Nursing Homes

	Address
Park Nursing Home	Rockaway Park
Park View Nursing Home	Massapequa
Park View Nursing Home	New Rochelle
Parkway Nursing Home	White Plains
Parkway Nursing Home	Brooklyn
Patchogue Nursing Home	Patchogue
*Pavilion Nursing Home	Rochester
Peabody Home of Morningside	Bronx
Percy Williams Home	East Islip
Phillips Nursing Home	Syracuse
Pillars Nursing Home	Rochester
Pine Haven Home	Philmont
Pinecrest Manor Nursing Home	Corning
Pontiac Nursing Home	Oswego
Port Washington Nursing Home	Port Washington
Potsdam Nursing Home	Potsdam
Presbyterian Home for Central New York	New Hartford
*Providence Rest Home	Bronx
Queens Manor Nursing Home	South Ozone Park
Ramapo Manor Nursing Center	Suffern
Reconstruction Home Inc.	Ithaca
Regent Nursing Home	Richmond Hill
Resort Nursing Home	Arverne
Resurrection Rest	Catleton on Hudson
Riverdale Nursing Home	Bronx
Riverhead Nursing Home	Riverhead

Nursing Homes	Address
Rivermede Manor Nursing Home	Binghamton
Riverside Nursing Home	Haverstraw
Riverview Manor Nursing Home	Owego
Riverview Nursing Home	New York
Rochester Friendly Home	Rochester
Rockland County Infirmary	Pomona
Rodman Nursing Home	White Plains
Rofay Nursing Home	Bronx
Rome Nursing Home	Rome
Ross Nursing Home	Brentwood
Rutw Nursing Home	Hauppauge
Ryan Nursing Home	Watertown
Sacred Heart Home	Plattsburgh
Saint Albans Nursing Home	St. Albans
Sands Point Nursing Home	Port Washington
Sanger's Nursing Home	New York
*Saratoga Co. Homestead Infirmary	Middle Grove
Sawmill River Nursing Home	Yonkers
Sayville Nursing Home	Sayville
Silver Lake Nursing Home	Staten Island
Smith Nursing Home	Walton
Smithtown Nursing Home	Smithtown
Society of St. Johnland	Kings Park
Soundview Nursing Home	Smithtown
South Shore Convalescent Home	Patchogue
South Shore Nursing Home	Freeport

Nursing Homes	Address
Southampton Nursing Home	Southampton
St. Ann's Home for the Aged	Rochester
St. Camillus Nursing Home	Syracuse
St. Elizabeth Nursing Home	Newark
St. James Nursing Home	St. James
St. John's Home for the Aging	Rochester
St. Joseph's Home	Ogdensburg
St. Margaret's House Hospital	Albany
St. Patrick's Home for the Aged	Bronx
St. Teresa's Guest House	Middletown
Stafford Nursing Home	Syracuse
Steadwell Nursing Home	Schenectady
Steuben County Infirmary	Bath
Stonehedge Nursing Home	Rome
Suffolk Infirmary	Yaphank
Sullivan County Home & Infirmary	Liberty
Summit Nursing Home	Utica
Sunnyside Nursing Home	East Syracuse
Sunrest Nursing Home	Port Jefferson
Sunrise Manor Nursing Home	Bayshore
Sunset Nursing Home	Boonville
Sunset Nursing Home	Constableville
Surfside Nursing Home	Far Rockaway
*Sylcox Nursing Home	Newburgh
Tarrytown Hall Nursing Home	Tarrytown
Tenderling Nursing Home	Lindenhurst

Nursing Homes	Address
Terrace Sanitarium	Rochester
The Bethel Methodist Home	Ossining
The Jewish Guild for the Blind	Yonkers
The McClelland Home	Beacon
Todd Nursing Home	Southampton
Tompkins County Hospital	Ithaca
Townview Nursing Home	New York
Tra-Nel Nursing Home	Beacon
Trustees of Sailors Snug Harbor	Staten Island
Uihlein Mercy Center	Lake Placid
Ulster County Infirmary	New Paltz
Ulster County Infirmary	Kingston
Union Nursing Home	Schenectady
United Odd Fellows Home	Bronx
United Presbyterian Home	Woodbury
Ursuline Nursing Home	Oakdale
Valentine Nursing Home	Central Islip
Van Ostrand Nursing Home	Watertown
*Van Rensselaer Manor	Troy
Verrazano Nursing Home	Staten Island
Vestal Nursing Home	Vestal
Victoria Home	Ossining
Villa Mary Immaculate	Albany
Wayne County Infirmary	Lyons
Wedgewood Nursing Home	Spencerport
Westchester County Home	Hawthorne

Nursing Homes	Address
Westhampton Nursing Home	Westhampton Beach
Westledge Nursing Home	Peekskill
Westmere Convalescent Home	Albany
Westmount Infirmary	Glens Falls
White House Nursing Home	Rensselaer
White Plains Center Nursing Care	White Plains
Whiteney Nursing Home	New Rochelle
Wildwood Nursing Home	Brentwood
Williamsbridge Manor Nursing Home	Bronx
Willow Point Nursing Home	Vestal
Windsor Park Nursing Home	Queens Village
Wishing Well Nursing Home	East Rockaway
Woodbury Nursing Home	Woodbury
Woodcrest Nursing Home	College Point
Woodland Nursing Home	New Rochelle
Woodmere Nursing Home	Woodmere
Woods Manor Nursing Home	Jamaica
Workmens Circle Home	Bronx

Medical Clinics	Address
Burke Rehabilitation Center	White Plains
Elmira Clinic	Elmira
*Martin Luther King Health Center	Bronx
*Montefiore Hospital Loeb Center	Bronx
Neustadter Foundation	Yonkers
*New York Cardiac Center	Yonkers
*Ontario County Infirmary	Canandaigua
United Home for Aged Hebrews	New Rochelle

Industrial Institutions	Address
*Acme Steel & Malleable Iron Works	Buffalo
Allen V. Smith Inc.	Skaneateles
Ayerst Laboratories Inc.	Rouses Point
Berger Industries Inc.	Maspeth
*Bethlehem Steel - Lackawanna Plant	Buffalo
*Birds Eye Division - General Foods Corporation	Avon
Burrows Tissue Company	Phoenix
Cayuga Rock Salt Company	South Lansing
*Central Foundry Company	Rochester
Ciba Geigy Corporation	Suffern
Comstock Foods	Newark
Crowleys Milk Company Inc.	La Fargeville
Duneen Soap Corporation	Brooklyn
F M C Corporation	Middleport
*General Electric Co. Eng. Cast Production	Elmira
Georgia Pacific Corporation	Lyons Falls
H. Kohnstamm & Company Inc.	New York
Hazen and Sawyer	New York
Hercules Incorporated	Port Ewen
Ketchum Laboratories, Inc.	Amityville
Malcolm Pirnie Inc.	White Plains
*Mobile Oil Corporation	Buffalo
Monroe Frozen Food Inc.	Middleport
Natcon Chemical Company	Plainview
Nepera Chemical Company	Harriman
*O'Brien & Gere Engineers Inc.	Syracuse

Industrial Institutions	Address
*O-Cel-O General Mills Inc.	Tonawanda
Olin Corporation	Niagara Falls
Powers Chemco Inc.	Glen Cove
*Rochester Gas & Electric	Rochester
Salada Food Inc. - U.S. Division	Little Falls
Sealtest Foods Division Kraft Company Corp.	Schenectady
Simonds Steel - Wallace-Murphy	Lockport
Singer Graflex Division	
*Spaulding Fibre Company	Tonawanda
Special Metals Corporation	New Hartford
Van Houten Associates Inc.	New York
Charles R. Velzy Association Inc.	Elmsford
*Ambulance Service Corporation	Troy

Educational Institutions	Address
Adirondack Community College	Glens Falls
Albany - State University	Albany
*Alfred - Agricultural and Technical College	Alfred
Broome Community College	Binghamton
Buffalo - State University	Buffalo
Cobleskill - Agricultural and Technical College	Cobleskill
Cortland - State University	Cortland
*Delhi - Agricultural and Technical College	Delhi
*Downstate Medical Center	Brooklyn
*Erie Community College	Buffalo
Farmingdale - Agricultural & Technical College	Farmingdale
Fulton-Montgomery Community College	Johnstown
*Hudson Valley Comminity College	Troy
Monroe Community College	Rochester
Morrisville - Agricultural & Technical College	Morrisville
*Onondaga Community College	Syracuse
*Orange County Community College	Middletown
Plattsburgh - State University	Plattsburgh
University of Rochester	Rochester
*Upstate Medical Center	Syracuse
Westchester Community College	Valhalla

New York State Governmental Institutions	Address
*Board of Water Supply	Utica
*Brighton Sewer District #2	Rochester
Broome County Health Department	Binghamton
City Kingston Board Public Works	Kingston
*City of Albany Sewage Disposal	Albany
City of Binghamton	Binghamton
City of Fulton	Fulton
City of Glens Falls	Glens Falls
City of Ithaca	Ithaca
City of White Plains	White Plains
*Clinton County Health Department	Plattsburgh
*Columbia County Health Department	Hudson
Cattaraugus County Health Department	Olean
Craig State School	Sonyea
Department of Public Health	New Rochelle
Department of Public Works	Jamestown
Dutchess County Department of Health	Poughkeepsie
East Side Sewage Treatment Plant	Oswego
Elmira Water Board	Elmira
*Erie County Department of Health	Buffalo
Livingston County Department of Health	Geneseo
*Lockport Wastewater Treatment	Lockport
*Monroe County Health Department	Rochester
Nassau County Department of Health	Mineola
*Niagara County Health Department	Lockport

New York State Governmental Institutions	Address
Oneonta Water Department	Oneonta
Orange County Department of Health	Goshen
*Poughkeepsie Sewage Treatment Plant	Poughkeepsie
*Rensselaer County Health Department	Troy
Rockland County Health Department	Pomona
*Schenectady City Health Department	Schenectady
Seneca County Department of Health	Waterloo
Sewer & Water Department	Poughkeepsie
Suffolk County Department of Health	Riverhead
*Syracuse Water Division	Syracuse
Tompkins County Health Department	Ithaca
Town of Amherst	Williamsville
Town of Owego	Apalachin
Town of Rotterdam	Rotterdam
*Utica City Health Department	Utica
Village of Johnson City	Johnson City
Village of Lynbrook	Lynbrook
*Water & Wastewater Treatment Plant	Auburn
*Water Bureau	Rochester
Willowbrook State School	Staten Island
*Water Pollution Control Plant	Newburgh

Home Health Services	Address
Association Visiting Nurse Service Inc.	White Plains
Broome Community Health Center Hospital	Chanango
Community Visiting Nurse Association	North Tarrytown
*Hoosick Falls Health Center	Hoosick Falls
*Nursing Sister HM Visiting Service	Brooklyn
*NYS Department - Health Utica District Office	Utica
*Visiting Nurse Association - Albany Inc.	Albany
*Visiting Nurse Association of Troy	Troy
*Visiting Nurse Association	Syracuse
Visiting Nurse Service Association - Schenectady	Schenectady
Visiting Nurse Service - North Shore	Manhasset
Visiting Nurse Service	Huntington
Visiting Nurse Service	Rochester
*Visiting Nurse Service of New York	New York
Visiting Nurse Association of Utica Inc.	Utica
Visiting Nursing Association of Buffalo	Buffalo
VNA of the Fine Towns, Inc.	Woodmere

ACCESSION NUMBER: VT100757

PUBLICATION DATE: FEB74

TITLE: EFFECTIVENESS OF MODEL OFFICE, COOPERATIVE OFFICE EDUCATION, AND OFFICE PROCEDURES IN DEVELOPING OFFICE DECISION-MAKING ABILITIES...FINAL REPORT.

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DESCRIPTOR: *OFFICE OCCUPATIONS EDUCATION; *DECISION MAKING SKILLS; *ACHIEVEMENT GAINS; *TEACHING METHODS; COOPERATIVE EDUCATION; BUSINESS EDUCATION

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 621

ABSTRACT: THIS STUDY COMPARED THREE OFFICE EDUCATION COURSES FOR THEIR EFFECTIVENESS IN DEVELOPING STUDENTS' DECISION-MAKING SKILLS, IN HEIGHTENING THEIR PERCEPTIONS OF THE ROLE OF OFFICE OCCUPATIONS IN THE WORLD OF WORK, AND IN INCREASING THEIR KNOWLEDGE OF BUSINESS FUNDAMENTALS. PERSONAL DATA SHEETS, ACHIEVEMENT TESTS, AND TESTS USING OFFICE CASES WERE USED TO COLLECT DATA FROM TWELFTH GRADE STUDENTS IN MODEL OFFICE CLASSES, COOPERATIVE OFFICE EDUCATION CLASSES, AND OFFICE PROCEDURES CLASSES. MAJOR FINDINGS INCLUDED THE FOLLOWING: (1) THE COURSE WORK DID NOT AFFECT STUDENTS' DECISION-MAKING SKILLS; REGARDLESS OF THE WORK COMPLETED, THEY MADE DECISIONS SIMILAR TO THOSE MADE BY OFFICE SUPERVISORS AND WORKERS, (2) THE COURSE WORK DID AFFECT PERCEPTIONS OF THE QUALIFICATIONS REQUIRED OF OFFICE WORKERS, (3) COMPLETED COURSE WORK AFFECTED STUDENTS' TEST ACHIEVEMENT, AND (4) SOCIOECONOMIC STATUS AFFECTED ACHIEVEMENT IN GENERAL AND GRAMMAR AND JUDGEMENT IN PARTICULAR. (MU)

INSTITUTION NAME: MINNESOTA UNIV., MINNEAPOLIS. DEPT. OF BUSINESS EDUCATION.

SPONSORING AGENCY NAME: MINNESOTA STATE DEPT. OF EDUCATION, ST. PAUL. DIV. OF VOCATIONAL AND TECHNICAL EDUCATION.; BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.

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FINAL REPORT

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Project Number: 4-C-73

Effectiveness of Model Office, Cooperative Office Education, and Office Procedures in Developing Office Decision-making Abilities, in Changing Perceptions of the Office World of Work, and in Developing a Knowledge of Business Fundamentals and General Business Information

Conducted Using Grant Awarded by
Division of Vocational-Technical Education
Minnesota Department of Education
Under Part C of Public Law 90-576

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February 1974

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The project reported herein was performed pursuant to a grant from the Division of Vocational-Technical Education, Minnesota Department of Education. Grantees undertaking such projects under Division sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Division position or policy.

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ACKNOWLEDGMENTS

The Project Directors are grateful to the many people who assisted in the completion of this research project.

Appreciation is expressed to the teachers and students of the participating schools who gave of their time in completing the various data collection instruments.

Special thanks are extended to the following graduate assistants who assisted in the data collection and data analysis: Paul Kim, Joan Flood, Gary Seiler, David Kleven, and Patricia Copa.

Our appreciation is expressed to the Business and Office Education Program Supervisors, Division of Vocational-Technical Education, Minnesota State Department of Education, for their assistance in providing lists of schools having model office and cooperative office education courses.

Special thanks are also extended to Marianne Kelly for typing the final project report.

C.R.H.
G.N.M.

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SUMMARY

A major purpose of this study was to measure and compare the effectiveness of office procedures, model office, and cooperative office education courses in developing students' office decision-making abilities as well as to compare their decision-making abilities with those of office supervisors and office workers. A second purpose of the study was to investigate changes in students' perceptions of the office world of work as a result of their having completed a model office, cooperative office education, or traditional office procedures course. A third purpose of the study was to measure and compare students' knowledge of business fundamentals and general information.

The population of the study consisted of twelfth grade students enrolled in model office, cooperative office education, and office procedures courses in the public secondary schools of the State of Minnesota during 1972-73. Model office courses were limited to those using APEX model office materials.

Stratified proportional random samples of fifteen schools having model office and fifteen schools having cooperative office education courses were selected. Intact classes were used; that is all students in the model office and the cooperative office education courses in the respective selected schools participated in the study. In addition, all twelfth grade students enrolled in office procedures but not in model office or cooperative office education were included. The beginning sample of 877 was reduced to 713 as a result of student withdrawals and incomplete data.

Two types of data were collected. A student information sheet was used to collect pertinent personal data. Part of the personal data was used to determine socioeconomic status, one of the factors used in the final data analysis. The 20-word vocabulary test (Form 2) from the CAVD scale of Thorndike and others was administered to all students and the results were used as a measure of intelligence.

To collect achievement data, three instruments were used: Business fundamentals and general information test, office work perceptions instrument, and office decision-making cases. Statistical procedures used included *t*-tests and univariate and multivariate analyses of covariance.

Major findings of the study are listed below:

1. The office education course of study completed did not affect students' office decision-making abilities.
2. Students, regardless of office education course completed, made office decisions similar to those made by office supervisors and office workers.
3. Office education course of study completed affected students' perceptions of personal qualifications required of office workers.
4. Office education course of study completed affected students' achievement on the total test score of the Business fundamentals and general information test as well as their achievement on the following subtests: plurals, general information, judgment, and memory. It was also found that socioeconomic status had an effect on achievement in general information and judgment. The analysis also revealed that interaction of course and socioeconomic status affected achievement in the areas of grammar and judgment.

Chapter 1

INTRODUCTION

This chapter describes the purposes of the study as well as the specific questions to be answered through the research. Also included are the need for the study and a review of relevant literature completed and in process. The chapter also reviews the limitations of the study and defines terms.

Purpose of the Research

A major purpose of this study was to measure and compare the effectiveness of office procedures, model office, and cooperative office education courses in developing students' office decision-making abilities as well as to compare their decision-making abilities with those of office supervisors and office workers. A second purpose of the study was to investigate changes in students' perceptions of the office world of work as a result of their having completed a model office, cooperative office education, or traditional office procedures course. A third purpose of the study was to measure and compare students' knowledge of business fundamentals and general information.

Specific Questions to be Answered

Specifically, the purposes of this study were to answer the following questions:

1. Do students, after having completed a course in office procedures, model office, or cooperative office education, make office decisions different from those made prior to enrollment in the course?

2. Are the office decision-making abilities of students affected by the following factors?
   a. Office education course completed
   b. Socioeconomic status of the student
   c. Interaction of office education course completed and socioeconomic status of the student

3. Do students, after having completed a course in office procedures, model office, or cooperative office education, make office decisions similar to those made by office supervisors?

4. Do students, after having completed a course in office procedures, model office, or cooperative office education, make office decisions similar to those made by office workers?

5. Is there a difference in the office decisions made by office supervisors and those made by office workers?

6. Do students, after having completed a course in office procedures, model office, or cooperative office education, have perceptions of office work different from their perceptions prior to enrollment in the course?

7. Are the office work perceptions of students affected by the following factors?
   a. Office education course completed
   b. Socioeconomic status of the student
   c. Interaction of office education course completed and socioeconomic status of the student

8. Do students, after having completed a course in office procedures, model office, or cooperative office education, score higher on the Business fundamentals and general information test than they did prior to enrollment in the course?

9. Are students' scores on the Business fundamentals and general information test affected by the following factors?
   a. Office education course completed
   b. Socioeconomic status of the student
   c. Interaction of office education course completed and socioeconomic status of the student

Need for the Research

Business educators over the years have recognized the need for a course that would bridge the gap between the school and the office; that is, between theory and practice. There seems to be agreement among businessmen, office workers, and teachers that successful office workers not only need to be adept in the basic skills such as typewriting, shorthand, business mathematics, filing, etc., but they also need to have the related knowledges and understandings necessary for successful employment. It is the feeling of many people in business education that the separate skill subjects are providing insufficient background in knowledges and understandings.

This concern gave rise to the establishment of office practice/procedures courses. Courses in this area might be specifically identified as secretarial office practice/procedures or clerical office practice/procedures in some schools. Regardless of the name, the purposes of the courses are generally similar:

1. The development of new skills and abilities which cannot easily be put into separate courses.

2. The integration and reinforcement of skills and knowledges previously learned.

One finds such areas of study as business ethics, office procedures and routines (work flow), automation in the office, records management and filing, and office communication systems being emphasized.

Passage of the Vocational Education Act of 1963 gave impetus to another type of office education--cooperative office education. The student in the cooperative education program receives instruction while in school that includes required general education and business courses. Part of the student's day is spent in a business on an office job.

The Minnesota Coordinator's manual: Cooperative office education (Lennes, 1972) lists the following benefits of cooperative office education for the student:

1. Develops through direct, on-the-job training an understanding of employment opportunities and responsibilities.

2. Provides for the student a realistic learning situation in which he may discover his interests and abilities.

3. Provides basic information about business necessary for intelligent career choice.

4. Develops attitudes and work habits necessary for job competency.

5. Develops a better understanding of human factors in business and industry through working with other employees.

6. Provides remuneration while learning employment skills. (Earn while you learn.)

7. Provides dual learning environment--school life and employment.

8. Provides job placement for possible permanent employment.

9. Develops the individual socially, civically, recreationally, and vocationally [p. 9].

In Minnesota, cooperative office education programs are eligible for reimbursement of a portion of teachers' salaries and certain preapproved equipment purchases.

A third type of office education program is the model office program. Model offices have been in existence in the secondary school curriculum in one form or another since the early 1930's. Considerable emphasis has been given to this curricular approach nationally and in the State of

Minnesota during the past 3-4 years. Initial costs of model office programs have been partially funded by the Division of Vocational and Technical Education, Minnesota State Department of Education. Continuing reimbursement is made by the State Department of Education in the form of teacher salary, travel, and equipment.

Many claims are made for the use of the model office in preparing students for careers in the office. Funk (1972) writes:

> Simulation provides a setting wherein students have the opportunity to work in a real office situation while under the close supervision of the classroom teacher. The simulation pulls together the previously acquired student skills and knowledge in such a way that the 'whole' employee develops through the integration of the various subject areas of business education [p. iii].

In the Lester Hill office simulation employer's guide (Krawitz, 1971) the following statement is made about how students are affected by the simulation:

> Students who are otherwise turned off by workbook projects and practice sets respond quickly to the realism of the Lester Hill simulation. Because they can immediately grasp the relevance of what they are learning to on-the-job performance, they are better motivated to build the skills they already have and to reach out for new skills. Because they can see how their performance contributes to the success of the entire office, their attitude toward accuracy improves, class attendance goes up, and the need for remedial skill building activities is more easily accepted. Once the students become involved, they strive for self-improvement, not to satisfy academic criteria, but to satisfy the demands of their peers and to make the office a success [p. 7].

The authors of The office: Reality training through simulation (Wright, Santos, and Jennings, 1972) in describing the APEX materials state:

> The office worker to be successful requires more than skills. It is vital that attitudes and knowledge combine to make up the complete person. This program is designed to focus on this very need. Activities contain a dimension dealing with improving such attitudes as dependability, promptness, resourcefulness, pride and other attitudes for the maintenance of good human relations, and of imparting such knowledge as office procedures and office machines. This new focus is taken because of the established fact

> that the office worker rarely fails due to lack of office skills. In fact the program, as it is designed takes into account the handicapped, minority groups, etc., ... [p. 3].

Proponents of the model office program make claims similar to those made by the cooperative office education proponents in regard to the advantages of this curricular organization over the traditional office procedures approach in developing students' office decision-making abilities and in changing students' perceptions of the office world of work. Many teachers, however, are skeptical about how effective these courses are in teaching knowledge of business fundamentals.

When one looks at the purposes of the various office education programs (office practice/procedures, model office, cooperative office education) and the claims made for these programs, one sees a great deal of similarity. In spite of the emphasis on the cooperative office education program and the more recent emphasis on the model office program, there is little empirical evidence available which supports the claims being made for using one curricular approach rather than another. Numerous articles have been published in which teachers claim an intuitive finding of superiority for model office programs or cooperative office education programs, yet these judgments remain largely intuitive rather than empirical. In determining the need for this study, research completed and in process was considered.

Research Completed

Fortman (1970) studied entry-level job requirements and employment possibilities in El Segundo (California). He reported that businessmen felt new office employees' strengths were in attitude, attendance, punctuality, and appearance. Major weaknesses reported were in general business knowledge, proofreading, and basic mathematical skill.

Jones (1972) as a result of his study on the effects of full-time clerical employment on the business skills and environmental perception of beginning office workers, recommended that more emphasis be given in high school clerical programs to such areas as spelling, arithmetic, basic English, expression, office procedures, and human relations.

Weber (1969) studied curriculum priorities in secretarial education using a Q-Sort consisting of 60 statements structured into six categories covering skills, knowledge, and personal traits involved in secretarial work. The Q-Sort was completed by secretaries, business executives, and secretarial teachers. Weber reported that all three groups agreed that personal qualities were more important for secretarial success than either fundamental or specialized skills and knowledges. He found that among the 60 items considered <u>most important</u> by all three groups were dependability, accuracy, initiative, and cooperation. He also reported that among the 60 items considered <u>least important</u> by all three groups were data processing, operating duplicating or photocopying machines, an understanding of the services that banks render, and operating adding and calculating machines.

One of the purposes of a study conducted by Kingston (1971) was to evaluate the effectiveness of cooperative office education in the preparation of students for office work. Job information was collected regarding two groups of beginning workers: cooperative office education graduates and noncooperative office education graduates. Kingston concluded:

1. Cooperative office education did not appear to have an effect on beginning wages, job stability, or reasons for changing jobs.

2. No significant difference existed in job satisfactions. Job supervisors indicated that both groups of beginning workers had a good attitude toward work, but both needed to show more initiative on the job.

3. Although higher ratings were given to the cooperative education graduate in every area of job performance measured, cooperative office education did not appear to have a significant effect on quantity or quality of work performed.

Clemons (1972) assessed the cooperative education programs in the secondary schools of Kentucky in order to disclose their strengths and weaknesses. Opinions of three groups involved with the programs were sought: students who were enrolled in the cooperative office education programs, teacher-coordinators, and businessmen who employed the students enrolled in the programs. A summary of Clemons findings follows:

1. Students are well prepared in the basic skills of typewriting and machine operation, but poorly prepared in shorthand skills.

2. The trait receiving the highest rating from all groups was that of appearance.

3. The three groups agreed that students enrolled in the program display strong character traits, but are poor in the ability to organize their work.

4. Career preparation was viewed as the greatest strength.

5. Students and employers viewed students' decision-making ability as poor.

6. All groups discerned as weak the students' interest, knowledge, and understanding of the business world.

7. Businessmen said that the major weakness of the program was that the students were not adequately prepared in the communication skills.

Delorey (1972) compared the job satisfaction and job satisfactoriness of business graduates of the Minneapolis Area Vocational High School and Technical Institute, and three inner-city and three outer-city comprehensive secondary schools. Findings reported by Delorey relevant to this study include:

1. There was no significant difference in the job satisfaction of the graduates who had and had not received cooperative training.

2. There was no significant difference between inner-city school graduates who had and had not received cooperative training, with the exception of the performance scale which was higher for the inner-city school graduate who had received cooperative training.

3. There was no significant difference between the outer-city school graduates who had and had not received cooperative training with the exception of the dependability scale, which was higher for the outer-city graduate who had not received cooperative training.

McFarland (1972) measured the changes in straight-copy typewriting skill, production typewriting skill, transcription of mailable copy skill, and knowledge of business fundamentals of students enrolled in ten federally reimbursed vocational secretarial classes in Missouri. He also compared the mean increases in the skills and knowledges of those participating in cooperative vocational secretarial training with the mean increases of those participating in noncooperative vocational secretarial training. Following is a summary of McFarland's conclusions:

1. Any difference in the mean increase in the knowledge of business fundamentals and in the straight-copy typewriting skill, production typewriting skill, and transcription of mailable copy skill between cooperative students and noncooperative students can be attributed to chance.

2. Cooperative training did not have any significant effect upon the development of skills and knowledges.

3. Student knowledge of business fundamentals does not change significantly in a vocational secretarial class.

4. All students who have been enrolled in a vocational class for one year do not possess the minimum skills and knowledge necessary for successful performance in a secretarial position, since post-test results reveal that not all students can transcribe mailable copy.

Nelson (1972) compared the simulation method of teaching office practice using the mobile office education (MOE) simulation materials with the traditional method of teaching office practice at the high school level. Nelson reported that students taught office and clerical skills by the use of simulation methods with the MOE simulation materials achieved at a significantly higher level in the skill areas of filing and checking and in the personality areas of motivation to succeed, cooperativeness, make friends easily, self-centeredness, and ability to think logically than did students taught by traditional methods and materials. Students taught office and clerical skills by the use of traditional methods and materials achieved at a significantly higher level in the skill areas of straight-copy typewriting and rough draft manuscript typewriting than did simulation students.

Research In Process

Synnes (PhD, University of Minnesota; In Process) is undertaking a study to:

> . . .compare typewriting achievement among the following groups of high school students: those completing a second-year typewriting course; those completing a model office course in addition to a second-year typewriting course; and those completing a model office course but not a second-year typewriting course. A secondary purpose of the study is to compare the general business and office knowledge of these same groups.

Halvas (PhD, University of Minnesota; In Process) is studying the relationship between sociometric status (peer group acceptance) of the office education student and his achievement, socio-economic status, attendance, and length of exposure to peers in traditional and simulated office laboratory environments. The purpose of Halvas' study is to determine:

> . . .whether there are different relationships between the sociometric status (peer group acceptance) and achievement, socio-economic status, and attendance of students enrolled in three types of office education courses--(1) traditional office education courses using no simulation; (2) office education courses using a 90-hour simulation (Lester Hill Corporation); and (3) office education courses using a 200-hour simulation (APEX).

Halvas is seeking answers to the following specific questions:

1. In the three types of office education courses, are students who perform well and students who perform poorly equally as acceptable to their classmates?

2. In the three types of office education courses, are students who attend class regularly and students whose attendance is highly irregular equally as acceptable to their classmates?

3. In the three types of office education courses, are students from all socio-economic levels of society equally as acceptable to their classmates?

4. Does the length of time students are exposed to interaction situations (no simulation, 90-hour simulation, 200-hour simulation) have any bearing upon the degree to which the achievement, attendance, and socio-economic status affect their peer group acceptance?

Halvas concludes the needs section of his proposal with the following statement:

> If there are significant differences in the degree of acceptance of office education students by their peers, based on the criteria of achievement, attendance, and socio-economic status, and if the length of exposure in simulated office environments significantly affects the sociometric status of certain types of office education students, there may be sufficient reason to warrant more selective utilization of simulated office laboratories within office education programs.

In addition to the aforementioned studies, several Delta Pi Epsilon chapters around the United States are undertaking studies to determine the relative effectiveness of skills development among the various office education capstone experiences--office procedures, model office, and cooperative office education (Delta Pi Epsilon, 1972). Most chapters have selected one small area in which to do their studies, such as production typewriting skills, various business machine skills, knowledge of records management, etc.

While some research has been completed in office procedures and cooperative office education courses, little research has been completed in model office courses. No completed research was found comparing the effectiveness of all types of office education curricular.

By reviewing and synthesizing the studies completed and underway, it should be possible to make some judgments in regard to the relative effectiveness of the various office education programs in developing the various office skills. This study, by emphasizing office work perceptions, office decision-making abilities, and business fundamentals, will add another dimension when determing total effectiveness of the various office education programs.

Limitations

This study was conducted with the following limitations:

1. Although there are a variety of commercially prepared model office curriculum materials available, the APEX materials are the most commonly used in Minnesota. Also, there is a great deal of variation among the various teacher-prepared materials. For these reasons the study was limited to those schools using APEX model office materials.

2. The study was limited to the extent that the students participating in the study were able to communicate their perceptions of the office world of work.

3. The results of the study will be limited in generalizability since neither the office supervisors nor the office workers used in the decision-making section of the study were randomly selected.

4. A fourth limitation was that the office procedures courses used in the study were not randomly selected. Intact classes of model office and cooperative office education students were randomly selected on a stratified basis. The office procedures participants were limited to those who were enrolled in such a course at the schools selected for model office or cooperative office education participation. Such a procedure may limit the generalizability of the results since the question arises as to whether there is comparability among the twelfth grade students who enroll in office procedures in a school which has a model office and/or cooperative office education program and those who enroll in such a course at schools which do not offer these courses.

5. There were no reliability or validity data available on the Business fundamentals and general information test.

Definition of Terms

Cooperative Office Education - A full-year course for twelfth grade students who attend school part of the school day and are employed in an office capacity part of the day. The classroom segment includes improvement of skills such as typewriting, filing, recordkeeping, and office machines, plus study of such topics as office etiquette, interpersonal relations, personal grooming, and money management. The work experience

segment is under the supervision of the teacher-coordinator and the employer, thereby giving the student actual work experience both in a learning situation and a wage-earning situation.

Interpersonal Relations - The interaction of office workers, both on and off the job, with their co-workers and supervisors.

Job Knowledge - Awareness of what work in an office involves, of possibilities for advancement, and of opportunities that are available.

Job Qualifications - The requirements of job entry and job advancement pertaining primarily to skills for office workers.

Model Office - A two-hour per day, full-year course which replicates the organization, tasks, work qualifications, conditions, and standards, as found in a general office setting.

Office Decision-making Ability - When given a situation or case typical of a situation which might occur in an office, the ability to select from several alternatives the best course of action to be taken.

Office Procedures - A one-hour per day, full-year course offered to eleventh and twelfth grade students to prepare them for office work through development and improvement of such skills as filing, typewriting, use of office machines, and recordkeeping, as well as the study of business forms, work flow, office etiquette, personal grooming, and interpersonal relationships. This course may also consist of two one-semester courses: office machines and office procedures.

Office Work Perception - The awareness of objects and events in office work which comes about through the senses and leads to a mental image that combines with previous experiences to form a concept of office work and the role a person might play in the office.

Personal Qualifications - Those requirements of an office worker in regard to dress, grooming, etiquette, and personal habits.

Chapter 2

PROCEDURES

This chapter describes the design and procedures of the study, and is organized as follows: (1) instruments, (2) student data collection procedures, (3) population and sample, and (4) pretest data comparisons.

Instruments

To collect data, several instruments were used. These instruments are described below

Student Information Sheet

A student information sheet (See Appendix A, pp. 47-48) was developed to collect pertinent personal data. In addition to the student's name, course, grade, age, sex, teacher's name, and school, the student was asked if he had worked for pay and, if so, for how many hours. The student also provided information in regard to the total number of quarters of the various business classes he would expect to have completed by the end of the year in which the study was conducted.

Index of Socioeconomic Status

Part of the data provided by the student on the student information sheet was to be used to determine socioeconomic status, one of the factors to be used in the data analyses. In order to use the Index of socioeconomic status (Institute for Developmental Studies, 1965), two items of information were required--the education and occupation of the main support of the family. Each of these factors is assigned a prestige value according to a predetermined scale. The values are then combined to provide a score which indicates low, middle, or upper socioeconomic status. Information was obtained for both parents, and the highest value was used.

Vocabulary Test

A measure was needed to determine whether ability differences, such as determined by intelligence tests, existed among the students enrolled in the various courses. Because of the difficulty in obtaining intelligence test scores from students' records and because of the number of different tests used in the schools which do not generate directly comparable scores, the 20-word vocabulary test (Form 2)[1] from the CAVD scale of Thorndike and others (Buros, 1965) was administered to all students. For two of the five forms, Miner (1961) obtained correlations of .47 and .54 with the

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WAIS (Wechsler Adult Intelligence Scale) which, when corrected for attenuation, were inflated to .84 and .86. Taking into account the effects of the adjustment, Miner concluded that the correlation was at least .75. Thorndike (1942) reported a reliability coefficient of .83 between two of the five forms of the test.

Business Fundamentals and General Information Test

The Business fundamentals and general information test[2] is one of six tests in the National business entrance test general testing series (National Business Education Association, 1972). The test was originally prepared under the direction of the Joint Committee on Tests of the United Business Education Association and the National Business Education Association. It was copyrighted in 1955, and revised in 1964 and 1972. There are no available national norms, or reliability and validity coefficients. The test has, however, been used by office procedures teachers over the years as a measure of achievement.

Office Work Perceptions

The office work perceptions instrument (See Appendix B, pp. 49-52) was developed by Rubald (1973) using four categories: job knowledge, personal qualifications, interpersonal relations, and job qualifications. These categories are defined in the Definition of Terms section of Chapter 1. Reliability of Rubald's instrument was determined through a test-retest procedure using office procedures and cooperative office education students. Correlating student scores on the original test with their retest scores produced a reliability of .88. Content validity was determined by Rubald through a series of test administrations to office management personnel until there was complete agreement on all statements.

Office Decision-Making Cases

To determine office decision-making ability, ten decision-making cases were developed by the investigators. Students were given ten situations or cases (See Appendix C, pp. 53-58) in which a problem existed. They were then asked to rank four possible courses of action for each case as to their perceived appropriateness. Since the cases were developed from critical incidents as reported by people who had been working in offices, it was assumed they had content validity. Reliability was determined through a one-week test-retest procedure using business education students in schools not participating in the study. Rank order correlation coefficients were derived for each student for each case. Using z transformation, the rank order correlations were averaged.

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[2] Since this test is copyrighted by its publisher, it has not been reproduced in this study.

providing a rank order correlation for each case. Rank order reliability for the total test instrument was determined using z transformation to average the coefficients for the ten cases. The correlation coefficient derived through this procedure was .98.

The above procedure did not take into consideration "best" solutions on the decision-making cases, only rank-ordered solutions. In order to determine what might be considered "best" solutions, the office decision-making cases were administered to 38 office supervisors and 38 office workers (distributed to 50 of each) in April, 1973. These personnel were selected based on size of company and type of office position so that there was proportional representation based on national data. (For a full description of this process, the reader is referred to the NOBELS Final Report (Lanham, 1972).) A "best" solution was computed for both office supervisors and office workers by selecting the solution chosen as number one choice most often by each group for the problem presented in each case.

In addition, a "weighted" solution was determined for each case for both office supervisors and office workers. This was done using a frequency count of the number of times each of the four options per case ranked first, second, third, or fourth. The score for each option was determined by multiplying by a value of "3" the number of times rank one was chosen for that option, by "2" for rank two, by "1" for rank three, and by "0" for rank four. The resulting products were summed to provide a weighted score for each option. These weighted scores were then ranked for each case.

The procedure for scoring student tests, using weighted solutions, is described below. If the student's first choice was the same as the office worker (office supervisor) solution with the highest ranking, he received 3 points; if his first choice was the solution which had the second highest ranking, he received 2 points; etc. These points were then summed to get a total weighted score for each student. Students' total weighted scores were averaged to get the weighted mean scores for each group of students.

The "best" solution and the top ranked "weighted" solution for each case were the same for the office supervisors as well as for the office workers. There was, however, a difference between office supervisors and office workers using both "best" solution and top ranked "weighted" solution on two of the ten cases.

The data gathered through the test-retest procedure of business education students described above was scored using the "best" solutions and "weighted" solutions provided by office supervisors and office workers. Four additional reliability coefficients were then computed for the office decision-making cases. The results of these computations are summarized in Table 1, p. 15.

Table 1

Office Decision-making Cases Reliability Coefficients Computed Using Office Supervisor and Office Worker "Best" and "Weighted" Solutions

Solution	Reliability Coefficient
Office Supervisor (Best)	.44***
Office Supervisor (Weighted)	.40***
Office Worker (Best)	.45***
Office Worker (Weighted)	.43***

***$p < .001$.

The results show that although these reliability coefficients are not as high as the rank order reliability coefficient, a relationship that is not due to chance exists between reliability sample test-retest scores using "best" and "weighted" scores.

Student Data Collection Procedures

After the schools were identified through a stratified proportional random procedure (described in the following section), letters were sent to principals, business department chairmen, office education coordinators, model office teacher-managers, and office procedures teachers by the state supervisor for secondary business and office education and the project directors outlining the purpose of the study and requesting their participation in the study. All contacted agreed to participate in the study.

Following the identification of the sample, the packet of data collection instruments, along with directions, was sent to each participating teacher. The packet included:

1. Directions for collecting data
2. Student information sheet
3. Thorndike vocabulary test
4. Office work perceptions instrument
5. Office decision-making cases
6. Business fundamentals and general information test

Teachers were asked to have students complete the various instruments no later than September 30, 1972. Provision was made for teachers to return all materials to the project directors not later than October 15, 1972.

On May 1, 1973, teachers were sent the following materials to be administered before May 21, 1973:

1. Directions for administering instruments
2. Office work perceptions instrument
3. Office decision-making cases
4. Business fundamentals and general information test

Provision was made for teachers to return all materials to the project directors not later than June 1, 1973.

Population and Sample

The sampling procedure and loss of sample are described in the following paragraphs.

Sampling Procedure

The population consisted of twelfth grade students enrolled in model office (MO), cooperative office education (COE), and office procedures (OP) courses in the public secondary schools of the State of Minnesota during 1972-73. A list of schools offering approved cooperative office education and model office (APEX) courses was obtained from the Division of Vocational and Technical Education, State Department of Education.

Because of the difficulty of selecting students randomly, stratified proportional random samples of fifteen schools having model office and fifteen schools having cooperative office education were selected. Intact classes were used; that is, all students in the model office and the cooperative office education courses in the respective selected schools participated in the study. In addition, all twelfth grade students enrolled in office procedures but not in model office or cooperative office education were included.

Since a large number of secondary vocational centers offer model office courses, they were included in the stratified proportional random sample. Because the vocational centers do not offer office procedures, twelfth grade students from the center's participating schools who were enrolled in office procedures at the home schools were included in the study. Table 2, p. 17, shows, by school size, the number of schools selected.

Table 2

Number of Schools Included in the Sample by Size and Course*

School Size	COE	MO
1,000 and over	12	6
Under 1,000	3	2
Vocational Centers		7
Total	15	15

*Office procedures courses were not selected randomly; all students enrolled in office procedures courses in the COE and MO selected schools participated in the study; for the vocational centers, office procedures courses in the home schools were used.

Loss of Sample

One of the problems in research is the potential for incomplete data. Table 3, p. 18, shows the number of subjects who completed the pretest data, the number of subjects who were not included in the final data analysis, and the number of subjects included in the final data analysis. Subjects were not included in the final data analysis for one of two reasons: some students withdrew from the various participating classes, and some students had incomplete test data because of absences on test days or failure to complete a test instrument.

In order to determine whether the sample had been biased as a result of student drops, *t*-tests were used to determine whether there were significant differences in personal characteristics and pretest scores (office work perceptions, office decision-making cases, Business fundamentals and general information test) between students who were dropped and students who had complete data. Summary tables of the *t*-test results for each course can be found in Tables 20-22 (Appendix D, pp. 60-68).

Table 3

Number of Student Participants by Course

Student Classification	Course			
	COE	MO	OP	Total
Stays	241	236	236	713
Drops	42	47	75	164
Total with Pretest Data	283	283	311	877

No significant differences were found when comparing office work perceptions and Business fundamentals and general information test pretest scores of the Stays and Drops for any of the courses. There were no significant differences in the vocabulary (intelligence) scores of Stays and Drops for any of the courses. The t-tests revealed that a significantly higher number of cooperative office education Drops ($\bar{X}$ = 86%) had worked for pay (in a job other than a cooperative office education position) than had cooperative office education Stays ($\bar{X}$ = 68%). Also, cooperative office education Stays had anticipated completing significantly more quarters of business subjects ($\bar{X}$ = 20.75) than did cooperative office education Drops ($\bar{X}$ = 18.42). Office procedures Stays were significantly older ($\bar{X}$ = 17.06) than office procedures Drops ($\bar{X}$ = 16.94). There were no significant differences between model office Stays and Drops on any of the personal characteristics.

The t-test procedure revealed significant differences on the office decision-making cases between office procedures Stays ($\bar{X}$ = 4.60) and Drops ($\bar{X}$ = 4.00) when using the office supervisor "best" solutions in scoring. A significant difference was also found between office procedures Stays ($\bar{X}$ = 4.05) and Drops ($\bar{X}$ = 3.44) when using the office worker "best" solutions in scoring. No significant differences were found using "weighted" solutions.

A significant difference was found between the cooperative office education Stays ($\bar{X}$ = 4.18) and Drops ($\bar{X}$ = 3.63) when using the office worker "best" solutions in scoring. No significant differences were found using the office supervisor "best" solutions or "weighted" solutions.

No significant differences were found when comparing office decision-making cases pretest scores of the model office Stays and Drops using any of the scoring procedures.

Out of 78 t-tests, only t significant. It would be expected that at the .05 level four of t cests would be significant by chance. Even though the differences found were statistically significant, they were minor in terms of practical significance. Thus it was concluded that students not included in the final data analysis had essentially the same beginning characteristics as students who were included in the study.

Pretest Data Comparisons

Analysis of variance statistical procedures were performed on selected student characteristics, office work perceptions pretest scores, Business fundamentals and general information test pretest scores, and office decision-making cases pretest scores. This was done to determine if there were significant differences among the students enrolled in the three types of office education courses prior to the start of the study. If significant differences were found, Tukey t-tests were run to determine which group(s) were different from the other(s). The results of these procedures are reported in the following paragraphs. Tables 20-22 (Appendix D, pp. 60-62) contain mean scores and standard deviations for the various pretest instruments and personal characteristics, by course.

Selected Student Characteristics

The student characteristics compared in the three courses included: sex, age, socioeconomic status, vocabulary (intelligence), business courses, and work for pay.

Sex. There were no significant differences in sex. A very high percentage of the students in all courses were female. For this reason students were not grouped by sex in later analysis.

Age. Analysis of variance on age revealed that there was no significant difference in ages of the subjects in the three groups. The average age of students in all groups approximated 17 years.

Socioeconomic Status. Students were classified in one of three socioeconomic levels: lower, middle, or upper. Analysis of variance on socioeconomic status (Table 4, p. 20) showed that there was a significant difference among courses. The Tukey t-test procedure showed that students in model office ($\bar{X}$ = 2.14) and cooperative office education ($\bar{X}$ = 2.18) had approximately the same socioeconomic status. Office procedures ($\bar{X}$ = 2.39) students, on the other hand, had a significantly higher average socioeconomic status than did students in the other two groups.

Table 4

Analysis of Variance and Tukey t-test on Socioeconomic Status for Office Procedures, Model Office, and Cooperative Office Education Students

Source	DF	SS	MS	F
Course (OP, MO, COE)	2	8.76	4.38	8.05**
Error	708	385.02	.54	

Tukey t-test ($p < .05$ used to determine differences)
Same: MO ($\bar{X}$ = 2.14) and COE ($\bar{X}$ = 2.18)
Different: OP ($\bar{X}$ = 2.39)

*$p < .05$.
**$p < .01$.

Vocabulary. As indicated previously, the Thorndike vocabulary test (Form 2) was used as an indicator of intelligence. Analysis of variance showed no significant differences among students in the various courses.

Worked for Pay. Students were asked if they had worked for pay in any job other than in a cooperative education position. Analysis of variance on the responses to this question revealed no significant differences.

If students indicated they had worked for pay, they were asked to provide additional data about their jobs including company name, job title, average hours worked per week, and dates of employment. This work was separated into related (office) work experience and unrelated work experience. Analysis of variance was run on each of the two types of work experience to determine if there were significant differences in the groups. There were no significant differences in the average amount of related work experience among the three groups. There was a significant difference, however, in the number of hours of unrelated work experience (Table 5, p. 21). While there was no significant difference between the office procedures ($\bar{X}$ = 495.41) and cooperative office education ($\bar{X}$ = 697.52) students, and between the cooperative office education ($\bar{X}$ = 697.52) and model office ($\bar{X}$ = 724.68) students, there was a significant difference between the office procedures ($\bar{X}$ = 495.41) and the model office ($\bar{X}$ = 724.68) students in the amount of unrelated work experience.

Table 5

Analysis of Variance and Tukey t-test on Unrelated Work Experience for Office Procedures, Model Office, and Cooperative Office Education Students

Source	DF	SS	MS	F
Course (OP, MO, COE)	2	7333560.00	3666780.00	3.98*
Error	704	648234347.06	920787.42	

Tukey t-test ($p < .05$ used to determine differences)
Same: OP ($\bar{X}$ = 495.41) and COE ($\bar{X}$ = 697.52); COE ($\bar{X}$ = 697.52) and MO ($\bar{X}$ = 724.68)
Different: OP ($\bar{X}$ = 495.41) and MO ($\bar{X}$ = 724.68)

*$p < .05$.
**$p < .01$.

Courses. Students recorded the number of quarters of all business courses they anticipated completing by the end of the year in which the study was undertaken. For analysis of variance purposes the number of quarters were totaled for each student. The analysis of variance reported in Table 6, p. 22, shows that there was a significant difference in the average number of quarters of business subjects completed by the students in the various courses. The t-test procedure revealed that there was no difference between cooperative office education ($\bar{X}$ = 20.75) and model office ($\bar{X}$ = 21.34) students. There was a significant difference between these two groups and the third group, office procedures ($\bar{X}$ = 15.13). This difference might be explained by the fact that students usually get two credits for model office and cooperative office education. Thus it would be expected that they would average at least four more quarters of business education.

Office Work Perceptions

The four subtest scores and the total score on the office work perceptions test instrument were compared among the three office education courses.

Job Knowledge. The results of analysis of variance on job knowledge pretest scores revealed no significant differences among the three office education groups.

Table 6

Analysis of Variance and Tukey t-test on Quarters of Business Subjects Completed for Office Procedures, Model Office, and Cooperative Office Education Students

Source	DF	SS	MS	F
Course (OP, MO, COE)	2	5459.24	2729.62	81.01**
Error	702	23655.02	33.70	

Tukey t-test ($p < .05$ used to determine differences)
Same: COE ($\bar{X}$ = 20.75 and MO ($\bar{X}$ = 21.34)
Different: OP ($\bar{X}$ = 15.13)

*$p < .05$.
**$p < .01$.

Personal Qualifications. There were no significant differences on pretest personal qualifications mean scores among the three groups.

Interpersonal Relations. The results of the analysis of variance on the pretest interpersonal relations scores are reported in Table 7, p. 23. A significant difference was found. Further analysis (Tukey t-test) showed that while there was no significant difference between mean scores for office procedures ($\bar{X}$ = 11.70) and model office ($\bar{X}$ = 11.85), the mean score for cooperative office education ($\bar{X}$ = 11.41) was significantly lower than those of the other two.

Job Qualifications. No significant differences were found on the analysis of variance on the job qualifications pretest scores among the three groups.

Total Score. Analysis of variance revealed no significant differences among the mean scores of the three office education groups on the total office work perceptions score.

Business Fundamentals and General Information Test

The eight subtest scores and the total score on the Business fundamentals and general information test were compared among the three office education courses.

Table 7

Analysis of Variance and Tukey t-test on Interpersonal Relations Pretest for Office Procedures, Model Office, and Cooperative Office Education Students

Source	DF	SS	MS	F
Course (OP, MO, COE)	2	24.15	12.07	8.12**
Error	710	1055.90	1.49	

Tukey t-test ($p < .05$ used to determine differences)
Same: OP ($\bar{X}$ = 11.70) and MO ($\bar{X}$ = 11.85)
Different: COE ($\bar{X}$ = 11.41)

*$p < .05$.
**$p < .01$.

Spelling. No significant differences were found among the three groups of office education students.

Plurals. The results of the analysis of variance on plurals revealed no significant differences.

Grammar. No significant differences were found among the mean scores of the office procedures, model office, and cooperative office education students on the grammar pretest.

Expression. Analysis of variance revealed no significant differences among the three groups on the expression pretest scores.

General Information. The results of the analysis of variance on the general information pretest scores revealed no significant differences.

Judgment. Analysis of variance revealed no significant differences among the three groups on the judgment pretest scores.

Arithmetic. The results of the analysis of variance on the pretest arithmetic scores are reported in Table 8, p. 24. There was no significant difference between the office procedures ($\bar{X}$ = 5.82) and the cooperative office education ($\bar{X}$ = 5.84) pretest arithmetic scores. The pretest arithmetic mean score of the model office ($\bar{X}$ = 7.18) students was, however, significantly higher than the mean scores of either of the other two groups.

Table 8

Analysis of Variance and Tukey t-test on Arithmetic Pretest for Office Procedures, Model Office, and Cooperative Office Education Students

Source	DF	SS	MS	F
Course (OP, MO, COE)	2	286.83	143.41	18.82**
Error	710	5411.74	7.62	

Tukey t-test ($p < .05$ used to determine differences)
Same: OP ($\bar{X}$ = 5.82) and COE ($\bar{X}$ = 5.84)
Different: MO ($\bar{X}$ = 7.18)

*$p < .05$.
**$p < .01$.

Memory. Analysis of variance (Table 9, p. 25) on the pretest memory scores revealed a significant difference. The model office students ($\bar{X}$ = 7.56) scored significantly higher than did the office procedures ($\bar{X}$ = 6.73) and the cooperative office education ($\bar{X}$ = 6.84) students.

Total Score. Analysis of variance revealed no significant differences in the mean pretest Business fundamentals and general information test total scores among the three groups of students participating in the study.

Office Decision-making Cases

The students' office decision-making cases were scored in four ways: (1) using office supervisor "best" solutions; (2) using office supervisor "weighted" solutions; (3) using office worker "best" solutions; and (4) using office worker "weighted" solutions. Analysis of variance was run on each of these sets of scores.

The only significant difference found among the groups was when the pretests were run using the office worker "weighted" solutions (Table 10, p. 25). Even though the analysis of variance showed a significant difference among the groups, the Tukey t-test revealed no difference between any two of the groups when compared separately.

Table 9

Analysis of Variance and Tukey t-test on Memory Pretest for Office Procedures, Model Office, and Cooperative Office Education Students

Source	DF	SS	MS	F
Course (OP, MO, COE)	2	95.28	47.64	6.51**
Error	710	5195.62	7.32	

Tukey t-test ($p < .05$ used to determine differences)
Same: OP ($\bar{X}$ = 6.73) and COE ($\bar{X}$ = 6.84)
Different: MO ($\bar{X}$ = 7.56)

*$p < .05$.
**$p < .01$.

Table 10

Analysis of Variance and Tukey t-test on Office Decision-making Cases Pretest (Using Office Worker "Weighted" Solutions) for Office Procedures, Model Office, and Cooperative Office Education Students

Source	DF	SS	MS	F
Course (OP, MO, COE)	2	53.63	26.82	3.31*
Error	708	5740.32	8.11	

Tukey t-test ($p < .05$ used to determine differences)
Same: COE ($\bar{X}$ = 21.40), MO ($\bar{X}$ = 21.42), and OP ($\bar{X}$ = 22.00)
Different: None

*$p < .05$.
**$p < .01$.

Summary

The instruments used in this study as criterion measures were office work perceptions, office decision-making cases, and Business fundamentals and general information test.

The population consisted of twelfth-grade students enrolled in model office, cooperative office education, and office procedures courses in the public secondary schools of the State of Minnesota. A total of 877 students were selected through a stratified proportional random sampling procedure of intact classes to participate in the study. Because of student withdrawal from the various participating classes and incomplete test data, 713 students were included in the final data analysis. On the basis of *t*-test procedures, it was concluded that students not included in the final data analysis had essentially the same beginning characteristics as students who were included in the study.

Analysis of variance statistical procedures were performed on selected student characteristics and pretest scores on the criterion instruments to determine if there were significant differences among students enrolled in the three types of office education courses prior to the start of the study.

Since there were significant differences among the groups on some of the pretest scores, two-way analyses of covariance based on course and socioeconomic status, using pretest scores as covariates, were used to determine if there were significant differences among the three groups on the posttest scores of the criterion instruments.

Chapter 3

FINDINGS

To answer the questions asked in this study, two statistical procedures were used. The t-test statistical procedure was used to determine if there were differences between pre- and posttest scores on each of the instruments for each group. In addition, t-tests were used to determine if students who completed the various office education courses made office decisions similar to those made by office supervisors and office workers. Also, t-tests were run to determine if there were differences in the office decisions made by office supervisors and office workers.

Since there were significant differences among the groups on some of the pretest scores, two-way analyses of covariance based on course and socioeconomic status and using pretest scores as covariates were used to determine if there were significant differences among the three groups on the posttest scores for the various instruments.

The results of these procedures are reported in the following paragraphs.

Office Decision-making Cases

Question 1: Do students, after having completed a course in office procedures, model office, or cooperative office education, make office decisions different from those made prior to enrollment in the course?

Table 11, p. 28, shows the results of the t-test analyses on the pre- and posttest raw scores of the office decision-making cases when using the office supervisor "best" and "weighted" and the office worker "best" and "weighted" solutions for scoring.

The results show that only when using the office worker "weighted" solutions do office procedures students have a significantly higher posttest than pretest score.

Posttest scores for model office students were significantly higher than pretest scores in three cases: when using the office supervisor "best" solutions and when using both the office worker "best" and "weighted" solutions.

There were no significant differences in the cooperative office education students' pretest and posttest scores under any scoring method.

When all students were grouped, the posttest scores were significantly higher than the pretest scores when using the office supervisor "best" and the office worker "best" and "weighted" solutions.

Table 11

Means, Standard Deviations, and t-values of Office Procedures, Model Office, Cooperative Office Education, and All Students for Office Decision-making Cases Pre- and Posttest Scores Using Office Supervisor "Best" and "Weighted" and Office Worker "Best" and "Weighted" Solutions for Scoring

Variable	Pretest		Posttest		t-value
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	
Office Procedures					
Office Sup (Best)	4.60	1.47	4.80	1.56	1.71
Office Sup (Weighted)	22.36	3.04	22.74	3.10	1.73
Office Worker (Best)	4.05	1.33	4.20	1.45	1.48
Office Worker (Weighted)	21.40	3.07	22.08	3.03	3.20**
Model Office					
Office Sup (Best)	4.61	1.38	4.84	1.46	2.13*
Office Sup (Weighted)	22.46	2.54	22.62	2.94	.69
Office Worker (Best)	4.11	1.36	4.34	1.37	2.16*
Office Worker (Weighted)	21.58	2.63	22.19	3.03	2.57*
Cooperative Office Education					
Office Sup (Best)	4.78	1.35	4.83	1.39	.55
Office Sup (Weighted)	22.84	2.73	22.77	2.96	-.34
Office Worker (Best)	4.25	1.28	4.28	1.30	.32
Office Worker (Weighted)	22.05	2.82	22.33	2.84	1.22
All Students					
Office Sup (Best)	4.66	1.40	4.82	1.47	2.55*
Office Sup (Weighted)	22.56	2.78	22.71	2.99	1.20
Office Worker (Best)	4.14	1.33	4.27	1.37	2.28*
Office Worker (Weighted)	21.68	2.86	22.20	2.96	3.98**

*$p < .05$.
**$p < .01$.

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Question 2: Are the office decision-making abilities of students affected by the following factors?
a. Office education course completed
b. Socioeconomic status of the student
c. Interaction of office education course completed and socioeconomic status of the student

Using pretest scores as the covariates, two-way analyses of covariance based on course and socioeconomic status were used to test significant differences of the means of students' posttest office decision-making scores. This procedure was followed four times by using the office supervisor "best" and "weighted" and the office worker "best" and "weighted" solutions when scoring (see Chapter 2, p. 12, for scoring procedure). Table 12 summarizes the results of these analyses.

Table 12

Analyses of Covariance for Office Decision-making Cases Posttest Scores (Office Supervisor "Best" and "Weighted" and Office Worker "Best" and "Weighted" Solutions Used When Scoring) Using Pretest Scores as Covariates, by Course and Socioeconomic Status

Variable	MS	F
Office Supervisor "Best"		
Course	.24	.12
SES	1.41	.72
Course and SES	2.19	1.12
Office Supervisor "Weighted"		
Course	1.60	.19
SES	8.27	1.01
Course and SES	17.82	2.17
Office Worker "Best"		
Course	.86	.51
SES	.63	.37
Course and SES	3.14	1.84
Office Worker "Weighted"		
Course	.23	.03
SES	6.43	.79
Course and SES	16.76	2.07

*$p < .05$.
**$p < .01$.

The results of the analyses show that there were no differences among the decision-making abilities of students using any scoring method, when compared by course alone, by socioeconomic status alone, or by course and socioeconomic status taken together.

Unadjusted and adjusted posttest means, along with standard deviations, for each scoring method can be found in Appendix D, Tables 23-25, pp. 63-64.

Question 3: Do students, after having completed a course in office procedures, model office, or cooperative office education, make office decisions similar to those made by office supervisors?

The results of the t-test analyses comparing office supervisors' scores and students' posttest scores on the office decision-making cases are reported in Table 13, p. 31.

Analysis of these data shows that students do make decisions similar to those made by office supervisors. There were no significant differences between the mean scores of each of the three groups and All Students and those of office supervisors using any of the scoring methods.

Question 4: Do students, after having completed a course in office procedures, model office, or cooperative office education, make office decisions similar to those made by office workers?

Table 14, p. 32, shows the results of the t-test analyses comparing office workers' scores and students' posttest scores on the office decision-making cases.

There were no significant differences between the office workers' and students' posttest office decision-making scores for any of the three office education groups or All Students when using the office supervisor "best" and the office worker "best" and "weighted" solutions in scoring. There were significant differences between the students' posttest and office workers' office decision-making cases scores in all cases except between the model office students and the office workers using the office supervisor "weighted" solutions when scoring.

Question 5: Is there a difference in the office decisions made by office supervisors and those made by office workers?

Table 13

Means, Standard Deviations, and t-values of Office Education Students' Posttest and Office Supervisors' Office Decision-making Cases Scores Using Office Supervisor "Best" and "Weighted" and Office Worker "Best" and "Weighted" Solutions When Scoring

Variable	Students		Supervisors		t-value
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	
Office Procedures					
Office Sup (Best)	4.80	1.56	4.74	1.47	.22
Office Sup (Weighted)	22.74	3.10	22.63	3.17	.21
Office Worker (Best)	4.20	1.45	4.47	1.25	-1.08
Office Worker (Weighted)	22.08	3.03	23.03	2.47	-1.83
Model Office					
Office Sup (Best)	4.84	1.46	4.74	1.47	.40
Office Sup (Weighted)	22.62	2.94	22.63	3.17	-.02
Office Worker (Best)	4.34	1.37	4.47	1.25	-.59
Office Worker (Weighted)	22.19	3.03	23.03	2.47	-1.62
Cooperative Office Education					
Office Sup (Best)	4.83	1.39	4.74	1.47	.40
Office Sup (Weighted)	22.77	2.96	22.63	3.17	.26
Office Worker (Best)	4.28	1.30	4.47	1.25	-.85
Office Worker (Weighted)	22.33	2.84	23.03	2.47	-1.43
All Students					
Office Sup (Best)	4.82	1.47	4.74	1.47	.35
Office Sup (Weighted)	22.71	2.99	22.63	3.17	.16
Office Worker (Best)	4.27	1.37	4.47	1.25	-.88
Office Worker (Weighted)	22.20	2.96	23.03	2.47	-1.69

*$p < .05$.
**$p < .01$.

Table 14

Means, Standard Deviations, and t-values of Office Education Students' Posttest and Office Workers' Office Decision-making Cases Scores Using Office Supervisor "Best" and "Weighted" and Office Worker "Best" and "Weighted" Solutions When Scoring

Variable	Students		Workers		t-value
	$\overline{X}$	S.D.	$\overline{X}$	S.D.	
Office Procedures					
Office Sup (Best)	4.80	1.56	4.68	1.38	.41
Office Sup (Weighted)	22.74	3.10	21.66	3.51	1.97*
Office Worker (Best)	4.20	1.45	4.66	1.21	-1.83
Office Worker (Weighted)	22.08	3.03	23.08	3.09	-1.88
Model Office					
Office Sup (Best)	4.84	1.46	4.68	1.38	.61
Office Sup (Weighted)	22.62	2.94	21.66	3.51	1.83
Office Worker (Best)	4.34	1.37	4.66	1.21	-1.37
Office Worker (Weighted)	22.19	3.03	23.08	3.09	-1.68
Cooperative Office Education					
Office Sup (Best)	4.83	1.39	4.68	1.38	.62
Office Sup (Weighted)	22.77	2.96	21.66	3.51	2.09*
Office Worker (Best)	4.28	1.30	4.66	1.21	-1.67
Office Worker (Weighted)	22.33	2.84	23.08	3.09	-1.50
All Students					
Office Sup (Best)	4.82	1.47	4.68	1.38	.57
Office Sup (Weighted)	22.71	2.99	21.66	3.51	2.09*
Office Worker (Best)	4.27	1.37	4.66	1.21	-1.69
Office Worker (Weighted)	22.20	2.96	23.08	3.09	-1.78

*$p < .05$.
**$p < .01$.

To determine if there were significant differences between the office supervisors' and office workers' scores on the office decision-making cases, t-tests were run. Table 15 shows the results of these analyses. There were no differences found using any of the scoring methods.

Table 15

Means, Standard Deviations, and t-values of Office Workers' and Office Supervisors' Office Decision-making Cases Scores Using Office Supervisor "Best" and "Weighted" and Office Worker "Best" and "Weighted" Solutions When Scoring

Variable	Workers		Supervisors		t-value
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	
Office Sup (Best)	4.68	1.38	4.74	1.47	-.16
Office Sup (Weighted)	21.66	3.51	22.63	3.17	-1.27
Office Worker (Best)	4.66	1.21	4.47	1.25	.65
Office Worker (Weighted)	23.08	3.09	23.03	2.47	.08

*$p < .05$.
**$p < .01$.

Office Work Perceptions

Question 6: Do students, after having completed a course in office procedures, model office, or cooperative office education, have perceptions of office work different from their perceptions prior to enrollment in the course?

The results of the t-test analyses comparing the pre- and posttest scores on the office work perceptions instrument are reported in Table 16, p. 34.

The analyses show that the posttest scores were significantly higher than the pretest scores in all three courses and for All Students on job knowledge, job qualifications, and total score. Personal qualifications posttest scores were significantly higher than pretest scores only for model office students and All Students. Although there was not a significant difference, the cooperative office education posttest mean

score on personal qualifications was slightly lower than the pretest mean score. There were no significant differences for any groups in pre- and posttest interpersonal relations scores.

Table 16

Means, Standard Deviations, and t-values of Office Procedures, Model Office, Cooperative Office Education, and All Students for the Office Work Perceptions Pre- and Posttest Scores

Variable	Pretest		Posttest		t-value
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	
Office Procedures					
Job Knowledge	10.89	1.18	11.06	.99	1.98*
Personal Qualifications	13.46	.90	13.57	.85	1.62
Interpersonal Relations	11.70	1.18	11.77	1.27	.71
Job Qualifications	14.76	1.28	15.09	1.29	3.41**
Total Score	50.86	3.34	51.50	3.18	2.95**
Model Office					
Job Knowledge	10.82	1.18	11.17	.90	4.59**
Personal Qualifications	13.60	.72	13.74	.55	2.91**
Interpersonal Relations	11.83	1.09	11.91	1.11	1.02
Job Qualifications	14.89	1.23	15.18	1.00	3.44**
Total Score	51.14	2.73	52.00	2.33	5.34**
Cooperative Office Education					
Job Knowledge	10.84	1.22	11.12	1.16	3.02**
Personal Qualifications	13.47	1.04	13.46	1.10	-.10
Interpersonal Relations	11.40	1.37	11.53	1.24	1.45
Job Qualifications	14.62	1.53	14.94	1.53	2.81**
Total Score	50.33	3.99	51.08	3.71	2.66**
All Students					
Job Knowledge	10.85	1.19	11.12	1.02	5.43**
Personal Qualifications	13.51	.90	13.59	.87	2.01*
Interpersonal Relations	11.64	1.23	11.74	1.22	1.83
Job Qualifications	14.75	1.36	15.07	1.29	5.47**
Total Score	50.77	3.41	51.52	3.14	5.75**

*$p < .05$.
**$p < .01$.

Question 7: Are the office work perceptions of students affected by the following factors?
a. Office education course completed
b. Socioeconomic status of the student
c. Interaction of office education course completed and socioeconomic status of the student

Univariate two-way analysis of covariance based on course and socioeconomic status was used to test the differences in the students' office work perception subtest adjusted posttest scores. By using a multivariate two-way analysis of covariance procedure, adjusted total test scores were compared. The results of these analyses are reported in Table 17.

Table 17

Univariate and Multivariate Analyses of Covariance for Office Work Perceptions Subtests and Total Test Using Pretest Scores as Covariates, by Course and Socioeconomic Status

Variable	MS	F
Course (Multivariate F-ratio is 1.83)		
Job Knowledge	.67	.72
Personal Qualifications	3.01	4.42*
Interpersonal Relations	3.58	2.87
Job Qualifications	1.27	.86
Socioeconomic Status (Multivariate F-ratio is .87)		
Job Knowledge	1.48	1.60
Personal Qualifications	.04	.06
Interpersonal Relations	1.56	1.25
Job Qualifications	.21	.14
Course and Socioeconomic Status (Multivariate F-ratio is .72)		
Job Knowledge	1.19	1.28
Personal Qualifications	.58	.85
Interpersonal Relations	.92	.74
Job Qualifications	.12	.08

*$p < .05$.
**$p < .01$.

The analysis revealed that the only significant difference was in the perception of personal qualifications among students who had completed the various courses. Adjusted mean scores for the three groups were: Model Office (13.70), Office Procedures (13.53), and Office Education (13.50). Student office work perceptions were not affected by socioeconomic status. Interaction between course and socioeconomic status was not a factor in the office work perceptions of students completing the three office education courses.

Unadjusted and adjusted posttest mean scores, along with standard deviations, can be found in Appendix D, Tables 26-28, pp. 65-66.

Business Fundamentals and General Information

Question 8: Do students, after having completed a course in office procedures, model office, or cooperative office education, score higher on the Business fundamentals and general information test than they did prior to enrollment in the course?

The *t*-test analyses comparing the pre- and posttest Business fundamentals and general information test scores are reported in Table 18, p. 37.

The analyses show that the office procedures posttest spelling, plurals, general information, arithmetic, memory, and total test scores were significantly higher than the pretest scores. There were no significant differences when the pre- and posttest grammar, expression, and judgment scores were compared.

Model office students' posttest spelling, plurals, expression, general information, memory and total test scores were significantly higher than were their pretest scores. On grammar, judgment, and arithmetic, no significant differences were found between pre- and posttest scores.

Cooperative office education posttest scores were significantly higher than pretest scores on only two of the subtest (grammar and expression) and total test scores. The cooperative office education posttest judgment score was the only score of all the *t*-test computations found to be significantly lower than pretest score. None of the other cooperative office education posttest scores (spelling, plurals, general information, arithmetic, and memory) were significantly different from the pretest scores.

When the posttest scores of All Students were compared with their pretest scores, significant differences were found on eight of the nine *t*-tests. In seven areas (spelling, plurals, expression, general information, arithmetic, memory and total test), this difference was significant at the .01 level. The posttest grammar score was significantly higher than the pretest score at the .05 level. Judgment was the only area where significant growth

Table 18

Means, Standard Deviations, and t-values of Office Procedures, Model Office, Cooperative Office Education, and All Students for the Business Fundamentals and General Information Pre- and Posttest Scores

Variable	Pretest		Posttest		t-value
	$\overline{X}$	S.D.	$\overline{X}$	S.D.	
Office Procedures					
Spelling	11.11	2.32	11.66	2.13	4.08**
Plurals	7.49	1.53	7.91	1.37	4.76**
Grammar	10.18	2.39	10.34	2.64	.95
Expression	2.24	1.43	2.29	1.47	.48
General Information	10.83	2.99	11.62	3.02	4.40**
Judgment	3.34	.96	3.35	1.02	.11
Arithmetic	5.83	2.54	6.67	2.85	4.65**
Memory	6.74	2.55	7.42	2.27	3.66**
Total Score	57.76	9.45	60.91	10.27	6.23**
Model Office					
Spelling	11.29	2.32	11.69	2.25	2.92**
Plurals	7.13	1.67	7.51	1.67	3.49**
Grammar	10.39	2.55	10.47	2.48	.49
Expression	2.08	1.33	2.36	1.50	2.73**
General Information	10.37	2.91	10.83	3.13	3.14**
Judgment	3.41	.89	3.44	.87	.49
Arithmetic	7.09	2.72	7.24	2.88	.92
Memory	7.38	2.05	7.75	1.90	2.75**
Total Score	59.09	10.39	60.90	11.22	3.93**
Cooperative Office Education					
Spelling	11.42	2.45	11.61	2.62	1.26
Plurals	7.14	1.60	7.26	1.83	.94
Grammar	9.95	2.31	10.30	2.46	2.04*
Expression	2.19	1.45	2.43	1.40	2.40*
General Information	10.29	3.00	10.60	3.51	1.65
Judgment	3.41	.85	3.21	1.11	-2.57*
Arithmetic	5.85	2.59	6.14	2.97	1.43
Memory	6.84	2.54	6.98	2.63	.70
Total Score	57.00	9.41	58.40	11.86	2.26*
All Students					
Spelling	11.28	2.37	11.65	2.34	4.59**
Plurals	7.25	1.61	7.56	1.65	4.89**
Grammar	10.17	2.42	10.37	2.52	2.06*
Expression	2.17	1.40	2.36	1.45	3.21**
General Information	10.50	2.97	11.01	3.25	5.20**
Judgment	3.39	.90	3.33	1.01	-1.23
Arithmetic	6.25	2.68	6.68	2.93	4.02**
Memory	6.99	2.40	7.38	2.31	3.89**
Total Score	57.95	9.78	60.06	11.19	6.83**

*$p < .05$.
**$p < .01$.

for All Students was not found. Although not significant, the judgment posttest score was, in fact, lower than the pretest score.

Students who have completed office education courses have higher achievement on the Business fundamentals and general information test than before completing such courses. However, office procedures and model office students gain more, as measured by the Business fundamentals and general information test, than do cooperative office education students.

Question 9: Are students' scores on the Business fundamentals and general information test affected by the following factors?

a. Office education course completed
b. Socioeconomic status of the student
c. Interaction of office education course completed and socioeconomic status of the student

To test the differences in the Business fundamentals and general information subtest scores, univariate two-way analyses of covariance based on course and socioeconomic status and using pretest scores as the covariates were run. Multivariate two-way analysis of covariance based on course and socioeconomic status was used to test the difference in adjusted total test mean scores, using the pretest score as the covariate. Table 19, p. 39, shows the results of these analyses.

The analyses revealed significant differences on the following subtests among students completing the three office education courses: plurals (OP, $\bar{X}$ = 7.91; MO, $\bar{X}$ = 7.41: COE, $\bar{X}$ = 7.33)[1], general information (OP, $\bar{X}$ = 11.31; MO, $\bar{X}$ = 10.81; COE, $\bar{X}$ = 10.66), judgment (OP, $\bar{X}$ = 3.46; MO, $\bar{X}$ = 3.39; COE, $\bar{X}$ = 3.27), and memory (OP, $\bar{X}$ = 7.40; MO, $\bar{X}$ = 7.63; COE, $\bar{X}$ = 7.05). A significant difference was also found on the adjusted total test score among the various courses. The course completed does make a difference in student achievement on plurals, general information, judgment, and memory, as well as on the Business fundamentals and general information total test score.

Socioeconomic status significantly affected student performance on the general information (Low SES, $\bar{X}$ = 10.53; Middle SES, $\bar{X}$ = 10.81; High SES, $\bar{X}$ = 11.26) and judgment (Low SES, $\bar{X}$ = 3.53; Middle SES, $\bar{X}$ = 3.37; High SES, $\bar{X}$ = 3.23) subtests.

Interaction between courses and socioeconomic status was found on the grammar and judgment subtests. The combination of course and socioeconomic status does affect student achievement on grammar and judgment, but does not affect the other subtests or the total.

Pretest and adjusted posttest mean scores, along with standard deviations, can be found in Appendix D, Tables 29-31, pp. 67-68.

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[1]Adjusted means are shown.

Table 19

Univariate and Multivariate Analyses of Covariance for Business Fundamentals and General Information Subtests and Total Test Using Pretest Scores as Covariates, by Course and Socioeconomic Status

Variable	MS	F
Course (Multivariate F-ratio is 3.00**)		
Spelling	.85	.23
Plurals	16.55	8.69**
Grammar	.76	.16
Expression	2.49	1.45
General Information	26.52	4.67**
Judgment	3.17	3.41*
Arithmetic	17.66	2.95
Memory	22.80	5.36**
Socioeconomic Status (Multivariate F-ratio is 1.33)		
Spelling	.37	.10
Plurals	.34	.18
Grammar	.75	.16
Expression	.43	.25
General Information	25.92	4.56*
Judgment	3.32	3.56*
Arithmetic	.12	.02
Memory	.62	.15
Course and Socioeconomic Status (Multivariate F-ratio is 1.23)		
Spelling	3.92	1.08
Plurals	1.97	1.03
Grammar	12.05	2.58*
Expression	1.47	.86
General Information	4.98	.88
Judgment	3.29	3.53**
Arithmetic	1.19	.20
Memory	1.30	.31

*$p < .05$.
**$p < .01$.

Chapter 4

CONCLUSIONS AND RECOMMENDATIONS

This chapter includes the conclusions drawn by the investigators based on the findings of their research and recommendations for future study.

Conclusions

Based on the findings of this study, the following conclusions may be drawn:

1. Posttest office decision-making cases scores for model office students were significantly higher than pretest scores in three cases: when using the office supervisor "best" and office worker "best" and "weighted" solutions when scoring. It is concluded that students who complete a model office course do make office decisions different from those made prior to enrollment in the course.

2. It is doubtful whether completion of the office procedures course of study affects office decision-making abilities of students, since only when using the office worker "weighted" solutions in scoring were the posttest scores significantly higher than the pretest scores.

3. Since there were no significant differences between pre- and posttest office decision-making cases scores using any scoring method, it is concluded that completion of the cooperative office education course does not affect office decisions made by students.

4. After completing their study, office education students as a group do make office decisions different from those made prior to enrollment in office education courses. This difference, however, may be attributable to the difference found between pre- and posttest model office students' scores.

5. When posttest office decision-making cases scores were adjusted on the basis of pretest scores, analyses of covariance revealed no significant differences in office decision-making ability among the students who completed the various office education courses. It is concluded, therefore, that, when pretest scores are accounted for, the office education course of study completed does not affect office decision-making ability. It is also concluded that socioeconomic status does not affect office decision-making ability nor is there an interaction effect of course and socioeconomic status on office decision-making ability.

6. Regardless of office education course completed, students make office decisions similar to those made by office supervisors.

After completing their study in office education, students make office decisions similar to those made by office workers except for office procedures and cooperative office education students and All Students when using the office supervisor "weighted" solutions for scoring.

It is concluded that students basically make office decisions similar to those made by both office supervisors and office workers.

7. No significant differences were found in the office decisions made by office workers and office supervisors. The conclusion was drawn that office supervisors and office workers make essentially the same office decisions, as measured by the office decision-making cases.

8. Based on the findings of this study, it is concluded that completion of an office education course of study does change students' perceptions of job knowledge, job qualifications, and total office work perceptions. It is also concluded that students completing a model office course change their perceptions of personal qualifications required for office workers.

9. After posttest office work perceptions scores were adjusted on the basis of pretest scores, analyses of covariance revealed that there was a significant difference in personal qualifications office work perceptions among students who completed the various office education courses. It is concluded that office education course of study completed does affect a student's perception of personal qualifications required for office workers. Examination of the adjusted mean scores shows that model office students had an adjusted mean score higher than either the office procedures or cooperative office education students' mean scores. It is also concluded that neither socioeconomic status nor interaction of course and socioeconomic status affect student office work perceptions.

10. Based on the t-test analyses comparing pre- and posttest scores on the Business fundamentals and general information test subtests, the following conclusions are drawn:

    a. Completion of a course in office procedures improves student achievement in the following areas: spelling, plurals, general information, arithmetic, memory, and total score.

    b. Completion of a course in model office improves student achievement in the following areas: spelling, plurals, expression, general information, arithmetic, and total score.

c. Completion of a course in cooperative office education improves student achievement in the following areas: grammar, expression, and total score. Completion of a course in cooperative office education also negatively affects students' judgment score; that is, students who completed the cooperative office education course scored significantly lower on the posttest than they did on the pretest. No explanation is offered for this change.

d. Study in office education improves student achievement in the following areas: spelling, plurals, grammar, expression, general information, arithmetic, memory, and total score.

11. Based on univariate and multivariate analyses of covariance on Business fundamentals and general information posttest scores, using pretest scores as the covariates, it is concluded that office education course of study affects student achievement in plurals, general information, judgment, and memory subtests, as well as on the total test. The highest adjusted means for each significantly different subtest were scored by office procedures students, with the exception of memory, for which model office students were highest.

It is also concluded that socioeconomic status has an effect on achievement in general information (High SES group had highest adjusted mean) and judgment (Low SES had highest adjusted mean). Interaction of course and socioeconomic status affects achievement in the areas of grammar and judgment (Low SES in OP had highest adjusted mean on both subtests).

Recommendations

As a result of the findings of this study, the following recommendations are made:

1. Since no studies were found which have compared the effectiveness of the three types of office education courses in developing the various office skills, such a study should be undertaken. Skills to be investigated should include typewriting, adding and calculating machines, machine transcription, and recordkeeping, among others.

2. In reviewing the literature for this study, no research was found which has compared the effectiveness of all office education courses in developing such business knowledges as records management, data processing, and office procedures. It is recommended that such a study be undertaken.

3. As an additional measure of course effectiveness, a one-year follow-up of the students who participated in this study should be undertaken. Factors to be considered should include percentage of placement in related occupations, types of jobs obtained, beginning salaries, promotions, job satisfaction, and job satisfactoriness. Such studies might also be profitably undertaken three years and five years after graduation.

4. The office work perception scales were originally validated on the basis of business manager responses. It is suggested that these scales be revalidated using office workers. The revalidated scales should then be used in a study similar to this one to determine if it is a more discriminating instrument.

5. The office decision-making instrument should be refined so that it is easier to score and analyze.

6. A study should be undertaken which provides validity and reliability data for the Business fundamentals and general information test.

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Appendix A

STUDENT INFORMATION SHEET

Student's Name _____
(Last Name) (First Name)

Teacher's Name _____

School _____

This Class: Office Procedures _____
Model Office _____
Office Coop _____

Your Grade in School: 11 _____ 12 _____ Your Sex: Male _____ Female _____ Your Age: _____

Answer the following questions for both of your parents. If you are living with one parent, answer the questions for that parent only. If you are living with guardians, answer the questions that follow for your guardians.

What is the highest amount of education your father has had?

_____ 0-4 years
_____ 5-6 years
_____ 7-8 years
_____ some high school
_____ high school graduate
_____ some education after high school graduation
_____ graduate of 4-year college
_____ post-graduate or professional training

What is the highest amount of education your mother has had?

_____ 0-4 years
_____ 5-6 years
_____ 7-8 years
_____ some high school
_____ high school graduate
_____ some education after high school graduation
_____ graduate of 4-year college
_____ post-graduate or professional training

What is the occupation of your parents or what kind of work do they do? (If retired, write retired and the kind of work done before retirement. If unemployed, write unemployed and kind of work usually done. If mother is not customarily employed, write housewife. DO NOT TELL WHERE THEY WORK, only the kind of work they do.)

Father _____

Mother _____

Have you worked for pay in any job other than in a cooperative education position? _____ Yes
_____ No

If you have been employed in a job other than cooperative education, complete the following for all jobs you have held.

Company	Job Title	Average Hours Worked Per Week	Employed From	Employed To

Indicate the number of quarters of ALL business classes which you will have completed by the end of this year. Include junior high school classes. (One semester is the same as two quarters; one year is the same as four quarters.)

_____ Bookkeeping/Accounting

_____ Recordkeeping

_____ Shorthand

_____ Typewriting

_____ Business Law

_____ Consumer Economics

_____ Business English (or Communications)

_____ Filing and Records Management

_____ Office Cooperative Education

_____ Data Processing

_____ Occupational Relations

_____ Model Office

_____ Clerical Practice (or Procedures)

_____ Secretarial Practice (or Procedures)

_____ Office Practice (or Procedures)

_____ Business Machines

_____ General (or Basic) Business

List Others: _____

_____

_____

Appendix B

OFFICE WORK PERCEPTIONS

Directions

Each of the statements in this booklet tells you something about office workers or office work. For each item, indicate whether you agree or disagree by putting an X through A (if you agree) or D (if you disagree). DO NOT MAKE ANY MARKS ON THIS BOOKLET. Put all of your answers on the answer sheet provided.

When "minority group office workers" is used in a question, it refers to Mexican, Negro, Oriental, Indian, and Puerto Rican office workers.

Sample Statement

I look forward to a full-time office job after high school.

If you agree with that statement, then you should cross out the A; if you disagree, then you should cross out the D. Now proceed with the following statements, indicating your response on the answer sheet provided.

---

1. Dependability is an important quality of an office worker.

2. Religious beliefs are important in determining the kind of office in which a person would work.

3. In the cafeteria of a large company, minority group office workers often eat lunch with the white workers.

4. Continually arriving at work almost on time and getting jobs done only close to on time is an acceptable habit for an office worker.

5. How far one goes in office work and related jobs depends largely on ability and training.

6. A few office jobs require a knowledge of the postal system and mail services.

7. Office work means dealing with varied groups of people--fellow workers, supervisors, and the general public.

8. Employees of a small office must be prepared to handle a wide variety of duties.

9. More business information is learned in the classroom than on the job.

10. An office worker owes no loyalty to his employer or to the company.

11. Because office work is the same routine day after day, it is not necessary to be able to adjust quickly to changing situations.

12. Knowing how to operate such machines as adding machines, calculators, and duplicators will give an advantage when applying for an office position.

13. A future office worker needs to learn as much occupational information as he can while still in school so that he can set specific goals for himself and work toward those goals.

14. A clean, neat, and well-groomed appearance is not necessary for people in office work because they are usually seen only by other employees.

15. With training in office work a person could get a job either in an office or in an office service agency which provides clerical help for large offices when needed.

16. Office jobs are available only in large cities.

17. Sometimes other workers should be assisted on a rush job even if it is during lunch hour.

18. It would disturb you to have your office supervisor check your work closely.

19. Friendly relations with co-workers has nothing to do with efficiency in a business office.

20. The need for office workers is decreasing.

21. Since there are adding and calculating machines to do computations with numbers, it is not necessary for the office worker to be able to use arithmetic accurately.

22. It may be possible for a well-qualified person to lose his job because he cannot get along with fellow employees.

23. If a person's goal for promotion is to be respected, he must accept that others have the same goal.

24. Going to a night school or training center to improve work skills would make little impression on an employer.

25. Superiors at work are usually addressed by their title--Mr., Miss, or Mrs.--and the last name.

26. An office worker has the responsibility of keeping his own work area looking neat and orderly.

27. Jobs with data processing machines will probably require additional training after high school--either on-the-job or at a training center.

28. Promotions and salary increases are based on efficiency, production, dependability, and appearance.

29. Even though the beginning work does not require a knowledge of bookkeeping principles, in some cases having this knowledge may help later as the employee advances to more important positions in the company.

30. Personal appearance is one qualification for getting a job, holding a job, and advancing in a job.

31. Having a shorthand skill will increase the job opportunities available.

32. Most stenographer and secretarial positions which call for shorthand skill require a minimum shorthand speed of 80 words per minute.

33. Sometimes it is necessary for office personnel to work under pressure.

34. A high school diploma is usually required for most office jobs.

35. A job which involves answering the phone or greeting customers requires a good speaking voice.

36. Members of some minority groups cannot get a job in an office.

37. It is appropriate for girls to wear a lot of makeup to work in an office.

38. Office workers often have an interview and are given employment tests before they are hired.

39. It is helpful to office workers to have a good memory for names and faces.

40. If a personal problem exists that might affect a person's work, it would be proper to talk it over with the office supervisor.

41. The office is responsible for keeping routine operations of a company running smoothly.

42. Good manners are necessary for effective human relations.

43. Willingness to do the maximum and readiness to assume new responsibilities are important traits for the employee who expects to "go places."

44. Confidential information learned during working hours should not be repeated to other people.

45. An office worker's understanding of the organization of the company for which he works has little if anything to do with his efficiency on the job.

46. Office work usually means steady employment.

47. Communication is a basic skill necessary for almost all office jobs.

48. If asked to make a decision at work, an office worker needs to consider what will be best for the firm.

49. Good penmanship is not important in office work because others do not need to be able to read your writing.

50. To get along with people usually involves respecting the ideas of others, even if one does not agree with them.

51. A high school diploma is usually preferred for all office jobs.

52. In a large office, file clerks are the only workers who need to have had training in filing systems.

53. An office employee is a member of a team and he should work with that team by doing his full share of work.

54. Clothes need not be fancy or expensive, but they should always be clean and pressed to start the day.

55. A person should bathe daily and use a reliable deodorant as part of a good grooming program.

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Appendix C

DECISION-MAKING CASES

Instructions

On the following pages are a number of situations or cases in which a problem exists. After each case, four possible courses of action are suggested.

For each case, you are to indicate your preferences for the four possible courses of action given. There are no correct or incorrect actions.

In the blanks provided ON THE ANSWER SHEET, put a "1" in the blank beside the choice that you feel is the most appropriate action to be taken. Place a "2" after the next best course of action, and so on, placing a "4" beside the least desirable course of action.

DO NOT LEAVE ANY BLANKS WITHOUT A NUMBER IN THEM.

Sample Case

Judy had been the private secretary to Mr. Smith for over a year. Mr. Smith was a department head in a large regional office of a national manufacturing firm. She enjoyed working for him very much and she was enjoying the wide range of activities of her position. She not only was happy with her department assignment, but she also found many advantages in her association with the company. Fringe benefits were many, the location of the job was excellent, and there was good chance for advancement.

Judy discovered one day that she had unwittingly been a party to a fraud. Through a carefully designed scheme, Mr. Smith was stealing considerable sums of money from the company.

What should Judy do?

__4__ a. Remain loyal to her supervisor and say nothing.

__1__ b. Show her loyalty to the company and explain the situation to Mr. Smith's superior.

__3__ c. Ask for a reassignment to another office in the company without explaining why.

__2__ d. Leave the company completely.

REMEMBER: There are no right or wrong answers. The numbers you place in the blanks simply reflect your preferences. DO NOT WRITE ON THIS BOOKLET. Put all answers on the answer sheet.

Case 1

Mr. Bennett had left specific instructions with his receptionist, Miss Jackson, that under no circumstances was he to be interrupted by either visitors or telephone calls, as he had work that had to be completed by the following morning.

Mr. Jones called later that morning from the accounting department to inquire about an item on one of Mr. Bennett's expense sheets. Miss Jackson told Mr. Jones that Mr. Bennett was not in but would return his call as soon as he returned. Just as she finished saying this, Mr. Bennett picked up the telephone and gave Mr. Jones the information he needed.

What should Miss Jackson do next?

a. No further action is required on her part as she was merely following her employer's directions.

b. Call Mr. Jones and apologize to him, telling him that she was merely following Mr. Bennett's direction.

c. Call Mr. Jones and inform him that instead of making up an excuse that was not true, she should have stated that Mr. Bennett had requested that he not be disturbed. In the future, she will do this.

d. Tell Mr. Bennett that if he wants her to give excuses for him in the future that he must help out by not giving himself away by answering the phone.

Case 2

Jack had been working in the accounts receivable department of a large company for one week. During the lunch hour, when Jack was the only employee left in the office, the phone rang and Jack answered it. The caller, without identifying himself or asking to whom he was speaking, proceeded to yell about a mistake that had been made on an invoice sent to him. He swore a great deal and did not give Jack an opportunity to explain that his supervisor was out of the office at the moment. Finally, after trying unsuccessfully to interrupt, Jack became very angry.

What should Jack do?

a. Hang up the phone on the caller.

b. Wait until the caller cools down, and then try to get the necessary details from him.

c. Continue to try to interrupt so that he can explain the situation to the caller.

d. Transfer the call to his supervisor who is in the lunch room.

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Case 3

Sue's typing teacher had taught her that she should be an efficient and accurate worker in the office. They had studied several letter styles in class, including the Simplified and Modern letter styles, both of which can be typed very quickly. Her teacher had also stated that a secretary should check with her employer before changing the letter style commonly used in the office.

On her first day on the job, Sue's boss dictated a letter to be sent to the company president. After her boss had finished dictating, Sue asked him if it would be acceptable with him if she used the Simplified format, showing him a sample of the letter. He approved of its appearance and the ease of typing and encouraged her to use the new letter style.

A few days later, her letter was returned through intercompany mail covered with arrows and comments in red, showing her how the letter should have been typed in the traditional format used by the secretary previously in her position. In addition there was a comment made by the president's secretary: "How dare you send a letter looking like this to the president! I have not shown him this letter and will not until it is typed correctly."

What should Sue do now?

a. Call the president's secretary and explain that her boss had given his approval to use the Simplified form.

b. Ignore the president's secretary and continue to use the Simplified form.

c. Return to the use of the traditional format for typing letters.

d. Continue to use the Simplified form, but type all letters to the company president in the traditional format.

Case 4

At 4:30 in the afternoon, with only one-half hour left before quitting time, Marge's employer gave her three letters to be typed before she could leave. The letters were important ones, going to the presidents of the company's three major accounts. Marge was concerned about working overtime because she had a 5:15 dental appointment for which she had waited one month.

In the last paragraph of the first letter, Marge put her hands on the wrong keys and didn't realize her mistake until she had typed an entire line. The letterhead on which she was typing was a high-quality white bond paper.

What should Marge do?

a. Retype the letter and plan to work overtime, cancelling her dental appointment.

b. Erase the incorrect line with a typewriting eraser and retype the line correctly.

c. Use correction tape (when struck with a typewriter key, the chalk on the back is transferred to the paper covering up the incorrect key) and retype correctly.

d. Use liquid eraser (a white liquid) to cover up the incorrect line and retype the line correctly.

Case 5

Janet was a secretary in a small company, and her job responsibilities included keeping the inventory on supplies and ordering supplies when the inventory was low. At one point, Janet noticed that the pencil and pen supply, as well as the supply of a few other small items like paper pads, erasers, glue, tape, etc., were disappearing at an abnormally fast rate.

Later that day, Janet noticed one of the secretaries getting a shorthand pad for the third time in three days, as well as taking two new pens out of a box for the fourth time in three days. Janet knew that the other secretary was widowed and had a family of six school-aged children at home.

What should Janet do?

a. Send out a general notice to all employees regarding the problem of theft of supplies.

b. Set up a checkout system for all supplies.

c. Report the other secretary to her boss and let him handle it.

d. Tell the other secretary that she knows that she is taking more supplies than are necessary for her job and give her an opportunity to return the extra supplies that she has taken.

Case 6

Jane graduated from high school in June and accepted a secretarial position with a small manufacturing company. Her boss wore a business suit and most of the clients who visited the office were dressed in a similar manner. There were three other women office employees, all of whom were older than Jane, and had been with the company for several years. Their dress was very informal, including, at times, slacks, shorts, sandals, etc.

Jane had been taught in her business classes that this was not appropriate dress for the office, and she felt that she should dress as she had been taught. If she did not conform to the dress of the other employees, however, her appearance would stand in marked contrast to theirs.

What should Jane do?

a. Wear nicer, dressier clothing, taking a chance that this will not create resentment from the other workers.

b. Consult with her boss about how he would like to have her dress.

c. Dress in the same manner as the other women office employees, thus lowering her own standards of dress.

d. Select an in-between style of dress that would be less formal than she wishes, but still more formal than the other women's attire.

Case 7

Melissa had worked for the Jones Company for about one month. She was an outstanding business education student in high school and had always strived for perfection in her work in the new position. To date, no serious problems had occurred on her job.

Then one day an important client visited the office and asked why he had not yet received certain important material. Melissa's boss, knowing that the material was on his desk waiting for his signature, turned to her and said, "Didn't you send out that material?" Melissa also knew that the material had been sitting there for a week.

What should Melissa do?

a. Say nothing and just continue her work.

b. Tell her boss that it is still sitting on his desk waiting for his signature, and offer to get it for the client.

c. Tell the client that it must have been lost in the mail, but that she will make a photocopy of the carbon copy right away and give it to him.

d. Take the blame herself, and claim that she just didn't get it mailed yet.

Case 8

A credit bureau provides credit information to retail firms on prospective purchasers. When a customer wishes to make a credit purchase, the store phones the bureau. The files are then personally checked for the information necessary to make the decision as to whether the credit sale should be made.

On Sundays, a reduced work staff of only two employees is used. Steve had just been employed by the bureau for one week when he was asked to work on Sunday. Mary, a long-term employee, was assigned to work on the same day. The phones were very busy that day, and frequently three telephone calls came in at the same time. Steve soon found that he was being required to handle two phone calls at once while Mary continued to handle just one. This happened several times throughout the day, and Steve became quite annoyed with Mary for not sharing the workload. Steve hesitated to say something to Mary because he was a new employee.

What should Steve have done in this situation?

a. Say nothing and continue to handle two phone calls for each call that Mary handles.

b. Explain the situation to his supervisor and let him take care of it.

c. Talk with Mary, suggesting that he handle half of the telephone calls and that Mary handle the other calls.

d. Let the second phone continue to ring, hoping that Mary will catch the hint and answer the second phone herself.

Case 9

Alice went to work in a small sales office upon her graduation from high school. She was an eager, hardworking secretary and pitched right in. She found, however, that the boss was out of the office frequently, sometimes for days at a time. When he was away from the office, the other employees often stopped work for a game of cards or just visiting.

The other three women employees invited Alice to join them in a game of cards one day. Alice refused as she wanted to get her work done. She completed her work and pitched in on the work of the others to insure that all of the office work was completed. She felt sure that the boss wasn't aware of this wasted time, as each day all of the work was done. Alice felt, however, that if each worker put in a full-day's work they might be able to get along with one less office employee. She felt strongly that an office worker should put in "a day's work for a day's pay."

What should Alice do?

a. Continue to work hard and ignore the time wasted by all the other office employees.

b. Join the others in the leisurely activities, and let the boss find out that the work isn't getting done.

c. Discuss the situation with the boss. The result may be the elimination of one of the office positions.

d. Quit her job and get another position.

Case 10

Nancy worked in a one-girl office. Her employer owned the business. The boss's wife made it a common practice to have Nancy type for her Country Club activities. Nancy consented to do this as it didn't take more than a half hour a day, and she always had at least that much spare time in which to complete the work.

One day, however, Nancy had some letters to be typed before the mail was picked up when the boss's wife came in with another job to be typed for a Country Club meeting that evening. If Nancy were to do the typing, she would not have time to complete the typing of her business letters for that day's mail. If she didn't do the job, on the other hand, she knew that the boss's wife would be very upset.

What should Nancy do?

a. Present the problem to her boss and let him make the decision.

b. Tell the boss's wife that she simply cannot do the typing for her and hope that she won't get too angry with her.

c. Do the typing for the boss's wife and then work overtime to finish the letters, mailing them herself on the way home from work.

d. Tell the boss's wife that that's not her responsibility, and that in the future she should make arrangements to have someone else do the typing for her.

Appendix D

Supplementary Tables, 20-31

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Table 20

Means, Standard Deviations, and t-values of Office Procedures Stays and Drops for Student Characteristics, Office Work Perceptions, Business Fundamentals and General Information Test, and Office Decision-making Cases Scores

Variable	Stays (N = 236)		Drops (N = 75)		t-value
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	
Sex	1.97	.16	1.96	.20	.61
Age	17.06	.40	16.94	.38	2.12*
Socioeconomic Status	2.39	.69	2.30	.67	.99
Pay	1.26	.44	1.27	.45	-.13
Related Work Experience	72.50	273.45	92.67	307.59	-.51
Unrelated Work Experience	495.41	626.02	463.79	572.67	.37
Vocabulary	10.33	2.27	9.83	2.27	1.62
Courses	15.13	5.32	14.30	5.78	1.10
Office Work Perceptions					
Job Knowledge	10.89	1.18	10.78	1.42	.57
Personal Qualifications	13.47	.90	13.26	1.46	1.07
Interpersonal Relations	11.70	1.17	11.54	1.30	.98
Job Qualifications	14.76	1.28	14.46	1.86	1.23
Total Score	50.86	3.34	50.05	4.79	1.29
Business Fundamentals and General Information					
Spelling	11.12	2.31	10.82	2.38	.89
Plurals	7.49	1.53	7.42	1.39	.34
Grammar	10.20	2.41	9.84	2.10	1.09
Expression	2.24	1.43	1.94	1.24	1.54
General Information	10.85	2.99	10.27	3.60	1.29
Judgment	3.34	.96	3.24	1.14	.71
Arithmetic	5.82	2.54	5.95	2.56	-.36
Memory	6.73	2.55	6.63	2.30	.28
Total Score	57.79	9.44	56.10	10.44	1.23
Office Decision-making					
Office Supervisor (Best)	4.60	1.47	4.00	1.52	2.65**
Office Supervisor (Weighted)	22.36	3.04	21.52	3.13	1.80
Office Worker (Best)	4.05	1.33	3.44	1.43	2.94**
Office Worker (Weighted)	21.40	3.07	20.48	3.41	1.90

*$p < .05$.
**$p < .01$.

Table 21

Means, Standard Deviations, and t-values of Model Office Stays and Drops for Student Characteristics, Office Work Perceptions, Business Fundamentals and General Information Test, and Office Decision-making Cases Scores

Variable	Stays (N = 236)		Drops (N = 47)		t-value
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	
Sex	1.97	.17	1.96	.20	.46
Age	17.07	.94	17.40	3.47	-.64
Socioeconomic Status	2.14	.79	1.98	.93	1.23
Pay	1.25	.45	1.26	.44	-.21
Related Work Experience	67.24	303.62	55.65	195.54	.33
Unrelated Work Experience	724.68	1159.64	649.13	1332.54	.39
Vocabulary	10.24	2.88	10.48	5.31	-.30
Courses	21.34	5.26	20.94	6.79	.39
Office Work Perceptions					
Job Knowledge	10.83	1.20	11.76	2.98	-1.41
Personal Qualifications	13.64	.94	14.62	4.03	-1.11
Interpersonal Relations	11.85	1.09	11.90	1.14	-.23
Job Qualifications	14.93	1.33	15.90	4.13	-1.08
Total Score	51.04	3.34	49.86	9.03	.60
Business Fundamentals and General Information					
Spelling	11.35	2.40	10.94	2.53	1.06
Plurals	7.29	2.92	8.21	5.26	-1.16
Grammar	10.41	2.56	11.00	4.14	-.95
Expression	2.08	1.33	2.26	1.44	-.81
General Information	10.42	2.89	9.64	2.75	1.70
Judgment	3.40	.90	3.49	.86	-.64
Arithmetic	7.18	3.12	6.38	3.52	1.56
Memory	7.56	3.01	7.57	2.25	-.05
Total Score	59.03	10.51	56.68	9.83	1.42
Office Decision-making					
Office Supervisor (Best)	4.47	1.52	4.63	1.36	-.60
Office Supervisor (Weighted)	22.47	2.53	22.18	2.62	.63
Office Worker (Best)	3.98	1.49	4.29	1.21	-1.21
Office Worker (Weighted)	21.42	2.69	21.58	2.60	-.35

*$p < .05$.
**$p < .01$.

Table 22

Means, Standard Deviations, and t-values of Cooperative Office Education Stays and Drops for Student Characteristics, Office Work Perceptions, Business Fundamentals and General Information Test, and Office Decision-making Cases Scores

Variable	Stays (N = 241)		Drops (N = 42)		t-value
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	
Sex	1.95	.22	1.90	.30	.95
Age	16.98	.39	17.11	.32	-1.96
Socioeconomic Status	2.18	.73	2.00	.86	1.30
Pay	1.32	.47	1.14	.35	2.77**
Related Work Experience	69.76	327.11	146.56	368.45	-1.29
Unrelated Work Experience	697.52	1007.71	552.56	743.37	1.04
Vocabulary	10.16	2.50	9.86	2.65	.66
Courses	20.75	6.69	18.42	6.14	1.97*
Office Work Perceptions					
Job Knowledge	10.84	1.22	10.47	1.41	1.69
Personal Qualifications	13.47	1.03	13.32	1.09	.87
Interpersonal Relations	11.41	1.37	11.55	1.25	-.62
Job Qualifications	14.62	1.53	14.08	2.02	1.59
Total Score	50.34	3.99	49.42	4.25	1.31
Business Fundamentals and General Information					
Spelling	11.42	2.45	11.03	2.74	.89
Plurals	7.14	1.59	7.38	1.46	-.85
Grammar	9.94	2.31	10.49	2.18	-1.36
Expression	2.18	1.45	1.86	1.60	1.22
General Information	10.29	3.00	10.54	3.36	-.46
Judgment	3.41	.85	3.14	1.11	1.47
Arithmetic	5.84	2.59	5.49	3.19	.74
Memory	6.84	2.53	6.16	2.83	1.49
Total Score	56.98	9.40	56.24	10.77	.43
Office Decision-making					
Office Supervisor (Best)	4.69	1.48	4.37	1.33	1.15
Office Supervisor (Weighted)	22.81	2.76	21.87	2.98	1.74
Office Worker (Best)	4.18	1.40	3.63	1.25	2.07*
Office Worker (Weighted)	22.00	2.87	20.97	3.07	1.84

*$p < .05$.
**$p < .01$.

Table 23

Unadjusted and Adjusted Office Decision-making Cases Posttest Mean Scores and Standard Deviations, by Course

Variable	OP			MD			CDE		
	Unadj		Adj	Unadj		Adj	Unadj		Adj
	$\bar{X}$	S.D.	$\bar{X}$	$\bar{X}$	S.D.	$\bar{X}$	$\bar{X}$	S.D.	$\bar{X}$
Office Supervisor "Best"	4.80	1.56	4.91	4.84	1.46	4.82	4.83	1.39	4.76
Office Supervisor "Weighted"	22.74	3.10	23.07	22.62	2.94	22.50	22.77	2.96	22.69
Office Worker "Best"	4.20	1.45	4.36	4.34	1.37	4.32	4.28	1.30	4.25
Office Worker "Weighted"	22.08	3.03	22.37	22.19	3.03	22.05	22.33	2.84	22.23

Table 24

Unadjusted and Adjusted Office Decision-making Cases Posttest Mean Scores, by Socioeconomic Status

Variable	SES - Low		SES - Middle		SES - Upper	
	Unadj $\bar{X}$	Adj $\bar{X}$	Unadj $\bar{X}$	Adj $\bar{X}$	Unadj $\bar{X}$	Adj $\bar{X}$
Office Supervisor "Best"	4.77	4.85	4.84	4.88	4.83	4.75
Office Supervisor "Weighted"	22.77	22.94	22.76	22.81	22.64	22.51
Office Worker "Best"	4.35	4.41	4.25	4.29	4.27	4.24
Office Worker "Weighted"	22.19	22.34	22.23	22.30	22.17	22.01

Table 25

Adjusted Office Decision-making Cases Posttest Mean Scores, by Course and Socioeconomic Status

Socioeconomic Status	Office Supervisor "Best"	Office Supervisor "Weighted"	Office Worker "Best"	Office Worker "Weighted"
OP: Low Socio-economic Status	5.16	23.93	4.72	23.07
OP: Middle Socio-economic Status	4.87	22.63	4.28	22.00
OP: High Socio-economic Status	4.68	22.65	4.08	22.04
MO: Low Socio-economic Status	4.76	22.01	4.28	21.54
MO: Middle Socio-economic Status	4.99	23.03	4.44	22.66
MO: High Socio-economic Status	4.71	22.46	4.25	21.95
COE: Low Socio-economic Status	4.62	22.89	4.22	22.42
COE: Middle Socio-economic Status	4.79	22.78	4.14	22.24
COE: High Socio-economic Status	4.87	22.40	4.38	22.04

Table 26

Unadjusted and Adjusted Office Work Perception Posttest Mean Scores and Standard Deviations, by Course

Variable	OP			MO			COE		
	Unadj		Adj	Unadj		Adj	Unadj		Adj
	$\overline{X}$	S.D.	$\overline{X}$	$\overline{X}$	S.D.	$\overline{X}$	$\overline{X}$	S.D.	$\overline{X}$
Job Knowledge	11.06	.99	11.03	11.17	.90	11.15	11.12	1.16	11.18
Personal Qualifications	13.57	.85	13.53	13.74	.55	13.70	13.46	1.10	13.50
Interpersonal Relations	11.77	1.27	11.74	11.91	1.11	11.84	11.53	1.24	11.60
Job Qualifications	15.09	1.29	15.08	15.18	1.00	15.13	14.94	1.53	15.00
Total	51.50	3.18		52.00	2.33		51.08	3.71	

Table 27

Unadjusted and Adjusted Office Work Perception Posttest Mean Scores, by Socioeconomic Status

Variable	SES - Low		SES - Middle		SES - Upper	
	Unadj $\overline{X}$	Adj $\overline{X}$	Unadj $\overline{X}$	Adj $\overline{X}$	Unadj $\overline{X}$	Adj $\overline{X}$
Job Knowledge	11.17	11.16	11.16	11.16	11.06	11.04
Personal Qualifications	13.59	13.57	13.58	13.57	13.60	13.59
Interpersonal Relations	11.74	11.74	11.78	11.80	11.69	11.64
Job Qualifications	15.09	15.10	15.06	15.06	15.06	15.04

Table 28

Adjusted Office Work Perception Posttest Mean Scores, by Course and Socioeconomic Status

Socioeconomic Status	Job Knowledge	Personal Qualifications	Interpersonal Relations	Job Qualifications
OP: Low Socio-economic Status	10.93	13.42	11.73	15.06
OP: Middle Socio-economic Status	11.14	13.55	11.72	15.11
OP: High Socio-economic Status	11.01	13.63	11.78	15.08
MO: Low Socio-economic Status	11.15	13.70	11.88	15.16
MO: Middle Socio-economic Status	11.15	13.75	11.97	15.11
MO: High Socio-economic Status	11.14	13.66	11.67	15.12
COE: Low Socio-economic Status	11.40	13.60	11.63	15.09
COE: Middle Socio-economic Status	11.18	13.42	11.70	14.97
COE: High Socio-economic Status	10.95	13.49	11.48	14.94

Table 29

Unadjusted and Adjusted Business Fundamentals and General Information Posttest Mean Scores and Standard Deviations, by Course

Variable	OP			MO			COE		
	Unadj		Adj	Unadj		Adj	Unadj		Adj
	$\overline{X}$	S.D.	$\overline{X}$	$\overline{X}$	S.D.	$\overline{X}$	$\overline{X}$	S.D.	$\overline{X}$
Spelling	11.66	2.13	11.78	11.69	2.25	11.65	11.61	2.62	11.54
Plurals	7.91	1.37	7.91	7.51	1.67	7.41	7.26	1.83	7.33
Grammar	10.34	2.64	10.55	10.47	2.48	10.31	10.30	2.46	10.35
Expression	2.29	1.47	2.25	2.36	1.50	2.31	2.43	1.40	2.45
General Information	11.62	3.02	11.13	10.83	3.13	10.81	10.60	3.51	10.66
Judgment	3.35	1.02	3.46	3.44	.87	3.39	3.21	1.11	3.27
Arithmetic	6.67	2.85	6.68	7.24	2.88	6.84	6.14	2.97	6.36
Memory	7.42	2.27	7.40	7.75	1.90	7.63	6.98	2.63	7.05
Total	60.91	10.27		60.90	11.22		58.40	11.86	

Table 30

Unadjusted and Adjusted Business Fundamentals and General Information Posttest Mean Scores, by Socioeconomic Status

Variable	SES - Low		SES - Middle		SES - Upper	
	Unadj $\overline{X}$	Adj $\overline{X}$	Unadj $\overline{X}$	Adj $\overline{X}$	Unadj $\overline{X}$	Adj $\overline{X}$
Spelling	11.61	11.72	11.67	11.59	11.66	11.66
Plurals	7.37	7.55	7.59	7.57	7.60	7.52
Grammar	10.29	10.58	10.40	10.33	10.38	10.30
Expression	2.29	2.36	2.41	2.37	2.34	2.28
General Information	10.20	10.53	10.82	10.81	11.57	11.26
Judgment	3.50	3.53	3.37	3.37	3.22	3.23
Arithmetic	6.42	6.62	6.67	6.62	6.80	6.65
Memory	7.19	7.32	7.39	7.35	7.45	7.41

Table 31

Adjusted Business Fundamentals and General Information Posttest
Mean Scores, by Course and Socioeconomic Status

Socioeconomic Status	Spelling	Plurals	Grammar	Expression	General Information	Judgment	Arithmetic	Memory
OP: Low Socio-economic Status	12.09	8.07	11.40	2.30	10.54	3.75	6.52	7.46
OP: Middle Socio-economic Status	11.68	7.87	10.06	2.15	11.13	3.33	6.75	7.31
OP: High Socio-economic Status	11.56	7.77	10.17	2.28	11.70	3.29	6.77	7.42
MO: Low Socio-economic Status	11.68	7.25	10.16	2.26	10.77	3.24	6.82	7.42
MO: Middle Socio-economic Status	11.68	7.61	10.55	2.50	10.80	3.60	6.89	7.78
MO: High Socio-economic Status	11.59	7.38	10.22	2.17	10.87	3.35	6.82	7.69
COE: Low Socio-economic Status	11.38	7.32	10.18	2.52	10.27	3.60	6.51	7.07
COE: Middle Socio-economic Status	11.41	7.24	10.37	2.44	10.50	3.18	6.20	6.96
COE: High Socio-economic Status	11.82	7.42	10.50	2.40	11.21	3.04	6.36	7.12

ACCESSION NUMBER: VT100758

PUBLICATION DATE: 74

TITLE: GAMMA COMMUNITY PARKWAY PROGRAM. WINTER 1974 CATALOGUE.

PERSONAL AUTHOR: JACOVINO, JOSEPH A.; HUTCHINS, ROBERT C.

DESCRIPTOR: *ALTERNATIVE SCHOOLS; *COURSE DESCRIPTIONS; *COURSES; *CATALOGS

IDENTIFIER: *PHILADELPHIA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 622

ABSTRACT: OVER 60 TITLES ARE INCLUDED IN THIS CATALOG OF COURSE OFFERINGS OF AN ALTERNATIVE SCHOOL IN A PHILADELPHIA PROGRAM. THE PENNSYLVANIA REQUIREMENTS FOR HIGH SCHOOL GRADUATION AND THE ADDITIONAL REQUIREMENTS FOR COLLEGE ADMISSION ARE LISTED. EACH TITLE IS DESCRIBED BY NAME, CONTACT PERSON, LOCATION, TIME, LIAISON PERSON, CREDIT AND AREA, AND COURSE CONTENT. (MU)

VT 100758

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GAMMA COMMUNITY PARKWAY PROGRAM

WINTER 1974 CATALOGUE

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VT 100 758

PH A. JACOVINO
NISTRATIVE HEAD

ROBERT C. HUTCHINS
DIRECTOR

Dear Gamma Students and Parents:

Well, we made it. The first semester has produced some stability and rewards. We are established at 913 Arch Street and are adjusting to our new community. Now we look forward to the future. We are excited about the next semester for many reasons:

We have a greatly improved variety of classes and experiences for our students. The roster for the Winter Semester affords a great opportunity for giving our students the courses they need. We have added a tutorial activity period on Tuesday afternoon. This will afford our students the opportunity to participate in various activities which they plan in their tutorial groups. A brand new Gamma Parents Advisory Association has been formed. We are seriously asking parents to become involved in helping make the Gamma Educational experience a better and more rewarding one. This Association has already divided into task forces and needs all of Gammas support if it is to succeed.

May I take this opportunity to wish you the very best for the coming year. Please feel free to call on me at any time to be of service to you.

Sincerely,

Joseph A. Jacovino,
Gamma Unit Administrator

C EDIT

CREDITS GRANTED BY PARKWAY PROGRAM

FOR HIGH SCHOOL GRADUATION:

IN ORDER TO GRADUATE FROM THE PARKWAY PROGRAM with a Pennsylvania State diploma, each student needs 18.3 credits. Each credit granted is equal to 120 student-teacher contact hours. The State requires that the distribution of credit be as follows:

General Social Studies	1.5
World Cultures	.5
U.S. History	1.0
English	4.0
Science	1.0
Mathematics	2.0
Health	.5
Physical Education	.5
Other (electives)	7.3
	18.3

At Parkway, credit is granted to meet these requirements on the basis of satisfactory work completed and on the basis of one tenth (0.1) credit per hour per week spent in the instructional activity during a twelve (12) week semester.

Credit is assigned on a credit/no credit basis.

Parkway students are not ranked.

FOR COLLEGE BOUND STUDENTS:

Students interested in college should be aware that additional requirements are necessary for admission. The following is STRONGLY recommended:

2.0 Science credits, one of which must be a lab science
2.0 Foreign language (minimum)
2.0 Math, which must be Geometry, Algebra, or other higher math
4.0 English, which must include Reading, Writing, and and Speaking
1.5 Social Studies, which should include at least three (3) of the following: Urban Problems, Political Science, World Cultures, Phychology, Sociology, Anthropology

A student must maintain at least 1.5 credits a semester. If a student fails to do so, he (she) will be placed on academic probation. The student will then be given extra assistance and support and another opportunity to satisfactorily complete 1.5 credits. If the student is unable to accumulate the necessary credits the second time, the student will be asked to leave the Program. Arrangements will be made to send the student to another school.

CREDIT (CON'T)

The 1.5 credits, however, is only the barest minimum. We are very concerned that the student give herself (himself) a full, satisfying roster.

We are looking forward to a rewarding Winter Quarter.

STAFF

Joe Jacovino, Administrative Head
Deirdra Berry
Donna Epstein
Clarence Hoover
Steve Kay
Mary Nelson
Barry Penn
Ray Savage
Bobbi Seifert
Dell Salza
Bob Stokes
Willie Days

LEVELING OF COURSES

Courses involving reading have been leveled based on reading ability.

Level One courses are for those who feel that they have trouble in reading and writing. These courses are remedial and corrective in nature and are geared to help students advance to being able to read and write confortably.

Level Two These courses are for students who can read novels of moderate difficulty. Vocabulary should be adequate and the student would be expected to write full length papers.

Level Three courses are designed for college prep students who are able to work on an independent level.

The level is to act as a guidline and indicates the minimum required. For instance - if you are on Level 3, you may still register for Level 1 or 2 course.

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Other courses will follow after Christmas vacation.

SPECIAL NOTES TO TEACHER AIDES

1: All teacher aides are considered school staff for the time they are helping at the school. You are needed in these classrooms and when you sign up for a particular time, the staff counts on your help. Therefore, it is very important that you be regular in attendance. Make sure that if you must be absent because of illness that you call the school or nursery to let them know. Students who are not willing to take the attendance committment seriously, should not sign up.

2: Students signing up as teacher aides should be sure to indicate clearly the days and hours they plan to work. Report to the contact person at the proper time beginning the week of January 7, 1974.

3: When signing in at a school or nursery, record the amount of time spent that day, not the starting and ending time.

4: Boys who want to work where they are needed and appreciated should consider volunteering at either the YWCA or the Salvation Army Day Care Center.

5: Students who wish to consider the possibility of spending an entire day in a school from 9:00 A.M. to 3:30 P.M. instead of going in for one or two hours at a time may do so, with the approval of their tutorial leaders.

6: Students who wish to consider working in a school not listed in this catalog that is located in their neighborhool may do so by contacting the principal of that school. If the principal of that school agrees, contact Mickey Rothstein at MA 7-3266 so that he may arrange credit.

**********IMPORTANT**********

7: ALL STUDENTS WHO SIGN UP AS TEACHER AIDES MUST CALL THE CONTACT PERSON INDICATED ON THE COURSE DESCRIPTION TO ARRANGE AN INTERVIEW. THE PURPOSE OF THE INTERVIEW IS TO SEE IF YOU ARE ELIGIBLE AND TO ARRANGE TIMES. IF YOU DO NOT ARRANGE SUCH AN INTERVIEW, YOU WILL NOT BE REGISTERED IN THE COURSE.

The following pages in the catolog are for teacher aides.

COURSE TITLE: Teacher Aide-Salvation Army Day Care Center
CONTACT: Barry-Frye WA 3-0885
LOCATION: 222 3rd St Phila. Pa.
TIME: Monday thru Friday, 9:[illegible] a.m. - 5:30 p.m.
CREDIT & AREA: .1 for each 12 hours (Maximum of .5) in the area of social studies
CLASS LIMIT: 5 students
LIAISON: Mickey Rothstein MA 7-3266
DESCRIPTION: Children are from 3-5 yrs. of age. Student will assist the teacher with the activity program and have an opportunity to learn about grouth and development of pre-school children. REMEMBER, THAT YOU MUST CALL FOR AN INTERVIEW AT THE ABOVE PHONE NUMBER TO ARRANGE AN INTERVIEW FOR ACCEPTANCE INTO THE PROGRAM.

COURSE TITLE: Teaching swimming to Mentally Retarded Adults (and help with dressing)
CONTACT: Len Lo Biondo 829-5274
LOCATION: Jefferson University Pool in the area of 8th & Walnut.
TIME: Thursday 10:00 - 12:00 noon
CREDIT: .2 in physical ed. or elective or social studies
LIAISON: Mickey Rothstein
COURSE DESCRIPTION: You will help with getting the mentally retarded adults dressed and undressed, plus help in the pool with swimming lessons and pool activities. 3/4 of the adults are males, but male and female students are needed. REMEMBER, FINAL SELECTION WILL BE MADE AFTER AN INTERVIEW. YOU MUST CALL THE ABOVE NUMBER TO ARRANGE FOR AN INTERVIEW FOR ACCEPTANCE INTO THE PROGRAM.

COURSE TITLE: Teaching Mentally Retarded Adults
CONTACT: Len Lo Biondo 829-5274
LOCATION: Hall Mercer Center 8th and Locust St.
TIME: Choice of Mon.-Wed.-Fri., 9-12 (Tuesday also)
Students must work a minimum of two half days each week.
LIAISON: Mickey Rothstein MA 7-3266
CREDIT AND AREA: Elective or social studies (.1 for each 12 hours)
COURSE DESCRIPTION: The center has an educational program to help mentally retarded adults function on a very basic level. REMEMBER, YOU MUST CALL FOR AN INTERVIEW FOR ACCEPTANCE INTO THE PROGRAM

COURSE TITLE: Graduate Hospital
CONTACT: Mrs. Carol Magen, Director of Volunteers KI 6-4500, Ext. 405
PLACE: Graduate Hospital, 19th and Lombard St.
TIME: Every morning (minimum of one hour). A few students can be used in the afternoon.
CREDIT AND AREA: .1 for every 12 hours in social studies or elective
LIAISON Mickey Rothstein MA 7-3266
COURSE DESCRIPTION: Students are needed to take patients by wheelchair from their rooms to X-ray and for other appointments in the hospital. There are some opportunities to work on nurses aides and to have patient contact by getting menu requests. Other special areas of interest can be explored. REMEMBER, YOU MUST CALL MRS. MAGEN FOR AN APPOINTMENT FOR AN INTERVIEW TO BE ACCEPTED INTO THE PROGRAM

COURSE TITLE: Teacher Aide- Rhodes Middle School
CONTACT: Mrs. Landou 221-0850
LOCATION: Rhodes Middle School, 29th and Clearfield 221-0850
TIME: Anyday between the hours of 8:45-3:00 pm for a minimum of 2 hours
CREDIT AND AREA: .1 for every 12 hours in the area of social studies or elective
CLASS LIMIT: 3 students
LIAISON: Mickey Rothstein MA 7-3266
COURSE DESCRIPTION: Rhodes has a number of innovative programs including a special reading program using T.V....Help is needed with one to one tutoring and with clerical work in the guidance office. REMEMBER, CALL MRS. LANDOU FOR AN INTERVIEW TO SEE IF YOU ARE ELIGIBLE FOR THE PROGRAM.

COURSE TITLE: Teacher aide; Chestnut House Pre School Program
CONTACT: Mrs. Jacqueline Brinkley LO 4-3430
LOCATION: Y.W.C.A. - 2027 Chestnut St.
TIME: Anyday between 8 am - 12 noon or 3:30 - 5:00 (prefer students who will work at least 2 half days per week)
CREDIT AND AREA: .1 for every 12 hours in the area of social studies or elective
LIAISON: Mickey Rothstein MA 7-3266
COURSE DESCRIPTION: Chestnut House is providing a program which serves children from 1 - 4 years of age and aims to help them grow physically, emothionally, socially and academically. They are asking for volunteers from Parkway who not only want to work with the children but want to learn about pre school children and early childhood education. Help is needed in the Early Room from 8:00 - 9:30, at which time children move to their classes. Students can work for 2 hours or more on any day. REMEMBER YOU MUST CALL MRS. BRINKLEY FOR AN INTERVIEW SO SEE IF YOU ARE ELIGIBLE FOR THE PROGRAM.

COURSE TITLE: Teacher aide - Urban Nature Study
CONTACT: Mrs. Natalie Kempner 825-1799
LOCATION: 509 Brooklane, Conshohocken Pa. 19428
TIME: Two afternoons is possible from 1:30-3:15
CREDIT AND AREA: .1 for every 12 hours in social studies, elective or science
LIAISON: Mickey Rothstein MA 7-3266
PREREQUISITES: A strong interest in nature study, ecology and hopefully some knowledge in these areas.
COURSE DESCRIPTION: Mrs. Kempner is an experienced classroom teacher who is now working to develop a nature study program for children living in the city. She is building a nature center in the basement of the school and is taking children out into the local park to discover what they can about nature. She would like the help of Parkway students who like children and know something about plants and animals, or are willing to learn. REMEMBER, YOU MUST CALL MRS. KEMPNER TO ARRANGE FOR AN INTERVIEW FOR ACCEPTANCE INTO THE PROGRAM.

COURSE TITLE: Teacher Aide - Darrah Schoo;
CONTACT: Mrs. Oliva Snead (Principal) PO 5-6724
PLACE: Darrah Elementary School, 17th and Brown Sts.
TIME: Anytime between 9:00 and 3:00 for a minimum of 2 hours per visit
CREDIT AREA: Social Studies or Physical Education (See below)
LIAISON: Mickey Rothstein MA 7-3266

A unique feature of this school is the staff approach to problem children's needs and backgrounds and does not use punitive discipline, In addition to helping in classrooms from K to 6, Darrah School has the following special needs:

1. Supervision during lunch hour (11:30-12:30) in lunch room and yard
2. Physical education for children. Darrah has no P.E. teacher.

CONTACT MRS. SNEAD TO ARRANGE FOR AN INTERVIEW TO SEE IF YOU ARE ELIGIBLE.

COURSE: Teacher's Aide - Stevens School
CONTACT: Mr. Berkowitz (Principal) MA 7- 2911
PLACE: Stevens School, 13th and Spring Garden Sts.
TIME: Any morning, 8:45 - 12:30. Minimum of two hours per visit. Stevens would like students to come two mornings per week, but you can go once.
CREDIT AREA: Social Studies
LIAISON: Mickey Rothstein MA 7-3266

Stevens has a "Follow Through" Program and is doing some interesting things that deal with the problems of urban education. Volunteers can work in classrooms from K to 6, helping teachers with their plans and working one to one with children who need special help. All students going to help at Stevens must make an appointment with Mr. Berkowitz to arrange an interview to see if you are eligible for the program.

COURSE TITLE: Teacher Aide - McCall School
CONTACT: Dr. Hankinson, Principal WA 5-0791
PLACE: McCall School, 6th and Delancy
TIME: Any day, 9:00 - 3:15 for a minimum of 1 hour per visit
CREDIT AND AREA: Social Studies
LIAISON: Mickey Rothstein MA 7-3266

McCall has welcomed Parkway in the past and once again will provide teaching and tutoring situations for our students in grades K to 6. The school serves young people from a variety of backgrounds. Contact Dr. Hankinson to arrange for an interview to see if you are eligible.

COURSE: Teacher Aide, Moffet School
CONTACT: Mr. Irv. Yudkin, Principal
PLACE: Moffet, 2nd and Oxford Sts. RE 9-3992
TIME: Any day, 9:00 - 3:30 for a minimum of one hour per visit.
LIAISON: Mickey Rothstein

Mr. Yudkin has asked us for as many aides as we can send. This is an "open classroom" school where you can see in action and be a part of an exciting educational program. A new "Moffet" is being constructed nearby and Mr. Yankin will be glad to explain the ideas behind the construction innovations. Contact Mr. Yudkin to arrange for an interview for acceptance.

COURSE TITLE: Apprentice in Community Organization
INSTRUCTOR: Bernice Kelly - RE 9-6041
INSTRUCTOR'S MAILING ADDRESS: Lutheran Settlement House, 1340 Frankford - [illegible]
RE 9-6041
LIAISON: Mickey Rothstein MA 7-3266
DAY AND TIME: Thursday 10-12 noon
LOCATION: Lutheran Settlement House, 1340 Frankford
SUBJECT AREA AND CREDIT: .1 for every 12 hours in Social Studies, or elective

Students who are interested in social work will have a chance to work at the grass root level to help communities organize themselves. Work will be in various communities. Call Bernice Kelly at the above number to arrange for an interview for acceptance into the program.

COURSE TITLE: Volunteer Work at Hahnemann Medical College
CONTACT PERSON: Judy Bell, Director of Volunteers 448-7000
INSTRUCTOR'S MAILING ADDRESS: Hahnemann Hospital, 230 N. Broad St.
LIAISON: Mickey Rothstein MA 7-3266
DAY AND TIME: Morning help preferred. Any day. Help especially needed on Saturday and Sunday - Minimum of 4 hours per visit, between 8 a.m. and and 5 p.m.
LOCATION: Hahnemann, 230 N. Broad
SUBJECT AREA AND CREDIT: .1 for every 12 hours in Social Studies or elective

These are the areas in which you can work:

Pharmacy = Fill pill boxes for patients and otherwise assist pharmacist. Good opportunity to learn what is involved in being a pharmacist.

X-Ray Dept.: Transport patients to and from X-Ray.

Nursing: Patient care - feeding, making beds, filling water pitchers, running errands, helping nurses.

Patient Visitation: Patients spend long hours in bed with little to occupy their time. Merely visiting with them, perhaps playing a game, can do much to improve their morale and make their stay more pleasant.

Out Patient Dept: Contact flow of patients coming in for examinations, help weigh patients.

Clerical: Reception, typing, filing

Delivery Room: A possibility for girls who do well in other areas of hospital.

QUALIFICATIONS:

1. Dress code; Girls must purchase a uniform ($4) which is worm with a white blouse and white shoes or sneakers.
   Boys purchese a jacket ($6) which they wear with dark pants and shoes, a shirt and tie. (no wranglers)

Since the volunteer is a reflection of Hahnemann Hospital and Parkway, appearance is very important.

2. Age: Fourteen years of age or older with a recommendation and permission of parents and tutorial leader.

VOLUNTEER WORK AT HAHNEMANN MEDICAL COLLEGE (CON'T)

3. You must be able to work a minimum of four hours per visit.
4. Attendance at the orientation session held on Saturday, 8:15 a.m. - 2:30 p.m.
5. Good Health
6. Willingness to work and accept supervision.
7. All volunteers are interviewed personally prior to acceptance by Judy Bell.
8. During volunteer hours it is requested that the volunteer stay in the building.
9. A pass is given to each volunteer entitling him or her to free lunch in the hospital cafeteria.

Contact Judy Bell at 448-7000 if you have any questions or would like to set up an interview. This should be done in December if possible.

COURSE: Volunteer Work at Metropolitan Hospital
CONTACT: Shelley Kamen, Director of Volunteers - 238-2181
INSTRUCTOR'S MAILING ADDRESS: Metropolitan Hospital, 201 N. 8th St. 238-2181
LIAISON: Mickey Rothstein MA 7-3266
DAY AND TIME: Monday, Wednesday, Saturday, Sunday - Minimum of 4 hours, between 8:00 and 5:00 p.m.
LOCATION: Metropolitan Hospital
SUBJECT AREA AND CREDIT: .1 for every 12 hours - Social Studies or elective
CLASS LIMIT: Opportunities on Mon and Wed are limited. Apply early if you want these days

These are the areas in which you can work:
ADMISSIONS, RADIOLOGY, HEART STATION, INHALATION THERAPY, X-RAY

Escort patients, possibly by wheel chair to and from their rooms to the area of therapy, then safely return them. Assist technicians in transporting equipment.

Nursing: Patient care - feeding, making beds, assisting patients' with hair combing and personal hygiene
Escort Service
Housekeeping - wash and refill water pitchers and vases, care for and distribute linen, etc.

Reception: Escort service, answer questions on telephone, monitor visitors, make out passes.

Central Supply Room: Packaging supplies for sterilization

Pharmacy: Deliver medications to floor, light filing, light typing

Dietary: Writing headings on menue, delivery of menue to patients, report dietary problems to the dietician.

1. Dress code: Women--uniform worn with white blouse and white rubber soled shoes (sneakers are exceptable). A candy striper uniform may be purchased from the Volunteer Department for $4.15
   Men--shirt, tie and pants (not jeans)

Since the volunteer is a reflection of Metropolitan Hospital and Parkway, appearance is very important.

2. Age: Fifteen years of age or older with a recommendation and permission of parents and tutorial leader.
3. You must be able to work a minimum of four hours per visit.
4. Attendance at the orientation session
5. Good Health
6. Willingness to accept supervision
7. All volunteers are interviewed personally prior to acceptance by Shelley Kamen
8. During volunteer hours it is requested that the volunteer stay in the building.
9. A free pass is given to each volunteer entitling him or her to one meal in the hospital cafeteria.

Contact Shelley Kamen at 238-2181 if you have any questions and to set up an interview for acceptance into the program

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COURSE TITLE: Teacher Aide - Cooperative Kindergarten
INSTRUCTOR: Joan Irving
LIAISON: Honey Kay WA 3-2153
DAY AND TIME: Monday thru Friday 9:00 - 12:00 Minimum of 2 consecutive days
LOCATION: Society Hill Synagogue, 4th and Spruce
SUBJECT AREA: Social Studies
CLASS LIMIT: 2 (two)

Work with and learn about 5 year olds.

EXPECTATIONS: Regular attendance!

COURSE TITLE: Teacher Aide - WAMY Alternative Junior High School
INSTRUCTOR: Dick Hiler
INSTRUCTOR'S MAILING ADDRESS: 721 So. Marvine 627-4992
LIAISON: Mickey Rothstein MA 7-3266
DAY AND TIME: Monday to Friday (Anyday) between 9 - 3 p.m.
LOCATION: Wesley A.M.E. Zion Church, 15th and Lombard St.
SUBJECT AREA AND CREDIT: .1 for every 12 hours
CLASS LIMIT: None
DESCRIPTION:

Wesley alternative for the Middle years is a pilot program for 30 seventh and eighth grades. In many ways it is a Parkway on the Junior high level. Academic level subjects are in the morning, except for subjects like languages and small group special interests. Afternoons are for crafts, photography, cooking, field work, trips, physical education, woodworking, dramatics, art, music and so on. If you like to help with a course, acting or tutoring, in most cases, students should be available at least two days a week. Call Dick Hiler any evening.

COURSE TITLE: Dickens
INSTRUCTOR: Jill Shusterman
INSTRUCTORS MAILING ADDRESS: 515 Spruce St. WA 2-2932
LIAISON: Mickey Rothstein MA 7-3266
DAY AND TIME: Monday and Wednesday 9:45 - 11:45
LOCATION: 515 Spruce St.
SUBJECT AREA AND CREDIT: .3 English or Elective
CLASS LIMIT: 5 per Unit (ALPHA, BETA, GAMMA)
PREREQUISITES: A good reading ability. Being able to read the books that are indicated. Students who have difficulty in this course.
DESCRIPTION:

Charles Dickens made his way through Victorian England sounding the knell of social reform that was to rock the 20th century. Samuel Walker, Mr. Micawber and yes, Tiny Tim were part of the social satire and comic characterization that was so much a part of the later English novels. We will sample Dickens creative expression twice a week reading David Copperfield, Old Curiosity Shop, Hard Times and others.

EXPECTATIONS:

Regular reading in preparation for each class.

COURSE TITLE: Homemaking II Consumer Know How
INSTRUCTOR: Bernadette Jones
INSTRUCTOR'S MAILING ADDRESS: Phila. Gas Works, Home Service Station
134 Chelten Avenue 796-2517
LIAISON: Mickey Rothstein MA 7-3266
DAY AND TIME: Friday, 9:00 - 11:00
SUBJECT AREA AND CREDIT: .2 Elective
CLASS LIMIT: 15 (a minimum of 10)
DESCRIPTION:

Emphasis is directed toward decision making, money management, consumers alternative in the marketplace. Guest speakers from various professions will supplement the course and provide students with information needed in developing household economic competence

Expectations:
1: Regular attendance at all classes. three consecutive absences without notification and a valid excuse will be reason to be dropped from the course.
2: Students must be on time. Students arriving after 9:15 will be counted as not present.
3: Smoking is not permitted.
4: Students provide their own aprons for cooking labs.
5: Term projects must be completed using information that is explored during the year. The project topic must be agreed upon by the student and the instructor.

COURSE TITLE: Lets Make a Movie, A Course in Filmaking. (Discovering your seeing eye and exploying through film-making ways to communicate with it.)

INSTRUCTOR: Ann Paige

INSTRUCTOR'S MAILING ADDRESS & PHONE: Landreth School, 23rd & Federal - DE 6-7788

LIAISON: Mickey Rothstein, MA 7-3266

DAY and TIME: Monday, 2:00 - 4:00

LOCATION: Landreth School, 23rd & Federal St. (Take Broad St. Subway and get off at Federal and take the Bus West on Federal to 23rd. Students who have difficulty making travel arrangements and wish to take the course, can call Mickey Rothstein at MA 7-3266 and he can arrange to meet you in the area of center city and drive you there.) Transportation home by auto can also be arranged!

SUBJECT AREA AND CREDIT: .2 in Electice, social studies, English

CLASS LIMIT: 4 per Unit (16 for the entire program)

PREREQUISITES: Students who are interested in making their own films. Since the subject matter is cumulative, absences will interfer with the learning process that is necessary to learn how to make a film. Therefor students who have attendance problems should not take this course. Any unexcused absence can be reason to drop you from the course.

DESCRIPTION:

A 12 week intensive active involvement in basic filmaking. The course content will include such areas as: viewing and critical discussion of existing films; outlining and making a group film; editing and sound tracking; and exercises in individual film projects; and outside class assignments such as film shooting, editing and sound plus occasional reading and creative written expression will be expected of each student. Some of the skills to be developed are: Sensing; Reacting; Responding; Reproducing; Creating and Communicating.

Some of the activities are:

1: Using Video Tape
2: Story Boarding (visually outling ideas for film)
3: Shooting film
4: Editing film
5: Viewing films and the art of seeing and perceiving
6: Translating what you want to say to visual terms.
7: Framing a picture
8: Making a film together as a group
9: Soundtracking
10: Each student will be required to produce their own film
11: Possible trips to view films at T.L.A. and other theators.

What is Expected of Student

Attendance must be excellent, that means 100% except for extenuating curcumstances. Completion of filmaking assignments.

COURSE TITLE: Urban Affairs
INSTRUCTOR: Horace "Tony" Thompson
INSTRUCTOR'S MAILING ADDRESS & PHONE: Suite 320, Penn Square Bldg. 1317 Filbert St. LO 9-3636
LIAISON: Mickey Rothstein MA 7-3266
DAY and TIME: Tuesday 10-11 and Thursday 10-11:45
LOCATION OF COURSE: 1317 Filbert St. Suite 320 (3rd Floor) Penn Square Bldg/
SUBJECT AREA AND CREDIT: .3 insocial studies or elective
CLASS LIMIT: 12 per unit (Alpha & Gamma)
DESCRIPTION:

The student through classroom discussions and field trips will be exposed to the basic problems that the cities (urban areas) face. The student will look at issues in education. Students will look at how a city educational policy is formulated and designed. The problems of health will be explored with a visit to the Hahnaman Medical Complex to see how disease prevention and care for a city is handled. The city goverment will be explored with a visit to see City Council and the Municipal Services Bldg. to see the cities data bank. The issue of crime in the city will be examined by visiting the courts to see first hands the court system. Employment will be examined by going through a full employment cycle. The student will visit employment agencies and will see how to find temporary, professional or specialized employment. Some of the other issues to be explored are the environmental problems, how government issues licenses and the political organization of the city.

EXPECTATIONS: Attendance regularly (that means every week)
Read newspapers in preparation for the class so that you have some background on the current problems that the cities are facing.
Write a major term paper on the topics that are discussed in the class (6-8 pages typewritten, or 8-10 pages handwritten.)

COURSE TITLE: Accounting and Business Skills
INSTRUCTOR: Mrs. Robert Hill
INSTRUCTOR'S MAILING ADDRESS: 1816 West Columbia Avenue PO 5-8036
LIAISON: Mickey Rothstein MA 7-3266
DAY and TIME: Two blocks of time are available. You may chose one of these blocks of time; Monday & Wednesday 2:00-4:00 or Tues. & Thurs. 2-4
LOCATION: 1816 West Columbia Avenue
SUBJECT AREA AND CREDIT: .4 in Business or Elective
CLASS LIMIT: 4 students (2 in the Monday, Wednesday slot and 2 in the Tuesday-Thursday slot)
PREREQUISITES: An interest in business or office career.
DESCRIPTION:
Students will be learning about the operation of a general accounting office. The student by an on the job experience will learn about accounting and bookeeping procedures. This will be exploratory and will not prepare you for a job as a bookeeper. You will also be taught by doing, various office occupations like filing use of the 10 key adding machine, general office work and use of the telephone especially in the area of talking with clients on the telephone.

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COURSE TITLE: Modern Economic Reform
INSTRUCTOR: George [illegible] Collins
INSTRUCTOR'S MAILING ADDRESS AND PHONE: Henry George School, 413 So. 10th St. Phila. Pa. WA 2-4278

LIAISON: Mickey Rothstein MA 7-3266
DAY AND TIME: Monday and Wednesday 9 - 10
LOCATION OF COURSE: Henry George School, 413 S. 10th St
SUBJECT AREA AND CREDIT: [illegible] Social Studies, or elective
CLASS LIMIT 25 (entire program)
DESCRIPTION:

Through examination and discussion the course develops the basic principles of economic exchange (man's desires and tendencies), the causes of today's problems,- Food and Fuel shortages, Inflation, High taxes, Low wages, High unemployment, Wage and price controls, the regulated economy, etc. and reform ideas that would correct them.
Study includes the definition of terms; Factors of production of wealth; Distribution of wealth; laws of rent; wages and interest; effects of advances in technology on wages; effects of population; effects of land speculation; the [illegible] in the standard of living.

REQUIREMENTS:

[illegible] and punctual attendance.

Progress assignments (including the reading of the texts; Progress and Poverty, and Letters for our Time)

Participation in class [illegible] discussions

[illegible] Physics
[illegible] Temple University
[illegible] Temple University, Barton Hall, Room 113
[illegible]th & Berks St. (North Park Mall & Berks St)
787-7624
[illegible] 7-3266
[illegible] Mon., Wed., Fri., 10:30 - 11:30 PLUS Lab requirement 2 hrs per week, (9 of 15 attended)
[illegible] Thurs., 8:30 - 10:00

LOCATION: [illegible] Hall [illegible]th & Berks (North Park Mall & Borks St)
[illegible]
SUBJECT AREA AND CREDIT: [illegible] in science, or elective'
PREREQUISITES: This is a college level course. The student should have a good reading ability and be able to solve equations when there is one unknown. Examples of some of the equations are: F=ma; d=½at The course will continue into our 3rd quarter, till the week of April 29- May 4., students are required to attend till this date and not the end of Parkways 2nd Quarter.

[illegible]

The course will cover the following topics:

Wave Motion
Light
[illegible]

[illegible]

Sound
Music
Optical Effects
Resonance
Atomic Nature of Matter
Nuclear Power (bombs and power plants)

There will be classroom lectures and the student will have lab assignments that they must complete for credit. There are 15 scheduled labs, you must attend 9 of those 15 labs. In addition you will take the mid-term and final exam in the course.

EXPECTATIONS:

Without regular and punctual attendance, it will be impossible for the student to complete the work that is required in order to receive credit for the course Students will sign in, when they attend, but the most important thing is that the information they will receive during lectures and labs is what they will be tested on.

COURSE TITLE: Man in Contemporary Society
INSTRUCTOR: Jerry Pentille
INSTRUCTOR'S MAILING ADDRESS: 1106 S. Bedine St. (2nd & Washington)
LIAISON: Mary Bennet
DAY AND TIME: Wednesday, 2 - 5
LOCATION: 1106 S. Bedine St. (Location may be changed)
SUBJECT AREA AND CREDIT: .3 Soc. Studies or elective
CLASS LIMIT: 12 (3 per unit)
PREREQUISITES: Juniors and seniors preparing to enter college - to be screened at registration or prior to first class (students will be notified)
DESCRIPTION:

A psychological inquiry into the nature of man, in general, and the nature of man in contemporary society, especially the U.S. The primary method of inquiry will be through literature with supplemental discussions of psychology and sociology.

EXPECTATIONS: Willingness to work hard and think creatively. One paper.

COURSE TITLE: Voice Instruction
INSTRUCTOR: Mary Kelly
LIAISON: Steve Kay
DAYS AND TIME: Wed., 2 - 2:30
LOCATION: 313 Pine St. 2nd floor
SUBJECT AREA CREDIT: .1 other
CLASS LIMIT: 4
DESCRIPTION:

Students who have good voices and think that they would like to learn how to sing and read music and also get some vocal instruction should sign up for this course. Mary is a Curtis music student who has a lot of vocal experience.

COURSE TITLE: French tutoring
INSTRUCTOR: Connie Kessler WA 3-5817
LIAISON: Steve Kay
DAY AND TIME: Tues.,Thurs., 9:30 Starts Jan. 15
LOCATION: 242 Locust St.
SUBJECT AREA AND CREDIT: French .2
CLASS LIMIT: 4
PREREQUISITES: Some prior experience in French
DESCRIPTION:

Students will be able to work on problems with their regular French program. This is only a supplement to the program and doesn't take the place of regular instruction.

EXPECTATIONS: Regular attendance

COURSE TITLE: Civil War Literature
INSTRUCTOR: Martha Levy
INSTRUCTOR'S MAILING ADDRESS: 332 S Law ence St.
LIAISON: Steve Kay
DAY AND TIME: Wed., 1:30 - 3 (Class starts Jan. 16th)
LOCATION: 332 So. Lawrence St.
SUBJECT AREA AND CREDIT: American History or English
CLASS LIMIT: EIGHT 8
PREREQUISITES: Level 2 or 3
DESCRIPTION:

This course will be for Am. History and Englsih Basic Text will be "John Brown's Body" by Stephen Vincent Binet. The civil war will be studied from the Northern and Southern point of view. Additional readings will be suggested.
Possible other readings will include:
Gone With the Wind
Jubilee
Uncle Tom's Cabin

REQUIREMENTS: One major report linking text to their outside readings.

COURSE TITLE: Modern Dance
INSTRUCTOR: Joan Kerr
LIAISON: Steve Kay
DAY AND TIME: Thursday 1:30 - 3
LOCATION: 416 Queen St.
SUBJECT AND CREDIT: Other
CLASS LIMIT: 15
DESCRIPTION:

A course in Modern Dance that will involve technique and improvisation. This will be under the supervision of Joan Kerr. Cost will be .50 per session. First class is January 17th.

COURSE TITLE: Modern Dance
INSTRUCTOR: Joan Kerr
INSTRUCTOR'S MAILING ADDRESS: 323 So. 6th St. WA 5-2338
LIAISON: Steve Kay
DAY AND TIME: Saturday afternoon 3:30
LOCATION: Settlement Music School, 4th and Queen
SUBJECT AREA: Other .2
CLASS LIMIT: 4
PREREQUISITES: Some prior dance experience
DESCRIPTION:

This is a regular ongoing Modern Dance class. The Joan Kerr dancers work towards putting on programs around the city. Joan is an exacting teacher and only students interested in dance and who will attend regularly need apply to Steve for admission. The first class is Saturday January 5th after a five week orientation you can then graduate into the 9 a.m. class.

COURSE TITLE: One to one experiences
INSTRUCTOR: Stephen Kay
DAY AND TIME: To be announced
LOCATION: The City
SUBJECT AREA AND CREDIT: Open
CLASS LIMIT: Only people who are <u>not</u> on probation
DESCRIPTION:

Doctors, Lawyers, teachers, Indian Chiefs, potters, carpenters, electricians, mechanics, guru's, artists, dancers, weavers, iron workers, metal workers, architects, city planners, accountants, stockbrokers, audio visual specialists, restaurant owners, chefs,and other various and sundry people are eagerly awaiting a call from Steve Kay telling them that he has a responsible Gamma student - (no [illegible] unit heads may apply) ready to work with them at their profession at least one-two hours a week on a regular basis.

COURSE TITLE: History of Black Music
INSTRUCTOR: Harrison Ridley 448-3482,3478
INSTRUCTOR'S MAILING ADDRESS AND PHONE: 5711 Whitby Ave. SA 7-4909
LIAISON: Mary Bennet
DAY AND TIME: Tues.,Thurs. 4:15 - 5:15
LOCATION: Board of Education, Administration Building, 21st & Parkway
Basement Studio (next to B16)
SUBJECT AREA AND CREDIT: .2 Music/Elective
CLASS LIMIT: 5 per unit
PREREQUSITES: Interest and committment to attend all classes
DESCRIPTION:

Harrison Ridley, an outstanding Black music historian, is offering this course. He will bring records, tapes and talk about the three basic elements in Black music; Music in Africa, Styles of Black Music (Spirituals, jazz, blues) All time Greats in Jazz, Styles of Jazz (Be Bop, Swing, New Orleans, Kansas City. The course will be conducted in a discussion, question/answer forum and students will be expected to participate fully.

EXPECTATIONS: Regular attendance is a must. You are expected to bring a notebook and pen or pencil to each session. At least two written reports will be required.

COURSE TITLE: "What do you say after you say hellp" A Course in Understanding Human Relationships and Feelings. PART I
INSTRUCTOR: Mr. Steve Ellis, M.S.W.
INSTRUCTOR'S MAILING ADDRESS AND PHONE: 311 S. Juniper St., Room 802 PE 5-7900
LIAISON: Mickey Rothstein
DAY AND TIME: Wednesday, 1:30 - 3:00
LOCATION: Family Service of Phila., 311 South Juniper St.,Room 802
(Juniper is between 13th & Broad St. at Sruce St.)
SUBJECT AREA AND CREDIT: .15 in social studies, Health Ed. or Elective
CLASS LIMIT: 4 per Unit
PREREQUSITES: Students who are interested in examining their own feelings and how they relate to other people and are willing to talk and relate to the group.
DESCRIPTION:

Some of the Topics Include:

Transactional Analysis approach to understanding behavior. The student will be able to identify the components of their behavior. We will try to understand why we behave the we behave.

Parental Conflict: Ways of getting along in the family while still preserving a sense of independence and growth.

Peer Group Relations: The student will be provided with an understandingof how to deal with peer pressure and maintain individuality.

Human Sexuality: How to become more comfortable in accepting sexuality as an integral part of your personality.

Marriage: Making decisions about marriage, roles in marriage. Defining your own kind of relationship, avoiding cultural stereotypes.

Some additional topics will include; rape, abortion, homosexuality and death. The class will be made up of small group discussions dealing with these topics and any other area that concerns the students.

COURSE TITLE: What do you say after you say hello? Understanding Human Relationships and Feelings PART II
INSTRUCTOR: Mr. Steve Ellis, M.S.W.
INSTRUCTOR'S MAILING ADDRESS AND PHONE: Family Service of Phila. 311 Juniper St. Room 802, Phila. 19103 PE 5-7900
LIAISON: Mickey Rothstein MA 7-3266
DAY AND TIME: Tuesday 1:30 - 3:00
LOCATION: 311 Juniper St. Room 802 (311 Juniper is between 13th & Broad at Spruce)
SUBJECT AREA AND CREDIT: .15 in social studies, health or elective
CLASS LIMIT: CLOSED (open to only those students who are presently taking this course.)
DESCRIPTION:

Small group discussions that will focus on understanding our own feelings and those of others, and understanding our actions and communications in relation to the world around us. Special emphasis will be placed on marriage formal and informal as it exists in the present day society. This will not be a "sensitivity training" or "group therapy" class, but there will be opportunity for group related exercises related to identifying and understanding feelings and human communication.

COURSE TITLE: Urban Land Use and the Environment (a simulation game course in how to plan and organize a city)
INSTRUCTOR: George Collins
INSTRUCTOR'S MAILING ADDRESS AND PHONE: Henry George School, 413 So. 10th St. WA 2-4278
DAY AND TIME: Monday 1:30 - 3:30
LOCATION: Henry George School, 413 So. 10th St. Phila.
SUBJECT AREA AND CREDIT: .2 in social studies, elective
CLASS LIMIT: 5 per Unit (Alpha, Beta, Gamma)
DESCRIPTION:

Through the use of role playing (simulation) and games, students will discover how an urban economy (city) operates. The students will build a city and operate the city. They learn how to design communities, how goods and services flow through our exonomy and the interdependencies created in a dynamic economic situation.

Some of the factors that the student will have to deal with in creating their city will be dealing with the problems of poverty, crime, pollution, politics, transportation. These factors will be emphasized through role playing games.

Players will bid on land secretly, build homes, factories, shopping centers, vote for public buildings, participate in open discussions, make compromises, make and lose fortunes and, in playing, reach a lasting understanding of the forces which determine the shape of communities around them.

COURSE TITLE: I Get High With The Help of my Friends, A Course in Drug Education
INSTRUCTOR: Mike Merlen
INSTRUCTOR'S MAILING ADDRESS: 638 South St. Phila. 928-0623
LIAISON: Mickey Rothstein MA 7-3266
DAY and TIME: Wednesday 1:30 - 3:00
LOCATION: HELP OFFICE at 638 South St. Phila.
SUBJECT AREA AND CREDIT: .15 in Social Studies. Health Ed. or Elect.
CLASS LIMIT: 13 per Unit (Alpha, Gamma)
PREREQUISITES: An interest in examining our drug culture all the way from aspirin to herion.
DESCRIPTION:

The course will be made up of films and rap sessions on the topic of drugs. Why we use them? What kinds of individuals need them? What kinds of drugs are there? What are the advantages of various drugs and the disadvantages?

The course will not attempt to moralize or make decisions for you about drugs, but rather give you all the information that you require in an honest way so that you make your own decisions.

When you are done with the course, it is hoped that you will know the difference between drug use and drug abuse.

The course is taught by an organization that deals with drug related problems and will include candid discussions with individuals who have had drug experiences and conversations with those who are addicted.

EXPECTATIONS: Writing an occasional paper on the topic of drugs.
A willingness to share with the group in the discussions.
Regular attendance.

COURSE TITLE: Basic Electricity
INSTRUCTOR: Staff at the Phila. Gas Works, James Pinkney, coordinator
INSTRUCTORS MAILING ADDRESS AND PHONE: 796-2851
LIAISON: Mickey Rothstein MA 7-3266
DAY and TIME: Friday, 2:00 - 4:00
LOCATION: 134 Chelton Avenue, Phila.
SUBJECT AREA AND CREDIT: .2 elective
CLASS LIMIT. none
PREREQUISITES: An interest in electrical theory and practice. For a hobby or as an occupation, electricians earn a good living and are in demand. Females are invited also.
DESCRIPTION:

Instruction in basic electrical theory and modern concepts of electricity. You will learn how electricity is generated and measured. What are operating circuits, electrical controls, and electrical motor operations will be covered. This course would provide the necessary foundations for further practical work.

EXPECTATIONS: Prompt and regular attendance are a must. The course content is cumalative and absences will interfer with the learning processes that are necessary in order to learn about electricity.

COURSE TITLE: Green in the City
INSTRUCTOR: Julie Morris, Ed Lindeman
INSTRUCTOR'S MAILING ADDRESS: The Penna. Horticulture Society 325 Walnut St. Phila. Pa. 19106 WA 2-4801
LIAISON: Mickey Rothstein MA 7-3266
DAY AND TIME: Wednesday 2:00 - 4:00 (a full year committment)
LOCATION: Pa. Horticultural Society, 325 Walnut St. Phila. 19106
SUBJECT AND AREA: Science or Elective Credit: .6
CLASS LIMIT: Closed.....No new students will be accepted for this course. It is only open to those who are presently enrolled in the course.
PREREQUISITES: None
DESCRIPTION:

The course is designed to introduce students to horticulture in an urban environment The class will meet with professionals and amateurs in all phases of horticulture. Field trips are planned to area arboretums, etc.

Some of the activities are:

1. Survey of the horticultural activity in the Delaware Valley.
2. A walk in the Wissahicken.
3. Work on a neiborhood park project.
4. Terrariums
5. House plants
6. Visits to landscape architect's office
7. Morris Arboretum tour
8. Xmas Wreaths
9. Visit to Longwood Gardens
10. Learning to make tray landscape.

COURSE TITLE: What happens after the doctor says, " It is a Boy", or "It is a Girl" A course that explores how sexuality affects our behavior.
INSTRUCTOR: Mickey Rothstein
INSTRUCTOR'S MAILING ADDRESS: Parkway Program, Stevens School, Room 308 13th and Spring Garden St. Phila 19123 MA 7-3266
LIAISON: None
DAY AND TIME: Friday 10-12 (First class begins Jan. 18th)
LOCATION: Old First Reformed Church, 4th and Race St. Phila.
SUBJECT AREA AND CREDIT: .6 for those who are already in the class and .4 for new students registered in class. Social studies or elective.
CLASS LIMIT: 3 per unit (Alpha, Gamma)
DESCRIPTION:

The course will explore the ways that sexuality, our need for human contact affects our behavior. We will discuss how we form our attitudes towards relationships; How sexuality and Personality are interwoven; The meaning of sexual behavior; Dating; Premarital sexual behavior; Marriage and alternatives to marriage; Male and female status, role, temperament; Alternative life styles; The family; Parenthood, when, why, and child development; Accepting ones sexuality and self; Games people play; Families of the future; What relationships are?; Why Relationships?

The course will be made up of discussions, outside speakers, films, activities and field trips. The course will not attempt to moralize or make decisions for individuals about their behaviors, but rather it will provide information that is necessary to make decisions with an awareness of the actions of our decisions.

COURSE TITLE: Planned Parenthood Aide
INSTRUCTOR: Ginny Morris & Staff of Planned Parenthood
INSTRUCTOR'S MAILING ADDRESS: 1402 Spruce St. Phila. Pa. 732-5880 Ext.45
LIAISON: Mickey Rothstein MA 7-3266
DAY AND TIME: Anyday. A Minimum of three hours in a single block is required. Days are Monday through Friday, 9:30 - 3:30
LOCATION: 1402 Spruce St. Phila. Penna. (At Broad and Spruce)
SUBJECT AREA AND CREDIT: For each 12 hours, the student will receive .1 of credit in Social Studies, or Elective or Health Ed.
CLASS LIMIT: None, but students must be interviewed for acceptance

1. Students must be interested
2. Students must be interviewed and screened by Ginny Morris, who can be contacted at 732-5880, Ext. 45
3. Only those students selected by Ms. Morris may participate in the program. You must contact Ms. Morris for an interview.

DESCRIPTION:

As an aide, you must undergo an orientation program which will occur shortly after you are accepted in the program. You can select from various activities, those you wish to participate in.

Work in the clinic, answering telephones, taking blood pressure, etc.
Clerical work, some typing and filing.
Work with the teen clinic.
If you are truly enthusiastic, you may involve yourself in research of a special area related to Birth Control, Abortion, Pregnancy Counseling.

Remember: You must work a 3 hour block of time per week, minimum in order to participate in the program.

COURSE TITLE: Homemaking I Cooking
INSTRUCTOR: Staff at Phila Gas Works. James Pinkney, coordinator 796-2851
INSTRUCTOR'S MAILING ADDRESS: Phila. Gas Works, Home Service Section
134 Chelten Avenue 796-2851
LIAISON: Mickey Rothstein MA 7-3266
DAY AND TIME: Friday 9 - 11
LOCATION: Phila. Gas Works, 134 Chelten Avenue, Phila.
SUBJECT AREA AND CREDIT: .2 Elective or Home Economics
CLASS LIMIT: 15
DESCRIPTION:

Through films, discussions, and demonstrations and participation the student will learn about the nutritional approach to cooking. You will learn how to prepare nutritionally balanced foods while still on a shoestring budget. Learn how to cook and how to get the most from your food dollars.

This course is also excellent for those interested in home economics careers.
EXPECTATIONS:
Regular attendance at all classes. Three consecutive absenses without valid notification (phone call) will be reason for dismissing the student from the course. You must be in class on time. Any student not present by 9:15 will be considered absent.
Smoking isn't permitted. Students must provide their own aprons.
student will complete a final term project which will employ theories and ciples covered in the course. Instructor and student must agree on topic.

COURSE TITLE: Occupational, Physical or Recreational Therapy for the Physically Handicapped.
INSTRUCTOR: Staff at Inglis House, Miss Hands, Coordinator
INSTRUCTOR'S MAILING ADDRESS: Inglis House, 2600 Belmont Ave. Phila. 19131
TR 8-5600 Ext. 20
LIAISON: Mickey Rothstein MA 7-3266
DAY and TIME: Anyday Monday thru Friday, at any time between 9:00 and 3:30. Students must put in a minimum of 4 hours per week in one block of time. (Example 10:00 - 2:00)
LOCATION: Inglis House, 2600 Belmont Ave. (Near Belmont Ave. & City Line Ave.)
SUBJECT AREA AND CREDIT: Up to .5 depending on the hours that the student attends in the areas of Health Ed., Social studies. or Elective.
CLASS LIMIT: 2 per Unit (Alpha, Beta, Gamma, Delta) Students must be interviewed prior to their acceptance by the staff at Inglis House to see if they are eligible. Interviews can be arranged by calling Miss Hands at TR 8-5600, Ext. 20 or by calling Mickey at MA 7-3266.
PREREQUISITES: A willingness to work with the physically handicapped.
DESCRIPTION:

The Inglis House is a home for the physically handicapped, most of whom will never be able to work and provide for themselvelves. Many of the patients are handicapped from Muscular Dystrophy, Multiple Sclerosis, Arthritus. You will be trained in the psychology of working with the handicapped. When your training is over, you will be trained and work with the patients in the area of therapy that you have selected. For students interested in health careers or social service, this is an excellent opportunity to see what these occupations involve.

EXPECTATIONS: Regular attendance is an absolute necessity, since patients will be expecting you on a weekly basis. Your failure to attend on a regular basis. Your failure to attend on a regular basis could be very disappointing to the patients.

COURSE TITLE: Child Advocacy Program
INSTRUCTOR: Experts in Child Development, Law, Social Work, Medicine, Psychiatry, Psychology, and Community Relations, and College undergraduates majoring in Social Work.
INSTRUCTOR'S MAILING ADDRESS: Janet Hammond, Child Advocacy Program, 230 N. Broad St. Phila. 19102 - 448-8130 or 448-8131
LIAISON: Mickey Rothstein MA 7-3266
DAY AND TIME: Monday thru Thursday, 2-4:00 (Students who wish to participate in the program and do not have 4 days available may register for less than 4 days but must put in a minimum of 2 days.
LOCATION: Hotel Philadelphia, 230 N. Broad St. (Mezzannine) Phila. 19102'
SUBJECT AREA AND CREDIT: Depends on the amount of time the student puts into the program (.1 for every 12 hours) Soc. Studies, Health, Elective.
CLASS LIMIT: None (Students who wish to register for this program can do so by arranging to be interviewed by calling Janet Hammond at the above telephone number.
PREREQUISITES: Students can only be accepted in the program after being interviewed by a member of the programs staff. Students have the responsibility of arranging these interviews.
DESCRIPTION:

CHILD ADVOCACY PROGRAM (CON'T)

DESCRIPTION:

The Child Advocy Program is not merely one course, it is an entire program offering both an academic and a practical education. Instruction will be given by specialists in their respective fields and you will be expected to implement responsible field work so as to help children and families to whom you are assigned. This is an excellent opportunity for both career and college oriented students. For those interested in a para professional position upon graduation from high school, the program provides valuable experience in para legal careers, allied health careers, social work careers, and para professional teaching. The college oriented students will gain realistic experience in the areas of community law, community medicine, social work, psychology, and teaching.

There will be class sessions, lectures and group discussions, but the emphasis of the program is the students growth in his ability to gain the confidence and skills needed to serve the first grade student to whom he is assigned.

EXPECTATIONS: Attendance is very important because first grade students will be depending on you. They look forward to being with you, and your failure to attend on a regular basis is very disappointing to them.

COURSE TITLE: Basic Gas & Electricity
INSTRUCTOR: Staff of Phila. Gas Works, James Pinkney, coordinator.
INSTRUCTOR'S MAILLING ADDRESS: Phila. Has Works, 1800 N. 9th St. Phila.
796-2851

LIAISON: Mickey Rothstein MA 7-3266
DAY AND TIME: Monday 9:00 - 11:00
LOCATION OF COURSE: 1800 N. 9th St.
SUBJECT AREA AND CREDIT: .2 Electives
CLASS LIMIT: 15
DESCRIPTION:

This course gives the student an understanding of the distribution and flow of gas from the source of supply to the appliance and the related problems pertaining to maintenance, operation and service. Instruction is given in installation, design construction and operation of the appliances, with considerable detail on gas actuated controls and applied electricity.

This course lays the groundwork for a gas and electric serviceman.

Students who have not taken the Basic Electricity course may enroll in this course and take a test which will qualify them to take the course.

COURSE TITLE: English - WRITING SHORT STORIES
INSTRUCTOR: Lynn Rosen, (B.A.,M.A.,A.B.D.), LO 7-7228
LOCATION: 2008 Walnut St. 3rd Floor
SUBJECT AREA AND CREDIT: English .2
DAY AND TIME: Monday, 4 - 6 (Every other week)
PREREQUISITES: Level 2 or 3
GOALS: To learn to write short stories and write a minimum of six (6) short stories through the semester.

Attendance will be mandatory as the class will self-critize their own work in class and write at least 2 hours during the week there is no class.

COURSE TITLE: Anthropology
INSTRUCTOR: Nick Kavanaugh
LOCATION: To be announced
TIME: Wednesday and Friday 1 - 2
SUBJECT AREA AND CREDIT: Social Studies or Electives .2
DESCRIPTION:

A basic course in physical anthropolgy covering the evolution of man; where, how and who made excavations; and what dating forms are used. There will be field trips and a good bit of reading. You should have good bit of reading. You should have good reading comprehension and vocabulary.

REQUIREMENTS:

Complete assigned reading, a research paper, and a test at the end of the Quarter.

NEWSPAUPER NEEDS YOU!

If you can:
a) type
b) write
c) edit
d) breath

then NEWSPAUPER needs you. If you are interested in helping out, and receiving credit, see Mark Manasse, who will attempt to arrange independent' studies. WE'VE ALWAYS USED TRI-PE! OUR STAFF last term was no exception. HELP!

All NEWSPAUPER STAFF must work a minimum of two hours a week, and must complete whatever responsibility is assigned them, no one may receive more than .2 credits a term.

COURSE TITLE: What you always wanted to know about grammar but were afraid to ask.
INSTRUCTOR: Steve Kay and Dr. Ruben
DAY and TIME: Tuesday, Thursday 11 - 12
PLACE: 418 Spruce St.
AREA: English
CREDIT: .2
LIMIT: 20

REQUIREMENTS: Homework assignments, Midterm and final test

If you ain't got good grammar then this course will learn you.

COURSE TITLE: Kurt Vonnegut - Prophet or Hoax?
INSTRUCTOR: Steve Kay
DAY and TIME: Monday - 1 - 2:30
PLACE: 304 S. 2nd St.
SUBJECT: English
CREDIT: .2
LIMIT: 10
LEVEL III: Jrs or Srs only

Kurt Vonnegut is one of the leading writers on college campuses around the country. His writings are thought to be prophetic by some and a waste of time by others. We still read all of his novels and as much criticism of him as can be located and arrive at our own conclusions.

EXPECTATIONS: Read all Vonnegut's novels; one book about him; articles and reviews of his books. Final paper on your conclusions of the man.

COURSE TITLE: Basic Skills I & II
INSTRUCTOR: Steve Kay
DAY AND TIME: Monday, Wednesday or Tues. & Thurs. 9:30 - 10:30
LOCATION: 313 Pine St.
SUBJECT AREA: English
CREDIT: .2
LIMIT: 20
PREREQUISITES: None
DESCRIPTION: This course is designed to help improve students' writing abilities. If you write as bad as Steve Kay looks then sign up. Students will have to write 25 - 30 short papers (3 paragraph minimum) emphasis will be on improving sentences and teaching paragraphing.
EXPECTATIONS: Attendance; completion of all papers

COURSE TITLE: Institutional Resource Management Group
INSTRUCTOR: Bob Stokes 239 So. 45th St. EV 2-5642
DAY AND TIME: Monday, 2:30
LOCATION: 913 Arch St.
SUBJECT AREA: English
CLASS LIMIT: 10
DESCRIPTION:

Instead of struggling, each Quarter to locate institutional resources, why not form a "Resource Bank"? Thus, when a student wants to take a particular institutional course, we won't have to hastily scramble to find one. We will be going out in the community each Monday to "line up" potential resources.

EXPECTATIONS:

A willingness to contact people, personally and through phone and letter contact.

COURSE TITLE: American Literature
INSTRUCTOR: Bob Stokes 239 So. 45th St. EV 2-5642
DAY AND TIME: Mon.,Wed.,Fri., 1 - 2
LOCATION: To be announced
SUBJECT AREA AND CREDIT: English 0.3
CLASS LIMIT: 20
DESCRIPTION:

This is a LEVEL I course. We will be reading short-stories, plays, etc. There will be a considerable amount of reading and writing required.

EXPECTATIONS:

Pleasure reading will be stressed. The more you read, the more you will ENJOY it! Short writing assignments will also be required.

COURSE TITLE: Black Novel
INSTRUCTOR: Clarence Hoover
DAY AND TIME: Tues.,Thurs., 10:30 - 11:30
LOCATION: 610 No. 6th St.
SUBJECT AREA AND CREDIT: English-History 2/10 CLASS LIMIT: 25 STUDENTS
PREREQUISITES: Level 3 - good reading ability
DESCRIPTION: We will be reading selected novels by blacks and about Black people. Authors such as L. Hughes, J. Baldwin and B.T.Washington will be included along with numerous others.
EXPECTATIONS: Participation in class; attendance in class; reports and tests will be used for evaluations.

COURSE TITLE: [illegible]
INSTRUCTOR: Donna Epstein
DAY AND TIME: Tues.,Thurs., 10 - 12
LOCATION: Starr Garden, 6th and Lombard St.
LIMITING STUDENTS - UNLESS PERMISSION GRANTED BY INSTRUCTOR
AND AREA: English .4

COURSE TITLE: The Black & The Jew -- Enemies or Allies?
INSTRUCTOR: Steve Kay
DAY and TIME: Monday & Wednesday 11:30 - 12:30
LOCATION: 313 Pine St.
SUBJECT AREA:: Social Studies or English
CREDIT: .2
LIMIT: 20
LEVEL II OR III:: Reading level
DESCRIPTION: The writings of Richard Wright and Ellie Wiesel will be the basis of this course. By studying these two writers we will see how Blacks and Jews have had to deal with hostile forces in the world. Outside speakers and films will also be viewed and several trips are planned.
EXPECTATIONS: Read - Night, Dunn, Beggar In Jerusalem (Elie Wiesel
Uncle Tom's Children, Black Boy, Native Son (Richard Wright)

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COURSE TITLE: Advanced Sesquipedalianism (SAT Prep - Vocabulary)
INSTRUCTOR: Bob Stokes
DAYS and TIME: Monday & Wednesday 1 -- 2
LOCATION:
SUBJECT AREA: English .2
CLASS LIMIT: 20
PREREQUISITES: Level 3 Reading ability
DESCRIPTION: Follow the further adventures of Kool Bob and his steady luv, Hortense Pushtwanger. Will their romance lead to osculation? Perhaps even to pre-marital bisexual interdigitation? We will be using Barrow's College Board word list to expand your vocabulary.
EXPECTATIONS: This course will be all hard work - no song and dance routine. You will be expected to learn at least 40 new words a week most of which you probably have never heard of. But if you prepare diligently, your rewards will be commensurate with your effort

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COURSE TITLE: Reading Skills II
INSTRUCTOR: Bobbie Seifert
DAY AND TIME: Mon.,Wed.,Fri., 10 - 11
LOCATION: College of Podiatry, 8th and Race (room to be announced)
SUBJECT AREA AND CREDIT: English (1 unit for entire year)
DESCRIPTION:

A continuing course to develop the reading ability of students.

EXPECTATIONS:

Mandatory attendance
active participation and classwork
punctual completion

COURSE TITLE: Crafts of Prose
INSTRUCTOR: Joe Jacovino/Bobbie Seifert
DAY AND TIME: Tues.,Thurs., 12:30 - 1:30
SUBJECT AREA AND CREDIT: English (.3 unit per semester)
CLASS LIMIT: 15
PREREQUISITES: Level 1 or 2
DESCRIPTION:

This course will teach you how to write properly. We will study: parts of speech, grammer, diction, capitalization, vocabulary development, spelling rules, sentence structure, etc. This course will prepare you to write a clear paragraph, essay, business letter, or test. Knowing how to write is the mark of being educated.

EXPECTATIONS:

1) attendance is mandatory
2) students will look up and define 3 new vocabulary works each week in note books
3) all assignments completed punctually
4) comprehension will be evaluated by tests.

COURSE TITLE: Writing a Research Paper
INSTRUCTOR: Bobbie Seifert
DAY AND TIME: Mon.,Wed.,Fri., 11:30 - 12:30
LOCATION: College of Podiatry, 8th and Race (room to be announced)
CLASS LIMIT: 15
PREREQUISITES: Level 2 or 3
DESCRIPTION:

This course will develop your power in academic researching. You will learn how to use the library properly: card file, stacks, etc. If you plan to further your education beyond Parkway, this course will help you get through all the term papers you will have to do - and do them the <u>right way</u>!

EXPECTATIONS: 1) Mandatory attendance.
2) participation at library sessions; research paper, prepared the proper way - demonstrating excellent research technique.

COURSE TITLE: American History for those who need help in understanding basic concepts in American History
INSTRUCTOR: Clarence Hoover
DAY AND TIME: Monday - Wednesday 1 - 2
LOCATION: 610 No. 6th St.
SUBJECT AREA AND CREDIT: History 3/10
CLASS LIMIT: 20 - 25 and permission of instructor
PREREQUISITES: Difficulty with reading and a desire to attempt to understand Basic concepts in American History.
DESCRIPTION:

Group discussions and trips will be used in our attempt to understand basic American History

EXPECTATIONS:

Attendance; Discussion

COURSE TITLE: How to write a paper
INSTRUCTOR: Donna Epstein
INSTRUCTOR'S MAILING ADDRESS: 50 Trent Road Phila. 19151 MI 2-6694
DAY AND TIME: Tuesday - Thursday 12:30 - 1:30
LOCATION: To be announced
LIMIT: 15
CREDIT: .2 English
DESCRIPTION:

Students will learn how to research a Topic, organize it and present it in a formal paper. We will also learn how to write essays and literary criticisms (Characteranalysis, theme tracing, comparisonstudies etc.) This course is highly recommended for college bound seniors and juniors. Learn how, now, or repent later!

EXPECTATIONS:

Students will be required to write a 10 page research paper, 2 or 3 short essays and 3 literature criticisms. The papers will be expected to be written in formal English. Credit will be awarded for the quality of your work, not for your body's physical presence in class.

COURSE TITLE: Hooked on Books
INSTRUCTOR: Bob Stokes, 239 S. 45th St. EV 2-5642
DAY AND TIME: Mon.,Wed.,Fri. 11:30 - 12:30, Tues.,Thurs., 11 - 12
LOCATION: To be announced
SUBJECT AREA AND CREDIT: English .5
CLASS LIMIT: By permission of teacher
PREREQUISITES: By permission of teacher
DESCRIPTION:

A basic reading program, consisting of both classroom work and tutoring at the McCall School.
EXPECTATIONS: 100% effort. This will be the most important course you take!

COURSE TITLE: Algebra I
INSTRUCTOR: Raymond Savage
DAY and TIME: Monday, Wednesday, Friday 1 - 2 OR Tuesday, Thursday 12:30-1:30
LOCATION: To be announced
SUBJECT AREA: Mathematics 1 unit per year, .3 per quarter
CLASS LIMIT: Open to newly entering students and to those that have had one quarter of Algebra I
DESCRIPTION: This quarter we will be concentrating on solving equations and inequalities.
EXPECTATIONS: The student must: a) attend regularly
b) maintain a 60% average to recieve credit.

COURSE TITLE: Algebra I tutoring
INSTRUCTOR: Earl Driscoll
CREDIT: .1/each hour/week of work Maximum: 2 hours/week
LIMIT: 2 students
LIASION: Willie Days
DESCRIPTION: Algebra I tutoring for students who are currently taking Algebra I and are finding the going tough.....A one-one tutoring situation. This is for a student who feels that he wants the Algebra, but who is having trouble understanding the concepts behind it. The goals will be to get you to a point where you understand the basic concepts behind it, and a definate improvement in your Algebra class will be a measure of your improvement and will be needed to receive credit.

COURSE TITLE: Basic Math
INSTRUCTOR: Raymond Savage
DAY and TIME: Mon.,Tues.,Wed.,Thur. 10-11(M), 9:30-10:30(TU), 10-11(W), 9:30-10:30(
LOCATION: To be announced
SUBJECT AREA AND CREDIT: Mathematics .3 per quarter, 1 unit per year.
CLASS LIMIT: Open
PREREQUISITES: The student may chose to take any quarter of basic math.
DESCRIPTION: During the quarter we will be involved with performing the basic operations of arithmetic with fractions.
EXPECTATIONS: The student must: attend regularly and maintain a 60% average to receive credit.

COURSE TITLE: Geometry
INSTRUCTOR: Raymond Savage
DAY and TIME: Mon.,Wed.,Fri. 11:30 - 12:30
LOCATION: To be announced
SUBJECT AREA and CREDIT: Mathematics (.3 per quarter - 1 unit per year)
CLASS LIMIT: Open to those who successfully completed the first quarter of Geometry and to those who have had one quarter of Geometry in another school or Parkway previously.
DESCRIPTION: This quarter's Geometry class will cover deductive proof of triangles similar polyons and triangles.
EXPECTATIONS: The student must: a) attend regularly, b) Maintain a 60% average to receive credit.

COURSE TITLE: Algebra II
INSTRUCTOR: Willie Days
INSTRUCTOR'S MAILING ADDRESS: 4202 Parkside Ave. Apt. 302 TR 8-3238
DAY AND TIME: Mon.,Wed.,Fri., 10 - 11
LOCATION: 610 No. 6th St. (Helping Hands Mission)
SUBJECT AREA AND CREDIT: Mathematics 1 unit
CLASS LIMIT: 15 students maximum
PREREQUISITES: Students must have completed an Algebra I course and/or Geometry course, preferably both.
DESCRIPTION:

Text book used: Modern Algebra and Trigonometry by DDolciani,
It is hoped that by the completion of the year's work, the students will have a thorough understanding of the tools of Algebra II and some knowledge of the trigonometric unctions.

EXPECTATIONS:

Punctuality and attendance to class is fo chief concern. Let me make it perfectly clear, any student who is enrolled in my class must work in order to earn credit;

COURSE TITLE: BASIC MATH
INSTRUCTOR: Willie Days
INSTRUCTOR'S MAILING ADDRESS: 4702 Parkside Ave. Apt. 302 TR 8-3238
DAY AND TIME: Mon.,Wed., (1-2) Tues.,Thurs., (12:30 - 1:30)
LOCATION: 610 No. 6th St. (Helping Hand Mission)
SUBJECT AREA AND AMOUNT OF CREDIT: Mathematics 1 unit
CLASS LIMIT: 25 students maximum
PREREQUISITES: None
DESCRIPTION:

Textbook used: Mathematics, A Modern Approach by: Wilcox & Yarnelle
It is hoped that by the completion of the year's work, the students will have gained the necessary tools in Basic Mathematics in order that he may pursue more rigid and abstract courses in the subjects vast field.

EXPECTATIONS:

Punctuality & attendance to class is of chief concern. Let me make it perfectly clear, any student who is enrolled in my class must work in order to earn credit.

COURSE TITLE: Algebra I
INSTRUCTOR: Barry Penn
TIME: 12:30 - 1:30 Tuesday - Thursday
PLACE: Apt. 17, 1110 Lombard St.,Washington Mews
PREREQUISITES: Intermediate level by recommendation of Rae or Barry.

COURSE TITLE: SAT Mathematics
INSTRUCTOR: Willie Days 4202 Parkside Ave. Apt. 302 TR 8-3238
DAY AND TIME: Tues., Thurs., (11 - 12)
LOCATION OF COURSE: 610 No. 6th St. (Helping Hand Mission)
SUBJECT AREA AND CREDIT: Mathematics 2/10 Credit
CLASS LIMIT: 10 students maximum
PREREQUISITES: Students have completed an Algebra I course. and/or Geometry course, preferably both.
DESCRIPTION:

Textbook used: Baron's Edition of College Board Preparation
Students desiring to enroll in this course should be college bound juniors or seniors not having taken the Boards yet. Sophomores should also take this course provided he/she has had a thorough course in Algebra I.

EXPECTATIONS:

Punctluality and attendance to class is of chief concern. Every student who enrolls in this class must work in order to earn credit.

COURSE TITLE: PMDAS (Pitty My Dear Aunt Sally)
INSTRUCTOR: Willie Days 4202 Parkside Ave. Apt. 302 TR 8-3238
DAY AND TIME: Mon.,Wed., 11:30 - 12:30
LOCATION: 610 No. 6th St. (Helping Hand Mission)
SUBJECT AREA AND CREDIT: Mathematics 2/10
CLASS LIMIT: 10 students maximum
DESCRIPTION:

This course is designed for those students who through the years have developed a fear for mathematics. The course will attempt at resolving that fear and at the same time building and improving very basic math skills.

EXPECTATIONS:

Attendance and punctuality is of high regard for the successful completion of this course. Every student who enroll in this course is required to work extremely hard toward a solution to his/her fear!

COURSE TITLE: Bookeeping or Accounting
INSTRUCTOR: Bobbi Seifert
DAY AND TIME: Mon.,Wed.,Fri., 1 - 2
LOCATION: To be announced
SUBJECT AREA CREDIT: Elective (.3 per semester)
CLASS LIMIT: 20
DESCRIPTION: This course is only a general beginning in the field of bookeeping or accounting. It will demonstrate the general knowledge required for a career in this field. This course will not prepare you for an entry level job position.
EXPECTATIONS: You must know how to add, subtract, multiply and divide. Attendance is mandatory, all assignments are to be completed, knowledge of subject will be evaluated by tests.

COURSE TITLE: Biology
INSTRUCTOR: Mary Nelson
DAY AND TIME: Mon., Wed., Fri., 10 - 11
LOCATION: Community College, 16th and Spring Garden St. (Rooms to be announced)
SUBJECT AREA AND CREDIT: Science (1 unit for entire year)
CLASS LIMIT: 25
PREREQUISITES: 1st semester Biology with Pat Valentik
DESCRIPTION:

Continuing course which will deal with Plant and Animal Kingdoms, Ecology, Nutrition, physiology, and evolution.

EXPECTATIONS:

Students will take part in lab experiments, complete all assignments, attend class punctually, and be evaluated by reports and tests.

COURSE TITLE: General Science
INSTRUCTOR: Mary Nelson
DAY AND TIME: Mon.,Wed.,Fri., 11:30 - 12:30
LOCATION: Community College, 16th and Spring Garden St. (Room to be announced)
SUBJECT AND CREDIT: Science (.3 unit per semester)
CLASS LIMIT: 25
DESCRIPTION:

A course for students who are interested in learning about the various aspects of science. Students should take a course like this before Biology, Chemistry or Physics. This will involve a basic background which could lead to success in the study of science.

EXPECTATIONS:

Students will take an active part in classwork, complete all assignments, attend class punctually, and be evaluated by reports and tests.

COURSE TITLE: Science Fiction
INSTRUCTOR: Mary Nelson
DAY AND TIME: Tues., Thurs., 11 - 12
LOCATION: Starr Garden, 6th and Lombard Sts.
CLASS LIMIT: 20
SUBJECT AREA AND CREDIT: Science/English (3 units per semester)
PREREQUISITES: Level 2
DESCRIPTION:

A course for students who want to learn science through the works of fiction writers. We will explore scientific concepts that have been advanced by science fiction writers and see how they may have application for our future lives. We even may find more fact than fiction!

EXPECTATIONS:

Reading of all books, punctual and regular attendance, completion of all assignments, and satisfactory performance on tested material will be required of every student.

COURSE TITLE: Chemistry
INSTRUCTOR: Barry Penn
TIME: Monday, Wednesday, Friday, 11:30 - 12:30
PLACE: Monday - U of Penn. Medical School, Wed.,Fri., 3914 Locust Walk
CREDIT AND AREA: 1.0 Science
DESCRIPTION:

A year long general inorganic chemistry course. Weekly quizzes, lab reports, and reading assignments. Students should have good Basic Math Skills. For those who have had Biology previously. Discussions, lots of experiments, some field trips.

COURSE TITLE: Biology
INSTRUCTOR: Barry Penn
TIME: Mon.,Wed.,Fri., 10 - 11
PLACE: Mon., - Community College, 16th & SpringGarden - Wed.,Fri., 3914 Locust Wal
CREDIT AND AREA: 1.0 Science
DESCRIPTION:

A year long course that will cover topics such as ecology, drugs, and how they [illegible] nutrition, human anatomy, and physiology, plant and animal life, evolution. There will be weekly; 1) lab experiments, 2.) reading assignments and quizzes, and several trips. Additional reading (aside from text) will be required.

PROPERTIES:

A long term paper will also be expected from each student.

COURSE TITLE: Sex Education
INSTRUCTOR: Mary Nelson
DAY AND TIME: Tues., Thurs., 12:30 - 1:30
LOCATION: St. Peter's Parrish House, 313 Pine St.
SUBJECT AREA AND CREDIT: Health (.3 unit per semester)
CLASS LIMIT: 20
DESCRIPTION:

This course will include:
1) formation of attitudes toward relationships
2) personality and sexuality
3) the meaning of sexual behavior
4) premarital considerations and responsibilities
5) marriage
6) parenthood - why, when, and how
7) planning for your future

EXPECTATIONS:

Students will attend class punctually and regularly, complete all assignments take an active role in classwork, demonstrate knowledge of subject through tested material.

COURSE TITLE: Health
INSTRUCTOR: BARRY PENN
DAY AND TIME: Tues., Thurs. 9 - 10
LOCATION: Old First Reform Church, 4th and Race
CREDIT: .2 or more to contracted for at the beginning of Quarter.
DESCRIPTION:

For students who want to learn(besides those of you who need health credit to graduate) about the following topics:
1. How your body is constructed (anatomy)
2. How it works (physiology)
3. Nutrition
4. First Aid
5. Health care in the U.S.
6. Mental Health

REQUIREMENTS:

Weekly reading assignments, weekly quizzes, a final project (you will house area of your interest)

COURSE TITLE: American History
INSTRUCTOR: Clarence C. Hoover
DAY AND TIME: Monday, Wednesday, Friday 11:30 - 12:30
LOCATION: 610 N. 6th St.
SUBJECT AREA AND CREDIT: History - 3/10
CLASS LIMIT: 25
PREREQUISITES: Average reading and desire to learn.
DESCRIPTION: General overview of American History. Discussions of revelutions, reactions to these revolutions and attitudes derived.
EXPECTATIONS: Participation in class; attendence in class; reports and tests will be used for evaluation.

[illegible]

COURSE TITLE: The American Indians: who are they and what have we done to them?
INSTRUCTOR: Stephan Kay
DAY AND TIME: Tuesday and Thursday [illegible]
LOCATION: 313 Pine St.
SUBJECT AND AREA: American History
CREDIT: .2
LIMIT: 25
LEVEL II OR III: Reading Level
DESCRIPTION: This course is designed to go into the origins of the Indians anthropologically and follow them to this country. We'll then see how they have fared when the setlers came. The course will follow the relationships of the Indians to American society right up to 1974.
EXPECTATIONS: Readings - "When Legends Die"
"Black Elk Speaks"
"Bury My Heart at Wonded Knee"
Books of your own choosing
Research paper on the topic of your choosing.

COURSE TITLE: Values Clarifications
INSTRUCTOR: Malachi Thomas/Raymond Savage
DAYS and TIME: Tuesday and Thursday 11:00 - 12:00
LOCATION:
SUBJECT AREA AND CREDIT: Social Studies, English
CLASS LIMIT: 20
PREREQUISITES: Willing desire to participate in group dynamics and individual activities, student with leadership potential are encouraged to enroll into the course.
DESCRIPTION: The course is designed to develope student's leadership potential and for student who are looking for new experiences. We will be dealing with public speaking, group dynamics, organizational techniques, Educational and cultural development, and plenty of self-growth experiences.
EXPECTATIONS: Mandatory attendance and punctuality. Students are expected to engage in group activitdes especially those activities that will induce better group unity. Student will be evaluated on their participation, and successful completion of their assignments.

COURSE TITLE: Law and Justice
INSTRUCTOR: Barbara Gay
DAY and TIME: 1:30 - 3:30
PLACE: 1515 Cherry St. Friends Meeting Building, 3rd Floor
SUBJECT: Social Studies
REQUIREMENTS: You must pass one midterm test, and before the quarter ends hand in a three to five page report on anything pertaining to law.
DESCRIPTION: This course will deal with all aspects of law - Consumer, Criminal, Civil law. It is designed to make the students aware of what the courts work, etc.
Only serious students should sign up.

COURSE TITLE: Vietnam - The War That Tore a Nation
INSTRUCTOR: Bob Stokes
DAYS: Tuesday & Thursday 9:30 - 10:30
LOCATION:
SUBJECT AREA & CREDIT: American History or World Culture - .2
CLASS LIMIT: 20
PREREQUISITES: Level 2 course - good command of reading.
DESCRIPTION: This course will trace the History of America's involvement in the Vietnam War. We will examine American diplomacy with regard to Vietnamese culture. Considerable attention will be placed upon the psychological effects of the War on our own society. We will be reading books (some purchases will be necessary), viewing movies, interviewing, and questioning guest speakers.
EXPECTATIONS: A discussion format will primarily be utilized, so active student participation is a must. Students will be asked to research at least one topic dealing with Vietnam.

COURSE TITLE: Black History
INSTRUCTOR: Clarence C. Hoover
DAYS and TIME: Monday, Wednesday and Friday 10 - 11
LOCATION: 6[illegible] N. 6th St.
SUBJECT AREA and CREDIT: History 3/10
CLASS LIMIT: 25
PREREQUISITES: Average reading and desire to learn.
DESCRIPTION: Continuation of study of Black people, i.e. how we got here, what we've been doing while we've been here and where we're going. Students will participate in outside activities.
EXPECTATIONS: Participation in class; attendance in class; reports and test will be used for evaluation.

COURSE TITLE: African Culture & Literature
INSTRUCTOR: Dell Salza
INSTRUCTOR'S MAILING ADDRESS: 518 SOUTH 13th St.
DAY AND TIME: Tuesday - Thursday 9:30 - 10:30 Tuesday - Thursday 12:30 - 1:30
LOCATION: To be announced
SUBJECT AREA AND CREDIT: World Cultures .2
DESCRIPTION:

In this course, we will study the religion and family life of Africans, their philosophy and life style, and their political and economic systems. We will look at the art and listen to the musci of Africa. Readings will be mostly novels by African writers. Students will be required to write me a letter every week.

COURSE TITLE: Topics in Contemporary American History
INSTRUCTOR: Dell Salza
INSTRUCTOR'S MAILLING ADDRESS: 518 So. 13th Street
DAY AND TIME: Monday-Wednesday-Friday 11:30 - 12:30
LOCATION: To be announced
SUBJECT AREA AND CREDIT: American History .3
DESCRIPTION:

This course will deal with events in the last twenty years, including, for example, the civil rights movement, U.S. involvement in Vietnam, the three assassinations, the farmworkers, black power, women's liberation, and the rise and fall of Richard Nixon. Students will be required to investigate a problem of interest and present their findings to the class.

COURSE TITLE: Women
INSTRUCTOR: Dell Salza
INSTRUCTOR'S MAILING ADDRESS: 518 So. 13th St.
DAY AND TIME: Monday-Wednesday-Friday 1 - 2
LOCATION: To be announced
SUBJECT AREA AND CREDIT: American History .3
DESCRIPTION:

In this course, we will study the lives and achievements of outstanding women, both black and white. We will also look at the conditions and struggles of women in American History: for example, black women in slavery and afterwards, black and white working women, and the women's rights movement. We will also discuss such issues as whether or not men are the oppressors, how the women's liberation movement does and does not relate to third world women, and "What happens when women try to live according to an image that makes them deny their minds?". Students will be required to write papers and do one oral report.

COURSE TITLE: Drawing
INSTRUCTOR: Beverly Slovic
INSTRUCTOR'S MAILING ADDRESS: 321 Gaskill St
LIAISON: Steve Kay
DAY AND TIME: Mon - 10:00 a.m. or Mon. - 1:30 p.m. (First class Jan 14)
LOCATION: 321 Gaskill St. (one block below Lombard)
SUBJECT AREA AND CREDIT: .1 Art
CLASS LIMIT: 5
DESCRIPTION:

Drawing with pencil and pen and ink. This course will be a beginning class in drawing for students who like to draw. We will use various media, and we will draw different objects and still lifes. The human figure will not be a part of the course.

COURSE TITLE: Spanish Tutoring
INSTRUCTOR: Karen Edelstein WA 3-6547
LIAISON: Steve Kay
DAY AND TIME: Wed. 1:30 BEGINS WED. JAN 16th
LOCATION: 641 Addison St. between Spruce and Lombard
SUBJECT AREA AND CREDIT: .1
CLASS LIMIT: 5
DESCRIPTION:

This is a supplementary course for those who want Spanish help. This does not take the place of a rehular Spanish course. Karen is an experienced Spanish teacher and she will do conversation as well as any other type of tutoring

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COURSE TITLE: Sewing
INSTRUCTOR: Julie Schwartz
INSTRUCTOR'S MAILING ADDRESS: 316 So. 2nd St. 925-5283
LIAISON: Steve Kay
DAY AND TIME: Wednesday 12 - 1:30 (starts Jan. 16th)
LOCATION: 316 So. 2nd St.
SUBJECT AREA AND CREDIT: Other 015
CLASS LIMIT: 4
DESCRIPTION:

This course is an elementary sewing course to help in using a needle and thread. Projects like putting on buttons and other simple repairs will be taught and hopefully students can progress to doing patterns and making their own garments.

EXPECTATIONS:

Regular attendance.

COURSE TITLE: Independent Study in Art
INSTRUCTOR: Allan L. Edmunds and interns
INSTRUCTOR'S MAILING ADDRESS: 1801 Market St (561-2920)
LIAISON: Allan L. Edmunds
DAY AND TIME: By arrangement with person(s) monitoring students work assignments
LOCATION: Open depending on nature of the independant study.
SUBJECT AREA AND CREDIT: Art - open
PREREQUISITES: Able to accept responsibility and some pervious experience in the area they wish to study. Approval will be determined by the instructor AFTER a conference has been set up.
DESCRIPTION:

There are several opportunities open to the more advanced art students who want to be introduced to filmaking, apprentice in environmental art, and learn advanced techniques of printmaking, graphic design. Students interested in ceramics with previous experience should convey this to Allan at 561-2920 or leave message with their telephone number. A ceramics course at Moore College may have a few openings for our students after their registration period.

COURSE TITLE: Printmaking Workshop
INSTRUCTOR: Carolyn Ray/Charles Lenoir
INSTRUCTOR'S MAILING ADDRESS: 1812 Green St. 3rd Floor -SpringGarden Center
LIAISON: Allan L. Edmunds
DAY AND TIME: Monday and Wednesday 2-4
LOCATION: 1812 Green St. Spring Garden Center 3rd Floor
SUBJECT AREA AND CREDIT: Art .4
CLASS LIMIT: 3 per unit
DESCRIPTION:

Learn with professional artists. Advanced students can take woodblock, lineoleum, etching and fabric printing. Prints, posters, cards and others can be printed. Each student will be required to do three prints. If students put in more time credits can be increased to a maximum of .5.
OPEN TO ALL STUDENTS WHO DON'T MIND GETTING PAINT ON THEIR CLOTHES!

COURSE TITLE: Water-color
INSTRUCTOR: Allan L. Edmunds
INSTRUCTOR'S MAILING ADDRESS: Alpha Unit 561-2920
DAY AND TIME: Friday 9-10:30
LOCATION: Fleisher Art Mem. 719 Cathering St. WA 2-1517
SUBJECT AREA AND CREDIT: Art .2
CLASS LIMIT: 7 per unit
DESCRIPTION:

Presentation of water-color painting techniques in interpreting still-life and figure. Stretching paper, paper dyes, black and white inks, use of gauche colors. Projects at home will be assigned.

EXPECTATIONS: Because this is a once a week class, attendance has to be excellent. Home projects must be turned in on due dates.

COURSE TITLE: Art - Teacher aide
INSTRUCTOR: Mrs. Sylvia Satin
INSTRUCTOR'S MAILING ADDRESS: Moffit School, 2nd & Oxford Sts. RE 9-3992
LIAISON: Allan L. Edmunds
DAY AND TIME: 5 days Mon. thru Friday (especially Thurs. & Fri. afternoons)
LOCATION: Moffit Elementary School
SUBJECT AREA AND CREDIT: Open according to per weekly hours (1-5)
CLASS LIMIT: Students interested should call Allan at Alpha (561-2920) and give available hours. HO NOT GO TO MOFFIT SCHOOL UNTIL YOU HAVE DAYS AND TIME CONFIRMED BY ALLAN!
PREREQUISITES: Previous experience with arts and crafts and a willingness to take responsibility and assist in all aspects related to art.
DESCRIPTION:

Assisting art teacher in presenting arts and crafts to primary grade students.

EXPECTATIONS:

Students will assist teacher in distributing and collecting supplies. Must be prompt and in the event of an absence teacher must be called or otherwise notified in advance of scheduled class.

COURSE TITLE: Art Majors
INSTRUCTOR: Allan L. Edmunds
INSTRUCTOR'S MAILING ADDRESS: 1801 Market St 561-2920
LIAISON: Same
DAY AND TIME: Thursday 2-3
LOCATION: Free Library - Logan Sq. 19th & Vine Sts. Room 254
SUBJECT AREA AND CREDIT: .1 Art
CLASS LIMIT: None provided students meets the prerequisites
PREQUISITES: Students must be planning a career in art or a commercial field or Fine Arts (College). Must be concerned with building a portfolio of art works for either of these reasons.
DESCRIPTION:

A combined course in portfolio review, home assignments and art appreciation.

Students will be asked to familiarize themselves with the Art Department of the library

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COURSE TITLE: Drawing
INSTRUCTOR: Allan L. Edmunds and Bernard Young (Tyler Intern)
INSTRUCTOR'S MAILING ADDRESS: 1801 Market St 561-2920
DAY AND TIME: Monday and Wednesday 9 - 10:30
LOCATION OF COURSE: Fleisher Art Mem. 719 Catherine St. WA 2-1517
SUBJECT AREA AND CREDIT: Art .3
CLASS LIMIT: 7 per unit
PREREQUISITES: Interest in art
DESCRIPTION:

Second phase - experimental means to create drawings, examination of art principles: Unity, Contrast, Emphasis, and Rhythm as they relate to still life and figure compositions. Materials will include pencil, pastels, pen and ink and charcoal. There will be at least two field trips.

COURSE TITLE: Studio Art - Basic Painting and Drawing
INSTRUCTOR: Allan L. Edmunds and Bernard Young (Tyler intern)
INSTRUCTOR'S MAILING ADDRESS: 1801 Market St. 561-2920
DAY AND TIME: Tuesday and Thursday 10:30 - 11:45
LOCATION: Fleisher Art Mem. 719 Catherine St. WA 2-1517
SUBJECT AREA AND CREDIT: Art .25
CLASS LIMIT: 7 each unit
DESCRIPTION:

Course is open, any student who has taken art before and those who have never had studio work and would like to learn about materials, processes and subject matter. One third of class time will be spent looking at art in galleries and museums, visiting artists and learning through field trips, figure, portrait, still life and landscape painting.

COURSE TITLE: Community College Art Department
INSTRUCTOR: Staff of Community College Art Department
INSTRUCTOR'S MAILING ADDRESS: 11th and Market
LIAISON: Allan L. Edmunds
DAY AND TIME: Times to be arranged
LOCATION: Community College Art Department, 7th Fl. - 11th and Market
SUBJECT AREA AND CREDIT: Open
CLASS LIMIT: Students interested MUST contact Allan at Alpha (561-2920)
PREREQUISITES: YOU ARE NOT REGISTERED AND YOU CANNOT ATTEND ANY CLASSES UNTIL YOU ARE REVIEWED AND APPROVED BY ALLAN!
DESCRIPTION:

Students will be able to audit classes with other students who are enrolled at the college. Courses are basic painting and drawing.

EXPECTATIONS:

Students will be expected to keep excellent attendance and meet the requirements expected of regularly enrolled students.

COURSE TITLE: Photography
INSTRUCTOR: Larry Davis - Honey Kay
INSTRUCTOR'S MAILING ADDRESS: 304 So. 2nd St. WA3-2153
LIAISON: Steve Kay
DAY AND TIME: Monday or Tuesday afternoon 2:30 STARTS Jan. 15th
LOCATION: 304 So. 2nd St.
SUBJECT AREA AND CREDIT: other - open depending on hours spent
CLASS LIMIT: 5
PREREQUISITES: A 35 m/m camera or access to use one.
DESCRIPTION:

Larry, a professional photographer will offer a general course in using the camera and then students will have access to a darkroom to develop their own prints. The course will offer the beginner the basics and someone with prior knowledge the chance to expand his horizons.

COURSE TITLE: Body building and Weight lifting for BOYS ONLY
INSTRUCTOR: Grover Freeland (Delta Staff Member)
DAY and TIME: Thursday, 1:45 - 2:45
PLACE: Hutchinson Gym, 33rd and Locust. U. of Penn., Men's Weight Room
CREDIT: 1/10
CLASS LIMIT: FOUR ONLY!
DESCRIPTION:

Each student will work at his own level and ability. Body building - work on specific muscles. Weight Lifting - work on different lifts.

CLASS BEGINS, JANUARY 17th.

COURSE TITLE: Instructional swimming
INSTRUCTOR: Charles Thompson
LIAISON: Herb Cohen
PLACE: Aquarium Pool (behind Art Museum on Parkway, walk down path to road across the court, to steps and down to the pool.)
CREDIT: 1/10
DAY and TIME: Wednesdays, 2:00 - 3:00
CLASS LIMIT: 10 (ten) only
DESCRIPTION:

Students will be tested and results will determine the instructional area. This class is for students who want to swim - learners or advanced. Bring swim suit to first class

CLASS BEGINS, JANUARY 16th.

COURSE TITLE: Volleyball
INSTRUCTOR: Herb Cohen
DAY and TIME: Mondays, 9 - 10
PLACE: Hutchinson Gym, 33rd and Locust St. U. of Penn.
CREDIT: 1/10
CLASS LIMIT: SIX STUDENTS ONLY!
DESCRIPTION:

Basic fundamentals, scoring, positions, rotating, different shots. Competition within group.

CLASS BEGINS, JANUARY 14th.

COURSE TITLE: Fundamental Gymnastics
INSTRUCTOR: John Narvaez (Beta Staff Member)
DAY and TIME: Monday 3:00 - 4:00
PLACE: Hutchinson Gym, 33rd and Locust, Univ. of Pa.
CREDIT: 1/10
CLASS LIMIT: FIVE STUDENTS ONLY!
DESCRIPTION:
Basic jundamenrals on apparatus (side horse, highbar, tumbling, ring, mats) You must advance at your own speeds (Those who have taken the course and received credit have first choice. CLASS STARTS, JANUARY 14th.

COURSE TITLE: Hiking
INSTRUCTOR: Bob Metz, American Youth Hostel, 4714 Old York Road - GL 7-5700
LIAISON: Herb Cohen
CREDIT: 1/10
DAY and TIME: Fridays, 2:00 - 3:00
DESCRIPTION:

Training in hiking techniques, proper use of equipment, safety precautions and hike planning. First class will be on Friday and future classes on Friday-Saturday and/or Sunday. Course will involve some three hour hikes (weekends) in Fairmount Park and other areas. Posibility of overnight hikes if desired by group.

REQUIREMENTS: New students - membership in A.Y.H. cost, $2.00 this includes a one (1) year membership, a Youth Hostel handbook listing all hostels, a subscription to A.Y.H. newspaper and an opportunity to participate in all trips and activities throughout the year. Previous hiking experience not necessary.

CLASS STARTING JANUARY 18th.

DIRECTIONS TO AMERICAN YOUTH HOSTEL:

Broad Street subway to Wyoming Avenue, walk through Gino's parking lot to Old York Road and turn left to 4714 Old York Road.

COURSE TITLE: Biking
INSTRUCTOR: Bob Metz, American Hostel
PLACE: American Youth Hostel, 4714 Old York Road
DAY and TIME: Fridays, 3:00 - 4:00
CREDIT: 1/10
DESCRIPTION:

Training in biking techniques, bike maintenance and repairs, safety precautions and trip planning to determine where you will be biking. First class will be on Friday and all future classes on Fridays, Saturdays and Sundays. You should have your own bike. A.Y.H. has a limited amount of bikes for rent. Possibility of overnight trips.

CLASS STARTS, JANUARY 18th.

FOR DIRECTIONS TO YOUTH HOSTEL AND REQUIREMENTS PLEASE SEE ABOVE.

COURSE TITLE: Fencing - Beginners only
INSTRUCTOR: Rick M axwell
LIAISON: Herb Cohen
DAY and TIME: Thursdays, 9:00 - 10:00
CREDIT: 1/10
PLACE: Temple Univ. McGonigle Hall - Rm. 224 Broad and Montgomery
CLASS LIMIT: FOUR STUDENTS ONLY!
DESCRIPTION:
Basic elementary work in fencing for those who would like to learn the sport.
REQUIREMENTS: EXCELLENT ATTENDANCE.
COURSE BEGINS, JANUARY 17th.

COURSE TITLE: Hiking
INSTRUCTOR: Bob Metz, American Youth Hostel, 4714 Old York Road - GL 7-5700
LIAISON: Herb Cohen
CREDIT: 1/10
DAY and TIME: Fridays, 2:00 - 3:00
DESCRIPTION:

Training in hiking techniques, proper use of equipment, safety precautions and hike planning. First class will be on Friday and future classes on Friday-Saturday and/or Sunday. Course will involve some three hour hikes (weekends) in Fairmount Park and other areas. Posibility of overnight hikes if desired by group.

REQUIREMENTS: New students - membership in A.Y.H. cost, $2.00 this includes a one (1) year membership, a Youth Hostel handbook listing all hostels, a subscription to A.Y.H. newspaper and an opportunity to participate in all trips and activities throughout the year. Previous hiking experience not necessary.

CLASS STARTING JANUARY 18th.

DIRECTIONS TO AMERICAN YOUTH HOSTEL:

Broad Street subway to Wyoming Avenue, walk through Gino's parking lot to Old York Road and turn left to 4714 Old York Road.

COURSE TITLE: Biking
INSTRUCTOR: Bob Metz, American Hostel
PLACE: American Youth Hostel, 4714 Old York Road
DAY and TIME: Fridays, 3:00 - 4:00
CREDIT: 1/10
DESCRIPTION:

Training in biking techniques, bike maintenance and repairs, safety precautions and trip planning to determine where you will be biking. First class will be on Friday and all future classes on Fridays, Saturdays and Sundays. You should have your own bike. A.Y.H. has a limited amount of bikes for rent. Possibility of overnight trips.

CLASS STARTS, JANUARY 18th.

FOR DIRECTIONS TO YOUTH HOSTEL AND REQUIREMENTS PLEASE SEE ABOVE.

COURSE TITLE: Fencing - Beginners only
INSTRUCTOR: Rick M axwell
LIAISON: Herb Cohen
DAY and TIME: Thursdays, 9:00 - 10:00
CREDIT: 1/10
PLACE: Temple Univ. McGonigle Hall - Rm. 224 Broad and Montgomery
CLASS LIMIT: FOUR STUDENTS ONLY!
DESCRIPTION:
Basic elementary work in fencing for those who would like to learn the sport.
REQUIREMENTS: EXCELLENT ATTENDANCE.
COURSE BEGINS, JANUARY 17th.

COURSE TITLE: Basic Gymnastics
INSTRUCTOR: Temple students
LIAISON: Herb Cohen
PLACE: Temple U. Person Hall - Room 143 - Gymnastics Rm., Broad & Montgomery one block north of Columbia Ave.
DAY and TIME: Tuesday, 9 - 10
CREDIT: 1/10
DESCRIPTION:

Basic work in rings - mats - trampoline and other Gymnastic equipment.

CLASS STARTS ON JANUARY 22nd.

COURSE TITLE: Karate
INSTRUCTOR: Scott Heilman, Temple University
LIAISON: Herb Cohen
PLACE: Temple U. South Hall - Broad and Columbia, 2nd Bldg. from corner on Broad St.
DAY and TIME: Wednesday, 9 - 10
CREDIT: 1/10
CLASS LIMIT: 6 only
DESCRIPTION:

Karate basic elementary and advanced fundamentals will be taught.

CLASS STARTS ON JANUARY 23rd.

COURSE TITLE: Soccer
INSTRUCTOR: Bob Haft - Penn student
LIAISON: Herb Cohen
PLACE: Franklin Field - 33rd and Locust. Will go indoors during inclement weather
DAY and TIME: Thursday, 2 - 3
CREDIT: 1/10
DESCRIPTION:

Different positions will be taught, plus the basic fundamentals of passing, dribbling etc. Competition within the group.

FIRST CLASS, JANUARY 17th

COURSE TITLE: Girls Basketball
INSTRUCTOR: Robin Gittelson - Penn student
LIAISON: Herb Cohen
PLACE: Hutchinson Gym, 33rd and Locust - Bldg. next to Palestra
DAY and TIME: Monday - [illegible]:15 - 2:15
CREDIT: [illegible]
CLASS LIMIT: 7 only
DESCRIPTION:

[illegible]etball fundamentals - Passing, dribbling, shooting and other phases of [illegible]etball.

CLASS STARTS, JANUARY 21st.

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COURSE TITLE: Track and Field - Boys and Girls
INSTRUCTOR: Dennis Fikes - Co-Captain, University of Penn. Tract Team
LIAISON: Herb Cohen
PLACE: Franklin Field and Hutchinson Gym - Meet at Hutchinson Gym, 33rd and Locust
DAY and TIME: Thursday, 9 - 10
CREDIT: 1/10

DESCRIPTION:

Classes will be held indoors in extremely cold or inclement weather.
Basic elementary work in Track and Field. Inter Group activities - non competitive

FIRST CLASS STARTS, THURSDAY, JANUARY 16th

COURSE TITLE: Health
INSTRUCTOR: Nancy Silberman - Temple Instructor
LIAISON: Herb Cohen
PLACE: Temple U. Pearson Hall - Student Lounge, 2nd Floor
Broad and Montgomery - 1 Block north of Columbia Ave.
DAY and TIME: Tuesday, 10 - 11
CREDIT: 1/10
DESCRIPTION:

Course will include different areas of Health, including:
Human Sexuality
Drugs
1st Aid

CLASS STARTS, JANUARY 22nd.

COURSE TITLE: Afro Interpretive Dancing
INSTRUCTOR: Temple Student
LIAISON: Herb Cohen
PLACE: Temple U. Person Hall - Broad and Montgomery, Room 224 (Fencing Room)
1 block north of Columbia
DAY and TIME: Tuesday, 9 - 10
CREDIT: 1/10
DESCRIPTION:

This will be a dance program including basics in Afro-Interpretive and Modern Dancing.

CLASS STARTS ON JANUARY 22nd.

COURSE TITLE: Creative Dance
INSTRUCTOR: Lyria Frank Penn Student
LIAISON: Herb Cohen
LOCATION: Weightman Hall, Dance Office, 33rd & South St - entrance on 33rd St.
DAY AND TIME: Friday, 2 - 3
CREDIT: 1/10
CLASS LIMIT: SIX ONLY!
DESCRIPTION:

The aim of the course is to enjoy dance as an art form. We will study the way dances are put together - Sometimes called technique. Each student will be encouraged to develope as a Creative Person!

CLASS STARTS ON FRIDAY, JANUARY 18th!

COURSE TITLE: Three on three Basketball
INSTRUCTOR: Grover Freeland - Delta Unit
LOCATION: Hutchinson Gym - 33rd & Spruce
DAY AND TIME: Friday 1:45 - 2:45
CREDIT: 1/10
CLASS LIMIT: FIVE ONLY!
DESCRIPTION:

After two classes of Basketball Fundamentals - The class will be divided up into teams of three or four. There will be a round Robin Tournament conducted of half court games. This inter-class competition is the place where the excution of the basketball fundamentals will be evaluated.
Every student will be expected to attend with Gym shorts-T shirt-sneakers-Towel and soap, and to participate in the scheduled competition using the fundamentals that will be taught.

COURSE TITLE: Self Defense for Women ONLY
INSTRUCTOR: Leona Mey King
LIAISON: Herb Cohen
LOCATION: Hutchinson Gym, 33rd & Locust St.
DAY AND TIME: Friday, 2:30 - 3:30
CLASS LIMIT:SIX PER UNIT ONLY!
DESCRIPTION:

Basic self & home protection body fittness and general self defense for women.

CLASS STARTS JAN. 18th

COURSE TITLE: Badmininton
INSTRUCTOR: Herb Cohen
DAY AND TIME: Mondays, 2 - 3
LOCATION: Weightman Hall, U of Pa., 33rd & South enter on 33rd street
CLASS LIMIT: FIVE STUDENTS ONLY!
CREDIT: 1/10
DESCRIPTION:

Rules, regulations and fundamentals will be taught also the proper use of b rdie and racket. Games are played with singles and doubles.

CLASS BEGINS JAN. 14th

COURSE TITLE: Badminton
INSTRUCTOR: Herb Cohen
DAY AND TIME: Thursdays, 9 - 10
LOCATION: Weightmen Hall, Univ. of Pa, 33rd & South - enter on 33rd Street
CLASS LIMIT: FIVE STUDENTS ONLY
CREDIT: 1/10
DESCRIPTION:

Rules, regulations and fundamentals will be taught, also proper use of the racket and birdie. Games are played with singles and doubles.

CLASS BEGINS JAN. 17th

COURSE TITLE: "Sports for those who cannot but want to"
INSTRUCTOR: Herb Cohen
DAY AND TIME: Thursdays, 10 - 11
LOCATION: Hutchinson Gym, Univ. of Pa., 33rd & Locust St.
CREDIT: 1/10
DESCRIPTION:

This course is for those who are not good in athletics, but would like to learn the fundamentals. If you are not good, get BETTER!

CLASS BEGINS JAN. 17th

COURSE TITLE: Volleyball
INSTRUCTORS: Herb Cohen & Sandy Merrichelli
DAY AND TIME: Thursdays, 2 - 3
LOCATION: Hutchinson Gym, Univ. of Pa., 33rd & Locust
CREDIT: 1/10
DESCRIPTION:

Basic fundamentals, scoring, positions, rotating, different shots. Competition within group.
CLASS LIMIT: SIX STUDENTS ONLY

CLASS BEGINS JAN. 17th

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:45 9.30	TUTORIAL	9:30 10:30	TUTORIAL	TUTORIAL 8:30 9:15 / 9:30 10:30	TUTORIAL
10 11		11 12		11 12	
11:30 12:30		12:30 1.30		12:30 1:30	
1 2		2.00 TUTORIAL ACTIVITY		2:00	

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:45 9:30	TUTORIAL	9:30 10:30	TUTORIAL	TUTORIAL 8:30 9:15 / 9:30 10:30	TUTORIAL
10 11		11 12		11 12	
11:30 12:30		12:30 1.30		12:30 1:30	
1 2		2.00 TUTORIAL ACTIVITY		2:00	

ACCESSION NUMBER: VT100759

TITLE: AUDIO-VISUAL MATERIALS FOR LICENSED PRACTICAL NURSING PROGRAMS.

DESCRIPTOR: *AUDIOVISUAL AIDS; *PRACTICAL NURSING; *NURSING; FILMS; *INSTRUCTIONAL AIDS; *VISUAL AIDS; RESOURCE MATERIALS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 622

ABSTRACT: THIS DOCUMENT CONTAINS A LISTING OF THE AUDIO-VISUAL RESOURCES WHICH ARE RECOMMENDED FOR USE IN PROGRAMS DESIGNED FOR THE TRAINING OF LICENSED PRACTICAL NURSES. THE INSTRUCTIONAL AIDS GIVEN ARE ENTERED UNDER ONE OF THE THREE HEADINGS: TRANSPARENCIES, FILM LOOPS, OR FILMSTRIPS, BY THE TOPICAL UNIT WITH WHICH THEY WERE DESIGNED TO BE USED. PUBLISHING COMPANIES FROM WHICH THE MATERIALS MAY BE OBTAINED ARE INCLUDED. (SN)

AVAILABILITY: NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION, BISMARCK, N.D.

INSTITUTION NAME: NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION, BISMARCK.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

VT 100 759

ERIC

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AUDIO-VISUAL MATERIALS

FOR

LICENSED PRACTICAL NURSING PROGRAMS

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576
in Cooperation With
The North Dakota State Board for Vocational Education

VT 100 759

TRANSPARENCIES

From: Robert J. Brady Company
130 Que Street N. E.
Washington, D. C. 20002

ANATOMY & PHYSIOLOGY (1-11) Complete

TECHNIQUES FOR PROTECTING THE PATIENT FROM INFECTION, Unit 8

#	1	Modes of transmission
	2	Basic terms
	3	Asepsis
	4	Aseptic techniques
	5	Principles of sterilization
	6	Methods of sterilization

TECHNIQUES FOR CONTROL OF COMMUNICABLE DISEASE, Unit 9

#	1	Modes of transmission
	2	Individual protective measures against infection
	3	Measures to prevent spread of communicable disease
	4	Handwashing

THERMAL BURNS, Unit 1

#	1	Causes of burns
	2	Types of burn lesions
	3	Rule of nines
	4	Tissue reaction to a third degree burn--Ext.
	5	Tissue reaction to a third degree burn--Int.
	9	Course of burn therapy
	10	Shock and fluid therapy
	12	Immediate fluid requirements
	13	Fluid requirements, 24-48-72 hours
	14	Burns of respiratory passage

COLD INJURY, Unit 2

#	16	Factors in cold injury
	17	Pathological process in cold injury
	18	Environmental factors
	20	First degree cold injury
	21	Second degree cold injury
	22	Third degree cold injury
	23	Fourth degree cold injury
	24	Cold injury treatment
	25	Emergency treatment
	26	Don'ts for cold injury
	27	General measures in treatment
	28	Later Management

CRUSH INJURY, Unit 3

#	30	Crush injury
	34	Local treatment
	35	Immediate general measures

BLAST INJURY, Unit 4

#	39	The ear above atmospheric pressure
	42	Wounds of the colon
	43	Kidney damage in blast injury
	54	Management of laparotomy

CHEMICAL INJURY, Unit 5

#	55	Chemical injury classification
	60	Skin irritants
	64	Lung irritants
	65	Treatment of lung irritants
	66	Nasal irritants

MULTIPLE INJURIES, Unit 7

#	83	Multiple injuries
	84	Other considerations in multiple injuries
	85	Initial diagnosis and sorting
	86	Preparation for surgery
	87	Order of surgery in multiple injuries
	88	Other considerations in the operating room
	89	Mass casualties--multiple injuries

SHOCK AND RESUSCITATION, Unit 8

#	90	Shock
	91	Characteristics of shock
	92	Imbalances produce shock
	93	Circulatory collapse
	94	Vasovagal or neurogenic shock
	95	Vasovagal shock
	96	Oligemic shock
	97	Dangers in combinations of shock
	100	Management of shock
	101	Types of fluid therapy
	102	Methods of blood replacement
	103	Selection of site in starting fluid therapy
	104	Transfusion reactions

METABOLIC DISTURBANCES AFTER TRAUMA, Unit 9

105 Fluid and electrolytes
106 How much of the body is water
107 Water in and around the cell
108 Body water as a percentage of body weight
109 Loss of water
110 Replacement of water
111 Water balance
113 Sodium and potassium
115 Acid-alkaline balance
118 Replacement therapy in disaster
119 Metabolic Disturbances after trauma
120 Autonomic cardiovascular response
122 Decreased urinary output
123 Acute renal shutdown
124 Management of acute renal shutdown (conservative)

INFECTION, Unit 10

126 Infection
127 Causes of infection
128 Classification of wound infection
132 Staphylococcus contamination

EMERGENCY CARE DURING DISASTER, Unit 12

137 Care at hospital emergency room
138 Control of hemorrhage
139 Use of the tourniquet
140 Other emergency treatment
141 Craniocerebral injuries
143 Chest injuries
147 Burns

VASCULAR INJURIES, Unit 14

155 Vascular injuries
157 Symptoms of vascular injury
159 Critical arterial injuries
161 Types of vascular repair
162 Postoperative management--Vascular injuries

WOUNDS & INJURIES--Bones & Joints, Unit 15

163 Wounds and injuries of bones and joints
164 Postoperative immobilization
165 Regional splinting
166 Management of joint injuries
167 Knee joint operative procedure

AMPUTATIONS, Unit 17

170 Amputations
171 Indications for amputation
172 Site of amputation
173 Open circular technique
174 Traction--cast splinting

CRANIOCEREBRAL WOUNDS & INJURIES, Unit 18

175 Craniocerebral wounds
176 Management of neurosurgical patients
177 Intracranial hemorrhage

WOUNDS & INJURIES--Spinal cord, Unit 19

178 Injuries to the spinal cord
179 Pyschological considerations
180 Principles of management
181 Surgery--debridement and laminectomy
182 Cervical dislocations and fractures
183 Prevention of decubitur ulcers
184 Physical therapy

WOUNDS & INJURIES--The eye, Unit 21

191 Wounds of the eye
192 Management of minor injuries
193 Removal of the eye

WOUNDS & INJURIES--The ear, Unit 22

194 Wounds of the external ear
195 Injuries to the middle ear

WOUNDS & INJURIES--The neck, Unit 23

196 Wounds and injuries of the neck
197 Wounds of the neck--management
199 Wounds of the larynx
200 Management of wounds--larynx and trachea
201 Wounds of the pharynx and esophagus
202 Nerve injuries of the neck

WOUNDS & INJURIES--The chest, Unit 24

203 Wounds and injuries--Chest--Pneumothorax
204 Hemothorax
205 Emphysema
206 Thoraco--Abdominal wounds
207 Preoperative preparation
208 Principles of management
209 Initial wound surgery of chest
210 Thoracotomy

WOUNDS & INJURIES--Abdomen, Unit 25

211 Wounds of solid viscera
212 Wounds of Hollow viscera
213 Classification--Postoperative peritonitis
214 Postoperative management--Abdominal wounds
215 Complication--Abdominal

WOUNDS & INJURIES--Genitourinary tract, Unit 26

216 Genitourinary tract injuries
217 Wounds of the kidney
218 Wounds of the ureter
219 Wounds of the bladder
220 Urethral wounds

From: Media Visuals, Inc.
342 Madison Avenue
Suite 1812
New York, NY 10017

OBSTETRICS OVERHEAD TRANSPARENCY PROGRAM

24 overhead transparencies
46 overlays

From: J. B. Lippincott Company
East Washington Square
Philadelphia, PA 19105

THE PATIENT AND FLUID BALANCE, Unit 2--Disequilibrium: Part B: Clinical application

17 transparencies
35 overlays

FILM LOOPS

From: Harper & Row Publishers, Inc.
Scranton, Pennsylvania 18512

HUMAN REPRODUCTION & BIRTH #89-9914/1

6-loop set
Super-8 (cartridge)

From: J. B. Lippincott Company
East Washington Square
Philadelphia, PA 19105

DRAINAGE, SUCTION, IRRIGATION: Pulmonary and gastric
Gastric Gavage and Gastrostomy Feeding
Gastronintestinal drainage by suction siphonage and irrigation of GI Tube

URINARY CATHETERIZATION AND CARE
Irrigation: open method
Obstruction: Assessment and intervention

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FILMSTRIPS

From: Ealing Film-Loop
Cambridge, Massachusetts

HUMAN REPRODUCTION & BIRTH SERIES

6 filmstrips

From: McGraw-Hill Book Company
1221 Avenue of Americas
New York, NY 10020

INTRODUCTION TO PHYSIOLOGY

9 filmstrips

NOTE: All Audio-Visual materials listed in this catalog have been used and are recommended. Due to a limited budget, only the listed ones were purchased, as indicated by their numbers; however there are other good titles listed in the catalogs from the companies listed. When asking for copies of the catalogs, indicate Audio-Visual as well as books as some are sent jointly as one catalog and some individually.

ERIC

ACCESSION NUMBER: VT100760

TITLE: NORTH DAKOTA VOCATIONAL EDUCATION ASSESSMENT SYSTEM: OFFICE EDUCATION.

DESCRIPTOR: *MANAGEMENT SYSTEMS; *PROGRAM EVALUATION; *OFFICE OCCUPATIONS EDUCATION; *VOCATIONAL EDUCATION; SYSTEMS APPROACH; EDUCATIONAL ASSESSMENT

IDENTIFIER: *NORTH DAKOTA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ABM V.7NO.4(1974)PP. 622

ABSTRACT: THE VOCATIONAL ASSESSMENT SYSTEM HEREIN GREW OUT OF A RECOGNITION OF THE NEED FOR PERSONS WITH HIGHER LEVELS OF VOCATIONAL AND TECHNICAL SKILLS AS WELL AS THE LEGISLATIVE MANDATES OF THE 1960'S CALLING FOR PROGRAM ACCOUNTABILITY. MAJOR OBJECTIVES OF THE SYSTEM ARE: (1) TO PROVIDE SPECIFIC GUIDELINES FOR PROGRAM IMPROVEMENT AND DEVELOPMENT, (2) TO PROVIDE FOR LOCAL INITIATIVE IN PROGRAM IMPROVEMENT, (3) TO PROVIDE ADMINISTRATORS AND TEACHERS WITH INFORMATION ABOUT RELATIVE STRENGTHS AND WEAKNESSES OF THEIR PROGRAMS, (4) TO PROVIDE ACCOUNTABILITY FOR STATE AND FEDERALLY FUNDED VOCATIONAL EDUCATION PROGRAMS, (5) TO PROVIDE A STANDARDIZED ASSESSMENT WHICH ALLOWS MORE OBJECTIVE DECISIONS REGARDING PROGRAM NEEDS, AND (6) TO PROVIDE SPECIFIC INFORMATION NEEDED FOR FEDERAL AND STATE REPORTS. GIVEN ARE: (1) GENERAL DIRECTIONS FOR CONDUCTING SELF-ASSESSMENTS, AND (2) OBJECTIVES, INSTRUCTIONAL CONTENT, EVALUATIVE STANDARDS, A RATING SCALE, AND RESOURCE MATERIALS AND FACILITIES NEEDED FOR PROVIDING INSTRUCTION IN THE AREAS OF TYPEWRITING, SHORTHAND, AND OFFICE PRACTICE. (AUTHOR/SN)

AVAILABILITY: NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION, 900 EAST BLVD., BISMARCK, NORTH DAKOTA 58501

INSTITUTION NAME: NORTH DAKOTA UNIV., GRAND FORKS. DEPT. OF BUSINESS AND VOCATIONAL EDUCATION.

SPONSORING AGENCY NAME: NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION, BISMARCK. RESEARCH COORDINATING UNIT.

VT 100760

OFFICE EDUCATION

NORTH DAKOTA

VOCATIONAL EDUCATION ASSESSMENT SYSTEM

VT 100 760

North Dakota State Board for
Vocational Education
900 East Boulevard
Bismarck, North Dakota 58501

"Buy North Dakota Products"

ERIC

This assessment instrument was developed under a grant from the Research Coordinating Unit of the North Dakota State Board for Vocational Education in accordance with Part C of Public Law 90-576 and was constructed under the direction of the following members of the Department of Business and Vocational Education, University of North Dakota, Grand Forks:

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Dr. Dorothy Grovom, Associate Professor

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Mr. Wallace Garbel, Stanley

Mr. Moine Gates, Grand Forks

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Mr. Frank Praus, Devils Lake

Miss Harriet Shurr, Jamestown

Mr. David Tehle, Fargo

Mrs. Darla Twomey, Buxton-Reynolds

Mr. Sam Verbitsky, Minot

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Mr. Carrol E. Burchinal, State Director of Vocational Education

Mr. Larry Selland, Assistant State Director of Vocational Education

Mr. Jerald B. Lydeen, State Supervisor of Office Education

Dr. Donald Eshelby, Research Coordinator

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GENERAL DIRECTIONS FOR SELF-ASSESSMENT

The self-assessment forms contain the following: (a) assessment criteria for the twelve sections previously cited and (b) individual rating scales for the twelve sections. The following directions should be used for completing the self-assessment.

Assessment Criteria

1. The instrument is divided into the twelve sections described on the previous page. Each section includes a series of statements appropriate to the area being assessed. If you are doing a self-assessment, check the square (☐) after each statement which corresponds most closely to your assessment. [redacted] If you are doing a visitation assessment, check the circle after each statement. Use the following scale when making your interpretation, but note that you are to rate on a continuum ranging from major improvements needed to no improvements needed.

NA	statement does not apply to this program
1	major improvements needed
2	
3	
4	
5	no improvements needed

2. Do NOT attempt to make comparisons with other vocational programs. Base your evaluation entirely on whether the program criteria are appropriate to the needs of the students in the school being assessed.

3. Remove the sheet of carbon paper from the inside cover and make a carbon copy for each section of your self-assessment survey.

Individual Rating Scales

1. Each of the twelve sections of the instrument contains a rating scale ranging from 0 to 100 percent. The rating scale represents a summary assessment for a section, and your rating should be based on previous responses to the assessment criteria. However, the rating should not represent an average of all responses because all of the assessment statements are not equal in importance. It is your responsibility to determine which of the criteria are of most importance to the program being surveyed, and check the position on the scale which corresponds most closely to your overall evaluation of that section. After you have responded to all of the assessment criteria for a section, the rating scale should be checked.

EXAMPLE:

0 . 20 . 40 . 60 ✓ 80 . 100

2. Note that space is provided under these scales for your comments and recommendations for program improvement. Careful completion of this section is imperative because the information will be used for making specific program improvements based on your suggestions.

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INTRODUCTION

The need for persons with higher levels of vocational and technical skill has been increasingly recognized during the past two decades. National manpower needs and a concern for the unemployed-underemployed led to the passage of the Vocational Education Act of 1963, and the subsequent Amendments of 1968 continued the intent of previous legislation – to expand and improve offerings in vocational education. However, these Amendments implied that vocational education personnel were directly responsible for relevancy of training and accountability of funds. The mandate for program accountability has encouraged vocational teachers to assess whether the needs of their students are being met. Such an assessment has been used to determine whether local, regional, and national manpower needs are being fulfilled. Almost every state has devised an assessment program to determine whether vocational programs are meeting their specified goals and objectives.

OBJECTIVES

The North Dakota State Board for Vocational Education Assessment System has the following objectives:

. . . to provide specific guidelines for program improvement and development.

. . . to provide for local initiative in program improvement.

. . . to provide administrators and teachers with information about relative strengths and weaknesses of their vocational programs.

. . . to provide accountability for state and federally funded vocational education programs.

. . . to provide a standardized assessment which allows more objective decisions regarding program needs.

. . . to provide specific information needed for federal and state reports.

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MEETING STUDENT NEEDS THROUGH TYPEWRITING

I. Scope and Objectives	NA	1	2	3	4	5
a. An equivalent of two years of typewriting instruction is offered.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
b. A written course outline is available specifying course content and measurable objectives to be achieved by students.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
c. Provision is made for advanced placement of qualified junior high school typewriting students in advanced typewriting.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
d. The North Dakota Curriculum Guide for Business and Office Education has been consulted and used as a basis for the development of the course outline.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O

II. Instruction	NA	1	2	3	4	5
a. Vocational students have an opportunity to develop marketable skills on electric typewriters.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
b. Such non-typing activities as machine maintenance, ribbon changing, proofreading, and proper work habits are included as part of the course content for all typewriting students.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
c. Vocational instruction includes the use of some integrated projects, practice sets, or series of practical problems.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
d. Observation of typewriting classes indicates that students are using proper typewriting techniques.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
e. The teacher has completed a methods course related to typewriting instruction.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O

III. Standards	NA	1	2	3	4	5
a. Specific terminal speed and accuracy standards have been established, and students are fully aware of them.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
b. The established standards approximate those standards used in business offices.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
c. If multiple sections of vocational typewriting are offered, the same minimum speed and accuracy standards are applied to each section.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O

ERIC Full Text Provided by ERIC

MEETING STUDENT NEEDS THROUGH TYPEWRITING

I. Scope and Objectives	NA	1	2	3	4	5
a. An equivalent of two years of typewriting instruction is offered.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
b. A written course outline is available specifying course content and measurable objectives to be achieved by students.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
c. Provision is made for advanced placement of qualified junior high school typewriting students in advanced typewriting.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
d. The North Dakota Curriculum Guide for Business and Office Education has been consulted and used as a basis for the development of the course outline.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O

II. Instruction	NA	1	2	3	4	5
a. Vocational students have an opportunity to develop marketable skills on electric typewriters.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
b. Such non-typing activities as machine maintenance, ribbon changing, proofreading, and proper work habits are included as part of the course content for all typewriting students.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
c. Vocational instruction includes the use of some integrated projects, practice sets, or series of practical problems.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
d. Observation of typewriting classes indicates that students are using proper typewriting techniques.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
e. The teacher has completed a methods course related to typewriting instruction.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O

III. Standards	NA	1	2	3	4	5
a. Specific terminal speed and accuracy standards have been established, and students are fully aware of them.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
b. The established standards approximate those standards used in business offices.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
c. If multiple sections of vocational typewriting are offered, the same minimum speed and accuracy standards are applied to each section.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O

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IV. Learning Materials and Facilities	NA	1	2	3	4	5
a. The textbooks are in good condition and are up to date.	☐	☐	☐	☐	☐	☐
b. Supplementary reference books such as dictionaries, style manuals, or reference manuals are available for student use.	☐	☐	☐	☐	☐	☐
c. All typewriters are in good condition and are generally no more than five years old.	☐	☐	☐	☐	☐	☐
d. Several backup typewriters are available for use in the event of machine malfunction.	☐	☐	☐	☐	☐	☐
e. Work stations consist of individual typing desks that can be easily adjusted.	☐	☐	☐	☐	☐	☐
f. A copy holder is located at each student work station.	☐	☐	☐	☐	☐	☐
g. A teacher demonstration stand is located in each typewriting classroom.	☐	☐	☐	☐	☐	☐
h. Related equipment such as stopwatches, interval timers, staplers, etc., are located in the typewriting room.	☐	☐	☐	☐	☐	☐
i. The typewriting classroom is attractive and creates a climate conducive to learning.	☐	☐	☐	☐	☐	☐

RATING SCALE FOR TYPEWRITING

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

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ERIC Full Text Provided by ERIC

IV. Learning Materials and Facilities	NA	1	2	3	4	5
a. The textbooks are in good condition and are up to date.	☐	☐	☐	☐	☐	☐
b. Supplementary reference books such as dictionaries, style manuals, or reference manuals are available for student use.	☐	☐	☐	☐	☐	☐
c. All typewriters are in good condition and are generally no more than five years old.	☐	☐	☐	☐	☐	☐
d. Several backup typewriters are available for use in the event of machine malfunction.	☐	☐	☐	☐	☐	☐
e. Work stations consist of individual typing desks that can be easily adjusted.	☐	☐	☐	☐	☐	☐
f. A copy holder is located at each student work station.	☐	☐	☐	☐	☐	☐
g. A teacher demonstration stand is located in each typewriting classroom.	☐	☐	☐	☐	☐	☐
h. Related equipment such as stopwatches, interval timers, staplers, etc., are located in the typewriting room.	☐	☐	☐	☐	☐	☐
i. The typewriting classroom is attractive and creates a climate conducive to learning	☐	☐	☐	☐	☐	☐

COPY

RATING SCALE FOR TYPEWRITING

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

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ERIC

MEETING STUDENT NEEDS THROUGH SHORTHAND

I. Scope and Objectives	NA	1	2	3	4	5
a. An equivalent of two years of shorthand instruction is offered.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
b. A written course outline is available specifying course content and measurable objectives to be achieved.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
c. The North Dakota Curriculum Guide for Business and Office Education has been consulted and used as a basis for the development of the course outline.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O

II. Instruction	NA	1	2	3	4	5
a. Typewriter transcription is a major unit of instruction in the program.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
b. Word usage, punctuation, and spelling are an integral part of the total shorthand program.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
c. The terminal dictation achievement of most shorthand students approximates high vocational standards.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
d. The teacher has completed a methods course related to shorthand and transcription.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O

III. Guidance	NA	1	2	3	4	5
a. Students whose academic achievement and aptitude indicate they may have difficulty in learning shorthand receive counseling and guidance prior to enrollment.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
b. At least fifty percent of the first-year shorthand students elect to complete a second year of shorthand instruction.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O

IV. Learning Materials and Facilities	NA	1	2	3	4	5
a. The textbooks are in good condition and up to date.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
b. Different textbooks are available for each semester of instruction.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
c. Tape recorders, record players, or multichannel laboratories are available for dictation practice.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
d. A substantial library of prepared dictation tapes or records is available.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O

ERIC Full Text Provided by ERIC

MEETING STUDENT NEEDS THROUGH SHORTHAND

	NA	1	2	3	4	5
I. Scope and Objectives						
a. An equivalent of two years of shorthand instruction is offered.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
b. A written course outline is available specifying course content and measurable objectives to be achieved.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
c. The North Dakota Curriculum Guide for Business and Office Education has been consulted and used as a basis for the development of the course outline.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
II. Instruction	NA	1	2	3	4	5
a. Typewriter transcription is a major unit of instruction in the program.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
b. Word usage, punctuation, and spelling are an integral part of the total shorthand program.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
c. The terminal dictation achievement of most shorthand students approximates high vocational standards.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
d. The teacher has completed a methods course related to shorthand and transcription.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
III. Guidance	NA	1	2	3	4	5
a. Students whose academic achievement and aptitude indicate they may have difficulty in learning shorthand receive counseling and guidance prior to enrollment.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
b. At least fifty percent of the first-year shorthand students elect to complete a second year of shorthand instruction.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
IV. Learning Materials and Facilities	NA	1	2	3	4	5
a. The textbooks are in good condition and up to date.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
b. Different textbooks are available for each semester of instruction.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
c. Tape recorders, record players, or multichannel laboratories are available for dictation practice.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
d. A substantial library of prepared dictation tapes or records is available.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O

COPY

ERIC

e. Supplementary reference books such as dictionaries, style manuals, or reference manuals are available for student use.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
f. Supplementary dictation books are available for teacher use.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
g. At least one stopwatch is provided for each shorthand teacher.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
h. Student work stations allow ample space for comfortable writing.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
i. The shorthand classroom is attractive and creates a climate conducive to learning.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O

RATING SCALE FOR SHORTHAND

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

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e. Supplementary reference books such as dictionaries, style manuals, or reference manuals are available for student use.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
f. Supplementary dictation books are available for teacher use.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
g. At least one stopwatch is provided for each shorthand teacher.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
h. Student work stations allow ample space for comfortable writing.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
i. The shorthand classroom is attractive and creates a climate conducive to learning.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O

RATING SCALE FOR SHORTHAND

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

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MEETING STUDENT NEEDS THROUGH OFFICE PRACTICE

	NA	1	2	3	4	5
I. Scope and Objectives						
a. A written course outline is available specifying course content and measurable objectives to be achieved.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
b. The North Dakota Curriculum Guide for Business and Office Education has been consulted and used as a basis for the development of the course outline.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
II. Organization	NA	1	2	3	4	5
a. The course is designed as the capstone offering for vocational office education students.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
b. At least one year of credit in typewriting is a prerequisite for office practice.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
c. Enrollment in one class is limited to 16 - 20 students.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
III. Content	NA	1	2	3	4	5
a. The course content, based upon enrollment and needs of pupils, includes:	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
1. Reference books, directories, secretary's handbooks, dictionaries, and other sources of business information.						
2. Application forms and letters, interviews, and miscellaneous job information						
3. Correct business conduct, dress and grooming, and secretarial business traits						
4. Telephoning techniques and procedures						
5. Filing procedures						
6. Skill development in dictation and transcription . . .						
7. Office machines, equipment, and supplies						
8. Simulation projects						
9. Basic electronic data processing						
10. Office recordkeeping						
IV. Facilities	NA	1	2	3	4	5
a. Teaching supplies and facilities are adequate for meeting course objectives, course content, and enrollment.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O
b. The classroom is soundproofed and includes a wash basin, chalkboard, bulletin board, filing cabinets, and built-in storage cabinets.	☐ O	☐ O	☐ O	☐ O	☐ O	☐ O

MEETING STUDENT NEEDS THROUGH OFFICE PRACTICE

	NA	1	2	3	4	5
I. Scope and Objectives						
a. A written course outline is available specifying course content and measurable objectives to be achieved.	☐	☐	☐	☐	☐	☐
b. The North Dakota Curriculum Guide for Business and Office Education has been consulted and used as a basis for the development of the course outline.	☐	☐	☐	☐	☐	☐
II. Organization						
a. The course is designed as the capstone offering for vocational office education students.	☐	☐	☐	☐	☐	☐
b. At least one year of credit in typewriting is a prerequisite for office practice.	☐	☐	☐	☐	☐	☐
c. Enrollment in one class is limited to 16 - 20 students.	☐	☐	☐	☐	☐	☐
III. Content						
a. The course content, based upon enrollment and needs of pupils, includes:	☐	☐	☐	☐	☐	☐
1. Reference books, directories, secretary's handbooks, dictionaries, and other sources of business information.						
2. Application forms and letters, interviews, and miscellaneous job information						
3. Correct business conduct, dress and grooming, and secretarial business traits						
4. Telephoning techniques and procedures						
5. Filing procedures						
6. Skill development in dictation and transcription . . .						
7. Office machines, equipment, and supplies						
8. Simulation projects						
9. Basic electronic data processing						
10. Office recordkeeping						
IV. Facilities						
a. Teaching supplies and facilities are adequate for meeting course objectives, course content, and enrollment.	☐	☐	☐	☐	☐	☐
b. The classroom is soundproofed and includes a wash basin, chalkboard, bulletin board, filing cabinets, and built-in storage cabinets.	☐	☐	☐	☐	☐	☐

COPY

c. A master-control switch for all electrical outlets is conveniently located in the room.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
d. Electrical outlets are conveniently located and are not a safety hazard.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
e. Classroom furniture is arranged to create an office-like situation and to facilitate individual help; an adequate number of secretarial desks and posture chairs, as related to teaching methods and enrollment, are provided.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
f. The following machines are available for student instruction in the office practice room:	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O

1. Electric typewriters . . . . . .
2. Manual typewriters . . . . . .
3. Executive typewriters . . . . . .
4. Liquid and stencil duplicators . . . . . .
5. Transcribing machines . . . . . .
6. Ten key adding-listing machines . . . . . .
7. Electronic Calculators . . . . . .
8. Photocopying machines . . . . . .
9. Printing calculators . . . . . .
10. Offset duplicators . . . . . .

V. Standards	NA	1	2	3	4	5
a. Methods of performing job tasks are comparable to those used in actual working conditions.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
b. The standards for the evaluation of classwork are similar to on-the-job work performed by beginning office employees.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O

RATING SCALE FOR OFFICE PRACTICE

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

_____

_____

_____

_____

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c. A master-control switch for all electrical outlets is conveniently located in the room.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
d. Electrical outlets are conveniently located and are not a safety hazard.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
e. Classroom furniture is arranged to create an office-like situation and to facilitate individual help; an adequate number of secretarial desks and posture chairs, as related to teaching methods and enrollment, are provided.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O
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COPY

V. Standards	NA	1	2	3	4	5
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	O	O	O	O	O	O
b. The standards for the evaluation of classwork are similar to on-the-job work performed by beginning office employees.	☐	☐	☐	☐	☐	☐
	O	O	O	O	O	O

RATING SCALE FOR OFFICE PRACTICE

0 . 20 . 40 . 60 . 80 . 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

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ACCESSION NUMBER: VT100761

PUBLICATION DATE: 15JAN74

TITLE: SUMMARY OF APPLIED RESEARCH AND EXEMPLARY PROJECTS IN VOCATIONAL EDUCATION 1973-74.

PERSONAL AUTHOR: FRETWELL, DAVE; KUNZMAN, LEONARD

DESCRIPTOR: *RESEARCH PROJECTS; *DEMONSTRATION PROJECTS; *VOCATIONAL EDUCATION; *CAREER EDUCATION; VOCATIONAL DEVELOPMENT; ELEMENTARY GRADES; SECONDARY GRADES; POST SECONDARY EDUCATION

IDENTIFIER: *OREGON

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 622

ABSTRACT: THIS PUBLICATION HIGHLIGHTS THE VOCATIONALLY-ORIENTED RESEARCH AND DEMONSTRATION PROJECTS WHICH WERE CONDUCTED IN THE STATE OF OREGON DURING THE 1973-74 YEAR. LISTED ALPHABETICALLY UNDER THE HEADINGS: (1) CAREER AWARENESS PROJECTS, (2) CAREER EXPLORATORY PROJECTS, (3) CAREER PREPARATION PROJECTS, (4) CAREER SPECIALIZATION PROJECTS, (5) UNIVERSITY PROJECTS, AND (6) 1972-73 PROJECTS EXTENDED, THE PROJECTS ARE ENTERED BY AGENCY AND CONTACT PERSON AND INCLUDE A SUMMARY OUTLINING THE MAJOR FOCUS OF THE RESEARCH EFFORT. (SN)

AVAILABILITY: STATE DEPT. OF EDUCATION, 942 LANCASTER DR., NE, SALEM, OREGON 97310

INSTITUTION NAME: OREGON STATE DEPT. OF EDUCATION, SALEM. DIV. OF COMMUNITY COLLEGES AND CAREER EDUCATION.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

VT 100761

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SUMMARY OF APPLIED RESEARCH AND EXEMPLARY PROJECTS IN VOCATIONAL EDUCATION 1973-74

Dave Fretwell
Coordinator, Applied Research &
Exemplary Programs
State Department of Education

LEONARD KUNZMAN
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State Department of Education
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Salem, Oregon 97310

VT 100 761

STATE DEPARTMENT OF EDUCATION
942 Lancaster Drive NE
Salem, Oregon 97310

Community Colleges and
Career Education
January 15, 1974

SUMMARY OF APPLIED RESEARCH AND EXEMPLARY PROJECTS

IN VOCATIONAL EDUCATION 1973-74

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Agency and Contact	Focus of Project
Elementary and Secondary Schools	
CAREER AWARENESS PROJECTS	
Portland Area III (R)* Ralph Hodges 233-2487	An integration of career and consumer education and reading and language arts program level goals. This project will investigate, study and identify the substantive content that is believed to exist in the materials and textbooks that children use in the reading and language arts curriculum in Portland Public Schools. Guidelines and implementation procedures will then be developed for primary teachers to assist them in presenting career information from already utilized sources.
Monmouth (R) Bill Ousterhout 838-0030	The project will plan, script, film and narrate a series of short super 8 movies with cassette audiotapes of "people at work" in the Monmouth-Independence area for use in career awareness education as a supplement to field trips and resource people and commercially prepared media.
Union County (E) LaGrande Bob French 963-4107	The program will continue to center on career awareness services to the 11 elementary schools of the county and their 3,000 plus students. In-service consultants awareness activities, long-range planning materials, resources and teacher committees will continue to build and perpetuate the program.
Central Point (E) Bob Thomas 664-1241	Second year of funding for a mobile facility project for 6 schools. The medium for this project is the movement of equipment and materials from school to school by way of the "Career Caravan" so there is a minimum of disruption from existing schedules. Further, each Career Cluster presented is carefully integrated into the existing basic curriculum so that students may relate such studies as math, science and social studies to the career cluster itself. Other activities such as field trips, speakers and cross-age peer instruction are being utilized.

* R= Applied Research Project
E= Exemplary Project

Agency and Contact	Focus of Project
Eugene 4J (R) Jan Sjolander 687-3405	Continuation of a project focusing on identification and utilization of guidance related activities as a major aim of the career awareness programs of five elementary schools. Involved will be staff planning and in-service activities to identify and develop guidance related activities appropriate to career awareness, the life role concept and the world of work.
Pleasant Hill (E) Darrell Jones 747-2917	A dissemination project to refine and distribute guides and plans from just completed two year career awareness project grades 1-6.
Beaverton Schools (E) Ken Box 649-0465	Development of a Career Awareness resource center model and in the process develop guidelines by which other centers may be initiated and implemented at other school districts. Develop an instrument a system to be used to evaluate career awareness resource materials. The materials evaluated will be materials identified by the publisher or producer as distinctly applicable to career awareness instruction.
CAREER EXPLORATORY PROJECTS	
OSU Consortium (R) Dr. Larry Kenneke 754-2733	Plan calls for a three-year consortium of public school districts whose purpose is to design several alternate program models with accompanying materials which provide guidelines and give impetus to career development exploratory programs for industrial arts students in the middle grades. Phase I will facilitate conceptualization of alternate industrial career exploratory development models with accompanying materials. Phase II activities will result in further development and selected pre-testing of Phase I instructional materials and in-service training of affected personnel. Phase III will encompass year-long staff development and pilot testing of Phase I and II career exploratory development materials. Models and accompanying materials will then be evaluated revised, and disseminated to other districts.
Roosevelt High School (E) Portland Margaret Smith 234-3392	Second year of a health careers exploration project scheduled for three year total. Provides for health exploratory experiences through regular health class program which is required for all Roosevelt 10th grade students.

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Agency and Contact	Focus of Project
Cal Young Junior High (E) Eugene Bob Berkley 687-3234	Basic purpose of this second year effort is to provide guidance, time and consideration for planned rather than accidental career exploration choices. This will be accomplished by integrating all career education oriented activities into a unified program. SUTOE, Learning Resource Center and work observation as well as classes are utilized to accomplish goal.
Vale (E) Frank Deymonaz 473-3259	Project involves establishement of a community experience based career exploratory program for a middle school grades 7-8 including modification of an existing building into a career center utilizing community resources both human and material.
Sherwood (E) Tony Knight 625-6171	Plan will utilize high school facilities and equipment to develop an exploratory curriculum in business education, home economics, industrial education and vocational agriculture-horticulture. This curriculum will be available to all eighth grade students in the Intermediate School who will be bussed daily to the high school for participation in the program.
Oregon City (E) Lee Maxwell 655-2531	This second year funding effort is a plan to involve all students in a junior high school in a Self Understanding Through Occupational Exploration Program. This is accomplished through involvement in regular curriculum as the objectives have been assimilated by all disciplines.
Linn-Benton IED (R) Burr Fancher 926-8621	To provide Albany area elementary teachers with ten sessions or career awareness materials development. A cadre trained awareness person will be made available as a consultant for all sessions. Teachers will receive demonstrations of activities and be given assistance in developing materials to take back to their schools. It is an essential step in bringing the 230 elementary teachers of this area to the point of implementing strong awareness programs into their classrooms.
CAREER PREPARATION PROJECTS	
Vocational Village (R) Portland Ron Thurston 234-6604	Project is an interdisciplinary curriculum approach to basic and career education to create a relationship between all school subjects taught as each relates to the career goals selected by the student. Project goal is to help educationally disadvantaged students achieve a minimum eighth grade performance in the basic skills by using an interdisciplinary approach that blends career and basic education into a cohesive and cogent program.

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Agency and Contact	Focus of Project
Bend (R) Jan Evans 382-3513	This project will develop an experimental career guidance and education curriculum in grades 10-12 which will facilitate career decision making. A curriculum planning committee will be formed to determine the area best suited for inclusion of decision making units in the existing curriculum. The OBJECTIVES: to survey and assess the students, both present and past, concerning vocational guidance and counseling at the high school and to utilize this feedback in developing and innovating new programs.
Klamath Falls (E) Keith Bayne 882-4446	Purpose of this project is to develop alternative methods of teaching in order to meet the individual needs of students in a Food Service, Metals and Electrical Cluster. These clusters will become competency based which will allow each student to proceed at his own rate with criterion referenced testing being utilized to determine competency level. Project will be concerned with staff development, individualized instructional systems, and providing alternative teaching methods in order to meet the individual needs of students.
Banks (R) Jim Smith 324-2281	The project is to develop interdisciplinary classes in mathematics and communications skills to support career cluster programs. The design is to utilize the most qualified members of the staff. It is to help students who are unprepared or ill-prepared to succeed upon entering the cluster classes.
Ashland (R) Leon Olsen 482-2813	This project will develop a plan for teaching the Social Services Cluster using many teachers and resources from the high school staff and the community pilot test the plan and make recommendations on the test results.
CAREER SPECIALIZATION PROJECTS	
Linn-Benton C. C. (E) Dell Swearingen 928-2361	The Vo-Tech Math project is designed to provide the Math skills necessary for an individual to get a job and perform that job adequately and provide an individual with the math skills necessary for advancement. This program will be offered at the post-secondary and secondary levels.

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Agency and Contact	Focus of Project
Lane Community College (R) Dr. Allan R. Gubrud 774-4501 ext. 381	A continuation project to prepare a comprehensive list of behavioral objectives for use in the improvement of occupational physics instruction. This will be accomplished during a summer 1974 workshop session of instructors in physics and a wide variety of occupational areas.
Clackamas C. C. (R) Dr. Ron Kaiser 656-2631	Project will establish a Center for development of "Systems Approaches to Learning in Occupational Education" which would have a central location in the State from which a director could function in coordinating development, collecting and disseminating individualized instructional materials. The operation of the Center will be in concert with all of the community colleges and selected high schools in Oregon. The Center will bring together the often uncoordinated and separate efforts of many community colleges and selected high schools in Oregon, and coordinate individual effort into a major thrust directed at common system development goals. Individualized instruction incorporating proven teaching methods and media, as well as supervised learning activities, allows maximum advancement by the very able and gives slower students the time and resources to be successful at their own rate.
UNIVERSITY PROJECTS	
Oregon State University (E) Mr. Ray Prevost 754-3681	Project is a self-learning approach to career education in teacher preparation programs. Plan calls for development of self-learning materials in career education. Further, the plan calls for implementing these modules into required university courses in the teacher education program. The developed materials will then be evaluated as a part of the testing program and modified accordingly for further use and transportation to three other teacher preparation instructors.
1972-73 PROJECTS EXTENDED	
Junction City (R) Bud Down 998-2392	Development of a model career exploratory program based upon identified useful components of ten other exploratory programs in school districts throughout the state. This project is designed to serve as a "Replication" or "Transportation" model.

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Agency and Contract	Focus of Project
Beaverton Peggy Swafford 649-0244	Will research music related careers in Oregon and acquaint junior/senior high school students with them. On-site exploration will be provided for interested students.

ERIC

ACCESSION NUMBER: VT100762

TITLE: ABSTRACTS OF 1972-1973 RESEARCH AND EXEMPLARY PROJECTS.

PERSONAL AUTHOR: KUNZMAN, LEONARD

DESCRIPTOR: *ABSTRACTS; VOCATIONAL EDUCATION; *DEMONSTRATION PROJECTS; *RESEARCH PROJECTS; PROJECTS; *CAREER EDUCATION; VOCATIONAL DEVELOPMENT

IDENTIFIER: *OREGON

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 623

ABSTRACT: THIS DOCUMENT CONTAINS ABSTRACTED HIGHLIGHTS OF PROJECTS CONDUCTED IN OREGON DURING THE 1972-73 YEAR WHICH WERE FUNDED UNDER PARTS C AND D OF THE VOCATIONAL EDUCATIONAL AMENDMENTS OF 1972. THE ABSTRACTS WERE TAKEN FROM FINAL REPORTS AND ARE ENTERED BY SPECIFIC PROJECT TITLE AND SPONSORING AGENCY. INCLUDED IN EACH ARE, IN ADDITION TO THE NAME OF THE PROJECT DIRECTOR, PERIOD OF OPERATION, AND AMOUNT OF FUNDS ALLOCATED, A DESCRIPTION OF THE PROGRAM AND ITS UNIQUE FEATURES. (SN)

AVAILABILITY: STATE DEPT. OF EDUCATION, CAREER EDUCATION DIV., 942 LANCASTER DR., NE, SALEM, OREGON 97310

INSTITUTION NAME: OREGON STATE DEPT. OF EDUCATION, SALEM. DIV. OF COMMUNITY COLLEGES AND CAREER EDUCATION.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

VT 100 762

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ABSTRACTS
OF
1972-1973
RESEARCH AND EXEMPLARY
PROJECTS

Leonard Kunzman
Director, Career Education
State Department of Education
942 Lancaster Drive
Salem, Oregon

ERIC

FOREWORD

The following abstracts are taken from the final reports of projects funded under the Vocational Educational amendments of 1972, parts C and D, during the 1972-73 year. The abstracts include those funded through state administered and allocated monies as well as those operating under direct federal grants. The latter, federal, includes the David Douglas Public Schools "VIGOR" project. It should be noted that the abstracts have been reproduced directly from project final reports, with only minor editing, in order to maintain the intent desired by the original writer in each project. Copies of complete final reports are available from the Career Education Section of the State Department of Education as are some sample materials produced by the projects.

ERIC

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TITLE: Project VIGOR

INSTITUTION: David Douglas School District

PROJECT DIRECTOR: Omer K. McCaleb, Director of Career Education
David Douglas School District #40
Portland, Oregon 97236

Phone: 761-3131

PROJECT DURATION: June 1970 through June 1973

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142 (c): $330,900

DESCRIPTION OF PROGRAM:

1. Administrative Structure

The project had two full-time administrators -- the project director and the assistant director, both of which were district positions serving grades 1-12. The director supervised cluster instructors, work experience coordinators, guidance specialists, and members of the advisory committees for the occupational areas and the central advisory committee.

2. Program Design

Project VIGOR was aimed at area-wide implementation of vocational orientation, guidance, work experiences and placement from grades 1 to 14. With this project vocational orientation and guidance were formally implemented in grades 1 to 14. Teacher training prepared teachers at all levels so that the major vocational thrust could be carried by them, particularly at elementary and middle school levels. Structures were developed to insure ongoing, direct involvement of business, industry, civic, educational, and government representatives.

The program demonstrated model vocational education system within elementary schools, middle schools, a high school, and a community college. Components were vocational orientation, grades 1-14; vocational exploration, grades 7-12; vocational guidance, grades 1-14; vocational relevance of general curriculum, grades 1-14; clusters of job families for vocational curriculum, grades 11-12; work experience, grades 11-12; articulation of program, grades 1-14; program evaluation and followup; and community-program cybernetics.

3. Program Components

A. Occupational Orientation -- Elementary teachers (1-6) were given in-service instruction, published materials, and workshops designed to prepare teachers for motivation of students toward active classroom vocational involvement. Library and

audiovisual materials, classroom supplies and materials (including textbooks where applicable) will be provided. A course in Vocational Exploration was developed for all 7th and 8th grades, based on a program in Oregon, "Self-Understanding Through Occupational Exploration", which linked general education, guidance, and occupational orientation. Exploratory work experience extended through the 9th grade.

B. Cooperative Education -- Potential or actual dropouts were phased into short-term intensive training with a cooperative component, using community college and night school programs.

C. Intensive Job Entry Skill Training -- Students who were handicapped or about to leave school, were placed in special programs utilizing the service of the Department of Vocational Rehabilitation, night school programs, and Mt. Hood Community College.

D. Occupational Guidance, Counseling, and Placement -- 14 specialists were supervised by the Vocational Guidance Coordinator who articulated and speculated vocational information, materials, program needs and data to the counselors and teachers, grades 1-12. Specific vocational resource centers in each school building were available for students.

E. Other - The community college involvement was chiefly the coordination of secondary to the post-secondary programs, so teachers, counselors, students and parents see program sequences and opportunities, and coordinated guidance, evaluation and follow-up.

4. <u>Unique Features</u>

A. Implementation of cluster curriculum at secondary level that is coordinated with post-secondary training.

B. Provision of exploratory work experience for students before selection of an area of preparation.

C. Bringing handicapped and disadvantaged into general vocational curriculum.

D. Integration of vocational and academic education into one general education program.

TITLE: Education Career Awareness Program- "Career Caravan"

INSTITUTION: School District No. 6, Central Point, Oregon

PROJECT DIRECTOR: Bob D. Thomas, School District #6
Central Point, Oregon

Phone: 664-4560

PROJECT DURATION: August 1972 through June 1973

NUMBER OF STUDENTS AFFECTED: 640 NUMBER OF STAFF INVOLVED: 64

DESCRIPTION OF PROJECT:

The Career Caravan project has been conducted with all five of the elementary schools within School District #6, Central Point, Oregon. Total student population for District #6 is approximately 4,000, and all 6th and some 5th grade students (total 350) participated in this project. The socioeconomic range for these students is generally for low-middle to poverty level.

Purpose

The purpose of the Career Caravan project is to infuse within the 5th and 6th grade curriculum of District #6 career education philosophies and techniques, and involve students in "hands-on" activities basic to selected occupational areas.

Procedures and Outcomes

The basic concept of the Career Caravan approach to career awareness is to offer elementary teachers resource personnel and mobile facilities for assistance with awareness activities not generally available to them. This concept proved quite successful as most elementary teachers welcomed resource personnel assistance and the mobile facilities not otherwise available.

In-service sessions relative to basic career education philosophies and techniques were conducted and accomplished their objectives, but after one year of operation, we feel more intensive in-service is necessary.

Student attitudes changed in a positive direction, based on pre- and post-work attitude surveys, on most work related attitudes surveyed; average positive change - 18%.

Attitude changes relating to leisure time and avocational activities changed negatively. Provisions to prevent these negative attitude changes will be initiated.

TITLE: Career Awareness Materials

INSTITUTION: Bethel School District

PROJECT DIRECTOR: Earle E. Vossen, Coordinator of Career Education

Address: 1801 Echo Hollow Road
Eugene, Oregon 97402

Phone: 689-0731

PROJECT DURATION: July 1972 through June 1974

COSTS:

Federal	Local	Other	Total

NUMBER OF STUDENTS AFFECTED: 1825 NUMBER OF STAFF INVOLVED: 76

DESCRIPTION OF PROJECT:

School District #52 has 1825 elementary students in grades 1-6, and is located northwest of Eugene with about half of the district within the city limits of Eugene. The main industries are lumber processing, railroad car switching and repair, warehousing, and farming. Five elementary schools feed into two junior highs.

Purpose

The purpose of the project was to develop and make available to Bethel School District elementary school teachers pertinent and practical visual aid materials that would assist them in attaining the behavioral objects established for the career awareness program utilizing the Bethel "World of Work" guide for grades 1-6.

Procedures and Outcomes

A committee of six elementary teachers, production personnel from the Bethel I.M.C., and the project director involved the elementary teachers in developing ideas for materials to be developed and made available through the Bethel District IMC as an assistance in teaching Career Awareness.

Major Activities - Planning meetings prior to end of school year 1972. Developed, circulated, and compiled results of questionnaire asking teachers how they could be assisted in their teaching Career Awareness. Developed the ideas submitted by teachers and submitted these to three individuals to further develop and produce. A catalogue of available materials was developed and distributed. Committee members displayed and explained materials available at grade-level meetings.

Outcomes - Some teachers made excellent use of the materials. A questionnaire was completed in May 1973 by elementary teachers expressing their opinions on the availability and usefulness of the materials. Findings gathered from the questionnaire will be utilized in further promoting the use of the materials in the future.

TITLE: Tigard Career Education Project

INSTITUTION: Tigard School District 23J

PROJECT DIRECTOR: Jerry McBath
Address: 9500 SW Murdock
Tigard, Oregon 97223
Phone: 639-3158

PROJECT DURATION: June 1971 through July 1973

COSTS:

Federal	Local	Other	Total
$62,373	53,771	0	116,144

NUMBER OF STUDENTS AFFECTED: 1,279 NUMBER OF STAFF INVOLVED: 51

PROJECT DESCRIPTION:

The Tigard School District 23J is a consolidated district of nearly 5,200 students in grades 1-12. The school district encompasses nearly 35,000 people, whose occupations are as diverse as the industrial complexes that have developed in the area. Tigard has a population of 5,500 people. The industries and businesses that have been developed are involved in metal fabrication (25 or more), construction and contractors (30 or more), mechanical related (13 or more), service stations (37 or more), and many related businesses and shopping centers. One elementary school has been involved, and two more have experienced the initial workshop. The aforementioned school is located in an upper-middle to high socieconomic area.

Purpose

The Purpose of this project is to develop career awareness in pupils of the elementary school. It is not intended to develop "skills" of a particular trade but to create a program that will develop positive attitudes toward the world of work. The students will become aware of the importance of loyalty, dependability, responsibility, the dignity of work well done, and the pride in accomplishment. The project will provide relevant career awareness learning experiences, as they relate to the current school curriculum.

Procedures and Outcomes

The project planning, development, and implementation is the responsibility of selected staff members. The career team develops the materials and in-service activities for the professional growth of teachers.

Major in-service activities: 1971 Summer In-Service to develop the concept and a teacher's guide. The guide was revised in the summer of 1972. A transportable in-service model, field trip guide, and advisory committee guidelines were also developed. A total of 32 hours of staff in-service was conducted during the 1972-73 school year. During the summer of 1973, a workshop was conducted to expand the project to two more elementary schools.

Outcomes of the pilot school: 1/ A teacher's guide was developed and revised; 2/ The Career Team was involved in in-service activities; 3/ An in-service model and field trip model were developed; 4/ The Templeton Corporation has been revised and the manual is in preparation to be published; 5/ Two other elementary schools are now involved; 6/ All students and staff have been affected by the project.

TITLE: Development of Evaluation Instrument to Determine Effectiveness of "World of Work" Program

INSTITUTION: Bethel School District #52

PROJECT DIRECTOR: Earle E. Vossen
Address: 1801 Echo Hollow Road
Eugene, Oregon 97402
Phone: 689-0731

PROJECT DURATION: June 1972 through July 1972

COSTS:

Federal	Local	Other	Total
$1,500	612.32	0	2,112.32

NUMBER OF STUDENTS AFFECTED: 1825 NUMBER OF STAFF INVOLVED: 76

PROJECT DESCRIPTION:

School District #52 has 1,825 elementary students in grades 1-6 and is located NW of Eugene with about half of the district within the city limits of Eugene. The main industries are lumber processing, railroad car switching and repair; warehousing, and farming. Five elementary schools feed into two junior highs.

Purpose

The purpose of the project was to develop evaluation instruments for each grade level which would determine the effectiveness of the career awareness instruction offered Bethel elementary students through the use of the "World of Work" program.

Procedures and Outcomes

The project involved teachers from each grade level developing a format for the evaluation instruments, and devising questions which would satisfactorily determine the effectiveness of the "World of Work" program so all attain the behaviorial objectives established for each grade level.

Activities - Two 3-hour planning sessions to establish format held during May 1972. Three days developing and writing pilot test forms during June 1972. Preliminary test form administered to students, and results compiled in September 1972. Results of testing and comments of teachers administering the tests studied by the committee.

Outcomes - Tests were too easy for some grade levels, too difficult for the other grades. Preliminary work on revising the tests was completed when decision was reached by the district to adopt a new Social Studies program. Revision of the "World of Work" guide will be necessary before additional work on the evaluation is continued.

TITLE: Increasing the Career Awareness of Primary and Elementary School Children

INSTITUTION: Pleasant Hill School District No. 1

PROJECT DIRECTOR: Darrell Jones
Address: Rt. 8 Box 750
Pleasant Hill, Oregon 97401
Phone: 747-2917

PROJECT DURATION: July 1972 through June 1973

COSTS:

Federal	Local	Other	Total
$7,005.	4,021.	-0-	11,026.

NUMBER OF STUDENTS AFFECTED: 655 NUMBER OF STAFF INVOLVED: 39

PROJECT DESCRIPTION:

The Pleasant Hill School District is located in the southern tip of the Willamette Valley, about a 10 minute drive from Eugene, Oregon. The district covers an area of 113 square miles with an estimated population of 5000 persons. The majority of the populace either drives into Eugene for employment or works in the forest products industries in Oakridge or the Cascade Range of mountains east of the school district. The school district has only limited financial support from industry and depends almost entirely upon local property taxes for support.

The educational system of the district follows a 3-3-2-4 plan with a total of 1400 students and 81 certified staff members involved. Within this student population, 355 are currently enrolled in the elementary school and 300 are in the primary school. It is the belief of the district that the development of a person's perceptions of himself in a career role is a continuing process which requires constant focus on relevant experiences thoughout his entire life.

Purpose

Increasing the Career Awareness of Primary and Elementary School Children, Grades 1-6 is the title of the Career Awareness project at Pleasant Hill as well as the title of the teacher's guide developed by teachers to implement the program. The project is aimed at the four life roles of vocational, recreational, family and citizen with emphasis on "Who am I?", "Where am I Going?", and "How do I get There?" The Career awareness program is implemented by infusing the entire program through the curriculum guides already developed at Pleasant Hill. The infused process eliminates an additional preapration for the elementary teacher and correlates the program, grades 1-6, through an already established curriculum. The teacher's guide is organized by grade and subject level and is divided into the following parts: 1/ subject, 2/ unit, 3/ concept, and 4/ objective, 5/ learning activity, 6/ material and resources and 7/ unit evaluative activities. Also included in the guide is a student pre- and post-test, teacher pre- and post-survey, teacher post-guide evaluation, community

post survey, job description form, field trip questionnaire and bibliography of material presently in the library. Career Awareness is an infused process whenever feasible and not taught as a separate unit.

Procedures and Outcomes

1/ The program was implemented during the 1971-73 school years.
2/ A curriculum supplement containing teacher guides in the areas of Language Arts, Social Studies, Science, Math, Art, Health and Music developed for grades 1-6.
3/ Teachers have utilized the curriculum supplements and integrated materials into the existing curriculum.
4/ Teachers recorded data concerning their experiences with the supplement and materials.
5/ Teachers have prepared periodic reports, participated in evaluation, plus upgraded and expanded teaching materials.
6/ Staff conducted in-service workshops have been held at the grade level, building level, district level, as well as for the community and county.
7/ Teachers in the Jr. High School have recognized the need for a career exploratory program at their level and will develop and implement their curriculum in 1973-74.

TITLE: Career Awareness Program for Union County

INSTITUTION: Union County Intermediate Education District

PROJECT DIRECTOR: Robert P. French
Address: 1605 Adams Avenue
LaGrande, Oregon 97850
Phone: 963-4107

PROJECT DURATION: July 1972 through June 1973

NUMBER OF STUDENTS AFFECTED: 2300 NUMBER OF STAFF INVOLVED: 100

PROJECT DESCRIPTION:

Of the 5,000 students attending schools in Union County, 2300 are in grades 1-6 and are involved in this Project. Students in this partially isolated county are vocationally disadvantaged when they leave the area to seek employment. The two major industries of Forest Projects and Agriculture are limited in educating children for the majority of jobs available in the larger world of work.

Purpose

The major focus of the Project is to make students, teachers, administrators, parents, boards and others aware of the Career Awareness concept through personal involvement. Emphasis is placed on assessment, planning, implementation and continuity of the Awareness Program within the existing curriculum in each school of the County.

Procedures and Outcomes

The program has centered on the development and understanding of the concept with teachers and administrators. The developmental process included 12 hours of in-service which centered on teacher related "hands on" type activities. Another 8 hours of similar activities was available for teachers on a volunteer basis.

The Coordinator participated in a two-week workshop in Career Awareness prior to implementation of the Fall program. A Needs Assessment was conducted and the results used in implementing the program.

Major accomplishments of the Project have been in-services, as mentioned above, planning sessions for administrators and in-service planning, materials development and evaluation committees operating to develop a plan and guide for 1973-74 in the LaGrande School system. Also, the Idea Book and PIPS Guide were reproduced for all Union and Wallowa County elementary teachers. Numerous other aids were reproduced and provided for all teachers throughout the year.

TITLE: Elementary Careers Oriented Relevant Education

INSTITUTION: Springfield School District #19

PROJECT DIRECTOR: Hartley Troftgruben, Career Education Coordinator
Address: 525 Mill Street
Springfield, Oregon 97477
Phone: 747-3331

PROJECT DURATION: June 1971 through July 1973

COSTS:

Federal	Local	Other	Total
$17,554	13,283	3,215	34,052

NUMBER OF STUDENTS AFFECTED: 640/yr NUMBER OF STAFF INVOLVED: 45/yr

PROJECT DESCRIPTION:

School District #19 is a consolidated district of nearly 10,000 students in grades 1-12. Springfield has a population of 29,000. The major industry of the city is lumbering. Two elementary schools have been involved in this project; both are located in the lower socio-economic areas of the school district. Both schools have high concentrations of disadvantaged students, and few students from professional families.

Purpose

The purpose of Springfield's elementary career awareness program is to make the learning experiences of all students more meaningful by inter-relating academic subject matter with the vocational, family, citizen, and avocational life roles-to tie instruction to life outside school, rather than allowing it to be a separate and often unrelated entity.

Procedures and Outcomes

The project incorporates a process of staff involvement in determining activities to meet student needs in careers and in developing in-service activities for professional preparation.

Major in-service activities: 1971 Summer Workshop to develop the teacher's guide; guide was revised in Summer of 1972. During the two years of the project, approximately 50 hours of staff in-service was planned and conducted.

Outcomes in the two project schools: 1/ a teacher guide was developeand revised; 2/ all staff were involved in in-service activities; 3/ all students have been affected by the project; 4/ the school district plans to refine and adopt a short and long-range plan for career awareness by November 1973.

TITLE: Student-Based Career Awareness Curriculum Project

INSTITUTION: Moffitt Elementary School
Springfield School District #19
Springfield, Oregon

PROJECT DIRECTOR: Virginia M. Jeppesen
Moffitt Elementary School

Address: 1544 North Fifth Street
Springfield, Oregon 97477

Phone: 747-3331 ext. 315

PROJECT DURATION: September 1972 through June 1973

COSTS:

Federal	Local	Other	Total
$7500	1490	0	9,090

NUMBER OF STUDENTS AFFECTED: 460 NUMBER OF STAFF INVOLVED: 28

PROJECT DESCRIPTION:

School District #19 is a consolidated district of nearly 10,000 students in grades 1-12. Springfield has a population of 28,000, and the major industry of the city is lumbering. Moffitt Elementary School is located in a lower socio-economic area of the school district, with a high percentage of economically disadvantaged students.

Purpose

The major thrust of this project was to personalize learning experiences of students through the involvement of occupational means and environment of the community in the development of a strong guidance-based program. The program was developed after a carefully discerned student needs assessment based upon student observation and study was carried out. A major focus was the embedding or incorporation of career awareness concepts and activities, and guidance process concepts and activities into existing curricular areas of the school program. Career awareness was viewed as a means of bringing reality into the classroom through the natural application of daily curricular content and learnings.

Procedures and Outcomes

A staff workshop was held in the fall of 1972 to plan staff development activites, reassess student needs data and implications drawn from the previous year, identify curricular areas for focus, and establish content and process areas. A total of seven additional work days were utilized during the school year and after the close of school. Major contributions have been: 1/ integration of career awareness with social studies curriculum; 2/ development of guidance activities (group process techniques) at each level; 3/ development of a field trip model: 4/ development of a Student Services program (work experience model within the school); 5/ refinement of student activities (free choice activity time, student newspaper, student council, outdoor experiences at most year levels); and, 6/ beginning a program utilizing community volunteers from junior high, senior high, community college and school patrons.

EXPLORATION

TITLE: Project Career (PCE 7-10)

INSTITUTION: Marshall High School, Portland Public Schools

PROJECT COORDINATOR: Tom Parr
Marshall High School
Portland Public Schools

PROJECT DURATION:

Project Career Exploration (PCE 7-10) was a project funded jointly by the U.S. Office of Education, the Oregon Board of Education and Portland Public Schools. The funds totaled $113,500 and were used during the period from January 1972 through June of 1973.

Funding	$94,491	U.S. Office of Education
Break-	3,009	Part B funds
Down	5,000	EPDA
	11,000	Portland Public Schools, Central and Area II

The project was funded again for continued and extended work at the K-12 grade levels for the 1973-74 year.

PERSONNEL INVOLVED:

The personnel involved in the project included 128 teachers, 8 counselors, 7 building Career Ed Coordinators, 7 building principals, an area Career Ed Specialist, and a Project Coordinator. An advisory committee made up of representatives from this group gave planning and direction for the project's implementation.

The student population in grades 7 and 8 of the project schools approximated 1100 and in grades 9 and 10 it approached 1000 for a total student population of 2100 students.

MISSION OF THE PROJECT:

The focus of the project was on Identification Planning, Development and Implementation of integrating a curricular emphasis on Career Orientation and Exploration Experiences at grades 7 through 10. As a result of these experiences, students were assisted in making informed though tentative choices of occupational clusters or a cluster that they would pursue at grades 11 and 12.

The nature of the project was that of providing guidance and counseling services through the instructional staff and program that was based upon a planned series of activities within an effective educational program.

Goals and Objectives of Project Career Exploration

Throughout Project Career Exploration, the site schools have addressed themselves to the Area II Goals for Career Education and have primarily concentrated in this project on the goal for Career Exploration which is:

> Every learner shall, upon completion of the grade 7 through 10 portion of his public school education, have explored, through hands-on experiences, many jobs found in broad families of occupations to enable the learner to make an informed, though tentative, choice of a cluster-based skill training program in which to participate beginning at grade 11.

Four components of the proposal constituted the direction and events within the project. These components are:

1/ The development of an overall articulation plan K-12, with specific detailing of the grade 7-10 program plans.

2/ Identify, design and implement curriculum and staff development program required by the grade 7-10 plan.

3/ Provide a career guidance and counseling program through instructional activities that will enable the learner making a tentative career choice at the end of grade 10.

4/ Design and implement an evaluation process for the project that will include the elements of planning, documentation, interpretation and dissemination.

Project Location and Size

The project site was located in the Marshall High School Attendance Area, within Area II of Portland Public Schools. The site schools included: Marshall High School with 1,800 students including approximately 900 students in the 9th and 10th grades. Five elementary schools K through 8: Kelly, Lent, Marysville, Whitman and Woodmere as well as Binnsmead Middle School made up the feeder-schools of which approximately 1,000 students were in grades 7 and 8.

Procedure Followed

An advisory group consisting of an administrator and a selected staff member (now referred to as career education building coordinators) from each of the project schools, met at regular intervals with the Project Coordinator, Tom Parr, and Area II Career Education Specialist, Leroy Wallis, to assist in the planning and developing of the general format within which the project would operate.

The following time line constitutes the major activities employed during the project period:

1/ A workshop of K-6 teachers from site schools was held to discuss the goals of career awareness for the area upon which the detailed career exploration plan should be based.

2/ A graduate class was held involving 56 teachers and administrators, during which the participants developed an understanding of the State Career Education Plan and the existing program employed in some schools throughout the state of Self Understanding through occupational exploration. This course was taught by Tom Williams, Career Exploration Specialist, State Department of Education. The outcome of this course was that each participant or group of participants from a site school developed a plan of implementing the SUTOE concepts in their existing school curriculum.

3/ A workshop in June involved an eighteen member team from site schools in planning a series of components, and activities to be implemented in the classroom during the projects operational year.

4/ The eighteen member team trained 32 additional members plus the site school administrator in how to implement the designed plan during a one week workshop in August.

5/ The 50 members of the summer workshops worked with the remaining staff of site schools during a one-half day session at the beginning of school. The purpose of this one-half day session was to train the staff in the implementation process for each of the designed 7-10 components.

6/ During the project's operational year, the original planning team met regularly to assess the levels of goal accomplishments, develop strategies and plan future activities as well as discuss problems or recommendations.

7/ Six staff development programs were going on during the year at Marshall High School on Career Exploration.

8/ A second graduate class (two sections of 23 students) on Career Education was held in the attendance area to develop the skills necessary for the staff to adapt the curriculum to career exploration and awareness.

9/ An attendance area assessment and planning system was implemented to develop the overall articulation plan for the area grades K-12.

a. Each site school developed a five-year career education plan for their school upon completion of the assessment. (This was done cooperatively within the attendance area.)

10/ A summer writing team consisting of 60 staff members from site schools was established, and during a two week workshop developed curriculum activities by grade level and subject matter discipline.

Results and Accomplishments

The results and accomplishments of PCE 7-10 are many and varied. The change of attitude in the teaching staff is difficult to measure, and yet very obvious. The dedication to change a college oriented curriculum to one of individualization with a career education component answering the relevancy question for students is apparent throughout the project. These factors all have come about through the intense efforts of the professional staff to better understand the career education concepts and employ them in innovative ways toward the theme of: "Not teaching different things--merely teaching differently."

The results of the year's efforts are in a large part unable to be measured for another three years when the students who are currently seventh graders will be sophomores making their tentative career decisions.

Some of the major results are as follows:

1/ Each student in grades 7 through 10 has a career exploration file folder established.

2/ Over 1,400 students have gone on small group (10 or less) field trips to view and interact with adults in occupations of interest to them.

3/ Each school had from 20 to 150+ speakers in from the community during the year to discuss their occupation.

4/ Each 7th and 8th and 9th grade student has had during the year various interest inventories and computerized career information available to them. At the 10th grade each student was given the General Aptitude Test Battery and the U.S. Interest Check-list followed by counseling and interpretation so they could better understand themselves and make tentative career decisions.

5/ A great many resources such as the Dictionary of Occupational Titles, Occupational Outlook Handbook Kits, professional magazines, pamphlets, visuals, tapes, etc., were utilized throughout the schools.

6/ A system of communication, responsibility and facilitation has been established through the adoption of career education building coordinators.

7/ Transportability to other attendance areas within the school system is in progress, with the establishment of attendance area coordinators and building coordinators. This, plus the PCE 7-10 model, components and concepts, are written into each area's long-range plan.

Conclusion

Project Career Exploration 7-10 has, in the opinion of the project coordinator, the building principals and building coordinators, made giant strides toward implementing a career exploration process in a very short period of time.

Implications of this project will create changes throughout the district and state as transportability takes place.

Further refinement and purusal of a total career education system of awareness, exploration and preparation will be needed in the year to come, but through staff involvement and planning, a more comprehensive program should be in existence a year hence.

For a project to succeed, a grass roots approach such as that of PCE 7-10 must be used to gain staff commitment, involvement and understanding.

TITLE: Computer Assisted Occupational Exploration

INSTITUTION: Clackamas County Intermediate Education District

PROJECT DIRECTOR: Gordon L. Wallace
Address: 1107 - 7th Street
Oregon City, Oregon 97045
Phone: 656-1688

COSTS:

Federal	Local	Other	Total
$10,032.81	6,784	0	16,816.81

PROJECT DURATION: March 1972 through June 1973

NUMBER OF STUDENTS AFFECTED: 18,590 NUMBER OF STAFF INVOLVED: 1,549

PROJECT DESCRIPTION:

Clackamas County is located in the Portland Metropolitan Area and has approximately 48,000 students in grades 1-12. It contains urban, suburban and rural areas. Approximately 1% of the population are considered as minority. Four high schools and three junior high schools were designated for preliminary field testing. Four high schools outside of the county were also involved in field testing. All socio-economic levels and all levels of academic achievement were involved.

Purpose

The purpose of this project was to develop materials for use by school personnel, students and parents in the interpretation of the Clackamas County General Aptitude Test Battery and United States Interest Check List computer printouts.

Procedures and Outcomes

Two guides produced were: 1/ A handbook which consists of materials for use by school personnel to assist in group interpretation. 2/ A student Guide for use by individual students and other interested persons in the interpretation of printout results by individuals.

All materials were field tested as many times as was necessary to produce a product which was satisfactory to the personnel of the field test sites. Forty workshops were held to train personnel throughout Clackamas County and often included interested parties from throughout Oregon. In some of the schools, total staff involvement became a reality. Other agencies involved included the U.S. Employment Service, special education departments in three of the high schools and the Oregon State Department of Education.

A significant outcome of the project was the expansion in use of GATB and/or ICL materials. In the 1971-72 school year, there were 6,213 students affected by the GATB and/or ICL materials and in 1972-73, this number had increased to 18,590.

TITLE: Health Career Exploration

PROJECT DIRECTOR: Margaret Smith
Address: 6941 N Central (school)
Portland, Oregon
Phone: 286-5781/286-0025

COSTS:

Federal	Local	Other	Total
$10,500	8,123	0	18,623

PROJECT DURATION: July 1972 through June 1973

NUMBER OF STUDENTS AFFECTED: 450

NUMBER OF STAFF INVOLVED:
Professional/certificated (administrative and teaching) 10

Classified (including student and part-time secretarial staff) 3

PROJECT DESCRIPTION:

Roosevelt is an urban high school situated in the St. Johns district of Portland, Oregon. The school population, about 1,550, is composed essentially of "blue-collar" families. An increasing number of students come each year from a low-economic housing project within the school boundaries.

Roosevelt students characteristically fall into two large groups (many in both groups): disadvantaged readers and terminal students. A portion of them have or are having low-level experiences in the world of work.

Purpose

The Health Career Exploratory Project, an exemplary program, is designed to integrate career education materials 1/ pertinent to student understanding of themselves and the decision-making process (applicable to all areas of career selection) and 2/ those specific to the health area, into the existing health education program. The project this year is focusing on the specific components of self-concept, decision-making and exploration.

Since health education is a state graduation requirement, all students at Roosevelt High School will eventually receive exposure to this aspect of career education.

Procedures and Outcomes

1/ The project has developed a guidebook in the area of integrated health education/health career education.

2/ The project has utilized teaching staff to develop in-classroom devices necessary to the development of positive self-concepts and decision-making skills -- both essential elements in the area of career decisions.

3/ The project has developed sources and resources for student exploratory experiences. These sources run a wide range, from group experiences (10) to individual (1 to 1) experiences.

4/ The project, in summer workshop, 1973, has developed: 1/ a full year health education curriculum and 2/ identified teaching objectives and activities common to health education curriculums and health cluster curriculums.

5/ The project has identified and refined those students who originally purported an interest in health careers.

6/ The project has affected 401 sophomore students in skill development of self-concept and decision-making and in exploratory opportunities within the community.

TITLE: Job Opportunities and Youth

INSTITUTION: Parkrose Public Schools

PROJECT DIRECTOR: Max L. Brunton, Administrative Assistant for Secondary Education

Address: 10636 NE Prescott
Portland, Oregon 97220

Phone: 252-3411

COSTS:

Federal	Local	Other	Total
$14,465.12	6,850	0	21,315.12

PROJECT DURATION: March 1972 through September 1973

NUMBER OF STUDENTS AFFECTED: 1136 NUMBER OF STAFF INVOLVED: 12

PROJECT DESCRIPTION:

Parkrose School District is located in the northeast corner of suburban Portland, Oregon. It has a student population of approximately 5200 students in grades K-12. Since Parkrose is located outside of Portland city limits, it has no municipal government of its own nor major industries which employ local people. Its cohesiveness and community spirit can be attributed to its public school system.

Purpose

The purpose of our project is to help 9th-grade youth discover that career education leads to an expanding scope of occupational and educational horizons, and that these expanding horizons become relevant to the real world of work when a variety of concepts related to the labor force is integrated with the economic of employment.

Procedures and Outcomes

With the permission of the authors, the project staff revised and localized Manpower and Economic Education (MEE) to fit the goals for our project. MEE was used to bridge the gap between school and work by helping students acquire an understanding of the economic process and the role of work in the lives of men and women. This became the Students' Edition or Volume II. In-service training was provided by Dr. Hugh Lovell, Economic Professor at Portland State University and Director of Oregon Council on Economic Education. The project staff then developed a Teachers' Edition or Volume I which includes copies of all forms needed, and also a weekly outline of activities to follow with students. A test was also developed of economic concepts and the world of work. All of the above-mentioned material was revised August 1973 and will be available in October.

TITLE: Implementation of A SUTOE Program in an Existing Curriculum

INSTITUTION: Thora B. Gardiner Junior High
Oregon City School District #62

PROJECT DIRECTOR: Lee F. Maxwell
Address: 180 Ethel Street
Oregon City, Oregon 97045
Phone: 656-4293

COSTS:

Federal	Local	Other	Total
$10,920	1,800	0	12,720

PROJECT DURATION: July 1972 through June 1974

NUMBER OF STUDENTS AFFECTED: 700 NUMBER OF STAFF INVOLVED: 34

PROJECT DESCRIPTION:

Oregon City School District has a population of 17,800 and is located 13 miles south of Portland. Paper manufacturing and light agriculture are the primary industries. The school system has a total enrollment in 1972-73 of 5,850; this is approximately an 8% increase over last year. The district has one high school with an enrollment of 700 each and eleven elementary schools. The project setting is Thora B. Gardiner Junior High School which includes grades 7-9 and a Special Education Class.

Purpose

The purposes of Oregon City's exemplary project are to implement a career program at the junior high school level (7-9) using SUTOE objectives through an interdisciplinary approach without major staff additions and to involve 100% of the students and staff in career activities.

Procedures and Outcomes

The project provides necessary worktime, consultants, and visitations for the staff to rewrite their curriculum inserting pertinent career items as they seem to fit.

The major activities have been: 1/ training of 26 of the staff by completion of a SUTOE In-service Workshop and training of 6 staff members in the use and interpretation of the General Aptitude Test Battery and Interest Check-list; 2/ to provide approximately 700 hours of staff time rewriting curriculum.

The major outcomes to date have been: 1/ 100% involvement of the students; 2/ approximately 90% involvement of the staff; and 3/ approximately 75% of the curriculum rewritten and being tested in the program. The project is continuing through June 30, 1974.

TITLE: An Integrated Approach to Junior High School Career Education

INSTITUTION: Cal Young Junior High School

PROJECT DIRECTOR: Robert F. Berkley
Address: 2555 Gilham Road
Eugene, Oregon 97401
Phone 687-3234

COSTS:

Federal	Local	Other	Total
$11,081	14,500	100.	25,681

PROJECT DURATION: July 1972 through June 1973

NUMBER OF STUDENTS INVOLVED: 546 NUMBER OF STAFF INVOLVED: 16

PROJECT DESCRIPTION:

School District 4J in Eugene, Oregon, serves approximately 21,000 students. We have eight junior high schools serving approximately 5,000 students. Cal Young Junior High School has about 650 students in grades 7,8, and 9. The socio-economic status of the Cal Young attendance area could be described as middle income.

Purpose

The purpose of this program is to provide a comprehensive, formal, Career Education Program to all 7th and 8th grade students through a Learning Center Program, integrate that program with all other Career Education programs in the school, and finally integrate Career Education into all subject areas.

Procedures and Outcomes:

The project was originally conceived by several staff members. Very soon one staff member, a Career Education teacher, formulated the Career Education Program through the Learning Center and implemented it. She also gave outstanding leadership to getting Career Education viewed as a necessary part of a good junior high program.

We are now utilizing a Faculty Career Education Committee, summer workshop time, faculty meeting in-service time, and college credit courses in Career Education to further develop the program.

The program has thus far produced a 170 page comprehensive teacher/student course guide, a brochure disseminated throughout the state, and a formal Career Education Program which in the final stages of the project will reach all students in this school.

TITLE: A Model for Developing a Career Exploratory Program

INSTITUTION: Junction City Junior High School

PROJECT DIRECTOR: Anthony Kennedy

Address: 488 Laurel Street
Junction City, Oregon 97448

Phone: 998-3175

COSTS:

Federal	Local	Other	Total
$4500.	946.	0	5446.

PROJECT DURATION: 1 year

NUMBER OF STUDENTS AFFECTED: 520 NUMBER OF STAFF INVOLVED: 31

PROJECT DESCRIPTION:

School District #69 is an average small district with approximately 1800 students in grades 1-12. The population of Junction City is 2535 with a high concentration of low income families. The major industries are farming and lumbering. The major limitations encountered are resistance to change and a lack of funds to bring about a change.

Purpose

To establish a component built exploratory career education program and define roles of staff involved within the new program.

Procedures and Outcomes

Group processing meetings with total staff to decide direction. Four visitations to six programs with different staff members with feedback sessions after each visitation. The major outcomes were four major curriculum changes resulting in a component built program.

TITLE: Planning, Development and Launching of Satellite Community College Programs

INSTITUTION: Lane Community College

PROJECT DIRECTOR: Richard R. Earl
Address: 4000 East 30th Avenue
Eugene, Oregon 97405
Phone: 747-4501 Ext. 233

COSTS:

Federal	Local	Other	Total
$1500.	0	0	1500.

PROJECT DURATION: July 1971 through June 1973

NUMBER OF STUDENTS AFFECTED: 0 NUMBER OF STAFF INVOLVED: 1

PROJECT DESCRIPTION:

Lane Community College is a comprehensive two-year institution located at Eugene, Oregon. The college serves a resident population in excess of 200,000 people, most of whom live in the Eugene-Springfield metropolitan area. The college district includes all of Lane County and small parts of Linn, Benton and Douglas Counties. The district boundaries extend from the Cascade Mountain Range on the East and extend westerly, to the Pacific Ocean. Extending broad educational opportunity to residents who live within commuting distance of the campus has been accomplished; providing programs for those who reside in areas remote from the central campus is now being undertaken through the "Outreach" program.

Purpose

The purpose of this project is to prepare a report related to the development of a satellite (Outreach) community college program to serve residents of western Lane County, at Florence, Oregon.

Procedures and Outcomes

The procedure employed was that of preparing an historical report relating to the activities and events accompanying the development of the Siuslaw Area Education Center at Florence, Oregon, between Julyl, 1971, and June 30, 1973. The project outcome is a report entitled, "The Siuslaw Area Education Center: A Lane Community College Satellite Program."

TITLE: Workshop for the Improvement of Instruction in Vocational Physics

INSTITUTION: Lane Community College

PROJECT DIRECTOR: Allan R. Gubrud
Address: 4000 East 30th Avenue
Eugene, Oregon 97405
Phone: 747-4501 Ext. 381

COSTS:

Federal	Local	Other	Total
$5,491.	615.	0	6,106.

PROJECT DURATION: January 1972 through January 1973

NUMBER OF STUDENTS AFFECTED: 1,100 NUMBER OF STAFF INVOLVED: 28

PROJECT DESCRIPTION:

Each of Oregon's 13 community colleges and Oregon Institute of Technology provides a variety of occupational and technical programs to nearly 40,000 students. Vocational or occupational physics is frequently included as a required or elected course in these programs.

Too frequently the student does not recognize the relevancy of physics because he cannot see how the general physics principles learned apply in his or her vocational field; and too frequently, the vocational physics instructor has less than adequate knowledge about the application of physics concepts to the various trades and vocations.

Purpose

The primary purpose of the one-week workshop was to identify which basic physics concepts are most applicable in each of several occupational areas. This was accomplished through articulation between instructors of occupational courses and vocational physics courses.

Procedures and Outcomes

A five-day workshop involving 16 occupational and eight instructors was held at Lane Community College. The occupational areas represented included auto, diesel, and airplane mechanics, machine shop, construction, welding, appliance, radio and TV repair, and electronics.

During the first four days each occupational instructor delivered a one-hour illustrated talk. There was deliberate attempt to show how certain physics concepts apply in his occupation. Each talk was followed by small-group discussion, the purpose being to identify additonal physics concepts which are applicable to various occupational areas.

On the 5th day of the workshop the eight physics instructors constructed a two-dimensional matrix. One dimension consisted of eight different occupational areas common to most Oregon community colleges. The second dimension consisted of physics concepts. Numerical entries of 1-10 into the matrix ranked each concept according to its importance in a particular occupational area.

TITLE: Open Entry/Exit Planning and Implementation

INSTITUTION: Lane Community College

PROJECT DIRECTOR: Larry Murray
Address: 4000 East 30th Avenue
Eugene, Oregon 97405
Phone: 747-4501, Ext. 348

COSTS:

Federal	Local	Other	Total
$17,955	3,594	0	21,549

PROJECT DURATION: July 1971 through June 1973

NUMBER OF STUDENTS AFFECTED: 90 NUMBER OF STAFF INVOLVED: 15

PROJECT DESCRIPTION:

Lane Community College is a two-year institution serving all of Lane County and small segments of Linn, Benton and Douglas Counties. The college district is approximately 40 miles wide and extends nearly one-hundred miles from the summit of the Cascade Mountain Range on the east to the Pacific Ocean on the west.

The college campus is located in the Eugene-Springfield area, Oregon's largest metropolitan area, where most of the district's 200,000 citizens reside. More than 17,000 full and part-time students are enrolled, and most of these sutdents reside within daily commuting distance of the campus. About one-fourth of the total population does not live close enough to the campus to attend on-campus classes regularly.

Purpose

The major goal of the project was to implement an Open Entry/Open Exit Office Occupations curriculum at the Siuslaw Education Center in Florence. The Open Entry/Exit program is designed to offer students the opportunity to "start where they are" and exit from the program when they have accomplished their own personal educational objectives. Individualized instruction is both a goal and a necessity in a program such as this. The dual purpose of the project was to design a model instructional delivery system and secure sufficient self-instructional materials to ensure that the program could succeed.

Procedures and Outcomes

The project described herein involved the planning and implementation of Open Entry/Open Exit Curriculum at Lane Community College. In actuality, the primary thrust of this project effort was toward the development and implementation of a model OE/OE Office Occupations Instructional Program at the Siuslaw Education Center in Florence. The focus, then, was on the provision of individualized instructional materials and methods in the Business Education curriculum. The physical location of the model OE/OE program was at the Siuslaw Education Center. It was at this center where LCC's first effort to provide individualized Open Entry/Exit program was launched. This Office Occupations program is called the EduAction Program, and it is operational.

TITLE: Career Education an Integral Part of Teacher Education

INSTITUTION: Oregon State University

PROJECT DIRECTOR: Dr. Richard E. Gardner
Address: Batcheller Hall Room 200
Oregon State University
Corvallis, Oregon 97330
Phone: 754-3681

COSTS:

Federal	Local	Other	Total

PROJECT DURATION: July 1972 through June 1973

NUMBER OF STUDENTS AFFECTED: 1,100 NUMBER OF STAFF INVOLVED: 14

PROJECT DESCRIPTION:

The project encompasses all institutions within the O.S.S.H.E. which have a responsibility for preparing teachers. The project involved schools and departments of education at each institution in becoming aware of career education programs in the public schools and the application of career education to teacher preparation.

Purpose

The purpose was to develop a career education component within the teacher preparation program so that all graduating teachers will be aware of and be able to integrate career education into their teaching area.

Procedures and Outcomes

Career education programs have been intitiated at each institution within the O.S.S.H.E. Recently the project was enlarged to include private colleges and universities. Libraries have been started at each institution. Contact personnel, knowledgable incareer education, have been identified on each campus.

ACCESSION NUMBER: VT100763

TITLE: NEW YORK STATE RCU. 1965-1974.

DESCRIPTOR: *RESEARCH COORDINATING UNITS; *HISTORICAL REVIEWS; *RESEARCH REVIEWS (PUBLICATIONS); *EDUCATIONAL RESEARCH

IDENTIFIER: *NEW YORK STATE

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 623

ABSTRACT: THE PAPER SUMMARIZES THE RELEVANT ACTIVITIES AND EVENTS IN THE STATE FROM 1965 TO 1974 BY THE FOLLOWING ORGANIZATIONS AND EVENTS: (1) THE EVALUATION SERVICE CENTER FOR OCCUPATIONAL EDUCATION (ESCOE), (2) RCU PUBLICATIONS 1966-1973, (3) EDUCATIONAL PROGRAMS AND STUDIES (EPSIS), (4) RESEARCH AND DEVELOPMENT CENTERS, (5) R&D PUBLICATIONS, AND (6) THE CONTINUOUS LEARNING YEAR. HISTORICAL BACKGROUND, PRESENT STATUS, AND FUTURE PLANS OF ESCOE ARE NARRATED. THE RCU AND THE R&D PUBLICATIONS ARE LISTED YEAR-BY-YEAR. EPSIS AND THE R&D INSTITUTES AT CITY UNIVERSITY OF NEW YORK AND AT CORNELL UNIVERSITY ARE DESCRIBED AND THE IMPLICATIONS OF A CONTINUOUS LEARNING YEAR PROGRAM AND ITS EFFECTS ON COMMUNITY COLLEGES ARE SHOWN. (MU)

AVAILABILITY: NEW YORK STATE RESEARCH COORDINATING UNIT, ALBANY, N.Y.

INSTITUTION NAME: NEW YORK STATE EDUCATION DEPT., ALBANY. BUREAU OF OCCUPATIONAL EDUCATION RESEARCH.

VT 100763

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NEW YORK STATE RCU

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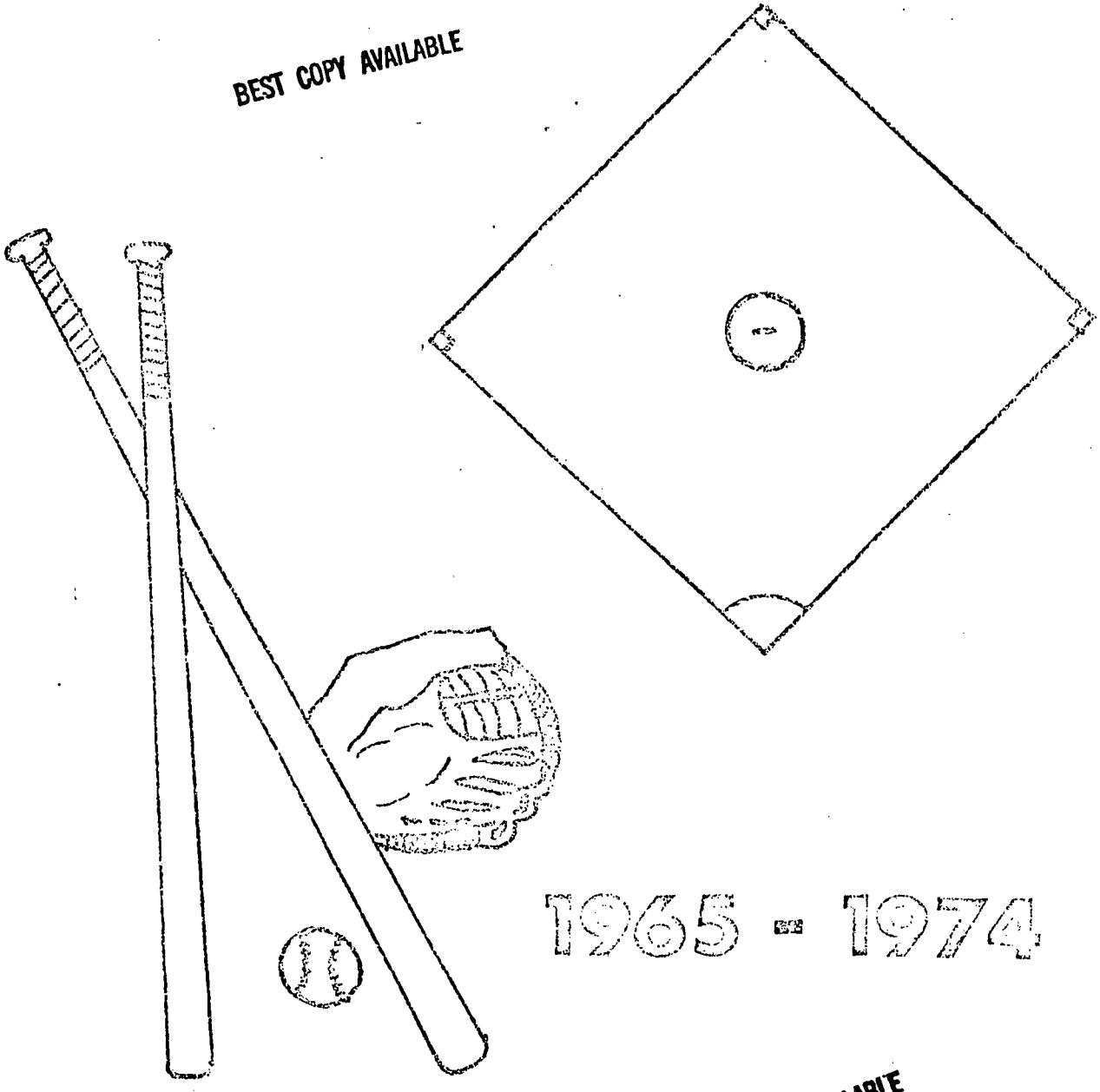

1965 - 1974

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ED 100 763

NYS RCU PROGRAM

IN THE FIELD	ON THE BASES	THE UMPIRES
ADVISORY BOARD		
BUREAU OF AGRICULTURAL ED.		COMMISSIONER OF VOC. ED.
BUREAU OF BUSINESS ED.	CORNELL R & D CENTER	
BUREAU OF DISTRIBUTIVE ED.		
BUREAU OF GUIDANCE		DIRECTOR OF PLANNING
BUREAU OF HEALTH OCCUPATIONS	CUNY R & D CENTER	
BUREAU OF HOME ECONOMICS		
BUREAU OF INDUSTRIAL ARTS		DIRECTOR OF FINANCE
BUREAU OF TRADE & TECH. ED.	EPSIS	
DIVISION OF SPECIAL OCC. SERVICES		
NURSING EDUCATION UNIT		DIRECTOR OF CURRICULUM
N.Y.S. LABOR DEPARTMENT	RCU STAFF (HOME BASE)	

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Continuous Learning Year

* * * *

Bureau of Occupational Education Research
The State Education Department

THE EVALUATION SERVICE CENTER FOR OCCUPATIONAL EDUCATION (ESCOE)

The Evaluation Service Center for Occupational Education (ESCOE) was established with the purpose of offering services to local education agencies in developing instructional and evaluative strategies. ESCOE is designed to act as a neutral agent to feedback program evaluation information on a continuing basis to all levels of occupational education personnel. The vehicle utilized for this program is a performance based curriculum comprised of performance objectives, instructional resources and criterion referenced test items that is accessible via a computer delivery system.

I. HISTORICAL BACKGROUND

ESCOE was established as a joint project between the states of Massachusetts and New York in October 1970 and was based at the University of Massachusetts in Amherst for the duration of the two year contract. The computer delivery system was originally developed here for use on an IBM 360 system. This system was designed to retrieve behavorial objectives in a batch mode; i.e. requests and returns via the mail.

In FY73, at the termination of the bi-state contract New York State based its ESCOE operations at Hudson Valley Community College (HVCC) in Troy, New York. An alternative computer delivery system was developed and implemented on a Burroughs 2500 hardware system. The major drawback to this program was, again, the turn-around time between requests and receipt of ESCOE material. The ESCOE staff felt that an instructional and evaluation system should permit immediate retrieval of materials in order to be viable.

In light of this belief and the determination by the ESCOE staff that the Burroughs system could not adequately handle the bulk of material anticipated, the hardware system at HVCC was dropped.

Starting July 1973, ESCOE moved to the New York State Education Department (NYSED) under the aegis of the Bureau of Occupational Education Research (RCU). A decision was made to institute a pilot project in one occupational area in order to demonstrate the system's applicability to all occupational fields. With the assistance of the Nursing Education Unit and the Bureau of Health Occupations Education, four school districts, Albany-Schenectady-Schoharie BOCES,* Erie I BOCES, Suffolk III BOCES, and City School of Buffalo were selected to participate in the model program.

A major aspect of the project was the development and implementation of a simple direct-access computer delivery system. The first step was to determine whether or not the NYSED computer hardware system could be used for the ESCOE system. Upon the submission of ESCOE specifications to the Electronic Data

Processing Division, it was decided that the Department hardware could not handle the system. However, the Electronic Data Processing Division did lend ESCOE their services to assist in the development of a complete set of specifications for the proposed system.

In addition, the ESCOE staff discussed the computer delivery system with a number of public and proprietary data processing agencies who had adequate hardware to handle ESCOE. While many systems were found to be prohibitively expensive, the ESCOE staff determined that the use of the New York State Education Information System (NYSIES) centers would be the most promising avenue to explore.

II. PRESENT STATUS

Through the aid of the staff at the Westchester Regional Center, the ESCOE staff has secured the services of a programming consultant, who is able to design a program compatible with equipment utilized by all the NYSEIS BOCES centers. He was awarded a small contract to provide this service, and in cooperation with the Westchester Regional Computer Center staff at Elmsford, New York is currently establishing a software package that allows for a direct access and retrieval delivery system. This will allow an instructor to receive any section of a performance based curriculum, resources, and test items coded to the performance objective that is desired. The curriculum is comprised of Blocks (major topics) and Units (sub-topics) with each Unit containing a series of learning objectives plus associated instructional resources and criterion referenced test items. This ESCOE computer software program, written for Practical Nursing, but applicable to all occupational curriculums, is written in IBM Courswriter language. The Courswriter package is compatible with the IBM 360 and IBM 370 hardware systems which will be installed in all 13 Regional Centers by the end of next year.

There is an additional advantage to utilizing the Westchester NYSIES system for ESCOE. The ESCOE user will also be automatically tied in with a variety of Computer Assisted Instruction (CAI) programs that include math, data processing, business and career choice series. The compatibility of these two systems is a major step in integrating the variety of computer systems that presently exist in relative isolation.

III. FUTURE PLANS

A performance based curriculum is the first step of a three-pronged educational system. The second aspect of the program would be a fully developed articulation program that could operate from program to program and institution to institution. The third step would be the development of a performance based teacher competencies program that is derived from the instructional objectives. All three aspects could be handled by the same computer delivery system.

- It is anticipated that ESCOE will eventually expand to include all major occupational curriculum areas. It is further anticipated that a particular regional center could act as a clearinghouse for one of the major curriculum content areas of occupational education. Each center would be monitored by state personnel associated with the particular occupational field to insure quality

controlled material. Through the vehicle of curriculum workshops, it is estimated that 5-10 courses per year could be added to the system. The establishment of a network of centers, each tied to a specific occupational area and monitored by state personnel associated with that particular curriculum area, seems to be the most feasible way to provide current and quality controlled instructional and evaluative tools to local occupational education personnel.

The ESCOE system will be compatible with other educational networks established throughout New York State. The coding and classification will be that established by the U.S. Office of Education and will be compatible with other occupational education systems as well as any data banks established by the Labor Department.

*Board of Cooperative Educational Services

Bureau of Occupational Education Research
The State Education Department
Albany, New York

1973

The Possibility of Adopting a Continuous Learning Year Program at Fashion Institute of Technology

Health Occupations Competency Survey

Mini-Grant Program, Final Report

Post Treatment Occupational and Educational Services for the Former Drug Abuser in New York City

Statewide Crisis Center Conference, Final Report

Vocational-Technical High School Students in Nassau County 1965-1969 A Followup Survey

1972

An Assessment and Description of the Initiation of an Innovative Curriculum of Cooperative Education at Laguardia Community College

Discriminatory Hiring Practices

Evaluation of Selected Two-Year College Certificate and Diploma Programs

A Heuristic Model for Program Evaluation of Technical Education in Community Colleges - Task I

Phase III, Report of Pilot Project. An Educational Component Incorporated into a Residential Drug Rehabilitation Program

Recruitment and Retention of Students in Technical Programs - Task II

Registered Apprentice Training in New York State

Two-Year Program for the Training of Mental Health Workers (Associate in Applied Science in Mental Health)

Uses of Technology in Community Colleges - Task III

1971

Distributive Education. A Review of the Status of Project Instruction

Concept. Continuing Cooperative Education Project. Phase I

1971 Continued

Employment Status and Attitudes of Secondary Schools Occupational Education Graduates in New York State

The Impact of a Rescheduled School Year on Vocational Training Centers in New York State

Mini-Grant Program, Final Report

New York State Drug Administrator's Survey and Conference Report

Occupational Education Faces the Future

Phase II. An Educational Component Incorporated into a Residental Drug Rehabilitation Program

1970

Area Occupational Education Programs in a Selected Twelve County Area in New York. Concerns and Expectations

Career Programs in Two-Year Colleges

Entry Requirements in Registered Apprentice Training

Manpower Supply and Demand in Nassau-Suffolk 1965-1975

Massachusetts and New York Evaluation Service Center for Occupational Education

Race, Sex, and Social Mobility: An Exploration of Occupational Aspirations and Expectations Among Black & White Youth in 4 New York State Cities

A Simulated Instructional Model for Educating Mentally Retarded Students for Employment in the Hotel-Motel Industry

A Study of Student Dropouts from Vocationally Oriented Business Programs at Nassau Community College

A Survey of the Manpower Needs in the Commercial Nursery Industry

1969

Attitudes of School Board Members Toward Occupational Education

Comparisons for Nassau-Suffolk of Projected Skill Requirements of the Bi-County Educational and Training Systems

Continuation of the Evaluation of the Objectives of the Foreman Area Educational Center

Cooperative Programs: Auburn Community College and Auburn State Prison

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Development of a Community College Curriculum to Prepare for Government Service Careers

Development of a Cooperative Retailing Program for the Disadvantaged

Extended School Year Concept to a BOCES Occupational Training Program

The Extent of Registered Apprentice Training in New York State 1967

Guided Occupational Training

Guidelines for Submitting Occupational Research and Development Proposals

Guidelines in Business Education 1969

Neighborhood Information Programs

Occupational Aspirations and Expectations of Minority and Majority Youth in Three Urban Configurations in New York State in Relation to Manpower Needs

Prediction of Success in Occupational School

The Relevance of Secondary Occupational Training in Agriculture to Occupational Patterns

Shared Educational Services in New York State Emphasis-Occupational Education Programs 1968-69

The Status and Role of Lunchroom Aides in Selected New York State School Districts

The Status of Paraprofessionals in New York State School Districts

Study of Articulation Program Between Nassau Community College and Topic House

A Study of Manpower Development and Training Act Programs in New York State

1968

Automatic Business Data Processing in New York State Secondary Schools

Evaluation of Secondary School Programs to Prepare Students for Wage Earning in Health Care Occupations Related to Home Economics

Evaluation of Secondary School Programs to Prepare Students for Wage Earning in Occupations Related to Home Economics

1968 Continued

A Followup of New York State High School Bookkeeping Students

An Investigation of the Reliability and Validity of Selected Occupational Competency Examinations and Their Use in Evaluating Prospective Trade and Industrial Teachers

Measuring Relationships Among and Between Cognitive and Affective Behaviors in a Controlled Learning Situation

The Planning of an Experimental Educational Program in Computer Aided Production of Electronic Circuitry and Systems

Predictive Testing for Entrance in Vocational-Technical Schools

VOGUE. Vocational Guidance in Education

1967

A Comparative Study of High School Graduates from 1-Year, Full Day and 2-Year, Half Day Vocational Programs in Suffolk County, N.Y.

Education for Occupations. Grass Roots Thoughts and Beliefs in New York State

Feasibility of Providing Trade Competency Examinations for Teachers on a National Basis

Feasibility Study to Investigate the Structure and Operation of a Model Occupational Information Dissemination Unit Which Would Operate Between the New York State Employment Service and the New York State Education Department

The Process and Product of Machine Shorthand Programs in New York State Schools

Report on New York State Data from a National Followup Study of High School Level Trade and Industrial Vocational Graduates

Using Programmed Instruction With and Without Self-Instructional Practice to Teach Psychomotor Skills

An Analysis of Selected Business and Technology Programs in High Schools and in Two-Year Colleges and Institutes of New York State with a View Toward Initiating Articulation Procedures in Counterpart Offerings

Using Programed Instruction in Occupational Education

1966

Predictive Testing for Entrance in Vocational-Techical Schools, Phase I

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THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University

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1985 Everett J. Penny, B.C.S., D.C.S., *Vice Chancellor*, White Plains
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Funded through the cooperative efforts of ESEA Title III, the Office of Occupational Education, the New York State Library, and the Division of Research and Educational Communications.

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EPSIS

EDUCATIONAL PROGRAMS AND STUDIES INFORMATION SERVICE

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EDUCATIONAL PROGRAMS AND STUDIES

INFORMATION SERVICE

EPSIS is a newly formed unit of the New York State Education Department that coordinates three areas of interest to educators. The coordinated areas are the New York State Curriculum Laboratory, ERIC microfiche reproduction service, and an ERIC computer search service.

The Curriculum Laboratory is a research and resource facility for use by Education Department personnel and New York State teachers, administrators, and curriculum workers. There are texts, audiovisual materials and equipment, a fairly comprehensive collection of publishers' and manufacturers' catalogs, supplementary educational materials, and curriculum guides from all over the country. The curriculum guides are available for loan to educators in the State. The Lab is closely allied with the Education Section of the New York State Library and the association adds to the effective and useful workings of both.

The ERIC Service provides abstracts and microfiche copies of ERIC (Educational Resources Information Center) documents, free to New York State educators. In addition, EPSIS has established a cooperative relationship with about 50 educational institutions in the State with complete ERIC microfiche collections, subscriptions to Research in Education, and microfiche reader capability. These institutions have agreed to allow New York educators the use of their ERIC resources and facilities.

An ERIC Pilot Computer Search and Retrieval Program is now underway. This service allows individuals to request searches of documents cited in the two ERIC journals, Research In Education and Current Index to Journals in Education.

EPSIS is located in Room 330 of the Education Building, Washington Avenue, Albany, New York 12224. Telephone 518/474-3759. We welcome visits from curriculum development teams, New York State educators and anyone interested.

RESEARCH AND DEVELOPMENT INSTITUTES

In fiscal year 1971, two Research and Development Institutes for Occupational Education were formed, one at the City University of New York, and the other at Cornell University, for the purpose of conducting studies and providing other services related to needed change in the field of occupational education. The City University center primarily focuses on urban and suburban needs; the Cornell center on rural and suburban needs.

The first major goal of the Cornell Institute is to conduct and sponsor research and development projects to aid in the implementation and improvement of programs and services. During 1972-73, seven projects were undertaken in fulfillment of this goal.

Two investigators undertook the design of an Occupational Development Seminar to assist young adults to better understand and achieve more self-direction of their own occupational development processes. The researchers have completed, and readied for field testing, an instructor's manual for an Occupational Development Seminar suitable for use in 2-year colleges.

Another team of investigators undertook the identification and validation of performance elements in the teaching of occupational education. The complete study--Performance-Based Professional Education Inservice Needs of Secondary Level Occupational Teachers in New York State--was reproduced and disseminated to teacher educators at State University at Buffalo and Oswego, City University of New York, and to State Education Department personnel.

Dr. Robert W. Frederick was granted leave from his post as President of the Corning Community College to work with the Institute during the period September 1, 1972 through December 31, 1972 on a study of president-trustee relationships in implementation of the comprehensive mission of the 2-year college. Dr. Frederick's report--Presidents-Trustees and the Comprehensive Two-Year College--was published in April 1973, and is accessible through the ERIC system.

A second year effort toward identification and validation of a career decisionmaking model that would improve instruction, guidance and counseling, and the management of information resources resulted in completion of volumes two and three of a four volume study. During 1971-72 the model was field tested at the college level. During 1972-73 field work was conducted at the junior high school and senior high school levels. A total of more than 700 individuals in 14 school systems and five institutions of higher education have been interviewed

in the course of this research. The next step in this project will be the development of a synthesis of the three studies to address the need for a model continuum spanning the school years 7-16 and to develop applications of the model to administration and practice in guidance and pupil personnel services. The Institute anticipates production of a major publication as an outcome of this project prior to June 30, 1974.

Through one project, an instrument for determining the occupational awareness of elementary school children has been developed, field tested, and is in press. Delivery was made in time for dissemination when public schools opened for the 1973-74 year. The Career Awareness Inventory utilizes visual stimuli to tap children's knowledge of occupations, social attitudes, and personal feelings. The manual accompanying the instrument provides field test results, directions for analyzing pupil responses, and provisions for reporting findings to the Institute to enable researchers to compile and analyze data according to geographic, socio-economic, ethnic, age-grade, and other variables.

A developmental reading and study skills program designed for students enrolled in 2-year colleges has undergone field testing. Consisting of notebooks and cassettes, the program is autotutorial, allowing students to proceed at their own rates. An extension of this program designed for students enrolled in a business curriculum at 2-year colleges has also been field tested. To ensure maximum skill transfer and increase the students' perception of the relevancy of the materials, the content focuses on various topics usually found in an introductory business course.

Another major project has its genesis in Regents Position Paper No. 14, Equal Opportunity for Women. The project focuses on individual and family background factors which affect program and career choices, as well as the degree of career commitment of women in 2-year colleges. A pilot instrument to collect necessary data was developed and field tested during the spring semester. Analysis of the data has continued during the summer and a preliminary report on the pilot project will be rendered early this fall. In the meantime, negotiations have been completed for a grant of ESEA Title III funds to finance broader application of the study design and instrumentation during 1973-74.

In fulfillment of its second goal--to increase effective and efficient dissemination of information about occupational education and research results--the Institute maintained contact with career education projects throughout the nation, assembled the Institute's library of materials, and assisted with the preparation of annotated bibliographies for use by directors of ten EPDA-sponsored Career Education Institutes and coordinators of 23 VEA-sponsored regional career education projects.

The practice, initiated in 1971-72, of issuing an Institute newsletter was continued in 1972-73 with publication of two issues. Plans have been completed for publication of a minimum of ten issues during 1973-74. Career Commentary will focus upon reporting successful applications of research to practice and outstanding examples of action research.

A working relationship has been established with the Instructional Materials Service of the Department of Education, New York College of Agriculture and Life Sciences, for State and national dissemination of the Institute's publications. IMS performs this inservice on a cost-recovery basis. During 1972-73, IMS distributed the following CIOE publications: Directory of New York State Occupational Education Personnel; Annotated Bibliography of Career-Relevant Literature at the Junior and Senior High School Level; A Description of Placement Services in New York State Two-Year Colleges; A Selected List of Educational Materials Available from Commerce and Industry; An Analysis of Tasks Performed in the Ornamental Horticulture Industry; Evaluation of Selected Two-Year College Certificate and Diploma Programs; Infusion Models; Career Education in the Elementary School; Presidents-Trustees and the Comprehensive Two-Year College. Copies of all Institute publications are automatically submitted to the Clearinghouse for Vocational and Technical Education at the time of publication. All Institute publications through May 31, 1973 have been accepted for inclusion in the ERIC system.

During 1972-73 the Institute staff sought for effective ways to meet the profession's needs through inservice activities that would be both academically respectable and realistic in terms of time and expense. In response to the requests of teachers, supervisors, and administrators, and to assist in the preparation of proposals for State or Federal grants, the Institute sponsored a 2-day module of instruction on May 4-5 for writing behavioral objectives in occupational and career education.

The Institute's third major goal is to provide training and experience for present and future professional leaders and researchers in the area of occupational education.

The Institute for Research and Development in Occupational Education was host to a 3-day workshop-seminar for 60 directors and assistant superintendents of occupational education from the BOCES and six major cities of New York State. The seminar was jointly sponsored by the Institute and the Office of Occupational Education, New York State Education Department, and planned with the aid of a committee of directors of occupational education. The seminar theme this year was "School Finance for Occupational Education Administrators."

The Cornell Institute and the Bureau of Home Economics Education, State Education Department, cooperated in sponsoring the annual Adult Consumer-Homemaking Education Institute on April 3, 4, and 5 in Albany. Professional and paraprofessional staff members from 24 adult consumer-homemaking education field centers serving low-income out-of-school youth and adults participated in the Institute.

The Cornell Institute was involved in the design of EPDA inservice institutes supportive of the 23 regional career education models described in the ELEMENTARY AND EARLY SECONDARY section. A statewide strategy for training 400 elementary teachers through institutes located at six SUNY Colleges and four private colleges was developed. The institutes are underway during July and August, 1973. The Institute will continue to be involved in on-site evaluative visits, post-session meetings, and identification of exemplary accomplishments.

From the beginning of operations it has been Institute policy to train future leaders and researchers through a meaningful involvement of graduate students as research assistants with all possible responsibility for conduct of Institute projects. Graduate research assistants have been recruited from all divisions of the graduate program in education, from the School of Industrial and Labor Relations, and the College of Human Ecology in a belief that future administrators, philosophers, student personnel workers, test and measurement specialists, manpower specialists, teachers and supervisors of adult and continuing education--in short, the total spectrum of educators--should understand what occupational education is really about.

An emerging goal of the Cornell Institute is to provide field services in support of the efforts of the several constituencies served by the Institute.

One such project involved development of a brochure describing the federally funded adult consumer-homemaking programs. The 32-page illustrated publication: Profile of Federally Funded Consumer-Homemaking Education in New York State was printed and turned over to the Bureau of Home Economics Education for distribution in May, 1973.

Another project was developed in response to a Bureau of Home Economics Education need for administrative assistance with the organization of 16 regional conferences to introduce new curriculum. The Institute served as a clearinghouse for appointment of personnel and processing of expenditures for the conferences.

The Institute responded to requests from 14 of the 23 regional career education projects outside of New York City. The responses involved fourteen 1-day orientation conferences that in most instances required the services of both the director and assistant director. A total of 25 man days were devoted to these activities. A second type of request from regional career education project coordinators

was related to their need for assistance with program evaluation. The Institute provided such service for three regional projects. During March 1973 the Institute developed a contract proposal for providing such services during fiscal 1974. Twelve regional project coordinators expressed interest in such services and negotiations will continue. A more formal relationship will provide operating funds enabling the Institute to acquire staff to provide such services.

During 1972-73 the Institute contracted with the State University Agricultural and Technical College at Delhi, New York to provide consultation and evaluation services for a VEA-funded reading and study skills program for "high risk" students. As a result of this pilot effort the Institute has made commitments to six 2-year colleges for similar evaluations during fiscal year 1974. A similar but more extensive relationship has developed between the Institute and an Appalachia Regional Commission grant to the college at Delhi for establishment of a regional center for career education. A part of the evaluation of this ARC project will involve monitoring the relationship developed between the career center and two on-going VEA financed regional career education projects.

The City University Institute for Research and Development in Occupational Education reported nine completed projects during the 1972-73 fiscal year. One of these projects, commissioned by the New York State Advisory Council, was an overview of selected State Plan occupational programs aimed at articulation between secondary schools, BOCES centers, and 2-year colleges, with a survey view of articulation from the secondary and BOCES centers' administrative position. This study surveyed programs with apparent articulation elements funded under the 1971 and 1972 State Plans, in order to determine the status and/or operational plan of the project with respect to articulation.

In performing an evaluation of followup and placement at seven selected sites of the Board of Cooperative Educational Services, the evaluation team sought to identify followup and placement activities of participating BOCES personnel, to describe objectively and subjectively their activities prior to and during evaluation, and finally, to offer recommendations for improvement of the programs at the seven BOCES sites. The final report is obtainable upon request.

A project involving development of a certification model through the use of locally developed performance objectives was completed in fiscal year 1973. Several options for implementation of the model were presented to the State Education Department. Of special note was the Institute's utilization of the earlier investment by the State in the ESCOE project, through the use of the behavioral objectives data bank. It is anticipated that the viability of the model will be demonstrated through a complete curriculum implementation program in one of the health professions.

The Institute completed an occupational advisement continuum project, the objective of which was to modify the role of the community college counselor by creating new and viable patterns of vocational advisement; aiding students in career determination; reducing attrition caused by poor career choices; and evaluating techniques with a value-benefit approach. Counselors at five community colleges participated in the project. Seven major continuum workshops were held during the year. Workshop participants were joined by career education consultants and nationally recognized guidance personnel. The final report, currently being prepared, will evidence significant contributions to programmatic efforts, and data relative to the positive holding-power outcomes upon which the cost-benefit analysis was based.

A paraprofessional day care training project, in cooperation with Bronx Community College, was successful in terms of both number of students graduated and curriculum materials that were developed for use with the trainees. Several classes of students were graduated in fiscal year 1973, and the Institute continued its involvement through cooperation with the CUNY Office of Teacher Education in a refinement of the curriculum materials in preparation for publication.

A survey of articulation practices between 2-year colleges and major feeder high schools in six major cities was directed toward articulation of programs, information delivery, and placement procedures between institutions. The primary approach in this study consisted of students' responses to questions about articulation. The final summary report submitted to Albany will be published in the near future.

The Institute was involved in the evaluation of the New York City career education project--SPICE. This project entailed the monitoring and evaluation of both process and product activity involved in implementing a career education project in three local school districts. During the 1971-72 school year the Institute was peripherally involved through assistance provided to the State program manager and through the director's involvement in the New York City Career Education Advisory Council. During the 1972-73 school year the Institute was requested to conduct formative and summative evaluation activity. The Institute is currently preparing its final report.

The Institute also contributed to evaluation of the regional career education models described earlier in this report. Institute representatives met with all of the program directors and/or their delegates in Albany early in the school year to describe evaluation aspects that should be considered, and subsequently met with representatives of several districts to assist them in their evaluation designs. Later in the year, the Institute provided the Research Coordinating Unit with general guidelines for evaluative efforts by the individual districts. The guidelines have been published and disseminated to career education coordinators throughout the State.

The Educational Applications Assistance Group at James Monroe High School, consisting of four high school staff members released from usual duties in order to stimulate innovative and exemplary programs designed to overcome the problems of an urban high school, has been monitored and formally evaluated by the Institute in fiscal year 1973.

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A list of publications of each of the R&D centers at Cornell University and City University of New York follows. More information may be obtained by writing:

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Institute for Research and Development
Cornell University
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Publications

1974

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Career Education Concept Inventory

An Instrument to Determine Career Awareness

1973

Infusion Models

Pilot Edition. Occupational Development Seminar: Instructor's Manual

Performance-Based Professional Education Inservice Needs of Secondary Level Occupational Teachers in New York State

Presidents-Trustees and the Comprehensive Two-Year College

1972

An Analysis of Tasks Performed in the Ornamental Horticulture Industry

Annotated Bibliography of Career-Relevant Literature at the Junior and Senior High School Level

Curriculum for Preparation of Structural Ironworkers

Development of an Auto-Tutorial Developmental Reading Program for the Occupational Area of Business Technology

Development of Success Predictors for Licensed Practical Nurs s

A Description of Placement Services in New York State Two-Year Colleges

Directory of New York State Occupational Education Personnel

Evaluation of Selected Two-Year College Certificate and Diploma Programs

Family Day Care

Farm Tractor and Equipment Safety Film

Placement Services in New York State Two-Year Colleges

A Selected List of Educational Material Available from Commerce and Industry

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#2	November 1972	TYPICAL DAY CARE ACTIVITIES
#3	December 1972	CHILD DEVELOPMENT AND BEHAVIOR
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#5	February 1973	MOTOR AND PERCEPTUAL ACTIVITIES
#6	March 1973	COGNITIVE ACTIVITIES
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The above listed units were developed for use by the paraprofessional trainees in the Day Care Training Project.

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No. 73-3 Evaluation of the James Monroe High School Educational Applications Assistance Group

No. 73-4 Evaluation of the New York City State Program to Implement Career Education

IMPLICATIONS OF A CONTINUOUS LEARNING YEAR PROGRAM UPON COMMUNITY COLLEGES AS DERIVED IN A FEASIBILITY STUDY CONDUCTED AT FASHION INSTITUTE OF TECHNOLOGY IN 1972-73

Introduction

The feasibility study introduces the college world to a different type of all year school concept through what has been referred to as the Continuous Learning Year. The principles of term rotation and time equalization are combined to realize desired long range goals and objectives. However, the full value of the rescheduled college calendar may not be realized without the introduction of a high degree of staff flexibility and some innovative college curriculum changes. This has led some supporters of the Continuous Learning Year Plans to think of the [illegible] as serving as a catalyst which leads to change and the adoption of innovative practices.

1. Objectives

Selection of the appropriate Continuous Learning Year Plan should be based on the objectives that the college administrators and supportive staff members want to realize. The study shows that these fall into three or more categories such as the following:

a. A college can obtain an immediate increase in instructional space without having to go through a costly transition period.

b. A measure of economy can be realized through the restructuring of the college calendar.

c. Highly desired educational goals can be realized if the staff is flexible and ready to work within the framework of new instructional and learning time lines.

2. The Space Objective

The feasibility study showed that it is possible to provide any college with an increased capacity ranging from 25%, 33% to 40% from term rotation. These increases can be raised to higher levels through the application of the time equalization principle. The feasibility study for Fashion Institute used a minimal term rotation space increasing factor to obtain a potential composite 42% gain in capacity. Different continuous learning year plans could have set the stage for the acquisition of additional student work stations.

3. The Term Rotation Plans

Three Continuous Learning Year Plans described in the report can be implemented by virtually any college. These designs have been designated as the Four, Five, and Seven Stream Continuous Learning Year Cycling Plans, providing appropriate space respectively of 33%, 25% and 40% from term rotation. The Five Stream Continuous Learning Year Plans were recommended for consideration because they seem to have the greatest educational value. However, variations of the four and seven stream plans have been created that will set the stage for application of the time equalization principles.

4. The Principle of Time Equalization

The feasibility study introduces the principle of time equalization. It calls for adoption of a new educational time line. Time equalization comes into play if and when the curriculum is modified in such a way that a recommended program of study is redistributed along the extended time line with a reduction in daily, weekly, or learning period class, credit, or contact hour requirements. Students will obtain the same amount of instructional time over the course of the new educational time line that would normally be required under the traditional calendar, but weekly work loads can be reduced.

The reduction in weekly contact hours can lead to the increase in the [illegible] over and above the productivity gains attributed to term rotation. A 25% increase in capacity from the adoption of a 5 stream continuous learning year plan can be extended to a potential 42 per cent. Adoption of the 5 cycle four and seven stream plans can increase these gains to well over 50 per cent/

5. Implementation to Realize Educational Objectives

The feasibility study provides the College administration with three options:

a. Recommended Continuous Learning Year Plans contain 5 learning cycles. Option #1 calls for a requirement that students work through 5 learning periods a year or 10 learning periods in two calendar years. One of the learning periods has been designated as setting the stage for the development of a new and expanded Cooperative Education Program. Other options may be orientation or exploratory learning periods; skill development programs in the fine arts as well as the liberal arts , or special travel and work experiences of an individual nature that are related to the career training activities provided by the college.

b. Option #2 sets the stage for a basic reduction in contact hours. One contact hour study based on 1972/1973 career field course work load requirements shows the prospect of an average weekly contact hour requirement of 24.33 hours. With simple time equalization this can be reduced to an average of 19.46 for a potential 20 per cent reduction in contact hours.

c. Option #3 sets the stage for the acceleration of students. A 2 year program can be reduced to enable students to graduate in February or March or April of their second college year. A three year program can be reduced to 2 and 2/5 new calendar years. A 4 year college program can be completed in approximately 3 new calendar years.

The feasibility study recommends the adoption of the continuous learning year calendar in terms of Options #1 and #2. The potential educational gains that can accrue from the implementation of may be considered as a motivating factor leading to the rescheduling of the college calendar.

6. Curriculum Modification

While it is possible to implement a continuous learning year program without drastically revising current curriculums or changing teaching techniques a number of threatening barriers can be removed or eliminated if the curriculum is modified.

One recommendation calls for simple curriculum segmentation so the traditional semester course can be taught in two 8 to 9 week learning periods. No major curriculum change is required if the students are required to think in terms of semester requirements. Change begins when the curriculum is built around making the 8 week learning periods complete through the use of mini-courses, compacted courses, or individual progress courses.

New time modules are recommended as possible building blocks. The 16 week semester can be restructured in terms of 8 week learning time blocks or multiples of the 2 and 4 week time modules. This can have an impact on the holding power of the college as well as the prospect of transferring from one program to another or from one college to another.

7. Multiple College Entry

With a flexible curriculum it should be possible to accept students from other college or from high schools at any time during the year or in terms of a series of new entry dates. These can be designated as monthly or 8 week entry points to insure that enough students are entering to warrant formation of new courses. One of the barriers will be the current emphasis that is placed on sequence. If the new mini-courses or modular work units can be structured to stand alone, students from other colleges can enter at any time while students within prescribed training programs can change to other career training fields, make up courses when they are in trouble, or take courses which may enrich or extend the students total experiences.

A modified multiple entry program can be built into the program through the use of a staggered entry in July, September, or August. This can be modified for the students who will be available for entry at mid-year. Thus, two staggered entries can become the forerunner of a flexible continuous learning year which allows students to enter programs of study as full time or part time students virtually any time.

8. Staffing

A flexible employment policy should be adopted if the continuous learning year plan is to be implemented. Professional staff will be given the option of contracts providing for the same yearly work loads they have had in the past or they may be given the option of increasing their yearly or weekly work loads with appropriate compensation for the increases. Some economies can be realized if a large segment of the professional staff elects to increase their annual take home pay.

Some added costs can be anticipated for the non-professional staff due to vacation coverage problems. A reduction in staff requirements can offset these increased costs.

Computers As A Tool To Facilitate the Implementation Process

Although many colleges use computers to their utmost, many do not. It is recommended that all colleges look to the computer as a means of updating the day by day operations of the institution as well as tool for research and instruction. The administrator will find that the computer will facilitate the implementation of recommended continuous learning year plans. For example, the computer will serve as a most helpful tool when it comes to scheduling the students from various programs into appropriate classes, especially if a multiple access program is developed. Data regarding student backgrounds, accomplishments, interests, and achievements as well as marks can be transmitted to the various departments and staff members if and when desired with a reduction in the number of supportive staff members if record systems are updated and the computer is used properly.

For a long range program the feasibility study recommended an immediate tie in with the State University Computer system. It would set the stage for an up dated financial accounting system, speed up the registration and admissions procedures.. The feasibility study pointed up the fact that outside service agencies can be contacted to assist with the implementation processes, but with the growing need for a complete and modern data processing system, the interim contracting system or the reliance upon a local college computer staff can be costly in the long run. This should be recognized regardless of whether the college adopts a contiuous learning year program or remains with the regular college calendar.

Registration and Admission

The feasibility study recommended that steps be taken to change the registration and admissions procedures. Increased use of the computer was among the recommendations. Another recommendation called for the employment of a professional faculty member who has the educational background and experience to evaluate the special qualifications of applicants as they relate to the requirements of the various college departments or fields of study. In Fashion Institute, this staff member would have been an art specialist who would relieve the regular college staff members of the responsibility for the evaluation of art portfolios. The objective would be to reduce the time lapse between the receipt of student applications and their enrollments as prospective students.

New registration and admissions procedures would be desired to facilitate the entry of new students on a virtual continuous basis as full time, part time, or temporary students. Here, again, the computer would be a most helpful tool.

Dollars and Cents

The study showed that it is possible to implement a continuous learning year program at virtually no cost. The big items may be one of implementation. Curriculum reconstruction costs may be partially, or completely offset by the reduced need for new building construction, new equipment, and supportive staff. [illegible] savings can also be anticipated from the updating of the administrative procedures and the rescheduling of professional staff [illegible].

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SAMPLE 5 STREAM CYCLING PLAN
THAT CAN BE APPLIED TO ANY COMMUNITY COLLEGE

CALENDAR	Stream 1	Stream 2	Stream 3	Stream 4	Stream 5	CALENDAR
Aug. 6	8 Weeks 37 Days					Aug. 6
13						13
20						20
27		9 Weeks 41 Days				27
Sept. 3	H	H	H			Sept. 3
10			9 Weeks 40 Days			10
17						17
24	H H	H H	H H	H H		24
Oct. 1	Vac. 2 Weeks					Oct. 1
8	H	H	H	H 9 Weeks 40 Days	H	8
15					9 Weeks 40 Days	15
22	H		H	H	H	22
29						29
Nov. 5	H	H	H Vac. 2 Weeks	H	H	Nov. 5
12						12
19	H H	H H	H H	Vac. H H 2 Weeks	H H	19
26	9 Weeks 41 Days	9 Weeks 40 Days	9 Weeks 40 Days	9 Weeks 42 Days		26
Dec. 3					Vac. 3 Weeks	Dec. 3
10						10
17						17
24	H Vac.	H	H	H	H	24
31	H 2 Weeks	H	H	H	H	31
Jan. 7		Vac.				Jan. 7
14	H	H 2 Weeks	H	H	H	14
21			Vac. 2 Weeks			21
28	8 Weeks 37 Days				8 Weeks 36 Days	28
Feb. 4				Vac. H 2 Weeks		Feb. 4
11	H	H	H		H	11
18	H	H 8 Weeks 38 Days	H 8 Weeks 38 Days	H	H Vac. 2 Weeks	18
25				8 Weeks 39 Days		25
Mar. 4	Vac. 2 Weeks					Mar. 4
11						11
18	8 Weeks 39 Days	Vac. 2 Weeks			8 Weeks 39 Days	18
25						25
Apr. 1			Vac. 2 Weeks H			Apr. 1
8	H	H		H	H	8
15				Vac. 2 Weeks		15
22						22
29		8 Weeks 39 Days	8 Weeks 39 Days	8 Weeks 39 Days	Vac. 2 Weeks	29
May 6						6
13	Vac. 2 Weeks					13
20						20
27	H	H Vac. 2 Weeks	H	H	H	27
Jun. 3					8 Weeks 39 Days	Jun. 3
10			Vac. 2 Weeks			10
17	8 Weeks 38 Days					17
24				Vac. 2 Weeks H		24
Jul. 1	H	H	H		H	Jul. 1
8					Vac. 2 Weeks	8
15		8 Weeks 39 Days	8 Weeks 39 Days			15
22						22
29				8 Weeks 40 Days		29
Aug. 5					8 Weeks 39 Days	Aug. 5
12						12
19						19
26						26
Sept. 5					H	Sept. 5
9						9
16					H H	16
22						22
30						30
Oct. 7						Oct. 7
No. of Sch. Days	192	197	195	198	197	
No. of Vac. Days						

H = Holidays

ACCESSION NUMBER: VT100764

PUBLICATION DATE: MAY73

TITLE: ELEMENTARY BASAL READERS AND WORK MODE BIAS.

PERSONAL AUTHOR: JENKINS, FLOYD H., AND OTHERS

DESCRIPTOR: EDUCATIONAL RESEARCH; *TEXTBOOK BIAS; *TEXTBOOK RESEARCH; TEXTBOOKS; *ELEMENTARY GRADES; *READING MATERIALS; SUPPLEMENTARY TEXTBOOKS; *CAREERS; OCCUPATIONS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 623

ABSTRACT: THIS PUBLICATION REPORTS THE OPERATIONAL PROCEDURES AND FINDINGS OF A STUDY CONDUCTED TO ASCERTAIN WHETHER THERE IS QUANTITATIVE BIAS IN ELEMENTARY READING TEXTBOOKS REGARDING WORK MODES WITH RESPECT TO RACE, ETHNIC GROUPS, AND SOCIAL CLASS. DATA WERE OBTAINED BY ANALYZING THE 105 BASAL AND SUPPLEMENTARY READERS FOR GRADES 5-6 WHICH WERE LISTED IN THE TEXAS EDUCATION AGENCY BULLETIN, NO. 699. EVALUATION WAS MADE ON THE BASIS OF FREQUENCY OF REFERENCE MADE TO EACH WORK MODE AND CONTEXTUAL REFERENCE MADE TO A WORK MODE IN TERMS OF POSITIVE, NEGATIVE, OR NEUTRAL TREATMENT OF ROLES IN THE NARRATIVE. FINDINGS INDICATED THAT, BY AND ALRGE, QUALITATIVE AND QUANTITATIVE BIAS IN FAVOR OF PROFESSIONAL WORK MODES DOES EXIST IN ELEMENTARY READING TEXTBOOKS. (AUTHOR/SN)

AVAILABILITY: THE CENTER FOR ECONOMIC EDUCATION, N.T. BOX 5427, DENTON, TX 76203 ($2.00)

INSTITUTION NAME: NORTH TEXAS STATE UNIV., DENTON. CENTER FOR ECONOMIC EDUCATION.; TEXAS EDUCATION AGENCY, AUSTIN. DEPT. OF OCCUPATIONAL EDUCATION AND TECHNOLOGY.

VT 100 764

elementary basal readers and work mode bias

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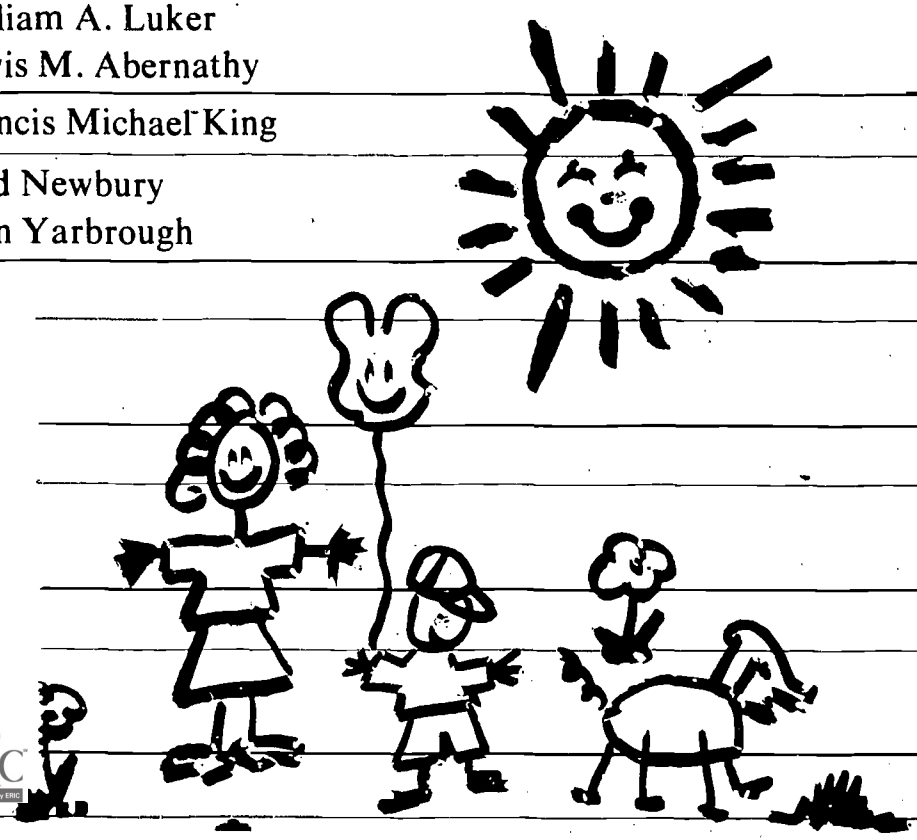

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ELEMENTARY BASAL READERS AND WORK MODE BIAS

A plethora of studies has been conducted concerning textbook content and bias.[1] But one aspect of textbook analysis which has received *no* consideration concerns the possible differential treatment of work modes. While it is true that many factors influence occupational choice, if textbooks exert any significant influence on the vocational choice of children, there exists a need for a detailed analysis of possible textbook bias toward various work modes.

According to Dr. Sidney P. Marland, Jr., United States Commissioner of Education, the majority of students in public schools are enrolled in college preparatory programs. Out of this group, however, only 20 per cent will actually complete a four-year college or university program. In a speech before the National Association of Secondary School Principals, Dr. Marland expressed his concern when he asked,

> Shall we persevere in the traditional practices that are obviously not properly equipping fully half or more of our young people, or will we immediately undertake the reformation of our entire secondary education in order to position it properly for maximum contribution to individual and national life?[2]

In a recent interview, Dr. Marland reiterated this concern by indicating that

> Based upon Bureau of Labor statistics, eighty per cent of the jobs in this country can be performed by people with a high school diploma.[3]

Larry J. Bailey further reinforced Dr. Marland's position when he noted

> Growing unemployment among better educated segments of American society and the cry of many young people for education that has personal relevance are causing many people to reexamine the role of education and the universal worth of a college degree. Youth, now, more than ever are asking themselves, "What shall I do with myself?"[4]

Indication of the depth of the problem is the fact that Herbert S. Parnes collected data showing that public school teachers and their pupils have inaccurate perceptions of income determinants and of present and future job markets; they also have negative attitudes toward vocational-technical job activities. These inaccurate perceptions contrast with the following existing facts: (1) In a market system, income and productivity are inextricably related; (2) changes in the job market "mix" are accelerating at geometric rates; (3) unskilled jobs are disappearing at exponential rates; (4) the majority of students currently enrolled in public schools ultimately will find jobs which are classified as technical- vocational.[5] It is obvious that public school teachers and, in turn, their pupils are not fully cognizant of the labor situation. Textbook authors must assume at least partial responsibility for this lack of awareness.

The Wall Street Journal recently surveyed the problem of the unusually high unemployment level among college-trained people. The *Journal* reported that the 705,000 college graduates who entered the labor forces in the summer of 1971 represented a 12.8 per cent rise from the summer of 1970. At the same time, hiring by employers fell more than 25 per cent. Margaret S. Gordon, economist and Associate Director of the Carnegie Commission on Higher Education, predicted that

> In general, college graduates are going to have to settle for jobs that are less desirable and farther down the occupational ladder than the ones they took in the 1960's. John D. Singleton, director of placement at Michigan State University, states that, "We simply have an overabundance of college graduates in relation to society's needs.[6]

The oversupply of professional personnel also extends to teaching. *The Wall Street Journal* estimated that 37 per cent of all college graduates last year were certified to teach. According to the article, the National Education Association estimates that 234,000 new graduates this year will compete for only 115,900 jobs in the nation's public schools.[7]

Richard B. Freeman, in a summary of changes in the school-age population from 1950 to 1956, reported (1) that 55 per cent of the age group 18-21 years old is now enrolled in degree programs as compared to 34 per cent in 1950, (2) that there has been a general shift from professional to academic fields, and (3) that there has been a general expansion

of graduate education. Freeman also indicates that these trends have continued through the period 1965 to 1970.[8]

From the data cited above, it would seem that current society cannot provide the professional and paraprofessional levels of employment equal to the supply which is being created. It is in this context, then, that this study finds its significance. If textbooks exert significant, consistent, and pervasive influence on youth, then the comprehensive evaluation of possible bias in favor of professional work modes should provide help in providing an educational process which is consistent with authentic work opportunities.

While the literature on textbook bias has not treated the problem of work mode bias, it clearly documents pervasive racial, ethnic, and social class bias which buttresses an a priori assumption of bias in favor of professional-paraprofessional work modes.

For example, in 1967, the Conference Resolutions Committee of the Fourth National NEA Commission of Professional Rights and Responsibilities urged all educators to concern themselves and their schools with their responsibility in promoting better human relations, understanding, and trust among all segments of society. The committee expressed particular concern over present textbooks and resolved that school administrators and boards of education everywhere should take positive steps to find and use instructional materials which treat all social groups fairly and adequately.[9]

Lee J. Cronbach's study, *Text Materials in Modern Education*, concluded that there is a dearth of empirical evidence accurately describing what is wrong with present-day textbooks. He urged that further research and evaluation be conducted on instructional materials.[10]

In 1930, Bessie Louise Pierce provided one of the most comprehensive textbook studies prior to World War II. In her analysis of 400 general textbooks, she concluded that these texts usually were negatively biased in their treatment of Negroes, the "new immigrant," American Indians, and Spaniards, while settlers of Anglo-Saxon ancestry generally were treated favorably. Americans were depicted as being superior to other peoples and the United States as being infallible and benevolent to other countries.[11]

The Committee on the Study of Teaching Materials in Inter-group Relations for the American Council on Education reported in 1949 the results of its analysis of 266 general textbooks used in elementary and secondary schools. The Council's summary indicated that, although the texts were free from intentional bias toward a particular group, there were frequent value judgments and generalizations which appeared to perpetuate antagonisms toward various ethnic and minority groups. The Committee's findings substantiated earlier research in concluding that

the textbooks analyzed (1) generally treated the "new immigrant" in a negative manner, (2) implied a process of "Americanization" in which all immigrants were transformed into exact duplicates of already established Americans leaving all cultural beliefs behind, and (3) perpetuated the stereo-typed image of the Negro, Jew, Indian, and Mexican American.[12]

Morton J. Sobel's study, based on an analysis of fifteen social studies texts used by seventh graders, concluded that racial groups received the same amount of favorable and unfavorable space. The lower class received more attention, but this was usually less favorable than that received by the middle or upper class. He reported that, although author bias was evident in many instances, the texts were much improved in their treatment of human relations.[13]

In the past two decades, the question of textbook bias has been directed largely toward the treatment of ethnic and minority groups. In 1954, Marilyn Collier, in a content analysis of twenty-five readers used for primary grades, found that only one socio-economic class was represented and that only few stories contained Negro characters.[14] John P. Shepard, in 1962, stated that heroes in popular children's fiction tended to be white, Protestant, middle-class people, while villains were non-white and most often of the very poor or of the extremely wealthy class.[15] And in 1970, Ken Durham analyzed the content of forty-two history textbooks used over a period from 1919 to 1970. He concluded that the Negro since 1865 has been virtually ignored in history texts until the last three or four years.[16]

Research conducted by Gaston E. Blom, et. al., was based upon the rationale that the kinds of materials used in introducing children to reading influences their interest in reading and that cultural attitudes are conveyed through the content of stories. In their conclusions, activities depicted in the readers analyzed were described as neutral and redundant. Families were always happy and ambiguous as to sex roles, and settings were invariably depicted in the suburbs, usually in or around the home.[17]

The possible damaging effects of such unrealistic portrayals of family living in elementary textbooks were discussed by Bruno Bettelheim in 1962. He notes that parents always play a vital role in children's literature and that they are never depicted as having the slightest disagreement or difference. He believes that either children mistrust the stories or feel that something is wrong with their family because their parents argue occasionally. The texts always depict the mother as non-working, never preoccupied with house work, and never too busy to cater to the child's demands. The father is never angry or tired and has time to play with the children or take them wherever they wish to go. The elementary student's conclusion, Bettelheim feels, is that his own parents are not good ones because they do not behave as the ones in the stories do. In this psycho-

analytically oriented discussion, he points out that, by trying to make learning easy, pleasant, and amusing, often unrealistic images of life and people are created and presented to children who are too young to distinguish the difference.[18]

Otto Klineburg, in 1965, supported the argument that elementary textbooks contain unrealistic portrayals of American families. He concluded that characters in children's textbooks are generally upper-middle class people who have a comfortable life. These characters also are usually white, and the lower classes rarely are presented.[19]

In 1944, The Committee on the Study of Teaching Materials on Inter-American Subjects for the American Council on Education studied a wide range of instructional materials including 800 general textbooks, motion pictures, and library materials. The Committee reported that there was (1) no conscious antagonism to Latin America in the materials, (2) quantitatively, adequate mention of Latin America, (3) perpetuation of the idea in discussing the colonial period of the Americas that the Spanish are always cruel and greedy, (4) condescending attitude on the part of North Americans toward South Americans, and (5) failure on the part of the teaching materials to bring out the fact that both Americas are an integral part of the Atlantic World with similar European roots. It was stated, however, that these short-comings should not be overemphasized since the materials studied in 1944 seemed vastly superior to those used a quarter of a century before in their treatment of Latin America.[20]

Donald R. Taft has expressed the opinion that

> Textbook writers will write the book that publishers will accept; publishers will accept the books that school boards will adopt; school boards will adopt the books that organized public opinion will demand. But, public opinion itself is determined in part by the content of the texts used in the public schools.[21]

As a part of the procedure for determining whether there was quantitative bias, the following hypotheses were formulated:

1. Certain elementary text materials are quantitatively biased against technical-vocational work modes.

2. The bias stated in 1 above extends through grade levels and to publishers.

To test for qualitative bias, the following hypotheses were formulated:

3. Certain elementary text materials are generally treated less favorably than professional and paraprofessional work modes.

4. Certain elementary text materials generally treat technical-vocational, unskilled work modes more unrealistically than professional and paraprofessional work modes.

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5. Certain elementary text materials generally feature as the primary story element technical-vocational, unskilled work modes less frequently than paraprofessional and professional work modes.

6. These negative, unrealistic, and tertiary roles assigned to technical-vocational work modes extend to publishers and grade levels.

Because the criteria for making judgments relating to qualitative bias—quality, realism, narrative emphasis—were highly subjective, it was necessary to develop a technique for validating the evaluative criteria.

First, all evaluations and classifications were completed by the authors according to the criteria described above. Second, a random sample of 100 references was drawn and submitted for independent evaluation by two graduate students in manpower economics at North Texas State University. These two judges were selected on the basis of interest in the subject as well as academic credentials relating to the social sciences. Both independently evaluated and classified each reference according to the stated criteria. Third, a chi-square analysis was employed to test for significant differences between the graduate students' evaluations and the principal researcher's original evaluation. No significant difference was found between the two. Finally, a random sample of fifty references was submitted independently to two professionals in the field of manpower economics and career education.* These two individuals made independent classifications of the work modes submitted, again in terms of the stated criteria. No significant difference was found between their evaluations and the original evaluation produced by the principal researchers.

In summary, this study indicated that quantitative and qualitative bias in favor of professional work modes does exist in elementary reading textbooks. Jobs occupying positions of less status, i.e., technical-vocational and unskilled are mentioned (1) less frequently, (2) less realistically, (3) less positively, (4) and less emphatically than professional, paraprofessional work modes. When the comparisons were made by publisher and grade level, it was discovered that the same kind of bias existed in some grade levels and with some publishers. Consequently, all hypotheses were accepted.

These findings have far-reaching implications. Students are in constant contact with textbooks and, through these materials, are being subtly and insidiously bombarded by implicit values that eulogize professional and paraprofessional work activities and derogate technical-vocational work activities. The existence of this bias is sufficient justifica-

*These two independent professionals were Lewis Abernathy, Professor of Economics and Director of the Manpower and Industrial Relations Institute at North Texas State University and Alton D. Ice, Executive Director of the Advisory Council for Technical-Vocational Education in Texas.

tion for further research and evaluation. It is possible, though not a valid inference from this study, that a more unbiased presentation of work modes and school textbooks could result in more positive attitudes and accurate perceptions of work modes on the part of students. In a society facing an increasing need for technical-vocational workers, this line of research takes on real significance.

These findings further imply that textbook publishers must pay more careful attention to the impact of their texts on the problem of career education. It is important that they realize what subtle influences they might be having on pupils and what the long-run result might be.

The study has a major, obvious limitation. Because it has been demonstrated that bias exists in texts, it cannot be directly concluded that this bias results in corresponding attitudinal differences in students. This arena obviously is a topic for a badly needed follow-up study.

Perhaps one last critical speculative implication is appropriate. From the data, it is possible to infer that work mode bias in textbooks reflects a deep and pervasive general cultural bias against technical-vocational-unskilled work modes, and this general bias strongly inhibits rational reconstruction of curricular patterns.

FOOTNOTES

[1]Albert Alexander, "Does the American History Textbook Wear A Gray Flannel Cover?" *Social Education*, XXXIII (March, 1969), 300-305, 324.

[2]Sidney P. Marland, Jr., "Career Education Now," speech delivered before the convention of the National Association of Secondary Principals, (Houston, Texas, January 23, 1971.)

[3]Sidney P. Marland, Jr., "Marland on Career Education," *American Education*, VII (November, 1971), p. 28.

[4]Larry J. Bailey, ed., *Facilitating Career Development: An Annotated Bibliography* (Springfield, Illinois, 1970).

[5]Herbert S. Parnes, *Career Thresholds*, Vol. I (Columbus, Ohio, 1969), p.2.

[6]*Wall Street Journal*, January 21, 1972.

[7]*Wall Street Journal*, February 8, 1972.

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[10]Lee J. Cronbach, *Text Materials in Modern Education* (Urbana, Illinois, 1955).

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[13]Morton J. Sobel, "An Analysis of Social Studies Textbooks in Regard to Their Treatment of Four Areas of Human Relations." (unpublished Ed.D. dissertation, Wayne State University, 1954).

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[17]Gaston E. Blom, "Ethnic Integration and Urbanization of a First Grade Textbook," *Psychology in the Schools*, IV (April, 1967), 176-181.

[18]Bruno Bettleheim, "The Decision to Fail," *School Review*, LXIX (Winter, 1961), 377-412.

[19]Otto Klineburg, "Life is Fun in a Fair-Skinned World," *Saturday Review*, September 1963, pp. 75-77, 87.

[20]*Latin America in School and College Teaching Materials* (Washington, D. C., 1944).

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APPENDIX I

METHODOLOGY -Procedure for Collecting Data

The population frame for this study was *Texas Education Agency Bulletin No. 699* which listed the state elementary reading textbooks adopted for 1970-71. All 105 readers on the list (K-6), basal and supplementary, were included in the analysis.

Each textbook was analyzed in terms of (1) quantitative bias—frequency of reference made to each work mode—and (2) qualitative bias—a contextual evaluation of each reference to a work mode in terms of positive, negative, or neutral treatment of primary, secondary, or tertiary narrative roles and realistic-unrealistic portrayal in the narrative. These analytical elements were defined by the following criteria:

I. Job Classification: To classify a job as professional, technical-vocational, or semi-skilled, the Hollingshead "Two Factor Index of Social Position" was employed.*

II. Positive-negative reference: The classification of a reference as positive-negative was based on the following criteria:

   A. Apparent Standard of Living
      1. Working environment (clean, neat, orderly, chaotic, etc.)
      2. Level of education
      3. Condition of home
      4. Living conditions in home
      5. Automobile
      6. Neighborhood
      7. Opportunity for leisure time or recreation

   B. Personal Demeanor
      1. Mode of dress
      2. Speech pattern
      3. Grooming
      4. General temperament or apparent attitudes

   C. Overt Comments
      1. Any remark in the narrative that refers to an occupation as being a "good job" or implies a favorable comment toward a specific work mode or person depicted in that occupation

*Classes 1,2, and 3 of the Hollingshead index were combined to form occupational category 1, professional. Classes 4 and 5 of the index were combined to form category 2, technical-vocational. Classes 6 and 7 were combined to form category 3, semi-skilled and unskilled. A high degree of objectivity was possible given the long list of operationally viable work modes used in the Hollingshead index. From this list, each reference to the work mode in a text was located on the Hollingshead scale and recorded according to the corresponding upational category.

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2. The degree to which the subject in the reference is addressed favorably—for example, as sir, Mr., Dr., or any other title which indicates favorable treatment

By utilizing these criteria, each reference in the 105 text materials was classified as laudatory (positive) or non-laudatory (negative) with non-laudatory as negative or neutral.

III. Realism: Each work mode was judged to be treated in either a realistic or unrealistic manner. A reference was judged to be "real" if it depicted the occupation in terms of the tasks that are actually involved in carrying out the duties of the job. If the job reference were portrayed in terms of tasks that were essentially unrelated to the activity, it was judged to be "unrealistic."

IV. Emphasis: Each job reference was judged in terms of its narrative importance. The narrative's importance was ranked as primary, secondary, or tertiary using the following criteria:

A. Primary: To be ranked in this classification, the work mode had to occupy the major theme in each story or had to be the overt or obvious occupation of the principal character in the story.

B. Secondary: To be placed in this category, the work reference did not occupy the central theme; yet it received sufficient emphasis to describe that occupation and be discernible as having a definite role in the story.

C. Tertiary: To be placed in this classification, the reference was mentioned only in passing and did not have a role in the narrative sufficient to describe the occupation mentioned.

APPENDIX II

INSTRUMENTS AND PROCEDURES FOR ANALYSIS

The basic instrument employed in the study was the Hollingshead "Two Factor Index of Social Position." This instrument employs seven different groupings of occupations in a continuum of low-to-high status. These seven categories were combined under three broader headings in order to fulfill the needs of the study. This scale employs the same occupational divisions as those used by the Bureau of Labor Statistics. It was chosen over the BLS material because of its more comprehensive listing of various job modes.

The analytical methodologies employed in this study were chi-square, goodness of fit, and contingency analyses.

Model: If Θij is the probability that an observation belongs to the ith

run and the jth column of a contingency table, it is assumed that this probability remains constant from trial to trial and that the trials are, furthermore, independent. Also it was assumed that the statistic, chi-square, is distributed approximately chi-square with (a-1) (b-1) degrees of freedom.

Tables 1-19 which follow are goodness-of-fit tests for quantitative bias. These analyses were made using all references, references by publisher, and references divided by grade level. The frequency-of-job reference found in elementary reading textbooks was compared with Bureau of Labor statistics for actual frequency-of-job occurence in the economy. Textbook references were compared with Bureau of Labor figures for the present national, future national, present state, and future state job markets. When all references were considered, without using publisher or grade level breakdown, it was found that there were more frequent references to professional work modes and less frequent reference to technical-vocational, unskilled work modes than would be the case if no bias existed. These differences were significant in every case at the .001 level. (See table 1.) Throughout the total range of current state and national labor markets and projected state and national labor markets, there are more frequent references (173) to professional work modes than would be expected had no bias existed. There were 179 references to technical-vocational work modes—much fewer than would have been expected had no bias existed.

When considered by publishers, tables 2 through 12 show publishers 1, 5, 6, 9, 12, and 14 with significant bias at the .05 level. Publishers 4, 7, 8, 13, and 15 do not show quantitative bias at the .05 level for either current or projected labor markets.

Tables 13-19 break the data down by grade levels. Significant bias exists at grade levels 1,3, 4, 5, and 6. Significant quantitative bias did not exist at grade levels 0 and 2.

Tables 20-27 are contingency analyses of the relationship between job categories and the evaluative treatment (positive, negative) received in the narrative. The tables show these comparisons on the basis of all references, references grouped by publisher, and references grouped by grade level. Table 20 shows the relationship without reference to publisher or grade level and indicates that professional work modes are consistently portrayed in a more positive manner than technical-vocational and unskilled work modes. The relationships were significant at the .001 level. When the job categories were considered by publishers, publishers 1, 6, and 14 were found to be significantly biased in favor of professional work modes and against technical-vocational, unskilled work modes. (See tables 21-29.) The relationships were significant at the .05 level. When the

job categories are considered by grade level, significant bias was found at grades 0, 2, and 4. (See tables 31-37.) The relationships in these cases were significant at the .05 level.

Tables 38-55 show the relationship between job categories and their contextual emphases. These contingency analyses were made for all references, for publishers, and by grade levels. Table 38, a contingency analysis of all references without categorization by grade level or publisher, indicates that professional work modes received primary emphasis twice as often as technical-vocational jobs and three times as often as semi-skilled jobs. These relationships were significant at the .01 level. When the job categories were analyzed by publishers as in tables 39-48, publishers 1, 6, 13, and 14 were found to be biased in favor of professional work modes. These relationships were significant at the .01 level. But when the job categories were considered by grade level, no significant bias at the .05 level was found. Using a .1 level of significance, some bias in favor of professional work modes was found in grades 1 and 2. (See tables 49-55.)

Tables 56-74 are contingency analyses of the relationship between the three job categories and the realism of narrative and pictorial portrayal of work modes. Table 56, which analyzes the relationship between work modes and realism without reference to grade level or publisher, indicates that professional work modes are treated much more realistically than technical-vocational and unskilled work modes. The contingency relationship was significant at the .01 level. When the work modes were analyzed by publisher as in tables 57-67, only two publishers (5 and 6) were significantly biased in terms of the realism of treatment of professional work modes against technical-vocational work modes. The relationship for publishers 5 and 6 was significant at the .01 level.

Tables 68-74 are analyses of relationships between work modes and realistic treatment by grade levels. Grades 0, 1, and 2 showed significant relationships between job category and realism again in favor of professional work modes. The relationships were significant at the .05 level.

TABLE 1
Goodness of Fit

Work Modes	Actual Observed Frequency of Reference	Expected Frequency for Current National Labor Market	Expected Frequency for 1980 National Labor Market	Expected Frequency for Current Texas Labor Market	Expected Frequency for 1980 Texas Labor Market
Professional	173	107	118	106	110
Technical-vocational	179	245	241	234	235
Unskilled	98	98	91	110	105

X^2 = (current national) = 58.14780; P=0.0000
X^2 = (1980 national) = 41.84995; P=0.0000
X^2 = (current Texas) = 55.89328; P=0.0000
X^2 = (1980 Texas proj) = 50.02617; P=0.0000

TABLE 2
Goodness of Fit

Work Modes	Actual Observed Frequency of Reference	Expected Frequency for Current National Labor Market	Expected Frequency for 1980 National Labor Market	Expected Frequency for Current Texas Labor Market	Expected Frequency for 1980 Texas Labor Market
Professional	25	17	19	25	17
Technical-vocational	28	39	38	28	38
Unskilled	19	16	15	19	17

X^2 (current national) = 7.54224 P=0.0234
X^2 (1980 national) = 6.17397 P=0.0461
X^2 (current Texas) = 6.25314 P=0.0443
X^2 (1980 Texas Proj.)= 5.89946 P=0.0528

TABLE 3
Goodness of Fit

Work Modes	Actual Observed Frequency of Reference	Expected Frequency for Current National Labor Market	Expected Frequency for 1980 National Labor Market	Expected Frequency for Current Texas Labor Market	Expected Frequency for 1980 Texas Labor Market
Professional	4	4	4	4	4
Technical-vocational	6	9	9	8	8
Unskilled	6	3	3	4	4

X^2 (current national) = 2.69800 P=0.2595
X^2 (1980 national) = 3.10615 P=0.2119
X^2 (current Texas) = 1.78553 P=0.4098
X^2 (1980 Texas) = 2.05712 P=0.3576

TABLE 4
Goodness of Fit

Work Modes	Actual Observed Frequency of Reference	Expected Frequency for Current National Labor Market	Expected Frequency for 1980 National Labor Market	Expected Frequency for Current Texas Labor Market	Expected Frequency for 1980 Texas Labor Market
Professional	8	4	4	4	4
Technical-vocational	6	9	9	8	8
Unskilled	2	3	3	4	4

X^2 (current national) = 6.08724 P=0.0481
X^2 (1980 national) = [illegible].70431 P=0.0957
X^2 (current Texas) = 6.30067 P=0.0433
X^2 (1980 Texas) = 5.76851 P=0.0564

TABLE 5
Goodness of Fit

Work Modes	Actual Observed Frequency of Reference	Expected Frequency for Current National Labor Market	Expected Frequency for 1980 National Labor Market	Expected Frequency for Current Texas Labor Market	Expected Frequency for 1980 Texas Labor Market
Professional	36	18	20	18	18
Technical-vocational	29	42	41	39	40
Unskilled	11	16	15	19	18

X^2 (current national) = 23.35674 P=0.0000
X^2 (1980 national) = 17.66583 P=0.0002
X^2 (current Texas) = 24.13940 P=0.0000
X^2 (1980 Texas) = 21.94975 P=0.0000

TABLE 6
Goodness of Fit

Work Modes	Actual Observed Frequency of Reference	Expected Frequency for Current National Labor Market	Expected Frequency for 1980 National Labor Market	Expected Frequency for Current Texas Labor Market	Expected Frequency for 1980 Texas Labor Market
Professional	1	2	2	2	1
Technical-vocational	5	5	5	5	5
Unskilled	3	2	2	2	3

X^2 (current national) = 1.17000 P=0.5573
X^2 (1980 national) = 1.53920 P=0.4733
X^2 (current Texas) = 0.91046 P=0.6344
X^2 (1980 Texas) = 1.05747 P=0.5895

TABLE 7
Goodness of Fit

Work Modes	Actual Observed Frequency of Reference	Expected Frequency for Current National Labor Market	Expected Frequency for 1980 National Labor Market	Expected Frequency for Current Texas Labor Market	Expected Frequency for 1980 Texas Labor Market
Professional	6	4	5	4	4
Technical-vocational	5	10	9	9	10
Unskilled	7	4	4	5	4

X^2 (current national) = 5.49104 P=0.0647
X^2 (1980 national) = 5.63617 P=0.0602
X^2 (current Texas) = 4.29588 P=0.1173
X^2 (1980 Texas) = 4.53024 P=0.1044

TABLE 8
Goodness of Fit

Work Modes	Actual Observed Frequency of Reference	Expected Frequency for Current National Labor Market	Expected Frequency for 1980 National Labor Market	Expected Frequency for Current Texas Labor Market	Expected Frequency for 1980 Texas Labor Market
Professional	27	18	19	18	18
Technical-vocational	40	40	40	38	39
Unskilled	7	16	15	18	17

X^2 (current national) = 10.17628 P=0.0063
X^2 (1980 national) = 7.33243 P=0.0259
X^2 (current Texas) = 12.10447 P=0.0024
X^2 (1980 Texas) = 10.62244 P=0.0051

TABLE 9
Goodness of Fit

Work Modes	Actual Observed Frequency of Reference	Expected Frequency for Current National Labor Market	Expected Frequency for 1980 National Labor Market	Expected Frequency for Current Texas Labor Market	Expected Frequency for 1980 Texas Labor Market
Professional	13	8	8	7	8
Technical-vocational	11	17	17	17	17
Unskilled	8	7	7	8	7

X^2 (current national) = 6.32757 P=0.0427
X^2 (1980 national) = 5.06289 P=0.0801
X^2 (current Texas) = 5.82958 P=0.0547
X^2 (1980 Texas) = 5.44196 P=0.0663

TABLE 10
Goodness of Fit

Work Modes	Actual Observed Frequency of Reference	Expected Frequency for Current National Labor Market	Expected Frequency for 1980 National Labor Market	Expected Frequency for Current Texas Labor Market	Expected Frequency for 1980 Texas Labor Market
Professional	19	15	16	14	19
Technical-vocational	26	33	32	32	26
Unskilled	16	13	13	15	16

X^2 (current national) = 3.55773 P=0.1692
X^2 (1980 national) = 2.98273 P=0.2254
X^2 (current Texas) = 2.61047 P=0.2713
X^2 (1980 Texas) = 2.47358 P=0.2905

TABLE 11
Goodness of Fit

Work Modes	Actual Observed Frequency of Reference	Expected Frequency for Current National Labor Market	Expected Frequency for 1980 National Labor Market	Expected Frequency for Current Texas Labor Market	Expected Frequency for 1980 Texas Labor Market
Professional	29	14	15	14	14
Technical-vocational	18	32	32	31	31
Unskilled	12	13	12	14	14

X^2 (current national) = 22.28235 P=0.0000
X^2 (1980 national) = 17.74640 P=0.0002
X^2 (current Texas) = 22.03522 P=0.0000
X^2 (1980 Texas) = 20.46094 P=0.0000

TABLE 12
Goodness of Fit

Work Modes	Actual Observed Frequency of Reference	Expected Frequency for Current National Labor Market	Expected Frequency for 1980 National Labor Market	Expected Frequency for Current Texas Labor Market	Expected Frequency for 1980 Texas Labor Market
Professional	4	4	4	4	4
Technical-vocational	5	8	8	8	8
Unskilled	6	3	3	3	3

X^2 (current national) = 3.60491 P=0.1653
X^2 (1980 national) = 4.01314 P=0.1350
X^2 (current Texas) = 2.56587 P=0.2774
X^2 (1980 Texas) = 2.86333 P=0.2391

TABLE 13
Goodness of Fit

Work Modes	Actual Observed Frequency of Reference	Expected Frequency for Current National Labor Market	Expected Frequency for 1980 National Labor Market	Expected Frequency for Current Texas Labor Market	Expected Frequency for 1980 Texas Labor Market
Professional	17	24	26	24	24
Technical-vocational	59	54	54	52	5[illegible]
Unskilled	24	22	20	24	24

X^2 (current national) = 2.55819 P=0.2784
X^2 (1980 national) = 4.47033 P=0.1075
X^2 (current Texas) = 2.79461 P=0.2475
X^2 (1980 Texas) = 3.12361 P=0.2100

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TABLE 14
Goodness of Fit

Work Modes	Actual Observed Frequency of Reference	Expected Frequency for Current National Labor Market	Expected Frequency for 1980 National Labor Market	Expected Frequency for Current Texas Labor Market	Expected Frequency for 1980 Texas Labor Market
Professional	14	8	9	8	8
Technical-vocational	12	18	18	17	17
Unskilled	7	17	6	8	8

X^2 (current national) = 6.78422 P=0.0340
X^2 (1980 national) = 5.12236 P=0.0777
X^2 (current Texas) = 6.62505 P=0.0368
X^2 (1980 Texas) = 6.03959 P=0.0492

TABLE 15
Goodness of Fit

Work Modes	Actual Observed Frequency of Reference	Expected Frequency for Current National Labor Market	Expected Frequency for 1980 National Labor Market	Expected Frequency for Current Texas Labor Market	Expected Frequency for 1980 Texas Labor Market
Professional	28	21	24	21	22
Technical-vocational	38	49	48	47	47
Unskilled	24	20	18	22	21

X^2 (current national) = 5.55041 P=0.0628
X^2 (1980 national) = 4.78880 P=0.0917
X^2 (current Texas) = 4.00249 P=0.1357
X^2 (1980 Texas) = 3.85772 P=0.1458

TABLE 16
Goodness of Fit

Work Modes	Actual Observed Frequency of Reference	Expected Frequency for Current National Labor Market	Expected Frequency for 1980 National Labor Market	Expected Frequency for Current Texas Labor Market	Expected Frequency for 1980 Texas Labor Market
Professional	32	16	32	16	16
Technical-vocational	21	36	21	34	35
Unskilled	13	14	13	16	15

X^2 (current national) = 23.28033 P=0.0000
X^2 (1980 national) = 18.34804 P=0.0001
X^2 (current Texas) = 23.11571 P=0.0000
X^2 (1980 Texas) = 21.38091 P=0.0000

TABLE 17
Goodness of Fit

Work Modes	Actual Observed Frequency of Reference	Expected Frequency for Current National Labor Market	Expected Frequency for 1980 National Labor Market	Expected Frequency for Current Texas Labor Market	Expected Frequency for 1980 Texas Labor Market
Professional	27	13	15	13	14
Technical-vocational	17	31	30	29	29
Unskilled	12	12	11	14	13

X^2 (current national) = 19.97870 P=0.0001
X^2 (1980 national) = 15.96383 P=0.0004
X^2 (current Texas) = 19.59073 P=0.0001
X^2 (1980 Texas) = 18.22237 P=C.0001

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TABLE 18
Goodness of Fit

Work Modes	Actual Observed Frequency of Reference	Expected Frequency for Current National Labor Market	Expected Frequency for 1980 National Labor Market	Expected Frequency for Current Texas Labor Market	Expected Frequency for 1980 Texas Labor Market
Professional	25	13	14	12	13
Technical-vocational	20	29	28	28	28
Unskilled	8	11	11	13	12

X^2 (current national) = 16.00217 P=0.0004
X^2 (1980 national) = 12.10000 P=0.0024
X^2 (current Texas) = 16.47087 P=0.0003
X^2 (1980 Texas) = 14.98119 P=0.0006

TABLE 19
Goodness of Fit

Work Modes	Actual Observed Frequency of Reference	Expected Frequency for Current National Labor Market	Expected Frequency for 1980 National Labor Market	Expected Frequency for Current Texas Labor Market	Expected Frequency for 1980 Texas Labor Market
Professional	30	12	13	12	13
Technical-vocational	12	28	27	27	27
Unskilled	10	12	12	13	12

X^2 (current national) = 34.66579 P=0.0000
X^2 (1980 national) = 28.70689 P=0.0000
X^2 (current Texas) = 34.54948 P=0.0000
X^2 (1980 Texas) = 32.48465 P=0.0000

Total

TABLE 20
Contingency Table

Work Mode	POSITIVE		NON-POSITIVE	
	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists
Professional	132	119	41	54
Technical-vocational	125	123	54	56
Unskilled	53	68	45	30

$X^2 = 14.53417$
$P = 0.001$

TABLE 21
Contingency Table

Total Publisher No. 1

Work Mode	POSITIVE		NON-POSITIVE	
	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists
Professional	20	17	5	8
Technical-vocational	23	20	5	8
Unskilled	7	13	12	6

$X^2 = 12.95803$
$P = 0.002$

TABLE 22
Contingency Table

Total Publisher No. 4

Work Mode	POSITIVE		NON-POSITIVE	
	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists
Professional	3	3	1	1
Technical-vocational	5	4	1	1
Unskilled	4	5	2	2

$X^2 = 0.44444$
$P = 0.8034$

TABLE 23
Contingency Table

Total Publisher No. 6

Work Mode	POSITIVE		NON-POSITIVE	
	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists
Professional	28	23	8	13
Technical-vocational	19	19	10	10
Unskilled	2	7	9	4

$X^2 = 13.08696$
$P = 0.001$

TABLE 24

Contingency Table

Total Publisher No. 7

Work Mode	POSITIVE		NON-POSITIVE	
	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists
Professional	1	1	0	0
Technical-vocational	4	4	1	1
Unskilled	3	3	0	0

$X^2 = 0.9000$

$P = 0.6438$

TABLE 25
Contingency Table

Total Publisher No. 8

Work Mode	POSITIVE		NON-POSITIVE	
	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists
Professional	5	4	1	2
Technical-vocational	3	3	2	2
Unskilled	4	5	3	2

$X^2 = 1.13571$
$P = 0.5724$

TABLE 26

Contingency Table

Total Publisher No. 9

Work Mode	POSITIVE		NON-POSITIVE	
	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists
Professional	11	10	16	17
Technical-vocational	13	15	27	25
Unskilled	4	3	3	4

$X^2 = 1.69042$

$P = 0.5669$

TABLE 27

Contingency Table

Total Publisher No. 12

Work Mode	POSITIVE		NON-POSITIVE	
	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists
Professional	12	10	1	3
Technical-vocational	8	8	3	3
Unskilled	4	6	4	2

$X^2 = 4.77389$

$P = 0.0903$

TABLE 28

Contingency Table

Total Publisher No. 13

Work Mode	POSITIVE		NON-POSITIVE	
	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists
Professional	14	15	5	4
Technical-vocational	23	21	3	5
Unskilled	12	13	4	3

$X^2 = 1.90662$

$P = 0.6122$

TABLE 29
Contingency Table

Total Publisher No. 14

Work Mode	POSITIVE		NON-POSITIVE	
	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists
Professional	28	25	1	4
Technical-vocational	17	16	1	2
Unskilled	6	10	6	2

$X^2 = 17.10887$

$P = 0.0004$

TABLE 30

Contingency Table

Total Publisher No. 15

Work Mode	POSITIVE		NON-POSITIVE	
	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists
Professional	2	3	2	1
Technical-vocational	4	3	1	2
Unskilled	4	4	2	2

$X^2 = 0.9000$

$P = 0.6438$

TABLE 31
Contingency Table

Total Grade Level 0

Work Mode	POSITIVE		NON-POSITIVE	
	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists
Professional	1	6	16	11
Technical-vocational	26	19	33	40
Unskilled	5	7	18	16

$X^2 = 10.33116$
$P = 0.0059$

Total Grade Level 1

TABLE 32
Contingency Table

Work Mode	POSITIVE		NON-POSITIVE	
	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists
Professional	13	11	1	3
Technical-vocational	9	10	3	2
Unskilled	5	6	2	1

$X^2 = 2.02976$
$P = 0.3625$

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TABLE 33
Contingency Table

Total Grade Level 2

Work Mode	POSITIVE		NON-POSITIVE	
	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists
Professional	28	23	0	5
Technical-vocational	31	31	7	7
Unskilled	15	20	9	4

$X^2 = 12.45120$
$P = 0.0021$

TABLE 34
Contingency Table

Total Grade Level 3

Work Mode	POSITIVE		NON-POSITIVE	
	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists
Professional	23	24	9	8
Technical-vocational	17	16	4	5
Unskilled	10	10	3	3

$X^2 = 0.58084$
$P = 0.7480$

TABLE 35
Contingency Table

Total Grade Level 4

Work Mode	POSITIVE		NON-POSITIVE	
	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists
Professional	23	21	4	6
Technical-vocational	14	13	3	4
Unskilled	6	9	6	3

$X^2 = 6.19428$
$P = 0.0456$

TABLE 36
Contingency Table

Total Grade Level 5

Work Mode	POSITIVE		NON-POSITIVE	
	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists
Professional	21	20	4	5
Technical-vocational	17	16	3	4
Unskilled	5	7	3	1

$X^2 = 2.14403$

$P = 0.3424$

TABLE 37

Contingency Table

Total Grade Level 6

Work Mode	POSITIVE		NON-POSITIVE	
	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists	Observed Frequency of Reference	Hypothesized Frequency of References If No Bias Exists
Professional	23	22	7	8
Technical-vocational	1	2	1	1
Unskilled	7	7	3	2

$X^2 = 0.78827$

$P = 0.6744$

Total

TABLE 38
Contingency Table

Work Mode	PRIMARY		SECONDARY		TERTIARY	
	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference
Professional	45	29	96	95	18	35
Technical-vocational	20	29	99	93	37	34
Unskilled	11	17	48	56	35	21

$X^2 = 33.18695$
$P = 0.0000$

TABLE 39
Contingency Table

Total Publisher No. 1

Work Mode	PRIMARY		SECONDARY		TERTIARY	
	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference
Professional	7	5	18	14	0	6
Technical-vocational	6	6	16	16	6	6
Unskilled	3	4	6	11	10	4

$X^2 = 17.40286$
$P = 0.0017$

TABLE 40
Contingency Table

Total Publisher No. 4

Work Mode	PRIMARY		SECONDARY		TERTIARY	
	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference
Professional	2	1	1	2	1	1
Technical-vocational	0	1	4	3	2	2
Unskilled	1	1	3	3	2	2

$X^2 = 4.12222$

$P = 0.3900$

TABLE 41
Contingency Table

Total Publisher No. 5

Work Mode	PRIMARY		SECONDARY		TERTIARY	
	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Refcrence	Hypothetized Frequency of Reference
Professional	0	1	7	6	1	1
Technical-vocational	1	0	4	5	1	1
Unskilled	0	0	2	2	0	0

$X^2 = 2.28205$
$P = 0.6840$

TABLE 42
Contingency Table

Total Publisher No. 6

Work Mode	PRIMARY		SECONDARY		TERTIARY	
	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference
Professional	14	9	16	15	4	10
Technical-vocational	4	7	12	11	9	7
Unskilled	0	2	3	4	6	3

$X^2 = 15.13586$
$P = 0.0046$

TABLE 43
Contingency Table

Total Publisher No. 8

Work Mode	PRIMARY		SECONDARY		TERTIARY	
	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference
Professional	2	2	4	3	0	1
Technical-vocational	2	1	2	3	1	1
Unskilled	1	2	3	4	3	1

$X^2 = 3.98476$
$P = 0.4085$

TABLE 44
Contingency Table

Total Publisher No. 9

Work Mode	PRIMARY		SECONDARY		TERTIARY	
	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference
Professional	2	1	10	9	3	5
Technical-vocational	2	2	11	13	9	7
Unskilled	0	0	5	4	1	2

$X^2 = 3.54825$
$P = 0.0046$

TABLE 45
Contingency Table

Total Publisher No. 12

Work Mode	PRIMARY		SECONDARY		TERTIARY	
	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference
Professional	6	4	5	7	2	2
Technical-vocational	3	4	7	5	1	2
Unskilled	2	3	4	4	2	1

$X^2 = 2.39695$
$P = 0.6632$

TABLE 46
Contingency Table

Total Publisher No. 13

Work Mode	PRIMARY		SECONDARY		TERTIARY	
	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference
Professional	1	4	17	12	1	3
Technical-vocational	1	5	19	17	6	4
Unskilled	11	4	3	10	2	2

$X^2 = 32.73637$
$P = 0.0000$

TABLE 47
Contingency Table

Total Publisher No. 14

Work Mode	PRIMARY		SECONDARY		TERTIARY	
	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference
Professional	10	6	14	15	5	8
Technical-vocational	2	4	13	10	3	4
Unskilled	0	2	4	6	7	3

$X^2 = 15.16452$
$P = 0.0046$

TABLE 48
Contingency Table

Total Publisher No. 15

Work Mode	PRIMARY		SECONDARY		TERTIARY	
	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference
Professional	1	0	2	3	1	1
Technical-vocational	0	0	5	4	0	1
Unskilled	0	0	5	5	1	1

$X^2 = 4.58333$
$P = 0.3332$

TABLE 49
Contingency Table

Total Grade Level 0

Work Mode	PRIMARY		SECONDARY		TERTIARY	
	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference
Professional	0	0	2	2	1	1
Technical-vocational	2	1	19	18	15	17
Unskilled	0	0	8	10	12	10

$X^2 = 2.94555$
$P = 0.5671$

TABLE 50
Contingency Table

Total Grade Level 1

Work Mode	PRIMARY		SECONDARY		TERTIARY	
	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference
Professional	4	2	9	8	1	4
Technical-vocational	1	2	7	7	4	3
Unskilled	0	1	3	4	4	2

$X^2 = 7.99866$
$P = 0.0925$

TABLE 51
Contingency Table

Total Grade Level No. 2

Work Mode	PRIMARY		SECONDARY		TERTIARY	
	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference
Professional	10	6	14	16	4	6
Technical-vocational	6	8	25	21	7	9
Unskilled	4	5	11	13	9	6

$X^2 = 8.17641$
$P = 0.0862$

TABLE 52
Contingency Table

Total Grade Level 3

Work Mode	PRIMARY		SECONDARY		TERTIARY	
	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference
Professional	9	7	18	17	5	8
Technical-vocational	3	5	12	11	6	5
Unskilled	3	3	4	7	6	3

$X^2 = 5.86352$

$P = 0.2105$

TABLE 53
Contingency Table

Total Grade Level 4

Work Mode	PRIMARY		SECONDARY		TERTIARY	
	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference
Professional	3	2	22	22	2	3
Technical-vocational	1	1	14	14	2	2
Unskilled	1	1	9	10	2	1

$X^2 = 1.07093$
$P = 0.8988$

TABLE 54
Contingency Table

Total Grade Level 5

Work Mode	PRIMARY		SECONDARY		TERTIARY	
	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference
Professional	6	4	16	17	3	4
Technical-vocational	4	4	12	13	4	3
Unskilled	0	2	7	5	1	1

$X^2 = 3.06927$
$P = 0.5465$

TABLE 55
Contingency Table

Total Grade Level 6

Work Mode	PRIMARY		SECONDARY		TERTIARY	
	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference	Observed Frequency of Reference	Hypothetized Frequency of Reference
Professional	13	11	15	17	2	2
Technical-vocational	3	5	9	7	0	1
Unskilled	3	4	6	6	1	1

$X^2 = 2.91777$
$P = 0.5718$

Total

TABLE 56
Contingency Table

Work Mode	REAL		UNREAL	
	Observed Frequency of Reference	Hypothesized Frequency of Reference	Observed Frequency of Reference	Hypothesized Frequency of Reference
Professional	132	124	25	33
Technical-vocational	117	130	47	34
Unskilled	79	74	14	19

$X^2 = 10.28811$
$P = 0.0063$

Total Publisher No. 1

TABLE 57
Contingency Table

Work Mode	REAL		UNREAL	
	Observed Frequency of Reference	Hypothesized Frequency of Reference	Observed Frequency of Reference	Hypothesized Frequency of Reference
Professional	19	19	6	6
Technical-vocational	18	21	10	7
Unskilled	17	14	2	5

$X^2 = 3.85042$
$P = 0.1463$

Total Publisher No. 4

TABLE 58
Contingency Table

Work Mode	REAL		UNREAL	
	Observed Frequency of Reference	Hypothesized Frequency of Reference	Observed Frequency of Reference	Hypothesized Frequency of Reference
Professional	4	4	0	0
Technical-vocational	5	5	1	1
Unskilled	6	6	0	0

$X^2 = 1.77778$
$P = 0.4114$

Total Publisher No. 5

TABLE 59
Contingency Table

Work Mode	REAL		UNREAL	
	Observed Frequency of Reference	Hypothesized Frequency of Reference	Observed Frequency of Reference	Hypothesized Frequency of Reference
Professional	8	5	0	3
Technical-vocational	1	4	5	2
Unskilled	1	1	1	0

$X^2 = 10.31111$
$P = 0.0059$

Total Publisher No. 6

TABLE 60
Contingency Table

Work Mode	REAL		UNREAL	
	Observed Frequency of Reference	Hypothesized Frequency of Reference	Observed Frequency of Reference	Hypothesized Frequency of Reference
Professional	30	25	3	8
Technical-vocational	14	20	12	6
Unskilled	8	7	1	2

$X^2 = 11.99123$
$P = 0.0026$

Total Publisher No. 7

TABLE 61
Contingency Table

Work Mode	REAL		UNREAL	
	Observed Frequency of Reference	Hypothesized Frequency of Reference	Observed Frequency of Reference	Hypothesized Frequency of Reference
Professional	1	1	0	0
Technical-vocational	4	3	1	1
Unskilled	1	2	2	1

$X^2 = 2.40000$
$P = 0.3012$

Total Publisher No. 8

TABLE 62
Contingency Table

Work Mode	REAL		UNREAL	
	Observed Frequency of Reference	Hypothesized Frequency of Reference	Observed Frequency of Reference	Hypothesized Frequency of Reference
Professional	5	4	1	1
Technical-vocational	4	4	1	1
Unskilled	5	6	2	2

$X^2 = 0.28469$
$P = 0.8674$

Total Publisher No. 9

TABLE 63
Contingency Table

Work Mode	REAL		UNREAL	
	Observed Frequency of Reference	Hypothesized Frequency of Reference	Observed Frequency of Reference	Hypothesized Frequency of Reference
Professional	11	10	3	4
Technical-vocational	19	19	9	8
Unskilled	4	5	2	2

$X^2 = 0.57623$
$P = 0.7498$

Total Publisher No. 12

TABLE 64
Contingency Table

Work Mode	REAL		UNREAL	
	Observed Frequency of Reference	Hypothesized Frequency of Reference	Observed Frequency of Reference	Hypothesized Frequency of Reference
Professional	11	11	2	2
Technical-vocational	10	9	1	2
Unskilled	5	6	2	1

$X^2 = 1.20922$
$P = 0.5465$

Total Publisher No. 13

TABLE 65
Contingency Table

Work Mode	REAL		UNREAL	
	Observed Frequency of Reference	Hypothesized Frequency of Reference	Observed Frequency of Reference	Hypothesized Frequency of Reference
Professional	16	17	3	2
Technical-vocational	23	23	3	3
Unskilled	15	14	1	2

$X^2 = 0.77825$
$P = 0.6777$

Total Publisher No. 14

TABLE 66
Contingency Table

Work Mode	REAL		UNREAL	
	Observed Frequency of Reference	Hypothesized Frequency of Reference	Observed Frequency of Reference	Hypothesized Frequency of Reference
Professional	23	24	6	5
Technical-vocational	14	15	4	3
Unskilled	11	9	0	2

$X^2 = 2.84629$
$P = 0.2411$

Total Publisher No. 15

TABLE 67
Contingency Table

Work Mode	REAL		UNREAL	
	Observed Frequency of Reference	Hypothesized Frequency of Reference	Observed Frequency of Reference	Hypothesized Frequency of Reference
Professional	3	4	1	0
Technical-vocational	5	4	0	1
Unskilled	5	5	1	1

$X^2 = 1.29807$
$P = 0.5228$

Total Grade Level 0

TABLE 68
Contingency Table

Work Mode	REAL		UNREAL	
	Observed Frequency of Reference	Hypothesized Frequency of Reference	Observed Frequency of Reference	Hypothesized Frequency of Reference
Professional	1	1	1	1
Technical-vocational	26	30	18	14
Unskilled	18	14	2	6

$X^2 = 6.36952$
$P = 0.0418$

Total Grade Level 1

TABLE 69
Contingency Table

Work Mode	REAL		UNREAL	
	Observed Frequency of Reference	Hypothesized Frequency of Reference	Observed Frequency of Reference	Hypothesized Frequency of Reference
Professional	11	9	3	5
Technical-vocational	9	7	3	5
Unskilled	0	4	7	3

$X^2 = 13.70316$
$P = 0.0011$

Total Grade Level 2

TABLE 70
Contingency Table

Work Mode	REAL		UNREAL	
	Observed Frequency of Reference	Hypothesized Frequency of Reference	Observed Frequency of Reference	Hypothesized Frequency of Reference
Professional	27	24	1	4
Technical-vocational	28	32	10	6
Unskilled	22	21	2	3

$X^2 = 7.73733$
$P = 0.0212$

Total Grade Level 3

TABLE 71
Contingency Table

Work Mode	REAL		UNREAL	
	Observed Frequency of Reference	Hypothesized Frequency of Reference	Observed Frequency of Reference	Hypothesized Frequency of Reference
Professional	27	28	5	4
Technical-vocational	20	19	1	2
Unskilled	11	11	2	1

$X^2 = 1.56651$
$P = 0.4572$

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TABLE 72

Total Grade Level 4 Contingency Table

Work Mode	REAL		UNREAL	
	Observed Frequency of Reference	Hypothesized Frequency of Reference	Observed Frequency of Reference	Hypothesized Frequency of Reference
Professional	25	22	2	6
Technical-vocational	12	13	5	3
Unskilled	7	9	4	2

$X^2 = 5.45801$

$P = 0.0658$

Total Grade Level 5

TABLE 73
Contingency Table

Work Mode	REAL		UNREAL	
	Observed Frequency of Reference	Hypothesized Frequency of Reference	Observed Frequency of Reference	Hypothesized Frequency of Reference
Professional	19	17	5	7
Technical-vocational	13	15	7	5
Unskilled	6	6	2	2

$X^2 = 1.13058$
$P = 0.5684$

Total Grade Level 6

TABLE 74
Contingency Table

Work Mode	REAL		UNREAL	
	Observed Frequency of Reference	Hypothesized Frequency of Reference	Observed Frequency of Reference	Hypothesized Frequency of Reference
Professional	26	25	4	5
Technical-vocational	9	10	3	2
Unskilled	8	8	2	2

$X^2 = 0.87787$
$P = 0.6448$

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Published by
Center for Economic Education, North Texas State University
in cooperation with
Department of Occupational Education and Technology
Texas Education Agency
May, 1973

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Full Text Provided by ERIC

ACCESSION NUMBER: VT100765

PUBLICATION DATE: MAR74

TITLE: ABSTRACTS OF OUTSTANDING RESEARCH AND CURRICULUM ACTIVITIES CONDUCTED BY STATE RESEARCH COORDINATING UNITS.

DESCRIPTOR: *ABSTRACTS; *CURRICULUM RESEARCH; *RESEARCH PROJECTS; *RESEARCH COORDINATING UNITS; *EDUCATIONAL RESEARCH

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

DESCRIPTIVE NOTE: PREPARED FOR THE NATIONAL RCU PERSONNEL CONFERENCE ENTITLED "THE SCORE AFTER NINE - 1965-1974", SCOTTSDALE, ARIZONA, MARCH 18-21, 1974.

ISSUE: ARM V.7NO.4(1974)PP. 623

ABSTRACT: AN OUTCOME OF THE NATIONAL RESEARCH COORDINATING UNIT CONFERENCE HELD DURING THE PERIOD OF MARCH 18-21, 1974, THIS PUBLICATION CONTAINS EDITED, ABSTRACTED REPORTS OF RESEARCH AND CURRICULUM ACTIVITIES AND PROJECTS CONDUCTED BY THE VARIOUS UNITS DURING THE YEAR. GROUPED IN ALPHABETICAL ORDER BY STATE, THE 48 RESUMES ENTERED, INCLUDE IN ADDITION TO THE ABSTRACTS, TITLES OF THE PROJECTS CONDUCTED AS WELL AS THE NAMES OF COORDINATING AGENCIES RESPONSIBLE FOR THEM, THE NAMES OF THE PROJECT DIRECTORS, AND THE FUNDING SOURCES AND PERIODS OF PROJECT DURATION. (SN)

AVAILABILITY: CURRICULUM MANAGEMENT CENTER. DIV. OF VOCATIONAL AND TECHNICAL EDUCATION, 1035 OUTER PARK DR., SUITE 201, SPRINGFIELD, IL 62706

INSTITUTION NAME: ILLINOIS STATE BOARD OF VOCATIONAL EDUCATION AND REHABILITATION, SPRINGFIELD. RESEARCH COORDINATING UNIT.

VT 100 765

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ABSTRACTS

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of OUTSTANDING RESEARCH and CURRICULUM ACTIVITIES

Conducted by:

STATE RESEARCH COORDINATING UNITS

Prepared for:

NATIONAL RCU PERSONNEL CONFERENCE

"The score after nine"

1965-1974

MARCH 18-21, 1974
DOUBLETREE INN
SCOTTSDALE, ARIZONA

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FORWARD

This publication was prepared for the National RCU Personnel Conference entitled "The Score After Nine - 1965-1974" held at the Doubletree Inn, Scottsdale, Arizona March 18-21, 1974. The theme of the conference centered around outstanding research and curriculum activities that had been or were being conducted by the state Research Coordinating Units. Each state was asked to prepare three project resumes which were submitted to the Regional Planning Representatives for possible inclusion as formal presentations at the conference. All resumes submitted have been edited and put together in this document for your use. No attempt has been made to group them in any way except that they are organized alphabetically by state.

The publication was prepared through the courtesy of the Illinois Research and Development Unit and the Illinois Curriculum Management Center which are a part of the Division of Vocational and Technical Education, Board of Vocational Education and Rehabilitation, State of Illinois. The conference program includes a presentation by the National Curriculum Management Center Network and this publication is exemplary of how the National RCU Network and the National Network for Curriculum Coordination can work together to improve vocational and technical education.

Dr. Charles H. Rogers, President
National RCU Personnel Conference

PROJECT RESUME

PROJECT TITLE: Determination Of The Most Effective Procedures For Implementation Of School-Wide Junior High Career Exploratory Experiences And For The Placement And Follow-Up Of All Exiting Students K-14

AGENCY: Research and Evaluation Unit, Division of Vocational Education and Community Colleges, State Department of Education, State Office Building, Montgomery, Alabama 36104

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Dr. James R. Bishop, Branch Director, Support Data Branch, Division of Vocational Education and Community Colleges, State Department of Education, State Office Building, Montgomery, Alabama 36104 Phone: (205)269-7259

DURATION: FROM June 1, 1973 TO November 31, 1974

FUNDING: FEDERAL $ 175,643 STATE $ 63,220 OTHER $

PURPOSE OF PROJECT: (1)locate all available local, regional & State career exploratory & placement resources for students;(2)determine alternate methods of utilizing resources;(3)implement & evaluate exploration/or placement methods under controlled conditions;(4)design placement & follow-up systems for all exiting studts.

DESCRIPTION OF PROJECT: A state-wide research effort combining resources of 10 school systems, including 40 teachers, 10 guidance counselors, 5 full-time placement coordinators & 10 administrators, will be coordinated with local, regional & state occupational & educational resources. An experimental research design employing a 20% random sample of approximately 22,500 junior & senior high students divided into experimental & control groups using the Crites Career Maturity Inventory in addition to multiple process evaluations will be used on pre-post-test schedule to determine & evaluate methods of career exploration & student placement.

Five career exploration methods (on-the-job experience;work setting observation; resource person visiting in school;films, slides & media presentations; & library individual study) representing "concrete to abstract" levels of experience will be evaluated across different time spans. Each method will be tested across five different time spans in five separate sites under controlled conditions. A cost efficiency analysis of each method will be determined in terms of cognitive pay off for students vs. cost in time & money to the school system.

Placement & follow-up systems for exiting students will be tested to determine the feasibility of localizing placement officers in schools, versus establishing a central system placement office serving numerous schools. One criterion to be studied would be the system's resourcefulness in serving drop-outs as well as terminal non-college bound students.

PROJECT RESUME

PROJECT TITLE: Developing a Curriculum Guide For Use by Vocational Orientation Teachers....."Investigating Career Opportunities"

AGENCY: Little Rock Public Schools of Pulaski County
West Markham and Izard Streets
Little Rock, Arkansas 72201

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE):
Mr. Ernest L. Rush and Mr. Noel McGuire, Little Rock Public Schools, West Markham and Izard Streets, Little Rock, Ark 72201 Phone: (501)376-3851

DURATION: FROM June 7, 1972 TO June 2, 1972

FUNDING: FEDERAL $ 18,907 STATE $ _____ OTHER $ 14,263 (local)

PURPOSE OF PROJECT: To develop an occupational orientation curriculum based on behavorial objectives that will involve the student in real and live experiences for the purpose of guidance, directed toward decision making in his/her selection of an appropriate curriculum for further study.

DESCRIPTION OF PROJECT:
The intent of this project is to focus on a meaningful junior high school occupational orientation curriculum.

It was proposed that career clusters be divided into three established instruction areas: Industrial Education, Home Economics, and Business Education. A curriculum entitled, "Investigating Career Opportunities was developed and field tested at Pulaski Heights Junior High School in Little Rock, Arkansas. Each instructional area was assigned the clusters most related to that field. Two teachers from each of these instructional areas and one guidance counselor were selected to develop the curriculum guide based on behavioral objectives that were measurable.

Three classes received instruction in the newly developed curriculum, with students rotating each 12 weeks to another teacher. At the end of the school year, students in all three classes had been oriented to career opportunities through some 40 career units. Considerable revision was necessary after field testing the materials for one year. The Little Rock School System has now adopted this rotating system of teacher career opportunities as a requirement of all junior high students.

PROJECT RESUME

PROJECT TITLE: The development of Sequential, Self-Paced Vocational Activities Units Utilizing Multi-Media for Use in Vocational Aptitude Evaluation Carrels.

AGENCY: Little Rock Public Schools
West Markham and Izard Streets
Little Rock, Arkansas 72201

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Mrs. Imogene Land
Vocational Curriculum Specialist
7701 Scott Hamilton Drive
Little Rock, Arkansas 72209

DURATION: FROM August 1, 1973 TO June 30, 1974

FUNDING: FEDERAL $ 18,356 STATE $ _____ OTHER $ 3,070 (local)

PURPOSE OF PROJECT: The purpose of the project is to plan and develop clusters of multi-media, self-paced vocational activity units for evaluating the vocational aptitudes, job attitudes, and work habits as reflected by the students' performance in each evaluation carrel.

DESCRIPTION OF PROJECT: It is proposed that evaluation carrels will be established for some sixteen occupational areas. It is expected that a minimum of one and a maximum of ten activity units will be developed for each carrel. Each unit will consist of clearly stated, measurable objectives, student work activities, written and recorded activity instructions, visuals synchronized with the recorded instructions, and evaluation check sheets for assessing students' abilities in the performance of the vocational activities. The units will be developed as self-paced, individualized packets and will therefore, enable the instructor and evaluator to move through the laboratory from one carrel to another, observing and assisting students on an individual basis. These carrels will contain all the necessary equipment, tools, and supplies for performing the activities referred to in the audio-visual instructions. Student summary sheets will be developed and used in counseling sessions with the students to help them identify the vocational fields best suited to their capabilities and interests. These self-paced instructional materials will be pilot tested and revised continuously during the developmental phase to determine effectiveness of units with the client. It is anticipated that the individualized vocational activity units developed under this project can be used in any junior or senior high school.

PROJECT THEME

PROJECT TITLE:

The World of Fashion

AGENCY: Conway School District
Prince and Mitchell Streets
Conway, Arkansas 72032

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Mrs. Lou Ann Pew, Director
Department of Home Economics
Conway High School
Conway, Arkansas 72032

DURATION: FROM August 15, 1973 TO May 31, 1974

FUNDING: FEDERAL $ 29,910 STATE $ _____ OTHER $ 6,757 (local)

PURPOSE OF PROJECT: The purpose of the World of Fashion project is to develop guidelines for planning, conducting, managing, and evaluating an innovative simulation program for teaching the competencies and skills for employment in the clothing textile industry.

DESCRIPTION OF PROJECT: Guidelines will be developed for providing training in a wide variety of areas related to the fashion industry for students in grades 10-12. The guidelines for the program will incorporate three phases during the first year that will later be sequentialized to enable students to enter the program in one phase and move through the program or concentrate their study into specialized areas. These three phases are proposed:

Phase I. Area Learning Stations. Learning stations will be developed in all occupational areas that are determined feasible which represents the local fashion industry occupations. Students will use self contained individualized learning packets which will be developed for each learning station that is identified in the project. The learning packets will be based on instruction sheets for hand-on exploratory experience with evaluation methods and techniques to determine the level of proficiency attained by the student. Students will gain experience in mass production techniques through special projects related to the learning stations.

Phase II. Simulation Program. A second phase of the project is to develop a simulated laboratory to provide students an opportunity for gainful employment through assigned construction activities related to study units. The simulated laboratory will be operated in a business-like manner with all students participating in the various roles needed for occupational garment making services.

Phase III. On-The-Job-Training. It is expected that twelfth grades students will have adequate skills and competencies to be employed in occupations related to the local fashion industry. Extensive efforts through a local survey and personal contacts will be made to solicit the support of local business and industry to provide training stations.

This project will also serve as a demonstration center for pre-service teachers of home economics to broaden their knowledge and understanding of the occupational home economics program.

PRESENTATION SUMMARY

PRESENTATION TITLE:

A Survey of Community Resources and Employment Opportunities Having Implications for Programs of Vocational Agriculture in Connecticut: Phase I

PRESENTER (NAME, TITLE, ORGANIZATION): Richard C. Wilson
Co-Director
Research and Planning Unit
Connecticut State Department of Education

ABSTRACT OF PRESENTATION:

This study consists of Phase I of a two phase project. In Phase I a comprehensive review of literature relating to studies of employment opportunities in agriculture will be conducted, the population and sample of farms and non-farm agricultural firms will be identified, a survey instrument on which to collect data concerning employment opportunities in agriculture and data that will have implications for improvement of vocational agriculture programs will be developed, teachers of vocational agriculture will become competent in interviewing and survey research skills, and data collection by interview will be initiated by graduate research assistants in areas having a high number of farms and agricultural firms in the sample. Phase II, consisting of a subsequent project, will include data collection, computation and analysis and the writing of necessary reports.

PROJECT RESUME

PROJECT TITLE: Automotive Mechanics Assessment Project

AGENCY: Florida Research and Development Program, Division of Elementary and Secondary Education, Department of Education, 219 West Jefferson Street, Tallahassee, Florida 32304 Phone: 904/488-1681

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Dr. James W. Selman, Department of Vocational and Adult Education, University of South Florida, Tampa, Florida 33620 Phone: 813/974-2100 Ext. 366

DURATION: FROM January 1, 1972 TO November 15, 1972

FUNDING: FEDERAL $_____ STATE $ 29,149.00 OTHER $_____

PURPOSE OF PROJECT: This project had a two-fold purpose to: (1) produce a catalog of validated objectives in the area of automotive mechanics for use in curriculum planning and development; and (2) develop techniques and procedures for assessing student attainment of stated objectives.

DESCRIPTION OF PROJECT: Catalog development included the following tasks: (1) production of a report on the "state of the art" in the development of performance objectives and criterion-referenced assessment devices for automotive mechanics; (2) development of a domain chart for automotive mechanics competencies; (3) assembly of a catalog of pre-objectives; (4) review of pre-objectives by automotive mechanics, teachers, teacher educators, industrial supervisors and automotive mechanics; (5) identification of pre-objectives associated with job entry level skills and development of performance objectives and criterion-referenced exercises; and (6) field-test of assessment items with entry level automotive mechanics and with students enrolled in automotive mechanics programs.

A comprehensive catalog of more than 800 pre-objectives which defined the domain of automotive mechanics in terms of student performance were identified. Subsequently, this list was reduced to 136 performance objectives representative of those competencies necessary for entry-level into the occupation of auto mechanic.

Additional catalogs of performance objectives and criterion-referenced exercises have been developed in the vocational areas of typewriting, ornamental horticulture and employability skills. Catalogs for art, mathematics (early childhood and primary), health and physical education, reading, physical sciences, biological and earth-space sciences, Florida history and geography are being developed in academic areas.

PROJECT RESUME

PROJECT TITLE: PROJECT FAIS: Fusion of Applied and Intellectual Skills

AGENCY: Bureau of Research and Evaluation; Vocational, Technical and Adult Education Division; Florida Department of Education; Knott Building, Tallahassee, Florida 32304

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Dr. Leonard Jackson, P. K. Yonge Laboratory School, 1080 S.W. 11th Street, Gainesville, Florida 32611
Phone: 904/392-1554

DURATION: FROM July 1, 1973 TO June 30, 1974

FUNDING: FEDERAL $ 3,977.00 STATE $ OTHER $

Previous federal funding $281,500.00

PURPOSE OF PROJECT: The purpose of this project is to complete development of validated K-8 elementary school program which fuses value clarification processes into the ongoing career education curriculum.

DESCRIPTION OF PROJECT: As each component of the program is completed a fused curriculum for grades K-8 will be prepared for publication. Included in the component is a facilitator's guide, audio-visuals, and instructional materials appropriate for each grade level. All materials are focused on career exploration through a value clarification process.

At present the K-2 component is available from a publisher and the other two components should be completed by early 1974.

PROJECT RESUME

PROJECT TITLE: PROJECT LOOM: Learner Oriented Occupational Materials

AGENCY: Bureau of Research and Evaluation; Vocational, Technical and Adult Education Division; Florida Department of Education; Knott Building, Tallahassee, Florida 32304

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Mr. Ernest Berger, Career Education Center, College of Education, Florida State University, Tallahassee, Florida 32306 Phone: 904/224-2038

DURATION: FROM July 1, 1973 TO June 30, 1974

FUNDING: FEDERAL $ 80,000.00 STATE $ _____ OTHER $ _____

Previous federal funding $246,000.00

PURPOSE OF PROJECT: The purpose of this project is to complete and field test the effectiveness of learning activity packages emphasizing exploration of the world-of-work through learner oriented occupational materials.

DESCRIPTION OF PROJECT: Approximately 160 learning activity packages have been developed, and are being widely field tested and revised in Florida. Each package provides appropriate, exploratory learning experiences with occupations at the elementary and middle school levels for grades K-8. When these learning activity packages are determined to be effective and are revised, they will be published and distributed widely. A staff development program component to provide instruction in the utilization of the learning activity package is also being developed.

Student learning objectives are designed to provide cognitive and psychomotor experiences. Pre- and post tests for students, unique learning materials, lists of equipment, and some realia are parts of each learning activity package.

PROJECT RESUME

PROJECT TITLE: Analysis of Current Manpower Labor Market Information of Illinois

AGENCY: Western Illinois University

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE):
Dr. Richard E. Hattwick Phone - 309-295-3861
Western Illinois University
Macomb, Illinois 61455

DURATION: FROM Dec. 1, 1972 TO June 30, 194

FUNDING: FEDERAL $ ------- STATE $ 83,857.95 OTHER $ 6,959.35

PURPOSE OF PROJECT: Sources of annual labor market information provided the basis for a status report of the current labor market situation in Illinois. A planning sequence was then developed for local and state planners to use in relating manpower information to program planning.

DESCRIPTION OF PROJECT: In FY 1973 the Division undertook several activities which will ultimately lead to a statewide management information system for vocational and technical education. One of these activities involved the development of a system for collecting and analyzing supply and demand information. Realizing that the management information system was a long-range activity and that it would be sometime before full implementation could be realized, the Division identified an intermediate activity that would provide a system for analyzing current labor market information so that it would be meaningful for local planners to the preparation of local One and Five Year Plans for the Division. The project staff identified the various sources of labor market information already in existence and decided to use the 1970 census as a basis for setting up the system. A manual was developed based on the census information that would allow the local planner to take census data on a regional basis and apply it to his own situation. The technique utilized in the manual would ultimately tell the planner how many jobs would be available in a specific OE code classification and allow him to determine how many enrolees he would have to have in a specific program to meet that demand. The developers of the manuals took into account that not all of the vacancies would be filled by that school. The final projection represents that school's portion of the total market. This project is now in its second phase with concentration on the revision of the table and further examination of the effectiveness of the technique. It should be stressed that this project has long-range implications for the MIS system and represents only the beginning.

PROJECT RESUME

PROJECT TITLE:

LPN-RN Program

AGENCY: Olive-Harvey Community College and University of Chicago Hospitals

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): (312-947-5821)

Rose Greenberg (312-568-3800)
10001 So. Woodlawn Ave.
Chicago, Illinois 60628

Sally Holloway, Univ. of Chicago Hospitals & Clinics, 950 E. 59th Street
Chicago, Illinois 69637

DURATION: FROM 9/13/71 TO 6/30/73

FUNDING: FEDERAL $ ---- STATE $ 130,000.00 OTHER $ 20,000.00

PURPOSE OF PROJECT: The main objective of this project was to build a career ladder from the LPN to the RN level. Fully qualified LPN's were given academic credit for skills already possessed and allowed to enter an RN program at an accelerated level.

DESCRIPTION OF PROJECT: The LPN-RN Program was first funded by the Division in FY 1972. The project was supported from Part D exemplary funds. The major purpose of the projects was to design and develop a career ladder that would allow an individual who was already certified as a LPN to enroll in an RN program without losing credit for those elements of the LPN program that might be duplicated in an RN program. The project was conducted cooperatively by the Olive-Harvey Community College and the University of Chicago Hospitals. This arrangement allowed the students to obtain credit through a regular program while getting their practical experience on-the-job in a regular hospital setting. Seventy-five (75) LPN's employed at the University of Chicago Hospitals applied for initial consideration as students. The students were screened and twenty (20) were eventually selected for participation. The normal NLN entrance examination was administered to the twenty students and seventeen failed the examination. Since the program was experimental, all twenty were allowed to enter and proceed through the course. Each student was given a minimum of six semester hours of credit for subject areas common to both LPN and RN programs. The twenty students completed the program in seventeen (17) months instead of the usual two years. Nineteen of the students were able to take the state board qualifying examinations on the same day. All nineteen students passed the examination with a 21.0 average above both state and national norms. The other student took the exam at a later date and did equally as well. The project was extremely successful, and the Division has learned that all public city colleges in Chicago are now operating on the same basis.

PROJECT RESUME

PROJECT TITLE:
Nuclear Radiation Project Study

AGENCY: Community High School District #155
45 W. Franklin Street
Crystal Lake, Illinois 60014

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE):
Paul Baker Phone: 815-459-2505
45 W. Franklin Street
Crystal Lake, Illinois 60014

DURATION: FROM July 1, 1971 TO June 30, 1974

FUNDING: FEDERAL $ -- STATE $ 60,000 OTHER $ 20,000

PURPOSE OF PROJECT: A "nucleonics" program has been developed for secondary school youth designed to give the instruction in nuclear radiation technology as it relates to occupational education. Project staff are presently field-testing, validating, and demonstrating the nucleonics curriculum.

DESCRIPTION OF PROJECT: This project was first funded by the Division in FY 1972. The project was supported out of Part C funds. The project was conducted in three phases over a three-year period. The first phase involved a survey of the industrial and health industries in the seven counties that surround Cook County, Illinois. The major purpose of the survey was to determine the need for school-trained individuals in the field of nuclear radiation. The results of the survey indicated that there was a very definite need for individuals trained in the area of nuclear radiation for both health agencies and industrial agencies. Based on this survey, the Division entered into a second contract with High School District No. 55 to develop curriculum materials in nucleonics. A text was developed entitled "Introduction to Nucleonics" which was field-tested at Crystal Lake during the second year of the project. The third phase of the project which is now being conducted centers around further field-testing and revision of the text as well as the development of a teacher's guide for the utilization of the material. Crystal Lake and Cary High Schools are also acting as demonstration centers for the project. In addition, the project is being field-tested by special arrangement with the Sarasota School System, Sarasota, Florida. Inquiries have also been received from a number of schools in California and Texas as to the availability of the materials. It is anticipated that this text will be published by a commercial publisher in the immediate future. Steps have already been initiated to identify the publisher in compliance with the Administrative Guidelines for Securing Assistance in the Dissemination of Project Materials Arising from Contractual Agreements, Bulletin No. 37-972. This project has far-reaching implications for vocational-technical training, as well as basic introductory activities for regular science programs in the public schools.

PROJECT RESUME

PROJECT TITLE: CAREER EDUCATION PROGRAM HELPING ALL IN COUNSELING (CEPHALIC)

AGENCY: Department of Counseling Psychology and Guidance Services, Ball State University, Muncie, Indiana 47306

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Dr. Joseph Hollis, Director, Department of Counseling Psychology and Guidance Services, Ball State University, Muncie, Indiana 47306

DURATION: FROM September 1, 1973 TO August 31, 1974

FUNDING: FEDERAL $ 19,147.00 STATE $ _____ OTHER $ 3,950.00 (agency)

PURPOSE OF PROJECT: To upgrade existing curricula in counselor education and to effect change in those counselors in training to be more prepared to work with vocational-technical education secondary students.

DESCRIPTION OF PROJECT: Initially, intensive in-service activities with the counselor education faculty will prepare them to work with the counselors in the program. Through these activities, a curricular mofification will occur in the counselor education program in both course content and teaching approaches. Materials will be sought and/or developed in career education and integrated into the counselor-training program which will better prepare them for their counseling role with vocational-technical education students. A part of the program sponsored by the University consists of field internships in business, industry and government for all counselor trainees to provide an acquaintanceship with the world of work.

PROJECT RESUME

PROJECT TITLE: A Pilot System for Research-Development Product Dissemination Within the State of Indiana

AGENCY: Indiana University, Vocational Education Program Area, School of Education, 223 South Jordan, Bloomington, Indiana 47401

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Dr. Robert C. Harris, Assistant Professor, 223 South Jordan, Bloomington, Indiana 47401

DURATION: FROM July 1, 1972 TO December 31, 1973

FUNDING: FEDERAL $ 4,715.00 STATE $ _____ OTHER $ _____

PURPOSE OF PROJECT: To provide information regarding dissemination of research findings to the State Division of Vocational Education which will be useful in their long range planning via COMMUNIQUE.

DESCRIPTION OF PROJECT: There are three phases to the project:

1) Publish periodically COMMUNIQUE, a synopsis of research information written in practical terms for the educational practitioner, whether teacher, counselor, or administrator.

2) Use the dissemination of COMMUNIQUE as a way of learning more about dissemination techniques which work for these groups of readers.

3) Provide computer searches of ERIC via PROBE for Division personnel and recently funded research projects.

Phases 2 and 3 have been completed. Five issues of COMMUNIQUE have been published and disseminated. It is anticipated that COMMUNIQUE will continue to be published through a second funding period.

Information will be available by March 1, 1974 regarding Phase 2 and the implications for dissemination of vocational education research in Indiana.

PROJECT RESUME

PROJECT TITLE: A PROJECT TO RESEARCH THE COORDINATION AND COMMUNICATION POSSIBILITIES BETWEEN STATE AGENCIES INVOLVED WITH VOCATIONAL EDUCATION AND PROMOTIONAL ACTIVITIES TO IMPLEMENT CONCLUDED PROGRAMS

AGENCY: Indiana State Department of Public Instruction, Division of Vocational Education, 1012 State Office Building, Indianapolis, Indiana 46204

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Mr. Robert Howard, Director, State Department of Public Instruction, 229 State House, Indianapolis, Indiana 46204

DURATION: FROM July 1, 1973 TO June 30, 1974

FUNDING: FEDERAL $ 28,480.00 STATE $ OTHER $

PURPOSE OF PROJECT: The main purposes of the project are to establish a communication linkage between all agencies and organizations involved with vocational education services in Indiana and to develop a coordinated effort of vocational educators with respect to legislative purposes and with the general public.

DESCRIPTION OF PROJECT: A concerted effort has been made through the project staff to initiate contacts with agencies involved with or who should be knowledgeable about vocational education. A series of legislative dinners were held in locations throughout Indiana to inform legislators on the status of vocational education in Indiana. Through a coordinated effort, key persons are being informed of the vocational education needs of Indiana. A bill is being introduced to the legislature at its annual session requesting a considerable increase in State support for vocational education. This project's intent is to lay the groundwork through various agencies for this coordinated approach to legislation.

PROJECT RESUME

PROJECT TITLE: A Field Trial and Analysis of Selected Occupational Guidance Activities with Counselor In-Service Education

AGENCY: Center for Career & Vocational Teacher Education, Western Kentucky University, Bowling Green, Kentucky 42101

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Dr. J. Wayne Ashley, Assistant Professor, Center for Career & Vocational Teacher Education, Western Kentucky University, Bowling Green, Kentucky 42101

DURATION: FROM July 1, 1973 TO June 30, 1974

FUNDING: FEDERAL $ 39,813.00 STATE $ 0 OTHER $ 0

(Third year funding of a five year plan)

PURPOSE OF PROJECT: The primary purpose of this project is to develop, implement and evaluate guidance activities to meet the vocational development and career planning needs of youth in grades 9-12 in selected schools.

DESCRIPTION OF PROJECT: Six high schools in Southwestern Kentucky were selected to be used in this longitudinal study. These schools were selected so as to obtain as near a normal cross section of secondary school counselors as possible. Vocational guidance activities will be provided over a four-school-year period of time in a series of final phases consisting of training, re-training or upgrading counselors to develop or improve competencies needed in the next phase, followed by implementation and evaluation during the school year. Emphasis will be upon providing orientation to and exploration of occupational fields and facilitating preparation for entrance into higher training and occupational fields. Both the OVIS and GATB tests will be used to develop career-planning profiles.

PROJECT RESUME

PROJECT TITLE: Developmental Program in Distributive Education

AGENCY: Distributive Education Center for Career Education and Vocational Teacher Education, Western Kentucky University, Bowling Green, Kentucky 42101

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Dr. Clayton Riley, Director, Distributive Education, College of Education, Western Kentucky University, Bowling Green, Ky. 42101; Phone (502) 745-3441

DURATION: FROM September 1973 TO February 1974

FUNDING: FEDERAL $ 4,707 00 STATE $ 0 OTHER $ 0

PURPOSE OF PROJECT: The primary purpose of this project is to develop a procedure for utilizing local businesses as intern training stations and to develop and try out appropriate training plans and agreement procedures for conducting internship programs.

DESCRIPTION OF PROJECT: Forty senior students enrolled in the distributive education program at the Owensboro Vocational-Technical School will be provided the opportunity to supplement their present simulation D.E. program through this exemplary project. The plan calls for the students to participate three days in class followed by two days in one of several cooperating local business firms working on a one-to-one basis with store employees. The project was developed through the cooperation and guidance of the U.S. Department of Labor--Fair Standards Act--and the Kentucky Department of Labor. There is no exchange of money among the school, cooperating business firms or the students. Through this project, training agreements, training plans, and evaluation procedures will be developed. It is anticipated that this information will have application in other programs in Kentucky, especially rural areas which have not had adequate training stations for a typical cooperative education program.

PROJECT RESUME

PROJECT TITLE: Research Related to the Regional Career Education Development Project: Kentucky Vocational Region 3

AGENCY: Center for Career and Vocational Teacher Education, Western Kentucky University, Bowling Green, Kentucky 42101

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Mr. Mark Newton, Research Associate, Center for Career & Vocational Teacher Education, Western Kentucky Univeristy, Bowling Green, Ky. 42101; Phone: (502) 745-3441

DURATION: FROM July 1, 1973 TO September 30, 1973

FUNDING: FEDERAL $13,298.00 STATE $ 1,478.00 OTHER $ 0

PURPOSE OF PROJECT: The primary purpose of this study is to collect and analyze data from the home, school, and community through interviews, questionnaires and record reviews to assist decision makers in the further development of career education in Kentucky.

DESCRIPTION OF PROJECT: This research project will gather information from a career education developmental project which has been in operation since January 1, 1972. The career education developmental project is regional in nature and serves seven counties in Northwestern Kentucky that include ten school districts serving approximately 40,000 pupils in 91 schools. The research project will secure data from the following sources:

a) Elementary and secondary teachers, counselors and administrators participating in the Regional Career Education Development Project.
b) Parents of pupils participating in the Regional Career Education Development Project.
c) Pupils participating in the Regional Career Education Development Project.
d) District directors (or appointed substitutes) participating in the Regional Career Education Development Project.
e) The administrative and supporting staff of the Regional Career Education Development Project.

PROJECT RESUME

PROJECT TITLE: Satellite Career Center

AGENCY: School Administrative District #51
Cumberland Center, Maine

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Mr. Roy Bagley
S.A.D. #51
Cumberland Center, Maine

DURATION: FROM July 1, 1973 TO June 30, 1974

FUNDING: FEDERAL $41,320.00 STATE $_____ OTHER $_____

PURPOSE OF PROJECT: To develop a link between S.A.D. #51 School and the Career Resources of Greater Portland and in particular the downtown region

DESCRIPTION OF PROJECT: A career resource center will be located in the downtown region and serve as a clearing house for career education resources, i.e. occupational materials, field trips, and business - industry contacts. Career education instructional units will be developed within the LEA to support the work of school staff in the classroom. A unique feature of this program involve a shuttle bus between a rural school district and the downtown area of a large city. Students are bussed to field resources, job interviews, work simulation days, plant tours and community referral agencies.

PROJECT RESUME

PROJECT TITLE: Independent Living

AGENCY: Hampden Academy
Hampden, Maine 04444

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Mrs. Glenna Atwood
Hampden Academy
Hampden, Maine 04444

DURATION: FROM September 1, 1973 TO June 30, 1974

FUNDING: FEDERAL $ 8,015.00 STATE $ _____ OTHER $ _____

PURPOSE OF PROJECT: To provide high school students with up-to-date information useful for participation as consumers in society

DESCRIPTION OF PROJECT: The purpose of this project is to provide high school juniors and seniors an integrated exposure to subject matter in home economics, social studies, and business education. The course was designed by members of the social studies, business education and home economics departments as a cooperative learning effort. It exposes students to six broad areas: food, clothing and shelter; cars, furniture and appliances; family and health security; you and the law; ways to handle money; ways to shop. The course introduces real-life situations to students who need assistance to cope with the problems of living in a complex society. Career development concepts infuse this program.

PROJECT RESUME

PROJECT TITLE: Westbrook Educates for Business (WEB)

AGENCY: Westbrook Vocational-Technical Institute
Westbrook, Maine

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Mr. James Carll,
Westbrook Vocational Technical Institute

DURATION: FROM September 1, 1973 TO June 30, 1974

FUNDING: FEDERAL $ 12,000 STATE $ _____ OTHER $ 1,000 (local)

PURPOSE OF PROJECT: This project provides simulated office practice within the confines of the school.

DESCRIPTION OF PROJECT: A model office has been established to provide the student with realistic training prior to graduation. The curriculum is action oriented--students are conducting problem solving that is based on real problems. Local business and industry are involved--they provide consulting, out-of-school experiences and typical case situations. Emphasis in this project has been on the assessment of simulated office situations in training business-office students as compared to traditional office practice courses.

PROJECT RESUME

PROJECT TITLE: An Individualized Occupational Curriculum System Based on Job-Task Analysis, With a Computer Managed Instructional Support System (two integrally related projects)

AGENCY: Ingham Intermediate School District
2630 West Howell Road
Mason, Michigan 48854

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Ms. Jan Danford, Project Coordinator, 2630 West Howell Road, Mason, Michigan 48854

Phone: (517) 676-1051

DURATION: FROM July 1, 1971 TO June 30, 1974

FUNDING: FEDERAL $782,331 STATE $ -0- OTHER $334,004

PURPOSE OF PROJECT: To develop and pilot test a task-analysis based vocational-technical instructional system highly responsive to individual student needs and to develop and test a computerized management system in support of the instructional system.

DESCRIPTION OF PROJECT: Development of the systems included:

1. Analysis of minimum entry-level requirements of 47 occupations in terms of knowledges, skills, reading, computational and measurement proficiencies, and ability to operate occupation specific large equipment. (Data was based on responses from samples of actual workers in the occupations.)

2. Development of 2868 performance objectives based on the analysis and instructional modules based on the objectives. (About 3500 objectives and modules are anticipated by June 30, 1974.)

3. Development of a system for rational student identification of career goals and of assessing relevant student competencies before entry into the instructional system.

4. Development of a system to generate individual student learning prescriptions, to keep the prescriptions updated, and to free teachers from increased managerial chores created by individualized instruction so they can truly serve as instructional resource persons.

5. Development of pre-employment modules to assist students in placing themselves in a job, keeping it, and gaining promotion.

6. Special training for developmental and instructional staffs.

The systems are under comprehensive, final pilot test and refinement at an area vocational technical training center.

PROJECT RESUME

PROJECT TITLE: Career Achievement Skills Training Program

AGENCY: The School District of the City of Pontiac
350 Wide Track Drive, East
Pontiac, Michigan 48058

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Ms. Judy Battenschlag, Director, Irving School, 1830 West Square Lake Road, Pontiac, Michigan 48058

Phone: (313) 334-4695

DURATION: FROM January 20, 1971 TO June 30, 1974

FUNDING: FEDERAL $284,043 STATE $ -0- OTHER $80,461

PURPOSE OF PROJECT: To develop and pilot-test an instructional program so that students, K-adult, can acquire skills in developing self and career awareness, in performing self and career exploration, in making career decisions and plans, and in putting the plans into action.

DESCRIPTION OF PROJECT:

Project staff has developed 18 major performance objectives which define major steps a student must accomplish to acquire skills in self and career awareness and exploration, in career decision making and planning, and in implementing the plans. Systematic programs leading to each major objective for different levels of students are in varying stages of development and pilot testing. The programs consist of written instructional modules, supplementary materials, pre- and post-tests, and special inservice training for teachers. Computer-assisted instructional approaches are being explored, developed, and tested.

Intensive inservice programs were designed and held for staffs that are developing and testing and that will implement the career achievement program.

Strategies from the efficient transporting of the program to other school systems is under development.

PROJECT RESUME

PROJECT TITLE: Developing Articulated High School and Post High School Vocational Curriculums

AGENCY:

Minnesota Research Coordinating Unit for Vocational-Technical Education (Staff Studies)

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE):
Mr. Ron McKeever, 145 Peik Hall, Minnesota RCU, Univerity of Minnesota, Minnepolis 55455. (612) 376-7430

DURATION: FROM August 1, 1972 TO June 30, 1974

FUNDING: FEDERAL $_____ STATE $_____ OTHER $_____

PURPOSE OF PROJECT: To design and try out a method(s) of developing effective, efficient curriculum for vocational career education. Phase I calls for identification of task content and Phase II for design of individualized competency based instruction.

DESCRIPTION OF PROJECT:

The State of Minnesota is currently faced with problems of articulating specialized stage vocational career education between an emerging secondary level program and a well established post-secondary system of vocational offerings. This project calls for the design and try out of mechanisms of curriculum development which can be introduced across the state and across levels.

Phase I calls for the development of a method to determine valid task inventories for selected occupations and for a try out of the procedures. During the past year, seventeen occupations in the hospitality industry (hotel/motel/lodging sector) were inventoried and results were summarized. Current efforts call for modification of procedures, and a repeat try out is planned for selected occupations in the graphic communication area.

Phase II calls for development and try out of procedures for designing learning experiences implementable in an individualized instructional mode. Procedures call for development of a guide or manual to be used by curriculum writers (teachers in service) in preparing individualized learning modules. The guide will be tried out and evaluated by a group of users.

PROJECT RESUME

PROJECT TITLE:
Developing and Operating a System to Evaluate Career Education Projects K-9: Findings and Conclusions

AGENCY:
Minnesota Research Coordinating Unit for Vocational Education

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE):
Brandon B. Smith, 145 Peik Hall, Minnesota RCU, University of Minnesota, Minneapolis, Minnesota 55455

DURATION: FROM July, 1972 TO June 30, 197[illegible]

FUNDING: FEDERAL $_____ STATE $_____ OTHER $_____

PURPOSE OF PROJECT:
To develop transportable criterion instruments to evaluate the process and product of career education K-9.

DESCRIPTION OF PROJECT:

The project includes the development of criterion instruments and findings of a one year evaluation of seven experimental career education projects.

1. Development of instrument to evaluate processes teachers use to implement career education (optical scan form collected from teachers each month.
2. Findings of process evaluation.
3. Development and pilot testing of criterion instruments to measure cognitive advancement of students in grades K-3, 4-6 and 7-9.
4. Summative evaluation of seven career education projects using process and product outcomes.
5. Development of criterion measures for affective domain.

PROJECT RESUME

PROJECT TITLE: Planning Strategy for Vocational Education

AGENCY: Minnesota Research Coordinating Unit for Vocational Education

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): George Copa, Peik Hall 145, Minnesota Research Coordinating Unit for Vocational Education, University of Minnesota, Minneapolis, Minnesota 55455

DURATION: FROM July 1, 1973 TO June 30, 1974

FUNDING: FEDERAL $____ STATE $____ OTHER $____

PURPOSE OF PROJECT: Communicate, evaluate and further develop a planning strategy for vocational education

DESCRIPTION OF PROJECT:

The study will proceed in a series of steps:

1. Develop a planning strategy for vocational education based on review of literature and experience.
2. Develop a set of simulation materials which involve making planning decisions in vocational education.
3. Conduct a workshop in which the simulation materials are pilot tested and revised.
4. Conduct a second workshop with the simulation materials in which a content analysis of criteria, procedures, and information used to make the planning decisions is made. Workshop participants will be state and local educational agency administrators.
5. Compare the criteria, procedures, and information used in the simulation workshop with that hypothesized by the planning strategy developed in Step 1.
6. Revise and publish planning strategy for vocational education.

PROJECT NAME

PROJECT TITLE:

ASSESSMENT OF VOCATIONAL TEACHER EDUCATION IN MISSISSIPPI

AGENCY: Research and Curriculum Unit
Mississippi State University
Mississippi State, MS 39762

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE):
James F. Chill and Herbert M. Handley (Co-Directors)
Drawer DX
Mississippi State, MS 39762 Phone (601) 325-2510

DURATION: FROM October 1, 1972 TO June 30, 1973

FUNDING: FEDERAL $ 12,430 STATE $ _____ OTHER $ 2,750

PURPOSE OF PROJECT: The purpose of this project was to assess teacher education activities (both preservice and in-service) as reflected in teacher employment performance and attitudes.

DESCRIPTION OF PROJECT:
The project involved the development of instruments to assess teacher education activities in relation to teacher employment performance requirements. Preservice teacher education activities as related to teacher employment performance were assessed by: teachers, state level administrators, and teacher educators. All teachers, state level administrators, and teacher educators assessed in-service teacher education activities. A stratified random sample of 250 vocational teachers participating in the first phase of the project responded to measures designed to measure behaviors in the affective domain. Responses on a Vocational Teacher Attitude Inventory was used to assess attitudes. The project is reported in three publications.

INCIDENT REPORT

PROJECT TITLE: EVALUATION OF THE CAREER-CENTERED CURRICULUM FOR THE VOCATIONAL COMPLEXES IN MISSISSIPPI

AGENCY: Research and Curriculum Unit
Mississippi State University
Mississippi State, MS 39762

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE):
James F. Shill
Drawer DX
Mississippi State, MS 39762

DURATION: FROM July 1, 1970 TO June 30, 1973

FUNDING: FEDERAL $ 27,000 STATE $ OTHER $

PURPOSE OF PROJECT: To develop and establish an effective evaluation system for gathering data on the Jones County Exemplary Project that was incorporated into the decision-making process for (1) redirecting programmatic efforts; (2) annual & long-range planning; and (3) meeting accountability requirements.

DESCRIPTION OF PROJECT:

The evaluation procedures centered around the use of the programs's objectives as a standard against which the outcomes of the project were assessed. Many evaluative techniques were utilized in the overall evaluation, including critical analysis of operational procedures, participant observation, opinion polling, student testing, and outside committee evaluation. Data collection was a continuous process. Included in the evaluation were analyses of four developed curriculum guides in the awareness, exploration and preparation stages.

PROJECT RESUME

PROJECT TITLE: Continuous Learning Year Program at Fashion Institute of Technology

AGENCY: New York State Education Department
Bureau of Occupational Education Research, EBA
Albany, New York 12224

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Dr. Louis Cohen, Chief, Bureau of Occupational Education Research, Room 468, New York State Education Department, Albary, New York 12224

DURATION: FROM November 1, 1972 TO June 20, 1973

FUNDING: FEDERAL $ 11,150 STATE $ OTHER $

PURPOSE OF PROJECT: To develop new designs or plans for a continuing learning year in a two-year community college which result in increased instructional space, greater financial economy and increased attainment of educational goals.

DESCRIPTION OF PROJECT: The feasibility study introduces the college world to a different type of all year school concept through what has been referred to as the Continuous Learning Year. The principles of term rotation and time equalization are combined to realize desired long range goals and objectives. However, the full value of the rescheduled college calendar may not be realized without the introduction of a high degree of staff flexibility and some innovative college curriculum changes. This has led some supporters of the Continuous Learning Year Plans to think of the new designs as serving as a catalyst which leads to change and the adoption of innovative practices.

Selection of the appropriate Continuous Learning Year Plan should be based on the objectives that the college administrators and supportive staff members want to realize.

The study showed that it is possible to provide any college with an increased capacity ranging from 25%, 33% to 40% from term rotation. Three Continuous Learning Year Plans described in the report can be implemented by virtually any college.

PROJECT RESUME

PROJECT TITLE: Evaluation Service Center for Occupational Education (ESCOE)

AGENCY: New York State Education Department, Bureau of Occupational Education Research, EBA, Albany, New York 12224

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Howard P. Alvir, Project ESCOE, Room 468 EBA, New York State Education Department, Albany, New York 12224. Phone: (518) 474-6386

DURATION: FROM July 1973 TO June 1974

FUNDING: FEDERAL $____ STATE $____ OTHER $ In house RCU activity

PURPOSE OF PROJECT: This project has a two-fold purpose: to establish a model program for the delivery of instructional and evaluative tools through the vehicle of performance-based curriculum; 2) to demonstrate a system in practical nursing that is applicable to all occupational education curriculum areas.

DESCRIPTION OF PROJECT: Four pilot practical nursing programs on the high school or BOCES level are developing and exchanging curriculum objectives, learning resources, and evaluative test items. A similar articulation system will be developed with three community colleges. Each of the community colleges is in the geographical areas of the four participating secondary programs. This program involves direct intensive training to supervisory personnel and instructors in how to use existing ESCOE materials to maximum effectiveness. ESCOE provides services, not mandates, for the development of occupational programs that are relevant to local needs.

PROJECT RESUME

PROJECT TITLE: Health Occupations: A Survey of Competencies Needed

AGENCY: New York State Education Department
Bureau of Occupational Education Research, EBA
Albany, New York 12224

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE):
Dr. John W. Ehrcke
Hudson Valley Community College
Troy, New York 12180

DURATION: FROM September 1972 TO June 1973

FUNDING: FEDERAL $ 30,000 STATE $ OTHER $

PURPOSE OF PROJECT: To survey 6 entry level health occupations: nurse assisting, therapy assisting, environmental health assisting, community health assisting, medical dental assisting, emergency assisting, to determine job skills, responsibilities, commonalities, mobility and make curriculum recommendations.

DESCRIPTION OF PROJECT: The Health Occupations Competency Survey was sent to 2,138 health and environmental service institutions in New York State. Returns were made by 70 percent of the nursing homes; 41 percent of the home health services; and 36 percent of the hospitals. The respondents were asked to indicate 1) the rank order of duties associated with each assistance area listed in the questionnaire, 2) various titles under which these duties were performed, 3) the present number of positions and the estimated number of positions that would be available in 1980, 4) relative importance of preparatory education areas, and 5) employment barriers for hiring and retention of entry level workers. In addition to the questionnaire, the investigators visited 107 health and environmental service institutions. Respondents ranked salary level as the primary barrier for both initial employment and job retention for entry level workers. Other barriers included lack of foreseeable upward mobility, poor skills training, and lack of communication skills. In the New York City area unions which represent workers are operating exceedingly well-planned inservice training programs and are not considered to be a deterrent in recruiting entry level personnel.

PROJECT RESUME

PROJECT TITLE: "Expanding Occupational Education Opportunities in Small Rural Schools"

AGENCY: Columbus County Schools
Nakina High School
Nakina, North Carolina 28455

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Mr. R. V. Cartret, Nakina High School, Nakina, North Carolina 28455(919)642-2692 or Mr. Jesse S. Clemmons, Occupational Research Unit, State Department of Public Education, Raleigh, N. C. 27611 (919)829-4348

DURATION: FROM October 1, 1971 TO June 30, 1973

FUNDING: FEDERAL $ 43,348 STATE $ 4,816 OTHER $

PURPOSE OF PROJECT: To develop and demonstrate a way of providing a broad range of occupational education offerings to students in a small, rural, isolated high school.

DESCRIPTION OF PROJECT:

Facing a problem of limited funds and resources the traditional course offerings of Agriculture and Home Economics were expanded by utilizing the energies of lay citizens and business and industry. Existing occupational personnel were used to coordinate the use of community resources to provide a wide range of mini-courses. Individualized instruction strategies were used to supplement the mini-courses. The entire school calendar was re-scheduled and courses were offered according to student interests and needs.

Traditionally non-occupational courses were also supplemented with occupationally-flavored mini-courses when applicapable. The occupational and on-occupational teachers learned to work together to provide a range of course offerings based on student needs and interests that was not bound by the restraints normally associated with a small high school.

Final reports of the project are available upon request.

PROJECT RESUME

PROJECT TITLE: "The Development and Implementation of an Individually Scheduled Cluster Curriculum in Occupational Education"

AGENCY: Sanford/Lee County Schools
Sanford Central High School
Sanford, North Carolina 27330

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Mr. Everette Bradley, Sanford Central High School, Sanford, North Carolina 277330 (919)776-7541 or Mr. Jesse S. Clemmons, Occupational Research Unit, State Department of Public ducation, Raleigh, N. C. 27611 (919)829-4348

DURATION: FROM October 1, 1971 TO June 30, 1974

FUNDING: FEDERAL $ 223,494 STATE $ 24,833 OTHER $ 12,000(Local)

PURPOSE OF PROJECT: (1) to develop a model for providing individualized instruction in occupational education,(2) to produce curriculum materials for implementing the the model, (3) to try-out and revise the model and materials, (4) to field-test the model and materials, and (5) to serve as a demonstration/in-service site.

DESCRIPTION OF PROJECT: A conceptual model for individualized instruction was developed through searching the literature, visiting promising programs around the Nation, and extensive work with local and State advisory committees. The individualized instructional materials were developed in the areas of drafting, carpentry, masonry, machine shop, distributive education, and typing through a variety of strategies including a contract with a private corporation, a contract with a teacher education institution, and efforts of teachers in the project school. The materials are competency based and include supporting multi-media.

Outputs of the Project include individualized instructional materials with supporting sound-slide multi-media and a documented procedure for the installation of a system to manage the instructional process. The instructional materials are on a "task package" format which includes (1) rationale, (2) performance objective, (3) learning activities, (4) learning practices, and (5) unit post tests.

The system of instruction was piloted and both printed materials and multi-media were revised during the Summer of 1973. During the school year 1973-74 the instructional system is being field-tested in 16 sites across the State.

Final reports of the project are available upon request.

PROJECT RESUME

PROJECT TITLE:
"Restructured Registration and Instructional Options"

AGENCY:
Beaufort County Technical Institute
Washington, North Caroina

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE):
Danny J. Simmons: North Carolina *Occupational Research Unit*, Division of Research
State Department of Public Education
Raleigh, North Carolina 27611 (919)829-4348

DURATION: FROM July 1, 1971 TO July 1, 1973

FUNDING: FEDERAL $ 49,696 STATE $ 5,522 OTHER $

PURPOSE OF PROJECT:
ORU Grant to develop a multi-media, individualized approach to Electrical Technology on a multi-entrance, multi-exit basis for a member institution of the North Carolina Department of Community Colleges

DESCRIPTION OF PROJECT:

In essence, this project was a "systems approach" to a technical subject that refined an administrative and educational process by allowing students to enter the Electrical Technology curriculum at Beaufort Tech whenever ready; it accounted for a wide range of academic backgrounds by developing multi-sensory approaches to the learning process; and, provided a vehicle for the motivation of students lacking positive self-image and confidence to receive motivation in their pursuit of learning by allowing them the right to learn at their own speed.

From a composition standpoint, the objectives of this ORU project were fashioned to ensure that five identified areas regarding student behavior were accomplished; and, a sketch of the background briefly underlying these five areas of emphasis follows.

The primary goal of this ORU project was to provide a vehicle designed to determine what the student's strengths and weaknesses were and then provided a management system for the student's learning environment utilizing as many approaches as necessary to capitalize on the identified strengths. With this in mind, the following will introduce the core design of the ORU project in brief form. PROJECT OBJECTIVES: 1. Multi-entrance capability; 2. Measurable objectives structure; 3. Student paced; 4. Positive reinforcement; and 5. Individual attention and instruction.

The educational vehicle abstracted here proved effective in training students with low motivation quotients, and contributed to a two hundred percent increased enrollment in Electrical Technology at Beaufort Tech during 1971-73.

PROJECT RESUME

PROJECT TITLE: Development of a New Vocational Health Curriculum Through the Ladder, Lattice Concept.

AGENCY: North Dakota Research Coordinating Unit for Vocational Education, State Office Building 900 East Boulevard, Bismarck, North Dakota 58501

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Dr. Donald Eshelby, Director Research Coordinating Unit, State Office Building, 900 East Boulevard, Bismarck, North Dakota 58501 (701) 224-3195

DURATION: FROM December 1, 1971 TO April 15, 1973

FUNDING: FEDERAL $ 12,450.00 STATE $ _____ OTHER $ 1,450.00 (local)

PURPOSE OF PROJECT: To develop a curriculum which would allow the nursing student to progress from each stage of the training program to the next at any time and not be penalized for the time spent in working at one level prior to moving on to the next.

DESCRIPTION OF PROJECT: The project was designed to develop the ladder, lattice concept in nursing at a local school district, college, and hospital. The core committee which developed the entire curriculum was comprised of State Nursing Assoc. members and officers, local instructors, health personnel, and educators. Over the time period involved, the curriculum was presented to the respective authorities several times and each stage of the training schedule was outlined to determine where overlapping was taking place in the current programs and where weaknesses existed.

The results were that several areas of overlapping existed in the current programs primarily because of traditional beliefs and prejudices. Through discussion and time these areas were incorporated into a unified sequencing of effort and training which resulted in a suggested curriculum format. This format was presented to a group of Nursing personnel from colleges for their approval. The initial curriculum was not approved, largely due to the lack of the qualifications by the project staff and the director. These differences were resolved and a final curriculum was developed and tested at the local level. It proved successful and was given approval for trial on a conditional basis for one year.

All indications are that the curriculum will be accepted by the Nursing Board this year. Several states have requested a copy for study because of dissemination activities of the RCU. Response from these states likewise indicates a useful document was developed.

PROJECT RESUME

PROJECT TITLE: Project Career Education K-10 (P.C.E. K-10)

AGENCY: Portland Public Schools, 631 N.E. Clackamas, Portland, Oregon 97232 in cooperation with the State Department of Education, Division of Career Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Mr. Thomas A. Parr, Coordinator, Project Career Education K-10, 3905 S.E. 91st, Portland, Oregon 97266 Phone: (503) 777-2339

DURATION: FROM June 1, 1973 TO June 30, 1974

FUNDING: FEDERAL $ 63,021.00 STATE $ OTHER $ 6,500.00

PURPOSE OF PROJECT: The purpose of this project is to identify procedures, processes, and modify curriculum as needed to integrate career awareness and and career exploratory, educational experiences in grades K-10. A second purpose is that as these changes are refined, the methods and materials will be disseminated to other attendance areas within the city and state.

DESCRIPTION OF PROJECT:

Project Career EducationK-10 is located in the Marshall High School attendance area, Area II, Portland Public Schools. The eleven schools of PCE K-10 have approximately 5800 students, 320 teachers, 40 support specialists, and 14 administrators actively involved in the project.

Students as a result of the career awareness and exploratory activities will be able to make tentative career choices within occupational clusters identified in the Oregon Cluster System and plan ways of attaining necessary preparation to achieve these choices.

Career Education building coordinators, selected staff members, and building administrators work directly with the project coordinator in the planning, development and implementation of the activities and procedures to be used at each grade level. Staff development, guidance and counseling, curriculum revision and development, have had a high priority throughout the project.

Dissemination of the project concepts, materials and recommendations are concurrent through a network of career education attendance coordinators established within the schools of Area II.

ERIC

PROJECT RESUME

PROJECT TITLE: A Research Investigation Designed to Create a Career Development Education Model for Grades K-12

AGENCY: The Pennsylvania State University

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Dr. Edwin Herr, Director
The Pennsylvania State University, University Park, Pennsylvania 16802
Telephone: (814) 863-0391

DURATION: FROM July 1, 1972 TO June 30, 1973

FUNDING: FEDERAL $47,138.00 STATE $ OTHER $23,205 (Local)

PURPOSE OF PROJECT:
Prepare a syllabus of career development activities from throughout the United States.

DESCRIPTION OF PROJECT: The project staff collected and reviewed available career education project information and materials. The information was then synthesized with career development theory and translated into activities for each grade level. Teams of teachers were then brought together to extend and enlarge the suggested classroom activities.

PROJECT RESUME

PROJECT TITLE: Development of a Validated Instructional System for Hospitality Education

AGENCY: The Pennsylvania State University
College of Human Development
University Park, Pennsylvania

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Dr. Thomas F. Powers, Professor in Charge, Food Service and Housing Administration, College of Human Development, Pennsylvania State University, University Park, PA 16802 (814) 865-1736

DURATION: FROM September 1, 1971 TO June 30, 1974

FUNDING: FEDERAL $91,754 STATE $_____ OTHER $ 49,892 (Local)

PURPOSE OF PROJECT: The purpose of the research and demonstration project was to develop and validate a prototype instructional system in hospitality education at the post-secondary level. The program was developed in response to critical industry needs as well as basic problems of our society.

DESCRIPTION OF PROJECT: Research in the area of curriculum development for hospitality education is minimal and neither generalized nor published. Traditional programs are expensive for both institution and student. The present project meets these problems by eliminating the requirement for formal laboratory classes, thus reducing the cost to institution and student.

During the first phase of the project, the instructional materials and instruments for evaluation were developed. In the second phase, the demonstration program will be implemented and a preliminary evaluative analysis carried out. As a result of the evaluation, instructional materials were revised and instructors' manuals prepared. During the third and final phase, a set of hypotheses are being tested in order to evaluate the demonstration program and determine the accomplishment of the project's objectives.

PROJECT RESUME

PROJECT TITLE: Implementation of a Flexible Modular Scheduling Program: A School-Based Career Education Model

AGENCY: Admiral Peary AVTS
Ebensburg, PA

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Dr. Edward H. Lareau, Associate Director for Research, Admiral Peary AVTS, P. O. Box 96, Ebensburg, Pennsylvania 15931 Telephone: (814) 472-6456

DURATION: FROM March 1, 1972 TO July 16, 1974

FUNDING: FEDERAL $ 288,473 STATE $ OTHER $74,919 (Local)

PURPOSE OF PROJECT: To develop and implement a competency based flexible modular scheduling program to individualize the vocational program for each student.

DESCRIPTION OF PROJECT: The Admiral Peary AVTS offers 20 different vocational program areas. The major tasks of this project was to divide the content of these program areas into modules that could be completed by the student on an individual basis in order to achieve any career objective. The project involved intensive in-service in writing behavioral objectives and task sheets for each module. A computer storage and retrieval system is being utilized.

PROJECT RESUME

PROJECT TITLE: Cost Analysis of Secondary School Vocational-Technical Education Programs

AGENCY: Tennessee Research Coordinating Unit for Vocational-Education, 909 Mountcastle Street, Knoxville, Tennessee 37916

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Dr. George W. Harris and Dr. O. Kenneth O'Fallon, Project Co-Directors, Bureau of Educational Research and Service, College of Education, University of Tennessee, Knoxville, Tennessee 37916 Phone: (615) 974-2277

DURATION: FROM January 1, 1973 TO June 30, 1973

FUNDING: FEDERAL $____ STATE $ 14,495.21 OTHER $____

PURPOSE OF PROJECT: The organization and presentation of the information developed by the study will provide a useable base for planning and projecting costs of operating programs and probable budget requirements for new programs.

DESCRIPTION OF PROJECT:

To determine the cost of educating a student in a specified vocational program, the calculation of current unit cost per student contact hour for each program was accomplished through the following steps: 1) A representative sample was selected from the population. 2) The selected sample of schools with vocational-technical education programs in Tennessee was contacted and permission granted to collect the data necessary for completion of the study. 3) Each selected school was visited to gather the following data: a) Name, position and salary of each professional staff member associated with the vocational-technical program. b) A class schedule for the current school year amended to provide the name and numbers of each section taught, credit and contact hour for each course, enrollment, and name of instructor. c) A copy of the master schedule describing each course and curriculum offered. d) A copy of the financial report for the fiscal period covered with all expenditures for current operations allocated to academic departments in so far as the records were available. e) The number of full-time equivalent students enrolled in each curriculum for the period covered. 4) Analysis of the data was made to determine: a) Direct costs per student contact hour for each course; b) Indirect costs per student contact hour for each course without consideration of the value of site or location; c) Indirect costs per student contact hour for each course with consideration of the value of the site and location; d) Total cost per student contact hour for each course; e) Total cost of educating a student in each course offered; f) Projections of course and program costs in terms of existing and maximum enrollments for a five year period based on an inflationary change factor of five percent.

PROJECT RESUME

PROJECT TITLE: Feasibility Study for Determining the Need for Technical Training in the East Tennessee Region

AGENCY: Tennessee Research Coordinating Unit for Vocational Education
909 Mountcastle Street, Knoxville, Tennessee 37916

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Dr. O. Kenneth O'Fallon, Assistant Coordinator Field Services, Bureau of Educational Research and Service, College of Education, University of Tennessee, Knoxville, Tennessee 37916 Phone: (615) 974-2272

DURATION: FROM July 23, 1973 TO January 1, 1974

FUNDING: FEDERAL $ _____ STATE $ 41,718.00 OTHER $ _____

PURPOSE OF PROJECT: To determine the extent of needs for technical training in the East Tennessee Region.

DESCRIPTION OF PROJECT:

The Vocational-Technical Advisory Councils of the 24 upper East Tennessee target area counties have been asked to cooperate in arranging a series of meetings to help define the need for technical institutes.

Additional information for establishment of need in this area will be obtained from a parent/taxpayer questionnaire to a representative sample of 10,000 persons in the 24 counties and from 11,000 secondary school students in the same region. Facility questionnaires will be distributed to institutions that prepare students for technical employment, and additional data will be gathered from each institution that has curriculums for the preparation of technical personnel.

Information from these sources will provide data which will be used to determine the need for and resources available for vocational-technical institute training in East Tennessee.

PROJECT RESUME

PROJECT TITLE: INFOE - Secondary (Information Needed for Occupational Entry), Elementary (Information Needed for Occupational Exploration) Primary (Information for Occupational Enlightment)

AGENCY: Tennessee Research Coordinating Unit for Vocational Education, 909 Mountcastle Street, Knoxville, Tennessee 37916

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Dr. Walter Cameron, Assistant Director, Tennessee Research Coordinating Unit for Vocational Education, 2020 Terrace Avenue Phone: (615) 974-4466

DURATION: FROM October 1, 1971 TO June 30, 1974

FUNDING: FEDERAL $_____ STATE $ 40,000.00 OTHER $ 16,694.68 (TVA)

PURPOSE OF PROJECT: INFOE provides answers to vital questions which may assist students in making a career choice

DESCRIPTION OF PROJECT:

Secondary INFOE (Information Need for Occupational Entry) consist of the following materials: 1) Career Deck - Aperture cards containing information on specific job titles. 2) Program Offering Deck - Aperture cards providing information on vocational and technology programs offered in Tennessee. 3) Post-Secondary Institution Deck - Aperture card describing post-secondary institutions available in Tennessee.

Elementary INFOE (Information Needed for Occupational Exploration) consists of occupational information designed for students in grades 4-6. Currently the materials developed for this program are being field tested in five states. The Elementary INFOE materials are designed to orient students to fifteen major clusters of job titles and to general information on specific job titles. In addition, a teacher's guide for the use of the materials is being pilot tested. These materials should be available on a cost-of-materials basis during the spring of 1974.

Primary INFOE (Information Needed for Occupational Enlightment) consists of materials designed for students in grades K-3. The Primary INFOE materials consisting of sets of color slides and audio tapes are being developed to orient students to some of the basic concepts of career development. The materials will be pilot tested in the spring of 1974.

PROJECT RESUME

PROJECT TITLE: Development and Evaluation of a Pilot Element in a Statewide Career Education Delivery System

AGENCY: North Texas State University
Denton, Texas 76203

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE):
Dr. Lewis M. Abernathy, Director, Manpower Institute, North Texas State University, Denton, Texas 76203 817 788-2263

DURATION: FROM August 1, 1973 TO June 30, 1974

FUNDING: FEDERAL $ 42,897 STATE $ - OTHER $4,766 (local)

PURPOSE OF PROJECT: This project has two major objectives: 1. To develop and evaluate a pilot element of a statewide delivery system for career education 2. To identify and define thirty basic career and world of work education concepts.

DESCRIPTION OF PROJECT:

The research project is composed of three phases. Phase I (August 1 - September 30, 1973) involves identification and definition of thirty basic career education concepts. Phase II (October 1 - January 31, 1974) will be directed toward the development and production of a staff development program with correlated materials. Phase III (February 1 - June 30, 1974) includes piloting and evaluation of the delivery system element in Richardson, Lubbock, and Midland-Odessa service center areas.

Anticipated results include: (1) a delivery system element that produces cognitive and attitudinal change in teachers and their students significant at .05 level; (2) identification and development of thirty basic career and world of work education concepts which will form the core of a total delivery system for career education in Texas. Project findings shall be given widespread publication particularly with key state and national educational officials and researchers. Accomplishment of stated project objectives will provide the necessary basis for a total delivery system development effort.

PROJECT RESUME

PROJECT TITLE: Development of a Career Education Curriculum for Deaf Students at Texas School for the Deaf

AGENCY: Texas School for the Deaf
1102 South Congress Avenue
Austin, Texas 78704

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE):

Mr. James S. Howze, Principal, Texas School for the Deaf, 1102 South Congress Avenue, Austin, Texas 78704 512 385-4405

DURATION: FROM July 1, 1973 TO June 30, 1974

FUNDING: FEDERAL $ 57,541 STATE $ 6,393 OTHER $ -

PURPOSE OF PROJECT: Objectives: (1) Provide younger deaf students awareness of jobs, (2) to provide curriculum for junior high aged students, (3) to provide a curriculum which will combine vocational skill development and academic development, and (4) provide deaf students realistic alternatives for career development after leaving school.

DESCRIPTION OF PROJECT: A staff consisting of a Project Coordinator, Curriculum Specialist, Media Specialist, Teacher's Aide, and a secretary will work with the academic staff to develop a career oriented curriculum. A summer workshop will provide the basic development of levels six, seven, and eight of Career Exploration and the revision of levels three, four, and five. Assuming the project is successful a third application will be filed to complete implementation of the new curriculum.

The result will be a new curriculum for the Texas School for the Deaf constructed around the concept of career education. The new curriculum will dramatically change the approach to preparing deaf children for termination from the school. They will hopefully be prepared throughout their studies for a career. Their educational program will be geared to career education.

PROJECT RESUME

PROJECT TITLE: Development of Curriculum Materials for Competency-Based Post-Secondary Vocational-Technical Teacher Education Programs

AGENCY: Region VIII Education Service Center
100 North Riddle Street
Mount Pleasant, Texas 75455

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE):
Dr. Billy N. Pope, Coordinator, Region VIII Education Service Center, 100 North Riddle Street, Mount Pleasant, Texas 75455 214 231-6301

DURATION: FROM August 1, 1973 TO June 30, 1974

FUNDING: FEDERAL $ 52,233 STATE $ - OTHER $ 5,804 (local)

PURPOSE OF PROJECT: Objectives: (1) to develop and disseminate curriculum materials, for the development of selected competencies common to all vocational education teachers, (2) develop and disseminate curriculum materials for the development of competencies unique to specialized vocational education teachers, (3) present the developed materials at a statewide vocational education teacher education conference to be held during fall of 1974.

DESCRIPTION OF PROJECT:

The project consists of five phases: (1) selection of competencies for which instructional modules and supporting curriculum materials are to be developed, (2) development of selected modules and supporting curriculum materials for selected competencies, (3) field testing of developed materials, (4) revision of materials based on results of field tests, and (5) prepare revised materials for distribution.

The project will produce the following results: (1) instructional modules and supporting curriculum materials for selected competencies that are common to all vocational-technical teachers at the post-secondary level, and (2) instructional modules and supporting curriculum materials that are unique to vocational-technical teachers of health, distributive, and industrial occupations at the post-secondary level.

The project materials will be provided to Texas Education Agency personnel and to colleges and universities conducting or preparing to conduct competency-based programs of teacher education for post-secondary vocational-technical teachers.

PROJECT RESUME

PROJECT TITLE: The Development and Testing of Health Education Learning Activity Packages for Teachers and Students of Consumer and Homemaking Education, Grades 5-12.

AGENCY: South Burlington School District, Fred Tuttle, Superintendent of Schools, South Burlington, Vermont 05403

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE): Mrs. Susan Donnis, Project Director, Consumer and Homemaking Department, South Burlington High School, South Burlington, Vermont 05403. Phone: School - 802-862-6409. Home - 802-878-8825.

DURATION: FROM December 4, 1972 TO June 30, 1973

FUNDING: FEDERAL $ 9,000.00 STATE $ _____ OTHER $ _____

PURPOSE OF PROJECT: To increase the amount of teaching materials in health education available to consumer and homemaking teachers, grades 5-12.

DESCRIPTION OF PROJECT: The project personnel will be based in the home economics department of South Burlington High School. The project director will contact the consumer and homemaking teachers in the high school and middle school to determine which health education subjects are needed and where to integrate them into the present curriculum. She will assist teachers in developing health education learning activity packages and in testing them out either by, 1. direct teaching, 2. team teaching a learning package with the participating teacher, 3. individualized instruction, or 4. simply by consultation with the teacher. The project director will use as a guide, the format used by the Tri-State Vocational Curriculum Project in developing the learning activity packages. Assessment will be made of the existing packages developed by the Tri-State Vocational Curriculum Project, to avoid subsequent duplication in subject matter. The classroom teacher will determine which of the testing techniques she feels most comfortable. The students and teacher will evaluate the effectiveness of each learning activity package developed under the direction of the director. The packages deemed successful will be distributed to Vermont consumer and homemaking teachers. A group meeting of the teachers would be ideal in which to present the learning activity packages developed.

PROJECT SUMMARY

PROJECT TITLE: FORECASTING GUIDE: Employment/Enrollment
A guide to assist vocational educators in planning programs to meet manpower needs.

AGENCY: Coordinating Council for Occupational Education
216 Old Capitol Building
Olympia, WA 98504

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE):

Frank H. Wimer, Director - Planning, Evaluation and Research
Coordinating Council for Occupational Education
~~216 Old Capitol Building, Olympia, WA 98504 (Phone: (206) 753-5676)~~

DURATION: FROM November, 1971 TO January, 1974

FUNDING: FEDERAL $_____ STATE $_____ OTHER $_____

Not a special project grant. Carried out as part of the regular agency work.

PURPOSE OF PROJECT: To provide a method of planning for vocational education programs based on an integration of work force, employment and demand, enrollment placement, and other data.

DESCRIPTION OF PROJECT:

Development of a conceptual framework.
Development of criteria, assumptions, and definitions upon which the system was to be constructed.
Development of data display and analysis forms.
Development of methods of making calculations.
Analysis of over 100 occupations.
Testing of model through use by the community college system in making program and facility decisions.
Future refinement and testing plans.

PROJECT RESUME

PROJECT TITLE: A Study of Competencies in Food Service Industries (03.039)

AGENCY: Wisconsin Board of Vocational Technical and Adult Education and Southwest Wisconsin Vocational, Technical and Adult Education District

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE):
Daniel Wagner, Administrator of Research and Planning
Southwest Wisconsin VTAE District, Bronson Boulevard
Fennimore, Wisconsin 53809 Tel. 608-822-3262

DURATION: FROM (7-1-72 to 6-30-73) Research TO (7-1-73 to 6-30-74) Curriculum Dev.

FUNDING: FEDERAL $ (2,000) (30,000) STATE $_____ OTHER $_____

PURPOSE OF PROJECT: To ascertain and validate specific occupational competencies needed by employees in the expanding and diversified food service industry. These findings will be incorporated into the development of and articulated secondary-post secondary curriculum.

DESCRIPTION OF PROJECT:

Questionnaires were developed through use of an ad hoc committee composed of teachers, teacher educators, state department consultants and representatives from the food service industry. Questionnaires were mailed to 244 hospitals, restaurants, and graduates of food service programs. Seventy-five respondents completed 316 position evaluations that included 16 different job classifications. These included Baker and Pastry Cook, Bartender, Busboy, Chef, Cook, Counter Person and/or Carhop, Dietary Aid, Food Service Supervisor, Food Service Worker, Host/Hostess, Kitchen Worker, Manager, Pantry Man/Woman, Short Order Cook, Sous Chef, Waiter/Waitress.

The date is listed by common elements for all 16 positions and competencies that respondents believe are significant for a specific job. Various tables of data illustrate skill areas necessary for job performance. The findings will be used as a base for developing an articulated curriculum on secondary/post secondary level.

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PROJECT RESUME

PROJECT TITLE: Investigating Interaction of Learning Styles and Types of Learning Experiences in Vocational-Technical Education

AGENCY: Fox Valley Technical Institute, University of Wisconsin - Stout and Wisconsin Board of Vocational, Technical and Adult Education

PROJECT DIRECTOR OR CONTRACT PERSON (NAME, ADDRESS, PHONE):
Dr. Urban T. Oen (414) 739-8831
Fox Valley Technical Institute, 1825 North Bluemound Drive
Appleton, Wisconsin 54911

DURATION: FROM 7-1-72 TO 6-30-74

FUNDING: FEDERAL $ 67,000 STATE $ - OTHER $ 15,000

PURPOSE OF PROJECT: To investigate types of learning styles relevant to vocational and technical education as a prelude to developing alternative learning experiences to optimize individualized instruction.

DESCRIPTION OF PROJECT:

The phase of the project conducted at UW - Stout by John Banks pertained to identification of learning styles.

Learning styles were investigated and placed on two continuum scales. The continuum scales reflecting the styles were designated as concrete/symbolic and structured/unstructured learning style continuums. The responders in the study indicated a slight preference for the concrete style of learning and were at the continuum midpoint for the structured/unstructured learning style. The placement somewhere along the continuum indicates the preference for a specific style. The placement of the individual somewhere near the continuum midpoint may indicate that the individual desires a mix or composite of both of the learning styles on the continuum. Recommendations include further investigation, refinement of instruments and development of alternative learning experiences.

The major emphasis of the project at Fox Valley Technical Institute was to identify learning styles relevant to vocational-technical education, to survey students and faculty concerning individualized instruction and learning, to develop an individualized learning model, and to construct alternative learning experiences for meeting a given objective.

Findings include:

- 30.8% of the FVTI students prefer to complete courses via self-instructional techniques with films, slides, and tapes always available.
- 46.1% of the FVTI students prefer to attend classes where they can interact with a small group of students or work 1 on 1 with the teacher.
- 71.6% of the FVTI students prefer to attend classes that allow them to learn at their own best rate and to take tests whenever they feel they are ready.

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Prepared Courtesy Of:

State of Illinois
Board of Vocational Education and Rehabilitation
Division of Vocational and Technical Education
Research and Development Unit

In Cooperation With
Professional and Curriculum Development Unit
Illinois Curriculum Management Center
1035 Outer Park Drive
Springfield, Illinois 62706

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ACCESSION NUMBER: VT100766

PUBLICATION DATE: 1SEP73

TITLE: KENTUCKY VALLEY EDUCATIONAL COOPERATIVE. CAREER EDUCATION PROGRAM. REGION XII. SUMMER WORKSHOPS.

PERSONAL AUTHOR: COLLINS, OWEN

DESCRIPTOR: *CAREER EDUCATION; *SUMMER WORKSHOPS; *WORKSHOPS

IDENTIFIER: *REGION 12, KENTUCKY VALLEY EDUCATIONAL COOPERATIVE

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 624

ABSTRACT: IN ORDER TO HELP OTHERS IN PLANNING SIMILAR PROJECTS, THIS REPORT OF CAREER EDUCATION WORKSHOPS IN THE U.S.O.E. REGION XII SETS FORTH SOME OF THE PROBLEMS AND THEIR SOLUTIONS. THESE MAINLY CONCERN ESTABLISHING THE OBJECTIVES, STRUCTURING THE SESSIONS, AND EVALUATING THE EXPERIENCES. CONCLUSIONS AND RECOMMENDATIONS CONCERN EFFECTIVE SIZE OF GROUPS, USE OF CONSULTANTS, ACCEPTANCE OF DIVERSE OPINIONS, IMPORTANCE OF LEADERSHIP, USE OF A PACESETTER SUBGROUP AS A MOTIVATION STRATEGY, AND THE EARNING OF GRADUATE CREDIT FOR THE WORK. (MU)

SPONSORING AGENCY NAME: KENTUCKY VALLEY EDUCATIONAL COOPERATIVE.

VT 100 766

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KENTUCKY VALLEY EDUCATIONAL COOPERATIVE

CAREER EDUCATION PROGRAM

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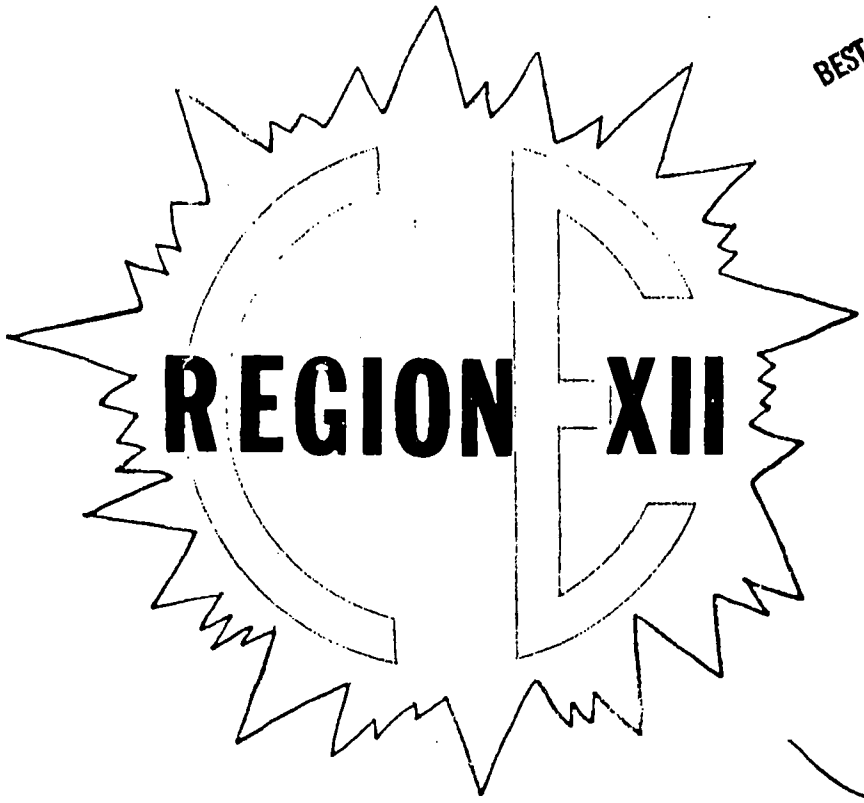

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Summer Workshops

Hazard: June 25 - July 6, 1973
Jackson: July 23 - August 3, 1973

VT 100 766

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by: Owen Collins
September 1, 1973

SOME CONSIDERATIONS IN PLANNING AND CONDUCTING INITIAL REGIONAL IN-SERVICE CAREER EDUCATION WORKSHOPS

Introduction

We in Region XII have just concluded a two-week Career Education Workshop which was evaluated highly by most participants. In order to help others who may plan similar workshops our experiences are delineated and other related issues are examined below. In order to make our references meaningful, some background information of our situation is included.

Organizational Relationships

Our project is under the supervision of the Kentucky Valley Educational Cooperative which originally was a brainchild of the Appalachian Educational Laboratory in Charleston, West Virginia. Now the Cooperative is part of the State Department of Education, Frankfort, Kentucky.

Scope of Project

This regional project includes eight counties in rural and mountainous eastern Kentucky: Wolfe, Breathitt, Lee, Owsley, Perry, Letcher, Knott, and Leslie. In addition to the eight county systems of education, also included are the independent city systems of Jenkins, Hazard, and Jackson as well as the Hazard Area Vocational School which has five satellite schools in the region and the Hazard Community College. There are over 31,000 students in the region, K-14, and over 1,300 teachers.

Organization of the Project

The Kentucky Valley Educational Cooperative hired on February 1, 1973, a Career Education Staff consisting of a Project Director, Dr. Owen Collins; Awareness (Grades 1-6) Component Director, Mr. Randolph Wicker; Exploration (Grades 7-9) Component Director, Mr. Ellis Haggard; Preparation (Grades 10-14) Component Director, Mr. Gordon Cook, and Guidance (Grades K-14) Component Director, Mr. William Burke.

In addition, funds were provided each Local Education Agency to hire a Career Education Coordinator one-half time as well as to have two weeks of in-service for all administrative personnel, guidance counselors, and fifteen percent of the classroom teachers.

Synopsis of Activities of Regional Staff to the Two-Week Career Education Workshop

Basically, the Regional Career Education Staff followed a systematic approach of orienting each group of school personnel such as:

1. Orientation of Superintendents and Directors;
2. Orientation of Career Education Coordinators;
3. Orientation of Principals in a special two-day session at Natural Bridge State Park; and
4. Orientation of Career Education Teams.

In addition, the community was oriented on a regional basis prior to the Two-week Career Education Workshop.

Setting the Objectives

Although at first this may seem a simple task, in reality it is perhaps one of the most difficult. Each member of the regional staff will probably have his own perceptions of what the objectives should be. State level agencies will make input. Consultants and resource people add still other dimensions. Frequently there will be concerns voiced which are vague and ill-defined but which must be considered. The difficult task then is to take the stockpile of objectives and distill into a manageable number what should be attempted.

If a project has the time it would be best to let the objectives come from grass roots up, but on a regional basis this procedure would probably be self-defeating, especially if the project is in an area where Career Education is relatively new. In Region XII we relied on the Career Education Coordinators to represent their teachers. Although there is nothing sacred about the sequence for setting objectives which we followed, it is delineated below:

(1) Regional Staff set a tentative list* of objectives based on their reading, visits to other projects, and advice from state level persons.

(2) Tentatively approved by Career Education Coordinators.

(3) Approved by Bureau of Vocational Education, State Department of Education.

Once the objectives are set, the task is to brainstorm effective methods of implementation, which leads to the next topic.

Considerations in Structuring the Workshop

Much of our budget and the success of our project hinged on this important workshop and several concerns were manifested as we planned. Among these concerns were:

*See Appendix 1

(1) Educational workshops in our region have a general reputation for being boring, superficial, poorly planned and a time for professional goofing off.

(2) Most educational workshops in this region have relied on a general assembly and a speaker.

(3) We needed to "sell" teachers on the concepts and possibilities of Career Education.

(4) We had to assume that our audience would need a thorough and basic orientation to Career Education.

(5) We needed to make the workshop interesting, informative, and well-paced.

(6) We needed more than wishful thinking that there would be a relationship from the Workshop to what we hoped would happen in Career Education in classrooms in the fall.

(7) How did we present so many of the entities of Career Education such as role playing, resource person, occupational information, decision making, etc.? Altogether we ended up with twenty-two different entities which were to be presented.

(8) Would there be the danger of these entities becoming encapsulated and the participants not synthesizing their learning experiences?

(9) How was the community to be involved?

(10) How many and what consultants should be used?

(11) Would participants identify with the workshop when it was being planned essentially at the regional level?

(12) How could we demonstrate a model learning structure?

(13) Did we identify in performance terms what was expected of participants?

(14) How could we avoid lecture?

(15) How could we get activity and involvement on the part of the participants?

The Structure of the Workshop

We decided to structure the Workshop into five different sections:

Section I. Philosophy and Concepts

Section II. Modules of Career Education called "Learning Cells"

Section III. Individual Unit Writing and Individual Career Education Plans

Section IV. Overall Career Education Plans by Local Education Agencies

Section V. Communication with Communities

Section I lasted one and one-half days; Section II lasted three and one-half days; Section III lasted three days; Section IV lasted one ~~a~~ day and Section V was for one-half day. See Appendix "H" for a structural schematic.

Description of Philosophy and Concepts Section

Participants were asked to meet the following performance objectives:

1. Each participant will be able to communicate orally at least three reasons why the Career Education movement has come about in our nation.

2. Participants will be able to identify at least three main attitudes, ideas, or viewpoints of business toward education.

3. Each participant will be able to communicate orally at least six concepts of Career Education and how they might be implemented in his particular school.

Although there were several other minor events occuring during this first day and one-half, the major thrust was made by three keynote speakers: Mr. Joel Smith, who dealt with the philosophy of Career Education weaved around concrete examples from the Cobb County Georgia Project and by Mr. Bill Neal who dealt strictly with concepts of Career Education as developed by the Knoxville City Career Education Project where he has been Project Director. In addition, a prominent local businessman gave his perceptions in a major address concerning education from the viewpoint of business. The procedure that was followed on all three of these major addresses was to have the address, break into small groups for interaction, and reassemble to question the speaker.

Evaluation of Philosophy and Concepts Section

In general, the participants rated this section highly: a mean of 9.3 on Quality of Presentation and a mean of 8.7 on Performance Objectives being obtainable. (See Appendix III for the evaluation instrument used for internal evaluation.) There were some comments that the section could have been shortened and some disliked the small groups because they wasted time that could have been used to question the speakers. The speaker from business alienated some participants because of the position he took on various issues. Although there surely will be exceptions, it is the opinion of the writer that most businessmen who speak honestly and straightforwardly will tend to alienate some school personnel because of a basic conflict between the orientation of school personnel from businessmen.

Description of Modules of Career Education (Learning Cells)

What is Career Education? One could say that Career Education is occupational information, but it is a lot more. One could say that Career Education is guidance but it is a lot more. One could say that Career Education is utilizing community resources, but it is a lot more. One could say that it is learning a decision making skill involving the world at work, but it is a lot more. How does a planning group structure a workshop involving something as complex and encompassing and inter-relating as Career Education?

We considered the alternative of having a consultant who would present to the entire group his "package" on Career Education. This alternative was rejected for the following reasons:

1. Our group of workshop participants included secondary principals, elementary principals, guidance counselors, reading teachers, librarians, and classroom teachers who ranged from secondary to the first grade. It was doubtful that we could obtain any person who could work forcefully, comprehensively, and sensitively with such a disparate group.

2. We desired to emphasize along with the "traditional" concepts of Career Education such as occupational information, a resource person as an organizing center, and guidance concepts, some futuristic ideas such as human relation skills, decision making, problem solving, and performance objectives. For example, we had been hearing that human relation skills were vital in an employee retaining a job yet when we looked for someone to work with us on this particular dimension, it was exceedingly difficult to find an effective consultant. Fortunately, we did find a person who did an excellent job on this concept.

3. We wished to demonstrate that a workshop could be developed that was flexible, that gave participants a choice concerning their learning direction, and that would have some creativity in approach.

   Therefore, we settled after much discussion on what we have called the Learning Cells Approach. The following describes what we were attempting in the learning cells; a copy of which was sent to each consultant who was asked to conduct a cell:

Learning Cells Approach

1. CREATIVE presentations. Lecture should be avoided. Multi-media presentations are encouraged.

2. SKILL oriented. Learning cells should attempt to teach a skill(s) in most cases; for example, the cell on role-playing should teach participants the skill(s) necessary to utilize role-playing in their classrooms.

3. PERFORMANCE oriented. Each learning cell needs performance objectives which clearly communicate what is expected from participants.

4. ACTIVITY oriented. Participants should be involved to a high degree in the learning process within each cell.

5. HANDOUTS. A summary sheet of the main points or an appropriate schematic is encouraged.

6. EVALUATION. Each instructor needs to gear this in, although it need not be formal. A brief oral check may be sufficient to see if participants achieved desirably.

It was further decided that each learning cell would be developed fully according to a prescribed format which would be given to the participants so that they would have a sharp overview of a particular cell before they signed up for it. This format included:

1. Title of Learning Cell
2. Purpose
3. Performance Objectives
4. Instructors
5. Assistant Instructors
6. Who Should Attend
7. Number of Participants Per Session, and
8. Other Information

See Appendix IV for a sample Learning Cell.

Procuring Consultants

One of the issues with which we wrestled concerned whether we used in-region personnel in the teaching of these learning cells or outside-the-region. After much discussion, it was decided that we would have greater impact by using out-of-the region consultants.

The logistics of finding high caliber consultants to conduct a given learning cell was no small difficulty. Finding a suitable consultant, explaining what we had in mind, and negotiating fees and other support services were time consuming. In many cases a return visit was necessary.

Some cells developed quickly but others for various reasons developed more slowly. Those with which we had the most difficulty included human relation skills, decision-making, problem-solving, and fusion techniques for subject matter into Career Education. Probably one of the chief reasons for slowness of these latter cells is that they seem to be relatively new ideas to "traditional" Career Education.

Expense of Consultants

We were able to bring in consultants from Morehead State University, Eastern Kentucky State University, Bureau of Vocational Education, State

Department, Department of Guidance Services, State Department, Pikeville City Career Education Project, and Knoxville City Career Education Project in Tennessee for slightly over Four Thousand Dollars for 3 1/2 days. Of course, we received the services from the Bureau of Vocational Education and the Division of Guidance Services free for the asking. And we saved money also by offering graduate credit for the Workshop in a consortium arrangement between Eastern Kentucky State University and Morehead State University which enabled us to obtain free instructional services from these universities because participants paid tuition directly to the universities for their graduate credit. Thus, we were able to accomplish much consultant-wise at a reasonable cost.

Evaluation of the Modules or Learning Cell Approach

This section received the following mean ratings by participants:

Creativity of Presentations, 8.9;
Skill Orientation, 8.6;
Performance Oriented, 8.9;
Activity Oriented, 8.6;
Quality of Hand-outs, 8.2; and
Quality of Evaluation, 7.7.

Effective consultants; manageable topics; some creative presentations; involvement of participants; the general format; all of these are factors that probably contributed to a favorable response on part of the participants.

On the other hand, some cells were not as effective as others and not all consultants were of superior quality. But the fact that at least three Local Educational Agencies plan to use a Learning cells Approach or a modification for their fall in-service days indicates to a degree its effectiveness.

Description of Section III: Individual Unit Writing and Individual Plans for Career Education

We considered it very important to our Career Education Program to develop in each participant a sense of commitment to Career Education, something tangible, something that would tie him to Career Education, whether he was a classroom teacher, a principal, a guidance counselor, a reading teacher or some other school functionary. We settled on the idea of asking each participant to put in writing this commitment; they were to make two copies, one for them and one for us.

It was relatively easy to design for classroom teachers; very simply we wanted a unit of Career Education fused with their subject matter and a second unit or an Overview Paper which reflected on the Career Education movement and involved them in greater perspective than the writing of a single unit. A complete listing of the performance objectives for classroom teachers is found in Appendix V.

Principals, guidance counselors, supervisors, librarians, and other school personnel presented a different problem. Obviously we could not ask principals to write teaching units as we did the classroom

teachers. Therefore, we went to an open-ended format and simply asked that each participant, other than classroom teachers, write their Career Education plans through December 31, 1973. Although some suggestions were made for what might be included in the plans (see Appendix XII for suggestions for principals), this open-ended assignment created some anxiety among the participants who were not classroom teachers and they begin to ask for special interest group meetings such as principals together, guidance counselors together, librarians together, etc. Of course, we responded to this request and in general this proved to be quite effective as they shared ideas and concerns about what they could individually and collectively do to implement Career Education this fall. The Principals group meeting was particularly successful.

The classroom teachers were assisted in writing their units by eight teachers from a system that had already implemented Career Education. It is especially important to individualize this unit writing. Put in other words, a secondary teacher who teaches math and science will not normally relate effectively to an elementary teacher who has taught Career Education. Altogether we had eight classroom teachers representing various subject matter areas at various levels. Their main task was to help the teacher participants in our workshop fuse subject matter with concepts of Career Education. A word of caution: teachers who have taught according to a certain format in a system will tend to utilize their format and their approach when they serve as teacher consultants. If one intends to have a distinctive focus or format, it is wise to orient fully all teacher consultants and for that matter all consultants as to what one intends. Even after orientation, however, strong monitoring of teacher consultants and consultants is necessary.

Evaluation of Section III: Individual Unit Writing and Plans

Participants rated Section III was follows: Helpfulness of Teacher Practitioners, a mean of 9.4251; Helpfulness of Consultants, 9.1676; and Helpfulness of Regional Staff, 9.1257. Criticisms of this particular section can be classified into two categories: first, there was confusion between the format which the Regional Staff had developed and the format which the teacher practitioners were using. It so happened that the teacher consultants used a format that was simple and clean-cut. However, in Region XII we wish to have our own focus and there were some ideas and concepts such as human relation skills, decision-making, problem solving, and performance objectives which added to the complexity of our unit. Second, some participants had difficulty relating the learning cells to their unit writing. Although this problem was addressed several times in general assembly, it apparently was not comprehended by all of the participants. Probably, more overt effort needs to be made to integrate the learning cells into unit writing. It was suggested by one of our consultants that we develop a model or sample unit of how these learning cells could be so integrated and this is being done for our next workshop.

Description of Section IV:
Writing of Plans for Each Local Educational Agency

Performance objectives for this section may be seen in Appendix XIII. Each of the Local Educational Agencies was under the direct responsibility and authority of the Career Education Coordinator for this section. The size of the groups of participants in the LEAs ranged from fifty-one (51) to four (4).

Some of the activities which were visible included arranging the exhibits and other materials they had developed during the workshop; preparation of the Local Educational Agency's plan for Career Education through December 31, 1973; discussion of various topics such as fall in-service days for other teachers in their Local Educational Agency that were not in the Workshop; scheduling the teaching of the Career Education units; preparation for the presentation for the final day; meanwhile, a few participants finished up units which they had been writing.

In general, this day as well as much of the other workshop, seemed to be directly correleated to the attitude and leadership of the Career Education Coordinator in a particular Local Educational Agency. If the Coordinator was positive and forceful and exerted effective characteristics of leadership, then the Local Educational Agency's participants showed effective involvement and participation. Although there were no instances of negative or poor leadership there were differences in the quantity and quality of work produced by the Local Educational Agencies For example, one particular Local Educational Agency worked three hours beyond what was expected on this particular section of the Workshop.

Evaluation of Section IV

This section was rated highly by participants, although there were some complaints. One complaint indicated there was too much emphasis on visibility; but it was amazing to see how a pace-setting Local Educational Agency tended to pull others up to its level of performance. Also, there were some comments that adequate time was not given to the development of Local Educational Plans for this coming fall. However, this was alleviated to some degree by the steering committee indicating that a Local Educational Agency may have a time delay in turning in the completed plan. In short, we said it would be satisfactory if the regional staff received a copy of the Local Educational Agency's Plan before school began in the fall.

Description of Section V:
Communication with the Communities

This was the weakest section of the workshop. To be sure, we had oriented on a regional basis approximately thirty-five (35) persons--community leaders, civic club representatives, school board members--prior to the beginning of the Workshop. One of the chief purposes of this orientation meeting was to invite them to visit the Workshop on its final day to hear the plans for Career Education by each Local

Educational Agency and to view the exhibits which included the units written during the Workshop. An announcement was also put on the local radio station that the Career Education Workshop was having open house on the last day. Reponse from the community was very meager indeed.

However, during the course of the Workshop fifteen (15) representatives from business, government, and industry were utilized as resource persons, primarily in the learning cells. Their response was enthusiastic and contributory to much of our success. Therefore, there is an implication concerning involvement of the community which will be examined below under the next topic "Conclusions and Recommendations."

Conclusions and Recommendations

1. Avoid the overuse of large group assemblies. However, a discreet use of the same lends unity, cohesion, and is particularly effective in generating the tone and posture for the entire workshop.

2. Use considerable care in choice and monitoring of consultants. An ineffective consultant can torpedo a well-conceived workshop. Even after they are selected and even after they are in the workshop they must be closely monitored so that they will do what is intended. Generally one needs to be quite specific concerning what is intended.

3. The use of consultants from various projects compounds the difficulty of effective monitoring and management. However, variegated Career Education experiences adds to the richness and breadth of ideas for participants.

4. Consultants should be explicitly told in writing what to expect and is allowable concerning their fees, room accommodations, and expenses.

5. Breaking a complex issue, such as Career Education, into segments and having modules of learning has proven to be successful in our case. Care should be taken, however, to synthesize these modules into a meaningful whole.

6. Providing participants an opportunity to make choices concerning the "packaging" of their workshop and being sensitive to feedback creates a favorable attitude among participants.

7. It is faulty to assume that a group of participants will have a uniform outlook toward education and a uniform set of needs. For example, elementary teachers do not perceive Career Education the same or even similarly to secondary teachers. Also, principals have a distinctive construct of outlook as do guidance counselors and librarians. Providing time when these special groups can meet to discuss common concerns and needs contributes to the success of the workshop.

8. Participants need to be challenged and positively reinforced that what is being attempted can be accomplished.

9. Leadership of the subgroups must be identified, developed, and recognized.

10. What is expected of participants should be identified and communicated-preferably in performance objectives-but care should be taken to insure flexibility so a participant may develop an alternate course of action.

11. It is very important that the Workshop identify a long range purpose and develop a tie-in between its activities and this long range purpose. In our case we insisted that each participant put in writing and give us a copy of what they would be doing in Career Education through December 31, 1973. The fact that it is in writing indicates a commitment that we would have not had without being insistent.

12. A subgroup, or subgroups, within the workshop will be the pacesetter and by discreet references to the pacesetters, other subgroups will tent to increase the quantity and quality of performance.

13. The community can best be involved, not by asking them to attend an open house, but by identifying specific functions for them. For example, one may never be able to get the manager of an A&P store to visit an open house but this same person may welcome and relish an opportunity to be interviewed as a resource person.

14. Arranging for consortium graduate credit creates management problems but adds to the impact of the Workshop.

15. Two weeks seems to be an appropriate length of time to have an effective Workshop which involves major attitudinal change on the part of participants.

Appendix I

REGION 12 CAREER EDUCATION IN-SERVICE

Curriculum development is not a crash program. The process is slow and methodical. Each step must be carefully articulated with the previous one. For these reasons, the program development is so designed to allow for steady continuous growth.

In order for teachers to be able to develop curriculum that meets the needs of students, those teachers must first possess certain characteristics. Significant characteristics include a positive attitude toward the concept of Career Education, a working knowledge of careers and career preparation, the techniques for implementing the Career Education concepts, and experiences involving numerous careers as well as career-oriented instruction.

The purpose of the Career Education in-service is to assist teachers in acquiring the attitudes, knowledge, techniques and experiences necessary to implement Career Education in Region 12. The Career Education in-service for curriculum development employs a gradual transition from theory of curriculum development to principles of Career Education to practice in Career Education unit development.

The section of the in-service devoted to the theory of curriculum development will provide, primarily, attitude development and a process or technique for systematic curriculum development. Specifically, this section of the in-service will:

1. Develop an open attitude to curriculum change;
2. Develop the ability to define a curriculum or instructional problem
3. Develop the ability to analyze the setting of a problem;
4. Develop the ability to organize for managing the solution to a problem;

5. Develop the competencies forthe integration of Career Education into the content areas;
6. Develop the skill for writing performance objectives;
7. Develop a decision-making process;
8. Demonstrate the techniques of utilizing small and large group interaction;
9. Develop the skills necessary for the production of career education units; and
10. Develop an understanding of the need of curriculum development.

The section of the in-service on the principles of Career Education will be devoted primarily to providing teachers with the knowledge of careers and the concepts of Career Education. Specifically, this section of the in-service will:

11. Orient teachers to the concepts and philosophy of Career Education;
12. Develop an understanding of what would be a relevant curriculum;
13. Cause teachers to know the job clusters;
14. Develop in teachers a working knowledge of occupational information materials;
15. Provide teachers with the expertise to capitalize on home, school, and community as learning settings;
16. Enable teachers to locate and utilize community resources;
17. Develop the expertise to relate learning experiences to the skills needed for a careers; and
18. Develop the concept that students must prepare for a mobile society.

The section of the in-service on Career Education unit development will be devoted primarily to provi teachers with the experiences of developing Career Education units ut.ilizing the skills learned in previous in-service activities. The units developed will be taken back to the school for implementation and dissemination. Specifically, this section of the in-service will:

19. Develop an articulated comprehensive career education program, grades K-14 by using C.C.E.M. (Comprehensive Career Education Model); and
20. Create an awareness of individual student differences by developing career education units that will involve all students;
21. Develop the concept "There is dignity in all work";
22. Develop a comprehensive placement and follow-up plan for students;
23. Develop a Career Education interview technique; and
24. Cause teachers to begin a career education related materials resource file.

APPENDIX II

OVERVIEW

TWO_WEEK WORKSHOP

Region XII, Summer, 1973

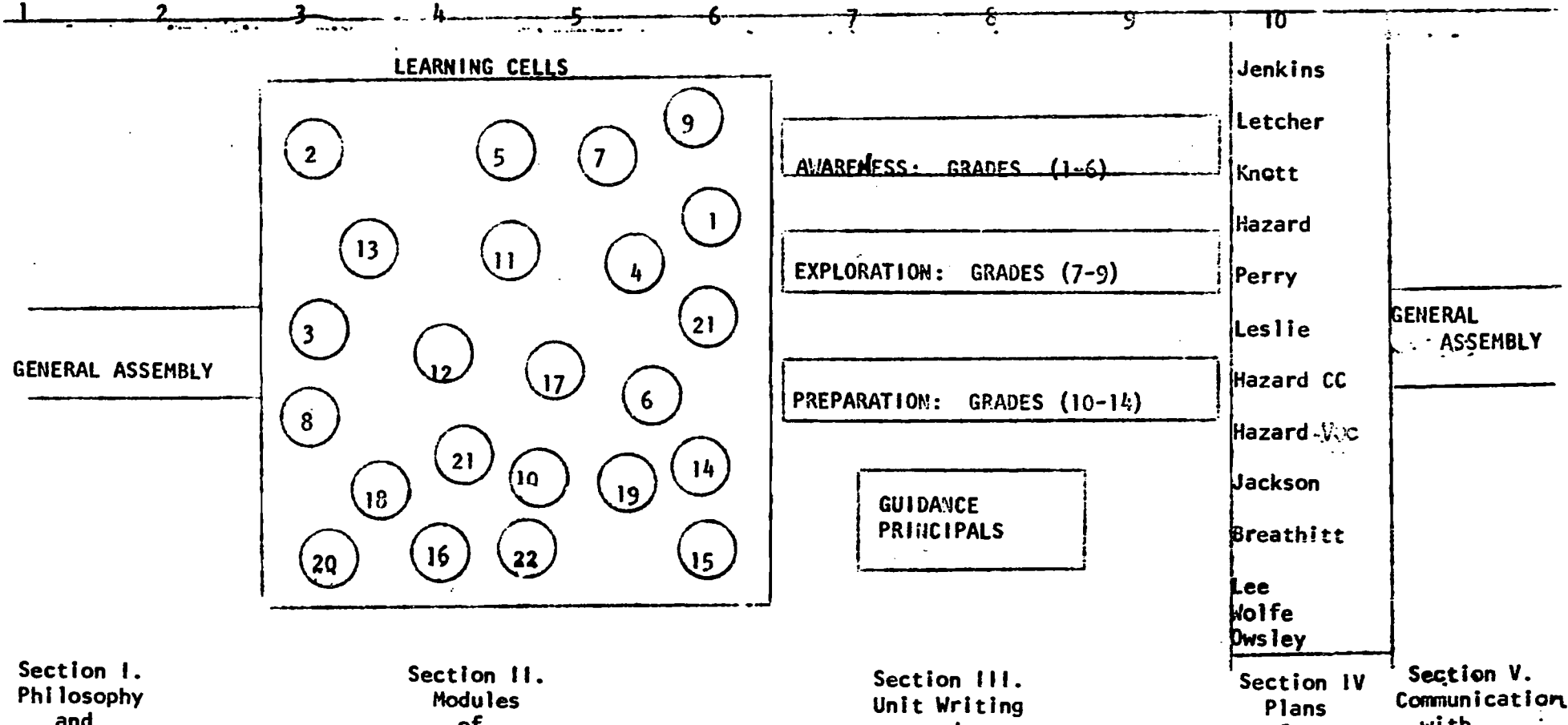

APPENDIX III

EVALUATION OF CAREER EDUCATION WORKSHOP

Summer 1973

Region XII

Directions: Please indicate on the scales below your evaluation of the workshop.
Additional comments by participants will be helpful.

Section I: Philosophy and Concepts (circle one) (10 is the highest score)

Quality of Presentations: 1 2 3 4 5 6 7 8 9 10

Performance Objectives Attainable: 1 2 3 4 5 6 7 8 9 10

Recommendations:

Section II: Modules of Career Education

Creativity of Presentation:	1	2	3	4	5	6	7	8	9	10
Skill Oriented:	1	2	3	4	5	6	7	8	9	10
Performance Oriented:	1	2	3	4	5	6	7	8	9	10
Activity Oriented:	1	2	3	4	5	6	7	8	9	10
Quality of Hand Outs:	1	2	3	4	5	6	7	8	9	10
Quality of Evaluations:	1	2	3	4	5	6	7	8	9	10

Recommendations:

Section III: Developing Units and Plans for Particular Schools

Helpfulness of Teacher Practitioners:	1	2	3	4	5	6	7	8	9	10
Helpfulness of Consultants:	1	2	3	4	5	6	7	8	9	10
Helpfulness of Regional Staff:	1	2	3	4	5	6	7	8	9	10

Recommendations:

Section IV: Developing Career Education Plan for LEAs

Recommendations:

Section V: Communication with Community

Recommendations:

APPENDIX IV

Cell No. 16

HANDS-ON EXPERIENCES (VOCATIONAL SCHOOL)

Purpose:	To engage participants in the concept of "Hands-on experiences" by having them "walk-through" the Hazard Area Vocational School and to familiarize them with the curriculum and program of the Vocational School.
Performance Objectives:	1. Participants having been given a tour of total program will be able to list eighty percent of the course offerings. 2. Eighty percent of the participants will be able to identify a more positive or negative attitude toward a given career as a result of the experience. 3. Participants will be able to identify orally five personal characteristics necessary for success in at least five career offerings of the Vocational School. 4. Participants will be able to list accurately the percentage of graduates in each career who are immediately employed and will be able to give beginning salary range within ten percent accuracy.
Instructor:	Mr. James King
Assistant Instructor:	Supplied by Vocational School
Who Should Attend:	Required of Exploration, Preparation, Guidance. Optional for Awareness.
Number of Participants Per Session:	25
Other Information:	1. Participants will have numbered tags. Pre-arranged numbers will be called for hands-on experiences after explanation. Summaries of tour will also be called for similarly.
Notes:	

Appendix V

Performance Objectives for Teachers for Unit Writing

I. Each Teacher Participant is asked to write at least one (1) unit of Career Education, according to the Region XII Format. The unit will have at least six (6) of the following fifteen (15) characteristics or elements:

1. The fusion of Career Education with what is normally taught.
2. A community resource person.
3. The use of student interviews.
4. Stated in terminal performance objectives plus enabling objectives.*
5. The teaching of at least one human relation skill related to the world of work.
6. Not less than three guidance concepts.
7. A Career Education field trip.
8. A sub-fused unit on problem solving related to the world of work.
9. A sub-fused unit on decision-making related to the world of work.
10. Methods of evaluation.
11. Equipment and materials to be used.
12. Role playing exercise.
13. Communication to parent.
14. List of activities.
15. Visibility.

* Essential in all units.

II. Each Teacher Participant is asked to write a second unit of Career Education according to the process listed above <u>OR</u> an Overview Paper which should have the following characteristics or elements:

1. Your reaction to the Career Education movement.
2. What needs to be changed in your instructional procedures and how Career Education can help you accomplish these changes.
3. How you can make your subject matter more relevant to the needs of your students.
4. How you can make your subject matter more relevant to the world of work.
5. Ideas concerning how Career Education can function effectively in your system.
6. Your plan for working Career Education through December 31, 1973.

Note: It should be emphasized that the writing and teaching of two Career Education units does not constitute a fully developed Career Education Program but instead is a good beginning; thus, the opportunity to write an Overview Paper instead of a second unit was suggested by some of the Career Education Coordinators.

ACCESSION NUMBER: VT100767

PUBLICATION DATE: NOV73

TITLE: THE EVALUATION REPORT OF THE SOUTH CAROLINA ADVISORY COUNCIL ON VOCATIONAL AND TECHNICAL EDUCATION.

DESCRIPTOR: *PROGRAM EVALUATION; *VOCATIONAL EDUCATION; *ADVISORY COMMITTEES; *PROGRAM EFFECTIVENESS; ANNUAL REPORTS

IDENTIFIER: *SOUTH CAROLINA

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 624

ABSTRACT: THE FOURTH ANNUAL EVALUATION REPORT OF THE SOUTH CAROLINA ADVISORY COUNCIL ON VOCATIONAL AND TECHNICAL EDUCATION, THIS DOCUMENT PRESENTS A STATUS ASSESSMENT OF THE PROGRAM IN THAT STATE FOR THE 1973 YEAR. INCLUDED ARE AN INTRODUCTION, COMMENDATIONS, RECOMMENDATIONS, AND DESCRIPTIVE SUMMARIES OF THE EVALUATIVE ASSESSMENTS MADE RELATIVE TO BOTH VOCATIONAL AND TECHNICAL EDUCATION. IN ADDITION, APPENDICES CONTAINING EVALUATION GOALS AND QUESTIONS ARE PROVIDED AS IS A LISTING OF THE NAMES OF COUNCIL MEMBERS. (SN)

INSTITUTION NAME: SOUTH CAROLINA STATE ADVISORY COUNCIL ON VOCATIONAL TECHNICAL EDUCATION, COLUMBIA.

VT 100767

ERIC

THE EVALUATION REPORT OF THE

SOUTH CAROLINA ADVISORY COUNCIL ON VOCATIONAL AND TECHNICAL EDUCATION

Columbia, S.C. 29201
November, 1973

VT 100 767

ERIC

THE EVALUATION REPORT

OF THE

SOUTH CAROLINA ADVISORY COUNCIL ON VOCATIONAL AND TECHNICAL EDUCATION

November, 1973

809 SCN CENTER
MAIN AT LADY STREETS
COLUMBIA, S. C. 29201

Henry Sneed, Jr.
Chairman

Robert H. White
Executive Director

ERIC

Prologue

In numerous and lengthy discussions of the need for vocational education, its strengths and weaknesses, the Council has found several points of almost complete agreement. The same philosophic position has been expressed again and again with only slight variations. The basic concerns are so dominant they are given as a prologue to this evaluation report. The essence is this:

VOCATIONAL EDUCATION IS NEEDED NOW MORE THAN EVER BEFORE.

Advancing technology is causing the world of work to become increasingly complex. The demand for unskilled labor is rapidly diminishing, while there are increasing occupational opportunities at the skilled level, or at the mid-management or technician level. Many youth do not have any concept of what a job is like or even about their parents' work. The complexity of business and industry is making it difficult for parents to adequately describe the available jobs. Most of today's jobs did not exist or were of a different nature when the parents were first entering employment. Since the parents are no longer able to adequately describe the many occupational choices available to their children then it is for the schools to provide these experiences. Each youth should have an opportunity to explore several career areas through the medium of pre-vocational education.

Even more critical is the need for vocational education leading to employment. Since less than one out of five children who enter the first grade go to college, and because minimum wages now equate with a poverty standard of living, all non-college bound youth should be able to complete a vocational program prior to graduation from high school or prior to leaving school. The structure of our increasingly urbanized society is making it far less likely that the secondary school youth will learn any type of craft or manipulative skill from their parents. If the parents cannot or do not transmit the work ethic and the training or skills necessary for successful employment, it must become a function of the school. If the young person is to enter the world of work at a pay rate satisfactory to him and fair to his employer, he must have some preparation other than classroom/academic instruction.

An appropriate vocational curriculum should also be a part of the secondary program for one-half or more of all college-bound youth. Participation in a vocational education program does not prevent one from continuing on to college, nor does it reduce the chances for success in college. There is even some evidence that vocationally prepared youth do better in college than those with strict academic preparation. Recent statistics report only about one-half of entering college freshmen actually graduate from college. The others fall by the wayside and generally are no better prepared for employment than those who entered work directly out of high school.

Those who do graduate from college should have some notion of the world of work so that they can better relate their college studies to the world occupied by the other 91 per cent of the population. The graduates become teachers, engineers, social scientists, and so forth. These occupations

depend on and relate to the life-style and work of those without college degrees. If a person is destined to become a doctor or philosopher, it may still be necessary for him to work as a partial means of support while earning a college degree. It is far more desirable to earn substantially higher pay in a semi-skilled or skilled occupation than to have to work at minimum wages. The skills and abilities acquired in a vocational program can provide a higher rate of pay and a wider choice of available jobs even while one is a college student.

Students need more in-depth counseling and the counselors need more frequent contact with the students. There may need to be a distinction made between career counseling and social counseling-- social counseling meaning guidance based on mutual trust and relating to all student problems other than educational or career choices. Career counseling refers to occupational or additional educational choices. Counselors must be knowledgeable of all the occupational programs and assist students based on this wide spectrum of occupational knowledge.

It is only going to be when vocational education programs are a normal part of the curriculum for all-- rich and poor, quick and slow, girl and boy, the popular and the social isolate-- that vocational education will be reaching all those who need these opportunities. It is hard to envision anyone who would not benefit from vocational education. The non-college-bound and the college-bound high school graduate, the high school dropout and the elementary school dropout-- these are the persons who should complete some vocational program. Who else remains?

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Introduction

This is the fourth annual evaluation report of the South Carolina Advisory Council on Vocational and Technical Education. The report encompasses the occupational education programs administered at the secondary and post-secondary levels by the State Board of Education, which is the State Board for Vocational Education; and by the State Board for Technical and Comprehensive Education.

In previous evaluation reports, the Advisory Council has extended recommendations to each of the State Boards mentioned above-- and to the state staff of these boards. The recommendations have been made in the spirit of suggestions which the State Advisory Council believed would improve these educational programs in quality or efficiency. After having given due consideration to the recommendations, the Office of Vocational Education, State Department of Education, and the staff of the State Board for Technical and Comprehensive Education have incorporated those recommendations which were feasible under existing circumstances.

The Council constitutes an external composite group which by federal statute has the responsibility and authority to overview the administration and operation of vocational and technical education programs. Through the structure of the Council, any and all citizens have an opportunity for direct input concerning the statewide programs of vocational and technical education. This is in addition to the representative expertise the members bring to the Council. The Council has no administrative authority but only the obligation to extend recommendations and suggestions. Through cordial working relationships with key state officials the Council has been able to exert a positive influence on the programs of vocational and technical education. This has been due primarily to the respect the two State Boards and their staff members have for the members of the Council and in turn the respect of the Council for these Boards. Also, the Council has recognized the responsibility and the problems borne by those who administer these programs. The Council believes it is carrying out the role intended by Congress when it created the State Advisory Councils on Vocational Education.

Created by the provisions of the Vocational Education Amendments of 1968 (Public Law 90-576), the role of the Council was subsequently reinforced and strengthened by Congress in the Education Amendments of 1972 (Public Law 92-318). In these Acts, Congress envisioned a planning responsibility and an evaluative function. These were anticipated to require year-round operation of a responsible, representative, and working Council. This is the status at the time of this report. As opposed to many boards which function as policy making or reactive groups, the Council is a "shirt-sleeve" working council. Members are expected and do contribute considerable amounts of their time. The report which follows constitutes the collective expertise and opinions of the Council.

Acknowledgements

The Council wishes to acknowledge the assistance provided by many persons who made this report possible. The Office of Vocational Education and the state TEC staff were most helpful in providing data and assisting in other ways during the preparation of this report. Particular thanks are due Mr. L. L. Lewis, Director, Office of Vocational Education; Mr. O. Stanley Smith, Jr., former Executive Director of TEC; Dr. Lloyd Spaulding and Dr. David Kelly, staff members of TEC; and Dr. Charles Palmer, former staff member and now Executive Director of the State Board for Technical and Comprehensive Education.

Commendations

TO VOCATIONAL EDUCATION:

1. For the leadership role assumed by the Office of Vocational Education in dealing with articulation.

2. For the giant strides achieved in providing for adequate vocational facilities.

3. The Vocational Education staff and director for the excellent cooperation provided to the Advisory Council.

4. For the upward adjustment of classification grades for state level vocational education personnel.

TO TECHNICAL EDUCATION:

1. For supporting the vocational education budget request.

2. For the attitude and progress made in meeting the problems of articulation/coordination.

3. For the excellent cooperation provided to the Advisory Council.

ALSO:

1. To the York #3 and the Spartanburg #7 school districts for pioneering with an extended school year.

2. To the York, Spartanburg, Beaufort, and Florence-Darlington TEC Centers, and to the Union, Rock Hill, Beaufort, Marion and Millins and other school districts who are cooperating in mutual utilization of facilities.

3. To the General Assembly for recognizing and supporting the vital need for adequate vocational education facilities.

Recommendations

TO THE STATE BOARD FOR VOCATIONAL EDUCATION:

1. Recommend increasing the State Board of Education goal of "sixty per cent participation level: of secondary students to a goal of at least eighty per cent of all secondary students. Realistically, vocational education should be provided to all non-college-bound students and for a high proportion of the college-bound group as well.

2. Recommend priority emphasis on greater utilization of vocational education facilities. This should encompass day and night operation, and useage beyond the 180-day school year, which can well include adult vocational education, post-secondary vocational programs, and secondary vocational options.

3. Recommend the Office of Vocational Education urgently initiate a system to obtain data on the number and per cent of students in each class who have completed a vocational program to a satisfactory level. These data are not now readily available. Failure to develop a procedure for this may result in declining funds in the near future.

4. Recommend priority expansion of cooperative type programs such as distributive education (D.E.), diversified occupation (D.O.), and others in the state, and especially in schools not served by vocational centers. With the expansion a coordination of effort is needed so that business and industry is not beleaguered by several school coordinators from similar programs.

5. Recommend increasing the enrollments in adult vocational education. The State Board is encouraged to adopt procedures which will provide for needed funds, while the local centers and school districts are urged to also seek financial support from business and industry.

6. Recommend again that the Office of Vocational Education, in cooperation with Technical Education, develop a system "which will procedurally enter all training programs by some standard code, and on demand will compile the number of enrollees in similar programs, and print out the totals with the known annual demand."

7. Recommend again that the State Department of Education move more aggressively to provide for more minority ethnic group representation in administrative positions of vocational education, and provide annual progress reports on this matter.

Recommendations

TO THE STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION:

1. Recommend development of annual and long-range goals and objectives, based on the needs of specific populations and on the needs of business and industry. This should be made available to the TEC Center Directors, key vocational planners, and others including the Advisory Council.

2. Recommend an annual written report by Center and system-wide of the costs of the TEC program in the state. This should include a breakdown on instructional costs of each type program on a per student basis including state, federal, and local funds, also including student fees and tuition. Additionally, this should give the non-instructional expenditures by Center and system-wide.

3. Recommend that the Technical Education system, in cooperation with the Office of Vocational Education, develop a system "which will procedurally enter all training programs by some standard code, and on demand will compile the number of enrollees in similar programs, and print out the totals with the known annual demand."

4. Recommend that articulation/correlation of curriculum for related programs between various types of institutions (e.g., secondary, post-secondary, MDTA, and others) should be placed high on the scale of priorities.

5. Recommend again that the State Board for Technical and Comprehensive Education move aggressively to provide for more minority ethnic group representation in administrative positions of technical education and provide annual progress reports on this matter.

Vocational Education

Considerable progress was made in the statewide programs of vocational education during the fiscal year ending June 30, 1973. This was true even though the administration of the programs was extremely difficult during the period, due to an uncertainty of the amount of federal funds available for the programs until well into the last quarter of the fiscal year. Due to an actual decrease in the amount of federal funds available for vocational education, some segments of the program, notably adult vocational education, suffered severe restrictions in the amount of program offerings. Other portions of the program, particularly construction of vocational education facilities and extension of secondary enrollments, moved steadily ahead primarily because of increased state funds which were made available.

TOPIC: STATE GOALS AND PRIORITIES

Any evaluation or assessment of progress made in the statewide program of vocational education should consider that the state's goals and priorities as expressed by official publications of the State Board of Education provide some direction to local school districts.

The state's goals and priorities for vocational education as contained in the State Plan for Fiscal Year 1973 were derived primarily from the State Department of Education publication "Objectives for South Carolina Public Schools - A Five-Year Plan (1975)." The portions pertaining to vocational education, which were translated into the State Plan for the year under review, were essentially valid and realistic. These were apparently based on progressing as rapidly as possible toward meeting the recognized need for vocational education in the public secondary school system.

The objectives were based on realistic estimates of available resources and reflect the most recent assessment of the employment opportunities for various types of occupationally trained employees.

The ultimate decision for selection of individual programs in any given school district is left to the discretion of the individual school districts. This permits local educators to provide vocational programs which are responsive to the needs of employers and the employment opportunities within a relatively small geographic area. This recognition of students' needs and interest is reflected in the rapidly expanding network of Area Vocational Centers, by which students are provided options of a number of individual vocational programs.

It was noted that the state's goals and priorities were essentially specific in terms of service areas within vocational education, e.g. trade and industrial education, distributive education, health occupations education, and so forth. The goals also reflected three other categories; handicapped, disadvantaged, and adult vocational education. Noticeably absent were specific provisions for returning veterans. While the allocation formula for state and federal funds to local school districts reflected to some extent the needs of students in areas of economic distress, the allocation formula made only slight provision for assisting those school districts with little actual emphasis upon this problem. Further, there was no indication that the projection of the number of handicapped to be served was based on accurate assessment of the actual number of handicapped secondary students who may have a high priority need for vocational education.

The state's goals reflected only slightly the other manpower development programs within the state which should be closely related to vocational education. While a responsibility of the school districts is to consider all programs within the area, little mention was made in the State Plan of the anticipated output from other

institutions, agencies, or organizations. The production of occupationally trained persons from private schools, apprenticeship programs, vocational rehabilitation, Department of Corrections, and other sectors should be reflected within the State Plan.

The planning for vocational education within the state essentially provided procedures which should have tended to accomplish the stated goals and priorities. The "modus operandi" for administration of the state's program of vocational education leaves ultimate decision of programs and the primary responsibility for planning with the local school districts, an extremely proper approach. It therefore becomes extremely difficult to establish precise procedures which would result in accomplishing the state objectives. The planning for the 1973 fiscal year was essentially based on number of students by program area, which was then translated into dollar amounts. The Advisory Council strongly endorses this approach, with the exceptions as noted above.

TOPIC: EFFECTIVENESS OF SERVING THE PEOPLE AND THE ECONOMIC DEVELOPMENT OF THE STATE

In the planning process, valid data upon which to base any ultimate management decision often is extremely difficult to obtain. During the past several years, and particularly during fiscal year 1973, the Employment Security Commission was very cooperative in working with the State Department of Education to provide data of these kinds. Data were found in the State Plan which reflected an accurate sophistication and specificity of the manpower needs and job opportunities for most of the major types of occupations within the state. These data, found on pages 76-81 of Part II of the State Plan, provided justification for planned programs and served to depict occupational areas for which vocational education was being provided.

The most noticeably absent data area was that pertaining to the number of students or per cent of students who actually complete (to some acceptable skill level) an occupational training program before leaving school. For example, of the students who entered the ninth grade in 1969, no accurate assessment can be made as to what percentage will have completed vocational education prior to leaving school or completing

school. These data are urgently needed to guide the planning process.

The coordination and articulation of training opportunities between vocational and technical education has been of paramount concern within the state for the past year. Until recent times, the basic philosophy of administration for local vocational programs has been to operate a "good" vocational program and let everyone else worry about his own concerns. The time for this is long past. In consideration of the large investments in vocational and other educational facilities within the state, the time has come to consider other agencies and organizations that might be providing skills training. It is also necessary to provide the students with a flexible avenue of open entry and exit from programs and provide for transferability of acquired skills into programs which might further prepare students for success in the world of work. Some deliberate efforts have been seen during the past year in specific instances with vocational education and technical education working together on articulation. The concept is that vocational students who achieve a certain skill level should be able to enter into a post-secondary program and pick up at that particular point without having to repeat redundant, expensive, and boring preliminary learning experiences. Ultimately, this will need to be worked out on a statewide basis for each specific type of program.

There have been only moderate efforts in coordinating programs with other agencies such as Vocational Rehabilitation, Department of Corrections, apprenticeship programs, and others. The responsibility for coordination of local programs with other agencies is left with the local school district. It is urged that a procedural approach, complete with checklist, be provided to the local school districts from the Office of Vocational Education to expedite progress in this area.

For a number of decades the only responsibility that the local school districts have generally assumed for placement has been for placement in higher education.

Since only a minority of secondary school students actually enter higher education, the public secondary schools should assume the job placement responsibility for the high school students who complete or leave the public school system. The public school vocational educators have provided leadership in asserting that more emphasis is needed in the area of job placement. A barrier to more rapid progress for this job placement function during the past year was a lack of funds for specially trained persons to accomplish this function. As there was considerable uncertainty of the level of federal funding for vocational education throughout most of the year, primary emphasis was on maintaining the existing educational programs-- and properly so. However if job placement is to be utilized as a means of providing immediate feedback and thus improving vocational education programs, and if the students have a right to expect assistance in satisfactory job placement, then specific emphasis will need to be placed in this area. An emphasis on this function will require specific commitment of funds if this is to be effective.

The use of local vocational education advisory committees and specific program advisory committees could be intensified in many instances. In the areas of planning, updating of curriculum, job placement, industry financial support, public awareness, and several others, local advisory committees provide one of the best tools available. Some of the vocational centers were outstanding in this type of citizen involvement. In many other locations, however, the use of citizen advisory committees was found lacking.

Business and industry have recognized for some time that the adequacy and effectiveness of occuaptional training programs can have a very direct influence on total manpower and economic development of a state. During recent years, primary emphasis on utilizing occupational training as a tool in the economic development of South Carolina has been given to the post-secondary occupational program. However, as the pool of available manpower continues to shrink, industry is looking more to the

secondary schools as a source of manpower. Business and industry is changing to require less unskilled labor and more semi-skilled and skilled employees. It is incumbent upon the local school districts to provide students in the secondary school system with an opportunity for skills training. The very presence of a new, impressive, and efficient Area Vocational Center in a community can be instrumental in causing industry to locate, expand, or remain in that area. For this reason as well as others, the state should urgently continue with the construction of Area Vocational Centers, rapidly expanding into those counties which are relatively more economically disadvantaged. If a higher proportion of state funds is needed for the construction of centers in these areas, then some adjustment in the commitment and manner of allocating funds must be made.

During fiscal year 1973, more vocational education opportunities were available for the secondary school students than ever before. The state is moving as fast as funds become available to expand the netword of Area Vocational Centers, and to expand in areas that do not yet have Area Vocational Centers. An indication of the scope of the program for 1973 is given in Table I. Approximately 41,000 students were reported as having been enrolled in occupational education programs, 26,000 participated in pre-vocational programs of one type or another, and over 36,000 participated in consumer and homemaking education programs, for a total of 103,493 public school students during 1972-73.

Within the occupational areas, all except agriculture reported a marked increase in number of students in 1973 over the previous year. The data for agriculture in the two years are not comparable due to a change in the reporting method. The actual reported increase in each of the occupational service areas varied from 7.7% up to 33.4%, and even in agriculture, although accurate data were not available, there was an increase in the enrollment. (See Table II.)

TABLE I

Reported Enrollments

in

Vocational Education
1972-73 [1]

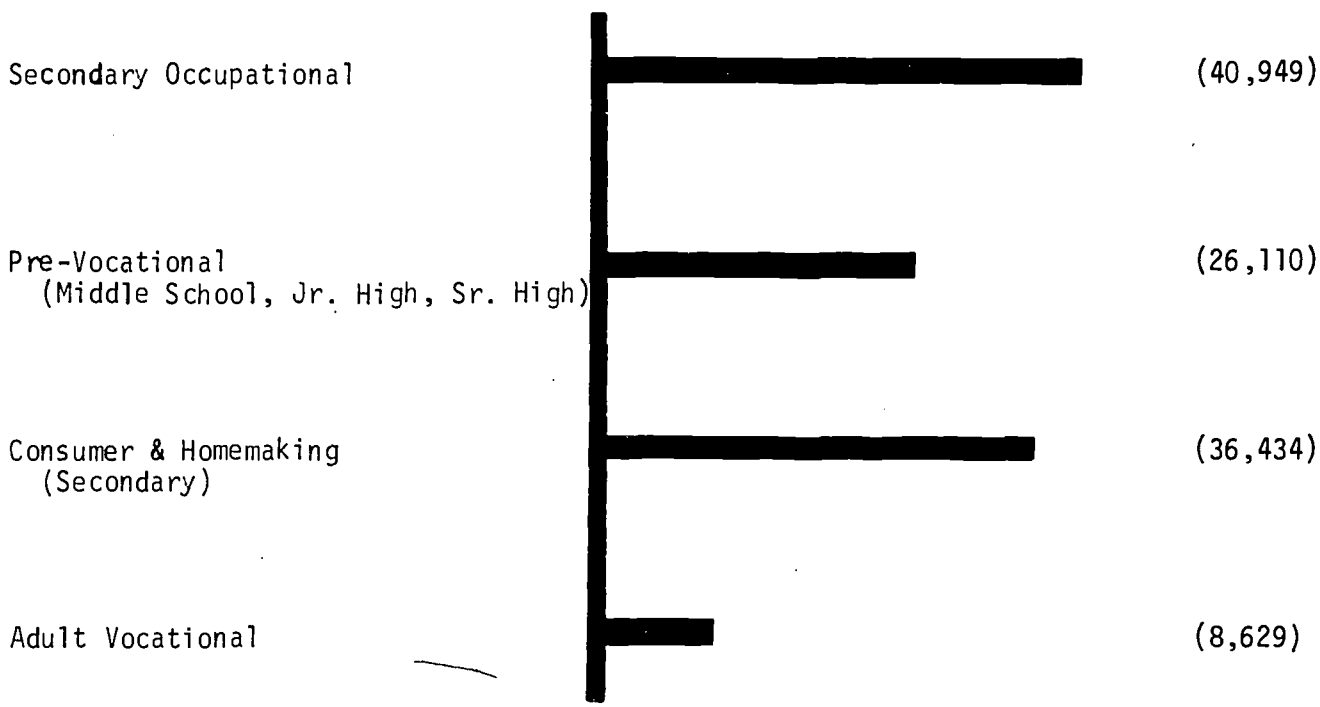

[1]Sources: Adult Education from letter and attached reported enrollments from Office of Vocational Education dated August 2, 1973.

Others from Office of Vocational Education report on OE form 3138, dated September 25, 1973.

TABLE II

Reported Enrollments in Secondary Vocational Education

by Service Areas

1972-73 and 1971-72 [1]

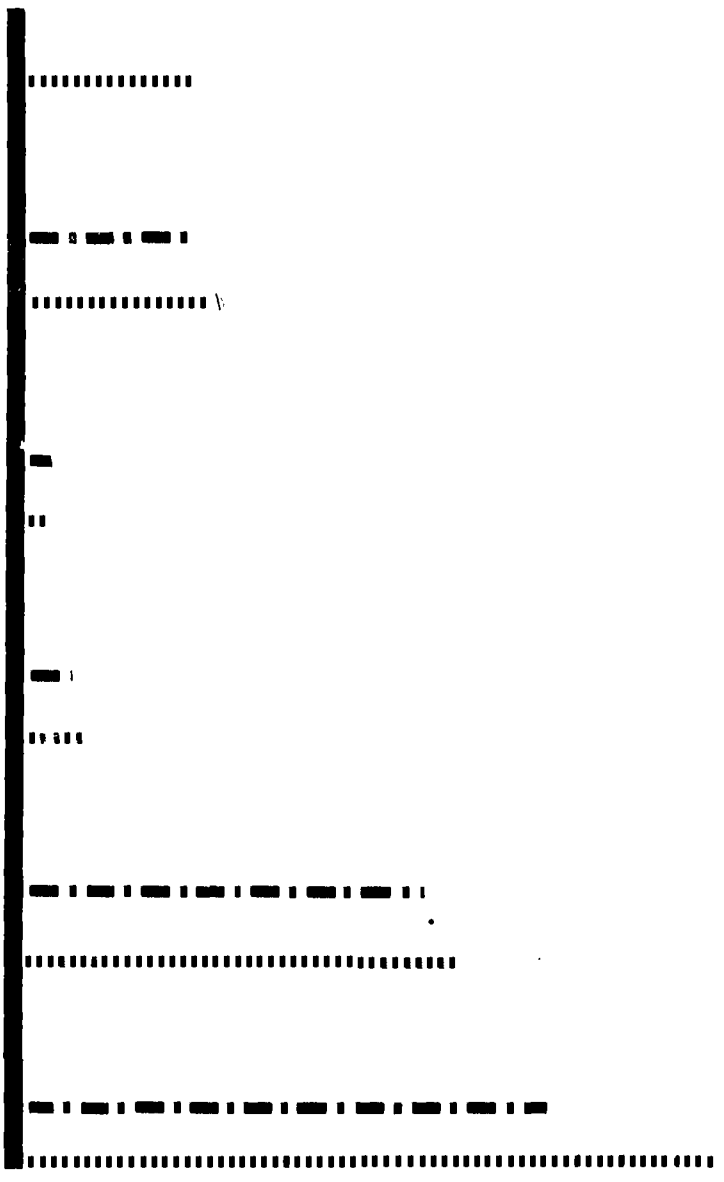

* Comparable data for 1972 not available

[1] Sources: 1971-72 Data from OE Report 3138, dated September 28, 1972.
1972-73 Date from OE Report 3138, dated September 25, 1973.

Table III shows the 1973 adult vocational enrollments versus comparable enrollments in 1972. The enrollment decreased from over 16,000 to about 8,600 during the past year. This was primarily a result of the lack of funds to conduct such programs, and does not reflect on the commitment by vocational education personnel.

Statewide and ultimately at the local level, program planning must reflect the relative efficiency of various types of programs. While this may not be a dominant factor, program planners have no recourse but to ignore this dimension until such time as data become available. Little information is available concerning the relatively economic efficiency of various types of programs. The Office of Vocational Education, State Department of Education, has compiled data pertaining to the costs of various types of students which are only indicative in nature. Due to the possible mis-interpretation of this information it is not reported here.

TOPIC: CONSIDERATION GIVEN TO LAST YEAR'S RECOMMENDATIONS

The staff of the State Board for Vocational Education has given careful consideration to the recommendations tendered one year ago. The Council office was in frequent informal contact with the Office of Vocational Education throughout the year following presentation of the recommendations to the State Board of Education. Near the close of the fiscal year, the Office of Vocational Education was asked for written responses to each of the recommendations and the action or consideration resulting from each. A reply was immediately provided. The pertinent questions, the response, and the Council's reaction to the responses are included as part of this report.

Many variables affect the success or failure of implementation of recommendations. Resources, conditions, attitudes and other factors can be cited, ad infinitum. Perhaps the most critical, however, is a receptive attitude. The Office of Vocational Education has exhibited a willingness to cooperate fully with the Advisory Council and to give very careful consideration to each and every suggestion or recommendation. With this attitude, the Council is confident that each recommendation will be implemented to the est extent possible in consideration of available funds, personnel, facilities,

TABLE III

1972 and 1973 Reported

Adult Vocational Education Enrollments

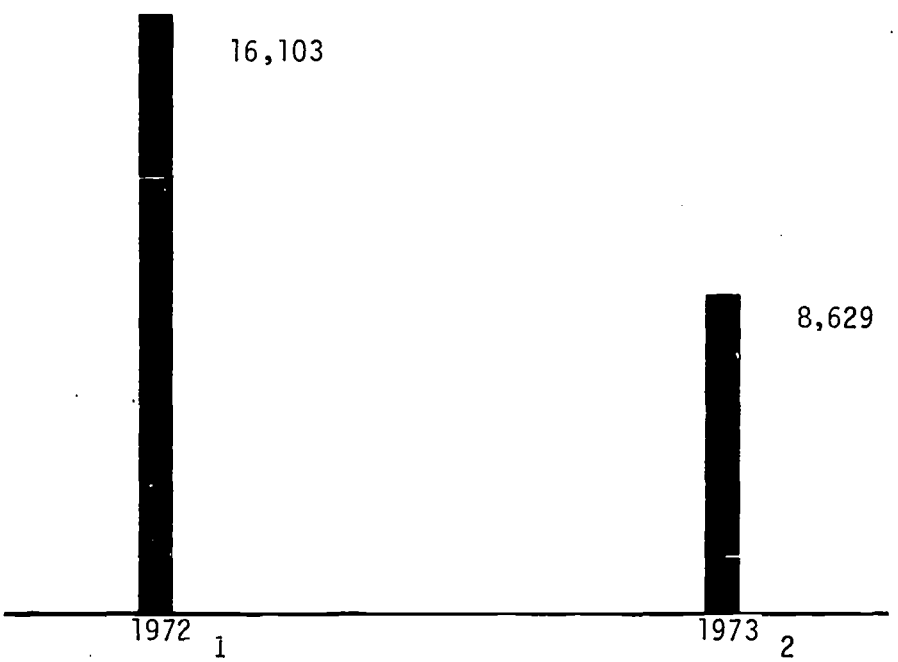

[1] 1972 Data obtained from combining reported adult enrollments in Agriculture, Distributive Education, Health, Home Economics Gainful, Office Occupations, and Trade and Industrial as given on OE 3138 dated September 28, 1973.

[2] 1973 Data obtained from letter from Office of Vocational education dated August 2, 1973 and from reported Official Enrollment.

and other resources.

The report of the previous year's recommendations is given in the following section:

RESPONSES BY THE OFFICE OF VOCATIONAL EDUCATION TO THE PREVIOUS YEAR'S RECOMMENDATIONS OF THE ADVISORY COUNCIL

Recommendation #1: There is no accurate manner of determining the percentage of any given class that have completed a vocational education program by the end of the twelfth grade. Some mechanism should be developed.

Response: A mechanism is being developed to determine those individuals who completed a vocational education program by the end of the twelfth grade. The need for such an instrument has long been recognized and steps were taken sometime ago to provide this much-needed information.

Council Note: The Vocational division is commended for this approach.

Recommendation #2: A mechanism or procedure is needed which will procedurally enter all training programs by some standard code, and on demand will compile the number of enrollees in similar programs, and print out the totals with the known annual demand. All manpower and occupational agencies in the state should participate in such a system.

Response: The staff of the Office of Vocational Education agrees that such a procedure is needed. Plans are underway for the development of such a mechanism, but it is going to take time before becoming fully operational.

Council Note: The Council recognizes the complexity of this request and encourages continued progress with this project.

Recommendation #3: The leadership positions of the Office of Vocational Education, State Department of Education, need to be recognized and assistance given to this office through the upgrading of classified positions which will place the Office of Vocational Education in a more competitive recruiting position for outstanding vocational education consultants and supervisors. Such reclassification should range from the directorship completely through the professional range.

Response: Action to raise the grade of professional positions in the Office of Vocational Education was completed on May 17, 1973. Most of the positions were increased one (1) grade level, and a couple of positions were increased two (2) grade levels. It is believed that this upgrading will place the Office of Vocational Education in a much better competitive recruiting position.

Council Note: The Superintendent of Education and the key staff members are commended for their initiative on this action.

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[1] All responses in this section were from "Vocational Staff Reactions to Recommendatio Made by Advisory Council on Vocational and Technical Education" Office of Vocational E[illegible]on, Appendix XI, Fiscal Year 1974 State Plan.

Recommendation #4: More aggressive steps need to be taken to acquaint public school personnel (including all non-vocational) with the Career Education concept of preparation for further education and that each student also have an employable job skill upon leaving the system, unless he or she is definitely college-bound.

Response: We agree with this recommendation and in an effort to acquaint all educators, including public school personnel (including non-vocational), with the concepts of Career Education, awareness and exploration as well as preparation, we have the following activities underway or planned for the near future:

1) greater coordination and involvement throughout the State Department of Education, utilizing a Department Task Force for Career Education;

2) dissemination of basic information about the Lexington District Three Career Education project to all county, district, and area superintendents;

3) development of a slide/sound presentation documenting the Research and Development Project in Career Education in the Lexington School District Three;

4) publication of an implementation handbook based upon the most promising practices for initiating a comprehensive Career Education program;

5) expansion of the development, demonstration, and testing efforts in Career Education to include additional school districts;

6) development of a State Department of Education position on Career Education which will define the basic components of Career Education and suggest to local school districts a plan for its future implementation.

Council Note: This reflects progress in the direction urged by the Council.

Recommendation #5: Mutually agreeable and cooperative developed procedures should be established through state level policy for opening facilities to other agencies and institutions on an equitable basis.

Response: The staff of the Office of Vocational Education agrees with this recommendation. Much has been accomplished during the past year in articulation with "TEC" in the utilization of facilities, and more and effective utilization of facilities is planned for the future.

Council Note: This recommendation encompasses more than articulation/coordination. While the overall attitude embraces the concept of shared use, the original recommendation implied more flexibility in shared use of facilities than has been achieved.

Recommendation #6: Adult education should be provided in every center that has facilities and funds should be designated in the budget to provide these programs wherever needed.

Response: We agree with this recommendation and "TEC" is providing adult education literacy programs in each of its centers. Budgets for these programs are identified, and it is anticipated that they will be considerably expanded during 1973-74. The Office of Vocational Education would like to see the number of adult vocational courses increased in the vocational centers, but this is dependent on availability of additional federal and state funds.

Council Note: There is a distinction between basic adult academic programs and adult vocational education. The Area Vocational Centers provide an excellent setting for offering very economical adult preparatory or up-grading type of skill training which can serve as a magnet to attract adults into the basic program. This recommendation was intended to convey that a specific commitment should be made to encourage and expand adult vocational education in each vocational center.

Recommendation #7: Articulation/correlation of curriculum for related programs, between various types of institutions (e.g. secondary, post-secondary, MDTA, and others) should be placed high on the scale of priorities.

Response: Dr. Larry G. McDougle, Executive Assistant, State Board for Technical and Comprehensive Education, and Mr. William C. Pinson, Chief Supervisor of Ancillary Services, have been working actively since the summer of 1972 to develop ways and means of better articulation between high school vocational programs and the post-high school programs. The study to date has evolved around the following:

a. An indentification of the areas of concern which require attention.

b. An evaluation of two (2) proposals which have been funded by the Appalachian Council of Governments which relate directly to the issue of articulation between Vocational Education and "TEC."

c. A listing of procedures which are currently being practiced in the Vocational Education Centers and Technical Education Centers which are facilitating articulation between "TEC" and vocational educaiton.

d. A series of meetings which have been held on a district basis throughout the state designed to bring together directors of Technical Education Centers and directors of Vocational Education Centers to discuss ways and means of articulation within the local districts.

In view of the above, we believe that much progress has been made toward achieving better articulation between Vocational Education and "TEC" and every effort will be made for continued improvement in this area in the future.

Council Note: The Council commends the Office of Vocational Education for its leadership role in this area. Further, the Council endorses the action taken to date and encourages further progress.

Recommendation #8: "TEC" industrial service representatives should meet with and discuss developments with each Vocational Director within their area at least every sixty days.

Response: We agree with this recommendation and understand that "TEC" industrial services representatives are meeting periodically with Vocational Center Directors.

Council Note: The Council recognizes the progress made and encourages further attention to making this procedure more routine.

Recommendation #9: Vocational Education and Technical Education should enter into a project to obtain complete and comparable data on facility utilization which would include the critical factors of: space, time, students, classes, and cost.

Response: The Office of Vocational Education concurs with this recommendation. Coordination is taking place at the local level between the Vocational Center Directors and the "TEC" Directors to insure better utilization of facilities.

Council Note: It was difficult to find progress relative to this recommendation. While all indications were that the Center directors were conscious of the need for high utilization, the recommendation referred to a survey of facility utilization including the listed baisc types of information.

Recommendation #10: The State Department of Education and the staff of the State Board for Technical and Comprehensive Education should move more aggressively to develop affirmative action plans to provide for more minority ethnic group representation in administrative positions of vocational and technical education.

Response: The State Department of Education actively seeks more minority ethnic group representation, and employment is offered to the best qualified individual without regard to race, creed, or ethnic group.

Council Note: Although the Office of Vocational Education is aggressively concentrating on this matter, we suggest the State Department of Education allocate additional funds to solve this persistent problem. It will apparently take much more effort, including budget allotment, to provide training programs for minority applicants to come up to the desired level for positions of administrative leadership in the vocational field.

Recommendation #11: "Policy should be established by each state agency which would bring together on a district or regional basis directors of Vocational Education to discuss matters of mutual concern. There should also be policies and procedures which would bring together vocational and technical instructors of the same or related subjects in common geographic areas to discuss matters of curriculum, student characteristics, need for programs, enrollments, and other related matters."

Response: The staff of the Office of Vocational Education agrees that such a policy is needed. There is presently much being done at the local level to bring about better coordination between technical and vocational education. Hopefully, this coordination will be expanded on a statewide basis to include instructor personnel who instruct in common areas.

Council Note: This has not ocurred. This may more practically be accomplished through the Vocational Directors Association working in concert with the TEC Center Directors.

Recommendation #12: "The Office of Vocational Education should annually furnish to the Central "TEC" Office a listing of local programs, student enrollments, and other pertinent data with particular emphasis on the number of students in the terminal year of each program. The (State Board for Technical and Comprehensive Education) office would then be responsible for forwarding these to the Technical Education Centers."

Response: We agree that this kind of information is needed, and hopefully within the next year, we will be able to furnish such data.

Council Note: The Council is confident that good use can be made of these data by the TEC Centers, and recognizes this will be an added duty of the Office of Vocational Education.

Recommendation #13: "The required citizen advisory committees must be encouraged and utilized at all levels. The state administration for vocational education should vigorously support the use of advisory committees and provide moral support and supervisory assistance in this regard to local Area Vocational Centers and school districts. Greater use should be made of the talent available through local citizen advisory committees, to the extent of requesting the committees to accomplish annual reviews of plans and programs."

Response: Progress has been made in this area and the Office of Vocational Education requires that all local plans include a listing of the members of the local advisory council.

Council Note: The Council believes that there is much to be gained from the use of advisory committees compared with the relatively small investment of resources required. Citizens are generally willing to contribute their time and talents. Specific action is urged which will encourage and require each area center to have functioning advisory committees. If assistance is desired in developing effective lay advisory committees, the State Council will assist to the maximum extent possible.

Technical Education

The State Board for Technical and Comprehensive Education administers a statewide system of post-secondary education, primarily oriented to technical and other occupational education. Accordingly, within this section will be found narration directed essentially to the State Board for Technical and Comprehensive Education and including those centers and programs operated under the aegis of that Board.

The Vocational Education Amendments of 1968 (Public Law 90-576) established State Advisory Councils to be concerned with vocational education in the broad sense. Since that time, the U. S. Congress has enacted Public Law 92-318, which would clearly expand the role of the Advisory Council to encompass the programs which the Council addresses in this portion of the report. Further, the executive branch of South Carolina government, which appoints and certifies the membership of the Advisory Council, has expressed this to be within the focus of the Advisory Council. The precedent of the few years of operation of the Council to the time of this writing has clearly established the role relationship. During the first several years of the Council's operation, the present Chairman of the State Board for Technical and Comprehensive Education served as a very active, contributing, and valuable member of the Advisory Council. Another member of the State Board for Technical and Comprehensive Education is currently a member of the State Advisory Council.

TOPIC: STATE'S GOALS AND PRIORITIES

In this section, the Advisory Council was concerned with the validity, appropriateness, and comprehensiveness of the state's goals and priorities for

technical education. If the state's goals and priorities are valid, it then becomes appropriate to measure the extent to which the state's programs achieved those goals during the year under review.

According to the best available information, up to and including fiscal year 1973, the programs for technical education were based essentially on percentage increases or square footage of facilities to be constructed and on similar measures, rather than being based on numbers of individuals who should be served, which then could have been translated into dollar amounts. One important operation of the state technical education system has been concern with manpower training programs for new or expanding industry, which has been based on a "laissez-faire" approach rather than on long-range planning. This is the "Special Schools"program which has been notably successful. The term is used here only in a complimentary sense and is not meant to imply lethargy, but rather is used to denote a reactive program which was available for economic development as the needs became known.

The Council was looking for evidence of information which was related directly to the anticipated or projected number of students who need educational programs of the types offered by technical education, based on projected needs of business and industry, and specifically stated in terms of types of occupations. Nothing was found on the numbers of persons to be served, but all indications were that programs and requests for funds from the state were based on percentage increases. To the best knowledge of the Council, technical education had not, up through the time of fiscal year 1973, had any type of planning document comparable to the State Plan for Vocational Education or comparable to the State Board of Education's "Objectives for South Carolina Public Schools - A Five-Year Plan." It therefore became impossible to state whether the goals and priorities were valid, comprehensive, or related to other manpower development activities within the state.

To the credit of the technical system through the first decade of operation

through fiscal year 1973, individual programs at specific TEC Centers were subject to considerable control and coordination from the state TEC system. During the year under review, for example, in order to establish any particular program, the centers were required to carefully document the need for programs prior to approval. Data were required to show that graduates would have reasonable expectations of placement in the occupation for which they were to be trained. One concern was that the Centers were not required to specifically limit their job opportunity surveys to a specific goegraphic area, and it was conceivable that two or more centers could establish programs based on job opportunities-- referring to the same job vacancies.

It was not known to what extent the centers were required to update the need for programs and thus continue to support the need for ongoing programs. There were some indications that once a program became established, it was permitted to function so long as adequate student enrollments were obtained.

GOAL: THE EFFECTIVENESS OF SERVING THE PEOPLE AND THE ECONOMIC DEVELOPMENT OF THE STATE

Planning data for Technical Education were derived basically from the same sources as the data used by vocational education. The job opportunities and projections survey report provided by the Empolyment Security Commission was available and undoubtedly was used for the purposes of justifying and planning technical education programs. Individual TEC Centers must have had access to the information on graduates of high schools within their geographic area. More elusive were data on dropouts from public secondary school systems, who would have been prime candidates for occupational education programs. Although the industrial service representatives in TEC provide information to the Center Directors and to the Director of the Industrial Services Division, no information on training programs provided through private business and industry was found by the Advisory Council. The products of these other occupational education programs would impinge on the job opportunities and thus influence the need for specific occupational programs.

The problem of coordination and articulation of occupational education programs

appears more complex for the Technical Education System than for any other agency within the state. Technical Education has a problem of coordination and articulation at the beginning level for technical education, in that many of the students who complete vocational education programs should be prime candidates for the programs at the technical level. Those persons have had training and experience ranging from considerable to very slight, and ideally each student should enter at the particular skill and knowledge level he has achieved and progress from that point. However, the technical programs must accommodate others who may not have had training or experience. Either the program was not available in the high school system or they dropped out before the opportunity became available. Therefore, articulation at the entry level is most difficult.

Articulation is also needed at the exit level, since many technical students change their minds during a year or two of study and decide that they would like to continue at a college or university. It is at this level that TEC has achieved most notable success in working out patterns of articulation with specific identifiable institutions. Certain TEC Centers, which because of their geographic location provide larger numbers of transfer students into the colleges, have worked out specific articulation patterns so that graduates of the TEC programs can receive a high proportion of transfer credit when they enter college. The Council is aware of specific solutions which have been worked out with Lander College, South Carolina State College, and Clemson University, and believes there are other examples which could be cited as well. The credit for working out solutions probably has been equally shared by the TEC Centers and the colleges. It appeared, however, that the greatest degree of change was made by the accepting institutions in reorganizing their programs to accommodate the TEC students.

The Advisory Council recognizes that the State Board for Technical and Comprehensive Education provided an extremely responsive system for economic and manpower development for South Carolina during 1973, as during the preceeding decade. The State Development Board and Technical Education worked very closely together in

providing manpower development programs for new and expanding industry. On many occasions the Technical Education system developed training programs for which there was no precedent and accomplished this with a minimal time lag. As might be expected, since the Technical System has been concerned with economic and manpower development, they have also been concerned with job placement.

The Council feels confident that the job placement of technical education graduates has been extremely high. Part of the success in job placement, however, has come about because (a) many of the programs were concerned with Special Schools training programs for specific vacancies which were known to be available and/or (b) each of the TEC Centers had a commitment to this responsibility and had personnel available to work specifically with student placement.

The original pattern for technical education in South Carolina was established so that Centers would be located within commuting distance of at least 90% of the state's population, and so that there would be very little overlap and duplication of services within the system. The original network of thirteen centers was completed in 1973 with the opening of the TEC Center at Aiken. With the exception of the greater Columbia area, which has two full-scale TEC Centers through the addition of Columbia TEC, even the acquisition of the Area Trade Schools has not disturbed the original concept. It appeared that the Technical Education Center system and the four other centers which included Beaufort, Denmark, and Columbia TEC and the Williamsburg Manpower Training Center, provide excellent accessibility for the post-secondary and adult population to the Center programs. There is also ample evidence that the TEC Centers were providing as wide a variety of programs as was economically feasible.

There were sixteen TEC Centers in normal operation during the 1972-73 year.[1] These Centers offered a total of 332 one and two-year occupational programs for an average of almost 21 per center. The largest number of programs at any center was

[1]Aiken TEC was opened during 1972-73 but not regarded as being in normal operation the purposes of this report.

38, and the number ranged to a low of 11 programs at another center.

The sixteen centers collectively reported a total of 4,451 students who were graduated from the 332 programs between July of 1972 and June of 1973. This averaged to 284 graduates per center, or 13.7 graduates per program. No data were available, however, on the number of students who failed to graduate because industry had employed them prior to graduation. As TEC reported, however:

> "In some cases the numbers (of graduates) seem to indicate extremely low enrollments. However, in at least half the cases, pre-graduation employment is the class decimating factor-- the attitude of industry and business is to accept, yes, even seek undergraduates to hire, so great is the need for trained employees. In some cases, then, the industries we serve become contributors to our (TEC's) statistical problem." [1]

In individual centers, the average numbers of graduates per program, disregarding the lowest, ranged from 6.5 to 27.8.

[1] Letter Dr. Lloyd F. Spaulding to Dr. Robert White, August 10, 1973.

TABLE IV

Number of Reported TEC One and Two-Year Occupational Programs and Graduates 1972-1973 [1]

Center	No. Programs	No. Graduates
A	17	49
B	24	451
C	11	86
D	21	207
E	20	220
F	19	436
G	38	658
H	16	179
I	24	275
J	18	501
K	26	198
L	26	609
M	15	161
N	22	144
O	15	126
P	20	241
TOTAL:	332	4541

Average N. Programs/Center 20.75
Average N. Graduates/Center 284
Average N. Graduates/Prog. 13.7

There was some concern regarding the extent to which TEC was able to serve specific population groups. The excerpts which follow were obtained from TEC and are best reported as received. It will be noted that no data were given which reflected on the total number within each population group that should have been served. The approach seems to have been one of dealing with persons as they presented themselves to TEC Centers. The comments follow: [2]

[1] Source: TEC MIS data as attached to letter from Dr. Spaulding to Dr. Robert White, August 10, 1973

[2] Ibid.

Veterans: Each center has at least one person who works with veterans in obtaining their appropriate benefits. Additionally, a large number of TEC programs are self-paced, allowing veterans and others to enter at any time during the school year.

Blacks: Black staff members are employed and all programs are open to all. TEC was fully integrated when the program was begun in 1961 and has had no real problem in this area. Approximately 22% of TEC's student body is black.

School Dropouts and Adults: Remedial programs are in operation in all centers to allow enrollees to upgrade themselves to meet entrance requirements for specific TEC programs. In addition, TEC centers work closely with the Office of Adult Education in offering their programs. Approximately 22% of the South Carolinians completing requirements for their high school certificates attend Adult Education Classes at TEC.

Construction Industry: Pilot programs are now underway at three locations in the state, aimed at assisting the construction industry in overcoming the tremendous shortage of trained personnel. The industry estimates a need for 20,000 additional trained persons within three years.

Metalworking Industry: The rapid growth of this industry in the state has resulted in a shortage of trained personnel. Pilot programs are getting underway in Columbia to train operators of Machine tools. These programs are designed to fill the needs of the industry in less than six months and are a cooperative endeavor between TEC and the plants in the area.

Little or no data were available concerning the relative expense of programs by program type of by center during fiscal year 1972-73. The only indication available would be the total cost divided by the reported number of students. This, however, would not account for the amount of money added to state funds from local sources, such as student fees, local contributions and so forth. During the latter part of fiscal year 1973 the staff of the State Board for Technical and Comprehensive Education were involved in establishing a sophisticated computer-based system of reporting programs from each center by program type and student enrollments. Ultimately, this should provide an equitable manner for distributing state funds according to specific criteria including the relative expense of programs and number of students. The system was being initiated at the close of the fiscal year under review. It was not determined if this would afford

management type data reporting on total expenditures per student, including local funds, on a program and TEC Center basis.

TOPIC: CONSIDERATION GIVEN TO PREVIOUS YEAR'S RECOMMENDATIONS

Several recommendations were addressed to the Technical Education System in the report one year ago by the Advisory Council. These were officially called to the attention of the State Board for Technical and Comprehensive Education at a regular meeting late in the fall of 1972. Follow-up was maintained by the Council on an informal basis at irregular intervals. Near the close of the 1973 fiscal year, a request was made of the Executive Director of the TEC system to respond to the consideration that had been given or the action taken regarding each of the recommendations A reply from Mr. O. Stanley Smith, Jr. was promptly received.

The Council recognizes that many factors influence the action or reaction to each recommendation presented by the Advisory Council. The cooperative and willing attitude of the Technical Education Board and staff tend to maximize the effectiveness of recommendations. Generally the staff of the technical system has given thoughtful consideration to each of the recommendations and has incorporated these wherever possible. The reply from TEC explaining the 1972 recommendations, the responses, and the reaction of the Council to each response is given in the next section. Not all of the recommendations applied to the TEC system, consequently the numbers given refer only to their number in the Council's previous year's report.

RESPONSES BY TECHNICAL EDUCATION

TO THE PREVIOUS YEAR'S RECOMMENDATIONS
OF THE ADVISORY COUNCIL [1]

Recommendation #2: A mechanism or procedure is needed which will procedurally enter all training programs by some standard code, and on demand will compile the number of enrollees in similar programs, and print out the totals with the known annual demand. All manpower and occupational agencies in the state should participate in such a system.

Response: We concur that a coordinated system for all agencies offering similar programs is desirable. The TEC Management Information System reports current enrollments and completions by program description and U. S. Office of Education codes. In addition, these codes are cross-referenced to the Employment Service Directory of Occupational Titles.

Council Note: This recommendation was directed to some system which would compile similar data for all agencies, including TEC, Vocational Education, Vocational Rehabilitation, and others. If TEC's MIS will do this, then the other agencies should be encouraged to participate. If not, the system should modified or some system devised to produce this result.

Recommendation #4: More aggressive steps need to be taken to acquaint public school personnel (including all non-vocational) with the Career Education concept of preparation for further education and that each student also have an employable job skill upon leaving the system, unless he or she is definitely college-bound.

Response: TEC Center personnel are actively working with public schools in career education orientation. One center has a full-time employee working as public school coordinator. Much work still remains to be done in familiarizing public school personnel with career education and the many opportunities associated with it.

Council Note: This recommendation was directed primarily to the secondary school system. It is gratifying to see TEC working in this area.

Recommendation #5: Mutually agreeable and cooperative developed procedures should be established through state level policy for opening facilities to other agencies or institutions on an equitable basis.

Response: We agree. This has been done and is further expanded in the comments under Recommendations #7 and #8.

Council Note: This is being accomplished by agreements between local TEC Boards and local school district boards.

Recommendation #6: Adult education should be provided in every center that has facilities, and funds should be designated in the budget to provide these programs wherever needed.

[1] All responses in this section were derived from Letter from Executive Director of r. O. Stanley Smith, Jr., to Dr. Robert H. White, dated June 13, 1973.

Response: Adult education literacy programs are provided at each TEC Center. Budgets for these programs are identified and it is anticipated that they will be considerably expanded during 1973-74.

Council Note: The intent of this recommendation was primarily for adult vocational education in the Area Vocational Centers rather than basic adult education as referred to here. This activity, however, is commendable and should be continued.

Recommendation #7: Articulation/correlation of curriculum for related programs between various types of institutions (e.g. secondary, post-secondary, MDTA, and others) should be placed high on the scale of priorities.

Response: Mr. W. C. Pinson, Chief Supervisor of Ancillary Services, Office of Vocational Education, and Dr. Larry G. McDougle, Executive Assistant, State Board for Technical and Comprehensive Education, have been working actively since the summer of 1972 to develop ways and means of better articulation between high school vocational programs and the post-high school programs for which TEC is responsible. The study to date has concerned itself with several approaches.

1. A study to identify the areas of concern which require attention.
2. An evaluation of two proposals which have been funded by the Appalachian Council of Governments which relate directly to the issue of articulation between TEC and vocational education.
3. A listing of procedures which are currently being practiced in the technical education centers which are facilitating articulation between TEC and .ocational education.
4. A series of meetings which have been held on a district basis throughout the state to bring together directors of technical education centers and vocational high schools to discuss ways and means of articulation within the local districts.

On November 28, 1972, Dr. McDougle drafted a progress report on articulation between vocational high schools and the TEC system and presented it to members of the State Board for Technical and Comprehensive Education. This report is included in its entirety in the December minutes of the State Board meeting. It is TEC's desire that an official document will culminate this study which can be presented to both the State Board for Technical and Comprehensive Education and the State Board of Education for their consideration as an official statement of policy on the general subject of articulation between the vocational high schools and TEC.

Council Note: The Council is anxious to review the document when it becomes available.

Recommendation #8: TEC industrial service representatives should meet with and discuss developments with each Vocational Director within their area at least every sixty days.

Response: TEC industrial services representatives are meeting periodically with vocational center directors. TEC industrial training programs are being conducted in vocational facilities where the location of that center better serves the program and persons being trained.

Council Note: Continued emphasis on the importance of this activity will need to be stressed at the state level of the TEC System.

Recommendation #9: Vocational Education and Technical Education should enter into a project to obtain complete and comparable data on facility utilization which would include the critical factors of: space, time, students, classes, and cost.

Response: TEC concurs with this recommendations. A facility utilization report would assist in evaluating joint use of vocational/TEC facilities. TEC currently reports facility utilization annually to the Higher Education Commission.

Council Note: The Council would like to see definite developments in this area. The faculty reports to the Higher Education Commission do not include the dimension of time useage of the facilities.

Recommendation #10: The State Department of Education and the staff of the State Board for Technical and Comprehensive Education should move more aggressively to develop affirmative action plans to provide for more minority ethnic group representation in administrative positions of vocational and technical education.

Response: Each TEC Center has appointed an equal employment officer whose responsibility is to prepare an affirmative action plan for that center which will meet the requirements of the South Carolina Human Affairs Commission. The State Board for Technical and Comprehensive Education adopted a resolution in December, 1972 complying fully with the laws prohibiting discrimination in employment.

Council Note: Although the Technical Education system is aggressively concentrating on this matter, we suggest the State Board for Technical and Comprehensive Education allocate additional funds to solve this persistent problem. It will apparently take much more effort including budget allotment, to provide training programs for minority applicants to come up to the desired level for positions of administrative leadership in technical education.

Recommendation #11: "Policy should be established by each state agency which would bring together, on a district or regional basis, directors of Vocational Centers, Technical Education directors, and other directors of Vocational Education to discuss matters of mutual concern. There should also be policies and procedures which would bring together vocational and technical instructors of the same or related subjects in common geographic areas to discuss matters of curriculum, student characteristics, need for programs, enrollments, and other related matters."

Response: I concur that this is a healthy approach. Some of our TEC Centers are currently coordinating. We intend to expand this on a statewide basis to include instructor personnel who instruct in common areas.

Council Note: This should be expanded to include vocational instructor personnel who instruct in the same areas at the secondary level.

Recommendation #12: "The Office of Vocational Education should annually furnish to the Central TEC Office a listing of local programs, student enrollments, and other pertinent data with particular emphasis on the number of students in the terminal year of each program. The (State Board for Technical and Comprehensive Education) office would then be responsible for forwarding these to the Technical Education Centers."

Response: TEC would welcome this information. TEC centers can arrange to contact these students in regard to the additional training opportunities available to them in TEC.

Council Note: This will provide a valuable aid to the personnel in the TEC Centers who recruit and counsel students.

Appendix

OUTLINE OF THE SUGGESTED GOALS FOR STATE COUNCIL EVALUATIONS[1]

Goal I: Evaluation should focus on the State's goals and priorities as set forth in the State Plan.

1. How valid and appropriate were the State's goals and priorities?
   a. Were they valid in terms of student needs and employment opportunities?
   b. Were they sufficiently comprehensive in terms of specific population groups such as disadvantaged, handicapped, returning veterans, adults, post-secondary, etc.?
   c. Were they related appropriately to other manpower development in the state (e.g., private schools, industry, CAMPS, etc.)?
2. Were procedures set forth in the State Plan to accomplish each stated goal and/or objective or priority?
3. To what extent were the State's goals met during the year under review and to what extent and in what ways does this represent in improvement over last year?

Goal II: Evaluation should focus upon the effectiveness with which people and their needs are served.

1. Are valid data available for palnning purposes (i.e., manpower needs, job opportunities, and employer needs)?
2. To what extent is there coordination of training opportunities among agencies?
3. To what extent is there coordination and articulation among secondary, post-secondary, and adult education agencies?
4. To what extent do educational institutions assure job placement of graduates?
5. To what extent is vocational education involved in total manpower development programs of the state?
6. To what extent are vocational education opportunities available to all people at the secondary, post-secondary, and adult levels?
7. To what extent is career education provided to all elementary and middle grade pupils?
8. What indications are there that students feel that vocational programs adequately meet their needs?

Goal III: Evaluation should focus on the extent to which Council recommendations have received due consideration.

1. List the Council previous year's recommendations. What action has resulted from each of these recommendations?
2. What factors influenced the success or failure of implementation of the recommendations?
3. What follow-through is being maintained by the Council (e.g., re-editing-resubmission, new areas for recommendations)?

[1] From Program Memorandum AVT (V) 72-44, DVTE, U. S. Office of Education

THE ADVISORY COUNCIL

This Council was first established in 1969. According to Federal Statute and an Executive Order issued by Governor West, the Council serves in an advisory capacity to the State Board of Education and to the State Board for Technical and Comprehensive Education.

The 1973-72 South Carolina Advisory Council on Vocational and Technical Education consists of sixteen members. They give freely of their time to represent the public at large or specific population groups indicated. The members, their home town or city, and the particular interest or population group each represents, are given below.

Henry L. Sneed, Jr., *Chairman* Florence	...representative of local educational agencies
Isaac Williams, *Vice-Chairman* Columbia	...representative of the general public and knowledgeable about the disadvantaged
P. Henderson Barnette Greenwood	...representative of community and junior colleges and other institutions
Robert E. (Jack) David Camden	...special knowledge, experience, or qualifications with respect to vocational education
F. E. DuBose Turbeville	...representing school systems with large concentrations of academically, socially, economically, and culturally disadvantaged students
Fred C. Fore Florence	...familiar with programs of technical and vocational education
Arthur A. Fusco Columbia	...representing industrial and economic development
B. Frank Godfrey Columbia	...representative of manpower and vocationa education and the CAMPS Plan
T. A. Jackson Lancaster	...familiar with the administration of state and local vocational education progra
Milton Kimpson Columbia	...representative of the general public and knowledgeable about the disadvantaged
T. C. Kistler Darlington	...representative of school boards

A. E. Lockert, Jr. Orangeburg	...representative of community and junior colleges and other institutions
Edgar L. McGowan Columbia	...familiar with the vocational needs and problems of management within the state
E. W. Nunnery, Sr. Chester	...familiar with programs of vocational and technical education
Clarence S. Rowland, Jr. Camden	...representing economic and industrial development
Helen G. Stuart North Litchfield Beach	...special educational needs of physically or mentally handicapped

ACCESSION NUMBER: VT100768

PUBLICATION DATE: JUN73

TITLE: TRENDS IN VOCATIONAL EDUCATION. FISCAL YEAR 1972. VOCATIONAL EDUCATION INFORMATION NO. II.

DESCRIPTOR: *STATISTICAL DATA; *TABLES (DATA); *VOCATIONAL EDUCATION; *TREND ANALYSIS; ENROLLMENT TRENDS; TEACHER EMPLOYMENT; EXPENDITURES; *EDUCATIONAL ECONOMICS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 624

ABSTRACT: THE SECOND IN A SERIES OF REPORTS ON VOCATIONAL EDUCATION RELEASED FOR THE FISCAL YEAR 1972, THIS DOCUMENT CONTAINS TABLES AND GRAPHS WHICH DEPICT TEACHER, EXPENDITURE, AND ENROLLMENT TRENDS IN THE PROGRAM FOR THE UNITED STATES AND OUTLYING AREAS. TO FACILITATE EASE IN COMPREHENDING THE INFORMATION PROVIDED ON THE TABLES, BRIEF EXPLANATIONS ARE INCLUDED FOR EACH SECTION. (SN)

INSTITUTION NAME: BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.

VT 100768

Vocational Education Information No. II

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TRENDS IN VOCATIONAL EDUCATION FISCAL YEAR 1972

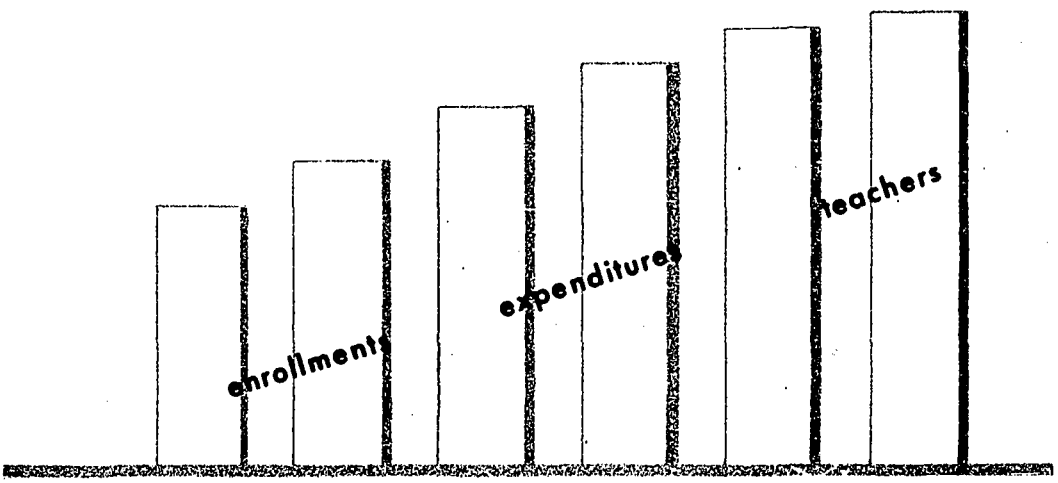

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
Center for Adult, Vocational, Technical, and Manpower Education
Division of Vocational and Technical Education
Washington, D.C. 20202

VT 100 768

FOREWORD

This document, the second in the "Vocational Education Information" series for fiscal year 1972, includes tables and graphs to show trends in enrollments (Section I), expenditures (Section II), and teachers (Section III) for the United States and outlying areas.

Statistical information was derived from annual reports published by the Division of Vocational and Technical Education and unpublished data compiled by the Reports and Data Unit from State annual reports and State plan projections. Generally the actual data, showing trends, cover fiscal years 1970-72 with other selected fiscal years for comparison and the projected data are for fiscal year 1977.

Several changes have been made in the vocational education reporting system to reflect new priorities in legislation. Consequently, compatible data are not available in a few instances. In others, adjustments have been made so that data are compatible and are explained in the text or in the tables.

The tables and graphs show that vocational education has experienced significant growth, particularly after the Vocational Education Act of 1963. The full impact of the Vocational Education Amendments of 1968 was not apparent until fiscal year 1971, since funds first became available late in the 1970 fiscal year. In addition to expansion in enrollments and increased expenditures, positive changes have occurred in the quality and scope of vocational programs. New facilities and equipment have been provided, curriculums have been updated, and improvements in the reporting system are developing.

This information on trends should be useful to all persons interested in the nature and scope of vocational education in the United States, and particularly to those individuals involved in program administration.

MICHAEL RUSSO
Acting Director
Division of Vocational
and Technical Education

June 1973

GSA DC 73-13725

SECTION I. VOCATIONAL EDUCATION ENROLLMENTS

Figures 1 and 2 picture the growth of vocational enrollments for selected periods. Figure 1 traces enrollment trends from 1918 to 1972, showing the influence of major legislation on enrollment growth. Within the 54-year period, enrollments grew from 164,168 to over 11.5 million. Figure 2 charts the year-to-year changes in enrollments from 1965 through 1972. Large yearly increases in total enrollment occurred in 1965, 1967, and again in 1971; secondary enrollment in 1965, 1970, and 1971; post-secondary enrollment in 1966 and 1970; and adult enrollment in 1967. Yearly gains in total enrollment after 1965 were about 500,000 except for increases of about 1 million in 1967, 1970, and 1972 and 1.7 million in 1971.

Table 1 shows that total vocational education enrollments increased from 8,793,960 in 1970 to 11,602,144 in 1972. The largest percentage increase for any one year was in 1971 when the increase was 19.4 percent.

Table 1 shows that the largest percent of the vocational enrollees are in secondary programs, a proportion which increased from 51.9 percent in 1965 to 62.3 percent in 1972. Postsecondary enrollment, only 3.8 percent of the 1965 enrollment, passed the 1-million mark in 1970 and made up 11.5 percent of that year's total, which proportion decreased slightly in 1971 and 1972. Conversely, adult enrollment dropped from 43.8 percent of the 1965 enrollment to 26.4 percent in 1972 and the 1977 projection forecaats a declining trend to 24.1 percent.

The first year for reporting services to persons with special needs was 1965, during which 25,638 of these persons were enrolled. After that year, and until 1970, enrollment data reported (1) those in separate classes and (2) those who received special services in regular classes. The 1968 Amendments changed this breakdown by stipulating programs specifically for the disadvantaged and for the handicapped. Thus, Table 1 shows inclusion of disadvantaged and handicapped persons in the enrollment levels and totals for 1970-1972.

Table 2 compares secondary vocational enrollment to the total secondary enrollment (grades 9-12 only). Vocational enrollment increased more rapidly than the total secondary enrollment, from 35.5 percent to 39.9 percent. Enrollment in vocational programs which prepare for gainful employment increased from 22.4 percent to 26.5 percent. Enrollment projections shows that in 1977 over half (55.7 percent) of the Nation's secondary school population will be enrolled in vocational education.

Table 3 shows the percentage distribution of male and female enrollees by level and by program for the years data are available. The proportion of female enrollees remains rather constant at about 55.5 percent. By level, however, females accounted for almost two-thirds of the secondary enrollment in 1970. Male enrollees at the postsecondary level constitute over 60 percent of the total and about 54 percent at the adult level. A look at enrollment distribution by sex in the several vocational programs reveals an increasing number of females in agriculture, distribution, office, technical, and trades and industry while an increasing number of males are enrolling in health and home economics.

Enrollments by OE instructional programs, as shown in Table 4, reveal some rather interesting trends over the period 1970-1972. The decline in agricultural production programs was largely offset by increases in the off-farm occupational programs in agricultural mechanics, ornamental horticulture, agricultural resources, and forestry.

The ten programs with the largest enrollment (over 81,000) in 1966 were agricultural production, stenographic and secretarial, filing and office machines, typing and related, accounting and computing, metalworking, fireman training, auto mechanics, general merchandise, and electrical occupations. All but electrical occupations remained in the top ten in 1972, being replaced by business data processing.

The largest percentage increases in programs from 1970 to 1972 were in floristry, hardware, recreation and tourism, associate degree nurse, occupational therapy assistant, radiologic, health aide, care and guidance of children, electromechanical technology, environmental control technology, police science technology, auto body and fender, metallurgical occupations, plastics occupations, small engine repair, upholstering, prevocational, and remedial. The following programs decreased significantly in enrollment: agricultural production, agricultural products, forestry, food distribution, hotel and lodging, materials support, scientific data processing, commercial pilot training, blueprint reading, and stationary energy sources occupations.

Figure 1. TOTAL ENROLLMENTS VOCATIONAL AND TECHNICAL EDUCATION

(With Legislation Providing Federal Support To Vocational Education 1917-1972)

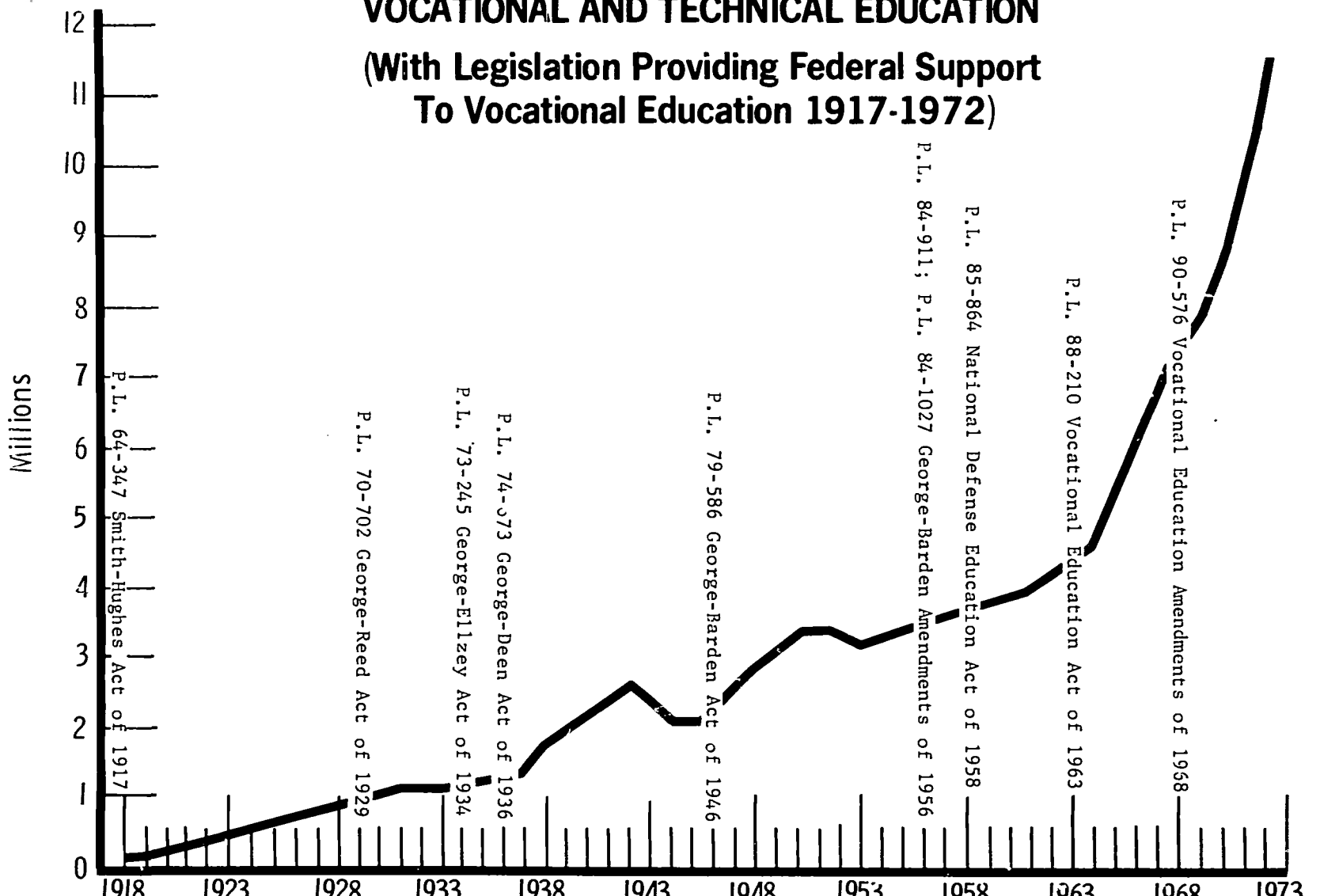

SOURCE: Annual Reports, Division of Vocational and Technical Education, 1918-1972, and unpublished Division data.

Figure 2. TOTAL ENROLLMENTS IN VOCATIONAL EDUCATION 1965-1972

(In Thousands)

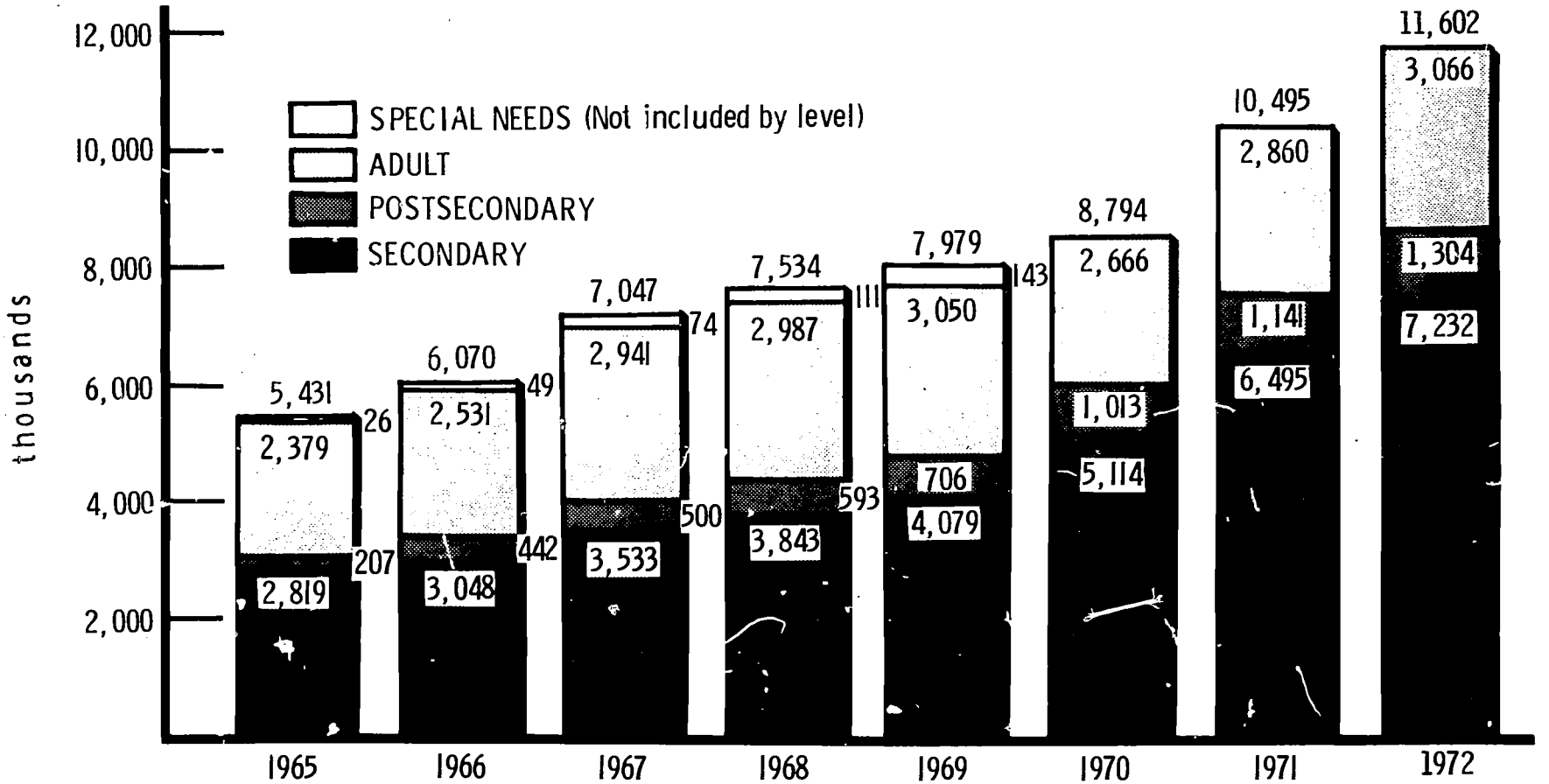

SOURCE: Annual Reports, Division of Vocational and Technical Education, 1965-1972, and unpublished Division data.

Table 1. ENROLLMENTS IN VOCATIONAL EDUCATION, BY LEVEL AND TARGET GROUP
FISCAL YEARS 1970-1977

	1970	1971	1972	1977 (Projected)
		Number		
Total	8,793,960	10,495,411	11,602,144	17,294,000
Secondary	5,114,451	6,494,641	7,231,648	10,416,000
Postsecondary	1,013,426	1,140,943	1,304,092	2,710,000
Adult	2,666,083	2,859,827	3,066,404	4,168,000
Disadvantaged	(805,384)	(1,414,437)	(1,616,621)	(2,322,000)
Handicapped	(115,219)	(208,781)	(221,342)	(380,000)
		Percentage Distribution		
Total	100.0	100.0	100.0	100.0
Secondary	58.2	61.9	62.3	60.2
Postsecondary	11.5	10.9	11.2	15.7
Adult	30.3	27.2	26.4	24.1
Disadvantaged	(9.2)	(13.5)	(13.9)	(13.4)
Handicapped	(1.3)	(2.0)	(1.9)	(2.2)
		Percentage Change From Previous Year		
Total	10.2	19.4	10.5	---
Secondary	25.4	26.9	11.3	---
Postsecondary	43.5	12.6	14.3	---
Adult	-12.5	7.2	7.2	---
Disadvantaged	220.5	75.6	14.3	---
Handicapped		81.1	6.1	---

Table 2. SECONDARY ENROLLMENT IN VOCATIONAL EDUCATION (GRADES 9-12)
FISCAL YEARS 1970-1977

	1970	1971	1972	1977 (Projected)
Total Secondary Enrollment	13,282,000 1/	13,597,000 1/	14,100,000 2/	14,600,000 2/
Vocational Education Enrollment	4,714,451	5,111,273	5,622,777	8,125,000
Percentage in Vocational Education	35.5	37.6	39.9	55.7
Vocational Education Enrollment (Less Homemaking)	2,979,629	3,305,856	3,732,835	5,850,000
Percentage in Vocational Education	22.4	24.3	26.5	40.1

1/ U.S. Office of Education, National Center for Educational Statistics. Digest of Educational Statistics (OE 72-45), Table 28. Washington: U.S. Government Printing Office.

2/ U.S. Office of Education, National Center for Educational Statistics. Projections of Educational Statistics to 1980-81 (OE 72-99), Table 3. Washington: U.S. Government Printing Office.

Table 3. PERCENTAGE DISTRIBUTION OF ENROLLMENT IN VOCATIONAL EDUCATION PROGRAMS, BY SEX
FISCAL YEARS 1970-1977

	1970	1971	1972	1977 (Projected)
Total	100.0	100.0	100.0	100.0
By Level				
All Programs				
Male	45.0	44.3	44.6	43.0
Female	55.0	55.7	55.4	57.0
Secondary				
Male	37.4	--	--	36.0
Female	62.6	--	--	64.0
Postsecondary				
Male	60.7	--	--	60.0
Female	39.3	--	--	40.0
Adult				
Male	53.9	--	--	52.0
Female	46.1	--	--	48.0
By Program				
Agriculture				
Male	--	95.9	94.6	92.0
Female	--	4.1	5.4	8.0
Distribution				
Male	--	55.3	54.7	54.0
Female	--	44.7	45.3	46.0
Health				
Male	--	12.3	15.3	17.0
Female	--	87.7	84.7	83.0
Home Economics				
Male	--	7.2	8.4	10.0
Female	--	92.8	91.6	90.0
Office				
Male	--	24.5	23.6	25.0
Female	--	75.5	76.4	75.0
Technical				
Male	--	92.3	90.2	91.0
Female	--	7.7	9.8	9.0
Trades and Industry				
Male	--	89.1	88.3	87.0
Female	--	10.9	11.7	13.0

Table 4. ENROLLMENT IN VOCATIONAL EDUCATION BY OE INSTRUCTIONAL PROGRAMS
FISCAL YEARS 1970-1977

OE Instructional Program	1970	1971	1972	1977 (Projected)
Agricultural Production	584,757	557,633	564,155	513,000
Agricultural Supplies	21,522	20,583	24,237	31,000
Agricultural Mechanics	104,749	120,745	128,795	189,000
Agricultural Products	12,111	9,235	9,439	10,000
Ornamental Horticulture	47,259	48,267	56,329	80,000
Agricultural Resources	17,167	20,000	24,440	43,000
Forestry	19,681	16,675	17,998	20,000
Other Agriculture *	45,737	53,289	71,070	14,000
Advertising Services	14,402	26,748	17,535	25,000
Apparel and Accessories	21,222	20,569	24,798	34,000
Automotive	6,766	7,231	9,640	17,000
Finance and Credit	20,259	23,543	27,996	47,000
Floristry	2,274	3,708	5,231	13,000
Food Distribution	37,556	25,101	29,061	35,000
Food Services	29,229	28,168	34,149	46,000
General Merchandise	132,712	199,728	204,681	385,000
Hardware, Building Materials, Etc.	2,383	5,540	5,725	14,000
Home Furnishings	3,255	4,734	5,874	12,000
Hotel and Lodging	16,457	13,098	12,697	10,000
Industrial Marketing	7,080	8,141	8,627	12,000
Insurance	13,536	14,226	13,132	14,000
International Trade	347	1,549	702	1,000
Petroleum	4,897	5,087	4,280	5,000
Personal Services	15,466	13,461	17,836	24,000
Real Estate	50,936	73,018	82,111	160,000
Recreation and Tourism	3,202	10,431	12,782	37,000
Transportation	11,714	12,794	12,447	14,000
Other Distribution *	135,672	81,762	111,119	15,000

* See footnote at end of table.

Table 4. ENROLLMENT IN VOCATIONAL EDUCATION BY OE INSTRUCTIONAL PROGRAMS (Cont'd)

OE Instructional Program	1970	1971	1972	1977 (Projected)
Dental Assisting	8,291	12,189	15,466	33,000
Dental Hygiene	2,845	3,828	4,754	10,000
Dental Laboratory Technology	2,052	2,581	2,948	7,000
Medical Laboratory Technology	9,585	5,650	10,524	13,000
Other Medical Lab. Technology	---	7,798	3,156	5,000
Nursing, Associate Degree	26,884	47,090	64,931	75,000
Practical Nursing	57,465	73,372	82,896	100,000
Nursing Assistant (Aide)	51,502	54,868	58,903	110,000
Occupational Therapy	458	686	1,504	4,000
Physical Therapy	---	1,200	1,501	3,000
Radiologic Technology	2,316	4,868	5,766	14,000
Environmental Health	---	2,998	1,401	3,000
Mental Health Technology	---	2,380	3,898	10,000
Inhalation Therapy	2,981	3,767	5,759	13,000
Medical Assistant	3,831	7,549	10,326	27,000
Health Aide	---	2,282	8,438	39,000
Other Health Occupations *	29,833	38,112	54,724	98,000
Care and Guidance of Children	27,775	49,338	77,158	200,000
Clothing Management	36,060	39,426	59,524	118,000
Food Management and Production	51,242	67,077	77,594	143,000
Home Furnishings, Equipment, & Services	9,849	11,433	21,278	50,000
Institutional and Home Management	7,274	6,701	8,061	10,000
Other Occupational Preparation *	18,994	23,617	36,648	8,000
Accounting and Computing	301,353	329,281	351,861	478,000
Business Data Processing Systems	165,977	181,313	156,748	160,000
Filing, Office Machines, Clerical	381,875	364,274	398,226	439,000
Information Communication	23,572	26,788	23,826	25,000
Materials Support, Transporting, Storing, and Recording	12,441	11,860	10,288	10,000
Personnel, Training, and Related	9,268	11,924	13,693	25,000

* See footnote at end of table.

Table 4. ENROLLMENT IN VOCATIONAL EDUCATION BY OE INSTRUCTIONAL PROGRAMS (Cont'd)

OE Instructional Program	1970	1971	1972	1977 (Projected)
Stenographic, Secretarial	470,030	533,221	550,686	752,000
Supervisory & Administrative	50,895	70,050	77,730	145,000
Typing and Related	555,357	612,770	628,414	811,000
Other Office Occupations *	140,392	88,212	141,300	55,000
Aeronautical Technology	4,339	6,095	5,888	10,000
Architectural Technology	8,128	14,716	14,144	29,000
Automotive Technology	4,507	5,021	7,453	15,000
Chemical Technology	3,267	6,393	5,355	11,000
Civil Technology	12,346	19,216	20,113	40,000
Electrical Technology	11,765	19,355	15,742	26,000
Electronics Technology	57,520	67,335	64,440	82,000
Electromechanical Technology	1,877	4,829	4,463	11,000
Environmental Control Technology	2,035	2,956	4,634	11,000
Industrial Technology	9,345	9,457	11,706	18,000
Instrumentation Technology	2,294	4,089	3,084	5,000
Mechanical Technology	27,976	25,249	26,395	30,000
Metallurgical Technology	2,162	2,779	1,742	2,000
Scientific Data Processing	18,162	15,949	16,948	20,000
Commercial Pilot Training	7,264	7,381	5,884	10,000
Fire and Safety Technology	4,470	8,377	8,826	20,000
Forestry Technology	---	2,298	2,504	4,000
Oceanographic Technology	1,002	1,664	1,872	4,000
Police Science Technology	18,796	36,099	43,863	107,000
Air Pollution Technology	---	356	1,173	5,000
Water & Waste Water Technology	169	802	1,483	5,000
Other Technical Education *	74,306	53,482	69,493	10,000
Air Conditioning	28,391	52,575	67,620	166,000
Appliance Repair	8,971	9,474	17,472	39,000
Body and Fender, Auto	24,458	39,703	57,284	139,000
Mechanics	131,475	176,203	228,364	470,000
Other Automotive	60,961	52,215	39,522	40,000

* See footnote at end of table.

Table 4. ENROLLMENT IN VOCATIONAL EDUCATION BY OE INSTRUCTIONAL PROGRAMS (Cont'd)

OE Instructional Program	1970	1971	1972	1977 (Projected)
Aviation Occupations	32,641	33,804	31,780	35,000
Blueprint Reading	15,446	13,694	12,842	6,000
Business Machine Maintenance	2,319	2,854	3,326	6,000
Commercial Art Occupations	20,971	23,983	31,445	58,000
Commercial Fishery Occupations	2,784	3,885	3,203	5,000
Commercial Photography Occup.	11,176	13,570	14,612	23,000
Carpentry	56,621	79,988	95,706	193,000
Electricity	47,765	53,120	60,791	93,000
Masonry	21,363	26,682	29,992	50,000
Plumbing and Pipefitting	27,821	35,420	37,311	61,000
Other Construction & Maint.	86,806	70,813	79,623	80,000
Custodial Services	14,567	16,292	16,267	21,000
Diesel Mechanic	8,680	9,568	13,611	26,000
Drafting Occupations	112,405	134,790	126,750	163,000
Electrical Occupations	61,849	57,865	81,493	131,000
Electronics Occupations	78,710	95,118	97,936	146,000
Fabric Maintenance Services	7,159	3,859	5,939	8,000
Foremanship, Super., & Mgt. Devel.	74,509	88,914	120,820	237,000
Graphic Arts Occupations	53,738	68,343	68,562	106,000
Industrial Atomic Energy	511	492	157	500
Instrument Maint. & Repair	3,078	2,616	3,045	5,500
Maritime Occupations	4,452	4,693	6,755	13,000
Metalworking Occupations	242,074	274,744	291,662	416,000
Metallurgy Occupations	1,407	3,367	5,160	15,000
Barbering	5,280	4,031	3,974	5,000
Cosmetology	37,395	45,045	48,810	77,000
Other Personal Services	17,905	15,985	13,356	10,000
Plastics Occupations	2,398	4,313	5,116	12,000
Fireman Training	99,294	128,822	159,307	309,000
Law Enforcement Training	47,931	65,021	74,801	142,000
Other Public Services	76,096	49,733	58,571	15,000

Table 4. ENROLLMENT IN VOCATIONAL EDUCATION BY OE INSTRUCTIONAL PROGRAMS (Cont'd)

OE Instructional Program	1970	1971	1972	1977 (Projected)
Quantity Food Occupations	23,053	37,253	37,459	73,000
Refrigeration	7,839	10,036	11,198	20,000
Small Engine Repair	13,028	19,182	26,045	59,000
Sta. Energy Sources Occupations	10,158	7,863	7,502	10,000
Textile Production & Fabrication	40,769	43,753	51,238	77,000
Leather Working	1,933	2,268	2,756	5,000
Upholstering	7,282	11,630	16,549	40,000
Woodworking Occupations	50,888	53,593	84,709	169,000
Other Trade and Industrial Education *	221,417	128,606	146,421	74,000
Special Programs				
Consumer and Homemaking	2,419,216	2,932,382	3,165,732	3,990,000
Prevocational	586,046	859,931	1,079,752	2,314,000
Remedial	27,240	57,554	57,879	134,000
Cooperative - Total	290,781	379,840	459,614	800,000
Part G	(23,001)	(70,469)	(118,924)	(204,000)
Work-Study	15,522	28,726	30,896	45,000

* Other new and emerging occupations and cluster programs

SECTION II. EXPENDITURES FOR VOCATIONAL EDUCATION

As shown in Figure 3 and Table 5, the funds available for vocational and technical education increased significantly. Federal allotments rose from $57 million in 1964 to $472 million in 1972.

Table 5 showing total expenditures by source of funds reveals that State and local expenditures greatly overmatch the Federal dollar. State and local expenditures accounted for more than 80 percent of the total expenditures.

It should be noted that the Federal funds expended in 1970 were considerably less than the allotment because the appropriation was not available until late in the fiscal year. The funds in the amount of $65 million, however, were carried forward by the States for expenditure in 1971. Again in 1971 and 1972 States carried forward for expenditure in the succeeding year a considerable portion of their allotments.

Figure 3 shows graphically the increase in total expenditures from 1965 through 1972, including the actual totals spent by source.

Table 6 shows expenditures and percentage distribution by function. The 1968 Amendments provided more flexibility in funding which resulted in the rearrangement of several categories. The proportion for instruction, having declined from 1965 to 1970, now constitutes about two-thirds of the total expenditures. Expenditures for administration and instructional equipment rank next, with 8.0 percent and 6.1 percent respectively. Other instructional costs, reported separately, included student transportation, space rental, insurance, teacher travel, and utilities.

Table 7 shows the allocation of Federal funds expended for the various purposes outlined in the 1963 Act, as amended. Of significance is the percentage increase in expenditures for secondary programs. Other purposes showing increasing percentages of the total are adult, disadvantaged, ancillary services, and guidance and counseling. Postsecondary expenditures remain rather stable at about 22 percent, which is well above the 15 percent required by the legislation. Similarly, expenditures for the disadvantaged exceed the 15-percent minimum but to a lesser degree. Expenditures for the handicapped are only slightly above the 10-percent minimum. Expenditures for construction of area vocational schools continues at about 15 percent. Only a small amount of funds are expended under the contracting provision. Reporting was changed in 1971 to allocate expenditures for ancillary services and guidance and counseling by level and accounts for some of the increase in proportion of the total being spent by level of education.

Table 8 indicates total expenditures for all programs allocated to a level of education. In 1972, 66.0 percent of the expenditures were secondary, 26.6 percent postsecondary, and 7.4 percent adult compared to 62.9, 30.8, and 6.3 respectively in 1970. It can be noted that prior to 1972 the ratio of Federal funds to State and local funds was somewhat higher for postsecondary than the other levels but in 1972 due to a decrease in State and local funds, 22 percent of the funds for adults came from Federal sources compared with 17 percent at the other two levels.

Table 9 shows total expenditures for all programs allocated by target population and by level. In 1972, 10.9 percent of the expenditures were for the disadvantaged, having increased from 7.7 percent in 1970; and 2.6 percent was for the handicapped, about the same percent as in 1970. The most significant change from 1970 to 1971 was the increase in funds for adult level programs, especially for the disadvantaged and handicapped. However, in 1972 there was a decrease in funds for adults for each target group.

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Table 5. TOTAL EXPENDITURES FOR VOCATIONAL EDUCATION, BY SOURCE OF FUNDS
FISCAL YEARS 1970-1977

	1970	1971	1972	1977 (Projected)
		Amount		
Grand Total	$1,841,846,345	$2,347,353,175	$2,660,758,658	$4,950,000,000
Federal	300,045,568	396,378,405	466,029,820	825,000,000
State/Local	1,541,800,777	1,950,974,770	2,194,728,838	4,125,000,000
Ratio: State/Local to Federal	$5.14	$4.92	$4.71	$5.00
		Percentage Distribution		
Grand Total	100.0	100.0	100.0	100.0
Federal	16.3	16.9	17.5	16.7
State/Local	83.7	83.1	82.5	83.3
		Percentage Change from Previous Year		
Grand Total	34.6	27.4	13.4	---
Federal	17.8	32.1	17.6	---
State/Local	38.4	26.5	12.5	---
		Federal Allotment		
Total Allotment (1968 Amendments)	$365,347,467	$412,812,093	$471,968,455	

Figure 3. EXPENDITURES FOR VOCATIONAL EDUCATION, BY SOURCE OF FUNDS 1965-1972

(In Millions)

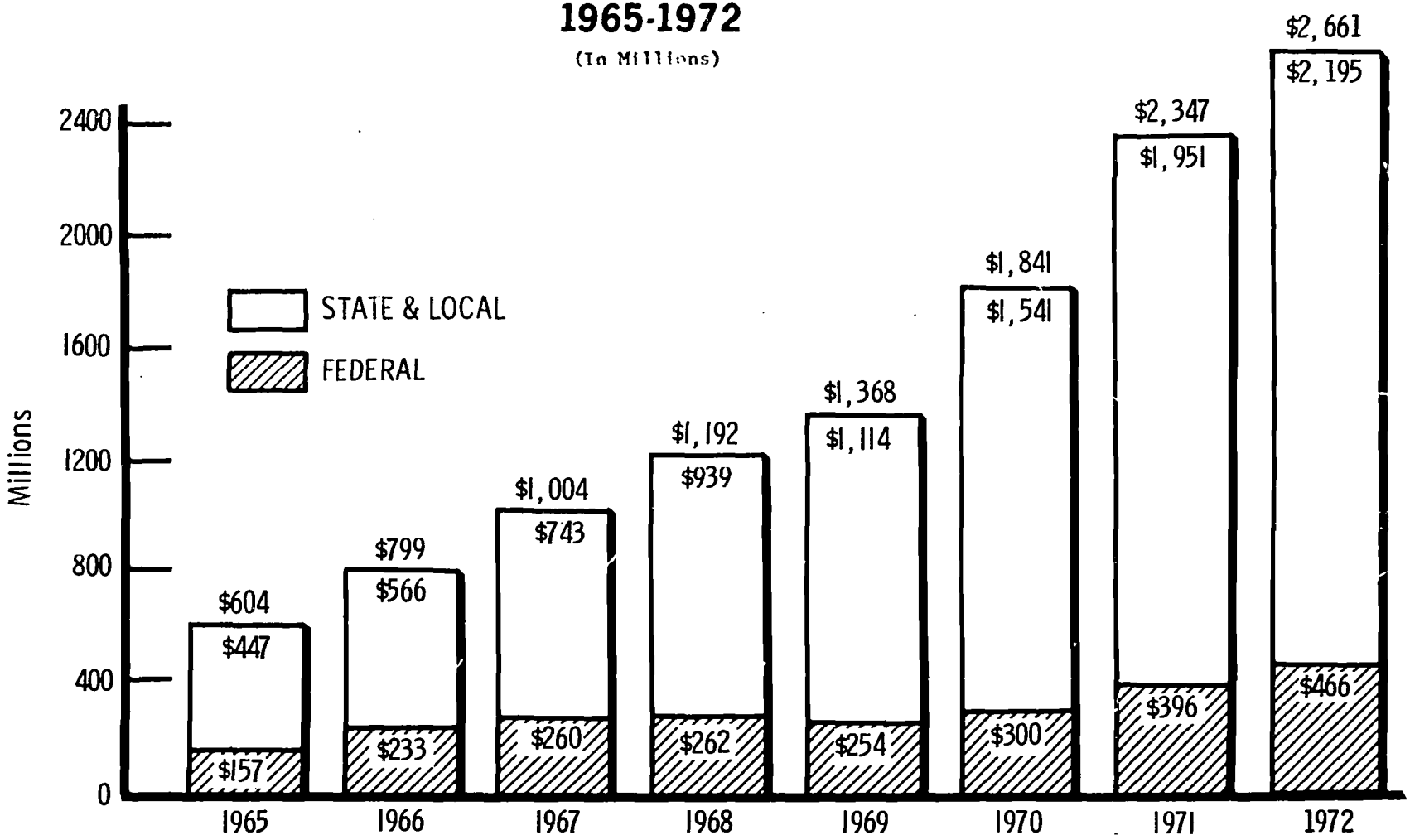

SOURCE: Annual Reports, Division of Vocational and Technical Education, 1965-1972.

Table 6. TOTAL EXPENDITURES FOR VOCATIONAL EDUCATION, BY FUNCTION*
FISCAL YEARS 1970-1977
(In Thousands)

	1970	1971	1972	1977 (Projected)
		Amount		
Total	$1,654,603	$2,075,881	$2,410,086	$4,600,000
Administration & Supervision	112,924	142,813	193,900	322,000
Teacher Education	33,095	26,879	31,065	69,000
Instructional Salaries	1,006,777	1,426,330	1,585,709	3,036,000
Research	4,411	12,260	18,462	41,400
Instructional Equipment	202,064	141,401	147,908	322,000
Vocational Guidance	57,299	66,609	89,778	161,000
Curriculum Development	2,932	8,475	9,300	18,400
Other Instructional Costs	235,100	251,114	333,964	630,200
		Percentage Distribution		
Total	100.0	100.0	100.0	100.0
Administration & Supervision	6.8	6.8	8.0	7.0
Teacher Education	2.0	1.3	1.3	1.5
Instructional Salaries	60.8	68.7	65.8	66.0
Research	0.3	0.7	0.8	0.9
Instructional Equipment	12.2	6.8	6.1	7.0
Vocational Guidance	3.5	3.2	3.7	3.5
Curriculum Development	0.2	0.4	0.4	0.4
Other Instructional Costs	14.2	12.1	13.9	13.7

* Excludes construction and work-study.

Table 7. EXPENDITURES FROM VOCATIONAL EDUCATION ACT OF 1963, AS AMENDED, BY PURPOSE
FISCAL YEARS 1970-1972

	1970		1971		1972	
	Amount	Percent of Total	Amount	Percent of Total	Amount	Percent of Total
Total	$265,811,962	100.0	$317,083,369	100.0	$370,132,642	100.0
Secondary	60,964,268	23.0	88,362,942	27.9	109,045,448	29.5
Postsecondary	61,291,196	23.1	72,107,104	22.8	82,229,785	22.2
Adult	12,453,465	4.7	15,983,122	5.1	21,481,578	5.8
Disadvantaged	42,352,806	15.9	51,819,442	16.3	63,565,259	17.2
Handicapped	21,407,829	8.1	33,871,902	10.7	37,899,822	10.2
Construction	34,429,935	13.0	51,477,906	16.2	55,701,484	15.0
Ancillary	28,164,754	10.6	(40,072,020) 1/	(12.8)	(50,178,827) 1/	(13.6)
Guidance & Counseling	4,259,865	1.6	(7,333,812) 1/	(2.3)	(10,141,102) 1/	(2.7)
Contracted Instruction	(1,208,798) 1/	(0.5)	(1,488,325) 1/	(0.5)	(506,951) 1/	(0.1)

1/ Reported as memo amount expended by level.

Table 8. EXPENDITURES FOR VOCATIONAL EDUCATION, BY LEVEL AND SOURCE
FISCAL YEARS 1970-1977
(In Thousands)

	1970	1971	1972	1977 (Projected)
Secondary	$929,023	$1,560,889	$1,752,449	$3,265,000
Federal	161,026	250,328	296,347	525,000
State/Local	767,997	1,310,561	1,456,102	2,740,000
Postsecondary	454,142	566,978	707,163	1,310,000
Federal	89,752	110,046	123,567	223,000
State/Local	364,390	455,932	583,596	1,087,000
Adult	93,774	218,194	196,514	375,000
Federal	19,148	33,719	44,092	72,000
State/Local	74,626	184,475	152,422	303,000

Table 9. TOTAL EXPENDITURES FOR VOCATIONAL EDUCATION, BY TARGET GROUP & LEVEL
FISCAL YEARS 1970-1977
(In Thousands)

	1970	1971	1972	1977 (Projected)
Disadvantaged	$ 110,563	$ 219,127	$ 290,074	$ 540,000
Secondary	78,233	147,792	214,190	400,000
Postsecondary	23,733	31,460	37,768	70,000
Adult	8,597	39,875	38,116	70,000
Handicapped	38,544	62,983	67,467	150,000
Secondary	27,944	46,353	54,731	115,000
Postsecondary	8,740	9,618	8,022	20,000
Adult	1,860	7,012	4,714	15,000
Regular	1,288,527	2,063,959	2,298,585	4,260,000
Secondary	811,454	1,366,744	1,483,527	2,740,000
Postsecondary	397,201	525,908	661,374	1,230,000
Adult	79,872	171,307	153,684	290,000

SECTION III. TEACHERS IN VOCATIONAL EDUCATION

In Figure 4, the growth in number of teachers from 1965 through 1972 is presented graphically.

The number of individual teachers in vocational education, as shown in Table 10, grew from 109,136 in 1965 to 235,658 in 1972. For the same period, the greatest increase in number of teachers was at the post-secondary level--up 415 percent. Secondary-level teachers increased two and one-half times in number, and the number of teachers at the adult level increased less than 50 percent. Secondary-level teachers constitute over 50 percent of the total with postsecondary teachers making up 22 percent and the percentage of adult teachers continuing to decline to about 26 percent. The number of teachers for the disadvantaged and the handicapped show a gradual increase over the period of years.

In Table 11, it is noted that the number of enrollees in preservice training leveled off in 1971 and again increased in 1972 while enrollees in inservice training showed a substantial increase in 1971 and leveled off in 1972.

Table 12 shows the number and distribution of teachers by program. Trade and industrial education accounts for the largest number of teachers, followed by office education and home economics. Significant and steady growth in number of teachers occurred in all programs except agriculture which declined from 1965 to 1969 and again in 1970. Percentages of the total number of teachers in distribution, technical, and trade and industrial show little change from 1965 to 1972. Health and office doubled in proportion to the total and agriculture and home economics showed substantial decreases in percentages during the 8-year period.

Figure 5 shows the total number of teachers in preservice and inservice teacher-education programs from 1965 through 1972.

Figure 4. TEACHERS OF VOCATIONAL EDUCATION, BY LEVEL FISCAL YEARS 1965-1972

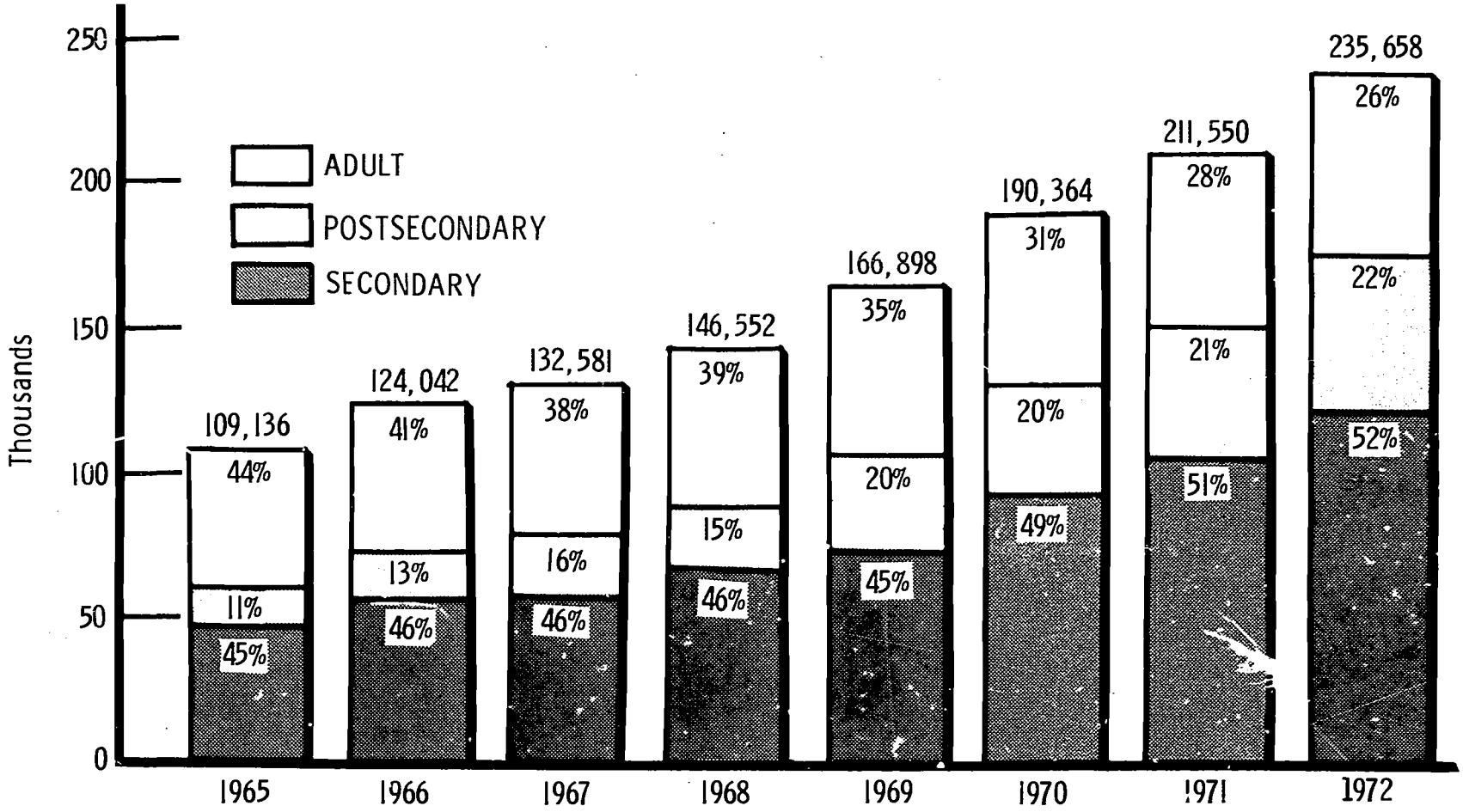

SOURCE: Annual Reports, Division of Vocational and Technical Education, 1965-1972, and unpublished Division data.

Table 10. TEACHERS OF VOCATIONAL EDUCATION, BY LEVEL
FISCAL YEARS 1970-1977

	1970	1971	1972	1977 (Projected)
		Number		
Total[1] (Unduplicated)	190,364	211,550	235,658	350,000
Secondary	101,043	118,919	131,404	193,000
Postsecondary	41,416	48,874	56,311	85,000
Adult	62,399	63,583	67,242	100,000
Disadvantaged	(9,701)	(11,933)	(15,007)	(24,500)
Handicapped	(2,615)	(3,609)	(4,919)	(10,500)
		Percentage Distribution		
Total	100.0	100.0	100.0	100.0
Secondary	49.3	51.4	51.5	51.0
Postsecondary	20.2	21.1	22.1	22.5
Adult	30.5	27.5	26.4	26.5
Disadvantaged	(5.1)	(5.6)	(6.4)	(7.0)
Handicapped	(1.4)	(1.7)	(2.1)	(3.0)

Table 11. ENROLLMENTS IN TEACHER EDUCATION
FISCAL YEARS 1970-1977

	1970	1971	1972	1977 (Projected)
Preservice	52,783	52,753	60,759	80,500
Inservice	60,680	80,746	80,569	120,000

Table 12. TEACHERS OF VOCATIONAL EDUCATION, BY PROGRAM
FISCAL YEARS 1965-1972

	1965	1969	1970	1971	1972
			Number		
Total (Unduplicated)	109,136	166,898	190,364	211,550	235,658
Agriculture	17,608	12,565	12,420	12,910	13,270
Distribution	7,200	9,741	10,458	11,974	13,795
Health	3,429	8,876	10,483	12,613	14,552
Home Economics	31,243	31,845	34,225	38,105	41,547
Office	15,850	37,923	45,081	49,363	52,662
Technical	9,213	13,488	14,241	14,750	16,820
Trades and Industry	39,804	50,592	56,720	59,065	65,105
Other	488	2,087	6,736	6,540 1/	6,369 1/
			Percentage Distribution		
Total	100.0	100.0	100.0	100.0	100.0
Agriculture	15.1	7.5	6.5	6.3	5.9
Distribution	5.9	5.8	5.5	5.8	6.2
Health	2.8	5.3	5.5	6.1	6.5
Home Economics	23.9	19.1	18.0	18.6	18.5
Office	12.7	22.7	23.7	24.0	23.5
Technical	6.9	8.1	7.5	7.2	7.5
Trades and Industry	30.8	30.3	29.8	28.8	29.1
Other	1.9	1.2	3.5	3.2	2.8

1/ Includes only teachers in occupational programs. Unduplicated total includes also 30,418 teachers in 1971 and 37,562 teachers in 1972 teaching in special programs.

Figure 5. ENROLLMENTS IN TEACHER EDUCATION 1965-1972

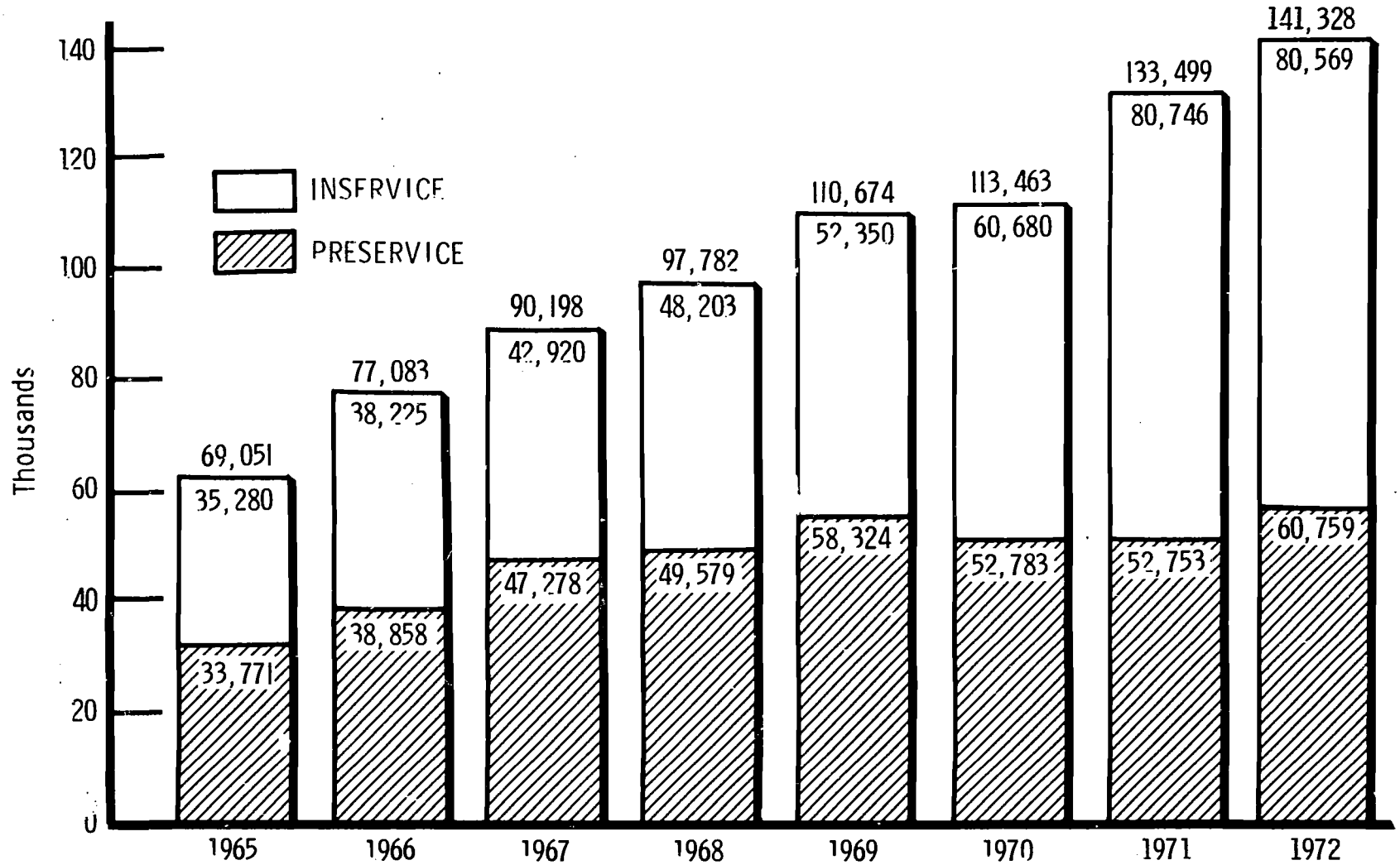

SOURCE: Annual Reports, Division of Vocational and Technical Education, 1965-1972.

ACCESSION NUMBER: VT100769

PUBLICATION DATE: 72

TITLE: VOCATIONAL AND TECHNICAL EDUCATION SELECTED STATISTICAL TABLES. FISCAL YEAR 1972. VOCATIONAL EDUCATION INFORMATION NO. III.

DESCRIPTOR: *STATISTICAL DATA; *VOCATIONAL EDUCATION; *TABLES (DATA); TECHNICAL EDUCATION; EDUCATIONAL ECONOMICS; *RESOURCE ALLOCATIONS; *ENROLLMENT TRENDS; COST EFFECTIVENESS; TEACHER EMPLOYMENT

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: APM V.7NO.4(1974)PP. 624

ABSTRACT: THE THIRD IN A SERIES OF REPORTS ON VOCATIONAL EDUCATION RELEASED FOR THE FISCAL YEAR 1972, THIS DOCUMENT CONSISTS OF COMPUTER PRINTOUTS OF STATISTICAL DATA COMPILED FROM STATE ANNUAL REPORTS. INCLUDED ARE TABLES RELATING TO: (1) ALLOTMENTS AND EXPENDITURES FOR VOCATIONAL EDUCATION, (2) THE NUMBER OF VOCATIONAL EDUCATION TEACHERS EMPLOYED, (3) TEACHER TRAINING PROVIDED, (4) THE ENROLLMENT STATUS OF VARIOUS PROGRAMS, AND (5) PLACEMENTS OF PROGRAM COMPLETIONS. (SN)

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION.

VT 100 769

Vocational Education Information No. III

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VOCATIONAL AND TECHNICAL EDUCATION

SELECTED STATISTICAL TABLES

FISCAL YEAR 1972

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Occupational and Adult Education
Center for Adult, Vocational, Technical, and Manpower Education
Division of Vocational and Technical Education
Washington, D.C. 20202

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FOREWORD

This report, the third in the "Vocational Education Information" series for fiscal year 1972, consists of computer printouts of statistical data compiled by State from State annual reports. Programs were financed by Federal, State and local funds and were conducted under the approved State plan for vocational education. Federal funds used to support the State programs were authorized by the Vocational Education Act of 1963, as amended (P.L. 90-576).

The series of State-by-State tables include 24 relating to expenditures, 3 relating to number of teachers, 1 dealing with teacher training, 21 relating to enrollments in various programs, and 4 relating to placements of program completions. It should be noted that certain tables cannot be precisely compared due to rounding into thousands and the inability of a few States to supply the detailed data. Fiscal data are subject to audit and are to be considered provisional.

Due to changes in reporting requirements and new legislation, some of the statistics are not necessarily compatible with those published in previous years. However, the State data should prove useful to all persons interested in assessing the scope and progress of vocational education in the United States and particularly those individuals who are concerned with planning.

MICHAEL RUSSO
Acting Director
Division of Vocational
and Technical Education

June 1973

ERIC
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TABLE 001

ALLOTMENTS OF FUNDS TO STATES UNDER THE VOCATIONAL EDUCATION ACT OF 1963, AS AMENDED, FOR FY 1972

STATE	GRAND TOTAL	PART A 102 B DISADV.	PART B STATE PROGRAMS	PART C RESEARCH	PART D EXEMPLARY	PART F CONS. & HMKG	PART G COOPERATIVE	PART H WORK STUDY
TOTALS	471,889,690	19,999,586	383,766,346	8,999,814	7,995,880	25,624,470	19,499,700	5,999,894
ALABAMA	10,228,913	437,839	8,406,817	197,115	150,207	561,104	364,496	111,335
ALASKA	916,172	26,741	513,457	12,039	104,473	34,270	214,653	10,539
ARIZONA	4,613,557	189,740	3,643,135	85,421	123,373	243,157	276,576	52,155
ARKANSAS	5,664,682	236,739	4,545,544	106,580	126,547	303,387	286,975	58,910
CALIFORNIA	36,289,585	1,567,234	30,091,972	705,568	347,864	2,008,458	1,012,082	556,407
COLORADO	5,310,842	219,856	4,221,389	98,979	129,000	281,751	295,011	64,856
CONNECTICUT	5,369,515	220,407	4,231,961	99,227	136,357	282,457	319,118	79,988
DELAWARE	1,326,326	44,742	859,085	20,143	106,925	57,339	222,689	15,403
DISTRICT OF COL.	1,510,155	52,643	1,010,762	23,700	108,512	67,463	227,889	19,186
FLORIDA	14,469,576	623,181	11,965,538	280,556	177,187	798,627	452,890	171,557
GEORGIA	13,176,422	567,847	10,903,070	255,645	164,659	727,714	411,938	145,549
HAWAII	2,180,560	82,314	1,580,477	37,058	111,398	105,487	237,343	26,483
IDAHO	2,357,011	90,635	1,740,254	40,804	110,677	116,152	234,979	23,510
ILLINOIS	19,847,913	850,266	16,325,716	382,790	238,937	1,089,642	655,201	305,361
INDIANA	11,607,957	495,383	9,511,708	223,021	168,530	634,849	424,528	149,978
IOWA	6,832,911	286,400	5,499,107	128,938	138,954	367,032	327,627	84,853
KANSAS	5,817,103	242,145	4,649,365	109,014	131,740	310,317	303,992	70,530
KENTUCKY	9,300,417	397,022	7,623,109	178,740	145,014	508,796	347,480	100,256
LOUISIANA	10,785,385	462,109	8,872,840	208,042	153,959	592,207	376,786	119,442
MAINE	2,801,801	110,231	2,116,508	49,626	112,985	141,264	242,542	28,645
MARYLAND	7,995,884	336,121	6,453,773	151,322	149,775	430,750	363,078	111,065
MASSACHUSETTS	10,187,209	431,184	8,279,060	194,120	166,366	552,576	417,438	146,465
MICHIGAN	18,577,007	797,519	15,312,930	359,043	221,624	1,022,046	598,478	265,367
MINNESOTA	8,788,745	371,815	7,139,138	167,391	151,795	476,494	369,696	112,416
MISSISSIPPI	7,159,748	302,290	5,804,180	136,091	135,347	387,394	315,809	78,637
MISSOURI	10,782,120	460,455	8,841,073	207,297	159,153	590,088	393,803	130,251
MONTANA	2,140,551	80,939	1,554,098	36,439	110,100	103,728	233,088	22,159
NEBRASKA	3,608,032	145,043	2,784,937	65,299	119,622	185,878	264,286	42,967
NEVADA	1,107,159	35,206	675,996	15,850	105,338	45,119	217,490	12,160
NEW HAMPSHIRE	1,879,135	69,397	1,332,469	31,243	108,801	88,934	228,834	19,457
NEW JERSEY	13,246,732	564,448	10,837,793	254,114	187,286	723,357	485,978	193,756
NEW MEXICO	3,219,316	128,502	2,467,331	57,852	115,582	164,679	251,051	34,319
NEW YORK	30,506,243	1,313,593	25,221,934	591,380	315,402	1,683,411	905,727	474,796
NORTH CAROLINA	15,133,559	654,603	12,568,871	294,703	173,003	838,896	439,182	164,301
NORTH DAKOTA	2,076,888	78,251	1,502,485	35,229	109,378	100,282	230,725	20,538
OHIO	23,622,364	1,021,093	19,605,737	459,697	243,409	1,308,564	669,855	314,009
OKLAHOMA	6,973,649	294,368	5,652,065	132,525	133,472	377,241	309,664	74,314
OREGON	5,083,191	209,887	4,029,962	94,491	127,845	268,975	291,229	60,802
PENNSYLVANIA	25,457,657	1,106,450	21,175,458	498,124	248,459	1,417,949	686,399	324,818
RHODE ISLAND	2,155,482	81,260	1,560,246	36,583	111,254	104,137	236,870	25,132
SOUTH CAROLINA	8,440,680	358,980	6,892,676	161,613	140,974	460,044	334,244	92,149
SOUTH DAKOTA	2,097,310	79,061	1,518,034	35,594	109,811	101,319	232,143	21,348
TENNESSEE	11,030,475	473,593	9,093,311	213,211	152,949	606,923	373,478	117,010
TEXAS	29,490,438	1,284,465	24,662,653	578,266	256,827	1,646,084	713,815	348,328
UTAH	3,208,101	128,003	2,457,750	57,627	115,582	164,039	251,051	34,049
VERMONT	1,348,869	46,158	886,283	20,781	105,627	59,154	218,435	12,431
VIRGINIA	12,497,312	537,045	10,311,628	241,777	163,769	688,239	408,929	145,925
WASHINGTON	7,697,436	323,590	6,213,164	145,680	146,024	414,691	350,788	103,499
WEST VIRGINIA	5,352,783	222,797	4,277,862	100,304	125,681	285,522	284,139	56,478
WISCONSIN	9,770,915	414,868	7,965,778	186,774	157,566	531,667	388,604	125,658
WYOMING	1,131,803	36,517	701,150	16,440	104,761	46,797	215,599	10,539
AMERICAN SAMOA	114,794	10,000	82,760	1,940	2,598	10,000	6,334	1,162
GUAM	387,750	16,092	308,980	7,245	8,806	20,622	21,465	4,540
PUERTO RICO	8,777,496	361,568	6,942,371	162,778	217,985	463,362	531,338	98,094
TRUST TERRITORY	266,826	10,951	210,284	4,930	6,857	14,036	16,714	3,054
VIRGIN ISLANDS	169,188	10,000	130,312	3,055	3,754	10,000	9,149	2,918

TABLE 003

TOTAL EXPENDITURES FOR VOCATIONAL EDUCATION, FROM FEDERAL AND MATCHING FUNDS, FY 1972

STATE	TOTAL	FEDERAL	STATE/LOCAL
TOTALS	2,660,758,658	466,029,820	2,194,728,838
ALABAMA	37,968,073	10,440,569	27,527,504
ALASKA	4,965,839	911,311	4,054,528
ARIZONA	17,702,074	4,280,991	13,421,083
ARKANSAS	16,206,618	5,383,869	10,822,749
CALIFORNIA	259,756,320	37,514,372	222,241,948
COLORADO	28,923,050	4,902,324	24,020,726
CONNECTICUT	39,124,769	3,872,558	35,252,211
DELAWARE	8,660,371	1,195,561	7,464,810
DISTRICT OF COL.	3,210,098	846,814	2,363,284
FLORIDA	90,192,464	14,776,776	75,415,688
GEORGIA	52,264,269	15,285,261	36,979,008
HAWAII	7,806,369	2,261,254	5,545,115
IDAHO	7,307,127	2,418,909	4,888,218
ILLINOIS	189,099,311	19,847,913	169,251,398
INDIANA	35,810,152	11,607,997	24,202,155
IOWA	34,530,677	6,323,342	28,207,335
KANSAS	19,623,161	5,236,133	14,387,028
KENTUCKY	34,479,088	9,282,385	25,196,703
LOUISIANA	32,175,081	10,493,320	21,681,761
MAINE	15,796,302	2,582,996	13,213,306
MARYLAND	66,609,749	6,685,530	59,924,219
MASSACHUSETTS	128,815,407	10,243,249	118,572,158
MICHIGAN	56,999,319	12,704,063	44,295,256
MINNESOTA	56,385,955	8,957,851	47,428,104
MISSISSIPPI	26,380,372	7,431,764	18,948,608
MISSOURI	45,208,574	10,025,232	35,183,342
MONTANA	8,569,050	2,181,716	6,387,334
NEBRASKA	12,512,758	3,691,407	8,821,351
NEVADA	4,302,443	1,205,099	3,097,344
NEW HAMPSHIRE	7,492,674	1,686,373	5,806,301
NEW JERSEY	42,542,030	13,574,480	28,967,550
NEW MEXICO	10,191,833	3,253,903	6,937,930
NEW YORK	328,653,372	33,816,266	294,837,106
NORTH CAROLINA	99,029,216	15,634,072	83,395,144
NORTH DAKOTA	6,059,333	2,127,346	3,931,987
OHIO	139,092,332	22,497,469	116,594,863
OKLAHOMA	28,551,802	7,787,704	20,764,098
OREGON	27,561,812	5,242,230	22,319,582
PENNSYLVANIA	172,056,004	27,661,281	144,394,723
RHODE ISLAND	8,849,940	1,760,944	7,088,996
SOUTH CAROLINA	24,757,946	9,382,521	15,375,425
SOUTH DAKOTA	5,444,718	2,134,896	3,309,822
TENNESSEE	39,899,987	9,474,245	30,425,742
TEXAS	130,240,601	26,193,555	104,047,046
UTAH	18,455,058	3,108,991	15,346,067
VERMONT	9,355,445	953,379	8,402,066
VIRGINIA	44,987,840	12,243,977	32,743,863
WASHINGTON	53,491,851	8,984,173	44,507,678
WEST VIRGINIA	14,498,425	5,233,603	9,264,822
WISCONSIN	71,469,433	9,190,528	62,278,905
WYOMING	4,632,798	846,273	3,786,525
AMERICAN SAMOA	272,235	140,629	131,606
GUAM	1,833,612	433,875	1,399,737
PUERTO RICO	27,149,480	9,610,772	17,538,708
TRUST TERRITORY	1,745,876	289,876	1,456,000
VIRGIN ISLANDS	1,058,165	175,893	882,272

VOCATIONAL EDUCATION EXPENDITURES UNDER PART A, SEC. 102(B), VOCATIONAL EDUCATION AMENDMENTS OF 1968, FY 1972

TABLE 004

STATE	TOTAL	FEDERAL	STATE/LOCAL
TOTALS	33,138,104	20,974,081	12,164,023
ALABAMA	437,839	437,839	0
ALASKA	44,250	25,000	19,250
ARIZONA	232,631	190,940	41,691
ARKANSAS	287,034	263,715	23,319
CALIFORNIA	1,921,527	1,599,246	322,281
COLORADO	239,350	224,810	14,540
CONNECTICUT	536,803	290,288	246,515
DELAWARE	59,840	43,046	16,794
DISTRICT OF COL.	55,462	55,459	3
FLORIDA	983,883	651,154	332,729
GEORGIA	1,136,948	1,136,948	0
HAWAII	98,958	98,958	0
IDAHO	90,091	84,382	5,709
ILLINOIS	8,210,328	850,266	7,360,062
INDIANA	560,256	495,383	64,873
IOWA	853,816	518,783	335,033
KANSAS	262,779	217,697	45,082
KENTUCKY	526,197	526,197	0
LOUISIANA	1,207,896	620,750	587,146
MAINE	110,332	110,332	0
MARYLAND	179,554	118,196	61,358
MASSACHUSETTS	321,367	321,367	0
MICHIGAN	547,938	547,938	0
MINNESOTA	463,782	381,815	81,967
MISSISSIPPI	441,475	319,127	122,348
MISSOURI	476,194	367,674	108,520
MONTANA	109,273	88,053	21,220
NEBRASKA	148,635	148,635	0
NEVADA	82,540	32,711	49,829
NEW HAMPSHIRE	74,331	74,331	0
NEW JERSEY	949,495	594,592	354,903
NEW MEXICO	186,338	135,303	51,035
NEW YORK	2,129,511	2,129,511	0
NORTH CAROLINA	761,555	761,555	0
NORTH DAKOTA	91,227	84,477	6,750
OHIO	937,775	935,128	2,647
OKLAHOMA	303,381	294,368	9,013
OREGON	282,483	238,538	43,945
PENNSYLVANIA	1,522,339	1,037,094	485,245
RHODE ISLAND	138,987	99,957	39,030
SOUTH CAROLINA	301,732	278,949	22,783
SOUTH DAKOTA	86,559	86,559	0
TENNESSEE	433,127	433,127	0
TEXAS	344,561	344,489	72
UTAH	260,473	128,003	132,470
VERMONT	46,158	46,158	0
VIRGINIA	832,249	496,471	335,778
WASHINGTON	1,093,435	411,569	681,866
WEST VIRGINIA	383,073	327,696	55,377
WISCONSIN	618,745	569,703	49,042
WYOMING	51,510	17,752	33,758
AMERICAN SAMOA	8,974	8,974	0
GUAM	32,664	32,664	0
PUERTO RICO	624,788	624,788	0
TRUST TERRITORY	10,569	10,569	0
VIRGIN ISLANDS	5,047	5,047	0

TABLE 005

TOTAL VOCATIONAL EDUCATION EXPENDITURES UNDER PART B, VOCATIONAL EDUCATION AMENDMENTS OF 1968, FY 1972

STATE	TOTAL	FEDERAL	STATE/LOCAL
TOTALS	2,321,050,572	370,132,642	1,950,917,930
ALABAMA	32,574,454	8,480,402	24,094,052
ALASKA	3,624,149	505,621	3,118,528
ARIZONA	13,733,186	3,332,273	10,400,913
ARKANSAS	12,311,708	4,176,383	8,135,325
CALIFORNIA	230,304,215	30,660,828	199,643,387
COLORADO	25,868,436	3,666,774	22,201,662
CONNECTICUT	33,794,088	2,715,791	31,078,297
DELAWARE	7,660,470	820,458	6,840,012
DISTRICT OF COL.	2,550,344	470,323	2,080,021
FLORIDA	75,523,755	12,084,850	63,438,905
GEORGIA	43,773,492	11,978,996	31,794,496
HAWAII	6,432,846	1,604,530	4,828,316
IDAHO	5,459,670	1,640,370	3,819,300
ILLINOIS	168,939,383	16,325,716	152,613,667
INDIANA	28,252,500	9,511,708	18,740,792
IOWA	30,210,438	4,957,631	25,252,807
KANSAS	15,859,721	3,904,843	11,954,878
KENTUCKY	28,868,552	7,472,868	21,395,684
LOUISIANA	24,558,506	8,110,362	16,448,144
MAINE	14,269,985	1,844,721	12,425,264
MARYLAND	55,116,735	5,413,509	49,703,226
MASSACHUSETTS	124,471,121	8,241,487	116,229,634
MICHIGAN	49,062,589	10,935,117	38,127,472
MINNESOTA	49,457,059	7,215,452	42,241,607
MISSISSIPPI	22,288,596	6,013,617	16,274,979
MISSOURI	38,623,184	8,141,051	30,482,133
MONTANA	6,752,492	1,484,736	5,267,756
NEBRASKA	10,350,465	2,867,567	7,482,898
NEVADA	3,602,922	741,492	2,861,430
NEW HAMPSHIRE	4,887,762	1,129,987	3,757,775
NEW JERSEY	37,517,275	10,907,361	26,609,914
NEW MEXICO	7,795,614	2,467,331	5,328,283
NEW YORK	300,162,746	26,058,689	274,104,057
NORTH CAROLINA	85,437,252	12,438,380	72,998,872
NORTH DAKOTA	4,511,289	1,469,495	3,041,794
OHIO	124,914,523	18,852,325	106,062,198
OKLAHOMA	24,014,454	6,351,396	17,663,058
OREGON	25,565,037	4,118,176	21,446,861
PENNSYLVANIA	162,062,153	22,275,860	139,786,293
RHODE ISLAND	7,798,173	1,103,675	6,694,498
SOUTH CAROLINA	20,101,390	7,600,918	12,500,472
SOUTH DAKOTA	3,600,833	1,471,090	2,129,743
TENNESSEE	33,665,423	7,368,282	26,297,141
TEXAS	102,739,059	22,089,121	80,649,938
UTAH	17,307,712	2,371,030	14,936,682
VERMONT	8,154,315	491,647	7,662,668
VIRGINIA	35,824,775	9,794,697	26,030,078
WASHINGTON	43,757,934	6,601,937	37,155,997
WEST VIRGINIA	11,772,217	3,938,810	7,833,407
WISCONSIN	67,716,075	7,271,918	60,444,157
WYOMING	3,627,444	595,502	3,031,942
AMERICAN SAMOA	223,635	111,719	111,916
GUAM	1,682,883	308,980	1,373,903
PUERTO RICO	19,266,611	7,236,374	12,030,237
TRUST TERRITORY	1,618,813	229,313	1,389,500
VIRGIN ISLANDS	1,030,114	159,153	870,961

VOCATIONAL EDUCATION EXPENDITURES FOR SECONDARY EDUCATION UNDER PART B, VOCATIONAL EDUCATION AMENDMENTS OF 1968, FY 1972
TABLE 006

STATE	TOTAL	FEDERAL	STATE/LOCAL
TOTALS	1,099,738,649	109,045,448	990,693,201
ALABAMA	12,990,292	3,987,745	9,002,547
ALASKA	2,545,475	320,475	2,225,000
ARIZONA	5,945,862	1,192,772	4,753,090
ARKANSAS	3,770,497	949,351	2,821,146
CALIFORNIA	82,283,398	12,161,446	70,121,952
COLORADO	12,288,580	504,201	11,784,379
CONNECTICUT	14,153,572	976,793	13,176,779
DELAWARE	3,783,760	473,281	3,310,479
DISTRICT OF COL.	1,478,774	120,633	1,358,141
FLORIDA	29,309,817	4,297,749	25,012,068
GEORGIA	15,984,030	1,373,837	14,610,193
HAWAII	1,725,567	167,951	1,557,616
IDAHO	1,639,071	369,683	1,269,388
ILLINOIS	110,031,654	5,022,367	105,009,287
INDIANA	13,418,087	4,092,668	9,325,419
IOWA	5,382,896	562,929	4,819,967
KANSAS	8,707,897	1,851,570	6,856,327
KENTUCKY	12,278,423	2,258,788	10,019,635
LOUISIANA	9,933,922	2,996,750	6,937,172
MAINE	6,527,253	757,866	5,769,387
MARYLAND	31,456,863	2,360,063	29,096,800
MASSACHUSETTS	87,548,720	2,782,941	84,765,779
MICHIGAN	27,553,479	4,974,810	22,578,669
MINNESOTA	12,160,936	770,804	11,390,132
MISSISSIPPI	6,701,608	619,468	6,082,140
MISSOURI	25,092,928	3,215,508	21,877,420
MONTANA	2,520,493	237,219	2,283,274
NEBRASKA	3,523,763	1,190,476	2,333,287
NEVADA	1,723,703	213,951	1,509,752
NEW HAMPSHIRE	988,073	316,771	671,302
NEW JERSEY	14,578,083	2,505,433	12,072,650
NEW MEXICO	2,624,705	564,666	2,060,039
NEW YORK	165,612,689	3,585,469	162,027,220
NORTH CAROLINA	31,057,329	5,844,435	25,212,894
NORTH DAKOTA	1,764,629	516,933	1,247,696
OHIO	52,043,555	1,628,642	50,414,913
OKLAHOMA	8,339,856	2,116,385	6,223,471
OREGON	13,356,129	1,589,032	11,767,097
PENNSYLVANIA	100,011,326	7,648,811	92,362,515
RHODE ISLAND	3,891,118	384,195	3,506,923
SOUTH CAROLINA	11,619,228	2,861,381	8,757,847
SOUTH DAKOTA	1,335,266	578,572	756,694
TENNESSEE	11,562,153	1,962,685	9,599,468
TEXAS	50,890,972	3,722,756	47,168,216
UTAH	8,381,263	760,572	7,620,691
VERMONT	3,050,267	198,898	2,851,369
VIRGINIA	19,434,772	3,275,389	16,159,383
WASHINGTON	19,250,696	1,220,546	18,030,150
WEST VIRGINIA	6,557,027	1,211,505	5,345,522
WISCONSIN	6,162,326	2,320,549	3,841,777
WYOMING	1,897,864	262,410	1,635,454
AMERICAN SAMOA	170,195	91,779	78,416
GUAM	643,284	139,041	504,243
PUERTO RICO	10,332,055	2,747,490	7,584,565
TRUST TERRITORY	935,588	135,588	800,000
VIRGIN ISLANDS	786,881	51,420	735,461

VOCATICNAL EDUCATION EXPENDITURES FOR POSTSECCNDARY EDUCATION UNDER PART 8, VCCATICNAL EDUCATION AMENDMENTS OF 1968, FY 1972
TABLE 007

STATE	TOTAL	FEDERAL	STATE/LOCAL
TCTALS	604,881,160	82,229,785	522,651,375
ALABAMA	13,088,448	1,272,061	11,816,387
ALASKA	836,090	86,412	749,678
ARIZONA	5,673,125	895,595	4,777,530
ARKANSAS	4,218,489	1,416,182	2,802,307
CALIFCRNIA	94,898,808	6,527,849	88,370,959
COLORADO	7,294,450	731,120	6,563,330
CONNECTICUT	5,551,002	536,412	5,014,590
DELAWARE	3,260,070	132,406	3,127,664
DISTRICT OF COL.	550,377	103,348	447,029
FLORIDA	24,086,744	2,710,667	21,376,077
GEORGIA	14,548,265	4,778,804	9,769,461
HAWAII	3,923,765	993,896	2,929,869
IDAHC	3,413,561	894,901	2,518,660
ILLINOIS	31,043,714	3,150,714	27,893,000
INDIANA	4,648,919	1,426,756	3,222,163
IOWA	19,913,747	2,660,523	17,253,224
KANSAS	5,885,902	1,232,603	4,653,299
KENTUCKY	7,311,269	1,345,025	5,966,244
LOUISIANA	6,960,996	1,933,858	5,027,138
MAINE	3,400,080	405,096	2,994,984
MARYLANC	9,398,780	1,031,632	8,367,148
MASSACHUSETTS	10,661,475	915,577	9,745,898
MICHIGAN	13,249,560	2,350,059	10,899,501
MINNESOTA	26,082,751	1,708,787	24,373,964
MISSISSIPPI	6,247,774	977,814	5,269,960
MISSOURI	6,263,689	1,364,121	4,899,568
MONTANA	3,492,206	874,125	2,618,081
NEBRASKA	5,313,297	865,866	4,447,431
NEVACA	601,937	125,032	476,905
NEW HAMPSHIRE	2,605,273	152,470	2,452,803
NEW JERSEY	3,960,810	1,800,000	2,160,810
NEW MEXICC	2,930,134	1,101,784	1,828,350
NEW YCRK	48,113,413	3,926,872	44,186,541
NORTH CARCLINA	35,958,516	1,894,227	34,064,289
NORTH DAKCTA	2,005,566	439,966	1,565,600
OHIO	12,829,736	3,314,206	9,515,530
CKLAHCMA	4,205,685	1,725,209	2,480,476
OREGON	9,094,502	1,240,089	7,854,413
PENNSYLVANIA	20,764,108	4,474,524	16,289,584
RHODE ISLANC	1,367,721	173,314	1,194,407
SOUTH CARCLINA	1,906,028	1,069,840	836,188
SOUTH DAKCTA	1,152,324	426,921	725,403
TENNESSEE	13,028,218	2,569,626	10,458,592
TEXAS	25,959,024	5,232,775	20,726,249
UTAH	7,055,385	830,052	6,225,333
VERMONT	387,269	138,459	248,810
VIRGINIA	4,654,583	2,047,662	2,606,921
WASHINGTCN	17,255,246	2,856,182	14,399,064
WEST VIRGINIA	1,316,162	653,452	662,710
WISCONSIN	41,662,090	1,227,210	40,434,880
WYOMING	1,375,538	193,643	1,181,895
AMERICAN SAMOA	63,440	29,940	33,500
GUAM	46,347	46,347	0
PUERTO RICO	2,883,303	1,147,325	1,735,978
TRUST TERRITORY	409,397	34,397	375,000
VIRGIN ISLANDS	72,052	36,052	36,000

VOCATIONAL EDUCATION EXPENDITURES FOR ADULT EDUCATION UNDER PART B, VOCATIONAL EDUCATION AMENDMENTS OF 1968, FY 1972

TABLE 008

STATE	TOTAL	FEDERAL	STATE/LOCAL
TOTALS	127,537,636	21,481,578	106,056,058
ALABAMA	617,171	25,494	591,677
ALASKA	95,119	47,519	47,600
ARIZONA	603,503	235,324	368,179
ARKANSAS	467,060	171,891	295,169
CALIFORNIA	23,693,709	3,689,850	20,003,859
COLORADO	586,394	61,066	525,328
CONNECTICUT	965,140	78,053	887,087
DELAWARE	207,650	0	207,650
DISTRICT OF COL.	175,438	0	175,438
FLORIDA	7,871,945	106,474	7,765,471
GEORGIA	2,833,294	278,433	2,554,861
HAWAII	356,736	49,352	307,384
IDAHO	71,859	40,607	31,252
ILLINOIS	3,795,629	575,059	3,220,570
INDIANA	522,925	470,875	52,050
IOWA	2,409,513	295,799	2,113,714
KANSAS	771,931	331,626	440,305
KENTUCKY	891,361	163,801	727,560
LOUISIANA	1,828,303	608,073	1,220,230
MAINE	338,217	127,324	210,893
MARYLAND	632,735	185,003	447,732
MASSACHUSETTS	2,182,484	241,298	1,941,186
MICHIGAN	4,012,040	532,376	3,479,664
MINNESOTA	3,476,620	224,434	3,252,186
MISSISSIPPI	1,082,970	16,870	1,066,100
MISSOURI	1,165,816	393,210	772,606
MONTANA	64,484	5,801	58,683
NEBRASKA	280,248	45,080	235,168
NEVADA	347,945	110,585	237,360
NEW HAMPSHIRE	324,361	221,204	103,157
NEW JERSEY	1,638,526	124,127	1,514,399
NEW MEXICO	342,509	152,417	190,092
NEW YORK	18,105,518	5,605,464	12,500,054
NORTH CAROLINA	5,829,236	0	5,829,236
NORTH DAKOTA	274,663	113,318	161,345
OHIO	6,592,087	489,716	6,102,371
OKLAHOMA	1,997,682	442,443	1,555,239
OREGON	1,294,134	172,074	1,122,060
PENNSYLVANIA	6,933,440	775,579	6,157,861
RHODE ISLAND	125,448	87,319	38,129
SOUTH CAROLINA	308,597	146,658	161,939
SOUTH DAKOTA	100,107	49,663	50,444
TENNESSEE	1,515,844	283,573	1,232,271
TEXAS	3,028,027	1,007,780	2,020,247
UTAH	479,238	83,256	395,982
VERMONT	333,072	261,996	71,076
VIRGINIA	2,058,109	261,996	1,796,113
WASHINGTON	2,716,279	580,098	2,136,181
WEST VIRGINIA	626,684	235,501	391,183
WISCONSIN	8,912,504	680,328	8,232,176
WYOMING	43,324	20,072	23,252
AMERICAN SAMOA	0	0	0
GUAM	97,207	46,347	50,860
PUERTO RICO	1,310,801	527,372	783,429
TRUST TERRITORY	202,000	2,000	200,000
VIRGIN ISLANDS	0	0	0

VOCATIONAL EDUCATION EXPENDITURES FOR DISADVANTAGED PERSONS UNDER PART B, VOCATIONAL EDUCATION AMENDMENTS OF 1968, FY 1972
TABLE 009

STATE	TOTAL	FEDERAL	STATE/LOCAL
TOTALS	179,735,988	63,565,259	116,170,729
ALABAMA	1,364,255	1,272,061	92,194
ALASKA	883,019	82,019	801,000
ARIZONA	618,205	542,830	75,375
ARKANSAS	2,362,605	1,027,859	1,334,746
CALIFORNIA	22,233,503	4,670,125	17,563,378
COLORADO	734,272	601,911	132,361
CONNECTICUT	3,328,956	409,827	2,919,129
DELAWARE	215,935	128,863	87,072
DISTRICT OF COL.	1,134,109	1,060,043	74,066
FLORIDA	7,711,465	2,547,091	5,164,374
GEORGIA	2,999,883	2,910,998	88,885
HAWAII	245,278	240,118	5,160
IDAHO	185,989	185,989	0
ILLINOIS	10,241,711	5,158,926	5,082,785
INDIANA	3,390,454	1,426,756	1,963,698
IOWA	1,589,396	844,069	745,327
KANSAS	282,579	281,132	1,447
KENTUCKY	1,151,937	903,732	248,205
LOUISIANA	3,664,589	1,849,099	1,815,490
MAINE	325,031	325,031	0
MARYLAND	2,671,951	788,969	1,882,982
MASSACHUSETTS	2,331,447	1,073,804	1,257,643
MICHIGAN	462,515	462,515	0
MINNESOTA	1,796,536	1,244,947	551,589
MISSISSIPPI	1,528,310	894,138	634,172
MISSOURI	1,458,064	1,241,321	216,743
MONTANA	277,660	221,918	55,742
NEBRASKA	732,217	426,378	305,839
NEVADA	581,626	185,373	396,253
NEW HAMPSHIRE	639,106	309,696	329,410
NEW JERSEY	2,971,565	1,798,204	1,173,361
NEW MEXICO	1,336,731	378,648	958,083
NEW YORK	31,161,487	4,983,977	26,177,510
NORTH CAROLINA	2,816,182	2,063,513	752,669
NORTH DAKOTA	281,138	238,923	42,215
OHIO	17,691,698	2,516,099	15,175,599
OKLAHOMA	7,290,439	1,170,219	6,120,220
OREGON	1,033,151	670,143	363,008
PENNSYLVANIA	11,013,582	4,261,665	6,751,917
RHODE ISLAND	651,224	198,535	452,689
SOUTH CAROLINA	987,204	954,566	32,638
SOUTH DAKOTA	804,229	311,966	492,263
TENNESSEE	2,815,389	1,514,471	1,300,918
TEXAS	8,302,679	2,883,120	5,419,559
UTAH	746,703	365,547	381,156
VERMONT	907,654	77,896	829,758
VIRGINIA	3,592,403	1,571,957	2,020,446
WASHINGTON	2,506,970	1,155,728	1,351,242
WEST VIRGINIA	450,101	427,734	22,367
WISCONSIN	1,973,144	1,073,618	899,526
WYOMING	187,174	77,285	109,889
AMERICAN SAMOA	188,401	76,485	111,916
GUAM	46,347	46,347	0
PUERTO RICO	2,766,747	1,392,532	1,374,215
TRUST TERRITORY	36,897	34,397	2,500
VIRGIN ISLANDS	34,146	4,146	30,000

VOCATIONAL EDUCATION EXPENDITURES FOR HANDICAPPED PERSONS UNDER PART B, VOCATIONAL EDUCATION AMENDMENTS OF 1968, FY 1972

ABLE 010

STATE	TOTAL	FEDERAL	STATE/LOCAL
TOTALS	63,944,536	37,899,822	26,044,714
ALABAMA	1,082,138	848,041	234,097
ALASKA	147,465	51,215	96,250
ARIZONA	519,103	398,975	120,128
ARKANSAS	789,754	511,100	278,654
CALIFORNIA	5,480,227	3,611,558	1,868,669
COLORADO	1,336,445	382,961	953,484
CONNECTICUT	629,165	222,589	406,576
DELAWARE	193,055	85,908	107,147
DISTRICT OF COL.	111,646	86,299	25,347
FLORIDA	2,490,534	1,312,369	1,178,165
GEORGIA	1,570,020	1,564,924	5,096
HAWAII	181,500	153,213	28,287
IDAHO	149,190	149,190	0
ILLINOIS	4,398,047	1,648,897	2,749,150
INDIANA	1,334,390	951,171	383,219
IOWA	914,886	594,311	320,575
KANSAS	211,412	207,912	3,500
KENTUCKY	806,800	616,522	190,278
LOUISIANA	2,170,696	722,582	1,448,114
MAINE	229,404	229,404	0
MARYLAND	1,395,179	436,870	958,309
MASSACHUSETTS	1,732,764	1,356,547	376,217
MICHIGAN	415,356	415,356	0
MINNESOTA	887,692	740,218	147,474
MISSISSIPPI	645,337	501,682	143,655
MISSOURI	334,013	268,925	65,088
MONTANA	197,649	145,673	51,976
NEBRASKA	500,940	339,767	161,173
NEVADA	347,711	106,551	241,160
NEW HAMPSHIRE	330,949	129,846	201,103
NEW JERSEY	1,987,979	1,200,690	787,289
NEW MEXICO	561,535	269,816	291,719
NEW YORK	8,665,519	2,306,166	6,359,353
NORTH CAROLINA	1,681,030	1,388,214	292,816
NORTH DAKOTA	185,293	160,355	24,938
OHIO	1,944,266	1,784,889	159,377
OKLAHOMA	715,674	639,024	76,650
OREGON	787,121	446,838	340,283
PENNSYLVANIA	3,887,960	2,408,735	1,479,225
RHODE ISLAND	163,923	133,489	30,434
SOUTH CAROLINA	713,888	648,183	65,705
SOUTH DAKOTA	208,907	103,968	104,939
TENNESSEE	1,361,195	967,927	393,268
TEXAS	3,393,040	2,751,398	641,642
UTAH	368,123	281,603	86,520
VERMONT	76,394	76,394	0
VIRGINIA	995,959	523,518	472,441
WASHINGTON	1,969,578	770,418	1,199,160
WEST VIRGINIA	646,580	498,916	147,664
WISCONSIN	916,611	720,213	196,398
WYOMING	123,544	42,092	81,452
AMERICAN SAMOA	4,294	4,294	0
GUAM	30,898	30,898	0
PUERTO RICO	973,705	921,655	52,050
TRUST TERRITORY	34,931	22,931	12,000
VIRGIN ISLANDS	13,122	6,622	6,500

VOCATIONAL EDUCATION EXPENDITURES FOR AREA SCHOOL CONSTRUCTION UNDER PART B, VOCATIONAL EDUCATION AMENDMENTS OF 1968, FY 1972
ABLE 011

STATE	TOTAL	FEDERAL	STATE/LOCAL	NUMBER OF PROJECTS TOTAL	NUMBER OF PROJECTS NEW	NUMBER OF PROJECTS EXPANSION	ADDED CAPACITY TOTAL	ADDED CAPACITY NEW	ADDED CAPACITY EXPANSION
TOTALS	230,654,154	55701,484	174952,670	436	263	173	120,330	95,875	24,455
ALABAMA	3,432,150	1,075,000	2,357,150	12	9	3	2,952	2,177	775
ALASKA	0	0	0	0	0	0	0	0	0
ARIZONA	373,388	66,777	306,611	13	7	6	1,793	1,345	448
ARKANSAS	703,303	100,000	603,303	3	3	0	500	500	0
CALIFORNIA	1,714,570	0	1,714,570	0	0	0	0	0	0
COLORADO	3,628,295	1,385,515	2,242,780	5	5	0	2,950	2,950	0
CONNECTICUT	6,403,029	0	6,403,029	33	3	30	815	0	815
DELAWARE	0	0	0	0	0	0	0	0	0
DISTRICT OF COL.	0	0	0	0	0	0	0	0	0
FLORIDA	4,053,250	1,110,500	2,942,750	13	2	11	915	365	550
GEORGIA	5,838,000	1,072,000	4,766,000	18	16	2	2,510	2,100	410
HAWAII	0	0	0	0	0	0	0	0	0
IDAHO	0	0	0	0	0	0	0	0	0
ILLINOIS	11,648,628	2,989,753	8,658,875	6	5	1	4,425	3,975	450
INDIANA	4,937,725	1,143,482	3,794,243	4	2	2	1,167	800	367
IOWA	0	0	0	0	0	0	0	0	0
KANSAS	0	0	0	0	0	0	0	0	0
KENTUCKY	6,428,762	2,185,000	4,243,762	16	13	3	2,560	2,356	204
LOUISIANA	0	0	0	0	0	0	0	0	0
MAINE	3,450,000	0	3,450,000	5	0	5	672	0	672
MARYLAND	8,950,255	0	8,950,255	2	2	0	925	925	0
MASSACHUSETTS	20,014,231	1,871,320	18,142,911	12	12	0	12,786	12,786	0
MICHIGAN	4,202,001	2,200,001	2,002,000	5	5	0	2,635	2,635	0
MINNESOTA	5,052,524	2,526,262	2,526,262	0	0	0	0	0	0
MISSISSIPPI	6,082,597	3,003,645	3,078,952	34	23	11	2,185	2,095	90
MISSOURI	4,308,674	1,657,966	2,650,708	9	5	4	1,457	585	872
MONTANA	200,000	0	200,000	1	1	0	125	125	0
NEBRASKA	0	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0	0
NEW JERSEY	12,380,312	3,478,907	8,901,405	27	24	3	14,271	13,573	698
NEW MEXICO	0	0	0	0	0	0	0	0	0
NEW YORK	12,143,737	3,050,683	9,093,054	45	4	41	13,262	4,393	8,869
NORTH CAROLINA	8,094,959	1,247,991	6,846,968	22	13	9	4,590	4,195	395
NORTH DAKOTA	0	0	0	0	0	0	0	0	0
OHIO	33,813,182	9,118,773	24,694,409	12	6	6	7,650	4,790	2,860
OKLAHOMA	1,465,118	258,116	1,207,002	9	7	2	2,525	2,400	125
OREGON	0	0	0	0	0	0	0	0	0
PENNSYLVANIA	19,451,737	2,706,546	16,745,191	7	5	2	5,291	3,452	1,839
RHODE ISLAND	1,598,739	126,823	1,471,916	4	2	2	934	790	144
SOUTH CAROLINA	4,566,445	1,920,290	2,646,155	9	8	1	3,327	3,127	200
SOUTH DAKOTA	0	0	0	0	0	0	0	0	0
TENNESSEE	3,382,624	70,000	3,312,624	7	7	0	2,776	2,776	0
TEXAS	11,165,317	6,491,292	4,674,025	27	25	2	8,416	8,148	268
UTAH	277,000	50,000	227,000	1	1	0	0	0	0
VERMONT	3,661,655	0	3,661,655	4	2	2	913	369	544
VIRGINIA	5,088,949	2,114,175	2,974,774	28	21	7	5,730	5,223	507
WASHINGTON	59,165	18,965	40,200	11	4	7	0	0	0
WEST VIRGINIA	2,175,633	911,702	1,263,931	19	17	2	4,340	3,905	435
WISCONSIN	8,089,400	1,250,000	6,839,400	9	3	6	3,883	2,255	1,628
WYOMING	0	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0
GUAM	818,800	0	818,800	3	0	3	290	0	290
PUERTO RICO	1,000,000	500,000	500,000	1	1	0	760	760	0
TRUST TERRITORY	0	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0

VOCATIONAL EDUCATION EXPENDITURES FOR GUIDANCE AND COUNSELING UNDER PART B, VOCATIONAL EDUCATION AMENDMENTS OF 1968, FY 1972
ABLE 013

STATE	TOTAL	FEDERAL	STATE/LOCAL
TOTALS	73,055,426	10,141,102	62,914,324
ALABAMA	802,990	499,261	303,729
ALASKA	250,000	0	250,000
ARIZONA	113,764	97,777	15,987
ARKANSAS	408,324	81,007	327,317
CALIFORNIA	5,664,244	0	5,664,244
COLORADO	569,452	118,205	451,247
CONNECTICUT	815,369	186,039	629,330
DELAWARE	148,513	38,293	110,220
DISTRICT OF COL.	116,848	42,627	74,221
FLORIDA	1,521,047	29,844	1,491,203
GEORGIA	522,112	137,737	384,375
HAWAII	432,905	0	432,905
IDAHO	135,313	32,378	102,935
ILLINOIS	0	0	0
INDIANA	120,986	115,979	5,007
IOWA	1,663,268	138,349	1,524,919
KANSAS	301,547	95,540	206,007
KENTUCKY	127,989	30,856	97,133
LOUISIANA	3,185,737	652,329	2,533,408
MAINE	106,984	0	106,984
MARYLAND	3,084,287	913,803	2,170,484
MASSACHUSETTS	3,519,019	113,796	3,405,223
MICHIGAN	305,611	194,061	111,550
MINNESOTA	741,179	192,706	548,473
MISSISSIPPI	1,063,518	148,810	914,708
MISSOURI	8,459,249	72,436	8,386,813
MONTANA	275,592	50,210	225,382
NEBRASKA	5,319	3,519	1,800
NEVADA	268,180	0	268,180
NEW HAMPSHIRE	9,144	4,635	4,509
NEW JERSEY	629,524	195,424	434,100
NEW MEXICO	318,579	122,355	196,224
NEW YORK	11,234,805	599,335	10,635,470
NORTH CAROLINA	7,583,223	0	7,583,223
NORTH DAKOTA	70,384	61,376	9,008
OHIO	2,457,152	349,109	2,108,043
OKLAHOMA	445,239	126,495	318,744
OREGON	869,182	145,366	723,816
PENNSYLVANIA	3,588,347	2,465,323	1,123,024
RHODE ISLAND	153,092	76,596	76,496
SOUTH CAROLINA	224,263	43,058	181,205
SOUTH DAKOTA	71,007	35,194	35,813
TENNESSEE	558,125	107,696	450,429
TEXAS	3,185,162	482,525	2,702,637
UTAH	926,898	17,292	909,606
VERMONT	0	0	0
VIRGINIA	218,273	36,312	181,961
WASHINGTON	589,481	177,161	412,320
WEST VIRGINIA	293,992	70,183	223,809
WISCONSIN	2,327,994	369,888	1,958,106
WYOMING	0	0	0
AMERICAN SAMOA	5,950	4,750	1,200
GUAM	23,052	7,684	15,368
PUERTO RICO	2,499,281	636,852	1,862,429
TRUST TERRITORY	40,000	20,000	20,000
VIRGIN ISLANDS	3,931	931	3,000

VOCATIONAL EDUCATION EXPENDITURES FOR CONTRACTED INSTRUCTION UNDER PART B, VOCATIONAL EDUCATION AMENDMENTS OF 1968, FY 1972
TABLE 014

STATE	TOTAL	FEDERAL	STATE/LOCAL
TOTALS	777,943	506,951	270,992
ALABAMA	0	0	0
ALASKA	0	0	0
ARIZONA	29,452	27,136	2,316
ARKANSAS	57,618	54,117	3,501
CALIFORNIA	0	0	0
COLORADO	0	0	0
CONNECTICUT	281,351	80,685	200,666
DELAWARE	0	0	0
DISTRICT OF COL.	0	0	0
FLORIDA	0	0	0
GEORGIA	0	0	0
HAWAII	0	0	0
IDAHO	0	0	0
ILLINOIS	0	0	0
INDIANA	0	0	0
IOWA	0	0	0
KANSAS	0	0	0
KENTUCKY	0	0	0
LOUISIANA	0	0	0
MAINE	0	0	0
MARYLAND	0	0	0
MASSACHUSETTS	51,988	0	51,988
MICHIGAN	38,510	38,510	0
MINNESOTA	0	0	0
MISSISSIPPI	0	0	0
MISSOURI	0	0	0
MONTANA	0	0	0
NEBRASKA	0	0	0
NEVADA	0	0	0
NEW HAMPSHIRE	0	0	0
NEW JERSEY	110,250	110,250	0
NEW MEXICO	0	0	0
NEW YORK	181,253	181,253	0
NORTH CAROLINA	0	0	0
NORTH DAKOTA	0	0	0
OHIO	0	0	0
OKLAHOMA	0	0	0
OREGON	0	0	0
PENNSYLVANIA	0	0	0
RHODE ISLAND	0	0	0
SOUTH CAROLINA	0	0	0
SOUTH DAKOTA	0	0	0
TENNESSEE	0	0	0
TEXAS	0	0	0
UTAH	0	0	0
VERMONT	0	0	0
VIRGINIA	0	0	0
WASHINGTON	0	0	0
WEST VIRGINIA	0	0	0
WISCONSIN	0	0	0
WYOMING	0	0	0
AMERICAN SAMOA	0	0	0
GUAM	0	0	0
PUERTO RICO	0	0	0
TRUST TERRITORY	27,521	15,000	12,521
VIRGIN ISLANDS	0	0	0

VOCATICNAL EDUCATION EXPENDITURES FOR ANCILLARY SERVICES UNDER PART B, VCCATICNAL EDUCATION AMENDMENTS OF 1968, FY 1972

TABLE 015

STATE	TCTAL	FEDERAL	STATE/LOCAL
TCTALS	157,585,091	50,178,827	107,406,264
ALABAMA	2,366,384	920,457	1,445,927
ALASKA	405,560	0	405,560
ARIZONA	737,685	500,977	236,708
ARKANSAS	688,750	408,061	280,689
CALIFORNIA	7,143,103	3,879,745	3,263,358
COLORADO	1,914,391	762,293	1,152,098
CONNECTICUT	2,763,224	492,117	2,271,107
DELAWARE	476,040	120,320	355,720
DISTRICT OF COL.	353,454	113,647	239,807
FLORIDA	8,461,214	3,421,743	5,039,471
GEORGIA	5,406,086	2,126,100	3,279,986
HAWAII	604,411	139,066	465,345
IDAHO	1,098,990	238,819	860,171
ILLINOIS	884,194	884,194	0
INDIANA	5,455,046	1,959,522	3,495,524
IOWA	1,376,689	710,036	666,653
KANSAS	1,934,611	750,743	1,183,868
KENTUCKY	2,944,199	995,225	1,948,974
LOUISIANA	3,896,394	969,730	2,926,664
MAINE	1,313,742	488,428	825,314
MARYLAND	2,828,510	931,970	1,896,540
MASSACHUSETTS	9,222,321	341,898	8,880,423
MICHIGAN	4,541,339	2,787,074	1,754,265
MINNESOTA	4,689,498	1,219,269	3,470,229
MISSISSIPPI	1,016,891	91,589	925,302
MISSOURI	3,039,355	899,530	2,139,825
MONTANA	823,229	343,539	479,690
NEBRASKA	851,533	286,898	564,635
NEVADA	662,378	40,190	622,188
NEW HAMPSHIRE	239,141	169,651	69,490
NEW JERSEY	4,321,635	2,247,933	2,073,702
NEW MEXICO	915,249	333,810	581,439
NEW YORK	5,125,578	2,000,723	3,124,855
NORTH CAROLINA	7,786,233	0	7,786,233
NORTH DAKOTA	508,154	233,610	274,544
OHIO	3,392,691	580,420	2,812,271
OKLAHOMA	1,556,725	732,055	824,670
OREGON	2,020,516	423,079	1,597,437
PENNSYLVANIA	7,220,866	4,355,211	2,865,655
RHODE ISLAND	3,156,535	377,772	2,778,763
SOUTH CAROLINA	686,274	107,504	578,770
SOUTH DAKOTA	357,650	153,820	203,830
TENNESSEE	6,961,680	1,269,330	5,692,350
TEXAS	10,464,828	4,754,631	5,710,197
UTAH	2,258,817	305,264	1,953,553
VERMONT	910,608	94,849	815,759
VIRGINIA	4,340,523	1,215,803	3,124,720
WASHINGTON	3,258,977	1,295,556	1,963,421
WEST VIRGINIA	1,108,334	297,863	810,471
WISCONSIN	8,804,367	902,359	7,902,008
WYOMING	396,987	202,567	194,420
AMERICAN SAMOA	6,140	6,140	0
GUAM	179,378	59,793	119,585
PUERTO RICO	3,501,002	1,133,922	2,367,080
TRUST TERRITORY	87,000	42,000	45,000
VIRGIN ISLANDS	119,982	59,982	60,000

TABLE 016

VOCATIONAL EDUCATION EXPENDITURES FOR RESEARCH UNDER PART C, VOCATIONAL EDUCATION AMENDMENTS OF 1968, FY 1972

STATE	GRAND TOTAL	RCU TOTAL	RCU FEDERAL	RCU STATE/LOCAL	GRANTS TOTAL	GRANTS FEDERAL	GRANTS STATE/LOCAL
TOTALS	18,861,166	3,677,405	2,421,809	1,255,596	15,262,362	11,954,105	3,308,257
ALABAMA	258,497	89,869	67,402	22,467	168,628	138,345	30,283
ALASKA	47,758	0	0	0	47,758	32,758	15,000
ARIZONA	116,548	116,548	87,163	29,385	0	0	0
ARKANSAS	210,938	40,535	26,318	14,217	170,403	132,856	37,547
CALIFORNIA	1,067,257	145,653	109,240	36,413	921,604	827,881	93,723
COLORADO	135,353	27,500	20,625	6,875	107,853	97,070	10,783
CONNECTICUT	303,621	90,187	62,939	27,248	213,434	113,006	100,428
DELAWARE	90,225	57,885	5,755	52,130	32,340	22,340	10,000
DISTRICT OF COL.	40,626	12,350	7,960	4,390	0	0	0
FLORIDA	1,254,367	26,893	22,839	4,054	1,227,474	322,728	904,746
GEORGIA	880,724	17,561	12,312	5,249	863,163	751,264	111,899
HAWAII	104,494	43,465	27,923	15,542	61,029	54,926	6,103
IDAHO	42,370	0	0	0	42,370	37,497	4,873
ILLINOIS	579,699	0	0	0	579,699	382,790	196,909
INDIANA	315,263	0	0	0	315,263	223,021	92,242
IOWA	309,619	15,277	10,000	5,277	294,342	264,069	30,273
KANSAS	360,280	0	0	0	360,280	302,288	57,992
KENTUCKY	342,582	21,652	10,826	10,826	320,930	285,857	35,073
LOUISIANA	503,028	74,140	55,560	18,580	428,888	382,466	46,422
MAINE	169,764	23,255	17,441	5,814	146,509	131,858	14,651
MARYLAND	236,402	55,470	41,603	13,867	180,932	153,651	27,281
MASSACHUSETTS	446,934	46,210	34,210	12,000	400,724	360,524	40,200
MICHIGAN	0	0	0	0	0	0	0
MINNESOTA	393,378	156,697	99,091	57,606	236,681	205,455	31,226
MISSISSIPPI	332,261	72,339	34,317	38,022	259,922	205,633	54,289
MISSOURI	338,906	57,145	42,786	14,359	281,761	238,463	43,298
MONTANA	83,235	39,282	29,046	10,236	43,953	39,414	4,539
NEBRASKA	76,870	21,448	16,086	5,362	55,422	49,880	5,542
NEVADA	35,219	35,219	22,144	13,075	0	0	0
NEW HAMPSHIRE	115,214	8,755	6,566	2,189	106,459	46,505	59,954
NEW JERSEY	517,338	85,881	57,761	28,120	517,338	394,795	122,543
NEW MEXICO	85,881	85,881	57,761	28,120	0	0	0
NEW YORK	1,546,522	307,511	230,331	77,180	1,239,011	1,114,414	124,597
NORTH CAROLINA	686,094	184,527	138,395	46,132	501,567	451,410	50,157
NORTH DAKOTA	82,312	11,632	8,600	3,032	70,680	59,579	11,101
OHIO	762,723	282,224	134,924	147,300	480,499	376,878	103,621
OKLAHOMA	253,503	179,991	132,525	47,466	78,512	70,452	8,060
OREGON	147,244	39,762	28,876	10,886	107,482	94,059	13,423
PENNSYLVANIA	1,198,552	155,655	98,174	57,481	1,042,897	732,181	310,716
RHODE ISLAND	76,284	0	0	0	76,284	66,334	9,950
SOUTH CAROLINA	346,850	67,411	49,303	18,108	279,439	251,495	27,944
SOUTH DAKOTA	41,629	0	0	0	41,629	37,454	4,175
TENNESSEE	539,358	407,319	280,971	126,348	132,039	118,835	13,204
TEXAS	962,476	0	0	0	962,476	866,232	96,244
UTAH	72,660	57,660	37,660	20,000	30,995	22,048	8,947
VERMONT	15,697	11,197	8,398	2,799	4,500	4,050	450
VIRGINIA	529,826	12,096	0	12,096	517,731	454,893	62,838
WASHINGTON	803,197	274,723	127,778	146,945	528,474	407,704	120,770
WEST VIRGINIA	255,045	75,027	56,270	18,757	180,018	131,119	48,899
WISCONSIN	381,447	23,408	17,556	5,852	358,039	289,035	69,004
WYOMING	19,733	0	0	0	19,733	13,950	5,783
AMERICAN SAMOA	4,413	0	0	0	4,413	3,963	450
GUAM	16,482	0	0	0	16,482	14,818	1,664
PUERTO RICO	299,573	115,165	86,374	28,791	184,408	165,967	18,441
TRUST TERRITORY	24,513	5,000	0	5,000	19,513	9,513	10,000
VIRGIN ISLANDS	382	0	0	0	382	382	0

VOCATIONAL EDUCATION EXPENDITURES FOR EXEMPLARY PROJECTS AND PROGRAMS UNDER PART D, VOCATIONAL EDUCATION AMENDMENTS OF 1968, FY 1972
TABLE 017

STATE	TOTAL	FEDERAL	STATE/LOCAL
TOTALS	12,470,401	7,893,150	4,577,251
ALABAMA	150,207	150,207	0
ALASKA	296,973	104,473	192,500
ARIZONA	141,664	121,496	20,168
ARKANSAS	121,945	118,844	3,101
CALIFORNIA	445,908	365,982	79,926
COLORADO	134,057	100,375	33,682
CONNECTICUT	245,263	149,997	95,266
DELAWARE	119,975	10,295	109,680
DISTRICT OF COL.	153,901	108,512	45,389
FLORIDA	851,627	174,925	676,702
GEORGIA	122,671	122,599	72
HAWAII	120,667	116,341	4,326
IDAHO	194,962	194,883	79
ILLINOIS	1,159,135	238,937	920,198
INDIANA	238,632	168,530	70,102
IOWA	103,071	95,156	7,915
KANSAS	221,529	166,221	55,308
KENTUCKY	145,801	145,801	0
LOUISIANA	155,692	154,828	864
MAINE	177,145	177,145	0
MARYLAND	186,079	119,935	66,144
MASSACHUSETTS	267,177	167,008	100,169
MICHIGAN	0	0	0
MINNESOTA	121,990	121,990	0
MISSISSIPPI	121,374	99,713	21,661
MISSOURI	184,553	159,153	25,400
MONTANA	171,553	137,242	34,311
NEBRASKA	87,711	87,711	0
NEVADA	104,668	94,253	10,415
NEW HAMPSHIRE	195,697	106,196	89,501
NEW JERSEY	625,503	265,257	360,246
NEW MEXICO	122,337	113,154	9,183
NEW YORK	388,382	388,382	0
NORTH CAROLINA	261,415	261,415	0
NORTH DAKOTA	124,959	124,959	0
OHIO	202,956	201,967	989
OKLAHOMA	121,831	117,524	4,307
OREGON	154,991	128,379	26,612
PENNSYLVANIA	289,875	221,719	68,156
RHODE ISLAND	127,369	108,456	18,913
SOUTH CAROLINA	283,751	172,846	110,905
SOUTH DAKOTA	107,841	107,841	0
TENNESSEE	157,675	157,675	0
TEXAS	1,022,927	199,458	823,469
UTAH	99,512	94,082	5,430
VERMONT	107,130	107,130	0
VIRGINIA	280,145	178,733	101,412
WASHINGTON	480,368	228,183	252,185
WEST VIRGINIA	214,109	153,584	60,525
WISCONSIN	225,002	156,712	68,290
WYOMING	68,557	68,557	0
AMERICAN SAMOA	4,294	4,294	0
GUAM	21,364	17,614	3,750
PUERTO RICO	228,957	228,957	0
TRUST TERRITORY	7,524	7,524	0
VIRGIN ISLANDS	0	0	0

VOCATIONAL EDUCATION EXPENDITURES FOR CONSUMER & HOMEMAKING EDUCATION UNDER PART F, VOCATIONAL EDUCATION AMENDMENTS OF 1968, FY1972
ABLE 018

STATE	TOTAL	FEDERAL	STATE/LOCAL	DEPRESSED AREAS TOTAL	DEPRESSED AREAS FEDERAL	DEPRESSED AREAS STATE/LOCAL
TOTALS	227,056,145	26,464,881	200,591,264	84,560,982	13,700,157	70,860,825
ALABAMA	4,026,458	676,980	3,349,478	1,646,105	225,660	1,420,445
ALASKA	513,445	33,445	480,000	325,350	15,350	310,000
ARIZONA	2,456,150	223,064	2,233,086	106,556	70,528	36,028
ARKANSAS	2,792,155	303,387	2,488,768	1,459,234	129,228	1,330,006
CALIFORNIA	23,330,176	2,305,946	21,024,230	6,411,736	945,437	5,466,299
COLORADO	2,072,015	360,802	1,711,213	75,936	68,336	7,600
CONNECTICUT	3,412,617	153,898	3,258,719	1,382,717	86,474	1,296,243
DELAWARE	154,021	57,033	96,988	62,986	26,266	36,720
DISTRICT OF COL.	204,966	27,137	177,829	27,137	27,137	0
FLORIDA	7,492,163	755,871	6,736,292	5,673,303	449,686	5,223,617
GEORGIA	5,694,481	703,401	4,991,080	1,214,960	234,896	980,064
HAWAII	736,939	79,247	657,692	331,219	38,011	293,208
IDAHO	1,167,860	116,152	1,051,708	551,227	62,157	489,070
ILLINOIS	6,245,786	1,089,642	5,156,144	5,964,693	964,693	5,000,000
INDIANA	4,410,521	634,849	3,775,672	965,318	215,498	749,820
IOWA	2,928,530	392,842	2,535,688	380,980	158,499	222,481
KANSAS	2,344,343	310,317	2,034,026	1,794,233	228,362	1,565,871
KENTUCKY	4,095,585	371,801	3,723,784	1,668,028	155,296	1,512,732
LOUISIANA	4,691,374	542,644	4,148,730	2,902,883	215,367	2,687,516
MAINE	829,874	107,747	722,127	86,991	49,516	37,475
MARYLAND	10,344,248	302,095	10,042,153	2,736,790	42,546	2,694,244
MASSACHUSETTS	2,087,114	429,642	1,657,472	105,560	64,020	41,540
MICHIGAN	2,731,087	453,041	2,278,046	59,813	53,833	5,980
MINNESOTA	5,063,248	476,863	4,586,385	641,533	178,604	462,929
MISSISSIPPI	2,556,955	321,248	2,235,707	118,251	106,428	11,823
MISSOURI	4,546,536	597,858	3,948,678	1,792,434	238,422	1,554,012
MONTANA	907,050	103,578	803,472	634,896	72,466	562,430
NEBRASKA	1,426,422	185,880	1,240,542	135,395	61,961	73,434
NEVADA	171,120	38,653	132,467	81,632	14,232	67,400
NEW HAMPSHIRE	1,965,394	75,656	1,889,738	286,364	28,050	258,314
NEW JERSEY	1,663,236	732,034	931,202	583,397	326,317	257,080
NEW MEXICO	1,511,212	163,192	1,348,020	512,987	65,840	447,147
NEW YORK	22,104,654	2,439,019	19,665,635	20,115,235	2,219,507	17,895,728
NORTH CAROLINA	11,122,735	869,621	10,253,114	1,801,817	652,506	1,149,311
NORTH DAKOTA	866,201	101,674	764,527	59,911	34,819	25,092
OHIO	11,342,661	1,179,217	10,163,444	5,368,176	736,915	4,631,261
OKLAHOMA	3,187,434	369,296	2,818,138	2,008,685	275,846	1,732,839
OREGON	944,727	267,362	677,365	127,656	114,767	12,889
PENNSYLVANIA	5,311,332	2,186,589	3,124,743	2,572,853	1,078,292	1,494,561
RHODE ISLAND	343,020	83,772	259,248	278,837	52,573	226,264
SOUTH CAROLINA	3,117,980	460,044	2,657,936	607,720	303,860	303,860
SOUTH DAKOTA	1,227,351	101,437	1,125,914	450,546	33,773	416,773
TENNESSEE	4,533,043	596,535	3,936,508	1,602,958	191,919	1,411,039
TEXAS	24,041,238	1,723,662	22,317,576	2,945,363	629,618	2,315,745
UTAH	387,323	194,657	192,666	130,746	111,848	18,898
VERMONT	792,195	59,154	733,041	261,212	23,428	237,784
VIRGINIA	6,840,989	688,239	6,152,750	2,654,705	688,239	1,966,466
WASHINGTON	6,166,622	628,573	5,538,049	844,150	207,429	636,721
WEST VIRGINIA	1,500,850	268,702	1,232,148	913,232	145,497	767,735
WISCONSIN	1,926,608	490,590	1,436,018	382,559	329,073	53,486
WYOMING	635,741	33,606	602,135	347,706	11,826	335,880
AMERICAN SAMOA	28,334	9,654	18,680	28,334	9,654	18,680
GUAM	35,832	17,608	18,224	35,832	17,608	18,224
PUERTO RICO	5,983,329	557,091	5,426,238	259,302	199,241	60,061
TRUST TERRITORY	42,803	12,803	30,000	42,803	12,803	30,000
VIRGIN ISLANDS	62	31	31	0	0	0

VOCATIONAL EDUCATION EXPENDITURES FOR COOPERATIVE EDUCATION UNDER PART G, VOCATIONAL EDUCATION AMENDMENTS OF 1968, FY 1972

TABLE 019

STATE	TOTAL COOPERATIVE			EMPLOYER REIMBURSEMENT		
	TOTAL	FEDERAL	STATE/LOCAL	TOTAL	FEDERAL	STATE/LOCAL
TOTALS	32,797,274	19,948,690	12,848,584	650,150	575,432	74,718
ALABAMA	364,496	364,496	0	0	0	0
ALASKA	417,072	207,072	210,000	0	0	0
ARIZONA	955,243	276,548	678,695	0	0	0
ARKANSAS	407,324	303,882	103,442	0	0	0
CALIFORNIA	1,567,622	1,001,893	565,729	0	0	0
COLORADO	386,010	361,605	24,405	5,231	5,231	0
CONNECTICUT	736,284	317,388	418,896	0	0	0
DELAWARE	551,865	221,865	330,000	0	0	0
DISTRICT OF COL.	179,079	133,826	45,253	0	0	0
FLORIDA	3,861,549	584,313	3,277,236	0	0	0
GEORGIA	362,273	362,273	0	0	0	0
HAWAII	276,098	258,684	17,414	0	0	0
IDAHO	320,370	320,182	188	0	0	0
ILLINOIS	1,940,424	655,201	1,285,223	74,129	10,129	64,000
INDIANA	1,656,232	424,528	1,231,704	0	0	0
IOWA	46,390	34,890	11,500	0	0	0
KANSAS	497,609	273,247	224,362	0	0	0
KENTUCKY	344,595	344,595	0	0	0	0
LOUISIANA	888,356	494,174	394,182	0	0	0
MAINE	193,623	164,149	29,474	0	0	0
MARYLAND	427,154	425,458	1,696	0	0	0
MASSACHUSETTS	678,882	519,026	159,856	0	0	0
MICHIGAN	619,022	557,120	61,902	4,568	4,112	456
MINNESOTA	763,022	369,696	393,326	0	0	0
MISSISSIPPI	553,745	369,836	183,909	0	0	0
MISSOURI	883,047	353,718	529,329	0	0	0
MONTANA	519,358	278,776	240,582	0	0	0
NEBRASKA	371,512	294,734	76,778	4,304	4,160	144
NEVADA	289,454	263,686	25,768	0	0	0
NEW HAMPSHIRE	218,554	218,554	0	0	0	0
NEW JERSEY	902,202	486,685	415,517	24,419	19,360	5,059
NEW MEXICO	447,552	282,843	164,709	24,419	19,360	5,059
NEW YORK	904,584	904,584	0	226,180	226,180	0
NORTH CAROLINA	525,821	525,821	0	0	0	0
NORTH DAKOTA	358,654	260,091	98,563	0	0	0
OHIO	468,687	449,966	18,721	272,805	272,805	0
OKLAHOMA	575,349	377,829	197,520	0	0	0
OREGON	392,344	306,918	85,426	0	0	0
PENNSYLVANIA	1,120,729	785,035	335,694	0	0	0
RHODE ISLAND	341,655	279,371	62,284	0	0	0
SOUTH CAROLINA	526,362	505,061	21,301	0	0	0
SOUTH DAKOTA	343,112	300,786	42,[illegible]	0	-	0
TENNESSEE	423,511	400,540	22,971	0	-	0
TEXAS	584,623	534,012	50,611	3,000	3,000	0
UTAH	288,649	254,510	34,139	0	0	0
VERMONT	224,411	224,411	0	0	0	0
VIRGINIA	537,108	517,651	19,457	0	0	0
WASHINGTON	865,036	432,301	432,735	0	0	0
WEST VIRGINIA	300,148	300,067	81	0	0	0
WISCONSIN	457,385	279,677	177,708	0	0	0
WYOMING	222,504	111,624	110,880	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	33,410	33,410	0	0	0	0
PUERTO RICO	625,818	614,898	10,920	11,095	11,095	0
TRUST TERRITORY	34,012	16,512	17,500	0	0	0
VIRGIN ISLANDS	17,344	8,672	8,672	0	0	0

VOCATIONAL EDUCATION EXPENDITURES FOR WORK STUDY PROGRAMS UNDER PART H, VOCATIONAL EDUCATION AMENDMENTS OF 1968, FY 1972

TABLE 020

STATE	GRAND TOTAL	STUDENT COMPENSATION TOTAL	STUDENT COMPENSATION FEDERAL	STUDENT COMPENSATION STATE/LOCAL	ADMINISTRATION TOTAL	ADMINISTRATION FEDERAL	ADMINISTRATION STATE/LOCAL
TOTALS	11,609,870	11,108,950	6,170,774	4,938,176	301,016	118,612	182,404
ALABAMA	156,122	143,851	115,081	28,770	12,271	9,817	2,454
ALASKA	22,192	4,942	2,942	2,000	10,000	0	10,000
ARIZONA	66,652	66,652	49,507	17,145	0	0	0
ARKANSAS	75,514	67,444	52,436	15,008	8,070	6,048	2,022
CALIFORNIA	1,119,615	1,119,615	643,356	476,259	0	0	0
COLORADO	87,829	87,829	70,263	17,566	0	0	0
CONNECTICUT	96,093	89,218	63,751	25,467	6,875	5,500	1,375
DELAWARE	23,975	23,975	14,769	9,206	0	0	0
DISTRICT OF COL.	25,720	25,720	15,321	10,399	0	0	0
FLORIDA	225,120	225,120	180,096	45,024	0	0	0
GEORGIA	293,680	293,680	217,468	76,212	0	0	0
HAWAII	36,367	36,367	20,645	15,722	0	0	0
IDAHO	31,804	31,804	25,443	6,361	0	0	0
ILLINOIS	2,024,556	2,024,556	305,361	1,719,195	0	0	0
INDIANA	376,748	376,748	149,978	226,770	0	0	0
IOWA	78,813	71,174	44,971	26,203	7,639	5,000	2,639
KANSAS	76,900	76,900	61,520	15,380	0	0	0
KENTUCKY	155,776	155,776	124,440	31,336	0	0	0
LOUISIANA	170,229	163,719	129,281	34,438	6,510	3,255	3,255
MAINE	45,579	45,579	29,603	15,976	0	0	0
MARYLAND	119,535	107,669	99,977	7,692	11,866	11,106	760
MASSACHUSETTS	542,812	290,958	159,985	130,973	64,600	10,000	54,600
MICHIGAN	263,559	263,559	210,847	52,712	0	0	0
MINNESOTA	123,476	96,683	77,489	19,194	26,793	10,000	16,793
MISSISSIPPI	85,966	85,966	68,273	17,693	0	0	0
MISSOURI	156,154	156,154	124,529	31,625	0	0	0
MONTANA	26,089	26,089	20,871	5,218	0	0	0
NEBRASKA	51,143	46,155	36,924	9,231	4,988	3,990	998
NEVADA	16,520	16,520	12,160	4,360	0	0	0
NEW HAMPSHIRE	35,722	35,722	28,578	7,144	0	0	0
NEW JERSEY	366,981	353,981	183,756	170,225	13,000	10,000	3,000
NEW MEXICO	42,899	42,899	34,319	8,580	0	0	0
NEW YORK	1,416,973	1,416,973	551,336	865,637	0	0	0
NORTH CAROLINA	234,344	234,344	187,475	46,869	0	0	0
NORTH DAKOTA	24,691	24,691	18,471	6,220	0	0	0
OHIO	463,007	450,507	357,064	93,443	12,500	10,000	2,500
OKLAHOMA	95,850	88,515	70,342	18,173	7,335	3,972	3,363
OREGON	74,986	74,986	59,922	15,064	0	0	0
PENNSYLVANIA	551,024	551,024	324,629	226,395	0	0	0
RHODE ISLAND	24,452	24,269	19,379	4,890	0	0	0
SOUTH CAROLINA	79,881	79,881	63,905	15,976	0	0	0
SOUTH DAKOTA	37,393	35,613	28,305	7,308	1,780	1,424	356
TENNESSEE	147,850	147,850	118,280	29,570	0	0	0
TEXAS	545,717	545,717	436,581	109,136	0	0	0
UTAH	38,729	38,099	28,549	9,550	630	500	130
VERMONT	15,539	15,539	12,431	3,108	0	0	0
VIRGINIA	142,748	142,747	113,292	29,455	0	0	0
WASHINGTON	325,259	243,108	136,128	106,980	82,151	10,000	72,151
WEST VIRGINIA	72,983	72,475	57,355	15,120	508	0	508
WISCONSIN	144,171	131,671	105,337	26,334	12,500	10,000	2,500
WYOMING	7,309	7,309	5,282	2,027	0	0	0
AMERICAN SAMOA	2,585	2,585	2,025	560	0	0	0
GUAM	10,977	10,977	8,781	2,196	0	0	0
PUERTO RICO	120,404	110,404	88,323	22,081	10,000	8,000	2,000
TRUST TERRITORY	7,642	6,642	3,642	3,000	1,000	0	1,000
VIRGIN ISLANDS	5,216	0	0	0	0	0	0

TOTAL EXPENDITURES FOR VOCATIONAL EDUCATION, BY TARGET GROUP; UNDER ALL PROGRAMS, VOCATIONAL EDUCATION AMENDMENTS OF 1968, FY 1972
TABLE 021

STATE	DISADVANTAGED TOTAL	DISADVANTAGED FEDERAL	DISADVANTAGED STATE/LOCAL	HANDICAPPED TOTAL	HANDICAPPED FEDERAL	HANDICAPPED STATE/LOCAL
TOTALS	296,380,073	110,855,529	185,524,544	67,730,531	39,077,633	28,652,898
ALABAMA	2,460,648	2,339,684	120,964	1,089,871	848,041	241,830
ALASKA	1,889,534	399,784	1,489,750	147,465	51,215	96,250
ARIZONA	1,376,836	890,939	485,897	565,128	405,958	159,170
ARKANSAS	3,750,455	1,578,830	2,171,625	904,161	551,883	352,278
CALIFORNIA	26,716,857	7,834,468	18,882,389	5,605,637	3,691,710	1,913,927
COLORADO	1,556,440	1,355,849	200,591	1,363,464	408,224	955,240
CONNECTICUT	6,085,519	1,084,003	5,001,516	629,165	222,589	406,576
DELAWARE	408,845	259,053	149,792	258,851	113,029	145,822
DISTRICT OF COL.	1,394,506	1,264,649	129,857	111,646	86,299	25,347
FLORIDA	12,025,697	3,959,113	8,066,584	2,719,023	1,312,369	1,406,654
GEORGIA	4,486,005	4,320,908	165,097	1,572,444	1,567,348	5,096
HAWAII	720,012	677,390	42,622	184,698	156,411	28,287
IDAHO	469,150	445,641	23,509	149,190	149,190	0
ILLINOIS	22,911,107	7,058,842	15,852,265	4,474,563	1,674,413	2,800,150
INDIANA	7,022,138	2,748,143	4,273,995	1,427,379	1,018,860	408,519
IOWA	2,899,553	1,570,509	1,329,044	918,141	597,566	320,575
KANSAS	967,980	654,052	313,928	353,585	258,042	95,543
KENTUCKY	2,455,251	2,045,953	409,298	819,200	628,922	190,278
LOUISIANA	7,331,260	2,988,482	4,342,778	2,174,780	726,644	1,448,136
MAINE	765,556	682,631	82,925	229,404	229,404	0
MARYLAND	6,135,024	1,486,252	4,648,772	1,395,179	436,870	958,309
MASSACHUSETTS	2,957,052	1,652,233	1,304,819	1,802,002	1,362,400	439,602
MICHIGAN	1,888,922	1,774,308	114,614	415,356	415,356	0
MINNESOTA	3,223,562	1,882,855	1,340,707	1,254,602	740,218	514,384
MISSISSIPPI	2,184,289	1,398,253	786,036	645,337	501,682	143,655
MISSOURI	2,134,655	1,764,054	370,601	334,013	268,925	65,088
MONTANA	435,646	354,660	100,986	222,077	163,227	58,850
NEBRASKA	1,278,967	738,085	540,882	547,176	352,966	194,210
NEVADA	809,014	297,744	511,270	400,139	128,972	271,167
NEW HAMPSHIRE	906,864	559,160	347,704	345,663	134,409	211,254
NEW JERSEY	5,613,012	3,146,173	2,466,839	2,189,905	1,304,875	885,030
NEW MEXICO	2,614,844	976,107	1,638,737	595,535	303,816	291,719
NEW YORK	55,889,195	10,698,618	45,190,577	9,868,739	2,482,822	7,385,917
NORTH CAROLINA	3,577,737	2,825,068	752,669	1,681,030	1,388,214	292,816
NORTH DAKOTA	784,720	491,851	292,8[illegible]9	220,498	175,302	45,196
OHIO	22,502,564	4,305,672	18,197,292	1,944,266	1,784,889	159,377
OKLAHOMA	8,461,997	1,841,944	6,620,053	758,869	658,448	100,421
OREGON	1,504,366	1,066,231	438,135	847,664	497,285	350,379
PENNSYLVANIA	15,033,532	6,517,113	8,516,419	3,960,570	2,459,578	1,500,992
RHODE ISLAND	1,214,370	464,942	749,428	270,573	228,990	41,583
SOUTH CAROLINA	3,049,899	1,888,337	1,161,562	713,888	648,183	65,705
SOUTH DAKOTA	1,408,973	683,207	725,766	259,967	115,939	144,028
TENNESSEE	3,864,142	2,51[illegible],683	1,353,459	1,361,195	967,927	393,268
TEXAS	12,759,770	4,5[illegible],065	8,213,705	3,439,207	2,797,565	641,642
UTAH	1,521,728	812,577	709,151	375,889	281,903	93,986
VERMONT	1,100,981	266,929	834,052	76,394	76,394	0
VIRGINIA	9,819,426	3,228,008	6,591,418	1,042,720	541,586	501,134
WASHINGTON	4,067,773	1,661,835	2,405,938	2,05[illegible],024	804,050	1,248,974
WEST VIRGINIA	1,523,384	1,023,662	499,722	811,673	528,473	283,200
WISCONSIN	3,449,227	2,246,425	1,202,802	994,587	786,492	208,095
WYOMING	308,650	154,835	153,815	133,294	50,092	83,202
AMERICAN SAMOA	232,588	101,432	131,156	8,588	8,588	0
GUAM	144,762	138,816	5,946	30,898	30,898	0
PUERTO RICO	6,064,427	3,086,521	2,977,906	984,166	922,629	61,537
TRUST TERRITORY	138,447	85,447	53,000	34,931	22,931	12,000
VIRGIN ISLANDS	61,815	20,504	41,311	13,122	6,622	6,500

TABLE 022

VOCATIONAL EDUCATION EXPENDITURES BY TYPE OF POSTSECONDARY INSTITUTION, ALL PROGRAMS FY 1972

STATE	GRAND TOTAL	COMMUNITY COLLEGES TOTAL	COMMUNITY COLLEGES FEDERAL	COMMUNITY COLLEGES STATE/LOC	TECHNICAL INSTITUTES TOTAL	TECHNICAL INSTITUTES FEDERAL	TECHNICAL INSTITUTES STATE/LOC	OTHER TOTAL	OTHER FEDERAL	OTHER STATE/LOC
TOTALS	761,448,394	428,738,883	62,819,918	365,918,965	159,949,595	20,060,277	139,889,318	172,759,916	48,630,966	124,128,950
ALABAMA	13,999,356	258,094	252,921	5,173	13,741,262	1,283,250	12,458,012	0	0	0
ALASKA	911,090	788,090	101,412	686,678	0	0	0	123,000	10,000	113,000
ARIZONA	6,332,480	6,260,665	1,349,109	4,911,556	0	0	0	71,815	57,945	13,870
ARKANSAS	6,115,249	639,492	242,119	397,373	590,316	217,123	373,193	4,885,441	1,811,757	3,073,684
CALIFORNIA	127,055,927	126,257,304	12,693,319	113,563,985	0	0	0	798,623	666,663	131,960
COLORADO	8,808,450	7,924,601	1,282,219	6,642,382	0	0	0	883,849	423,901	459,948
CONNECTICUT	5,979,186	1,314,597	277,771	1,036,826	4,102,109	628	4,101,481	562,480	259,415	303,065
DELAWARE	4,560,846	3,874,696	132,406	3,742,290	0	0	0	686,150	210,420	475,730
DISTRICT OF COL.	0	0	0	0	0	0	0	0	0	0
FLORIDA	25,625,353	22,992,806	2,412,764	20,580,042	0	0	0	2,632,547	2,632,547	0
GEORGIA	16,584,405	40,252	22,966	17,286	0	0	0	16,544,153	6,738,492	9,805,661
HAWAII	4,630,725	4,545,010	1,302,979	3,242,031	0	0	0	85,715	40,832	44,883
IDAHO	3,800,779	948,352	265,134	683,218	250,285	186,307	63,978	2,602,142	887,920	1,714,222
ILLINOIS	33,401,000	32,785,102	3,255,800	29,529,302	615,898	240,200	375,698	0	0	0
INDIANA	5,117,330	881,433	402,594	478,839	2,485,254	922,115	1,563,139	1,750,643	471,349	1,279,294
IOWA	22,971,576	16,793,787	2,717,774	14,076,013	0	0	0	6,177,789	881,607	5,296,182
KANSAS	13,030,126	2,244,508	295,146	1,949,362	305,933	101,650	204,283	10,479,685	3,439,063	7,040,622
KENTUCKY	11,912,598	250,698	125,349	125,349	0	0	0	11,661,900	3,082,000	8,579,900
LOUISIANA	9,945,282	0	0	0	0	0	0	9,945,282	3,366,837	6,578,445
MAINE	7,429,267	0	0	0	7,058,678	653,000	6,405,678	370,589	227,539	143,050
MARYLAND	9,384,152	9,384,152	1,017,004	8,367,148	0	0	0	0	0	0
MASSACHUSETTS	19,151,882	6,974,832	1,142,292	5,832,540	1,085,138	22,200	1,062,938	11,091,912	987,315	10,104,597
MICHIGAN	13,524,600	12,927,165	2,046,786	10,880,379	0	0	0	597,435	495,814	101,621
MINNESOTA	32,066,630	1,897,555	613,212	1,284,343	0	0	0	30,169,075	5,171,153	24,997,922
MISSISSIPPI	9,754,358	8,723,330	2,154,019	6,569,311	0	0	0	1,031,028	370,273	660,755
MISSOURI	7,837,550	5,522,327	1,133,704	4,388,623	478,292	109,464	368,828	1,836,931	564,365	1,272,566
MONTANA	3,716,048	312,911	111,405	201,506	0	0	0	3,403,137	791,420	2,611,717
NEBRASKA	5,893,605	596,729	118,978	477,751	4,944,378	861,037	4,083,341	352,498	157,050	195,448
NEVADA	718,937	84,396	21,099	63,297	0	0	0	634,541	171,933	462,608
NEW HAMPSHIRE	2,672,113	0	0	0	697,010	11,413	685,597	1,975,103	207,897	1,767,206
NEW JERSEY	3,990,910	1,570,679	842,520	728,159	601,776	193,049	408,727	1,818,455	778,122	1,040,333
NEW MEXICO	3,015,521	492,779	202,000	290,779	0	0	0	2,522,742	959,425	1,563,317
NEW YORK	48,113,413	48,113,413	3,926,872	44,186,541	0	0	0	0	0	0
NORTH CAROLINA	52,191,792	14,761,631	1,216,168	13,545,463	36,994,567	3,827,758	33,166,809	435,594	45,833	389,761
NORTH DAKOTA	2,245,000	791,820	283,437	508,383	0	0	0	1,453,180	337,563	1,115,617
OHIO	13,393,111	1,297,225	321,006	976,219	5,793,196	1,433,561	4,359,635	6,302,690	1,559,639	4,743,051
OKLAHOMA	3,238,566	1,587,545	881,096	706,449	524,405	192,633	331,772	1,126,616	248,332	878,284
OREGON	10,032,660	9,896,299	1,774,556	8,121,743	0	0	0	136,361	115,915	20,446
PENNSYLVANIA	19,111,766	14,326,576	2,889,708	11,436,868	11,054	5,954	5,100	4,774,136	2,057,429	2,716,707
RHODE ISLAND	1,622,147	1,100,119	68,625	1,031,494	0	0	0	522,028	126,243	395,785
SOUTH CAROLINA	1,906,028	0	0	0	1,627,431	810,872	816,559	278,597	258,968	19,629
SOUTH DAKOTA	1,262,150	0	0	0	307,725	26,466	281,259	954,425	506,673	447,752
TENNESSEE	14,901,045	1,902,280	710,000	1,192,280	5,020,125	776,000	4,244,125	7,978,640	1,978,475	6,000,165
TEXAS	40,381,365	28,959,221	7,684,176	21,275,045	3,637,750	1,891,788	1,745,962	7,784,394	1,690,260	6,094,134
UTAH	8,137,148	2,575,221	472,897	2,102,324	4,357,681	722,028	4,235,653	604,246	211,474	392,772
VERMONT	387,269	0	0	0	0	0	0	387,269	138,459	248,810
VIRGINIA	6,969,817	5,113,299	2,717,550	2,395,749	508,869	81,298	427,571	1,347,649	757,523	590,126
WASHINGTON	27,886,064	19,301,403	3,017,453	16,283,950	0	0	0	8,584,661	739,493	7,845,168
WEST VIRGINIA	1,856,732	185,389	65,000	120,389	0	0	0	1,671,343	754,988	916,355
WISCONSIN	62,912,791	0	0	0	62,268,689	5,004,098	57,264,591	644,102	457,909	186,193
WYOMING	1,483,660	1,483,660	232,633	1,251,027	0	0	0	0	0	0
AMERICAN SAMOA	57,440	57,440	23,940	33,500	0	0	0	0	0	0
GUAM	46,347	0	0	0	0	0	0	46,347	46,347	0
PUERTO RICO	2,883,303	0	0	0	1,322,227	466,838	855,389	1,561,076	680,487	880,589
TRUST TERRITORY	409,397	0	0	0	0	0	0	409,397	34,397	375,000
VIRGIN ISLANDS	82,052	0	0	0	19,547	19,547	0	62,505	21,505	41,000

TABLE 023

VOCATIONAL EDUCATION EXPENDITURES BY LEVEL OF EDUCATION, ALL PROGRAMS, FY 1972 (IN THOUSANDS)

STATE	GRAND TOTAL	SECONDARY			POSTSECONDARY			ADULT		
		TOTAL	FEDERAL	STATE/LOC	TOTAL	FEDERAL	STATE/LOC	TOTAL	FEDERAL	STATE/LOC
TOTALS	2,660,733	1,752,449	296,347	1456,102	707,163	123,567	583,596	196,514	44,092	152,422
ALABAMA	37,968	23,265	8,517	14,748	13,935	1,771	12,164	768	152	616
ALASKA	4,965	3,845	716	3,129	945	130	815	175	64	111
ARIZONA	17,702	10,708	2,557	8,151	5,884	1,030	4,854	1,110	694	416
ARKANSAS	16,206	9,650	2,827	6,823	6,015	2,341	3,674	541	216	325
CALIFORNIA	259,756	123,053	22,362	100,691	111,858	11,365	100,493	24,845	3,787	21,058
COLORADO	28,923	19,165	2,989	16,176	8,808	1,706	7,102	950	208	742
CONNECTICUT	39,124	28,330	2,349	25,981	6,411	536	5,875	1,317	319	998
DELAWARE	8,660	5,092	1,017	4,075	3,360	178	3,182	208	0	208
DISTRICT OF COL.	3,210	2,310	663	1,647	600	107	493	300	76	224
FLORIDA	90,192	48,931	9,853	39,078	29,927	4,499	25,428	11,336	426	10,910
GEORGIA	52,264	32,625	8,111	24,514	16,545	6,739	9,806	3,094	435	2,659
HAWAII	7,806	3,145	902	2,243	4,274	1,301	2,973	387	58	329
IDAHO	7,307	3,263	996	2,267	3,959	1,378	2,581	85	45	40
ILLINOIS	189,099	146,863	14,709	132,154	33,401	3,496	29,905	8,833	1,641	7,192
INDIANA	35,810	30,159	9,312	20,847	5,078	1,775	3,303	573	521	52
IOWA	34,530	9,613	1,948	7,665	22,236	4,002	18,234	2,681	373	2,308
KANSAS	19,623	12,106	2,997	9,109	6,605	1,777	4,828	912	462	450
KENTUCKY	34,479	19,864	5,334	14,530	11,912	3,207	8,705	2,703	741	1,962
LOUISIANA	32,175	20,765	6,860	13,905	9,005	2,467	6,538	2,403	1,165	1,238
MAINE	15,796	8,244	1,703	6,541	7,214	753	6,461	338	127	211
MARYLAND	66,609	55,142	5,468	49,674	9,399	1,032	8,367	2,067	185	1,882
MASSACHUSETTS	128,815	114,780	8,317	106,463	11,475	1,387	10,088	2,560	539	2,021
MICHIGAN	56,999	39,350	9,609	29,741	13,525	2,542	10,983	4,124	553	3,571
MINNESOTA	56,385	20,112	3,287	16,825	32,373	5,134	27,239	3,901	537	3,364
MISSISSIPPI	26,380	15,812	4,510	11,302	9,081	2,536	6,545	1,487	385	1,102
MISSOURI	45,208	36,739	7,692	29,047	7,186	1,872	5,314	1,283	461	822
MONTANA	8,569	4,523	1,075	3,448	3,958	1,094	2,864	88	13	75
NEBRASKA	12,512	6,598	2,613	3,985	5,534	969	4,565	381	110	271
NEVADA	4,302	3,205	896	2,309	719	193	526	378	117	261
NEW HAMPSHIRE	7,492	4,516	1,276	3,240	2,611	157	2,454	366	253	113
NEW JERSEY	42,542	36,695	11,438	25,257	3,991	1,814	2,177	1,856	323	1,533
NEW MEXICO	10,191	6,894	1,974	4,920	2,955	1,127	1,828	342	152	190
NEW YORK	328,653	228,244	18,041	210,203	54,130	4,927	49,203	44,733	9,503	35,230
NORTH CAROLINA	99,029	46,829	10,543	36,286	44,793	5,091	39,702	7,407	0	7,407
NORTH DAKOTA	6,059	3,415	1,282	2,133	2,245	621	1,624	398	224	174
OHIO	139,092	109,273	12,988	96,285	12,830	3,314	9,516	16,989	6,195	10,794
OKLAHOMA	28,551	21,819	5,277	16,542	4,596	1,952	2,644	2,136	558	1,578
OREGON	27,561	15,754	2,808	12,946	10,360	2,176	8,184	1,447	258	1,189
PENNSYLVANIA	172,056	143,155	21,667	121,488	21,175	4,807	16,368	7,726	1,187	6,539
RHODE ISLAND	8,849	6,915	1,321	5,594	1,611	183	1,428	321	255	66
SOUTH CAROLINA	24,757	22,543	8,166	14,377	1,906	1,070	836	309	147	162
SOUTH DAKOTA	5,444	3,502	1,338	2,164	1,840	746	1,094	101	50	51
TENNESSEE	39,899	23,608	5,088	18,520	14,152	3,560	10,592	2,140	826	1,314
TEXAS	130,240	92,557	13,472	79,085	31,843	9,050	22,793	5,841	3,672	2,169
UTAH	18,455	9,651	1,603	8,048	7,580	1,152	6,428	1,223	355	868
VERMONT	9,355	8,870	814	8,056	408	138	270	76	0	76
VIRGINIA	44,987	36,271	8,837	27,434	6,468	3,106	3,362	2,248	301	1,947
WASHINGTON	53,491	28,405	3,359	25,046	21,889	4,889	17,000	3,198	737	2,461
WEST VIRGINIA	14,498	12,316	4,138	8,178	1,438	771	667	745	325	420
WISCONSIN	71,469	8,557	3,729	4,828	50,348	2,931	47,417	12,565	2,531	10,034
WYOMING	4,632	2,952	534	2,418	1,637	291	1,346	44	21	23
AMERICAN SAMOA	272	210	115	95	63	26	37	0	0	0
GUAM	1,833	1,690	341	1,349	46	46	0	97	46	51
PUERTO RICO	27,149	18,443	5,622	12,821	4,531	2,228	2,303	4,176	1,761	2,415
TRUST TERRITORY	1,745	1,132	252	880	413	36	377	202	2	200
VIRGIN ISLANDS	1,058	976	135	841	82	41	41	0	0	0

TABLE 025

TOTAL EXPENDITURES FOR VOCATIONAL EDUCATION BY FUNCTION, UNDER ALL PROGRAMS, FY 1972
(EXCLUDES CONSTRUCTION AND WORK STUDY)

STATE	TOTAL	INSTR. SALARIES	INSTR. EQUIPMENT	OTHER INSTR. COSTS	GUIDANCE & COUNSELING	ADMINIS-TRATION	TEACHER TRAINING	RESEARCH	CURRICULUM DEVELOPMENT
TOTALS	2,410,085,642	1,585,709,030	147,908,048	333,963,634	89,778,019	193,899,376	31,065,270	18,462,006	9,300,259
ALABAMA	34,379,801	24,916,867	8,114	319,547	6,441,721	948,751	1,446,068	298,733	0
ALASKA	4,943,647	2,559,142	961,000	383,744	422,003	468,000	62,000	47,758	40,000
ARIZONA	17,262,034	11,961,784	1,112,977	1,753,168	183,081	1,648,321	412,333	77,055	113,315
ARKANSAS	15,427,801	9,977,215	612,139	1,215,847	647,006	2,426,833	458,976	72,339	17,346
CALIFORNIA	256,922,135	142,215,223	5,170,627	77,371,957	6,537,637	23,537,602	736,975	1,352,114	0
COLORADO	25,206,926	16,988,703	3,454,294	2,059,614	569,452	1,853,404	147,663	107,853	25,943
CONNECTICUT	33,951,298	22,103,644	1,344,534	4,671,255	815,369	3,881,709	835,459	299,243	85
DELAWAR	8,636,396	5,630,250	353,508	1,406,181	153,635	827,556	131,406	116,510	17,350
DISTRICT OF COL.	3,184,378	2,258,375	191,908	66,641	116,848	401,468	0	149,138	0
FLORIDA	85,914,094	56,188,707	8,420,418	8,691,375	1,722,476	7,698,799	1,046,452	1,662,737	483,130
GEORGIA	46,132,589	30,658,658	5,588,434	2,012,087	529,530	5,659,324	678,707	862,944	142,905
HAWAII	7,770,002	5,601,358	438,508	570,304	432,905	672,421	46,349	0	8,157
IDAHO	7,275,323	4,663,769	611,074	730,918	135,313	848,813	263,059	0	22,377
ILLINOIS	187,074,755	122,340,691	10,708,266	35,334,519	4,058,682	13,708,419	161,541	354,411	408,226
INDIANA	30,495,679	21,972,537	2,243,083	234,600	194,116	4,634,653	758,636	229,037	229,017
IOWA	34,451,864	20,545,417	1,847,379	5,269,298	1,753,928	4,086,330	608,186	294,342	46,984
KANSAS	19,546,261	12,061,990	2,090,671	2,510,179	330,796	1,748,216	352,094	303,355	148,960
KENTUCKY	27,894,550	15,042,468	2,489,432	6,301,284	146,256	2,473,032	875,027	342,582	224,469
LOUISIANA	32,004,852	18,227,713	3,489,423	2,680,840	3,273,421	3,083,811	1,055,467	74,140	120,037
MAINE	12,300,723	8,330,482	170,875	2,018,197	106,984	1,497,856	24,034	123,679	28,616
MARYLAND	55,458,337	41,347,247	2,769,893	5,473,612	2,263,990	2,717,030	188,226	55,469	642,870
MASSACHUSETTS	108,258,364	63,148,677	4,558,912	26,258,331	3,748,305	10,064,615	343,094	58,898	77,532
MICHIGAN	49,590,997	42,860,726	962,247	214,128	659,616	4,402,831	453,274	38,175	0
MINNESOTA	51,209,685	35,847,425	5,102,146	3,923,844	811,463	4,289,974	678,624	496,209	60,000
MISSISSIPPI	20,211,809	11,642,685	3,235,836	267,351	1,333,154	2,546,981	573,044	338,384	274,374
MISSOURI	40,743,746	25,744,179	2,255,962	690,968	8,436,595	2,084,655	1,221,664	281,761	27,962
MONTANA	8,342,961	5,135,334	1,327,966	527,726	275,592	830,229	202,161	43,953	0
NEBRASKA	12,461,615	10,575,392	488,803	213,839	16,543	832,470	278,546	51,887	4,135
NEVADA	4,285,923	2,972,858	60,235	211,017	268,180	695,526	27,398	35,219	15,490
NEW HAMPSHIRE	7,456,952	4,257,111	654,858	343,488	6,865	1,793,307	57,528	294,391	49,404
NEW JERSEY	29,794,737	19,934,974	4,002,061	372,150	1,168,961	2,210,394	1,460,522	517,338	128,337
NEW MEXICO	10,148,934	7,172,891	782,447	805,528	318,579	756,770	214,066	94,138	4,515
NEW YORK	298,732,279	224,437,036	21,965,556	23,737,238	12,344,792	13,379,585	1,619,291	1,128,947	119,834
NORTH CAROLINA	90,699,913	55,618,820	5,047,379	13,635,179	7,709,621	7,292,945	734,288	617,067	44,614
NORTH DAKOTA	6,034,642	4,545,860	351,207	230,622	130,798	412,944	208,532	65,773	88,906
OHIO	104,816,144	93,344,406	2,303,964	2,512,498	2,457,152	2,519,227	1,168,990	298,528	211,379
OKLAHOMA	26,990,834	17,149,395	2,895,050	3,776,429	445,229	1,723,482	353,578	253,503	394,168
OREGON	27,486,825	20,070,460	212,834	2,164,621	869,182	3,122,868	337,419	361,623	347,818
PENNSYLVANIA	152,053,243	87,444,970	7,756,816	39,783,228	3,907,133	6,224,379	1,832,940	2,426,005	2,677,772
RHODE ISLAND	7,226,749	1,451,904	327,602	1,844,145	153,093	3,272,905	74,052	92,021	11,027
SOUTH CAROLINA	20,111,620	15,065,494	1,370,645	803,799	910,537	985,279	475,882	74,915	425,069
SOUTH DAKOTA	5,407,325	4,144,478	431,122	136,557	100,582	400,288	125,387	52,272	16,639
TENNESSEE	36,369,513	23,330,306	1,828,123	2,825,686	577,846	6,489,727	536,786	539,358	241,681
TEXAS	118,529,567	80,737,756	6,541,593	14,675,980	3,196,355	7,536,495	3,444,750	1,716,595	680,043
UTAH	18,139,329	9,923,265	1,499,392	3,123,293	926,898	2,305,811	192,428	122,850	45,392
VERMONT	5,678,251	3,402,529	178,201	1,021,295	0	919,790	131,922	15,697	8,817
VIRGINIA	39,756,144	31,632,418	2,412,920	416,315	218,273	3,795,208	852,856	355,640	72,514
WASHINGTON	53,107,427	31,710,165	5,108,782	8,472,796	2,301,631	2,518,837	2,304,372	330,037	360,807
WEST VIRGINIA	12,249,809	8,755,438	817,407	654,401	435,348	1,155,692	243,496	166,182	21,845
WISCONSIN	63,235,862	27,604,282	5,475,150	16,930,232	2,583,725	9,964,688	101,817	459,719	116,249
WYOMING	4,625,489	2,849,556	577,852	540,899	0	461,853	194,420	909	0
AMERICAN SAMOA	269,650	95,898	85,605	58,159	7,988	22,000	0	0	0
GUAM	1,003,835	465,655	229,517	103,405	39,416	165,842	0	0	0
PUERTO RICO	26,029,075	15,316,960	2,572,254	1,393,718	2,530,487	3,638,962	277,121	299,573	0
TRUST TERRITORY	1,740,000	929,000	347,000	153,000	49,000	147,000	52,000	11,000	52,000
VIRGIN ISLANDS	1,052,949	798,387	64,047	66,602	3,931	113,469	4,364	0	2,149

TOTAL EXPENDITURES FOR VOCATIONAL EDUCATION BY FUNCTION, UNDER PART B, VOCATIONAL EDUCATION AMENDMENTS OF 1968, FY 1972

TABLE 027

STATE	TOTAL	INSTR. SALARIES	INSTR. EQUIPMENT	OTHER INSTR. COSTS	GUIDANCE & COUNSELING	ADMINIS-TRATION	TEACHER TRAINING	RESEARCH	CURRICULUM DEVELOPMENT
TOTALS	2,084,765,279	1,343,005,027	134,310,723	307,895,159	83,904,539	178,810,006	26,516,615	3,572,079	6,751,131
ALABAMA	29,142,304	20,223,360	0	900	6,441,721	802,989	1,396,357	276,977	0
ALASKA	3,624,149	1,950,000	769,000	152,149	282,000	380,000	51,000	0	40,000
ARIZONA	13,359,798	8,761,714	1,034,559	1,522,593	183,081	1,474,878	359,955	0	23,018
ARKANSAS	11,603,405	6,846,437	526,779	1,065,531	638,089	2,263,738	267,298	35	498
CALIFORNIA	228,589,645	125,683,882	4,664,335	70,169,959	5,835,990	21,582,189	364,775	287,515	0
COLORADO	22,240,141	14,500,788	3,211,864	2,043,646	569,452	1,782,370	106,078	0	25,943
CONNECTICUT	27,391,060	18,600,056	1,181,167	2,500,869	815,369	3,065,997	804,647	22,870	85
DELAWARE	7,660,470	5,013,955	271,450	1,305,015	153,635	704,545	107,800	86,720	17,350
DISTRICT OF COL.	2,550,344	1,962,411	97,558	20,073	116,848	353,454	0	0	0
FLORIDA	71,470,505	46,244,529	7,502,487	7,750,228	1,521,047	6,897,468	964,273	256,977	333,496
GEORGIA	37,935,492	24,797,873	5,141,867	1,424,878	522,112	5,406,549	642,213	0	0
HAWAII	6,432,846	4,610,158	329,637	455,735	432,905	549,905	46,349	0	8,157
IDAHO	5,459,670	3,368,680	397,184	564,728	135,313	795,392	185,417	0	12,956
ILLINOIS	168,939,383	109,036,249	9,304,195	33,725,261	3,705,579	12,574,185	144,956	80,382	368,576
INDIANA	23,314,775	15,232,302	2,243,083	234,600	120,986	4,628,595	758,636	44,981	51,592
IOWA	30,210,438	17,056,040	1,804,138	5,065,727	1,738,603	3,951,315	594,615	0	0
KANSAS	15,859,721	9,550,694	1,772,017	2,300,852	301,547	1,587,325	268,171	10,990	68,125
KENTUCKY	22,439,790	10,604,744	2,321,867	6,002,509	146,256	2,392,032	747,913	0	224,469
LOUISIANA	24,558,506	12,970,580	2,420,216	2,085,579	3,185,737	2,977,100	799,257	0	120,037
MAINE	10,819,985	7,293,047	143,860	1,957,441	106,984	1,314,537	0	0	4,116
MARYLAND	44,415,546	32,188,590	2,393,976	4,687,311	2,028,566	2,426,019	165,213	0	525,871
MASSACHUSETTS	104,456,890	60,612,264	4,315,642	25,748,033	3,616,647	9,700,824	343,094	58,898	61,488
MICHIGAN	45,692,950	39,384,779	908,500	57,120	600,203	4,250,899	453,274	38,175	0
MINNESOTA	44,404,535	30,270,217	4,955,457	3,748,184	741,179	3,947,687	666,958	74,853	0
MISSISSIPPI	16,205,999	8,960,595	3,184,138	223,286	1,268,068	1,774,484	557,334	7,440	230,654
MISSOURI	34,314,510	20,156,420	2,148,333	533,807	8,436,595	1,887,337	1,124,056	0	27,962
MONTANA	6,552,492	3,874,808	1,040,348	467,626	262,267	768,378	139,065	0	0
NEBRASKA	10,350,465	8,899,552	468,585	125,476	5,219	662,278	189,255	0	0
NEVADA	3,602,922	2,421,629	50,140	159,607	268,180	662,378	25,498	0	15,450
NEW HAMPSHIRE	4,887,762	2,261,643	520,637	268,138	4,635	1,728,705	54,600	0	49,404
NEW JERSEY	25,136,963	16,729,321	3,787,340	287,306	629,524	2,117,813	1,460,522	0	125,137
NEW MEXICO	7,795,614	5,422,227	635,010	504,549	318,579	746,701	155,776	8,257	4,515
NEW YORK	271,658,626	205,071,618	21,176,596	21,763,991	10,154,407	11,639,953	1,495,284	246,303	110,474
NORTH CAROLINA	77,342,293	44,630,365	4,642,586	12,699,886	7,583,223	7,007,331	734,288	0	44,614
NORTH DAKOTA	4,511,289	3,418,373	258,939	219,404	70,384	401,312	133,557	7,320	2,000
OHIO	91,101,342	81,034,226	2,192,775	1,900,060	2,457,152	2,330,781	996,509	1,661	188,178
OKLAHOMA	22,549,336	13,346,623	2,810,912	3,751,568	445,229	1,546,744	254,092	0	394,168
OREGON	25,565,036	18,699,515	212,834	2,141,972	869,182	2,931,476	329,148	133,943	246,966
PENNSYLVANIA	142,610,416	82,604,619	7,161,912	38,968,736	3,588,347	5,518,843	1,832,940	890,512	2,044,507
RHODE ISLAND	6,199,434	889,426	262,037	1,738,342	153,093	3,120,807	34,526	0	1,203
SOUTH CAROLINA	15,534,945	11,566,471	992,488	729,825	910,537	808,622	375,656	0	151,346
SOUTH DAKOTA	3,600,833	2,653,983	368,734	60,731	71,005	357,650	78,087	10,643	0
TENNESSEE	30,282,799	18,451,845	1,757,047	2,554,101	558,125	6,298,876	439,339	0	223,466
TEXAS	91,573,742	57,959,270	6,213,435	13,751,047	3,185,162	7,157,307	1,949,890	754,119	603,512
UTAH	17,030,712	9,316,343	1,464,458	2,776,186	926,898	2,258,817	192,428	50,190	45,392
VERMONT	4,492,660	2,464,702	130,569	875,580	0	901,790	111,202	0	8,817
VIRGINIA	30,735,826	23,874,043	1,960,522	342,465	218,273	3,507,055	783,302	7,472	42,694
WASHINGTON	43,658,769	25,516,356	4,444,096	7,267,403	2,266,123	1,848,175	2,154,693	0	201,923
WEST VIRGINIA	9,596,584	6,970,983	747,510	475,765	293,992	1,008,505	95,344	0	4,485
WISCONSIN	59,626,675	25,654,209	5,121,429	16,195,953	2,441,833	9,851,895	69,121	203,927	48,258
WYOMING	3,627,444	2,094,374	466,342	436,002	0	435,397	194,420	909	0
AMERICAN SAMOA	223,635	74,195	76,891	46,255	4,294	22,000	0	0	0
GUAM	864,083	416,637	180,185	85,181	23,052	159,028	0	0	0
PUERTO RICO	18,266,611	9,105,592	1,757,057	1,350,504	2,499,281	3,288,107	266,070	0	0
TRUST TERRITORY	1,618,000	872,000	307,000	148,000	48,000	137,000	48,000	10,000	48,000
VIRGIN ISLANDS	1,030,114	789,715	59,000	57,486	3,931	113,469	4,364	0	2,149

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VOCATIONAL EDUCATION EXPENDITURES BY LOCATION, ALL PROGRAMS, VOCATIONAL EDUCATION AMENDMENTS OF 1968, FY 1972

STATE	SMSA			NON-SMSA			CENTRAL CITY		
	TOTAL	FEDERAL	STATE/LOCAL	TOTAL	FEDERAL	STATE/LOCAL	TOTAL	FEDERAL	STATE/LOCAL
TOTALS	1,303,972,619	214,535,491	1,089,437,128	1,021,979,806	216,831,248	805,148,558	614,693,103	101,163,205	513,529,898
ALABAMA	10,530,528	3,303,275	7,227,253	27,437,545	7,137,294	20,300,251	3,458,815	1,796,777	1,662,038
ALASKA	0	0	0	4,965,839	911,311	4,054,528	0	0	0
ARIZONA	11,197,597	2,416,488	8,781,109	6,504,477	1,864,503	4,639,974	8,575,510	1,668,669	6,906,841
ARKANSAS	4,820,535	2,049,504	2,771,031	11,386,083	3,334,365	8,051,718	2,147,013	795,947	1,351,066
CALIFORNIA	205,701,237	28,942,639	176,758,598	54,055,083	8,571,733	45,483,350	104,795,775	12,983,095	91,816,680
COLORADO	15,026,894	1,487,333	13,539,561	13,896,156	3,414,991	10,481,165	5,534,637	711,003	4,823,634
CONNECTICUT	31,342,485	3,374,438	27,968,047	7,782,284	498,120	7,284,164	20,879,412	2,636,659	18,242,753
DELAWARE	5,234,910	715,140	4,519,770	3,425,461	480,421	2,945,040	0	0	0
DISTRICT OF COL.	0	0	0	0	0	0	0	0	0
FLORIDA	49,006,548	8,750,856	40,255,692	41,185,916	6,025,920	35,159,996	25,802,308	3,568,923	22,233,385
GEORGIA	16,366,573	3,779,493	12,587,080	35,897,696	11,505,768	24,391,928	13,441,493	3,219,823	10,221,670
HAWAII	5,416,016	1,364,529	4,051,487	2,390,353	896,725	1,493,628	5,416,016	1,364,529	4,051,487
IDAHO	267,491	120,806	146,685	7,039,636	2,298,103	4,741,533	184,353	104,340	80,013
ILLINOIS	111,101,041	10,786,189	100,314,852	77,998,270	9,061,724	68,936,546	53,225,060	4,070,783	49,154,277
INDIANA	16,995,708	5,182,056	11,813,652	18,814,444	6,425,941	12,388,503	6,954,094	2,406,799	4,547,295
IOWA	18,731,238	3,141,274	15,589,964	15,799,439	3,182,068	12,617,371	18,471,870	3,386,162	15,085,708
KANSAS	7,016,929	1,586,105	5,430,824	12,606,232	3,650,028	8,956,204	5,096,271	1,215,534	3,880,737
KENTUCKY	13,860,593	3,737,325	10,123,268	20,618,495	5,545,060	15,073,435	3,206,555	864,605	2,341,950
LOUISIANA	13,459,340	3,960,579	9,498,761	18,715,741	6,532,741	12,183,000	11,599,016	3,688,736	7,910,280
MAINE	4,752,759	430,162	4,322,597	11,043,543	2,152,834	8,890,709	1,477,001	159,495	1,317,506
MARYLAND	37,977,401	3,819,393	34,158,008	28,632,348	2,866,137	25,766,211	15,188,485	2,031,135	13,157,350
MASSACHUSETTS	111,920,295	8,356,114	103,564,181	16,895,112	1,887,135	15,007,977	41,663,322	3,654,770	38,008,552
MICHIGAN	33,273,401	7,979,737	25,293,664	20,783,156	4,724,326	16,058,830	9,282,655	2,200,430	7,082,225
MINNESOTA	33,117,491	4,116,083	29,001,408	23,268,464	4,841,768	18,426,696	11,307,736	1,626,467	9,681,269
MISSISSIPPI	4,326,061	1,051,499	3,274,562	22,054,311	6,380,265	15,674,046	1,853,314	396,631	1,456,683
MISSOURI	25,262,992	5,404,933	19,858,059	19,945,582	4,620,299	15,325,283	11,198,756	2,399,068	8,799,688
MONTANA	1,740,699	408,502	1,332,197	6,828,351	1,773,214	5,055,137	1,511,543	306,130	1,205,413
NEBRASKA	4,189,125	1,299,338	2,889,787	8,323,633	2,392,069	5,931,564	3,591,924	1,008,560	2,583,364
NEVADA	2,581,456	780,350	1,801,106	1,720,987	424,749	1,296,238	2,581,456	780,350	1,801,106
NEW HAMPSHIRE	514,295	175,816	338,479	6,978,379	1,510,557	5,467,822	465,848	129,670	336,178
NEW JERSEY	25,880,346	7,993,833	17,886,513	16,661,684	5,580,647	11,081,037	2,647,261	1,009,326	1,637,935
NEW MEXICO	2,212,018	578,610	1,633,408	7,979,815	2,675,293	5,304,522	2,212,018	578,610	1,633,408
NEW YORK	0	0	0	0	0	0	0	0	0
NORTH CAROLINA	33,351,115	3,920,692	29,430,423	65,678,101	11,713,380	53,964,721	20,426,059	2,273,803	18,152,256
NORTH DAKOTA	593,366	231,434	361,932	5,465,967	1,895,912	3,570,055	502,447	213,917	288,530
OHIO	103,512,513	19,098,101	84,414,412	35,579,819	3,399,368	32,180,451	52,187,443	10,848,280	41,339,163
OKLAHOMA	6,365,807	1,392,159	4,973,648	22,185,995	6,395,545	15,790,450	3,893,829	912,173	2,981,656
OREGON	13,676,608	2,940,890	10,735,718	13,885,204	2,301,340	11,583,864	3,262,155	1,084,525	2,177,630
PENNSYLVANIA	128,918,039	20,739,723	108,178,316	43,137,965	6,921,558	36,216,407	65,554,960	11,434,600	54,120,360
RHODE ISLAND	7,032,476	1,321,433	5,711,043	1,817,464	439,511	1,377,953	4,362,656	931,877	3,430,779
SOUTH CAROLINA	7,452,558	2,839,930	4,612,628	17,305,388	6,542,591	10,762,797	4,462,850	1,695,273	2,767,577
SOUTH DAKOTA	445,018	195,642	249,376	4,999,700	1,939,254	3,060,446	445,018	195,642	249,376
TENNESSEE	16,809,676	4,116,261	12,693,415	23,090,311	5,357,984	17,732,327	5,779,913	1,672,172	4,107,741
TEXAS	76,006,334	16,513,165	59,493,169	54,234,267	9,680,390	44,553,877	22,848,996	3,279,198	19,569,798
UTAH	13,734,995	2,239,061	11,495,934	4,720,063	869,930	3,850,133	8,969,734	1,532,189	7,437,545
VERMONT	0	0	0	9,355,445	953,379	8,402,066	0	0	0
VIRGINIA	19,141,153	4,342,848	14,798,305	25,846,687	7,901,129	17,945,558	7,096,372	1,736,890	5,359,482
WASHINGTON	13,394,332	2,622,590	10,771,742	40,097,519	6,361,583	33,735,936	6,377,121	1,252,895	5,124,226
WEST VIRGINIA	3,882,490	1,426,334	2,456,156	10,615,935	3,807,269	6,808,666	0	0	0
WISCONSIN	34,773,972	3,326,936	31,447,036	36,695,461	5,863,592	30,831,869	14,750,033	1,336,745	13,413,288
WYOMING	0	0	0	4,632,798	846,273	3,786,525	0	0	0
AMERICAN SAMOA	0	0	0	272,235	140,629	131,606	0	0	0
GUAM	0	0	0	1,833,612	433,875	1,399,737	0	0	0
PUERTO RICO	0	0	0	27,149,479	9,610,771	17,538,708	0	0	0
TRUST TERRITORY	0	0	0	1,745,876	289,876	1,456,000	0	0	0
VIRGIN ISLANDS	1,058,165	175,893	882,272	0	0	0	0	0	0

TABLE 034

NUMBER OF TEACHERS OF VOCATIONAL EDUCATION BY TYPE OF OCCUPATIONAL PROGRAM, FY 1972

STATE	AGRICULTURE	DISTRI-BUTION	HEALTH	CONSUMER AND HOMEMAKING	HOME ECON. GAINFUL	OFFICE	TECHNICAL	TRADES AND INDUSTRY	OTHER
TOTALS	13,270	13,795	14,552	34,820	6,727	52,662	16,820	65,105	6,369
ALABAMA	413	132	95	444	134	385	37	1,295	0
ALASKA	1	1	9	53	11	100	22	120	14
ARIZONA	79	207	280	335	105	477	371	515	0
ARKANSAS	418	66	161	390	12	235	17	532	26
CALIFORNIA	837	1,870	1,737	2,305	745	5,770	1,445	7,481	263
COLORADO	104	163	230	334	93	584	253	799	0
CONNECTICUT	46	85	85	422	26	775	289	633	2
DELAWARE	27	27	17	77	69	197	40	197	8
DISTRICT OF COL.	0	0	0	0	0	0	0	0	0
FLORIDA	483	1,004	793	1,725	463	1,681	1,008	2,667	635
GEORGIA	462	262	195	601	208	1,590	333	1,421	0
HAWAII	32	35	33	157	4	180	17	331	0
IDAHO	97	33	75	180	23	165	35	213	32
ILLINOIS	647	742	643	795	601	3,573	918	3,291	0
INDIANA	270	109	152	684	147	386	30	979	0
IOWA	370	167	578	730	93	423	118	773	31
KANSAS	199	56	106	352	23	145	67	704	0
KENTUCKY	303	195	209	621	42	733	49	1,008	0
LOUISIANA	288	186	144	710	61	916	166	540	0
MAINE	23	27	37	151	13	431	46	689	0
MARYLAND	81	156	204	1,272	41	1,556	349	1,088	88
MASSACHUSETTS	121	212	386	414	136	1,847	234	1,942	67
MICHIGAN	235	706	713	816	373	1,692	829	2,671	0
MINNESOTA	453	259	303	1,354	164	945	419	1,295	0
MISSISSIPPI	317	119	118	449	12	272	145	716	44
MISSOURI	301	211	347	689	82	754	190	1,051	838
MONTANA	85	34	39	231	9	497	23	173	0
NEBRASKA	170	71	178	350	36	260	50	595	13
NEVADA	36	12	36	98	12	163	118	210	29
NEW HAMPSHIRE	40	11	185	228	19	136	29	144	0
NEW JERSEY	47	199	274	1,254	140	2,419	515	1,341	285
NEW MEXICO	38	13	45	36	15	108	58	266	19
NEW YORK	551	1,143	1,318	2,770	468	6,966	1,858	4,388	0
NORTH CAROLINA	620	473	1,007	1,168	445	1,165	1,726	5,637	0
NORTH DAKOTA	96	23	60	194	23	141	40	143	0
OHIO	552	1,031	530	1,359	268	1,919	364	3,317	1,600
OKLAHOMA	400	88	202	364	80	211	208	638	0
OREGON	170	131	189	619	83	676	196	749	51
PENNSYLVANIA	367	361	474	1,356	373	3,655	819	2,582	1,057
RHODE ISLAND	14	22	24	114	1	22	44	177	0
SOUTH CAROLINA	253	80	76	475	36	505	55	764	0
SOUTH DAKOTA	65	26	50	163	33	79	35	182	0
TENNESSEE	275	173	219	551	70	367	262	1,084	71
TEXAS	1,308	863	732	2,374	420	1,105	528	2,746	0
UTAH	65	57	40	363	109	406	36	605	0
VERMONT	35	22	36	111	18	83	29	166	0
VIRGINIA	361	865	280	942	67	1,941	278	1,278	36
WASHINGTON	289	418	364	1,101	134	1,421	399	1,566	153
WEST VIRGINIA	98	21	52	412	20	398	55	440	0
WISCONSIN	552	403	409	1,231	115	1,574	1,568	2,283	944
WYOMING	49	21	30	138	4	208	36	52	47
AMERICAN SAMOA	0	6	0	5	0	7	1	9	0
GUAM	0	2	0	1	0	26	2	52	14
PUERTO RICO	112	195	48	710	47	371	56	460	0
TRUST TERRITORY	13	0	2	23	0	0	0	92	2
VIRGIN ISLANDS	2	1	3	19	1	21	5	15	0

TABLE 035

NUMBER OF TEACHERS OF VOCATIONAL EDUCATION BY TYPE OF SPECIAL PROGRAM, FY 1972

STATE	EXEMPLARY	GROUP GUIDANCE	PRE-POSTSECONDARY	REMEDIAL	COOPERATIVE PART G	DISADVANTAGED	HANDICAPPED
TOTALS	1,985	8,814	250	2,393	4,194	15,007	4,919
ALABAMA	27	0	0	0	29	136	54
ALASKA	13	0	0	0	29	0	8
ARIZONA	63	439	0	0	71	107	36
ARKANSAS	17	184	0	2	52	320	58
CALIFORNIA	0	0	0	0	245	1,583	422
COLORADO	18	56	0	0	64	115	151
CONNECTICUT	30	164	0	2	43	368	47
DELAWARE	4	19	0	11	15	21	16
DISTRICT OF COL.	0	0	0	0	0	0	0
FLORIDA	104	423	0	53	484	2,193	769
GEORGIA	65	0	52	83	66	95	64
HAWAII	6	7	0	0	25	77	104
IDAHO	0	16	7	4	23	31	18
ILLINOIS	330	2,678	0	0	101	448	301
INDIANA	14	7	0	11	28	233	98
IOWA	196	1,113	0	361	4	256	128
KANSAS	14	30	0	4	21	42	12
KENTUCKY	50	77	0	29	48	160	71
LOUISIANA	0	140	0	23	49	1,134	55
MAINE	0	15	0	8	29	52	24
MARYLAND	21	48	154	105	204	337	130
MASSACHUSETTS	14	63	3	40	31	193	153
MICHIGAN	14	0	0	0	112	45	23
MINNESOTA	21	0	0	12	47	448	121
MISSISSIPPI	31	203	0	42	61	210	66
MISSOURI	79	0	1	2	53	133	49
MONTANA	10	0	0	0	55	22	13
NEBRASKA	0	0	0	0	64	259	207
NEVADA	7	7	0	13	21	37	4
NEW HAMPSHIRE	0	0	0	0	46	88	44
NEW JERSEY	0	128	0	43	546	773	182
NEW MEXICO	90	3	0	0	27	242	26
NEW YORK	0	0	0	0	388	0	0
NORTH CAROLINA	56	553	0	89	35	198	199
NORTH DAKOTA	1	148	0	2	54	50	19
OHIO	175	1,099	0	780	166	801	15
OKLAHOMA	23	16	0	0	41	107	112
OREGON	81	155	0	96	105	89	28
PENNSYLVANIA	103	114	24	73	132	228	310
RHODE ISLAND	2	8	0	0	24	12	6
SOUTH CAROLINA	0	187	0	0	30	94	76
SOUTH DAKOTA	8	0	0	0	33	7	1
TENNESSEE	38	73	0	107	51	532	76
TEXAS	52	34	0	193	45	1,365	296
UTAH	15	364	3	1	57	205	42
VERMONT	11	5	0	7	27	26	29
VIRGINIA	15	56	0	130	72	281	100
WASHINGTON	27	2	0	35	21	158	66
WEST VIRGINIA	2	0	0	0	8	25	7
WISCONSIN	9	130	0	27	97	38	18
WYOMING	79	32	0	5	59	29	16
AMERICAN SAMOA	0	3	6	0	0	0	0
GUAM	0	0	0	0	2	3	2
PUERTO RICO	49	10	0	0	50	601	47
TRUST TERRITORY	0	5	0	0	4	0	0
VIRGIN ISLANDS	1	0	0	0	0	0	0

TABLE 036

NUMBER OF TEACHERS OF VOCATIONAL EDUCATION BY LEVEL OF EDUCATION, BY FULL-TIME AND PART-TIME, FY 1972

STATE	TOTAL UNDUPLICATED	SECONDARY			POSTSECONDARY			ADULT		
		FULL TIME	PART TIME	TCHR AIDE	FULL TIME	PART TIME	TCHR AIDE	FULL TIME	PART TIME	TCHR AIDE
TOTALS	235,658	92,261	39143	1,298	31,927	24,384	902	5,569	61,673	1,054
ALABAMA	3,047	1,684	6	2	660	1	15	80	1,126	0
ALASKA	381	223	33	1	46	30	0	5	43	0
ARIZONA	3,085	509	1067	12	384	545	0	83	454	31
ARKANSAS	1,974	788	211	5	303	17	1	48	601	0
CALIFORNIA	24,668	4,165	6606	317	3,933	5,995	192	505	505	505
COLORADO	2,964	902	586	17	509	371	4	195	808	0
CONNECTICUT	2,649	1,703	237	4	264	41	0	26	642	0
DELAWARE	687	603	65	0	39	15	0	0	180	0
DISTRICT OF COL.	0	0	0	0	0	0	0	0	0	0
FLORIDA	9,716	3,651	1134	0	344	2,020	0	263	3,464	0
GEORGIA	5,204	2,463	156	0	847	52	0	36	2,669	0
HAWAII	937	177	180	0	197	186	2	1	261	0
IDAHO	872	221	197	16	207	37	14	0	307	0
ILLINOIS	14,703	8,810	2409	115	1,597	1,687	58	107	1,887	47
INDIANA	3,130	1,363	908	1	199	90	0	0	1,209	0
IOWA	5,141	1,253	857	0	902	434	10	432	1,926	4
KANSAS	2,043	658	383	9	403	394	7	91	824	0
KENTUCKY	3,360	1,624	364	82	612	42	74	41	1,249	5
LOUISIANA	3,174	1,143	994	0	540	138	0	21	338	0
MAINE	1,515	721	98	2	110	71	0	3	657	0
MARYLAND	4,929	2,400	240	62	398	316	7	157	1,418	11
MASSACHUSETTS	5,725	3,620	573	56	637	209	5	83	603	35
MICHIGAN	8,229	1,834	1902	0	972	1,874	0	198	2,991	0
MINNESOTA	5,192	1,929	535	12	1,152	179	2	189	1,976	3
MISSISSIPPI	2,320	838	311	3	416	54	0	78	586	34
MISSOURI	4,598	2,076	808	6	387	398	7	48	868	0
MONTANA	809	486	247	2	101	47	1	3	198	0
NEBRASKA	2,046	293	788	0	377	72	0	1	515	0
NEVADA	646	209	109	19	13	173	3	23	200	0
NEW HAMPSHIRE	970	444	139	9	136	75	0	47	184	2
NEW JERSEY	6,517	4,416	933	8	674	267	0	102	2,105	0
NEW MEXICO	986	435	95	0	187	28	13	3	225	0
NEW YORK	18,448	5,830	5601	225	2,395	1,664	188	948	2,358	56
NORTH CAROLINA	13,244	3,779	71	0	2,302	1,967	111	146	4,979	55
NORTH DAKOTA	726	145	248	1	179	44	2	5	138	0
OHIO	11,643	4,123	3524	0	652	375	0	108	3,910	0
OKLAHOMA	2,490	1,590	94	14	329	41	0	25	411	0
OREGON	3,418	1,408	570	2	531	681	39	27	700	19
PENNSYLVANIA	10,084	6,097	391	7	1,014	594	0	497	3,135	3
RHODE ISLAND	466	310	10	7	29	11	0	16	172	0
SOUTH CAROLINA	2,497	1,702	300	12	258	0	0	7	218	0
SOUTH DAKOTA	682	228	122	5	115	63	0	0	149	0
TENNESSEE	3,320	1,726	103	27	759	113	91	54	565	0
TEXAS	10,355	5,884	336	102	1,423	650	30	170	4,479	31
UTAH	2,028	1,021	297	91	403	48	19	0	144	8
VERMONT	561	257	172	9	21	5	0	0	166	0
VIRGINIA	6,702	3,007	1041	0	707	394	4	86	2,530	95
WASHINGTON	5,965	570	1212	0	806	1,133	3	244	1,887	110
WEST VIRGINIA	1,538	565	364	1	48	0	0	2	676	0
WISCONSIN	6,102	114	1263	13	2,060	372	0	232	3,536	0
WYOMING	805	452	170	17	122	48	0	0	63	0
AMERICAN SAMOA	37	25	0	0	6	6	0	0	0	0
GUAM	97	30	0	0	3	0	0	0	64	0
PUERTO RICO	2,024	1,580	81	4	200	317	0	118	374	0
TRUST TERRITORY	141	112	2	0	17	0	0	15	0	0
VIRGIN ISLANDS	68	65	0	1	2	0	0	0	0	0

TABLE 037

TOTAL NUMBER OF ENROLLEES AND COMPLETIONS IN TEACHER TRAINING BY PRESERVICE AND INSERVICE, FY 1972

STATE	NUMBER ENROLLED PRESERVICE	NUMBER ENROLLED INSERVICE	NUMBER COMPLETING PRESERVICE	NUMBER COMPLETING INSERVICE
TOTALS	60,759	80,569	19,777	42,891
ALABAMA	2,052	1,325	294	259
ALASKA	6	172	6	0
ARIZONA	1,365	1,901	504	949
ARKANSAS	697	708	212	147
CALIFORNIA	0	0	0	0
COLORADO	1,055	1,439	330	689
CONNECTICUT	716	1,078	162	246
DELAWARE	182	76	43	73
DISTRICT OF COL.	0	0	0	0
FLORIDA	3,308	3,790	1,342	1,654
GEORGIA	313	1,485	150	623
HAWAII	67	502	34	112
IDAHO	335	478	95	200
ILLINOIS	1,135	13,670	1,135	13,670
INDIANA	1,316	1,303	522	5
IOWA	2,008	2,085	403	1,367
KANSAS	743	1,843	159	107
KENTUCKY	2,202	2,316	542	1,145
LOUISIANA	961	904	279	53
MAINE	404	337	102	128
MARYLAND	721	600	147	91
MASSACHUSETTS	1,344	78	88	58
MICHIGAN	2,829	1,507	1,210	384
MINNESOTA	3,401	2,027	893	1,609
MISSISSIPPI	1,292	1,569	460	260
MISSOURI	2,334	2,214	545	399
MONTANA	660	597	217	597
NEBRASKA	708	885	591	265
NEVADA	62	308	33	0
NEW HAMPSHIRE	429	285	127	0
NEW JERSEY	1,231	1,638	264	318
NEW MEXICO	268	279	101	137
NEW YORK	4,970	6,280	1,283	4,559
NORTH CAROLINA	862	1,068	203	421
NORTH DAKOTA	632	605	216	47
OHIO	3,109	1,987	1,281	825
OKLAHOMA	1,191	1,115	296	70
OREGON	596	955	144	58
PENNSYLVANIA	3,771	4,464	906	376
RHODE ISLAND	262	132	88	17
SOUTH CAROLINA	794	917	271	350
SOUTH DAKOTA	281	100	99	29
TENNESSEE	987	1,102	182	369
TEXAS	4,028	7,398	1,929	7,234
UTAH	430	1,326	367	265
VERMONT	133	196	32	40
VIRGINIA	2,097	1,280	493	570
WASHINGTON	912	621	415	692
WEST VIRGINIA	293	526	135	714
WISCONSIN	782	717	174	136
WYOMING	292	468	77	468
AMERICAN SAMOA	0	16	0	0
GUAM	0	30	0	0
PUERTO RICO	193	1,806	196	83
TRUST TERRITORY	0	23	0	23
VIRGIN ISLANDS	0	38	0	0

TABLE 040

TOTAL ENROLLMENT IN VOCATIONAL EDUCATION PROGRAMS BY TARGET GROUP AND SEX, FY 1972

STATE	GRAND TOTAL	FEMALE	MALE	DISAD-VANTAGED	HANDI-CAPPED
TOTALS	11,602,144	6,422,115	5,180,029	1,616,621	221,342
ALABAMA	166,498	72,973	93,525	27,396	2,720
ALASKA	20,946	9,659	11,287	11,278	671
ARIZONA	103,644	58,679	44,965	12,075	1,171
ARKANSAS	115,883	56,232	59,651	32,905	3,442
CALIFORNIA	1,233,920	666,918	567,002	175,888	17,248
COLORADO	101,521	58,297	43,224	1,549	2,549
CONNECTICUT	175,036	108,342	66,694	53,897	1,125
DELAWARE	43,427	25,899	17,528	11,108	5,084
DISTRICT OF COL.	10,813	6,971	3,842	4,023	144
FLORIDA	604,878	349,991	254,887	94,983	9,502
GEORGIA	305,604	170,351	135,253	76,539	20,908
HAWAII	45,100	23,828	21,272	8,663	1,414
IDAHO	33,455	19,459	13,996	1,658	198
ILLINOIS	1,379,714	654,351	725,363	65,823	13,894
INDIANA	154,556	89,109	65,447	4,619	1,091
IOWA	133,442	68,872	64,570	17,920	2,256
KANSAS	105,029	48,501	56,528	9,298	3,904
KENTUCKY	164,869	85,956	78,913	25,910	3,665
LOUISIANA	176,387	109,153	67,234	69,050	1,163
MAINE	29,872	16,098	13,774	625	291
MARYLAND	215,314	153,483	61,831	32,863	7,908
MASSACHUSETTS	163,799	89,894	73,905	6,948	2,669
MICHIGAN	342,985	172,326	170,659	19,426	1,234
MINNESOTA	301,451	183,920	117,531	9,801	5,271
MISSISSIPPI	115,285	53,539	61,746	8,221	2,584
MISSOURI	168,509	105,629	62,880	12,483	3,695
MONTANA	34,184	15,977	18,207	4,754	974
NEBRASKA	73,857	39,637	34,220	8,075	2,092
NEVADA	21,935	10,168	11,767	2,612	94
NEW HAMPSHIRE	35,174	24,682	10,492	1,943	357
NEW JERSEY	342,404	216,121	126,283	24,664	5,067
NEW MEXICO	57,018	34,598	22,420	24,414	1,279
NEW YORK	919,921	646,514	273,407	235,844	7,901
NORTH CAROLINA	487,393	238,149	249,244	48,211	7,431
NORTH DAKOTA	32,637	17,596	15,041	8,030	884
OHIO	447,157	235,463	211,694	70,733	19,238
OKLAHOMA	108,018	47,882	60,136	27,451	8,580
OREGON	134,674	83,201	51,473	21,196	1,917
PENNSYLVANIA	327,458	159,468	167,990	23,712	6,631
RHODE ISLAND	19,992	11,774	8,218	2,855	392
SOUTH CAROLINA	111,142	51,051	60,091	19,592	4,232
SOUTH DAKOTA	26,370	16,044	10,326	4,344	1,026
TENNESSEE	152,761	79,046	73,715	32,498	5,579
TEXAS	647,879	350,930	296,949	96,582	12,972
UTAH	115,187	66,040	49,147	18,382	1,604
VERMONT	16,953	8,487	8,466	3,385	363
VIRGINIA	336,383	179,169	157,214	45,909	5,658
WASHINGTON	257,836	143,854	113,982	10,946	4,860
WEST VIRGINIA	63,502	37,182	26,320	2,702	895
WISCONSIN	253,495	132,562	120,933	15,892	3,316
WYOMING	19,786	12,753	7,033	2,314	294
AMERICAN SAMOA	2,335	935	1,400	2,335	8
GUAM	3,254	1,389	1,865	1,598	86
PUERTO RICO	134,896	99,128	35,768	57,221	1,692
TRUST TERRITORY	3,184	1,351	1,833	3,102	78
VIRGIN ISLANDS	3,422	2,534	888	376	41

TABLE 041

TOTAL ENROLLMENT IN VOCATIONAL EDUCATION PROGRAMS BY LEVEL, FY 1972

	TOTAL	TOTAL SECONDARY	SECONDARY BELOW 9	SECONDARY 9 - 12	POST-SECONDARY	TOTAL ADULT	ADULT PREPARATORY	ADULT SUPPLEMENT.	ADULT APPREN.
TOTALS	11,602,144	7,231,648	1,608,871	5,622,777	1,304,092	3,066,404	546,193	2,347,870	172,341
ALABAMA	166,498	102,102	8,752	93,350	19,853	44,543	2,694	40,038	1,811
ALASKA	20,946	11,874	20	11,854	2,814	6,258	3,880	2,126	252
ARIZONA	103,644	51,117	838	50,279	38,318	14,209	4,686	8,883	640
ARKANSAS	115,883	67,351	5,659	61,692	6,240	42,292	1,997	38,029	2,266
CALIFORNIA	1,233,920	592,622	12,411	580,211	329,635	311,663	100,928	188,418	22,317
COLORADO	101,521	52,043	0	52,043	14,964	34,514	0	34,514	0
CONNECTICUT	175,036	143,229	47,427	95,802	6,977	24,830	788	18,248	5,794
DELAWARE	43,427	38,153	6,104	32,049	1,249	4,025	1,847	1,333	845
DISTRICT OF COL.	10,813	5,706	0	5,706	1,653	3,454	2,904	509	41
FLORIDA	604,878	353,210	93,128	260,082	75,173	176,495	84,919	83,272	8,304
GEORGIA	305,604	178,222	15,863	162,359	26,262	101,120	12,867	86,204	2,049
HAWAII	45,100	23,893	4,958	18,935	10,107	11,100	141	5,702	5,257
IDAHO	33,455	22,686	309	22,377	3,255	7,514	155	6,804	555
ILLINOIS	1,379,714	1,262,934	783,835	479,099	89,168	27,612	8,303	12,992	6,317
INDIANA	154,556	101,506	0	101,506	7,529	45,521	13,573	27,142	4,806
IOWA	133,442	52,394	0	52,394	15,996	65,052	0	63,754	1,298
KANSAS	105,029	49,023	6,210	42,813	9,283	46,723	7,273	38,107	1,343
KENTUCKY	164,869	99,169	0	99,169	12,844	52,856	716	50,930	1,210
LOUISIANA	176,387	126,259	75	126,184	19,375	30,753	6,377	22,092	2,284
MAINE	29,872	16,811	32	16,779	2,065	10,996	42	9,981	973
MARYLAND	215,314	160,983	49,282	111,701	19,522	34,809	0	32,618	2,191
MASSACHUSETTS	163,799	121,684	0	121,684	13,019	29,096	10,438	14,544	4,114
MICHIGAN	342,985	182,185	0	182,185	63,216	97,584	21,241	65,116	11,227
MINNESOTA	301,451	177,203	67,117	110,086	21,130	103,118	4,292	92,122	6,704
MISSISSIPPI	115,285	63,543	5,724	57,819	8,812	42,930	3,102	38,742	1,086
MISSOURI	168,509	118,051	7,502	110,549	14,282	36,176	4,649	26,843	4,684
MONTANA	34,184	21,333	1,917	19,416	4,125	8,726	594	7,572	560
NEBRASKA	73,857	41,113	5,061	36,052	7,180	25,564	1,062	24,502	0
NEVADA	21,935	15,787	1,318	14,469	2,050	4,098	1,329	1,972	797
NEW HAMPSHIRE	35,174	27,785	9,864	17,921	2,011	5,378	0	4,932	446
NEW JERSEY	342,404	232,657	32,218	200,439	16,974	92,773	16,209	69,544	7,020
NEW MEXICO	57,018	44,718	4,680	40,038	5,099	7,201	720	5,505	976
NEW YORK	919,921	648,717	165,432	483,285	62,883	208,321	21,078	174,643	12,600
NORTH CAROLINA	487,393	231,751	56,767	174,984	46,421	209,221	29,003	178,576	1,642
NORTH DAKOTA	32,637	20,067	0	20,067	4,307	8,263	207	7,658	398
OHIO	447,157	230,983	35,150	195,833	20,186	195,988	14,834	170,124	11,030
OKLAHOMA	108,018	62,041	623	61,418	5,832	40,145	17,250	22,035	860
OREGON	134,674	74,899	10,738	64,161	22,444	37,331	19,536	15,326	2,469
PENNSYLVANIA	327,458	189,073	0	189,073	29,844	108,541	11,685	90,347	6,509
RHODE ISLAND	19,992	13,250	0	13,250	1,058	5,684	1,855	2,797	1,032
SOUTH CAROLINA	111,142	85,407	9,527	75,880	7,463	18,272	591	17,681	0
SOUTH DAKOTA	26,370	19,537	4,083	15,454	2,002	4,831	111	4,470	250
TENNESSEE	152,761	96,495	1,535	94,960	17,773	38,493	12,807	23,809	1,877
TEXAS	647,879	329,887	24,665	305,222	52,508	265,484	22,785	236,226	6,473
UTAH	115,187	76,858	14,313	62,545	13,059	25,270	12,227	11,408	1,635
VERMONT	16,953	12,192	50	12,142	212	4,549	1,217	3,332	0
VIRGINIA	336,383	194,224	66,584	127,640	18,807	123,352	30,958	84,342	8,052
WASHINGTON	257,836	132,801	7,034	125,767	58,701	66,334	0	63,181	3,153
WEST VIRGINIA	61,502	38,524	190	38,334	2,685	22,293	1,790	19,688	815
WISCONSIN	253,495	103,278	0	103,278	48,990	101,227	21,430	74,777	5,020
WYOMING	19,786	17,181	2,092	15,089	1,617	988	661	193	134
AMERICAN SAMOA	2,335	1,535	0	1,535	800	0	0	0	0
GUAM	3,254	912	0	912	39	2,303	723	1,355	225
PUERTO RICO	134,896	88,356	38,064	50,292	16,080	30,460	7,648	22,812	0
TRUST TERRITORY	3,184	2,948	0	2,948	165	71	71	0	0
VIRGIN ISLANDS	3,422	3,386	1,720	1,666	36	0	0	0	0

ABLE 042

ENROLLMENT IN COOPERATIVE PROGRAMS, BY PART B AND PART G, FY 1972

STATE	TOTAL	PART B	PART G
TOTALS	459,614	340,690	118,924
ALABAMA	9,704	8,685	1,019
ALASKA	4,744	388	4,356
ARIZONA	7,379	3,780	3,599
ARKANSAS	3,171	1,913	1,258
CALIFORNIA	30,752	24,430	6,322
COLORADO	5,665	4,696	969
CONNECTICUT	5,978	3,857	2,121
DELAWARE	2,520	203	2,317
DISTRICT OF COL.	532	138	394
FLORIDA	33,377	15,731	17,646
GEORGIA	15,659	12,581	3,078
HAWAII	1,308	291	1,017
IDAHO	1,431	877	554
ILLINOIS	18,427	15,884	2,543
INDIANA	10,654	7,808	2,846
IOWA	8,014	7,939	75
KANSAS	3,013	2,229	784
KENTUCKY	4,179	2,675	1,504
LOUISIANA	6,056	5,065	991
MAINE	964	224	740
MARYLAND	5,452	3,860	1,592
MASSACHUSETTS	3,673	2,980	693
MICHIGAN	28,833	24,028	4,805
MINNESOTA	10,082	9,153	929
MISSISSIPPI	2,474	992	1,482
MISSOURI	6,642	4,937	1,705
MONTANA	1,088	718	370
NEBRASKA	4,157	3,093	1,064
NEVADA	1,458	25	1,433
NEW HAMPSHIRE	500	71	429
NEW JERSEY	7,402	3,362	4,040
NEW MEXICO	3,317	2,413	904
NEW YORK	18,520	0	18,520
NORTH CAROLINA	22,917	20,959	1,958
NORTH DAKOTA	2,652	1,434	1,218
OHIO	41,300	37,682	3,618
OKLAHOMA	9,151	7,128	2,023
OREGON	5,679	5,107	572
PENNSYLVANIA	10,295	8,873	1,422
RHODE ISLAND	1,293	544	749
SOUTH CAROLINA	4,452	3,170	1,282
SOUTH DAKOTA	1,785	989	796
TENNESSEE	3,592	2,766	826
TEXAS	43,832	42,103	1,729
UTAH	4,197	3,426	771
VERMONT	794	296	498
VIRGINIA	19,503	18,245	1,258
WASHINGTON	5,773	4,744	1,029
WEST VIRGINIA	1,224	540	684
WISCONSIN	3,883	2,171	1,712
WYOMING	1,636	771	865
AMERICAN SAMOA	0	0	0
GUAM	48	0	48
PUERTO RICO	8,211	4,716	3,495
TRUST TERRITORY	89	0	89
VIRGIN ISLANDS	183	0	183

ENROLLMENT IN VOCATIONAL AGRICULTURE (2-DIGIT TOTAL), BY SEX, TARGET GROUP, LEVEL, AND COOPERATIVE PROGRAMS, FY 1972

TABLE 044

STATE	TOTAL	FEMALE	MALE	DISADVANTAGED	HANDICAPPED	BELOW GRADE 9	GRADES 9 - 12	POST-SECONDARY	ADULT PREP.	ADULT SUPPL.	ADULT APPREN.	COOPERATIVE PART B	COOPERATIVE PART G
TOTALS	896,460	48,153	848,307	100,226	16,419	31,428	571,896	34,924	6,566	251,406	240	23,945	4,715
ALABAMA	47,186	2,303	44,883	6,750	617	3,794	26,590	130	0	16,672	0	2,040	52
ALASKA	51	8	43	0	0	0	51	0	0	0	0	0	0
ARIZONA	4,290	591	3,699	630	51	28	3,633	498	36	95	0	114	171
ARKANSAS	22,785	727	22,058	8,885	765	0	16,714	82	10	5,979	0	36	77
CALIFORNIA	53,999	9,838	44,161	7,132	1,077	99	39,200	10,018	1,386	3,270	26	843	505
COLORADO	4,243	148	4,095	106	0	0	2,968	413	0	862	0	106	0
CONNECTICUT	2,059	476	1,583	88	0	0	1,600	0	0	379	80	0	0
DELAWARE	1,426	185	1,241	342	108	210	1,107	0	79	30	0	0	144
DISTRICT OF COL.	178	125	53	25	0	0	76	0	76	11	15	14	0
FLORIDA	35,066	3,106	31,960	5,922	1,019	8,464	22,658	1,671	650	1,623	0	594	828
GEORGIA	40,769	1,696	39,073	7,573	1,466	3,024	24,923	196	21	12,605	0	1,263	0
HAWAII	2,348	494	1,854	287	27	0	2,291	34	0	23	0	7	45
IDAHO	5,336	53	5,283	66	0	0	4,667	215	0	454	0	21	71
ILLINOIS	30,335	1,681	28,654	2,584	507	0	24,032	2,822	776	2,705	0	732	46
INDIANA	24,353	1,002	23,351	74	26	0	15,884	10	872	7,587	0	170	30
IOWA	29,813	972	28,841	18	0	0	13,127	1,159	0	15,527	0	1,792	29
KANSAS	10,210	179	10,031	1,268	748	68	8,725	365	0	1,052	0	5	[illegible]
KENTUCKY	20,190	653	19,537	3,676	116	0	15,535	65	0	4,590	0	1,262	96
LOUISIANA	19,398	199	19,199	9,044	115	35	17,836	0	536	991	0	701	7
MAINE	690	35	655	32	5	32	623	0	0	35	0	4	16
MARYLAND	3,789	602	3,187	555	249	270	3,294	0	0	225	0	0	10
MASSACHUSETTS	2,149	351	1,798	7	44	0	1,223	178	195	553	0	88	0
MICHIGAN	13,897	1,294	12,603	230	127	0	12,381	1,095	62	359	0	231	20
MINNESOTA	34,180	3,398	30,782	2,820	1,439	0	18,862	661	0	14,657	0	690	0
MISSISSIPPI	21,627	93	21,534	656	0	121	12,075	190	0	9,241	0	5	72
MISSOURI	17,711	186	17,525	64	13	12	14,127	293	1	3,278	0	0	84
MONTANA	3,689	4	3,685	808	166	0	2,894	297	57	441	0	9	54
NEBRASKA	8,223	244	7,979	1,432	441	0	6,845	357	324	697	0	2,006	112
NEVADA	1,548	301	1,247	229	10	146	1,325	74	2	1	0	0	59
NEW HAMPSHIRE	1,414	126	1,288	192	97	98	918	268	0	130	0	5	29
NEW JERSEY	2,352	185	2,167	319	154	0	1,555	86	0	711	0	121	0
NEW MEXICO	4,149	325	3,824	1,832	57	0	3,981	56	0	112	0	0	0
NEW YORK	18,420	1,567	16,853	1,985	411	3,527	9,185	2,674	172	2,858	4	0	234
NORTH CAROLINA	33,768	2,242	31,526	4,631	375	266	29,541	1,378	196	2,387	0	729	221
NORTH DAKOTA	5,632	269	5,363	1,812	144	0	4,774	98	0	760	0	286	343
OHIO	34,355	2,878	31,477	876	205	101	19,583	1,300	25	13,346	0	1,859	0
OKLAHOMA	23,768	314	23,454	3,993	1,972	0	18,390	61	124	5,193	0	985	635
OREGON	5,048	545	4,503	634	89	0	3,396	901	120	631	0	335	81
PENNSYLVANIA	14,052	1,233	12,819	956	587	0	11,409	136	188	2,319	0	584	0
RHODE ISLAND	1,231	278	953	58	11	0	1,034	41	0	156	0	0	53
SOUTH CAROLINA	21,351	1,268	20,083	5,449	1,272	264	12,477	152	0	8,458	0	0	0
SOUTH DAKOTA	4,612	81	4,531	747	393	0	3,456	77	0	1,079	0	297	96
TENNESSEE	20,988	164	20,824	5,093	790	87	20,000	150	120	631	0	15	51
TEXAS	148,572	1,180	147,392	1,081	141	594	56,135	767	0	91,076	0	3,115	64
UTAH	5,663	263	5,400	414	120	0	4,792	92	152	627	0	75	54
VERMONT	1,398	136	1,262	318	27	0	1,270	0	49	79	0	34	45
VIRGINIA	28,878	769	28,109	1,373	0	7,734	14,242	77	37	6,788	0	2,278	0
WASHINGTON	15,680	1,957	13,723	665	182	44	12,485	1,289	0	1,862	0	215	133
WEST VIRGINIA	4,772	76	4,696	102	0	0	4,331	52	136	253	0	0	1
WISCONSIN	28,964	1,007	27,957	965	216	0	21,151	3,839	164	3,695	115	76	93
WYOMING	1,933	68	1,865	145	18	0	1,685	85	0	163	0	0	37
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	7,328	100	7,228	4,649	0	2,410	290	478	0	4,150	0	193	0
TRUST TERRITORY	527	178	349	634	22	0	483	44	0	0	0	0	3
VIRGIN ISLANDS	67	0	67	0	0	0	67	0	0	0	0	0	6

TABLE 045

ENROLLMENT IN DISTRIBUTIVE EDUCATION (2 DIGIT TOTAL), BY SEX, TARGET GROUP, LEVEL, AND COOPERATIVE PROGRAM, FY 1972

STATE	TOTAL	FEMALE	MALE	DISAD-VANTAGED	HANDI-CAPPED	BELOW GRADE 9	GRADES 9 - 12	POST-SECNDARY	ADULT PREP.	ADULT SUPPL.	ADULT APPREN.	COOPERATIVE PART B	COOPERATIVE PART G
TOTALS	640,423	290,020	350,403	63,703	9,153	7626	255,104	102,844	65,904	208,823	122	128,695	35,908
ALABAMA	8,796	4,206	4,590	767	34	0	3,460	694	758	3,884	0	2,551	189
ALASKA	2,414	1,333	1,081	448	62	0	652	1,762	0	0	0	388	1,991
ARIZONA	12,608	5,284	7,324	891	53	5	5,841	5,095	392	3,275	0	1,220	366
ARKANSAS	5,436	2,129	3,307	1,040	374	0	1,890	76	537	2,933	0	1,009	322
CALIFORNIA	70,494	28,715	41,779	6,313	654	239	9,745	34,387	10,868	15,188	67	3,326	1,185
COLORADO	11,529	5,122	6,407	330	390	0	4,802	1,109	0	5,618	0	3,268	397
CONNECTICUT	4,256	2,101	2,155	1,448	38	0	3,734	304	0	218	0	2,920	814
DELAWARE	2,302	1,174	1,128	940	192	26	1,351	687	186	52	0	0	568
DISTRICT OF COL.	860	717	143	338	20	0	294	0	235	331	0	5	75
FLORIDA	55,350	24,699	30,651	6,429	208	5,320	13,160	9,811	12,437	14,622	0	5,401	5,405
GEORGIA	12,864	5,949	6,915	3,261	696	0	4,119	875	554	7,316	0	4,287	159
HAWAII	1,680	748	932	111	118	0	475	888	141	176	0	149	253
IDAHO	1,271	540	731	24	0	0	990	223	0	58	0	509	308
ILLINOIS	23,808	9,699	14,109	3,120	423	0	18,051	4,769	386	602	0	4,526	475
INDIANA	6,704	3,754	2,950	28	0	0	4,462	328	323	1,591	0	1,349	513
IOWA	4,336	1,662	2,674	0	0	0	1,580	640	0	2,116	0	2,207	13
KANSAS	6,840	2,268	4,572	472	173	0	2,352	529	0	3,959	0	810	291
KENTUCKY	11,943	4,716	7,227	857	26	0	6,141	46	194	5,562	0	759	332
LOUISIANA	10,153	5,504	4,649	3,049	0	0	4,029	125	2,061	3,938	0	3,405	480
MAINE	696	210	486	53	4	0	427	121	0	148	0	35	142
MARYLAND	4,795	2,511	2,284	603	190	21	3,058	789	0	927	0	1,974	198
MASSACHUSETTS	6,628	3,699	2,929	358	119	0	4,517	979	1,327	205	0	551	413
MICHIGAN	38,872	14,094	24,778	2,386	54	0	18,208	2,896	2,289	15,479	0	8,751	427
MINNESOTA	15,821	6,722	9,099	1,251	1,248	8	6,886	1,906	0	7,021	0	3,458	292
MISSISSIPPI	6,471	3,370	3,101	251	0	0	1,928	408	0	4,135	0	437	646
MISSOURI	11,864	6,579	5,285	272	328	0	5,249	1,323	114	5,178	0	2,447	1,091
MONTANA	1,667	643	1,024	238	49	0	767	140	0	760	0	301	119
NEBRASKA	4,833	2,463	2,370	473	147	0	3,138	361	148	1,186	0	820	348
NEVADA	962	427	535	50	7	4	830	88	10	30	0	0	552
NEW HAMPSHIRE	418	145	273	55	3	0	332	61	0	25	0	0	9
NEW JERSEY	10,883	6,024	4,859	2,816	82	0	6,963	872	254	2,794	0	524	1,234
NEW MEXICO	1,861	961	900	543	0	18	1,414	229	0	200	0	1,257	604
NEW YORK	28,527	12,944	15,583	4,146	386	0	17,800	5,902	307	4,518	0	0	5,303
NORTH CAROLINA	18,697	8,719	9,978	1,517	295	2	10,693	401	1,482	6,119	0	7,148	340
NORTH DAKOTA	2,173	840	1,333	224	56	0	682	159	0	1,332	0	294	221
OHIO	44,833	22,527	22,306	4,805	88	809	13,758	4,841	0	25,425	0	14,841	3,618
OKLAHOMA	5,921	3,235	2,686	2,064	289	0	2,896	291	1,753	981	0	2,295	406
OREGON	5,775	2,486	3,289	579	68	0	2,591	838	772	1,570	4	2,084	61
PENNSYLVANIA	12,055	7,360	4,695	1,988	209	0	10,206	1,534	70	245	0	2,489	152
RHODE ISLAND	888	521	367	372	7	0	722	126	0	40	0	507	310
SOUTH CAROLINA	4,919	2,358	2,561	272	93	0	4,506	36	0	377	0	2,694	257
SOUTH DAKOTA	1,465	734	731	398	45	0	1,273	20	0	172	0	667	626
TENNESSEE	7,919	3,255	4,664	1,085	124	9	5,215	100	1,167	1,428	0	1,651	296
TEXAS	40,787	17,480	23,307	1,233	463	56	16,451	3,080	4,354	16,846	0	16,015	822
UTAH	8,478	3,572	4,906	435	144	0	2,838	809	518	4,313	0	1,808	125
VERMONT	751	318	433	67	13	0	277	0	453	21	0	82	37
VIRGINIA	53,352	24,546	28,806	1,840	87	880	13,225	328	16,773	22,146	0	10,520	723
WASHINGTON	16,764	7,434	9,330	498	264	179	4,250	5,384	0	6,900	51	2,561	212
WEST VIRGINIA	1,165	728	437	64	12	0	752	10	76	327	0	427	428
WISCONSIN	14,295	6,358	7,937	812	174	0	4,763	5,393	1,382	2,757	0	667	722
WYOMING	839	456	383	38	42	0	771	68	0	0	0	771	68
AMERICAN SAMOA	270	0	270	270	0	0	200	70	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	11,104	5,973	5,131	1,774	600	50	2,367	1,325	3,583	3,779	0	2,330	960
TRUST TERRITORY	4	3	1	4	0	0	4	0	0	0	0	0	4
VIRGIN ISLANDS	27	5	22	3	0	0	19	8	0	0	0	0	6

TABLE 046

ENROLLMENT IN HEALTH OCCUPATIONS (2-DIGIT TOTAL), BY SEX, TARGET GROUP, LEVEL, AND COOPERATIVE PROGRAMS, FY 1972

STATE	TOTAL	FEMALE	MALE	DISAD-VANTAGED	HANDI-CAPPED	BELOW GRADE 9	GRADES 9 - 12	POST-SECONDARY	ACULT PREP.	ACULT SUPPL.	ACULT APPREN.	COOPERATIVE PART B	COOPERATIVE PART G
TOTALS	336,652	285,071	51,581	48,708	5,697	2133	57,333	177,466	32,055	67,620	45	12,687	3,960
ALABAMA	2,876	2,555	321	49	0	0	886	1,910	0	80	0	593	44
ALASKA	402	381	21	117	9	0	85	210	99	8	0	0	0
ARIZONA	8,080	5,558	2,522	707	39	18	1,460	5,811	509	282	0	120	145
ARKANSAS	3,018	2,694	324	551	106	0	451	1,560	583	424	0	216	235
CALIFORNIA	43,555	37,034	6,521	6,945	614	544	3,743	27,065	8,217	3,986	0	869	223
COLORADO	3,046	2,683	363	129	57	0	487	2,203	0	356	0	0	0
CONNECTICUT	2,728	2,437	291	634	0	0	982	1,304	175	267	0	0	36
DELAWARE	729	699	30	126	108	0	345	336	48	0	0	0	87
DISTRICT OF COL.	650	579	71	280	0	0	295	271	79	0	5	0	0
FLORIDA	21,113	16,702	4,411	3,577	459	1,310	2,920	10,366	4,144	2,367	6	668	542
GEORGIA	6,514	5,552	962	2,416	551	0	103	2,400	1,517	2,494	0	2	0
HAWAII	461	359	102	59	8	0	0	417	0	44	0	1	1
IDAHO	1,548	1,385	163	1	0	0	43	424	0	1,081	0	0	0
ILLINOIS	17,682	14,667	3,015	4,260	320	0	5,348	10,470	691	1,173	0	895	303
INDIANA	4,136	3,803	333	23	9	0	567	2,325	322	522	0	314	98
IOWA	11,430	9,579	1,851	16	0	0	0	5,024	0	6,406	0	0	0
KANSAS	1,390	1,326	64	324	69	0	54	1,058	198	80	0	42	12
KENTUCKY	3,325	3,125	200	510	97	0	510	2,194	0	621	0	0	6
LOUISIANA	4,547	4,425	122	1,710	0	0	251	1,918	988	1,390	0	0	0
MAINE	529	497	32	11	2	0	142	229	20	138	0	19	74
MARYLAND	3,819	3,110	709	399	146	11	982	2,516	0	310	0	7	1
MASSACHUSETTS	4,382	3,890	492	261	26	0	645	3,264	133	340	0	104	23
MICHIGAN	14,598	13,226	1,372	486	35	0	4,229	8,204	1,076	1,089	0	1,328	524
MINNESOTA	4,468	3,961	507	486	275	0	491	2,162	177	1,638	0	271	0
MISSISSIPPI	2,573	2,401	172	467	0	0	161	1,431	313	668	0	37	93
MISSOURI	7,394	7,027	367	656	110	0	686	4,568	681	1,459	0	185	69
MONTANA	595	594	1	14	0	0	0	510	68	17	0	0	0
NEBRASKA	4,842	2,956	1,886	291	37	0	132	1,508	0	3,202	0	0	62
NEVADA	1,867	1,012	855	145	2	27	741	471	115	513	0	1	102
NEW HAMPSHIRE	1,061	694	367	2	0	0	30	343	0	688	0	0	15
NEW JERSEY	7,889	7,429	460	224	23	0	1,334	4,889	427	1,239	0	68	38
NEW MEXICO	1,538	1,357	181	308	125	0	432	782	0	324	0	0	11
NEW YORK	32,851	28,581	4,270	8,246	388	0	11,798	12,650	2,367	6,036	0	0	577
NORTH CAROLINA	28,389	18,918	9,471	5,323	435	0	3,670	6,072	3,830	14,817	0	798	108
NORTH DAKOTA	848	811	37	156	14	0	184	642	0	22	0	168	28
OHIO	8,820	8,453	367	206	31	49	1,665	5,704	23	1,379	0	767	0
OKLAHOMA	4,628	4,149	479	1,941	478	0	913	1,888	1,665	162	0	114	71
OREGON	4,541	3,588	953	690	132	0	1,047	2,529	260	690	15	131	29
PENNSYLVANIA	12,865	11,803	1,062	448	246	0	2,281	9,139	580	865	0	119	0
RHODE ISLAND	999	859	140	205	12	0	242	568	111	66	12	0	0
SOUTH CAROLINA	1,171	1,146	25	43	0	18	530	503	0	120	0	0	49
SOUTH DAKOTA	470	438	32	192	8	0	98	349	0	23	0	0	24
TENNESSEE	3,697	3,212	485	790	130	0	76	3,148	7	466	0	0	0
TEXAS	16,902	14,447	2,455	328	34	8	2,387	10,366	1,356	2,785	0	3,631	68
UTAH	1,842	1,597	245	167	64	0	377	1,325	100	40	0	24	12
VERMONT	436	425	11	79	8	0	189	212	1	34	0	2	36
VIRGINIA	5,122	4,574	548	649	135	148	1,320	2,224	569	854	7	306	0
WASHINGTON	6,957	6,167	790	556	224	0	551	4,874	0	1,532	0	482	58
WEST VIRGINIA	1,662	1,552	110	109	3	0	360	648	0	654	0	0	5
WISCONSIN	9,577	8,637	940	1,045	128	0	255	5,410	119	3,793	0	8	21
WYOMING	192	192	0	54	0	0	20	135	37	0	0	0	56
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	1,857	1,785	72	1,279	0	0	397	934	450	76	0	397	74
TRUST TERRITORY	5	4	1	5	0	0	2	3	0	0	0	0	0
VIRGIN ISLANDS	36	36	0	13	0	0	36	0	0	0	0	0	0

ENROLLMENT IN CONSUMER AND HOMEMAKING PROGRAMS (2-DIGIT TOTAL), BY SEX, TARGET GROUP, LEVEL, AND COOPERATIVE PROGRAMS, FY 1972
TABLE 047

STATE	TOTAL	FEMALE	MALE	DISAD-VANTAGED	HANDI-CAPPED	BELOW GRADE 9	GRADES 9 - 12	POST-SECONDARY	ADULT PREP.	ADULT SUPPL.	ADULT APPREN.	COOPERATIVE PART B	COOPERATIVE PART G
TOTALS	3,165,732	2,916,987	248,745	615,227	55,910	579,432	1,889,942	30,723	69,723	595,878	34	2,259	475
ALABAMA	42,097	40,593	1,504	12,636	709	4,050	37,165	0	0	882	0	0	0
ALASKA	2,295	1,796	499	1,350	66	20	2,148	0	127	0	0	0	0
ARIZONA	24,315	21,136	3,179	3,097	374	573	20,847	0	0	2,895	0	0	0
ARKANSAS	41,796	38,597	3,199	14,094	1,336	3,537	30,976	0	0	7,283	0	0	0
CALIFORNIA	201,948	185,928	16,020	33,813	2,809	3,390	155,223	11,488	6,072	25,752	23	725	81
COLORADO	28,620	26,551	2,069	0	0	0	13,830	126	0	14,664	0	0	0
CONNECTICUT	60,344	53,793	6,551	25,098	67	32,906	25,854	0	0	1,584	0	0	0
DELAWARE	10,333	9,920	413	2,226	938	3,959	6,095	156	118	5	0	0	32
DISTRICT OF COL.	2,899	2,842	57	1,957	24	0	1,055	0	1,844	0	0	0	0
FLORIDA	189,760	172,773	16,987	27,864	2,084	38,489	108,039	2,745	23,392	17,084	11	219	227
GEORGIA	80,261	74,465	5,796	26,919	6,804	9,578	54,760	3,382	284	12,257	0	37	0
HAWAII	15,639	12,857	2,782	4,699	249	4,958	7,231	0	0	3,450	0	0	0
IDAHO	15,344	14,286	1,058	666	11	0	13,607	0	0	1,737	0	0	0
ILLINOIS	28,572	24,515	4,057	3,737	2,092	0	27,353	243	427	549	0	439	74
INDIANA	54,874	51,115	3,759	0	79	0	50,458	132	3,806	478	0	0	0
IOWA	47,720	44,091	3,629	3,455	0	0	33,275	0	0	14,445	0	0	0
KANSAS	28,839	26,990	1,849	3,047	921	5,413	19,863	0	3,563	0	0	1	0
KENTUCKY	51,131	47,636	3,495	1,793	0	0	38,075	984	0	12,072	0	0	0
LOUISIANA	54,550	53,640	910	23,259	0	0	53,330	0	0	1,220	0	0	0
MAINE	2,793	2,793	0	47	24	0	2,718	0	0	75	0	0	0
MARYLAND	93,548	87,343	6,205	10,247	3,566	47,041	33,974	0	0	12,533	0	6	15
MASSACHUSETTS	16,055	14,995	1,060	427	75	0	13,215	54	1,497	1,289	0	41	0
MICHIGAN	74,871	64,496	10,375	1,452	321	0	68,781	10	1,578	4,502	0	164	5
MINNESOTA	139,817	127,748	12,069	1,151	207	66,665	64,668	0	0	8,484	0	0	0
MISSISSIPPI	33,832	32,605	1,227	1,363	0	2,771	29,192	0	0	1,869	0	60	8
MISSOURI	73,128	69,160	3,968	8,179	2,491	6,974	60,078	192	379	5,505	0	0	0
MONTANA	8,843	8,081	762	998	219	1,917	6,362	0	0	564	0	0	0
NEBRASKA	26,336	25,042	1,294	2,953	409	4,511	15,652	0	0	6,173	0	0	15
NEVADA	3,804	3,205	599	478	18	62	3,316	92	141	193	0	0	0
NEW HAMPSHIRE	18,351	16,953	1,398	472	45	9,721	7,717	0	0	913	0	0	0
NEW JERSEY	124,537	105,967	18,570	9,967	655	30,039	67,602	47	0	26,849	0	0	0
NEW MEXICO	20,679	17,340	3,339	13,219	661	3,653	17,026	0	0	0	0	0	2
NEW YORK	373,259	366,081	7,178	131,761	0	161,905	133,303	0	0	78,051	0	0	0
NORTH CAROLINA	127,823	112,252	15,571	13,402	42	8,646	59,036	0	0	60,141	0	0	0
NORTH DAKOTA	11,801	10,655	1,146	3,270	212	0	9,091	5	0	2,705	0	0	0
OHIO	137,332	118,128	19,204	28,718	11,369	878	74,355	0	0	62,099	0	307	0
OKLAHOMA	30,564	29,091	1,473	6,424	2,546	161	23,759	0	0	6,644	0	0	0
OREGON	50,735	45,943	4,792	11,844	478	10,734	29,118	1,515	9,043	325	0	0	0
PENNSYLVANIA	55,454	51,075	4,379	3,550	1,366	0	46,469	0	0	8,985	0	0	0
RHODE ISLAND	9,099	8,957	142	1,136	102	0	7,589	0	1,510	0	0	0	0
SOUTH CAROLINA	33,634	30,456	3,178	8,995	90	3,396	28,069	0	0	2,169	0	0	0
SOUTH DAKOTA	13,221	12,607	614	1,644	348	4,083	8,477	0	0	661	0	0	0
TENNESSEE	50,988	49,634	1,354	12,316	1,738	699	46,259	0	2,493	1,537	0	33	15
TEXAS	291,046	266,406	24,640	72,971	6,925	9,743	171,572	854	0	108,877	0	226	0
UTAH	40,308	36,531	3,777	11,471	198	4,896	24,708	1,628	3,834	5,242	0	0	0
VERMONT	5,607	5,001	606	1,249	49	0	5,361	0	0	246	0	0	0
VIRGINIA	98,760	91,662	7,098	31,298	1,749	53,785	35,662	0	9,313	0	0	0	0
WASHINGTON	72,216	61,659	10,557	2,559	855	1,655	50,945	6,920	0	12,696	0	1	0
WEST VIRGINIA	21,596	20,672	924	81	92	0	11,731	0	0	9,865	0	0	0
WISCONSIN	49,724	47,439	2,285	2,799	219	0	11,616	21	302	37,785	0	0	0
WYOMING	6,363	6,199	164	730	65	2,092	4,182	59	0	30	0	0	0
AMERICAN SAMOA	450	450	0	450	0	0	380	70	0	0	0	0	0
GUAM	47	47	0	23	0	0	0	0	0	47	0	0	0
PUERTO RICO	65,271	64,406	865	26,656	161	35,092	17,712	0	0	12,467	0	0	0
TRUST TERRITORY	1,063	1,053	10	1,033	30	0	1,063	0	0	0	0	0	1
VIRGIN ISLANDS	1,440	1,331	109	184	22	1,440	0	0	0	0	0	0	0

ENROLLMENT IN HOME ECONOMICS (GAINFUL) PROGRAMS (2-DIGIT TOTAL), BY SEX, TARGET GROUP, LEVEL, AND CO-OPERATIVE PROGRAMS, FY 1972
TABLE 048

STATE	TOTAL	FEMALE	MALE	DISAD-VANTAGED	HANDI-CAPPED	BELOW GRADE 9	GRADES 9 - 12	POST-SECNDARY	ADULT PREP.	ADULT SUPPL.	ADULT APPREN.	COOPERATIVE PART B	COOPERATIVE PART G
TOTALS	279,966	240,948	39,018	50,123	12,708	12792	148,831	37,881	22,680	57,611	171	12,689	4,146
ALABAMA	5,563	4,824	739	1,646	973	641	2,693	201	0	2,028	0	0	117
ALASKA	438	296	142	142	2	0	274	56	108	0	0	0	18
ARIZONA	4,996	4,269	727	371	88	9	1,693	3,080	68	146	0	218	228
ARKANSAS	989	918	71	694	11	0	269	68	10	642	0	23	157
CALIFORNIA	32,444	28,604	3,840	5,998	699	471	11,794	14,445	2,776	2,958	0	822	128
COLORADO	3,731	2,934	797	44	1,069	0	2,455	554	0	722	0	365	0
CONNECTICUT	752	434	318	538	184	0	638	0	114	0	0	0	0
DELAWARE	1,224	1,146	78	128	151	0	1,092	70	47	15	0	0	31
DISTRICT OF COL.	309	309	0	55	0	0	200	0	109	0	0	0	0
FLORIDA	27,508	23,885	3,623	4,939	1,368	4,555	12,176	876	4,766	5,135	0	128	515
GEORGIA	12,702	11,708	994	4,618	1,240	1,552	1,908	1,330	648	7,264	0	379	0
HAWAII	407	271	136	114	180	0	407	0	0	0	0	32	49
IDAHO	348	247	101	118	67	0	38	155	155	0	0	0	7
ILLINOIS	49,169	45,778	3,391	3,934	1,097	0	44,973	3,265	440	491	0	718	387
INDIANA	2,959	2,573	386	48	63	0	743	76	1,885	255	0	222	58
IOWA	2,240	2,029	211	0	4	0	347	308	0	1,585	0	360	0
KANSAS	1,947	1,716	231	254	85	0	1,352	14	0	581	0	0	14
KENTUCKY	2,097	1,899	198	198	112	0	593	89	81	1,334	0	0	0
LOUISIANA	1,955	1,636	319	1,254	80	0	1,088	288	211	368	0	0	37
MAINE	219	195	24	28	0	0	219	0	0	0	0	2	10
MARYLAND	3,915	3,562	353	571	232	689	2,911	0	0	315	0	18	6
MASSACHUSETTS	3,088	2,779	309	665	193	0	2,040	641	110	297	0	28	2
MICHIGAN	13,529	10,815	2,714	381	90	0	9,817	227	324	3,161	0	662	99
MINNESOTA	13,214	7,910	5,304	927	383	443	5,450	596	875	5,850	0	1,418	418
MISSISSIPPI	1,997	1,960	37	667	0	257	780	50	849	61	0	63	17
MISSOURI	2,795	2,370	425	1,350	450	246	2,132	400	0	17	0	0	0
MONTANA	168	109	59	43	12	0	125	43	0	0	0	0	19
NEBRASKA	418	334	84	146	11	0	164	80	0	174	0	0	6
NEVADA	592	430	162	125	6	49	437	100	1	5	0	0	52
NEW HAMPSHIRE	336	211	125	31	5	0	244	0	0	92	0	0	41
NEW JERSEY	6,667	4,817	1,850	649	47	0	2,906	51	3,710	0	0	19	219
NEW MEXICO	1,284	1,102	182	607	48	36	498	250	0	500	0	0	0
NEW YORK	6,659	5,549	1,110	952	452	0	3,747	1,882	216	814	0	0	338
NORTH CAROLINA	18,187	17,041	1,146	2,968	967	84	3,261	1,142	2,706	10,994	0	531	14
NORTH DAKOTA	587	487	100	227	65	0	419	14	0	154	0	5	28
OHIO	7,456	6,412	1,044	743	125	0	3,421	904	0	3,131	0	1,233	0
OKLAHOMA	2,382	2,160	222	827	338	21	1,113	70	293	885	0	18	272
OREGON	2,624	1,973	651	358	91	0	1,373	334	68	845	4	238	9
PENNSYLVANIA	7,867	5,767	2,100	1,093	573	0	5,530	798	432	1,107	0	352	55
RHODE ISLAND	42	39	3	29	0	0	42	0	0	0	0	0	0
SOUTH CAROLINA	1,193	1,036	157	128	0	0	1,149	0	44	0	0	0	148
SOUTH DAKOTA	781	637	144	113	34	0	261	0	0	520	0	0	0
TENNESSEE	2,461	2,120	341	865	446	182	1,119	162	95	903	0	26	10
TEXAS	9,149	8,084	1,065	4,282	90	2,837	5,140	414	13	745	0	4,169	27
UTAH	2,233	1,965	268	397	114	0	1,266	239	423	305	0	253	0
VERMONT	348	332	16	86	21	0	324	0	21	3	0	1	43
VIRGINIA	2,387	2,126	261	2,251	120	720	1,240	1	426	0	0	0	9
WASHINGTON	6,570	5,208	1,362	245	32	0	2,633	3,313	0	624	0	225	5
WEST VIRGINIA	1,161	1,081	80	142	144	0	760	0	401	0	0	0	10
WISCONSIN	2,703	2,143	560	333	54	0	538	810	255	933	167	161	181
WYOMING	115	73	42	27	0	0	115	0	0	0	0	0	44
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0	0	0	0
GUAM	240	240	0	0	0	0	240	0	0	0	0	0	0
PUERTO RICO	4,213	3,797	416	2,754	92	0	2,076	485	0	1,652	0	0	318
TRUST TERRITORY	0	0	0	0	0	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	608	608	0	20	0	0	608	0	0	0	0	0	0

ENROLLMENT IN OFFICE OCCUPATIONS (2-DIGIT TOTAL), BY SEX, TARGET GROUP, LEVEL, AND COOPERATIVE PROGRAMS, FY 1972

LE 049

ATE	TOTAL	FEMALE	MALE	DISAD-VANTAGED	HANDI-CAPPED	BELOW GRADE 9	GRADES 9 - 12	POST-SECONDARY	ADULT PREP.	ADULT SUPPL.	ADULT APPREN.	COOPERATIVE PART B	COOPERATIVE PART G
TOTALS	2,351,878	1,796,387	555,491	294,491	29,872	8611	1,499,053	360,245	170,693	313,179	97	69,070	29,140
ALABAMA	16,445	14,090	2,355	3,344	31	0	9,691	3,218	1,752	1,784	0	1,426	356
ALASKA	7,126	5,690	1,436	3,742	431	0	6,332	86	659	49	0	0	2,266
ARIZONA	20,654	16,241	4,413	2,089	170	31	9,765	8,542	933	1,378	0	1,274	757
ARKANSAS	11,762	9,076	2,686	2,606	250	0	5,430	3,686	493	4,153	0	229	322
CALIFORNIA	382,860	289,567	93,293	48,156	4,406	1,447	188,204	95,632	50,320	47,257	0	5,249	921
COLORADO	20,480	16,008	4,472	320	519	0	11,499	4,394	0	4,587	0	286	39
CONNECTICUT	50,817	37,764	13,053	18,463	171	27	46,833	2,328	185	1,444	0	0	0
DELAWARE	12,854	10,020	2,834	4,108	1,360	232	11,928	0	589	105	0	0	448
DISTRICT OF COL.	842	735	107	295	61	0	641	128	73	0	0	32	65
FLORIDA	104,012	85,937	18,075	14,306	1,143	3,926	37,982	19,962	20,737	21,405	0	2,347	2,086
GEORGIA	85,804	61,471	24,333	14,870	4,492	1,709	61,681	5,289	4,482	12,543	0	3,521	0
HAWAII	10,664	7,924	2,740	1,112	243	0	6,668	3,996	0	0	0	96	383
IDAHO	5,583	5,095	488	197	0	0	4,206	415	0	962	0	319	99
ILLINOIS	230,303	158,343	71,960	18,450	2,467	0	189,167	36,313	2,108	2,715	0	4,915	908
INDIANA	27,516	25,056	2,460	271	0	0	15,155	2,133	3,180	7,048	0	3,838	1,423
IOWA	11,945	8,943	3,002	108	0	0	850	2,758	0	8,337	0	1,904	33
KANSAS	12,092	9,289	2,803	997	732	0	4,029	2,457	0	5,606	0	843	273
KENTUCKY	23,219	21,090	2,129	1,960	201	0	13,972	1,372	255	7,620	0	528	504
LOUISIANA	54,915	41,289	13,626	21,614	170	0	43,652	5,921	993	4,349	0	959	413
MAINE	12,447	11,153	1,294	58	0	0	10,277	92	22	2,056	0	28	110
MARYLAND	59,400	45,888	13,512	11,091	1,056	50	42,558	5,707	0	11,085	0	434	367
MASSACHUSETTS	79,962	59,680	20,282	2,279	631	0	69,623	4,768	2,762	2,809	0	225	177
MICHIGAN	64,834	49,526	15,308	5,152	73	0	33,913	20,264	5,559	5,098	0	7,136	703
MINNESOTA	30,691	22,961	7,730	535	525	0	7,423	4,700	1,508	17,060	0	1,797	41
MISSISSIPPI	7,851	7,062	789	341	0	0	976	1,729	0	5,146	0	251	269
MISSOURI	21,144	18,049	3,095	476	72	75	12,826	2,362	2,340	3,541	0	1,019	30
MONTANA	7,870	6,489	1,381	951	202	0	3,300	1,420	0	3,150	0	255	104
NEBRASKA	8,678	7,541	1,137	757	189	0	5,309	1,629	590	1,150	0	191	224
NEVADA	7,218	5,281	1,937	525	27	68	5,041	1,039	685	385	0	25	316
NEW HAMPSHIRE	7,046	5,914	1,132	341	36	0	6,495	124	0	427	0	46	249
NEW JERSEY	113,753	81,782	31,971	2,255	154	0	86,944	4,109	8,726	13,974	0	541	1,327
NEW MEXICO	15,920	12,736	3,184	4,337	156	0	11,470	2,050	720	1,680	0	810	240
NEW YORK	273,849	202,178	71,671	59,841	3,351	0	209,097	20,447	6,962	37,256	97	0	8,414
NORTH CAROLINA	32,723	22,477	10,246	3,037	528	5	6,827	15,272	3,007	7,612	0	2,915	426
NORTH DAKOTA	5,215	3,990	1,225	1,065	114	0	3,087	1,252	0	876	0	631	510
OHIO	52,830	40,832	11,998	4,957	233	32	24,453	2,830	11,036	14,479	0	4,354	0
OKLAHOMA	11,087	8,192	2,895	1,644	1,154	0	3,596	2,565	2,937	1,989	0	2,559	183
OREGON	26,056	20,621	5,435	2,475	266	0	17,660	4,499	1,061	2,836	0	985	190
PENNSYLVANIA	77,668	63,639	14,029	6,164	991	0	58,243	7,163	3,971	8,291	0	2,047	50
RHODE ISLAND	810	636	174	204	8	0	396	155	40	219	0	0	60
SOUTH CAROLINA	10,983	10,148	835	319	118	0	10,267	169	547	0	0	30	224
SOUTH DAKOTA	1,425	1,282	143	177	40	0	645	130	0	650	0	25	50
TENNESSEE	19,640	15,652	3,988	3,788	301	14	6,549	4,742	4,555	3,780	0	265	58
TEXAS	42,352	32,370	9,982	3,045	86	486	13,488	13,983	9,578	4,817	0	8,142	50
UTAH	28,862	21,780	7,082	2,091	341	0	21,279	3,464	2,672	1,447	0	523	122
VERMONT	2,242	1,898	344	463	8	0	1,820	0	254	168	0	90	110
VIRGINIA	60,865	48,910	11,955	1,800	290	218	42,583	5,521	724	11,819	0	2,565	38
WASHINGTON	62,081	46,679	15,402	2,342	962	244	41,925	10,223	0	9,689	0	969	266
WEST VIRGINIA	14,395	12,191	2,204	821	229	0	11,560	314	1,177	1,344	0	113	161
WISCONSIN	73,574	61,835	11,739	4,229	707	0	39,821	16,941	10,446	6,366	0	896	359
WYOMING	6,282	4,895	1,387	736	71	0	5,050	768	464	0	0	0	403
AMERICAN SAMOA	590	485	105	590	0	0	270	320	0	0	0	0	0
GUAM	685	671	14	410	0	0	95	2	0	588	0	0	0
PUERTO RICO	20,331	16,825	3,506	8,067	100	47	15,886	2,762	1,586	50	0	1,437	1,866
TRUST TERRITORY	116	86	30	110	6	0	116	0	0	0	0	0	51
VIRGIN ISLANDS	510	425	85	10	0	0	510	0	0	0	0	0	96

ENROLLMENT IN TECHNICAL EDUCATION PROGRAMS (2-DIGIT TOTAL), BY SEX, TARGET GROUP, LEVEL, AND COOPERATIVE PROGRAMS, FY 1972
E 050

STATE	TOTAL	FEMALE	MALE	DISAD-VANTAGED	HANDI-CAPPED	BELOW GRADE 9	GRADES 9 - 12	POST-SECNDARY	ADULT PREP.	ADULT SUPPL.	ADULT APPREN.	COOPERATIVE PART B	COOPERATIVE PART G
TOTALS	337,069	33,006	304,063	28,332	3,619	941	37,879	189,468	20,559	86,815	1,407	4,097	2,357
ALABAMA	847	76	771	0	0	0	0	806	0	41	0	0	0
ALASKA	1,747	11	1,736	1,382	6	0	68	174	49	1,456	0	0	0
ARIZONA	7,134	1,004	6,130	288	48	0	0	7,047	63	24	0	375	297
ARKANSAS	121	12	109	9	3	0	0	121	0	0	0	0	0
CALIFORNIA	54,695	4,979	49,716	5,792	463	143	1,703	32,760	4,538	15,287	264	1,036	650
COLORADO	4,203	312	3,891	0	0	0	190	2,505	0	1,508	0	0	0
CONNECTICUT	10,208	532	9,676	455	0	0	0	2,821	0	7,387	0	0	0
DELAWARE	781	9	772	122	32	0	518	0	80	183	0	0	13
DISTRICT OF COL.	109	0	109	95	0	0	109	0	0	0	0	0	0
FLORIDA	28,789	4,938	23,851	1,627	204	495	2,014	20,854	2,503	2,923	0	69	171
GEORGIA	7,799	189	7,610	1,326	772	0	0	2,693	996	4,073	37	18	0
HAWAII	628	26	602	42	5	0	88	514	0	26	0	0	0
IDAHO	597	9	588	29	0	0	0	459	0	138	0	0	0
ILLINOIS	13,248	1,675	11,573	2,238	235	0	0	12,119	550	579	0	43	0
INDIANA	1,804	55	1,749	0	0	0	4	505	193	1,071	31	0	0
IOWA	1,453	130	1,323	0	0	0	0	1,018	0	435	0	76	0
KANSAS	866	5	861	42	21	0	56	444	92	274	0	0	0
KENTUCKY	1,252	30	1,222	282	32	0	159	777	0	316	0	0	0
LOUISIANA	3,597	378	3,219	410	0	0	24	2,596	281	672	24	0	0
MAINE	462	19	443	0	1	0	0	318	0	144	0	0	0
MARYLAND	9,176	2,826	6,350	1,129	17	0	404	8,352	0	420	0	1	0
MASSACHUSETTS	4,686	197	4,489	135	11	0	810	1,864	32	1,980	0	0	19
MICHIGAN	17,484	1,510	15,974	166	4	0	0	12,397	1,156	3,916	15	384	0
MINNESOTA	8,050	244	7,806	399	183	0	60	2,287	107	5,596	0	0	0
MISSISSIPPI	8,175	336	7,839	0	0	0	1	1,220	0	6,954	0	0	1
MISSOURI	4,333	615	3,718	116	0	0	655	3,335	14	313	16	0	0
MONTANA	1,302	0	1,302	59	31	0	268	485	77	282	190	13	0
NEBRASKA	990	3	987	45	4	0	0	259	0	731	0	0	0
NEVADA	3,394	681	2,713	378	17	303	1,749	863	202	276	1	0	117
NEW HAMPSHIRE	711	37	674	0	0	0	0	313	0	373	25	0	0
NEW JERSEY	11,884	689	11,195	31	8	0	1,559	5,285	2,657	2,303	80	63	50
NEW MEXICO	696	31	665	179	22	0	0	656	0	40	0	0	0
NEW YORK	31,526	2,360	29,166	5,862	334	0	14,468	9,627	489	6,856	86	0	841
NORTH CAROLINA	11,751	1,512	10,239	381	19	0	0	6,559	895	4,297	0	256	30
NORTH DAKOTA	477	16	461	28	18	0	19	458	0	0	0	1	0
OHIO	6,812	390	6,422	69	10	0	0	4,044	88	2,680	0	974	0
OKLAHOMA	4,943	485	4,458	311	194	0	233	1,973	1,352	1,285	0	13	7
OREGON	3,660	137	3,523	451	106	0	13	2,386	428	814	19	71	42
PENNSYLVANIA	19,773	3,047	16,726	534	147	0	9,866	6,519	974	2,007	407	484	0
RHODE ISLAND	848	40	808	71	14	0	268	168	10	399	3	0	18
SOUTH CAROLINA	270	0	270	0	0	0	0	270	0	0	0	0	0
SOUTH DAKOTA	425	6	419	115	38	0	0	425	0	0	0	0	0
TENNESSEE	5,286	167	5,119	1,511	89	0	911	2,406	886	1,083	0	0	0
TEXAS	8,925	561	8,364	93	0	0	17	7,293	1,011	604	0	118	0
UTAH	4,617	194	4,423	175	74	0	516	3,922	1	88	90	0	0
VERMONT	496	15	481	0	0	0	0	0	0	496	0	0	0
VIRGINIA	4,524	61	4,463	122	2	0	0	2,913	802	809	0	0	0
WASHINGTON	9,185	1,697	7,488	633	336	0	0	4,653	0	4,470	62	102	28
WEST VIRGINIA	2,060	206	1,854	62	7	0	812	792	0	411	45	0	0
WISCONSIN	7,921	442	7,479	623	109	0	0	7,493	10	406	12	0	0
WYOMING	220	19	201	20	3	0	0	197	23	0	0	0	62
AMERICAN SAMOA	250	0	250	250	0	0	160	90	0	0	0	0	0
GUAM	141	0	141	72	0	0	46	3	0	92	0	0	0
PUERTO RICO	1,699	93	1,606	160	0	0	0	1,402	0	297	0	0	0
TRUST TERRITORY	1	0	1	1	0	0	1	0	0	0	0	0	1
VIRGIN ISLANDS	38	0	38	12	0	0	10	28	0	0	0	0	10

ENROLLMENT IN TRADE AND INDUSTRIAL EDUCATION PROGRAMS (2-DIGIT TOTAL), BY SEX, TARGET GROUP, LEVEL, AND COOPERATIVE PROGRAMS, FY1972
TABLE 051

STATE	TOTAL	FEMALE	MALE	DISAD-VANTAGED	HANDI-CAPPED	BELOW GRADE 9	GRADES 9 - 12	POST-SECONDARY	ADULT PREP.	ADULT SUPPL.	ADULT APPREN.	COOPERATIVE PART B	COOPERATIVE PART G
TOTALS	2,397,968	279,680	2,118,288	275,219	50,046	27,665	924,618	356,879	144,833	773,711	170,262	72,506	20,562
ALABAMA	41,879	3,976	37,903	2,133	288	245	12,268	12,792	184	14,579	1,811	2,049	261
ALASKA	6,473	144	6,329	4,214	95	0	2,244	526	2,838	613	252	0	81
ARIZONA	20,124	3,590	16,534	3,274	294	140	8,169	8,206	2,258	711	640	459	1,046
ARKANSAS	24,156	1,265	22,891	2,759	442	0	2,621	2,647	333	16,289	2,266	400	145
CALIFORNIA	290,342	34,631	255,711	42,880	3,924	4,214	81,356	96,524	12,967	73,478	21,803	5,575	1,834
COLORADO	19,574	1,706	17,868	620	514	0	9,717	3,660	0	6,197	0	671	533
CONNECTICUT	23,589	1,946	21,643	1,801	665	27	10,345	220	314	6,969	5,714	937	1,271
DELAWARE	8,586	1,033	7,553	1,642	535	0	6,095	0	700	953	838	203	233
DISTRICT OF COL.	2,479	398	2,081	634	19	0	1,297	690	356	116	18	43	63
FLORIDA	98,331	11,737	86,594	16,442	2,653	8,411	35,882	8,634	16,210	17,943	8,251	1,711	1,432
GEORGIA	55,895	8,299	47,596	13,643	4,519	0	11,069	9,997	4,365	27,652	2,012	3,074	0
HAWAII	12,612	901	11,711	1,610	564	0	1,362	4,017	0	1,976	5,257	6	258
IDAHO	5,471	281	5,190	55	11	0	1,245	1,297	0	2,374	555	28	69
ILLINOIS	202,762	19,401	183,361	21,562	3,772	0	170,175	19,167	2,925	4,178	6,317	3,616	350
INDIANA	30,197	1,064	29,133	2,834	242	0	12,078	1,824	2,930	8,590	4,775	1,915	724
IOWA	24,505	1,466	23,039	231	28	0	3,215	5,089	0	14,903	1,298	1,600	0
KANSAS	40,582	6,370	34,212	1,830	924	37	5,458	4,111	3,078	26,555	1,343	528	186
KENTUCKY	36,625	1,040	35,585	3,680	948	0	10,873	5,645	82	18,815	1,210	126	596
LOUISIANA	27,272	2,082	25,190	8,710	798	40	5,974	8,527	1,307	9,164	2,260	0	54
MAINE	11,774	1,136	10,638	228	53	0	2,111	1,305	0	7,385	973	136	388
MARYLAND	31,136	5,026	26,110	6,656	1,975	632	20,655	1,638	0	6,020	2,191	759	49
MASSACHUSETTS	43,216	3,112	40,104	1,327	743	0	26,908	891	4,232	7,071	4,114	1,857	59
MICHIGAN	96,232	13,984	82,248	1,558	423	0	29,032	16,719	9,197	30,072	11,212	5,372	467
MINNESOTA	55,210	10,976	44,234	2,232	1,011	1	6,246	8,818	1,625	31,816	6,704	1,519	178
MISSISSIPPI	25,390	3,019	22,371	4,219	1,942	504	7,408	3,784	1,940	10,668	1,086	139	376
MISSOURI	30,140	1,643	28,497	1,370	231	195	14,796	1,809	1,120	7,552	4,668	1,286	431
MONTANA	10,050	57	9,993	1,643	295	0	5,700	1,230	392	2,358	370	140	74
NEBRASKA	18,355	515	17,840	1,356	494	0	4,180	2,986	0	11,189	0	76	297
NEVADA	7,758	991	6,767	1,117	39	582	4,543	805	257	775	796	8	278
NEW HAMPSHIRE	5,008	221	4,787	210	19	45	1,402	893	0	2,247	421	20	86
NEW JERSEY	52,147	5,758	46,389	1,462	443	0	22,163	1,635	187	21,222	6,940	2,016	1,172
NEW MEXICO	8,306	455	7,851	2,542	132	0	3,596	1,076	9	2,649	976	346	47
NEW YORK	154,830	27,254	127,576	23,051	2,577	0	83,897	9,701	10,565	38,254	12,413	0	2,813
NORTH CAROLINA	153,071	27,177	125,894	10,446	2,320	856	41,562	14,525	18,004	76,482	1,642	6,510	517
NORTH DAKOTA	5,098	158	4,940	645	164	0	1,010	1,674	207	1,809	398	49	88
OHIO	95,503	8,729	86,774	13,288	580	1,966	33,948	563	411	47,585	11,030	13,189	0
OKLAHOMA	32,758	4,459	28,299	7,799	1,248	0	12,929	0	10,599	8,370	860	1,144	449
OREGON	28,496	4,234	24,262	2,952	575	4	8,420	7,864	2,458	7,323	2,427	674	135
PENNSYLVANIA	128,776	16,701	112,075	6,949	2,549	0	44,605	4,605	5,972	67,050	6,544	2,797	70
RHODE ISLAND	5,529	350	5,179	518	34	0	2,595	0	0	1,917	1,017	37	238
SOUTH CAROLINA	26,343	2,970	23,373	456	165	0	13,720	6,066	0	6,557	0	446	432
SOUTH DAKOTA	3,971	259	3,712	958	120	0	1,244	1,001	111	1,365	250	0	0
TENNESSEE	41,569	4,661	36,908	6,868	1,961	544	14,831	6,873	3,463	13,981	1,877	576	396
TEXAS	82,362	7,330	75,032	13,337	1,891	5,235	38,058	15,751	6,369	10,476	6,473	6,583	676
UTAH	22,508	2,787	19,721	2,672	694	713	8,668	5,339	3,129	3,114	1,545	505	77
VERMONT	5,340	364	4,976	791	48	0	2,616	0	439	2,285	0	69	218
VIRGINIA	79,006	5,265	73,741	5,817	3,275	3,084	19,272	4,460	2,311	41,834	8,045	2,576	293
WASHINGTON	55,550	7,250	48,300	2,343	1,487	0	5,057	22,045	0	25,408	3,040	14	84
WEST VIRGINIA	16,691	676	16,015	1,321	408	190	3,028	869	0	6,834	770	0	79
WISCONSIN	66,737	4,701	62,036	3,760	576	0	25,134	9,083	8,752	19,042	4,726	363	336
WYOMING	1,392	16	1,376	193	28	0	919	202	137	0	134	0	195
AMERICAN SAMOA	775	0	775	775	8	0	525	250	0	0	0	0	0
GUAM	1,082	0	1,082	538	0	0	445	34	0	603	0	0	48
PUERTO RICO	22,628	6,042	16,586	11,882	274	0	11,564	8,694	2,029	341	0	359	277
TRUST TERRITORY	1,361	30	1,331	1,341	20	0	1,172	118	71	0	0	0	29
VIRGIN ISLANDS	416	44	372	45	9	0	416	0	0	0	0	0	75

E 052

ENROLLMENT IN GROUP GUIDANCE PROGRAMS BY SEX, TARGET GROUP, LEVEL, AND COOPERATIVE PROGRAMS, FY 1972

STATE	TOTAL	FEMALE	MALE	DISAD-VANTAGED	HANDI-CAPPED	BELOW GRADE 9	GRADES 9 - 12	POST-SECNDARY	ADULT PREP.	ADULT SUPPL.	ADULT APPREN.	COOPERATIVE PART B	COOPERATIVE PART G
TOTALS	1,079,752	487,956	591,796	73,146	17,924	930218	136,938	5,728	5,971	861	36	6,158	7,376
ALABAMA	0	0	0	0	0	0	0	0	0	0	0	0	0
ALASKA	0	0	0	0	0	0	0	0	0	0	0	0	0
ARIZONA	1	1	0	0	0	0	1	0	0	0	0	0	0
ARKANSAS	5,767	803	4,964	2,214	155	2,122	3,288	0	31	326	0	0	0
CALIFORNIA	0	0	0	0	0	0	0	0	0	0	0	0	0
COLORADO	6,095	2,833	3,262	0	0	0	6,095	0	0	0	0	0	0
CONNECTICUT	20,218	8,854	11,364	5,307	0	14,467	5,751	0	0	0	0	0	0
DELAWARE	4,342	1,403	2,939	1,391	1,248	1,677	2,665	0	0	0	0	0	673
DISTRICT OF COL.	0	0	0	0	0	0	0	0	0	0	0	0	0
FLORIDA	44,948	6,213	38,735	13,877	364	22,158	22,251	254	80	169	36	4,594	6,440
GEORGIA	0	0	0	0	0	0	0	0	0	0	0	0	0
HAWAII	13	9	4	2	0	0	0	13	0	0	0	0	0
IDAHO	562	245	317	295	109	309	177	76	0	0	0	0	0
ILLINOIS	783,835	378,592	405,243	5,938	2,981	783,835	0	0	0	0	0	0	0
INDIANA	602	199	403	401	201	0	602	0	0	0	0	0	0
IOWA	0	0	0	0	0	0	0	0	0	0	0	0	0
KANSAS	1,785	196	1,589	753	64	692	860	233	0	0	0	0	0
KENTUCKY	16,073	6,040	10,033	14,348	1,725	0	14,278	1,661	134	0	0	0	0
LOUISIANA	0	0	0	0	0	0	0	0	0	0	0	0	0
MAINE	202	40	162	0	202	0	202	0	0	0	0	0	0
MARYLAND	0	0	0	0	0	0	0	0	0	0	0	0	0
MASSACHUSETTS	815	253	562	745	48	0	423	392	0	0	0	12	0
MICHIGAN	0	0	0	0	0	0	0	0	0	0	0	0	0
MINNESOTA	0	0	0	0	0	0	0	0	0	0	0	0	0
MISSISSIPPI	7,290	2,659	4,631	178	642	2,053	5,237	0	0	0	0	0	0
MISSOURI	0	0	0	0	0	0	0	0	0	0	0	0	0
MONTANA	0	0	0	0	0	0	0	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	6,011	2,673	3,338	4,185	416	1,629	4,134	0	248	0	0	0	0
NEW MEXICO	2,594	291	2,303	1,018	41	973	1,621	0	0	0	0	0	0
NEW YORK	0	0	0	0	0	0	0	0	0	0	0	0	0
NORTH CAROLINA	62,807	28,160	34,647	3,338	936	45,036	17,771	0	0	0	0	1,552	91
NORTH DAKOTA	775	350	425	577	92	0	775	0	0	0	0	0	0
OHIO	39,647	18,531	21,116	3,401	698	29,215	10,432	0	0	0	0	0	0
OKLAHOMA	3,338	765	2,573	2,448	870	441	2,897	0	0	0	0	0	0
OREGON	0	0	0	0	0	0	0	0	0	0	0	0	0
PENNSYLVANIA	55	10	45	55	0	0	55	0	0	0	0	0	0
RHODE ISLAND	172	47	125	122	0	0	172	0	0	0	0	0	0
SOUTH CAROLINA	11,278	1,669	9,609	3,930	2,494	5,849	5,162	267	0	0	0	0	172
SOUTH DAKOTA	0	0	0	0	0	0	0	0	0	0	0	0	0
TENNESSEE	3,201	921	2,280	735	33	0	3,180	0	21	0	0	0	0
TEXAS	7,551	2,949	4,602	87	3,342	5,706	1,845	0	0	0	0	0	0
UTAH	32,294	15,762	16,532	6,314	272	8,704	18,071	47	5,457	15	0	0	0
VERMONT	281	116	165	69	13	46	235	0	0	0	0	0	0
VIRGINIA	111	0	111	15	0	15	96	0	0	0	0	0	0
WASHINGTON	14,401	6,507	7,894	1,055	729	4,912	6,353	2,785	0	351	0	0	0
WEST VIRGINIA	165	14	151	0	165	99	66	0	0	0	0	0	0
WISCONSIN	0	0	0	0	0	0	0	0	0	0	0	0	0
WYOMING	2,243	766	1,477	268	74	0	2,243	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORY	0	0	0	0	0	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	280	85	195	80	10	280	0	0	0	0	0	0	0

ABLE 053

ENROLLMENT IN PREPOSTSECONDARY PROGRAMS BY SEX, TARGET GROUP, LEVEL, AND COOPERATIVE PROGRAMS, FY 1972

STATE	TOTAL	FEMALE	MALE	DISAD-VANTAGED	HANDI-CAPPED	BELOW GRADE 9	GRADES 9 - 12	POST-SECONDARY	ADULT PREP.	ADULT SUPPL.	ADULT APPREN.	COOPERATIVE PART B	COOPERATIVE PART G
TOTALS	1,516	531	985	660	43	0	623	893	0	0	0	0	0
ALABAMA	82	67	15	0	0	0	0	82	0	0	0	0	0
ALASKA	0	0	0	0	0	0	0	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0	0	0	0	0	0
ARKANSAS	0	0	0	0	0	0	0	0	0	0	0	0	0
CALIFORNIA	0	0	0	0	0	0	0	0	0	0	0	0	0
COLORADO	0	0	0	0	0	0	0	0	0	0	0	0	0
CONNECTICUT	0	0	0	0	0	0	0	0	0	0	0	0	0
DELAWARE	238	78	160	52	0	0	238	0	0	0	0	0	0
DISTRICT OF COL.	195	90	105	105	10	0	105	90	0	0	0	0	0
FLORIDA	0	0	0	0	0	0	0	0	0	0	0	0	0
GEORGIA	229	52	177	58	33	0	0	229	0	0	0	0	0
HAWAII	0	0	0	0	0	0	0	0	0	0	0	0	0
IDAHO	243	83	160	243	0	0	243	0	0	0	0	0	0
ILLINOIS	0	0	0	0	0	0	0	0	0	0	0	0	0
INDIANA	0	0	0	0	0	0	0	0	0	0	0	0	0
IOWA	0	0	0	0	0	0	0	0	0	0	0	0	0
KANSAS	0	0	0	0	0	0	0	0	0	0	0	0	0
KENTUCKY	0	0	0	0	0	0	0	0	0	0	0	0	0
LOUISIANA	0	0	0	0	0	0	0	0	0	0	0	0	0
MAINE	0	0	0	0	0	0	0	0	0	0	0	0	0
MARYLAND	0	0	0	0	0	0	0	0	0	0	0	0	0
MASSACHUSETTS	37	0	37	0	0	0	37	0	0	0	0	0	0
MICHIGAN	0	0	0	0	0	0	0	0	0	0	0	0	0
MINNESOTA	0	0	0	0	0	0	0	0	0	0	0	0	0
MISSISSIPPI	0	0	0	0	0	0	0	0	0	0	0	0	0
MISSOURI	0	0	0	0	0	0	0	0	0	0	0	0	0
MONTANA	0	0	0	0	0	0	0	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	8	1	7	8	0	0	0	8	0	0	0	0	0
NEW JERSEY	0	0	0	0	0	0	0	0	0	0	0	0	0
NEW MEXICO	0	0	0	0	0	0	0	0	0	0	0	0	0
NEW YORK	0	0	0	0	0	0	0	0	0	0	0	0	0
NORTH CAROLINA	0	0	0	0	0	0	0	0	0	0	0	0	0
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0	0	0	0
OHIO	0	0	0	0	0	0	0	0	0	0	0	0	0
OKLAHOMA	0	0	0	0	0	0	0	0	0	0	0	0	0
OREGON	0	0	0	0	0	0	0	0	0	0	0	0	0
PENNSYLVANIA	37	17	20	37	0	0	0	37	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	0	0	0	0	0	0	0	0	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	0	0	0	0	0	0	0	0
TENNESSEE	0	0	0	0	0	0	0	0	0	0	0	0	0
TEXAS	0	0	0	0	0	0	0	0	0	0	0	0	0
UTAH	190	82	108	40	0	0	0	190	0	0	0	0	0
VERMONT	0	0	0	0	0	0	0	0	0	0	0	0	0
VIRGINIA	257	61	196	117	0	0	0	257	0	0	0	0	0
WASHINGTON	0	0	0	0	0	0	0	0	0	0	0	0	0
WEST VIRGINIA	0	0	0	0	0	0	0	0	0	0	0	0	0
WISCONSIN	0	0	0	0	0	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORY	0	0	0	0	0	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0	0	0	0	0

ABLE 054

ENROLLMENT IN REMEDIAL PROGRAMS BY SEX, TARGET GROUP, LEVEL, AND COOPERATIVE PROGRAMS, FY 1972

STATE	TOTAL	FEMALE	MALE	DISAD-VANTAGED	HANDI-CAPPED	BELOW GRADE 9	GRADES 9 - 12	POST-SECNDARY	ADULT PREP.	ADULT SUPPL.	ADULT APPREN.	COOPERATIVE PART B	COOPERATIVE PART G
TOTALS	57,879	24,459	33,420	33,447	9,988	4,869	24,242	15,742	9,860	3,166	0	472	274
ALABAMA	727	283	444	71	68	22	597	20	0	88	0	26	0
ALASKA	0	0	0	0	0	0	0	0	0	0	0	0	0
ARIZONA	3	2	1	0	0	0	0	0	0	3	0	0	0
ARKANSAS	53	11	42	53	0	0	53	0	0	0	0	0	0
CALIFORNIA	0	0	0	0	0	0	0	0	0	0	0	0	0
COLORADO	0	0	0	0	0	0	0	0	0	0	0	0	0
CONNECTICUT	65	5	60	65	0	0	65	0	0	0	0	0	0
DELAWARE	0	0	0	0	0	0	0	0	0	0	0	0	0
DISTRICT OF COL.	1,195	690	505	205	10	0	805	390	0	0	0	0	0
FLORIDA	0	0	0	0	0	0	0	0	0	0	0	0	0
GEORGIA	2,278	1,472	806	1,590	433	0	0	188	1,061	1,029	0	0	0
HAWAII	0	0	0	0	0	0	0	0	0	0	0	0	0
IDAHO	87	20	67	26	8	0	0	87	0	0	0	0	0
ILLINOIS	0	0	0	0	0	0	0	0	0	0	0	0	0
INDIANA	1,214	413	801	121	66	0	1,153	25	36	0	0	0	0
IOWA	3,860	1,992	1,868	3,828	32	0	339	3,521	0	0	0	0	0
KANSAS	1,263	332	931	1,048	215	0	815	448	0	0	0	0	0
KENTUCKY	3,032	1,039	1,993	2,742	290	0	581	2,411	40	0	0	0	0
LOUISIANA	1,374	680	694	1,374	0	0	0	1,374	0	0	0	0	0
MAINE	168	32	136	168	0	0	60	108	0	0	0	0	0
MARYLAND	0	0	0	0	0	0	0	0	0	0	0	0	0
MASSACHUSETTS	989	468	521	127	261	0	989	0	0	0	0	2	0
MICHIGAN	0	0	0	0	0	0	0	0	0	0	0	0	0
MINNESOTA	0	0	0	0	0	0	0	0	0	0	0	0	0
MISSISSIPPI	79	34	45	79	0	18	61	0	0	0	0	0	0
MISSOURI	0	0	0	0	0	0	0	0	0	0	0	0	0
MONTANA	0	0	0	0	0	0	0	0	0	0	0	0	0
NEBRASKA	955	455	500	595	360	550	405	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	934	109	825	494	0	0	494	0	0	440	0	0	0
NEW MEXICO	0	0	0	0	0	0	0	0	0	0	0	0	0
NEW YORK	0	0	0	0	0	0	0	0	0	0	0	0	0
NORTH CAROLINA	4,768	1,632	3,136	3,112	1,514	1,690	2,006	1,072	0	0	0	169	67
NORTH DAKOTA	31	20	11	26	5	0	26	5	0	0	0	0	0
OHIO	19,569	8,583	10,986	13,670	5,899	2,100	14,218	0	3,251	0	0	158	0
OKLAHOMA	0	0	0	0	0	0	0	0	0	0	0	0	0
OREGON	7,196	3,454	3,742	1,138	104	0	0	1,578	5,326	292	0	99	12
PENNSYLVANIA	164	38	126	164	0	0	164	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	0	0	0	0	0	0	0	0	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	0	0	0	0	0	0	0	0
TENNESSEE	1,521	556	965	1,115	112	22	1,076	381	42	0	0	0	0
TEXAS	104	60	44	104	0	0	0	0	104	0	0	0	0
UTAH	377	91	286	243	114	0	0	357	0	20	0	0	0
VERMONT	233	76	157	181	0	2	231	0	0	0	0	18	0
VIRGINIA	2,288	867	1,421	409	0	0	0	2,271	0	17	0	0	195
WASHINGTON	2,680	869	1,811	586	21	0	0	1,403	0	1,277	0	0	0
WEST VIRGINIA	0	0	0	0	0	0	0	0	0	0	0	0	0
WISCONSIN	0	0	0	0	0	0	0	0	0	0	0	0	0
WYOMING	207	69	138	103	11	0	104	103	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	465	107	358	0	465	465	0	0	0	0	0	0	0
TRUST TERRITORY	0	0	0	0	0	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0	0	0	0	0

TABLE 055

ENROLLMENT IN OTHER SPECIAL PROGRAMS BY SEX, TARGET GROUP, LEVEL, AND COOPERATIVE PROGRAMS, FY 1972

STATE	TOTAL	FEMALE	MALE	DISADVANTAGED	HANDICAPPED	BELOW GRADE 9	GRADES 9 - 12	POST-SECONDARY	ADULT PREP.	ADULT SUPPL.	ADULT APPREN.	COOPERATIVE PART B	COOPERATIVE PART G
TOTALS	165,472	69,769	95,703	52,500	11,966	3366	122,983	23,398	8,916	6,450	359	8,097	9,940
ALABAMA	0	0	0	0	0	0	0	0	0	0	0	0	0
ALASKA	0	0	0	0	0	0	0	0	0	0	0	0	0
ARIZONA	1,439	1,003	436	728	54	34	870	39	422	74	0	0	589
ARKANSAS	0	0	0	0	0	0	0	0	0	0	0	0	0
CALIFORNIA	103,583	47,622	55,961	18,859	2,602	1,864	89,243	7,316	3,784	1,242	134	5,982	294
COLORADO	0	0	0	0	0	0	0	0	0	0	0	0	0
CONNECTICUT	0	0	0	0	0	0	0	0	0	0	0	0	0
DELAWARE	612	232	380	31	412	0	612	0	0	0	0	0	0
DISTRICT OF COL.	1,097	486	611	34	0	0	832	84	132	49	0	0	26
FLORIDA	0	0	0	0	0	0	0	0	0	0	0	0	0
GEORGIA	2,996	1,022	1,974	1,913	368	0	2,996	0	0	0	0	0	2,919
HAWAII	648	239	409	617	19	0	413	228	0	7	0	0	28
IDAHO	0	0	0	0	0	0	0	0	0	0	0	0	0
ILLINOIS	0	0	0	0	0	0	0	0	0	0	0	0	0
INDIANA	197	75	122	0	0	0	0	171	26	0	0	0	0
IOWA	12,456	4,360	8,096	10,264	2,192	0	1,117	11,339	0	0	0	0	0
KANSAS	448	130	318	353	95	0	106	0	342	0	0	0	0
KENTUCKY	144	58	86	26	118	0	77	38	29	0	0	0	0
LOUISIANA	0	0	0	0	0	0	0	0	0	0	0	0	0
MAINE	0	0	0	0	0	0	0	0	0	0	0	0	0
MARYLAND	5,736	2,615	3,121	1,632	477	568	3,865	520	0	783	0	661	946
MASSACHUSETTS	1,792	470	1,322	617	518	0	1,254	388	150	0	0	72	0
MICHIGAN	8,668	3,381	5,287	7,615	107	0	5,824	1,404	0	1,440	0	0	2,565
MINNESOTA	0	0	0	0	0	0	0	0	0	0	0	0	0
MISSISSIPPI	0	0	0	0	0	0	0	0	0	0	0	0	0
MISSOURI	0	0	0	0	0	0	0	0	0	0	0	0	0
MONTANA	0	0	0	0	0	0	0	0	0	0	0	0	0
NEBRASKA	227	84	143	27	0	0	227	0	0	0	0	0	0
NEVADA	1,529	648	881	540	19	155	1,252	66	7	49	0	13	584
NEW HAMPSHIRE	821	380	441	632	152	0	784	0	0	37	0	0	0
NEW JERSEY	7,197	1,438	5,759	3,912	3,285	550	6,635	0	0	12	0	0	0
NEW MEXICO	0	0	0	0	0	0	0	0	0	0	0	0	0
NEW YORK	0	0	0	0	0	0	0	0	0	0	0	0	0
NORTH CAROLINA	799	218	581	56	0	182	617	0	0	0	0	351	144
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0	0	0	0
OHIO	0	0	0	0	0	0	0	0	0	0	0	0	0
OKLAHOMA	0	0	0	0	0	0	0	0	0	0	0	0	0
OREGON	543	220	323	75	8	0	543	0	0	0	0	490	13
PENNSYLVANIA	3,016	1,398	1,618	2,291	0	0	2,291	43	52	630	0	11	1,095
RHODE ISLAND	374	47	327	140	204	0	190	0	184	0	0	0	70
SOUTH CAROLINA	0	0	0	0	0	0	0	0	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	0	0	0	0	0	0	0	0
TENNESSEE	0	0	0	0	0	0	0	0	0	0	0	0	0
TEXAS	129	63	66	21	0	0	129	0	0	0	0	104	22
UTAH	894	346	548	90	4	0	878	0	16	0	0	238	381
VERMONT	196	74	122	39	196	2	194	0	0	0	0	0	9
VIRGINIA	833	328	505	0	0	0	0	755	3	75	0	0	0
WASHINGTON	4,591	2,166	2,425	1,254	1,023	0	1,568	996	0	2,027	0	175	243
WEST VIRGINIA	3,446	234	3,212	177	26	11	380	11	3,044	0	0	0	12
WISCONSIN	0	0	0	0	0	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0	0	0	0
GUAM	1,059	431	628	555	86	0	86	0	723	25	225	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORY	2	1	1	2	1	0	0	0	2	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0	0	0	0	0

TABLE 069

ESTIMATED ENROLLMENT BY LEVEL UNDER PART H, VOCATIONAL EDUCATION AMENDMENTS OF 1968, FY 1972

STATE	TOTAL	SECONDARY	POST-SECONDARY	ADULT
TOTALS	30,896	23,201	7,695	0
ALABAMA	811	664	147	0
ALASKA	60	60	0	0
ARIZONA	377	339	38	0
ARKANSAS	390	358	32	0
CALIFORNIA	3,513	1,272	2,241	0
COLORADO	566	458	108	0
CONNECTICUT	388	388	0	0
DELAWARE	203	203	0	0
DISTRICT OF COL.	150	125	25	0
FLORIDA	1,531	1,255	276	0
GEORGIA	1,155	1,150	5	0
HAWAII	413	413	0	0
IDAHO	163	70	93	0
ILLINOIS	840	640	200	0
INDIANA	452	301	151	0
IOWA	259	139	120	0
KANSAS	478	186	292	0
KENTUCKY	1,001	781	220	0
LOUISIANA	995	238	757	0
MAINE	218	0	218	0
MARYLAND	350	350	0	0
MASSACHUSETTS	1,718	1,553	165	0
MICHIGAN	1,391	1,351	40	0
MINNESOTA	623	0	623	0
MISSISSIPPI	333	307	26	0
MISSOURI	685	664	21	0
MONTANA	87	79	8	0
NEBRASKA	265	146	119	0
NEVADA	0	0	0	0
NEW HAMPSHIRE	100	100	0	0
NEW JERSEY	779	779	0	0
NEW MEXICO	221	221	0	0
NEW YORK	1,500	1,500	0	0
NORTH CAROLINA	747	377	370	0
NORTH DAKOTA	85	85	0	0
OHIO	948	948	0	0
OKLAHOMA	476	432	44	0
OREGON	325	164	161	0
PENNSYLVANIA	1,232	1,232	0	0
RHODE ISLAND	58	58	0	0
SOUTH CAROLINA	483	483	0	0
SOUTH DAKOTA	158	98	60	0
TENNESSEE	745	688	57	0
TEXAS	991	947	44	0
UTAH	109	109	0	0
VERMONT	126	126	0	0
VIRGINIA	772	771	1	0
WASHINGTON	467	209	258	0
WEST VIRGINIA	221	221	0	0
WISCONSIN	696	0	696	0
WYOMING	71	48	23	0
AMERICAN SAMOA	75	50	25	0
GUAM	8	8	0	0
PUERTO RICO	0	0	0	0
TRUST TERRITORY	81	50	31	0
VIRGIN ISLANDS	7	7	0	0

TABLE 07C

ESTIMATED ENROLLMENT OF DISADVANTAGED PERSONS BY PROGRAM, FY 1972

STATE	TOTAL	PART A 102(B)	PART B	PART F	PART G	PART H
TOTALS	1,752,552	191,043	785,432	699,875	50,769	25,433
ALABAMA	28,255	2,320	11,892	12,636	596	811
ALASKA	11,278	52	7,182	1,350	2,634	60
ARIZONA	12,075	555	7,964	2,654	525	377
ARKANSAS	33,209	1,154	17,205	14,094	452	304
CALIFORNIA	179,046	41,018	97,463	33,894	3,158	3,513
COLORADO	2,115	487	1,062	0	0	566
CONNECTICUT	50,351	1,247	22,123	25,098	1,495	388
DELAWARE	17,715	11,108	2,814	2,226	1,364	203
DISTRICT OF COL.	10,776	4,023	4,623	1,855	200	75
FLORIDA	94,983	2,264	55,856	27,864	8,999	0
GEORGIA	77,245	19,111	28,596	26,919	1,913	706
HAWAII	8,907	126	3,275	4,699	394	413
IDAHO	1,821	404	588	666	0	163
ILLINOIS	82,803	16,980	58,703	3,737	2,543	840
INDIANA	4,619	894	3,041	0	276	408
IOWA	17,781	4,459	4,469	8,585	9	259
KANSAS	11,216	2,365	5,652	2,652	69	478
KENTUCKY	26,911	1,320	23,598	1,793	199	1,001
LOUISIANA	69,050	4,051	40,775	23,259	383	582
MAINE	843	138	454	33	0	218
MARYLAND	100,258	1,400	6,528	91,706	289	335
MASSACHUSETTS	7,516	394	6,127	427	81	487
MICHIGAN	20,662	3,318	11,811	1,824	2,473	1,236
MINNESOTA	9,801	2,450	7,351	0	0	0
MISSISSIPPI	8,554	1,635	4,820	1,363	403	333
MISSOURI	13,168	759	3,402	8,179	143	685
MONTANA	4,754	1,430	2,281	998	41	4
NEBRASKA	8,522	375	4,747	2,953	202	245
NEVADA	2,612	124	2,124	293	71	0
NEW HAMPSHIRE	2,168	640	831	472	125	100
NEW JERSEY	24,664	2,997	9,875	9,967	1,088	737
NEW MEXICO	24,635	5,210	4,928	13,793	483	221
NEW YORK	235,844	9,919	87,659	131,761	5,005	1,500
NORTH CAROLINA	64,983	13,517	37,414	13,402	291	359
NORTH DAKOTA	8,030	364	4,016	3,270	297	83
OHIO	68,277	3,941	36,083	23,725	3,583	945
OKLAHOMA	27,451	567	19,270	6,424	509	281
OREGON	21,519	1,230	7,923	11,844	199	323
PENNSYLVANIA	26,039	1,780	18,382	3,550	1,095	1,232
RHODE ISLAND	2,855	509	650	1,136	502	58
SOUTH CAROLINA	20,075	639	9,637	8,995	321	483
SOUTH DAKOTA	4,344	200	2,051	1,644	291	158
TENNESSEE	33,243	1,408	18,040	12,316	734	745
TEXAS	96,582	4,711	17,361	72,971	548	991
UTAH	18,382	2,529	4,196	11,471	127	59
VERMONT	3,441	65	1,937	1,249	87	103
VIRGINIA	46,666	2,838	10,525	31,288	1,258	757
WASHINGTON	11,413	2,625	5,677	2,559	85	467
WEST VIRGINIA	8,434	812	2,702	4,650	49	221
WISCONSIN	19,920	5,532	9,493	2,799	1,400	696
WYOMING	2,314	108	1,328	758	67	53
AMERICAN SAMOA	1,885	0	1,810	0	0	75
GUAM	1,598	220	1,082	240	48	8
PUERTO RICO	57,221	2,181	24,889	26,656	3,495	0
TRUST TERRITORY	3,405	140	2,032	1,063	89	81
VIRGIN ISLANDS	318	0	115	115	81	7

TABLE 071

ESTIMATED ENROLLMENT OF HANDICAPPED PERSONS BY PROGRAM, FY 1972

STATE	TOTAL	PART B	PART F	PART G	PART H
TOTALS	216,313	156,881	52,074	6,389	969
ALABAMA	2,724	2,011	709	4	0
ALASKA	671	537	66	62	6
ARIZONA	1,171	810	309	52	0
ARKANSAS	3,528	2,081	1,336	25	86
CALIFORNIA	20,406	14,439	2,809	3,158	0
COLORADO	2,549	2,549	0	0	0
CONNECTICUT	1,125	1,058	67	0	0
DELAWARE	1,466	424	938	104	0
DISTRICT OF COL.	267	225	34	5	3
FLORIDA	8,802	6,718	2,084	0	0
GEORGIA	20,957	13,736	6,804	368	49
HAWAII	1,426	1,148	249	29	0
IDAHO	198	187	11	0	0
ILLINOIS	13,894	11,500	2,092	302	0
INDIANA	1,091	966	0	81	44
IOWA	2,756	2,749	0	7	0
KANSAS	3,661	2,784	841	36	0
KENTUCKY	3,665	3,615	0	50	0
LOUISIANA	1,163	1,163	0	0	0
MAINE	291	263	28	0	0
MARYLAND	4,196	2,516	1,633	32	15
MASSACHUSETTS	3,013	2,595	74	3	341
MICHIGAN	1,329	1,127	15	92	95
MINNESOTA	5,271	5,271	0	0	0
MISSISSIPPI	2,584	2,584	0	0	0
MISSOURI	3,695	1,193	2,491	11	0
MONTANA	974	735	219	19	1
NEBRASKA	2,139	1,683	409	27	20
NEVADA	94	77	10	7	0
NEW HAMPSHIRE	357	312	45	0	0
NEW JERSEY	5,067	4,008	655	362	42
NEW MEXICO	1,279	654	565	60	0
NEW YORK	7,901	7,228	0	673	0
NORTH CAROLINA	7,592	7,389	42	140	21
NORTH DAKOTA	884	615	207	60	2
OHIO	18,543	8,186	10,319	35	3
OKLAHOMA	8,580	5,621	2,546	218	195
OREGON	1,919	1,429	478	10	2
PENNSYLVANIA	6,631	5,265	1,366	0	0
RHODE ISLAND	392	290	102	0	0
SOUTH CAROLINA	4,232	4,142	90	0	0
SOUTH DAKOTA	1,026	644	348	34	0
TENNESSEE	5,579	3,804	1,738	37	0
TEXAS	12,972	5,979	6,925	68	0
UTAH	1,815	1,604	198	6	7
VERMONT	386	314	49	19	4
VIRGINIA	5,658	3,894	1,749	0	15
WASHINGTON	4,860	3,954	855	51	0
WEST VIRGINIA	995	895	92	8	0
WISCONSIN	2,346	2,027	219	100	0
WYOMING	294	175	67	34	18
AMERICAN SAMOA	8	8	0	0	0
GUAM	86	86	0	0	0
PUERTO RICO	1,692	1,531	161	0	0
TRUST TERRITORY	89	59	30	0	0
VIRGIN ISLANDS	24	24	0	0	0

TABLE 072

ESTIMATED ENROLLMENT IN CONSUMER AND HOMEMAKING FROM DEPRESSED AREAS, FY 1972

STATE	TOTAL	SECONDARY	POST-SECONDARY	ADULT
TOTALS	870,954	627,324	23,601	220,029
ALABAMA	17,292	16,874	0	418
ALASKA	1,416	1,289	0	127
ARIZONA	2,155	1,245	0	910
ARKANSAS	23,646	19,415	0	4,231
CALIFORNIA	80,811	63,478	4,595	12,738
COLORADO	1,230	356	104	770
CONNECTICUT	25,098	23,514	0	1,584
DELAWARE	3,130	3,130	0	0
DISTRICT OF COL.	919	919	0	0
FLORIDA	147,708	87,148	17,725	42,835
GEORGIA	5,661	5,095	0	566
HAWAII	0	0	0	0
IDAHO	1,018	969	0	49
ILLINOIS	28,572	27,353	243	976
INDIANA	20,186	20,186	0	0
IOWA	3,455	2,971	0	484
KANSAS	12,898	12,246	0	652
KENTUCKY	22,438	18,656	75	3,707
LOUISIANA	22,371	21,818	0	553
MAINE	604	604	0	0
MARYLAND	3,450	2,952	0	498
MASSACHUSETTS	518	473	0	45
MICHIGAN	2,280	1,072	0	1,208
MINNESOTA	5,947	985	0	4,962
MISSISSIPPI	1,363	0	0	1,363
MISSOURI	30,143	26,648	139	3,356
MONTANA	6,190	5,795	0	395
NEBRASKA	2,543	2,201	0	342
NEVADA	99	99	0	0
NEW HAMPSHIRE	2,770	2,620	0	150
NEW JERSEY	38,073	31,088	0	6,985
NEW MEXICO	6,839	6,758	0	81
NEW YORK	0	0	0	0
NORTH CAROLINA	11,780	11,654	0	126
NORTH DAKOTA	890	420	0	470
OHIO	50,553	0	0	50,553
OKLAHOMA	18,900	14,791	0	4,109
OREGON	22,506	17,678	672	4,156
PENNSYLVANIA	31,886	29,959	0	1,927
RHODE ISLAND	8,930	7,420	0	1,510
SOUTH CAROLINA	8,745	8,345	0	400
SOUTH DAKOTA	5,207	5,121	0	86
TENNESSEE	22,868	21,131	0	1,737
TEXAS	80,453	32,960	0	47,493
UTAH	2,732	2,062	0	670
VERMONT	457	449	0	8
VIRGINIA	37,827	37,206	0	621
WASHINGTON	2,708	0	0	2,708
WEST VIRGINIA	9,502	7,602	0	1,900
WISCONSIN	4,365	3,000	5	1,360
WYOMING	2,791	2,718	43	30
AMERICAN SAMOA	0	0	0	0
GUAM	240	240	0	0
PUERTO RICO	26,656	16,476	0	10,180
TRUST TERRITORY	0	0	0	0
VIRGIN ISLANDS	135	135	0	0

TABLE 073

ESTIMATED TOTAL ENROLLMENT IN VOCATIONAL EDUCATION BY RACIAL/ETHNIC GROUP, FY 1972 OF ALL

STATE	AMERICAN INDIAN	NEGRO	ORIENTAL	SPANISH SURN. AM.	OTHER
TOTALS	83,074	1,660,585	58,962	735,516	8,471,332
ALABAMA	8	54,661	6	15	111,808
ALASKA	9,126	2,285	564	0	8,967
ARIZONA	4,013	3,170	331	11,947	84,183
ARKANSAS	79	24,745	512	495	90,048
CALIFORNIA	4,926	114,754	27,146	157,428	889,656
COLORADO	633	2,757	1,767	12,036	84,288
CONNECTICUT	0	0	0	0	0
DELAWARE	9	15,633	63	201	27,521
DISTRICT OF COL.	4	11,108	385	675	4,023
FLORIDA	1,364	124,523	1,038	23,033	454,920
GEORGIA	484	85,506	205	176	219,229
HAWAII	0	0	0	0	0
IDAHO	509	114	183	614	32,035
ILLINOIS	13,796	137,970	41,393	69,007	1,117,548
INDIANA	0	17,305	0	3,461	133,790
IOWA	192	4,424	83	539	128,204
KANSAS	344	6,527	88	1,436	96,634
KENTUCKY	494	19,777	55	209	144,334
LOUISIANA	42	65,221	140	691	110,293
MAINE	0	0	0	0	0
MARYLAND	832	47,805	861	806	165,010
MASSACHUSETTS	228	8,667	439	2,265	152,196
MICHIGAN	782	52,755	1,864	2,908	284,636
MINNESOTA	0	0	0	0	0
MISSISSIPPI	62	47,780	46	127	67,270
MISSOURI	73	28,039	452	998	138,947
MONTANA	2,598	116	7	151	31,312
NEBRASKA	212	2,138	56	622	70,829
NEVADA	724	1,385	105	596	19,121
NEW HAMPSHIRE	0	31	16	34	35,093
NEW JERSEY	207	75,643	39	17,938	248,218
NEW MEXICO	5,236	769	151	28,382	22,558
NEW YORK	11,953	135,804	9,563	74,305	688,296
NORTH CAROLINA	4,357	126,299	156	398	356,143
NORTH DAKOTA	766	71	34	49	31,717
OHIO	675	122,530	938	4,046	318,968
OKLAHOMA	6,161	8,088	76	557	93,136
OREGON	1,482	2,120	876	911	129,285
PENNSYLVANIA	734	34,979	285	3,376	288,084
RHODE ISLAND	4	732	37	237	18,982
SOUTH CAROLINA	150	48,840	1,411	0	60,741
SOUTH DAKOTA	916	46	11	145	25,252
TENNESSEE	210	42,850	93	148	109,420
TEXAS	778	97,932	1,775	126,320	421,074
UTAH	1,152	651	576	4,031	108,737
VERMONT	2	27	7	19	16,898
VIRGINIA	669	66,506	701	1,021	267,486
WASHINGTON	4,226	6,583	3,532	3,943	239,552
WEST VIRGINIA	18	2,776	54	48	60,606
WISCONSIN	1,369	7,706	342	1,636	242,442
WYOMING	465	265	97	2,636	16,323
AMERICAN SAMOA	0	0	0	0	2,335
GUAM	0	0	0	0	0
PUERTO RICO	0	0	0	134,856	0
TRUST TERRITORY	0	0	0	0	3,184
VIRGIN ISLANDS	0	0	0	0	0

TABLE 077

ESTIMATED TOTAL ENROLLMENT IN VOCATIONAL EDUCATION PROGRAMS BY GEOGRAPHIC LOCATION, FY 1972

STATE	REGULAR			DISADVANTAGED			HANDICAPPED		
	SMSA	CENTRL CITY	NON-SMSA	SMSA	CENTRL CITY	NON-SMSA	SMSA	CENTRL CITY	NON-SMSA
TOTALS	5,606,758	2,393,778	3,946,568	978,749	677,679	581,246	127,421	70,283	81,496
ALABAMA	54,196	24,918	82,186	7,090	3,876	20,306	1,142	939	1,578
ALASKA	0	0	8,997	0	0	11,278	0	0	671
ARIZONA	64,524	35,263	25,874	6,015	4,197	6,060	961	670	210
ARKANSAS	16,275	9,397	59,097	4,535	2,333	26,037	916	602	1,924
CALIFORNIA	889,961	404,776	150,823	153,998	91,857	21,890	14,108	5,094	3,140
COLORADO	64,993	35,086	32,430	707	68	842	1,524	754	271
CONNECTICUT	78,005	30,502	42,009	50,277	43,003	3,620	1,008	647	117
DELAWARE	17,702	0	9,533	3,505	2,318	5,285	3,355	318	1,411
DISTRICT OF COL.	6,646	6,646	0	4,023	4,023	0	144	144	0
FLORIDA	271,170	128,232	229,223	61,310	36,333	33,673	4,663	2,362	4,839
GEORGIA	105,068	71,076	0	40,389	33,509	0	11,454	8,761	0
HAWAII	26,784	0	8,239	5,957	0	2,706	1,280	0	134
IDAHO	2,927	2,181	28,672	551	551	1,107	102	102	96
ILLINOIS	779,998	311,999	519,999	49,494	37,219	16,329	8,336	3,334	5,558
INDIANA	74,423	37,211	74,423	2,309	1,154	2,310	545	272	546
IOWA	23,752	19,493	70,021	4,952	4,372	8,596	868	377	1,011
KANSAS	29,047	24,613	62,780	4,135	3,189	5,163	1,435	735	2,469
KENTUCKY	28,774	13,420	106,520	9,098	4,276	16,812	676	14	2,989
LOUISIANA	41,768	26,046	64,406	20,368	14,625	48,682	510	340	653
MAINE	8,260	5,155	20,696	80	80	545	2	0	289
MARYLAND	110,173	42,792	64,370	22,398	14,224	10,465	4,854	2,173	3,054
MASSACHUSETTS	127,652	51,732	26,530	6,568	2,577	380	2,543	1,003	126
MICHIGAN	206,875	57,086	58,364	1,862	6,918	10,646	275	90	869
MINNESOTA	123,143	62,993	163,236	4,214	3,273	5,587	2,267	1,802	3,004
MISSISSIPPI	11,698	0	92,782	1,519	87	6,702	964	200	1,620
MISSOURI	75,436	35,346	76,895	5,742	3,186	6,741	1,256	540	2,439
MONTANA	5,691	4,951	22,765	951	827	3,803	780	780	194
NEBRASKA	2,863	15,288	45,539	914	2,231	4,930	252	595	1,245
NEVADA	11,846	11,210	7,383	1,598	1,598	1,014	34	34	60
NEW HAMPSHIRE	2,880	2,033	29,994	42	42	1,901	92	92	265
NEW JERSEY	250,138	75,042	62,535	21,950	17,560	2,714	4,509	3,549	558
NEW MEXICO	13,188	13,188	18,215	5,905	5,905	18,509	308	308	971
NEW YORK	542,840	219,574	133,336	220,476	192,209	15,368	6,884	4,871	1,017
NORTH CAROLINA	119,012	13,478	312,739	11,344	1,122	36,867	1,729	149	5,702
NORTH DAKOTA	3,069	2,592	20,654	377	167	7,653	166	149	718
OHIO	242,932	90,448	114,254	61,510	39,735	9,223	17,220	13,622	2,018
OKLAHOMA	28,521	17,810	43,466	9,789	4,360	17,662	3,003	1,751	5,577
OREGON	71,595	61,221	39,966	12,245	9,977	8,951	1,242	1,061	675
PENNSYLVANIA	159,034	78,542	138,081	17,002	13,517	6,710	4,741	3,063	1,890
RHODE ISLAND	14,946	9,794	1,799	2,663	2,339	192	365	315	27
SOUTH CAROLINA	26,210	13,105	61,108	2,823	1,190	16,769	452	205	3,780
SOUTH DAKOTA	2,841	2,841	18,159	464	464	3,880	128	128	898
TENNESSEE	46,283	29,983	68,401	14,136	11,347	18,362	2,453	1,440	3,126
TEXAS	288,111	107,977	250,214	67,143	31,240	29,439	9,670	3,297	3,302
UTAH	60,692	28,227	34,509	9,531	7,011	8,851	848	753	756
VERMONT	0	0	13,205	0	0	3,385	0	0	363
VIRGINIA	179,122	60,364	105,694	21,231	5,907	24,678	1,428	625	4,230
WASHINGTON	144,770	31,343	97,260	6,415	776	4,531	4,256	1,529	604
WEST VIRGINIA	18,570	7,242	34,093	837	326	1,539	277	108	510
WISCONSIN	95,807	44,348	138,480	8,727	5,117	7,165	740	251	2,576
WYOMING	0	0	17,178	0	0	2,314	0	0	294
AMERICAN SAMOA	0	0	0	0	0	2,327	0	0	8
GUAM	0	0	0	0	0	0	0	0	0
PUERTO RICO	36,547	16,214	39,436	9,580	5,554	47,641	656	335	1,036
TRUST TERRITORY	0	0	0	0	0	3,106	0	0	78
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0

TABLE 081

PLACEMENT OF SECONDARY PROGRAM COMPLETIONS IN VOCATIONAL EDUCATION PROGRAMS, FY 1972

STATE	TOTAL COMPLETIONS	LEFT PRIOR TO COMPLETION	STATUS UNKNOWN	NUMBER NOT AVAILABLE	CONTINUING STUDY	NUMBER AVAILABLE	PLACED FULL-TIME	NUMBER UNEMPLOYED
TOTALS	532,969	25,380	57,570	203,582	150,442	297,170	207,863	28,677
ALABAMA	14,548	908	912	5,795	3,937	8,749	6,786	1,042
ALASKA	3,101	358	1,084	873	620	1,502	1,398	104
ARIZONA	12,590	241	206	5,440	3,144	7,185	4,985	994
ARKANSAS	7,703	478	493	3,194	2,154	4,494	3,365	410
CALIFORNIA	0	0	0	0	0	0	0	0
COLORADO	0	0	0	0	0	0	0	0
CONNECTICUT	15,090	751	852	5,401	4,480	9,588	6,916	745
DELAWARE	4,201	33	225	812	593	3,197	2,477	332
DISTRICT OF COL.	612	27	75	105	65	432	392	5
FLORIDA	25,646	2,040	7,681	6,830	4,750	13,175	11,002	1,300
GEORGIA	26,154	1,556	3,614	9,885	7,822	14,211	12,385	1,826
HAWAII	0	0	0	0	0	0	0	0
IDAHO	2,973	52	213	1,462	1,118	1,350	1,083	153
ILLINOIS	67,756	1,883	9,106	26,386	20,980	34,147	22,109	3,206
INDIANA	0	0	0	0	0	0	0	0
IOWA	7,394	117	304	3,186	2,559	4,021	2,285	221
KANSAS	5,054	199	284	1,950	1,525	3,019	2,660	359
KENTUCKY	0	0	0	0	0	0	0	0
LOUISIANA	24,131	0	3,368	11,031	8,407	9,732	8,603	1,129
MAINE	5,238	101	290	1,463	1,025	3,586	1,539	956
MARYLAND	0	0	0	0	0	0	0	0
MASSACHUSETTS	23,230	417	1,745	7,116	5,528	14,786	10,307	1,286
MICHIGAN	0	0	0	0	0	0	0	0
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	6,281	70	613	2,558	1,898	3,180	1,985	225
MISSOURI	0	0	0	0	0	0	0	0
MONTANA	3,408	31	543	1,266	1,082	1,230	990	240
NEBRASKA	6,940	197	487	3,058	2,396	3,592	2,803	454
NEVADA	4,030	72	957	1,495	1,043	1,650	610	279
NEW HAMPSHIRE	1,776	91	134	614	334	1,119	780	53
NEW JERSEY	26,555	1,658	2,458	5,881	4,282	19,874	14,307	955
NEW MEXICO	5,069	452	541	1,781	1,186	3,199	2,564	635
NEW YORK	0	0	0	0	0	0	0	0
NORTH CAROLINA	33,076	1,272	2,039	12,177	8,854	20,132	12,265	893
NORTH DAKOTA	3,002	81	134	1,656	1,398	1,293	1,094	199
OHIO	0	0	0	0	0	0	0	0
OKLAHOMA	13,501	349	662	6,294	4,738	6,894	5,205	389
OREGON	12,282	853	2,562	5,525	3,889	5,048	1,385	1,507
PENNSYLVANIA	0	0	0	0	0	0	0	0
RHODE ISLAND	1,190	46	123	331	219	782	512	38
SOUTH CAROLINA	13,523	676	1,288	4,752	3,243	8,159	5,416	707
SOUTH DAKOTA	3,011	109	273	1,317	945	1,530	1,152	149
TENNESSEE	15,635	5,601	2,590	7,047	3,167	11,599	8,975	830
TEXAS	48,229	1,331	2,270	19,435	13,736	27,855	19,739	1,687
UTAH	10,653	125	744	5,668	4,965	4,366	2,275	312
VERMONT	2,690	53	307	1,048	502	1,388	905	136
VIRGINIA	24,593	1,927	1,851	9,829	7,189	14,840	10,244	1,717
WASHINGTON	21,775	810	3,804	11,036	9,123	7,745	4,036	1,251
WEST VIRGINIA	7,315	326	557	2,300	1,455	4,784	3,197	857
WISCONSIN	20,079	0	1,483	5,835	4,649	12,761	8,971	893
WYOMING	2,258	62	216	1,433	1,169	671	0	75
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	176	27	27	99	93	77	38	39
PUERTO RICO	0	0	0	0	0	0	0	0
TRUST TERRITORY	501	0	55	218	180	228	123	89
VIRGIN ISLANDS	0	0	0	0	0	0	0	0

ABLE 082

PLACEMENT OF POSTSECONDARY PROGRAM COMPLETIONS IN VOCATIONAL EDUCATION PROGRAMS, FY 1972

STATE	TOTAL COMPLETIONS	LEFT PRIOR TO COMPLETION	STATUS UNKNOWN	NUMBER NOT AVAILABLE	CONTINUING STUDY	NUMBER AVAILABLE	PLACED FULL-TIME	NUMBER UNEMPLOYED
TOTALS	162,971	35,081	25,645	32,947	20,479	139,359	118,602	7,648
ALABAMA	4,599	2,424	607	771	355	5,645	4,838	243
ALASKA	1,818	331	259	344	319	1,546	1,527	19
ARIZONA	15,773	361	65	6,498	4,364	9,571	6,371	101
ARKANSAS	2,968	10	202	403	239	2,373	2,054	163
CALIFORNIA	0	0	0	0	0	0	0	0
COLORADO	0	0	0	0	0	0	0	0
CONNECTICUT	2,063	150	205	410	364	1,604	1,429	61
DELAWARE	345	0	11	17	9	317	267	16
DISTRICT OF COL.	286	0	18	76	51	192	188	5
FLORIDA	13,835	3,060	3,815	2,910	2,226	10,170	9,277	772
GEORGIA	6,062	2,528	2,079	1,308	730	5,203	5,031	172
HAWAII	0	0	0	0	0	0	0	0
IDAHO	1,235	133	94	210	135	1,064	984	35
ILLINOIS	9,315	4,934	1,573	1,871	1,235	10,805	9,843	378
INDIANA	0	0	0	0	0	0	0	0
IOWA	5,700	264	1,029	905	320	4,030	3,033	189
KANSAS	3,364	213	242	159	301	2,876	2,679	197
KENTUCKY	0	0	0	0	0	0	0	0
LOUISIANA	3,470	0	149	245	164	3,076	2,868	208
MAINE	808	40	51	63	52	734	643	22
MARYLAND	1,760	76	826	280	262	730	641	89
MASSACHUSETTS	3,885	193	576	664	499	2,838	2,151	210
MICHIGAN	0	0	0	0	0	0	0	0
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	2,381	346	281	352	260	2,094	1,841	61
MISSOURI	0	0	0	0	0	0	0	0
MONTANA	3,213	69	738	694	459	1,850	1,617	233
NEBRASKA	1,801	678	174	238	127	2,067	1,916	98
NEVADA	1,080	560	304	427	93	909	524	29
NEW HAMPSHIRE	677	88	113	88	42	564	303	43
NEW JERSEY	8,221	410	732	1,249	894	6,650	5,200	248
NEW MEXICO	5,524	471	363	572	374	4,959	4,427	431
NEW YORK	0	0	0	0	0	0	0	0
NORTH CAROLINA	7,663	5,710	1,916	1,586	939	9,871	9,054	235
NORTH DAKOTA	1,800	423	216	333	178	1,674	1,576	98
OHIO	0	0	0	0	0	0	0	0
OKLAHOMA	1,752	73	134	585	512	1,106	976	35
OREGON	3,441	2,969	1,571	1,389	398	3,450	2,691	215
PENNSYLVANIA	0	0	0	0	0	0	0	0
RHODE ISLAND	432	27	66	23	21	370	343	10
SOUTH CAROLINA	0	0	0	0	0	0	0	0
SOUTH DAKOTA	1,040	166	148	127	59	931	877	30
TENNESSEE	5,741	1,361	464	1,546	479	5,092	3,470	1,170
TEXAS	23,426	2,731	3,141	3,467	1,952	19,549	16,937	439
UTAH	2,387	384	230	507	382	2,034	1,437	60
VERMONT	176	24	17	11	2	172	170	2
VIRGINIA	3,766	934	913	619	439	3,168	2,792	343
WASHINGTON	9,428	2,823	2,155	1,372	1,031	8,724	7,467	847
WEST VIRGINIA	847	68	67	103	77	745	646	60
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	669	43	84	201	117	427	373	54
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	7	0	0	0	0	7	7	0
PUERTO RICO	0	0	0	0	0	0	0	0
TRUST TERRITORY	213	0	17	24	19	172	134	27
VIRGIN ISLANDS	0	0	0	0	0	0	0	0

TABLE 083

PLACEMENT OF ADULT PREPARATORY PROGRAM COMPLETIONS IN VOCATIONAL EDUCATION PROGRAMS, FY 1972

STATE	TOTAL COMPLETIONS	LEFT PRIOR TO COMPLETION	STATUS UNKNOWN	NUMBER NOT AVAILABLE	CONTINUING STUDY	NUMBER AVAILABLE	PLACED FULL-TIME	NUMBER UNEMPLOYED
TOTALS	162,180	11,960	40,857	21,911	12,267	111,162	90,210	7,970
ALABAMA	2,459	85	509	250	114	1,785	1,435	331
ALASKA	2,230	248	454	335	325	1,689	1,680	9
ARIZONA	3,764	206	389	593	285	2,988	2,644	338
ARKANSAS	500	16	43	43	21	430	369	23
CALIFORNIA	0	0	0	0	0	0	0	0
COLORADO	0	0	0	0	0	0	0	0
CONNECTICUT	224	33	7	31	12	219	165	11
DELAWARE	273	0	5	2	2	266	245	8
DISTRICT OF COL.	552	0	44	41	21	467	415	4
FLORIDA	30,880	6,165	12,375	6,888	4,926	17,782	15,213	2,129
GEORGIA	0	0	0	0	0	0	0	0
HAWAII	0	0	0	0	0	0	0	0
IDAHO	112	43	6	28	11	121	103	15
ILLINOIS	10,924	263	1,379	1,712	1,475	8,101	7,535	46
INDIANA	0	0	0	0	0	0	0	0
IOWA	0	0	0	0	0	0	0	0
KANSAS	0	0	0	0	0	0	0	0
KENTUCKY	0	0	0	0	0	0	0	0
LOUISIANA	3,294	0	350	312	145	2,632	2,447	185
MAINE	38	0	5	0	0	33	25	0
MARYLAND	0	0	0	0	0	0	0	0
MASSACHUSETTS	1,619	184	52	190	2	1,561	1,367	87
MICHIGAN	4,810	105	2,193	113	33	2,399	1,451	366
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	2,243	32	112	402	205	1,761	854	443
MISSOURI	0	0	0	0	0	0	0	0
MONTANA	540	54	86	62	16	446	386	60
NEBRASKA	620	59	83	25	8	571	373	58
NEVADA	965	0	332	53	11	580	174	29
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	10,345	848	3,366	1,410	700	6,417	4,450	660
NEW MEXICO	1,446	86	94	241	147	1,197	1,125	72
NEW YORK	0	0	0	0	0	0	0	0
NORTH CAROLINA	24,223	1,590	9,513	3,430	703	12,870	9,433	491
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	0	0	0	0	0	0	0	0
OKLAHOMA	15,710	0	2,250	2,133	1,454	11,327	9,372	406
OREGON	0	0	0	0	0	0	0	0
PENNSYLVANIA	0	0	0	0	0	0	0	0
RHODE ISLAND	208	15	28	16	3	179	127	22
SOUTH CAROLINA	0	0	0	0	0	0	0	0
SOUTH DAKOTA	84	27	9	53	7	49	25	3
TENNESSEE	8,319	1,176	1,072	679	205	7,744	6,695	457
TEXAS	21,474	411	4,193	1,500	810	16,192	12,945	1,013
UTAH	6,043	85	183	458	406	5,487	4,919	95
VERMONT	654	14	50	116	10	502	372	69
VIRGINIA	6,362	178	1,002	737	187	4,801	3,368	432
WASHINGTON	0	0	0	0	0	0	0	0
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	633	32	41	58	23	566	498	68
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	632	0	632	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0
TRUST TERRITORY	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0

SUMMARY OF PLACEMENTS OF VOCATIONAL EDUCATION PROGRAM COMPLETIONS, ALL LEVELS, FY 1972

TABLE C84

STATE	TOTAL COMPLETIONS	LEFT PRIOR TO COMPLETION	STATUS UNKNOWN	NUMBER NOT AVAILABLE	CONTINUING STUDY	NUMBER AVAILABLE	PLACED FULL-TIME	NUMBER UNEMPLOYED
TOTALS	858,120	72,421	124,072	256,440	183,168	547,651	416,675	44,295
ALABAMA	21,606	3,417	2,028	6,816	4,406	16,179	13,059	1,616
ALASKA	7,149	937	1,797	1,552	1,264	4,737	4,605	132
ARIZONA	32,127	808	660	12,531	7,793	19,744	14,000	1,433
ARKANSAS	11,171	504	738	3,640	2,414	7,297	5,788	596
CALIFORNIA	0	0	0	0	0	0	0	0
COLORADO	0	0	0	0	0	0	0	0
CONNECTICUT	17,377	940	1,064	5,842	4,856	11,411	8,510	817
DELAWARE	4,819	33	241	831	604	3,780	2,989	356
DISTRICT OF COL.	1,450	27	137	222	137	1,091	995	14
FLORIDA	70,361	11,265	23,871	16,628	11,902	41,127	35,492	4,201
GEORGIA	32,216	4,084	5,693	11,193	8,552	19,414	17,416	1,998
HAWAII	0	0	0	0	0	0	0	0
IDAHO	4,320	228	313	1,700	1,264	2,535	2,170	203
ILLINOIS	87,995	7,085	12,058	29,969	23,690	53,053	39,487	3,630
INDIANA	0	0	0	0	0	0	0	0
IOWA	13,094	381	1,333	4,091	2,879	8,051	5,318	410
KANSAS	8,418	412	526	2,409	1,826	5,895	5,339	556
KENTUCKY	0	0	0	0	0	0	0	0
LOUISIANA	30,895	0	3,867	11,588	8,716	15,440	13,918	1,522
MAINE	6,084	141	346	1,526	1,077	4,353	2,207	978
MARYLAND	1,760	76	826	280	262	730	641	89
MASSACHUSETTS	28,734	794	2,373	7,970	6,029	19,185	13,825	1,583
MICHIGAN	4,810	105	2,193	113	33	2,399	1,451	366
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	10,905	448	1,006	3,312	2,363	7,035	4,680	729
MISSOURI	0	0	0	0	0	0	0	0
MONTANA	7,161	154	1,767	2,022	1,557	3,526	2,993	533
NEBRASKA	9,361	934	744	3,321	2,531	6,230	5,092	650
NEVADA	6,075	632	1,593	1,975	1,147	3,139	1,308	337
NEW HAMPSHIRE	2,453	179	247	702	376	1,683	1,083	96
NEW JERSEY	45,121	2,916	6,556	8,540	5,876	32,941	23,957	1,863
NEW MEXICO	12,039	1,009	998	2,594	1,707	9,355	8,116	1,138
NEW YORK	0	0	0	0	0	0	0	0
NORTH CAROLINA	64,962	8,572	13,468	17,193	10,496	42,873	30,752	1,619
NORTH DAKOTA	4,802	504	350	1,989	1,576	2,967	2,670	297
OHIO	0	0	0	0	0	0	0	0
OKLAHOMA	30,963	422	3,046	9,012	6,704	19,327	15,553	830
OREGON	15,723	3,822	4,133	6,914	4,287	8,498	4,076	1,722
PENNSYLVANIA	0	0	0	0	0	0	0	0
RHODE ISLAND	1,830	88	217	370	243	1,331	982	70
SOUTH CAROLINA	13,523	676	1,288	4,752	3,243	8,159	5,416	707
SOUTH DAKOTA	4,135	302	430	1,497	1,011	2,510	2,054	182
TENNESSEE	29,695	8,138	4,126	9,272	3,651	24,435	19,140	2,457
TEXAS	93,129	4,473	9,604	24,402	16,498	63,596	49,621	3,139
UTAH	19,083	594	1,157	6,633	5,753	11,887	8,631	467
VERMONT	3,520	91	374	1,175	514	2,062	1,447	207
VIRGINIA	34,721	3,039	3,766	11,185	7,815	22,809	16,404	2,492
WASHINGTON	31,203	3,633	5,959	12,408	10,154	16,469	11,503	2,098
WEST VIRGINIA	8,162	394	624	2,403	1,532	5,529	3,843	917
WISCONSIN	20,079	0	1,483	5,835	4,649	12,761	8,971	893
WYOMING	3,560	137	341	1,692	1,309	1,664	871	197
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	815	27	659	99	93	84	45	39
PUERTO RICO	0	0	0	0	0	0	0	0
TRUST TERRITORY	714	0	72	242	199	400	257	116
VIRGIN ISLANDS	0	0	0	0	0	0	0	0

ACCESSION NUMBER: VT100770

PUBLICATION DATE: OCT72

TITLE: A SELECTED BIBLIOGRAPHY OF OCCUPATIONAL MATERIALS AND EXEMPLARY (PART "D") PROJECTS 1970-1972.

DESCRIPTOR: *BIBLIOGRAPHIES; BOOKS; ANNOTATED BIBLIOGRAPHIES; *DEMONSTRATION PROJECTS; *PUBLICATIONS; *OCCUPATIONAL INFORMATION; VOCATIONAL EDUCATION; *OCCUPATIONS

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 625

ABSTRACT: THIS BIBLIOGRAPHY CONTAINS A LISTING OF THE AVAILABLE OCCUPATIONALLY-ORIENTED PUBLICATIONS AND INSTRUCTIONAL MATERIALS AS WELL AS DESCRIPTIVE SUMMARIES OF OCCUPATIONAL EXEMPLARY PROJECTS WHICH WERE CONDUCTED IN THE STATE OF WASHINGTON DURING THE PERIOD FROM 1970 THROUGH 1972. THE PUBLICATIONS ENTERED WERE DEVELOPED BY THE DEPARTMENT OF LABOR, THE COORDINATING COUNCIL FOR OCCUPATIONS, AND THE OFFICE OF EDUCATION. (SN)

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FOR OCCUPATIONAL EDUCATION
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A SELECTED BIBLIOGRAPHY OF

OCCUPATIONAL MATERIALS

AND

EXEMPLARY (PART "D") PROJECTS 1970-1972

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COORDINATING COUNCIL FOR OCCUPATIONAL EDUCATION PUBLICATIONS

There is no charge of any publication listed in this section.

AGRICULTURAL AND NATURAL RESOURCES EDUCATION PUBLICATIONS

Careers in Ornamental Horticulture, Series B
Bulletin No. 203

Survey of Occupations and Conditions of Employment in Ornamental Horticulture and Related Businesses
Research Department C.C.O.E., 1968 Washington State

Ornamental Horticulture -- Course Outline Guide (1968)

Job Entry Skills and Other Aids, Ornamental Horticulture - Specialty - Floriculture (1971)

"What's Your Future in Turf Management"

Ornamental Horticulture - Recommended Texts

"Agrarius" 1972, C.C.O.E. Booklet explaining Agricultural Education and the F.F.A. Today.

"Vocational-Technical Education in Agriculture in the Seventies," summary of a report by the National Commission on Education in Agriculture and Natural Resources and supported by the National Science Foundation.

Reprint of Occupational Outlook Handbook (1968-1969) "Agriculture and Occupations related to Agriculture" U.S. Dept. of Labor, Bureau of Labor Statistics.

Agricultural Occupation Information (1964)

Instructional Guides for Career Guidance in Agricultural Occupations (1960)

Course Outlines:
- Plant Propagation (1964)
- A one year course of study, Forestry (1964)
- An Introduction to Pruning Fruit Trees (1964)
- Teaching Single Cylinder Gasoline Engine Repair (1967)

"Yard, Garden, and Home Maintenance" A cooperative Voc-Special Education Program for handicapped students, originally funded under the Voc-Ed Amendments of 1968 by the C.C.O.E., Olympia.

Conducting an FFA Judging Contest (1972)

AGRICULTURAL AND NATURAL RESOURCES EDUCATION PUBLICATION, Cont.

FFA Newsletter, Special Edition on Occupations and Instructional Areas in Agricultural Education, Sept. 1972

FFA Awards and Contests Handbook (1972)

Giving Oral Reasons on Dairy Cattle Placings

Poultry Judging Guide (1968)

FFA Newsletter - Chapter Champions

FFA Newsletter - Constitution

FFA Newsletter - Ceremonies, Creed, Aim & Purpose

What is FFA to You

Rewarding Careers in a Dynamic Industry

Career Opportunties in the Pesticide Manufacturing Industry of Agri-business

Careers in the Logging Industry

Many other Career Bulletins in the Agri-business Industry

"A Career in Agricultural Education" (1972)
Bulletin

The following series is now in print and will have a small fee:

Ag. Ed. Environmental Education Series
- Air
- Land Use
- Animals
- Water
- Agricultural Chemicals and Radiation
- Noise
- Plants
- Understanding the Environment

BUSINESS AND OFFICE EDUCATION PUBLICATIONS

Co-op Handbook

Learning Activity Packages (LAPS): Multi-Media in Typing II

Simulation Handbook

DISTRIBUTIVE EDUCATION PUBLICATIONS

Acura-Touch Brochures for Mobile Cashier Checker School

Advisory Committee for Distributive Education -
"What It Is, What It Can Do"
Paper

A First Look at Distribution (1967)

A Handbook for Supervisors of the Disadvantaged (1968)
(Plus Teachers Guide for the Handbook)

Cashier-Checker's Acura-Touch Instructors Guide (1972 Edition)

"DE - Here's What It Will Do For You"
Brochure

Distributive Education Clubs of America - What It Is, What It Does
Brochure

Distributive Education Coordinators Guide (1968)

Distributive Education Course Outline (1972 Edition)

Distributive Education - Training for Business the Practical Way
Brochure

Diversified Occupations Basic Coordinators Guide (1972)

Diversified Occupations
(Brochure being printed)

Guidelines for Cooperative Vocational Education in Community Colleges (1972)

Highlights of Relative Importance and Preparation for Distributive Education Subject Areas
Dr. Peck, 1968

DISTRIBUTIVE EDUCATION PUBLICATIONS, Continued

Participation Experiences, A Handbook for Project Teaching
1967

Participation Experiences Projects Ideas
PEPI (1969)

"Problems in Distributive Education"
Dr. Peck, 1969

Prospectus for Distributive Education Course Outline (1964)

Real Estate Curriculum (1972)

Washington Association DECA Handbook (1969)

Washington DECA District Leadership Conference Planner (1971)

HOME AND FAMILY LIFE EDUCATION PUBLICATIONS

#34 - Guidelines for Clothing Education

#28 - Guidelines for Extended Class Learnings

#33 - Guidelines for Teaching Child Development

#19 - Guidelines for Teaching Clothing Education

#22 - Guidelines for Teaching Family Meal Management

#30 - Guidelines for Teaching the Homemaker's Assistant (Gainful Education)

#29 - Guidelines for Teaching the House and Its Management in Relation to the Family

#25 - Guidelines for Teaching Personal and Family Money Management

#31 - Guidelines for Teaching Personal and Family Relationships

#24 - Guidelines for Teaching Seventh & Eighth Grade Home Living

#32 - Space & Equipment Recommendations for Home & Family Life Education Programs

#27 - Suggested Behavioral Outcomes Indicating Scope & Sequence

TRADE, INDUSTRIAL, TECHNICAL, AND HEALTH OCCUPATIONS EDUCATION PUBLICATIONS

A Guide to Health Manpower Resources--1970
May 1971; Department of Social & Health Services and the Planning and Community Affairs Agency, State of Washington (being reprinted)

Carpentry Apprentice-Related Training Instructors Manual, First Year (Being printed)
(Years 2, 3 & 4 still being developed)

Civil Engineering Technology, Performance Specifications and Training Objectives for the Technician, 1971

Communications Requirements for Technical Occupations, 1970

Custodial Basic Skills Manual

Custodial Orientation to Maintenance & Operation

Electronic Technician in Industry, 1970

Health Occupations Preparatory Programs in the State of Washington, 1971
(List)

Knowledge Commonly Useful in Twelve Allied Health Occupations
Robert J. Wallenstien, Reprinted by CCOE, 1971

Law Enforcement Curriculum

Mechanical Engineering Technology, Performance Specifications and Training Objectives for the Technician, 1971

Millwork and Cabinetmaking, Apprentice-Related Training Instructor's Manual
May 1971; Series of 4 manuals: Years 1, 2, 3, 4.

Occupational Analysis for: Business Data Processing Technology,
Second Edition; June 1972

Personal and Leadership Development Instructional Package for Vocational Students
Richard Spice, September 1972

Plaster and Plastics Analysis
Being printed; Available soon

Teachers' Accountability to Students (Syllabus)
Milo P. Johnson, 1971

TRADE, INDUSTRIAL, TECHNICAL, AND HEALTH OCCUPATIONS EDUCATION PUBLICATIONS, Continued

Training Course for Nursing Aides and Orderlies
(Nursing Assistants or Hospital Attendants)
August 1972

Training Course for Nursing Aides, Information Supplement for School Administrators, Planners, and Teachers
February 1971

Training Requirements and Performance Specifications for: Wastewater Treatment Plant Operators
Second Printing, June 1972

**Waste Water Plant Operators Manual
Second Printing, January 1972

**Waterworks Manual-Basic
Revised 1972

**There is a charge of $4 in-state and $5 out-of-state to agencies other than educational institutions offering programs in the State of Washington.

VOCATIONAL GUIDANCE AND COUNSELING PUBLICATIONS

A Selected Bibliography of Occupational Literature for Grades Three Through Eight
Polly Conway and Sylvia Goodson, Atlanta Public Schools, Atlanta, Georgia

Career Awareness Programs in the State of Washington--A Sampling, Grades K-14

Career Choice and Career Preparation
Revised, 1972

Career Education Curriculum Models Developed in Project "What About Vocational Education?" (WAVE) Workshops in the State of Washington, 1968-1971

Career Training Opportunities Through Approved and Accredited Programs at Private Colleges, Institutes and Schools in the State of Washington, 1971
Being revised for publication in 1972

Guide to Apprenticeship and Training Opportunities in Washington State
Available Approximately November 1972

VOCATIONAL GUIDANCE AND COUNSELING PUBLICATIONS, Continued

Health Careers...A Report on Training Programs in the State of Washington
David C. Trapp, M.S., Education Specialist, Health Manpower Project; Reprinted by CCOE, 1971

Job Finding Kit
Arnold A. Hirsekorn; 4th Edition revised by CCOE, 1971

Vital Information About Education and Work (VIEW) Deck
Workshop attendance required. Contact: Supervisor of Vocational Guidance and Counseling, 216 Old Capitol Building, Olympia 98504

Washington State Employment Service General Aptitude Test Battery Specific Aptitude Test Battery Manual
Available approximately November 1972

"What About Vocational Education?" A Series of three booklets

Part I: What About Vocational Education?...A Guideline for Action in the 70's
Part II: Who Am I? Where Am I Going? How Do I Get There? ...A Guideline for Career Awareness
Part III: CAPES...A Guideline for Career Awareness Programs for the Elementary School

U.S. OFFICE OF EDUCATION PUBLICATIONS AVAILABLE FROM THE T & I OFFICE

Architectural and Building Construction Technology: A Suggested 2 year Post High School Curriculum

Automotive Engine Specialist, A Suggested Guide for a Training Course

Automotive Mechanic Entry: A Suggested Guide for a Training Course

Automotive Service Station Attendant: A Suggested Training Guide

Building Custodian: A Suggested Guide for a Training Course

Civil Technology, Highway and Structural Options: A Suggested 2 Year Post High School Curriculum

Criteria for Technician Education: A Suggested Guide

Relationship of Automatic Data Processing Training Curriculum and Methodology in Federal Government

Electronic Business Data Processing Peripheral Equipment Occupations

Diesel Servicing: A Suggested 2 Year Post High School Curriculum

Draftsman Entry: A Suggested Guide for a Training Course

Electrical Applicance Serviceman: A Suggested Guide for a Training Course

Electronic Assembler: A Suggested Guide for a Training Course

Electronic Mechanic, Entry: A Suggested Guide for a Training Course

Electronic Technology: A Suggested 2 Year Post High School Curriculum

Fluid Power Technology: A Suggested 2 Year Post High School Curriculum

Food Processing Technology: A Suggested 2 Year Post High School Curriculum

U.S. OFFICE OF EDUCATION PUBLICATIONS AVAILABLE FROM THE T & I OFFICE, Continued

Training Food Service Personnel for the Hospitality Industry

Forest Technology, A Suggested 2 Year Post High School Curriculum

Heavy Construction Equipment Mechanic: A Suggested Guide for a Training Course

Highway Engineering Aide

Instrumentation and Automatic Control

Instrumentation Technology

Maintenance Man, Building: A Suggested Guide for a Training Course

Mechanical Technology, Design and Production: A Suggested 2 Year Post High School Curriculum

Metallurgical Technology: A Suggested 2 Year Post High School Curriculum

Pretechnical Post High School Programs: A Suggested Guide

Refrigeration Mechanic: A Suggested Guide for a Training Course

Small Engine Repair: A Suggested Guide for a Training Course

Vending Machine Repairman: A Suggested Guide for a Training Course

Waiter-Waitress: A Suggested Guide for a Training Course

Water and Wastewater Technology: A Suggested 2 Year Post High School Curriculum

Water Pollution Control Operator, Good Training, Good Jobs

OTHER PUBLICATIONS AVAILABLE FROM THE T & I OFFICE

A General Guide for Planning Facilities for Occupational Preparation Programs
June 1969; Ohio State University

A Guide for Planning Facilities for Occupational Preparation Programs in Automotive Service
April 1969; Ohio State University

OTHER PUBLICATIONS AVAILABLE FROM THE T & I OFFICE, Continued

A Guide to Systematic Planning for Vocational and Technical Education Facilities
Ohio State University

Automotive Body and Fender Repair: Suggested Guidelines
Ohio T & I Education Service

Building Industries Occupations
Syllabus; University of the State of New York/State Education Department

Machine Shop: Suggested Basic Course Outline
Texas A & M University

School Shop Magazine
April 1972 Issue; Special Safety Issue in the Seventies

The Advisory Committee and Vocational Education
American Vocational Association

Vocational Instructional Materials for Trade and Industrial Occupations
Northwest Regional Education Laboratory

What Teacher-Coordinators Should Know About Cooperative Vocational Education
U.S. Government Printing Office

U.S. DEPARTMENT OF LABOR PUBLICATIONS

A Supplement to the Dictionary of Occupational Titles, Third Edition, 1966; Selected Characteristics of Occupations (Physical Demands, Working Conditions, Training Time)
(U.S. Department of Labor) Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 $2.25

Basic Facts About Military Service
High School News Service, Department of Defense, Great Lakes, Illinois. No Charge

Career Education in the Environment
Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402; $3.00.

Career Guide for Demand Occupations
(U.S. Department of Labor) Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 30¢

Dictionary of Occupational Titles, 1965, Volume I, Definitions of Titles, Third Edition
(U.S. Department of Labor) Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 $7.75

Dictionary of Occupational Titles, 1965, Volume II, Occupational Classification, Third Edition
(U.S. Department of Labor) Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 $6.75

Job Descriptions and Organizational Analysis for Hospitals and Related Health Services
(U.S. Department of Labor) Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 $4.25

Job Guide for Young Workers
(U.S. Department of Labor) Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 45¢

Job Order Book
On Microfiche only (42x microfiche). Available on request from Washington State Employment Service. Contact the Director of your local Washington State Employment Service Office.

U.S. DEPARTMENT OF LABOR PUBLICATIONS, Continued

Licensed Occupations in the State of Washington
Washington State Employment Service, P. O. Box 367, Olympia, 98504. No Charge

Occupational Outlook Handbook
Bureau of Labor Statistics, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 $6.25

Washington State Occupational Guides
Washington State Employment Service, P.O. Box 367, Olympia 98504. No Charge

ERIC

VOCATIONAL EDUCATION

STATE OF WASHINGTON

COORDINATING COUNCIL FOR OCCUPATIONAL EDUCATION

EXEMPLARY (PART "D" PROJECTS)
1970-1972
STATE OF WASHINGTON

ERIC

COMMON SCHOOLS

EXEMPLARY
1970-1971

School	Project Title	Project No.	Person Responsible	Time Line Reporting Dates
Aberdeen	"Regional Direction"	120.3	Dr. Robert H. Woodroof, Supt. Aberdeen School District 216 North "G" Street Aberdeen 98520	Upon completion
Provides for Area Director for Vocational Education to develop vocational programs for six school districts in this area.				
Clover Park Education Center	"The Fix It Shop"	120.3	Dr. Fred V. Miner Director, Vocational Education Clover Park School District 5214 Steilacoom Blvd. S.W. Tacoma 98499	Upon completion
Provides supplies for film series to promote vocational awareness in early childhood education classes. Introduces young children to different occupations.				
Kent	"Project G.I.V.E."	120.3	Thomas J. Straka Director, Vocational Education Kent School District 11010 S.E. 232nd Kent 98031	Upon completion
Provides printed and audio-visual library materials for 4th, 5th, and 6th grades in four elementary schools. These materials meet career awareness and vocational interest needs of students to aid career selection and learning motivation.				
Lake Washington	"World of Work"	120.3	Hunter Mock Director, Vocational Education Lake Washington School District 6511 - 112nd Ave. N.E. Kirkland 98033	Upon completion
Project for elementary vocational guidance in two schools, for in-service education of teachers and use of elementary industrial arts education, career orientation, field trips, and community resource people.				

EXEMPLARY
1970-1971

School	Project Title	Project No.	Person Responsible	Time Line Reporting Dates
Renton	"Development of A Planned Occupational Awareness Program for Elementary School Students"	120.3	Dr. Robert C. Roberts Director, Vocational Programs Renton School District 435 Main Avenue S. Renton 98055	Upon completion
Provides for identifying, classifying, developing, and integrating vocational awareness activities into K-5 curriculum of Renton Schools by use of D.O.T. as basis. Includes action-oriented activities in dramatizations, role playing, and simulation games.				
South Kitsap	"Occupational Opportunities for Life" (Elementary)	120.3	Harvey Kaul Director, Vocational Education South Kitsap School District P.O. Box 127 Port Orchard 98366	Upon completion
Provides instructor-counselor to elementary schools in career awareness activities for 5th and 6th graders. This includes class presentations, field trips, resource people, collecting A-V and other materials for six elementary schools, as introduction to world of work.				
Yakima	"Project V.I.E.W. for Elementary"	120.3	Floyd Winegar Director, Vocational Education Yakima School District 104 N. 4th Avenue Yakima 98902	Upon completion
"Vital Information for Education and Work" - adapting V.I.E.W. for elementary students to aid in providing information about the world of work and to develop positive attitudes about work. This program will enable them to investigate many different types of occupations and is aimed at giving each child a more realistic and practical self-concept in relation to his ultimate goals.				
Upper Yakima Valley Cooperative	"Regional Direction"	120.3	Floyd Winegar Director, Vocational Education Yakima School District 104 N. 4th Avenue Yakima 98902	Upon completion
Continuation of project started to provide area direction in Vocational Education. Provides support for a director to coordinate efforts of several schools to improve their vocational programs and to provide additional programs.				

COMMON SCHOOLS

EXEMPLARY
1970-1971

School	Project Title	Project No.	Person Responsible	Time Line Reporting Dates
Mid-Yakima Valley Cooperative	"Area Regional Direction"	120.3	Larry Tadlock Vocational Director Zillah School District Box 777 Zillah 98953	Upon completion

Continuation of project started to provide area direction in Vocational Education. Provides support for a director to coordinate efforts of several scho to improve their vocational programs and to provide additional programs.

EXEMPLARY
1970-1971
COMMUNITY COLLEGES

School	Project Title	Project No.	Person Responsible	Time Line Reporting Dates
Bellevue Community College	"Vocational and Career Exploration for Community College Students"	120.4	Dr. Richard Batdorf Assoc. Dean for Counseling Services Bellevue Community College 3000 - 145th Place S.E. Bellevue 98007	Upon completion
Permits the expansion of present college credit course of "Vocational and Career Exploration" serving twenty-four students. This course is designed so that students contract the specific components of their learning experiences in self-assessment units, resource units and project units. Self-assessment units are of a personal inventory nature; resource units expose students to varieties of occupational information; and the project units are developed by the students' contacts in the community surrounding the college. The program will be implemented this summer with approximately thirty Neighborhood Youth Corps and audio-visual materials and software developed to be used to implement courses this fall. It will also permit articulation of the present course with the college's on-going vocational education programs and their placement office.				
Clark College	"Occupational Information Access System"	120.4	Mark E. Turley Program Director Clark College 1800 East McLoughlin Blvd. Vancouver 98663	Upon completion
This project (OIAS) is a project that has been developed by the U. S. Department of Labor through the State of Oregon Employment Division. The project was developed by the University of Oregon and tested with five pilot agencies, and is being transferred to Portland Metropolitan area this spring. The project will include the installation of a remote terminal on the Clark College campus, whereby any person may obtain current occupational information on a local basis. The college will incorporate this system in the summer orientation program for new students after July 1, 1971. During the school year the system will be available to career-planning classes and any other persons who seek occupational information. The student answers a short questionnaire and, on the basis of his answers, the machine prints out information on several areas or clusters of occupations that appear appropriate. It then prints out current job descriptions, requirements, training opportunities and employment opportunities for the specific programs the student is interested in. The system will also serve students referred for counseling by other agencies.				

EXEMPLARY
1970-1971
COMMUNITY COLLEGES

School	Project Title	Project No.	Person Responsible	Time Line Reporting Dates
Edmonds Community College	"Early Access to Career Guidance and Placement"	120.4	Lester Eldridge Director, Financial Aid & Placement Edmonds Community College 20000 68th West Lynnwood 98036	Upon completion
Because the disadvantaged youth so often has "one chance" at an education because of his financial and emotional resources, the problem of early access to career planning and placement is extremely important. The articulation of educational and placement opportunities at the outset of the student's career involves informational services, career guidance and planning, placement, and follow-up and evaluation. This project at Edmonds will involve the use of para-professionals and student assistance in carrying out its objectives. In this way the student assistants, themselves from the ranks of disadvantaged youth, earn while aiding others. The program will provide for orientation services, placement publications, seminars on career planning, student assistants working with employers in the community and the placement office follow-up, all under the direction of a career planning and placement director.				
Peninsula College	"Vocational Counseling"	120.4	Dr. F. Ray Duncan Director of Development Peninsula College Lauridsen and Ennis Port Angeles 98362	Upon completion
The purpose of this project is to provide occupational guidance and counseling for persons not enrolled in school. Intensive efforts will be made to provide such individuals with meaningful information about the world of work, options available in preparing for various job entries, and in assessing their strengths and weaknesses through tests and measures, help in the decision-making processes, and assistance in taking action designed to implement decisions. The project will involve the employment of a counselor, counselor aides, and secretarial help who, under the direction of and in coordination with the present school staff and various state and community agency personnel, would seek out and contact unemployed persons who were not enrolled in secondary and post-secondary schools within the two-county school district. Strong emphasis would be on the Indian population and disadvantaged persons. Counselor aides will be trained to assist the counselor in providing services for the population to be helped.				

EXEMPLARY
1970-1971
COMMUNITY COLLEGES

School	Project Title	Project No.	Person Responsible	Time Line Reporting Dates
Shoreline Community College	"Vocational Guidance Information Center"	120.4	Dr. Wayne Johnson Director, Voc Tech Education 16101 Greenwood Ave. No. Seattle 98133	Upon completion

Will provide software, audio-visual materials and some equipment for audio-tutorial centers in the Student Services-Faculty office building. To meet the needs of disadvantaged youth, as well as others, the college will work with various community agencies to provide visual and audio exposure to the many fields of occupational training. The employment outlook for trained personnel will be projected to encourage enrollment and/or completion of occupational programs. Testing services will be provided to help these students learn of their potential strengths. A student may, at any time of the day or evening, stop in the information center and get the information he seeks. Certificated vocational counselors will be officed in the immediate area for individual assistance.

Spokane Community College	"Curriculum Development"	120.4	Al Danielson Dean of Instruction Spokane Community College E. 3403 Mission Ave. Spokane 99202	Upon completion

Several program development activities at Spokane Community College merit attention throughout the state. In order to accomplish this, Spokane Community College was requested to develop curriculum guidelines and instructional aids in seven new exemplary areas so that these resources could be made available to the balance of the state in other community colleges. The areas in which this development took place are as follows:

. Research and Development Technology (Electronics)
. Adult Basic Education - Consumer Education
. Law Enforcement
. Farm Management
. Associate Degree Nursing
. Nurse Aide and Practical Nursing (Core Curriculum)
. Dental Assisting

COMMON SCHOOLS

EXEMPLARY
1971-1972

School	Project Title	Project No.	Person Responsible	Time Line Reporting Dates
Kennewick	"Developmental Vocational Information Project"	225.3	Les Adams, Coordinator Tri-Cities Area Occupational Education 200 South Dayton Street Kennewick 99336	Feb. 1, 1972 & upon completion.
Provides career information for grades 6-9, especially to disadvantaged students. Inservice training for teachers to develop vocational information program, followed by development of curriculum guides and mobile occupational information resource center.				
Kent	"Project G.I.V.E."	225.3	Thomas J. Straka Director, Vocational Education Kent School District 11010 S.E. 232nd Kent 98031	Feb. 1, 1972 & upon completion.
Continuation of program started in 1970-1971 school year on career awareness for 4th, 5th, and 6th graders.				
Liberty	"Pre-Vocational Program in Primary Grades"	225.3	Kenneth A. Parks Guidance Director Liberty School District Spangle 99031	Feb. 1, 1972 & upon completion.
Vocational guidance counselor conducts inservice workshop on occupations for teachers in two elementary schools, grades 1-3. Use of student role playing, field trips, audio-visual aids, bulletin boards, etc. to help student become aware of the world of work and give background of information about occupations.				
Marysville	"Occupational Awareness - Middle School"	225.3	Mrs. Jan Sweeney Marysville School District 1513 Seventh Street Marysville 98270	Feb. 1, 1972 & upon completion.
Provides middle school students with lectures, visual aids, exhibits on occupational skills available to students, as well as discussions on-the-job and in classroom with artisan workmen, vocational teachers, and employees from selected occupations.				

EXEMPLARY
1971-1972

School	Project Title	Project No.	Person Responsible	Time Line Reporting Dates
Puyallup	"Involving Children in Vocational Awareness at Stewart Elementary School"	225.3	Reuben Stueckle Director of Vocational Education Puyallup Public Schools 109 E. Pioneer Puyallup 98371	Feb. 1, 1972 & upon completion.
Program to increase awareness in elementary students of wide range of career and vocations available and develop positive attitudes toward productive work. Realistic work projects (field trips, role playing, etc.) planned for each grade with project director and director of vocational education as consultants and assistants.				
Seattle	"Career-Oriented Education"	225.3	Thomas Hodgson, Asst. Director Occupational Education Task Force Seattle Public Schools 2515 Boylston Avenue E. Seattle 98102	Feb. 1, 1972 & upon completion.
Provides learning situation in K-12 curriculum to explore personal attitudes and aptitudes for work, identify employment opportunities, needed skills and knowledges, recognize how skills in reading, computation, etc. enable one to earn a living.				
	"Central Occupational Information Service"	225.3	(same as above)	Feb. 1, 1972 & upon completion.
Program to provide career education for K-12 curriculum in Seattle School District for use by students, teachers, counselors, administrators and parents. This will enable students to become knowledgeable about types of work in various occupations by collection, storage, retrieval and dissemination of occupational information.				
	"People At Work"	225.3	June Dilworth Director, School Services Channel 9 - KCTS-TV Drama-TV Bldg., University of Washington Seattle 98195	
To assist in the filming of some of the segments of the "People At Work" series for 3rd and 4th grades. The films will then be made available for the CCOE for other uses.				

COMMON SCHOOLS

EXEMPLARY
1971-1972

School	Project Title	Project No.	Person Responsible	Time Line Reporting Dates
South Kitsap	"Occupational Opportunities for Life" (Junior High)	225.3	Harvey Kaul Director of Vocational Education South Kitsap School District P. O. Box 127 Port Orchard 98366	Feb. 1, 1972 & upon completion.
Program to provide basic saleable skill for each student and expost him to enough background information to select and prepare himself for a wage-earning job. Includes class presentations, field-trips, resource people, collecting A-V and other materials.				
Vancouver	"Career Opportunities Survey & Guidance System Development"	225.3	James Brooks Supervisor of Occupational Education Vancouver School District 605 N. Devine Road Vancouver 98661	Feb. 1, 1972 & upon completion.
Provides support for person with appropriate occupational guidance qualifications to design and conduct survey of occupational guidance in Vancouver schools. Attempt made to accurately assess the status of occupational guidance, compare findings with comprehensive optimum system, and relate how to bridge the gap between the two.				
Yakima	"V.I.E.W. Elementary"	225.3	Floyd Winegar Director, Vocational Education Yakima School District 104 N. 4th Avenue Yakima 98902	Feb. 1, 1972 & upon completion.
To continue and enlarge the elementary V.I.E.W. proposal.				

EXEMPLARY
1971-1972
COMMUNITY COLLEGES

School	Project Title	Project No.	Person Responsible	Time Line Reporting Dates
Big Bend Columbia Basin Walla Walla Wenatchee Valley Yakima Valley	"A Cooperative Interdistrict Approach to a Regional Placement Program"	225.2	Mr. James Pieratt Financial Aid Officer Wenatchee Valley College 1300 Fifth Street Wenatchee 98801	Feb. 1, 1972 & upon completion

A consortium of Big Bend, Columbia Basin, Walla Walla, Wenatchee Valley, and Yakima Valley Community Colleges to cooperatively develop and test a model placement program in cooperation with an experimental program of the Washington State Employment Security office and other agencies. The main features of the model being developed are:

a) Mounting a job placement program via the joint implementation and utilization of the Employment Security Job Data Bank.
b) Development of a cooperative follow-up program.
c) Providing an in-service staff training program.
d) Sponsoring a "Labor Market Information Workshop".
e) Develop a program of local and regional Labor Market Information.
f) Mounting a job development effort individually and collectively.

School	Project Title	Project No.	Person Responsible	Time Line Reporting Dates
Clark College Lower Columbia College	"Development and Implementation of an Integrated Model Placement Program"	225.2	Dr. James Marble Assoc. Dean for Instruction Clark College 1800 E. McLoughlin Blvd. Vancouver 98663	Feb. 1, 1972 & upon completion

A cooperative effort of Clark College and Lower Columbia College to develop a model placement program to better serve their terminating occupational students.

The primary intent of the Model Placement Program project is to improve job and career placement for occupational students through an integration and improvement of existing placement related activities and services. It is an effort to provide up-to-date information to students and employers prior to admission, while they are enrolled, upon termination and during either supplemental training or succeeding placement. All data pertinent to job placement, both while the student is enrolled and after he has completed his program, will be merged with (1) student profile and achievement information, and (2) job listings and career information. This data will be computer processed and made available to students, counselors, instructors, potential employers and cooperating agencies such as local school districts and Employment Security. The Model Program will be written in COBOL and can be adapted for use on computers utilized by the state system colleges.

(more)

(Continued)

A successful placement program must be seen as an integration of several activities common to community colleges; the improvement of each of these activities will in turn contribute to an increase in the number of successful placements. The project will consist of three phases which will be undertaken simultaneously, but accomplished in this order:

1. Coordination of internal information
2. Develop and implement coordination with the "educational" community
3. Develop coordination with the work community

ACCESSION NUMBER: VT100771

PUBLICATION DATE: JUN73

TITLE: BUILDING COOPERATIVE WORKING RELATIONSHIPS. REPORT ON THE FIRST STATEWIDE CONFERENCE FOR LOCAL ADVISORY COUNCILS ON OCCUPATIONAL EDUCATION.

DESCRIPTOR: *ADVISORY COMMITTEES; *VOCATIONAL EDUCATION; *CONFERENCES; *CONFERENCE REPORTS

IDENTIFIER: *NEW YORK STATE

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 625

ABSTRACT: AT A 2-DAY CONFERENCE OF 150 PARTICIPANTS FROM 46 LOCAL ADVISORY COUNCILS, WITH THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION (SACVE), WAYS WERE EXPLORED FOR UPGRADING THE VOCATIONAL EDUCATION IN NEW YORK STATE. THE THEME OF THE MEETING DEALT WITH INTERPERSONAL RELATIONSHIPS. THIS BOOKLET CONDENSES THE MAJOR TALKS GIVEN AND SUMMARIZES THE MAIN POINTS ADVANCED AT TWO DISCUSSION GROUP SESSIONS. (AUTHOR/MU)

SPONSORING AGENCY NAME: NEW YORK STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION, ALBANY.

VT 100771

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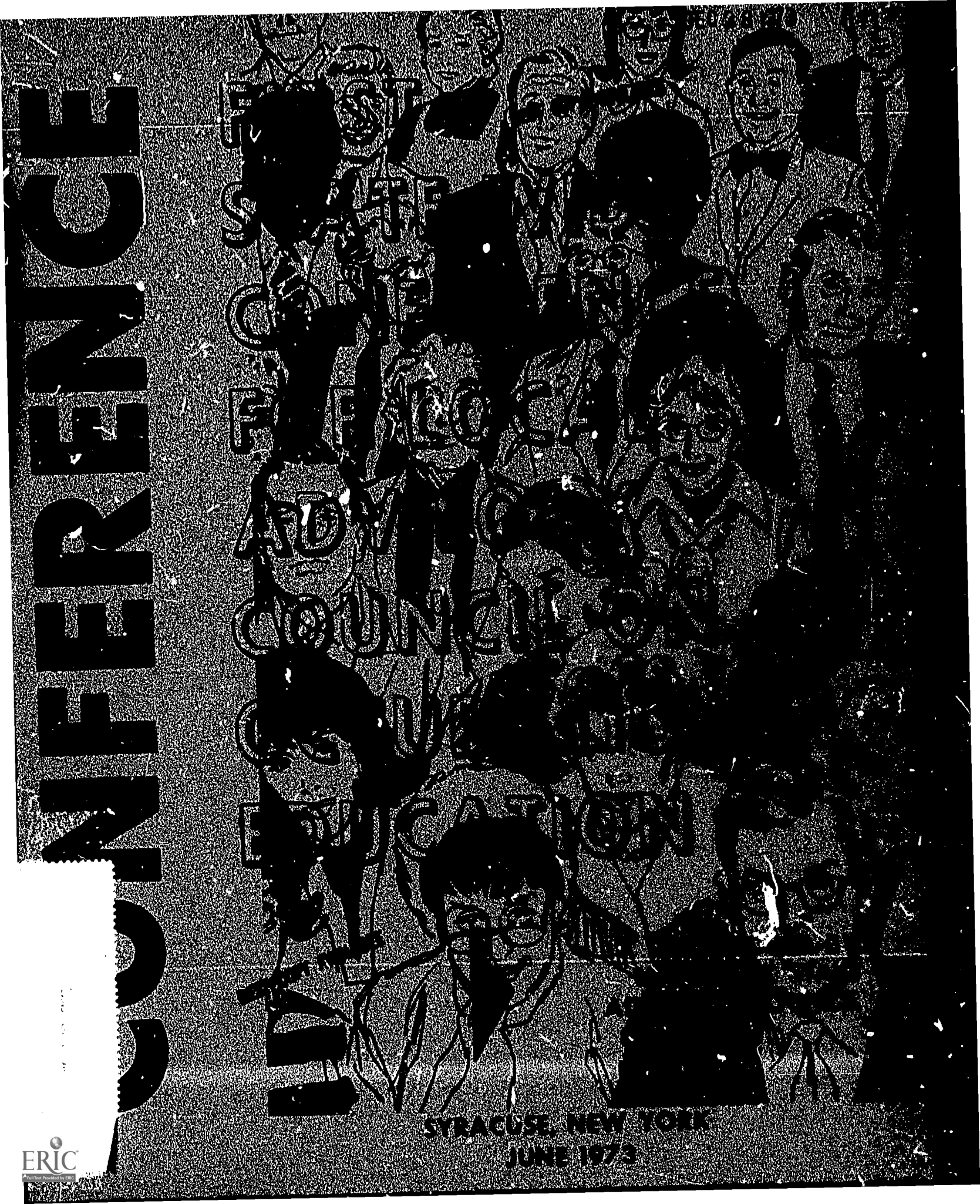

SYRACUSE, NEW YORK

JUNE 1973

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BUILDING COOPERATIVE WORKING RELATIONSHIPS

Report on the first statewide
Conference for Local Advisory
Councils on Occupational Education

Sponsored by the

NEW YORK STATE
ADVISORY COUNCIL
ON VOCATIONAL
EDUCATION

June 5-6, 1973
Syracuse, New York

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FRANK J. WOLFF
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September 1973

Dear Colleague:

In June, 150 responsible people interested in improving occupational education throughout the Empire State convened in Syracuse. It was an historic meeting, for it brought together for the first time representatives of the forty-six local advisory councils and the members of SACVE, State Advisory Council on Vocational Education.

The two-day session was carefully planned so that both groups could explore ways of using their pooled strength in upgrading vocational education for our youth. The conference theme aptly stated the goal: "Building Cooperative Working Relationships." In addition, a practical bonus for many participants was the gathering of suggestions and ideas for local use.

This booklet condenses the major talks given at the conference and summerizes the main points advanced at two discussion group sessions. We hope it will be of value as you move into the 1973-74 school year.

Sincerely,

Lewis G. Harriman, Jr.

Lewis G. Harriman, Jr.
Chairman

JANET RICHARDSON, NYSSBA PRESIDENT, ADVOCATES PARTNERSHIP

An advisory committee can be a prime resource as to how accountable a board of education is to its citizens.

With this observation Janet W. Richardson, President of the New York State School Boards Association, introduced her address entitled, "Partnership."

First Mrs. Richardson enumerated some of the 39 duties and powers of a school board as set forth by law:

- Adopt rules and bylaws for school district governance
- Prescribe and furnish textbooks
- Prescribe all courses of study
- Provide required instruction
- Regulate admission of pupils
- Purchase sites, schoolhouses, furniture
- Contract with and employ all personnel
- Raise by tax, monies required to pay for the above
- Take charge of and maintain all property of the school district

"Now that you know how great our duties are, you can also see the tremendous need we have for well-reasoned advice and counseling," said Mrs. Richardson. "No school board can effectively function in isolation. In order to represent a community and consider its wants and needs, we must take advantage of every avenue to receive information from the people we represent."

Janet W. Richardson, President, New York State School Boards Association

Elaborating on this concept, President Richardson told how the State School Boards Association is firmly committed to the school management team idea. "Teamwork is the cooperative functioning of the total school community," she said. "It includes the chain of command from the school board to superintendent to principal to teacher to student."

REGENT POWER SEEKS CITIZEN REACTION TO STATE PLANS

Regent Helen Power of Rochester, addressing the conference opening session, reviewed four sets of State guidelines and pointed out that citizen reaction is needed for their successful implementation. Included were the Regents Master Plan on Post-secondary Education, the Position Paper on Occupational Education, the Annual State Plan for Occupational Education and its long-range plan.

Mrs. Power said that although the Regents may set forth a variety of desirable educational goals, interest and support are needed to bring them to fruition. "We formulate policies and discuss their ramifications, but we cannot implement them," Mrs. Power said. It is our Department, the schools, the teachers, people such as you, and other citizens throughout the State who will have to implement what we discuss... We need your advice we solicite your suggestions, and we want to communicate with you."

The Rochester Regent concluded her remarks by asking for support of occupational education. "This cannot be done merely in a position paper," she said, "It is a job that needs the work of advisory councils, guidance personnel and teachers... As long as parents think they should send their youngsters into a two-year liberal arts course when the youngster would be happier and would accomplish more in a two-year occupational program, we are not achieving what we have been formed to do."

Helen Power, Member, Board of Regents

Calvin Dellefield, Director, National Advisory Council on Vocational Education

NACVE CHIEF FORECASTS FUTURE LEGISLATION

Calvin Dellefield, Executive Director of President Nixon's Advisory Council on Vocational Education, told conferees to expect a continuation of current level federal financial support for vocational education through the summer and into the fall. He said the Senate would not consider 1973-74 vocational education appropriations until October.

The NACVE Chief described the Administration's attempt to initiate education revenue sharing under the Better Schools Act. He related how the Act was drafted without knowledge or input from educators or elected lawmakers but by the White House staff; how its many weaknesses became evident during its Congressional readings; and how it was introduced without enthusiasm by minority party lawmakers.

Dr. Dellefield then focused attention on occupational education advisory groups and their purposes. He quoted a Chamber of Commerce official as stating, "Councils are a forum for business, labor and other lay people to get together with educators and discuss the problems from the point of view of the consumer." The Executive Director observed that for far too long educators have been on one side of the valley of learning with business and labor people on the other. He referred to the advisory councils as "bridges" and he praised the co-operative efforts in New York State.

In his concluding remarks to the local council members, he urged them to stay informed, to participate regularly, to contribute suggestions freely and to utilize the services of their staff.

SACVE CHAIRMAN SAYS CHANGE IS MAJOR CONCERN

Lewis G. Harriman, Jr., Vice President of Manufacturers and Traders Trust Company in Buffalo, and Chairman of the State Advisory Council on Vocational Education, told conferees that change is today's main challenge.

Taking a historical approach, Mr. Harriman said that in the past, the struggle has been to find the finances to offer everyone the education we already knew how to provide--first by spreading grammar schools throughout the State, next by providing high schools, then modernizing them by setting up the great central school districts, and currently facing the need to make them more practical by adding occupational programs in the cities and BOCES centers across the State.

"But all that," said Mr. Harriman, "was just tackling the great job of making traditional education available to all. Now the social and technological rates of change are so rapid that we know we must build into every aspect of the school system an ability to change continuously, and that is where we advisory councils members fit."

The SACVE leader told conferees, "Patience is not a virtue when growing children need better care. Silence is not golden when a better way is known. Let's accept our responsibilities, make peace with change and advise, advise, advise."

Lewis G. Harriman, Jr.
Vice-President, Manufacturers and Traders Trust Co.

SECKENDORF TRACES PICTURE, PROGRAM AND PROGRESS OF OCCUPATIONAL EDUCATION

Assistant Commissioner Robert S. Seckendorf of the Office of Occupational Education in the State Education Department outlined ways advisory councils can improve the image of vocational education.

Selecting public relations as the first of three significant aréas, the banquet speaker told participants, "You and I have to tell our success stories to everyone who will listen. We also have to figure out ways of telling it to those who presently will not listen. We have to use every device we know and some we have to dream up in order to get the story across that occupational education is productive and satisfying education. And we have to cultivate the persons who influence the community: school board members, legislators, Congressmen, and most important, the parents themselves. We have to sell the idea that occupational education is necessary, that it works, and that it's serving all the students in our schools."

Turning to his second area of emphasis, Commissioner Seckendorf discussed the similarity of the terms vocational, occupational, and career education and observed that they are the same. He said the common target is an educational pattern that "permits students to have early exposure to understanding concepts about work and workers; develop the ability to distinguish between available options; and begin to concern themselves with future careers."

He pointed out that a well-developed career education program provides students with:

- basic learning skills
- self-understanding
- positive attitude in making choices
- an understanding of requirements in a particular career
- exploratory experiences
- guidance
- open options
- specific occupational preparation with work experience

Robert S. Seckendorf, Assistant Commissioner, Office of Occupational Education, State Education Department

Dr. Seckendorf then drew attention to the Regents Position Paper on Occupational Education. From that document, he selected the following five checkpoints by which a career education program can be measured:

- By age 9 -The student will understand and appreciate the concept, value, and variety in work
- By age 12-The student will know the families of occupations, be acquainted with employment prerequisites, and be aware of one's own abilities and interests
- By age 15-The student will be able to take part in setting one's own goals with options for future change
- By age 18-The student will be able to choose and plan one's next education or career step and enter that chosen area
- By age 21-The student will be employed in a position commensurate with one's skill and be able to change or advance.

He told how the State with federal vocational funds is investing one and a half million dollars in twenty-three projects aimed at strengthening career education throughout New York, and he underscored the need for continuity. "Career education must be a continuous process--not something that happens once a day, once a week, or in a three-week unit once a year. It is essential that it become the major focus in the curriculum."

Commissioner Seckendorf concluded by enumerating both the struggles and forward steps taken since the Vocational Act of 1963 came into being. These range from modest beginnings in rented space and the battle for BOCES-built facilities to current enrollments of almost three-quarters of a million students. He cited the following facts:

- Enrollment rose from 575,000 to more than 700,000 in six years
- Current enrollment involves 515,000 secondary, 98,000 two-year college, and 113,000 adult students
- Over one-fourth of the secondary school students enrolled are disadvantaged and/or handicapped
- Fifteen percent of the 160 million dollars of construction monies was paid for with federal vocational funds
- Cities have expanded offerings from improved staffs and skill centers to after-school and summer programs

In looking to the future, Dr. Seckendorf said that closer attention will be paid to occupational education needs in the urban areas. He also predicted that enrollments will increase along with the percentage of disabled and disadvantaged students. Other future developments will include more facilities, more funds, and greater emphasis on cooperative work experience.

UNION CHIEF URGES COUNCIL MEMBERS TO DO HOMEWORK, OUTLINES WORK OF NATIONAL COUNCIL

Frank Cannizzaro, Trustee and Business Representative of Local 210, International Brotherhood of Teamsters, underscored the responsibility of Council members to be prepared. Declared Mr. Cannizzaro, "Do your homework, look at your agendas, attend meetings, and arrive with ideas. You may not always agree, but if you come up with constructive criticism, I think your council will function better."

He also suggested that busy counselors should send a substitute representative when duties and pressures prevent attendance. "Too many members accept a position on a council and do not have the time to attend," he observed.

Mr. Cannizzaro then turned his attention to the National Advisory Council on Vocational Education of which he is a member, and described some of its services. One was conferences on guidance and counseling; another involved youth organization relations. At this point, the speaker strongly emphasized his faith in the nations' young people. He told of his attendance at a convention of the National FFA (Future Farmers of America) and commented, "I watched 16,000 youngsters run a convention completely by themselves. I listened to their speeches--they talked about honor, love of country, love of God, love of human beings... I tip my hat to such youth groups and those representatives here today."

Frank Cannizzaro, Trustee and Business Representative, Local 210, International Brotherhood of Teamsters

In discussing a third service area, public information, Mr. Cannizzaro told how the National Council in cooperation with twenty state councils, Chambers of Commerce, and industry, has produced films and television spot announcements. These audio-visual creations have been aimed at building the image of vocational education by showing people actively learning interesting and useful skills from arboriculture to welding.

In a related project the National Council has interested the Governors of several states to introduce a short TV film dealing with vocational education for the returning veteran. Coupled with this effort has been the preparation and distribution of printed brochures for the veteran. Mr. Cannizzaro told how the publication lists the names of national, state, and local advisory councils.

He then directed the audience's attention to national priority status for vocational education. He recommended Herbert Striner's book, Continuing Education as a National Capital Investment, which outlines ways of funding continuing education across the nation. Declared Mr. Cannizzaro, "After World War II we established a GI Bill of Rights. We said to the GI coming back, 'Here is a voucher--get yourself an education. Go where you want to go'."

"Why can't we do this for the working men and women of America? Why can't we say to them, 'Here is a voucher--go to any institution you wish, (within certain guidelines, obviously) submit this voucher and get further education for employment or enrichment'."

The speaker then told how unemployment insurance money in the fifty states amounting to some eight billion dollars could be used to finance such a plan. He also related how representatives of labor and government reviewed the idea at a Washington conference, liked the concept, but realized that many details and practical problems needed to be solved. Several Congressmen are looking into ways of implementing the idea.

Mr. Cannizzaro concluded by telling conferees about the National Council's concern for Indian education. He and several NACVE leaders conferred with tribal chiefs in the Southwest and visited a federally-funded vocational school which is only thirty percent in use. He told how the chiefs and the NACVE visitors attempted to find out why a fine, adequately funded training facility was only partially used.

"Their problem is the same as ours. They are trying to get their youth involved in occupations and careers to get them to settle down to something they're interested in," he reported. "We will be holding more meetings in this and other areas," said Mr. Cannizzaro, "and we hope that when they are completed, we can make recommendations to Congress..."

I-E COUNCILS CAN SERVE AS COMMUNICATIONS-COORDINATION BRIDGE

Industry-Education Councils can serve as bridges of communication and cooperation between the world of learning and the world of work, according to Richard B. Scheetz of the Edison Electric Institute in New York City.

Dr. Scheetz is Coordinator of Educational Services for the Institute and is Chairman of the Committee for Regional Chapter Development of the National Association for Industry-Education Cooperation.

"Such cooperation is advantageous to schools," declared Dr. Scheetz, "because it makes them more closely a part of the society for which they are preparing their students. Concurrently it offers the business world's leaders an opportunity to help insure that tomorrow's adults, who must be entrusted with the future of this country, will be equal to the task--that they will be competent in managing their personal affairs, appreciate and understand their responsibilities as citizens, and successful in their chosen careers..."

He indicated that industry's presence in schools can take many forms ranging from lectures, grants, career days, and equipment loans to scholarships, speakers, vocational guidance, and recognition awards. Others include advisory services, job placement, in-service teacher education, curriculum development, work-study courses, materials, and workshops.

Dr. Scheetz commended the participants for their involvement in New York's State and local advisory councils and suggested an additional step.

"I urge your consideration of Industry-Education Councils," he said, and he pointed out that such councils either exist or are being formed in Niagara Falls, Ithaca, New York City, and several localities in New Jersey.

The speaker then discussed the purpose, some founding procedures, and general value of I-E Councils. First he listed the following six goal statements:

- Establish effective lines of communication between industry, business, and school systems;
- Develop a positive attitude on the part of educators and businessmen to encourage the integration of industry, business, and the community in the schools.
- Compile information that will aid in determining specific manpower needs;
- Prepare and disseminate information for use by students and teachers at all levels;
- Encourage all teachers to view career development as an integral part of each student's growth; and
- Encourage business leaders to assist educators in preparing students to become responsible adults.

Richard B. Scheetz, Coordinator of Educational Services, Edison Electric Institute

Then he told how a council could be started by at least one interested enthusiastic person from either education or industry. This must be followed by early planning and leadership from both areas. One successful technique for the prime mover to consider is a luncheon meeting of business and education representatives where the proposed I-E Council is explored.

Dr. Scheetz emphasized that when a council is created, a full-time paid coordinator can be of great value in assuring maximum use of resources, centralized responsibility, and general efficiency.

An I-E Council can do many useful things: career education, institutes and workshops, occupational surveys for schools, teachers' summer internships, job information, directories of field trips, community resources, and volunteers.

In summary, Dr. Scheetz directed the audience's attention to seven major advantages of the Industry-Education Council:

- Broadens the base of support for relevant schooling
- Brings regional education resources together
- Serves as a coordinator for various efforts
- Serves as a continuous forum
- Promotes communication and cooperation between schools and industry and helps improve total educational program
- Mobilizes a community's key resources
- Offers educators an opportunity to strengthen instructional effort.

THE TUESDAY WORKSHOPS

Five concurrent workshop sessions on the first afternoon enabled participants to discuss local council activities and operational procedures. A lively exchange of ideas took place with all representatives participating. A compilation of suggestions appears on the following pages.

Workshop Organization

Group	Members of the State Advisory Council			State Education Dept.
	Chairman	Recorder	Consultant	Consultant
A	George Quarles	Frank Wolff	Lewis Harriman	Everett Lattimer
B	Harris Thompson	Veronica Connor	James Robinson	Richard Haner
C	William Zimmerman	Henry Cambridge	Julia Freitag	Florence Sutler
D	Richard Sparks	Thomas Costello	Donald Grabowski	Robert Bielefeld
E	John Gunning	George Allen		Robert Ullery

Workshop Membership

Membership in each of the five workshops was arranged with consideration to student population served by the groups present. Representatives of the "Big Five" cities and urban area BOCES were involved in the Group A workshop. Representatives of suburban schools and BOCES were divided into Groups B and C. Groups D and E were composed of representatives of BOCES from the rural areas. Representatives from the postsecondary schools were assigned to workshop sessions with secondary school groups of their geographical service area.

Workshop Round-Up

This is a summary of the concerns and suggestions of the five workshop sessions on Tuesday afternoon.

Concerns	Suggestions
A. Membership	1. Include a higher proportion of women. 2. Include students.
B. Attendance	1. Set up procedures for obtaining resignations from members who do not attend.
C. Management	1. Consider allocating funds to be used in securing adequate staff. 2. Provide comprehensive orientation for new members. 3. Establish an organizational chart indicating position of Council in relation to the rest of the agency. 4. Establish an annual program of activities with the Council based on achievable objectives. 5. Provide advance notice of meetings and agenda items.
D. Communications	1. Visit various programs as part of meeting agenda. 2. Submit meeting minutes to Board of Education. 3. Set up annual meeting with Board of Education. 4. Establish and maintain contacts with community groups. 5. Hold appropriate public meetings or hearings.

E. Occupational Education Image	1. Encourage local administration to hold open house for community. 2. Participate in open house and other public affairs situations to effect a positive image. 3. Use television spot announcements. 4. Encourage administration to seek and use current occupational information in counseling.
F. Articulation	1. Prepare recommendations for approval of administration supporting articulation with post-secondary schools. 2. Seek assistance of State Advisory Council in initiating statewide program for accomplishing articulatad occupational programs with post-secondary schools.

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SECTION LISTS THE FIVE R's

Group B led by Veronica Connor, State Council member from the Buffalo area, focused attention on what it termed "the five R's" of Advisory Councils: representation, responsibility, relationship, recording and reporting.

Each point was explained as follows:

- Representation -- Council should consist of a cross section of the community, including labor.
- Responsibility -- Council should advise and evaluate. Also, positions should be rotated.
- Relationships -- Council members should be aware of students as well as the general public, BOCES counselors, and school administrators.
- Recording -- Records of of graduates should be kept, follow-up should be pursued, and a roster of opportunities in industry maintained.
- Reporting -- Vocational educators should publicize, communicate, and educate.

Recorder for the group was Harris Thompson, State Council member from Binghamton.

GROUP C WARNS AGAINST RUBBER STAMP USE OF COUNCILS

An advisory council cannot be effective if administrators use it as a rubber stamp.

This observation led a list of statements promulgated by Group C chaired by Julia Freitag, State Council member from Albany, with William Zimmerman, State Council member also of Albany, serving as recorder. The group commented that:

"A possible problem is that both the administrator and the Advisory Council members are too busy... there might be more effective use of time if both took some time off to think about the problem rather than just coming to the meeting and looking at an agenda (without preparatory thought)."

Group C's second statement pointed out that "Individual members of an Advisory Council can do a world of good for occupational education as individuals in accordance with their own particular talents, interests, and outside connections."

The statement also underscored the fact that council members can be most helpful in selling programs to students, their parents, industry, labor and the general public.

Thirdly, the group stated that councils function best when they concentrate on specific problems. In this respect, ad hoc committees consisting of people with particular talents and craft knowledge can be most useful.

HIGHLIGHTS OF WEDNESDAY GROUP DISCUSSION

A NOTE ON WORKSHOP ORGANIZATION

Each of the five workshop groups that met Tuesday afternoon reconvened on Wednesday morning. The focus of these sessions was the basic purpose of Councils - EVALUATION. This section is a synopsis of discussions and recommendations of the five groups.

EVALUATION CALLED WEAK LINK

Local councils should have more direct involvement in evaluation.

This was the chief recommendation advanced by Group A after reviewing the topic of assessment.

Charging that evaluation is one of the weakest links in the occupational education chain, participants indicated that councils do review various plans and reports. These deal with such areas as enrollment, VEA funding proposals, and job placement. But, maintained the group, the bulk of evaluation was done by the local director. Their recommendations:

- First, develop a common understanding of the obligations and objectives of the Council with the local director, then
- Proceed with cooperative evaluation, with the director bearing major responsibility and Council people serving as a resource.

Participants also listed a half-dozen typical evaluation areas including:

- student needs
- employment needs
- data collection
- technological change and evaluation demands
- long-range value of program
- upward mobility

The meeting was chaired by Frank J. Wolff, State Council member from Nassau County, and recorded by George Quarles, State Council member from New York City.

Fourthly, on the matter of local-state council communication, the group endorsed the idea of continued liaison in the future. It also raised the possibility of regional organizations, but cautioned that council members should not forget their primary allegiance -- to the local board of education.

Eventually turning to the topic of evaluation, Group C concluded that relatively little is being done and the Advisory Councils have a responsibility to improve the situation.

Henry Cambridge, State Council member of New York City was consultant.

GROUP D FRANKLY EVALUATES, PULLS NO PUNCHES

Focusing attention on council evaluation rather than on program evaluation, Group D came up with a number of direct, candid observations and recommendations. Included were the following:

- Local councils are a recent creation.
- They tend to be ineffective, yet their input is of considerable value to the professionals.
- Many councils need a clear-cut definition of their roles.
- A number of them tackle only the issues submitted by the professionals.
- Some professionals have built a wall between the local Advisory Council and decision-making bodies.
- The type and quality of advice collected tends to be a protection of the professional rather than a catalyst.
- Councils need to assert more independence and should determine their own agendas.
- Councils should report directly to Boards of Education and hold occasional joint meetings.
- Mutual trust characterizes the working relationship between a good advisory council and its professionals.

Msgr. Thomas Costello, State Council member from Syracuse, was chairman of the group with Richard Sparks, State Council member from Medina, serving as recorder. The two consultants were State Council members, James Robinson of Syracuse and Donald Grabowski of Albany.

ALLEN GROUP SPOTLIGHTS SEVEN EVALUATION FACTORS

Group E, led by Chairman, State Council member George Allen of Schaghticoke, synthesized seven ingredients needed for evaluating an occupational program. Included were:

1. School retention
2. Humanizing effects on individuals
3. Getting a job
4. Attitudes and skills needed for employment in an area
5. Specialty skills
6. Basic skills for further training or re-training
7. Psychological effects of occupational education on pupils.

The group also listed a half-dozen specific techniques helpful in the evaluation process:

1. A return postcard questionnaire to graduates
2. Birthday card follow-up
3. Questionnaire for seniors
4. Home visits and contacts by director
5. Visits to occupational centers by the home school principals and counselors
6. Inclusion of home school staff members on the Advisory Council

In addition, the group discussed articulation between the programs of secondary schools and community colleges. It suggested that there be an increase in the number of such inter-institutional units.

John Gunning, State Council member from Syracuse, was the Group E recorder.

Local Advisory Council Representatives		Administrators
Group A		
City of Buffalo	Clifford Roe Lester Gross	Joseph Schmidle
Erie #1 BOCES	Frank Snyder Mary Herman	Donald Dayer
Nassau BOCES	Joseph Curry	Norma Johannessen
City of New York	Eli Cohen James Pyle	George Quarles
City of Rochester	Theodore Altier Edward Croft	Edgar Hollwedel
City of Syracuse	Fred De Conti Randy Hildebrandt	Hans Lang Sidney Johnson
Westchester #2 BOCES	Donn Billings Joseph Carbone	Donald Barbieri
City of Yonkers	Samuel Cohen Anthony Sagrista	Bertran Wallace
Farmingdale Ag and Tech. College	Paul Van Buuren	
Group B		
Albany/Schenectady/ Schoharie BOCES	Betty Bruni	Joseph Fuchs
Broome/Tioga BOCES	Cleon Barber	James McElhatten
Erie #2 BOCES	Marion Fricano	Samuel Ralabate
E. Onondaga BOCES	John Abbott Fred Schwartz	Horace Braggins
Monroe #1 BOCES		John McCormick
Monroe #2 BOCES	Robert Pease Richard Thompson	Francis Day
Oneida/Madison BOCES		William Izzo
Oswego BOCES	Arthur Clawson	Richard Sheldon

Local Advisory Council Representatives		Administrators
Schuyler/Chemung/ Tioga BOCES	Charles Atkin	George Dennis
Tompkins/Seneca/ Yates BOCES	Vincent Giordano	Thomas Mahoney
Schenectady County Community College	Edwin Sweeney	
Group C		
Dutchess BOCES	Catherine Grace	George Harrison
City of New Rochelle	Harold Mayer	Sam Bobrow
Putnam/Westchester BOCES	Henry Ducharme	Patrick Carlo
Rockland BOCES	Alfred Stern Harlan Perrin	Thomas Castelli
Suffolk #1 BOCES	Walter Hackett	Carmine Antonelli
Suffolk #2 BOCES	Randolph Hudson, Jr. Milton Schlein	Eugene Masucci
Suffolk #3 BOCES	Arthur Mottalo Edward Thyberg	John Grimes
Ulster BOCES	Dan Allen John Putnam	Michael Aronica
Dutchess County Community College	Wayne Kraft	
Ulster County Community College	Jacob Nolfo	
Group D		
Allegheny BOCES	Charles Hebblethwaite	Hubert Wightman
Chautauqua BOCES	Joseph Fabritius Joseph Granto	Chester Lajewski
Genesee/Wyoming BOCES	John Borlaug	Dale Post
Livingston/Wyoming BOCES	William Jackman Fred McCutchen	George Couture

Local Advisory Council Representatives		Administrators
Ontario/Seneca/ Yates/Wayne BOCES	Clarence Kunz Albert Sherwood	Elliott Johnson
Orleans/Niagara BOCES	Charles Hawkins Richard Pease	Loyal Morse
Steuben BOCES	Peter Arcangeli Charles Woodhouse	Rudolph Schneider
W. Delaware BOCES		E. A. Smith
Alfred Ag. and Tech College	Robert Sementalli	
Corning Community College	Thomas Lunch Mrs. Calvin Matson Barbara Becker	
Niagara Community College	Edward Falsetti	
Mohawk Valley Community College	David Evans	
Group E		
Franklin BOCES	William Wright	James Goodwin
Fulton/Montgomery/ Hamilton BOCES		P. R. Viscosi
Herkimer BOCES	William Finch	Edwin Komendarek
Jefferson BOCES	Harold Wiley	
Lewis BOCES	Carl Kielman C. S. Shapland	James Arvanites
Madison/Oneida BOCES	Egidio Aquino	Stanley Hoyt
Rensselear/Columbia BOCES		Ross Phelps
St. Lawrence BOCES	Glen Wright Ella Luksick Beatrice Woodard Al Thomas	William Hart Charles Turcotte
Sullivan BOCES	Robert Fontana	Robert Ludwig
Morrisville Agricultural and Technical College	C. J. Henderson	

Local Advisory Council Representatives		Administrators
Warren/Washington/ Essex BOCES	Kurt Bramer	James Fogarty
Delhi Ag and Tech College	Vernon Kessler Dan Moskwa	
Hudson Valley Community College	Paul Goliber	

New York State Advisory Council

George Allen
Henry Cambridge
Veronica Connor
Thomas Costello
Julia Freitag
Donald Grabowski
John Gunning
Lewis G. Harriman, Jr.
George Quarles
James Robinson
Richard Sparks
Harris Thompson
Frank Wolff
William Zimmerman

New York State Education Department

Office of Occupational Education

Robert Bielefeld
Richard Haner
Everett Lattimer
Robert Seckendorf
Florence Sutler
Robert Ullery

Industry/Education Coordinators

Sandra Maceyka, Rochester
Dorothea Stern, Erie #1 BOCES
Burton Thelander, Herkimer BOCES
Don Fields, Oswego BOCES

New York State Student Organization Representatives

Distributive Education Clubs (DECNY)
Jane Millard
Cicero H.S., N. Syracuse

Future Business Leaders (FBLA)
Lorraine D. Rosa
State Vice-President
Donna De Rosa
Auburn High School, Auburn

Future Homemakers (FHA)
Merry Bush, State Degrees Chairman, Homer C.S., Homer

Vocational Industrial Clubs (VICA)
Mary Ann Vito
Solvay High School, Syracuse

Federation of Future Agriculturists (FFA)
Rick Hirt, State Treasurer
Cazenovia High School, Cazenovia

Peter Knapp, State Vice-President
Tully Central School, Tully

FULL SPEECH TEXTS AVAILABLE

Texts of all main addresses given at the Local Advisory Council Conference are available upon request. This form may be used for ordering.

TO: State Advisory Council
Room 1624
99 Washington Avenue
Albany, New York 12210

FROM:

(Name)_____

(Address)_____

_____

(City)_____
(Zip)

Please send me the following speeches:

_____ Cannizzaro

_____ Dellefield

_____ Harriman

_____ Power

_____ Richardson

_____ Scheetz

_____ Seckendorf

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ACCESSION NUMBER: VT100772

PUBLICATION DATE: 73

TITLE: SECOND SEMI-ANNUAL RESEARCH ACTIVITY REPORT OF THE RESEARCH COORDINATING UNIT (RCU) IN WISCONSIN.

DESCRIPTOR: *REPORTS; *RESEARCH COORDINATING UNITS; *EDUCATIONAL RESEARCH; PROJECTS; INVESTIGATION; *RESEARCH

IDENTIFIER: *WISCONSIN

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 625

ABSTRACT: THE SECOND SEMI-ANNUAL RESEARCH ACTIVITY REPORT, THIS DOCUMENT SUMMARIZES ACTIVITIES CONDUCTED BY THE WISCONSIN RESEARCH COORDINATING UNIT DURING THE PERIOD FROM JULY 1, 1973 THROUGH DECEMBER 31, 1973. TITLES AND DESCRIPTIVE NARRATIVES OF ALL THE PROJECTS AND/OR INVESTIGATIONS UNDERTAKEN DURING THIS INTERIM ARE INCLUDED HEREIN. THIS PARTICULAR REPORT FOLLOWS 27 PREVIOUSLY RELEASED QUARTERLY REPORT. (SN)

INSTITUTION NAME: WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, SHEBOYGAN.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION, (DHEW), WASHINGTON, D.C.

VT 100772

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WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
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Madison, Wisconsin 53702

SECOND

SEMI-ANNUAL RESEARCH ACTIVITY REPORT

OF THE

RESEARCH COORDINATING UNIT (RCU)

IN

WISCONSIN

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Period

July 1, 1973 - December 31, 1973

100 772

INTRODUCTION

This is the Second Semi-Annual Research Activity Report of the Wisconsin Research Coordinating Unit (RCU). This report is submitted to the U. S. Office of Education, Program Development and Operations Branch, DVTE/BAVTE in accordance with the Commissioner of Education memorandum of August 29, 1969 as amended by memorandum from the above branch dated December 15, 1972. The report covers the period from July 1, 1973 through December 31, 1973. These semi-annual reports follow 27 quarterly reports previously submitted.

The unit is operating in the State Office of the Wisconsin Board of Vocational, Technical and Adult Education as authorized under Section 131 (b) of Part C of P.L. 90-576. It is currently composed of two professionals and has access to the equivalent of one clerical person. This report consists of two parts: (1) Activities relating toward the accomplishment of objectives, and (2) A listing of research and related activities.

ACTIVITIES RELATING TOWARD ACCOMPLISHMENT OF OBJECTIVES

Objective 1: Stimulate and encourage occupational education research and development activities in state departments, local school districts, colleges and universities and non-profit organizations.

Staff met with researchers at state agencies, and local educational agencies regarding projects in occupational education research, exemplary and professional development projects. Assistance was given to three graduate students in obtaining information for their studies. Several other persons including state staff have consulted with RCU staff regarding information and assistance in planning, developing and submitting surveys, research proposals and studies.

Research grants were awarded during the period involving Part C federal funds. Exemplary project grants were awarded involving Part D federal funds, and professional development grants were awarded under Part B federal funds. Additional projects have been approved commensurate with availability of FY 74 funds. In addition, 11 Part F EPDA projects involving $105,000 have been approved for FY 74.

Several proposals have been developed and submitted under Title III, Higher Education Act of 1965; the Fund for Improvement of Post-Secondary Education; Indian Education Act; National Science Foundation; and Discretionary, Part C of Vocational Education Amendments of 1968.

The RCU Director also serves as the State, Part F EPDA Coordinator. Local district plans for professional development have been developed. A meeting of the State Part F, EPDA Advisory Committee was held to re-assess needs and priorities for professional development. A survey resulted in 23 recommendations for staff development activities. The RCU is being drawn upon for the preparation of background data and the development of models, position papers, definitions of terms, and role of research of significance to the progress of vocational, technical and adult education in Wisconsin. The Wisconsin Board is represented on the Governor's Council on Environmental Education, Area Manpower Planning Boards, three higher education liaison committees, and liaison committees with Department of Public Instruction and Employment Service agency.

Objective 2: Coordinate occupational research activities conducted within the state and, further, coordinate such research activities with those being conducted outside the state.

Within the state, RCU staff serve as consultants to the Research Committee of the Wisconsin Association of Vocational, Technical and Adult Education Administrators. Federal reports of research activities are reviewed for coordinative purposes. Research reporting procedures are in operation. The planning and managing the vocational education research program in Wisconsin. Liaison is maintained with the Center for Studies in Vocational and Technical Education at UW-Madison, and the Center for Vocational, Technical and Adult Education at UW-Stout, Menomonie, Wisconsin.

Objective 3: Disseminate information on the progress and applications of the results of occupational research.

A newsletter, "Bits about Research", is published and disseminated periodically. This Semi-Annual Report of Research Activities (200 copies) will be disseminated to vocational educators, researchers and administrators of institutional research in 16 VTAE districts, UW System, and LEA's.

Acquisitions of studies, reports and other materials is announced in "Staff Notes", a state office weekly publication. Additional bibliographies and sources of research reports and other information are being acquired. A microform capability is continuing at the state level and in several of the districts. A standing order of ERIC microfiche has reached approximately 70,000 documents, providing a significant dissemination capability. State and District staff have been briefed on operations. Further workshops are being planned. A project submitted by the Center for Studies in Vocational and Technical Education, U.W.-Madison has been approved to demonstrate the use of CRT Computer terminals in eight VTAE districts. The ERIC, AIM/ARM data bases are at the U.W. computer center. Eight computer re-searches have been conducted through the RCU.

Equipment in the RCU includes a reader-printer, 2 readers, printer and developer, which gives the RCU the capability to duplicate microfiche as requested. The RCU has access to the microfilm laboratory in the State Department of Administration. It is planned to have agency materials placed on microfiche.

Approximately 70 requests for information including 50 requests for 550 microfiche titles during the period have been received and have been either satisfied or referred to the proper sources. The usage of the ERIC microfiche library is continuing. About 1,000 microfiche were mailed. An "ERIC Alert" system is in operation at the state level on a voluntary basis and is being adopted by several districts. Miscellaneous reports were compiled and in-house studies were made in interdepartmental services and on administrative request. Surveys of literature were done through the ERIC collection of priority administrative and legislative problems.

Objective 4: Stimulate activities which will result in increased interest and improved competence in research such as encouraging pre-service and in-service training of occupational researchers.

Planning has commenced on research in-service sessions for FY 74.

Information on national research and other institutes were disseminated to all districts.

District professional development plans have been prepared and tabulated which will include identification of educational competencies needing upgrading. These documents will be synethesized with other professional development studies which will provide valuable guidance in the coordination and development of professional development activities.

Objective 5: Participate in the review, monitoring or conduct, as appropriate, of occupational research and development projects supported by federal, state, local or private organization funds.

Several graduate students consulted with RCU staff. About 60 project applications in the areas of research, exemplary and professional development submitted by local educational agencies and state universities have been reviewed and 53 approved.

The RCU staff is represented on an interagency committee with Wisconsin State Employment Service. An exemplary project on articulation of occupational information, programs and placement in VTAE 11, Sheboygan, area approved by the USOE, is in progress. A career education project funded from USOE under Part C is in progress in VTAE 1, Eau Claire. Two additional career education projects from VTAE District 2 at La Crosse, and VTAE 15 at Wausau have been approved by USOE under Part D, Exemplary Projects and Programs. A report of an Environmental Education Project is being expanded at VTAE 10, Fond du Lac.

Objective 6: Identify and maintain an inventory of available occupational research and development resources in light of anticipated needs and programs within the state.

The RCU library is continually being expanded to include basic references, reports, research proposals, surveys, studies, bibliographies, government and other publications containing demographic, occupational, educational, and other valuable information.

Objective 7: Survey available data on employment opportunities, emerging occupational trends and future job projections as a base for planning vocational programs, curricula, and facilities within the state, and teacher training, recruitment and placement.

Constant liaison is maintained with the Wisconsin State Employment Service regarding employment opportunities, emerging occupations, and job projections. Employment Service Publications are acquired, reviewed and disseminated as appropriate. A concerted effort is being made to improve this information exchange at both the state and local levels.

Objective 8: Identify issues and problems relating to the nature and place of vocational education in the state school system and determine the contributions which occupational research and development could make in resolving them.

As a result of a study by Stout State University, review of federal priorities and suggested state priorities developed by a conference hosted by the Oklahoma RCU, and previous meetings of working committees, priority areas have been identified for FY 1973 and FY 1974. These areas were included in a previous quarterly report.

RESEARCH, EXEMPLARY, AND PROFESSIONAL DEVELOPMENT ACTIVITIES

The information included in this section indicates research, exemplary and professional development activities which have been reported as being planned, in progress or have been completed during the report period, some of which have been previously reported. The mere listing of activities in the report is in no way

meant to indicate that the RCU was involved in the planning or conducting of the activity. Undoubtedly, there are other activities being conducted which for various reasons are not included in this report. We welcome information on these activities.

RESEARCH PROJECTS - WBVTAE
Approved By Research Project Review Committee
(Under Part C, Vocational Amendments of 1968)
For FY 1974

Project Number	Project Title and Description
01.014.151.224	Evaluation of Civil Structural Curriculum. A state-wide survey of graduates of Civil Structural Programs of the VTAE System and their employers to determine strengths and weaknesses of the curriculum.
02.024.151.224(C2)	Individualized Instruction for Rural Providers of Day Care Services. To evaluate the effectiveness of individualized instruction developed for Rural Providers of In-Home and/or Family Child Care Services.
03.025.151.224	Attitudes Toward Instruction. To compare student and staff evaluations of individualized and traditional instruction.
04.020.151.224	Evaluation of Architectural Curriculum. A state-wide survey of graduates of post-secondary VTAE architectural technology programs and their employers to determine strengths and weaknesses of the curriculum.
06.155.151.224	Physics Requirements for Engineering Technicians. To determine relevancy of Physics courses as perceived by employers and graduates of Gateway Technical Institute programs in Automotive Technology, Fluid Power, Mechanical Design, Mechanical Production, Electronic Technology, Computer Technology, Instrumentation Technology, and Civil Technology.
09.022.151.224	Career Education Project Office. To assess career education needs to all grade levels and to promote articulation of needed programs.
09.042.151.224(C4)	Computer Augmented Accounting. To continue with developing computer programs for managerial accounting, cost accounting and income tax accounting.
10.004.151.224	Program Evaluation Model. To evaluate course content in selected field and incorporate content that meets needs of students and employers. To develop a model.
10.044.151.224	Vocationally Coordinated Curriculum for General Education. To develop a coordinated general education curriculum with vocational and technical programs.
11.009.151.224	Task Analysis for Optometric Assistant Program. To identify the tasks performed by the optometric offices located in Wisconsin.

12.103.151.224(C2) Interaction of Learning Styles. To identify learning styles relevant to selected vocational programs and evaluate their interaction with learning experiences and modes of instruction.

13.001.151.224 Evaluation of Civil Highway Curriculum. A state-wide survey of graduates of post-secondary VTAE Civil Highway Technology Programs and their employers to determine strengths and weaknesses of the curriculum.

15.055.151.224 Multi-Research and Curriculum Project. To stimulate faculty research and development through awarding of mini-grants.

16.044.151.224 Feasibility of Health Related Occupations Curricula. To determine the feasibility of developing curricula in health related occupations in the Nicolet College and Technical Institute VTAE District.

17.020.151.224 Multi-Research and Development Project. To stimulate faculty research and development through awarding of mini-grants.

19.011.151.224(C3) Evaluation of Secretarial Science. To continue with evaluation of the two-year secretarial science curriculum through a follow-up survey of graduates and withdrawals.

19.021.151.224 Impact of Research and Exemplary Program. To assess the impact and evaluate the effectiveness of the Wisconsin research and exemplary programs administered under the Vocational Education Act of 1963 as amended for the period January 1, 1966 through June 30, 1973.

19.028.151.224 Conceptual Framework for Cost-Benefit Studies. To develop a conceptual framework and recommendations for conducting cost-benefit analysis studies in post-secondary VTAE in Wisconsin.

19.029.151.224 Descriptive Cost-Benefit Studies. To conduct eight descriptive cost-benefit studies in Wisconsin post-secondary VTAE.

19.031.151.224 Information Retrieval Demonstration Through Use of CRT Linhoges with Computers. To demonstrate the computer terminal system of information retrieval from a central computer.

02.037.151.224 Evaluative Study of Metals Curriculum. A state-wide evaluation to determine relevancy of curriculum components as perceived by employers and their former students.

EXEMPLARY PROJECTS - WBVTAE
Approved by Exemplary Project Review Committee
(Under Part D, Vocational Amendments of 1968)
For FY 1974

C=Continuation

Project Number	Project Title and Description
02.022.151.314(C3)	Career Mobile Project. To provide occupational information and planning services to rural and urban youth in the VTAE district through use of a mobile unit.

02.023.151.314 (C3) Career Consultant Project. To provide a liaison vocational guidance counselor to counsel with potential dropouts from a university and technical institute.

03.022.151.314 Decision II. To design, develop and provide occupational information to area school districts through an audio-tutorial system.

04.021.151.314 Small Store for Fashion Merchandising. To develop a model for small store operations that could be used in post-secondary fashion merchandising programs.

04.024.151.314 Computer Augmented Accounting. To improve and expand current programs for accounting students.

05.216.151.314 Career Resource Bank. To develop a career resource bank through integration and articulation of several community agencies.

06.180.151.314 Career Telephone Service. To develop a pilot series of 55-60 career information tapes designed as a counseling - guidance - information to inform the public of VTAE programs and services available at GTI.

10.001.151.314 Career Education Center. To determine need, provide and disseminate career education materials to the public and other schools in the district.

15.068.151.314 Learning Resource Center. To assess student abilities and interests and evaluate open-ended remedial individualized curricula incorporating a learning resource center.

16.038.151.314 Career Information for Area High Schools. To develop and purchase additional audio visual career education packages for use by area high schools and employment agencies.

19.023.151.313 (C4) Study of Vocational Assessment of Handicapped. A continuation project to demonstrate that a Division of Vocational Rehabilitation agency can continuously upgrade the quality of DVR counselors judgements and decisions affecting individual clients through use of a system of feedback.

12.081.151.314 Year-Round Open-Ended Program. To develop materials and procedures to manage an open-ended VTAE curriculum and placement program in selected areas.

17.401.151.314 Individualized Instruction for Secretarial Science. To develop individualized audio-visual materials for American Indians and disadvantaged or handicapped in selected areas of secretarial science.

06.175.151.314 Self-Instruction for Fluid Power Course. To develop a series of basic fluid power multi-media self-instruction programs to enable review of lecture material on an individualized basis.

06.187.151.314 Office Simulation Program. To develop a simulated office for providing training in a realistic office environment for post-secondary students pursuing programs in account clerk and clerk typist.

17.025.151.314 Evaluation of OVIS. To complete a data base on the use of the Ohio Vocational Interest Survey (OVIS) as an indicator for occupational guidance and counseling needs and needs for VTAE programs based on student interest.

19.032.151.314 Individualized Job Placement Education Program. To develop individualized educational units on employability skills which can be utilized by students prior to job seeking.

PROFESSIONAL DEVELOPMENT PROJECTS - WBVTAE
Approved By Professional Development Review Committee
(Under Part B, Vocational Amendments of 1968)
For FY 1974

Project Number	Project Title and Description
05.218.151.184	In-service Instructional Staff Improvement Program. To upgrade the instructional process through teacher involvement in development of behavior objectives and use of audio-visual media.
08.001.151.184	Update Consumer Education. To update Homemaker Aides through use of feedback from on the job experiences.
11.005.151.184	Staff Exchange Program. A directed work experience program to upgrade faculty knowledge of the world of work through work and observation of workers on the job.
19.009.151.184(C2)	Educational Needs of VTAE Agriculture Instructors. To determine the professional and technical functions, tasks and competencies of Wisconsin's post-secondary full-time agriculture instructors.
10.058.151.184	In-Service Education. To conduct sessions on management of learning, identifying individual differences in learning patterns, new instructional resources for FT teachers; transactional analysis for PT teachers and MBO in education for administrators.
10.059.151.184	Environmental Education In-Service Training Program. To train a cadre of in-service trainers and develop plans for conducting VTAE district in-service sessions to implement guidelines for integrating environmental education concepts into post-secondary VTAE.
11.004.151.184	In-Service Education. To up-grade competencies in communication and achievement motivation.
19.026.151.184	Updating Staff Knowledge in Office and Distributive Education. To update staff knowledge in various curriculum areas in Office and Distributive Education through a series of one and two-day seminars.

12.123.151.184 Professional Growth Activities. To upgrade competencies of teachers to manage individualized instruction, multi-media articulation and humanizing instruction.

19.027.151.184 In-Service for Agriculture Instructors. To upgrade computerized financial management competencies in 80 production agriculture and Farm Training Program instructors through a series of four regional workshops.

03.032.151.184 Upgrading Competencies in Use of Multi-Media. To conduct a two-day workshop on theory and use of multi-media in individualized instruction.

19.022.151.184 Leadership Development Conference for T & I Supervisors. To upgrade competencies in Conference Leading techniques.

19.025.151.184 Business Data Processing Instructors Workshop. To upgrade competencies in use of computer terminals in instruction.

19.036.151.184 Professional Growth Week II. To upgrade competencies in individualizing instruction through participation in an individualized learning experience format.

CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION
U.W. - School of Education
1261 Educational Sciences Building
1025 W. Johnson Street
Madison, Wisconsin

Title and Brief Paragraph Description of Purpose, Method, Findings (Author)

19.006.151.194-CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION.

Basic support grant from the Wisconsin Board of Vocational, Technical and Adult Education. Located on the Madison campus of the University of Wisconsin, the Center brings together all the various resources of the University to bear on identified problems in the delivery of vocational, technical, adult and career education to citizens of all ages in all communities of the State. The focus on the delivery of services includes analyses of needs, target groups served, institutional organizations, nature of services, instructional content and methodology, labor market needs, manpower policy, and other appropriate factors.
Merle E. Strong - Project Director.

19.031.151.224-INFORMATION RETRIEVAL DEMONSTRATION AND RESEARCH PROJECT.

Only recently funded, this project will attempt to make the vast wealth of resources from the Education Resources Information Center (ERIC) more available to teachers and administrators in Wisconsin's post-secondary vocational, technical and adult education districts. On-line terminal access will be provided to eight of the sixteen districts with the Madison Academic Computing Center which provides the bibliographic search capability. Project staff will train local personnel in the uses of the ERIC search, determine information such as the National Technical Information Service (NTIS) file, and explore other expected benefits from the computer system.
Merle E. Strong and Roger H. Lambert - Project Co-Directors.

No Agency Number-A LONGITUDINAL EVALUATION OF MANPOWER DEVELOPMENT AND TRAINING ACT INSTITUTIONAL TRAINING PROGRAMS IN WISCONSIN FROM 1962 TO 1973.

In order to assess more effectively the impact of the Manpower Development and Training Act (MDTA) training programs over the past ten years in Wisconsin, this evaluation study was funded. A stratified random sample of approximately 800 MDTA completors and non-completors have been surveyed. Data analyses, case studies, and on-site visitations are proceeding on schedule. Examinations of variables such as income, job progression, satisfaction with the program, "quality of life," and other appropriate factors will be documented in the final report. Merle E. Strong - Project Director.

CENTER FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION
University of Wisconsin - Stout
Menomonie, Wisconsin 54751

SEMI-ANNUAL RESEARCH ACTIVITY REPORT during the period of July 1, 1973 - December 31, 1973

19.005.152.123-AN ASSESSMENT OF THE STATUS OF CAREER EDUCATION IN WISCONSIN

(Mehar Arora) This study attempts to assess the current status of the Wisconsin Model of Career Development in elementary, junior high, senior high and VTAE schools. Those people included in the study were teachers, counselors, local vocational education coordinators, principals, directors of student services and directors of instructional services. The data for this study were collected with survey instruments which were developed, revised and refined with the advice of a 19-member advisory committee. The responders indicated that at present "some" to "high" levels of emphasis were being placed upon each of the sixteen concepts included in the Wisconsin Model of Career Education. Other factors such as career education and its relationship to curriculum, counseling services and the future, have been investigated in this study also.

19.004.151.223C-THE FEASIBILITY OF USING WORK EVALUATION AS A TOOL FOR ASSESSMENT IN ADULT BASIC EDUCATION (John T. Anderson)

The problem in this study dealt with determining the feasibility of using work evaluation in ABE programs in Wisconsin, and was conducted to determine to what extent this evaluation process may be of value to the ABE programs and its students. Five students, selected from ABE facilities of three VTAE districts, participated in a two week evaluation at the Evaluation and Training Center, University of Wisconsin-Stout. At the end of the period the students returned to their ABE classes; counselors were consulted to discuss findings, make recommendations, and to construct long and short range goals for the students. Four weeks later, a follow-up study was conducted on each student, with results supporting the fact that ABE students and schools did receive benefits and meaningful information necessary to conduct effective program planning.

CONVERGENCE RESEARCH PROJECT II (Nelson)

The purpose of the second phase of the Convergence research project was to validate the research problems identified during the first phase and to pilot test the first phase of the research matrix. The research problems were validated by contrasting them with the research priorities established at the state, regional

and national levels as well as comparing them with priorities identified in various research journals. The pilot test of the research matrix was focused on the first phase which is concerned with needs identification. The research, communication, and resources flows in the initial phase of the matrix were pilot tested through application to a variety of needs identification studies carried out by the Center for Vocational, Technical and Adult Education at U.W.-Stout. In addition, needs analysis techniques were investigated and evaluated during their application to various projects. The results of validity and pilot test were positive. The Phase I research problems correlated highly with the problems identified regionally and nationally. The needs identification studies re-inforced their importance as a starting point in the research matrix and verified the structure of the initial phase of the matrix.

AREA C FOLLOW-UP SURVEY (Orville Nelson)

The goal of this project is to determine the vocational status of the five year graduates in selected schools in CESA's 5, 6, and 11. In addition to the vocational status, information on the students' vocational training in high school and post-high school will be collected to determine correlates with vocational status. The survey instrument was jointly developed with representatives from CESA's 5, 6, and 11 under the direction of Gene Seefeldt, coordinator of Area C. Participating schools identified the graduates. Survey forms were mailed in the fall of 1973. At the present time the data are being processed at the computer center at U.W.-Stout. The results will be processed by school and by CESA. The results of the survey will be presented to the LVEC's in the three CESA's. Staff from the Center for Vocational, Technical and Adult Education at U.W.-Stout will assist the LVEC's in interpreting and reporting the research data.

(local research)-DEVELOPING A MODEL OF ADULT EDUCATION AND ASSESSING THE IMPLICATIONS OF CAI AS A DELIVERY SYSTEM (Abigail and Lorraine Vander Kamp)

The purpose of this research project is to complete a library search to determine the status of Adult Education and Computer Assisted Instruction in the U. S. This search will aid in developing a program for adult education coordinators and determine directions for Computer Assisted Instruction.

THE IMPACT OF THE NARRATOR'S VOICE QUALITIES ON THE ACQUISITION OF TECHNICAL KNOWLEDGE IN A MEDIA PRESENTATION (Patrick Gerkey)

This project will study the characteristics that make an unseen narrator's voice "good" or effective for a media presentation. A questionnaire based on communications research will be sent to a cross-section of educators and students in secondary and post-secondary schools in Wisconsin. Three audio tapes will be made with different narrators but identical content which represent the credible model based on the questionnaire results. A cross-section of students and educators will identify all speaker's characteristics along with a justification for their pick as the most credible narrator. A post-test on the content of the tapes will be devised and administered to determine which narrator conveyed the information most effectively.

CONVERGENCE RESEARCH PROJECT: PHASE III (Orville Nelson)

The purpose of this project is to continue the refinement of the research matrix developed in Phase I and identification of research activities within the research

matrix which was initiated in Phase II. The problem of this study focuses on continuing the integration of research results in the matrix, assessing the impacts of the research grants on vocational educators, and identifying the research support services needed by action researchers. A survey of research project directors in the VTAE system will be conducted and staff and graduate student research project directors on the campus of U.W.-Stout will be observed to identify the impacts of research grants and the support services needed. A computer program will be developed to retrieve information on research problems identified in Phase I. This program will be written for the PDP 11/40 time sharing system so that the researcher will have continuous access to the data stored.

19.036.151.184-PROFESSIONAL GROWTH WEEK FOR VTAE TEACHERS - PHASE II (Harold Halfin, Duane Johnson, Orville Nelson)

This project is designed to identify the VTAE teachers' needs in relation to improving instruction and individualizing instruction. These perceived needs will be utilized in developing and conducting a one-week workshop for 150 VTAE teachers. The content of the workshop will be developed on the basis of the findings of past research studies conducted by the Center for Vocational, Technical and Adult Education, evaluation data collected at the conclusion of Professional Growth Week I, suggestions of the WBVTAE staff, and the recommendations of the staff members for the workshop. Formative and summative evaluation data will be collected during and at the conclusion of the workshop to determine the validity of the content and the relevance of the methodology used in the workshop. A follow-up study of the participants will be conducted to determine the applications made on their jobs. The results of this project will be utilized in structuring in-service experiences for vocational and technical teachers.

V36-1185 oeg-0-73-5297-EVALUATION OF THE IMPLEMENTATION OF A PROGRAM AND DELIVERY SYSTEM FOR A COMPREHENSIVE CAREER EDUCATION IN A RURAL AREA (Orville Nelson)

The goal of this project is to assess the degree to which the Western Wisconsin Technical Institute career education project attains its project objectives, evaluate the quality of the input of supervision and administration, and investigate the cost transportability of project components. Since the money available for the third party evaluation restricts the possible scope for the evaluation activities the evaluation design is based upon an audit of data collected by WWTI staff. These data are supplemented by survey, interview, and observational data collected by the project staff. The results will be utilized to revise project activities and procedures and will also be used to evaluate the outcomes of the career education project.

19.008.152.123-EVALUATION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION IN WISCONSIN: DELPHI CONFERENCE (PLANNING FOR THE FUTURE) (Mehar Arora)

This study will investigate the extent to which long-range plans for vocational and technical education are related to future needs of business, industry and society. Major trends in business, industry and society will be identified through the Delphi Technique. A Delphi conference will be conducted to distill consensus on trends in business, industry and society and identify implications for vocational and technical education. A discrepancy analysis will then be conducted to compare future trends with elements of the State and LEA Five Year Plans.

19.004.151.223-GRADUATE STUDENT RESEARC ' GRANTS: PHASE III (Orville Nelson)

Two dimensions are encompassed in the problem for this study: (1) Does participation in an actual research project develop the attitudes and skills required to do action research and use research findings when the graduate teacher or administrator? (2) Do graduate student research projects produce results of value to the VTAE system? The budget for this proposal contains funding for five sub-projects and evaluation of the master project including the output of the sub-projects. The problems for the sub-projects will be selected on the basis of requests from WBVTAE or the VTAE system; a major criterion for selecting a problem will be its potential for contributing to the solution of a critical problem or expanding the opportunity for vocational education in Wisconsin. The draft copy of the student's proposal will be reviewed and critiqued by his graduate committee at U.W.-Stout and the director of this project. The final form of each proposal will be forwarded to WBVTAE for review and approval.

EVALUATION OF THE SHEBOYGAN ARTICULATION PROJECT (Carlyle Gilbertson)

Using Phase I "Articulation of Occupational Orientation, Education, and Placement in Private and Public Elementary, Secondary and Post-Secondary Schools" as a baseline, this study, Phase II, is a follow-up. Teachers, students, administrators, and guidance counselors in the Sheboygan Public School System and in the post-high school vocational-technical school were interviewed to determine their career education activities and their opinions toward the articulation project in Phase I. The final evaluation report will be developed based upon the changes identified utilizing the baseline data collected during the 1972-73 year.

19.008.151.183-CENTER FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION (PHASE III) (Harold Halfin)

This project will carry out activities in four main areas: (1) identify needs of vocational education and vocational educators in Wisconsin, (2) initiate and encourage activities to solve the needs identified, (3) undertake and/or encourage applied research to investigate problems in vocational education, and (4) disseminate information relevant to the activities and the applied research carried out by the Center.

19.032.151.183-COMMUNICATION SKILLS WORKSHOP FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION COMMUNICATION INSTRUCTORS (Mary Jo Rathke)

This study has the purpose of developing and conducting a three week long summer workshop on the teaching of communications skills in vocational-technical institutes, to be held at the University of Wisconsin-Stout. The workshop will concentrate on developing competencies both in the substantive matter of communications and in teaching strategies appropriate to the development of communications skills in vocational-technical institute students. Methodology includes presentations by workshop leaders and consultants, and practical experience by the participants in the applications of appropriate teaching strategies to the task of developing skills in reading, writing and speaking.

12.103.151.224-INVESTIGATING THE INTERACTION OF LEARNING STYLES AND TYPES OF LEARNING EXPERIENCES AND ASSESSMENT OF THEIR IMPACT ON LEARNING IN POST-SECONDARY VOCATIONAL-TECHNICAL EDUCATION PROGRAMS: PHASE II (Allan Hilgendorf)

The problem of this study is to develop a model for the computer programming logic required to store, summarize and retrieve student and instructor information required

to manage a learning styles based individualized instructional system. Using a nominal group approach, instructional information and computer-output data needed by teachers and students in order to create an effective learning environment was determined and utilized to create an instructional information system model. A computer program logic was developed to handle the instructional information identified. The program was tested at U.W.-Stout; alternative modes of instruction were written and tested at Fox Valley Technical Institute.

19.001.153.134-IMPROVE INSTRUCTIONAL CAPABILITIES OF PART-TIME VOCATIONAL EDUCATION CALL STAFF (Lorayne Baldus)

The purpose of this study is to improve instructional capabilities of part-time vocational education call-staff. One day workshops will be developed and conducted, based on the most critical professional needs of the vocational education call-staff. After evaluation of these workshops, a model will be developed for a delivery system to prepare part-time call-staff in organizing, conducting and evaluating a class.

19.008.153.134-INDUSTRY EXCHANGE PROGRAM (John Jarvis)

The purpose of this study is to update approximately ten vocational education personnel in selected disciplines in selected areas through a pilot industry exchange program incorporating an assessment of the current extent of staff exchange, procedures to follow, problems to be solved, and the development of a local educational district model and/or plan for a staff-industry exchange program. The evaluation of this program will be based on (1) the reactions of the vocational education personnel and the personnel involved from the participating industries, and (2) a survey of students in the classes to determine the impact of the industry exchange program.

19.007.153.134-EVALUATION OF VOCATIONAL EDUCATION CERTIFICATION COURSES (Harold Halfin)

The problem of this study is to review, evaluate and improve several vocational education courses currently being taught by various institutions to assist educators in meeting certification requirements through an assessment and seminar. A Delphi survey will be conducted to determine the present objectives and content of the basic certification courses. From the identified objectives and needs, revisions for the courses and suggestions for instructional materials will be developed and presented to a meeting of university instructors and call-staff instructors.

CENTER FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION SUB-PROJECT TO THE BARRON COUNTY PROJECT (Harold Halfin and Orville Nelson)

This sub-project is articulated with the master Barron County project. The purpose of this sub-project is to assess the vocational interests and needs, counsel the family relative to the assessment, assist in giving early childhood education for mothers, assist in giving career education for the children, cooperate in providing day care for children when needed, and identify for the Indianhead VTAE district a number of short courses which are appropriate to the geographical area. Project staff members will work intensively with a selected sample of the clientele of the overall Barron County Project. A portable work evaluation system is to be utilized in the Barron County area. A thorough evaluation of the impacts and reactions to

the services provided will be conducted by the sub-project staff members. Anticipated outcome of the project is to determine if the total family involvement in needs and interest identification, counseling, and education can have an impact on the participants' economic and educational sufficiency.

CONSUMER EDUCATION WORKSHOP (Karen Zimmerman)

The purpose of this workshop is to identify and develop a team approach to teaching consumer skills in Wisconsin secondary and post-secondary schools. The model and procedures will be developed for combining the talents of team members from various disciplines in presenting a unified consumer education program. Exemplary instructional and evaluation materials will be developed. The results of this workshop will be disseminated for utilization throughout the state and region.

TASKS OF VTAE CURRICULUM COORDINATORS (Clifford Zenor)

The purpose of this project was to identify the tasks curriculum coordinators in the vocational, technical system in Wisconsin perform. In November 1972, the curriculum coordinators reacted to a list of tasks developed by Mr. Zenor. As a result of their initial reactions, additional tasks were listed and modifications were made in the initial tasks. The revised list of tasks was presented to the curriculum coordinators for their ratings of importance. The summary of their responses indicated a wide scope of tasks undertaken. The curriculum coordinators agreed that one of their major roles was to assist in the various tasks needed to develop curricula in their schools. The results of this study are being utilized in developing workshops and in-service experiences for the curriculum coordinators.

19.004.151.223D-ASSESSMENT OF THE PROFESSIONAL TEACHING COMPETENCIES NEEDED BY CALL-STAFF TEACHERS IN THE WISCONSIN VTAE SYSTEM (Bryan K. Niccum)

The purpose of this study was to identify the needed professional teaching competencies and the preferred delivery system of part-time teachers within the Wisconsin VTAE system. Survey instruments were developed and mailed to a representative sample of call-staff teachers in two predominantly rural and two urban VTAE districts. A follow-up survey was administered as well as personal interviews. The results of the study show the areas with the most interest were communication with students, techniques of increasing student involvement, guiding group activity, ways of evaluating teacher performance and use of student feedback. The sample of VTAE call-staff preferred one or two day workshops within the local areas on the third, fourth, fifth or sixth day of the week in the month of January.

19.004.151.223-ANALYSIS AND SIMULATION OF CURRICULUM DEVELOPMENT PROCEDURES, A SEMINAR FOR CURRICULUM SPECIALISTS (Geoff Saville)

This project will develop an exemplary mediated instructional package and several simulations to be used for the in-service training of Curriculum Specialists in the Wisconsin VTAE System. The materials will be validated in a four-day seminar held at the Center for Vocational, Technical and Adult Education at the University of Wisconsin-Stout.

19.025.151.223-AN EVALUATION OF THREE PILOT COURSES: THE DEVELOPMENT OF EARLY CHILDHOOD EDUCATION OF THE MENTALLY HANDICAPPED CHILD (Keil and Schmalzreid)

The objective of this project was to evaluate three pilot courses developed for the VTAE system. These courses are concerned with the characteristics of the mentally

handicapped child and were designed for pre-school and nursery school teachers who teach mentally handicapped children. Pre- and post-tests of knowledge related to the contents of the three courses were administered. An analysis of the course content and the reading level of course materials was also conducted.

METHOD OF ESTABLISHING PRIORITIES AMONG VOCATIONAL, TECHNICAL OR ADULT EDUCATION PROGRAMS IN THE POST-SECONDARY VOCATIONAL EDUCATION SYSTEM (Mehar Arora)

This study is primarily concerned with the establishment of a methodology for assigning priorities among various existing and new vocational, technical and adult education programs in the post-secondary institutes. The DELPHI technique will be used to obtain consensus among the vocational administrators regarding the selection of the appropriate criteria and the weight to be given to each criterion in assigning priorities.

AN APPRAISAL OF GROUP PROJECT EFFECTIVENESS IN VOCATIONAL SUBJECTS (Keith Myers)

The problem of this study is to appraise the effectiveness of group project activity in the acquisition of vocation skills and competencies. Pre-tests, post-tests and questionnaires will be administered to students and a questionnaire will be completed by instructors of selected classes of three schools offering vocational education. On the basis of test results, questionnaire responses, and the researcher's observations, conclusions will be drawn related to objectives of the study.

USING OCCUPATIONAL CLUSTER ANALYSES TO ARTICULATE SECONDARY OCCUPATIONAL EDUCATION WITH POST-SECONDARY OCCUPATIONAL EDUCATION AND THE WORLD OF WORK (Harold Halfin)

The problem of this study is to determine the feasibility of using occupational competencies derived through task analysis as the basic skill unit in identifying occupational clusters, articulating occupational programs between secondary and post-secondary levels and communicating the students' competencies to prospective employers. Through the use of curriculum development teams, reviews of ERIC and NTIS microfiche, a task analysis survey, and workshops, curriculum will be developed for several occupational clusters which will be pilot tested in three to four schools.

GATEWAY TECHNICAL INSTITUTE
3520 30th Avenue
Kenosha, Wisconsin 53140

SEMI-ANNUAL RESEARCH ACTIVITY REPORT

Business and Industrial Liaison (BAIL) Center

Purpose of the project is to develop a base and launch a network of technical assistance and training to southeastern Wisconsin business and industry.

06.175.151.314-BASIC FLUID POWER VIDEO-TAPE SELF-INSTRUCTIONAL PACKAGE

To complete 15 basic fluid power self-instructional programs utilizing video-tape.

06.155.151.224-SURVEY PHYSICS REQUIREMENTS FOR ENGINEERING TECHNICIANS

A study to determine the relevancy of physics courses of graduates of the associate degree program at Gateway.

06.180.151.314-TELEPHONE AND INFORMATION CAREER OCCUPATIONAL SERVICE

To develop a series of 55-60 career information tapes designed as a counseling-guidance information tool to be used to inform potential students.

06.187.151.314-DEVELOPMENT OF OFFICE SIMULATION FOR ACCOUNT CLERK AND CLERK TYPIST PROGRAMS

To develop a plan to change the classroom into a functioning business office by providing a realistic office environment where students can obtain practical office experience.

06.059.151.314-FEASIBILITY STUDY FOR OPEN LAB AND/OR OFFICE SIMULATION WORK AREA

To develop typing materials for open lab concept, i.e., Typing I, II, III, and IV.

06.075.151.194-MODEL FOR SECURING STUDENT SOCIAL AND ECONOMIC DATA USING SAMPLING TECHNIQUES

The primary objective of this project is to develop a model using sampling techniques which will provide statistically valid information on the characteristics and intent of all students enrolled in VTAE programs and courses.

06.185.151.134-AUDIO-VISUAL MATERIALS - HEALTH OCCUPATIONS

Development of a series of audio film loops for use in the health occupations programs. The project will initiate an on-going program designed to develop and maintain a current audio-visual library.

OTHER

1972 Graduate Follow-up Study
1970 Graduate Follow-up Study
1968 Graduate Follow-up Study

Environmental Technician Proposal
Refrigeration and Heating Servicing Proposal
Hotel/Motel Management Proposal
School Calendar Study Report
Position Paper - Rationale for a District Foundation

LAKESHORE TECHNICAL INSTITUTE
933 Erie Avenue
Sheboygan, Wisconsin 53081

ACTIVITY REPORTS
(July 1973 thru December 1973)

1. Proposal for the Operation of Adult Education in the cities of Manitowoc, Sheboygan and Two Rivers (J. Bachnik) (J. Myrick)

2. Survey of Training Effectiveness of 1970, 1971 and 1972 Auto Body Graduates (J. Myrick)

3. Student Information Survey (J. Myrick)

4. Survey of Training Effectiveness of Gas & Oil Burner Servicing Graduates 1970, 1971 and 1972 (J. Myrick)

5. Speech Qualification Traits Needed by Marketing Graduates of Lakeshore Technical Institute (G. Morgan)

6. Survey of Training Effectiveness of Medical Assistant Graduates 1970, 1971 and 1972 (J. Myrick)

7. Survey of Training Effectiveness of Electronic Servicing Graduates (J. Myrick)

8. Survey of Training Effectiveness of Optometric Assistant Graduates 1970, 1971 and 1972 (J. Myrick)

9. A Need Study of Packaging Machinery Serviceman (J. Myrick)

10. Lakeshore Technical Institute, Post High School Students Study Habits and Attitudes (J. Myrick)

11. Lakeshore VTAE Occupational Needs Survey (Manpower Survey) (J. Myrick)

MID-STATE VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT
Wood County Courthouse, Room 228
Wisconsin Rapids, Wisconsin 54494

SEMI-ANNUAL RESEARCH ACTIVITY REPORT

No Number Assigned--"DIETETIC TECHNICIAN PROGRAM PROPOSAL."

A thorough research effort was made to determine the need to develop a two-year post-high school dietetic technician training program. After finding the need for the program, the curriculum was developed. The findings are based on the results of 221 returned instruments.

14.033.151.144--"PSYCHOLOGICAL ASSISTANCE FOR THE VOCATIONAL EDUCATION OF HANDICAPPED STUDENTS."

A licensed psychologist will be employed and provide psychological services for the handicapped. Psychological instruments will be used and interviewing techniques will be employed. Data will be developed and analyzed to determine the effects on the handicapped.

14.035.151.144--"VOCATIONAL EDUCATION EVALUATION AND ASSESSMENT SERVICES FOR THE HANDICAPPED."

A vocational evaluator will assist the handicapped in the selection of training programs and careers. Data on the handicapped will be compiled and analyzed.

MILWAUKEE AREA TECHNICAL COLLEGE
SEMI-ANNUAL REPORT OF RESEARCH ACTIVITIES
July 1, 1973 through December 31, 1973

Research Activities in Progress

1. MATC Mathematics Series - Basic Arithmetic volume. (Dr. Thomas McHale and Mr. Paul Witzke)

2. Long Range Planning - Educational Facilities of North and South Campus Centers of District 9 (Dr. Dennis Redovich)

3. District Information System - Development based on the computerization of activities in District 9 (Mr. Carl Powell)

4. Jail Project - a) ABE is a continuing project in the Jail Program, and
   b) Staff Training aspects of the proposed Educational Development Project connected with the Jail Program (Dr. Frank Samuels)

5. Analysis of MATC Enrollments - Prepared by Student Services and Research and Long Range Planning Office (Dr. Redovich)

Research Activities Being Explored

Parent-Child Education - (Dr. Genevieve Schubert)

Research Activities Completed

09.081.151.193-"TRAINING SESSION FOR INSTRUCTORS FOR INSTITUTES IN TECHNICAL MATHEMATICS FOR SECONDARY SCHOOL MATHAMETICS TEACHERS." (Dr. Thomas McHale)

09.077.151.223-"VOCATIONAL AND TECHNICAL EDUCATION AND TRAINING PROGRAMS SPONSORED BY BUSINESS, INDUSTRY, LABOR AND GOVERNMENT IN THE STATE OF WISCONSIN (Dr. Redovich)

Innovative Programs

Business Division Lab - (Mildred Polisky and Earl Reistad)

MDTA - Pre-Vocational - (Catherine LaChapelle)

Botany Learning Center - (Robert Reich)

English as a Second Language Workshop - (Katherine Gansheroff)

Machine Shop & Tool Die - (Don Marlow and John Miller)

MORAINE PARK TECHNICAL INSTITUTE
235 North National Avenue
Fond du Lac, Wisconsin 54935

RESEARCH PROJECTS COMPLETED 7-1-73/12-31-73

A Problem Search of the Services Provided and the Unmet Needs of Disadvantaged and Handicapped Residents of the Moraine Park VTAE District: A Nominal Group Method Approach.

Course Content of Course 809-151, Psychology of Human Relations-Evaluation

Follow-up of 1972 Graduates

Food Manufacturing Program Student Survey, to determine how students became aware of the program.

Career Education: A Family Approach

Student Reactions to Early Starting Date for First Semester

RESEARCH PROJECTS UNDERWAY

Cooperative Education

Comprehensive Career Education Center Model

Program Evaluations (Nominal Group Method)

Vocationally Coordinated Curriculum for General Education

Student Evaluation of Services and Use of Facilities

Six-Month Follow-up Study of 1973 Graduates

NICOLET COLLEGE AND TECHNICAL INSTITUTE
Box 518
Rhinelander, Wisconsin 54501

SEMI-ANNUAL RESEARCH REPORT

16.044.151.224-A PILOT RESEARCH PROJECT TO DETERMINE THE FEASIBILITY OF DEVELOPING HEALTH RELATED OCCUPATIONS CURRICULA AT NICOLET COLLEGE AND TECHNICAL INSTITUTE. (Thomas J. Maney)

As in-progress pilot research project that is designed to determine the feasibility of developing curriculum in health related occupation in the Nicolet VTAE District.

LAND SURVEYING TECHNOLOGY OCCUPATIONAL NEEDS STUDY (Thomas J. Maney)

An occupational needs survey conducted to determine the feasibility of developing a curriculum for a new two-year Associate Degree in Applied Science program to be offered by Nicolet College. Findings indicate that employment potential is sufficient to warrent submission of a program proposal for consideration by the Wisconsin Board of Vocational, Technical and Adult Education. If approved, the program will be implemented during September, 1974.

GROUND WATER SPECIALIST OCCUPATIONAL NEEDS SURVEY (Thomas J. Maney)

A study designed to determine the employment potential for graduates of a one-year diploma program in locating and obtaining underground fresh water. Although still in progress, preliminary findings indicate the feasibility of proposal development for submission to the Wisconsin Board of Vocational, Technical and Adult Education.

FOOD PREPARATION ASSISTANT (Robert Germer and Richard Mendham)

A program proposal is currently being developed for this one-year diploma program which will train students in food preparation for commercial and institutional establishments including restaurants, supper clubs, resorts, hospitals, nursing homes and school cafeterias.

INSTRUCTIONAL AIDE (Robert Steger)

A study to determine the feasibility of developing a one-year diploma program to prepare students for a variety of para-professional careers in education having application to elementary, secondary and post-secondary schools. Indication of interest has been submitted to the WBVTAE.

RADIOLOGIC TECHNOLOGY (Robert Steger)

A study designed to determine the feasibility of developing a two-year Associate Degree in Applied Science which will prepare a student in the diagnostic areas of Radiologic Technology. An indication of interest for the program has been submitted to the WBVTAE.

ARCHITECTURAL DRAFTING (Grant Cummings and John Horstketter)

A study designed to determine the feasibility of developing a proposal for a one-year diploma program in the Architectural Drafting field. An indication of program interest has been submitted to the WBVTAE.

AUTOMOTIVE MECHANICS (Grant Cummings, J. White, J. Oravecz)

A study to determine the feasibility of developing curriculum for a two-year diploma program in the field of Automotive Mechanics. An indication of interest has been submitted to the WBVTAE.

CORRECTIONAL INSTITUTION TUTORING PROJECT (R. Sabota)

A study to determine the feasibility of developing a special Tutoring program for inmates of correctional institutions.

NATIVE AMERICAN PRE-VOCATIONAL PROJECT (Staff)

An exploration of the feasibility of developing curricula for pre-vocational and vocational programs to be implemented on the Mole Lake, Stone Lake, and Lac Du Flambeau Indian reservations.

NATIVE AMERICAN RESOURCES PROJECT (R. Steger and J. Haarala)

Development of a proposal for the second year of the Native American Resources Project currently being conducted by Nicolet College and Technical Institute. The proposal has been submitted to the Upper Great Lakes Regional Commission for approval.

NORTHEAST WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

Semi-Annual Research Activity Report
July 1, 1973 - December 31, 1973

PROJECT	PRINCIPAL INVESTIGATOR	STATUS
13-01-74 Modelbuilding Manpower Needs. A masters paper designed to investigate job opportunities for modelbuilders in the mid-west.	Jerry Westlund	Completed
13-05-74 Medical Secretary Employment Opportunities and Curriculum. A survey of Green Bay area physicians and hospitals to determine the need for secretaries with medical terminology and shorthand skills.	Phyllis Christensen	Completed

PROJECT	PRINCIPAL INVESTIGATOR	STATUS
13-06-74, 13-07-74, 13-08-74 NWTI Graduate Follow-Ups 6 month, 2 1/2 year, 5-year Three annual surveys to determine graduate employment status.	Hank Wallace	Completed
13-04-74 Clothing Services Manpower. A survey questionnaire to determine employment opportunities in this field for the purpose of program planning.	Nannette Hoppe	Completed
13-09-73 Wisconsin VTAE Research and Planning Administrator Task Analysis. A study of the Research and Planning position in Wisconsin VTAE Districts.	Jerry Prindiville	Completed
13-03-74 Engineering Drawing Test Evaluation. The development and testing of an exam to be used for advanced placement in engineering drawing courses.	Karl Radosevich	Completed
13-29-72 Relationships between LPN Interest in Professional Nurse Education and Selected Self-Concepts and Reality Factors. A doctoral dissertation on vocational development in nursing.	Jerry Prindiville	In Progress
13-2-74 Instrumentation Manpower and Program Needs. A review of job opportunities and job skills for instrumentation personnel in Wisconsin.	Clayton Lemerond David Olejniczak	In Progress
13-10-74 Numerical Control - Machine Tool Manpower Needs. A masters paper based on a survey of employers of machinists to determine their need for persons with numerical control skills.	Roger Gerstner	In Progress
13-11-74 Mathematical Tasks as Related to Police Work. A survey of police duties as they use math for purpose of the development of a Police Math course.	Bruce Koopika	In Progress

PROJECT	PRINCIPAL INVESTIGATOR	STATUS
13-12-74 Evaluation of the Effective Listening Program. A controlled experiment to determine the relative effectiveness of a widely used effective listening package. This is being conducted in conjunction with a masters program.	Jerry Brenner	In Progress
13-13-74 Student Grades and Teacher Evaluation. A masters study designed to determine if there is a correlation between student grades and the evaluation of an instructor by students.	James Emmel	In Progress
13-001-151-224 State-Wide Civil Highway Technician Evaluation. Federally funded effort to look at all four Civil Highway programs in the Wisconsin VTAE system.	Warren Tiede	In Progress
NWTI Community Opinion Survey. An attempt to sample community opinion on selected aspects of NWTI. (no number yet assigned)	Bill Evans	Under Consideration

WAUKESHA COUNTY TECHNICAL INSTITUTE
800 Main Street
Pewaukee, Wisconsin 53072

DISTRICT PROJECTS COMPLETED

PROFESSIONAL DEVELOPMENT PLAN: Department of Research and Development, Administrative Services.

To assess the need for staff development and based on this assessment to develop and implement a plan for professional staff development.

1973 WITHDRAWAL STUDY: (SPRING), Department of Research and Development.

To gain a better understanding of the withdrawal student and with this knowledge to give assistance to potential withdrawals enabling more students to complete a program of study.

FACILITIES UTILIZATION STUDY: Department of Research and Development.

To determine the current room and student station utilization of the WCTI facilities.

The study indicated that some areas of the WCTI facility are being utilized beyond the capacity for which they were built and other areas have room for expansion. The study will assist in future scheduling of rooms and in expansion planning.

TEN YEAR ENROLLMENT PROJECTIONS: Department of Research and Development.

To provide ten-year enrollment projections for the purpose of long-range planning.

Long-range projections show the WCTI enrollments doubling over the next ten years and gradually tapering off as we enter the 1980's.

FACILITIES EXPANSION EXPLORATORY NEEDS ASSESSMENT: Department of Research and Development.

To determine the need for facility expansion in order to better meet the needs of present programs and programs planned for future initiation.

BAKERS SURVEY: Department of Research and Development, Home Economics Division.

To determine the occupational need for employees in bakery related occupations within the Waukesha County Area Vocational, Technical and Adult Education District.

HEGIS REPORT: Department of Research and Development.

To provide a descriptive report of data and activities concerning our institution for use by the Federal Government.

CONTINUING EDUCATION NEEDS ASSESSMENT - PALMYRA AREA: Department of Research and Development, General Education Division.

To determine the demand for continuing education in the Palmyra area.

FEDERAL PROJECTS COMPLETED

08.025.151.223-DEVELOPMENT OF AN ORDERED INVENTORY OF EXPECTATIONS OF POST-SECONDARY VOCATIONAL, TECHNICAL AND ADULT EDUCATION IN THE STATE OF WISCONSIN. (Mohammed Malik)

To determine the goals and expectancies set both by educators and the public for post-secondary vocational, technical and adult education in Wisconsin and to develop recommendations basedon these expectancies.

08.026.151.313-PROJECT CAREER EXPLORATION (R. L. Schoenberger)

To develop the curriculum for career exploration courses for high school students, followed by the implementation of these courses in district high schools.

DISTRICT PROJECTS IN PROGRESS OR IN EXPLORATORY STAGES

NORTH CENTRAL ACCREDITATION: Waukesha County Technical Institute.

To achieve full accreditation by the North Central Association of Colleges and Secondary Schools.

SUPERMARKET OCCUPATIONAL NEEDS SURVEY: Department of Research and Development and Marketing Department.

To determine the occupational need for employees in supermarket occupations.

1974 DISTRICT PLAN: Department of Research and Development.

To develop a five year plan for the district based on existing data on the district, on existing district goals and objectives, and on projections of this data to obtain future goals and objectives.

ANNUAL ENROLLMENT PROJECTIONS: Department of Research and Development and Student Services Department.

To provide enrollment projections for planning and staffing purposes which project future enrollment with the greatest degree of accuracy possible.

Enrollment projections are currently made in the fall, one year before the start of a school year and are updated in May, four months before the fall semester begins.

The fall projections are now in the process of being finalized.

1973 WITHDRAWAL STUDY: (FALL) Department of Research and Development.

To gain a better understanding of the withdrawal student and with this knowledge to give assistance to potential withdrawals enabling more students to complete a program of study.

1973 SIX MONTH, 2 1/2 AND 5 1/2 YEAR GRADUATE FOLLOW-UP: Department of Research and Development.

To assess the impact and effectiveness of the education offered at WCTI upon the lives of graduates of the school, particularly in regard to employment.

DISTRICT TRANSPORTATION COST/ANALYSIS: Department of Research and Development.

To determine the least expensive and most appropriate means to provide transportation to district personnel when "on-the-job" traveling is necessary.

HEALTH CARE MANAGEMENT COMPETENCY AND NEEDS ASSESSMENT: Department of Research and Development.

To determine the need for employees in health care management positions and to assess the occupational competencies necessary to function in health care management.

INDICATORS OF PROGRAM EFFECTIVENESS: Instructional Services and Department of Research and Development.

As a pilot project, to assist the State VTAE office in developing a method for determining the effectiveness of educational programs.

FEDERAL PROJECTS IN PROGRESS OR IN EXPLORATORY STAGES

08.003.151.134-PROJECT RETRIEVAL. (Stanley Goran, L. R. Schoenberger)

To assess the progress of probationalry students, diagnose deficiencies and implement a "behavior contracting" technique to overcome identified academic and interpersonal difficulties in order to optimize performance of probationary students.

08.001.151.184-UPDATE CONSUMER EDUCATION. (Clara Jensen)

To provide updated information on consumer education to Homemaker Aides employed by the Waukesha County Department of Social Services in an attempt to provide these aides with current information necessitated by changes in laws and departmental regulations and structure.

08.004.151.134-PRE-VOCATIONAL PILOT PROJECT--UNITED MIGRANT OPPORTUNITY SERVICES. (Mohammed Malik)

To provide pre-vocational training services through UMOS for migrant workers within the district.

08.005.151.184-STAFF ORIENTATION MULTI-MEDIA PACKET DEVELOPMENT. (James Catania - Fred Bartelt)

To provide information for staff in-service training on the history and philosophy of both the Wisconsin State Vocational/Technical Education system and on WCTI, as well as to provide information on individualized instruction.

08.006.151.144-IDENTIFICATION AND NEEDS ASSESSMENT OF THE HANDICAPPED IN THE WAUKESHA COUNTY AREA VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT. (Mohammed Malik)

To identify the handicapped within the district, the needs of the handicapped, agencies providing services and the services they provide to the handicapped, and unmet needs of the handicapped which might be met by WCTI.

08.007.151.134-PROJECT DECISION-SPANISH TRANSLATION. (R.L. Schoenberger)

To translate a successful audio-visual career information project into Spanish for use by the Spanish speaking within the district.

08.008.151.314-WRITING LABORATORY FOR ACADEMICALLY DISADVANTAGED STUDENTS. (Mohammed Malik)

To provide individualized assistance to students with basic writing skill deficiencies

08.008.151.134-A DAY IN THE LIFE OF THE WORKING MAN: AN OCCUPATIONAL DIARY TO ASSIST THE DROPOUT AND THE CONFUSED STUDENT TO MAKE A VOCATIONAL CAREER DECISION. (R. L. Schoenberger - Lorran C. Celley)

To provide audio-visual career information on job tasks, responsibilities, surroundings and structure as perceived in the actual working day of individuals in various occupational fields.

CAMPUS/WISCONSIN MANAGEMENT INFORMATION SYSTEM AT THE WAUKESHA COUNTY TECHNICAL INSTITUTE. (Walter R. Winter - James Engel)

To improve the operation, management and planning capabilities of the district through the development of an information system.

WESTERN WISCONSIN TECHNICAL INSTITUTE
Sixth and Vine Streets
La Crosse, Wisconsin 54601

Activities Completed

1. Development of a proposal for the Counselor Aide program
2. Development of a proposal for Environmental Technician program
3. Development of a proposal for Farm Business Management program
4. A study of the correlation between DAT scores and reading scores
5. Second follow-up of 1969 graduates
6. Room utilization study
7. Development and evaluation of a curriculum for part-time fire service instruction

Activities in Progress

1. Educational Target Population. (Hutchison):

   To determine how we can provide education for specific targets in which the population is at a social, economic (or both) disadvantage and has no place to go.

   To define the population in each community who may be handicapped, disadvantaged, elderly, youthful or in a minority group who needs educational help and plan to provide it. We are devising statistical materials which will be helpful to coordinators and instructors in locating these groups.

2. Investigation of Effectiveness of Individualized Instruction for Providers of Family Day Care Service. (Walter):

   The purpose of this project will be to investigate the effectiveness of the Individualized Instruction developed for Rural Providers of In-Home and/or Family Child Care Services. As a result of the evaluation and analysis of this evaluation, modifications pertaining to the materials and methods prepared will be made.

3. Self-Study Evaluation - Instructional Area Facilities. (Hutchison):

   To determine what effects facilities have on instructional competencies. A questionnaire was prepared to determine:
   1. Adequacy of the present space in classrooms, laboratories, offices and study rooms.
   2. What utilization is being made of the facilities.
   3. What station occupation is taking place.
   4. What is the functionality of the space.
      a. Space requirements
      b. Space efficiency
      c. Space flexibility
      d. Space location
      e. Environment
      f. Fixed and movable
      g. Support services

4. Evaluation of Learning Resource Center. (Hutchison, Erickson, Groskoph):

The problem was to determine if the new Learning Resource Center combines a previous ABE Lab, Adult Learning Center and two general education subjects for purposes of individualized instruction was functioning efficiently.

It was found that a 23-item questionnaire modeled on that of Santa Anna supplied us with information on 6 important areas, namely; (1) student personnel (2) reasons for student entering (3) students'responsibility to the center (4) instructors responsibility (5) tutors'responsibility and (6) personal relationships between students and teachers. Twelve recommendations were incorporated in a report to the administration regarding activity at the Center.

5. Hegis Reports. (Hutchison):

Our objective is to comply with U.S. Office of Education Standards in order that we may receive the benefits of national efforts to assist higher education.

Five reports were completed in accordance with standard informational forms requests. The forms requested the following data.

1. Institutional characteristics of colleges and universities.
2. Student information (2 reports)
   a. Degrees and other formal awards
   b. Opening fall enrollments
3. Financial statistics
4. College and University Libraries

It was found that summary reports can be used for referrals as to how we compare with other institutions. It requires review of just what we have done during the year and spurs one to account more specifically for important data.

6. Evaluation of Instruction - Student Opinions (Hutchison):

It was desired to construct an effective instrument for instructor evaluation and informational purposes. It was felt the instructor might find information helpful for his instruction in the future as well as evaluating past performance.

It was recommended to administration that the instrument include:

1. Nine student data questions to evaluate the students responsibility toward instruction.
2. Ten questions to evaluate the instructor's responsibility.
3. Six questions to evaluate the course presentation.

7. Evaluation of Instruction by Colleagues. (Hutchison):

To devise an instrument whereby peers or colleagues will evaluate on the basis of academic background and professional know-how which administrators may not have had in a special area.

8. Directory of Business and Industry. (Hutchison):

The object of this project was to update a previous directory and make it easier to refer to the particular community involved.

Administrators coordinating educational activities in the area satellite schools need to know the types of industries in the various communities and their training or educational programs. This will help them to analyze prospective educational offerings.

9. Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area. (Pendleton) (Part D - Discretionary Project):

Components include: overall guidance and counseling, career awareness, orientation, exploration, job preparation, placement.

Vocational Articulation--Bridges will be built between the educational systems and employing agencies in the District. Such vocational articulation will place increasing emphasis on sound career choice and its meaning to the individual.

Avocational Articulation--Increased effectiveness in the career field generally results from productive and personally satisfying utilization of leisure time. Information and continuous educational course offerings dealing with avocational pursuits will be offered to help implement career choise, career satisfaction, social development and awareness.

Unique Features

Consortium between area educational institutions and agencies; needs assessment model for program design; coordination activities of five career information centers; ETN in-service and informational programming.

10. Geographic Mobility as it Relates to Job Advancement and Job Satisfaction. (Weihrouch): Part of a National Project

11. Grading in Clinical and Classroom for Health Occupations. (H.O. Grading Committee):

To ascertain this "state of the art" in the criteria used for grading health occupations program students in both clinical and classroom situations.

Mail survey of 2 schools in each of the 50 states who offer health occupations programs.

WISCONSIN INDIANHEAD VTAE DISTRICT
Shell Lake, Wisconsin 54871

Semi-Annual Research Activity Report

July 1, 1973 to December 31, 1973

PROJECTS IN PROGRESS

I. District

1. Semi-Annual Update and Revision of District Long-Range Plan: Twice yearly substantive changes are made in the district's Long-Range Plan.

   a. Verificaiton of enrollments and comparing them to projections.
   b. Review of projected new programs and progress toward approval.
   c. Review and modify if necessary, enrollment projections.
   d. Enter new data on population and budget.
   e. Enter new or revised goals.
   f. Enter new or revised data of facility utilization and construction program.
   g. Enter new or revised data as requested for "District Plan".

2. Occupational Needs Survey: In cooperation with the WSES, the District Occupational Needs Survey was completed for the eight counties not previously surveyed. This data is being combined with data from previously surveyed counties.

3. 1972-73 Student Follow-Up: Conducted in accordance with state guidelines.

4. Survey of VTAE System - District's Procedures for Budgeting for Equipment Purchase and Replacement: A survey to determine district's procedures used in providing funds for equipment replacement and purchase.

5. North Central - Status Study: Preparation of the district's Status Study for submission to the North Central Association in applying for candidacy status.

6. North Central - Preparation for Evaluation Team Visit: Providing district employees with information pertaining to North Central Accreditation. Acting as the clearinghouse for information necessary for the evaluation team visit.

7. Student Profile Report: To complete a report on a variety of characteristics of WITI students.

8. Preparation of a Research Procedures Handbook: A collection of information about the Research and Development efforts in the district and of procedures used by the Research and Development Office.

9. District Employers Guide: A compilation of information pertaining to all employees in the district. Includes name, address, number employed and social security code, divided by county.

10. Establishment of a District Office Professional Library: A library for district office and staff specialists pulling together published and un-published data helpful to the completion of their analyses and completion of tasks for the district.

11. Program Development Allocation Procedures: Outline procedures for allocating program development funds provided in the Instructional Support section of the district budget. Act as a clearing house for applications for these funds.

12. Development of a Federal Project Procedures Document: A manual for teachers and administrators defining federal project and the district procedures for reviewing, applying for and implementing federal projects.

13. Public Information Program Plan and Position Paper: A paper describing the district's public information plan and outlining a public information calendar of activities.

14. A report comparing this district's past efforts to those of other districts: Provided the necessary information to print a document entitled "This Is How We Stack Up". This document compares the district's ability to serve its residents in adult and post-secondary programs to other districts since the 69-70 school year.

II. FEDERAL PROJECTS IN PROGRESS OR IN EXPLORATORY STAGES

17-002-151-144 - Vocational Skills: In this project it is proposed that continued utilization of vocational education including counseling, evaluation of individual potentials training or retraining, job placement and follow-up of emotionally disturbed and/or mentally or socially retarded populations. We propose to respond to these needs by expanding project operations to the area included in the St. Croix County Hospital with continuation of efforts to serve the populations served by the Douglas County Hospital. Also, it is proposed that outreach programs be increased to cover those not hospitalized, but who experience the need for assistance.

17-003-151-524 - Family Living Ed: This project proposed to continue its present operation of teaching family members to make the most of what one is and what one has as an individual within the family unit.

Objectives that appeared important in the beginning have been replaced with more significant objectives to meet the needs of the people. For example, the baby-sitting has evolved into an excellent Day Care Center.

17-004-151-134 - Outreach Counseling and Related Services for the Disadvantaged: The purpose of this project is to provide outreach vocational counseling and guidance aptitude and ability testing, financial aids, job information and related services to disadvantaged citizens. Aims primarily at the most depressed areas, the project is designed to help residents further their education or vocational training in order to obtain employment or advancement in their present work.

17-005-151-134 - Developmental Skills: This project is designed to serve the needs of the undereducated and academically disadvantaged adults. Flexibility of scheduling and small group approach will accommodate these individual needs.

Two 1972 projects established study skill centers at New Richmond and Rice Lake campuses. The centers served 125 students through instructional materials. Due to the success of these study skill centers, the district seeks federal support to establish similar study skill centers at the Superior and Ashland campuses and to continue the existing study skill centers.

17-007-151-914 - Home Improvement Occupations: In this project our intention is to train Indians throughout the district. This is a continuance of the effort which began in 71-72 for members of the St. Croix tribe of Chippewa Indians. In the first year the mobile and equipment was acquired. This project will add equipment and will provide two 25-week sections with a total of 10 Indians enrolled in each section.

17-008-148-124 - Adult Basic Ed.: The ABE Program of the district serves citizens who have dropped out of the traditional educational system. It is our goal to continue to reach these adults who are functioning below 3th grade level in reading and basic skills. Disadvantaged and minority groups who will make up a large proportion of these students enrolled. This group encompass American Indians, migrants, the low income group, illiterate rural citizens, veterans and any other adults lacking in basic skills.

17-009-151-134 - Voc. Ed. Opport. For Rural Students: This proposal has been developed to expand to a six county area the Vocational Education Opportunity for the rural student that have been possible during the past year. Our goal is to bring preparatory and continuing education programs and classes for health workers to locations accessible for residents otherwise unable to travel.

17-012-151-134 - Outreach Voc. & Career Education: The number of poorly prepared Indians has increased to the point that we need a more meaningful approach to serve our own people. This will be achieved through the outreach vocational and career education as we attack these problems in our own communities.

Councils have succeeded inbringing together youth and elders to work toward a common goal--the betterment of our Indian communities.

17-013-151-144 - Craft Aids for the Handicapped: This project proposal involves the development of an arts and crafts services to permit the severely handicapped, the senior citizen and minority groups to gain full time employment by manufacturing saleable items. This project will be conducted in cooperation with the Division of Vocational Rehabilitation, Superior District Office and Eau Claire District Office.

17-019-151-134 - Barron County Project: The Barron County Project research indicates there are many distressed families in Barron County with identified problem areas as health, financial, social consumer buying, family relations and child care. The overall goal of the program is to enrich the lives through educational programs and activities of these individuals.

17-020-151-224 - Faculty Research & Multi-Project: Research needs and ideas along with curriculum development projects are being identified by faculty and staff on a continuous basis. However application for federal funding occurs only once a year. As a result, many worthwhile projects are not able to be completed. The purpose of this request is to obtain grant money under one large contract which in turn can be awarded to faculty in a series of "mini-grants" thus eliminating the barrier of once a year funding applications.

17-022-151-524 - Day Care Training for Disadvantaged: The need has been established for the training of child care providers for working mothers in the Indianhead District. This Child Care course will be offered for providers of in-home and/or family day care services in a regular classroom setting throughout the district whenever 10 or more providers can meet.

17-023-151-144 - Learning Center for Disadvantaged: It is to meet the needs of these handicapped people that this project proposes a two-part pre-vocational and basic vocational training program. The first part provides that a learning center be identified and equipped at the new St. Croix County Hospital and supplied with requisite staff, learning equipment and materialsby this project. The second part calls for an on-campus program at the technical institute at New Richmond to recognize and evaluate the needs of handicapped people requesting vocational training. The project would then provide instruction using special learning equipment and materials on the campus to give the necessary pre-vocational and basic vocational skills to these people.

17-024-151-174 - Account Clerk Equipment: This project was written to assist the district in maintaining a quality of account clerk equipment appropriate to training personnel for local industry.

17-025-151-314 - Evaluation of OVIS: This project will aid the District in completing its data base on the use of the OVIS Survey as an indicator for occupational guidance and counseling needs at the high schools in our district and as an indicator of the need for VTAE programs based on student interest. In the two previous fiscal years, this survey was utilized by the schools in the former District 17. Prior to that, District 18 high schools participated as pilot schools for the OVIS Survey.

17-026-151-134 - Pottery Skill Development: This project will provide instruction to the Indians of the Red Cliff and Bad River Reservation areas in pottery construction. It has been determined that the making of pottery is an authentic Indian craft of the early Indians of the Red Cliff and Bad River Reservations. This project will aid the Indians of this reservation in regaining these pottery making skills with the potential for producing saleable items of pottery of an authentic Indian nature.

17-027-151-144 - Learning Center for Disadvantaged, Ashland: It is recognized that there is a need to provide intensive career counseling for the disadvantaged potential student. Initial exposure to pre-vocational basic vocational opportunities would be provided in the counseling services. Appropriate work-samples and hands-on basic vocational career evaluation by the student would be available.

These innovations would occur at the parent school setting in Ashland. They would also be delivered to the Bad River and the Odanah Reservations. These satelite adult learning centers will receive their initial learning equipment.

17-701-151-134 - Individ. Instruction for Disadvantaged: Disadvantaged people frequently lack transportation to attend outreach classes in larger towns or cities where enough students are available for traditional instruction. Individualized instruction would permit more disadvantaged persons in rural areas to obtain high school equivalency and learn employable skills.

17-702-151-134 - Small Business Management for Indians: An Indian has an even greater disadvantage in starting a small business than the average proprietor. He has, therefore, little chance of success unless he is given special training in record keeping, credit and other aspects of good business practices. A class

designed to meet the needs of Indians starting small businesses would increase their ability to become self-sufficient. WITI District operates a Small Business Leadership program which would provide experience in establishing these classes.

FOX VALLEY TECHNICAL INSTITUTE
1825 North Bluemound Drive
Appleton, Wisconsin 54911

12-080-151-134 - "Each One - Teach One" --(S. J. Spanbauer and Mary McCarty)

Presently there are 23 students who have been identified and who can benefit by the projects proposed. There are 21 tutors from the various disciplines assisting the students.

12-081-151-314 - "Year-Round Open-Ended Educational Program"-- (S. J. Spanbauer, Fox Valley VTAE Board, Staff Committee)

The Year-Round Committee, composed of three instructors, one supervisor, and two Board members, have had monthly meetings and developed the "year-round" guidelines. The guidelines were recommended to the Board after faculty approval. The Board adopted the guidelines and instructed the committee to work out the details for further implementation.

12-059-151-223 - "Coordinators Task Analysis" - (D. J. Bordini)

This project assessed an analysis of the activities performed by coordinators employed in the Wisconsin VTAE Districts. The final report is at the printers and should be ready for distribution on January 15, 1974.

12-103-151-224 - "Interaction of Learning Styles - Phase II" -- (Dr. Urban Oen, S. J. Spanbauer)

This project has identified different learning characteristics and learner styles in cooperation with instructional members in six different educational disciplines. Maps are being developed which identify the student pattern for the various disciplines which indicate student match and success areas. Multi-sessions have been held with instructors and student testing has been conducted.

ACCESSION NUMBER: VT100773

PUBLICATION DATE: 72

TITLE: A COORDINATED INSTRUCTION EMPLOYMENT COUNSELING SYSTEM FOCUSING ON STUDENT ADJUSTMENT TO WORK. FINAL REPORT.

PERSONAL AUTHOR: LEWIS, JOAN M.

DESCRIPTOR: *VOCATIONAL ADJUSTMENT; *VOCATIONAL COUNSELING; *VOCATIONAL DEVELOPMENT; *TEACHING METHODS; *EDUCATIONAL RESEARCH; OCCUPATIONAL GUIDANCE

EDRS PRICE: MF AVAILABLE IN VT-ERIC SET.

ISSUE: ARM V.7NO.4(1974)PP. 625

ABSTRACT: TO DETERMINE THE EFFECT OF A SPECIAL COURSE FOR IMPROVING STUDENT ADJUSTMENT TO WORK, TWO GROUPS WERE PRE-AND POSTTESTED FOR ACHIEVEMENT MOTIVATION. THE EXPERIMENTAL GROUP, RECEIVING 12 HOURS OF SPECIAL INSTRUCTION, IMPROVED THEIR SCORES 90 PERCENT OVER THE CONTROLS WHO RECEIVED ONLY REGULAR INSTRUCTION. THE ABILITY OF MEDIA TO CHANGE ATTITUDES WAS MEASURED WITH FOUR VOCATIONAL PLANNING CLASSES IN SIMILAR FASHION CONCERNING THEIR INTEREST IN OCCUPATIONAL INFORMATION. THE POSTTEST SHOWED THE EXPERIMENTAL GROUP, HAVING SEEN A SPECIAL FILM ON GOALS, INCREASED INTEREST BY 17.7 PERCENT WHILE THE CONTROL GROUP INCREASED ONLY 1 PERCENT. INTRODUCTION OF A DISCUSSION ABOUT THE FILM BEFORE THE POSTTEST WAS GIVEN WIDENED THE DIFFERENCE STILL MORE. AN ANALYSIS OF COSTS DETERMINED THAT THE COST EFFECTIVENESS OF REACHING LARGE GROUPS OF STUDENTS THROUGH THE PRODUCTION OF THE FILM BECOMES ECONOMICAL ONLY WHEN 50 OR MORE SETS CAN BE SOLD, SUGGESTING THAT STATE RESEARCH IS NEEDED. (MU)

INSTITUTION NAME: SAN MATEO COLL., CALIF.

SPONSORING AGENCY NAME: BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.

VT 100773

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A COORDINATED INSTRUCTION EMPLOYMENT COUNSELING SYSTEM FOCUSING ON STUDENT ADJUSTMENT TO WORK

FINAL REPORT

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SAN MATEO COMMUNITY COLLEGE DISTRICT

COLLEGE OF SAN MATEO

1971-1972

TITLE I, PART C - PUBLIC LAW 90-576

ED 100 773

SAN MATEO JUNIOR COLLEGE DISTRICT
PROJECT NUMBER 41 69054 C183 71

FINAL REPORT

A COORDINATED INSTRUCTION EMPLOYMENT COUNSELING SYSTEM FOCUSING ON STUDENT ADJUSTMENT TO WORK

ABSTRACT

Three methods of evaluation were used to study a coordinated instruction employment counseling course focusing on student adjustment to work. The ability of coordinated instruction to improve the adjustment of disadvantaged students to work was measured by experimental and control groups of educationally handicapped servicemen enrolled in a Pre Discharge Education Program (PREP). Both groups were pre and post tested for Achievement Motivation on the projective "Exercise in Imagination". The experimental group receiving 12 hours of coordinated instruction improved their scores 90% over the controls who received only regular instruction.

The ability of media to change attitudes was measured with four vocational planning classes at College of San Mateo. All four classes were questioned as to their interest in occupational information. This question was selected to indicate motivation to learn. Counselors teaching such courses indicated this area is a real problem. Two of the classes were asked the same question several weeks later after only regular class activities. Interest increased only 1% for these groups. The other two classes were shown the film on goals and asked the same question. These groups increased their interest by 17.7%. One group discussed the film before answering; their scores increased from 3.25 to 4.00. The other group answered before discussing the film; their scores increased from 3.44 to 3.76. Possible answers ranged from (1) no interest to (5) very interested.

An analysis of costs directed to the cost/effectiveness of coordinated instruction in reaching large groups of students showed a savings of 65% in salary costs per unit of credit: $7. for para-professional salaries with instructor coordination versus $20. per unit of credit per student in regular instructor salary costs. Research and film production costs become economical only when fifty or more sets of films can be sold. The format used requires 60 to 90 minutes of media for one unit of credit. Because media can communicate more concisely, most class time can be spent in activity and discussion. In lots of fifty, four twenty minute films would cost approximately $1,000. per set. Print costs are only $100. per set, so in quantities over 50, the price per set can be significantly reduced. This analysis suggest that State supported research is probably necessary for quality course production that is backed by sound educational research.

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A COORDINATED INSTRUCTION EMPLOYMENT COUNSELING SYSTEM FOCUSING ON STUDENT ADJUSTMENT TO WORK

FINAL REPORT

JOAN M. LEWIS

V.E.A. Part C Research

No. 41 69054 C183 71

SAN MATEO JUNIOR COLLEGE DISTRICT

ERIC

RESEARCH OBJECTIVES

This proposal tested the effectiveness of a media approach to a previously field-tested behavioral model designed to establish positive attitudes and behaviors leading to employment success in disadvantaged and handicapped workers. It also tested the feasibility of using a coordinated instruction system to improve the quality of vocational guidance, reduce the per student cost, and reach a larger proportion of the population that wants to develop the knowledge and understanding necessary for successful employment.

The intent of the project was to develop ten films, one for each component of the previously tested career course. The original timetable anticipated three years for media development, evaluation, revision, course packaging for television, and final coordinated instruction programming and testing. The State mandate that Part C Research must be completed in one year forced a rather unrealistic decision to try and complete all activities in one twelve month period. The course had always been taught as a complete unit and at the time the project was written, it was not known how only a few of the components could be used effectively.

Procedural delays further handicapped efforts however, and in January of 1972, it was decided to reduce the number of films produced and change the evaluation format to reflect the new schedule. (See Quarterly Report 1-27-72.) Outside evaluation was suggested, but costs posed a real problem. Several individuals and agencies were consulted during the spring semester for evaluation formats. New procedures were designed which combined in-house activities with

outside test-scoring were designed. (See Quarterly Report 3-30-72.)

RESEARCH DESIGN

The problem os using only a few components of the course was resolved with the discovery that four of the course components were very closely related to the Achievement Motivation Training offered by David McClelland of Harvard University. Using an instrument designed by Dr. McClelland, a format was developed to pre and post test one class of disadvantaged students randomly divided into experimental and control groups. The effectiveness of the coordinated instruction system in producing behavioral change could be equated to the research done by Dr. McClelland, which showed a high correlation between scores on his test and achievement success. This evaluation format allowed completion of the study in a time frame that was too short for measurement of actual change on the job.

The effectiveness of media in producing attitudinal change was measured by dividing four vocational planning classes of approximately twenty-five students each into two experimental and two control groups. Two of the groups were shown one of the films while the other two classes received only their regular instruction. Change in interest in occupational information was used as a measure of attitudinal change and was recorded for all groups by pre and post testing. One of the experimental groups discussed the film before completing the post test. The other experimental group completed the post test immediately after viewing the film and before any d sion.

The final evaluation was a cost analysis of coordinated instruction. Included in the study were costs for media to communicate affective data, printed materials for cognitive information, and para-professionals to show the films and lead the games and discussions following the film presentations.

COURSE SETTING

The primary intent of this project was to show the effectiveness of coordinated instruction in teaching new attitudes and behaviors to disadvantaged students. Originally, it was intended to administer the Norcal Questionnaire to all Cooperative Education students and use the criteria established by the Norcal study to determine disadvantaged status. Since the films were not completed until June, this procedure was not possible. Cooperative Education is not offered during the summer. It was found, however, that Foothill College offered a course to servicemen who had already been identified as disadvantaged to prepare them to continue their education. The class consisted of twenty-six enlisted men enrolled in the college's PREP Program (Pre Discharge Education Program). PREP is a twelve week course to help educationally handicapped servicemen earn a high school diploma or brush up on course work in preparation for college. The group was about 30% Black and 15% Chicano. The men were released from their regular assignments for four hours per day and contributed three hours of their own time four days per week. The men were often required to go on duty in the evening so that not every man was always available every evening.

The twenty-six men were randomly divided into experimental and

control groups. Of the thirteen experimental members, only six were able to attend all four of the three hour evening sessions comprising the course. These six were matched with six of the controls for statistical evaluation. The course was offered the last week of the PREP Program on Monday through Thursday evenings from 6 to 9 p.m.

TEST INSTRUMENTS

The effectiveness of the four instructional units comprising the course were measured by a projective test developed at Harvard University's School of Social Relations by Dr. David McClelland. The test, called "Exercise in Imagination" is designed along the lines of Harry Murray's Thematic Apperception Test. This version is published by McBer and Company, Cambridge, Massachusetts. It has been normed over the past ten years on businessmen in this country and abroad. A copy of the test and the scoring profile are attached to this report.

The pre and post tests were scored by McBer and Co. A 90% reliabity exists between scorers. To assure maximum reliability, however, both pre and post tests were scored by the same individual. The scorer had no knowledge of which tests belonged to the experimental group and which to the controls. The validity of the test to measure the course objectives is explained in the course outline.

McClelland's research with businessmen in underdeveloped countries strongly suggests that once an individual learns how to think, feel and act like an achiever, he has the option to become one. The

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